

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

Berkeley City College (BCC), in keeping with its Mission, Vision, and Values, 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 \(SLOs\)](#) to [Institutional learning outcomes \(ILOs\)](#). 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 SLOs 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 (SLOAC), 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 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:

- Communication
- Critical Thinking
- Computational Skills
- Ethics and Personal Responsibility
- Global Awareness and Valuing Diversity
- Information Competency
- 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 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	Information Competency	Information Literacy	Use of Information Resources (IS**)	Area 1, 11 (written communication, computer)	Information Comp. ILO, English 1A, LS classes



Global Society				literacy)	
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 Plan

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 445. Awards in associate degrees increased by 99 percent, from 106 to 211. The number of certificate awards grew by almost 400 percent from 46 to 234. The growth of both CTE (379 percent) and non-CTE (459 percent) certificates contributed to the overall certificate growth (see Table 35).

Student Achievement: Transfers

The total number of transfers from BCC to University of California, California State University, 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 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.

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 maintained quality student learning programs and services between 2008 and 2012:

- 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 Table 36 reveal that during this period, 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 used the Student Success Scorecard to report data about individual colleges, rather than ARCC. See the discussion of "Pre-collegiate 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. 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.

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. 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

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. 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.

Learning support services for distance education 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 Berkeley 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 five 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

Source: CCCCCO DataMart

This information, obtained from Data Mart, identifies the 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 disabilities that are increasing the most in the PSSD/DSPS population for the five academic years covering 2009-14 are “other disabilities.”

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 attention/concentration, hearing impairments, and physical upper extremity limitations)
- test accommodations (for multiple categories of disability)
- sign language interpreting (for deafness and other hearing impairments)
- stenographer captioning (for deafness and other hearing impairments)
- audio taping of lectures and books on tape
- electronic text and other alternate media, including Braille, large print, CCTV (for blindness and visual impairments, learning disabilities, and attention deficit conditions)
- building evacuation assistance (for students with mobility and visual impairments)
- reduced course load (for multiple categories of disability)
- in-class furniture accommodations (for 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 in order 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 that 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 in Section G of this Self Evaluation. See II.A.2.d below for information about how BCC addresses the needs of students in pre-collegiate 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 response to 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 Plan

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 through regularly scheduled program reviews at the Curriculum Committee and through formal program reviews conducted every three years and annual program updates 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 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 in Section G of this report.

Actionable Improvement Plan

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; and pre-collegiate mathematics courses prepare students for transfer-level mathematics. 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 pre-collegiate 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 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 Plan

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 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. Department chairs and program coordinators use curriculum matrices as tools to help plan programs and evaluate their success.

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 the Curriculum Committee to develop systems for ensuring that all new courses and programs have recorded, accurate, measurable, and meaningful learning outcomes;
- Oversaw the 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 an assessment cycle/timeline, based on the assessments of 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;
- Completed the ILO assessment of quantitative reasoning, based on course assessments from 2009-13, 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](http://taskstream.com) (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. Instructional 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 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 Plan

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, the Articulation Officer, the SLO Assessment Coordinator, and a designated librarian. The process of assessing courses and programs is described in Section G of this Self Evaluation.

Through program reviews conducted every three years and annual program updates in the intervening years, 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 linked 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 Plan

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, which 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 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, 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.

Pre-collegiate 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." In 2009, BCC received a Title III grant, which allowed the College to pilot new approaches to addressing the needs of students in pre-collegiate 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.

Pre-collegiate Instruction in English

The work of the BCC English Department, which revamped its pre-collegiate 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 pre-collegiate class two levels below transfer level performed, on average, almost as well as students enrolled in the BCC pre-collegiate 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 significant increases in student attrition. 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. 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 pre-collegiate 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 pre-collegiate 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 pre-collegiate 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 districtwide 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.

Pre-collegiate Instruction in Mathematics

The College's Mathematics Department is committed to addressing the needs of BCC students in pre-collegiate 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 pre-collegiate mathematics courses].

The first of these paths was a self-paced, modularized system of instruction in pre-collegiate 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 five-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 four-unit elementary algebra course (Math 201) must succeed in that course and then succeed in a four-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 CCCCO 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 five-unit developmental course in lieu of two sequential four-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 on 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, which had 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.

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 well-known California Basic Skills Initiative "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, at the last meeting, they share the results and outcomes. Another is the Focused 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, and other pedagogical features. All activities in the TLC align to the Mission, Vision, and Values, as well as Goals of the College, and they often focus on specific learning outcomes and results of assessment.

One example of an early TLC activity occurred in 2010-11, when 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. She shared examples of lessons designed to focus on 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 these pedagogical approaches 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. In addition, the Teaching and 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 Plan

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 (SLOAC), 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 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 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 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.

Actionable Improvement Plan

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), which reflect generally accepted norms or equivalencies in higher education. All BCC course syllabi contain SLOs 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 CSUs and UCs 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 Plan

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 ILOs: 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, either in the classes for the major or in the general education requirements or both, 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 Plan

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 University of California (UC) and California State University (CSU) systems; some students complete general education through California State University General Education (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. (Table 39)

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.	Addressed by Self-Awareness and Interpersonal Skills ILO	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 Literacy (II.A.3.b)	-	-	4C Computer Literacy	Information 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	Component of English 1A course requirements	Critical Thinking
Ethics & Citizenship (II.A.3.c)	-	American Inst.	Addressed by Ethics and Personal Responsibility	Ethics and Personal Responsibility

			ILO	
Civility & Interpersonal Skills (II.A.3.c)	-	-	Addressed by Self-Awareness and Interpersonal Skills ILO	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)	-	-	Addressed by Global Awareness/ Valuing Diversity ILO	Global Awareness/ Valuing Diversity
Aesthetic Sensitivity (II.A.3.c)	Area 3 Arts/Humanities	C Arts, Literature, Philosophy	Area 3 Humanities	Self-Awareness and Interpersonal Skills
Civic & Social Responsibility (II.A.3.c)	-	American Inst.	Addressed by Ethics and Personal Responsibility ILO	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 at BCC. 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: 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 Plan

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 Plan

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 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 Plan

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 in 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 undergone a rigorous CSU and UC faculty review. This ensures that courses accepted to fulfill local transfer requirements 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 districtwide 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, including Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara and Santa Cruz, and at 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. Articulation information about these agreements is housed in assist.org. The Catalog and schedule of classes indicate which courses have been accepted for transfer to the CSU and UC system, as do 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. Information about this is provided to students through the College Catalog. Students work with a counselor to appropriately use these kinds of credit.

Self Evaluation

The College meets these Standards. BCC students and prospective students receive clear and accurate information about educational courses and programs, as well as 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 Plan

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, 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 Plan

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 SLOs 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 e-mail	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 program learning outcomes. 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 four-year 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 the Planning and Budgeting Integration Model committees, 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. The College publishes an updated College Catalog every two years 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 that include course requirements and SLOs 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 Table 40, 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 Plan

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 Plan

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 at both the college and the district level. In the BCC Catalog, available both in hard copy and on the website, 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.” 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 Plan

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.