

## Standard IV.B – Board and Administrative Organization

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

### IV.B.1

**The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

#### Descriptive Summary

The Peralta Community District is comprised of four colleges: Berkeley City College, College of Alameda, Laney College, and Merritt College. The Governing Board for the Peralta Community College District consists of seven publicly elected members, as described in Board Policy 2010 ([BP 2010](#)). Each member is elected from a specific geographic area in North Alameda County and each serves a four-year term. Board member terms are staggered with biennial elections in accordance with California Education Code ([BP 2100](#)). Though elected by geographic area, the members of the governing board represent the interests of all district residents. Two student trustees (non-voting) are elected by the student body of the four colleges for a one-year term and may serve a maximum of two terms ([BP 2105](#)). On an annual basis the Governing Board elects a president and vice president ([BP 2210](#)).

In keeping with California Education Code 709092, the Governing Board has clearly defined its duties and responsibilities as outlined in [Board Policy 2200](#). The Governing Board is committed to

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards;
- Assure fiscal health and responsibility;
- Monitor institutional performance and educational quality;
- Advocate for and protect the district;
- Delegate power and authority to the Chancellor to effectively lead the district,
- Hire the Chancellor and evaluate the Chancellor at least annually;
- Respect the authority of the Chancellor by providing policy, direction, and guidance to the Chancellor, who is responsible for the management of the District and its employees; and
- Delegate authority to the Chancellor to issue regulations and directives to the employees of the District.

In keeping with these duties, the Governing Board reviews and approves long-range academic and facilities plans and programs; approves courses of instruction and educational programs; establishes academic standards, probation and dismissal and readmission policies; assumes responsibility for the District's operational and capital outlay budgets; regularly reviews enrollment data and student achievement data; reviews and approves all grant awards; and maintains a strategic partnership with the Peralta Colleges Foundation. The Board assures that the District is financially sound through careful budget oversight and regular budget reporting from the District [Office of Finance](#).

As stated in the Peralta Community College District Mission and as is critical to the work of the Board, the District's purpose is to provide "accessible, high quality, educational programs and services to meet the following needs of its multi-cultural communities:

- Articulation agreements with a broad array of highly respected Colleges and Universities;
- Achievement of Associate Degrees of Arts and Science and Certificates of Achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment; and
- Early college programs for community high school students; ..." ([BP 1200](#), Mission, 2011; reapproved 2014).

The Governing Board recognizes "the basic principle that they possess legal authority only when they are convened as a Board" and when necessary "will meet as a committee of the whole when it is found to be appropriate to consider items such as educational or facilities master planning, budget study sessions, audit status, or policy review.... The purpose of committee-of-the-whole meetings [is] to gather information, hear from the public, and provide a forum to discuss pertinent issues that may ultimately come before the Board for further discussion and action" ([BP 2220](#)).

Three board members are members of the [Peralta Retirement Board](#). The Peralta Retirement Board meets quarterly to ensure sound fiscal decisions regarding [GASB 45](#) and Other [Post Employment Bonds \(OPEB\)](#) and provide reports to the Governing Board at a regular Governing Board meeting. Documents pertinent to the [Peralta Retirement Board](#) are posted on its website.

The Governing Board holds regularly scheduled meetings ([BP 2310](#)), adheres to its policy on agenda development and posting ([BP 2340](#)), adheres to a conflict of interest policy ([BP 2710](#)), and agrees to a Code of Ethics and Standards of Practice ([BP 2715](#)).

The Governing Board adheres to a clearly defined policy for selecting the District Chancellor, its chief administrator, as outlined in [Board Policy 2431](#); delegates authority to the Chancellor, as outlined in [Board Policy 2430](#); and annually evaluates the Chancellor, in keeping with [Board Policy 2435](#). The Chancellor evaluates the college presidents ([AP 7126](#)).



The current Chancellor has been in office since July 2, 2012. All [Board policies and district administrative procedures](#) are revised regularly and are posted.

The Chancellor, through the district [Office of Educational Services](#), which is under the direction of the Vice Chancellor of Educational Services, provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the District. The Office of Educational Services responsibilities include the areas of institutional research, accreditation, assistance with strategic planning, workforce and economic development, distance education, enrollment management, oversight of the [District Council on Instruction, Planning and Development \(CIPD\)](#), co-chairing of the District Education Committee, and holding of regular meetings with college vice presidents and deans.

The Governing Board has adopted a Board Policy concerning student learning outcomes ([BP 4210](#)) and in keeping with this policy, the District has adopted a detailed administrative procedure regarding student learning outcomes ([AP 4210](#)).

### **Self Evaluation**

The College meets this Standard. The District Board of Trustees, in keeping with the Mission of the Peralta Community College District, has established policies that ensure the quality, integrity, and effectiveness of the College's student learning programs and services. The Board has charged the Chancellor with setting and implementing District administrative procedures to ensure the quality, integrity, and effectiveness of student learning programs and services. The Chancellor is charged with providing regular reports to the Board. The selection and evaluation of the Chancellor is carried out through a clearly defined Board policy.

### **Actionable Improvement Plans**

None.

### **IV.B.1.a**

**The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

### **Descriptive Summary**

The Governing Board is an independent policy-making body. The Board President and Vice President adhere to their roles and responsibilities as per [Board Policy \(BP\) 2210](#). The members of the Governing Board adhere to their appropriate roles and responsibilities, as described in BP 2200. In keeping with BP 2715 (Code of Ethics and Standards of Practice),

the members of the Governing Board commit to acting as a whole, which means that they “speak and act on behalf of the district, not as individuals” and “use care not to misrepresent their individual opinions or actions as those of the Board.” Board members have authority only when acting as a Governing Board legally in session.

The Governing Board provides the opportunity for public participation at Board meetings ([BP 2345](#) and [AP 2345](#)). The Governing Board also ensures a role for the Academic Senate, staff, and students in local decision-making ([BP 2510](#)).

On an annual basis, each Board member declares his or her financial interests to ensure his or her independence in the decision-making process and to assure the public that there are no conflicts of interest. This is done through filing [California Form 700](#) and Peralta Supplemental Form 700. Also, as previously stated, Board members adhere to [BP 2710 \(Conflict of Interest\)](#), [AP 2710 \(Conflict of Interest Disclosure\)](#), and [BP 2715 \(Code of Ethics\)](#), as well as [AP 2712 \(Conflict of Interest Code\)](#).

### Self Evaluation

The College meets this Standard. Governing Board members have authority only when acting as a Governing Board legally in session. Once the Board reaches a decision, it acts as a whole. Board members annually file statements of economic interest. Further, because the District is a public entity, the Governing Board is ultimately responsible to the citizens of the District.

### Actionable Improvement Plans

None.

### IV.B.1.b

**The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

### Descriptive Summary

The district, per its mission statement codified in [Board Policy 1200](#), strives to

- Empower our students to achieve their highest aspirations;
- Develop leaders who create opportunities and transform lives;
- Provide students and communities with equitable access to educational resources, experiences, and life-long learning opportunities to meet or exceed their goals; and
- Deliver programs and services that sustainably enhance the region’s human, economic, environmental, and social development.

[Board policies](#) related to academic affairs (Board Policy Manual, Chapter Four, Academic Affairs) and student services (Board Policy Manual, Chapter Five, Student Services) are developed and reviewed by the Board. The administrative procedures to implement these policies are developed and reviewed under the Chancellor's leadership. The policies and procedures are consistent with the District and the College mission statements, federal laws, California Education Code, and State Title 5 regulations. Also, the District's five strategic planning goals are consistent with policies and procedures and address the improvement of student learning programs and services and the resources necessary to support them. Those goals are to

- Advance Student Access, Equity and Success;
- Engage Communities and Partners;
- Build Programs of Distinction;
- Strengthen Accountability, Innovation and Collaboration; and
- Develop Resources to Advance and Sustain our Mission.

The District annually sets institutional outcomes to address and implement the strategic goals. Those institutional outcomes seek to ensure quality, integrity, and improvement of student learning programs and services, as well as the resources needed to support them. The annual institutional outcomes are finalized, with input from all constituencies, at the annual Planning and Budgeting Integration Summit in August. Each college then sets measureable outcomes/objectives in alignment with the districtwide institutional outcomes. Each college then provides an update as to how the measureable outcomes/objectives were achieved. The [District Strategic Plan](#) is currently undergoing review for updating.

The [Planning and Budgeting Integration Model \(PBIM\)](#) district committees (Technology, Facilities, Education, and Planning and Budgeting Council), established pursuant to Board policies and District administrative procedures, have as their main goal/objective to ensure the quality, integrity, and improvement of student learning and programs and services and to address the resources necessary to support them. Through this districtwide committee process, the colleges and district service centers work together to ensure student success. All information regarding these [District level committees](#), including agendas, minutes, and meeting documents, is posted on a central web site.

### **Self Evaluation**

The College meets this Standard. The Governing Board acts in a responsive manner based on its expectations for quality, integrity, and improvement of student learning programs and services. It reviews all policies, especially those pertaining to educational services and offerings, on a regular basis to ensure that these policies are consistent with the District Mission. The Chancellor makes certain that all District administrative procedures that implement Board policy ensure the quality, integrity, and improvement of student learning programs and services. The [District Budget Allocation Model](#) provides a defined method for allocating funding to the colleges for student learning programs and services. The District also assists the colleges in seeking additional funding through grants and special programs targeted toward the quality, integrity, and improvement of student learning programs and

services; those requests are presented to the Governing Board for review and approval. The voter-approved [Measure B Parcel Tax](#) further provides College and districtwide resources to address student needs. These funds are now linked to a funding process called “Peralta Accountability for Student Success Program”.

### **Actionable Improvement Plan**

None.

### **IV.B.1.c**

**The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

#### **Descriptive Summary**

The Board of Trustees has final responsibility for the educational programs and fiscal integrity of the District. In its policy on duties and responsibilities ([BP 2200](#)), the Board acknowledges its responsibility to “establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations,... monitor institutional performance and educational quality,... assure fiscal health and stability, [and] advocate [for] and protect the district.”

Various board policies in Chapters Four and Five of the Board Policy Manual speak to educational quality, are adhered to by the District and colleges, and are regularly reviewed and updated. Those policies involve program, curriculum and course development; general education; articulation; graduation requirements; student learning outcomes; standards of scholarship; and the provision of essential student support services, including the [Student Success and Support Program](#). As noted previously, they can be found on the Peralta web site.

A regular agenda item at each board meeting is the Chancellor’s Report, which provides the Chancellor the opportunity in public session to have the vice chancellors and college presidents update the Board on various topics and initiatives, which can include grant applications, curriculum changes, programs of distinction, education planning, student achievement, enrollment data, and other such reports that address educational quality and financial integrity.

The Board at each meeting receives an oral report from the District Academic Senate President that consistently addresses the obligation to provide students educational quality and ensure their success. These oral reports are posted in the Board meeting minutes.

In conjunction with the Chancellor and District General Counsel, the Board is apprised of and assumes responsibility for all legal matters associated with the operation of the colleges

and the District Office. As needed, the District hires outside counsel to take on specific tasks. The Board is regularly updated on legal matters in closed session ([BP 2315](#)).

The Board of Trustees assumes responsibility for monitoring all aspects of District and College finances. An external auditor conducts an annual, independent audit of the District's financial statements and accounting practices, which is reviewed by the Board and presented at a public meeting. The District Chief Financial Officer regularly holds meetings of the Retirement Board regarding [OPEB investments which meet GASB 45 regulations](#). The Board receives quarterly financial reports and enrollment reports in addition to a comprehensive multi-year annual report on the financial condition of the District, as required by the state, following the guidelines of the State Chancellor's Office for California Community Colleges.

### **Self Evaluation**

The College meets this Standard. The Governing Board, functioning as an independent body, has ultimate responsibility for educational quality, legal matters, and financial integrity. The Board's decisions are in keeping with the District's Mission and adhere to federal law, state law and regulations, and local policies and guidelines.

### **Actionable Improvement Plans**

None.

#### **IV.B.1.d**

**The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

### **Descriptive Summary**

The Board policies (by-laws) specifying the Board's size, duties, responsibilities, structure, and operating procedures are approved by the Board and published in the Board Policy Manual.

The policies specific to this Standard were approved by the Board of Trustees in September 2011 and are regularly reviewed by the Board. Policies applicable to this standard include the following:

- [BP 2010](#) (Board Membership)
- [BP 2105](#) (Student Members)
- [BP 2100](#) (Board Elections)
- [BP 2200](#) (Board Duties and Responsibilities)
- [BP 2210](#) (Officers)
- [BP 2310](#) (Regular Meetings of the Board)

- [BP 2315](#) (Closed Sessions)
- [BP 2330](#) (Quorum and Voting)
- [BP 2340](#) (Agendas)
- [BP 2345](#) (Public Participation at Board Meetings)
- [BP 2360](#) (Minutes and Recording)
- [BP 2510](#) (Participation in Local Decision Making)
- [BP 2710](#) (Conflict of Interest)
- [BP 2715](#) (Code of Ethics)
- [BP 2740](#) (Board Education)
- [BP 2745](#) (Board Evaluation)

### Self Evaluation

The College meets this Standard. The Board of Trustees publishes its by-laws and policies pertaining to its size, duties, responsibilities, structure, and operating procedures. These are publicly available on the District's web site.

### Actionable Improvement Plans

None.

### IV.B.1.e

**The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

### Descriptive Summary

The Board of Trustees is charged with establishing policies that govern the operation of the District and expects that all policies are followed properly. The Board charges the Chancellor to develop and implement administrative procedures applicable to Board Policies. The Board Policy Manual, which contains approved policies and administrative procedures, as noted previously, is posted on the District website.

In 2011 the Board made a decision to convert all existing policies and procedures to the Community College League of California (CCLC) format. CCLC provides a legal service to assist governing boards and districts throughout the California Community College system in maintaining updated and accurate board policies and administrative procedures. Because of the conversion to the CCLC model, no policy or procedure at this time predates 2011.

Many policies and procedures have been updated since 2011, as advised by CCLC per their update reports provided at least every six months. Further, given the ongoing changes by the state legislature to Education Code and resultant changes in state Title 5 Regulations, the Chancellor also can recommend policy and procedural changes to implement mandates from the state even prior to any recommendation from CCLC. Administrative Procedure 2410 provides a clear description of the Policy Development Process.

All [agendas, minutes, and video recordings of Board meetings](#) are located on the District website. As can be seen in reviewing Board agendas, minutes, or videos of board meetings, the Board's actions are consistent with its policies and with District administrative procedures.

### **Self Evaluation**

The College meets this Standard. The Board of Trustees regularly evaluates its policies and administrative procedures, revises them as necessary, and acts in a manner that is consistent with its policies and by-laws. The Board is greatly assisted in this process through the services provided by the Community College League of California.

### **Actionable Improvement Plans**

None.

### **IV.B.1.f**

**The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

### **Descriptive Summary**

The Board of Trustees has a process for board member development, which is codified in Board Policy 2740 (Board Education). New board members (trustees) and new Board presidents are provided with a broad orientation. Board members are encouraged to annually attend at least one professional conference or workshop conducted by one of the associations of community college trustees. Board members attend various workshops, trainings, and conferences provided by the California Community College Trustees, the Community College League of California, and the Association of Community College Trustees in order to keep current on issues and trends affecting post-secondary education. Further, the Board engages in study sessions at least annually, which are open to the public.

The current members of the Governing Board have participated in the Community College League of California's Board Governance Education Program, which focuses on the following competencies: Accreditation, Student Success, Governance, Fiscal Responsibilities, Board Evaluation, Ethics Training, and Brown Act Training. The Board held a study session in November 2013 to refresh members' understanding of their duties and responsibilities.

Board members are elected for four-year terms, which are staggered, as stated in Board Policy 2100 (Board Elections), in adherence with California Education Code.



### **Self Evaluation**

The College meets this Standard. New members receive appropriate orientations and training. Board members attend professional conferences and workshops, belong to the appropriate professional organizations, and participate in training sessions provided by the Community College League of California. The Board has a policy that provides for continuity of board membership and staggered terms of office.

### **Actionable Improvement Plans**

None.

### **IV.B.1.g**

**The governing board's Self Evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

### **Descriptive Summary**

Board Policy 2745 (Board Evaluation) details the annual Self Evaluation process of the Board of Trustees. The Self Evaluation is conducted annually during the months of November and December. A Self Evaluation form is provided to each trustee and student trustee near November 15. The Board members complete the Self Evaluation form and deliver it to the Board President by the end of November. The document is used as the foundation for a formal discussion during a workshop scheduled in conjunction with the December board meeting. The Board's goal in Self Evaluation is to share views, values, concerns, priorities, and recommendations among themselves. The results of the Self Evaluation process are used to identify accomplishments in the past year and goals for the upcoming year.

### **Self Evaluation**

The College meets this Standard. The Board's process for assessing its performance is clearly defined in Board Policy 2745 (Board Evaluation). The policy is publicly available on the [Board of Trustees'](#) web page.

### **Actionable Improvement**

None.

### IV.B.1.h

**The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

#### **Descriptive Summary**

Board Policy 2715 (Code of Ethics and Standards of Practice) details the standards of ethical conduct for Board members. This policy addresses the following topics: acting as a whole, managing conflicts of interest, handling special interest groups, maintaining appropriate conduct at board meetings, maintaining confidentiality of closed sessions, exercising authority as trustees, and handling administrative matters. Any allegations of violation of the code of ethics are directed to the President of the Board or the Vice President if the President's behavior is in question.

#### **Self Evaluation**

The College meets this Standard. The Board of Trustees works to be collegial, collaborative, and professional. Members of the Governing Board take seriously their responsibility to the colleges, the community, and the law.

#### **Actionable Improvement Plans**

None.

### IV.B.1.i

**The governing board is informed about and involved in the accreditation process.**

#### **Descriptive Summary**

The Board has been informed about and involved with the accreditation process through regular reports from the Chancellor, vice chancellors, and college presidents. As is well known, the four Peralta colleges have been required to file numerous follow-up reports with the ACCJC from 2010 through 2013. The follow-up reports addressed numerous district recommendations, some of which were specific to the Board. Further, the follow-up reports required ACCJC site visits. During this time period, the Board reviewed more follow-up reports than many other governing boards regarding District and college efforts to meet the accreditation standards. All reports required by ACCJC are placed on Board agendas for Board review and approval. The Board also has been provided regular updates on strategies and processes that were used to respond to the various recommendations to ensure that the District/colleges came into compliance with eligibility requirements, accreditation standards, and commission policies.

Board responses to these reports make it evident that the Board takes the accreditation process seriously and has acted to become knowledgeable regarding the work that is being done to meet eligibility requirements, accreditation standards, and commission policies. Board members have made themselves available to meet with the various visiting teams from ACCJC. The Board assumes full responsibility for ensuring that all ACCJC recommendations receive effective responses.

The Board participates in various Community College League of California events that provide information and updates regarding regional accreditation, and often, members of the ACCJC staff provide workshops at these events.

### **Self Evaluation**

The College meets this Standard. The Board of Trustees is well informed about and appropriately involved in the accreditation process. The Board understands the purpose and value of accreditation and the ongoing need to meet and exceed accreditation standards.

In a Study Session on November 12, 2013, the Board addressed accreditation. The minutes for this study session report the following:

Accreditation is fundamental to how we operate. Because of accreditation standards, our focus is on best practices when it comes to institutional integrity, teaching and learning processes, student support systems, resources, governance, etc. If we could meet those standards on a regular ongoing basis, we would have a stellar district that we would be proud of. The reputation of our district, it would be enhanced as we continue to meet our accreditation responsibility. This next cycle is critical for us to do so. [The former President of the Board] alerted everyone to *The Guide to Accreditation for Governing Boards*, a publication which explains the Accreditation Standards and describes the duties and responsibilities of governing board members for meeting Accreditation Standards and for leading a results-oriented college.

At the July 15, 2014 Board meeting, the Chancellor provided the Board with a detailed report on current accreditation work as the colleges prepared their Institutional Self Evaluations for submission to ACCJC and the March 2015 site visits. The Chancellor also provided the Board with a detailed outline of tasks to be completed monthly in finalizing the Institutional Self Evaluation reports.

### **Actionable Improvement Plans**

None.

### IV.B.1.j

**The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

#### **Descriptive Summary**

The Board of Trustees has the responsibility for selecting and hiring the Chancellor of the Peralta Community College District, based on a process for selecting a Chancellor detailed in Board Policy 2431 (Chancellor Selection). The current Chancellor has served since July 2012. The Board conducts annual evaluations of the Chancellor in closed session. The role and responsibilities of the Chancellor are outlined in Board Policy 2430 (Delegation of Authority to the Chancellor) and in the Chancellor's job description. Board Policy 2435 provides for the Evaluation of the Chancellor.

The Board delegates full responsibility and authority to the Chancellor to implement and administer Board policies and District administrative procedures without Board interference and holds the Chancellor accountable for the operation of the district. The Board has taken seriously an ACCJC recommendation requiring it not to micromanage the District and has charged the Chancellor with full responsibility for administering the District.

The Chancellor meets weekly with his Cabinet, currently comprised of the vice chancellors; the associate vice chancellors; General Counsel; the Director of Public Information, Communications and Media; and the four college presidents. At the time of the writing of this response to the Standard, the District had posted the position of Deputy Chancellor/Chief Operating Officer; once hired, this individual will also be a member of the Chancellor's Cabinet. These meetings provide the forum for addressing districtwide strategic and educational planning with the purpose of maintaining quality educational programs and services for the community.

The selection/hiring process for college presidents is described in Board Policy 7123 (Hiring Procedures for Regular Academic Administrators and Classified Managers).

#### **Self Evaluation**

The College meets this Standard. Procedures are in place for the selection and evaluation of the Chancellor and the college presidents. The Board and the Chancellor adhere to these procedures. Board members understand their roles in policy making, and this commitment is

clearly stated in Board policies. The Board has and upholds a policy for delegation of authority.

### **Actionable Improvement Plan**

None.

**IV.B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

### **Descriptive Summary**

The College President is the chief executive officer of BCC and is responsible for the implementation of Board policies and administrative procedures at the College. The President has executive responsibility and ultimate authority for the college budget. The President also is responsible for recommending to the Chancellor the management, operational, and staffing structures required to administer the College and to facilitate student learning.

The President is responsible for assuring that the College serves its students by providing the highest quality education and support services possible in keeping with the College Mission, Vision, and Values. She does this largely by encouraging the college components (Instruction, Student Services, and Administrative Services) to evaluate how they deliver services and how they might better serve student needs and continually assess the effectiveness of the services they offer.

The President chairs the College Roundtable for Planning and Budgeting, a shared governance committee that includes the college administrators from Instruction, Student Services, and Administrative Services and representatives from shared governance bodies, including the Academic Senate, Classified Senate, and Associated Students of BCC. The College Roundtable meets twice monthly to discuss and make recommendations relating to planning and budgeting regarding facilities, technology, and staffing, as well as processes for decision-making. Information and minutes from College Roundtable meetings are available on the college website. By working together with leaders from all aspects of the College, the President gathers input, hears perspectives, and ultimately brings recommendations to the Chancellor and, if necessary, to the Board.

### **Self Evaluation**

The College meets this Standard. The President effectively leads the College in its planning and budgeting processes, and has primary responsibility for ensuring the quality of BCC.

## Actionable Improvement Plans

None.

### IV.B.2.a

**The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### Descriptive Summary

Upon the recommendation of the Chancellor, the Board of Trustees appointed the current President of Berkeley City College as interim president in June 2012 and as permanent president in January 2013. The President provides overall organizational leadership that supports the Mission, Vision, and Values of Berkeley City College and the Mission of the Peralta Community College District. The current President was formerly the Peralta Community College District Vice Chancellor of Educational Services, and prior to that, she was the Vice President of Instruction at Berkeley City College.

To fulfill its purposes, the College is organized into three areas: (1) Student Services, (2) Instruction, and (3) Administrative Services. Student Services and Instruction are led by vice presidents, and administrative services is led by the Director of Business and Administrative Services. All three of these administrators report directly to the President. In addition, the Public Information Officer reports directly to the President. The President delegates to each of these leaders the responsibility for the functions within his or her area.

The Vice President of Student Services supervises the Dean of Student Support Services and the Director of Student Activities and Campus Life. The Vice President of Instruction supervises two deans and the Director of Special Projects and Career and Technical Education.

The structure of responsibility for administrative areas is found in the College organizational chart. It is the joint responsibility of the college administrators, under the guidance of the College President, to assure access to and the quality of a comprehensive array of instructional, student services, and student support programs. The President, through a shared governance process, sets annual measureable objectives in keeping with the five district strategic planning goals. All administrators assist the College in meeting those goals/objectives, which are assessed at the end of each academic year. Further, administrators oversee comprehensive program reviews (every three years) and annual program updates in order to provide effective planning for the College and to respond to the purposes, size, and complexity of the College in keeping with its Mission, Vision, and Values.

The President meets regularly with the President’s Cabinet to ensure that all College administrators are informed of and involved in new, developing, and ongoing College issues. The President also meets regularly with leaders of the Academic Senate, Classified Senate, and Student Senate to discuss issues pertaining to these groups. Information, proposals, and action items that affect BCC ultimately come to the College Roundtable for discussion. The President uses recommendations from the Roundtable to set the direction of the College.

### **Self Evaluation**

The College meets this Standard. The President effectively plans, oversees, and evaluates the College’s organizational structure and planning and governance processes, which are based on relevant data. She uses recommendations that arise from these processes to make decisions regarding the direction and course of action for the College. The President has ultimate responsibility for decisions on planning, budgeting, selecting and developing personnel, and assessing institutional effectiveness to fulfill the College’s Mission, Visions, and Values, which are aligned with the District’s mission. The President appropriately delegates responsibility to her administrative team.

### **Actionable Improvement Plans**

None.

### **IV.B.2.b**

**The president guides institutional improvement of the teaching and learning environment by the following:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

### **Descriptive Summary**

#### Establishing a Collegial Process that Sets Values, Goals, and Priorities

“Berkeley City College’s Mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.” From the Mission, the college has adopted the following as its Vision: “Berkeley City College is a premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation and transformation.”

In support of its Mission and Vision, the College has set the following Values:

- a focus on academic excellence and student learning;
- a commitment to multiculturalism and diversity;
- a commitment to preparing students for citizenship in a diverse and complex changing global society;
- a commitment to a quality and a collegial workplace; and
- the importance of innovation and flexibility.

To provide a structure for achieving the Mission, Vision, and Values (MVV), the College/District has set five strategic planning goals:

- A. Advance student access, equity, and success
- B. Engage and leverage partners
- C. Build programs of distinction
- D. Create a culture of innovation and collaboration
- E. Develop and manage resources to advance the college's mission

Annually, under the leadership of the President, the College uses a collegial participatory governance process to set measureable Institutional Objectives in order to address and achieve the strategic goals. The Institutional Objectives are finalized at the College Roundtable for Planning and Budgeting. In 2013-14, under the President's direction, the Roundtable, with input from various shared governance groups, aligned the institutional objectives with the MVV and the Student Success and Support Program, and provided the strategies and activities needed to meet the goal/objectives, thus developing the measureable outcomes for the College. Student achievement standards, as per the ACCJC annual report, were also factored into the Institutional Goals.

The President is instrumental in setting the tone for a data-driven culture at the College, ensuring that evaluation and planning are guided by external and internal data. The comprehensive program reviews every three years and the annual program updates in intervening years inform the College's educational planning. From the program reviews and the annual strategic institutional measureable objectives, the College sets priorities that are reviewed at the various shared governance committees and groups and forwarded with input to the College Roundtable. These priorities are then referred to the President's Cabinet and ultimately to the President for a final decision and commentary.

It should be noted that the College Roundtable is the high level planning and budgeting committee for the College. The charge of the Roundtable includes

- Giving input on planning and budget;
- Linking planning and documents to district/college mission, goals, strategic plans and accreditation standards;
- Assessing college needs to ensure systematic development of policies and procedures;
- Prioritizing resource allocations based on recommendations informed by defined criteria and outcomes; and

- Informing the college community about strategic goals.

The College President chairs the College Roundtable for Planning and Budgeting and works to keep the Roundtable focused on decision making and budget integration, and in so doing, to set goals and priorities for the College.

### Evaluation, Planning, and Research

The District Office of Institutional Research is responsible for the analysis and delivery of data to the colleges for planning and reporting purposes. In the course of these activities, the Office of Institutional Research generates reports and statistical analyses that inform management, faculty, staff, government agencies, and the general public about Peralta's academic programs, students, personnel, and services. The Office of Institutional Research serves as the liaison to the colleges and government agencies involved in issues of educational research.

Data from the Office of Institutional Research are provided in the following areas: Peralta facts by topic, Peralta demographic profiles, awards and transfers, equity data, success and retention data, basic skills tracking, cohort tracking, enrollment data, and data by discipline for program reviews and annual program updates. The Office of Institutional Research also maintains a Business Intelligence (BI) Tool, which provides data through interactive dashboards. The BI Tool is the reporting environment for the District's Institutional Research Data Warehouse. It currently uses the Oracle Business Intelligence Enterprise Edition version 10G software. The BI Tool is a powerful ad-hoc query and analysis tool that works against a logical view of information from multiple data sources in a pure Web environment.

The District Office of Institutional Research assists in providing needed data to the College. Also, the District Office of Institutional Research annually provides the required data for comprehensive program review or annual program updates. During the period of the writing of this Institutional Self Evaluation, the College hired a researcher to provide additional pertinent data.

At BCC, the College's Mission, Vision, and Values – as well as strategic planning goals and measureable objectives – drive planning. They are incorporated into comprehensive program reviews every three years and annual program updates in the alternate years. These planning documents incorporate student learning outcomes assessment data, achievement data, and other necessary information. They lead to collegewide educational planning and resource allocation, as they include specific requests for personnel, equipment, supplies, facilities, and professional development needs.

The College President ensures that the College Roundtable annually reviews the planning process in an effort to continually and consistently improve it, as necessary.

## Self Evaluation

The College meets this Standard. Through appropriate planning and evaluation, the President guides the institutional improvement of the teaching and learning environment. At Berkeley City College, the President and constituency groups share a commitment to effective dialogue, working together collaboratively to set values, goals, and priorities. The college constituency groups appoint representatives to the College Roundtable for Planning and Budgeting and other collegewide committees, such as the Education Committee, Technology Committee, and Facilities Committee, to work together in order to make recommendations to the President.

The College President ensures that the work of the College links educational and resources planning and that this planning is integrated with student learning outcomes assessment and comprehensive program review and annual program updates.

## Actionable Improvement Plans

None.

### IV.B.2.c

**The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

## Descriptive Summary

The President assures the implementation of statutes, regulations, and Board policies and assures through various methods that institutional practices are consistent with the College's and District's missions and policies. The President meets weekly with the President's Cabinet and, as necessary, discusses consistency and effectiveness of implementation. She meets bi-monthly with the College Roundtable; those meetings include discussion of statutes, regulations, and Board policies, as needed, as well as discussion of the College Mission, Vision, and Values. For example, there have been many changes in California Education Code and California Community College Title 5 regulations in keeping with the Student Success and Support Program Act of 2013. As a result, the President has factored those changes in requirements into meeting agenda items for discussion and action, as appropriate and necessary.

The President meets weekly with the Chancellor's Cabinet at the District Office. She attends all Board meetings, and she is a voting member of the District Planning and Budgeting Council. These district level connections also serve to ensure consistency of statutes, regulations, and Board policies between the District and the College.

### **Self Evaluation**

The College meets this Standard. The President assures the implementation of statutes, regulations, Board policies, and administrative procedures. In addition, she follows institutional practices consistent with the Mission, Vision, and Values of the College. The President and the administration consistently refer to the relevant statutes, Board policies, and administrative procedures when making important decisions. Further, administrators see it as their responsibility to inform faculty and staff of Board policies, administrative procedures, Title 5 regulations, and relevant laws regarding day-to-day operations of the college.

### **Actionable Improvement Plans**

None.

### **IV.B.2.d**

#### **The president effectively controls budget and expenditures.**

##### **Descriptive Summary**

The President effectively controls budget and expenditure. BCC regularly monitors its expenditures to ensure that they do not exceed the College's allocation. The President works within the College's participatory governance process to set the budget priorities. See the descriptive summaries in Standard III.D for more information.

The President provides effective leadership of the President's Circle, an initiative to help sustain Berkeley City College through donations and gifts to support signature programs at the College.

### **Self Evaluation**

The College meets this Standard. The President successfully controls the integrated planning and budgeting process through appropriate dialogue with various constituents and the College Roundtable. These processes assure ongoing institutional evaluation and improvement and a balanced budget that meets the identified needs of students and the College.

### **Actionable Improvement Plans**

None.

### IV.B.2.e

**The president works and communicates effectively with the communities served by the institution.**

#### **Descriptive Summary**

At the beginning of each semester at College “flex day,” the President provides an update on key information in order to keep the college community informed on pertinent College/District matters, as well as state and accreditation matters.

The President also assures that communication flows from key College committees to all members of the College, in part by making committee meetings open and by distributing agendas and minutes to the entire BCC community through e-mail. Information from various District committees, such as the District Planning and Budgeting Council, is reported at Roundtable meetings and becomes a part of the Council minutes. The President also has established Afternoon Teas, Brown Bag lunch meetings, and Town Hall meetings on specific Wednesdays and Thursdays throughout each semester as a method of communication that helps to keep the college up-to-date on key issues and topics. The President communicates electronically with the College through *The Messenger*, *The President’s Bulletin*, and *BCC Today*.

The President regularly meets individually with community, education, and business leaders. She attends the Berkeley City Club, and Friday Breakfasts, and meets with the City of Berkeley Mayor and members of the Downtown Berkeley Association. She is a board member of the Berkeley Chamber of Commerce. She also meets with local businesses, such as Bayer and Poly-Plus. The College also has a President’s Circle which works with community leaders to obtain funding for specific projects and programs at the College, with a focus on “Support our Signature Programs for Students.” The President is also a board member of the Peralta Colleges Foundation.

#### **Self Evaluation**

The College meets this Standard. The President works very successfully with the external communities served by BCC and is in regular communication with its constituents as well, demonstrating a commitment to institutional integrity. The President recognizes that, through partnerships with the external community and effective communication within the BCC community, it is possible to meet the Mission, Vision, and Values of the College and to provide a quality education to the community the College serves.

#### **Actionable Improvement Plans**

None.

### IV.B.3

**In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

#### IV.B.3.a

**The district /system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

#### Descriptive Summary

The publicly elected Board of Trustees is the governing board for the four Peralta Community College District colleges. The authority of the governing board is delineated in California Education Code; its mandate is to provide oversight of and direction to the District. The Board of Trustees keeps Board policies current; these policies address key operational issues of a California community college district.

The Board appoints the Chancellor and delegates to him executive responsibility for administering the policies adopted by the Board. The Chancellor executes all decisions of the Board requiring administrative action. The role and responsibilities of the Chancellor are delineated in [Board Policy 2430](#).

At the college level, authority and responsibility for implementing policies and procedures of the Board, as well as the directives from the Chancellor, rest with the College President, as stated in [Administrative Procedure 2430](#).

At the district level, there are four vice chancellors; a General Counsel; an Executive Director of Public Information, Communication, and Media; and an Associate Vice Chancellor/Special Assistant to the Chancellor, who report directly to the Chancellor. The four college presidents also report directly to the Chancellor. At the time of the writing of this report, the District had posted the position of Deputy Chancellor and Chief Operating Officer. Once this position is filled, there will be a change in the District Office organizational structure. The Vice Chancellor of General Services, the Vice Chancellor of Human Resources and Employee Relations, the Office of Finance and Administration, and the Associate Vice Chancellor for Informational Technology will report to the Deputy Chancellor and Chief Operating Officer. The Deputy Chancellor, the Vice Chancellor of Educational Services; General Counsel; the Executive Director of Public Information,

Communication, and Media; and the Associate Vice Chancellor/Special Assistant to the Chancellor will report directly to the Chancellor. The roles and responsibilities of these administrators are delineated in job descriptions which are housed in the District Office of Human Resources. General statements of responsibilities of the vice chancellors are also included in District Administrative Procedure 2430.

At the district level, the Chancellor has a Chancellor's Cabinet which is comprised of all district administrators noted above, all associate vice chancellors, and the four college presidents. The Chancellor's Cabinet meets weekly at the District Office in an effort to set and communicate expectations of educational excellence and integrity throughout the District and to assure ongoing support for the effective operation of the colleges. Thus the Chancellor, through this administrative team, ensures a clear delineation of the roles of the District Office administrators and the college presidents, as well as accountability for planning and decision-making.

Also at the district level there is a participatory governance process for planning and budgeting integration. Central to this process are four District committees that allow for districtwide planning and decision-making, as well as collaboration between the District service centers and the colleges. These four committees, each of which meets monthly, are the District Facilities Committee, the District Technology Committee, the District Education Committee, and the District Planning and Budgeting Council. Each committee has a specific charge with the purpose of setting standards for educational excellence throughout the District and bringing college constituency representatives and District administrators together in an effort to address District operations and districtwide planning.

At the beginning of each academic year the four District committees, at the direction of the Chancellor, come together at a Summit to review the annual budget and to finalize annual institutional goals and measureable objectives in alignment with the goals of the District Strategic Plan. The Summit also is an opportunity for the four District committees to begin their committee process for the academic year by setting annual committee objectives in keeping with the district level institutional goals and measureable objectives, consistent with the District Strategic Planning Goals. All recommendations throughout the academic year from the three subject matter committees (Technology, Facilities, and Education) are forwarded to the Planning and Budgeting Council (PBC) for review and approval. The PBC forwards recommendations to the Chancellor for review and action. At the end of each academic year, all committee members are requested to assist in evaluating the Planning and Budgeting Integration Model committee process in an effort to continuously improve it. All agendas, minutes, and meeting documents are posted on a public District website. The meetings of the four District committees are open to the public.

### **Self Evaluation**

The College meets this Standard.

The Chancellor understands his role and responsibilities as the chief executive officer/chief administrative officer of the Peralta Community College District. The Chancellor also



understands the role of the College President as chief executive officer/chief administrative officer of the College.

The four college presidents, through the Chancellor's Cabinet, collaborate weekly with the Chancellor and District administrators on integrated strategic and educational planning, the budget, and other matters affecting the colleges and District. The college presidents are given wide latitude in managing college planning, the college budget, and decision-making regarding expenditures for instructional programs and student support services that address the missions of the individual colleges. The college constituencies also come together with key District administrators and staff at the four Planning and Budgeting Integration Model committees in an effort to foster districtwide dialogue, set districtwide goals, priorities, and measureable objectives, and assure transparency in decision making – and ultimately ensure student success.

### **Actionable Improvement Plans**

None.

### **IV.B.3.b**

**The district/system provides effective services that support the colleges in their missions and functions.**

### **Descriptive Summary**

The District Office's primary purpose is to provide centralized operational and logistical support to the four colleges. Under the leadership of the Chancellor, the District Office provides key support services, primarily instructional and student services support, including institutional research; specific admissions and records centralized functions; districtwide grant and special programs support; international students' services; specific centralized financial aid services; human resources and employee relations, business and financial services; legal services; public relations and marketing; facilities planning and construction; purchasing; information technology; and community and governmental relations. These centralized services support the colleges in their missions and functions, and assist them to meet accreditation eligibility requirements, accreditation standards, and Commission policies.

The District Office offers districtwide coordination and support of educational services through the Vice Chancellor of Educational Services in conjunction with the Associate Vice Chancellor of Student Services and Registrar, the Director of International Education, the Director of Workforce and Economic Development, and the Director of Institutional Research. Educational Services is responsible for coordinating districtwide educational planning, filing reports to the governing board, and compiling and filing required reports to the California Community Colleges Chancellor's Office.

Also under the purview of the Office of Educational Services are curriculum and instruction, student services policies and procedures, career-technical education, grants, financial aid coordination, a faculty diversity internship program, staff development, and tenure review processes. Educational Services oversees the general management of CurricUNET for curriculum management; SARS for use by counseling services at all four colleges (which through integration with PeopleSoft provides the MIS data for the Student Success and Support Program); and Taskstream, a systematic means of recording and managing student learning outcomes assessment information.

The Chief Financial Officer and the Finance Department provide centralized services for budget and finance, accounts payable, payroll, and, purchasing. In addition to the Chief Financial Officer, the Finance Department includes an Internal Auditor, Payroll Manager, Budget Director, Purchasing Compliance Manager, and Director of Fiscal Services.

The Vice Chancellor of General Services and the Department provide facilities and property services, as well as facilities maintenance and operations, capital outlay, design and construction, facilities planning and development management, mailroom/ duplication, and police services. In addition to the Vice Chancellor of General Services, the Department includes a Director of Facilities and Operations, Director of Capital Projects, Moving Manager, Facilities Planning and Development Manager, Project Design Manager, and an Energy and Environmental Sustainability Manager.

The Vice Chancellor of Human Resources and Employee Relations and the Department staff provide the full gamut of human resources services and are responsible for all aspects of employee relations. In addition to the Vice Chancellor of Human Resources and Employee Relations, the Department includes a Director of Human Resources, Director of Employee Relations and Diversity Programs, and a Benefits Manager.

The Associate Vice Chancellor of Information Technology (IT) and staff oversee districtwide technology services and district level technology planning. District IT staff support the districtwide Enterprise management system, the network infrastructure, telecommunications system, computers, and servers. In addition to the Associate Vice Chancellor of Information Technology, the Department includes a Director of Enterprise Services and a Director of Technology Services.

As noted before, there are four participatory governance committees at the district level. The Vice Chancellor of Educational Services co-chairs the District Education Committee, the Vice Chancellor of General Services co-chairs the District Facilities Committee, and the Associate Vice Chancellor of Information Technology co-chairs the District Technology Committee. The Chief Financial Officer co-chairs the district Planning and Budgeting Council. The other co-chair for each of these four committees is a faculty member who is elected annually. A classified staff member also serves as co-chair of the District Technology Committee. These four committees, which comprise the Planning and Budgeting Integration Model process, provide a strong connection between District Services and the colleges and thus provide an additional way to ensure effective services that support the colleges in their missions and functions.

## Self Evaluation

The College meets this Standard. The District provides effective services that support the colleges in their mission and functions. The Chancellor's Cabinet provides weekly opportunities for dialogue among the Chancellor, the college presidents, and key district administrators, which enhances communication in the delivery of effective centralized services. The four districtwide Planning and Budget Integration Model committees, which constitute a participatory governance framework, serve to support the colleges and District Office staff.

## Actionable Improvement Plans

None.

### IV.B.3.c

**The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

## Descriptive Summary

The District provides fair distribution of resources through a budget allocation model, which provides a specific method of unrestricted general fund allocation in keeping with California SB 361. The current resource allocation model was implemented in July 2011.

Prior to establishing the new funding model, the District explored various allocation models in other multi-college districts. For the purposes of transparency and fairness, the District decided to utilize the SB 361 legislation formula in allocating apportionment resources to the colleges. The goal was to provide the colleges with what they earn from the state. This model includes three fundamental revenue drivers: base allocation, credit FTES, and non-credit FTES.

The District developed and applied guiding principles in the development of the budget allocation model. The model needed to be simple, easy to understand, and consistent with the state's SB 361 model. It needed to provide financial stability, a reserve in accordance with Board policy and state regulations, and clear accountability. The model also needed to allow for periodic review and revision, utilize conservative revenue projections, maintain autonomous decision-making at the college level, provide some centralized services at the District Office, and be responsive to the District's and colleges' planning processes.

The District's annual general fund allocation from the state, per SB 361, consists of an annual base allocation, credit base revenue, and non-credit base revenue. To provide stability and aid in multi-year planning, the allocation model uses a three-year funded credit and non-credit FTES average to determine credit and non-credit base revenue per college. This is intended to assist in mitigating significant swings or shifts in credit and non-credit FTES and

associated resources per college. Also included in District funding are the unrestricted lottery, apprenticeship, and Measure B Parcel Tax funds. There are also allocation provisions for distributing new resources, regulatory compliance (such as the Faculty Obligation Number), growth, non-resident enrollment fees, other new resources, prior-year carry over, and multi-year IT expenditure planning. The Budget Allocation Model document provides full and up-to-date information regarding the distribution of resources districtwide.

In creating this allocation model, the District noted that guidelines, procedures, and responsibilities must be clear with regard to compliance with law and regulation as it relates to

- the fifty percent law,
- full-time/part-time faculty requirements,
- attendance counting,
- audit requirements,
- fiscal and accounting standards,
- procurement and contract law,
- employment relations and collective bargaining, and
- payroll processing and related reporting requirements.

The model is reviewed at regular three-year intervals to determine what adjustments, if any, are necessary. The goal is to keep the model up-to-date and responsive to the changing community college system landscape.

The model provides transparency to the colleges for the integration of planning with available funding/resources. The transparency of available funding, along with educational planning, allows the colleges to ensure effective college operations to meet the needs of students and continuous quality improvement. This transparency also provides the College with the needed data to assist in seeking appropriate grant funding.

### **Self Evaluation**

The College meets this Standard. The allocation model is responsive to the College's needs. Although resources are finite, they are allocated to address student needs as effectively as possible and in a manner that supports student success, student outcomes, and the missions of the colleges and the District.

### **Actionable Improvement Plans**

None.

### III.B.3.d

#### **The district/system effectively controls its expenditures.**

##### **Descriptive Summary**

The District effectively controls its expenditures. As a public educational institution, the District uses governmental accounting procedures, with an emphasis on the use of resources to attain its objectives and to meet its mission. Systematic and procedural controls approval processes for all transactions at the district and college levels help to prevent overspending and reinforce accountability from budget managers. A specific account code structure for each source of funds allows tracking to an account for revenue and expenditures. In addition, Board policies and administrative procedures are in place, which are linked with this accreditation standard for effective controls on expenditures: BP 6200 (Budget Preparation), BP 6300 (Fiscal Management and Accounting), AP 6200 (Budget Management), and AP 6300 (General Accounting).

The Chancellor has overall responsibility for the management of the District's budget. The Chief Financial Officer is responsible for the general management of the total budget, budget controls, and the accounting programs of the district. The presidents of the four colleges are responsible for operating each college within the parameters of the college budget. College administrative responsibilities include adherence to guidelines established by district administrative services, compliance with deadlines, and adherence to generally accepted accounting principles.

The District has both systematic controls through the PeopleSoft enterprise management system, as well as procedural controls on spending. All funds are tracked to account for revenue and expenditures. For the last several years the District has had a positive ending balance. The District also has an internal auditor who has responsibility for procedural controls to ensure that it effectively controls its expenditures.

The District, as required, has an annual external audit conducted and presented at the District Planning and Budgeting Council, the Chancellor's Cabinet, and the Governing Board. Any audit findings are placed into a Corrective Action Matrix, which assigns responsibility to individuals for correcting the finding and providing a method to resolve the finding.

##### **Self Evaluation**

The College meets this Standard. Systematic and procedural controls at the district and the college levels help produce reasonable and balanced budgets, prevent overspending, and reinforce accountability from budget managers. The Berkeley City College Business Officer and college administration, under the leadership of the College President, closely monitor the college budget and college expenditures.



### **Actionable Improvement Plans**

None.

### **IV.B.3.e**

**The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

### **Descriptive Summary**

The College President's responsibility for implementation and administration of Board policies and administrative procedures is stated in Administrative Procedure 2430. Each college president "administers compliance of all their assigned college personnel with all Board Policies and Administrative Procedures. The Presidents shall provide leadership to their campus community shared governance process in a systematic annual review of Board of Trustees Policies, District Administrative Procedures, and college operating procedures with the expectation that recommendations for improvements will be made."

The Chancellor gives the college presidents this authority and holds the presidents accountable for the operation of the colleges through an annual performance evaluation process.

The Chancellor meets weekly with the Chancellor's Cabinet to discuss concerns related to the individual colleges or issues that may be of concern districtwide. The Chancellor's Cabinet also discusses institutional planning and resource allocation as needed. The presidents also meet individually with the Chancellor to provide updates regarding college operations and initiatives. Further, the presidents attend meetings of the Board and provide reports on college initiatives, programs, and other pertinent issues.

### **Self Evaluation**

The College meets this Standard. The College President confirms that the Chancellor gives her full responsibility and authority to implement and administer delegated Board policies and administrative procedures without the Chancellor's interference and holds her accountable for the operation of the college.

### **Actionable Improvement Plans**

None.

### IV.B.3.f

**The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

#### **Descriptive Summary**

The Chancellor, as chief executive officer of the District, is the liaison between the colleges and the Board. The Chancellor, on behalf of the colleges, submits to the Board all matters that it should consider. When BCC items are brought to the Board for action, appropriate personnel from the College are in attendance at the meeting to answer questions from the Board. The four college presidents attend Board meetings, and each provides a written report on college initiatives and programs. The four vice chancellors also attend Board meetings and provide needed reports for Board review. The District Academic Senate President provides a report at each Board meeting to keep the Board up-to-date on academic and professional matters from an academic senate perspective. The Board includes two student trustees who voice concerns and interests of the District's students at board meetings. Further, the four student body presidents are given the opportunity at every Board meeting to provide an update on student activities at their individual colleges.

In accordance with the Brown Act, Board meeting agendas are sent to the entire district electronically. The agenda is also posted online, along with pertinent backup documents, and is posted just outside the front doors of the District Office and just inside the front doors. Board meeting minutes are posted on the District web site. Videos of Board meetings are posted online through Granicus.

As noted before, there is a Chancellor's Cabinet, which consists of the four college presidents and the vice chancellors and associate vice chancellors and will also include the Deputy Chancellor, once hired. The Cabinet meets weekly and provides a means by which the colleges and District Office can engage in dialogue about various relevant issues, needs, and priorities.

The District Planning and Budgeting Integration Model committees (Education, Technology, Facilities, and Planning and Budgeting Council) each meet monthly and provide an opportunity for college constituencies and appropriate district administrators and staff to engage in participatory governance by communicating on issues pertinent to each committee. At the beginning of each year an opening off-site summit is held wherein the Chancellor provides the membership of the District committees an update on District and state issues that need to be factored into the work of the District and colleges in the coming year.

At the beginning of each semester, at the District flex day/staff development day, the Chancellor provides a briefing on important issues and topics facing the District. Most of the attendees at flex day are typically faculty and administrators.

### Self Evaluation

The College meets this Standard. The District has a clearly defined and effective role as a liaison between the colleges and the Board. The District and the colleges use effective methods of communication in a timely manner to relay information and engage in dialogue pertinent to districtwide issues and Board action items. The District web site efficiently provides information regarding Board meeting schedules and agendas, as well as searchable minutes from prior meetings. This information is available to all faculty, administrators, staff, students, and the community. Keeping stakeholders fully informed about Board/college matters is an important part of the organization's institutional integrity.

### Actionable Improvement Plans

None.

### IV.B.3.g

**The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

### Descriptive Summary

The District's various governance and decision-making structures assist the colleges in meeting their educational goals. The most recently developed and most critical to linking the work of the District services centers and the colleges is the Planning and Budgeting Integration Model (PBIM), which is comprised of four committees: District Technology Committee, District Facilities Committee, District Education Committee and District Planning and Budgeting Council. Some of these committees have subcommittees; for example, the District Education Committee has a Student Success and Support Program subcommittee and a Career and Technical Education subcommittee. The PBIM committees, each of which meets monthly, provide ongoing evaluation of the District's role in decision-making structures and processes and its effectiveness in assisting the colleges in meeting their educational goals. Meetings include such agenda items as annual reviews of college resource needs (personnel, technology, facilities), budget allocation, technology planning, and facilities planning, including the use of Measure A and Measure E funds.

The District Student Success and Support Program (SSSP) subcommittee brings together representatives of the four colleges to focus on the implementation of the SSSP in order to



effectively serve students at each of the colleges. Through this subcommittee, the four colleges come together to share ideas, perspectives, and approaches to promoting student success and meeting the colleges' educational goals.

The Career and Technical Education (CTE) subcommittee represents CTE instructors, administrators, and students throughout the Peralta District. Its purposes are to enrich the community through providing well-trained, self-directed workers with rewarding careers and develop well-educated lifelong learners. This subcommittee analyzes community workforce needs, provides leadership in developing institutional systems and programs to meet those needs, and promotes quality CTE program practices at the four colleges. This subcommittee advises the District Planning and Budgeting Integration Model Committees on CTE budget needs, technology needs, laboratory and classroom furniture, facilities, equipment, and maintenance needs. It focuses on aiding each of the colleges in meeting CTE educational goals and is strongly supported by the CTE faculty at each of the four colleges.

At the beginning of each academic year, the Planning and Budgeting Integration Model Committees come together for a formal Summit. The Chancellor reviews key districtwide issues and topics and addresses the District strategic goals and the annual setting of districtwide measureable objectives. Each committee sets its own annual goals in keeping with the strategic planning goals and the districtwide measureable objectives set for that academic year. The membership of these four committees consists of key District administrators and college personnel, and the four committees serve to address the appropriate roles of the colleges and the District service centers.

The PBIM meetings are open to all who wish to attend. Monthly agendas, meeting minutes, and documents are posted on a District website. All approved motions from these committees are forwarded to the Chancellor for action. The Chancellor, as appropriate, involves the Chancellor's Cabinet in the final decision making process.

At the end of each academic year, an evaluation survey is forwarded to all PBIM committee members for input and comment. The survey results are provided at the annual Summit for Action and Improvement of the Structure and Process. The survey and survey results are posted to a district Planning and Budgeting Integration website.

During weekly Chancellor's Cabinet meetings, the Chancellor and District Service Center administrators and the four college presidents engage in dialogue focused on the interrelationship between the colleges and District Office and the need to assure integrity and effectiveness in their partnership aimed at assisting the colleges in meeting educational goals and ensuring student success.

In addition to the Planning and Budgeting Integration Model Committees (Technology, Facilities, Education, and Planning and Budgeting Council) and subcommittees (Student Success and Support Program and Career Technical Education), and the Chancellor's Cabinet, there is a districtwide Vice Presidents/Deans group (VPs/Deans), chaired by the Vice Chancellor of Educational Services. This group meets monthly, providing a forum for the vice presidents and deans of the four colleges to discuss, coordinate, and resolve

administrative issues from a districtwide perspective and to develop effective administrative strategies for implementing District initiatives and policies. Examples of topics discussed by the VPs/Deans include SSSP, CTE, student services, online education, grant administration, enrollment management, curriculum, state initiatives, accreditation, and District service centers. The overall purpose of the group is to assist the colleges in meeting their educational goals. Materials for this group are maintained in a shared Dropbox folder.

In December 2013, a Customer Satisfaction Survey regarding District service centers was sent to all District employees. The purpose of the survey was to seek individual opinions about experiences employees had had with each of the District service centers. 284 Peralta employees responded to the survey. The service centers reviewed in the survey included Admission and Records, Benefits and Medical services, Business Services, the Chancellor's Office, Educational Services, General Counsel, General Services, Health Services, Human Resources, Information Technology, Payroll, the Peralta Foundation, Public Information, Purchasing, Risk Management, and Student Services. An important part of the survey was the written comments sections, since those who completed the survey provided detailed responses for each service center. Survey results were posted to a district website. In general, the responses were positive and provided useful suggestions for improvement.

As part of the Institutional Self Evaluation process, the District service centers and colleges worked collaboratively to address the Function Map, which is provided at the beginning of this report. This process provided another opportunity to delineate, outline, and review District, college, and shared District/college responsibilities related to accreditation standards and the day-to-day operations of the District and college services aimed at student success.

### **Self Evaluation**

The College meets this Standard.

The District service centers and the four colleges engage in ongoing evaluation of role delineation and governance and decision-making structures in order to assist the colleges in meeting their educational goals. The establishment of the Planning and Budgeting Integration Model committees has facilitated effective dialogue and transparency between the District and the colleges and has provided a means for ongoing improvement in order to assist the colleges in meeting their educational goals.

During Spring 2014, the Planning and Budgeting Integration Model went through a review process, and, as a consequence, implemented revisions in Fall 2014. There were four primary areas of improvement:

1. revision of the composition of all committees
2. enhancement of existing definitions of roles and overall processes
3. addition of planning related actions that would ensure accountability (i.e., annual committee goal setting and annual assessment of those goals)
4. alignment with the Peralta Community College District Strategic Goals and Institutional Objectives



The Chancellor's Cabinet is also a key means of addressing decision-making structures and the ongoing need for face-to-face dialogue among key districtwide administrators. It provides an effective forum to address planning and resource needs of the colleges as they work to achieve their strategic goals and to meet their measurable educational objectives.

The Vice Presidents/Deans group is essential to effective districtwide dialogue. It is valuable for the administrative leaders to meet regularly to ensure educational quality throughout the District and to ensure that the colleges meet their educational goals and the mission of each college.

The District Academic Senate, District Classified Senate, and Peralta Student Council also address the work of the District and colleges and the need to work collaboratively across the District in order to promote continuous quality improvement in meeting the missions of the colleges and the District.

### **Actionable Improvement Plans**

None.