Berkeley City College

Follow-Up Report

March 15, 2013

Submitted by:

Berkeley City College
2050 Center Street
Berkeley, CA 94704

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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Follow-Up Report – Certification Page

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

Date: March 15, 2013

This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.

Signed

_____
Dr. Deborah Budd, Berkeley City College President

_____
Dr. José M. Ortiz, Peralta Community College District Chancellor

_____
Cyril Gulassa, President, Peralta Board of Trustees

_____
Dr. May Chen, Vice President of Student Services,
Co-Accreditation Liaison Officer

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Jennifer Lowood, Co-Accreditation Liaison Officer

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Cleavon Smith, Academic Senate President

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TABLE OF CONTENTS

Statement on Report Preparation 6

Response to Commission Recommendation 2 9

Commission Recommendation 2 – Evidence 16

Response to Commission Recommendation 3 17

Commission Recommendation 3 – Evidence 23

Response to Commission Recommendation 4 24

Commission Recommendation 4 – Evidence 32

Response to Commission Recommendation 5 33

Introduction 33

Mission, Vision, and Values of Berkeley City College 35
Mission of Berkeley City College 35
Vision Statement of Berkeley City College 35
Values of Berkeley City College 35

Administrative Capacity/Staff Sufficiency 36
Administrative Capacity 36
Staff Sufficiency 38
Staff Sufficiency in Quantity 39
Staff Sufficiency in Quality 40

Financial Resources/ Fiscal Capacity 42
Budget Allocation Model 42
FTES and Budget Fluctuations: 2008-2013 43
The Use of Grants to Ensure Institutional Effectiveness 48
Other Sources of Funding and Support 51
Fiscal Changes – Summary 53

Shared Governance and the Integrated Planning/Budgeting Process 54
Integrating District and College Planning 54
Planning and Budget Integration and
Decision Making at Berkeley City College 55

Institutional Effectiveness – Student Success Data 59
Five-Year Trend of ARCC College Level Indicators 59

Retention and Course Completion Rate 61
Course Success Rates 61
Transfer 64
AA-T and AS-T Degrees 65

Impact of Budget Variations on Institutional Effectiveness in Instructional Programs 67

Impact of Budget Variations on Institutional Effectiveness in Student Support Services 73

Conclusion 81

Commission Recommendation 5—Evidence 82

Charts and Tables for Recommendation #5

	Page
Chart 1. BCC Permanent Employees, 10-Year Trend	39
Chart 2. FTES Trends with Budget Changes	45
Chart 3. Annual Budget by Major Category, 5-year Trend	46
Chart 4. General Fund Budget by Category, Fiscal Year 2013	46
Chart 5. Planning and Budget Integration and Decision Making	56
Chart 6. BCC ARCC College Level Indicators, 5-year Trend 2008 – 2012	60
Chart 7. Overall Course Success Rates by Ethnicity	62
Chart 8. English Basic Skills Course Success Rates by Ethnicity	63
Chart 9. Mathematics Basic Skills Course Success Rates by Ethnicity	64
Table 1. Permanent Employee Headcount by Type and EEO6 Occupation, 2003-2012	39
Table 2. BCC Instructional Faculty Productivity (FTES/FTEF), 5-Year Trend	40
Table 3. Five Year Trends of Total FTES[1] and Allocated Budget	44
Table 4. Annual Budget by Major Category, 5-year Trend	45
Table 5. Three-Year General Fund Reduction, Impact, and Responding Actions	47
Table 6. Berkeley City College Grants 2009-2013	48
Table 7. BCC ARCC College Level Indicators, 5-year Trend 2008 – 2012	60
Table 8. BCC Retention and Course Completion Rate, Fall 2008 – Spring 2012	61
Table 9. Course Success Rates by Ethnicity	62
Table 10. English Basic Skills Course Success Rates by Ethnicity	63
Table 11. Mathematics Basic Skills Course Success Rates by Ethnicity	64
Table 12. Number Transferred to UC by Ethnicity	65
Table 13. Number Transferred to CSU by Ethnicity	65
Table 14. Student Services Budget Impact and Strategies to Maintain/Enhance Quality	73
Table 15. Numbers of Students Receiving Assessment and Orientation	76
Table 16. BCC students served by DSPS Office by Disability Category (2008-09 to 2011-12)	78
Table 17. Numbers of Students Served by EOPS/CARE and CalWORKS (2008-09 to 2011-12)	78

Statement on Report Preparation

Berkeley City College submitted a Midterm Report on March 15, 2012, and the Peralta Community College District submitted a Follow-Up Report on March 15, 2012. The June 30, 2011 ACCJC action letter required that these reports address five (5) Commission Recommendations: CR #1, OPEB liability; CR #2, Audit Findings; CR #3, Long-term Fiscal Stability; CR #4, Evaluation of Board Policies; and CR #5, Fiscal Capacity for Quality Learning Programs and Services.

The July 2, 2012 ACCJC action stated that

> The Commission acknowledges that the Peralta Community College District has made significant progress in addressing the recommendations of the Commission. The District has identified its Other Post-Employment Benefits (OPEB) liabilities, developed a plan, and initiated funding of that plan to address OPEB liabilities. The District has also acted to restructure its liabilities so that the District has achieved short-term financial stability and it is pursuing actions to resolve the long-term debt issues.
>
> The District has developed a Corrective Action Matrix to monitor its progress to address audit findings. It has addressed a substantial number of the audit exceptions and has prevented the issuances of new findings. The District has negotiated its collective bargaining contracts and has secured agreements for three years to maintain control of retiree benefits. The District has been successful in its efforts to pass a parcel tax to provide additional revenues. The process of revising Board Policies has resulted in a substantial restructuring of the District Policies. A timeline has been developed that indicates that the policy review should be completed in July 2012.
>
> However, not all recommendations have been completely resolved. The recommendations and associated notes…identify those remaining few areas that still require attention.

The July 2, 2012 ACCJC action letter required that Commission Recommendation #2, Commission Recommendation #3, Commission Recommendation #4, and Commission Recommendation #5 be resolved and the resolution of these four recommendations be reported in this Follow-Up Report.

For Commission Recommendation #2, the action letter stated that "although the District has resolved a significant number of the audit findings from prior audits, a number of audit findings remain unresolved. The remaining audit findings need to be resolved by March 15, 2013."

For Commission Recommendation #3, the action letter stated that "the district has secured modifications to the collective bargaining contracts resulting in a soft cap on retiree benefits. The District must demonstrate its ability to maintain its fiscal stability over the long term (beyond three years) and assess the impact of the new revenue achieved through the passage of the parcel tax."

For Commission Recommendation #4, the action letter stated that "the District has revised a significant number of its Board Policies. This project needs to be completed so that all policies are reviewed and revised as necessary by March 15, 2013."

For Commission Recommendation #5, the action letter stated that "in reviewing the reports, the Commission noted that Berkeley City College has not fully evaluated the impact of recent financial decisions on the College's ability to sustain educational programs and services. The College did describe the principles and practices around fiscal decisions at the District and the colleges; yet, it was unclear to the Commission what specific impact the reductions or changes had and what the future impact of those reductions and changes would be. The College response should include an analysis of staff sufficiency and the quality of educational programs and services before and after budget reductions with sufficient detail and evidence to evaluate the impact of these reductions on the overall educational quality of the College. The College should also describe how it intends to deal with any resulting negative impact."

On Opening Day at the Peralta Community College District, August 16, 2012, the newly appointed Chancellor, in addressing Peralta administrators, faculty, staff, and students, emphasized that his first priority was to address the accreditation recommendations and to see that all four recommendations were fully resolved. The Chancellor repeatedly emphasized the critical importance of the colleges being removed from warning and the ongoing priority of maintaining continuous and sustained institutional effectiveness in alignment with ACCJC Standards, Eligibility Requirements, and Policies. The Chancellor stated that, even after the recommendations had been resolved, accreditation would always be a priority.

On Opening Day at Berkeley City College, August 17, 2012, the interim College President (now permanent President), also addressed the critical importance of accreditation and, as the Chancellor had emphasized the day before, she stressed that the March 15, 2013 follow-up report would be a number one priority for the college. The College President further emphasized that the College would need to provide details showing how it has maintained quality programs and support services in spite of the statewide reductions in funding. She also emphasized the importance of the passage of the June 2012 Measure B Parcel Tax in helping to realize the full implementation of the Budget Allocation Model.

Shortly after opening day, the Chancellor formed a district accreditation team to provide ongoing dialogue and review of responses to the three district recommendations and the one college recommendation. The Chancellor asked that this team be comprised of the Vice Chancellor of Educational Services, the Vice Chancellor of Finance and Administration, the four college presidents, the four college accreditation liaison officers, the past president of the District Academic Senate, and the Chancellor himself. This team has met at least monthly in an effort to foster important dialogue and to review responses to the recommendations in order to ensure that all responses were clear and detailed, and demonstrated full resolution of the recommendations. The Chancellor also had regular one-on-one meetings with the Vice Chancellor of Finance and Administration, the Vice Chancellor of Educational Service, and the consultant guiding the process for revision of Board Policies and District Administrative Procedures, as part of the ongoing effort to maintain a focus on responding to the three district recommendations.

The College President immediately brought Recommendation #5 to the college Leadership Council and the College Roundtable for Planning and Budgeting. The first goal was to ensure that all college constituencies were clear about the recommendation and to request that all college constituencies be involved in responding to the recommendation. Recommendation #5 has been a regular agenda item at Leadership Council and Roundtable meetings. This Recommendation also was addressed at the Academic Senate and Classified Senate.

In an effort to provide sufficient and pertinent detail in responding to Recommendation #5, it was decided that program reviews scheduled for Spring 2013 would be moved to Fall 2013 (programs reviews are conducted every three years for all college programs and service areas). It was further decided that program reviews, beyond the standard program review components, would include an additional component addressing the key points of the Commission's note that was added to Recommendation #5 – to address staff sufficiency, impact of budget reductions on educational programs and services and the quality of those programs and services, including negative impact, and to provide critical analysis program by program. All college areas took this request seriously. Further, adding this component to the program reviews ensured that the entire college was engaged in responding to Recommendation #5 and essential input was provided.

The College President asked that the accreditation liaison officers also utilize the expertise of all college administrators and a faculty member in the writing of the response to Recommendation 5. Beginning in November, weekly drafts were provided for review and input. Several of these drafts were taken to the College Roundtable for review and input. A final draft was taken to Roundtable in February 2013.

The final draft of the Berkeley City College Follow-Up Report was presented to the Board of Trustees for first reading at their regular meeting on February 12, 2013 and endorsed by the Board of Trustees at their regular meeting on February 26, 2013. This Follow-Up Report was finalized and prepared for submission to ACCJC by March 15, 2013.

Response to Commission Recommendation 2

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 as those findings relate 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' audit reports for years 2008, 2009, and future audit reports issued after the date of this recommendation.
Although the District has resolved a significant number of the audit findings from prior audits, a number of audit findings remain unresolved. The remaining audit findings need to be resolved by March 15, 2013.

Response

The origin of this Commission recommendation dates back to November 18, 2009 at which time the District had a number of audit findings that needed to be addressed. These audit findings included developing a timely and balanced annual budget, closing the financial books accurately and in a timely manner, concluding and releasing the annual audit within the timeframes required by State and Federal agencies, developing and implementing a short and long term funding plan for Other Post Employment Benefit (OPEB) related liabilities, and successfully implementing corrective action plans addressing the growing number of audit findings identified by external auditors. Since November 18, 2009, Peralta has successfully addressed all identified audit findings.

- In September 2010, 2011, and 2012 the Board of Trustees adopted a balanced budget within the required State timeframe and District budget calendar.
- The District closed its fiscal year end June 30, 2010 financial records accurately and in a timely manner and that allowed the audit to be completed prior to December 31, 2010 as required by the State.
- In the spring of 2011, the District constructed and began to implement in the fall of 2011 the short term funding mechanism for its OPEB related liabilities.
- In the fall of 2012, the District completed its long term funding plan that will fully fund and pay for its OPEB related liabilities. Implementation of the plan is underway and expected to be completely implemented by fall of 2015.
- In its fiscal year 2009 audit report, the District had 53 audit findings. In its fiscal year 2012 unqualified audit report, released on December 5, 2012, the District has 8 audit findings. None of these 8 compliance related audit findings are material weaknesses, nor do they identify any questioned costs, and all audit findings have been addressed prior to March 15, 2013.

Within the correspondence from the Department of Education (DOE) regarding Audit Control Number 09-2009-10795, the DOE memorialized previous communications between the DOE and the District's Vice Chancellor for Finance and Administration regarding audit finding 2009-31. Audit finding 2009-31 noted that the District had not closed its financial ledgers in a timely manner and that the audit had not been completed within nine months of the end of the fiscal year. Further, the auditor recommended that the District implement a reporting calendar that provides for timely closing of the District financial ledgers and completion of the audit and related required filings. This communication concludes with the DOE accepting the District's response, which indicated that corrective actions were being taken to ensure compliance and would prevent the recurrence of this particular audit finding.

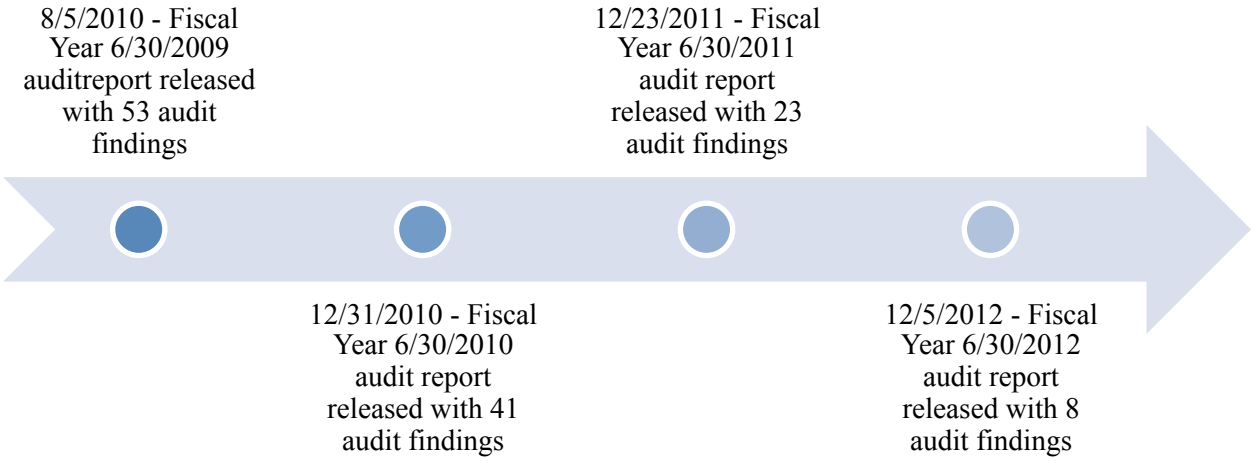
Through the implementation of these corrective actions, the auditors noted within the District's 2010 annual audit report that this finding had been corrected and all corrective actions implemented (see page 24 and 25 of the Single Audit Report 2010 as provided in the Evidence documents). Further, the District has successfully closed its books and issued its 2011 and 2012 annual financial reports within the State and Federal required timelines. The District has resolved the DOE's Audit Control Finding (09-2009-10795).

The District continues to make significant progress towards resolving all outstanding audit findings noted within the annual audited financial reports for the last four fiscal years (2009, 2010, 2011, and 2012). Audit findings typically represent items the external auditors have determined, through the course of conducting their audit, involve deficiencies in internal controls that could result in material misstatements in the District's financial statements. The major types of audit findings are: 1) financial accounting and reporting related, 2) non-compliance with Federal Single Audit requirements, and 3) non-compliance with State program laws and regulations.
Further, audit findings are then classified in terms of severity either as Material Weaknesses (most severe) or Significant Deficiencies (least severe).

The table below provides an overview of the number and types of findings reported within the last four annual financial reports.

Types and Classification of Findings - 4 Year History				
Type of Audit Findings	**2011-12**	**2010-11**	**2009-10**	**2008-09**
Financial Accounting and Reporting Audit Findings	0	12	25	30
Single Audit Findings	4	7	9	13
State Compliance Audit Findings	4	4	7	10
Total Audit Findings	8	23	41	53
Classification of Audit Findings				
Material Weaknesses	0	5	17	19
Significant Deficiencies	8	18	24	34
Total Audit Findings	8	23	41	53

Given that the fiscal year 2008-09 audit report was released on August 5, 2010, the District had expeditiously taken corrective actions to fully address 49 of the 53 audit findings contained in the 2009 audit report within a period of 28 months.



In a concerted and focused effort towards addressing Recommendation 2 and Eligibility Requirement #18, the District has reduced the overall number of audit findings from 53 to 8 and completely eliminated all previous audit findings classified as material weaknesses (this was strategic, as they are more severe by nature and often require more resources and time to

implement corrective action). Further, of the existing 8 audit findings, none indicated that the District misappropriated or misspent any funds on activities outside of the funding terms and conditions associated with the funding source, and there are no questioned costs that would require the District to return any funds.

Further, evidence supporting the District's concerted effort to resolve audit findings as they are identified can be seen through the analysis of the District's Measure A General Obligation Bond Funds (Proposition 39 bond) financial and performance audits for fiscal years 2010 through 2012. Contained within the June 30, 2010 audit report were 5 audit findings specific to the Measure A Bond Fund. The subsequent year's audit report, June 30, 2011, contained 2 audit findings. Lastly, the June 30, 2012 audit report contained no audit findings.

The District continues to track and monitor the status and progress made on each of the 8 existing audit findings through the use of a Corrective Action Matrix (CAM). The CAM is a living document; it is constantly changing to reflect the status and continual progress made toward resolving the various findings. The CAM is also used as a tool to assign accountability and responsibility (Responsibility/Point) to managers for implementing corrective action specific to each audit finding within a defined time frame (Due Date). The CAM dated January 3, 2013, is provided below.

2011-12 Audit Findings					
Audit Finding Number	**Corrective Action**	**Responsibility/Point**	**Due Date**	**Status**	**Systematic/Source Integration**
2012-1 TIME AND EFFORT REPORTING Prior year audit finding 2011-14	Develop procedures and controls over compliance, specifying how and when time certification processes are to be completed.	Responsible: Vice Chancellor for Finance and Administration Point: Associate Vice Chancellor for Finance	February 28, 2013	The District has developed the necessary procedures. The cause for the reoccurrence of this audit finding is due to time and effort certifications not being completed and submitted in a timely manner to the Finance Department. As a result, timelines have been added to existing procedures.	Currently performed manually with future plans to automate through the implementation of a time and effort module. The implementation will begin after the PeopleSoft Upgrade project has concluded (projected for spring 2013).

2011-12 Audit Findings					
2012-2 PROCUREMENT, SUSPENSION, AND DEBARMENT Prior year audit finding 2011-15	Verify entities contracted with for services are not suspended or debarred.	Responsible: Vice Chancellor for Finance and Administration Point: Director of Purchasing	January 31, 2013	The District has implemented a procedure in which verification of the entities contracted with for services are not suspended, debarred, or otherwise excluded from providing services.	Completed - Procedure created and implemented. Training is ongoing.
2012-3 FINANCIAL REPORTING	Develop and implement procedures to ensure all financial reports are reviewed at the District prior to submission to the granting agencies.	Responsible: Vice Chancellor for Finance and Administration Point: Associate Vice Chancellor for Finance	January 31, 2013	Completed.	Procedures and calendars have been developed and input sought by constituents, training has been held to educate users on the appropriate procedures.
2012-4 EQUIPMENT MANAGEMENT Prior year audit finding 2011-17	With the newly developed procedures in place and bi-annual inventory taken, procedures have been implemented that distinctively tag equipment purchased with federal grant funds. Completed.	Responsible: Vice Chancellor for Finance and Administration Point: Director of Purchasing	February 28, 2013	Procedures have been developed and implemented.	Operational procedures have been developed have been implemented.

2011-12 Audit Findings					
2012-5 STUDENTS ACTIVELY ENROLLED Prior year audit finding 2011-20	Procedures written to allow the Admissions and Records Office to identify the rosters that were not properly turned in by instructors. The Admissions and Records Office will follow up with instructors on requirements to identify students who are not enrolled.	Responsible: Chancellor Point: Vice Chancellor of Educational Services, Vice Chancellor of Student Services and Vice Chancellor for Finance and Administration	March 15, 2013	Procedures have been developed and implemented that allow Admission and Records Office to identify the rosters that have been turned in by the instructors to determine completeness and accuracy.	Training by Staff Development Coordinator of Faculty on the correct use of rosters and grade reports. Regular follow up with instructional staff and administration on the campus. Regular reports distributed to Presidents.
2012-6 CONCURRENT ENROLLMENT	Update Admissions and Records system and processes so that all special admit/concurrent enrollment forms are properly retained and filed for inspection and review.	Responsible: Chancellor Point: Vice Chancellor of Student Services	March 15, 2013	Departmental procedures and processes have been developed and will be implemented to ensure all supporting documents are retained and on filed.	Procedures developed and implemented.

2011-12 Audit Findings					
2012-7 RESIDENCY DETERMINATION FOR CREDIT COURSES	The District should implement a procedure within Admissions and Records that effectively monitors the information provided by students through the CCCApply program to ensure that all students' residency determination are properly reported.	Responsible: Chancellor Point: Vice Chancellor of Student Services	March 15, 2013	The District has implemented procedures within Admissions and Records that effectively monitor the information provided by CCCApply to ensure that all students' residency status are properly reported and documented.	Procedures developed and implemented.
2012-8 CALWORKS – REPORTING	Existing procedures are currently being reevaluated for internal control purposes.	Responsible: Chancellor Point: Vice Chancellor for Finance and Administration	February 28, 2013	Procedures have been assessed for points of failure and new controls have been implemented that will ensure all reports are reconciled to the general ledger prior to submission to the State.	Procedures have been evaluated and assessed. Changes have been incorporated to prevent the reoccurrence of this audit finding.

The District is confident that with time and devoted resources it will continue to fully implement solutions to correct all future audit findings that may arise, in a manner similar to the progress that has been made within the last 28 months. Further and perhaps most importantly, the District strongly believes that it has demonstrated that the institutional culture is now one of recognizing the value of audit findings as a form of annual assessment and continuous improvement.

Evidence

1. Annual Financial Audit Report 2009
2. Annual Financial Audit Report 2010
3. Single Audit Report 2010
4. Annual Financial Audit Report 2011
5. Annual Financial Audit Report 2012
6. 2011 Audit Schedule Planning document
7. Board 11-10-11 Special Workshop Agenda
8. Board Retreat Audit Training PPT 11-10-11
9. Asset Management Module Implementation 7-19-11
10. Asset Management Implementation 9-27-11
11. 311-A, 9-27-11
12. 311-A, 10-09-12
13. Department of Education and Report – May 20, 2011
14. VTD Audit Completion/ Confirmation Letter 12-27-11
15. Measure A General Obligation Bonds 2010 Audit Report
16. Measure A General Obligation Bonds 2011 Audit Report
17. Measure A General Obligation Bonds 2012 Audit Report

All the above Evidence documents can be accessed at the following web site:
http://web.peralta.edu/business/march-2013-accreditation-supporting-documents/

Response to Commission Recommendation 3

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 a 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 the Eligibility Requirements, the District must assess its fiscal capacity and stability and implement actions to resolve the deficiencies.
The District has secured modifications to the collective bargaining contracts resulting in a soft cap on retiree benefits. The District must demonstrate its ability to maintain its fiscal stability over the long term (beyond three years) and assess the impact of the new revenue achieved through the passage of the parcel tax.

Response

The Peralta Community College District has ensured fiscal accountability, stability, and solvency within the last three fiscal years (2010-11, 2011-12, and 2012-13). During this period the District has:

- Negotiated with all three collective bargaining groups a variable rate cost cap on District paid medical and health care benefits;
- Implemented a monthly financial closing process through which detailed monthly financial reports are disseminated and provide the District with the capability to continuously monitor and assess its fiscal capacity;
- Implemented new Board Policies and Administrative Procedures that establish minimum standards and accountability for budget preparation and funding;
- Implemented a revised District's Budget Allocation Model (BAM) that is in the process of being implemented for fiscal year 2012-2013; and
- Included Measure B – Parcel Tax revenue within the District's annual planning and budgeting development cycle.

The results of these efforts and accomplishments can most notably be seen by reviewing a financial history of the Unrestricted General Fund. A five (5) year financial history of the Unrestricted General Fund is presented below.

Peralta Community College District 5 Year History - Unrestricted General Fund	2008 Actuals	2009 Budget	2009 Actuals	2010 Budget	2010 Actuals	2011 Budget	2011 Actuals	2012 Budget	2012 Actuals	2013 Budget
Revenue										
Federal Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ 602	$ -	$ -	$ -
State Revenue	$ 72,329,303	$ 76,225,547	$ 75,427,527	$ 70,713,457	$ 68,917,049	$ 71,937,477	$ 70,005,389	$ 68,787,411	$ 68,787,411	$ 60,259,454
Local Revenue	$ 35,855,988	$ 36,239,542	$ 39,522,106	$ 36,324,870	$ 41,186,950	$ 40,434,922	$ 42,419,357	$ 35,981,818	$ 35,981,818	$ 40,590,674
Trans Res Revenue	$ 5,533,368	$ 5,533,400	$ 5,669,473	$ 5,600,000	$ 5,800,000	$ 10,025,119	$ 10,153,021	$ 10,000,000	$ 8,093,251	$ 11,398,445
Total Revenues	$ 113,718,659	$ 117,998,489	$ 120,619,106	$ 112,638,327	$ 115,903,999	$ 122,397,518	$ 122,578,369	$ 114,769,229	$ 112,862,480	$ 112,248,573
Expenses										
Full Time Academic	$ 19,159,786	$ 23,726,158	$ 19,441,988	$ 19,592,728	$ 18,418,115	$ 17,162,222	$ 18,092,673	$ 17,361,315	$ 17,054,078	$ 18,337,084
Academic Admin	$ 4,295,869	$ 4,692,605	$ 4,569,042	$ 4,752,327	$ 5,099,179	$ 4,184,893	$ 3,977,847	$ 3,308,304	$ 3,349,414	$ 3,246,146
Other Faculty	$ 4,746,628	$ 5,990,861	$ 5,574,369	$ 5,381,757	$ 5,693,725	$ 4,986,186	$ 5,365,713	$ 5,090,598	$ 4,884,485	$ 5,530,538
Part Time Academic	$ 18,620,702	$ 12,764,094	$ 20,040,453	$ 16,103,883	$ 16,873,103	$ 16,760,936	$ 16,059,694	$ 12,860,104	$ 14,891,651	$ 7,303,337
Classified Salary	$ 22,217,910	$ 23,698,045	$ 23,597,480	$ 22,503,886	$ 21,910,775	$ 20,849,293	$ 21,527,145	$ 20,230,169	$ 19,535,310	$ 20,726,247
Fringe Benefits	$ 25,471,935	$ 28,229,465	$ 26,886,126	$ 24,459,187	$ 30,732,936	$ 35,685,747	$ 34,971,405	$ 34,131,564	$ 33,656,397	$ 37,573,118
Books, Supplies, Service	$ 15,763,462	$ 16,604,476	$ 18,115,066	$ 18,043,609	$ 15,305,158	$ 17,026,357	$ 14,863,344	$ 14,676,590	$ 13,389,390	$ 13,646,073
Equipment Cap Outlay	$ 196,542	$ 172,728	$ 143,374	$ 151,803	$ (1,026,809)	$ 247,053	$ 175,589	$ 182,057	$ 159,534	$ 151,157
Transfers Out	$ 4,617,216	$ 4,233,095	$ 4,816,966	$ 3,676,696	$ 4,862,006	$ 5,494,831	$ 4,670,296	$ 5,622,219	$ 5,622,219	$ 4,719,658
Leave Banking	$ -	$ 5,309,944	$ -	$ 137,173	$ 6,713	$ -	$ -	$ 965,166	$ -	$ 1,015,215
Total Expenses	$ 115,090,050	$ 125,421,471	$ 123,184,864	$ 114,803,049	$ 117,874,901	$ 122,397,518	$ 119,703,706	$ 114,428,086	$ 112,542,478	$ 112,248,573
Revenues Over(Under) Expenditures	$ (1,371,391)		$ (2,565,758)		$ (1,970,902)		$ 2,874,663		$ 320,002	

Prior to fiscal year 2010-2011, the District had a recent history of deficit spending that had caused the Unrestricted Fund Balance to drop by $6.6 million, from $15.5 million in fiscal year 2007-08 to $8.9 million in fiscal year 2009-2010. This deficit spending was caused, in part, by significant workload reductions imposed by the State, as well as the escalation in medical benefit costs for active and retired employees. Through the accomplishments noted above, the District is better positioned and more adept at responding to these and other (un)certainties that will ensure that the fiscal stability of the Colleges and District are not placed at risk.

Collective Bargaining Changes to Medical and Dental Benefits

The Peralta Community College District negotiates with three recognized employee bargaining units. Those bargaining units are Service Employees International Union (SEIU) Local 1021, International Union of Operating Engineers (IUOE) Local 39, and California Federation of Teachers Local 1603 (Peralta Federation of Teachers). Prior to July 1, 2012, active employees and eligible dependents were able to participate and obtain medical and dental coverage in the District's sponsored plans without any employee contributions. Employees hired on or before June 30, 2004 are eligible to receive District paid benefits for the duration of the employee's life. Employees hired after June 30, 2004 who retire from the District are eligible to receive District paid benefits until the age of 65, at which time the employee would then have coverage under Medi-Cal/Medicare as the primary source of medical coverage with the District's coverage becoming secondary.

Effective July 1, 2012, the District and the three bargaining units successfully negotiated numerous changes including plan design changes, employee contributions and the incorporation of a variable rate cap limiting the amount the District pays for medical and dental benefits.

The plan design changes for medical plans introduces a midlevel self-funded medical plan which provides the same level of benefits as the District's traditional self-funded plan, but exclusively utilizes the network provided by Anthem Blue Cross. The District continues to offer its

traditional self-funded PPO plan which allows employees to see practitioners outside of the Anthem Blue Cross network, but employees now have to pay the premium difference between this mid-level plan and the traditional PPO plan. In addition to this plan design change, employees who choose the mid-level self-funded medical plan are now required to pay monthly: $15 for employee only coverage; $30 for employee + dependent coverage; and $45 for employee + family coverage. Employees who choose the traditional self-funded PPO plan are required to pay monthly the difference between the monthly premium cost to the District for the mid-level plan and the monthly premium cost to the District for the traditional PPO cost. The District continues to offer the Kaiser plan free to employees. Copies of the agreements with the respective unions are provided as Evidence documents. Additionally, the two tables below provide cost data based upon these plan design changes.

2012-13	MONTHLY			ANNUAL				PFT AND ADM AND L1021
	Kaiser	PPO Lite	PPO Traditional	Kaiser	PPO Lite	PPO Traditional		
Single	622.64	666.55	729.10	7,471.68	7,998.60	8,749.20		Assumption for this spreadsheet
EE +1	1,245.27	1,489.24	1,628.99	14,943.24	17,870.88	19,547.88		PFT & ADM Schedule with $26,848 cap
EE + 2 or more	1,762.06	2,237.32	2,447.27	21,144.72	26,847.84	29,367.24		
EMPLOYER OBLIGATION								
	Kaiser	PPO Lite	PPO Traditional	Kaiser	PPO Lite	PPO Traditional		PPO lite = Rate - $15 for single
Single	622.64	651.55	666.55	7,471.68	7,818.60	7,998.60		PPO lite = Rate - $30 for +1
EE +1	1,245.27	1,459.24	1,489.24	14,943.24	17,510.88	17,870.88		PPO lite = Rate - $45 for +2
EE + 2 or more	1,762.06	2,192.32	2,237.32	21,144.72	26,307.84	26,847.84		PPO Traditional = Rate - Traditional Rate

2012-13	MONTHLY			ANNUAL				L39
	Kaiser	PPO Lite	PPO Traditional	Kaiser	PPO Lite	PPO Traditional		
Single	609.25	648.22	710.40	7,311.00	7,778.64	8,524.80		Assumption for this spreadsheet
EE +1	1,218.50	1,448.29	1,587.22	14,622.00	17,379.48	19,046.64		L39 and L1021 Schedule with $26,600 CAP
EE + 2 or more	1,724.18	2,175.80	2,384.52	20,690.16	26,109.60	28,614.24		savings from $26,848 cap to be used to offset
								CAP/ee share of dental costs ($248)
EMPLOYER OBLIGATION								
	Kaiser	PPO Lite	PPO Traditional	Kaiser	PPO Lite	PPO Traditional		PPO lite = Rate - $15 for single
Single	609.25	633.22	666.21	7,311.00	7,598.64	7,994.52		PPO lite = Rate - $30 for +1
EE +1	1,218.50	1,418.29	1,475.54	14,622.00	17,019.48	17,706.48		PPO lite = Rate - $45 for +2
EE + 2 or more	1,724.18	2,130.80	2,216.73	20,690.16	25,569.60	26,600.76		PPO Trad Single= Rate - EE contribution $44.19
								PPO Trad EE +1 = Rate - EE contribution $111.68
								PPO Traditional = Rate - EE contribution $167.79

The District and all three collective bargaining units also agreed upon the maximum contribution the District will pay for dental benefits. The District currently provides two dental plans, one with Delta Dental and the other with United Healthcare Dental. For all employees, the maximum District paid benefit is limited to the United Healthcare Dental family rate. For fiscal year 2012-2013 the rates are:

Dental Coverage for Managers & Confidentials (Except Confidentials who elected furlough)			**Dental Coverage for Regular Represented Employees in Local 39, 1021, and PFT**	
Single Party Coverage	Delta Dental	United Health Care Dental	Delta Dental	United Health Care Dental
Employee Pays	**47.34**	**0.00**	**0.00**	**0.00**
Peralta Pays	26.95	26.95	74.29	26.95
Total Cost	74.29	26.95	74.29	26.95
Two- Party Coverage	Delta Dental	United Health Care Dental	Delta Dental	United Health Care Dental
Employee Pays	**83.19**	**0.00**	**0.00**	**0.00**
Peralta Pays	43.11	43.11	126.30	43.11
Total Cost	126.30	43.11	126.30	43.11
Family Coverage	Delta Dental	United Health Care Dental	Delta Dental	United Health Care Dental
Employee Pays	**127.48**	**0.00**	**0.00**	**0.00**
Peralta Pays	65.69	65.69	193.17	65.69
Total Cost	193.17	65.69	193.17	65.69

With the incorporation of these plan design changes, employee contributions, and the District paid maximum cap, the ongoing annual projected savings to the District is approximately $500,000. In addition to this annual savings, the District also will realize long-term savings (or reduction in the long-term liability) as reflected in the reduction of the actuarial determined Other Post Employment Benefit (OPEB) liability. Prior to these changes, the District's actuarial determined OPEB liability was approximately $221 million. The District has commissioned a new actuarial study to be performed. The final report is expected to be received in February 2013.

Implementation of Monthly Financial Closing and Financial Reporting

Prior to fiscal year 2010-2011, the District did not have consistent and reliable financial reporting mechanisms upon which the administration could comfortably rely upon for budget monitoring and decision making. Beginning in the fall of 2010, the District began building and implementing these mechanisms and structures. It is now within the District Finance Department's operational procedures where no later than the 15th of the subsequent month the previous month is closed (soft close) and financial reports (budget variance reports and payroll reports) are disseminated to College and District administration for analysis, review, and decision making. Included in this response, as evidence, are the monthly financial reports that have been disseminated for the last two years.

Policies and Procedures for Budget Preparation and Funding

As part of its effort to ensure fiscal stability and accountability, the District has undertaken an extensive effort to revise applicable policies, administrative procedures and processes that define the manner and timelines in which the annual budget is developed, vetted, and adopted by the Board of Trustees. It is through this annual budget development process that the District annually assesses its fiscal capacity and based upon this assessment core budget development principles and assumptions are formed that create the foundation for the annual budget.

This effort to revise the budget development process initially began in June of 2011 when the Board of Trustees approved revised Board Policy 6.02 – Budget Preparation and Administration. As part of the effort to conform to the Community College League of California's (CCLC) format and numbering, Board Policy 6.02 has now become Board Policy 6200 – Budget Preparation and Administrative Procedure 6200 – Budget Management. The substance has remained the same. (See BP 6200 and AP 6200 in the Evidence documents.)

At the core of BP and AP 6200 is a budget calendar and directives that include assumptions and principles, which are annually approved by the Board of Trustees. These directives affirm the mission of the institution and commitment to follow Peralta's revised Budget Allocation Model (BAM). (See Budget Development Calendar 2012-2013, Budget Assumptions and Principles 2012-13, and Budget Allocation Model (BAM) in the Evidence documents). For the 2012-2013 budget development cycle, the revised and implemented Board Policy, Administrative Procedure, and BAM were utilized for all funds including the Measure B – Parcel Tax Fund. (See Peralta Community College District 2012-2013 Final Budget in the Evidence documents).

Measure B – Peralta Community College District 2012 Parcel Tax

Measure B was a special parcel tax measure approved by the voters on June 5, 2012. The approval provided the District with an annual parcel tax on all parcels located within the District's boundaries in the amount of $48 per parcel per year for the duration of eight (8) years. The funding is used for maintaining core academic programs, such as Mathematics, Sciences, and English; training students for careers; and preparing students to transfer to four-year universities. A copy of the official ballot language is provided as an Evidence document.

Based upon the number of parcels located within the District's boundaries and the annual parcel tax of $48 per parcel, the projected annual revenue associated with the parcel tax is approximately $7.5 million or $60 million over the life of the tax. The parcel tax assessments began with the 2012-2013 property tax rolls. The District began receiving these funds with the first property tax installment payment on December 15, 2012. The District has budgeted for this new revenue within the 2012-2013 Final Budget, which was adopted by the Board of Trustees on September 11, 2012.

The funding from the parcel tax, per the ballot language, is restricted to maintaining core academic programs, training students for careers, and preparing students to transfer to four-year

universities. The commitment to the voters is to maintain the level of services provided and funded for by the State during the previous fiscal year, 2011-2012. During fiscal year 2011-2012, the State funded the District for approximately 17,800 credit FTES. With the passage of Measure B and Proposition 30, the District has increased its FTES target to 18,500 FTES, 700 FTES more than what was funded during the previous fiscal year.

Proposition 30

Included in State's final budget was the assumption that tax initiatives on the November 6, 2012 ballot would be passed by the voters. The passage of these tax initiatives would bring in an estimated $6 billion in new revenues state-wide and avoid further cuts to education. These tax initiatives took the form of Proposition 30, which was passed by the voters with a 54.7% approval rating. With the passage of Proposition 30, $210 million will be restored to community colleges with $5.5 million to Peralta. While this revenue provides only a partial restoration of the approximately $20 million the District has had to cut from its operating budget within the last three years, it does provide relief that will enable the District to focus these funds through the planning and budgeting process towards mission critical programs and services focused at serving more of our community.

With the passage of Proposition 30 Peralta will be funded for serving 17,992 full-time equivalent students (FTES) for fiscal year 2012-2013 with the opportunity to serve an additional 175 when additional restoration dollars become available at the State level. More immediately, to serve these additional students the District has begun to add up to 200 strategically selected class sections to our existing spring 2013 schedule of classes. The District is also looking to further promote the spring 2013 schedule to attract additional students.

Conclusion

Through the actions and achievements articulated above, the District has achieved full compliance with Standard III.D and Eligibility Requirement #17. Specific to the concerns identified in this Commission recommendation, the District has achieved long-term fiscal stability both with respect to the Unrestricted General Fund, as well as the Other Post-Employment Benefits (OPEB) Program by successfully negotiating District paid maximum contributions towards medical plans provided to employees and retirees; implementation of a new budgeting model that clearly established timelines, standards, and accountability for budget preparation and ongoing monitoring; implementation of a revised District Budget Allocation Model that focuses on matching available resources with expenditure budgets; and lastly, with the passage of Measure B – Parcel Tax and Proposition 30, the District has begun the process of rebuilding and restoring reductions made in previous years using the newly implemented Budget Allocation Model.

Evidence

1. Tentative Agreement Between PCCD and SEIU 1021 for July 1, 2012 – June 30, 2015
2. Tentative Agreement Between PCCD and IUOE Local 39 for July 1, 2012 – June 30, 2015
3. Tentative Agreement Between PCCD and PFT 1603 for July 1, 2012 – June 30, 2015
4. Measure B Parcel Tax Ballot Language
5. Peralta Community College 2012-2013 Final Budget (9/11/12)
6. Board Policy 6200, Budget Preparation
7. Administrative Procedure 6200, Budget Management
8. Peralta Community College District Budget Allocation Model
9. Peralta Community College District Budget Development Calendar, 2012-2013
10. Peralta Community College District Budget Assumptions and Principles, 2012-2013
11. Peralta Community College District Budget Development Calendar 2013-14 (Board approved on January 22, 2013)

All the above Evidence documents can be accessed at the following web site:
http://web.peralta.edu/business/march-2013-accreditation-supporting-documents/

Response to Commission Recommendation 4

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.
The District has revised a significant number of its Board Policies. This project needs to be completed so that all policies are reviewed and revised as necessary by March 15, 2013.

Response

The District, consistent with Eligibility Requirement #3 and Standard IV.B, has reviewed and revised all Governing Board policies and district administrative procedures. The District, under the leadership of the Governing Board and the Chancellor, adopted a comprehensive approach to policy and procedure review through the utilization of the Community College League of California (CCLC) framework for policies and procedures. This approach involved renumbering and transitioning the existing District Board Policy Manual to the CCLC framework, eliminating any unnecessary policies and procedures, as well as adopting some new policies and procedures.

In aligning Board policies and District administrative procedures with the CCLC framework, all policies and procedures are grouped into seven (7) chapters:

Chapter 1: The District
Chapter 2: The Board of Trustees
Chapter 3: General Institution
Chapter 4: Academic Affairs
Chapter 5: Student Services
Chapter 6: Business and Fiscal Affairs
Chapter 7: Human Resources

The review process ensured that all constituencies would be knowledgeable and up-to-date on the recommended revisions and could recommend appropriate changes. Further, this process has allowed for the constituents groups to recommend appropriate revisions through a collegial and collaborative effort. In this process all policies and procedures are first reviewed by the Chancellor's Cabinet, then referred to the Planning and Budgeting Council (the highest level district planning body which is comprised of members from all district constituent groups), and then forwarded to the Chancellor. In some instances, specific constituency groups also review specific policies and procedures, such as the District Academic Senate reviewed all Chapter 4 policies and procedures since they address "academic and professional matters." Board Policies are then presented to the Board for a first reading at one meeting, which allows for Board input, and then adoption at a follow-up meeting. District Administrative Procedures are the purview of

the Chancellor who approves (and can modify) the procedures that have gone through the review process.

A significant number of Board policies and District administrative procedures had been adopted and were in place when the ACCJC Evaluation Team visited in April 2012. The Evaluation Team's assessment provided in their "Follow-Up Report" (April 16 & 17, 2012) stated:
"The team finds that the District has met all of the essential policies required to meet the recommendation and is making sufficient progress reviewing, evaluating, approving, and implementing the remaining Board policies and administrative procedures within the Community College League of California (CCLC) framework to meet the identified timeline for completion of October 2012."

The District continued the review and revision process as outlined and at this time all policies and procedures have been reviewed and the list of adopted policies and procedures is as follows:

Board Policies

1000 The District
1100 The Peralta Community College District (new)
1200 Mission (replaces BP 1.24)

2000 Board of Trustees
2010 Board Membership (replaces a portion of BP 1.01)
2015 Student Members (replaces BP 1.02)
2100 Board Elections (replaces a portion of BP 1.01)
2110 Vacancies on the Board (replaces a portion of BP 1.01)
2200 Board Duties and Responsibilities (replaces BP 1.05)
2210 Officers (replaces BP 1.04)
2220 Committee of the Whole (replaces BP 1.21)
2305 Annual Organizational Meeting (new)
2310 Regular Meetings of the Board (replaces a portion of BP 1.10)
2315 Closed Sessions (replaces a portion of BP 1.10)
2320 Special and Emergency Meetings (replaces a portion of BP 1.10)
2330 Quorum and Voting (replaces a portion of BP 1.10)
2340 Agendas (replaces a portion of BP 1.10)
2345 Public Participation at Board Meetings (replaces BPs 1.10 and 1.11)
2350 Speakers and Decorum (replaces BP 1.10)
2360 Minutes and Recording (replaces BP 1.10)
2410 Board Policy and Administrative Procedure (replaces BP 1.25)
2430 Delegation of Authority to the Chancellor (replaces BPs 1.10 and 1.11)
2431 Chancellor Selection (revised - replaces BP 1.20)
2432 Chancellor Succession (new)
2435 Evaluation of the Chancellor (new)
2510 Participation in Local Decision Making (replaces BP 2.23 and 2.25)
2710 Conflict of Interest (replaces BP 6.68)
2715 Code of Ethics and Standards of Practice (replaces BP 1.06)

2740 Board Education (replaces BP 1.22)
2745 Board Evaluation (replaces BP 1.23)

3000 General Institution

3100 Organizational Structure (replaces BP 2.20)
3200 Accreditation (replaces BP 1.28)
3250 Institutional Planning (replaces BP 1.26)
3280 Grants (replaces 5.02)
3300 Public Records (new)
3310 Records Retention and Destruction (replaces BP 6.32)
3410 Nondiscrimination (new)
3420 Equal Employment Opportunity (replaces BP 3.03, 3.11)
3430 Prohibition of Harassment (replaces BP 3.04)
3440 Service Animals (new)
3500 Campus Security (replaces BP 2.45)
3501 Campus Security and Access (replaces (BP 2.45)
3505 Emergency Response Plan (replaces BP 2.45)
3510 Workplace Violence (new)
3515 Reporting of Crimes (replaces BP 2.45)
3530 Weapons on Campus (replaces BP 2.45)
3540 Sexual and Other Assaults on Campus (replaces BP 2.45, 6.66)
3550 Drug Free Environment and Drug Prevention Program (replaces BP 2.31, 2.32)
3600 Auxiliary Organizations (replaces BP 6.05)
3715 Intellectual Property (new)
3720 Information Technology (replaces BP 4.60, 4.65, and 6.93)
3810 Liability Claims against the District (replaces BP 2.35 and 6.38)
3820 Gifts (replaces BP 6.35 and 6.37)
3900 Speech: Time, Place and Manner (replaces BP 2.03)

4000 Academic Affairs

4010 Academic Calendar (new)
4020 Program, Curriculum and Course Development (replaces BP 5.11)
4025 Philosophy and Criteria for Associate Degree and General Education (replaces portions of BP 5.20)
4030 Academic Freedom (replaces BP 5.10, 5.15, 5.45)
4040 Library Services (replaces BP 5.30)
4050 Articulation (replaces BP 5.12)
4070 Auditing and Auditing Fees (new)
4100 Graduation Requirements for Degrees and Certificates (replaces BP 5.22)
4106 Nursing Program (new)
4110 Honorary Degrees (new)
4210 Student Learning Outcomes (new)
4220 Standards of Scholarship (replaces BP 4.32, 5.22, 5.23)
4225 Course Repetition (replaces BP 5.22)
4226 Multiple and Overlapping Requirements (new)
4230 Grading and Academic Record Symbols (replaces BP 5.22)

4231 Grade Changes (replaces BP 4.43A)
4235 Credit by Examination (replaces BP 5.22)
4240 Academic Renewal (replaces BP 5.22)
4250 Probation Disqualification and Readmission (replaces BP 5.22)
4260 Prerequisites and Co-requisites (replaces BP 9.01-02, 10.01-02)
4300 Field Trips and Excursions (replaces BP 5.35)
4400 Community Service Programs (replaces BP 6.65)

5000 Student Services

5010 Admissions and Enrollment (replaces BP 4.05, 4.10, 4.12, 4.14)
5015 Residence Determination (new)
5020 Nonresident Tuition (replaces BP 4.80)
5030 Student Fees (replaces BP 6.41, 6.43, 6.45, 6.46, 6.47, 6.55)
5035 Withholding of Student Records (replaces BP 4.42)
5040 Student Records and Directory (replaces BP 4.25, 4.26)
5050 Matriculation (replaces 7.01, 7.02, 7.11, 7.12, 7.21, 7.31, 7.41, 7.51, 7.61, 7.71, 7.82, 7.83, 7.92)
5052 Open Enrollment (replaces BP 5.19)
5055 Enrollment Priorities (new)
5110 Counseling (replaces BP 4.30, 4.31, 7.41)
5120 Transfer Center (new)
5130 Financial Aid (replaces BP 4.35)
5140 Disabled Student Programs and Services (replaces 5.24)
5150 Extended Opportunity Programs and Services (new)
5200 Student Health Services (replaces BP 4.36)
5300 Student Equity (new)
5400 Associated Students Organization (replaces BP 4.45)
5410 Associated Student Elections (new)
5420 Associated Student Finance (new)
5500 Student Standards of Conduct (replace BP 4.40, 8.01)
5700 Athletics (replaces BP 4.50 and 4.55)

6000 Business and Fiscal Affairs

6100 Delegation of Authority for Business (replaces BP 6.57)
6150 Designation of Authorized Signatures (new)
6200 Budget Preparation (replaces BP 6.02)
6300 Fiscal Management (replaces BP 6.03)
6320 Investments (replaces BP 6.07)
6330 Purchasing (replaces BP 6.30, 6.31, 6.40, 6.61)
6340 Contracts (replaces BP 6.82, 6.84, 6.85, 6.88, 6.90, and 6.91)
6400 Audits (replaces BP 6.10, 6.11, 6.12)
6500 Property Management (new)
6550 Disposal of Property (replaces 6.33)
6600 Capital Construction (replaces BP 6.80, 6.81, 6.83)
6620 Naming of Buildings (replaces BP 6.87)
6700 Civic Center and Other Facilities Use (replaces BP 6.64)

6740 Citizen's Oversight Committee (replaces BP 1.17)
6750 Parking (new)
6800 Safety (replaces BP 6.60)

7000 Human Resources
7100 Commitment to Diversity (new)
7110 Delegation of Authority for Human Resources (new)
7120 Recruitment and Hiring (replaces BP 3.18, 3.26)
7130 Compensation (new)
7140 Collective Bargaining (new)
7210 Academic Employees (replaces BP 3.26)
7230 Classified Employees (replaces BP 3.18, 3.32, 3.34, 3.35)
7240 Confidential Employees (replaces BP 3.15, 3.53, 3.54, 3.56, 3.57, and 3.63)
7250 Academic Administrators (replaces 3.59, 3.60, 3.61, 3.62, 3.63, 3.65, 3.66, 3.68, 3.70, 3.71, 3.72, 3.73, 3.74, 3.76, 3.82, 3.85, 3.86, and 3.90)
7260 Classified Managers (replaces 3.59, 3.60, 3.61, 3.62, 3.63, 3.65, 3.66, 3.70, 3.71, 3.72, 3.73, 3.74, 3.76, 3.82, 3.85, 3.86, and 3.90)
7280 Volunteers (replaces BP 3.02)
7310 Nepotism (replaces 3.05)
7330 Communicable Disease (replaces BP 3.17, 3.19, and 3.63)
7335 Health Examinations (replaces BP 3.63)
7340 Leaves (replaces BP 3.25, 3.68, 3.70, 3.71, 3.72, 3.73, 3.74, 3.76, 3.82, 3.85, and 3.92)
7350 Resignations (replaces BP 1.07, 3.01, 3.90, and 3.91)
7360 Discipline and Dismissal – Academic Employees (replaces BP 1.07, 3.01, 3.90, and 3.91)
7365 Discipline and Dismissal – Classified Employees (replaces BP 1.07, 3.01, 3.90, and 3.91)
7370 Political Activity (replaces BP 3.07 and 3.08)
7380 Ethics, Civility, and Mutual Respect (replaces BP 3.12 and 3.16)
7381 Cash-In-Lieu of a Paid Medical Benefits Option (replaces BP 3.13)
7400 Travel (replaces BP 6.39)
7700 Whistleblower Protection (new)

District Administrative Procedures

1000 The District
(no procedure required)

2000 Board of Trustees
2110 Vacancies on the Board
2220 Board Committee Staff
2310 Board Meeting Schedule
2320 Special and Emergency Meeting Notification
2340 Agenda Development and Posting
2345 Public Participation at Board Meetings

2360 Board Minutes and Records
2410 Policy Development Process
2430 Delegation of Authority to the Chancellor's Staff
2710 Conflict of Interest
2712 Conflict of Interest Code

3000 General Institution

3100 Organizational Structure
3200 Accreditation
3250 Institutional Planning
3280 Grant Applications and Awards
3300 Public Records
3310 Records Retention and Destruction
3410 Nondiscrimination
3411 Disability Non-Discrimination and Reasonable Accommodations
3440 Service Animals
3500 Campus Safety
3505 Emergency Response Plan
3510 Workplace Violence
3515 Reporting of Crimes
3517 Incident Reporting
3530 Weapons on Campus
3540 Sexual and Other Assaults on Campus
3550 Preserving a Drug Free Environment for Employees
3551 Preserving a Drug Free Environment for Students
3570 Smoking
3600 Auxiliary Organizations
3720 Telephone, Computer, and Network Use
3810 Liability Claims against the District
3820 Gifts

4000 Academic Affairs

4010 Academic Calendar
4020 Program, Curriculum and Course Development
4021 Program Discontinuance or Program Consolidation
4022 Course Approval
4025 Philosophy and Criteria for Associate Degrees and General Education
4040 Library Services
4050 Articulation
4070 Auditing and Auditing Fees
4100 Graduation Requirements
4101 Independent Study
4102 Career and Technical Education
4103 Work Experience
4104 Contract Education
4105 Distance Education

4106 Nursing Program
4110 Honorary Degrees
4210 Student Learning Outcomes
4220 Standards of Scholarship
4222 Remedial Coursework
4225 Course Repetition
4226 Multiple and Overlapping Enrollments
4227 Repeatable courses
4228 Course Repetition: Significant Lapse of Time
4229 Course Repetition: Variable Units
4230 Grading and Academic Record Symbols
4231 Grade Changes and Student Grievance Procedure
4232 Pass – No Pass
4235 Credit by Examination
4240 Academic Renewal
4250 Probation
4255 Disqualification and Dismissal
4260 Prerequisites, Co-requisites, and Advisories
4300 Field Trips and Excursions

5000 Student Services
5011 Admission-Concurrent Enrollment of High School and Other Students
5012 International Students
5013 Students in the Military
5015 Residence Determination
5030 Student Fees
5031 Instructional Materials Fee
5035 Withholding of Student Records
5040 Student Records, Directory Information and Privacy
5045 Student Records – Challenging Content and Access Log
5050 Matriculation
5052 Open Enrollment
5055 Enrollment Priorities
5070 Attendance
5075 Course Adds and Drops
5110 Counseling
5120 Transfer Center
5130 Financial Aid
5140 Disabled Student Programs and Services
5150 Extended Opportunity Programs and Services
5200 Student Health Services
5300 Student Equity
5400 Associated Students Organization
5410 Associated Students Elections
5420 Associated Students Finance
5500 Student Standards of Conduct, Discipline Procedures and Due Process

5530 Student Rights and Grievance Procedure
5531 Allied Health – Student Appeal of Dismissal for Clinical Performance
5610 Voter Registration
5700 Athletics

6000 Business and Fiscal Affairs
6100 Delegation of Authority for Business Services
6150 Designation of Authorized Signatures
6200 Budget Management
6300 General Accounting
6320 Investments
6330 Purchasing
6340 Contracts
6400 Audits
6500Property Management
6550 Disposal of Property
6600 Capital Construction
6620 Naming of Buildings
6700 Civic Center and Other Facilities Use
6740 Citizens' Oversight Committee
6801 Transportation Safety
6802 Injury Illness Prevention Hazardous Materials Program

7000 Human Resources
7120 Faculty Diversity Internship Program
7110 Delegation of Authority for Human Resources
7121 Faculty Hiring
7123 Hiring Procedures for Regular Academic and Classified Managers
7125 Hiring Acting and Interim Academic and Non-Academic Administrators
7130 Compensation
7211 Minimum Qualifications and Equivalencies
7231 Classification Plan
7340 Vacation
7341 Personal Illness or Accident Leave
7342 Leave for Illness of Family Member
7343 Bereavement
7344 Leave for Required Court Appearance
7345 Leaves of Absence without Pay
7346 Occupational Disability Leave
7347 Sabbatical Leave
7349 Catastrophic Leave
7380 Ethics, Civility, and Mutual Respect
7400 Travel Authorization
7700 Whistleblower Protection
7820 Volunteers

It should be noted that each year the Community College League for California (CCLC) publishes a Legal Update packet to assist in ensuring that Board policies and District administrative procedures are current. The update packet reflects changes in California Education Code, California Title 5 Regulations, and Federal and State laws. The Peralta Community College District (PCCD) will use these updates as a method of ensuring that PCCD Board policies and District administrative procedures are reviewed in an ongoing manner and kept up-to-date in addition to needs for policy and procedure change that develop within the Peralta Community College District.

The following website provides access to all new and revised Board policies approved by the Governing Board, as well as Chancellor approved District administrative procedures: http://web.peralta.edu/trustees/board-policies/

Response to Commission Recommendation 5

Commission Recommendation 5:

[In its June 2011 action letter, ACCJC stated the following:]

> 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.

[In the July 2, 2012 letter, ACCJC updated the recommendation:]

> In reviewing the reports, the Commission noted that [Berkeley City College has] not fully evaluated the impact of recent District financial decisions on the colleges' ability to sustain educational programs and services. The District and Colleges reports did describe the principles and practices around fiscal decisions at the District and the colleges; yet, it was unclear to the Commission what specific impact the reductions or changes had and what the future impact of those reductions and changes would be at each college. The colleges' responses in the upcoming Follow-Up Reports should include an analysis of staff sufficiency and the quality of educational programs and services before and after budget reductions with sufficient detail and evidence to evaluate the impact of these reductions on the overall educational quality of the colleges. The colleges should describe how they intend to deal with any resulting negative impact.

Response

Introduction

In response to ACCJC Commission Recommendation #5 (July 2, 2012), Berkeley City College (BCC) has reviewed ACCJC Eligibility Requirements #5 and #17, as well as Standard III.D, and has utilized its shared governance committees to determine the real impact of budget variations and state-mandated workload reductions from 2009-2012. BCC has undertaken an analysis of its fiscal and administrative capacity and the impact of budget reductions on the college's ability to continue to provide quality educational and support services. This analysis reveals that Berkeley City College has responded to budget variations through its planning processes, based on data analysis relevant to the college's mission, vision, and values. The data analysis begins with program reviews and annual program updates in instructional areas, student services, and administration, and focuses on student learning outcomes assessment and other data concerning student success; program review action plans from program reviews and annual program updates are directed to the BCC standing committees, where budgeting decisions are made strategically through transparent, well articulated and published, shared governance processes. Through these

planning processes, BCC has not only maintained but improved programs and services over the past three years.

This response provides specific details of the ways in which Berkeley City College has used its planning processes to respond to statewide budgetary constraints in order to ensure institutional effectiveness. It demonstrates that Berkeley City College "has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose," (Eligibility Requirement #5) and that there is 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." (Eligibility Requirement #17). The report describes the history and implementation of the Peralta Community College District Budget Allocation Model (BAM), which is central in ensuring financial stability for Berkeley City College. It also provides evidence that BCC has made decisions concerning the budget that have ensured institutional effectiveness in terms of programs and services. Ultimately, it demonstrates that BCC has "the fiscal capacity to adequately support quality student learning programs and services." (Commission Recommendation #5)

Berkeley City College guarantees the quality of its educational programs and services by utilizing its mission and goals as the foundations for resource planning conducted through transparent and well-articulated processes that rely upon outcomes data and the participation of all constituencies. At the district and college level, the use of financial resources is systematically assessed. The college thus ensures that college resources are sufficient to support institutional effectiveness in times of budget reduction as well as in times of rapid growth.

Mission, Vision, and Values of Berkeley City College

Mission of Berkeley City College

The mission of the College is "to promote student success, to provide our diverse community with educational opportunities, and to transform lives." The objectives of the College are established each fall through work of the College Roundtable and the Leadership Council; these college-specific objectives address each of the Peralta District Goals[1], which are identical to the College Goals listed below:

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

In identifying college-specific objectives relating to each of these goals, BCC notes measurable indicators so that the degree to which the objectives are achieved can be determined and widely discussed[2]. Accomplishments relevant to these objectives are widely communicated, documented, and distributed.

Vision Statement of Berkeley City College

The vision statement of the college is as follows:

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

Values of Berkeley City College

The values of Berkeley City College are as follows:

- A Focus on Academic Excellence and Student Learning
- A Commitment to Multiculturalism and Diversity
- A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society
- A Commitment to a Quality and Collegial Workplace
- The Importance of Innovation and Flexibility

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[1] http://web.peralta.edu/strategicplan/strategic-plan-documents/

[2] http://www.berkeleycitycollege.edu/wp/roundtable/2011-2012-accomplishments/

Administrative Capacity/Staff Sufficiency

Berkeley City College (BCC) can demonstrate that it meets Eligibility Requirement #5, which reads as follows: *The Institution has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.*

Administrative Capacity

Berkeley City College currently has seven administrators: A college president; two vice presidents (instruction and student services); a business and administrative services manager; a dean of instruction; a dean of student support services; and a director of special programs and grants funded by the college's Title III grant. Due to the nature of their experience and preparation, these administrators effectively support the mission and goals of the college.

The College President's extensive experience and preparation support the college mission and goals, especially in the areas of student success, access for underrepresented students, and planning and budgeting. She has over twenty-five years in the field of education – sixteen years of administrative experience and nine years of teaching experience. She served as Vice Chancellor of Educational Services for the Peralta District for two years and Associate Vice Chancellor for two years, during which time she led enrollment management, as well as facilities, educational, and strategic planning at the district level. In addition, she served as Vice President of Instruction at Berkeley City College prior to moving to the district office. She was strongly endorsed in her candidacy for the presidency by the BCC Academic Senate. In addition to providing leadership for the college, she has a strong presence in the Berkeley community and works with the President's Circle to increase the awareness in the community of the vital role the College plays, as well as striving to identify additional funding sources for innovation and scholarships. She received her Master's in Education from Stanford University and her Doctorate in Educational Leadership from San Francisco State University. Her dissertation, *Institutional Effectiveness and the Relationship to African American and Latino Transfer Rates*, highlights her extensive knowledge relating to the integration of planning and budgeting and ways of closing the achievement gap. She has a great deal of experience with enrollment management, grants, and facilities bond implementation, and has expertise in working with faculty to develop innovative programs to increase student success.

The Vice President of Instruction has spent over thirty years addressing the mission of the California community colleges through her work as a faculty member and administrator. She earned an M.A. in English and Philosophy, a certificate in Teaching English as a Second Language, and a doctorate in Education with an emphasis in Community College Leadership from Oregon State University. Her concern about the invisibility of underrepresented native students in the community college system led her to explore this topic in her doctoral dissertation, *Hearing Their Voices: College Experiences of Urban American Indian Women.* After fifteen years in the classroom, she entered administration as a division dean at College of Alameda prior to becoming Vice President of Instruction at Merritt College for twelve years. She has been serving as Vice President of Instruction at Berkeley City College since January 2012.

The Vice President of Student Services has thirty years of experience working in higher education at program, college, district and state levels, and through her extensive experience supports the college's research and planning efforts, particularly in relation to student success measures identified in the college mission and objectives. She has an M.S. in Counseling Psychology and a Ph.D. in Higher Education from Iowa State University. She spent five years as a research assistant prior to being selected as the Director of Institutional Research at a liberal arts college. Following that, she worked for eight years as Assistant Director of Statewide Planning and Policy Research for the state of New Jersey, and seven years as Director of Research and Planning for the Los Angeles Community College District Office. After a term as Dean of Academic Affairs and Enrollment Management at Los Angeles Trade Technical College, she served as Assistant Vice Chancellor of Strategic Enrollment Management at Community College of Baltimore County. For the past six years, she has served in the California community college system, with four years as Vice President of Student Support Services at Berkeley City College.

The College Business and Administrative Services Manager has a Bachelor of Science degree with a major in Business Administration and over two decades of professional experience in financial services. Her experience includes working as a stockbroker for two major brokerage firms as well as serving at the executive level in the banking industry. She has extensive experience in leading and supporting innovative approaches to administrative services. For the last fifteen years, she has worked in both the K-12 and community college system and has a strong understanding of the importance of the close cooperation among administrative services, areas of instruction, and student services. She has overseen the college budget and been responsible for the physical plant, including security systems and parking, for thirteen years.

The Dean of Student Support Services has had a variety of experiences that enable her to support student learning at BCC. She earned a Bachelor's degree in Psychology and a Master's in Counseling, and is completing a Doctorate in Educational Leadership. She provided counseling for many years to students with disabilities, students in vocational rehabilitation, EOPS students, and veterans. For eight years, she was a Retention Coordinator/Counselor at California State University/East Bay, prior to serving as Dean of Student Services at College of Alameda. She has worked with the Alameda County Workforce Investment Board for over ten years, serving as one of five Executive Committee members and Chair of its Youth Policy Council. She currently participates in Leadership East Bay, sponsored by the Berkeley and Emeryville Chambers of Commerce; this organization provides an opportunity for leaders to collaborate on initiatives that impact the communities served by the college.

BCC is fortunate to have a full-time administrative position funded by the college's Title III grant: Director of Special Projects and Grants. This administrator consults with faculty, community partners, representatives of grant consortiums, and grant writers in order to manage and oversee BCC's instructional grants, basic skills funds, and Career Technical Education (CTE) funds.

In July 2010, BCC lost two instructional deans due to budget reductions throughout the Peralta district. Through the college's planning and budgeting committee, the Roundtable, the college approved funds for the augmentation of BCC's strong department chair model to assist in

administering instructional programs during the time in which there were fewer full time instructional administrators.

In Spring 2012, two instructional dean positions were posted, and a Dean of Academic Pathways and Student Success was hired in April 2012. A second dean, Dean of Instruction and Workforce Development, was hired in July 2012. The Dean of Academic Pathways was offered another position, which he took for personal reasons. Currently, the Dean of Instruction and Workforce Development and the Vice President of Instruction work closely on a daily basis with instructional department chairs in order to provide leadership to and oversee BCC's instructional programs. The college is in the process of filling the vacant position.

The Dean of Instruction and Workforce Development has demonstrated her commitment to student access and educational equity through her experience in teaching, program development, and workforce development. She holds a Bachelor's degree in Mass Communications and a Master's degree in Educational Technology and is currently completing a Doctorate in Education. In addition, she holds two TESOL certificates. While at College of Alameda from 2007-2009, she was one of the instructors who piloted the Digital Bridge Academy, a learning community for at-risk students. She joined Laney College in 2009 as the Founding Director of Gateway to College, an alternative high school located on the college campus. As the director and high school principal, she worked with students who had dropped out of high school, motivating them to take advantage of a "real second chance" at Laney, where they had the opportunity to simultaneously earn a high school diploma and an Associate degree. In 2010, she accepted the opportunity to become the Interim Dean of Community Partnerships, Workforce Development, and Grant Initiatives at Laney. In this position, she led the East Bay Career Advancement Academy, a multi-district initiative that involved seven colleges in the Contra Costa and Peralta Community College Districts in transitioning students to careers in various industry-specific fields, using contextualized teaching and learning, and providing dedicated counseling and other student support services to increase student success. She has brought to Berkeley City College her experience in developing innovative programs to increase the number of students who graduate and transfer to four-year universities. She became the Berkeley City College Dean of Workforce Development in July 2012.

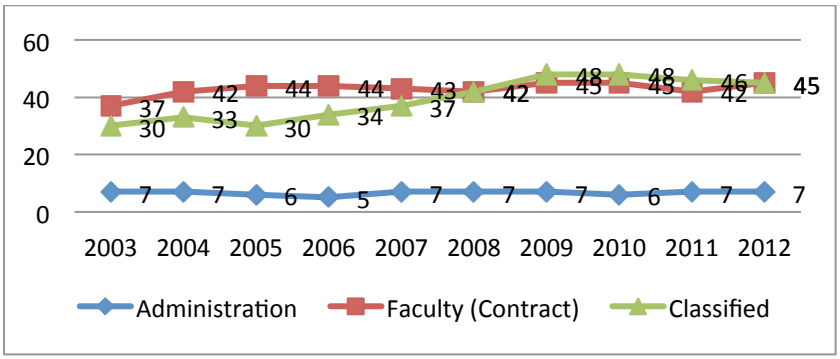
The administrators described in this section have worked well with department chairs and other faculty and staff leaders at the college to ensure a stable college leadership structure. Through the college's planning structure (see chart 5), they have established clear financial planning principles aligned with the college mission and objectives, and consider these as guiding principles when making short-term and long-term decisions in keeping with the college's shared governance model.

Staff Sufficiency

In terms of both quantity and quality, Berkeley City College (BCC) has sufficient staff to support its mission and purpose. Following established PCCD Board Policies and District Administrative Procedures, BCC employs qualified personnel to support student learning programs and services. Personnel are evaluated regularly and systematically and provided opportunities for professional development. Human resource planning is integrated with institutional planning.

Staff Sufficiency in Quantity. BCC has a sufficient number of faculty, staff, and administrators with appropriate preparation and experience to provide the educational services necessary to support BCC's mission and purposes. Chart 1 illustrates a 10-year trend in BCC permanent administration, contract faculty, and classified staffing levels, while Table 1 displays employee headcount by type and EEO6 Occupation[3]. As these graphics illustrate, over the last 10 years, BCC's total number of permanent employees grew by 23, or 31%, from 74 to 97; the number of classified staff increased by 15 or 50%, followed by the growth of contract faculty of 8 or 22%, while the number of administrators remained unchanged.

Chart 1. BCC Permanent Employees, 10-Year Trend



Source: PCCD Institutional Research http://web.peralta.edu/indev/employee-fact-books-by-college/

Table 1. Permanent Employee Headcount by Type and EEO6 Occupation, 2003-2012

Employment Type	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Administration	7	7	6	5	7	7	7	6	7	7
Faculty (Contract)	37	42	44	44	43	42	45	45	42	45
Classified	30	33	30	34	37	42	48	48	46	45
Professional	13	13	12	12	12	14	14	14	15	13
Clerical	7	7	6	9	11	13	15	15	13	14
Technical	10	13	12	10	11	12	14	14	13	12
Maintenance				3	3	3	5	5	5	6
Total	74	82	80	83	87	91	100	99	95	97

Note: Due to data loss during the conversion to Peoplesoft, data for 2007 is estimated.
Source: PCCD Institutional Research http://web.peralta.edu/indev/employee-fact-books-by-college/

BCC maintains a sufficient number of qualified faculty members with full-time responsibility to BCC. To ensure the quality of instruction and faculty sufficiency, BCC hires adjunct faculty to enhance teaching and learning, when necessary. Data in Table 2 illustrate a 5-year trend of faculty productivity measured by the ratio of Full-Time-Equivalent-Students (FTES) to Full-

[3] Equal Employment Opportunity Higher Education Staff Information Report (EEO-6)

Time Equivalent-Faculty (FTEF). These data suggest that BCC has adequate faculty sufficiency with productivity slightly higher than the district average.

Table 2. BCC Instructional Faculty Productivity (FTES/FTEF), 5-Year Trend

	2008-09	2009-10	2010-11	2011-12	2012-13
BCC	17.18	19.31	18.99	19.59	18.5
PCCD	14.93	18.86	18.56	18.83	17.95

Source: PCCD Business Intelligence (BI) Tools at http://web.peralta.edu/indev/peralta-business-intelligence-bi-tool/

Staff Sufficiency in Quality. BCC assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to support learning programs and provide student services. Program reviews and planning processes have been used to guarantee that new hires in 2012-13 were added in areas most critical to the success of the college.

BCC hires, monitors, and evaluates faculty, classified, and temporary members based upon criteria and procedures stated in the *Peralta Federation of Teachers Contract 2007-2009*[4], the *Peralta Federation of Teachers Contract Appendix 2007-2009*[5], the *Faculty Evaluation Policies and Procedures Handbook*[6], and the *SEIU Local 1021 – PCCD 2011-2012 Contract*, as well as the *Local 39 – PCCD 2011-12 Final Contract.*[7] Personnel are treated equitably, evaluated regularly and systematically, and provided opportunities for professional development. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions, published on the PCCD Human Resource homepage[8], are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of BCC. BCC's faculty and administration play a significant role in selection of new employees. BCC assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. PCCD/BCC establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

PCCD and BCC provide all personnel with appropriate opportunities for continued professional development, consistent with the District and College mission and based on identified teaching

[4] http://web.peralta.edu/hr/files/2010/09/Peralta-Federation-of-Teachers-Contract-2007-2009.pdf
[5] http://web.peralta.edu/hr/files/2010/09/Peralta-Federation-of-Teachers-Contract-2007-2009.pdf
[6] http://web.peralta.edu/hr/files/2010/09/Faculty-Evaluation-Policies-and-Procedures-Handbook.pdf
[7] http://web.peralta.edu/hr/files/2010/09/Local-39-PCCD-2011-12-Final-Contract.pdf
[8] http://web.peralta.edu/hr/job-descriptions/

and learning needs. PCCD and BCC plan professional development activities to meet the needs of personnel. With the assistance of the participants, BCC systematically evaluates professional development programs and uses the results of these evaluations as the bases for improvement. In addition, PCCD and BCC offer staff development workshops regularly in fall and spring during their "Flex Days.[9]" As an instance, in Spring 2013, in addition to the regular flex day programs, BCC offered a "Crisis Prevention and Preparedness/Campus Safety" workshop for the campus-wide community, as well as several "Discuss-Apply-Reflect-Tools" (DART) workshops (for example, one on the use of "Classroom Assessment Techniques") were launched by the BCC Teaching-Learning Center.

[9] http://www.berkeleycitycollege.edu/wp/blog/2012/08/09/peralta-district-flex-day/.

Financial Resources/ Fiscal Capacity

Berkeley City College can demonstrate that it meets Eligibility Requirement #17, which reads as follows: *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.*

As stated in the Response to Commission Recommendation 3, PCCD has "implemented a revised …budget allocation model …for the fiscal year 2012-13." PCCD BP and AP 6200 affirm the district's commitment to use the district-wide Budget Allocation Model (BAM) in future funding cycles. Its implementation assures adequate funding to BCC and links funding to planning, as detailed in this section. In the period between 2009 and 2012, the college leveraged grants and additional funding sources to launch new initiatives addressing student success, described below, in order to address funding needs due to budget reductions. The implementation of the BAM ensures the college's long-term financial stability.

Budget Allocation Model

In February 2012, the District Planning and Budgeting Council, after thorough research and analysis, approved and recommended a new Budget Allocation Model to the PCCD Board for implementation, thus ensuring financial stability for BCC. This model closely follows the State of California's funding model established in Senate Bill 361 (SB 361). The core principles supporting the new Model include that 1) there is a linkage between strategic planning and funding at all levels; 2) the model is equitable, transparent, and clearly documented, and 3) it closely mirrors how the revenue is received from the State of California. Apportionment funding from this formula represents more than 70% of the district's unrestricted revenue.

This model includes three major revenue drivers: Base allocation, credit FTES, and non-credit FTES. Other unrestricted revenue includes unrestricted lottery, apprenticeship, growth, and non-resident enrollment fees[10]. With enrollment management being the foundation, mechanisms built into this Model contain methods for distributing new resources, staffing, regulatory compliance (50% law, Faculty Obligation Number or FON[11], Student Fees, etc.), growth, productivity (FTES/FTEF, with 17.5 as the target), the distribution of prior year carry over, apportionment revenue adjustment, and assessments for centralized services. The base revenue

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[10] Non-Resident enrollment fees are set by the Board of Trustees no later than February 1st of the preceding year. The allocation method used is as follows:

	Gross Non-Resident Enrollment Fees (2011/12)
-	Expenditures of the International Program (cost center 125) (2011/12)
=	Net Non-Resident Enrollment Fees (2011/12)
	College % of total District-wide Non-Resident FTES (2011/12)
×	Net Non-Resident Enrollment Fees (2011/12)
=	College Non-Resident Enrollment Fee Allocation (2012/13)

[11] To the degree that the required numbers of full-time faculty numbers for each college are out of sync, based on FTES ratios, correction of the imbalance will occur as new vacancies become available within the District.

allocation takes into consideration the size of the college, and the apportionment depends on FTES generated by the individual college.

PCCD has implemented this SB 361 Allocation Model in phases since February 2012. Shifting from the previous base rollover allocation model to the new model marks a paradigm shift in funding methodology for the colleges and District. Due to the size and magnitude of this change, the initial implementation will require several years.

The newly developed and implemented SB 361 Budget Allocation Model has begun to have a positive impact on BCC's fiscal capacity. One strategy for implementation was to transfer full-time faculty from other colleges and allocate new resources to BCC. As a result, four full-time faculty were transferred to BCC during the 2011-12 academic year, and an additional nine full-time faculty positions were or will be posted for hire prior to fall 2013. Also, one instructional dean position was restored in Fall 2012 and one DSPS faculty position (DSPS Counselor/ Coordinator) was restored in Spring 2012 and hired full-time in fall 2012.

The Budget Allocation Model will use new revenues, such as those generated from the Measure B Parcel Tax passed in June 2012, and Proposition 30, which passed in November 2012, to support the following[12]:

- enrollment growth for the next three years;
- new or updated classified and faculty positions (currently being developed at BCC pending the allocation of Parcel Tax and Prop 30 revenues), including tutors, instructional assistants, etc.; and
- restoration of the 15% cut in discretionary funds that took place in 2012-13.

The full implementation of this SB 361 Budget Allocation Model will allow the college to achieve parity in its resource capacity.

FTES and Budget Fluctuations: 2008-2013

Since FTES serves as the foundation for distribution of the majority of the college's unrestricted fund, it is meaningful to assess the fluctuations of FTES and budget together. Using 2008-09 as the base year, data in Table 3 display trends of total FTES (including resident, out-of-state and international student FTES) and the allocated budget between 2008-09 and 2012-13. Thus, Table 3 illustrates BCC FTES and budget variations over the last five years.

[12] See detailed information regarding Parcel Tax – *BAM Parcel Tax Language* – and Prop 30 – *2012-13 Prop 30 Budget Assumptions* – at http://web.peralta.edu/pbi/planning-and-budgeting-council/pbc-documents/).

Table 3. Five Year Trends of Total FTES[13] and Allocated Budget[14]

	Base Year 2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	5-year Net 08/09 - 12/13
FTES	4,118	4,552	4,285	4,031	4,008	-2.67%
Annual Change #		434	(267)	(254)	(23)	
Annual Change %		10.54%	-5.87%	-5.93%	-0.57%	
Budget	$ 12,960,121	$14,278,773	$ 14,233,322	$ 13,070,565	$ 14,443,000	11.44%
Annual Change #		1,318,652	(45,451)	(1,162,757)	1,372,435	
Annual Change %		10.17%	-0.32%	-8.17%	10.50%	

Data shown in Table 3 above indicate that BCC's total FTES grew by 10.54% from 4,118 in 2008-2009 to 4,552 in 2009-2010, when BCC's enrollment reached its peak. During the same period, the net change of BCC's total general fund budget was an increase of 10.17%.

Due to state-mandated workload reductions, in 2010-11, FTES decreased by 5.87% from the prior year, followed by another 5.93% decline in 2011-12. Budget reductions corresponded to workload reductions: The 2010-11 budgets decreased slightly by $45,451 or 0.32% from the prior year, followed by a further decline of $1,162,757 or 8.17% in 2011-12. Nonetheless, the passage of Measure B and Proposition 30 boosted the budget in 2012-13, resulting in a 5-year net budget change of 11.44%. The FTES decline is projected to be less significant in 2012-13 than in previous years; the 5-year net FTES change is projected to be -2.67%.

BCC's enrollment growth could have continued during the later three years in this period, had it not been for the statewide workload reduction. Chart 2 displays annual changes of FTES and the college budget; the net changes are shown in the last pair of columns. These data clearly illustrate the impact of statewide workload reductions in 2010-11 and 2011-12. With the passage of Measure B and Proposition 30, BCC's funded FTES in 2012-13 has begun to recover and grow.

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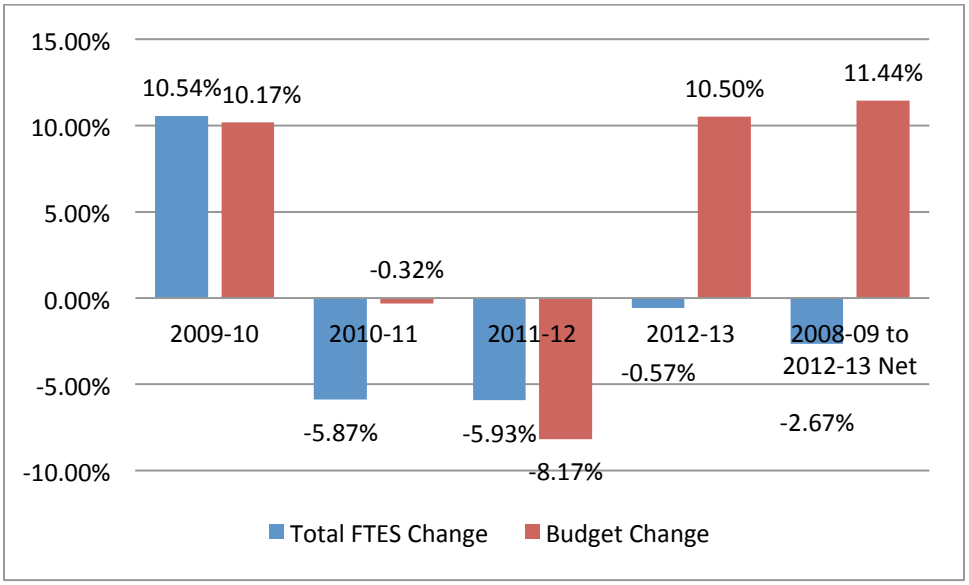
[13] FTES between 2008-09 and 2011-12 are total final FTES, including resident, out-of-state and international FTES. Data Source: PCCD Business Intelligence (BI) Tool.

The calculation for FTES in 2012-13 is an estimate that includes actual total FTES of summer 2012 and fall 2012, plus estimated spring FTES, based upon spring 2013 FTES on the twelfth day of the semester.

[14] See annual final budget adopted by PCCD Board of Trustees at http://web.peralta.edu/business/finance-contacts/annual-adopted-budget/.

Chart 2. FTES Trends with Budget Changes

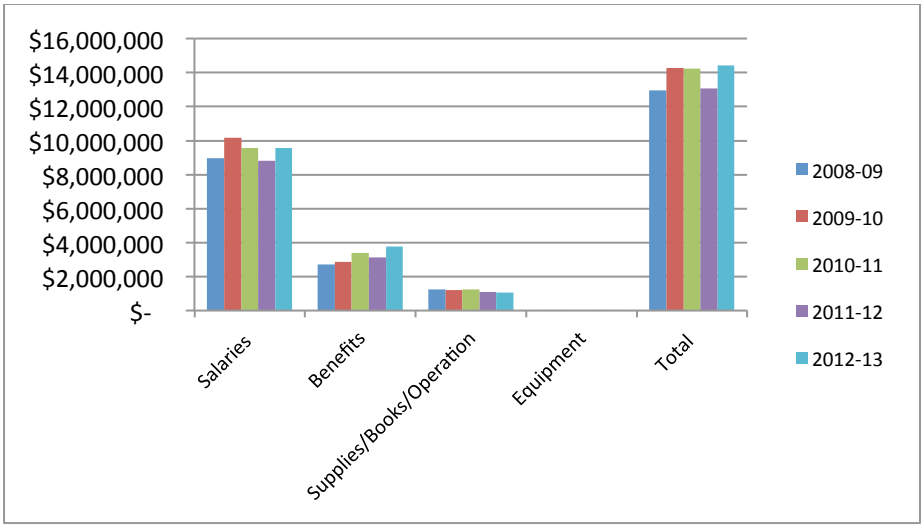


Over the last five years, Berkeley City College's total base budget averaged $13,797,156. BCC's budget categories that experienced significant reductions were supplies/books and equipment. Table 4 and Chart 3 below demonstrate a 5-year trend of annual budgets by major expenditure category. The data indicate that between 2008-09 and 2012-13, salaries and benefits increased, and the total adopted budget increased. The budgets for supplies, books, and operations were supplemented by lottery funds, and necessary equipment was purchased with Measure A Bond funds.

Table 4. Annual Budget by Major Category, 5-year Trend

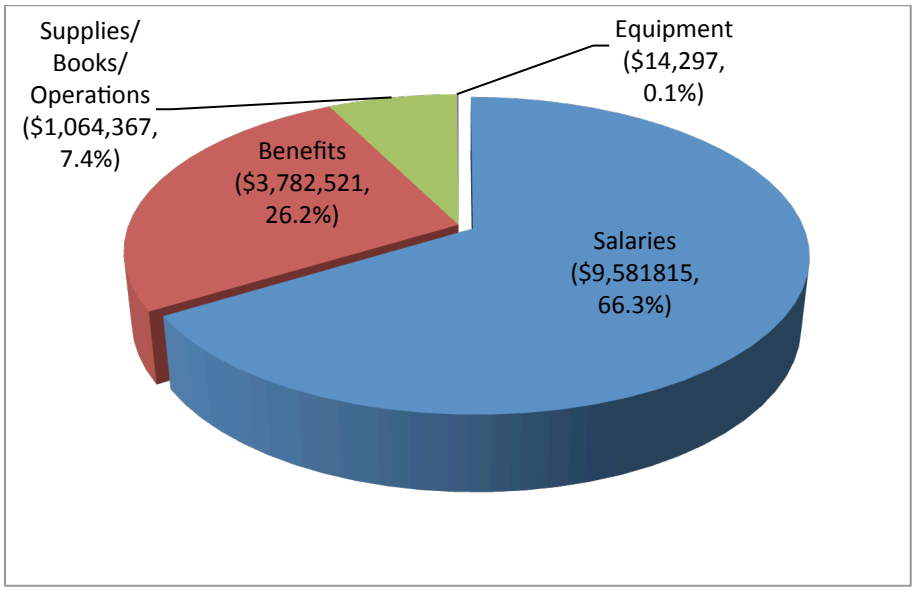
Fiscal Year	Salaries	Benefits	Supplies/Books/Operations	Equipment	Total
2008-09	$ 8,972,426	$ 2,696,532	$ 1,247,000	$ 44,163	$ 12,960,121
2009-10	$ 10,182,153	$ 2,857,951	$ 1,198,573	$ 40,096	$ 14,278,773
2010-11	$ 9,551,950	$ 3,396,922	$ 1,258,854	$ 25,596	$ 14,233,322
2011-12	$ 8,808,129	$ 3,120,711	$ 1,108,625	$ 33,100	$ 13,070,565
2012-13	$ 9,581,815	$ 3,782,521	$ 1,064,367	$ 14,297	$ 14,443,000
5-year % Change	6.79%	40.27%	-14.65%	-67.63%	11.44%

Chart 3. Annual Budget by Major Category, 5-year Trend



BCC's total base budget, averaging $13,797,156, is largely comprised of salaries and benefits. Chart 4 shows the distribution of the 2012-13 general fund budget.

Chart 4. General Fund Budget by Category, Fiscal Year 2012-13



A summary of the general fund reductions between 2010-11 and 2012-13, its impacts, and BCC's responding actions can be found in Table 5. Spending reductions have resulted in decreases in the most flexible staffing groups, such as part-time faculty, teaching assistants, limited-term employees and student assistants, as well as purchases of supplies and equipment. Fortunately, these reductions have been mitigated by grant funding and other resources, as appropriate (see "Grants and Special Projects," below). Over time, they will be offset by the full implementation of the Budget Allocation Model.

Table 5. Three-Year General Fund Reduction, Impact, and Responding Actions

Budget Category	Resource Reduction	Strategic Responding Actions
Salaries and Benefits	A. 1 FTES instructional dean position was cut in 2010-11.	A. In 2012-13, the position was restored. The College is anticipating filling another dean vacancy left open by resignation.
	B. 0.42 FTE Math/science instructional assistant position was cut in 2010-11.	B. The 0.42 FTE Math/Science Instructional Assistant was restored using Title III grant funds with no service interruption.
	C. 2 FTE English instructional assistant positions were cut in 2010-11.	C. Individual English tutoring was replaced by supervised group tutoring in supplemental classes.
	D. 1 FTE program specialist/student activities position was cut in 2010-11.	D. The duties of the "Program Specialist/Student Activities" have been shared by 1 Political Science faculty member, 1 administrator, and three classified staff members. These duties will be covered in a position that is now posted and will be filled by Fall 2013.
	E. 1 FTE BCC college researcher position was cut in 2009-10.	E. Beginning in 2010-11, data preparation has been supported by the District Office of Institutional Research. Data analysis and report preparation are provided by the PCCD Office of Institutional Research, BCC Assessment Coordinator, and BCC administrators. The Business Intelligence (BI) Tool was developed to provide enrollment and student success data for planning and program review.
	F. 1 FTE dean of student services position was cut in 2011.	F. 1 FTE dean of student support services position was created using TRiO grant and categorical funds in 2011-12 to provide quality services to targeted student populations meeting program criteria.
	G. In 2010-11, 2011-12 and 2012-13, adjunct faculty allocation was reduced due to the state-mandated workload reduction.	G. Well-planned scheduling responded to student needs in order to maximize effectiveness of offerings (see pages 66-72). Sections were substantially increased in Spring 2013.
	H. 1 FTE custodian position was cut in 2009-10.	H. Strategic responses included well-planned custodial scheduling and the use of substitutes based upon Local 39 contractual agreements. In 2012-13, the custodial position was restored and filled with a full-time staff member.
Books, Supplies & Operations	The budget supporting books, supplies, and operational expenditures was cut.	Expenditures vital to quality learning and services were supported by funds generated through grants and other sources of funding. Other expenditure needs have been met through eliminating duplication and redundancies, as well as resource sharing among the colleges and between the colleges and the District Office.
Equipment	The budget supporting equipment was cut.	Equipment, including technology, has been supported by Measure A, grants, and other alternative funding sources (see next section).

The Use of Grants to Ensure Institutional Effectiveness

From 2009-10 to 2012-13, BCC received approximately $6 million in grants, which provided fiscal support to help ensure the College's ability to deliver quality student learning programs and services. In most cases, grants required that these funds be spent on new initiatives rather than the replacement of existing ones; this provided incentive for the College to use its planning processes in order to develop new approaches to assuring student success and otherwise address its mission. Instances of this exist throughout BCC. For example, Basic Skills Initiative (BSI) funds were used to implement effective practices in professional development and basic skills education, as identified by BSI documents and outcomes assessments at the college. These included the development of the Teaching-Learning Center, new approaches to embedded instruction and group tutoring, and support for learning communities. Also, BCC's Title III grant allowed the college to close the assessment loop by supporting the development of an assessment committee and developing faculty inquiry groups to implement action plans resulting from learning outcomes assessments; it also allowed for improvements to instruction, orientation (cohort group orientation), and tutorial services. While the grants helped BCC develop new initiatives in instruction and student services to improve student success, new funding from the full implementation of the Budget Allocation Model will allow the College to institutionalize grant initiatives which it has determined, through its planning processes, to be most effective in helping to meet its mission.

Table 6. Berkeley City College Grants 2009-2013

Federal Grants	2009-10	2010-11	2011-12	2012-13	2009-13 TOTALS
Title III	$400,000	$400,000	$400,000	$400,000	$1,600,000
Perkins	$137,534	$135,985	$133,910	$133,978	$541,407
CTE Transitions (Formerly Tech Prep)		$4,484	$11,660	$16,000	$32,144
Trade Adjustment Assistance Community College Training (TAACCT)				$200,000	$200,000
TRIO		$220,000	$220,000	$220,000	$660,000
State Grants	2009-10	2010-11	2011-12	2012-13	2009-13 TOTALS
Basic Skills	$90,000	$89,744	$90,000	$90,000	$359,744
California Institute for Regenerative Medicine (CIRM)		$329,475	$337,310	$1,669,890	$2,336,680
CTE Community Collaborative	$59,057	$60,347	$136,994	$135,345	$391,743
East Bay Career Advancement Academy (EBCAA)			$140,000	$70,000	$210,000
Local Grant	2009-10	2010-11	2011-12	2012-13	2009-13 TOTALS
Alameda County Mental Health				$61,925	$61,925
All Grants	$686,591	$1,240,035	$1,469,874	$1,697,143	$6,393,643

Federal Grants

Title III

Title III provides resources 1) to develop ongoing and comprehensive planning that uses data to enhance student success; 2) to provide professional development opportunities for faculty to improve pedagogies and curriculum; and 3) to support assessment of learning outcomes and strategic initiatives to close the assessment loop. The grant is also designed to develop culturally sensitive pedagogies and curricula and to improve tutoring, counseling and student services programs to enhance student learning. This is an institutional effectiveness grant from the United States Department of Education.

Perkins Career and Technical Education Improvement Act

The Perkins Career and Technical Education Improvement Act is a federal grant administered by the California Department of Education for the improvement of secondary and postsecondary career and technical education programs (CTE). This grant defines career and technical education as organized educational activities offering a sequence of courses that provides individuals with the necessary academic and technical knowledge and skills to prepare for further education and for careers in current or emerging employment sectors. Career and technical education includes competency-based applied learning that contributes to students' academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

CTE Transitions (formerly Tech Prep)

CTE Transitions focuses on five objectives: Outreach/career exploration, articulation, concurrent enrollment, credit by exam, and work-based learning. The goal of the grant is to help CTE students transition from secondary to postsecondary education and on to the world of work. It is funded through the Carl D. Perkins Career and Technical Education Improvement ACT of 2006 (Perkins IV).

Trade Adjustment Assistance Community College Training Grant (TAACCT)

The TAACCT grant is a regional engineering, manufacturing and logistics economic and workforce initiative to preserve and expand the East Bay region's manufacturing and logistics economies. This initiative seeks to build capacity to create and sustain new short and medium term training pathways leading to employment for TAA certified workers, dislocated workers, and other unemployed adults in the area of biotechnology. It is funded through the Department of Labor.

TRiO

TRiO provides support services to low-income, first generation BCC students, including students with disabilities, to reach their educational goals: Completion of an associate degree or certificate and transfer to a four-year institution within a four-year period. Services include counseling/case management, priority registration, skill development, tutoring, transfer and career planning, training in financial literacy, college and university tours, and workshops.

Clearly, all of these initiatives are intended to improve student success. Of the 149 students enrolled since 2011-2012, 129 remain active program participants and ten have graduated and/ transferred. This is a grant from the United States Department of Education.

State Grants

The Basic Skills Initiative

Berkeley City College has used Basic Skills Initiative funding to employ highly effective practices, such as innovative course and program curricula, peer support, and counseling, to reach all students needing basic skills education. The State Chancellor's Office defines basic skills as foundational skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills that are necessary for students to succeed in college-level work. This grant is funded by the California Community Colleges Chancellor's Office.

California Institute for Regenerative Medicine (CIRM)

A $2.4 million grant from the California Institute for Regenerative Medicine (CIRM) funds a program of paid internships for students who are placed in area laboratory environments at the end of their BCC Biotechnology program.

The CTE Community Collaborative

The CTE Community Collaborative is designed to introduce middle school and high school students in the Berkeley City College service area to a broad spectrum of career choices and provide hands-on activities and targeted training in several of the industry sectors listed as strategic priorities by the California Community Colleges Employment and Workforce Development Program: Multimedia/Entertainment, Green Career Pathways, and Spanish Medical Interpreting. Activities also include curriculum development and articulation, the creation of stackable certificates, and provision of internship opportunities for students. This grant comes from the California Community Colleges Chancellor's Office.

East Bay Career Advancement Academy (EBCAA)

EBCAA is a central component of the college's efforts to bring low income residents into career path employment to bridge the achievement gap facing our educational system and help low income students access careers in growing regional industries, as well as public and human services. EBCAA couples contextualized basic skills with technical training and expanded support systems to increase completion, ongoing enrollment, and employment among students who typically struggle to access and succeed in higher education. This grant is funded by the California Community Colleges Economic and Workforce Development Division.

Local Grant

Alameda County Mental Health Grant

Mental health plays a vital role in college student retention and success. To address this issue, the Peralta Community Colleges as a whole applied for and received a mental health grant from

Alameda County Behavioral Health Care Services (ACBHC). The purpose of this grant is three-fold:

(a) to develop a lasting peer education and support infrastructure on campus,
(b) to raise overall awareness of mental health issues among students, faculty and staff, and
(c) to improve the campus capacity of responding to student mental health needs, thereby boosting student retention and success.

With the support of this grant, Berkeley City College has hired a Peer Support Specialist and four student peer advisors, who will receive training, based upon a nationally recognized peer counseling model called Wellness Recovery Action Plan (WRAP).

Other Sources of Funding and Support

Measure A

These bond funds support the District and its colleges in the areas of facility improvements, technology, instructional and non-instructional equipment, and library materials. A total of $25,328,521 was allocated to Berkeley City College, mainly for build-out of the new building that was completed in 2006. In addition, $10.5 million was earmarked for the acquisition of an additional property for BCC. Also, money was set aside for instructional equipment purchases; during 2011-12, Berkeley City College had a Measure A budget of approximately $1.6 million for Furniture, Fixture and Equipment (FF & E), as well as Technology. Measure A funds resulted from local passage of the $390 million bond by the same name.

Measure B

As noted in the Response to Commission Recommendation 3 above,

> Measure B was a special parcel tax measure approved by the voters on June 5, 2012. The approval provided the District with an annual parcel tax on all parcels located within the District's boundaries in the amount of $48 per parcel per year for the duration of eight (8) years. The funding is used for maintaining core academic programs, such as mathematics, sciences, and English; training students for careers; and preparing students to transfer to four-year universities….
>
> [T]he projected annual revenue associated with the parcel tax is approximately $7.5 million or $60 million over the life of the tax. The parcel tax assessments begin with the 2012-13 property tax rolls. Thus the District started to receive these funds with the first property tax installment payment due December 15, 2012. The District has budgeted for this new revenue within the 2012-2013 Final Budget, which was adopted by the Board of Trustees on September 11, 2012.

In its 2012-13 budget, Berkeley City College received 1.7 million dollars from Measure B funds; as required in the language of the ballot, this money has been used to restore sections to the schedule that had been cut during the period of workload reductions.

Proposition 30

As noted in the Response to Commission Recommendation 3 above,

> Included in State's final budget was the assumption that tax initiatives on the November 6, 2012 ballot would be passed by the voters. The passage of these tax initiatives would bring in an estimated $6 billion in new revenues statewide and avoid further cuts to education. These tax initiatives took the form of Proposition 30, which was passed by the voters with a 54.7% approval rating. With the passage of Proposition 30, $210 million will be restored to community colleges with $5.5 million to Peralta. While this revenue provides only a partial restoration of the approximately $20 million the District has had to cut from its operating budget within the last three years, it does provide relief that will enable the District to focus these funds through the planning and budgeting process towards mission critical programs and services focused at serving more of our community.
>
> With the passage of Proposition 30 Peralta will be funded for serving 17,992 full-time equivalent students (FTES) for fiscal year 2012-2013 with the opportunity to serve an additional 175 when additional restoration dollars become available at the State level. More immediately, to serve these additional students the District has begun to add up to 200 strategically selected class sections to our existing spring 2013 schedule of classes. The District plans to further promote the spring 2013 schedule to attract additional students.

Thus, in Spring 2013, the passage of Proposition 30 allowed Berkeley City College to restore class sections that were cut during the period of statewide workload reductions.

Lumina Grant Project Participation

In January 2013, BCC learned that it was one of fifteen community colleges accepted for inclusion in ACCJC's 30-month Degree Qualifications Project (DQP), funded by a Lumina Foundation Grant. Within the framework of this grant, Berkeley City College's project focuses on program assessment in its general and PACE Liberal Arts and Social and Behavioral Science degrees to align program outcomes to the DQP; develop a coherent pathway through the degrees (including general education courses), focusing on learning outcomes achievement; and identify assessment activities that can be embedded into multiple courses across programs to accommodate student choice. This grant-funded project will provide BCC with training, support, and opportunities for collaboration in order to complete important work in program design and assessment, particularly for its AA-T and AS-T degrees, as well as other degrees in the liberal arts and social sciences, including its PACE liberal arts degree. It is noteworthy that only colleges at proficiency level in assessment were accepted to participate in this grant program. While participation in this project does not directly provide additional funding to the college, it does provide support for work that clearly strengthens institutional effectiveness.

Fiscal Changes -- Summary

Berkeley City College runs its operations to be fiscally prudent while it also secures additional resources that ensure its ability to meet the needs of students and to maintain its existing programs and services during times of fiscal challenges.

In summary, the following policy developments and fiscal resources have been essential in allowing Berkeley City College to effectively serve students with high quality support services and instructional programs:

- BAM: Approval of the district-wide Budget Allocation Model ensures funding equity across all colleges in the district, including Berkeley City College, into the future.
- Measure A: $10.5 Million in Measure A bond funds were earmarked for the purchase of a new building for BCC. Additionally, $1.6 million in Measure A bond funds were designated for needed technology updates, library materials, furniture, and equipment purchases.
- 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: This federal grant brings $1.1 million over five years, beginning October 2010, and eligibility for additional funding thereafter. This project enhances student services and supplemental instructional support for at-risk students.
- CTE grants: A number of CTE grants bring the college over $150,000 and provide the resources to strengthen career-technical education and enhance pathways for students from high school through college and on to careers.
- C.I.R.M.: A $2.4 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 Biotechnology program.
- Measure B: Funds generated from Measure B, totaling $1.7 million, have restored class sections to the schedule.
- Proposition 30: The approval of this state ballot measure allowed for restoration of class sections in Spring 2013.
- Inclusion in Lumina Grant Project through ACCJC: This will provide training, support, and other resources to allow BCC to develop improved program assessment and articulated pathways for students in degree programs, including AA-T and AS-T degrees.

Shared Governance and the Integrated Planning/Budgeting Process

Berkeley City College can demonstrate that it meets Eligibility Requirement #17, which reads as follows: *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.*

The college prides itself on its intentional planning and reliance on data to inform decisions. During times of decreased state funding, BCC has maintained institutional effectiveness through appropriate administrative and staffing capacity, has effectively augmented state funding through federal, state, and local grants, and through planning and dialogue has maintained quality instruction and student services. In the near future, these planning processes will also be critical in allocating new revenues, in the form of Measure B Parcel Tax funding, as well as Proposition 30 funding. As stated in the response to Commission Recommendation 3, the passage of Proposition 30 restores $210 million to community colleges, with $5.5 million coming to Peralta. The amount of $1 million was used to restore additional sections in 2012-13, increasing the district's target to 18,500 FTES. Remaining for allocation is $4.5 million from Proposition 30.

Berkeley City College's mission (see page 35) is central to planning and decision-making throughout the institution. In BCC program reviews and annual program updates, as well as institutional planning and budgeting processes, the college mission of promoting student success is at the forefront.

Integrating District and College Planning

The District's five Strategic Goals arose from the district-wide Strategic Plan, implemented in 2006. The Strategic Goals, listed below, serve as a guiding framework for the district and its four colleges.

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

The colleges and district have been operating under a Planning and Budgeting Integration Model (PBIM) in a shared governance environment that clearly delineates roles and procedures. In August 2009, the annual "Planning and Budgeting Integration Handbook" was developed and disseminated to the PCCD stakeholders. This Handbook describes the central principles and features of the PBIM, which is a key step in implementing the PCCD mission and decision-making processes. The model streamlines decision making among the colleges and the District Office service centers by providing a transparent process of collaboration and recommendations leading to decisions consistent with the District's mission, and aligns with the State of California Community Colleges core educational foci of basic skills, transfer, and career technical

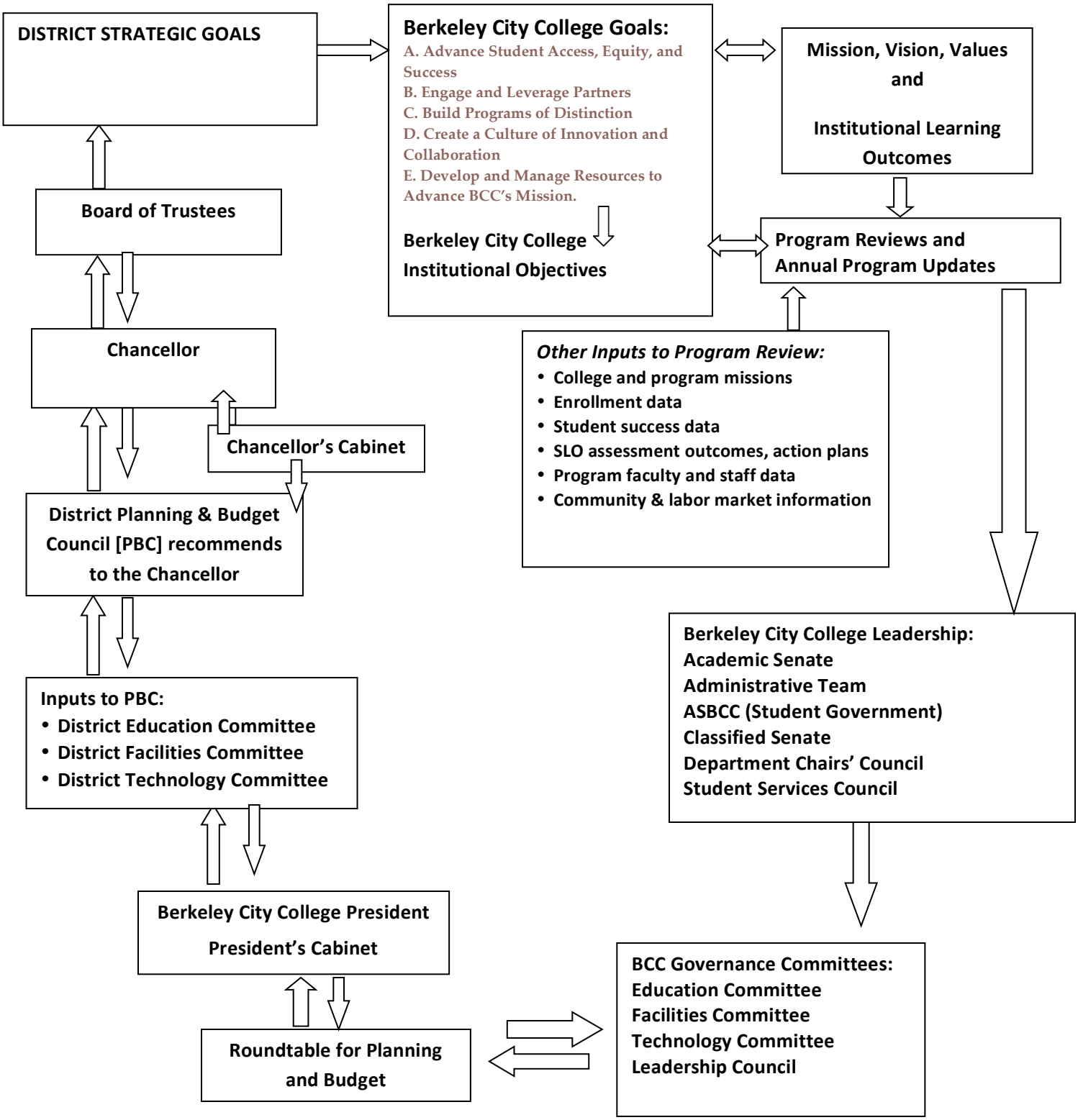
education pathways. Most importantly, the PBIM provides a structure for assuring that the PCCD's major resources are allocated in a way that is predicated upon college planning. The PBIM is designed to promote the highest levels of success for students as it provides for a supportive framework for the colleges and district-wide planning. The PBIM's basic tenets provide for a documented process that consistently drives the planning process. Planning and Budgeting Integration Model documents can be found at the following website: http://web.peralta.edu/pbi/

Berkeley City College informs the District's financial planning agenda, policies and procedures through various means including, yet not limited to, the Planning and Budget Council and the Chancellor's Cabinet (see Chart 5), and therefore assures the financial integrity of the College and District.

Planning and Budget Integration and Decision Making at Berkeley City College

As illustrated in the planning and decision-making flowchart below (Chart 5), BCC's decision-making flows from processes that are closely linked by input and feedback communication channels. Program reviews – which are based on data analysis and student learning outcomes assessment results – provide the main impetus for planning, which drives resource allocations:

Chart 5. Planning and Budget Integration and Decision Making



As seen in the Planning and Budget Integration flowchart[15], the *Berkeley City College Goals* are informed by the *District Strategic Goals* and the college's *Mission, Vision, and Values*. At the College Roundtable for Planning and Budget, representatives from all college constituencies work together to develop specific measurable objectives in order to actualize each of the college goals. *Program Reviews*, conducted on a three-year cycle, and *Annual Program Updates* (APUs) utilize the college goals and objectives to form the bases of data analysis and review of programs and services. Results of program reviews are communicated college-wide and are consistently linked to institution-wide planning for improvement, informed decision-making, and resource allocations. Templates for program review are regularly evaluated and updated.

Through program review and APU planning, recommendations for resource needs (human, technological, physical, and financial) at course, program, and division levels are identified for submission to college committees and councils. In addition, different committees have the charge of systematically scrutinizing different types of resource requests. For example, the Department Chairs' Council uses a rubric to assess and prioritize requests from program reviews for faculty positions at BCC. The prioritized list generated by the Department Chairs' Council is then forwarded to the shared governance committees for discussion and recommendation to the *Berkeley City College President*. Technology requests gleaned from program reviews are forwarded to the college *Technology Committee* for discussion and input from committee members, several of whom serve in technology positions at the college (College IT Services, Distance Education, Workforce Development). Facility requests are reviewed by the college *Facilities Committee,* and all issues concerning the educational mission of the college are considered by the college *Education Committee.*

Thus, all planning related requests emerge from relevant data analyses, primarily through program reviews and annual program updates, and are reviewed, assessed, and linked to resources by the BCC Technology, Facility, and Education Committees. These three campus committees function as liaisons between Berkeley City College and their corresponding district-wide committees to ensure coordination and collaboration.

Berkeley City College Leadership includes the *Academic* and *Classified Senates*, which serve as the voice for academic and classified staff, as well as the *Associated Students of BCC*. The two Senates examine college-wide planning and resource requests, discuss priorities, and make recommendations to the *Roundtable for Planning and Budget*. Representatives from student government (ASBCC) are encouraged to participate on college governance committees, and their feedback from the students' perspective is invaluable. The college's *Administrative Team* includes the President, two vice presidents, the Business and Administrative Services Manager, two deans, and the Director of Special Projects and Grants. These seven administrators serve on a variety of college committees and make up the President's Cabinet.

The college *Roundtable for Planning and Budget* is the ultimate college shared governance body. The charge of the Roundtable is to ensure that planning is linked to the college mission and goals, to establish linkage between district goals and college goals, to prioritize resource allocations based on program review data and recommendations from the college's various

[15] Groups and persons cited in the flowchart are italicized in this section.

governance committees, and to communicate to the college community regarding the strategic activities of the college.

The *Berkeley City College President* assumes primary responsibility for the quality of the programs and services at the College. Working with the administrative team, the president reviews the planning and resource needs recommended by the Roundtable.

Institutional Effectiveness – Student Success Data

The state-mandated workload reduction has impacted BCC's schedule of classes, student enrollment, FTES generation, and hourly faculty FTEF. However, the tables and charts below demonstrate that, despite the challenges faced by Berkeley City College faculty, staff and students, overall retention rates, completion rates, and student success rates have not been adversely impacted by the budget and workload reductions.

The College has been asked to make budget reductions in discretionary areas each year since 2010-11. It has been the commitment of senior administration to provide information, 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:

- Utilize the shared governance planning process to make data driven strategic decisions.
- Support student success, access and equity.
- Utilize learning outcomes assessment and other relevant measures to maintain the highest quality of instruction and services.
- Keep cuts away from the classroom, as much as possible.
- Support critical initiatives such as basic skills.
- Seek input from the shared governance process.
- Maintain transparency, collaboration and communication.
- Support instruction and student services.

These principles were used to address the variations in the discretionary budget between 2010-11 and 2012-13. As a result, the quality of programs and services at Berkeley City College has remained at a high level. Evidence is illustrated through the institutional performance indicators below.

Five-Year Trend of ARCC College Level Indicators

BCC uses the seven college level indicators in Accountability Reporting for the Community Colleges (ARCC)[16] to assess the degree to which it maintains quality student learning programs and services:

- Student Progress and Achievement Rate
- Percentage of Students Who Earned at Least 30 Units
- Persistence Rate
- Annual Successful Course Completion Rate for Credit Vocational Courses
- Annual Successful Course Completion Rate for Basic Skills Courses
- Improvement Rate for Credit Basic Skills Courses
- Improvement Rate for Credit ESL Courses

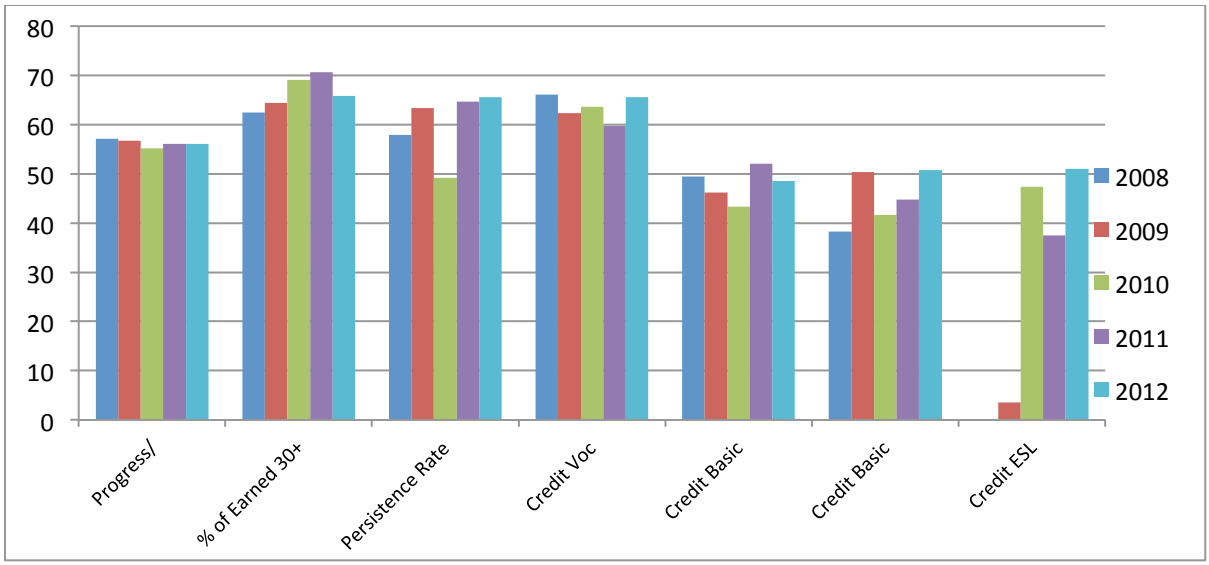
16 http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC/ARCC%202012%20March%20Final.pdf

The 5-year trend data displayed in Table 7 and Chart 6 below reveal that, in spite of budget reductions, BCC continues to provide quality student learning programs and services. Rates of three out of seven indicators over the past five year period remain steady, with clear improvement in the other four areas. It is noteworthy that the credit basic skills improvement rate increased significantly from 38.2 in the 2008 annual report to 50.3 in 2009, followed by a one year decline to 41.7 in 2010, and then an increase to 50.7 in the 2012 report. In addition, BCC's persistence rate, defined as the percentage of first-time students with a minimum of six units earned in a fall term at BCC who returned and enrolled in the subsequent fall term within the California community college system, increased by 7.6 percent between 2008 and 2012.

Table 7. BCC ARCC College Level Indicators, 5-year Trend 2008 – 2012*

	2008	2009	2010	2011	2012	Change in %
Progress/Achievement Rate	57.1	56.7	55.2	56	56.1	-1
% of Earned 30+ Units	62.4	64.4	69	70.6	65.8	3.4
Persistence Rate	57.9	63.3	49.2	64.7	65.5	7.6
Credit Voc Course Success	66.1	62.3	63.6	59.7	65.5	-0.6
Credit Basic Skills Completion	49.4	46.2	43.3	52	48.5	-0.9
Credit Basic Skills Improvement	38.2	50.3	41.7	44.8	50.7	12.5
Credit ESL Course Improvement			47.3	37.5	51	3.7

Chart 6. BCC ARCC College Level Indicators, 5-year Trend 2008 – 2012



*The source of the data is the annual ARCC report published by California Community College Chancellor's Office.[i]

Retention and Course Completion Rate

Data in Table 8 below illustrate that BCC has been able to maintain or improve course completion and retention rates (defined below). In Spring 2012, the Course Completion Rate was 66%, compared to a Course Completion Rate of 64% in Spring 2009. The rates for the fall semesters also increased by two percentage points between Fall 2008 and Fall 2011. Retention rates during this time period reveal a similar story; they increased by about 2% despite variations in resources.

Table 8. BCC Retention and Course Completion Rate, Fall 2008 – Spring 2012

Term	Headcount	Census	Course completion	Completion Rate	Retained	Retention Rate
2008 Fall	6,334	14,007	8,988	64%	10,335	73.80%
2009 Spring	6,878	14,921	9,569	64%	10,952	73.40%
2009 Fall	7,546	16,262	10,441	64%	12,247	75.30%
2010 Spring	7,779	16,454	10,608	64%	12,244	74.40%
2010 Fall	7,381	15,602	10,420	67%	11,859	76.00%
2011 Spring	7,549	15,883	10,638	67%	12,322	77.60%
2011 Fall	6,912	14,834	9,766	66%	11,161	75.20%
2012 Spring	6,971	14,870	9,878	66%	11,165	75.10%

Census Enrollment = Dropped after census or didn't drop
Course completion (received credit): Grade of A, B, C, D or P
Completion Rate = Course Completion / Census Enrollment
Retained = A, B, C, D, F, IP, I, RD, P, NP
Retention Rate = Retained / Census Enrollment

Between Fall 2008 and Spring 2012, retention and course completion rates at BCC grew slightly, reaching a peak in 2010-11, then declined slightly in 2011-12. The net 8-semester increase shows that the funding variation has not generated an impact on these rates.

Course Success Rates

Increasing course success rates of all students and closing the success gap among diverse student populations for all courses, especially for basic skills English and mathematics, has consistently been one of BCC's strategic objectives.

As evidenced by data shown in Chart 7 and Table 9, regardless of the budget impact, the overall course success rate increased from 64% in Fall 2008 to 65% in Fall 2011. Native American students' rate increased by 10 percentage points, while Asian/Pacific Islanders' rate increased by 5 and Filipinos by 4 percentage points, respectively. White and Latino/a success rates each increased by 2 percentage points, and the African American success rate increased by one.

Chart 7. Overall Course Success Rates by Ethnicity

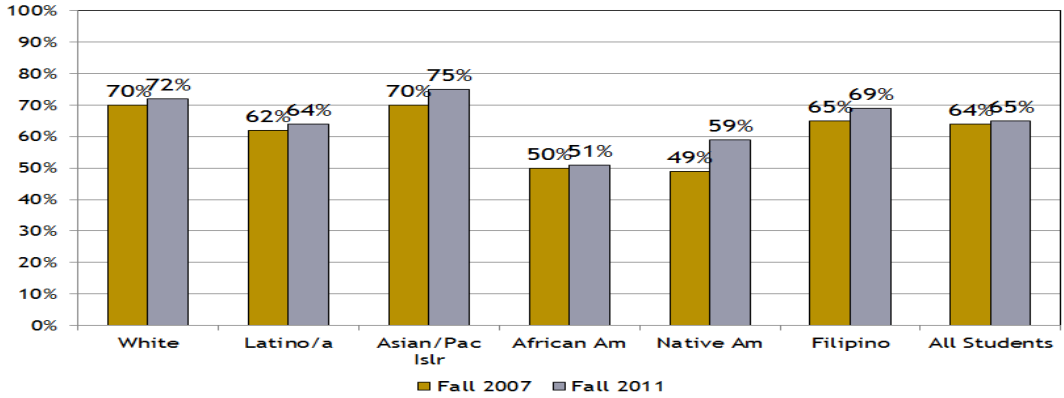


Table 9. Course Success Rates by Ethnicity

	Fall 2007	Fall 2007	Fall 2011	Fall 2011	
	Total Census Enrollment	Success Rate	Total Census Enrollment	Success Rate	% Point Change
White	3,667	70%	3,544	72%	2%
Latino/a	1,649	62%	1,951	64%	2%
Asian/Pac Isl	1,857	70%	2,255	75%	5%
African Am	2,687	50%	2,849	51%	1%
Native Am	71	49%	83	59%	10%
Filipino	228	65%	278	69%	4%
All Students	11,762	64%	14,123	65%	1%

As mentioned above, BCC has set a goal to increase the basic skills course success rates of all students and close the success gap among diverse student populations. The evidence illustrated in Chart 8 and Table 10 shows that BCC has met this outcome measure.

Basic skills course success rates increased significantly over the last five years, by 14 percentage points for English and by 26 percentage points for mathematics.

It is noteworthy that English success rates of the two ethnic groups that probably have the highest concentration of non-native English speakers - Latinos and Asians – enjoyed the highest increases from 52% to 74%, and 60% to 78%, respectively. English course success rates for African Americans increased from 42% to 55%, while White students' rates increased from 69% to 74% between Fall 2007 and Fall 2011.

Chart 8. English Basic Skills Course Success Rates by Ethnicity

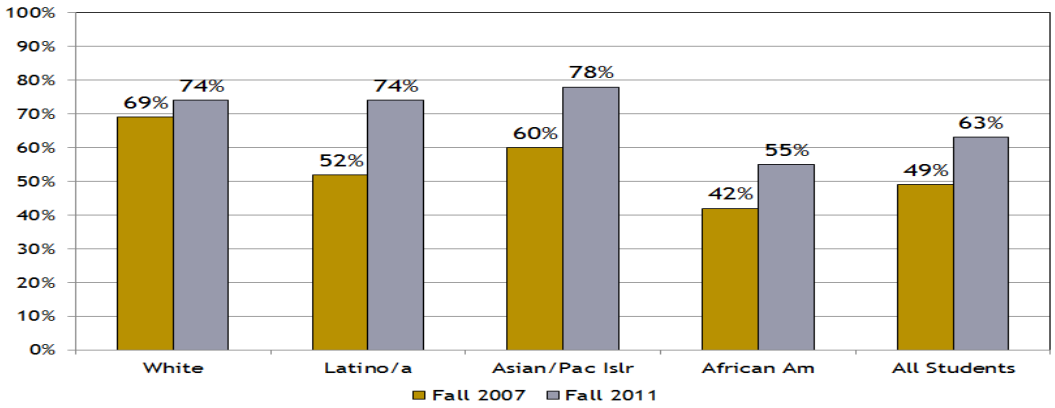


Table 10. English Basic Skills Course Success Rates by Ethnicity

	Fall 2007	Fall 2007	Fall 2011	Fall 2011	
	Total Census Enrollment	Success Rate	Total Census Enrollment	Success Rate	% Point Change
White	17	69%	27	74%	5%
Latino/a	33	52%	34	74%	22%
Asian/Pac Isl	35	60%	37	78%	18%
African Am	127	42%	123	55%	13%
All Students	222	49%	285	63%	14%

While mathematics has been considered to be one of the most challenging subjects by community college students, course success rate data in Chart 9 suggest that BCC has met this challenge. Between Fall 2007 and Fall 2011, course success rates of students from all major ethnic groups increased significantly: Asian/Pacific Islanders' success rates increased by 54 percentage points from 35% to 89% and African Americans' rates by 29 percentage points from 23% to 52%, followed by White students' gain of 28 percentage points and Latino students' increase of 25 percentage points.

Chart 9. Mathematics Basic Skills Course Success Rates by Ethnicity

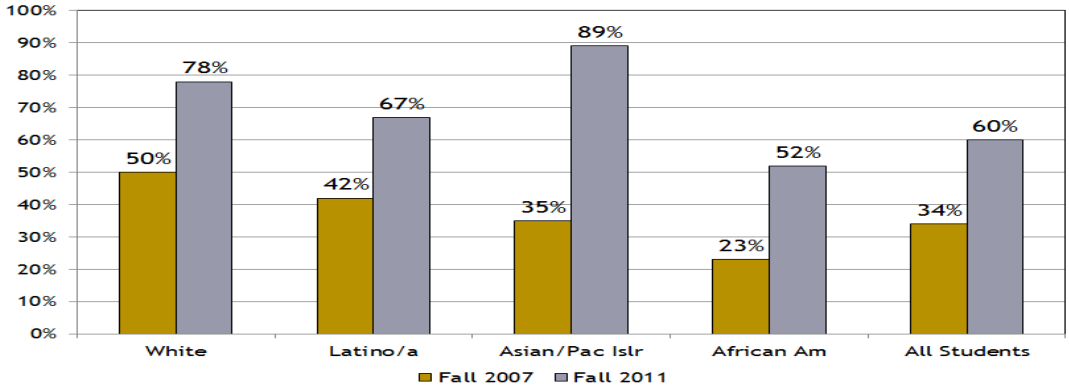


Table 11. Mathematics Basic Skills Course Success Rates by Ethnicity

	Fall 2007	Fall 2007	Fall 2011	Fall 2011	
	Total Census Enrollment	Success Rate	Total Census Enrollment	Success Rate	% Point Change
White	36	50%	18	78%	28%
Latino/a	52	42%	42	67%	25%
Asian/Pac Isl	20	35%	18	89%	54%
African Am	124	23%	119	52%	29%
All Students	259	34%	250	60%	26%

Transfer

An important common indicator of student success is transfer. As illustrated in Tables 12 and 13, between 2006-07 and 2010-11, the number of transfers to UC was up 64% while the number to CSU was up 31%. The numbers of transfer students increased in every ethnic group.

Table 12. Number Transferred to UC by Ethnicity

	2006-07	2006-07	2010-11	2010-11	
	Number of Transfers	Percent of Total	Number of Transfers	Percent of Total	% Change in Transfers
White	40	50%	52	40%	30%
Latino/a	18	23%	19	15%	6%
Asian/Pac Isl	7	9%	17	13%	143%
African Am	5	6%	7	5%	40%
Native Am	0	0%	0	0%	0%
Filipino	0	0%	0	0%	0%
Other/Unkwn	10	13%	35	27%	260%
All Students	80	100%	131	100%	64%

Table 13. Number Transferred to CSU by Ethnicity

	2006-07	2006-07	2010-11	2010-11	
	Number of Transfers	Percent of Total	Number of Transfers	Percent of Total	% Change in Transfers
White	26	29%	34	29%	31%
Latino/a	9	10%	21	18%	133%
Asian/Pac Isl	10	11%	16	14%	60%
African Am	19	21%	21	18%	11%
Native Am	1	1%	2	2%	100%
Filipino	2	2%	3	3%	50%
Other/Unkwn	23	26%	21	18%	-9%
All Students	90	100%	118	100%	31%

The college will continue to implement strategies to increase the number of transfers of underrepresented students, as well as the overall number of transferring students through the addition of AA-T and AS-T degrees.

AA-T and AS-T Degrees

In order to maximize transfer opportunities for students at BCC, department chairs worked with the Curriculum Committee throughout 2011-13 to develop AA-T and AS-T degrees wherever appropriate and to articulate pathways for students to earn these degrees. AA-Ts or AS-Ts now exist at BCC in the following areas: Business Administration, English, Mathematics, Psychology, and Sociology. AA-Ts and AS-Ts are currently under development at the College in the following areas: Anthropology, Art History, Studio Arts, Communication, Computer Science, Elementary Teacher Education, History, Philosophy, Political Science, and Spanish.

In summary, the state-mandated workload reductions have impacted BCC's schedule of classes, student enrollment, FTES generation, and hourly faculty FTEF. However, data shown above demonstrate that student retention and completion, as well as rates of course success and transfer, have not been adversely impacted by the budget and workload reductions. In fact, ARCC indicators indicate net gains have remained steady in three areas out of seven and improved in the other four, and the College's basic skills success rates and rates of transfer have notably improved. Institutional dialogue has been ongoing, collegial, and self-reflective regarding the continuous improvement of student learning and institutional processes. Through the program review and annual program update process, the evaluation of funding impacts has been college-wide, and strategies to address budget cuts have been data-driven and strategic.

Impact of Budget Variations on Institutional Effectiveness in Instructional Programs

Berkeley City College experienced a schedule reduction from 2009-10 to 2012-13 due to the state-mandated workload reduction. BCC planning processes, as described above, were used to ensure that the budget reductions would be made strategically, so as to guarantee educational quality throughout the institution. These processes relied heavily on information culled from data-driven program reviews and annual program updates.

There are numerous examples of Berkeley City College faculty rising to the challenge of ensuring that course and program reductions impacted students as little as possible. In addition to creating AA-T and AS-T pathways, described above, each of the academic departments in the college has focused on using student learning outcomes data, student success indicators, and strategic initiatives to improve student learning and student success at BCC, evidenced in program reviews. This has led to improvements throughout the college, as described below.

Arts and Cultural Studies

The Arts and Cultural Studies Department includes courses and programs in the fine arts, humanities, philosophy, music, and communication, all of which have responded to budget cuts in such a way as to improve offerings for students.

Despite the need to address schedule reductions over the past three years, the BCC Art program is preparing to move into two new art studios, due to capital funding and program planning. This move comes as new funding for program expansion is expected from the PCCD Measure B Parcel Tax revenues and the passage of Proposition 30. This will reflect an addition to the one studio room originally built and in use since 2006. Since Fall 2008, the art lab (Room 514) has been at maximum scheduling capacity, preventing any additional studio classes from being offered. Upon completion in April 2013, there will be two art studios adjacent to one another on the fourth floor, with Art History and Humanities classes offered across the hall, and an informal gallery space in the adjoining corridor. The two studios will provide updated facilities and an inspiring studio environment to accommodate high-enrolled classes. They will also allow for much-needed flexibility in scheduling, as changes in the curriculum required for the AA-Ts also require changes in the schedule and offerings. The studios provide an opportunity for growth when appropriate in the future.

In the words of the co-chair who oversees the Arts program,

> While the Art program has experienced considerable cuts over the past three years, these cuts have served to strengthen our vision and priorities as a program. Access may have been diminished but quality of instruction and programs has not. In fact, cuts to course offerings have resulted in more effective scheduling practices with courses on rotation; a greater focus on courses that serve many programs and a larger population versus specialty courses that served smaller groups; development of AA-Ts which strengthen our mission for transfer and student success and create clear pathways with academic integrity; development of a Public Arts certificate that specializes in unique offerings and prepares students for the work force; and revision of the Figure Studies certificate to be current and interdisciplinary. At the college level, cuts have also invited a more

> reflective and effective use of resources tied to planning, shared governance, and renewed discussion of the vision of our college (Art Program Review, fall 2012).

The Communication program has enjoyed high retention rates throughout the period of budget reductions, with a low of 77% in fall 2010 and a high of 85% in fall 2011. The spring retention of 84% in spring 2012 can be compared to the spring 2009 retention of 84%. In response to the impact of budget variations on Communication classes at BCC, the co-chair overseeing cultural studies wrote, "Because we had had steady but careful growth in the years prior to the budget cuts, we have been able to cut sections with minimal impact. We were able to cut sections but keep a diversity of offerings…. A new contract faculty member is in place as of Fall 2012 to review existing curriculum, develop more online courses, and implement the AA-T in Communication." (Communication Program Review, Fall 2012)

The disciplines of Communication, Humanities, Philosophy and Music were able to reduce sections with minimal impact; the co-chair overseeing cultural studies, which houses these disciplines, writes, "We were able to cut sections but keep a diversity of offerings through juggling daytime and nighttime and online offerings, create a rotation, etc." Retention rates in these areas are high; for example, retention rates for music courses are excellent, from 80% to 91%.

American Sign Language

Over the past five years, the ASL program has improved or maintained retention rates: 84% in Fall 2011, compared to 81% in Fall 2008; and 76% in Spring 2012 compared to 76% in Spring 2009. The ASL Department Chair writes, "The strength of the program is that all the teachers use [a consistent] approach to instruction so that students' progression is efficient and performance based." (ASL Program Review, Fall 2012)

Business/CIS

BCC's Business Department offers Associate degrees in Accounting, Business Administration, General Business, and Office Technology, as well as a newly approved AS-T in Business Administration. The retention rates for the fall terms were maintained between Fall 2009 and Fall 2011 (73%), and improved from Spring 2009 to Spring 2011, from 76% to 85%. The Chairperson writes, "Despite the reduction in courses, Business still appears to be one of the skills in high demand in the Bay Area." (Business Program Review, Fall 2012).

Concerning Computer Information Sciences, the Chairperson of the Business Department writes,

> Given the budget cuts, we have structured many of the courses offered by the department to parallel the professional certificate programs offered by the industry. This… facilitates quick employment for the students. For example, CIS 36A [Java Programming Language I] and CIS 36B [Java Programming Language II] cover the same materials that are needed for the Oracle Certified Java Programmer and Oracle Certified Java developer. Currently we are working on creating… a full CS AS-T transfer program and a robotics program aimed at high school students to increase enrollment in the STEM programs. (CIS Program Review, Fall 2012)

English/ESL/Education

In the English program, assessment has been used to improve instruction at all levels. In all sections of freshman composition classes as well as those reading and composition classes leading up to freshman composition in both English and ESL, the department administers a portfolio test, which helps to maintain departmental standards for all composition classes and gives students critical information about their skills related to learning outcomes. Analyses of the results have been used to design a new basic skills class, to redesign the curriculum for freshman composition and classes leading up to it, and to redesign ESL writing classes.

As of Fall 2011, the English program at Berkeley City College awards an AA-T, an AA in Language and Literature, and an AA in Writing. In the area of literature, the college currently offers the four courses which U.C. Berkeley requires of its lower division English majors; the acceptance rate for BCC English majors applying for transfer to U.C. Berkeley who have taken at least two of these classes has been approximately 80% for the last five years.

Referencing the statewide budget cuts, the Co-Chair overseeing English programs writes,

> Due to budget cuts, the department no longer offers individual, drop-in tutoring. Instead, "writing workshop" classes (English 208 and 258) offer support from instructional assistants and student workers, who serve as "writing coaches," or tutors, in a highly organized, group tutoring format. Surveys have shown this to be a very successful approach, and the college is able to offer tutorial support very efficiently in this way. Informed by the results of assessments, members of the department work together regularly to improve their pedagogical techniques. For example, faculty members have been involved in numerous Teaching-Learning Center Faculty Inquiry Groups to improve curriculum design and teaching methodologies. Most recently, a group of five instructors met to create a "model schedule" for composition classes, which has been shared with the department, and another group is working to create an online repository of materials for teaching the curriculum in this model schedule. In terms of technology, the English class at BCC is very different than it was five years ago. Almost all instructors in the English Department utilize Moodle to create web-enhanced instruction in their courses. In addition, most English instructors use the smart classrooms to create engaging, student-centered activities in their classes. Finally, most English teachers use turnitin.com to improve their feedback about essay assignments and to guard against plagiarism (English Program Review, Fall 2012).

In response to class reductions in English as a Second Language (ESL) offerings, the Peralta ESL Advisory Committee (PEAC), which consists of ESL faculty leaders from the four colleges in Peralta, reviewed the ESL curriculum throughout the district, considering assessment results, budget reductions, and financial aid restrictions that impacted non-residents and immigrants. The result of this collaboration was astonishing: A new ESL curriculum aimed at helping students progress through the course sequence more quickly, "to scaffold the skills needed for success in transfer and vocational programs," in the words of the co-chair overseeing ESL. She writes,

> We used data from SLO assessments, student focus groups, and other Teaching and Learning Center sponsored inquiry and action projects. We have been named a "model

district" by California's Acceleration in Context Initiative, and our work has been receiving statewide recognition." Student retention in ESL classes at BCC is exceptional, increasing from 84% in spring 2009 to 91% in spring 2012. (ESL Program Review, fall 2012)

Library

The Library has used assessment data and analysis of staffing trends to determine how best to plan improvements in its services. In the Library Program Review, the librarian referred to the library assessment, consisting of both a student survey and faculty survey conducted in 2011. According to the survey results, while both faculty and students were satisfied with many aspects of the library (including the environment and general helpfulness of the librarians), they indicated a need for strategically scheduled library hours.

Since the completion of the survey, BCC has hired a new, permanent classified staff member as a library technician and has increased the number of library hours. The college has posted to fill a vacant librarian position to begin in Fall 2013. In addition, each year for the past three years, the libraries across the district have received the first allocation of lottery funds in the amount of $40,000 per library, in addition to approximately $350,000 that was spent on a new, district-wide library database system.

Mathematics

BCC Mathematics Department faculty in 2011-12 designed several approaches for improving success in pre-collegiate mathematics courses. One strategy was to create a pre-statistics course that presents an accelerated alternative to the traditional two-semester algebra prerequisite sequence. Students electing to take this pilot accelerated path were followed to assess their success in the experimental course, and allowed to enroll in college-level statistics if the pre-statistics course was successfully completed. These students are currently being assessed in the college-level statistics course so that the college will have data to compare success rates of students in the accelerated pilot path with success rates of those in more traditional paths to college-level statistics.

The Mathematics Department Chair writes, "The department is in the process of developing and adopting common, SLO-driven final exams… Collaboration [on developing the final exams] focuses faculty on essential course content and desired student outcomes as it provides the department with vital information about student success." (Mathematics Program Review, Fall 2012)

The Department currently offers an AS-T degree in Mathematics for transfer.

Modern Languages

Modern Languages programs throughout the district responded to budget cuts by having each college "focus" on a particular language or set of languages; thus, students who cannot study a language at one college can do so at a sister college. The Modern Languages program at BCC offers a complete range of lower division courses in Spanish and an Associate of Arts Degree and Certificate of Completion in Spanish and has approximately 63% of the total of students studying Spanish in the District. Therefore, in response to state-mandated budget cuts, the Modern

Languages Department cut its courses in Arabic, French, and Portuguese (in which no AA or certificate programs exist) in order to focus on its Spanish language program. With the support of CTE funding, the Modern Languages Department has developed and introduced a new Spanish Medical Interpreter certificate program; the first cohort of students graduated from this program in December 2012. In addition, the Department is developing an AA-T in Spanish.

Multimedia Arts

The Multimedia Arts Department has five strands/concentrations with five AA degrees and five certificates of completion in Digital Imaging, Web Design / Production, Digital Video Arts, Animation, and Writing for Multimedia. In response to Multimedia Arts student surveys in Spring 2011, department faculty deactivated outdated courses and designed Certificates of Proficiency for all the strands in order to increase student completion and employment. The arrangement of core courses into small chunks has allowed students to accomplish some of their goals in a few semesters, encouraging them and providing them with useable certificates in the industry. To align with the changing industry landscape, the Certificates of Proficiency focus on the discrete sets of skills likely to be needed for employment. This concentration has enabled the department to continue its core courses effectively, at the same time that it promotes student success.

Sciences

The Sciences Department at Berkeley City College offers courses to support the general education needs of the college. In addition, the department houses the Biotechnology program, which offers an AA degree and certificate of achievement. The number of students taking classes in this department increased from 1,199 in 2009-10 to 1,660 in 2011-12, while retention rates increased (from 75.9% to 77.2%) and success rates remained steady (from 72.6% to 72.1%). The California Institute of Regenerative Medicine (CIRM) awarded a grant to the college (described in the Grants section, above) of $2.4 million "to support student internships in laboratories conducting research in stem cell and regenerative medicine." (Science Program Review); this grant has promoted student success in the sciences, particularly in the Biotechnology program. The Department Chair has identified a critical need in the department for additional full-time faculty. (Sciences Program Review) Through its shared governance process, the Department Chairs' Council has affirmed its support for this priority in staffing. The most recent Program Review for the Science Department discusses ways in which BCC and Laney College have collaborated to ensure that their curricula are coordinated, maximizing opportunities for students.

Social Sciences

In Fall 2011, Social Sciences reductions allowed for only three sections of Anthropology classes despite the fact that the Anthropology program had been one of the largest in the college four years previously; as a result, the Science department, which had scheduling space, agreed to house Physical Anthropology classes. Other Anthropology classes (in Archaeology and Prehistory, Social and Cultural Anthropology, and Linguistic Anthropology) were carefully rotated over the following semesters. Two years later, the Anthropology program has returned to Social Sciences, and the college has hired a full-time Anthropologist to begin in Fall 2013; in

addition, the Department is planning to develop an AA-T in Anthropology. This is an excellent example of how interdepartmental collaboration was able to maintain a program.

Strong retention rates and transfer pathways mark the programs in the social sciences. BCC history classes have maintained a strong retention rate throughout the budget reduction period from 75% in fall 2009 to 78% in fall 2011. An AA-T in History is pending approval for Spring 2013. Retention rates in political science classes at BCC range from 72% to 86%, and the implementation of the AA-T in Political Science is likely to increase these numbers. BCC has an AA-T in Psychology, and retention rates in this discipline vary from 72% to 79%. BCC has an AA-T in Sociology; retentions in Sociology have remained steady, varying between 71% and 74%. As part of the implementation of the budget allocation model, BCC received a full-time faculty transfer in History in 2011; this faculty member has been instrumental in developing courses for the History AA-T.

At BCC, the Social Sciences Department houses one of the college's most successful programs, the Program for Adult College Education (PACE). PACE has a 67% program completion and 90% transfer rate. (See PACE Program Review.) This program promotes student success, as well as access and equity; 38% of the students in the program are African American, 14% Hispanic, 11% Asian, Pacific Islander, or Filipino, 10% multiple ethnicities, 13% other non-White or not declared, and 15% White. Almost all of the students in the program are reentry students.

The Chair of Social Sciences summarized the approach of the majority of BCC departments to the development of AA-Ts and AS-Ts when she wrote the following:

> While Social Sciences is certainly smaller in terms of the number of sections offered than it was four years ago, the direction of the department as a transfer focused department has resulted in a more clearly structured and balanced department. Developing the AA-Ts has served to define clear pathways for students within our disciplines, led to greater coordination among the disciplines in terms of offerings and scheduling and clarified our role in the larger mission of the College. (Social Sciences Program Review, Fall 2012)

Sustaining Quality Educational Programs

Berkeley City College instructional programs are fundamentally sound and able to withstand the budget variations of the past years. BCC has developed new AA-Ts and AS-Ts, has creatively and strategically restructured its programs and course curricula, as well as scheduling practices, and has used appropriate planning processes to prioritize in order to ensure institutional effectiveness in its instructional programs.

Impact of Budget Variations on Institutional Effectiveness in Student Support Services

Student Services at BCC provides support to a diverse population to ensure the achievement of the mission of the College. To sustain the quality of services, Student Services at the four colleges have been coordinated at both college and district levels through prioritization, partnership building, grants, collaboration, and resource sharing. Through the process of program review, both BCC and PCCD have integrated decision-making into resource allocation to keep vital services effective.[17]

All areas of Student Services are regularly and systematically assessed through program review[18], annual program updates, student learning outcomes and service area outcomes assessments[19], faculty and staff input, and other appropriate measures in order to improve their effectiveness. Results of assessments are used as the bases for improvements. Evaluations of these services provide evidence that they contribute to the achievement of student learning outcomes/service area outcomes.

Student Services have experienced different impacts among programs and service areas fiscally and in terms of resources over the last five years. At the same time that the overall student demand continues to increase, a few areas gained resources, but most services experienced resource shortages due to state-mandated reductions. As detailed earlier in this report, resources have begun to increase in 2012-13. Table 14 below summarizes budget impacts and strategies that each program/area has implemented to maintain or enhance quality learning programs and services.

Table 14. Student Services Budget Impact and Strategies to Maintain/Enhance Quality

Student Services	Budget Variation Impact	Strategies to Maintain/Enhance Quality
Student Services Administration	1 FTE Dean position was cut due to general fund reduction in 2011-12. Campus Safety Aide services began in 2011-12.	The 1 FTE dean position was restored in 2011-12, supported by grant and categorical funds. The Dean is primarily responsible for TRiO, DSPS, and other related areas. The Vice President of Student Services and the Staff Assistant to the Vice President have been sharing the responsibility of supervising Safety Aide services.
PROGRAMS		
Admission and Records	Budget increase for staffing purposes	Increased number of full-time Admissions & Records staff positions from 2 to 3. Increased discretionary funding. Student Ambassadors are available to provide customer service and help students successfully enroll in classes.

[17] http://www.berkeleycitycollege.edu/wp/student_service_programs/district-wide-collaboration-and-coordination/
[18] http://www.berkeleycitycollege.edu/wp/student_service_programs/berkeley-city-college-program-review-summary/
[19] http://www.berkeleycitycollege.edu/wp/student_service_programs/student-services-slo-home/

Student Services	Budget Variation Impact	Strategies to Maintain/Enhance Quality
Assessment and Orientation	Personnel budget remains steady. The discretionary budget was reduced due to State Matriculation budget cuts.	The 1 FTE "Program Specialist/Assessment" continues to manage this program. Discretionary budget needs have been partially met by the general fund, as well as CTE and Perkins grants.
Counseling	1 FTE contract counseling position cut in 2009-10. State matriculation budget cuts, resulting in less funding for adjunct counselors Discretionary State budget cut from both general and Matriculation funds	2 FTE contract counseling positions were added in 2012-13. Adjunct counseling needs have been supported, as appropriate, by Title III, Basic Skills Initiatives, CTE and Perkins. Counseling office counter services have been partially funded by federal work study. Staff development and discretionary needs have been addressed through Title III, CTE, and Perkins.
DSPS	1 FTE Coordinator/Counselor and 1 FTE Counseling positions replaced by .67 FTE .75 Staff Assistant position replaced by .5 FTE Statewide discretionary budget reduction since 2009-10	1 FTE Coordinator/Counselor position was filled in 2012-13. 1 FTE counseling position was filled by .67 FTE. 1 FTE learning disabilities specialist position was filled. .75 Staff Assistant position was replaced by .5 FTE. Discretionary budget needs have been addressed through District matching funds and district-wide resource sharing.
EOPS/CARE & CalWORKs	1 FTE counseling position replaced by .67 adjunct since 2009-10 Statewide discretionary budget reduction since 2009-10	Counseling needs have been addressed by General Counseling, as well as TRiO counseling (when EOPS/CARE and CalWORKs participants meet TRiO criteria). Discretionary expenditure needs have been partially met by general fund, grants, and federal and work study.
Financial Aid	Budget increase for staffing purposes	Full-time positions increased from 3 to 4.5.
Health Services	Resource increase for staffing purposes. BCC had no on-campus health services prior to 2011-12. On-campus services began in 2011-12.	0.4 FTE psychological counseling position and a monthly HIV testing service began in 2011-12. A 4-hour weekly Family Planning Service began in Spring 2013. A half-time mental health peer counseling service began in Spring 2013.

Student Services	Budget Variation Impact	Strategies to Maintain/Enhance Quality
Learning Resource Center (LRC)/Tutoring Services NOTE. LRC transferred to Instruction in 2010-11.	1 FTE and two 0.5 FTE English instructional assistant positions were cut from the general fund, beginning in 2010-11. A 0.42 FTE mathematics/science instructional assistant position was cut from the general fund. Discretionary budget cuts reduced computer lab usage open to students.	English tutoring services shifted from individual tutoring in the LRC to highly structured group tutoring in supplemental classes. Title III began to support the .46 position immediately in 2010-11. Beginning in 2010-11, the computer lab was supported by federal work study and staffed by an Assessment and Orientation Specialist.
Student Activities	1 FTE student activities advisor position was cut in 2010-11.	The service needs have been partially provided by student services administrators, shared by classified staff members. The Dean of Student Services served as ASBCC Advisor in 2010-11, while the Vice President of Student Services has been serving as the Advisor since 2011-12. The UC Berkeley BCC Corps grant has been providing partial support since 2010-11 for various student activities. The 2012-13 Associated Students have voted to partially fund oversight of student government through Student Center fees.
Out-/In-Reach and Student Ambassador Program	1 FTE "Program Specialist/Outreach" position remains steady. Matriculation budget supporting Student Ambassadors has been cut by 100% since 2009-10.	Service focus has shifted from outreach to in-reach/student retention and success. Student Ambassador services have been supported by the District Office through general fund and student volunteers, as well as federal work study. Partial service has been shared by Safety Aides since Spring 2012.
Transfer and Career Center	1 FTE position remains steady. Discretionary funds have been reduced since 2010-11.	CTE/Perkins and other grants, e.g., TRiO, have been providing support for discretionary funding needs. A .5 FTE student assistant was added to career services in 2012-13.
Veterans Services	No designated budget has been allocated to this program, while service needs have tripled.	Services were provided by the Staff Assistant to the Vice President of Student Services until 2011-12. Starting Spring 2012, the services were provided by a Student Services Specialist. Adjunct counseling services have increased from 8 hours to 16 hour per week, supported by general funds since 2011-12.

In all areas of student services, BCC has used ongoing, systematic evaluation and planning to refine its key processes and support student learning and success. Despite the state-mandated workload reduction, Berkeley City College faculty, staff and students continue to perform well.

Admissions and Records

The Admissions and Records Department was centralized through the Peralta Community College District office. This unit has been given additional resources to address increased student demand, including added personnel and training. The Welcome Center at BCC has been instrumental in relieving some of the traffic at the Admissions and Records counter. Students are able to use the computers in the Welcome Center to submit online applications and update and view their program information. Student Ambassadors are available to provide customer service and technological assistance by helping students successfully enroll in classes and make necessary changes in their programs. In an ongoing effort to provide efficient, user-friendly services, the Admissions and Records department has supported the implementation of PeopleSoft and online official transcript ordering, and continues to work with faculty and college administrators to maintain accurate accounting of grade and attendance records.

Assessment and Orientation.

Despite budget cuts, Assessment and Orientation has demonstrated effectiveness in serving students. In Fall 2012, BCC successfully conducted cohort group orientation in order to streamline services to students. Persistence, retention, and success rates of BCC students who received orientation in fall 2009, 2010, and 2011 are the highest among the four Peralta colleges. (see Student Services data 2012-13 at http://web.peralta.edu/indev/research-data/documents/). On the student satisfaction survey, students ranked Assessment and Orientation very high – a median of 4.48 on a 5-point scale. Orientation staff plan to increase information provided to students at orientation by inviting special programs staff – from areas such as PERSIST, PACE, EOPS, and TRiO - to make presentations.

Table 15. Numbers of Students Receiving Assessment and Orientation

	2008-09	2009-10	2010-11	2011-12
# of Students Assessed	6,577	6,920	6,099	5,917

Counseling

Between 2009-10 and 2011-12, success rates of students who received counseling services averaged 3.5 percentage points higher than the overall college rates. During this time, fall to fall persistence rates for students who received counseling services averaged 8.5 percentage points higher than the overall college rates. Two new counseling faculty members began their tenure-track assignments at BCC in January of 2013. Targeting incoming high school graduates, a comprehensive and informative orientation has been developed and piloted for students at the beginning of their BCC experience. E-counseling has been implemented, offering counseling to the online student population. Counselors from grant/categorically-funded programs have been visiting classrooms, making presentations to students about counseling services and encouraging them to see counselors.

Counselors at BCC are involved in initiatives to improve transfer rates. Annually, BCC counselors assist over 100 BCC students in completing their TAG applications (Transfer

Admission Guarantees). Furthermore, the Concurrent Enrollment Program is an opportunity for BCC students to take lower division courses at a participating four year school for the same price as the community college course; students are able to concurrently enroll at U.C. Berkeley, C.S.U. East Bay, and Mills College. Typically, students decide to take a university course that is required for their major but is not offered at BCC. Annually, approximately 40 BCC students apply to and are accepted by the Program.

The Counseling Department is partnering internally with other departments to enhance services to students. Video vignettes are being created by the college's Multimedia Arts Department, which will inform students about counseling procedures, services, processes, and FAQs. These vignettes will be embedded on the counseling web site and can be viewed in the counseling reception area. Improved technology has enabled counselors to access Student Educational Plans interdepartmentally.

DSPS

Success rates of DSPS students are equal to or higher than those of non-DSPS students. The number of DSPS students has increased by 3% since 2009-2010, and enrollment continues to grow annually. BCC has successfully hired a full-time Learning Disabilities Specialist and a full-time Counselor/Coordinator. Short-term plans for the future include strengthening the network between DSPS and local agencies that serve people with disabilities, such as the Department of Rehabilitation, Center for Accessible Technology, and UC Berkeley's College Internship Program; and identifying a space to use as an assistive technology (AT) lab to serve the increasing demand by DSPS students, who use such technologies to access and complete their coursework.

The DSPS programs in the district are working collaboratively on providing Deaf and Hard of Hearing services by using a district coordinator located at Laney College. The District Office provides approximately $1.2 million district-wide in matching dollars for DSPS annually.

Table 16. BCC Students Served by DSPS Office by Disability Category (2008-09 to 2011-12)

	Annual 2008-2009	Annual 2008-2009	Annual 2009-2010	Annual 2009-2010	Annual 2010-2011	Annual 2010-2011	Annual 2011-2012	Annual 2011-2012
	#	%	#	%	#	%	#	%
Acquired Brain Injury	16	3.62%	17	4.24%	14	3.42%	11	2.65%
Developmentally Delayed Learner	2	0.45%	5	1.25%	9	2.20%	5	1.20%
Hearing Impaired	19	4.30%	14	3.49%	18	4.40%	14	3.37%
Learning Disabled	76	17.19%	68	16.96%	72	17.60%	67	16.14%
Mobility Impaired	110	24.89%	93	23.19%	77	18.83%	66	15.90%
Other Disability	94	21.27%	90	22.44%	133	32.52%	164	39.52%
Psychological Disability	100	22.62%	90	22.44%	59	14.43%	59	14.22%
Speech/Language Impaired	3	0.68%	2	0.50%	1	0.24%		0.00%
Visually Impaired	22	4.98%	22	5.49%	26	6.36%	29	6.99%
TOTAL	442	100.00%	401	100.00%	409	100.00%	415	100.00%

EOPS/CARE and CalWORKS

EOPS/CARE and CalWORKs programs have endeavored to sustain the quality of support services to program students by implementing the following collaborative and supplemental activities: 1) Students are referred to Graduate Counseling Interns for advising purposes and to counseling staff in other support programs; 2) Student Aides paid out of Federal Work Study funds are hired and trained to provide basic support services; and 3) A book loan program has been created with program funds and textbook donations from students.

EOPS students constitute 11% of BCC's full-time student population. Between 2010 and 2012, 62 EOPS students received AA/AS degrees, 13 received Certificates, 33 transferred to UCs, and 38 transferred to CSUs.

Table 17. Numbers of Students Served by EOPS/CARE and CalWORKS (2008-09 to 2011-12)

	2008-09	2009-10	2010-11	2011-12
EOPS/CARE # of Students	407	381	416	382
CalWORKs # of Students	66	34	39	76

Financial Aid

In 2010-11, a total of $6.87 million of financial aid was awarded to BCC students, an increase from $6.34 million awarded in the prior year. Pell Grant recipients increased by 43% from 1,098 in 2009-10 to 1,571 in 2011-12, while Pell awards increased by 47% from $3.45 million to $5.07 million. BCC Student Ambassadors have provided technical support to assist students in using on-site computers to complete financial aid applications. In addition, the Financial Aid Office plans to increase services to financial aid recipients by implementing an appointment system to facilitate faster completion of files, resulting in quicker disbursements for students. Like the Admissions and Records Department, Financial Aid services were centralized through the Peralta District until Spring 2013.

Health Services

In Fall 2012, BCC was able to put into place increased health services for students funded by student health fees. These services include on-site personal counseling two days per week and on-site HIV testing services two hours per month. In addition, the college received a 16-month mental health service grant to train students in peer advising, and plans to offer four hours per week of health services onsite. Student Services is partnering with a BCC instructional program – Public and Human Health Services – to identify students willing to work as peer advisors.

Student Activities

Student Activities responsibilities have been shared by several BCC administrators, faculty and staff members, and UC Berkeley-BCC Service Community, a group composed of BCC transfers to UC Berkeley and funded by the UC Berkeley Chancellor's Office. These BCC alumni have been returning to BCC in order to provide assistance with various support services. At BCC, resources have been identified to meet the needs of the Associated Students of Berkeley City College; specifically, the size of the student activity space has tripled, and new furniture and computer equipment has been purchased and installed.

Transfer and Career Information Center (TCIC)

The TCIC provides various services to students, including workshops on the transfer process, career exploration, the AA-Ts and AS-Ts, completion of applications for admission to UC and CSU, career pathways connected with BCC programs, and writing essays for college applications. The Center regularly offers transfer and career events. The TCIC partners with four-year colleges and universities so that on average 10 colleges or universities come monthly to BCC either to meet individually with students or to work with larger groups through tabling. The TCIC also sponsors an annual Transfer Day attended by 50+ campus representatives from California and out-of-state colleges/universities. In 2011-2012, college campus tours were arranged for TRiO students, who visited CSU East Bay, UC Berkeley, University of San Francisco, and UC Santa Cruz. A primary mandate for the TCIC is to serve underrepresented students. The Center's activities address career exploration and goal-setting, and touch on several aspects related to student equity – reaching out to basic skills students, students in CTE

programs, and transfer students. The TCIC also works with organizations off campus to provide students with information regarding internship and scholarship opportunities. A grant has added one .5 FTE student assistant with expertise in career technical programs.

Student evaluations indicated a high level of satisfaction with the Transfer and Career Information Center. On a 5 point scale, rankings of the seven items on the student satisfaction survey ranged between 4.4 and 4.9.

Over the last three years, the number of BCC transfers to UC and CSU increased by 13%, from 174 to 196.

Veterans' Services

At BCC, the number of veteran students served has increased by 57% over the last three years, and an even larger increase is anticipated over the next two years as military released from duty return home. This growth has increased needed staffing from .25 to .75 FTE. BCC has been able to meet this need by redistributing classified responsibilities in order to provide quality services to students who are veterans. BCC is working with the Oakland Veteran's Center, an outreach program, to assist veteran students to stay in school. The 80.2% retention rate of veteran students in fall 2011 at BCC was 8 percentage points higher than the 72.5% overall retention rate at BCC during that same time period. In addition, the success rate of veteran students in fall 2011 at BCC was 72.8%, 7 percentage points higher than the overall success rate of 65.6%. Another program, Veteran Retraining Assistance Program (VRAP), was initiated in July 2012. This is a one-year retraining program for veterans between the ages of 35 and 60, and is geared toward training programs at community colleges. During Fall 2012, veterans at BCC were awarded these funds for the first time, and VRAP awardees constitute 7% of the current veteran population at BCC. Finally, in Fall 2012, BCC veterans started a Veteran's Club to assist and organize veteran students on campus. The club is open to all veteran and non-veteran students at all four of the Peralta Community College campuses.

Grant Funded Programs.

Student Services has been supported by several grant-funded programs, such as TRiO and Perkins. TRiO provides support services to low-income, first generation BCC students, including students with disabilities, to reach their educational goals: Completion of an associate degree or certificate and transfer to a four-year institution within a four-year period. Services include counseling/case management, priority registration, skill development, tutoring, transfer and career planning, training in financial literacy, campus tours, and workshops. Of the 149 students enrolled since 2011-2012, 129 remain active as program participants, and 10 have graduated and/or transferred. TRiO and Perkins grant-funded activities are described in detail in the section on "The Use of Grants to Support Institutional Effectiveness."

Conclusion

As this response to Commission Recommendation #5 shows, all units of Berkeley City College (BCC), including all instructional departments and all student services areas, have reacted strategically to budget variations; these responses have been driven by and documented in program reviews and annual program updates, thereby ensuring institutional effectiveness throughout the college. The data used to drive program reviews and APUs have focused on the college mission and included student learning outcomes and service area outcomes assessment results. Planning processes at the college, which are systematic, transparent, and inclusive of all shared governance constituents, have used these program reviews and APUs as the bases of budgetary planning.

Berkeley City College has maintained administrative capacity and staff despite budget variations. The College employs seven administrators in 2012-13, with the budget and a plan to add two administrative positions. The Budget Allocation Model allocates sufficient resources to the colleges for staffing, which has allowed for steady growth at the College in hiring of faculty and classified staff, as well as maintenance of administrative capacity.

As student success indicators have shown, students at BCC are successfully learning and meeting their goals. According to ARCC data, students at BCC have improved in significant areas, such as credit basic skills improvement, course success rates, and persistence rate. Program reviews describe strategies used throughout the college to continue to promote student success, including the development of AA-Ts and AS-Ts.

Finally, BCC has maintained fiscal stability by leveraging grants appropriately while moving toward complete institutionalization of the Budget Allocation Model. With the passage of Measure B and Proposition 30 in 2012, BCC will be able to use its strong planning processes to continue to improve institutional effectiveness.

Thus, BCC has achieved full compliance with Standard III.D and Eligibility Requirements #5 and #17 and has addressed the concerns expressed in the ACCJC action letter of July 2, 2012.

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[i] http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC.aspx

Commission Recommendation 5 – Evidence

1. Assessment Committee Home Page
2. Berkeley City College Goals and Objectives
3. Berkeley City College Mission, Vision, and Values
4. Berkeley City College Roundtable for Planning and Budgeting Home Page
5. Berkeley City College Shared Governance Manual
6. Budget Allocation Model Handbook
7. Class Schedules and Catalogs Page
8. Institutional Research Home Page
9. Leadership Council Home Page
10. Peralta Community College District Budget 2012-2013
11. Program Review Materials Home Page
12. Teaching and Learning Center Home Page

All the above Evidence Documents can also be accessed at the following website:

http://www.berkeleycitycollege.edu/wp/accreditation/documents/