

2015 Berkeley City College Self Evaluation Report

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Abstract of 2015 Berkeley City College Accreditation Self Evaluation

I.A: Mission

Berkeley City College's Mission, Vision, and Values (MVV) statements serve as an integrated whole, as they function together to guide College planning initiatives and continuous improvement of college departments and service areas, as well as college life. These statements focus on promoting student success through an emphasis on student learning and on serving and celebrating the College's diverse community, as well as "transforming lives." The College MVV statements align with the District Mission, with the District Board Policy on College Mission and with the College's institutional learning outcomes. The Peralta Community College District Board of Trustees approved BCC's Mission, Vision, and Values on April 12, 2005 and revalidated them most recently on October 7, 2014.

I.B: Improving Institutional Effectiveness

As is consistent with its Mission, Vision, and Values, student learning is the primary focus at Berkeley City College (BCC). The College makes a conscious effort to organize its key processes and allocate its resources to support the ongoing improvement of student learning for all of its students. BCC uses ongoing, systematic evaluation and planning. Planning is collaborative, both within the College and between the College and the District. Collegial, self-reflective dialogue about the continuous improvement of institutional processes occurs through the College's integrated institutional planning processes and its shared governance decision-making structure. The College sets goals annually and both states and evaluates measurable objectives related to these goals, using the results of these evaluations for continuous improvement. The College regularly and systematically evaluates the effectiveness of its planning and resource allocation processes. It also assesses learning outcomes at the institutional, program, and course level and uses the results of these assessments for continuous improvement in student learning.

II.A: Instructional Programs

As is consistent with its Mission, Vision, and Values, BCC aims to transform lives through the high quality of academic programs, regardless of location or means of delivery. These programs promote success for students at all levels. Instructional programs are systematically assessed through program review and learning outcomes assessment processes, and the results of these assessments are used to improve student learning.

In 2009, BCC received a Title III grant, which allowed the College to pilot new approaches to addressing the needs of students in "basic skills" classes and to develop a culture of assessment at BCC. During the first year of the grant, the Academic Senate established the Assessment Committee as a subcommittee, and, through funding from the Title III grant, the College developed a Teaching-Learning Center, which became instrumental in supporting

faculty projects that served to build a culture of assessment and help faculty and staff throughout BCC to implement action plans based on assessments. By the end of the grant period, in Spring 2014, SLO assessment – at the course, program, and institutional level – had become pervasive at the College and was used to make meaningful improvements in instructional programs. The College uses program reviews and APUs to connect this work to its planning processes.

Achievement indicators reveal that BCC students are meeting their goals. The goal which BCC students most commonly cite is transfer to a four-year college or university, but many students also indicate goals related to improving job skills or gaining degrees or certificates. In all of these areas, students are showing improvement, most notably in the increases in transfers and in degrees and certificates awarded. This growth is likely to continue, as the College now has fourteen Associate Degrees for Transfer, which help students seamlessly transfer to colleges in the California State University system.

II.B: Student Services

As outlined in the College’s Mission, Vision, and Values statements, BCC is committed to providing a “diverse community with educational opportunities.” Student support services are provided throughout students’ careers at BCC, while transfer and career services are available to help them transition to the next steps, academically and professionally. The College’s broad spectrum of student support services ensures equal access to learning opportunities, college resources, and tools of success for all students. Specialized services are provided for targeted student populations, such as students with disabilities, veterans, first generation students, and ESL, economically challenged, and academically underprepared students. These services are systematically assessed to continuously improve their effectiveness.

The Student Services Division ensures that its programs are assessed in a variety of ways. Ongoing dialogue about student services occurs within the College’s shared governance groups and committees and at district-level meetings. Every student services program has service area outcomes and may also have student learning outcomes, all of which are linked to the program’s mission. These are assessed primarily through surveys, and results of assessments are used to promote continuous improvement. Outside surveys also provide data for assessment, as do achievement indicators, such as student persistence and transfer rates. Assessment findings are used in such planning documents as program reviews and APUs, which are linked to the College’s Educational Master Plan, the Student Success and Support Plan (SSSP), and the Equity Plan.

The Student Services Division is meeting the mandate of the Student Success Act of 2012 through its SSSP by proactively and innovatively providing enhanced services in relation to student educational plans; orientation, assessment, placement, counseling, advising, and other educational planning services for first-time students; and follow-up services. It provides access to services online.

II.C: Library and Learning Support Services

Library and learning support services are of sufficient quantity, quality, currency, depth, and variety to sufficiently support BCC's instructional programs, regardless of location or means of delivery. BCC library resources are sufficient to facilitate educational offerings. The College relies on appropriate expertise of faculty, including librarians and other learning support services professionals, to support student learning and enhance the achievement of the College's Mission, Vision, and Values. Through the Library's print materials, online materials, in-class orientations, and Library Information Sciences classes, as well as services provided by the Learning Resources Center (LRC), the College provides ongoing instruction in information competency. An increase in library hours between 2008 and 2014 has led to demonstrable improvements in students' satisfaction with the library, as indicated in survey results, and a clear increase in use of the Library, as indicated through usage analyses. Learning support services are offered in a variety of venues at the College; the hiring of a full-time LRC coordinator will enhance coordination of these services.

III.A: Human Resources

BCC employs a sufficient number of qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, treats them equitably, systematically evaluates them, and provides opportunities for their professional development. Human resources planning is integrated with institutional planning through the program review/APU cycle and the College's shared governance decision-making processes. In practices regarding hiring and evaluating personnel, the College adheres to union contracts, as well as board policies and administrative procedures that ensure fairness and integrity in all employment procedures. Professional development at BCC is coordinated through the Professional Development Committee, which provides workshops and activities to improve pedagogical practices, and the Teaching-Learning Center, which provides opportunities for data-driven, assessment-related, collaborative work that promotes student learning.

III.B: Physical Resources

Physical resources of BCC are safe and sufficient, and they support the integrity and quality of the College's programs and services, regardless of location or means of delivery. The main building, located at 2050 Center Street, is a modern facility, not yet ten years old, and is easily accessible by public transportation. Students have clearly indicated their satisfaction with the safety, sufficiency, accessibility, and healthy environment of the building. The College also utilizes rented facilities, primarily at U.C. Berkeley and in its "South Campus." South Campus meets acceptable standards of accessibility, safety, healthfulness, and security, and is ADA compliant. The property owner of the South Campus building handles maintenance and custodial work there. Similarly, U.C. Berkeley handles issues of maintenance for the rooms the College uses there. In order to provide sufficient resources to meet the demands of student growth, the College is working with the District to acquire new facilities.

III.C: Technology Resources

Technology resources are used at BCC to support student learning programs and services, and technology planning is integrated with college-wide planning through the College's committee structures and through the integration of technology planning within program reviews and APUs. At BCC, technology supports instruction; the Library and learning support services; and the Student Services Division, including Admissions and Records, Financial Aid, and Counseling, among others. Assistive technology is available to provide support for students with disabilities. Distance education tools, such as Moodle and turnitin.com, have proven to be so effective that they are now used to enhance face-to-face instruction as well as distance education courses. The College uses its planning processes to identify technology needs.

III.D: Financial Resources

Financial resources at BCC are sufficient to support student learning programs and services and to improve institutional effectiveness. The College is in sound financial shape due to a combination of prudent financial stewardship, strong community and voter support of general obligation bonds, a parcel tax measure, and careful use of a series of state and federal grants. The College and District ensure financial stability, integrity in financial management, and strong integration of resources planning with college-level and district-level planning. Through established business practices, internal controls ensure that financial transactions are appropriately reviewed. College financial resources, including auxiliary and grant funds, are managed with integrity and in a manner consistent with the Mission, Vision, and Values of the College, and the College follows board policies and administrative procedures that ensure sound financial practices and financial stability.

In 2010, the District Planning and Budgeting Council created a "budget allocation model" (BAM) for the unrestricted general fund. Based on this model, the District determines the amount to be allocated, using a three-year rolling average of full-time equivalent students at each college. One principle of the BAM has been that it should be implemented in a way that avoids negative operational impacts to programs and services at any of the colleges. As a result, the full implementation of the BAM has been gradual and is not yet complete. While the College meets Standard III.D, BCC and the District will continue to pursue the full implementation of the BAM.

IV.A: Leadership and Governance

At BCC, institutional leaders create an environment for empowerment, innovation and excellence, while taking on the responsibilities of their positions. The College has a clear and well-articulated shared governance structure and clearly defined processes for annual institutional planning and budgeting. The College's governance structure and planning processes ensure robust participation from staff, faculty, administrators, and students.

BCC engages in ongoing assessment and evaluation of its shared governance processes and their effectiveness. Over the last year, for example, the College has streamlined its shared

governance structure and combined or revamped existing committees to make the overall structure more effective.

The “small college culture” of BCC has historically stimulated the free flow of ideas. The College is committed to continuously fostering a culture of collaboration and effective communication among all of its various constituencies.

IV.B: Board and Administrative Organization

The Peralta Community College District Board of Trustees has established board policies and has charged the Chancellor with setting and administering administrative procedures that ensure the quality, integrity, and effectiveness of the College’s student learning programs and services. These policies and the Board’s decisions are consistent with the District’s Mission Statement, as well as federal and state laws and regulations and local policies and guidelines, and are publicly available. They include clear self-evaluation processes, a clearly defined code of ethics, and procedures for selecting and evaluating the Chancellor and college presidents. The Chancellor clearly delineates his role from that of the college presidents and works effectively with the presidents; he gives full responsibility and authority to the college presidents to implement and administer board policies and administrative procedures and holds the College President accountable for the operation of the College. The District provides effective services to support the College.

The College President effectively leads the College in its planning and budgeting process; assures that institutional practices are consistent with institutional mission and policies; takes primary responsibility for ensuring the quality of the College, and delegates authority appropriately to other administrators. She establishes a collegial process that sets goals, values, and priorities; ensures that educational planning is integrated with resource planning to achieve student learning outcomes; ensures that the College communicates effectively with the community; successfully controls budget and expenditures; and ensures that planning processes are regularly evaluated.

Actionable Improvement Plans

Berkeley City College – 2015

Actionable Improvement Plans per Standard

Standard	Standard Met?	Standard-Specific Actionable Improvement Plans (AIP)	AIP #
I.A Mission	Yes	None.	
I.B Institutional Effectiveness	Yes	None.	
II.A Instructional Programs	Yes	None.	
II.B Student Support Services	Yes	BCC will fully implement the SSSP and Equity Plan, including orientation, counseling/advising, and follow-up components, in line with the Education Master Plan.	AIP #1
II.C Library and Learning Resources	Yes	BCC will make available a budgeting calendar and budgeting information for the Library as early as possible in the funding cycle.	AIP #2
III.A Human Resources	Yes	None.	
III.B Physical Resources	Yes	While the College meets this Standard, BCC is working to acquire additional building space to meet growing enrollment and student needs.	AIP #3
III.C Technology Resources	Yes	While the College meets this Standard, BCC will enhance wireless internet access, as well as hardware and software.	AIP #4
III.D Financial Resources	Yes	While the College meets this Standard, BCC and the District will work to achieve the full implementation of the Budget Allocation Model. While the College meets this Standard, it will expand its mechanisms for publicizing and widely distributing a budgeting calendar that clarifies expenditures and deadlines for spending, based on funding streams from the District and College.	AIP #5 AIP #2
IV.A Decision-Making Processes	Yes	None.	
IV.B Board and Administrative Organization	Yes	None.	

Actionable Improvement Plans with Administrative Leads and Timelines

	Plan	Administrative Lead	Timeline
AIP #1	BCC will fully implement the SSSP and Equity Plan, including orientation, counseling/advising, and follow-up components, in line with the Education Master Plan. (II.B.1)	Vice President of Student Services, Vice President of Instruction	Annual review and continuous improvement
AIP #2	While the College meets this Standard, it will expand its mechanisms for publicizing and widely distributing a budgeting calendar that clarifies expenditures and deadlines for spending, based on funding streams from the District and College. (II.C.1.a, II.D.2)	Director of Business Services, District Business Office, Vice Presidents, Deans	Annually
AIP #3	While the College meets this Standard, BCC is working to acquire additional building space in order to meet growing enrollment and student needs.. (III.B.1.a)	President, Director of Business Services, District General Services	By Fall 2015
AIP #4	While the College meets this Standard, BCC will enhance wireless internet access, as well as hardware and software.(III.C.1, III.C.1.e)	President, Vice President of Instruction	In phases, beginning in 2015, updated annually
AIP #5	BCC will work with the District to achieve full implementation of the Budget Allocation Model. (III.D)	President, District	In phases, ongoing

A. INTRODUCTION

History of Berkeley City College

Berkeley City College (BCC) was founded in April 1974 as the fourth college of the Peralta Community College District (PCCD), replacing North Peralta Community College. Over the past four decades, BCC has grown from a small college focusing on lifelong learning and offering classes in many locations, to a comprehensive community college in downtown Berkeley, providing the first two years of college education and meeting the diverse educational and training needs of the population it serves.

The College's original name, "Berkeley Learning Pavilion," was changed in October 1974 to the "Peralta College for Non-Traditional Study" (PCNS), and its mission expanded to that of a public community college offering alternative post-secondary educational programs and services for students of the Peralta Community College District. The College was expected to assess unmet learning needs, to devise flexible and diverse ways of responding to those needs, and thereby to increase access to educational opportunities.

Initially PCNS's charge was to provide degree and certificate programs to the northern cities of Alameda County—Albany, Berkeley, and Emeryville. For the first three years of its existence, PCNS was a "college without walls" with widely dispersed locations, offering classes at sites throughout the service area, including the West Berkeley YMCA, Berkeley High School, the North Berkeley Community Center, St. Mary Magdalene School, Summit Educational Center, and the Oakland Army Base. The College assumed the administration of courses offered through the Peralta External Program and the UC/North Peralta Experimental Program, a grant-funded endeavor, the purpose of which was to provide a smooth transition to the University of California at Berkeley (UCB) for low-income, minority community college students. The grant afforded PCNS the use of UCB facilities at times when they were minimally used, a facilities relationship that persists to this day.

In 1976, the College applied for candidacy for initial ACCJC accreditation. By the time the candidacy was granted in June 1977, PCNS also operated an outreach program, offering courses found at the other three Peralta colleges. In response to requests from various businesses, community organizations, and agencies, PCNS established classes in over twenty locations throughout the District service areas. Largely aimed at adults in transition, these programs flourished, pioneering some of the first alternative delivery methods in the District, including telecourses. By 1979, when accreditation was renewed, the College was offering approved courses in over 100 locations throughout the community.

In 1978, the District voted to change the College's name to "Vista College." When Vista College was granted full accreditation in June 1981, the number of education sites had grown to 200.

From 1981 to 1986, Vista continued to offer classes and programs at multiple community sites, developing new services to meet public and private sector needs. It created the East

Bay Small Business Development Center and the International Trade Institute. The College directed programs offered through the Downtown Oakland Business Education Center at the Fruitvale Community Education Site, at business locations, and at community and senior centers, and it opened the first computer laboratory in the Peralta Community College District (PCCD) service center. At this time, the College served more than 1,200 disabled students per year.

In 1987, in response to continuing budget pressures at the state and district levels, the College's budget was substantially reduced and several of its programs transferred to other Peralta colleges. The Downtown Oakland Business Education Center was closed and the College reduced many of its classes delivered at various sites.

The passage of Assembly Bill 1725 in 1987, which redefined the intent of the California community college and the proportion of full-time to-part-time faculty, significantly impacted the college mission and the design of Vista College's programs. The College's faculty and administration reviewed its programs and classes in order to shift resources away from alternative education and focus instead on the comprehensive mission of the California community colleges, as we know it today. That year, the District's governing board approved the modification of the institution's name to "Vista Community College."

Even as it broadened its mission and offerings to reflect those of a more comprehensive California community college, the College continued, within that context, to follow its tradition of providing creative and innovative programs in response to community needs. It was the first college in the Bay Area to offer a schedule providing all classes necessary for the completion of degrees for its afternoon college and its evening/Saturday college. College faculty also designed a highly acclaimed American Sign Language program, which became a national model in the 1980s. One of the signature programs, Program for Adult College Education (PACE), provided the first opportunity in Northern California for community college students with full-time jobs to find a suitable route to their educational goals. Founded in 1988, PACE was the largest degree-granting program at the College. Vista's biotechnology program received state commendations when it was implemented in 1994. New programs that responded to community needs then included biotechnology, multimedia arts, office technology, global studies, and the social services paraprofessional program.

In 1995, a group of community members signed a petition seeking to create the Vista Community College District out of a portion of the existing PCCD by "deannexing" the cities of Albany, Berkeley, and Emeryville from the district. This was done for a variety of reasons, including lack of a permanent site for the College and lack of parity in resources. In response to the community's deannexation efforts, PCCD proposed Measure A, a capital improvement bond initiative, which allocated eight million dollars to construct a permanent college facility and also stipulated that \$7.5 million would be used from Measure B, a previous Peralta bond issue, to augment Measure A funds. Measure A passed in November, 1996. PCCD also allocated an additional \$36 million to build the site from Measure E, a bond measure that was passed in November 2000. Funds also came from state Proposition 47, passed in 2002.

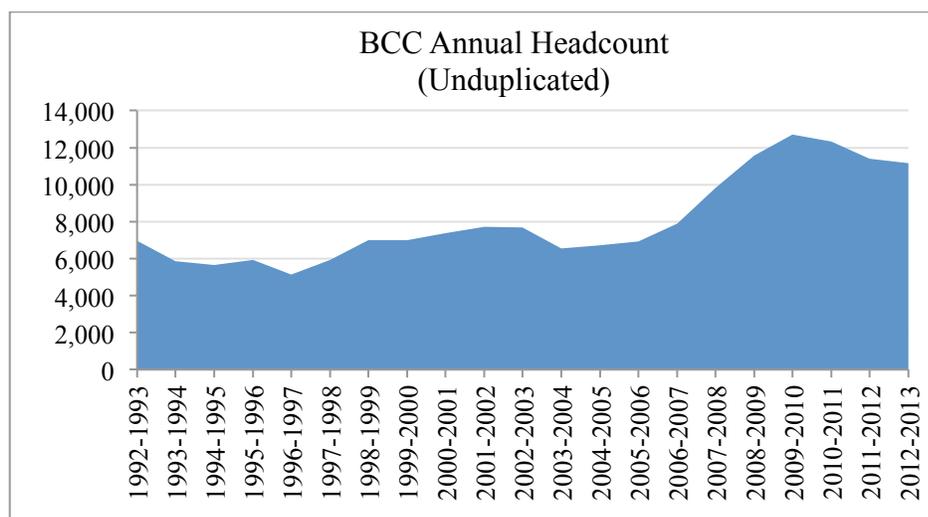
In June 2006, Vista Community College’s name was changed to “Berkeley City College,” and the doors to the new building were opened. Also in June 2006, Peralta Measure A was approved by Alameda County voters. Funds from Measure A helped the College to expand and build new classroom space so that Berkeley City College could fully accommodate up to 7,800 students.

Berkeley City College Student Enrollment and Demographics – Historical Trends

After Berkeley City College moved into the new building in 2006, its enrollment bloomed. Between 2006-07 and 2009-10, FTES grew from 2,760 to 4,550, an increase of 65 percent. Although the economic downturn placed a workload reduction on BCC’s course offerings for three years until 2012-13, FTES has rebounded since that time. The student headcount in Spring 2013 was greater than 7,600. Hence, the unduplicated annual student headcount had doubled over two decades. The biggest growth occurred between 1996-97, with 5,155 students, and 2009-10, with 12,723 students. This was an increase of 7,568 or 147 percent (Chart 1).

Chart 1

BCC Annual Unduplicated Headcount, 1992-93 to 2012-13



Source: CCCCO Datamart. The unduplicated annual headcount includes credit and noncredit students actively enrolled in at least one of the terms who meet the full-term reporting criteria in at least one of the terms. Students enrolled in multiple terms are counted only once for the academic year.

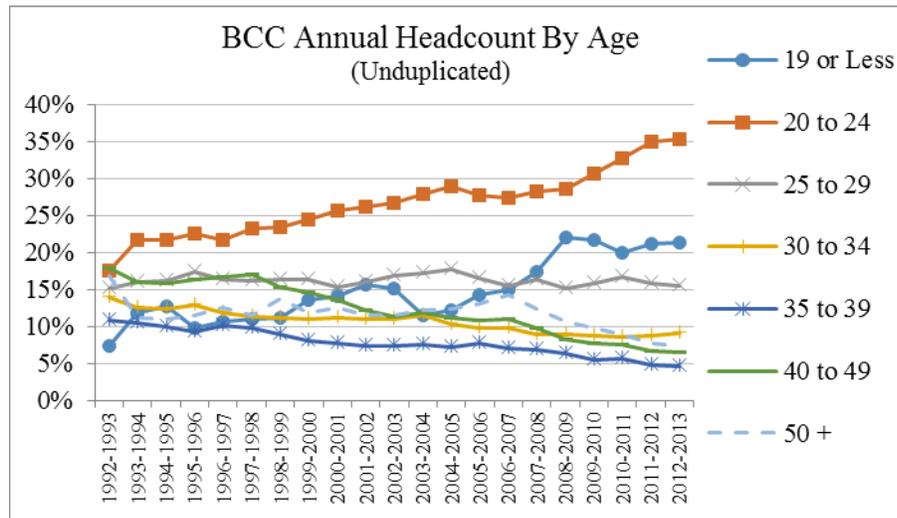
Along with the enrollment growth, student demographics also changed drastically.

Age

In comparison with the Fall 2013 student population, BCC's student body twenty years ago was much more homogeneous in terms of age. Over the past two decades, the student body of 24 years of age or younger has increased, while the older student population has decreased. (Chart 2).

Chart 2

BCC Annual Headcount by Age, 1992-93 to 2012-13



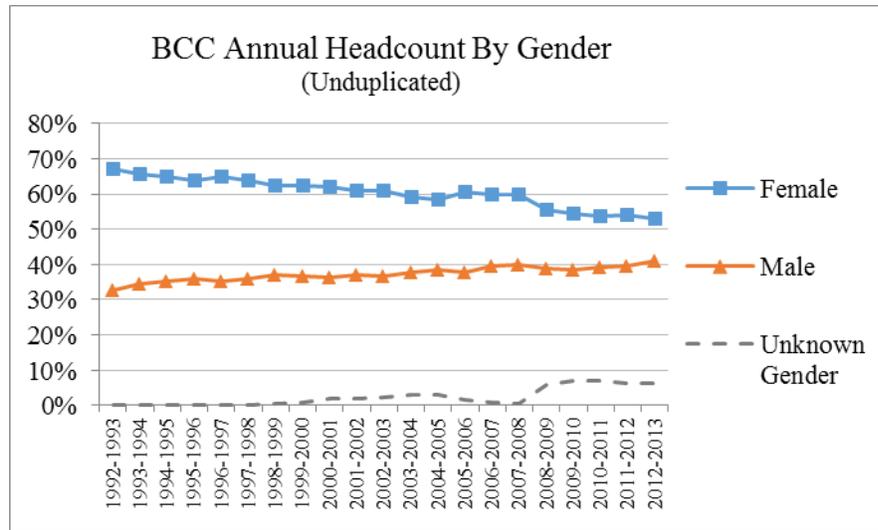
Source: CCCCO Datamart. The unduplicated annual headcount includes credit and noncredit students actively enrolled in at least one of the terms who meet the full-term reporting criteria in at least one of the terms. Students enrolled in multiple terms are counted only once for the academic year.

Gender

The proportion of female students has decreased consistently since the early 1990's. Whereas females accounted for two thirds of students in 1992-93, they accounted for 53 percent of students in 2012-13. Meanwhile, the percentage of males gradually increased from 33 percent in 1992-93 to 41 percent in 2012-2013. Also notable is the growth in students who declined to report their genders.

Chart 3

BCC Annual Headcount by Gender, 1992-93 to 2012-13



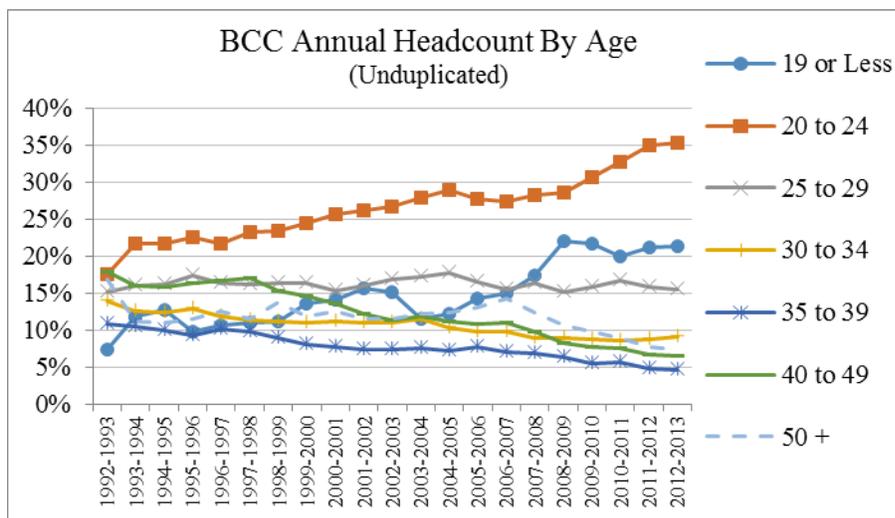
Source: CCCCO Datamart. The unduplicated annual headcount includes credit and noncredit students actively enrolled in at least one of the terms who meet the full-term reporting criteria in at least one of the terms. Students enrolled in multiple terms are counted only once for the academic year.

Race/Ethnicity

Over the last twenty years, the College has increasingly become racially and ethnically diverse. Although White/Non-Hispanic students have historically represented the largest racial/ethnic category of students, accounting for 26 percent of the student population in 2012-13, the proportion of students who identify as White/Non-Hispanic has decreased since 1992-93. Students identifying as African-American decreased from 27 percent in 1995-96 to 19 percent in 2012-2013, while students identifying as Hispanic increased from eight percent in 1992-93 to 14 percent in 2002-03 to 20 percent in 2012-13. Students identifying as Asian constitute the fourth largest racial/ethnic category, and have also grown steadily from 11 percent in 1994-95 to 17 percent in 2012-13. There has also been notable growth among students who identify as Multiple Ethnicity, increasing from one percent in 2009-10 to six percent in 2012-13.

Chart 4

Student Race/Ethnicity, 1992-1993 to 2012-13



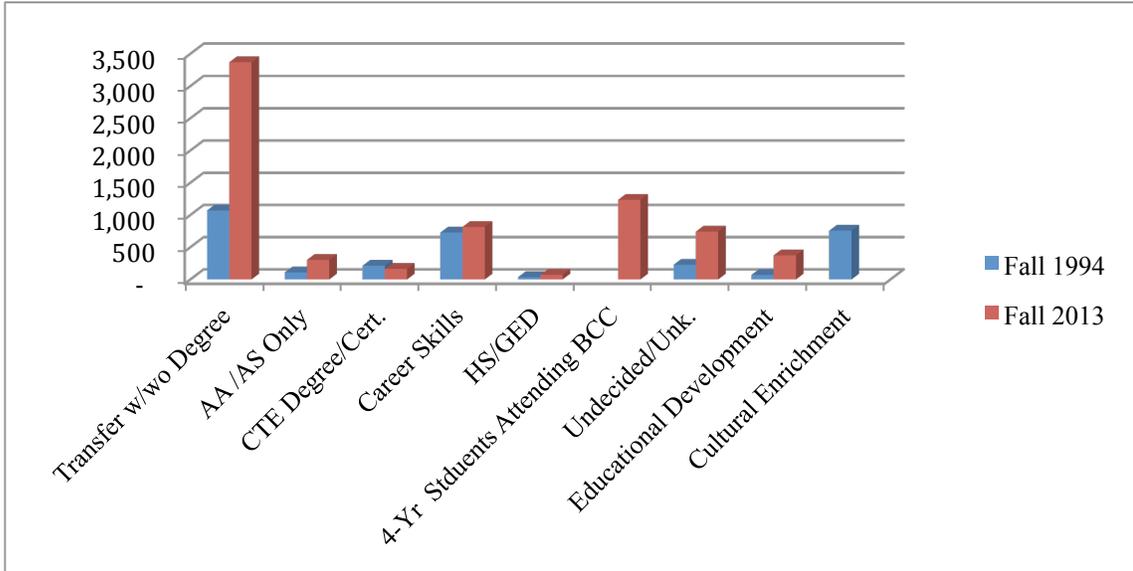
Source: CCCCO Datamart. The unduplicated annual headcount includes credit and noncredit students actively enrolled in at least one of the terms who meet the full-term reporting criteria in at least one of the terms. Students enrolled in multiple terms are counted only once for the academic year.

Educational Goals

In Fall 1994, students came to the College primarily for transfer (33 percent), career (23 percent), and cultural enrichment (24 percent). As illustrated in Table 7, in addition to the significant growth of students attending BCC to transfer (48 percent), four-year college/university students attending BCC to meet their education requirements (17 percent) have replaced those who attended BCC to enrich their cultural awareness/experiences (23 percent) twenty years ago.

Z

Chart 5
Number of Students by Educational Goal, Fall 1994 and Fall 2013



Source: PCCD, Office of Institutional Research

Fall 2013 and Recent Six Year Student Demographics, Enrollment, and Financial Aid

Age

By Fall 2013, the average age of BCC students was 27. The youngest students were under 16, while more than 100 students were 65 or older. Students between 19 and 24 represented nearly half of the student body (46 percent), followed by students 25-29 years old, representing close to 16 percent of the student population. Slightly over 10 percent of BCC students were 18 years of age or younger, while 14 percent belonged to the group of students from 35-54 years old. (Table 1).

Table 1
Fall 2013 BCC Student Age Statistics

Age	Number	Percent of Total
Below 16	22	0.3%
16-18	758	10.7%
19-24	3,227	45.6%
25-29	1,121	15.8%
30-34	627	8.9%
35-54	956	13.5%
55-64	251	3.5%
65 & Above	111	1.6%
TOTAL	7,073	100%

Source: PCCD, Office of Institutional Research

Gender and Ethnicity

In Fall 2013, the ratio of male to female students at BCC was 43:53 (Table 2). As stated earlier, race/ethnicity data of Fall 2013 BCC students suggested that there was no majority at the College. White/Non-Hispanic students represented 26.2 percent of the student body, followed by African Americans (19 percent), Asians and Filipinos (17.9 percent) and Hispanics (15.6 percent). Over 14 percent of students reported themselves as coming from multiple racial/ethnic backgrounds. (Table 3).

Table 2
Fall 2013 BCC Student by Gender

Gender	Number	% of Total
Female	3,751	53%
Male	3,039	43%
Unknown	283	4%
TOTAL	7,073	100%

Source: PCCD, Office of Institutional Research

Table 3
Fall 2013 BCC Students' Racial/Ethnic Backgrounds

Ethnic Group	Total Headcount	% of Total
White Non-Hispanic	1,854	26.2%
African American	1,346	19.0%
Asian	1,119	15.8%
Hispanic/Latino	1,100	15.6%
Multiple	1,050	14.8%
Unknown/Non-Respondent	386	5.5%
Filipino	150	2.1%
Other/Non-White	26	0.4%
Pacific Islander	23	0.3%
American Indian/Alaskan Native	19	0.3%
Total	7,073	100.0%

Source: PCCD, Office of Institutional Research

Enrollment Status

In Fall 2013, BCC's full-time to part-time student ratio was 17:83. Enrollment status data displayed in Table 4 below show that 45.1 percent were students continuing from the previous term. Close to 40 percent were first-time college students, and 8.9 percent were

those new to BCC who had transferred from other colleges. Slightly fewer than 14 percent had returned to BCC after taking a break from PCCD for two or more terms.

Table 4
Fall 2013 BCC Students' Enrollment Status

Enrollment Status	Total Headcount	% of Total
First-Time Student	2,012	28.4%
First-Time Transfer Student	630	8.9%
Returning Student	978	13.8%
Continuing Student	3,187	45.1%
Special Admit	266	3.8%
Total	7,073	100.0%

Source: PCCD, Office of Institutional Research

Educational Attainment

BCC students' educational attainment levels vary significantly. In Fall 2013, 15 percent of BCC students had already graduated from college, and 12 percent held four-year or higher degrees, while 2.9 percent were associate degree recipients. The vast majority possessed a high school diploma or equivalent, including high school diploma recipients from the U.S. (52.5 percent) or foreign countries (7 percent), and GED holders (6.1 percent). Approximately 10 percent were attending adult school while enrolled at BCC (Table 5).

Table 5
Fall 2013 BCC Student Educational Levels

Education Level	Headcount	% of Total
Received HS Diploma	3,711	52.5%
Received Bachelor Degree or higher	851	12.0%
Currently enrolled in Adult School	695	9.8%
Foreign Secondary School Graduate	492	7.0%
Passed GED or H.S. Certificate of Equivalency	431	6.1%
Special Admit enrolled in K-12	295	4.2%
Received Associate Degree	204	2.9%
Not indicated	183	2.6%
Received Certificate of CA H.S. Proficiency	141	2.0%

Not a grad of H.S./not enrolled in H.S.	41	0.6%
Unknown/Unreported	29	0.4%
Total	7,073	100.0%

Source: PCCD Office of Institutional Research

BCC Student Residency

Based on Fall 2013 figures, approximately one out of ten BCC students comes from a foreign country or a state other than California, while Californians represent the vast majority of the BCC student body (90.2 percent) (Table 6).

Table 6
Fall 2013 BCC Students, Resident vs. Non-Resident

Residency	Headcount	% of Total
Resident	6,383	90.2%
Out of State	363	5.1%
Foreign	327	4.6%
Total	7,073	100.0%

Source: PCCD, Office of Institutional Research

Educational Goals

Most students indicated in Fall 2013 that their reason for attending BCC was related to receiving a four-year college degree. Close to half of the College's students intended to transfer; 27.7 percent identified a goal of transfer with an associate's degree, and 19.9 percent indicated a goal of transfer without an associate's degree. It is noteworthy that as many as 17.5 percent of the College's students were four-year college/university students taking classes at BCC. Goals of career-oriented students varied from discovering career interests to advancing in a current job or preparing for a new career. (Table 7).

Table 7
Fall 2013 BCC Students' Educational Goals

Educational Goal	Headcount	% of Total
AA-Transfer to 4 year	1,960	27.7%
Transfer to 4yr without AA degree	1,408	19.9%
4yr college student taking courses	1,235	17.5%
Undecided on goal	725	10.3%
Advance in current job/career	322	4.6%
2yr AA w/out transfer	303	4.3%
Prepare for new career	259	3.7%
Educational Development	250	3.5%
Discover career interests	196	2.8%

Improve basic skills (English, Reading, Math)	117	1.7%
Earn a vocational certificate w/out transfer	115	1.6%
Complete credits for HS Diploma/GED	72	1.0%
2yr Vocational Degree w/out Transfer	48	0.7%
Maintain certificate or license	38	0.5%
Uncollected / unreported	15	0.2%
Move from non-credit to credit course	8	0.1%
Not indicated	2	0.0%
Total	7,073	100.0%

Source: PCCD, Office of Institutional Research

Recent Six-Year Enrollment Trends

While BCC's enrollments varied throughout the most recent six-year accreditation cycle, the unduplicated fall enrollment headcount increased by 9.6 percent from 6,453 in 2008 to 7,073 in 2013. In terms of students' racial/ethnic background, the number of students who reported themselves as Multiracial Americans increased significantly over this six-year period, with a growth of 886, or 543.6 percent. Otherwise, the biggest increase was among Hispanics/Latinos (+26 percent), followed by Filipinos (+20 percent) and Asians (+7.7 percent). While the number and representation of African American students remained steady, all other groups declined in proportion. As the number of female students leveled, male students increased by 18.5 percent between Fall 2008 and Fall 2013. In terms of age, BCC students are getting younger; the student population aged 16-18 increased by 41.4 percent, followed by those aged 19-24, with an increase of 33.1 percent. Student populations 35 and older have declined over the past six years. (Table 8)

Table 8
Six-Year Enrollment Trends,
Unduplicated Headcount by Race/Ethnicity, Gender and Age

	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall	6-year Change
ALL	6,453	7,648	7,448	6,968	6,320	7,073	9.6%
Race/Ethnicity							
African American	1,320	1,409	1,514	1,377	1,235	1,346	2.0%
American Indian/Alaskan Native	45	34	30	31	21	19	-57.8%
Asian	1,064	1,083	1,182	1,121	1,047	1,146	7.7%
Filipino	125	123	148	140	129	150	20.0%
Hispanic/Latino	873	939	926	934	912	1,100	26.0%

Multiple	163	235	561	706	795	1,049	543.6%
Other/ Non-White	138	125	93	55	31	26	-81.2%
Pacific Islander	36	27	35	31	28	23	-36.1%
Unknown/ Non-Respondent	789	1,933	1,022	721	483	359	-54.5%
White Non-Hispanic	1,900	1,740	1,937	1,852	1,639	1,854	-2.4%
Gender							
Female	3,676	4,235	4,069	3,836	3,412	3,760	2.3%
Male	2,565	3,058	3,047	2,829	2,624	3,040	18.5%
Unknown Gender	212	355	332	303	284	272	28.3%
Age							
Under 16	84	114	53	24	17	22	-73.8%
16-18	536	713	648	617	571	758	41.4%
19-24	2,425	2,991	3,172	3,160	2,944	3,227	33.1%
25-29	1,040	1,228	1,246	1,106	996	1,120	7.7%
30-34	576	672	621	657	565	627	8.9%
35-54	1,253	1,351	1,192	995	906	956	-23.7%
55-64	356	376	336	274	213	251	-29.5%
65-&-Above	182	202	178	134	108	111	-39.0%

Source: PCCD Office of Institutional Research

Students with Disabilities

The proportion of students participating in Programs and Services for Students with Disabilities/Disabled Students Programs and Services (PSSD/DSPS) at BCC has remained relatively consistent since 2008-09, representing approximately 4 percent of the unduplicated annual headcount.

Table 9
BCC Students by Disability Status

	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall
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ALL	6,453	7,648	7,448	6,968	6,320	7,073
Disabled	277	260	276	227	234	249
Not Disabled	6,177	7,391	7,191	6,743	6,087	6,829

Source: PCCD Office of Institutional Research

Financial Aid

While BCC's enrollment has varied over the last six years, the number of financial aid recipients continued to grow between 2008-09 and 2012-13. The total number of recipients (duplicated headcount, with some students possibly receiving one or more types of financial aid) increased by 60.3 percent, with the biggest growth in the number of scholarship recipients (588.9 percent), followed by those receiving grants (74.8 percent), and Board of Governors (BOG) fee waivers (59.6 percent). (Table 10)

Table 10
Number of Financial Aid Recipients by Award Type, 2008-09 to 2012-13

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2008/09 - 2012/13 % Change
TOTAL	3,622	4,199	5,414	5,416	5,805	60.3%
Board of Governors (BOG) Enrollment Fee Waiver Total	3,546	4,111	5,335	5,289	5,661	59.6%
Grants	906	1,078	1,245	1,556	1,584	74.8%
Loans	122	164	148	186	169	38.5%
Scholarships	9	51	48	60	62	588.9%

Source: PCCD Office of Institutional Research

Along with the number of recipients, the overall amount of awards has also increased. The amount of total awards (\$4.1 million in 2008-09; \$9.3 million in 2012-13), BOG fee waivers (less than one million in 2008-09 and \$2.6 million in 2012-13), and grants (\$2.5 million in 2008-09 and \$5.5 million in 2012-13) more than doubled during this period. In 2008-09, BCC and PCCD awarded a total of \$11,729 in scholarships; the total scholarships rose to \$96,339 in 2012-13 (See Table 11)

Table 11
Amount of Financial Aid Award by Award Type, 2008-09 to 2012-13.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2008/09 - 2012/13 % Change
TOTAL	\$4,114,501	\$6,112,375	\$6,866,261	\$8,772,608	\$9,260,379	125.1%
Board of Governors (BOG) Enrollment Fee Waiver Total	\$923,040	\$1,167,570	\$1,443,273	\$1,973,928	\$2,622,101	184.1%
Grants	\$2,516,695	\$3,733,002	\$4,465,210	\$5,459,981	\$5,519,043	119.3%
Loans	\$627,748	\$984,463	\$802,864	\$1,135,574	\$930,579	48.2%
Scholarship	\$11,729	\$80,911	\$69,224	\$87,349	\$96,339	721.4%

Source: PCCD Office of Institutional Research

Resident vs. Non-Resident, Fall 2008 to Fall 2013

Data clearly indicate that BCC attracts students from outside of its designated service areas. The number of students from outside the state has noticeably increased in recent years. Data in Table 12 below show that the percentage of FTES generated by California residents attending BCC decreased from 93 percent in Fall 2008 to 89 percent in Fall 2013. At the same time, non-resident FTES increased consistently from 7 percent in Fall 2008 to 11 percent in Fall 2013 (See Table 12).

Table 12

BCC Students by Resident vs. Non-Resident Status, Fall 2008 – Fall 2013

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Resident FTES	1,652	1,845	1,745	1,658	1,409	1,667.47	93%	91%	92%	92%	90%	89%
Non-Resident FTES	128	172	147	152	164	196	7%	9%	8%	8%	10%	11%
Fall FTES	1,780	2,018	1,892	1,810	1,573	1,864	100%	100%	100%	100%	100%	100%

Source: PCCD, Office of Institutional Research

Berkeley City College Service Area Demographics

Designated Service Area (Berkeley, Albany, and Emeryville) Population Demographics

The demographic comparisons between populations in Berkeley City College’s designated service area and BCC’s student body suggest that BCC meets its Mission, Vision, and Values by adequately serving its intended student population, in terms of race/ethnicity.

Berkeley City College serves the tri-city area consisting of three northern cities in Alameda County: Berkeley, Albany, and Emeryville. Table 13 below displays the population of the three cities by gender and ethnicity. Based on the 2012 Census data of the three cities, white residents represent the majority of the population (53 percent), followed by Asian (21.4 percent), Hispanic/Latino (10.6 percent), and African American residents (9.7 percent). The ratio of men to women in the BCC service area is 49:51.

Table 13
2012 Census Data: Gender and Ethnic Composition for Albany, Berkeley, and Everyville;
and Fall 2013 BCC Students by Race/Ethnicity and Gender

	Total Population	Asian*	African American	Hispanic /Latino	Native American	Pacific Islander	White	Multiple	Men	Women
Area 2012 Census										
City of Albany	18,969	5,918	664	1,935	95	38	9,352	1,271	9,029	9,940
City of Berkeley	115,403	22,273	11,540	12,464	462	231	63,125	7,155	56,432	58,971
City of Emeryville	10,335	2,842	1,809	951	41	21	4,155	661	5,105	5,230
Total Service Area	144,707	31,033	14,013	15,350	598	290	76,632	9,087	70,566	74,141
% of Total		21.4%	9.7%	10.6%	0.4%	0.2%	53.0%	6.3%	48.8%	51.2%
BCC Student Headcount (Fall 2013)	7,073	1,269	1,346	1,100	19	23	1,854	1,050	3,039	3,751
% of Total		17.9%	19.0%	15.6%	0.3%	0.3%	26.2%	14.8%	43.0%	53.0%

*Asian includes Asians and Filipinos, other than Pacific Islanders

Source: PCCD, Office of Institutional Research; U.S. Census Bureau: State and County QuickFacts

Demographic data for Fall 2013 BCC students suggest that there is no majority student population at BCC in terms of race/ethnicity. White students represent 26.2 percent of the student body, followed by 19 percent African Americans, 15.8 percent Asians and 15.6 percent Hispanics/Latinos. In Fall 2013, 14.8 percent of BCC students reported themselves as coming from multiple races/ethnicities. The ratio of male to female students at BCC is 43:53. In comparison with the population in its service area, BCC serves a higher proportion of females, African Americans, Hispanics/Latinos, and students from multiple racial/ethnic backgrounds.

Demographic profiles of students at BCC’s three major feeder high schools – Albany High School, Berkeley High School, and Emeryville Unified School District – may explain why BCC’s student composition differs from that of the overall population in its designated service area. Data displayed in Table 14 below indicate that the percentages of African Americans at both Berkeley High (22 percent) and Emeryville Unified (64 percent) are much higher than those of African Americans in the tri-city area (9.7 percent), while the representation of Hispanic/Latinos at all three schools (13 percent, 16 percent, and 20 percent) is also higher than in the three cities (10.6 percent).

Table 14
Ethnic Composition of Student Populations of Albany High School, Berkeley High School, and Emeryville Unified

	Total Population	Asian/ Pacific Islander	African American	Hispanic/ Latino	Native American	White	Multiple
Albany High School	1,198	467	96	156	12	443	12
	% of Total	39%	8%	13%	1%	37%	1%
Berkeley High School	3,150	284	693	504	32	1,260	378
	% of Total	9%	22%	16%	1%	40%	12%
Emeryville Unified	337	43	214	66	-	14	-
	% of Total	13%	64%	20%		4%	

Source: [Albany High School](#) website, [Berkeley High School](#) website, [Emeryville Unified School](#) website

Fall 2013 Students by Geographic Distribution (Home Address by Zip Code)

As displayed in Chart 6 below, in Fall 2013, the majority of BCC’s first-time students (attending college for the first time and transferring from another college to BCC for the first time) came from North/Central Alameda County and West Contra Costa County. Chart 6 suggests that BCC also attracts students from San Francisco, Solano, and East Contra Costa County.

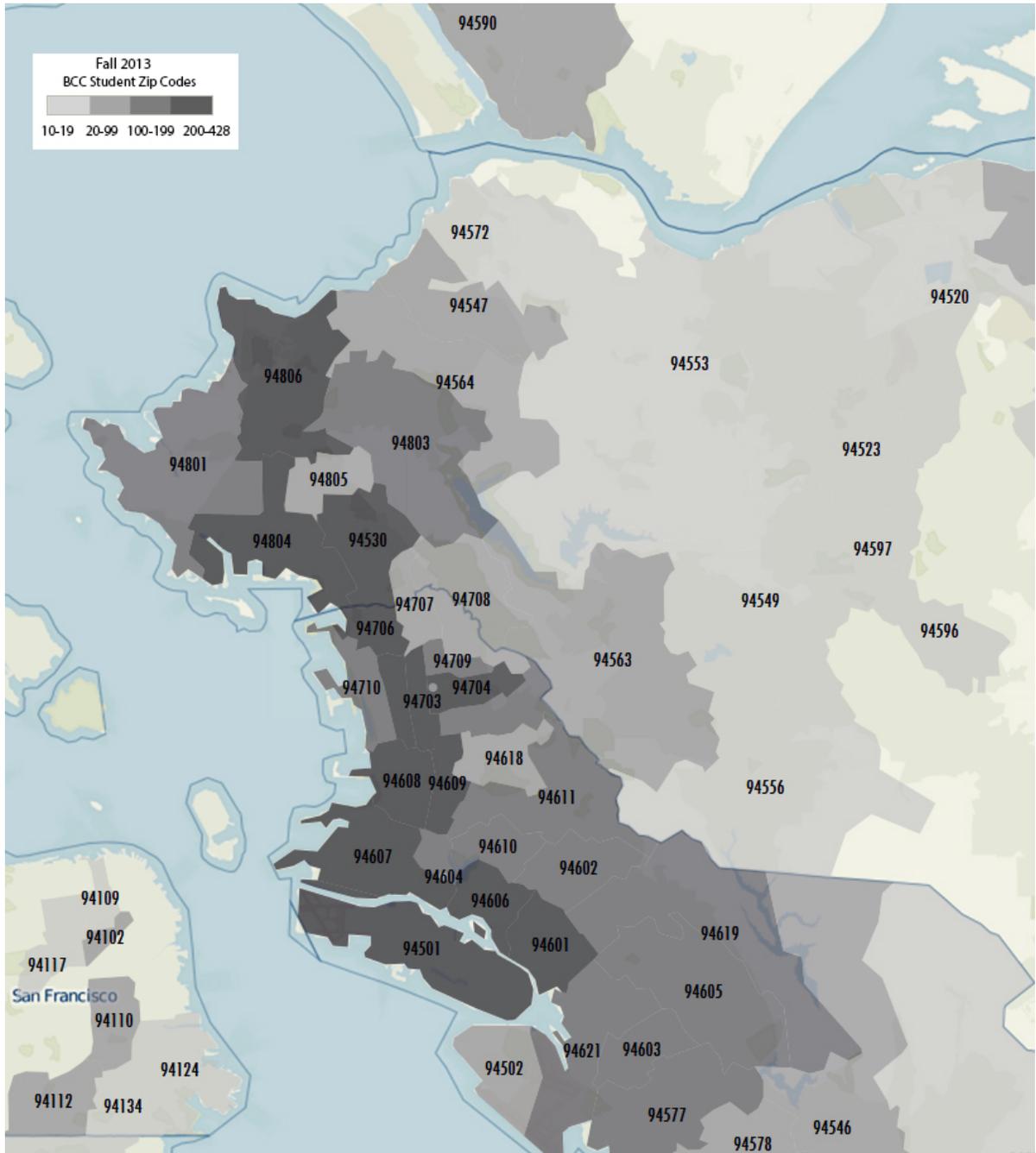
Chart 6
Geographic Distribution of First-Time BCC Students by Home Address Zip Code, Fall 2013



Source: CCCApply, PCCD Office of Institutional Research

Chart 7

Geographic Distribution of Total BCC Students by Home Address Zip code, Fall 2013



Source: CCCApply, PCCD Office of Institutional Research

Berkeley City College within its Community

The San Francisco Bay Area: Population and Employment

As demonstrated by the geographic distribution in Chart 7, BCC students come from a wide geographic region in the San Francisco Bay Area. The majority of students come from north/central Alameda and west Contra Costa counties, while others travel to the College from San Francisco and other parts of Alameda and Contra Costa Counties.

Because its students come from throughout the San Francisco Bay Area, BCC must assess its relationship to environmental data (population, employment, etc.) of the entire San Francisco Bay Area.

The Thirty-Year Growth Projection of the San Francisco Bay Area

In its July 2013 publication, entitled *Bay Area Plan*, the Association of Bay Area Governments and Metropolitan Transportation Commission predicted that the San Francisco Bay Area population, housing, and employment would grow substantially between 2010 and 2040. The Report suggests that in the next 30 years, the nine-county San Francisco Bay Area is projected to add 1.1 million jobs, 2.1 million people and 660,000 homes. Thus, in 2040, the entire Bay Area is projected to have a total of 4.5 million jobs, 9.3 million people, and 3.4 million homes. The percentages of growth in employment and housing units in both Alameda County and Contra Costa County are well above the region's growth. Furthermore, the growth of Alameda County's households and population also exceeds the overall expansion in the region. (Table 17).

The transit/BART network, which is soon to be extended, connects homes and jobs in San Francisco, San Mateo, Santa Clara, and Alameda. These four counties account for the majority of the housing growth (77 percent) and job growth (76 percent) in the San Francisco Bay Area. The Bay Area's three regional centers —San Francisco, San Jose, and Oakland — will accommodate 42 percent of the housing growth and 38 percent of total job growth by 2040.

The two counties which include the greatest number of BCC students, Alameda and Contra Costa, rank at the top among the nine San Francisco Bay Area counties for growth in employment, housing units, number of households, and population. In terms of employment, Albany is projected to grow 1,400, Berkeley 22,210, and Oakland 85,240 jobs in the next 30 years. As mentioned earlier, a high concentration of BCC students reside in these three cities.

Table 15
San Francisco Bay Area County Population, Housing, and Job Growth, 2010-40

County	Employment				Housing Units				Households				Population			
	2010	2040	2010-2040	2010	County	2010	2040	2010-2040	2010	County	2010	2040	2010-2040	2010	County	2010
Alameda	694,450	948,000	253,000	36%	Alameda	694,450	948,000	253,000	36%	Alameda	694,450	948,000	253,000	36%	Alameda	694,450
Contra Costa	344,920	467,000	122,000	35%	Contra Costa	344,920	467,000	122,000	35%	Contra Costa	344,920	467,000	122,000	35%	Contra Costa	344,920
Marin	111,730	129,000	18,000	17%	Marin	111,730	129,000	18,000	17%	Marin	111,730	129,000	18,000	17%	Marin	111,730
Napa	71,650	90,000	19,000	27%	Napa	71,650	90,000	19,000	27%	Napa	71,650	90,000	19,000	27%	Napa	71,650
San Francisco	568,720	759,000	191,000	34%	San Francisco	568,720	759,000	191,000	34%	San Francisco	568,720	759,000	191,000	34%	San Francisco	568,720
San Mateo	345,200	445,000	100,000	29%	San Mateo	345,200	445,000	100,000	29%	San Mateo	345,200	445,000	100,000	29%	San Mateo	345,200
Santa Clara	926,260	1,230,000	304,000	33%	Santa Clara	926,260	1,230,000	304,000	33%	Santa Clara	926,260	1,230,000	304,000	33%	Santa Clara	926,260
Solano	132,350	180,000	48,000	36%	Solano	132,350	180,000	48,000	36%	Solano	132,350	180,000	48,000	36%	Solano	132,350
Sonoma	192,010	257,000	65,000	34%	Sonoma	192,010	257,000	65,000	34%	Sonoma	192,010	257,000	65,000	34%	Sonoma	192,010

Source: Association of Bay Area Governments, (2013)

* Percentage growth figures may appear inaccurate and sum of county totals may not match regional totals due to rounding.

**2010 values include seasonal units; Regional 2040 and growth totals include 4,000 seasonal units that were not distributed throughout the region.

Bay Area Population Demographics

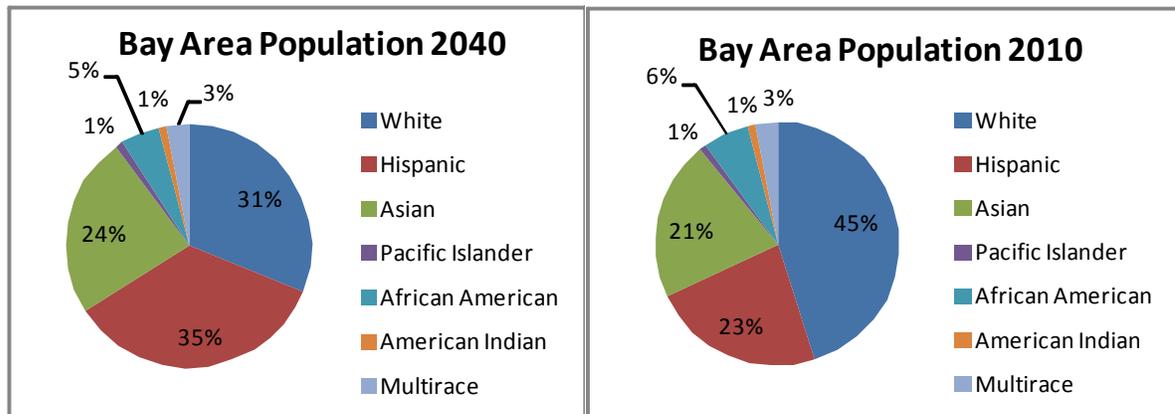
The population in the Bay Area is projected to grow by another 2.1 million in the next 30 years, and its racial and ethnic diversity will continue to increase.

Race/Ethnicity

The increase of the Hispanic population will top the growth of all other racial/ethnic groups, from 23 percent to 35 percent. The Asian population is projected to increase from 21

percent to about 24 percent. Non-Hispanic whites will drop by 14 percentage points, from 45 percent to 31 percent, while African-Americans will slightly decline from 6 percent to 5 percent (Chart 8). It is noteworthy that the two growing populations, Hispanics and Asians, often reside in multi-family housing units and are often from multi-generational households

Chart 8
Bay Area Population by Race/Ethnicity, 2010 and 2040



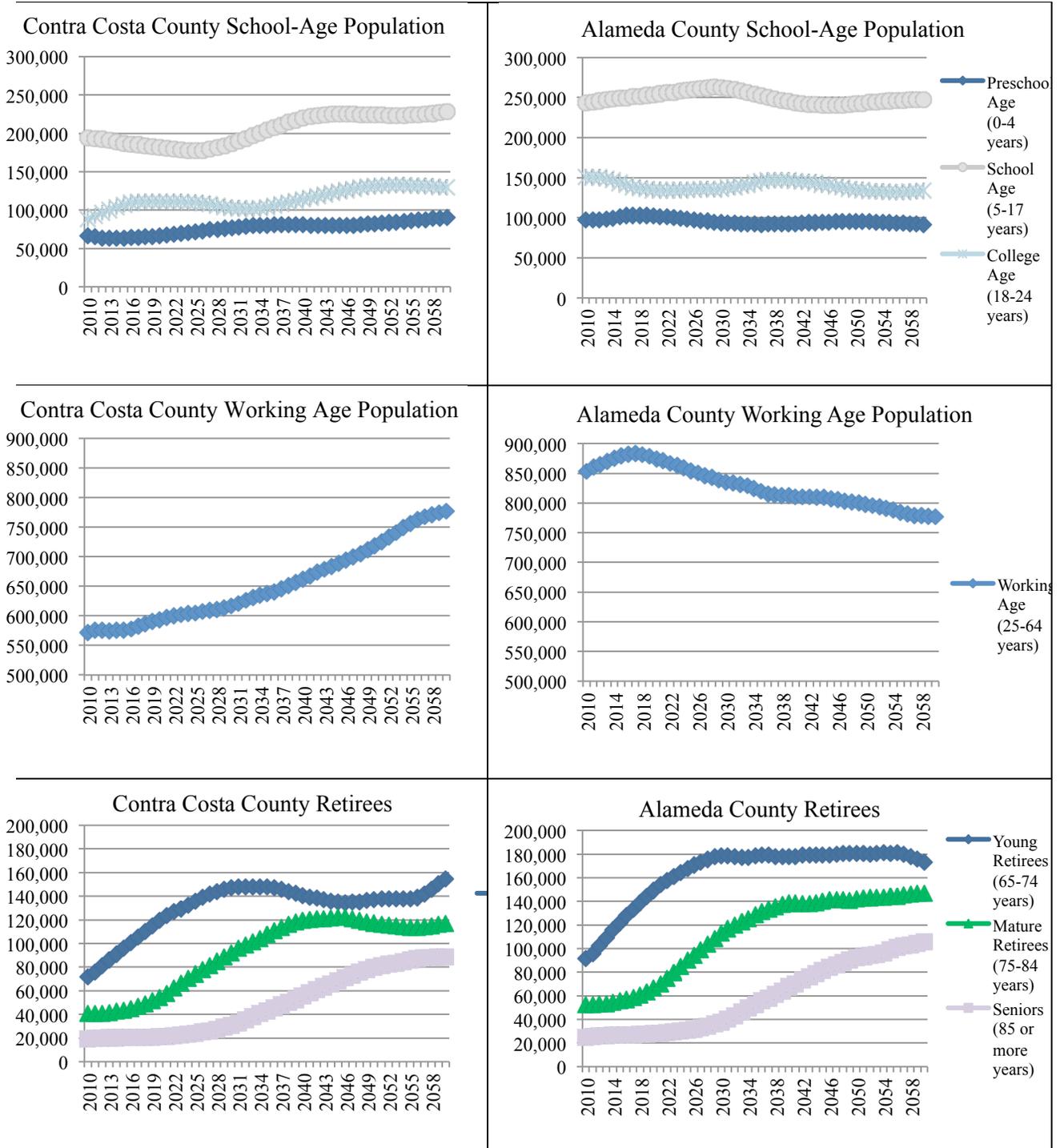
Source: 2010 Census, Association of Bay Area Governments (2013)

Age Projections, 2010-2060

Data displayed in Chart 9 below compare Alameda County and Contra Costa County in terms of the projected 50-year population trends for three age groups. While the three major school-age populations in Contra Costa County (preschool 0-4, school 5-17, and college 18-24) continue to grow slightly, their peer groups in Alameda County are projected to level between 2010 and 2060. The 50-year projection of the working age population (aged 25 to 64) in Contra Costa County shows a drastically different trend than does its counterpart in Alameda County. The former continues to grow, but the latter expands for a brief period, then declines steadily for 40 years. The two charts at the bottom categorize residents of 65 or older into three new groupings: 65-74 as the young retirees, 75-84 as the mature retirees, and 85 and older as the seniors. While all three groups continue to increase between 2010 and 2060 in both counties, those in Alameda County will reach their plateaus around 2030; those in Contra Costa will plateau much later. The number of seniors will more than double, from fewer than 900,000 today to nearly 2.1 million by 2040 in Alameda County; North Alameda County is the home to 43 percent of Alameda County's senior population.

Chart 9

Alameda and Contra Costa Counties Population Projection by Age 2010- 2060



Source: State of California (DOF), Population Projections by Race/Ethnicity, Gender and Age for California and its Counties 2000-2050, Sacramento, California, July 2007.

Nationalities and Languages Spoken at Home

Data based upon the American Community Survey show that approximately one quarter of the residents in Alameda County (27.2 percent) and Contra Costa County (23.6 percent) were born in a country other than the U.S. In comparison, those in the communities from which most BCC students come, North-Central Alameda County (28 percent) and West Contra Costa County (31.5 percent) have higher percentages of students born in countries other than the U.S. than in the two counties as a whole.

Table 16
Place of Birth or Citizenship Status in Alameda and Contra Costa County

	North-Central Alameda		South Alameda		East Alameda		Alameda County	
	N	%	N	%	N	%	N	%
Native Born in U.S.	489,080	72.0%	208,151	59.3%	118,682	80.9%	1,051,085	72.8%
Foreign born	189,893	28.0%	142,582	40.7%	28,042	19.1%	392,656	27.2%
Total Population	678,973	100.0%	350,733	100.0%	146,724	100.0%	1,477,980	100%
	West Contra Costa		Central Contra Costa		East Contra Costa		Contra Costa County	
	N	%	N	%	N	%	N	%
Native Born in U.S.	171,161	68.5%	404,839	79.0%	216,691	78.8%	792,691	76.4%
Foreign born	78,861	31.5%	107,838	21.0%	58,427	21.2%	245,126	23.6%
Total Population	250,022	100%	512,677	100%	275,118	100%	1,037,817	100%

Note: North-Central Alameda includes Albany, Alameda, Berkeley, Emeryville, Oakland, and San Leandro. South Alameda includes data for Hayward and Fremont. East Alameda includes data for Livermore and Pleasanton.

Source: American Community Survey for Alameda County 2006-2010, American Community Survey for Contra Costa County, 2011.

Although the foreign born population only represents approximately 25 percent of the population in Alameda County and Contra Costa County, a higher percent of the residents of these two counties speak languages other than English at home. Moreover, the growth of the non-English, bilingual, or multi-lingual speakers in the two-county region has outpaced the increase of the overall county population. Between 2000 and 2011, in Alameda County, the population speaking languages other than English at home increased by 30.4 percent, whereas the overall population only grew by 4.6 percent. During the same period, in Contra Costa County, the former group increased by 38.6 percent, the latter by only 13.7 percent. As a result, in 2011, the population speaking languages other than English at home represented 42.8 percent of the population in Alameda and 32.8 percent in Contra Costa. A

high concentration of those speaking languages other than English at home resides in the communities with high concentrations of BCC students: 38.2 percent in North-Central Alameda and 45.4 percent in West Contra Costa.

Table 17
Languages Spoken at Home by County Region, 2000-2011

Region/Group	2000		2011		Change 2000-2011	
	N	%	N	%	N	%
Alameda County						
English Only	850,906	58.9%	863,875	57.2%	12,969	1.5%
Language other than English	495,760	34.3%	646,396	42.8%	150,636	30.4%
Total Population	1,443,741	100.0%	1,510,271	100%	66,530	4.6%
North-Central Alameda						
English Only	438,448	64.7%	426,944	61.8%	(11,504)	-2.6%
Language other than English	238,816	35.3%	263,741	38.2%	24,925	10.4%
Total Population	677,264	100.0%	690,685	100%	13,421	2.0%
South Alameda						
English Only	179,568	52.3%	158,803	42.2%	(20,765)	-11.6%
Language other than English	163,875	47.7%	217,693	57.8%	53,818	32.8%
Total Population	343,443	100.0%	376,496	100%	33,053	9.6%
East Alameda						
English Only	114,115	83.3%	116,732	75.1%	2,617	2.3%
Language other than English	22,884	16.7%	38,741	24.9%	15,857	69.3%
Total Population	136,999	100.0%	155,473	100%	18,474	13.5%
Contra Costa County						
English Only	624,278	73.1%	652,835	67.2%	28,557	4.6%
Language other than English	229,484	26.9%	318,027	32.8%	88,543	38.6%
Total Population	853,762	100.0%	970,862	100%	117,100	13.7%
West Contra Costa						
English Only	142,536	63.1%	127,243	54.6%	(15,293)	-10.7%
Language other than English	83,329	36.9%	105,746	45.4%	22,417	26.9%

Total Population	225,869	100.0%	232,989	100%	7,120	3.2%
Central Contra Costa						
English Only	356,531	79.9%	355,686	73.7%	(845)	-0.2%
Language other than English	89,731	20.1%	127,168	26.3%	37,437	41.7%
Total Population	446,262	100.0%	482,854	100%	36,592	8.2%
East Contra Costa						
English Only	155,211	73.3%	169,906	66.6%	14,695	9.5%
Language other than English	56,424	26.7%	85,113	33.4%	28,689	50.8%
Total Population	211,635	100.0%	255,019	100%	43,384	20.5%

Source:
2000

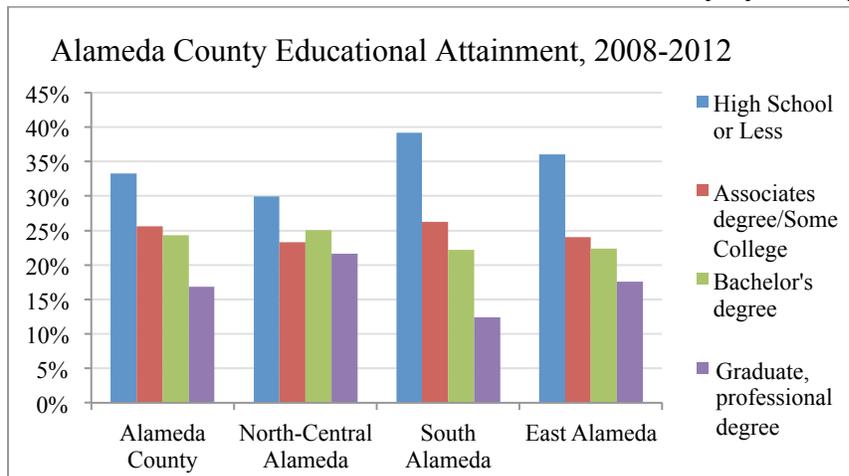
U.S. Census, 2011 American Community Survey (ACS) for Contra Costa County and 2008-2012 American Community Survey for Alameda County. Note: North-Central Alameda includes Albany, Alameda, Berkeley, Emeryville, Oakland, and San Leandro. South Alameda includes data for Hayward and Fremont. East Alameda includes data for Livermore and Pleasanton.

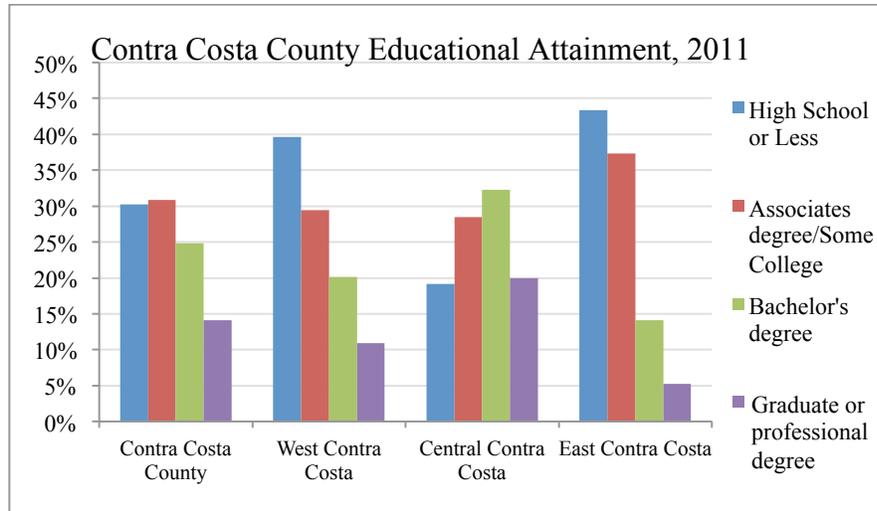
Educational Attainment

Information on educational attainment for residents of Alameda and Contra Costa Counties is displayed by county region in Chart 10 below. The population in North-Central Alameda tends to be more educated than that of the other two county regions; 70 percent attended college or received at least one college degree in North-Central Alameda, compared with 61 percent in South Alameda and 64 percent in East Alameda. In Contra Costa County, a lower percentage of the population in West Contra Costa County attended college or received at least one college degree (61 percent), than in the overall county population (70 percent). As demonstrated in Chart 7, BCC students are mainly from North/Central Alameda and West Contra Costa Counties.

Chart 10

Educational Attainment for Alameda and Contra Costa County by County Region





Source: U.S. Census Bureau, American Community Survey for Alameda County 2008-2012, and American Community Survey for Contra Costa County, 2011.

Income

While the median household income in California exceeds that of the nation, both Alameda's and Contra Costa's median household incomes surpass the state's. However, in 2000 and 2011, the median household incomes in North-Central Alameda lagged considerably behind those in Eastern Alameda and Southern Alameda. Similarly, the median household incomes in West Contra Costa are lower than those in the other two regions in Contra Costa County.

Table 18
Median Household Income in the U.S., California, and Regions in Alameda and Contra Costa County, 2000 and 2011

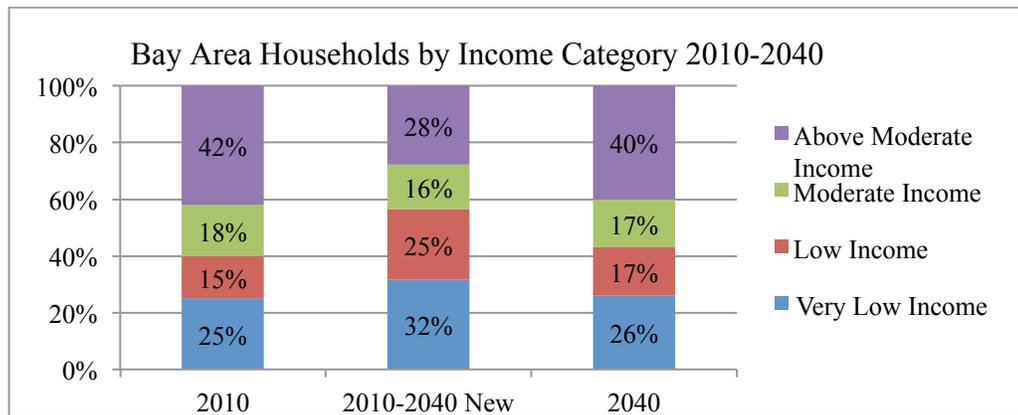
Geographic Region	2000	2011	Percent Change 2000-2011
US	\$41,994	\$52,762	26%
CA	\$47,493	\$61,632	30%
Alameda County	\$55,946	\$71,516	28%
North-Central Alameda	\$48,697	\$65,749	35%
Southern Alameda	\$63,878	\$80,741	26%
Eastern Alameda	\$83,091	\$107,754	30%
Contra Costa County	\$63,675	\$79,135	24%

West Contra Costa County	\$50,025	\$63,510	27%
Central Contra Costa County	\$73,060	\$90,983	25%
East Contra Costa County	\$68,464	\$82,640	21%

Source: 2000 U.S. Census, American Community Survey for Contra Costa County, 2011, and American Community Survey for Alameda County 2008-2012. Median Household Income includes income of the householder and other individuals 15 years old and over in the household, whether related to the householder or not.

As shown in Chart 11 below, 40 percent of the Bay Area population in 2010 was either in the low income (15 percent) or very low income (25 percent) category; these percentages are projected to increase to 43 percent (17 percent in low and 26 percent in very low income categories) by 2040. One of the main contributors to this downward shift is the projected low or very low income levels of the 700,000 new households projected to move into the Bay Area between 2010 and 2040. Only 28 percent of these new households are projected to generate above moderate income and 16 percent moderate income, while 57 percent are projected to earn low (25 percent) or very low (32 percent) income.

Chart 11
San Francisco Bay Area Households by Income Category:
2010 Households, New Households 2010-2014, and 2014 Projected Households



Source: 2010 Census, Association of Bay Area Governments (2013)

Cost of Living and Poverty

The cost of living in the San Francisco Bay Area is among the highest in the nation. According to statistics released by the U.S. Census Bureau, the percentages of the population living below the poverty line in all four major regions in the San Francisco Bay Area are below the state average. However, income inequality in the Bay Area has widened

between 2007 and 2012; meanwhile, the percentage of the population living below the poverty line has increased. In 2012, 12.3 percent, or more than 300,000 people in the East Bay, lived below the poverty line (see Table 19 below).

Table 19
Bay Area Population Living Below Poverty Line, 2007/2012

Region	2007	2012
East Bay	10.1%	12.3%
San Francisco	10.5%	15.0%
San Mateo	5.9%	8.4%
Santa Clara	8.3%	10.8%
California	12.4%	17.0%

Source: U.S.
Census Bureau

Data shown in Table 20 below illustrate poverty rates of individuals at the levels of the nation, the state, and regions within Alameda County and Contra Costa County, focusing on the change in percentage points between 2000 and 2011. The individual poverty rates of residents in North-Central Alameda County in both 2000 (16.1 percent) and 2011 (16.9 percent) are the highest among all comparable rates included in this table. These two rates are twice as high as those in Southern Alameda and close to four times those in Eastern Alameda. Similarly, poverty rates in West Contra Costa County are two to three times higher than rates in the other two portions of Contra Costa County.

Table 20
Poverty Rates of Individuals among Populations in the U.S., California,
Contra Costa County, and Alameda County, 2000-11

Geographic Region	2000	2011	% Change 2000-11
US	12.4%	14.3%	1.90
California	14.2%	14.4%	0.20
Alameda County	11.0%	11.4%	0.40
North-Central Alameda	16.1%	16.9%	0.01
Southern Alameda	7.2%	8.9%	0.02
Eastern Alameda	4.0%	5.0%	0.01
Contra Costa County	7.6%	9.9%	2.30
West Contra Costa County	12.4%	13.6%	1.20
Central Contra Costa County	4.5%	6.5%	2.00
East Contra Costa County	5.8%	7.9%	2.10

Source: 2000 U.S. Census, American Community Survey for Contra Costa County, 2011, and American Community Survey for Alameda County 2008-2012.

Education is one of the positive contributors to lifetime economic opportunities. Higher education is associated with lower unemployment, higher wages, higher family income, and better health. Data shown in Table 21 suggest that the higher the education attained, the higher the income earned. An associate degree holder earns 32 percent or \$8,600 more annually than his/her high school diploma counterpart in California – 30 percent or \$9,400 more in the East Bay. College education plays a vital role in combating rising income inequality and poverty.

Table 21
Bay Area Annual Personal Income by Educational Attainment,

Educational Level	East Bay	San Francisco	San Mateo	Santa Clara	California
Less than High School Graduate	\$20,174	\$18,704	\$21,087	\$20,853	\$18,675
High School Graduate or Equivalent	\$31,102	\$23,962	\$29,994	\$29,188	\$26,921
Some College or Associate Degree	\$40,467	\$36,202	\$40,458	\$40,702	\$35,524
Bachelor's Degree	\$61,731	\$61,426	\$61,615	\$71,183	53,033
Graduate or Professional Degree	\$86,528	\$82,402	\$98,365	\$101,279	\$76,648

Source: U.S. Census Bureau

San Francisco Bay Area Employment and Economy

The three major geographical regions in the San Francisco Bay Area (San Francisco, East Bay, and South Bay/San Jose) overlap in terms of industrial composition, but are noticeably different from each other in some respects. In 2014, top payroll employment in the East Bay Area included government (15.7 percent), health care (11.1 percent), and retail trade (10.2 percent), followed closely by leisure and hospitality (9.5 percent). In San Francisco, professional/ scientific/technical services took the lead (14.6 percent), followed by leisure and hospitality (13.3 percent), government (12.4 percent), and health care (10.6 percent). In the South Bay/San Jose Area, manufacturing (16.3 percent) ranked at the top, and professional/scientific/technical services were second (12.7 percent), followed by health care (11.5 percent), government (9.5 percent), and leisure and hospitality (9.1 percent). Data in Table 22 below illustrate a 10-year shift among the industries in the three Bay areas, in comparison with the statewide changes.

Table 22
Share of Total Payroll Employment by Industry, 1994 and 2014

	East Bay		San Francisco		San Jose		California	
	1994	2014	1994	2014	1994	2014	1994	2014
Admin Support	5.6	5.2	5.3	6.1	6	5.7	5.5	6.5
Construction	4.5	5.5	2.9	3.8	3.4	4	3.9	4.3
Educational Services	1.5	2.2	1.7	2.7	2.9	4.1	1.5	2.3
Financial Activities	5.8	4.7	10.6	7	4	3.4	6.4	5.1
Government	19.2	15.7	14	12.4	11.5	9.5	17.1	15.5
Health Care	10.2	14.5	8.3	10.6	6.8	11.1	9	13
Information	3.3	2	3.6	4.9	2.9	6.3	3.2	3
Leisure & Hospitality	7.6	9.5	10.6	13.3	7.3	9.1	9.4	11
Management	2.5	2.8	3.8	2.4	1.3	1.3	1.8	1.4
Manufacturing	10.5	7.6	6.8	3.4	26.8	16.3	13.8	8.1
NR/Mining	0.3	0.1	0.1	0	0	0	0.2	0.2
Other Services	3.2	3.6	4.2	3.9	3	2.6	3.4	3.4
Prof. Science/Technology	5.5	8.7	8.7	14.6	8.7	12.7	5.6	7.6
Retail Trade	11.6	10.2	9.3	8.5	9.3	8.8	11.1	10.5
Trans./Warehouse/Utility	4	3.3	6.3	3.8	1.8	1.5	3.6	3.3
Wholesale Trade	4.7	4.5	3.9	2.5	4.2	3.8	4.5	4.6

Source: CA Employment Development Dept.

The Bay Area Council Economic Institute predicts that the Bay Area labor market will continue to outperform the rest of the state and the nation. The [Bay Area Plan](#) suggests that a strong job growth is expected in the professional services, health and education, and leisure and hospitality sectors. Service and manufacturing sectors requiring high-level skills and technological expertise will continue to be the drivers of job growth in the Bay Area. Higher-income residents require services (retail, nursing and child care, education, fire, and police, etc.) so that low to middle income jobs will be retained and created (Table 23).

Table 23
Bay Area Employment by Sector, 2010–40, Ranked by Job Growth

Employment Sector	2010	2040	Growth (Loss) 2010-2040	Percent 2010-40
Professional Services	596,700	973,600	376,900	63%
Health and Education	447,700	698,600	250,900	56%
Leisure and Hospitality	472,900	660,600	187,600	40%
Construction	142,300	225,300	82,900	58%
Government	499,000	565,400	66,400	13%
Retail	335,900	384,400	48,500	14%
Finance	186,100	233,800	47,700	26%
Information	121,100	157,300	36,300	30%
Transportation and Utilities	98,700	127,400	28,600	29%
Manufacturing/Wholesale	460,200	456,100	(4,100)	-1%
Agriculture/Natural Resources	24,600	22,700	(1,900)	-8%
ALL Jobs	3,385,300	4,505,200	1,119,900	33%

Source: Association of Bay Area Governments, 2013.

Employment Trends in the East Bay Area

Over the past two decades, the high tech industry has experienced an exponential growth in the San Francisco Bay Area. As a result, the Bay Area is considered to be the global hub of the high technology industry. This continuously growing industry requires well-educated individuals, primarily in Science/ Technology/ Engineering/ Mathematics (STEM) education. To meet this need, several regional initiatives currently promote STEM education in the Bay Area. For example, the East Bay Economic Development Alliances support K-12 students to pursue STEM majors in community colleges and four-year universities.

The relative affordability of the East Bay Area continues to attract businesses and residents moving from San Francisco and the South Bay. For example, the average cost of renting office space per square foot in the East Bay in 2013 was \$26.41, which compares favorably with San Francisco’s \$43.83 and the South Bay’s \$32.11.

In addition to its leading industrial sectors discussed above, the East Bay Area is known for its support to small business (45.5 percent of the local employment), wholesale trade, real estate, and transportation and warehousing. The industry composition of the East Bay economy is noticeably different than that of San Francisco (professional, scientific, and

technical services, as well as leisure and hospitality), and the South Bay (professional, scientific, and technical services, and manufacturing). Nevertheless, high-skilled sectors in all of these industrial areas posted significant growth in the East Bay Area in recent years. The petroleum and coal manufacturing products (refineries) sector exporting through the Port of Richmond, and non-durable goods (e.g., fruit, nuts, and meat) exporting through the Port of Oakland continue to play major roles in local employment and economy. In addition, East Bay’s flagship technology sectors (clean technology, semiconductors, computers and peripherals, biotechnology, telecommunication, software, etc.) and media and entertainment industries remain strong. It is noteworthy that the University of California at Berkeley chose Richmond as a future home of a second Lawrence Berkeley National laboratory campus, expected to open in 2016; this will help to attract biological, energy, and other advanced scientific business and industry to the region. The 2013 venture capital funding received in the East Bay (Table 24) illustrates the continuing and/or new economic directions in BCC’s service area.

Table 24
2013 East Bay Venture Capital Funding by Startup Stage (\$ Millions)

Sector	Seed	Early Stage	Expansion	Later Stage
Biotechnology		\$32.4	\$81.8	\$108.1
Computers & Peripherals		\$35.0		
Consumer Products & Services			\$5.0	\$60.9
Electronics Instrumentation			\$10.0	
Financial Services				
IT Services		\$0.4	\$24.5	
Industry Energy		\$6.5	\$24.7	\$18.2
Media & Entertainment		\$9.8		
Medical Devices & Equipment		\$5.2		\$37.4
Networking & Equipment				\$1.4
Semiconductors	\$14.8	\$22.7	\$19.0	\$1.0
Software		\$15.6	\$50.1	\$38.5
Telecommunications		\$0.5		\$1.5
TOTAL	\$14.8	\$128.1	\$215.1	\$267.0

Source: MoneyTree

With the East Bay being one of the hubs for renewable energy nationwide and one of the biggest adopters of and markets for solar technology in California, both Alameda County and Contra Costa County are at the heart of the East Bay Green Corridor. These sectors support jobs for highly skilled, as well as low-to-mid skilled workers in the regional

economy annually. For example, from each one million dollars spent in the Scientific Research and Development sector, retail stores get approximately \$40,000, real estate firms receive \$51,000, and restaurants and bars collect \$28,500 in revenues.

Summary

Through its forty year history, Berkeley City College has been known by different names and has addressed the needs of its community in different ways. In 1974, it was the “college without walls,” which developed the UC/North Peralta Experimental Program to help low-income, minority community college students transfer to U.C. Berkeley; in the 1980’s it pioneered the East Bay Small Business Center, the first computer lab in the District, a nationally known American Sign Language program, and the Program for Adult College Education, which has helped thousands of working adults to achieve their transfer goals. Its well known biotechnology and multimedia arts programs were developed in the 1990’s, a period that also saw increasing numbers of students coming to the College to receive associate degrees and complete transfer goals. By 2006, the College was in its new permanent building and had adopted its new name, “Berkeley City College.” This decade has seen, among other things, the addition of fourteen Associate Degrees for Transfer, growth in enrollment and degree and certificate recipients, the development of new career-technical education programs, and increasing numbers of students coming to the College to meet their goals to transfer, achieve degrees and certificates, or develop career skills. It is clear that Berkeley City College constantly strives to fulfill its Mission “to promote student success, to provide our diverse community with educational opportunities, and to transform lives.”

B. Organization of the Self Evaluation Process

Berkeley City College Accreditation Self-Evaluation 2015

Steering Committee

Accreditation Liaison Officer:

- May Chen, Vice President of Student Services

Principal Author/Editor:

- Jenny Lowood

Members:

- Debbie Budd, College President
- Tram Vo-Kumamoto, Vice President of Instruction
- Cleavon Smith, Academic Senate President
- Roberto Gonzalez, Classified Senate President,
- Jenny Lowood, Student Learning Outcomes Assessment Coordinator
- Joseph Bielanski, Articulation Officer

Report Production:

- Dru Kim, Multimedia Art Instruction
- Hannah Chauvet, Multimedia Art Instructor

Principal Technical Support:

- Jasmine Martinez
- Theresa Rumjahn
- Nancy Cayton

Berkeley City College Accreditation Self-Evaluation

Team Membership

Standard I

Co-Chairs: Windy Franklin, Gail Pendleton, Susan Truong, Kelly Pernell
Writers: Shirley Fogarino, Jenny Lowood
Team Members: Mostafa Ghous, Brenda Johnson, Loretta Newsom, Fatima Shah, Jackie Vo, Jasmine Martinez, Emie Mitsuno-Hernandez, May Chen, Riley Predum, Danny McCarty

Standard II

Co-Chairs: Jenny Lowood, Alley Young, Brenda Johnson, Joshua Boatright, Heather Dodge
Writers: Hermia Yam, Katie Koelle, Tomas Moniz
Team Members: Sabrina Nelson, Katherine Bergman, Gabe Winer, Willy Lizarraga, Dmitriy Zhiv, Justin Terry, Mostafa Ghous, Loan Nguyen, Loretta Newsom, Maricela Becerra, Gail Pendleton, Catherine Nichols, Louisa Roberts

Standard III

Co-Chairs: Fabian Banga, Antonio Barreiro, Nancy Cayton, Carlos Cortez, Shirley Slaughter, Mostafa Ghous, Jennifer Lenahan
Writers: Laurie Brion, Tim Rose, Adan Olmedo
Team Members: Karen Shields, Cynthia Reese, Juana A. Araiza, Miles Campbell, Malik Elhindi, BCC Facility Committee (Windy Franklin, Sam Gillette, Vincent Koo, Ralph Smeester, Cynthia Reese, Joshua Boatright, Jennifer Braman, Mostafa Ghous, Willard Cheng, Dwayne Cain, Ramona Butler, Pieter De Haan, Roberto Gonzalez, Lynn Massey, Kelly Pernell, Johnny Dong, Joe Doyle, John Pang, Richard Lee), and BCC Technology Committee (Vincent Koo, Roberto

Gonzalez, Bryan Gibbs, Theresa Rumjahn, Joshua Boatright, John Pang, Loretta Newsom, Ramona Butler, Justin Hoffman, Leonard Chung, Siraj Omar, James Wilton, Shirley Fogarino, Sabrina Nelson, Gabe Winer, Tom Kies, and Nate Heller.

Standard IV

Co-Chairs: Paula Coil, Ramona Butler, Cleavon Smith

Writers: Joseph Bielanski, Jennifer Kennedy

Team Members: Debbie Budd, Jewell Soriano, Jayne Matthews

Berkeley City College Self Evaluation

Timeline of Major Events

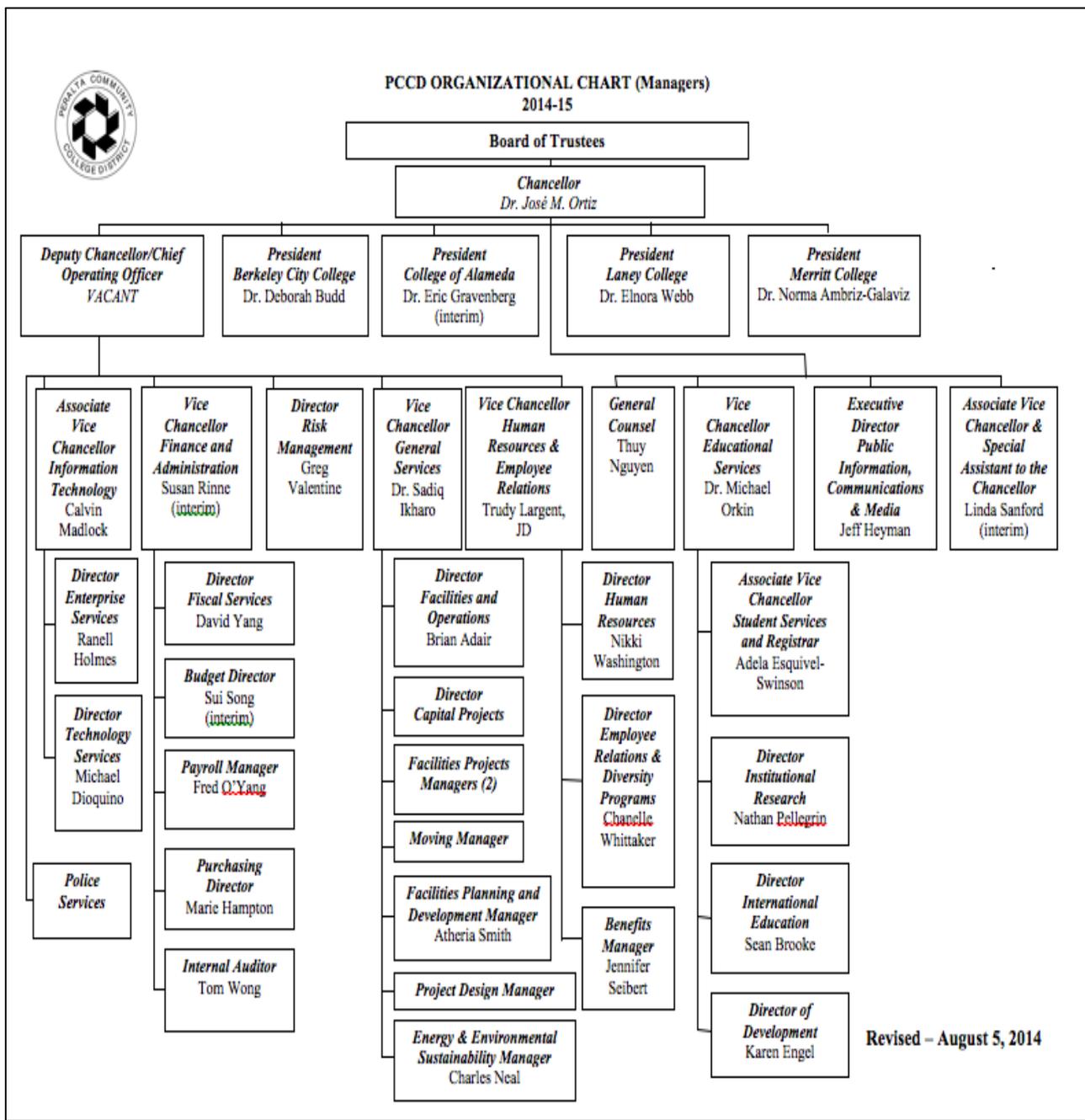
Self Evaluation Meetings and Events	Activity
August 2013	<ul style="list-style-type: none"> • Draft of BCC Self Evaluation team organization • Accreditation presentation to BCC Associated Students • BCC college-wide accreditation presentation at Flex Day
September 2013	<ul style="list-style-type: none"> • First, second and third BCC Self Evaluation steering committee meetings • Self Evaluation teams forming • First district-wide Self Evaluation team meeting • Preliminary Self Evaluation timeline shared at College Roundtable • Electronic Self Evaluation guidelines distributed via email • ACCJC Accreditation Liaison Officer training at Laney College • Steering Committee confirmation of Self Evaluation report format and evidence standards
October 2013	<ul style="list-style-type: none"> • BCC internal ACCJC online training and certificates completed • Draft of roles and responsibility statement for co-chairs and writers • Accreditation presentation at BCC Student Services Council • Accreditation presentation at BCC Classified Senate • Second District Self Evaluation team meeting • Document and evidence formats shared with Roundtable and committees • ACCJC Training at District for team leaders and writers
November 2013	<ul style="list-style-type: none"> • Fourth BCC Steering committee meeting • Roles and responsibilities statement updated for BCC team leaders and writers • Development of 2015 Self Evaluation BCC resource website • Third District-wide Self Evaluation team meeting • 2015 BCC Self Evaluation co-chairs and writers group meeting • Beginning of monthly reports concerning Self Evaluation at Roundtable • Teams officially formed and beginning to meet regularly

December 2013	<ul style="list-style-type: none"> • BCC Steering Committee monthly meetings • BCC team leaders and writers meeting to determine PCCD/BCC Function Map and begin to address standards • Retreat for BCC team leaders and writers
January 2014	<ul style="list-style-type: none"> • BCC college-wide Spring 2014 Flex Day discussion regarding Self Evaluation • Monthly team meetings continuing • All committees/subcommittees beginning to prepare status report • Steering Committee reviewing progress and status
February 2014	<ul style="list-style-type: none"> • Monthly team meetings • First college-wide Town Hall about Self Evaluation • Weekly core member meetings beginning • Monthly Steering Committee meetings continuing • Self Evaluation Surveys formed using questions from teams
March 2014	<ul style="list-style-type: none"> • Team meetings continuing • Weekly core member meetings continuing • Monthly Steering Committee meetings continuing • Self-Evaluation Surveys available on Survey Monkey
April 2014	<ul style="list-style-type: none"> • Monthly team meetings continuing • College response to previous ACCJC recommendations draft prepared
May 2014	<ul style="list-style-type: none"> • Monthly team meetings continuing • First BCC team drafts submitted by team writers • Preparation of evidence and supporting documents ongoing
June 2014	<ul style="list-style-type: none"> • Review of drafts • Steering Committee reviewing status and progress
July 2014	<ul style="list-style-type: none"> • Updated online information and materials • Preparation of evidence and supporting documents continuing

August 2014	<ul style="list-style-type: none"> • Monthly team meetings continuing • Team meeting to prepare drafts for submission • Second draft reports submitted by writers
September 2014	<ul style="list-style-type: none"> • Drafts submitted by teams • In-house production and design beginning conceptual development • Steering committee reviewing status and providing feedback
October 2014	<ul style="list-style-type: none"> • Editing of final draft beginning • Final draft shared with college community for input • Steering Committee reviewing and incorporating feedback from college community • Evidence and supporting documents linked to report • Production design of Self Evaluation beginning
November 2014	<ul style="list-style-type: none"> • Final draft of Self Evaluation completed • Steering Committee review of final draft report • District Board first reading of final draft report for feedback
December 2014	<ul style="list-style-type: none"> • Self Evaluation report finalized and distributed for review to all constituencies • Preparation for Team Visit • District Board second reading of final report
January 2015	<ul style="list-style-type: none"> • Self Evaluation report mailed to ACCJC • Logistics and preparation for Team Visit finalized • BCC college-wide accreditation presentation at Spring 2015 Flex Day
February 2015	<ul style="list-style-type: none"> • BCC town hall meetings regarding Self Evaluation Report • Site visit preparation finalized • All evidence prepared and displayed in the Site Visit Room
March 9-12, 2015	<ul style="list-style-type: none"> • Site Review

C. Organizational Information

Peralta Community College District Organizational Chart 2014-15



[Needs to be revised to fit portrait orientation or rotated]

D. Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

Berkeley City College is a public, two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Peralta Community College District. Berkeley City College has been continuously accredited since 1981 by the Accrediting Commission for Community and Junior Colleges/ Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

2. Mission

The current Mission, Vision, and Values statements were updated and approved by the Peralta Community College District Board of Trustees on April 12, 2005 and reapproved on October 7, 2014. The Mission, Vision, and Values statements are published in the College Catalog, on the College web site, and in various other college documents, and are regularly reviewed.

3. Governing Board

Berkeley City College is one of four colleges in the Peralta Community College District (PCCD). PCCD is governed by a Board of Trustees that consists of seven community-elected trustees and two student trustees, responsible for the quality and integrity of the four colleges in the district and for ensuring that the institution's mission is being carried out. The community-elected trustees represent the entire district and are elected for four-year staggered terms. The student trustees, elected by the students, serve one year terms, with a maximum of two years. The Board of Trustees is an independent, policy-making body in accordance with California Education Code. The function of the Board is to determine policies, establish rules, regulations, and procedures, and oversee the use of financial and other resources to provide a sound educational program consistent with the mission and goals of the District. Each board member adheres to the Board adopted conflict of interest policy (BP 2710) and the conflict of interest disclosure procedure (AP 2710). Each board member adheres to the Board's code of ethics policy (BP 2715).

4. Chief Executive Officer

The chief executive officer of the Peralta Community College District is the Chancellor, Dr. José Ortiz, who has served in this role since July 2012. He is responsible full-time to administering the Peralta Community College District with its four colleges, in accordance with board policies and district administrative procedures.

The chief executive officer of Berkeley City College is Dr. Debbie Budd, who became President in 2012. As President, she is primarily responsible for providing effective leadership to the College, completing the Institutional Self-Evaluation process, maintaining a balanced college budget, ensuring that the institutional learning outcomes guide college action plans, and increasing student access and success. The College President represents the College to the Chancellor and the Board of Trustees.

5. Administrative Capacity

The nine administrators of Berkeley City College support the services necessary to carry out the College's Mission, Vision, and Values. Academic administrators meet state minimum qualifications and additional qualifications defined for specific positions, as developed by the College and approved by the District Office of Human Resources. Classified administrators meet appropriate qualifications for their positions. The College's administrative staff works together to ensure the success of students and the fulfillment of the College's Mission, Vision, and Values, as well as its strategic goals.

6. Operational Status

Berkeley City College has been in continuous operation since 1974. In August 2006, the College moved to a permanent facility and changed its name from Vista Community College to Berkeley City College.

7. Degrees

Berkeley City College currently offers 36 associate degrees, which include fourteen Associate Degrees for Transfer, and 19 certificates of achievement. All programs are approved by the State Chancellor's Office for California Community Colleges. The College also offers 47 certificates of proficiency of less than 12 units which have been approved by the local governing board. The listing of degrees and certificates can be found in the College Catalog.

8. Educational Programs

Berkeley City College's educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and programs offered. Berkeley City College strives to provide a learner-centered education with an emphasis on academic excellence.

9. Academic Credit

Berkeley City College awards academic credit using the Carnegie unit, in accordance with the California Community Colleges Chancellor's Office requirement under California Code of Regulations and Title 5, section 55002.5.

10. Student Learning and Achievement

Each course and program offered at Berkeley City College has defined and measurable student learning outcomes. These student learning outcomes are assessed through a variety of methods. The college has defined student learning outcomes for general education, which are closely aligned with its institutional learning outcomes. Program learning outcomes for each program are published in the college catalog. Every course across all modes of delivery and locations follows the course outline of record and the defined student learning outcomes.

As part of the program review process, the Student Learning Outcomes and Assessment Coordinator (SLOAC) works with faculty and staff to define program and course student learning outcomes, identify appropriate assessment methods, develop timelines and assessment plans for all program and course student learning outcomes, and implement assessment.

11. General Education

Berkeley City College defines and incorporates into all of its degree programs a substantial component of general education in keeping with Title 5 of the California Education Code and the Peralta Community College District Administrative Procedure 4100 (Graduation Requirements for Degrees and Certificates). General education requirements are published in the College Catalog by subject areas and eligible courses for each subject area. General education is designed to ensure breadth and knowledge and promote intellectual inquiry. Course additions for the general education requirements are reviewed annually by a subcommittee of the District Council on Instruction, Planning, and Development and approved by the Board of Trustees. Local general education requirements include natural science, social and behavioral science, humanities, English composition, mathematics, computer literacy, oral/written communication or literature, and ethnic studies. Students who complete an Associate Degree for Transfer must either follow the CSU General Education pattern or the Intersegmental General Education Transfer Course pattern.

12. Academic Freedom

Berkeley City College maintains an atmosphere in which intellectual freedom and the freedom to test and examine existing knowledge are supported by existing culture, board policy, and union contract. Board Policy 4030 (Academic Freedom), updated on December 11, 2012, begins with the assertion that “Intellectual Freedom is to be guarded as a basic right of all citizens in a free society.”

13. Faculty

Berkeley has 60 full-time faculty positions, twelve of them for non-instructional faculty; five of these are currently vacant. Berkeley City College faculty must meet the minimum qualifications for service established by the Board of Governors of the California Community Colleges, last updated in 2014. Faculty duties and responsibilities are outlined in Article 11 of the Peralta Federation of Teachers’ union contract. Faculty carry out

comprehensive program reviews every three years; develop, implement, and assess annual program plans; and develop, implement, and assess student learning outcomes. Faculty evaluation procedures are negotiated as part of the union contract.

14. Student Services

Berkeley City College provides students with a variety of student services in both general and specific needs of special student populations as defined by the community and by the College's Mission, Vision, and Values. General student services include admissions and records, counseling, orientation, assessment testing, financial aid, transfer information, student government advisement, student educational planning, and follow-up services, particularly for at-risk students. Special student services include Programs and Services for Students with Disabilities (PSSD/DSPS), CALWorks, EOPS/CARE, TRiO, and Extended Opportunity Program and Services (EOPS).

15. Admissions

Berkeley City College adheres to admissions policies consistent with its mission as a public California community college and compliant with California Code of Regulations, Title 5. Information about admissions requirements is available in the College Catalog, in the schedule of classes, and on District and College websites.

16. Information and Learning Resources

Berkeley City College provides long-term access to sufficient information and learning resources and services to support its mission and educational programs. The Susan Duncan Memorial Library materials include a reference and circulating book collection, a print and electronic periodical collection, and a reserve collection. Registered students, faculty, and staff can access the periodical databases and catalog remotely. Students also are provided opportunities for tutoring and areas in the College for group study.

17. Financial Resources

The Peralta Community College District is funded by local property taxes and state apportionment. The District annually develops a board-approved budget. Using its Budget Allocation Model, based on SB 361, the District allocates a portion of its funds to Berkeley City College, and the College independently develops an operating budget to support and improve student learning and services. Berkeley City College also identifies and pursues outside funding sources, including federal and state grants, to support student learning programs and services identified in college planning. The College and District have been fortunate that the state voters approved Proposition 30 and local voters approved the Measure B Parcel Tax, both of which have increased the annual amount of funds allocated to the College. The College Roundtable for Planning and Budgeting reviews BCC's financial resources and resource allocation.

18. Financial Accountability

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

19. Institutional Planning and Evaluation

Berkeley City College practices participatory governance within an established and integrated institutional planning process that is specifically linked to the College's Mission, Vision, and Values, as well as strategic priorities. The College engages in ongoing and systematic cycles of planning, implementation, and evaluation in order to maximize effectiveness in promoting academic excellence and student success.

20. Public Information

The Berkeley City College Catalog is published biannually and provides accurate and current information that describes its purpose and objectives, admission requirements, rules, and regulations affecting students, programs and courses, degrees and degree requirements, costs and refund policies, grievance procedures, and academic credentials of faculty and administrators. Much of this information is also provided in the Schedule of Classes that is published each semester and posted on the Berkeley City College website.

21. Relations with the Accrediting Commission

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

E. Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

Berkeley City College has procedures to ensure that Distance Education courses and programs take place within the institution's total educational mission. Proposals for offering distance education courses must go through a distance education review at the College Curriculum Committee and a district-level curriculum review. Each course offered through distance education must adhere to the same course outline of record as the equivalent face-to-face course, including the same student learning outcomes and course content. In keeping with the institution's total mission, distance education courses are offered for transfer and career technical education courses.

Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.

All distance education courses are required to go through a separate approval and review process to ensure that they meet the same standards, rigor, and learning outcomes as traditional face-to-face courses. Distance education courses are reviewed both at the college curriculum committee and at a district-level curriculum committee. The College Distance Education Coordinator provides oversight in the implementation of the courses and the distance education learning management system (Moodle). Faculty who teach distance education courses are evaluated to ensure academic quality. All instructors assigned to teach distance education courses must have received training in how to effectively teach through the distance education modality.

Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

The College and the District require that all courses delivered through distance education have the same student learning outcomes and use the same course outline of record as the course delivered in any other modality. Courses are written, approved, and offered as face-to-face courses, after which separate review and approval is required to offer them through distance education.

Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

Berkeley City assesses distance education courses through program review. The four colleges in the Peralta Community College District share a common Learning Management System, Moodle, which is fully integrated with the PeopleSoft/Passport enterprise management system for easy registration and tracking of student enrollment and performance. Faculty who teach distance education courses are required to either have a certificate in online education or equivalent teaching experience and academic background. The district provides regular training for instructors who want to teach online and offers an Online Teaching Certificate for faculty who want to gain more in-depth training in distance education. In addition to the @ONE Project and Merritt College's Certificate Program in Online Teaching, the Peralta Community College District provides advanced and specialized teaching workshops for faculty, staff, and administrators. The District Distance Education Committee consists of the four college distance education coordinators. This team provides basic technical support to faculty teaching online courses and pedagogical advice for distance education. Also the District's IT Help Desk provides assistance to online students.

Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode through the substantive change process.

Berkeley City College programs are regularly reviewed to determine whether 50 percent or more of any degree or certificate is offered through Distance Education.

Institutions are expected to provide the Commission advance notice of intent to offer a program, degree, or certificate in which 50 percent or more of the courses are via distance education.

Berkeley City College submitted a substantive change proposal in 2009 for five academic programs in which 50 percent or more of the courses are offered via distance education and received approval from the Commission.

Institutions which offer distance education must have processes in place through which the institution established that the student who registers in a distance education course and is awarded academic credit.

Students who enroll in online classes are provided a specific login ID for authentication when they access the online Learning Management System (LMS).

District policies and procedures regarding academic honesty and acceptable use of Information Technology Services include penalties for unauthorized use of another student's name and password, cheating on examinations, and other types of academic dishonesty. Students must agree to these policies/procedures the first time they log in to the district LMS (Moodle). This approach provides a pedagogical focus rather than a punitive approach to academic honesty since it focuses on educating students as to the consequences of academic dishonesty.

Complete information about “Academic Dishonesty, Due Process, and Conduct” is posted on the District online education site and on the online education site for Berkeley City College, under “[What is Academic Dishonesty?](#)”

Instructors can require proctored examinations, which serve as another method of authentication.

The District Office of Educational Services, working collaboratively with the four college Distance Education Coordinators and Information Technology staff, assumes responsibility for monitoring the changing online education requirements for institutions of higher education, as well as options available for meeting the expectations of assuring a student’s identity.

The District also has a specific Administrative Procedure which addresses various topics regarding distance education. Administrative Procedure 4105 (Distance Education) can be accessed at the following link: <http://web.peralta.edu/trustees/files/2013/12/AP-4105-Distance-Education-rev-1-11-14.pdf>

Policy on Institutional Compliance with Title IV

As part of the Commission’s eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV and of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.

Berkeley City College recognizes that federal regulations require that first time borrowers of direct loans receive entrance counseling. Entrance counseling, which is conducted at www.studentloans.gov, informs the student how the master promissory note works, emphasizes the importance of repaying the loan, describes the consequences of default, and shows borrowers simple monthly repayment amounts. Berkeley City College collects contact information about borrowers during the file completion process in order to facilitate future contact if needed. This ensures more knowledgeable, responsible borrowers and results in fewer defaulters.

Berkeley City College provides exit counseling to students who are leaving their program of study. Exit counseling is available through the following website: <https://studentloans.gov/myDirectLoan/index.action>. The College regards exit counseling as an effective way to prevent defaults and understands that it is often the last opportunity that borrowers have to work with someone at the College regarding their loans. Exit counseling provides in-depth counseling that focuses on fully explaining repayment plans and choices

that fit the borrower's needs. It also is an opportunity to clear up any misconceptions students may have about their loan obligations and to reemphasize the consequences of default.

Berkeley City College recognizes that timely and accurate enrollment reporting to NSLDS or the guarantor is required by regulation and promotes school and student success. The College also believes that there is a correlation between late or inaccurate enrollment reporting and loan defaults. Accurate reporting activity ensures that borrowers receive their full grace periods and further ensures that contacts from the loan servicers, such as correspondence and telephone calls, occur in the appropriate timing and sequence. Berkeley City College's Default Management Plan assures timely and accurate reporting of changes in enrollment status, as is required. Berkeley City College adheres to the required schedule of reporting changes in enrollment status and consistently tries to expedite timelines.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including electronic format.

Berkeley City College utilizes the College Catalog and the Schedule of Classes as outreach tools. These are available in both printed and electronic formats. Both of these publications are focused primarily on course and education program information along with regulatory and enrollment information related to educational programs.

In institutional catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.

Berkeley City College lists all occupational/ career technical education programs in the College Catalog. None of the college programs lead to licensure.

Policy on Institutional Degrees and Credits

Accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.

Berkeley City College conforms to the commonly accepted minimum semester program length of 60 semester credit hours to earn an associate degree.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

Units of credit at Berkeley City College are standardized in accordance with State Title 5 regulations and the California Community College Chancellor's Office Program and Course Approval Handbook, which require three hours of student learning per week throughout the semester for each unit of credit. This requirement is cited in Peralta Community College District Administrative Procedure 4020 (Program, Curriculum, and Course Development).

Programs in which credits and degrees are awarded based solely on successful student demonstration of expected competencies, and not through credit or clock hours, are defined as direct assessment programs.

Berkeley City College has no direct assessment programs.

Policy on Institutional Integrity and Ethics

An accredited institution will uphold and protect the integrity of its practices.

Berkeley City College protects the integrity of its practices through its Mission, Vision, and Values; board policies; and compliance with Education Code.

An institution applying for eligibility, candidacy, or extension of candidacy, accreditation, or reaffirmation of accreditation, provides the Commission with information that is readily available.

Berkeley City College complies with all Commission reporting requirements.

The institution assures the clarity, accuracy, and availability of information provided to all persons or organizations and related to its mission statement, its educational programs, all student services and tuition and fees. The institution reports accurately to the public its accreditation status.

Berkeley City College publishes information related to its Mission, Vision, and Values statements, educational programs, student services, accreditation status, and tuition and fees, through the College Catalog, the College Class Schedule, and online postings at the college web site: <http://www.berkeleycitycollege.edu/wp/>.

The institution has policies to ensure academic honesty, accuracy in the hiring process and policies and procedures that provide due-process protection. These policies are reviewed regularly, posted on the College website and are widely available to the institution and to the public.

A process for reviewing District policies and administrative procedures is in place and regular review of board policies and administrative procedures occurs through the participatory governance process.

The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, student support and administrative functions and services.

The Peralta Community College District's Board Policy 7380 (Ethics, Civility, and Mutual Respect) ensures the professional and respectful behavior of all employees and areas of service.

The institution provides information about its accreditation status, its transfer of credit policies and whether successful completion of its courses qualifies students to receive, to apply and/or to take licensure examinations.

Berkeley City College's accreditation status is posted on the College website and included in print publications such as the Catalog and class schedule. Transfer-of-credit policies are included in the College Catalog in both print and electronic versions. No program at the College leads to a licensure examination.

The institution establishes and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describes how violations of integrity are resolved.

Berkeley City College makes widely available through the College Catalog, website, and other means to all students, staff, and faculty its students' rights and responsibilities, as well as academic standards. Pertinent procedures include (1) the Prohibition of Harassment, Discrimination, and Sexual Assault Procedure; (2) Student Standards of Conduct, Discipline Procedures and Due Process (AP 5500); and (3) Students Rights and Grievance Procedure (AP 5530).

The institution cooperates in preparation for site visits, receives the team with a spirit of collegiality and complies with the Eligibility Requirements, Accreditation Standards, and Commission policies.

Berkeley City College holds accreditation activities as a priority and ensures that the college community is prepared for all accreditation requirements throughout the year.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining and evaluating significant matters and relationships involving related entities that affect accreditation requirements.

Berkeley City College has no contracts with non-regionally accredited organizations.

If an institution is part of a district/system with shared facilities or processes, the institution may use documents prepared by district/system in its report to the Commission.

Berkeley City College is one of four colleges in the Peralta Community College District. The District Office provides various centralized services. Specific documents used in reports to the Commission include Board Policies and District Administrative Procedures, procedures in student services and instructional areas, and planning and budget integration at the district level.

F. Responses to Previous Recommendations

Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review:

District Recommendations

The responses to district recommendations include not only those from the 2009 Institutional Self-Study Report, but all district recommendations from the Accrediting Commission for Community and Junior Colleges (ACCJC) since June 30, 2009. Given the number of district recommendations, the recommendations are grouped into categories and responses provided accordingly.

Board and District Administration

2009 District Recommendation 1: Board and District Administration

The team recommends that the district assess the overall effectiveness of its service to the college(s) and provide clear delineation of functional responsibilities and develop clear processes for decision making. (Standard IV.B.1, IV.B.3.a,b,c,f,g).

Response

Central to addressing this recommendation was the implementation in Fall 2009 of the Planning and Budgeting Integration Model (PBIM) and the district-level committee structure comprised of the District Technology Committee, the District Facilities Committee, the District Education Committee, and the higher level Planning and Budgeting Council, which reports directly to the Chancellor. Each of these four committees includes the appropriate district office vice chancellor or associate vice chancellor; appropriate district and college administrators; faculty; and staff from the four colleges and district office service centers. What was noted in 2009, and has proven to be true, is that these committees and their membership are able to actively address district services and through well-designed meeting agendas are able to focus on collaboration between the District Office service centers and the colleges, especially in relation to centralized services. This structure has provided clarity regarding district versus college functional responsibilities and a clear process for decision making, with all final decisions being made by the Chancellor. The Chancellor's Cabinet is comprised of the four college presidents and lead district administrators.

As noted previously when this process was implemented five years ago, it was agreed that college planning is the foundation of the Planning and Budgeting Integration (PBI) process since the colleges are closest to and most responsible for the educational needs of the students and it is the colleges that are charged with ensuring student success. The PBI requires the colleges to conduct program reviews every three years, to provide annual program updates, and to develop annual educational and resource planning priorities. These

efforts are in alignment with the five district strategic planning goals and the annual institutional objectives/outcomes. The colleges integrate the results of their program reviews into college planning, in technology committees, curriculum committees, facilities committees, etc. During the annual institutional planning process, the colleges develop plans addressing instructional and student services programs, staffing priorities, fiscal priorities, IT and equipment, facilities, and marketing. It has been established that the planning of the four colleges must drive district planning, which then drives the provision of district services or centralized services.

The role of the Education Committee, Technology Committee, and Facilities Committee is to support the colleges in coordinating their efforts and resolving issues. These committees also provide subject matter expertise in their respective areas by including college and district representatives with relevant knowledge, responsibility, and experience. These committees are responsible for communicating with their counterpart committees at the colleges (including possible cross-membership).

As was stated when this process began in 2009, these district committees are charged with developing district-wide recommendations that best serve students and the community by using evidence-based processes and criteria. Further, the overarching Planning and Budgeting Council is charged with making recommendations to the Chancellor. The Council often receives draft policy initiatives from the Chancellor in his effort to seek input and recommendations before he takes any significant action.

The Planning and Budgeting Council (PBC) is responsible for providing oversight on the implementation of strategic planning and annual institutional objectives/outcomes. In fact, each of the four committees is required to set annual objectives aligned with the strategic planning goals. The Planning and Budgeting Council also ensures accountability.

The PBI process begins each year with an all-day off-site Summit wherein all committee members gather and hear from the Chancellor regarding the key issues that need to be addressed during the year. The committees begin to set their annual objectives and to review the previous year's objectives. The Summit has proven to be a key reminder of the need for District Office service centers and the colleges to work collaboratively, transparently, and accountably – which addresses functional responsibility and decision-making.

It is clear that the PBI process provides clarity about decision making and addresses functional responsibilities. One can access committee agendas, committee minutes, committee documents, the results of the annual assessment of the [PBI process](#), and other key materials online.

Complementing the PBI process, the Chancellor's Cabinet (prior to July 2012 called the Strategic Management Team) meets weekly. The Chancellor's Cabinet is comprised of the Chancellor; the four vice chancellors (Educational Services, Finance and Administration, Human Resources and Employee Relations, and General Services); the Associate Vice Chancellor of Information Technology; the Associate Vice Chancellor of Student Services;

General Counsel; the Director of Public Information, Communication and Media; and the four college presidents. (It should be noted that at the time this response was written the position of Deputy Chancellor and Chief Operating Officer was posted for hire and that, once hired, this individual would be involved in the Chancellor's Cabinet, as well as the PBI process.) The Cabinet has helped to clarify functional responsibilities and processes for decision-making. The Chancellor's Cabinet reviews the work and actions of the PBI Committees and addresses topics which may be sent to the PBI Committees for input/feedback. The ongoing weekly interactions among these Cabinet members facilitate open dialogue regarding all aspects of district planning and district operations.

It should also be noted that during the process of updating Board Policies and District Administrative Procedures, two administrative procedures relevant to this recommendation were approved. AP 2430 (Delegation of Authority to the Chancellor's Staff) details the roles and responsibilities of district managers who report directly to the Chancellor. AP 3250 (Institutional Planning) details decision making through the district-level committee process.

The District has continued to address this recommendation regarding a clear delineation of functional responsibilities and clear processes for decision making. The District and colleges meet the Standards associated with this recommendation.

(2010) Recommendation 2: *In order to meet the Standards, the team recommends the District evaluate the reporting structure with regard to the inspector general so that the position is properly placed in the hierarchy of the District organization. (Standard IV.B.1.j).*

(2010) Recommendation 7: *In order to meet the Standard, the visiting team recommends a change in the reporting relation of the Inspector General from the Board of Trustees to the Chancellor. (Standard IV.B.1.j)*

Response

As reported in the Follow-Up Report of October 15, 2010, at the District Board Meeting on July 19, 2010, it was unanimously agreed that the Inspector General position would report directly to the Chancellor. On January 5, 2011, the individual serving in this position resigned from the District. At that time the position was discontinued.

This recommendation is fully resolved and the associated Standards are met.

(2010) Recommendation 3: *In order to meet the Standards, the team recommends the District clarify the role of the board members with respect to the work of the District managers. This would include a review of reporting structures, methods for board*

inquiries, distinction between board policy setting and oversight, and management, leadership, and operational responsibilities for the District. (Standards IV.B.1.d, IV.B.1.j)

(2010) Recommendation 4: *In order to meet the Standard, the team recommends the District provide ongoing and annual training for board and management on roles and functions as it relates to District policy and operations. (Standard IV.B.1.f)*

(2010) Recommendation 5: *In order to meet the Standard, the team recommends the District engage in ongoing discussion about the role of the board and how it serves its trustee role for the good of the District. The role of the board should be reviewed regularly with each board member. (Standard IV.B.1, IV.B.1.j)*

(January 2011) Recommendation 1: *The team recommends that the 2010 Recommendation 5 be revised to include the following language: The Team additionally recommends that the Board of Trustees continue to redefine the appropriate roles of the Board and its relationship to the Chancellor. The Board of Trustees should also refine and change the roles and charges of the Board Committees so that they also reflect an appropriate role for the Board. (Standard IV.B.1, 3)*

(2010) Recommendation 8: *In order to meet the Standard, the visiting team recommends a regular review of board roles to assure that the board is relying on the Chancellor to carry out the policy set by the board. (Standard IV.B.1.j)*

(2010) Recommendation 9: *The team recommends the Board of Trustees and District adhere to their appropriate roles. The District must serve the colleges as liaison between the colleges and the Board of Trustees while assuring that the college presidents can operate their institutions effectively. Meanwhile, the Board must not interfere with the operations of the four colleges of the district and allow the Chancellor to take full responsibility and authority for the areas assigned to district oversight. (Standards IV.B.3.a-g)*

Response

2010 Recommendations #3, #4, #5, #8, and #9 and 2011 Recommendation #1 addressed the roles and responsibilities of a community college board of trustees. The recommendations stressed that the Board focus on its role as a policy making body and act in a manner consistent with its policies and bylaws; that the Board has a means for board development; that it hires the Chancellor and delegates full responsibility and authority to him/her to implement and administer Board policies without Board interference; and that all other personnel, especially the college presidents, report to the Chancellor and not to the Board. Further, it was stated that Board committees, which existed at that time, needed to stay within the scope of work of a board of trustees and not become involved in the operations of the district service centers and the colleges.

In 2010, the members of the Board of Trustees engaged in intensive training provided by the Community College League of California (CCLC). The training focused on the roles and

responsibilities of the Board and on ACCJC Standard IV.B. Of the seven current elected Board members, six went through this training. As a result of the training, the Board adopted the CCLC document, “Board and CEO Rules: Different Jobs, Different Tasks (2000).” The Board was clear in stating that it has authority only to hire and evaluate the Chancellor, and that it assigns the Chancellor responsibility for the operation of the district and the hiring and evaluation of all administrators.

As the Board updated Board policies, based on an ACCJC recommendation, four specific policies adopted in 2011 and one in 2012 demonstrated the board members’ knowledge of their function, purpose, role, and responsibilities. Thus, the Board demonstrated compliance with Accreditation Standard IV.B and full resolution of any previous deficiencies.

Board Policy 2200 (Board Duties and Responsibilities) references Accreditation Standard IV.B.1 and California Education Code section 70902; these policies delineate the responsibilities of the Board, especially that the Board “respect[s] the authority of the Chancellor by providing policy, direction, and guidance only to the Chancellor who is responsible for the management of the district and its employees, and delegate[s] the authority to the Chancellor to issue regulations, and directives to the employees of the district.”

The Board had eliminated the Board committees and, when revising and updating Board policies, adopted a policy on the Board’s ability to meet as a Committee of the Whole (BP 2220) to “gather information, hear from the public, and provide a forum to discuss pertinent issues that may ultimately come before the Board for further discussion and action.”

The Board adopted a very detailed policy regarding Delegation of Authority to the Chancellor (BP 2430) and a very clear policy on Board Education (BP 2740).

On November 12, 2013, the Board held a Special Workshop that continued to demonstrate its ability to work within its official role and to work directly with and delegate full responsibility to the Chancellor. The agenda for the Special Workshop covered Strategic Planning, Board/Chancellor Relations, the Chancellor’s Goals, and the Board’s Goals and professional development. The minutes from this meeting provide insight into how the Board continues to meet and even exceed accreditation Standard IV.B. The Board spoke about “the open lines of communication they have had with the Chancellor and even thanked the Chancellor for bringing leadership and a sense of calmness to the District leadership,” noting that they looked “forward to continuing to move in a positive direction.” The Chancellor stated that he “appreciates board members calling [him] before board meetings with any questions they have about the board agenda which streamlines board meetings and [fosters] open communication.”

At this November 12, 2013 meeting the Board addressed the fact that “accreditation is fundamental to how we operate.” In keeping with accreditation standards, board members noted that the focus must be on best practices in the areas of institutional integrity, teaching and learning processes, student support systems, resources, and governance. A trustee alerted his fellow trustees to read through the ACCJC “Guide to Accreditation for

Governing Boards.” This focus on accreditation demonstrated how far the Board has come in its willingness and commitment to meeting and even exceeding standards in an effort to provide for the good of the community and to ensure student success.

In terms of Board Development, at this November 12, 2013 meeting, the Board addressed the “number of workshops and conferences that board members can attend to achieve trustee excellence.” The newest member of the board, currently the Vice President of the Board, “spoke about the Board’s interest in the Excellence in Trusteeship Program presented by the Community College League of California (CCLC). She felt [that] this program was important for the Board to be involved in... [since] it has a direct relationship in their role as trustees.” To date, each of the seven elected board members has been active in in the CCLC Excellence in Trusteeship Program.

At this same meeting, the Board began its annual self-evaluation.

As noted, the Board continues to take seriously the Standards, including those which address the role of the board of trustees. The Board continues to demonstrate that these previous recommendations continue to be resolved and that the Standards are met.

(2010) Recommendation 6: *In order to meet the Standards, the team recommends the board consider regular review of the code of ethics to assure thorough understanding and application of its intent. (Standard IV.B.1,e; IV.B.1.h)*

Response

In addressing this recommendation in 2010, the Board conducted a review of the code of ethics and conflict of interest code, and reviewed pertinent ACCJC accreditation standards, California Government Code, and California Education Code. In September 2010, the Board agreed that within the annual Board self-evaluation they would evaluate themselves in keeping with the code of ethics.

During the updating of Board policies and administrative procedures, the code of ethics and conflict of interest were reviewed and significantly updated. BP 2715 (Code of Ethics and Standards of Practice) was finalized by the Board at the end of 2012, and AP 2710 (Conflict of Interest Disclosure) was also approved. At the beginning of 2013, the Board finalized BP 2710 (Conflict of Interest) and AP 2712 (Conflict of Interest Code). All four went through a first and second reading at a Board meeting, and it was clear that the Board took these quite seriously.

This recommendation continues to be resolved and the associated accreditation standards are met.

(January 2011) Recommendation 4: *The team recommends that the district continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the district has invested substantial effort to address all recommendations, it is incumbent on the district to ensure that these efforts continue and are institutionalized within the district.*

Response

This recommendation has been appropriately placed in each section of the District Recommendations where there are recommendations from 2009 and 2010. The responses in each area show that the Peralta Community College District continues to address all recommendations, including those from 2009 and 2010, as the District assists the colleges in meeting and exceeding the accreditation standards.

(January 2011) Recommendation 3: *The team recommends that the Board of Trustees develop and implement a plan to review all Board policies so that the policies reflect only policy language and that the operational processes for these policies be reflected in a system of administrative regulations (procedures). (Standard IV.B.1.e, IV.B.3)*

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

(2012) Commission Recommendation 4:

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

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.

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

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

As reported in the March 15, 2013 Follow-Up Reports filed by the four colleges, the District 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, and adopting some new policies and procedures. It should be noted that 68 of the 72 California community college districts use the CCLC approach to board policies and district administrative procedures.

Since the submission of the March 15, 2013 Follow-Up Report and the review by an ACCJC Evaluation Team in April 2013, the Peralta Community College District continues to use the CCLC approach to updating and revising Board policies and district administrative procedures. With Update #22 (June 2013), the district revised/updated four policies and ten administrative procedures. With Update #23 (October 2013), the district revised/updated seven policies and six administrative procedures. Additional administrative procedures have been updated due to the many procedural changes in keeping with California Community Colleges Student Success and Support Act. At the time this response was being written, the District had engaged in reviewing and updating the specific policies and procedures associated with CCLC Update #24 (April 2014). It is anticipated that there will be an Update #25 (October 2014), which will lead to further revisions in the District's policies and procedures.

This recommendation continues to be resolved; the District has a process for reviewing and updating Board policies and district administrative procedures; the Standards continue to be met.

Technology

2009 District Recommendation 2: Management Systems

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

(January 2011) Recommendation 4: *The team recommends that the district continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the district has invested substantial effort to address all recommendations, it is incumbent to the district to ensure that these efforts continue and are institutionalized within the district.*

Response

This Management Systems recommendation initially was addressed in the College Follow-Up Reports submitted on March 15, 2010 (the number assigned to the recommendation differed in the college letters) and was further addressed in the District Follow-Up Report submitted October 15, 2010. This clearly was a district-level recommendation since the

District Office of Information Technology was and is responsible for the management of the enterprise management system, PeopleSoft.

The PeopleSoft system was purchased in 2004-05, and while various financial modules were implemented in 2005, the student administration system and other non-finance modules were implemented in November 2007. Because of the experience in implementing various financial modules, the District hired RWD Technologies to provide a change management strategy to assist in the move from the legacy system to PeopleSoft. RWD provided a successful approach and a method to address problems experienced by front-end users as the transition was made. As noted in 2010, the move from a “data storage” system to a “process control” system created a major shift for end users.

However, when RWD Technologies services were discontinued, their process was not maintained/ continued in an effective manner, which led to frustration and complaints, since it was not always clear who was in charge. RWD had used a clear project governance system, defined leadership roles and expectations, structured leadership to own projects across the colleges, and provided clear reporting on project status. To address this accreditation recommendation, a decision was made to implement a structure in keeping with the RWD process and to communicate this widely throughout the district as a means to addressing functional issues and implementation of additional non-financial modules.

The PeopleSoft Resolution Team (PRT) was established and is currently chaired by the Director of Enterprise Services. The PRT is the coordinating body that identifies critical implementation functions, and the PRT members are kept up-to-date on the implementation of new PeopleSoft modules. The PRT meets monthly, and members are thus provided monthly updates and an opportunity for monthly input to the Director of Enterprise Services. The PRT’s essential charge is to identify and prioritize ongoing and new functionality issues or needs, monitor the resolution of identified issues, and receive status reports from the Office of Information Technology. Within the current Planning Budgeting Integration (PBI) Model, the PRT provides regular status reports to the District Technology Committee. On the front page of the [PeopleSoft Resolution Team web site](#) is a description of the team:

The PeopleSoft Resolution Team offers an institutional forum to facilitate discussion and deliberations related to the District’s PeopleSoft database and associated applications. An expression of shared governance practices, the PRT’s administrative procedures are outlined below (PRT Administrative Procedures). The team also serves as a repository for all of the projects and issues handled by numerous functionality teams whose documents appear in the navigation on the left.

Users needing technical support now use a Footprints ticket method for submitting online requests (<http://helpdesk-dit/footprints/customer.html>). One can submit, edit, and check on the status of each technical support request. Also, the Help Desk posts a weekly report on completed projects on the web page.

The District has increased staffing to assist with PeopleSoft modules and PeopleSoft issues, including a Director of Enterprise Services; two Application Software Analysts; two Senior Application Software Analysts; one Senior PeopleSoft Database Administrator; one Enterprise Resource Planning Project Manager; and five analysts in specific areas who review specific PeopleSoft modules (Research, Student Finance, Curriculum, Financial Aid, and Admissions & Records).

During 2013-14, a consultant aided the District in moving from the financial aid module in the legacy system to the financial aid module in the PeopleSoft system. This project included active involvement of appropriate financial aid staff. The PeopleSoft financial aid module was implemented successfully, and ongoing review and training will be provided.

The issues related to this 2009 recommendation remain resolved and the Standards are met.

Human Resources

(2010) Recommendations 1: *In order to meet standards at all times, all personnel selection actions must adhere to the established policies and procedures. (Standard III.A.1.a)*

(January 2011) Recommendation 4: *The team recommends that the district continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the district has invested substantial effort to address all recommendations, it is incumbent to the district to ensure that these efforts continue and are institutionalized within the district.*

Response

This 2010 recommendation came as a result of the creation of the Inspector General position, which reported to the Board (and has since been eliminated), and the creation of the Vice Chancellor of Human Resources position, which caused confusion among constituencies as to the process in creating a new position. As noted by the visiting team, “Direct operational control of the district should be handled by the Chancellor rather than by members of the Board acting individually as though they speak for the entire board.”

As reported in the October 15, 2010 Follow-Up Report, in July 2010 the Interim Chancellor was extremely clear with the Board that he and he alone reported to the Board, that the Board had a limited role in personnel selection, and that Board training (which occurred) would be essential to help the Board better understand their role and responsibilities. The current Chancellor and the Board have an effective working relationship and the Chancellor is the only employee who reports to the Board.

With the review and updating of Board policies and district administrative procedures all personnel or Human Resources policies and procedures were updated. These Board policies

and district administrative procedures are being adhered to. Those pertinent to this 2010 recommendation include the following:

Board Policy 7120 (Recruitment and Hiring)
Board Policy 7210 (Academic Employees)
Board Policy 7230 (Classified Employees)
Board Policy 7240 (Confidential Employees)
Board Policy 7250 (Academic Administrators)
Board Policy 7260 (Classified Managers)
Administrative Procedure 7121 (Faculty Hiring)
Administrative Procedure 7123 (Hiring Procedures for Regular Academic Administrators and Classified Managers)
Administrative Procedure 7125 (Hiring Acting and Interim Academic and Non-Academic Administrators)

This recommendation remains resolved and the Standards are met.

Financial Resources

2009 District Recommendation 3: Financial Resources and Technology

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

(January 2011) Recommendation 4: *The team recommends that the district continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the district has invested substantial effort to address all recommendations, it is incumbent to the district to ensure that these efforts continue and are institutionalized within the district.*

Response

This recommendation was last responded to in the April 1, 2011 District Follow-Up Report, and the April 2011 Visiting Team noted that hiring a Director of Enterprise Services to manage the PeopleSoft system was key to resolving this recommendation. This position has been sustained and, as noted by the April 2011 Visiting Team, the Director of Enterprise Services focused on the issues identified by the 2009 Visiting Team. The Commission viewed this recommendation as having been fully resolved.

The District continues to upgrade and support the modules within PeopleSoft to allow for accurate and timely financial reporting. During the last fiscal year, the human resources and student finance module were upgraded and the Student Financial Aid Module was implemented. The full implementation of the Student Financial Aid module was completed in August 2014. Another improvement to the PeopleSoft system is the use of the electronic personnel action request since it provides for position control and electronic oversight of the financial transactions associated with the requested position. The Electronic Content Management feature is being implemented and is important to the work of Accounts Payable. Trust and agency funds have been moved from the Legacy system to the PeopleSoft system, which provides a better method of oversight and management of these funds.

The colleges have the ability to access and run all of their financial information, as all of the college business managers have the capacity to run their financial statements at any time during the fiscal year. The college business managers have access to the General Ledger to allow for inquiry and report processing as needed. The Vice Chancellor of Finance and Administration, the college business managers, and the Associate Vice Chancellor of Information Technology meet on the first Thursday of every month for ongoing assessment of the PeopleSoft financial management functions, providing for an ongoing discussion of how to improve the system and continue the dialogue regarding effective electronic budget management. These monthly meetings will be important as the District moves to upgrade the financial management modules to PeopleSoft Version 9.0 during the 2014-2015 academic year. It should be noted that this upgrade is a priority in the District Information Technology Strategy plan.

This recommendation remains resolved and the associated Standards continue to be met.

(January 2011) Recommendation 2: *The team recommends that the district continue to monitor its progress toward meeting the issues listed in the Corrective Action Matrix. In particular, the district needs to plan to address the OPEB bond and to be evaluated on keeping to its 2010-2011 budget. (Standard III.D.1,2,3)*

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

(Special Report 2013) *The District shall provide a report that clearly states the district's plan for funding its OPEB obligations, including an assessment of the OPEB bonds and the increasing debt service required (Accreditation Standard III.D.3.c)*

Response

Two previous district recommendations required that the Peralta Community College District address OPEB obligations and the liabilities associated with the district OPEB bonds. Further, in 2013 the Peralta Community College District was required to file a special financial report that provided the District's plan for funding its OPEB obligations.

The [special financial report](#), which was filed with ACCJC on April 1, 2013, provided details from the [OPEB Substantive Plan](#) of December 2012, updated in September 2014. Taken together, these documents provide full details demonstrating that the District has been addressing and continues to address OPEB obligations and liabilities and District OPEB Bonds. The OPEB Substantive Plan fully addresses the issues that were cited by ACCJC. [The District Retirement Board](#) meets regularly to provide oversight of OPEB bonds and planning and to review investment portfolio updates.

Beginning in 2011-12, the District made substantial and critical changes in how it valued and funded its OPEB liabilities and debt. In order to manage and reduce liabilities, the District successfully negotiated with collective bargaining units to place maximums or caps on District paid health benefit plans, implemented an OPEB charge that brought new revenue into the OPEB trust, changed the investment policy statement so that it matches the targeted rate of return with the OPEB liability, and restructured the program oversight to one that provides additional transparency and accountability. As a direct result of these accomplishments the actuarial value of the OPEB liabilities had decreased \$39 million by April 2013, trust assets had increased by \$50 million, and related debt service had been held to approximately 5 percent of the Unrestricted General Fund. It was determined that over time all debt service would be funded out of trust assets that are in excess of the actuarial liabilities. The current actuarial determined liability is \$174,703,920 million compared to trust assets of \$218,549,849 million. A new actuarial study will begin in November 2014 and will be completed by March 2015. Over time, as the difference between the liabilities and trust assets widens, the assets in excess of the liabilities will be used to fund partially or fully the related debt service. As the evidence to date suggests, the District's plans have been successful and over the next 25 years are projected to fully fund all associated liabilities. Please refer to Standard III.D.1.c. and III.D.1d. for additional information.

This recommendation remains resolved and the associated Standards continue to be met.

(Special Report, November 2009) The district was required to file a report by March 15, 2010 requiring responses to specific audit findings in the 2008 audit: OPEB liabilities, Oversight and Monitoring (2008-1), Financial Accounting System Procedures (2008-2), Information Systems (2008-3), Bursar's Office and Trust Fund Reporting Changes (2008-8), Accounts Payable/Purchasing Functions (2008-11), and Using Associated Student Body Fund to Account for General Fund Reserves (2008-18).

(June 2011) Commission Recommendation 2: *In accordance with Standard III.D.2.a, c, and g and Eligibility Requirement #18, the District needs to resolve outstanding audit findings identified in the Department of Education letter dated May 20, 2011 referring to Audit Control Number (CAN) 09-2009-10795. That letter identifies the findings for each of the four colleges 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 Vavrinc, Trine, Day, & Co. LLP, Certified Public Accountants' audit reports for years 2008, 2009, and future audit reports issued after the date of this recommendation.*

(2012) Commission Recommendation 2:

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

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.

[In the July 2, 2012 letter, ACCJC updated the 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.

(Special Report 2013) *The District shall provide excerpts from the 2011/12 audit report showing that the District has addressed the multiple 2010/11 audit findings, especially those that were repeated from prior years. If the report shows that the District has not resolved the persistent findings, the District should submit a plan that demonstrates how the findings will be resolved (Accreditation Standard III.D.3.c)*

Response

These recommendations address audit findings. The focus of the recommendations is the requirement that specific audit findings be resolved and that the District should have a plan for resolving audit findings.

In November 2009, the Peralta Community College District was required to submit a Special Report addressing seven specific audit findings: OPEB liabilities (which became a separate recommendations as noted above); District internal control structure (internal control system, oversight and monitoring, financial accounting system procedures, information systems, bursar's office and trust fund activity reporting changes, accounts payable/purchasing functions) and Associated Student Body Fund to Account for General Fund Revenues. All of these audit findings were from the June 30, 2008 independent audit report, some of which were repeated from the 2007 audit report. The Peralta Community College District filed the report with ACCJC on April 1, 2010. It was with this report that

the Peralta Community College District began a Corrective Action Matrix approach to addressing audit findings. As the visiting team in November 2010 reported, “the matrix is a detailed plan which lists the corrective actions...for audit findings... The matrix lists the responsible party, due date, status, and related systematic integration.” All of these audit findings have been resolved and continue to remain resolved.

The Peralta Community College District Office of Finance continues to use a Corrective Action Matrix (CAM) as a plan of action and method for addressing any and all audit findings. As noted by the November 2010 visiting team, for each audit finding the CAM lists the needed Corrective Action, the Responsible Point Person for resolving the audit finding, the expected due date for resolving the audit finding, the Status of the resolution of the audit finding (which is updated until resolved), and the Systematic/Source Integration.

A Commission recommendation in June 2011, which was repeated as a Commission Recommendation in June 2012, with the addition that all audit findings from prior audits had to be resolved by March 15, 2013, required that all audit findings to that date be resolved by March 15, 2013. Further, the Peralta Community College District was required to submit a Special Financial Report on April 1, 2013. The Special Financial Report was essentially similar in content to the June 2011/June 2012 Commission recommendations. The visiting team report dated April 2013 noted that “the number of audit findings has been reduced from 53 as of 6/30/2009 to 8 as of 6/30/12. Of those 8, only four are from the prior year. The remaining 49 findings have been cleared.” The July 3, 2013 Commission action letter noted, “the Peralta Community College District has resolved most of the 53 audit findings and is well on the way to resolving the remaining few. The District has also developed and implemented a plan to fund the Other Post-Employment Benefits (OPEB) Obligations.” Of those eight (8) audit findings from June 30, 2012, five (5) were repeated in the June 30, 2013 findings: Time and Effort Reporting, Financial Reporting (one program), Equipment Management, Concurrent Enrollment, and CalWORKS Reporting. As of the time of the writing of this response, these five (5) have been resolved and the June 30, 2014 audit report will substantiate this conclusion.

Details regarding independent audits showing that “responses to external audit findings are comprehensive, timely, and communicated appropriately” can be found in Standard III.D.2.a and Standard III.D.2.b of this Institutional Self-Evaluation. Independent audit reports can be found at the following website: <http://web.peralta.edu/business/finance-contacts/annual-financial-reports/>. The most current corrective action matrix (September 21, 2014) is available at this website: <http://web.peralta.edu/business/files/2014/09/PCCD-CAM-June-30-2013-to-September-21-2014.pdf>. At the time of the March 2015 site visit, the 2014 independent audit report will be available, as well as an updated Corrective Action Matrix.

These recommendations are resolved and the associated Standards continue to be met.

(June 2011) Commission Recommendation 3: *While evidence identifies progress, the District has not achieved compliance with Standard III.D and Eligibility Requirement #17. Specifically, the District has not achieved a long-term fiscal stability related to resolution of collective bargaining agreements on compensation and postretirement 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.*

(2012) Commission Recommendation 3:

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

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.

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

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

In the March 15, 2013 College Follow-Up Reports, the Peralta Community College District was able to report that the District had maintained fiscal accountability, stability, and solvency for fiscal years 2010-11, 2011-12, and 2012-13. This is now also true for fiscal year 2013-14.

The 2013 reports emphasized various strategies that were key to fiscal stability, and these continue to be foundational to ongoing fiscal stability:

- The District negotiated with all three collective bargaining units a variable rate cost cap on district paid medical and health care benefits.
- The District has in place a monthly financial reporting process through which monthly financial reports are disseminated and thus provide the District with the capability to continuously monitor and assess its fiscal capacity. In fact, since March 2013, each college has been able to run its own financial reports and monitor funds.
- The District implemented new Board policies and district administrative procedures that establish minimum standards and accountability for budget preparation and funding.
- The District has a revised district Budget Allocation Model (BAM) that was initially implemented in 2012-13 and continued to be reviewed and addressed in 2013-14, and will be monitored again in 2014-15.

- The District had voter support to pass the Measure B Parcel Tax, which provides additional revenue for eight years -- \$7,682,155 in 2012-13, \$8,053,384 in 2013-14 \$8,055,785 budgeted for 2014-15.
- The District continues to build a strong reserve, which was at 12.36 percent at the beginning of 2014-15 and will offset the expiration of the Parcel Tax. In 2012-13, \$2.8 million was added and in 2013-14, \$1.3 million.

As can be seen, the District is taking the issue of fiscal accountability, stability, and solvency seriously and engaging in all possible methods to address this need.

This recommendation remains resolved and the associated Standards continue to be met.

Berkeley City College Responses to 2009 ACCJC Recommendations

BCC responded to the following ACCJC recommendations in the March 15, 2012 Midterm Report. The responses below provide an update since that time.

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

Response

The Berkeley City College (BCC) Self Study Report to the ACCJC Commission in Spring 2009 included twenty-two action plans and initiatives. To clarify, streamline, and prioritize these plans, the College combined the redundant and overlapping plans into a total of 17 action plans. With implementation assigned by category and accompanied with performance measures, the College fully resolved all action plans in Spring 2012 and reported to the Commission through its 2012 Mid-term Report.

The College currently utilizes a process to integrate action plans into its regular planning cycle by incorporating college plans into an annual goal-setting process aligned with District annual goals and strategic plan. BCC's planning process has continued on a regular basis since 2009-10. Peralta strategic directives are circulated before the beginning of each of the fall semesters. The College then develops its annual plan by establishing college-wide goals, implementation plans and activities, timelines and outcome measures/institutional set standards; reviewing and revising the annual planning through its shared governance process; and endorsing and finalizing the plan through the College Roundtable for Planning and Budgeting. In 2013-14, to meet the statewide Student Success Initiative mandate, BCC integrated the [Student Success Support Program](#) (SSSP) initiatives with its college-wide goals and outcome measures. Throughout the year, during various committee meetings, BCC regularly reviews the status of outcome measures/institutional set standards, further refines strategies to reach its annual goals, and summarizes its accomplishments against the pre-set goals toward the end of the year. Final college-wide goals and accomplishments are widely communicated online and during shared governance meetings.

BCC intends to align its student success plan, equity plan, and educational master plan, as it creates and updates its human resources plan, technology plan, facilities plan, and financial plan. As a result of the development, updating, and implementation of various plans, BCC will arrive at integrated, actionable conclusions about its institutional effectiveness. This integrated comprehensive plan will be accompanied by action plans, action items, and performance measures, with timelines that coincide with the reporting dates identified and/or mandated for each plan.

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

Response

The College has completed all service, course-level and program level SLOs; new courses or programs must be submitted with SLOs, which are approved by the SLO Assessment Coordinator before moving to the College’s Curriculum Committee. The College has an assessment timeline for all course, program, and institutional SLOs. Instructional departments are in dialogue about the results of SLO assessments, as indicated by the faculty survey results, which indicate that 71 percent of faculty agree or strongly agree that “at BCC, there is dialogue about the continuous improvement of student learning and institutional processes,” while 16 percent somewhat agree, and only 10 percent disagree. Among administrators, faculty, and staff combined, 70 percent agree or strongly agree, 19 percent somewhat agree, and only 8 percent disagree that “BCC engages in dialogue about the continuous improvement of student learning and institutional processes.” In addition, 60 percent of faculty indicated that they discuss “SLO results” at department meetings, 17 percent that they discuss these results at “special student learning outcomes sessions,” and 32 percent that they discuss them on email distribution lists. The College’s Assessment Committee and Teaching-Learning Center have been particularly instrumental in providing additional forums for dialogue and ensuring that assessment findings lead to meaningful action plans, which are then put into action. Several examples are in the SLO section of the evidence. SLO action plans, as well as data analysis by institutional research and planning, are integrated into BCC program review and unit action plans.

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

- Reassigned time for departmental leads to help develop course-level student learning outcomes and student service area outcomes (2009-2010).
- Reassigned time for a Title III Activity Coordinator to provide training and support for departments to complete student learning outcomes and service area outcomes (2009- Spring 2011).

- Funding for college wide and department-specific training with outside experts on outcomes assessment (2009-10).
- Support for the Assessment Coordinator to participate in the WASC-ACCJC Assessment Leadership Institute (2010-2011).
- Reassigned time for a Teaching-Learning Center Coordinator, which has led to the development of activities central to assessment and the implementation of resultant action plans (2010 to present).
- Creation of a website on the Berkeley City College home page to centralize information on Student Learning Outcomes Assessment, including access to the assessment management system (Taskstream) and instructions for its use, information on the Assessment Committee, an overview of the SLO/Assessment cycle, a filmed example of a department deliberating on a rubric, sample SLOs, and classroom assessment techniques (ongoing).
- Support for in-depth departmental projects related to assessment, such as student portfolio assessment (ongoing).
- Support for hourly assistants to input assessment work into TaskStream (ongoing).

The College also implemented procedures to institutionalize approaches to assessment. These have included the following:

- Requiring that outcomes be in place before any course or program can be adopted or revised through the curriculum committee process (Fall 2010 - present).
- Establishing a standing Assessment Committee, with the Assessment Coordinator serving as chair or co-chair (2010), which has been updated as the Planning for Institutional Effectiveness Committee (Spring 2014).
- Requiring that existing programs complete program outcomes for inclusion in the college catalog supplement by Summer 2012; requiring that program revisions or new program proposals include program outcomes (Spring 2011).
- Adopting revised Program Review and Annual Program Update forms with sections for program assessment updates and provision for goals and resource requests coming from assessment findings (Fall 2011).
- Creation of a process, with common rubrics and a timeline, for institutional learning outcomes assessment (Fall 2011) and implementing three institutional learning outcomes assessments.
- Including, within the charge of the College Roundtable for Planning and Budget, an evaluation each year of college assessment and planning activities (Spring 2012).

Additionally, the program planning process formally incorporates data analysis by the District Office of Institutional Research.

The College has addressed all aspects of Recommendation 2 by completing all service, course-level, and program level SLOs; having an assessment timeline for all course, program, and institutional SLOs; maintaining dialogue about the results of

SLO assessments and using the results of the dialogue for continuous improvement; and integrating information from the Office of Institutional Research as a significant aspect of program review and annual unit plan updates.

2009 Team Recommendation 3: Library Staffing and Resources *Although significant progress has been made since 2003 in its library's quality and services, the team recommends that in order to improve and broaden upon the progress to date, the college develop an adequate, equitable, and sustainable library allocation for staffing and library resources. (Standards II.C.1, II.C.1.a, II.C.1.c, II.C.1.d, and II.C.2)*

Response

In June 2011, Berkeley City College received the Evaluation Report of the two-member accreditation team indicating that “Berkeley City College meets the requirements of this recommendation in that it has improved the quantity and quality of its library collection. The college has developed partnerships with nearby libraries to enhance services to students and, through its program review process, identified staffing and facility space needs for future growth.”

In order to maintain and sustain its library quality and services, BCC has continued to increase library allocation for staffing and resources through program review, annual program updates, and the integrated planning and budget development at both the college and the district levels.

Library Staffing

Total faculty and staff in the BCC library have increased significantly over the last three years. Staffing FTE increased from 3.5 (2.5 FTE Librarians and 1 FTE classified staff) in 2011-12, to 3.6 (2.6 FTE Librarians and 1 FTE classified) in 2012-13, to 4.5 (2.9 FTE Librarians and 2.6 FTE classified) in 2013-14. Moreover, in 2013-14, the BCC library received additional funds to hire student assistants working 52 hours per week throughout the year.

As a result, the BCC library is able to extend its services during weekday evenings and on Saturdays. In both 2011-12 and 2012-13, library hours were Mondays through Thursdays 8:30 am to 7:30 pm, and on Fridays 8:30 am to 4 pm. Starting Fall 2013, a half hour has been added to Monday through Thursday evenings, to extend the hours until 8 pm. Services were also added on Saturdays from 10 am to 2 pm. Starting Spring 2014, the BCC Library stays open on Saturdays from 10 am to 4 pm. Thus, the Library is currently open during the following hours:

- 8:30 a.m. to 8:00 p.m. Monday–Thursday
- 8:30 a.m. to 4:00 p.m. Friday
- 10:00 a.m. to 4:00 p.m. Saturday

Library Supplies, Books, and Materials Resources

From 2010-11 to 2014-15, the Library's total budget for books, periodicals, subscriptions, and technological software and equipment significantly increased. In 2010-11, the Library's budget totaled \$9,984 for these resources. However, in the current year (2014-15), the Library's total budget reached an all-time high of \$146,555 for books, periodicals, subscriptions, and technological software and equipment. As costs continue to rise for library research and reading materials, the College is committed to ensuring funds are available for the Library to fulfill the needs of BCC students.

In addition, as of Fall 2010, the District funds the BCC library \$25,000 per fiscal year for databases. The Telecommunications and Technology Advisory Committee (TTAC) and the Council of Chief Librarians (CCL) have been working diligently to leverage the system's purchasing power in order to provide common electronic library resources for all California community college campuses. A contract for electronic information resources for California Community Colleges (CCC) libraries also provides a general periodical, newspaper, history, and business database to every student in the entire CCC system, including students attending BCC.

While library resources are being increased at the College, BCC students continue to have access to nearby Berkeley Public Library and to UC Berkeley's world-class libraries at no cost or at a discounted rate.

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

Response

Berkeley City College's staffing needs and planning have been developed and updated annually, embedded in its program reviews on a three year cycle or in its annual program updates (APUs). Prioritization of full time faculty and classified staff hiring needs have been a regular part of the college's program review process. With the implementation of an active, district-wide governance structure beginning in Fall 2009, the prioritization of college staffing has been a vital part of an annual planning cycle linked to college and district resource allocation.

PCCD implemented a budget allocation model, based on SB 361, in Spring 2012. PCCD BP and AP 6200 (Budget Management) affirm the District's commitment to use the district-wide Budget Allocation Model (BAM) in annual funding cycles. Its implementation assures adequate funding to BCC and links funding to planning. The implementation of the BAM ensures the College's long-term financial stability, including staffing capacity. Critical to the successful implementation of the resource allocation model has been the achievement of parity in staffing across the four Peralta colleges. With the realization of additional full time

instructors and permanent classified staff, BCC's annual budget has begun to reflect funding at a level equitable with the budget levels of the other Peralta colleges.

Meanwhile, the Peralta District Office of Human Resources has developed and implemented a district-wide staffing plan by completing an inventory of staff positions across the district and identifying which positions were currently funded and filled. For permanent faculty and classified staffing, Berkeley City College and the other three Peralta colleges have been asked to submit hiring needs each spring to the District Education Committee for discussion and recommendation, to be submitted to the District Planning and Budgeting Council (PBC).

BCC develops and updates its annual staffing plan at the program/unit level through Program Review and/or APU processes and prioritizes needs through a shared governance process, which culminates at the College Roundtable for Planning and Budgeting for presentation to the District Education Committee and PBC. At the end of this district-wide process, the Chancellor authorizes the number of new faculty and classified positions to be allocated for hiring at the college level. Furthermore, BCC leverages grants and additional funding sources to hire new personnel and maintain their employment in order to address student success throughout the duration of the funding.

Over the last year, BCC's staff sufficiency improved significantly in all employee categories. Both the number of administrators (9) and tenured/tenure track faculty (55) reached an all-time high in 2013-14. The number of permanent classified positions is expected to top the peak figure of 46 in 2014-15.

Response to Commission Recommendation 5 (2011 and 2012)

***2011:** 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.*

***2012:** 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 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 at each college. 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 colleges. The college should also describe how it intends to deal with any resulting negative impact.*

Response

Berkeley City College responded to the original 2011 recommendation in the College Midterm Report (March 2012) and provided a more detailed response in a Follow-Up Report (March 2013), as required by the 2012 follow-up recommendation.

The April 2013 ACCJC Visiting Team, in their Follow-Up Report, stated that, “Berkeley City College meets Standard III.D and Eligibility Requirements #5 and #17.” In the July 3, 2013 Commission Action Letter, Dr. Barbara A. Beno, President of ACCJC, reported that the Commission took action to remove the College from Warning and reaffirmed BCC’s accreditation. The Commission letter noted that

The District has tackled its significant budget problems seriously and intently, resulting in a financial condition that meets Accreditation Standards... Berkeley City College has maintained the educational quality of its programs and services. Any negative impacts resulting from past budget reductions have been minimized so that the College remains focused on its Mission.

G. Student Learning Outcomes Assessment at Berkeley City College

Establishing Learning Outcomes: 2003-2009

In 2003, Berkeley City College (BCC) demonstrated its commitment to the development of learning outcomes assessment with a college-wide effort to establish its institutional learning outcomes, led by a newly hired division dean who had had experience with outcomes assessment. As a result of a far-reaching effort that included many faculty members, staff members, students, and administrators, the College established and defined its seven ILOs:

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

Student learning outcomes began to be established for courses and programs over the next several years. Beginning in 2007, a Student Learning Outcomes Assessment Coordinator was hired, with a .5 faculty load. In student services areas, program outcomes were defined and plans for assessment developed, as coordinated by the Vice President of Student Services and the SLOAC, working with student services area leads. In 2008, the District contracted with TaskStream, a software company, to develop an online repository for assessment management. In 2009, SLO assessments began in select courses and instructional and student services programs.

While some of the initial plans to implement course, program, and institutional learning outcomes assessments at the College have undergone revision, many of the early elements of SLO assessment are still in place. These include the use of Taskstream to house assessment information, including assessment results, action plans, and reporting of resulting improvements; the retention of a .5 SLOAC; the development of course and instructional program learning outcomes at the point of course or program adoption in the curriculum committee; and the central role of the seven institutional learning outcomes in assessment.

Developing a “Culture of Assessment” at BCC: 2009-2014

BCC was fortunate to have secured a Title III grant in 2009, one of whose two main goals was the development of a “culture of assessment” at BCC. Also in 2009, the Academic Senate voted to create an assessment committee, to be chaired by the SLOAC; this committee included a representative from every instructional department in the College, as well as several representatives from student services areas. Finally, as a result of a recommendation from BCC’s Basic Skills Initiative Committee, the College established a Teaching-Learning Center at about the same time. These three developments led to a

transformation in SLO assessment planning and in applying the results of SLO assessments at the College.

The five-year Title III grant funded a number of assessment-related initiatives at BCC from 2009-2014, the most critical of which are listed below:

- Training in SLO creation and assessment for faculty in multiple departments (first year of grant);
- Small stipends for departmental assessment liaisons serving on the Assessment Committee;
- Funding for the college's SLOAC to participate in the first Assessment Leadership Academy (sponsored by the Western Association of Schools and Colleges) in 2011;
- Funding to develop the college's Teaching-Learning Center, including release time for its coordinator;
- Stipends for faculty and staff participating in the Teaching-Learning Center's focused inquiry groups (FIGs) and Action Plan Projects for Learning Excellence (APPLEs), which allowed for completing and administering assessment action plans;
- Administration of CCSSE and SENSE;
- Stipends for faculty and staff engaging in coordinated assessment activities for institutional learning outcomes assessments and program assessments; and
- Assessment committee retreat to complete ILO assessment rubrics and plans.

One of the most important aspects of this work was the creation of the Teaching-Learning Center, which has been central in developing and implementing meaningful action plans. The Teaching-Learning Center promotes professional development in a variety of ways, but its focused inquiry groups (FIGs) and Action Plan Projects for Learning Excellence (APPLEs) are its most significant tools for actualizing assessment action plans. FIGs allow faculty and staff to form teams to connect local assessment results with outside research to recommend specific actions for improving student outcomes, while APPLEs help small groups of faculty and staff to develop practical approaches in order to carry out action plans. Faculty from most departments in the College and a wide variety of disciplines, as well as student services staff and other staff members, have engaged in FIGs and APPLEs at the College.

The Assessment Committee met from February 2011 to May 2014, at which time, it modified its scope, mission, and membership, becoming the Planning for Institutional Effectiveness (PIE) Committee. Before this change occurred, the Assessment Committee accomplished the following:

- Oversaw completion of SLOs for all courses and programs at Berkeley City College and recording of these learning outcomes on Taskstream;
- Worked with the Curriculum Committee to develop a system for ensuring that all new courses and programs have recorded, accurate, measurable, and meaningful learning outcomes;
- Facilitated assessments of courses and programs throughout the college;

- Established departmental “assessment liaisons” who serve both as members of the committee and facilitators within their departments to ensure that assessment work was completed;
- Developed six semester assessment cycle/timeline, based on institutional learning outcomes;
- Developed a short video and assessment documents to inform BCC faculty and staff about learning outcomes assessments;
- Defined “program” at BCC (this definition was vetted, modified, and ratified through the shared governance process) for the purposes of assessment;
- Developed program matrices to map courses to program outcomes, indicating where each program outcome is introduced, developed, and mastered;
- Developed a general education curriculum matrix, mapping GE requirements to ILOs, to core courses, and to specific departments;
- Completed rubrics and assessment plans for all ILOs at Berkeley City College;
- Developed a website to record assessment activities at BCC;
- Completed the ILO assessment for communication in 2012, leading to a project for closing the loop, which was administered in spring 2014, and assessed the effectiveness of this action;
- Completed the ILO assessment for critical thinking in spring 2014, and developed an action plan based on this assessment;
- Completed the ILO assessment of quantitative reasoning, based on course assessments from 2009-14, and developed an action plan based on this assessment;
- Recommended the use of CCSSE and related surveys;
- Implemented the CCSSE and SENSE at BCC, analyzed the results, and recommended specific action plans as a result of the findings from these surveys; and
- Partnered with the Research and Planning Group in assessing factors leading to successful goal-setting for BCC students.

Assessment in Instructional Areas

At BCC, systematic assessment of course, program, and institutional learning outcomes has occurred at BCC in two “rounds,” the first from 2009 to 2012 and the second from 2012 to 2015. Between 2009 and 2012, assessments focused on “high-impact” courses, those which play a central role in general education and are taught in multiple sections. These included English 1A (Composition and Reading), Spanish 1A, Mathematics 13 (Statistics), History 7B, and others. At the same time, programs were creating matrices mapping program outcomes to courses; twelve general education areas of focus were identified and mapped to ILOs, as well as specific courses and departments; plans for ILO assessments were being developed; and most student service areas were being assessed.

The second round of assessments (2012-15) is currently nearing completion. Its focus has been the assessment of courses and programs in relation to ILO assessment. For example, the assessments of communication and critical thinking have involved, in each case, applying a common rubric to over twenty courses from an array of disciplines across the

College. On the other hand, the assessment of computational skills or quantitative reasoning has involved a smaller group of courses, primarily from the Mathematics department. Department chairs and/or assessment liaisons work to ensure that all courses are assessed, most of them as part of the ILO assessments. Courses might not participate in ILO assessments but be assessed in other ways if the instructors and department chairs believe that tests, portions of tests, other assignments, or such methods as classroom assessment techniques administered in these courses are more suitable assessment instruments. During this second round of assessments, all student service areas have conducted assessments, primarily through the use of surveys. In this period, the CCSSE and SENSE were also used to provide additional information concerning student responses to student service and instructional areas at BCC. Information relating to these assessments is stored in Taskstream.

Assessment and Student Services

The College uses both Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) to measure the effectiveness of its programs and services. The Student Services Division originally started developing SLOs in 2009, following the model used for BCC's academic programs, but is now adding SAOs where appropriate; these measure service area performance in supporting students. Student Services' mission statements and program outcomes (whether SLOs, SAOs, or both), as well as assessment information, are housed in Taskstream, the College's online repository for assessment work. [Student Services SLOs](#) for the past few years are also posted for the public on the BCC website. Student Services SAOs are now integrated into the Program Review for each service area unit and are used as a planning tool for continuous program improvement.

The Taskstream workspace for student services houses assessment data for Admissions and Records, Assessment and Orientation, CalWORKS/TANF, Campus Life, Counseling, EOPS/CARE, Financial Aid, the Learning Resources Center, the Library, Outreach and Retention, PSSD, the Transfer and Career Information Center, and the Veteran's Affairs Program. Each of these areas includes a mission statement, program outcomes (listed as "service area outcomes"), an assessment plan, assessment findings, an action plan, and a status report. In most cases, the assessment tool is a survey. Surveys are designed so that responses give meaningful information relating to the program outcomes, whether SLOs or SAOs.

A review of assessment findings reveals that students are achieving learning outcomes and service areas are serving students well. For example, the results of the survey for Assessment and Orientation, administered from Fall 2011 to Spring 2012, reveal the following:

Summary of Findings: No students disagreed or strongly disagreed in any of the responses. Average scores were close to or above the ideal (4.5) in all cases, as follows:

- 4.65 1. I understand programs and services at BCC.
- 4.37 2. I'll consider using programs and services to assist me.
- 4.44 3. I'm aware of my levels of English/ESL & math.
- 4.4 4. I'm aware of courses I need to take.
- 4.6 5. I'm aware of policies, procedures regarding students.

Similar responses were recorded in other areas, for example, Admissions and Records and PSSD/DSPS.

In those instances in which survey results indicated a need for improvement, the College took measures to ensure that improvement. Please see the Description in Standard II.B.4 for specific examples of this. An additional example involves the results of the 2012 Library survey, which led to specific suggestions concerning increasing and advertising library hours and hiring additional personnel, as follows:

Summary of Findings: The faculty survey results indicate that faculty place books on reserve, recommend database use to their students, teach information literacy, and assign research projects or papers (scores of 3-4 on a scale of 1-4). Scores also indicate that faculty consider library hours to be extremely insufficient (1.7 on a scale of 1-4), and they consider the resources to be insufficient (2.2). The student survey results indicate that students are satisfied with library handouts, the student environment in the library, and the helpfulness of the librarians (scores of 3-4). Responses concerning use of the library (1.5-2.5) indicate that some BCC students use the library. Those who do not indicate the hours of the library as the primary deterrent (see survey hours result). Survey results show that students consider library hours insufficient (1.85 is the average response to #18).

Results: Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching

Recommendations :

- 1. hire an additional full-time librarian and maintain the current full-time time and part-time librarians, in order to increase the library hours
- 2. increase classified staff in the library, in order to increase the library hours.
- 3. advertise current library hours to faculty and staff; these include evening hours until 7:30 M-Th

Since the time of this survey, the College did hire an additional librarian. Additional classified staff have also been hired, and, most importantly, library hours have increased to include evening hours until 7:30 p.m. Monday to Thursday, as recommended. As a follow-up to the implementation of these recommendations, the College included two statements on the 2014 Self-Evaluation Survey for Students to assess improvement: (1) “The library resources – books, materials, and other – meet my needs,” and (2) Library hours meet my needs.”

The results show clear improvement in both of these areas, even though the first statement is not directly related to library hours. In response to “The library resources... meet my needs,” 63 percent strongly agreed or agreed, with only 5 percent disagreeing and 15 percent indicating that they don’t know. In response to “Library hours meet my needs,” 63 percent strongly agreed or agreed, with only 7 percent disagreeing and 15 percent indicating that they don’t know. Although the survey is structured differently than the 2012 survey in terms of the types of responses, the differences are dramatic enough to show improvement.

In addition to in-house surveys, as documented on Taskstream, the College has participated in surveys administered by outside agencies, including the 2013 Community College Survey of Student Engagement (CCSSE) and SENSE, a version of the CCSSE designed for first-year students. The five “aspects of lowest student engagement” at Berkeley City College, as identified in the CCSSE executive summary, included three which were directly linked to what the document named “Support for Learners.” According to the survey, only 22.5 percent of the BCC students responding to the survey agreed “quite a bit or very much” that the College provided the support they needed to thrive socially. Additionally, only 21.5 percent indicated that they had visited a “skills lab (writing, math, etc.)” sometimes or often, and only 42.9 percent that they had visited a computer lab sometimes or very often. As a result, the College worked to boost efforts in student life and provide additional labs and lab hours for students to work in skills lab and computer labs. The results appear in Table 25:

Table 25
Improvements in Support for Student Learners based on CCSSE 2013 Findings concerning
“Five Aspects of Lowest Student Engagement” at BCC

	CCSSE results (2013) Quite or bit or very much Often or sometimes (top 2 of 5 categories)	BCC Self-Evaluation Survey results (2014) Strongly agree or agree Often or sometimes (top 2 of 5 categories)
College provides the support students need to thrive socially. (CCSSE) BCC provides the support students need to thrive socially. (BCC Survey)	32.4%	62.19%
Visited a skills lab (writing, math, etc.) (CCSSE) I use skills labs (writing, math, etc.) at BCC. (BCC)	21.5%	52.19%
Visited a computer lab (CCSSE) I use computer labs at Berkeley City College (BCC)	42.9%	63.75%

It is worth noting that another area identified in the CCSSE Executive Summary’s “Aspects of Lowest Student Engagement” at BCC had to do with whether students “talked about career plans with an instructor or advisor.” The College is currently finalizing its plans to develop an academic advising program at BCC, which will address this concern.

Dialogue about Assessment

SLO outcomes results are widely shared at BCC. In response to the statement, “BCC engages in dialogue about the continuous improvement of student learning and institutional processes,” 70 percent of all respondents (faculty, staff, and administration) agreed or strongly agreed, and only 8 percent disagreed. In response to the question, “How are student learning outcomes results shared within your department or service area?” 60 percent of faculty cited department meetings, 32 percent email distribution lists, and 17 percent special student learning outcomes sessions. Of those who indicated “other,” most seemed to be counselors or librarians.

Classified staff responses to the Self Evaluation Survey provide information about assessment in student service areas. Among classified staff, 59 percent agreed or strongly agreed that “BCC engages in dialogue about the continuous improvement of student learning and institutional processes,” with only 5 percent disagreeing. In response to the question, “How are student learning outcomes results shared within your department or service area?” 27 percent indicated “email distribution lists”; 36 percent, department meetings; and 27 percent, “special learning outcomes sessions.”

It is through collegial discussions of outcomes that plans are made for improvement. As noted earlier, assessment results are discussed, gaps identified, and action plans determined at department and program meetings and at the College’s Assessment Committee, or, as it is now known, the Planning for Institutional Effectiveness Committee. ILO assessment results are also discussed college-wide at the College’s opening day activities. Through the Teaching-Learning Center, the College has been able to “close the loop” on many of its assessments through FIGs and APPEs (discussed above).

The Assessment Cycle

Near the end of its first round of assessments, the Assessment Committee developed an assessment cycle, based on its seven ILOs, which was used to develop the timeline for the second round. Despite the need to make adjustments in the cycle because certain avenues for assessment proved more fruitful than expected, while others were more difficult to launch, the College has conducted three ILO assessments, whose findings have led to collegial, collaborative, self-reflective discussions about improvement of student learning. The six-semester cycle has extended to an eight-semester cycle, as reproduced in Table 26 below. As the note at the bottom of the table indicates, a number of courses with the highest impact to students (most central to general education patterns, including IGETC and CSU-

GE, as well as ILOs, and taken by many students each semester) continue to be assessed frequently.

Table 26
Berkeley City College Assessment Cycle Based on Institutional Learning Outcomes

	<u>Semester 1</u>	<u>Semester 2</u>	<u>Semester 3</u>	<u>Semester 4</u>	<u>Semester 5</u>	<u>Semester 6</u>
	S 12-S 13	F 13-F 14	S 13-S 14	F 14-F 15	S 14-S 15	F 15-F 16
ILO Assess	Communic.	Quantitative Reasoning	Critical Thinking	Information Competency	Global Awareness	Ethics/ Personal Responsibility /Interpersonal/ Self-Awareness
Course Assess	Courses w/ core commun. LO	Courses w/ core math or QR LO	Courses w/ core crit. thinking LO	Courses w/ core IC LO	Courses w/ core GA LO	Courses with Core Ethics/PR/I/SA LO

General Education ongoing assessments (highest impact courses/ general education areas of focus):

English 1A (Freshman Composition) & prerequisites, English 5/Communication 5 (Critical Thinking), Math 13 (Statistics) [Communication 45 to be added]

The First Institutional Learning Outcomes Assessment at BCC: Communication

The first institutional learning outcomes assessment, which focused on written communication skills, began in Spring 2012. During that semester, the Assessment Committee created a communication ILO rubric, with language based upon that in several rubrics developed by the American Association of Colleges and Universities. Assessment liaisons then collected student essays from courses in multiple disciplines – Art, Business, History, Health Education, Music, and Political Science. During the summer, a group of six readers from multiple disciplines participated in a norming session to calibrate their scores and then applied the rubric to the 258 essays that had been submitted. Each essay was scored by two readers, with the second reader unaware of the first reader’s scores or the identities of the writers. Discrepancies were resolved by a third reader.

The results of the 2012 ILO assessment were both disappointing and promising. The overall performances of student writers were lower than expected, especially in the area of organization. Specifically, 79 percent of the students had performed at the acceptable level or higher in articulating their purpose or thesis, 61 percent had performed at that level in the skill area of clear essay organization, and 67 percent in the use of effective language.

The results of this assessment revealed other patterns. First, the assessment allowed for a comparison of work from students who had identified themselves as English 1A completers and those who did not self-identify in this way:

Table 27
Communication ILO Assessment 2012 and English 1A Completion

	Purpose	Organization	Language	
Engl 1A unknown	74%	55%	62%	N = 202
Engl 1A YES	96%	80%	82%	N = 55

More strikingly, however, for each of the skill areas, the spread of scores from course to course was very wide (ranging from 55-100 percent in presentation of purpose, 20-92 percent in essay organization, and 10-100 percent in language expression). In the area of essay organization, the skill area in which students scored lowest in almost all cases and in which they scored lowest overall, results varied (by course) from 20 percent to 92 percent, as noted above. Interestingly, these courses' SLOs did not include writing, and most of the courses were taken largely for general education and did not include prerequisites involving writing skills. Thus, the skills of the students were not likely to be drastically different, certainly not as different as the scores by course would have suggested.

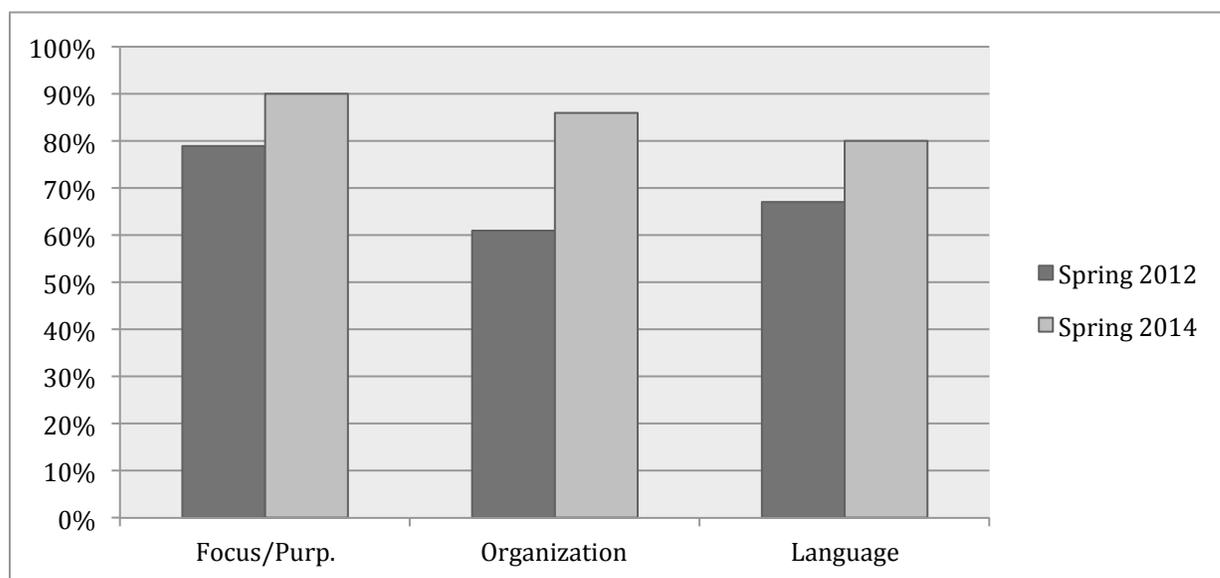
As a result of the great disparity of results from course to course, even in the case of similar courses in the same discipline, the assessment committee recommended the use of a focused inquiry group to gather more information about the reasons for the results. The SLO Assessment Coordinator worked with the instructors whose students had received the top scores in organization (excluding English courses, in which instructors had the luxury of focusing significant time on teaching this skill); these were the instructors of Business 10, History 7B, and Political Science 1. Through this FIG, the instructors learned that they all used similar, very thorough scaffolding – rubrics and/or grading grids, detailed prompts or instructions for the assignment, and annotated model essays – in preparation for the assignments that had been submitted. The instructors collectively created a packet of instructions and materials for giving assignments, which was shared with the College during a flex day activity.

In 2014, the second communication ILO assessment was administered, using the same rubric, norming papers, and grading process as in the first assessment, but with the additional component that the packet of materials described above was shared with the

faculty whose students were to submit work for the assessment. The students' scores in the skill areas cited above improved significantly:

Table 28
Improvement in Communication ILO Results Spring 2012-Spring 2014
Scores of 5+

	Focus/Purp.	Organization	Language	# of papers	# of disc.	# of depts.
Spring 2012	79%	61%	67%	N = 258	8	5
Spring 2014	90%	86%	80%	N = 408	11	3



While many of the courses included in this ILO assessment were different than those in the 2012 assessment, there was some overlap of courses. The chart and table below show the difference in scores in student work from one course that was included in both the 2012 and 2014 ILO assessments for communication:

Table 29
 Communication ILO Assessment Results Spring 2012-14
 Music 15A -- Scores of 5+

	Focus/Purp.	Organization	Language
Spring 2012	70%	45%	62%
Spring 2014	78%	84%	72%

The College has also assessed the institutional learning outcomes of Critical Thinking and Quantitative Reasoning, and begun planning the assessment of Information Literacy, which will be administered in Spring 2015. Information about other ILO assessments is available on Taskstream.

CCSSE and SENSE

In Spring 2013, based on the recommendation of the Assessment Committee, Berkeley City College participated in the Community College Survey of Student Engagement (CCSSE), administered by the Center for Community College Student Engagement in Austin, Texas. The Center directed the selection of students for the survey and the process of administering the test.

The survey was taken by 706 students at BCC, and the cohort group included 291,815 students nationwide. The demographics of BCC students varied notably from those of the cohort group for medium-sized college as well as the full cohort, in terms of race and ethnicity, as shown in Table 30 below.

Table 30
Race/Ethnicity of BCC Students vs. CCSSE Cohort

Race/Ethnicity	BCC	Medium	Cohort
American Indian or other Native American	1%	1%	2%
Asian, Asian American or Pacific Islander	15%	3%	3%
Black or African American, Non-Hispanic	19%	13%	13%
White, Non-Hispanic	26%	63%	61%
Hispanic, Latino, Spanish	18%	11%	12%
Other	17%	8%	8%
International	4%	1%	1%
American Indian or other Native American	1%	1%	2%

These factors may call into question overall scores. Work that has been done by the Center itself and others demonstrates the academic challenges for students of color, and Table 30 demonstrates that the ethnic make-up of BCC is more diverse than average.

However, the College takes seriously the patterns identified by the CCSSE, particularly those identified by the Center as noteworthy. The Executive Summary provided by the Center with the CCSSE results identified five “aspects of highest student engagement” at BCC, noted here verbatim:

- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project as a part of a regular course
- Discussed ideas from your readings or classes with others outside of class
- Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

The Executive Summary also identified five “aspects of lowest student engagement” at BCC, areas in which students did not indicate “often or very often” to the same degree as other students in the 2013 CCSSE cohort, as noted here verbatim:

- Talked about career plans
- Providing the support you need to thrive socially
- Providing the financial support you need to afford your education

- Frequency: Skill labs (writing, math, etc.)
- Frequency: Computer lab

At an all-college meeting at the beginning of the Fall 2013 term, 50 attendees, including administrators, faculty, and classified staff, made a number of recommendations based on these findings, and prioritized these recommendations, emphasizing two of them:

- Increase evening and early morning access to computer labs and student services
- Institutionalize formal academic mentoring and advising as soon as possible

The SENSE, another survey of the Center, which focuses on first-year students, was administered in Spring 2013. Not surprisingly, the results were similar. The five aspects of lowest student engagement in this survey are listed here verbatim:

- Able to meet with an academic advisor at times convenient for me
- A college staff member talked with me about commitments outside of school to help me figure out how many courses to take.
- The college provided me with adequate information about financial assistance.
- At least one college staff member (other than my instructor) learned my name.
- Frequency: Used writing, math, or other skill lab

Since the administration of these surveys and college-wide discussion of the results, computer lab hours have been increased to include evening and weekend hours, and some student services, including the library, have increased hours. The Academic Senate and Counseling Department have been working to develop the details of formal academic advising at BCC and will implement a pilot project in relation to academic advising during the 2014-15 academic year.

The 2014 Self-Evaluation Student Survey included several questions intended to check progress in terms of areas of lowest student engagement, as noted by the CCSSE and SENSE. The results indicate improvement in these areas, as noted in Table 25 above. While these results exhibit clear progress, the College will continue to assess student needs and work to improve in these and other areas, as they are identified.

Assessment Action Plans Leading to Change at BCC

One notable example of SLO planning leading to improvements comes from the English/ESL department, which has conducted a portfolio assessment for students at all levels of composition and reading classes, from basic skills to freshman composition, for the past seven semesters. This work has led to a redesign of the curriculum at the basic skills level in both English and ESL, the development of a “model schedule” for English 1A, and the design of two websites, one containing links to teaching materials for faculty and one containing resources for students conducting research in any department of the college. An article about this work was published in the November/December 2013 issue of *Assessment*

Update (<http://www.assessmentupdate.com/article-print-page/restructuring-the-writing-program-at-berkeley-city-college-or-how-we-learned-to-love-assessment-and-use-it-to-improve-student-learning.aspx>).

Another example comes from the Multimedia Arts Department (MMART), whose students were surveyed in 2011 to determine how certificates could be redesigned to best serve student needs. As a result, the MMART certificates were completely redesigned, resulting in an approach focusing on small, stackable certificates; this led to a notable improvement in the number of certificates awarded to students. Between 2008-09 and 2011-12, the numbers of certificates awarded ranged from two to four per year. In 2012-13, the department awarded 28 certificates; this number grew to 85 certificates in 2013-14.

In other areas, faculty and staff continue to work to determine the best approach to addressing gaps identified by assessments. For example, the Mathematics department, as part of its program assessment, which was tied to the quantitative reasoning ILO assessment, has identified the need for students to improve in their ability to solve word problems. Through its current “Numeroliteracy” FIG, members of the department are identifying action plans which they will administer, after which they will assess the results of these interventions in order to determine future actions. This work promises to improve student learning in the Mathematics AS-T program (program assessment action plans), in multiple Mathematics courses (course assessment action plans), and in quantitative reasoning for all students at the College (ILO and general education assessment action plans).

From FIGs and APPLEs to PIE: Beyond Title III

Because the Title III grant was coming to a close at the same time that BCC conducted the 2014 Self-evaluation Survey, the Survey gave the College an opportunity to assess whether it had been successful in reaching the goal, as stated in the original grant proposal, of creating a culture of assessment at BCC. Faculty indicated, through the survey, that they “assess student learning outcomes in the classes [they] teach,” using a variety of techniques, including essays (63 percent), tests (70 percent), projects (65 percent), presentations (62 percent), portfolios (63 percent), and classroom assessment techniques (63 percent), with only 7 percent responding “none of the above.” In addition, 70 percent indicated that they agree or strongly agree that “participating in Teaching and Learning Center activities has helped me promote student learning,” with 10 percent somewhat agreeing, and only two percent disagreeing.

Since the end of the grant, BCC administration has clearly shown its commitment to institutionalizing the key elements of Title III that ensure the continuation of successful SLO assessment work at BCC. This has included continuing the stipends for the SLOAC and TLC coordinator (who are co-chairs of the Planning for Institutional Effectiveness Committee), as well as small stipends for faculty and staff who conduct significant assessment work that goes beyond their responsibilities for individual classes, including the work of FIGs and APPLEs. This allows the College to continue thinking big about

assessments – focusing on ILO assessments and program assessments. Department chairs, assessment liaisons, and student services leaders have demonstrated their commitment to ensuring that course and program assessments continue to be completed.

Challenges and Solutions

Robust SLO assessment work has been completed at BCC in programs and courses. It has also been conducted across the institution – through ILO assessments and other large assessments, such as CCSSE and SENSE. This work has led to meaningful dialogue, identification of gaps, and effective action plans. It has been challenging at BCC to keep up with recording this extensive work on Taskstream, particularly since many of the assessments have encompassed multiple courses and, in some cases, multiple departments and/or disciplines.

This challenge has been increased by the fact that SLOs are recorded in Curricunet when courses and programs are first institutionalized, then recorded in Taskstream, where complete assessment information is stored. Since the two systems don't communicate with one another, and therefore all data must be manually entered into and removed from Taskstream, and since SLOs can change over time, it has been challenging to keep up with coordinating the systems.

This need to keep assessment records up to date has been addressed in two ways. First, in May, 2014, a full-time staff person was hired as a “Curriculum and SLO Assessment Specialist,” whose primary responsibility is accurate recording of curriculum and assessment information for the college. She has done an excellent job of updating assessment information and improving documentation methods. The second method is a district-wide solution. The District is currently working to upgrade Curricunet to “Curricunet Meta,” which will incorporate curriculum records, assessment records, and program reviews, thus eliminating the need to enter overlapping data separately into two systems. This integration should be complete by 2016. In the meantime, a taskforce convened in Fall 2014 to begin the work of planning how the colleges in the District will use program reviews to integrate information about courses and programs with assessment findings and action plans, as well as other institutional data, tying this information to planning and budgeting for the colleges. This work will help inform the migration of assessment data, along with program review and planning modules, into Curricunet Meta.

Learning Outcomes Assessment at BCC and the ACCJC Rubric

In terms of learning outcomes assessment, BCC meets the standards of sustainable continuous quality improvement, according to the ACCJC rubric published in 2011:

- Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement. Through the work of the PIE Committee, the College's department chairs and assessment liaisons, student services leaders, BCC

administration, the Curriculum Committee and SLO Assessment specialist, BCC faculty, student service leaders, and BCC administration, the College assesses its programs and courses, as well as its institutional learning outcomes, and uses the results of these assessments for continuous quality improvement.

- Dialogue about student learning is ongoing, pervasive, and robust, as affirmed by the results of the Self Evaluation Survey.
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing. Changes in program review and annual program updates processes serve as one example of this fine-tuning. Student learning is at the center of organizational structures and planning initiatives at the College.
- Student learning improvement is a visible priority in all practices and structures across the college.
- Learning outcomes are specifically linked to program reviews.

H. Major District Developments since the Last Self-Evaluation

Since the completion of the last self-evaluation report in 2009, a number of significant improvements have taken place at the District. Considerable efforts have been made to improve upon the items noted in the recommendations from the last team visit. The District continues to refine processes to ensure transparency and the integration of planning, budgeting, and resource allocation. The key improvements include the following:

Board Policies and Administrative Procedures

Academic Year	Activity
2011-12	Adopted Board Policy 2410 Board Policy and Administrative Procedure outlining the process for ongoing review of Board Policies (BP) and Administrative Procedures (AP)
2011-12 – present	Followed the policy of review which is based upon recommendations from the Community College League of California
2011-12 – present	Revised and updated 138 board policies
2011-12 – present	Revised and updated 142 administrative procedures
2013-14	Revised delineations in the Peralta Community College District (PCCD) Function Map

Integrated Planning, Budgeting and Resource Allocation

Academic Year	Activity
2010 - 11	Developed the PCCD Budget Allocation Model (BAM) at the Planning and Budgeting Council (PBC)
2011-12	Reviewed and revised the BAM for allocations for Non-Resident Students
2012-13	Reviewed and revised the BAM for multi-year IT expenditure planning
2013-14	Reviewed and revised the BAM for facility, maintenance, and operation expenditure planning
2014 - present	Reviewed the BAM for allocation of Total FTES rather than Resident FTES

Participatory Governance

<i>Academic Year</i>	<i>Activity</i>
2009-10	Developed and Implemented the Planning and Budgeting Integration Model (PBIM) of District-wide participatory governance process
2010-11	Evaluated and improved the PBIM process
2011-12	Evaluated and improved of the PBIM process
2012-13	Evaluated and improved the PBIM process
2013-14	Evaluated and improved the PBIM process. Restructured committee memberships
2014 - present	Enhanced the PBIM process linking committee goals to PCCD Strategic Planning Goals and Institutional Objectives

Strategic Planning

<i>Academic Year</i>	<i>Activity</i>
2008-09	Developed the PCCD Strategic Plan
2010-11	Updated the District-wide Strategic Plan
2011	Reviewed and revised the PCCD and BCC mission statements
2011-12	Updated the District-wide Strategic Plan
2012-13	Updated the District-wide Strategic Plan
2013-14	Updated the District-wide Strategic Plan
2014	Reviewed and revalidated the PCCD Mission Statement
2014	Reviewed and revised PCCD Strategic Goals and Institutional Objectives
2014- present	Comprehensively reviewed and revised the PCCD Strategic Plan and BCC Education Master Plan, SSSP Plan, and Equity Plan

Technology

<i>Academic Year</i>	<i>Activity</i>
2010-11	Developed and implemented PeopleSoft Resolution Teams to identify and monitor resolution of critical issues
2011-12	Developed IT Strategy for 2012–15
2012-13	Hired a Director of Enterprise Services to manage the PeopleSoft system
2012-13	Moved trust accounts and agency funds from the Legacy system into PeopleSoft
2013-14	Upgraded PeopleSoft Human Resources module
2013-14	Upgraded PeopleSoft Student Finance module to include the Electronic Content Management feature
2014 – present	Implemented PeopleSoft Student Financial Aid module

I. Berkeley City College/Peralta Community College Function Map

The Peralta Community College District (PCCD) Function Map is intended to illustrate how the four colleges and the District Office manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions In Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

It was produced as the result of a collaborative process among the four colleges of the District, Berkeley City College, College of Alameda, Laney College, Merritt College, and the Peralta Community College District Office.

The Function Map includes indicators that depict the level and type of responsibility as follows:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function, which may include design, development, implementation and successful integration.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function, which may include feedback, input and communication to assist with successful integration.

SH = Shared Responsibility: Shared responsibility indicates that the District and the College are equally responsible for the leadership and oversight of a given function, which may include design, development, implementation, and facilitation of input, feedback and communication for successful integration.

N/A = Responsibility Not Applicable: In cases in which neither the District nor the College has such responsibility, for example, Standard II. A. 8, concerning offering courses in foreign locations.

Standard I: Institutional Mission and Effectiveness

A. MISSION		
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH

3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S
B. IMPROVING INSTITUTIONAL EFFECTIVENESS		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing evidence of the achievement of student learning outcomes and evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S

Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS		
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.		
	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	N/A	N/A
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S

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

a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	P	S
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board- adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	N/A	N/A
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

B. STUDENT SUPPORT SERVICES

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

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	SH	SH

f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

C. LIBRARY AND LEARNING SUPPORT SERVICES		
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.		
	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S

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

Standard III: Resources

<p>A. HUMAN RESOURCES</p> <p>The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.</p>		
	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH

a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	SH	SH
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	SH	SH
a. The institution plans professional development activities to meet the needs of its personnel.	SH	SH
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	SH	SH

B. PHYSICAL RESOURCES		
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	P
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	S	P

b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH

C. TECHNOLOGY RESOURCES		
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	P	S

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH
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D. FINANCIAL RESOURCES		
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.		
	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	SH
a. Financial planning is integrated with and supports all institutional planning.	SH	SH
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	S	P
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P
a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	P

b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P
c. Appropriate financial information is provided throughout the institution, in a timely manner.	SH	SH
d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Proficiency), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P
e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.	S	P
3. The institution has sufficient cash flow and reserves to maintain stability and strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.	SH	SH
a. The institution has sufficient cash flow and reserves to maintain stability and strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen circumstances.	S	P
b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations of foundations, and institutional investments and assets.	SH	SH
c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	S	P
d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.	S	P
e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	S	P

g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	P	S
h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.	SH	SH
4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	P	S

Standard IV: Leadership and Governance

A. DECISION-MAKING ROLES AND PROCESSES		
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision- making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S

b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	P	S
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

B. BOARD AND ADMINISTRATIVE ORGANIZATION		
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.		
	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P

b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i. The governing board is informed about and involved in the accreditation process.	S	P
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with • resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d. The district/system effectively controls its expenditures.	S	P

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

Standard I.A – Mission

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

Introduction

Berkeley City College’s Mission was designed to be part of an integrated whole which includes Vision and Values. They all function together to guide College planning initiatives and continuous improvement of College departments and service areas, as well as College life. The Mission and Vision state the College’s broad promise to its students and community. The Values and Strategic Intentions define the Mission and Vision in detail and guide all institutional planning. Together, the Mission, Vision, and Values statements describe the College’s educational purpose and guide its continuous improvement:

Mission of Berkeley City College

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

Vision Statement of Berkeley City College

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

Values of Berkeley City College

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

A Focus on Academic Excellence and Student Learning.

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

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

A Commitment to Multiculturalism and Diversity.

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

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

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

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

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

A Commitment to a Quality and a Collegial Workplace.

We value the high quality that characterizes everything we do.

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

The Importance of Innovation and Flexibility.

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

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

BCC's Mission, Vision, and Values form a foundation for guiding the College in all of its planning and governance activities. Together, they ensure that its classes, programs and services are centered on student success and student achievement of educational goals. BCC's Mission, Vision and Values define the College's broad educational purpose, its intended student population, and its commitment to students and their learning styles, to innovation and flexibility, and to professional and leadership development for college employees. They support a multicultural environment that fosters respect for all, and they contribute to a cycle of continuous improvement through a system which acknowledges the critical importance to student success of assessment and measurable learning outcomes. From Fall 2013 through Spring 2014, BCC's shared governance groups reviewed and reaffirmed the College's Mission, Vision and Values, and the Board reapproved it on October 7, 2014.

The Mission Statement refers to the "diverse community" that BCC serves; this is reflected in the Value of "a commitment to multiculturalism and diversity." As an open access college in an urban environment, BCC serves students with "varied educational and experiential backgrounds and learning styles, as well as educational objectives," (see *A Focus on Academic Excellence and Student Learning*, the first Value cited above), as

confirmed in Table 3 of the Introduction to this report. The ILO of Global Awareness/ Valuing Diversity further confirms this commitment to serving a diverse student population.

I.A.1: The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Berkeley City College's Mission, Vision, and Values guide how the College establishes student learning programs and services. Berkeley City College's Mission Statement was developed in Fall 2004 and Spring 2005 through a shared governance process which involved representatives from faculty, staff, administration, students, and the community. Along with the College's Mission Statement, the group developed a Vision Statement and a set of Values, as well as a strategic intention for each Value (see above). These were designed to function as an integrated whole to address the College's commitment to student success and to its diverse community. The College's Mission, Vision, and Values Statements were approved by the Peralta Community College District Board of Trustees on April 12, 2005 and reapproved on October 7, 2014.

In 2003, BCC began to develop its Institutional Learning Outcomes (ILOs). It is clear that the ILOs – skills in communication, computation, critical thinking, ethics and personal responsibility, global awareness and valuing diversity, information competency, and self awareness and interpersonal skills – relate to the College's commitment, as seen in the Values statements, to “academic excellence and student learning, ... multiculturalism and diversity, ... [and] citizenship in a diverse and complex changing global society.” These became part of an annual assessment cycle, which factors into the College's yearly institutional planning and budgeting. From 2009-14, the Berkeley City College Assessment Committee, through the shared governance process, worked with faculty and staff to ensure completion of all student learning outcomes (SLOs) for each of the College's courses, instructional programs, and service areas and to link these to ILOs. Through learning outcomes assessment and other means, such as analysis of student success results, the College gathers data to continuously improve its academic, occupational, and student services programs. Ongoing assessment and analysis ensure that all courses and degree and certificate programs, as well as the services which support them, meet appropriate standards.

In 2012-14 alone, Berkeley City College's commitment to student learning led to creation of new programs and services, including eleven academic and occupational learning community cohort programs, expansion of services to its distance education students, and development of new transfer and occupational programs, including fourteen new Associate Degrees for Transfer to the California State University system. Student services has added TRiO counseling, and expanded its Disabled Students Programs and Services, counseling, and student activities staff. Finally, the College developed new learning communities, which integrate academic and student service areas in order to maximize student success, in Fall 2014.

Self Evaluation

The College meets this Standard. It establishes student learning programs and services aligned with its purposes, its character, and its student population.

In the 2014 Self-Evaluation Survey, a majority of student respondents noted that they participated in college clubs or events; these encourage students to develop intellectually and socially and to learn to value diverse perspectives. In addition, 80 percent strongly agreed or agreed that the College encourages their intellectual development, with only three percent disagreeing; this confirms BCC's Value of "a focus on academic excellence and student learning." Also, 83 percent strongly agreed or agreed that the College encourages appreciation for diversity, with less than one percent disagreeing; this confirms BCC's Values of "a commitment to multiculturalism and diversity" and "a commitment to preparing students for citizenship in a diverse and complex global society."

Students also strongly agreed or agreed that their instructors use a variety of teaching techniques to accommodate learning. Also, the majority of students indicated that they were aware of the learning outcomes expected of them in their classes (83 percent strongly agreeing or agreeing, with only two percent disagreeing and three percent indicating that they don't know) and that college services, including counseling, technology, social support, and library resources met their needs (see student survey for more details). This supports the Vision Statement's claim that "Berkeley City College [is] dedicated to academic excellence," as well as the Value of "a focus on academic excellence and student learning."

Bearing in mind that "Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives," the responses from faculty and students to the Self-evaluation Surveys confirm the College's commitment to its Mission.

At the core of all of BCC's activities are its Mission, Vision and Values; thus, programs and services occur in an integrated system to ensure that BCC fulfills its mission and remains a "premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation and transformation."

Actionable Improvement Plan

None.

I.A.2: The mission statement is approved by the governing board and published.

Descriptive Summary

The Peralta Community College District Board of Trustees initially approved Berkeley City College's Mission, Vision, and Values on April 12, 2005 and reapproved them on October 7, 2014.

Berkeley City College’s Mission, Vision and Values are in all major college publications, including its class schedule and its catalog and posted on most College bulletin boards, in classrooms, in college offices, and on the College’s web site.

The Berkeley City College Mission, Vision, and Values are consistent with Board Policy 1200 (Mission), which states of the District Mission that “we empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives,” while the BCC Mission is “to promote student success, to provide our diverse community with educational opportunities, and to transform lives.” Key aspects of BP 1200 are addressed by the BCC Mission, Vision, and Values, as seen in Table 31 below.

Table 31

Alignment of Board Policy 1200 (Mission) with BCC Mission, Vision and Values

Elements of BP 1200	BCC Mission, Vision & Values
“We empower our students to achieve their highest aspirations.”	Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.
“We develop leaders who create opportunities and transform lives.”	
The College “provides accessible, high quality educational programs...”	
The College provides accessible, high quality... services... “	
The College “meets the needs of our multi-cultural communities.”	
	Value: A Commitment to Multiculturalism and Diversity
“Achievement of Associate Degrees of Arts and Science, and certificates of achievement”	Value: A Focus on Academic Excellence & Learning
“Acquisition of career-technical skills... compatible with industry demand:	Value: A Focus on Academic Excellence and Learning
“Promotion of economic development and job growth”	Value: Importance of Innovation and Flexibility
“Foundational basic skills”	Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.
	Value: A Focus on Academic Excellence & Learning
“Lifelong learning, life skills, civic engagement, and cultural enrichment”	Value: A Commitment to Preparing Students for Citizenship in a Diverse and Complex, Changing, Global Society

“Early college programs for community high school students”	Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives
“Supportive, satisfying, safe, and functional work environment for faculty and staff”	Value: A Commitment to a Quality and Collegial Workplace

Self Evaluation

The College meets this Standard. Its mission statement is approved by the Board and published in print and online.

Actionable Improvement Plan

None.

LA.3: Using the institution’s governance and decision making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

BCC shared governance groups periodically examine the College’s Mission, Vision and Values to ensure that the College remains in conformance with its promise to its students. In 2014, the Mission, Vision and Values were examined, discussed, and approved in the Academic and Classified Senates, the Roundtable for Planning and Budget, the Leadership Council, the Curriculum Committee, and the Department Chairs’ Council, as well as by representatives of the Associated Students of Berkeley City College.

Several college-wide open forums, which included members of all stakeholder groups, were also held in Fall 2013 and Spring 2014. These groups ultimately agreed that no changes to the College’s Mission Statement were necessary, except for the addition of the words, “the following” after “Our values include” to introduce the list of values in the Values Statement. The Mission, Vision, and Values were reaffirmed on October 7, 2014.

Self Evaluation

The College meets this Standard. BCC uses the College’s governance and decision-making processes to review its Mission Statement on a regular basis and revise it as necessary. Stakeholder groups and individuals who engage in College planning processes are aware that the College’s Mission, Vision and Values guide their efforts. In Spring 2014, the BCC Self-Evaluation Survey of faculty, staff and administrators showed that 80 percent agreed or strongly agreed that “BCC has a clear and publicized mission that identifies its objectives,” with only five percent disagreeing.

Actionable Improvement Plan

None.

I.A.4: The institution's mission is central to institutional planning and decision making.

Descriptive Summary

Since their creation, the BCC Mission, Vision, and Values have guided all phases of college planning – which include strategic planning related to curriculum development, student learning outcomes, assessment, student services, hiring, and professional development. Periodic reviews and discussions about them in shared governance venues such as the College's Roundtable for Planning and Budgeting, Leadership Council, Student Services Council, Academic Senate, Classified Senate, and Associated Students of Berkeley City College (ASBCC), have resulted in continued support.

Berkeley City College's planning processes conform with its Mission to “promote student success, to provide our diverse community with educational opportunities.” Each year, at the College Roundtable, new goals are set for the College, which align with the Mission, Vision, and Values, and, at the end of the year, the College engages in assessing its success in relation to these goals. Program reviews every three years and annual program updates in the intervening years map analyses of data and resource requests to these goals.

Over the past several years, the College's commitment to student learning has led to creation of new programs and services, including eleven academic and occupational learning community cohort programs, expansion of its distance education program, and development of new transfer and occupational programs, most significantly fourteen new Associate Degrees for Transfer to the California State University system. The Student Services Division has added TRiO counseling, and expanded Disabled Students Programs and Services, counseling, and student activities.

In 2003, BCC began to develop its institutional learning outcomes (ILOs). It is clear that the ILOs – skills in communication, computation, critical thinking, ethics and personal responsibility, global awareness and valuing diversity, information competency, and self awareness and interpersonal skills – relate to the College's commitment, as seen in the Values statements, to “academic excellence and student learning, . . . multiculturalism and diversity, . . . [and] citizenship in a diverse and complex changing global society.” These became part of an annual assessment cycle, which factors into the College's yearly institutional planning and budgeting. The Berkeley City College Assessment Committee, through the shared governance process, has worked with faculty and staff to ensure completion of all student learning outcomes (SLOs) for each of the College's courses, instructional programs, and service areas, and to link these to the ILOs. Through learning outcomes assessment and other means, such as analysis of student success results, the

College gathers data to continuously improve its academic, occupational, and student services programs. Ongoing assessment and analysis ensure that all courses and degree and certificate programs, as well as the services which support them, meet appropriate standards. These indicators demonstrate that Berkeley City College's Mission, Vision and Values consistently guide the institution in its planning and decision making endeavors.

Self Evaluation

The College meets this Standard. Berkeley City College's Mission, Vision and Values are central to and guide the College's institutional planning and decision making processes. The College's Mission, Vision, and Values Statements are widely used, circulated and recognized throughout the college community.

Actionable Improvement Plan

None.

Standard I.B – Improving Institutional Effectiveness

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

Introduction

As is consistent with its Mission, Vision, and Values, student learning is the primary focus at Berkeley City College (BCC) and, for this reason, the ability to produce and support student learning stands as the primary measure of the institution's effectiveness. All of the College's key processes and resource allocation efforts center on producing, supporting, measuring, and/or continuously improving student learning at all levels of the institution, from academic instruction and student support services to planning and budgeting, facilities management, learning resources, and technological infrastructure.

The College makes a conscious effort to organize its key processes and allocate financial, physical, human, and technological resources, as needed, to support the ongoing improvement of student learning for all BCC students, including students in traditional and online classes, students with different levels of college readiness, and students with a wide range of educational and professional goals. BCC also uses ongoing and systematic evaluation and planning, involving all of the College's various stakeholders, to refine its key processes and improve student learning.

Processes to Improve Student Learning and Institutional Effectiveness

As a publicly funded educational institution, BCC is committed to "sustainable continuous quality improvement," as defined by the Accrediting Commission for Community and Junior Colleges (ACCJC), in both student learning and institutional effectiveness. To that end, the College has deliberately worked toward and currently operates at the level of Sustainable Continuous Quality Improvement (SCQI), which is the highest identified level outlined on the ACCJC rubrics for the areas of Planning, Program Review, and Student Learning Outcomes – three areas critical to student learning. The following sections describe the College's key processes related to, as well as its capacity to meet, the ACCJC SCQI-level criteria for institutional behavior in each of these three important areas:

Institutional Effectiveness in Planning

ACCJC Rubric for Evaluating Institutional Effectiveness in Planning		
	Characteristics of Institutional Effectiveness in Planning (Sample institutional behaviors)	BCC Meets Criterion
Sustainable Continuous Quality Improvement (SCQI)-Level Criteria	The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.	√
	There is dialogue about institutional effectiveness that is ongoing, robust, and pervasive; data and analyses are widely distributed and used throughout the institution.	√
	There is ongoing review and adaptation of evaluation and planning processes.	√
	There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.	√

Source: ACCJC Rubric for Evaluating Institutional Effectiveness – Planning (2014)

The Peralta Community College District (PCCD) and Berkeley City College (BCC) have a comprehensive and mature planning process in place with specific steps and a timeline for annual budget development and planning. This cyclical process integrates college-wide and district-wide planning and budgeting and incorporates four key elements: Systematic evaluation of programs and services; improvement planning; implementation; and evaluation.

Planning is a highly collaborative effort between the District and BCC. The College, along with the other three Peralta colleges, participates in the development of the multi-year District strategic plan and the establishment and evaluation of the District’s annual goals. This collaborative approach allows the District to provide strategic district-wide leadership and systems support, while preserving college autonomy and responsibility for college-level plan development and implementation, including the setting of baseline data and institutional set standards as measurable outcomes for each of the College’s goals. This also ensures that the college-level strategic plans and goals are developed in alignment with the District’s goals and strategic plan. (See I.B.2 for a more detailed discussion of the district/college planning process.)

At the college level, planning is an ongoing institutional priority and takes place at many levels. At BCC, planning involves multiple integrated planning processes operating on pre-set cycles:

Table 32
Overview of Integrated Planning Processes at the College Level

Planning Process	Cycle	Current Status
BCC Education Master Plan (Education Committee)	Every 10 years	In progress; scheduled to be approved in Spring 2015
BCC Facilities Plan	Every 10 years	In progress; scheduled to be approved spring 2015
ACCJC Self Evaluation and Site Visit	Every 6 years	Scheduled for spring 2015
BCC Equity Plan (aligned with 3-yr program review)	Every 3 years	In progress; scheduled to be approved spring 2015
BCC Technology Plan (with 3-year program review)	Every 3 years	In progress; scheduled to be approved spring 2015
Program Review (comprehensive program review)	Every 3 years	Next Program Review scheduled for 2015/16
Annual Program Updates (yearly program review)	Annual	Annual (in alternate years from Program Review)
Student Support and Success Program (SSSP) Plan	Annual	Submitted to state October 2014
Basic Skills Initiative (BSI)	Annual	Ongoing/annual
BCC Annual Institutional Goals and Objectives	Annual	2014-2015 Annual Plan approved

The over-arching plan is the BCC Education Master Plan, which is completed every ten years and sets long-term goals for the institution in all areas, primarily instruction, student services, facilities, and technology. The BCC Education Committee oversees the preparation of the plan, which involves a comprehensive, college-wide, multi-month planning process that involves all constituencies.

For example, in August 2014, BCC launched the planning process for the new Education Master Plan with a two-day retreat bringing together BCC faculty, staff, and administrators with students and alumni, members of the local business community, educational partners, and local government officials. Participants were presented with an overview of BCC student demographic and student and institutional performance indicators and invited to dialogue about how BCC could best serve its growing and increasingly diverse student body in the future. Similar planning sessions, which included participation by shared governance and operational committees (see below) were held throughout the fall.

While developing the Education Master Plan, as well as the Facilities and Technology Plans, the College has also been creating the BCC Student Success and Support Program (SSSP) Plan. The SSSP Plan is a new report required by the State of California and linked to new sources of state funding (SB 1426) for core SSSP services (Orientation, Placement Assessment, and Counseling/Advising) provided to first-time, matriculating, credit students.

In anticipation of these new state requirements, first announced in 2012, BCC devoted more than two years to integrating student success initiatives into its college-wide goals and

strategic plan. The SSSP Plan planning process, therefore, has drawn upon and complemented other college wide planning efforts, such as the comprehensive Education Master Plan, the Basic Skills Initiative, which focuses on helping students assessed at the basic skills level, and the Equity Plan, which focuses on closing the achievement or opportunity gap for new and continuing students

Two elements characterize all BCC planning processes: Data-driven decision-making and broad-based dialogue. BCC uses data analyses, collected and conducted at the district and college level, to inform institutional planning and improvement. Institutional data is broadly shared and used in both short-term and long-term planning and in resource allocation. Discussion of data is an integral part of Annual Program Updates and the annual institutional planning/budgeting cycle.

Institutional Effectiveness in Program Review

ACCJC Rubric for Evaluating Institutional Effectiveness in Program Review		
	Characteristics of Institutional Effectiveness in Program Review (Sample institutional behaviors)	BCC Meets Criterion
Sustainable Continuous Quality Improvement (SCQI)-Level Criteria	Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.	√
	The institution reviews and refines its program review processes to improve institutional effectiveness.	√
	The results of the program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.	√

Source: ACCJC Rubric for Evaluating Institutional Effectiveness – Program Review (2014)

Berkeley City College (BCC) meets the ACCJC’s criteria for SCQI-level institutional behavior related to program review. The College has a well-established, institution-wide program review process, which is ongoing and systematic, and is used to assess and improve student learning and achievement. A full program review takes place every three years on a pre-set cycle. Annual program updates (APUs) are conducted on a yearly basis by all divisions, departments, and units at the College. During the APU process, participants use an established APU format, student performance data, and results of SLO (student learning outcomes) and/or SAO (service area outcomes) assessments; discuss successes and challenges; and make recommendations tying these data to program and budgetary priorities for the coming year.

The institution reviews and refines its program review and annual program update (APU) processes on an ongoing basis to improve the effectiveness of these institutional processes. This ongoing review takes place within the College’s shared governance structure and as part of the annual planning and budgeting cycle. The program review and APU processes are also formally evaluated and adjusted, as needed, as part of the development of the College’s multi-year Education Master Plan.

Institutional Effectiveness in Student Learning Outcomes

ACCJC Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes		
	Characteristics of Institutional Effectiveness in Student Learning Outcomes (Sample institutional behaviors)	BCC Meets Criterion
Sustainable Continuous Quality Improvement (SCQI)-Level Criteria	Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.	√
	Dialogue about student learning is ongoing, pervasive and robust.	√
	Evaluation of student learning outcomes processes.	√
	Evaluation and fine-tuning of organizational structures to support student learning is ongoing.	√
	Student learning improvement is a visible priority in all practices and structures across the college.	√
	Learning outcomes are specifically linked to program reviews.	√

Source: ACCJC Rubric for Evaluating Institutional Effectiveness – Student Learning Outcomes (2014)

Berkeley City College (BCC) meets the ACCJC’s criteria for SCQI-level institutional behavior related to Student Learning Outcomes (SLOs).

The Curriculum Committee ensures that all new academic programs and courses have SLOs at the point of adoption, as developed by faculty, with guidance from their department chairs and the SLO assessment coordinator. All SLOs are mapped to the College’s seven institutional learning outcomes. Similarly, all Student Services Division departments and units have set Service Area Outcomes (SAOs) and may also have SLOs.

Student learning outcomes assessment is ongoing, systematic, and used for continuous quality improvement (see pages 90-105). Through the work of the PIE Committee, the College’s department chairs and assessment liaisons, student services leaders, BCC administration, the Curriculum Committee and SLO Assessment specialist, BCC faculty, student service leaders, and BCC administration, the College assesses its programs and courses, as well as its institutional learning outcomes, and uses the results of these assessments to produce action plans that lead to continuous improvement in student learning and success. The Teaching-Learning Center and BCC administration are instrumental in the development and implementation of these action plans. Results of SLO and SAO assessments are incorporated in program reviews and APUs. Ongoing dialogue about SLOs occurs in a number of venues at the College, as articulated in I.B.1 below.

Furthermore, the PIE Committee assesses its own processes at the end of each academic year. One of the most striking examples of this was the self-evaluation at the end of the 2013-14 academic year which led to the Assessment Committee recommending that it change its name to the Planning for Institutional Effectiveness Committee and that it change some of the functions of the committee. Please see Section G and Standard I.B.1 for more SLO assessment and on the ongoing college wide dialogue about student learning outcomes and institutional effectiveness at BCC.

I.B.1

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

Descriptive Summary

Introduction

Berkeley City College maintains an ongoing, collegial, and self-reflective dialogue about the continuous improvement of student learning and institutional processes. Ongoing dialogue takes place in three main ways: 1) through integrated institutional planning processes; 2) through the related shared governance structure; and 3) through ongoing efforts to implement, assess, and improve Student Learning Outcomes (SLOs) at the institutional, program, and course level, as overseen by BCC's Planning for Institutional Effectiveness (PIE) Committee.

In addition to these structured opportunities for dialogue, many additional mechanisms exist to elicit and integrate input from key stakeholders on student learning and institutional effectiveness. These include formal and informal avenues for communication and dialogue, including college-wide forums, planning retreats, faculty/staff development days, surveys, suggestion boxes, memos, e-mails, publications, postings on the web site, Brown Bag lunches, President's Teas, etc. Faculty, staff, and students are also welcome to attend and/or bring their concerns to the College's shared governance committee meetings, which are widely publicized and open to all.

Integrated Institutional Planning and Shared Governance: Opportunities for Dialogue

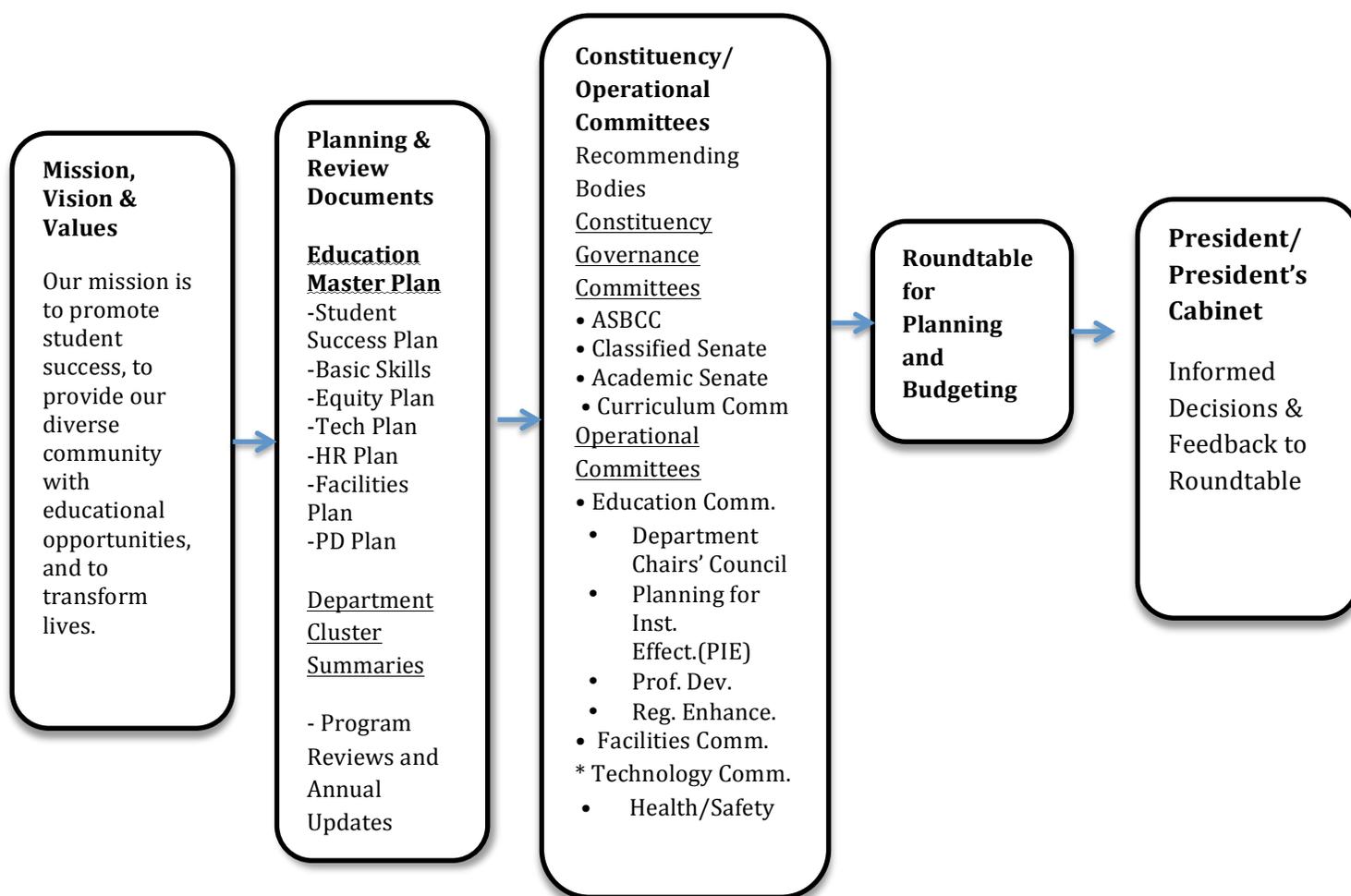
Collegial, self-reflective dialogue occurs throughout the College's ongoing integrated institutional planning processes and its shared governance decision-making structure (see Chart 12 below). As the chart indicates, the College's shared governance committees make recommendations that culminate at the College Roundtable for Planning and Budgeting; this includes widespread participation from key constituents of the College, including the Associated Students of Berkeley City College (ASBCC), the Academic Senate, the Classified Senate, the Professional Development Committee, the Department Chairs' Council, and others. At the beginning of each academic year, the College Roundtable for Planning and Budgeting sets annual goals, which are linked to the College's Mission,

Vision, and Values; District goals and data reviews; program reviews and annual program updates; and analyses of assessment and achievement data. At the end of each academic year, the College Roundtable assesses how well these goals have been met, which begins the process of goal planning for the following year.

As illustrated in Chart 12 below, BCC’s decision-making processes are closely linked by input and feedback communication channels. Program reviews – which are based on data analysis and student learning outcomes assessment results, as well as the College’s Mission, Vision, Values, and goals – provide an important resource for planning, which drives resource allocations.

Chart 12

Berkeley City College Planning and Decision Making Process



While this chart represents the general flow of decision making at the College, it is difficult to capture in a chart the degree to which decisions flow back and forth. For example, the College Goals – which are informed by District Strategic Goals, as well as the College’s

Mission, Vision, and Values, and by related qualitative and quantitative data from program reviews and annual program updates – are developed each year at the Roundtable for Planning and Budgeting. These College Goals then inform program reviews the following year, flowing back from the Roundtable to the beginning of the decision-making flow.

Thus, program reviews, conducted on a three year cycle, and APUs, conducted in alternate years, utilize College goals and objectives in their assessments of their programs and development of action plans, which then inform the College's institutional planning processes and documents. Similarly, while the Education Master Plan, Technology Plan, and Facilities Plan inform the work of their respective committees – the Education Committee, Technology Committee, and Facilities Committee – these committees constantly conduct relevant research in order to provide information crucial to the ongoing development of the plans.

As planning documents are created and updated at the College, they are shared widely so as to include as much input from the college community as possible. This includes all relevant committees cited above, as well as President's Teas, Brown Bags, town hall meetings, and forums, which are regularly scheduled in order to share important information about the College with the wider community.

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 operational committees. 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 President. Technology requests gleaned from program reviews are forwarded to the Technology Committee for discussion and input from committee members, several of whom serve in technology positions at the College. The Facilities Committee reviews all facility needs. Finally, all issues concerning education at the College are considered by the Education Committee; often these are channeled from other committees.

Constituency governance committees include the Academic and Classified Senates, which serve as the voice for academic and classified staff, as well as the Associated Students of BCC (ASBCC). The two senates examine college-wide planning and resource requests and make recommendations concerning issues affecting their constituencies to other bodies. Representatives from ASBCC are encouraged to participate on college governance committees, as their feedback from the students' perspective is invaluable.

The President's Cabinet includes the President, two vice presidents, three deans, the Business and Administrative Services Manager, the Director of Campus and Student Life, and the Director of Special Projects and Grants. These administrators serve on a variety of college committees.

The College Roundtable for Planning and Budgeting is the ultimate college shared governance body, as it contains representatives from all of the other constituent groups and committees on College. The charge of the Roundtable is to ensure that planning is linked to the College Mission, Vision, and Values statement and Goals, to establish linkage between District Goals and College Goals, to prioritize resource allocations based on programs reviews and annual program updates and recommendations from the College's various committees, and to communicate to the college community regarding the strategic activities of the College.

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

Student Learning Outcomes Assessment: Opportunities for Dialogue

Collegial, self-reflective dialogue about the continuous improvement of student learning occurs throughout Berkeley City College (BCC). Supporting and improving student learning is the primary focus of the College's integrated institutional planning processes and a regular topic of discussion for BCC's shared governance committees.

In particular, Student Learning Outcomes (SLOs) are of paramount importance to the College and SLO assessments are among the key measures of the institution's success in meeting its educational mission. For this reason, the College has developed well-defined systems and processes for assessing and generating dialogue about SLO assessments for its various academic programs, as well as related Service Area Outcome (SAO) assessments for its numerous student support services.

Planning for Institutional Effectiveness Committee

The main coordinating body for assessing student learning at Berkeley City College (BCC) is the Planning for Institutional Effectiveness (PIE) committee (formerly the BCC Assessment Committee). The PIE Committee is a shared governance committee that works with department chairs and assessment liaisons representing all instructional departments, as well as selected student service areas, to ensure that learning outcomes assessments are completed in a meaningful way at the course, program, and institutional level, and that they result in meaningful action plans, which are then implemented, and the results assessed.

The co-chairs of the committee are the Student Learning Outcomes Assessment Coordinator and the Teaching-Learning Center (TLC) Facilitator. This ensures that assessments are tied closely to the development of action plans through activities such as the TLC's "focused inquiry groups" ([FIGs](#)), and result in the implementation of these action plans through the TLC's "action plan projects for learning excellence" ([APPLEs](#)); both FIGs and APPLEs – which focus on continuous improvement of student learning through collegial, self-reflective dialogue – are overseen through the College's Teaching-Learning Center.

In addition, the Vice President of Student Services and SLO Assessment Coordinator work closely with all service area leaders to ensure that all aspects of the assessment cycle are completed in student services. Finally, the Curriculum and SLO Assessment Specialist works with lead faculty and student services area leaders to ensure that work related to student learning outcomes assessment is documented in Taskstream, the College's online repository for SLO assessment information.

Dialogue about student learning occurs in department and program meetings, as seen in the 2014 Self-evaluation Survey. Assessment results are an important component of departments' and service areas' program reviews and annual program updates, which drive decisions concerning planning and budgeting at the College.

In 2014, the College Assessment Committee voted to change its name to the Planning for Institutional Effectiveness (PIE) Committee and to modify its charge. As is stated on the PIE Committee's website, its purpose is to

ensure continuous improvement in institutional effectiveness throughout the college, informed by quantitative and qualitative evidence and broad participation in analysis of evidence – including course, program, and institutional student learning outcomes assessment evidence – in order to support the college mission.

The committee membership includes faculty leads from all instructional departments in the College (for each department, either a department chair, or an “assessment liaison”), as well as a number of student services representatives, administrators, classified staff members, and students. All members of the BCC community are encouraged to attend meetings.

Because the PIE Committee includes broad representation, it has facilitated collegial and self-reflective dialogue about assessments involving multiple departments (both as the Assessment Committee and now as the PIE Committee), including Institutional Learning Outcomes (ILO) assessments, the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE). The Committee may consider achievement data and other evidence related to student learning and success, as well as assessment evidence. Findings, recommendations, and even questions that emerge from this dialogue are forwarded, for further discussion, to the Department Chairs' Council, the Academic Senate, the Professional Development Committee, the College Roundtable for Planning and Budgeting, and/or other appropriate shared governance committees.

As is stated in the Shared Governance Manual, the PIE Committee is intended to

- Serve as a resource for and monitor systematic, authentic assessments of learning outcomes and service area outcomes in all courses and programs (including instructional programs and student services areas) and implement meaningful action plans for continuous improvement in promoting student success;
- Implement regular and meaningful Institutional Learning Outcomes (ILO) assessments and implement action plans for continuous improvements for all ILOs;

- Oversee Teaching and Learning Center collaborative projects, such as focused inquiry groups (FIGs) and Action Plan Projects for Learning Excellence (APPLEs), Discuss-Apply-Reflect-Tools (DART) Workshops, and Peer Observation Pools (POPs);
- Develop and recommend program review and APU templates to coordinate assessment, data review and analysis, and planning;
- Analyze student achievement data and implement related research projects (for example, the CCSSE, CCFSE, and SENSE administrations or DQP project);
- Integrate assessment work and accreditation in order to support accreditation efforts;
- Promote transparency and equity in planning and decision-making efforts;
- Communicate results of institutional effectiveness activities across the College;
- Serve as a resource for institutional effectiveness activities across the College;
- Make recommendations, through the shared governance process, regarding resources needed for assessment; and
- Work with external partners and the District on assessment and other initiatives regarding data collection and analysis to support student success.

Assessment of the Effectiveness of Key Processes: Additional Opportunities for Dialogue

Berkeley City College (BCC) continuously evaluates the effectiveness of its key processes, including its integrated institutional planning processes, its shared governance processes, and its student learning outcomes assessment processes, and makes adjustments for more effective operations as needed. For example, in 2013-2014, the College's administration and shared governance committees engaged in a series of dialogues about the efficiency and effectiveness of the institution's shared governance structure. As a result, the College elected to eliminate the Leadership Council, whose membership and focus overlapped in great part with other shared governance committees. This helped reduce duplicative efforts and avoid unnecessary meetings for the College's faculty, staff, and administrators, who already had many other responsibilities.

It is through collegial discussions of outcomes that plans are made for improvement at BCC. The 2014 survey results, for example, were discussed in spring 2014 college-wide planning forums and also used as part of the planning process for the College's accreditation project. As noted earlier, assessment results are regularly discussed, gaps identified, and action plans determined at department and program meetings and at the PIE Committee. ILO assessment results are discussed college-wide at the college's opening day activities. In addition, through the Teaching-Learning Center, the College has been able to "close the loop" on many of its assessments through FIGs and APPLEs (discussed above), which facilitate the development and implementation of action plans through collegial, self-reflective dialogue about the continuous improvement of student learning. (For more information about assessment at the College, please see the section titled "SLO Assessment at Berkeley City College" in Section G of this report.)

Self Evaluation

The College meets this Standard.

In the Self Evaluation Survey, respondents were asked to respond to the statement, “BCC engages in dialogue about the continuous improvement of student learning and institutional processes.” Seventy percent of respondents (faculty, staff, and administrators) strongly agreed or agreed with this statement, while only 8 percent disagreed, and 3 percent indicated that they didn’t know. In response to the question, “How are student learning outcomes results shared within your department or service area?” 60 percent of faculty cited department meetings, 32 percent email distribution lists, and 17 percent special student learning outcomes sessions.

Among classified staff, whose responses primarily address assessment in student service areas, 59 percent agreed or strongly agreed that “BCC engages in dialogue about the continuous improvement of student learning and institutional processes,” with only 5 percent disagreeing. In response to the question, “How are student learning outcomes results shared within your department or service area?” 27 percent of classified staff responding indicated “email distribution lists”; 36 percent, department meetings; and 27 percent, “special learning outcomes sessions.”

The College’s integrated institutional planning processes and shared governance committee structures and processes, as well as its student learning outcomes assessment processes, are designed to ensure inclusive, collaborative analysis and discussion, leading to informed decision-making that promotes student success and includes mechanisms for self-reflection and improvement. Dialogue concerning the continuous improvement of student learning and institutional processes is ongoing, collegial, and self-reflective.

Actionable Improvement Plans

None.

I.B.2

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

Descriptive Summary

Peralta Community College District (PCCD): District Wide Planning and Goal Setting

In the Peralta Community College District (PCCD), college goal setting is informed by District wide strategic planning that occurs in a six-year planning cycle. Every six years the PCCD Strategic Plan Goals are reviewed and updated. The most recent review, in summer/fall of 2014, resulted in a slight change in wording to one of the five strategic goals. The updated [PCCD Strategic Goals](#) are as follows:

- A. Advance Student Access, Equity, and Success
- B. Engage and Leverage Partners
- C. Build Programs of Distinction
- D. Strengthen Accountability, Innovation and Collaboration
- E. Develop and Manage Resources to Advance Our Mission

Additionally, each year measurable institutional objectives are also set as part of the overall strategic planning process. Setting these objectives is a collaborative process involving all constituencies through the District's Planning and Budgeting Integrated Model (PBIM) participatory governance structure. The District's strategic goals and institutional objectives are finalized at a yearly [PBIM Summit](#), held at the beginning of each academic year.

Previous years' institutional objectives can be found at <http://web.peralta.edu/strategicplan/strategic-plan-documents/>.



District Strategic Goals and Institutional Objectives for 2014-2015

The following are the Peralta Community College District's Strategic Goals and Institutional Objectives for the Academic Year 2014-15 (July 1, 2014 - June 30, 2015), which will be assessed in Summer 2015. The

District's strategic focus for 2014-15 will be achieving student success in the core educational areas of basic skills/ESL, transfer, and career technical education (CTE) by encouraging accountability, outcomes assessment, innovation, and collaboration, while spending within an established budget.

Peralta Community College District: 2014-2015 District Wide Strategic Goals and Institutional Objectives	
Strategic Goals	2014-2015 Institutional Objectives
A: Advance Student Access, Equity, and Success	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p> <p>D.3. Institutional Effectiveness: Update the PCCD Strategic Plan, College Educational Master Plans, District-wide Technology Plan, District-wide Facilities Plan, Comprehensive Program Reviews and Annual Program Updates to ensure that outcomes and assessments are aligned with PCCD Strategic Goals and Institutional Objectives.</p> <p>D.4. Expand the Use of Technology: Provide opportunities for training in Moodle, use of library databases, online teaching and learning resources, online student support services, web-based educational software/applications, smart classrooms, and administrative applications.</p>
E: Develop and Manage Resources to Advance Our Mission	<p>E.1 FTES/FTEF Target: Achieve the District target FTES/FTEF within budget.</p> <p>E.2 Budget to Improve Student Success: Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition, grants, etc.</p> <p>E.3 Fiscal Oversight: Enhance communication between the District and the colleges; prudently manage fiscal resources (general fund, bonds, benefits, OPEB, etc.); enhance processes contained in administrative procedures.</p> <p>E.4 Support Quality Instruction: Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.</p>

The College planning process is integrated with the District planning process. The District supports the colleges through the District Strategic Plan and the integration of the District Strategic Goals and Institutional Objectives with college-level goals and objectives. Additionally, the District Goals and Institutional Objectives are integrated with goals of the District Planning and Budgeting Integration Model Committees, which consist of representatives from each of the Peralta colleges and the District Office. This helps to ensure that college-level planning and budgeting are aligned with the District model.

At BCC, the institution’s annual goals are developed in relation to the district-level strategic goals, which provide a framework for college-level planning and budgeting. The following chart shows how BCC’s five approved 2014-2015 institutional goals are each aligned with one of the District’s strategic goals:

Berkeley City College (BCC): Alignment of 2014-2015 Institutional Goals with 2014-2015 District Strategic Goals	
District Strategic Goals	College Institutional Goals
A: Advance Student Access, Equity, and Success	GOAL 1: Preserve and nourish resources to ensure access, equity and success for all students.
B: Engage and Leverage Partners	GOAL 2: Improve career and college-preparation progress and success rates.
C: Build Programs of Distinction	GOAL 3: Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students and maintain high quality educational programs.
D: Strengthen Accountability, Innovation and Collaboration	GOAL 4: Ensure BCC programs and services reach sustainable, continuous quality improvement level.
E: Develop and Manage Resources to Advance Our Mission	GOAL 5: Collaborate to maintain high-quality educational programs and ensure fiscal stability.

College Wide Planning and Goal Setting

Berkeley City College's institutional goals are aligned with the College's Mission, Vision, and Values, which are aligned closely with the District's Mission. The College uses the District Goals as a framework for developing its annual institutional goals and related strategies, activities, and measurable outcomes. Due to the District's focus on strategic planning, both District and College goals tend to stay the same or similar from year to year, while annual activities and measurable outcomes vary. The College also takes into consideration other important guidelines and benchmarks for institutional effectiveness, such as the state's Student Success and Support Program (SSSP) requirements for matriculation services and institution-set standards for student achievement.

Each academic year, the College's Roundtable for Planning and Budgeting sets goals for the College through a collaborative process, as well as strategies and measurable outcomes for each goal. The goals, strategies, and measurable outcomes, as well as accomplishments related to these goals, are published on the BCC Roundtable for Planning and Budget website, dating back to 2008-09. Members of the Roundtable include representatives from all college committees included in the shared governance process (see Chart 12), including leaders from ASBCC, the BCC academic and classified senates, and key college committees.

In 2013-14, for example, the College Roundtable for Planning and Budgeting set its annual goals through a "conversation mapping" process described in the College Roundtable minutes of September 9, 2013 as follows:

Conversation mapping emerged from New Guinea to map conversations where everyone's voice could be heard in the collective community process.... After the exercise is completed, the "maps" will be hung in 451A to allow others to participate and add their voices. [The results] will be synthesized and brought back to Leadership Council.

As a result of this process, in which College committees and constituents had multiple opportunities to participate, the College set its annual goals, each of which was associated with the College's Mission, Vision, and Values, as well as statewide student success initiatives.

For the 2013-14 planning cycle, the overall District Strategic Goals were approved on August 23, 2013 at the Peralta Community College District (PCCD) Planning and Budgeting Integration Summit. In October and November 2013, Berkeley City College's Leadership Council and Roundtable for Planning and Budgeting approved a set of College Goals for 2013-14, linked to the District Goals. Each institutional goal had a measurable objective (stated as a measurable outcome) attached so that, at the end of the fiscal year, the College could easily determine whether it had achieved what it had set out to accomplish for that year. The following chart shows the District-linked institutional goals and outcomes approved by the College's shared governance committees for 2013-14:

Table 33

Alignment of 2013-14 BCC Institutional Goals and Measurable Outcomes with 2013-14 District Strategic Goals

District Strategic Goals	College Institutional Goals	Related College-level Measureable Outcomes
A: Advance Student Access, Equity and Success	GOAL 1: Meet BCC resident student FTES target (3,691) by preserving and nourishing resources.	<ul style="list-style-type: none"> ▪ Enrollment: Reach BCC resident student FTES target of 3,691 and beyond.
B: Engage and Leverage Partners	GOAL 2: Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students.	2013 ACCJC institutional-set standards for student achievement: <ul style="list-style-type: none"> ▪ Award 130 or more degrees by the end of 2013-14. ▪ Award 56 or more certificates by the end of 2013-14. ▪ Transfer 250 or more students to in- and out-of-state colleges and universities by the end of 2013-14.
C: Build Programs of Distinction	GOAL 3: Improve career and college preparation progress and success rates (e.g., successfully transition students from basic skills to college-level, as well as CTE/ career).	2013 ACCJC institutional-set standards for student achievement: <ul style="list-style-type: none"> ▪ Reach student course completion rate of 64% or higher for all courses, especially for basic skills and CTE courses. ▪ Reach student retention percentage of 50% or higher for all courses, especially for basic skills and CTE course. ▪ Implement academic advising program. ▪ Demonstrate increased hours of availability of computer labs and library to accommodate all students
D: Create a Culture of Innovation and Collaboration	GOAL 4: Ensure BCC programs and services reach sustainable, continuous quality improvement level.	<ul style="list-style-type: none"> ▪ Complete AACJC Institutional Self-Evaluation according to timeline. ▪ Reaffirm full Accreditation in spring 2015. ▪ Ensure data-driven program improvement process and integrate planning into resource development and allocation. ▪ Complete all course, program, and ILO assessments, as scheduled on the published timeline.
E: Develop and Manage Resources to Advance Our Mission	GOAL 5: Collaborate to ensure fiscal stability	<ul style="list-style-type: none"> ▪ Stay within adopted 2013-14 annual budget. ▪ Develop and secure additional revenue streams (i.e. non-resident enrollment, community partnerships, industry relationships, etc.).

College Goals, Institution-Set Standards, and Outcome Measures

Each year, BCC evaluates its success in meeting its annual College goals for the previous year as part of the institutional planning and budgeting process for the upcoming year. As part of this planning process, the College reviews the projected versus actual outcomes at shared governance meetings, administrative leadership team meetings, and college-wide forums. The actual results for each year are published on the College website and discussed in detail to identify the factors involved in both successes and challenges and make adjustments in institutional processes and program and service delivery, as necessary.

In 2013, BCC officially established the institution-set standards for satisfactory performance of student achievement, as outlined in the United States Department of Education Regulations and Guidelines for 34 C.F.R.602.16(a)(1)(i) and 602.19 (a-e): "...Standards effectively address success with respect to student achievement in relation to the institution's mission,... including as appropriate consideration of course completion... [and]... collection and analysis of key data and indicators...measures of student achievement."

Options for methods of institution-set standard setting were discussed, evaluated, and approved through a participatory process. The College chose to use a standard setting method that entailed using the averages of prior years' data as the baseline. Data used for the baseline are regularly examined in the context of the standards of satisfactory performance and goals for improvement of student success.

BCC conducts ongoing, robust, and pervasive dialogue at all levels about institutional effectiveness, resulting in annual institution-set goals on student achievement, as required by ACCJC. Data on student learning and institutional effectiveness progress and outcome measures are widely distributed and used throughout the College through program review, through college goals and measurable outcomes, through strategic planning, etc. In Fall 2014, BCC used its institution-set standards as outcome measures to assess the accomplishments of its 2013-14 college goals two and three, as shown in the table below.

Table 34
Berkeley City College
Institutional Performance Indicators for 2013-14 (Goals Two and Three)

College Goal	2013 ACCJC institution-Set Standards	BCC Accomplishments
Goal 2	Award 130 or more degrees by the end of 2013-14.	BCC awarded 244 degrees by the end of 2013-14.
Goal 2	Award 56 or more certificates by the end of 2013-14.	BCC awarded 298 certificates by the end of 2013-14.
Goal 2	Transfer 250 or more students to in- and out-of-state colleges	BCC achieved a total of 288 in-state transfers (171 to UCs and 117 to CSUs) by the end of 2013-14. In

	and universities by the end of 2013-14.	addition, BCC had the highest acceptance rate (63%) of California community college applicants admitted to UC Berkeley in 2013-14, surpassing the statewide admission average of 24% for community colleges.
Goal 3	Reach successful student course completion rate of 64% or higher for all courses, especially for basic skills and CTE courses.	BCC achieved a course success rate of 65% for overall BCC courses and 64% for CTE courses in FY 13-14. The success rate for Basic Skills English was 69% and, for Basic Skills math, 35%.
Goal 3	Reach student retention percentage of 44% or higher for all courses, especially for basic skills and CTE courses.	BCC maintained 48% persistence college-wide fall-to-fall (retention rate), with a 65% rate for EOPS and 64% for DSPS students, who receive additional student support services.

Source: PCCD Institutional Research

The progress on these institution-set standards is tracked annually and communicated and discussed college-wide. Annual assessment of institutional outcomes provides a record of the institution performance based on data, helping the College identify trends, plan for expansion as needed, tailor programs and services to more effectively meet student educational needs, and direct resources accordingly. This assessment also holds the institution accountable for meeting specific targets required by the State and the institution-set standards.

The full description of the College’s 2013-14 accomplishments is available on the College website as “2013-14 Institutional Goals vs. Actual Accomplishments.”

BCC regularly examines its longitudinal data on student achievement at institutional and program levels, identifies concerns, and develops and implements strategic actions for enhancement. For example, along with other quantitative and qualitative data, BCC develops its Education Master Plan based upon student achievement data at the institutional level. Other plans exist to support some aspect of student learning and/or increase student success. While the main purpose of the Student Success and Support Program (SSSP) Plan is to improve student achievement at all levels, the Basic Skills Initiative (BSI) aims at improving student achievement for students in basic skills courses, the Equity Plan is designed to bridge the achievement gap among student groups, and the Career Technical Education (CTE) Plan’s intent is to increase achievement for students in CTE courses, programs, and pathways.

In order to support the development and implementation of various BCC plans, the College publishes a report entitled “Berkeley City College Student Achievement – Access, Equity, and Success.” In this report, data illustrate support services provided to and needs of BCC’s incoming freshmen, including data related to overall student progress and success, as well as student success data disaggregated by gender, race/ethnicity, and age at both institutional and program levels, when appropriate.

Self Evaluation

The College meets this Standard. Through the collaborative work of the College's Roundtable for Planning and Budget, which includes representation from the various constituent groups at BCC, the College sets goals to improve its effectiveness, as aligned with the College Mission and District goals, statewide student success initiatives, and annual institutionally set standards. These institutional goals are articulated clearly and mapped to measurable objectives. The goals, as well as the actual measurable outcomes from the previous year, are published and made broadly available to the College community. Members of the institution use these goals, for example, in program review documents, which align action plans for College programs and service areas to College and District goals.

Actionable Improvement Plans

None.

I.B.3

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

Descriptive Summary

Peralta Community College District: Evaluation of Progress in Meeting District Goals

Peralta Community College District (PCCD) engages in an ongoing cycle of district wide evaluation, integrated planning, resource allocation, implementation, and re-evaluation, based on quantitative and qualitative data. In the past six years, the District Office has led its colleges in strategic and operational planning. The PCCD Strategic Planning process began in 2008 with the development of a [District-wide Strategic Plan](#). This plan is currently being updated.

The District's Strategic Plan update process began with a review of the PCCD Mission Statement during the spring of 2014. The PCCD Mission Statement review process is described in Standard I.A.2. Subsequently, internal and external scans were conducted during summer 2014, with preliminary data shared and discussed at the District's Planning and Budgeting Integration Model (PBIM) Summit in August 2014. The PCCD Strategic Goals were revised during August 2014 and the 2014-15 Institutional Objectives were finalized during the PBIM Summit on August 29, 2014. The final updated Strategic Plan for the next six years is on the agenda for approval by the Board of Trustees before the onset of the Spring 2015 semester.

The District-wide annual operational planning structure, the PBIM (Planning and Budgeting Integration Model), is evaluated yearly through district wide surveys. [Results of those surveys](#), accompanied by interviews with committee members, and feedback obtained in an open forum, led to changes in the composition of committee memberships and enhancements in planning processes, which were instituted at the onset of the 2014-15 academic year.

Berkeley City College (BCC): Evaluation of Progress in Meeting Institutional Goals

Berkeley City College (BCC) is committed to the continuous improvement of institutional effectiveness through the analysis of qualitative and quantitative data, dialogue, reflection, and implementation. This commitment is evident through the integrated planning and resource allocation processes that are used to improve institutional effectiveness. The College's integrated planning processes help the College establish priorities aligned with the BCC Mission, Vision, and Values and inform decision making and resource allocation.

BCC assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data. Moreover, BCC uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

In addition to being data-driven, BCC frequently and regularly evaluates its planning process, focusing on improving student learning by analyzing the impacts of its key processes. For example, in 2013-14, BCC refined its key planning processes, first, by merging the Leadership Council with the Roundtable for Planning and Budgeting, and, second, by restructuring the Education Committee so that two of the main shared governance committees (Education Committee and Roundtable) could streamline discussions, decision-making, and implementation of strategies.

Key characteristics of planning at BCC include the following:

- BCC has a multi-faceted integrated planning framework, with linked short-term and long-term planning, according to a pre-set and often overlapping schedule.
- Annual planning takes place within this larger planning framework and reflects the College's Mission, Vision, and Values, reapproved by the Board of Trustees in October 2014.
- Annual planning is inclusive and involves all key constituencies; it is also aligned with District strategic goals and statewide student success initiatives.
- The BCC Roundtable for Planning and Budgeting is the primary shared governance body responsible for coordinating, communicating about, and integrating college-wide planning and implementing the goals and activities agreed upon by the College community.
- Priorities are identified through program review, which informs budgeting and allocation.

- Data from the District Office of Institutional Research is publicly available online.
- Each planning cycle begins with analysis and discussion of prior year institutional outcomes.

Key College Planning Processes and Planning Documents

Guided by the College's Mission, Vision, Values, and learning outcomes, planning and implementation occur on an ongoing basis throughout the College's current shared governance and operational structures, as illustrated in Chart 12, shown in I.B.1. Planning at BCC is systematic and inclusive and allows for needs and opportunities identified at the programmatic level to integrate into overall institutional planning.

Since annual planning is ongoing, the College remains flexible in its ability to allocate resources and to respond to program needs and emerging trends. For example, in Spring 2014, in anticipation of new state funding sources expected to be available during the coming year, BCC held a series of participatory planning meetings, bringing faculty, staff, and administrators together to inform them of the new opportunities and brainstorm about how these new funds might best be applied to support student learning.

Every three years, the College engages in a comprehensive program review process that is used to inform planning and is connected to the Education Master Plan. The process is informed by both quantitative and qualitative data. The District Office of Institutional Research prepares data packets to assist with this process, which leads to the identification of needs in areas which include personnel, equipment, technology, and facilities, and may also include such areas as professional development and additional research needs. In the intervening years, every unit of the College engages in planning through a similar but more streamlined annual program update (APU) process. In addition, a range of student success data is available on the district website and through related survey results. Many BCC faculty members have also been trained in the online Business Intelligence tool, which they can use to track and evaluate student academic indicators for their classes or programs.

This information is used to inform a variety of planning documents, including the Education Master Plan, the Facilities Plan, and the Technology Plan. Through its various planning processes and documents, the College continually reviews, assesses, and updates its plans and monitors its success in meeting mission-based priorities.

All planning processes and related documents are aligned with the BCC Mission, Vision, and Values statements. BCC has a number of different integrated planning documents and processes; the most central are the Education Master Plan, the Facilities Master Plan, and the Technology Master Plan, as well as the Program Reviews and annual program updates. The following chart (Chart 13) illustrates how these key planning processes fit together within the framework of the organization's overarching mission.

Chart 13

Mission-Based Planning at BCC: Key Planning Processes and Documents



2015-2024 BCC Education Master Plan

Given that the current Education Master Plan at BCC was written for a period culminating in the 2014-15 school year, the College is currently revisiting its Education Master Plan. In August 2014, the College began the academic year with two collaborative planning days by bringing the BCC community and external partners together to discuss the student experience at the College. Using the Completion by Design framework, BCC faculty, students, and staff engaged with partners to identify the BCC student experience at connection, entry, progress, and completion. Participants at the collaboration and planning events used internal and external scan data. The two days provided the college community an opportunity to create common language and understanding of areas in which students at BCC may encounter challenges.

The culminating product from the two days was a needs assessment acknowledging current practices that support student learning and achievement and the identification of gaps suggesting how the College needs to improve in its efforts to support students. Data from the two planning days helped to set the stage for the year's work on the development of the Education Master Plan. Additional college-wide forums were held in October, November,

and December to explore the “K-12 to community college to work”/CSU/UC continuum, current academic pathways, and related gaps in programming.

Throughout the month of September, the Vice President of Instruction, who is charged with leading the efforts to develop the new Education Master Plan, visited the academic and classified senate meetings, along with other committee meetings, to share the information gathered from the collaboration and planning days and to gather additional feedback and information. She shared relevant quantitative and qualitative data throughout these sessions.

At the end of September, the draft Vision 2024 was presented college-wide, along with the 2024 Bold Audacious Goals (BAGs). Using the College’s planning and decision-making process, the Vision 2024 and BAGs will be vetted by the necessary constituencies and committees in October and recommendations for approval to the College President forwarded by November.

In Spring 2015, the College will use the Vision 2024 and BAGs, along with relevant data and input garnered through the shared governance process, to guide its work and development of the contents of the Education Master Plan, which will be organized by program and will address access, equity, success and excellence goals within each of the College’s programs, as consistent with the College Mission. Technology, facilities, human resources, and professional development needs will also be identified by programs and guided by the Vision 2024 and BAGs, and the newest versions of the Technology Master Plan and Facilities Master Plan will be developed.

Once completed in spring 2015, the updated Education Master Plan, along with the updated Facilities and Technology Master Plans, will be the main documents the College will use over the next ten years to align College work with its Mission, Vision, and Values. These documents will frame discussions concerning student and community educational and learning needs, and help to determine what the College does to meet these needs. The organization of the plan by program will also help to align both implementation and evaluation efforts within the next ten years, and will also align the work with program review documents.

Assessment of College Goals

At the beginning of each academic year, the College, through the leadership of the Roundtable, assesses how well it has met each of its stated goals for the previous year. For example, in fall 2014, the College published its accomplishments, in terms of its stated goals, for the previous year.

Self Evaluation

The College meets this Standard. Ongoing processes and planning documents are continually updated and assessed, so that College decisions occur within the context of an ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. The College routinely assesses progress in how well it is meeting each of its

annual goals and objectives, based on both quantitative and qualitative data, as evidenced above.

Planning Agenda

None.

I.B.4

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

Descriptive Summary

Berkeley City College (BCC) is able to provide a range of evidence to show that its institutional planning processes are broad-based, offer opportunities for input by appropriate constituencies, allocate necessary resources, and lead to improvement in institutional effectiveness. Evidence includes a well-established shared governance structure and integrated institutional planning framework; documented efforts at including key constituencies in planning; resource allocation and resource development efforts; progress in improving key processes, such as program review; usage of institutional data; and examples of effective programmatic improvement.

Evidence of Broad-Based Planning and Constituent Involvement

Berkeley City College (BCC) has a broad-based planning process that offers multiple opportunities for input from College constituencies. The primary method for participation in planning is the College's shared governance structure (see Chart 12 in I.B.1). Through the shared governance process, the College offers opportunities for participation from all four of the main campus constituencies – faculty, staff, administrators, and students.

The BCC shared governance process guarantees meaningful participation by faculty through the Academic Senate, Curriculum Committee, and Department Chairs Council; by classified staff through the Classified Senate; and by students through the Associated Students of Berkeley City College. It also includes committees with the broad-based participation of faculty, classified staff, students, and administrators, most notably the Roundtable for Planning and Budgeting. Other committees with representation from more than one constituency group include the Education Committee, Planning for Institutional Effectiveness Committee, Technology Committee, Facilities Committee, Health and Safety Committee, and Registration Enhancement Committee. Committee meetings at Berkeley City College are open to all members of the college community.

One example of the efficacy of this collaborative planning process can be found in the College's commitment to student success. For the last seven years the District and the

College have continued to list “student access, equity, and success” as one of the five strategic goals in their annual plans.

In January 2012, when the California Community Colleges State Chancellor’s Office published the *2012 Final Report of the Student Success Task Force with Recommendations*, BCC immediately began integrating eight of the task force’s recommendations, along with 22 strategies, into its college-wide goals and strategic plan. Through the shared governance process, faculty, staff, students, and administrators worked together to develop and implement strategies and activities to improve student success at BCC, creating measurable outcomes by which to gauge the institution’s improvements in this critical area.

Since 2012, BCC has continued to integrate and assess student success indicators as part of its annual planning process. These indicators have helped to inform the College’s integrated planning processes, in particular the new Student Success and Support Program (SSSP) plan, now required by the state. They also have helped shape the three-year Equity Plan, the Education Master Plan, the Basic Skills Initiative, and the college-wide Program Reviews and Annual Program Updates (APUs) -- all planning processes which are scheduled to be complete by Fall 2014 or Spring 2015.

Each of the above institutional planning processes provides opportunities for constituent participation, as appropriate, such as the development of the BCC Technology Plan or Facilities Plan, development of SSSP plans, or discussions relating to the Basic Skills Initiative. As individual planning documents are created and updated at the College, they are shared widely so as to include as much input from the college community as possible. The documents are then used to guide and inform future planning efforts.

Opportunities for broad-based planning also occur outside of the organized shared governance structure and integrated planning framework. Planning in departments and other venues, for example, feeds into and is informed by the work of college committees and planning documents.

One important venue for faculty and staff participation in institutional planning is the BCC Teaching and Learning Center (TLC). The TLC was established in 2010, in response to a recommendation from the College’s Basic Skills Committee, based on research cited in the State of California’s Basic Skills Initiative (BSI) popular white paper, “Poppy Copy.” The TLC fosters faculty collaboration on research and analysis, the sharing of effective teaching methods to address student needs, and opportunities for innovative projects. Instructors from different disciplines work together on shared goals. Each year, the TLC sponsors up to ten faculty inquiry groups (FIGs), each of which allows faculty and/or staff to work on a year-long project researching in a specific area of focus. In addition, it sponsors up to ten Action Plan Projects for Learning Excellence (APPLEs), which allow faculty to implement action plans based on FIGs and assessment outcomes. All workshops in the TLC align to the Mission, Vision, and Values of the College. It is worth noting that 70 percent of faculty responding to the 2013 Self Evaluation Survey strongly agreed or agreed that “Participating in the Teaching and Learning Center has helped me promote student learning,” with only two percent disagreeing.

Evidence of Resource Allocation and Development

The College's program reviews and annual program updates (APUs) and other planning processes result in informed recommendations by the various divisions, departments, and units for the allocation of resources (financial, technological, physical, human, etc.) to maximize institutional effectiveness. These rationales and recommendations are then forwarded to the appropriate shared governance committees and, ultimately, reviewed by the College's Roundtable for Planning and Budgeting, which oversees annual institutional planning and related decision making.

Program Reviews/APUs take place in fall; recommendations for program enhancement are summarized along with needs for resources in November. The college level needs for resources are evaluated and discussed, and equipment and supply needs are partially fulfilled with existing budget in place. Major personnel and facility needs, along with supply and technology needs, are further weighted and prioritized through participatory, shared governance processes.

In early spring, BCC submits lists of its needs to the Peralta Community College District (PCCD) Planning and Budgeting Council (PBC) through the BCC Education, Technology, and Facility Committees, for discussion and/or endorsement. The PBC then submits its recommendations for resource needs to the PCCD Chancellor, who reports to the Board. With the approval of the Board, resources to fulfill the needs, including, but not limited to personnel and major technology and facility resources, are put in place for the upcoming year, upon availability.

However, the fiscal resources needed to fulfill plans are not always available. BCC, with the support of the District Office, therefore, identifies, applies, and secures alternative funding sources, through grants and fund-raising, for example, to fill the unmet needs. BCC regularly identifies and follows strategies to increase its capacity. Over the last six years, BCC has been particularly proactive – and successful – in securing outside funding from the federal government (for example, TRIO and Title III funds), as well as from state and county agencies. Please see a detailed overview of BCC's growing number of grants and restricted funds in Standard III.D of this report.

Evidence of Progress in Key Processes

Berkeley City College (BCC) regularly reviews its key planning processes to assess their effectiveness. One important area which is currently being upgraded is the technological infrastructure for collecting and viewing data related to Program Reviews/APUs.

The College's Program Review/APU template requires that all requests for resource allocation be tied to relevant data. Each program review includes a program mission statement and program goals, which are connected to the College's Mission, Vision, and Values, as well as the District's and/or College's strategic goals, and a statement of program

learning outcomes, followed by a presentation of detailed qualitative and quantitative data related to the program.

Action plans, which emerge out of the Program Review/APU process, are linked to assessment findings, achievement data, and other data from the first part of the report, as well as institutional goals, or other information relevant to the Mission, Vision, and Values and/or the District’s or College’s strategic goals; these action plans drive resource requests from the departments and programs of the College.

Evidence of Improvement in Student Achievement and Core Academic Indicators

As noted in the introduction to this report, most incoming students at BCC identify their primary goal as transfer to a four-year college or the achievement of a degree or certificate (see Table 7). The goal which is cited most often, as of Fall 2013, is the combination of an associate degree and transfer to a four-year college (27.7 percent), followed by transfer without an associate degree (19.9 percent), with a smaller percentage seeking an associate degree without transfer (4.3 percent). Thus, 51.9 percent of students at BCC identify transfer and/or completion of a degree as a primary goal. Over the past six years, the College has shown clear success in helping students to meet these goals.

Student Achievement: Degrees and Certificates

Student achievement is on the rise at BCC and demonstrates that the College’s programs of study lead to degrees and certificates, including those in career-technical education. Between 2008-09 and 2013-14, the total number of degrees and certificates awarded by BCC increased from 152 to 361. Awards in associate degrees increased by 73 percent, from 106 to 183. The number of certificate awards grew by almost 300 percent from 46 to 178. The growth of both CTE (293 percent) and non-CTE (276 percent) certificates contributed to the overall certificate growth (see Table 35).

Table 35
BCC Associate Degrees and Certificates
2008-09 to 2013-14

Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Awards	152	146	172	211	310	445
Associate Degrees	106	110	130	149	179	211
CTE	9	12	30	25	41	54
Non-CTE	97	98	100	124	138	157
Certificates	46	36	42	62	131	234
CTE	29	17	25	20	71	139
Non-CTE	17	19	17	42	60	95

Source: PCCD, Office of Institutional Research.

Student Achievement: Transfers

The total number of transfers from Berkeley City College (BCC) to University of California (UC), California State University (CSU), private colleges, and out-of-state colleges and universities rose from 236 in 2007-08 to 332 in 2012-13. This growth comes primarily from the increase in the number of BCC transfers to both UCs and CSUs, as opposed to out-of-state and private colleges. The number of BCC transfers to the UCs increased by 81 percent, from 89 in 2007-08 to 161 in 2013-14, while CSU transfers increased by 65 percent, from 85 in 2007-08 to 140 in 2013-14.

BCC is less than a mile from the University of California at Berkeley (UCB), which was ranked by [U.S. News and World Report's National University Rankings](#) (September 9, 2014) as the top public university in the country. In 2013-14, BCC had the highest admission rate (63 percent of applicants accepted) to the University of California at Berkeley (UCB) of any community college.

Associate Degrees for Transfer

While BCC transfers to colleges in both the UC and CSU systems have increased steadily from 2007-08 to 2012-13, BCC has taken measures to further increase these transfers by adding fourteen associate degrees for transfer (ADTs) to its curriculum, as detailed below:

Associate in Science for Transfer (AS-T) Degrees at BCC:

- Business Administration
- Mathematics

Associate in Arts for Transfer (AA-T) Degrees at BCC:

- Anthropology
- Art History
- Communication Studies
- Elementary Teacher Education
- English
- History
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Studio Arts

ARCC Outcome Measures

Until 2012, BCC used the seven institutional level indicators in [Accountability Reporting for the Community Colleges](#) (ARCC) to assess the degree of student progress and/or completion; the ARCC Report was discontinued and replaced by Scorecard in 2012. These

measures indicated the degree to which the College 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

The [5-year trend data](#) displayed in the following table (Table 35) reveal that between 2008 and 2012, BCC provided quality student learning programs and services. Rates of three out of seven indicators during the five year period remained steady, with clear improvement in the other four areas. It is noteworthy that the credit basic skills improvement rate increased significantly from 38.2 percent in the 2008 annual report to 50.3 percent in 2009, followed by a one year decline to 41.7 percent in 2010, and then an increase to 50.7 percent 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 percentage points between 2008 and 2012.

Table 36
BCC ARCC Institutional Level Indicators, 5-year Trend 2008 – 2012

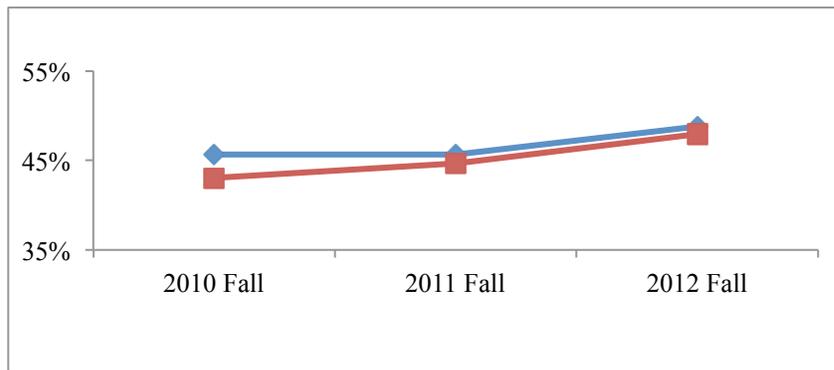
	2008	2009	2010	2011	2012	Change in %
Progress/Achievement Rate	57.1	56.7	55.2	56	56.1	-1
% of Earned 30+ Units	62.4	64.4	69	70.6	65.8	3.4
Persistence Rate	57.9	63.3	49.2	64.7	65.5	7.6
Credit Voc Course Success	66.1	62.3	63.6	59.7	65.5	-0.6
Credit Basic Skills Completion	49.4	46.2	43.3	52	48.5	-0.9
Credit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

Source: Annual ARCC report published by California Community College Chancellor’s Office.

Persistence in Distance Education

In 2010, while the persistence rate of students in distance education classes was different than the rate in other classes, these rates were almost the same by 2012. Among students in traditional classes, the rate increased from 43 percent to 48 percent, while among students taking distance education classes, the rate increased from 45.7 percent to 48.3 percent, so that the gap between the two groups narrowed from 2.7 to just .3 percentage points (see Chart 14 below):

Chart 14
Fall-to-Fall Persistence Rate by Delivery Mode (Fall 2010-11 to Fall 2012-13)



red line = students in distance education classes
blue line = students in face-to-face classes

Source: PCCD, Office of Institutional Research.

Fall-to-Fall Persistence is defined as the percentage of students who are enrolled on or after first census date in the fall term of the subsequent academic year. That is, the numerator in Chart 14 is the number of students enrolled in at least one course on or after first census date, while the denominator is the number of students enrolled in at least one course on or after census date in the baseline term. A student is considered a distance education student (DE Student) within a term if that student is enrolled in at least one course offered by the District delivered partially or fully on-line. Data on distance education classes are not available prior to Fall 2010.

Precollegiate Instruction and the Student Success Scorecard

The [Student Success Scorecard](#) published by the State Chancellor’s Office tracks success of students in “remedial” courses in English, ESL, and mathematics. This information shows the “percentage of students... who started at BCC in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.” As is true across the state, especially for urban colleges, the percentages of students who began at “remedial” level and completed a transfer level course are unacceptably low. For Berkeley City College, according to the Student Success Scorecard, 31.5 percent of students who began in 2007-08 in remedial mathematics eventually completed a transfer level mathematics class; 31.5 percent of those who began in “remedial”

English completed a transfer level English class, and 25 percent of those who began in ESL classes completed a transfer level English class.

Evidence of Recent Programmatic Improvement

In addition to improvements in indicators of student achievement, over the last five years, BCC has made notable improvements in its entry-level programs to improve student access and success. In 2009, the College received a Title III Strengthening Institutions Grant from the U.S. Department of Education, which allowed the college to pilot new approaches to addressing the needs of students in precollegiate classes and to develop a culture of assessment at the College. Because these efforts are not captured in the Student Success Scorecard figures, the College has worked to analyze data concerning the success of these interventions in instruction in English, ESL, and mathematics, as detailed below, and to use those data to continuously improve. The following examples serve as evidence of the College's improvement of institutional effectiveness in two core program areas required for degree attainment and transfer – English and Mathematics.

Improvement of Institutional Effectiveness through Assessment: Precollegiate Instruction in English

The work of the BCC English Department, which revamped its precollegiate program as a result of findings from ongoing portfolio assessments, serves as an example of the use of data analysis to improve institutional effectiveness at BCC.

As a result of portfolio assessment findings over several semesters ([see *Restructuring the Writing Program at Berkeley City College in Assessment Update*](#)), it became clear to the English Department at BCC that students who had enrolled in a precollegiate class two levels below transfer level performed, on average, almost as well as students enrolled in the BCC precollegiate English class one level below transfer. In a normed-grading process, during which graders did not know the source of students' final portfolios, most of the portfolios written by students in the class two levels below transfer would have received a passing score in the class one level below transfer, and average scores were very close to average scores of portfolios written by students in the course one level below transfer. This pattern prompted BCC to initiate the English basic skills acceleration intervention in Spring 2012 as a pilot course, English 248 UX, which later became English 204AB.

The English department was aware of statewide research which documented that longer basic-skills course-sequences correlate with “exponential” increases in student attrition for “fundamentally structural” reasons (Hern, 2010, p. 2). A recent evaluation of sixteen community colleges participating in the California Acceleration Project found that reducing the length of basic skills sequences increased developmental students' success rates by eight percentage points in transferable English courses, and 26 percentage points in transferable math courses (Research and Planning Group, 2014). The English Department decided to pilot a project which assumed that students in “basic skills” English classes could do work at a challenging level, and therefore accelerate, if they were given sufficient time and support to do so.

The accelerated developmental English course combined all students who “tested below” transfer-level English in the BCC placement test into one group and provided increased access to personalized support in the form of instructional assistants and longer classes, as well as a rigorous curriculum, similar to that of the transfer-level course. The pilot course was taught for three semesters, before assuming permanent status as English 204AB and replacing all other precollegiate English sequences in Fall 2013. Most developmental students were expected to complete transfer-level coursework in one semester, with some needing two semesters. Learning outcomes assessment findings through portfolios continued to affirm the results of the initial findings and validated the success of the new course curriculum.

The Peralta Community College District Office of Institutional Research provided data and cohort-level analyses to “track” the progression of developmental English cohorts. Course-level data provided by Institutional Research show the relative completion rates in transfer-level English (English 1A) for students who took basic skills English classes at BCC and then enrolled in English 1A:

- New model – Of the 36 students enrolled in English 204A during Fall 2013, 61 percent completed English 1A successfully. These are the only statistics available for English 204A
- Old model (two levels below transfer) – Of the 294 students enrolled in English 269A from Fall 2011 to Fall 2012, 19 percent completed English 1A successfully.
- Old model (one level below transfer) – Among the 737 students enrolled in English 201A from Fall 2011 to Fall 2012, 20 percent completed English 1A successfully.

Although students beginning their English studies in the newly developed English basic skills course outperformed students who began in the previous basic skills courses, the amount of attrition from one course to the next is a concern for the College. Though it is consistent with rates of attrition at other California colleges with similar demographics to that at BCC, the College takes this seriously and is exploring avenues to gain more information about reasons for student attrition in these classes and to support students in order to prevent attrition among students who begin their studies at the precollegiate level. The work of the BCC Equity Committee, formed in fall 2014, is an example of this type of endeavor at the College.

Improvement of Institutional Effectiveness through Assessment: Precollegiate Instruction in Mathematics

The College’s Mathematics Department is committed to addressing the needs of BCC students in precollegiate mathematics instruction, as noted in the first few paragraphs of its 2012-13 program review:

The overall mission of the mathematics department is to help ensure that every Berkeley City College student graduates, transfers, or progresses into a career as a

disciplined, literate and ethical individual proficient at using mathematics and quantitative reasoning appropriately to analyze and solve problems in the real world. The department takes its role in every student's life seriously... Mathematics is an integral part of every discipline, but data show that students struggle with mathematics and that it is often the subject that prevents them from transferring within two years.

A recent study conducted at the Community College Research Center, Teachers College, Columbia University, with 256,672 students and 57 colleges participating concluded that as many as 75% of students who come to community colleges working three or more levels below transfer level never complete a transfer-level course in mathematics... In an effort to address the needs of these students, the department [piloted] two new paths [for students in precollegiate mathematics courses].

The first of these paths was a self-paced, modularized system of instruction in precollegiate mathematics. Unfortunately, this approach did not improve student success because of design problems, including technical problems in enrolling students in multiple courses during the same semester.

The second path proved more successful than the first. In Spring 2012, BCC began offering an alternative pathway to transfer-level statistics for non-STEM developmental mathematics students. This accelerated pathway allows students who have passed pre-algebra or placed into elementary algebra to enroll in a 5-unit pre-statistics course (Math 248UP, later institutionalized as Math 206), and upon passing, immediately qualify to take transfer-level statistics (Math 13). By comparison, in the traditional mathematics pathway, developmental students who begin with a 4-unit elementary algebra course (Math 201) must succeed in that course and then succeed in a 4-unit intermediate algebra course (Math 203) before they can register for transfer-level statistics (Math 13). Analysis of BCC students from 2009 through 2012 (utilizing data from the CCCC data mart) indicates that only 20 percent of students who begin with elementary algebra eventually succeed at a transfer-level math course, even allowing for a three-year follow-up, not just at BCC, but statewide. Thus, the pre-statistics program allows students to accelerate through the developmental curriculum, taking one 5-unit developmental course in lieu of two sequential 4-unit courses.

The curriculum of the pre-statistics course is tailored to prepare non-STEM students for transfer-level statistics. It introduces students to statistical concepts, moving more slowly through about one-fourth to one-third of the curriculum of transfer-level statistics, including an introduction to probability. But it also focuses coverage of algebraic concepts to those that are used in transfer-level statistics. The pre-statistics approach reduces the amount of developmental coursework and tailors and contextualizes it to prepare the non-STEM student for transfer-level statistics. The traditional pathway, by comparison, is more specifically designed to prepare STEM students who will be taking pre-calculus and calculus.

The assessment of this approach examined a cohort of 146 BCC students who registered for pre-statistics during the first two semesters it was offered, Spring and Fall 2012, and charts their progress through the end of 2013 (a 1.5 year follow-up). As of the end of 2013, 40 of the 156, or 27 percent of the cohort, had succeeded at transfer-level statistics. (57 percent of the 156 had passed pre-statistics, 76 percent of these had persisted to transfer-level statistics, and 63 percent of those persisting had succeeded at transfer-level statistics.) During the same period of time, only 17 percent of some 111 students who began remediation in the traditional pathway at the elementary algebra level had succeeded at a transfer-level math course. Thus, the success rate, increased from 17 percent to 27 percent, was improved by slightly more than 50 percent.

A number of the students who were successful at statistics were those who had previously attempted and failed at elementary algebra, and for these students in particular, the pre-statistics program was a resounding achievement. They likely would have never had the opportunity to attempt the transfer-level math course, yet they were capable of succeeding at it. Only a small proportion -- five of the 40 students who succeeded at statistics, or 13 percent -- had to attempt statistics more than once in order to pass.

Self Evaluation

The College meets this Standard. Berkeley City College (BCC) has a well-defined shared governance structure and integrated planning framework for both annual and long-term planning. Its planning processes are inclusive, involving a broad base of constituents in the planning process. The participatory planning process is data driven and provides a strong foundation of information to help the College make crucial decisions about the effective allocation of resources.

Survey results show that BCC faculty are aware of and participate in various planning processes. As part of BCC's 2014 Self-Evaluation Survey, faculty were asked, "In which of the following activities have you participated at any time in the past year?" Twenty-three percent indicated that they had participated in the College Roundtable, 25 percent that they had participated in the Assessment Committee, and 61 percent that they had participated in Teaching-Learning Center Activities. In response to the statement, "the BCC Program Review planning process is broad-based and offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement in institutional effectiveness," 65 percent of faculty, staff, and administrators answering responded positively, with only 12 percent disagreeing.

Through the work of College planning committees and constituency groups, as well as work done within departments and in such venues as the Teaching-Learning Center, the College maintains broad-based planning, offers opportunities for input by appropriate constituencies, allocates necessary resources, and provides evidence of improvements in institutional effectiveness, including notable increases in the numbers of transfers, degree awards, and certificate awards, as well as improvements in key planning process and "basic skills" instruction.

Actionable Improvement Plan

None.

I.B.5

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

Descriptive Summary

Data analysis drives decision-making and planning at BCC. The College regularly uses a variety of qualitative and quantitative evidence to document and assess institutional effectiveness and student learning. These documented assessment results are then used to communicate matters of quality assurance to appropriate constituencies.

Institutional Effectiveness and Student Achievement Assessment Results

All of the College's planning processes use data generated by the College and the District Office of Institutional Research to inform short-term and long-term institutional and program planning and decision making about resource allocation. Data are regularly collected relating to BCC programs and services, enrollment, student achievement, and various resources (human resources, library resources, technology and equipment, and physical facilities), and data analyses are part of all College plans, from APUs to the Education Master Plan.

Assessment data collected and provided to core constituencies (District and College students, faculty, staff, and administrators), as well as the general public, include, but are not limited to

- Completions of career and vocational certificates
- Completions of degrees and certificates
- Semester enrollment and productivity data
- Success and retention rates
- Transfer data
- Student learning outcomes assessment findings
- State Chancellor's office data, including the new Student Success Scorecard
- Equity data

The College makes public its data and analyses, as appropriate, to both internal and external audiences. Internally, assessment data are gathered and used by the College's key shared

governance committees for ongoing planning purposes, as documented by committee agendas and minutes on the BCC web site. Faculty, staff, and administrators have access to a wide range of institutional, program, and course-level data on student outcomes, demographics, and other measures through the webpage of the District Office of Institutional Research, Taskstream, Curricunet, and the Business Intelligence Tool. They may also order special analyses of specific trends and student sub-groups.

Assessment results addressing quality assurance are regularly posted for public review on the College website, presented in college-wide forums and at District governing board meetings, and published in the College's key planning documents, such as the Education Master Plan, the Student Success and Support Program (SSSP) Plan, and the Equity Plan. Comprehensive assessment results are posted on taskstream.com. The College's annual institutional goals and targets are also posted online, along with data on measurable outcomes (projected versus actual).

Student Learning Outcomes Assessment Results

Robust SLO assessment work has been completed at BCC in programs and courses. It has also been conducted across the institution – through ILO assessments and other large assessments, such as CCSSE and SENSE surveys, as detailed in Section G of this report, under “SLO Assessment at Berkeley City College.” This work has led to meaningful dialogue, identification of gaps, and effective action plans. However, it has been difficult at BCC to keep up with recording this extensive work on Taskstream, the College's official repository for assessment data, particularly since many of the assessments have encompassed multiple courses and, in some cases, multiple departments and/or disciplines.

SLOs are recorded in Curricunet when courses and programs are first institutionalized, then recorded in Taskstream, where complete assessment information is stored. Since the two systems don't communicate with one another, and therefore all data must be manually entered into and removed from Taskstream, and since SLOs can change over time, it has been challenging to keep up with coordinating the systems.

This need to keep assessment records up to date has been addressed in two ways. First, in May 2014, a full-time staff person was hired as a “Curriculum and SLO Assessment Specialist,” whose primary responsibility is accurate tracking and recording of curriculum and assessment information for the College. As a result, the College's assessment information has been updated and documentation methods improved.

The second method is a district-wide solution. The District is currently working to upgrade Curricunet to “Curricunet Meta,” which will incorporate curriculum records, assessment records, and program reviews, thus eliminating the need to enter overlapping data separately into two systems. This integration should be complete by 2016. In the meantime, a district-wide taskforce convened in Fall 2014 to begin the work of planning an updated program review process. The task force will focus on how program reviews will incorporate assessment information, course and program information, and institutional data, tying this information to planning and budgeting for the colleges. This work will help

direct how Curricunet Meta will store and integrate information about courses and programs, assessment, and program reviews.

Self Evaluation

The College meets this Standard. Berkeley City College (BCC) regularly collects, analyzes, and distributes data on institutional effectiveness and student learning to appropriate constituencies. Taskstream is currently the official repository to communicate SLO assessment results for the College. Although it has been challenging to record assessment data on both Taskstream and Curricunet, the District is meeting this challenge through careful planning for the upcoming migration of this information to Curricunet Meta. The new system will allow for integration of course and program records with program reviews and assessment information.

Actionable Improvement Plan

None.

I.B.6

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

Berkeley City College (BCC) systematically reviews and modifies, as appropriate, all parts of its ongoing planning and resource allocation processes. This includes regular review of the College's key processes, plans, and institutional and other research efforts, including the following areas.

- Mission, Vision, and Values (MVV) Statement Review: The College's integrated planning processes are all conducted within the framework of the institution's MVV Statement and use this document as a starting point and a guide. For this reason, the MVV statement is reviewed and reapproved at regular intervals. The BCC MVV statement was most recently updated and approved by the College in Spring 2014 and by the District Board on October 7, 2014.
- Annual Review of the Budgeting and Planning Schedule: BCC's annual institutional planning process is conducted according to a set calendar, developed through the College's shared governance process. Review of the effectiveness of the annual planning and budgeting cycle occurs as part of the process of calendaring the planning activities.
- Annual Review of Program Review Process: BCC's program review process takes place every three years, with APUs taking place in alternate years. Program reviews

and APUs are at the heart of BCC's institutional planning and budgeting process, and the efficiency of these processes is evaluated yearly through the shared governance committees. BCC is currently working with the District to upgrade the template for the Program Review/APU process to improve the infrastructure for this yearly planning task.

- Annual Review of Institutional Data and Research Processes: Institutional data analysis is the foundation for BCC's program review/APU process and is used in all of the College's planning initiatives. As part of the annual institutional planning and budgeting process, the shared governance groups and wider college community discuss the effectiveness of the data analysis and research methods used for planning, in terms of generating timely and meaningful data for BCC planning efforts. The College continuously works with the District to improve the processes for documenting and analyzing annual and longitudinal institutional data, as well as identifying future data collection, analysis, and research needs.
- Cyclical Review of Integrated Planning Efforts: The College's integrated planning framework consists of multiple and often simultaneous short-term and long-term planning initiatives. The College's administration works closely with the shared governance groups to set the timelines for these planning initiatives, coordinate related data collection and research efforts, and evaluate the effectiveness of the individual planning processes and end products.
- Regularly Scheduled Institutional Surveys: BCC conducts internal satisfaction surveys of students, faculty, staff, and administrators to assess the effectiveness of its programs, services, and key processes. In addition, it participates in national surveys designed to provide feedback on student engagement and help BCC compare its performance to those of similar educational institutions with similar student populations.
- Accreditation Self-Evaluation and Reports: BCC undergoes a comprehensive self-evaluation every six years, in preparation for the ACCJC accreditation site visit. It also produces annual reports to the ACCJC, documenting progress in meeting enrollment targets, institutionally set standards, and other ACCJC criteria. This ongoing process of self-evaluation and monitoring serves as an additional means of engaging the BCC community in a college-wide discussion of institutional effectiveness and student learning.
- District-level Integrated Planning: Finally, as a member of a four-college district, BCC participates in a well-established district wide process for strategic planning and budgeting. This shapes the College's own planning efforts and allows the College to play an active role in participating in and evaluating shared governance at the District level.

At the College level, BCC's shared governance structure serves as the main vehicle for planning and resource allocation. Every year, at the BCC Roundtable for Planning and

Budgeting, the College assesses its ongoing planning and resource allocation processes and makes changes as necessary. At the end of the 2013-14 academic year, for example, this review led to the reconfiguration of certain College committees, including the elimination of the Leadership Committee and the renaming and slight change in the charge of the Assessment Committee, which is now the Planning for Institutional Effectiveness (PIE) Committee. These changes were subsequently reflected in the updating of the BCC Shared Governance Manual in 2014.

Similarly, every year, at the Assessment Committee/Planning for Institutional Effectiveness (PIE) Committee, the assessment group assesses its progress during the past year and makes plans for changes. At the end of the 2013-14 year, a PIE committee retreat led to suggestions concerning changes in the Institutional Learning Outcomes (ILO) assessment schedule, development and revamping of ILO rubrics, a review of past accomplishments of the committee, and suggestions for changes.

Self Evaluation

The College meets this Standard. BCC has multiple mechanisms for assessing and modifying its ongoing planning and resource allocation processes and data collection and research efforts. The College's established shared governance structure remains the main vehicle for the assessment of institutional effectiveness and student learning. Shared governance committees, including the Roundtable for Planning and Budgeting, conduct annual reviews and assessments of their work.

Actionable Improvement Plan

None.

I.B.7

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

Descriptive Summary

Student learning remains the primary measure by which BCC measures its institutional effectiveness. The College systematically reviews the effectiveness of its instructional programs, student support services, library resources, and other learning support services to ensure that they are effectively supporting student learning and meeting identified student needs. For instructional programs, in addition to analyzing the results of learning outcomes assessments, the College measures effectiveness using indicators such as course success and completion, certificate and degree attainment rates, transfer rates, and results of student satisfaction surveys. For student service areas, staff reviews student participation levels in key matriculation processes (orientation, assessment, development of a Student Education

Plan), demand for counseling services, and student satisfaction levels, as reported through student exit surveys and satisfaction surveys.

The College's shared governance groups are responsible for setting, implementing, monitoring, and evaluating College goals and Institutional Learning Outcomes (ILOs), and instructional departments are responsible for developing Student Learning Outcomes (SLOs), while student services departments are responsible for developing Service Area Outcomes (SAOs) and SLOs where applicable. Divisions, departments, and units all participate in comprehensive, data-based program reviews every three years and prepare APUs in the intervening years. Program reviews and APUs require that departments evaluate their effectiveness in program and service delivery, based on data and outcomes analysis. Committees involved with short-term and long-term planning processes also participate in analysis and planning related to the effectiveness of instruction, support services, and learning resources.

The College has participated in assessments conducted by outside groups, primarily the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE), as well as ongoing internal assessments, which include all instructional programs, student support services, and library and other learning services, as documented in Taskstream. For more information concerning assessments of instructional programs and student support services, please see Section G of this report, entitled "SLO Assessments at Berkeley City College."

Self Evaluation

The College meets this Standard. Berkeley City College (BCC) assesses the impact of its evaluation mechanisms in a variety of ways, including analysis of academic performance indicators: ILO, SLO, and SAO assessment results; multi-year institutional trend data, and survey results. Through shared governance committees, such as the Planning for Institutional Effectiveness (PIE) Committee, the College regularly reviews its effectiveness in improving instructional programs, student support services, and library and other learning support services. Department chairs, student services leaders, and librarians conduct assessments in their areas and assess the effectiveness of improvements in these areas.

Actionable Improvement Plans

None.

Evidence – Standard I

Links to Planning Documents

Roundtable for Planning and Budget webpage

Leadership Council webpage

PCCD Strategic Plan <<http://web.peralta.edu/strategicplan/strategic-plan-documents/>>

Links to Shared Governance Committees

Curriculum Committee

Education Committee for Quality Programs and Services

Facilities Committee

Outreach and Retention Services Committee

Planning for Institutional Effectiveness Committee

Technology Committee

Links to Surveys

Areas of Need Highlighted by Student Surveys File

Accreditation Surveys percent totals File

*Survey Admin 4.5.14 File

*Survey Faculty.4.5.14 File

*Survey Faculty.q21.Assessment Changes File

*Survey Staff.4.5.14 File

*Survey Staff Assessment Changes File

*Survey Student 4.5.14 File

Links to Standard I.A Evidence

BCC ILO rubrics File

Board Policy 1200

DE Interview Responses for Standard I--5-2-14 File

Interview Responses for Standard I--UPDATED 5-2-14 File

Interview Responses to 1A – SLO Assessment Coordinator File

Learning Outcomes Assessment Evidence (SLOs) Folder

PBIM Update Process 2014

taskstream.com

taskstream.com – instructions for accessing BCC’s assessment records

Links to Standard I.B Evidence

[Berkeley City College 2013 Annual Report to ACCJC](#)

[Berkeley City College Goals and Objectives](#)

[Berkeley City College Mission, Vision, and Values](#)

[Berkeley City College Roundtable for Planning and Budgeting Home Page](#)

[Berkeley City College Shared Governance Manual](#)

[“Berkeley City College Student Achievement – Access, Equity, and Success”](#)

[Budget Allocation Model Handbook](#)

[Class Schedules and Catalogs Page](#)

[Institutional Research Home Page](#)
[Leadership Council Home Page](#)
[Peralta Community College District Budget 2012-2013](#)
[Planning for Institutional Effectiveness Home Page](#)
[Program Review Materials Home Page](#)
[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/>

Standard II.A – Instructional Programs

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

Introduction

As is consistent with its mission, Berkeley City College (BCC) aims to transform lives through the excellence of academic programs, regardless of means of delivery. These programs promote success for students at all levels, including those earning associate degrees and certificates, and those seeking transfer to four-year institutions or employment through career-technical education.

Instructional programs are systematically assessed on a cycle that ties course and program student learning outcomes to institutional learning outcomes. Results of these assessments are used to continuously improve teaching and learning in academic programs.

Standard II.A.1

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

Descriptive Summary

BCC is committed to providing its students with rigorous, high-quality academic courses in an environment conducive to respect for its diverse community, as well as encouragement for personal development and awareness of local and global issues that affect our world. Thus, BCC's Mission, Vision, and Values determine its courses and programs. Committees refer to this focus in planning curriculum, creating and assessing SLO's at the course, program, and institutional level, and designing services for students. Advisory committees add the element of informing course and program outcomes, based on the high levels of skill necessary for success in today's careers.

Course and Program Review and Assessment

The faculty and staff of BCC continually review and evaluate courses and programs to ensure that they are current and relevant. Faculty members work with department chairs,

the Curriculum Committee chairperson, the SLO Assessment Coordinator, the Articulation Officer, and the deans to develop new courses and programs. Documents to initiate new courses and programs are initially submitted electronically to Curricunet and reviewed by department chairs, deans, the Curriculum Committee Chair, librarians, the Articulation Officer, and the SLO Assessment Coordinator (SLOAC) before coming to members of the Curriculum Committee, according to a specified timeline. Members of the Curriculum Committee ensure the academic integrity and viability of courses through discussion focusing on the integrity of the proposed course outline of record and consideration of how courses will enhance BCC programs, connect to SLOs and ILOs, and help students to earn degrees, certificates, and transfer opportunities. The Committee reviews and determines approval of all of these courses and conducts ongoing review of existing courses and programs. Curriculum Committee meeting minutes are posted on the college website. After review and recommendation by the Curriculum Committee, new course and program outlines are forwarded to the District Council on Instruction, Planning, and Development (CIPD) and ultimately reviewed by the Peralta Board of Trustees.

Administrative Policy 4020 (Program, Curriculum, and Course Development) details the process whereby colleges in the District develop and update courses and programs.

All courses and programs require SLOs that are mapped to institutional learning outcomes (ILOs) and assessment methods and entered into the College's assessment management system, Taskstream, as well as the repository for course outlines and records of programs, Curricunet. The SLOs are developed by College faculty and reviewed by both department chairs and the SLO Assessment Coordinator (SLOAC). The College is currently in its second round of course-level SLO assessments, monitored by department chairs or assessment liaisons and the Planning for Institutional Effectiveness Committee, and is also conducting program and ILO assessments.

The College's seven ILOs are as follows:

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

The College's assessment cycle is based on the mapping of course and program assessments to ILO assessments. More information about this is available in the section titled "SLO Assessment at Berkeley City College," Section G of this Self Evaluation.

The College's work in SLO Assessment is consistent with District Administrative Procedure 4210 (Student Learning Outcomes), which specifies that "evidence from the outcomes assessment is included in program review and annual unit plan updates," that

“faculty, as discipline experts, shall be the primary participants in the assessment process,” and that the College will “use assessment as a tool to improve teaching and learning.”

Academic Integrity and the College Mission

The BCC Mission, Vision, and Values map to BCC Institutional Learning Outcomes (ILOs), the American Association of Colleges and Universities Areas of Focus, the Degree Qualifications Profile, the areas of general education at BCC, and areas of focus in BCC assessments. Table 37 demonstrates that BCC’s courses and programs are aligned with its ILOs, address and meet BCC’s Mission, Vision, and Values, and align with recognized components of general education in higher education.

This cross-walk began with a PIE Committee mapping of BCC’s ILOs and major categories of general education, including local requirements for associate degree completion, the Intersegmental General Education Transfer Curriculum (IGETC), and California State University General Education (CSU-GE); the column titled “ILO/GE Mapping” aligns with these general education areas, which are consistent with general education information in the College Catalog. The development of this initial table then led to the complete matrix:

Table 37
Alignment of BCC MVV, ILOs, GE, and Assessment with AACU*
Values and DQP Intellectual Skills**

BCC Mission, Vision, Values Focus	BCC ILOs	AACU* Value Areas of Focus	Degree-Qualifications Profile	ILO/GE Mapping	Assessment Areas of Focus
Academic Excellence	Communication	Written Communication Oral Communication Reading	Communication Fluency (IS**)	Area 1, 3 (written communication, oral communication)	Communications ILO, English & Comm. AA-T Programs, English 1A
Academic Excellence	Critical Thinking	Inquiry & Analysis Critical Thinking Creative Thinking Problem Solving	Analytic Inquiry (IS**)	Area 2, 7 (critical thinking, science/scientific reasoning)	Critical Thinking ILO, English 5 & COMM 5
Academic Excellence	Computational Skills	Quantitative Literacy	Quantitative Fluency (IS**)	Area 4 (quantitative reasoning)	Comp. Skills ILO, Math AA-T, Math 13
Academic Excellence	Ethics & Personal Responsibility	Ethical Reasoning		Area 5 (arts and humanities)	EPR ILO

Commitment to Multiculturalism and Diversity	Global Awareness & Valuing Diversity	Civic Knowledge & Engagement, Global Learning	Engaging diverse perspectives (IS**) Civic Learning	Area 6, 10 (social sciences, American institutions)	GAVD ILO
Academic Excellence/ Diverse, Complex Global Society	Information Competency	Information Literacy	Use of Information Resources (IS**)	Area 1, 11 (written communication, computer literacy)	Information Comp. ILO, English 1A, LS classes
Diverse, Complex Global Society	Self-Awareness & Interpersonal Skills	Teamwork	Engaging diverse perspectives (IS**	Area 5, 8, 9 (arts and humanities, languages, lifelong development)	SAIS ILO

*AACU = American Association of Colleges & Universities

**IS = Intellectual Skill (The Degree Qualifications Profile defines five intellectual skills – communication fluency, quantitative fluency, analytic inquiry, engaging diverse perspectives, and use of information resources)

Self Evaluation

The College meets this Standard. All instructional programs offered in the name of Berkeley City College address and meet the Mission, Vision, and Values of the College and uphold its integrity. The Curriculum Committee and Planning for Institutional Effectiveness Committee, along with department chairs, deans, and librarians, ensure the quality of courses and programs.

Student survey responses confirm that BCC upholds the College’s Mission, Vision, and Values, as well as its academic integrity. In the 2014 Self-Evaluation Survey of Students, 80 percent of the 320 student respondents strongly agreed or agreed that BCC encourages their intellectual development, with only three percent disagreeing, and 64 percent strongly agreed or agreed that BCC encourages their personal growth, with only eight percent disagreeing. At the same time, 83 percent of student respondents strongly agreed or agreed that BCC encourages appreciation for diversity, with only one percent disagreeing.

Actionable Improvement Plans

None.

Standard IIA.1.a, IIA.1.b

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies

upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. (II.1.a)

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. (II.1.b)

Descriptive Summary

Most incoming students at BCC identify their primary goal as transfer to a four-year university or the achievement of a degree or certificate, as stated in their college applications (CCCApply). As Table 7 indicates, close to half of incoming students indicate that they intend to transfer, with the top two educational goals listed as transfer to a four-year college with an AA degree (27.7 percent) and transfer to a four year college without an AA degree (19.9 percent).

Over the past six years, the College has shown clear success in helping students meet these goals of transfer and achievement of degrees.

Student Achievement: Degrees and Certificates

Student achievement is on the rise at BCC and demonstrates that the College's programs of study lead to degrees and certificates, including those in career-technical education. Between 2008-09 and 2013-14, the total number of degrees and certificates awarded by BCC increased from 152 to 361. Awards in associate degrees increased by 73 percent, from 106 to 183. The number of certificate awards grew by almost 300 percent from 46 to 178. The growth of both CTE (293 percent) and non-CTE (276 percent) certificates contributed to the overall certificate growth (see Table 35).

Student Achievement: Transfers

The total number of transfers from BCC to UC, CSU, private, and out-of-state colleges and universities rose from 236 in 2007-08 to 332 in 2012-13. This growth comes primarily from the increase of the number of BCC transfers to both UCs and CSUs, as opposed to out-of-state and private colleges. The number of BCC transfers to the UCs increased by 92 percent, from 89 in 2007-08 to 171 in 2012-13, while CSU transfers increased by 38 percent, from 85 in 2007-08 to 117 in 2012-13.

Berkeley City College is less than a mile from the University of California at Berkeley, which was ranked by [U.S. News and World Report's National University Rankings](#) (September 9, 2014) as the top public university in the country. In 2013-14, BCC had the highest admission rate (63 percent of applicants accepted) to the University of California at Berkeley (UCB) of any community college.

While BCC transfers to colleges in both the University of California and California State University systems have increased steadily from 2007-08 to 2013-14, the College has

taken measures to further increase these transfers by adding fourteen associate degrees for transfer (ADTs) to its curriculum, as detailed below.

Associate in Science for Transfer (AS-T) Degrees at BCC:

Business Administration
Mathematics

Associate in Arts for Transfer (AA-T) Degrees at BCC:

Anthropology
Art History
Communication Studies
Elementary Teacher Education
English
History
Philosophy
Political Science
Psychology
Sociology
Spanish
Studio Arts

ARCC Outcome Measures

Until 2012, BCC used the seven institutional level indicators in [Accountability Reporting for the Community Colleges](#) (ARCC) to assess the degree of student progress and/or completion; the ARCC Report was discontinued and replaced by Scorecard in 2012. These measures indicated the degree to which the College 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

The [5-year trend data](#) displayed in the Table 36 reveal that between 2008 and 2012, BCC provided quality student learning programs and services. Rates of three out of seven indicators during the five year period remained steady, with clear improvement in the other four areas. It is noteworthy that the credit basic skills improvement rate increased significantly from 38.2 percent in the 2008 annual report to 50.3 percent in 2009, followed by a one year decline to 41.7 percent in 2010, and then an increase to 50.7 percent 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 percentage points between 2008 and 2012.

After 2012, the State reported data about individual colleges using the Student Success Scorecard, rather than ARCC. See the discussion of “Precollegiate Instruction and the Student Success Scorecard” under II.A.2.d for more information about ways in which BCC relies upon research and analysis to assess progress toward achieving stated learning outcomes and thereby meet the current and future needs of students.

Distance Education

Peralta Community College District Administrative Procedure (AP) 4105 (Distance Education) defines distance education as “instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.” AP 4105 clarifies that “all distance education is subject to the requirements of Title 5 as well as the requirements of the Americans with Disabilities Act” and specifies that “[t]he same standards of course quality [applicable to all courses] are applied to the distance education courses.”

When departments wish to offer courses in a distance education mode, as online or in a hybrid format, they submit to the Curriculum Committee a distance education addendum to the course outline. This addendum details what percentage of course hours may be taught online, what the technical requirements for the class are, whether the course will be designed to accommodate students with disabilities, and how instructors and students will have regular, effective contact. If this process reveals that the class will not be taught in an effective way that is comparable to the way the face-to-face version of the class is taught, then the distance education addendum is not approved, and the class is not taught in this modality. Sections taught via distance education are subject to the same assessment as onsite courses.

Since 2008-09, BCC has increased the number of its distance education offerings. In Fall 2008, the College offered thirty classes in distance education mode, five completely online and 25 hybrid courses. In Fall 2014, the College offered 79 distance education courses, 38 completely online and 41 hybrid. Almost all courses taught in distance education mode are also offered as face-to-face courses.

BCC has effective resources for students taking distance education courses. Many instructors at BCC – including, of course, those who teach distance education courses – use Moodle, a “learning platform [website] designed to provide educators... with a single robust, secure and integrated system to create personalized learning environments” whether they are teaching online or traditional courses (https://docs.Moodle.org/27/en/About_Moodle). Instructors use Moodle to post syllabi, course guidelines, SLOs, projects, assignments, links, documents, discussion boards, and other information relevant to course studies. All students have access to course information which has been posted on their classes’ Moodle pages.

College labs and the BCC library provide computer access to those students who need it. The Computer Commons lab is open 54 hours per week. The BCC library is currently during the following hours:

- 8:30 a.m. to 8:00 p.m. Monday–Thursday
- 8:30 a.m. to 4:00 p.m. Friday
- 10:00 a.m. to 4:00 p.m. Saturday

Please see III.C.1, under “Technology for the Library,” for a complete list of online library resources that are accessible to students taking distance education classes. These include remote access to databases, LibGuides, LibChat, LibAnswers, and an electronic book collection providing remote access to over 100,000 books. Many faculty members at BCC, including those who teach distance education courses, also use Turnitin, a program that allows students to submit work online and instructors to critique and comment on student work online through the College’s site license. This program allows instructors to apply rubrics and leave voice comments for students, as well as using “quickmarks,” which may include hyperlinks, and many other features allowing for different types of feedback to students. Turnitin also detects plagiarism through a database that compares student writing to all written materials available online, including student essays posted online at colleges and universities.

Learning support services for Distance Education (DE) are being piloted during Fall 2014 through two simultaneous projects. First, tutors in the South Campus lab are using “Google Hangout” to create a distance education tool that combines a Skype-like environment with sharing of documents via Google docs, so that current tutors can work with distance education students and face-to-face students in the same lab setting, using the same methodologies. In addition, EOPS and TRIO are currently contracting with an outside agency to provide online tutoring to BCC students. These projects will be assessed during Spring 2015.

The College utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and works to utilize methodologies appropriate to the needs of all of its students. Most classes at BCC are taught using traditional, face-to-face classroom modalities. However, BCC increasingly offers courses in distance education modes, either as classes taught completely online or as “hybrid” courses, taught partially face-to-face and partially online; the College ensures that it utilizes appropriate delivery systems and modes of instruction for these classes.

Programs and Services for Students with Disabilities

The mission of Programs and Services for Students with Disabilities/Disabled Students Programs and Services (PSSD/DSPS) is to provide services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. PSSD/DSPS seeks to work with the entire College community in order to provide reasonable accommodations for students with disabilities, and to be in compliance with

the Americans with Disabilities Act; the Rehabilitation Act of 1973, Section 504; and California Education Code.

To meet that goal, PSSD/DSPS provides eligible students with academic accommodations to better ensure their success in their college education, and to teach them self-advocacy skills which they can use as they further their education beyond community college or seek employment.

The City of Berkeley is the birthplace of the disability rights movement, and the City's place in the history of the disability movement has given rise to strong support for and accommodation of persons with disabilities. The City's Commission on Disability actively promotes "the total integration and participation of persons with disabilities into all areas of economic, political, and community life." Berkeley's Center for Independent Living, the world's first organization run by and for persons with disabilities, was established in the city near the UC campus in 1972, and it continues to serve as a draw to disabled persons and students from around the country and the world. Within city limits are a number of other community organizations serving the needs of the disabled community, including but not limited to the Center for Accessible Technology, the Berkeley Place Deaf and Disability Project, and the East Bay Center for the Blind. These programs provide independent living services and support to members of the community with disabilities. Given the city's history and ongoing involvement with people with disabilities and relevant community agencies as well as its easy accessibility via public transportation, BCC is a magnet for students seeking disability support on site as well as services that support successful independent living within the community.

According to the California Community College Chancellor's Office (CCCCO) Data Mart (referred to hereafter as Data Mart), the number of PSSD/DSPS students served by BCC has increased by three percent over the past three years. The program served approximately 415 students in 2011-12, representing six percent of BCC students. In relation to BCC retention rates, PSSD/DSPS students were on par with their non-disabled peers in fall 2009. In terms of BCC success rates, PSSD/DSPS students had slightly higher success rates than other students.

The distribution of types of disabilities of the students registered with PSSD/DSPS in the past three academic years is presented in Table 38:

Table 38
Types of Disabilities of BCC Students 2009-10 to 2011-12

Primary Disability	2009-10	2010-11	2011-12	2012-13	2013-14
DSPS Student Count Total	401	409	415	408	450
Acquired Brain Injury	17	14	11	6	6
Developmentally Delayed Learner	5	9	5	12	9
Hearing Impaired	14	18	14	18	21
Learning Disabled	68	72	67	64	55
Mobility Impaired	93	77	66	24	33
Other Disability	90	133	164	182	208
Psychological Disability	90	59	59	69	85
Speech/Language Impaired	2	1		2	4
Visually Impaired	22	26	29	31	29

This information, obtained from Data Mart, identifies the most prevalent disabilities among current PSSD/DSPS students as being “other” disabilities (which covers those not included in the other categories), learning disabilities, mobility impairments, and psychological disabilities. Based on the same data source, the conditions that are increasing the most in the PSSD/DSPS population for the three academic years covering 2009-12 are other disabilities. During this same time frame, there has been a decrease in students with psychological disabilities and acquired brain injuries, as well as developmentally delayed learners. The numbers of students with learning disabilities and hearing impairments have remained constant during the same period.

Student needs, depending on the student, the disability, and the educational limitations caused by the disability are addressed with reasonable accommodations in the form of the following supports:

- note takers (for all disabilities impacting on attention/concentration, hearing impairments, and physical upper extremity limitations)
- test accommodations (multiple categories of disability)
- sign language interpreting (Deafness and other hearing impairments)
- stenographer captioning (Deafness and other hearing impairments)

- audio taping of lectures and books on tape
- electronic text and other alternate media including Braille, large print, CCTV (blind and visual impairments, learning disabilities, and attention deficit conditions)
- building evacuation assistance (for students with mobility and visual impairments)
- reduced course load (multiple categories of disability)
- in-class furniture accommodations (multiple categories of disability)

At present, learning disabilities services include the following:

- Assessment and evaluation of eligibility for the LD program;
- Identification of a student's learning styles and modalities;
- Compensatory learning strategies and techniques;
- Accommodations and services based on individual test results;
- Adaptive equipment;
- Audio formats (DAISY/NISO/MP3).

The following alternative text formats are currently offered to students requiring alternate media to access course materials:

- Publisher E-text (PDF, DOC, RTF)
- E-text produced in-house (DOC, TXT, RTF)
- Math ML
- Learning Ally digital audio
- Text-to-Speech software (for audio)
- Braille
- Tactile graphics
- Large print
- Closed Captioning

PSSD/DSPS lends the following equipment to students. Students are able to borrow these items one semester at a time, giving them time to assess how the equipment works for them in the classroom setting:

- NLS DAISY Players
- Assistive Listening Devices
- Digital Recorders
- SmartPens

PSSD/DSPS conducts a review of each student's progress on a semester-by-semester basis when the students request letters of accommodation for the new terms. This review supports efforts to ensure the student is making measurable progress toward his or her stated goal and that PSSD/DSPS services are appropriate to the student's educational needs and educational limitations.

A PSSD/DSPS advisory committee meets each spring semester. Advisory committee members are from key agencies in the Berkeley area which provide disability support services and programs to people with disabilities. In addition to providing advice and feedback, the committee members also provide contact and updates regarding their programs and services, many of which are useful to PSSD/DSPS students. In addition to the annual meeting, committee members are encouraged to contact and meet with PSSD/DSPS staff as needed to act as liaisons between PSSD/DSPS and the individual agencies. The committee members also invite PSSD/DSPS staff to attend meetings or functions sponsored by their respective agencies in an effort to provide basic information and orientation to PSSD/DSPS.

PSSD/DSPS has developed an assessment tool to survey students. The majority of its students maintain ongoing enrollment at BCC and regularly seek PSSD/DSPS guidance and request accommodations. These regularly enrolled students are likely to be the students who complete the survey.

Self Evaluation

The College meets this Standard. BCC meets the varied educational needs of its students and relies upon research and analysis to identify student learning needs and assess progress. It utilizes appropriate delivery systems and modes of instruction, as detailed under Standard II.A.1 (“Course and Program Review and Assessment”) and “Student Learning Outcomes and Assessment at Berkeley City College” in Section G of this Self Evaluation. See II.A.2.d below for information about how BCC addresses the needs of students in precollegiate classes.

Through the requirements of the Curriculum Committee for distance education courses and the use of Moodle and Turnitin, distance education courses are taught in a rigorous fashion which is consistent with course outlines of record. In the Self-Evaluation Student Survey, approximately half of the students surveyed were able to respond to the questions about distance education classes, with the remainder replying “don’t know/doesn’t apply to me.” Of the 168 students who replied to the statement, “For my online classes, BCC has the technology I need,” 79 percent strongly agreed or agreed, with only 5 percent disagreeing

Actionable Improvement Plans

None.

Standard IIA.1.c

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

Descriptive Summary

Through the Curriculum Committee, the institution identifies learning outcomes for courses, programs, certificates and degrees at the point of adoption. The institution evaluates all courses and instructional programs through an ongoing systematic review of their relevance, appropriateness, currency, and future needs and plans through regularly scheduled program reviews at the Curriculum Committee and through formal program reviews conducted every three years and annual program updates (APUs) in the intervening years. The departments conduct ongoing systematic review of achievement of learning outcomes in programs and courses through the assessment process, which has been monitored by the Assessment Committee (now renamed the Planning for Institutional Effectiveness Committee) and spearheaded by department chairs and, in some cases, assessment liaisons. This process is described in detail in the section titled “SLO Assessment at Berkeley City College,” in Section G of this Self Evaluation.

Self Evaluation

The College meets this Standard. It identifies SLOs for courses, programs, certificates, and degrees through the Curriculum Committee course and program adoption process. It uses assessment results to make improvements in courses and programs. This is described in detail under “SLO Assessment at Berkeley City College” in Section G of this report.

Actionable Improvement Plans

None.

Standard IIA.2

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

Descriptive Summary

BCC offers collegiate, developmental, and pre-collegiate courses and programs, contract education classes, and online classes. Collegiate and career-technical education (CTE) courses and programs provide high quality instruction for students approaching degrees, certificates, and transfer opportunities. Programs like PERSIST create a cohesive curriculum of pre-collegiate and developmental courses; ESL and pre-collegiate English classes allow students to gain English language skills while also acquiring research and essay writing practice; pre-collegiate mathematics courses prepare students for transfer-

level mathematics, and collegiate and career-technical education (CTE) courses provide instruction for students approaching degrees, certificates, and transfer opportunities. The College adheres to the regulations of Title 5 in all of its course offerings. See IIA.2.d for more information on PERSIST and precollegiate offerings.

The Curriculum Committee systematically reviews courses and instructional programs, affirming the quality of all courses and ensuring that they meet student needs, aligning, as appropriate, with already existing programs. When faculty submit new course outlines, it must be established that the courses will further student progress towards degrees, certificates and/or transfer, that they will add needed depth and/or breadth to already existing programs, or that they meet clear, significant student needs. Courses and programs are assessed on a cycle related to the College's institutional learning outcomes, as described in detail in the chapter titled "SLO Assessment at Berkeley City College," in Section G of this Self Evaluation.

Advisory committees for career-technical programs and courses include representatives from industry and businesses who help determine student learning outcomes. For example, the Multimedia Arts Department's advisory committee includes a representative from Pixar, another from KQED, and a game designer/ animator/TV writer. The Health and Human Services Program works with local organizations to place their students in internships and help plan curriculum. The American Sign Language Department (ASL) advisory committee includes an interpreter from Ohlone Community College who teaches career preparation for interpreting, a representative from the Community Service for the Deaf Video Relay System, and a representative from the Bay Area Community Access Deaf and Disabled Telecommunications Program. Instructors and researchers from the University of California at San Francisco and from Children's Hospital Oakland Research Institute (CHORI) serve on the Science Department Advisory Board. Selected CTE committees, comprised of BCC administrators, BCC faculty, and local high school faculty, meet to determine articulation opportunities, alignment of courses, and ways in which BCC can best serve incoming high school students. The recommendations of the advisory committees are invaluable in ensuring that BCC courses remain current and relevant for students pursuing certificates, degrees, and transfer opportunities.

BCC courses taught at U.C. Berkeley, local high schools, and other locations maintain quality and rigor, based on course outlines of record for courses taught. Sections of courses taught off site are assessed in the same manner as courses taught at the main campus.

BCC does not offer community education or study abroad courses or programs.

Self Evaluation

The College meets this Standard. Through its curriculum and assessment processes, the College assures the quality and improvement of all instructional courses and programs, regardless of delivery mode or location.

Actionable Improvement Plans

None.

II.A.2.a.

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

Descriptive Summary

The quality of courses is maintained by the systematic review of the Curriculum Committee, which ensures that all courses meet the standards of BCC's Mission, Vision, and Values and align with already existing programs. Every effort is made to ensure that members of the Curriculum Committee include representatives from all instructional departments at the College, and the majority of voting members are faculty members, though some administrators serve on the Committee. When faculty submit new course outlines, it must be established that the courses will further student progress towards degrees, certificates and/or transfer, or that they will add needed depth and breadth to already existing programs. SLOs and assessment methods are established for each course and instructional program at the college at the time of adoption at the Committee; any sequence of courses leading to a certificate or degree is considered an instructional program for the purposes of assessment. Courses and programs are assessed on a cycle, as described in detail in the chapter titled "SLO Assessment at Berkeley City College," in Section G of this Self Evaluation.

District Administrative Process (AP) 4020 (Program Curriculum and Course Development) and AP 4022 (Course Approval) establish the broad procedures for designing courses and programs at BCC. AP 4020 specifies that "Each of the colleges has in place an approval process for courses and programs in the Curricunet system, which includes distance education and student learning outcomes. Faculty have primary responsibility for curriculum management." It clarifies that course and program proposals must first be approved at the College Curriculum Committee, then at the District Council on Instruction, Planning, and Development, then at the Board of Trustees, and finally, at the State Chancellor's Office. AP 4020 further stipulates that "all programs, curriculum, and courses are reviewed on a three-year cycle through Program Review [and that] all programs complete an Annual Program update." AP 4022 provides specific guidelines for course approval, especially in the case of courses that are not degree-applicable or are "stand-alone" courses.

[Program reviews](#) occur every three years and annual program updates (APUs) during the other years. In these detailed studies of each of the College's instructional programs, department chairs and program coordinators work with faculty in their areas, analyzing assessment and achievement data, both quantitative and qualitative, in order to determine how well the programs have been doing in addressing the Mission, Vision, and Values of the College, in meeting the goals of the College and District, and in fostering student success. They use this information to create relevant action plans and assess their progress in realizing these plans. Program matrices are useful tools to help faculty track and evaluate the success of College programs.

All Curriculum Committee meeting minutes are posted on the BCC website. Each meeting focuses on review of new and updated courses and programs, as well as related policies. For example, in the last two meetings of Spring 2014, the Curriculum Committee reviewed a new ADT program in Anthropology, seven new Multimedia Arts courses, three Web Design certificates for proficiency, a new Sociology course, a Sociology course change in the catalogue, and a new course in Library Research. The committee also examined course repeatability guidelines, focusing on what evidence is necessary to fulfill the guidelines at the College. The Curriculum Committee is a subcommittee of the Academic Senate and is chaired by a faculty member; the majority of members of the committee are faculty members.

The Assessment Committee, recently renamed the Planning for Institutional Effectiveness Committee (PIE), is composed of representatives from each instructional department at the college, as well as students, administrators, and representatives from student services. This committee met as the Assessment Committee from February 2011 to May 2014, during which it accomplished the following:

- Worked with curriculum committee to develop systems for ensuring that all new courses and programs have recorded, accurate, measurable, and meaningful learning outcomes;
- Oversaw completion of SLOs for all courses and programs at Berkeley City College;
- Facilitated assessments of courses and programs throughout the college;
- Established departmental "assessment liaisons" who served both as members of the committee and facilitators within their departments to ensure that assessment work was completed;
- Developed six semester assessment cycle/timeline, based on institutional learning outcomes;
- Developed short video and assessment documents to inform BCC faculty and staff about learning outcomes assessments;
- Defined "program" at BCC (this definition was vetted, modified, and ratified through the shared governance process), for the purposes of assessment;
- Developed program matrices to map courses to program outcomes, indicating where each program outcome is introduced, developed, and mastered;
- Developed a general education curriculum matrix, mapping GE requirements to ILOs, to core courses, and to specific departments;

- Completed rubrics and assessment plans for all ILOs at Berkeley City College;
- Developed website to record assessment activities at BCC;
- Completed ILO assessment for communication in 2012, leading to a project for closing the loop, which was administered in spring 2014, and assessed the effectiveness of this action;
- Completed ILO assessment for critical thinking in spring 2014
- Completed ILO assessment of quantitative reasoning, based on course assessments from 2009-14, and developed an action plan based on this assessment;
- Recommended the use of CCSSE and related surveys;
- Implemented the CCSSE and SENSE at BCC, analyzed the results, and recommended specific action plans as a result of the findings from these surveys;
- Partnered with the Research and Planning group in assessing factors leading to successful goal-setting for BCC students.

Minutes of the PIE Committee and Assessment Committee are listed on the PIE website.

Taskstream (taskstream.com) houses SLO assessment information, which is updated as faculty or staff enter assessment data, including documentation of improvements to courses based on analyses of SLO assessment results. This system of record-keeping will continue until 2016. The Peralta District is planning to use Curricunet Meta to integrate information concerning SLO assessments and program reviews with course outlines of record and official information concerning programs, beginning in 2016.

Advisory Committees work with faculty to ensure that courses, especially in CTE programs, require students to learn and practice skills that will be useful and viable in the current job market. Advisory Committees also give valuable input on designing courses that will connect to program outcomes, certificates and degrees, and transfer.

Self Evaluation

The College meets this Standard. The Curriculum Committee and the Planning for Institutional Effectiveness Committee work with department chairs and other faculty, as well as deans, to design, review, and update courses and programs and to establish and assess course and program learning outcomes. Department chairs and department faculty use assessment findings, as well as program reviews and annual program updates to ensure quality in and improve educational programs.

Actionable Improvement Plan

None.

IIA.2.b.

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

Descriptive Summary

Advisory committees for courses include representatives from industry and businesses who help determine student learning outcomes. For example, the Multimedia Arts Department's advisory committee includes a representative from Pixar, another from KQED, and a game designer/ animator/ TV writer. The American Sign Language Department (ASL) Advisory committee includes an interpreter from Ohlone Community College who teaches career preparation for interpreting, a representative from the Community Service for the Deaf Video Relay System, and a representative from the Bay Area Community Access Deaf and Disabled Telecommunications Program. Instructors and researchers from the University of California at San Francisco and from Children's Hospital Oakland Research Institute (CHORI) serve on the Science Department Advisory Board. The recommendations of the advisory committees are invaluable in ensuring that BCC courses remain current and relevant for students pursuing certificates, degrees, and transfer opportunities.

Student learning outcomes for courses and programs are developed by department chairs and other faculty members, in consultation with the SLO Assessment Coordinator, as a requirement of the adoption of these courses and programs at the Curriculum Committee. Departments, the PIE Committee, and the Curriculum Committee review the progress of SLO assessments in courses and programs to evaluate results, update and improve SLO's, and maintain rigor and high standards for BCC students. See II.A.1 above, under "Course and Program Review and Assessment," as well as the chapter titled "SLO Assessment at Berkeley City College" in Section G of this Self Evaluation for more information.

Self Evaluation

The College meets this Standard. The College relies on the expertise of advisory committees, department chairs, and discipline faculty to identify competency levels and measurable student outcomes and to assess student progress towards achieving those outcomes.

Actionable Improvement Plans

None.

II.A.2.c.

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

Descriptive Summary

At the inception of all courses and programs, as well as during regular program updates, the Curriculum Committee reviews their breadth, depth, rigor, sequencing, and teaching methodologies. The process of instituting courses and programs includes the participation of the College's Curriculum Committee Chair, Articulation Officer, SLO Assessment Coordinator, and a designated librarian. The process of assessing courses and programs is described in the chapter titled "SLO Assessment at Berkeley City College," in Section G of this Self Evaluation.

Through program reviews conducted every three years and APUs conducted every year, department chairs and program leaders review and update instructional programs to ensure that they maintain high quality. The program reviews require departments to tie quantitative and qualitative data, including achievement data and assessment results, to action plans and resource requests.

BCC has used program matrices to map courses in programs to program outcomes, which are mapped to institutional learning outcomes; these maps show where each program outcome is introduced, developed, and mastered. This has been especially useful in the development of new programs. For example, the Mathematics Department used this mapping process to choose its courses for its AS-T degree. In other departments, the mapping has served to clarify how courses support program curriculum or to help with the planning of program assessments. All instructional programs have completed or are currently completing this mapping.

Self Evaluation

The College meets this Standard. The work of the Curriculum Committee, the Department Chairs' Council, and the Planning for Institutional Effectiveness Committee ensures that high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize educational programs at BCC.

Of the 82 faculty members who responded to the 2014 Self Evaluation Survey, 64 noted concrete changes they had made in "teaching methodologies...after evaluating and analyzing evidence of student learning," while nine indicated that they were not teaching faculty (counselors and/or librarians).

Actionable Improvement Plans

None.

II.A.2.d.

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

Descriptive Summary

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

Distance Education

Online courses use delivery methods, including Moodle and Turnitin, that are designed to address the needs of BCC students (as described in Standard IIA.1.b, under “Distance Education”). Of the 168 students who replied to the statement, “For my online classes, BCC has the technology I need,” 79 percent strongly agreed or agreed, with only 5 percent disagreeing. Learning support services for Distance Education (DE) are being piloted during Fall 2014 through two simultaneous projects. First, tutors in the South Campus lab are using “Google Hangout” to create a distance education tool that combines a Skype-like environment with sharing of documents via Google docs, so that current tutors can work with distance education students and face-to-face students in the same lab setting, using the same methodologies. In addition, EOPS and TRIO are currently contracting with an outside agency to provide online tutoring to BCC students.

The PERSIST Program

PERSIST is one example of a BCC program that tailors its methodologies to meet the needs and learning styles of its students. BCC’s PERSIST program adopts and adapts the principles of the Academy for College Excellence (ACE) based at Cabrillo College to serve at-risk students entering the College and students who would benefit from an experiential course that builds skills and confidence before they tackle academic courses on their own. The ACE program was studied by the Research and Planning Group for California Community Colleges (the RP Group) and is heavily research-based; incorporates innovative teaching methods for inclusion, action, and reflection; and has expanded to other community colleges, including Los Medanos in the Bay Area, and colleges in Chicago and Pennsylvania.

Started in the spring of 2009, PERSIST has grown and improved as a unique, innovative program with a core of instructors who meet regularly and are dedicated to its success. The guiding principles include collaboration, effective communication, problem-solving, creativity, conflict resolution, listening skills, and respect for others and for oneself. The learning community acknowledges and validates individuality and creates a space where students feel comfortable sharing with each other. One project focuses on their past educational experiences in school, which allows for great personal reflection and a chance for insight into what has helped them and what has held them back.

Learning/working styles are also a big part of the Persist curriculum; entering students take an online and hands-on test to evaluate their learning styles in terms of the ways they approach projects [link], problems, and situations in life. Perception and self-reflection permeate the exercises in PERSIST.

While the ACE elements focus on strategies for student success at college, they also emphasize skills for success in life and careers. In the many evaluations conducted by ACE, both students and faculty have mentioned the transformative aspect of the program. PERSIST has added a vital element to BCC in terms of serving at-risk students and has a high rate of completion, with many students continuing on to higher level coursework at the College.

In order to teach in the PERSIST program, instructors are required to complete a one-week course, the Foundation Experiential Learning Institute (FELI), which is offered to instructors at BCC and other colleges once or twice a year. BCC faculty, counselors, and staff are invited to participate.

Precollegiate Instruction and the Student Success Scorecard

The Student Success Scorecard published by the State Chancellor's Office tracks success of students in "remedial" courses in English, ESL, and mathematics. This information shows the "percentage of students... who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline." ([http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=345 - home](http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=345-home)). In 2009, BCC received a Title III grant, which allowed the college to pilot new approaches to addressing the needs of students in precollegiate classes and to develop a culture of assessment at the College. These efforts are not captured in the Student Success Scorecard figures; therefore, the College has worked to analyze data concerning the success of these interventions in instruction in English, ESL, and mathematics, as detailed below.

Precollegiate Instruction in English

The work of the BCC English Department, which revamped its precollegiate program as a result of findings from ongoing portfolio assessments, serves as an example of the use of data analysis to improve institutional effectiveness at BCC.

As a result of portfolio assessment findings over several semesters ([see *Restructuring the Writing Program at Berkeley City College in Assessment Update*](#)), it became clear to the English Department at BCC that students who had enrolled in a precollegiate class two levels below transfer level performed, on average, almost as well as students enrolled in the BCC precollegiate English class one level below transfer. In a normed-grading process, during which graders did not know the source of students' final portfolios (name of student, name of instructor, or level of class), most of the portfolios written by students in the class two levels below transfer would have received a passing score in the class one level below transfer, and average scores were very close to average scores of portfolios

written by students in the course one level below transfer. This pattern prompted BCC to initiate the English basic skills acceleration intervention in Spring 2012 as a pilot course, English 248 UX, which later became English 204AB.

The English department was aware of statewide research which documented that longer basic-skills course-sequences correlate with “exponential” increases in student attrition for “fundamentally structural” reasons (Hern, 2010, p. 2). A recent evaluation of sixteen community colleges participating in the California Acceleration Project found that reducing the length of basic skills sequences increased developmental students’ success rates by eight percentage points in transferable English courses, and 26 percentage points in transferable math courses (Research and Planning Group, 2014). The English Department decided to pilot a project which assumed that “basic skills” students could do work at a challenging level, and therefore accelerate, if they were given sufficient time and support to do so.

Based on the placement test, the accelerated developmental English course combined all students who tested below transfer-level English into one group and provided increased access to personalized support in the form of instructional assistants and longer classes, as well as a rigorous curriculum, similar to that of the transfer-level course. The pilot course was taught for three semesters, before assuming permanent status as English 204AB and replacing all other precollegiate English sequences in Fall 2013. Most developmental students were expected to complete transfer-level coursework in one semester, with some needing two semesters. Learning outcomes assessment findings through portfolios continued to affirm the results of the initial findings and validated the success of the new course curriculum.

The Peralta Community College District Office of Institutional Research provided data and cohort-level analyses to track the progression of developmental English cohorts. Course-level data provided by Institutional Research show the relative completion rates in transfer-level English (English 1A) for students who took basic skills English classes at BCC and then enrolled in English 1A:

- New model – Of the 36 students enrolled in English 204A during Fall 2013, 61 percent completed English 1A successfully. These are the only statistics available for English 204A.
- Old model (two levels below transfer) – Of the 294 students enrolled in English 269A from Fall 2011 to Fall 2012, 19 percent completed English 1A successfully.
- Old model (one level below transfer) – Among the 737 students enrolled in English 201A from Fall 2011 to Fall 2012, 20 percent completed English 1A successfully.

Although students beginning their English studies in the newly developed English basic skills course outperformed students who began in the previous basic skills courses, the amount of attrition from one course to the next is a concern for the College. Though it is consistent with rates of attrition at other California colleges with similar demographics to that at BCC, the College takes this seriously and is exploring avenues to gain more information about reasons for student attrition in these classes and to support students in

order to prevent attrition among those who begin their studies at the precollegiate level. The work of the BCC Equity Committee, formed in Fall 2014, is an example of this type of endeavor at the College.

Instruction for English as a Second Language (ESL) Learners

The goal of the ESL program at BCC is to prepare students for success in transfer and vocational courses and/or immediate employment and meaningful participation in American life. Classes emphasize the development of skills in English grammar, listening and speaking, reading and writing, and cultural and digital literacy. In addition to communication, ESL classes address the following ILOs: Critical thinking skills, information competency, and global perspectives and valuing diversity. ESL classes are an important component of the College's precollegiate programs and serve to advance student access, equity, and success.

BCC's ESL program has among the highest retention and success rates in the College and District. In Fall 2011, for example, the retention rate was 90 percent, and the success rate was 88 percent. The program also has the highest percentage of international students in the District.

At a district-wide retreat during Spring 2010, as a result of local assessment findings and research showing the benefits of an accelerated and contextualized curriculum for ESL students, the Peralta ESL Advisory Committee (PEAC) completely redesigned the ESL curriculum for the District. Twenty-four new ESL course outlines were adopted during the 2011-12 academic year, and the new curriculum was launched in Fall 2012.

The new curriculum features six key strands woven throughout every class at every level in order to scaffold essential skills for success in college level coursework:

1. U.S. college, classroom, and study skills
2. Information literacy – computer skills, research
3. Intercultural communication and U.S. culture
4. Sentence level accuracy
5. Comprehension (reading/listening) and production (writing/speaking) processes
6. Critical thinking

The ESL program is now developing a common midterm assessment for each of its three core classes. Results will be used to advise students about recommended placements for the following semester, as well as to assess student learning outcomes. Based on surveys and student feedback, the program is developing new elective courses and has developed certificates of proficiency.

Precollegiate Instruction in Mathematics

The College's Mathematics Department is committed to addressing the needs of BCC students in precollegiate mathematics instruction, as noted in the first few paragraphs of its 2012-13 program review:

The overall mission of the mathematics department is to help ensure that every Berkeley City College student graduates, transfers, or progresses into a career as a disciplined, literate and ethical individual proficient at using mathematics and quantitative reasoning appropriately to analyze and solve problems in the real world. The department takes its role in every student's life seriously... Mathematics is an integral part of every discipline, but data show that students struggle with mathematics and that it is often the subject that prevents them from transferring within two years.

A recent study conducted at the Community College Research Center, Teachers College, Columbia University, with 256,672 students and 57 colleges participating concluded that as many as 75% of students who come to community colleges working three or more levels below transfer level never complete a transfer-level course in mathematics.... In an effort to address the needs of these students, the department [piloted] two new paths [for students in precollegiate mathematics courses].

The first of these paths was a self-paced, modularized system of instruction in precollegiate mathematics. Unfortunately, this approach did not improve student success because of design problems, including technical problems in enrolling students in multiple courses during the same semester.

The second path proved more successful than the first. In Spring 2012, BCC began offering an alternative pathway to transfer-level statistics for non-STEM developmental math students. This accelerated pathway allows students who have passed pre-algebra or placed into elementary algebra to enroll in a 5-unit pre-statistics course (Math 248UP, later institutionalized as Math 206), and upon passing, immediately qualify to take transfer-level statistics (Math 13). By comparison, in the traditional mathematics pathway, developmental students who begin with a 4-unit elementary algebra course (Math 201) must succeed in that course and then succeed in a 4-unit intermediate algebra course (Math 203) before they can register for transfer-level statistics (Math 13). Analysis of BCC students from 2009 through 2012 (utilizing data from the CCCC Data Mart) indicates that only 20 percent of students who begin with elementary algebra eventually succeed at a transfer-level math course, even allowing for a three-year follow-up, not just at BCC, but statewide. Thus, the pre-statistics program allows students to accelerate through the developmental curriculum, taking one 5-unit developmental course in lieu of two 4-unit courses.

The curriculum of the pre-statistics course is tailored to prepare non-STEM students for transfer-level statistics. It introduces students to statistical concepts, moving more slowly

through about one-fourth to one-third of the curriculum of transfer-level statistics, including an introduction to probability. But it also focuses coverage of algebraic concepts to those that are used in transfer-level statistics. The pre-statistics approach reduces the amount of developmental coursework and tailors and contextualizes it to prepare the non-STEM student for transfer-level statistics. The traditional pathway, by comparison, is more specifically designed to prepare STEM students who will be taking pre-calculus and calculus.

The assessment of this approach examined a cohort of 146 BCC students who registered for pre-statistics during the first two semesters it was offered, Spring and Fall 2012, and charts their progress through the end of 2013 (a 1.5 year follow-up). As of the end of 2013, 40 of the 156, or 27 percent of the cohort, had succeeded at transfer-level statistics. (57 percent of the 156 had passed pre-statistics, 76 percent of these had persisted to transfer-level statistics, and 63 percent of those persisting had succeeded at transfer-level statistics.) During the same period of time, only 17 percent of 111 students who began remediation in the traditional pathway at the elementary algebra level had succeeded at a transfer-level math course. Thus, the success rate, increased from 17 percent to 27 percent, was improved by slightly more than 50 percent.

A number of the students who were successful at statistics were those who had previously attempted and failed at elementary algebra, and for these students in particular, the pre-statistics program was a resounding achievement. They likely would never have had the opportunity to attempt the transfer-level math course, yet they were capable of succeeding at it. Only a small proportion -- five of the 40 students who succeeded at statistics, or 13 percent -- had to attempt statistics more than once in order to pass.

The Teaching and Learning Center

The Teaching and Learning Center (TLC) at BCC was established in 2010, in response to a recommendation from the College's Basic Skills Committee, based on research cited in the famous California Basic Skills Initiative (BSI) "Poppy Copy." The TLC fosters faculty collaboration on research and analysis, the sharing of effective teaching methods to address student needs, and opportunities for innovative projects. Instructors from different disciplines work together on shared goals. One type of activity offered is the Discuss-Apply-Reflect-Tool (DART), a two-part meeting that provides guided practice for specific pedagogical approaches. At the first meeting, instructors are introduced to a technique or activity and given the rationale for its use. In the following weeks, the participating instructors apply the technique in their classrooms, and the last meeting consists of sharing the results and outcomes. Another is the Faculty Inquiry Group (FIG), which allows faculty and/or staff to work on a semester-long project researching in a specific area of focus. A third is the Peer Observation Pool (POP), which provides a structure for instructors to visit each other's classrooms for non-evaluative observation in order to gain insight into different teaching methods, ways of delivering content, use of technology, etc. All workshops in the TLC align to the Mission, Vision, and Values, as well as goals of the College, and they are often focused on specific learning outcomes and results of assessment.

In 2010-11, the BCC Teaching and Learning Center sponsored semester-long workshops on multiculturalism and learning modalities conducted by Kimberly Mayfield of Holy Names College for two subsequent semesters. She engaged participants in discussions, activities, and pedagogy focused on building a learning community in the classroom, respecting diversity and encouraging all students to participate in hands-on exercises to build relationships and strengthen skills, and teaching to different learning modalities and the needs of students with different learning/working styles. (For example, for one type of learning modality, students want to hear WHY a particular skill is being taught.) She shared examples of lessons designed to reach each modality. She also emphasized the importance of identity within the classroom and engaging shy students by constructing activities with assigned roles for each student. She worked one-on-one with instructors to review syllabi and incorporate elements of what was learned in the workshops.

The workshops also allowed for instructors from different disciplines to work together on the common goals of improving teaching techniques, viewing the classroom as a learning community, and creating opportunities for faculty to share information about themselves in a safe environment and find common ground as they learn together. The instructors who attended the workshops, like those who participated in the Faculty Experiential Learning Institute as training to teach in PERSIST (see above), participated fully in the activities as students in order to know and understand the experience their students would have in the classrooms. TLC activities commonly focus on meeting the diverse learning needs of students.

Self Evaluation

The College meets this Standard. As evidenced by the College's PERSIST Program and the work of the English/ESL and Mathematics Departments, the College uses delivery methods and teaching methodologies that respond to the diverse needs and learning styles of BCC students. The Teaching-Learning Center offers pedagogical training in addressing the learning needs of students. Of the students responding to the 2014 Self Evaluation Survey, 80 percent agreed or strongly agreed that BCC encourages their intellectual development, with only three percent disagreeing.

Actionable Improvement Plans

None.

II.A.2.e, II.A.2.f, II.A.2.g

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. (II.A.2.e)

The institution engages in ongoing, systematic evaluation and integrated planning to assess currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies. (II.A.2.f)

If an institution uses departmental courses and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases. (II.A.2.g)

Descriptive Summary

The faculty and staff of BCC continually review and evaluate courses and programs to ensure that they are current and relevant. Faculty members can work with department chairs, the SLO Assessment Coordinator, the Articulation Officer, and the deans to develop new courses and programs. Documents to initiate new courses and programs are initially submitted electronically to Curricunet and reviewed by department chairs, deans, librarians, the Articulation Officer, and the SLO Assessment Coordinator (SLOAC) before coming to members of the Curriculum Committee, according to a specified timeline. Members of the Curriculum Committee ensure the academic integrity and viability of courses through discussion focusing on the integrity of the proposed course outline of record and consideration of how courses will enhance BCC programs, connect to SLOs and ILOs, and help students to earn degrees, certificates, and transfer opportunities. The College Curriculum Committee reviews and determines approval of all of these courses and conducts ongoing review of existing courses and programs. Curriculum Committee meeting minutes are posted on the college website. After review and recommendation by the Curriculum Committee, new course and program outlines are forwarded to the District Council on Instruction, Planning, and Development (CIPD) and ultimately reviewed by the Peralta Board of Trustees.

Some courses and programs at the college use rubric-based assessments of essays and other assignments. For example, the English Department uses a common portfolio examination for its composition classes. The English instructors work together to score portfolios, using a locally developed rubric in a double-blind, normed-grading process, during which graders do not know the source of students' final portfolios. Discussions of the assessment findings, the rubric, and the process occur each semester at departmental meetings; these discussions lead to action plans, which may include revisions of the rubric and the process. The Modern Languages department uses a similar technique for assessments. In the American Sign Language department, reviewers assess student presentations, using a common rubric. Several Institutional Learning Outcome Assessments, including the assessments of communication and critical thinking, have applied the same methodology to essays from departments and disciplines across the College.

Other departments at the College use common test questions for regular assessments. In assessments of some mathematics courses, for example, the Mathematics Department

uses common test questions, developed through faculty meetings, with agreed-upon answers.

For detailed information about SLO assessment at BCC, please see the chapter titled “SLO Assessment at Berkeley City College” in Section G of this Self Evaluation. This includes information about how SLO assessment results are shared with students through course syllabi and about their availability online in Taskstream.

Self Evaluation

The College meets these Standards. The College systematically reviews courses and programs through the Curriculum Committee and CIPD and systematically engages in ongoing course and program assessment. Detailed information about SLO assessment at BCC is available in Section G of this Self Evaluation, titled “SLO Assessment at Berkeley City College.”

Actionable Improvement Plans

None.

II.A.2.h

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

Descriptive Summary

BCC offers collegiate, developmental, and pre-collegiate courses and programs, contract education courses, and online classes. In all of these courses, credit awarded is based on students’ achievement of the courses’ stated learning outcomes. Units of credit awarded are consistent with institutional policies, such as AP 4020 (Program Curriculum and Course Development) that reflect generally accepted norms or equivalencies in higher education. All BCC course syllabi contain SLO’s that have been created by faculty and reviewed by departments, the Curriculum Committee, and the SLO Assessment Coordinator.

Distance education courses are guided by the same development and evaluation as traditional courses. Many courses can be taken either face-to-face or online or as hybrid classes that meet at stated times at the College and are administered online the rest of the time. All online courses may also be offered as traditional courses.

BCC agreements with CSU’s and UC’s are listed in the College Catalog for courses acceptable for transfer, as well as on assist.org. These agreements confirm that units of credit awarded are consistent with generally accepted norms or equivalencies in higher education.

Board Policy 4020 (Program, Curriculum, and Course Development) describes procedures to ensure that “programs and curricula of the District shall be of high quality, relevant to the multicultural East Bay community and student needs, reflective of the District’s and College’s Mission, Vision, and Values, and evaluated regularly through Program Review and Annual Unit Plan updates to ensure quality and currency.”

Self Evaluation

The College meets this Standard. The College awards credit consistent with course SLOs and generally accepted norms of higher education.

According to the 2014 Self Evaluation Survey, 83 percent of the 320 students who responded to the statement, “I know the student learning outcomes (what I’m expected to learn) for my classes” strongly agreed or agreed, with only two percent disagreeing. Among the 82 faculty members responding to the statement, only seven percent indicated that they do not assess student learning outcomes in the classes they teach (these may have been counselors or librarians), while 63 percent assess SLOs using essays, 70 percent using tests, 65 percent using projects, 62 percent using presentations, 41 percent using portfolios, and 63 percent using classroom assessment techniques. Considering that some of the respondents were counselors and librarians, rather than teaching faculty, this is a clear indication of the focus at BCC on student learning outcomes. Courses and programs are assessed in relation to the learning outcomes, as described in Section G of this report.

Actionable Improvement Plans

None.

II.A.2.i

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

Descriptive Summary

All programs at BCC have established program learning outcomes, which are developed and reviewed by departmental faculty and department chairs, and are reviewed by the Curriculum Committee and the SLO Assessment Coordinator; these program outcomes are published in the College Catalog. They are the bases for program learning outcomes assessments, and are therefore used to shape and improve programs. Program matrices demonstrate how students are introduced to, develop, and master student learning outcomes, and they also show how program outcomes are assessed.

AP 4025 (Philosophy and Criteria for Associate Degree and General Education) specifies that “the awarding of an Associate degree... symbolize[s] a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights.” These include

the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, to develop the capacity for self-understanding, and to attain knowledge, master skills, develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic and environmentally sustainable society.

Clearly, this aligns closely with BCC’s institutional learning outcomes: Communication, critical thinking, computational skills, ethics and personal responsibility, global awareness and valuing diversity, information competency, and self awareness and interpersonal skills. Every degree program includes these ILOs, and all degree and certificate programs have program learning outcomes stated in the BCC Catalog.

Self Evaluation

The College meets this Standard. Through program assessments, the College ensures that it awards degrees and certificates based on student achievement of stated program learning outcomes.

Actionable Improvement Plans

None.

Standard II.A.3.a, II.A.3.b., and II.A.3.c.

General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge; areas include the humanities and fine arts, the natural sciences, and the social sciences. (II.A.3.a)

General education has comprehensive learning outcomes for the students who complete it, including the following: A capability to be a productive individual and life-long learner; skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. (II.A.3.b)

General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of what it means to be an ethical

human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. (II.A.3.c)

Descriptive Summary

Most students at Berkeley City College complete general education through the Intersegmental General Education Transfer Curriculum (IGETC), which allows students to complete transfer requirements for the UC and CSU systems; some students complete general education through CSU-GE Breadth Requirements or BCC’s Associate Degree General Education requirements. All of these general education pathways are listed in the College Catalog, as are the BCC Institutional Learning Outcomes. The College has mapped these general education requirements to its seven ILOs; the results can be mapped to the areas cited in Standard II.A.3.a, II.A.3.b, and II.A.3.c, as seen in Table 39 below.

Table 39
BCC’s General Education Comprehensive Learning Outcomes

GE Area	IGETC	CSU/GE	BCC GE	ILO
Humanities, Fine Arts (II.A.3.a)	Area 3 Arts/Humanities	C Arts, Literature, Philosophy	Area 3 Humanities	Self-Awareness and Interpersonal Skills
Natural Sciences (II.A.3.a)	Area 5 Phys./Bio. Sci.	B Phys. Universe / Life Forms	Area 1 Nat. Sci.	Critical Thinking
Social Sciences (II.A.3.a)	Area 4 Soc./Behav. Sci.	D Soc./Political	Area 2 Soc./ Behav. Sci.	Global Awareness/ Valuing Diversity
Lifelong Learning (II.A.3.b)	-	Lifelong U/ Dev.	-	Self-Awareness and Interpersonal Skills
Oral and Written Communication (II.A.3.b)	Area 1A Eng. Comm., 1C, Oral Comm.	A2 Written Comm./ A1 Oral Comm.	4A Engl. Comp. 4D Oral/Wr./Lit.	Communication
Information Competency (II.A.3.b)	[English 1A focus at BCC]	[English 1A focus at BCC]	[English 1A focus at BCC]	Information Competency
Computer			4C Computer	Information

Literacy (II.A.3.b)	-	-	Literacy	Competency
Scientific Reasoning (II.A.3.b)	Area 5 Phys./Bio. Sci.	B Phys. Universe / Life Forms	Area 1 Nat. Sci.	Critical Thinking
Quantitative Reasoning (II.A.3.b)	Math/Quant. Reas.	B4 Math/ Quant. Reas.	4B Math	Computational Skills/Quan. Reasoning
Critical Analysis/ Logical Thinking (II.A.3.b)	Area 1B Critical Thinking	A3 Critical Thinking		Critical Thinking
Ethics & Citizenship (II.A.3.c)	-	American Inst.	-	Ethics and Personal Responsibility
Civility & Interpersonal Skills (II.A.3.c)	-	-	-	Self-Awareness and Interpersonal Skills
Respect for Cultural Diversity) (II.A.3.c)	-	-	Ethnic Studies	Global Awareness/ Valuing Diversity
Historical Sensitivity (II.A.3.c)	-	-	-	Global Awareness/ Valuing Diversity
Aesthetic Sensitivity (II.A.3.c)	Area 3 Arts/Humanities	C Arts, Literature, Philosophy	-	Self-Awareness and Interpersonal Skills
Civic & Social Responsibility (II.A.3.c)	-	American Inst.	-	Ethics and Personal Responsibility

IGETC and CSU-GE requirements are established by the UC and CSU systems, so it is not possible to amend the requirements in order to address all of the areas noted above. However, lifelong learning and the ability to acquire knowledge through a variety of means are addressed throughout the courses and programs of the college. The College ensures that all of the areas cited above are required of all vocational and degree programs through mapping of courses and programs to the College's ILOs, as indicated above, and through assessment of these ILOs. This mapping has been completed for all courses and programs at the College, and it is a requirement of the Curriculum Committee that any new courses or programs include learning outcomes which are mapped to the ILOs. The Planning for Institutional Effectiveness (PIE) Committee

oversees the planning and implementation of ILO assessments; the PIE Committee and Department Chairs' Council analyze results of assessments and create action plans for improvement.

Self Evaluation

The College meets these Standards. General education, whether through IGETC, CSU-GE, or local associate's degree requirements, has comprehensive learning outcomes, including the following areas: The humanities, fine arts, natural sciences, social sciences, oral and written communication, information competency, scientific and quantitative reasoning, critical thinking, ethics, respect for cultural diversity, interpersonal skills, and global awareness.

Actionable Improvement Plans

None.

II.A.4

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

Descriptive Summary

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core, as can be seen in the College Catalog and on the College's Curricunet site.

Self Evaluation

The College meets this Standard. Degree programs at BCC include focused study in at least one area of inquiry or in an established interdisciplinary core.

Actionable Improvement Plans

None.

II.A.5

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

Descriptive Summary

Advisory committees exist for programs focusing on vocational and occupational certificates and degrees. These include representatives from industry and businesses who help determine student learning outcomes. For example, the Multimedia Arts Department's advisory committee includes a representative from Pixar, one from KQED, and a game designer/ animator/TV writer. The Health and Human Services Program works with local organizations to place their students in internships and help plan curriculum. The American Sign Language Department (ASL) Advisory Committee includes an interpreter from Ohlone Community College who teaches career preparation for interpreting, a representative from the Community Service for the Deaf Video Relay System, and a representative from the Bay Area Community Access Deaf and Disabled Telecommunications Program. Instructors and researchers from the University of California at San Francisco and from Children's Hospital Oakland Research Institute (CHORI) serve on the Science Department Advisory Board. CTE committees, comprised of BCC administrators, BCC faculty, and local high school faculty, meet to determine articulation opportunities, alignment of courses, and ways in which BCC can best serve incoming high school students. The recommendations of the advisory boards are invaluable in ensuring that BCC courses remain current and relevant for students pursuing certificates, degrees, and transfer opportunities.

Self Evaluation

The College meets this Standard. BCC career-technical education programs utilize advisory boards to help ensure that students demonstrate appropriate technical and professional competencies.

Actionable Improvement Plans

None.

II.A.6

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

II.A.6.a.

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning

outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Information about BCC courses and programs is available through the College Catalog and online. The College makes internal and external transfer-of-credit policies and procedures available to students through the College Catalog. In the 2013-15 Catalog, the information on page 18, under “Admissions Procedures,” addresses credit received from other colleges. The information on pages 50-71, under “Transfer Information,” details how to transfer credit to other colleges. Information about transfer requirements, including the Intersegmental General Education Transfer Curriculum (IGETC), California State University General Education/Breadth, and UC campus-specific requirements, is also available in the Catalog (49-64). Existing articulation agreements with four-year universities may be found at assist.org.

BCC counselors provide the initial evaluation of students’ college transcripts from other accredited institutions and Advanced Placement (AP), International Baccalaureate Examination Program (IB), and College-Level Examination Program (CLEP) credit toward degree or certificate completion and transfer requirements. Charts for the use of AP, IB, and CLEP credit are provided in the College Catalog. (77-79)

In accepting transfer credits to fulfill degree requirements, the College Admissions and Records evaluator, in collaboration with the District Office of Admissions and Records, assures that courses used to meet graduation degree requirements, general education requirements, and major requirements are in alignment with equivalent BCC courses. The College employs various methods of evaluation depending on the institution from which the credits are being transferred. Courses from other California Community Colleges, California State Universities, and University of California institutions can be accepted based on catalog research and the use of assist.org. It should be noted that courses in the assist.org articulation system have gone through a rigorous CSU and UC faculty review and thus would share comparable course content and student learning outcomes. When it is not clear whether courses may be transferred from other accredited institutions, counselors will assist students in completing a form for review by the relevant department chair. This review involves analysis of student learning outcomes and course content.

AP 4050 (Articulation) and AP 4100 (Graduation Requirements for Degrees and Certificates) detail district-wide administrative procedures regarding transfer-of-credit. They are consistent with Title 5, Matriculation Guidelines, CSU and UC transfer policies, and policies established through the California Community Colleges Chancellor’s Office.

PCCD uses a common course numbering system. All new courses are approved at the College and sent to the District Council on Instruction, Planning and Development for review and approval. As a result, courses taken at any college in the District can be

applied to BCC certificates of achievement requirements, associate degree requirements, and transfer requirements.

External policies regarding transfer-of-credit mandated by the four-year institutions are coordinated by Berkeley City College's Articulation Officer and include articulation of general education requirements and course-to-course and major articulation. Transfer Admissions Guarantee (TAG) programs and concurrent/cross registration are coordinated by a designated counselor. The College Catalog (47-48) provides students with information about TAG opportunities at the UCs to include Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara and Santa Cruz, as well as California State University, East Bay and Golden Gate University. Students also can participate in cross enrollment/cross registration at the University of California at Berkeley, Mills College, and California State University, East Bay. General admissions policies for the CSUs and the UCs and CSU GE Breadth and IGETC information are stated in the College Catalog and on the college web site. As external policies may change year by year, the Articulation Officer, a counselor who is responsible for these agreements, and the Transfer and Career Information Center, in collaboration with counseling faculty, assure that these policy changes are communicated to students.

The Berkeley City College articulation officer is responsible for developing, implementing, and evaluating articulation agreements. The articulation officer maintains many course-to-course and major articulation agreements with many CSU and UC campuses and a few local independent colleges. Course-to-course, general education, and major articulations are updated and maintained following the guidelines set forth by the CSU and UC system offices. This articulation is housed in assist.org. Courses which have been accepted for transfer to the CSU and UC system are indicated in the Catalog and the schedule of classes and on advising sheets used by the college counselors.

Through procedures established by the CSU system office and by the University of California Office of the President, the College also makes use of Advanced Placement credit, International Baccalaureate credit, and College Level Examination Program credit. The information is provided to students through the College Catalog. Students work with a counselor for appropriate use of such credit.

Self Evaluation

The College meets this Standard. BCC students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. College processes ensure that, when transfer credits are accepted at BCC, learning outcomes for transferred courses are comparable to those of the equivalent BCC courses. The College has established articulation agreements, as appropriate, which may be found on assist.org or in the College Catalog.

Actionable Improvement Plans

None.

II.A.6.b

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

Descriptive Summary

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

The District's Administrative Procedure 4021 (Program Discontinuance/Consolidation) describes the procedure for eliminating a program at the College.

When programs are eliminated or program requirements are significantly changed or when students have difficulty completing a program because budget cuts or low student enrollments have led to cancellations of needed classes, the Office of Instruction works with department chairs to ensure that students are able to complete programs which they have begun in a timely manner, with a minimum of disruption.

Within the last six years, the only programs to be eliminated have been certificate programs in Travel and in International Trade. In both cases, the College made every effort to ensure that enrolled students were able to complete their certificates in a timely fashion.

Self Evaluation

The College meets this Standard. The College ensures that students enrolled in programs which are eliminated or significantly changed may complete their education in a timely manner with a minimum of disruption.

Actionable Improvement Plans

None.

II.A.6.c

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

Descriptive Summary

BCC students and prospective students receive clear and accurate information about the College. The College Catalog describes degrees and certificates in terms of their purpose, content, course requirements, and program learning outcomes. The College represents itself clearly, accurately, and consistently to prospective and current students.

BCC instructors are required to submit all course syllabi to the administration at the start of each semester. They are required to include SLO's consistent with those in the course outline of record in all course syllabi.

The College informs students about courses, programs, and transfer policies through a variety of means: The BCC Catalog, publications, and website, and syllabi which specify course requirements and student learning outcomes. In the 2014 Self Evaluation Survey, of the 316 students who responded to the statement, "The BCC Catalog is informative," 78 percent strongly agreed or agreed, with only three percent disagreeing, and four percent indicating that they don't know or that the statement doesn't apply to them. In the same survey, 67 percent of the respondents indicated that the Catalog was accurate, with only eight percent disagreeing, and four percent indicating that they don't know or that the statement doesn't apply to them. Similarly, 81 percent of students indicated that the College Schedule is informative, with only three percent indicating that they disagree and one percent indicating that they don't know or that the statement doesn't apply, and, finally, 72 percent strongly agreed or agreed that the schedule is accurate, with only six percent disagreeing and one percent saying that they don't know or that the statement doesn't apply. In response to the statement, "the following work for me, students replied as follows:

Table 40

Student Satisfaction with BCC’s Electronic Means of Disseminating Information

The following work for me:

	Strongly Agree	Agree	Somewhat Agree	Disagree	Don’t Know/NA	Total Respondents
BCC Website	41.03%	38.45%	14.1%	5.77%	.64%	312
Passport	36.51%	41.27%	15.56%	6.67%	0%	315
Moodle	44.3%	37.97%	8.86%	3.16%	5.7%	316
Turnitin.com	36.22%	28.53%	8.33%	4.81%	22.12%	312
Peralta email	19.54%	23.45%	23.13%	25.14%	8.47%	307
Flyers/ brochures	20.85%	29.97%	24.1%	10.42%	14.66%	307

Clearly, students are satisfied with the various means BCC utilizes to disseminate information to them.

The Berkeley City College Catalog (hard copy and online) describes courses and lists all necessary information pertaining to degrees and certificates. Program descriptions include both requirements and SLOs. Other College publications, including brochures, further communicate this information to students.

The Catalog provides an extensive listing of step-by-step procedures and suggestions for transfer. Please see II.A.6.a for more information about this.

The Transfer and Career Center contains catalogues for four-year schools that list transfer requirements, and the Center regularly hosts representatives from colleges and universities at tables that are situated directly inside the entrance to the institution to make them visible to students. The schedules for visits are posted widely throughout the College and also noted in the BCC calendar.

Policies and procedures are regularly reviewed at the district level, through PBIM, and approved by the Board of Trustees; the last review occurred in the 2013-14 academic year. All policies and administrative procedures are available on the [“Board Policies” website](#).

Berkeley City College faculty and staff, under the leadership of the Public Information Officer (PIO), pay careful attention to all college publications to ensure accuracy and quality. Each instructional and student services department in the College annually reviews its publication in March and April, makes updates as needed, and submits these to the PIO, who makes necessary changes and produces the updated publications. Every two years the College publishes an updated College Catalog and in off years publishes a Catalog Addendum in order to keep information current. The Catalog is available online.

Self Evaluation

The College meets this Standard.

Through the College Catalog and other publications, students receive clear, accurate information about educational courses and programs and transfer policies. In their classes, students receive course syllabi which include course requirements, and learning outcomes consistent with those in the course outline of record. The College regularly reviews its publications and policies to ensure integrity in its representations about its mission, programs, and services.

As is noted above, in the 2014 Self Evaluation Survey, of the 316 students who responded to the statement, “The BCC Catalog is informative,” 78 percent strongly agreed or agreed, with only three percent disagreeing, and four percent indicating that they don’t know or that the statement doesn’t apply to them. In the same survey, 67 percent of the respondents indicated that the Catalog was accurate, with only eight percent disagreeing, and four percent indicating that they don’t know or that the statement doesn’t apply to them. Similarly, 81 percent of students indicated that the College Schedule is informative, with only three percent indicating that they disagree and one percent indicating that they don’t know or that the statement doesn’t apply, and, finally, 72 percent strongly agreed or agreed that the schedule is accurate, with only six percent disagreeing and one percent saying that they don’t know or that the statement doesn’t apply. As is shown in the chart above, students also indicated satisfaction with electronic means of disseminating information about the College.

As was also mentioned above, 83 percent of the students responding to the 2014 Self Evaluation Survey indicated that they strongly agreed or agreed that they “know the student outcomes (what I’m expected to learn) for my classes,” with only two percent disagreeing and three percent indicating that they don’t know or that the statement doesn’t apply to them.

Actionable Improvement Plans

None.

II.A.7

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

II.A.7.a

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

Descriptive Summary

BCC's Values include "A Focus on Academic Excellence and Student Learning." Along with academic excellence comes the commitment to honesty and integrity for both faculty and students.

Peralta Community College District Board Policy 4030 addresses Academic Freedom, including intellectual freedom and responsibility and freedom of speech. It clarifies the "obligation" on the part of faculty members "to discuss and to interpret fairly and objectively facts and ideas related to the instructor's assignments" and to "show respect for opinions held by others." In addition, the Peralta Federation of Teachers union contract, Article 4, specifies that faculty "have the freedom and right to express differing opinions and to foster and defend intellectual honesty" as they adhere to district-approved course outlines.

Expectations regarding student academic honesty are articulated in the College Catalog, under "Student Code of Conduct," which refers to "[d]ishonesty, such as cheating [or] plagiarism (including plagiarism in a student publication)." (291) and describes consequences for dishonesty (292).

BCC does not advocate "specific institutional beliefs or worldviews." As is consistent with its Mission, Vision, and Values, the College strives to address worldwide issues of concern with open engagement and encourage discussion of all points of view. The Global Studies Club, for instance, held many meetings in the fall of 2013 to discuss the possible U.S. bombing of Syria. All students were free to express their views and give evidence for their opinions.

Self Evaluation

The College meets these Standards. It clarifies policies regarding academic freedom and responsibility and student academic honesty. As a public community college, BCC does not advocate specific institutional beliefs or world views.

Actionable Improvement Plans

None.

II.A.7.b

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

Descriptive Summary

The College publishes its policy about academic honesty on both the College and the District level. In the BCC Catalog, violations of student conduct are addressed under “Academic Integrity/Academic Honesty for Students.” (302) Included in the list of violations are specific types of cheating, plagiarism, and “other specific examples of academic dishonesty.” The catalog is available in both hard copy and on the website. Consequences for academic dishonesty, including possible forms of disciplinary action, are explained in Administrative Procedure 5500 (Student Standards of Conduct, Discipline Procedures and Due Process). This procedure clearly details the “misconduct that may result in disciplinary action,” including “dishonesty such as cheating [and] plagiarism ... or furnishing false information to the college,” as well as possible disciplinary actions and processes.

Instructors regularly communicate with students about the importance of academic honesty and are urged to add policies about plagiarism to their syllabi.

Many instructors who require writing assignments in their classes use Turnitin, a website that allows students to submit their work online, lets instructors critique and grade work online, and effectively detects plagiarism in essays. Turnitin is becoming more popular at BCC, as it provides a clear standard by which a student’s work is measured. During the period from August 2013 to August 2014, 64 instructors at BCC used Turnitin, and work was submitted to these instructors by 6,760 BCC students (duplicated headcount).

Self Evaluation

The College meets this Standard. The College Catalog publishes clear expectations concerning student academic honesty and consequences for dishonesty, and AP 5500 (Student Standards of Conduct, Discipline Procedures and Due Process) details consequences for academic dishonesty at the College.

Actionable Improvement Plans

None.

Standard II.A.7.c

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

This Standard does not apply to BCC.

Standard II.A.8

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

This Standard does not apply to BCC.

Standard II.B – Student Support Services

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

Introduction

Berkeley City College (BCC) recruits and admits diverse students who are able to benefit from its programs and services, and ensures that the entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. As outlined in the College’s Mission, Vision, and Values (MVV) Statement, BCC is committed to providing a “diverse community with educational opportunities” and to maintaining a “diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation.”

BCC’s commitment to college access for all students who may benefit from its programs is consistent with State of California regulations for community colleges and is articulated in Peralta Community College District [Board Policy 5010](http://web.peralta.edu/trustees/files/2013/12/BP-5010-Admissions-and-Enrollment2.pdf) (Admissions and Enrollment): <http://web.peralta.edu/trustees/files/2013/12/BP-5010-Admissions-and-Enrollment2.pdf>

The District/Colleges will admit... as a California resident or nonresident (including Out-of-State Students and International Students) anyone 18 years of age or older, who can profit from instruction. Further, anyone under 18 years of age who is a high school graduate or has been awarded a GED or California High School Proficiency Certificate also may enroll.

BP 5010 also addresses concurrent enrollment for high school students, specifying that

Each college may admit a limited number of high school students who are under 18 years of age and who have exceptional ability or who desire specialized or advanced training. Such admission must be with the recommendation of the principal of the high school in which the student is enrolled. Other high school students may be admitted on the basis of contractual arrangement between the District and high school of attendance.

As a result of this open access policy — and as an urban community college — BCC attracts students who are diverse in many ways, including age, race/ethnicity, socioeconomic and cultural background, prior academic preparation and experience, motivation, and educational and professional goals. The College engages in an ongoing

process of identifying the current and emerging student needs of its varied student population and offers a wide range of programs and services in response, in order to help students reach their academic, personal, and career goals.

The BCC Student Services Division plays an important role in supporting student engagement and success at all points along the educational pathway, from initial outreach to graduation and/or transfer. The function of Student Services is to provide support services to students, complement instruction, and fulfill the mission of the College. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. To this end, BCC provides a wide range of services, from pre-enrollment through graduation and/or transfer, to assist students at every step and to provide a diverse student population with a rich and meaningful learning experience.

Each matriculating student's pathway begins with placement assessment and orientation, which is now mandatory, in accordance with [SB 1456 Student Success Act of 2012](#). In anticipation of this new state mandate, in Spring 2012, BCC developed and implemented the Berkeley City College Orientation (BCCO) providing in-depth information regarding college preparation and success. As part of the outreach and enrollment process, all new students are informed that orientation is required unless a request for a waiver has been approved. The BCCO is a collaborative effort among counseling and instructional faculty, administration and classified staff. The goal of the orientation is to familiarize incoming students with the various academic pathways and resources available to them at BCC and to help new college students acclimate to college life. During BCCO, presentations from all areas of the College are delivered (e.g., Financial Aid, library, student government, CTE programs, counseling services, etc.). Students have an opportunity to complete an individualized abbreviated Student Education Plan (SEP). A CTE or transfer class is typically included in the initial SEP, depending on the student's areas of interest.

Student support services are provided throughout students' careers at BCC, while transfer and career services are available to help students plan transitions to the next steps, academically and professionally. In addition, BCC offers a wide range of opportunities for students to participate in college life, through events and lectures, work-study jobs, student government and student clubs.

Students can learn about the range of services offered by clicking the Student Services tab on the BCC website. The Student Services homepage lists the days and times of operation for more than a dozen core services, such as Admissions and Records, Assessment and Orientation, the Bookstore, computer labs, Counseling, the Library, and Financial Aid. The homepage also contains links to web pages describing the core services and other related resources in more depth.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The College's broad spectrum of student support services ensures equal access to learning opportunities, resources, and tools of success for all students in order to support student learning and enhance the achievement of the Mission, Vision, and Values of the institution, regardless of location or means of delivery. These include specialized services for targeted student populations, such as students with disabilities, veterans, first generation students, and ESL, economically challenged, and academically underprepared students.

Core student support services are conveniently located on the first floor near the entrance to the main campus that houses Assessment and Orientation, Admissions and Records, Financial Aid, and the Bursar's Office, along with other vital services, including Student Activity and Campus Life, the Library, and the Learning Resource Center (LRC), which provides tutoring and an open computer lab. Counseling, Alternative Media Services, Disabled Students' Programs and Services (PSSD/DSPS), the Veterans Affairs Office, and the Transfer and Career Information Center are located on the second floor, while California Work Opportunities and Responsibilities to Kids (CalWORKs), Extended Opportunity Programs and Services (EOPS), and the TRiO Program are located on the third floor. BCC's South Campus also offers selected student support services, such as tutoring, First Year Experience and Learning Communities counseling, and Veterans Affairs Services. BCC students, potential students, and the general public have access to obtain services and/or receive information regarding [BCC student support services](#) online.

Pre-Enrollment Services

Outreach and Recruitment: Outreach is conducted at both college and district levels. BCC recruits and admits a diverse student body through a multi-faceted recruitment effort coordinated by the College's full-time Director of Student Activities and Campus Life and part-time Outreach Coordinator. The BCC team consisting of counselors, faculty, staff, and Student Ambassadors conducts regular targeted outreach to local high schools, adult education centers, and community groups. The College Catalog and Class Schedules are regularly distributed to dozens of businesses and community centers citywide. The College is also part of the District's annual media campaign, which reaches prospective students through billboards, television spots, radio announcements, newspaper articles, social media, and outreach to both mainstream and ethnic media.

Application: Students apply online through CCCApply, the statewide system for online applications to the California Community Colleges. BCC partners with feeder

high school counselors, in order to regularly encourage potential high school graduates to complete CCCApply at the high school sites before these high school students come to BCC for placement assessment and college orientation.

Assessment and Orientation: As mandated by the State of California's Student Success Act of 2012 per SB 1456, BCC offers updated and upgraded core services (orientation, assessment, and counseling) through its Student Success and Support Program (SSSP) to all first-time degree-/transfer seeking students¹. During orientation, students are provided with information regarding the College's programs and services. Students receive information on programs and majors; degree, certificate, and transfer requirements; student support services; and campus life and community resources. Once students complete both orientation and assessment, they meet with a counselor to verify placement, determine their class schedules, and create initial Student Education Plans (SEP). Online orientation is slated to begin in Spring 2015.

New students are assessed for English, mathematics, and/or English-as-a-Second Language (ESL) upon enrollment, to ensure proper course placement in these areas based on their current skill levels through a multiple measures process.

One-Stop/Early Enrollment Days: In spring and fall terms, BCC offers One-Stop/Early Enrollment Days, which allow targeted populations and the general public to enroll and go through the matriculation steps all in one day. The BCCO is currently offered in a One-Stop Orientation Day format with a goal of assisting students to register early and seamlessly.

Counseling: BCC offers a wide range of professional counseling services for prospective and enrolled students. Services include academic, career, and personal counseling and referrals to other on-site services. Students are encouraged to consult with counselors early in the educational process to plan their programs of study. The counseling webpage provides information on services, as well as two short videos, one on making a counseling appointment and one on creating a Student Education Plan (SEP).

Student Support Services

Admissions and Records: Admissions and Records is responsible for supporting students through the enrollment process and maintaining student records, which are managed through the PASSPORT system in PeopleSoft, introduced by the District in 2008. While most students now enroll online, one-on-one assistance is available in person.

Counseling: BCC offers counseling in a student-centered manner and via various delivery modes. Counseling faculty are ethnically diverse, providing counseling in English, Spanish, Chinese and Vietnamese. Students are seen face-to-face by appointment or on a drop-in basis. e-Counseling is available for distance education students and others who live too far from the campus to conveniently access services; e-

Counseling services are for basic educational advising only and are only offered during the fall and spring semesters.

Currently, seven full-time and several adjunct general counselors serve BCC's general student population. The student to counselor ratio at BCC requires that the counseling staff be flexible and creative in devising innovative techniques to meet the demand for services, e.g., delivering counseling through classes and workshops. New students, for example, may take Counseling 200A/B, an orientation class, introducing them to college resources, policies, procedures, and expectations.

All classes in learning communities combine courses in academic disciplines with a college success course (Counseling 24). Counseling 24 is also offered as a stand-alone course for students who are not connected to a learning community. Career Life Planning (Counseling 57) is a UC/CSU-transferable class providing crucial information and exercises designed to help students identify their strengths, focus on their academic and professional interests, and make informed decisions about selecting a major and career path.

[Financial Aid:](#) BCC offers financial aid services to help students meet their educational costs. The College participates in the Federal Pell Grant Program, the Federal Supplemental Education Opportunity Grant Program (SEOG), the Federal College-Work Study Program, student loan programs, Cal-Grants, and the Board of Governors Fee Waiver Program. Information about Financial Aid is presented as part of the mandatory college orientation. Students may also visit the Financial Aid webpage on the BCC website to get further information or arrange to speak with a Financial Aid Specialist at the College. A link on the Financial Aid webpage also directs students to BCC's Financial Aid TV Welcome Portal, which provides short, informative videos on frequently asked questions regarding topics such as Financial Aid Basics, Applying for Financial Aid, Understanding the FAFSA, loans, grants, and scholarships.

Financial Aid services at Peralta have undergone restructuring district-wide. Financial Aid services are now decentralized and managed at the college level. As part of this restructuring, new policies and procedures have been introduced and new staff put in place. As a result, services are functioning more effectively and BCC now has more staff in this area to address the financial aid needs of its growing student population in English, Chinese, Spanish, and Vietnamese. An additional improvement is the new Student Administration System (SAS), which was introduced in Spring 2014 and became operational in Fall 2014. SAS is a new software system that interfaces with the district-wide PASSPORT student data system. It allows students to monitor the status of their financial aid applications and disbursements, estimate the ultimate cost of their college education from community college through graduation to a four-year college or university, and plan how to meet their prospective educational costs; it also-reminds students of critical deadlines and notifies them when paperwork is missing related to financial aid.

Finally, through the [Dream Act](#) (AB131), passed in California in 2011, undocumented students can now receive financial aid. This development opens doors to a college education for BCC students in this vulnerable category.

[Articulation](#): BCC currently employs a half-time Articulation Officer who is responsible for the University of California Transferable Course Agreements (UC TCA), California State Universities General Education (CSU GE) Breadth, Intersegmental General Education Transfer Curriculum (IGETC), and course-to-course articulation with the UC/CSU systems, as well as articulation agreements with some local independent colleges and universities. Currently, priority is placed on the development and implementation of Associate Degree for Transfer (ADT) degrees for California State Universities. The Articulation Officer works closely with instructional faculty and the BCC Curriculum Committee to align courses with the Course Numbering (C-ID) system used by the California Community Colleges and the California State Universities.

[High School or Four-Year Concurrent Enrollment](#): BCC's high school concurrent enrollment program allows qualified students to take college credit courses at BCC, as specified in Peralta Board Policy 5010 (Admissions and Enrollment). Eligible BCC students may apply for concurrent enrollment at the University of California at Berkeley; California State University, East Bay; and Mills College.

[Health Services](#): Health Services are partnered with community health providers to provide periodic health services on-site to students, including routine health screening, physical exams, family planning, health education, and health coverage eligibility screening and enrollment assistance. Acupuncture and massage are also offered on a limited basis. Short-term personal counseling is also available, conducted by a Licensed Clinical Social Worker and a Marriage and Family Therapist intern. Students are allowed up to six sessions, with referrals to more extensive and long-term treatment provided as needed.

[Transfer and Career Information Center](#): BCC's Transfer and Career Information Center is a resource to help students identify their majors, plan their careers, and/or select a transfer institution. The Center provides transfer and career related appointments and workshops, in partnership with the college counselors. The Center sponsors frequent student events, such as Transfer Day and Transfer Night, campus tours of local four-year colleges and universities, a Career Pathways Expo, and, on average, ten college visits a month from four-year college or university representatives. The Center's webpage contains information and a short video about the basics of transfer. Students can also sign up for the Starting Point Mentorship Program (SPMP), which pairs BCC transfer students with UCB students.

[Campus Life and Student Activities/Welcome Center](#): The BCC Office of Student Activities and Campus Life runs the College's Welcome Center and sponsors services, programs and events to educate, advocate for, entertain, and challenge BCC students. The Office guides and monitors the Student Ambassador Program and the Safety Aide Program. It works closely with the Associated Students of BCC (ASBCC),

and student clubs sponsored by the ASBCC to offer campus events and activities that enrich the learning environment and create a sense of college community for BCC's diverse student body.

Safety Aide Program: The District Safety Aide Program was launched at BCC in 2011. Through this program, eligible BCC students are hired and trained as Safety Aides, patrol the campus in conjunction with campus security staff, and give campus tours. BCC currently has six students employed as Safety Aides and is approved by the District to have as many as eight to ten Safety Aides.

Student Ambassador Program: Student peers selected from a diverse pool of qualified candidates deliver the services of the BCC Student Ambassador Program. The program's focus is to support new and continuing students through the enrollment process. In addition, the Ambassadors serve as liaisons for the College and community by providing educational outreach services to local high schools, middle schools, and community partners. Services provided by the Ambassadors include but are not limited to operating the Welcome and Information Desk, staffing the Photo ID services, and providing campus tours. Each Ambassador serves, on average, two years in his or her position.

District Policy, Procedures, and Student Code of Conduct Consultation and Support: BCC is a community with high standards, and it fosters behaviors that are consistent with a civil and educational setting. Members of the BCC community are expected to comply with all laws, District policies and College regulations, conducting themselves in ways that support a high quality learning environment. The Dean of Student Support Services takes the lead to ensure that policies and procedures – Academic Regulations, including Academic Honesty, Nondiscrimination, Grievance and Complaint Procedures, Sexual Harassment, and Code of Conduct – are implemented on campus by providing consultation and support to faculty, staff, students, and staff members and ensuring due process. These policies and procedures are published in the College Catalog and listed on the website for District Board Policies and Academic Procedures.

Support Services for Targeted Student Populations

Alternate Media Services: The BCC Alternate Media Services, which is a part of Disabled Student Programs and Services (DSPPS/PSSD), provides equal access to all information, technology, and resources for BCC students and instructors to help them ensure accessibility of course content. The Alternate Textbook Program, for example, provides texts in a variety of formats, including Braille, large print, electronic text, digital audio files, and tactile graphics for students who are blind, have low vision, or have learning disabilities. Adaptive equipment and Assistive Technology are also provided at designated computers throughout the College. Ongoing projects include closed captioning of videos.

[CalWORKs](#): CalWORKs is a state-funded program that provides assistance to students who receive Temporary Assistance to Needy Families (TANF) benefits. BCC provides case management and counseling for students in this program. CalWORKs students receive monetary assistance for childcare, books, and supplies, as well as work-study opportunities. Academic, career, and personal counseling and tutorial assistance are also available for CalWORKs recipients, as needed.

[EOPS/CARE](#): The EOPS/CARE Programs are both state-funded programs that provide services for first generation, low-income, and educationally disadvantaged students. EOPS provides financial and academic support to community college students whose educational and socioeconomic backgrounds may prevent them from successfully attending college. CARE serves EOPS students who receive monetary aid from the county, and single heads of households with children younger than 14 years of age. CARE also provides assistance with childcare, support activities, and other college costs.

[International Students](#): The District Office coordinates the International Students Program. However, BCC does provide services for international students one day a week onsite. Services include international student counseling and visa services. Currently, about 38 percent of the District's international students are enrolled at BCC. In Spring 2013, 271 international students were enrolled in a total of 3,520 units at BCC, of which 77 percent were non-ESL academic courses.

[Student Support Services for Learning Community Programs](#): The Program for Adult College Education (PACE) Pathways is a two-year learning community designed for working adults who wish to complete associates of arts degrees. As part of this learning community, PACE students receive tutoring, counseling workshops, and other support services. Currently the longest running learning community program in the District, [PACE Pathways](#) has a solid track record of helping working adults finish their associate in arts degrees and transfer into four-year colleges or universities. [Similar support services are provided to other learning communities, including First Year Experience \(FYE\).](#)

[Programs and Services for Students with Disabilities/Disabled Student Programs and Services \(PSSD/DSPS\)](#): PSSD/DSPS's mission is to provide accommodations and assistance to students with disabilities in order to facilitate their achieving their educational goals. To ensure equal access for students with disabilities to BCC's programs and activities, BCC offers a variety of accommodations, as prescribed by PSSD/DSPS counselors, based on their reviews of students' individual needs. Examples include priority registration, note taking, assistive technology, specialized equipment, interpreting or steno captioning, testing accommodations, and alternate media. The PSSD/DSPS staff, under the direction of the Dean of Student Support Services, consists of one full-time Counselor/Coordinator, one part-time adjunct Academic Counselor, a Learning Disabilities Specialist, an Alternate Media Specialist, an Alternate Media Assistant, a part-time Instructional Assistant (for test accommodations), and a full-time Staff Assistant.

Veterans Affairs Program: BCC’s Veterans Affairs Program assists U.S. military veterans and their dependents, as well as reservists, in obtaining their Veterans Affairs (VA) educational benefits and achieving their educational and career goals. A full-time certifying official and a part-time counselor staff the Veterans Affairs Program. Services are offered onsite at the Main Campus and the South Campus.

TRiO: BCC’s TRiO program, funded through a grant from the U.S. Department of Education, provides opportunities for academic development for students enrolled in “basic skills” classes, who are on a transfer track. Services provided include orientation, early registration, financial aid education, counseling, academic planning, career guidance, academic progress monitoring, tutoring, university campus visits, transfer assistance, and workshops to increase student success.

Other Support Services

In addition to the support services outlined above, the BCC Student Services Division oversees and/or coordinates a wide range of other student resources (e.g., college bookstore, scholarships), services, activities (e.g., the honor society), and events (e.g., graduation), and other college functions (e.g., Americans with Disabilities Act compliance). The BCC Student Services website contains a complete description of student support services and information, including hours of service.

Assessment of Student Services

Regardless of location or means of delivery, BCC assures the quality of student services by regularly and systematically assessing student’s need for support services, and measuring whether these needs are met.

Ongoing Dialogue and Assessment about Student Needs

The College engages in ongoing dialogue regarding the effectiveness and quality of student services offered, to ensure that this component is in alignment with the institutional Mission, Vision, and Values and that student needs are being met. Dialogue takes place at multiple levels.

At the program level, student services offices, e.g., Counseling, Financial Aid, and PSSD/DSPS regularly meet to discuss the alignment of student needs and services provided. At the division level, BCC has a Student Services Council, which is chaired by the Vice President of Student Services and the Dean of Student Support Services, and consists of representatives from each of the student service areas, and representatives from other related functions, such as the Bursar’s Office and the Office of Instruction. The Student Services Council meets twice a month to coordinate efforts, monitor quality control, plan together, and address any arising issues or challenges. [Detailed student services council meeting minutes](#) are available to the public on the BCC website.

At the college and district levels, dialogue about student services also takes place within the College's shared governance groups and committees, and among offices/functions. The interface between academic programs and student services is a frequent topic of discussion in these shared governance groups and committees, as faculty, administrators, and staff members look at how the student experience can be enhanced as they work together to make adjustments in program and service delivery. For example, during the peak enrollment period, there is daily communication between Instruction and Student Services. As a result, BCC revises its class offerings almost daily to meet student demands in a timely fashion. A college-wide Registration Enhancement Committee was formed to streamline the coordination between Student Services, the Office Instruction, and Business Services in order to deliver quality education and support services to students in a flexible, coordinated fashion.

BCC also holds Town Hall meetings, Brown Bag lunches, and President's Teas throughout the year to solicit input on services and programs from various stakeholders. BCC members regularly attend district-wide meetings/committees, e.g., Dean/VP meetings, the District Education Committee, the SSSP Advisory Committee and Working Group, and the Counseling Functionality Team, to support student learning and enhance achievement of the Mission, Vision, and Values of the College in a coordinated and collaborative fashion.

Multi-Faceted Outcome Measures and Planning

The College uses a variety of measures to review and assure the quality of its student services. Surveys of students serve as the main assessments of service area outcomes (SAOs) and Student Learning Outcomes (SLOs) in Student Services; ongoing dialogue concerning these findings, as well as the results of other assessments, such as the CCSSE (Community College Survey of Student Engagement) occur in division-level and shared governance meetings.

The process leading to the development of Program Reviews and Annual Program Updates (APUs) includes discussion of the results of these assessments, as well as analyses of other quantitative data (e.g., trend of services records) and qualitative data (e.g., strengths and areas for improvement identified through student input and collegial conversations) concerning each of the service areas, and student persistence and success rates for specific programs. In order to increase institutional effectiveness, the BCC Student Services Division has integrated ongoing program review into a comprehensive decision-making process. The Student Services Division's annual administrative review summarizes [program reviews from each of the service areas](#); the resulting Student Services Administrative Review is available on the BCC Student Services website.

Every student services area has its own mission statement, in alignment with the overall BCC Mission, Vision and Values Statement and the Student Services Division's mission. Each area also has identified Service Area Outcomes (SAOs), which, along with student survey results, inform planning. The service area mission, SAOs, survey results, and

action plans for improvement are entered online into Taskstream. The Student Services Division participates in the College's program review process every three years and in the APU process in alternate years, conducting an in-depth review of all of its programs to ensure continuous quality improvement. All support services provided by the Student Services Division review their performance continuously, as they strive for program improvement in order to ensure student success. See II.B.4 for more information about student services assessments.

See II.B.3.a for detailed information about student services provided to students enrolled in distance education courses.

Self-Evaluation

The College meets this Standard. BCC provides a broad spectrum of student support services designed to fulfill the College's Mission/Vision/Values and effectively support a diverse student population through every step of the educational pathway, from recruitment to graduation and transfer or transition to meaningful employment. The College's Student Services Division addresses the multiple needs of the BCC student body and helps to create a rich, dynamic, and supportive learning environment. Regardless of delivery mode, BCC's student-centered philosophy nurtures support for students to fulfill their academic and personal goals.

Frequent and regular shared governance meetings take place at BCC on a recurring schedule, providing a structured framework within which faculty, staff, and administrators can discuss student access, progress, learning, and success. Town Hall meetings and other forums are held throughout the year to encourage dialogue among BCC's various constituencies regarding the College's programs, services, and student needs.

BCC has an established process for assessing and reviewing its student services and making recommendations for improvement or for the expansion or addition of services, as needed to ensure quality. All Student Services Division offices and functions have individual missions aligned with the division and institutional missions, as well as SAOs/SLOs. Individual offices/functions are reviewed annually to assure effectiveness, using a variety of means and measures, such as surveys and input from faculty, staff, students, and administration. Assessing student needs and measuring Student Services quality are integral parts of the College's annual planning and budgeting cycle and the development and implementation of college-wide plans, including program reviews and APUs, as well as the Educational Master Plan, the SSSP (Student Success and Support Program) Plan, and the Equity Plan.

Actionable Improvement Plan

BCC will fully implement the SSSP and Equity Plan, including orientation, counseling/advising, and follow-up components, in line with the Education Master Plan.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following:

- A. General Information: official name, address(es), telephone number(s) and Web site address of the institution; educational mission; course, program and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; names of governing board members**
- B. Requirements: admissions, student fees and other financial obligations; degree, certificates, graduation and transfer**
- C. Major Policies Affecting Students**
 - **Academic Regulations, including Academic Honesty**
 - **Nondiscrimination**
 - **Acceptance of Transfer Credits**
 - **Grievance and Complaint Procedures**
 - **Sexual Harassment**
 - **Refund of Fees**
- D. Locations or Publications where other policies may be found**

Descriptive Summary

BCC publishes a catalog every two years and a catalog supplement in alternate years. The [BCC College Catalog](#) provides precise, comprehensive, accurate and current general information and facts about courses, programs, requirements, policies and procedures affecting students. Additionally, the Catalog provides information that allows students to be well informed about academic and student support program requirements and services. Each semester, the [BCC Class Schedule](#) publishes pertinent general information and facts about requirements, policies, and procedures, in addition to a list of courses available that semester.

The primary function of the College Catalog is to provide a comprehensive overview of the College's course offerings, programs, certificates, and degrees, as well as information on how to enroll, available student services, and College policies and procedures. The Catalog is the foundation document on which all other college publications are based. It is structured and designed to be understandable and easily useable for students, faculty, and staff. It lends itself to the development of other college publications with a minimal amount of time and effort.

The College Catalog and class schedules are available online and distributed to students and the community free of charge during registration, college/categorical program

orientation, and counseling classes. Translations of policies in the Catalog are available in Chinese and Spanish through the District Office.

To the extent possible, the content of the printed catalog corresponds with the information in the online catalog. At times, however, new programs are placed online before they are published in the print catalog. For that reason, a catalog supplement is provided regularly. The accuracy of the printed catalog is ensured through multiple readings by designated staff. Each department head is asked to proofread his or her section and to add, delete, or correct, as necessary. Table 41 shows the location of the specific items relevant to this Standard in the College's 2013-15 catalog and Fall 2014 Class Schedule.

Table 41
BCC Catalog and Class Schedule: Locations of Required Items

REQUIRED ITEMS	2013-2015 CATALOG PAGE(S)	FALL 2014 CLASS SCHEDULE PAGE(S)
Official Name, Address(es), Telephone Number(s)	Front inside cover, 1, 352, back cover	Front inside cover, 86-87, 88, 94, back cover,
Website Address	Front cover, front inside cover, 1, 7, 352, back cover	Front cover, front inside cover, 4-84, 88, 91, 92, back cover
Educational Mission	13—Mission 14-15—Vision and Values	5
Course, Program, and Degree Offerings	185-280—Courses 92-184—Programs and Degrees	6-64
Academic Calendar	5-6	4
Academic Freedom Statement	285	
Available Student Financial Aid	44-49	78
Available Learning Resources	36, 243-244	77
Names and Degrees of Administrators and Faculty	335-345	N/A
Names of Governing Board Members	8	N/A
Admissions	16-18	72
Student Fees and Other Financial Obligations	19-22	74-75
Degrees, Certificates, Graduation, and Transfer	85-184	6-59, 80-83, 88-89
Academic Regulations/Honesty Policy	302	
Nondiscrimination Policy	292-293	84
Acceptance of Transfer Credits Policy	50-70	77, 89, 94
Grievance and Complaint Procedures	309-315	84
Sexual Harassment Policy	282-293	84
Refund of Fees Policy	22	75

Together, the College Catalog, Class Schedule, and website provide students with multiple options for obtaining necessary information about BCC. In addition, video monitors in the common areas of the College display important and time sensitive information during the hours the College is open.

BCC is committed to an educational environment that is free from interference and disruption, and that fosters equity and mutual respect. It takes student complaints and grievances seriously and devotes a concerted effort to resolving complaints/grievances at the College/District levels by following established policies and procedures. Student Grievance and Complaint Procedures are included in the College Catalog. The District and College develop and define procedures and policies relating to student grievances/complaints, and regularly update and publish these policies and procedures. The [Board Policies and Administrative Procedures](#) are published on the District website, and [college policies](#) online and in the College Catalog on page 281. The District’s Office of the General Counsel routinely provides training to the colleges regarding proper steps in taking care of student complaints informally, as well as formally. Online and on paper, BCC provides contact information for filing complaints informally and formally at the college level, and formally at the District, and state levels. BCC’s Dean of Student Support Services receives and maintains records of student complaints, and summarizes and disaggregates data by academic term and types of complaint, to ensure privacy and confidentiality. BCC maintains records of student complaints/grievances, including follow-up and outcome information housed in the Office of the Dean of Student Support Services.

Self-Evaluation

The College meets this Standard. The College provides a catalog for its constituencies with precise, accurate, and current information regarding the College’s academic offerings and related student information and policies. Primary information presented in the College Catalog can also be found in the class schedule, as well as online. The Catalog is developed by a shared governance team, the members of which have expertise pertinent to each section of the publication. The College has a system in place to periodically review all material in its publications to make sure it is accurate and current and adheres to accreditation and legal requirements.

In the 2014 BCC Self-Evaluation Survey, students indicated clearly that they felt that the College Catalog is informative, user-friendly, well-structured, and accurate:

	Strongly Agree	Agree	Somewhat Agree	Disagree	Don’t Know/ NA	Total (N)
Informative	31.96%	46.2%	15.51%	2.53%	3.8%	316
User-friendly	25.81%	44.19%	20.97%	5.81%	3.23%	310
Well-structured	27.01%	44.37%	18.97%	6.11%	3.54%	311
Accurate	24.27%	43.04%	21.04%	7.77%	3.88%	309

Actionable Improvement Plan

None.

II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

For both its general and targeted student populations, BCC researches and identifies learning support needs and provides appropriate services and programs to address those needs, based upon guidelines stated in Title 5, PCCD Board Policies and Administrative Procedures, specific language in federal/state/county grants, and other published information. With student success being the ultimate goal, BCC's Student Support Services and Programs are customized to meet and support the local student's specific learning needs, while meeting various mandates.

The Student Services Division researches and identifies students' needs using both qualitative and quantitative data. Analyses of these data are used for program reviews, planning documents such as the SSSP Plan (formerly Matriculation Plan), and the Student Equity Plan. The following are data collection mechanisms that the College uses in order to provide support services with equitable access for all students:

- Online data collection (from admissions applications, student course-taking patterns, registration, student surveys, external surveys such as CCSSE, etc.)
- Focus groups (e.g., joint high school counselors/BCC counselors meeting)
- Student placement results for English, Reading, Mathematics, and ESL
- Student Services program review data
- Term enrollment and headcount figures.

Quantitative data at institutional and/or program levels include but are not limited to the number of students served, and student achievement data (retention, persistence, success, the number of degree/certificate awarded, the number of transfers), as published by the PCCD Office of Institutional Research and the State Chancellor's Office Data Mart. Students' needs for learning support are also identified through results of SLO and SAO assessments and other resources, e.g., CCSSE. Focused group dialog is another vital tool for BCC to identify students' learning support needs. BCC keeps close communication with its feeder schools so that the College can identify and provide appropriate services to incoming students prior to their officially enrolling at BCC. Based upon identified student needs, Student Services streamlines and prioritizes its action strategies and activities in order to develop an overall plan aimed at improving student success.

For its general student population, for example, BCC provides comprehensive services to all incoming freshmen, including, but not limited to Matriculation/SSSP core services. First-time matriculating, non-exempt students are identified through CCCApply and records of those who participate in college orientation and/or placement assessment. Students on the new student list are contacted by BCC Student Services so that they can receive support services mandated by SSSP. All BCC active students with undeclared/unknown majors/areas of study are also tracked and notified so that they can receive various service options designed to meet their needs of identifying a major/area of study, with an abbreviated and/or comprehensive SEP developed or updated. Potential financial aid recipients are identified through the FAFSA application. All of those who complete the application process and enroll at BCC may be awarded one or more types of financial aid in order to assist them in completing their education at BCC.

On the other hand, to provide adequate support services to targeted student populations, categorical and grant funded programs, including EOPS/CARE, CalWORKs, PSSD/DSPS, and TRiO research, identify, and select students who meet program criteria, conduct program specific orientations, and request students to sign a mutual contract listing all required services to ensure the service delivery. Similarly, FYE (First Year Experience), PERSIST, and PACE all reach out to their prospective students in advance, so that BCC can be prepared at an early stage in order to offer appropriate services, i.e. orientation and assessment, counseling, SEP development, and follow-up services.

In order to meet students' needs in a timely fashion, the Student Services Division designs and offers appropriate services with both quality and flexibility. For example, BCC develops and offers group assessment and orientation sessions, based upon the previous year's needs. However, when facing high demand for additional services during the peak enrollment period, the Coordinator of Assessment and Orientation adds additional sessions, and the Counseling Department hires additional adjunct counselors, while Admissions and Records, Financial Aid, and the Bursar's Office all extend their services into evening hours Monday through Thursday so that both day and evening students can be well served.

See Standard II.B.1 for a complete description of BCC services and programs that address student needs.

See II.B.4 below for more information about the use of assessment for continuous improvement in Student Services Programs at the College.

Self-Evaluation

The College meets this Standard. The College systematically researches the needs for, identifies and provides appropriate services and programs to meet its students' support needs for both general and targeted student populations. Through relevant assessment and data analysis, BCC regularly evaluates the quality and delivery of its services with the aim of promoting student success. Each Student Services function/office has clearly defined SLOs/SAOs addressing student needs. Statistics showing the growing numbers

of students receiving orientation, assessment, counseling, SEP development, financial aid, and transfer and career services (as presented in the Introduction to this Self-Evaluation, Standard I.B., and the evidentiary lists) verify BCC's efforts to identify students' needs and services provided over the past years.

Through its overarching planning process, BCC's student services programs and plans coordinate, collaborate with, and supplement each other in order to offer appropriate learning support services to address the varied needs of students. The coordination between the SSSP Plan and the Equity Plan serves as a model; while SSSP focuses on services for entering students and identifies individuals needing help through the implementation of SSSP core services, the Equity Plan identifies groups needing further support and focuses on services and instruction for new and continuing students through completion to address and monitor disparities and aim at bridging the achievement gap.

Actionable Improvement Plans

None.

II.B.3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method.

Descriptive Summary

BCC provides equitable access to all its students who are able to benefit from its programs by providing comprehensive services regardless of service location or delivery methods. All services are regularly evaluated through the tri-annual program reviews and annual program updates, among other evaluation methods, to meet the needs of students.

Distance Education students have comparable access to the majority of services available to students on site. The College maintains a website for distance education, including information to support student success in the online environment and a listing of all online courses offered across the district. Distance education students can access information and services through email and/or by telephone. Pertinent publications such as the Class Schedule and the College Catalog are also available online. Table 42 provides a sampling of these student support services, including their availability both on site and online.

Table 42
Availability of Student Services On Site and Online

Student Support Services	Service Available in Person at BCC main campus	Service Available online	Information Available in Person	Information Available online
Admissions & Records	X	X	X	X
Assessment	X	X, Spanish Language placement only	X	X
Bookstore	X	X	X	X
Transfer and Career Information Center	X	X - emails	X	X
Counseling	X, also available at South Campus	X	X	X
EOPS	X		X	X
Financial Aid	X	X	X	X
Health Services	X, at Laney		X	X
International Student Services	X		X	X
Orientation	X	X in Spring 2015	X	X
PSSD/DSPS	X		X	X
Psychological Services	X		X	
Student Life	X		X	X
TRiO	X	X	X	X
Veterans	X, also available at South		X	X

Admissions and Records. The Admissions and Records Office offers a wide range of online services designed to assist and transition prospective students into the institution. All new and returning students must apply online using CCCApply. Exempt students are notified of their status with instructions on how to register for classes. Students can find instructions on the Peralta Admissions and Records website on how to order an official transcript, petition for a degree or certificate, or request an enrollment or degree verification.

Placement Assessment. Matriculating students are directed to schedule an appointment for orientation and assessment on campus. Students who have geographical limitations, such as distance education students, can submit their assessment placement results from any community college assessment center if they have not completed English/ESL and/or mathematics courses at another college, as long as the community college testing center administers one of the assessment instruments approved by CCCCCO. The student can forward the placement results by fax and/or scanned document to the BCC Counseling Department (at counselingbcc@peralta.edu). Students can also fax or scan unofficial transcripts. Advanced Placement results showing completion of the equivalent of coursework in English, ESL, and/or mathematics courses may be used instead of placement results. Counselors review the placement recommendations using multiple measures.

College Orientation. Orientation is conducted in groups and individually, with accommodations provided for disabled students, as needed. Students are provided with a PowerPoint Presentation with an overview of the policies, procedures, codes of conduct, grading, class enrollment information, resources and services available to students on campus to assist them in achieving their educational goals. BCC has completed the production of an online orientation, which will be accessible for students from a remote location, and is scheduled for implementation in Spring 2015.

Counseling. The Counseling Department offers services through a variety of delivery methods. During peak registration, students meet with a Counselor for a fifteen minute drop-in session. After peak registration, students can call, email or come in person to schedule an appointment with a Counselor. A variety of counseling services is available online. Students can access e-Counseling during fall and spring Semesters. e-Counseling services are for students who live too far from the College to conveniently access services, including those taking distance education classes. Students using e-Counseling must read the Frequently Asked Questions and Confidentiality Agreement. It may take up to three working days for students to receive a response. Students can contact the Counseling Department to clear a prerequisite hold by sending their transcripts via email to counselingbcc@peralta.edu. Staff in the Counseling Department will forward the email to a Counselor for review and approval. Other documents available on the Counseling homepage include a description of general education and breadth requirements for associate's degrees, an associate degree for transfer (ADT) brochure, California State University (CSU) breadth requirements, Intersegmental General Education Transfer Curriculum (IGETC) Requirements, and the University of California at Berkeley College of Letters & Sciences breadth requirements. Also, the Counseling Department, in collaboration with the District IT Department, is working to allow students to access the electronic Student Education Plan and degree audit on the Student Administration System in PASSPORT.

Financial Aid. BCC offers financial aid to help eligible students meet their educational costs. Students who need remote access can go to the Financial Aid Portal to learn more about financial aid. Students can go to the Student Administration System in PASSPORT (PeopleSoft) to view their application status, award amounts, and disbursement dates. If

they have any questions about financial aid, they can communicate with staff in the Financial Aid Office in person, by phone, or by email.

College Policies and Procedures. The College and District policies and procedures are published in the 2013-15 College Catalog and are available online. Examples of the policies and procedures include those related to grade changes and student rights and grievance procedures, among others.

Self-Evaluation

The College meets this Standard. BCC prioritizes access to services for all students, regardless of the location or form of delivery. Students can access all services on site, with most of the student services also offering access online to extensive web resources that include online application, online Spanish Language Placement Advisory, e-Counseling, and financial aid applications and announcements of award status, as well as College and District Policies and Procedures. All Student Services departments have informative websites for student access that describe services, hours, and staff.

Actionable Improvement Plans

None.

II.B.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

The Mission, Vision, Values and goals of the College are the foundations for creating an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development opportunities for all its students. In addition, the Student Services Division has developed SLOs and practices specific to the institutional learning outcomes of Ethics and Personal Responsibility, Communication, Global Awareness and Valuing Diversity, Self-Awareness and Interpersonal Skills.

The Office of Campus Life guides and monitors campus activities and student-related and student-focused programs such as the Student Ambassadors and Safety Aides programs. ASBCC, and student clubs. College academic departments sponsor events and activities that enrich the learning environment. Programs and activities are designed to address current issues, promote participation in the BCC community, and celebrate special events such as Black History Month, Cinco de Mayo, and Lunar New Year, while others are

designed to address current issues, such as the Speakers Series on sustainability and the college-wide promotion of an annual celebration of Earth Week. At such events, both personal and civic responsibilities are addressed and intellectual and critical thinking are cultivated.

The Student Ambassadors Program actively promotes personal and civic responsibility and service. Ambassadors are involved in recruiting, outreach, and mentoring in high schools and middle schools. They also assist current students in navigating through college resources, such as registration procedures, financial aid, use of the College Catalog and schedule, and language translation services.

Safety Aides patrol the campus and work in conjunction with security personnel to ensure a safe environment. They also give campus tours and help with triaging student lines at registration. The Safety Aides are students who are enrolled in at least eight units of coursework at BCC, have received a 40 hour training provided by the District, and are fingerprinted. Safety Aides learn skills in self-defense, communication, and self-awareness.

The [Institute for Civic and Community Engagement](#) (ICCE) at BCC seeks to integrate BCC students, faculty, staff, and administration in efforts to engage and improve the social, economic, and political interests of the East Bay Area. This integration creates working relationships that give students first-hand experience in applying democratic principles of participation and outreach.

The [Civic Engagement Club](#) (CEC) is a network of student volunteers mobilizing to improve their community. CEC also works closely with the ICCE in an effort to help link students with volunteer opportunities and service related resources in the community.

BCC offers a vibrant intellectual and aesthetic environment for students, including speaker series, such as the [United for Syria Event](#) and [Earth Week Events](#); displays of artwork throughout the building; the [Milvia Street Art and Literary Journal](#), published annually by the students and faculty at the College; or the many events and clubs available to BCC students.

Self-Evaluation

The College meets this Standard. BCC provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students through extracurricular activities and classes on campus.

It should be noted that, of the students who responded to the Self Evaluation Survey, 51 percent indicated that they had participated in student events, 31 percent that they had participated in student clubs, 13 percent that they had participated in a service community, and only 14 percent that they had participated in no student activities at the College. In addition, 80 percent strongly agreed or agreed that BCC encourages their intellectual development, with only 3 percent disagreeing; 57 percent that it encourages their aesthetic growth, with only 7 percent disagreeing; and 64 percent that it encourages their personal growth, with only 8 percent disagreeing.

Actionable Improvement Plans

None.

II.B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

BCC designs, maintains, evaluates, and upgrades its [comprehensive counseling services](#) to support student development and success. Such services include but are not limited to academic, career and personal counseling. These services are assessed and evaluated primarily through student surveys. All contract Counselors participate in a bi-monthly meeting to share informational updates on programs and practices, transfer information, departmental issues, and discussion of SLO and SAO assessments. In addition, counselors participate in the annual counselors' retreat for comprehensive program review and training. Counselors also attend professional career and transfer conferences.

Counselors participate in the delivery of SSSP core services: Orientation, assessment, counseling, and follow-up with at risk students, and coordination with special programs. Services are provided by both contract and adjunct Counseling faculty year-round. Counseling services are available in a variety of formats, including appointments, drop-in, and e-Counseling. Appointments are 30 minutes to one hour in length, and drop-in services range from five to fifteen minutes. Drop-in services are primarily available during peak registration periods.

Counselors play an important role as advocates for student success and participate on campus-wide initiatives, committees, and programs. Counselors are represented at all shared governance meetings and participate in the voting process. Assignment to a committee is designated at the beginning of each semester. At least one Counselor serves on the Curriculum Committee, BCC Education Committee, BCC Facility Committee, Student Services Council, Planning for Institutional Effectiveness Committee, College Roundtable for Planning and Budget, and Department Chair's Council. Designated Counselors also serve as discipline liaisons to provide continued outreach to classrooms in order to educate and inform students about opportunities for student success. Counselors, including those in EOPS, CalWORKs, and PSSD/DSPS are involved at the district and college levels in the SSSP Working Group and SSSP Committee.

BCC Counselors are critical to student success. As such, they strive to communicate with each other on a regular basis to review current services, thereby ensuring that best practices are the standard. Counseling meetings take place on a bi-monthly basis. All contract Counselors, including EOPS, CalWORKs and PSSD/DSPS counselors, are required to attend; adjunct counselors are encouraged to attend if their schedules permit. Counselors across the district meet bi-annually to discuss matters of concern and develop district-wide policy pertaining to student support services.

Counselors are instrumental in assisting with the planning and development of policy and procedure. Since the implementation of PASSPORT (PeopleSoft), the Counseling Functionality Team (CFT) has continued to function as a viable trouble shooting entity for the system and as a training source for all Counselors.

With the implementation of the Student Success Act of 2012, the District has created a central storage of student education plans (SEPs), for both abbreviated and comprehensive plans at the four colleges. Counselors at any college in the District can view and update the SEPs with students. The IT department at the District is working closely with counseling to have the electronic SEPs interface with the Student Administration System, so that students can view their SEPs once they log into their portals. The electronic SEP is in a development stage, as of Fall 2014. In addition, a district-wide effort has been in place to pilot a degree audit function in PeopleSoft entitled “Academic Advising.” This degree audit function will enable Counselors and students to review a student’s status for reaching program completion. The “what if-” function in the degree audit is designed to allow the student to change his/her major or program of study.

In response to CCSSE results (see II.B.4) and local initiatives, counselors and instructional faculty have begun to plan a faculty advising component within the instructional domain. This faculty advising model would be discipline-specific and geared to promoting student success and improving degree completion at the college. At the conclusion of Spring 2014, the Academic Senate endorsed a final draft of a proposal for implementing this initiative, and a group of faculty met to begin the pilot design. The proposal includes a proviso that counselors will participate in helping to prepare instructional faculty for the advising function. Intensive work has continued in Fall 2014, with the hope of implementation by Spring 2015.

See II.B.4 for information on assessment of the counseling program at the College.

Self-Evaluation

The College meets this Standard. BCC designs, maintains, and evaluates its comprehensive counseling services to support student success. Counseling services are designed to support student development and success, and evaluations of the counseling program demonstrate its effectiveness. Counseling and instructional faculty are currently piloting faculty advising by instructional faculty, which includes training by counselors for the instructional advisors. Per SB 1456 (Student Success Act of 2012), BCC has devoted two years of effort to integrating Student Success Initiatives into college-wide goals and strategic plans, and meanwhile coordinates counseling services through major college-wide planning efforts, including, but not limited to the Educational Master Plan, the Basic Skills Initiative, the Equity Plan, and departmental program reviews.

BCC completed and submitted its SSSP Plan to the State Chancellor’s Office in October 2014. Counseling/academic advising is one of the three core services to be provided to BCC first-time, matriculating students. BCC counselors and faculty advisors are positioned to provide

- a SEP or abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement;
- orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students;
- assistance to students to define their courses of study and develop comprehensive SEPs by the end of the third term but no later than completion of 15 units; and
- follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

To meet the mandate, BCC counselors have adopted a case management approach by providing proactive, innovative, quality services to its students. One of the evaluation tools will be an analysis of the impact of the SEP in serving as a road map for students to follow clearly identified academic/career pathways in order to reach their education goals at BCC and beyond in a timely fashion.

Actionable Improvement Plans

None.

II.B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

To demonstrate strong commitment to BCC’s Mission “to provide our diverse community with educational opportunities...,” the College has designed and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. Moreover, BCC has identified one of its Institutional Learning Outcomes as “Global Awareness and Valuing Diversity”, which is defined in the College Catalog as follows: “Students will be able to acknowledge and act with sensitivity toward the diverse customs, beliefs, and lifestyles that exist within the college community.” BCC embraces values that allow all members of the college community to grow and thrive. The College’s Values statements include the following:

A Commitment to Multiculturalism and Diversity – Berkeley City College provides students with an environment that supports diversity in learning and self-expression, and with a curriculum supportive of multiculturalism.

A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society – BCC faculty members prepare students with learning experiences that help them develop cultural and global perspectives and understanding.

Accordingly, BCC considers “supporting and enhancing student understanding and appreciation of diversity” as its backbone when it designs, maintains, and evaluates its

student support services. For example, with multicultural and multilingual knowledge and skills, Student Ambassadors are charged with enhancing student success through services such as operating the Welcome and Information Desk, providing campus tours, and acting as liaisons for the College and community.

PCCD's [Faculty Diversity Internship Program](#) provides an opportunity for talented individuals "from diverse backgrounds to serve as interns/mentors, to provide high quality learning opportunities, and to enhance the educational needs of our multicultural East Bay community."

The [Global Studies Club](#) challenges students to examine history as well as the current process of globalization and socioeconomic stratification. Students in the Global Studies Club have organized series such as "State of Women," "Tears of Gaza," and Earth Week Events.

The BCC Dreamers Task Force collaborates across disciplines, service areas, and departments of faculty, staff, students and administrators. The Task Force aims at increasing awareness about the multiple barriers faced by undocumented students. The goal of the Task Force is to develop resources at BCC to support this growing student population.

Club Rush occurs at least once each semester and is an event that encourages students to find out about clubs that may be of interest to them. The clubs represent the diversity of the College; these include the Black Student Union, International Students Association, Gay-Straight Alliance, Latin American Club, and Muslim Student Association. Cultural celebrations at the College include Cinco de Mayo, Black History Month, and Lunar New Year.

Self-Evaluation

The College meets this Standard. BCC's Mission/Vision/Values, and Institutional Learning Outcomes reflect the College's commitment to promoting the appreciation for and understanding of diversity. To adequately provide services to its diverse student population and to enhance understanding and appreciation of diversity, BCC Student Services administrators, faculty, staff, and student assistants offer rich human resources as they come from diverse cultural backgrounds and speak at least 15 different languages/dialects, including English, Spanish, Mandarin, Cantonese, Vietnamese, Persian, Pakistani, and Arabic. The College designs and maintains services and programs that foster awareness and appreciation of diversity.

In the Student Self Evaluation Survey, responses to the statement, "BCC encourages appreciation for diversity" are particularly telling. Eighty-three percent of students surveyed strongly agreed or agreed with this statement, with fewer than one percent disagreeing.

Actionable Improvement Plan

None.

II.B.3.e. The institution regularly evaluates admission and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The College assesses students for placement in English, ESL, and mathematics, using instruments approved by the State Chancellor’s Office. Counseling faculty use assessment test scores, along with clearly defined multiple measures, to determine appropriate placement of students, as described in AP 5050 (Student Success and Support Program). The multiple measures criteria include factors such as previous educational records, grades, number of hours employed, primary language of the student, learning disabilities, life experiences, and time for study.

BCC uses ACT’s Compass tests for English and mathematics assessments and uses the CELSA Grammar test and a writing sample for ESL assessment.

As shown in the table below, provided by the State Chancellor’s Office, the Compass publishers received state approval for the use of assessment in English, ESL and mathematics.

Table 43
Compass Instrument Approval Status

MIS CODE	SECOND PARTY ASSESSMENT INSTRUMENT NAME	Approval Category	Begin Date	Expiration Date
	<i>ACT COMPASS (COMPUTERIZED)</i>			
1038	ACT COMPASS READING (new item pool)	Provisional	7/1/2013	7/1/2014
1039	ACT COMPASS WRITING (new item pool)		7/1/2013	7/1/2014
1040	ACT COMPASS NUMERICAL SKILLS/PRE-ALGEBRA (new item pool)		7/1/2013	7/1/2014
1041	ACT COMPASS ALGEBRA (new item pool)		7/1/2013	7/1/2014
1087	ACT COMPASS COLLEGE ALGEBRA (new item pool)	Probationary	7/1/2013	7/1/2014
1088	ACT COMPASS TRIGONOMETRY (new item pool)	Probationary	7/1/2013	7/1/2014
1070	ACT COMPASS ESL GRAMMAR USAGE	Probationary	7/1/2001	3/1/2015
1085	ACT COMPASS ESL LISTENING	Probationary	7/1/2001	3/1/2015
1086	ACT COMPASS ESL READING	Probationary	7/1/2001	3/1/2015

The ESL writing sample validation expired on July 1, 2012. Currently, the District Office of Student Services and the District Office of Institutional Research are completing the revalidation of the test, completing the State approval process by submitting the required studies and materials described in the State Chancellor’s Office validation standards.

Self-Evaluation

The College meets this Standard, The District and College have a plan to validate the placement assessment instruments and to minimize biases. All assessment instruments used to recommend placement in English, ESL and mathematics are approved by the State Chancellor's Office. The computerized tests most frequently used by the College, the ACT Compass tests, are due for a six-year revalidation renewal during the 2014-15 academic year. The publisher of the tests typically completes the revalidation. Validation of the ESL writing sample is in progress. The College, in collaboration with the District Office of Institutional Research and the District Office of Student Services, has a process in place to evaluate assessment instruments currently in use.

Actionable Improvement Plan

None.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The College adheres to the provisions of the Education Code, the Family Education Rights and Privacy Act (FERPA), and PCCD policies/administrative procedures regarding access and confidentiality of student records.

The College and PCCD policies regarding student records are clearly stated in the College Catalog (329-331). FERPA information is also published in the College Catalog, and on the PCCD Admissions and Records webpage.

PCCD Board Policies and Administrative Procedures are published online at www.peralta.edu under the Governance tab. The procedure for release of student records is detailed in [Administrative Procedure 5040](#) (Student Records, Directory Information, and Privacy). The procedure for retention of student records is detailed in Administrative Procedure 3310 (Records Retention and Destruction). Many current student files are stored electronically. For example, the online admission application is CCCApply. The submitted applications are accessible for staff viewing via XAP Corporation. Soon the District will move to using the State Chancellor's Office Open CCCApply application, a web based application.

Other current student files are stored in the District Admission and Records storage room, a large cement block room with fire doors, in downtown Oakland. The files are alphabetized by semester, college, and instructor. These files include add and drop forms; census, attendance and grade rosters; forms for incomplete grading; and record corrections forms. Eventually these documents will be scanned and archived using the newly implemented system, Electronic Content Management (ECM). External student transcripts are now being scanned and archived by District staff using the ECM system,

which allows the units to be uploaded into PeopleSoft for staff use. The ECM System also provides access to archived transcripts for Counselors and other staff.

Back up of electronic student files occurs every night, digitally, in PeopleSoft. The PeopleSoft backup is provided by Data Protection Services (Cloud Backup). This includes the student records stored in the “W drive.” The student financial aid data files, which are on an IBM Mainframe, are processed on tape nightly. The tapes are picked up and stored offsite the next day by Iron Mountain, a data storage and records management company, to ensure that the District can restore the data in the system at any time.

Paper records are kept at the College for one semester at most, and then sent to the District Office of Admissions and Records for permanent filing. All files prior to 2000 are currently stored at a private data storage organization in Livermore, California.

In accordance with [District Administrative Procedure 3310](#) (Records Retention and Destruction), the District and College do not destroy the following records: Class Rosters (Census, Attendance, Grades), Add Cards, Drop Cards, Record Corrections, and Incomplete Grade (I) Forms.

The following may be shredded: High School concurrent forms after five years, Repeat Forms after three years, Academic Renewals after five years, Non-Resident files after five years, External Transcripts after five years, IGETC/CSU GE Petitions after ten years, and Enrollment Verifications after one year. Subpoenas may never be shredded.

Students have access to their academic records via the student self-service system, PASSPORT, which is available from the district website at www.peralta.edu. The portal requires that the students input their student ID numbers. Social security numbers are not used to access this system. Once in PASSPORT, students are able to view their class schedules, holds, financial aid information, and unofficial transcripts. To access education records at the District or College Office of Admissions and Records, a student must provide his or her student ID number and government issued picture ID.

As of the Fall 2014 term, PCCD Financial Aid Offices have transitioned from the legacy system (SAFE) to PeopleSoft. The new PeopleSoft Financial aid module has automated many financial aid processes that previously required manual processing by staff. Although the new system features streamlined and automated processes, the Financial Aid Office is still required by the Department of Education to collect physical documents from students who were selected for verification, have a “C” comment flag, or must resolve conflicting information. These physical files are stored in a secure file room located in the College’s Financial Aid Office. BCC has adopted scanning/document imaging of all financial aid documents and stores them electronically in a shared drive. The drive is password-protected and only financial aid users with appropriate security access can view student files.

The District’s and College’s policy for retaining records of physical student financial aid files is as follows:

- **Active Records:** The Financial Aid Office maintains a master record for each student receiving financial aid. All financial aid folders are retained for three years after submission of the FISAP report. Any records involved in any claim or expenditure which has been questioned by federal audit are retained until the question is resolved.
- **Inactive Records:** Inactive records are kept in the College Financial Aid Office for three years following the close of the fiscal year in which they were active. After two years the folders may be moved to secure storage outside of the Financial Aid Office. The Financial Aid Office keeps inactive records for an additional three years or longer depending on current District policy. After the appropriate time period, records are destroyed.
- **Automated Program Files.** The Financial Aid Office maintains all of its information on the PeopleSoft System. Federal eligibility information is received electronically from the Department of Education. This information is loaded and maintained by the Information Technology Department.

The Financial Aid Office, PSSD/DSPS, and Health Services use a high standard to preserve the confidentiality and security of records. Financial Aid documents are only accessible by Financial Aid staff. No information about the nature of a student’s disability or participation in the PSSD/DSPS or Health programs is released to anyone without the written consent of the student. Confidential records are not integrated with other of the College’s systems, and notes kept by PSSD/DSPS Counselors cannot be viewed by non- PSSD/DSPS Counselors. Confidential health records are not integrated with any other of the College’s systems.

Table 44
Student Records Maintained by Programs/Departments

Department/Program	Records Kept?	Paper/Electronic	Method of Protection
Admissions and Records	Y*	Both	Stored in warehouse/DO*
Assessment	Y	Both	Secure database and locked file cabinet
PSSD/DSPS	Y	Both	Secure database and locked file cabinet
EOPS	Y	Both	Secure database and locked file cabinet
Financial Aid	Y	Both	Secure computer drive and locked file cabinet
General Counseling	Y	Both	Secure computer drive and locked file cabinet
Health Services	Y	Paper	Locked file cabinet

Transfer Center	Y**	Paper	Unlocked file cabinet in locked office
Veterans Affairs	Y	Both	Locked file cabinet

* The Admissions and Records Office keeps paper and electronic records on site for one semester only. Such records are sent to the District Office, where they are stored in a warehouse for a period of five years.

** The Transfer Center keeps scholarship application information for one semester, then shreds them.

Self-Evaluation

The College meets this Standard. All records are kept securely in College and District offices. Security and confidentiality is a high priority for administrators and staff at the College.

Actionable Improvement Plans

None.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they can contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Assessments of Service Area Outcomes and Student Learning Outcomes in Student Services

The College assesses student support services systematically and comprehensively, using both Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) to measure the effectiveness of its programs and services. The Student Services Division originally started developing SLOs in 2009, following the model used for BCC's academic programs, but has added SAOs where appropriate; these measure service area performance in supporting students. Student Services mission statements and program outcomes (whether in relation to SLOs, SAOs, or both), as well as assessment information, are housed in Taskstream, the College's online repository for assessment work. [Student Services SLOs](#) for the past few years are also posted for the public on the BCC website. Student Services SAOs are now integrated into the Program Review for each service area unit and are used as a planning tool for continuous program improvement.

The Taskstream workspace for student services houses assessment data for Admissions and Records, Assessment and Orientation, CalWORKs/TANF, Campus Life, Counseling, EOPS/CARE, Financial Aid, the Learning Resources Center, the Library, Outreach and Retention, PSSD/DSPS, the Transfer and Career Information Center, and the Veteran's Affairs Program. Each of these areas includes a mission statement, program outcomes (listed as SAOs or SLOs), an assessment plan, assessment findings, an action plan, and a status report. In most cases, the assessment tool is a survey. Surveys are designed so that responses give meaningful information relating to the program outcomes, whether SLOs or SAOs.

A review of assessment findings reveals that students are achieving learning outcomes and service areas are serving students well. For example, the results of the survey for Assessment and Orientation, administered from Fall 2011 to Spring 2012, reveal the following:

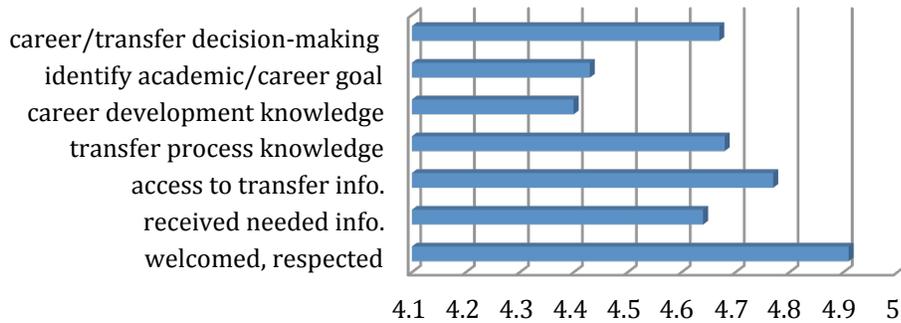
Summary of Findings: No students disagreed or strongly disagreed in any of the responses. Average scores were close to or above the ideal (4.5) in all cases, as follows:

- 4.65 1. I understand programs and services at BCC.
- 4.37 2. I'll consider using programs and services to assist me.
- 4.44 3. I'm aware of my levels of English/ESL & math.
- 4.4 4. I'm aware of courses I need to take.
- 4.6 5. I'm aware of policies, procedures regarding students.

Similar responses were recorded in other areas; see assessment findings for Outreach and Retention, PSSD, and Veteran's Affairs, for example.

In those instances in which survey results indicated a need for improvement, the College took measures to ensure that improvement. For example, the Transfer and Career Information Center conducted a survey which yielded the following results, based on a scale of one to five:

BCC Transfer Career Center User's Feedback (N=22)



Despite the fact that students indicated satisfaction in all areas of the survey, the Career and Transfer Center took note of the two areas of lowest satisfaction. The Center recommended hiring a full-time specialist to work with students in the areas of career exploration, internship placement, and employment services, and also recommended adding a computer station to provide more student access to software that helps with career exploration, as well as a line item in the budget for annual license fees for Eureka, the California career information system.

External Surveys

In addition to in-house surveys, as documented on Taskstream, the College has participated in surveys administered by outside agencies, including the 2013 Community College Survey of Student Engagement (CCSSE) and SENSE, a version of the CCSSE designed for first-year students. The five “aspects of lowest student engagement” at Berkeley City College, as identified in the CCSSE executive summary, included one which was directly linked to what the document named “Support for Learners.” According to the survey, only 23 percent of the BCC students responding to the survey agreed “quite a bit” or “very much” to the statement that the College provided the support they needed to thrive socially. As a result, the College worked to boost efforts in campus life, including hiring a full-time Director of Student Activities and Campus Life, who has worked closely with ASBCC to boost participation in student clubs and events. The results, as measured by responses to the BCC Self-Evaluation Survey in 2014, appear in Table 45:

Table 45
Improvements in Student Life based on CCSSE 2013 Findings

	CCSSE results (2013) Quite or bit or very much Often or sometimes (top 2 of 5 categories)	BCC Self-Evaluation Survey results (2014) Strongly agree or agree Often or sometimes (top 2 of 5 categories)
College provides the support students need to thrive socially. (CCSSE) BCC provides the support students need to thrive socially. (BCC Survey)	32.4%	62.19%

Data Analysis for Program Reviews and APUs

In addition to SAO/SLO assessment findings, student services programs use other indicators or outcome measures in planning related to program reviews and APUs. These include, but are not limited to, internal and external environmental scan data, such as service area population analyses, labor market forecasts, enrollment trends, student achievement data (student success, retention, persistence, completion, and transfer), and service delivery records. Environmental scans are conducted by the District Office of Institutional Research and by the State Chancellor’s Office (ARCC and the Student Scorecard). The Student Services Division uses program reviews/APUs and outcomes assessments as vehicles for continuous improvement. These planning documents are posted on the [Student Services Program Review webpage](#).

Audits

Annual program audits evaluate the operational functions of student services programs to ensure that they follow policies, procedures, and guidelines developed at the federal, state, district, and college levels. Student services programs which undergo annual audits include EOPS/CARE, CalWORKs, PSSD/DSPS, Student Activities, Admissions and Records, and Financial Aid.

External Reporting

Mandatory external reporting adds an additional stratum of evaluation. Several student services offices and functions conduct and share mandated student support evaluations with external agencies. For example, the Financial Aid Office organizes, evaluates, and reports data to state and federal governments on student financial aid participation, the numbers of students applying for federal and/or other types of aid, and the percentage of students fulfilling their responsibilities to maintain satisfactory academic progress. EOPS, PSSD/DSPS, CalWORKs, and TRiO are other support services that work with external

agencies on the mandatory tracking and reporting of student data; TRiO, for example, submits an annual program report to the U.S. Department of Education as a form of evaluation.

Administrative Review

The Student Services Division conducts an annual administrative review that serves as an overall planning and evaluation mechanism for all BCC student services programs. This evaluation process not only reviews the contribution made by each individual office/function, but ensures the communication and collaboration needed among the services in order to deliver quality support services in a comprehensive manner. For example, communications and cooperation take place between PSSD/DSPS and instruction to confirm that students with disabilities receive adequate accommodations for quality learning inside the classrooms; EOPS/CARE and instruction track students' learning progress; Financial Aid and Counseling confirm that Financial Aid recipients are maintaining academic progress by following the Student Education Plans developed by Counselors; and EOPS/CARE and Financial Aid adequately calculate the amount of financial aid awards received by students from all sources.

Self Evaluation

The College meets this Standard. Robust in scope and rigor, the Student Services planning and evaluation process provides multiple means by which to evaluate programs and services systematically and effectively. These include data collection of a variety of student success indicators, as outlined above, including those related to annual audits and external reporting, as well as routine, comprehensive administrative reviews. The College evaluates student support services to assure that they meet identified student needs through evaluations of student area outcomes (SAOs) and student learning outcomes (SLOs), as documented in Taskstream and on student services websites. Additionally, the College assesses its programs using outside agencies such as the CCSSE. All of these assessments provide evidence of the effectiveness of the services in addressing both student learning outcomes and service area outcomes, and the College uses results of these evaluations as the bases for improvements.

Actionable Improvement Plans

None.

Standard II.C – Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1, II.C.1.a

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. (II.C.1)

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution. (II.C.1.a)

Descriptive Summary

Library

The Susan B. Duncan Library at Berkeley City College (BCC) is located on the first floor and encompasses approximately 5000 square feet. As of February 2014, the Library is staffed with 2.9 full-time equivalent (FTE) librarians, 1.6 FTE library technicians, and 52 weekly student worker hours. Library operations are under the administration of a division dean in the Office of Instruction, with one librarian chairing the Library Department as head librarian.

The primary mission of the BCC Library is to support the curriculum, research, and general information needs of the BCC community by providing physical and remote access to quality diverse print, electronic, and multimedia arts resources, services, and instruction. The Library’s mission statement is on view on its web page. Consistent with the Mission, Vision, and Values (MVV) and the institutional learning outcomes (ILOs) of BCC, the library faculty and staff strive to promote information competency (ILO), critical thinking (ILO), lifelong learning, and academic success (MVV). The Library provides the BCC community with access to resources needed to conduct research related to curriculum. The library faculty and staff promote information competency skills for students to successfully retrieve information.

As of February 2014, the Library has a total of 5,900 unique books, 534 video recordings, and subscriptions to 30 periodicals (magazines, journals). The Library also maintains subscriptions to 39 electronic databases, including EBSCO databases, Ethnic Newswatch, CREDO, and Lexis/Nexis. Among these databases is a dynamic electronic book collection geared toward community colleges, which is updated annually and provides remote access to over 100,000 books. A complete list of the Library's databases can be found on its website. Thanks to donations, in 2012-13, the Library began adding graphic novels to its collection, and in 2013-14, began inventorying a collection of zines that will be made public for in-library use in 2014-15.

In addition to print, media, and electronic resources, the Library provides and maintains the following educational resources to support students:

- Twelve computers for student use for research, managed by Envisionware
- Four computers for printing and catalog searching, managed by Envisionware software
- One scanner
- One optic document magnifier
- Three televisions
- Two photocopiers
- Two print stations managed by GoPrint
- Five study rooms, each with one table and four-six chairs for group study
- Four study carrels for individual study
- Six tables with 42 chairs for studying purposes in the library.

The collection aging report generated in April 2014 shows a relatively current collection with 75 percent of the collection being published within the last 25 years:

- 47 percent of the BCC collection was published from the year 2000 - Present.
- 28 percent of the BCC collection was published from 1990-1999
- 10 percent of the BCC collection was published from 1980-1989
- 5 percent of the BCC collection was published from 1970-1979
- 6 percent of the BCC collection predates 1970.

The BCC Library was built based on the California Department of State Architects capacity-ratio formula. Growth was taken into consideration, and the library was built with a square footage for a college of 7,500 students. Average semester headcount statistics range from 158 to 234 patrons a day. The library has sufficient shelving to increase its collection size by approximately five percent.

From 2010-11 to 2014-15, the Library's total budget for books, periodicals, subscriptions, and technological software and equipment significantly increased. In 2010-11, the Library's budget totaled \$9,984 for these resources. However, in the current year (2014-15), the Library's total budget reached an all-time high of \$146,555 for books, periodicals, subscriptions, and technological software and equipment. As

costs continue to rise for library research and reading materials, the College is committed to ensuring funds are available for the Library to fulfill the needs of BCC students.

While there has been a concerted effort to increase funds for the library, the costs of library research and reading materials have continued to rise. The library continues to work with administration and the College to secure a larger annual acquisitions budget to fulfill the needs of its students and to ensure that funds are spent in a timely fashion.

Learning Resource Center and Study Labs

The College also maintains the Jerry L. Adams Learning Resources Center (LRC) and the South Campus Tutoring Center, for the purposes of tutoring and group study. The LRC is equipped with whiteboards and group study tables and accommodates 32 students at one time. It is staffed with the help of student tutors and instructional aides. The LRC coordinator position has been vacant due to a retirement, but the College is in the process of hiring a new LRC Coordinator. This coordinator will work with faculty across the College to assess and provide tutoring needs. Tutoring is currently available in mathematics, English, chemistry, physics, biology, computer science, American Sign Language, and Spanish.

Currently, the Learning Resource Center is staffed as follows:

- One English Faculty Advisor (20 hours per week),
- One mathematics faculty advisor (15 hours per week),
- One counselor (8 hours per week),
- One full-time Learning Resources Center Coordinator (currently vacant).

Student workers are hired for 168 hours per week to staff the front desk and computer labs:

- 134 hours (62 hours x 2 students)- Main Campus LRC
- 34 hours (34 hours x 1 student) - South Campus LRC

In addition to the tutoring in the LRC, in-class tutoring is provided in all basic skills English and some mathematics courses.

The English writing lab (Room 313) contains 31 computers (both PCs and MACs) as well as two projectors, two DVD/VHS players, a scanner, and a printer. The room is also equipped with books related to basic skills English and writing. It is used primarily for English and ESL writing lab classes in which students work on drafts of essays from across the curriculum with the help of well-trained tutors who aid them individually through each step of a six-step writing process. Writing workshop hours for Fall 2014 are Monday 1:30 to 3:30, Tuesday 8:00 to 10:00 a.m., Wednesday 6-8:30 p.m., Friday

10-5:30, and Saturday 9:00 to 12:00 Combined, the lab classes serve over 250 students per semester. The room is used for English and ESL writing classes at other times.

The adaptive technology lab, located in Room 262, is equipped with ten computer stations with software and accessories designed to accommodate students with low vision, mobility needs, learning disabilities, and other health-related conditions. The software includes Scientific Notebook, OmniPage Pro 15, Text Aloud MP3, Easy Creator 7, Easy Reader, ZoomText, Jaws, Kurzweil 3000 and 1000, Openbook, Dragon Naturally Speaking, Read Please, MathTalk, and Window Eyes. In addition to the computers, the lab contains electronically adjusted desks, adjustable chairs, ergonomic keyboards, CCTVs, a 21" monitor, Parrot headsets, a Braille embosser, and scanners for use with the Kurzweil software. The lab is currently staffed for ten hours per week by an hourly classified assistant who provides training in Kurzweil 3000 and Zoom text. The alternate media specialist provides training to students in Jaws, Kurzweil, Dragon Naturally Speaking, Openbook, and various other software applications.

In Spring 2014, in conjunction with EOPS/CalWorks and the First Year Experience Learning Community Coordinator, the library surveyed students and began assessing the need for developing a laptop lending program. Through this Focused Inquiry Group (FIG), the library identified a technology need and has developed a budget and proposal to purchase forty Chromebook laptops. These laptops will be available for short-term checkout to students when funding is secured.

Self Evaluation

The College meets these Standards. BCC library resources are sufficient to facilitate educational offerings, regardless of location or means of delivery. Holdings include sufficient print materials, electronic (online) resources, and multimedia arts resources. The College relies on appropriate expertise of faculty, including librarians and other learning support services professions, to support student learning and enhance the achievement of the College's Mission.

Actionable Improvement Plans

None.

II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library Services

BCC has seven institutional or general education student learning outcomes, one of which is Information Competency. It is defined on page 184 of the BCC Catalog (2013-2015) as follows:

Students demonstrate information competency when they find, evaluate, use, and communicate information in all its various formats; use library and online resources and research methodology effectively; and use technology effectively

The library faculty at BCC strive to meet these guidelines by

- * Offering in-class instructional orientations, upon request of an instructor, tailored to the course content of the class and providing an emphasis on information competency. In 2010-11, 29 orientations were given; in 2011-12, 23 orientations were given; in 2012-13, 32 orientations were given; and in 2013-14, 58 orientations were given.
- * Providing one-on-one information competency instruction and research assistance during all hours the library is open to the public at the reference desk. In addition, assistance is available virtually through the Library's chat reference application, LibChat, which is staffed during normal hours of operation, and LibAnswers, the Library's e-mail service.
- * Serving on the Assessment Committee and Planning for Institutional Effectiveness Committee, as well as the Curriculum Committee, to work with faculty who are defining student learning outcomes, ensuring that information competency outcomes are included in course outlines and syllabi across the curriculum, as appropriate.
- * Creating library subject guides (LibGuides) that instruct students on specific resources for particular disciplines and classes. LibGuides direct students to appropriate databases, print materials, websites, tutorials and other resources, and encourage responsible and ethical use of information. Many of these guides are created in collaboration with instructors in the specific disciplines.

Beginning in Fall 2014, the Library has offered LIS 85, Introduction to Information Sources, a two-unit transfer-level course in information competency. In Fall 2015, the Library plans to also offer LIS 80, a one-unit transfer-level course in information competency, an "introduction to the basic concepts and tools used in information research."

Learning Resources Center, Study Labs, and Other Services

In addition to the Library, other services at BCC provide instruction in information competency. As noted above, the Computer Commons lab is designed to assist students in developing their information competency. The adaptive technology lab is designed to

provide disabled students with the tools and instruction that they need to access information in books and journals, and electronically.

In April 2008, the Peralta District instituted CCCApply as the admissions application process for all new students. At the same time, PASSPORT, the PeopleSoft student administration software, was implemented across the district. Both of these technological enhancements provided students with enhanced service and unique challenges. BCC created a Welcome Center to support students in learning and using these new technologies. Student Ambassadors staffed the Welcome Center to provide one-on-one training and support students as they increase their information competency.

Surveys and questionnaires have been put in place to evaluate the effectiveness of library orientations and reference services. The general library survey has been completed and these results, along with orientation survey results, have been used to evaluate library services, most recently in Spring 2014; they indicate that students and faculty are satisfied with the services of the BCC Library. The Library continues to explore new ways to obtain additional data to effectively assess its reference and orientation services.

Library staff members have participated in Focused Inquiry Groups (FIGs) and Action Plan Projects for Learning Excellence (APPLEs) to explore ways in which to improve services. One such FIG explored basic skills students' experience with academic library databases and found that, although students are learning some competency skills from one-shot orientations, they need more in-depth experience and knowledge to become truly information competent students. The introduction of new LIS courses in Fall 2014 will begin to address this need.

Self Evaluation

The College meets this Standard. Through the Library's print materials, online materials, in-class orientations, and LIS classes, as well as services provided by the Learning Resources Center and Welcome Center, the College provides ongoing instruction in information competency.

Actionable Improvement Plan

None.

II.C.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library Access

The BCC Library is currently open 58.5 hours a week, as follows:

- 8:30 a.m. to 8:00 p.m. Monday–Thursday
- 8:30 a.m. to 4:00 p.m. Friday
- 10:00 a.m. to 4:00 p.m. Saturday

In order that the Library may close on time, the circulation desk and computer access close fifteen minutes prior to stated closing times.

During regular library hours, students may visit the library, use instant messaging online, and telephone or email library faculty members for research assistance. The librarians carefully choose online databases that support academic programs and the research needs of students and faculty on campus and at remote sites. These resources are available remotely to all currently enrolled BCC students and provide full-text electronic access to journals, general interest periodicals, newspapers, and over 100,000 books. The on-line book catalog provides access to all titles available in the four college libraries of the Peralta district. Current BCC students have borrowing privileges at all four college libraries in the Peralta district.

In Fall 2013, the library began offering instant messaging reference services to students (LibChat/AskUs). The instant messaging reference module was made available to everyone via the library's website. The library has also begun to create Libguides to assist patrons remotely in finding the resources they need.

The library has 16 computers available for BCC students, two of which are reserved for Disabled Students' Programs and Services/Programs and Services for Students with Disabilities (DSPS/PSSD) use. Each computer is equipped with internet access. The library's website is designed to offer students and other users a central launching point for the variety of internet and web-based resources available, including research guides, catalogs, and databases. It also provides information specific to the BCC library.

Through the new Moodle learning management software, distance education students have remote access to materials uploaded by faculty. The PASSPORT system (PeopleSoft student administration system) also provides all students with email addresses so that they and their instructors can communicate more easily.

Access to the Learning Resources Center, Study Labs, and Other Services

The LRC Main Campus hours of operations are as follows:

- 8:30 a.m. to 8 p.m. Monday–Thursday
- 8:30 a.m. to 4 p.m. Friday
- 10:00 a.m. to 4 p.m. Saturday

Tutorial services are provided in the South Campus during the following hours:

- 1:30-5:30 Tuesday-Thursday

The LRC Main Campus provides tutoring for math, with an emphasis in basic skills; physics; and Spanish.

South Campus tutoring services focus on writing across the curriculum, including, but not limited to English classes. Students are scheduled for individual 30 minutes slots. Hours during Fall 2014 are designed to target times during which most students seek tutoring services. Tutoring to improve writing skills is also available in the LRC Main Campus from 6-8 pm Tuesday through Thursday and from 2-4 pm on Saturdays.

Lab Access for Distance Education

Learning support services for Distance Education (DE) are being piloted during Fall 2014 through two simultaneous projects. First, tutors in the South Campus lab are using “Google Hangout” to create a distance education tool that combines a Skype-like environment with sharing of documents via Google docs, so that current tutors can work with distance education students and face-to-face students in the same lab setting, using the same methodologies. In addition, EOPS and TRIO are currently contracting with an outside agency to provide online tutoring to BCC students. These projects will be assessed during Spring 2015.

Access to Learning Support Services for Modern Languages

The Language Lab in room 212 is furnished with round tables holding 35 laptops. Tables are used for face-to-face conversation, tutoring, and group work. Laptops are designated for the language lab and include the software Auralog, which assists with grammar, pronunciation and language learning in Spanish. Laptops are mobile and are used also in rooms 214 and 216. The lab is open Monday-Thursday 9:00-10:00 a.m. and 12:00-1:00 p.m.

Tutoring for Spanish classes is offered 20 hours a week by appointment. With the expansion of French and Arabic, the Modern Languages Department is hoping to expand tutoring in those areas, starting in Fall 2015.

Access to Tutoring Services for Learning Communities

The Learning Communities offer Homework Labs and Tutoring Services to their students, who are recommended for tutoring through the Early Alert System (Progress Reports), especially when they are earning a grade below 75 percent in a class. The second progress report occurs before the semester withdrawal deadline so that any student who is still at risk of earning a substandard grade has the option of withdrawing from the class.

Tutoring services are offered for the following Learning Communities classes:

- English classes
- Mathematics classes
- History 7B
- Political Science 1
- Music 15A

Access to Computer Labs

The Computer Commons lab is open 54 hours per week. The BCC Welcome Center is open from 8:00 a.m. to 7:00 p.m. five days a week and from 8:00 a.m. to 1:00 p.m. on Saturdays during registration period and from 8:00 to 4:30 p.m. five days a week at other times.

Coordination of Services

The College recognizes the need to coordinate tutoring and learning support, which will streamline assessment and evaluation of these services, as well as improving delivery. The College's newly hired Learning Center Coordinator will work with College departments and services to streamline and coordinate BCC tutoring.

Self Evaluation

The College meets this Standard. BCC provides adequate access to the library and other learning support services, regardless of their location or means of delivery.

In 2008, Berkeley City College Self Evaluation surveys and the library user satisfaction survey all received responses weighted heavily against the sufficiency of the library's current operating hours, with only 32 percent responding that the hours met their needs. The 2014 Library User survey showed a dramatic improvement, with 66 percent answering that the hours met their needs and less than six percent answering that the hours barely met their needs or did not meet them. It is evident that the Library's increase in hours has worked towards meeting the needs of the College community. Similarly, student surveys have indicated satisfaction in the availability of tutoring and have shown that students are satisfied with the availability of these services.

Actionable Improvement Plan

None.

II.C.1.d

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Library Security

A 3M Detection System with security gates at the library entrance monitors materials taken from the library. Tattle-Tape Security Strips protect print media. Additionally, there are two security cameras installed in the Library.

In designing the existing building, the architects and the college community decided to house the Library on the first floor. Alarms have been installed on its doorways to provide the maximum amount of security possible, in keeping with state and city regulations. Further, the Library is close in proximity to the security guards' desk. The College has installed an additional Security Gate at the entrance to the LRC so that the door to the hallway that leads from the LRC to the Library may be opened to further facilitate access. There is also a plan to open the door to room 126 from the Library in order to increase student access to computers when staffing is available and the computer lab in room 126 is not in use for assessment or library orientations.

Security in the Learning Resources Center and Study Labs

The LRC is open during business hours and is locked at all other times. Files in the LRC are kept in locked file cabinets in locked offices. Security personnel frequently check on these areas by monitoring computerized security systems and by walking the building.

Custodians work two shifts per day to keep the facility clean; two engineers have been assigned to BCC to perform needed maintenance.

Self Evaluation

The College meets this Standard. The library doors have been alarmed in keeping with state and city regulations, and security guards monitor the space. Security for the Learning Resources Center is appropriate, as is security for other learning support services.

While the Library currently has two security cameras, it has requested additional security cameras in its program reviews. The College recognizes this need, and administration is actively pursuing the best course of action to ensure this upgrade.

Actionable Improvement Plan

None.

II.C.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Library Collaboration

The BCC Library collaborates with the other three college libraries in the Peralta district for shared services, such as the Millennium On-Line Publicly Accessible Catalog (OPAC) and access to OCLC (Online Computer Library Center) and the Council of Chief Librarians-California Community Colleges for negotiated database licensing rates and shared resources. Library department chairs from the four sister colleges meet bi-weekly to collaborate and work towards the most efficient ways to share resources. The District Library Committee documents collaborations among the four Peralta Colleges libraries, and it evaluates and recommends appropriate library service contracts. For example, OCLC is a non-profit library service and research organization dedicated to the public purpose of furthering access to the world's information and reducing the rise in library costs. The BCC library does not rely on or collaborate with other institutions or sources for library services.

Self Evaluation

The College meets this Standard. In collaboration with the other three college libraries in the Peralta district and the Council of Chief Librarians-California Community Colleges, the BCC Library maintains appropriate awareness of possible new technologies and/or contracted services that may benefit the BCC community.

Actionable Improvement Plan

None.

II.C.2

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Library Evaluations

Since Fall 2007, the Library has used surveys to obtain quantifiable data to monitor its services. The Library has defined student learning outcomes for library courses and workshops, and began offering courses in Fall 2014. The Library has also defined learning outcomes for the various educational services it provides, identified methods to monitor and quantify such outcomes, and continues to examine data collected to evaluate the effectiveness of the Library's educational services.

In a comparison of identical surveys run in 2008 and 2014, the results illustrate a dramatic improvement in user satisfaction. In the 2008 survey of library users, 71 percent answered that the BCC library was extremely or very important to them, while, in the 2014 survey, nearly 90 percent answered that the BCC library was extremely or very important to them. Over 75 percent of the responders said that it was extremely or very easy to find what they needed; this is a dramatic increase from 44.1 percent that answered the same way in 2008. Likewise, in 2014, 91 percent said that the library staff was extremely or very helpful, as opposed to the 60.2 percent that replied in the same way in 2008. In 2008, the library's hours at least somewhat met the needs of 73 percent of the respondents. In 2014, over 94 percent believed the library's hours at least somewhat met their needs.

The Library uses surveys to measure its effectiveness in meeting service area outcomes, as well as student learning outcomes; all information related to these assessments is housed in Taskstream. In those instances in which survey results indicated a need for improvement, the College took measures to ensure that improvement. For example, the results of the 2012 Library survey led to specific suggestions concerning increasing and advertising library hours and hiring additional personnel, as follows:

Summary of Findings: The faculty survey results indicate that faculty place books on reserve, recommend database use to their students, teach information literacy, and assign research projects or papers (scores of 3-4 on a scale of 1-4). Scores also indicate that faculty consider library hours to be extremely insufficient (1.7 on a scale of 1-4), and they consider the resources to be insufficient (2.2). The student survey results indicate that students are satisfied with library handouts, the student environment in the library, and the helpfulness of the librarians (scores of 3-4). Responses concerning use of the library (1.5-2.5) indicate that some B.C.C. students use the

library. Those who do not indicate the hours of the library as the primary deterrent (see survey hours result). Survey results show that students consider library hours insufficient (1.85 is the average response to #18).

Results: Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching

Recommendations : 1. hire an additional full-time librarian and maintain the current full-time time and part-time librarians, in order to increase the library hours
2. increase classified staff in the library [in order to achieve parity with sister colleges and maintain acceptable service levels during current library hours];
3. advertise current library hours to faculty and staff; these include evening hours until 7:30 M-Th

Since the time of this survey, the College did hire an additional librarian. Additional part time classified staff have also been hired, and, most importantly, library hours have increased to include evening hours until 8:00 Monday to Thursday, as recommended. As a follow-up to the implementation of these recommendations, the College included two statements on the 2014 Self-Evaluation Survey for Students to assess improvement:

- The library resources – books, materials, and other – meet my needs.
- Library hours meet my needs.

The results show clear improvement in both of these areas, even though the first statement is not directly related to library hours. In response to “The library resources... meet my needs,” 63 percent strongly agreed or agreed, with only 5 percent disagreeing and 15 percent indicating that they don’t know. In response to “Library hours meet my needs,” 63 percent strongly agreed or agreed, with only 7 percent disagreeing and 15 percent indicating that they don’t know. Although the survey is structured differently than the 2012 survey in terms of the types of responses, the differences are dramatic enough to indicate clear improvement.

Headcounts and usage studies are used to create annual reports that reflect circulation statistics for the use of the collection as well as the number of people who visit the library annually. Starting in Fall of 2014, the library plans on using a sampling approach to capture statistics, recording statistics during peak and nonpeak weeks and averaging results to get a good picture regarding library use.

Circulation statistics show a steady increase in usage up to 2013.

Table 46

Berkeley City College Library Circulation 2007-14

Reserves circulation

2007	2008	2009	2010	2011	2012	2013	2014*
2038	5803	8774	10743	9790	16164	15991	21,068

Total circulation

2007	2008	2009	2010	2011	2012	2013	2014*
5174	6803	9917	11854	10853	18003	17975	22,990

*The numbers in this column are projected, based on data gathered until 10/31/14.

Headcount statistics range from an average of 158 to 234 users per day.

Instructional faculty and librarians collaborate to customize bibliographic instruction orientations in order to meet specific research needs of the students and support the implementation of institutional student learning outcomes.

Librarians use the reference questions and book requests submitted by students, faculty, and staff, as well as circulation statistics, to monitor the usefulness of the current collections and monitor subject areas that may need expansion.

The librarians will continue to find ways to involve faculty as advisors and evaluators of its services. They also will continue to conduct regular surveys and to work to further define learning outcomes for its services and investigate additional methods in which to monitor such outcomes. The library will continue to use the results obtained from surveys and learning outcome rubrics to monitor and improve the services it currently provides.

Informal surveys of library staff have indicated a need for availability to a budgeting calendar and budgeting information as early as possible in the planning and budgeting cycle.

Learning Resources Center Evaluations

The staff in the LRC have defined student learning outcomes and developed learning outcomes assessment methods. The new Learning Center Coordinator will be instrumental in broadening the assessments tools for the LRC, which may include analyses of student use of and access to the LRC.

Self Evaluation

The College meets this Standard. Ongoing evaluations provide evidence that the Library and Learning Resources Center contribute to student learning and use the results of these evaluations as the basis for improvement.

Actionable Improvement Plan

BCC will make available a budgeting calendar and budgeting information for the library as early as possible in the funding cycle.

Evidence – Standard II

Links to Standard II Evidence

Berkeley City College Catalog 2013-15
Berkeley City College Class Schedule(s)
CCSSE and SENSE Results
[District Education Committee Minutes](#)
[Board Policies and Administrative Procedures](#)
[Shared Governance Home Page](#)
[Taskstream and Instructions for Accessing Taskstream](#)

Links to Standard II.A Evidence

[AA-T and AS-T Degrees](#)
Assessment Homepage
[Berkeley City College Instructional Programs and Departments](#)
Curricunet
Faculty Diversity Internship Program Home Page
[*How We Learned to Love Assessment and Use it to Improve Student Learning*](#)
Learning Communities Homepage
Instructional Program Review Page
[Online Resources for English Language Learning](#)
Planning for Institutional Effectiveness Committee Homepage
Teaching and Learning Center Homepage
U.S. News and World Report's National University Rankings (9/9/14)

Links to Standard II.B Evidence

[Student Services Programs](#)

- [Admissions and Records](#)
- Alternate Media Technology Services
- [Articulation](#)
- [Assessment and Orientation](#)
- CalWords
- CARE Program
- Campus Life and Student Activities/Welcome Center
- EOPS Program
- [Financial Aid](#)
- [Counseling](#)
- Health Services
- International Students Program
- [Outreach and Recruitment](#)
- Safety Aide Program
- Student Ambassador Program

PSSD/DSPS
Transfer and Career Information Center
Trio Program
Veteran's Affairs Program

[Alternate Media Technology Services](#)
[CCCApply](#)
[e-Counseling - Counseling Home](#)
[Financial Aid TV](#)
[Financial Aid – Dream Act \(AB131\)](#)
[SB 1456 Student Success Act of 2012](#)
[Student Services Administrative Review](#)
[Student Services Council Meetings](#)
Student Services Program Reviews

Links to Standard II.C Evidence

[Berkeley City College Learning Resources](#)
Berkeley City College Library Home Page
Tutoring – Main Campus LRC
Tutoring – South Campus LRC

Standard III.A – Human Resources

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

III.A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Descriptive Summary

The Peralta Community College District Office of Human Resources and Employee Relations works closely with Berkeley City College to ensure that it employs qualified personnel at all levels to support student learning programs and services and improve institutional effectiveness.

Developed through the participatory governance process, District hiring policies and procedures for faculty, classified staff, and administrators are available for all screening committees. In addition, a representative from the Office of Human Resources and Employee Relations is available to all screening committees to assist with the recruitment, paper screening, and interview processes.

The employment process begins with adhering to the hiring policies and administrative procedures for each respective classification – administrators, full-time faculty, part-time faculty, and classified staff. [District Board Policies and Administrative Procedures](#) provide clear direction on identifying and hiring qualified staff and faculty. These Board Policies and Administrative Procedures are published online, listed by category.

Board Policies 3410 (Nondiscrimination), 3420 (Equal Employment Opportunity), and 7100 (Commitment to Diversity) subscribe to principles of human resource management that promote equal access, equal employment opportunity, and equal treatment and fairness.

Board Policies 7120 (Recruitment and Hiring), 7210 (Academic Employees), 7230 (Classified Employees), 7240 (Confidential Employees), 7250 (Academic Administrators), and 7260 (Classified Managers) set forth the policies for each category of employment. Administrative Procedures 7121 (Faculty Hiring), 7123 (Hiring Procedures for Regular Academic and Classified Managers), and 7125 (Hiring Acting

and Interim Academic and Non-Academic Administrators) detail the steps in the hiring processes for each category of employment. Additional procedures are contained in the [collective bargaining agreements](#), which establish the terms and conditions of employment and the rights of the parties to these agreements for classified staff and faculty.

Self Evaluation

The College meets this Standard. College hiring processes adhere to Board policies and administrative procedures, which are clearly and publicly stated and ensure that appropriately qualified personnel are hired.

Actionable Improvement Plans

None

III.A.1.a.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties and responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The hiring process for all employee groups – classified staff, faculty and administrators – includes the development of the job announcement, selection of the screening committee, development of screening criteria and interview questions with desired responses, screening of application materials, screening of candidates, recommendation of finalists, final interviews, reference checks, and final approval process by the College President and the Chancellor.

To ensure that qualifications for each position match programmatic needs and the College Mission, Vision, and Values the hiring process begins at the department or unit level with development of clearly defined and relevant job descriptions. The job descriptions for classified staff and managers are created based upon the needs of the College and are reviewed by the Office of Human Resources so that the employment announcement states the necessary knowledge, skills, and abilities required to carry out the duties and responsibilities in an effective manner.

The District Office of Human Resources and Employee Relations (HR) maintains job class specifications and descriptions for classified staff on the HR website at <http://web.peralta.edu/hr/titles-pay-ranges/>, providing access to job classification information for all internal and external applicants. Consistent with Board Policy 7230 and Administrative Procedure 7260, the Office of Human Resources maintains a classification plan that defines all classified positions. This plan allocates classified positions to appropriate classes, arranges them into occupational hierarchies (job families), determines relationships between classes, and prepares written class specifications. Each class specification includes class title, definition of the class, distinguishing characteristics which differentiate the class from other related or similar classes, examples of duties allocated to the class, and a statement of the minimum qualifications for service in the particular class. When the process for approval of a position is completed at the College through its program review and shared governance structures, the Human Resources Director ensures that the employment opportunity notices contain the correct class specifications. If there is a proposed change in the duties of existing positions, the Human Resources Director conducts a review to determine whether the position should be allocated to a new or different class.

Program planning drives the faculty hiring processes: All faculty positions are based upon documented needs in the departmental Program Review or in Annual Program Update reports. Once positions are identified, faculty members play a critical role in the development of the job announcement. Faculty job announcements clearly state minimum qualifications, emphasizing the importance of disciplinary knowledge, current pedagogy, and commitment to student learning. Minimum qualifications are predicated on the minimum standards adopted by the Board of Governors of the California Community Colleges, as outlined in [*Minimum Qualifications for Faculty and Administrators in California Community Colleges*](#). However, the department may also include “desirable qualifications” to the job announcement. These desirable qualifications go beyond the minimum qualifications as a means to reflect those qualities that are considered of highest value to the department and the College.

Administrative Procedure 7211 (Minimum Qualifications and Equivalencies) details the District’s equivalency policy. It states that all applicants for faculty positions who possess “qualifications that are at least equivalent” to the State’s minimum qualifications shall be provided an avenue to request a determination of equivalency. When an applicant seeks equivalency review, the District Academic President appoints an Equivalency Committee, composed of three contract faculty members in the discipline, to evaluate the applicant’s academic qualifications, pertinent experience, and relevant coursework. Each member of the Equivalency Committee makes an independent assessment of the materials submitted by the applicant. The committee makes its final decision by majority vote. Denial of equivalency by the Equivalency Committee is final and cannot be overturned unless the applicant provides new and additional information. Only formal education is considered the equivalent in a discipline which requires a Master’s degree as a minimum qualification. The District Office of Human Resources maintains the files of all equivalency determinations.

The District Office of Human Resources ensures that job announcements are directly related to the Mission, Vision, and Values and the goals of the College by reviewing and updating job descriptions prior to each recruitment announcement. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated in a variety of sources accessible to the public via the District's website under the [Office of Human Resources](#). All job descriptions contain general responsibilities, representative duties, supervisory relationships, minimum and desired qualifications, and listings of any licensure or certification required to perform the duties of the position. Job announcements are advertised on the District's website, through internal memos regarding employment opportunities, and through the California Community College Registry. Additionally, the PeopleAdmin applicant tracking system provides for an on-line application process for all applicants and web-based advertising. Depending on the position, additional recruitment may include resources such as *The Chronicle of Higher Education*, *Women in Higher Education*, or *Diverse Issues in Higher Education*, as well as on-line job boards or recruitment fairs.

Initial screening of application materials begins at the District Office. Human Resources personnel review the applications to ensure that candidates meet the respective minimum qualifications and hold degrees from institutions accredited by a United States accrediting agency. Candidates must submit complete transcripts of all college and graduate level course work with the degree conferral dates. Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Service (NACES). Any applicants that do not meet the minimum qualifications are eliminated from the process.

Subsequently, files of eligible candidates are sent to selection (hiring) committees. Faculty play a significant role in the hiring process in all selection committees. Administrative Procedures 7121 (Faculty Hiring), 7123 (Hiring Procedures for Regular Academic and Classified Managers), and 7125 (Hiring Acting and Interim Academic and Non-Academic Administrators) detail the steps in the hiring processes for each category of employment and the compositions of the selection committees. The College Academic Senate President recommends appointment of faculty members to hiring committees. The College Classified Senate President recommends appointments of classified staff. The College President recommends appointment of an administrator to each hiring committee. Once appointments are recommended, the Office of Human Resources reviews the selection committee composition for gender and ethnic diversity. For faculty positions, faculty members are integral in all steps in the hiring process. They are involved in the development of job descriptions and associated criteria, paper screening rubrics, interview questions, and prompts for teaching demonstrations; screen applications to determine who is to be interviewed; and conduct first level interviews.

The selection committee interviews candidates and determines a list of recommendations for final interviews. The College President, with the appropriate vice president, the Academic Senate President (for faculty hires), and the chair of the selection committee, conducts the final interview. Candidates are evaluated for their potential to contribute to the mission and goals of the department and the institution. Following the final

interviews, the hiring manager conducts reference checks. The College President recommends a candidate to the Chancellor for approval.

Part-time faculty are hired through individual interviews with the appropriate department chair and dean. The same rigor applies in relation to meeting minimum qualifications as would apply to full-time instructors, and the interviews determine whether potential part-time faculty meet departmental standards of academic rigor and pedagogical training. Part-time faculty are hired on an as-needed basis with assignments that are for one term only, but may be renewed. They are evaluated in the first year of their employment at the college and subsequently at least every three years.

College-Level Human Resources Functions

Within the District's centralized Human Resources framework, certain aspects of the hiring process are handled at the individual college level, including faculty and staff hiring prioritization and screening of potential candidates.

The College identifies needed positions through the use of Program Reviews and Annual Program updates, which are linked to the College's Mission, Vision and Values and Institutional Learning Outcomes. The Department Chairs Council ranks faculty hiring requests using the Faculty Prioritization Rubric, and requests then go through the shared governance process, culminating at the College's Roundtable for Planning and Budgeting for final recommendations.

Screening committees develop interview questions that address the knowledge, skills, and abilities of each applicant as they pertain to the duties and responsibilities of the position, including those pertaining to distance education when applicable. Interview questions are carefully crafted to determine the depth and breadth of knowledge of an applicant. All questions at all levels are approved by the District Office Human Resources Specialist to ensure fairness and balance, and all candidates for a position are asked the same questions. The screening committee also lists "desired responses" to questions in order to provide a common basis for what is sought in an applicant's response.

For faculty applications, several different means are used during the screening interview to assess effective teaching skills. For example, many faculty screening committees include a skills portion, such as a teaching demonstration, as part of the interview process. Applicants for instructional faculty positions are informed in advance of the topic and nature of the teaching demonstration, which is evaluated by faculty with expertise in the subject area, by an administrator, and, if possible, by students. The screening committee recommends up to three candidates to the College President for final interview, which is conducted by the President, the relevant vice president, the Academic Senate President, and the screening committee chair. Final interviews for instructional faculty help clarify the candidate's strengths as an instructor, understanding of, and willingness to embrace diversity, background in learning outcomes and assessment, vision for the discipline, and potential for contributing to the College community outside the classroom. The College President and the hiring committee members discuss the candidates and recommend a candidate for hire; the hiring manager then conducts

reference checks. One candidate is forwarded to the Chancellor for final approval.

The department chair and/or responsible administrator interview potential adjunct instructors. The same minimum qualifications and documentation requirements apply as for full-time hires. All new adjunct faculty members are evaluated during their first year of teaching.

Self Evaluation

The College meets this Standard. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated, and the College follows appropriate processes for posting job descriptions, and for screening and selecting candidates.

Actionable Improvement Plan

None.

III.A.1.b

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

All personnel (full time and part-time faculty, classified support staff, and managers) are evaluated systematically and at stated intervals. The evaluation process, criteria, and evaluation schedules are contained in the collective bargaining agreements and PCCD Board Policies and Administrative Procedures, including [AP 7126](#) (Management Performance Evaluations) ; [Board Policy 7210](#) (Academic Employees); [SEIU Local 1021, Article V.](#); [I.O.U.E. Local 39, Article 19.](#)

Full-time contract faculty are evaluated every three years. Part-time faculty are evaluated in their first-year of employment and every six semesters thereafter. The evaluation process includes classroom observations, student evaluations, an administrative evaluation and a self-evaluation. The process provides opportunities for commendations and recommendations for improvement. If a faculty member receives a rating below satisfactory, the committee develops a plan for improvement and schedules a reevaluation for the next academic year. Division deans monitor and document the process. A complete description of the procedures can be found in the [Faculty Evaluations Policies and Procedures Handbook](#).

Tenure-track faculty are evaluated yearly for their first four years of employment, and adjunct faculty are evaluated every three years. During the four-year tenure track review process, evaluations are completed by a four-member committee, including the Division Dean and three faculty members from the discipline or a closely aligned discipline. The evaluation process includes peer observations, student evaluations, an administrative observation, a portfolio, and a self-evaluation each year. All evaluation materials are discussed and reviewed by the tenure candidate. Files are kept in the Office of Instruction at the College. A Tenure Review Facilitator coordinates the tenure track process for all candidates at the College. Each fall semester, the Tenure Review Facilitator and the Academic Senate President attest that the tenure review process has been followed. Each year, the tenure review committee recommends continuance, non-continuance, or probation for each candidate. At the end of the four year process, the President makes a final recommendation to the Chancellor and the Board of Trustees whether to grant tenure. The tenure review process is detailed in the [Faculty Evaluations Policies and Procedure Handbook](#).

Classified staff are evaluated during a probationary period and then annually in the month of hire by the first-level manager. The evaluation process is detailed in the appropriate collective bargaining agreement and monitored by the Office of Human Resources. Forms are available on the [Human Resources website](#).

Managers are evaluated annually, with the process coordinated by the Office of Human Resources. The Management Performance Evaluation encourages managers to demonstrate commitment to organizational excellence and align performance with the district-wide strategic goals and institutional objectives. The process was designed to assist with improvement of individual performance, thereby increasing institutional effectiveness. The [management performance evaluation](#) recognizes achievements, establishes training needs, including suggestions for improvement, and encourages professional development. Additionally, every third year, a comprehensive evaluation is conducted.

[Forms and instructions for these evaluations](#) are available on the website of the Office of Human Resources. Forms are available online related to evaluations of tenure-track instructors, as well as part-time, long-term substitute, and tenured instructors.

Self Evaluation

The College meets this Standard. The processes for evaluation of personnel are well established, well documented, systematic, and comprehensive. The evaluation tools adequately measure the effectiveness of personnel in performing their duties and identify areas for improvement or professional development; resulting actions are formal, timely, and documented.

Actionable Improvement Plans

None.

III.A.1.c.

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Formal evaluation standards, procedures, and processes for faculty are negotiated between District representatives and representatives of the Peralta Federation of Teachers. As part of this formal process, faculty members respond to the following set of questions in the self-evaluation form: “In terms of classroom instruction (or counseling services, etc.), including the assessment of Student Learning Outcomes, what have you learned about student needs, issues, and your own teaching? How will you implement what you learned?” In responding to these questions, faculty members must identify how they have participated in the SLO assessment process and used that participation to effectively produce learning outcomes.

At BCC, faculty members address SLOs and SLO assessment in a number of ways. First, BCC has established an addendum to the official course outline of record as the location for listing student learning outcomes and assessment methods. Department chairs, along with faculty members in the discipline, are responsible for keeping these addenda up-to-date. Faculty members are evaluated, in part, on whether they follow course outlines, and evaluators may review syllabi and sample assessment tools to ascertain this. Faculty members are required to include SLOs, as listed in the course outlines of record, in their course syllabi. Additionally, assessment of student learning outcomes is directly addressed and considered in the Program Reviews and Annual Program Updates completed by faculty in the disciplines.

Berkeley City College received a Title III grant in 2009, one of whose two goals was to create a “culture of assessment”. In the same year, the College established a Teaching-Learning Center, and the Academic Senate voted to create an assessment committee with representatives from student service areas and from every instructional department. All of these developments have helped BCC make SLO assessment an integral part of college culture, with 70 percent of respondents (faculty, classified staff, and administrators) in the 2014 Self Evaluation survey agreeing or strongly agreeing with the statement “BCC engages in dialogue about continuous improvement of student learning and institutional processes”.

All new courses and instructional programs must include SLOs. Part of the curriculum review process includes review and approval of these learning outcomes by the SLO Assessment Coordinator, who works with originators of courses and programs to develop authentic, manageable outcomes that can be assessed, as well as assessment measures. The SLOAC also works with department chairs to ensure that learning outcomes are mapped to Institutional Learning Outcomes (ILOs). Courses taught in distance education mode are treated in the same way as other courses, although specific assessment

measures have been developed to address the unique needs of the students enrolled in these courses.

SLOs are created at the department level. As SLOs are assessed, faculty discuss their effectiveness and revise as necessary, leading to a continuous cycle of evaluation and improvement. Analysis of assessment results leads to a variety of action plans, which are documented in Taskstream. Program mapping, which links courses in instructional programs to ILOs, may also lead to improvement of SLOs.

Based on discussions of SLO assessment results, faculty and staff at BCC have initiated and engaged in a number of collaborative projects through the [Teaching and Learning Center](#) (TLC), such as Focused Inquiry Groups (FIGs) and Action Plan Projects for Learning Excellence (APPLEs, which are instrumental in the implementation of action plans resulting from SLO assessments.

Self-Evaluation

The College meets this Standard. As part of the faculty evaluation process, faculty are required to identify in their self evaluations how they have addressed student learning as a result of SLO assessment processes. Faculty also include student learning outcomes on the course outline of record addendum for each course and on course syllabi, and they focus on SLO assessment results at department meetings, through broad conversation and dialogue across the College, as documented in the Faculty Survey, and through the inclusion of SLO assessment results in program reviews and annual program updates.

Actionable Improvement Plan

None.

III.A.1.d

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The College demonstrates its strong commitment to upholding and fostering ethical behavior throughout the college community in a number of ways. First, [the mission statement of the Peralta Community College District](#) includes a commitment to encouraging a civil and ethical environment that values the perspective of all individuals, and the College values statement regarding a “commitment to a quality and collegial workplace” includes the strategic intention that the “college implements review and improvement processes that constantly improve quality.” Secondly, [AP 7380](#) (Institutional Code of Ethics, Civility and Mutual Respect) establishes a definition of and expectation for ethical and civil behavior to which all employees are required to adhere. The Office of Human Resources and Employee Relations is responsible for overseeing

this procedure. There are multiple avenues for reporting violations of the institutional code of ethics or unprofessional conduct. Written or verbal complaints can be reported to an area supervisor/manager, dean, or vice president. Complaints can also be reported directly to the Office of Human Resources and Employee Relations. Additionally, the District has also implemented [Board Policy 7700](#) (Whistleblower Protection) and [Administrative Procedure 7700](#) (Whistleblower Protection), which allow individuals to anonymously report allegations of fraud. Such allegations can be reported directly to the Internal Auditor, the Office of Human Resources, or the Department of Employee Relations. Any reported violations of the Institutional Code of Ethics or allegations of fraud are immediately investigated by the Office of Human Resources and Human Relations and/or the Internal Auditor and may result in mandatory training for the individual and/or the imposition of appropriate discipline.

Self Evaluation

The College meets this Standard. District policies and procedures provide a written code of professional ethics for all college personnel and the procedures for upholding it.

Actionable Improvement Plan

None.

III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

In terms of both quantity and quality, Berkeley City College has sufficient staff to support its mission and purposes. Following established District Board policies and administrative procedures (described above), the College 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.

BCC has a sufficient number of faculty, staff, and administrators with appropriate preparation, experience, and preparation to meet the needs of the College. Table 47 illustrates the growth in permanent administration, contract faculty, and classified staff levels from 2008 to 2013.

Table 47

Berkeley City College Permanent Employee Headcount by Classification

Classification		2009-10	2010-11	2011-12	2012-13	2013-14
Admin.		7	6	7	8	9
	Total	7	6	7	8	9
Faculty						
	Full-time*	45	45	42	46	56
	Part-time	194	174	169	161	165
	Total	239	219	211	207	213
Classified						
	Total	38.8	38	46	46	48

Source: District Office of Institutional Research

Over the five year period from 2009-10 to 2013-14, the numbers of permanent faculty have increased in all categories. The increase in the number of full-time faculty from 45 to 56 (an increase of 24 percent) has meant a growth in the percentage of full-time faculty at the College from 19 percent of all faculty (by head count) in 2009-10 to 26 percent of faculty in 2013-14. The District recognizes that BCC has a disproportionately low ratio of full-time to part-time faculty, compared to the other colleges in the District, and has demonstrated its commitment to improving that balance, as shown by these increases in hires at the College. Similarly, among classified staff, the growth from 38.8 in 2009-10 to 48 in 2013-14 has meant an increase of 24 percent.

The College assures the quality and integrity of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to support educational programs and provide student services. The processes for ensuring this are described in the descriptive summaries for Standards II.A.1, II.A.1.a and II.A.1.b above. Program reviews and planning processes have been used to guarantee that new hires have been added in areas most critical to the success of BCC’s students.

The College will continue to use planning processes at the College and the District to add to its full-time staff in order to promote the success of BCC students.

Self Evaluation

The College meets this Standard. It has a sufficient number of staff and administrators with appropriate preparation and experience.

Actionable Improvement Plan

None.

III.A.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

The institution has an effective process for the development of personnel policies and administrative procedures. Led by the Office of Human Resources, all constituencies, including the bargaining units (Peralta Federation of Teachers, SEIU Local 1021, and IUOE local 39) and the District Academic Senate, participate in shaping personnel policies and procedures. Additionally, the Planning and Budgeting Council, a component of the district-wide participatory governance structure, reviews new policies and procedures and changes in existing policies and procedures. This review includes policies and procedures regarding personnel topics.

Personnel policies and procedures are readily available to faculty, staff and the public on the District's website. All Board Policies and Administrative Procedures are posted under the [Governance tab](#). Additional procedures for faculty evaluations can be found in the [Faculty Evaluations/Tenure Review Handbook](#). Other personnel policies, including labor agreements, are published on the [Office of Human Resources](#) website.

The personnel policies and processes are designed to result in fair treatment of all personnel. In the event that an employee or prospective employee feels unfair or inappropriate actions have taken place, the Vice Chancellor of Human Resources is responsible to advise, investigate, resolve conflicts, and ensure fairness in areas of hiring, discipline, and resolution of complaints and grievances.

Self Evaluation

The College meets this Standard. Personnel policies and procedures are available to all college constituencies and the public, and they are equitably and consistently administered.

Actionable Improvement Plan

None.

III.A.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Written policies ensuring fairness in employment procedures are contained in Chapter 7 of the District's *Board Policies and Administrative Procedures Handbook*:

[Board Policy \(BP\) 7100](#) (Commitment to Diversity)

[BP 7110](#) (Delegation of Authority for Human Resources)

[Administrative Procedure \(AP\) 7110](#) (Delegation of Authority for Human Resources)

[BP 7120](#) (Recruitment and Hiring)

[AP 7121](#) (Faculty Hiring)

The same policies and procedures are applied to all employment procedures, including faculty evaluation. These procedures are described in [The Faculty Evaluations Policies and Procedures Handbook \(for Tenured, Tenure Track, and Part-time Faculty\)](#). Forms are available online for procedures relating to [evaluations of tenure-track faculty](#), and separate forms for those relating to [evaluations of part-time faculty, tenured faculty, and long-terms substitutes](#).

Additional board policies and academic procedures ensure fairness for personnel other than faculty:

[AP 7123](#) (Hiring Procedures for Regular Academic Administrators and Classified Managers)

[AP 7125](#) (Hiring Acting and Interim Academic and Non-Academic Administrators)

[AP 7126](#) (Management Performance Evaluations)

[BP 7210](#) (Academic Employees)

[BP 7230](#) (Classified Employees)

[BP 7240](#) (Confidential Employees)

[BP 7250](#) (Academic Administrators)

[BP 7260](#) (Classified Managers)

[BP 7360](#) (Discipline and Dismissal – Academic Employees)

[BP 7365](#) (Discipline and Dismissal – Classified Employees)

In an effort to address constituent concerns in a timely manner, the Vice Chancellor of Human Resources meets regularly with the President of the Peralta Federation of Teachers and the presidents of the classified unions (SEIU 1021 and Local 39).

Additionally, all management personnel are trained yearly on ways in which to support the appropriate and consistent administration of personnel related provisions.

In order to ensure fairness, Berkeley City College adheres to the written personnel policies and procedures that have been developed by the Office of Human Resources. General principles include district compliance with federal, state, and local laws, and district commitment to equal opportunity, fairness, and inclusion. Included are policies and procedures on unlawful discrimination, sexual harassment, equal employment opportunities, hiring, and equivalency, as well as other policies governing hiring and working conditions. The College follows Board policies and procedures for handling and investigating any complaints of discrimination in the employment process.

College administrators have extensive training in board policies and procedures and take the responsibility of implementing those policies seriously. The President closely monitors all hiring activities in the College.

Self Evaluation

The College meets this Standard. It adheres to established Board policies and administrative procedures that ensure fairness in all employment procedures.

Actionable Improvement Plan

None.

III.A.3.b

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Personnel files contain employment applications, performance evaluations, written confirmation of employment actions, personal data, leave and attendance records, and any additional information used to determine the employee's qualifications for employment, promotion and compensation. District personnel files are located in security code file systems accessed only by the Human Resources staff. All medical files are secured and housed separately from personnel files.

Education Code §87031 gives employees the right, "at reasonable intervals and at reasonable times" to inspect personnel records relating to their work performance or any grievance relating to them. The Education Code also outlines reasonable rules regarding the inspection of personnel files. Any employee may make a request to review his or her personnel file in the presence of Human Resources staff. The various collective bargaining agreements detail the process for reviewing personnel. Personnel records may not be released (outside of public information) unless the employee signs a document giving written permission. Employees are encouraged to complement their records by adding documents regarding additional training and other supplementary material to their personnel files. All employees have online access to their pay information, W-2 forms, vacation, medical leave, health benefits, and other personnel information through the password-protected PROMPT system in PeopleSoft. Employees' social security numbers have been replaced by unique employee ID numbers.

At Berkeley City College, employee evaluation records are held in locked cabinets in the Office of Instruction. Any employee may make a request to review his or her personnel file in the presence of designated Office of Instruction staff.

Self Evaluation

The College meets this Standard. Personnel files are held in confidence and are filed at the District Office. Managers and confidential employees have access to personnel information on a need-to-know basis only. Employees have secure password protected online access to pay and workload information through the PROMPT/PeopleSoft system.

Actionable Improvement Plan

None.

III.A.4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

The College has a firm commitment to understanding and addressing issues of equity and diversity in its programs, policies, and practices. In response to the 2014 Self Evaluation Survey, 86 percent of faculty, staff, and students responded positively to the statement, “BCC fosters appreciation for diversity”. The College’s Mission attests to this commitment:

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

Additionally, two of the [College’s Values statements](#) focus on equity and diversity:

A Commitment to Multiculturalism and Diversity.

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

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

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

In keeping with the Mission, Vision, and Values, one of [the College’s seven Institutional Learning Outcomes](#) (ILOs) is Global Awareness and Valuing Diversity.

Consistent with these College priorities, [Board Policy 7100](#) (Commitment to Diversity) states that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students

[Administrative Procedure 7102](#) (Faculty Diversity Internship Program) details the District's Faculty Diversity Internship Program, pursuant to Title 5 §53500 and Education Code §87487. The purpose of the program is to enhance recruitment of qualified persons from diverse backgrounds in an effort to build a diverse and representative faculty, particularly in disciplines for which recruitment is difficult and/or disciplines in which a shortage of qualified faculty is anticipated. Job openings, workshops, resources, forms and documents, as well as "Frequently Asked Questions" for prospective applicants can be found on the [FDIP website](#). The College has regularly made use of the Faculty Diversity Internship Program (FDIP) described in the paragraph above, whose purpose is to attract graduate students who have completed at least one-half of a graduate degree and who are from diverse backgrounds to teach at BCC or the other three colleges. These intern adjunct instructors serve as role models for students, providing high quality adult learning opportunities, and addressing the educational needs of the multicultural East Bay community. Faculty members mentor interns, and some interns have gone on to become tenured BCC faculty. The current coordinator of the program and his predecessor are BCC faculty members.

The District is strongly committed to achieving faculty and staff diversity, encouraging a diverse pool of applicants, and making sure its policies, procedures and practices prevent discrimination on the basis of race, color, national origin, ancestry, sex, age, religion, marital status, disability, or sexual orientation. In 2013 the Board of Trustees adopted the District's [Equal Employment Opportunity Plan](#) (EEO Plan) in compliance with Title 5. A component of the plan was the formation of an EEO Advisory Committee with representation from all constituencies in the District, facilitated by the Director for Employee Relations. This committee meets regularly to review diversity within the institution and in its recruitment and hiring practices. The EEO Advisory Committee also has the responsibility of reviewing and revising the District-wide EEO Plan. The EEO Plan has three areas of focus:

1. Dialogue – intended to specifically create an on-going and intellectual dialogue on the topic of equity as it relates to District students and staff;
2. Recruitment/Hiring – with the intent to increase the colleges' efforts to recruit, hire, and retain a diverse workforce that meets the needs of students; and
3. Policies and Procedures – for the purpose of reviewing and updating policies and procedures related to hiring practices on a regular basis.

The EEO Advisory Committee is also tasked with recommending and sponsoring district-wide events that support an inclusive college community.

Additionally, the Office of Human Resources provides EEO/Diversity training to selection/hiring committees and has conducted FLEX Day (Professional Development) workshops for faculty that specifically focus on issues relating to equity and diversity.

Consistently, throughout each academic year, BCC faculty, staff, students, and administration hold college-wide events such as Black History Month, Women's History

Month, International Education Week, Global Awareness Week, and Cinco de Mayo celebrations.

Self Evaluation

The College meets this Standard. Its policies and practices demonstrate a consistent understanding of and concern for issues of equity and diversity. In response to the 2014 Self Evaluation Survey, 86 percent of faculty, staff, and students responded positively to the statement, “BCC fosters appreciation for diversity”.

Actionable Improvement Plan

None.

III.A.4.a

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Berkeley City College uses a number of methods to determine what kind of support its personnel need, including surveys, performance evaluations, program updates, and SLO assessments. The Professional Development Committee and the Teaching and Learning Center consider this data when planning flex day programs, workshops, and collaborative inquiry and action projects. Participants have an opportunity to evaluate all projects, and the results are used to plan and improve future offerings.

The Faculty Diversity Internship Program encourages graduate students from diverse backgrounds to apply as adjunct instructors, mentors them for one semester or more, and provides workshops and other help to assist them to become part of the community college faculty, creating a more diverse pool for open faculty positions. The BCC Equity Plan will help further the college-wide discussion on diversity.

Self Evaluation

The College meets this Standard. Its policies, programs, practices, and services support its diverse personnel. In responses to the 2014 Self Evaluation Survey, 86 percent of faculty, staff, and students responded positively to the statement, “BCC fosters appreciation for diversity.”

Actionable Improvement Plan

None.

III.A.4.b

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The Peralta Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups, and abilities. The District is an equal opportunity employer that provides an educational and work environment in which no person is denied access to any program or activity on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, or ability. This includes decisions about employment, compensation, promotion, termination, and/or employment status.

While Board policies and administrative procedures and District and College mission statements clearly promote and advocate for diversity, the Office of Human Resources and Employee Relations is responsible for recruiting, hiring, retaining, and cultivating equity and diversity, as well as assessing progress in achieving equity and diversity. The Vice Chancellor for Human Resources is responsible to ensure that all aspects of Title 5, §53023 are adhered to and monitored effectively, and that position descriptions respect and promote diversity and are written to be sensitive to diverse individuals. Through comprehensive recruitment, the District and College work to reach diverse groups and attract a highly qualified and diverse pool of applicants. The Office reviews recruitment practices and advertising annually to determine their effectiveness. District data provide a longitudinal view of the ethnicity of applicant pools, hires, and current employee groups.

Employee demographic statistics between 2008-09 and 2012-13 show that, while the demographics among faculty members have not changed significantly, there has been an increase in diversity among both administrators and permanent classified staff.

Table 48
BCC Ethnic and Gender Demographics among Administration, Faculty,
and Classified Staff

	Administration		Faculty		Classified Staff		Students
	2008-09	2012-13	2008-09	2012-13	2008-09	2012-13	2012-13
African-Am	28.57%	22.22%	11.90%	10.42%	23.81%	30.43%	19%
Asian/Pacific Islander	14.29%	22.22%	11.90%	14.58%	26.19%	28.26%	15.80%
Native-Am	14.29%	0.00%	0.00%	0.00%	0.00%	0.00%	0.30%
Latino/Hispanic	14.29%	33.33%	16.67%	16.67%	9.52%	17.39%	15.60%
White	28.57%	22.22%	54.76%	54.17%	30.95%	19.57%	26.20%
Multiple/Other	0.00%	0.00%	4.76%	4.17%	9.52%	4.35%	5.50%
Female	85.71%	66.67%	54.76%	45.83%	66.67%	63.04%	53%
Male	14.29%	33.33%	45.24%	54.17%	33.33%	36.96%	41%
Unknown/Other	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	6%

Source: PCCD Office of Institutional Research

Self Evaluation

The College meets this Standard. The College regularly assesses its record in employment equity and diversity consistent with its mission.

Actionable Improvement Plan

None.

III A.4.c.

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Through its representative bodies, the District and College have established avenues for advocacy for administrators, faculty, staff, and students. District-wide policies and administrative procedures assure integrity in the treatment of administrators and non-represented/confidential employees.

The advocacy groups for faculty are the Peralta Federation of Teachers and the BCC Academic Senate. Advocacy groups for classified staff are SEIU Local 1021, IUOE Local 39 and the BCC Classified Senate. The Associated Students of Berkeley City College (ASBCC) advocates for students. Shared governance committees are inclusive. Students are invited to participate in shared governance, and their voice is respected.

[Administrative Procedure 7380](#) (Ethics, Civility and Mutual Respect) clearly delineates the standard by which management, classified staff and faculty are to be treated and how they are to conduct themselves during the course and scope of the performance of their responsibilities. The policy defines the spirit in which the District intends employees to conduct business. The expectation is that all employees exercise due diligence in the ethical performance of duties, model the highest standard of ethically responsible behavior, and facilitate a climate of trust, mutual support, and courteous consideration through actions that demonstrate respect for reason, freedom of expression, and the right to dissent. It stipulates that employees should avoid knowingly making false or malicious statements about other employees or students; use care and integrity in sharing information; guard privacy rights of all individuals; avoid disclosing information about selection processes, colleagues, or students obtained in the course of professional service; and promote a team environment, without prejudice.

[Administrative Procedure 5500](#) (Student Standards of Conduct, Discipline Procedures and Due Process) also addresses the treatment of staff and students and defines general expectations of student conduct. [Administrative Procedure 5530](#) (Student Rights and Grievance Procedure) describes student rights and the processes for addressing student grievances.

In addition to Board policies and administrative procedures and statutes such as the Americans with Disabilities Act and Title IX, other policies that address related student issues are published online and in the College Catalog; these include but are not limited to the Policy Prohibiting Discrimination and Discrimination Complaint Procedures, Sexual Assault Policy and Procedures, Student Grievance Procedures, Student Conduct, Discipline and Due Process Rights, and Student Right-to-Know policies.

Self Evaluation

The College meets this Standard. Through its policies and procedures, as well as the work of College advocacy groups, it subscribes to, advocates for and demonstrates integrity in its treatment of administration, faculty, staff, and students.

Actionable Improvement Plan

None.

III A.5.

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a

The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The Peralta Community College District and Berkeley City College provide professional development for all employee groups – management, classified staff, and faculty (full and part-time). Faculty training is by far the most comprehensive because funding is provided by the State Chancellor’s Office specific to faculty staff development. However, many professional development opportunities coordinated by the District Office of Educational Services and College Professional Development Committee and Teaching-Learning Center are for all employees. Professional development workshops and activities occur primarily during flex days (the week before the fall and spring semesters begin). Other professional development workshops and programs are also offered during the year. Ongoing, individual technical support and training resources are available online. The College also provides some funds for travel to conferences and other professional development events as well as sabbaticals for faculty. Information about professional development opportunities is disseminated via e-mail and District and College websites, and in shared governance meetings.

Per the Peralta Federation of Teachers contract, there are three “flex days” before the beginning of each semester in the fall and spring. One day is a district-wide professional development day and the following two days are College flex days. On the District and College flex days, activities focus on learning assessment, student success, teaching methods, and diversity awareness/sensitivity.

As stated on the BCC Professional Development website,

the Berkeley City College Professional Development Committee supports faculty, staff, administrators, and student leaders in activities that build the College’s capacity to contribute to its vision statement that *Berkeley City College is a premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation....* The Professional Development Committee meets monthly to review requests. Meetings are open to all community members.

Funding for Professional Development activities comes from the District Office.

In addition to opportunities detailed above, which are made available by Professional Development funding, the College also provides opportunities for professional growth through its [Teaching and Learning Center](#) (TLC), primarily through Focused Inquiry Groups (FIGs), Action Plan Projects for Learning Excellence (APPLEs), Discuss-Apply-Reflect Tools Workshops (DARTs), Peer Observation Pools (POPs), and other activities. The FIGs and DARTs, in particular, focus on data-driven projects, many of which are related to closing the loop on assessment activities. All of the activities of the TLC focus on strengthening faculty development to promote student success.

The TLC’s primary activity is to organize small groups of faculty and staff each semester, within and across disciplines, to learn, share, and solve problems together. In

this way, faculty and staff are able to “close the loop” by putting assessment results into action. Since the TLC’s inception in 2010, more than 100 faculty and staff members in 30 different disciplines/areas have participated in these sustained, focused projects. Current projects include [FIGs \(Focused Inquiry Groups\)](#), which require primary and secondary research and action plan recommendations; [APPLEs \(Action Plan Projects for Learning Excellence\)](#), which take action on recommendations from prior FIGs and/or findings and action plans from SLO assessments; [DARTs \(Discuss-Apply-Reflect-Tools\)](#), two-part workshops which provide guided practice for effective pedagogical practices, and the [POP \(Peer Observation Pool\)](#), which provides a structure for interdisciplinary non-evaluative classroom observation and reflection. Participants share the results of FIG and APPLE projects with the larger college community at a TLC Symposium, held once or twice a year. [Project findings](#) are posted on the TLC website. Recent inquiry projects include studies of how post-traumatic stress disorder affects learning, how to best prepare ESL students for transfer-level English composition classes, and how to reduce math anxiety. The TLC also sponsored a Pedagogy for Equity Reading Group for faculty and staff and an ongoing [orientation workshop series for new faculty and staff](#). Seventy percent of faculty responding to the 2014 Self Evaluation Survey agreed or strongly agreed that “participating in TLC activities has helped me promote student learning,” with only 3 percent disagreeing.

The President’s Innovation Fund also supports faculty and staff in developing projects which further BCC’s mission. [Recent awards](#) went to a Faculty Peer Mentorship Program pairing new faculty members with veteran faculty members, and a partnership between a librarian and English instructor to teach self-publishing to BCC students.

Administrative personnel receive in-service training relating to topics such as diversity awareness/appreciation, leadership skills, management tools (e.g., Peoplesoft, BI tool), personnel administration, collective bargaining contracts, contract compliance, performance evaluations, and progressive discipline.

Although classified staff currently do not have professional development obligations, the College has funded training for [classified staff development](#), using grants, as appropriate. The District has provided professional development activities for classified employees focused upon customer service, diversity awareness and appreciation, student services operations, and personal development. In Spring 2013, the District sponsored a full-day of activities for classified staff entitled “Classified Matters.” Additionally the Office of Employee Relations periodically runs workshops on employee benefits and retirement planning. And the Office of Risk Management has provided specific workshops or trainings on emergency preparedness, such as “earthquake preparedness” or “what to do if there is a shooter on campus.”

All faculty with a teaching assignment have a professional development responsibility. Everyone else (non-teaching faculty, classified staff, confidential employees and managers) is welcome and invited to attend professional development activities. Current [district-level information about professional development](#) can be found online.

In relation to distance education and technology, faculty members have opportunities for on-going training in the use of smart classroom equipment, distance education pedagogy,

Peoplesoft updates, Microsoft applications, the use of Taskstream (for reporting information about SLO assessments), and the use of CurricuNet (for curriculum management). For instructors teaching online or using web enhanced instruction, the College has qualified personnel available to offer one on one support and workshops in using Moodle, Peralta's online course management system. Faculty members are also offered step/column professional development credit for completing Educational Technology courses (EDT 1, 2, and 3) that introduce them to teaching via distance education and utilization of the Moodle platform. Additionally, curriculum committee chairs offer workshops on a regular basis regarding Title 5 curriculum development.

The Peralta Federation of Teachers negotiates funding, faculty obligations, the process for selection of a District-wide Staff Development Officer, and the structure of the Professional Development Committees. The District Staff Development Officer coordinates professional development activities district-wide. Additionally, the District Staff Development Officer and the BCC Professional Development Committee plan additional activities and review requests for funds to travel to conferences, pay professional association fees, cover the costs of courses, and/or subscribe to professional journals. Recently, the Peralta Federation of Teachers negotiated the return of sabbaticals in the 2013-14 and 2014-15 years. Prior to 2013, sabbaticals had been suspended for over six years, due to budgetary constraints. The [contractual agreement between the Peralta Federation of Teachers and the District](#) deems that the District provide \$24,000 for professional development travel and activities at BCC. Additionally, the District-wide Staff Development Office receives \$18,000 per academic year for District Flex days.

Self Evaluation

The College meets this Standard. The Professional Development Committee and Teaching-Learning Center provide ample opportunities throughout the academic year for professional development. Seventy percent of faculty responding to the 2014 Self Evaluation Survey agreed or strongly agreed that "participating in TLC activities has helped me promote student learning," with only 3 percent disagreeing. Training for managers and classified staff has expanded. The College uses surveys, assessment results, and planning processes to identify needs for professional development.

Actionable Improvement Plan

None.

III.A.5.b

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Professional development at BCC is coordinated through the Professional Development (PD) Committee and the Teaching and Learning Center (TLC). The PD Committee organizes flex day activities and meets monthly to review funding requests, including requests for conference attendance and sabbaticals. The Teaching and Learning Center sponsors workshops and collaborative faculty and staff inquiry and action projects. The TLC Advisory Board, which consists of members of the PD and PIE Committee, meets once per semester to review applications for FIG and APPLE funding.

Teaching and learning needs are identified through a variety of means, including survey results, performance evaluations, and SLO and ILO assessments. Both the PD Committee and the TLC work with shared governance committees, including the Planning for Institutional Effectiveness (PIE) Committee, and Grants and Special Projects, to identify action items and develop, promote, and fund programs. Participants evaluate all programs and activities to inform continued planning.

The District Staff Development Officer submits a flex day calendar report to the State Chancellor's Office at the end of each academic year. Flex day staff development activities are required to be organized by the nine criteria listed in AB1725. Those nine criteria are as follows:

- Course instruction and evaluation
- In-service training and instructional improvement
- Program and course curriculum, learning resource development, and evaluation
- Student personnel services
- Learning resource services
- Related activities, such as student advising, guidance, orientation, student success, and diversity
- Departmental or division meetings, conferences, workshops, and institutional research
- Other duties as assigned by the District
- Necessary support activities of the above

Evaluation of the professional development program follows the guidelines set forth by the California Community College Council for Staff and Organizational Development. Online surveys, evaluations of District and College workshops, and suggestions provided by the BCC Professional Development Committee all provide input into planning the College's training needs. Participants evaluate each of the faculty staff development flex day workshops, using forms designed for that purpose. Attendance rosters provide information concerning participation. Members of the College and District Professional

Development committees discuss evaluation results. The District Office of Educational Services generates reports about staff development participation for further review.

Self Evaluation

The College meets this Standard. Evaluation of professional development is standardized and systematic, and results are analyzed and guide development of future activities.

Actionable Improvement Plan

None.

III.A.6.

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The College regularly assesses its human resource needs in a number of ways which integrate human resource planning with institutional planning. Comprehensive program reviews, annual unit plan updates, and administrative unit reviews allow for the identification of staffing needs that fulfill the missions of individual units and programs. The College relies on a participatory governance process to review and provide input into all plans, including those relating to human resource decisions.

The College's human resource planning is integrated with the District's institutional planning through a participatory governance process that channels colleges' requests through the District's Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated district-wide planning and budget advisory system comprised of four committees that receive planning input from the colleges, review them, and make final recommendations to the Chancellor. The District Education Committee, Facilities Committee, and Technology Committee direct recommendations to the District Planning and Budgeting Council, which forwards recommendations to the Chancellor.

The District Vice Chancellor of Educational Services serves as the Education Committee co-chair, providing guidance and support in making human resource recommendations. College administrators, classified staff, and faculty serve on both the Education Committee and the Planning and Budgeting Council. This planning structure provides integration between the District and College to assure effective coordination of human resource requests. It also provides an opportunity for administrators, faculty, staff, and students from the District and all four colleges to discuss, preview, prioritize, introduce, and recommend human resource priorities. For example, the College's prioritized classified staff and faculty hiring requests, which stem from the College's Program Review and Annual Program Updates and are then developed through the College's shared governance process, are sent to the District Education Committee each spring for

review and discussion. Subsequently [these requests are sent to the Planning and Budgeting Council](#) before final recommendations are forwarded to the Chancellor for approval and implementation.

Hiring needs at BCC are identified on program reviews and annual program updates. The Department Chairs' Council uses a rubric to prioritize faculty hiring requests; the results of this prioritization process are vetted by the Academic Senate and the Education Committee and then forwarded to the College Roundtable for Planning and Budgeting. At the end of the review by the Roundtable, the Roundtable either returns the prioritization list to the committees for further review or forwards the approved list to the College President, who makes final recommendations to the District concerning hiring, based on the recommendations from the college-level shared governance process.

In the case of new classified positions, proposals are developed through program reviews and annual program updates. Requests are ultimately reviewed by the College Roundtable for Planning and Budgeting and forwarded to the College President and are subject to the Chancellor's approval and availability of funding. The College works with the Human Resources Office on issues such as the appropriateness of the classifications.

Hiring decisions for replacing administrators are made by the College President or appropriate District Vice Chancellor (for district-level positions) and are then forwarded to the Chancellor for approval.

By the end of 2013-14, BCC will have restored its number of full-time equivalent students to the 2009-10 level (as it was before the statewide workload reduction), meeting the statewide target. The District resource allocation model will be essential in ensuring that the College achieves the level of staffing that is required to meet this level of enrollment.

Self Evaluation

The College meets this Standard. Decisions for prioritizing hiring requests are made through a shared-governance, college-wide process.

Actionable Improvement Plan

None.

Standard III.B – Physical Resources

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

III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Berkeley City College (BCC) is an urban college in dynamic downtown Berkeley, California. Located at 2050 Center Street, the College is one block west of Shattuck Avenue and two blocks south of University Avenue, the heart of the city. Students at BCC are part of a thriving college community that mirrors the Bay Area's ethnic, cultural and socioeconomic diversity. BCC serves Northern Alameda County, which includes Albany, Berkeley, Emeryville, and North Oakland. The downtown location of the College allows easy access for students using public transportation; BART and AC Transit services are within a block of the college. Full-time students qualify for subsidized AC transit passes.

With construction completed in 2006, BCC's main building is a full modern facility that is not yet ten years old. The six-story, 165,000 square foot, 2050 Center Street location serves as the main campus. In 2006, the US Green Building Council awarded Berkeley City College LEED silver status. The building houses a spectacular central six-story atrium with a skylight for natural light throughout the building; a 250-seat auditorium designed for lectures and multimedia arts showings; ground floor cultural space for receptions, exhibits, and community gatherings; three high-speed elevators; thirty classrooms that can accommodate for changes in teaching and technology; seven computer laboratories; five laboratories for biology, chemistry, and physical sciences; one specialty classroom with circular tables and a laptop computer cart to accommodate the modern language program's needs; a Multimedia Arts Center with two large computer labs, an animation studio, a print lab, a shooting studio, a recording studio, and video makeup suites; two painting and drawing studios; an adaptive technology laboratory; a learning resource center; a teaching-learning center; state-of-the-art information and audio-visual technology for auditorium, classrooms, and labs (every classroom and lab is equipped with an Audio Visual Control Station providing access to

various media, including DVDs, CDs, internet, and computer-based applications); a student lounge on the top floor; a library; a bookstore; faculty and administrative offices; a self-service registration computer lab; a Student Ambassador Help Desk; and modern communications and security infrastructure throughout the building.

In response to the 2014 Self Evaluation Survey, students indicated their satisfaction with the BCC facilities, 91 percent strongly agreeing or agreeing that it is safe, 82 percent strongly agreeing or agreeing that it is sufficient, 88 percent strongly agreeing or agreeing that it is accessible, and 85 percent strongly agreeing or agreeing that it provides a healthy learning environment.

The campus's relative newness affords a good measure of functionality and a pleasant aesthetic. The main campus is appreciated as an accessible, clean, and well-lit facility. Two shifts of custodians and two full-time building engineers maintain the facility. BCC has systems in place for identifying and responding to maintenance and repair demands. With requisite speed and professionalism, the custodial and engineering staff assures high standards of upkeep.

To assure well-maintained facilities, BCC employs a system of checks and responsibilities. All faculty, administration, staff, and students are encouraged to report malfunctioning, damaged, unsafe, or unclean areas of the college. The maintenance and engineering staff respond in a timely fashion to reported problems. BCC has a system in place to identify, rectify and document the completion of facility related projects. Currently, the College uses MainStar, a software program that lists all equipment and maintains records of preventative maintenance (PM). The software has priority levels ranging from one, meaning emergency status, to five, indicating a desirable outcome. MainStar also allows the Business Office to place work orders (W/O) to address facility related concerns. PMs and W/Os are given to the Assistant Chief Stationary Engineer, and the work is performed by the priority given. When a PM or W/O is complete, the W/O is sent to the Chief Engineer, who "closes the request out." For documentation purposes, all of BCC's equipment is tagged with inspection cards and, at a glance, staff can determine what work was performed and when preventative maintenance occurred.

As established by the District and enacted by the College, BCC schedules routine maintenance of its facilities. The routine maintenance program follows district protocol with schedules pertaining to standard elements: System-level operation and maintenance information such as physical descriptions, functional descriptions, troubleshooting, preventative maintenance procedures and schedules, corrective maintenance repair requirements, parts lists, significant drawings, and equipment specific information. This is organized into a centralized vendor/manufacturer data library. Preventative maintenance is performed as budget and manpower allows. Priority for maintenance resources in capital and manpower is given to as-needed projects.

The Berkeley City College Business Office coordinates routine maintenance. Work orders are processed through the Business Office, sometimes working in collaboration with the Peralta District Department of General Services.

In support of scheduled maintenance and capital equipment upgrades, BCC receives funds allocated to the District from the State and distributed to the colleges.

In addition to the main campus, BCC presently leases space at 2070 Allston Way, one block south of the main campus. This site, known as South Campus, provides 8,000 square feet of space for classrooms, a learning community meeting area, conference rooms, a student lounge, a tutoring facility, a veteran's center, and support staff and faculty offices. To accommodate community needs and robust enrollment growth, the College offers courses at off-campus sites. The University of California at Berkeley (UCB) provides the most frequently utilized off-campus site. Presently, BCC uses six classrooms at UCB during evening hours, that can accommodate up to 20 class sections per week. Occasionally, the College also offers courses at local community centers and public schools.

Peralta Community College District provides funding for faculty and staff parking in a garage adjacent to the BCC campus. Reserved handicapped parking spots are located directly in front of the College's main entrance and within the parking garage.

Since 2009, BCC has completed a number of infrastructure improvements to exceed Americans with Disabilities Act (ADA) standards. The installation of electronic door openers and upgraded signage are two measures by which the college fulfills its commitment to access for all students. The process for determining safety and sufficiency in off-campus sites involves an initial walk through of the sites and feedback from instructors and students who attend classes at these various locations. UC Berkeley, public community centers, and public school sites are required to meet the same safety and ADA standards as the College itself.

In order to meet present demand and growing enrollment, and to effectively utilize BCC's available facilities, the College and District administrators coordinate planning for improvements and physical growth. In 2008, the District's Department of General Services contracted with WLC Architects to assist BCC in developing the *2008 Berkeley City College Facilities Master Plan*. To integrate physical resource planning with instructional planning, in 2009, MAAS, Incorporated was commissioned to provide professional support to BCC in developing the [*2009 Berkeley City College Integrated Educational and Facilities Master Plan*](#), the goal of which is to assist the College in projecting the educational programs, support services and facilities that will be needed through the year 2022. The Plan provides direction for improving the College's services to students and the community. It is a dynamic document, flexible enough to adjust to new issues and needs that may arise, which will guide decision-making at the institution for years to come.

The development of this plan necessitated an assessment of allocations of space and utilization of facilities according to standard practices and California regulations. The space standards, as prescribed by the California Code of Regulations, Title 5 (Sections 57000-57140) were based upon needs for each space category – classroom, teaching lab, faculty and staff offices, and others.

After the permanent building was opened, BCC began the “build out” in 2010 by converting “inactive” space of assignable square footage (ASF) into classrooms, teaching labs, faculty and staff offices, and storage. The build out, which was completed in 2012, placed 14,778 ASF in “active use.”

In Fall 2014, the District entered into a contract to purchase a 25,000 square foot building, which is in close proximity to BCC’s main campus. The additional space afforded by the new building is key to the College’s ability to meet growing institutional needs. BCC’s enrollment continued to grow during 2013-14. Funding for the purchase of the new BCC site is available through [Measure A capital funds](#).

Self Evaluation

The College meets this Standard. Built wholly within the last decade, BCC’s main building remains a state-of-the-art learning institution that assures the integrity and quality of programs and services. Additionally, the College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

In order to provide sufficient resources to meet the demands of student growth, the College should acquire new facilities, as recommended in the *2009 Berkeley City College Integrated Educational and Facilities Master Plan*.

Actionable Improvement Plan

While the College meets this Standard, BCC is working to acquire additional building space in order to meet growing enrollment and student needs.

III.B.1.b

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Maintaining a safe, accessible, and healthful environment stands as a priority of Berkeley City College’s administration, staff, and faculty. Likewise, the District supports all necessary measures to ensure these crucial institutional goals. Accordingly, all sites used

by BCC for instruction, administration, and support services are maintained with integrity. The College dedicates significant resources to assure compliance with state and federal mandates regarding access, safety, and healthfulness, while also striving to uphold commitments to providing an aesthetic conducive to learning and instruction.

BCC's main campus stands out for quality of construction and newness of its physical infrastructure. Completed in 2006, the main campus was built to respond to all contemporary demands for safety, access, and healthfulness. Presently, the College meets or surpasses all general and specific state and federal codes for safety and healthfulness. The campus exceeds American with Disabilities Act (ADA) codes. South Campus likewise meets state and federal codes for safety and healthfulness, along with complying with ADA requirements. Buildings used for instruction at UCB also meet all regulations of the state and federal government, in terms of safety and access.

The Office of Risk Management at the District provides support for the safety and healthfulness of the Berkeley City College main campus. Periodic training for emergency response and evacuation is organized by the District Office and carried out at BCC. Members of the BCC staff, faculty, and administration regularly participate in federal disaster management protocol training. The College is prepared to utilize National Incident Management Systems concepts and principles to ensure effective and integrated preparedness, planning, and response to potential problems and emergencies.

During certain staff development sessions, faculty, staff, and administrators receive training in CPR and use of defibrillators. The training sessions are held regularly and organized through the District. BCC has numerous defibrillator packs distributed throughout the campus.

The main campus is staffed by a minimum of two security guards at all times when the campus is open. BCC employs the private security firm Securitas. One guard is posted at the front desk, the entryway for all students, faculty, and administrators. A second guard patrols the building. To complement the Securitas officers, BCC employs student safety aides, who operate within the Office of Student Services. They receive training from the Alameda County Sheriff's department for emergency evacuation protocol and are certified in CPR as well. These safety aides are on duty at BCC from 8 am to 5 pm, Monday through Friday.

BCC's Safety Committee provides support to enhance the College's safety practices; encourage employees to participate in the safety process for the betterment of all concerned; advise on the formulation and dissemination of policies, practices and procedures that promote health and safety; act as a problem solving group regarding the identification and control of hazards; help to resolve health and safety issues; and assist College and District Administrators in the planning of actions to promote occupational health and safety. This includes helping to set priorities to control hazards. The Committee is scheduled to meet twice per semester and also convenes on an as-needed basis.

The College's Department of Risk Management administers an annual schedule of safety training for all employees. Training provided includes but is not limited to sessions on hazardous materials management; blood-borne pathogens & chemical safety; emergency preparedness and evacuation; and science laboratory safety.

BCC works with a property and liability insurance provider to conduct annual reviews of facilities condition risks. As a member of the Alliance of Schools for Cooperative Insurance Programs (ASCIP), the College is provided with loss control and safety audits as part of its continuing efforts to help control cost by reducing loss exposures. Each audit is an advisory tool designed to help recognize hazards and take corrective actions that will reduce the risk of liability and Workers' Compensation claims, and to help avoid regulatory penalties. The audits also provide a planning tool in that they establish a baseline from which the District can develop long-term budgetary plans for improvement.

Currently, BCC participates in regular basic property and liability audits, a general review of locations concentrating on areas representing the greatest potential liability or property risk; and the development of a descriptive photo-documented report containing the audit findings and offering practical recommendations. The basic audit format includes a review, in general of the following areas: Electrical, mechanical HVAC, maintenance and warehouse areas; art, labs, science and technology classrooms; representative academic classrooms and administrative areas; theaters, and auditoriums; equipment and facilities; and general life safety and property conservation issues.

BCC's main campus is constructed of materials that do not give off volatile organic compounds. HVAC refrigerants contain no chlorofluorocarbons. The building was constructed entirely with recycled, asbestos-free natural fibers as insulation and is fire retardant. An air exchange system circulates fresh air through the building by drawing air through the six-story central atrium and refreshing it externally.

The Department of Risk Management performs air tests on a routine basis. The results from the Department of Risk Management recent CO₂ testing at BCC found that the environmental air quality is good. The air quality assessment included tests for mold, dust, and organic contaminants; results were well within standards and guidelines. One example serves to illustrate how the results of these tests ensure quality. As stated by Greg Valentine, Director of Risk Management,

The results reveal that our HVAC management system is working properly although the results from Room 032 were higher than I would like at 1100 pm. As a result of our testing, all CO₂ set points were lowered in order to allow the HVAC management system to increase airflow to any room where CO₂ is on the rise. This increased airflow will reduce the rise in CO₂ levels before the CO₂ level reaches a level requiring further management. In addition, we are paying particular attention to Room 032 where the set point is now set lower at 700 ppm.

The Department of Labor, NIOSHA, and California Department of Industrial Relations, OSHA provide the following guidance on CO₂ management:

Properly ventilated buildings should have carbon dioxide levels between 600ppm and 1,000 ppm, with a floor or building average of 800 ppm or less. If average carbon dioxide levels within a building are maintained at less than 800 ppm, with appropriate temperature and humidity levels, complaints about indoor air quality should be minimized. If carbon dioxide levels are greater than 1,000 ppm, complaints may occur. Therefore, 1,000 ppm should be used as a guideline for improving ventilation. If a building exceeds this guideline, it should NOT be interpreted as a hazardous or life-threatening situation. An elevated carbon dioxide level is only an indication of an inadequate amount of outside air being brought into a building.

As part of BCC's testing protocol, the College's independent industrial hygienist will perform a series of tests in the building for CO₂ to measure the effectiveness of the College's enhanced control methodology.

In addition to testing by the Department of Risk Management, air quality evaluations are provided through HVAV systems managed by BCC engineers.

All classrooms and labs are equipped with telephones that link with campus security and can be used to reach Berkeley police. Call buttons in the elevators link with campus security, and each restroom has a call box that directly contacts campus security and Berkeley police. Lighting in classrooms, labs, and offices switch on automatically with remote motion detectors. This lighting system assures that no one will enter an unlit space and also reduces the use of energy throughout the building.

BCC's South Campus meets acceptable standards of accessibility, safety, healthfulness, and security. Recent improvements have included new paint, new furniture and new ceiling tiles. South Campus is ADA access compliant; Berkeley City College administrators and staff conducted two PSSD/DSPS tours of the facility in September 2014 in order to confirm this. By contract, the property owner of South Campus building handles maintenance and custodial work. For matters of security, Securitas is on South Campus when it is open: Monday through Friday, 8am to 10pm.

The Facilities Master Plan contains improvements to campus security measures, including an increased number of security cameras and panic buttons. Security gates between the Library and Learning Resource Center have been installed.

Self Evaluation

The College meets this Standard. The main campus surpasses state and federal standards for safety, healthfulness, and accessibility. BCC dedicates significant resources to maintaining its state-of-the-art main campus and assures that all working and learning areas are environmentally sensitive, accessible, healthful, and safe. Due to its relative newness, the main campus is fully up to code for Department of State architect standards and certified by the US Green Building Council as a leader in the use of "green"

technology. Other locations, such as South Campus, meet acceptable standards for accessibility, safety, security, and healthfulness.

In a 2014 survey of faculty, 85 percent of respondents strongly agreed or agreed that BCC provides a healthy learning environment, and 91 percent that it provides safe facilities. Students responding to the survey offered strong positive appraisal of the college facilities. Only two students out of 317 respondents consider the facilities to be unsafe and less than three percent disagree that the College provides a healthy learning environment.

Actionable Improvement Plan

None.

III.B.2, III.B.2.a

To assure the feasibility and effectiveness of physical resources in support of institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. (III.B.2)

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. (III.B.2.a)

Descriptive Summary

Facilities master planning is one component of the College's overall Educational Master Plan. Unit planning, program review, curriculum review, and shared governance committee processes contribute to the physical improvement agenda for the College. Plans for growth and maintenance are data driven in terms of enrollment, demand, and need. The process for shared governance relating to improvement goals within the College is laid out in the [Shared Governance Manual](#).

On both the district and college level, the shared governance model delineates responsibilities of committees in planning and decision-making. As part of this model, Berkeley City College has in place a Facilities Committee that performs a central role in establishing improvement goals and setting improvement priorities. The master planning priorities were developed collaboratively through discussions at district-level planning committees and the College planning committees. In its planning processes, the College prioritizes based on its Mission, Vision, and Values, focusing primarily on student success, but also on building a culture of collaboration through its shared governance structure.

BCC utilizes scheduling strategies to make best use of the College's limited space. Classrooms are used to maximum capacity, including a robust Saturday schedule and maximization of rented space.

In terms of physical growth and ability to meet institutional needs, one of the most consequential long-range improvement goals is presently being addressed. As mentioned in III.B.1 and III.B.1.a, BCC is in the process of purchasing a nearby property with 25,000 square feet that can be expanded for a total of 30,000 square feet. This space could house between eight and twelve classrooms that will hold between 40-60 students each, as well as additional conference rooms, additional student support space for tutoring and learning technologies, space for student groups, faculty spaces to serve students during office hours, and/or a Welcome Center. Key leaders from the College will guide a process to communicate about and plan for the new building.

Self Evaluation

The College meets this Standard. BCC uses and documents its planning processes to evaluate its facilities and equipment and make plans for improvement.

Actionable Improvement Plan

None.

III.B.2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as a basis for improvement.

Descriptive Summary

Berkeley City College conducts tri-annual [program reviews](#) and, in the intervening years, annual program updates (APUs), which utilize data-driven assessments that lead to resource requests and planning initiatives, including those related to facilities and equipment. Program reviews and APU's inform all decisions made regarding physical resource planning and institutional planning, as they inform the work of shared governance committees involved in planning.

The crucial issue of facilities growth to meet demand is presently being accounted for by expansion of college properties. As mentioned in III.B.1. and III.B.1.a, BCC has experienced significant enrollment growth for the previous five years. Studies conducted by the College and District during 2008-13 show dramatic increase in student demand. Due to greater demand than anticipated in earlier studies, BCC has reoriented previous plans for facilities growth and taken a more aggressive approach toward resource expansion. Enrollment growth at BCC indeed significantly outpaced the space projection used as the baseline when developing facilities planning strategies in 2008. For example, the Fall 2007 FTES of 1,532 that was used as a baseline increased by sixteen percent to 1,780 in Fall 2008, followed by another jump of thirteen percent to 2,018 in Fall 2009. In order to account for the stronger than anticipated growth, BCC and the District developed

plans for robust physical growth, including the purchase of a 25,000 square foot building, as mentioned above.

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the District and College have been implementing BCC's Facilities Master Plan in phases, as described in the Plan, ahead of schedule:

Phase I (2009-14): Peralta Community College District and Berkeley City College completed the interior renovations, referred to as the "build out" above, to accommodate the needs of a rapidly growing college and to increase information technology/multimedia web internet infrastructure to meet increased distance learning demands. The College continued to lease space on South Campus in order to meet space needs.

Phase II (2014-18): Starting in 2009, BCC established an educational center (Annex or South Campus) located at 2070 Allston Way. In 2012, the District and College completed the modernization of the Main Campus and South Campus to accommodate increased demand for classes and services, well ahead of schedule.

Phase III (2018-22): To meet enrollment demand, BCC will secure a nearby building for further expansion. The purchase of this nearby building was approved by the Peralta Community College District Board of Trustees in November 2014. This building could house between eight and ten classrooms that will hold between 40-60 students, additional conference rooms and additional student support space for tutoring and learning technologies, in addition to space for student groups and/or a Welcome Center. There may be additional offices for faculty and staff, and an additional computer/ homework lab space to increase student success. The details will be developed through a shared governance process, as discussed above.

Regular assessment of Berkeley City College facilities takes place in a number of ways. Program reviews and annual program updates regularly evaluate facility use and maintenance. These documents, along with the Educational Master Plan and Facilities Master Plan, govern decisions made regarding physical resources. BCC also submits a Five Year Construction Plan to the State; in this document, physical resources are assessed and evaluations for future growth are discussed.

Self Evaluation

The College meets this Standard. BCC continually assesses its physical resource needs, including facilities, equipment, land, and other assets, and integrates physical resource planning with institutional planning through program reviews, annual program updates, technology plans, and educational master plans, which inform shared governance committee planning.

Actionable Improvement Plan

None.

Standard III.C – Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Descriptive Summary

It is the shared responsibility of the District Office of Information Technology (IT) and Berkeley City College (BCC) to provide technology resources that support student learning programs. The network, computer services, and information systems are centralized under the direction of the Associate Vice Chancellor of IT at the District Office. District IT staff support the district-wide network infrastructure, telecommunications system, computers, servers, and computers. The College manages its own network, adhering to standards recommended by District IT. The College's network coordinator and campus-based technicians support faculty and staff at the College.

In recent years there has been significant progress in the planning, support, and deployment of network bandwidth and availability, distance education, faculty and staff computing, and innovative teaching and learning design of classrooms. The [District Technology Committee](#) aligns College priorities with Strategic Goals. Technology planning is fully integrated into the District and College planning processes.

Technology resources are used throughout BCC to support and increase the effectiveness of student learning programs and services and the quality of services provided to students. The identification of technology needs is a collaborative process involving all college constituents. Faculty and staff, through their departments, identify technology needs and trends through their program reviews and annual program updates, as coordinated with the [College's Educational Master Plan](#).

At BCC, the area of Technology Resources has grown tremendously since 2009. Not only has the infrastructure itself expanded, but the uses of technology in both instruction and student services have proliferated. Students' access to technology, on and off-campus, has improved, instructional technology is becoming part of the typical classroom experience, and various service areas are using computers and online systems to improve record-keeping, communication, and many other essential functions. Professional development, including traditional trainings, off-campus and online classes, and collaborative projects through the College's [Teaching and Learning Center](#), have enabled instructors and others to effectively implement the tools available, and to assess and refine best practices and applications. Instructors routinely take advantage of smart classroom equipment and online tools such as Moodle and Turnitin.com to improve the delivery of content and enable more universal access and student-centered learning techniques. This remarkable transformation of the capacities of the classroom environment has required – and empowered – students, as well, to increase their use of technology.

At BCC, the sheer amount of equipment and uses of technology have proliferated over the last six years. When the district began using its Learning Management System, Moodle, in 2009, the original expectation was that 20-30 classes per campus would be using it each semester, primarily online and hybrid classes. However, as instructors embraced the pedagogical enhancements offered by using an online platform in conjunction with face-to-face classes, and as students have come to expect this component of many of their classes, the scale has changed dramatically. In 2014, more than 2000 classes district-wide are using Moodle. This increase calls for a parallel increase in server space and monitoring, and both the College and the District work to embrace new technologies as they emerge. The shared governance system has adapted to accommodate increased complexity of planning and budgeting, including thorough evaluation of costs and positive impacts. Currently, the [BCC Technology Committee](#) meets once a month to review requests according to a rubric and makes recommendations to the Roundtable for Planning and Budgeting. Another example of rapid change has been the transition of some processes used by administrative and classified staff from paper to computer technologies. The Technology Committee and various other groups are actively working to improve processes, and the BCC Information Technology team is responsive and helpful in supporting faculty, staff, and administrators in their work.

Self Evaluation

The College meets this Standard. Technology resources are widely used at BCC to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning through BCC committee structures and through the integration of technology planning within program reviews and annual program updates, as well as other planning documents.

Actionable Improvement Plans

None.

III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

Overview of Current Technological Resources

Technology resources are used throughout the College to support and increase the effectiveness of student learning programs and services. In the 2014 Self Evaluation Survey, 84 percent of respondents, including faculty, staff, and administration, had

positive responses to the survey item, “My program or service area has the technology to effectively accomplish the college’s goals.”

Technology resources that meet the needs of learning, teaching, college-wide communications, research, and operational systems include the following:

- Wireless access in the Library and common areas where students and faculty congregate, including the student lounge and the atrium, as well as classrooms – District and College IT teams are working on increasing capacity and security.
- Smart classrooms – Currently BCC is the only college in the District in which all classrooms are SMART classrooms (at least Level 1 and Level 2, and one partially-equipped Level 3). Twenty-two smart classrooms are equipped with Audio Visual Control Stations, each equipped with DVD, VHS, and CD players, as well as computers connected to the Internet. Smart classrooms also include LCD projectors and document cameras, and three of the classrooms include interactive whiteboards.
- Five general-purpose computer labs equipped with both Apple Macintosh and Hewlett Packard PCs; two dedicated multimedia arts labs; an animation lab; and five mobile labs (carts with 30 laptops each and wireless technology) that can be brought to any classroom (with Chromebook check-out options to be added in Spring 2015)
- Two open computer labs, one in the main building and one in the Learning Resources Center in the South Campus Building
- New laptops or desktops every five years for full-time faculty and staff
- Moodle Learning Management System that is available to all instructors
- Voice over Internet Protocol (VOIP) telephones, Internet access, E-mail access, including connections to the Peralta information portal
- PeopleSoft, an information management system that allows students to have individual email addresses and access to their personnel information and allows faculty to access their rosters and submit grades online
- PeopleSoft Business Intelligence software research tool (currently being implemented)
- District and College Web sites (including committee and faculty pages)
- Library computers equipped with adaptive technology

BCC is constantly installing new systems and looking for free or low-cost technological learning tools, for example Big Blue Bottom (replaced by Google Hang Out), and Majara.

Instructional Uses of Technology

The majority of BCC instructors use technology to support student learning in face-to-face classes as well as online and hybrid environments. In all platforms, technology is being used as a tool to personalize the learning experience, enhance learning, and use various modalities to increase access and engagement for all students.

Of the respondents to the 2014 Accreditation Self-evaluation Survey, 89 percent of faculty responded positively that classroom technology meets their needs. Seventy-three

percent of face-to-face instructors use Moodle or other class websites, 77 percent use video, 52 percent use audio, and 35 percent use online forums (asynchronous discussions).

Various technologies enhance learning across the College. Document cameras (Samsung digital presenters) have been installed in all classrooms so that objects such as sculptures and anthropological artifacts or pages from books can be projected on classroom screens. Document cameras are used not only to supplement traditional lecture delivery but to promote student-centered practices such as having representatives report written/visual information from small group activities. Instructors have participated in trainings on the use of this tool at Flex Days and [DART](#) workshop series through the Teaching and Learning Center, and 37 percent of instructors report using document cameras. Instructors also use many other commercial interactive platforms, including online tutorials such as Khan Academy, and textbooks with interactive online components from publishers such as Cengage, Compass, and Pearson. Instructors of English as a Second Language (ESL) use Voice Thread and U-dacity to allow students in both face-to-face and hybrid courses to record and respond to audio files. The English/ESL Department offers several sections of a Writing Workshop course, which uses computer labs along with focused coaching. Students in Spanish classes participate in language labs where they complete learning modules and receive individualized support. The Spanish Department has also developed an [open assessment tool on the College's Moodle site](#); counselors have access to review results with students in order to place them in the correct level. Thirty-eight percent of survey respondents across all disciplines use [Turnitin.com](#) to evaluate, organize, and monitor the academic integrity of student work. Finally, An Open Educational Resources initiative is underway, under the auspices of the Library, to alleviate textbook costs for students and provide access to other types of materials, such as lectures, videos, and online tutorials.

Technology for the Library

The Library has greatly expanded its uses of technology since 2009, both in the physical library facility and online. Some major developments are as follows:

- Innovative, the library's online catalog system and OCLC, a tool for processing books, are used by all four colleges and funded by the District.
- Remote authentication is available to access all databases BCC offers, as of Fall 2013, providing equal access to databases for remote users via Innovative, the online public access catalog shared by all four colleges in the District.
- Beginning Fall 2015, computers will be monitored using PC reservation system software provided by *Envisionware*, which will further promote equitable access to computers for current students.
- [LibGuides](#) are online research guides to the library's resources, developed for individual courses and programs by a College librarian.
- *LibChat*, a chat reference service, is available to students during the library's regular hours (8:30-8:00 pm M-TH, 8:30-4:00 F, and 10:00-4:00 Sat)

- *LibAnswers* is a library e-mail service which allows students to email their questions and receive their answers via email.
- The library maintains subscriptions to 40 electronic databases that provide access for students to a variety of research and reference materials online. A complete list of the library's databases can be found on the BCC Library website.
- Beginning in Fall 2015, the Library will be using *Research Ready* in its library course as well as a few other classes; this is a cloud-based instruction and assessment platform that teaches students the entire research process.
- The California Community College Library Consortium provides some of the library databases; these are available at all California Community College Libraries. Two databases, ARTSTOR and JSTOR, are funded by the Arts and Cultural Studies department. The rest of the databases and *Research Ready* are funded by the District, which gives the library \$25,000 a year to spend on databases.
- One of the library databases is a dynamic electronic book collection geared toward community colleges, which is updated annually and provides remote access to over 100,000 books.
- The Library has a total of twelve computers for students to use for research, four computers for students to use for printing and catalog searching, one scanner for student use, one optic document magnifier, three televisions with DVD/VHS players, two photocopiers, and two print stations managed by GoPrint (the same printing card system as other Peralta colleges).
- The Library shares the use of room 126 with Assessment and Orientation; this is a computer lab with 35 computers and a teaching station that includes a document camera and projector, for library-related instruction.
- A second security gate was installed to further open access to the Library by providing a second entryway.

Technology for Admissions and Records

Recently, the District and College have taken several steps to improve the online enrollment and records interface. For PASSPORT, a component of PeopleSoft, the District has created online training for BCC students – PASSPORT Help. This includes tutorials and screen shots on topics such as tips for using CCCApply, Login/Browser Issues, and Training Documentation. Also, most of the forms used in the Admissions and Records Office are posted online, particularly to be made available for students in distance education classes. Each college in the District has two counseling faculty representatives on the Counseling Functionality Team, which meets regularly at the District to address and prioritize issues on PASSPORT.

Technology for Financial Aid

The [Financial Aid Website](#) is quite extensive. The District has helped with getting financial aid information to interface with PASSPORT so that students can find out their financial aid status in PASSPORT. For 2014-15, the new financial aid PeopleSoft system is being implemented in different phases, which will continue until it is fully implemented.

With the new financial aid system, students are able to review their PASSPORT accounts for missing financial aid documentation and read their award letters in their accounts; they will no longer need to stand in line to find out about missing paperwork. All outstanding fees will be subtracted from students' financial aid payments, and any remaining balance will be refunded afterwards. The system will electronically apply fee waivers to students' accounts if they are eligible. Staff members do not need to manually enter Board of Governors (BOG) fee waiver data in the system.

Technology for Counseling

The [Counseling Department](#) also has an extensive website. Students can contact the Department in person, by phone or by email. It offers eCounseling during the fall and spring semesters, which allows students to review the basic FAQ questions and then submit intake forms to post any questions not answered on the FAQ site. eCounseling is in an email format. However, the department is exploring the option of using Skype for counseling services.

Students can use the general email address, counselingbcc@peralta.edu, to clear prerequisites or to get general questions answered, but counselors do not provide online personal counseling.

Pursuant to the Student Success and Support Program (SSSP), the Associate Vice Chancellor of Student Services at the District works with counselors to create temporary storage of all student educational plans (SEPs) in the "W" drive, so counselors at more than one college can view SEPs. The District is working closely with the IT department and the counseling department to update the academic advising module so that the SEPs will be available in PASSPORT and will be accessible for student viewing. The academic advising module will be implemented in Spring 2015. Funding for online Academic Advising and the online SEP was approved at the Board of Trustees Meeting on April 8, 2014.

Technology for Orientation

BCC has developed an online orientation. Counselors have completed the script, which was presented to the counseling faculty, Leadership Team and BCC Education Committee for feedback. The videotaping and production phase of the project is complete. The online orientation was tested in Fall 2014 and will be implemented in Spring 2015.

BCC is offering Counseling 200A (Orientation to College), and several counseling faculty are being trained to provide online instruction so that, in the future, Counseling 200A may be offered online or in hybrid format, as well as through face-to-face classroom instruction.

Technology for Intake Assessment

The intake assessment schedule, which is used to determine students' initial placement in English, ESL, and mathematics classes, is posted online at the [Orientation and Assessment Website](#). Students have access to a link they may use to practice the English and Math Compass placement instruments before taking the placement assessments.

Currently, students must come to the main campus to take the tests for placement assessment. While there has been discussion about providing online assessment, the District is waiting for the State Chancellor's Office recommendation on the approved list of assessment tools before further discussion of the development of online assessment. Distance education students may take the placement assessment at any college and send the results with placement recommendations to BCC counselors for multiple measures review of the recommendations.

Students also have the option to email their test results (e.g. Advanced Placement test results), transcripts with course descriptions, or any supporting documents to clear prerequisites.

The Spanish Department has created an online assessment for placement in Spanish courses. Students can access the [Spanish Advisory Placement Exam](#), which is open to BCC students. Instructions and login information are posted on the link listed above. Counselors can access the placement test scores to clear the prerequisites, and the assessment coordinator can access the test scores and input them on PASSPORT.

Technology for Tutoring

BCC is currently piloting online tutoring services through the use of Google Hangouts for tutoring in writing. In addition, the Spanish Department has created the online [Spanish tutoring services](#) for students taking Spanish 1A, 1B and 2A.

ESL does not provide online tutoring, but faculty have created [online resources for English Learners](#) who need additional support with language learning, whether or not they are enrolled in ESL classes. The English Department is also building a website for students in English classes to help them with skills in reading, writing, and information literacy.

The Mathematics department has provided [online resources to support students with math anxiety](#).

To support students who are taking online classes, BCC provides [Moodle help](#), with instructions on how to access Moodle online classes.

Assistive Technology

To accommodate BCC students with disabilities for the purpose of providing equal access to physical spaces, information, and electronic technology, a variety of adaptive equipment and software is located at computer stations throughout the College, including the BCC library and labs. These stations are marked, “For PSSD/DSPS only.” These workstations are equipped with adjustable chairs, ergonomic keyboards, Kensington track balls, and motorized adjustable desks to allow for wheelchair access and accommodate those with physical limitations. Updates to hardware and software are ongoing efforts and are major areas of focus as part of the PSSD/DSPS Program Review. CCTV’s, optical scanners, 12-inch monitors, and a braille embosser are available for students with low vision or blind students. Parrot monaural headsets are provided for BCC students who use voice recognition software.

A variety of assistive technology software is distributed throughout BCC’s computer labs and, in some cases, distributed to students for use at home. The list below provides a description of currently available software and, in each case, the particular disability with which it is most often associated:

- ZoomText: Screen enlargement software that magnifies text and images on a PC and has some screen reading capability. Students with low vision use this accommodation.
- JAWS for Windows: Screen reading software that provides a non-visual interface to a Windows® computer by way of text-to-speech and refreshable braille. Students with low or no vision will use a screen reader.
- Kurzweil 3000-Firefly: Text-to-speech literacy software that highlights electronic or scanned material while it is being read. This software facilitates English language learners and students with Dyslexia, Dysgraphia and other learning disabilities to succeed at reading, studying and comprehension. The web-based component provides remote reading functionality and access to the student’s document library from a home computer.
- Dragon Naturally Speaking: Voice recognition software that enables students to dictate commands and prose to a PC. Students with physical limitations and learning differences may benefit from this software.
- Openbook: Optical Character Recognition (OCR) software that enables blind students to scan and convert printed material to spoken text.
- Duxbury Braille Translator: Braille translation software that allows various document types to be converted to Braille files which can then be sent to an embosser or provided as electronic files that may be viewed on a student’s portable Braille notetaker.

Please refer to the [Assistive Technology Website](#) for more information.

PSSD/DSPS is in the process of restructuring lab space that is specifically designed for students requiring assistive technology in a space conducive to students with disabilities.

Part of the restructuring includes the provision of workstations that are set up for students to produce their own alternate formats.

As previously mentioned, computer stations with adaptive software and adjustable desks are provided throughout campus. Upon request, assistive technology can be placed in additional classrooms to accommodate a specific need. The following is a list of locations at the main campus where assistive technology can be found:

- Assessment Center, Room 126 – Jaws, ZoomText and an adjustable desk.
- Career Center, Room 243 – Jaws and ZoomText and adjustable desk.
- Library – Jaws, ZoomText and Kurzweil 3000 with a CCTV & adjustable desk.
- Adaptive Technology Lab, Room 262 – Jaws, ZoomText, Kurzweil 3000, OpenBook, Dragon Naturally Speaking, and Duxbury Translator with all adjustable desks, CCTVs, 21-inch monitors, braille embosser, Perkins Brailers.
- Homework Lab, Room 324 – Jaws, ZoomText, and Dragon Naturally Speaking with adjustable desk.
- CIS Lab and Writing Lab Rooms 313 & 323 – Jaws, ZoomText and Dragon Naturally Speaking with adjustable desk.

To access the above materials, the following equipment is available for loan or use on the main campus each semester:

- Tactile Graphic Drawing Kit – Available for use at the main campus.
- Perkins Brailers, nonventional Braille writers that may be useful in math, science and where literary Braille is helpful for a blind student, and a Braille embosser.
- Digital playback units

Needs Assessment

BCC uses a systematic, broad-based, data-informed approach to identifying technological needs for teaching, learning, communications, research, and operations. Technological needs assessment and planning are integral parts of the annual planning cycle. Relevant shared governance committees identify needs through the following channels:

- BCC Technology plan (multi-year)
- BCC Technology Committee (see BCC website for description of committee purpose, membership, minutes, agenda, rubric)
- Program reviews and annual program updates
- SLO and SAO Assessment Results (program and course level)

BCC uses program review and annual program updates to assess the effectiveness of current technology resources and identify and prioritize needs.

While BCC has sufficient technology and technology support to meet the needs of learning, teaching, college-wide communications, research, and operational systems, the assessment mechanisms cited above have shown that the College is reaching the limits of

its current wireless network capacity, which is resulting in slow performance at peak periods. Thus, plans are underway to improve wireless network quality of service. Additionally, the College needs to continually enhance and replace both hardware and software to meet the needs of its growing student population.

Self Evaluation

The College meets this Standard. Technology support provided at BCC is designed to meet the teaching, learning, communications, and operational needs of the College. The College uses its planning processes to identify these needs. In the 2014 Self Evaluation Survey, 84 percent of respondents, including faculty, staff, and administration, had positive responses to the survey item, “My program or service area has the technology to effectively accomplish the college’s goals.”

Actionable Improvement Plans

While the College meets this Standard, BCC will enhance wireless internet access, as well as hardware and software.

III.C.1.a

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

District Services

The District network is robust, reliable, and scalable. All facets of the network are redundant. The District has recently moved from a Cisco network standard to various manufacturers who focus on one area. Fortinet is used for firewall appliances. A10 Networks is currently used for load balancing appliances. Arista is used for distribution core switches. Enterasys/Extreme is used for edge switches.

District IT has over 100 physical servers made by HP, Dell, and Compaq server manufacturers. District IT also utilizes virtualization technology through VMware, which rides on HP and Cisco UCS blade servers. Storage for the servers comes from HP SAN systems, EMC SAN systems, and Netapp SAN systems. To date, the District has implemented phase one of its virtualization project, which now focuses on HP blade servers and Netapp storage.

Internet access is provided through the Corporation for Education and Network Initiatives in California (CENIC), with Gigaman connections at the District Offices and at each of the colleges. CENIC's California Research and Education Network – Digital California (CalREN-DC) – provides high-quality network services for K-20 students and

employees. As a CENIC Associate, the District must ensure that the user community complies with the CalREN Acceptable Use Policy (AUP). In order to ensure compliance, the PCCD Computer Use and Electronic Mail Guidelines incorporate the same terms specified by the CalREN AUP. Email for faculty and staff is provided by an MS Exchange Server. Student email is provided by MS Office365.

District IT staff also support the administrative and voice network for the District. Peoplesoft runs on the administrative network. Peoplesoft is an Enterprise Resource Management application system that offers a suite of products designed to solve complex business problems. Peoplesoft typically offers its products to large corporations, government and educational institutions, and organizations.

In 2005 Peralta invested in and implemented the Financial Services Management suite in PeopleSoft, which consists of 27 modules, such as Purchasing, Asset Management, Accounts Receivables, General Ledger, Expenses, Accounts Payable, and Inventory tracking.

These modules support the finance and budgeting (commitment accounting) needs at the district, as well as Business Service Managers at the colleges. The Commitment Accounting module allows the colleges and district unit offices to control their own budgeting process module for human resources, which enables users to allocate salary and operational costs to different funding sources. It allows colleges and district units to control their procurements through the purchase requisition workflow process. The College accesses these modules using a web based portal called Peralta Real-Time Online Management Technology (PROMT).

In 2005 Peralta also invested in and implemented the Human Capital Management suite in PeopleSoft, which consists of 16 modules, such as Payroll, Time and Labor, Human Resources, Talent Acquisition Manager, ePay, and Resume Processing. These centralized functions support the colleges and District by processing payment for all employees (e.g, faculty, staff, administrators, student workers). The intake process of all employees is handled through the centralized district Human Resources (HR) Office. In addition, the HR module maintains position and employee data. Data that is stored and updated in this module relates to employee, job, position, compensation, and benefit information. The College accesses these modules using PROMT.

In 2005 Peralta invested in the Campus Solutions suite in PeopleSoft, formerly Campus Administration Suite, which consists of 10 modules, including Gradebook, Student Administration, Campus Self Service, Community Access, and others. The District did not fully implement Campus Solutions until 2008. This suite of modules primarily benefits students by efficiently integrating admissions, registration, enrollments, grades, class schedules, and class rosters. Users access the system via a web-based Portal referred to as PASSPORT. The PASSPORT system serves as both a Student Administration tool used by staff to process and maintain student information and records and a Faculty Center and self-service Student Center for matriculation services.

PASSPORT can be summed up by three different functions, as follows:

- Student Center – self-service portal that allows the student to add a class, drop a class, make a payment, search for classes, and view unofficial transcripts, and will include an academic advising module;
- Faculty Center – self-service portal that allows faculty access via Web-VPN (remote access) to contact students, download class rosters to MS-Excel, enter grades and positive attendance, indicate an early alert, provide rollbook documentation, submit attendance rosters, submit census rosters, and view student contact information;
- Student Records – self-service portal that allows the student administrator to search for course catalogues, search for classes, assign service indicators, activate students, view transfer credit, view transcript requests, update an academic calendar, update a student’s program/plan, update the term/session, view grades, view term history, view class rosters, view instructor schedules, view online grade rosters, withdraw a student from a session, withdraw a student from a term, and view academic standing.

District IT plans to complete the implementation of the PeopleSoft academic advising module by Spring 2015. This module will consist of PeopleSoft Academic Advising and Student Educational Plan (SEP) modules. Because the District already owns these modules, no additional cost is required. Implementation will be concluded by Spring 2015; this is a requirement for state mandated student success initiatives.

The Oracle Business Intelligence (BI) tool was implemented in 2008 to allow more visibility in the Student Administration module, promoting strategic and operational decisions, primarily at the college level. This innovative tool allows for data analysis. Now, the College has the ability to obtain information in order to make strategic decisions for anyone within the institutional population, including but not limited to faculty, staff, administrators, and students. This tool is necessary in order to allow faculty and staff the ability to access and manipulate information directly, at their own desktops, rather than having to funnel all requests through a central department.

Securing College data and providing backup and recovery are the responsibilities of the District IT Office. To maintain the reliability of services hosted by District IT, the Department of General Services has installed and maintains an emergency generator to provide backup electrical power to the District building for as long as necessary during a power outage.

The College is reaching the limits of its current wireless network capacity, which is resulting in slow performance at peak periods. Thus, plans are underway to improve wireless network quality of service. This project will be managed jointly by the College and District.

For curriculum, PCCD utilizes CurricuNet, a web-based service that automates the processing of submitting course and program proposals via a Web browser. CurricuNet also provides access to course outlines and instructor syllabi, and an opportunity to review the student learning outcomes for each course. PCCD also utilizes TaskStream as

a management system for student learning outcomes and assessment. During the 2015-16 academic year, the District will be implementing a move to integrate both systems into CurricuNet Meta so that all information related to courses, programs, program reviews, annual program updates, SLOs, and SLO assessment can be aggregated into one system.

BCC currently does not have a maintenance support contract for its telephones, which utilize the CISCO-VoIP system. The College relies on the existing CISCO-VoIP phone equipment stored at the District IT warehouse. The District IT warehouse has approximately ten CISCO-VoIP phones remaining in storage for distribution to BCC upon request. District IT is in the process of initiating a district-wide Telecommunication Project as a part of the IT Strategy that will include a cost efficient, reliable, and scalable voice telecommunication system to accommodate all four colleges and the District Office.

Financial Aid and PeopleSoft

As of Fall 2014, PCCD Financial Aid Offices have transitioned from the legacy system (SAFE) to PeopleSoft. The new PeopleSoft Financial Aid module has automated many financial aid processes that previously required manual processing by staff. Although the new system features streamlined and automated processes, the Financial Aid Office is required by the Department of Education to collect physical documents from students who were selected for verification, have a “C” comment flag, or must resolve conflicting information. These physical files are stored in a secure file room located in the College’s Financial Aid Office. BCC has adopted scanning/document imaging of all financial aid documents and stores them electronically in a shared drive. This drive is password-protected, and only financial aid users with appropriate security access can view student files.

Distance Education

Distance Education (DE) platforms are processed, operated, and managed by the District Office of Educational Services. The District has been a local leader in the field of distance education, with an established track record of delivering high quality online courses and linked online student support services for more than five years. Today, all four Peralta colleges have a fully-developed distance education component. In Fall 2013, the District offered 193 online and hybrid classes, with 6,400 enrollments by 4,800 students, resulting in 740 FTES. The four colleges share a common Learning Management System, Moodle, which is hosted on an external server and fully integrated with Passport/PeopleSoft, Peralta’s enterprise software system, for easy registration and tracking of student enrollment and performance.

The District’s Distance Education (DE) program is overseen by the Vice Chancellor of Educational Services and supported by four DE coordinators, one per college, and a District DE coordinator, a full-time Moodle/web programmer, and a part-time help-desk/troubleshooting support person. There is also a District Distance Education Committee consisting of faculty members from each college serving as distance

education coordinators for their colleges, along with a faculty lead (District DE coordinator), supported by release time. This team provides basic technical support to faculty teaching online courses and pedagogical advice in the area of DE, and the District's IT Help Desk assists online students.

Peralta's decision to use Moodle for its own district-level programs was based on an in-depth comparison of LMS vendors, conducted by IT staff and the distance education coordinators from Berkeley City College in 2007. After reviewing the merits of various vendors, such as Blackboard, Angel (absorbed by Blackboard in 2009), and others, the group recommended Moodle due to low start-up costs and the fact that it allowed for maximum institutional control and flexibility—an important consideration as Peralta ramped up its Distance Education Program from one college to four colleges, each with its own online learning needs and agenda.

Moodle's architecture also allows for a certain amount of adaptability, in terms of adjusting to Next Generation LMS and other technological innovations that may emerge in the near future. Its adaptability, low start-up costs, and lack of fees for individual add-on features (a source of expense with other LMS options) make it an ideal investment as a large-scale system for those who want to minimize cost while maximizing impact. By using Moodle, the District can respond immediately to the increased demand for online courses and the limited infrastructure and budgetary challenges of its individual colleges. At the same time, it can develop an interim system with minimal investment, positioning it to take advantage of new technologies as they emerge. Peralta currently uses an external hosting company for its LMS installation. The LMS provides a standardized system and interface for users while at the same time accommodating individual needs at the four colleges.

District Distance Education classes are accessible to students with disabilities, as required by federal law. The LMS installation is developed in accordance with Section 508, the federally mandated accessibility code for educational institutions. The District is working with a Design Consultant, [Jennifer Burke](#), who is an expert in accessibility design. The College has also established college-based alternative media services through its PSSD/DSSP Program, as well as an alternative media specialist, who can work with the DE instructors to make sure that online offerings are accessible.

The existing PCCD Distance Education website is a WordPress site, which can be integrated with the functionality of Moodle. WordPress is the platform that is being used to create the website and could easily be used to enhance a Moodle-based LMS with blogging technology. Instructors can also use these technologies to create their own web pages in order to promote their classes, list resources, and connect with current and prospective students.

In addition to the District Education website, District IT also maintains two in-house developed technology tracking shadow systems. One is for Staff Development – software to monitor, maintain, and track staff development flex hours. The other is for EZPass – software to manage and maintain the AC Transit bus passes for students.

Self Evaluation

The College meets this Standard. The District and College design technology services, professional support, facilities, hardware, and software to enhance the operation and effectiveness of the College. In their responses to the 2014 BCC Self Evaluation Survey, 79 percent of faculty responded positively to the statement that Moodle meets their needs, with only 3 percent disagreeing.

Actionable Improvement Plans

None.

III.C.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Berkeley City College provides varied and robust professional development in use of technology for faculty and staff. In addition to offering individual workshops on designated professional days and throughout the year, the College provides opportunities for sustained collaborative projects through the [Teaching and Learning Center](#), including Focused Inquiry Groups (FIGs), Action Plan Projects for Learning Excellence (APPLEs), and Discuss-Apply-Reflect Tools Workshops (DARTs).

Multiple workshops and projects in the last few years have focused substantially on increasing faculty and staff capacity to use technological innovations in service of student engagement, access, and success. Student services and administrative personnel have learned how to use software and automated systems to more efficiently and accurately help students with enrollment, counseling, and financial aid. Instructional faculty have in ever growing numbers learned to use smart classroom equipment, course management systems including Moodle and Turnitin, student response systems such as Socrative, applications to personalize the online environment such as Voice Thread, and most recently Kurzweil 3000, a program designed for students with disabilities that has proven transformative for a wide variety of learners. Currently, groups are beginning projects investigating the uses of Google Classroom, the application of Kurzweil 3000 to the Reading Apprenticeship model, and the digitizing of common portfolio assessments. Many of these workshops focus on ways to teach students to use relevant technology.

In addition to the range of formal projects and trainings, many staff and faculty mentor one another individually. For example, the College's Web Developer holds daily office hours to support faculty in the use of Moodle. Using a course management system to support classroom teaching has become common for most of the face-to-face classes,

with 73 percent of instructors responding that they use Moodle or another class webpage in their classes without an online component.

Evaluation and continuous improvement of these activities takes place through surveys at the end of each workshop and project. In addition, the Teaching and Learning Center (TLC) collaborative projects are closely connected to the work of the Planning for Institutional Effectiveness Committee (PIE), formerly the Assessment Committee. Learning Outcomes Assessments indicate areas for improvement, as well as examples of excellence that can be applied more broadly. FIGs offer opportunities to investigate solutions to problems that arise, APPLes implement action plans from learning outcomes assessments or FIGs, and DARTs support instructors in applying specific effective practices, which often include new uses of technology. The fact that the TLC works in tandem with PIE ensures that professional development activities for technology are relevant to institutional goals and focused on needs identified by assessment.

Additionally, the District provides two training events for District IT staff per year, provided by Oracle World and the Higher Educations User Group (HEUG). The District sends five staff members to each training, rotating them so that they do not all attend the same conference each year, and also takes advantage of the knowledge transfer and training from the consultants who complete upgrades, which is a part of the contract in a train-the-trainer approach.

The District has a Help Desk to respond to technical needs within the colleges and District. Footprints Helpdesk software is the issue resolution tracking system implemented at the District Office to provide a method of addressing immediate and long-range technical support needs. The District procedures with regard to Help Desk ticket (request for help) response times and ticket information are as follows:

- Ticket responses will occur no later than four hours after a ticket has been opened.
- Tickets must be resolved no later than three business days after a ticket has been opened.
- When the issue is resolved, a detailed explanation of what was done to resolve the issue and close the ticket is developed.
- Help Desk runs a daily report that will flag tickets that are overdue.
- Only Help Desk staff members create tickets; end users must email or call the Help Desk with their requests.

Students, faculty, staff, and administrators have access to technical support from the PCCD Help Desk, staffed by experienced IT professionals. The Help Desk is working on adding an open source platform that will allow for customer interaction by phone, by e-mail, or by chat function. This Helpdesk ticket system is now the industry standard for customer service helplines, whereby the customer is issued a number for each case, for future reference. The Help Desk is hosted through a separate external vendor-hosted server.

There are various Moodle training opportunities for DE instructors in the District. This includes workshops on district-wide professional development days, online videos and manuals, and a certificate program in using Moodle for online teaching. Professional development training for faculty and staff is available both online, on the Distance Education web page, and through Merritt College's Online Education Certificate Program.

Self Evaluation

The College meets this Standard. Using a variety of methods, BCC and the District provide quality training in the effective application of information technology.

Actionable Improvement Plan

None.

III.C.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

As regular evaluations of infrastructure and existing equipment (faculty and staff computers, smart classroom peripherals, printers, scanners, projectors, audio-visual equipment, wi-fi portals, cameras, and other equipment) are conducted, this process leads to subsequent recommendations for the replacement of outdated equipment or upgrade to a newer technology.

Through program review and annual program review updates and the shared governance process, BCC faculty, staff and administrators determine and prioritize lists of equipment and technology needs. These prioritized lists come to the College Technology Committee, which applies a rubric to each of the requests and considers them in light of the College Technology Plan, in order to develop a college-wide, prioritized list of technology needs, which it forwards to the College Roundtable for Planning and Budgeting and College President, before sending the final list to the District Technology Committee. This process allows all relevant college personnel to provide input and advocate for resources necessary to improve student learning and student support.

Once lists are prioritized, the College Technology Committee collaborates with District IT for recommendations on standard equipment. These recommendations include consideration of long-term maintenance and repair costs.

Technology planning at the College is coordinated with District technology planning. College requests for new technology resources are channeled through the district-wide

shared governance process of the Planning and Budgeting Integration Model (PBIM). Prioritized college lists are forwarded to the District Technology Committee (a subcommittee of the PBIM) for dialogue and recommendation to the District Planning and Budgeting Council before going to the Chancellor. This planning and budgeting process provides a public opportunity to advocate for the resources needed, at all levels, in order to meet institutional needs.

Self Evaluation

The College meets this Standard. BCC systematically uses its planning structures to acquire, maintain, and upgrade or replace technology infrastructure and equipment to meet institutional needs.

Actionable Improvement Plan

While the College meets this Standard, BCC will enhance wireless internet access, as well as hardware and software.

III.C.1.d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The College maintains a large number of workstations and servers over a complex network. District IT, with guidance from the College, is responsible for providing the College's faculty, staff and students with high-performance and reliable network services. The District, in consultation with the College, also sets standards for technology to be purchased and maintained. [Standards for technology](#) that connect to the network include specifications for anti-virus software and policies for updating software that prevent viruses and other damaging situations.

College IT staff members handle college-wide technology requests. When a user requires technical assistance, he or she submits an email to the IT department, describing the need. IT staff troubleshoot the issue and either resolve it locally or determine that it needs to be escalated to the District IT team.

District IT personnel often receive requests from the college communities that require specialized technology and, at times, no one in-house has the capability or skill to complete the request. When this happens, District IT will lead the effort to procure a vendor, following District Purchasing Guidelines, which often leads to a Request for Proposal (RFP) process. In the case of requests that involve a high dollar amount, three bids are required for an Independent Contractor to do the work. District IT works with the constituency group to develop a statement of work in collaboration with purchasing, then puts together the bid documents for the process.

District IT provides Data Security (PeopleSoft), using secure databases and sound security principles. System Security (Network) is also provided by District IT, which owns a security compliance package that blocks invalid network connectivity. The network is secure, consisting of firewalls and certificates.

The District Office stores new and end-of-life equipment in the IT “cage.” District personnel process end-of-life equipment in the cage and then send a request to the warehouse to begin salvaging the equipment. The District houses new equipment until it is ready for deployment.

Self Evaluation

The College meets this Standard. BCC uses systematic approaches for distribution of technology and responses to technology support requests in order to ensure that the use of technology enhances its programs and services.

Actionable Improvement Plan

None.

III.C.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

All major technology decisions are integrated with institutional planning processes. The College relies on a participatory governance process to provide input into and review plans. This process includes annual assessments and evaluations of strategies addressing technology.

The College’s technology planning is integrated with the District’s institutional planning through participatory governance processes that channel College requests through the District’s Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated district-wide planning and budgeting advisory system of four committees that receive inputs from the colleges. It consists of the District Education Committee, the District Facilities Committee, and the District Technology Committee, which make recommendations to the District Planning and Budgeting Council, which in turn advises the Chancellor.

Through program review and annual program review updates and the shared governance process, BCC faculty, staff and administrators determine and prioritize lists of equipment

and technology needs. These prioritized lists come to the College Technology Committee, which applies a rubric to each of the requests and considers them in light of the Technology Plan, in order to develop a college-wide, prioritized list of technology needs, which it forwards to the College Roundtable for Planning and Budgeting and College President, before sending the final list to the District Technology Committee. This process allows all relevant College personnel to provide input and advocate for resources necessary to improve student learning and student support.

Once lists are prioritized, the College Technology Committee collaborates with District IT for recommendations on standard equipment. These recommendations include consideration of long-term maintenance and repair costs.

As described above, technology planning at the College is coordinated with District technology planning. College requests for new technology resources are channeled through the District-wide shared governance process of the Planning and Budgeting Integration Model (PBIM). Prioritized college lists are forwarded to the District Technology Committee (a subcommittee of the PBIM) for dialogue and recommendation to the PCCD Planning and Budgeting Council before going to the Chancellor. This planning and budgeting process provides a public opportunity to advocate for the resources needed, at all levels, to meet institutional needs.

The District Associate Vice Chancellor of IT co-chairs the District Technology Committee (DTC), providing guidance and support in making technology recommendations. District IT staff and faculty from the colleges serve on the DTC. This provides a liaison between the District and College to assure effective coordination and delivery of technology services. The DTC provides a forum for administrators, faculty, staff, and students from the District and all four colleges to discuss, preview, prioritize, introduce, and recommend technology products and services and to view application demonstrations, along with discussing pedagogy, as each relates to using technology for teaching and learning. For example, the [PCCD Information Technology Strategy](#) was documented at the PBIM meeting in February 2012.

The Director of Technology Services is a member of the Facilities Committee, ensuring coordination between District IT and the District Office of General Services. In addition, the Director of Enterprise Services attends the Education Committee, providing expertise in making technology related recommendations. The Associate Vice Chancellor of IT regularly attends all PBIM committee meetings, answering questions and providing input on an as needed basis.

The District Technology Services staff and the colleges' network coordinators, along with senior college information systems analysts, are all members of the district-wide Engineering Network Group (ENG). At monthly meetings, they agree upon standards and guidelines, and discuss issues concerning the district-wide network infrastructure, desktop computing and telecommunications. The Director of Technology Services reports related issues, concerns, and updates to the District Technology Committee

(DTC) monthly. This staff person also reports on facilities issues or other matters pertinent to service related information technology.

Technology planning is incorporated into capital improvement planning through the [Information Technology Strategy](#) and the Five-year Facilities/Construction Plan, which is updated annually. The IT Strategy prioritizes projects utilizing an A/B/C hierarchy, with priority A applied to projects that must be worked on first.

Self Evaluation

The College meets this Standard. BCC uses its systematic planning processes to assess the effective use of technology resources and uses the results of these evaluations as the basis for improvement. These planning processes are coordinated with systematic district-level processes.

Actionable Improvement Plan

None.

Standard III.D

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi- college systems.

Introduction

Berkeley City College (BCC) has a successful track record of managing its financial resources to support student learning programs and services and improve institutional effectiveness. Over the last six years, BCC has taken a number of important steps to strengthen its financial operations, including refining its shared governance planning and budgeting processes, expanding enrollment, expanding grant funding, responding to budget cuts, and preparing for new state revenue streams.

Most importantly, the College has actively participated in the development and implementation of a new district wide Budget Allocation Model (BAM), designed to ensure both short-term and long-term solvency for the College and the District. Financial resources planning is now integrated with institutional planning and budgeting at both the College and District level.

As a result of these efforts, today the College has in place a sound structure, as well as policies and procedures, for fiscal decision-making, financial management, and resource allocation. These systems and structures enable BCC to respond to new opportunities and emerging needs and address planned and unplanned fluctuations in funding, while, at the same time, staying true to its mission to maximize student access to quality educational programs, services, and resources.

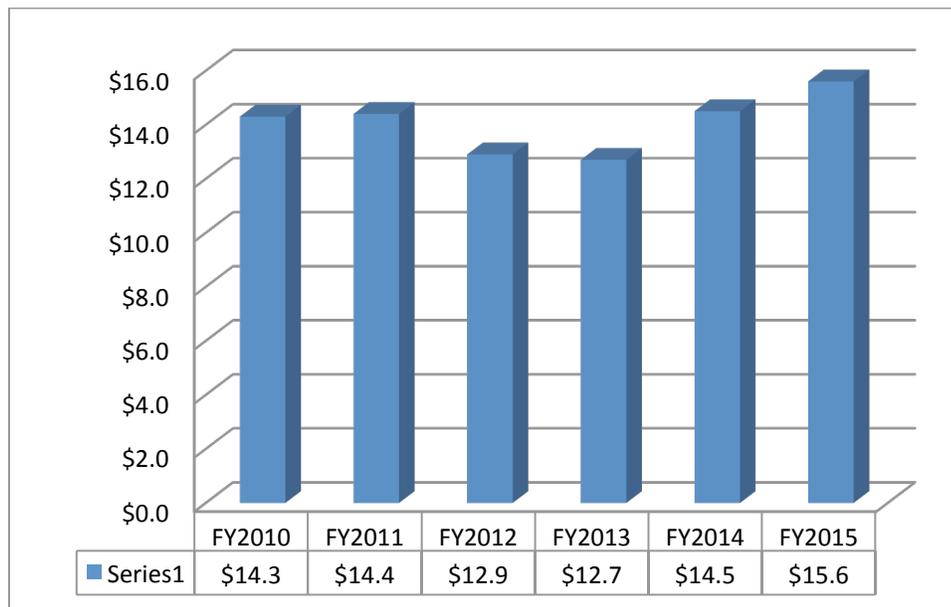
Overview of College Budget: Analysis of Trends, Sources, and Allocations

BCC maintains an annual operating budget that is sufficient to support its mission-based institutional goals and objectives for student learning and institutional improvement, as defined through its College wide institutional planning and budgeting process and approved by its shared governance groups. BCC's overall budget (unrestricted and restricted funds combined) has grown from \$18 million in 2009-2010 to over \$22 million in 2014-15.

Description of BCC’s Current Unrestricted General Fund Budget

BCC’s 2014-2015 unrestricted general fund budget (excluding restricted funds) is \$15,684,256, as posted in the approved Peralta Community College District (PCCD) 2014-2015 Final Budget. This figure represents an 8% increase from 2013-2014. Over the last six years, due to the economic recession and related variances in state funding, BCC’s operating budget initially declined, dropping from \$14.3 million in 2009-2010 to \$12.7 million in 2012-2013. However, over the past two years, unrestricted funds have increased steadily each year, reaching \$14.5 million in 2013-2014 and \$15.6 million in 2014-2015. Chart XXX below shows the six-year trend in unrestricted revenue:

Chart 15
BCC Overall Unrestricted General Fund Revenue, 6-Year Trend
(in Millions)



Data Source: Unrestricted Budget – [PCCD Final Budget](#)

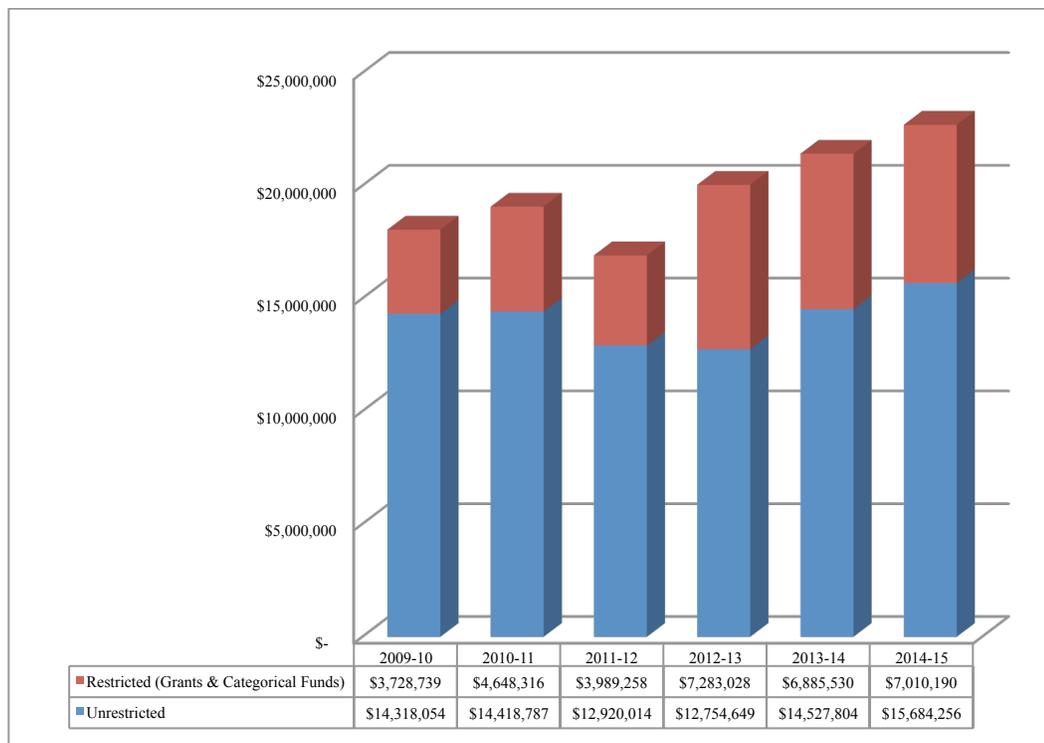
Description of College Revenue: Sources of Unrestricted and Restricted Funds

BCC funds its ongoing operations through a variety of different sources. As a California community college, BCC’s primary source of funding is the “apportionment” of enrollment funds from the State of California, funneled through the District and allocated based on the number of Full-Time Equivalent Students (FTES). The District funds general operations primarily through apportionment (SB361) from the state. The state uses a count of FTES as the primary workload measure to determine how much total unrestricted revenue the District will receive. Within the Peralta Community College District, these funds are allocated to each college, in accordance with the District’s Budget Allocation Model (BAM). The District’s unrestricted general fund is based on

general apportionment, local property taxes, and enrollment fees and tuition. In addition to unrestricted revenue, the District and the College receive restricted funding from federal, state, and local agencies, in the form of grants, categorical funds, bond measures, state propositions, etc., to help pay for specific services and new initiatives.

Over the last six years, in order to maintain and grow its programs and services during a time of fluctuation and uncertainty in state revenue sources, BCC vigorously pursued grants and other restricted funds. As a result, the College’s restricted fund has increased. In 2009-2010, BCC had \$3.7 million in restricted funds. By 2013-14, however, the College’s unrestricted funds had more than doubled in amount, reaching \$7 million (Chart XXX). These funds have been invaluable in helping the College to continue to innovate, despite budget constraints, and design and deliver targeted instructional interventions and services to specific populations of students, with documented results in terms of student success.

Chart 16
BCC Restricted vs. Unrestricted Budget*
(2009-2010 to 2014-15)



Data Sources: Unrestricted Budget – PCCD Final Budget at <http://web.peralta.edu/business/finance-contacts/annual-adopted-budget/>;
Restricted Budget – BCC Working Budget Files.

* Include all funding sources; exclude Object Code 7000 OTHER OUTGO: expenditures for the retirement of debt, tuition, fund transfers, student financial aid (Pell grant, student loan, book funds, child care and transportation allowance, etc.), and appropriations for contingencies.

The Impact of FTES on College Budget: Six-Year Trend

There is a direct correlation between FTES and the College general unrestricted budget. In any given year, the level of FTES plays a major role in the size of the District's allocation to the College. Conversely, fluctuations in the amount of the College's annual budget can either constrain or support the number of full-time equivalent students the College can serve. Given the fact that state "apportionment" funding, which is based on FTES, makes up the majority of BCC's unrestricted general fund budget, BCC pays close attention to FTES enrollment patterns and regularly reviews the relationship of FTES levels to its annual budget, as well as the capacity of its budget to support FTES growth. As part of its annual institutional planning and budgeting cycle, BCC analyzes FTES compiled by the District Office of Institutional Research and uses projections of FTES as one of the key factors in building its budget for the next year.

Table 49 below displays trends in FTES, along with trends in the College's unrestricted annual budget and its overall budget (restricted and unrestricted) over the last six years. In viewing this information together, one can see that fluctuations in FTES have a corresponding impact on the College's unrestricted budget and overall budget. These budgetary changes can, in turn, impact the College's capacity to generate FTES. In recent years, budget reductions have led to FTES reductions. For example, during the period from 2009-2010 to 2012-2013, state-mandated workload reductions forced BCC to reduce personnel costs (the largest portion of its annual budget) and serve fewer students. During this time, therefore, overall FTES decreased, creating a drop in state apportionment funds for the College. Now that the College's annual budget is recovering, this positive budget trend will lead to increases in FTES in future years.

As demonstrated in Table 49, FTES and unrestricted and total budget figures began to rise in 2013-14 and increased again in 2014-15. With the economic recovery that began in early spring 2013, BCC began to receive an increased amount of unrestricted funds from the State through [BAM](#), which is a district wide model designed to ensure funding equity across all colleges in the district, including BCC, through a formula similar to the state apportionment formula. As a result of this shift in the way that the District distributes state funds, BCC's unrestricted general fund increased from \$12.7 million in 2012-13 to \$14.5 million in 2013-2014, and FTES grew from 3,883 in 2012-2013 to 4,298 in 2013-14. BCC's FTES and unrestricted and total budget figures are projected to grow to 4,492 or more in 2014-2015 and, in accordance with the restoration that is happening across the state, the College is well on its way to returning to its 2009-2010 FTES level of 4,564.

The positive upward trend in FTES will continue to generate additional funding for BCC's unrestricted general fund budget over the next few years, providing a measure of fiscal stability for the College and allowing it to move forward with its plans for physical and programmatic expansion. Over the last two years, the passage of Measure B, a local parcel tax, has also resulted in other new sources of funding for BCC, helping to stabilize its overall budget and providing funds to invest in infrastructure and restore sections of the class schedule that had been cut during the previous period of state-mandated

workload reductions.

Table 49
Total FTES*, Unrestricted General Fund,
and Total (Restricted and Unrestricted) Budget**, 6-Year Trend

	2009-2010	2010-2011	2011-2012	2012-2013	2013-14	2014-15
FTES	4,564	4,287	4,036	3,883	4,298	4,492
Annual change #		(277)	(251)	(153)	415	194
Annual change %		-6.1%	-5.9%	-3.8%	10.7%	4.5%
Unrestricted	\$ 14,318,054	\$ 14,418,787	\$ 12,920,014	\$ 12,754,649	\$ 14,527,804	\$ 15,684,256
Annual change #		\$ 100,733	\$ (1,498,773)	\$ (165,365)	\$ 1,773,155	\$ 1,156,452
Annual change %		0.7%	-10.4%	-1.3%	13.9%	8.0%
Total	\$ 18,046,793	\$ 19,067,103	\$ 16,909,272	\$ 20,037,677	\$ 21,413,334	\$ 22,694,446
Annual Change #		\$ 1,020,310	\$ (2,157,831)	\$ 3,128,405	\$ 1,375,657	\$ 1,281,112
Annual change %		5.7%	-11.3%	18.5%	6.9%	6.0%

Data Sources: FTES – PCCD Institutional Research Business Intelligence Tool; Unrestricted budget – [PCCD Final Budget](#)

*FTES are actuals between 2009-2012 and 2013-14; 2014-15 FTES is a projection based upon data available in November 2014.

**Includes all funding sources, except Object Code 7000 OTHER OUTGO: expenditures for the retirement of debt, tuition, fund transfers, student financial aid (Pell grants, student loans, book funds, child care and transportation allowance, etc.) and appropriations for contingencies.

Comparison of Unrestricted and Restricted Annual Budget by Major Category

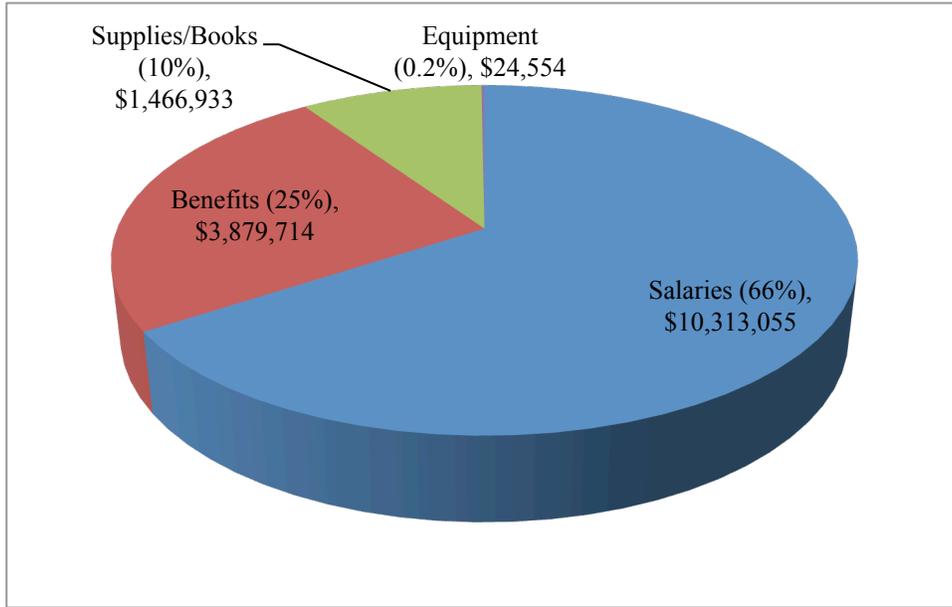
In addition to analyzing the budget implications of changing FTES levels, BCC also continuously compares trends in the allocation of unrestricted (base) funds and restricted funds as part of its annual institutional planning and budgeting process. Each year, the College reviews how these different types of funds are being distributed to ensure that it is meeting its stated institutional goals and objectives and using funds strategically to address service gaps or emerging needs.

Chart 17 below provides a snapshot of the College's allocation of unrestricted and restricted funds for the current fiscal year (2014-15). The College's 2014-15 unrestricted general funds are \$15.7 million and its restricted fund, \$7.0 million. The unrestricted (base) fund covers essential costs related to the College's instructional mission, namely salaries, benefits, and some basic supplies, books, operational costs, and equipment. As stated earlier, the bulk of the unrestricted funds are designated for salaries.

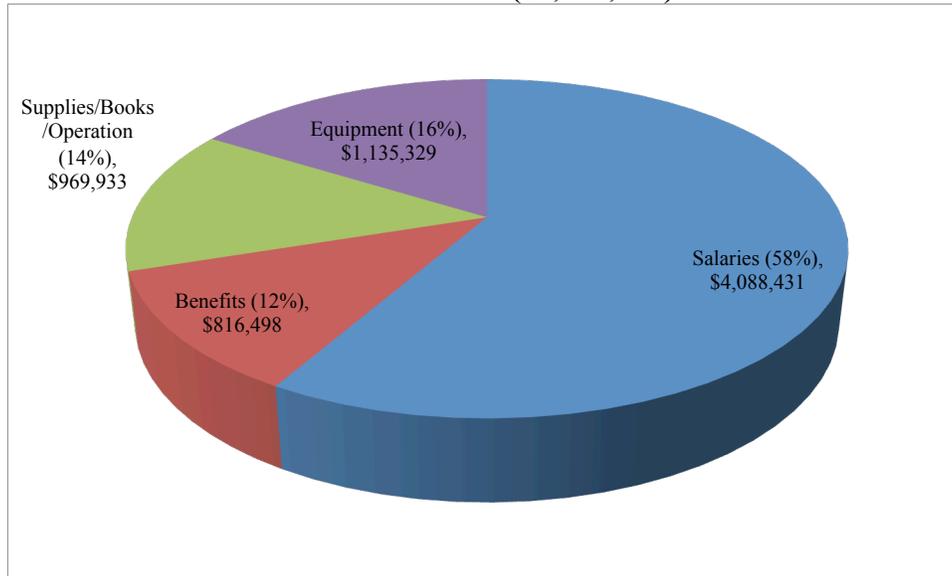
Restricted funds, by their very nature, are typically not used for ongoing operating costs and, instead, are applied to specific services and purchases in compliance with the guidelines of the funding source. As the chart below shows, for 2014-15, 16% of the restricted budget was allocated for Equipment vs. 0.2% of the unrestricted budget. Approximately 14% of the restricted budget is allocated to supplies, books, operation, and equipment vs. 10% of the unrestricted budget. Finally, salaries and benefits combined accounted for approximately 70% of the restricted budget vs. 91% of the unrestricted budget.

Chart 17
 BCC Comparison of Unrestricted and Restricted Budget by Category
 (2014-2015)

Unrestricted General Fund (\$15,684,256)*



Restricted Fund (\$7,010,190)*



Data Sources: Unrestricted Budget – [PCCD Final Budget](#)

Restricted Budget – BCC Working Budget Files.

*Includes all funding sources; exclude Object Code 7000 OTHER OUTGO: expenditures for the retirement of debt, tuition, fund transfers, student Financial Aid (Pell grants, student loans, book funds, child care and transportation allowance, etc.), and appropriations for contingencies.

Analysis of Unrestricted Budget by Major Category: Six-Year Trend

During the most recent six-year Accreditation cycle (2009/10 – 2014/2015), BCC’s unrestricted general fund budget (Fund 1 only) averaged \$14 million, ranging from a low of \$12.7 million in 2012-2013 to as high as \$15.7 million in 2014-15. Despite these fluctuations, over the last six years two of the four major budget categories have increased: Employee Benefits and Supplies/Books/Operation. For example, Employee Benefits surged 35.75% during this period, from \$2.8 million in 2009-10 to \$3.9 million in 2014-15. Similarly, Supplies/Books/ Operation grew 22.39%, from \$1.2 million in 2009-10 to \$1.5 in 2014-15. In contrast, the category of Equipment decreased. Unrestricted general fund allocations for Equipment dropped 38.76%, from \$40,096 to \$24,554, as equipment costs were shifted from the unrestricted general fund budget to the restricted fund budget.

It is important to note that because this decrease in unrestricted fund spending on equipment was off-set by equipment allocations from new sources of restricted funding, the declines in the Table XXX below do not accurately represent the College’s actual total spending in these this key area. Currently, funds from state propositions and local bond measures are allowing BCC to gradually restore positions lost through the state-mandated workload reductions implemented several years ago during the state budget crisis. Many equipment costs are now being covered by restricted funds obtained through federal grants and local bond measures, rather than being paid for out of the unrestricted base budget.

Table 50
Annual Unrestricted Budget* by Major Category, 6-Year Trend

Fiscal Year	Salaries	Benefits	Supplies/ Books/Operatio n	Equipment	TOTALS
2009-10	\$10,182,153	\$2,857,951	\$1,198,573	\$40,096	\$13,373,373
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	\$8,170,042	\$3,689,055	\$1,088,766	\$29,304	\$12,977,167
2013-14	\$9,363,943	\$3,910,700	\$1,478,200	\$37,412	\$14,790,255
2014-15	\$10,313,055	\$3,879,714	\$1,466,933	\$24,554	\$15,684,256
6-Year % Change	1.29%	35.75%	22.39%	-38.76%	17.28%

Data Source: Restricted Budget – BCC Working Budget Files.

* Include all funding sources, except Object Code 7000 OTHER OUTGO: expenditures for the retirement of debt, tuition, fund transfers, student financial aid (Pell grant, student loan, book funds, child care and transportation allowance, etc.), and appropriations for contingencies.

Analysis of Restricted Annual Budget by Major Category: Six-Year Trend

In comparison to the College’s unrestricted general fund budget, the BCC restricted fund budget has grown steadily during the most recent six-year Accreditation cycle (2009-2010-2014-2015), expanding from \$3.72 million in 2009-10 to \$7 million in 2014-15.

While certain categories, such as equipment, declined in the unrestricted general fund budget during this time, within the restricted fund budget, all four major categories increased. The increase in Salaries (142%) and Equipment (20%) compensated for the leveling or decline of these two categories in the unrestricted fund budget due to reduced funding from the state. This increase in salaries is funded through the District’s Measure B Parcel Tax. The restricted fund also assumed more responsibility for paying for the rising cost of Employee Benefits during this period, with a significant increase (264%) in this category. Finally, restricted funds for supplies, books, and operation also increased by 12% during this time. The restricted budget now covers most of BCC’s needs, in terms of non-personnel costs such as books, supplies, operation, and equipment.

Table 51
Annual Restricted Budget* by Major Category, 6-Year Trend

	Salaries	Benefits	Supplies/Books /Operation	Equipment	Total
2009-10	\$1,690,347	\$224,330	\$868,543	\$945,519	\$3,728,739
2010-11	\$2,014,224	\$522,366	716,358	1,395,369	4,648,316
2011-12	\$2,038,645	\$507,883	715,088	727,642	3,989,258
2012-13	\$3,992,656	\$772,949	733,826	1,783,597	7,283,028
2013-14	\$3,525,764	\$727,601	1,050,475	1,581,690	6,885,530
2014-15	\$4,088,431	\$816,497	\$969,933	\$1,135,329	\$7,010,190
6-year % Change	141.87%	263.97%	11.67%	20.07%	88.00%

Data Source: Restricted Budget – BCC Working Budget Files.

* Include all funding sources; exclude Object Code 7000 OTHER OUTGO: expenditures for the retirement of debt, tuition, fund transfers, student financial aid (Pell grant, student loan, book funds, child care and transportation allowance, etc.), and appropriations for contingencies.

Use of Restricted Grant Funds to Support Learning: Overview of Grants and Special Allocations

One of the most significant areas of growth, in terms of restricted funds, is the area of grants and special allocations. Over the last six years, BCC has proactively pursued various federal, state, and county grants and funding streams to increase its capacity to meet its educational mission. Shown in Table 51 above, between 2009-10 and 2014-15, BCC's restricted funds including grants and special allocations doubled, from \$3.7 million to \$7 million, providing much-needed fiscal support to help ensure the College's ability to deliver quality programs and services for students.

In most cases, these grants required that the funds be spent on new initiatives and programs, rather than ongoing operating costs and existing positions and programs. This provided the incentive for the College to use its planning processes to develop new approaches to delivery services and improving student educational outcomes. For example, Basic Skills Initiative (BSI) funds from the state were used to implement new strategies and practices in professional development and basic skills education, based on research in the field. BSI-funded activities included new approaches to embedded instruction and group tutoring for basic skills students, and support for new Learning Communities on campus.

BCC's Title III grant, from the U.S. Department of Education made it possible for 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, and tutorial services during the five-year grant period and helped fund the development of the Teaching-Learning Center. The College is currently looking at how it can institutionalize some of the successful practices developed through this grant and other recent grants using new funding available through the [District Budget Allocation Model \(BAM\)](#) and state revenue streams.

Table 52 below lists grants acquired over the five years period from 2009-10 to 2014-15:

Table 52
BCC Restricted Budget: Sample Federal, State, County, and Local Grants and Special Allocations (2009-10 to 2014-15)

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Federal						
TRIO		\$220,000	\$213,180	\$213,180	\$202,031	\$213,180
Title III	\$189,605	\$487,086	\$423,309	\$400,000	\$451,930	\$246,181
Perkins	\$137,534	\$135,985	\$133,980	\$133,978	\$112,073	\$112,755
Trade Adjustment Assistance Community College Training (TAACCT)				\$11,158.00	\$57,116.00	\$531,726.00

CTE Transitions (Formerly Tech Prep)		\$4,484.00	\$11,660.00	\$16,000.00	\$25,450.00	\$11,023.00
State						
Northern Alameda County Regional Consortium for Adult Education (NACRCAE)					\$0 (Planning Year)	\$0 (Planning Year)
SB 1070 Career Technical Education Pathways Program Grant					\$0 (Planning Year)	\$6,000
Basic Skills	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000
Matriculation/SSSP	\$167,542	\$153,632	\$185,904	\$181,212	\$354,563	\$858,476
CTE Community Collaborative	\$59,057	\$60,347	\$136,994	\$181,745	\$197,502	\$77,288
East Bay Career Advancement Academy (EBCAA)			\$140,000	\$70,000	\$75,000	\$75,000
Local						
Alameda County Mental Health				\$62,425	\$50,693	
Californian Community Linked Learning Initiative (Irvine Foundation)						\$75,000
Other						
Parcel Tax -PASS				\$1,911,755	\$1,607,872	\$2,051,456
Totals	\$643,738	\$1,151,534	\$1,335,027	\$3,209,028	\$3,173,537	\$4,348,085

Data Source: BCC Working Budget Files

Table 53
Recent Sources of Restricted Funds (2009-10 to 2014-15)

Funding Source	Purpose of the Grant or Initiative
Federal	
Title III	Providing \$2 million 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.
Perkins	The Perkins Career and Technical Education Improvement Act is a federal grant devoted to providing critical resources to support career technical education for disadvantaged students, including those who are economically disadvantaged, of limited English proficiency, students with disabilities, single parents and displaced homemakers, and those of a gender not traditionally represented in the

	discipline. Administered by the California Department of Education.
CTE Transitions (formerly Tech Prep)	The goal of the CTE Transitions grant is to help students to transition from secondary to postsecondary education to 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 (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. At BCC, 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. This career technical education grant is funded through the Department of Labor.
TRiO	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.
State	
Northern Alameda County Regional Consortium for Adult Education (NACRCAE)	California Assembly Bill 86 (AB 86) allocated funding for two-year planning and implementation grants to regional consortia comprised of community college districts and their K-12 counterparts. The funds are provided for the purpose of developing regional plans for adult education.
SB 1070 Career Technical Education Pathways Program Grant	California Senate Bill 1070 (SB 1070 Steinberg) created the Career Technical Education Pathways Program. The primary objective of this grant is for consortia within regions to develop and implement sustainable policies and infrastructure that result in the measurable and successful transition of CTE students from high schools to postsecondary education and careers.
Basic Skills Initiative (BSI)	Berkeley City College has used State Basic Skills Initiative funding to develop, expand, and employ highly effective practices, such as accelerated coursework in English, ESL, and statistics, innovative multiple measures assessment for ESL and English students, and one-stop counseling services at BCC assessment and orientation. Funded by the California Community Colleges Chancellor's Office.
Student Support Services and Programs (SSSP)	Starting in fall 2014, additional state fund is available to the College linked to meeting new state mandate for the Student Support Services Programs (SSSP) core services: orientation, assessment, and counseling/ Student Education Plan (SEP) development and follow-up services.

CTE Community Collaborative	The CTE Community Collaborative is designed to introduce middle school and high school students in the BCC service area to career choices, hands-on activities, and training in Multimedia and Entertainment, two of the industry sectors listed as strategic priorities by the California Community Colleges Employment and Workforce Development Program. Activities include curriculum development/articulation, creation of stackable certificates, and provision of internship opportunities for students, and professional development for faculty. This grant comes from the California Community Colleges Chancellor's Office.
East Bay Career Advancement Academy (EBCAA)	EBCAA brings low income residents into career path employment and helps them access careers in growing regional industries, and public/human services. Funded by the California Community Colleges Economic and Workforce Development Division.
Local	
Alameda County Mental Health	Mental health plays a vital role in college student retention and success. To address this issue, the District applied for and received a mental health grant from Alameda County Behavioral Health Care Services (ACBHC). The purpose of the grant is: 1) to develop a lasting peer education and support infrastructure on campus; 2) to raise overall awareness of mental health issues among students, faculty and staff; and, 3) to improve the campus capacity of responding to student mental health needs, thereby boosting student retention and success. Through this grant, BCC has hired a Peer Support Specialist and four student peer advisors, who received training based upon a nationally recognized peer counseling model called Wellness Recovery Action Plan (WRAP).
Foundation	
California Community College Linked Learning Initiative (Irvine Foundation)	The California Community College Linked Learning Initiative (CCLLI) brings together Linked Learning high schools, community colleges, business leaders and four year colleges and universities to create pathways for Linked Learning students to successfully transition from high school to community college. These pathways will enable students to earn a certificate, degree or credential that is valued by employers and demonstrates career readiness or sufficient preparation to succeed at a four year college or university. At BCC, the CCLLI has partnered the multimedia arts department with the computer technology academy at Oakland Unified School District's Skyline High School to update articulation agreements, provide

	transitional services, hold joint industry advisory boards, and a large event engaging high school and community college students in the classroom and theater to explore careers in multimedia art.
Other Restricted Funding Source	
Measure B Bond/ Peralta Accountability for Student Success (PASS) Initiative	Funds generated from Measure B (Parcel Tax), totaling approximately \$60 million (\$7.5 million over 8 years), are being used to restore class sections to the schedule that were cut during the period of statewide workload reductions. Unspent funds from Year 2 of Measure B were distributed to develop programs in the Peralta colleges to close the achievement gap, through the District’s PASS Initiative.

Data Source: BCC Working Budget Files

Financial Resources Planning, Fiscal Management, and Resource Distribution

BCC operates in accordance with the U.S. Department of Education’s Regulations and Guidelines for 34 C.F.R. 602.19 (a-e), which require an assessment of “...institutional strengths and stability” and the “collection and analysis of key data and indicators, including fiscal information and measures of student achievement.” To this end, BCC regularly examines its longitudinal data on the college fiscal condition, including significant increases or decreases in revenues and enrollments, and identifies strategies to maintain, and, if possible, expand funding for its academic programs, student services, and institutional effectiveness.

BCC ensures that it has sufficient revenues to support the educational programs and improvements through its annual institutional planning and budgeting cycle and budget development process, and ongoing budget monitoring. The College’s annual budget is based on the previous year’s actual operational expenses and current year ongoing operational expenses (e.g., security services, parking, leased facilities, etc.), which are known and have become a part of BCC’s base budget.

Priorities for the current year are determined through the shared governance planning and budgeting process. Once approved, the College’s budget is regularly monitored to make sure that resources are used as planned and that any unexpected cost savings are directed to support classroom learning and other unfunded priorities.

BCC’s finances are managed with integrity, in a manner that ensures fiscal stability. At the College level, BCC’s Director of Business and Administrative Services works closely with the BCC administrative team and provides them with monthly budget reports so that they can monitor their budgets. These reports are reviewed on a regular basis during the President’s Cabinet meeting, and adjustments are made to the budget, as necessary.

Because financial resources are closely monitored from year to year and basic budget assumptions are established annually in view of the state budget, there is an expectation of short-term and long-term financial solvency. The College is also positioned to respond to any expected or unexpected changes in funding and take action to secure new or expanded funding (i.e., grants, State revenue, etc.) so that the institution can continue to effectively serve students with high quality support services and instructional programs.

Overview of District-Level Processes Related to Financial Resource Management

BCC is part of a four-college community college district with an integrated planning and budgeting model. The College, therefore, works hand-in-hand with the District and the other Peralta colleges to plan, to secure, and to make decisions about allocating fiscal resources.

District and College responsibilities for the different aspects of this process vary. For some functions, the District takes primary responsibility, i.e., setting district-wide policies and standards for financial planning, budget development, and contractual arrangements. The District's Vice Chancellor for Finance and Administrative Services works to maintain a balanced district budget.

In other areas, such as annual planning, the District and College share responsibility. The following section provides an overview of the District's sources of funding and its financial resource management policies and practices.

Overview of District Revenue Sources

The Peralta Community College District is a large, [multi-college urban district](#) that serves approximately 24,500 students each semester. The District funds general operations primarily through apportionment (SB361) from the State of California. The state uses a count of full-time equivalent students (FTES) as the primary workload measure to determine how much total unrestricted revenue the District will receive. Three major sources of revenue are included in the [District's unrestricted general fund](#): 1) general apportionment, 2) local property taxes, and, 3) enrollment fees and tuition. These revenues make up approximately 89% of the total revenue received.

In addition to unrestricted general revenue, the District receives restricted funding from federal, state, and local agencies to pay for specific programs and services. The General Restricted Fund accounts for the revenues and expenditures for the operation and support of programs which are specifically restricted by laws, regulations, donors, or other outside agencies' terms and conditions.

The Special Revenue Fund, established in accordance with the State Budget and Accounting Manual, is utilized in support of contractual services provided by the colleges that are not integral to the general operations of the District. Bond Construction Funds account for the proceeds from the sale of bonds and are used for the acquisition or construction of authorized projects. The Retiree Health Benefit Trust Fund (Other Post-

Employment Benefits [OPEB] Reserve Fund) accounts for resources and expenditures towards current and future liabilities related to health benefits for retirees. The Trust and Agency Fund is used to account for assets held by the district in a trustee or agency capacity for individuals, private organizations, other governmental units, and/or other funds. The Self-Insurance Fund accounts for the resources and expenditures of the District's self-insured property and liability/workers' compensation claims.

The Student Body Center Fee Trust Fund is used to account for funds collected by the District for financing, constructing, remodeling and operating student centers. The Student Financial Aid Fund is used to account for the deposit and direct payment of government-funded financial aid, including grants and loans or other funds intended for student support and aid.

[Measure B – Parcel Tax](#) was a special parcel tax measure approved by voters on June 5, 2012. This provides the District with an annual parcel tax on all parcels located within the District's boundaries of \$48 per parcel, per year, for eight years. The [funding's](#) designated use is the maintenance of core academic programs, such as Math, Science, and English; career training for students; and student preparation for transfer to four-year colleges and universities.

Overview of the District Budget Allocation Model (BAM)

In August 2010, the District Planning and Budgeting Council took up the task of working to create a [PCCD \(BAM for the District's unrestricted general fund\)](#). The purpose of creating the BAM was twofold: First, to move to a model that would better serve the colleges, and second, to fully respond to previous accreditation recommendations. Previous resource allocation methods relied almost exclusively on prior year allocations being carried forward and provided minimal linkages between revenues and expenditures.

The core principles supporting the current BAM, revised in subsequent years after initial implementation, are that it: a) be simple and easy to understand; b) remain consistent with the state's SB361 funding model; c) provide for financial stability; d) provide for a reserve in accordance with PCCD Board policy; e) provide clear accountability; f) allow for periodic review and revision; g) utilize conservative revenue projections; h) maintain autonomous decision-making at the college level; i) provide some centralized services; and, j) be responsive to the District's and colleges' planning processes.

Overall, the District relies primarily on the [general unrestricted fund](#) revenues, which are distributed to the four colleges, the District Office, and centralized services, based on the BAM. College allocations are adjusted up or down based on increases/decreases in their three-year rolling average numbers of FTES. The most recent three-year averages are as follows: College of Alameda, 19.08%; Berkeley City College, 19.88%; Laney College, 40.61%; and Merritt College, 20.43%.

Excluding International and Out-of-State Student fee revenue, the projected district-wide

total revenue for fiscal year 2014-15 is \$128,791,119. All budget expenditures associated with the OPEB program are subtracted from this amount as exclusions in order to arrive at the actual resources available. For fiscal year 2014-15 the OPEB exclusion amounts to \$18,754,797; thus, total resources available for allocation equal \$110,036,322.

The budgets attributed to revenues from out-of-state and international students are allocated to each college in proportion to the FTES generated at each college for the out-of state and international students. From these resource allocations, expenses for centralized services are allocated to each college, again based on the three-year rolling average of FTES. Centralized services are departments located within the District Office that provide the colleges and the District as a whole support in functional areas that are specifically not located at the colleges. The Accounts Payable department, for example, is located within the District Office and serves in paying invoices and other financial obligations of the colleges and the District. In total, there are thirteen District service centers with a total combined budget of \$21,231,765. Centralized services are also departments which are physically located at the respective colleges with personnel assigned, but for which the budgets have been centralized for cost efficiency and accountability purposes. In total, there are four centralized service centers with a total combined budget of \$6,190,939.

After allocating the projected expenses for the District Office Service Centers and Centralized Services and allocating projected revenues for the Out-of-State and International Students and the Parcel Tax, the net revenue allocation by college is shown below.

Table 54
Summary of Recent Sources of District Restricted Funds (2014-2015)

	BCC	Alameda	Laney	Merritt
BAM Allocations	\$17,962,939	\$16,442,326	\$35,400,036	\$17,399,168
2014-5 Actual Allocations (based upon projected expenditures)	\$15,684,256	\$15,523,535	\$30,961,345	\$17,475,512
Difference from BAM	(\$ 2,278,683)	(\$ 918,791)	(\$ 4,438,691)	\$ 76,344
Parcel Tax Allocations	\$ 1,464,996	\$ 1,448,823	\$ 2,777,320	\$1,442,750
Total with Parcel Tax Allocation	\$17,149,252	\$16,972,358	\$33,738,665	\$18,918,262
Amount Over/(under) BAM Allocation	(\$ 813,687)	\$ 530,032	(\$1,661,371)	\$ 1,519,094

Data Source: PCCD Business Office

It is understood that shifting from a base rollover allocation model to the District BAM model, based upon the SB361 allocation model, was a paradigm shift in funding methodology. Due to the size and magnitude of this change, it is taking multiple years to avoid undue negative operational impacts to programs and services.

Full implementation of the BAM is ongoing. The Planning and Budgeting Council modifies the BAM each year during the fall semester via the participatory governance structure. Since the inception of the BAM, there have been multiple modifications. These include determination of the allocation for out-of-state and international students, provisions for allocating growth dollars, provisions for multi-year IT Expenditures utilizing carry-over funding, and provisions for allocating resources for Facility, Maintenance and Operations Expenditure Planning.

Currently, a District Enrollment Management Task Force is reviewing additional recommendations that will be forwarded to the Planning and Budget Council for discussion and analysis. Additional options to achieve full implementation over time include shifting FTES targets to provide additional apportionment to some colleges, shifting growth money from one college to another, calculating FTES allocations on total FTES, based on a three-year rolling average, rather than resident FTES, reducing centralized support functions and services, and applying deficit reduction plans.

Additionally, should colleges or service centers deficit spend, the amount of the deficit is subtracted from any potential carryover funding. Should carryover funding be insufficient to cover deficits, a one-time reduction in the subsequent year budget may be used.

Overview of District Budget Development and Audit Process

Each year, the annual budget building process begins with updating a list of Tentative Budget Assumptions. These assumptions are used in developing the adopted budgets. As more detailed information is received from the Office of the Governor and the State Chancellor's Office, the assumptions are adjusted accordingly. The assumptions are categorized in three ways: General Assumptions, Revenue Assumptions, and Expenditure Assumptions. The 2014-15 Budget Assumptions are listed in the [2014-15 Final Budget](#), pages 13 – 14 and can be found online.

In the Peralta Community College District, the integrated budgeting and planning processes and the participatory governance structure support transparency and commitment to continuous educational improvement. Information about financial resources and management is widely available to the Planning and Budgeting Council (whose meetings are open to the public), to the colleges, and to the larger community. [Annual budgets](#) are posted online once they are approved by the Board of Trustees.

Independent external audits are conducted each year for all funds. The results of the audits are reported to the Board of Trustees and [annual financial reports](#) are posted online. Meeting agendas and [meeting minutes for the Planning and Budgeting Council](#) are posted

online. [Board Policy 6200 \(Budget Preparation\)](#) and [Administrative Procedure 6200 \(Budget Management\)](#) identify activities and set dates for each step in the budget development process.

Self Evaluation

The College meets the Standard. Overall, the College and the District are in sound fiscal shape due to a combination of prudent financial stewardship, strong community and voter support of general obligation bonds, a parcel tax measure, and careful use of a series of state and federal grants. The College and the District ensure financial stability, integrity in financial management, and strong integration of resources planning with institutional planning. The financial resources of Berkeley City College are sufficient to support student learning programs and services and to improve institutional effectiveness.

Actionable Improvement Plans

While the College meets the Standard, both Berkeley City College and the District will continue to pursue the full implementation of the Budget Allocation Model.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary

Berkeley City College relies upon its [mission](#) and [goals](#) as the foundation for financial planning. Within the Peralta Community College District, financial planning is ongoing and is an integral part of a well-defined and integrated district wide planning and budgeting process that links District-level and College-level missions, annual goals, and strategic plans.

BCC, for example, actively participates, along with the three other Peralta colleges, in the development of the overall Mission, Vision, and Values (MVV) for the entire District. The colleges then work with the District through the established planning and budgeting process to set annual and strategic goals for the District.

The District's MVV and annual and strategic goals provide the framework for mission development and planning and budgeting at each of the four colleges. At BCC, the [College's Mission, Vision, and Values \(MVV\)](#) statement is aligned with [the District MVV](#). BCC's annual goals, as well as the strategic activities related to these goals, are developed in alignment with the BCC MVV and reflect the individual priorities and needs of the College, as identified through the College's own integrated, short-term and long-term planning and budgeting process. As part of this process, however, all College goals and objectives are deliberately mapped to the District goals and objectives to ensure alignment with the overall District vision. BCC's budget supports the aligned goals and objectives developed through this multi-faceted planning process.

Mission-Based Planning at the College Level:

[BCC's Mission, Vision, and Values \(MVV\)](#) and [goals](#) are the foundation for financial planning, which is integrated with and supports all institutional planning on campus. BCC reviews its mission and goals as part of the annual planning and budgeting process. This past year, for example, based on discussions held as part of the annual planning process, the College's MVV, approved in by the District's Board of Trustees in 2005, was slightly [revised and re-adopted by the Board on October 7, 2014](#).

BCC also routinely reviews its goals as part of this annual planning and budgeting cycle. Each year, BCC goes through a shared governance process to develop and/or update its annual goals, in alignment with the District's annual goals. As part of this process, it assesses and documents its progress in reaching the current year's goals and uses this as a basis for building next year's goals.

The College's goals arise from the mission-based Program Review/Annual Program Update (APU) process. Through this process, the College's various divisions, departments, and units use a template, along with program-related student outcomes data and financial data, to review their current programs and services in relation to the BCC MVV and identify future programmatic and related financial needs. These needs are then presented to the relevant College committee (e.g., Technology; Facilities; Education) and other shared governance groups, which engage in a participatory process to establish priorities among competing needs using a set of well-developed rubrics supporting the College MVV.

These rubrics help the College to make decisions about and prioritize competing needs based on both the institution's MVV and goals and on current and anticipated funding levels, such as District BAM funds, state revenues, and funds from restricted sources (e.g., bonds and grants). The rubrics are developed for both ongoing areas of resource allocation (e.g., technology resources) and emerging opportunities resource allocations, in compliance with restrictions on funding set by the individual funding source.

For example, this year (2014-2015) BCC is receiving a new source of revenue through Measure B funds. These are designated specifically for closing the achievement gap and will be allocated through the District's new Peralta Accountability for Student Success (PASS) initiative. The College, therefore, developed a rubric to help the BCC faculty, staff, and administrators prioritize the use of PASS funds (see Table 55) in accordance with this focus.

All priorities identified through the Program Review/APU process have a budget figure attached, which is linked to an identified revenue stream in the College budget. Using the final list of priorities recommended by BCC's primary shared governance group, the Roundtable for Planning and Budget, the College President may use existing budget to meet some of these unmet needs. Additional resource requests are integrated into the College's budget for the upcoming fiscal year.

Transparent budget development and monitoring are part of the ongoing planning and budgeting process. BCC’s annual budgetary expenditures are documented and this information is used to evaluate program and institutional effectiveness. This documentation also provides evidence that the College’s past fiscal expenditures have supported the achievement of its mission-based institutional plans. Fiscal expenditures, for example, are recorded by function and type of expenditure and, in this way, are linked with the annual institutional plan.

The College also has yearly records of actual expenditures related to the previous year’s plan, which can be used for institutional assessment and planning. This includes a detailed list of expenditures that align with the approved budget for the previous year, which was based on data driven program review by the College’s various divisions, departments, and units. This allows the College to track in specific detail whether or not it is meeting its stated objectives. For example, over the last few years, the Disabled Students Programs and Services (DSPS) staff members have requested various software and hardware updates to support student learning, in alignment with the College’s educational mission. The financial records show that these items have been purchased. Based on the APU process, DSPS also recommended that BCC fill the Learning Specialist position; the financial records show that this position has been filled. Similarly, the Student Services Division has been requesting full-time counselors since 2009. The financial records show that the number of full-time counselors has nearly tripled, from 3 in 2009 to 8 in 2014.

Table 55
BCC Rubric for Prioritization of PASS Funds from Measure B

Prioritization Criteria for PASS Expenditures at Berkeley City College – May 6, 2014		
Measure B ballot language stipulates that Measure B money will be spent to “support affordable college education including: providing core academic programs including math, science, and English; training students for successful careers; and educating students to transfer to university [but will spend] no funds for administrators’ salaries, and [that] all funds [will be spent] in our college district.”		
OVERARCHING CRITERIA		
In line with: BCC Mission, Vision and Values; BCC Goals, PASS Closing the Achievement Gap, SSSP, and BCC data.	Yes	No

Supported by APU	Yes		No	
Criteria	Clearly Meets Criterion (3)	Meets Most Aspects (2)	Partially Meets Criterion (1)	Does Not Meet Criterion (0)
Fulfills language of Bond Measure B*	Provides core academic programs, including math, science, and/or English, AND leads to transfer or successful careers	Provides core academic programs, including math, science, and/or English, OR leads to transfer or successful careers	Addresses some elements of the Measure B ballot language	Does not meet any of the criteria noted in the Measure B ballot language.
Fulfills or expands instructional or student services program not fully funded by BAM*	This program is not funded by BAM (not currently funded).	This program is mostly not funded by BAM (mostly not currently funded).	This program is mostly funded by BAM (mostly currently funded).	This program is fully funded by BAM (currently funded).
Additional number/FTES students served	Enable enrollment growth with 100 or more headcount/FTES.	Serves additional between 50-99 - headcount/FTES.	Minimum impact on enrollment growth.	No impact on enrollment growth.
Directly supports students	All funding provides direct support for students.	Most of the funding provides direct support for students.	Most of the funding does not provide direct support for students.	None of the funding provides direct support for students.
Is sustainable	The college will continue to support this program after the Bond expires, pending assessments; the need is clear and the cost is reasonable.	The college might support this program after the Bond expires, despite minor concerns regarding the cost and/or the need.	The college might not be able to support this program after the Bond expires due to the high cost or because it is not a high priority.	The college is not likely to continue to support this program after the Bond expires because of the high cost and because it is not a high priority.

Data Source: Berkeley City College Office of Instruction

Mission-Based Planning at the District Level

All planning within the Peralta Community College District—including financial planning—originates with the District’s mission. [The District Mission Statement](#) was reviewed and reaffirmed by the [Board of Trustees in June 2014](#). It is a comprehensive statement that demonstrates a strong commitment to the achievement of student learning and success.

The District Mission drives the [District Strategic Planning Goals and Annual Institutional Objectives](#). These goals and objectives are integrated into every component of the planning and budgeting processes. The District first implemented a strategic planning process in 2008-2009, calling for strategic planning on a six-year cycle. Recently, the process for updating the strategic plan began during spring 2014 with the review and revalidation of the PCCD Mission Statement (BP1200). An external scan was completed during the summer of 2014, which informed a review and revalidation of the district wide strategic goals. The District’s Mission Statement and Strategic Goals are posted online. [The 2015 PCCD Strategic Plan](#) is in the final stages of completion and includes new planning and resource allocation initiatives that focus upon student success, equity, and career/technical pathways programs.

Self Evaluation

The College meets the Standard. BCC relies upon the College’s Mission, Vision, and Values, developed in alignment with the District Mission Statement, and both District-level and College-level Strategic Goals and Institutional Objectives in financial planning.

Actionable Improvement Plans

None.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

Financial planning is integrated with and supports all institutional planning in the District. At both the District and the College level, financial data are used to assess past performance and plan future programs and services and financial planning is an important part of the established planning and budgeting processes at all levels. This integrated planning and budgeting framework, therefore, aligns planning, resource allocation, and institutional assessment/evaluation throughout the district, including at BCC.

College-Level Integration of Financial and Institutional Planning

At BCC, financial planning is an essential and required component of institutional planning, at both the micro and the macro levels. Review of financial data is ongoing and part of both annual planning and strategic planning (i.e., the development of the 10-year Education Master Plan). As stated previously, all College planning is aligned with District planning efforts and District goals.

The College is charged with developing its annual budget and planning cycle, in sequence with the timeline set by the District. At BCC, planning and budget development involves six stages: 1) review of the previous year's goals and accomplishments (at the end of the current fiscal year/start of the new fiscal year); 2) development of goals and activities and recommendations for resource allocation for the coming year (at start of the fiscal year and ongoing); 3) planning and preparation (ongoing); 4) budget adoption by college and district (spring); 5) implementation of the budget (at start of the next fiscal year); and 6) evaluation (ongoing; monthly; and end of the fiscal year). Financial planning is integrated into every stage of the institution's annual planning process.

The primary way that financial planning and institutional planning are linked at the College level is through the institutional planning and budgeting cycle. BCC undertakes a comprehensive Program Review every three years and completes APUs in alternate years. The resulting documents integrate the BCC Mission, Strategic Goals, and Objectives with resource allocation and financial planning by identifying resource needs and priorities for personnel, facilities, technology, and equipment. Program Reviews and APUs inform the discussion about the hiring prioritization process for faculty, classified staff, and administrators, and the allocation of resources for non-personnel needs during the College's planning and budget development process.

The recommendations from the Program Review/APU process are forwarded to the appropriate shared governance committees and, ultimately, to the BCC Roundtable for Planning and Budgeting. After Roundtable review, a consolidated list of recommendations is forwarded to the President and President's Cabinet. If funding is available in the current year, the College will use these funds to meet any unfunded prioritized requests from the planning process. These prioritized recommendations will be used as a basis for funding in the following fiscal year. After College review, priorities are forwarded to the three District shared governance committees (Education, Technology, and Facilities) and the District Planning and Budgeting Council (PBC) to identify common themes and needs.

District-Level Integration of Financial and Institutional Planning

At the District level, the allocation of financial resources is an important and integral part of the district wide planning and budgeting process. The District's Planning and Budgeting Council (PBC), chaired by the Vice Chancellor of Finance and Administration, is made up of representatives from all four colleges and the service centers. All participatory governance constituencies are involved. Such broad-based participation

ensures communication between the college constituencies and the District for budgetary, financial, and planning purposes.

The PBC is charged with developing and modifying the PCCD Budget Allocation Model (BAM), evaluating the budget, discussing the impacts of the Governor's budget proposals on ongoing fiscal commitments, and making recommendations to the Chancellor for the tentative and adopted budgets, as well as reviewing funding allocations for each of the four colleges and the District service centers. In making its recommendations, the PBC receives information concerning enrollment, trends in revenues, expenditure reports, cash flow, reserves, bond funds, grants, and long-term liabilities.

The PBC also evaluates proposals that come forward from the District subject matter committees (District Technology Committee, District Facilities Committee, District Education Committee) related to the allocation of resources. In addition, the [PBC](#) evaluates funding requests brought forward from the colleges and service centers that prioritize resource needs and requests identified through the Comprehensive Program Review and Annual Program Update processes. In this way, financial planning is structurally integrated with institutional planning at all levels of the District.

Self Evaluation

The College meets the Standard. The College and the District have implemented comprehensive, systematic, and clearly-linked processes for integrating financial planning with institutional planning.

Actionable Improvement Plans

None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Institutional planning, at both the College and at the District, reflects the realistic assessment of financial resource availability and expenditure requirements for restricted funds. It also entails the development of financial resources and partnerships and the College and District work together to not only strategically utilize current financial resources but develop new sources and local and regional partnerships for funding.

College-Level Financial Resource Assessment and Development

Through its annual institutional planning process and throughout the year, BCC continually assesses the availability of its overall financial resources (unrestricted and restricted) to support its budgetary goals. As part of this assessment, it researches new

sources of funding (primarily restricted) to supplement its budget and meet any anticipated funding gaps or fund new initiatives that support student learning. It also reviews the application of restricted funds to make sure that these designated streams of funding are being spent according to funding agency expenditure requirements and are coordinated with other funding sources to avoid overlap.

When the College learns of the availability of additional financial resources, it undertakes a rigorous assessment of this new funding possibility to make sure that it is a good match for the College and that the College can meet the contractual requirements of the funding agency. For example, when BCC learned about the new State Student Support Services and Programs (SSSP) funds, it first studied the State guidelines for the use of these funds in order to understand the requirements as it developed the SSSP program plan and program budget. BCC then underwent a rigorous participatory shared governance process, presenting the proposed SSSP program plan and budget to the Classified and Academic Senates, the Associated Students of Berkeley City College (ASBCC), and the Roundtable for Planning and Budget, to solicit input and to further interpret the state guidelines and restrictions. BCC also communicated with other College planning processes, such as the Basic Skills Initiative (BSI), to make sure that the two plans complemented, rather than overlapped, each other.

Similarly, when the College encounters budget cuts, particularly in the area of state funds, it acts to boost its restricted fund to counteract reductions in the unrestricted (base) operating fund. For example, several years ago, during the state-mandated workload reduction period, BCC readjusted its plan regarding the scheduling of classes, student enrollment, and hourly faculty FTEF. The College's governance bodies worked together to develop the following guiding principles for budget reductions to address the variations in the discretionary budget between 2010-2011 and 2012-2013:

Table 56

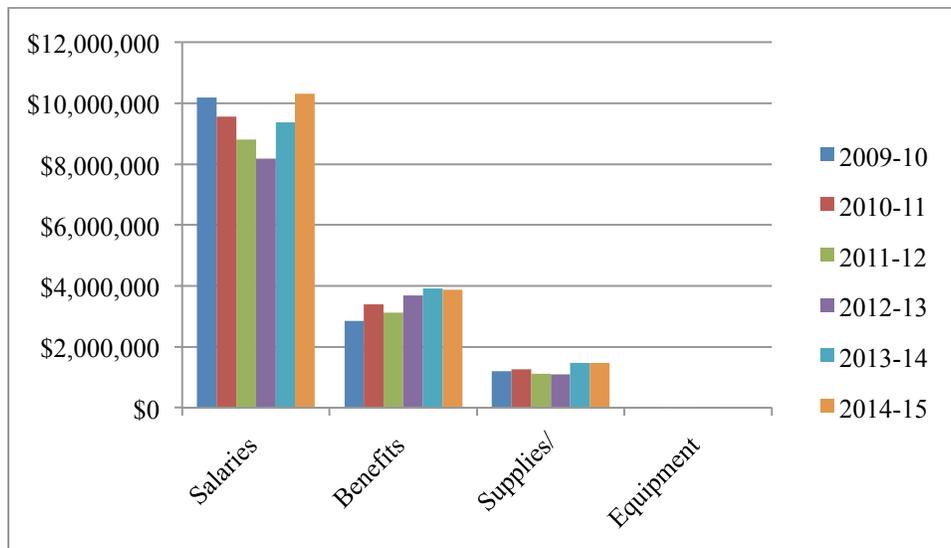
BCC Guiding Principles for Addressing Budget Reductions

- 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.

Data Source: BCC Roundtable for Planning and Budget

To realistically conduct financial planning for quality programs and student support services, BCC assesses and strategically utilizes all of its financial resources, including unrestricted and restricted funds. BCC applies for and manages grants through internal and external partners so that these funds not only comply with the funding guidelines, but complement one another. The following two charts (Chart XXX, and Chart XXX) , showing the six-year trends in unrestricted and restricted funding by major category, clearly illustrate how the two funds work hand in hand to make sure that vital services, programs, supplies, equipment, and operating costs are funded.

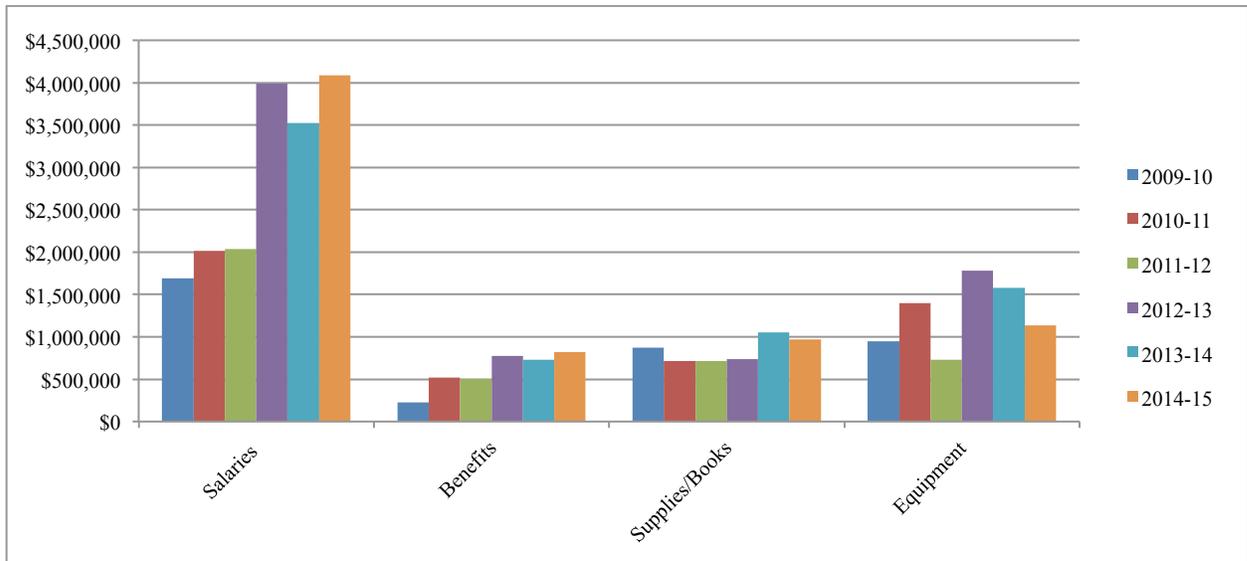
Chart 18
 BCC Unrestricted Budget by Major Category*
 (2009-2010 to 2014-15)



Data Source: PCCD Business and Administrative Services

*Exclude Object Code 7000 OTHER OUTGO –expenditures for the retirement of debt, tuitions, fund transfers, student financial aid (book funds, child care and transportation allowance, etc.), and appropriations for contingencies.

Chart 19
 BCC Restricted Budget by Major Category*
 (2009-2010 to 2014-15)



Data Source: BCC Working Budget Files

*Exclude Object Code 7000 OTHER OUTGO: expenditures for the retirement of debt, tuition, fund transfers, student financial aid (book funds, child care and transportation allowance, etc.), and appropriations for contingencies.

These six-year trend charts illustrate how BCC has worked over time to build its base of restricted funding in order to supplement its unrestricted (base) operating budget, meet unfunded needs, and, also, help to grow the organization for the future. Between 2011-2012 and 2012-2013, when salaries were being cut back in the unrestricted (base) budget due to State workload reduction mandates, the College was able to compensate for this loss by securing restricted funds in this area. While these restricted funds were for specific initiatives and could not be used for general salaries, they did allow the College to staff certain services and programs to support student learning in a time of state wide budget reductions.

The charts also show that the College has also been very successful over the last six years in steadily securing restricted funds to augment non-personnel areas (e.g., books, supplies, equipment) not adequately covered by the unrestricted fund, helping to strengthen the overall quality of the educational environment and experience for BCC students. These charts also serve as evidence that BCC collects and uses financial data to track and improve its performance and ensure stability, meeting Eligibility Requirement 17-Financial Resources and complying with the U.S. Department of Education's Regulations and Guidelines for 34 C.F.R. 602.19 (a-e), which requires that the collection and use of fiscal information to improve student learning and achievement.

District-Level Financial Resource Assessment and Development

At the Peralta Community College District, resources and expenditures are carefully assessed each year through a combined College and District process. The [District's Integrated Planning and Budget Building Calendar](#) marks milestones for district-wide planning documents, individual colleges' and district service centers' budgeting needs, and college-based resource planning and is vetted within the District's Planning and Budgeting Council and by the District's Board of Trustees. The integrated planning and budgeting calendar specifically identifies when deliverables are to be accomplished and who is responsible.

The major driver for receiving state funding has been apportionment, based on the number of full-time equivalent students (FTES); therefore, college funding has been highly sensitive to fluctuations in enrollment. As with the state community college allocation model, the District resource allocation model is driven by potential growth in FTES. This model was designed to be simple, predictable and stable, accommodate both strong and lean fiscal years, provide for a reserve in accordance with PCCD Board policy, provide for periodic review and revision, utilize conservative revenue projections, provide some centralized services, maintain autonomous college-level decision-making, and be in accordance with the [District's Mission and Strategic Goals and Institutional Objectives](#).

To ensure fiscal stability, District FTES goals are closely aligned to the state-funded FTES goals each year. The District attempts to be slightly above the FTES level that the state will fund so as to maximize revenue. Revenue assumptions are in line with the Governor's proposal in early January and estimates are updated after the May revision. The [PCCD Budget Allocation Model](#) (BAM) uses three year rolling averages of FTES for each college, thereby avoiding sharp fluctuations as enrollments rise and fall. In addition to provisions for growth funding, the model has built-in adjustments for new resources such as non-resident tuition, carry-over funds, and benefits adjustments.

With the support of Alameda County voters residing within the Peralta Community College District, [Measure B](#), a special parcel tax, was approved for a period of eight years beginning on July 1, 2012. This measure levies \$48.00 on each parcel within the District annually. The funding revenue is used to maintain core academic programs, such as math, science, and English; to support career training; and to prepare students to transfer to four-year universities. It is also used to attract and retain high quality faculty and assure adequate staffing levels in areas that support student access to classes and services.

The Planning and Budgeting Council reviews revenue and expense assumptions, along with multi-year projections each year during its participation in the annual budget development process. The District benefits from the work of the Community College League of California, fiscal analysis provided by the McCallum Group and the services of the State Chancellor's Office. Daily and weekly reports are received from each of these three Sacramento based organizations and are relied upon for projecting current year and multi-year forecasts/changes to mandated student programs.

In addition, the District has found that the Association of California Chief Business Officials is a source of timely and essential financial and program compliance information. With the benefit of all of these sources, the Vice Chancellor of Finance and Administration regularly updates the Planning and Budgeting Council, the colleges, and the governing board on matters important to fiscal and program planning.

In addition, the quarterly CCFS 311 report, incorporated into the governing board agendas, provides the public and all District employees with a comprehensive picture of District finances. These quarterly reports present financial information compared to the initial annual budget plan and past quarterly reports. Each quarterly report further includes a budget statement and narrative to convey the projected district ending fund balance and any anticipated major events which could affect the ending fund balance. A four-year history of the District’s unrestricted general fund is presented below.

Table 57
District Schedule of Financial Trends and Analysis
(2010-2011 to 2013-2014)

	Budget 2013-	Actuals 2012-	Actuals 2011-	Actuals 2010-
Unrestricted General Fund				
Revenues*	\$111,171,357	\$107,394,573	\$104,769,229	\$112,425,309
Other Sources*	12,691,939	9,152,116	8,093,251	10,153,021
<i>Total Revenues and Other</i>	<i>123,863,296</i>	<i>116,546,689</i>	<i>112,862,480</i>	<i>122,578,330</i>
Expenditures*	117,782,451	108,128,047	106,228,619	115,033,411
Other Uses and Transfers Out*	6,242,386	5,613,258	6,633,861	4,670,296
<i>Total Expenditures and Other</i>	<i>124,024,837</i>	<i>113,741,305</i>	<i>112,862,480</i>	<i>119,703,707</i>
Increase (Decrease) in Fund	(161,541)	2,805,384	-	2,874,623
Ending Fund Balance*	\$15,326,744	\$12,823,280	\$10,017,896	\$9,322,904
Available Reserves	\$15,326,744	\$12,823,280	\$10,017,896	\$9,322,904
Available Reserves as a Percentage of Total Outgo	12.36%	11.2%	8.88%	7.79%
Long-term Debt**	\$664,718,582	\$678,185,799	\$677,829,167	\$665,464,696
Annual Funded FTES***	18,626	18,191	18,006	19,510

Data Sources: *From Budget Books, **From Audit Reports, **From State Certifications

In developing each year’s budget, a set of budget assumptions is utilized to ensure that college budgets are built and informed by the use of current data, remain within expenditure requirements, and are balanced. In developing the 2014-2015 budget, the following [budget assumptions](#) were applied.

Peralta Community College District: 2014-15 Final Budget Assumptions

The District adopted the following budget assumptions for 2014-15:

General Assumptions

1. The 2014-15 Adopted Budget will be balanced.
2. The 2014-15 Adopted Budget will have a contingency reserve of no less than 5%.
3. The District and colleges will use plans, planning documents, and planning processes as a basis for the development of their expenditure budgets.
4. The District does not intend to issue a Tax Revenue Anticipation Note (TRANS) for the 2014-15 Fiscal Year.
5. All State Apportionment deferrals will be eliminated.
6. There will be a line item in the budget for facilities maintenance and repair.

Revenue Assumptions

7. General apportionment deficit factor 2% for 2014-15.
8. Access money, formally referred to as enrollment growth funds, for PCCD of 2.5% for 2014-15, estimated 374 FTES which means approximately \$2 million for PCCD.
9. The Cost of Living Adjustment (COLA) of .85% for 2014-15 equals \$850,657 for PCCD.
10. Full Time Equivalent Student (FTES) base of 19,355; funded base credit FTES of 19,055. This is a 2.5% increase from 2013-14 P1 Certified FTES.
11. Funded base non-credit FTES of 91.48.
12. Anticipated property tax receipts of \$28,645,643 which is an increase of \$561,679 or 2% from 2013-14 estimated .
13. Unrestricted lottery at \$126.00 per funded FTES.
14. Mandated Cost Block Grant budgeted at \$503,771. This is the same as prior year.
15. Third Year of Parcel Tax estimated to be \$8,053,385.

Expenditure Assumptions

16. The District will meet all negotiated contractual obligations.
17. Step and column salary increases will be included.
18. Projected Public Employee Retirement System contribution increase to 11.771%, an increase of .329% estimated to be \$73,563.
19. State Teachers Retirement System increased to 8.88%, an increase of .63% which is estimated to be \$198,600.
20. Maintain the District contribution to DSPS of \$1.15 million.

21. Any restricted funding cuts or cost increases must be borne by the respective program.
22. Increase in Medical premiums up to District cap, estimated increase cost of \$979,893:
 - Kaiser Permanente – 0% increase from prior year
 - Traditional PPO (PFT, Admin, SEIU) – 26% increase
 - Lite PPO (PFT, Admin, SEIU) – 24.9% increase
 - Traditional PPO (Local 39) – 22.1% increase
 - Lit PPO (Local 39) – 17.5% increase
23. No increase to OPEB required contribution.
24. Allocation of new faculty positions will be based on achieving parity within the Colleges
25. Utilities to be budgeted at the campus level at the prior year rates plus 2% for inflation. This is an increase in site discretionary budgets and a decrease in Department of General Services budgets for this purpose totaling a \$71,801 increase.
26. 1% adjustment to PFT salary schedules, to equalize the on-going cost with other unit settlements from 2012-13, estimated adjustment to be \$299,859.
27. Increase in Workers Compensation rate of .1% to 1.3% of payroll, estimated cost to be \$54,500.

All District and college service centers returned their budget development documents to the Vice Chancellor of Finance on or before the deadline in the 2013-14 budget-building calendar. Based upon these documents, and the 2014-15 Final Budget Assumptions, a Tentative 2014-15 Budget was compiled and approved by the Board of Trustees in June 2014. The Tentative Budget was communicated throughout the institution through the participatory governance structure via the [Planning and Budgeting Council in their last meeting of the 2013-14](#) academic year. When the state adopted its final budget, the District began to work to refine and adjust the Tentative Budget to establish the [Final Budget for 2014-15](#), which was approved by the Board of Trustees on September 9, 2014. This budget includes final prior year expense information, projected ending balances, and updated revenue information.

Self Evaluation

The College meets the Standard. There is a clearly defined and articulated planning and budgeting process that establishes priorities for funding that support strategic goals and annual institutional objectives. Institutional planning reflects realistic assessment of financial resource availability, partnerships, and expenditure requirements. Financial information is broadly disseminated through the participatory governance structure, as well as posted on the District website for all constituencies to review.

Actionable Improvement Plans

None.

III.D.1.c. When making short-term financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

Both the College and the District consider long-range financial priorities when making short-term financial plans. The District, however, has primary responsibility for identifying and planning payment of liabilities and future obligations.

College Short-Term and Long-Range Financial Planning

BCC conducts long-range financial planning in the context of developing its 10-year Education Master Plan. Evidence of short-term fiscal planning exists in the Program Reviews/APUs and the College's annual expenditure reports.

During the recent budget reduction period, BCC needed to make short-term financial plans to counteract the impact of these cuts. It pursued grants and other restricted sources of funding to address short-term and, at the same time, keep moving toward its long-term goals, while staying in compliance (i.e., not supplanting existing resources) with the funding agency guidelines.

In another example, when the Equal Opportunity Program and Services (EOPS) budget was cut by the State Chancellor's Office, BCC acquired a TRiO grant from the U.S. Department of Education to help continue to provide vital services to students. While the TRiO grant could not replace the exact services cut, the grant project adopted the EOPS "above-and-beyond" service model, focusing on providing support for students from low income families with a goal to transfer. The grant has enhanced counseling, tutoring, and study skills support to help them to reach their goals.

District Responsibilities Related to Planning and Liabilities

The District considers both short and long term interests of the four colleges regarding institutional and financial plans, including planning for long-term liabilities and obligations. Various tools such as multi-year projections, population demographic trends, fund-balance projections and cash flow analysis inform group discussions and final recommendations to the Chancellor. Additionally, existing and potential liabilities are identified and considered as they relate to the payment of long-term liabilities and obligations in the [budget-development process](#).

The District utilizes multiple methodologies to analyze and project ending year fund balances. With the advice of the District's financial advisor, a cash flow analysis is completed annually. This analysis is used to determine whether Tax Revenue Anticipation Notes (TRANS) short term borrowing will be needed to meet all expenditure requirements during the fiscal year. No TRANS were sought or needed during the 2013-14 fiscal year, nor are they anticipated for the 2014-15 fiscal year.

The District has also developed multi-year revenue and expenditure forecast models. Expenses for fixed costs such as employee benefits, utilities, normal supply cost inflation, retiree benefit obligations and other non-discretionary expenses are built into the multi-year forecast. Revenue projections are similarly built into the model. Critical data elements for FTES enrollment, state base allocation and potential staff deficits as well as receipt of local parcel tax revenue and facilities bond revenue are incorporated into the model. The District projects a positive ending balance for the 2014-15 fiscal year and the ability to manage expected expenditure requirements.

Both the College and the District consider short term liabilities as they affect long-term liabilities. For example, the District negotiates all labor contracts. Labor contract agreements impact the College. The District Office of Finance and Administration projects the impact of changes in labor management agreements as a component of the annual budget assumptions used in preparing the colleges' budgets. When evaluating potential labor agreements, the District takes into account both the cost of salaries and the costs of related benefits in order to ensure that projected financial resources are available in both the short-term and long-term.

Planning for payment of long-term liabilities is incorporated into the district-wide budget building process, the [Five-Year Construction Plan](#), and [annual financial audits](#). According to the annual audit report for the fiscal year ending June 2013, PCCD recognizes its long-term financial obligations and has incorporated these into its financial plans, including retirement and other post-employment benefits (OPEB).

Financial reserves are maintained in order to meet long-term obligations as well as budget emergencies. [Board Policy 6200 \(Budget Preparation\)](#) requires that the District budget a minimum of five percent reserve (minimum fund balance and that budget projections address the District's short and long-term mission, goals, and commitments. The implementation of this Board Policy is accomplished through [Administrative Procedure 6200 \(Budget Management\)](#) and the establishment of annual budget assumptions. Both documents mandate that the mission (mission statement) inform the allocation of resources. The PCCD general fund budget provides adequate resources to support the cost of instruction, student services and institutional support. Planning for long-term liabilities consists primarily of ensuring general obligations bonds to cover the cost of future retiree health benefits.

In December 2005, PCCD became the first public entity in the country to issue OPEB bonds to fund lifetime health benefits. The proceeds of the bonds are in an Indentured Trust Fund and can only be used to pay or reimburse the District for payment of retiree

health benefit costs.

Investments to date have been sound and are regularly reviewed. In the most recent [actuarial study](#), the [OPEB Actuarial Accrued Liability \(AAL\)](#), Unfunded Actuarial Accrued Liability (UAAL), and Annual Required Contribution (ARC) were identified as \$174,703,920, \$174,703,920 and \$11,228,305 respectively. The ARC is used as the basis for determining expenses and liabilities under GASB43/45.

In 2006 and 2009 the District restructured the 2005 OPEB bonds. For the 2006 transaction, three short maturities of current interest bonds were restructured to mature in 2049. In the 2009 transaction, two short maturities of current interest bonds were restructured to mature in 2011 to 2015. As a result, these transactions increased the overall debt service to the program. In October 2011, the District restructured the current interest bonds that were issued in 2006 and 2009. The purpose of this restructuring was to provide debt service payment relief to the unrestricted general fund. At that time, the District was in a position in which it had to cut in excess of \$15 million to balance its operating fund (unrestricted general fund).

Further, plans were developed to cut the District’s operating fund in anticipation of additional workload reductions at the state level, plus increases attributed to CalPERS employer contribution increases, increases in health and welfare expenditures for current employees, and increases in debt services payments attributed to OPEB bonds. A summary of the debt services prior to and after the restructuring is provided below.

Table 58
District Debt Service Prior to and Post Restructuring

	Prior to Restructuring	Post Restructuring
Estimated Debt Service in 2012	\$8,104,282.78	\$1,637,033.92
Estimated Debt Service in 2013	\$9,159,220.60	\$4,247,467.76
Estimated Debt Service in 2014	\$10,366,629.27	\$5,810,280.98
Estimated Debt Service in 2015	\$11,745,840.47	\$6,727,396.13
Estimated Debt Service in 2016	\$19,823,770.80	\$7,646,992.27
Estimated Debt Service in 2017	\$9,247,141.55	\$13,312,115.32

Data Source: PCCD Office of Finance

After 2017, the average annual increase in debt service will be approximately 3%. Due to these restructurings, the District’s unrestricted general fund saved about \$29 million in debt service payments over this six-year period.

The District has appropriated additional resources to fund the gap between the [OPEB](#) Trust assets and the District’s Actuarial Accrued Liability (AAL). As a result of a multi-year savings plan, the estimated actual balance held in the [District’s OPEB Special Reserve Fund](#), as of June 30, 2014 was \$10, 256,579. Amounts on deposit in the unrestricted OPEB Reserve Fund are available to pay for SWAP Agreement termination

payments, debt service on the 2005 Bonds, or Other Post- Employment Benefits. Although the OPEB Reserve Fund is available to pay debt service on the Bonds the District has budgeted for fiscal year 2014-15, sufficient amounts exist in the General Fund to satisfy debt service on the 2005 Bonds.

The Peralta Community College District negotiates with three recognized employee bargaining units. The results of these negotiations often impact the level of benefits provided to employees and future retirees and associated costs to the District. 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 or PFT).

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 changes for medical plans introduced a mid-level 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 (\$15 - \$45 monthly). Employees that see practitioners outside of the Anthem Blue Cross network now have to pay a premium difference which varies with the number of dependents covered. The District continues to offer a Kaiser Permanente plan free to employees.

Employees hired on or before June 30, 2004 are eligible to receive District paid benefits for the duration of the employees' lives. Employees hired after June 30, 2004 and retired 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.

With the incorporation of these plan changes, changes in employee contributions, and the District paid cap, the annual savings to the District is approximately \$500,000. In addition to this annual savings, the District also realized a long-term savings or reduction in the long-term liability, as reflected in the reduction of the actuarial determined OPEB liability. Prior to these changes, the District's actuarial determined OPEB liability was approximately \$221 million. The current actuarial determined liability is \$174,703,920

Beginning in fiscal year 2010-11, the District implemented an OPEB charge to supplement funds available in the OPEB Trust to pay for the cost of current employees' future benefits. For fiscal year 2011-12, the OPEB charge resulted in approximately \$7 million of additional deposits into the OPEB trust. Based upon the most recent actuarial study, the OPEB charge was initially calculated at 12.5%. For fiscal year 2014-15 the charge is calculated at 9.5%. This amount is applied to all budgets that support positions eligible for OPEB.

The District estimates that this will, over the course of a 25-year period, result in approximately \$150 million of deposits to the OPEB Trust, not including any interest earnings or appreciation through investments. The transfers to the OPEB post-retirement

fund are made with every payroll.

The most recent actuarial study, cited above, was reviewed and discussed with the [Planning and Budgeting Council](#) to update committee members on the status of the District's liability for post-retirement benefits and the actuarial study was also on the [agenda of the Board of Trustees](#) as an information item in relation to submission of an ACCJC report.

At its April 2011 meeting, the PCCD Retirement Board (RB) approved bylaws and a charter that clearly articulates the mission and purpose of the Retirement Board. The RB is comprised of five voting members, with the Vice Chancellor of Finance as Chair. Terms of service for the RB are two years. In addition, there are six advisory members: each of the three collective bargaining groups within PCCD has an advisory seat and the Peralta Retiree Organization (PRO) has three seats. The RB meets quarterly and all [agendas, meeting minutes and documents](#) are posted online.

At the January 26, 2012 meeting of the RB, [Neuberger Berman](#) was selected to serve as the Discretionary Trustee of the OPEB trust. Functioning in this role, the Neuberger Berman Discretionary Trustee ensures the Investment Policy Statement (IPS) is adhered to by the investment managers, constantly monitors the investment managers and evaluates them against their established benchmarks, and advises or makes recommendations to the RB on changes to the IPS as circumstances and the markets change. Additionally, Neuberger Berman also functions as the custodian of the [plan assets](#). As of September 11, 2014 the [OPEB investment trust](#) had assets of \$218,549,849 with a projected liability of \$174,703,920.

In addition, two bond measures approved by local voters support PCCD operations. Measure A, passed in 2006, was a \$390 million General Obligation Bond designated for capital improvements, including construction and renovation, and instructional equipment. [Measure B-Parcel Tax](#) was a special parcel tax measure approved by voters on June 5, 2012. This provides the District with an annual parcel tax on all parcels located within the District's boundaries of \$48 per parcel, per year, for eight years. The funding's designated use is for maintaining core academic programs, such as Math, Science, and English; training students for careers; and preparing students to transfer to four-year colleges and universities, while closing the achievement gap.

Recently, taking advantage of historically low interest rates, the District refunded its outstanding general obligation bonds. These bonds payable are related to the issuance of Series B, C, and D General Obligation Bonds, Election 2000 Series A and B District General Obligation Bonds, and Election 2006 General Obligation Bonds. Due to its fiscal stability and sound financial stewardship, the refinancing will save local taxpayers nearly \$18 million over the 21-year life of the bonds. The District went to market with \$157,725,000 in new bonds to refund outstanding [bonds approved by voters](#) in 1992, 2000 and 2006 to enhance and modernize District facilities

The District has made great strides in the past few years in addressing the issues and

concerns raised by the PCCD Governing Board and the ACCJC about the long-term sustainability of the OPEB program. Two of the major achievements that will aid in the long-term sustainability of the program are the debt service restructuring and the implementation of the OPEB charge. The debt service restructuring will provide the District with budgetary relief of approximately \$29 million, and the OPEB charge has created an ongoing and dedicated revenue stream that will, over time, fund the Actuarial Accrued Liability (AAL). It is anticipated that any valuation in excess of the AAL will be used to satisfy the OPEB bond debt service obligations.

Self Evaluation

The College meets the Standard. Through sound fiscal management practices at the College and District levels, long-term liabilities and priorities are clearly identified and plans for payments have been developed and implemented to maintain fiscal stability.

Actionable Improvement Plans

None.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

BCC has primary responsibility for defining and overseeing the guidelines and process for financial planning and budget development at the College, in accordance with the policies and procedures for budget development set by the District. BCC also takes primary responsibility for providing appropriate opportunities for all of the College's key constituencies to participate in the development of institutional plans and budgets. Because all planning and budgeting at BCC takes place within context of the larger district wide planning and budgeting process and is integrated with that process, there are also many opportunities for the College's faculty, staff, administrators, and even students to participate in planning processes at the District level as well.

College-Level Processes for Budget Development and Constituent Involvement

BCC follows the clearly defined guidelines and processes for financial planning and budget development established by the District. In developing each year's budget, the College sets up an initial budget for the following year's expenditures, based on known expenditures, and then adjusts it when it sees what the instructional supply requests are from faculty and what additional funds are expected to come in from the State, the lottery, bonds, and grants. The BCC budget is recorded in a budget template, which eventually gets sent to the District, according to the District budget calendar.

The College's processes for financial planning and budgeting (e.g., the Roundtable for Planning and Budgeting meeting minutes) are available to College constituencies on the BCC website and information about the district-level planning and budgeting process is available through the District's Business services web site and the District Planning and Budget Integration web page. Faculty, administrators, and select classified staff with budget responsibilities also have access to budgetary information through the District's online financial management system.

Financial planning and budgeting is integrated into the College's annual institutional planning process through the Program Review/APU templates. The Program Review/APU process requires participants (e.g., faculty, department chairs, administrators, and staff) to review programmatic and financial data related to their program/unit, and make specific requests for the upcoming year, with cost estimates and possible revenue sources attached.

The College's [Roundtable for Planning and Budgeting](#) is the main body for compiling all the requests related to the budget and making final recommendations to the President's Cabinet. The Roundtable is a broad-based shared governance committee made up of members from all of BCC's constituencies, including administrators, faculty, staff, and students. Roundtable meetings are open to the public, including those meetings in which budgeting decisions are discussed. Final recommendations are made known to constituents, therefore, through a collaborative and visible shared governance process. Final recommendations are also posted on the Roundtable's web page.

BCC's shared governance structure is designed to ensure that a wide range of constituencies participates in the College's financial planning and budget development process. All of these constituencies are granted an active role in the process and are charged with making recommendations for budget allocations, and these constituencies work in concert. For example, department chairs lead the conversation about the vision of the instructional departments to determine their future directions, and through an organized process, they make recommendations concerning the resources necessary to implement BCC's MVV. Department chairs' requests for physical, material, human, and financial resources are captured in tri-annual Program Review/APUs, which they author after analyzing achievement and learning outcomes assessment data related to the College's MVV, as well as annual goals. A similar process occurs for all service areas and other units of the College. See the [Berkeley City College Shared Governance Manual](#) for the descriptions of the committees listed above, as well as detailed information about the shared governance process.

The BCC Office of Instruction and the Student Services Division also use Program Reviews/APUs to assign each department allocations for its portion of Fund 1/General Fund monies. Additionally, the Program Reviews/APUs is used during the aforementioned budgeting process to determine fund allocations as new funding opportunities arise. For example, APUs have recently been used to prioritize Measure B or "PASS" funds (detailed below), Student Success and Support Program (SSSP)

funding, Measure A funds, etc. fund allocations which are currently moving through shared governance for assignment.

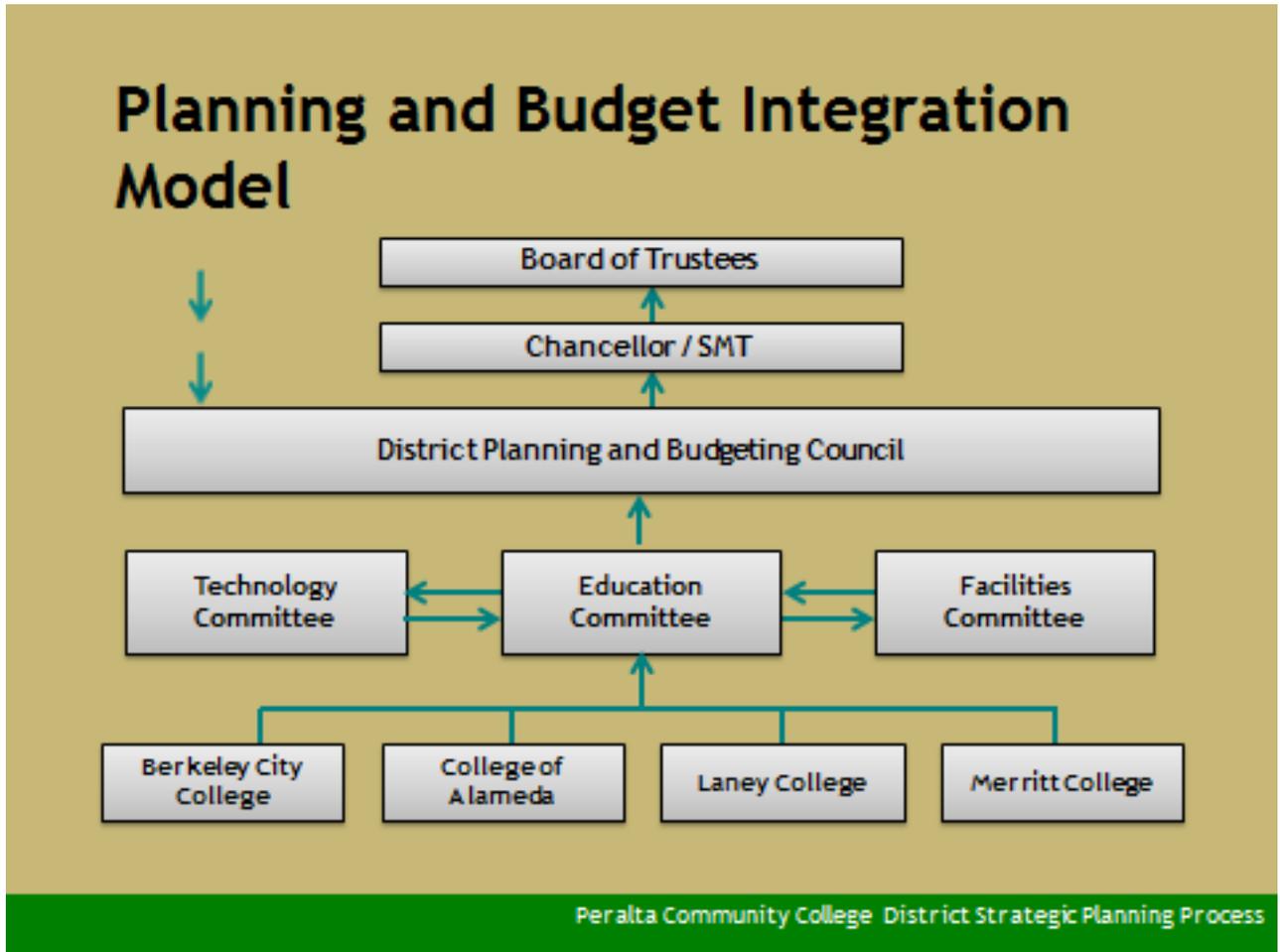
When faced with new revenue streams, the College uses the mechanisms of shared governance and collaborative forums to ensure constituent participation in financial planning and budget development related to these new funding opportunities. For example, in spring 2014, the District allocated \$586,460 in Measure B funds (“PASS” funds) to BCC for the 2014-15 fiscal year. The College responded by petitioning the faculty and staff for PASS proposals; administrative outreach went to the shared governance bodies and beyond: the faculty and staff e-mail listserv was used to announce several PASS informational forums that informed the college community of the newly available funds as well as solicited their input on how the special local tax revenues should be spent at the college to best provide BCC with the “technology, facilities, human resources and financial support necessary for high quality core academic programs including math, science and English; training students for successful careers; and educating students to transfer to four year universities.”

The Measure B funds were allocated to the College along with a Project Review Calendar of important dates for implementation and reporting and specific requirements for the PASS Program reports required of each college. [Planning and Budgeting Council \(PBC\)](#) will collect these reports and use them to ensure broad communication on the use of Measure B funds. Through the Chancellor or appropriate District office, Measure B reporting will be made to the Board of Trustees and to the Citizens Oversight Committee.

District-Level Processes for Budget Development and Constituent Involvement

At the District-level, the [Planning and Budgeting Council](#) (PBC) ensures that constituencies from each college have appropriate opportunities to participate in the development of institutional plans and budgets. The PBC operates according to an established Planning and Budget Integration Model, outlined in the following chart:

Chart 20
District Debt Service Prior to and Post Restructuring



Data Source: [Strategic Plan and Institutional Objectives \(Sept. 21, 2009\)](#)

The [District Planning and Budgeting Council \(PCC\)](#) holds monthly meetings during the academic year. It publishes the meeting notes online, and agendas, minutes and informational handouts are distributed electronically as well as posted on the District Planning and Budgeting Integration website. The PBC is a district wide participatory governance committee with representation from all constituencies from all four colleges, including faculty, classified staff, administrators, students, and collective bargaining units. It reviews revenue projections and resource allocations for the District's tentative and adopted budgets, annual budget assumptions and the annual integrated planning and budgeting calendar.

The District also has specific guidelines and processes for financial planning and budget development, which are codified through the following Board policies and procedures:

[Board Policy 6200 \(Budget Preparation\)](#) articulates and defines the process of how each college will develop its annual fiscal year budget in an open, transparent and communicative manner. BP 6200 sets the criteria for addressing the District's long-term mission, goals, and commitments in the budget building process, and includes a statement which supports the educational plans of the District and the four colleges.

[Administrative Procedure 6200](#) details the process to implement this policy, which includes a budget calendar, budget directives, a timeline for budget preparation, budget consolidation, budget presentation and adoption of the tentative and final budgets each year. [Board Policy 6300 \(Fiscal Management and Accounting\)](#) establishes procedures to assure that the District's fiscal management is in accordance with Title 5 Section 58311 of the California Code of Regulations including that adequate internal controls exist, that fiscal objectives, procedures and constraints are communicated to the Board and employees, that adjustments to the budget are made in a timely manner, that the management information system provides accurate and reliable fiscal information, and that responsibility and accountability for fiscal management are clearly delineated.

[Administrative Procedure 6300 \(General Accounting\)](#) defines the functions of the District Accounting Office, under the direction of the Vice Chancellor for Finance and Administration, outlines the responsibilities of employees in providing internal controls, and describes procedures and controls for accounts receivables, student loans, grants, cash disbursement and cash receipts.

[Board Policy 6320 \(Investments\)](#) ensures that the District investments are in accordance with law, including California Government Code Sections 53600. This policy applies to all funds under the day-to-day control of the District with the exception of funds invested as part of the Other Post-Employment Benefits (OPEB) program. [Administrative Procedure 6320 \(Investments\)](#) directs the Vice Chancellor of Finance and Administration to invest funds in a manner providing the highest investment return, given security considerations, while meeting the daily cash flow needs of the district and conforming to all applicable federal, California, and local laws governing the investment of public funds. This administrative procedure applies to all funds, with the exception of funds invested as part of the OPEB program.

Self Evaluation

The College meets the Standard. Berkeley City College has clearly defined guidelines for financial planning and budgeting and a well-established participatory process for involving all of the College's key constituencies in the budget development process. It also has an established annual institutional planning and budgeting cycle that is implemented through the BCC shared governance structure within the larger framework of the District's annual planning and budgeting efforts and guidelines.

The District wide integrated planning process and participatory governance structure ensures that all constituencies are represented throughout these concurrent budget development and planning processes. Financial planning and budget development at both

the College and District level take place in strict adherence to the District's clearly articulated written policies and procedures.

Actionable Improvement Plans

None.

III. D.2. To assure financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary

Berkeley City College and the Peralta Community College District place high value on financial integrity and the responsible use of resources. While the District takes primary responsibility for oversight and policy in this area, the District maintains an integrated financial management system and, therefore, internal controls and processes for the management of fiscal resources exist at both the College and District level. In addition, both the College and the District disseminate dependable and timely information for sound financial decision making.

College-Level Controls and Processes for Financial Resource Management

The BCC Business and Administrative Services Division has primary responsibility for the day-to-day management of the College's budget. The Director of Business and Administrative Services works closely with the College President and administrative leadership team to administer and monitor the annual budget approved through the College's shared governance process. The Director of Business and Administrative Services also serves as the liaison with the District for financial matters, making sure that all College-level financial management operations are in compliance with District financial policies and procedures.

BCC has specific mechanisms in place for budgetary control and for the dissemination of budgetary information. For example, the Business and Administrative Services Division must approve all entries to the College's financial ledger. There are also controls in place for purchasing and the district wide PeopleSoft/PROMPT financial management system prevents spending where funds are not available. To protect the financial integrity of the institution and promote responsible use of resources, the PeopleSoft/PROMPT system has built-in mechanisms, such as user IDs and passwords, which allow system access at the appropriate security level, thus limiting the data to particular users who have access. Some users may be granted query access only, so that they can review but not change the data.

Financial statements are also produced from the PeopleSoft system to support all of the

College's funds and provide auditable records for all financial resources. In addition, in order to encourage sound financial decision making and adherence to budget, the BCC Director of Business and Administrative Services distributes a monthly budget report to the BCC administrative leadership team. These reports are then reviewed on a regular basis during the President's Cabinet meetings and adjustments to the budget are made, as necessary. These data-driven reports form the basis for ongoing discussion and decision-making about the allocation of financial resources at the College.

It is the responsibility of the administrators/cost center managers to monitor their assigned budgets to track budgetary expenditures and make sure that funds are being spent as planned, in compliance with the strategic plan and any contractual requirements, if applicable.

In addition to the monthly report, both administrators and managers can get current financial information on their assigned budget(s) through the PeopleSoft/PROMPT system, the district wide financial management system, which stores both College and District financial data. A select number of classified staff members with the main responsibility for human resources and financial resources also has access to budget information through the online PeopleSoft/PROMPT system.

With so many concurrent planning activities (e.g., Education Master Plan update, Technology Plan update, Student Equity Plan, Student Services and Support Programs-SSSP, et.), as well as the pending acquisition of a new building, consistent and timely communication is essential. For this reason, BCC will enhance communications about budget development and spending calendars to make sure that all constituencies feel fully informed about the planning and budgeting process and implement any required purchasing and procurement according to College and District budgetary timelines and District procedures. Although information about budget development timelines is currently placed on the College and District website and distributed to all BCC cost managers, BCC will continue to strengthen this process and distribute communications about expenditure guidelines and timelines more effectively to faculty and staff, to help them take timely action on their budgets.

It is the responsibility of the administrators and managers to communicate to relevant faculty and staff about the availability of funds within their assigned budget(s) and about purchasing and hiring deadlines. When hiring specific personnel, it is the responsibility of the individual manager or administrator to review the position to make sure that it not only fits with the Colleges MVV and goals but that it falls within the approved annual budget developed through the Program Review/APU and shared governance process. The College's Director of Business and Administrative Services and the College President then both have to approve it, providing an additional layer of checks and balances and budgetary oversight and control.

The College's administrators review their budgets regularly during the course of the fiscal year. If there are any changes to permanent positions after the final budget is loaded, those additions or deletions can only be made upon submission of an Electronic Personnel

Action Form by the appropriate administrator. The form is reviewed by the manager's immediate supervisor and approved by the College President before transmission to the District Office of Human Resources and District Payroll. As mentioned previously, the purchasing and procurement system has controls that preclude charges to accounts that have insufficient funds. The purchasing approval process requires several levels of approval. Approval is required from the manager of a unit, the College Business Manager, and the District Director of Purchasing. These safeguards protect the College from unauthorized or inappropriate use of funds.

Through these various controls, therefore, the College is engaged in an ongoing self-monitoring process in relation to its financial resources. This process fosters prudent fiscal management and ensures that the College meets its stated institutional goal of keeping annual spending within the approved budget parameters and in alignment with BCC's Mission, Vision, and Values.

District-Level Policies, Processes, and Controls for Financial Resource Management

The District-wide Planning and Budgeting Council regularly reviews and discusses financial documents. The District Office of Finance must approve all inter-fund transfers. The District's [Internal Auditor](#) performs regular audits of procurement, as well as routine checks on processes that involve cash-handling. For additional assurance, an external auditor annually audits internal controls to ascertain compliance with generally accepted accounting principles.

The District utilizes the PeopleSoft/PROMPT system, which integrates data from Student Services, Human Resources, Payroll, Finance and Financial Aid modules. This system is used to record and update financial transactions continually and thus provides accurate up-to-date accounting information. It is used to record journal entries, accounts payable, accounts receivable, revenues, payroll, grants, purchase requisitions as well as budget information. The system produces various reports and queries on demand, including financial and budget reports, which can be used at both the District and College level to monitor spending, plan, and make informed financial decisions.

Self Evaluation

The College meets the Standard. The financial management system has appropriate control mechanisms and generates dependable and timely information for sound financial decision-making. Internal controls are maintained at both the College and District level.

Actionable Improvement Plans

While the College meets this Standard, it will expand its mechanisms for publicizing and widely distributing a budgeting calendar that clarifies expenditures and deadlines for spending, based on funding streams from the District and College.

III. D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary

The District has primary responsibility for the district wide budget and the independent audit. Financial documents, however, are generated at both the District and College level, as part of an integrated district wide planning and budgeting process. Due to this comprehensive planning process, both the College and District financial documents have a high degree of credibility and accuracy. Likewise, both the College and District budget reflect the appropriate allocation and use of resources to support student learning programs and services.

College Financial Documents and Resource Allocation Practices

BCC's budget and its financial report accurately reflect the budgetary priorities set by the College through its integrated planning and budgeting process and document the appropriate allocation and use of these funds to achieve the institution's identified goals and objectives.

BCC builds its budget based on the allocations made to the College through the District's BAM, as well as on other grants and categorical funds from state, federal, and other granting agencies. In preparing the budget, the College loads full-time faculty salaries and benefits first, and uses shared governance committees' recommendations, based upon Program Review/APUs to allocate discretionary funding for purchasing supplies and equipment, conducting events at both college and program levels, and funding other expenditures.

The Program Review and APUs both rely on the College's Mission, Vision, and Values, as well as annual College goals and data concerning student achievement and learning outcome, and require requests to be linked with specific funding sources within the College budget. In this way, mission-based College priorities, as identified through the shared governance process, drive financial planning.

District Financial Documents and Resource Allocation Practices

The District regularly prepares financial reports throughout the fiscal year, which include the tentative budget, a mid-year report and the final adopted budget. These reports are reviewed by the Planning and Budgeting Council (PBC) and presented to the Board of Trustees. Copies are distributed electronically to the PBC and Board of Trustees and posted online on the District website under District Offices/[Business Services](#).

The allocation of resources to support student learning programs and services is guided by the colleges' Educational Master Plans, the district-wide Strategic Plan, Comprehensive Program Reviews, and Annual Program Update documents. Resource allocations are

distributed based upon base budgets and established allocation processes articulated in the [Budget Allocation Model \(BAM\)](#) and [Administrative Procedures AP 6200 \(Budget Management\)](#) and [AP 2300 \(General Accounting\)](#).

The District prepares numerous financial documents, all of which are prepared in a timely manner, broadly distributed, and used for evaluative purposes. Financial documents include, but are not limited to an annual financial audit report, 311A- Annual Financial and Budget Report, annual external audits, monthly updates to the Board of Trustees, and monthly budget status reports. As required by California Education Code, the State Budget and Accounting Manual, and [Board Policy 6400 \(Audits\)](#) the integrity of financial operations is ensured by an annual audit that is performed by independent Certified Public Accountants (CPAs) who possess the qualifications and credentials required by the State of California and are experienced with auditing California community colleges. The audits are conducted in a manner that complies with Education Code and State regulations, the Federal Single Audit Act and OMB A-133, applicable requirements and standards set forth by the California Department of Finance, and guidelines published by the American Institute of Certified Public Accountants.

The June 30, 2013 fiscal year end audit was completed in a timely manner and submitted to the State Chancellor's Office within the statutory timeframe required. The audit was performed on all financial records of the District, which include all District funds, student financial aid, bookstore, Associated Students trust funds, other post-retirement funds (OPEB), capital outlay bonds and Measure B parcel tax. As noted on page 81 of the [audit report](#), the District received an unmodified (unqualified) audit opinion in relation to its financial statements and received a qualified audit opinion related to federal and state compliance. An unmodified (unqualified) audit opinion indicates that the District's financial statements and records are free from material errors and are maintained within generally accepted accounting standards.

The Vice Chancellor of Finance prepares a management report in response to the annual audit that includes actions taken or planned in response to the auditor's findings and recommendations. Recommendations made by the auditors are either fully implemented or considered completed, or if they are not, an explanation is provided with a plan of action to remedy the situation. The District utilizes a [Corrective Action Matrix \(CAM\)](#), to track and monitor progress towards resolving all audit findings. The CAM includes responsible parties, a timeline and action plans for remedying the situation. Typically, the major types of audit findings are of three types: 1) financial accounting and reporting, 2) non-compliance with Federal Single Audit requirements, and 3) non-compliance with State program laws and regulations. The table below provides an overview of the number and types of findings reported with the last three [financial reports for 2013](#), [2012](#) and [2011](#).

Table 59
Peralta Community College District:
Types and Classification of Audit Findings – Three Year History

Type of Audit Finding	2010-11	2011-12	2012-13
Financial Accounting and Reporting	12	0	3
Single Audit	7	4	6
State Compliance	4	4	5
Total	23	8	14
Classification of Audit Finding			
Material Weaknesses	5	0	2
Significant Deficiencies	18	8	12
Total	23	8	14*

Data Source: PCCD Finance Office
*BCC had no audit findings in 2012-2013.

The 2013-2014 Auditor’s Report identified certain deficiencies in internal controls that are considered to be material weaknesses and significant deficiencies. A deficiency in internal controls exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the district’s financial statements will not be prevented, or detected and corrected, on a timely basis. Two findings (2013-1 and 2013-2), described in the accompanying CAM, were determined to be material weaknesses. They have, however, been resolved. A significant deficiency is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance. One finding (2013-3), described in the accompanying CAM, was determined to be a significant deficiency. It also has been resolved.

In total, there were fourteen findings in the 2013-14 Auditor’s Report identified as deficiencies. It should be noted that all of the corrective actions for the findings have been or are projected to be fully implemented by December 31, 2014. The District’s annual audit report for the fiscal year ending June 30, 2014 will be publicly available in December 2014. At that time the Vice Chancellor of Finance will reassess achievements in relation to the audit report and develop corrective actions for any new findings, if necessary.

Self Evaluation

The College meets the Standard. Through established processes the College and the District are able to assure financial integrity of the institution and responsible use of resources to support student learning programs and services. Board Policies and Administrative Procedures establish and ensure that fiscal controls are present.

The annual audit report, which includes audits of OPEB funds, capital outlay bonds, and the Measure B Parcel Tax, is presented to the Board of Trustees and placed on the District website. Audit findings are supported by recommendations from the external auditor, and the District responds to them in the form of an action plan that documents how audit findings will be resolved.

The PeopleSoft/PROMPT system and monthly financial reports are available via the District website to provide interested stakeholders with timely and accurate financial information. This information is also readily available and shared with the District Planning and Budgeting Council (PBC), a participatory governance committee, on a regular basis.

Actionable Improvement Plans

None.

III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

Institutional responses to external audit findings are comprehensive, timely, and broadly disseminated. The District has primary responsibility for organizing external audits for both the District and its individual colleges, including BCC. Each college is then responsible for responding to the external audit finding in a comprehensive and timely manner.

College Response to External Audit

BCC had no audit findings in the most recently completed audit (2012-2013). In the past, when it has had external audit findings it has responded promptly taken timely and appropriate action to address the deficiency and make any required corrections

When Financial Aid had an audit finding, for example, the College, with the District's support, hired additional professionals with expertise in this area. The team examined the policies and practices at the federal, District, and College levels, identified the deficiencies, and made corrections. Since 2012, BCC's Financial Aid component has had no audit findings.

District Response to External Audit

The District has an established process for responding to external audit findings. All audit findings are first reviewed in an exit conference attended by the audit firm, the District Vice Chancellor of Finance, accounting and finance staff and, depending on the significance of audit findings in any college operational area, the appropriate college staff.

The complete audit report is then presented to the Governing Board annually, as soon as it is available. The findings from the District's most recent external audit report, for example, were compiled in the 2012-13 [annual audit report](#), which was [presented to the Board of Trustees by the independent auditor on January 21, 2014](#) and subsequently placed on the District website for information and access by all employees and the public.

Through the audit report, the Board is made aware of any audit findings and recommendations provided by the auditors, along with the administration's response to each finding and the management report. The Vice Chancellor of Finance assembles all findings and draft responses and is responsible for the creation of the management responses, which are incorporated into the completed audit report.

The administration's response to each finding includes actions taken and/or planned in response to the auditor's findings and recommendations. Either recommendations made by the auditors are fully implemented (completed) or, if not, an explanation is provided by management. Each annual audit report also includes the previous year's audit findings and recommendations, along with a summary of [corrective action](#), responsible parties and timelines for completion, if appropriate.

Annual audit reports and the corrective action matrix are regular items presented to the Planning and Budgeting Council (PBC), a component of the District's participatory governance structure, and the Chancellor's Cabinet. In 2014, the PBC first reviewed and discussed the 2012-13 audit report during its [January 31, 2014 meeting](#). District financial information, including annual audit reports, is published regularly and copies of these documents made public online. They can be found at the webpage for [District Offices/Business Services](#).

Self Evaluation

The College meets this Standard. The District's financial audits are publicly available and reported and reviewed at regularly scheduled Board meetings, participatory governance meetings, and staff and management meetings. If audit findings are identified, the College and the District take timely and appropriate action to implement corrective actions in order to address identified deficiencies. Communication regarding financial planning, budgeting, and annual audits is extensive and information is widely available for public review.

Actionable Improvement Plans

None.

III.D.2.c. Appropriate financial information is provided throughout the institution, in a timely manner.

Descriptive Summary

The College and the District share responsibility for communicating financial information, as appropriate, to their various stakeholders. All financial information, both at the College and the District level, is distributed in a timely manner to the appropriate constituencies. In addition, both the College and the District use the same online PeopleSoft system to manage and monitor all financial activities according to District protocols.

College Dissemination of Financial Information

BCC uses fund accounting to report on its financial position and the result of its operations. This method of accounting is designed to demonstrate legal compliance with and to aid financial management by segregating transactions related to certain activities. BCC's resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

Accordingly, BCC disseminates appropriate financial information to the community in a timely manner throughout the year, through a variety of communication methods. For example, financial information is made available at the College's shared governance meetings, including the College Roundtable for Planning and Budget, the Department Chairs' Council, and the Facilities, Technology, and Education Committees. In addition, information about the integrated planning and budgeting process is available through the College and District websites.

Monthly budget reports are distributed to all College cost center managers and these reports are reviewed by the College's administrative team in the President's Cabinet meetings, to make sure that funds are being used according to plan (and in compliance with contractual requirements) to support institutional objectives for student learning.

In addition, administrators/cost center managers, and select classified staff with financial and human resources responsibilities are able to access BCC financial information through the District's online PeopleSoft/PROMPT system. This allows them to monitor their budgets, run financial reports, and integrate accurate financial information for program and institutional planning.

District Dissemination of Financial Information

The District uses the PeopleSoft system for financial management. The system is used to record and monitor functions and activities related to student, Financial Aid, finance, position control, payroll, grants, and human resources.

In the PeopleSoft Finance module (PROMPT), revenues and expenditures are accounted

for separately. Expenditures are recorded through the requisition and procurement processes in which orders go through approval beginning with the college level division administrator, then moving to the College Business Office and the District Office of Finance and Administration. Similar processes are followed for expediting budget transfer, expenses reimbursements, independent contracts, and petty cash.

Position control is separately maintained with very limited access to campus staff. Each manager has access to the accounts, both restricted and unrestricted, for which he or she is responsible, with the option to either view the PeopleSoft screens or run various reports. These records are reliable and accurate and provide timely information to appropriate end users.

Information concerning the state of the California economy, state tax revenues and projections for community college budgets and the breakdown for PCCD are broadly disseminated by the District Vice Chancellor of Finance and by constituent leaders throughout the District. Such timely and on-going information is communicated via e-mail distribution groups for the participatory governance committees (for example, PBC@peralta.edu or DEC@peralta.edu) via employee email distribution lists (for example, Managers@peralta.edu or BCC-FAS@peralta.edu), and posted online on the District web site under the “planning and budgeting integration” tab. Additionally, the Vice Chancellor of Finance provides separate [presentations](#) at District Board meetings on professional development days and during the [PBIM Summit](#).

The CCFS 311 quarterly report is shared and discussed at the Chancellor’s Cabinet and the [Planning and Budgeting Council](#). The Board of Trustees also receives the CCFS 311 reports and further receives monthly reports as part of the regular Board agenda on approval of any Fund transfer, approval of additional revenue, approval of grants, approval of purchase orders, and approval of consultant contracts. Trustees carefully review all agenda items for budgetary impacts. The Tentative Budget and the Final Budget are presented annually in [two meetings](#) (June and September respectively).

Self Evaluation

The College meets the Standard. The financial management system provides robust timely information on the current budget as well as prior year budget. Financial information is disseminated in a timely manner and readily available throughout the institution.

Actionable Improvement Plans

None.

III.D.2.d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary

BCC and the District have strict protocols regarding fiscal management and compliance, which ensure that all financial resources are used in a manner that is consistent with the intended purpose of the funding. The District maintains primary responsibility for setting written policies and protocols for fiscal management and compliance and these functions are monitored at both the District and College level.

College-Level Use of Funds and Compliance Measures

The College uses its financial resources with integrity and in a manner that is consistent with the intended purpose of the funding. For example, BCC utilized Basic Skills Initiative (BSI) funds to support counseling, tutoring, and curriculum improvement for basic skills students. It also used TRiO funds to support first-generation college students from economically-disadvantaged backgrounds, providing them with tutoring, counseling, and study skills development to reach their educational goal to transfer to a 4-year college or university.

In another example, the BCC President's Circle raises funds for various programs and services at the College. At each fundraising event donors are invited to choose among a menu of funding options and designate in which area they would like to see their donation used. The College and the District's Foundation then distributes the funds according to the donor's specifications.

At BCC, the budget is ultimately under the authority of the College President. The BCC Business and Administrative Services office oversees and administers most of the finances in the college. This oversight includes compliance with federal, state and local reporting and accounting requirements. Instructional services and student services departments oversee their own budgets. Accounting for the Associated Students of Berkeley City College (ASBCC) is done by the Director of Student Activities and Campus Life, in conjunction with the Vice President of Student Services. Special projects are under the purview of the assigned administrator/cost center manager and reviewed by either the Vice President of Instruction or the Vice President of Student Services and the Business and Administrative Services office for compliance. In addition, training is available for all BCC administrators/cost center managers in producing and understanding reports from the District's PeopleSoft system.

BCC also has extensive experience managing large multi-year federal, state, regional, local, and private grants, and using these grant funds in compliance with the intended purpose of the funding source. The Student Services Division and Office of Instruction share management of these many important resources. Student Services Division grants

are overseen by the Vice President of Student Services and assigned project faculty and staff, who work together to manage and report on these restricted funds and make sure that the funds are used in compliance with the terms of the grant contract or funding agency requirements and regulations. With respect to the Office of Instruction grants, they are primarily managed by the College's Office of Special Projects to ensure compliance with grant objectives and deliverables, fiscal management, and procurement and contract regulations.

Finally, the College's Financial Aid department manages and awards all student financial aid and loans in compliance with federal guidelines and District protocol. The BCC Financial Aid Program Supervisor oversees an annual in-house audit of all financial aid files to make sure that all financial aid awards have been disbursed properly, in compliance with government regulations.

District-Level Use of Funds and Compliance Measures

Within the Peralta Community College District all financial resources, including short and long-term debt instruments, auxiliary activities, fund- raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. In accordance with the State System approved Budget and Accounting Manual, the District has established a fund-based accounting system. A description of the District fund-based accounting system is included in the [annual budget](#) and in the introduction to Standard III.D of this report.

Financial statements are produced from the PeopleSoft system to support all funds and other accounts to ensure integrity of information and to provide auditable records for all financial resources. College administrators have access to the tools and reports that allow managers the ability to practice effective oversight of budgets. The District Finance Office monitors all college funds on an ongoing basis and recommends any needed adjustments to departments, divisions, college administrators and participatory governance committees.

College Business Office Managers approve purchase requisitions and changes to individual budgets. Purchase requisitions flow through the Business Office for review to ensure that there is an available budget and that the expenditures meet relevant requirements. This allows corrections or adjustments to be made prior to actual expenditures. All contracts entered into must be reviewed by the area manager, College President, General Counsel, and Vice Chancellor of Finance and Administration. [Board Policy 6340 \(Contracts\)](#) and [Administrative Procedure 6340 \(Contract\)](#) set forth the requirements, procedures, and controls for processing contracts.

Grant applications are reviewed and approved prior to submission to ensure that the grants align with the mission of the relevant department and the College and support the College and District Missions, Strategic Goals, and Institutional Objectives. All grant applications must be approved by the Chancellor and the Vice Chancellor of Finance and Administration prior to submission. Grants and categorical funds are monitored by

principal investigators, grant accountants, and associate vice chancellors or vice chancellors. Quarterly and annual categorical and grant reports are prepared collaboratively between the College department and the District Finance Office prior to being submitted to the Vice Chancellor of Finance and Administration for approval and signature. Each Federal, State, or private grant is supported by the PeopleSoft accounting system to ensure that records are maintained to meet all reporting requirements and grant conditions.

[As required by Board Policy 6400 \(Audits\)](#) the District undergoes annual audits on its financial records including financial statements, internal control procedures, and compliance with state and federal requirements. The June 30, 2013 fiscal year end audit was completed in a timely manner and submitted to the State Chancellor's Office within the statutory timeframe required by the State's Budget and Accounting

Manual and Title 5 Section 58305 of the California Code of Regulations. The annual audits include review of institutional investments and assets, financial aid grants, and all auxiliary, capital outlay, capital bond funds, parcel tax, and foundations funds. [Board Policy 6320 Investments](#) ensures that the funds of the District that are invested are not required for the immediate needs of the District and are in accordance with law, including California Government Code Sections 53600. Debt repayment obligations are reviewed on an ongoing basis and planned and budgeted for as part of the College's annual budget development process. All debts are accounted for and reported within the District's annual financial statements and audited as part of the annual audit report.

The District's voters passed a facilities bond measure (Measure A) and a parcel tax (Measure B) to support and strengthen core instructional programs. Each of these voter approved programs is established within the fund-based accounting system to segregate income and expenditure records and provide suitable financial statements. Annual performance and financial audit reports are conducted on these funds to ensure the funds are being correctly reported and accounted and that the funds are being spent on projects that meet the requirements of the bond language, as voted for by the constituencies. [Measure A](#), a capital improvement bond totaling \$390 million, was passed by voters in 2006.

The bonds are required to meet all of the obligations of a Proposition 39 bond measure, including the establishment of a [Citizen's Bond Oversight Committee](#). The seven members of the Citizen's Oversight Committee are charged with receiving reports on the use of bond funds and ensuring that funds are spent in accordance with bond language. [Board Policy 6740 \(Citizen's Oversight Committee\)](#) prescribes the formation of the committee and [Administrative Procedure 6740 Citizen's Bond Oversight Committee](#) details membership, purpose, and operation of oversight committees.

Integrity of funds is ensured through the PeopleSoft accounting system. The financial aid departments at each campus use PeopleSoft systems to process and administer financial aid. Students submit required financial aid documentation to the College's financial aid department. At each campus, financial aid staff members review student financial aid

files, determine student eligibility, and package, award, and disburse financial aid to students. Eligible students are disbursed financial aid twice a semester through a third party debit card service (Higher One). All state and federal funds that are awarded and disbursed are reported to state and federal systems within the required timeframe. The financial aid supervisors at the colleges complete required data reporting as mandated by state and federal regulations. Each college financial aid supervisor also ensures that his/her financial aid department is following proper processes and maintains compliance within federal and state guidelines.

The District Financial Aid Office has created a [financial aid policies and procedures manual](#) that has been disseminated to each of the four colleges in the District. The District Director of Financial Aid works with all the campus financial aid supervisors to update the manual every award year. The College financial aid supervisor is responsible for ensuring that all financial aid staff are trained and informed of changes to the policies and procedures manual as well as any federal and state updates. The financial aid supervisors attend annual federal and state financial aid conferences to stay up-to date with regulations. The District Director also meets with the financial aid supervisors on a monthly basis to ensure that guidelines are being met and the required work is completed.

The District directly purchases insurance policies and participates in joint self-funded programs with other school and community college districts to meet all anticipated risks and liabilities.

The following list provides a recap of coverage provided through insurance policies and joint self-funded programs:

- Property Program - protects members from the risk of direct physical loss or damage to property (real and personal), boiler and machinery, cyber losses, and electronic data processing losses.
- Liability Program - provides defense and indemnification for third party claims for damages arising out of bodily injury or property damage for up to \$50M with a \$25,000 self-insured retention. The Liability Program includes General Liability, Auto Liability, Employment Practice Liability, Errors and Omissions, Libel/Slander/Defamation, Violation of Civil Rights, Professional Negligence, Sexual Molestation, and a reimbursement benefit for the summoning of emergency assistance (911 calls) up to \$2500 per incident.
- Cyber-Liability - provides property and liability coverage (subject to the terms, conditions and exclusions of the Cyber policy) for cyber losses including loss of confidential records. This insurance covers such losses as Crisis Management Costs, including Customer Notification, Support and Credit Monitoring Expenses; Forensic Analysis; Privacy Regulatory Defense and Penalties; Data Extortion; and PCI (Payment Card Industry) Fines.
- ASCIP Comprehensive Crime (Employee Dishonesty) which includes Employee Faithful Performance Blanket Bond; Premise Coverage; Transit Coverage; and Depositors Forgery Coverage.
- Automobile Physical Damage program will pay for loss to a covered

- automobile or its equipment under two coverage areas: Comprehensive Coverage (from any cause except the covered automobile's collision with another object) and Collision Coverage (caused by the covered automobiles' collision with another object).
- Workers' Compensation program not only provides members the mandated coverage for work related employee injuries, but also provides additional enhancements and services as well. Highlights of the program include coverage up to statutory limits and claims administration services for the life-of-the-claim regardless of the retention level selected. York Risk Services Group is the claim administrator. Ergonomic evaluations specialized and mandated trainings and consultation on safety-related matters are also provided.

District cash investments are governed under the California Government Code, which lists allowable investment instruments. The District transfers all tax receipts to the Alameda County Treasurer for safeguarding and investment. The County Treasurer provides monthly reports on District cash and investments. Local voter approved tax revenue is accounted for separately by the County Treasurer and reported to the District. As noted previously, the District has also transferred funds to the OPEB fund and contracts for investment management services in which this money is invested in a revocable trust fund outside of the District accounting system.

Self Evaluation

The College meets the Standard. Through established business practices, internal controls are present, ensuring that financial transactions are appropriately reviewed and vetted. The Governing Board is provided with all commitments entered into by the College and the District, as required by Education Code and Board Policy.

Actionable Improvement Plans

None.

III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary

The District has primary responsible for evaluating and assessing internal controls District wide, including evaluating and assessing internal controls at BCC. The College also takes responsibility for continually assessing its own internal control systems to monitor for validity and effectiveness and make any necessary changes for improvement.

College-Level Monitoring of Institutional Internal Controls

In addition to the evaluation of financial controls initiated by the District, BCC maintains its own internal control systems and these are reviewed for validity and effectiveness both throughout the year and as part of the Program Review/APU and participatory planning and budgeting process. College-level controls include: ongoing monitoring of the budget by the BCC Business and Administrative Services Division, the President and the President's Cabinet, and the College's administrators/cost center managers; College responses to external audit findings; internal College audits of critical areas such as financial aid; and regular reconciliation of all College fund accounts to ensure accuracy, compliance, and proper management. As part of this ongoing commitment to institutional self-monitoring, areas of improvement or focus are identified and adjustments made to College-level practices as needed.

District-Level Evaluation and Assessment of Internal Control Systems

The District employs an Internal Auditor to ensure the integrity of the District accounting system and to ensure that all funds are used in accordance with the intended purpose of the funding sources. Each internal audit report is used to improve operations, increase efficiencies and promote effectiveness in serving students and the public. The following is a partial list of internal audit assignments completed over the past twelve months:

1. Performed a prioritized district-wide risk assessment of key business systems and developed an internal audit plan and strategy, based on the risk assessment results focusing on improving District's personnel's accountability and efficiency.
2. Performed internal control evaluations of several key business systems (for example, procurement, Independent Contractor Contracts, pension reporting, time and effort reporting), and provided internal control recommendations.
3. Introduced to staff and management the concept of self-assessments for regulatory compliance, accountability, and control in business processes.
4. Assisted the Finance Department in compiling and packaging business procedures manuals for accounting, time and effort reporting.
5. Provided best business practices and internal control advisories on an on-going basis to Human Resources, Finance, Benefits, and Purchasing regarding compliance and internal controls in district-wide forums and meetings.
6. Provided ongoing internal control advisories and audit plans to assist the Purchasing Department in creating a best-value, cost-effective approach to procurement of services to ensure effective and optimal use of scarce resources.
7. Coordinated and provided a single point of contact for all external audits, including the current CalPERS Audit, District Annual Auditors, and IRS 1098T audits.
8. Developed a grants tracking database for the Grants departments to capture critical data for more efficient grants management.
9. Developed a best practices data security policy to be issued for the District.

Under Education Code Section 85266.5 fiscal independence is granted to a college/district by the California Community College Board of Governors (CCCBOG) and is based on the recommendations of the county office of education and results of an audit of the

college/district's internal controls by an independent Certified Public Accountant. When evaluating applications for fiscal independence, the CCCBOG assesses applicants based on four standards:

1. Adequate fund balances. The college/district has avoided deficit balances in its funds and has maintained a prudent reserve in its unrestricted general fund for the past five years.
2. Statute and Governing Board. The college/district makes only lawful and appropriate expenditures in carrying out the programs authorized by statute and by the governing board.
3. Adequate internal controls. The staff members of the accounting, budgeting, contracts, management information systems, internal audits, personnel, and procurement departments are adequate in numbers and skill level to administer administrative programs independent of detailed review by the county office of education and to provide an internal audit function that assures adequate internal controls.
4. Legality and propriety of transactions. The staff of the accounting, budgeting, contracts, management information systems, internal audits, personnel, and procurement departments exercises independent judgment to assure the legality and propriety of transactions.

As is explicit throughout these four standards, the Vice Chancellor of Finance and Administration serves and the associated staff in the College and District provide the level of scrutiny called for under Education Code Section 85266.5. Also, the Internal Auditor enhances the internal control structure by providing an ad-hoc independent review and periodic audits on a random basis.

A major aspect of the established internal control structure is the ability of authorized users to review budgets and other financial information pertaining to their areas of responsibility in a timely manner. College budget managers have access to PeopleSoft through PROMPT. That system provides tools and reports to allow managers the ability to practice effective oversight of their budgets. The District Office of Finance and Administration also monitors all college funds on an ongoing basis and recommends any needed adjustments to departments, divisions, participatory governance committees, and administrators. Checks and balances built into the District processes include document approvals at different levels and pre-approval of inter-fund transfer by both the College Business Manager and the District finance staff. There are routine checks on processes that involve cash-handling, materials fees and inventory control.

Self Evaluation

The College meets the Standard. The College and the District assess their internal controls on an ongoing basis and use the results of those assessments to revise procedures as needed. College financial resources are managed in accordance with appropriate procedures and used with integrity and in a manner consistent with the Mission, Vision, and Values and goals of the College.

Actionable Improvement Plans

None.

III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.

Descriptive Summary

The College and the District have well-established policies and procedures to ensure sound financial practices and financial stability. The College and the District share responsibility in this area, following a series of written policies approved by the PCCD Board of Trustees.

College Fiscal Policies and Procedures

BCC abides by all of the policies and procedures for financial practices set forth in the Board Policies and Administrative Procedures. In addition, the College strictly adheres to the California Education Code and Title 5 regulations. BCC has also implemented a system of checks and balances internally, at the College level, to ensure sound financial practices and stability.

For example, when requisitions are received by the BCC Business and Administrative Services Office, the Director assesses the requisition to ensure that the appropriate accounting codes are being used, that the appropriate receipts and board policies are attached, and that the expense has been approved by a cost center manager. Additionally, spreadsheets are maintained to track personnel expenses as they are incurred, to account the different payroll cycles. For example, the classified/certificated pay dates are at the end of the month, whereas student payroll is in the middle of the month (on the 15th). By keeping an internal spreadsheet, administrators/cost center managers can stay on top of their personnel costs and manage their budgets accurately.

In addition, the College engages in a practice of regular self-evaluation of financial data and concurrent short-term and long-term planning initiatives. transparency and inclusiveness in the budgeting process through the shared governance structure; integration of financial planning into the annual planning and budgeting cycle; budget monitoring and oversight by multiple parties; timely responses and corrections in the case of external audit findings; regular review of different funding sources to ensure compliance with all regulations; and internal budget reconciliations and audits, which the College has instituted of its own accord to ensure sound fiscal management. This multi-faceted approach ensures that the College is constantly focused on positioning itself for financial stability and maximum effectiveness, in terms of using financial resources as strategically as possible to foster student learning.

District Fiscal Policies and Procedures

The PCCD Board of Trustees has developed multiple Board Policies to ensure sound financial practices and Administrative Procedures that outline the practices to be followed. These policies and administrative procedures are reviewed and revised on a regular basis. The District strictly adheres to the California Education Code and to Title 5 regulations.

The following [Board Policies and Administrative Procedures](#) ensure sound financial practices and financial stability and [AP 6100 \(Delegation of Authority for Business Services\)](#):

- BP 6110 (Workers Compensation Settlement Authority) and AP 6110 (Workers Compensation Settlement Authority)
- BP 6150 Designation of Authorized Signatures and AP 6150 Designation of Authorized Signatures
- BP 6200 Budget Preparation and AP 6200 Budget Management
- BP 6300 Fiscal Management and Accounting and AP 6300 General Accounting
- BP 6320 Investments and AP 6320 Investments
- BP 6330 Purchasing and AP 6330 Purchasing
- BP 6340 Contracts and AP 6340 Contracts and AP 6350 Contracts Construction
- AP 6365 Accessibility of Information Technology
- AP 6385 Refreshments Meals Served at Meetings
- BP 6400 Audits and AP 6400 Audits
- BP 6500 Property Management and AP 6500 Property Management
- BP 6550 Disposal of Property and AP 6550 Disposal of Property
- BP 6600 Capital Construction and AP 6600 Capital Construction
- BP 6620 Naming of Buildings and Facilities and AP 6620 Naming of Buildings and Facilities
- BP 6700 Civic Center and Other Facilities and AP 6700 Civic Center and Other Facilities Use
- BP 6740 Citizen Oversight Committee and AP 6740 Citizen Oversight Committee
- AP 6801 Transportation Safety
- AP 6802 Injury Illness Prevention Hazardous Material Program

Self Evaluation

The College meets the Standard. The College follows District policies and procedures that ensure sound financial practices and financial stability.

Actionable Improvement Plans

None.

III. D.3.a. The institution has sufficient cash flow and reserves to maintain stability and strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

Both the College and the District have sufficient cash flows and reserves to maintain fiscal stability and meet financial emergencies and unforeseen occurrences. The District has primary responsibility for overseeing cash flow, reserves, and contingency planning for the entire District, including BCC. The District also handles all matters of managing risk management strategies.

College-Level Fiscal Preparedness

While the District maintains primary responsibility in this area, Berkeley City College (BCC) actively takes steps to strengthen its fiscal preparedness to take advantage of new opportunities and meet expected and unforeseen financial challenges. This is demonstrated in the College’s proactive approach to securing restricted funds, above and beyond its annual allocation of state apportionment funds from the District. As discussed in the introduction to III.D.3, over the last six years the College has increased its revenues from grants, bonds, fundraising, and new restricted state funding sources, which has allowed it to maintain services and even innovate during recent fluctuations in state funding.

District-Level Fiscal Preparedness

The District has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and contingency plans to meet financial emergencies and unforeseen occurrences. The District ending fund balance provides for a reserve for economic uncertainty at a minimum of the 5% level recommended by the CCCBOG plus a contingency reserve for unforeseen occurrences. The following table shows the audited General Fund ending balances over the past four years.

Table 60
District Schedule of Financial Trends and Analysis for the Year Ending June 30,
2013

	Actuals 2010-11	Actuals 2011-12	Actuals 2012-13	Budget 2013-14
Unrestricted General Fund				
Revenues*	\$112,425.30	\$104,769.22	\$107,394,573	\$111,171,357
Other Sources*	10,153.021	8,093.251	9,152.116	12,691.939
<i>Total Revenues and Other Sources</i>	<i>122,578,330</i>	<i>112,862,480</i>	<i>116,546,689</i>	<i>123,863,296</i>
Expenditures*	115,033.411	106,228.619	108,128.047	117,782.451

Other Uses and Transfers Out*	4,670,296	6,633,861	5,613,258	6,242,386
<i>Total Expenditures and Other Uses</i>	<i>119,703,707</i>	<i>112,862,480</i>	<i>113,741,305</i>	<i>124,024,837</i>
Increase (Decrease) in Fund Balance	2,874,623	-	2,805,384	(161,541)
Ending Fund Balance*	\$9,322,904	\$10,017,896	\$12,823,280	\$15,326,744
Available Reserves	\$9,322,904	\$10,017,896	\$12,823,280	\$15,326,744
Available Reserves as a Percentage of Total Outgo				7.79%
Long-term Debt**				\$665,464,696
Annual Funded FTES***				19,510

Data Sources: *From Budget Books; **From Audit Reports; ***From State Certifications

While the recent economic conditions in the state have put a strain on the budget and cash flow, the District and its four colleges have been fiscally conservative in their forecasts to ensure appropriate cash flow. Fund balances are managed through careful budget preparation, continuous monitoring and frequent updates to year-end balance projections. [Board Policy 6200 \(Budget Preparation\)](#) provides the framework for budget preparation, and [Administrative Procedures 6200 \(Budget Management\)](#) and [6300 \(General Accounting\)](#) detail the practices and guidelines to be followed. These guidelines help the College maintain balances at levels deemed necessary to offset the risks associated with both anticipated state deferrals (both intra and inter year) and unanticipated emergencies.

The cash flow for each college in the District is closely monitored throughout the year and an annual cash flow analysis is conducted each year. This analysis is used to determine whether Tax Revenue Anticipation Notes (TRANS) short term borrowing will be needed to meet all expenditure requirements during the upcoming fiscal year.

When cash-flow projections have predicted shortfall, the District has participated in Tax Revenue Anticipation (TRANS) programs in the past, which provide low interest, short-term borrowing against future tax revenues. However, no TRANS were sought or needed during the 2013-2014 fiscal year nor are they anticipated for the 2014-2015 fiscal year.

Active management of payments and receipts is also utilized throughout the year to maximize the availability of cash from payables and receivables. Combined, these efforts have provided the District and its four colleges with the necessary cash to meet all obligations.

The District calculates known liabilities for employee vacations, faculty banked leave/overload and retiree health benefits (OPEB liabilities are described elsewhere in this report). Accumulated unpaid vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is presorted on the [financial statements](#).

For government funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year end that have not yet been paid with expendable available resources. These amounts are reported in the fund from which the employees who have accumulated

leave are paid.

The District also participates in “load banking” with eligible academic employees when the employee may teach extra courses in one period in exchange for time off in another period. Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the District’s financial statements. However, retirement credit for unused sick leave is applicable to all academic and classified employees. These fiscally prudent actions result in a financial position which is projected to safeguard student learning and support services needs for the foreseeable future.

Self Evaluation

The College meets the Standard. The fiscally prudent actions described above result in a financial position that is projected to safeguard student learning and support services needs for the foreseeable future. Active management of payments and receipts is also utilized throughout the year to maximize the availability of cash from payables and receivables. Combined, these efforts have provided the College and the District the necessary cash to meet all obligations.

Actionable Improvement Plans

None.

III. D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The College and the District practice effective oversight of all financial resources. The College and the District share responsibility for this function.

College Oversight of Finances

BCC practices effective oversight of finances, including the management of financial aid, grants and externally funded programs (see grant information in Table XX), contractual relationships, auxiliary organizations (i.e., bookstore; vending machine company), and fundraising activities (President’s Circle). BCC’s Business and Administrative Services Office and administrators responsible for the areas regularly assess processes, including allocation of resources, in order to evaluate, improve, and make necessary changes with

the goal of meeting student needs and identifying and resolving problems before any major audit exceptions occur. Evaluation and improvement are critical to the effective operation of the institution, as resources are limited. Thus, efficiency and effectiveness are top priorities for the College.

BCC administrators and cost center managers (Supervisors, Directors, Deans, Vice Presidents, and the President) regularly review and monitor expenditures pertaining to grants, awards, and contractual agreements, with the support of the College's Business and Administrative Services Office. These regular reviews ensure that the expenditures are consistent with the funding agency's mandates and the College's Mission, Vision and Values and goals.

In addition to the College's own regularly conducted internal assessment of its finances, the required annual reporting to various funding agencies serves as another level of oversight. For example, during the preparation of annual financial reports for the state and the federal government, and Title III and TRiO Programs, required by the U.S. Department of Education, the College evaluates not only the accuracy of the reporting information, but also the effectiveness of its financial management processes. As part of the annual financial audit, random testing of financial transactions is performed to ensure that there is proper accounting for receipt and expenditure of funds on campus and to make sure that proper internal controls are in place for fiscal oversight.

Audit findings of significant deficiencies and/or instances of noncompliance are documented in the annual report to the District, and to the College, if applicable. Since the last Accreditation Self Evaluation, BCC has made an aggressive effort to correct all audit findings. The progress made by the BCC Financial Aid Office serves as a model. During the budget reduction period between 2008-09 and 2009-10, due to a lack of human resources and IT support, BCC's financial aid operation was cited several times by the U.S. Department of Education and California Student Aid Commission. Immediate response by the District and College took place and extensive follow up was performed at the College to ensure compliance with all applicable requirements and regulations. BCC's Financial Aid Office has not had any audit findings [since 2011](#).

District Oversight of Finances

To ensure oversight of finances including financial aid, grants, externally funded programs, contractual relationships, foundations and investments, the District has an [annual external audit](#), prepared in accordance with generally accepted accounting principles, that is comprehensive and thorough. As required by state law, the District retains an independent auditor that performs separate audits of Proposition 39 bond funds and investments annually. Part of the scope of the audit includes an evaluation and review of financial statements.

The Peralta Colleges Foundation (the Foundation) is a legally separate, 501(c)(3) tax-exempt organization and as such has [its own audit](#) each year by an independent auditor. The Foundation acts primarily as a fundraising organization to provide grants and

scholarships to students and support to employees, programs, and departments of the District. Although the District does not control the timing or amount of receipts from the Foundation, the majority of resources or income that the Foundation holds and invests is restricted to the activities of the District by the request(s) of the donors. Because the amount of receipts from the Foundation is small in relation to the District as a whole, the Foundation is not considered a component unit of the District.

The District Financial Aid Office works in conjunction with the colleges and the Vice Chancellor of Finance and Administration to ensure that appropriate procedures are in place and are adhered to. There is an oversight committee for the facilities bond, Measure A, and for the parcel tax, Measure B. The group meets regularly to review what is being spent with each of these sources of funding. The [agendas and meeting](#) minutes are available online.

The Vice Chancellor of Finance and Administration manages institutional investments, using investment options as needed in order to earn additional revenue and interest. The Board of Trustees reviews those options are reviewed on a regular basis. The ongoing assessment and evaluation of District wide financial processes occurs through comprehensive program reviews (every three years), annual program updates, annual audits and related corrective action matrices for audit findings, categorical program and grant program reports which are submitted quarterly, productivity reports, and budget and expenditure reports and their analyses. Additionally, the College and the District also submit required [financial and non-financial reports to the State Chancellor's Office and the Accrediting Commission for Community and Junior Colleges \(ACCJC\)](#). Many of these reports provide analyses of revenues and expenditures that demonstrate monitoring of fiscal conditions. Budget managers have access to and utilize the PeopleSoft/PROMPT system to run reports covering burn rates, negative balances, and budget history in order to analyze trends and make budget adjustments.

The College and the District use a position control structure to build, monitor, and maintain personnel budgets for all funds. Through the use of position control, staffing needs are identified and analyzed in support of program review priorities and recommendations. Critical replacement positions flow up from the departments to the divisions where they are prioritized college wide, based on the nature of the position, using specific criteria such as legal mandates, health and safety, threshold of educational and support services, essential operations, and the mission and goals of the college. Funding, using the position control model, is then allocated or reallocated.

The Board Policies and District Administrative Procedures mentioned previously in this report on budget development, budget management, accounting and fiscal monitoring articulate and define the processes by which each of the Peralta colleges develop its annual fiscal year budget openly and transparently. The District's Integrated Planning and Budget Building Calendar sets the timeline for those actions.

Financial reviews are ongoing at various levels throughout the District, from college-level departments and divisions to the President and to the District Office of Finance and

Administration. There is appropriate monitoring of the student loan defaults as well as the revenue streams and assets. Audits are performed by both external auditors and the internal auditor. The external auditor presents the audit results to the Board of Trustees each year. Copies of the audits and financial reports are available to all as they are posted on the District website. The oversight structure enforces consistent and uniform application of policies, procedures and accounting principles, emphasizing adherence to internal controls, thus ensuring compliance with federal, state, and local reporting requirements.

Self Evaluation

The College meets the Standard. There is sufficient oversight at the College and the District to ensure proper management of all finances, including financial aid, grants and externally funded programs and auxiliary services.

Actionable Improvement Plans

None.

III D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary

As part of the Peralta Community College District system, Berkeley City College works with the District to plan for and allocate appropriate resources for the payment of liabilities and future obligations. The District has the primary responsibility for overseeing these matters.

College-Level Appropriation of Resources for Liabilities and Obligations:

BCC works cooperatively with the District Office of Finance to address appropriation of resources for the payment of liabilities as part of the annual planning and budgeting process. As stated above, the District takes the lead in this area and the College follows the District's counsel on these matters.

District-Level Appropriation of Resources for Liabilities and Obligations:

The Peralta Community College District addresses liabilities and obligations through its established District-wide planning and budgeting process. A review of both short term and long term liabilities is part of the annual budget building process. Information related to all liabilities is also part of the annual audit. All information is presented to the Planning and Budgeting Council (PBC) and the PCCD Board of Trustees.

Additionally the OPEB liability is monitored closely by the District's Retirement Board. Other compensation-related obligations, such as employee vacation accrual, sick leave, and load banking are calculated annually. Expenses are recorded in the year they occur and adequate resources are set aside to cover the estimated long-term liabilities.

The District has addressed the OPEB liabilities to cover the medical insurance costs for retirees in accordance with negotiated contracts with the various bargaining units of the District. Employees hired on or before June 30, 2004 are eligible to receive District paid benefits for the duration of the employees' lives. Any employee hired after June 30, 2004 is eligible to receive district-paid medical benefits until retirement.

Effective July 1, 2012, the District and the three collective 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 introduced a mid-level self-funded medical plan which provides the same level of benefits as the District's 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 (PPO lite) and the traditional PPO plan. The District continues to offer a Kaiser Permanente plan that is free to employees.

The District and the bargaining units also agreed upon the maximum contribution the District will pay for dental benefits. With the incorporation of these plan design changes, employee contribution, and the District paid cap, the annual savings to the District is approximately \$500,000 [REF: Peralta CCD – OPEB Substantive Plan, December 2012]. In addition to this annual savings, the District will also realize a long-term savings or reduction in long-term liability as reflected in the reduction of the actuarial determined OPEB liability.

PCCD developed an OPEB Substantive Plan in December, 2012 [REF: Peralta CCD – OPEB Substantive Plan, December 2012]. This plan was recently revised/updated in September 2014 and contains several elements. The first element is the associated liabilities. These liabilities consist of the debt service associated with the bonds sold to fund the revocable trust, the six tranches of SWAP agreements, and lastly the actuarial study projecting the actuarial accrued liability directly related to the existing OPEB obligation. The second element is the restricted assets set aside to fund the ongoing expenses and liabilities within the OPEB program. The two assets within the program are the investments currently held in the revocable trust originating from the bond sale in 2005 and the OPEB reserve fund held in the Alameda County Treasurer's Office.

The third element is the annual expenses incurred related to the operations of the OPEB program. These expenses are a result of fulfilling the OPEB obligations to existing retirees, setting aside funds to pay for future obligations for current employees when they retire, annual debt service payments associated with the bonds, operational expenses

related to maintaining the trust, and periodic payments that are contractually required under the existing B-1 SWAP. The fourth element is the revenues that have been and will continue to be transferred into the revocable trust to fund the expenses and liabilities. These revenues include the OPEB charge that is now applied to all budgets that support positions eligible for OPEB, in addition to any appreciation in market value of the portfolio within the revocable trust.

Central to the long-term sustainability and funding of the OPEB program are the revenues (OPEB charge and Trust appreciation) to be able to support the annual expenses of the trust as well as to fund the Actuarial Accrued Liability (AAL). The District has appropriated additional resources to fund the gap between the OPEB Trust assets and the District's AAL (this is the OPEB Reserve Fund). The estimated balance in the OPEB Reserve, as of June 30, 2013, exceeds \$10,000,000. This amount is available to pay for any lawful expenditures of the District, including but not limited to SWAP Agreement termination payments, debt service on the 2005 Bonds, or Other Post-Employment Benefits. Although the OPEB Reserve Fund is available to pay for debt services on the bonds, the District continues to budget sufficient amounts from the General Fund to satisfy debt service obligations and related refunding.

Beginning in fiscal year 2010-11, the District implemented an OPEB Charge to supplement funds available in the OPEB Trust to pay for Other Post-Employment Benefits. The OPEB Charge is a uniformly applied District-paid charge to all programs and is a function of the current Annual Required Contribution (ARC) calculated as a percentage of payroll for all OPEB eligible active employees. Based on the current actuarial study, the OPEB charge for 2014-15 is calculated to be 9.5%. The funds to which the OPEB Charge is applied each fiscal year are accounted for in the OPEB Reserve Fund. The District estimates that the OPEB Charge will, over the course of a 25-year period, result in approximately \$150 million of deposits to the OPEB Trust, not including any interest earnings or appreciation through investments.

The District has made great strides over the last few years in addressing the issues and concerns raised by the PCCD Governing Board and ACCJC about the long-term sustainability of the OPEB program. Two of the major achievements that ensure the long-term sustainability of the program are the debt service restructuring that occurred in 2011 and the implementation of the OPEB Charge. The debt service restructuring provided the District with budgetary relief of over \$29 million over a five-year period and the OPEB Charge has created an ongoing and dedicated revenue stream that will, over time, fund the Actuarial Accrued Liability (AAL). Investments to date have been sound and are regularly reviewed. In the [most recent actuarial study](#), the OPEB AAL, Unfunded AAL (UAAL), and Annual Required Contribution (ARC) were identified as \$174,703,920, \$174,703,920 and \$11,228,305, respectively. The estimate of the current value of the assets held in the OPEB Trust is \$218,549,849.

Self Evaluation

The College meets the Standard. Appropriate resources exist for liabilities and future

obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations, due to District planning and resource allocation.

Actionable Improvement Plans

None.

III. D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary

The Peralta Community College District takes primary responsibility for preparing the actuarial plan to determine Other Post-Employment Benefits (OPEB). The plan is prepared, as required, by appropriate accounting standards.

College-Level Responsibilities Related to OPEB

BCC defers to the District in matters related to OPEB. The District has primary responsibility in such matters.

District-Level Responsibilities Related to OPEB

The District contracted with Total Compensation Systems, Inc. (TCS) to analyze liabilities associated with its current retiree health program (OPEB) on November 1, 2012. The report was prepared in compliance with GAS B 43 and 45, which requires an actuarial study no less frequently than every two years. The actuarial report includes estimates for PCCD's retiree health program and results from a cash flow adequacy test, as required under Actuarial Standard Practice 6 (ASOP 6). The cash flow adequacy testing covers a twenty-year period. The estimates, calculated separately for active employees and retirees, included the following:

- The total liability created (the actuarial present value of total projected benefits or APVTPB).
- The "ten year pay-as-you-go" cost to provide these benefits.
- The Actuarial Accrued Liability (AAL).
- The amount necessary to amortize UAAL over a period of 30 years.
- The annual contribution required to fund retiree benefits over the working lifetime of eligible employees (the "normal cost").
- The Annual Required Contribution (ARC), which is the basis of calculating the annual OPEB cost and net OPEB obligation under GASB 43 and 45.

TCS estimated the "pay-as-you-go" cost of providing health benefits for current retirees, beginning November 1, 2012, to be \$10,879,051. For current employees, the value of benefits accrued in the year beginning November 1, 2012 (the normal cost) is \$1,256,073.

This normal cost would increase each year based on covered payroll. The AAL is \$174,703,920. Combining the normal cost with the UAAL amortization costs produces an ARC of \$11,228,305. This ARC is used as the basis for determining expenses and liabilities under GASB 43 and 45. Results of the Actuarial Study, dated March 1, 2013, were reviewed and presented to both the Board of Trustees and the Planning and Budgeting Council [REF: PBC meeting minutes March 2013].

Self Evaluation

The College meets the Standard. The District has completed the actuarial plan and has determined the OPEB costs and ARC as required by appropriate accounting standards.

Actionable Improvement Plans

None.

III. D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary

The District works with the College to assess and allocate repayment of any locally incurred debt instruments that can affect the financial condition of the District or the College. The District maintains primary responsibility for this task.

College Role in Debt Assessment and Repayment

BCC plays a secondary role regarding debt repayment. If needed, the College would work closely with the District Office of Finance on any debt repayment strategies related directly to the College.

District-Level Responsibility for Debt Assessment and Repayment

On an annual basis, the institution assesses and allocates resources for the repayment of locally incurred debt instruments that can affect the financial condition of the institution. As part of the annual budget development process, all debt obligations are recognized and sufficient resources are allocated for the payment of the upcoming fiscal year's debt obligation. As noted previously, the District did not need to issue Tax Revenue anticipation Notes (TRANS) in 2013-14 or fiscal year 2014-15. This significant improvement of the District's cash balances is the result of the passage of the local parcel tax, reduction in statewide deferrals, improved fiscal oversight, and adherence to established policies and procedures.

The College's and District's overall financial stability is currently characterized as stable

and the District's management practices are considered good under Standard & Poor's Financial Management Assessment (FMA) methodology [REF: Standard and Poor's Report 2011] Further, the District maintains a reserve range of over twelve percent.

The Vice Chancellor of Finance and Administration reviews both short-term and long-term debt obligations and provides relevant information as part of the annual budget report to the Board of Trustees. Additionally, independent external auditors examine all debt obligations and related fiscal information as part of the [annual audit process](#).

Self Evaluation

The College meets this Standard. On an annual basis, the District assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect its financial condition.

Actionable Improvement Plans

None.

III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary

The College and the District work together to monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. The District has primary responsibility for ensuring compliance.

College-Level Management of Student Loan Default Rates and Grant Compliance

Management of Student Loan Default Rates

At BCC, the College has College-level systems in place for monitoring and managing student loan default rates. Student loans are under the purview of the BCC Financial Aid Office, which is supervised by the College's Vice President of Student Services.

BCC is committed to helping students understand their options for financing their college education and, if they decide to apply for a student loan, learning how to borrow responsibly. BCC Financial Aid Specialists conduct more than 20 to 30 classroom visits at BCC and at local high schools to give students and overview of financial aid options. These sessions include information on student loans, to help students understand the loan process and their obligation. The BCC Financial Aid Office publishes student loan information on the Financial Aid website (link), which is updated regularly as regulations change.

Prior to applying for a student loan, students must complete an online Financial Awareness counseling session offered through www.studentloans.gov. The College reviews each loan application to ensure that the College does not approve loans to at-risk borrowers. Every single loan application is reviewed carefully by a BCC Financial Aid Specialist and evaluated according to the following criteria: past borrowing history; how much already borrowed; amount requested; and student-identified repayment rate.

Students who are considered at-risk borrowers or who are already carrying a very high debt load may be denied. Currently, BCC denies about 5% of the loan applications it receives each year. Applicants are informed of this decision by an individually-tailored letter, outlining the reasons for the denial. Students whose loan applications are denied by BCC are allowed to petition the department and these requests are reviewed on a case-by-case basis. In some cases, the head of the College's Financial Aid Office may decide to approve the application, based on further information provided by the student. Each application is considered very seriously, as the College must balance its commitment to maximizing access to education for all students with protecting the institution and making sure it stays in compliance with federal Financial Aid regulations.

Once a student loan application has been accepted, BCC monitors the loan to ensure compliance. As part of this process, BCC conducts its communications with students online to get students used to dealing with financial business online, as the entire student loan application and disbursement process is now an online process and all transactions and communications are done online. BCC's Financial Aid Specialists help students navigate the system and answer questions about student loan disbursement and repayment. Through careful decision-making and constant monitoring, therefore, the BCC Financial Aid Office strives to minimize negative impacts on both the student and the institution.

BCC's current student loan default rate (as of September 2014) is 15.5%, which is within federal guidelines, and lower than the overall Peralta Community College District average of 30%. Furthermore, over the last three years, BCC's three-year official cohort default rate has decreased by more than 10 percentage points, from 25.8% for 2009-2010 to 15.5% for 2013-2014.

This positive trend in the reduction of student default rates is due to the stabilization of the College's Financial Aid Office over the last five years. In 2009, after a period of turnover, BCC hired a full-time Financial Aid Program Supervisor, who has been with the College now for five years. The Financial Aid Program Supervisor was able to hire and train full-time staff to meet the growing demand for financial aid that has accompanied the rise in BCC student enrollment during this period. In addition to general duties, each Financial Aid Specialist has an area of expertise and focus (e.g., CalWORKs, student loans, etc.). This has allowed the College to more efficiently direct students to available sources of aid and also allow staff to focus on serving students. As a result, student loans applications now undergo far greater scrutiny and the College's loan

application process has a series of checks and balances to help reduce student loan default.

Currently, BCC processes around 200 student loan applications per year. As the BCC student body continues to grow and the number of student borrowers potentially increases, the College will need to continue to refine and expand its student loan default prevention efforts. As part of its long-term student loan default prevention plan, BCC is working with the District to identify vendors to conduct targeted outreach to students at-risk for default and work with them to avoid default.

Ultimately, BCC would like to bring its overall student loan default rate down to or below 10%, qualifying it for a release from federal financial aid disbursement restrictions. Currently, because BCC's three-year average student default rate is still above 10%, the Federal government specifies that BCC students must wait until 30 days after the start of class for disbursement of loan funds. By continually working to reduce its student loan default rate, the College can, therefore, improve both the delivery of services to students and institutional effectiveness.

Grant Compliance

Berkeley City College also has systems in place for monitoring grant compliance. BCC has extensive experience managing large multiyear federal, state, regional, local, and private grants, including contract and fiscal management. With respect to fiscal oversight and compliance, grant monies are secured in restricted funds within BCC's accounts. BCC's Business and Administrative Services Division provides monthly reports on grant spending to all BCC grant project managers and up-to-date budget information is also available via the PCCD online system. All purchases and hiring documentation for these particular projects are routed through a single cost center within the BCC Office of Special Projects, which review and, if appropriate, approves the expenditure of grant funds. Documentation is developed, updated, and retained to track purchases and expenditures made with grant funding. All equipment purchases made with this funding are inventoried and marked to ensure compliance with funder requirements. The BCC Office of Special Projects also collaborates closely with the BCC Office of Instruction and Student Services to produce required annual and quarterly federal, state, and private reports to grantors.

District-Level Management of Student Loan Default Rates and Revenue Source Compliance

In the Peralta Community College District, [Financial Aid services](#) are under the guidance of the District Director of Financial Aid and the Associate Vice Chancellor of Student Services. Types of processes vary among the various funds received and disbursed by the College and/or District.

All funds are reconciled as required by each state or federal funding source. Federal and state-funded programs are reviewed as part of the [annual audit](#) by the District's

independent external auditors.

Federal regulations and statutes contain many default prevention measures designed to ensure that students do not default on their Title IV loans. The default provisions contained in federal regulations and statutes may not specifically state that they are default prevention measures, but these provisions ensure that each student

- Knows he/she has a loan obligation and not a grant;
- Understands the terms of the loan and repayment obligation;
- Is properly notified as to when the repayment obligation begins;
- Receives required notices relative to the loan obligation; and
- Begins repayment at the proper time.

Financial Aid staff use the federal National Student Loan Database System and the Department of Education website to review student borrowers, identify students entering or in repayment as well as those in delinquent status, and contact them to provide information on resources to assist them in maintaining federal Title IV eligibility while successfully managing their loan repayment obligations. First, the requirement for the particular funding source (including Pell grants, EOPS and TRiO grants or student loans) are reviewed by both the College Business and Administrative Services Office and the District to determine and follow the process required. The next step involves the actual drawdown of funds, which is completed by District staff.

For the past three years, the District's overall default rate was under 30 percent, which is within federal guidelines. The District Financial Aid Office is also working with third party vendors such as Great Lakes and Nelnet to acquire reports of students who are delinquent in loan repayment and are at risk of default. Additionally, as a default prevention tool, the colleges are investigating offering financial literacy workshops that will be mandatory for all potential loan borrowers.

Overall, the District has been pleased with the default rates it has experienced in the past three years, since all colleges are within the 30% threshold set by the US Department of Education. In order to monitor revenue streams and assets, the college and the District staff at each campus work closely together. If default rates were to exceed the 30% threshold, a collaborative effort by the institutional leadership team would form a default prevention committee that would create a comprehensive plan for the District and/or College and methods to apply this plan to reduce the default rate in the future.

Self Evaluation

The College meets the Standard. The District and College monitor and manage student loan default rates, revenue streams, and assets in order to comply with all federal and state mandates and regulations, through established processes and procedures and extensive use of internal control mechanisms.

Actionable Improvement Plans

None.

III. D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

BCC has primary responsibility for the management of all College-related contractual agreements with external entities. The District has secondary responsibility in this area, although some of its contractual agreements with external entities may benefit the College. At both the College and District level, contracts are consistent with the College and District Mission, Vision, and Values statements and institutional goals and contain appropriate provisions to maintain the integrity of the institution. The District also has established policies and procedures for awarding construction contracts, hiring consultants, and leasing equipment, and clear lines of authority in the approval process. The College complies with all District policies and procedures for awarding contracts.

College-Level Management of Contractual Agreements

Contractual agreements at BCC consist of grants and awards, outside agency contracts for professional services, construction contracts, rental/lease agreements, consultant agreements, instructional service agreements, and contracts for information technology. When developing and/or updating a contract, the administrators of the originating areas review, revise, and approve the individual contract to ensure that it is consistent with the College's Mission, Vision, and Values statement and goals, as well as to assess the fiscal impact of the project. The final draft contract is submitted to the District's General Counsel for review, who identifies issues with regard to risk, termination, standards of conduct, and potential exposure for the College/District, thereby ensuring that all contractual legalities are met. Requirements or suggestions for change are provided by the General Counsel to the contracting department. All recommended changes are sent back to the originator of the contract so that s/he can work with the contracting agency to make all necessary changes. Once a contract is finalized, it is then submitted for signatures of all parties.

Once that review is complete, if the contract is under the current dollar threshold, pursuant to the Public Contract Code 22002 and Board Policy 6340, it is sent to the College President for review and signature. If the contract is over the designated dollar threshold, it must be approved by the Board and is then signed by the District Vice Chancellor of Business Services. Contracts that have a fiscal impact between fiscal years are input into the financial accounting system in the appropriate fiscal year so that an automatic encumbrance of financial resources takes place.

Grant Contracts

Each grant proposal is discussed and reviewed through the College's shared governance process with the grant's originators, for vetting, feedback, and recommendations. Approved proposals must indicate how the proposed project and use of funds relates to the College's Mission, Vision, and Values statement, Education Master Plan, and institutional goals and priorities.

Construction Contracts

New construction, renovations, and major alterations or repairs are coordinated by BCC Director of Business and Administrative Services and the District Vice Chancellor of General Services according to priorities outlined in the institution's planning documents, including the Education Master Plan, Facility Plan, Technology Plan and BCC's annual goals. All preliminary drawings and construction cost estimates are reviewed by the District Office of General Services before drawings and specifications are submitted to the California Community College Chancellor's Office and the State Department of General Services as required by statute.

Instructional Service Agreements—Contract Education

Contract education is dedicated to meeting the needs of local K-12 partners, businesses and economic development entities, in order to facilitate K-12 students' opportunity of receiving college education and/or to provide economic and workforce development to the BCC service area. Contracts include terms of instruction as well as terms and conditions for cancellation and termination of the arrangement. Instructors must meet existing District hiring standards and be approved by the District Board of Trustees. Academic Affairs performs research to ensure that all programs meet the needs of state regulations. In the absence of state regulations, industry association standards are utilized. All contract education agreements are coordinated and reviewed by the District Office of Education Services and General Counsel, and approved by the College President.

Independent Contractor Agreements for Professional Services

The President is delegated the authority to sign a contract as an enforceable obligation on behalf of the College, e.g., annual lease of parking structure, Securitas. For services of \$83,400 or more, Board of Trustees approval must be obtained prior to implementation of contracted services. The services of independent contractors are considered temporary in nature; individual contractors must meet specific criteria.

District-Level Policies and Procedures Governing Contractual Arrangements

District contracts with external entities follow an established set of Governing Board policies and administrative procedures aimed at ensuring consistency with the Mission and Goals of the College and District. Internal controls have been put in place to ensure compliance with the Board Policies and District Administrative Procedures, dictating

which contracts need Board approval and which can be approved by senior administrators.

[Board Policy 6340 \(Contracts\)](#) requires that all contracts in excess of \$25,000 with a single organization, individual, or vendor per fiscal year be approved by the Board of Trustees. Additionally, contracts that are non-public projects as defined under Public Contract Code 22002 and are funded by Construction/Capital Outlay Bond funds in excess of \$83,400 with a single organization, individual, or vendor per fiscal year require prior approval of the Board of Trustees. [Administrative Procedure 6340 \(Contracts\)](#) [further defines contract types and District business processes pertaining to taking of bids and issuance of contracts.

[Administrative Procedure 6350 \(Construction\)](#) details the provisions of “change orders”, the written supplemental agreements to awarded construction contracts. All change orders must be Board approved or ratified prior to the performance of the work included in the change order. [Administrative Procedure 6330 \(Purchasing\)](#) outlines the specifications and procedures for procurement through the use of purchase orders. This includes selection of vendors, price quotations, bid requirements, and other purchase protocols.

Processing contracts for approval is a multi-tiered process requiring various approvals and signatures along the way. Contracts that are large in complexity, scope, or monetary value may use expanded templates, if necessary. These documents include cover sheets where the initiator details the description, purpose, justification, and funding source related to the contract request. Contracts are first reviewed by the department manager, who in turn forwards the documents to the Purchasing Office and the District Business Services Office for additional review and vetting. Contracts deemed to meet the College’s Mission, Vision, and Values and goals are then presented to the Chancellor and subsequently to the Board of Trustees for approval (as board policy dictates). All contracts contain standardized language that protect the College and the District and allow for change orders or termination if the required standards of quality are not met.

Self Evaluation

The College meets the Standard. Board policies and administrative procedures clearly define all contracting requirements and articulate the processes to be followed. There are sufficient controls in place to assure that contracts and agreements are consistent with the College’s Mission, Vision, and Values statement and goals of the institution and to ensure the integrity of the process.

Actionable Improvement Plans

None.

III. D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary

In both BCC and the District, regular assessment of fiscal management processes takes place throughout the year, both internally and externally. The College and District share responsibility for this function.

College-Level Evaluation of Financial Management Practices

BCC regularly evaluates its financial management and uses the results of the evaluation to improve the process and practice on campus. To improve and update internal control structures, BCC applies a multifaceted financial management evaluation through the following components:

College Annual Goals and Measures for Accomplishment

Throughout the most recent 6-year Accreditation Self Evaluation period, “Financial Stability” has been one of the five major goals at both the District and the College levels. BCC aligns “Financial Stability” with “Staying within the Budget” as a financial management goal for the College. Through its annual goal development, strategy implementation, and accomplishment review process, BCC consistently assesses the effectiveness of its past fiscal planning as part of the planning for current and future fiscal needs. To ensure that current and future fiscal needs are met, the College consults through its shared governance committees, and has made increased efforts to determine and utilize the best method allocating College resources to enhance student performance.

Integrated Financial Management and Governance Structure

BCC ties its financial management evaluation with the evaluation of its governance structure. For example, prior to 2012-2013, both the Leadership Council and the Roundtable for Planning and Budget served as the financial management approval and evaluation entities for college wide resource planning and management. To improve the quality of College programs and support services and to streamline the governance structure, in 2013-2014, the College eliminated the Leadership Council and named the Roundtable as the ultimate governance committee, responsible for evaluating college wide planning and budget management and making recommendations to the BCC President for improvement. Meanwhile, starting in 2013-2014, BCC’s Education Committee began to assume an enhanced role in reviewing, aligning, evaluating, and improving major education-related financial development and management and integrating financial planning with program and budget plans at both the program and the College level.

Internal Audit

BCC's Director of Business and Administrative Services provides a monthly budget and expenditures report to the College administration for review and evaluation of budget allocations and expenditure management. During the review, the administrative team evaluates the expenditure status at all levels to ensure that there are adequate financial resources meeting student needs and supporting the College's Mission, Vision, and Values. The College utilizes the results of this regular evaluation to improve and update internal control structures. In addition, several major programs and functions conduct internal audit regularly (e.g., BCC Financial Aid Office, EOPS/CARE, CalWORKs, and DSPS).

Year-Round Financial Management Evaluation with Regular Timelines

BCC's annual financial development and management process begins in the fall term of the previous year. At the program or function levels, resources needs are identified through Program Review/APU, while requests for financial needs are made to the college and district at the beginning of the following spring that fit into the District wide resource development cycle and timelines. By the beginning of each fiscal year, the District first allocates salaries and benefits for all regular contract employees for the college, while the College submits requests for discretionary budget based upon prioritized Program Review/APU requests. BCC then reviews the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs regularly (at least monthly) in order to update and improve internal control structures.

Institutional Measureable Indicators for Improvement

BCC utilizes several measurable indicators as criteria for financial management evaluation. These indicators include student enrollment (FTES, headcounts of new and continuing students, etc.), college preparation (placement assessment results, etc.), student demands for course/program (wait list, enrollment at course/program level prior to the beginning of each term, etc.), institution-set standards for student achievement (course success, degree/certificate awards, number of transfers), and other student needs, e.g., financial aid application, student education goals. Based upon these indicators, BCC develops, updates, and improved its financial plans by taking all financial resources into consideration.

External Audit

BCC undergoes an annual audit by an external auditor, as part of the District's annual auditing process. The College responds to all audit findings in a timely and comprehensive fashion and uses these findings to strengthen and improve its institutional financial practices.

District-Level Evaluation of Financial Management Practices

At the District, all departments go through an internal program planning process which includes self-assessment and identification of areas for improvement. The District performs comprehensive program reviews of the accounting, general services and payroll functions every three years and uses the results for improvement.

The District wide Planning and Budgeting Council (PBC), a participatory governance committee, reviews the budgeting process and financial information and regularly evaluates financial management processes and results to improve internal control structures. The representatives on the PBC include all constituencies, including all four college presidents, the Vice Chancellor of Finance, the Vice Chancellor of Educational Services, and the District Budget Director as well as faculty, classified employees and students. Meeting monthly, the PBC shares information about the state and District budget and reviews and discusses budget assumptions and the tentative and mid-year budget reports. The PBC also evaluates the effectiveness of the [PCCD Budget Allocation Model](#) and makes recommendations to improve it. Minutes from these meetings can be found online.

PeopleSoft financial reports are available publicly online for all division and units to review and track all expenditures. Divisions and units can request additional financial reports from the Vice Chancellor of Finance and Administration. Divisions and units can also request in-person meetings with the District Business Services employees for more in-depth knowledge or guidance about financial analysis of their budgets or completion of any required end-of-year reports.

Externally, independent auditors annually examine the finances of the District and its four colleges, along with bond-related activities. The audits include all funding sources, including auxiliary, capital outlay bonds, and parcel tax funds. Audit recommendations are quickly implemented. During the preliminary audits conducted by external auditors, internal control processes are evaluated. They identify areas and make recommendations on where improvements can be made in the financial processes. Audit findings, when identified, are addressed through the implementation of corrective actions in a timely fashion. [Annual audit reports](#) are reported and reviewed at regularly scheduled meetings of the Board of Trustees, participatory governance meetings, and staff and management meetings. The results of these audits provide the catalyst for improvement.

Self Evaluation

The College meets this Standard. The Planning and Budgeting Council and independent external auditors regularly evaluate financial management processes. The College and the District have solid financial management with appropriate processes in place to ensure stability and effective management controls.

Actionable Improvement Plans

None.

III. D.4.

Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

Both Berkeley City College and the Peralta Community College District integrate financial resource planning with institutional planning and systematically assess their use of financial resources as part of an ongoing process of continual self-improvement. BCC has primary responsibility for integrating resource planning with institutional planning at the College level and assessing the effectiveness of the College's use of financial resources to improve student learning and institutional effectiveness.

College-Level Integration of Financial Resource Planning and Institutional Planning

At BCC, financial resource planning is integrated with institutional planning. As part of the College's Program Review/APU process, the availability of financial resources is evaluated annually at the operational levels. Through these processes, all divisions, departments, offices, and units have an opportunity to request additional resources based on identified data-driven needs (e.g., instructional, staffing, equipment, technology, facilities improvement, etc.).

Requests are prioritized through the College's resource allocation process through the various BCC shared governance committees. The College employs a collegial, collaborative process for planning and allocating facilities for programs and services. This process helps align institutional priorities and goals.

The College regularly and systematically (at least monthly) assesses the effective use of financial resources by evaluating actual revenue and expenditures and comparing them to the fiscal year budget. Evaluation mechanisms include on-going dialogues take place during College committee meetings, monthly review of budget and expenditure status, and annual reports submitted to various funding agencies at regional, state, and federal levels, and the comparison between data tracking and outcome measures established for the college and grants. More in-depth assessment occurs at the department, office, and division level. Systematic planning and assessment for the effective use of financial resources is an integral component of the College's annual activities.

The feasibility and effectiveness of its resources in supporting institutional programs and services are assessed annually by evaluating all plans, as well as program and enrollment data, and institution-set standards. The College’s resource planning is integrated with institutional planning practices, processes, and policies. Furthermore, BCC has worked diligently to ensure that all plans are closely aligned through Education Master Plan—the College’s overarching plan.

The College assesses its integrated financial and institutional planning in a holistic manner by comparing and contrasting the nature of the funding sources (e.g., funding source mandate, focus, reporting timelines, funding guidelines, award amount, etc.), then uses the results of the evaluation as the basis for improvement of the institution. The following table provides a sample matrix for comparing new revenue sources and evaluating the effective use of these new funds, based on funding mandate, focus, reporting requirements, funding restrictions or guidelines, and award amount:

Table 61

BCC Funding Sources and Integrated Planning

	Mandate	Focus	Reporting	Basis of Funding	Amount
Student Success and Services Program (SSSP)	SB1456 (2012), Student Success Task Force Rec., & Title V	Intake and some follow-up with students who are undeclared or on probation	Annual	<ul style="list-style-type: none"> • New student headcount • Core services provided 	\$858,476 to the College
Student Equity	SB860 (2014) & Title V	Gap in access and student achievement with course completion, ESL/Basic Skills, Certificate/Degree/Transfer	Annual	<ul style="list-style-type: none"> • Annual FTES • High need students • Educational attainment in area • Participation rate • Poverty rate • Unemployment rate 	\$1,372,828 to the District
Basic Skills Initiative (BSI)	AB194 (2007)	Increase student achievement of basic skills	Annual	<ul style="list-style-type: none"> • FTES in basic skills (non-degree applicable) and under 25 	\$90,000 to the College
Peralta Accountability for Student Success (PASS)	Measure B	Close the achievement gap	Annual	<ul style="list-style-type: none"> • Budget Allocation Model 	\$586,400 to the College

District-Level Integration of Financial Resource Planning and Institutional Planning

Financial resource planning is integrated with institutional planning throughout the Peralta Community College District. Central to the budget development process are the results from comprehensive program reviews and annual program updates in instruction, student services, and administrative units. These planning processes incorporate assessment of student learning outcomes and achievement data, dialogue, and analysis to develop plans for improvement.

Every review and/or update includes an analysis of data trends, requests for increasing available resources, and wide discussion on how to increase/decrease resource use and the implications of those decisions. College-level resource planning is integrated with the District's institutional planning through participatory governance processes that channel college requests through the District's Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated district-wide planning and budget advisory system of four committees that receive planning inputs from the colleges. The District Technology, Facilities, and Education Committees make recommendations to the Planning and Budgeting Council, which in turn recommends to the Chancellor.

The District Associate Vice Chancellor of IT co-chairs the District Technology Committee, the District Vice Chancellor of General Services co-chairs the District Facilities Committee, the Vice Chancellor of Education Services co-chairs the District Education Committee, and the Vice Chancellor of Finance and Administration co-chairs the Planning and Budgeting Council. These co-chairs serve as a liaison between the District-level planning committees and the College-level planning committees to assure effective coordination and delivery of centralized services.

These committees also provide a forum for administrators, faculty, staff, and students from the District and all four colleges to discuss, preview, prioritize and recommend resource priorities. For example, each college's prioritized classified staff and faculty hiring requests are sent to the District Education Committee each spring for review and discussion. Subsequently these requests are sent to the [Planning and Budgeting Council](#), which further examines the priorities before final recommendations are forwarded to the Chancellor for approval and implementation.

Budgetary efficiency benchmarks from the District perspective include indicators such as ratio of actual expenditures to total budget, productivity, and load efficiency. Over the course of the year, division deans and program coordinators, as well as District office staff, run financial reports to ensure that they are on track. Similarly, the Chancellor's Cabinet regularly reviews reports concerning the District's unrestricted general fund, grants and other restricted funds to ensure that resources are adequately provided. Corrections to the budget are made as needs are identified throughout the year and as additional resources are received.

Self Evaluation

The College meets the Standard. Through the integrated planning and budgeting process, the College's Mission and annual goals and objectives serve as guidelines for consideration of the allocation of resources. The institution has implemented an ongoing, systematic process that integrates planning, budgeting, and resource allocation and includes assessment of the effective use of financial resources and the utilization of the results of the evaluation as the basis for improvement.

Actionable Improvement Plans

None.

Standard III Evidence

Links – Standard III.A

[BCC MVV Statement](#)
[BCC Institutional Learning Outcomes](#)
[Faculty Diversity Internship Program](#)
[Faculty Prioritization Rubric](#)
[SLOs and PIE](#)

[The Teaching-Learning Center](#)
[FIGS and APPLEs](#)
[TLC Collaborative Projects](#)

Links – Standard III.B

[2009 Berkeley City College Integrated Educational and Facilities Master Plan](#)
[Measure A capital funds](#)
[Berkeley City College program reviews](#)
[Shared Governance Manual](#)

Links – Standard III.C

[Assistive Technology Home Page](#)
[BCC Library Home Page](#)
[BCC Technology Committee](#)
[Counseling Department Home Page](#)
[District Technology Committee](#)
[Educational Master Plan](#)
[Financial Aid Home Page](#)
[Online resources for English learners](#)
[Orientation and Assessment Home Page](#)
[PCCD Information Technology Strategy](#)
[Spanish Advisory Placement Exam](#)
[Spanish Tutoring Services](#)
[Teaching and Learning Center](#)

Links – Standard III.D

[2016-2021 Five Year Construction Plan](#)
[Actuarial Study of Retiree Health Liabilities OPEB –PCCD Actuarial Accrued Liability \(](#)
[Administrative Procedure 6100 Delegation of Authority for Business Services-PCCD,](#)
[Administrative Procedure 6200 Budget Management-PCCD, Page 20, 35, 44](#)
[Administrative Procedure 6300 General Accounting-PCCD, Page 40, 44](#)
[Administrative Procedure 6320 Investments-PCCD, Page 40](#)
[Administrative Procedure 6340 Contracts-PCCD, Page 40](#)
[Administrative Procedure 6740 Citizen’s Oversight Committee -PCCD, Page 52](#)

Standard IV.A – Decision-Making Process

The institution recognizes and utilizes the contribution of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Introduction

Berkeley City College (BCC) thrives on a culture of collaboration. For 40 years, the administrators, faculty, staff, and students of BCC have fostered a “small college” environment, creating a college wide learning community in which all stakeholders engage with one another to advance teaching and learning and support student success. Throughout periods of expansion, challenge, and change, this collaborative, innovative, and student-centered spirit has characterized the role of governance at the College.

In 2006, BCC moved into a newly constructed, state-of-the-art facility, with expanded, centralized space for classrooms, programs, and support services. Since the move, the College has experienced an unprecedented period of rapid growth. Enrollment has increased 45 percent over the last seven years, spurring a corresponding growth in the size of the College’s instructional staff. In 2006-2007, for example, unduplicated annual student headcount was 7,876. In 2013-2014, unduplicated student headcount was 11,423. The number of full-time faculty has also increased dramatically over the last six years, from a total of 45 in Fall 2009-10 to a total of 56 in Fall 2013—an increase of 24 percent.

This momentum was slowed temporarily by several successive years of state budget cuts, which started in 2010-2011. During this time, state-mandated workload reductions negatively impacted BCC’s schedule of classes, student enrollment, FTES generation, and hourly FTEF. The College also experienced a great deal of administrative turnover in this same period.

During the 2013-14 academic year, the College began to regain its momentum, and enrollment is on the rise again. Most importantly, throughout this challenging period, certain student success indicators, such as persistence and transfer, actually improved. The BCC fall- to-fall persistence rate has increased 7.6 percent since 2008, and BCC is now the community college with the highest percentage of transfers to University of California, Berkeley in the State. Whereas the average acceptance rate to UCB is 24 percent statewide, at BCC, it is 63 percent. ([link: Berkeley City College March 2013 Follow-up Report to the ACCJC, p. 60.](#))

BCC's spirit of shared governance was integral to ensuring that the College remained highly functional and continued to improve programs and fulfill its Mission, Vision, and Values, despite the budget cuts and leadership changes of the last few years. Through strategic planning, collaborative problem solving, community partnerships, and grants, the BCC faculty, staff, and administration, as well as its student leaders, worked together through these challenges to systematically set goals, protect programs and resources, and ensure that student needs were met.

As a result of this collaborative effort, BCC has been able to sustain a vibrant learning environment, despite major challenges. Under the direction of a new President, who came on board as an Interim President in July 2012 and was appointed to the permanent position in January 2013, the College's shared leadership team has streamlined and strengthened the institutional planning process and taken specific steps to improve institutional effectiveness.

Perhaps the most important change has been the implementation over the last year of a new, more transparent Budget Allocation Model (BAM) throughout the District. As a direct result, the College has taken on, for the first time in almost a decade, a full complement of instructional deans and, over the last six years, has hired 11 new faculty members, with an additional four currently vacant positions. Another important development has been the emergence of new revenue streams, such as the Peralta Accountability for Student Success (PASS) allocation process (for Measure B funds) and the State's new Student Success and Support Program (SSSP), which will help sustain and grow the College's programs and services. These changes combined have created an opportunity for BCC to revisit and reassess its planning processes and shared governance model, to ensure strong and broad stakeholder engagement.

Standard IV.A, IV.A.1

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

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation. (IV.A.1)

Descriptive Summary

Berkeley City College (BCC) recognizes that ethical and effective leadership, at all levels of the organization, enables the institution to identify its values, set and achieve goals, and improve learning. It is committed to creating and maintaining an environment for empowerment, innovation, and institutional excellence, an environment that engages all stakeholders in a continuous quest for institutional improvement.

Mission-Based Planning and Programming

At Berkeley City College (BCC), everything starts with the Mission, Vision and Values. The College guarantees the quality and effectiveness of its educational programs and services by using its Mission, Vision, Vision, and Values, as well as its mission-based goals, as the foundation for annual resource planning and allocation.

[[link: Mission, Vision, and Values of Berkeley City College—2014 version](#)].

[[link: See new MVV in Berkeley City College Shared Governance Manual \(2014\), p. 1-2.](#)]

The College's commitment to student success and educational excellence is central to its Mission, which is "to promote student success, to provide our diverse community with educational opportunities, and to transform lives." It is also reflected in the College's statement of values, which includes "a focus on academic excellence and student learning."

BCC reviews its Mission regularly through its shared governance system to ensure that it remains up-to-date and relevant to community needs. In mid-November 2013, for example, BCC's administrators reviewed mission statements from all 112 California Community Colleges to look at how other two-year colleges in the State were framing their missions, vision, and values.

These sample mission statements were forwarded to the Standard I.A subcommittee for this self-evaluation, which consisted of representatives from the faculty, staff, and student body. This group held several meetings and exercises to review the sample statements from other colleges and review the process by which BCC's own Mission, Vision, and Values (MVV) Statement, first adopted in April 2005, had originated, as well as its current relevancy to both State and local needs. The subcommittee reaffirmed that the wording of the BCC MVV statement was current and acceptable, and only recommended that the words, "the following," to introduce the list of values. BCC's MVV was reapproved by the Board of Trustees on October 7, 2014.

Integrated District and College Planning

As part of a four-college community college district, Berkeley City College (BCC) operates under the District's Planning and Budget Integration Model (PBIM) process, which is clearly delineated in the District's "Planning and Budgeting

Integration Handbook,” [\[link to PBI\]](#); the Handbook is updated annually and distributed to all District stakeholders. As part of this shared district-wide shared governance agreement, BCC adheres to the Strategic Goals set forth in the district-wide Strategic Plan, first approved in 2006, then reviewed and updated annually:

Peralta Community College District: Five District Wide Strategic Goals
1. Advance Student Success, Equity, and Success
2. Engage and Leverage Partners
3. Build Programs of Distinction
4. Create a Culture of Innovation and Collaboration
5. Develop Resources to Advance and Sustain our Mission

The District Strategic Goals provide a framework for BCC and the other Peralta colleges to guide them in their annual institutional planning. Within this larger framework, BCC also sets its own college-specific annual goals, in alignment with the overall District goals.

The College’s goals are rooted in its Mission and are reviewed each fall as part of an annual planning effort that involves the entire college community. As part of this process, the previous year’s goals are documented and achievements analyzed and new goals for student success and fiscal stability set for the upcoming year.

Institutional goals for the coming year are mapped to the State’s new Student Success and Support Program (SSSP) (formerly Matriculation) standards for California Community Colleges, which has three aims: 1) to ensure that all California Community College (CCC) students complete their college courses; 2) to ensure that each CCC student persists to the next academic term; and 3) to ensure that CCC students achieve their educational objectives through the assistance of specific student-centered services, such as mandatory orientation and assessment, and regular follow-up throughout their college careers.

In addition, BCC sets benchmarks for student achievement, in accordance with the Accrediting Commission for Community and Junior Colleges (ACCJC) annual report. These college-set benchmarks, along with the SSSP mandates, provide valuable measures by which the College can set goals for and assess progress in such areas as student learning outcomes assessment, course completion, and degree and certificate completion.

For example, BCC’s 2013-2014 institutional planning cycle began at the start of the school year at the annual Faculty and Staff Development Days, in August 2013, with a college wide review of the previous year’s goals, achievements, and student outcome data and a group discussion about the priorities for the upcoming year. BCC’s Director of Special Projects and Career Technical Education then facilitated mapping sessions with BCC’s various shared governance groups, to make sure that the proposed goals for the year were aligned with the BCC MVV statement, the new

state-mandated student success (SSSP) standards, and ACCJC requirements and recommendations, as well as the U.S. Department of Education (DOE) guidelines.

A short list of the College's top goals for 2013-14 was then presented to the wider college community through a series of Town Hall meetings and final feedback incorporated. During 2012-13, BCC had 20 goals, which the college community decided should have been consolidated into fewer, broader goals. For 2013-14, the college streamlined its list to five overarching goals. These are as follows:

Berkeley City College (BCC): Institutional Goals for 2013-2014
1. Meet BCC student resident FTES target (3,691) by preserving and nourishing resources.
2. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students.
3. Improve career and college preparation, progress, and success rates (successfully transition students from basic skills to college level, as well as CTE/career pathways).
4. Ensure BCC programs and services reach sustainable, continuous quality improvement level.
5. Collaborate to ensure fiscal stability.

Together, the BCC community developed Strategies and Activities, links to Statewide Student Success Initiatives, and Measurable Outcomes for each goal. The final list was then approved by the BCC President and the Roundtable for Planning and Budget and disseminated to all stakeholders. [[link: BCC 2013-2014 Goals](#)][[link to accomplishments](#)]

BCC followed a similar planning process in 2014-15, which led to reaffirmation of the goals identified above and the development of new activities and measurable outcomes to meet them. [[link:](#)]

Planning is continuous throughout the year. For example, in May 2014, the BCC College Roundtable held a planning and discussion session to discuss the impact of the new revenue sources expected over the upcoming year (i.e., PASS, SSSP, grant funding, etc.), and agreed upon a framework for making decisions about allocation. Faculty, staff, and administrators participated in an exercise in which they identified their priorities for applying this additional discretionary funding. This discussion was then taken college-wide through a series of faculty and staff forums focused on improving communication within the college about the planning and budget allocations process. [[Link: PASS agenda from Lilia—May 19, 2014](#)]

Dissemination of Information about the BCC MVV and Goals

BCC's current MVV statement and annual goals, as well as its goals and achievements for the last five years, are available for all to view on the College website. Once adopted, the MVV statement is published in the College newsletter, *BCC Today*, and in the *President's Bulletin*. It is also presented at the College's Town Hall meetings, which are open to the entire BCC community. In addition, the MVV is on every agenda and the President's e-mail and department chairs use the MVV and goals as a starting point for annual program review.

BCC maintains regular and accurate communication with internal and external stakeholders in a variety of ways, to keep them informed about BCC's programs and services and progress toward improving institutional effectiveness. Internal communications include the *President's Bulletin* (for administrators, faculty, and staff), and internal planning documents and memos. External communications include the MVV statement, the annual goals, and committee minutes for the College's various shared governance groups and committees, all of which are posted online. In addition, BCC's accreditation self-evaluations and follow-up reports, as well as ACCJC notices and site visit reports, are available on the College website, for viewing by both internal and external audiences.

Data-Driven Decision Making

Data drives decision making about institutional priorities and resource allocation at BCC. The College collects and reviews learning outcomes assessment and institutional performance data as part of its annual planning cycle and as necessary for ongoing program planning and improvement.

Until recently, BCC used the state's Accountability Reporting for the Community Colleges (ARCC) system to track seven different types of college level indicators, including student persistence and successful course completion rates for the College and for specific courses, such as Basic Skills and ESL courses. This year, the college moved to a new statewide system, the Student Success Score Card, in preparation for the new state-mandated Student Success and Support Program (SSSP) standards that went into effect in Fall 2014.

BCC's Vice President of Student Services oversees the college's annual data collection effort and works closely with the District Office of Institutional Research to generate research reports and analyses, which are populated from the district's data warehouse. In spring 2014, the District Office of Institutional Research hired two experienced researchers to assist the colleges with their institutional research needs. In the last quarter of 2013-2014, BCC also hired its own researcher, part-time (20 to 30 hours a week), to assist with analyzing and interpreting institutional data for planning purposes. BCC plans to use new revenue streams expected in 2014-2015 to expand this to a full-time position.

Through its website and trainings, the District provides institutional data for BCC administrators, faculty, and staff who are interested in making data requests. All administrators, faculty, and staff also have access to the District's Business Intelligence Tool (BIT), developed over the last four years, which allows them to view student success rates by individual class, by program, by discipline, and by the College as a whole. This information is used at different points during the institutional planning process to generate dialogue and inform decision making.

For example, data review is an integral part of the College's annual program review process and used to make recommendations about program updates, new programs, staffing levels, technology and equipment requests, and facility-related needs. Course and program data, completion rates, and enrollment trends are analyzed and discussed by the shared governance groups and the wider College community as part the annual goal setting process. Additional data collection and analysis also occur as part of the development and implementation of grants and special initiatives, or as required, to respond to State budget cuts and mandates. [[link: District Office of Institutional Research web page](#)]

Overview of College-Level Budgeting and Planning Process

Berkeley City College (BCC) has a well-defined structure in place for integrated budgeting and planning. The "Berkeley City College Planning and Decision-Making Process" chart from the 2014 *Berkeley City College Shared Governance Manual* (see Chart 12) outlines the decision-making process at the college and shows the various input and feedback communication channels that currently exist to facilitate integrated budgeting and planning. Program reviews, aligned with the BCC MVV and based on data analysis and student learning outcomes assessment, provide the main impetus for planning, which, in turn, determines decisions about resource allocation.

While this chart represents the general flow of decision making at the College, it is difficult to capture in a two-dimensional chart the degree to which decisions flow back and forth. For example, the College Goals – which are informed by District Strategic Goals, as well as the College's Mission, Vision, and Values, and by related qualitative and quantitative data from program reviews and annual program updates – are developed each year at the Roundtable for Planning and Budgeting. These College Goals then inform program reviews, flowing back from the Roundtable to the beginning of the decision-making flow. Thus, program reviews, conducted on a three year cycle, and annual program updates, conducted in alternate years, utilize College goals and objectives in their assessments of their programs and development of action plans, which then inform the College's planning documents. Similarly, while the Educational Master Plan, Technology Plan, and Facilities Plan inform the work of their respective committees – the Education Committee, Technology Committee, and Facilities Committee – these committees constantly conduct relevant research in order to provide information crucial to the ongoing development of the plans. Annual planning at Berkeley City College (BCC) is conducted through transparent

and well- articulated processes that rely on outcomes data and the participation of all constituencies. All planning starts with the Mission, Vision, and Values (MVV) statement, which, along with the Berkeley City College Goals and the Institutional Outcomes, provides a foundation and framework for decision-making.

The annual planning cycle begins in the fall with Program Reviews (conducted on a three-year cycle) and Annual Program Updates (conducted in years when the College does not do Program Reviews) in instructional areas, student services, and administration. Data analysis is critical to the program review and APU process. Administrators, faculty, and staff review Student Learning Outcomes (SLO) assessments and action plans, course and program data, student success and enrollment data, and community and labor market data, as it pertains to their area. [[link: external labor market report from Karen Engel](#)]

The Program Reviews and Annual Program Updates (APU) use the BCC MVV statement, the Berkeley City College Goals for the previous year, and the Institutional Learning Outcomes to guide and inform planning in their area of focus. Both the Program Reviews and APUs generate recommendations for resource needs (human, physical, technological, and financial) at the course, program, and division levels. These recommendations are then submitted to the relevant College leadership committees and councils (the Academic Senate, the Classified Senate, the Department Chairs' Council, the President's Cabinet, and the Associated Students of BCC).

Shared governance committees also scrutinize resource requests, as appropriate. For example, facilities requests are reviewed by the Facilities Committee, technology requests are reviewed by the Technology Committee, and all issues concerning the educational mission of the college are considered by the College Education Committee. These committees each use rubrics to determine whether a proposed change is aligned with the BCC mission and goals.

The Department Chairs' Council also uses a [rubric](#) to assess and prioritize requests from program reviews for faculty positions at BCC. The prioritized list created by the Department Chairs' Council is sent to the shared governance committees for further discussion and input.

Ultimately, recommendations from the College leadership and shared governance committees are forwarded to the BCC *Roundtable for Planning and Budget*, the college-wide shared governance committee, for review against the College's stated MVV and goals. Final recommendations are forwarded to the College President and then submitted to the *District Planning and Budgeting Council* (PBC), which compiles the recommendations from all four PCCD colleges for final approval by the District's Chancellor and Board.

The final approved District Strategic Goals are then used, along with Berkeley City College's MVV statement, to inform the College's goals, objectives, and outcomes for

the next fiscal year, and the annual planning cycle begins again at the start of the next academic year.

Shared Governance and Stakeholder Engagement

Integral to the “small college” environment which is at the heart of Berkeley City College’s identity is an engaged body of staff, faculty, administrators, and students, no matter what their titles, taking initiative in improving the practices, programs, and services in which they are involved. The College offers both formal and informal opportunities for stakeholder participation.

The primary avenue for participation is through the BCC formal shared governance structure. The current structure consists of leadership groups and shared governance committees addressing all aspects of operations (see Chart 12 for more detail on BCC’s shared governance groups).

Each constituency has representative groups that address the concerns of its members. Examples include the Academic Senate, the Classified Senate, the Associated Students of Berkeley City College (ASBCC), the Department Chairs’ Council, and the Administrative Team (President’s Cabinet). Each constituency determines the process to select members for its particular group.

The BCC Roundtable for Planning and Budget and the three main shared governance committees (Education, Facilities, Technology) all have college-wide representation. In addition there are a number of Standing Committees and Ad Hoc Committees that contribute to the annual planning process and address specific college needs and events (including commencement, scholarship, transfer, campus health and safety, outreach and retention, registration, and student services).

Each of these committees has its own charge and processes for interacting with the College’s different constituency groups and college-wide shared governance committees, according to the institutional decision-making cycle outlined in the college’s *Shared Governance Manual* (2014). [[link: BCC Shared Gov Manual \(2014\)](#)]

It has been the commitment of the college’s senior administrators (President, Vice President of Instruction, and Vice President of Student Services) to provide information related to this process, seek input from all stakeholders, and make full use of the various governance bodies to determine processes for making budget decisions and making these decisions fully transparent. For example, in 2010-2011 the college governance bodies worked together to develop guiding principles for budget reductions, which included making data driven strategic decisions and keeping cuts away from the classroom, to the extent possible. (See list of principles developed to address budget variations in in BCC’s *March 2013 Follow-up Report to the ACCJC*). [[link: p.59 of March 2013 report](#)]

When ideas for improvement have policy or significant institution-wide implications, systematic participatory processes are used to assure effective discussion, planning, and

implementation. For example, in Spring 2014 BCC held a series of meetings with the *Roundtable* and with the larger BCC community to inform stakeholders about the new revenue streams that would come available over the next year and review resource allocation requests generated during the fall planning cycle in light of this increase in discretionary funding. The purpose of these meetings was to involve a wide spectrum of faculty, staff, and administrators in the decision-making process about how to allocate these new funds and to agree on priorities for the upcoming year (2014-2015).

In addition to the formal shared governance structure and processes, there are also a number of informal ways that individuals, no matter what their official title, can contribute to improving the practices, programs, and services in which they are involved. The BCC President, for example, maintains an open door policy and all stakeholders are welcome to meet with her to discuss their concerns and/or propose ideas and solutions to benefit the college.

A Suggestion Box is located at the front entrance for the entire BCC community. Students can also contact the College Ombudsman, via the BCC website, to discuss concerns related to the College's environment and BCC programs and services.

BCC holds four faculty and staff development days per year, two in August and two in January, in which administrators, faculty, and staff can engage in dialogue, data review, training, and planning for institutional improvement. The College also makes use of strategic scheduling to facilitate faculty and staff participation. No classes are offered between 12:15 and 1:30, Monday through Friday because this time is reserved for College meetings. Agendas are sent in advance.

Students, staff, faculty, and administrators are all invited to participate in the President's Brown Bag Lunches and Teas, which are held monthly. Larger Town Hall meetings on specific topics are also held at least twice a semester and draw large participation. Recent Town Hall sessions on Learning Communities and student success factors drew more than 80 participants.

BCC also has a variety of communication devices to keep various members of the BCC community informed about developments at the College and opportunities for participation. These range from the College website and the President's Bulletin (for faculty, staff, and administrators) to bi-weekly and quarterly College publications and student publications.

Finally, the College recently completed two surveys designed to provide additional opportunities for institutional input and assessment

The first was the *Community College Survey of Student Engagement (CCSSE)*. The CCSSE is a national, research-based survey designed to measure community college student engagement and the effectiveness of institutional practices that support student learning. It can help a college ask deeper questions to understand the learning experience of students at its institution and determine how well the college is fulfilling its educational mission. CCSSE provides concrete feedback by which colleges can

compare their own performance and practice to that of similar colleges. In this way, the CCSSE findings serve both as a benchmark and a diagnostic tool, helping colleges identify potential areas for improvement. At BCC, the 2013 CCSSE data have been used to inform annual institutional planning. [[link to CCSSE website](#)]

The second survey was an in-house canvassing of faculty, staff, and administrators, conducted in preparation for the College's 2015 ACCJC Self Evaluation. The survey tool, developed through the shared governance process, focused on questions relating to the College's goals. All faculty, staff, administrators, and students were invited to participate, and responses were solicited from constituent groups across the College and online.

Survey results for both surveys were posted on the College's website and reviewed both in shared governance groups and college wide, through faculty and staff forums. For example, in response to the March 2014 survey, the BCC President planned several forums for the college community, to review and discuss the results and clarify college communication and budgetary processes. The forums were held at different times (morning, noon, early evening) on May 12-15, 2014, to allow faculty and staff with different work shifts to participate. The discussion was facilitated by the Director of Grants and Special Projects. The input was used to inform institutional planning for the next year, which started with the Faculty and Staff Development Days in August 2014.

Self Evaluation

The College meets this Standard. The College provides multiple and effective avenues for the constant and ongoing exchange of ideas and information regarding both instruction and student services support. BCC constituencies always have prided themselves on collaboration and innovation, which has only grown with the move to a permanent facility. The Governance structure and planning processes of the College ensure robust participation from staff, faculty, administrators, and students. The College engages in ongoing assessment and evaluation of its shared governance processes and their effectiveness.

Actionable Improvement Plans

None

IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forth ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

Introduction

BCC adheres to the PCCD's board policies and administrative procedures providing for faculty, staff, administrator, and student participation in the decision-making process. All PCCD board policies are approved through a shared governance process and reference specific federal and state policies, codes, and legislation, as well as regulatory body requirements and standards, pertaining to the California Community Colleges, including AB 1725, 1988; California Education Code; California Code of Regulations; Title 5: Administrative Code; and Accrediting Commission for Community and Junior Colleges (ACCJC) standards.

The District's decision-making structure and commitment to participatory process is described in *Board Policy 2410: Board Policy and Administrative Procedure* (February 26, 2013), which states: "...the Board is committed to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative regulations for Chancellor action under which the District is governed and administered."

BP 2410 goes on to affirm the importance of constituency involvement: "Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate in the consultation." Furthermore, it states that "Proposed changes or additions (to district policies and procedures) shall be introduced through the consultative process described in *AP 2410: Policy Development Process*."

Administrative Procedure 2410 (AP 2410): Policy Development Process (January 14, 2014) makes it clear that "New or revised draft Policies can be submitted to the Chancellor from any recognized PCCD group or individuals with area expertise." It outlines a set of three steps by which all relevant stakeholders can contribute to the development of district wide policies and procedures.

AP 2410 also states that, according to Education Code 53200, the District shall "rely primarily" on the advice of the Academic Senate with respect to "Academic and Professional Matters." Therefore, policies and procedures pertaining to "Academic Affairs" will also be reviewed by the District Academic Senate, which consists of representatives from the Academic Senates of each of the Peralta colleges, and the district-level Academic Senate will make a separate recommendation, in addition to the three-step procedure outlined in the beginning of the document.

[\[link: BP 2410, AP 2410, and BP 2510 on PCCD website\]](#)

IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

At both the district and the college level, BCC faculty and administrators have a substantive and clearly defined role in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. BCC students and staff also have clearly defined mechanisms and organizations for providing input into institutional decisions.

Board Policy Defining Roles of Key Constituencies in District Decision Making

At the District level, *Board Policy 2510 (BP 2510): Participation in Local Decision Making* (revised by the PCCD Board of Trustees on February 25, 2014) addresses the role of the Academic Senate, staff, and students. According to BP 2510, "...Each...shall participate as required by law in the decision-making processes of the District."

The document delineates the relationship between the Board and each of the three main constituency groups (Academic Senate, staff, and student), as specified by Title 5. For example, it states that the Board "will consult collegially with the Academic Senate, by relying primarily upon the advice and recommendations of the Senate." It also talks about opportunities for staff to participate in the formulation of district policies and procedures and states that the "...opinions and recommendations of the staff will be given every reasonable consideration."

With regard to student participation, *BP 2510* states that the Associated Students of the Peralta Community College District "shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by the law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students."

BP 2510 uses the following language to express the District's commitment to participatory processes in its relationship with the three main constituency groups: "Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate in the consultation." Furthermore, BP 2510 goes on to state, "Participation in decision making will not necessarily be limited to the

named groups above.” This demonstrates its recognition of the many stakeholders that comprise the Peralta Community College District and shows its commitment to making sure that those voices are heard through the District’s participatory governance processes. [[link: Board Policy 2510 \(PB 2510\): Participation in Local Decision Making](#)]

District Administrative Procedure Defining Role of Academic Senates in Shared Governance

The Board of Trustees of the Peralta Community College District (PCCD) further defines its relationship with the District Academic Senate (DAS) and the Academic Senates of Berkeley City College (BCC), and the other three Peralta colleges (College Academic Senates) in *Administrative Procedure 2511 (AP 2511): Role of Academic Senates in District and College Governance* (approved by the PCCD Chancellor on January 21, 2014). As required under Title 5 of the California Administrative Code and as provided for in law (specifically AB 1725), the Peralta Board of Trustees recognizes the right of the District Academic Senate (DAS) “to make recommendations to the District Chancellor, and to the Board of Trustees with respect to ‘academic and professional matters.’”

According to this procedure, each College Academic Senate “shall be recognized to make recommendations with respect to ‘academic and professional’ matters to their respective College President and the Management Team; and may consult collegially with the Board of Trustees about college matters.” In addition, it states that the administrative leadership of each college “shall consult collegially on these and any other procedures established to carry out this policy.”

AP 2511 sets forward the definition of “academic and professional matters.” Under Title 5 regulations, this refers to the following development and implementation matters:

[[link: \(AP 2511\): Role of Academic Senates in District and College Governance](#)]

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate (Title 5 §53200)

Shared Governance at Berkeley City College

The *Berkeley City College Shared Governance Manual* (2014), which is available on the College website, references *Administrative Procedure 2511 (AP 2511): Role of Academic Senates in District and College Governance*. It also includes key sections from Title 5 and the California Administrative Code which define student, staff and faculty participation in general and Academic Senate involvement in particular. [[link: Shared Gov Manual](#)]

All Berkeley City College governance groups and committees are described in detail in the *Berkeley City College Shared Governance Manual* (2014). The manual clearly outlines the purpose of each group or committee and lists the chair and committee members. It also describes the membership selection process and terms of membership, as well as the frequency of meetings, for each group or committee. In addition, the manual describes which entities the group or committee may make recommendations to, within the larger shared governance structure at BCC.

College Senates, Councils, and Committees

As outlined in the *Shared Governance Manual*, the institution's planning and decision making structure relies on the input and guidance of the College's senates, councils, and committees.

The Academic and Classified Senates serve as the voice for academic and classified staff. These two groups examine college-wide planning and resource requests from the College's various Standing and Ad Hoc Committees and the Department Chairs' Council, discuss priorities, and make recommendations to the appropriate shared governance committees and the College's main decision-making group, the Roundtable for Planning and Budget.

The Associated Students of Berkeley City College (ASBCC) is BCC's student government organization. Representatives from the ASBCC are encouraged to participate on BCC governance committees and provide valuable feedback from the students' perspective.

The Department Chairs' Council consists of all department chairs at the College. In addition to reviewing requests from the *Program Reviews* and *Annual Program Updates* (APUs) conducted by the college's instructional programs and forwarding lists of priorities to the Academic Senate and the appropriate shared governance committees, the *Department Chairs' Council* is involved in all aspects of planning that involve and impact instructional programs at the College.

The Student Services Council, which is chaired by the Vice President of Student Services, includes representatives from all the different student services units at the College. Each year, as part of the annual institutional planning cycle, the *Student Services Council*

reviews the unit plans of BCC's various student services areas and forwards a list of priorities to the appropriate shared governance committees. Additionally, this group is integrally involved in all aspects of planning connected to student services at the College.

In addition to these core leadership groups, there are a number of working committees at BCC that contribute to the participatory governance process. For example, the College has a number of Standing Committees that address various needs and functions at the college. These include the Curriculum Committee (a sub-committee of the Academic Senate); the Planning for Institutional Effectiveness (PIE) committee (formerly the SLO Assessment Committee); the Registration Enhancement Committee; the Campus Health and Safety Committee, and the Professional Development Committee.

BCC also has various Ad Hoc Committees that meet as needed to address specific aspects of operations or to plan events to benefit various segments of the college community. These include the Commencement Committee, the Outreach and Retention Committee, the Scholarship Committee, and the Transfer and Career Center Advisory Committee.

Like the senates and councils, the Standing Committees and Ad Hoc Committees submit recommendations to the College's three shared governance committees. They may also work with or submit agenda items to other committees, as well as to the three senates and two councils, as necessary. In addition, they may present directly to the Roundtable for Planning and Budgeting, if appropriate.

College-level Shared Governance Committees

There are three shared governance committees at Berkeley City College (BCC): The Education Committee for Quality Programs and Services; the Facilities Committee; and the Technology Committee. Until recently, BCC also had a fourth shared governance committee, the Leadership Council, but an evaluation of the College's shared governance structure and decision making process in 2013-2014 revealed that there was major overlap, in terms of membership and duties, between this committee and several other committees and groups. The College made the decision, therefore, to phase out the Leadership Council by the end of 2013-2014 in order to streamline the shared governance process.

The shared governance committees function as liaisons between the College and the district-level committees of the same name. In this way, they ensure that matters in their purview are aligned with developments on the district level and help maximize efficiency and cost effectiveness.

The shared governance committees serve a specific function within the larger institutional planning cycle at BCC. All planning-related requests that emerge from the Program Reviews and Annual Program Updates (APUs) are funneled through the appropriate core leadership group and then sent on to the relevant shared governance

committee, which reviews and assesses these requests according to a rubric for its area; links programs and departments to resources and district-wide planning efforts and special initiatives; and refines requests for submission to the college-wide Roundtable for Planning and Budgeting.

College Roundtable for Planning and Budgeting

The Roundtable for Planning and Budgeting is the College's ultimate shared governance body. The charge of the *Roundtable* is to ensure that planning is linked to the college MVV and goals, to establish linkage between district-level goals and college-level goals, to prioritize resource allocations based on program review data and recommendations from the College's various governance committees, and to communicate to the wider BCC community the strategic activities of the College.

As part of the annual planning cycle, the Roundtable for Planning and Budgeting consolidates a final list of recommendations from the larger list generated through the participatory planning process from the Programs Reviews and Annual Program Updates (APUs). This list is forwarded to the President and the President's Cabinet for final review and approval.

President's Cabinet

The President's Cabinet functions as the College's administrative leadership team. The Cabinet includes the President, the two vice presidents, the Business and Administrative Services Manager, three deans, the Director of Special Projects and Grants, and the Director of Student Life. These nine administrators also serve on a variety of College committees, helping to ensure cross-communication and coordination of efforts.

The President works with the Cabinet to review the planning and resource needs recommended by the Roundtable for Planning and Budgeting. The President assumes primary responsibility for the quality of the programs and services at the College and makes final recommendations about resource allocations, guided by the recommendations that have emerged from the shared governance process. Certain recommendations, such as faculty and staffing requests, are forwarded to the District for review and approval.

Effective Shared Governance Policies/Practices at BCC

Shared governance is a tool to improve institutional effectiveness and student success. Ultimately, Berkeley City College (BCC) measures the effectiveness of its shared governance structure by the degree to which it has met its annual institutional outcomes. BCC uses the following evidence to demonstrate progress toward achieving its annual goals: Student Learning Outcomes results and assessment cycle completion; student engagement surveys; student success, retention, and persistence rates; curriculum/program development of acceleration models, particularly in basic skills;

degree/certificate completion; transfer rates; and total FTES and/or FTES/FTEF (Productivity). District and College institutional assessment data indicate that BCC is on target in all of these areas. [[link: Business Intelligence Tool](#)]

BCC continuously seeks feedback from its key stakeholders and opportunities for continuous improvement. A recent survey [[link](#)] of BCC faculty, staff, and students, conducted in March 2014 in preparation for the 2015 Accreditation Self-Evaluation, showed that the majority of respondents felt that the College’s mission is clear and publicized and that the shared governance process is working. At the same time, the Survey identified room for improvement in two areas – communication and collaboration. BCC held a series of college-wide forums to address these topics in May 2014.

Table 62
BCC Accreditation Self Evaluation Survey Responses concerning Leadership and Governance (Faculty, Staff, and Administration)

(March 2014)	Positive Responses (109 Total)
BCC has a clear and publicized mission that identifies its objectives.	91%
BCC engages in dialogue about the continuous improvement of student learning and institutional processes.	89%
BCC fosters appreciation for diversity.	86%
I understand my role in helping BCC achieve its goals.	86%
BCC provides the facilities and equipment to support student success.	86%
I have the opportunity to participate in shared governance at the college.	75%
Information about college performance is used regularly in college dialogue and decision-making sessions.	72%
There is effective (clear, current, and widely available) communication at the college.	71%
At BCC, there is collaborative decision-making, with an emphasis on collegiality and open communication between and among all constituents.	69%

The survey results show that the majority of BCC faculty, staff, and administrators believe that BCC has a clear and well-publicized mission that conveys the institution’s objectives. BCC also scored high in terms of creating an environment for ongoing dialogue about student learning and institutional processes. Respondents also felt BCC provided an environment in which appreciation of diversity was fostered. In addition, they felt student support services were widely publicized to students and that the facilities and equipment provided were adequate to support student success.

Despite this emphasis on dialogue, however, several of the survey responses revealed that there is room for improvement in the effectiveness of communication at the college and in the collaborative decision-making process. As collaboration and communication

are essential to the effectiveness of BCC's shared governance process, the College took these responses very seriously. In response to the March 2013 survey results, the College President organized a series of forums to engage these three stakeholder groups in further discussion about practical ways to improve planning and communication at the college. As part of this discussion, the administrative leadership team reviewed the annual planning cycle with stakeholders, clarifying the processes by which priorities for resource allocation are identified.

These issues were discussed again at the two Faculty and Staff Development Days in August 2014. BCC continues to offer multiple opportunities throughout the year for faculty, staff, and administrators to continue to evaluate institutional outcomes and work together to identify ways to improve the institutional planning and budgeting process.

Self Evaluation

The College meets this Standard.

Berkeley City College has a long history of inclusion of constituency groups when it comes to decision-making. Faculty, staff, administrators, and students participate in the discussion of college-wide issues and the development of solutions. BCC maintains a collegial culture that welcomes different opinions and perspectives and encourages open and deliberate debate on issues. Important decisions about planning and resource allocation involve all constituencies. BCC acknowledges the challenges of dealing with fast-paced growth and is committed to exceeding its current efforts to maintain a "culture of collaboration" as the College grows, involving all parties in a responsive and effective shared governance model.

Faculty members clearly have primacy on all academic and professional matters, as provided for in the Peralta Community College District *Board Policy 2510 (BP 2510): Participation in Local Decision Making*. State regulations referenced in BP 2510 also encourage student participation in shared governance. Classified representatives provide the classified staff with regular reports on the outcomes of shared governance meetings. The administration values and strongly encourages input. The President maintains an "open door" policy.

Actionable Improvement Plans

None

IV.A.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

BCC relies primarily on the faculty and the BCC Academic Senate with regard to academic matters. This policy is clearly stated in the District's *Board Policy 2510 (BP 2510): Participation in Local Decision Making* and in *Administrative Procedure 2511 (AP 2511): Role of Academic Senates in District and College Governance*.

BP 2510 and *AP 2511* recognize the right of both the College and the District Academic Senate to assume primary responsibility for making recommendations in the area of academic and professional matters, including curriculum and academic standards. In both academic and professional matters, the District governing board and the BCC administration rely primarily on faculty expertise, as required by the California Education Code and Title 5. (See Standard IV.A.2.a for a definition of "academic and professional matters.")

The BCC Curriculum Committee, a standing committee of the BCC Academic Senate, also plays a key role, along with department chairs, in curriculum and program development at the college. The BCC Curriculum Committee provides guidance, advocacy, and oversight for the college's curriculum and makes sure that it reflects and supports the institution's mission and goals. It ensures that the curriculum is academically sound, comprehensive, and responsive to evolving community needs.

The BCC Curriculum Committee works closely with the District Council of Instruction, Planning, and Development (CIPD). The Committee reviews and makes recommendations regarding BCC course and program additions, revisions, and deletions, and related graduation requirements.

The BCC Curriculum Committee is chaired by a faculty member appointed by the Academic Senate and is comprised of nine (9) faculty and three (3) administrators (the Vice President of Instruction, the Vice President of Student Services, and a Dean of Instruction). Faculty appointees to the committee represent instructional departments and include the Articulation Officer, a College librarian, and the Student Learning Outcomes Assessment Coordinator.

At BCC, faculty members initiate new curriculum, programs, or modifications at the

department level. Once approved at the department level, curriculum actions are referred directly to the Curriculum Committee. The Curriculum Committee Chair refers new and revised courses to the Student Learning Outcomes Assessment Coordinator for the purpose of reviewing and approving or suggesting modifications to the stated Student Learning Outcomes and the proposed method of assessment.

Curriculum Committee actions are forwarded to the District Council for Instruction, Planning, and Development (CIPD). Once approved at CIPD, curriculum actions are forwarded to the governing board for final action. The Planning for Institutional Effectiveness (PIE) Committee and department chairs oversee the assessments of courses and programs.

Program Reviews and *Annual Program Updates* (APUs) guide the educational master planning of the College and are central to resource allocation requests. *Program Reviews* and APUs are coordinated by department chairs, who present reports to relevant shared governance committees.

All departments and units participate in the *Program Review* and APU process. The college's academic departments and Student Services Division follow the same process in terms of their participation in the annual institutional planning cycle.

Self Evaluation

The College meets this Standard. The Curriculum Committee, the Planning for Institutional Effectiveness (PIE) Committee, the Department Chairs' Council, and the Student Services Council provide the necessary leadership for developing and reviewing student learning programs and services. The Curriculum Committee leads the approval process for academic courses and programs, including approval of prerequisites and learning outcomes.

The Planning for Institutional Effectiveness (PIE) Committee (formerly the SLO Assessment Committee), under the leadership of the Student Learning Outcomes/Assessment Coordinator, assists the faculty in developing student learning outcomes and in implementing a process for assessing SLOs and PLOs. The College's Student Services Council works with the PIE Committee in assessment of student learning outcomes, as well as service area outcomes for the college's student services departments.

Actionable Improvement Plans

None

IV.A.3.

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

Berkeley City College's shared governance structure encourages communication and collaboration among all members of the college community, as well as between the College and the District, and college processes and practices are structured to improve institutional effectiveness and support student learning. As outlined in the previous sections, the District and College follow board policies and administrative procedures which specify the appropriate roles of faculty, staff, and students in this process and delineate the responsibilities of the District and College Academic Senates with regard to academic and professional matters. These policies and procedures provide guidelines for dialogue, decision making, and governance at both the college and district level.

Opportunities for District-College Dialogue

At the district level, the Peralta Community College's District Educational Committee, the District Facilities Committee, the District Technology Committee, and the District Planning and Budgeting Council provide opportunities for collegial consultation between the district and the colleges. These bodies are the appropriate forums for discussing ideas, planning initiatives, and making recommendations to the Chancellor and the Chancellor's Cabinet.

Opportunities for College-Level Collaboration and Dialogue

The College's shared governance/participatory governance model depends on the collegial collaboration of the College's three Senates (the *Academic Senate*, the *Classified Senate*, and the *Associated Students of Berkeley City College*), the *Department Chairs' Council*, the *Student Services Council*, and the *President's Cabinet*. These groups were formed to address college matters and are properly charged and empowered to do so. Their members are appropriately selected and their processes clearly structured. The structures and processes of each of these leadership groups vary according to their purpose and the constituency served.

The college-wide *Roundtable for Planning and Budget* is BCC's main forum for the discussion of ideas and effective communication among faculty, classified staff, and administration. A variety of standing and ad hoc committees and the three shared governance committees contribute items for discussion by the *Roundtable*, ensuring the

participation of different constituencies in institutional planning and decision-making. The agenda for the *Roundtable* meetings is also sent out college-wide, and anyone can attend, not just voting members.

Collaboration and dialogue also take place throughout the *Program Review* and *Annual Program Updates* (APUs) processes and in the annual institutional planning sessions. There are also numerous opportunities throughout the year, through meetings, workshops, professional development activities, faculty and staff forums, and Town Hall gatherings, for faculty, staff, administrators, and students to discuss ideas and work together for the good of the institution.

Opportunities for Faculty Engagement and Participation

The BCC Academic Senate plays an active role in helping BCC faculty receive intentional training in order to be aware of and better execute their roles. Over the last two years, BCC faculty and shared governance leaders have participated in five different types of training events offered by the Academic Senate for California Community Colleges (<http://asccc.org/calendar/list/events>):

Table 63
State Academic Senate Trainings Attended by BCC Faculty from 2012-13 to 2013-14

Event	Number per Year	BCC Attendees
Academic Institute	1 per year	Academic Senate President Articulation Officer; Department Chair; FYE Coordinator; new faculty hire; Librarian/Curriculum Committee member
Accreditation Institute	1 per year	Articulation Officer, Academic Senate President
Curriculum Institute	1 per year	Articulation Officer, Curriculum Committee Chair, Academic Senate President, Faculty Senator
Faculty Leadership Institute	1 per year	Academic Senate President; new Faculty Senator
Plenary Sessions	2 per year	Articulation Officer; Academic Senate President

BCC shared governance leaders have also participated in various inter-segmental California State University (CSU) and California Community College (CCC) workshops over the last year. For example, in March 2014, the BCC Curriculum Committee Chair, the Senate President, and the Learning Communities Coordinator all attended *Building Pathways: Alternative Approaches to General Education*, hosted by CSU Northridge. The conference focused on a new approach to General Education (GE), called “GE Paths,” which aims to take existing GE courses across the curriculum and connect them through themes such as Global Studies, Social Justice, and Health and Wellness, through faculty development, student engagement, and high impact practices. (<http://www.csun.edu/undergraduate-studies/building-pathways>).

Faculty members have also participated in the annual *Strengthening Student Success* conference offered by the Research & Planning (RP) Group for California Community Colleges (CCC). This event brings together CCC administrators, faculty, and researchers to brainstorm ways to strengthen institutional effectiveness and student learning. (<http://www.rpgroup.org/events/sssc14>). Presenters at these conferences have included BCC's Academic Senate President, Teaching-Learning Center Coordinator, and Student Learning Outcomes Coordinator.

BCC has offered various in-house retreats for faculty, staff, and administrators focusing on Student Learning Outcomes assessment and curriculum development. It also offers new faculty orientations, four college staff and faculty development days per year (two in August and two in January), and a full roster of professional development activities through its Teaching and Learning Center, to facilitate faculty development and research about pedagogy and student learning, as well as to promote assessment and the development of meaningful responses to findings.

In addition, classified staff members serve on BCC's Professional Development Committee, which plans staff and faculty development activities at the college. BCC classified staff members also participate in the district-sponsored classified staff professional development event

The College also has established structures to engage students in the participatory governance process and in the wider college community. The College's student government association, the Associated Students of Berkeley City College (BCC) [\[link\]](#), represents and advocates for students in shared governance meetings and oversees BCC's 18 student clubs. BCC recently hired for the first time a Director of Student Activities and Campus Life and created an Office of Campus Life [\[link\]](#) to sponsor events, programs, and services to "educate, advocate, entertain, and challenge our students."

Self Evaluation

The College meets this Standard. Established governance structures, policies, and procedures delineate the roles and processes for the governing board, administrators, faculty, staff, and students to work together for the good of the District and the College. BCC has a clear and well-articulated shared governance structure and clearly defined processes for annual institutional planning and budgeting. Both the College's shared governance structure and the annual planning cycle are designed to encourage stakeholder participation and offer multiple points at which individuals may contribute.

As it grows, BCC continues to examine its shared governance structure and processes in order to ensure clear communication about how resource allocation decisions are made and encourage maximum input from faculty, staff, and students in identifying key priorities for the College. Over the last year, the College, for example, has streamlined its shared governance structure and combined or revamped existing committees to make

the overall structure more effective.

The “small college culture” of BCC has historically stimulated the free flow of ideas, ensuring that it retains its relevance in the District and in the community. BCC is committed to maintaining and strengthening a culture of collaboration and communication and to fostering the discussion of ideas and effective communication among all of the institution’s various constituencies.

Actionable Improvement Plans

None

IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with the ACCJC’s Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

BCC prides itself on maintaining integrity, honesty, and transparency in its relationships with the ACCJC and other external agencies. BCC has a long and successful track record in managing external partnerships and government contracts and takes this role very seriously.

BCC is in full compliance with the eligibility requirements, standards, policies, and guidelines of the ACCJC. The College’s accreditation status is published in the BCC College Catalog and on the BCC web site. Self-evaluation documents, accreditation recommendations, progress reports, and the focused mid-term report are available on the web site and in the Office of the President.

The College also files all annual reports required by the ACCJC. In addition accurate and up- to-date [student achievement](#) and [institutional effectiveness](#) data for the College are available for public disclosure on both the College and District websites.

In addition to ACCJC compliance, BCC maintains honesty, integrity, and transparency in its relationship with other external agencies, including the State of California and the federal government. BCC, in conjunction with the District Office, manages and files all necessary reports for a range of contracts, including state funding allocations and federal grants. For example, the College maintains a positive track record in working with the U.S. Department of Education on large, multi-year grants (Title III, TRIO) and on federal financial aid. All financial aid funding is reconciled by the college on an annual

basis. The District also has an annual audit conducted by an independent, external auditor, the results of which are reported to the U.S. Department of Education.

Self Evaluation

The College meets this Standard. Berkeley City College (BCC) is committed to demonstrating honesty, integrity, and transparency in its relationship with external agencies, including the ACCJC's Accrediting Commission and the U.S. Department of Education. BCC complies with all ACCJC Accrediting Commission eligibility requirements, standards, policies, and guidelines for public disclosure. It also responds in a timely manner to recommendations and requests made by the Commission. The College demonstrates similar accountability in working with other external agencies.

Actionable Improvement Plans

None

IV.A.5

Descriptive Summary

BCC regularly reviews its governance and decision-making structures and processes to assure their integrity, relevance, and effectiveness. This institutional self-assessment occurs in a number of different ways so as to ensure input from a variety of voices. BCC's governance and decision-making structures and processes are discussed as part of the annual institutional planning process. Structured discussions take place as part of the faculty and staff development days and forums, workshops, and leadership retreats, and shared governance committee meetings.

Other evaluation measures include review of district structures and policies that impact the college, APU effectiveness review, *Shared Governance Manual* review, and annual surveys of student and faculty/staff satisfaction and engagement. The results of these evaluations are communicated through announcements in the different senates and the Department Chairs' Council and discussed through the shared governance committees, as needed. As appropriate, institutional decisions and changes are communicated to the wider college community and even the general public through the College's established communications networks.

Examples of recent changes made in response to ongoing institutional dialogue and assessment include the following: streamlining the shared governance decision-making cycle to avoid duplication of efforts by overlapping groups (2012-2014); creation of an Education Committee (2012); creation of a revised committee dedicated to Student Learning Outcomes, now known as the Planning for Institutional Effectiveness (PIE)

Committee (2014); and modification to the *BCC Shared Governance Manual* (2014). In spring 2014, BCC also introduced a series of forums for faculty, staff, and administrators to ensure transparency in the planning and budgeting process, given the new sources of revenue expected over the next year.

Self Evaluation

The College meets this Standard. Berkeley City College (BCC) regularly evaluates the role of its core leadership groups and committees in the College's shared governance model. Ongoing assessment of BCC's governance and decision-making structures takes place throughout the many shared-governance committees and is often a topic of the College's Academic and Classified Senates and other shared governance groups, such as the college-wide Roundtable for Planning and Budget. The College is constantly working to evaluate, refine and improve its self-governance processes and strengthen its culture of dialogue, collaboration, and innovation.

Actionable Improvement Plans

None

Standard IV.B – Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/ systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The Peralta Community District is comprised of four colleges: Berkeley City College, College of Alameda, Laney College, and Merritt College. The Governing Board for the Peralta Community College District consists of seven publicly elected members (BP 2010) [1]. Each member is elected from a specific geographic area in North Alameda County and each serves a four-year term. Board member terms are staggered with biennial elections in accordance with California Education Code (BP 2100) [2]. Though elected by geographic area, the members of the governing board represent the interests of all district residents. Two student trustees (non-voting) are elected by the student body of the four colleges for a one-year term and may serve a maximum of two terms (BP 2015) [3]. On an annual basis the Governing Board elects a president and vice president (BP 2210) [4].

In keeping with California Education Code 709092, the Governing Board has clearly defined its duties and responsibilities as outlined in Board Policy 2200 [5]. The Governing Board is committed to

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards;
- Assure fiscal health and responsibility;
- Monitor institutional performance and educational quality;
- Advocate and protect the district;
- Delegate power and authority to the Chancellor to effectively lead the district,
- Hire the Chancellor and evaluate the Chancellor at least annually;
- Respect the authority of the Chancellor by providing policy, direction, and guidance to the Chancellor, who is responsible for the management of the district and its employees; and

- Delegate authority to the Chancellor to issue regulations and directives to the employees of the district.

In keeping with these duties, the Governing Board reviews and approves long-range academic and facilities plans and programs; approves courses of instruction and educational programs; establishes academic standards, probation and dismissal and readmission policies; assumes responsibility for the district's operational and capital outlay budgets; regularly reviews enrollment data and student achievement data; reviews and approves all grant awards; and maintains a strategic partnership with the Peralta Colleges Foundation. The Board assures that the District is financially sound through careful budget oversight and regular budget reporting from the district Office of Finance [6].

As stated in the Peralta Community College District Mission and critical to the work of the Board, the District's purpose is to provide "accessible, high quality, educational programs and services to meet the following needs of its multi-cultural communities:

- Articulation agreements with a broad array of highly respected Colleges and Universities;
- Achievement of Associate Degrees of Arts and Science and Certificates of Achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment; and
- Early college programs for community high school students; ..." (BP 1200, Mission, 2011; reapproved 2014) [7].

The Governing Board recognizes "the basic principle that they possess legal authority only when they are convened as a Board" and when necessary "will meet as a committee of the whole when it is found to be appropriate to consider items such as educational or facilities master planning, budget study sessions, audit status, or policy review.... The purpose of committee-of-the-whole meetings (is) to gather information, hear from the public, and provide a forum to discuss pertinent issues that may ultimately come before the Board for further discussion and action" (BP 2220) [8].

Three board members are members of the Peralta Retirement Board. The Peralta Retirement Board meets quarterly to ensure sound fiscal decisions regarding GASB 45 and Other Post Employment Bonds (OPEB) and provide reports to the Governing Board at a regular Governing Board meeting. There is a district web site specifically for the Peralta Retirement Board and all pertinent documents are posted there [9].

The Governing Board holds regularly scheduled meetings (BP 2310) [10], adheres to its policy on agenda development and posting (BP 2340) [11], adheres to a conflict of interest policy (BP 2710) [12], and agrees to a Code of Ethics and Standards of Practice (BP 2715) [13].

The Governing Board adheres to a clearly defined policy for selecting the district Chancellor (chief administrator), as outlined in Board Policy 2431 [14], delegates authority to the Chancellor, as outlined in Board Policy 2430 [15], and annually evaluates the Chancellor in keeping with Board Policy 2435 [16]. The Chancellor evaluates the college presidents (AP 7126) [17]. The current Chancellor has been in office since July 2, 2012. All board policies and district administrative procedures are revised regularly and are posted [18].

The Chancellor, through the district Office of Educational Services which is under the direction of the Vice Chancellor of Educational Services, provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the District. The Office of Educational Services responsibilities include the areas of institutional research, accreditation, assistance with strategic planning, workforce and economic development, distance education, enrollment management, oversight of the District Council on Instruction, Planning and Development (CIPD), co-chairing of the District Education Committee, and holding of regular meetings with college vice presidents and deans [19].

It should be noted that the Governing Board has adopted a Board Policy (4210, Student Learning Outcomes) [20] and in keeping with this board policy, the district has adopted a detailed administrative procedure regarding student learning outcomes (AP 4210 Student Learning Outcomes) [21].

Self Evaluation

The College meets this Standard. The Governing Board, in keeping with the Mission of the Peralta Community College District, has established policies that ensure the quality, integrity, and effectiveness of the student learning programs and services. The Governing Board has charged the Chancellor with setting and implementing district administrative procedures to ensure the quality, integrity, and effectiveness of student learning programs and services. The Chancellor is charged with providing regular reports to the Board. The selection and evaluation of the Chancellor is carried out by a clearly defined board policy.

Actionable Improvement Plans

None

IV.B.1.a

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts

as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The Governing Board is an independent policy-making body. The Board President and Vice President adhere to their roles and responsibilities as per Board Policy 2210. The members of the Governing Board adhere to their appropriate roles and responsibilities in keeping with Board Policy 2200. In keeping with the Code of Ethics and Standards of Practice (BP 2715), the members of the Governing Board commit to acting as a whole, which means that they “speak and act on behalf of the district, not as individuals” and “use care not to misrepresent their individual opinions or actions as those of the Board.” Board members have authority only when acting as a Governing Board legally in session.

The Governing Board provides opportunity for public participation at Board meetings (BP 2345 and AP 2345) [22 and 23]. The Governing Board also ensures a role for the Academic Senate, staff and students in local decision making (BP 2510) [24].

On an annual basis, each board member declares his/her financial interests to ensure his/her independence in the decision-making process and to assure the public that there are no conflicts of interest. This is done through filing California Form 700 and the Peralta Supplemental Form 700 [25]. Also, as previously stated, board members adhere to Board Policy 2710 (Conflict of Interest), AP 2710 (Conflict of Interest Disclosure), [26] and BP 2715 (Code of Ethics), as well as AP 2712 (Conflict of Interest Code) [27].

Self Evaluation

The College meets this Standard. Governing Board members have authority only when acting as a Governing Board legally in session. Once the Board reaches a decision, it acts as a whole. Board members annually file statements of economic interest. Further, because the District is a public entity, the Governing Board is ultimately responsible to the citizens of the district.

Actionable Improvement Plans

None

IV.B.1.b

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The district, per its mission statement codified in Board Policy 1200, strives to

- Empower our students to achieve their highest aspirations;
- Develop leaders who create opportunities and transform lives;
- Provide students and communities with equitable access to educational resources, experiences, and life-long learning opportunities to meet or exceed their goals; and
- Deliver programs and services that sustainably enhance the region's human, economic, environmental, and social development.

Board policies related to academic affairs (Board Policy Manual, Chapter Four, Academic Affairs) and student services (Board Policy Manual, Chapter Five, Student Services) are developed and reviewed by the Board [28]. The administrative procedures to implement these policies are developed and reviewed under the Chancellor's leadership. The policies and procedures are consistent with the District and the College mission statements, federal laws, California Education Code, and State Title 5 regulations. Also, the District's five strategic planning goals are consistent with policies and procedures and address the improvement of student learning programs and services and the resources necessary to support them. Those goals are to

- Advance Student Access, Success, and Equity;
- Engage Communities and Partners;
- Build Programs of Distinction;
- Strengthen Accountability, Innovation and Collaboration; and
- Develop Resources to Advance and Sustain our Mission.

The District annually sets institutional outcomes to address and implement the strategic goals. Those institutional outcomes seek to ensure quality, integrity, and improvement of student learning programs and services, as well as the resources needed to support them. The annual institutional outcomes are finalized, with input from all constituencies, at the annual Planning and Budgeting Integration Summit in August. Each college then sets measureable outcomes/objectives in alignment with the district wide institutional outcomes. Each college then provides an update as to how the measureable outcomes/objectives were achieved [29]. The District Strategic Plan is currently undergoing review for updating.

The Planning and Budgeting Integration Model (PBIM) district committees (Technology, Facilities, Education, and Planning and Budgeting Council), established pursuant to Board Policies and District Administrative Procedures, have as their main goal/objective to ensure the quality, integrity, and improvement of student learning and programs and services and to address the resources necessary to support them. Through this district-wide committee process, the colleges and district service centers work together to ensure student success. All information regarding these district-level committees, including agendas, minutes, and meeting documents, are posted at a central web site [30].

Self Evaluation

The College meets this Standard. The Governing Board acts in a responsive manner based on its expectations for quality, integrity, and improvement of student learning programs and services. It reviews all policies, especially those pertaining to educational services and offerings, on a regular basis to ensure that these policies are consistent with the district Mission statement. The Chancellor makes certain that all district administrative procedures which implement board policy ensure the quality, integrity, and improvement of student learning programs and services. The District Budget Allocation Model [31] provides a defined method for allocating funding to the colleges for student learning programs and services. The district also assists the colleges in seeking additional funding through grants and special programs targeted toward the quality, integrity, and improvement of student learning programs and services; those requests are presented to the Governing Board for review and approval. The voter approved Measure B Parcel Tax further provides college and district-wide resources to address student needs [32]. These funds are now linked to a funding process called “Peralta Accountability for Student Success Program “[33].

Actionable Improvement Plan

None

IV.B.1.c

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

Final approval and responsibility for the educational programs and fiscal integrity of the district is the responsibility of the Governing Board. In its policy on duties and responsibilities (BP 2200), the board acknowledges its responsibility to “establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations,” “monitor institutional performance and educational quality,” “assure fiscal health and stability,” and “advocate and protect the district.”

Various board policies in Chapters Four and Five of the Board Policy Manual speak to educational quality, are adhered to by the district and colleges, and are regularly reviewed and updated. Those policies include program, curriculum and course development; general education; articulation; graduation requirements; student learning outcomes; standards of scholarship; and the provision of essential student support services, including the Student Success and Support Program. As noted previously, they can be found on the Peralta web site.

A regular agenda item at each board meeting is the Chancellor's Report, which provides the Chancellor the opportunity in public session to have the various vice chancellors and college presidents update the Board on various topics and initiatives, which can include grant applications, curriculum changes, programs of distinction, education planning, student achievement, enrollment data, and other such reports that address educational quality and financial integrity.

The Board at each meeting receives an oral report from the District Academic Senate President which consistently addresses the obligation to provide students educational quality and ensure their success. These oral reports are posted in the Board meeting minutes.

In conjunction with the Chancellor and District General Counsel, the Board is apprised of and assumes responsibility for all legal matters associated with the operation of the colleges and the District Office. As needed, the District hires outside counsel to take on specific tasks. The Board is regularly updated on legal matters in closed session (BP 2315) [34].

The Governing Board assumes responsibility for monitoring all aspects of District and College finances. An external auditor conducts an annual, independent audit of the District's financial statements and accounting practices, which is reviewed by the Board and presented at a public meeting [35]. The District Chief Financial Officer regularly holds meetings of the Retirement Board regarding OPEB investments which meet GASB 45 regulations [36]. The Board receives quarterly financial reports and enrollment reports in addition to a comprehensive multi-year annual report on the financial condition of the district, as required by the state, following the guidelines of the State Chancellor's Office for California Community Colleges.

Self Evaluation

The College meets this Standard. The Governing Board, functioning as an independent body, has ultimate responsibility for educational quality, legal matters, and financial integrity. The Board's decisions are in keeping with the District's Mission and adhere to federal law, state law and regulations, and local policies and guidelines.

Actionable Improvement Plans

None

IV.B.1.d

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Governing Board policies (by-laws) specifying the Board's size, duties, responsibilities, structure, and operating procedures are approved by the Board and published in the Board Policy Manual.

The policies specific to this Standard were approved by the Governing Board in September 2011 and are regularly reviewed by the Governing Board. Policies applicable to this standard include the following:

- BP 2010 Board Membership
- BP 2015 Student Members
- BP 2100 Board Elections
- BP 2200 Board Duties and Responsibilities
- BP 2210 Officers
- BP 2310 Regular Meetings of the Board
- BP 2315 Closed Sessions
- BP 2330 Quorum and Voting
- BP 2340 Agendas
- BP 2345 Public Participation at Board Meetings
- BP 2360 Minutes and Recording
- BP 2510 Participation in Local Decision Making
- BP 2710 Conflict of Interest
- BP 2715 Code of Ethics
- BP 2740 Board Education
- BP 2745 Board Evaluation [37, 38, 39, 40, 41]

Self Evaluation

The College meets this Standard. The Governing Board publishes its by-laws and policies pertaining to its size, duties, responsibilities, structure, and operating procedures. These are publicly available on the District's web site.

Actionable Improvement Plans

None

Evidence – Standard IV

Links

Annual Adopted Budgets
Annual Finance Audits
Annual Financial Report 2013
Annual Financial Report 2012
Annual Financial Report 2011
BCC Goals & Accomplishments
District Mission, Visions and Values
Board Policies & District Administrative Procedures
Board Policy 1200 Mission-PCCD
Board Policy 6200 Budget Preparation-PCCD
Board Policy 6300 Fiscal management and Accounting-PCCD
Board Policy 6320 Investments-PCCD
Board Policy 6340 Contracts-PCCD
Board Policy 6400 Audits-PCCD
Board Policy 6740 Citizen’s Oversight Committee-PCCD, Page 52
Bonds: Series B, C, and D General Obligation Bonds, Election 2000 Series A and B
District General Obligation Bonds, and Election 2006 General Obligation Bonds
Budget Allocation Model - Forms and Documents Webpage
Budget Allocation Model – Revised 2/28/2014
Budget Assumptions; Nueberger Berman Presentation, June 2014
Business Services-District Office
Corrective Action Matrix (CAM) – PCCD
Financial Aid Handbook-PCCD
Final Budget 2014-15 dated 9/9/2014
Internal Audit-PCDD
Measure A Audits-PCCD
Measure A Bond Citizens’ Oversight Committee
Measure B 2013
Mission, Vision and Values – BCC
Mission, Vision and Values (BCC) revised and re-adopted by the Board of Trustees at the 10/07/2014 Meeting
Neuberger Berman Investors, LLC, Discretionary Trustee of the OPEB Trust
OPEB Substantive Plan-PCCD
Planning and Budgeting Integration Home
Roundtable for Planning and Budgeting
Shared Governance Manual- BCC
Strategic Plan Home Page
Strategic Planning Goals and Annual Institutional Objectives-PCCD