



Berkeley City College
College Roundtable for Planning and Budgeting
MINUTES
Monday, February 26, 2018

DRAFT

Present: Claudia Abadia, Lisa Cook, Barbara Des Rochers, Kuni Hay, Brenda Johnson, Kelly Pernell, Cynthia Reese, Andre Singleton, Shirley Slaughter, Marcus Stewart, Rowena Tomaneng, Alejandria Tomas, Hermia Yam, John Saenz, Joseph J. Bielanski, Jr., Martin De Mucha Flores, Catalina Herrera, Sabrina Sellers

Co-Chairs: Rowena Tomaneng, President and Kelly Pernell, Academic Senate President

AGENDA AND DISCUSSION ITEMS

1. Agenda Review

President Tomaneng requested that attendees review the agenda.

- VPSS Jason Cifra is out today. Updates on final revisions for the Mid-Term will be provided by President Tomaneng.

Alejandria Tomas moved to approve the agenda with the change noted.

Second by Kuni Hay

All in favor

Opposed: None

Abstentions: None

2. Review of Minutes

Co-chair Kelly Pernell requested that attendees review the February 12, 2018 meeting minutes.

Alejandria Tomas moved to approve the minutes.

Second by Brenda Johnson

All in favor

Opposed: None

Abstentions: None

At this time, a welcome was extended to new attendees to the college's Roundtable meeting.

- Martin De Mucha Flores, Associate Dean, Educational Success
- Sabrina Sellers, Student Ambassador

Roundtable attendees introduced themselves and shared their role at Berkeley City College (BCC).



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3. Review Final Draft of Mid-Term Report

Facilitator: Rowena Tomaneng

Documents: 2018 Berkeley City College Midterm Report Final

The last time the Mid-Term Report was reviewed, there were final recommendations for edits. The Mid-Term Report is going to the Board tomorrow, Tuesday, February 27th. There were additional, major edits that had to do with the Evidence that were recommended by the district accreditation support person. She shared some of the edits.

Summary of Edits

- Since the Mid-Term Report process and progress needed to be documented earlier than 2017, we included in the timeline that we were already working on the recommendation and the Actionable Improvement Plan (AIP) items after we submitted the Self-Evaluation.
- Additionally, we needed to embed evidence in the document.
- VPSS Cifra provided links to the Evidence as well as links to the Action area documents.
- These will be uploaded on the Accreditation web page as well as the Roundtable archives.
- *Budget Allocation Model (BAM)*:
 - In terms of our participation in the BAM, and referencing AIP 5, additional information was included.
 - Evidence of our participation in terms of the BAM task force work and work happening at the district was also added.

Stretch Goals

- Added but not highlighted.
- President Tomaneng reminded attendees of our discussion on stretch goal at the last meeting and how the college didn't really focus on the stretch goal as it wasn't a mandatory item for us to identify.
 - There was a recommendation from the district that we take a look at our Institutional Effectiveness Indicator Goals.
 - She noted that in the Institutional Effectiveness Partnership Institute (IEPI) indicator, the goal that was identified is actually lower than what we have already done.
 - That information was not included but this spring President Tomaneng plans to add a discussion about stretch goals, that will be reflected in our minutes, in shared governance. This highly recommended for our full evaluation coming up.

The updates were to ensure that all of our Evidence was presented clearly and that we enhance the Evidence that we were offering for submission.



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4. Guided Pathways Presentation

Facilitator: Kuni Hay

Documents: BCC Guided Pathways Spring 2018

The presentation is about the Guided Pathways campaign which is co-lead by Vice President of Instruction (VPI), Kuni Hay and Vice President of Student Services (VPSS), Jason Cifra. VPI Hay reported a task force will develop a five-year plan to implement and they will be doing a roadshow for participatory governance, as well as to constituency groups, to ensure that everyone is on the same page.

They have previously presented at the Department Chairs meeting last Friday and received great feedback. They will be going to:

- Classified Senate
- Curriculum Committee
- Ed Committee
- ASBCC

The State of California has given the 114 California Community Colleges \$150M for the next five years as one-time seed money to start implementing Guided Pathways work at each college. The task at hand is for us to come up with a work plan by March 30th and to see how we might want to start planning this first part of the five-year process, which includes this semester all the way through next summer 2019.

The Guided Pathway (GP) framework creates a highly structured approach to student success.

- Provides all students with set of clear course taking patterns that promotes better enrollment decisions and prepares students for success.
- Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

A related visual from the State (Slide #3) was reviewed: VPI Hay noted that the steps of Guided Pathways are:

- Reaching out to the students in high school and middle school earlier.
 - Helping them get college ready by the time they come here.
- Help students choose and enter their pathway with us in a clear, guided education plan
- Help students stay on their path.
- Make sure that learning is happening with intentional outcomes.



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- Meaning students get degrees, certificates, jobs with good wages, and also transfers.

The Six Key Elements of Guided Pathways were reviewed.

1. Programs are fully mapped out and aligned for degree completion, transfer, or job attainment while also providing structured/guided exploration for undecided students.
 - a) We need to be more in alignment with offering courses the way degrees and certificates are intended for students to be able to go through the sequence.
 - b) We want to make sure that we give undecided students clear guidance and an opportunity to explore to have the goal in mind.
2. Proactive academic and career advising from the start through completion and/or transfer with assigned point of contact at each college.
 - a) We want to make sure we do the early alert and provide continued support.
3. Early alert systems to be aligned with interventions and resources to help students stay on the pathway, persist, and progress.
4. Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.
 - a) English and Math were noted as doing a good job already and we are recognized by the State.
5. Structured onboarding process including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get to the right start in college.
 - a) We are doing a multiple measure that tends to place students in the right place to begin with and that then relates to their overall success in the end.
6. Instructional support and co-curricular activities aligned with classroom learning and career interests.
 - a) The work group includes faculty, staff, students, and administrators from all parts of the college which is an ideal way to shape the plan.

Benefits of GP for Students:

- Less confusion and more clarity about the steps toward completion and course-taking patterns and behavior.
 - Cafeteria style choosing of the courses no longer serves the students. Will have to have a nice menu to pick from.
- More guidance from counseling or advisory early in students' journeys.
 - If you are doing outreach to middle school and high school, it needs to start here.
- Improved chances for transfer, degree obtainment, and career placement due to:
 - Efficient time to completion
 - Fewer unnecessary credits
 - More focused and ensures timely completion.



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Key data was shared.

- Census/Headcount/FTES/Sections/FTEF
 - Data is district-wide/annual
- Enrollment Status - Full-Time/Part-Time
 - We have a high number of part-time students.
 - We had a conversation to see who those students are, what's there patterns, what are they taking, etc.
- Age Group
 - 19-24 – 50.9%
 - 25-29 – 17.8%
 - 34-54 – 11.1%

Citation of the source will be coming next.

- Diverse Student Body
 - Student populations are diverse. It is important for us to make sure that we meet the various needs of our students.
- Educational Goals
 - Obtain AA – Transfer to 4 yr. – 34.8%
 - Transfer to 4yr without AA – 20.3%
 - High number of undecided – 14.2%
- Skill Builder
 - Students who come to us and take 2-3 independent CTE courses to improve skills with the goal of higher positions and/or increased wages. +13.1%.
- Academic Performance
 - Degree and Transfer vs. Course Success
 - Transfer Level Achievement/Transfer Trends
 - Basic Skills/Persistence

For the data part VPI Hay stated the hope is that conversation occurs around the data. At the March 22nd Flex Day, they are asking the presenter to delve deeper into the conversation.

The course/degree navigation is compared GPS System or Navigation Application.

Moving In, Moving Through, and Moving Out:
Degree/Certificate and Pathways Transfer



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- Moving In – Getting Ready for College
 - Recruitment and Outreach
 - Early College and Dual Enrollment
 - Multiple Measures
 - Orientation
 - Financial Aid, Promise, and Scholarship
 - Career Planning
 - Counseling & Educational Planning
- Moving Through – Successful First Year and Persistence
 - Learning Communities
 - Disabled Students Program and Services (DSPS), Extended Opportunity Program and Services (EOPS), Mental Health Services, Veterans Services etc.
 - Early Alert, Tutoring, Computer Lab, Online Educational Resources (OER), Library Services, and Faculty Advising
 - Co-curricular Programs
 - Financial Stability & Student Employment
 - Educational Planning Review
- Moving Out -Completion, Transfer and/or Employment
 - Continuation of Services
 - Internship Preparation
 - Transfer Contract and Application
 - Career Readiness: Resume and Interview Preparation
 - Graduation Review and Petition

Brief Background – Items noted that were not previously discussed.

- Colleges are expected to rethink and redesign program and services into cohesive, campus-wide strategies to achieve student success.
- Goal of GP is to help students succeed in achieving their educational and career goals and eliminating achievement gaps.

What's been done so far at BCC?

- 2016-2017
 - Guided Pathway pilot program preparation began
 - District Academic Senate was on board
 - Work group was created (Chair of the Chairs, Deans, VPI, Interim VPSS), not cross-functional yet.



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- Summer 2017
 - State announced the commitment of \$150 M for 5 years to 114 colleges.
- Fall 2017
 - Preparation for the self-assessment, beginning of conversation.
 - IEPI workshop participation, shared with the college what they learned.
 - Completion and submission of BCC Self-Assessment to the State.

Fourteen components were included in the Self-Assessment. Details can be found in the handout. Six items were identified as items the work group feels needs attention from now until next summer 2019.

1. Cross Functional Inquiry (#1)
2. Shared Metrics (#2)
3. Integrated Planning (#3)
4. Inclusive Decision-Making Structures (#4)
5. Clear Program Requirements (#8)
6. Integrated Technology Infrastructure (#10)

These items were chosen as it was felt important to start talking about them. How we will organize ourselves and how we need to starting addressing the gap is reported to be something they are looking at.

An update of BCC's tasks at hand for 2017-2018 BCC and 5-year Work plan development was shared.

- Spring 2018
 - Development and submission of BCC 5 year work plan based on the self-assessment to the state by March 30.
 - Cross-section of BCC community members participate in the IEPI GP workshop on March 1 and 2.
 - Spring Flex Day (March 22nd) training facilitated by IEPI on GP.
 - GP Task Force for Work Plan development was formed on February 8 with deadline of final draft to Roundtable on March 26.
 - "Introducing GP" roadshows to the governance groups and campus constituencies February 21 – March 15.
- Next Steps
 - Continue development of further workplans to address the 14 components of Self Study to ensure BCC is ready for implementations.
 - Dialogues and presentations about progress in GP.
 - Professional development opportunities.



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Q. Are we working as an independent college or is the district controlling this?

Response: President Tomaneng stated that right now the district does not have a leadership role in the Guided Pathways work. They know that the colleges are working on the individual plans.

- She has, however, talked with the three other college presidents and also Vice Chancellor Cole about the technology piece since we are now doing our upgrade for PeopleSoft and the ONEPeralta project.
- She has requested that all of the colleges address the technology piece that were in pre-adoption in their plan, so that we are all on the same page, and that the district is supporting that piece in the development of Guided Pathways.
- Vice Chancellor, Academic Affairs Tamika Brown and Vice Chancellor Cole will be calling a “touch-base” meeting to check in with all four colleges, the Vice Presidents of Instruction and the Vice Presidents of Student Services, before the plan is in its final draft to talk about components like technology.

Q. Vice Chancellor Siri Brown recently reached out to Academic Senate President Kelly Pernell requesting to come to BCC to speak at their senate meeting. Senate president Pernell, stated that maybe should she come to Roundtable and speak, and we could give her feedback on what we want for Guided Pathways. She would like to come in March and hopes to visit all four campuses.

- Chair of Chairs Abadia reported that she has also requested to attend a Department Chairs meeting.

Response: President Tomaneng suggested that they talk about it and look at the schedule after this meeting, just to keep it separated. She indicated that she has already introduced this idea that the colleges are leading the Guided Pathways work. In terms of her visit we want to be clear that we will help her in terms of delineation of functions. So for academic affairs and student affairs, what is the role of the district in supporting the colleges in the work that we are doing in those areas, with our initiatives.

Q. Barbara Des Rochers asked VPI Hay if we could get the data for BCC since the data reported was for the district.

Response: Yes. She just hasn't had a chance to do it between last Friday and today.

Q. Is the data easy to get?

Response: Ally Tomas stated that some of the data is already available in one of Phoumy Sayavong's presentation from the past. VPI Hay added that she needs to talk with VPSS Cifra about it but the citation, BCC specific data, and potential questions to be posing to get the conversation going are in the works.

Q. We have often discussed that students automatically be awarded degrees. Would that be something that is district-wide?

Response: That would be part of technology as a top issue. VC Cole is aware that our inability to do that will impact our performance and, as the State is working on the new funding formulas there is some simulations happening right now. If performance was one of the key criteria for the new funding formula then Peralta would suffer. They will be discussing the new funding formula this weekend at the



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annual CEO meeting and she is hoping to have more detail to report out to the college after the meeting. VPI Hay requested that we go back to the question about VC Brown's visit. She reported that the VPs of the four colleges got together last Friday and what they want to do is instead of VC Brown going to all shared governance meeting is to coordinate with their constituency groups to see what are some of the things that they need to begin with. The purpose of this is to present a consolidated wish list for the different key elements to VC Brown.

Senate President Pernell noted that the District Technology Committee meeting is this Friday, March 2nd and she wondered if they should put on the agenda a call to work with the colleges to identify technology needs to impement Guided Pathways plans.

President Tomaneng stated that if they are having a district meeting, it would be good to underscore that we have a need for the technology upgrades to be in alignment with the work that needs to happen with Guided Pathways.

Hermia Yam commented on the automated degree audit. She reported that Siri Brown came to the counselor functionality team and wanted to get feedback from counselors. The counselor at BCC has already committed to send the feedback to them. She offered to send that information if they wanted to see it.

5. Shared Governance Reports: Academic Senate, Classified Senate, ASBCC

Associated Students of Berkeley City College (reported by Marcus Stewart)

- They have new members being interviewed for vacant positions within ASBCC and they have also started to table for next year's applications for everyone that plans on running next semester.
- Vice Chancellor Jason Cole came by and presented the idea for ONEPeralta. They are excited to have a user-friendly system come to them.
- As previously stated, they have noted the lack of community engagement, particularly from students that come in and leave as soon as classes are over.
 - They would like to begin hosting community events during social hour. Games will be provided by Campus Life to include:
 - Indoor Ring Toss
 - Horseshoe
 - Ladder Golf
 - Would like to make this a weekly event to increase community engagement.
 - Clarified that there is no difference in "college hour" versus "social hour". Would like to make college hour a social hour.

Classified Senate (reported by Alejandria Tomas)

- Classified Senate has not met since the last Roundtable meeting. Nothing to report.



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Academic Senate (reported by Kelly Pernell)

- Last week at the Academic Senate they endorsed the amendments to their constitution and bylaws to reflect their accurate election processes.
- Ingar Stark came and gave a presentation of the district Distance Education Plan.
 - They have homework to read and give feedback.
 - Hopefully they will endorse the Plan at their next meeting.
- VP Hay will come back and present the timeline for Guided Pathways at their next meeting.
- Chancellor Laguerre is coming to BCC on March 14th.
- The Professional Development committee is looking for ideas on what to offer in terms of workshops in the afternoon knowing that we have a Guided Pathways workshop in the morning.
 - If you have ideas, please send them to Jenny Yap and Shaun McDougal.

President Tomaneng added detail to the March 14th Chancellor Resource Conversations with individual constituency groups.

- One thing that he would like to focus on in terms of the conversation is resource needs in relation to what we have identified in Program Reviews.
- This is for alignment to the Program Reviews and also in terms of our Strategic Planning goals and Educational Master Plan.
- It will not be open for additional topics. He wants to hone in for what the ongoing resource needs have been.
- We will be undergoing Classified Prioritization this Spring to update the list but it has been an ongoing struggle to get funding for the Classified positions that we need.
- Campus Life and Student Activities does focus on Program Reviews but for the students conversation it will be a little more open in terms of identifying needs or requests with the Chancellor.
 - Responding to a question by Sabrina Sellers President Tomaneng noted that the student meeting is open to all constituency groups, not just the senators or certain clubs.
 - She was encouraged to invite as many students as she can.

ASBCC President Marcus Stewart added that last week they had their first large scale student event where BSU, UMOJA lead by Ramona Butler and Andre Singleton took about 50 students to go see the Black Panther movie. It was a great event, a nice turnout, and noted as their first really successful event.

6. District Participatory Governance Council

Faciliator: Kelly Pernell

Document: BCC Recruitment & Outreach Activites and Scheduled Events

The Participatory Governance Council (PGC) is where the Chancellor, all of the presidents, senate presidents, classified presidents meet once a month.



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They have been developing a rubric which came about as a partnership with the Oakland A's and the Peralta District. We didn't have a process for entering into public partnerships with outside people.

- It was felt that there was a need to develop a rubric.
- They had a separate subcommittee of the Participatory Governance Council develop it and it was recently approved.
- The council went through the desirable qualifications to enter into a public partnership.
- They came up with some of the items and the sub-committee put it together into an actual scoreable measure.
- They initially approved the document but they are coming back with actual guidelines.
- They will run through a case of a successful partnership and a not so successful partnership in terms of the measurements below.

Guidelines:

- In order for proposal to be considered by the Chancellor it must receive a minimum score of 10
- In cases where there are no negative impacts (in any category), the minimum score for consideration is 4
 - Negative impact meaning it is detrimental.
 - Oakland A's sports as an example is not really academic.
 - May have a lot of noise, music, etc.
- If College of Alameda wants to offer a flower cart, it is not going to hurt anyone and doesn't affect academics and it promotes civic engagement.
 - It wouldn't be entirely beneficial to promoting student success, but it wouldn't hurt. In this example, they can have a lower threshold.
- They will come up with guidelines of how big does the public partnership have to be in order to implement or cause the rubric to come in to play.
 - Would a Memorandum of Understanding (MOU) such as we have with the Oakland Unified School District (OUSD) be needed?
 - This would trigger the use of the rubric.

The PGC does not want to prevent any individual college from conversations with the outside public.

Q. Barbara Des Rochers asked if there is anything listed where an outside entity would be able to offer money to improve infrastructure on the positive side. She is thinking in terms of donations.

Response: Kelly noted items under "Safe, Functional, and Satisfying Teaching, Learning and Working Environment" which could mean use of monetary donations.

President Tomaneng clarified that what Kelly mentioned earlier, something that is ongoing for this rubric for public and private partnerships, there is going to have to be a differentiation between agreements or partnerships that happen at the local level. For



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example, if you think of the OUSD MOU or the Dual Enrollment MOU, we are doing MOUs all the time for community based partnerships or with our local unified school districts, and she noted that she doesn't want people to feel like every single type of partnership will have to go through that kind of process at the PGC level. It will have to be big partnerships that involve money.

- They will test for baseline scoring and look into the existing Administrative Procedures and Board Policies and develop language to either modify any existing Administrative Procedure or Board Policies or create new ones to incorporate the guidelines for when to use the rubric.
- They have been working on a mid-year assessment of the new shared governance structure at the district level.

Feedback:

- Need consistent notes and note takers.
- Size of committees is decent.
- Minutes are inconsistent and need to be more consistent.
- Goals for committees need to be consistent and aligned with Peralta Community College District goals.
- Committees should demonstrate progress by using minutes from the previous meeting and follow-up on discussions at next meeting to show progress.
- Formal recommendations need to be made and to use the developed form from the Participatory Governance.
 - Committees need to make their formal recommendations to other committees and if they make recommendations they need to use the form developed in the Shared Governance Manual at the district level.
- Need a vehicle to share information.
 - The report back is not robust and clear.
- Important to post agendas and meeting minutes to the Web site.
- PGC approved the mid-year review and feedback.

President Tomaneng noted that those comments came up at her meeting this morning in terms of Accreditation and documents that need to happen. At the district level they will be working on updating all of the agendas, minutes, and related documents. For BCC, everything is there for Roundtable. We do, however, need to also make sure documents are updated for our other Shared Governance Committees.

- Facilities
- Ed Committee
- Technology Committee

7. Announcements & Meeting Adjourned

Student Ambassador Sabrina Sellers reported that she sits on the Health and Safety Committee and reported on items that have come across their desks, a lot:



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- Functionality of the elevators.
- Handicap doors in the front going in and out of operation.
 - They were prompted to petition the student body to have the district come up with solutions for these facilities. It is inconvenient for disabled students.
 - It is an ADA compliance issue.
 - Middle elevator has been out all semester.
 - They have upwards of 300 signatures and counting.
- First floor lobby elevator is an issue.
- It is important to the student body to have a resolution to this.
- It makes it hard for disabled students to come to class if the doors are inoperable.

Director of Administrative and Business Services, Shirley Slaughter, noted that a representative from the elevator company, Koni, was on site today but they did no work on the elevator and she would like to see them before they leave. It is on her radar as well.

President Tomaneng announced that there is a Day of Remembrance film screening happening this Thursday evening in the auditorium, sponsored by the President's Office and the Students for Socialism Club as well as other clubs, if you can make it and announce it in your classes, that would be great.

Meeting adjourned.

Next Meeting: Monday, March 12, 2018, 12:15 p.m., Room 451A/B

Minutes taken: Cynthia D. Reese, 981.2851, creese@peralta.edu