

Renegade Roundtable Discussions—RAW DATA
Renegade 2012 Plan

Driving Forces – All Sessions

- Quality Instruction, Quality Services
- Strong community support
- History, tradition, base that believe in college
- Benefit to families
- Admin team functions well
- Alumni want to give back
- Caring employees (college as a whole) Meeting needs of students (important needs)
- Leadership role in state
- Partnership with business
- Knowledgeable student body
- Need for our services is growing
- Realizing importance of linkages – providing stronger service to students
- Linkages are growing
- We educate twice the people for ½ the price (vs. CSUB)
- Doing more with less
- Intentions are good
- All trying to do the best we can
- We have highly skilled worker
- Employees engage in open and compassionate communication
- Employees have, to this point, been able to successfully maintain rapidly aging facilities
- Image
- Recognizing campus accomplishments
- Staff get along within there own department
- Good at forming committees
- Great Faculty
- Student engagement
- Supplied High Schools with information about BC
- Security Department
- Good job finding job on campus for students
- Good community support – donations
- Bookstore puts profits back into the campus
- Great People
- Financial Aid
- Historical Perspective
- Community Connections
- Cutting Edge

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- Various Locations in Community
- Mission Statement/Service to Community
- Representation on statewide committees
- Quality academic programs
- DSPS program admired throughout state
- Linked unit plans with actions
- Improved public relations
- Outreach—advisors in high school
- Improvement in registration process
- Regifest
- Bakersfield growth—pool of potential students
- More financial aid workshops—starting earlier
- Helpful Attitudes- we all want out students to succeed
- We have a good reputation in the community
- There are good things going on at the high school level in the area
- Our students at Delano have a strong desire to succeed
- The Delano Center is small in size and we have good communication between departments
- We make good use of electronic modes of communication
- The students at the Delano Center feel that they have good communication between the students and the faculty and staff
- The Delano Center has good support from the District Office and the main campus
- The Delano Center has access to a great deal of technology
- The members of the team at the Delano Center are cross trained—we each step in to other jobs when necessary
- The students at the Delano center are pleased with tutoring availability and financial aid
- The Delano Center faculty and staff will grow as the campus grows
- The Delano Center is the only higher education institution in the immediate area
- The Foundation at the Delano Center provides a great deal of support to the institution and students
- The child care Center at the Delano Center is an excellent resource for the students, both for their own childcare and as a resource for child development students at the Delano
- People who care
- Timing is right
 - Campus, State
- Series of traditions
 - Rank and File
- Economy and job situations
- Community support
- History
 - Underleveraged
- Activities of SGA
- CLIPS/Foundations of Excellence (student success strategies being developed)

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- Marketing efforts
- Collegiality
- Tradition/history/goodwill
- Good workplace
- Good people
- Good teamwork
- Landscape - mature trees, etc.
- FLEX offerings, faculty seminars
- Support programs
- MESA
- Faculty willing to help to increase enrollments
- Great students
- High school outreach efforts done by many departments:
- OLPH, Science Fairs in the sciences
- Art teachers to Art department
- Degreed advisors sent to high schools
- Middle school visits
- Math articulation (Tech Prep)
- Physics Olympics
- Optimists - public service with children
- The new Planetarium
- Cross-training efforts
- Online classes
- great student success in transfers to universities, entry level jobs in their fields of study or upgrades in their field
- Faculty and Classified (Support) Staff have supported the program over time
- Our programs are linked closely with the industry through the Advisory Committee
- Good “word of mouth” referrals from students who have gone through the programs
- Image
- Networking
- Administrative Support
- Fiscal support for Vocational Education
- To expand programs and add staff in some areas
- Enforcement of the 50% law
- Advertising (going after our customers)
- Sizable Reserves (Fiscal)
- Continued use of the printed schedule
- State Mandates and national requirements
- Desire to be a leading institute
- To excel

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- Budget cuts go down, creativity goes up...this puts us beyond the old memory
- Passion to meet community needs
- Best deal in the district
- Asking questions of new???
- Perspectives, Newer employees bring a newer and fresher perspective w/out assumptions
- Strong leadership
- Student focus
- Community partnerships and department/campus wide partnerships
- Community focus in addition to partnerships
- Student friendly
- Accessible
- Technology
- Childcare for students
- Great teachers
- Helpful staff
- Accessible faculty
- Long tradition and goodwill in community
- Good relationship between instructional programs and services
- Great students
- Established faculty help new faculty
- Warm and welcoming faculty
- Good cooperation in FACE between programs that the grant s enhance
- Good links between BC and HS faculty for Art and Music programs
- Many basic skills course offerings
- Good faculty training & orientation, especially for developmental students' College Council helps communication be more inclusive
- Advisory boards in departments helps reciprocate BC-Community communication
- Campus activities create positive image in community
- Renegade Room is positive image
- Strong impression in BC community with child development

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Inhibiting Forces – All sessions

- Communication needs to be timely and consistent
- Responding to urgent/crisis needs and leaving other stuff on back burner
- Lack of funding – staff, facilities, technology limited
- Inconsistent funding streams from state
- Lack of Horizon Planning (internal – long term missing)
- Long history of people doing own things & not communicating about it
- Internally, employees may not understand college's role in community. (What we mean to communicate)
- Few people in many things (80/20)
- Acceptance (taking for granted by community)
- Need a stronger relationship with the community
- Inconsistent voice (silos – internally and externally)
- Don't always communicate our work to the community – disjointed
- Sense of distrust – faculty, admin, and district is historical
- Facilities – growth is student population
- Lack of training – across the board: adjuncts, technology
- Money doesn't always go where services are offered
- Desired outcomes are not always focused on strategic planning
- Don't always use classrooms as effective as possible
- Disconnect between district and college
- Not understood, not interested at District
- Communication protocol not understood
- Accountability of protocol
- Don't have clear procedures/protocols
- We're all over the map. This is frustrating and affects morale
- Rules not communicated procedural manual
 - causes rework & impacts morale
- Inconsistencies of processes
- We are dealing with chronic staff shortages. We have 39 buildings, 140 acres, and not nearly enough staff to handle the demand. This has led to a climate of frustration and blame among employees.
- We are working with an antiquated, inadequate budget and budget process. Makes it difficult to process orders and procure equipment and supplies.
- The district has engaged in a pattern of making uninformed decisions. The repeatedly fail to consult with resources (skilled, experienced workers) and make decisions that either require more work or are costly. Examples cited included recent purchases of non-compatible two-way radios.
- Lack of mutual respect between administration and staff
- The district's efforts to centralize staff are counterproductive and cause unnecessary expenses and delays.

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- Many of our facilities are aged beyond their intended life spans. Things are crumbling around us and require constant repair and maintenance.
- Our work order system is also way out of date. It is cumbersome, inefficient and non-communicative.
- Departments need to work better with each other
- False press regarding Administration's viewpoint
- Not enough communication sent out or sent out late
- Need to make better use of website
- Keep Information up to date
- Lack of Communication
- Student not aware of their rights
- Counselors give out incorrect information
- Students not aware of campus services/programs
- Campus Center needs beautification
- More cross co-curricular Activities
- Better communication between teachers and bookstore
- Bookstore does not have needed books or enough of them
- Too expense
- Where does the money go?
- Wrong information given to students by faculty and counselors
- No enforcement of "No Smoking" within 20 feet of any entrance to any building
- Better signage on campus
- Student parking has unclear lines
- Class size vs. Room size
- Lack of healthy food choices too expensive
- Cannot use plastic to pay in cafeteria
- Campus wide "No Smoking" policy should be established
- Better communication/timely/accurate
- Student Services affected by lack of communication
- Economics—need for more resources
- Budget cutbacks vs. hiring new staff
- Apathy—is staff feedback really considered?
- Lack of accountability
- Student enrollments going up negatively impact student services—(not enough \$\$ to hire more staff to handle increase)
- 50% Law--need more counselors and librarians
- Students coming to BC unprepared
- "Entitlement" generation
- Many staff retirements
- Perception of a community college vs. 4 year college
- High school students pressured by high school counselors and others to attend 4-yr college

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- Parents need to be educated as to benefits of attending community college and transfer rates
- Email
- There are conflicting philosophies between the Delano Campus and BC. We do not have the same goals sometimes.
 - Perception between the campuses and campus cultures are different between BC and the Delano Center. (2)
 - We need to develop a sensitivity to each other's viewpoints
 - There are problems inherent with the distances between campuses (3)
 - Students must drive to courses that are not offered at Delano
 - Instructors feel allegiance to one campus or the other
 - Transportation costs to the Delano Center and the BC campus are difficult for the students
 - The courses offered at the Delano Center have been a problem (1)
 - The numbers of courses offered are too small
 - The students should be able to get more than GE courses at Delano
 - We are not allowed to offer new courses without enough registration, and when that does not happen the courses are cancelled and the numbers are not allowed to build from semester to semester
 - Students do not know when courses will be offered again
 - Books from the bookstore do not get to Delano at the beginning of the semester, so students do not have them for the first week or more of the class.
 - The amount of books ordered does not get sent to Delano, so they run out.
 - Room and staff amounts at Delano constrict the courses offered (1)
 - Lack of funding is always a problem
 - Delano Students do not have home computers or credit cards
 - We need better marketing
 - There is a lack of library resources at the Delano Center
 - Delano students are having to go to the Porterville campus to graduate Delano students are going to the Porterville campus to avoid the FEE
- Tradition and culture
 - Accustomed to doing things a "certain" way
 - Not aware of what has changed
- We've always done it that way
- ***Resistance and Fear**
- Hard to get honest feedback
- Key Result Areas not currently being modeled
- Disingenuous
- Morale, Buy-in
- History
- Given feedback before and it was not used
 - They already know what they are going to do before they ask us
- Off campus phone callers are often routed around campus, rather than having their questions answered
- "Problem" students
- Notices for activities are often very late

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- Waitlist - communication problems with students
- Courses limited by lab space
- Campus web page appears static
- Campus web site is difficult to navigate
- Campus web site and publications contain spelling and grammatical errors
- No wireless access
- Lack of smart classrooms
- Filthy classrooms
- Aging buildings
- Trash uncollected
- Lack of recycling
- Inability to pass knowledge from retiring faculty to new faculty
- Some new faculty don't understand roles
- Lack of mentoring for all employees
- Staff bumping causes some employees to be in inappropriate job assignments
- Budget - inadequate
- Important announcements are often late
- Lack of consistent technology upgrades across campus
- Lack of space
- Concerns about space and the impact of upcoming renovations
- Poor student placement in courses
- Lack of preparation in incoming students
- Counselor feedback
- Communication with students about courses and the order in which they should take courses
- Overloaded counselors, long waits by students
- Student frustration with waiting for counselors leads to many not visiting counselors
- Shortages of classified employees
- Shortages of faculty
- Not replacing retiring faculty
- Difficulty in finding qualified adjunct professors
- Online courses - students taking courses while lacking computer knowledge
- Online courses - some students see as an opportunity to cheat ("get someone else to take the class for you")
- Lack of opportunity for collegial communication Closing of the staff cafeteria
- Apathy
- Decisions made without consultation with affected departments
- Outdated and identity system/logo/branding scheme
- Badly designed marketing materials/billboards/brochures
- Poorly marked campus, lack of building signage

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Marketing/Advertising

- Our marketing/advertising is the wrong medium/message for the college. The “Jump” campaign is very poor
 - Our advertising is not age appropriate. We need to target not only the under 20 crowd, but the 20-35 crowd for vocational programs
 - Our advertising has no context. What is Jump? Look at Taft College to see how information can be presented without trying to be cool or cute
 - We have a great number of CTE programs available, but our advertising does not communicate that fact
 - Our website is antiquated/not user friendly/too cluttered
 - We use stock/canned graphics
 - The photos are not age appropriate and are the wrong demographic-under 18 in some pictures
 - We are not using photos of actual students
 - There is no consistency to the various department websites
 - Suggest looking at other sites that are less cluttered on the home page
 - Continued funding is essential for vocational programs and for updating technology.
 - Funding must be used appropriately!
 - Administrative Support
- Interim District Office Facilities has way too much power. Facilities and construction needs District Office impact instruction. The District Office runs the college too much
- We thought the District Office was to be downsized, not continue to add new administrators and take over college functions
- Lack of administrative support and oversight in several areas hinder instructional efforts
- Administration’s disregard of student needs, example: canceling a needed instructional program, saying that students can learn basic skills (academic and computer) on the internet
- Administration’s been dishonest – saying one thing and doing another
- Administration starts something and does not finish it. One example that happened numerous times: asking that a course be started, staff was hired, everything ready, and then the administrator dropped the ball – program was not promoted or advertised or the intended audience was never tapped.
- Administration tries to run some instructional programs and micromanages them: the construction program, for example. They either need to be administration or faculty, *they cannot be both!*
- Administration is out of touch with the (lower) level of the students entering the programs.
- Administration cutting basic academic and vocational classes. This will result in a substantial decrease in enrollment.
- Lack of support for the printed schedule
- Students are not prepared when they arrive at the college
 - BUDGETS
 - Changing student and campus culture
 - Student under-prepared, lack of independence
 - Students seem lost and have a sense of entitlement
 - Lack of supply of qualified faculty
 - Qualified staff at the partnership
 - Community partnerships come with
 - State mandates and National requirements
 - Community needs based on diversity and campus diversity does not match it.

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- Values, beliefs and lack of understanding (without the diversity we are missing the knowledge and experiences that come from being diverse/matching the community)
 - Diversity in the areas of
 - Education community, values, age, race and culture should mirror the community population
- Technology
 - Budget and being able to keep up with it
 - Community wants technology savvy employees
 - Modern labs
 - Staff development
- Staff development
 - Lack of money
 - All need it staff, faculty and administration
- Lack of support staff
 - Understaffing custodial
 - No toilet paper in bathrooms
 - Unclean
 - No soap
 - Staff not doing their job
 - Facility cleanliness
 - Health issue
 - Image
 - Repairs

Human Resources

- Links with District Office need a reality check – non-communication
- Web page is difficult to navigate for students and employees
- Under-prepared students
- Facilities/equipment in classrooms inadequate
- Lack of signage in parking lot & buildings
- Ticket meters – need for better parking system especially first day of school (like big games)
- Many areas on campus are dirty
- Too many pests
- Inadequate facilities hurt BC image, especially bathrooms
- Not enough accountability among staff – especially maintenance & facilities
- Landscaping not well-maintained – Could be low maintenance
- Stadium Y surrounding area not well maintained (BC logo)
- Lack of marketing plan and communication for maximum exposure
- Budget process needs to be more streamlined

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Causes

- Info overload
- Lack of time to do everything
- Our system has created lots of noise – not prudent to communicate everything with everyone – Too much
- Too hard to respond to everything
- This stems from mistrust; lack of assuming good intentions
- No new employee protocol
- Transparency needed (Outcome focused: roles, goals)
- Past events are affecting us today
- Not enough long-term planning
- We continue to fight fires
- We have time to do it over but not time enough to do it right
- Misuse of e-mail – not clear of whom what and when
- Our work here (BC) may impact/achieve District outcomes
- Lack of communication between departments, students, and administration
- Under staffed
- Lack of employee enthusiasm
- Us vs. them attitude between departments
- Student gets run around
- Don't take students on a serious level because of student label
- Keep asking for ssn instead of @ numbers even though info is illegal
- Treating students as incapable, stigma of treating BC as an extension of high school
- Do not realize that students are a valuable resource
- Maybe previous SGA hasn't been as helpful or active
- Raising flag poles – designated posting/signage protected area
- Disconnect in accountability (i.e. why don't we have campus signage yet? Who is responsible? Where is the breakdown?)
- Managers not qualified in area they are responsible for which impacts why things do not get done
- Campus committee to look into campus committees?
- Fear of controversy to put out or not put out information
- Paralyzed by planning process—no one taking control
- Administration does not want to admit when something does not work
- Paralysis of what shared governance is—do not have to wait until EVERYONE gives input before a decision is made
- Classes offered at the Delano Campus
 - Delano has room and staff constraints
 - New classes have small enrollments, get closed, and are not offered again
 - Do we *know* what classes student at Delano want?
 - Because of the pool of adjuncts in the Delano area, it is difficult to staff some new courses (both faculty and staff)

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Causes of Resistance and Fear:

- Tried before; our input was solicited and resulted in cuts, etc.
- Information ends up being used against us
- Communicated back without connection to input; seems random
- In the end, what does input come to? The people at the top make the decisions regardless
- Overloaded already and this (strategic planning) means more work
- Shortage of staffing
- Lack of faculty continued training
- Lack of classified continued training
- Budget
- Recruitment
- FTFO
- Failure to commit to having enough staff by district (need commitment from district/campus leaders)
- Not enough qualified adjuncts
- Allowing for long wait lists (needs better monitoring)
- Education has been shifted to a “business model” Priority is now on bottom line only.
- Uneven funding makes planning difficult
- The top three Inhibiting Forces chosen by this group were Marketing, Administrative Support and Funding.

Marketing/Advertising

- We are targeting the wrong medium in our advertising.
- Our ads lack context, are not age appropriate and do not reflect our actual students
- We’ve been told that we don’t understand the Jump campaign because we’re not young enough (we’re too old). But parents encourage their kids, and if the parents don’t understand it, then what good is it?
- We use stock/canned graphics in our ads
- Our ads do not communicate the vast number of programs that we offer
- Our website is antiquated
- Department websites are not consistent

Administrative Support

- Interim District Office Facilities Manager and the District Office run the college
- There is a lack of support and oversight of the college in some cases (see inhibiting forces)
- There is a lack of regard for students’ needs (see inhibiting forces)
- Dishonesty; Saying one thing and doing another. Some examples: promising project proceeds, release time, support, funding, asking to develop classes for a special audience, etc., saying that a certain program would not infringe on a program or department, then doing the opposite or not doing what was expected or agreed upon
- Academic Freedom issues - example: construction program – administrator made a number of changes in this instructional program. Also, because changes were continually made to the program by the administrator, the faculty was not able to teach the course as he intended.
- Starting things and not following through (see inhibiting forces)

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- Micromanagement of programs and trying to be both the administration and faculty for the college (they cannot be both) (see inhibiting forces)
- Administration is out of touch with the (low) level of students entering the programs
- Basic classes, both academic and vocational are being cut
- There is a lack of administrative support for the printed schedule

Funding

- Equipment purchases are not always run through the Advisory Committee – result: expensive equipment purchased for one area where others in that area have advisory approved needs that weren't purchased.
- Sometimes programs receive funds for equipment just before the program is discontinued (continuing on the example above).
- When disposing of equipment, no effort is made to get top dollar for the discarded equipment
- Faculty are still spending way too much out of their pocket because purchasing is impossible for items that can be purchased locally from home centers. Either we need to stock heavily for all possible scenarios and pay 3 times what local sources charge, or simply nickel and dime all the miscellaneous items out of pocket. Local stores do not accept KCCD purchase orders anymore
 - Internal/External changes budget driven
 - Costly to run
 - Continued certification of staff is required and mandated
 - There is a lack of understanding of requirements to stay current and maintain degrees, license, state requirements
 - Not enough accountability among employees
 - Campus environment

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Suggestions

Fiscal

We need solve the problem that prevents staff budgets from being increased. There is much work that needs to be done, and until we figure out how to pay for it, it's not going to get done. This is an ever-worsening situation that is not going to go away. It was further suggested that there needs to be a series of consequences and accountability for those who misuse budgets or misappropriate funds.

Communication

The group indicated that one their greatest concern was to increase two-way communication between the district and its administrators and rank-and-file staff members. Stakeholders and constituents must be consulted on matters that affect their working conditions. When input and feedback are sought by the district, employees want a response, a validation, some communication from the district. As it stands now, the impression is that suggestions are offered and that they are never acted upon or even acknowledged. This hinders participation in the process. Personal interaction is desired from the top to the bottom. There exists currently a climate in which there is fear of reprisals, making it difficult for people to come forward with complaints or suggestions. Morale is very, very low.

It was suggested that campus- and district-wide communication needs to be improved and that every staff member should be armed with a two-way radio. As it stands now, supervisors are radioed and they must stop what they are doing to go find a subordinate to whom they must assign a task. It is thought that this is a grossly inefficient way to get things done.

Finally, it was suggested that administrators should take a day or so to work side-by-side with rank-and-file employees. Previous experience with other employers has indicated that this helps to improve and streamline processes once administrators actually see what employees have to contend with.

Student Success

Although not directly related to this group's mission, several were parents and indicated the following concerns:

We should have a textbook rental program. Textbooks have become prohibitively expensive. In addition, we are competing directly with one or more colleges who offer just such a program.

We should put an end to coercive policies. It was noted that when a student registers, they are automatically issued a student discount card unless they find a difficult-to-see box that they must un-check in order to opt out. Instead, students should have to check the box if they want the card. This has cost the Business Office hundreds of hours to track down complaints of students who don't wish to pay the \$15 and who find themselves locked out of classes for non-payment of a fee that they weren't even aware of. We should be operating in a more transparent, above-the-board manner.

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- Fiscal support from student involvement (builds on sense of community)
- Better announcements
- Better usage of heavy traffic area
- BC email announcements
- Faculty need to make announcements at the beginning of class
- Email accounts for students mandatory
- Make students take accountability
- Add a planner/calendar to the student handbook
- Use students for campus project (maintaining planters in campus center)
- Build up student self image (change attitude from high school to young adult college student)
- More security camera
- Employ students on campus to help where there are staff shortages, involve students in job placement
- Have student project like
- Recycling for income
- Science and engineering solar farm
- Focus community services programs on/towards campus
- Offer full paid classes (extended university model)
- Allow for new staff to be creative and try new things
- More info needed as to what other departments are doing in their areas
- Timely orientations w/ tour of campus for all new employees—a consistent and formal process
- Administration needs to be aware of what employees are doing—especially before they make cutbacks)
- More staff development and in-service/ cross-training
- We do not say “Good Job” enough to staff
- Be accountable for your own mistakes and do not be afraid to make mistakes
- Departments should get together to find common needs and work together

Offering new courses at Delano

- We need to survey students to find out what courses students in Delano want and what their goals are (suggestion—do this in classes and compile the information)
- We need to advertise new courses offered in Delano
- We need to use different marketing for courses in Delano
- We need to develop a multi-disciplinary faculty department in Delano to support the individual needs of the campus
- Delano needs to take up their own cause with a “program group”
- We need to get community input at Delano
- We need to consider student educational plans when offering courses at Delano
- Counselors need to know what will be offered
- We need to develop an adjunct pool at Delano to offer new courses

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Campus Culture at Delano

- We should stock the vending machines better
- We need to make the campus someplace the students want to stay at outside of classes
 - have picnic tables and benches
 - start student government and clubs
 - put information about clubs on a big bulletin board

Distance between campuses

- We should have some BC/Delano meetings at Delano
- We need more interactive classrooms at Delano

Suggestions for reducing and/or eliminating Resistance and Fear:

- Communication back to constituency
- Task force liaisons
- Decision-making process communicated back
- Acknowledging the past failure to communicate would validate our perception
- Improvements communicated in such a way that it is directed, not creating more work
- Stabilize funding
- Make staffing a priority
- Better communication within departments for wait list issues
- Devise a method of opening a new course when a course or two have long wait lists
- Continue training for everyone
- Grants (as funding source)
- Industry partnerships to stay current with trends and for funding
- Creating an environment that people actually want to work in
- Offer alternative scheduling options (Saturday courses)
- Offer more community service courses
- Central marquee for campus events - like one on KSFCU sign
- Commitment to customer service model for all employees
- Set up recycling program
- Consider a faculty-based advisement pilot
- Consider limiting the number of online courses that may be taken by a student

Marketing/Advertising

- Define and understand our target audiences, not just high school students, but also 20 – 30 year olds and 40+
- Hire an ad agency that actually does understand the demographic we are targeting (18+, including the older student). This one obviously does not – evidence: the Jump campaign
- Look at Taft College's advertising!
- Advertise on television!
- Advertise on MySpace!

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- Website home page is way too cluttered
- Target our vocational programs in our advertising!
- Don't just run advertising when out-of-work people watch TV. Most of our people who benefit from our vocational programs DO work – somewhere
- Perhaps all who design and approve the website could be a little more open minded and look at sites that are easier to understand and use

Administrative Support

- Stop allowing Facilities and the District Office to run the college
- Administration needs to support the printed schedule and it should be distributed in newspapers and at high schools
- Administration must engage in more grassroots communication when it comes to canceling classes, making real estate decisions, etc
- Administration must engage faculty and staff in honest communication – say what you mean and mean what you say
- More transparent and explained decision-making would restore some trust
- Be less “ego involved” when faculty have dissenting opinions or have a difference in focus
- A pat on the back for faculty who are doing the right thing doesn't take much effort, but pays big dividends. It may make the difference in the person wanting to stay here at BC.
- Talk directly to the faculty member about concerns and issues rather than speaking about him/her to others, particularly superiors

Funding

- Large expenditures should always be part of an overall plan
- Disposal of old/discarded equipment should be coordinated and effort should be made to dispose of the equipment in a manner that brings in the most money possible for the equipment
- Restore credit rating so local stores (home improvement centers) would again accept KCCD purchase orders
- Consider the possibility of a low-limit credit card or dean-approved reimbursement (from dept. budget) for materials purchased locally

Improve communication

- Opportunity and the process
- Educate our community on the budget
 - Funding
 - Continuing Education as an educator through partnerships
 - Practice to teach and teach to practice
 - Release time should be part of load to work at a community location/partnership and ask community partners to fund staff development and incorporate into daily work
 - Faculty and staff internships relevant to your area
 - Staff orientations (1-2 weeks of employment)
 - Forms
 - Purchase Request
 - Human Resources
 - Work-orders
 - Training

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- Systems training
 - Banner
 - Schedule plus
- Faculty orientations
 - Manuals
 - Shorter orientations
 - Hands on...less lecture
 - Mentors who are available
 - Interactive can grab them on the sleeve
- We need procedures...we have plenty of polices
 - People want to do the best they can, it is frustrating not to be oriented
 - District needs policies...staff, admin, faculty need procedures
- Recycling on campus
- Low maintenance landscaping
- Better lighting & fix switches
- Paint rooms and buildings
- Repair/replace locks
- Have enough furniture for students in classrooms
- Appropriately sized furniture
- Signage for buildings and campus
- Promote adoption of landscaping, flowerbeds by staff to make improvements
- One central location for Calendar of Events – e.g. WEB
- Improve awareness & utilization of existing resources & ties to student experiential learning (e.g.> Student ambassadors) & student projects.
- E.g. Horticulture students work on landscape projects
- Welcome students with open-house & information before school starts. E.g. Student videotape about campus life, showing several places
- Put one art piece in every building or foyer