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**2014 Annual Report**  
**Final Submission**  
03/31/2014

Berkeley City College  
2050 Center Street  
Berkeley, CA 94704

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. May Chen
3.	Phone number of person preparing report:	510-981-2920
4.	E-mail of person preparing report:	mchen@peralta.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://www.berkeleycitycollege.edu/bccdocs/2013_15_BerkeleyCityCollege_Catalog.pdf">http://www.berkeleycitycollege.edu/bccdocs/2013_15_BerkeleyCityCollege_Catalog.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.berkeleycitycollege.edu/wp/accreditation/">http://www.berkeleycitycollege.edu/wp/accreditation/</a>
6.	Total unduplicated headcount enrollment:	Fall 2013: 7,073 Fall 2012: 6,320 Fall 2011: 6,968
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	6,973
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	431
9.	Number of courses offered via distance education:	Fall 2013: 94 Fall 2012: 50 Fall 2011: 47
10.	Number of programs offered via distance education:	0

11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 1,968 Fall 2012: 1,305 Fall 2011: 1,470
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

**Student Achievement Data**

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	64%									
14b.	Successful student course completion rate for the fall 2013 semester:	64.3%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>137</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>110</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>48</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	137	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	110	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	48
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b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	110									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	48									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	197									
16b.	Number of students who received a degree in the 2012-2013 academic year:	145									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	105									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	250									

17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	288										
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes										
18b.	If yes, please identify them:	Creative Writing/Fiction, Playwriting and Screenwriting, Poetry; Liberal Arts: CSU General Education Breadth; Liberal Arts: IGETC; Spanish Language										
19a.	Number of career-technical education (CTE) certificates and degrees:	40										
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	40										
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	n/a										
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	n/a										
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:											
	<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>n/a</td> <td></td> <td></td> <td>0 %</td> <td>0 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate	n/a			0 %	0 %
Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate								
n/a			0 %	0 %								
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:											
	<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Institution set standard</th> <th>Job Placement Rate</th> </tr> </thead> <tbody> <tr> <td>n/a</td> <td></td> <td>0 %</td> <td>0 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate	n/a		0 %	0 %		
Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate									
n/a		0 %	0 %									
22.	Please list any other institution set standards at your college:											
	<table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td>n/a</td> <td></td> <td></td> </tr> </tbody> </table>		Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	n/a						
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n/a												
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have											

happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

A portfolio-based assessment of all English and ESL writing courses at Berkeley City College has led to complete restructuring of these courses. The changes, which include making courses more rigorous and research-oriented, adding imbedded support, and restructuring the curriculum in an acceleration model, are described in a recently published article, "Restructuring the Writing Program at Berkeley City College," published in the November/December 2013 issue of Assessment Update. It is currently available at <http://www.assessmentupdate.com/article-directory.aspx> as the sample article of Assessment Update for November/December.

#### Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment ( see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	641
	b.	Number of college courses with ongoing assessment of learning outcomes	641
		Auto-calculated field: percentage of total:	100
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	99
	b.	Number of college programs with ongoing assessment of learning outcomes	99
		Auto-calculated field: percentage of total:	100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	11
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	11
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	<a href="http://www.berkeleycitycollege.edu/wp/slo/">http://www.berkeleycitycollege.edu/wp/slo/</a>	
28.	Number of courses identified as part of the GE program:	459	

29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	459
32.	Number of Institutional Student Learning Outcomes defined:	7
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>After completed plans for two ILO assessments and implemented one, in Fall 2013, the BCC Assessment Committee sponsored a retreat to focus on completing ILO assessment rubrics and strategies for the college's seven ILOs. The retreat included representation from instructional departments and service areas. It led to the completion of assessment plans, including rubrics, for all ILOs. Some of the resulting plans were surprising. For example, the group decided that "self-awareness and interpersonal skills" would be assessed at BCC primarily using a "teamwork skills" rubric, adapted from an AACU rubric, since teamwork is a skill needed in the academic and work worlds, is emphasized in many programs at the college, and is clearly aligned with self awareness and interpersonal skills; this has met with positive responses from several BCC departments and programs. Also, in response to the rubric related to the cultural awareness/intercultural competency ILO, the Social Sciences Department developed a class assignment for assessing this area called "Theater of the Oppressed," an innovative and exciting approach. This retreat created the structure and basic tools for our three-year ILO assessment plans.</p> </div>	
<p><b>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</b></p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping?"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p>	

	<p>At BCC, we have used program matrices to map courses in programs to program outcomes, which are mapped to institutional learning outcomes; these maps show where each program outcome is introduced, developed, and mastered. This has been especially useful in the development of new programs. For example, the Mathematics Department used this mapping process to choose its courses for its AS-T degree. In other departments, the mapping has served to clarify how courses support program curriculum or to help with the planning of program assessments. All instructional programs have completed or are currently completing this mapping. In addition, we have developed a program matrix based on the Degree Qualifications Profile, to which we have mapped several programs. This matrix shows promise for helping in curriculum design and program assessment in Liberal Arts programs that include many electives. It is currently being mapped to the Liberal Arts A.A. with an emphasis in Social Sciences; this has spurred discussions about changing the overall curriculum of the program, changing curricula of individual courses, and developing common criteria for assignments used in different classes.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>Communication concerning assessment results begins with group assessments and continues through all stages of the assessment process. In instruction, assessments are planned and completed by the instructors in the relevant teaching areas; assessments are analyzed and action plans developed and implemented by groups of faculty, usually in departmental meetings. In service areas, assessments are taken by appropriate staff and led by the chief administrator. The Assessment Committee plans and implements ILO assessments involve faculty in a wide variety of disciplines. For the Communication ILO assessment, for example, faculty in Art History, Business, English, Health &amp; Human Services, History, Music History, and Philosophy collected and assessed student work, analyzed results, and implemented action plans. Results and action plans were shared with the entire campus during a professional day activity. Through the BCC Teaching-Learning Center, groups of faculty involve in applying results of assessments through Action Plans for Learning Excellence (APPLEs); please find information at <a href="http://www.berkeleycitycollege.edu/wp/teaching-and-learning/collaborative-faculty-and-staff-development-programs-at-the-tlc/apple/">http://www.berkeleycitycollege.edu/wp/teaching-and-learning/collaborative-faculty-and-staff-development-programs-at-the-tlc/apple/</a>.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>At the departmental level, faculty and staff report on and develop action plans concerning SLO assessment results at departmental meetings. At the institutional level, ILO assessment results are reported at meetings involving members of the entire college, primarily on professional development days. (Assessment results are available at <a href="http://taskstream.com">taskstream.com</a>). Chairs of instructional departments report assessment results in program reviews and annual program updates; these results may be linked to resource requests, when they are applicable. As a result of the connection between assessment and institutional effectiveness, the Assessment Committee recently changed its name to the</p>

	<p>?Planning for Institutional Effectiveness? Committee, expanded its membership, and changed its stated purpose to reflect the need to ?ensure continuous improvement in institutional effectiveness throughout the college, informed by quantitative and qualitative evidence and broad participation in analysis of evidence, in order to support the college mission.? This committee has stated that it will work to ?communicate results of institutional effectiveness activities [, including learning outcomes assessment results, ] across campus.?</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>A portfolio based assessment of English GE and ESL courses/programs has led to complete restructuring of these programs at Berkeley City College. The changes, which include making courses more rigorous and research-oriented, adding imbedded support, and restructuring the curriculum in an acceleration model, are described in a recently published article, ?Restructuring the Writing Program at Berkeley City College,? published in the November/December 2013 issue of Assessment Update. It is currently available at <a href="http://www.assessmentupdate.com/article-directory.aspx">http://www.assessmentupdate.com/article-directory.aspx</a> as the sample article of Assessment Update. In the Mathematics Department, program assessment has consisted of assessing all courses in the department through common test questions on final exams and tracking the results, as mapped to SLOs. This led to the conclusion that students in mathematics classes at BCC have more difficulties with word problems than they do mastering other learning outcomes. Through the Teaching-Learning Center, faculty in the department are working on possible action plans to address this, including the possibility of applying the Reading Apprenticeship program to help instructors model for students successful approaches to word problems.</p>

#### Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

#### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a

42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institution's instructional sites out of state and outside the United States:	n/a

**The data included in this report are certified as a complete and accurate representation of the reporting institution.**

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