



Berkeley City College

2050 Center Street, Berkeley, CA 94704



Berkeley City College Mid-Term Report
to the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Submitted
March 15, 2012

**Berkeley City College
Midterm Report**

Submitted by:
**Berkeley City College
2050 Center Street
Berkeley, CA 94704**

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

Date:
March 15, 2012

Midterm Report
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Certification Page

This Midterm Report is submitted to the ACCJC for the purpose of assisting in the determination of the accreditation status of Berkeley City College. We certify that there was broad participation by the campus community and believe that this report accurately reflects that nature and substance of this institution.

Signed:

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Peralta Community College District

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Statement on Report Preparation and Overview of ACCJC Recommendations since June 30, 2009

Berkeley City College submitted its Comprehensive Self Study Report to the Accrediting Commission for Community and Junior Colleges in Spring 2009. An 11-member evaluation team visited Berkeley City College and the Peralta Community College District offices, March 9-12, 2009, for the purpose of verifying and validating the data provided. The evaluation team issued five commendations and made four recommendations to Berkeley City College. The recommendations were as follows.

- Team Recommendation 1: Streamline action plans and develop implementation plan.
- Team Recommendation 2: Complete all SLOs and integrate assessment and data with planning.
- Team Recommendation 3: Develop adequate staffing and resources for library.
- Team Recommendation 4: Prioritize staffing plans for implementation of resource allocation model.

There were one additional commendation and three recommendations for the Peralta District. The recommendations were:

- Team Recommendation 5: District Management Systems
- Team Recommendation 6: District Financial Resources and Technology
- Team Recommendation 7: Board and District Administration

The recommendations related to the Peralta District were mirrored in the team reports of the other three Peralta Colleges: College of Alameda, Laney College and Merritt College.

In its June 30, 2009 letter reporting ACCJC action on the team report and recommendations, the Commission reaffirmed the full accreditation status of Berkeley City College. The letter also detailed two follow-up reports to be completed prior to the midterm report:

- March 15, 2010: Addressing the three district recommendations (Team Recommendations 5, 6, and 7).
- March 15, 2011: Addressing Team Recommendation 3 pertaining to library staffing and resources, and BCC Team Recommendation 5, Management Systems, and Recommendation 6, Financial Resources and Technology (later addressed in the District Report to ACCJC).

In November 2009, in response to the 2009 Annual Fiscal Report filed by Berkeley City College and the other three Peralta colleges, the ACCJC requested the Peralta Community College District provide a Special Report which responded to six specific audit findings in the district's 2007-2008 independent audit report from Vavrinek, Trine, Day & Co, LLP. The Special Report was filed with ACCJC on April 1, 2010.

March 15, 2010 follow-up reports responding to the three district-related recommendations were filed for Berkeley City College and the other three Peralta colleges. Team visits were scheduled for April, 2010. Thereafter, the ACCJC cancelled its scheduled site visit to BCC in favor of a more focused team visit to the Peralta Community College District Office.

Following the April 2010 evaluation team visit to the Peralta Community College District, the ACCJC placed BCC and the other three colleges on Probation status. In its June 2010 letter notifying the colleges and district of its decision, the ACCJC requested that the recommendations made to BCC and the other three colleges pertaining to district practices be addressed directly by the District Office in an October 15, 2010 report to the ACCJC.

Following the June 2010 Commission letter, reporting to ACCJC was bifurcated: reports concerning district practices and recommendations have been provided directly to ACCJC by the Peralta District; reports concerning college practices and recommendations are completed and filed by Berkeley City College (and all the Peralta colleges).

The Peralta District filed its report by the October 15, 2010 deadline, and a site visit took place November 4, 2010. A January 31, 2011 letter to Peralta Chancellor Wise E. Allen notified the district that BCC and the other three colleges were retained on Probation status, pending another report to be filed by the District Office on March 15, 2011. The deadline for filing that report was subsequently changed to April 1, 2011. BCC Team Recommendation 5, Management Systems, and Recommendation 6, Financial Resources and Technology, were among the recommendations addressed directly by the Peralta Community College District Office.

Berkeley City College filed a March 15, 2011 Follow-Up Report to address the single college recommendation due at that time as directed in the June 30, 2009 Commission letter. The report addressed Team Recommendation 3 related to library resources and staffing. As described above, recommendations pertaining to district practices and operations were reported directly by the Peralta Community College District to ACCJC, following review by the colleges and approval of the Board of Trustees.

Evaluation team visits took place April 11-12, 2011. The Berkeley City College evaluation team visited the campus to conduct verification and validation of the college report on Team Recommendation 3 concerning library resources and staffing. The BCC evaluation team also joined teams from other colleges to conduct a site visit to the Peralta District offices for the purpose of verifying and validating the district's report addressing district recommendations. The Commission actions following the visits were reported in June 30, 2011 letters to Berkeley City College and to the Peralta District.

In its June 30, 2011 letters, the Commission removed BCC from Probation status. No additional recommendations or follow-up requests were made as to 2009 Team Recommendation 3. However, the ACCJC acted to place BCC on Warning status for five new recommendations related to Peralta District issues. The five new recommendations explicitly replaced and superseded all earlier district recommendations. The Peralta District was required to file a Follow-Up Report due March 15, 2012, on the five recommendations. In addition, Berkeley City College was required to address the following in its March 15, 2012 midterm

report: “Regarding Commission Recommendation 5, Berkeley City College must evaluate the impact of recent and future financial decisions on the college’s ability to sustain programs and services.”

In preparation for this 2012 Midterm Report to ACCJC, the accreditation recommendations were highlighted during remarks of the college president on Berkeley City College all-college day at the start of the fall semester, August 18, 2011. A steering committee was formed and subcommittees were assigned to gather evidence and seek college input throughout the semester. Four college forums were held: one on October 25, on Student Services; one on November 10, on Facilities, Operations, and Financial Practices; and one each respectively on November 10 and November 18 on Assessment.

Following the rounds of information gathering, November presentations on the draft report were made to the college’s governance bodies: The Leadership Council and College Roundtable for Planning and Budget. The college community was invited again to comment upon the college’s response and reflect on progress toward fulfilling the ACCJC recommendation. The Berkeley City College Midterm Report was completed with the participation of administrators, faculty, staff and students, and the Roundtable approved the college’s midterm report on December 5, 2011.

Concluding Remarks

Berkeley City College administrators, faculty, and staff have worked with district administration in addressing the June 30, 2011 recommendation pertaining to the impact of financial decision-making on college programs and services. College work on the 2009 Recommendations 1, 2, 3, and 4, and college action plans has been ongoing since June, 2009. The Berkeley City College President, Accreditation Liaison Officer, and key faculty and staff look forward to meeting with the ACCJC visiting team to follow up its report on recommendations and college action plans, and to provide updates since the time of the writing of this report.

Betty Inclan, Ph.D.
President
Berkeley City College

Detail of Recommendations for Berkeley City College 2009 to Present

Berkeley City College Recommendations:

2009 Team Recommendation 1 (Midterm Report, March 15, 2012)

In order to increase institutional effectiveness, the team recommends that Berkeley City College clarify, streamline, and prioritize its many actions plans, action items, and initiatives and develop a comprehensive implementation plan complete with performance measures. (Standards I.B.2, I.B.3, I.B.6, and I.B.7)

2009 Team Recommendation 2 (Midterm Report, March 15, 2012)

Significant progress has been made in meeting the standards for Student Learning Outcomes. In order to meet the “proficiency” level as prescribed in the ACCJC/WASC rubric by 2012, the team recommends that the college complete all service, course-level and program level SLO’s; have an assessment timeline for all courses, programs, and institutional SLO’s; be in dialogue about the results of the assessment of the SLO’s and use the dialogue for decision- making purposes. Additionally, to integrate assessment results with continuous review and improvement, the team recommends that the SLO Action Plan be integrated with the Unit Action Plan. It is further recommended that the program planning and SLO assessment process formally incorporate the data analysis by institutional research and planning. (Standards I.B.1, I.B.6, I.B.7, II.A.1.c, II.A.2.a, II.A.2.c, II.A.2.f, II.A.2.h, II.A.6, and II.B.1)

2009 Team Recommendation 3 (Follow-Up Report, March 15, 2011)

Although significant progress has been made since 2003 in its library’s quality and services, the team recommends that in order to improve and broaden upon the progress to date, the college develop an adequate, equitable, and sustainable library allocation for staffing and library resources. (Standards II.C.1, II.C.1.a, II.C.1.c, II.C.1.d, and II.C.2)

2009 Team Recommendation 4 (Midterm Report, March 15, 2012)

The team recommends that Berkeley City College prioritize their college-wide staffing plans in anticipation of the implementation of the new resource allocation model. (Standards I.B.4, I.B.6, I.B.7, and III.A. 2)

2011 Commission Recommendation 5 (Midterm Report, March 15, 2012)

Regarding Commission Recommendation 5 to the Peralta Community College District, Berkeley City College must evaluate the impact of recent and future financial decisions on the college’s ability to sustain programs and services.

District Recommendations: (College Follow Up Report, March 2010; Thereafter, bifurcated from college reporting and included in District Follow-Up Reports)

2009 Team Recommendation 5—Management Systems

The team recommends that the district immediately resolve the functional issues associated with the implementation of the district-wide adopted software management systems for student, human resources, and financial aid administration. (Standards II.B.1, III.C.1.a, and IV.B.3.b)

2009 Team Recommendation 6—Financial Resources and Technology

The team recommends that the district take immediate corrective action to implement all appropriate controls and necessary MIS system modifications to achieve access to a fully integrated computer information management system, including modules for student, financial aid, human resources, and finance, in order to assure financial integrity and accountability. All corrective action and system testing should be completed within two years and the governing board should receive regular implementation progress reports until project completion. (Standards III.D.1.a, III.D.1.b, and III.D.2.a)

2009 Team Recommendation 7—Board and District Administration

The team recommends that the district assess the overall effectiveness of its service to the college and provide clear delineation of functional responsibilities and develop clear processes for decision making. (Standard IV.B.1)

District Recommendations, from 6-30-11 Commission letter, which replace and supersede previous district recommendations to be addressed by Peralta District:

2011 Commission Recommendation 1: The District has identified several options to address the OPEB liability without stating which option it intends to pursue. In accordance with Standard III D.1, b and c, and Eligibility Requirement #17, the District needs to identify the amount of obligation that currently exists as a result of the activities related to the OPEB loss and establish a plan and timeline that reflects how the District will pay off any liability that may have resulted from the OPEB bonds.

2011 Commission Recommendation 2: In accordance with Standard III.D.2.a, c, and g and Eligibility Requirement #18, the District needs to resolve outstanding audit findings identified in the Department of Education letter dated May 20, 2011 referring to Audit Control Number (CAN) 09-2009-10795. That letter identifies the findings for each of the four colleges and those findings related to Department of Education areas of funded programs including Title IV and Financial Aid. Additionally the District should resolve all audit findings in the Vavrinek, Trine, Day & Co., LLP, Certified Public Accountants' recommendation.

2011 Commission Recommendation 3: While evidence identifies progress, the District has not achieved compliance with Standard III.D. and Eligibility Requirement #17. Specifically, the District has not achieved long-term fiscal stability related to resolution of collective bargaining agreements on compensation and post-retirement benefits. Therefore, in order to meet the Standards and Eligibility Requirements, the District must assess its fiscal capacity and stability and implement actions to resolve the deficiencies.

2011 Commission Recommendation 4: While evidence identifies progress, the District has not achieved compliance with Standard IV.B and Eligibility Requirement #3. Specifically, the District has not completed the evaluation of Board policies to the end of maintaining policies that are appropriate to policy governance and excluding policies that inappropriately reflect administrative operations. Therefore, in order to meet Standards and Eligibility Requirements, the District must evaluate all Board policies and implement actions to resolve deficiencies.

2011 Commission Recommendation 5: While evidence identifies progress, the District/Colleges have not achieved compliance with Standard III.D. and Eligibility Requirements #5 and 17. Specifically, the District/Colleges do not demonstrate the fiscal capacity to adequately support quality student learning programs and services. Therefore, in order to meet Standards and Eligibility Requirements, the District/Colleges must evaluate the impact of financial decisions on the educational quality and implement actions to resolve any deficiencies.

Response to Team Recommendations and Commission Action Letter

2009 Team Recommendation 1: Streamline action plans and develop implementation plan. *In order to increase institutional effectiveness, the team recommends that Berkeley City College clarify, streamline, and prioritize its many actions plans, action items, and initiatives and develop a comprehensive implementation plan complete with performance measures. (Standards I.B.2, I.B.3, I.B.6, and I.B.7)*

When Berkeley City College submitted its Self Study Report in spring 2009, there were twenty-two action plans and initiatives included. The majority of the action plans had a spring 2009 completion date, with the remaining five items slated for completion in the 2009-2010 academic year. The college's action plans had been summarized in the Educational Master Plan, which also included the many derivative plans arising from program reviews. In addition, the 2008-2009 goals, linked to the District's strategic plan and annual strategic directives, were approved by the College Roundtable for Planning and Budget and posted on the college website. At the time, there was partial overlap between the goals listed in the Educational Master Plan and the annual goals.

During the 2009-2010 academic year, action items were organized by category. Redundant and overlapping plans were combined into a total of seventeen action plans, with implementation assigned by category. Upon organizing the improvement plans in this way, Berkeley City College began to develop a timeline for completion of various tasks and to identify responsible parties. An update on the action items from the Self Study Report is discussed in greater detail in the section of this Midterm Report entitled "Progress on College Improvement Plans," page 23. The breakdown by individual action plan is shown in table format as the "Improvement Plan Matrix." The action items are expected to be fully resolved by spring 2012.

The BCC leadership also recognized the need for a process to integrate action planning into the regular planning cycle. In fall 2009, the BCC President, working with the Roundtable for Planning and Budget, began a procedure whereby college action plans were incorporated in an annual goal-setting process that aligned college goals with the district strategic plan. The district strategic directives from its strategic plan were identified during summer 2009. BCC action plans were identified in fall 2009, with wide college input during planning exercises in August 2009 and adoption of action plans by the Roundtable in fall 2009. In the unit plan/program review process, college departments reported on activities undertaken in support of the college action plans. In spring 2010, accomplishments of the college related to the action plans were reported out by the Roundtable and published on the college website.

The BCC action planning procedure has continued on a regular basis since that time, with Peralta strategic directives circulated before the start of the fall semester, college development of action planning during August with endorsement by the Roundtable in fall, reporting of activities related to action plans in the annual program review update process, and a summary of BCC accomplishments related to the action plans completed in the spring semester. This cycle, along with other data arising out of annual program review updates, will be the basis for identifying action plans and action items in future ACCJC Self Evaluation Reports. The

inclusion into planning of assessment and institutional effectiveness data from the Peralta Institutional Research office began in fall 2010. Program assessment data was included in the unit-level Annual Program (Review) Updates in fall 2011, including performance measures and identification of responsible parties.

Note: Please see the section of this midterm report entitled “Progress on College Improvement Plans” for details about the action plans identified by the college in its 2009 Self Study Report.

2009 Team Recommendation 2: Complete all SLOs and integrate assessment and data with planning. Significant progress has been made in meeting the standards for Student Learning Outcomes. In order to meet the “proficiency” level as prescribed in the ACCJC/WASC rubric by 2012, the team recommends that the college complete all service, course-level and program level SLO’s; have an assessment timeline for all courses, programs, and institutional SLO’s; be in dialogue about the results of the assessment of the SLO’s and use the dialogue for decision- making purposes. Additionally, to integrate assessment results with continuous review and improvement, the team recommends that the SLO Action Plan be integrated with the Unit Action Plan. It is further recommended that the program planning and SLO assessment process formally incorporate the data analysis by institutional research and planning. (Standards I.B.1, I.B.6, I.B.7, II.A.1.c, II.A.2.a, II.A.2.c, II.A.2.f, II.A.2.h, II.A.6, and II.B.1)

Berkeley City College received a Title III grant in fall 2009, bringing \$400,000 per year to the campus for five years. One of the two major thrusts of the grant was to enhance outcomes for basic skills students. The other was to create a culture of assessment at the campus. This funding resulted in some key supported activities which have had a significant impact on assessment:

- Reassigned time for departmental leads to help develop course-level student learning outcomes and student service area outcomes (2009-2010).
- Reassigned time for a Title III Activity Coordinator to spend half-time in training and support for departments to complete student learning outcomes (2009- Spring 2011).
- Identification of an assessment coordinator to develop an annual narrative report on assessment, detailed program level and institution level outcome reporting, and creation of varied mechanisms for effectively capturing outcomes from student services and college service centers (Fall 2011-ongoing).
- Funding for college wide and department-specific training with outside experts on outcomes assessment; and funding for BCC participants to attend WASC Assessment Retreats (ongoing).
- Support for a college designee to participate in the WASC-ACCJC Assessment Leadership Institute (2010-2011).
- Creation of a Teaching-Learning Center Coordinator position and advisory committee, with focus on interdisciplinary assessment activities and implementation projects (2010 to present).
- Creation of a Web site on the Berkeley City College home page to centralize information on Student Learning Outcomes Assessment, including access to Task

Stream and instructions for its use, information on the Assessment Committee, an overview of the SLO/Assessment cycle, a filmed example of a department deliberating on a rubric, sample SLOs, and classroom assessment techniques. BCC has placed strong emphasis on using technology to include all faculty and staff in and inform them about the assessment program at the college (ongoing).

- Curriculum work to enhance student success and completions, including updating of certificates and degrees, and improvement of basic skills courses in English and Mathematics (ongoing).
- Support for in-depth departmental projects related to assessment, such as student portfolio assessment (ongoing).
- Support for hourly assistants to input assessment work into TaskStream (ongoing).

The college also implemented some procedures to encourage institutionalizing approaches to assessment. These included:

- Using fall FLEX activities to present and recognize assessment practices (2010 and ongoing).
- Requiring that outcomes be in place before any course or program update or new course or program can go through the curriculum committee process (Fall 2010 and ongoing).
- Establishing, by the Academic Senate, a standing Assessment Committee, with the chair or one co-chair to serve as assessment coordinator (2010).
- Requiring that existing programs complete program outcomes for inclusion in the college catalog supplement by Summer 2012; requiring that program revisions or new program proposals include program outcomes (Spring 2011).
- Adopting a revised Annual Program Review Update form with sections for program assessment updates and providing for resource requests and goals coming from assessment processes (Fall 2011).
- Creating a process with common rubric elements and signature assignments as well as a timeline for institutional learning outcomes assessment (Fall 2011).
- Including within the charge of the College Roundtable for Planning and Budget an evaluation each year of college assessment and planning activities (Spring 2012).

Complete all service, course-level and program SLOs. Beginning in fall 2009, the college began a variety of activities to ensure that service, course and program level outcomes were defined across the campus. By spring 2010, 88% of courses had defined Student Learning Outcomes, with 54% of those courses being included in assessment activities. Of the college's certificate and degree programs, 56% had defined outcomes, and a third of those were involved in assessment activities. At the same time, 43% of student services programs had outcomes, and 15% of those were a part of ongoing assessment activities.

In fall 2010, the college identified those courses which reached the most students (multiple sections, general education and transfer requirements, and so forth). These "high impact" courses were prioritized for assessment, so that the results would impact the largest possible number of students. During 2010-2011, all of the high impact courses were assessed. By spring 2011, the majority of BCC's courses were involved in assessment activities. More than 80% of

active programs had defined outcomes, with more than half of those involved in assessment activities. At the end of the 2010-2011 year, 70% of student service areas had defined outcomes- service area outcomes, student learning outcomes, or a combination- and each of those was involved in assessment activities. The institutional learning outcomes were linked with specific high-impact General Education courses, and about 43% were part of ongoing assessment activities.

At the end of the fall 2011 semester, 100% of active courses and student services programs have defined Student Learning Outcomes. By the end of the spring 2012 semester, all programs will have defined outcomes, and assessment plans will be in place for all course and program outcomes which have not previously implemented assessment activities.

Have an assessment timeline for all courses, programs, and institutional SLOs. It was during the 2009-2010 year that Berkeley City College asserted its preference for a wider dialog around assessment and multiple ways for individuals to become involved in assessment. As a result, there has been widespread involvement in assessment and a revision of previously defined timelines. The timelines currently guiding assessment activities are:

- Courses will be assessed at least every five years, as part of the curriculum update process. High impact courses will be assessed as often as yearly.
- Instructional Programs will be assessed at least every five years, with outcomes and plans updated and reported in the Program Review and the Annual Program (Review) Updates.
- Student Services Programs will be continuously assessed, with outcomes and plans reported in the Annual Program (Review) Update.
- Institutional Outcomes will be assessed every three years.

Be in dialog about assessment results and use the dialog for decision-making purposes.

The assessment dialog has become a deliberate part of annual program (unit) reviews, curriculum committee activities, and the College Roundtable for Planning and Budget, where decision-making regarding resource allocation and program support are made. In addition, the widespread involvement of faculty and staff in assessment-related staff development activities has moved the dialog into hallways and offices across campus.

The college's Teaching-Learning Center, which is funded by BCC's Title III grant, addresses assessment efforts in a number of ways. As these efforts have taken hold at BCC, the coordinator, the TLC staff, and the TLC Advisory Committee focused on student learning outcomes and the creation of a culture of continuous improvement. In the past two years, the TLC has sponsored a menu of projects that include Faculty Inquiry Groups (FIGs), FIG Implementation Teams (FITs), and workshops on such issues as classroom assessment techniques, using technology in teaching, the Carnegie work on statistics pathways, and authentic assessment techniques. Significantly, the FIG and FIT provide BCC faculty and student services staff opportunities to close the loop on assessments by developing strategies to implement assessment plans. In addition, intense training on a wide variety of topics has taken place, including the week-long Faculty Experiential Learning Institute and several departmental symposia on authentic assessment.

SLO Action Plans should be integrated with Unit Action Plans. Beginning with the fall 2011 Annual Program Review Update (unit plans), program outcomes assessment became one of the areas of review. The departments used the Annual Program Updates to evaluate their role in the college-wide goals, analyze the results of program assessment, and set departmental goals. In addition, resource requests and departmental goals were identified by source activity, including assessment. The unit-level tracking of progress on goals, and citing resource requests to sources of evaluation data, allows the college to carry forward an integration of strategic planning, unit planning, and outcomes assessment at the operational level.

In the initial cycle of the integrated Annual Program Update in fall 2011, seven of the thirteen instructional units reported progress on program assessment and related planning. Another four of the units announced plans to undertake program assessment activities in calendar 2012.

Program planning and SLO assessment should incorporate data analysis by institutional research and planning. In spring 2010, the Peralta District Office hired an Associate Vice Chancellor of Education Services who directs institutional research. The Associate Vice Chancellor, working with the Vice Chancellor of Education Services and Vice Presidents from the four Peralta colleges, including Berkeley City College, worked with programmers to set up a Business Intelligence tool with real time reporting of performance indicators. Critical information was put into report formats for ease of use, and the Institutional Resource web page was set up with repositories of additional institutional data from CalPass, the State Chancellor's Office data mart, and Peralta databases. In fall 2010, access to the BI tool was given to Berkeley City College department chairs and key staff members. Data review and analysis became part of operational planning, scheduling, and program planning.

Berkeley City College is on schedule to achieve the proficiency level in assessment across the campus by the end of 2012.

2009 Team Recommendation 3: Library Staffing and Resources

Although significant progress has been made since 2003 in its library's quality and services, the team recommends that in order to improve and broaden upon the progress to date, the college develop an adequate, equitable, and sustainable library allocation for staffing and library resources. (Standards II.C.1, II.C.1.a, II.C.1.c, II.C.1.d, and II.C.2)

Berkeley City College responded to Recommendation 3 in its Follow Up Report of March 15, 2011. The Follow Up Report provided data on library hours, library usage, circulation statistics, program learning outcomes and assessment, staffing, and resources.

Library Staffing

In particular, Berkeley City College described staffing levels that have remained consistent from 2006 to 2011, with 2.5 FTE librarians and 1.0 FTE classified library technician. In both the spring 2010 Program Review and fall 2011 Annual Plan Update, the BCC Library personnel indicated a staffing priority for two additional classified library technicians, thus narrowing the gap between BCC and its sister colleges regarding the number of library

technicians. The staff resource request was presented to the college Roundtable for Planning and Budget in fall 2010, and the college named a library technician as its top classified staff hiring priority for 2011-2012, and a second library technician as a tier two hiring priority. The prioritized listing of staffing needs was presented at the district Planning and Budget Council in February 2011.

In spring 2011, the college's Senior Library Technician resigned. During spring 2011 BCC maintained its excellent level of library services through employing hourly technicians. In late fall 2011 the district approved hiring a Senior Library Technician, and recruitment and selection are in progress.

In spring 2012, a full-time librarian suddenly retired. In response, the college has hired two hourly librarians to fill the gap, and a full-time contract librarian on reduced workload has agreed to increase his workload by two hours a week. The college is awaiting approval to fill two faculty vacancies, and the librarian position is a high priority because of the critical nature of library services at Berkeley City College.

Fortunately for Berkeley City College students, the college is located in downtown Berkeley close to the Berkeley Public Library and the University of California Library at UC Berkeley. BCC maintains a strong working relationship with the Berkeley Public Library, and BCC students have library privileges at the public library. The main branch is located within two blocks of the BCC campus, and the BCC head librarian meets regularly with librarians from the public library. In addition, BCC students have access to UC Berkeley's world-class libraries at a discounted rate through a statewide agreement.

Library Resources

During 2010-11, the four Peralta colleges developed, planned, and implemented an enterprise-wide library integrated system. At this time the following modules have been implemented: cataloging, reserves, circulation, and Webpac. Acquisitions and serials modules are being phased in. The training components for these areas were completed by November 2011

Lastly, the Telecommunications and Technology Advisory Committee (TTAC) and the Council of Chief Librarians (CCL) have worked diligently to leverage the system's purchasing power to create a single, common electronic library resource for all California community college campuses. Recently, the TTAC has managed to reallocate funding for the purpose of providing a system-wide database for every community college and center beginning in January 2012.

A contract for community colleges (CCC) electronic information resources for CCC libraries has been awarded to EBSCO. This multi-year contract, managed by Butte-Glenn Community College District, will provide a general periodical, newspaper, history, automotive, and business database to every student in the entire CCC system.

In June 2011, Berkeley City College received the Evaluation Report of the two member accreditation team which visited the college on April 12, 2011. In its conclusion, the report states the following:

Berkeley City College meets the requirements of this recommendation in that it has improved the quantity and quality of its library collection. The college has developed partnerships with nearby libraries to enhance services to students and, through its program review process, identified staffing and facility space needs for future growth.

2009 Team Recommendation 4: Prioritize staffing plans for implementation of resource allocation model. The team recommends that Berkeley City College prioritize their college-wide staffing plans in anticipation of the implementation of the new resource allocation model. (Standards I.B.4, I.B.6, I.B.7, and III.A. 2)

Prioritization of full time faculty and classified staff hiring needs have been a regular part of the college's program review process for some time. With the implementation of an active district-wide governance structure beginning fall 2009, and annual program review updates beginning 2009-2010, the college staffing prioritization began to be part of an annual planning cycle linked to college and district resource allocation. Unfortunately, statewide funding reductions and fiscal exigencies within the Peralta District resulted in hiring freezes that have prevented staffing in accordance with identified priorities. In the midst of its fiscal challenges, the 2008 Peralta allocation model was not fully implemented.

In July 2010, the Peralta District employed a new Vice Chancellor of Finance and Administrative Services. Sitting as co-chair of the district-wide Planning and Budgeting Council, the Vice Chancellor announced that review and revision of the 2008 allocation model would be a priority for the 2010-2011 academic year, with implementation to take place for the 2011-2012 year. A benchmark study of the organization and budgeting of selected community college districts would be a priority for the 2011-2012 year, with recommendations implemented for inclusion in the allocation model for the 2012-2013 budget year. The benchmark study is underway at this time as a standing item on the PBC agenda.

During the 2010-2011 academic year, members of the multi-constituency district-wide Planning and Budget Council (PBC) reviewed the 2008 Peralta allocation model and models from other districts. By May, 2011, the PBC had endorsed a revised allocation model that was signed off by the Chancellor in August 2011. The tentative budget for Peralta had been approved in June 2011, but with the proviso that adjustments would be made so that implementation of the allocation model would begin in fiscal 2011-2012. Critical to the successful implementation of the resource allocation model was the achievement of parity in staffing across the four Peralta colleges. With the realization of fifteen additional full time instructors and at least three additional permanent classified staff, BCC's annual budget would reflect funding at a level equitable with the budget levels determined to be appropriate for the other Peralta colleges.

In July 2010, the Peralta District also employed a new Vice Chancellor for Human Resources. Working with the Chancellor and Strategic Management Team, the Vice Chancellor implemented a district-wide staffing plan in spring 2011, completing an inventory of staff positions across the district and identifying which positions were currently funded and filled. In

fall 2011 the colleges were encouraged to submit identified hiring needs from their hiring plans.

Given the fiscal urgencies and hiring freezes, additional strategies had to be employed. As a first move, the District approved the use of a full time faculty transfer recruitment process following procedures set forth in the faculty bargaining agreement and human resources procedures. In late spring 2011, Berkeley City College announced the recruitment for faculty transfers in thirteen positions. The positions were those identified by the college through its program review and college prioritization processes in fall 2010. Applications were received for six positions, with the final outcome being the transfer of four full time instructors from other Peralta colleges to Berkeley City College effective July 1, 2011.

In fall 2011 the second transfer recruitment took place. The college announced recruitments for full time faculty transfers in nineteen positions. The positions included priorities identified in the 2010-2011 college prioritization process as well as priorities from the fall 2011 annual program review updates as endorsed by the Roundtable. Five applications for full time faculty transfer were received, resulting in 2.4 transfers. In addition, the college received authorization in December 2011 to begin the external hiring recruitments for one full time faculty in Communication.

For permanent classified staffing, Berkeley City College and the other three Peralta colleges were asked to submit hiring needs in the district-wide staffing plan. The current staffing at the colleges was documented in spring 2011, and prioritized hiring needs were submitted early in summer 2011. The hiring needs were those identified in the fall 2010 annual program review updates, as prioritized and endorsed by the College Roundtable for Planning and Budget for presentation to the district-wide Planning and Budgeting Council. The college identified an immediate replacement need arising from the departure of its sole library technician. Four additional positions were identified for hire to meet college needs and to achieve an equitable staffing level compared with the recommended level at the other three Peralta colleges. The recruitments of classified staff are expected to take place in spring 2012.

At this time, the 2011-2012 budget for Berkeley City College does not yet reflect an allocation of resources based upon the proportion of students served, in accordance with the August 2011 adopted resource allocation model. Parity in staffing is a key element of the allocation model, as is the allocation of funding from international and nonresident students based upon the numbers served. The final budget for Peralta was adopted by the Board of Trustees in September 2011.

Recent decisions which indicate positive momentum for sustainable funding of the college include the following: August 2011 adoption of the revised Peralta budget allocation model for implementation beginning in 2011-2012; implementation of faculty transfer recruitments in spring and fall 2011 and external faculty hires; spring 2012 initiation of the district-wide staffing plan to achieve equitable hiring of classified staff; and recruitment for full time instructional deans at BCC in spring 2012. The commitment of the Peralta District to achieve and maintain equitable resource allocation and staffing, and to fully implement the allocation

model, is essential to the ability of Berkeley City College to continue to sustain effective programs and services for students.

2011 Commission Recommendation 5

Regarding Commission Recommendation 5, Berkeley City College must evaluate the impact of recent and future financial decisions on the college's ability to sustain programs and services.

Berkeley City College's mission is to promote student success, to provide its diverse communities with educational opportunities, and to transform lives. The college's planning and budget structure, its venues for dialog, its continuous improvement approach, and its continued advocacy for students allow it to sustain programs and services during times of revenue growth and during revenue cut-backs.

Operational Changes

There are several significant policy and fiscal developments which have provided important resources for Berkeley City College to effectively serve students with high quality support services and instructional programs now and into the future. These include the following:

- Approval of a district-wide budget allocation model, which seeks to ensure funding equity across all colleges in the district, including Berkeley City College by 2011-2012.
- The commitment by district administrators to support the purchase of a building with \$12 Million in Measure A bond funds so that key space needs related to the number of students currently served can be addressed (faculty offices, classrooms, study spaces, a DSPS student services hub, and specialized instructional areas). The Peralta General Services Department identified this as a key project to be completed by June 30, 2012.
- Allocation of \$1 Million in Measure A bond funds for much-needed technology updates, library materials, and equipment purchases.
- Commitment by the District Fiscal Services department, including the Information Technology unit, to provide centralized funding for library database annual renewals.
- Implementation of a district-wide staffing plan, to ensure available funds are allocated to staffing priorities; one purpose of the staffing plan is to establish staffing parity across the colleges, including Berkeley City College.
- Utilization of faculty transfer procedures in spring 2011 and fall 2011 to enable the movement of faculty from other Peralta colleges to Berkeley City College in order to achieve parity in full time faculty.
- Approval of funds for the continuation of BCC's strong department chair model in administering the instructional programs with fewer full time administrators in the Office of Instruction. For the 2011-2012 academic year, a negotiated reduction in department chair reassigned time left the college with 1.6 Full Time Equivalent Faculty for administration at the program and departmental level. In response to the college's request to be made whole in the funding necessary to achieve desired chair and coordinator support, the college was able to fund 6.2 full time equivalent per semester for oversight of departments, coordination of specific programs, and coordination of Career-Technical Education (CTE) initiatives.

- Recruitment for two instructional deans into the positions held vacant since July, 2010 in the wake of hiring freezes.

Special Funding

Berkeley City College faculty and staff leaders, working with administrators, have made special funding opportunities a priority. While the primary resource for funding remains state general fund allocations along with annual categorical funding streams, supplemental funding is providing key additional revenue support. These special funding sources are crucial to the continuous improvement of programs and services at the college, especially with the reductions of state funding in recent years.

- Director of Special Projects- funded by the Title III grant, this full time classified manager position offers grant management and project oversight for activities related to basic skills students and to assessment across the college.
- Title III grant: with \$2 Million funded over five years, beginning October 2009, and eligibility to seek additional funding thereafter, this is a key funding source for the college. These funds support multiple activities to improve the outcomes for basic skills students and to support a culture of assessment at BCC.
- TRIO grant: \$1.1 Million over five years beginning October 2010, and eligibility for additional funding thereafter. This project is enhancing student services and supplemental instructional support for at-risk students.
- CTE grants: a number of CTE grants, bringing over \$150,000 per year to BCC, provide the resources to strengthen career-technical education, and enhance pathways for students from high school through college and on to careers.
- A \$1.1 Million grant from the California Institute for Regenerative Medicine (CIRM) funds a program of paid internships for biotechnology students who are placed in area laboratory environments at the end of their Berkeley City College program.
- Contract education: partnerships with area high schools have permitted the continuation of high school-to-college pathways through leveraging of funding and offering specific courses at high school locations.
- Community supporters: Through the special funding initiative of the college president, Berkeley City College has developed ongoing relationships with donors in the community who have provided approximately \$50,000 through The President's Circle in flexible funds to support college needs.

Inter-and Intra-District Collaboration

The effective provision of programs and services at Berkeley City College is sustained, in part, by creative collaborations with the other Peralta colleges and with colleges in neighboring districts. Highlights of these efforts:

- Beginning in fall 2009, the Peralta District FLEX days each semester have included meetings of discipline faculty from the four colleges. The meetings, co-facilitated by administrators and faculty leaders, have promoted thinking about ways in which the disciplines can be strengthened through collaboration. Several disciplines, including

English as a Second Language, Business, English, and Computer Information Systems, have extended meetings throughout the semester.

- Student Services leaders from the four colleges have coordinated and collaborated on resource sharing through communication and consolidation. The strategies include maintaining core and mandated services on campus (DSPS, EOPS, Matriculation, etc.), while consolidating or centralizing non-core services (health services, etc.). Being fully committed to student success despite the economic climate, BCC will continue to implement student services that maximize operational efficiencies and enhance student success, e.g., alternate evening entry services on four campuses, counseling triage and eCounseling.
- With assistance from the Peralta District office, the colleges have collaborated on grant seeking and grant applications. Grant project managers across the district now meet on a monthly basis.
- The four Peralta colleges, including Berkeley City College, have joined with the three Contra Costa Community College District colleges in successfully achieving a state Career Advancement Academies grant. The alternating of administrative responsibility and the sharing of effort have created several sustainable models for delivery of career-technical education to at-risk students served by the colleges.

Schedule Reductions

Beginning in fall 2009, budget reductions resulting from district financial exigencies and statewide funding cuts have resulted in a steady decline in the number of students served. On the one hand, the gradual reduction each year in numbers of students served has ameliorated some of the extreme staffing shortfalls created during the period from fall 2006 to spring 2009 when growth significantly exceeded projected levels (though some of the longstanding understaffing conditions continue). On the other hand, schedule reductions require an increasing mindfulness of student pathways and the need for incoming students to be able to complete educational goals within reasonable time frames.

Among the values and principles for schedule reductions are the following:

- Maintain the schedule within the funding levels;
- As much as possible, maintain stability in the schedules once classes are publicized to students;
- Assess enrollments, enrollment trends, and student retention numbers in determining sections to cut;
- Use program completion data and transfer numbers from the disciplines to allocate resources; focus on programs where students are completing, as well as on courses which meet general education or other significant transfer requirements;
- Create 2-year and 3-year course rotations for scheduling classes in a manner that supports student completion;
- Have cross-program and cross-departmental transparency and dialog to ensure student needs are met and breadth and depth of programming are preserved; and
- Support new programs and new courses that enhance student success.

During the 2011-2012 year, BCC's instructional departments are reviewing data and discussing strategies for ensuring that courses and programs offered across the curriculum in 2012-2013 will permit student completions in two-year and three-year trajectories depending on the numbers of units taken by students. This analysis will ensure that additional schedule reductions are made with students in mind, preserving course offerings and programs in which continuing students are progressing and providing entering students with options they will be able to complete successfully.

Operational Budget Cuts

Berkeley City College has been asked to make budget reductions in each of the years since 2009-2010. It has been the commitment of senior administration to provide information as the situations develop, to seek college input and make full use of governance bodies to determine processes for making reductions, and to make budget reduction decisions fully transparent.

The college governance bodies worked together to develop guiding principles for budget reductions:

- Support student success, access and equity.
- Maintain the highest quality of instruction and services.
- Keep cuts away from the classroom, as much as possible.
- Support continuing students over new students in categorical programs.
- Support critical initiatives such as basic skills.
- Seek input from the shared governance process.
- Maintain transparency, collaboration and communication.
- Support instruction and student services.
- Recognize that building maintenance and security enrich the learning environment.
- Gather ideas to reduce expenses and increase revenue.

These principles were used to address approximately \$480,000 in budget reductions over two years. As a result, the quality of programs and services at Berkeley City College has remained at a high level and necessary efficiencies and modernization efforts have provided positive results. BCC and the district continue to work collaboratively toward the implementation of a resource allocation model.

Progress on College Improvement Plans

Response to Self-Identified Issues

In its spring 2009 Comprehensive Self Study Report, Berkeley City College identified twenty-two Planning Agenda Items (now called Improvement Plans). Seventeen of the planning agenda items were to be completed by June 2009, with the remainder to be done in 2010-2011.

In fall 2009, the planning agenda items were reorganized. Like items were combined, reducing the total number from twenty-two to seventeen. In addition, the items were organized under three subject headings: Assessment; District Resources; and Financial Aid. For the 2009-2010 academic year, a key planning agenda item under each heading became the focus:

- **Assessment.** Faculty completed many of the course-level Student Learning Outcomes and student services completed Student Learning Outcomes for all programs. The library also assessed program outcomes.
- **District Resources.** The District continued to address issues in the PeopleSoft management and financial system through a PeopleSoft Resolution Team process that linked college priorities to assignment of work for district personnel and consultant programmers.
- **Financial Aid.** Berkeley City College satisfactorily completed its financial aid audit.

For the year 2010-2011, additional planning agenda items under each heading were addressed:

- **Assessment.** Faculty assessed the high-impact courses, identified program outcomes, and developed program assessment plans. Student services began to assess the high-impact programs.
- **District Resources.** The college participated actively on the district-wide Planning and Budgeting Council to achieve a revised budget allocation model for implementation in 2011-2012.
- **Financial Aid.** A financial aid handbook was developed by the district office, financial aid staff training was offered, and a review process for student files was undertaken.

For the year 2011-2012, the BCC Planning Agenda Items were reviewed, with timelines and performance measures identified for their completion. Appendix B contains the table in which the timelines and performance measures were documented.

- **Assessment.** Faculty have reviewed the assessment cycle and improved assessment measures. All courses and programs have defined outcomes, and program outcomes will be fully up to date in spring 2012. Most instructional programs will have completed the assessment cycle, and student services will have assessed one-third of their programs.
- **District Resources.** The College President has worked with the Chancellor, Vice Chancellor of Finance and Administrative Services, and Vice Chancellor of Human

Resources to increase the number of full time faculty and staff to an appropriate level. The budget allocation model will be implemented for the 2012-2013 budget year.

- **Financial Aid.** Following a comprehensive evaluation, Financial Aid oversight was centralized under the Vice Chancellor of Student Services. Internal controls and processes for disbursing financial aid funds were implemented.

Improvement Plan Matrix
(formerly referenced as College Improvement Plans)

Plans generated during BCC's Self Study Report for Spring 2009 comprehensive team visit.

| College Generated Plan <i>(with Preliminary Target Date)</i> | Standard | Progress to Date | Future Follow-Up, if Any; Include Responsible Party and Target Date(s) |
|---|------------------------------|---|--|
| Assessment Related Plans | | | |
| Faculty will complete SLOs for all courses. June 2009. | IIA1C | 100% of all courses have SLO's. New courses and programs are required to have SLOs prior to Curriculum Committee approval. | Course outlines reviewed for SLOs by Curriculum Committee Assessment Coordinator. |
| Faculty will complete SLOs for all programs. June 2009. | IIA1C | 100% of all programs have SLO's. New courses and programs are required to have SLOs prior to Curriculum Committee approval. | Assessment Committee and program chairs review and revise as needed during program review cycle. |
| Faculty will assess 1/3 of BCC's courses. June 2009. | II A1a; II A1c; II A2i | In 2009, faculty assessed at least 1/3 of courses. In 2010-11, the college redirected its efforts to focus on assessment of high impact courses, ensuring assessment of a large volume of courses that impact students. | College will achieve proficiency by Fall 2012. |
| The librarians will assess SLOs. June 2009. | II C2 | The library has been assessed. | Ongoing assessment of library learning outcomes. |
| Faculty review assessment cycle and improve assessment measures. Fall 2009. | II A1a; II A2i. | The assessment committee regularly reviews the assessment cycle for courses and programs and recommends improved measures. Student learning outcomes and authentic assessment are in place for courses, programs and degrees. Results of assessment are used for improvement and further alignment of institution-wide practices, and there is widespread institutional dialogue about results. | Assessment Committee |

| | | | |
|---|-------|---|---|
| All Student Services departments will develop and have defined SLOs. June 2009. | II B | All Student Services have developed and defined SLOs and/or SAOs. Please see http://www.berkeleycitycollege.edu/wp/student_service_programs/student-services-slo-home/ and taskstream for details. | Student Services will continue to update and upgrade SLOs and SAOs. |
| All student support services departments will implement assessment. 2008-09. | II B4 | All Student Services have begun and will continue to implement SLO assessment. Please see http://www.berkeleycitycollege.edu/wp/student_service_programs/student-services-slo-home/ and taskstream for details. | Student Services will reach Proficiency level by fall 2012. |
| Student Services will assess 1/3 of their programs. June 2009. | II B | Student Services have assessed at least 1/3 of programs. Please see http://www.berkeleycitycollege.edu/wp/student_service_programs/student-services-slo-home/ and taskstream for details. | Student Services will have assessed all programs by fall 2012. |

| College Generated Plan (with Preliminary Target Date) | Standard | Progress to Date | Future Follow-Up, if Any; Include Responsible Party and Target Date(s) |
|--|----------|--|--|
| Financial Aid Related Plans | | | |
| The vice chancellor of finance and administrative services and district IT will continue to address inadequacies in the PeopleSoft financial system. | III D2 | <ul style="list-style-type: none"> • Student Financial Aid Module District IT and district Finance are planning implementation of the PeopleSoft Student Financial Aid module with an implementation timeline of 9 months. There is a proposal to upgrade the current version of PeopleSoft to better accommodate this module. • Time and Labor/Absence Management District IT and district Finance are planning implementation of Time & Labor and Absence Management modules within PeopleSoft, in part to comply with Federal grant requirements and CalSTRS audit findings. There is a proposal to upgrade the current version of PeopleSoft to better accommodate this module. • PeopleSoft Upgrade District IT plans an upgrade of the PeopleSoft management system. Peralta's current version will be unsupported within the next two years. • IT Project Management IT consultants will be hired to manage the implementation projects and provide training for district IT staff. • District IT Strategy The district IT plan will span 3-5 years and will address IT projects needing to be completed. | Ongoing – District IT, Vice Chancellor of Finance and Consultants |
| With the assistance of the district finance office, BCC will address the material findings in Financial Aid by June 2009. | III D2a | With the assistance of the district finance office, BCC addressed financial aid audits and had no material findings in 2010-11. | Ongoing assistance from district finance office. |

| College Generated Plan (with Preliminary Target Date) | Standard | Progress to Date | Future Follow-Up, Include Responsible Party and Target Date(s) |
|---|----------|--|--|
| Financial Aid Related Plans | | | |
| The associate vice chancellor of admissions and records and student services will develop a district-wide Operating and Procedures Manual for Financial Aid. June 2009. | III D2a | A district wide Operating and Procedures Manual for Financial Aid has been developed and been updated continuously. Please see http://web.peralta.edu/prt/files/2011/06/Peralta Policy and Procedures manual pdf . | The Manual will be updated regularly through the coordination of BCC, the district and the other three colleges. |
| Governing board orders comprehensive evaluation of financial aid practices and operating systems by Spring 2009. | III D2a | PCCD governing board has ordered a district-wide, comprehensive evaluation of financial aid practices and operating system. Based upon evaluation findings, financial aid services have been centralized since 2010. Please see PCCD Financial Aid Program Review at http://web.peralta.edu/district/annual-program-reviews/ . Also see Key Accomplishments and supporting documentation in the Program Review Report. | BCC and Peralta will continue to maintain and enhance financial aid operation on campus. |
| District provides ongoing training in financial aid operations to Financial Aid Depart. 2009. | III D2d | The district has been providing ongoing training in financial aid operations to the Financial Aid Department on a regular basis. | Training will continue as needed and will be coordinated through the district office. |

| College Generated Plan (with Preliminary Target Date) | Standard | Progress to Date | Future Follow-Up, if Any; Include Responsible Party and Target Date(s) |
|---|----------|---|--|
| Financial Aid Related Plans | | | |
| The office of financial aid will incorporate the appropriate internal controls and procedures for awarding and disbursing of federal student financial aid. Spring 2009 | III D2d | <p>The office of financial aid has incorporated the appropriate internal controls and procedures for the awarding and disbursing of federal student financial aid. Both the district and BCC have been conducting periodic review of student financial aid files for appropriate documentation.</p> <p>Financial Aid Office at BCC also published all relevant information regarding financial aid application, forms, and disbursement dates, etc. online. For details please see http://www.berkeleycitycollege.edu/wp/financial_aid/.</p> <p>To fulfill requirements made by the US Department of Education regarding BCC's Financial Aid program review, BCC Student Services published online comprehensive information including Safety and Security Services, BCC Emergency Procedures, crime statistics at BCC, and early warning notification. For details, please see http://www.berkeleycitycollege.edu/wp/personal-safety/.</p> | <p>Periodic reviews of financial aid files will continue.</p> <p>Update information on website as necessary.</p> |
| The dean of student support services will conduct periodic review of student financial aid files for appropriate documentation. | III D2d | BCC and the district office have been conducting periodic review of student financial aid files for appropriate documentation. | Periodic reviews of financial aid files will continue. |

| College Generated Plan <i>(with Preliminary Target Date)</i> | Standard | Progress to Date | Future Follow-Up, if Any; Include Responsible Party and Target Date(s) |
|--|-----------------|---|---|
| <u>District Resources Related Plans</u> | | | |
| Financial Aid Related Plans | | | |
| The vice chancellor of finance and administrative services will implement the budget allocation model. 2009-10 fiscal year. | III D3 | <ul style="list-style-type: none"> • The Budget Allocation Model (BAM) was adopted by the Planning and Budget Council on 5/20/11 and revised on 8/9/11. • The core principals supporting the BAM are <ol style="list-style-type: none"> 1. demonstrated linkage between strategic planning and funding at all levels; 2. transparency that is equitable and clearly documented, 3. and an allocation model that closely mirrors how the revenue is received from the State of California. • PCCD use of the SB361 model ensures that the colleges will receive what they earn. | Ongoing – Vice Chancellor of Finance |
| 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 | IV B3c | <p>Despite the many challenges with the state and Berkeley City College budget (reduced by \$478,619 since 2008-2009), the college has made progress in hiring additional full-time faculty. For academic year 2009-2010, Berkeley City College (BCC) was the only college in Peralta to hire a full-time tenure-track faculty. In that context, BCC hired a political science instructor who began teaching in fall 2009.</p> <p>In addition, starting in fall 2010, BCC requested voluntary transfers of full-time faculty from other Peralta Colleges. In fall 2011, three new full-time faculty were transferred to BCC representing the following disciplines: business, mathematics, and humanities. In spring 2012, a full-time history instructor transferred to Berkeley City and a full-time sociology instructor will transfer .40 of his load permanently to Berkeley</p> | |

| | | | |
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| <p>appropriate level to meet the needs of students and the community. 2008-10.</p> | | <p>City in fall 2012. It is also planned that Berkeley City will get approval to hire an additional full-time faculty member in Communication in fall 2012.</p> <p>In terms of classified staff, the district continues to experience a hiring freeze. Nonetheless, BCC has received approval to hire two additional classified staff members (a library technician and a custodian). In spring 2011, BCC completed a comprehensive staffing plan to hire both full-time faculty and classified staff. The staffing plan incorporated data from program review and was endorsed by the Roundtable in fall 2011.</p> | |
|--|--|---|--|

| College Generated Plan <i>(with Preliminary Target Date)</i> | Standard | Progress to Date | Future Follow-Up, if Any; Include Responsible Party and Target Date(s) |
|--|-----------------|--|---|
| Financial Aid Related Plans | | | |
| Publish all agenda and minutes of district-wide planning meetings and governing board meetings on college Web sites. | IV B3g | Agendas and minutes of district and college governance meetings are posted on college website. | Ongoing process. |

Appendix, Evidence

Evidence Included

1. Team Recommendation 1: Streamline action plans and develop implementation plan.

| No. | Document | Page # |
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| 1.a | Charges of the College Governance Committees: College Roundtable | 34 |
| 1.b | Charges of the College Governance Committees: Leadership Council | 35 |
| 1.c | Depiction of College Planning Process | 36 |
| 1.d | District Planning and Budgeting Integration Model (PBIM) | 37 |
| 1.e | Annual Goals 2008 | 44 |
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| 1.h | Annual Goals 2011 | 51 |
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| 1.m | Summary of Resource Requests 2009-10 | 67 |
| 1.n | Summary of Resource Requests 2010-11 | 69 |
| 1.o | Summary of Resource Requests 2011-12 | 71 |

2. Team Recommendation 2: Complete all SLOs and integrate assessment and data with planning.

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| 2.a | Annual Program Update Template | 76 |
| 2.b | Assessment Related Data | 82 |
| 2.c | Teaching and Learning Center: FIGS, DARTs, and APPLES | 87 |
| 2.d | Student Services Assessment Report, Fall 2011 | 94 |
| 2.e | BCC Assessment Cycle based on Institutional Learning Outcomes | 96 |
| 2.f | Assessment Plan – Closing the Loop | 97 |

3. Team Recommendation 3: Develop sustainable library allocation for staffing and resources.

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| 3.a | Berkeley City College Follow Up Report March 15, 2011 | 109 |
| 3.b | Follow Up Visit Report April 12, 2011 | 120 |

4. Team Recommendation 4: Prioritize staffing plans for implementation of resource allocation model.

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| 4.a | BCC Faculty and Staff Priorities 2009 | 125 |
| 4.b | BCC Faculty and Staff Priorities 2010 | 127 |
| 4.c | BCC Faculty and Staff Priorities 2011 | 130 |
| 4.d | BCC Staffing Plan relative to other colleges | 133 |

5. Commission Recommendation 5: Evaluate impact of financial decisions on the ability to sustain programs and services.

| | | |
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| 5.a | Memo to Vice Chancellor Sadiq Ikharo and District Planning and Budgeting Council | 137 |
| 5.b | District Budget Allocation Model 2011 | 138 |
| 5.c | Berkeley City College Organizational Chart | 148 |
| 5.d | Presentation on Budget Reductions | 149 |

College Roundtable for Planning and Budget

1.a

College Roundtable for Planning and Budget

Chair: College President

Members:

Vice President of Instruction

Vice President of Student Services

Deans (3)

Business and Administrative Services Manager

Director of Special Projects

Executive Assistant to the President

Faculty Senate President and 3 faculty appointees

Classified Senate President and 3 classified appointees

Associated Student Body President or designee(s)

Length of Term: Indeterminate

How Selected: Appointed by respective bodies

The charge of the committee is to advise the administration on planning issues. Initially the charges will address the college strategic missions in the following ways:

- ▶ Give college-wide input on planning and budget.
- ▶ Link planning documents to district missions and goals, strategic plans, and accreditation standards to inform budget decisions.
- ▶ Review programs planned and in place in order to make recommendations as to what resources are needed for those programs. Develop a framework or model for this.
- ▶ Prioritize resource allocation based on recommendations that are informed by defined criteria and outcomes.
- ▶ Inform the college about strategic goals and the activities of this group.

Recommends to College President

Frequency of Meetings: Twice per month

Leadership Council

1.b

Chair: College President

Members:

Vice President of Instruction

Vice President of Student Services

Deans (3)

Business and Administrative Services Manager

Public Information Officer

Executive Assistant to the President

Faculty Senate President (or designee)

Classified Senate President (or designee)

Associated Student Body President (or designee)

Department Chairs Council Representative

The Executive Assistant to the President will send meeting notices, and will record action items from the meeting. The Shared Governance Manual, describing BCC committees and the annual list of active committees with membership, will be maintained in the Office of the President.

Length of Term: As long as position held

How Selected: By virtue of the position held

Purpose: The purpose of the Leadership Council is to:

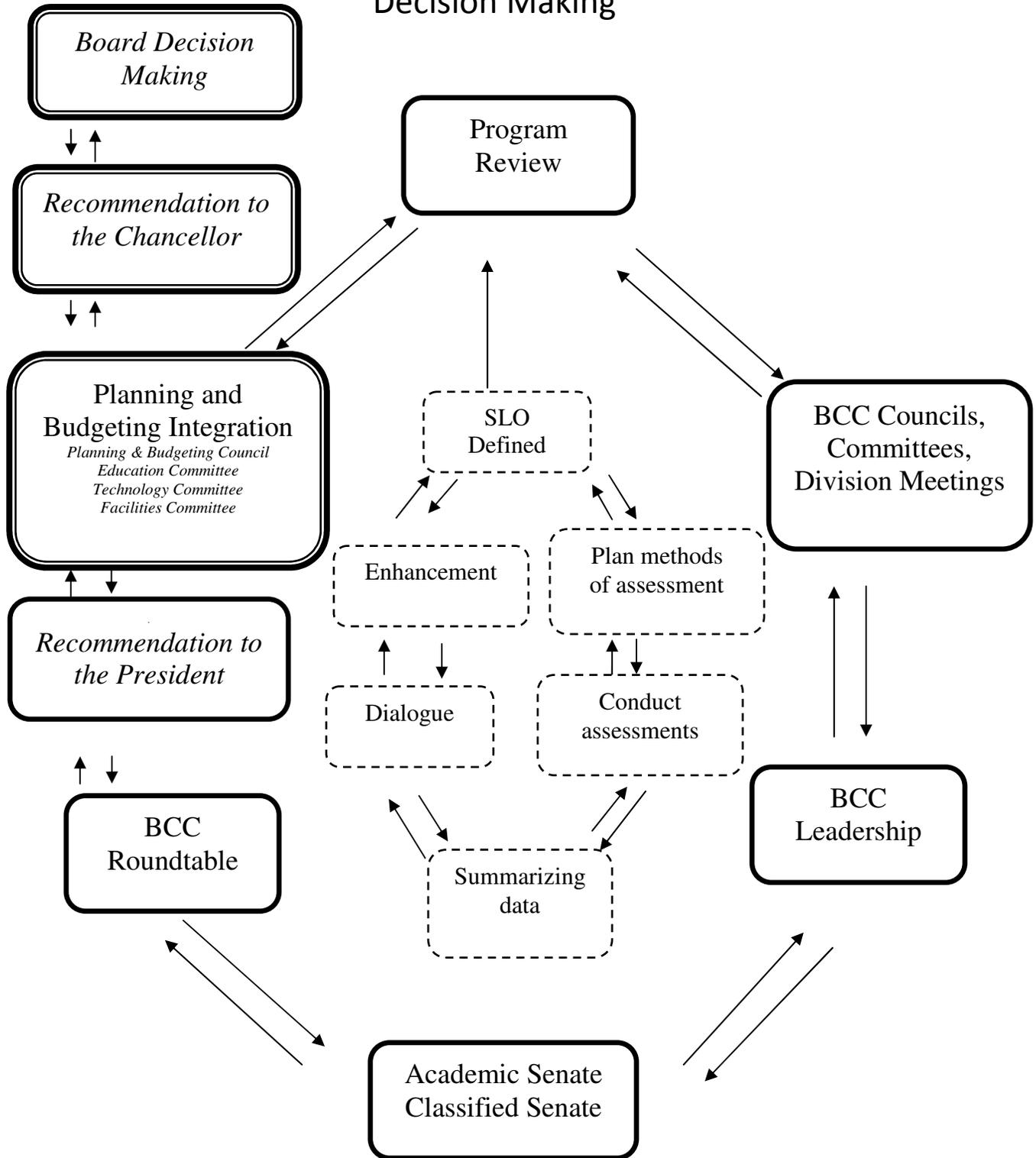
- ▶ create, review, and revise committees;
- ▶ receive reports at least annually from all standing and ad hoc committees of the college;
- ▶ receive reports from district governance committee representatives and provide advice to the representatives in response;
- ▶ receive and review college procedural recommendations;
- ▶ adopt, review and revise college procedures;
- ▶ assess college needs to ensure systematic development of procedures;
- ▶ obtain constituent opinions;
- ▶ provide a venue for college-wide initiatives and a means of communication with the college community;
- ▶ discuss proposed changes in broad-based college processes before they are acted on or implemented by the College President;
- ▶ examine and discuss in depth issues of college-wide importance with the goal of ensuring that the institution as a whole is true to its mission, clear in its identity, and effective in serving students;
- ▶ consider issues brought forth from other bodies or from college constituencies and either (1) make a recommendation to the president or (2) refer the matter to another, more appropriate, body such as the College Roundtable for Planning and Budget;
- ▶ review, approve, and/or improve recommendations made by other bodies, as appropriate;
- ▶ assess the effectiveness of the Leadership Council.

Recommends to College President

Frequency of Meetings: Twice per month

Depiction of Planning and Budget Integration and Decision Making

1.c



Peralta Community College District Planning and Budgeting Integration (PBI) Model

Overview
August 8, 2010

Introduction

This document describes the central principles and features of Peralta's Planning and Budgeting Integration Model (PBIM). The objective of the PBIM is to establish an effective district-wide committee structure and to streamline and clarify the district-wide process for developing recommendations leading to decision-making.

The PBIM was implemented in August 2009 (Administrative Procedure 2.20). The revision was based on the recommendations of the Chancellor's Working Group (CWG) – a task force representing the four colleges, Academic Senates, PFT, Classified Senates, Local 1021 and administrators – to improve the effectiveness of the district-wide advisory committees. The process also fulfills the Strategic Plan vision of enhanced coordination and collaboration leading to decision making at the district level.

Goals

The PBI has these key goals:

- Integrate planning and budgeting across the four colleges and district offices
- Bring the expertise of the four colleges together to focus on trends, best practices, and student learning and success
- Support a culture of collaboration
- Streamline decision making among the colleges and district service centers by providing a transparent process of collaboration and recommendations leading to decisions
- The PBI is the core response to the Accreditation recommendation that the colleges and district offices collectively establish a coordinated planning and budgeting system, which delineates functional responsibilities and provides a clear process for decision-making.

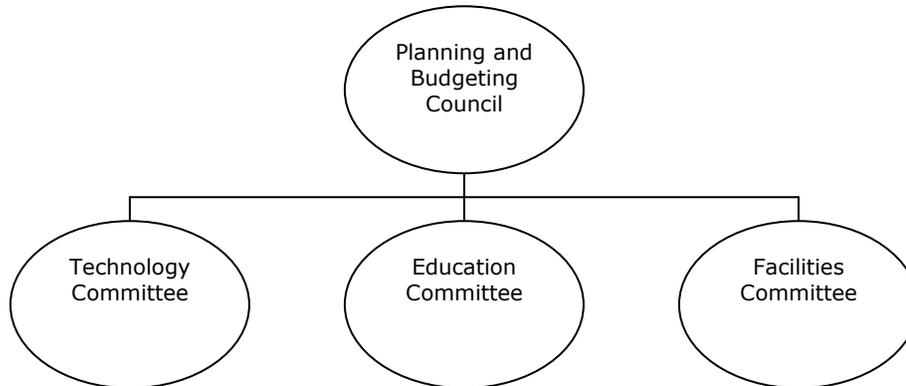
Implementing the Strategic Plan

The PBI is a key step in implementing the District-wide mission:

We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals.

District-Wide Advisory Committees

The PBI is an integrated district-wide planning and budget advisory system of four committees that receive planning inputs from the colleges and make recommendations to the Chancellor.



Subject-Matter Committees: Technology, Education, and Facilities

The role of the three district subject matter committees is to recommend decisions that build on college program reviews and annual institutional plans and goals. Specifically, the committees will:

- Stress the use of program reviews and unit plans in making decisions
- Seek collaborative solutions that utilize resources on a district-wide basis
- Assist in developing district-wide strategies that are acceptable to all colleges
- Provide feedback to the colleges
- Provide technical reviews of college priorities
- Ensure consistency between college requests and existing approved projects. Identify opportunities for college-to-college collaboration where resource sharing could be useful.

Planning and Budgeting Council

The PBC makes recommendations to the chancellor and receives a response from the chancellor before the chancellor pursues any significant course of action regarding a recommended project. The committee shall also receive draft policy initiatives and considerations from the chancellor and the board and make recommendations on those before any significant action is taken by the chancellor.

The PBC recommends educational and resource priorities to the Chancellor. The PBC makes recommendations on Board policies and policies and decisions initiated by the Chancellor. For unresolved issues, the PBC recommends resolutions where there is not agreement, e.g., issues between the colleges and district offices or among the colleges.

For shared agreement items, the PBC performs the following functions: (1) Affirms consistency with strategic and educational plans; (2) recommends a coordinated, district-wide planning approach (3) recommends a prioritization of plans across subject areas and colleges; (4) identifies funding approaches to support priorities.

The PBC is responsible for providing oversight on the implementation of the Strategic Plan. The PBC tracks recommendations and determines whether the recommendations are implemented including any modifications, or if the recommendations are not implemented the reasons for it not being implemented. The PBC also ensures accountability on process steps and determines whether constituencies, colleges, district service centers, committees, etc., perform the agreed upon steps in the process.

Operating Principles

- 1. *Use a District-Wide Perspective:*** The committees will focus on student success using a district-wide perspective to coordinate the strengths of the colleges.
- 2. *Use Shared Agreement to Create Collaborative Solutions:*** The “shared agreement” decision model will support the success of each college in a coordinated district-wide strategy.
- 3. *Ensure Consistent Committee Engagement:*** Committee members are expected to attend all meetings. If a member misses three meetings, the PBC will request a replacement, but there can be only one replacement per year.
- 4. *Commit to Process and Meeting Effectiveness:*** The PBI committee meetings will start and end on time; use well-designed agendas; and balance deliberation with decision-making.
- 5. *Adhere to the Annual Integrated Calendar:*** Each committee will perform its responsibilities according to the timelines set in the integrated planning-budgeting calendar.
- 6. *Provide Ongoing Two-Way Communication:*** The process is structured around two-way communication between the colleges and the PBI committees; the subject matter committees and the Planning and Budgeting Council; and between the Chancellor/Board and the PBI process.
- 7. *Maintain a Transparent Process:*** PBI meetings are open, with opportunities for comment provided. Minutes will be published on a timely basis. Committees can use a variety of methods to obtain additional input and communication, for example, inviting presenters, making site visits, listening sessions, meeting at the colleges, etc.
- 8. *Ensure the Official Advisory Capacity of the PBI:*** Only formally appointed committee members can participate in official committee deliberations and decisions. Agendas will include time for non-member comments.
- 9. *Be Adaptive During the Implementation Phase:*** The PBI process will be improved as needed during implementation. The first year will be reviewed by the CWG. The first term of membership is two-years to allow sufficient consistency for effective implementation.

Implementation Roles

Each committee will be led by a Chairperson and supported by a facilitator. The committees may also have co-chairs to provide input and guidance on process and agenda design. The chairs, co-chairs, and facilitators are intended to work collaboratively.

Chair

The most important role of the Chair is to ensure that the committee delivers the recommendations for each of the “Key Decisions” tasked to the committee for the planning-budgeting cycle. To meet this core objective, the chair has the following responsibilities:

- ***Develop a timeline of meetings and activities to deliver recommendations.***
In coordination with the Strategic Management Team and the Chair of the Planning and Budgeting Council (Vice Chancellor, Finance), each chair will develop by September 30 a calendar for achieving the committee’s milestones.
- ***Provide status reports to SMT***
The Chairs are to communicate the status and progress of the committees to the SMT.
- ***Ensure task focus and achievement of milestones***
Working with the facilitator, ensure that the committee is on track to achieve its milestones. Review college plans for discussion by committees.
- ***During meetings: provide input, observe and support facilitator***
The chair does not run the meeting. Instead, the facilitator runs the meeting, while the chair listens to the discussions and provides input. The chair, however, can support the facilitator by raising “process points” to ensure that the meeting stays on track. The chair can contribute to the dialogue, although it is as or more important to encourage the committee to have an inclusive dialog to generate good recommendations.

Co-Chair

The co-chair partners with the chair to ensure the effective functioning of the committee and delivery of key recommendations. The co-chair joins in substantive discussions and can provide process perspectives to ensure that the committee stays on track.

College Presidents

One College president serves on each committee. Their primary role in the PBI is to ensure that their respective colleges participate fully in the PBI process. Specifically, the Presidents’ roles are to:

- ***Deliver planning inputs early in the process***
Working with college constituencies, the Presidents support their colleges in conducting program reviews, developing unit plans, and compiling college unit plan summaries and priorities into Annual College Plans/Budgets which are linked to the annual short-term objectives of the district. These inputs are the basis of the planning process.
- ***Ensure communication and coordination with the SMT***
Presidents are responsible for sharing information from their committees with the SMT.
- ***Provide updates to college shared governance bodies***
The presidents provide regular updates on the PBI process throughout the year. This helps to ensure that feedback and information flows effectively between the PBI process and local college processes.

Facilitator

The facilitator works with the chair and co-chair to design the meeting agenda and discussion/decision tools to develop the committee’s recommendations. The facilitators’ specific roles include:

- *Work with Chair on a timeline of meetings and activities to deliver recommendations*
- *Develop meeting agendas and process tools*
- *Moderate meetings to ensure participation and task accomplishment.*
The facilitator’s role is to support an effective and timely level of discussion (e.g., promote appropriate balance of discussion and decision-making). Ensure participation balanced with achievement of the milestones and task of the committee.
- *Work with committee members to implement the PBI Operating Principles*
On behalf of the committees and PBIM as a whole, facilitators monitor adherence to the operating principles listed on page 3 of this document, which set the standards of effectiveness for the committees. For example, facilitators address non-attendance (principle 3) by first informing the non-attende in writing then by calling the person to discuss next steps, including leaving the committee if necessary.

Recorder

The recorder keeps a record of the main points of the discussion on a flip chart, wall chart, or electronic equivalent. This enables the group to track progress during the discussion. The recorder also reviews the summary notes to ensure that major agreements and decisions are documented accurately.

Note Taker

The note taker has the important responsibility of documenting key decisions, points of agreement and follow-up steps. This can be the facilitator, recorder, a committee member or another person.

Facilitation Teams

| | |
|---------------------------------------|---|
| <i>Planning and Budgeting Council</i> | Chair: Ronald Gerhard Facilitator: Linda Sanford Recorder: Joseph Bielanski Note taker: Sui Song |
| <i>District Technology Committee</i> | Chairs:Mike Orkin Facilitator: Rebecca Kenney Recorder: Karolyn Van Putten Note taker: Linda Chi |
| <i>District Education Committee</i> | Chair: Debbie Budd Facilitator: Inger Stark Recorder: Tina Vasconcellos Note taker: Pat Jameson |

| | |
|-------------------------------|--|
| District Facilities Committee | Chair: Sadiq Ikharo Facilitator: Linda Berry Recorder: Molly Sealund Note taker: Rosemary Vasquez |
|-------------------------------|--|

Improvements Identified for the 2010-11 Year

PBI Process Improvements

1. Holding people accountable for attendance.

- The Chancellor will reinforce the importance of the PBIM and hold people accountable.
- The facilitators are empowered to communicate with non-attendees on behalf of the committee: (1) send a memo re-iterating the attendance policy; (2) call the person to discuss next steps.

2. Getting information from the committees to the PBC:

- Committee facilitators send recommendations to the PBC
- A person from the committee can go to the PBC to present the recommendation
- People on the PBC who also sit on a committee can volunteer at the beginning of the year to be a communication channel.

3. Getting recommendations / information flowing effectively between committees:

- Institute a standing agenda item called “Recommendations From” on all committee agendas to review recommendations from other PBI committees

4. Ensuring accurate notifications to participants.

- Update the PBIM mail list and ensure that everyone – including administrative assistants – use the updated list

5. Avoid schedule confusion and conflicts.

- Work with administrative assistants about how to work with the master calendar

Advancing student access, equity, and success

1. Implement strategies identified in basic skills inventory in order to improve the transition of basic skills students to college-level courses.
2. Create retention task force as a subcommittee of Berkeley City College's Roundtable.
3. Improve linkages between instruction and student services as a means to improve student success.
4. Incorporate assessment plans for the improvement of learning outcomes for courses, programs, general education courses, and services.
5. Develop action plan for implementation of Student Equity Report.
6. Meet enrollment target established by the District.
7. Maintain or improve productivity of 19 minimum class size for all course offerings.
8. Expand transfer agreements and number of transfers to universities.
9. Connect with high schools and middle schools as part of the Student Ambassador Program.

Engaging our communities and partners

1. Continue partnership with City of Berkeley's Youth Works and Rubicon.
2. Represent the College at Chamber events at Berkeley, Emeryville, and Albany.
3. Expand role of industry advisory committees.
4. Host events to the community in an effort to showcase BCC's programs and services.
5. Expand partnership with UC's Center for Organizational and Workforce Development.
6. Update Strategic Marketing Plan with an emphasis on community relations and outreach objectives.

Building programs of distinction

1. Expand distance learning course offerings.
2. Implement service learning in selected programs.
3. Implement "green initiatives" in selected programs.
4. Expand offerings in multimedia, biosciences, and tourism/hospitality.
5. Pilot learning communities in Foundations Program (basic skills).
6. Develop Faculty Lecture Series.

Creating a culture of innovation and collaboration

1. Complete successful accreditation self study by December 2008.
2. Prepare for accreditation visit in March 2009.
3. Work with district to complete Facility Plan.
4. Work with district to complete Technology Plan.
5. Develop interdisciplinary linkages between instruction and student services.
6. Create a newly formed Facilities Task Force as a subcommittee of BCC's Roundtable for Planning and Budgeting.

Goals and Proposed Objectives for 2009- 2010

1.f

Goal: Access, Success, and Equity

Objective: Increase student engagement

| Plan | Timeline | Suggested Leader |
|---|--|--|
| Strategy: Determine top obstacles to student engagement in terms of access, equity and success. | | |
| Action plan: <ol style="list-style-type: none"> 1. <i>Look at existing data from CCCSE and EOPS surveys</i> 2. <i>Conduct 5 focus groups with students</i> 3. <i>Make recommendations to the BSI and Title III Coordinators to create action plans to address obstacles stated by students.</i> | October 2009 November 2009 November 2009 | Public Information Officer Research and Planning Officer |
| Strategy: Engage students in programs and services in order to open opportunities for academic and career goal setting | | |
| Action plan: <ol style="list-style-type: none"> 1. Hold career fair with departments giving seminars on careers in their areas 2. Invite industry leaders to give talks on specific careers 3. Involve students in organizing community activities relevant to their field of study 4. Research online databases similar to Holland Codes at Rogue Community College. 5. Connect students with internships and discipline/industry | January 2010 Fall 2009 Fall 2009 | Career and Transfer Coordinator Deans Department Chairs ASBCC |

| | | |
|---|---|---|
| mentors. 6. Design intentional use of BSI counselor to work with students in Basic Skills courses | | |
| Strategy: Activate early alert | | |
| Action plan: 1. <i>Activate college/district matriculation follow-up mechanisms.</i> 2. Hold workshops with faculty regarding early alerts 3. Track number of “undecided” students | Spring 2010 Fall 2010 professional day | Vice Presidents Vice Presidents |
| Strategy: Include class assignments that intersect with college and community | | |
| Action plans: 1. Begin training faculty in alternative learning styles: hold seminar on flex day 2. Investigate Second Life (clarification of the specific intention behind using Second Life needed)and other Internet tools for engagement across the curriculum. 3. Increase student involvement in activities and club 4. Include as class assignments blog building and event planning 5. Include “sustainability across the curriculum” 7. Cross-curriculum engagement assignments. 8. Research service learning opportunities and curriculum. | Spring 2010 Fall 2009 Spring 2010 | Staff Development Vice Presidents Public Information Student Activities Interested Faculty members Vice President of Instruction |

Goal: Culture of Innovation and Collaboration

Objective: Foster communities of faculty and staff as learners

| Plan | Timeline | Suggested Leader |
|--|----------------------|---|
| Strategy: Develop Teaching-Learning Center initiatives | | |
| Action Plan: - establish web presence of Teaching-Learning Center - develop faculty inquiry groups in areas of interest, such as reading pedagogies and technology - enhance avenues for the sharing of teaching strategies - promote awareness of Teaching-Learning Center - promote teacher-to-teacher coaching (mentoring) - develop student surveys/focus groups on effective teaching practices | Spring 2010 semester | Teaching-Learning Center leaders Staff Development Coordinators Department Chairs |
| Strategy: Foster curricular collaboration | | |
| Action Plan: -Develop interdisciplinary committee for improving reading strategies - Create faculty workshops on anti-stress techniques for teachers and students - Develop interdisciplinary curriculum in areas such as honors, basic skills, education - Promote department chair collaboration on interdisciplinary initiatives | Fall 2010 | Staff Development Coordinators Department Chairs Teaching-Learning Center leaders Curriculum Committee |

Goal: Programs of Distinction

Objective: Complete target for student learning outcomes and assessment by end of year

| Plan | Timeline | Suggested Leader |
|--|-------------------------------------|---|
| <p>Strategy: Increase involvement of faculty and others at the college</p> <p>Action plans:</p> <ol style="list-style-type: none"> 1. Link assessment with other college functions 2. Always include student services in SLO development and assessment 3. Publish successes 4. Educate faculty on why assessment matters 5. Educate faculty on use of web site 6. Plan retreats where departments and programs (including student services) plan SLO assessment | <p>Begin Spring 2010</p> | <p>Title III grant coordinators Vice Presidents</p> |
| <p>Strategy: Use results of SLO assessment to improve courses and programs</p> <ol style="list-style-type: none"> 1. Implement SLO assessment action plans for courses and programs, including student services areas 2. Complete development of SLO's and SLO assessments where necessary | <p>Spring 2010- Spring 2011</p> | <p>Title III grant coordinators Vice Presidents</p> |
| <p>Strategy: Plan a systematic approach to program SLO assessment</p> <ol style="list-style-type: none"> 1. Include all elements of the college in determining what constitutes a program at BCC 2. Design a systematic approach to program SLO assessment | <p>Spring 2010</p> | <p>Title III grant coordinators Vice Presidents</p> |

Goals and Proposed Objectives for 2010- 2011

1.g

- **Advancing Student Access, Equity, and Success**

1. Implement strategies identified in basic skills inventory in order to improve the transition of basic skills students to college-level courses.
2. Improve linkages between instruction and student services as a means to improve student success.
3. Incorporate assessment plans for the improvement of learning outcomes for courses, programs, general education courses, and services.
4. Meet enrollment target established by the District.

- **Engaging Our Communities and Partners**

1. Continue partnership with Berkeley's Vision 20-20
2. Represent the College at Chamber events at Berkeley, Emeryville, and Albany.
3. Expand role of industry advisory committees.
4. Host event to the community in an effort to showcase BCC's programs and services.

- **Building Programs of Distinction**

1. Expand distance learning course offerings.
2. Implement service learning in selected programs.
3. Pilot learning communities in Foundations Program (basic skills).

- **Creating a Culture Of Innovation and Collaboration**

1. Work with district to complete Technology Plan.
2. Develop interdisciplinary linkages between instruction and student services.
3. Work with district as representative on Career and Technical Education Coordinating Council.

- **Developing Resources to Advance And Sustain Peralta's and Berkeley City College's Missions**

1. Expand contract education.
2. Submit grants to support college initiatives.
3. Meet enrollment target.
4. Work with district to develop a parity plan for resourcing BCC.

GOALS 2011 – 2012

1.h

A. ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS

A.2 Improve persistence, retention, and success by 3 percentage points.

- A.2.1 Implement best practices in basic skills and other pedagogy to improve student persistence, retention and transfer.
- A.2.2 Implement acceleration models to improve course completion, particularly in basic skills.
- A.2.3 Attain proficiency in the assessment of learning outcomes by spring 2012.

A.3 Implement changes to increase fall to fall persistence among major ethnic groups.

- A.3.1 Pilot innovative programs designed to increase student persistence among educationally disadvantaged groups.

B. ENGAGE AND LEVERAGE PARTNERS

B.1 Strengthen community partnerships to enhance career pathways.

- B.1.1 Activate CTE Advisory Committees to meet at least once a school year in order to maintain currency.
- B.1.2 Host a spring semester event that highlights the career pathways related to instructional programs (this will include support and involvement of community partners.)

C. BUILD PROGRAMS OF DISTINCTION

C.1 Incorporate learning outcomes assessment into program review and budget allocation processes and plans.

D. CREATE A CULTURE OF INNOVATION AND COLLABORATION

D.1 District-Wide Collaboration and Innovation

- D.1.1 Select a BCC representative from each PBIM committee to serve as communication liaison with a monthly report at Roundtable.
- D.1.2 Promote a focus on student learning and success in all committee activities.

E. DEVELOP AND MANAGE RESOURCES TO ADVANCE OUR MISSION

E.1 FTES Target

E.1.1 Achieve enrollment target and productivity.

E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes:

E.2.1 Advance resource parity for BCC including the transfers of funds or faculty and classified positions as a necessary means of fiscal stability.

E.2.2 Generate general fund savings and leverage funding from other resources.

E.2.3 Monitor annual program budgets to ensure timely expenditures.

2008-2009 Accomplishments Accomplishments For Berkeley City College In 2008-2009

1.i

• Advancing Student Access, Equity, And Success

- 1) Implemented strategies to improve transition of Basic Skills students to college level courses.
 - a. Implemented PERSIST Program following the principles of the Digital Bridge.
 - b. Offered Digital Bridge courses at Constitution Square in Berkeley and retained over 85% of students.
 1. Developed Learning Community as part of the Bridge Program—replacing BCC’s former Foundations Program.
 2. Expanded tutoring for basic skills student through basic skills funding—(retention/persistence analysis to be undertaken in summer 2009).
- 2) Met enrollment target established by the District.
 1. Surpassed goal and target of 3735: In March 2009, FTES was 3788 without any consideration for summer.
 2. Summer FTES grew by 18%.
- 3) Maintained and Improved Productivity—Maintained fall productivity of 16.9; improved spring productivity to 17.6% in 2008 as compared to 17.9% in 2009.
- 4) Increased presence of BCC’s Student Ambassador Program through outreach to the universities, high schools, and middle school.
 1. Provided bi-weekly training for ambassadors.
 2. Established special phone line for ambassadors to help students navigate the Passport system.
 3. Increased ambassador contact with middle schools (King, Willard, and Longfellow).
 4. Held special ambassador sessions with representatives of UCB to increase student awareness of transfer options.
- 5) Clarified the role of student ambassadors as student mentors to help recruit and retain students.
- 6) Increased number of transfers to UC Berkeley—From number 8 in Northern California colleges to number 7
- 7) Increased the number of students who enrolled in EOPS as of fall 2008 and persisted through spring 2009 (376 students).
- 8) Incorporated Student Learning Outcomes (SLOs) in 95% of courses and 70% of programs. In student services, eight of the ten programs have identified student learning outcomes; the other two are in progress. Both the Learning Resources Center and the Library have on-going assessment programs.

ENGAGING OUR COMMUNITIES AND PARTNERS

- 1) Continued partnership with City of Berkeley’s Youth Works, Rubicon Program, Building Opportunities for Self Sufficiency (BOSS), and Bananas Child Care Center.
- 2) Expanded contract education agreements with UC’s Center for Organizational and Workforce Development.

- 3) Hosted two business workshops to showcase BCC's business programs and how they relate to and integrate with the new economic imperatives; included community representatives from the Chamber, the Downtown Berkeley Association, and local businesses.
- 4) Expanded relationship with Berkeley Biotech Partners and Bayer Healthcare to support BCC's science program.
- 5) Expanded the role of advisory committees in Multimedia Arts, including Pixar Animation Studio representatives.
- 6) Expanded contacts with local art organizations through a collaboration with the City of Berkeley and UC Berkeley Chancellor's Office to sponsor mural projects.
- 7) Expanded Pro-ARTS Open Studio as a venue for BCC and community artists to showcase their work.
- 8) Participated in Berkeley, Emeryville, and Albany Chamber of Commerce events.
- 9) President became vice chair of Downtown's Berkeley's BID Board.
- 10) Participated in Vision 2020, a collaborative of Berkeley Unified School District, United in Action, the City of Berkeley, the University of California at Berkeley, and Berkeley City College, to address the achievement gap among African Americans and Latino students.
- 11) Expanded partnership and course offerings for Aspire Charter High School.
- 12) Participated in Alameda County Workforce Investment Board (WIB); the Youth Council Board, and Executive Board (student services representative).

ADVANCING STUDENT ACCESS, EQUITY, AND SUCCESS

1. During the three-year period of the Program Review cycle ending in 2009:
 - annual headcount increased by 42% from 6,921 in 2006-07 to 9,808 in 2008-09.
 - annual FTES increased by 66% from 2,594 in 2006-07 to 4,299 in 2008-09.
 - across the schedule, productivity rose from 16.85 to 17.63, for a 4.6% increase.
 - student retention levels increased dramatically from an 06-07 average of 63.5% to 74.2% in 08-09. Even with the rapid overall growth in enrollments, and the significant increase in retention rates, student success held relatively steady with an average 63.4% in 08-09, from 63.5% in 06-07. The result is that many more BCC students are retained and succeed than at the start of this program review cycle.
2. During the period of dramatic growth, student clients in student services also increased.
 - Assessment and Orientation served 82% students with a 3-year service growth of 25%.
 - Counseling served 82% students, with a 3-year service growth of 258%.
 - DSPS served 4.5% students, with a 3-year service growth of 21%. The retention rate of DSPS students was approximately 10% higher than non-DSPS students, and persistence rate was 12% higher.
 - EOPS/CARE served over 400 or 4.2% of all BCC students, while state funding was designated for 160 students. EOPS/CARE students represented 30% of BCC annual graduates. Their persistence rate was 2% above the average college rate. The retention rate of CalWorks students was approximately 5% higher than the BCC average, while the persistence rate was 10% higher.
 - Financial Aid served 335 students, with over 20% being actual financial aid recipients.
 - Learning Resource Center served 27% of all BCC students, experiencing a 3-year growth of 82%.
3. Transfers were reported at 43%, compared with a statewide average of 25%.
4. Expanded the Student Ambassador Program to include visits to high schools, and peer tutoring in basic skills classes.
5. Developed strategies to improve basic skills course completion and retention as part of finalized version of Basic Skills Plan.

ENGAGING OUR COMMUNITIES AND PARTNERS

1. Developed memorandum of understanding with Aspire Charter schools.
2. New program opportunities to link the college with community partners were productive. Internships and paid work experience partnerships were strengthened in the Deaf community. Civic art projects, including public murals and Youth Works programs, collaborations with Subterranean Shakespeare, Magnolia Press, and the Institute of Contemporary Art, were among those linking programs with the

community. Stronger relationships with service area high schools in Berkeley and Emeryville, and with the Aspire Charter Schools in Oakland-Berkeley, provided at-risk high school students greater opportunities to realize college-going goals.

3. Participated as a member of the Berkeley Vision 2020.
4. Joined several Berkeley and Oakland nonprofits in the East Bay Green Job Corps grant project.
5. Participated in Berkeley and Emeryville Chamber of Commerce events.
6. List of special events held at BCC:

BUILDING PROGRAMS OF DISTINCTION

1. Activities were added in a number of programs to better serve BCC students. The ESL program initiated an intensive ESL orientation linked with assessments for entering students. Student ambassadors were trained and employed to provide peer assistance in online enrollment, answering individual student questions, offering high school orientation sessions, and serving as mentors and tutors in basic skills classes. Civic engagement activities became stronger in a number of programs.
2. In fall 2006, BCC offered only 3 online sections, (2 hybrid and 1 online classes) and in spring 2007 the college added just one more 100% online class for a total of 4 (2 hybrid and 2 online). In spring 2008, 19 online classes were created: 16 hybrids and 3 completely online. Furthermore, 26 face-to face courses used the college Learning Management System (Moodle). In summer 2008 we offered 5 online sections and 6 hybrid sections; in Fall 2008: 18 online and 15 hybrid sections; in Spring 2009: 18 online and 22 hybrid sections; furthermore, 48 face-to face courses were using our college Learning Management System. In Summer 2009, there were 8 online and 8 hybrid sections offered.
3. On-line Student Services increased, with more admissions services being offered, and increased elements of advising, counseling, financial aid, assessment and orientation available electronically. Technology enhancements provided increased availability of supplemental instruction support across the campus and especially to service clients in DSPS-PSSD.
4. The college's commitment to interdisciplinary programs and student cohort emphases was strengthened through PACE, Global Studies, Women's Studies, and Persist programs. New cohort programs in student activities and in basic skills job training were explored
5. Strengthened Transitions Program for students who completed the basic skills curricula and continue to prepare for transfer courses.

CREATING A CULTURE OF INNOVATION AND COLLABORATION

1. Completed Follow-Up Report for Accreditation in December 2009.
2. Completed Program Reviews for Instruction and Student Services programs.

3. Student learning outcomes assessment continued across the campus. In this program review cycle ending in 2009, institutional learning outcomes were identified and course outcomes were developed, along with many of the program outcomes. Assessments began in 08-09, and a multi-year plan to complete the assessment cycle in all programs was agreed upon. Training of program representatives began the process of ensuring the sustainability of SLO work undertaken.
4. Launched first year of Title III, Strengthening Institutions Grant to support cross-disciplinary linkages as well as basic skills education.
5. Provided input for content of District wide Strategic Master Plan.

DEVELOPING RESOURCES TO ADVANCE AND SUSTAIN PERALTA'S AND BERKELEY CITY COLLEGE'S MISSIONS

1. Expanded Career Technical Grant Initiative (former V-TEA) in the amount of \$129,000 focusing on multimedia, biotechnology, tourism/hospitality, and human services.
2. External funding was enhanced with a number of successful grant applications, including large awards for teacher preparation (\$200,000, ending 12/09), enhancing learning outcomes assessment and institutional outcome achievement for basic skills students (\$2 million over 4 years, beginning October 2009), and paid internship opportunities for biotechnology students (\$1.1 million over 3 years, beginning Summer 2010)
3. Completed Teach What You Love campaign through CTE's Teacher Education Pipeline grants
4. Built human capacity by hiring two permanent vice presidents and 3 classified staff.

Accomplishments for 2010-2011

1.k

2 June 2011

ADVANCING STUDENT ACCESS, EQUITY, AND SUCCESS

A.1 - 1. Attain resource parity for BCC to maintain student access and success.

- Approved resource allocation model at Planning and Budget Committee (PBC) in April 2011.
- Secured \$44K for counseling.
- Secured \$50K additional resources for department chair stipends.
- Obtained approximately 20K for Student Ambassadors.
- Roundtable completed study on district-wide resources and allocation process.
- Transferred one faculty to BCC (transfer completed in April 2011.)

A.1 - 2. Implement best practices from the basic skills inventory and other research in order to support the whole student from point of entry to goal completion across the curriculum.

- Piloting acceleration model in English 201/1A courses.
- Exploring acceleration models for mathematics.

A.2 - 3. Begin two student success projects cosponsored by instruction and student services.

- Co-sponsored TRIO and grant project and new location of computer laboratory through the Title III.

A.1 - 4. Implement strategies to achieve goals of increasing the number of students in developmental math and English who receive an AA/AS or transfer by 2% and increase the number of students who complete a course at least one level higher by 3%.

- Expanded orientation and began working with CIS to contextualize classes.
- Increased completion rate among basic skills students rose from 43% to 53% (Source: 2011 ARCC report.)

A.2 - 5. Pilot and assess innovative practices for at risk students in the PACE and EOPS learning communities.

- Completed program reviews for PACE and EOPS.
- Accomplishments for 2010-2011

A.3 - 6. Complete and document assessment cycles for program, institutional, and course outcomes in all core courses and for all core services.

- Created an assessment committee for student services and timelines for assessment cycle

- Over 95% of active courses have learning outcomes defined.
- Demonstrated 100% of the departments are engaged in program and course assessment and 95% of the active courses have SLOs.
- Closed the assessment loop: English and Math.
- Planned “First-Year Experience” in human services, PACE, global studies, and basic skills.

A.3 - 7. Implement and apply assessment plans for the improvement of learning outcomes for courses, programs, general education courses, and services.

- Developed process for program assessment, general education and institutional outcomes.
- Created Spanish medical interpreting program with input from industry advisors.
- Created public and human services program majors with input from industry advisors.
- Created game design program with input of the industry advisors.

C.3 - 8. Pilot specific activities to create learning networks across instructional and support programs through Title III and BSI.

- Planned First-Year Experience with five initial cohorts for fall 2011.

A.1 - 9. Support academic programs related to transfer mission.

- Implemented SB1440 with two AA transfer degrees in Sociology and Psychology. Math and English are moving through the approval process.
- Continued partnership with four year universities.
- Successfully conducted transfer night to facilitate the educational pipeline.
- Implemented two AA degrees and created new courses to fulfill AA degrees.

ENGAGING OUR COMMUNITIES AND PARTNERS

B.1 - 1. Continue partnership with Berkeley’s Vision 20-20 aligning to basic skills initiatives.

- Participated in All equity Tasks Force for Vision 20/20.
- Completed recommendations on best practices to address the achievement gap: Year one implementation includes Berkeley High and the City of Berkeley.
- Participated in Vision 20/20 planning committee.
- Partnered with career academies at high schools in Berkeley and Emeryville.
- Conducted ten visits to middle schools and high schools to let students know about college pathways.

B.1 - 2. Represent the College in the cities of Berkeley, Emeryville, and Albany.

- Coordinated Dear Berkeley neighbor campaign.

- Visited a number of high schools and junior high schools as part of ambassador program.
- Participated in Mayor's breakfast, Chamber of Commerce events in Berkeley and Emeryville.
- Participated in Leadership East Bay.
- Sponsored youth works internships at BCC.
- Represented BCC at the Alameda County Workforce Investment Board.
- Linked BCC website with business and civic websites.
- Conducted advisory committees for BCC's occupational programs, EOPS and DSP&S programs.
- Presented at City Councils and School Boards.
- Worked with Rebuild America.
- Developed connections between the science department and Lawrence Berkeley Laboratory.
- Linked college strategic marketing plan with BCC education plan.
- Participated in planning educational offerings in West Berkeley neighborhood plan.
- Participated in senator Lori Hancock Press Conference.

B.1 - 3. Meet twice per year with industry advisory committees for BCC's CTE programs.

- Developed Spanish medical interpreting program with input from industry advisors.
- Expanded Public and Human Services program which resulted in creation of medical internship.
- Created game design program with input of the industry advisors.

B.1 - 4. Host and co-sponsor community activities to showcase BCC's programs and services.

- Participated in Hands Across California.
- Participated in Cal Day.
- Hosted Sorrow of War lecture series.
- Worked with Rebuild America.
- Hosted arts and poetry showcases.
- Hosted film series.
- Presented to City Council and Boards.
- Participated in foundation's presentation at Piedmont-Montclair Rotary Club.
- Participated in UC Berkeley shadow day with representation from student ambassadors.
- Hosted ASBCC International Education Week.
- Hosted ASBCC food drive.
- Planned ASBCC Japan relief fund.
- Planned ASBCC Bone marrow and blood drive.
- Hosted Lunar Year celebration.
- Celebrated Cinco de Mayo.
- Celebrated Black history month.
- Celebrated Women's history month.
- Initiated Club Rush day.
- Hosted ASBCC Latino Week.

- Hosted ASBCC Thanksgiving Day.
- Hosted ASBCC March on March, Staff, Civic Engagement, Global Studies.
- Hosted Milvia Street Readings at Community venues.

BUILDING PROGRAMS OF DISTINCTION

D.3 - 1. Expand distance learning course offerings to ensure a full general education component is offered each year, along with the degrees approved for online instruction.

- Piloted online counseling at BCC.
- Expanded online library resources.
- Offered more classes online- 196 FTES in spring and summer of 2010 as compared to 298 FTES in fall 2010 and spring.
- Strengthened partnership with CSUEB to meet undergraduate online requirements for four year- degree.

C.4 - 2. Implement service learning as a component in the social sciences.

- Incorporated service learning as part of the Civic Engagement Club and Global Studies.
- Placed ASBCC legislative interns in Mayor's office in Berkeley and in the office of Assembly member Nancy Skinner.
- Included service learning as an element in planning assessment.
- Supported faculty inquiry groups to exchange pedagogical best practices.
- Sponsored inclusive classroom workshops through Title III (24 faculty members participated.)
- Designed a year-long collaboration between ESL and global studies (50 students participated.)
- Implemented service learning as part of public art program and mural installations.
- Strengthened service learning component of the curriculum as part of the social justice research of the Persist Program.
- Participated in March in March to Sacramento to protest state budget cuts to education.

CREATING A CULTURE OF INNOVATION AND COLLABORATION

C.5 - 1. Work with district to complete Technology Plan.

- Still working with District to complete technology strategic plan.

C.2 - 2. Work with District as representative on Career and Technical Education Coordinating Council.

- Advised the district on implementing the Smart Classroom project.
- Ensured Career and Technical Education (CTE) program needs were prioritized at the College and submitted to District's Technology and Education Committees.

DEVELOPING RESOURCES TO ADVANCE AND SUSTAIN PERALTA'S AND BERKELEY CITY COLLEGE'S MISSIONS

E.4 - 1. Expand contract education to include relationships with area high schools.

- Held courses at Emery High.
- Developed partnership with Aspire High School.
- Involved high schools in class through English Shakespeare program.
- Taught classes at Berkeley High School – (counseling classes.)
- Provided paid internships at Children's Hospital, UCSF and UC Berkeley as part of the California Institute of Regenerative Medicine (CIRM) grant.

E.4 - 2. Leverage alternate funding projects to advance the College mission.

- Received grant awards totaling \$765,000. (Title III, CIRM, TRIO).
- Received funding for service learning in collaboration with the University of California at Berkeley.
- Secured SB70 funding for digital media.
- Received Trio Grant.
- Initiated, implemented and received outstanding evaluation of Fulbright orientation program at BCC (college will receive 2nd year contract for 2011).
- Received CAA Career Advancement Academy grant.
- Maintained 8% non-resident FTES to enhance global awareness and generate additional resources.
- Generated \$40,000 annually in contract education.

E.1 - 3. Meet resident FTES enrollment targets set by the District office.

- Exceeded enrollment targets for each semester this year: (Summer and Fall 2010 3,936.44 FTES).
- Effectively supported student retention and success through DSPS /EOPS.

E.2 - 4. Work with District to develop a timeline for implementing the resource parity plan for BCC that begins in 2010-2011 including hiring of full-time faculty and staff.

- Developed PBC Resource Allocation Model (model confirmed – implementation roll-out 2011-2012)
- Initiated voluntary faculty transfer requests (Received 6 applications for faculty transfers).

E.4 - 5. Host fundraising events.

- Recruited 9 community members to be part of President's Circle.
- Held President's Circle fund raising event in December, 2010 generating \$28,850.
- Conducted weekend sales event of artwork to benefit Digital Art Clubs and programs.

- Supported student scholarships through the Peralta Foundation including Osher scholars as well as Peralta Association of African American Affairs (PAAA) and Peralta Association of Chicano/Latinos de Aztlan (PACLA) scholarships.

EXECUTIVE SUMMARY

Demographic Highlights

The year 06-07 marked the first year of Berkeley City College in its new facility at 2050 Center Street. A remarkable growth trend began almost immediately. The fall 2006 schedule began with only a 2% increase in sections over the spring 2006 schedule. Yet by the end of that year, the annual FTES had grown 17%. The growth trajectory confirmed that BCC had not been previously able to meet the base level of service required in the communities of Berkeley, Albany, and Emeryville. This was further borne out during the current Program Review cycle.

During the three-year period of this Program Review cycle, annual headcount increased by 42% from 6,921 in 2006-07 to 9,808 in 2008-09. Annual FTES increased by 66% from 2,594 in 2006-07 to 4,299 in 2008-09.

FTEF levels increased 33% while section numbers increased 31%. Across the schedule, productivity rose from 16.85 to 17.63, for a 4.6% increase.

Student retention levels increased dramatically from an 06-07 average of 63.5% to 74.2% in 08-09. Even with the rapid overall growth in enrollments, and the significant increase in retention rates, student success held relatively steady with an average 63.4% in 08-09, from 63.5% in 06-07. The result is that many more BCC students are retained and succeed than at the start of this program review cycle. Transfers were reported at 43%, compared with a statewide average of 25%.

During the period of dramatic growth, student clients in student services also increased:

- Admissions and Records served 100% students with a 3-year service growth of 42%.
- Assessment and Orientation served 82% students with a 3-year service growth of 25%.
- Counseling served 82% students, with a 3-year service growth of 258%.
- DSPS served 4.5% students, with a 3-year service growth of 21%. The retention rate of DSPS students was approximately 10% higher than non-DSPS students, and persistence rate was 12% higher.
- EOPS/CARE served over 400 or 4.2% of all BCC students, while state funding was designated for 160 students. EOPS/CARE students represented 30% of BCC annual graduates. Their persistence rate was 2% above the average college rate. The retention rate of CalWorks students was approximately 5% higher than the BCC average, while the persistence rate was 10% higher.
- Financial Aid served 335 students, with over 20% being actual financial aid recipients.
- Learning Resource Center served 27% of all BCC students, experiencing a 3-year growth of 82%.

Programmatic Highlights

New program opportunities to link the college with community partners were productive. Internships and paid work experience partnerships were strengthened in the Deaf community. Civic art projects, including public murals and Youth Works programs, collaborations with Subterranean Shakespeare, Magnolia Press, and the Institute of Contemporary Art, were among those linking programs with the community. Stronger relationships with service area high schools in Berkeley and Emeryville, and with the Aspire Charter Schools in Oakland-Berkeley, provided at-risk high school students greater opportunities to realize college-going goals.

Activities were added in a number of programs to better serve BCC students. The ESL program initiated an intensive ESL orientation linked with assessments for entering students. Student ambassadors were trained and employed to provide peer assistance in online enrollment, answering individual student questions, offering high school orientation sessions, and serving as mentors and tutors in basic skills classes. Civic engagement activities became stronger in a number of programs.

In fall 2006, BCC offered only 3 online sections, (2 hybrid and 1 online classes) and in spring 2007 the college added just one more 100% online class for a total of 4 (2 hybrid and 2 online). In spring 2008, 19 online classes were created: 16 hybrids and 3 completely online. Furthermore, 26 face-to face courses used the college Learning Management System (Moodle). In summer 2008 we offered 5 online sections and 6 hybrid sections; in Fall 2008: 18 online and 15 hybrid sections; in Spring 2009: 18 online and 22 hybrid sections; furthermore, 48 face-to face courses were using our college Learning Management System. In Summer 2009, there were 8 online and 8 hybrid sections offered.

On-line Student Services increased, with more admissions services being offered, and increased elements of advising, counseling, financial aid, assessment and orientation available electronically.

Technology enhancements provided increased availability of supplemental instruction support across the campus and especially to service clients in DSPS-PSSD.

The college's commitment to interdisciplinary programs and student cohort emphases was strengthened through PACE, Global Studies, Women's Studies, and Persist programs. New cohort programs in student activities and in basic skills job training were explored.

Student learning outcomes assessment continued across the campus. In this program review cycle, institutional learning outcomes were identified and course outcomes were developed, along with many of the program outcomes. Assessments began in 08-09, and a multi-year plan to complete the assessment cycle in all programs was agreed upon. Training of program representatives began the process of ensuring the sustainability of SLO work undertaken.

External funding was enhanced with a number of successful grant applications, including large awards for teacher preparation (\$200,000, ending 12/09), enhancing learning outcomes assessment and institutional outcome achievement for basic skills students (\$2 million over 4 years, beginning October 2009), and paid internship opportunities for biotechnology students (\$1.1 million over 3 years, beginning Summer 2010).

Resource Needs Highlighted

Several themes related to resource needs arose in the 09-10 program reviews:

- Ready access to psychological counseling and mental health services for students.
- Greater and more diverse ways to offer student instructional support in all of the programs. Refocusing tutoring and supplemental instruction resources to better serve basic skills students.
- Increased availability of academic counseling and advising. Enhanced tools and resources for general and customized program and course information.
- Access to book, periodical, and database resources to meet changing curriculum needs and represent developments in fields of study.
- Heightened communication and collaboration on shared issues between instruction and student services. Increased opportunities for interdisciplinary approaches in the instructional programs. Use of cohort approaches in delivery of student services, instruction, and student activities.
- Full time faculty and staff are not available in proportion to the number of students being served. The ability to serve students while maintaining essential curriculum, planning, development and governance functions is being impacted.
- Facilities are not sufficient to meet the base level instructional demands in BCC's service area. The growth experienced since the new campus has opened creates a marked need for more space to use for classrooms, service centers, labs, offices, and student activities at BCC.
- Technology and Equipment needs have become a significant element in effective higher education practice, and maintaining current, functioning, and accessible technology (hardware and software) for operations, instructions, and services is a resource challenge that must be met at BCC.

Berkeley City College
09-10 Program Reviews
Comprehensive List of Resource Needs

1.m

Human Resources

Faculty

Full time positions:

ESL
Humanities
Art
Organic Chemistry
ASL
Physics
Geology/Geography
Communications
Accounting
Web Design
Digital Culture
Music
Psychology
Philosophy
Mathematics (two)
Economics
Psychological Counselor
DSPS Counselor-Coordinator
DSPS Counselor
EOPS Counselor
Counselor (4)
Librarian

Other Faculty Positions

ESL faculty member to coordinate ESL writing assessment readings and orientations
.20 global studies coordinator time to recruit and coordinate program each semester
PACE coordination for additional cohorts
.5 Articulation Officer
counselors trained to serve specific courses and programs, basic skills; CTE

Full Time Classified Positions

- Classified staff for Assessment/Orientation and learning Resource Center
- Alt. Media Technician
- LRC Program Coordinator
- 1.5 FTE Financial Aid staff
- Two full time classified library technicians
- Full time chemistry lab technician
- Physics instructional aid
- Four full time math instructional aides

- ASL lab assistant that can both handle the technical problems and also provide tutoring in the lab for students and faculty
- Biology lab technician
- Foreign language lab and online lab coordinator

Other Classified Positions

PACE support staff for additional cohorts

Classified assistant for global studies and social sciences

.5 permanent English tutor

.5 permanent classified ESL tutor/ESL tutor coordinator

Classified art staff (10 hrs per week) to supervise lab areas (exhibits, studios)

Instructional aides:

Mathematics (6 pt)

Multimedia Art

Tutors:

- Psychology
- Physical Anthropology.
- ASL tutor(s), ideally a native signer
- Political Science
- Multimedia Art
- Sociology
- ESL tutors (grammar, speaking and writing)

Student assistants:

CIS (\$3,000 per semester)

Humanities, as classroom size and student caps increases

BERKELEY CITY COLLEGE—INTEGRATED BUDGET PLANNING PROCESS REQUESTS

1.n

(process completed Fall 2010 for implementation in the 2011-2012 budget): SUMMARY OF RESOURCE REQUESTS 2010-2011

| Personnel | Facilities | Technology | Other |
|--|--|--|--|
| <p><u>Classified Staff:</u> Tier I Custodian 1st position Library technician 1st position Clerical assistant- Assessment and Learning Resource Center Audio visual technician / Multimedia Art Laboratory technician- Chemistry Clerical assistant- counseling / transfer</p> <p>Tier II Instructional aide- Art Instructional aide- Spanish and Modern Languages Custodian 2nd position Library technician 2nd position</p> <p><u>Faculty:</u> Communication Counselor, bilingual in Spanish Anthropology English/Persist (50-50 with English MQS) Web Design (MMART)</p> | <p>Second large tiered classroom space</p> <p>Additional faculty offices, especially for part time faculty to hold office hours</p> <p>Student work areas for study, research, and supplemental instruction</p> <p>Along with Phase Three organic chemistry lab, an instrument room is needed.</p> <p>Completion of the animation lab</p> <p>Media/equipment storage and check-out center</p> <p>Sufficient multi-use classroom space as well as dedicated</p> | <p>NOTE: A one-time allocation from Measure A provided funding in 2010/2011 to acquire technology and equipment arising from the Spring 2010 program reviews.</p> <p><u>*BCC requests that:</u> - District IT provide college-wide infrastructure and support for campus operations and services with electronic equipment and technology, software updates, regular computer and telecomm updates/replacements, computers and telecomm for new employees, network upgrades, and related equipment/support.</p> <p>-the college receive an annual budget allocation/line item for IT needs specific to identified</p> | <p>NOTES: District Finance has announced a \$37K-38K allocation to each Peralta library for expenditure in 2010-2011 to support its collection needs (including software, databases).</p> <p>With construction of Phase III and Phase IV, there will be associated FF&E, including the need to fully equip the chemistry lab.</p> <p><u>*BCC requests that:</u> - the library receive an annual budget allocation/line item for ongoing acquisitions for its collection, and for equipment needed to support its holdings.</p> <p>-the college receive an annual budget allocation/line item for equipment needs specific to instructional programs</p> |

| | | | |
|--|--|--|--|
| <p>Art Biotechnology Counseling (MFT, qualified in mental health assessment/referral) Chemistry Business (emphasis in Accounting) Digital Culture (MMART) Counseling Math (emphasis in Basic Skills) Math generalist English as a Second Language</p> | <p>classroom space (for maps, models etc to remain in place) to support instruction as per the facilities plan</p> | <p>instructional programs, sufficient to maintain program currency.</p> <p>-District IT funds the acquisition of digital collections (databases, e-books, other) and technology used in delivery of library services to students, purchase/maintenance and support/upgrading of library management system, and related library support and IT needs.</p> | |
|--|--|--|--|

**Berkeley City College
Program Review Fall 2011
Summary of Resource Needs**

1.0

Principles Guiding Administrator, Faculty and Staff Prioritization

1. Urgencies created by unexpected circumstances are put forth when they become known.
2. Parity in staffing, so as to realize a true allocation model, is an ongoing chronic need.
3. When indicated for compliance with regulations at the State and Federal levels, the position becomes a priority.
4. Given the Peralta fiscal situation, staffing for current levels of services is expedient; planning for reaching capacity to meet service area needs is essential.

Faculty Hiring Priorities

Hiring Cycle 2011-2012 (needs identified through Fall, 2011)

Faculty currently being recruited in intradistrict transfer process:

| | |
|---------------------------|--------------------------------|
| American Sign Language | Librarian |
| Anthropology | Math- Basic Skills |
| Art | Math- Transfer |
| Biology, Biotechnology | Multimedia Art—Digital Culture |
| Chemistry, Organic | Multimedia Art—Web Design |
| Communication | Music |
| Counseling, Bilingual | Psychology |
| Counseling, General | Sociology |
| Counseling, Psychological | Spanish |
| English/PERSIST | |

Hiring Cycle 2012-2013 (additional needs identified to be filled for 2012-2013 year) – Un-Prioritized

Additional *faculty* recruitments for the 2012-2013 academic year:

| | |
|------------------------|--|
| American Sign Language | General Counselor |
| Ethnic Studies | DSPS Counselor |
| Political Science | Learning Disability Specialist |
| Philosophy | Articulation Officer (increase from .5 to 1.0) |
| EOPS Counselor | DSPS Coordinator-Counselor |

Berkeley City College Program Review Fall 2011 Summary of Resource Needs

Principles Guiding Administrator, Faculty and Staff Prioritization

1. Urgencies created by unexpected circumstances are put forth when they become known.
2. Parity in staffing, so as to realize a true allocation model, is an ongoing chronic need.
3. When indicated for compliance with regulations at the State and Federal levels, the position becomes a priority.
4. Given the Peralta fiscal situation, staffing for current levels of services is expedient; planning for reaching capacity to meet service area needs is essential.

Classified Staff Hiring Priorities

Hiring Cycle 2011-2012 (needs identified through Fall, 2011)

Classified Staff to be recruited for hire by Spring 2012 (per District Staffing Plan):

- Senior Library Technician—already in this year’s budget

1. Custodian
2. Student Personnel Services Specialist (student career services)
3. Toolroom Keeper/Equipment Manager (Multimedia Photo, Print, Video)
4. Science Lab Technician/Chemistry

Additional top tier priorities not being recruited this year:

Staff Assistant/Business Services

Clerical Assistant II/Student Services

Senior Clerical Assistant I/President’s Office

Duplicating Service Technician

Science Lab Technician/Biotechnology

DSPS Adapted Computer Learning Technician

Hiring Cycle 2012-2013 (additional needs identified to be filled for 2012-2013 year) - Un-prioritized

Additional permanent *Classified Staff* recruitments for the 2012-2013 academic year:

Library Technician 1.5 FTE

Clerical Assistant, Matriculation

EOPS/CARE Staff Assistant (increase from .8 to 1.0)

DSPS Staff Assistant

Clerical Assistant, Counseling

Studio Manager (MMART)

DSPS Adaptive Technology Specialist

Berkeley City College Program Review Fall 2011 Summary of Resource Needs

Principles Guiding Administrator, Faculty and Staff Prioritization

1. Urgencies created by unexpected circumstances are put forth when they become known.
2. Parity in staffing, so as to realize a true allocation model, is an ongoing chronic need.
3. When indicated for compliance with regulations at the State and Federal levels, the position becomes a priority.
4. Given the Peralta fiscal situation, staffing for current levels of services is expedient; planning for reaching capacity to meet service area needs is essential.

Administrator Hiring Priorities

Hiring Cycle 2011-2012 (needs identified through Fall, 2011)

College Administrators to be recruited for hire by Spring 2012 (per District Staffing Plan):

Dean of Instruction

Dean of Instruction

Hiring Cycle 2012-2013 (additional needs identified to be filled for 2012-2013 year)

No additional college administrator positions identified for hire 2012-2013.

**Berkeley City College
Program Review Fall 2011
Summary of Resource Needs**

Principles Guiding Requests for Operating Expenses/Equipment/Technology:

1. Urgencies created by unexpected circumstances are put forth when they become known.
2. Parity in operating funds, so as to realize a true allocation model, is an ongoing chronic need.
3. *Requests that fall within currently allocated college resources are handled locally.*
4. Requests that require additional funds are identified for possible district support.
5. Requests that represent needs across the district are presented to PBC for consideration.
6. Given the Peralta fiscal situation, requests to support current levels of services are expedient; planning for reaching capacity to meet service area needs is essential.

Operating Expenses/Equipment/Technology Requests that Require Additional Funds

Enhanced funds for ASL guest speakers, art models, voice recording devices, films and models: \$20,000

Increase adjunct counseling budget: \$48,000

Student Ambassador Program operation cost: \$40,000

Recurring instructional supplies and consumable materials used in science, modern languages, multimedia arts, Persist: \$60,000

Update/Upgrade/new computer software in adaptive technologies for student support services \$40,000

Operating Expenses/Equipment/Technology Requests that Represent Needs Across the District

Additional student tutor and hourly instructional aide funding to address student success and support the supplemental instruction needs of students in well-enrolled classes across the curriculum. \$35,000

Equipment maintenance, repair, and upgrades of equipment purchased through bond funds (instruction and student services). \$40,000

Berkeley City College Program Review Fall 2011 Summary of Resource Needs

Principles Guiding Requests for Facilities Needs:

1. Urgencies created by unexpected circumstances are put forth when they become known.
2. Facilities funding is an important aspect of BCC's parity issues.
3. Measure A is the source currently available to address facilities needs.
4. Requests that require additional funds are identified for possible district support.
5. Requests that represent needs across the district are presented to PBC for consideration.
6. Given the Peralta fiscal situation, requests to support current levels of services are expedient; planning for reaching capacity to meet service area needs is essential.

Facilities Needs Already Approved with Funding Allocated: to be done 2011-2012:

Additional Facilities Needs that Require Additional Funds

[All additional facilities needs are deferred for the year.]

NOTE: The space needs identified in Program Review for supporting current levels of services will be addressed in the completion of the already-funded building purchase for BCC, including: adequate faculty office space, high-tech language lab, film screening space, additional library space, DSPS full service hub, counseling offices, veteran's services office and reception, health services facility (plumbing, etc, as needed), multi-use classroom space; student study areas.

Program Review Template 2011-2012

Below please find the program review form, to be filled out by department chairs and program leaders. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2012-13 budget year.

| | | | |
|--|-----------------------|----------------|--|
| I. Overview | | | |
| Date Submitted: | | Administrator: | |
| BI Download: | | Dept. Chair: | |
| Dept./Program(s): (List departments and programs, including all associate degrees and certificates and components of general education and basic skills) | | | |
| Campus: | Berkeley City College | | |
| Mission | | | |
| II. Goals and Outcomes (add lines as needed) | | | |
| II.a. Goals (for each one, cite Institutional Goal(s), Appendix II) | | | |
| | | | |
| II.b. Program Outcomes [for each one, cite ILO(s), Appendix I] | | | |
| PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I): | | | |
| PROGRAM 1: | | | |
| PROGRAM 2: | | | |
| General Education component(s): | | | |
| Basic Skills component(s): | | | |

| III. Evidence | | | |
|----------------------------------|----------------|----------------|----------------|
| III.a. Institutional Data | | | |
| Enrollment | 2008-09 | 2009-10 | 2010-11 |
| Census Enrollment (duplicated) | | | |
| Sections (master sections) | | | |
| Total FTES | | | |
| Total FTEF | | | |
| FTES/FTEF | | | |
| Retention | | | |
| Enrolled | | | |
| Retained | | | |
| % Retained | | | |
| Success | | | |
| Total Graded | | | |
| Success | | | |
| % Success | | | |
| Withdraw | | | |
| % Withdraw | | | |

| Faculty Data (ZZ assignments excluded) | |
|---|------------------|
| | Fall 2010 |
| Contract FTEF | |
| Hourly FTEF | |
| Extra Service FTEF | |
| Total FTEF | |
| % Contract/Total | |

| Faculty Data Comparables F2010 (ZZ assignments excluded) | | | | |
|---|----------------|-----------------|--------------|----------------|
| | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | | | | |
| Hourly FTEF | | | | |
| Extra Service FTEF | | | | |
| Total FTEF | | | | |
| % Contract/Total | | | | |

| | |
|--|--|
| III.b. External Evidence | |
| <p>CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p> | |

| III.c. Program Outcome Assessments (add rows as needed) | Findings | Action Plans |
|--|-----------------|---------------------|
| PROGRAM 1: | | |
| PROGRAM 2: | | |
| General education component: | | |
| Basic skills component: | | |
| Program Outcome Assessments Narrative: | | |

| | |
|--|--|
| III.d. Institutional Goals -- Narrative | |
| <p>Check all that apply.</p> <p>Advance Student Access, Success & Equity</p> <p>Increase Transfer and Program Completion Rates</p> <p>Engage our Communities & Partners</p> <p>Build Programs of Distinction</p> <p>Create a Culture of Innovation & Collaboration</p> <p>Develop Resources to Advance & Sustain Mission</p> | |

| IV. Action Plans | | | |
|---|-----------------------|---------------------------------------|--|
| <p>Please describe your plan for responding to the above data. Consider program learning outcomes, institutional goals, external evidence, and BI data. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.</p> <p>Include overall plans/goals and specific action steps. Add rows as needed.</p> | | | |
| Action Item | Steps/Timeline | Person(s) Responsible | Supporting Data Source (check all that apply) |
| | | | <input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input type="checkbox"/> Institutional Goals <input type="checkbox"/> Other |
| | | | <input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input type="checkbox"/> Institutional Goals <input type="checkbox"/> Other |
| | | | <input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input type="checkbox"/> Institutional Goals <input type="checkbox"/> Other |
| V. Resource Needs | | Link to Action Plans (Section) | |
| <p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> | | | |
| <p>Please describe and prioritize any equipment, material, and supply needs.</p> | | | |
| <p>Please describe and prioritize any facilities needs.</p> | | | |

Appendix I

Berkeley City College Institutional Learning Outcomes

Berkeley City College's Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO's. In addition, students achieve these ILO's throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they

- *Critically read, write, and communicate interpersonally, with audience awareness; and*
- *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking

Students demonstrate critical thinking skills when they

- *identify problems or arguments and isolate facts related to arguments;*
- *use evidence and sound reasoning to justify well-informed positions; and*
- *generate multiple solutions to problems and predict consequences.*

Computational Skills

Students demonstrate computational skills when they

- *master computational concepts and apply them to concrete problems; and*
- *demonstrate algorithmic competence.*

Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

- *analyze the consequences of their actions and the impact of these actions on society and the self; and*
- *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity

Students demonstrate global awareness and show that they value diversity when they

- *identify and explain diverse customs, beliefs, and lifestyles; and*
- *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency

Students demonstrate information competency when they

- *find, evaluate, use, and communicate information in all its various formats;*
- *use library and online resources and research methodology effectively; and*
- *use technology effectively.*

Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

- *analyze their own actions and the perspectives of other persons; and*
- *work effectively with others in groups.*

Appendix II

Institutional Goals

Berkeley City College's Institutional Goals are listed below:

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

Assessment of Student Learning

2.b

Assessment Committee

Assessment Committee Mission

We believe that assessment is a tool for promoting student success by giving feedback about the quality of teaching and learning. The BCC Assessment Committee facilitates the use of assessments so that all members of the college community continually improve as teachers and learners.

Assessment Committee Functions –

- identification of training needs; provision of committee training and peer mentoring
- pooling and sharing of resources, including calendar, timelines, templates, samples from the disciplines, and clarification of processes
- source of support and information, including ongoing progress
- forum for discussion and sharing of ongoing questions and issues, effective practices, and success stories
- forum for presentation of assessment results
- input and advice related to assessment website and other college-wide assessment support activities

Assessment Committee Calendar Spring 2012

All meetings will be from 12:10-1:30 in the Teaching-Learning Center (341).

February 2 – Communication ILO Logistics for Essay and Oral Communications Assessments

February 16 – Developing the Draft “Critiquing Rubric”

March 1 – Program Assessment Reports – English, ESL, Student Services

March 15 – Planning Ongoing Assessments – Communication 1A, English 5, Math 13

April 12 – Program Assessment Reports – ASL, Spanish, MMART

April 26 – Planning Critical Thinking ILO Assessment

May 10 – Logistics of Completing the Communication ILO Assessment

Assessment Committee Members

| Member | Areas Represented |
|-----------------|-------------------------------|
| Jenny Lowood | Chair, English/ESL/Educ/LRNRE |
| Francine Lewis | Administrative Assistant |
| Linda Berry | Vice President of Instruction |
| Leonard Chung | Business/CIS |
| Pieter de Haan | AS President, Sciences |
| Matt Freeman | Social Sciences |
| Iva Ikeda | ASL |
| Denise Jennings | Title III |
| Willy Lizarraga | Modern Languages |
| Sabrina Nelson | MMART |

| | |
|--------------|------------------------------|
| Jim Ward | Learning Resources Center |
| Matt Wood | Arts & Humanities |
| Allene Young | Counseling, Student Services |
| Dmitry Zhiv | Mathematics |

Student Learning Outcomes (SLO's) and SLO Assessments Home

Welcome to the BCC Assessment Site

3 January 2010

Please use this site to find information about Student Learning Outcomes (SLO's) and SLO assessment, as they relate to specific courses, programs, and student services at Berkeley City College.

[Taskstream](#) is the repository for all information about SLO's and SLO assessment at BCC. See the [instructions for using Taskstream](#) to view SLO's and assessment results.

You can also find an overview of the "[SLO/Assessment Cycle](#)," [sample SLO's](#), and [sample SLO assessments](#). To view a short film which gives an overview of the assessment process, including rubric development, check out "[An Assessment Film](#)."

To create SLO's, download and use the form found to the right under "SLO form for courses."

If you're interested in continually improving instruction in the classes you teach, please consider using some of the [Classroom Assessment Techniques](#) described here.

Please feel free to send related questions and comments to Jenny Lowood at jlowood@sbcglobal.net.

What are SLO's?

SLO's — student learning outcomes — represent the broad skills and knowledge that students are expected to attain as a result of engaging in specific educational experiences. Course and program SLO's for Berkeley City College can be found at www.taskstream.com (see Taskstream instructions and Taskstream link to the right). Each of these is linked with one or more of the college's institutional outcomes. The student learning outcomes are assessed regularly and these assessments are used to improve teaching and learning at the college (see information on the link to the right, clarifying the SLO/assessment cycle).

What is SLO Assessment?

At BCC, for each course and program, we conduct original research relating to student learning outcomes (SLO's) in order to gain insight into how effectively we are teaching and students are learning. We apply the results of that research in order to improve instruction and student services. The details of these research initiatives, findings, and related plans for improvement are stored in Taskstream (see the Taskstream link and instructions for accessing Taskstream, both to the right).

Each SLO assessment uses a specific tool to measure how well students are achieving SLO's. This tool can be an essay, test, student performance, survey, or other indicator of student achievement. The faculty or other parties (in the case of student services, for example) choose the most appropriate tool and, if necessary (when the measure is an essay or student performance, for example), develop a rubric or other measurement instrument which can be consistently applied, as well as a system for applying the measure with a high level of accuracy; for example, if they use a rubric, multiple raters might score the different criteria, in which case these scores would be compared to ensure their reliability. The sample rubrics and rubric generator available on taskstream (see "Resource Tools" in Taskstream; then click on "Rubric Wizard") are very helpful in this regard.

After the assessment is complete, those faculty and/or other parties most involved in the specific SLO's analyze the results and determine how to use them to improve students' success in achieving SLO's. For example, they might decide to change or augment instruction in a particular way, change curriculum, or improve future SLO assessments in a specific way. This ends the first cycle of assessment and leads to revisiting the student learning outcomes and starting a new cycle.

Sample SLO's

Here are a few sample SLO's from courses at Berkeley City College:

Biology 10 (Introduction to Biology) Student Learning Outcomes

| | |
|--|--|
| 1-Apply the scientific method in the biological sciences demonstrate comprehension of the scientific method in a simple experiment. | Institutional Outcomes: Computational Skills, Critical Thinking |
| 2-Describe fundamental concepts in biology describe the basics of cellular life, genetics, evolution, ecology, and biophilia, as well as the diversity of biological life | Institutional Outcomes: Computational Skills, Critical Thinking |
| 3-Interpret and use graphs and diagrams analyze and express ideas through equations, graphs, and diagrams | Institutional Outcomes: Computational Skills, Critical Thinking |
| 4-Describe and analyze biological issues in the media describe and analyze biological issues in the media | Institutional Outcomes: Communication, Critical Thinking |

Business 10 (Introduction to Business) Student Learning Outcomes

| | |
|--|---|
| 1-Use legal/ethical principles in business decision making | Institutional Outcomes: Ethics and Personal Responsibility |
|--|---|

apply legal and ethical principles in business decision making.

2-Produce a business report obtain information related to the profession using traditional and electronic sources. Synthesize the information into a written or oral business report

Institutional Outcomes: Communication, Computational Skills, Critical Thinking

3-Analyze business situation; recommend plan for improvement analyze a business situation and recommend a solution or plan for improvement.

Institutional Outcomes: Communication, Critical Thinking

English 1A (Composition and Reading) Student Learning Outcomes

1-Write a strong research paper write effective, well edited, well organized research papers of 3,000-5,000 words, which apply appropriate and clear organization strategies

Institutional Outcomes: Communication, Critical Thinking, Information Competency

2-write strong essays write well organized, well developed, effective, well edited, logically sound, and clear essays

Institutional Outcomes: Communication, Critical Thinking

3-apply active reading strategies apply active reading strategies in order to identify main ideas and critically analyze and explain ideas in texts

Institutional Outcomes: Critical Thinking

Multimedia Arts 150A-LA (Digital Video Editing, Design I, and Lab) Student Learning Outcomes

1-Use a video editing program demonstrate command of the basic feature set of a major video editing program

Institutional Outcomes: Computational Skills, Information Competency

2-Produce video compositions produce completed compositions combining video, sound, and titles

Institutional Outcomes: Computational Skills, Information Competency

Spanish 1B (Elementary Spanish) Student Learning Outcomes

1-Demonstrate communicative competence in Spanish Use Spanish grammar and vocabulary for clear interactions, demonstrating communicative competence in the Spanish language

Institutional Outcomes: Communication, Global Awareness and Valuing D..., Information Competency

What are BCC's Institutional Outcomes?

BCC's Institutional Outcomes are as follows:

- Communication
- Computational Skills
- Critical Thinking
- Ethics and Personal Responsibility
- Global Awareness and Valuing Diversity
- Information Competency
- Self-Awareness and Interpersonal Skills

Teaching and Learning Center

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The Teaching and Learning Center at Berkeley City College provides and facilitates high-quality training and resources that leverage the experience, knowledge, and expertise of its staff and faculty to improve learning across all disciplines. This improvement in teaching and service-providing will enhance the learning of all of BCC's students, especially those who enter school without the basic skills needed to succeed.

The Teaching and Learning Center offers the following opportunities for faculty to come together for research and development to improve learning experiences for our students. Many opportunities are funded.

Mission

The Teaching and Learning Center at Berkeley City College provides and facilitates high-quality training and resources that leverage the experience, knowledge, and expertise of its staff and faculty to improve learning across all disciplines. This improvement in teaching and service-providing will enhance the learning of all of BCC's students, especially those who enter school without the basic skills needed to succeed.

Values

- *Collaborative & Inclusive:* Instructors and staff will work together to strengthen their teaching and service;
- *Research and Inquiry-based:* Our work will be informed by current and relevant research;
- *Student-Oriented:* As instructors and staff, we should always inform our research, policies, and decisions with students in mind and as participants in our research;
- *Sustainable:* Instructors and staff will plan and assess work in order to evaluate the long-term.

FIGS, DARTS, and APPLES

What is a FIG?

FIGs are groups of 2-5 faculty/staff paid a stipend by the Title III Initiative to conduct focused classroom research in order to improve teaching, student services, and student success at BCC.

What are the goals of the FIG project?

- Create a culture of collaboration
- Strengthen teaching through inquiry and research
- Improve staff and faculty understanding of student learning
- Document the findings to plan future workshops, projects, and plans

What exactly do people do in a FIG?

- Develop a critical question
- Find a few sources of existing data relevant to your topic to establish a context
- Gather data from students (survey, interviews, focus group, student work, ???)
- Look at collected & published data & make recommendations/identify paths for future research
- Present findings as
 - Brief written report
 - Brief presentation to all FIG/APPLE groups

What are the required activities for team members?

- **Meet at least 4 times** over the semester to complete all parts of the project together:
 1. Attend the **research workshop** (Friday, March 2 in the TLC, 10-12) where you will refine your question, develop a research plan, and take a look at previously published research on the issue
 2. Participate in the **FIG/APPLE symposium** (Friday, May 18 in the TLC 12-2:30)
 3. Meet at least **2 other times** between to discuss existing data, plan and conduct research, evaluate the findings, and make recommendations
- Participate in a brief **videotaped interview** (at least two team members)

What else does the leader need to do?

- Ensure that the project is moving along on schedule
- Ensure that all team members are included in the collaboration
- Submit paperwork on time:
- **FIG contracts** (so you & your members can get stipends) *Friday, March 2*
- **Update #1** (refined question, secondary sources, and research method plans) *Friday, March 23*
- **Update #2** (key findings & preliminary analysis) *Friday, May 11*
- a brief **final report** *Friday, May 25*
- at least **2 links to existing research** (e.g. articles, studies, district data reports) we can add to the TLC digital resource library *Friday, May 25*
- Maintain contact with TLC coordinator and ask for support when needed

How much time will this take?

Estimated total time input is about 14-16 hours for leaders and about 10-12 hours for everyone else. While we appreciate enthusiastic participants who do thorough inquiry, FIG projects are intended to be small enough to complete in one semester with a few meetings and a few hours of outside work. They should inform and improve your teaching experience, not interfere with it.

How much will we get paid?

Leaders will receive a stipend of \$400 and other participants \$300, paid during the intersession.

Who should apply for a FIG?

Everyone! Although priority will be given to projects that explicitly focus on working with students who need basic skills for college, all instructors and staff - and thus all students – can benefit from this kind of collaboration.

What are the criteria for selection?

- The inquiry question is **focused** (click here for more details on how to develop a strong inquiry question)
- The inquiry focuses on at least one of the following areas:
 - **Basic skills** students and/or instruction
 - **Retention, persistence, and success** of all students
 - **Student services** that support student completion and success
 - **SLO assessment** and/or “closing the loop”
- The proposal exhibits a sense of urgency, passion, and interest in the issue

- The inquiry leads faculty and staff to gather meaningful information from students to better understand their learning and experiences
 - The inquiry should forge new ground rather than merely substantiating claims or research already documented
 - [If applicable] Teams should be inclusive, inter-disciplinary, and/or cross-function
- A subcommittee of the Teaching and Learning Center Advisory Committee and the Title III team will approve the final list of projects.

DARTs

What are DARTs?

DARTs (Discuss-Apply-Reflect-Tools) are workshops designed for teachers to share and implement knowledge that improves learning access and student centered learning across the disciplines.

What are my responsibilities if I want to participate?

Facilitator Responsibilities (estimated time commitment 5-6 hours, \$150):

- Facilitate two meetings in DART sequence
- Maintain communication with TLC coordinator
- Provide background and supplementary materials for workshop meetings pertaining to the mission and goals of the Teaching and Learning Center
- Contribute two theoretical and pedagogical resources on workshop topic for the TLC library (resources should be empirically researched, published and peer-reviewed)
- Submit a summary based on the collected reports from participants
- Complete evaluation

Participant Responsibilities (estimated time commitment 3-4 hours, \$100):

- Attend two meetings in DARTs sequence
- Utilize techniques and materials from meeting 1 in classroom and reflect on experience in meeting 2
- Submit a very brief report on experiences to facilitator
- Complete evaluation

What would our meetings entail?

Meeting 1:

- Facilitators present lesson that provides a pedagogical and theoretical background on their specific topic, as well as any supplementary materials for participants
- Facilitator and Participants discuss and plan potential ways to utilize skills and materials in their classrooms

Meeting 2:

- Participants share their experiences utilizing said skills and materials in classroom
- Facilitator and Participants reflect on their experiences, discussing what was learned or gained, as well as opportunities for further development, inquiry, and/or improvement.

What is an APPLE?

APPLEs (Action Plan Projects for Learning Excellence) are groups of 2-5 faculty/staff paid a stipend by the Title III Initiative to create/implement a concrete product/action to address a need identified by a previous FIG or SLO assessment.

What are the goals of the APPLE project?

- Improve student learning, retention, and success
- Close the assessment loop by putting recommendations into action
- Increase collaboration
- Increase involvement in and understanding of assessment processes

What exactly do people do in an APPLE?

- Look at previous findings and recommendations from FIGs/SLO assessments
- Find a few sources of other existing data relevant to your topic to establish a context/rationale
- Plan and create or implement your product/action
- Conduct a short evaluation of the product/action
- Document product/action as
- Brief written report
- Brief presentation to all FIG/APPLE groups

What are the required activities for team members?

- **Meet at least 4 times** over the semester to complete all parts of the project together:
 1. Attend the **research workshop** (Friday, March 2 in the TLC, 10-12), where you will locate resources, plan your project in more detail, and establish a timeline
 2. Participate in the **final symposium** (Friday, May 18, 12:00-2:30 in the TLC)
 3. Meet at least **2 other times** between to create/implement your work
- Participate in a brief **videotaped interview** (at least two team members)

What else does the leader need to do?

- Ensure that the project is moving along on schedule
- Ensure that all team members are included in the collaboration
- Submit paperwork on time:
 - **APPLE contracts** (so you & your members can get stipends)
 - a brief **final report**
 - at least **2 links to existing research** (e.g. articles, studies, district data reports) we can add to the TLC digital resource library
- Maintain contact with TLC coordinator and ask for support when needed

How much time will this take?

Estimated total time input is about 14-16 hours for leaders and about 10-12 hours for everyone else. You should plan realistically to do something that can make an impact, but is focused and specific enough to complete this semester. Please work with the TLC coordinator, assessment committee, and/or your department chair to help you determine scope of work.

How much will we get paid?

Leaders will receive a stipend of \$400 and other participants \$300, paid during the intersession.

Should I apply for an APPLE?

Have you participated in a FIG and/or SLO assessment? Do you have a great idea you've been wanting to put into action that will help solve a problem that's been identified? The APPLE project helps you team up with colleagues to put your great idea into action!

What are the criteria for selection?

- The project **"closes the loop"** by implementing FIG resolutions and/or SLO action plans
- The project focuses on at least one of the following areas:
 - **Basic skills** students and/or instruction
 - **Retention, persistence, and success** of all students
 - **Student services** that support student completion and success
- The project **surpasses the scope** of regular instructional planning and department work
- The project creates something **sustainable** that will continue beyond temporary funding

A subcommittee of the Teaching and Learning Center Advisory Committee and the Title III team will approve the final list of projects.



Teaching and Learning Center Spring 2012 Update

Highlights of Our Mission:

- Leverage staff & faculty **experience & expertise**
- Improve learning across **all disciplines**
- Enhance learning for **all students**, especially those who enter school without the basic skills to succeed

2011-12 Coordinating Committee:

- Gabe Winer (ESL)
- Meredith Paige (English)
- Sabrina Nelson (Multimedia)
- Scott Hoshida (English)

Ways to participate in the TLC this spring:

Join the TLC Advisory Committee:

- Meets twice a semester
- Oversees TLC programs, policies, & plans
- All are welcome

Use the room! (341A):

- Wireless, desktop computers, and printer now available
- Keyless entry – try it out!
- Reservations: Please first check calendar (link on website), then email Gabe at bcctlc@peralta.edu

Join colleagues in one of our 3 projects funded by Title III:

| Name | Description | Roles | Total hours | Stipend |
|--|--|---------------|--------------------|--------------|
| FIG:  Faculty Inquiry Group | <ul style="list-style-type: none"> • Groups of 2-5 faculty/staff • Ask a “thorny” question • Gather data from prior research & students • Look at data & make recommendations • Share findings as <ul style="list-style-type: none"> • Brief written report • Brief presentation at symposium | <i>Leader</i> | <i>14-16 hours</i> | <i>\$400</i> |
| | | Participants | 10-12 hours | \$300 |
| APPLE:  Action Plan Projects for Learning Excellence <i>(formerly “FIT”)</i> | <ul style="list-style-type: none"> • Groups of 2-5 faculty/staff • Identify a need from previous FIG recommendations and/or SLO assessment action plan • Create concrete product and/or take action to meet need • Share project as <ul style="list-style-type: none"> • Brief written report • Brief presentation at symposium | <i>Leader</i> | <i>14-16 hours</i> | <i>\$400</i> |
| | | Participants | 10-12 hours | \$300 |
| DART:  Discuss Apply Reflect Tools Workshop | <ul style="list-style-type: none"> • Meet once: <ul style="list-style-type: none"> • Leader shares a research-validated teaching tool • Participants plan how to apply the tool • Participants try out the tool • Meet again after 2 weeks: <ul style="list-style-type: none"> • Share results and challenges • Leader reports on website | <i>Leader</i> | <i>6-7 hours</i> | <i>\$250</i> |
| | | Participants | 3-4 hours | \$100 |

Teaching & Learning Center Spring 2012 Draft Calendar:

| Month | Activity | Tentative Date/Time |
|-----------------|--|------------------------|
| January | DART: Material Culture Part I | Jan 30 M 12:15-1:10 |
| | FIG & APPLE recruitment | |
| February | Brown Bag Tea Time: Anxiety in the Classroom | Feb 1 W 3-4 pm |
| | DART: turnitin.com Part I | Feb 7 TU 12:15-1:10 |
| | DART: Material Culture Part II | Feb 13 M 12:15-1:10 |
| | FIG & APPLE applications due | Feb 13 M 5 pm |
| | DART: turnitin.com Part II | Feb 24 TU 12:15 – 1:10 |
| | FIG Kickoff | Feb 24 F 10 am-12 pm |
| March | DART: Smart Classroom Part I | Mar 6 TU 5-6 pm |
| | Brown Bag Lunch: Are Learning Styles for Real? | Mar 6 TU 12:15 – 1:10 |
| | DART: moodle Part I | Mar ? |
| | DART: Smart Classroom Part II | Mar 20 TU 5-6 pm |
| | DART: moodle Part II | Mar ? |
| | FIG & APPLE Update #1 due | Mar 16 F 5 pm |
| April | Brown Bag Tea Time: Digital Aged Students | April 10 TU 3-4 pm |
| | DART: Student-Led Critique Part I | April ? |
| | DART: Cognitive Science Part I | April 11 W 12:15-1:10 |
| | DART: Student-Led Critique Part II | April ? |
| | DART: Cognitive Science Part II | April 25 W 12:15-1:10 |
| May | FIG & APPLE Update #2 due | May 11 F 5 pm |
| | Book Group | May ? |
| | FIG & APPLE Symposium | May 18 F 12-2:30 |

TLC Website: look for the link on BCC's homepage

Participation/Questions/Room Reservations: bcctlc@peralta.edu

Introduction

Student Services at BCC have been working hard to assist our students in enhancing the seven BCC Institutional Outcomes:

- Ethnics and personal responsibility
- Communication
- Computation skills
- Critical thinking
- Global awareness and valuing diversity
- Self awareness and interpersonal skills
- Information competency

All functions and offices have been integrating Student Learning Outcomes (SLO) and the assessment into our process and procedures. In order to gain insight into how effectively we are providing support services to students, for each unit, we have developed and/or updates SLOs and begun to conduct Assessment - original research relating to student learning outcomes (SLO's).

Development Level. BCC Student Services has reached Student Learning Outcomes (SLOs) Development Level by

- Establishing a division-wide framework for definition of student learning outcomes (where to start), how to extend, and timeline.
- Developing authentic assessment strategies for assessing student learning outcomes as appropriate to service area SLOs
- Having organizational structures (Student Services Council, and shared governance structure at the college (Leadership, Roundtable, Classified and Academic Senate, etc.) and the district levels (Joint Instruction and Student Services Committee, District-wide Classified and Academic Senate Curriculum Committee, Planning and Budget Integration Committees, etc.) are supporting strategies for student learning outcomes definition and assessment.
- Accepting responsibilities by Leadership groups at both college and district levels for student learning outcomes implementation.
- Sharing human and financial resources supporting student learning outcomes and assessment.
- Having fully engaged counseling faculty and Student Services staff in student learning outcomes development.
- Incorporate the data analysis by researchers at college and district levels.

Please see http://www.berkeleycitycollege.edu/wp/student_service_programs/student-services-slo-home/ and taskstream for details.

| Student Service Program | Has established SLOs or SAOs | Is assessing SLOs or SAOs |
|-----------------------------|------------------------------|---------------------------|
| Admissions & Records | SLO/SAO | yes |
| Financial Aid | SAO | yes |
| Outreach/Student Ambassador | SLO/SAO | yes |
| Assessment and Orientation | SLO | Yes |
| Counseling | SLO | Yes |
| DSPS | SLO | yes |
| EOPS/CARE/CalWORKS | SLO | Yes |
| Veterans Affairs | SLO/SAO | Yes |
| Career/Transfer Center | SLO/SAO | Yes |

Proficiency Level. All BCC Student Services areas will reach SLO Proficiency Level and approach Sustainable Continuous Quality Improvement Level by fall 2012.

- Student Services SLOs and authentic assessment are in place for all Student Services areas/programs.
- A widespread dialogue about the results of assessment and identification of gaps will occur at the divisional, college, and district levels.
- Decision-making includes dialogue on the results of assessment in Student Services areas/programs and is purposefully directed toward aligning division, college, and district-wide practices to support and improve student learning in Student Services.
- Student Services publishes comprehensive assessment reports online on a regular basis.
- SLO assessment findings demonstrate students' awareness of goals and purposes of Student Services areas/ programs in which they participate.
- Integrate assessment results with continuous review and improvement by integrating SLO Action Plan with the Unit Action Plan in Student Services.

Berkeley City College – Assessment Cycle Based on Institutional Learning Outcomes

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| | Semester 1 <i>Communication</i> | Semester 2 <i>Critical Thinking</i> | Semester 3 <i>Quantitative Reasoning</i> | Semester 4 <i>Ethics/Pers. Resp./ Self-Awareness/ Interpersonal</i> | Semester 5 <i>Global Awareness</i> | Semester 6 <i>Information Competency</i> |
|-----------------------------|--|--|--|---|---------------------------------------|---|
| | Spring 2012 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 |
| Program Assessment | ASL AA (capstone) English AA's/c's English basic skills (courses) ESL (courses) MMART (capst) Spanish (capst) | Biotechnology AS/certs. Sciences | Math AA Math basic skills CIS AS, certs. | Art AA's/cert's PUB/HUSV PERSIST LRNRE (basic skills) Psychology AA | Global Studies AA Sociology AA | Liberal Arts (cumulative), social sciences/humanities PACE (caps) Business AA/C's Women's Studies |
| Course Assessment | All courses with communication ILO | All courses with critical thinking ILO | All courses with quantitative reasoning ILO | All courses with ethics/pers.resp/self-awareness/interpersonal ILO | All courses with global awareness ILO | All courses with information competency ILO |
| Student Services Assessment | (LRC) | | LRC | Counseling LRC Student Ambass. | | Library |

General Education Ongoing Assessments (highest impact courses/ general education foci):

Communication 1A, English 1A & prerequisites, English 5, Math 13 & prerequisites// other courses?

Student Services areas with surveys every semester: Admissions & Records, Assessment & Orientation, Counseling, EOPS/CARE/CalWorks, Financial Aid, Library, PSSD, Transfer & Career Information, Veteran's Affairs Administration

The BCC Assessment Committee

Meetings every other Thursday 12:10-1:30, after the Curriculum Committee, beginning January 26 (room 341, Teaching-Learning Center)

Website: [http://www.berkeleycitycollege.edu/wp/assessment/Committee Members](http://www.berkeleycitycollege.edu/wp/assessment/Committee%20Members)

- Jenny Lowood, English/ESL/Educ/LRNRE (Chair)
- Josh Boatright, Library
- Hannah Chauvet, MMART
- Leonard Chung - Business/CIS
- Pieter de Haan AS President, Sciences
- Matt Freeman, Social Sciences
- Iva Ikeda, ASL
- Willy Lizarraga, Modern Languages
- Jim Ward, Learning Resources Center
- Matthew Woods, Arts & Humanities
- Allene Young, Counseling, Student Services
- Dmitry Zhiv, Mathematics
- Linda Berry, VPI
- Denise Jennings, Title III Coordinator



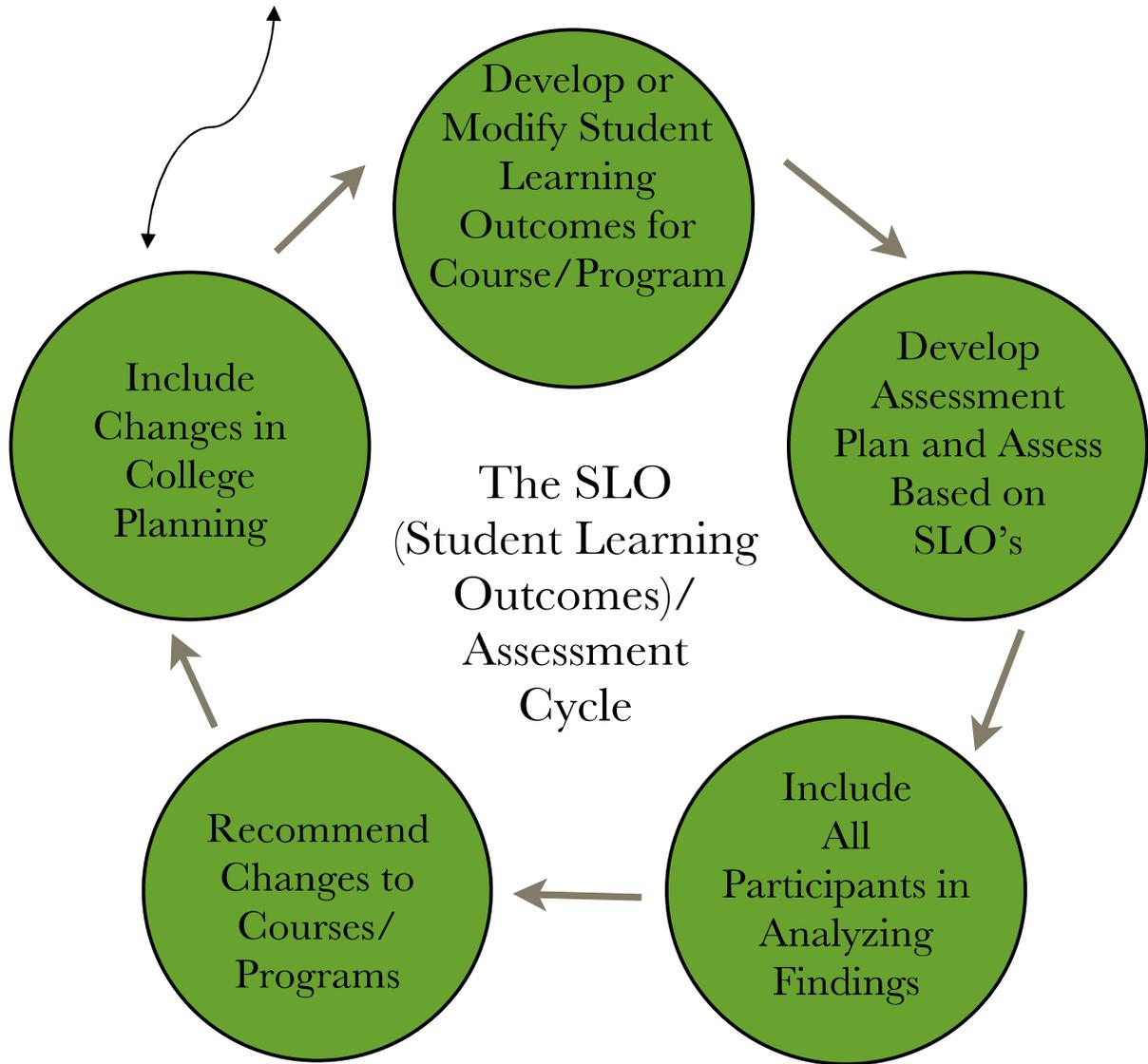
Recommendation #2: Assessment

☛ WASC will be checking that we have completed the following college plans:

| College Generated Plan | Our Response |
|--|---|
| Faculty will complete SLOs for all courses. (IIA1C) | 100% of all courses at BCC have SLO's. |
| College Generated Plan | Our Response |
| Faculty will complete SLOs for all programs. (IIA1C) | 100% of all programs at BCC have SLO's. |
| College Generated Plan | Our Response |
| Faculty will assess 1/3 of BCC's courses. (II A1a; IIA1c; II A2i) | Faculty have assessed at least 1/3 of courses. |
| College Generated Plan | Our Response |
| Faculty will review the assessment cycle and improve assessment measures. (IIA1a; IIA2i) | The assessment committee reviews the assessment cycle for courses and programs and recommends improved measures. |
| College Generated Plan | Our Response |
| All Student Services departments will have defined SLO's & implement assessment. (IIB, IIB4) | All Student Services departments have SLO's or SAO's and have implemented assessment planning. |
| College Generated Plan | Our Response |
| Student Services assess 1/3 of their programs. The librarians will assess SLO's. (IIB, IIC2) | At least 1/2 of student services departments have assessed their programs. The services of the library have been assessed. |

The Assessment Cycle

Closing the Loop



A Course Assessment Example

ECONOMICS 2

Assessing Economics 2 – Step 1

- Identification of Student Learning Outcomes (SLO's)

- Explain **consumer decision-making**, using **indifference curves**
- Analyze the **four basic market models** and their profit-maximizing output, based upon their costs of production, marginal revenue, demand, and elasticity of demand, critiquing the efficiency of the market

Assessing Economics 2 – Step 2

- Assessment Plan

- Each Economics 2 instructor identifies **specific test questions or assignments** that address the SLO's.
- Each question or assignment is reviewed by an **evaluation team**, consisting of the Economics instructors and Business department chair; the team determines the assignments and questions to be used.
- The results are compiled by the instructors.

Assessing Economics 2 – Step 3

- Analysis of Findings (Part 1)

| | | Homework | Tests | Study Plan |
|---------------------------------------|---|----------|--------|------------|
| SLO 1 | Consumer Decision Making | | | |
| SLO 2 | ! -Max Q ^o w.r.t. Production Costs, MR, MC, D, Ed & DWL for 4 basic firm types | | | |
| | Ch. 1. Economics: The Science of Everyday Life | 81.50% | 92.30% | 93.90% |
| | Ch. 2. Efficiency and Allocation in the Global Economy | 70% | 72% | 92.10% |
| | Ch. 3. The American Economy in a Global Setting | 73.20% | 74.10% | 97.60% |
| | Ch. 4. Introduction to the Demand and Supply Framework | 75.60% | 70.80% | 88.90% |
| SLO 2 | Ch. 5. Elasticity | 59.50% | 62.40% | 92.20% |
| | Ch. 6. Market Efficiency and Government Intervention | 66.60% | 72% | 81.20% |
| SLO 1 | Ch. 7. Consumer Behavior | 73% | 49.50% | 90% |
| SLO 2 | Ch. 8. Firm Production and Cost | 66.90% | 67% | 82.90% |
| SLO 2 | Ch. 9. Perfect Competition | 75.60% | 67.70% | 87.60% |
| SLO 2 | Ch. 10. Monopoly | 72.20% | 63.60% | 64.90% |
| SLO 2 | Ch. 11. Monopolistic Competition and Product Differentiation | 72.40% | 65.20% | 82.80% |
| SLO 2 | Ch. 12. Oligopoly | 83.90% | 83.30% | 78% |
| SLO 2 | Ch. 13. Antitrust, Regulation, and Deregulation | 87.60% | 64.20% | 84.50% |
| SLO 2 | Ch. 14. Firms and Financial Markets | 91.40% | 73.30% | 71.40% |
| | Ch. 17. Market Failure: Public Goods and Externalities | 74% | 64.40% | 67.10% |
| <u>Essay & Graphing Sections:</u> | | | | |
| SLO 1 | Exam 2-- Essay Questions (Consumer Utility / Decision Making) | | 67.47% | |
| SLO 2 | Exam 3-- Essay Questions (Unemployment/Inflation with Fiscal/Monetary Policy) | | 75.91% | |

Assessing Economics 2 – Step 4

- Analysis of Findings (Part 2)

- The **success rates** for the selected questions were 79% and 84% for SLO #1 and SLO #2, respectively. Overall, the targets were met.
- Recommendations/SLO #1: Improve student learning of **Marginal Areas of Substitution** with respect to indifference curve analysis
- Recommendations/SLO #2: Ensure students' understanding of the relationship between the **monopoly model and MR=MC**

Assessing Economics 2 – Step 5

- Changes in College Planning - (Closing the Loop)

Another Course Assessment Example

Spanish 1B

Assessing Spanish 1B – Step 1

- Identification of Student Learning Outcomes (SLO's)

- ☛ use **grammar** and **vocabulary** to demonstrate communicative competence in the Spanish language
- ☛ **interpret Spanish-language texts** according to their **cultural, literary** and/or **linguistic** content

Assessing Spanish 1B – Step 2

- Assessment Plan

- ☛ Students write essays at home which include a component of cultural understanding.
- ☛ Teachers apply locally developed rubric to score essays; discrepancies are discussed and resolved.
- ☛ Teachers review results and develop an action plan

Assessing Spanish 1B – Step 3

- Analysis of Findings

- **All 63 students in this assessment significantly exceeded the acceptable target.**
- In addition, they **exceeded the ideal target in the four areas** related to comprehension: **language comprehension** (81% adequate or strong) **grammar** (71%), **general competency** (81%), and **historical origins** (81%).
- In the first three areas -- **response/articulation and grammar** (54%), **verbs** (54%), and **vocabulary** (62%) -- which are related to production of Spanish, they did not score quite as well.
- This is in keeping with what is known about the development of new language skills, but there may be ways to **bolster student's language acquisition** to address these findings.

Assessing Spanish 1B – Step 5

- Changes in College Planning (Closing the Loop)

Program Assessment: An Overview

BCC's Assessment Committee, Curriculum Committee, Roundtable & Department Chairs' Council have agreed that BCC programs are as follows:

- Degrees and certificate programs (including general education)
- Interdisciplinary programs, like PACE (including general education)
- Basic skills
- All programs in Student Services
- Any other departments, as self-identified

- Program assessments follow the same steps as course assessments.
- Program matrices help to show the relationships among institutional learning outcomes, program outcomes, and course outcomes.

A Sample Program Matrix

Spanish A.A. Curriculum Alignment Matrix



| Course | Program Outcome 1 Oral Competence | Program Outcome 2 Written Competence | Program Outcome 3 Cultural Competence | Program Outcome 4 Analytical Competence |
|---|--------------------------------------|---|--|--|
| Spanish 1A | I | I | I | I |
| Spanish 1B | I | I | I | I |
| Spanish 2A | D | D | D | D |
| Spanish 2B | M | M | M | M |
| Spanish 10A | D | M | D | D |
| Spanish 10B | D | M | D | D |
| Spanish 22AB | M | M | M | M |
| Spanish 38 | M | M | M | M |
| Spanish 39 | M | M | M | M |
| Spanish 40 | M | M | M | M |
| PO 1: use grammar and vocabulary to demonstrate oral competence in the Spanish language ILO's: communication, critical thinking, self-awareness and interpersonal skills | | | | |
| PO 2: use grammar and vocabulary to demonstrate written competence in the Spanish language ILO's: communication, critical thinking | | | | |
| PO 3: describe the culture(s) of the Spanish-speaking world ILO's: communication, critical thinking, global awareness & valuing diversity | | | | |
| PO 4: interpret Spanish-language texts according to their cultural, literary and/or linguistic content ILO's: communication, critical thinking, global awareness & valuing diversity | | | | |

Program Assessment: An Example

Assessing The Writing Program– Step 1

- Identification of Student Learning Outcomes (SLO's)

- ✎ write well organized, well developed, effective, well edited, logically sound, and clear essays
- ✎ write effective, well edited, well organized research papers of 3,000-5,000 words which apply appropriate and clear organizational strategies
- ✎ apply active reading strategies in order to identify main ideas and critically analyze and explain ideas in texts

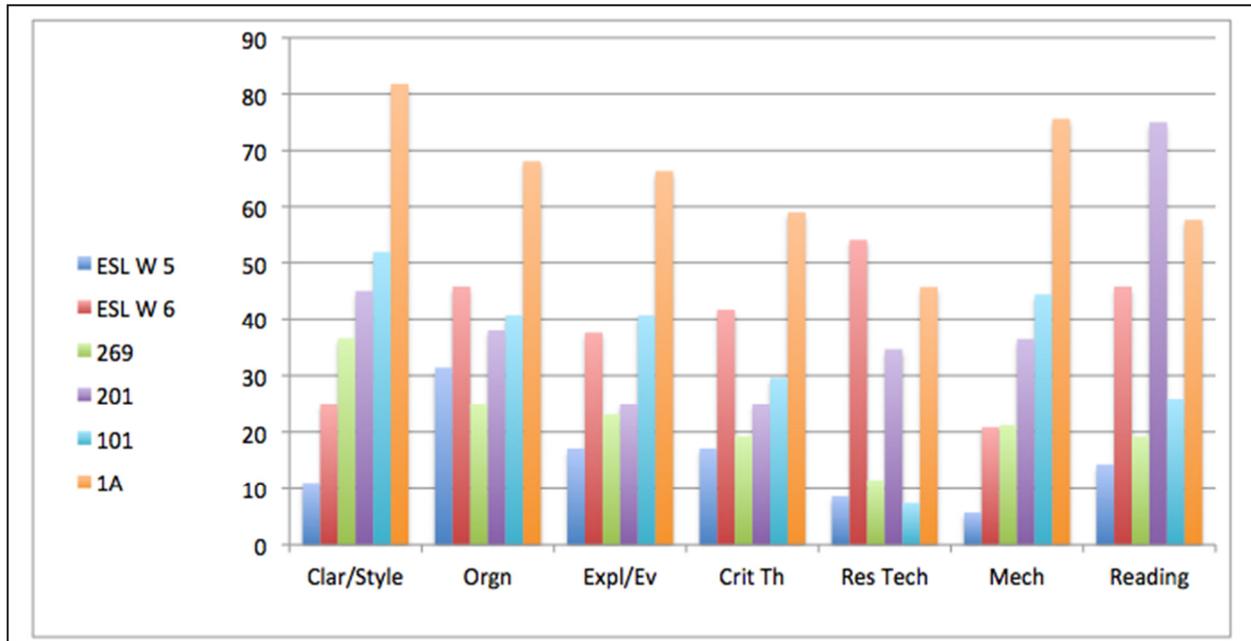
Assessing The Writing Program – Step 2

- Assessment Plan

- ✎ All students in English 1A, English 201AB, English 269AB, ESL Writing 5, and ESL Writing 6 submit a **portfolio** consisting of a 4-5 page research paper, an essay written in class, and a reflective essay.
- ✎ All portfolios are scored by two English instructors, based on a departmentally designed rubric; the raters do not know the students' names or class levels; scores are compared and discrepancies resolved by a third reader.
- ✎ The department reviews the results and recommends plans for improvement.

Assessing The Writing Program– Step 3

- Analysis of Findings (Part 1)



Assessing The Writing Program – Step 4

- Analysis of Findings (Part 2)

- **English 1A students performed satisfactorily in the areas of clarity/style, organization, explanations/evidence, reading, and mechanics (more than 67% received scores of 3 and above in these areas).**
- **English 1A students did not perform as well in the areas of critical thinking (59%) and research techniques (46%).**
- **Writing 6 students performed well in all areas except clarity/style, and mechanics.**
- **40% of English 269 students performed as well as students receiving a grade of B or A in English 201.**

Assessing The Writing Program– Step 5

- Changes in College Planning - (Closing the Loop)

- **Collaboratively develop open resource materials on research**, which will be available for all students in the writing program
- **Change sequencing of writing classes** to encourage successful English 269 students to move directly into English 1A
- **Change curriculum** for English 1A to include scaffolded assignments in reading; **change course outline** to reflect this and add appropriate assignments to departmental resources
- **Improve placement exam** or other measures of incoming students to improve placement into English 269 and 201

See “Course Assessment: ENGL 269B-Foundations in Reading and Writing,” a TaskStream report on closing the loop in the assessment plan for English 269B.

Institutional Learning Outcomes (ILO) Assessment

BCC’s Institutional Learning Outcomes

- Communication
- Critical Thinking
- Ethics and Personal Responsibility
- Global Awareness & Valuing Diversity
- Information Competency
- Quantitative Reasoning
- Self-Awareness & Interpersonal Skills

BCC's Assessment Timeline Based on ILO's

| | Semester 1 <i>Communication</i> | Semester 2 <i>Critical Thinking</i> | Semester 3 <i>Quantitative Reasoning</i> | Semester 4 <i>Ethics/Pers. Resp./ Self-Awareness/ Interpersonal</i> | Semester 5 <i>Global Awareness</i> | Semester 6 <i>Information Competency</i> |
|-----------------------------|--|---|--|---|--|---|
| | Spring 2012 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 |
| Program Assessment | ASL AA (capstone) English AA's/c's English basic skills (courses) ESL (courses) MMART (capst) Spanish (capst) | Biotechnology AS/certs. Sciences | Math AA Math basic skills CIS AS, certs. | Art AA's/cert's PUB/HUSV PERSIST LRNRE (basic skills) Psychology AA | Global Studies AA Sociology AA | Liberal Arts (cumulative), social sciences/ humanities PACE (caps) Business AA/C's Women's Studies |
| Course Assessment | All courses with communication ILO | All courses with critical thinking ILO | All courses with quantitative reasoning ILO | All courses with ethics/pers.resp/self-awareness/interpersonal ILO | All courses with global awareness ILO | All courses with information competency ILO |
| Student Services Assessment | (LRC) | | LRC | Counseling LRC Student Ambass. | | Library |

Assessing the First ILO: The Communication Rubric

| Levels/Criteria | Benchmark | Milestone - Developing | Milestone - Intermediate | Capstone |
|---|---|--|--|--|
| Context of and Purpose for Writing, including Audience Awareness | Presentation demonstrates minimal attention to context, audience, purpose, and the assigned tasks(s) (expectation of instructor or self as audience). | Presentation demonstrates beginning awareness of context, audience, purpose, and assigned tasks(s). | Presentation demonstrates adequate consideration of context, audience, and purpose, and clear focus on assigned task(s). | Presentation demonstrates thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of work. |
| Organization | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, transitions) is clearly and consistently observable and skillful and makes the content of the presentation cohesive. |
| Language | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. |

Assessing the First ILO: Strategies

We'll assess how well students are achieving the communication ILO in courses that are "mapped" to communication:

- ▣ We'll collect samples of essays and apply the rubric to these.
- ▣ We'll develop a rubric for student critiques of artwork, creative writing, and Multimedia projects and apply those to in-class critiques.
- ▣ We'll collect videotaped samples of oral presentations and apply the rubric to these.

- ▣ We're not assessing individual instructors; instructors' identities will remain anonymous.
- ▣ We're not assessing individual students; students' identities will remain anonymous.

- ▣ We're assessing how well students are achieving a particular ILO -- communication.
- ▣ We're doing this in order to create and implement plans to continuously improve in how well we help students learn.

Follow-Up Report

Submitted by

BERKELEY CITY COLLEGE

To

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

March 15, 2011

**Betty Inclan Ph.D, President
Krista Johns J.D., Vice President, Instruction and
Accreditation Liaison Officer**

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Statement on Report Preparation

Statement on Report Preparation

Berkeley City College and the three other colleges in the Peralta Community College District each completed a Comprehensive Self-Study report and submitted the reports to the Accrediting Commission for Community and Junior Colleges in early 2009. Accreditation site visit teams visited Berkeley City College and the three other colleges from March 9-12, 2009 for the purpose of evaluating the colleges' request for reaffirmation of accreditation. Several members of the four teams also met with the chancellor and district staff at the district office on Monday, March 9, 2009 prior to arriving at the colleges. Team members met with district staff to assess areas such as finance, physical facilities, human resources, technology resources, governance, budgeting, and board relations for the operation of the district.

On March 12, 2009, the Berkeley City College (BCC) site visit team and each of the three other college teams provided an oral report on findings from the visits, noting both commendations and recommendations. At a later date, President Betty Inlan was provided a draft of BCC's Evaluation Report with the opportunity to review the report for factual error. The final visiting team report for BCC and those of the three other Peralta colleges were reviewed by ACCJC at their June 9-11, 2009 commission meeting. ACCJC sent the four colleges and the district office letters dated June 30, 2009 stating the action the commission took on reaffirmation of accreditation. Berkeley City College's accreditation was reaffirmed, with two annual follow-up reports requested.

After the March 12, 2009 visiting team exit reports, Peralta district administrators and college administrators were aware there would be recommendations addressing district office practices. Three recommendations related to district office practices were documented in the June 30, 2009 commission letters. The commission directed the Peralta colleges/district to respond to these three recommendations in reports due to ACCJC by March 15, 2010, with an ACCJC team to do a follow-up visit after the submission date. Those reports were filed, and team visits scheduled for April, 2010. Thereafter, the ACCJC cancelled its scheduled site visit to BCC in favor of a more focused team visit to the Peralta Community College District Office.

Following the April 2010 site visit to the Peralta Community College District, the ACCJC placed BCC and the other three colleges on Probation status. In its June letter notifying the colleges and district of its decision, the ACCJC requested that the recommendations made to BCC and the other three colleges pertaining to district practices be addressed directly by the District Office in an October 15, 2010 report to the ACCJC. It is following the June 2010 notification that reporting to ACCJC was bifurcated: reports concerning district practices and recommendations have been provided directly by the Peralta district; reports concerning college practices and recommendations still coming from the individual colleges.

The Peralta District filed its report by the October 15, 2010 deadline, and a site visit took place November 4, 2010. A January 31, 2011 letter to Peralta Chancellor Wise E. Allen notified the district that BCC and the other three colleges were retained on Probation status, pending another

report to be filed by the District Office, March 15, 2011. The deadline for filing that report was subsequently changed to April 1, 2011.

This report serves as the second annual follow-up report requested of Berkeley City College. The report addresses Recommendation 3 related to library resources and staffing. BCC Recommendation 5, Management Systems, and Recommendation 6, Financial Resources and Technology, are now among the recommendations being addressed directly by the Peralta Community College District Office. As described above, recommendations pertaining to district practices and operations are being reported directly by the Peralta Community College District to ACCJC, following review by the colleges and approval of the Board of Trustees.

In preparation for this 2011 Follow-up Report to ACCJC, the accreditation recommendations were highlighted during remarks of the college president on Berkeley City College all-college days at the start of the fall and spring semesters, August 19, 2010 and January 20, 2011. Following rounds of information gathering at the college, a February presentation was made to the college's governance bodies—the Leadership Council and Planning and Budget Roundtable—and to BCC's faculty, staff, and students. Input was invited, and the Leadership Council held an open forum on February 23, 2011 for the college community to comment upon the college's draft response and reflect on progress toward fulfilling the ACCJC recommendation. The college's response was completed on February 28, 2011 with the assistance of administrators, faculty, staff and students, and the Planning and Budget Roundtable approved the final draft.

Concluding Remarks

Berkeley City College administrators, faculty, and staff have worked with district administration in addressing the recommendation pertaining to library staffing and resources. The Berkeley City College President, Accreditation Liaison Officer, and key faculty and staff look forward to meeting with the ACCJC visiting team to follow up its response to the recommendation and to provide updates since the time of the writing of this report.

Betty Inclan, Ph.D
President
Berkeley City College

Response to Recommendation Number 3

Library Staffing and Resources

Recommendation 3: Although significant progress has been made since 2003 in the library's quality and services, the team recommends that in order to improve and broaden upon the progress to date, the college develop an adequate, equitable, and sustainable library allocation for staffing and library resources. (Standards II.C.1, II.C.1.a, II.C.1.c, II.C.1.d, and II.C.2)

Overview

The primary mission of the Berkeley City College Library is to support the curriculum, research, and general information needs of the diverse Berkeley City College community by providing physical and remote access to quality diverse print, electronic, and multimedia resources, services, and instruction. Consistent with the mission and institutional outcomes of Berkeley City College, the library faculty and staff strive to promote information competency, critical thinking, lifelong learning, and academic success. They do so by making available to Berkeley City College students, faculty and staff the resources needed to conduct research related to their curriculum and educational endeavors and by promoting the information competency skills needed to successfully retrieve information.

The library is open Monday through Thursday, 8:30 a.m. to 7:30 p.m., and Friday, 8:30 a.m. to 4:00 p.m. during the fall and spring semesters. It is also open 20 hours per week during the summer session. In Fall 2010, after collecting data concerning student need, the library discontinued Saturday hours in favor of expanded evening hours with reference support services. There is now a librarian providing reference/research assistance 46.5 hours per week.

As part of its instructional support activities, the library offers orientation sessions and reference services for instructors and courses. Orientations are given upon instructors' requests. They range throughout the curriculum and most recently have included presentations for English, business, history, humanities, and psychology.

Library orientations focused on bibliographic instruction:

- 2008-09: 32
- 2009-10: 23
- 2010-11: 20 as of 2/9/11

Circulation Statistics

Library circulation statistics indicate a leveling off of circulation transactions. The dramatic increase of circulation between 2007 and 2010 can be attributed in large part to the growth in student numbers at BCC following the college's move into a new single-building campus in Fall 2006. Student numbers rose from approximately 4,700 unduplicated head count to more than 7,300. With current state and local funding reductions, the reduction in FTES is expected to reduce our student head count over the next few years. The positive location of the library in the new building, improved stacks making it easier to browse the collection, new items being

continually added to the circulating collection, and a stronger reserve collection, also were critical factors in the increased transaction figures.

Library circulation statistics show that a majority of the transactions involve the reserve collection:

Number of reserve items checked out

| Year | 2007 | 2008 | 2009 | 2010 |
|--------------------|------|------|-------|-------|
| Reserve check-outs | 4038 | 5803 | 11065 | 11646 |

Total # of circulating items checked out

| Year | 2007 | 2008 | 2009 | 2010 |
|------------------|------|------|-------|-------|
| Total check-outs | 5174 | 6803 | 12513 | 12882 |

Library Usage

Library foot traffic has risen dramatically since BCC’s move to the new campus building. In 2006, there were an estimated 14,600 library users. In Fall 2007, a more accurate system for tracking library usage was implemented, using security gate activation numbers. In the 2007-08 academic year, users entered the library 63,498 times. In Spring 2009 the weekly headcount averaged 2,500 users entering the library (excluding 50 entrances a day to account for library staff). For Fall 2009 and Spring 2010 the average headcount was 2,944 users per week, and for Fall 2010, the average headcount was 3,165 users per week.

Program Learning Outcomes and Assessment

The library ‘completed the loop’ of program assessment in 2009. User use of, response to, and satisfaction with library reference and circulation services, operating hours, and the collection were measured using a survey 2007-2008 issued to faculty, staff, and students. Results were published on the library website. Assessment of various measures is an ongoing part of the BCC library activities. The library measures outcomes from orientation sessions by using pre- and post-orientation quizzes administered by faculty teaching the section in which the orientation is held. Spring and Fall 2010 results will be compiled and analyzed during the Summer 2011 session. In Fall 2011, the library plans to capturing reference statistics and requests by faculty for course-related services.

Library Staffing

From Recommendation 3: “ ...the team recommends that in order to improve and broaden upon the progress to date, the college develop an adequate, equitable, and sustainable library allocation for staffing

Prior to 2005, the Berkeley City College library staff consisted of one librarian. In 2005 an additional librarian and a classified staff library technician were hired. By 2006, the staff consisted of three library faculty, one of whom worked half time, and a full time classified staff library technician. That staffing level remains the same to date, with 2.5 librarian faculty FTE and 1.0 classified FTE allocated to BCC.

In its Spring 2010 Program Review and Fall 2011 Annual Plan Update, the BCC Library indicated a staffing priority for two additional classified library technicians. The staff resource request was presented to the college Planning and Budget Roundtable in Fall 2010, where the college named a library technician as its top staff hiring priority for 2011-2012, and a second library technician as a tier two hiring priority. The prioritized listing of staff hiring needs was presented and received at the district Planning and Budget Council in February 2011. However, because of current fiscal exigencies, there is a hiring freeze in the Peralta Community College District.

In February, 2011, the BCC Planning and Budget Roundtable endorsed the library’s staffing plan to retain current levels of service in 2011-2012. That plan included provision of .5 FTE from the Instruction Office reassigned time budget to cover librarian substitutes during absences and to cover 20 hours per week of service during the summer session.

Staffing Action Plan

The Berkeley City College library serves roughly the same number of students as do the libraries at College of Alameda and Merritt College, also in the Peralta Community College District. The dramatic surge in students being served at BCC since Fall 2006, without an associated increase in staffing, has created a disparity in staffing levels by comparison with its sister colleges. The Fall 2010 Annual Plan Updates across the campuses documented staffing levels as follows:

Faculty/ Classified data comparables

| | Alameda | Berkeley | Merritt |
|------------------------------------|---------|----------|---------|
| Contract FTEF Librarians | 3.8 | 2.5 | 2.6 |
| Classified FTE Library Technicians | 4 | 1 | 3.5 |

It is unclear, with current district budget exigencies, whether progress can be made toward reaching the 2011-2012 recommended classified staff library technician level of 3.0 FTE. However, with student numbers expected to taper slightly, current service levels can be maintained with the base staffing available.

If additional staffing can be obtained, then the library will be able to implement additional scheduled reference desk hours, drop-in workshops in the library lab, and open lab hours with library staff supervision. In addition, credit courses in library research serving BCC instructional programs can be developed and offered.

LIBRARY RESOURCES

From Recommendation 3: "... the team recommends that in order to improve and broaden upon the progress to date, the college develop an adequate, equitable, and sustainable library allocation for ... library resources."

Online Public Access Catalog System (OPAC)

A two-year process to purchase library management software system to replace the legacy catalog system used by the Peralta libraries was finalized when the Board of Trustees approved the acquisition at its February 15, 2011 meeting. The system cost will be \$275,000, with transition and training expenses also anticipated. Funding has been secured through Measure A capital expenditure bond moneys.

The new library management system (OPAC: on-line public access catalog) was much needed in that the ability to catalog new materials had come to an end under the old software. The OPAC system will greatly improve student access to resources. The off-site student authentication capability will provide students with off campus access to databases without the need of passwords; it provides for creating and maintaining electronic reserves, meeting the needs of students taking on-line courses or otherwise needing access to resources when the library is closed. For library staff, the OPAC system allows for greater statistic gathering, providing the libraries with stronger tools for assessment and collection development purposes. Budget tracking features, expedited cataloguing processes, the ability to add photos to patron information, and the ability to generate and send overdue notices, are a few of the measures that will enhance library efficiency and effectiveness.

The OPAC installation, transfer of materials from the legacy system, staff training, and implementation are expected to get underway in Summer 2011.

Collection Development

In Fall, 2006, BCC moved into a newly completed one-building campus located at 2050 Center Street in Berkeley, California. The BCC library in that new campus was built to California Department of State Architect capacity-ratio formulas for libraries, taking into account expected growth levels by the year 2015 to 7,500 students. The library was provided sufficient shelving and space to hold 15,000 to 17,000 books and recordings, in anticipation of significant growth.

The library's materials collection is reasonably well balanced and is developed and maintained to support the college curriculum. When the ACCJC team visited BCC in Spring 2009, the on-site collection consisted of 6,000 print books, about 500 video recordings. Currently the library holds 13,876 catalogued items in its collection. This includes over 1,000 items placed on reserve, 11,000 items in the open stacks (circulating and reference collections), and over 1,000 CD ROM, DVD, and VHS recordings.

In addition to catalogued items, the library maintains a subscription to 40 periodical titles in print format and 19 electronic databases. Beginning in Fall 2010, the library has received a budget line item from the district for electronic databases. This line item resulted from college and district governance processes which identified this library resource need as a priority. For 2010-2011, BCC and each of the other Peralta colleges were allocated \$35,000 for databases.

Beginning in Summer 2011, the Berkeley City College Bookstore has agreed to provide to the BCC library a copy of each textbook that is adopted timely by BCC faculty. This arrangement will benefit the bookstore by encouraging timely textbook adoptions across the BCC schedule and will benefit the BCC students who rely upon textbook availability in the library reference section. The new program will limit the need for library funds to be expended on reference copies of textbooks.

While the library still does not have a stable annual book budget from the general fund, it has benefitted from the adoption of an Instruction Office procedure for inclusion of library resources in any grant or categorical funding stream related to instructional programs. This procedure has resulted in funding for library resources related to career-technical, basic skills, and sciences programs. The library continues to maintain its strong contacts with the community which has resulted in book gifts from the League of Women Voters and the Berkeley Public Library. There are also donations that flow through the Peralta Foundation for the benefit of the libraries.

By cooperating with teaching faculty, the librarians work to maximize the usefulness of the limited budget by obtaining materials that directly meet the needs of the current curriculum. With a librarian currently serving as a member of the College Curriculum Committee, this effort is furthered by providing additional opportunities for collaboration with discipline faculty to improve library collection resources and to ensure that there are sufficient resources for new courses. Librarians carefully monitor the library's collection development process in order to meet the curricular and lifelong learning needs of our students. This goal is accomplished through the professional and subject expertise of library faculty who work in conjunction with classroom faculty to continuously identify new titles for addition to our collection.

Relationship with Berkeley Public Library

BCC's library maintains a strong working relationship with the Berkeley Public Library. BCC students have library privileges at the public library, in that any California resident may obtain a Berkeley Public Library card. The large main branch of the public library is conveniently located within two blocks of the BCC campus, and the BCC head librarian meets regularly with librarians from the public library. Although there is no formal agreement between the BCC and public library, the public library has donated some reference titles to BCC from its collection, and numerous benefits exist for BCC students.

Among the benefits for BCC students offered by the Berkeley Public Library:

- access to interlibrary loan through Link+ which offers interlibrary loan access to public and academic libraries throughout the state of California and Nevada;
- a strong reading collection that supports needs of Basic Skills and ESL students;

- A larger collection of books than the Peralta District libraries currently provide. The Berkeley Public Library, for example, holds over 6000 books on the subject of Art;
- Access to 3,456 titles from Safari Books Online covering computer programming and digital media subjects which support BCC computer information system and multimedia students;
- Off-site access to additional databases not available at BCC. The BCC library relies on the public library for student access to Books in Print, a large database the college could not on its own afford;
- Expanded access to reference books;
- Large multilingual collections including books, movies, and music in Arabic, Chinese, French, Japanese, Russian, Spanish, and Urdu;
- Additional public library reference services (strictly reference, whereas BCC's library also provides instructional services for student reference and research);
- Saturday and Sunday hours; and
- Usage of the same catalog system that is being purchased by the Peralta District libraries, thus increasing student familiarity with use of the OPAC interface.

Relationship with University of California-Berkeley Library

Many of UC-Berkeley's world class libraries are open to the general public during regular operating hours. BCC students who are concurrently enrolled at UC-Berkeley have check-out privileges at no additional charge. Other BCC students benefit from a statewide agreement in which California community college students can obtain a UC-Berkeley library card for a lower-than-alumni, lower-than-general-public rate of \$25. BCC's library provides information on accessing the UC-Berkeley libraries, and library staff also demonstrate some of the available collections in the library orientation sessions.

Resource Action Plan

Given that the physical space of the new BCC library accommodates holdings of approximately 15,000 to 17,000 books and DVC/CDs, the current collection is close to achieving its on-site level for 7,500 students. Additional holdings at the Berkeley Public Library, the University of California-Berkeley libraries, and at the libraries of the Peralta sister colleges bring the size of the accessible collection to more than three times the on-site size. In addition, online resources have greatly expanded the availability of library resources for BCC students.

On-site at BCC, the library's goal is to continually update currency of the collection and to ensure the learning needs of BCC students in the instructional programs are met. When growth in student numbers resumes, it will be important for the library to match staffing and resource allocations with the growth of service demand.

The library currently offers electronic access to 19 electronic databases, 11,660 books via *netlibrary*, and another 530 reference books via *Credo Reference*. The BCC library expects to maintain this level of electronic service with the budget line item allocation provided by the district. The library's plan is to continue to expand its online resources by: purchasing the annual collections offered through the Community College Library Consortium (CCLC); purchasing e-

books outside the consortium for specific needs of the BCC community; and by expanding databases as the learning and research needs at the campus dictate.

Documents

Library Mission Statement

Library Staffing Plan, 2011-2012

BCC Integrated Budget Planning Process, 2011-2012 Requests

Library Information Packet for Faculty

Governing Board Review

The Berkeley City College Follow-up Report was submitted for Board of Trustees review on March 2, 2011. It was placed upon the board agenda for the March 15, 2011 regular Board of Trustees meeting. At that meeting, the report was approved and accepted.

MAR 30 2011

FOLLOW UP VISIT REPORT

BERKELEY CITY COLLEGE

**2050 Center Street
Berkeley, CA 94704**

**A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association for Schools and Colleges**

This report represents the findings of the evaluation team that visited
Berkeley City College on April 12, 2011

Don Warkentin, Team Chair – West Hills College Lemoore
Chris Bonvenuto, Team Member – Santa Monica College

3.b

Introduction

In March 2009, a team representing the Accrediting Commission for Community and Junior Colleges (ACCJC) conducted a comprehensive evaluation of Berkeley City College, one of four colleges in the Peralta Community College District, as part of the institution's request for reaffirmation of accreditation.

At its June 2009 meeting, the Commission reaffirmed accreditation for Berkeley City College with the stipulation that there would be two annual follow-up reports. The Commission cancelled the first annual visit for Berkeley City College due to a focused team visit to the Peralta Community College District Office in April 2010. Following the April 2010 site visit to the Peralta Community College District Office, the Commission placed Berkeley City College and the four other colleges in the district on probation. ACCJC requested that a follow-up report be submitted by the district on October 15, 2010 addressing district recommendations.

Following a site visit by a team representing ACCJC in November 2010, the Commission voted to retain Berkeley City College and the other three colleges on probation status. This decision occurred at the Commission meeting in January 2011. This status was to remain pending an additional report in April 2011 with visits by team members evaluating district and college responses to the original recommendations in 2009 and subsequent recommendations for the district in 2010 and 2011.

A two member accreditation team visited Berkeley City College on April 12, 2011 for the purpose of conducting a follow-up visit concerning one recommendation cited in the Commission's June 2009 action letter. The two member team received the follow-up progress report prior to their visit to the college and found it to be complete and thorough. The team confirmed that the follow-up report was compiled through broad participation by the college community including students, staff, faculty, college administration, and district administration.

In its follow-up report, Berkeley City College provided examples, evidence, and data to demonstrate the progress in meeting its recommendation. Upon arrival at the college, the team met with several members of the college community including the college President, the Vice President of Instruction, the Vice President of Student Services, the librarian, key faculty, and other staff members. The team found these meetings to be very helpful and informative in validating Berkeley City College's progress in meeting the Commission's recommendation.

The team commends the college for providing a comprehensive follow-up report that addresses the Commission's recommendation and for providing documentation and evidence during the visit that allowed the team to make an informed recommendation. The college is also commended for their willingness to engage in open and honest dialogue concerning college and district issues.

College Responses to the Commission's Recommendation

Recommendation 3: *Although significant progress has been made since 2003 in the library's quality and services, the team recommends that in order to improve and broaden upon the progress to date, the college develop an adequate, equitable, and sustainable library allocation for staffing and library resources. (Standards II.C.1, II.C.1.a, II.C.1.c, II.C.1.d, and II.C.2)*

As a result of interviews with the Academic Senate President, Head Librarian, faculty, Director of Business Services, and Vice President of Instruction, coupled with a tour of the facility and review of corroborating evidence, the team finds that Berkeley City College has implemented or taken significant steps to implement actions that address Recommendation 3 to the satisfaction of the team.

Observation and Analysis of the Evidence

Library Resources

During the visit to the Berkeley City College campus the team was afforded a tour of the library led by the Head Librarian. The team asked questions of the librarian and library staff pertaining to progress since the accreditation visit in spring 2009. The team focused on assessing concerns from the last visit to include space utilization, collection, funding, staffing, its access system, and future plans for growth.

The librarian confirmed that the print allocation has been increased from 6,000 volumes in 2009 to over 9,000 volumes to date, an increase of 50%. The librarian also indicated that the library has expanded its reserve and data base collection. The reserve collection has increased to over 1,000 items in open stacks and over 1,000 CD ROM, DVD, and VHS recordings. In addition the library has increased its subscription base to 40 periodical titles and 19 electronic databases.

At its February 2011 meeting, the Board of Trustees approved the purchase of a new library management system to replace the outdated Horizon Library Management System. This new system is projected to be operating by summer 2011 and will provide online access for students to library resources without the need of passwords. In the 2009 report, the visiting team noted the difficulty students were having navigating the Horizon system with the requirement of needing a library password to access electronic resources.

The library is still located in its current location which limits expansion. The college is planning to make available the computer lab for library orientations and instruction. Currently the library shares the lab with other computer classes; however, the Vice President of Instruction and college president confirmed the adjustment to the fall schedule to relocate computer classes for fall to allow for additional library usage.

Funding support has increased for the library with an annual \$35,000 allocation for additional databases and electronic resources acquisitions. In addition the college has allocated funding from categorical (CTE) programs, Basic Skills Initiative (BSI), and grants to support the library collection. The college has also been allocated \$1 million from Measure A bond funds, which a portion will be allocated to the library to purchase furniture and equipment. The library has also benefited from support from the Peralta Foundation and donations from community members as a means to increase its collection.

Library Staffing

Staffing has remained relatively the same with two and one half FTE librarians and one library technician on staff. However, the team learned the library technician has submitted his

resignation and the college is planning to supplant hourly employees in light of the state budget cuts. Berkeley City College has used its program review and shared governance process to identify priority staffing needs, particularly at the technician level. The team confirmed that library hours of operation are adequate to serve the current level of students. After a recent student usage assessment, the library eliminated Saturday hours in exchange for extended evening hours. In addition, several staff members informed the team that the college has a strong relationship with the nearby UC Berkeley Library and the City of Berkeley Library for student access. One faculty member informed the team that he regularly takes his students on visits to the UC Berkeley Library for orientations to their system.

The librarian confirmed that discipline faculty have modified their courses to include information competency as part of their course outlines. The librarian is a member of the college curriculum committee and is kept informed on faculty print and electronic resource needs. The library measures program level learning outcomes through assessments given during library orientations and makes improvements from the results of these assessments.

The current library facility is adequate for up to 17,000 holdings that support an enrollment of 7,500 headcount students. Due to the state budget cuts and the requirement to scale back course offerings, the team estimates the library will be able to serve the expected student population until the state recovers from the recession. College leadership is already planning for new space using Measure A bond funds and library space is included in this discussion. The district is also undergoing reorganization discussions that could include transfer of some faculty staff positions to Berkeley City College. Library staffing requirements are included in these transfer discussions.

The library continues to participate in the college's program review process on a three year cycle with an annual program update. The last program review for the library occurred in 2010. In its program review, the library identified increased staffing, additional facility space, and additional funding for collection enhancement. Due to funding cutbacks the college and the district were only able to provide additional support as identified previously in this report.

Conclusion

Berkeley City College meets the requirements of this recommendation in that it has improved the quantity and quality of its library collection. The college has developed partnerships with nearby libraries to enhance services to students and, through its program review process, identified staffing and facility space needs for future growth.

In addition, the team found that Berkeley City College has been involved in assisting the district to meet district level recommendations. For example, through interviews with college level faculty, staff, and administration, along with a review of corroborating evidence such as the organizational chart for the district's shared governance structure, it is evident that the district has made significant progress in communicating its financial situation to all constituency groups. The team found that the college has been directly involved in meeting district budget reduction targets in light of its OPEB liability and debt service.

The chancellor has implemented a climate of transparency involving the college and the district in meeting district recommendations. Through interviews of Berkeley City College personnel,

staff conveyed to the team that they have a better understanding of the district's financial situation and are more involved in the development of solutions. The team found there has been a noticeable change in the relations between the college and the district.

Berkeley City College
09-10 Program Reviews
Comprehensive List of Resource Needs

4.a

Human Resources

Faculty

Full time positions:

ESL
Humanities
Art
Organic Chemistry
ASL
Physics
Geology/Geography
Communications
Accounting
Web Design
Digital Culture
Music
Psychology
Philosophy
Mathematics (two)
Economics
Psychological Counselor
DSPS Counselor-Coordinator
DSPS Counselor
EOPS Counselor
Counselor (4)
Librarian

Other Faculty Positions

ESL faculty member to coordinate ESL writing assessment readings and orientations

.20 global studies coordinator time to recruit and coordinate program each semester

PACE coordination for additional cohorts

.5 Articulation Officer

counselors trained to served specific courses and programs, basic skills; CTE

Full Time Classified Positions

- Classified staff for Assessment/Orientation and learning Resource Center
- Alt. Media Technician
- LRC Program Coordinator
- 1.5 FTE Financial Aid staff
- Two full time classified library technicians
- Full time chemistry lab technician
- Physics instructional aid

- Four full time math instructional aides
- ASL lab assistant that can both handle the technical problems and also provide tutoring in the lab for students and faculty
- Biology lab technician
- Foreign language lab and online lab coordinator

Other Classified Positions

PACE support staff for additional cohorts

Classified assistant for global studies and social sciences

.5 permanent English tutor

.5 permanent classified ESL tutor/ESL tutor coordinator

Classified art staff (10 hrs per week) to supervise lab areas (exhibits, studios)

Instructional aides:

Mathematics (6 pt)

Multimedia Art

Tutors:

- Psychology
- Physical Anthropology.
- ASL tutor(s), ideally a native signer
- Political Science
- Multimedia Art
- Sociology
- ESL tutors (grammar, speaking and writing)

Student assistants:

CIS (\$3,000 per semester)

Humanities, as classroom size and student caps increases

**BCC Faculty Priorities 2010
Department Chairs Meeting
Minutes
October 19, 2010, 12:15PM- 1:15PM**

4.b

Committee: Department Chairs Committee
Date: October 19, 2010
Attendance: VP Krista Johns, Joshua Boatright, Jennie Braman, Pieter De Haan, Barbara Des Rochers, Joe Doyle, Neil Dunlop, Nola Hadley-Torres, David Johnson, Chris Lebo-Planas, Jenny Lowood, Lee Marrs, , Siraj Omar, Laura Ruberto,
Facilitator: VP Krista Johns
Note Taker: Johnny Dong
Guest: None
Absent: *Fabian Banga, Laurie Brion, Joseph Bielanski, Salvador Garcia, Linda McAllister, Ally Young*

| Agenda Item | Discussion | Follow-up Action | Decisions (Shared Agreement/Resolved or Unresolved) |
|--|--|---|---|
| Meeting Called to Order | 1:15PM, by VP Krista Johns | | |
| I. Faculty Prioritization Meeting | VP Johns had e-mailed this year's tiers: Top Tier: Communication (11 pts) Second Tier: Art, ENGL/Persist, MMART #1, and ANTHRO (all 10 pts each) Third Tier: BUS/Acct, MMART #2, Biotech, CHEM (all 9 pts each) | This meeting was to rank the Top Tier and Second Tier positions (Third Tier to be discussed at 10/21/10 meeting). | Chairs agreed to keep COMM in the Top Tier position. After discussion from chairs regarding the second tier positions, the four positions were ranked as follows: 1. ANTHRO 2. ENGL/Persist 3. MMART #1 (Web Design) 4. ART |

| Agenda Item | Discussion | Follow-up Action | Decisions (Shared Agreement/Resolved or Unresolved) |
|-------------------------|--|-------------------------|---|
| II. Other | Questions arose regarding the MATH position request from last year (when it was in Top 3). | | Only focusing on this year's requests. If dept chair did not submit request this year, it did not appear on the list. |
| III. Adjournment | Meeting adjourned at 1:15PM. | | |
| Next meeting: | October 21, 2010, 2:15PM-4:15PM; Room 451A. | | |

Final 2010 Berkeley City College Classified Staff Prioritization

In a meeting with management, a two-tiered ranking system for the 2010-2011 academic year classified staffing requests was developed. Placement in the top tier was contingent on possessing one or more of the following criteria:

- affects entire student population
- position either does not exist or is severely understaffed, particularly in relation to other campuses
- meets a necessary issue identified in the most current accreditation report

Second tier positions are either supplementary positions already requested in previous tiers, or are part-time.

Tier I

Custodian 1st position
 Library technician 1st position
 Clerical assistant- Assessment and Learning Resource Center
 Audio visual technician / Multimedia Art
 Laboratory technician- Chemistry
 Clerical assistant- counseling / transfer

Tier II

Instructional aide- Art
 Instructional aide- Spanish and Modern Languages
 Custodian 2nd position
 Library technician 2nd position

Establishment of these positions would curtail overtime and working out of classification while establishing the continuity necessary for growth and maintenance of current services. Due to the quality and accessibility of its services, BCC has served students throughout the Peralta Community College District, even those not enrolled at BCC. As the college approaches its operational capacity, functionality as well as health and safety standards must be sustained if not augmented.

All positions listed are crucial in ensuring equitable staffing and services to the student population at Berkeley City College.

**Berkeley City College
Program Review Fall 2011
Faculty and Staff Priorities**

4.c

Principles Guiding Administrator, Faculty and Staff Prioritization

5. Urgencies created by unexpected circumstances are put forth when they become known.
6. Parity in staffing, so as to realize a true allocation model, is an ongoing chronic need.
7. When indicated for compliance with regulations at the State and Federal levels, the position becomes a priority.
8. Given the Peralta fiscal situation, staffing for current levels of services is expedient; planning for reaching capacity to meet service area needs is essential.

Faculty Hiring Priorities

Hiring Cycle 2011-2012 (needs identified through Fall, 2011)

Faculty currently being recruited in intradistrict transfer process:

| | |
|---------------------------|--------------------------------|
| American Sign Language | Librarian |
| Anthropology | Math- Basic Skills |
| Art | Math- Transfer |
| Biology, Biotechnology | Multimedia Art—Digital Culture |
| Chemistry, Organic | Multimedia Art—Web Design |
| Communication | Music |
| Counseling, Bilingual | Psychology |
| Counseling, General | Sociology |
| Counseling, Psychological | Spanish |
| English/PERSIST | |

Hiring Cycle 2012-2013 (additional needs identified to be filled for 2012-2013 year) – Un-Prioritized

Additional *faculty* recruitments for the 2012-2013 academic year:

| | |
|------------------------|--|
| American Sign Language | General Counselor |
| Ethnic Studies | DSPS Counselor |
| Political Science | Learning Disability Specialist |
| Philosophy | Articulation Officer (increase from .5 to 1.0) |
| EOPS Counselor | DSPS Coordinator-Counselor |

Berkeley City College Program Review Fall 2011 Faculty and Staff Priorities

Principles Guiding Administrator, Faculty and Staff Prioritization

5. Urgencies created by unexpected circumstances are put forth when they become known.
6. Parity in staffing, so as to realize a true allocation model, is an ongoing chronic need.
7. When indicated for compliance with regulations at the State and Federal levels, the position becomes a priority.
8. Given the Peralta fiscal situation, staffing for current levels of services is expedient; planning for reaching capacity to meet service area needs is essential.

Classified Staff Hiring Priorities

Hiring Cycle 2011-2012 (needs identified through Fall, 2011)

Classified Staff to be recruited for hire by Spring 2012 (per District Staffing Plan):

- Senior Library Technician—already in this year's budget

1. Custodian
2. Student Personnel Services Specialist (student career services)
3. Toolroom Keeper/Equipment Manager (Multimedia Photo, Print, Video)
4. Science Lab Technician/Chemistry

Additional top tier priorities not being recruited this year:

Staff Assistant/Business Services

Clerical Assistant II/Student Services

Senior Clerical Assistant I/President's Office

Duplicating Service Technician

Science Lab Technician/Biotechnology

DSPS Adapted Computer Learning Technician

Hiring Cycle 2012-2013 (additional needs identified to be filled for 2012-2013 year) - Un-prioritized

Additional permanent *Classified Staff* recruitments for the 2012-2013 academic year:

Library Technician 1.5 FTE

Clerical Assistant, Matriculation

EOPS/CARE Staff Assistant (increase from .8 to 1.0)

DSPS Staff Assistant

Clerical Assistant, Counseling

Studio Manager (MMART)

DSPS Adaptive Technology Specialist

Berkeley City College Program Review Fall 2011 Faculty and Staff Priorities

Principles Guiding Administrator, Faculty and Staff Prioritization

5. Urgencies created by unexpected circumstances are put forth when they become known.
6. Parity in staffing, so as to realize a true allocation model, is an ongoing chronic need.
7. When indicated for compliance with regulations at the State and Federal levels, the position becomes a priority.
8. Given the Peralta fiscal situation, staffing for current levels of services is expedient; planning for reaching capacity to meet service area needs is essential.

Administrator Hiring Priorities

Hiring Cycle 2011-2012 (needs identified through Fall, 2011)

College Administrators to be recruited for hire by Spring 2012 (per District Staffing Plan):

Dean of Instruction

Dean of Instruction

Hiring Cycle 2012-2013 (additional needs identified to be filled for 2012-2013 year)

No additional college administrator positions identified for hire 2012-2013.

Berkeley City College Staffing Plan, 2011-2012

4.d

In the interests of staffing parity, and also in accordance with classified hiring priorities determined in the most recent planning round at BCC, Berkeley City College is proposing the addition of 12 FTE in classified positions--- via transfer within the district and/or via external hiring— for the 2011-2012 year as part of its staffing plan. Please see explanatory notes below in right-hand column.

The positions requested, in priority order are:

- Library Technician, 2.5 FTE
- Custodian, 1.0 FTE
- Student Personnel Services Specialist 1.0
- Toolroom Keeper/Equipment Manager (Multimedia Photo , Print, Video) 1.0
- Science Lab Technician/ Chemistry 1.0
- Staff Assistant/Business Services 1.0
- Clerical Assistant II/Student Services 1.0
- Senior Clerical Assistant 1/ President’s Office 1.0
- Duplicating Service Technician 1.0
- Science lab Technician/ Biotechnology 1.0
- DSPS Adapted Computer Learning Technician .50

| College Staffing Background Information—taken from Tentative 2011-2012 Budget | | | | | |
|--|--------------|--------------|----------------|--------------|---|
| Position Description | COA | Laney | Merritt | BCC | Notes |
| Total Classified staff | 44.15 | 77.99 | 45.5 | 32.38 | Total 200.02 at colleges. 20% of current tentative budget staffing total is: 40.004 However, if the other colleges request and receive 3 additional positions each for 2011-2012, then the average staffing level between COA and Merritt will be 47.83. BCC requests 12 FTE in classified positions in its plan, bringing its total to 44.38. |
| Info Technology Staffing | | | | | |
| Audiovisual Services Asst | | 1.0 | | | |
| Multimedia Services Specialist | | | | 1.0 | |
| College Network Coordinator | 2.0 | 2.0 | 1.0 | 1.0 | |
| Computer Network Technician | .65 | 2.0 | 1.0 | 3.0 | |
| Department Network Coord | 1.0 | 2.0 | 1.0 | | |
| Instructional Asst, Computer Asst Instruction | | | 1.0 | | |
| Instructional Asst, Computer Info Systems | | 1.0 | | | |

| | | | | | |
|---|-------------|-------------|-------------|-------------|--|
| Total IT/AV Classified | 3.65 | 8.0 | 4.0 | 5.0 | |
| | | | | | NOTES: BCC requests |
| | | | | | |
| Library Staffing | | | | | |
| <i>[Librarians</i> | <i>3</i> | <i>4.2</i> | <i>2</i> | <i>2.5</i> | <i>Provided for reference only]</i> |
| Library Classified: | | | | | |
| Library Network Coordinator | | 1.0 | | | |
| Library Technician II | 1.0 | 4.0 | .50 | | |
| Principal Library Tech | 1.0 | 1.0 | 1.0 | | 2.5 Library tech requested |
| Sr. Library Tech | 2.0 | 2.0 | 2.0 | | can be of varied levels |
| Total Library Classified | 4.0 | 8.0 | 3.5 | 0 | |
| | | | | | |
| | | | | | |
| Learning Resources/Support | | | | | |
| Coordinator, LRC | .75 | | 1.0 | | |
| Inst Asst, LRC | | 1.0 | | .58 | |
| Inst Asst Child Dvpt | | | .50 | | |
| Inst Asst Student Center Cafet | | 1.0 | | | |
| Inst Asst Culinary A | | 4.0 | | | |
| Inst Asst Accompanist | | .75 | | | |
| Inst Asst Art | | 1.0 | .40 | | |
| Inst Asst Math | | 1.0 | | 1.0 | |
| Inst Asst Writing Ctr | | 1.0 | | | |
| Tutorial Services Asst | 1.0 | | | | |
| Total Learning Resource/Support | 1.75 | 9.75 | 1.9 | 1.58 | |
| | | | | | |
| | | | | | |
| Equipment/Lab Support | | | | | |
| Athletic Trainer-Equip Mgr | | 1.0 | 1.0 | | |
| Cosmetology Lab Tech | | 1.0 | | | |
| DSPS Adapted Com Learning Tech | .25 | | | | .50 Requested |
| Electronics Technician | 1.0 | | | | |
| Physical Education Attendant | | 2.0 | | | |
| Science Lab Tech/Landscape Horticulture | | | 1.50 | | |
| Science Lab Tech Biol Sc | 1.0 | 1.0 | 1.0 | 1.0 | |
| Science Lab Tech Chemistry | 1.0 | 2.0 | 1.0 | | 1.0 Requested |
| Science Lab Tech Microbiol | | | 1.0 | | 1.0 Requested (Biotech) |
| Stage and Production Supervisor | | 1.0 | | | |
| Toolroom Keeper1 (Auto) | 1.0 | | | | |
| Toolroom Keeper 1 (Aviation) | 1.0 | | | | |
| Toolroom Keeper 1 (Welding) | | 1.0 | | | |
| Total Equipt/Lab Support | 5.25 | 9.0 | 5.50 | 1.0 | 1.0 Toolroom Keeper/Equip Mgr position requested in |

| | | | | | |
|--|-------------|--------------|-------------|-------------|---|
| | | | | | MMART (photo/video/prnt) |
| | | | | | NOTES: BCC requests |
| | | | | | |
| Administrative/Secretary Staff | | | | | |
| Clerical Assistant II | | 1.0 | | | 1.0 requested for Student Services |
| Exec Asst, President's Office | 1.0 | 1.0 | 1.0 | 1.0 | |
| Staff Asst, President's Office | 1.0 | 1.0 | 1.0 | | |
| Staff Asst/Communication Services | | 1.0 | | | |
| Secretary | 3.0 | 6.0 | 1.0 | 1.0 | |
| Secretary (Y) | | | | 1.0 | |
| Sr. Clerical Asst1 | 1.0 | 1.75 | 4.0 | 1.0 | 1.0 requested for President's Office |
| Sr. Clerical Asst Typing | 5.0 | | 1.0 | | |
| Staff Asst, VP Office | 2.0 | 2.0 | 2.0 | 3.0 | |
| Staff Asst/Admin (instruct) | | | 1.0 | | |
| Staff Asst/Admin Services | 1.0 | | | | |
| Staff Asst/ASL | | | | 1.0 | |
| Staff Asst/Business Services | 1.0 | | 1.0 | | 1.0 requested |
| Staff Asst/Occupational Ed | | 1.0 | | | |
| Staff Asst/PACE | | | | .80 | |
| Staff Asst/Student Services | | 1.0 | | | |
| Total Admin/Secretary Staff | 15.0 | 15.75 | 12.0 | 8.80 | |
| | | | | | |
| | | | | | |
| Scheduling Staff | | | | | |
| Academic Support Services Specialist | 1.0 | 1.0 | 1.0 | 1.0 | |
| Coordinator of Academic Support Services | | | 1.0 | | |
| Total Scheduling Staff | 1.0 | 1.0 | 2.0 | 1.0 | |
| | | | | | |
| Student Finance | | | | | |
| Bursar | 1.0 | 1.0 | 1.0 | 1.0 | |
| Cashier | | 2.60 | | | |
| Total Student Finance | 1.0 | 3.60 | 1.0 | 1.0 | |
| | | | | | |
| | | | | | |
| Finance | | | | | |
| Account Clerk 1 | 1.0 | | | | |
| Principal Accounting Tech | | 1.0 | 1.0 | 1.0 | At BCC, works as cashier |
| Principal Clerk | | 1.0 | | | |
| Staff Services Specialist-Fiscal | | | | 2.0 | |
| Total Finance | 1.0 | 2.0 | 1.0 | 3.0 | |
| | | | | | |

| | | | | | |
|---------------------------------------|--------------|--------------|-------------|--------------|---|
| | | | | | |
| | | | | | NOTES: BCC requests |
| | | | | | |
| Custodial | | | | | |
| Custodian | 7.0 | 9.60 | 7.0 | 3.0 | 1.0 requested |
| Head Custodian | 1.0 | | 1.0 | 1.0 | |
| Lead Custodian | 1.0 | 1.0 | 1.0 | 1.0 | |
| Sr. Storeworker | 1.0 | 1.0 | 1.0 | 1.0 | |
| Total Custodial | 10.0 | 11.60 | 10.0 | 6.0 | |
| | | | | | |
| | | | | | |
| Other Business Services | | | | | |
| Supv, Admin and Bus Supp Srv | 1.0 | 1.0 | 1.0 | 1.0 | |
| Sr Duplicating Serv Tech | | | 1.0 | | |
| Duplicating Service Tech | 2.0 | 2.0 | | 1.0 | 1.0 requested |
| Food Service Manager | | 1.0 | | | |
| Food Services Worker | | 3.0 | | | |
| Total Other Bus Services | 3.0 | 7.0 | 2.0 | 2.0 | |
| | | | | | |
| | | | | | |
| Other President's Office | | | | | |
| Public Info Officer | | | | 1.0 | |
| Total Other Pres Office | | | | 1.0 | |
| | | | | | |
| | | | | | |
| Other Student Services | | | | | |
| Coord/Career Transfer Center | | | | 1.0 | |
| EOPS Coordinator | | .70 | | | |
| EOPS Director | 1.0 | | | | |
| Student Personnel Serv Specialist | | | 1.5 | | 1.0 requested |
| Program Specialist, EOPS | | .60 | | | |
| Nurse | 1.0 | 1.0 | | | |
| Program Specialist Student Activities | | 1.0 | | | |
| Program Specialist/Outreach | | | 1.0 | | |
| Student Services Specialist | | | | 1.0 | |
| Total Other Student Services | 2.0 | 3.30 | 1.0 | 2.0 | 12 Additional classified FTE requested for 2011-2012 |
| | | | | | |
| Total Classified staff | 44.15 | 77.99 | 45.5 | 32.38 | Total 200.02 at colleges. 20% of total is: 40.004 |
| | | | | | See notes Page 1, above table and in column |
| | | | | | |



BERKELEY CITY COLLEGE

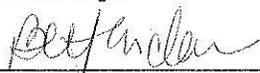
COLLEGE FACILITIES PRIORITY NEEDS LIST

Items prioritized by critical need

- Item**
1. Purchase of a building situated close to the 2050 Center Street location, to meet the urgent space needs of the college in its current size and configuration.
[NOTE: Process for this currently underway, so six-month timeline is appropriate; funding already allocated to BCC for this purpose from Measure A.]
 - a. Construction programming necessary for any safety/operational alterations to the building;
 - b. FF&E for the new Building location

 2. Completion of phase three build-out of the 2050 Center Street building, with primary activities around science labs, art lab, related FF&E and electrical upgrades. Additional projects included in phase three during planning activities, but considered small enough to not require being added to the DSA plans prepared for review are:
 - Moving a closet wall and adding access to the closet from another classroom (rooms 321/324).
 - Locating data and electrical for essential room functionality (rooms 125, 165, business services suite, and a few smaller others).
 - Creation of lab technician work spaces in science labs.
 - Hand-dryers in BCC restrooms (have Charles Neal review "green" aspect).
 - Feasibility study of roof usage for functionality related to sciences (biology-greenhouse), meetings, other.*[NOTE: General Services reports construction will begin January 16, 2012, so the six-month timeline is appropriate; funding already allocated to BCC for this purpose from Measure A.]*

Approved By:



 Dr. Betty Inclan, President, Berkeley City College

12-2-11

 Date



Budget Allocation Model

**Peralta Community College District
Berkeley City College
College of Alameda
Laney College
Merritt College**



**Adopted by the Planning and Budgeting Council
May 20, 2011**

**Revised
August 9, 2011**

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- Shifting Growth Money from One College to Another
- Reductions in centralized support functions and services
- Utilization of International Student Tuition

Periodic Review of the Budget Allocation Model

Part I: Introduction and Background

The following represents the summary recommendations of the Planning and Budgeting Council for addressing the implementation of an unrestricted general fund budget allocation model. The model presented herein closely follows the State of California's funding model established in Senate Bill 361 (SB 361). This represents the cumulative work of the Planning and Budgeting Council during the 2010-11 academic year which included regularly scheduled monthly meetings, two budget allocation model workshops, and the subcommittee work of the facilitators and Vice Chancellor of Finance.

Why develop an allocation model?

Previously, a Peralta Community College District Budget Allocation Model was approved in 2006, revised and approved in 2008 by the then existing District Budget Allocation Task Force. However, these previously approved models were never implemented.

The current funding process has little linkage between revenues and expenditures. Therefore, the Planning and Budgeting Council expedited development of a new allocation model to address the situation. The core principals supporting the recommendations are

- 1) demonstrated linkage between strategic planning and funding at all levels;
- 2) transparency that is equitable and clearly documented, and
- 3) and an allocation model that closely mirrors how the revenue is received from the State of California.

Which allocation model best meets our needs?

A number of fundamentally different approaches to revenue allocation in multi-college districts were explored. The SB 361 model is currently used for funding apportionment for all California Community Colleges. This model includes three fundamental revenue drivers: base allocation, credit FTES and non-credit FTES. The base revenue allocation takes into consideration the economies of scale and size of colleges. Apportionment funding from this formula represents more than 70% of the district's unrestricted revenue. Therefore, for sake of transparency and fairness, it is consistent that the Peralta Community College District utilize the SB 361 model in allocating apportionment resources to the colleges. This ensures that the colleges will receive what they earn.

The shift to utilization of an SB 361 model will define limits on the majority of resources and expenditures and will encourage fiscal accountability at all levels. The linkage of allocations to expenditures at the college level will move the Peralta Community College District to greater fiscal stability and clarity as to how colleges, support functions, and auxiliary enterprises are funded. Implementation of this budget allocation model is consistent with Board Policy 6.02.

When will the new allocation model be implemented?

Projected implementation for this plan is July 2011 contingent upon the approval of the Chancellor.

Budget Allocation Model: Guiding Principles

- Simple and easy to understand
- Consistent with the State's SB 361 model
- Provides financial stability
- Provides for a reserve in accordance with PCCD Board policy
- Provides clear accountability
- Provides for periodic review and revision
- Utilizes conservative revenue projections
- Maintains autonomous decision making at the college level
- Provides some services centralized at the District Office
- Is responsive to the district's and colleges' planning processes

Partnership between the District Office and the Colleges

The move from a historical expenditure based funding method to a revenue based allocation model will be a culture shift. The transition to a SB 361 allocation model will require changes in many areas including: accountability, autonomy, transparency, regulatory compliance, and expenditures.

On the broadest level, the purpose of this partnership is to encourage and support collaboration between the colleges and the district office. The colleges have broad oversight of institutional responsibilities while the district office primarily ensures compliance with applicable statute and regulatory compliance as well as essential support functions. It is understood that colleges have primary authority over educational programs and student services functions. Each college develops autonomous and individualized processes to meet state and accreditation standards. The college president shall be responsible for the successful operation and performance of the college.

The Chancellor, under the direction of the Governing Board, is responsible for the successful operation, reputation, and fiscal integrity of the entire Peralta Community College District. This budget allocation model does not diminish the role of the Chancellor nor does it reduce the responsibility of the district office staff to fulfill their fiduciary role of providing appropriate oversight of District operations. It is important that guidelines, procedures, and responsibilities be clear with regard to district compliance with law and regulation as it relates to the 50% law, full-

time/part-time faculty requirements, attendance counting, audit requirements, fiscal and accounting standards, procurement and contract law, employment relations and collective bargaining, payroll processing and related reporting requirements, etc. Current responsibility for these requirements will remain at the district office.

The district office has a responsibility to provide direction and data to the colleges to assure they have appropriate information for management decision making with regard to resources allocation at the local level and to do their part in assuring compliance with legal and regulatory requirements. This budget allocation model acknowledges that the Peralta Community College District is the legal entity and ultimately responsible for actions, decisions, and legal obligations of the entire institution.

The district office has responsibility for providing certain centralized functions, both to provide efficient operations, as well as to assist in coordination between the district office and the four colleges. These services include human resources, fiscal and budgetary oversight, payroll, procurement, construction and capital outlay, information technology, facilities maintenance, security services, admissions and records, financial aid, and district-wide education and planning services.

The SB 361 revenue based funding model, when fully implemented, will allocate resources to the four colleges in a similar manner as received by the district. The model allocates resources for the district office, district-wide services, and regulatory costs focusing leadership responsibilities on monitoring and oversight. This model will require the District Office to engage in on-going and timely dialogue with the four colleges on a variety of policy level governance and funding issues critical to the colleges' decision making.

Part II: Application of the Model

Revenue Allocation

The allocation model is based upon the principles inherent in the state funding formula prescribed by SB 361.

Base Allocation:

Each college shall receive an annual base allocation per SB 361. The base revenues for each college shall be the sum of the annual basic allocation, credit base revenue and non-credit base revenue.

Credit Base Revenue:

Credit Base Revenue shall be equal to the funded base credit FTES rate subject to cost of living adjustments (COLA) if funded by the State. To provide stability and aid in multi-year planning, a three year funded credit FTES average will be used to determine credit base revenue per college. This will assist in mitigating significant swings/shifts in credit FTES per college and associated resources.

Non-Credit Base Revenue:

Non-credit base revenue shall be equal to the funded base non-credit FTES rate subject to COLA if funded by the State. To provide stability and aid in multi-year planning, a three year funded non-credit FTES average will be used to determine credit base revenue per college. This will assist in mitigating significant swings/shifts in non-credit FTES per college and associated resources.

Unrestricted Lottery:

Projected revenue shall be distributed to colleges on a per-FTES basis.

Apprenticeship:

Revenue shall be distributed to colleges as earned and certified through hours of inspection.

Distribution of New Resources:

Distribution of new resources will be first allocated to non-discretionary budgets and then to discretionary budgets. Non-discretionary budgets are those that support the salaries and related benefits of permanent positions within the funded budget. Discretionary budgets consist of hourly personnel, supplies, materials, services, and capital equipment budgets.

Staffing: Faculty (FT, PT), Classified, and Administration. Staffing budgets are funded within the allocation model as components of the respective college's and district's non-discretionary budgets.

Regulatory Compliance:

50% law, Faculty Obligation Number (FON), Student Fees, and Contracted District Audit Manual.

Growth:

To the extent new growth funds are provided by the State of California, growth will be allocated on the basis of FTES. The amount per college will be dependent upon generation of funded FTES and achievement of productivity targets as outlined below.

Productivity:

Approximately 70% of Peralta's Unrestricted General Fund revenue is received in the form of state apportionment. Under the provisions of Senate Bill 361 (SB 361), state apportionment is primarily driven by the Full-Time Equivalent Student (FTES) workload measure. It is therefore necessary for the Colleges and the District as a whole to remain cognizant of certain internal workload measures to track efficiency and productivity. One such workload measure used is productivity. Productivity is generally defined by the number of FTES generated per Full-Time Equivalent Faculty (FTEF). For the fiscal year 2011-12, each college's productivity targets are 17.5 FTES/FTEF.

For any year in which the State funds growth, colleges that meet or exceed established productivity targets will be allocated additional growth dollars in accordance with the criteria outlined below. Approximately one half (50%) of all growth dollars funded and received in the current fiscal year from the State will be allocated to the four colleges in proportion to the FTES generated by that college to the District's total funded FTES. The remaining one half (50%) of all growth dollars funded and received in the current fiscal year from the State will be allocated to those colleges that:

- Meet or exceed their productivity targets in the current fiscal year
- Meet or exceed their FTES targets in the current fiscal year
- Did not deficit spend in their respective fund 01 budget in the past and current fiscal years

These allocations will then become incorporated into the colleges' base budgets for subsequent fiscal years.

Other New Resources (interest, non-resident tuition):

Distribution of new resources will be based upon the source of funds. For revenue sources that are not site specific or attributed to a specific college or location, those resources will be allocated based upon FTES. In instances where new revenues are attributed to a specific college then those resources will be solely allocated to that college or location.

Prior Year Carry Over:

At the recommendation of the Vice Chancellor for Finance and approval of the Chancellor, unspent budgeted funds within discretionary accounts from the prior fiscal year may be carried over for discretionary purposes. Examples of such endeavors would include campus computer replacement cycle, one-time expenditures for program expansion or reorganization, or other one-time expenditures deemed highest and best use by the college President.

Enrollment Management

Apportionment Revenue Adjustments:

It is very probable that the district's revenue from apportionment will be adjusted after the close of the fiscal year in the fall, but most likely at the P1 recalculation, which occurs eight months after the close of the year. Any increase or decrease to prior year revenues is treated as an addition or reduction to the colleges' current budget year.

If apportionment revenue is reduced from the prior year base for any of the following reasons:

- Prospective revenue reduction anticipated in budget development;
- Mid-year deficit resulting from insufficient tax revenues or enrollment fees; or
- As a result of end of year adjustments.

When such adjustments occur they will be incorporated into revised allocations per location. The method of adjustment is dependent upon the type of adjustment. For example, if the adjustment is related to a statewide general fund reduction then the adjustment will be made – positive or negative – based upon FTES. If adjustments can be related to a prior year and are negative and produce significant negative operating effects, then broader discussion may be necessary to mitigate the impacts over multiple fiscal years.

Summer FTES:

There may be times when it is in the best financial interest of the District to shift FTES earned during the summer between fiscal years. When this occurs, the first goal will be to shift FTES from all four colleges in the same proportions as the total funded FTES for each of the four colleges. If this is not possible, then care needs to be exercised to ensure that any such shift not create a manufactured disadvantage to any of the colleges respectively. If a manufactured disadvantage is apparent, then steps to mitigate this occurrence will be developed. Such strategic planning, because of the direct impact upon educational programs and services, should come through the shared governance process through the District Education Committee.

Restoring “borrowed” FTES should occur on the same basis as it was drawn down up to the levels of FTES borrowed. If it cannot be restored in that manner, care should be taken to evaluate if a disadvantage is created for any college.

Borrowing of summer FTES is not a college-level decision, but rather a district-level determination. It is not a mechanism available to individual colleges to sustain their internal FTES levels. Attempting to do so would raise the level of complexity on an already complex matter to a level that could be impossible to manage and prove detrimental to the district as a whole.

Shifting Resources among Colleges:

To the degree that the required full-time faculty numbers for each college are out of sync with the ratios as established by the district based on FTES ratios, correction of the imbalance will occur, as vacancies occur at a college with faculty in excess of the required number.

1. The District will establish for each college a FON based on the ratios of funded FTES. Each college’s ratio multiplied by the district-wide FON will become the college’s FON. Each college’s FON will be adjusted annually based on changes in funded FTES and subsequent requirements by the State regarding the FON. Each college shall be required to fund at least that number of full-time faculty positions. If the district falls below the FON and apportionment is taken away, that reduction shall lower the revenues of the colleges causing such apportionment loss.
2. If the imbalance is internal and the district as a whole is at or above its FON, the college or colleges below the required number shall increase its positions to maintain its individual FON.

Assessments for Centralized Services

The costs for centralized support functions and services will be allocated to each college in the same manner as revenues. That is, costs will be allocated on a per-FTES basis.

Central support service areas include:

Chancellor's Office
Board of Trustees
General Counsel
Information Technology

Marketing-PCTV
Risk Management
Educational Services
Admissions and Records
International Education Program
Institutional Development and Research
Administrative Services
Department of Employee Relations (Employee Benefits)
Human Resources
Financial Services (Accounting, Budget, and External Reporting)
Purchasing Division
Payroll Department
General Services (Security, Police and construction)
Facilities Operations (Maintenance and Operations)

Other Post Employment Benefits (OPEB)

The District has a very complex OPEB program that services the contractual commitments contained within the collective bargaining agreements. The current structure calls for the payment of the annual debt service (annual principal and interest payments) and the current expense of retiree medical costs to be made out of the unrestricted general fund. To the extent permissible, the OPEB Trust then reimburses the unrestricted general fund for the annual expense of the retiree medical cost. These are administered centrally because retiree costs are not associated with the annual operations of an individual college.

Beginning fiscal year 2010-11 the District implemented, as a piece of the revised OPEB strategy, an OPEB charge of 12.5% to each position salary to be used to assist with funding the unfunded actuarial accrued liability of \$221 million (per Bartel and Associates' report dated 3/21/2011). The application of this employer paid benefit charge is consistent with guidance provided by both the United States Department of Education and the California Department of Education. The annual charge, in 2010-11 of 12.5%, is based upon an approved actuarial study and may fluctuate based upon revised actuarial studies.

Reserve and Deficits in accordance with Board Policy 6.04, the Budget will be developed with a minimum 5% Ending Fund Balance.

Part III: Strategies for Transition to the SB 361 Allocation Model

It is understood that shifting from a base rollover allocation model to a 361 allocation model will mark a paradigm shift in funding methodology for the Colleges and District. Due to the size and magnitude of this change, the initial implementation may require multiple years to avoid negative and sudden operational impacts to programs and services.

Options to achieve implementation of the new budget allocation model may include:

Shifting FTES targets to provide additional apportionment to some colleges

Deficit reduction plans (2, 3, or 4 years)

Shifting growth money from one college to another

Reductions in centralized support functions and services

Utilization of international student tuition to either provide transitional dollars or permanent revenue to reduce apportionment deficits

Periodic Review of the Budget Allocation Model

The move to this budget allocation model will take some time to sort out any remaining issues and evaluate the effectiveness of the procedures outlined herein. It is recommended the model be reviewed and adjusted after the first full year of implementation.

Thereafter, it is suggested that the model be reviewed at regular three-year intervals along with the procedures to determine what adjustments, if any, are necessary. The goal is to keep the model up-to-date and responsive to the changing community college system landscape.



Berkeley City College Organizational Chart (Proposed Structure)

5.c

PRESIDENT
Dr. Betty Inclan

Executive Assistant to the President
Cynthia Reese

Public Information
Shirley Fogarino

VICE PRESIDENT INSTRUCTION
Dr. Linda Berry

BUSINESS SERVICES MANAGER
Shirley Slaughter

VICE PRESIDENT STUDENT SERVICES
Dr. May Chen

DIVISION DEANS
Vacant – Recruitment in Progress

Business Office
John Pang
Seraphine Nzomo
Roger Tolliver

Dean of Student Support Services:
TRiO Student Success Program and Disabled Student Programs and Services
Brenda Johnson

Articulation
Joseph Bielsanski

Matriculation/Assessment/Outreach/Student Ambassadors
Gail Pendleton/Victor

Multimedia Arts

Modern Languages
Fabian Banga

English/ESL/Education/
Persisnt

Business/CIS/Econ/HUSV
Paramsothy Thananjayan

Art and Cultural Studies
Jennifer Braman
Laura Ruberto

Science/Biotechnology
Barbara DesRochers
Sirai Omar

Social Sciences/PACE

Mathematics
Salvador Garcia
Mary Jennings

ACI

Library

Learning Resource Center

CTE Grants

AV and IT Services
Bryan Gibbs
Vincent Koo

Distance Education
Fabian Banga/

Title III, BSI, Special Projects
Denise Jennings

Reception
Marilyn Montague

Bursar
Guang Chen

Facilities:
Custodial
Dwayne Cain
Engineering
Ralph Smeester
Mike Lansbarkis
Stores keeper
Javier Perez

Security
Securitas

Duplicating/Mailroom
Karen Shields

DISTRICT OFFICE

Admission & Records
Loretta Newsom

DSP&S
Douglas Gorman

Alternate Media
Roberto Gonzales

ADA Compliance

Student Activities

Veterans Affairs Program
Jasmine Martinez
Jennifer Lenahan

Bookstore

Counselina Dept.

Financial Aid
Loan Nguyen

EOPS/CARE/CalWORKs
Ayele Lemma

Transfer/Career Center
Paula Coil

5.d

ACCJC RECOMMENDATION #5

Flex Day Presentation
January 19, 2011

ELIGIBILITY REQUIREMENTS 5 and 17

- **Administrative Capacity** – The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.
- **Financial Resources** – The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

RECOMMENDATION #5

- While evidence identifies progress, the District/Colleges has not achieved compliance with Standard IID, Eligibility Requirements #5 and 17. Specifically, the District/Colleges do not demonstrate the fiscal capacity to adequately support quality student learning programs and services. Therefore, in order to meet Standards and Eligibility Requirements, the District/College must evaluate the impact of financial decisions on the educational quality and implement actions to resolve any deficiencies.
- What is the impact of recent and future financial decisions on the college's ability to sustain programs and services.
- Standard IID2 – The Vice Chancellor of Finance and District IT will continue to address inadequacies in the PeopleSoft financial system.
- Standard IID2 – The Vice Chancellor of Finance will implement the budget allocation model for 2009-2010 fiscal year.

The Impact of Recent and Future Decisions

- Large state deficits resulted in reductions of \$478,619 to BCC's unrestricted general fund. In spite of the reductions, the faculty and staff of BCC continue to provide the best service and educational opportunities to our students.
- Because of workload reductions imposed by the state, we have experienced layoffs, a decrease in discretionary spending and in some cases we've had to reduced the number of sections offered.
- As evidenced in the transfer of full time faculty to BCC, the District has worked to address the funding concerns of the college.
- BCC benefits from the new Budget Allocation Model in that the college receives an increase of \$910,203 to its budget.
- To support administrative capacity, BCC will hire two(2) Deans of Instruction for FY 2012-13.

Fiscal Responsibility/Accountability (Action Taken by College)

- We've increased efforts to achieve alternative revenue sources (TRIO, Title III, Contract Education, Facility Rentals, etc.,).
- When appropriate, redirected general fund expenditures to grants and/or restricted funds.
- Utilized shared governance process to develop staffing resource plans.
- In an effort to address BCC's long-standing funding disparities the district redistributed faculty from the other colleges to BCC.
- Resource allocation is linked to program review or a planning document.

Standard IIID2

Improvements to the PeopleSoft System

- PCCD hired a new Vice Chancellor of Finance and he has worked tirelessly in helping to resolve deficiencies in the system.
- PCCD hired new Chief Administrative Officer of IT – PeopleSoft Issues a Top Priority.
- Created PeopleSoft Resolution Teams – Charged with facilitating discussion and deliberations related to PeopleSoft databases and associated applications.
- Implemented Business Intelligence (BI Tools) Software designed to analyze and present data.
- Salary payments are posted in the system within days after a payroll run.
- Variance Reports are provided monthly to the campuses allowing for better budget management.
- Infrastructure and programming protocols put in place to generate timely, accurate reports.
- Departmental reports created and accessible in PeopleSoft .
- Implemented an application that provides census rosters with add/drop dates online.
- Additional improvements to the system available in reference materials.

MEASURE A

Sustaining Program and Services

“Measure A has been instrumental in building our capacity to serve the more than 7,600 student who attend BCC each semester.” Dr. Betty Inclan

Completed Projects:

- Short-term renovations, including ADA upgrades
- Interior finishing of new building
- 3rd and 4th floor build-outs
- New, large, tiered classroom
- Flexible configuration classroom
- New student services and faculty/administration offices
- New furniture, fixtures and equipment

MEASURE A

Sustaining Program and Services

Special \$1 Million Allocation (Three Expenditure Plan):

- Library – Equipment, Books, Software/Databases - \$35,000 - \$105,000
- Campus-Wide – Staff and Services Technology Update- \$40,000 - \$120,000
- Student Service – Programmatic Technology Update - \$14,000 - \$42,000
- Instruction – Faculty Technology - \$18,000 - \$54,000
- Instructional Programs – Replacement/Upgrades - \$226,300 - \$678,900

New building:

- Purchase building situated close to 2050 Center Street
- Monies currently budgeted total \$12 Million

MEASURE A

Sustaining Program and Services

Smart Classrooms:

There are three levels of smart classrooms. They are:

1. Level 1 – Includes smart board with digital table, pen and close range projector, projector screen with a long range projector, assistive listening, speakers, dvd/vcr and a document camera.
2. Level 2 – Includes all of Level 1 with a streaming component.
3. Level 3 – Includes all of Level 1 and Level 2 technology as well as conferencing capability.

MEASURE A

Sustaining Program and Services

Benefits of the Smart Classrooms:

- Enables faculty to enrich lectures with rich media audio and video tools through computer technologies.
- As interactive learning environments, smart classrooms combine the ideal physical space, educational tools and ergonomic furniture.

Upcoming Facilities Projects:

- **Science Labs:** Following an inclusive planning process, “Wet’ labs” have been designed to support such fields as organic chemistry and plant biology while “dry” labs will assist physics, geology and astronomy courses.
- **Art Studio:** We will have two art studios on the fourth floor.

Budget Allocation Model: Guiding Principles



- Simple and easy to understand
- Consistent with States SB361 model
- Provides financial stability
- Provides for a reserve in accordance with PCCD Board policy
- Provides clear accountability
- Provides for periodic review and revision
- Utilizes conservative revenue projections
- Maintains autonomous decision making at the college level
- Provides some services centralized at the District Offices
- Is responsive to the district's and the colleges' planning process

Standard IID2 – Budget Allocation Model

- Planning and Budget Council (PBC) developed an allocation model that links revenues with expenditures.
- The Budget Allocation Model is based on SB361 which is currently used by the State when funding apportionment to all of the California Community Colleges.
- SB361 has three fundamental revenue drivers: base allocation, credit FTES and non-credit FTES.
- Base revenue allocation takes into consideration economies of scale and size of colleges.
- SB361 ensures BCC's revenue apportionment is consistent with what the college has earned. It is anticipated that BCC will receive 19% of the apportionment.
- Peralta's new model allows for greater transparency, fairness, fiscal accountability and ultimately fiscal stability.