

Corrective Action Plan for responding to BCC/PCCD ACCJC Recommendations

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**Eligibility Requirement**

| <b>18. FINANCIAL ACCOUNTABILITY</b>  | <b>BCC</b> | <b>District</b> | <b>Correction Plan</b> |
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| 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. |            | X               |                        |

**Standard I: Institutional Mission and Effectiveness**

| <b>B. IMPROVING INSTITUTIONAL EFFECTIVENESS</b>  |            |                 |   |
|--|------------|-----------------|---|
| The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. |            |                 |   |
|  | <b>BCC</b> | <b>District</b> | <b>Correction Plan</b>  |
| 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 re- evaluation. Evaluation is based on analyses of both quantitative and qualitative data.   | X          |                 | Berkeley City College (BCC) will regularly assess and publish its planning processes for improvement of institutional effectiveness in an ongoing and systematic cycle and use the assessment for continuous improvement. This assessment will occur in our shared governance process through our College Roundtable, Ed Committee, Facilities, Technology, Academic Senate, PIE, etc. These assessments and the process will be readily accessible on our college website. |

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| <p>5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.</p>  | X |  | <p>Develop, publicize, and regularly update an organized website that is easily viewed to review planning and assessment documents.</p>  |
| <p>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> | X |  | <p>Berkeley City College (BCC) will regularly assess and publish its planning processes for improvement of institutional effectiveness in an ongoing and systematic cycle and use the assessment for continuous improvement. This assessment will occur in our shared governance process through our College Roundtable, Ed Committee, Facilities, Technology, Academic Senate, PIE, etc. These assessments and the process will be readily accessible on our college website.</p> |
| <p>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>                      | X |  | <p>BCC will apply an enhanced assessment model for its evaluation mechanisms through a systematic review. We will evaluate the effectiveness of our programs through regular assessment of our program review and annual program updates. Annual goal setting will occur in line with the college mission and district and college strategic goals and objectives.</p>   |

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### Standard II: Student Learning Programs and Services

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

#### 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.

|  | BCC | District | Correction Plan   |
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| 2. a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.  | X   |          | BCC will, through coordination of Instructional administration, empower faculty senate and academic leaders in partnership with our college researcher to take a central role for evaluation and assessment of SLOs at the course and program level.  |
| 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. | X   |          | BCC will use the Planning and Institutional Effectiveness (PIE) committee for regular and timely assessment of SLOs. We are already reevaluating the established SLO assessment cycles to implement a process that includes more frequent assessment of all courses, and ensures course syllabi match the official course outlines of record. |

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| <p>2. 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>   | X |  | <p>BCC will enhance the integration of SLOs and Other assessment processes in the Annual Program update (APU) and Program review cycle and more readily publish the process.</p>  |
| <p>2. 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>   | X |  | <p>BCC will enhance our website to make it easily searchable so that our ongoing evaluation and outcome results are available to the community. This easily accessible website will identify the assessment process and the process for evaluating such processes as well as the results.</p> |
| <p>2. g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.</p>   | X |  | <p>BCC will continue to evaluate the effectiveness of measuring student learning outcomes to minimize test biases, through our continuous process of evaluation through the work with faculty senate, PIE and Program review.</p>   |
| <p>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> | X |  | <p>Through the office of Instruction, Faculty Senate, Curriculum and PIE we will ensure SLOs are on all Course Outlines and Syllabi for every course.</p>   |

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### Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

#### 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.

|   | BCC | District | Correction Plan |
|---|-----|----------|-----------------|
| 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. |     | X        |                 |
| 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.   |     | X        |                 |

#### 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.

|   | BCC | District | Correction Plan |
|---|-----|----------|-----------------|
| 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.                           |     | X        |                 |
| 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. |     | X        |                 |

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| <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.</p> |            | X               |  |
| <p>2. a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</p>  |            | X               |  |
| <p><b>C. TECHNOLOGY RESOURCES</b><br/>Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.</p>   |            |                 |  |
|  | <b>BCC</b> | <b>District</b> | <b>Correction Plan</b>   |
| <p>1. b. The institution provides quality training in the effective application of its information technology to students and personnel.</p>   | X          |                 | <p>The college will review the draft technology plan and adopt with any updates by the end of Fall 2015. We will continue to provide training for students and personnel and ensure that it is systematically assessed for efficacy of the training.</p>   |
| <p>1. c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.</p>  | X          |                 | <p>The college will review the draft technology plan and adopt with any revisions by the end of Fall 2015. Through the Program Review and APU process, technology infrastructure and equipment needs will be systematically assessed and addressed for the efficacy of the technology purchases.</p> |

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| <p>1. d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.</p>  | X          |                 | <p>The college uses the Program Review and APU process to identify technology needs. These needs will be forwarded through our shared governance process through the technology committee and the College Roundtable for Planning and Budgeting. We will assess on an annual basis the purchases, distribution and utilization of technology resources to ensure they support development, maintenance and enhancement of programs and services through surveys, committee review and continuous assessment methods.</p> |
| <p>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 basis for improvement.</p>  | X          | X               | <p>The college and the District will work together to approve the draft college technology plan, the district technology plan and the distance education plan by December 2015. The college will consistently assess the effectiveness of its technology and results of such assessment will be used to inform technology decisions in a systematic way.</p>   |
| <p><b>D. FINANCIAL RESOURCES</b><br/>           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.</p> |            |                 |  |
|  | <b>BCC</b> | <b>District</b> | <b>Correction Plan</b>   |
| <p>1. The institution relies upon its mission and goals as the foundation for financial planning.</p>  |            | X               |  |

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| 1. a. Financial planning is integrated with and supports all institutional planning.   |  | X |  |
| 1. b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.   |  | X |  |
| 1. 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.        |  | X |  |
| 2. b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.  |  | X |  |
| 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.          |  | X |  |
| 3. h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.  |  | X |  |
| 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. |  | X |  |

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### Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

#### **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.

|   | BCC | District | Correction Plan |
|---|-----|----------|-----------------|
| 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. |     | X        |                 |
| 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.   |     | X        |                 |
| 1. 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.   |     | X        |                 |

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| <p>1. 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.<br/>In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</p> |   | X |   |
| <p>2. b. The president guides institutional improvement of the teaching and learning environment by the following:</p> <ul style="list-style-type: none"> <li>• ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;</li> </ul>   | X |   | <p>Through the Goals and Milestones identified in our Educational Master Plan as well as Annual goals developed in line with the District Strategic Goals, the college will continually assess our data to ensure our evaluation and planning rely on high quality research and analysis on both external and internal conditions. More local control within the institutional research function will occur with the hiring of the college data specialist/ researcher to enable the college to design and develop a more robust system of evaluation of academic excellence and institutional effectiveness.</p> |

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| <p>3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.</p> |  | X |  |
| <p>3. b. The district/system provides effective services that support the colleges in their missions and functions.</p>  |  | X |  |
| <p>3. c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.</p>  |  | X |  |
| <p>3. 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.</p>   |  | X |  |