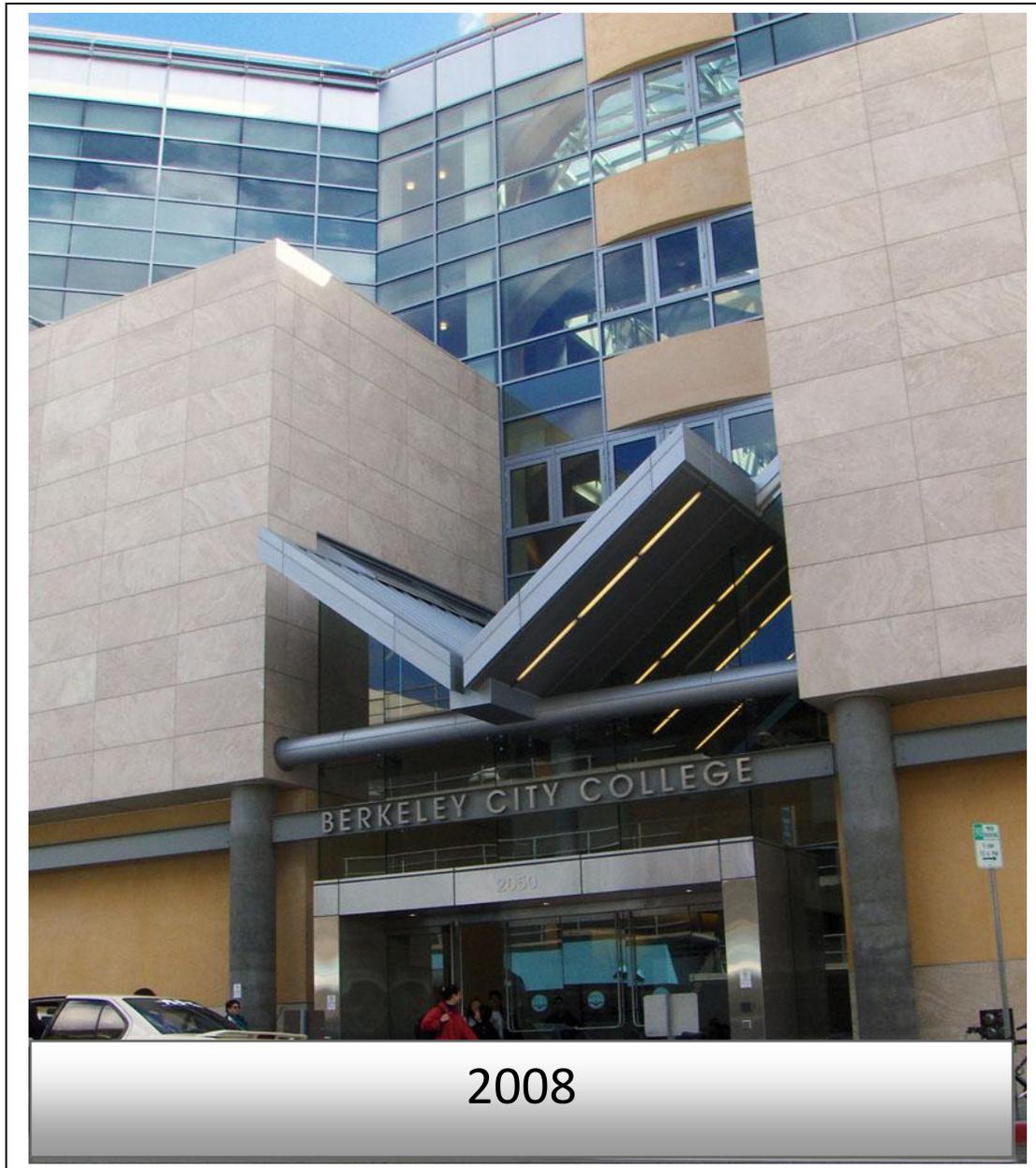




# Berkeley City College

## Comprehensive Self Study



# Comprehensive Accreditation Self Study Berkeley City College 2002-2008



# Certification of the Institutional Self Study Report

DATE:

TO: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

FROM: Berkeley City College  
2050 Center Street  
Berkeley, CA 94704

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the self-study accurately reflects the nature and substance of this institution.

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Cyrus Gulassa  
President, Governing Board

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Elihu Harris, J.D.  
District Chancellor

---

Betty G. Inclan, Ph.D.  
President, Berkeley City College

---

Dona Boatright  
Accreditation Liaison Officer

---

Joseph Bielanski, Jr., Ed.D.  
Academic Senate President  
Faculty Co-Chair

---

Tiana Wilkes  
Associated Student President

---

Ikhbold Odnamar  
Classified Senate President

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# Introduction

## A. History

Berkeley City College received its new name on June 1, 2006. The college was founded in April 1974 as the fourth of the Peralta Community College District's colleges. Initially its charge was to provide outreach programs to the northern cities of Alameda County—Albany, Berkeley, and Emeryville. Its original name, the Berkeley Learning Pavilion, was changed in October of 1974 to the Peralta College for Non-Traditional Study (PCNS) and its mission expanded to that of, “. . . a public community college offering alternative post-secondary educational programs and services for students of the Peralta Community College District (PCCD). The college [was] expected to assess unmet learning needs, to devise flexible and diverse ways of responding to those needs, and thereby to increase access to educational opportunities.

For the first three years of its existence, PCNS was a “college without walls” with widely dispersed locations, offering its classes at sites throughout the service area, including the West Berkeley YMCA, Berkeley High School, the North Berkeley Community Center, the St. Mary Magdalene School, the Summit Educational Center, and the Oakland Army Base. The college assumed the administration of courses offered through the Peralta External Program and the UC/North Peralta Experimental Program, a grant-funded endeavor whose intended to provide a smoother transition to UCB for low-income, minority community college students. The grant afforded PCNS the use of University of California at Berkeley (UCB) facilities at times when they were minimally used, a facilities relationship that persists to this day. PCNS also operated an outreach program, offering courses found at the other three Peralta colleges.



# Introduction

## A. History

By 1977, in response to requests from various businesses, community organizations and agencies, PCNS had established classes in over twenty locations throughout the Peralta district service areas. Largely aimed at adults in transition, these alternative programs flourished, pioneering some of the first alternative delivery methods in the district, including telecourses. The travel program was founded in 1978 to address community need. By 1979 the college was offering approved courses in over 100 locations throughout the community, and by 1981 the number of sites had grown to 200.

In 1976 the college applied for candidacy for initial ACCJC accreditation. This was granted in June 1977. In 1978, the governing board voted to change the college's name to Vista College. Candidacy was renewed in 1979, and the college was granted full accreditation in June 1981.

From 1981 to 1986, Vista continued to offer classes and programs at multiple off-campus sites, developing new services to meet public and private sector needs. It created the East Bay Small Business Development Center, the International Trade Institute, and the American Sign Language Program. The college directed programs offered through the Downtown Oakland Business Education Center at the Fruitvale Community Education Site, at business locations, and at community and senior centers. The college opened the first computer laboratory in the Peralta Community College District (PCCD). At that time, Vista served more than 1,200 disabled students per year.

In 1987, in response to continuing budget pressures at the state and district level, the college's budget was substantially reduced and several of its programs transferred to other



# Introduction

## A. History

Peralta colleges. The Downtown Oakland Business Education Center was closed and the college reduced many of its off-campus classes.

The passage of Assembly Bill 1725 in 1987, which redefined the intent of the community college and the proportion of full-time to-part-time faculty (75/25), significantly impacted the mission and design of Berkeley City College's offerings, even though the 75/25 did not apply to Vista. (Even today BCC, as a full community college, is nowhere near this proportion.) The college's faculty and administration reviewed its programs and classes in order to shift resources away from alternative education and focus instead on the comprehensive mission of the California community colleges as we now know it. In 1987, the district's governing board approved the final modification of the institution's name to Vista Community College.

In 1995, a group of community members signed a petition seeking to create the Vista Community College District out of a portion of the existing Peralta Community College District (PCCD) by "de-annexing" the cities of Albany, Berkeley, and Emeryville. This was done for a variety of reasons, including lack of a permanent site for the college and a lack of parity in Vista's budget allocation.

In response to the community's de-annexation efforts, PCCD proposed Measure A, a capital improvement bond initiative which allocated eight million dollars to construct a permanent college facility and also stipulated that \$7.5 million would be used from Measure B, a previous Peralta bond issue, to augment the \$36 million allocated from Measure E, a bond measure that was passed in November 2000. In addition, the State of California allocated another \$25 million from Proposition 47, passed in 2002.



# Introduction

## A. History

In June 2006, Vista Community College's name was changed to Berkeley City College. Construction of the first phase of the new facility is complete. The second phase, the build-out of the 3<sup>rd</sup> and 4<sup>th</sup> floors, is in planning stages, and is urgently needed because of rapid growth. The college has consistently grown in full-time equivalent students (FTES) for the past twelve years at a rate exceeding the three to five percent annual growth rate projected in the *Educational and Resources Plans 2001-2016*. The college takes great pride in registering these increases in a service area where overall population has grown only 2 percent from census year 1990 to census year 2000.



# Introduction

## B. Demographics

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- Enrollment and FTES: Fall and Spring .....Figures 1 and 2
- Student Ethnicity.....Figure 3
- Student Ethnicity Headcount and Percentage.....Table 2
- Staff diversity.....Table 3



# Introduction

## B. Demographics

**Table 1: Ethnic Composition of BCC and Service Area Communities, Fall 2006**

	<b>Total Population</b>	<b>Asian</b>	<b>African Am.</b>	<b>Hisp/Lat</b>	<b>Native Am.</b>	<b>White</b>	<b>Women</b>	<b>Men</b>
Service Area— Berkeley	90,432	12,641	10,874	5,710	122	57,875	46,120	44,311
Service Area— Albany	16,444	4126	675	1312	64	10,078	8775	7669
Service Area— Emeryville	6882	1760	3096	616	34	6534	3438	3444
Total	113,758	18,527	14,641	7,638	220	74,487	58,333	55,424
Percent of Service Area		16%	13%	7%	.2%	65%	51%	49%
<b><i>Berkeley City College Student Population: Fall 2006</i></b>	4,695	743	1143	560	36	1518	2837	1828
<b><i>As a percent of Berkeley City College</i></b>		16%	24%	12%	1%	32%	60.0%	39%

Table 1 shows the population in the BCC service area and the total student population for BCC by ethnicity and gender. (Data is drawn from the 2006 U.S. Census-- the most recent reliable census data (<http://factfinder.census.gov>), and from the Peralta mainframe.)

Table 1 compares the composition of the college and the composition of the total area population. If an ethnic group's share of the college is the same as the proportion in the service area, the ratio is shown in the bottom row as "1". All groups are represented in proportions greater than their proportion in the community, excepting whites and males.

Data about the service area since the 2006 Census are not reliable. Changes in the student body before and after 2006 are shown below and do not represent significant swings. Therefore, the relative proportions to the service area do not differ substantially since 2006.



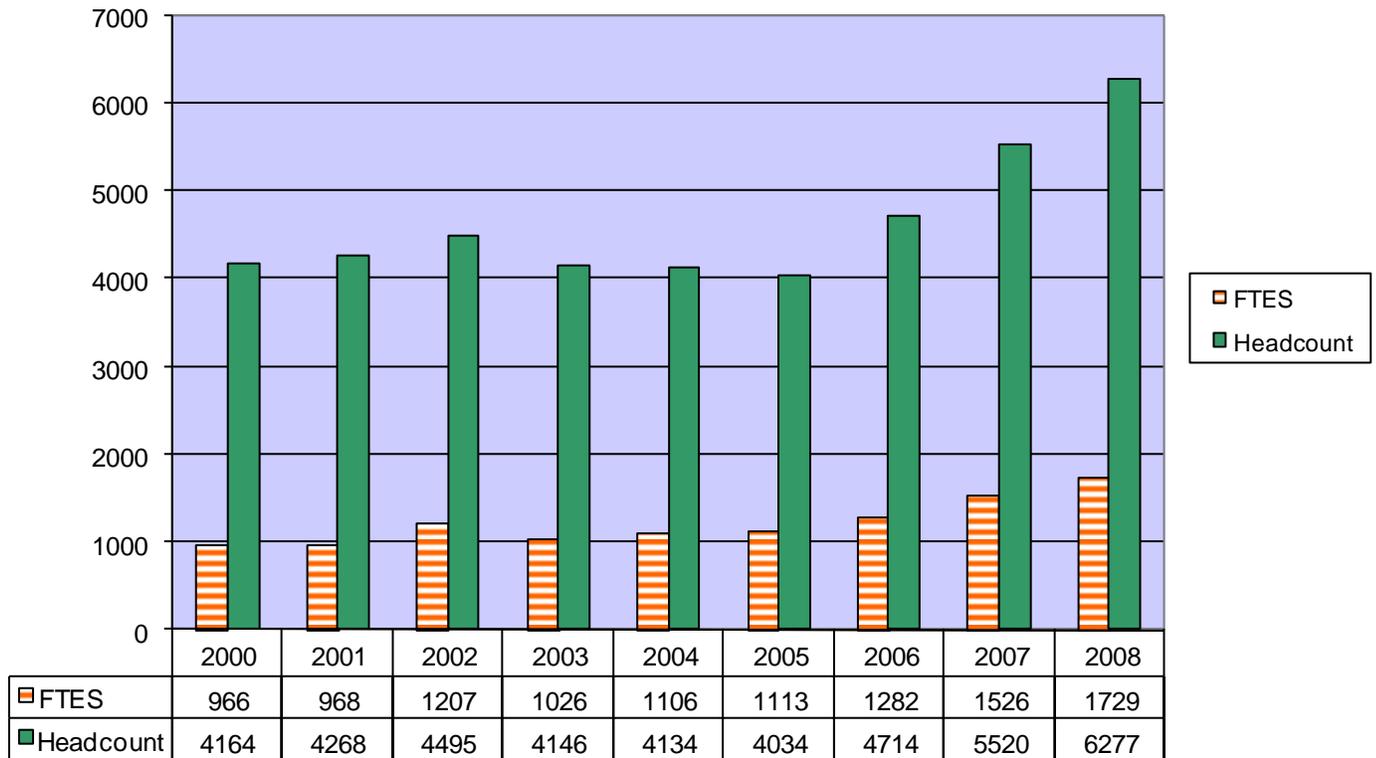
# Introduction

## B. Demographics

**Figure 1**

Figures represent census counts. 2008 figures are preliminary, based on data before census. Source: Peralta Enrollment Dashboard.

**Fall Enrollment 2000-2008**



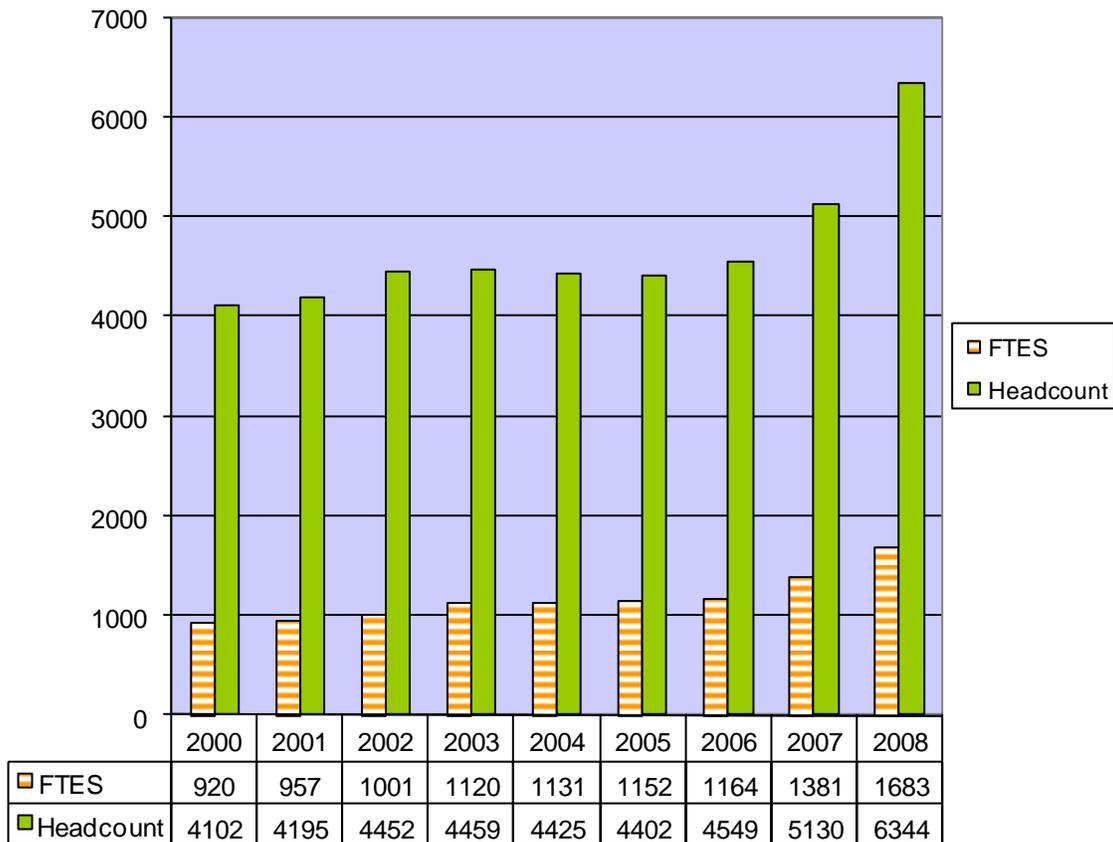


# Introduction

## B. Demographics

**Figure 2**  
**Spring Enrollment 2000-2008**

Figures represent census counts shortly after term start. Source: Peralta Enrollment Dashboard





# Introduction

## B. Demographics

**Table 2: BCC Ethnicity 2001-2007**

COHORT	2001	Pct	2002	pct	2003	Pct	2004	Pct	2005	pct	2006	pct	2007	pct
<b>ETHNICITY</b>														
ASIAN	649	15.4%	636	14.2%	624	15.4%	561	14.0%	558	14.5%	685	15.0%	878	16%
AFRICAN	900	21.3%	1022	22.8%	915	22.6%	966	24.1%	971	25.2%	1096	24.0%	1209	22%
AMERICAN														
FILIPINO	73	1.7%	93	2.1%	77	1.9%	73	1.8%	83	2.2%	71	1.6%	106	2%
HISPANIC/LATINO	504	11.9%	561	12.5%	455	11.2%	529	13.2%	498	12.9%	553	12.1%	729	13%
NATIVE AMERICAN	37	0.9%	31	0.7%	28	0.7%	29	0.7%	29	0.8%	37	0.8%	37	.7%
OTHER NON WHITE	95	2.2%	99	2.2%	83	2.0%	95	2.4%	88	2.3%	123	2.7%	155	2.8%
WHITE NON HISPANIC	1462	34.6%	1503	33.6%	1372	33.9%	1268	31.6%	1162	30.2%	1471	32.2%	1794	32.5%
UNKNOWN	508	12.0%	528	11.8%	496	12.2%	486	12.1%	460	12.0%	526	11.5%	612	11%

Headcount and Percentages



## Introduction

### B. Demographics

**Table 3: Completion Rate and Ethnicity 2002-2007**

	2002	C-RATE	2003	C-RATE	2004	C-RATE	2005	C-RATE	2006	C-RATE	2007	C-RATE
ASIAN	731	74%	742	75%	664	74%	657	74%	785	75%	864	70%
AFRICAN AMERICAN	1131	53%	1050	58%	1083	59%	1085	50%	1191	52%	1166	48%
FILIPINO/PACIFIC ISLANDER	107	63%	93	71%	81	71%	92	55%	79	62%	151	66%
HISPANIC/LATINO	615	65%	531	65%	579	69%	544	68%	607	66%	729	60%
NATIVE AMERICAN	34	79%	30	53%	32	73%	34	64%	38	50%	37	52%
WHITE NON HISPANIC	1678	71%	1538	72%	1395	72%	1304	72%	1616	71%	1740	70%
UNKNOWN/OTHER	(168)	N/A	(664)	N/A	(651)	N/A	(632)	N/A	(714)	N/A	(823)	N/A
TOTAL*	4984	65%	4348	67%	4485	67.5%	4348	64.6%	5030	65.3%	5537	63%

Completion Rates are based on student counts after grades are granted. Completion refers to percentages of students who received grades of A,B, or C.



## Introduction

# Summary Response to the Self-identified Action Plans from the 2003 Comprehensive Self-study Report

The 2003 Comprehensive Self-Study Report listed approximately 166 self-identified planning agenda items. The Focused Mid-term Report (March 15, 2006) provided a specific update to each individual item and that report should be referenced. Many of the self-identified action plans were completed as of 2006 and many will always be self-identified action plans given the ongoing nature of specific items. What has to be acknowledged is that the 2003 self-identified action plans were written by various people for a variety of reasons.

There was no consistent approach to how these planning agenda items were written as part of the response to the then ten self-study standards. As the college now looks back on these past planning agenda items, many acknowledge that various items would have been more appropriately listed in college planning documents, rather than in a comprehensive self-study. Many of the planning items were an attempt to itemize needed areas of ongoing planning and the college by design will address them on an annual basis. Many of the planning items put needed pressure on district office administrators and the governing board. As a result the college has to readily admit that there has been change in resource allocation, in college participation at the district-level, and in better inclusion of the college in district-wide planning processes. Yet, many recognize the continued need for ongoing pressure to respond to past resource deficiencies and the unexpected growth in student enrollment which resulted from the change in the name of the college and the opening of a new permanent facility in fall 2006. The college has changed and as a result the planning agenda has changed.

The following is an attempt to provide a summary update on the 2003 self-identified action plans with the realization that the college is in a much different place than when the self-identified action plans were written in 2003. The bolded words reference the previous accreditation standards.

Standard I in the current self-study provides detailed analysis of the college's response to **Institutional Mission**. After a deliberative process at the college, the governing board in 2005 adopted a new Berkeley City College mission statement and affirmed the vision and values of the college. The current strategic planning goals are aligned with the college's mission, vision, and values.

**Institutional Integrity** is vital to ongoing success of the college, to the large growth in students choosing to attend Berkeley City College, and to community partnerships. The public information officer is skilled in developing an annual marketing plan which provides clear and detailed information. The college web site and college publications are updated regularly. College programs, instructional and non-instructional, work to make information readily accessible and to keep the published information up-to-date. Key faculty and staff are involved in developing class schedules and publishing such schedules. The college continues to keep its educational master plan up-to-date and is working with the district office to finalize plans for the build out of unfinished space in the new building. The college, under the leadership of the president, sets yearly planning goals and the president provides a report on accomplishments.



## Introduction

# Summary Response to the Self-identified Action Plans from the 2003 Comprehensive Self-study Report

The college community under the guidance of board policy and union contracts adheres to a code of ethics and academic freedom. The college has addressed the plagiarism issue by purchasing “turnitin.com” and encouraging its use by all interested faculty members.

A number of the self-identified action plans for **Institutional Effectiveness** were related to institutional research. As a result, one of the ACCJC 2003 recommendations to the college spoke to institutional research. The current college researcher is actively involved in research and planning and was actively involved in writing the response to the current section on institutional effectiveness in Standard One. She also served on the steering committee for this institutional self-study. The college researcher provides all needed research to departments and programs and all planning processes (i.e., equity planning, program review, educational master planning, grant applications, etc.). Other self-identified action plans spoken to a variety of planning initiatives. Because of a 2003 ACCJC district-level recommendation, the college annually has reported to the ACCJC regarding integrated strategic planning and the annual steps taken to more effectively work from a planning perspective. Strategic educational master planning now better drives district and college planning decisions and resource allocation. The college in academic year 2007-2008 established a College Roundtable for Planning and Budget in an effort to assure that all college constituencies are actively and effectively engaged in college planning decisions and allocation of resources to implement those decisions. The Roundtable came as a result of an assessment of college processes, procedures, and decision making mechanisms.

In the section on **Educational Programs** some of the self-identified action plans focused on hiring a basic skills mathematics instructor, a basic skills English instructor, and an ESL instructor. These hires have been completed. In fact additional permanent full-time ESL, mathematics, and English instructors have been hired. Focus on basic skills was reinforced with the State Chancellor’s Office for California Community Colleges supporting the Basic Skills Initiative. The Basic Skills Initiative and the identified 26 effective practices have provided additional leverage to the critical nature of responding effectively to basic skills students. Further, the Accountability Reporting for Community Colleges (ARCC) data also helps to keep the focus on students in need of basic skills education. The college is actively involved in action planning related to the basic skills initiative and among other plans is currently implementing elements of the Digital Bridge Academy, an exemplary program at Cabrillo College. The need for additional funding for basic skills tutors is an ongoing need and sufficient funding probably will always be at issue. The college also is involved in contract education in providing ESL courses to service employees at the University of California, Berkeley.

The need for a writing sample as a component of matriculation assessment in English continues to be a high priority for college English faculty. The curriculum committee continues to review all course outlines and in keeping with the current accreditation standards monitors the inclusion of course-level student learning outcomes and proposed methods of assessment. The addition of student learning outcomes to the course outline of record has aided in updating the course outlines of record. With an increase in distance education courses, there is also an updated Distance Education Addendum for the course outline of record, which is reviewed and approved by the



## Introduction

# Summary Response to the Self-identified Action Plans from the 2003 Comprehensive Self-study Report

college curriculum committee. The college has been provided a permanent articulation officer position. All instructional faculty are required to submit syllabi in electronic format each semester. With the implementation of CurricuNet, it is anticipated that syllabi can be posted in this system. Current detailed information on educational programs can be found in Standard II.A in this self-study.

In the section on **Student Support and Development**, there were almost 50 self-identified action plans, most of which always will be marked as “ongoing” given the language used in writing them. The new building provides a “one-stop” service center on the first floor which focuses students on admissions and records, financial aid, the career/transfer center, student success center, library, and bursar. Students are directed to the second floor for counseling which has a comfortable welcoming reception lounge. The college has several student ambassadors who direct students to services and help them, as needed, with online application and registration. A number of the 2003 self-identified planning agendas focused on increasing student awareness of services.

The college and district need once again to focus on the “Early Alert” system now that the student administration system of PeopleSoft (local name: PASSPORT) has been implemented. The need for submitting high school transcripts is still an ongoing item that must be resolved at the district level, although students do submit transcripts from other colleges they have attended. “Learning Styles” is addressed in several counseling courses, in the work regarding basic skills education, and especially by the learning disability specialist. As to planning related to categorical programs, Disabled Students Programs and Services (DSPS) has developed handbooks for faculty and students, has an adaptive technology lab, has an alternative media center, and was involved in addressing signage in the new building. Extended Opportunity Programs and Services (EOPS) hired a full-time counselor and uses the services of some adjunct counselors. EOPS addresses students on probation and dismissal through required workshops. Learning communities for mathematics and English, particularly in basic skills, are being addressed through programs called, Foundations and Transitions, and while not exclusively for EOPS many of the students are in EOPS. There is a strong outreach program coordinated by a full-time outreach staff person. The college has hired a full-time student activities advisor who will greatly assist student government and student clubs. The English department has developed a training process for tutors in English.

With facilities and technology planning related to building a new state-of-the-art college “campus”, many of the self-identified action plans related to **Information and Learning Resources** have been addressed. The college truly has what many would call a “real” library. The new permanent facility has a library which has the maximum allowable square footage permitted by the Department of State Architects. Funding for the library will probably never be enough, but is equitable to the other three colleges in the district. The library is currently staffed with 2.5 permanent librarians and two .5 senior library technicians. The new library was equipped with new computers. Library hours have increased. Also, the college has hired a full-time audio-visual technician. And the college continues to place emphasis on planning related to



## Introduction

# Summary Response to the Self-identified Action Plans from the 2003 Comprehensive Self-study Report

the student success center (tutoring center), with the realization that there probably will never be sufficient funding for needed tutors. When the college opened in 2006, for the most part, all technology was new. Standard II.C of this self-study provides a detailed response to library and learning resources.

The college, in a variety of forums, continues to address the need for adequate and sufficient permanent **Faculty and Staff**. In 2007-2008, given the unexpected growth in students, district office administration allocated five (5) full-time instructional positions and one (1) non-instructional counselor position to BCC, which was a marked change in faculty allocation. As mentioned elsewhere in this self-study, the board passed a resolution in July 2008 requiring a written faculty resource allocation model to provide equity for BCC. Additional classified staff have been hired since the opening of the new permanent facility. Evaluation for tenured faculty, tenure-track faculty, and adjunct faculty happen per the procedures in the Peralta Federation of Teachers contract. Most would acknowledge that the process for adjunct faculty evaluation is too cumbersome and needs a more streamlined approach. BCC has a strong working relationship with the district Office of Human Resources which has greatly assisted in the publication of allocated positions and assisting the college in recruiting and filling the positions in a timely manner.

**Physical Resources** addressed the need for additional security services. The move to a new facility has brought about a contract with Securitas to provided needed security when the building is open. The other planning items for the most part spoke to the rented facility in which the college was housed and have been addressed by moving into a new permanent state-of-the-art facility.

The mission, vision, and values in concert with strategic goals and educational master planning drive college allocation of **Financial Resources**. College budget decisions are now addressed by the college Roundtable. The Council of Department Chairs is actively involved in setting equipment and supply budgets. The move to PeopleSoft has provided new challenges in working electronically with the budget and those issues are being addressed at a district level. The college strives for transparency in setting its budget and financial allocation with the full realization that only 4% of the college budget is discretionary. The college holds budget forums to educate the college community. The allocation of resources by district administration continues to lack totally transparency. The safety committee is currently focused on disaster preparedness and emergency procedures and training.

As a part of **Governance and Administration**, as reported in various progress reports filed with ACCJC, the Vice Chancellor of Finance and Administrative Services did establish a District-wide Budget Advisory Committee. The committee has met and worked hard on a financial resource allocation model. The model was put on hold because of SB 361 and was finally adopted in October 2008. There were planning items associated with the board of trustees and the academic senate. The governing board now has a policy outlining the process for selecting a chancellor and for annually evaluating the chancellor. Unfortunately, to date, the process does not permit faculty



## **Introduction**

# **Summary Response to the Self-identified Action Plans from the 2003 Comprehensive Self-study Report**

involvement. As a part of the strategic planning process, the district has placed greater emphasis on annual evaluation of all administrators based on stated performance goals. The college academic senate adopted a new constitution and has moved to elected senators and as a result this has increased attendance at academic senate meetings. There are regular and ongoing efforts made to involve students in college committees.



# Introduction

## D. Longitudinal Student Achievement

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## Introduction

### D. Longitudinal Student Achievement

BERKELEY CITY COLLEGE: 2001-02 - 2006-07							
DEGREES BY MAJOR							
MAJOR	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	TOTAL
<b>AA DEGREES</b>							
AMERICAN SIGN LANG	1	9	9	7	1	6	33
BUS/BUSINESS ADMIN	1	2	1	2	2	3	11
BUS/GENERAL BUSINESS	0	0	0	0	1	1	2
BUS/GENERAL CLERICAL	0	0	0	1	0	0	1
BUS/INFO TECH	2	0	0	2	5	1	10
BUS/INFO TECH/MED	0	1	0	0	0	0	1
BUS/OFC TECH/ADMIN	0	0	1	0	0	0	1
BUS/OFFICE TECHNOL	0	0	3	0	0	0	3
BUSINESS/ACCOUNTING	0	0	1	7	2	3	13
<i>Business Total</i>	<b>3</b>	<b>3</b>	<b>6</b>	<b>12</b>	<b>10</b>	<b>8</b>	<b>42</b>
DIG VIDEO LEVEL II	0	0	0	0	1	0	1
DIGITAL IMAGING	1	5	4	3	1	0	14
DIGITAL VIDEO ARTS	0	0	4	0	1	3	8
WEB DESGN/PRODUCTION	0	2	2	2	1	0	7
WEB DSGN/PROD LEV I	0	0	0	0	1	0	1
<i>Multi-Media Total</i>	<b>1</b>	<b>7</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>31</b>
ENGLISH LANG/WRITING	0	2	1	1	2	2	8
ENGLISH LITERATURE	2	2	1	2	1	2	10
<i>English Total</i>	<b>2</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>18</b>
F/APP ARTS/ART	1	1	1	1	0	0	4
F/APP ARTS/FIGURE DR	0	0	0	0	1	0	1
GENERAL CURRICULUM	0	1	1	0	0	0	2
GLOBAL STUDIES	0	0	0	0	0	1	1
INTERNATIONAL TRADE	0	0	0	0	1	0	1
LIBERAL ARTS	89	72	87	85	88	89	510
SOC SVCS FAMILY SVCS	0	0	0	0	5	4	9
SOC SVCS GERONTOLOGY	0	0	0	0	0	1	1
SOC SVCS WELFARE PGM	0	0	0	0	2	0	2
<i>Social Services Total</i>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>12</b>
SOCIAL SCIENCES	0	1	0	1	0	0	2
SPANISH LANGUAGE	4	1	4	5	5	0	19
<i>Total Associate of Arts</i>	<b>101</b>	<b>99</b>	<b>120</b>	<b>119</b>	<b>121</b>	<b>116</b>	<b>676</b>
<b>AS DEGREES</b>							
BIOTECHNOLOGY	1	5	0	0	2	2	10
CIS/APP MICROCOM INF	4	1	5	2	0	2	14
<i>Total Associate of Science</i>	<b>5</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>24</b>
<b>Total Associates Degrees</b>	<b>106</b>	<b>105</b>	<b>125</b>	<b>121</b>	<b>123</b>	<b>120</b>	<b>700</b>

*Table 4: Degree Awards by Major 2001-07 Source: Graduation Records*



## Introduction

### D. Longitudinal Student Achievement

#### Degrees and Certificates Awarded by Major: 2003-2008

MAJOR	2003	2004	2005	2006	2007	2008	Total
American Sign Language							
Associate of Arts	9	13	8	2	6	6	44
Certificate of Completion	13	19	21	14	7	10	84
Biotechnology							
Associate of Science	6	1	2	1	3	3	16
Certificate of Completion	2	1	1	2	1	0	7
Business							
Associate of Arts	2	12	10	13	10	8	55
Certificate of Completion	3	5	8	2	3	4	25
Computer Information Systems							
Associate of Science	4	3	3	0	1	1	12
Certificate of Completion	7	6	4	0	0	1	18
English							
Associate of Arts	6	2	3	4	4	7	26
Certificate of Completion	0	0	0	1	0	1	2
Fine and Applied Arts							
Associate of Arts	0	1	1	1	0	0	3
Certificate of Completion	1	0	0	0	0	0	1
International Trade							
Certificate of Completion	5	15	0	11	2	3	36
Global Studies							
Associate of Arts					1	0	1
Liberal Arts							
Associate of Arts	72	87	110	114	100	96	579
Multimedia Arts							
Associate of Arts	10	10	8	6	5	4	43
Certificate of Completion	11	12	6	6	5	11	51
Social Services Paraprofessional							
Associate of Arts			1	10	5	5	21
Certificate of Completion			1	1	3	8	13
Spanish							
Associate of Arts	5	4	5	7	1	2	23
Certificate of Completion	0	0	1	4	1	2	8
Travel							
Certificate of Completion	12	19	13	7	4	9	64
Certificate of Achievement	43	0	0	11	5	0	59



# Introduction

## D. Longitudinal Student Achievement

**Table 6**

**UC Transfers from BC 2003-2007**

Year	African American	Asian & Pacific Is.	Filipino	Latino	Native American	Other	White	Non-Res. Alien	No Response	Total
2003	2	6	2	7	0	2	27	0	8	54
2004	4	12	2	6	0	7	34	0	10	81
2005	7	10	1	10	1	6	45	0	8	88
2006	8	8	2	16	1	5	37	9	5	82
2007	7	5	0	18	0	3	40	0	7	80
Total	28	41	7	57	2	23	183	0	44	385

**Table 7**

**CSU Transfers from BC 2003-2007**

Year	African American	Asian & Pacific Is.	Filipino	Latino	Native American	Other	White	Non-Res. Alien	No Response	Total
2003	11	11	1	5	0	0	24	4	20	76
2004	17	4	1	4	1	3	19	8	19	73
2005	12	9	3	10	2	5	20	2	14	72
2006	22	6	0	10	2	0	28	5	19	92
2007	19	10	2	9	1	0	26	5	18	90
Total	81	40	7	38	6	8	117	24	90	403

**Source:** California Post Secondary Education Commission web site: [www.cpec.ca.gov](http://www.cpec.ca.gov) \*Language used in data from CPEC



# Introduction

## D. Longitudinal Student Achievement

### ARCC : ACCOUNTABILITY REPORTING FOR COMMUNITY COLLEGES

*Tables 8.1, 8.2, 8.3*  
*Student Progress and Achievement Indicators*

*Degree/ Certificate/ Transfer*

<i>1999-2000 to 2004-2005</i>	<i>2000-2001 to 2005-06</i>	<i>2001-2002 to 2006-07</i>
<b>55.8%</b>	<b>57%</b>	<b>57.1%</b>

This indicator shows the percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: transferred to a four-year college, earned an AA/AS, became transfer directed or transfer prepared.

*Percent of Students Who Earned at Least 30 Units*

<i>1999-2000 to 2004-2005</i>	<i>2000-2001 to 2005-06</i>	<i>2001-2002 to 2006-07</i>
<b>60.6%</b>	<b>58.1%</b>	<b>62.4%</b>

This indicator shows the percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community college System.

*Persistence Rate*

<i>1999-2000 to 2004-2005</i>	<i>2000-2001 to 2005-06</i>	<i>2001-2002 to 2006-07</i>
<b>66.2%</b>	<b>61.9%</b>	<b>57.9%</b>

This indicator shows the percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the system.



# Introduction

## D. Longitudinal Student Achievement

Table 9: Basic Skills Successful Completion Rates and Ethnic Groups, Fall 2004, 2005, 2006

FALL 2004, 2005, 2006												
	ASIAN	AFRICAN AMERICAN	FILIPINO	HISPANIC/LATINO	NATIVE AMERICAN	OTHER	WHITE	NKNOW	TOTAL	FEMALE	MALE	UNKNOWN*
<b>ENGLISH FALL 2004</b>												
Rate	42.5%	43.1%	0.0%	57.1%	33.3%	0.0%	47.6%	46.2%	<b>44.1%</b>	33.7%	49.7%	
Enroll**	40	153	2	28	3	3	21	13	<b>263</b>	161	95	
<b>ENGLISH FALL 2005</b>												
Rate	75.0%	48.1%	0.0%	65.2%	66.7%	33.3%	77.8%	37.5%	<b>55.8%</b>	56.8%	54.5%	
Enroll	27	74	2	22	2	2	10	8	<b>147</b>	86	61	0
<b>ENGLISH FALL 2006</b>												
Rate	64.0%	31.4%	0.0%	48.0%	N/A	66.7%	75.0%	28.6%	<b>41.1%</b>	45.2%	34.7%	
Enroll	24	96	2	23	0	4	13	9	<b>171</b>	95	75	1
<b>MATHEMATIC FALL 2004</b>												
Rate	54.5	40.2%	0.0%	50.0%	0.0%	0.0%	47.6%	46.2%	<b>44.1%</b>	33.7%	49.7%	
Enroll	11	97	0	28	1	0	19	11	<b>168</b>	107	52	
<b>MATHEMATICS FALL 2005</b>												
Rate	60.0%	32.6%	0.0%	56.5%	0.0%	66.7%	72.7%	60.0%	<b>43.6%</b>	45.8%	38.6%	
Enroll	6	111	4	24	2	3	26	11	<b>187</b>	137	49	1
<b>MATHEMATICS FALL 2006</b>												
Rate	50.0%	31.0%	66.7%	65.0%	100.0%	50.0%	75.0%	58.3%	<b>45.5%</b>	46.7%	43.3%	NA
Enroll	14	107	3	22	1	2	25	12	<b>186</b>	114	70	2

\*Unknown gender rates are too small to show validity.

\*\* Shows enrollment in these classes.



## Introduction

### E. Statement of Ongoing Program Review

The college has been evaluating itself with program reviews (detailed narratives) and unit reviews (briefer summaries) for both academic and student services departments, including data on equity access and success. These have been incorporated in the college Educational Master Plan, along with the action plans that resulted from the data-based evaluations in the program and unit reviews. Additional data and analyses included in the college Educational Master Plan have been distributed to college administrators, faculty and staff for inclusion in a continual evaluation process. A systematic process of decision making based on data is now implemented via department meetings, Department Chairs Council meetings with the Vice President of Instruction, the President's Leadership Council and the college Roundtable (budget decisions).

The process of developing student learning outcomes is on-going, with a 90% completion rate. Faculty are currently developing and implementing methods for assessing these outcomes, a major priority at the college as demonstrated by strong administrative support and funding. The build-out of unused space in the current building includes a Teaching and Learning Center dedicated to staff development that employs data-based methods, programs, and pedagogies that assess learning in such a way as to improve retention and success in a diverse student population.



## Introduction

### G. Statement of SLO/Assessment Completion

During the past six years, Berkeley City College has gone through a period of unprecedented growth and transformation. Berkeley City College in fall 2008 is a remarkably different college in its physical appearance, organization and personnel than it was in 2003.

All of these changes occurred as BCC engaged in a college wide shift and focus on student learning outcomes and assessment. Central to this shift is ongoing dialogue amongst instructional and student services constituencies. While dialog within disciplines was common, the shift to student learning outcomes and assessment required dialogue across disciplines.

This section will provide a brief history of SLOs at Berkeley City College with the intention of providing an explanation of the process and status, as well as projected work. SLOs at BCC are a work in progress and the college has made significant efforts over the past two years.

#### **In the Beginning; Awareness**

In 2003, Berkeley City College instituted a shared governance Assessment committee. Classified staff, instructional and non-instructional faculty, as well as administrators representing student services and instruction embarked on a journey of increasing awareness regarding student learning outcomes and assessment. While faculty, staff, and administrators were aware of the national emphasis on student learning outcomes, BCC lacked staff with experience in implementing outcomes assessment. With the ACCJC Standards revisions in mind, BCC hired a division dean of Instruction in 2003 who had both theoretical and practical experience with outcomes assessment. This hire proved to be a positive jump start for BCC.

BCC held its first flex day informational session on Student Learning Outcomes and Assessment in August 2003. Since 2003, the college has had several flex day events as well as brown bag sessions for faculty, staff, and administrators. These events provided opportunities for preliminary investigative dialogue about student learning outcomes across the college. This dialogue continued with the Assessment committee where investigation into possible institutional outcomes ensued. The Assessment committee began researching how other colleges had approached outcomes assessment. Model colleges included Alverno, Palomar, Colorado Mountain College, and Cabrillo.

The research led to several questions including where to begin, with the institutional, program, or course level. In addition to research and questions about process, methods of Assessment were reviewed. Dialogue ensued about whether to begin with pilot projects or to engage in a college wide effort.

The decision was made to begin with a college wide effort in order to support a grass roots movement.



# Introduction

## G. Statement of SLO/Assessment Completion

### Beginning at the Institutional Level: Development

The ongoing program review and planning process is the framework for the BCC Assessment process. The goal is for both instruction and student services departments to base their program review and unit planning in part on Assessment results.

In 2005, the college made a decision to begin at the Institutional level by defining Institutional student learning outcomes for the college. Once the committee agreed upon several common themes, these were vetted throughout the college community through paper and electronic surveys. Once the themes were vetted, sub committees of the Assessment committee were formed to define each theme as it related to BCC's mission, values, and goals. Following the development of the institutional outcomes, a subcommittee of student services faculty, staff, and administrators met to develop student services institutional student learning outcomes. The BCC Institutional instruction and student services outcomes are:

<b>Instruction</b>	<b>Student Services</b>
<p><b>Ethics and Personal Responsibility</b> Students will be able to analyze a situation, understand the consequences of actions taken and their impact on society and self. Students will demonstrate collaborative involvement in community interests.</p>	<p><b>Ethics and Personal Responsibility</b> Students will be able to understand consequences of their actions and then act with that knowledge collaboratively in the college community.</p>
<p><b>Information Competency</b> Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.</p>	<p><b>Information Competency</b> Students will demonstrate the ability to find relevant college information, resources, and services necessary for student success.</p>
<p><b>Communication</b> The student should be able to speak, read, and write clearly and effectively with appropriate diction and content for the intended audience. In addition, students should be able to analyze communication for meaning, purpose, effectiveness, and logic.</p>	<p><b>Communication</b> Students will be able to engage in effective communication with college personnel and peers.</p>



## Introduction

### G. Statement of SLO/Assessment Completion

<p><b>Critical Thinking</b> The student should be able to identify a problem/argument, isolate facts related to the argument, generate multiple solutions to the problem, predict consequences, and use evidence and sound reasoning to justify a well-informed position.</p>	<p><b>Critical Thinking</b> Students will be able to understand concepts, isolate facts, generate pros and cons, and draw conclusions to identify and achieve their educational goals.</p>
<p><b>Computational Skills</b> The student should master basic concepts, understand their meaning and apply them to simple concrete problems at each level of development and abstraction. The student should demonstrate algorithmic competence appropriate to each level.</p>	<p><b>Computational Skills</b> Students will be able to use quantitative reasoning to understand and assess the costs and benefits of their actions and decisions during their college experience.</p>
<p><b>Global Awareness and Valuing Diversity</b> The student will be able to identify and explain diverse customs, beliefs, and lifestyles and cultural, historical, and geographical issues that shape our perceptions.</p>	<p><b>Global Awareness and Valuing Diversity</b> Students will be able to acknowledge and act with sensitivity toward the diverse (customs, beliefs, and lifestyles that exist within the) college community.</p>
<p><b>Self-awareness and Interpersonal Skills</b> Self-awareness and interpersonal skills are reflected in the ability to analyze one’s own actions, see the perspective of other persons, and work effectively with others in groups.</p>	<p><b>Self-awareness and Interpersonal Skills</b> Self-awareness and interpersonal skills are reflected in the ability to analyze one’s own actions, see the perspective of other persons, and work effectively with others in groups.</p>

#### General Education

The college considers general education as one program that includes all degree applicable and transferable general education courses. The BCC institutional outcomes are also considered the general education outcomes.

With the lead of the Assessment committee, the college began a process of reviewing existing practices such as established student performance objectives to see how they relate to student learning outcomes. The consensus was that while student learning outcomes are in general broader statements than the current performance objectives listed in the Course Outlines, these were a great reference point as faculty began the process of defining course and program level student learning outcomes. An institutional framework was established for the definition of student learning outcomes and included how to expand and a timeline for development. As previously mentioned, the college plan previously included beginning at the institutional level, moving to the program level, and then the course level. It soon became apparent that for BCC another approach was needed.

#### Expanding to Program and Course level SLOs: a multi level approach



## Introduction

### G. Statement of SLO/Assessment Completion

For BCC, a college wide multi-level approach fit best and led to the development of over 90% of course level and AA/AA program level SLOs as well as the development of over 40% of certificate program SLOs. It became evident that supporting faculty and staff in developing SLOs with through a multi level approach provided greater clarity as well as a context that led to mapping amongst institutional, program, and course levels simultaneously. In addition to this unique approach, BCC made several key decisions that supported the development of student learning outcomes throughout the college. Decisions included:

- Spring 2007 Student Learning Outcomes and Assessment Coordinator .5 position;
- Fall 2007 Curriculum committee revised practices of approving new courses and programs to include a requirement for defined and approved SLOs;
- Fall 2007 Course outline SLO addendum developed;
- Spring 2008 BCC established SLO development stipends and discipline SLO Leads;
- Fall 2008 Curriculum committee expanded practices to include any course or program revisions including distance education addendums;
- Fall 2008 BCC and the district funded additional SLO development and Assessment implementation stipends for 2008-2009;
- Fall 2008 The district contracted with TaskStream software company for assessment management.

In addition to key decisions, other factors including several flex day presentations as well as brown bag sessions, department meetings, and one-on-one sessions with the SLOAC served to support faculty and further the Assessment movement at BCC.

Another factor critical to the success of the BCC outcomes assessment movement is the fact that the curriculum committee, administration, and the academic senate have accepted responsibility for supporting the development and implementation of outcomes assessment. The administration provides financial support in the way of funding a .5 SLOAC and in stipends for faculty and staff actively engaged in the process of implementing outcomes assessment. Where as the curriculum committee and the academic senate play a critical role in supporting faculty and developing processes to mainstream outcomes assessment at the college. The SLOAC worked with both the curriculum committee and academic senate to define and implement a process for SLO approval at both the program and course level. The approval process included the development of a course outline SLO addendum. This addendum includes a matrix mapping each course outcome to an institutional or general education outcome. In addition, draft assessment methods are also included in the matrix for each SLO. All course outlines are approved by the curriculum committee; however prior approval of the SLOs is completed by the SLOAC.

Assessment plan timelines have been developed by discipline leaders linking Assessment to Institutional planning. The college made a decision to phase in Assessment implementation in



## Introduction

### G. Statement of SLO/Assessment Completion

instruction over a 3 year period. Timelines have been developed to coincide with the three year program review process and timelines for each discipline begin in fall 2008 and end in spring 2011. Over this three year process each course and program outcome will be assessed, data collected, analyzed, and any changes implemented. While summative SLO reports will be completed for each course and program, they will also be reported on in annual unit plans as well as in the final program review reports made for each discipline.

Assessment at the institutional level is currently on hold while faculty and staff begin implementing course and program assessment. The college made a decision to utilize portfolios as a method for assessing the institutional or general education SLOs. The current plan is to use the Program for Adult College Education (PACE) as a pilot as it is a cohort of students in a Liberal Arts AA degree program and begin implementation in 2009-2010.

Implementing outcomes assessment has taken a different path in student services. The student services leaders group under the direction of the Vice President of Student Services worked with the SLOAC and several in-service sessions where SLO development and the assessment cycle were the focus. In addition the SLOAC worked individually with department leads to support them in defining SLOs, map SLOs to the institutional outcomes, and develop appropriate assessment methods. Approximately 50% of the student services departments have defined SLOs. Two areas will be focused on in 2008-2009. BCC only recently added the position of student activities (need title) and as a result student activities has not begun the process of implementing outcomes assessment. In addition there have been staff fluctuations in CalWORKs and as a result there are no outcomes currently defined in that area. Programs and Services for Students with Disabilities (DSPS/PSSD) was the first student services department to define and implement outcomes assessment. They have been collecting and analyzing data since spring 2008. As with the instructional disciplines, student services will assess their outcomes and report them on annual unit plans as well as in their program reviews.

To further support and engage in outcomes assessment, in 2009-2010 each of the administrative services will complete assessment planning. Department outcomes will be developed and focus around how each unit supports student learning in the college. Assessments may include surveys of students and staff regarding processes and procedures that affect the direct service areas most affecting students. Administrators will engage in an inquiry process similar to instruction and student service areas where plans for enhancing or improving services will be built into planning agendas.

Today, throughout the college authentic assessment strategies for assessing student learning outcomes have been defined and both instructional and student services departments are gradually implementing assessment. While it has been a slow process, faculty and staff in student services and instruction are fully engaged in student learning outcomes development.

#### **The future of Assessment at Berkeley City College: Implementation**

The college has established an institutional framework for defining student learning outcomes, as well as a timeline for implementing assessment in each area. Assessment has moved from a grass



## Introduction

### G. Statement of SLO/Assessment Completion

roots effort into a college wide commitment to defining and assessing SLOs. As with any new change or paradigm shift, implementing outcomes assessment has been a slow process.

Departments have completed developing SLOs, mapping them to the Institutional outcomes, and creating appropriate assessment methods. They are now embarking on a three year assessment process that will cycle around again in fall 2011. Each semester, courses and program SLOs will be assessed, data gathered, results reviewed and at the following semester flex-day department meetings, faculty and staff will engage in dialog about results and plan for program improvements. While this is designed around the three year program review framework, annual unit plans will include summative reports regarding assessments from that year. The college will use assessment for improvement purposes and to strengthen student success. Departmental and institutional dialogue that is purposefully directed toward improving student learning will ensue throughout the college. As the budget allows, the college will continue to appropriate resources to adequately support outcomes assessment.



## Introduction

### G. Statement of SLO/Assessment Completion

#### BCC Assessment Timeline

Discipline	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
AFRAM		1	33	44B		
ANTHRO	3	18	1	15	2	13, 1L
ASAME		30	45B			
ASL		52, 53, 464 Summer 09 200A/202A	50, 55A, 202B	55B, 200B, 464	57	51
ART	4, 60	14, 50	13, 20, 30, 31, 119	1, 25, 26, 29, 48	18, 95A, 95B, 96A, 96B, 201	51, 54, 61, 64
BUS	1A, 5	2, 10	20	1B, 24, 56, 70, 201, 228	54, 251A,215B,215C, 215D	202, 241, 242, 243
CIS	1, 42A, 42B, 200	5, 6, 23, 36A, 36B, 48UU	47, 81, 83, 84, 85	101, 103, 228, 229	230, 231	
COMM			20	6, 45	1A, 4, 5	2A, 2B, 20
COPEd				450, 451		
COUN		224	57	221		
ECON			1	2		
ENGL	1A (18 sections)	269 (6-8 sections), 201 (6-8 sections)	1B (6-8 sections), 5 (6-8 sections)	17A, 17B, 20, 21, 30A, 30B, 31, 32A, 32B, 34, 37A, 37B, 44A, 44B, 47, 82, 85A, 85B, 85C, 138, 220, 230A, 230B, 231, 232A, 232B, 237A, 237B, 238	10A, 10B, 14, 70A, 70B, 71A, 71B, 72A, 72B, 73A, 73B, 74, 86, 87, 88, 89, 91A, 91B, 92A, 92B, 93A, 93B, 94	53, 101A, 101B, 130, 208, 258



## Introduction

### G. Statement of SLO/Assessment Completion

ESL	201A, 201B 21A, 21B	200A, 200B, 200C	202A, 202B, 202C	203A, 203B, 23	205A, 205B, 256, 257A, 257B,	250A, 250B, 258, 262
GEOG				3		
HLTED			1			
HLTOC					201	202
HIST	1, 7A, 8B, 21,	2B, 5, 7B, 31, 33, 46A	2A, 12, 15, 23, 37, 46F	3, 12, 19, 22, 38, 39	28	29
HUMAN			21, 40	26, 30B	52, 53	1, 30A
HUSV			108	101, 109	110, 112, 114	111, 113, 115
INTRD					34	35
MMART	110, 120, 122B, 123, 130/130L, 131A, 131AL, 133A, 133AL, 150A/150AL, 151A, 151AL, 160A, 160AL, 174A, 174L,	116, 121, 131B, 131BL, 134B, 134BL, 148A, 148AL, 150B, 150BL, 152A, 152AL, 160B, 160BL, 175A, 175AL, 176, 176L, 185A, 185AL, 196A, 196AL	114/114L, 124, 132A/132L, 135A, 135AL, 148B,148BL, 150C,150CL, 151B,151BL, 152B,152BL, 160C,160CL, 175B,175BL, 185B,185BL, 197, 197L	111A, 113, 132B, 132BL, 133B, 133BL, 135B, 135BL, 149, 149L, 151C, 151CL, 152C, 152CL, 161A, 177, 177L, 178, 178L, 180, 180L	48UT, 48UU, 101, 111B, 115, 129, 129L, 132C, 132CL, 133C, 133CL, 135C, 135CL, 150D, 150DL, 162, 162L, 248UC, 248UD	48UV, 48UW, 109, 112, 135D, 135DL, 136, 136L, 179, 181, 181L, 198, 199, 200, 200L, 248UE, 248UF



## Introduction

### G. Statement of SLO/Assessment Completion

MUSIC				15A	15B	25
PHIL		10, 46		16, 35	1	
POSCI	5, 6	1, 2	3	20		
PSYCH	21, 30	1A, 7A	6, 10			
SOCSC			1, 101			
SOC	1	2	5, 13	3, 8		
SPAN	1A, 2A	1B, 38	2B, 40	15, 39	10A, 30A, 31A	10B, 30B, 31B
THEAT					25A	25B
WS			1			

**Timelines not determined**

ARABIC  
 ASTRO  
 BIOL  
 CHEM  
 FREN  
 GEOL  
 MATH  
 PHYSICS  
 PHYSC  
 TRAV



## Introduction

### G. Off-campus Sites and Distance Learning

Berkeley City College offers the majority of its classes and programs at its campus building on Center Street in Berkeley. It does, however, offer some classes at other sites through rental agreements and community related grant programs. These sites include: University of California at Berkeley, Berkeley High School, Emory Secondary School, Aspire Public Schools, the City of Berkeley and the City of Emeryville.

BCC has expanded the number of its courses delivered through distance learning methodologies during the past few years. Even though no degree or certificate requires a student to take distance learning courses, many offer the choice for some courses. Currently the college has two new degrees pending Peralta District Board and/or California Community College System Office (SO) approval. A check of the current requirements for these degrees show that a student could earn a degree having taken at least 50% of the course work through the medium of distance education. The college is submitting a Substantive Change Proposal to the Accrediting Commission noting this growth. This substantive change proposal is scheduled to be reviewed by ACCJC in May 2009.

Course development for delivery through distance education has always adhered to the precepts of academic integrity which include appropriate rigor and breadth of material; appropriateness to the College mission; sufficient student support services and appropriate evaluation and assessment. All courses are approved by the college's Curriculum Committee (CC) and the district Council on Instruction, Planning and Development (CIPD) for both content and delivery methodology. Distance Learning is completely consistent with BCC's mission in that it extends opportunities to our student population through additional methods of offering of instruction to prepare students for successful careers, develop their college-level skills, enable their transfer to universities, and foster their personal commitment to lifelong learning.



## **Introduction**

### **H. External Audit and the Use of Federal Grant Monies**

The Peralta Community College District is audited on an annual basis by an independent accounting firm. Certification of the audit report is recorded first with the Board Audit and Finance Committee and then with the full Board of Trustees and transmitted to local and state educational authorities. The external audit firm adheres to standard California Community College regulations. The annual audit report is on file in the Office of Finance at the district office and is posted on the Peralta Community College District Web site.

Berkeley City College and the district make certain that grant money is used only for its stated purposes in compliance with the requirements of the specific grant. Grant funds are accounted for separately from other funds.

# Abstract

While this is the first Berkeley City College institutional accreditation self-study based on the ACCJC's 2002 standards, the college always has been focused on the learning needs of its students and on planning processes that support mission-centered, purposeful decision-making that is data driven. Berkeley City College's systems, processes, and culture reflect the accreditation themes of institutional commitments; evaluation, planning and improvement, student learning outcomes; organization; dialogue; and institutional integrity. The following abstract provides a summarized assessment of how well Berkeley City College is meeting the standards as a whole.

## **Standard I: Institutional Mission and Effectiveness**

In spring 2005, following a deliberative shared-governance process, the college adopted new mission, vision, and values statements. The Peralta Community College District Board of Trustees formally approved the new mission statement on April 12, 2005. The adoption of new mission, vision, and values statements was part of the ongoing process for moving into a new permanent college facility in fall 2006. The college has always effectively aligned its student learning programs and services with its purpose, character, and student population. Continuous dialogue, as part of the fabric of the college, is held among key constituencies regarding the relevance and effectiveness of college programs and services in promoting student learning. The college collects evidence that substantiates the validity of the mission, vision, and values as it addresses the needs of students.

Several Berkeley City College committees discuss and develop goals and review progress toward these goals with an overarching focus on the assessment of student learning outcomes at all levels. The College Roundtable for Planning and Budget provides a venue to supplement administrative and committee review with a broad-based deliberative and decision-making forum that develops, uses, and review goals and progress toward meeting goals, while reviewing resources. The strong decentralized structure of the college distributes planning activities in several focused committees while providing administrative review. Program reviews are integrated into academic, student services, and administrative units. Learning outcomes and assessment of outcomes have become standard practice in all departments. Evaluative data used in planning processes include: learning indicators (Accountability Reporting for Community Colleges, Equity reports, transfer statistics, retention, degrees/ certificates awarded), program review, learning outcomes and assessment, faculty and staff evaluations, budget and facilities reports. In 2007-2008 the college participated for the first time in the Community College Survey of Student Engagement (CCSSE).

# Abstract

## Standard II: Student Learning Programs and Services

Berkeley City College offers high-quality instructional programs, student support services, and library and learning support services in an atmosphere conducive to student learning, one that enriches understanding and appreciation of diversity and encourages personal and civic responsibility, as well as the intellectual, aesthetic, and personal development of its students. The college values a campus climate that reflects its vision of being a “diverse student-centered learning community.”

With the commitment to providing a high quality educational experience, all instructional programs at Berkeley City College completed program reviews in 2007, all categorical student services programs completed program review in 2007, all areas completed unit/program plans in 2007 and 2008, and the college has finalized an Educational Master Plan in 2008. The college Educational Master Plan has helped to evaluate current effectiveness and offers a framework and focused guidance for other types of planning for the college in the coming years. The planning processes have affirmed the need for additional contract faculty, full-time classified staff, and additional financial resources to meet the needs of students and the community.

In 2005 Berkeley City College began a serious effort to address student learning outcomes and assessment and in so doing formed a Student Learning Outcomes and Assessment Committee. The process began at the institutional level and then moved to incorporate program and course-level student learning outcomes. 90% of course learning outcomes have been established. One-third of those outcomes will be assessed during the 2008-2009 academic year. Course and program learning outcomes are mapped to the institutional level outcomes. The goal is to begin assessing institutional learning outcomes in fall 2009 through an ePortfolio method. The planning agendas for this standard primarily focus on student learning outcomes and assessment.

Beginning with academic year 2007-2008 and in keeping with an environmental scan produced by Computer-Aided Planning, the college began to increase its distance education course offerings. The college uses the MOODLE learning management system, ensures integrity and rigor in course offerings through curriculum committee review, method of faculty assignment, and oversight by department chairs.

In 2008 Berkeley City College administered the Community College Survey of Student Engagement to assess student perceptions regarding their engagement and needs. Berkeley City College scored above other urban community colleges on three of the five benchmarks.

Berkeley City College (BCC) has greatly expanded the number of its courses delivered through distance learning methodologies during the past year. Some of these courses are delivered completely through distance learning and many are what we call hybrid courses, where part of the course is delivered in the classroom and part through distance learning. Even though no degree or certificate requires a student to take distance learning courses, many offer the choice for some courses. Course development for delivery through these media has always adhered to the precepts of academic integrity.

# Abstract

## Standard III: Resources

Berkeley City College effectively uses its human, physical, technological, and financial resources to achieve its broad educational purposes—including stated student learning outcomes – and improve institutional effectiveness. The self-study shows the need for additional contract faculty, full-time classified staff, and additional resources particularly in view of the 50% increase in student enrollment since the new permanent facility was opened in August 2006.

Berkeley City College within the Peralta Community College District utilizes established Human Resources policies and procedures in the hiring of all faculty, classified staff, and administrators. Qualifications are posted and vacancies are publicized; selection processes are standardized and well monitored. In accordance with regulations, faculty in all areas must meet minimum qualifications or possess the equivalent education and experience as verified through the equivalency process. Faculty members lead the student learning outcomes and assessment process and view SLO assessment as a component of their professional responsibilities. The college, in conjunction with the district, seeks to adhere to fair employment procedures and seeks diversity in its faculty and staff. A professional code of ethics exists and is followed. While there is a systematic process for the evaluation of faculty and staff, it is evident that evaluation processes for tenured faculty and part-time faculty need to be streamlined.

In August 2006, Berkeley City College moved into a new permanent Silver LEED facility. The college is engaged in short-term upgrades to the facility and planning for the build out of unfinished space. The college Educational Master Plan is informing the build out of unfinished space. The building is adequately maintained to assure the safety of those who use the building.

Technology resources are shown to be well planned to support student learning and services and to support other college needs for communication and research. With the move to a new permanent facility in August 2006, the use of technology in teaching and learning has increased each semester. Instructors have incorporated technology into their teaching, which allows them to teach to more diverse learning styles. The use of a classroom learning management system has increased instructors' ability to enrich the learning experience with class sites for information and discussion forums, whether they teach in the online, hybrid, or face-to-face classroom mode. The implementation of new Web-based systems for student applications and registration, financial aid, counseling, and faculty interactions, while they eventually will make the work of the college more efficient, have been difficult in the early stages. District personnel have maintained constant communications with the colleges in an effort to solve problems as they arise. Most areas of the institution are well served by available technology resources. A sufficient number of computers support instructional programs and student services needs.

Financial resources for Berkeley City College are primarily based on state apportionment to the district which is then allocated to the colleges by the district office of finance and business services. With the unexpected growth in student enrollment since August 2006, there is a definite need for the district to adjust Berkeley City College's financial allocation. Financial planning at the college is the purpose of the college Roundtable for Planning and Budget which

## **Abstract**

involves all constituencies and is based on the college mission and strategic planning goals. External audits are conducted yearly for all funds and audits are reported to the board of trustees and posted on the district web site. The district has a long-term plan to fund employee post-retirement benefits.

### **Standard IV: Leadership and Governance**

Berkeley City College values and encourages an honest and open shared-governance process within the college community and throughout the district. Administrators, faculty, staff, and students strive to build a collaborative environment that encourages taking an active role in the improvement of the college's programs and services. Full constituency representation is integrated in all planning and decision-making bodies. These include the college Leadership Council and the college Roundtable for Planning and Budget. The president of Berkeley City College and the district strive to function effectively and collaboratively within the shared-governance process.

The various constituencies of Berkeley City College feel the environment is collegial and collaborative. In fact, college constituencies always have prided themselves on collaboration and innovation, which has only grown with the move to a permanent facility.

Berkeley City College's and the Peralta Community College District's governing body is the Board of Trustees, a seven-member board consisting of district community members and two student trustees. The governing board provides administrative support for Berkeley City College in a collegial, collaborative manner. Employee surveys are somewhat mixed regarding the district and the board and their effectiveness in addressing the specific administrative and financial needs of the college.

# Organization For the Self Study

## 2007

Preliminary organization for the self-study effort at Berkeley City College began in spring of 2007, when the president took a team of people who had led the previous self study to the ACCJC training at College of Marin. At that time, the president formed a steering committee to guide the first steps of the process toward the 2008 self study. This committee functioned to stabilize the process through several changes of administrative personnel in the summer of 2007. At that time, an expanded steering committee was formed; this committee was chaired by the new vice president of instruction, who took over as the accreditation liaison officer (ALO). On August 8, 2007, the ALO met with the interim president and the accreditation steering committee to plan a series of all-college meetings. The interim president sent letters to all employees of the college inviting them to become members of one of the four standard committees. All faculty, both adjunct and contract, and all staff members were encouraged to be a part of the writing of the self study.

On September 7, 2007, an initial training was held for all who had volunteered to serve on accreditation committees. Approximately forty people attended that training. Standard co-chairs (a faculty member, a classified staff member, and an administrator) were chosen.

At a second all-college meeting on October 26, 2007, the ALO and the college researcher made a presentation regarding the kind of evidence that would be needed for the self study, and a draft timeline was distributed.

Throughout the fall semester, all-college accreditation meetings continued in parallel with the meetings of the steering committee. Meanwhile, the college Educational Master Plan and other foundational documents were completed and distributed.

## 2008

In January 2008 a new permanent president began her tenure and work on the self-study intensified. Meetings of the District Wide Educational Master Planning Committee, the District Budget Advisory Committee, and the Strategic Management Team, all of which included a number of BCC's faculty, staff, and administrators, continued and began publishing reports.

In June of 2008, the standard committees turned in first drafts of their reports, and the steering committee began the work of preliminary editing. In August, the vice president of instruction moved to the educational services office at the district to oversee the accreditation process of the four colleges, and an interim vice president with accreditation experience took over at Berkeley City College.

## **Organization For the Self Study**

The standard co-chairs met with the steering committee in a series of working sessions throughout July, August, and September to fill gaps in information, and college constituencies sent comments and corrections, which were incorporated into the second draft. By the end of September of 2008, the second draft was emailed to all college constituencies, whether they had served on accreditation committees or not, and in mid-October another more complete third draft was sent to all standard committees. At the end of October, the draft went to the editor for final revisions.

The final draft was approved by board at its December 2008 meeting.

# Organization For the Self Study

## Timeline

May Aug 2007	Sept. Oct. 2007	Nov.-Dec. 2007	Jan-Feb 2008	Mar.-April 2008	June-Aug 2008
ACCJC Training <b>Form Steering Committee</b> Gather evidence and foundational materials Plan study	Hold informational meetings <b>Form teams</b> Train teams Create dialogue	Gather evidence Create dialogue Team meetings Training on data Begin writing	Team meetings Continue writing	Continue writing <b>First draft due</b>	<b>Second draft due</b> Steering Committee Edits second draft
Aug.-Sept. 2008	Oct.-Nov. 2008	November. 2008	December 2008	Jan.-Feb. 2009	March 2009
Teams review second draft	Editor editing third draft with team, college, and steering committee input	Final editing <b>Final report to board of governors on November 24</b>	<b>Board of governors approves self-study</b> <b>Print final self study</b>	<b>Self Study mailed to ACCCJC on January 7</b>	<b>Team visit on March 9-12.</b>

# Organization For the Self Study

## Steering Committee

Betty Inclan	President
Dona Boatright Officer	Accreditation Liaison
Bonnie Schaffner	Final Editor
Joseph Bielanski chair	Accreditation Co-
Terry Tricomi	
Tina Vasconcellos	
Paula Coil	
Marilyn Sargent	

## Principal Committee Members

### Standard I

Marilyn Sargent  
Mario Rivas  
Noel Cantu  
Wise Allen  
Bonnie Schaffner

### Standard II

Jenny Lowood  
Jayne Matthews  
Joshua Boatright  
Nancy Cayton  
Bonnie Schaffner  
Nola Hadley-Torres  
Lee Marrs  
Brenda Johnson  
Gordon Poon  
James Ward

### Standard III

Gloria Vogt  
Shirley Slaughter  
John Pang  
Fabian Banga  
Vincent Koo  
Terry Tricomi  
Joshua Boatright  
Bryan Gibbs  
Phu Le  
Phi Le

### Standard IV

Neil Dunlop  
Joseph Bielanski  
Shirley Fogarino  
Pieter DeHaan  
Betty Inclan  
Katy Koelle  
Helene Lecar  
Terry Tricomi

# Organization of the Institution

## Standard I: Institutional Mission and Effectiveness

<b>A. MISSION</b>			
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.			
	College	District	Effectiveness
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S	3
2. The mission statement is approved by the governing board and published.	SH	SH	3
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S	3
4. The institution's mission is central to institutional planning and decision-making.	P	S	3
<b>B. IMPROVING INSTITUTIONAL EFFECTIVENESS</b>			
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.			
	College	District	Effectiveness
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S	3
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S	2
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S	3
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S	3
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S	2
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S	2
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S	2

P= primary, S= Secondary, SH=Shared, N/A=Not applicable

1=needs improvement, 2=satisfactory, 3=effective These numbers reflect the functional effectiveness of the relationship between the college and the district.

# Organization of the Institution

## Standard II: Student Learning Programs and Services

<b>A. INSTRUCTIONAL PROGRAMS</b>			
<p>The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.</p>			
	College	District	Effectiveness
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S	2
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S	2
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S	2
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S	2
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S	2
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S	2
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S	2
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S	3
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S	3
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S	2

## Organization of the Institution

f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S	2
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	N/A	N/A	
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S	3
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S	2
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S	3
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S	3
b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S	3
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S	3
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S	3
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S	2
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S	2

# Organization of the Institution

a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S	2
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S	3
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	P	S	3
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S	3
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S	3
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S	3
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	N/A	N/A	
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A	
<b>B. STUDENT SUPPORT SERVICES</b>			
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.			
	<b>College</b>	<b>District</b>	<b>Effectiveness</b>
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S	2
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a) General Information, b) Requirements, c) Major Policies Affecting Students, d) Locations or publications where other policies may be found.	P	S	3

## Organization of the Institution

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S	2
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S	2
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S	3
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S	3
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S	2
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	SH	SH	2
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH	3
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S	2
<b>C. LIBRARY AND LEARNING SUPPORT SERVICES</b>			
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.			
	<b>College</b>	<b>District</b>	<b>Effectiveness</b>
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S	2
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S	2
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S	3
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S	2

## Organization of the Institution

d. The institution provides effective maintenance and security for its library and other learning support services.	P	S	2
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S	3
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S	3

### Standard III: Resources

#### A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

	College	District	Effectiveness
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH	3
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	SH	SH	3
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH	2
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S	2
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH	3

## Organization of the Institution

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S	1
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	SH	SH	3
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P	3
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P	3
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH	3
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S	2
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH	3
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S	3
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	SH	SH	2
a. The institution plans professional development activities to meet the needs of its personnel.	SH	SH	2
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH	2
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	SH	SH	2

### **B. PHYSICAL RESOURCES**

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

	College	District	Effectiveness
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	P	2
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	S	P	2
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S	2
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH	2
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P	2

## Organization of the Institution

b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH	2
<b>C. TECHNOLOGY RESOURCES</b>			
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.			
	<b>College</b>	<b>District</b>	<b>Effectiveness</b>
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH	2
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	P	S	2
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH	2
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH	2
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	P	S	2
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH	2
<b>D. FINANCIAL RESOURCES</b>			
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.			
	<b>College</b>	<b>District</b>	<b>Effectiveness</b>
1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	SH	2
a. Financial planning is integrated with and supports all institutional planning.	SH	SH	2
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH	2
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	S	P	2
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S	3
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P	1

## Organization of the Institution

a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P	2
b. Appropriate financial information is provided throughout the institution.	SH	SH	2
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	S	P	2
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH	1
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH	2
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	P	S	2
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH	2
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH	1

### Standard IV: Leadership and Governance

#### A. DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

	College	District	Effectiveness
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S	3
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decisionmaking processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S	3
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S	3
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S	3

## Organization of the Institution

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	P	S	3
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S	3
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S	3
<b>B. BOARD AND ADMINISTRATIVE ORGANIZATION</b>			
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.			
	<b>College</b>	<b>District</b>	<b>Effectiveness</b>
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P	3
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P	2
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P	3
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P	3
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P	3
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P	3
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P	2
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P	2
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P	2
i. The governing board is informed about and involved in the accreditation process.	S	P	3

## Organization of the Institution

<p>j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college.</p> <p>The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</p>	S	P	3
<p>2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</p>	P	S	2
<p>a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</p>	P	S	3
<p>b. The president guides institutional improvement of the teaching and learning environment by the following:</p> <ul style="list-style-type: none"> <li>• establishing a collegial process that sets values, goals, and priorities;</li> <li>• ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;</li> <li>• ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and</li> <li>• establishing procedures to evaluate overall institutional planning and implementation efforts.</li> </ul>	P	S	2
<p>c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</p>	P	S	3
<p>d. The president effectively controls budget and expenditures.</p>	P	S	2
<p>e. The president works and communicates effectively with the communities served by the institution.</p>	P	S	3
<p>3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.</p>	S	P	2
<p>a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.</p>	S	P	2
<p>b. The district/system provides effective services that support the colleges in their missions and functions.</p>	S	P	2
<p>c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.</p>	S	P	1
<p>d. The district/system effectively controls its expenditures.</p>	S	P	2

## Organization of the Institution

e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P	3
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P	2
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P	1

# **Certification of Continued Compliance with Eligibility Requirements**

## **1. Authority**

Berkeley City College is a public, two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Peralta Community College District. Berkeley City College was established in 1974, was granted “candidacy” in 1976, with full accreditation in 1981, and has been reviewed regularly since 1981 with accreditation consistently reaffirmed by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

## **2. Mission**

Berkeley City College’s educational mission is clearly defined and is reviewed and adopted periodically by the college leadership and the Peralta Community College District Board of Trustees, according to board policy. The mission statement is published in the current catalog and schedule of classes. The mission statement was last updated and approved by the Peralta Community College District Board of Trustees on April 12, 2005. The mission statement is published in the college catalog, on the college web site, and various other college documents.

## **3. Governing Board**

Berkeley City College is one of four colleges in the Peralta Community College District (PCCD). PCCD has a functioning governing board, of seven community-elected trustees and two student trustees, responsible for the quality and integrity of the four colleges in the district and for ensuring that the institution’s mission is being carried out. The community-elected trustees represent the entire district and are elected for four-year staggered terms. The student trustees serve one year terms, with a maximum of two years. The Board of Trustees is an independent, policy-making body in accordance with the California Education Code. The function of the board is to determine policies, establish rules and regulations, and oversee the use of financial and other resources to ensure that they are used to provide a sound educational program consistent with the mission and goals of the district.

## **4. Chief Executive Officer**

The chief executive officer of the Peralta Community College District is the chancellor, Elihu Harris, who has served in this capacity since March 2003. His full-time responsibility is to the institution and to administering the Peralta Community College District with its four colleges in accordance with board policies and procedures.

The chief executive officer of Berkeley City College is President Betty Inclan, who became president in January 2008. As president, her primary responsibilities are to provide effective leadership to the college, to complete the self-study process, to oversee the integrated strategic planning and educational master planning process, to maintain a balanced college budget, to ensure that the institutional learning outcomes guide college action plans, and to increase student access. The college president represents the college to the district chancellor and board of trustees.

# **Certification of Continued Compliance with Eligibility Requirements**

## **5. Administrative Capacity**

The seven (7) administrative staff members at Berkeley City College support the services necessary to carry out the institution's mission and purpose. Their preparation and experience is reviewed through Management Employment selection and evaluation procedures. Academic administrators meet minimum qualifications in a discipline and qualifications defined for specific positions as developed by the college and approved by Human Resources in the district office. Classified administrators meet appropriate qualifications for their position. The college's administrative staff works together to ensure the success of students and the fulfillment of the college's mission.

## **6. Operational Status**

Since its beginning in 1974, Berkeley City College has been in continuous operation offering various degrees and certificates. Since August 2006 the college has had the privilege of moving from rented facilities to a new, permanent facility. With the move to a permanent facility and change of name from Vista to Berkeley City College enrollment with 2007- 2008 FTES was 3481 and headcount was 9,806

## **7. Degrees**

Berkeley City College currently offers 21 associate degrees, 18 certificates of achievement approved by the State Chancellor's Office, and 8 certificates of less than 12 units which have been approved by the local governing board. The listing of degrees and certificates can be found in the 2007-2009 Berkeley City College Catalog. Additional information is included in the catalog regarding major departmental requirements, transfer, California State University general education requirements, and the Intersegmental General Education Transfer Curriculum (IGETC) courses that satisfy lower-division general education requirements at any California State University and University of California.

## **8. Educational Programs**

Berkeley City College offers general education, transfer, and career/technical education programs and certificates consistent with the mission of the college, the Peralta Community College Board of Trustees, and the California Community Colleges. Degree programs can be typically completed in two years. The names of the degree programs and certificates are listed in the college catalog. Berkeley City College strives to provide a learner-centered education with an emphasis on academic excellence.

## **9. Academic Credit**

The college catalog provides information regarding institutional policies and transfer requirements, as well as the requirements determining the awarding of credit.

Credit for all coursework is awarded based on the Carnegie unit, a standard generally accepted in degree-granting institutions of higher education. When the college Curriculum Committee approves a course, the awarding of credit is carefully reviewed for compliance with Title 5 of the California Education Code. The college uses the Program and Course Approval Handbook published by the California Community College State Chancellor's (System Office) as a

# **Certification of Continued Compliance with Eligibility Requirements**

reference. The College Curriculum Committee has addressed required curriculum changes mandated by the July 2007 changes to Title 5.

## **10. Student Learning and Achievement**

Berkeley City College defines and publishes student performance objectives in every course outline. Instructors define student performance objectives for their students. These objectives are used to assess student achievement.

To assess student learning, Berkeley City College is actively engaged in the Assessment Cycle. Berkeley City College defined and published institutional student learning outcomes for both instruction and student services in 2006. As part of the program review process, the Student Learning Outcomes and Assessment Coordinator (SLOAC) works with faculty and staff to define program and course student learning outcomes, identify appropriate assessment methods, develop timelines and assessment plans for all program and course student learning outcomes, and implement assessment.

## **11. General Education**

Berkeley City College defines and incorporates into all of its degree programs a substantial component of general education in keeping with Title 5 of the California Education Code and the Peralta Community College District Board Policy 5.20. General education subject areas and eligible courses are published in the college catalog. General education is designed to ensure breadth of knowledge and promote intellectual inquiry. Course additions for the general education requirements are reviewed annually by a subcommittee of the district Council on Instruction, Planning, and Development and approved by the Board of Trustees. General Education requirements include: natural science, social and behavioral science, humanities, English composition, mathematics, computer literacy, oral/written communication or literature, and ethnic studies. The college is involved in a process of mapping all general education courses to the adopted institutional learning outcomes.

## **12. Academic Freedom**

Berkeley City College maintains an atmosphere in which intellectual freedom and the freedom to test and examine existing knowledge are supported both by existing culture, board policy, and union contract. One of the college values is “The Importance of Innovation and Flexibility” and the strategic intention for this value states, “We celebrate the maverick attitude which challenges conventional ways of viewing life.” (2007-2009 College Catalog, 17)

## **13. Faculty**

Berkeley City College employs 48 full-time faculty (34.5 Instructional faculty and 12 non-instructional faculty). Berkeley City College faculty must meet the minimum qualifications for service established by the Board of Governors of the California Community Colleges, last updated February 2008. Faculty duties and responsibilities are outlined in Article 11 of the Peralta Federation of Teachers’ union contract.

## **14. Student Services**

# **Certification of Continued Compliance with Eligibility Requirements**

Berkeley City College provides students with a variety of student services, both in general and specific needs of special student populations as defined by the community and by the mission of the college. General services include: admissions and records, counseling, orientation, assessment testing, financial aid, transfer information, student government advisement, and student educational planning. Special services include: Programs and Services for Students with Disabilities (DSP&S), CALWorks/CARE, and Extended Opportunity Programs and Services (EOPS)

## **15. Admissions**

The mission of the Office of Admissions and Records is to provide accurate, prompt, helpful information and service to students, prospective students, staff, and the general public about admissions, registration, academic policies, and student records.

The services of the office are a vital part of the enrollment management and recording of student learning and progress. The college and district have adopted and adhere to admission policies consistent with its mission that specify the qualifications of students eligible for its programs. Berkeley City College is an open-access institution.

## **16. Information and Learning Resources**

The Susan Duncan Memorial Library materials include a reference and circulating book collection, a print and electronic periodical collection, and a reserve collection. Registered students, faculty, and staff can access the periodical databases and catalog remotely.

In addition to the Susan Duncan Memorial Library, the Jerry L. Adams Learning Resource Center provides students with tutoring and areas for group study.

## **17. Financial Resources**

The Peralta Community College District is funded by local property taxes and state apportionment. The district develops a budget, which is board approved. Using a district allocation process, the district allocates a portion of the district funds to Berkeley City College and the college independently develops an operating budget to support and improve student learning and services. Berkeley City College also identifies and pursues outside funding sources, including federal and state grants, to support student learning programs and services identified in the college Educational Master Plan. The college is also receiving funding through Measure A which was approved by the voters in June 2006.

College financial resources and resource allocation are reviewed by the College Roundtable for Planning and Budget

## **18. Financial Accountability**

The Peralta Community College District, on behalf of Berkeley City College and its sister colleges, contracts with an outside certified public accountant to conduct annual external financial audits. The accountants present and explain the audit to the Board of Trustees Audit and Finance Committee and then to the full board at a regularly scheduled governing board meeting. Management is required to review and compare actual expenditures to budgets on a periodic basis to ensure the financial viability of programs and services.

# **Certification of Continued Compliance with Eligibility Requirements**

## **19. Institutional Planning and Evaluation**

In keeping with district-wide integrated strategic planning, the Berkeley City College Educational Master Plan, based on program reviews and annual program/unit plans, directs the decisions made at every level of Berkeley City College. The college Educational Master Plan ties decision making to the college's mission and assesses the success in fulfilling that mission. The most recent college Educational Master Plan was completed in 2007. This plan incorporated internal and external scan data provided by Computer-Aided Planning. The college Educational Master Plan drives resource planning, which includes technology, facilities, marketing, and human resources. Currently, the Educational Master Plan has been essential to the planning for building out those portions of the building that were left unfinished in 2006 per state guidelines.

Current strategic and operational planning at the college is guided by the College Roundtable for Planning and Budget.

## **20. Public Information**

Berkeley City College publishes in its catalog and schedule, and posts on its Web site, precise and up-to-date information on the following:

- Mission, Vision, and Values (catalog)
- Admission requirements and procedures (catalog, class schedule, Web)
- Items relevant to attendance and withdrawal (catalog, class schedule, Web)
- Rules and regulations directly affecting students (catalog, class schedule, Web)
- Major policies affecting students including: academic regulations, including academic honesty; nondiscrimination; acceptance of transfer credit; grievance and complaint procedures; sexual harassment; and refund of fees (catalog, Web)
- Programs and courses/degrees offered and degree requirements (catalog, Web, handouts)
- Available Financial Aid (catalog, Web)
- Available Learning Resources (catalog, Web)
- Academic credentials of faculty and administration (catalog)

## **21. Relations with the Accrediting Commission**

Berkeley City College, under the oversight of the Peralta Community College Board of Trustees, adheres to the eligibility requirements, accreditation standards, and policies of the Commission (ACCJC), communicates any changes in its accreditation status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.



## Responses to Recommendations from the 2003 Comprehensive Self Study

The following responses to the recommendation made by ACCJC in 2003 provide an update to action taken since the last written report provide to ACCJC for each individual recommendation. College recommendations are responded to first and are then followed by responses to the district recommendations.

### College Recommendations

- 1. The team recommends that the college develop a systematic and documented procedure to evaluate and revise institutional practices and policies that will ensure integrity in all representations about its mission, programs, and services. (Standard 2.9)**

#### **Update since the Focused Mid-Term Report (March 15, 2006)**

In various reports sent to the Accrediting Commission for Junior and Community Colleges since 2004 detailed information has been provided showing how the college has responded to this recommendation. Berkeley City College constituents are more aware of policies and processes and are actively included in the formal procedures for planning. Planning – educational master planning based on program review and annual program/unit planning, facilities planning, technology planning, prioritization of faculty and classified positions, and budgeting based on educational priorities- together with student learning outcomes and assessment, have been the major focus of the college for the last number of years. Planning was essential to the move to a permanent facility in 2006 and all constituencies were involved. Planning is essential in the current work to build out the unfinished spaces in the college. Planning to address the rapid growth in student enrollment has rallied all constituencies in an effort to meet the mission of the college, to provide adequate educational programs based on student need and interest, and to provide essential student services to ensure student success. In the fall of 2007 in an ongoing attempt to address institutional practices, policies, and integrity, the college leadership created a College Roundtable for Planning and Budget in an attempt to provide greater assurance that planning drives the college budget and that planning drives college priorities. In all instances the college has worked for data driven decision making with the assistance of the college researcher.

From January through April 2005 (as previously reported), faculty, staff, students, and administration worked together to agree upon new Mission, Vision, and Values statements for the college. These statements are available on the college Web site and in the college catalog. The process was extremely inclusive and deliberative. The end result was the document, “Imagine Vista at Its Best.”

All college meetings held on professional development days, meetings of the President’s Circle, Leadership Council, Council of Department Chairs, Student Learning Outcomes and Assessment Committee, and College Roundtable for Planning and Budget have a primary focus on



## Responses to Recommendations from the 2003 Comprehensive Self Study

institutional policies, practices, and planning initiatives. The new college president, when she started in January 2007, conducted a “needs assessment” and has reported the results in a variety of forums. The goal of the assessment was to look at institutional effectiveness in meeting the college mission by providing quality programs and services to students.

Over the last several years, greater emphasis has been placed on shared governance, with all major changes in processes being reviewed by the Leadership Council, which is composed of faculty, classified staff, administrators, and student representatives. The newly created College Roundtable for Planning and Budget already has begun to address processes, policies, and procedures and to widely communicate the need for ongoing planning and evaluation in an attempt to keep the college in a dynamic mode of continuous review of mission, programs, and services with the goal of remaining relevant to the communities the college serves.

**2. It is recommended that the Vista Community College faculty, staff, and students collaboratively establish and implement an annual action plan based on prioritized goals, objectives, and measurable outcomes culled from the long term strategic plan, the Educational Master Plan, and the district Facilities Plan. (Standards 3.B.2, 3.B.3, 4.D.1, 8.5, 9.A.1)**

### **Update since the Focused Mid-Term Report (March 15, 2006)**

Since the time of the Focused Mid-Term Report (2006), the college has remained focused on an action plan based on prioritized goals, objectives, and measurable outcomes which are based on long term strategic planning, educational master planning, and facilities planning.

The focus of the action plan for the 2006-2007 academic year was the official move into the new permanent facility, which was a strategic plan long in the making. The opening of the facility in part was the result of a college educational master plan documenting the many needs of the college to maintain programs, grow programs, and create new programs. The educational master plan provided the vision for technology needs and facility needs, as well as an articulation of needed human resources. The new permanent facility created change and in many respects the primary plan was to facilitate change management as a way to allow the college community to become comfortable in its new and larger “home”. One aspect of that process was for faculty and staff to settle in and to manage the unexpected growth in student enrollment and to respond to the needs of those students. These various factors required focused objectives and the realization that being overly ambitious in additional planning in 2006-2007 could and would lead to “burn out.”

With the finalization of a district-wide strategic plan based on five strategic goals (Advancing Student Access, Equity, and Success; Engaging Our Community Partners; Building Programs of Distinction; Creating a Culture of Innovation and Collaboration; and Developing Resources to Advance and Sustain Our Mission), the college in 2007-2008 merged its strategic planning goals



## Responses to Recommendations from the 2003 Comprehensive Self Study

and objectives with the district-level strategic planning goals. The 2007-2008 academic year was an extremely robust year for the college with numerous planning goals being achieved. The new permanent president at the end of the academic year communicated to the college community the results of objectives which had been achieved. That data was published in the July 1, 2008 edition of the President's Bulletin and was widely disseminated. The visiting team is encouraged to review this bulletin.

Prior to the 2008-2009 academic year, the college president in consultation with the President's Circle (a college administrators group) and the Leadership Council (a shared governance group) finalized goals and objectives for the 2008-2009 academic year. The goals were forwarded to the Roundtable for Planning and Budget for review and finalization. The college president formally presented the 2008-2009 goals at the Opening Day on August 19, 2008. The goals are available for review, and the college president can update the visiting team as to the status of attaining the goals. The goals are in keeping with the updated college educational master plan, facilities build out planning for unfinished space in the building, strategies for addressing student success given the robust increase in student enrollment, as well as increasing community partnerships and addressing critical resource needs.

**3. It is recommended that a research and planning council guide the Research Office so that a focused agenda can respond to the specific institutional and student needs of Vista Community College. (Standards 3.A.1, 3.A.2, 3.B.1, 3.B.2, 3.B.3, 3.B.4, 3.C.3, 5.10, 6.7)**

### **Update since the Focused Mid-Term Report (March 15, 2006)**

A new full-time college researcher was hired in October 2006. The college researcher provided the following update.

The research function at BCC has developed considerably in scope and impact with the addition of a full-time researcher in October, 2006. With a Ph.D. and decades of research and academic experience, the current researcher has developed projects in collaboration with the Leadership Council, the Roundtable for Planning and Budget, and with college committees and department chairs. The broad needs of the college and the resulting research agenda are identified primarily in the shared governance structures of the Roundtable and Leadership Council, and secondly, in academic departments and committees.

The research agenda reflects the needs or top priorities of the college as influenced by 1) State of California reporting requirements, and 2) best educational practices in accord with Accreditation Standards. Important reports completed in the 2006-2008 period included: ARCC (Accountability Reporting for Community Colleges), the Equity Report, and Basic Skill Initiative baseline data and planning. Basic skill curriculum development required data to inform program improvement. Information also supported educational plans and practices in the following areas: program analysis and review, student learning outcomes, and surveys related to the Accreditation



## Responses to Recommendations from the 2003 Comprehensive Self Study

Standards. The substance of the institutional effectiveness portion of the accreditation report is also part of the researcher's work.

Other special projects provided analytical support for new initiatives to address emerging needs. Analytical projects addressed these topics: financial decisions about student transportation required analysis of student preferences and transit patterns, the enrollment surge stimulated an analysis to describe new students, the English department program review prompted a study of assessment practices and alternatives and an analysis of Certificates and Degrees examined award patterns.

The researcher has developed specific goals in collaboration with the college President as follows:

(1) Develop learning and communication strategies for faculty and community based on inquiry and informed by analysis. The aim is to create a culture of evidence and to learn through analysis. The intent is also to raise awareness and improve effectiveness related to college goals, student progress, quality outcomes, best practices and evaluation methods. Multiple communication strategies and vehicles will be explored, including communication forums, newsletters, workshops, and presentations.

(2) Identify the needs of students and associated effective educational and service practices. For example, what factors lead to student withdrawal and retention? How can the college better attract students and improve success and learning? What are effective placement/assessment strategies?

(3) Identify opportunities for grants and robust programs. Describe community and student needs while considering college capacity, interests and resources.

**5. The College should expand its regular and systematic program review to include all disciplinary areas of the College's curriculum including those areas that do not necessarily lead to a specific degree or certificate. To accomplish this goal the College may wish to utilize a variation of the district program review process or add additional review elements to its current discipline review process. The adopted process should pay due attention to incorporating student learning outcome measures. (Standards 4.D.1, 4.D.2, 4.D.6, 1991 Recommendation 3)**

### **Update since the Focused Mid-Term Report (March 15, 2006)**

In fall semester 2006, a district-wide decision was reached to change the instructional program review format. This new format included a focus on student learning outcomes and assessment plans. The new format was presented at the opening staff development day in January 2007. In the spring semester 2007, Berkeley City College completed instructional program reviews for all programs/disciplines. Data from the program reviews were used to completed unit/program plans in fall 2007 and were critical to writing the updated college educational master plan. These program reviews were essential to prioritization of faculty positions, facilities planning, and technology planning.



## Responses to Recommendations from the 2003 Comprehensive Self Study

In spring 2007, all categorical student services programs completed program review using a program review format provided by the State Chancellor's Office for the California Community Colleges. That program review format addresses student learning outcomes and assessment measures. All other student service programs are systematically reviewed on a six-year basis. Unit/program plans for all student services units/programs were completed in fall 2007 for inclusion in the updated college educational master plan. The program/unit plans were used in prioritizing faculty positions needed in student services, as well as facilities and technology planning.

**6. It is strongly recommended that the college develop and implement a detailed, long-term plan, with milestone goals and time line that builds on its recent efforts to increase the library hours and holdings in accordance with curricular requirements and students' needs. (Standards 6.1,6.2, 6.3, 6.5, 6.7, 1997 Recommendation 5.1)**

### **Update since the Focused Mid-Term Report (March 15, 2006)**

With the move to the new building, the library size has expanded to approximately 5002 square feet. In addition to greater shelving space, the new library has allowed for an increase in computers and study space for use by library users:

- Twelve computers for students research
- Three televisions
- Two photocopiers
- 5 study rooms each with 1 table and 4-6 chairs for group study
- 4 study carrels for individual study
- 6 tables with 42 chairs for studying purposes in the library.

*Extended Accessibility:* In Spring of 2008, the library began offering instant messaging reference services for the distance education courses. Students can access the book catalog and 18 of the library's 20 electronic databases from any internet-enabled computer 24 hours a day.

*Web Page Development:* The library has completely redesigned its web page to provide user-friendly page formats with access to a full complement of links to recommended resources, biographical, demographic, and useful outside databases. Taken together, these links provide a great deal of valuable information for our students.

*Library Holdings:* Berkeley City College Library continues to expand collections in most disciplines, expanding the range of materials and subjects available to students and faculty. Since 2005, the library has been receiving additional financial support from the district and college to increase its collection: \$18,000 in 2005-2006, \$30,000 in 2006-2007, and \$21,600 in 2007-2008. In 2007-2008, the library was given access to \$25,000 from the funds allotted in 2006-07 and an additional \$21,600 for 2007-08. With a recent \$1500 donation from the BCC Student Government and matching funds from BCC administration, the library has been able to increase its reserve collection providing students greater access to textbooks.



## Responses to Recommendations from the 2003 Comprehensive Self Study

The library is currently working with administration to obtain some of the district's Measure A funds to further increase the library's print, electronic, and multimedia holdings as well as the number of computers, televisions, and study tables in the library. The library has also been working with interested parties such as the League of Women Voters and the Peralta Retirees Organization to obtain book donations.

As of June 2008, the library had a total of 9,879 cataloged items in its collection; including 5,798 unique book titles and over 500 video/DVD recordings. During the summer of 2008, over 700 new books were added to the collection, increasing the book collection by nearly 10%. Having completed the cataloging of recently purchased new books, the library is now beginning to process and catalog approximately 1,000 donated books. The library currently subscribes to 40 periodicals (magazines journals newspapers). With the greater shelf space that has been provided by the move, more back issues of these periodicals have been made available for browsing by library users.

*Collection Development in Accordance with Curricular Requirements:* In an effort to support the college's mission through the purchase of responsive and relevant collections as well as to ensure that strong interdisciplinary resources are available, the library actively solicits book recommendations from the faculty and department chairs.

The librarians have worked hard to improve the library's visibility to the college community through circulating library newsletters and increased participation in faculty and college committees. As a member of the curriculum committee, one of the librarians participates in the review of new courses and programs for the college. In this way, the librarian becomes aware immediately of these new courses so that the library can begin planning for additional resources to support these courses. The process gives the librarian and faculty members the opportunity to evaluate current resources and project needs.

*New Building and Space:* With the move into the new permanent facility in July 2006, the library has greatly expanded its shelf space with room for approximately 12,000 volumes.

*Ongoing Planning :* The librarians will continue to work with administration to increase the standard annual library budget and obtain additional funds to increase electronic resources to support the growing distance education courses offered at BCC. The librarians will continue to work with the League of Women Voters and the Peralta Retirement Organization to obtain needed book donations.

The librarians will work with the other Peralta College Libraries towards identifying and obtaining a suitable replacement for Horizon, the online publicly accessible catalog, due to Horizon being cancelled by its provider and the cancellation of support services. The librarians will work with administration and IT to obtain and install EZ Proxy or similar software to provide off site access to all the databases BCC library subscribes to.

The librarians will design and create online library tutorials to support and promote student learning and access.



## **Responses to Recommendations from the 2003 Comprehensive Self Study**

As can be seen the college and the librarians have taken the 2003 recommendation seriously and have worked not only to address the specifics of the recommendation, but also to provide quality library services to the students. At this time the library staff consists of three contract librarians and two senior library technicians.

**7. The team recommends that the college immediately conduct a systematic, consistent, and timely performance review of all tenured faculty. (Standards 7.B.1, 7.B.2, 7.B.3, 1977 Recommendation 4.2.)**

### **Update since the Focused Mid-Term Report (March 15, 2006)**

As previously reported, in keeping with Board Policy 3.30b and the Peralta Federation of Teachers collective bargaining agreement, in 2004 the college set in place the process for tenured faculty evaluations. The plan assigns tenured faculty to one of three clusters so that tenured faculty are evaluated every third year. As tenure-track faculty become tenured, they are then added to one of the three clusters. The evaluation process typically begins in October of each year and is completed at the latest by April 30 of the following year. The process includes peer evaluations, student evaluations, administrative evaluations, self-evaluation, and a summary report which summarizes the various elements of the evaluation process. Since 2004, Berkeley City College has continuously evaluated tenured faculty.

**8. The college should develop a process that clearly delineates full-time faculty and staffing priorities to provide effective instruction, and work with the district to obtain funding for such positions. (Standard 7.A.1, 7.A.2, 1997 Recommendation #4.1)**

### **Update since the Focused Mid-Term Report (March 15, 2006)**

As reported in the March 2004 Progress Report and the March 2006 Focused Mid-Term Report, the college has a formalized process it uses to prioritize new faculty positions, a process that was delineated in the two referenced reports. With the creation of the College Roundtable for Planning and Budget in 2007-2008, all requests for faculty positions also are submitted to the Roundtable for final review and approval. The district continues to allocate positions to the college on an annual basis. There is currently no specific model for how positions are allocated to the four colleges in the district, although student enrollment (FTES) is factored into the allocation. In 2007-2008, the Vice Chancellor of Finance and Administrative Services allocated the college two instructional replacement positions for mid-year hire. Further, the Vice Chancellor allocated four new instructional faculty positions, one replacement instructional faculty position, and a non-instructional counselor position for hire in spring 2008 with a start date of fall semester 2008. With the move to the new building and the unpredicted growth in student enrollment, the college has consistently informed the district administration of the need for additional contract faculty to meet the needs of students. The current number of contract faculty is insufficient to provide



## Responses to Recommendations from the 2003 Comprehensive Self Study

students with quality instruction and services, as well as being involved in all the required college planning activities.

In view of the ongoing requests from the college for additional contract faculty, on July 15, 2008, the Board of Trustees passed a resolution regarding the “Allocation of Full-Time Equivalent Faculty throughout the District.” The resolution states that it is now the policy of the board that:

- FTE funding for each college within the District be related both to FTES and productivity;
- The Chancellor is to develop a plan by June 30, 2009, that will lead to an equitable FTES/FTE ratio among the colleges (with a 15% allowable variance to account for program differences among the colleges) by a time uncertain;
- The Chancellor shall report each spring that adequate yearly progress is being made toward this goal; and
- Annual budgets shall reflect the District’s commitment to reaching and maintaining this goal.

While from a faculty perspective equitable allocation of faculty positions to Berkeley City College will not happen soon enough, nevertheless the Board of Trustees resolution does provide a policy directive to the Chancellor to have a plan in place and to follow the plan.

With the move to a new permanent facility, the college has made a strong case for additional classified staff in view of the need of essential support staff to provide the necessary infrastructure to run the college effectively. In 2006-2007, the administration developed a base document list of needed classified positions, requesting four new positions in student services, four new positions related to the business office, and one new position in the office of instruction. That list has grown since its creation. The district administration has allocated new classified positions since the opening of the new permanent facility including a permanent janitorial staff, an AV Specialist, a science lab technician, a student activities advisor, a student ambassador and outreach coordinator, an engineer, and part-time permanent instructional assistants, to name some of the new classified hires. Further, district administration has re-assigned two classified staff to Berkeley City College and has allowed replacement of any vacant classified position. It should be noted that with the creation of the College Roundtable for Planning and Budget guidelines for replacing permanent classified staff and for allocating new classified staff positions were adopted. The College Roundtable will review all requests for classified positions, as a final step in the process, before sending the recommendations to the college president. However, it must be noted that with the 50% increase in student enrollment since fall 2006, there is a great need for additional classified staff to meet the required work of the college.



## **Responses to Recommendations from the 2003 Comprehensive Self Study**

**9. It is recommended that the college regularly coordinate efforts with district maintenance and operations to guarantee a safe, secure and healthy environment for students. As part of this effort, it is strongly recommended that the college, in conjunction with the district, finalize and implement an emergency preparedness plan. (Standards 8.3, 1997 Recommendation 6.2)**

### **Update since the Focused Mid-Term Report (March 15, 2006)**

With the move to a permanent building, the college has hired a permanent maintenance staff including janitors, a stores keeper, and engineers. The college has contracted with a security firm to provide services for all hours the building is open. The maintenance staff and security contractors work to maintain a safe, secure, and healthy environment. This represents a dramatic change in moving from rented facilities to a permanent facility.

The college, in conjunction with the district, has created an emergency/ disaster preparedness plan. The plan has been communicated to the campus community, mandatory disaster preparedness training sessions have been conducted, and table top exercises have been conducted with key college leaders.

**10. It is strongly recommended that the district and the college work together to integrate Vista Community College into the Peralta Community College district Strategic Technology Plan. In addition, a systematic equipment replacement plan should be developed in conjunction with college wide planning efforts. (Standards 8.4, 8.5).**

### **Update since the Focused Mid-Term Report (March 15, 2006)**

In 2007, Berkeley City College created a college Technology Advisory Committee with representation from the various college constituencies to assist in developing an Informational Technology Master Plan and to apprise the vice president of instruction, the vice president of student services, and the college president about technology needs for the areas of student services and administrative and educational programs. Members of the college Technology Advisory Committee also serve on the District-wide Technology Planning Committee providing a bridge between district and college technology services. The District-wide Technology Planning Committee provides a forum for administrators, faculty, and staff from the district office and all four colleges to discuss, preview, introduce, and recommend technology products, view application demonstrations, and discuss pedagogy, as each relates to teaching and learning, using technology. Furthermore, Berkeley City College created a college Web Committee. Members of this committee became active members of the Peralta Community College District-wide Web Committee in order to address and communicate a series of recommendations to maintain and develop Berkeley City College's Web site.



## **Responses to Recommendations from the 2003 Comprehensive Self Study**

A District-wide Distance Education Committee was created in 2007 with representation from each of the four colleges. One goal of the District-wide Distance Education Committee was to select a common online Learning Management System (LMS) for the Peralta Community College District. The implementation of MOODLE as the Learning Management System (LMS) at Peralta was recommended by the committee and accepted by the Peralta Board of Trustees at their June 3, 2008 meeting. MOODLE has been informally implemented at two colleges via the distance education coordinators at those colleges and MOODLE will be officially implemented at all four colleges once the infrastructure for the proposal is in place. Berkeley City College was the first college to implement MOODLE as its Learning Management System.

Berkeley City College is at beginning stage of developing its distance learning program. Prior to the academic year 2007-2008, Berkeley City College was only offering between three (3) or four (4) online classes per semester. Presently the college offers approximately 50 online and hybrid courses. In addition, approximately 30 face-to-face courses are using the college Learning Management System (MOODLE). These classes use computer-mediated communication to enhance and expand the classroom educational experience. Berkeley City College offers basic counseling services online and by phone, as well as library services such as access to databases and reference assistance. The college offers personal training and several workshops each semester for instructors, and open labs for students, faculty, and staff. There is personal assistance available to students and faculty five (5) days a week (Monday to Friday) by phone or e-mail.

Berkeley City College currently has more than 600 desktop and laptop computers throughout the college. This number is going up with the increasing demand for distance education support and web-based systems, as well as facility expansion into the unfinished spaces for additional classrooms and offices. A new equipment replacement plan is being developed to incorporate budgeting, purchasing, receiving, storing, maintaining, and disposing of equipment and packaging materials. Measure A (Proposition 39) bond funding is the main source for funding computer purchases.

In the build out plan for the unfinished spaces in the college, the college is ensuring that sufficient spaces are available for storing new equipment prior to deployment and end-of-life equipment pending disposition by environment friendly methods through the district office. The Information Technology Department at BCC maintains an inventory of most computer related equipment. This equipment includes: computers, monitors, printers, multimedia projectors, servers, routers, switches, and other network devices. The general computer replacement plan is to replace student computers in computer laboratories approximately every 3 years and staff/faculty computers approximately every 4 years. However, with the district implementation of the Web-based PeopleSoft (local name: PROMT/Passport) system, staff computers in critical areas such as Admissions & Records, Financial Aid, and Bursar are on the 3-year replacement plan in order to effectively support student services. Other equipment replacement varies by types, maintenance schedules, support requirements, technical changes, and operating efficiencies. This computer replacement plan follows the suggested guidelines compiled by the former District Chief Information Officer. Prior to setting standards and purchasing computers, the technical



## Responses to Recommendations from the 2003 Comprehensive Self Study

specifications would be shared and discussed with faculty and staff in general meetings, and at the College Technology Committee and District Technology Committee.

**13. The team recommends the college take immediate steps to examine and improve its communication and information exchange process with the district office particularly in regard to financial management information. The team also recommends that the college examine and improve its internal communication processes in regard to financial information so as to ensure that clear and accurate financial information concerning Vista Community College is disseminated to appropriate segments of the college community in a systematic manner. (Standards 10.B.1, 10.B.2, 10.B.3, 10.10.C.1, 10.C.2)**

### **Update since the Focused Mid-Term Report (March 15, 2006)**

As reported in the Focused Mid-Term Report, the college business officers meet regularly with administrators in the finance office at the district. These meetings continue to focus on exchanging financial information and addressing issues and concerns. The meetings continue to focus on the implementation of the PeopleSoft system. In addition, the district office of finance annually prepares a budget book which is sent to the board of trustees for approval. The approved budget book is available on the district office Web site.

The Berkeley City College business officer regularly reports on finances to the President's Circle, the Leadership Council, the College Roundtable for Budget and Planning, and when necessary at the Council of Department Chairs. Berkeley City College's budget process is transparent. Annually the college business office prepares a budget booklet for review. The budget book provides a detailed breakdown of how and where funds are allocated throughout the college. As noted in Standard IIIID. Financial Resources, only 4% of the college budget is discretionary. The allocation of discretionary funds is driven by program review, annual unit/program plans, and the educational master plan. Berkeley City College works at providing transparent communication to the college community about the budget. At the beginning of academic year 2008-2009, the college president, in an effort to inform the college community about the budget, held a Budget Forum during College Hour. The college president, vice president of instruction, and the business officer presented information and details on the college budget which then was further addressed at the various shared governance committees. The PowerPoint presentation from this presentation was forwarded by e-mail to the college community.

The college also is receiving Measure A, proposition 39 bond funds for short-term facilities projects and funds to build out the unfinished space in the college. Information regarding expenditure of these funds and the use of these funds is shared with the various shared governance committees.



## Responses to Recommendations from the 2003 Comprehensive Self Study

In looking at this recommendation today, it is evident that an underlying concern at the college which continues to this day is whether the college receives necessary and equitable funding. With more knowledge about the finances allocated to the college, many would contend that the college needs to receive additional funding and particularly in discretionary funding. This contention is strengthened by the fact that the student enrollment has increased 50% since fall 2006.

### District Recommendations

**4. The team recommends that a district-wide plan and an implementation process should be created that is strategic and systematically integrates the educational, financial, physical and human resources of the district. All planning processes should be inclusive of the four colleges and communities served by the district. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the district-wide plan integrate the educational master plans and program reviews of the colleges. The chancellor should ensure that the plan and ongoing planning processes are communicated throughout the district. (Standards 3.B.1, 3.B.3, 3.C.3, 10.C.1, 10, C.6, 1996 Standards of Accreditation; Standards I.B, II.A.1, II.A.2, II.A.2.a,e,f, III.A.6, III.B.2.b, III.C.2, III.D.1.a, IV.B.1,2,3 2002 Accreditation Standards )**

#### **Update since the March 15, 2008 Progress Report.**

The college and the district have responded to this recommendation on an annual basis and the various progress reports and the focused mid-term report should be referenced for complete details on the many steps taken by the four colleges and the district office to address this important and comprehensive recommendation.

In the April 23, 2008 report the visiting team filed with ACCJC, the team stated that the colleges and district office have made considerable progress in addressing this recommendation. It seems appropriate to quote the report and to use the assessment provided by the visiting team.

“The team found evidence of **considerable work** towards resolving this recommendation and commends the district and colleges for their enthusiasm and cooperative spirit in addressing this topic. The colleges have completed a significant portion of this recommendation, the following accomplishments:

- A ‘planning model’ to implement a complete planning structure has been created over the past three years at the district level.
- The board of trustees and chancellor demonstrate strong support of the strategic and educational master planning processes.
- Broad involvement and collaboration of college staff and leadership has evolved. IN fact, the “culture of collaboration” developed at PCCD is exemplary.



## Responses to Recommendations from the 2003 Comprehensive Self Study

- A District Strategic Plan with long-term and short-term objectives has been developed and updated March, 2008.
- Program reviews and unit plans for all departments district-wide are completed.
- The chancellor and staff have communicated information about the planning process, using newsletters, an extensive committee structure, flex day workshops and a special board of trustees retreat.
- A consultant completed thoughtful and comprehensive research, responding to environmental scan questions developed by the district-wide committees, which will be used in educational master planning.
- There are also processes and timelines in place to integrate planning and the budget process

Since the time of the visit in April 2008, the four colleges and the district office of educational Services have completed an District-wide Educational Master Plan which was reviewed and approved by the governing board. Berkeley City College also has completed an updated college Educational Master Plan.

WLC and Maas, facilities master planning consultants, are working with the educational master plans and an environmental scan to finalize the district-wide facilities master planning. Berkeley City College has worked with planning consultants and based on data from the educational master planning process has a plan for the build out of unfinished space at the college. The planning for the build out at Berkeley City College includes specifics on the necessary furniture and technology for the space when completed.

In the March 15, 2008 Progress Report, a calendar for integration of budget and planning was documented. The district is using this calendar during the 2008-2009 academic year in order to have greater assurance that planning drives the budget process. Further, the goal is to have the college presidents in fall 2008 present college needs (i.e., staffing, technology, finances, etc.) to the District-wide Educational Master Planning Committee, the District-wide Budget Advisory Committee, and the Strategic Management Team in an effort to begin a process for increased involvement in the decision making and the recommendations to be forwarded for action by the chancellor.

What is clear, based on the April 2008 report from the visiting team, is that in the one day the team visited the four colleges at the district office, there was not sufficient time to adequately review all the documents and in particularly the "Strategic Planning Implementation Matrix." This matrix documented district-level strategic planning which had occurred in 2007-2008 and did specify "who," "what," and "when." The district-level Strategic Planning and Policy Advisory committee will review this matrix during fall 2008 to measure and report on progress achieved, and to document the district-level strategic planning for the 2008-2009 academic year. This will document that a full-cycle of planning has been completed and that planning is always ongoing and never complete in an educational setting.



## Responses to Recommendations from the 2003 Comprehensive Self Study

**11. It is recommended that the district clarify and document its financial allocation model and ensure that there is full understanding by campus personnel. The development of this model should be done in collaboration with the campuses. Allocations for resources to the campuses should follow the model to the extent possible, and any deviation from the model should be fully explained. (Standards 9.A.2, 9.A.4, 9.B.4)**

### **Update since the Focused Mid-Term Report (March 15, 2006)**

The District Budget Advisory Committee worked from 2004 to 2006 on a budget allocation model. The model was not implemented at that time given the passage of SB 361 which changed the state's method of funding California community colleges. It was recommended to wait and see if revisions to the model were necessary in view of SB 361. The current district financial allocation model is based on historical allocation with colleges receiving additional funding to meet enrollment targets based on growth funds received from the state. Also there are increases to the college budget as a result of COLA, long-service salary increments, and step and column salary increases. Recently included in the college budget is an additional \$100,000 (president discretionary fund) which is used to support planning initiatives. Funding for categorical programs is often a pass along of funding received from the state. Instructional equipment and instructional supply funding is distributed among the four college based on FTES.

The vice chancellor of finance and administrative services at the September 22, 2008 District-wide Budget Advisory Committee reported that the committee would update the allocation model from 2006 and the update model would be in place for the 2009-2010 academic year. That model was officially adopted on October 27, 2008. The model will be simulated in spring 2009 and will go into effect in the 2009-2010 academic year.

The allocation model is as follows:

### **Peralta Community College District Budget Allocation Model**

Standards of good practice require that a budget allocation model reflects the allocation of funds to meet the institution's program and facilities commitments in harmony with their strategic plan.

1. First year implementation will not reduce college's budget. (Beginning 2009-2010)
2. FTES targets shall be sufficient to earn base plus growth.
  - a. The following are fixed costs: (Fixed cost categories are zero based budgeted each year based on projected actual costs of commitments.)  
The District unrestricted fund reserve is determined by the Chancellor, but cannot be less than 5%.
  - b. District must comply with 50% law.
  - c. Step and column salary increases.
  - d. Tax and benefit cost increases.
  - e. Contractual labor agreements.
  - f. Utilities and property/liability insurance and Fund 4 expenditures.
  - g. GASB 45 compliance.



## Responses to Recommendations from the 2003 Comprehensive Self Study

- h. Repayment of Taxable OPEB Bonds.
  - i. District must comply with the 75/25 law (California Code of Regulations Title 5, §51 025. Should not exceed target without appropriate justification and approval of Chancellor.
  - j. DSP&S general fund transfer.
  - k. Chancellor's contingency fund
3. Allocations of new positions or possible reallocation of vacant positions will be done on a District -wide basis as approved by the Chancellor, considering recommendations from the Strategic Management Team, the District Budget Advisory Committee, and District- wide Educational Master Planning Committee; taking productivity and parody into consideration.
  4. For a decline in FTES and/or productivity, the college has one year of stability to regain base FTES plus the under target/funded amount from previous year. Failure to reach FTES and/or productivity targets will cause a reduction in funding in year two.
  5. All categorical funds will be distributed to the colleges according to state requirements.
  6. Built into the model is an economy of scale allocation (10.5%).
  7. If colleges are funded based upon FTES, then upon a retirement of a vacancy in a funded position, the funding will be adjusted to the replacement cost.
  8. Peralta Federation of Teachers leave banking is an unallocated contingency fund.
  9. In a year in which the state deficits community college funding mid-year, the colleges may lose apportionment funds at the Discretion of the Chief Financial Officer.
  10. The District Budget Advisory Committee and the Academic Senate shall review and recommend any amendments to the Budget Allocation Model.
  11. As defined by the California Ed Code, the Board of Trustees has fiduciary responsibility for the district and may amend the allocation model.
  12. In a fiscal emergency, the Chancellor has the right to suspend the Budget Allocation Model.
  13. At the discretion of the Chief Financial Officer, any contingent funding may remain unallocated until funding is assured.
  14. College budget carryovers may be permitted at the discretion of the Chancellor and the Chief Financial Officer. Budget carryovers are for specific future expenditures and not the result of an inability to encumber current year funds. The budget carryover must be encumbered and expended (for the intended purpose) within the following year.

### *Approved from the District Budget Allocation Committee*

1. Economy of scale:  
It is proposed that the economy of scale remain at 10.5% of the first adopted budget using the budget allocation formula. The dollar amount should remain fixed in future budgets and shall not be amortized. At the end of three years it is proposed that the Chancellor's Budget Advisory Committee review the economy of scale issue to determine if adjustments to the formula or the amortization would be fundamentally fair to the four colleges.



## Responses to Recommendations from the 2003 Comprehensive Self Study

### 2. College Productivity

It is proposed that the five year average productivity (measured from the first year the new budget allocation is adopted) be the minimum productivity established for each college. Should a college not maintain the minimum productivity, the calculation of FTES that would have been earned if the college had maintained the productivity target, will be deducted from the next year's revenue allocation.

Should a college decide to fundamentally change educational programs, which would alter the expected overall productivity, a college may request from the Chancellor a recalculated productivity minimum target.

### 3. Central Support Services

It is recommended by this committee that quarterly, the Chancellor's Budget Advisory Committee review Central Support Services budgets and make recommendations to the Chancellor regarding the augmentation or reduction in the following year's allocation. Any recommendations by the Budget Advisory Committee should be in writing and include support and justification for the proposed changes.

### 4. Budget Advisory Committee

It is recommended by this committee, that the District Budget Advisory Committee be a standing committee during the fiscal year, and in addition to budget recommendations, the committee periodically meet to review College and Central Support Services budgets (quarterly) and fiscal year expenditures and to monitor revenues over base revenues including COLA and growth funding. It will also be the responsibility of the Budget Advisory Committee to monitor the budget allocation model and make recommendations to the Chancellor if adjustments in the model are deemed appropriate. Any recommendations by the Budget Advisory Committee should be submitted to the Chancellor in writing and include support and justification for any adjustments proposed.

### 5. District Budget Advisory Committee

This committee recommends that the Budget Advisory Committee prepare committee by-laws.

**12. The team recommends that the Peralta Community College District should provide a detailed and concrete plan that clearly identifies the steps, timelines, and measurable actions that are being undertaken by the district to provide funding for the long-term liability posed by health care benefits. (Standard 9.C.1, 1996 Standards of Accreditation)**

### **Update since the Focused Mid-Term Report (March 15, 2006)**

A very detailed response to this recommendation was provided in the October 15, 2005 Progress Report and the March 15, 2006 Focused Mid-Term Report. These reports should be referenced for full and complete information. In brief, it is apparent at this point in time that the district has responded skillfully to the Governmental Accounting Standards Board (GASB 45) requirements.

As previously noted:



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- In 2004, the district successfully negotiated with the employee unions changes to medical benefits. The contracts now require a co-pay; district medical benefits end at age 65 for all employees hired after July 1, 2004; and 10 years is now required for vesting of all employees hired after July 1, 2004, rather than 5 years.
- Medical benefits are available either through Kaiser Permanente or CoreSource PPO (and Blue Cross). The move to CoreSource PPO as an administrator of services reduced administrative costs of the medical benefits program.
- On November 7, 2005, the Peralta Community College District Finance Office received a judicial judgment from Alameda County Superior Court allowing PCCD to sell OPEB bonds. All bonds were sold by the end of December 2005.
- The bond investments to date are closely monitored by the Vice Chancellor of Finance and Administrative Services and the Board Audit and Finance Committee. Investments are being made through Lehman Brothers, which is affiliated with Neuberger Berman. There is some consideration being given to work with a different investment firm.

To date, the strategy of issuing Other Post Employment Bonds (OPEB) has proven to be a critical move in managing liability for retiree medical benefits. PCCD has not only taken strategic moves to responding to the Commission's recommendation, but more importantly to respond to GASB 45.

**14. The team recommends that the board of trustees move expeditiously to appoint an interim chancellor and begin the process of recruiting a permanent chancellor. The team further recommends that the board of trustees direct the new chancellor to make stability of both college and district administrative personnel a priority. (Standards 10.B.1, 10.B.2, 10.B.3, 10.B.5, 10.C.1, 10.C.2).**

### **Update since the March 15, 2008 Progress Report**

A permanent chancellor was appointed in 2003 and to this date he remains chancellor of the Peralta Community College District.

ACCJC requested that the district respond to this recommendation in the March 15, 2008 Progress Report and the recommendation was re-worded as follows: **The team recommends that the college(s) and district jointly address administrative turnover by filling interim and temporary positions as quickly as possible to provide administrative stability for the college (s). As part of its comprehensive planning process, the college(s) should develop short-term and long-term staffing goals. (2002 Standards III.A.1, III.A.2, III.A.26, III.D.1, IV.B.1.b)**

At the time of the March 15, 2008 Progress Report the college was able to report that all administrative positions at the college (seven positions) were filled with permanent hires. Since that time the vice president of student services elected to retreat to faculty beginning in fall 2008 and was assigned to Merritt College. An acting vice president of student services, with 30+ years of experience in the California community college system and 12 years experience as a vice



## Responses to Recommendations from the 2003 Comprehensive Self Study

president of student services and vice chancellor of student services, was appointed. Further, the vice president of instruction is currently on loan to the district office with the task of assisting in reconfiguring and reenergizing the district Office of Educational Services. An acting vice president of instruction was appointed. This individual has years of experience in the California community college system including many years of experience as a vice president of instruction and experience at the state chancellor's office, as well as significant experience as an accreditation liaison officer. The college is fortunate to have these two individuals to provide skilled leadership.

Additionally commentary on staffing is provided in the college recommendation #8 above.

**15a. The team recommends that the board of trustees adhere to its appropriate functions and policy orientation, and rely upon the district chancellor for recommendations affecting the organization of the district as well as the hiring, retention, and termination of all categories of district and college staff. The team further recommends that the board of trustees ensure that the district is continuously led by a chancellor as its chief executive officer. (Standards 10.A.3, 10.A.4, 10.C.1, 10.C.3, 10.C.5, 1996 Standards of Accreditation)**

### **Update since the Focused Mid-Term Report (March 15, 2006)**

As reported in the Focused Mid-Term Report (2006), the board of trustees took this recommendation seriously and began a process in 2004 to assure that the governing board adheres to its appropriate functions and policy orientation. Since that time board membership has remained relatively stable which has assured continued focus on the proper role and function of the governing board – its policy role and fiscal oversight.

As a part of board development, the governing board strongly encourages its members to attend professional workshops conducted by the California Community College Trustees (CCCT), the Community College League of California (CCLC), the American Community College Trustees (ACCT), and other professional organizations as one method of ongoing training regarding the role and function of a governing board in the California Community College system. This was codified into a policy on board development, Board Policy 1.22.

As previously noted, in 2005 the governing board developed a specific policy for selection of a chancellor (B.P. 1.20) and set in policy the role and function of board committees (B.P. 1.21) requiring each board committee to have an approved charter. In 2008 the governing board updated and revised Board Policy 2.05 which addresses the duties and responsibilities of the Chancellor. The governing board continues to annually review the chancellor focusing on performance standards/goals set for the previous year and setting performance standards for the coming year. The chancellor's performance standards/goals are set in conjunction with annual goals for the four college presidents.



## Responses to Recommendations from the 2003 Comprehensive Self Study

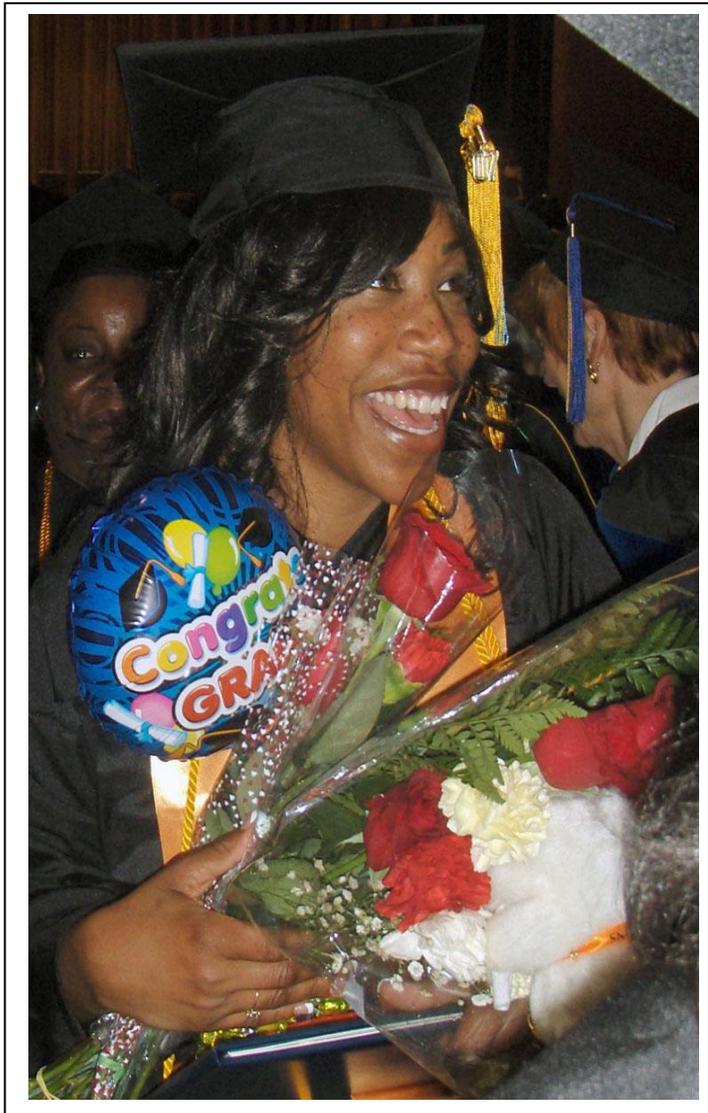
**15b. Finally, the team recommends that the board of trustees clearly identify and widely disseminate the roles and responsibilities assigned to the district administration and those assigned to the college administration so that the appropriate responsibility and authority are specified and related accountability standards are established. (Standards 10.A.3, 10.A.4, 10.C.1, 10.C.3, 10.C.5, 1996 Standards of Accreditation)**

### **Update since the Focused Mid-Term Report (March 15, 2006)**

The Focused Mid-Term Report provided detailed descriptions of the roles and responsibilities assigned to the board of trustees, district office administrative service centers, the college presidents, and the vice president of instruction and student services. That report, as well as the Progress Report of October 15, 2004, should be referenced for full detail.

The various responsibilities delineated in the Focused Mid-Term Report continue to remain the same. There have been some changes in organizational structure, such as housing human resources and information technology under the vice chancellor of budget and finance, now titled the vice chancellor for finance and administrative services, and upgrading the director of general services to the position of vice chancellor of general services;. There recently has been discussion of reorganizing the district office of educational services to realign the job duties of the three associate vice chancellors. All administrators are evaluated annually based on accountability standards and goals set the previous year. Annual goals are aligned with the five strategic planning goals of the district.

As reported in the March 15, 2007 Progress Report, a Strategic Management Team (SMT) was formed in fall 2006. The SMT consists of the chancellor, the three vice chancellors, and the four college presidents. This team has facilitated better communication and working relationships between the college presidents and the district office. The SMT directs and insures implementation of and accountability for the strategic planning process and meets regularly to deliberate upon and develop common approaches to strategic district-wide issues and planning. The SMT promotes district-wide collaboration and critical thinking based on external data. The SMT is a central implementation process for the broad principles of the strategic plan: collaboration, data-driven planning, and development of a common strategic agenda and process for the district as a whole. The purpose of the SMT is to create collaborative team working relationships between the colleges, and between the colleges and the district office service centers. The creation of the SMT responds both to this recommendation from 2003, as well as the recommendation on integrated strategic planning.



## **Standard I**

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analysis of quantitative and qualitative data and analyses in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.



## Standard I A: Mission

**A MISSION: The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.**

### Description

The Berkeley City College mission statement was approved by Peralta Community College Board of Trustee on April 12, 2005. As reported in the March 15, 2006, *Focused Mid-term Report*, in fall, 2004, and early spring, 2005, the college conducted an extensive participatory governance process entitled “Imagine Vista [Berkeley City College] at Its Best” (p. 57-59). This process, which employed an Appreciative Inquiry Approach and involved all college constituencies, resulted in a new college mission, vision, and values. The intense focus on the missions, vision, and values of the college was integral to the extensive planning associated with moving into a new and permanent facility in August 2006. The mission, vision, and values statements are as follows:

#### *Berkeley City College Mission Statement (2005)*

Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.

#### *Berkeley City College Vision Statement (2005)*

Berkeley City College is a premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation. Berkeley City College Illuminates!

#### *Berkeley City College Values Statements (2005)*

Berkeley City College embraces values which allow all members of our college community to grow and thrive. Our values include:

#### A Focus on Academic Excellence and Student Learning

We value our students’ varied educational and experiential backgrounds and learning styles, as well as educational objectives.

Strategic Intention: Berkeley City College faculty use teaching and learning strategies that respond to the many different needs of Berkeley City College students. The college’s scheduling and delivery methods are responsive to students’ needs for access, convenience, and different learning styles.



## Standard I A: Mission

### A Commitment to Multiculturalism and Diversity

We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity, characteristics our institution seeks in its students, faculty, and staff.

A

**Strategic Intention:** Berkeley City College provides students with an environment that supports diversity in learning and self-expression, and with a curriculum supportive of multiculturalism. Berkeley City College hires faculty and staff that reflect the diversity of its communities and students.

### A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society.

We value the fact that students live and work in an increasingly complex society and world.

**Strategic Intention:** Berkeley City College faculty members prepare students with learning experiences that help them develop cultural and global perspectives and understanding.

### A Commitment to a Quality and Collegial Workplace.

We value the high quality that characterizes everything we do.

**Strategic Intention:** The college implements review and improvement processes that constantly improve quality. The college develops leadership skills and respectful, close ties among all employee groups, continuously improving the institution.

### The Importance of Innovation and Flexibility

We value innovation because it encourages our students to question the typical and expand their thinking in a flexible manner that allows them to understand life's dynamic potential.

**Strategic Intention:** We celebrate the maverick attitude which challenges conventional ways of viewing life.

Berkeley City College's mission statement defines the college's broad educational purposes, emphasizing that the college mission is "to promote student success, to provide our diverse community with educational opportunities, and to transform lives."

The college's commitment to achieving student learning is reflected in the vision statement, in which the college declares itself to be a "diverse student-centered learning community." The "strategic intentions" of the value statements focus on "teaching and learning strategies that respond to the many different needs of ... students." Some of the ways the college implements these intentions are:



## Standard I A: Mission

- providing course scheduling and delivery methods that respond to “access, convenience, and different learning styles,”
- creating an environment that “supports diversity in learning and self-expression and ...multiculturalism,” and
- “preparing students with learning experiences that help them develop cultural and global perspectives and understanding.”

A

Learning strategies and programs at the college, often collaborative, innovative, and interdisciplinary, “celebrate the maverick attitude which challenges conventional ways of viewing life” carrying out the promise to transform and illuminate lives. Berkeley City College truly reflects the culture of the Berkeley community.

As one of the 110 California Community College, Berkeley City College is an “open-access” institution. The college catalog (2007-2009, p. 19) clearly states that “if you are 18 years of age and can profit from the instruction, you are eligible for admission as a California resident or non-resident... if you are under 18 years of age, you may also enroll if you are a high school graduate or have earned a GED or California High School Proficiency Certificate.”

The mission of Berkeley City College is compatible with that of the California Community College System, which provides the foundation for the stated mission, vision, and values of the college. In keeping with the mission of California community colleges and the diversity of the college population, Berkeley City College offers a full range of courses in the areas of transfer education, basic skills and English language proficiency, economic and workforce development (career/technical education), associate degrees and certificates, and lifelong learning. Achieving the goals of the college mission provided the motivation for

- The building of a permanent facility, the planning of which incorporated the mission, vision, and values of the college community.
- Hiring a faculty outreach coordinator and a classified outreach coordinator to reach into the high school and middle schools to educate students about the opportunities Berkeley City College provides and to offer a variety of courses in community centers, churches, and schools, advancing the mission of the college and meeting the community on its own ground.
- Giving increased attention to technology mediated instruction (online learning opportunities) in order to better reach the diverse student population.



## Standard I A: Mission

A

- Implementing the statewide Basic Skills Initiative to improve the retention and success of the students who enter college lacking basic skills in English, math, study strategies, and time management, incorporating best practices, such as the Cabrillo College's Digital Bride Academy and advancing the action plan submitted to the State Chancellor's Office.
- Continuing successful transfer education. BCC has the sixth highest transfer rate in the state. The college has set a goal of increasing the number of transfer students above the current numbers (spring 2008): 83 to UC Berkeley, 72 to UC Davis, 58 to UC Santa Cruz, and 28 to CSU East Bay.
- Strengthening and assessing the success of career/technical education programs i.e., American Sign Language, Multimedia Arts, Social Services Paraprofessional, Business, Computer Information Systems, including being proactive in the pursuit of grants for career and technical programs.
- Expanding the current building to full usage, creating better access for student service programs such as PACE, EOPS, and Calworks; creating additional space for student activities; expanding science labs and the art and multimedia arts studios to allow for program growth; assigning space for a teaching/learning/distance education center, and adding additional and larger classrooms, including a tiered lecture classroom.

### Self Evaluation

**The college meets this standard.** Berkeley City College embraces its mission, vision, values, and strategic intentions to guide the work of the college, to develop educational and learning programs and services for students, as well as to develop programs in our local communities.

Results of a spring, 2008 survey of faculty, staff, and administrators show positive responses to a question that addresses the importance that the college places in using the mission and vision statements as a focus for on-going college efforts. Nearly 81% of respondents reported either "strongly agree" (35.2%) or "agree" (45.4%) while only 4.7% of the respondents either disagreed (2.8%) or strongly disagreed (1.9%) to the survey statement "Berkeley City College actively works toward fulfilling its vision and mission." Nearly 61% responded "strongly agree" or "agree" to "the college mission guides institutional planning and decision-making," and approximately 65% responded "strongly agree" or "agree" to "the college mission statement is reviewed and updated regularly."

### Planning Agenda

None.



## Standard I A: Mission

A1

**The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

### Description

Examples of student learning programs and services that align with the college character, purposes, and student population include:

- ◆ Basic and remedial education for under-prepared students. The “Foundations” program piloted a cohort model to bring students to college level in math and English and is currently implementing the transformative Digital Bridge Academy pedagogy into basic skills and CTE grant programs.
- ◆ Career and technical education programs, including American Sign Language, five strands of Multimedia Arts, Business and CIS, Biotechnology, and new Paraprofessional programs in Health Human, and Social Services.
- ◆ Transfer preparation. Berkeley City College has the third highest transfer rate in California on the Student Right to Know 2004 cohort. The college offers a full range of transfer courses in the sciences, English, humanities, modern languages, and social sciences. In 2008, the college established Saturday classes with the ultimate goal of making the full IGETC sequence of general education transfer courses available in four semesters of Saturday classes.
- ◆ English as a second language program. Berkeley City College’s ESL program has grown from nine sections in spring of 2005 to 22 sections in fall, 2008, and has added a second full-time instructor. The program also offers contract education courses to UC Berkeley’s food-service and bindery workers.
- ◆ Courses that meet the needs for lifelong learners. BCC has traditionally offered more evening classes than the other four colleges in the district. The Program for Adult College Education allows those who work full time to earn an A.A. degree in five semesters of evening and occasional weekend classes.

College services that assist students in their education include:

- ◆ Admissions and Records Passport system, initiated in 2008 with the goal of eventually registering most students on line. All students received email addresses and home pages as part of Passport; instructors are able to submit grades online, thus allowing students to view their grades more quickly. Twelve student ambassadors were trained to assist students on ten computers set up in the atrium, and BCC’s student ambassador program has been adopted by the district as a model for the other colleges.
- ◆ Integration of Financial aid into the Passport system.
- ◆ Improvement of Matriculation/Assessment/placement. Assessments have risen from 1,404 in 2004 to 2,322 in 2007. Figures for 2008 are not yet complete.
- ◆ Counseling. Two new full-time counselors were hired in 2007/2008.



## Standard I A: Mission

A.1

- ◆ Extended Opportunity Program and Services (EOPS). BCC serves over 400 students each year on funding for 156 students.
- ◆ Programs and Services for Students with Disabilities.
- ◆ CARE/CalWorks.
- ◆ Student activities and outreach. A team that included the college marketing department, a permanent classified student outreach specialist, and a half-time faculty outreach coordinator worked together in 2007-2008 to increase outreach to middle and high schools, churches, and local businesses. Outreach activities include business boot camp (providing job-skill basics for high-school students), UC contract education (providing language skills to bindery and food-service workers), concurrent enrollment programs in local high schools, projects with local senior centers and city organization, and grant programs that involve the community, such as the Career Advancement Academy.
- ◆ The Learning Resource Center. Since moving into the new building, Berkeley City College has had its first full-scale tutoring center as well as break-out rooms for small-group study. Three full-time tutors and two half-time tutors are available along with a complement of hourly tutors and student assistants to assist students with difficult subjects. The English writing lab (which is a semester long lab class) also is open to any student who needs individual help with a paper or project and the math workshop helps students with basic math skills.
- ◆ Library. The library is open 56 hours per week in the fall and spring semesters with reduced hours in the summer. Three contract librarians are working to expand the collection and the hours of service. Over 60 databases are available online for all students.
- ◆ Audio visual services that provide academic support for all programs. In 2008, the college hired its first full-time audio visual technician. He will oversee all AV equipment, both on campus and at remote locations, and will maintain the classroom and mobile equipment as well as setting up for the many community and college events that take place in the auditorium. Immediately after his hire, he took a leadership role in the refitting of the Multimedia Arts shooting and sound studio.
- ◆ Computer labs, including an English writing lab, Multimedia Arts labs and multipurpose computer labs. The language writing lab is equipped with laptops as needed. A homework lab is open and staffed ten hours a day during the fall and spring semesters and eight hours per day in the summer session.

The college community assesses these programs in a systematic manner at meetings of student services department heads, the Department Chairs Council, the Curriculum Committee, the Leadership Council, the College Roundtable for Planning and Budget, the President's Circle, the college Academic Senate, and departmental meetings.

Other methods for ensuring that programs and services are aligned with the student population include



## Standard I A: Mission

A.1

- scheduling classes with attention to student demand;
- offering classes at community sites based on requests from the community;
- getting input from Student Ambassadors who are active in college in-reach and outreach;
- surveying students in classes;
- conducting program assessments through the program review and planning process;
- using data analysis along with community service needs to determine whether a program be on “watch,” be “maintained,” or be “grown”;
- using mathematics and English assessment for placement and planning purposes; and
- dialoguing with program leaders regarding the learning needs of students.

In 2007-2009, Computer-Aided Planning (Chuck McIntyre) conducted a complete market assessment for the district and made specific recommendations to the colleges. The study projected that Berkeley City College student enrollment would increase from the current 3,490 FTES to 6,000 FTES in 2022. Given the limited space of the college, it was projected that the college “must rely on off-campus neighborhood sites and distance learning for further growth” to meet the needs of the student population.

Computer-Aided Planning provided both external and internal environmental scans to the district. The scan of external conditions focused on the educational needs of the district; a scan of conditions internal to the district focused on how well the district is meeting the educational needs, given its mission and goals. The study provided findings and conclusions from the two scans and allowed the creation of scenarios and simulations of the enrollment implications of future scenarios. To arrive at its conclusions, Computer-Aided Planning conducted extensive meetings with district staff on project intent, methods, and findings; held focus groups with individuals from communities in the district service area; held focus groups with students, faculty and staff at the four colleges, and provided a review of findings, implications, and proposed strategies with the governing board and staff in various meetings of the Strategic Management Team, District-wide Educational Master Planning Committee, and other groups.

The planning themes that emerged and which are assisting the college in aligning programs and services with its purposes, character, and student population, include the following: classroom technology, distance learning, fundamental skills, English as a second language, enrollment management, intervening early with K-12, campus climate and student life, niche marketing, alternative delivery (non-credit, community and contract education), flexible programming, scheduling differential pricing of students, and partnering with area colleges and universities.



## Standard I A: Mission

The college has been and continues to address these planning themes and the following provide a few examples of steps the college has taken:

A.1

- A contract education partnership with UC Berkeley’s Center for Organizational and Workforce development, primarily in the area of English as a second language;
- Contract faculty hiring in fall, 2007 and spring, 2008 which included a second ESL Instructor, a developmental mathematics instructor, an additional basic skills English instructor, and a counselor to provide in-reach to Latino/a students;
- Appointment of a faculty member and full-time classified staff position for coordination of community outreach;
- Appointment of a distance education coordinator and addressing technology needs in facilities planning;
- Careful enrollment management, which is key to student enrollment and productivity; and
- Ongoing dialogue with UC Berkeley and CSU East Bay regarding partnerships.

As has been previously noted, the college planned extensively in preparation for the permanent college facility which opened in August 2006, planning that considered educational, facility, and technology needs in terms of the college mission. That planning was updated in spring, 2007, with every instructional program conducting program reviews that included resource needs. The completed program reviews led to updated unit/program plans in fall 2007 and categorical student services program reviews in spring 2007. All student services units completed plans in fall 2007. The process culminated with an updated educational master plan that informed comprehensive planning for the build out of the unfinished space in the permanent facility. Instructional unit plans were updated in fall, 2008, to provide data for the allocation of available resources from the district. Such planning focuses closely on the purpose, character, and student population of the college.

The planning also focused on the basic missions of a community college, i.e. transfer education, basic skills and English language proficiency, career and technical education, associate degrees and certificates, and opportunities for lifelong learning - connecting these to awareness of different learning styles and of resources needed to address “active learning” strategies in the classroom. As noted above, the college continues to focus on remedial education in basic skills English and mathematics and is actively involved in the statewide Basic Skills initiative to be responsive to students. The college demonstrated its commitment to student learning, retention, and success by allotting space in the future build-out for a teaching and learning center. The college continually reviews the career



## Standard I A: Mission

A.1

technical education programs to keep the programs up-to-date, and keeps its focus on transfer education, as reflected in the scheduling of classes and currency of articulation agreements.

Over the last several years the college, in keeping with the 2002 ACCJC Accreditation Standards, has been involved in a process to identify student learning outcomes at the institutional, program, and course level and to stipulate the assessment methods to assess student attainment of those outcomes. By its very nature this process addresses the alignment of learning programs and services with the student population, as well as with the purpose of a California community college. The Student Learning Outcomes and Assessment Coordinator provides leadership, coordination, training, and support for the instructional disciplines and student services units involved in this process. As part of the SLOAC process, the college developed and adopted the following institutional-level student learning outcomes: Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness and Valuing Diversity, and Self-awareness and Interpersonal Skills. These outcomes articulate broad areas which guide the formulation of more specific student learning outcomes at the program and course level.

In 2007 BCC filled the vacancy that had existed in its research office since 2004, thus enabling the college to set out an agenda that included an Equity report in addition to data for this self study. The Equity report was completed in spring, 2008, and the fact book was completed in fall, 2008.

The research office completed the Accountability Reporting for Community Colleges (ARCC) data report in the fall of 2007 and an Equity Report and the ARCC in spring of 2008. These reports confirmed the necessity of BCC's emphasis on Basic Skills and pointed to African-American men as the most at-risk population.

### **Self Evaluation**

**The college meets this standard.** The college has always effectively aligned its student learning programs and services with its purpose, character, and student population. Only with such alignment was the college able to justify the need for a permanent facility, which opened in August 2006 and now, the need to complete the unfinished building space far ahead of the projected schedule. Ongoing dialogue, an essential thread in the fabric of the college, continues among key constituencies regarding the relevance and effectiveness of college programs and services that promote student learning as defined in the mission, vision, and values statements of the college. Critical discussions take place through the appropriate committees, including the Curriculum Committee, the Council of Department Chairs, and the College Roundtable for Planning and Budget.

The institution collects evidence that substantiates the validity of the mission, vision, and values as it addresses the needs of students. The breadth and depth of the curriculum and



## Standard I A: Mission

student services demonstrates the college's commitment to providing multiple academic levels for "open access." To address changes in demographics and technologies and assure currency, the college has a systematic program review process and unit/program planning.

A.1

The spring, 2008 faculty, staff, and administrators' survey addressed the success of Berkeley City College in its efforts to establish "student learning programs and services aligned with its purposes, its character, and its student population." When asked if "instructional programs are consistent with the mission and goals," nearly 70% of respondents responded "strongly agree" (23.2%) or "agree (46.6%), whereas only 3.8% answered "disagree" (1.9%) or "strongly disagree" (1.9%). To the statement, "instructional programs and courses reflect the educational needs of students and the community," 66.3% responded "strongly agree" or "agree"

### Planning Agenda

None.

A2

### **The Mission Statement is approved by the governing board and published.** Description

The current mission statement was board-approved on April 12, 2005 and has been published in the college catalog, class schedules, student handbooks, the minutes of the College Roundtable, and various college information packets.

### Self Evaluation

**The college meets this standard.** As noted previously in 2004-2005 the college underwent an extensive participatory governance process, "Imagine Vista at Its Best," which culminated in a new mission statement, new vision statement, and new values statements.

### Planning Agenda

None.



## Standard I A: Mission

**A3**

**Using the institution’s governance and decision-making processes, the institution reviews its Mission Statement on a regular basis and revises it as necessary.**

### Description

As reported in the March 15, 2006 *Focused Mid-term Report*, the college, during the 2004-2005 academic year, used an extensive participatory governance process to focus on “Imagine Vista at Its Best,” and in the process developed new mission, vision, and values statements. It has been generally agreed in a variety of forums that the current mission, vision, and values statements do not need to be updated at this time. As part of the process for publishing a biennial college catalog, the mission, vision, and values statements are reviewed for currency.

### Self Evaluation

**The college meets this standard.** The college regularly reviews the mission, vision, and values statements. Further, the college will continue to respond to changing contexts – demographics, pedagogical innovations, local industry, and student needs. The process will involve broad participation and representation from all college constituencies.

### Planning Agenda

None.

**A4**

**The institution’s mission is central to institutional planning and decision-making.**

### Description

The primary planning document of the college is the Educational Master Plan, which is based on program reviews and unit/program plans. The Educational Master Plan is guided by the mission, vision, and values statements of the college and drives other major planning processes, such as college strategic planning, technology planning, facilities planning, human resource planning, and the annual unit plans that close the loop of action and activities at the individual and departmental level. Program/unit plans also are reflective of the strategic short-term planning processes and the major guiding principles and priorities stated in the Educational Master Plan.

The establishing of the College Roundtable for Planning and Budget provides a focused and central venue for critical dialogues about resource allocation in order to support the accomplishment of the college’s mission, vision, and values. In addition, all programs and services establish goals and student learning outcomes that align with the mission,



## Standard I A: Mission

vision, values and annual goals of the college.

A.4

The assistance of a Student Learning Outcomes and Assessment Coordinator has been vital to the ongoing work on student learning outcomes and assessment, keeping faculty and staff focused on developing and assessing student learning outcomes as they pertain to an “open access” institution with a very diverse student population.

### **Self Evaluation**

**The college meets this standard.** Berkeley City College has effectively integrated the principles, values, and goals of its mission statement into its planning processes. The college will continue to use the mission statement as the driver of planning and decision-making at all levels of the institution.

On the 2008 faculty, staff, and administrators’ survey, 61.7% of respondents either “strongly agreed” or “agreed” with the statement, “The college mission guides institutional planning and decision-making,” and 73.9% “strongly agreed” or “agreed that “Berkeley City College actively works toward fulfilling its vision and mission,””

A committee of faculty, staff, and administrators was convened in the fall semester of 2007 and spring 2008 to look at the mission statement and at how the college integrates the mission statement with its on-going work. After extensive review of other California community colleges’ mission statements, the committee recommended that the mission statement be expanded to add the components of basic skills and ESL instruction, vocational education, transfer to four-year institutions, and lifelong learning. The Roundtable, however, rejected this suggestion on the grounds that these belong more properly in a statement of goals than in a mission statement, which should be concise.

### **Planning Agenda**

None.



## Standard I B: Institutional Effectiveness

**B** The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

**B1** The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

### Description

Several college committees discuss and develop goals and review progress toward goals. Instructional faculty and student services committees include: Department Chairs Council, Curriculum Committee, Student Learning Outcomes and Assessment Committee (SLOAC), Basic Skills Initiative Committee, Student Service Department Heads Council, and the Equity Report and Planning Committee. Each of these committees has a specific domain: The Chairs Council discusses and reviews allocation of faculty resources. The Student Learning Outcomes and Assessment Committee reviews progress in developing and assessing Student Learning Outcomes. The Curriculum committee discusses, promotes and reviews course and program revisions resulting from assessment. The Basic Skills Initiative committee meets regularly to develop and plan ways to improve student retention and success through basic skills issues.

The Berkeley City College Roundtable for Planning and Budget was developed in 2007 to provide a communication forum in which to consider broad goals and associated measurable objectives and make decisions regarding the use and distribution of resources and budget based on these goals and objectives. Members of the Roundtable are drawn from faculty and staff, with administrators as ad hoc participants. Each member is identified with one of the five district-wide strategic planning goals. The agenda is built by the membership. One of the chief tasks of the Roundtable is to develop and implement a budget allocation model, including priorities for hiring faculty and classified staff, allocation of block grants, and facilities allocations. That model was accepted and approved in fall, 2008.

In the spring of 2007, the Peralta district asked the colleges to review all programs and units, both in instruction and in student services, as a precursor to an updated college and



## Standard I B: Institutional Effectiveness

B.1

district Educational Master Plan. At BCC, departmental discretionary funding was made contingent on completion of program reviews, and BCC completed its instructional program reviews in May of 2007. Student Services unit reviews were completed in summer of 2007. Program reviews included data about program efficiency and descriptive indicators of program strengths and weaknesses. Data showed enrollment and staffing (headcount, FTEF, FTES) as well as course completion rates. Additionally, reviews described resources needed to maintain and improve program quality. In the summer of 2008, a revised college Educational Master Plan was completed that drew on these program and unit reviews. Instructional Unit Reviews are being updated in fall, 2008, to provide additional support for resource requests and allocations for the upcoming academic year.

Work on Student Learning Outcomes began three years ago at the institutional level, with groups forming by discipline to define specific outcomes. The college community then discussed these outcomes in a variety of venues, including learning outcomes meetings, academic senate, department meetings, and leadership meetings. The entire college community voted on broad outcomes, which connect to the mission, vision, and values of the college, and include Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness and Valuing Diversity, and Self Awareness and Interpersonal Skills. Course and program level outcomes all relate in some way to these broad college-level outcomes.

In 2007 serious work began on the program and course outcomes in all departments, including student services units. A faculty member was given .5 release time to serve as the student learning outcomes and assessment coordinator and guide the process. Open learning outcomes meetings were held weekly throughout the 2007-2008 academic year and the fall, 2008, semester. The student learning outcomes and assessment coordinator was available to meet one-on-one with any faculty member, and faculty members from every department and program were paid stipends in the spring and summer of 2008 to finalize learning outcomes in their courses. As of summer 2008, 90% of program and course outcomes were completed. The fall, 2008 semester was kicked off with a learning outcomes workshop on “Closing the Loop.” The workshop, which was attended by approximately 100 people, was lead by the student learning outcomes and assessment coordinator from El Camino College.

The following chart breaks down the college’s main planning bodies and their areas of responsibility. In the past two years, several all-college meetings have been devoted to streamlining and consolidating the committee structure.



## Standard I B: Institutional Effectiveness

<b>Committee</b>	<b>Domain of Committee</b>
<b>College Roundtable</b>	Plans budgets and the allocation model; reviews mission vision and goals. Includes a budget sub-committee and a facilities sub-committee
<b>Leadership Council</b>	Discusses policy issues and makes recommendations to the president and the college Roundtable
<b>President's Circle</b>	Discusses personnel issues and makes final decisions about policy and hiring; if final decisions are contrary to the recommendation of the Roundtable, will take the decision back to the Roundtable for discussion
<b>Department Chairs Council</b>	Discusses academic department needs and recommends resource priorities to the VP and president for review by the college Roundtable.
<b>Curriculum Committee</b>	Reviews and sets standards for course and program approval
<b>Student Learning Outcomes and Assessment Committee</b>	Develops and reports Learning Outcomes and Assessments
<b>Basic Skills Planning</b>	Plans program and services for basic skill students
<b>Equity Report and Planning</b>	Analyzes access and outcomes by ethnic group, and plans interventions to support equity
<b>Student Services Department Heads' Council</b>	Determines operations and goals for student services programs and services
<b>Events Committee</b>	In concert with the business department and subject to board policy, sets policy for events and facilitates events for students, faculty, and community groups
<b>Web Committee</b>	Monitors and updates the college Web site; coordinates all Web-related activity, including the distance learning class management system.

B.1



## Standard I B: Institutional Effectiveness

### Evaluation

**The college meets this standard.** The culture of Berkeley City College has historically been rooted in strong and consistent dialogue at all levels and in all venues. However, in the past year, because of the rapid growth of the college, the venues for these dialogues have had to be formalized and broadened, and smaller committees with overlapping functions have had to be consolidated for the sake of efficiency.

B.1

The 2008 survey of faculty, staff and administrators shows positive responses about dialogue and goals. Sixty one percent (61.5%) of faculty, staff and administrators agree or strongly agree that they have an adequate opportunity for dialogue about learning improvement and a similar proportion (62%) report they can discuss and influence college goals. In response to “college strategic planning goals are regularly assessed and results shared with campus constituencies,” 61% report agreement or strong agreement. Sixty percent (60%) responded with agreement or strong agreement when asked whether “needed areas of improvement are identified and goals set for change through planning.”

The college is committed to participation and shared governance, and dialogue occurs at all college meetings. Leadership Council meetings bring representatives from all constituencies together to discuss policies. The Roundtable, with broader representation from across the college, discusses goals and budget allocations. The academic and classified senates discuss matters of particular concern to their constituencies and bring them to Roundtable for action. The Department Chairs Council initiates the process of deciding how block grants and faculty hiring will be allocated and brings recommendations to the Roundtable. The Curriculum Committee holds extensive discussions of teaching and learning, and the Associated Students of Berkeley City College communicates their particular concerns to the college leadership bodies.

The Roundtable allows a broad cross-section of the college to come together to discuss, review, and finalize initiatives, including goals, values, budgets, and plans. The student learning outcomes initiative encouraged everyone to participate in dialogue about improving the institution and being accountable in terms of student learning. As compared to three years ago, when most faculty members either did not understand learning outcomes or suspected that course assessment would impinge on their academic freedom, learning outcomes are now a well-established part of the college culture, as evidenced by the broad participation in writing the learning outcomes during the summer of 2008 and the current commitment to developing reliable and verifiable methods of assessing achievement of these outcomes.

The college has the will to maintain the dialogue, but a high-growth environment with scarce resources creates a heavy workload for everyone. It is sometimes not possible to hold dialogues of the length necessary to bring everyone to consensus. Many part-time instructors at BCC, who in fall, 2007, constituted 71% of the total FTEF, do not have



## Standard I B: Institutional Effectiveness

the time to involve themselves with college concerns and are often not knowledgeable about issues outside their own classrooms. Every effort is being made to inform and involve these adjunct instructors with email lists, the college Web site, newsletters in all mailboxes, and occasional direct mailings. Still, many adjunct faculty members are simply unable to engage in meaningful participation in the college dialogue.

**B.1**

**B2** **The institution sets goals to improve the effectiveness consistent with its stated purposes. The institution articulates the goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

### Description

The college Roundtable sets strategic planning goals, which represent broad multi-college aims able to encompass diverse college activities. The goals inform and are informed by district and college planning. At the district level, broad strategic planning goals were set at the Strategic Planning and Policy Advisory Committee (SPPAC). These goals also informed the work of the District-Wide Educational Master Planning Committee (DWEMPC), whose members are drawn from administrators and faculty at all colleges. These goals were developed and endorsed through district-wide discussions with college representation. Berkeley City College has embraced the goals, making them its own.

### District and College Strategic planning goals:

- Advance Student Access, Success and Equity
- Engage Community and Partners
- Build Programs of Distinction
- Create a Culture of Innovation and Collaboration
- Develop Resources to Advance and Sustain our Mission

These strategic planning goals are specified as measurable objectives in college planning, and the Summary of Action Initiatives (fall, 2008) in the Educational Master Plan is organized according to these goals. In 2007-2008, the major goals set by college constituencies were to complete Phase I of the building, to institute the Weekend Transfer College, to finish a first draft of the Accreditation Self Study, and to define student learning for 90% of the courses and programs across the college.

In 2008-2009, the college goals include assessing one-third of all courses in every program, beginning the construction of additional classrooms, labs, and offices (with completion set for 2010), increasing hybrid and online course offerings, expanding transfer agreements and numbers of students transferred by 3%, implementing the



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strategies outlined in the Basic Skills report, and working toward achieving the goals set forth in the individual program and unit reviews.

B.2

The specific goals for 2008-2009 were reviewed in draft form by the college Roundtable at its first meeting in September 2008 and were approved at that meeting. These specific objectives resulted from discussions in the district-wide Strategic Planning and Policy Advisory Committee (SPPAC), which includes representation from all colleges, as well as from discussions in the various committees at the college. Further, district-wide planning processes supply input to college processes. For example, FTES targets are set by the district with college input.

The Educational Master Plan organizes and prioritizes the needs from departments—as shown by both the program reviews and unit plans—so that these needs can be aligned with strategic planning goals and matched with the budget as allocated. The BCC Educational Master Plan represents a synthesis of information drawn from multiple sources: the environmental scan, facilities and technology plans, strategic goals, information about students and programs, recommendations from program reviews, and the plans originating by various committees. The first draft of the Educational Master Plan was presented at the Roundtable in March, 2008. The Strategic Planning Goals (above) were recommended and adopted by the Roundtable in May, 2008. Each year, the Roundtable will set priorities and short-range goals and review budget and facilities needs.

### Evaluation

**The college meets this standard.** The college sets specific goals based on information gathered from student, faculty, staff constituency groups, the college researcher, and various committees, and reports. Planning processes have gained momentum at both the college and the district levels, and there is real engagement in planning activities. The college met the goals it set for 2007-2008:

- Plans for construction of the expansion space in the new building are complete;
- The weekend college has been piloted and is in its second planning cycle in fall of 2008;
- The Accreditation Self Study was drafted and given to college constituencies for feedback in September;
- More than 90% of the programs and courses had student learning outcomes associated with them by late summer. Assessment began in fall 2008, with one-third of courses set for assessment each year. Some of the 2008-2009 goals are carryovers from previous years and are well on the way to implementation; and.
- The college has exceeded district enrollment and productivity targets in each of the last three years.



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The centralization of major functions in a multi-college district, such as human resources and general services, requires that much planning must be carried out in concert with district service units. The college depends on the district for data necessary for making decisions related to student learning and improvement of programs.

B.2

The college is working hard to integrate departmental recommendations with initiatives at the district and at the state. For example, the Basic Skills Initiative has led to a basic skills cohort program that integrates counseling, student services and academics. The Roundtable processes are designed to align educational plans with budget allocations and to focus scarce resources in areas that the college planning bodies have identified as priorities. Multiple detailed and serious recommendations for improving learning have been developed by college departments, and these are being integrated with strategic planning objectives in an iterative process that involves all shared governance bodies.

### Planning Agenda

None.

B3

**The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

### Description

The assessment cycle begins with evaluative data from a variety of sources, including transfer and retention, ARCC data, and Equity indicators. Program reviews, including both qualitative and quantitative information, now follow a three-year cycle and are reviewed by administrators and chairs of academic and student services departments. Learning outcomes with associated assessment plans are reviewed by academic departments and administrators. The curriculum committee evaluates and approves new programs and courses, requiring clearly stated SLO's and assessment in course outlines and in new or revised program proposals.

Faculty and staff evaluations provide an opportunity to improve teaching, learning, and college services. Meetings of the Roundtable, the Budget Advisory Committee (subcommittee of the Roundtable), the Curriculum Committee, the Department Chairs Council, and the Leadership Council examine results and outcomes as they are available. These bodies consider specific aspects of the improvement, development, and maintenance of programs and courses, effectiveness and efficiency of planning, and overall progress toward realizing each of BCC's goals.



## Standard I B: Institutional Effectiveness

**B.3**

Program reviews provide opportunities for academic departments to review resource allocation and emergent needs. Financial and budget information is reviewed by the College Roundtable, the District Budget Advisory Committee and the chief financial officer. Each venue identifies those areas needing immediate or long-term improvement and those requiring transformation. Progress toward data-driven resource allocation is assessed. Implementation of existing plans and timeframes for new and revised plans are reviewed by the appropriate body.

Evaluative Data	Evaluators	Planning & Resource Allocation
Learning indicators: <i>ARCC, Equity report, transfer, retention, degrees and certificates</i>	President’s Circle & Leadership Council, Board of Trustees, Chancellor	Roundtable, Educational Plan
Program Review	Deans, Academic and Student Services Departments	Roundtable, Educational Plan
Learning Outcomes and Assessments	Deans, Administrative Leadership	President, VP Instruction, District Educational Services office
Faculty and Staff Evaluation	Deans, Tenure Review Committees, President, VP Instruction & VP Student Services, Faculty	Roundtable, Educational Plan, District Educational Services Office
Budget and Facilities Reports	Budget & Facilities Advisory Committees, Vice President of Instruction, Vice President of Student Services, Business and Administration Manager	Roundtable, Educational Plan

### Evaluation

**The college meets the standard.** The Roundtable provides a venue to supplement administrative and committee review with a broad-based deliberative and decision-making forum that develops, uses, and reviews goals and progress toward meeting goals, while reviewing resources. The strong decentralized structure of BCC distributes planning activities in several focused committees while providing for administrative review. Program reviews are integrated into academic, student services, and administrative units. Learning outcomes and assessment of outcomes have become standard practice in all departments.



## Standard I B: Institutional Effectiveness

It is a challenge in times of constrained budgets to find funding for faculty so that SLO/Assessment and planning activities can be completed. BCC is currently developing methods to support and engage faculty despite constraints, and the district has given the college extra money to hire a full-time SLO/assessment coordinator and to provide additional stipends to adjunct faculty for these purposes. In addition, eight new faculty members have been hired in the last year, giving the college an infusion of needed expertise and human resources.

**B.3**

### Planning Agenda

None

**B4**

**The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

### Description

The College Roundtable represents a robust forum for shared governance, with members from all college constituencies, including faculty, staff, students, and administrators. Each member represents one of the five district-wide and college strategic planning goals, providing a framework in which each member represents a strategic goal rather than a constituency. The Roundtable is open to anyone who wants to attend. Documents and issues related to planning and budgeting are presented, with candid discussions among all those present. Recommendations issue from the Roundtable after the second reading. The Roundtable guidelines call for issues to come from departments, units, and constituencies, be reviewed by the President's Circle (administrators) and be acted upon in Roundtable. Decisions by Roundtable go to the president for final approval with the caveat that the president can bring the issue back to Roundtable for further discussion in case he or she contemplates a decision contrary to that of the Roundtable.

The College Academic Senate plans and negotiates academic and professional matters at the college, acting in conjunction with the District Academic Senate. The Classified Senate meets in areas of staff concerns and brings those concerns to the Roundtable. The Department Chairs Council and the Curriculum committee provide educational leadership and planning.

The Associated Students of Berkeley City College are active in the planning of student events, text book exchanges, and elections. Students are invited to serve on all shared governance bodies. The PASSPORT/PeopleSoft Student Administration system now



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provides email addresses to all students, which will further students' ability to be involved in college governance.

B.4

BCC has grown from a college of 4200 headcount and 931 FTES in 2000 to a college of over 6,566 students and 1659 FTES in fall of 2008, creating expanded resource needs. The main college building was constructed in 2005-06, making Berkeley City College the most technologically advanced of the four Peralta colleges. The building-out of the incomplete 3<sup>rd</sup> and 4<sup>th</sup> floors, along with the re-designing of the 5<sup>th</sup> floor to allow for more science labs, is in the planning and design stage and completion is targeted for 2010.

However, as is true in all community colleges, the resources needed to support the college's at-risk student population are never adequate. To fill the resulting gap, the president is pursuing several avenues for additional revenue, including grants, contract education, and fundraising. With the help of the district grant-writing department, the college secured two Career/Technical Education grants in 2008.

### Evaluation

**The college meets the standard.** Planning and communication activities have increased at every level. Many new shared governance structures allow greater representation at the planning table. The Roundtable operates on the principle that planning drives the budget, and it scrutinizes all funding sources, including Perkins grants, Tech Prep monies, Basic Skills Initiatives funding, block grants, and college discretionary monies.

Survey results in 2008 from faculty, staff and administrators confirm that BCC "seeks input from relevant constituencies when reviewing instructional programs and student services," with 62% agreeing or strongly agreeing with the statement. Sixty-one percent (61%) reported with agreement and strong agreement that "goals are regularly assessed and results shared with campus constituencies."

BCC now makes greater use of technology to broaden communication to increase input for planning purposes, especially from students and adjunct faculty. The new PASSPORT/PeopleSoft Student Administration system, although it has come with a steep learning curve for both students and college staff, provides new avenues for information and communication between students and faculty.

The self-study process has been extensively documented on the college Web site, allowing stakeholders both inside and outside of the college to access information about the process and to provide input. The purchase of Survey Monkey in March of 2008 allowed for extensive surveying of college constituencies.



## Standard I B: Institutional Effectiveness

Obstacles to broad-based planning are the relative scarcity of both full-time faculty and support service personnel, especially given the growth that the college has experienced. The great majority of part-time instructors are unable to participate in planning processes unless resources can be found to compensate them for their time. In 2007-2008, the president asked the Roundtable to set aside a large part of the discretionary budget to pay for adjunct faculty participation in writing student learning outcomes. In 2008-2009, much of this money is coming from district allocations, with some additional funding pledged from college discretionary funds. Thus, there has been significant adjunct participation in learning outcomes as well as in other planning groups. The college is committed to increasing efforts to provide engaging opportunities for participation.

B.4

### Planning Agenda

None

B5

**The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

The college systematically assesses its programs and services with the help of the college research and planning officer, the Roundtable, and college leadership bodies. Assessment data takes the form of learning outcomes, program reviews/unit plans, and college data reporting, which relies upon multiple indicators, including Accountability Reporting Community Colleges (ARCC), Equity Report and Plan, transfer and degree and certificate awards reporting, and data from the district that provides success, retention, enrollment, class size, FTEF, FTES, and productivity figures for each college department and for each course offered over a period of five years.

In 2007-2008, the college participated for the first time in the Community College Survey of Student Engagement (CCSSE) and these results are available in a binder in the president's office. An abstract of the results make up part of the college fact book, which will be available on the college Web site.

Program brochures are standard for all instructional and student services programs, highlighting the achievements of the program and students of that program; these brochures and flyers are distributed in multiple locations in the service area, including community centers, senior centers, churches, cafés and other popular venues. All program brochures are also on the college Web site. This is a part of the very successful Strategic Marketing Plan, developed, coordinated and directed by the Public Information Officer.

Reports to the Board of Trustees, to the chancellor, and to the college Curriculum Committee contain data about the progress of students and program outcomes. All of



## Standard I B: Institutional Effectiveness

these reports are made available in public venues such as the college and district Web sites. Board meetings are open to the public and are broadcast on Peralta TV.

B.5

The minutes of the college Roundtable are sent by email to all college constituencies. BCC Today, the Messenger, and the President's Bulletin are newsletters that report campus activities to the campus and community. These are distributed via email to the college and are also available in print on campus. BCC Today is published on the college Web site. An accreditation section on the college Web site includes electronic versions of the 2003 self study and all subsequent progress reports, recommendations, and other relevant planning documents.

Approximately six times a year, the president holds open forums to communicate information on a specific topic of interest to the college, answer questions, and seek opinions and solutions.

Marketing planning is developed for each program by the Public Information Officer in collaboration with the academic departments. The Public Information Officer holds focus groups with students and with community groups to assess how well information about the college and its programs is being disseminated and whether this information is effective with target audiences.

### **Evaluation**

**The college meets this standard.** Communication among college constituencies and between the college and its external stakeholders has always been a high priority at BCC. The Web opens doors to communication with students and the community about the quality of instruction and student services. Because the college has a large component of part-time students and faculty, technology offers the potential for fast and efficient communication.

The mission of BCC and the Strategic Planning Goals stress educational opportunities, student success and programs of distinction—all of which are highlighted in multiple materials and communications about BCC. In the fall of 2008 the college researcher updated the college fact book, which was widely distributed to the campus community and placed on the college Web site.

### **Planning Agenda**

None



## Standard I B: Institutional Effectiveness

**B6**

**The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

### **Description**

Review of planning activities at BCC is a joint process undertaken by the planning group appropriate to each section of the college, the college Roundtable, Department Chairs Council, and the Leadership Council.

In January, 2007, college and district representatives considered and developed a new process for instructional program review that included a three-year cycle, an emphasis on learning outcomes, and the integration of pedagogical as well as technological needs with curriculum. The Vice President of Instruction, together with the deans and department chairs, provided leadership for the program review process. Program reviews require comprehensive scrutiny of program trends, including resource planning. Program Reviews also include progress on student learning outcomes, which are in the final stages of completion. Related assessment plans are under construction. Student learning outcomes assessment will be reviewed on a three year cycle and will inform the program review and unit planning cycle. These planning processes also involve such data as enrollment and productivity, program quality, transfer rates, and degrees and certificates awarded, among others.

Instructional program reviews were completed in spring and summer of 2007, and in fall, 2007, deans and department chairs began writing unit plans to guide specific budgeting and strategic development of the departments through the coming year. The program reviews and unit plans led to the updating of the Educational Master Plan, which was completed in summer of 2008 and reviewed by departments in fall of 2008. Instructional unit plans are being updated during fall 2008 so that the most current data is available for district-level resource distribution.

Also, in 2007, categorical program reviews were completed in student services, and all student services unit plans were completed. These reviews and plans are also in the Educational Master Plan.

Evaluation of the college is based on data analysis, as mandated by the State Chancellor's Office. The data is often accompanied by comparative information such as Accountability Reporting for Community Colleges (ARCC), which includes measures to facilitate comparison over time as well as comparisons across colleges. The Equity Report and Plan offers information about student success and equity, allowing yearly comparisons. These indicators of learning improvement are reviewed by the college



## Standard I B: Institutional Effectiveness

B.6

president, the college researcher, and the department chairs, as well as by the governing board.

As detailed in previous progress reports, the new building, the name change from Vista to Berkeley City College, the new logo, and the mission, vision, and goals statements were developed and implemented with broad participation from all segments of the college. The unfinished space in the current building is projected to be completed by 2010. The planning for the development of this space relied on meetings of faculty, staff, and students at all stages with the architects and project managers. Changes in accessibility and signage in the current building are also underway as a result of student input.

A second level of review is performed in district wide processes. The Board oversees financial resource allocation as a part of their fiduciary responsibility. Board members also hold periodic listening sessions where stakeholders offer input about planning and resource allocation. It has been proposed that the District Wide Educational Master Planning Committee (DWEMPC) and Strategic Management Team (SMT) consider parity when presenting resource allocation across the four colleges to the district office and the governing board for approval.

### Evaluation

**The college meets this standard.** Information for planning is more inclusive and collaborative, more carefully reasoned than ever before. The allocation of resources based on informed and data-based planning has resulted in additional facilities being developed at BCC, as well as additional faculty and staff positions that support college growth.

Resource allocation and planning is also subject to a multi-stage district-wide process. The development of documented district-wide processes is carried on in DWEMPC, SPPAC, and SMT by representatives from across the four colleges and the district office units.

Results from the 2008 Faculty, Staff and Administrator survey showed that 53% agreed or strongly agreed that “there is evaluation of the planning process that moves from college goals to college results, assuring effectiveness.” When asked whether the planning process is evaluated, 53% either agree or strongly agree, suggesting there is acknowledgement of evaluation, but there also remains room for improvement in reviewing and evaluating the planning process.

While district-wide processes bring plans together from all colleges and the district, there are no articulated substantive criteria or universal standards to guide decisions made in these processes. In a multi-college district, many stakeholders must compete for shrinking resources. While the district-wide planning bodies have committed to data-



## Standard I B: Institutional Effectiveness

driven budget allocation models, this scenario is likely to stir both dialogue and conflict because of the perceived stakes for constituencies at the four colleges. Given the scarcity of total funding at the state level, it is unlikely that any model will provide funding for all of the needs of Berkeley City College. Thus, it is even more crucial that planning and budgeting be more effective. Outside evaluators may add a thoughtful and educated perspective. The college will need to broaden the input for planning purposes by engaging community, faculty and students in innovative ways.

B.6

### Planning Agenda

None

**B7**

**The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

### Description

Berkeley City College currently evaluates its programs, its courses, and its administrative units in a variety of venues, including Department Chairs Council, the Curriculum Committee, the Leadership Council, and Student Services Council and through a program-review process. The work of these bodies has been centralized in the College Roundtable. Work on student learning outcomes and assessment has been progressing since 2006, and there are now learning outcomes in place for the institution, all programs, and 90% of the courses. One-third of the courses will be assessed in 2008-2009; when a cycle of assessment is completed, the departments will review the student learning outcomes and evaluate the methods of assessment, making adjustments if necessary.

Program review has historically been an important method of assessing programs at the college; in 2007 instructional program review was moved from a six-year cycle to a three-year cycle and all programs were reviewed. Since then, unit plans have been written and an Educational Master Plan has been completed. In fall of 2009, the unit plans will be again updated, and this update will include a review and adjustment of assessment methods, as well as the appropriateness of the student learning outcomes.

It should be noted that extensive program reviews and unit plans have also been completed by the library, student services, counseling and the college business office. Each of these plans indicates a specific mission, summarizes activities and programs, evaluates current situations, lists facilities and resource needs, and specifies action plans for improvement. These reviews are in the Educational Master Plan and the action plans are included in the Summary of Action Initiatives approved by the Roundtable.



## Standard I B: Institutional Effectiveness

B.7

Program reviews, the unit plans, course and program assessments, the fact book, faculty and staff evaluations, and reports to local, state, and federal bodies all contribute data to the President's Circle, the Leadership Council, and the College Roundtable for ongoing planning and institutional assessment.

### **Evaluation**

**The college meets this standard.** BCC has completed program reviews, unit reviews and learning outcomes for all instructional and student services departments and is ready to begin the first cycle of student learning outcomes assessment. The college is engaged in this process and in using the data from assessment to improve programs and services. The college evaluates its processes and methods of evaluation and planning as reviews take place and makes adjustments as they are needed.

College leaders have put much effort into formalizing processes and procedures as the college grows. The college committees and shared governance bodies have been evaluated in the past two years in a series of all-college meetings. One finding of this evaluation was that college personnel were spending an excessive amount of time in meetings. As a result, a complete reorganization took place in late 2007, and many committees were combined for greater efficiency and effectiveness. All committees are now part of the cycle of planning and evaluation that revolves around program review and student learning outcomes and the College Roundtable for Planning and Budget.

There is a high degree of agreement at the college that student learning outcomes and program review will improve teaching, learning and services. In a 2008 survey of faculty, staff, and administrators, 69.6% agreed or strongly agreed that, "Instructional programs are assessed, reviewed, and modified regularly."

Faculty, administrators, and staff are involved in the process of evaluating all facets of the college operation, using the data gathered from these reviews to improve not only the processes but the evaluations themselves. A 2007 review of evaluation processes led to the determination that the different methods of planning and assessment, while often valuable, were sometimes fragmented and existed in silos. An important goal at BCC in the last two years has been to integrate all functions in order to improve transparency and efficiency in the decision-making process.

### **Planning Agenda**

None



## Standard I B: Institutional Effectiveness

### Evidence

#### A. Mission

1. Board of Trustees' Agenda, April 12, 2005
2. Focused Mid-term Report, March 15, 2006
3. Imagine "Vista At Its Best"
4. BCC College Catalog, 2007-2009
5. Environmental Scan, Computer Aided-Planning (2008)
6. BCC Educational Master Plan (2008)
7. College Roundtable for Planning and Budget document
8. Recent Schedules
9. College Mission, Vision, Values, and Goals
10. Minutes of the Roundtable, the Curriculum Committee, the Leadership Committee, etc.
11. ARCC data
12. Equity Report
13. Minutes of Standard I
14. College Scorecard
15. College Fact Book
16. Library Web Pages
17. Library Holdings List
18. EOPS brochure
19. Basic Skills Report
20. DSPS Policies
21. Notes from meetings of the college regarding finishing of expansion space.

#### B. Institutional Effectiveness

1. Instructional Program Review Handbook
2. Program Reviews (??)
3. Institutional Learning Outcomes and Assessment Committee materials
4. Student Learning Outcomes Report, Spring 2008
5. Berkeley City College Handbook, 2007
6. Central Planning Committee Minutes, 2007 (??)
7. Berkeley City College goals
8. College Roundtable for Planning and Budget minutes
9. SPPAC—Strategic Planning and Policy Advisory Committee minutes
10. Strategic Planning Newsletter and Documents (?? BCC?)
11. Student Survey and Faculty, Staff and Administrator Survey, spring, 2008
12. Community College Survey of Student Engagement, spring, 2008
13. Basic Skills Plan, 2008
14. Facilities Plan
15. Board meetings on ARCC(??)



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16. Curriculum Committee minutes
17. ARCC indicators and Berkeley City College ARCC Self-Assessment
18. Equity Report, 2007
19. BCC Educational Master Plan, 2008
20. Peralta Community College District Strategic Planning Documents and Strategic Planning Newsletter
21. BCC Accomplishments, 2007-2008
22. BCC CPEC Transfer Data
23. BCC Transfer Admits Grid
24. BCC 2008-2009 Goals
25. Transfer Rate Study: 1998-99 to 2003-04
26. Transfer Rater Study of California Community Colleges (2006-06 Report)
27. Student Services Program Review document
28. College Fact Book (2008)
29. BCC Data Report
30. BCC Strategic Marketing Plan



## Standard II

**The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.**



## Standard IIA

### Instructional Programs

**A** **Instructional Programs: The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

**A1**

**The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

#### Description

Berkeley City College (BCC) faculty and staff engage in ongoing review and improvement of programs and services to ensure that they meet the needs of its students and community. Faculty align course development, as well as instructional and student services program development, to BCC's mission, vision, values, and strategic goals. Program planning is grounded in BCC's mission, vision, and values, addressing internal and external community needs as well as the key missions of a California Community College, i.e. basic and remedial education for under-prepared students, career and technical education programs, transfer preparation, English as a second language instruction, and courses that meet the needs of lifelong learners.

New courses and programs must be approved by the college curriculum committee, by the district Council on Instruction, Planning, and Development (CIPD), and finally by the governing board. Members of the college curriculum committee evaluate quality and appropriateness of courses and programs, as well as the extent to which they promote student success and provide relevant educational opportunities, including transferability. All courses offered completely or partially through distance education are reviewed separately, and a distance education addendum for current on campus courses is approved by the curriculum committee. The college outreach coordinator works with department chairs to ensure that all courses offered in the community uphold departmental standards and the standards of the course outline of record so that the integrity of the institution is maintained.

Faculty and staff ensure the quality of BCC programs and services through ongoing dialogue and professional expertise. Faculty are dedicated to ensuring that instruction throughout the college is of academic quality and is appropriate to higher education as well as to the specific student population of the college. Cross disciplinary teams and career technical education advisory committees engage in dialogue and make recommendations. Faculty conduct program reviews every three years, leading to a curriculum development process grounded in planning. Every effort is made to ensure academic quality and currency of programs.



## Standard IIA

### Instructional Programs

A

To ensure open access while meeting community needs, BCC has increased its hybrid and online course offerings from two courses in fall, 2007, to 50 courses in fall, 2008. These classes meet the scheduling needs of working students and those unable to travel to the BCC campus, addressing the need for technology-mediated instruction as identified and highlighted by the external scan conducted by Computer-Aided Planning (CAP) during the 2007-2008 academic year. All hybrid and online courses are approved by the BCC Curriculum Committee, by the district-level curriculum committee, i.e. the Council on Instruction, Planning, and Development (CIPD), and by the governing board, prior to being offered. This review process ensures that online and hybrid courses maintain the same academic rigor as the “face-to-face” equivalents. BCC’s distance education coordinator provides technical training for faculty teaching online or hybrid courses.

Faculty and staff are currently completing the identification of student learning outcomes (SLOs) for all BCC courses and programs, both in instruction and student services, and are beginning to plan SLO assessment methodologies to “close the loop”. Currently, BCC has seven institutional or general education outcomes: Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness and Valuing Diversity, and Self-awareness and Interpersonal Skills. In fall 2009, the Program for Adult College Education (PACE) will pilot the effort to use e-portfolios to assess institutional SLOs.

BCC’s overall course completion rate has remained at 65-67% for the past several years. Asian, Caucasian, Latino, and disabled students all have higher average completion rates, with the rates for disabled students consistently 75% and the rates for Asian students at approximately 74%. African-American students, on the other hand, have rates that range between 50% and 60%. The rate of degree completion, in contrast, is higher among African American students than their percentage of the student body would predict. They earn about 30% of the degrees and account for only 24% of the student population. This may be due, in part, to the Program for Adult College Education (PACE), a liberal arts learning community program with a high percentage of African-American students. Similarly, Latinos earned 17% of the degrees while only accounting for 13% of the population. Caucasians earned 26% of the A.A. degrees although they make up 32% of the student body.

#### Self Evaluation

**The college meets this standard.** BCC’s instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. The curriculum committee reviews all instructional programs every three years to ensure currency and quality. As of fall, 2007, all new courses and instructional programs must include appropriate student learning outcomes and a proposed assessment method prior to approval. Program reviews for all programs were completed in spring, 2007. Annual unit/program plans were completed in fall 2007, and these are being updated in fall 2008.

In 2008, as noted above, the college significantly increased its offerings in technology-mediated instruction (hybrid and online courses). This has led to dialogue concerning how best to provide a



## Standard IIA

### Instructional Programs

student support program for students enrolled in online and hybrid courses, specifically in the areas of counseling, financial aid, online tutoring, and library services.

A

Seventy-one (71%) of the respondents to the 2008 BCC student survey agree or strongly agree that “overall, the quality of the teaching is excellent.” Of 239 students who responded to the statement, “My online educational experience at BCC has been of the same high quality as my other BCC classes,” only 14 (6%) disagreed or strongly disagreed.

In responding to the survey question, “BCC offers high quality programs and courses,” 85% of faculty agreed or strongly agreed. When responding to “overall, BCC provides a high quality learning experience for students,” again, approximately 85% agreed or strongly agreed.

#### Planning Agenda

None

A1.a

**The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

#### Description

Berkeley City College offers 21 associate degrees programs and 26 certificate programs. These programs are designed to meet the needs of its diverse student population, as well as the needs of industry and community based organizations. In alignment with the mission of California community colleges, BCC is an open access institution.

Among the instructional programs which meet the needs of its community are a “Foundations Program” for basic skills students, career/technical programs in several key industries (multimedia arts, American Sign Language, computer information systems, business, and social services paraprofessional), liberal arts associate degrees and certificates for students wishing to transfer and for those who seek a general studies curriculum, educational offerings for lifelong learners, and community based courses.

The past two years have seen an enormous growth in English as a second language classes. BCC has added its second full-time instructor in this area. In fall, 2004, there were 184 students enrolled in ESL courses and the first full-time faculty member was hired. In spring, 2007, 678 students were enrolled. In 2008, BCC delivered ESL instruction to the food-service and bindery workers at the University of California.



## Standard IIA

### Instructional Programs

A1.a

BCC relies on a variety of district and college data and research to determine the educational needs of its community. Institutional data regarding retention and success rates is used in program planning and assessment during departmental program reviews, which occur every three years. The Basic Skills Initiative Committee compares BCC data with state research in an effort to implement effective programs for basic skills students and across the college. During the 2007-2008 academic year, the Peralta Community College District contracted with Computer-Aided Planning, which conducted an external environmental scan to assess business and industry educational needs. Additionally, labor market information for BCC's state and service area, as well as employment projections, are used to assess future educational needs.

BCC updated its Educational Master Plan in 2007-2008. In addition to information culled from program reviews, the internal and external scan provided critical information regarding program and course development. The Educational Master Plan is a living document; like program review plans, it will be reviewed and updated annually so that it may continue to inform BCC's integrated planning process.

BCC makes use of a multiple measures approach to assess educational preparation of incoming students. All matriculating students are required to take the COMPASS English and mathematics placement tests unless they have taken equivalent courses elsewhere. Additionally, ESL students take a locally designed placement test to assess English language level. Instructors in many disciplines also conduct discipline specific multiple measures assessments to determine educational preparedness. For instance, the English department conducts the "Holistic Assessment of Writing – Vista Essay Exam" (HAWrVEE) to assess student achievement in composition classes.

BCC is in the process of implementing the student learning outcome (SLO) assessment cycle by defining SLOs for courses and instructional as well as student services programs. Over 90% of programs and courses have student learning outcomes in place. BCC will begin assessing SLOs across the college in fall, 2008. One third of courses will be assessed in 2008-2009 and some assessment data will be available in spring, 2009 for program improvement and planning purposes.

At BCC, several programs created learning communities to meet the needs of specific student populations. These learning communities provide students with invaluable support from fellow students and incorporate best practices of cohort-based instruction. BCC's learning communities are as follows:

- The Program for Adult College Education (PACE) is a liberal arts transfer program designed for working adults;
- Foundations I is a basic skills program for students testing into BCC's lowest level courses in English and mathematics;
- Foundations II is a developmental program designed for students testing into pre-collegiate classes in English and mathematics;



## Standard IIA

### Instructional Programs

- the Career Advancement Academy is a grant-funded program for those students testing into low level courses in English and mathematics who choose to pursue specific fields of study, as designated by BCC (currently these include social services/paraprofessional and multimedia arts);
- Global Studies Program, as well as the Social Services Paraprofessional associate degree and certificate programs and the Community Health Worker associate degree and certificate programs, are designed as cohort programs.

A1.a

Both the Foundations II program and the Career Advancement Academy are employing best practices identified by the Digital Bridge Program (DBA), which was designed by Diego Navarro at Cabrillo College. Four instructors in the programs have undergone training in DBA techniques.

#### Self Evaluation

**The college meets this standard.** BCC makes use of different types of data and conducts research to assess both student learning and community need. BCC has written program reviews in instructional, student services, and other support areas, has developed an updated Educational Master Plan, and will update its fall, 2007 unit plans in fall 2008. BCC faculty and staff have developed course and program SLOs and are beginning the process of implementing a three-year SLO assessment cycle. In 2007-2008, the college had a half-time Student Learning Outcomes and Assessment Coordinator (SLOAC) faculty position to assist in coordination of the assessment cycle across the college. In fall 2008, that position was changed to full-time.

BCC administered a 2008 student climate survey, as well as the CCSSE (Community College Survey of Student Engagement), to assess student perceptions regarding their engagement and needs. These surveys are intended to provide valuable information for planning purposes. Berkeley City College scored above other urban community colleges on three of the five benchmarks and was on a parity with other urban colleges on two benchmarks. The only benchmark on which BCC scored lower than other colleges was on “support for learners,” reflecting BCC’s relative shortage of funding for student support services.

#### Planning Agenda

Faculty will assess one third of BCC’s courses by June 2009.

Faculty will review the assessment cycle and improve assessment measures by fall 2009.



## Standard IIA

### Instructional Programs

**A1.b**

**The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

#### Description

Berkeley City College faculty and staff decide the scope, quality, accessibility, and accountability of instructional and student services offerings, programs and services. The discussion begins at the department level, focusing on how the delivery of instruction fits the objectives and content of its courses, as well as the current and future needs of the college's students. The delivery systems and modes of instruction offered also are influenced by transfer institutions, student requests, advisory committees, and environmental scanning. Once faculty develop a new course outline and or substantively change a course, those outlines are forwarded to the curriculum committee which reviews the course content – including delivery modes - and provides feedback to ensure the instruction is appropriate to the students' learning objectives. Departments engage in program review every three years, as well as annual unit/program planning, and evaluate delivery methods such as hybrid, traditional, or online at that time.

BCC offers instruction in the following modes: traditional semester-length lecture/lab courses, short-term or late-start courses, independent study courses, community-based courses, hybrid (online and on campus), and online courses.

The implementation of the SLO assessment cycle will further assess student learning and the effectiveness of delivery systems and modes of instruction.

BCC offered 18 hybrid courses and 7 online courses from fall, 2007 through summer, 2008. In fall, 2008, this was expanded to 50 hybrid and online courses. Hybrid and online course offerings promote open access by providing alternate formats for students who are not able to benefit from traditional face-to-face semester-length on-campus offerings. Courses taught in hybrid and online formats are held to the same standards and are based on the same course outlines of record as on-campus courses. Before any course can be offered in an on-line or hybrid format, a "distance education addendum" to the course outline must be approved at the curriculum committee; this addendum specifies how the course will maintain the same standards as its traditionally taught equivalent.

Teachers of traditional classroom-based classes have course management software available to them to supplement their instruction. Materials can be posted on these sites, and students can engage in on-line forums and discussions outside of class. All classrooms are equipped with internet connections as well as equipment for viewing videos, DVDs, or any other material available electronically.



## Standard IIA

### Instructional Programs

#### Self Evaluation

**The college meets this standard.** The curriculum committee initially evaluates delivery of instruction and modes of instruction in all new programs and courses and routinely reviews them through program review and unit/program planning. The development and implementation of the SLO assessment cycle will improve assessment of student learning through different teaching modes.

A1.b

The college will continually assess hybrid and online courses. The college also must review and formalize its training procedures for online instructors in both technology and pedagogy. Currently, the college is using “Moodle” as its course management system. The Moodle shell includes extensive training materials, and Merritt College (one of the four Peralta colleges) offers training in the use of Moodle and online instruction. Berkeley City College provides a faculty member .5 release time for distance education coordination in order to help train faculty to use technologically mediated instruction.

On the 2008 student opinion survey, fewer than 6% of the students disagreed or strongly disagreed with the statement “My online educational experience at BCC has been of the same high quality as my other BCC classes.” Results from the survey of faculty and staff indicate that 76.5% agreed or strongly agreed that “The college encourages the use of various teaching methodologies to accommodate the learning styles of students.” Similarly, 77.6% of the faculty, staff, and administrators agreed or strongly agreed that BCC has a culturally diverse curriculum.

However, instructors are still in need of training in technology mediated instruction. Professional activities for the last three years have included presentations on the effective use of electronic media in the classroom, as well as methods of teaching on-line and hybrid courses. These workshops are in high demand.

#### Planning Agenda

None

A1.c

**The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

#### Description

Berkeley City College faculty and staff are currently in the process of finalizing student learning outcomes (SLOs) across the college and implementing the assessment cycle. By fall, 2008, faculty will have assessed SLOs in one-sixth of its courses and programs. Results will be analyzed and used for program or course improvement beginning in January, 2009. The current assessment timeline includes selection of electronic portfolio software in fall, 2008, with the goal of



## Standard IIA

### Instructional Programs

implementing portfolio assessment in fall, 2009. The Program for Adult College Education (PACE) has agreed to pilot portfolio assessment.

A1.c

BCC established a student learning outcomes and assessment committee in 2005 to begin staff development that addresses the assessment cycle and the development of SLOs. The student learning outcomes and assessment committee is comprised of instructional and student services faculty as well as student services staff. In March, 2007, BCC established a faculty position for a Student Learning Outcomes and Assessment Coordinator (SLOAC) to coordinate and support assessment efforts throughout the college. The SLOAC serves as the student learning outcomes and assessment committee chairperson. Together with the student learning outcomes and assessment committee, the SLOAC developed an approval process as well as course and program matrices to assist faculty and staff in developing SLOs. Strategies for supporting the development of SLOs have included flex day trainings and workshops, small group sessions, brown bag sessions, and one-on-one sessions with faculty and staff throughout the college. In February, 2008, BCC provided stipends to support the efforts of full-time and adjunct faculty in collaboratively developing SLOs; this has led to a significant increase in the number of course and program SLOs defined across the college.

Beginning in fall, 2007, all new courses and programs presented to the curriculum committee for approval were required to include SLOs approved by the assessment committee.

The Basic Skills Initiative team has proposed the development of a “Teaching-Learning Center” to improve staff development delivery at the college, a recommendation based on specific findings of the statewide Basic Skills Initiative concerning effective practices in staff development. The proposed Teaching-Learning Center can help connect SLO assessment findings to improved instruction at the college.

#### Self-Evaluation

**The college meets this standard.** BCC has accelerated its efforts to establish SLOs for all of its programs and courses and to create useful assessment tools. The student learning outcomes and assessment coordinator has been working on these issues since spring, 2007. In addition, department chairs, full-time faculty, and adjunct faculty have participated in this process, resulting in the completion of 90% of program and course SLOs by fall, 2008, as well as SLO assessment for 50% of courses and programs. The college provided .5 release time for a faculty member to coordinate the work on SLOs in 2007-2008 and in 2008-2009, with the support of the district Vice Chancellor of Educational Services, increased that release time to 1.0. In spring and summer, 2008, the college provided over \$25,000 in stipends to adjunct faculty to assist in the development of SLOs. The administration of BCC has clearly made this effort a priority.

In the BCC 2008 student survey, in response to the survey question, “BCC assesses student learning outcomes and uses the results to make improvements,” only 48% agreed or strongly agreed, with 25% being neutral. It is anticipated that responses will change as SLO/assessment becomes even more a part of the college culture.



## Standard IIA

### Instructional Programs

#### Planning Agenda

Faculty will complete Student Learning Outcomes for all courses and programs by June, 2009.

Faculty will assess of one-third of courses by June, 2009.

A2

**The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

#### Description

Berkeley City College follows Title 5 regulations in its processes for offering developmental, pre-collegiate, continuing, and community education, short-term training, fee-based courses, or contract education programs. Faculty drive the curriculum process and make recommendations for new or revised offerings through the BCC curriculum committee by presenting a need for a new offering, demonstrating its place in already established curriculum, and showing how it is aligned with the college mission.

BCC ensures that all of its instructional courses and programs are high quality through its program and unit planning review process. Departments conduct program review every three years to ensure currency, rigor and quality, and present these program reviews to the college administration and the curriculum committee. As part of this process, they analyze relevant data and make recommendations based on it and other pertinent evidence. In addition, departments annually update unit/program plans.

BCC faculty members are experts in their disciplines. In conjunction with business and industry as well as community partners, faculty determine appropriate credit types, delivery modes, and locations of their courses and programs. A faculty outreach coordinator assists department chairs in developing off campus offerings. Collaboration with outside agencies is invaluable in implementing appropriate delivery methods for students in the community.

BCC's international student population has doubled in two years, from 113 students in spring, 2006 to 229 in spring, 2008. Support services for international students are provided at the district office of international education, but these students are also supported with counseling services and tutoring at the college. In 2007-2008, Berkeley City College received \$74,000 from the international student office to help with tutoring and other services. The same initial amount was given in 2008-2009. The final dollar amount will depend on the distribution of students at the four colleges in the Peralta district.



## Standard IIA

### Instructional Programs

#### Self-Evaluation

**The college meets this standard.** BCC assures the quality and improvement of all its instructional courses and programs regardless of delivery method through its processes of course and program development and review, which are in keeping with Title 5 regulations.

A2

#### Planning Agenda

None

A2.a

**The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

#### Description

Berkeley City College uses several procedures and institutional processes to guide the development and evaluation of courses and programs. Faculty play critical roles in these procedures and processes, serving on the curriculum committee, acting as department chairs, or teaching courses. Along with faculty, the deans of instruction and vice president of instruction are actively involved in the curriculum committee.

The curriculum review and approval process – which includes developing, evaluating, and delivering courses and programs – is faculty driven at BCC. Faculty, working with their department chairs, identify needs for new programs and courses based on input from students, transfer institutions, and community partners, as well as business and industry. Faculty also work with the college articulation officer regarding both general education courses and lower-division major preparation courses needed or eligible for transfer. The curriculum committee chairperson assists faculty in developing new course outlines and provides information regarding college and district approval procedures, as well as guidelines for the state approval of new programs, when necessary. The review process at BCC ensures that new curriculum is aligned with the college's mission and that it maintains the quality and rigor associated with college-level instruction. Once the BCC curriculum committee approves a course or program, the Council on Instruction, Planning, and Development (CIPD), a district-level committee, reviews and approves the curriculum to ensure it is aligned with the district mission and strategic goals. All curriculum actions are forwarded to the governing board for final approval.

After curriculum review and approval, the department chairs, deans of instruction, and vice president of instruction administer courses and programs through a shared governance process which applies to traditional, off-campus, hybrid, or online offerings.



## Standard IIA

### Instructional Programs

A2

Faculty presenting new or revised courses and programs to the BCC curriculum committee are required to include associated student learning outcomes (SLOs) and proposed method of assessment. As BCC continues the process of developing SLOs and implementing the assessment cycle, it is strengthening its processes for evaluating the quality of a course or program. A course or program SLO matrix is developed by faculty and then reviewed by the SLOAC prior to being presented to the curriculum committee. The SLOAC reviews for fit of SLOs as well as for appropriate assessment methods and mapping to BCC's institutional SLOs.

The BCC program review and unit planning process is actually a departmental self-study. This process is faculty driven and coordinated by department chairs. All instructional programs are reviewed on a three year cycle with annual unit plan updates. The evaluations include analysis of institutional research data on retention and persistence as well as FTES of each course and program. Subsequent department discussions may lead to course or program improvements, updating curricula, adding or revising delivery methods, adding or deactivating courses or programs, or developing new courses and program. Department chairs submit their complete program reviews to the appropriate dean and present their findings in a summary format to the college curriculum committee.

#### Self Evaluation

**The college meets this standard.** BCC faculty drive all stages of course and program design, approval, delivery, and evaluation. Program review and annual unit planning ensure systematic and frequent evaluation of programs, leading to rich dialogue among colleagues throughout the disciplines and an active planning process. These research-based evaluations provide faculty the opportunity to assess overall programs, courses, staffing needs, and equipment needs, and provide them with data that effectively inform plans for the college.

The program and unit review templates solicit information about SLOs and assessment. While the college is in the “development” level of implementing SLOs and assessment and moving to the “proficiency” level (per ACCJC rubric), this addition in program review provides faculty the link between assessment and program planning and evaluation.

#### Planning Agenda

None



## Standard IIA

### Instructional Programs

A2.b

**The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

#### Description

BCC faculty are responsible for quality, rigor, and competency levels in each program and course. Faculty are required to update their course outlines every six years. They are also responsible for developing appropriate and measurable student learning outcomes (SLOs) for all courses and programs. With the assistance of the Student Learning Outcomes Assessment Coordinator (SLOAC), faculty have developed SLOs in 90% of the courses and are developing assessment methods, rubrics, and assessment plans for all courses and programs.

Advisory committees play an integral part in vocational/ career technical education and community based offerings. Department chairs present program review data, including enrollment numbers as well as retention and persistence information, to advisory committees, and rely on their expertise in their fields for recommendations regarding the currency and rigor of programs. In addition, advisory committee members assist with internships, resource development, and guest lecturing. Lists of advisory committee members are published in the BCC catalog.

BCC relies on faculty to identify competency levels for degrees, certificates, programs, and courses, as well as their relationship with SLOs. Course outlines include course competencies in the form of “performance objectives,” and, as SLOs are developed, these are added as a supplemental form to course outlines. Course competencies are closely linked to SLOs in the certificate or degree areas of study with which they are associated.

#### Self Evaluation

**The college meets this standard.** Faculty ensure quality, rigor, and competency levels in each program and course through the work of the curriculum committee and through program review. BCC faculty rely on advisory committee recommendations, along with industry standards, to ensure that graduates meet employer expectations; advisory committees require constant review and updating. Many adjunct faculty in vocational programs work in their fields, thus providing high-level expertise and currency. The implementation of the SLO assessment process will further evaluate and ensure the effectiveness of student learning at each level.

#### Planning Agenda

None.



## Standard IIA

### Instructional Programs

A2.c

**High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

#### Description

At Berkeley City College (BCC), adjunct instructors, tenure track faculty, and tenured faculty undergo a formal evaluation process, which includes instructor peer evaluations and observations, self-evaluations, administrator evaluations, and student evaluations. The evaluation process is focused on ensuring high-quality instruction across the college.

All programs and courses at BCC are reviewed on a three year cycle. BCC's program reviews use institutional research data on FTES, retention, and persistence rates. In addition, vocational/career technical education programs include advisory committee recommendations in their program reviews and planning processes. Program review and unit planning promote dialogue among department or discipline members, and interdisciplinary committees such as the Basic Skills Initiative committee promote dialogue about quality of education across the college.

BCC ensures breadth and depth in its program offerings. The general education curriculum provides students with a wide array of courses to satisfy degree, certificate, or transfer requirements in keeping with Title 5 requirements as well as transfer requirements. In addition, certificate and degree programs offer students depth of knowledge and skills in the following areas: modern languages, business, computer information systems, global studies, literature and writing, social services, travel/tourism, multimedia arts, and biotechnology. The college's program reviews, advisory committees, and articulation with four-year colleges all inform curricular choices. Advisory committees, the program-review process, adherence to state and/or national standards, and approval of curriculum according to transfer agreements and CSU/UC requirements all help to determine adequate breadth and depth of instruction.

Course and program quality are continuously evaluated at BCC. Faculty ensure academic rigor when developing new courses and programs. The curriculum committee scrutinizes all new and revised course outlines and program plans for depth, breadth, and rigor. In this process, faculty develop course prerequisites, based on district policy (Board Policy 9.01 and 9.02), to ensure the meeting of academic standards and proper sequencing of classes. Faculty at BCC focus their efforts on teaching and learning and demonstrate student-centeredness when developing and evaluating courses.

Course sequencing is determined by faculty who are experts in their fields of study. Sequencing is determined when a new program is presented to the curriculum committee, as are recommended pre- and co-requisites. Course sequencing for general education courses and programs follow CSU and UC course sequencing (when applicable) for articulation purposes, whereas vocational/career technical education programs rely on their advisory committees and industry standards for recommendations on sequencing of courses or programs.



## Standard IIA

### Instructional Programs

COMPASS, the BCC assessment tool used during student orientation, provides students with a guide for placement in mathematics and English courses. Students may also be assessed by discussing past experience and/or demonstrating skills to department chairs, thus allowing for multiple assessment. This is useful in areas which do not have the placement assessment tools of mathematics, English, and ESL.

A2.c

The college guarantees that students can complete programs in a timely manner ( a two-year time period for an associate degree) through the curriculum committee approval process and department chair oversight of class scheduling. Institutional dialogue concerning these issues occurs regularly at college-wide faculty meetings, including curriculum committee meetings, college department chairs meetings, district-wide department meetings, vocational/career technical education program advisory committee meetings, and meetings of such committees as the Basic Skills Initiative group. Course sequencing and timing of offerings are critical for students. Recommendations for course sequencing are published in the course catalog and on department web pages for student reference.

#### Self Evaluation

**The college meets this standard.** Course development and evaluation at BCC are faculty driven and are designed to ensure breadth, depth, rigor, sequencing, and appropriate time to completion of instruction across the college. A 2008 survey of faculty and staff showed that 80.4% agreed or strongly agreed with the assertion that instructional programs and services promote student success.

BCC, like many colleges, is addressing the influx of underprepared students into programs and courses. Open access provides flexibility for students and challenges for instructors who must teach students with a wide range of skill levels in each class. The Basic Skills Initiative (BSI) committee is comprised of 40 faculty, staff, and administrators across the college who are engaging in dialogue about teaching and learning as they research and review best practices in basic skills instruction. One initiative of the BSI committee is to establish a Teaching and Learning Center to foster faculty development and to promote best practices throughout the college.

In the 2008 faculty and staff survey, 75% of respondents agreed that “courses are offered regularly to provide students the opportunity to complete their program of study within a reasonable time.”

#### Planning Agenda

None.



## Standard IIA

### Instructional Programs

A2.d

**The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

#### Description

Berkeley City College uses a variety of teaching modalities to meet students' varied learning styles. Semester length lecture/lab classes, as well as short term, late start, independent study, community based, hybrid, and online classes are designed to address different learning styles. In addition to these instructional offerings, BCC offers cohort model or learning community instruction for three programs in basic skills education - the Career Advancement Academy, Foundations I, Foundations II, the Program for Adult College Education (PACE), the global studies and social services/paraprofessional programs. Learning communities provide students with a unique opportunity to form relationships with their instructors and peers through integrated instruction.

Faculty employ a variety of teaching methods to meet students' varied learning styles, whether visual, auditory, or kinesthetic. Methods may include but are not limited to demonstrations, hands-on and small group projects (collaborative learning), discussion, experiments, real world problem solving, field experience, problem-based learning, web-based and library research, and presentations. Faculty are encouraged to attend flex-day activities about best practices in instruction as well as learning styles and teaching modalities so that they may best serve BCC's diverse population of students. The district Faculty Diversity Internship Program offers training in learning styles and multiculturalism. The college culture promotes student-centered classrooms. The Basic Skills Initiative committee has proposed the development of a Teaching and Learning Center to improve teaching methodologies, particularly in relation to addressing diverse needs and learning styles of BCC students. In fall, 2008, Berkeley City College incorporated techniques from the "Digital Bridge Academy," developed at Cabrillo College, in two basic skills learning communities. As part of this curriculum, students' learning styles were assessed and students were taught how to best manage their learning processes accordingly.

Regularly administered faculty evaluations for full- and part-time faculty assess the degree to which faculty effectively apply teaching methodologies. Through the faculty assessment process, student evaluations and peer observations and evaluations give feedback on the effectiveness of instructors' teaching methodologies.

Programs and Services for Students with Disabilities (PSSD/DSPS) offers educational services to support students with varied disabilities. These include adaptive technology to meet needs of students with varied motor skills or sensory abilities. All faculty receive a PSSD manual with information regarding students with disabilities as well as the services offered at BCC. The college's learning disabilities specialist provides workshops to help students determine whether they have learning disabilities, and works with those who are so identified to ensure their success.

Courses utilize multiple ways of assessing student learning. Assessments may include but are not limited to exams, research papers, essays, class presentations, portfolios, and/or demonstrations.



## Standard IIA

### Instructional Programs

Faculty are currently determining assessment methods for their course and program SLOs. This will strengthen the multiple measures evaluation process already used across the college.

A2.d

#### Self Evaluation

**The college meets this standard.** In the 2008 Community College Survey of Student Engagement (CCSSE) students indicated that they had gained skills in thinking analytically and working with different kinds of people, and that they had acquired a broad education at BCC. They rate the faculty positively in terms of approachability, preparation, and quality of instruction. Student feedback from the college student survey administered in spring, 2008 indicated that most students responded favorably when asked about the quality of instruction at Berkeley City College; no significant areas of concern were indicated.

The college's curriculum review process, the faculty assessment process, and the development of SLO assessments help to ensure that the college uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Initiatives such as the development of the Teaching and Learning Center and continued progress in application of SLO assessments will further this endeavor.

In the Community College Survey of Student Engagement (CCSSE), the first CCSSE benchmark which measures active/collaborative learning reported that "BCC shows a difference of almost 6 percentage points higher than other urban colleges." Another CCSSE benchmark on student effort and academic challenge reported this as another area of excellence for BCC showing a "3 percentage point advantage over urban comparison colleges."

In the 2008 BCC faculty and staff survey, 77% of respondents agreed or strongly agreed that "BCC encourages the use of various teaching methodologies to accommodate the different learning styles of students," with 14.5% responding as neutral.

#### Planning Agenda

None

A2.e

**The institution evaluates all courses and programs through an on-going, systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

#### Description

Berkeley City College uses program review to evaluate the effectiveness of its academic and student services programs and courses. All instructional programs undergo program reviews, which focus on currency, achievement of student learning outcomes, student retention and persistence. Program review is conducted using multiple data sources, including retention, completion, and persistence rates and data on completion of degrees and certificates. In addition, course outlines are reviewed for accuracy and currency as well as their role in the overall college



## Standard IIA

### Instructional Programs

curriculum. Department chairs present findings and update course outlines with the curriculum committee at that time.

A2.e

BCC is in the process of implementing the student learning outcome (SLO) assessment cycle by defining SLOs for courses and instructional as well as student services programs. BCC will begin assessing SLOs across the college in fall, 2008. As of April, 2008, BCC had 85 courses with approved SLOs. As of August, 2008, 90% of courses had approved SLOs. Assessment data will be available in spring, 2009 for program improvement and planning purposes.

#### Self Evaluation

**The college meets this standard.** BCC courses and programs undergo program review every three years. In addition, annual unit plans are written to ensure ongoing quality improvement and to inform the planning process. Faculty engage in a thoughtful and meaningful program review process in which they systematically evaluate courses and programs for relevance, appropriateness, currency, and needed resources. Program reviews and annual unit plans are an integral part of institutional planning and inform the college Educational Master Plan. Furthermore, the development of departmental SLO assessment plans will assist in improving teaching and learning across the curriculum and inform the program review process.

#### Planning Agenda

None

A2.f

**The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

#### Description

Berkeley City College engages in ongoing, systematic evaluation of its effectiveness and student achievements and in integrated planning of its courses and programs through its program review process. Program review is central to strategic planning at BCC and informs budget allocations, establishes funding priorities, and fosters course and program development and revisions. The institutional data provided to department chairs for program reviews and unit plans include the following: rates of retention, completion, and persistence, graduation rates, and transfer rates; percentage of full-time faculty in the department; and results from student satisfaction surveys, the CCSSE survey (Community College Survey of Student Engagement), and internal and external scans.



## Standard IIA

### Instructional Programs

BCC is in the process of implementing the student learning outcome (SLO) assessment cycle by defining SLOs for courses and instructional as well as student services programs. BCC will begin assessing SLOs across the college in fall, 2008. As of fall, 2008, 90% of courses had approved SLOs. Assessment data will be available in spring, 2009 for program improvement and planning purposes.

A2.f

BCC's planning process is designed to be inclusive and involve all constituencies on campus. While faculty are at the center of curriculum development, implementation, and evaluation, institutional planning involves a broader range of constituents, including staff, administrators, and faculty. BCC engages in a planning process that drives budgeting, facilities, and technology planning and development and that includes program review and educational master planning to ensure that all college planning is driven by educational priorities.

#### Self Evaluation

**The college meets this standard.** BCC effectively engages in ongoing, systematic evaluation and integrated planning of its programs and services as it strives to improve outcomes and provide high quality instruction. Furthermore, the development of departmental SLO assessment plans will assist in improving teaching and learning across the curriculum and inform the program review process.

#### Planning Agenda

None

A2.g

**If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

#### Description

Berkeley City College does not use departmental course and/or program examinations.

#### Self Evaluation

None

#### Planning Agenda

None.



## Standard IIA

### Instructional Programs

A2.h

**The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

#### Description

As of fall, 2007, all courses undergoing revisions and all new courses and programs were required to include student learning outcomes (SLOs) in an addendum to the course outline of record. In addition, faculty members are developing SLOs for all courses and programs throughout the college. All outlines are to be updated with an SLO addendum by December, 2008. Currently 90% of all courses have defined SLOs as well as appropriate assessment methods.

The 2007-2009 BCC catalog defines course grading systems and units of credit as well as prerequisites, academic standards, and other policies. Course syllabi also include grading policies. Currently, credit is awarded based on achievement of performance objectives, as stated in the course outline of record or, when they are available, SLOs. BCC uses generally accepted norms for determining units of credit, as defined in California Code of Regulations, Title 5, and recognized by the Accrediting Commission for Community and Junior Colleges (ACCJC).

#### Self Evaluation

**The college meets this standard.** BCC ensures that credit is awarded for student achievement based on institutional policies that reflect generally accepted norms in higher education. Faculty members are currently developing SLOs for all courses (of which 90% are complete) and programs. BCC is implementing the assessment of student learning outcomes across the college, beginning in fall 2008.

#### Planning Agenda

None

A2.i

**The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

#### Description

BCC currently awards degrees and certificates based on student performance objectives, as stated in course outlines. Faculty are currently in the process of developing student learning outcomes (SLOs) for programs and implementing the assessment cycle based on dialogue about student learning as it is linked to program outcomes. All programs leading to a certificate or degree will have defined SLOs and appropriate assessment methods by December, 2008



## Standard IIA

### Instructional Programs

In 2006, BCC established institutional outcomes for its students in the following areas:

A2.i

- (1) Ethics and personal responsibility
- (2) Information competency
- (3) Communication
- (4) Critical Thinking
- (5) Computational Skills
- (6) Global Awareness and Valuing Diversity
- (7) Self Awareness and Interpersonal Skills

Faculty, as they define course and program level student learning outcomes, map these to the institutional outcomes listed above.

#### **Self Evaluation**

**The college meets this standard.** BCC is currently awarding degrees and certificates based on student achievement of performance objectives within each program. All programs and courses will have defined SLOs by December, 2008. Faculty members have been actively involved in the implementation of the SLO assessment cycle, which began in fall, 2008.

Institutional SLOs were approved by staff, faculty, and administrators in 2006. Faculty developing course level and program level SLOs map these to the institutional level outcomes.

#### **Planning Agenda**

Faculty will assess one third of BCC's courses by June 2009.

Faculty will review the assessment cycle and improve assessment measures by fall 2009.



## Standard IIA

### Instructional Programs

**A3**

**The institution requires of all its academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated student learning outcomes for the course.**

#### Description

A student who completes the associate degree is required to complete a minimum of 19 units of general education requirements selected from the following areas: natural sciences; social and behavioral sciences; humanities; language and rationality (which includes English composition, mathematics, computer literacy, oral or written communication, or literature), and ethnic studies. The majority of these general education requirements are mandated by California community college regulations set forth in Title 5 Section 55806. These requirements, plus additional local requirements (computer literacy and ethnic studies), are codified in Board Policy 5.20, “Guidelines to Implement Associate Degree, Certificates of Achievement, and Certificates of Proficiency Requirements.” Students are required to receive a grade of “C” or better in English composition and mathematics. The policy provides definitions or a philosophy for each of the general education areas, and these definitions are published in the college catalog.

The natural science area of knowledge includes courses in anthropology, astronomy, biology, chemistry, geography, geology, physical science, or physics. The social and behavioral sciences area of knowledge includes courses in history, political science, psychology, anthropology, and sociology. The humanities area of knowledge includes courses in art, foreign language, philosophy, music, literature, and humanities. As of fall, 2009, students will need to complete, at a minimum, freshman composition to fulfill the English composition requirement and intermediate algebra to fulfill the mathematics requirement. Several years ago the Peralta Community College District added ethnic studies in an effort to engage students in a study of African-American, Hispanic, Asian, and Native American experiences in the United States. These studies examine the historical, social, economic, and political influences on the culture being studied.

All associate degree general education courses are mapped to the seven institutional or general education student learning outcomes which address the kind of general education skills a student should have upon completion of a degree, i.e. Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness and Valuing Diversity, and Self-awareness and Interpersonal Skills. The college curriculum committee reviews courses for applicability to meet general education requirements. The college curriculum committee’s recommendations are forwarded to the general education subcommittee of the district Council on Instruction, Planning, and Development (CIPD) for review and approval. The actions of the district general education subcommittee are forwarded to CIPD for final approval.

In addition to associate degree general education course requirements, the college also addresses general education courses to meet specific transfer requirements for the University of California



## Standard IIA

### Instructional Programs

A3

and California State University systems. As the college catalog notes, the purpose of general education requirements for transfer is “to give university undergraduates a broad background in all major academic disciplines – life sciences, physical sciences, social sciences, humanities, and fine arts.” BCC’s articulation officer uses criteria from the four-year colleges (the CSU Chancellor’s Office Associate Dean of Program Planning and University of California Articulation Senior Analyst) to inform course development and revision.

Students who are “matriculating” are advised of general education requirements as they prepare their Student Education Plans (SEP’s) with their counselors. They also receive information about general education requirements through the Berkeley City College Catalog, the online version of the catalog, and several other college web sites. In addition, for every class section in which they are enrolled, students receive course syllabi that specify learning objectives consistent with those in the officially approved course outlines. Further, when students are preparing an SEP, general education transfer requirements are addressed to provide the student with a full educational map.

The BCC Transfer and Career Information Center also carries CSU and UC general education transferable course lists as well as information about transfer requirements for many other private institutions. In addition, information sheets about program requirements are published by BCC’s public information officer and are posted in a visible spot in the college atrium.

#### Self Evaluation

**The college meets this standard.** The Berkeley City College catalog clearly articulates general education requirements for BCC associate degrees, as well as transfer agreements with the University of California (UC) and California State University (CSU) systems. The philosophy for general education requirements for the associate degree, as well as for transfer, is provided in the college catalog. All individual general education courses are mapped to the seven institutional general education student learning outcomes.

In the 2008 Berkeley City College student survey, students responded that their greatest gains were those associated with general education, i.e. thinking analytically, learning how to work with different kinds of people, becoming familiar with different cultures, philosophies and the range of human diversity, and acquiring a broad education. They also claimed better understanding of the nature of scientific experimentation and better skill in analyzing quantitative (numerical) information.

On the 2008 CCSSE, BCC’s students gave higher scores than reported in other urban community colleges to the survey “effort items,” i.e. items related to extensive learning experiences such as preparing multiple drafts of assignments and integrating multiple sources. BCC students also scored significantly higher in “number of books read outside of assignments,” “cognitive complexity of academic coursework,” and “synthesizing ideas and making judgments.”

#### Planning Agenda

None



## Standard IIA

### Instructional Programs

**General education has comprehensive learning outcomes for the students who complete it, including the following:**

**A3.a**

**An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

#### **Description**

The district and the college academic senates, the general education subcommittee of the district Council on Instruction, Planning, and Development (CIPD), the BCC curriculum committee, the department and program chairs, the office of instruction, and the college articulation officer are responsible for the content and methodologies of the general education curriculum. This includes ensuring that course requirements in natural science, social and behavior science, humanities, English composition, mathematics, computer literacy, oral/written communication or literature, and ethnic studies are in compliance with Title 5 for California Community Colleges. In addition, because BCC is a transfer institution, transfer courses must meet the transfer standards established for the UC and CSU systems. The associate degree requirements and courses that meet general education transfer requirements do in fact address “an understanding of the basic content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences.”

#### **Self-Evaluation**

**The college meets this standard.** The general education curriculum at BCC adheres to the standard of providing students with “an understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.” Further, the institutional or general education student learning outcomes address major areas of knowledge essential to completion of a college degree.

#### **Planning Agenda**

None

**A3.b**

**A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

#### **Description**

Skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking and the ability to acquire knowledge through a variety of means are foundational to the associate degree general education requirements and transfer general education requirements. As previously noted, there are specific



## Standard IIA

### Instructional Programs

general education course requirements in oral and written communication, scientific and quantitative reasoning and computer literacy. Embedded in all general education is a focus on critical analysis/logical thinking as well as on the need to acquire knowledge through a variety of means.

A3.b

The seven institutional or general education outcomes, Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness and Valuing Diversity, and Self-awareness and Interpersonal Skills, relate to these general education skills and are necessary institutional outcomes for students to be well-rounded in their college education. It should be noted that the college does have rubrics for each of the college institutional SLOs. By December, 2008, all programs will have program level learning outcomes that are mapped to BCC institutional learning outcomes as well as associated course learning outcomes.

In accepting transfer credits to fulfill general education requirements, CSU, UC, or private colleges certify that the expected learning outcomes for transferred courses are comparable to the learning outcomes of their own courses which address the skills listed in this standard.

#### Self Evaluation

**The college meets this standard.** BCC's general education requirements and institutional SLOs address oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means; these are linked to program and course SLOs.

In a 2008 college survey, 80% of faculty, staff, and administrators indicated that they agreed or strongly agreed that instructional programs at BCC promoted student success, and approximately 85% agreed or strongly agreed that BCC offers high quality programs and courses. Forty-eight percent (48%) agreed or strongly agreed that BCC was using the results from SLOs to make improvements in instruction, even though all the SLOs are not yet completed, with 24.8% of respondents being neutral.

#### Planning Agenda

None



## Standard IIA

### Instructional Programs

**A3.c**

**A recognition of what it means to be an ethical human being and an effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

#### Description

Berkeley City College general education addresses what it means to be an ethical human being and an effective citizen, stressing ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity, and the willingness to assume responsibility, in a variety of ways.

In setting the institutional or general education student learning outcomes, the Berkeley City College faculty agreed that “Ethics and Personal Responsibility,” “Global and Cultural Awareness,” and “Self-awareness and Interpersonal Skills” must be a part of the institutional learning outcomes:

- “Ethics and Personal Responsibility:” From an instruction focus this means that “students will be able to analyze a situation, understand the consequences of actions taken and their impact on society and self; students will demonstrate collaborative involvement in community interests.” From a student services focus this means “students will be able to understand consequences of their actions and then act with that knowledge collaboratively in the college community.”
- “Global Awareness and Valuing Diversity”: From an instruction focus this means that students will “identify and explain diverse customs, beliefs, and lifestyles and cultural, historical, and geographical issues that shape our perceptions.” From a student services focus this means that “students will be able to acknowledge and act with sensitivity toward the diverse (customs, beliefs, and lifestyles that exist with the) college community.”
- “Self-awareness and Interpersonal Skills”: From an instruction focus this means “self-awareness and interpersonal skills are reflected in the ability to analyze one’s own actions, see the perspective of other persons, and work effectively with others in groups.” From a student services focus this means “self-awareness and interpersonal skills are reflected in the ability to analyze one’s own actions, see the perspective of other persons, and work effectively with others in groups.”

All courses, those that meet general education requirements, degree and certificate requirements, or are stand alone courses, map the course student learning outcomes to the institutional outcomes, and most stress the values of being an ethical human being and an effective citizen. Some courses, given the nature of the course content and student learning outcomes, stress these values more than others. Other courses, such as a specific course in “Human Values/Ethics,” are focused solely on these values. In addition, the Peralta Community College District many years ago added an Ethnic Studies requirement to the required Title 5 general education requirements in an effort to address cultural diversity and historical sensitivity.



## Standard IIA

### Instructional Programs

Specific practices in some departments also address the issue of ethics. For example, the BCC multimedia arts department has a written ethics policy for the use of multimedia images by students; the college, at the request of the English department, uses a computerized program for submission of student essays which detects plagiarism (Turnitin.com), and the library facilitates workshops on how to appropriately use research materials. The Global Studies Program is working to incorporate service learning into the course requirements to address the issues of what it means to be an ethical human being and an effective citizen.

A3.c

There are a variety of student clubs and extracurricular activities at the college that support social justice and student equity issues, including the Indigenous Students Club, Black Students Club, and the Global Studies Students Club. Speakers such as Michael Parenti, Valentine Deng, and Judith Erlich address global and ethical issues in public presentations well attended by students and faculty alike. In addition, the college holds events for Black History month, Earth Day, International Women's Day, Cinco de Mayo, Dia de los Muertos, and Asian Heritage Month, among others.

#### Self Evaluation

**The college meets this standard.** Berkeley City College has taken many steps to address “what it means to be an ethical human being and an effective citizen,” with programs, courses, course requirements, and events that are meant to evoke in students an appreciation of ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity, and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally” in a variety of ways.

#### Planning Agenda

None

A4

**All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

#### Description

Berkeley City College offers associate of arts and associate of science degrees. Each degree program includes on area of focused study or interdisciplinary core. All degrees have undergone an approval process, with final approval granted from the State Chancellor's Office for California Community Colleges.



## Standard IIA

### Instructional Programs

The Berkeley City College associate degree programs are as follows:

A4

American Sign Language	AA
Art	AA
Biotechnology	AS
Business	
Accounting	AA
Business Administration	AA
General Business	AA
Office Technology	AA
Community Health Worker	AA (pending State approval)
Computer Information Systems	
Applied Computer Information Systems	AS
Web Programming	AS
English	
English Language/Literature	AA
English Language/Writing	AA
Global Studies	AA
Liberal Arts: Social and Behavioral Sciences	AA
Multimedia Arts	
Animation	AA
Digital Imaging	AA
Digital Video Arts	AA
Web Design/Production	AA
Writing for Multimedia	AA
Social Services Paraprofessional	AA
Spanish Language	AA

A minimum of 18 units must be completed in the major or in an area of emphasis. Students must receive a grade of “C” or better in each course in the major and must have an overall 2.0 grade-point average to be awarded the degree. Course requirements are listed in the college catalog.

Faculty are currently developing program level student learning outcomes. By December, 2008, all programs will have program level learning outcomes that are mapped to BCC institutional learning outcomes, as well as associated course learning outcomes. This work is being coordinated by the Student Learning Outcomes and Assessment Coordinator (SLOAC) and has been strongly supported by the college administration, which has approved release time for the SLOAC as well as stipends to fund faculty working on this process.

#### Self Evaluation

**The college meets this standard.** All degree programs at Berkeley City College include focused study in at least one area of inquiry or in an established interdisciplinary core. All degrees are



## Standard IIA

### Instructional Programs

compliant with Title 5 regulations and have been approved officially by the State Chancellor's Office for California Community Colleges.

#### Planning Agenda

None.

**A5**

**Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

#### Description

All vocational/career technical education programs at Berkeley City College adhere to a competency-based curriculum. None of the vocational programs offered at Berkeley City College require licensing or certification from an external agency. All vocational programs have an advisory committee that is instrumental in assisting in keeping programs up-to-date, and programs are reviewed for currency through the formal program review process. Each vocational program uses specific methods to assess technical and professional competencies. Some examples are:

- The American Sign Language program uses outside experts to evaluate each student's language skills at the end of each language level and also requires a semester of field experience;
- The Multimedia Arts programs require that each student complete a capstone portfolio course which culminates in a portfolio that can be used by the student when applying for jobs;
- The Travel/Tourism Industry programs include a 3-hour course in the curriculum that adheres to standards set by the Cruise Lines International Association (CLIA);
- The Social Services Paraprofessional program requires two semesters of supervised field experience;
- The Computer Information Systems programs require completion of a capstone course.

Vocational faculty are in the process of defining course and program level student learning outcomes (SLOs) and will begin assessing defined SLOs in fall, 2008. Outcomes are mapped to the institutional learning outcomes, and assessment results will be used to assess professional competencies and evaluate student learning.



## Standard IIA

### Instructional Programs

Following is the list of vocational (career/ technical education) or occupational degrees and certificates offered by Berkeley City College.

A5

American Sign Language	AA	CA
Biotechnology	AS	CA
Business		
Accounting	AA	
Business Administration	AA	
General Business	AA	CA
Office Technology	AA	
Administrative Assistant		CA
Administrative/Accounting Assistant		CA
Administrative Assistant/Medical		CA
Community Health Worker	AA	CA (pending State approval)
Computer Information Systems		
Applied Computer Information Systems	AS	CA
Web Programming	AS	CA
International Trade		CA (undergoing revisions)
Multimedia Arts		
Animation	AA	CA
Digital Imaging	AA	CA
Web Design/Production	AA	CA
Digital Video Arts	AA	CA
Writing for Multimedia	AA	CA
Social Services Paraprofessional	AA	CA
Travel/Tourism Industry		CA

#### Self Evaluation

**The college meets this standard.** Department chairs and instructional faculty keep vocational/ career-technical educational programs up-to-date and marketable. Program review provides the opportunity to review key data elements, including retention, persistence, and student completion of degrees and certificates. Advisory committees are vital to program currency.

#### Planning Agenda

None.



## Standard IIA

### Instructional Programs

A6

**The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline of record.**

#### Description

Berkeley City College provides current and prospective students with accurate, accessible, and up-to-date information regarding educational courses and programs and transfer policies to enable them to understand and meet requirements for degrees, certificates, and transfer. The college, through the efforts of the public information officer, provides extensive information through a variety of methods and media, including the college catalog and the website. The college catalog provides information on degrees and certificate requirements, as well as a one- or two-year recommended sequence of classes to complete certificate and degree requirements. The seven institutional student learning outcomes and a definition of the expected outcomes both from the perspective of instruction and student services are published in the college catalog. As previously stated, all courses and programs will be mapped to the institutional learning outcomes. All programs will have defined SLOs by December 2008, and these will be included in future catalog descriptions.

In every class section in which they are enrolled, students receive a course syllabus that specifies learning objectives consistent with those in the officially approved course outlines. These syllabi are submitted to deans of instruction and housed in the office of instruction.

BCC verifies that individual sections of courses adhere to course performance objectives. All course outlines are reviewed prior to curriculum committee approval. In addition, department chairs meet with new faculty and review their syllabi. All course syllabi are filed in the office of instruction, as are course outlines. Course syllabi include class policies, SLOs, required texts and materials, and assignments.

PCCD has purchased CurricuNET, a web-based service that will automate the process of submitting course and program proposals via a Web browser. CurricuNET will be beta tested in spring, 2009 and will begin implementation in fall, 2009. CurricuNET will provide students improved access to course outlines and instructor syllabi, as well as an opportunity to review the student learning outcomes for each course. In addition, PCCD purchased TaskStream as a management system for student learning outcomes and assessment.

#### Self Evaluation

**The college meets this standard.** Information about BCC's educational courses and programs, as well as its transfer policies, is available in the BCC 2007-2009 Catalog and on the college website. For every class section in which they are enrolled, students receive course syllabi that specify learning objectives consistent with those in the officially approved course outlines.



## Standard IIA

### Instructional Programs

CurricuNET will provide students with improved access to course outlines and instructor syllabi; however, it will be essential to provide training for faculty on its use.

A6

In the 2008 survey of students at BCC, 52% indicated that their experience using the catalog to get information about certificate/degree requirements and college policies was positive. When asked about their experience using BCC's website for the same information, 51% responded positively.

#### Planning Agenda

None

A6.a

**The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

#### Description

Students attending Berkeley City College may use units earned at any accredited institution toward associate degree requirements. Counselors provide the initial evaluation of students' college transcripts from other accredited institutions and advanced placement (AP) credit toward degree or certificate completion and transfer requirements. A chart for the use of AP credit is provided in the college catalog. Counselors forward their evaluation results to an evaluation specialist at the district Office of Admissions and Records. The results of all evaluations filed with the district Office of Admissions and Records are posted in a secure local electronic file accessible by counselors when advising students.

College and university credit earned outside of the U.S. may also be applied toward degree or certificate completion. International transcripts must be evaluated by a foreign evaluation service. Based on the evaluation by the foreign evaluation service, units will be accepted where applicable both for associate degree requirements and transfer requirements, with the exception of IGETC English composition and critical thinking requirements.

For those who have completed a minimum of one year's active duty with the Armed Forces of the United States, including completion of a basic or recruit training program and receipt of an honorable discharge, the college can award six (6) semester units of elective credit toward the associate degree. The college may grant additional elective credit toward the associate degree for completion of military coursework.



## Standard IIA

### Instructional Programs

A6.a

Additionally, the college articulation officer develops and maintains articulation agreements with public and private institutions as appropriate to its mission. Berkeley City College's articulation agreements with the University of California and California State University are available from the ASSIST website. These articulation agreements include general education (IGETC, CSU-GE Breadth, and UC/CSU campus specific) and lower division major preparation and departmental course-to-course agreements. The college catalog also lists BCC's associate degree general education requirements, IGETC, and CSU-GE Breadth requirements. In addition, general education advising forms (Berkeley City College Associate GE Requirements, IGETC, and CSU-GE Breadth) are available from BCC's articulation program website and in a printed format for students. Agreements with accredited California and out-of-state Independent/private institutions are available on the articulation program's website. BCC's articulation officer develops and maintains all agreements with the assistance of instructional faculty. The articulation officer updates these agreements annually.

#### Self Evaluation

**The college meets this standard.** As a public institution, Berkeley City College, as part of the Peralta Community College District, has clear policies for accepting units students have earned at accredited institutions for use toward requirements or electives for certificates, associate degrees, and transfer. Students work with counselors through this process. Berkeley City College works to establish all necessary articulation agreements with the schools in the UC and CSU systems as well as independent and private colleges.

#### Planning Agenda:

None

A6.b

**When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

#### Description:

Before a program can be eliminated or changed, the proposal must be submitted to the curriculum committee for approval. If the committee approves the change, then the proposal is submitted to district-level Council on Instruction, Planning, and Development (CIPD). If CIPD approves the change, it is enacted once the governing board gives final approval. Programs are only eliminated or significantly changed after a thorough review of the factors involved, including how students will complete a program of study for which they have catalog rights.

When a program is eliminated or significantly changed, the department chair works with the counseling department to provide a plan for students to finish their program of study. If a program is eliminated, the department chair and a counselor develop a sequence of courses that will allow students to complete all requirements for program completion. If there is a significant



## Standard IIA

### Instructional Programs

change, the chair will work with the student, instructors of individual courses (as needed), and counselors to develop a plan for substitution or waiver of courses.

A6.b

#### Self Evaluation

**The college meets this standard.** When programs are eliminated or program requirements significantly changed, BCC counselors and faculty make arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. Currently, the District-wide Educational Master Planning Committee (DWEMPC) is gathering data about programs that are experiencing either increasing or decreasing enrollments, in keeping with Board Policy 5.11, Review Policy for Instruction Programs. BCC's Educational Master Plan has identified programs with declining enrollments such as International Trade. These programs have been placed on a "Watch List." It is expected that programs on the "Watch List" will use unit plans to address their deficiencies through a plan of action for program improvement. This process may lead to changes in programs. In the event of program changes, processes are in place to assist students in completing programs in which they are already enrolled.

#### Planning Agenda

None.

A6.c

**The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

#### Description

Berkeley City College faculty and staff, under the leadership of the public information officer, pay careful attention to all college publications to ensure accuracy and quality. Each unit in the college, as noted in the Strategic Marketing Plan, annually reviews all its publications in March and April, makes updates as needed, and submits these to the public information officer (PIO), who makes the necessary changes and produces the updated publications. Every two years the college publishes an updated college catalog and in off years publishes a catalog addendum in order to keep information current. The college catalog is available online.

Any changes in policy at the state level, particularly changes in Title 5 applicable to California community colleges, are addressed at a district level. Those changes are processed through district-wide consultation and appropriately implemented. For example, in the last few years there have been state level changes to graduation requirements, course repeatability, and titles for degrees and certificates, to name a few such changes. The district and the four colleges have worked closely to implement these changes and to communicate them to all constituents. The vice president of instruction informs the college and the public information officer about changes which need to be documented in the catalog or catalog supplement; the PIO and the college then



## Standard IIA

### Instructional Programs

A6.c

go through an established process for creating and updating the catalog and supplements. A new catalog is printed every two years, with a supplement printed in the intervening years. As mentioned above, the catalog is available electronically.

Local policies are reviewed as necessary, but are always addressed during the year in which college catalogs are developed and published. Matriculation policies, financial aid policies, and attendance policies are published in the catalog in appropriate sections. The BCC catalog has a specific chapter devoted to “Other District and College Policies and Procedures” in order to ensure that all policies relevant to prospective and current students are stated in the college catalog. The college views the college catalog as a contract with current and prospective students.

Program handouts and other materials are based on the catalog and are updated as the catalog is updated. This information is added to the website.

Editing the catalog is a group endeavor. The catalog committee includes the vice president of student services, vice president of instruction, the deans of instruction, the articulation officer, the curriculum committee chair, the program specialist who does the word processing of the document, the PIO, and any other interested faculty and staff. The public information officer facilitates the catalog committee. The committee creates a schedule in the fall semester to ensure its work will be done in time to meet printing deadlines.

Faculty are responsible for updating materials on their individual Web pages or departmental Web pages. Materials that are not produced by the PIO are required to follow specific college guidelines. The PIO circulates those guidelines to the campus community yearly. Further, the PIO has also provided guidelines for any publication or product that will use the BCC logo.

#### Self Evaluation

**The college meets this standard.** Berkeley City College, in an ongoing effort to keep the public informed and information current, has regular procedures to update its catalog, schedule, courses, programs, brochures, and other college publications,. In the spring 2008 student survey, respondents answered a number of survey questions about their experiences with a variety of BCC publications, including the schedule, catalog, website, and brochures and handouts. The BCC brochures provide robust and useful information about the college. Students consider catalogs, schedules, and brochures at 57%, 61.8% and 58%, respectively, as excellent or good sources. Peralta Colleges’ schedule is rated similarly at 59%. BCC’s website and the Peralta College website also sustain slightly lower but still adequate ratings (50.5% and 50%).

#### Planning Agenda

None



## Standard IIA

### Instructional Programs

A7

**In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

#### Description

The Governing Board for the Peralta Community College District has passed a Board Policy on Intellectual Freedom (5.10) and a Board Policy for a Code of Instructional Standards (5.15). The administrative procedures for Board Policy 5.15 cite the 1940 AAUP statement on academic freedom. In addition, the governing board has agreed to the Peralta Federation Teachers' union contract, Article 4 of which addresses academic freedom. According to this document, faculty, although they are obligated to teach to the course outline of record, "have the freedom and right to express differing opinions and to foster and defend intellectual honesty," ensuring the free pursuit and dissemination of knowledge. Because BCC is a public two-year California community college, it does not advocate institutional beliefs or worldviews.

The policy and procedures for "Student Conduct, Discipline, and Due Process Rights" address academic dishonesty and are published in the college catalog and the Student Academic Planner. All faculty are encouraged to address academic dishonesty in the syllabi given to students at the beginning of each course and to make the consequences explicit. In September, 2008, the governing board adopted Board Policy 7.84, Academic Integrity/ Academic Honesty for Students, which will be widely disseminated among faculty and students.

Academic freedom and academic honesty/ integrity are essential to the institutional-level student learning outcomes the college has set, which include the following: Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness and Valuing Diversity, and Self-Awareness and Interpersonal Skills. All course-level and program-level student learning outcomes are mapped to the institutional-level outcomes.

#### Self Evaluation

**The college meets this standard.** The college community values academic freedom and academic integrity/honesty. While there are policies in place which address both, these values are also addressed within the BCC institutional learning outcomes.

#### Planning Agenda

None



## Standard IIA

### Instructional Programs

**A7.a**

**Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

#### Description

Article 4 of the Peralta Federation of Teachers union contract addresses Academic Freedom in the following manner:

All faculty members will be given the freedom to exercise the responsibilities inherent in their assignments. Faculty members have the right to freedom of inquiry and instruction including freedom in the presentation and discussion of their subjects. They have the freedom and right to express differing opinions and to foster and defend intellectual honesty.

Each faculty member is a citizen, a member of the learned profession and an officer of an educational institution. When faculty members speak or write as citizens, they should be free from institutional censorship or obligations.

In addition, Board Policy 5.10, Intellectual Freedom, emphasizes that the freedom to think, to read, to speak, and to question is necessary to the development of an intelligent community. These freedoms constitute an important part of the instructional philosophy of the Peralta Community College District and are guaranteed to the faculty, staff, and students. Further,

the Peralta Community College District believes that the freedom to read is as essential to the democratic way of life as are freedom of speech and freedom of the press, and will resist by moral persuasion and if necessary by process of law all attempts to suppress or restrict this fundamental right.

Board Policy 5.15, Code of Instructional Standards, endorses the 1940 AAUP statement of academic freedom and tenure. The union contract and board policies are available online and in print copies. The academic freedom statements clearly recognize a faculty member's right to express informed opinions, without serving as a license to do or say whatever he or she wishes. Instead, professional competency, open inquiry, and intellectual honesty are required through adherence to the course outline of record specific to the class being taught and the specific learning outcomes of the course.

During the faculty evaluation process for tenured faculty, tenure-track faculty, and part-time faculty, peers are asked to evaluate whether faculty members' use of methods of instruction appropriate to the subject matter, course level, and particular topic, as well as the appropriateness of course content and the assignments, the application of knowledge base, motivation and interpersonal skills, and professional responsibility. Peers are asked whether the faculty member creates an atmosphere conducive to learning, supports students by treating them with respect, and encourages students to analyze, synthesize, and evaluate. Peers also are asked to assess whether the course learning outcomes were achieved.



## Standard IIA

### Instructional Programs

Faculty are also evaluated by students. Students are asked specific questions related to the faculty member's knowledge of subject matter, presentation and explanation of subject matter, fairness in treatment of students, classroom atmosphere, and appropriateness of tests and/or assignments.

A7.a

#### Self Evaluation

**The college meets this standard.** BCC honors district policies on academic freedom. At the same time, in each class, the faculty member is expected to teach to the appropriate course outline of record. All faculty are expected to see that students achieve the specific student learning outcomes of the courses they teach. These expectations are reinforced in the hiring processes, faculty orientation, faculty evaluation processes, and professional development activities related to curriculum development.

#### Planning Agenda

None

A7.b

**The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

#### Description

A statement on academic dishonesty is contained in the policy and procedures for "Student Conduct, Discipline, and Due Process Rights." The policy and procedures are published in the college catalog and in the student handbook and academic planner distributed by the college. In September, 2008, the governing board adopted Board Policy 7.84, Academic Integrity/ Academic Honesty for Students, which will need to be widely disseminated among faculty and students.

#### Self Evaluation

**The college meets this standard.** Berkeley City College tolerates neither cheating nor plagiarism, nor other types of academic dishonesty. Faculty are encouraged to specify the consequence of academic dishonesty in their classes. Most faculty include these specifics on their syllabi and discuss them in class and at times in one-on-one meetings with students. Faculty frequently use certain tools, such as "turnitin.com," to identify plagiarism in student work. Students who have been accused of plagiarizing or cheating have access to an appeals process, as specified in the catalog. With the dissemination of Board Policy 7.84, faculty will have additional information to provide students.



## Standard IIA

### Instructional Programs

#### Planning Agenda

None

**A7.c**

**Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

#### Description

Because BCC is a public two-year California community college, it does not require conformity to specific codes of conduct nor does it seek to instill specific beliefs or worldviews.

#### Self Evaluation

Not applicable.

#### Planning Agenda

None

**A8**

**Institutions offering curricula in foreign locations to students other than U.S. national operate in conformity with standards and applicable Commission policies.**

#### Description

Berkeley City College does not offer curricula in foreign locations to students other than U.S. nationals.

#### Self-Evaluation

Not Applicable

#### Planning Agenda

None



## Standard IIA

### Instructional Programs

#### Evidence

1. BCC Educational Master Plan
2. Minutes from meetings of College Curriculum Committee
3. Representative document submitted to Council on Instruction, Planning, and Development (CIPD)
4. Representative Board Meeting Agenda (with curriculum items)
5. Sample Blank Course Outline of Record (COR) with SLO addendum
6. Sample blank Distance Education Addendum
7. Repository of current course outlines and Distance Education Addendums
8. Report from College Outreach Coordinator
9. Minutes from meetings of cross disciplinary teams (e.g. BSI, Foundations, Digital Bridge)
10. Actions/Recommendations of Berkeley City College's BSI Group
11. Digital Bridge materials
12. Minutes from meetings of career technical education advisory committees
13. Repository of program reviews
14. Repository of unit plans
15. Current listing of hybrid and online course offerings
16. External scan conducted by Computer-Aided Planning
17. Environmental Scan
18. Repository of Institutional, Program, and Course SLOs and Assessment Plans
19. Student Climate Survey (2008)
20. BCC General Catalog and Supplement
21. Academic Senate for California Community College's (ASCCC) ESL Task Force Report
22. Labor market information and employment projections for BCC's state and service area
23. COMPASS English and mathematics placement tests
24. Placement test for ESL students to assess English language level
25. Holistic Assessment of Writing – Vista Essay Exam (HAWrVEE)
26. Program for Adult College Education (PACE) Brochures
27. Global Studies Program Brochures
28. Social Services Paraprofessional Programs Brochures
29. Community Health Worker Programs Brochures
30. Student Learning Outcomes and Assessment Coordinator (SLOAC) faculty position job description
31. CCSSE (Community College Survey of Student Engagement)
32. Link to course management software site (Moodle)
33. Distance Education Coordinator job description
34. Representative agendas for professional day activities
35. Faculty Outreach Coordinator job description
36. Minutes from meetings of Department Chairs
37. Link to BCC Articulation Web site
38. Faculty Evaluation Procedures Manual/Board Policy/Forms
39. Board Policy 9.01 and 9.02 (Course Prerequisites)
40. BCC Class Schedules



## Standard IIA

### Instructional Programs

41. Minutes from district-wide discipline meetings
42. 2008 survey of faculty, staff, administrators, and students
43. Faculty Diversity Internship Program materials
44. Programs and Services for Students with Disabilities (PSSD/DSPS)
45. Handbook for Faculty
46. Repository of Course Syllabi
47. Board Policy 5.20, “Guidelines to Implement Associate Degree, Certificates of Achievement, and Certificates of Proficiency Requirements.”
48. Articulation Criteria from the four-year colleges (the CSU Chancellor’s Office Associate Dean of Program Planning and University of California Articulation Senior Analyst)
49. Sample/Blank Student Education Plans (SEP’s)
50. Information sheets about program requirements published by BCC’s public information officer
51. Minutes from meetings of general education subcommittee of the district CIPD
52. Minutes from meetings of the district and the college academic senates
53. Rubrics for each of the college institutional SLOs
54. BCC multimedia arts department written ethics policy
55. Link to Turnitin.com
56. Representative flyers from extracurricular activities and/or minutes of meetings of student clubs at the college that support social justice and student equity issues
57. Job description for recycling student intern
58. Link to CurricuNET beta site
59. Link to college website
60. Forms used by counselors for the initial evaluation of students’ college transcripts
61. Link to ASSIST website
62. General education advising forms (Berkeley City College Associate GE Requirements, IGETC, and CSU-GE Breadth)
63. Board Policy 5.11, Review Policy for Instruction Programs
64. Strategic Marketing Plan
65. Schedule for production of new catalog
66. Guidelines for Branding Berkeley City College Processes and Procedures for Marketing, Publications, and Publications
67. Memo from PIO: “Berkeley City College Logo and Its Relationship to Publication and Product Branding” memo
68. Board Policy on Intellectual Freedom (5.10)
69. Board Policy for a Code of Instructional Standards (5.15)
70. Administrative procedures for Board Policy 5.15
71. Peralta Federation Teachers’ union contract, Article 4
72. Student Academic Planner
73. Board Policy 7.84, Academic Integrity/ Academic Honesty for Students
74. Board Policy 5.10, Intellectual Freedom
75. Documentation of PCCD hiring processes
76. Representative agendas from BCC faculty orientations
77. Actions/Recommendations of Berkeley City College’s BSI Group



## Standard IIA

### Instructional Programs

78. Guidelines for Branding Berkeley City College Processes and Procedures for Marketing,
79. "Berkeley City College Logo and Its Relationship to Publication and Product Branding" memo
80. Environmental Scan
81. Course Outline of Record template, distance education addendum, SLO addendum
82. Board Policy 5.10, 5.15, 5.20, 7.84 , 9.01, 9.02
83. 1940 AAUP Statement
84. Faculty Diversity Internship Program materials
85. Digital Bridge materials
86. PSSD Manual
87. Minutes of Advisory Committee meetings
88. Title 5
89. BCC Mission, Vision, Values, and Goals
90. CAP Report
91. List of current online courses for spring and fall 2008 and spring 2009



## Standard IIB Student Support Services

**B** The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

### Description

Berkeley City College (BCC) has an open access policy that is consistent with State regulations and the Peralta Community College District (PCCD) policy of open access as stated in Board Policy 4.05. In addition, the policy reflects the BCC mission statement that the college is dedicated to “promoting student success, to providing our diverse community with educational opportunities, and to transforming lives”.

The college catalog, the schedule of classes, and the college website publish all information regarding admissions procedures and criteria for specific groups of students, e.g. re-entry students, non-resident students, international students, advanced education students, veterans, etc.. The specialized criteria for these groups are designed to ensure that they meet the admissions requirements and demonstrate they are capable of benefiting from BCC programs.

The college catalog, class schedule, and website serve to inform and to recruit diverse students, providing an array of information sources about the college’s educational opportunities through its course offerings each semester. BCC student support services help new students with college application procedures and deadline dates, as well as with enrollment processes and procedures.

The college publishes an array of information about its comprehensive network of student support programs and services that meet the needs of diverse students and provide supportive gateway services for students able to benefit from its programs.

From outreach to application, from enrollment to graduation and/or transfer, a network of college programs and activities combine to provide an extensive list of resources to ensure that students have positive and successful learning experiences:

Admissions, Assessment, Orientation, Counseling/Advising, Psychological Services Counseling, Transfer and Career Services, Learning Resource Center services, Programs and Services for Students with Disabilities (PSSD/ DSPS), Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE),



## Standard IIB Student Support Services

CalWORKS, Financial Aid, Program for Adult College Education (PACE), Veteran's Affairs, International Student Counseling, and Student Activities.

B

Student pathways begin with outreach and recruitment programs. BCC outreach programs include the BCC counselor liaison program with feeder high schools as well as outreach partnerships with local agencies through the Financial Aid Office and EOPS. Outreach efforts have fueled the college's enrollment growth, challenging the staff with increased workloads, creating new challenges in monitoring and maintaining adequate staff to meet student demands, and ushering in a new era in perspectives on student learning.

After outreach and recruitment, the student pathway continues with the college application process, currently being redesigned to improve student access. The centralized district-wide process of admissions has evolved from paper-only to only on-line access through the web-based CCCApply. Although current application materials are only in English, the college employs student ambassadors and a diverse student services staff who are proficient in other languages, such as Spanish, Chinese, Tagalog, Vietnamese, and American Sign Language (ASL) to assist students. Student ambassadors provide direct assistance with web applications and on-site registrations in the newly formed Welcome Center located on the first floor of the BCC building

Berkeley City College faculty, staff, administrators, and student leaders are committed to the continued access, inclusion, and support of its diverse students and their learning needs. College-wide discussions regarding student access, progress, learning, and success occur regularly at meetings of the Academic Senate, Student Services Leaders, Curriculum Committee, and College Roundtable. Dialogue is collegial and shared by the college's faculty, classified, administrative, and student leaders. Discussions are research based and supported by the district and BCC research offices. In addition, these collective efforts are integrated in frequent college-wide forums that focus on issues needing improvement and on developing and implementing strategies to further student success. New and on-going data on student enrollment and academic progress patterns are interwoven into planning and support services discussions to improve the college's delivery of student learning and its academic offerings.

### *Student Services Self Assessment*

The college continually evaluates student access and student satisfaction through traditional program reviews, unit evaluations, state required site visits for categorical programs, as well as district-wide internal and external evaluations. The most recent evaluations include the Student Equity Report from fall, 2008, and the 2008 campus climate survey, as well as the Community College Survey of Student Engagement



## Standard IIB Student Support Services

(CCSSE) in May 2008. Additionally each student services department engages in a program review process and develops annual unit plans.



Institutional research such as CCSSE, the Student Equity Report, college surveys and annual unit plans provide up-to-date information regarding Berkeley City College's profile and its diversity of students and their learning needs. More importantly, this data provides a compass for negotiating the link between support services and the learning needs of BCC's diverse students. The future direction of Student Support Services is predicated on research-based priorities and implementation plans designed to ensure student access, equity, and success for all BCC students. The following table depicts

access data comparisons between the BCC service area versus student population and is one example of data the college relies on for evaluating programs and planning. BCC is committed to engaging in outreach and retention strategies that promote and retain access to all members of the service area. As evidenced in the above table, BCC's student population reflects its service area for its Asian, African American, Hispanic/Latino, and Native American populations. However BCC currently serves a smaller percentage of Whites than is represented in the service area. Additionally, the college serves a greater number of women than men. The college engages in continual evaluation, planning and program enhancements to maintain and strengthen student access for all groups.

	Total Population	Asian	African Am.	Hispanic/Latino	Native Am.	White	Women	Men
<b>BCC Service Area Population 2006:</b>	113,758	18,527	14,641	7,638	220	74,487	58,333	55,424
<b>Percent of Service Area:</b>		16%	13%	7%	.2%	65%	51%	49%
<b>Berkeley City College Student Population Fall 2006:</b>	4,695	743	1143	560	36	1518	2837	1828
<b>Ratio of Representation at BCC to Representation in Service Area Population:</b>	.05	1.0	2.0	2.0	5.0	0.5	1.2	0.8



## Standard IIB Student Support Services

B

Student Learning Outcomes (SLOs) have been a college priority for the past three years. Institutional Learning Outcomes were developed and vetted throughout the college for Instruction and Student Services in 2006. All student services departments are developing program level student learning outcomes and implementing assessment of these outcomes. Currently, Assessment and Orientation, the Career and Transfer Center, Programs and Services for Students with Disabilities (PSSD/ DSPTS), as well as Financial Aid, have defined program level student learning outcomes.

BCC recognizes the need to continually assess student learning and student development, understanding that the learning pathway and support network for each student is unique. The heart of this ongoing process is dialog and interaction, essential if the college is to guarantee that measures to improve student access and student learning are developed and implemented.

### *BCC Institutional Student Learning Outcomes*

Instruction	Student Services
<p><b>Ethics and Personal Responsibility</b></p> <p>Students will be able to analyze a situation, understand the consequences of actions taken and their impact on society and self. Students will demonstrate collaborative involvement in community interests.</p>	<p><b>Ethics and Personal Responsibility</b></p> <p>Students will be able to understand consequences of their actions and then act with that knowledge collaboratively in the college community.</p>
<p><b>Information Competency</b></p> <p>Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.</p>	<p><b>Information Competency</b></p> <p>Students will demonstrate the ability to find relevant college information, resources, and services necessary for student success.</p>
<p><b>Communication</b></p> <p>The student should be able to speak, read, and write clearly and effectively with appropriate diction and content for the intended audience. In addition, students should be able to analyze communications for meaning, purpose, effectiveness, and logic.</p>	<p><b>Communication</b></p> <p>Students will be able to engage in effective communication with college personnel and peers.</p>
<p><b>Critical Thinking</b></p> <p>The student should be able to identify a problem/argument, isolate facts related to the argument, generate multiple solutions to the problem, predict consequences, and use evidence and sound reasoning to justify a well-informed position.</p>	<p><b>Critical Thinking</b></p> <p>Students will be able to understand concepts, isolate facts, generate pros and cons, and draw conclusions to identify and achieve their educational goals.</p>



## Standard IIB Student Support Services

**B**

<p><b>Computational Skills</b></p> <p>The student should master basic concepts, understand their meaning and apply them to simple concrete problems at each level of development and abstraction. The student should demonstrate algorithmic competence appropriate to each level.</p>	<p><b>Computational Skills</b></p> <p>Students will be able to use quantitative reasoning to understand and assess the costs and benefits of their actions and decisions during their college experience.</p>
<p><b>Global Awareness and Valuing Diversity</b></p> <p>Identify and explain diverse customs, beliefs, and lifestyles and cultural, historical, and geographical issues that shape our perceptions.</p>	<p><b>Global Awareness and Valuing Diversity</b></p> <p>Students will be able to acknowledge and act with sensitivity toward the diverse (customs, beliefs, and lifestyles that exist within the) college community.</p>
<p><b>Self-awareness and Interpersonal Skills</b></p> <p>Self-awareness and interpersonal skills are reflected in the ability to analyze one’s own actions, see the perspective of other persons, and work effectively with others in groups.</p>	<p><b>Self-awareness and Interpersonal Skills</b></p> <p>Self-awareness and interpersonal skills are reflected in the ability to analyze one’s own actions, see the perspective of other persons, and work effectively with others in groups.</p>

### *Outreach and In-Reach*

College outreach to recruit and attract diverse students is rooted in the high school liaison relationships of BCC’s Counseling Department and the outreach services of EOPS (Extended Opportunity Program and Services). Educational partnerships with local social services and public agencies are a source for educational referrals to BCC. These cooperative efforts include liaisons with the Alameda County welfare-to-work program as well as the Veteran’s Administration. With the infusion of Board of Financial Assistance Program (BFAP) funds from the State Chancellor’s Office in 2004, the outreach efforts of the college extended to include the college Financial Aid Office’s efforts to reach more non-traditional students in the service communities as well as “in-reach” to underserved students already enrolled at the college.

The financial aid office initially hired student ambassadors to disseminate information about financial resources available to all students in the college and local feeder high schools. This in-reach and out-reach function was later instituted by the college and a full-time Outreach Coordinator was hired in fall 2007 to meet the recruitment needs of the college. Outreach to underserved populations has increased as a result of this position.

### *Placement Assessment, Orientation, and Counseling*

Upon admission to the college, students are assessed for appropriate course placement and go through an orientation that informs them about academic programs and student support services, office locations and hours of operation. The goal of orientation is to provide students with information as well as options as they begin to consider the selection of courses and plan towards their educational goals. Counselors then work with



## Standard IIB Student Support Services

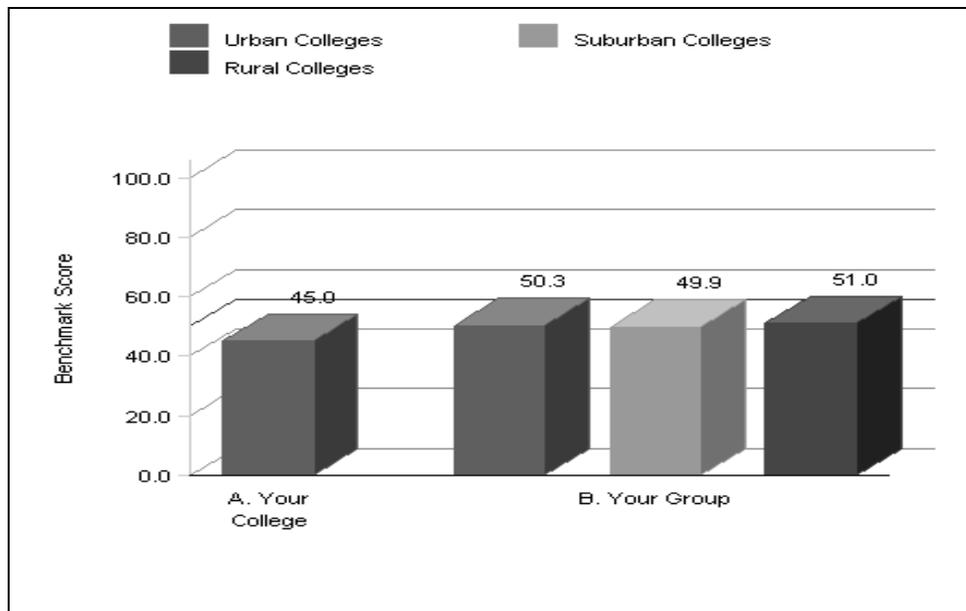
students one-on-one to provide multiple measures assessments and assist in determining more appropriate placement of students into classes. Each student works with a counselor to assess their individual set of identified needs. Student needs vary. One may have a declared major that needs key requisite classes for an impacted program at a 4-year university; another may not have an educational goal; another may be beginning anew after being away from college for 20 years.

B

### Self-Evaluation

**The college meets this standard.** The college systematically assesses student support services using faculty and staff input in through program review and unit planning processes as well as surveys. Student input is also gathered and used for planning purposes. The college is in the process of defining student learning outcomes in all student support units with the goal of implementing assessment by spring, 2009.

The results of the Community College Survey of Student Engagement (CCSSE) administered in May 2008 highlighted several areas in student support services that need improvement. The chart below indicates that the college needs to further assess and plan ways to better accommodate the needs of the students.



Support for Learners at BCC is 5% below comparison colleges in areas of coping with non-academic responsibilities (work, family, etc.); in frequency of use of all services, and



## Standard IIB Student Support Services

in the use of academic advising and career counseling. Results also indicated a need to improve:

B

- BCC’s website of student information (includes general student services information) (50%);
- BCC class schedule information (59%);
- Financial Aid information to students (31.5%);
- Services and assistance to students in Transfer (26%);
- Early access services in Assessment/Orientation (27%);
- Counseling Services (37.5%);

A majority of students also agreed that “Psychological Services were unknown” or “do not apply” (70%), and that “Tutoring Services were unknown” or “do not apply” (51%).

### Planning Agenda

All Student Services departments will develop Student Learning Outcomes by June 2009. Student Services will assess one third of their programs by fall 2009.

B1

**The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhances the achievement of the mission of the institution.**

### Description

The college ensures that the quality of its student services supports student learning and enhances the achievement of the mission of the institution through several methods, including program review and annual unit planning. In addition, the college is actively defining student learning outcomes and implementing assessment throughout the college to assess the effectiveness of each unit in supporting student learning.

In August, 2006, Berkeley City College moved into a new facility. Since then, BCC has experienced a dramatic increase in its student population. Berkeley City College headcount from fall, 2005 to spring, 2008 is represented in the following table.



## Standard IIB Student Support Services

### Berkeley City College Headcount

B1

	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b>Unduplicated Headcount</b>	4,113	4,556	5,451	6,566
<b>Percentage Increase over previous year</b>		11%	20%	20%
<b>Total growth fall 2006- fall 2008</b>				<b>59%</b>

California Community College Chancellor System Office's Data on Student Demographics

Staffing and facility needs have not increased proportionately with unprecedented enrollment growth at BCC, so that the college must strive to meet student needs with limited staff. Issues over quality versus quantity of services are central to planning discussions in student support services.

The institution initially determines the support needs of its students through the on-line application process. Student needs are further addressed through departmental unit plans which are compiled annually. This information is communicated at department and college planning meetings.

Berkeley City College offers comprehensive, reliable, and accessible student support services to students Monday through Friday, 8:00-5:00. Services are provided on a limited basis to students taking classes in the evening, weekends, on-line, or at off-campus sites. All support services are available for students on weekdays and during some evening hours throughout the week. The following student support services are accessible to students on the BCC campus: admissions and records, assessment, counseling, financial aid, EOPS, PSSD, CalWORKs, career and transfer services, orientation, veterans assistance, and student life and activities.

Student access is a BCC priority. Consequently, student services are available to all students regardless of gender, socioeconomic background, or ability. The Counseling Center, Admissions and Records office, Financial Aid office, and Transfer and Career Center provide wide hallways, doorways, and lowered counters to accommodate students in wheelchairs, as well as other students with limited mobility. Four building elevators provide vertical mobility and access to all the student support service offices throughout the six-story college building. While the main DSPS/PSSD office is centrally located within the General Counseling Department area on the second floor, easy access is not available to students with wheelchairs. The requisite paddle units for electronic door access at key BCC offices have yet to be installed for students and staff with disabilities in



## Standard IIB Student Support Services

the General Counseling Department, the Library, and restrooms throughout the building. Students and staff have had to make accommodations to this unacceptable situation for almost two years.

B1

Student support services and the information about these services are accessible for students who do not attend classes at the main campus college building. Off campus and online students may obtain information by telephone, email, or through the BCC or PCCD web pages. General counseling provides online advising via email and staff members are planning to further online advising possibilities.

Student support needs are identified in a variety of ways. Students self-identify needs during the college application and admissions process, and counselors and instructors regularly partner with other student support services on campus and refer students as appropriate. Student needs may include help in defining specific career and transfer goals (Transfer/Career Center), child care (EOPS/ CARE/ CalWORKs), acquisition of basic skills, accommodations for disability (PSSD), Veterans Assistance, Tutoring, Counseling and Advising of appropriate courses, ESL assistance, financial aid, and information about student activities.

Formal processes such as program review, annual unit plans and the college student equity plan allow the college to engage in a quality assessment of its services to assure that the needs of all students are met. Students learning needs are also identified as the student(s) are referred by instructors through early alert (for classroom at-risk performance) or through individual referrals from college staff throughout the semester.

### *Berkeley City College Student Support Services:*

#### *Admissions*

Beginning April, 2008, Berkeley City College implemented a new student administration system and a web based application process, Student ambassadors, some proficient in Spanish, are trained to provide assistance with the online application and registration process. BCC staff who are proficient in several languages are available to assist students with the application process. The district plans to assess the CCCApply Spanish version to provide further access for students. To support new and continuing students with this new process, the college established a Welcome Center staffed by student ambassadors.

Implementing the new system (PASSPORT student administration system) created numerous problems with the admissions and enrollment process in summer and fall, 2008.

#### *Assessment and Orientation*



## Standard IIB Student Support Services

B1

The College administers computerized placement tests in mathematics, English, and ESL for all matriculating students. Concurrently enrolled high school students also complete an assessment to ensure they are placed in appropriate courses. The table below depicts the dramatic increase in students attending BCC assessment and orientations from fall, 2006 through September, 2008.

<b>April - September</b>	987	1428	1743
<b>November - January</b>	523	894	n/a
	(11/05-1/06)		
<b>TOTAL</b>	1510	2322	
<b>Percent Increase</b>		<b>54% over previous year</b>	<b>77% increase in 2 years</b>

The Berkeley City College orientation at the beginning of each assessment session is designed to empower students to make informed decisions about their academic experience. To accommodate diverse learning styles, information is presented through PowerPoint, handouts, and lecture/discussion. Students are presented with clear and useful information about their academic skills and the college environment so that they can make the choices necessary to achieve their educational goals.

### *Associated Students of Berkeley City College*

Berkeley City College has an active Associated Student government. The ASBCC president serves on several college and district shared governance committees as well as the college Leadership Council. Efforts are continuously made to engage students in shared governance throughout the college. In fall, 2008, a fulltime Program Specialist Student Activities Advisor was hired to help promote and facilitate student leadership and increase student participation in college activities.



## Standard IIB Student Support Services

### *CalWORKs*

CalWORKs is a state funded program that provides assistance to students who receive Temporary Assistance to Needy Families (TANF) benefits. At BCC CalWORKs is a case management program that advocates for students with county workers to eliminate barriers to success. Direct support services for CalWORKs students include monetary assistance for child care, book and supplies, as well as work study opportunities. One-on-one and group counseling sessions designed to support academic, career, and personal needs of CalWORKs students are also available.

B1

### *Counseling*

BCC offers a variety of counseling services to help students reach academic, career and personal goals, including personal counseling (grief and crisis counseling), career advising, academic planning, and transfer counseling. General counselor specializations include matriculation, transfer, career, and basic skills counseling. The college's diverse professional counseling faculty reflects the cultural and racial student population at Berkeley City College, providing counseling in English, Spanish, and Chinese. Currently, there are 4.0 FTE contract general counselors, a 1.0 FTE PSSD contract counselor/coordinator and a 1.0 FTE EOPS contract counselor.

Drop-in counseling is available to students Monday through Friday from 8:30 am to 7:00 pm. In order to provide access to students who participate in the Weekend Transfer College Program, drop-in counseling is also available on Saturday from 9:00 am to 1:00 pm. In addition, online advising is available through eBerkeley. Students email their questions and receive answers to their questions within 24 to 48 hours. BCC offers basic counseling services by telephone.

The college has a high school liaison program and each fulltime counselor is assigned to a local high school for the purpose of partnering with and educating high school counselors about concurrent enrollment policies and procedures as well as matriculation at the community college.

The counseling department maintains strong partnerships with neighboring four-year universities to ensure students at Berkeley City College receive up-to-date and accurate transfer information. Currently, students at Berkeley City College participate in the concurrent enrollment program with UC Berkeley, Mills College, and CSU East Bay. Through concurrent enrollment, BCC students have the opportunity to experience the educational environment and workload at a four year university for community college fees.



# Standard IIB Student Support Services

## *Programs and Services for Students with Disabilities*

B1

Programs and Services for Students with Disabilities (PSSD/ DSPS) are under the auspices of the Vice President of Student Services. The offices of the counselors and Learning Disability Specialists who assist students in developing and learning self-advocacy skills within the students’ range of abilities are located within the counseling department of the college on the second floor. The staff currently includes a 1.0 FTE Counselor/Co-coordinator, a Learning Disabilities Specialist, adjunct counselors, a staff assistant, a test accommodations specialist, and an alternate media specialist. Services are available during the day and evening by appointment.

The number of disabled students served has grown steadily, with a 15% increase from 2005 to 2008, according to data from the Peralta legacy system, reflecting growing access for the city of Berkeley disabled population which, according to the 2005 American Community Survey of the U. S. Census, includes over 6000 disabled persons between the ages of 16-64

<u>Academic Year</u>	<u>Total Served</u>
2007-2008	419
2006-2007	367
2005-2006	358

In fall, 2006, services supported 101 African American disabled, representing 40% of the 245 total disabled students served in the fall semester. Services were also provided to 34% (83) white students, 7% (16) Hispanic and 7% (17) Asian students.

The college serves students with a wide range of disabilities, including mobility, visual or hard of hearing, speech disabilities, learning disability, acquired brain injury, developmentally delayed learning, psychological disability and other chronic or health-related conditions. The program has seen a dramatic increase in deaf and hard of hearing students. Students with visual impairments and students with Asperger’s Syndrome, Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) are sometimes referred from community agencies, such as the California Department of Rehabilitation and Living Skills Program.

An increase in younger students served in the program is the direct result of relationships developed with Berkeley High School, Albany High School, and various private schools. A counselor provides transition students and their parents with an orientation to the college, campus tour, and an informational interview. Students in the program meet with a counselor and/or learning disabilities specialist to develop an educational plan that includes academic accommodations related to the disability that will facilitate access and success at the college. Services may include registration assistance, counseling, priority



## Standard IIB Student Support Services

B1

registration, test accommodations, adaptive equipment, assistive technology, alternate media, as well as access to sign language interpreters and note takers and referral to other resources.

Accommodations based on the student's individual educational limitations include extended time on tests (including placement assessment tests), the help of note takers, the use of tape recorders, and access to assistive technology. Accommodations may include the loan of equipments such as Daisy players, MP3 players, and tape recorders, and the availability of specialized furniture in classrooms, such as stand-alone tables and chairs.

The Learning Disability Program provides students with assessment and evaluation of eligibility for a learning disability designation, helps students identify their learning styles, provides a weekly drop-in study strategies lab, assists with accommodation and services appointments, and holds learning disability orientation sessions each semester.

The Alternate Media Program, which served more than 75 students in fall, 2007, provides printed materials such as textbooks, exams, handouts and syllabi in Braille, large print, and mp3 files. In fall, 2007, 175 text books were provided in Word, PDR, MP3, Tiff and Kesi files, as well as in large print. Braille production included 34 textbook chapters and 18 handouts.

Berkeley City College continues to offer Adaptive Swim classes at Berkeley High School for more than 70 students with severe physical disabilities.

PSSD developed Student Learning Outcomes in fall, 2007 and implemented assessment in spring, 2008. The assessment surveys indicate the students have a positive experience as a result of advocating for themselves to their instructors for accommodations enhancing their learning and achievement.

### *Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)*

State funded programs, EOPS and CARE, provide an avenue for access, retention and completion of educational goals for students who are low income and educationally disadvantaged. The EOPS counselor provides counseling services, including orientation, development of a Student Education Plan (SEP), probation workshops, motivational workshops, and career and personal counseling, to all eligible EOPS students. One-on-one tutoring services, transfer assistance, book vouchers, and a computer/study lab is available to create a supportive and nurturing learning environment and to inspire and empower this diverse group of students to achieve their academic, career, and life dreams.

The EOPS program has consistently served between 350- 400 students each year since fall, 2005. While there are most likely more students on campus who would qualify and



## Standard IIB Student Support Services

benefit from the program, the state funds just 157 EOPS students per year, and as a result, BCC is unable to meet the increasing demand of eligible students on campus.

B1

### *Financial Aid*

Most federal and all state grant, work study and loan programs are available to students at Berkeley City College. BCC student ambassadors conduct outreach to encourage students to apply for financial aid. Financial aid services provide students who meet federal, state and institutional requirements access to programs that will help defray their educational costs, assisting them to become productive, valuable, and contributing members of a rich, thriving, and multi-cultural community.

In summer of 2008, a Department of Education audit discovered \$329,000 in financial aid overpayments. The college is conducting a sample audit of its 2007-2008 records. The college has hired a consultant and is working with Department of Education personnel to institute better processes.

In addition, serious problems arose in fall of 2008 with regard to the district's implementation of a new software package to process financial aid awards. As a result, throughout the district, students were unable to obtain their awards in a timely manner.

### *Learning Communities*

- Program for Adult Education (PACE): Students enter a cohort of working adults and have the opportunity to complete a liberal arts degree and transfer program in 2 1/2 years in evening and Saturday courses. Linked courses and study groups provide additional support for PACE students.
- Foundations I & II: Designed for first and second semester basic skills students, this BCC program includes dedicated counseling and a student cohort model to provide invaluable support for student success.
- Career Advancement Academy: This one-semester cohort model basic skills program prepares students for degrees and certificates in selected Career-Technical programs.

### *Transfer and Career Information Center*

Berkeley City College provides comprehensive transfer services, resources and activities to support students as they explore their academic, career, and transfer options. The Transfer and Career Center conducts an in-reach effort to ensure that all students, particularly those who are traditionally underrepresented, are aware of and use all of the resources available for achieving academic and career goals. The Transfer and Career Center provides both one-on-one conferences and small group workshops for students



## Standard IIB Student Support Services

interested in learning about transfer options. The Center also arranges student informational sessions with four-year college representatives.

B1

Students have access to four-year college Transfer Admissions Guarantees, concurrent enrollment opportunities, and a University of California at Berkeley Starting Point Mentoring program as well as the Transfer Alliance Program. The college has Transfer Admissions Guarantee agreements (TAGs) with California State University East Bay, most University of California campuses (excluding the University of California, Berkeley and the University of California, Los Angeles), and Golden Gate University. The TAG agreement contracts are designed to help students meet their general education and lower division transfer requirements while enrolled at Berkeley City College.

The University of California, Berkeley, Starting Point Mentoring Program and Transfer Alliance Program provide Berkeley City College students with admissions, advising, mentoring, and application assistance, as well as assistance in crafting application personal statement essays.

### Transfer to UC and CSU 2003-2007

The following two Tables indicate the number of students, analyzed by ethnicity, who transferred to the University of California system and to the California State University system from BCC, during the period 2003-2007.

BCC total transfers continue to be fluid. Transfers to the UC system increased by more than 60% between 2003 and 2004. When transfers are considered by ethnic group for this period, white students transferred in greater number to both systems, making up 48% (183 out of 385) of all transfers to UC. Latino students made up 24% of transfers (57 to UC and 38 to CSU), while Asians trail slightly at 21% (41 to UC and 40 to CSU). For the CSU system, African-American students are second to white students in number of transfers. Eighty-one (81) African-Americans (20% of total) and 117 white students (29%) transferred to CSU.



## Standard IIB Student Support Services

### UC Transfers from BC 2003-2007

Year	African American	Asian & Pacific Is.	Filipino	Latino	Native American	Other	White	Non-Res. Alien	No Response	Total
2003	2	6	2	7	0	2	27	0	8	54
2004	4	12	2	6	0	7	34	0	10	81
2005	7	10	1	10	1	6	45	0	8	88
2006	8	8	2	16	1	5	37	9	5	82
2007	7	5	0	18	0	3	40	0	7	80
Total	28	41	7	57	2	23	183	0	44	385

**B1**

**Source:** California Post Secondary Education Commission web site: [www.cpec.ca.gov](http://www.cpec.ca.gov) \*Language used in data from CPEC

### CSU Transfers from BC 2003-2007

Year	African American	Asian & Pacific Is.	Filipino	Latino	Native American	Other	White	Non-Res. Alien	No Response	Total
2003	11	11	1	5	0	0	24	4	20	76
2004	17	4	1	4	1	3	19	8	19	73
2005	12	9	3	10	2	5	20	2	14	72
2006	22	6	0	10	2	0	28	5	19	92
2007	19	10	2	9	1	0	26	5	18	90



## Standard IIB Student Support Services

### *Veterans Services*

Veterans Services assists eligible students complete the application for benefits through the Department of Veterans Affairs. The college is authorized by the Veterans Administration to certify students who are completing their educational goals and objectives at Berkeley City College. BCC has a small Veterans student population, serving between 55-65 students annually. An adjunct counselor is trained in reporting requirements of the veteran's administration and provides one-on-one counseling for veteran students.

B1

### **Self Evaluation**

**The college meets this standard.** The college has established and is building upon a basic network of student support services program and services units to meet the consistency of quality expected, regardless of location or delivery. In August, 2006, the college moved into a new six-story building in downtown Berkeley, one that is centrally located, close to the University of California, Berkeley, and positioned to serve the educational needs of Berkeley's diverse community, its surrounding regions, and local community neighborhoods and businesses.

The college Educational Master Plan (2008) integrates student services unit plans with institutional planning. Additionally, the student support services areas are in the process of defining SLOs and implementing assessment.

However, limited staff, turnover of staff, and the implementation of two new software systems raise concerns as to the adequacy and equity of quality support services. All areas of student support services have been challenged because staffing and funding have not kept pace with the rate of the college's enrollment growth. The current BCC faculty, staff, and administration make every effort to accommodate this growth and maintain accessibility to students, but additional staffing is essential to achieving the student learning outcomes of student support services.

Turnover in staffing, including the Vice President of Student Services, has also created some instability. Eight student support services areas have or have had vacancies: CalWORKS program (counselor), Articulation Services, the Transfer and Career Center, Alternative Media Services, the Student Activities, Financial Aid (supervisor), EOPS (counselor), and the office of the Vice President of Student Services (Vice President). While six of these positions have been filled as of September, 2008, the turnover in student services personnel affects continuity of services and the cohesiveness of the student services team.

In fall 2008, the Department of Education asked that an audit be conducted on BCC's 2005-2006 federal financial aid disbursements. The school elected to conduct a full audit



## Standard IIB Student Support Services

instead of a sampling audit and hired a firm of professional auditors. In addition, a financial aid consultant was brought on board to suggest better processes.

B1

An audit for 2006-2007 is currently underway. At the same time, the new Regents software was making disbursement of current financial aid difficult, so that the fall 2008 disbursement was severely behind schedule, causing hardships for students and a heavy workload for an already limited staff.

A great deal of energy and time is being spent trying to get to the root of the software problem that has precluded students from receiving financial aid support in fall 2008. The vendor has hired an outside consultant, and the district has hired additional staff, and the board has held listening sessions to hear from the students. At this writing, the problem has not been resolved but continues to be addressed.

### **Planning Agenda**

All Student Services departments will develop Student Learning Outcomes by June 2009. Student Services will assess one third of their programs by fall 2009.

District IT will provide ongoing training to the financial aid department in financial aid operations.

B2

**The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

**A. General Information: official name, address(es), telephone number(s), and Web site address of the institution; educational mission; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; names of governing board members**

**B. Requirements: admissions; student fees and other financial obligations; degree, certificates, graduation and transfer**

**C. Major Policies Affecting Students: academic regulations, including academic honesty; nondiscrimination; acceptance of transfer credits; grievance and complaint procedures; sexual harassment; refund of fees**

**D. Locations or publications where other policies may be found**

### **Description**

Berkeley City College publishes a college catalog every two years and a catalog



## Standard IIB Student Support Services

supplement in off years. The college catalog provides precise, accurate, and current general information, requirements, and policies and procedures on all items listed above, as well as other information that allows students to be well-informed about academic and student support program requirements and services. Parts of the catalog are written in Spanish. Many of these policies are also published in the student handbook and in the schedule of classes.

B2

The college catalog and class schedules are distributed to students free of charge during matriculation, are available online, and are provided free of charge in “College Success” classes. In addition, the college catalog is distributed in hard copy to Transfer Center Directors and Articulation Officers, high schools in our service area, local libraries, and non-profit organizations. Catalogs are mailed if a request is made by phone, provided at local and district-wide events, and are available in the college library and the Career/Transfer Center. The catalog is also accessible online and is sold in the college bursar’s office.

The college has a system in place to periodically review all material in its publications for accuracy and currency. This process includes a review of the catalog, the class schedule, and the student handbook. The public information officer oversees the final editing and production of the catalog and the class schedule. The initial material for these publications is provided by the department managers who are responsible for the accuracy and currency of their respective sections of the catalog. Many instructors also publish the college policies in their course syllabi.

### Self Evaluation

**The college meets this standard.** The college catalog is thoroughly examined for adherence to accreditation and legal requirements. The class schedule is reviewed in a similar manner two times per year. Both documents contain all of the required information and the information is consistently accurate and current.

### Planning Agenda

None

B3

**The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

### Description

The learning support needs of students are researched, identified, and collected through several processes, including direct referrals and recommendations by students and



## Standard IIB Student Support Services

systematic research mechanisms such as the student equity process, basic skills initiative research, and CCSSE. Information about student needs is collected during the admissions process, at assessment and orientation, during individual counseling sessions, at early alert intervention and probationary student services, during EOPS student progress reviews, and from financial aid academic progress reporting. Through the college admissions process, students declare their initial learning needs and an educational goal (includes undeclared majors). Student responses at the time of matriculation help identify the type(s) of services needed for the student's learning pathway to be successful. Counselors use multiple measures criteria to place students appropriately and provide referrals as needed to other services.

B3

Students are encouraged through early alert services to meet with instructors, see a counselor and/or seek additional services if they are at risk for failure. Students who are on probation or in danger of suspension from college or disqualification from programs receive follow-up services in the Counseling Department.

Annual unit plans and department program reviews as well as the student equity plan and the CCSSE include research regarding learning support needs. The Basic Skills Initiative (BSI) committee conducts research to assess learning support services of Basic Skills students across the college. The college admissions application through CCCApply also includes a section for students to self-report their learning support needs and interests.

The college has developed two basic skills cohort programs, Foundations I and Foundations II, to meet the learning support needs of first and second semester basic skills students. Within each of these programs, instruction is paired with student services to ensure that students are fully supported in successful achievement of goals. Faculty, administrators, and staff continually evaluate student and program data and implement refinements accordingly.

In addition to formal processes of program review and unit plan review, informal methods of evaluation through student verbal feedback and instructor feedback also provide data leading to the identification of student needs. Student services leadership meetings provide a forum to discuss and share ideas for improving the delivery of services. In addition, regular student services department meetings provide opportunities to discuss student needs and to explore strategies to enhance and improve student learning and success. One-on-one student interactions with student services personnel provide a rich source of information regarding student learning support needs. College-wide department chair meetings also provide a forum for a wider discussion of student learning support needs.



## Standard IIB Student Support Services

### Self Evaluation

**The college meets this standard.** The college has a well developed and varied process, both formal and informal, for identifying the learning support needs of its students. The college is in the process of defining student learning outcomes, selecting appropriate assessment methods, and implementing assessment throughout all student support services departments. This will provide further research to assist in identifying student learning support needs across the college.

B3

### Planning Agenda

None

B3.a

**The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

### Description

Berkeley City College offers day, evening, weekend, and online services to equitably meet the needs of its students. Campus-based student support services departments are open Monday through Thursday, 8:30 a.m. to 7:00 p.m. and Fridays from 8:30 a.m. to 5:00 p.m. The college provides comprehensive services for students, beginning with outreach and continuing with admissions, orientation, assessment, counseling, and student follow-up. In an effort to further student access, the college offers online services, including online applications and registrations as well as online advising.

Students with disabilities, who need assistance with orientation and assessment, may arrange for accommodations through Programs and Services for Students with Disabilities (PSSD). Students with disabilities may also use the Welcome Center where student ambassadors will assist them. A designated computer with adaptive technology is available for students. PSSD counselors provide onsite registration and enrollment in the Adaptive Swimming Program located at Berkeley High School.

The student services division outreach activities meet prospective students' needs in a variety of ways. Visits to local high schools are conducted regularly by the Outreach Specialist and student ambassadors. Student ambassadors function as mentors and role models for new students, emphasizing the importance of staying in school and pursuing higher education at the community college.

The outreach program at BCC is engaged in several projects with the local school community, including working with Berkeley middle schools. For example, Longfellow Middle School, through a Tech Prep grant from the Peralta Community College District,



## Standard IIB Student Support Services

identifies middle school students with a particular talent or interest in multimedia arts and engages them in after school activities focusing on the multimedia arts curricula, such as animation, Photoshop, and film editing. The goal of such activities is to inspire students who would not normally pursue higher education to consider career and technical programs in the community college.

B3.a

The quality and effectiveness of student support services are reviewed regularly through Student Services Department Heads meetings. Each month, the department heads meet to discuss issues related to programs and services and to share information. The Vice President of Student Services and the Dean of Student Support Services meet to review issues and priorities with department and program units. Each unit of student services department provides an annual report that summarizes the unit's program and services, the number of students served, the types of services provided, the unit's accomplishments for the year, and future plans and actions.

### **Self Evaluation**

**The college meets this standard.** Programs and services to improve access are strategized according to student needs. The DSA has certified that this building meets the rigorous standards for disabled access. Additional improvements to access are in the planning stages. Although the Berkeley City College facility meets the ADA standards required, a process is in place to improve wheelchair access to the library, restrooms on each floor, and key offices such as Admissions and Records, Financial Aid Services, and the student lounge.

The college is also in the process of developing comprehensive online services as delivery methods change with technology.

The college is developing student learning outcomes and implementing assessment across all student services departments. This process will provide valuable data regarding the contribution of student services to student learning.

### **Planning Agenda**

None.



## Standard IIB Student Support Services

**B3.b**

**The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

### **Description**

Berkeley City College encourages and supports opportunities for student leadership and for the development of personal and civic responsibility and intellectual and aesthetic understanding. Two of the BCC institutional student services learning outcomes are aligned with this standard.

- **Ethics and personal responsibility:** Students will be able to understand consequences of their actions and then act with that knowledge collaboratively in the college community;
- **Self-awareness and Interpersonal Skills:** Students will be able to reflect upon and analyze one's own actions, see the perspective of other persons, and work effectively with others in groups.

Several areas where the institution promotes personal and civic responsibility and personal development for all students are:

- **The Student Activities Department.** The Associated Students of Berkeley City College (ASBCC), various clubs, and college academic departments sponsor a variety of events and activities that enrich the learning environment. Programs and activities are designed to address current issues, promote participation in the Berkeley City College community, and celebrate special events such as African American History Month, Cinco de Mayo, and Asian/Pacific Heritage month, while others are designed to address the current issues, such as the Speakers Series on sustainability and the college promotion of an annual campus-wide celebration of Earth Week. At such events, both personal and civic responsibilities are stressed and intellectual and critical thinking are cultivated.
- **The Berkeley City College student ambassador program.** This outstanding program actively promotes personal and civic responsibility and service. Ambassadors are involved in recruiting, outreach, and mentoring in service area high schools and middle schools.
- **The noon college hour.** Berkeley City College implemented a college hour in 2006-2007, during which no classes are scheduled Monday through Thursday, to provide opportunities for students, faculty, and staff to engage in activities and events that focus on the development of personal and civic responsibility.



## Standard IIB Student Support Services

Campus-wide dialogue about teaching and learning, as well as what constitutes a good learning environment, is ongoing. The institution has determined that the college hour, speakers' bureaus, student activities, and collaboration between instruction and student services all contribute to a good learning environment. At the core of such an environment is dialog and collaboration. The college also plans a Teaching and Learning Center to promote dialogue amongst faculty on ways to improve student learning, achievement of outcomes, and effective assessment.

B3.b

The college is in the process of defining program level student learning outcomes in all student support services units. Beginning fall, 2008, departments across the college will begin implementing assessment. The results of these assessments will be used for improvement beginning spring, 2009.

### Self Evaluation

**The college meets this standard.** The college has identified that having more active faculty participation with campus clubs would improve the environment and provide examples of personal and civic responsibility. The Student Activities Advisor will work closer with department chairs and the BCC president to do more outreach within the faculty population.

### Planning Agenda

None

B3.c

**The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

### Description

Berkeley City College maintains comprehensive counseling services to support student development and success, and the counseling department regularly evaluates the effectiveness of these services in meeting student needs. All counselors meet the minimum qualifications outlined in the California Education Code and Title 5. Counselors working in special program areas have the additional education and experience mandated by Title 5.

Berkeley City College counseling faculty receive ongoing training and staff development opportunities to ensure that quality, accurate, and comprehensive counseling services are



## Standard IIB Student Support Services

B3.c

provided to students. Regular professional updates on student development issues and concerns are provided at the weekly counseling department meetings or via emails. Counselors attend annual statewide and regional counselor conferences such as Ensuring Transfer Success Conferences, University of California Transfer Conference, and California State University Transfer Conference. The district holds an annual training workshop for counselors. This shared endeavor affords new counselors an opportunity to learn from the more experienced counselors within the district.

With the implementation of PASSPORT (PeopleSoft Student Administration System), a team of counselors (named the Counseling Business Readiness Team- CBRT) was formed to function as the lead users and to provide ongoing training and support for other counselors. The Counseling BRT also worked together to develop “Frequently Asked Questions” (FAQs) to assist counseling faculty in the transition. All new counseling faculty are required to participate in PASSPORT training.

Counseling faculty provide academic, career, and personal counseling services to students. They conduct classes focused on student development, participate in the delivery of matriculation services, and coordinate with special programs to serve students as they first enroll at BCC all the way to graduation, transfer, and/or completion of stated educational goals.

Services are provided year round by full-time and adjunct faculty and are available Monday through Saturday. Counseling services are available in a variety of formats, including drop-in, appointments, and online. Appointments are 45 minutes in length and drop-in services are 15 minutes. During peak registration periods only drop-in services are available. Electronic counseling is provided by a full-time faculty counselor and is designed to promote access and quality for hybrid, online and campus-based students.

Berkeley City College has comprehensive counseling, transfer, and career web pages for student use. Classroom visits by counselors make students aware of services.

The Counseling Department completed a program review and unit plan in 2007 and will update the unit plan in fall, 2008. Student surveys and college student retention and persistence data served to evaluate student satisfaction and need.

In 2007 the college implemented a new Student Success Program administered by counseling faculty. The student success program is an intervention program for students on probation and/or dismissal and was developed to focus on retention and persistence issues in the college. The program requires students to meet one-on-one with a counselor to address success strategies, to modify their Student Educational Plans (SEP), to attend a student success workshop, and to complete a Student Success Contract.



## Standard IIB Student Support Services

### Self Evaluation

**The college meets this standard.** Counseling and advising programs are designed to support students in attaining educational success. These programs are maintained and regularly evaluated. Student input is valued for the information gained about services and accessibility. BCC has implemented the CCSSE, as well as a student climate survey, to assess student needs and satisfaction. Counseling has defined program level SLOs and will implement assessment in spring, 2009.

B3.c

The counseling department continues to function admirably despite the shortage of counseling faculty and classified staff. However, this shortage makes it increasingly difficult to qualitatively meet all the support needs of the college's growing student population.

### Planning Agenda

None.

B3.d

**The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

### Description

The college institutional SLO that demonstrates the institution's commitment to support and enhance student understanding and appreciation of diversity is:

- Global Awareness and Valuing Diversity: Students will be able to acknowledge and act with sensitivity toward the diverse (customs, beliefs, and lifestyles that exist within the) college community.

Berkeley City College, located in a diverse community, has a very diverse student population. In 2007-2008, student demographics consisted of 21% African-American, 16% Asians, 13% Hispanics, and 32% Whites. The student services division actively designs and maintains programs, practices, and services that support and enhance student understanding and appreciation of diversity. The Student Activities Department, the Associated Students of Berkeley City College (ASBCC), various clubs, and academic departments sponsor a variety of events and activities that meet this need. Programs and activities are designed to address current issues, promote participation in the Berkeley community, or celebrate special events such as the African American History Month, Cinco de Mayo, and the Asian/Pacific Island Heritage Month celebration events, while others are designed to address cultural and societal issues.



## Standard IIB Student Support Services

### Self Evaluation

**The college meets this standard.** Berkeley City College actively promotes diversity for all campus constituents.

B3.d

Berkeley City College values diversity that “fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity.” The college provides students with an environment that supports diversity in learning and self-expression and with a curriculum supportive of multiculturalism. Berkeley City College hires faculty and staff that reflect the diversity of its communities and students. Within student services departments, bilingual faculty and staff have the capability to communicate in American Sign Language, Chinese (Cantonese and Mandarin), Tagalog, Spanish, and Vietnamese and to understand the students’ diverse perspectives and worldviews. The diverse faculty and staff in Student Services promote open communication, role modeling, and a comfortable environment for students of diverse backgrounds.

The college demographics in general parallel the ethnic breakdown of its service area. Within the staff and faculty, diversity is one of the criteria in the hiring of qualified employees who are members of underrepresented populations.

Global Awareness and Valuing Diversity is one of Berkeley City College's seven institutional or general education student learning outcomes.

### Planning Agenda

None.

B3.e

**The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

### Description

The College assesses students for placement in mathematics, English as a second language, and English classes, using instruments approved by the State Chancellor’s Office, per state matriculation guidelines, in accordance with the college matriculation plan. Assessment instruments are used along with clearly defined multiple measures to determine appropriate placement for students, in accordance with district governing board policy on Matriculation, and as outlined in the Assessment Handbook. All colleges in the Peralta Community College District use the same placement instruments in order to allow students to move freely from one college to the next without retesting.



## Standard IIB Student Support Services

B3.e

BCC employs a number of assessment instruments to assist in providing students with course placement recommendations. Matriculating students are recommended to take the computerized ACT Compass test offered through the Assessment Services Office if they wish to enroll into English or mathematics classes. The CHELSA assessment and a locally developed writing assessment are offered for potential ESL students. Other assessment tests are available to assist students in making decisions about classes requiring previous academic preparation. The Ability to Benefit (ATB) test is provided for students who have not completed a high school degree or equivalent and who need to establish federal financial aid eligibility. All of the commercial assessment tools are on the State Chancellor's Office for California Community Colleges approved list of test instruments.

Following the State's matriculation policies and regulations on assessment, the district evaluates the assessment tools every six years for age, ethnicity, and gender bias. This ongoing endeavor helps the college improve the effectiveness of testing procedures and practices for students.

No single test score or assessment measure is used to place students into courses. Counselors use the test results in combination with other measures to form a more complete assessment before advising students with course recommendations. Students may apply for exemptions to this requisite component of matriculation. Previous outside academic work by the student is evaluated for equivalency by the college instructional departments who are best suited to make a determination of the student's current status and abilities. The final recommendations for such evaluations and course placements provide the college with another means of feedback to minimize bias and to improve effectiveness of placement practices of the college.

### **Self Evaluation**

**The college meets this standard.** The computerized test most frequently used for assessment by the college, the ACT Compass, is due for a six year validation renewal to ensure its effectiveness in recommending placement. While the district is responsible for validating the assessment tools, the college assessment and placement practices are guided more by the college matriculation processes. The improvement of assessment tools is essential to ensure effective, equitable, and consistent placement.

The college will update the 2004 Matriculation Plan, including the Assessment and Research and Training components. During this update, the assessment and orientation services at the college will explore the use of more updated and validated tests and investigate on-line assessment tools. In addition, the English, mathematics, ESL, and other college-level courses with prerequisites and co-requisites will be reviewed as part of the Matriculation Plan Update.



## Standard IIB Student Support Services

The college will integrate BCC Basic Skills Initiative research into admission and placement instruments, integrating data from the evaluation of student success based on recommended course placement.

**B3.e**

### Planning Agenda

None

**B3.f**

**The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### Description

The college adheres to the provision of the Education Code and Family Education Rights and Privacy Act (FERPA) regarding access and confidentiality of student records, as well as to PCCD board policy. The college and district policies regarding student records are clearly stated in the current college catalog (2007-2009).

The implementation of the PASSPORT (PeopleSoft Student Administration system) has standardized access to student records for staff and faculty with a need to know and given the student greater access to his or her own records through the on-line Student Center.

Electronic student records are stored in the mainframe (or legacy system) and in secure servers at the district office of information technology. All prior data has been converted to the new system, but will also remain in the mainframe for **three** years.

Students can only access their information with a student number assigned by the Passport system; social security numbers are not used to access this system, except for purposes of providing financial aid information.

Paper records kept at the college are kept for one semester at most, and then are sent to the district office of Admissions and Records for permanent filing. Official paper education records are permanently secured by the district's Office of Admission and Records. Paper records prior to 2000 are stored by a private data storage organization.

To access their education records at the district or college office of Admissions and Records, students must provide their student identification number and a government issued picture ID.



## Standard IIB Student Support Services

The Financial Aid Office and PSSD (Programs and Services for Students with Disabilities) use a higher standard to preserve the confidentiality and security of records.

B3.f

- Financial aid paper and electronic files and documents are only accessible by financial aid staff. The Regent software system that is integrated with PeopleSoft to deliver financial aid requires additional security for access.
- No information about the nature of a student's disability or that the student is a recipient of services from the program is released to anyone without the written consent of the student. Confidential records are not integrated with other campus systems and notes kept by PSSD counselors on SARS cannot be viewed by non-PSSD Counselors.

### Self Evaluation

**The college meets this standard.** All records are kept securely in BCC and district offices. Security is a high priority for administrators and staff at the college.

### Planning Agenda

None

B4

**The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### Description

Berkeley City College student support services programs conduct program reviews every six years and develop annual unit plans to evaluate services for adequacy in meeting identified student needs. Student support services departments rely on data and findings from the Student Equity Report as well as ongoing student satisfaction surveys, the CCSSE, the student climate survey, and retention and persistence reports to develop and maintain comprehensive services for all students. Data obtained for program review and unit plans are used for resource allocation to assure adequacy and quality of student support services.



## Standard IIB Student Support Services

B4

The college is defining student learning outcomes in all student support services departments and will begin implementing assessment in spring, 2009. Assessment results will be available to improve services in fall, 2009.

### **Evaluation**

**The college partially meets this standard.** Evaluation results are typically used to improve or change services once the college has clearly identified the needs of the students. The college will continue to define student learning outcomes across all student support services departments and implement assessment to strengthen program level evaluations.

### **Planning Agenda**

All student support services departments will have defined student learning outcomes and implement assessment in 2008-2009.

### **Standard IIB Evidence**

ACCJC Student Learning Outcomes Annual Report, 06-07 & 07-08

Accreditation Self Study Campus Climate Survey (May 2008)

Alternate Media Website: [http://berkeley.peralta.edu/apps/comm.asp?\\$1=10036](http://berkeley.peralta.edu/apps/comm.asp?$1=10036)

Alternate Media Production, fall 2007

2005 American Community Survey of the U.S. Census (<http://factfinder.census.gov>)

Assessment & Orientation Evaluation Forms Database

Assessment Handbook (<http://www.peralta.edu/indev/research/assesshb.pdf>)

BCC Basic Skills Initiative Meeting Materials

BCC Equity Report 2008

BCC Master Educational Plan

BCC proposed Events Calendar 2008-09

BCC Speaker Series

BFAP plan



## Standard IIB Student Support Services

California Post Secondary Education Commission web site: [www.cpec.ca.gov](http://www.cpec.ca.gov)  
Categorical Programs Self-Evaluation for Berkeley City College – March 2007.

Class Schedules

College Catalog

Community College Survey of Student Engagement (CCSSE), May 2008

Counseling Sessions Evaluation Forms Log

Standards/Accreditation Technology & Alternate Media (from Pat N.—Brenda has hard copy).

Matriculation Plan 2004

PCCD Admissions and Records Strategic Plan

PCCD Board Policy 4.01

PCCD 2005-2006 placement tool validation report

Student Headcount by Ethnicity for Berkeley City College 2007-2008 – Datamart from California Community College Chancellor's Office 8-22-2008

Student Handbook & Academic Planner

Student Service Program Reviews

### Student Service Unit Plans

Unit Plan (October, 2007) – Assessment and Orientation

Unit Plan (October, 2007) – Articulation

Unit Plan (October, 2007) – Disabled students Programs and Services

Unit Plan (October, 2007) - EOP

Unit Plan (October, 2007) – Financial Aid

Unit Plan (October, 2007) - Outreach

Unit Plan (October, 2007) – Psychological services

Unit Plan (October, 2007) – Learning Resource Center

The Student Services Unit Plan summary

Transfer & Career information Center 2007/2008 Fiscal Year Report and Coordinator Exit Report



## Standard IIC Library and Learning Support Services

**C** **Library and Learning Support Services: Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**

**C1** **The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

**C1.a** **Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

### Description

*Library:* The Susan B. Duncan Library at Berkeley City College is located on the first floor and encompasses approximately 5002 square feet. The library is staffed with 2.5 FTE librarians, 1 FTE library technician, and student worker hours funded by federal work study. Library operations are under the administration of a division dean, Office of Instruction, with one librarian chairing the library department as head librarian.

The primary mission of the BCC Library is to support the curriculum, research, and general information needs of the BCC community by providing physical and remote access to quality diverse print, electronic, and multimedia resources, services, and instruction. The library’s mission statement is on view at the library’s Web page. Consistent with the mission and institutional outcomes of BCC, the library faculty and staff strive to promote information competency, critical thinking, lifelong learning, and academic success. The BCC community has access to resources needed to conduct research related to curriculum. The library faculty and staff promote information competency skills needed to successfully retrieve information through instructional support.

The library, through class orientations and one-on-one reference interviews provides bibliographic instruction to students on how to use the library’s services and access the library’s resources. A 30-station computer lab located next door to the library is used for this instruction.

As of February, 2008, the library has a total of 5,900 unique books, 534 video recordings, and subscriptions to 40 periodicals (magazines, journals, newspapers). The library also maintains subscriptions to 19 electronic databases including Expanded Academic Index, Ethnic



## Standard IIC Library and Learning Support Services

Newswatch, Encyclopedia Britannica, Facts on File, Lexis/Nexis, Newsbank. A complete list of the library's databases can be found on the library Web site.

C1.a

In addition to print, media, and electronic resources, the library provides and maintains the following educational resources to support students:

- Twelve computers for students to use for research
- Three televisions
- Two photocopiers
- 5 study rooms, each with 1 table and 4-6 chairs for group study
- 4 study carrels for individual study
- 6 tables with 42 chairs for studying purposes in the library.

The college Educational Master Plan (EMP) is the current vehicle used by the institution to plan and describe the vision, goals, and needs of library services, including staffing, technology, and acquisition resources. The vision, goals, and needs of the library are detailed in the library program review and reflected in the EMP.

The collection aging report generated in February 2008 shows a relatively current collection with over 70% of the books being published within the last 19 years:

- 34% of the BCC book collection was published from the year 2000 - Present.
- 37% of the BCC book collection was published from 1990-1999
- 14% of the BCC book collection was published from 1980-1989
- 8% of the BCC book collection was published from 1970-1979
- 7% of the BCC book collection predates 1970.

The BCC library was built based on the California Department of State Architects capacity-ratio formula. Growth was taken into consideration, and the library was built with a square footage for a college of 7,500 students. As of fall 2008, BCC has a head count of 6,277 students. The library has sufficient shelving to double its current collection size.

In 2007-2008, the library was given access to \$46,600. The library used these funds to increase the book collection by 10%.

*Learning Resource Center and Study Labs:* The college also maintains the Jerry L. Adams Learning Resources Center (LRC) for the purpose of tutoring and group study. This center is equipped with white boards and group study tables and accommodates 32 students at one time. 2.0 FTE permanent classified English tutors and 2.0 FTE permanent classified mathematics tutors staff the center with the help of student instructional aides. The LRC coordinator works with faculty across the college to assess tutoring needs. Tutoring is available in mathematics, English, chemistry, physics, biology, computer science, American Sign Language, and Spanish. In addition to the LRC, in-class tutoring is provided in all basic skills English and mathematics courses.



## Standard IIC Library and Learning Support Services

BCC has one lab, the Computer Commons, located on the third floor (324) to supplement online, traditional, and hybrid classes. The room is equipped with 31 computers (both PC and MACs) with the complete Microsoft Office suites as well as internet connections and browsers. A projector, a DVD and VHS player, a scanner, and two printers complete the equipment in this lab. The room is open from 9:00 a.m. to 7:00 p.m. Monday through Thursday and from 9:00 a.m. to 5:00 p.m. on Friday. On five Saturdays each semester, the lab is used by Program for Adult College Education (PACE) instructors for breakout sessions to teach students research skills.

C1.a

The English writing lab (Room 313) contains 31 computers (both PCs and MACs) as well as two projectors, two DVD/VHS players, a scanner and printer. The room is also equipped with books related to basic skills English and writing. It is used primarily for writing lab classes in which students work on drafts of essays from across the curriculum with the help of well-trained tutors who aid them individually through each step of a six-step writing process. Lab hours for fall 2008 are Monday 6:00 to 8:00 p.m., Wednesday 4:00 to 6:00 p.m., and Friday 1:00 to 3:00 p.m. Combined, the lab classes serve over 100 students per semester. The room is used for English writing classes at other times.

The adaptive technology lab, located in Room 262, is equipped with ten computer stations with software and accessories designed to accommodate students with low vision, mobility needs, learning disabilities, and other health-related conditions. The software includes Scientific Notebook, OmniPage Pro 15, Text Aloud MP3, Easy Creator 7, Easy Reader, ZoomText, Jaws, Kurzweil 3000 and 1000, Openbook, Dragon Naturally Speaking, Read Please, MathTalk, and Window Eyes. In addition to the computers, the lab contains electronically adjusted desks, adjustable chairs, ergonomic keyboards, CCTVs, a 21" monitor, Parrot headsets, a Braille embosser, and scanners for use with the Kurzweil software. The lab is currently staffed for ten hours per week by an hourly classified assistant who provides training in Kurzweil 3000 and Zoom text. The alternate media specialist provides training to students in Jaws, Kurzweil, Dragon Naturally Speaking, Openbook, and various other software applications.

### Self-Evaluation

#### **The college meets this standard.**

*Library:* The library at Berkeley City College continues to expand its collection to meet the needs of students. It is currently open 56.5 hours per week.

The library materials budget has never been adequate to provide for extensive in-depth development throughout the collection. The librarians, in cooperation with instructional faculty, work to maximize the usefulness of the limited budget by obtaining materials that directly meet the needs of the current curriculum. Materials for the library are selected with faculty guidance in accordance with the library's Collection Development Policy. The librarians are in regular contact with all faculty members in order to ensure that materials and services available through the library are of appropriate currency, depth, and variety to meet the needs of the students.



## Standard IIC Library and Learning Support Services

BCC is a member of a four-college district, and a reciprocal borrowing system with the other three Peralta Community College District libraries also has been established. In addition, the Berkeley Public Library with its own extensive collection is two blocks from campus. Any California resident can obtain a library card at the Berkeley Public Library.

C1.a

To guarantee that the quantity, quality, depth, and variety of materials are sufficient to support student learning outcomes, library faculty members consult professional and popular review sources such as *Choice*, *Library Journal*, and *Booklist* and Best Books for Academic Libraries.

The library is working with administration to obtain Measure A Bond funds to further increase the library's print, electronic, and multimedia holdings as well as the number of computers, televisions, and study tables in the library. The library has also been working with the League of Women Voters and the Peralta Retirees Organization to obtain book donations. For the past four years, the college and district have provided additional funding for the library to increase its collection. The library is currently working with administration to find ways to increase its standard annual book budget from \$5,000 to a budget that is more on a par with those at the other three Peralta college libraries, which annually receive between \$25,000-\$50,000. In 2007-2008 library funding was increased to \$46,000, but the standard annual book budget remains at \$5,000.

Library faculty routinely assess the effectiveness of the collection by evaluating whether the current materials are of sufficient relevancy and currency to meet the students' research needs. The library implemented an annual library user satisfaction survey and a classroom orientation (bibliographic instruction) survey to further evaluate the library's effectiveness in meeting the research needs of students and to show the relationship between library use and learning outcomes.

Opportunities for on-going student instruction to gain competency in information literacy are available through the BCC library in the form of reference assistance. A post reference interview survey has been created to track learning outcomes of the reference interviews. As of fall, 2008, the library has yet to collect sufficient survey responses to provide data to monitor the outcomes.

User satisfaction surveys have also been implemented to gather data and to insure the library resources support the learning needs of its constituents. Results from the campus wide 2008 survey show that a majority of the faculty and staff who responded to the survey are either unaware of the library's holdings or do not believe the library has an adequate collection to support student or professional research.

The college will continue to assess student and faculty needs and to advocate for additional resources from the district to support these growing needs and to work towards a library collection sufficient in quantity, currency, depth, and variety. The library faculty will continue to work with the friends of the library such as the League of Women Voters to obtain the funds and donations to increase the college's collection. Surveys will continue to be used to assess need as well as satisfaction of library services.

Beginning in fall, 2008, prior to bringing new course outlines or substantively changed course outlines to the college curriculum committee for review, the initiator of the course, as a required



## Standard IIC Library and Learning Support Services

step in the approval process, will consult with the library in an effort to ensure that sufficient materials are available or will be ordered to support these course offerings. The library will continue to work with administration to gain greater access to the library/assessment lab and to obtain staffing sufficient to take advantage of the library assessment lab resources and process materials in a timely matter. The library will also continue to explore additional ways to educate the BCC community regarding the library's services and collection and to look for new ways to elicit feedback to ensure the usefulness of new acquisitions.

C1.a

*LRC, Study Labs, and Other Services:* In an effort to ensure that learning support services are sufficient in quantity, currency, depth, and variety, the LRC needs to continue to dialog with faculty, staff, and students in order to discover what additional services need to be provided. Additionally as the online and hybrid course offerings increase at BCC, the college needs to develop a program to meet the tutoring needs of students enrolled in these programs. These needs currently are being discussed at the district-level since it affects all four colleges. Leadership in this area is being provided by the district distance education coordinator.

The LRC coordinator is currently working with Basic Skills Co-Coordinators to develop and implement a tutor-training program in learning styles, study skills, multicultural sensitivity, and establishing and maintaining an effective tutoring relationship with tutees.

The LRC is continuously assessing its intake and tracking process. BCC is implementing SARS tracker to accurately assess the flow of students in the LRC.

While BCC currently has one general lab, the Computer Commons, available for students, this does not meet the needs of its growing student population. The plans to build out BCC's expansion/unfinished space include a new EOPS center, thus freeing up Room 125 to revert to its original purpose as a computer lab. The LRC, in collaboration with the Dean of Student Support Services, will continue to assess services provided, as well as additional services needed.

The LRC continues to assess intake and tracking processes of the center and to develop student learning outcomes. Assessment will be implemented in spring of 2008.

### **Planning Agenda**

None.

C1.b

**The institution provides ongoing instruction for users of library and other support services so that students are able to develop skills in information competency.**

### **Description**

*Library:* Berkeley City College has seven institutional or general education student learning outcomes. Included in the outcomes is Information Competency. It is defined as follows:

Information competency is the ability to find, evaluate, use, and communicate



## Standard IIC Library and Learning Support Services

information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.

C1.b

The library faculty at BCC strives to meet these guidelines by:

- Offering instructional orientations, upon request of an instructor, in classes and tailored to the course content of the class and provide an emphasis on information competency. In 2005-2006, 18 orientations were given, in 2006-2007, 26 orientations were given, and 17 orientations were given in 2007-2008.
- Offering reference assistance providing students with one-on-one information competency instruction.
- Serving on the student-learning outcomes committee to work with faculty who are defining student learning outcomes so that information competency skills are included in course outlines and syllabi across the curriculum.
- Providing links to guides and on-line tutoring modules available on the internet that offer self-paced tutorials and guides regarding various aspects of information competency.

Surveys and questionnaires have been put in place to evaluate the effectiveness of the orientations or reference interviews. The general library survey has been completed and results will be used to evaluate the library services in fall of 2008.

*LRC, Study Labs, and Other Services:* In addition to the library, other services at BCC provide instruction in information competency. As noted above, the Computer Commons lab is designed to assist students in developing their information competency. Students may receive one-on-one tutoring or may use the lab as a study center.

The adaptive technology lab is designed to provide disabled students with the tools and instruction that they need to access information in books, journals, and electronically.

In April 2008, the Peralta District instituted CCCApply as the admissions application process for all new students. At the same time, PASSPORT, the PeopleSoft student administration software, was implemented across the district. Both of these technological enhancements provided students with enhanced service and unique challenges. BCC created a Welcome Center to support students in learning and using these new technologies. Student Ambassadors staffed the Welcome Center to provide one-on-one training and support students as they increase their information competency.

In 2007-2008, BCC adopted the Moodle learning management system for its online and hybrid classes. The college gave a faculty member .5 release time to implement the system and train faculty in its use. Over 70 courses, including classroom-based, online, and hybrid, are currently using Moodle shells. The Moodle system now has been adopted throughout the Peralta district as the learning management system for all four Peralta colleges, and a district-wide distance



## Standard IIC Library and Learning Support Services

education coordinator has been hired. The current district-wide distance education coordinator, who has 1.0 release time, is a faculty member from BCC. Merritt College is offering instructor training in Moodle.

C1.b

### **Self Evaluation**

**The college meets this standard.**

*Library:* Information competency training is provided in part via classroom orientations and reference assistance. Institutional and library department information competency student learning outcomes have been defined.

Methods to monitor BCC Library program outcomes were implemented in spring of 2008. While the library has student learning outcomes defined for library courses and workshops, currently the library does not have sufficient staff to make it feasible to offer these courses and workshops.

Surveys, as well as pre- and post-orientation quizzes, have been implemented to evaluate the effectiveness of the reference and orientation instructional services the library currently provides. Additional data is needed to effectively assess Library reference and orientations.

The library will continue to advocate for additional staffing, including a 1.0 librarian and library technician. Additional staffing will allow the library to provide comprehensive services including a library course or courses, workshops, as well as scheduled reference hours.

*Other Services:* The BCC Welcome Center is developing student learning outcomes to reflect student learning and the increase in information competency. These outcomes will be assessed in spring 2009. According to an August 2008 survey, 84% of the students who used PASSPORT, the PeopleSoft student administration system, found it easy to use.

In the 2008 CCSSE survey, 71% of student respondents said they had made moderate to very great gains in mastering computer skills.

### **Planning Agenda**

None.



## Standard IIC Library and Learning Support Services

C1.c

**The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

### Description

*Library:* The BCC library is currently open 56.5 hours a week, as follows:

8:30 am – 7:30 pm    Monday – Thursday  
8:30 am – 5:00 pm    Friday  
10:00 am – 2:00 pm    Saturday

In order to close the library on time, computer access and circulation closes fifteen minutes prior to closing.

During regular library hours, students may visit the library or telephone or email library faculty members for research assistance. The librarians carefully choose online databases that support academic programs and the research needs of students and faculty on campus and at remote sites. These resources provide remote citation and full-text electronic access via passwords to journals, general interest periodicals, newspapers, books, and reference works. The on-line book catalog provides access to all titles available in the four college libraries of the Peralta district. Current BCC students have borrowing privileges at all four college libraries in the Peralta district .

Beginning in March, 2008, the library began offering instant messaging reference services to students enrolled in on-line courses taught through Moodle. Starting in fall, 2008, the instant messaging reference module was made available to everyone via the library's website.

The library has twelve computers available for BCC students, two of which are reserved for PSSD (Programs and Services for Students with Disabilities) use . Each computer is equipped with internet access. The Library's website is designed to offer students and other users a central launching point for the variety of Internet and Web-based resources available, including research guides, catalogs, and databases, and to provide information specific to the BCC library.

Through the new Moodle learning management software, distance education students have remote access to materials uploaded by faculty. The PASSPORT system (PeopleSoft student administration system) also will provide all students with email addresses so that they and their instructors can communicate more easily.

*Study Labs and Other Services:* The English writing lab is open for one-on-one tutoring six hours per week. The Computer Commons lab is open 54 hours per week. The BCC Welcome Center is open from 8:00 a.m. to 7:00 p.m. five days a week and from 8:00 a.m. 1:00 p.m. on Saturdays during registration and from 8:00 to 4:30 p.m. five days a week at other times.

### Self Evaluation



## Standard IIC Library and Learning Support Services

### **The college meets this standard.**

**C1.c**

*Library:* With the college expanding distance education courses, the library needs additional funding and staffing to provide equitable services, such as:

- An EZ Proxy service that will provide off site access to all currently enrolled BCC students, faculty and staff without the need for passwords.
- Digital reserves to provide distant education students equitable access to reserve materials.
- Increase in electronic resources such as digital reference and circulating books.

The Berkeley City College surveys and the library user satisfaction survey all received responses weighted heavily against the sufficiency of the library's current operating hours. Twenty percent (20%) of those responding to the Berkeley City College surveys answered "does not know/not apply" to questions regarding the library's collection and hours. It is evident the library needs to find ways to further inform the BCC community regarding its collection and services. Additional library hours need to be added in order to adequately accommodate those students enrolled in the newly formed "weekend college" at BCC; this will require additional funding for more librarians and library technicians, as outlined in the library's program review. In an on-going attempt to improve services and provide adequate resources in a fluctuating economic climate, librarians will continue to explore donation and grant opportunities.

In order to better inform the campus community about the scope of the library services and resources and elicit feedback to improve these services and resources, librarians will continue to develop ways in which such services can be appropriately advertised, e.g. professional day workshops for faculty, newsletters, and email announcements.

### **Planning Agenda**

None.

**C1.d**

**The institution provides effective maintenance and security for its library and other learning support services.**

### **Description**

*Library:* A 3M Detection System with security gates at the library entrance monitors materials taken from the library. Tattle-Tape Security Strips protect print media. Additionally, there are two security cameras installed in the library.

In designing the new building, the architects and the college community decided to house the library on the first floor. Given state and city emergency regulations, the need to house the entire college in one building, and the fact that two sides of the building are built flush with adjacent



## Standard IIC Library and Learning Support Services

buildings, the library by necessity has four doorways it cannot lock, since they serve as emergency exits. Alarms have been installed on these doorways to provide the maximum amount of security possible in keeping with state and city regulations. Further the library is close in proximity to the security guards' desk.

C1.d

LRC and Study Labs: The LRC and the Computer Commons (324) are open during business hours and are locked at all other times. Files in the LRC are kept in locked file cabinets in locked offices. Campus security frequently monitors these areas through computerized monitoring systems and by physically walking the building.

Custodians work two shifts per day to keep the facility clean; two engineers have been assigned to BCC to perform needed maintenance.

### Self Evaluation

**The college meets this standard.** The design of the building and state and city regulations makes it impossible to fully lock the library. The doors have been alarmed, and security guards monitor the space. Security for the Learning Resources Center is appropriate.

### Planning Agenda

None.

C1.e

**When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

### Description

*Library:* The BCC library collaborates with the other three college libraries in the Peralta district for shared services such as the Horizon On-Line Publicly Accessible Catalog (OPAC) and access to OCLC (Online Computer Library Center) and the Council of Chief Librarians-California Community Colleges for negotiated database licensing rates. The BCC library does not rely on or collaborate with other institutions or sources for library services. Collaborations among the four Peralta Colleges libraries are documented by the District Library Committee. The District Library Committee evaluates and recommends appropriate library service contracts. For example, OCLC is a non-profit library service and research organization dedicated to the public purpose of furthering access to the world's information and reducing the rise in library costs.



## Standard IIC Library and Learning Support Services

### Self Evaluation

C1.e

#### **The college meets this standard.**

*Library:* In collaboration with the other three college libraries in the Peralta district and the Council of Chief Librarians-California Community Colleges, The BCC library maintains appropriate awareness of possible new technologies and/or contracted services that may benefit the BCC community. In collaboration with the other Peralta Colleges libraries, the librarians will conduct a selection and migration process for a new integrated library system necessitated by the recent announcement that development of the Horizon system will be discontinued after the 7.4.1 release.

### Planning Agenda

None

C2

**The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### Description

*Library:* Until recently, the library has relied upon library standards and usage statistics to monitor and evaluate the library services to assure their adequacy in meeting identified student needs. Starting in fall of 2007, the library began using surveys to obtain quantifiable data to monitor its services. The library has student learning outcomes defined for library courses and workshops, but currently does not have sufficient staff to make it feasible to offer these courses and workshops. The library has also defined learning outcomes for the various educational services the library provides, identified methods to monitor and quantify such outcomes, and has begun examining data collected to evaluate the effectiveness of the library's educational services.

Entrance and exit tallies and usage reports are used to create annual reports that reflect circulation statistics for the use of the collection as well as the number of people who visit the library annually. The number of items checked out has been increasing. Circulation for 2007 was nearly 3 times that of 2005 and over 2 times that of 2006, for the first 5 months of 2008 there has been a 43% increase in circulation when compared to the first five months of 2007.



## Standard IIC Library and Learning Support Services

C2

<b>ANNUAL CIRCULATION STATISTICS</b>				
<b>NUMBER OF ITEMS CHECKED OUT</b>				
<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>Jan-May 2007</b>	<b>Jan-May 2008</b>
<b>2477</b>	<b>3489</b>	<b>7419</b>	<b>3150</b>	<b>4515</b>

The number of library users also increased: 10,320 users in 2005 and 14,600 users in 2006. The library switched to a more accurate system for tracking library use for 2007-08. From August 22, 2007 through April 30, 2008, 62,111 library users entered the library (excluding an overestimated average of 50 entrances per day to account for staff).

Instructional faculty and librarians collaborate to customize bibliographic instruction orientations to meet specific research needs of the students and support the implementation of institutional student learning outcomes.

Librarians use the reference questions and book requests submitted by students, faculty, and staff as well as circulation statistics to monitor the usefulness of the current collections and monitor subject areas that may need expansion.

LRC: The staff in the LRC is in the process of defining student learning outcomes and developing assessment methods. Methods will assess for student use, access, and the relationship of the services to intended student learning outcomes.

### Self Evaluation

**The college meets this standard.**

*Library*: The library has recently begun to evaluate the library services in a way that incorporates quantifiable data to support such evaluation.

In the spring 2008 survey of faculty, staff and administrators, 53.5% disagreed or strongly disagreed with the statement “The library has an adequate collection (books, periodicals, and electronic resources) to provide for student research,” and 43.5% were neutral or did not know. Only 13% agreed or strongly agreed. The related statement “The library has an adequate collection (books, periodicals, and electronic resources) to provide for professional research, including faculty, administration, and staff,” elicited a similar response, with 13% agreeing or strongly agreeing, 48.1% disagreeing or strongly disagreeing, and 39.1% neutral or unable to respond. In response to the statement that the library “maintains sufficient operating hours for faculty and student access,” 34% agreed or strongly agreed, 26.1% were neutral or didn’t know, and 43.5% disagreed or strongly disagreed.

In a survey of library users (79% of whom were BCC students) 70.8% said answered that the BCC library was extremely or very important to them. Only 44.1% said that finding what they



## Standard IIC Library and Learning Support Services

needed was extremely or very easy to find, and 60.2% said that the library staff was extremely or very helpful. The library's hours at least somewhat met the needs of 72.9% of the respondents.

C2

The librarians will continue to find ways to involve faculty as advisors and evaluators of its services. They also will continue to conduct regular surveys and to work to further define learning outcomes for its services and investigate additional methods in which to monitor such outcomes. The library will continue to use the results, obtained from surveys and learning outcome rubrics, to monitor and improve the services it currently provides.

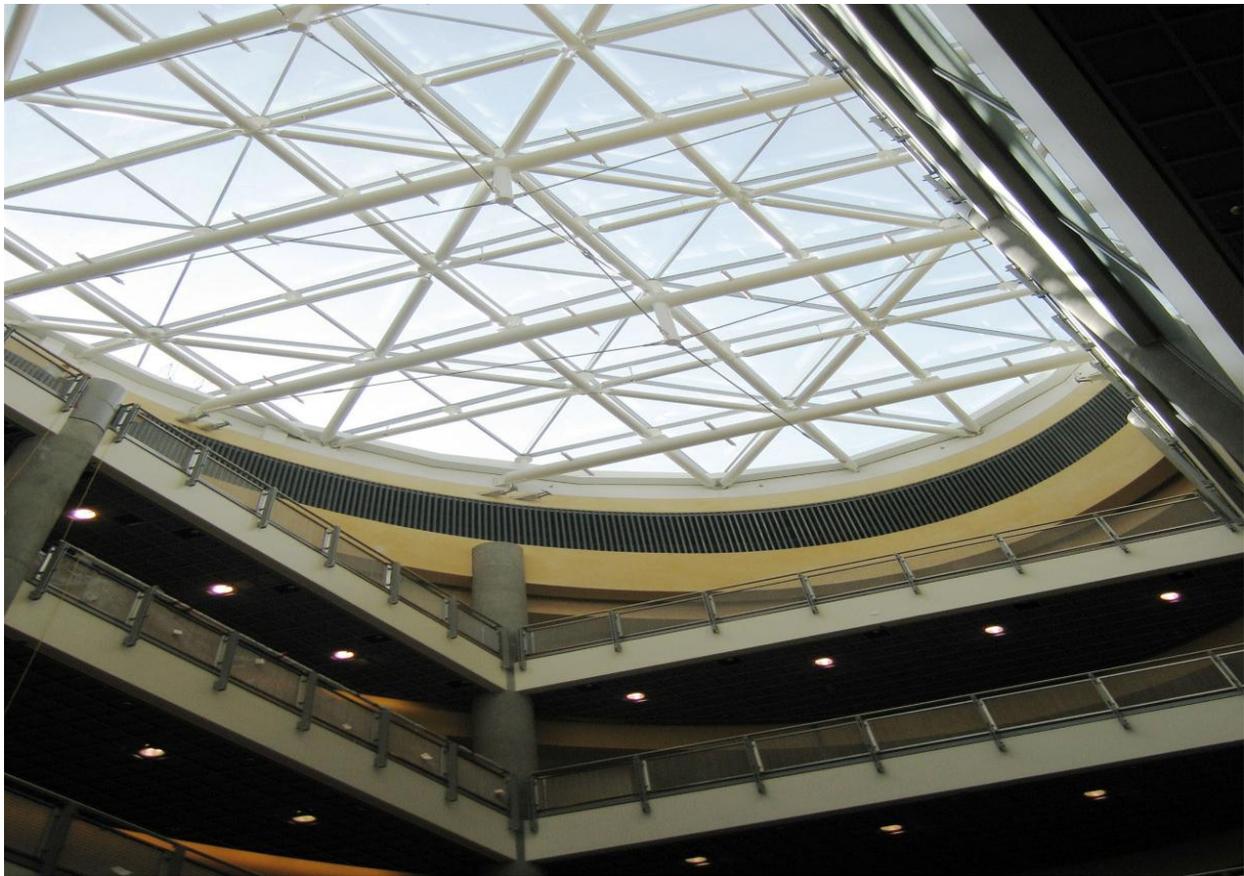
*LRC, Study Labs, and Other Services:* All learning support services will continue to develop and implement student learning outcomes and assessment. Surveys will be developed to assess intended student learning in these areas.

### Planning Agenda

The librarians will assess student learning outcomes by June, 2009.

### Evidence

- Library Mission Statement
- Collection Development Policy
- Program Review
- Library User Survey. The user satisfaction survey can be viewed using the following url: [http://www.surveymonkey.com/s.aspx?sm=4qw\\_2bFjFzh3AswyAukOjplQ\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=4qw_2bFjFzh3AswyAukOjplQ_3d_3d).
- Library User Survey Results Summary. The results of this survey can be viewed using the following url:  
[http://www.surveymonkey.com/sr.aspx?sm=LEP\\_2bVUtX9hApEg\\_2f0du3wA2S5hopIMqsnrbx1aaEgWwo\\_3d](http://www.surveymonkey.com/sr.aspx?sm=LEP_2bVUtX9hApEg_2f0du3wA2S5hopIMqsnrbx1aaEgWwo_3d)
- BCC Library Sample Newsletter
- BCC Library information for faculty
- Library Assessment Docs :
  - Assessment Overview
  - Orientation Survey Results
  - Orientation Quiz Results
  - List of Orientations Given
  - Library User Survey
  - Library User Survey Results Summary
- Moodle Library Class link:  
<http://www.eberkeley.org/moodle/course/view.php?id=98>.
- Database Renewals list
- Horizon (catalog) account information



### **Standard III**

**The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.**



## Standard IIIA Human Resources

**A HUMAN RESOURCES:** The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

**A1**

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

**A1.a**

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

### Description

The Peralta Community College District ensures that all personnel are qualified by appropriate education, training, and experience to provide and support programs and services. The policies in the Board Policy Manual that mandate this are: B.P. 1.18 and 1.18b for administrative hires; B.P. 1.20 for selection of a chancellor; B.P. 3.18 for classified hiring (including confidential hiring); and B.P. 3.26 for faculty hiring and are accessible to all via the Peralta Website. Further, the governing board ratifies union contracts, which also address hiring (Peralta Federation of Teachers, SEIU 1021, and Local 39).

These policies include, but are not limited to:

- Providing full, objective, and equal access for all applicants;
- Actively seeking applicants who demonstrate the required technical expertise, competency, and sensitivity that will enable them to work effectively in a multicultural educational environment;
- Complying with all federal, state, and local laws;



## Standard IIIA Human Resources

- Ensuring participation by faculty, classified staff, and administrators in their respective roles throughout the process;
- Ensuring diversity on all screening committees;
- Ensuring that members have knowledge in the position area;
- Reviewing all components of the process to ensure the integrity of the process;
- Maintaining confidentiality throughout the process.

A1.a

The guidelines for the selection of new employees, whether classified staff, faculty and administrators, include developing the job announcement, selecting the screening committee, developing the screening criteria and interview questions with desired responses, screening the application materials, screening the candidates, recommending finalists, conducting final interviews, conducting reference checks, and finalizing the candidate approval process.

Human Resources, centralized at the district office, works closely with college and district-wide constituencies. Once a position is approved for advertisement by the college president and the chancellor, Human Resources provides a template job announcement. All job announcements provide a description of the college or district, emphasize the importance of an applicant's ability to demonstrate sensitivity to a multicultural, multilingual educational environment, and clearly outline specific duties and responsibilities of each position.

Job announcements for faculty positions are written by faculty experts in the discipline, state minimum qualifications as determined and published by the state academic senate, and emphasize the importance of discipline knowledge, current pedagogy, and commitment to student learning. Job descriptions for classified staff are negotiated with the union (SEIU, local 1021), and any change requires a "meet and confer" process. Managers' job descriptions are edited by the college and Human Resources so that they address the knowledge, skills, and abilities necessary to effectively carry out the duties and responsibilities of the position.

District policy requires that the screening committees for new faculty positions include an administrator and at least three faculty members in the discipline or an aligned discipline. Classified committees have at least two classified staff members and an administrator. Management screening committees have a minimum of five members comprised of faculty, classified staff, and administrators. The college president and the district affirmative action officer review the committee for gender and ethnic balance.

The paper-screening process for all hires includes a checklist based on the job announcement and includes a review of the applicant's minimum qualifications and an evaluation of educational and professional backgrounds based on a point system. Points are awarded in the paper-screening process according to selected and approved elements, and interviews are awarded to the applicants with the highest number of points. The Human Resources office monitors each phase of the selection and interview process for fairness and accuracy.



## Standard IIIA Human Resources

When an applicant for a faculty position does not directly meet minimum qualifications and requests an equivalency review, the district academic senate president calls an equivalency committee comprised of three discipline experts, who make a decision based on academic background. All applicants holding degrees from non-U.S. institution must have the degree evaluated through an external evaluation agency and provide the written evaluation with the application materials. The district academic president reviews and signs the final approval of the committee's decision.

A1.a

Screening committees develop interview questions which address the knowledge, skills, and abilities of each applicant as they pertain to the duties and responsibilities of the position. Interview questions are carefully crafted to determine the depth and breadth of knowledge of an applicant. All questions at all levels are approved by the district office human resources specialist to ensure fairness and balance, and all candidates are asked the same questions. The screening committee also develops key response elements to provide a common basis for what is sought in an applicant's response.

Several different means are used during the screening interview to assess effective teaching skills. For example, many faculty screening committees include a skills portion, such as a teaching demonstration, as part of the interview process. Applicants for instructional faculty positions are informed in advance of the topic and nature of the teaching demonstration so that they can come prepared with visual aids or other teaching aids. This demonstration is evaluated by faculty with expertise in the subject area, by an administrator, and, if possible, by students.

The screening committee recommends from 0-3 candidates to the president for final interview, which are conducted by the college president, the relevant vice president, the academic senate president, and the screening committee chair. Final interviews for instructional faculty help clarify the candidate's strengths as an instructor, understanding of and willingness to embrace diversity, background in learning outcomes and assessment, vision for the discipline, and potential for contributing to Berkeley City College community outside the classroom. The college president and the hiring committee members discuss the candidates and recommend a candidate for hire; the hiring manager then conducts reference checks, and the candidate is forwarded to the chancellor for final approval.

In order to seek qualified applicants, classified, faculty, and administrative positions are advertised through the District Human Resources Website and the California Community Colleges Registry, and through flyers to local colleges. Depending on the position, additional outreach may include resources such as The Chronicle of Higher Education, Women in Higher Education, Diverse Issues in Higher Education, and on-line Websites such as Craigslist for vocational and select classified positions. List serves and the California Community Colleges Registry database are additional tools for recruitment, primarily for administrative and faculty positions.



## Standard IIIA Human Resources

Adjunct instructors are interviewed by the department chair and the responsible administrator. The same minimum qualifications and documentation requirements apply as for full-time hires. All new adjunct faculty members are evaluated during their first semester of teaching.

A1.a

### Self-Evaluation

**The college meets this standard.** The processes for employing personnel operate successfully. Each constituency is well represented in the selection of new employees with which it has a connection. Faculty and classified staff serve on screening committees for administrative positions and classified instructional assistants and lab technicians serve on the screening committees for faculty in their disciplines. The selection process is inclusive and thorough.

Further, the integrity of the screening process is highly valued. The committee chair reviews the process with members at the first meeting of the committee. Candidates for interview are allowed to challenge any member of the screening committee who, in their opinion, presents a potential source of bias. District Human Resources is extremely responsive to the college's requests for clarification and are efficient in turning around hiring packets at every stage of the process, usually in less than two days.

### Planning Agenda

None

A1.b

**The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

### Description

All personnel are evaluated systematically and at stated intervals as outlined in the Article 5 of the SEIU Local 1021 and Article 19 of the I.O.U.E. Local 39 collective bargaining agreements and the Peralta Federation of Teachers "Faculty Evaluation Guidelines," Appendix A20. Contract faculty are evaluated every three years; tenure-track faculty are evaluated yearly for their first four years of employment, and adjunct faculty are evaluated every three years.

Administrators are evaluated annually pursuant to the Management Evaluation Handbook and the Implementing Procedures of Board Policy 3.65. Management evaluation packets are provided to senior administrators in both hard copy and electronic format.



## Standard IIIA Human Resources

Management performance evaluations are correlated to the five strategic planning goals of the district and the specific annual goals of the administrator. Faculty and management evaluations incorporate a shared governance approach where appropriate. During this process, all employees are invited to evaluate managers with whom they have had experience. College manager evaluations are carried out by the manager's direct supervisor and signed by the college president. The college president is evaluated by the chancellor.

A1.b

During the four-year tenure track review process, new full-time faculty members are evaluated by a four-member committee, including the division dean or vice president, and three faculty members from the discipline or a closely aligned discipline. Probationary faculty members undergo rigorous evaluation, which includes student evaluations, faculty portfolios, peer observation, administrator observation, and self-evaluation during each of the four years before a recommendation is made whether to grant tenure. All evaluation materials are reviewed by the candidate and filed in the office of the vice president of instruction.

The tenure track faculty evaluation process is coordinated by a tenure review facilitator. Each fall semester the tenure review facilitator and the academic senate president attest that the tenure review process has been followed. The appropriate vice president and the college president annually, based upon the recommendation of the tenure review committee, recommend continuance, non-continuance, or probation for each candidate. At the end of the four-year process, the president, based upon the tenure review committee recommendation, makes a recommendation whether to grant tenure. The entire process was reviewed in July, 2008 and is published in the *Tenure Review Handbook*.

Tenured faculty members are evaluated every three years. The evaluation process includes peer observation (for instructional and non-instructional faculty) student evaluations, an administrative evaluation, a self-evaluation, and a portfolio. The evaluation process provides opportunity to give commendations and recommendations for improvement. If a rating below satisfactory is assigned, a plan for improvement is developed and a re-evaluation is scheduled for the next academic year.

Monitoring the evaluation of tenure track candidates is done in collaboration among the tenure review facilitator, the appropriate dean or vice president, and the committee chair. The monitoring of the evaluation of contract faculty rests with the division deans.

The evaluation of adjunct faculty takes place in the first semester or first year of service, and at least once every six semesters thereafter. The evaluation includes peer evaluation, student evaluations, an administrative evaluation, and a self-evaluation. The initial evaluation committee consists of two faculty members (full- and/or part-time) and an administrator. Subsequent committees consist of one faculty member (full- or part-time) and an administrator. Division deans monitor and document the process. Any adjunct



## Standard IIIA Human Resources

faculty member who has taught six out of the last ten semesters and who receives a rating above satisfactory is eligible for the part-time faculty preferential hiring pool.

Classified staff members are evaluated during a probationary period and then annually in the month of hire by their first-level managers. The evaluation process is spelled out in the bargaining agreements and monitored by the Human Resource department.

### Self-Evaluation

**The college meets this standard.** The processes for evaluating personnel are well-established, detailed, and comprehensive in scope. The evaluation tools adequately measure the effectiveness of personnel in performing their duties. Mechanisms for improvement and goal setting are in place to improve job performance, if warranted through the evaluation process. The college acknowledges that a connection exists between personnel evaluation and the achievement of department, division/ program, and institutional goals.

### Planning Agenda

None

A1.c

**Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

### Description

The agreed upon Peralta Federation of Teachers' contractual evaluation process does not directly address faculty effectiveness on achieving student learning outcomes. However, in evaluating instructional faculty, teaching effectiveness is evaluated by peers in the categories of subject matter knowledge, appropriateness of instruction and assignments for the objectives of the course, effective communication, organization of classroom activity, and promotion of independent and critical thinking. Student evaluations also address teaching effectiveness. The open-ended questions in the self-evaluation provide the opportunity to address student learning outcomes and assessment, especially at the course level.

Student learning outcomes are directly addressed and considered in the program reviews completed by faculty in the discipline, who realize that program review is fundamental to institutional planning and the evaluation of institutional effectiveness. Berkeley City College has established an addendum to the official course outline of record as the location for listing student learning outcomes and assessment methods. Faculty members in the discipline are responsible for keeping this addendum up-to-date. Faculty members are evaluated, in part, on whether they follow course outlines, and evaluators may review syllabi and sample assessment tools to ascertain this. Faculty members can file additional



## Standard IIIA Human Resources

information on student learning outcomes and assessment as a part of their evaluation portfolio.

A1.c

Non-instructional faculty members are evaluated indirectly on achieving student learning outcomes specific to the program in which the non-instructional faculty member works. Observation of the faculty member working with students includes assessing whether the faculty member addresses and meets the needs of the students, helps the student to understand the full range of services available to the student, and interacts appropriately. Non-instructional faculty members are involved in the development of student learning outcomes and assessment methods and must include a summary of the process in their program reviews. Program reviews are crucial to evaluating program and institutional effectiveness and provide the basis for strategic planning.

### Self-evaluation

**The college meets this standard.** Faculty effectiveness is measured using a variety of criteria. Faculty are required to discuss student learning outcomes and the assessment of those outcomes as a part of program review, as well as annual unit/program planning. Summaries of program review are presented to the college curriculum committee which provides another forum for addressing the effectiveness of student learning outcomes and assessment. As part of the faculty evaluation process, faculty are encouraged to address involvement in the student learning outcomes and assessment process in the self-evaluation. Faculty are encouraged to discuss student learning outcomes in department meetings and cross-discipline meetings and this is happening. A variety of initiatives at the college require the faculty to focus on student learning outcomes and the achievement of those outcomes, such the Basic Skills Initiative, the Career Advancement Academy, and the various other learning communities which exist at the college. While student learning outcomes in some way always have been a part of the Berkeley City College culture, there is now a more deliberative approach to addressing student progress toward achieving stated student learning outcomes.

The college has taken student learning outcomes and assessment of those outcomes seriously, as demonstrated in the work of the Student Learning Outcomes and Assessment Coordinator (SLOAC), the Student Learning Outcomes and Assessment Committee, the work of discipline faculty, and the plans developed for the college. Inclusion of student learning outcomes on the course outline of record addendum, the focus on student learning outcomes at department meetings, and the broad conversation and dialogue on student learning outcomes and assessment throughout the district are indication of how seriously faculty takes this issue.

### Planning Agenda

None



## Standard IIIA Human Resources

A1.d

**The institution upholds a written code of professional ethics for all of its personnel.**

### Description

Board Policy 5.15, Code of Instructional Standards, makes the American Association of University Professors (AAUP) standards of freedom and responsibility, the “Ethical Standards of the American Personnel and Guidance Association” and the “Code of Ethics for Librarians of the American Library Association” policy for the Peralta Community College District. The administrative procedures for B.P. 5.15 provide the full text for each of these documents.

The following are also addressed in district policy: conflict of interest, anti-nepotism (B.P. 3.05), sexual harassment, non-discrimination, search and selection procedures, drug and alcohol policies (B.P. 2.32.1), civility and mutual respect (B.P. 3.12), as well as campus smoking policies. The Peralta Federation of Teachers contract and the SEIU Local 1021 address conduct issues.

### Self-Evaluation

**The college meets this standard.** Ethical standards are available in writing and are enforced. The college has a published grievance procedure to which it adheres strictly, so that students may bring complaints regarding grades and/or perceived violations of law, policy and procedures. Grievance committees are composed of administrators, faculty, and students. The inspector general, the employee relations director, and the general counsel investigate any complaints of harassment or discrimination. All complaints are taken seriously and heard by the appropriate body.

### Planning Agenda

None

A2

**The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.**

### Description

As of October, 2008, Berkeley City College had 26 contract academic instructors, 50% of whom have doctorates; ten (10) contract vocational (career technical education) instructors, one with a doctorate and six with masters’ degrees; three (3) full-time librarians, all of whom have M.L.S. or M.L.I.S. degrees; and seven (7) contract counselors, five with masters’ degrees and two with doctorates. Each of the six academic



## Standard IIIA Human Resources

A2

administrators at Berkeley City College has at least ten years of experience, and each of the senior administrators has over 20 years experience in community college administration. Since the opening of the new facility, BCC has hired 15 new staff members, and new positions such as audio-visual technician, student activities director, and senior stores worker have been filled with highly qualified and experienced people. In addition, the college has added an entire custodial staff, since the old, leased facilities did not require custodians. Two senior members of the staff have recently retired, and the college is working to replace them.

In 2007-2008, the budget for contract faculty was \$2,783,061; in 2008-2009 it is \$3,746,044. The budget for classified staff in 2007-2008 was \$1,337,968; in 2008-2009 it is \$1,959,532.

At present, the college has a total of 198 FTEF and 34.5 FTEF of contract teaching faculty. This represents 15% of the contract teaching faculty in the district.

Fall 2007									
Full time to part time Faculty Ratios									
Classroom Teaching									
College	Census Date Enrollment (duplicated headcount)	Total FTES	Contract FTEF	Extra Service FTEF	Temporary FTEF	Total FTEF	Contract %	FTES/FTEF	% of classes taught by full time faculty
Alameda	15222	1701	52.43	15.87	47.94	116.24	45%	14.63	59%
Laney	31431	3644	84.03	20.89	114.94	219.86	38%	16.58	48%
Merritt	16426	1986	57.49	20.51	63.09	141.09	41%	14.08	55%
BCC	13163	1532	24.13	1.82	58.30	84.25	29%	18.18	31%



## Standard IIIA Human Resources

### Self-Evaluation

**The college meets this standard.** With the unanticipated growth in students and the opening of the new permanent building to house the college, BCC does not have a sufficient number of qualified full-time contract faculty members to meet its needs. It should be noted that the district consistently meets or exceeds its Faculty Obligation Number (FON) set by the State Chancellor's Office of the California Community Colleges, but this number is for the district as a whole. Even with the hiring of 11 new contract faculty members since the new facility opened, the percentage of contract faculty in the total FTEF has not increased. The percentage of the course load taught by adjunct instructors at BCC remains approximately 75%, since the number of courses has grown faster than the college's ability to hire full-time faculty.

A2

Although there has been growth in the number of classified staff, again, the growth in the college has outstripped hiring. Support services critical to quality student service and student success, such as financial aid, tutoring, lab preparation, and counselors, all need additional staff to effectively meet program and institutional goals.

In the past year, BCC has experienced significant turnover in its administrative ranks. In January 2008, a new president was hired. In summer of 2008, the vice president of student services retreated to a faculty position at a sister college, and the vice president of instruction moved to an acting position as an associate vice chancellor at the district office. Two experienced retirees were recruited to fill the vacancies. Personnel instability in administrative positions creates a challenge for the college.

Berkeley City College's reputation in the community and the state attracts highly qualified people to faculty, staff, and administrative positions. The significant number of applications received annually is a reflection of the college's ability to attract and hire employees with the preparation and experience necessary to support the institution's mission and goals. In 2007-2008, the Office of Human Resources received 1,619 applications for 93 classified recruitments; 1,192 applications for 31 faculty positions, and 293 applications for 17 management recruitments. However, the sufficiency of the actual number of faculty, staff, and administrators is a more complex question.

The college has developed and implemented a participatory planning process to determine appropriate staff, faculty, and administration levels. The college Educational Master Plan and the College Roundtable for Planning and Budget are the vehicles for this process. The Educational Master Plan links budget development and financial resources with institutional goals.

A position prioritization process for hiring contract faculty is in place. Each fall semester members of the Department Chairs' Council request proposals for new faculty positions. Quantitative and testimonial evidence based on program review and unit/discipline plans are presented to provide justification for new contract positions. The vice presidents take the prioritized list and the data from the Department Chairs Council to the College



## Standard IIIA Human Resources

Roundtable for Planning and Budget, which is chaired by the college president. Based on budgetary projections provided by the district office, the FTES targets set for each college, and the district state-mandated faculty obligation number, the president recommends to the Strategic Management Team (SMT) and the chancellor the number of new contract faculty who should be recruited for employment the following fall semester.

A2

The College Roundtable, in conjunction with the Leadership Council, determines hiring priority for new classified positions. The process is not designed for categorically funded positions or replacement of vacant positions, which are handled through the regular budgetary procedures. This mechanism is designed to address the expansion of the college and the need to hire additional staff to support the growth of the college.

In the present state budget climate, it is unlikely that present staff levels will be greatly increased in 2008-2009, but all vacant staff positions are scheduled to be replaced. Additionally, the Board of Trustees passed a resolution in spring, 2008, recognizing that BCC had a disproportionately low number of faculty positions relative to its FTES and directing the chancellor to draw up a plan to correct the situation by fall, 2009.

### Planning Agenda

The college president will work with the chancellor and vice chancellor of finance and administrative services to increase the number of full-time contract faculty and full-time permanent classified staff to an appropriate level to meet the needs of students and the community.

A3

**The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

A3.a

**The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

### Description

The Peralta Community College District has established personnel policies and procedures via its Human Resources Department. While there are Board Policies in place, i.e., Board Policy 1.18 (management hiring) and 3.26 (faculty hiring), the Office of Human Resources also provides detailed guidelines to all committee members concerning non-discrimination, equity, and fairness in the hiring process.

Berkeley City College adheres to the written personnel policies and procedures that have been developed by the Office of Human Resources to ensure fairness in all employment procedures. General principles include district compliance with federal, state, and local laws, and district commitment to equal opportunity, fairness, and inclusion. Included are



## Standard IIIA Human Resources

policies on unlawful discrimination, sexual harassment, equal employment opportunities, hiring, equivalency, and other policies governing hiring and working conditions. The district has procedures for handling and investigating any complaints of discrimination in the employment process.

A3.a

### Self-Evaluation

**The college meets this standard.** The written personnel policies and procedures have been developed and refined by the district to ensure fairness in employment procedures. Administrators have extensive training in board policies and take the responsibility of implementing those policies seriously. The president closely monitors all hiring activities in the college.

The survey of faculty, staff, and administrators showed that 51% agree or strongly agree that “hiring procedures and policies are fair and clearly stated.” Only 17.4% disagree or strongly disagree.

### Planning Agenda

None

A3.b

**The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

### Description

Employees have access to their own personnel files. All information is held in a secure filing system by the Office of Human Resources at the district office; the process for reviewing personnel files is located in the various collective bargaining agreements and Education Code. The release of personnel records (outside of public information) must be approved by the employee through a signed statement. Employees are encouraged to complement their records by adding documents as to additional training and other supplementary material to their personnel files. Employees’ social security numbers have been replaced by unique employee IDs.

Any employee may make a request to review his/her personnel file in the presence of Human Resources staff.

### Self-Evaluation



## Standard IIIA Human Resources

**The college meets this standard.** Personnel files are held in confidence and are filed in a new secure system at the district office. Managers and confidential employees have access to personnel information on a need-to-know basis only. The new PROMPT/PeopleSoft system makes the information more secure and restricts access to that system more than the previous system.

A3.b

### Planning Agenda

None.

A4

**The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

### Description

Issues of equity and diversity are part of the strategic goals and the college's core values and permeate every aspect of college life. The district is strongly committed to achieving staff diversity, encouraging a diverse pool of applicants and making sure its policies, procedures and practices prevent discrimination on the basis of race, color, national origin, ancestry, sex, age, religion, marital status, disability, or sexual orientation. Further, the Peralta Community College District has an established Faculty Diversity Internship Program whose purpose is to attract graduate students who have completed at least one-half of a graduate degree and who are from diverse backgrounds to teach at BCC or the other three colleges. These intern adjunct instructors will serve as role models for students, providing high quality adult learning opportunities, and addressing the educational needs of the multicultural East Bay community.

Of the 92 full-time employees at Berkeley City College in fall, 2008, 24% are African-American, 15% are of Asian heritage, 14% are of Hispanic/Latino heritage, and 46% are Caucasian; one person is Native American. This closely mirrors our student body with the exception that at BCC, only 32% of the students are Caucasian, while some 16% are "other" or "unknown."

Hiring policies and practices encourage diversity, hiring selection committees are balanced by gender and ethnicity, and the Faculty Diversity Internship Program increases faculty diversity.

### Self-Evaluation

**The college meets this standard.** Understanding of and appreciation for diversity is a core value of Berkeley City College. In responding to the strategic planning goals of the district the college community developed two values statements which focus on equity and diversity.



## Standard IIIA Human Resources

A4

- A Commitment to Multiculturalism and Diversity.  
We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity, characteristics our institution seeks in its students, faculty, and staff.
- A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society.  
We value the fact that students live and work in an increasingly complex society and world.

Berkeley City College strives for more diversity, especially in its faculty. Of the six new contract faculty members hired in spring, 2008, two were Latino/Hispanic, one was Asian, one was African-American, and two were Caucasian. Three were women and three were men. Although the college hires the best-qualified candidate regardless of ethnicity or gender, the faculty is becoming more diverse and more reflective of the student body. Faculty also mentor participants in the Faculty Diversity Internship Program.

### Planning Agenda

None.

A4.a

**The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

### Description

Berkeley City College created and maintains several appropriate programs, practices, and services that support the diversity of its personnel. The Faculty Diversity Internship Program encourages graduate students from diverse backgrounds to apply as adjunct instructors, mentors them for one semester, and provides workshops and other help to assist them to become a part of the community college faculty, creating a more diverse pool for open faculty positions. Experienced faculty encourage new instructors to learn methods that teach to diverse cultures and learning styles. New staff members are encouraged to form mentorship relationships with other, more experienced staff.

The Leadership Succession Program of the Peralta district chooses 12-15 members of the faculty, staff, and administration each year to meet once a month for training that advances leadership and promotes diversity. Two members of the first Leadership Succession class were advanced from classified staff to management during the first year of the program.



## Standard IIIA Human Resources

Organizations such as Peralta African-American Association give scholarships to students of color. Diverse administrators serve as role models for faculty, staff and students. Many holidays, including Cinco de Mayo, Asian Heritage month, Black History month (including Ancestor's Day), and International Women's Day, are marked at the college, creating an atmosphere of inclusion and celebrating diversity. The catalog entry for each employee includes languages spoken by that employee.

### Self-Evaluation

**The college meets this standard.** Peralta is a highly diverse district that fosters advancement within its ranks and encourages diverse hiring. The staff at BCC is also highly diverse, and the faculty is moving in that direction as more contract faculty positions become available. In January, 2008, BCC hired its first permanent president of non-white ethnicity.

Part-time faculty diversity continues to be a challenge, but programs like the Faculty Diversity Internship Program are slowly changing that reality.

A4.b

**The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

### Description

The district follows Equal Employment Opportunity policy in all its hiring procedures. Successful candidates must demonstrate sensitivity to and ability to work with students, faculty, and staff of diverse academic, socioeconomic, cultural and ethnic backgrounds, without regard to ethnicity, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. Local board policy 3.11 codifies the requirement to follow Equal Employment Opportunity.

The district monitors the success of equal opportunity in its recruitment, selection, retention, and promotional policies and procedures and works to prevent discrimination against any person or group of individuals because of ethnic group identification, national origin, religion, age, sexual orientation, gender, or race.

The District assesses information on employment equity and diversity for all district personnel. According to the latest information, employee demographic statistics for Berkeley City College show that college permanent personnel are 63% female and 37% male, 24% African American, 15% Asian, 14% Latino/Hispanic, and 46% Caucasian.

### Self-Evaluation

**The college meets this standard.** The college's mission is to "promote student success, to provide our diverse community with educational opportunities, and to transform lives."



## Standard IIIA Human Resources

To this end and consistent with hiring the most qualified faculty and staff, the college has made every effort to make sure that the faculty and staff reflect the diversity of the student body and the community. The district human resources staff and the college administrators monitor screening committees to make sure that they include gender and ethnic balance; they advertise positions in a variety of outlets and do not let positions go forward without sufficiently diverse pools.

### Planning Agenda

None

**A4.c**

**The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

### Description

Through its representative bodies, the institution has established avenues for advocacy for administrators, faculty, staff, and students. The advocacy groups are the Peralta Federation of Teachers Local 1603 and the Academic Senate for faculty; SEIU Local 1021, I.U.O.E Local 39, and the Classified Senate for classified staff; and the Associated Students for students. District-wide policies assure integrity in the treatment of administrators and non-represented employees.

In addition to advocacy groups, the institution is guided by policies, procedures, and statutes, such as the Americans with Disabilities Act, in its treatment of all constituencies. The district has specific policies which are published in the college catalog and include the following:

- Policy Prohibiting Discrimination;
- Implementing Procedures Prohibiting Sexual, Racial, and Disability Harassment and Discrimination toward Students;
- Sexual Assault Policy and Procedures;
- Student Grievance Procedures;
- Student Conduct, Discipline, and Due Process Rights;

The institution's treatment of its administration, faculty, classified staff, and students is guided by advocacy groups and district-wide policy and procedures, which are clearly stated and consistently followed. The district's Director of Employee Relations provides oversight in non-discrimination and equal opportunity.

The Associated Students of Berkeley City College (ASBCC) is organized according to a constitution and bylaws. The ASBCC president meets regularly with college administration and sits on all shared governance bodies. Bookstore profits and other allocations by the district office provide the funding for the ASBCC and for student events and club projects. The ASBCC is advised by a classified staff member who ensures that the organization adheres to college and student government regulations.



## Standard IIIA Human Resources

### Self-Evaluation

**The college meets this standard.** Relations between faculty and staff advocacy groups and the administration at BCC are collegial and respectful. Shared governance committees are inclusive and usually operate on a consensus basis. Students are invited to participate in shared governance and their voices are respected. All groups work together for the shared aim of educating students.

A4.c

### Planning Agenda

None

A5

**The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

A5.a

**The institution plans professional development activities to meet the needs of its personnel.**

### Description

In 2005-06, the Peralta Board of Trustees developed various directions and priorities for district strategic planning. One of these strategic goals is “Human Resource Development”: to “provide training and professional development for all employees.”(D6, Strategic Planning Document) The Peralta Community College District currently provides training for all employees. Faculty training is by far the most comprehensive because funding provided by the State Chancellor’s Office for California Community Colleges is specific to faculty staff development, but many professional development services at Peralta are coordinated by the Office of Educational Services and are for all employees. Some of the current training efforts are as follows:

- Manager’s College

PCCD implemented ongoing management training in the spring of 2007. The Manager’s College meets approximately four (4) times throughout the academic year and has covered strategic planning issues, team building, leadership training, budget overviews, union contracts, facilities planning, purchasing procedures, and training in the new district Student Administration PASSPORT (PeopleSoft) System. Additional sessions covered reasonable accommodations, employee productivity, effective meetings, enrollment management, and negotiating and developing contracts.

- Leadership Succession Program



## Standard IIIA Human Resources

In fall, 2007, the Peralta district initiated a new management mentoring program to develop leadership among employees and plan for possible succession. Participants in the program are currently meeting once a month and members include classified staff, faculty, and administrators.

A5.a

- Selected Topics Managers Training

In addition to the Manager's College and the Leadership Succession Program, the district has held training on selected topics, as needed, including student grievance and discipline procedures, contract negotiations, sexual harassment, and reasonable accommodation.

- Classified Training Program

The Employee Relations office created a handbook for classified employees and has organized a formal orientation program for new employees. A Classified Training Academy for classified employees has been developed in cooperation with Employee Relations and the Peralta District Staff Development Office.

- Faculty Training

Currently most of the training activities are designed for faculty and are coordinated by the District Staff Development Officer in conjunction with the college staff development committees. The Peralta Community College District Staff Development Office provides six flex days per year that include a host of varied training and staff development projects.

- Individual Projects

Currently faculty may earn up to 60% of their staff development obligation through individual projects. Such projects might require participation in a training or conference that does not adapt to a workshop format and/or would take more time than a workshop. In 2006-07, the district staff development office supported 30 individual projects.

- Miscellaneous Hourly Accrual

Currently faculty may earn up to five hours towards their yearly staff development obligation by attending district-wide and campus-based meetings, trainings, workshops, and concerts. This form of participation is very popular. Many of the campus governance activities, department meetings, assessment workshops, updates on discipline currency, technological training, and strategic planning that are part of staff development do not happen during flex days, but rather on a periodic basis throughout the semester. The District Staff Development Office has given staff development credit for 126 meetings, trainings, workshops, and speakers during the 2006-07 academic year.

- Tuition Fee Waiver



## Standard IIIA Human Resources

A5.a

The District has implemented tuition waiver reimbursement for faculty and classified staff who take classes within Peralta to further professional development.

- Conference Clearinghouse

Throughout both fall and spring semesters the District Staff Development Office sends out electronic notices of professional conferences or workshops held at sites outside Peralta.

- Staff Development and Faculty Diversity Internship Program Workshops

The District Staff Development Office and the Faculty Diversity Internship Program partnered and sponsored six workshops on the multicultural classroom in 2007-08. Five other trainings included “Working with Asian and Asian American Students”, “Working with African American Students,” and “Getting Past the Gate Keepers: Tips for Your Cover Letter, CV, and Interview.”

### Additional Training

The Employee Relations office conducted a series of workshops on employee benefits and has provided training sessions for managers on employee-employer relations matters, sexual harassment, union grievances and contract compliance, evaluations, and employee discipline.

- Since fall, 2006, the Employee Relations office has been sending all employees electronic copies of Employee Relations Bulletins that deal with equal opportunity and workplace issues and employment laws. An additional publication, *The Manager's Journal*, publishes information for managers.
- Risk Management has conducted a series of workshops on emergency preparedness, CPR training, forklift training, smoking cessation, and handling blood products.
- Human Resources has provided training on contract negotiations and the hiring of classified and academic personnel
- New faculty orientations (for both contract and adjunct faculty) often take place during the second flex day of each semester.
- Sustainable Peralta conducts workshops during flex days, hosts workshops and conferences throughout the district, and provides grant funds for faculty who wish to develop “sustainability” curriculum units for existing classes.



## Standard IIIA Human Resources

### Self Evaluation

**The college meets this standard.** The staff development office provides ample opportunities throughout the academic year for staff development. Training for managers has expanded and the faculty program already meets the requirements of AB 1725. A classified training plan has been developed and will need to be further reviewed, adopted, and implemented. The development of a master training calendar each year would be very helpful and will be explored.

The Berkeley City College staff development committee decided to set aside unrestricted state funding for classified staff. Classified staff are contemplating bringing speakers to the college that will increase staff participation in development activities. All staff development opportunities are open to all members of the college community.

### Planning Agenda

None

**A5.b**

**With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### Description

The Peralta Community College District Staff Development program evaluation follows the guidelines set forth by the California Community College Council for Staff and Organizational Development and the Community College League of California in Evaluating Staff and Organizational Development.

Periodically, need surveys are designed, administered, and completed for administration, staff, and faculty.

Every session of the Manager's College is evaluated, and the forms used are specific to the training. The classified training plan has yet to be adopted and implemented. Evaluation forms have been recommended for those trainings.

Each of the faculty staff development flex day workshops are evaluated by participants, using forms designed for that purpose. Attendance rosters are reviewed to gauge participation. Evaluations are discussed at campus staff development meetings and in district staff development chair meetings. The district office generates various reports about staff development participation for the chancellor and vice chancellor of educational services. The district staff development officer submits a flex day calendar report to the state at the end of the year. The vice chancellor of educational services develops and evaluates the district flex day programs.



## Standard IIIA Human Resources

A5.b

The campus staff development committees are part of the Peralta Federation of Teachers Contract and answer directly to and are evaluated by the college president. In addition, each campus must publish the funding of staff development activities during the academic year. Berkeley City College, COA, and Laney and the district staff development office have Web sites that provide this information.

Every year the district staff development officer is required to submit a Flex Day Calendar Activities Report for the academic year to the State Chancellor's Office for California Community Colleges. Flex Day staff development activities are required to be organized by the nine criteria as listed in AB1725. Those nine criteria are:

- course instruction and evaluation;
- in-service training, and instructional improvement;
- program and course curriculum on learning resource development and evaluation;
- student personnel services;
- learning resource services;
- related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty and staff diversity;
- departmental or division meetings, conferences and workshops, and institutional research;
- other duties as assigned by the district; and
- necessary support activities for the above.

Flex Day participation has grown enormously each year. The final district-wide flex day of spring, 2008, held over forty workshops in five locations throughout the day. Of the nine flex day activity areas, the four largest growth areas over the past two years have been

- Departmental or division meetings, conferences and workshops, and institutional research;
- Program and course curriculum or learning resource development and evaluation;
- Staff development, in-service training and instructional improvement; and
- The necessary supporting activities for the above.

### **Self Assessment**

**The college meets this standard.** Assessment of staff development is structured through standardized evaluation forms and evaluations are used to determine future training needs.

### **Planning Agenda**

None.



## Standard IIIA Human Resources

A6

**Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

### Description

Peralta Community College District regularly assesses and integrates human resources planning with institutional planning. Levels of staffing are reviewed by managers through information generated in discussions with faculty, classified staff, and other managers, the college faculty prioritization process, and consideration of college mission and goals. The Berkeley City College Roundtable for Planning and Budget takes faculty prioritization requests from the Council of Department Chairs and reviews them in keeping with 12 guiding principles. At the end of the review by the Roundtable, the Roundtable either returns the prioritization list to the Department Chairs Council or forwards the approved list to the college president. The college president makes the final decision based on the recommendation from the roundtable.

In the case of new classified positions, proposals are developed at the department level. The request is ultimately reviewed by the President's Circle and the College Roundtable for Planning and Budget and is subject to the chancellor's approval and availability of funding. The college works with Human Resources on issues of college needs and on the appropriateness of the classifications.

Hiring decisions for replacing administrators are made by the college president or appropriate district vice chancellor (for district positions), which are then forwarded to the chancellor for approval.

### Self-Evaluation

**The college meets this standard.** Decisions for prioritizing hiring requests are firmly rooted in a shared-governance campus-wise process. Ultimate decisions are usually shaped by fiscal constraints. Recommendations regarding hiring are ultimately made by the College Roundtable for Planning and Budget. However, given the fiscal constraints under which the college operates, it is impossible to achieve the level of staffing that is required, especially with the more than 50% growth in the student body over the last two years. The district resource allocation model will need to take into account BCC's growth and the inequitable distribution of faculty and staff.

### Planning Agenda

None



## Standard IIIB Physical Resources

**B1**

**The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

**B1.a**

**The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

### Description

Berkeley City College is located at 2050 Center Street, between Shattuck Avenue and Milvia Street, in downtown Berkeley. In August, 2006, the college moved to a new six-story, 165,000 square foot urban campus on two-thirds of an acre, one-and-one-half blocks from the University of California, Berkeley. The new facility is composed of 455 rooms, 177 of which are dedicated to classrooms and offices. Of 165,690 gross square feet, 92,154 square feet is assigned square footage. The new permanent facility has been certified as a LEED silver building. Berkeley City College is the only single building urban college in the California Community College System. A substantive change report detailing the move to the new building was filed with ACCJC on March 31, 2006.

Berkeley City College serves Northern Alameda County, which includes Albany, Berkeley, Emeryville, and north Oakland. However, the BART and AC Transit services a half block from the college provide easy access to students throughout the Bay Area. In summer, 2008, the Peralta Community College district finalized a partnership with AC transit whereby full-time students can obtain a transit pass for \$50.00 per semester.

The construction of the college was supported with funding from the State Chancellor's Office for California Community Colleges and the local passage of bond Measure E. The first step in planning for the new building, in addition to finding a location for the college and contracting with an architect, was a comprehensive Educational Master Plan completed in 2000 and updated in 2001. The Educational Master Plan provided detailed information about college programs and services which assisted in the design of the building and the allocation of space and resources necessary for those programs and services.

In the early stages of planning, consultants with expertise in space allocation held meetings with representatives of all academic departments, counselors, librarians, staff, students, and administrators. Specialized programs which were factored in building design included Multimedia Arts, American Sign Language, Biotechnology, Fine Arts, and Computer Information Systems.



## Standard IIIB Physical Resources

B1.a

The current infrastructure is comprised of six floors that include:

- A library (constructed using Department of State Architects' guidelines and intended to serve a college of 7,500 students) and a learning resources center
- A 250-seat auditorium designed for lectures and multimedia showings with adjacent classrooms that can be used for breakout/meeting rooms
- A central six-story atrium with a skylight to bring in natural light
- Ground floor cultural space for receptions, exhibits, and community gatherings.
- Twenty-two classrooms. Two of these classrooms have circular seating to accommodate the American Sign Language program's unique teaching methodology
- Seven computer laboratories
- Three laboratories for biology, chemistry, and physical sciences
- One specialty classroom with circular tables and chairs and a laptop computer cart to accommodate the modern language program's needs
- A painting and drawing studio
- A bookstore
- Student services and counseling offices
- An adaptive technology laboratory
- A Multimedia Arts Center with two large computer labs, an animation studio, a print lab, a shooting studio, a recording studio, and video makeup suites
- A student lounge built on the top floor with a clerestory window giving a view of the Berkeley hills and the University of California
- Faculty and administrative offices
- State-of-the-art information and audio-visual technology for the auditorium, classrooms, and labs. Every classroom and lab is equipped with an Audio Visual Control Station providing access to various media, including DVDs, CDs, the Internet, and computer-based applications
- Modern communications and security infrastructures throughout the building
- Three high speed computer operated elevators

Given the rapid growth in student enrollment, the college is now planning the construction of unfinished space. In the fall of 2007, stakeholders were involved in discussions regarding the future space needs of the college and planning the configuration of new laboratories and classrooms in the third and fourth floor vacant space. Murakami/Nelson architects were hired in early 2008 to draft plans based on this planning. Throughout spring, 2008, stakeholders met with the architects to refine the plans. In fall, 2008, the college signed off on the plans in preparation for DSA approval. The funding for these projects will come from the Measure A bond that the voters approved in June of 2006.



## Standard IIIB Physical Resources

B1.a

The new third-floor construction of the unfinished space will include offices for faculty, Extended Opportunity Programs and Services (EOPS), and Program for Adult College Education (PACE), study space for EOPS and PACE students, workshops and offices for the audio-visual and information technology staff, and a teaching-learning center where faculty can learn about new technology and current pedagogy, especially in relation to basic skills.

The fourth floor build out of unfinished space will include two new art labs, four large (50-seat) classrooms that can be combined into one 200-seat classroom, a 100-seat lecture hall, and storage space. The art lab, the dry lab, and two of the classrooms on the fifth floor will be redesigned to accommodate two new wet labs and a new dry lab for the science department, as well as additional student government space. The Multimedia Arts shooting studio on the second floor will be redesigned to make it more appropriate for video production and to accommodate digital photography and sound editing and design programs, making the space “multi-use.”

In addition, the college has requested and obtained Measure A bond funding for a number of short-term projects, including upgrading the facilities to exceed ADA standards by adding electronic door openers throughout the building and upgrading signage. The copy center and mailroom will be enlarged to accommodate more mailboxes.

To meet community needs, the college continues to offer courses at off-campus sites. These are typically held in local public schools, church, or community agency locations. The college also continues to offer evening classes on the University of California, Berkeley campus. The process for determining safety and sufficiency in these off-campus sites involves an initial walk through of the sites and feedback from instructors and students who attend classes at these various sites. Clearly, UC Berkeley and public school sites are required to meet the same safety and ADA standards as the college itself.

The college offers learning in a distance education or technology mediated mode through online delivery. In 2007-2008, the college began using MOODLE as the learning management system and increased the number of courses offered online. In addition, an external scan developed by Computer-Aided Planning recommended increasing online education district-wide to meet student and community need. A small percentage of the courses at BCC are now offered in an online or hybrid format, but that percentage is expected to grow rapidly in the future as demand increases. BCC already has one mobile laptop cart, and two of the new large classrooms will have laptop carts built in to them so that they can be converted to computer labs.

### Self-Evaluation

**The college meets the standard.** The college is in an enviable place of being in a brand new state-of-the-art building that meets LEED silver standards. Bond Measures E and A as well as monies from the State Chancellor’s office provided the funding for the new facility. The build-out of the unfinished space will enable the college to increase



## Standard IIIB Physical Resources

programs and services, particularly with the addition of new science labs, and three laptop computer carts so that any classroom can be converted to a computer lab.

**B1.a**

BCC is maintained by two shifts of custodians and two engineers who take great pride in maintaining the new facility to a high standard. In a 2008 survey of faculty, staff, and administrators, 87% agreed or strongly agreed that “campus facilities (i.e., classrooms, washrooms, offices) are adequately maintained. Only one respondent disagreed. To the statement that space at the college is well-lighted and designed to meet work and learning needs, 82.6% agreed or strongly disagreed. More than 91% of the respondents agreed or strongly agreed that they feel safe in the building during daylight hours, with only one person disagreeing, and 69.6% agreed or strongly agreed that they felt safe during evening hours, with only two people disagreeing.

### Planning Agenda

None.

**B1.b**

**The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### Description

The college site at 2050 Center Street (Berkeley) is a structure composed largely of solid concrete and steel. The building was anchored on 120 pylons which were driven 70-100 feet into the ground. Before any move into the new building was allowed, the site was examined by all necessary agencies to ensure that it complied with state and federal codes and met the safety requirements set by the Division of State Architects (Title XXIV). The building also complies with Americans with Disabilities Act codes. As stated above, part of the short-term construction projects to be completed in the coming academic year include upgrades to the building to exceed ADA standards.

The building has a minimum of two security guards from a private security firm, Securitas, at all times when the building is open. One guard staffs the front desk, where he or she is able to view corridors, the library, stairways, and atrium areas on monitors. The other guard continuously walks throughout the building. In addition, the security guards enforce no-smoking policies inside the building and within twenty feet of the entrance and exits.

In 2007-2008, disaster planning efforts were intensified. The Standardized Emergency Management (SEM) structure was implemented for the college, and all-college trainings were held. A successful table-top drill took place in June of 2008. Since 2005, 15 permanent campus personnel have been trained in CPR and the use of defibrillators. A



## Standard IIIB Physical Resources

safety committee has planned evacuation methods, appointed monitors with backups for all building spaces, and issued clipboards to all monitors.

B1.b

In late 2007, all classrooms and labs were equipped with telephones that link with campus security and directly to the Berkeley police. Panic buttons in the restrooms and in administrative offices also alert security guards of problems in those areas. Red panic buttons in the restrooms call the Berkeley police directly. Call buttons in the elevators link with the campus security desk.

The entire BCC facility was planned with materials that gave off very low volatile organic compounds. An air-quality test conducted in 2007 showed that the building greatly exceeded standards of healthful air quality. The building is also designed with a system of air exchange that draws air up through the top of the atrium and refreshes it with outside air. The HVAC refrigerants do not contain chlorofluorocarbons and the building insulation is designed with recycled natural fibers that contain no asbestos.

Lighting in the building was especially designed to mimic daylight. Classrooms, labs, and offices are equipped with sensors that automatically turn the lights on when the room is occupied and off when the room is not in use. This saves energy and prevents the necessity of walking into a dark room or office.

### Self-Evaluation

**The college meets this standard.** The building is constructed to Department of State Architect standards, which exceed state and federal standards for safety and ADA compliance. The facility is also a certified Leadership in Energy and Environmental Design (LEED) silver building. As noted previously, a large percentage of the faculty, staff, and students are highly satisfied with the building.

Plans are already underway to construct additional labs, classrooms, and offices in the unfinished space and to increase the level of disabled access above that required by the ADA. Engineers and custodians take pride in how well they maintain the building.

The main off-campus site at which classes are offered is the University of California at Berkeley, pursuant to a long-standing agreement. Approximately eighteen classrooms are loaned to BCC by the university every semester for evening classes. UC manages and maintains its facilities according to its own high standards, and students and faculty have full access to campus police services and shuttle buses for transportation. In addition, BCC offers two courses in art and creative writing at the North Berkeley Senior Center for the convenience of the students who typically take those classes. Those facilities are well-maintained and appropriate to the instruction given there. The college occasionally rents facilities at Berkeley Community Media for classes in video production, but that will cease when the video shooting studio is reconfigured.



## Standard IIIB Physical Resources

Some faculty and staff have broached the idea of hiring safety aides in the evening to escort students, faculty, and staff to the parking garage, which is a commercial facility located next door to the main BCC building. This idea is under study. At this time, those who request the service can have one of the security guards accompany them to the garage. Note that in the past, the parking garage was between two and four blocks from the previous rented college facility, and no possibility existed of accompaniment.

**B1.b**

### Planning Agenda

None

**B2**

**To assure the feasibility and effectiveness of physical resources in support of institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**B2.a**

**Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

### Description

As previously noted the Berkeley City College moved into a newly constructed facility in 2006. Extensive educational planning, facilities planning, technology planning, architectural and construction planning took place to create the facility. The facility was built with a combination of local bond and state dollars. Measure A bond funding is being used to complete the unfinished space in the building.

With student enrollment growth of over 40% since BCC took possession of its new facility, the college is now in the process of building out the undeveloped space of approximately 24,000 square feet. The planning for the new space is based on the instructional program reviews completed in spring, 2007 and the unit/program plans completed in fall 2007. With that data and a review of the areas of enrollment growth, the college is currently working with Murakami/Nelson architects to achieve DSA approval of construction plans in fall, 2008.



## Standard IIIB Physical Resources

B2.a

The build-out is planned in two phases. The construction of four classrooms and the large lecture room on the fourth floor is Phase IIA; the construction of counseling, PACE, and faculty offices, a teaching/learning center, and office and work space for IT and AV is Phase IIB. Phase II includes the construction of two new art studios on the fourth floor and the adding of three science labs and space for student activities on the fifth floor, replacing the current art studio and the fifth floor classrooms. Phase I is anticipated to be completed for use in fall, 2009 and Phase II by spring, 2010. In addition to the build-out of unfinished space, the multimedia arts studio is being reconfigured as a multi-use studio for video production, digital photography, and sound editing and design. Completion of that project is anticipated by the end of spring, 2009.

The build out of the unfinished space will be funded through Measure A bond dollars, which have been approved for this purpose by the Board of Trustees. Maintenance of the building is part of the college's base budget, and a staff of custodians and engineers is in place.

### Self-Evaluation

**The college meets this standard.** The passage of Measure A in June, 2006, has enabled the college to finish the expansion space on the third and fourth floors of the building and add extensive classroom, laboratory, and office space. At the same time, the administrators realize that, with the growth of the student population, additional space will be required in the next two to three years. Long-range planning is concurrently taking place for additional space outside the main building. This will likely take the form of community centers and of a second building nearby for some administrative functions.

The administration is also examining the schedule for ways to make the current spaces more efficient. Some experimentation with hybrid classes in the past year has allowed the use of one classroom for two classes at the same time but on alternate weeks. Saturday classes have proven popular, and that schedule will be increased; departments are studying ways to offer classes on Friday, a day when the building is typically underutilized. An experiment in offering Sunday classes will be discontinued in spring, 2009, but may be reinstated at another time. These efforts do not require capital funding, but additional services must be found for the additional students and hours of operation.

### Planning agenda

None.



## Standard IIIB Physical Resources

**B2.b**

**Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as a basis for improvement.**

### **Description**

As previously noted, the integration of physical resource planning with institutional planning formed the basis for the new and permanent facility that opened in August, 2006, and is foundational to the build-out of the unfinished areas that will provide additional space for key programs and services at the college. The college recently completed its plan for the periodic replacement of all technology in the building. This replacement will be funded through Measure A funds.

In the spring of 2008, the Peralta district hired WLC architects and MAAS to conduct a facilities assessment of the four colleges. WLC rated most systems as being in good working order and adequate to BCC's needs, but they made several recommendations, including an air lock at the front door to avoid the infiltration of outside air, supplemental cooling to the IT rooms, insulation to the incoming domestic water service, and redistribution of the power inside the building, which they said was adequate but not ideally located. BCC reports yearly to the Peralta district on the status of its facilities and systems.

### **Self-Evaluation**

**The college meets this standard.** The facilities planning process, which engages constituencies at the college and district levels, successfully ensures that physical resource planning is integrated with institutional planning. The planning of both the short-term and the long-term additional construction that is planned to start in 2009 and be completed in 2010 was done in accordance with the Educational Master Plan and statistics regarding program growth. These short-term and long-term projects will address most of the WLC recommendations that have not already been addressed.

### **Planning Agenda**

None



## Standard III C Technology Resources

**C** Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.



**The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

### Description

In 2007, Berkeley City College created a Technology Advisory committee to develop an Informational Technology Master Plan and to inform the vice presidents and the president about technology needs for student services, administration, and educational programs.

Technology resources are used throughout the college to support and increase the effectiveness of student learning programs and services. Technology resources that meet the needs of learning, teaching, college-wide communications, research, and operational systems include the following:

- Twenty-two smart classrooms equipped with Audio Visual Control Stations, each equipped with DVD, VHS, and CD players, and computers connected to the Internet
- Wireless access in the library and common areas where students and faculty congregate, including the student lounge and the atrium
- Five general-purpose computer labs equipped with both Apple Macintosh and Hewlett Packard PCs, two dedicated multimedia arts labs; an animation lab; two mobile labs (carts with 30 laptops each and wireless technology) that can be brought to any classroom.
- New laptops or desktops every 3-4 years for faculty and staff
- Voice over Internet Protocol (VOIP) telephones, Internet access, E-mail access, including connections the Peralta information portal
- PeopleSoft, an information management system that allows students to have individual email addresses and access to their information and allows faculty to access their rosters and submit grades online
- District and college Web sites (including committee and faculty pages)
- PeopleSoft Business Intelligence software research tool (currently being implemented)
- “Alertify” Emergency Alert system for emergency and non-emergency communication
- Technology mediated instruction using the Moodle classroom management system



## Standard III C Technology Resources

C1

Planning for technology needs for the college has been informed by the college Educational Master Plan, which is based on program reviews and unit/program plans, facilities master planning, and the district-wide Technology Planning Committee. This committee is in the process of identifying and meeting institutional technology needs to support student learning.

Members of the college Technology Committee also serve on the district-wide Technology Planning Committee, providing a bridge between district and college technology services. The district-wide Technology Planning Committee provides a forum for administrators, faculty, and staff from the district office and all four colleges to discuss, preview, introduce, and recommend technology products, view application demonstrations, and discuss pedagogy, as each relates to using technology for teaching and learning.

Network, computer services, and information systems staff are centralized under the direction of the chief information officer at the district office. A campus network coordinator and three technicians support faculty and staff at the college. The campus network coordinator reports to the vice president of instruction and is closely connected to the director of technology services at the district office. This reporting structure ensures coordination and delivery of technology support among the colleges and the district office technology services staff. The district office technology services staff supports the district's network infrastructure, telecommunications system, computers, and servers. Footprints Helpdesk software has been implemented at the district office to provide a system to address immediate and long-range technical support needs

The district Technology Services staff and the college campus network coordinators are all members of the district-wide Enterprise Network Group. Meetings are held to discuss and agree upon standards and policies and to resolve district-wide network infrastructure, desktop computing and telecommunications issues. Knowledge transfer is an important part of the Enterprise Network Group meetings.

The PCCD website currently consists of approximately 3000 web pages including pages that belong to PCCD faculty members.

### Self Evaluation

**The college meets this standard.** The college identifies the technology needs of learning, teaching, college-wide communications, research, and operational systems. The district-wide Technology Planning Committee and the college Technology Committee provide the structure and organization to identify and meet technology needs at the college. The college continually evaluates the effectiveness of technology in relation to teaching and learning needs. Since the move into the new building, the use of technology in teaching and learning has grown each semester. Instructors have the capacity to augment their instruction with built-in media players, internet access, and sound. The



## Standard III C Technology Resources

Moodle classroom management system has increased instructors' ability to enrich the learning experience with information and discussion forums, whether they teach in the online, hybrid, or classroom mode. Document cameras are being installed in all classrooms so that objects (such as sculptures and anthropological artifacts) or pages from books can be projected on the classroom screen.

**C1.a**

**Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.**

### Description

The college has a network coordinator and three network technicians, although one of the technician positions is currently vacant. These technicians replace, upgrade, and maintain all computer equipment in the college. In fall, 2008, the college hired an audio-visual services technician who maintains and replaces all audio visual equipment on campus. In addition, the district has assigned two engineers to BCC; these engineers maintain and operate all of the computer-based building systems, including the security system, door locks, the fire alarms, and the heating and air conditioning systems.

Decisions about technology services, professional support, facilities, hardware, and software are made at both the district and college level. The district-wide Technology Planning Committee and the district Enterprise Network Group keep pace with technology enhancements, identifying, implementing, and coordinating district-wide technology services, including selection and installation of the PCCD equipment and software including:

- PeopleSoft databases (student, financial, human resources, financial aid)
- MS Exchange
- Web servers
- SARS Grid, Call Trak and PC Trak
- Alertify Emergency Alert System
- AlertU Network Notification Alert System
- Cisco VoIP

PCCD has purchased CurricuNET, a web-based service that will automate the process of submitting course and program proposals via a Web browser. CurricuNET will be beta tested in spring, 2009 and will begin implementation in fall, 2009. CurricuNET will provide students with access to course outlines and instructor syllabi and an opportunity to review the student learning outcomes for each course. PCCD has purchased TaskStream as a management system for student learning outcomes and assessment. In addition, the Board of Trustees has voted to purchase hardware and software for business intelligence software. This will allow the district to analyze multiple categories of data from a single PeopleSoft database, monitor the flow of



## Standard III C Technology Resources

students between the four colleges, and predict course and class demands, costs, and faculty requirements.

C1.a

At Berkeley City College departments/programs submit requests for technology and other instructional support needs annually. These requests are reviewed by the vice presidents and prioritized based on available funding. Technology that can be funded by the instructional equipment budget allotted to the college each academic year are routed to the Department Chairs Council, which makes budgetary decisions. The vice president of instruction has final oversight of the instructional equipment and supply budgets.

Planning is currently underway for finishing the expansion space on the third and fourth floors of the facility; these plans include the most up-to-date audio-visual equipment and laptop carts stored in the classroom for the purpose of converting classrooms into labs. The new space will include office and workspace for computer and audio-visual personnel and equipment as well as a teaching/learning center that will include experimenting with instructional technology.

### **Distance Education at Berkeley City College**

The Distance Education Group, *eBerkeley City College (eBCC)*, is a virtual community of students, faculty and staff dedicated to supporting the effective integration of instructional technology in teaching at Berkeley City College. The DE Group helps faculty and students with the implementation of instructional technology in their online, hybrid, and classroom-based instruction.

Berkeley City College is in the first stages of developing its distance learning program. Before 2007-2008, BCC offered only three or four online classes per semester. Presently, 80 classes are offered on the college Learning Management System (Moodle). In fall of 2008, BCC offered online classes in the areas of Art, CIS, Economics, English, Geography, History, Humanities, Music, Mexican-Latin American Studies, Philosophy, Political Sciences, Spanish and Women's Studies, a total of 24 courses, in addition to the 26 hybrid classes already in the schedule for that semester.

BCC offers basic counseling services online and by phone; the library offers database and reference services online. A distance education coordinator offers help to faculty and students who are new to distance education.

### **Passport**

In spring of 2008, the Peralta district and all four colleges initiated Passport (PeopleSoft Student Administration System) and CCCApply. All students applied for and registered for summer, 2008 classes using these two methodologies. The advantages of the system are:



## Standard III C Technology Resources

- Important data is shared across all functions and is housed in one database;
- Admissions and records, the schedule and course catalog, financial aid, and student finances are managed as one system;
- Human Resources, Accounts Payable, and Student Administration share data across functions;
- Students no longer have multiple records throughout the district;
- Students, faculty, and staff access the system through a standard internet browser on any Internet enabled computer;
- The system is compliant with federal regulations, like the Family Educational Rights and Privacy Act (FERPA).

C1.a

### Self Evaluation

**The College meets this standard.** Overall, technology resources and services enhance the operation and effectiveness of the institution. Instructors incorporate technology into their teaching, which allows them to teach to more diverse learning styles. Having access to the Internet in all classrooms makes the teaching and learning experience richer and the possibilities for global awareness greater.

The completion of the unfinished space in the building will allow the college to incorporate laptops into more classrooms for maximum flexibility of instruction.

Students can now access the Internet wirelessly from all common areas in the building, and can access personal records from any Internet enabled computer. Teachers are able to email their students with supplemental information, and many instructors use the Moodle classroom management system shell as a supplement to materials that they hand out in the classroom.

The planned teaching/learning center will help the instructors' ability to use technology in the classroom, as more teachers become conversant with animation techniques, podcasting, Internet resources, personal Web pages, and other advanced communication methods.

The implementation of new Web-based systems for student applications and registration, financial aid, counseling, and faculty interactions, while they will eventually make the work of the college more efficient, have been difficult in these early stages. These systems were brought online quickly and without adequate contingency planning. Solving these problems has taken a large percentage of the time and attention of key administrators and staff members, especially at the district office. The reluctance of the admissions and records office to allow paper applications has caused some complaints, especially on the part of older students and students without computer access. As a result, limited usage of paper applications is being considered for spring 2009 enrollment.



## Standard III C Technology Resources

District personnel have maintained constant communication with the campuses in an effort to solve problems as they arise.

### Planning Agenda

None

**C1.b** **The institution provides quality training in the effective application of its information technology to students and personnel.**

### Description

Training in general computer skills is available to instructors through classes in specific software programs such as Microsoft Access or PowerPoint, which are generally four to nine weeks in duration. Staff and faculty are allowed fee waivers to take any class in the Peralta district.

BCC and the district offered training in the PASSPORT and Regents systems to faculty, staff, and administrators in spring, 2008. Each training session lasted two hours; training classes at BCC were limited to 15. Online help was also available.

Training needs for college personnel are identified through the office of Educational Services, the District Wide Technology Planning Committee and the college technology committees. Training sessions for faculty and staff on the new PeopleSoft student administration system (PASSPORT) was arranged at the district level and conducted by Change Management Consulting (CMS).

Before the rollout of the Student PASSPORT system, student ambassadors were provided intensive information about the coming system and have been available to students for training, information, and help since the system went online in April. The distance education coordinator at Berkeley City College provides training to faculty on professional days and meets one-on-one with instructors to discuss the pedagogical and logistical implications of using the web for teaching and assist them in planning online classes and choosing appropriate technologies.

### Self Evaluation

**The College meets this standard.** As with all new software implementations, significant problems with the PASSPORT and CCCApply systems arose during implementation. Some instructors resisted the change, and district personnel have had to work with some programming issues to make the software more useable. Admissions and Records is finding it necessary to continue accepting paper rosters and grade reports while training continues and these problems are solved. A Welcome Center in the



## Standard III C Technology Resources

college atrium, with student ambassadors available to lend help, has mitigated some, but not all of the problems. The decision not to run parallel systems has proved problematic.

The new Regent financial aid system, implemented in fall of 2008 to replace the obsolete SAFE system has caused a great deal of confusion and problems. Berkeley City College was without a financial aid director while the system was being implemented. Training on the new system is now proceeding, but the issuance of financial aid checks has been significantly delayed. The Regent vendor is working closely with college personnel for the training and has hired Evans Consulting to assist with this training.

### Planning Agenda

None

**CI.c**

**The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

### Description

Berkeley City College currently has more than 600 desktop and laptop computers, and the number is increasing with the demand for distance education support and Web-based systems. As new classrooms and offices are built in vacant spaces, many more desktop and laptop computers will be needed. Therefore, an equipment replacement plan is being developed to incorporate budgeting, purchasing, receiving, storing, maintaining, and disposing of equipment and packaging materials.

As information technology offices and workshops are incorporated into the architectural plans for finishing the vacant space, existing storage will be lost, necessitating a plan for storing new equipment prior to deployment and end-of-life equipment pending disposition by environment-friendly methods. The Information Technology Department at BCC maintains an inventory of computer-related equipment. This equipment includes computers, monitors, printers, multimedia projectors, servers, routers, switches, and other network devices. The technology plan calls for the replacement of computers in computer laboratories every three years and staff/faculty computers every four years. Measure A bond money is the main source for funding computer purchases.

Due to the district implementation of the web-based Peoplesoft PROMT/Passport system, staff computers in critical areas such as Admissions & Records, Financial Aid, and Bursar are on a three-year replacement plan. Other equipment replacement varies by type, maintenance schedules, support requirements, technical changes, and operating efficiencies. The computer replacement plan follows the guidelines suggested by the district chief information officer. Prior to purchasing computers, standards and technical specifications are discussed and shared at general meetings and at the college Technology Committee and district Technology Committee meetings.



## Standard III C Technology Resources

BCC has a full range of audio-visual equipment, including DVD/VHS, projectors, electronic screens, and speakers, in each of its classrooms and labs. Closed caption decoders were installed at each audio-visual control station after Disabled Students Programs and Services pointed out that some older videos do not have subtitles for hard-of-hearing students. The auditorium is equipped with a 7000 lumen Panasonic DLP projector as well as full audio and visual capabilities. Peralta Television and other media outlets are able to broadcast programs and speakers from the auditorium. The full range of capabilities for audio-visual presentations also exists in the auditorium, and there are assistive listening devices and closed-caption decoders for hard-of-hearing and deaf students. A large video shooting studio is being completed on the second floor with a professional lighting system, HD cameras, a still photography bay, medium-format still cameras, as well as single-lens reflex cameras. A full audio production suite is being installed for teaching sound design. Completion is expected in spring 2009.

C1.c

Shortly after the college moved into its new facility, all the telephones were replaced by Cisco Voice over Internet Protocol (VOIP) technology. This network is integrated with the Cisco-based network used by the computer system, gives portability of number and the ability to program the telephones from a central location, and allows the possibility of integrating email and voicemail in the future.

### Self-Evaluation

**The College meets this standard.** Most of the computers in the facility are less than three years old, and the information technology department has a plan for replacing computers as they become outdated. The audio-visual equipment is less than two years old and is currently under warranty. The college is investigating the possibility of buying an extended warranty on this equipment, since repair can be extremely expensive.

The college hired its first full-time professional audio-visual technician in 2008; he will be responsible for the day-to-day maintenance and replacement of all audio-visual equipment as well as its deployment to off-site classes. A new workspace for audio-visual maintenance is planned in the new space, thus increasing the technician's ability to service the college's equipment.

Planning for the new classrooms and offices includes updated technology and more laptops for maximum flexibility of instructional space.

The technology infrastructure is expected to expand as most functions at the college become more dependent on computers, including student registration, faculty input of rosters and grades, as well as finance, facilities, and human resource management.

### Planning Agenda

None



## Standard III C Technology Resources

**C1.d**

**The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

### **Description**

Berkeley City College makes decisions about the use and distribution of its technology resources based on information received from faculty, staff, and administrators. The computer labs at the college are in high demand and plans for the new classrooms include 72 mobile laptops that can be used in any classroom.

BCC has one program, multimedia arts, that uses a great deal of specialized equipment. The program has two labs equipped with PowerMacs and 20" or 23" flat screens, an animation lab, a print studio with five PowerMacs and five large-format Epson printers, and a shooting/sound studio that is being upgraded to host full video production.

A dedicated writing lab has been provided for the English department to use with its basic skills classes and writing workshops. The lab includes space for textbooks and exercises, projectors and audio-visual equipment, as well as 31 computers for student use.

To ensure that faculty, staff, and students have high-performance and reliable access to Internet services, the district office has installed a dedicated DS-3 (40MB/s) connection to CENIC. A T-1 line operates between Berkeley City College and the district office.

The college IT department enhances the teaching/learning process and the business functions at the college by handling the ordering, purchasing, maintaining, monitoring, and distributing of technological materials and equipment to students and faculty.

BCC keeps some portable audio-visual equipment in a central location for off-campus classes. The audio-visual technician delivers this equipment as needed to classes held at U.C. Berkeley. This includes projectors, laptops, televisions, DVD/VHS players, and CD players.

The college has reached its goal of having a PC or Mac computer connected to e-mail and the Internet in every faculty and staff office. Each faculty office also has a combination printer/copier.

The college has a variety of equipment for Programs and Services for Students with Disabilities (PSSD/DSPS), some housed in the adaptive computer lab and some in the office of the alternate media specialist. The specialist uses this equipment for translating material into Braille and for adding closed captions to tapes. The specialist is also available to help students with special accommodations requests, such as Braille maps of the building and books on tape.



## Standard III C Technology Resources

### Self Evaluation

**The College meets this standard.** Most areas of the institution are well served by available technology resources. A sufficient number of computers support instructional programs and student services needs.

C1.d

In a 2008 survey of students, the availability of computers was rated excellent or good by 55% of students, while 17.5% rated the availability only fair.

### Planning Agenda

None

C2

**Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

### Description

When the current facility was being built, a series of meetings was held with the architects and college stakeholders to discuss the technology that would be incorporated into classrooms, labs, and offices. The district hired Charles Salter and Associates to plan the audio-visual equipment and Teecom to plan the network structure and wiring in the building. Each department outlined the technology needed for instruction, and were accommodated insofar as possible. The multimedia arts labs, the writing lab, the modern language lab, and the animation lab were all designed with department input.

One area where the stated needs of the department did not translate well into reality was the multimedia arts shooting/sound studio, which was designed for broadcasting rather than for video production. The consultants built a space that was too small and cluttered for the needs of the department. The studio has been redesigned and will be rebuilt to meet department needs.



## Standard III C Technology Resources

### Self-Evaluation

**The college meets this standard:** Technology is integrated with institutional planning. The president, the business manager, and the Facilities Committee are responsible for ensuring that technology resources are incorporated into the planning efforts. All capital improvement projects include a technology infrastructure that will meet faculty and student needs and keep pace with technological changes. The new classrooms and offices planned for completion in 2009 will be equipped with smart classrooms, wireless access, and state-of-the-art equipment, and the teaching and learning center will facilitate the learning of new instructional technologies.

C2

### Planning Agenda

None



## Standard IIID Financial Resources

**D** Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning are integrated with institutional planning.

### Description

Peralta Community College District (PCCD) funds operations primarily through “apportionment” (SB361) funds from the State of California. These revenues make up approximately 80% of unrestricted operating funds. Other state and local revenue sources contribute approximately another 7% to unrestricted funds. In addition to unrestricted revenues, PCCD receives restricted funding from federal, state, and local agencies to pay for specific programs and services. These restricted revenues make up approximately 13% of operating revenues.

Table IID.1: PCCD General Funds –from Adopted Budget 07/08

	YEAR END	YEAR END	YEAR END (Estimated)
	05/06	06/07	07/08
<b>GENERAL FUNDS REVENUES</b>			
<b>Unrestricted General Funds</b>			
Program Based Funding	83,946,436	95,478,362	98,222,348
Other State	4,921,170	6,543,531	3,651,110
Other Local	3,940,359	5,046,326	4,582,872
Book Commission ( <i>transfer in</i> )	<u>270,060</u>	<u>296,718</u>	<u>297,583</u>
<b>TOTAL UNRESTRICTED GENERAL FUNDS</b>	<b>93,078,025</b>	<b>107,364,937</b>	<b>106,753,913</b>
<b>Restricted General Funds</b>			
Federal	3,054,008	2,875,165	2,961,247
State	10,239,227	10,763,444	14,971,075
Local	<u>1,157,462</u>	<u>869,914</u>	<u>1,416,531</u>
<b>TOTAL RESTRICTED GENERAL FUNDS</b>	<b>14,450,697</b>	<b>14,508,523</b>	<b>19,348,853</b>
<b>TOTAL OF GENERAL FUND REVENUES</b>	<b>107,528,722</b>	<b>121,873,460</b>	<b>126,102,766</b>

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## Standard IIID Financial Resources

D

District revenues are allocated to the four colleges based on previous year expenditures and assessment of needed adjustments. In 2006, in response to questions and concerns about how resources are allocated to the four colleges, the Budget Allocation Committee, a sub-committee of the PCCD Budget Advisory Committee, developed a model for consistent, systematic, and fair allocation of district resources to the four colleges. The formula developed was brought before the Budget Advisory Committee for discussion in 2006 and was formally adopted in October 2008.

Berkeley City College's budget for fiscal year 2007-2008 totaled \$11,218,524. As is true with most districts in the California Community College system, a large percentage of the college budget is apportioned for personnel cost. Salaries and benefits make up ninety two percent of the budget; four percent is dedicated to fixed expenses with the remainder assigned to fund discretionary expenditures.

The college relies primarily on its budget allocation from the district office. The district Budget Advisory Committee worked for several years on a budget allocation model, which, as noted above, was finally approved in 2008. In general, prior to the approval of a new model, the district financial allocation model has been based on historical allocation with colleges receiving additional funding to meet enrollment targets based on growth funds received from the state. The new model recognizes that some colleges in the district, including BCC, have not been adequately compensated for growth. Over time, there should be a shift in the resources to better reflect BCC's size and efficiency. Also there are increases to the college budget as a result of COLA, long-service increments, and step and column increases. Recently included in the college budget is an additional \$100,000 (president discretionary fund) which is used to support planning initiatives. Funding for categorical programs is often a pass along of funding received from the state. With the opening of the new permanent college building and the unexpected growth in student enrollment, the district has provided financial resources for 15 additional classified support staff, including a custodial staff. Two engineers maintain BCC, but report to General Services at the district. In 2007-2008, the college was provided the financial resources to hire five permanent instructional faculty members and one general counselor.

As noted in the March 15, 2008 Progress Report, the district developed a budget process calendar. (See chart on the following pages.)



# Standard IIID Financial Resources

D

## RESEARCH PHASE

### May/June

- Vice Chancellor, Educational Services oversees development of the *Annual Planning Budgeting Framework*, which has the following purposes: highlight emerging educational trends; assess effectiveness of prior strategic, educational and service center unit planning initiatives; document trends and issues regarding retention, persistence, basic skills improvement, degrees/certificates, transfer and productivity; review demographic and labor market trends; and preliminary budget forecast.

### August

- Chancellor and vice chancellor, education, provide overview of major planning and budgeting issues at Fall convocation.

## DISTRICT-WIDE AND COLLEGE PLANNING

### September

- District Wide Education Master Plan Committee (DWEMPC) meets to review *Annual Planning Budgeting Framework* and develop planning and budgeting guidelines and methodologies. The Committee will develop agreements between the colleges in areas requiring coordination.
- College Councils and/or educational committees review status of prior educational master plans, program reviews, and unit plans and identify preliminary areas of focus for future planning.
- District service centers review status of prior institutional reviews and unit plans and identify preliminary areas of focus for future planning.

### October

- College Councils (or educational committees) and district service centers review district wide planning and budget guidelines and modify/adapt to fit circumstances. College VP's and district Vice chancellors prepare templates to update existing accelerated program review/unit planning and distribute to instructional, student service and administrative programs.
- Units update their accelerated program reviews/unit plans and including updates to grow/maintain/watch action plans. These include program and service initiatives, and resource requests (faculty, staffing, professional development, equipment, facilities)

## BUDGET DEVELOPMENT PHASE

### January

- Governor's proposed budget published
- Informational memorandums on the governor's budget proposal to all constituent groups (board of trustees, academic senate, budget advisory committee, faculty union, classified unions); SMT meet to review proposed budget.
- Chancellor's budget advisory committee meets to review the governor's proposed budget and begins to develop budget assumptions.

### February

- Review colleges' actual FTES, review college/district expenditures for the first half of the fiscal year. Prepare estimate of spring/intercession FTES and expenditures.
- Chancellor approves targeted FTES to realize growth and over cap funding.
- Propose board of trustees' budget workshop (February or March).
- Colleges' budget priorities submitted to district office.
- District office begins preparation of preliminary budget allocation.



## Standard IIID Financial Resources

D

### **Budget Development Phase (continued)**

#### March

- Initial proposals submitted to chancellor for the district budget.
- Review status of budget development with the academic senate and faculty union.  
Academic senate submits recommendation on budget process.

#### April

- Budget proposals reviewed by budget advisory committee.

#### May

- Discuss carry-over fund priorities and college's submission of justification
- Governor presents May revise to budget (May 15).
- Draft tentative budget submitted to chancellor

#### June

- Tentative budget submitted to board of trustees at last June meeting (California Code of Regulations, section 589305[a]).

#### July

- Legislature approves and governor signs state budget by July 1.
- California Community Colleges State Chancellor's budget workshop in Sacramento.
- Informational memorandums issued on proposed budget revenues to all constituent groups (board of trustees, academic senates, faculty union, and classified unions).
  
- Colleges meet with academic senates, faculty union, and classified unions on budget priorities.
- Colleges' revised budget priorities submitted to chancellor.
- Approved tentative budget input into financial accounting system



## Standard IIID Financial Resources

D

The vice chancellor for finance and administrative service and the associate vice chancellor of finance work to maintain a balanced district budget. The Berkeley City College business manager assists the college in working within the parameters of the budget allocated to the college. Thus, administrators manage financial resources with integrity and in a manner that ensures financial stability. Because financial resources are closely monitored from year to year, and basic budget assumptions are established annually in view of the state budget, there is a reasonable expectation of short-term and long-term financial solvency. Even though Peralta expects a 10% cut in its mid-year budget, the chief financial officer plans to use funds from the district's 14% reserve to meet the shortfall. In addition, the anticipated growth funds received from the state were not allocated in the 2008-2009 adopted budget. This strategy will lessen the impact of mid-year cuts.

Because of Measure A, a Proposition 39 bond, the college has been able to do short-term building projects and will develop the unfinished spaces in the new permanent facility. Also, the district has financial control of its lifetime medical obligation because of Other Post Employment Bonds (OPEB) and the discontinuance of life-time medical benefits for those hired after 2004.

### **Self-Evaluation**

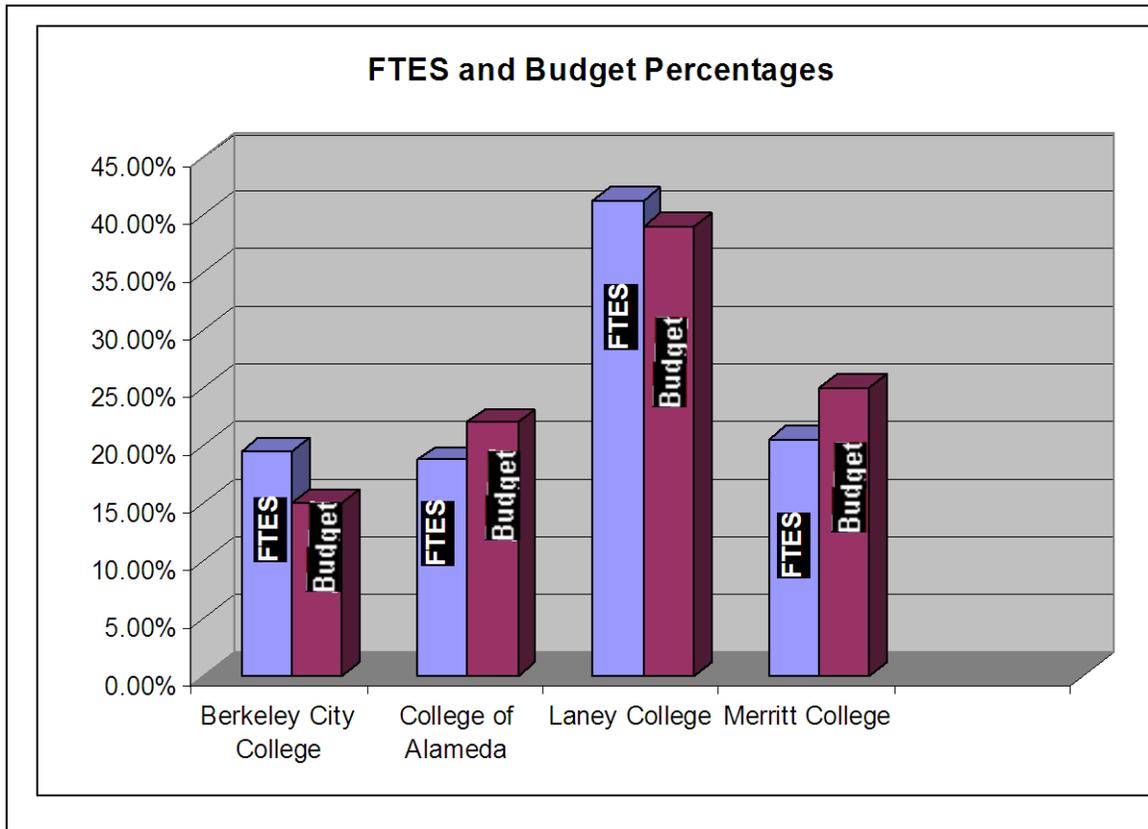
The College Meets This Standard. The college and the district work to maintain financial solvency and to use financial resources to support student learning programs and services and to improve institutional effectiveness. However, the demand for continuous improvement and innovation often exceeds the capacity of financial resources. The district and the college are well aware that state funding and special categorical funding will never meet the all the needs of the college. The district has a goal of increasing international student enrollment and out-of-state student enrollment as one method of increasing financial resources. Further, the district has hired a new director of development to assist the college in applying for grant funding and to date the success is noticeable. The college as well as the district is focused on increasing contract education to increase financial resources.

Because of the rapid growth in student enrollment at Berkeley City College, approximately 40% in the last two years, resource allocation among the three colleges of relatively similar size (i.e., College of Alameda, Merritt, and Berkeley City College) continues to be unequal. As the following chart shows, while BCC has 19.5% of the FTES in the district, it currently has only 15% of the budget. College of Alameda currently has 18.7% of the FTES and 22% of the budget, while Merritt has 20.5% of the FTES and 25% of the budget.



# Standard IIID Financial Resources

D



## Planning Agenda

None

**D1** The institution relies upon its mission and goals as the foundation for financial planning.

## Description

The development of the college budget is driven by the college’s vision, mission, values, goals and strategies, in keeping with program reviews and the college educational master plan. Strategic planning drives the financial planning process. All financial planning is done within the parameters of identified goals which are aligned with the five district-level strategic planning goals: Student Access, Success and Equity, Community Partnerships and Engagement, Programs of Distinction, Culture of Innovation and Collaboration, and Develop Resources to Advance and Sustain our Mission.

In spring 2007 Student Services and Instruction completed program reviews. Program reviews performed by all departments help to shape the comprehensive updated educational master plan, which was finalized fall 2008. The goal is to update instructional program reviews on a three-year basis and student services on a six-year



## Standard IIID Financial Resources

cycle. These various processes are central to financial planning at the college. For the instructional component, instructional departments write program plans, reviewing student learning outcomes and identifying needed resources. Instructional plans are presented to and reviewed by the Department Chair Council. Based upon the presentations of the department plans, recommendations for staffing, equipment and facility improvements are presented to the College Roundtable.

D1

At the same time these various planning processes were occurring Computer-Aided Planning conducted a strategic analysis of the internal and external environment (e.g., enrollment and community demographics, economic and labor market shifts, and educational and technological advances) to determine trends that could impact enrollments, programs, services, staffing, and facilities planning decisions. The findings in the scan are being used to inform college planning and to assure that college goals are data driven.

### Self-Evaluation

The college meets this standard. Financial planning is guided by the mission, vision, and goals of the college which speak to the programs and services necessary to meet student needs.

### Planning Agenda

None

**D1.a** Financial planning is integrated with and supports all institutional planning.

### Description

Berkeley City College’s institutional planning style is substantively influenced by presidential leadership. In academic year 2007-2008, planning at the college underwent fundamental structural changes by establishing the Roundtable for Planning and Budget to more effectively have institutional planning drive financial planning. The committee is comprised of faculty, staff, student representatives and administrators. As the main planning committee of the college, the Roundtable has jurisdiction over both financial and institutional planning, which it actively monitors.

The role of the Roundtable is to advise and consult with the president on college-wide governance issues as well as institutional planning from a mission-based perspective. The Roundtable also reviews and advises on budgetary matters, including program review reports and recommendations, new programs and service proposals, and all resource allocation matters prior to the president making recommendations to the district



## Standard IIID Financial Resources

office. Further, the Roundtable reviews and advises the president on other policy matters requiring broad institutional input.

D1.a

Recommendations from BCC's Roundtable are presented to the District Wide Educational Master Planning Committee (DWEMPC) and to the district budget committee. The Strategic Team, which consists of the chancellor, the four college presidents, and the three vice chancellors, review the recommendations for new allocations.

### **Self-Evaluation**

The college meets this standard. Planning at Berkeley City College has become comprehensive with the establishment of the Roundtable for Planning and Budget. As a result the college has made great progress in integrating its Educational Master Plan, unit reviews, student learning outcomes, assessment, and planning/budgeting process. Progress is reflected in a 2008 college survey that specifies 57% of the respondents either agree/strongly agree or are neutral when asked if financial planning is linked to college strategic planning goals. There were 18.8 % who either disagreed or strongly disagreed. While the majority of the college believes BCC is fulfilling its obligation to integrate financial planning in a manner that supports institutional planning; continued transparency and communication is required to increase awareness.

As noted, the Roundtable is a broad-based shared governance body grounded in the institutional mission and goals of the college where various levels of planning culminate. While the college has made significant strides in developing its planning initiatives, there remains opportunity for the college to further advance its efforts to work more effectively in concert with the user departments so that appropriate resources can be dedicated to areas with the clearest and most urgent need in accordance with the Educational Master Plan.

### **Planning Agenda**

None



## Standard IIID Financial Resources

**D1.b**

**Institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.**

### Description

Due to budget constraints and limited discretionary resources, the college budget is developed from the previous year base allocation and obligations. Beginning in 2007-2008, the Roundtable for Planning and Budget allocates discretionary funds. Budget plans are disseminated to all representatives on the Roundtable. A final budget is developed using the guidelines adopted by the Roundtable and approved by the college president. During the year cost center managers receive monthly budget reports so that they can track expenditures.

For budgeting purposes, the Department Chairs' Council serves as a subcommittee of the College Roundtable for Planning and Budget. They formulate recommendations in the areas of instructional personnel and funding allocations. Requests for resource allocation or resource redirection will only be considered if the current program review self-studies have been completed and annual unit/program plans are in place. Upon request, programs will be provided with current information to update their annual program/unit plans. Requests which involve a new program, more than one program, or which do not fit within an existing program framework must be accompanied by a division review and or/planning document. Program reviews give programs the opportunity to clarify issues regarding numerical information.

Another resource for planning is the facilities committee, the purview of which is to review all expenditures associated with college approved construction projects. Projects currently in progress are funded by a voter-approved bond initiative (Measure A).

Berkeley City College expenditures are accounted for in the accounting period in which the liability is incurred. BCC records all expenditures by fund, object code and activity. This serves to provide the college with uniform method of recognizing and classifying expenditures and facilitates planning budget preparation by providing historical information on the costs of activities and programs.

The college has historically placed emphasis on community partnerships and has continued to develop partnerships with the City of Berkeley, the Berkeley and Emeryville Chambers of Commerce, Youth Works, and UC Berkeley. In addition, the outreach team has developed new partnerships with Rubicon and other area workforce development groups. Berkeley City College offers contract education courses to UC Berkeley's food service and bindery workers.

The president has attended a fundraising training in order to begin exploring the possibility of the development of alternative resources for the college. A committee of



## Standard IIID Financial Resources

college personnel wrote a Title III grant proposal in 2008, which received high scores but was not funded. NOTE: Bonnie, put in a sentence about the other grants (CAA, Digital Bridge Academy, and the Teacher Prep grant.)

### Self-Evaluation

The college meets this standard. Given the size of BCC's personnel, there is a high level of commitment to participation in planning. BCC is an integral part of its community and has formed many partnerships with local agencies and businesses. Although the college has been awarded a number of grants recently, the limited staffing has made this process difficult. The Title III evaluators told the college that its limited infrastructure was a reason it was not awarded the grant. This perception was affirmed to the president at the fundraising conference that she attended.

### Planning Agenda

None

**D1.c** When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities in future obligations.

### Description

Berkeley City College has identified its financial priorities through the development of a long-range educational master plan in concert with planning for the facilities build out of unfinished space. Several components of the education plan and the build out plan are being accomplished as a result of the passage of the Proposition 39, Measure A Bond. The facilities planning for build out of unfinished space addresses various college programs and the need to grow and expand the programs.

Financial reserves are maintained by the district in order to meet long-term obligations as well as budget emergencies. Reserves are currently 14%.

Peralta became the first public entity in the country to issue \$153 million of OPEB Bonds. This will allow the district to honor its commitment to fund lifetime health benefits. The OPEB Investment Trust paid \$5.8 million in retiree benefits for fiscal 2006-2007 and will pay \$5.9 million for fiscal 2007-2008. As of June 30, 2007, the OPEB investment trust had assets of \$177 million. Investment reports on OPEB are filed periodically with the Board Audit and Finance Committee and investments to date have been sound and are regularly reviewed.



## Standard IIID Financial Resources

### Self-evaluation

The college meets this standard: The college and the district both consider their short- and long-term financial priorities, including identifying and preparing for liabilities and future obligations. In doing so, the college has effectively assured its financial stability.

### Planning Agenda

None

**D1.d**

**The institution clearly defines and follows its guidelines and processes for financial planning and budget.**

### Description

Berkeley City College defines and follows its guidelines and processes for financial planning and budget development, providing all constituency groups with the opportunity to participate in developing institutional plans and budgets through the share-governance process. The college Roundtable for Planning and Budget and the Leadership Council are broad-based committees made up of constituencies including administrators, faculty, staff and students.

The district Budget Advisory Committee (DBAC) is a district-wide committee representing all constituencies at the four colleges. The District-wide Educational Master Planning Committee (DWEMPC) also is a district-wide committee representing faculty, administration, and classified staff of all four colleges. Both committees use an annual budget calendar that was developed in early 2008.

### Self-Evaluation

The college meets this standard. Shared-governance policies ensure that all major constituencies are represented through the budget development and planning process.

### Planning Agenda

None



## Standard IIID Financial Resources

**D2**

**To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

### **Description**

The majority of issues related to financial management are controlled by the Peralta district office. Peralta's vice chancellor of Finance and Administrative Services has built a 14% reserve through conservative financial management. The college's business and administrative manager works with the CFO and the other three college business managers to ensure that all funds are spent in a fiscally responsible and appropriate manner.

In July, 2005 Peralta Community College launched PeopleSoft. The 2007 *Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards* found various material weaknesses and significant deficiencies related to the implementation of the PeopleSoft system.

The purchasing and procurement system in place have spending controls that preclude charges to accounts that have insufficient funds. The purchasing approval system requires several levels of approval. Procurement approval is required from the manager of a unit, the business manager and the district Director of Purchasing. These safeguards protect the college from unauthorized or inappropriate use of funds.

### **Self-Evaluation**

The college meets this standard. The district continues to work to implement a complete system to make information available and accessible. There have been significant improvements in the system since its inception. For example, the business managers of Peralta Community College district have worked closely with the IT department to have a number of financial queries written, which has helped to reduce the amount of time required to produce budget reports. Committees have been formed to address ongoing concerns related to the system. The college business manager continues to work with managers and their staff to make sure that the information received is understood. The district continues to work to resolve the issue of inputting payroll cost in timely manner in the system.

### **Planning Agenda**

The vice chancellor of Finance and Administrative Services and district IT will continue to address inadequacies in the PeopleSoft financial system.



## Standard IIID Financial Resources

**D2.a**

**Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.**

### **Description**

Allocation of resources to support student learning programs and services is reflected in the annual planning process. As required by the California Education Code, an annual external audit is performed by an independent Certified Public Accountant firm on all financial records of the district, including all district funds, student financial aid, bookstore, Associated Students, trust funds, and reports required by the state. The annual audit report is presented to the Board Audit and Finance Committee and to the full board by the independent auditor. The audited financial report is placed on the district Web site and is available to all.

The district prepares financial reports which include budget at year-end and at mid-year. These reports are presented to the Board of Trustees.

Material audit findings have occurred in the BCC Financial Aid Office. Additionally, serious problems arose in fall of 2008 with regard to the district's implementation of a new software system to process financial aid awards. As a result, throughout the district, students were unable to obtain their awards in a timely manner.

### **Self-Evaluation**

The college meets this standard. The college Educational Master Plan, program reviews, and annual unit plans guide the college in review and assessment of the financial resources needed to support student learning programs and services in addition to the financial resources currently used in these areas.

BCC is cooperating with the Department of Education in a full audit of its 2005-2006 financial aid records and a sample audit of its 2006-2007 records.

A great deal of energy and time is being spent trying to get to the root of the software problem that has precluded students from receiving financial aid support in fall 2008 in a timely manner. The vendor, Regent, has hired an outside consultant, and the district has hired additional staff; the board has held listening sessions to hear from the students. At this writing, the problem has not been resolved.

Institutional responses to audit findings are communicated to the board at public televised meetings. The vice chancellor of Finance and Administrative Services also responds in writing to the auditors with an action plan, and the audit report is updated in the following year.



## Standard IIID Financial Resources

### Planning Agenda

With the assistance of the district finance office, BCC will address the material findings in Financial Aid.

D2.a

The associate vice chancellor of admissions and records and student services will develop a district wide Operating and Procedures Manual for Financial Aid. The governing board will order a comprehensive evaluation of financial aid practices and operating systems.

Appropriate financial information is provided throughout the institution.

### Description

The Peralta Community College district uses the PeopleSoft system to record and monitor functions and activities related to student, financial aid, finance, position control, payroll, grants, and human resources. In finance, fund accounting is used to account for revenues and expenditures separately for each fund. The final budget is loaded after board approval. Expenditures are recorded through the requisition and procurement processes in which orders go through approvals beginning with the appropriate administrator to the business manager and finally to the district purchasing department. Similar processes are followed for expediting budget transfers, expense reimbursements, independent contract, and petty cash.

Berkeley City College uses the PeopleSoft finance module to record and review financial transactions and information online. Each manager has access to accounts, both restricted and unrestricted, for which they are responsible. The business manager updates the college community on changes that affect the budget or financial conditions, including state budget changes. The business office provides budgetary information for use in the college-wide program planning process.

Furthermore, the business office actively reviews how it presents financial and budget information and seeks input on improving the transmission of that information. There have been discussions on better ways to educate staff and faculty about budget information. As a result of those discussions, PowerPoint presentations regarding the budget are offered periodically during college hour.



## Standard IIID Financial Resources

### Self-Evaluation

The college meets this standard: Appropriate financial information is provided throughout the institution by the business and administrative services manager.

### Planning Agenda

None

**D2.c**

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

### Description

The district's primary funding source is based upon an apportionment received from the State. The apportionment is calculated based on the district's full-time equivalent students. The district's ending unrestricted fund balance for the past three years has been \$7,352,086, \$15,158,862 and \$10,903,367. The district conservatively budgets both revenues and expenditures with the expectation of unforeseen occurrences. The district's budget provides for a 14 percent reserve to address financial emergencies. Each year the district provides the necessary cash flow to fund district operations prior to the receipt of property tax and state apportionment revenues.

The district invests funds in accordance with the California Government Code and Board of Trustees approval. In addition, funds for special purpose needs, such as debt reserves and post-retirement benefits, are invested in compliance with special needs and requirements imposed by regulation, law, and special requirements that may be imposed by bond rating enhancement insurers.

Most cash is invested with the county treasurer in a special investment fund, or in the Local Agency Investment Fund. Other investments may include government or high-grade securities held in trust for a debt instrument reserve. The investments held in the county treasury are reviewed each month by the county treasurer and documentation is transmitted to the district. Investment information is shared with the Board of Trustees along with the district's regularly published and presented financial reports.

The Peralta Community College District analyzes its exposure to accidental risk on an ongoing basis by evaluating property, liability and workers compensations losses. Additionally, the district's joint powers insurance authority, the Alliance of Schools for Cooperative Insurance programs provides strategies for reducing risk based on legal analysis from the recent case decisions, and by conducting employee training, and loss control services.

Health insurance is provided by two health providers. Coresource is the PPO insurance program and Kaiser Permanente is a HMO health provider. Property insurance coverage



## Standard IIID Financial Resources

limit is based on the replacement value of the property and contents, subject to a deductible of \$25,000 per occurrence. Liability insurance coverage limit is \$25,000,000, subject to a self insured retention of \$25,000 per occurrence. The districts workers' compensation coverage is provided through a self insured plan, with claims administered by a third party claims administrator. Excess coverage is purchased for losses that exceed \$250,000.

### Self Evaluation

The college meets this standard: The district has a 14% reserve. Risk is adequately managed by the district's insurance strategy.

### Planning Agenda

None

**D2.d**

**The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

### Description

The institution has an annual external audit, prepared in accordance with generally accepted accounting principles, that is comprehensive and thorough. All externally funded programs, special projects and grants require year-end program reports that are submitted to the State Chancellor's Office after final review by the district. All grant and externally funded program journal entries, new hires, and purchase requisitions are approved by the college business office prior to action at the district level

Institutional investing is done at the district level. The Peralta Community College District Foundation is a separate 501(C)3 entity and is not a component unit of the district.

The college budget is under the ultimate authority of the college president. The business office oversees and administers most of the finances in the college. This oversight includes compliance with federal, state and local reporting and accounting requirements. Instructional Services and Student Services departments oversee their own budgets. Student body accounting is done by the student activities advisor in conjunction with the vice president of student services. Special projects are under the purview of the cost center manager and reviewed by the business office for compliance. In addition, the college business office provides reports to the President's Circle, the college Roundtable for Planning and Budget, and the Leadership Council. Training is available for all managers in printing and understanding reports from the district's PeopleSoft system.



## Standard IIID Financial Resources

### Self Evaluation

The college meets this standard. While it is true the college strives to practices effective oversight of its finances there were deficiencies noted in the student financial aid audit. The college was proactive in determining the extent of the deficiencies by requesting that the district provide the resources for a full scale audit. In addition, a financial aid consultant with many years experience was hired to assist the dean of student services in developing procedures and internal controls for the department.

### Planning Agenda

The district will provide ongoing training in financial aid operations to the Financial Aid Department during 2009.

The office of financial aid will incorporate the appropriate internal controls and procedures for the awarding and disbursing of Federal student financial aid by spring 2009.

The dean of student services will conduct periodic review of student financial aid files for appropriate documentation beginning in fall 2008.

**D2.e**

**All financial resources, including those from auxiliary activities, fund-raising efforts and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

### Description

The college utilizes its financial resources in a way consistent with its mission, vision, values, and goals. All funds are audited annually.

Other financial resources available include funds from a Proposition 39, Measure A Bond approved by the voters in 2006. The bond measure mandates a citizens' advisory committee, which is responsible for the oversight of all bond expenditures.

The Friends of Berkeley City College foundation funds are held by the district office. To ensure all funds received on behalf of the foundation are deposited and recorded appropriately the college established a duplicate structure. The structure allows for all contributions first to arrive at the college, after the contribution is recorded, the college forwards the checks with an account summary for deposit into the foundation account.

Berkeley City College grants support projects central to its mission as an educational institution.

### Self Evaluation

The college meets this standard. Revenues received are used solely to support instructional programs, student services, and college operations.



## Standard IIID Financial Resources

### Planning Agenda

None

**D2.f**

**Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of institution.**

### Description

The district practices principals for sound fiscal management through responsible stewardship of available resources. There are policies and procedures in place for awarding construction contracts, hiring consultants, leasing equipment and clear lines of authority in the approval process. The college complies with all procedures for awarding contracts.

### Self Evaluation

The college meets this standard. Current contracts held by the college include a photocopier lease agreement along with equipment maintenance agreements. The business manager requires that a non-appropriation addendum be included in all lease agreements. This addendum effectively protects the college in the event funds are not allotted in the next fiscal year.

### Planning Agenda

None

**D2.g**

**The institution regularly evaluates its financial management processes, and the results of evaluation are used to improve financial management systems.**

### Description

Evaluation and improvement occur in several ways. There are the external audits which provide guidance for improvement. The district has worked continuously to improve the processes by which the budget is managed and controlled.

#### Self-Evaluation

The college meets this standard. The college solicits input from all its constituents in an effort to improve upon college processes. This inclusive approach has served both the college and the district as evidenced in the improved purchasing procedures and financial reporting mechanism that are now readily available.



## Standard IIID Financial Resources

### Planning Agenda

None

**D3**

**The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

### Description

BCC regularly evaluates its financial management processes, primarily by participation in district-wide audits required by law. The results of the evaluation are used to improve financial management systems. BCC's Business and Administrative Services office conducts budget training, workshops, and, through the use of informal discussion with staff, covers certain aspects of the budgeting and finance processes.

### Self-Evaluation

The college meets this standard: BCC has historically received insufficient resources for its size and its needs. In view of the new budget allocation formula and educational resources plan, changes are anticipated.

### Planning Agenda

The vice chancellor of Finance and Administrative Services will implement the budget allocation formula for the 2009-2010 fiscal year.



## **Standard IV**

**The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.**



## Standard IVA Leadership and Governance

# A

**Decision-Making Roles and Processes: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**

**A1**

**Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

### **Description**

Berkeley City College works to build a collaborative environment and encourages faculty, staff, administration, and students to take an active role in improving college programs and services and to focus on the learning experiences of the students. Each of the constituency groups has a leadership organization that serves as a forum for that group. In addition, the college has two multi-constituency groups through which all constituents are represented: the Leadership Council and the College Roundtable for Planning and Budgeting (CRPB). The college leadership provides other possibilities for input from the college community that lead to improvement in the college's practices, programs, and services.

The President's Circle is the leadership group for the administration. Its membership is composed of the president, vice president of instruction, vice president of student services, deans of instruction, dean of student support services, and the business and administrative services manager; its charge is to advise the president regarding college operations and college planning. Decisions from the CRPB and the Leadership Council are brought to the President's Circle to be finalized or discussed further.

The leadership organization for the faculty is the Academic Senate. The Academic Senate has primary leadership for matters dealing with academic and professional matters. The major subcommittees that fall under the purview of the Academic Senate are the Council of Department Chairs, Curriculum Committee, and Student Learning Outcomes and Assessment Committee. Senators who represent the various instructional departments, counseling, and adjunct faculty are elected to the Senate, yet the Senate body operates for the good of the whole institution. The Academic Senate is represented on the CRPB and the Academic Senate president sits on the College Leadership Council and appoints members to other committees as needed.

The classified staff participates through the Classified Senate. The Classified Senate holds regular meetings and regularly exchanges information and suggestions for improvement. Three



## Standard IVA Leadership and Governance

representatives sit on the CRPB and the Classified Senate president sits on the College Leadership Council and appoints members to other committees as needed.

**A1**

Students participate through the Associated Students of Berkeley City College (ASBCC). ASBCC is represented on the CRPB and the ASBCC president (or designee) sits on the College Leadership Council and appoints members to other committees as needed. A classified Student Activities Coordinator advises the student government on all policy and procedure matters, and the vice president of student services oversees student government. The student Senate also includes an Interclub Council, which sets policy and distributes money to all student clubs and events. The student ambassadors act as both outreach and in-reach representatives and report to the outreach coordination committee.

The Leadership Council consists of all administrators, the academic senate president, the classified senate president, and the student senate president.

A College Roundtable for Planning and Budget was formed late in the fall of 2007; its purpose is to advise and consult with the president on college-wide governance issues and institutional planning from a mission-based perspective and to ensure open communication, inclusive participation, and genuine involvement before and while decisions are made. The College Roundtable is composed of representatives of the student government and classified and academic senates.

College leadership also participates in district shared governance committees, including the Strategic Management Team, Strategic Planning and Policy Advisory Committee, District-wide Budget Advisory Committee, District-wide Technology Committee, District-wide Facilities Committee, and the District-wide Educational Master Planning Committee.

Community leaders advise the college on such matters as economic development and workforce needs, opportunities for community outreach and education, and future needs. A student services outreach coordinator and an instructional faculty outreach coordinator serve to strengthen ties with the community. The college has participated in a variety of community partnerships, such as UC Berkeley's Center for Organizational and Workforce Development; Aspire Charter schools, City of Berkeley Youth Works, Building Opportunities for Self-Sufficiency (BOSS), Rubicon, the YMCA, the League of Women Voters, and East Bay Municipal Utility Department.

Finally, the college is frequently engaged in other initiatives that provide opportunities for input and innovation. In 2007-2008, the college president appointed a faculty member as events coordinator in an effort to increase college events and college-community events. Some notable events included the community open house in April, 2008—a day-long, all-campus fair at which departments set up demonstrations and interactive information sessions and at which Representative Barbara Lee and other leaders spoke. The League of Women Voters holds voter registration drives at the college before each election. On Earth Day, the Eco Fair, a partnership with the Berkeley Ecology Center, showcased both students and community members' visual



## Standard IVA Leadership and Governance

representations of the latest thinking in environmental solutions. In July, 2008, Representative Barbara Lee held a Green Jobs Fair at the college. Throughout the year, BCC hosts speakers, films, authors, and poetry readings. Recent speakers include Representative Barbara Lee, Valentine Achak Dong, Michael Parenti, Gary Snyder, and Matthew Gonzalez. In June, 2008, BCC hosted East Bay Open Studios. At the end of the fall and spring semesters students read poetry, show films, and display art that they have created in their classes. These and many more events serve to enhance the practices, programs, and services of the college as well as the learning of the students.

A1

### Self-Evaluation

**The college meets this standard.** The college provides multiple and effective avenues for the constant and ongoing exchange of ideas and information regarding both instruction and student services support. The college constituencies always have prided themselves on collaboration and innovation, which has only grown with the move to a permanent facility. The new building and its structure and the unprecedented growth in the number of students attending the college have led to an increased focus on the needs of students and an enriched educational experience that includes extracurricular activities, clubs, greater student government participation, and more opportunities for exposure to the area's cultural resources.

### Planning Agenda

None

A2

**The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

A2.a

**Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

### Description

Board Policy 2.20 states that “residents in the Peralta Community College District ... have the right to expect that decision-making procedures of the District will be efficient, rational, and equitable. ... The governance arrangement acknowledges both the legal rights and responsibilities of the Board of Trustees of the Peralta Community College District and the



## Standard IVA Leadership and Governance

professional obligations of district employees. The major purpose is twofold: to promote the development of sound educational policies and to provide an effective means to implement such policies.” This policy speaks to the role of the academic senate, collective bargaining groups, classified senate, student government, and management. Further, Board Policy 2.23 specifically recognizes the role and responsibilities of the district and college academic senates.

A2.a

The college has a *College Resources Handbook* that identifies all of the governance groups at the college and their membership. Participation in campus governance is two-fold. Each constituency has representative groups that address the concerns of its members. The college has an Academic Senate, A classified Senate, and Associated Students (ASBCC) government body, and a President’s Circle (college administrators). The process to select members for each of these groups is determined by the constituency. College-wide governance committees (listed in the *College Resource Handbook*) have representatives from the four constituency groups. Each group determines the process by which members from their constituency will be selected to serve on college committees.

When there is an issue that has college-wide implications, the college has an inclusive process to determine a solution. The Leadership Council and the College Roundtable for Planning and Budget are the two primary governance committees. College-wide issues are referred to one of these two groups, depending on the nature of the issue. Major decisions involving the allocation of resources, college policies and procedures, and major planning efforts are addressed by the College Roundtable. Decisions made by the College Roundtable go to the President’s Circle for ratification or, if there is disagreement, the president will take the matter back to the Roundtable for further discussion. To date, this last step has not been necessary.

### Self-Evaluation

**The college meets this standard.** The college has a long history of inclusion of constituency groups when it comes to decision-making. Faculty, staff, administrators, and students participate in the discussion of college issues and the development of solutions. Over the years the college has created a collegial culture that is tolerant of different opinions and that encourages debate on issues. Important college decisions, for example, such as the change in college mission, change of the college name, and the process for build-out of the unfinished spaces in the permanent facility, involved all college constituencies.

Faculty clearly have primacy on all academic and professional matters, as provided for in state regulations and Peralta Community College District Board Policy (B.P. 2.23). Classified representatives on committees attend meetings and provide the classified staff with regular reports on the outcomes of meetings. The administration values and strongly encourages the various constituencies to provide input to the discussion of important issues. Both faculty and classified staff have “open door” access to the college president.



## Standard IVA Leadership and Governance

The college has experienced varying degrees of student participation in the college governance process. Students are participants on all shared governance bodies. In 2007-2008, the college instituted a requirement that all elected student government officers participate in a workshop designed to increase student knowledge of governance issues and policies. The college anticipates that the addition of a full-time student activities advisor will “grow” student involvement in participatory governance committees.

### Planning Agenda

None

**A2.b**

**The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

### Description

Peralta Community College District Board Policy 2.23 recognizes the right of both the college and the district Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. In academic and professional matters the governing board relies primarily on faculty expertise through established college and district Academic Senate processes. The Academic Senates, per Title 5 and Education Code, have primacy in specific areas of academic and professional matters.

These areas are:

- Curriculum, including establishing pre-requisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and college governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development; and
- Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

The Berkeley City College Curriculum Committee is a committee of the Academic Senate, and throughout the years has been an effective body in providing leadership - in conjunction with department chairs - in curriculum and program development. The committee is chaired by a faculty member and is comprised of nine (9) faculty and three (3) administrators, i.e. the vice president of instruction, the vice president of student services, and a dean of instruction. Faculty



## Standard IVA Leadership and Governance

appointees to the committee represent instructional departments, articulation, and the library. Faculty initiate new curriculum, programs, or modifications at the department level. Once approved at the department level, curriculum actions are referred directly to the Curriculum Committee. The Curriculum Committee chair refers new and revised courses to the Student Learning Outcomes and Assessment Committee for the purpose of reviewing the stated Student Learning Outcomes and the proposed method of assessment. Approval by the Student Learning Outcomes and Assessment Committee is necessary for final approval of new and revised courses. Curriculum Committee actions are forwarded to the district-wide Council for Instruction, Planning, and Development (CIPD). Once approved at CIPD, curriculum actions are forwarded to the governing board for final action.

**A2.b**

Program review and unit planning guide the educational master planning of the college and are key to resource allocation requests. Program reviews are coordinated by department chairs. Reports on program review are made at the college curriculum committee

The vice president of student services chairs a group comprised of the student services unit coordinators, i.e. EOPS, Tutoring, Articulation, Admissions and Records, PACE, Transfer/ Career Center, Matriculation, DSP&S (PSSD), Financial Aid, and Outreach. The group meets every two (2) weeks to provide updates, solve problems, and engage in coordinated planning. In 2007-2008 the group reviewed the unit plans of the various departments in student services and addressed student learning outcomes and assessment as they apply to programs in student services.

### **Self-Evaluation**

The college meets this standard. The Curriculum Committee, the Student Learning Outcomes and Assessment Committee, the Council of Department Chairs, and the Student Services unit coordinators provide the necessary leadership for developing and reviewing student learning programs and services. The Curriculum Committee leads the approval process for academic courses and programs, including approval of prerequisites and evaluation of program reviews, and is committed to addressing student learning outcomes and assessment of those outcomes. The Student Learning Outcomes and Assessment Committee, under the leadership of the Student Learning Outcomes/ Assessment Coordinator, assists the faculty in developing student learning outcomes and in implementing a process for assessing these outcomes.

### **Planning Agenda**

None



## Standard IVA Leadership and Governance

**A3** Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These collegial consultation processes facilitate discussion of ideas and effective communication among the institution's constituencies.

### Description

The college governance structure encourages communication and collaboration of all members of the college community, and college processes and practices are structured to improve institutional effectiveness. The primary focus of these collaborative efforts is to foster student learning and achievement. The shared governance/ participatory governance model relies on the Academic Senate, the Classified Senate, the Associated Students of Berkeley City College (ASBCC), and the administrative leadership group (President's Circle). The groups formed to address college matters are properly charged and empowered, the members appropriately selected, and processes clearly structured. The structures and processes of shared governance vary according to task. The Leadership Council and the College Roundtable for Planning and Budget provide effective forums for discussion of ideas and effective communication among faculty, classified staff, and administration.

Board Policy 2.20 addresses the role and responsibilities of the various shared governance constituencies and Board Policy 2.23 specifically addresses the role of the Academic Senate.

At the district level, the Strategic Planning and Policy Advisory Committee, the District-wide Budget Advisory Committee, the District-wide Facilities Advisory Committee, and the District-wide Educational Master Planning Committee provide opportunity for collegial consultation. These bodies are the appropriate forums for discussing ideas, planning initiatives, and making recommendations to the chancellor and the Strategic Management Team.

Another avenue for collegial consultation occurs at the various governing board committees, i.e. Policy, Student Services, Audit and Finance, Standards and Management, Facilities and Land Use Committees. In recent years, the trustees have welcomed the attendance of various constituencies to these meetings and have invited constituents to share ideas and contribute to agenda items. Further, in the last several years, the governing board has held "listening sessions" at the four colleges to provide an additional forum for sharing ideas and concerns and to facilitate communication among all constituencies.

### Self-Evaluation

**The college meets this standard.** For the last several years, the Peralta Community College District has addressed integrated strategic planning, focusing on district structures, processes, and practices in order to facilitate district-wide discussion of ideas and improve communication. This has led to the establishing of new committees to meet the planning needs of the district and the revamping of existing committees to make them more effective.



## Standard IVA Leadership and Governance

The “small college culture” of Berkeley City College has historically stimulated the free flow of ideas and has always encouraged communication among stakeholders, ensuring that the college retain its relevance in the district and in the community. This culture of communication led to the strengthening of the role of the Council of Department Chairs and the Leadership Council, as well as the creation of the College Roundtable for Planning and Budgeting.

**A3**

In a 2008 survey of faculty, staff, and administrators conducted in spring, 2007, 57.5% of the respondents “strongly agreed” or “agreed” that “administrators/faculty/staff have adequate opportunity to engage in dialogue about improvement of learning;” 55.5% “strongly agreed” or “agreed” that “administrators/faculty/staff members have adequate opportunity to discuss and influence college strategic planning goals;” 50% “strongly agreed” or “agreed” that “College strategic planning goals are regularly assessed and results shared with campus constituencies.” In response to “overall, the shared governance process is working well at BCC,” 34.4% “strongly agreed” or “agreed, but ” 22.9 % were “neutral” and 22.9% indicated they “don’t know or does not apply” - suggesting that college needs to better define for all staff the full scope and meaning of “shared governance” and improve the communication of shared governance decisions.

### **Planning Agenda**

None

**A4**

**The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

### **Description**

Berkeley City College complies with the standards, policies, guidelines, and requirements of the Accrediting Commission for Junior and Community Colleges (ACCJC). Accreditation status is published in the College Catalog and on the college web site. Self-study documents, accreditation recommendations, progress reports, and the focused mid-term report are available on the college Web site and in the office of the president. All previous accreditation recommendations have been addressed as top college priorities and the college has worked closely with the district office to address district-level recommendations. All progress reports and the focused mid-term report have been completed as required by ACCJC and the college has made serious effort to address the recommendations throughout the period since the last self-study. Further, in 2006, the college filed the necessary substantive change report as part of the process to change the college name from Vista Community College to Berkeley City College. The college also files all required annual reports, such as the Student Learning Outcomes and Assessment report.



## Standard IVA Leadership and Governance

A4

The current institutional self-study was developed with input from all college constituencies. The accreditation self-study steering committee, established in fall 2007, was comprised of the president, vice president of instruction, the executive assistant to the president, the college researcher, the Academic Senate President, and a classified senate representative. Each standard was co-chaired by an administrator and either a faculty member or classified staff member. Students were encouraged to take part in the groups addressing the various parts of the four standards. The self-study writing process built on the progress reports written since the last self-study and the various college planning efforts, including program reviews, development of student learning outcomes and assessment, unit planning, and college educational master planning. Those involved in the writing of the self-study held monthly meetings to keep up-to-date on the progress of developing the self-study.

As required, Berkeley City College, in conjunction with the district office, manages all state and federal grants and files all necessary reports. Such grants include the Carl Perkins Vocational Education Act grant, Career Technical Education grants and the Basic Skills Initiative grant.

The college has developed external partnerships, for example, the Green Jobs/Business Boot Camp with the City of Berkeley, a program that trains 14-25 year olds in soft skills needed in a Green Economy. The college has also designed and offers transfer and career/technical education classes for employees of U.C. Berkeley, the City of Berkeley, and the Rubicon Job Development Program and at community centers, churches, and other business and governmental organizations.

Advisory committees for career/ technical education programs provide regular reviews and recommendations to keep programs and courses current. Such advisory committees exist for the following programs: American Sign Language, Biotechnology, Business and Computer Information Systems, Multimedia Arts, the Social Services Paraprofessional program, and the Travel/ Tourism Industry program.

The college regularly communicates with internal and external stakeholders in a variety of ways, including the college catalog, class schedule, newsletters, the college Web site, community outreach, and events.

### **Self-Evaluation**

**The college meets this standard.** The college complies with accrediting commission standards, policies, and guidelines for public disclosure. Berkeley City College administrators, faculty, staff, and students have prepared this self-study in a process that included all constituencies. The college has worked to have an open, honest, and transparent process. The college demonstrates similar integrity in working with other agencies.

### **Planning Agenda**

None



## Standard IVA Leadership and Governance

**A5**

**The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **Description**

The college reviews its governance and decision-making structures and processes through dialogue rather than through an “official” written process. Several years ago the Leadership Council, through structured dialogue, was strengthened and given a formal role in reviewing college policies and procedures and making recommendations to the college president. Such review from various stakeholders led to the creation of the College Roundtable for Planning and Budget (CRPB) as a way of ensuring that planning drives the budget. In 2005 the classified senate adopted a new constitution and in 2007 the academic senate adopted a new constitution; both were viewed as ways of meeting the needs of the current members of each constituency.

### **Self-Evaluation**

**The college meets this standard.** Assessment of the college decision-making structures takes place throughout the many shared-governance committees and is often a topic of Leadership Council, the academic senate and academic senate committees, and the classified senate.

As part of the preparation of this self-study, an employee survey was conducted in 2008. The survey included questions on leadership and shared governance. In responding to the statement that “There is evaluation of the planning process that moves from college goals to college results, assuring effectiveness,” 41% “strongly agreed” or “agreed, with 22.9% being “neutral” and 16.2% indicating they “don’t know or does not apply.”

The college is constantly working to improve self-governance processes. As time goes on and the college acclimates to the change in structure represented by the Roundtable for Planning and Budget, participation will widen. Further, the increased number of full-time faculty and staff has already benefited shared governance and will continue to do so.

### **Planning Agenda**

None



## Standard IVB Leadership and Governance

**B** **Board and Administrative Organization:** In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

**B1** The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

### Description

The Peralta Community College District consists of four colleges: Berkeley City College, College of Alameda, Laney College, and Merritt College. A seven-member Board of Trustees governs the Peralta Community College District. Each member is elected from a specific geographic region in North Alameda County and each serves a four-year term. Board member terms are staggered with biennial elections in accordance with California Education Code (Board Policy 1.01). Though elected by geographic region, governing board members represent the interests of all county residents (Board Policy 1.06, Board of Trustees Code of Ethics and Behavior). Two student trustees are elected by the student body of the four colleges for a one-year term (Board Policy 1.02). On an annual basis the Board of Trustees elects a president and vice president (Board Policy 1.04). The foundational responsibilities vested in the Board of Trustees by the voters of Northern Alameda County are to

- provide the best possible learning experience for students of the four colleges;
- assure that the district and its colleges are effectively and efficiently managed; to maintain fair and equitable policies for employees and students of the district and its four colleges;
- represent the general interests of the entire college district;
- be knowledgeable of and support the mission and philosophy of the California community colleges;
- support the work of the district office and the colleges in meeting the district mission, vision, values, and strategic planning goals (Board Policy 1.05, 1.16, and District-wide Strategic Plan).

The Board of Trustees keeps up-to-date on the district-wide strategic planning process and implementation of the five strategic planning goals. In 2007 the Board approved hiring a consultant (Chuck McIntyre of Computer-Aided Planning), to conduct external and internal environmental scans to aid in unit planning and educational master planning, and another consultant (WLC) to assist the district in formulating a district-wide facilities master plan. The



## Standard IVB Leadership and Governance

board received regular reports in the 2007-2008 academic year on the creation of an updated district-wide educational master plan and on the individual college educational master plans.

**B1**

The board continuously reviews the implementation of the PROMT and PASSPORT components of the PeopleSoft system. The board conducts periodic study sessions and workshops to examine key initiatives and provide overall guidance. In addition, the governing board holds formal, posted, and publicized “listening sessions” at each of the four colleges at least once a year to obtain direct input from faculty, staff, students, and the public. The Board Standard and Management Committee is briefed once a month on accreditation and strategic planning. The Board Facilities and Land Use Committee reviews all facilities action items and land use initiatives prior to review by the full board. This process has allowed for effective oversight by the board.

The vice chancellor of Finance and Administration and his staff update the Board of Trustees regularly on the status of district finances. Such reports are provided both at meetings of the Board of Trustees and at meetings of the Board of Trustees Audit and Finance Committee. Reports include an update on the status of state funding and the state budget and the district budget, including the district reserve, external audit reports, and expenditure of bond monies. In accordance with state regulations, the board has established a bond oversight committee to directly oversee Measure A funds.

Three years ago, the Board Policy Review Committee, with the assistance of the general counsel, began the task of reviewing and updating all board policies and has been regularly forwarding policy revisions to the full board for review and approval. Board policy has a clearly defined procedure for hiring the chancellor (Board Policy 1.20) and the college presidents (Board Policy 1.18). In addition, Board Policy delineates the role of the chancellor (Board Policy 2.05) and the role of the college presidents (Board Policy 2.10).

Annually, the Board of Trustees conducts an evaluation of the chancellor and the chancellor evaluates the college presidents. Evaluations are conducted to assure that the job performance of each individual is assessed and communicated to the individuals being evaluated in accordance with established procedure. The review and evaluation process includes an annual performance contract which serves as the basis for the annual performance review of all district administrators, with the governing board solely responsible for the chancellor’s review and evaluation. Other performance reviews are presented to the governing board in closed session as part of administrative contract renewal. With the implementation of integrated strategic planning, performance evaluations are correlated with the five district-wide strategic planning goals.

### **Self-Evaluation**

**The college meets this standard.** Board of Trustees members work together to support the interests of the district and take an active role in advocating for the interests of the community



## Standard IVB Leadership and Governance

as a whole. The Board has taken seriously its role in and oversight of integrated strategic planning, an ACCJC recommendation to which the district and colleges have responded on an annual basis since 2003. The Board also has taken seriously a previous ACCJC recommendation not to micromanage and therefore relies on the chancellor, as the chief administrator, and the college presidents to operate the colleges in accordance with the policies and implementation procedures of the governing board.

**B1**

The board has consistently funded any additional or outside assistance the district and colleges need to write and implement an integrated strategic plan and/or update district and college educational master planning, facilities master planning, and technology planning. The board has requested regular reports on the various planning processes. As part of the process of updating educational master plans, the board has asked the colleges to make monthly presentations at board meetings on programs of distinction and to comment on student and program learning outcomes. In accordance with the new California community colleges curriculum approval process, the board receives monthly reports on curriculum changes and individual board members ask pertinent questions regarding curriculum actions.

The Board of Trustees acts as a board of the whole, and even when votes are not unanimous individual members honor the decision of the whole.

It should be noted that the current annual evaluation process of the chancellor is solely conducted by the governing board. Many have encouraged a more inclusive process.

### Planning Agenda

None

**B1.a**

**The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

### Description

The Board of Trustees is an independent policy-making body. The board president and vice president adhere to their roles and responsibilities as per Board Policy 1.04. The Board of Trustees members adhere to their appropriate roles and responsibilities as per Board Policy 1.05. In this regard, each member of the board works to “base decisions upon all available facts in each situation, vote their honest conviction, and abide by the final majority decision of the board.” (Board Policy 1.06, Board of Trustees Code of Ethics and Behavior). Individual members of the board observe the policies that govern decision making. Board members have authority only when acting as a board legally in session.



## Standard IVB Leadership and Governance

The Board of Trustees, as outlined in Board Policy 1.10, “Meeting of the Board of Trustees, section I, Public Participation,” seeks advice and opinions of the community it serves by providing opportunity for “Communication from the Public” at all open sessions of the Board of Trustees and permitting public comment on individual board agenda items. (Board Policy 1.11, Standing Rules for Public Hearings). Further, the board in the last couple of years has begun to hold “listening sessions” at the colleges to provide additional opportunity to hear the advice and opinions of the college constituencies.

As previously stated, once the Board of Trustees reaches a decision, it acts as a whole.

### Self-Evaluation

**The college meets this standard.** The Board of Trustees represents the public interest in the four colleges of the district and takes care, through effective policies and transparency, to preclude conflicts of interest.

### Planning Agenda

None

#### **B1.b**

**The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

### Description

The district, per its mission statement codified in Board Policy 1.24, strives to “provide educational leadership to empower our students to achieve their highest aspirations and to become community leaders.” The district envisions meeting the mission “by providing learner centered educational experiences and by being committed to innovation and continuous improvement.” During the process of developing a district-wide strategic plan, an updated mission statement was created emphasizing that “our programs and services enhance the human, economic, and social development of our communities.”

Board policies related to academic programs (Board Policy Manual, Chapter Five, Educational Services) and student services (Board Policy Manual, Chapter Four, Student Personnel Services), developed and reviewed by the board, are consistent with the district and college mission statements and Title 5 requirements for the California Community Colleges, and with the five strategic planning goals of the district for achieving the mission: Advance Student Access, Success, and Equity; Engage Communities and Partners; Build Programs of Distinction; Create a Culture of Innovation and Collaboration, and Develop Resources to Advance and Sustain our Mission.



## Standard IVB Leadership and Governance

The board has adopted the District-wide Strategic Plan comprised of these five (5) strategic goals, all of which address student learning programs and services, and the resources which are necessary to support them, and has reaffirmed the strategic plan at a special board workshop held November 27, 2007. The governing board directs the colleges and district staff to compile reports on program review, educational master planning, enrollment, curriculum changes, and programs of distinction.

**B1.b**

The district, under the purview of the Board of Trustees, is facilitating the development of a district-wide strategic plan and the updating of a district-wide and college educational master plans to drive the completion of a comprehensive district-wide facilities master plan and a new resource allocation process and calendar - demonstrating a commitment to the quality, integrity, and improvement of student learning programs and services aligned with the district's mission, vision, and values.

The board directs the chancellor to work closely with the college presidents to coordinate resource allocation and to identify short-term and long-term resource needs. Since September, 2006, the chancellor has been meeting bi-monthly with the Strategic Management Team, i.e. vice chancellor of educational services, the vice chancellor of finance and administrative services, the vice chancellor of general services, and the four college presidents, to ensure accountability for meeting the mission of the district through the implementation of district-wide strategic planning and resource allocation based on educational master planning.

### **Self Evaluation**

**The college meets this standard.** The Board of Trustees, through the Board Policy Review Committee, for the last three years has been doing a deliberative review of all board policies. One focus of this review is to assure that the district meets its mission, in keeping with the mission of California community colleges, and to ensure quality, integrity, and improvement of student learning programs and services. Further, this review of board policies ensures conformance with existing laws, regulations, court interpretations, and best practices. The Board Standards and Management Committee regularly reviews the implementation of strategic planning and receives reports from the colleges regarding accreditation. The Board Audit and Finance Committee receives regular reports regarding the district and State budgets, providing oversight of resources necessary for student learning programs and services. These board committees report directly to the full board. Through these various processes this standard is met.

### **Planning Agenda**

None



## Standard IVB Leadership and Governance

**B1.c**

**The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

### Description

Final approval and responsibility for the educational programs and fiscal integrity of the district rests with the Board of Trustees. As stated in Board Policy 1.06, “Board of Trustees Code of Ethics and Behavior,” the board works with the chancellor to “recognize the importance of understanding and evaluating the educational program of the district and of providing long term educational planning,” as well as “shape the direction of the district through strategic planning, setting goals and priorities.” Various board policies in chapter 5 of the Board Policy Manual speak to educational quality. Those policies include: B.P. 5.11, Review Policy for Instructional Program; B.P. 5.12, Articulation Policy for Instructional Programs and Support Services; B.P. 5.15, Code of Instructional Standards; B.P. 5.20, Requirements for Degrees and Certificates; B.P. 5.22, Standards of Scholarship; and B.P. 5.61, Educational Advisory Committees, to name a few.

As mentioned previously, the board is regularly updated on the strategic planning process, educational master planning, programs of distinction, and curriculum changes. The board also reviews the findings of the State Chancellor’s Office Accountability Reporting for the Community Colleges (ARCC).

In conjunction with the chancellor and district general counsel, the board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the colleges and the district office. As needed, the district hires other counsel to take on specific tasks.

The Board of Trustees bears responsibility for monitoring all aspects of the district and college finances. An external auditor makes an annual, independent audit of the district’s financial statements and accounting practices to be reviewed by the board. The chief financial officer regularly updates the Board Audit and Finance Committee and the full board on the Other Post-Employment Bonds (OPEB) investments which meet GASB 45 regulations. The board receives an annual report on the financial condition of the district, as required by the state and following the guidelines of the State Chancellor’s Office for California Community Colleges.

### Self-Evaluation

**The college meets this standard.** The Board of Trustees, functioning as an independent body, has ultimate responsibility for educational quality, legal matters, and financial integrity. The board’s decisions adhere to federal, state, and local policies and guidelines.

The president of the governing board, the chair of the Board Standards and Management Committee, and the chancellor formally meet semi-annually with congressional senators and congressional representatives and with senior staff of the Federal Departments of Education,



## Standard IVB Leadership and Governance

Labor, Homeland Security, Health and Welfare, Justice, and the National Science Foundation to advocate for initiatives and programs on behalf of the Peralta colleges. These representatives meet regularly with the district's Washington, D.C. lobbyist, either in person or by telephone conference call, to define and refine strategies to pursue legislative earmarks and federal grants. Board members and the chancellor also meet with State of California legislators, agency staffs, and the district's State lobbyist to advocate on behalf of the four Peralta colleges and California Community Colleges in general. Individual board members are expected to represent the Peralta colleges at a broad array of functions and forums within the district's service area. Board members also visit other community colleges to gain insight into best practices which can be adopted by the Peralta district.

### Planning Agenda

None

**B1.d**

**The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

### Description

By-laws and policies specifying the governing board's size, duties, responsibilities, structures, and operating procedures are approved by the board and published in the Board Policy Manual: B.P. 1.01, Membership; B.P. 1.02, Student Trustees; B.P. 1.04, Board Officers and Duties; B.P. 1.05, Duties and Responsibilities of the Board of Trustees; B.P. 1.06, Board of Trustees Code of Ethics and Behavior; B.P. 1.09, Parliamentary Procedures; B.P. 1.10, Meetings of the Board of Trustees; B.P. 1.11, Standing Rules for Public Hearings; and B.P. 1.21, Committees.

### Self-Evaluation

**The college meets this standard.** The policies related to this standard are published in the Board Policy Manual, which is posted on the district's Web site and available in hard copy at each college in the office of the president.

### Planning Agenda

None



## Standard IVB Leadership and Governance

**B1.e** The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

### Description

The Board of Trustees for the Peralta Community College District is charged with establishing broad policies, which govern the operation of the district, and has the expectation that all policies and procedures are followed properly. The Board Policy Manual which contains policies and implementing procedures is posted on the district web site and is in the president's office at each of the four colleges. The Board Policy Committee is involved in a process of reviewing and updating all board policies as necessary, a process which began three years ago. Board Policy Committee meetings, as per the Brown Act, are open meetings. Representatives of the various district constituencies attend these meetings to provide input and recommendations in the review process. In addition, when appropriate, proposed policy revisions are reviewed at other board committees. As a past president of the board noted, "All board policies are reviewed, discussed, and debated in at least one of the board committees in an open, quasi-informal, and posted forum that includes the various stakeholders, the public, and the media." All revisions to policy are taken to the full board for review and adoption. In the fall of 2007 the board developed a new self-assessment instrument and has taken seriously the need to conduct such a self-assessment (Board Policy 1.23).

### Self-Evaluation

**The college meets this standard.** The review process for board policies conducted by the Board Policy Committee demonstrates a commitment to meeting this standard.

### Planning Agenda

None

**B1.f** The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

### Description

The Board of Trustees has a process for board member development which is codified in Board Policy 1.22. New board member orientation depends on how many new board members are elected to the board at a given time. In 2004, the Community College League of California conducted a special orientation for four newly elected board members. In 2006, the board president and vice president provided an orientation for one newly elected member. Individual trustees are expected to regularly attend workshops and forums conducted by the California Community College Trustees (CCCT), the Community College League of California (CCLC),



## Standard IVB Leadership and Governance

and the Association of Community College Trustees (ACCT) to keep current on issues and trends effecting post-secondary education.

Board of Trustee members are elected for four-year terms, and the terms are staggered as stated in B.P. 1.01, Membership.

### **Self Evaluation**

The college meets this standard. The Board of Trustees regularly holds retreats on special topics for its members. The members attend professional workshops and conferences, and belong to the appropriate professional organizations. No more than four members of the board come up for election at any one time. In practice, there is a great deal of continuity in trustee membership.

### **Planning Agenda**

None

**B1.g**

**The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

### **Description**

In the past, the governing board held a fall semester board retreat which served as a team building session and an opportunity for informal self-assessment. In fall, 2007, the board officially engaged in a formal self-assessment process. The self-assessment instrument focused on board organization and leadership, board policy, community relations and advocacy, board-chancellor relations, standards for operations and performance of the Peralta district, and board education. These areas used a Likert scale of evaluation. Open-ended questions addressed board strengths, accomplishments, areas in need of improvement, board operation, and setting board goals. The process was officially codified as Board Policy 1.23, Board Self-Evaluation Policy.

### **Self Evaluation**

**The college meets this standard.** With the initiation of an official self-evaluation process in fall, 2007 and the codification of this process into board policy, the college and district came into compliance with this accreditation standard.

### **Planning Agenda**

None



## Standard IVB Leadership and Governance

**B1.h**

**The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

### Description

Board Policy 1.06, Board of Trustees Code of Ethics and Behavior, details the expectation of board members' behaviors. The policy covers a range of topics, including confidentiality of information discussed in closed session, working in harmony and cooperating with other board members when there is a difference of opinion, basing decisions on the available facts, and resisting the use of the position of trustee for personal gain.

### Self Evaluation

**The college meets this standard.** The current Board of Trustees works to be collegial, collaborative, and professional. They take seriously their responsibility to the colleges, the community, and the law.

### Planning Agenda

None

**B1.i**

**The governing board is informed about and involved in the accreditation process.**

### Description

The Board of Trustees has been informed about and involved with the accreditation process through regular reports from the chancellor, vice chancellors, and college presidents. As is well known, the four Peralta colleges have filed annual progress reports with ACCJC, as well as a focused mid-term report, since the time of the last accreditation site visit. Thus, the board has probably received more reports than many other governing boards regarding district and college efforts to meet the accreditation standards. Various reports have been provided to the board on integrated strategic planning, educational master planning, resource allocation, student learning outcomes and programs of distinction, facilities master planning and technology planning.

Board response to these reports makes it evident that the board takes the accreditation process seriously and wants to be knowledgeable regarding all the work that is being done to meet accreditation standards. Board members have seriously reviewed progress reports and focused mid-term reports and have reviewed this accreditation self-study. Board members have made themselves available to meet with the various visiting teams from the Commission. The governing board assumes full responsibility for ensuring that all ACCJC recommendations for "corrective action" are effectively and efficiently responded to in a timely manner. Further the board has taken an active role in writing the responses to Standard IV.B. a-j, which pertain to the governing board.



## Standard IVB Leadership and Governance

### Self-Evaluation

**The college meets this standard.** The current Board of Trustees clearly involves itself actively with accreditation standards and with reports. The board has made it clear to the chancellor and to all district managers that complying with accreditation standards is a high priority.

### Planning Agenda

None

**B1.j**

**The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.**

**In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

### Description

The governing board has the responsibility for selecting and hiring the chancellor of the district per B.P. 1.20, Chancellor Selection. This procedure was adopted in 2005. The board conducts annual evaluations of the chancellor in closed session. The role and responsibilities of the chancellor are outlined in B.P. 2.05, The District Chancellor, and the role and responsibilities of the college presidents are outlined in B.P. 2.10, College presidents. The selection process for college presidents is outlined in B.P. 1.18, Management Hiring Policy.

The governing board delegates full responsibility and authority to the chancellor to implement and administer board policies without board interference and holds the chancellor accountable for the operation of the district. The governing board has taken seriously a previous ACCJC recommendation not to micromanage the district and has charged the chancellor with full responsibility for administering the district. The chancellor, to meet the charge of the board, meets twice a month with his Strategic Management Team, comprised of the three vice chancellors and the four college presidents. These meetings provide the forum for addressing district strategic and educational planning for maintaining quality educational programs and services for the community.

### Self-Evaluation

**The college meets this standard.** Procedures are in place for the selection and evaluation of the chancellor and the college presidents. These procedures have been followed, clearly and



## Standard IVB Leadership and Governance

successfully, in the hiring of all chief executive officers since their approval. The board has and upholds a policy for delegation of authority.

### Planning Agenda

None

**B2**

**The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.**

**B2.a**

**The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities as appropriate.**

### Description

The college president ensures that the administrative structure at Berkeley City College is organized and staffed appropriately to meet the institution's purpose. Three administrators report directly to the president: vice president of instruction, vice president of student services, and the manager of business and administrative services. Instructional units have two deans of instruction; one has responsibility for 11 departments and programs, and the other for 13 departments and programs. The dean of student services oversees financial aid, tutoring, EOPS, and CalWORKs. The research and planning officer and the public information officer also report directly to the president. It is important for the researcher to report to the president to ensure that data is central to all institutional priorities and is collected, analyzed and used to support all resource requests and decisions. The public information officer reports to the president to ensure that the integrated marketing plan is consistent with the college's strategic plans and goals. The president delegates appropriately and expects accountability at all administrative levels.

### Self-Evaluation

**The college meets this standard.** The current president assumed her position in January, 2008. Since then, she has placed a great deal of emphasis on administrative accountability and has held administrative retreats to that end. The President's Circle, composed of all managers, meets on alternate weeks to discuss management issues and make policy recommendations to the Leadership Council and the College Roundtable. There has been some adjustment in management responsibilities as a result of discussions in the President's Circle, and the president is constantly scrutinizing the processes at the college to ensure greater efficiency and effectiveness. This has been made difficult by the lack of administrative stability in the last two years.



## Standard IVB Leadership and Governance

### Planning Agenda

None.

#### **B2.b**

**The president guides institutional improvement of the teaching and learning environment by the following:**

- **establishing a collegial process that sets values, goals, and priorities;**

### Description

The vision statement of BCC is that the college is “a premier, diverse student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation.” The previous president guided the college through an all-college process in which values statements were developed; these values are published in the college catalog. The values include a focus on academic excellence and student learning; a commitment to multiculturalism and diversity; a commitment to preparing students for citizenship in a diverse and complex changing global society; a commitment to a quality and collegial workplace; and an emphasis on the importance of innovation and flexibility.

Goals and priorities are based on data from program reviews, unit plans, and recommendations that are ultimately presented at the College Roundtable for Planning and Budget. As stated previously, the Roundtable is a college-wide committee with representation from faculty, classified staff, administrators, and students. The Roundtable serves as the college planning and budget committee. The charge of the Roundtable includes

- Giving input on planning and budget;
- Linking planning documents to district mission, goals, strategic plans and accreditation standards;
- Assessing college needs to ensure systematic development of policies and procedures;
- Prioritizing resource allocations based on recommendations informed by defined criteria and outcomes;
- Informing the college community about strategic goals.

The Roundtable also reviewed a new resource allocation model that relies on quantitative and qualitative indicators.

The new president of Berkeley City College was hired in January of 2008. As part of the management evaluation process, the president established goals for herself that include increasing student enrollment and retention, ensuring that all courses and programs are assessed in 2009, developing new programs and services consistent with the educational master plan, and increasing outreach to high schools. These goals were shared with the College Leadership Council and were adopted as management goals.



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- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**

**B2.b**

The college researcher gathers and analyzes important data that are used to complete key reports such as the basic skills report, Accountability Report for Community Colleges (ARCC), the Equity Report, and data for program reviews and unit plans. In addition, the district, with the assistance of Computer-Aided Planning, conducted both internal and external scans in an effort to incorporate such information as part of the educational master plan.

The external scan identified some key changes in demographics, economics, and community needs. Some of the demographic changes will have implications for Berkeley City such as (1) population growth shifting to the northern part of the district; (2) more diverse populations and the need for a robust ESL program; (3) an aging population with a lower number of graduates; (4) an increase in number of high school drop-outs; and (5) increased need for technical jobs as well as career ladders.

The internal scan, including data collected from focus groups with college and district personnel, resulted in the identification of various themes: (1) the need for support for classroom technology; (2) the district's fiscal health; (3) the variability of state funding; and (4) the development of a cost and benchmarking study to examine fixed and variable costs.

- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;**
- **establishing procedures to evaluate overall institutional planning and implementation efforts**

The educational master plan drives the college plans. These plans, in turn, are evaluated with well-defined criteria. Once the Berkeley City College Educational Master Plan is vetted and the endorsed by the college constituencies, the plan's action initiatives are reviewed by the College Roundtable as a means of prioritizing resources.

### **Evaluation**

**The college meets the standard.** Given that various administrators have less than one year of seniority, the college president, along with the leadership of the academic senate and classified senate, is developing processes to link planning and budget at the college through the work of the College Roundtable. The emphasis has been on transparency of decision-making. However, because the Roundtable has only been operational since February of 2008, college constituencies, as indicated by the April, 2008 survey, need to be made more aware of current decision-making processes. The president and vice president of instruction distribute minutes of leadership meetings on an ongoing basis. In addition, the researcher and a Roundtable faculty member are developing procedures to evaluate the effectiveness of the College Roundtable.



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### Planning Agenda

None

**B2.c**

**The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

### Description

The president is knowledgeable of statutes governing community colleges, including the California Education Code and Title 5 regulations for California community colleges. In addition, it is an administrative responsibility to adhere to board policies. Departmental practices also are reviewed continuously in leadership and department chair meetings. One of the charges of the College Roundtable is to ratify goals and continuously monitor college processes.

### Evaluation

**The college meets this standard.** The president assures the implementation of statutes, regulations, and governing board policies. In addition, the president follows institutional practices consistent with the institutional mission of the college. The president and the administration constantly refer to the relevant statutes and the governing board policies when they take important decisions at the college. For example, when hiring committees are formed, members are trained in board policy and relevant legal statutes. In addition, administrators see it as their responsibility to inform faculty and staff of board policies, Title 5 regulations, and relevant laws regarding day-to-day operations of the college.

### Planning Agenda

None

**B2.d**

**The president effectively controls the budget and expenditures.**

### Description

Berkeley City College's adopted budget for 2007-2008 was \$11,218,524. Ninety-two percent of the budget is allocated to salaries and fringe benefits. Fixed expenses comprise a further 4% of the budget. Some of these expenditures include power, garbage, water, telephone, and employee parking. The president and the administrators are responsible for monitoring revenue and expenditures. Because Berkeley City College has a growth target, the district office enhances the annual budget by funding additional part-time instructors in an effort to add course sections in response to student demand. The president works with the vice presidents and the



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business manager to review the budget monthly to make sure that all expenditures follow college and district processes.

**B2.d**

### Self-Evaluation

**The college meets this standard.** The president charged the College Roundtable for Planning and Budget to establish guidelines for the spending of discretionary money, such as the president's fund and equipment and supply grants from the state. This was done in spring of 2008. In the 2008-2009 fiscal year all discretionary expenditures will be brought to the Roundtable for review. The president and the President's Circle have drafted a new budget allocation model, which was brought to the Roundtable in fall, 2008 for ratification. The college is now following this model for all discretionary expenditures, as well as for the hiring of new faculty and classified staff.

**The president works and communicates effectively with the communities served by the institution.**

### Description

Through the public information officer, communication flows from key committees (Roundtable, Leadership Council, and Department Chairs) to all members of the college, partially through formal channels such as "The Messenger," "BCC Today," and the "President's Bulletin." District information from the Strategic Management Team and the SPPAC (Strategic Planning and Policy Advisory Committee) is also communicated to the college constituencies on an ongoing basis. In addition, e-mail is regularly used to communicate with faculty and staff. In the spring of 2008, the new president instituted a series of "Community Forums" on various subjects such as budget, curriculum, and stakeholder opinions.

The president meets with community, education, and business leaders regularly in one-on-one meetings. In the first six months of her tenure, she met with the mayors of Berkeley, Albany, and Emeryville, numerous city council members, banking, hospitality, and industry leaders, and administrators from U.C. Berkeley and Cal State East Bay. In addition, she has joined various community groups such as the Berkeley Breakfast Club, the Chamber of Commerce, and the East Bay Leadership Group.

### Self-Evaluation

**The college meets this standard.** In the last year, the president has increased communication by sharing and posting minutes of key meetings such as Leadership Council, President's Circle, Accreditation Steering Committee, College Roundtable, and those district meetings she attends. One of her first acts as president was to institute an internal scan, asking for stakeholder opinions about the college and how it could be improved. She reported the results of the scan to the college community on May 9, 2008. In the fall, 2008 semester, she held further town-hall



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style meetings for all faculty, students, administrators, and staff and plans to hold these meetings periodically.

**B2.d**

The president also continued the former president's practice of meeting with individual stakeholder groups at regular intervals and attending meetings of the classified and academic senates, when invited. She is open at all times to more informal meetings with faculty and staff and has an "open-door" policy so that employees in all sectors of the college can voice concerns to her.

In April of 2008, the college held an open house at which all the college's programs and services were showcased for approximately 1,000 members of the community, and the college has continued to host community events in its new facility. The president is visible at all these events, which establish Berkeley City College as an integral part of its community.

### Planning Agenda

None

**B3**

**In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

**B3.a**

**The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

### Description

The publicly elected Board of Trustees is the governing board for the four Peralta colleges and the policy-making body for the district. The authority of the governing board is delineated in the Education Code of California; its mandate is to provide oversight of and direction to the district. The governing board is currently in a process of reviewing and updating the Board Policy Manual, which addresses key operational issues of a California community college district. The governing board appoints the chancellor, who serves as the "chief administrative officer" of the district, and who is delegated the authority to implement and enforce the policies and procedures of the governing board.

The role and responsibilities of the chancellor are delineated in Board Policy (B.P.) 2.05. At the college level, authority and responsibility for implementing the policies and procedures of the governing board, as well as directives from the chancellor, rests with the college president. The role and responsibilities of the college president are delineated in B.P. 2.10. The vice



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chancellor of educational services, the vice chancellor of general services, and the vice chancellor of finance and administrative services report directly to the chancellor. The roles and responsibilities of the vice chancellors are delineated in job descriptions which are housed in the district office human resources department. The vice president of instruction, the vice president of student services, and the business and administrative services manager report directly to the college president. The roles and responsibilities of these administrators are delineated in job descriptions which are housed in the district office Human Resources department. Meeting this standard was a recommendation of the last accreditation visiting team. Several progress reports, to the satisfaction of the visiting teams and subsequently ACCJC, addressed the delineation of district office roles and responsibilities versus those of the colleges.

**B3.a**

In fall, 2006 the chancellor, in an effort to build strong working relationships within the district and among the district office and the colleges and to facilitate dialogue, transparency, and effective planning, established the Strategic Management Team. The team consists of the chancellor, the three vice chancellors, and the four college presidents. This team serves to ensure a clear delineation of the role of district office administrators versus the college presidents, as well as accountability for planning and decision making.

### Self-Evaluation

**The college meets this standard.** The chancellor is clear about his role as “chief administrative officer” of the district and the role of the college president as “chief administrative officer” of the college. The college presidents, through the Strategic Management Team, collaborate with staff of the district office and all four colleges on integrated strategic and educational planning, the budget, and other matters affecting the colleges and the district. The college presidents are given wide latitude in managing college planning, the college budget, and decision making regarding expenditures on instructional programs and student services that supports the mission of the individual colleges.

### Planning Agenda

None

**B3.b**

**The district/system provides effective services that support the colleges in their missions and functions.**

### Description

The district office’s primary purpose is to provide operational and logistical support to the four colleges. In this effort, the district office offers key support services to the colleges. The main services involve instructional and student services support, including institutional research, admissions and records, international student issues, human resources and employee relations, business services, financial services, legal services, public relations and marketing, facilities



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planning, information technology, and community and governmental relations. These services support the colleges in their missions and functions.

**B3.b**

The district office offers district-wide coordination and support of educational services through the vice chancellor of educational services in conjunction with the associate vice chancellor of institutional research and planning, the associate vice chancellor of student services and admissions and records, and the associate vice chancellor of international student affairs. Educational services is responsible for coordinating district-wide educational master planning, filing reports to the governing board, and compiling and filing routine reports to the State Chancellor's Office of the California Community Colleges.

Also under the purview of educational services are curriculum and instruction, student services policies and procedures, Tech Prep, grants, financial aid, a faculty diversity internship program, staff development, and tenure review processes. Recently, through the advocacy of educational services, the district purchased CurricuNet to provide a 21<sup>st</sup> century method of curriculum management, purchased SARS for use by counseling services at all four colleges, and worked with administrative services in implementing the student administration system component of the PeopleSoft system. Further, educational services has purchased TaskStream for Student Learning Outcomes and Assessment.

Additional services to support the colleges in meeting mission and function are provided by the vice chancellor of general services. The department of general services provides facility and property services as well as purchasing, warehousing, duplication, facilities maintenance and operations, capital planning, and police services. The facility and property services include capital planning and management, real property leasing, maintenance of facilities and equipment, engineering, energy management, custodial and security services. Additional services include central purchasing and contracting, mail, and surplus property and warehousing.

Coordinated services are also provided under the direction of the vice chancellor of finance and administrative services. These services include human resources and employee relations, finance, payroll, and information technology. One major initiative in this area has been the implementation of the PeopleSoft system, both the finance and human resources component (PROMT) and the student administration component (PASSPORT). The June, 2007 recommendations of ACCJC regarding implementation of the finance portion of PROMT was addressed in the March 15, 2008 Progress Report from the four colleges.

District staff members are active in a variety of institutional and administrative committees. The Strategic Management Team engages the college presidents and the Strategic Planning and Policy Advisory Committee engages other college constituencies in dialogue regarding district services and district-wide planning. Beginning in fall, 2007, the various district office units developed unit reviews to address how the services they provide assist the colleges in meeting their mission and functions. Administrators also attend two day-long training and orientation sessions on the varying roles and responsibilities of administrators throughout the district.



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### Self-Evaluation

**The college meets this standard.** The district office provides coordinated support in the various areas reported above in the “description.” Face-to-face meetings among the chancellor, vice chancellors, college presidents, and other administrators provide opportunity for dialogue, regarding these district services to the colleges. Every unit in the district continues to devote attention and resources to the full implementation of the PROMT and PASSPORT systems. **B3.b**

Other colleges have reported that the full implementation of these systems can often be eight to ten years in duration. Several key staff members at the district office have been assigned full-time for two years to help with the implementation of PeopleSoft. These staff members include two senior staff in educational services who are familiar with curriculum and research issues, one admissions and records staff member, and the IT staff. In addition, change management specialists have been working with Business Readiness Teams, consisting of students, staff members, faculty, and administrators, to work out problems during the period of transition to the student system.

In response to a question on the 2008 faculty/staff survey which asked “Overall, I believe that the Peralta Board of Trustees and the District provide effective leadership and management” over 46% did not agree, 22.9% disagreeing and 24% strongly disagreeing.

As mentioned above, the board held two listening sessions at Berkeley City College in the 2007-2008 academic year. These sessions drew about thirty faculty, staff, and students each. At each session a minimum of two board members did listen to the questions and comments of all those present. As a result of these listening sessions, the board passed a resolution at its July meeting regarding the equalization of resources in the district, as detailed in section B3.c.

### Planning Agenda

None

**B3.c**

**The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

### Description

For many years the distribution of resources focused first on fixed costs at the district office, generally salaries. The next focus of budget planning was the allocation of discretionary funding so that each college could meet its FTES targets, which were set to maximize the return on state funding for FTES (factoring in growth and cap). An additional consideration was maintaining a necessary reserve.



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However, after active engagement in the implementation of district-wide integrated strategic planning, a calendared method of looking at resources and distributing resources to meet the planning goals of the district and the four colleges was adopted. The process is now more deliberative and allows for more input and dialogue. This budgeting and resource allocation process was spelled out in detail in the Progress Reports the four colleges submitted to ACCJC on March 15, 2008.

**B3.c**

The new process begins with a research phase under the direction of the vice chancellor of educational services, who developed an *Annual Planning Budget Framework* to provide data on a variety of areas central to resource allocation. The process involves the District-wide Educational Master Plan Committee, college councils, college budget committees, the District-wide Budget Advisory Committee, and the Strategic Management Team, who make budget and resource allocation recommendations to the chancellor and the governing board. In this process each college is provided a base budget, which includes funding for fixed costs and funding determined necessary to meet FTES and productivity goals for the academic year. This funding is made available on July 1, the start of the fiscal year. If the state chancellor's office in any given fiscal year makes cuts in funding or provides additional funding, this affects the base budget provided for each college. Available discretionary funds for faculty positions, classified positions, or funds for new programs are determined and allocated based on priorities set in the educational master plan through a review process in which the District-wide Educational Master Plan Committee and the District-wide Budget Advisory Committee make recommendations to the Strategic Management Team. Final decisions on the allocation of discretionary funds are made by the chancellor.

### **Self Evaluation:**

**The college meets this standard:** Equity of resource distribution has long been an issue at the college. In response to a question on the 2008 faculty/staff survey which asked to what extent "the District Office distributes resources fairly," over half of the respondents strongly disagreed (34.7%) or disagreed (22.4%). In response to a question on the faculty/staff survey which asked to what extent "the needs of the college's instructional programs guide the Peralta Board and the District Office when making budget decisions," over half of the respondent strongly disagreed (29.9) or disagreed (22.7%)

The board recognized this history and reality in July, 2008, with a resolution that reads, in part,

Whereas, the draft District Wide Educational Master Plan calls for the development and implementation of budget formulas that reflect an allocation of resources rationally related to District educational priorities; and Whereas, the current wide inequality among the four colleges in the ratio of FTES to FTE neither serves the best interests of students within the district nor does it meet with basic notions of fairness. Therefore, Be It Resolved that it is the policy of the board that FTES funding for each college within the District be related both to FTES and productivity; and furthermore, The Board directs the Chancellor to develop a plan by June



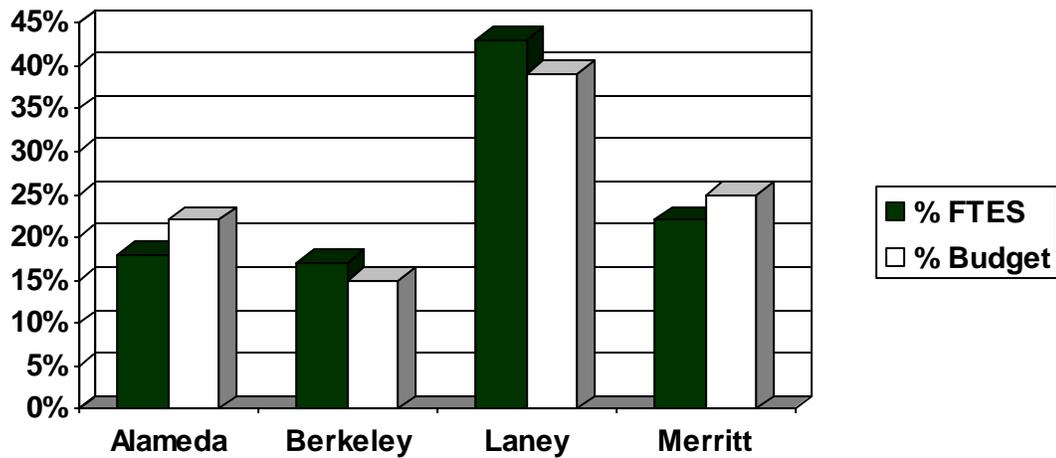
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30, 2009 that will lead to an equitable FTES/FTE ratio among the colleges (with a 15% allowable variance to account for program differences among the colleges)...

**B3.c**

The chancellor is directed to report each spring on the progress towards this goal. The interim vice chancellor of educational services is a strong voice for equitable distribution of resources based on growth targets and productivity; on both measures BCC fares well.

That being said, currently the distribution of resources to the college is not equitable. The following chart from August 2008 shows the percentage of FTES and the percentage of budget among the four colleges.



While the College of Alameda, for example, has 18.7% of the FTES in the district, it has 23% of the budget. Similarly, Merritt College has 20.5% of the FTES and 25% of the budget. In contrast, BCC has 19.5% of the FTES and only 15% of the budget. Laney also, with 42% of the FTES and only 38% of the budget, is underfunded.

In a related vein, the proportion of full-time teaching faculty in the district is skewed, as shown by the following table from August 2008. This is the situation that the board resolution promises to address.



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## Full-Time Teaching Faculty District-wide

	BCC	COA	Merritt	Laney
Full-Time Teaching Faculty	34.5	53	59	87
FTEF	198	255	304	502
FTES	1659	1574	1729	3490
Students	6566	6167	6801	12214

Both the Board of Trustees and the chancellor recognize BCC’s potential for growth and its need for a fairer allocation of money. Equalization is being discussed within the constraints of the state budget crises; to date, however, the distribution of funds to Berkeley City College does not reflect its percentage of the total FTES in the district.

### Planning Agenda

The college president will work with the chancellor and the vice chancellor of finance and administrative services to achieve a more equitable distribution of resources to support the effective operation of the college.

**B3.d** The district/system effectively controls its expenditures.

### Description

In the recent past, external audits have produced no adverse financial findings and the district has consistently had a positive ending balance. However, the most recent review by the external audit did determine “material findings” related to the lack of full-implementation of the PeopleSoft system and to the continued reliance of some functions on the use of Excel spreadsheets. On June 10, 2008, the vice chancellor of finance and administrative Services provided nine steps which are being implemented to address “the shortfalls with respect to the PeopleSoft (PROMT system) software installation.”



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**B3.d**

As an educational institution, the district uses governmental accounting with emphasis on the use of resources to attain the institution's objectives. Systematic and procedural controls at the district and college levels help to prevent overspending and reinforce accountability from budget managers. Specific fund numbers for each source of funds allow tracking to account for revenue and expenditures. As previously noted, the district launched a PeopleSoft financial system in order to have an up-to-date relational database system to manage funds. Unfortunately, as of this time, the system is not fully functional. The district offices of finance and IT view this as top priority and are taking all necessary steps to arrive at full implementation.

The chancellor has overall responsibility for the management of the district's budget. The vice chancellor of finance and administrative services is responsible for the general management of the budget, budget controls, and the accounting program of the district. Such oversight led to a 14% reserve in 2007-2008 which provided a fortunate safety net when the State recalled \$1.5 million during the middle of spring semester, 2008.

The president of each college is responsible for operating the college within the limitations placed by the budget. College administrative responsibilities include adherence to procedures established by the district office of finance, compliance with deadlines, and adherence to generally accepted accounting principles. It should be further noted that the district is in compliance with GASB 45 through the establishment of Other Post-Employment Bonds (OPEB), which provide adequate funding for retiree medical expenditures.

### **Self Evaluation**

**The college meets this standard.** The Berkeley City College business officer and college administration closely monitor the college budget and college expenditures. As noted in the March 15, 2008, Progress Report, in an effort to deal with the issues related to the implementation of the PeopleSoft PROMPT system, the college and the district "maintain a manual tracking system with spread sheets (Excel); the district office maintains the integrated system with PeopleSoft (which is not yet fully operational), and the district office and the colleges work on improved communications." Further, the college business officers and district office personnel continue to meet bi-weekly to reconcile differences and to resolve issues regarding full implementation of the PeopleSoft system. The district office is addressing the nine (9) steps identified in the June 10, 2008 memo from the vice chancellor of finance and administrative services which will address the "shortfalls" of the PeopleSoft system.

### **Planning Agenda**

The vice chancellor of finance and administrative services will fully implement the nine steps identified in his response to the 2006-2007 external audit.



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**B3.e**

**The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

### **Description**

The college presidents' responsibilities and authority for implementation and administration of district policies is outlined in Board Policy 2.10: "The president is directly responsible to the chancellor of the district for the administration of the college in accordance with district and college policies and procedures." The chancellor gives the presidents this authority and holds the presidents accountable for the operation of the colleges through an annual performance evaluation process. As part of the evaluation, the president establishes annual goals in keeping with the strategic planning goals of the district and the chancellor and each college president annually assess the progress on these goals. The chancellor in closed session briefs the governing board on the presidents' progress toward their goals.

Additionally, as noted before, the chancellor meets bi-monthly with the three vice chancellors and the four college presidents as the Strategic Management Team, to discuss concerns related to the individual colleges, the district office, or issues that may be of concern district-wide, as well as planning and resource allocation. The presidents also attend meetings of the governing board and report on college initiatives, programs, and other pertinent issues.

### **Self-Evaluation**

**The college meets this standard.** The president of Berkeley City College confirms that the chancellor gives her full responsibility and authority to implement and administer delegated district policies without the chancellor's interference and holds her accountable for the operation of the college. For example, the chancellor annually provides the college president with a discretionary fund (\$100,000); the president has total discretion in expending these monies. Further, once college budget allocations related to faculty positions have been determined at district level, the president, through a shared governance process, makes the final decisions regarding where the need for those faculty members is within the college.

### **Planning Agenda**

None



## Standard IVB Leadership and Governance

**B3.f**

**The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

### Description

The chancellor, as chief administrative officer of the district, is the liaison between the colleges and the governing board. The chancellor submits all college matters on behalf of the colleges to the full board for consideration.

The district/system and the colleges use effective means of communication in a timely manner to relay information to the board and others about upcoming board agenda items. Items to be considered at board meetings are distributed electronically to the board members, college presidents, the district academic senate president, union presidents, and other interested community members in advance of a board meeting. The board packet contains documents prepared by the responsible college or district personnel, which the chancellor submits to the board for consideration. Board meeting minutes are posted on the district's Web site and past minutes are archived on the site. Board agendas are posted on the district Web site and at the entrance to the district office building. The college presidents and the district academic senate president attend board meetings and report on college and senate initiatives and programs. The governing board includes two student trustees who at board meetings voice the issues and concerns of the students in the district.

In addition to meetings of the governing board, there are board committees through which communications between the district, the colleges, and ultimately the full board may occur. Those committees are the Audit and Finance Committee, the Student Services Committee, Policy Committee, Standards and Management Committee, and Facilities and Land Use Committee. Agendas for these meetings are also posted in advance of the meetings and are widely available.

### Self Evaluation

**The college meets this standard.** For a number of years the district has worked to provide effective communication among the district office, the governing board, and the four colleges. The process includes e-mail, newsletters, posting of agenda and meeting minutes. In the past two years, the board has held at least one meeting a year at each college in addition to at least twice-yearly listening sessions at which faculty, staff, and students are invited to speak and ask questions. However, there is still a perception at the college that the board is not acting effectively. The statement, "Overall, I believe that the Peralta Board of Trustees and the District provide effective leadership and management," garnered almost 45% disagreement or strong disagreement in a 2008 faculty, staff, and administrator survey.



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### Planning Agenda

None

**B3.g**

**The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

### Description

The district has various governance and decision-making structures in place, which include the Strategic Management Team, the Strategic Planning and Policy Advisory Committee, the District-wide Educational Master Planning Committee, the Council on Instruction, Planning, and Development, the District-wide Budget Advisory Committee, the District-wide Facilities Committee, and a District-wide Distance Education Committee, as well as ad hoc “groups” that are created from time to time for specific purposes.

Excluding the Strategic Management Team, which was designed to bring the chancellor and high level managers together in a regularly scheduled manner, all committees are collegial and inclusive, with constituents working together to help the colleges and the district reach their goals. All of the listed groups have a written “charge” and set informal goals. Faculty and staff are well represented on district-wide committees. Students have a voice through the two student trustees who are members of the various district committees. This past year the Strategic Management Team conducted a formal self- evaluation using a survey that provided opportunities to write statements of evaluation regarding the work of the team. In spring, 2008, a survey was forwarded to the membership of the Strategic Planning and Policy Advisory Committee to begin a formal assessment of the work of the group. No formal assessment of the other groups has happened.

### Self Evaluation

**The college meets this standard.** PCCD has made strategic planning a district-wide priority. The process is inclusive and communicated through the publishing of agenda and minutes and the distribution of a strategic planning newsletter. The formation of the District-wide Educational Master Planning Committee, comprised of stakeholders from every campus and the district office, has created a more centered and inclusive process. The district Educational Master Plan is based on the four college Educational Master Plans, and cross-college planning has also increased. This master plan and the district strategic goals have been recognized for several years as the basis for evaluations on every level.

However, effort still needs to be put into communicating these initiatives to the college. Responses from 2008 evaluation surveys of district units need to be shared with the colleges.



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Statements in the survey of staff, faculty, and administrators regarding district office adherence to board policies, role delineation between the district office and the board, and the effectiveness of district office policies, indicate that between 26% and 34% of respondents stated that they “did not know.”

### **Planning Agenda**

None

### **Evidence**

1. College Roundtable for Planning and Budgeting document
2. BCC Academic Senate Constitution
3. Classified Senate Constitution
4. Associated Students of Berkeley City College Constitution
5. 2008-2009 Events Calendar
6. Strategic Management Team document
7. District-wide Educational Master Planning Committee document
8. College Resources Handbook
9. BCC Educational Master Plan
10. BCC Catalog and Supplement, 2007-2009
11. Strategic Planning and Policy Advisory document
12. District-wide Budget Advisory Committee By-laws
13. Leadership Council minutes (samples)
14. Environmental Scan, Computer-Aided Planning (2008)
15. District-wide Strategic Plan
16. Board Self-Evaluation instrument
17. Board Retreat, Review of District-wide Strategic Planning (November 2007)
18. Board Committee Charters
  - Facilities and Land Use Committee
  - Audit and Finance Committee
  - Policy Review Committee
  - Standards and Management Committee
  - Student Services Committee
19. PCCD New Board Member Training Agenda (December 2004)
20. BCC Mission, Vision, Values document
21. BCC Goals 2008-2009
22. ARCC Report
23. Equity Report
24. BCC Budget Allocation Model
25. “The Messenger,” “BCC Today,” and “President’s Bulletin” (samples)
26. PCCD Planning and Budget Calendar
27. PCCD Board of Trustees Resolution, July 2008



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28. PCCD External Audit Report
29. PCCD Response to External Audit Report, 2008
30. District Office Unit Review Handbook
31. District Office Human Resources Unit Review (narrative)
32. Board Policies
  - 1.01, Membership
  - 1.02, Student Trustees
  - 1.04, Board Officers and Duties
  - 1.05, Duties and Responsibilities of the Board of Trustees
  - 1.06, Board of Trustees Code of Ethics and Behavior
  - 1.09, Parliamentary Procedures
  - 1.10, Meetings of the Board of Trustees
  - 1.11, Standing Rules for Public Hearings
  - 1.16, Community Services
  - 1.18, Management Hiring Policy for Academic and Non-Academic Managers
  - 1.20, Chancellor Selection
  - 1.21, Committees
  - 1.22, Board Development
  - 1.23, Board Self-Evaluation
  - 1.24, District Mission Statement
  - 1.25, Policy and Administrative Procedures
  - 1.26, Institutional Planning
  - 2.05, The District Chancellor
  - 2.10, College Presidents
  - 2.20, Arrangements for Recommending College and District-wide Policy
  - 2.23, Role of the Academic Senate in District Governance
  - 5.11, Review Policy for Instructional Programs
  - 5.12, Articulation Policy for Instructional Programs and Support Services
  - 5.15, Code of Instructional Standards
  - 5.20, Requirements for Degrees and Certificates
  - 5.22, Standards of Scholarship
  - 5.61, Educational Advisory Committees
33. 2008 Faculty, Staff, and Administrator Survey
34. President's Circle Sample Minutes
35. District Wide Technology Committee Sample Minutes
36. Curriculum Committee Calendar 2008-2009
37. Student Learning Outcomes Committee Sample Minutes
38. CIPD Sample Minutes

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General Counsel

Board of Trustees

Inspector General

College Presidents

BCC, COA, Laney, Merritt

Chancellor

Executive Director,  
Marketing

Associate Vice Chancellor,  
Special Assistant to the Chancellor

Vice Chancellor of  
Educational Services

Associate Vice Chancellor  
Academic Affairs

Associate Vice Chancellor,  
A&R, Student Services

Associate Vice Chancellor,  
International Services

Vice Chancellor of  
Finance and  
Administrative Services

Director of Human Resources

Director of Employee Relations

Payroll Manager

Supervisor, Accounts Payable and  
Enrollment Management

Vice Chancellor of  
General Services

Director of Facilities,  
Maintenance and Operations

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# List of Evidence Available in the Team Room

To come



# Planning Agenda

## **IIA1.a & IIA1.c & IIA2.i**

Faculty will assess one third of BCC's courses by June 2009.

Faculty will review the assessment cycle and improve assessment measures by fall 2009.

## **IIB**

All Student Services departments will develop Student Learning Outcomes by June 2009

Student Services will assess one third of their programs by fall 2009.

## **IIB1**

All Student Services departments will develop Student Learning Outcomes by June 2009

Student Services will assess one third of their programs by fall 2009.

District IT will provide ongoing training to the financial aid department in financial aid operations.

## **IIB4**

All student support services departments will have defined student learning outcomes and implement assessment in 2008-2009.

## **IIC2**

The librarians will assess student learning outcomes by June, 2009.

## **IIIA2**

The college president will work with the chancellor and vice chancellor of finance and administrative services to increase the number of full-time contract faculty and full-time permanent classified staff to an appropriate level to meet the needs of students and the community.

## **IIID2**



## Planning Agenda

The vice chancellor of Finance and Administrative Services and district IT will continue to address inadequacies in the PeopleSoft financial system.

### **IID2.a**

With the assistance of the district finance office, BCC will address the material findings in Financial Aid.

The associate vice chancellor of admissions and records and student services will develop a district wide Operating and Procedures Manual for Financial Aid

The governing board will order a comprehensive evaluation of financial aid practices and operating systems.

### **IID2.d**

The district will provide ongoing training in financial aid operations to the Financial Aid Department during 2009.

The office of financial aid will incorporate the appropriate internal controls and procedures for the awarding and disbursing of Federal student financial aid by spring 2009.

The dean of student services will conduct periodic review of student financial aid files for appropriate documentation beginning in fall 2008.

### **IID3**

The vice chancellor of Finance and Administrative Services will implement the budget allocation formula for the 2009-2010 fiscal year.