

## Standard IV.A – Decision-Making Process

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

### Introduction

Berkeley City College (BCC) thrives on a culture of collaboration. For 40 years, the administrators, faculty, staff, and students of BCC have fostered a “small college” environment, creating a collegewide learning community in which all stakeholders engage with one another to advance teaching and learning and support student success. Throughout periods of expansion, challenge, and change, this collaborative, innovative, and student-centered spirit has characterized the role of governance at the College.

In 2006, BCC moved into a newly constructed, state-of-the-art facility, with expanded, centralized space for classrooms, programs, and support services. Since the move, the College has experienced an unprecedented period of rapid growth. Enrollment has increased 45 percent over the last seven years, spurring a corresponding growth in the size of the College’s instructional staff. In 2006-07, for example, unduplicated annual student headcount was 7,876. In 2013-14, unduplicated student headcount was 11,423. The number of full-time faculty has also increased dramatically over the last six years, from a total of 45 in Fall 2009-10 to a total of 56 in Fall 2013 (plus four unfilled vacancies) – an increase of 24 percent.

This momentum was slowed temporarily by several successive years of state budget cuts, which began in 2010-11. During this time, state-mandated workload reductions negatively impacted BCC’s schedule of classes, student enrollment, FTES generation, and hourly FTEF. The College also experienced a great deal of administrative turnover in this same period.

During the 2013-14 academic year, the College began to regain its momentum, and enrollment is on the rise again. Most importantly, throughout this challenging period, certain student success indicators, such as persistence and transfer, actually improved. The BCC fall-to-fall persistence rate has increased 7.6 percent since 2008, and BCC is now the community college with the highest percentage of transfers to U.C. Berkeley (UCB) in the State. Whereas the average acceptance rate to UCB is 24 percent statewide, at BCC, it is 63 percent.

BCC’s spirit of shared governance was integral to ensuring that the College remained highly functional and continued to improve programs and fulfill its Mission, Vision, and Values during the period of budget cuts and leadership changes of the last few years. Through strategic planning, collaborative problem solving, community partnerships, and grants, the BCC faculty, staff, and administration, as well as its student leaders, worked together through

these challenges to systematically set goals, protect programs and resources, and ensure that student needs were met.

As a result of this collaborative effort, BCC has been able to sustain a vibrant learning environment, despite major challenges. Under the direction of a new President, who came on board as Interim President in July 2012 and was appointed to the permanent position in January 2013, the College's shared leadership team has streamlined and strengthened the institutional planning process and taken specific steps to improve institutional effectiveness.

Perhaps the most important change has been the implementation over the last year of a new, more transparent [Budget Allocation Model \(BAM\)](#) throughout the District. As a direct result, the College has taken on, for the first time in almost a decade, a full complement of instructional deans and, over the last six years, has hired 24 new faculty members, of which 17 have been hired in the last three years, with two new positions posted. Another important development has been the emergence of new sources of revenue, such as the Peralta Accountability for Student Success (PASS) allocation process for Measure B funds, the state's new Student Success and Support Program (SSSP), and the Equity Plan, which will help sustain and grow the College's programs and services. These changes combined have created an opportunity for BCC to revisit and reassess its planning processes and shared governance model in order to ensure strong and broad stakeholder engagement.

### Standard IV.A, IV.A.1

**The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve. (IV.A)**

**Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation. (IV.A.1)**

### Descriptive Summary

Berkeley City College (BCC) recognizes that ethical and effective leadership at all levels of the organization enables the institution to identify its values, set and achieve goals, and improve learning. It is committed to creating and maintaining an environment for empowerment, innovation, and institutional excellence, an environment that engages all stakeholders in a continuous quest for institutional improvement.

Mission-Based Planning and Programming

BCC guarantees the quality and effectiveness of its educational programs and services by using its [Mission, Vision and Values](#), as well as its mission-based goals, as the foundation for annual resource planning and allocation. The College’s commitment to student success and educational excellence is central to its Mission, which is “to promote student success, to provide our diverse community with educational opportunities, and to transform lives.” It is also reflected in the College’s statement of values, which includes “a focus on academic excellence and student learning.”

BCC reviews its Mission, Vision, and Values regularly through its shared governance processes to ensure that they remain up-to-date and relevant to community needs. In mid-November 2013, for example, BCC’s administrators reviewed mission statements from all 112 California Community Colleges to look at how other two-year colleges in the state were framing their mission, vision, and values statements.

These sample mission statements were forwarded to the Standard I.A subcommittee for this Self Evaluation, which consisted of representatives from the faculty, staff, and student body. This group held several meetings and exercises to study the sample statements from other colleges and review the process by which BCC’s own Mission, Vision, and Values (MVV) Statement, first adopted in April 2005, had originated, as well as its current relevancy to both state and local needs. The sub-committee reaffirmed that the wording of the BCC MVV statement was current and acceptable, and only recommended the addition of the words, “the following,” to introduce the list of values. BCC’s MVV was reapproved by the Board of Trustees on October 7, 2014.

Integrated District and College Planning

As part of a four-college community college district, BCC operates under the [District's Planning and Budget Integration Model \(PBIM\)](#) process, which is clearly delineated in the District’s “Planning and Budgeting Integration Handbook”; the Handbook is updated annually and distributed to all District stakeholders. As part of this districtwide shared governance agreement, BCC creates goals consistent with the Strategic Goals set forth in the districtwide Strategic Plan, first approved in 2006, then reviewed and updated annually:

<b>Peralta Community College District: Five District Wide Strategic Goals</b>
1. Advance Student Success, Equity, and Success
2. Engage and Leverage Partners
3. Build Programs of Distinction
4. Create a Culture of Innovation and Collaboration
5. Develop Resources to Advance and Sustain our Mission

BCC sets its own college-specific annual goals, aligned with the overall District goals.

The College's goals are rooted in its Mission, Vision, and Values (MVV), and are reviewed each fall as part of an annual planning effort that involves the entire BCC community. As part of this process, the previous year's goals are documented, achievements analyzed, and new goals for student success and fiscal stability set for the upcoming year.

Institutional goals for the coming year are mapped to the state's new Student Success and Support Program (SSSP) standards for California Community Colleges (formerly Matriculation), which has three aims: 1) to ensure that all California Community College (CCC) students complete their college courses, 2) to ensure that each CCC student persists to the next academic term, and 3) to ensure that CCC students achieve their educational objectives through the assistance of specific student-centered services, such as mandatory orientation and assessment, and regular follow-up throughout their college careers.

In addition, BCC sets benchmarks for student achievement, in accordance with the Accrediting Commission for Community and Junior Colleges (ACCJC) annual report. These college-set benchmarks, along with the SSSP mandates, provide valuable measures by which the College can set goals for and assess progress in such areas as student learning outcomes assessment, course completion, and degree and certificate completion.

For example, BCC's 2013-14 institutional planning cycle began at the start of the academic year at the annual Faculty and Staff Development Days in August 2013, with a collegewide review of the previous year's goals, achievements, and student outcome data and a group discussion about the priorities for the upcoming year. BCC's various shared governance groups engaged in "conversation mapping sessions" to make sure that the proposed goals for the year were aligned with the BCC Mission, Vision, and Values (MVV) statements, the new state-mandated SSSP standards, and ACCJC requirements and recommendations, as well as U.S. Department of Education guidelines.

A short list of the College's top goals for 2013-14 was then presented to the wider college community through a series of Town Hall meetings, and final feedback was incorporated. During 2012-13, BCC had 20 goals, which the college community consolidated into fewer, broader goals. For 2013-14, the College streamlined its list to five overarching goals, as follows:

<b>Berkeley City College (BCC): Institutional Goals for 2013-2014</b>
1. Meet BCC student resident FTES target (3,691) by preserving and nourishing resources
2. Increase certificate/degree completion and transfers to four-year colleges or universities by inspiring and supporting students
3. Improve career and college preparation, progress, and success rates (successfully transition students from basic skills to college level, as well as CTE/career pathways)
4. Ensure BCC programs and services reach sustainable, continuous quality improvement level
5. Collaborate to ensure fiscal stability

Together, the BCC community developed strategies and activities, links to Statewide Student Success Initiatives, and measurable outcomes for each goal. The final list was then approved by the BCC President and the Roundtable for Planning and Budgeting and disseminated to all stakeholders.

BCC followed a similar planning process in 2014-15, which led to reaffirmation of the goals identified above and the development of new activities and [measurable outcomes](#) to meet them.

Planning is continuous throughout the year. For example, in May 2014, the BCC [College Roundtable](#) held a planning and discussion session to review the impact of the new revenue sources expected over the upcoming year (e.g., PASS, SSSP, grant funding), and agreed upon a framework for making decisions about allocation. Faculty, staff, and administrators participated in an exercise in which they identified their priorities for applying this discretionary funding. This discussion was then taken collegewide through a series of faculty and staff forums focused on improving communication within the college about the planning and budget allocations process.

### Dissemination of Information about the BCC MVV and Goals

BCC's current MVV statement and annual goals, as well as its [Goals and achievements](#) for the last five years, are available for all to view on the College website. The MVV statement is published in the [College newsletter](#), [BCC Today](#), and in the [President's Bulletin](#). It is also presented at the College's [Town Hall meetings](#), which are open to the entire BCC community. In addition, the MVV is on every agenda and department chairs

use the MVV and BCC Goals as a starting point for annual program review.

BCC maintains regular and accurate communication with internal and external stakeholders in a variety of ways to keep them informed about BCC's programs and services and progress toward improving institutional effectiveness. Internal communications include the [President's Bulletin](#) (for administrators, faculty, and staff), and internal planning documents and memos. External communications include the MVV statement, the annual goals, and committee minutes for the College's various shared governance groups and committees, all of which are posted online. In addition, BCC's accreditation self-evaluations and follow-up reports, as well as ACCJC notices and site visit reports, are available on the College website, for viewing by both internal and external audiences.

### Data-Driven Decision Making

BCC uses data to drive decision making about institutional priorities and resource allocation. The College collects and reviews learning outcomes assessment and institutional performance data as part of its annual planning cycle and as necessary for ongoing program planning and improvement.

Until recently, BCC used the state's Accountability Reporting for the Community Colleges (ARCC) system to track seven different types of college level indicators, including student persistence and successful course completion rates for the College and for specific courses, such as Basic Skills and ESL courses. Last year, the College moved to a new statewide system, the Student Success Score Card, in preparation for the new state-mandated Student Success and Support Program (SSSP) standards that went into effect in Fall 2014.

BCC's Vice President of Student Services oversees the College's annual collection of achievement data and works closely with the District Office of Institutional Research to generate research reports and analyses, which are populated from the District's data warehouse. In Spring 2014, the District Office of Institutional Research hired two experienced researchers to assist the colleges with their institutional research needs. In the last quarter of 2013-14, BCC also hired its own part-time researcher (20 to 30 hours a week), to assist with analyzing and interpreting institutional data for planning purposes. BCC plans to use new revenue streams expected in 2014-15 to expand this to a full-time position.

Through its website and trainings, the District provides institutional data for BCC administrators, faculty, and staff who are interested in making data requests. All administrators, faculty, and staff also have access to the District's Business Intelligence Tool, developed over the last five years, which allows them to view student success rates by individual class, by program, by discipline, and by the College as a whole. This information is used at different points during the institutional planning process to inform decision-making and generate dialogue.

For example, data review is an integral part of the College's annual program review process and used to make recommendations about program updates, new programs, staffing levels, technology and equipment requests, and facility-related needs. Course and program data, completion rates, and enrollment trends are analyzed and discussed by the shared governance groups and the wider College community as part the annual goal setting process. Additional data collection and analysis also occur as part of the development and implementation of grants and special initiatives, or as required, to respond to state budget cuts and mandate.

The collection of SLO assessment data is described in Section G of this report.

### Overview of College Level Budgeting and Planning Process

Berkeley City College (BCC) has a well-defined structure in place for integrated budgeting and planning. Chart 12 outlines the decision-making process at the college and shows the various input and feedback communication channels that currently exist to facilitate integrated budgeting and planning. Program reviews, aligned with the BCC MVV and Goals and based on data analysis and student learning outcomes assessment, provide the main impetus for planning, which determines decisions about resource allocation.

While Chart 12 represents the general flow of decision-making at the College, it is difficult to capture in a two-dimensional chart the degree to which decisions flow back and forth. For example, the College Goals – which are informed by District Strategic Goals, as well as the College's Mission, Vision, and Values, and by related qualitative and quantitative data from program reviews and annual program updates – are developed each year at the Roundtable for Planning and Budgeting. These College Goals then inform program reviews, flowing back from the Roundtable to the beginning of the decision-making flow. Thus, program reviews, conducted on a three year cycle, and annual program updates, conducted in alternate years, utilize College goals and objectives in their assessments of their programs and development of action plans, which then inform the College's planning documents. Similarly, while the Educational Master Plan, Technology Plan, and Facilities Plan inform the work of their respective committees – the Education Committee, Technology Committee, and Facilities Committee – these committees constantly conduct relevant research in order to provide information crucial to the ongoing development of the plans.

Annual planning at BCC is conducted through transparent and well-articulated processes that rely on outcomes data and the participation of all constituencies. All planning starts with the Mission, Vision, and Values statement, which, along with the Berkeley City College Goals and Institutional Outcomes, provides a foundation and framework for decision-making.

The annual planning cycle begins in the fall with program reviews every three years and annual program updates (APUs) during the intervening years in instructional areas and student services. Data analysis is critical to the program review and APU process.

Administrators, faculty, and staff review course and program data, including SLO and service area outcomes assessment findings; student success and enrollment data, and community and [labor market data](#), as it pertains to their areas.

The program reviews and APUs use the BCC MVV statement, the Berkeley City College Goals for the previous year, and the SLO/SAO assessment findings to guide and inform planning in their areas of focus. Both the Program Reviews and APUs generate recommendations for resource needs (human, physical, technological, and financial) at the course, program, and division levels. These recommendations are then submitted to the relevant leadership committees and councils (the Academic Senate, the Classified Senate, the Department Chairs' Council, the President's Cabinet, and the Associated Students of BCC).

Shared governance committees also scrutinize resource requests, as appropriate. For example, facilities requests are reviewed by the Facilities Committee, technology requests are reviewed by the Technology Committee, and all issues concerning the educational mission of the college are considered by the College Education Committee. These committees use rubrics to determine whether a proposed change is aligned with the BCC MVV and Goals.

The Department Chairs' Council also uses a rubric to assess and prioritize requests from program reviews for faculty positions at BCC. The prioritized list created by the Department Chairs' Council is sent to the shared governance committees for further discussion and input.

Ultimately, recommendations from the leadership and shared governance committees are forwarded to the BCC Roundtable for Planning and Budgeting, the collegewide shared governance committee, for review in the context of the College's stated MVV and goals. Final recommendations are forwarded to the College President and then submitted to the District Planning and Budgeting Council, which compiles the recommendations from all four colleges for final approval by the District's Chancellor and Board.

The final approved District Strategic Goals are then used, along with the College's MVV statement, to inform the College's goals, objectives, and outcomes for the next fiscal year, and the annual planning cycle begins again at the start of the next academic year.

### Shared Governance and Stakeholder Engagement

Integral to the "small college" environment which is at the heart of Berkeley City College's identity is an engaged body of staff, faculty, administrators, and students, taking initiative to improve the practices, programs, and services in which they are involved. The College offers both formal and informal opportunities for stakeholder participation.

The primary avenue for participation is BCC's formal shared governance structure. The current structure consists of leadership groups and shared governance committees addressing all aspects of operations. See Chart 12 for more detail on BCC's shared

governance groups.

Each constituency has representative groups that address the concerns of its members. Examples include the Academic Senate, the Classified Senate, the Associated Students of Berkeley City College (ASBCC), the Department Chairs' Council, and the Administrative Team (President's Cabinet). Each constituency determines the process to select members for its particular group.

The BCC Roundtable for Planning and Budgeting and the three main shared governance committees (Education, Facilities, Technology) all have collegewide representation. In addition there are a number of standing committees and ad hoc committees that contribute to the annual planning process and address specific college needs and events (including commencement, scholarship, transfer, campus health and safety, outreach and retention, registration, and student services).

Each of these committees has its own charge and processes for interacting with the College's different constituency groups and collegewide shared governance committees, according to the institutional decision-making cycle outlined in the College's [Shared Governance Manual \(2014\)](#).

It has been the commitment of BCC's senior administrators – the President, Vice President of Instruction, and Vice President of Student Services – to provide information related to this process, seek input from all stakeholders, and make full use of the various governance bodies to determine processes for arriving at budget decisions and making these decisions fully transparent. For example, in 2010-11 the College's governance bodies worked together to develop guiding principles for budget reductions, which included making data-driven strategic decisions and keeping cuts away from the classroom, to the extent possible. For more information on this, see the list of principles developed to address budget variations in [BCC's March 2013 Follow-up Report to the ACCJC](#),

When ideas for improvement have policy or significant institution-wide implications, systematic participatory processes are used to assure effective discussion, planning, and implementation. For example, in Spring 2014, BCC held a series of meetings with the *Roundtable* and with the larger BCC community to inform stakeholders about the new revenue streams that would become available over the next year and to review resource allocation requests generated during the fall planning cycle in light of this increase in discretionary funding. These meetings in 2014-15 involved a wide spectrum of faculty, staff, and administrators in the decision-making process about how to allocate these new funds and agree on priorities for the upcoming year.

In addition to using BCC's formal shared governance structure and processes, individuals, no matter what their official title, can informally contribute to improving the practices, programs, and services in which they are involved. The BCC President, for example, maintains an open door policy, and all stakeholders are welcome to meet with her to discuss their concerns and/or propose ideas and solutions to benefit the college. A suggestion box is located at the front entrance for the entire BCC community. Students can also contact the

College Ombudsman, via the BCC website, to discuss concerns related to the College's environment and BCC programs and services.

BCC holds four faculty and staff development days per year, two in August and two in January, in which administrators, faculty, and staff can engage in dialogue, data review, training, and planning for institutional improvement. The College also makes use of strategic scheduling to facilitate faculty and staff participation. No classes are offered between 12:15 pm and 1:30 pm, Monday through Friday because this time is reserved for College meetings. Agendas are sent in advance.

Students, staff, faculty, and administrators are all invited to participate in the President's Brown Bag Lunches and Teas, which are held monthly. Larger Town Hall meetings on specific topics are also held at least twice a semester and draw large participation. Recent Town Hall sessions on BCC's learning communities and on student success factors drew more than 80 participants.

BCC also has a variety of communication devices to keep various members of the BCC community informed about developments at the College and opportunities for participation. These range from the College website and the President's Bulletin (for faculty, staff, and administrators) to bi-weekly and quarterly BCC publications and student publications.

Finally, the College recently completed two surveys designed to provide additional opportunities for information about stakeholder engagement.

The first was the [Community College Survey of Student Engagement \(CCSSE\)](#). The CCSSE is a national survey designed to measure community college student engagement and the effectiveness of institutional practices that support student learning. It can help a college gain information about the learning experience of students at its institution and determine how well it is fulfilling its educational mission. CCSSE provides concrete feedback by which colleges can compare their own performance and practice to that of similar colleges. In this way, the CCSSE findings serve both as a benchmark and a diagnostic tool, helping colleges identify potential areas for improvement. At BCC, the 2013 CCSSE data have been used to inform annual institutional planning.

The second survey was an in-house canvassing of faculty, staff, and administrators, conducted in 2014 in preparation for the College's 2015 ACCJC Self Evaluation. The survey tool was developed through the shared governance process. All faculty, staff, administrators, and students were invited to participate, and responses were solicited from constituent groups across the College.

Survey results for both surveys were posted on the College's website and reviewed both in shared governance groups and collegewide, through faculty and staff forums. For example, in response to the March 2014 survey, the President planned several forums for the BCC community to review and discuss the results. The forums were held at different times (morning, noon, early evening) on May 12-15, 2014, to allow faculty and staff with

different work shifts to participate. The input was used to inform institutional planning for the next year, which began with the Faculty and Staff Development Days in August 2014.

### **Self Evaluation**

The College meets this Standard. The College provides multiple and effective avenues for the constant and ongoing exchange of ideas and information regarding both instruction and student services support. BCC constituencies pride themselves on collaboration and innovation, which has only grown with the move to a permanent facility. The Governance structure and planning processes of the College ensure robust participation from staff, faculty, administrators, and students. The College engages in ongoing assessment and evaluation of its shared governance processes and their effectiveness.

### **Actionable Improvement Plans**

None.

## **IV.A.2**

**The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forth ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.**

### **Introduction**

BCC adheres to the District's Board policies and administrative procedures providing for faculty, staff, administrator, and student participation in the decision-making process. All Board policies are approved through a shared governance process. They reference specific federal and state policies, codes, and legislation, as well as regulatory body requirements and standards, pertaining to the California Community Colleges, including AB 1725, 1988; California Education Code; California Code of Regulations; Title 5 (Administrative Code); and ACCJC standards.

The District's decision-making structure and commitment to participatory process is described in [Board Policy \(BP\) 2410 \(Board Policy and Administrative Procedure\)](#) which states, "...the Board is committed to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative regulations for Chancellor action under which the District is governed and administered."

BP 2410 affirms the importance of constituency involvement: "Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate in the consultation." Furthermore, it states that "Proposed changes or additions [to district policies and procedures] shall be introduced through the consultative process described in AP 2410: Policy Development Process."

[Administrative Procedure \(AP\) 2410 \(Policy Development Process\)](#) makes it clear that “New or revised draft Policies can be submitted to the Chancellor from any recognized PCCD group or individuals with area expertise.” It outlines a set of three steps by which all relevant stakeholders can contribute to the development of districtwide policies and procedures.

[BP 2510 \(Participation in Local Decisions Making\)](#) states that, according to Education Code 53200, the District shall “rely primarily” on the advice of the Academic Senate with respect to “Academic and Professional Matters.” Therefore, policies and procedures pertaining to “Academic Affairs” will also be reviewed by the District Academic Senate, which consists of representatives from the academic senates of each of the colleges in the District.

#### IV.A.2.a

**Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have mechanisms or organizations for providing input into institutional decisions.**

#### Descriptive Summary

At both the district and the college levels, BCC faculty and administrators have a substantive and clearly defined role in institutional policies, planning, and budget that relates to their areas of responsibility and expertise. BCC students and staff also have clearly defined mechanisms and organizations for providing input into institutional decisions.

#### Board Policy Defining Roles of Key Constituencies in District Decision Making

At the District level, [BP 2510 \(Participation in Local Decisions Making\)](#), addresses the role of the Academic Senate, staff, and students. According to BP 2510, “...Each...shall participate as required by law in the decision-making processes of the District.”

The document delineates the relationship between the Board and each of the three main constituency groups (academic senate, staff, and student), as specified by Title 5. For example, it states that the Board “will consult collegially with the Academic Senate, by relying primarily upon the advice and recommendations of the Senate.” It also describes opportunities for staff to participate in the formulation of district policies and procedures and states that the “opinions and recommendations of the staff will be given every reasonable consideration.”

With regard to student participation, BP 2510 states that the Associated Students of the

Peralta Community College District “shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by the law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.”

BP 2510 (Participation in Local Decision Making) uses the following language to express the District’s commitment to participatory processes in its relationship with the three main constituency groups: “Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate in the consultation.” Furthermore, BP 2510 states that “[p]articipation in decision making will not necessarily be limited to the named groups above.” This demonstrates recognition of the many stakeholders that comprise the Peralta Community College District and shows its commitment to making sure that those voices are heard through the District’s participatory governance processes.

The Board of Trustees of the Peralta Community College District further defines its relationship with the District Academic Senate (DAS) and the Academic Senates of BCC and the other three Peralta colleges in [AP 2511 \(Role of Academic Senates in District and College Governance\)](#). As required under Title 5 of the California Administrative Code and as provided for in law (specifically AB 1725), the Peralta Board of Trustees recognizes the right of the District Academic Senate “to make recommendations to the District Chancellor, and to the Board of Trustees with respect to ‘academic and professional matters.’” According to this procedure, each College Academic Senate “shall be recognized to make recommendations with respect to ‘academic and professional’ matters to their respective College President and the Management Team; and may consult collegially with the Board of Trustees about college matters.” In addition, AP 2511 states that the administrative leadership of each college “shall consult collegially on these and any other procedures established to carry out this policy.”

AP 2511 (Role of Academic Senates in District and College Governance) sets forward the definition of “academic and professional matters.” Under Title 5 regulations, this refers to the following:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review

10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate (Title 5 §53200)

### Shared Governance at Berkeley City College

The Berkeley City College Shared Governance Manual (2014), which is available on the College website, references AP 2511 (Role of Academic Senates in District and College Governance). It also includes key sections from Title 5 and the California Administrative Code, which define student, staff and faculty participation in general and academic senate involvement in particular.

All Berkeley City College governance groups and committees are described in detail in the Berkeley City College Shared Governance Manual (2014). The manual clearly outlines the purpose of each group or committee and lists the chair and committee members. It also describes the membership selection process and terms of membership, as well as the frequency of meetings for each group or committee. In addition, the manual describes which entities the group or committee may make recommendations to within the larger shared governance structure at BCC.

### College Senates, Councils, and Committees

As outlined in the Shared Governance Manual, the institution's planning and decision making structure relies on the input and guidance of the College's senates, councils, and committees.

The [Academic](#) and [Classified Senates](#) serve as the voice for academic and classified staff. These two groups examine collegewide planning and resource requests from the College's various standing and ad hoc committees and the Department Chairs' Council, discuss priorities, and make recommendations to the appropriate shared governance committees and the College's main decision-making group, the [Roundtable for Planning and Budgeting](#).

The [Associated Students of Berkeley City College \(ASBCC\)](#) is BCC's student government organization. Representatives from the ASBCC are encouraged to participate on BCC governance committees and provide valuable feedback from the students' perspective.

The [Department Chairs' Council](#) consists of all department chairs at the College. The Department Chairs' Council is involved in all aspects of planning that involve and impact instructional programs at the College.

The [Student Services Council](#), which is chaired by the Vice President of Student Services, includes representatives from all the different student services units at the College. This group is integrally involved in all aspects of planning connected to student services at the College.

In addition to these core leadership groups, a number of working committees at BCC contribute to the participatory governance process. For example, the College has a number

of standing committees that address various needs and functions at the college. These include the [Curriculum Committee](#) (a sub-committee of the Academic Senate); the [Planning for Institutional Effectiveness \(PIE\) committee](#) (formerly the SLO Assessment Committee); the Registration Enhancement Committee; the [Campus Health and Safety Committee](#), and the [Professional Development Committee](#).

BCC also has various ad hoc committees that meet as needed to address specific aspects of operations or to plan events to benefit various segments of the college community. These include the Commencement Committee, the Outreach and Retention Committee, the Scholarship Committee, and the Transfer and Career Center Advisory Committee.

Like the senates and councils, the standing committees and ad hoc Committees submit recommendations to the College's three shared governance committees. They may also work with or submit agenda items to other committees, as well as to the three senates and two councils, as necessary. In addition, they may present directly to the Roundtable for Planning and Budgeting, if appropriate.

#### College Level Shared Governance Committees

There are four shared governance committees at Berkeley City College (BCC): The Education Committee for Quality Programs and Services; the Facilities Committee; the Technology Committee; and the College Roundtable for Planning and Budgeting. Until recently, BCC also had a fourth shared governance committee, the Leadership Council, but an evaluation of the College's shared governance structure and decision making process in 2013-14 revealed that there was major overlap, in terms of membership and duties, between this committee and several other committees and groups. The College made the decision, therefore, to phase out the Leadership Council by the end of 2013-14 in order to streamline the shared governance process.

The shared governance committees serve a specific function within the larger institutional planning cycle at BCC. All planning-related requests that emerge from program reviews and annual program updates are funneled through the appropriate core leadership groups and then sent to the relevant shared governance committees, which review and assess these requests according to established rubrics and/or processes; link programs and departments to resources and districtwide planning efforts and special initiatives; and refine requests for submission to the collegewide Roundtable for Planning and Budgeting. The shared governance committees also function as liaisons between the College and the corresponding district level committees. In this way, they align communication and decision-making about matters in their purview with developments at the district level and help maximize efficiency and cost effectiveness.

#### College Roundtable for Planning and Budgeting

The Roundtable for Planning and Budgeting is the College's ultimate shared governance body. The charge of the Roundtable is to ensure that planning is linked to the College Mission, Vision, Values, and Goals, to establish linkage between district level goals and

college level goals, to prioritize resource allocations based on program review data and recommendations from the College's various governance committees, and to communicate to the wider BCC community the strategic activities of the College.

As part of the annual planning cycle, the Roundtable for Planning and Budgeting consolidates a final list of recommendations from the larger list generated through the participatory planning process that begins with programs reviews and annual program updates. This list is forwarded to the President and the President's Cabinet for final review and approval.

### President's Cabinet

The President's Cabinet functions as the College's administrative leadership team. The Cabinet includes the President, the two vice presidents, the Director of Business and Administrative Services, three deans, the Director of Special Projects and Grants, and the Director of Student Activities and Campus Life. These nine administrators also serve on a variety of College committees, helping to ensure cross-communication and coordination of efforts.

The President works with the Cabinet to review the planning and resource needs recommended by the Roundtable for Planning and Budgeting. The President assumes primary responsibility for the quality of the programs and services at the College and makes final recommendations about resource allocations, guided by the recommendations that have emerged from the shared governance process. Certain recommendations, such as faculty and staffing requests, are forwarded to the District for review and approval.

### Effective Shared Governance Policies/Practices at BCC

Shared governance is a tool to improve institutional effectiveness and student success. Ultimately, BCC measures the effectiveness of its shared governance structure by the degree to which it has met its annual institutional goals. The College uses the following evidence to demonstrate progress toward achieving these annual goals: SLO assessment results; student engagement surveys; student success, retention, and persistence rates; degree/certificate completion; transfer rates; and total FTES and/or FTES/FTEF (productivity). District and College [institutional assessment data](#) indicate that BCC is on target in all of these areas.

BCC continuously seeks feedback from its key stakeholders and opportunities for continuous improvement. According to the 2014 Self Evaluation Survey, the majority of respondents felt that the College’s mission is clear and publicized and that the shared governance process is working. BCC held a series of collegewide forums to address the important topics of collegewide communication and collaboration in May 2014. (Table 62)

Table 62

BCC Accreditation Self Evaluation Survey Responses concerning Leadership and Governance (Faculty, Staff, and Administration)

(March 2014)	Positive Responses (109 Total)
BCC has a clear and publicized mission that identifies its objectives.	91%
BCC engages in dialogue about the continuous improvement of student learning and institutional processes.	89%
BCC fosters appreciation for diversity.	86%
I understand my role in helping BCC achieve its goals.	86%
I have the opportunity to participate in shared governance at the college.	75%
Information about college performance is used regularly in college dialogue and decision-making sessions.	72%
There is effective (clear, current, and widely available) communication at the college.	71%

**Self Evaluation**

The College meets this Standard. Berkeley City College has a long history of inclusion of constituency groups when it comes to decision-making. Faculty, staff, administrators, and students participate in the discussion of collegewide issues and the development of solutions. BCC maintains a collegial culture that welcomes different opinions and perspectives and encourages open and deliberate debate on issues, and important decisions about planning and resource allocation involve all constituencies. BCC acknowledges the challenges of dealing with fast-paced growth and is committed to exceeding its current efforts to maintain a “culture of collaboration” as the College grows, involving all parties in a responsive and effective shared governance model.

Faculty members clearly have primacy on all academic and professional matters, as provided for in District [BP 2510 \(Participation in Local Decision Making\)](#). State regulations referenced in Board Policy 2510 also encourage student participation in shared governance. Classified representatives provide the classified staff with regular reports on the outcomes of shared governance meetings. The administration values and strongly encourages input, and the President maintains an “open door” policy.

**Actionable Improvement Plans**

None.

#### IV.A.2.b

**The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

#### **Descriptive Summary**

The College relies primarily on the faculty and the BCC Academic Senate with regard to academic matters. This policy is clearly stated in [Board Policy \(BP\) 2510 \(Participation in Local Decision Making\)](#) and in [Administrative Procedure \(AP\) 2511 \(Role of Academic Senates in District and College Governance\)](#).

[BP 2510](#) and [AP 2511](#) acknowledge the right of the District Academic Senate and BCC Academic Senate to assume primary responsibility for making recommendations in the area of academic and professional matters, including curriculum and academic standards. In both academic and professional matters, the District Board and the BCC administration rely primarily on faculty expertise, as required by California Education Code and Title 5.

The BCC Curriculum Committee, a standing committee of the BCC Academic Senate, also plays a key role, along with department chairs, in curriculum and program development at the college. The BCC Curriculum Committee provides guidance, advocacy, and oversight for the college's curriculum and makes sure that it reflects and supports the institution's mission and goals. It ensures that the curriculum is academically sound, comprehensive, and responsive to evolving community needs.

The BCC Curriculum Committee works closely with the District Council on Instruction, Planning, and Development (CIPD). The Committee reviews and makes recommendations regarding BCC course and program additions, revisions, and deletions, as well as related requirements.

The BCC Curriculum Committee is chaired by a faculty member appointed by the Academic Senate and is comprised of nine faculty members and three administrators (the Vice President of Instruction, the Vice President of Student Services, and a dean of instruction). Faculty appointees to the committee represent instructional departments and include the Articulation Officer, a BCC librarian, and the Student Learning Outcomes Assessment Coordinator.

At BCC, faculty members initiate new curriculum, programs, or modifications at the department level. Once approved at that level, curriculum actions are referred directly to the Curriculum Committee. The Curriculum Committee Chair refers new and revised courses to the Student Learning Outcomes Assessment Coordinator for the purpose of reviewing and approving or suggesting modifications to the stated Student Learning Outcomes and the proposed method of assessment.

Curriculum Committee actions are forwarded to the District Council on Instruction,

Planning, and Development (CIPD). Once approved at CIPD, curriculum actions are forwarded to the governing board for final action. The Planning for Institutional Effectiveness (PIE) Committee and department chairs oversee the assessments of courses and programs.

Program reviews and annual program updates (APUs), coordinated by department chairs and service areas leaders, guide the educational master planning of the College and are central to resource allocation requests. All departments and units participate in the Program Review and APU process.

### **Self Evaluation**

The College meets this Standard. The Curriculum Committee, the Planning for Institutional Effectiveness (PIE) Committee, the Department Chairs' Council, and the Student Services Council provide the necessary leadership for developing and reviewing student learning programs and services. The Curriculum Committee leads the approval process for academic courses and programs, including approval of prerequisites and learning outcomes.

The Planning for Institutional Effectiveness (PIE) Committee, under the leadership of the Student Learning Outcomes Assessment Coordinator (SLOAC), assists the faculty in developing student learning outcomes and in implementing a process for assessing SLOs and PLOs. The College's Student Services Council works with the SLOAC in assessment of student learning outcomes, as well as service area outcomes for the College's student services departments.

### **Actionable Improvement Plans**

None.

### **IV.A.3.**

**Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

### **Descriptive Summary**

Berkeley City College's shared governance structure encourages communication and collaboration among all members of the college community, as well as between the College and the District, and college processes and practices are structured to improve institutional effectiveness and support student learning. As outlined in the previous sections, the District and College follow Board policies and administrative procedures that specify the appropriate roles of faculty, staff, and students in this process and delineate the responsibilities of the District and College Academic Senates with regard to academic and

professional matters. These policies and procedures provide guidelines for dialogue, decision-making, and governance at both the college and district level.

### Opportunities for District-College Dialogue

The District Education Committee, the District Facilities Committee, the District Technology Committee, and the District Planning and Budgeting Council provide opportunities for collegial consultation between the District and the colleges. These bodies are the appropriate forums for discussing ideas, planning initiatives, and making recommendations to the Chancellor and the Chancellor's Cabinet.

### Opportunities for College Level Collaboration and Dialogue

The College's shared governance/participatory governance model depends on the collegial collaboration of the College's three Senates (the Academic Senate, the Classified Senate, and the Associated Students of Berkeley City College), the Department Chairs' Council, the Student Services Council, and the President's Cabinet. These groups were formed to address college matters and are properly charged and empowered to do so. Their members are appropriately selected and their processes clearly structured. The structures and processes of each of these leadership groups vary according to their respective purposes and the constituencies served.

The collegewide Roundtable for Planning and Budgeting is BCC's main forum for the discussion of ideas and effective communication among faculty, classified staff, and administration. A variety of standing and ad hoc committees and the three shared governance committees contribute items for discussion by the Roundtable, ensuring the participation of different constituencies in institutional planning and decision-making. The agenda for the Roundtable meetings is also sent out collegewide, and anyone can attend, not just voting members.

Collaboration and dialogue also take place throughout the program review and APU processes and in the annual institutional planning sessions. There are also numerous opportunities throughout the year, through meetings, workshops, professional development activities, faculty and staff forums, and Town Hall gatherings, for faculty, staff, administrators, and students to discuss ideas and work together for the good of the institution.

### Opportunities for Faculty Engagement and Participation

The BCC Academic Senate plays an active role in helping BCC faculty receive intentional training in order to be aware of and better execute their roles. Over the last two years, BCC faculty and shared governance leaders have participated in five different types of training events offered by the Academic Senate for California Community Colleges:

Table 63

State Academic Senate Trainings Attended by BCC Faculty from 2012-13 to 2013-14

Event	Number per Year	BCC Attendees
Academic Institute	1 per year	Academic Senate President Articulation Officer; Department Chair; First Year Experience Coordinator; new faculty hire; Librarian/Curriculum Committee member
Accreditation Institute	1 per year	Articulation Officer, Academic Senate President
Curriculum Institute	1 per year	Articulation Officer, Curriculum Committee Chair, Academic Senate President, Faculty Senator
Faculty Leadership Institute	1 per year	Academic Senate President; new Faculty Senator
Plenary Sessions	2 per year	Articulation Officer; Academic Senate President

BCC shared governance leaders have also participated in various inter-segmental California State University (CSU) and California Community College (CCC) workshops over the last year. For example, in March 2014, the BCC Curriculum Committee Chair, the Senate President, and the Learning Communities Coordinator all attended *Building Pathways: Alternative Approaches to General Education*, hosted by CSU Northridge. The conference focused on a new approach to General Education, called “GE Paths,” which aims to combine existing general education courses across the curriculum through themes such as global studies, social justice, and health and wellness.

Faculty members have also participated in the annual *Strengthening Student Success* conference offered by the Research & Planning (RP) Group for California Community Colleges (CCC). This event brings together CCC administrators, faculty, and researchers to brainstorm ways to strengthen institutional effectiveness and student learning. Presenters at these conferences have included BCC’s Academic Senate President, Teaching and Learning Center Coordinator, and Student Learning Outcomes Assessment Coordinator.

BCC has offered various in-house retreats for faculty, staff, and administrators focusing on SLO assessment and curriculum development. It also offers new faculty orientations, four college staff and faculty development days per year (two in August and two in January), and a full roster of professional development activities through its Teaching and Learning Center to facilitate faculty development and research about pedagogy and student learning, as well as to promote assessment and the development of meaningful responses to assessment findings.

At BCC, classified staff members serve on the Professional Development Committee, which plans staff and faculty development activities at the college. BCC classified staff members also participate in the district-sponsored classified staff professional development event.

The College has established structures to engage students in the participatory governance

process and in the wider college community. The College's student government association, the [Associated Students of Berkeley City College \(BCC\)](#) represents and advocates for students in shared governance meetings and oversees the College's 18 student clubs. BCC recently hired for the first time a Director of Student Activities and Campus Life and created an [Office of Campus Life](#) to sponsor events, programs, and services in order to "educate, advocate, entertain, and challenge our students."

### Self Evaluation

The College meets this Standard. Established governance structures, policies, and procedures delineate the roles and processes for the governing board, administrators, faculty, staff, and students to work together for the good of the District and the College. BCC has a clear and well-articulated shared governance structure and clearly defined processes for annual institutional planning and budgeting. Both the College's shared governance structure and the annual planning cycle are designed to encourage stakeholder participation and offer multiple points at which individuals may contribute.

As it grows, BCC continues to examine its shared governance structure and processes in order to ensure clear communication about how resource allocation decisions are made and encourage maximum input from faculty, staff, and students in identifying key priorities for the College. Over the last year, the College has streamlined its shared governance processes and combined or revamped existing committees to make the overall structure more effective.

The "small college culture" of BCC has historically stimulated and continues to nurture the free flow of ideas, ensuring that it retains its relevance in the District and in the community. BCC is committed to maintaining and strengthening a culture of collaboration and communication and to fostering the discussion of ideas and effective communication among all of the College's various constituencies.

### Actionable Improvement Plans

None.

### IV.A.4

**The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with the ACCJC's Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, Self Evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

### Descriptive Summary

BCC prides itself on maintaining integrity, honesty, and transparency in its relationships

with ACCJC and other external agencies. The College has a long and successful track record in managing external partnerships and government contracts and takes this role very seriously.

BCC is in full compliance with the eligibility requirements, standards, policies, and guidelines of the ACCJC. The College's accreditation status is published in the BCC College Catalog and on the BCC website. Self Evaluation documents, accreditation recommendations, progress reports, and the focused mid-term report are available on the website and in the Office of the President.

The College also files all annual reports required by the ACCJC. In addition, accurate and up-to-date student achievement and institutional effectiveness data for the College are available for public disclosure on both the College and District websites.

In addition to ACCJC compliance, BCC maintains honesty, integrity, and transparency in its relationship with other external agencies, including the state of California and the federal government. BCC, in conjunction with the District Office, manages and files all necessary reports for a range of contracts, including state funding allocations and federal grants. For example, the College maintains a positive track record in working with the U.S. Department of Education on large, multi-year grants (Title III, TRIO) and on federal financial aid. The College reconciles all financial aid funding on an annual basis. The District also has an annual audit conducted by an independent, external auditor, the results of which are reported to the U.S. Department of Education.

### **Self Evaluation**

The College meets this Standard. Berkeley City College is committed to demonstrating honesty, integrity, and transparency in its relationship with external agencies, including the ACCJC's Accrediting Commission and the U.S. Department of Education. BCC complies with all ACCJC eligibility requirements, standards, policies, and guidelines for public disclosure. It also responds in a timely manner to recommendations and requests made by the Commission. The College demonstrates similar accountability in working with other external agencies.

### **Actionable Improvement Plans**

None.

### **IV.A.5**

**The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

## Descriptive Summary

BCC regularly reviews its governance and decision-making structures and processes to assure their integrity, relevance, and effectiveness. This institutional self-assessment occurs in a number of different ways so as to ensure input from a variety of voices. BCC's governance and decision-making structures and processes are discussed as part of the annual institutional planning process. Structured discussions take place during the faculty and staff development days and forums, workshops, leadership retreats, and shared governance committee meetings.

Other evaluation measures include review of district structures and policies that impact the college, APU effectiveness review, Shared Governance Manual review, and surveys of student and faculty/staff satisfaction and engagement. The results of these evaluations are communicated through announcements in the different senates and the Department Chairs' Council and discussed through the shared governance committees, as needed. As appropriate, institutional decisions and changes are communicated to the wider college community and the general public through the College's established communications networks.

Examples of recent changes made in response to ongoing institutional dialogue and assessment include the following: streamlining the shared governance decision-making cycle to avoid duplication of efforts by overlapping groups (2012-14); creation of an Education Committee (2012); creation of a revised committee dedicated to Student Learning Outcomes, now known as the [Planning for Institutional Effectiveness \(PIE\) Committee](#) (2014); and modification to the [BCC Shared Governance Manual](#) (2014). In Spring 2014, BCC also introduced a series of forums for faculty, staff, and administrators to ensure transparency in the planning and budgeting process, given the new sources of revenue expected over the next year.

## Self Evaluation

The College meets this Standard. BCC regularly evaluates the role of its core leadership groups and committees in the College's shared governance model. Ongoing assessment of BCC's governance and decision-making structures takes place throughout the many shared governance committees and is often a topic of the College's Academic and Classified Senates and other shared governance groups, such as the Roundtable for Planning and Budgeting. The College is constantly working to evaluate, refine and improve its self-governance processes and strengthen its culture of dialogue, collaboration, and innovation.

## Actionable Improvement Plans

None.