

# **PEER REVIEW TEAM REPORT**

Berkeley City College  
2050 Center Street  
Berkeley, California 94704

This report represents the findings of the Peer Review Team that conducted a virtual visit to Berkeley City College from March 1, 2021 to March 4, 2021. The Commission acted on the accredited status of the institution during its June 2021 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Keith Curry, Ed.D.  
Team Chair

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**Berkeley City College  
Comprehensive Peer Review Visit  
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Dr. Catherine Webb  
Vice President

## Summary of Peer Review Process

INSTITUTION: Berkeley City College

DATES OF VISIT: March 1-4, 2021

TEAM CHAIR: Keith Curry, Ed.D.

A 10 member accreditation team conducted a virtual visit to Berkeley City College on March 1-4, 2021, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and the U.S. Department of Education regulations.

Accrediting Commission for Community and Junior Colleges (ACCJC) decision to conduct virtual visits for the spring 2021 comprehensive reviews was based upon state-mandated health guidelines and the Commission's authority to implement flexibilities to accreditation processes and practices afforded by the federal government in response to the COVID-19 pandemic. Specifically, the U.S. Department of Education's March 17, 2020 guidance, as well as all updates, permitted accreditors to perform virtual site visits for institutions as long as the accreditor follows up with an onsite visit in a reasonable amount of time to meet the statutory and regulatory requirements (though not necessarily a full peer-review site visit).

Consistent with on-site visits, and in accordance with the Guide for Conducting Virtual Visits: An Addendum for Peer Review Team Chairs, Team Members, and Colleges that ACCJC provided to team chairs, peer reviewers, and colleges being reviewed, the virtual peer review team visit to Berkeley City College relied on an engaged and interactive format, conducting multiple interviews with college representatives, participating in team meetings to discuss findings, and conducting the required campus forums. The team evaluated how well the College achieved its stated purposes, providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended via Zoom a team chair training workshop on December 1, 2020, and held a pre-visit meeting with the college Chief Executive Officer (CEO) on January 27, 2021. During this virtual pre-visit, the team chair met with campus leadership and key personnel involved in the self-evaluation preparation process. The entire peer review team received team training provided by staff from ACCJC via Zoom on February 3, 2021.

The peer review team received the college's Institutional Self-Evaluation Report (ISER) and related evidence several weeks before the team's virtual college visit. Team members found the ISER to be a comprehensive, well-written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community, including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

Before the virtual visit, team members completed their team assignments, identifying areas for further investigation, and provided a list of interview requests. On February 15, 2021, February 22, 2021, and February 25, 2021, the team members spent time discussing their initial observations and their preliminary review of the written materials and evidence provided by the College. During the visit, team members met with numerous faculty, administrators, classified staff, and students in formal meetings, group interviews, and individual interviews. Some Team members also participated in meetings with Peralta Community College District personnel and the ACCJC District visiting team. The team held two open forums, which were well-attended, and provided the College community and others to share their thoughts with members of the evaluation team. The team thanks to the College staff for coordinating and hosting the virtual visit meetings and interviews and ensuring a smooth process that held high standards for the integrity of the peer-review process.

# Major Findings and Recommendations of the Peer Review Team Report

## Team Commendations

College Commendation 1: The College is commended for its commitment to the Mission to transforming lives through a student-centered learning communities and its exemplary academic and student support programs that have led to remarkable completion and transfer outcomes. (I.A.3, I.B.5, II.A.16, II.C.5)

## Team Recommendations

### Recommendations to Meet Standards:

None.

### Recommendations to Improve Quality:

College Recommendation 1: In order to increase effectiveness, the team recommends that the College ensure that its outcomes assessment practices are consistently comprehensive and regularly include analysis of disaggregated learning outcome data. (I.B.6, II.A.3)

College Recommendation 2: In order to increase effectiveness, the team recommends that the College complete the implementation of its formal cycle of evaluation of governance structures and processes. (I.B.7, IV.A.7)

### District Recommendations to Meet Standards:

District Recommendation 1: In order to meet the Standards, the team recommends the District have appropriate internal control mechanisms and regularly evaluate its financial management practices, and uses the results for improvement to ensure financial documents have a high degree of credibility (III.D.5, III.D.6, III.D.8).

District Recommendation 2: In order to meet the Standard, the team recommends the District respond to all external audit findings, and such responses are comprehensive, timely, and communicated properly. (III.D.7)

District Recommendation 3: In order to meet the Standard, the District must practice effective oversight of its financial aid programs (III.D.10).

District Recommendation 4: In order to meet the Standard, the team recommends that the Board of Trustees assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (IV.C.1)

District Recommendation 5: In order to meet the Standard, the team recommends that once the Board of Trustees reaches a decision, all board members act in support of board decisions. (IV.C.2)

District Recommendation 6: In order to meet the Standard, the team recommends the Board adhere to their clearly defined policy for evaluating the CEO of the District. (IV.C.3)

District Recommendation 7: In order to meet the Standard, the team recommends the governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. (IV.C.4)

District Recommendation 8: In order to meet the Standard, the team recommends that the Board establish a formal process for regularly assessing its policies for effectiveness in fulfilling the District's mission and revise them as necessary. (IV.C.7)

District Recommendation 9: In order to meet the Standard, the team recommends the Board delegate full responsibility and authority to the Chancellor to implement and administer board policies without Board interference. (IV.C.12)

District Recommendation 10: In order to meet the Standard, the team recommends the District clearly delineate, document, and communicate the operational responsibilities and functions of the District from those of the Colleges and consistently adhere to this delineation in practice. (IV.D.2)

### **District Recommendations to Improve Quality:**

District Recommendation 11: In order to increase effectiveness, the team recommends the institution continue its efforts to maintain a sufficient number of administrators with appropriate qualifications in order to provide continuity and effective administrative leadership that support the institution's mission and purposes. (III.A.10)

District Recommendation 12: In order to increase effectiveness, the team recommends that the Board regularly review key indicators of student learning and achievement and institutional plans for improving academic quality. (IV.C.8)

## Introduction

Berkeley City College serves the diverse educational, social, cultural, and economic needs of the East Bay communities of Berkeley, Albany, Emeryville, and Oakland, since its founding in 1974, when it became the fourth college in the Peralta Community College District. For nearly 50 years, Berkeley City College had evolved from being named the Peralta College for Non-Traditional Study when it first opened, providing educational programming and services throughout the surrounding community, to Vista Community College in the early 1980s. Since 2006, it has been known as Berkeley City College.

Berkeley City College offers 118 instructional programs in total, including 36 associate degrees, including an associate of art (AA), an associate of science (AS), associate of art degree for transfer (AA-T), and associate of science degree for transfer (AS-T) programs (including seven Career and Technical Education programs), as well as 52 certificate programs. Berkeley City Colleges provides a comprehensive set of student services, and that supports the diverse student body, including admissions and records, financial aid, academic counseling, campus life, wellness services, and transfer services. Furthermore, Berkeley City College offers services that include programs whose goals are to address specific equity impacted student populations, such as EOPS, CARE, CalWORKs, the Undocumented Community Resource Center, Veterans Resource Center, the International Student Program, and Student Accessibility Services.

The College suspended instruction in March of 2020 to prepare for the transition to remote operations. Laptops were issued to faculty, staff, and students. Also, the College has issued Wi-Fi hotspots to staff and students. The College engaged in intensive training to support faculty switching to remote instruction and expanded distance education support. The College offered compensation and funding to convert classes to distance education format. The College, through Coronavirus Aid, Relief, and Economic Security Act funding, provided direct aid to students. Through interviews of the College's faculty, staff, and administrators, it was noted that despite the shift to remote operations for most of the College's departments, they were proud of the College's overall success in these times. The Team compliments the College for planning and transitioning to remote operations.

The College chose two Quality Focus Essay projects, which included implementing academic and career Guided Pathways; and improving online counseling and tutoring.

The College ISER accurately portrays the mission, vision, and values of the institution. This was validated by individual and group interviews as well as the campus forums. Students, faculty, staff, administrators, and the community-at-large were authentic in their care, dedication, and commitment to the success of the College. There was a strong sense of community and collaboration in leadership, governance, strategic planning, and innovation reflected throughout the College culture. This was evidenced by the many insights and warm regards shared by Berkeley City College students, faculty, staff, and administrators.

# Eligibility Requirements

## 1. Authority

The team confirmed the College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. ACCJC is a regional accrediting body recognized by the United States Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the Eligibility Requirements.

## 2. Operational Status

The team confirmed the College is operational and provides educational programs to more than 11,000 students in credit and non-credit programs and courses.

The College meets the Eligibility Requirements.

## 3. Degrees

The team confirmed the vast majority of courses offered at the College lead to a degree, certificate, or transfer. Over the past three years, more than 90% of students have been enrolled in degree-applicable courses.

The College meets the Eligibility Requirements.

## 4. Chief Executive Officer

The team confirmed the board appointed the CEO on March 24, 2020. She is highly qualified for the position, and their full-time responsibility is to the institution. The President reports directly to the District Chancellor, and neither serves as a board member nor as the Board Chair. The change in the President's position was appropriately documented to the ACCJC.

The College meets the Eligibility Requirements.

## 5. Financial Accountability

The evaluation team verified Peralta Community College District undergoes an external financial audit by an independent and qualified audit firm annually. Peralta Community College District is Title IV eligible and maintains compliance with federal requirements. The team also verified that audit reports are available to the public.

The College meets the Eligibility Requirements.

## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

### **Public Notification of an Peer Review Team Visit and Third Party Comment**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The team confirmed the College solicited third-party feedback via the Accreditation website. The team found no third-party comments related to the visit.

### **Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the
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	institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The College provided evidence it has identified and established, through the strategic planning process, institution-set standards for course completion, certificate attainment, degree attainment, and transfers. Additionally, the institution has defined elements and set goals for relevant achievement levels for instructional programs. The goals are appropriate, are communicated, and inform decision-making and planning.

**Credits, Program Length, and Tuition**

**Evaluation Items:**

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The College demonstrates consistent adherence to state-level policies and higher education standards of practice on credit hours, program lengths, course development, and tuition. This is ensured through the participatory governance framework, board policies, and administrative procedure. Tuition is consistent across degree programs.

**Transfer Policies**

**Evaluation Items:**

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)

<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> . [Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]
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**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The College provides evidence of policies related to the transfer of credit that meets the basic requirements. The institution disseminates those policies to students and the public in the catalog.

**Distance Education and Correspondence Education**

**Evaluation Items:**

<b>For Distance Education:</b>	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>For Correspondence Education:</b>	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>Overall:</b>	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance</i>

*Education and Correspondence Education.*

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

**Narrative:**

The College has policies and processes to ensure distance education courses meet the standards for regular and substantive interaction and appropriate student authentication. Curriculum approval processes ensure strategies for regular and substantive interaction are included in Distance Education Addendums. Additionally, the policy requires faculty to complete specific workshops on distance learning before approval to teach those courses, whereupon the necessity of regular and substantive interaction is emphasized. The College routinely validates regular and substantive interaction is occurring through the regular faculty evaluation process. The team sampled distance education courses to ensure faculty initiate regular and substantive interaction with students. All courses tested demonstrated compliance. Student support and learning support services for distance education students are comparable to those of on-ground students and are assessed through the regular program review process. The College does not offer correspondence education. Evidence and interviews confirm the College has sufficient technology infrastructure to support distance education.

**Student Complaints**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its

	programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The College has clear policies and procedures for handling student complaints, including those to the California Community College Chancellor’s Office and the ACCJC, and communicates them in the catalog and on the College website. The College provided evidence of steps taken to address student complaints. The College has no programmatic accreditations.

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment</i> , and <i>Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to

	meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The College provides accurate and current information about its programs, locations, and policies in the catalog and the College website. The catalog is reviewed and updated annually, while the website is updated as new information is provided.

**Title IV Compliance**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

**Conclusion Check-Off:**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The most recent audits confirmed no findings related to the management of Financial Aid disbursement. The College demonstrates compliance with Title IV regulations. Student loan default rates fall well within Federal thresholds. The College has no contracts with non-regional accrediting agencies. All external contracts are vetted through review and approval at the College and District level according to Board Policy and Administrative Procedure.

# **Standard I**

## **Mission, Academic Quality and Institutional Effectiveness**

### **I.A. Mission**

#### **General Observations:**

The College has a mission that reflects its educational purpose, student population and focuses on student learning and success. The ISER indicates the Mission is reviewed and updated through an inclusive and collaborative process every three years as part of strategic planning. The Mission is widely disseminated throughout College publications, including the catalog and website. The College is committed to achieving its mission and ensuring students have pathways to transfer.

#### **Findings and Evidence:**

The College Mission, Vision, and Values Statement were updated in March 2020 and effectively described the focus and direction of the institution. The Mission addresses the educational purpose, population served, and academic credentials while emphasizing learning and success. The College demonstrates its commitment to student learning by aligning strategic planning and learning outcomes assessment to the Mission. (I.A.1)

The College uses a variety of data to assess the effectiveness of the institution's mission. Through the Integrated Planning Committee and College Roundtable, a broad representation of constituents analyzes these data regularly and consistently. Enrollment and achievement data are integral to the program review and strategic planning processes. Student learning assessment data analysis is incorporated into the work of the College's participatory governance committees. The College has a robust program review process that appropriately integrates Institutional Learning Outcomes, Program Learning Outcomes, and Student Learning Outcomes assessment and directly connects expectations to strategic planning. The strategic planning process and the program review process assess the effectiveness of the various initiatives at the College. (I.A.2)

The College ensures the Mission drives institutional planning by aligning strategic planning goals to the Mission and assessing integrated planning according to those goals. The Comprehensive Program Review and Annual Program Update use the Mission and the Strategic Plan to inform goal development and assess effectiveness across all program areas. Resource allocation requests are integrated into Comprehensive Program Review, Annual Program Update, Integrated Planning, and the College Roundtable, ensuring appropriate prioritization and that resources directly support the Mission. Through practice, the College demonstrates a deep commitment to achieving its mission and ensuring students have a transfer pathway. (I.A.3)

The College reviews its Mission periodically and aligns strategic goals, resource allocation, and performance metrics. It was last revised in 2020 through a collaborative and integrated process, incorporating a broad group of constituents. The Mission is broadly published on the College

website, in the catalog, in the Education Master Plan, and the Strategic Plan and is found in the documentation for nearly all participatory governance committees. (I.A.4)

## **Conclusions:**

### **The College meets the Standard.**

College Commendation 1: The College is commended for its commitment to the Mission to transforming lives through a student-centered learning communities and its exemplary academic and student support programs that have led to remarkable completion and transfer outcomes. (I.A.3, I.B.5, II.A.16, II.C.5)

## **I.B. Assuring Academic Quality and Institutional Effectiveness**

### **General Observations:**

The College provided evidence that they are assuring academic quality and institutional effectiveness. Evidence of student achievement and improvement plans are published on the College website through the Annual Program Update and Comprehensive Program Review webpages. Other dashboards with success and achievement indicators are publicly available. Internal data dashboards are updated regularly. The team observed limited examples of disaggregation and analysis of outcome data. There are systems in place for learning outcomes assessment, but data collection and analysis could be more comprehensive and consistent. College goals are linked to key performance indicators that consider equity. Annual Area Updates and Comprehensive Program Reviews are the main avenues of dialogue related to continuous improvement. Participation in these planning and evaluation processes is widespread across the College. Broad participation in these reviews indicates the College is committed to continual improvement. The College demonstrated a strong awareness and pride in student transfer, and there is a strong commitment to building a college-going culture.

### **Findings and Evidence:**

The institution has the structures in place for dialogue surrounding outcomes, equity, academic quality, institutional effectiveness, and continuous improvement. The Participatory Governance Handbook was recently updated and identified relevant and essential structural components to support dialogue about student outcomes and achievement. Governing bodies such as the College Round Table, Assessment Committee, and Integrated Planning Committee have appropriate purpose and mission statements to support dialogue and continual improvement. Data dashboard availability provides an indicator that data is available to support dialogue and improvement in many areas. Comprehensive Program Reviews and Annual Planning Update processes are deeply connected to campus governance and planning and indicate that conversation occurs. Several data-driven special reports for stakeholders further substantiate that conversation surrounding institutional effectiveness, and continuous improvement is important to the College. (I.B.1)

Student Learning Outcomes are established for instructional programs and learning support services. The established outcomes are well-documented in the catalog, the curriculum

management system, and the College website. Structures are in place through the Assessment Committee and Teaching and Learning Center to support outcomes assessment. Schedules for assessment of Student Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes are established. The primary means of publishing outcomes information is through the Program Review process. A review of select programs reviews indicates there are efforts to reflect on outcomes through the Annual Area Updates and Comprehensive Program Review process. By reading the ISER, examining documentation, and interviewing staff, the team confirmed that the College has systems and procedures in place and is committed to improving outcomes assessment. (I.B.2)

The institution has established Institution-set standards and reviews them yearly in association with the ACCJC Annual Report. The standards include completion, transfer, job placement, and licensure examination rates. The ACCJC Annual Report provides a mechanism for yearly monitoring of these metrics and reflection on aspirational goals. The team noted that the College is consistently exceeding the stretch goals in some areas. The ISER reports that the College is performing below the institution-set standards on employment rates. One challenge is that an official data source for employment data, California Community College Strong Workforce, lags behind several years. The College is planning to hire a third-party vendor, First Floor Group, to support more timely and accurate information about the labor market to understand the best approach to ensuring that College programs support employability. Also, significant efforts have been made with Career and Technical Education Advisory Committees to understand the labor market and needed skills of program graduates. These efforts are meant to increase the employability of graduates. (I.B.3)

The College shared several examples of assessment data used to evaluate programs and services. Some notable examples include the data dashboards that report based on learning communities such as Umoja and the comprehensive progress report on changes associated with Assembly Bill 705. Another example is a student survey that ultimately led to changes in the scheduling of classes. The examples above show the institution is committed to using assessment data to support student learning and achievement. (I.B.4)

The College's Annual Program Update process is designed to support ongoing and systematic evaluation. Comprehensive Program Reviews are conducted on a three-year cycle. The program review cycle is supported by an annual update process. Both processes ask faculty and staff to review program goals and their alignment with College and District goals, provide an update on outcomes assessment, and provide a mechanism to request resources. During the program review cycle, data is provided to staff, and they can disaggregate by a number of variables. Program Reviews are validated by the Integrated Planning Committee, and resource requests are scored based on a rubric. Recommendations for resource allocation are forwarded to the College Roundtable via the Integrated Planning & Allocation of Resource (IPAR) Committee. The Annual Planning Update process aligns with the budget planning process. The college regularly evaluates student achievement data with a particular focus on transfer. Through interviews, the College demonstrated a strong awareness and pride in the transfer numbers as evidence of their commitment to building a college-going culture. This commitment begins with relationships in the local middle and high schools and ends with a strong record of transfer to the University of California, California State University, and other universities. (I.B.5)

The College disaggregates student achievement in their Equity Plan. The plan uses widely recognized indicators of achievement disaggregated by various demographic groups. The plan highlights interventions where gaps are identified and reports how resources have been allocated to close gaps. Datasets for Comprehensive Program Reviews and Annual Updates can be disaggregated based on various variables – ethnic groups, age, and veteran status, to name a few. Other data dashboards show key success indicators for learning communities. The learning communities are primarily designed to support historically marginalized populations, and the associated data dashboards produce useful summative information and identify individual students to support targeted and individualized interventions. One intervention includes the Society of Scholars program (which encompasses several learning communities, Umoja and Puente as examples) and has a host of services/interventions to support achievement by reducing barriers. Examples of services/interventions include priority registration, textbooks, counseling, and specialized programming. Other efforts that resulted from the analysis of disaggregated data were the successful award of a Hispanic Serving Institutions grant and the establishment of a President's Equity Task Force. Also, the College-wide goals are linked to performance indicators. Progress is being monitored on these goals, some of which are specifically meant to reduce equity gaps. Overall, the disaggregation of achievement data, other short-term indicators, and the associated interventions illustrate an exceptional commitment to continuous improvement and equity. The College was able to show evidence of outcomes assessment, but the team did not observe that results are disaggregated for analysis with any regularity. The College should continue to refine processes to ensure they can disaggregate outcome data in meaningful ways. (I.B.6)

The College has clearly defined governance practices. Evidence indicates informal processes have been in place that leads to continuous improvement. A recent example was developing a joint committee called Integrated Planning and Allocation of Resources. The Integrated Planning and Allocation of Resources Committee was established to support the campus in mission-driven planning and added greater coordination and transparency to the resource allocation process. Another example was the development of job descriptions for governance committee leads, which clarified roles and expectations. The College has recently acted to formalize the evaluation of its governance processes and is encouraged to continue the newly developed process. (I.B.7)

Evidence indicates that the College's evaluation processes and timelines are widely publicized and communicated across campus. As an example, program review timelines and practices are published on the College website. The Annual Program Update and Comprehensive Program Reviews provide stakeholders the opportunity to identify strengths and weaknesses and plan for improvement. The Program Review and Annual Updates are appropriately linked to institutional priorities and resource allocation. The annual evaluation process ensures campus governance structures are deeply engaged. The publication and dissemination of other special reports and wide availability of data dashboards provide further evidence that the institution communicates assessment results appropriately. (I.B.8)

The College provided evidence of broad-based systematic planning and evaluation. The College has long-term and short-term goals, as evidenced by its Educational Master Plan and Strategic Plan. Both the Strategic Plan and College Goals are linked to key performance indicators to evaluate progress. Broad participation in Annual Program Updates and Comprehensive Program

Review serves as additional evidence of a commitment to broad-based planning with an aim toward continuous improvement. The planning process has clear links to governance and invites widespread participation. Processes are in place that link Annual Program Updates and Comprehensive Program Review to resource allocation. (I.B.9)

### **Conclusions:**

**The College meets the Standard.**

### **Recommendations to Improve Quality:**

College Recommendation 1: In order to increase effectiveness, the team recommends that the College ensure that its outcomes assessment practices are consistently comprehensive and regularly include analysis of disaggregated learning outcome data. (I.B.6, II.A.3)

College Recommendation 2: In order to increase effectiveness, the team recommends that the College complete the implementation of its formal cycle of evaluation of governance structures and processes. (I.B.7, IV.A.7)

## **I.C. Institutional Integrity**

### **General Observations:**

The College regularly reviews and updates its Mission and the catalog with involvement from multiple constituency groups. Learning outcomes are disseminated across various publications, including syllabi, the catalog, and the website. The College has policies and processes to ensure it consistently and accurately communicates with students and the public through its website, catalog, and other online and print materials. Accreditation status and communication are prominently displayed on the website and in the catalog. Peralta Community College District demonstrates institutional integrity by ensuring its commitment to high-quality education, student achievement, and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

### **Findings and Evidence:**

The College regularly reviews its Mission, Vision, and Values statement as part of the strategic planning process. The institution's Curriculum Committee ensures "curriculum is academically sound, comprehensive, and responsive," while the Assessment Committee requires current Student Learning Outcomes in all course syllabi. The catalog is updated annually to "ensure clarity, accuracy, and integrity" and is reviewed by faculty, chairs, the Curriculum Committee, and administration. Accreditation information is easily and readily found on the College website. (I.C.1)

The College provides a catalog in printed and online formats providing accurate descriptions of all required components. The catalog is reviewed and updated annually. Its production is aligned

to Curriculum Committee processes to ensure timely and accurate updates of instructional content. The College notes the various constituents involved in submitting changes and checking accuracy and named individuals involved in specific logistical steps. The Vice President of Instruction and the Vice President of Student Services are responsible for organizing and ensuring accurate updates and regular reviews of the catalog. (I.C.2)

The College coordinates and documents comprehensive student learning across the course, program, and institutional levels. Results are disseminated across various internal constituents through the participatory governance committee framework and strategic planning. State-level achievement data is provided through prominent access on the website to the Student Success Scorecard. Internal achievement data dashboards are found on the College website, multiple layers deep, under Institutional Effectiveness. The weblink pathway and terminology might make it difficult for the general public and new students to find and identify. The team suggests student achievement results be more easily accessible on the College website and in a manner more understandable to those outside the academe. (I.C.3)

The College clearly articulates its academic credentials, including its purpose, content, course requirements, and program learning outcomes, and they are easily discoverable in the catalog. (I.C.4)

To ensure integrity, changes to policy, procedures, and the catalog pass through several constituent groups, including participatory governance committees and the Board. For instance, after Chancellor's Cabinet review, board policies and procedures are reviewed by relevant participatory governance committees for feedback. The catalog and the Participatory Governance Handbook are updated on an annual basis. Additional College documents and publications are reviewed regularly through relevant stakeholder groups. (I.C.5)

The College accurately communicates fees and required expenses in the catalog and on the institution's website. The Financial Aid website provides access to the Net Price Calculator, and the Bookstore website includes textbook costs for all courses. Zero Textbook Cost courses are presented on the course schedule. (I.C.6)

Board Policy 4030-Academic Freedom clarifies the institution's commitment to academic freedom and freedom of speech. The policy is published in the catalog. (I.C.7)

Peralta Community College District and the College have established and clearly communicate policies and procedures outlining honesty, responsibility, and academic integrity for all constituents. The Behavioral Intervention Team meets and responds regularly to address student issues. The Student Grievance Policy defines procedures and ensures student rights are protected. (I.C.8)

Board Policy 4030-Academic Freedom reminds the faculty of the responsibility "... to study, to investigate, to present, to discuss, and to interpret fairly and objectively facts and ideas related to instructor's assignments." The Student Evaluation of Instructor survey documents perceptions of fair and objective instruction. As part of the regular evaluation procedure, peer reviewers assess

whether faculty are distinguishing between personal conviction and accepted professional views, as well as whether data and information are presented fairly and objectively. (I.C.9)

The College does not require conformity to and “does not promote nor seek to instill specific beliefs or worldviews by students, faculty, classified staff, or administrators.” Board Policies 4030-Academic Freedom and 7380-Ethics Civility and Mutual Respect codify open inquiry within the College. (I.C.10)

This standard does not apply as the College does not operate in foreign locations. (I.C.11)

Board Policy and Administrative Procedure 3200-Accreditation ensures compliance with ACCJC. All applicable public accreditation documentation and notifications are simply and prominently presented on the College website. (I.C.12)

The College clearly communicates all applicable accreditation status publicly through the College website. The College regularly reports relevant information to external agencies as required. (I.C.13)

Peralta Community College District is a public, open-access community college District. Peralta Community College District does not generate financial returns for investors, support external interests, or contribute to a parent organization. The colleges within the District provide high-quality education. It uses its financial resources to support student instructional programs and services to ensure students achieve their educational goals. (I.C.14).

### **Conclusions:**

**The College meets the Standard.**

## **Standard II**

### **Student Learning Programs and Support Services**

#### **II.A. Instructional Programs**

##### **General Observations:**

The College provides Instructional Programs that clearly show evidence of alignment to its mission to provide educational opportunities for the diverse community it serves and attain college competency, careers, transfer, and skills for lifelong success.

To accomplish this mission, the College offers a wide array of instructional programs that support student transfer to four-year institutions, associate degree programs, certificate programs, workforce preparation, developmental education, and lifelong learning, including a spectrum of completion options. These options vary among instructional programs yet remain dynamic dependent upon results of iterative curriculum reviews and faculty program evaluations. Options include Associate of Arts and Associate of Science degrees, Associate Degrees for transfer, and certificates of completion for both credit and non-credit courses. Pre-collegiate programs further address the diversity of the student population by offering courses in English, ESOL, and Math that are transferable to degree/certificate Berkeley City College courses.

The College is taking steps to improve its outcome assessment practices. Course program and curriculum are reviewed by faculty members and occur regularly with oversight by the Peralta Community College District program and guidelines from the Course Approval Handbook. Assessment results of Student Learning Objectives are widely available to the public through the Berkeley City College website. Results of these assessments are used to inform program improvements.

Faculty are dedicated to providing instructional programs that align with student, program, and institutional learning outcomes. A supportive and collegial atmosphere of collective ownership defines this professional cadre of instructors. The College's efforts to ensure quality academic programs have been evidenced by the success of their students in the transfer pathways and the exemplary transfer rates.

##### **Findings and Evidence:**

The College's instructional programs, regardless of location or means of delivery, encompass fields of study consistent with the institution's mission in promoting student learning, success, and equity. Programs are appropriate to higher education standards and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfers to other higher education programs.

As outlined in the Berkeley City College Catalog, instructional programs include an extensive and varied array of course offerings that address the diverse needs and interests of the student population demographic. Completion options and pre-requisites for all programs provide

choices for students in pursuing Higher Education degrees, Career Education, or lifelong learning. Courses are also offered for Credit or Non-Credit and are delivered either face-to-face, hybrid, or fully online.

To meet higher education standards, the College offers 18 Associate Degrees for Transfer (ADT) to the University of California or California State University systems. Articulation officers from the College and University of California/ California State University collaborate to make sure specific eligibility requirements are met, including Associate of Art and Associate of Science degrees. Dual enrollment programs also reflect collaboration with the California State University system to better prepare students for success in higher education institutions. Information for all Programs identifies student learning outcomes (SLOs), achievement options (degrees, certificates, employment), and, where applicable, transfer to other higher education programs. SLOs are assessed every three years and mapped to Program learning outcomes to ensure program quality and alignment to attainment criteria.

To address the need to migrate to all virtual instructional delivery, the College moved to a fully online modality, per Fall 2020 Emergency Temporary Distance Education Blanket and Temporary Distance Education Addendums. The College migrated its courses to Canvas Learning Management System (LMS) and, through the College website, has provided tech support with 24/7 phone support for stakeholders and faculty and resources/professional development to assist in migrating to the Distance Education learning environment.

The team appreciates the scope and breadth of course offerings that provide choices of delivery modes and modalities for program completion with a “something for everyone” approach depending upon individual student pathways for completion (continuing an academic or vocational path). (II.A.1)

Full and part-time faculty at the College regularly engage in the systematic and inclusive program and curriculum review processes. Reviews inform improvements in instructional courses and programs to ensure the currency, improved teaching and learning strategies and promoting student success.

Oversight for the curriculum review process is through the Peralta Community College District as outlined in the Peralta Program and Course Approval Handbook. A comprehensive program review cycle occurs every three years with annual program updates, and Career Education program reviews occur on a two-year cycle. A cohort review model is incorporated to ensure faculty play a central continual examination of courses and programs for improvement. The review process includes relevance to College and Program missions, trends in student achievement, assessment of SLOs, and Resource allocation. Both qualitative and quantitative data are analyzed to inform progress and improvement.

To maintain and ensure all Programs remain current in meeting mission requirements, a Curriculum Committee reviews all existing and newly proposed instructional programs regularly. Curriculum currency for Career Education courses is updated every two years and every three years for non-career education courses. Using CurricUNET software provides a workflow process for faculty to recommend new or update programs.

Annual program updates include a comprehensive review of alignment to mission goals, updates on program outcomes, assessments, and result alignment to improvement actions, and outcomes and accomplishments for funded resources.

Through the Teaching and Learning Center, the College analyzes and applies assessment data and outcomes to identify improvement and action plans through Focused Inquiry Groups, Action Plan Projects for Learning Excellence, and Peer Observation Pool. (II.A.2)

The College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees through curriculum review, program review, and outcome assessment processes.

The Curriculum Committee, comprised of the College faculty, provides review, oversight, and recommendations for course and program additions, revisions, deletions, and recommendations. Established institutional procedures are incorporated into reviews, including review of officially approved, current Course Outline of Records (CORs through CurricUNET). CORs provide detailed information regarding important course information, in addition to student learning outcomes and related assessments to verify and validate learning. Student Learning Outcomes from the COR are reviewed separately and validated in a second review by the Curriculum Committee at large.

Students receive a course syllabus in every class section that includes SLOs from the officially approved CORs.

Student Learning Outcomes and Program Learning Outcomes are reviewed in the College's Comprehensive Program Review, and Annual Program Update every three years. The Assessment Committee oversees the assessment of SLOs at the course, program, and institutional levels on a recurring cycle. Information from course-level SLOs informs PLO assessments. The College has also taken measures to ensure faculty are qualified to perform SLO assessments through mentoring and workshops.

CurricUNET has been a challenge for the College; however, they have committed to completing assessments and are taking initial steps in requesting resources for the Annual Program Update process, as outlined in the Actionable Improvement Plan. (II.A.3)

The College offers a pre-collegiate level curriculum that directly supports students in acquiring knowledge and skills necessary to advance and succeed in college-level courses. Designations that distinguish pre-collegiate from the college-level curriculum are indicated where course descriptions appear. Courses include English for Speakers of Other Languages, Mathematics, developmental, continuing and community education, short-term training, and contract education with oversight from the Curriculum Committee in the review and approval of courses.

Pre-requisite courses provide a clear path for transfer to the college-level curriculum through guided placement tools for online Math, English and ESOL, and Guided Pathways. (II.A.4)

The College's degrees and programs follow practices common to American higher education and ensure that minimum degree requirements are met. Per Peralta Community College District Administrative 4100 - Graduation Requirements for Degrees and Certificates, minimum degree requirements are 60-semester units toward an Associate degree, with a minimum grade point of 2.0.

Degrees and programs demonstrate practices common to American higher education, including appropriate length, breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Evidence of meeting these requirements appears in the College Catalog, on the website course descriptions, the Program Assessment Matrix Template, and the Board Policy and Administrative Procedure 4020. To ensure degree and certificate programs meet American university standards, faculty on the Curriculum Committee review degree and certificate programs, and the College's articulation officer collaborates with four-year institutions to verify articulation and transfer requirements. The College supports faculty professional development as another means of ensuring they remain current with university-level standards. (II.A.5)

The College is in a unique position to schedule and offer courses that enable students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. As one of four colleges in the Peralta Community College District, students have options for scheduling courses beyond their home campus to ensure courses are available within a program sequence.

The College developed and used the Integrated Enrollment Management Plan (ISEMP) to generate strategies to improve enrollment. To inform the scheduling of courses, the College incorporated data from relevant sources regarding student course-taking patterns, locations, and courses at other District colleges to institute a coordinated block schedule, which in fall 2020 completely online course schedule was maintained for synchronous courses. (II.A.6)

The College offers multiple modes for course delivery and instruction and learning support services to address the changing needs of its students and support equity and success. Course delivery modalities include on-campus (face-to-face), online, and hybrid. For Distance Education, a Distance Education plan is in place to close the equity gap through access to technology hardware and software, guidelines for the development of Distance Education courses, professional development training for faculty, and preparation of online materials to ensure success for all students. Disaggregated data for student populations continue to shape decisions about the Distance Education offerings. Additionally, District online equity rubrics inform course development to ensure and increase equity.

Learning support services are provided through an online Learning Resource Center on the College's website, embedded tutors for many courses, and Society of Scholars programs, Extended Opportunity Programs, and other support programs for foster youth, veterans, and students with disabilities. The faculty resources page provides distance education support for faculty with links to additional guidelines and training modules through Peralta Community College District. (II.A.7)

The College does not use nor plans to incorporate departmental course or program exams,

including direct assessment of prior learning for the majority of its programs. Where a diagnostic assessment is used, such as in the Chemistry Department, which administers the California Chemistry Diagnostic Test, faculty evaluate the effectiveness of the tools to ensure reliability and prevent test bias. (II.A.8)

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. At the course level, grades are connected to Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs). This is consistent for all courses, and SLOs appear on Course Outlines of Records (CORs). Units of credit are awarded in a manner consistent with higher education norms. (II.A.9)

The College makes available to students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty: these policies are conveyed through the College Catalog, the Career and Transfer Center, Administrative Procedure - 4100, Section VII, Use of Coursework from Another Accredited Institution and the BCC website, Admissions, and Records: Forms and Information and Transcripts from other Institutions pages. Appropriate department chairs certify that learning outcomes from transferred courses articulate to the College's courses.

The College provides policies for transfer of credit and certifies that expected learning outcomes for transferred courses are comparable to learning outcomes of the College courses. Information on the Articulation page of the College website outlines agreements between CS, USC, and California private independent colleges and universities and the process for ensuring learning outcomes are comparable with those the College delineates for its course. Regular reviews and updates of administrative procedures occur for advanced placement credit, International Baccalaureate, College Level Examination Program, and Military credit. (II.A.10)

The College's programs include Student Learning Outcomes (SLOs) appropriate to program levels. Institutional Learning Outcomes (ILOs), as outlined at the beginning of the Course Catalog, including the areas required for Standard II.A.11, competencies in communication, information literacy, quantitative reasoning, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other Program Learning Outcomes. SLOs and PLOs are mapped to the ILOs. (II.A.11)

The College requires all degree programs to have a component of general education for associate degrees. Per the Associate Degree General Education Requirement, students must complete at least 19 units. The College Catalog includes general education requirements for all courses offered. Faculty shape decisions regarding course eligibility for satisfying general education requirements based on SLOs. The District-wide General Education Subcommittee of the Council of Instruction reviews and determines the appropriateness of each course for inclusion in General Education. (II.A.12)

The College ensures that all degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The College catalog clearly outlines degree and certificate requirements, including required courses within each discipline and/or related disciplines and elective courses. For each program, the type of degree is clearly identified with

extensive information, including minimum requirements specific to each degree or certificate, units of study, and recommended course sequences aligned to selected program matriculation, GPA/grades, and recommended prerequisites. For example, the Anthropology program offers an AA-T, three required courses, and a choice of related courses to complete the required units of study. The College also adheres to District level prerequisites, corequisites, and recommended participation.

The Curriculum Committee conducts a curriculum review process to ensure specialized courses in an area of inquiry or disciplinary core have appropriate SLOs that align to PLOs and include mastery at the appropriate degree level. For example, the CurricUNET program outcome mapping report maps focused courses/areas of study to specific learning objectives. (II.A.13)

Graduates who receive Career and Technical Education certificates and/or degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards. They are prepared for external licensure and certification. The College Course Catalog provides detailed evidence that meets the standard, including detailed program descriptions, career opportunities for entry-level positions, required core courses for the successful attainment of each type of degree/certificate, recommended one and two-year course sequences, and all available options. For example, the Animation Level I certificate of achievement offers focused areas of achievement; however, students must complete two introductory courses for Animation and a Career Preparation course before they select a focus area. This pattern is consistent for all courses.

To address the inclusion of professional competencies that meet employment standards and other applicable standards, the Business, Career Education, and Applied Technology and Career Education Ad hoc Committees provide oversight for verification and currency of employment opportunities and other external factors. Career and Technical Education programs are also supported and vetted by external industry advisory committees and the Bay Area Community College Consortium to ensure any new or revised programs meet the industry standards and students achieve success in demonstrating technical and professional competencies.

The College's website offers more expansive information on gainful employment and all Career and Technical Education programs offered by the College, so students are well informed regarding preparation for external licensure and certification. (II.A.14)

When programs are eliminated, or program requirements are significantly changed, the College makes appropriate arrangements so that students may complete education in a timely manner with a minimum of disruption. The District and College adhere to criteria outlined in the process for modification, continuance/discontinuance of courses and programs according to Administrative Procedure - 4021. The College Catalog outlines Catalog Rights as long as students maintain enrollment in at least one semester per academic year in any of the Peralta Colleges so that regulations at the time a student entered the college remain in effect until program requirements are completed. If a program has been or will be eliminated, students can claim catalog rights and work with a counselor to complete and petition for the appropriate degree or certificate. (II.A.15)

The College conducts regular evaluation of the quality and currency of all instructional programs offered in the name of the institution to improve programs/courses and enhance learning outcomes and achievement. The College incorporates an iterative and systematic Comprehensive Program Review process, also a component of the Peralta District's institutional effectiveness process. The Program Review Handbook outlines the requirements, with a Comprehensive Instructional Program review every three years and an Annual Program Update completed within alternate years to review progress in meeting goals identified in the Comprehensive Program Review. Additionally, a peer-validation process ensures alignment with strategic goals and program goals, completion of program assessments, and provision of improvement action items. Noteworthy is the comprehensive and inclusive information generated in the Program Reviews to inform important topics and mission-related goals to achieve improvement and student success. The College's efforts to ensure quality academic programs have been evidenced by the success of their students in the transfer pathways and the exemplary transfer rates. The College has successfully partnered with Universities to maintain effective, rigorous, and respected programs to the benefit of their students. (II.A.16)

### **Conclusions:**

**The College meets the Standard.**

### **Recommendations to Improve Quality:**

College Recommendation 1: In order to increase effectiveness, the team recommends that the College ensure that its outcomes assessment practices are consistently comprehensive and regularly include analysis of disaggregated learning outcome data. (I.B.6, II.A.3)

## **II.B. Library and Learning Support Services**

### **General Observations:**

The College's library and learning support services (including Library, Learning Resources Center, and Writing Center) are adequate to support learning and student achievement for both face-to-face and distance education students. Assessment of the services indicates they contribute to student learning.

### **Findings and Evidence:**

The College provided evidence that the library and learning support services are sufficient in terms of quantity, currency, depth, and variety. The Library, Learning Resources Center, and Writing Center participate in program reviews to evaluate services and plan for improvement. Analysis and action planning in the library evaluation was especially noteworthy. A review of the ISER, evidence files, the College website, and interviews with the associated teams indicate appropriate services are available for on-campus and distance education students. Examples of these services for the library include the availability of both synchronous and asynchronous support services such as in-person support, live online chat, Libguides, phone, email, and Frequently Asked Questions. Library support also includes direct engagement within the learning management system upon faculty request. In addition, the team observed that the library had a wide variety of electronic resources available to meet users' diverse needs. At the Learning

Resources Center and Writing Center, online tutoring and in-person are available in a wide variety of subject areas. The Centers support one-on-one and group tutoring in addition to providing study spaces. The scope of support services is appropriate given the mission and size of the College. (II.B.1)

Evidence indicates that librarians, Learning Resources Center, and Writing Center staff are engaged with College partners to select materials and provide services. The campus governance structures and interdepartmental communication are robust enough to ensure that collaboration is strong. As an example, representation by a librarian on Curriculum Committee ensures library staff is knowledgeable about changes that could impact needs as they relate to collections and services. Evidence suggests that communication and collaboration between Learning Resources and Writing Center staff and the math and English departments occurs. Moreover, math and English faculty are deeply connected to planning the services and training tutors. The provision of embedded tutoring and supports for interventions associated with Assembly Bill 705 offered further evidence of engagement with program faculty. These services could not occur without close collaboration with stakeholders. (II.B.2)

The Library and the Learning Resources Center participate in Comprehensive Program Review and Annual Area Updates. The processes provide the opportunity for comprehensive evaluation. The Library reviews are comprehensive and include a direct connection to College goals, outcomes assessment summaries for associated courses, and student survey data. In addition to participating in Comprehensive Program Review and Annual Program Updates, the Learning Resources Center completed a thorough evaluation of tutoring services in 2019 as a response to low student participation (as evidenced by results from the Community College Survey of Student Engagement). Based on the plan, they have developed new outcomes and began measuring those in Fall 2020. The team noted several other positive changes in response to the Community College Survey of Student Engagement. As examples, these changes involved consolidating many tutoring services into one place, ensuring that more subject areas have support, and establishing formalized training based on nationally recognized best practices, College Reading & Learning Association. The Writing Center measures outcomes based on the Writing Workshop course (English 208). It has other evaluation instruments in place, such as workshop and coach surveys. The Writing Center also formalized their training to ensure they meet nationally recognized best practices in collaboration with the Learning Resources Center. (II.B.3)

Shared and contracted services for content and content management and access are highlighted in the report. These services are standard across California Community Colleges and libraries broadly and include electronic resources, content management, and online tutoring. Services are codified through contracts and institutional participation agreements. To the end-user, these services are primarily perceived as local (because they are mediated through college personnel and the website). Thus, evaluation is incorporated into the normal evaluation cycle by the nature of the tools/services. (II.B.4)

## **Conclusions:**

**The College meets the Standard.**

## **II.C. Student Support Services**

### **General Observations:**

The College offers comprehensive, mission-driven student support services that are designed to serve the diverse student population through many delivery methods. The college utilizes its website and state-sponsored software products like Starfish and MyPath to supplement resource support and services. There is a systematic program review to assess the quality and to improve all services based on both learning outcomes and service area outcomes. The College has many co-curricular programs with a unique focus on equity, student engagement, access, and inclusivity. Block scheduling allows for meaningful student activities and events. Equity is embedded in all the initiatives and support services to close achievement gaps, with outreach to disproportionately impacted students. The College is committed to supporting student transfer through all levels of the organization and particularly with their counseling faculty.

### **Findings and Evidence:**

Student Services at the College regularly evaluate their programs and services through comprehensive program review every three years, with the last completed in 2018. Each student services area also conducts a yearly Annual Program Update. These reviews align with the college's goals, Vision for Success goals, the College's Educational Master Plan, and the Strategic Plan. The data collected from the reviews and updates inform their programs for continuous improvement. Due to COVID-19, all student services areas made the quick shift from in-person to online support. (II.C.1)

Assessing Student Learning Outcomes and Service Area Outcomes occurs during the Comprehensive Program Review and Annual Program Updates process. Student Services programs conduct student satisfaction surveys to gather student feedback on programming and improve the quality of their areas. Based on the feedback to these surveys, the College has instituted new strategies to assist students in meeting their basic needs with a weekly food pantry, technology distributions, and changes to the Financial Aid practices. The College has been intentional that these outcomes attribute to closing equity gaps. Student Learning Outcomes and Service Area Outcomes are overseen by the Integrated Planning Committee, and trainings are provided to service areas on effective assessment tools and evaluation strategies so that they may utilize the online Program Review tool. The Student Services Council creates a space for all service areas to share with their colleague's information regarding their Annual Program Updates, which broadens the scope of feedback to improve services. This space also allowed for members of the division to stay engaged on campus while staying informed of services and campus changes. (II.C.2)

The College offers robust student support services, regardless of service location or delivery method. All departments provide online support. Due to COVID-19, all student services were moved from in-person to online. All webpages were updated to inform students on how to access student services online, including a Student Services remote/online webpage. This information and resources are also available at local high schools and off-site locations. Student Accessibility Services provides services for all disabilities, including assessments and evaluation of services. Student Accessibility Services has taken the feedback of its students to work together to create

a District-wide database for students who take classes at multiple campuses within the District. The College utilizes Student Ambassadors to answer a live chat box located on the home page of the website. This allows incoming and current students the opportunity to receive answers to campus questions, admission procedures, registration directives, and information on on-campus events. The Student Ambassadors have weekly training meetings where they are updated on the most current information. This live chat function was created to address student needs during COVID. The Counseling Department provides Guided Student Education Plans according to the students' declared major, aligning with Guided Pathways to ensure student success. (II.C.3)

Aligned with its mission, the college offers a variety of co-curricular programs and activities that enhance the student life experience. The Office of Student Activities and Campus Life, along with the Associated Students of Berkeley City College, coordinate events that complement the experience outside the classroom. They both conduct student evaluations and surveys to evaluate the effectiveness of their programming. Students are encouraged to join one of the 20 campus clubs, participate in Associated Students of Berkeley City College, engage in participatory governance committees, and take part in the training. The College utilizes various platforms to inform students of various events on campus, including texting, collaborations with faculty, and calendars on the website. The College has maintained college hours to support student engagement. Events and activities are supported through a regularly scheduled block of time when class is not in session. This time allows students to participate in campus cultural and informational events. Students spoke about how the layout of the campus building allows for more engagement and awareness of events and programs. The office of Student Activities and Campus Life holds a variety of events, including Welcome Week, Club Rush, Civic Engagement Activities, Cultural Activities, and the weekly Food Panty. These events have been reimaged because of the pandemic with positive results. The Associated Students of Berkeley City College implements activities to create student advocacy, student integration to the campus community, social activities, and holiday events. There is a clear process to charter a club on campus with online forms that align with the mission of the College. Associated Students of Berkeley City College has an Inter-Club Council to coordinate programs, increase collaborations among clubs and students, and review resource allocations. (II.C.4)

Students have access to counselors in person and online for personal, academic, and career exploration to support their development and success. The College employs full-time and part-time counselors. There are counselors who serve in various student areas, including General Counseling, Student Support Programs, and the International Student Program. The College offers six credit counseling courses and one non-credit course focusing on college success. Moreover, the College provides academic probation services, including workshops, success coaches, and transfer workshops, and counseling. Services to students are documented in the SARS database. The College has seen an increase in the number of students receiving Student Educational Plans by 37% in the past year. This is due in part to the use of targeted outreach to students in English classes during LIVE Week and Quick Stop Counseling, where students can get their basic counseling questions answered in a drop-in manner and create appointments with a counselor. There is also targeted outreach to students who were identified as disproportionately impacted within the campus Equity Plan. These Student Educational Plans align with the meta majors identified by the campus through Guided Pathways. New counseling faculty take part in a comprehensive training process utilizing a New Counselor Training Manual. Ongoing meetings

as a department, campus training, and attendance at state conferences add to their professional development. The results of these efforts are impressive, with the college transferring more students to the University of California system than comparably sized colleges. Students in interviews expressed confidence in the College's ability to support students through the transfer pipeline, particularly with their close relationships to the University of California, Berkeley. (II.C.5)

The College adopted and adheres to admissions policies consistent with its mission to provide its diverse community with educational opportunities, promote student success, and transform lives. The College uses CCCApply for the admission application, and students can access information and resources in print and through the website, Career and Transfer Center and Counseling webpages, and the digital Catalog. In 2018-2019, 466 Berkeley City College students transferred to a University of California or California State University. The majority transferred to a University of California with 290 students, and 176 transferred to a California State University. The College is utilizing the Guided Pathways model and customizing the four pillars into three pillars and a fourth overarching commitment to learning. The College Guided Pathways design team has reimagined the Guided Pathway framework into three pillars and a fourth overarching commitment to learning: (1) "Moving In": successfully beginning a college career, (2) "Moving Through": supporting student learning, progress, and retention, and (3) "Moving On": facilitating and improving completion rates. (II.C.6)

The College regularly assesses its admissions processes and placement tools and practices to validate their effectiveness while minimizing biases. Students utilize the Passport System for enrollment each semester, and faculty submit census/attendance rosters and final grades through this system. The College utilizes the Peralta Community College District Board Policies to ensure that admissions and placement practices are institutionalized with minimized bias. The District's Administrative Procedures correspond with Board Policies and provide details on the practices and instruments to be adhered to throughout the District. In fall 2019, the College implemented Assembly Bill 705, which included the use of new placement instruments presented in the guidelines from the California Community Colleges Chancellor's Office. They were one of only 13 colleges recognized as "strong implementers" of Assembly Bill 705 by the California Acceleration Project, with less than 10% of course offerings in below college-level math and English. In fall 2020, the College implemented the English as a Second Language placement tool. The College's guided self-placement tools for math, English, and English as a Second Language are presented on the placement page on the College website for use by students and counselors to identify the appropriate first course for new students. (II.C.7)

Board Policy and Administrative Procedure - 5040 Student Records, Directory Information, and privacy ensure compliance with the "privacy, appropriate safeguards and students' right to notification" as well as student's ability to release records and the collection and release of student information. The District Office of Information and Technology ensures and monitors the secure backup of all technological files. Information regarding the release of student information is published on the Admission and Records website and in the college catalogs. (II.C.8)

**Conclusions:**

**The College meets the Standard.**

## **Standard III Resources**

### **III.A. Human Resources**

#### **General Observations:**

The College has established processes for the hiring of employees. Peralta Community College District (PCCD) Human Resources Office verifies the qualifications of applicants through an established process in accordance with California Community Colleges minimum qualifications for faculty and administrators. Peralta Community College District reviews transcripts to ensure they are from accredited institutions recognized by U.S. accrediting agencies, per Administrative Procedure 7211-Minimum Qualifications and Equivalencies.

The Vice Chancellor of Human Resources and Senior Human Resource Analyst confirmed that the District follows the equivalency review process outlined in Administrative Procedure 7211-Minimum Qualifications and Equivalencies, which is used to verify equivalency to minimum qualifications for faculty and administrators. The College's personnel policies and procedures are published and available on the website of the Peralta Community College District Board of Trustees. Board Policies and Procedures ensure compliance with employment practices, and the Human Resources office acts as the subject-matter expert for all the personnel-related policies. Over the past two years, Human Resources posted all the procedures on the Human Resources web page, and they are also available on the Board of Trustees web page. The College and the District work together to ensure that personnel policies are applied consistently and equitably. Fairness, equity, and consistency of policies are further supported through the collective bargaining process and agreements.

The College maintains a sufficient number of qualified faculty to ensure faculty responsibilities are carried out and to maintain the quality of its programs and services. The College evaluates all personnel through defined and documented processes that ensure evaluation of effectiveness and encourage improvement. The College provides for the security and confidentiality of personnel records, in accordance with Human Resources Policy and Bargaining Unit Contracts.

#### **Findings and Evidence:**

The College and the District follow a series of policies and procedures:

- Board Policy 2431-Chancellor Selection,
- Board Policy 7120-Recruitment and Hiring,
- Administrative Procedure 7211-Minimum Qualifications and Equivalencies
- Administrative Procedure 7121-Faculty Hiring,
- Administrative Procedure 7122-Hiring Procedures for Regular Academic Administrators and Classified Managers,
- Administrative Procedure 7123 - Hiring Acting and Interim Academic and Non-Academic Administrators, and
- Human Resources Operating Procedures.

These policies and procedures ensure the hiring of qualified employees with the appropriate knowledge, skills, and abilities to meet the job performance expectations. The College has shown evidence of the requirement to have minimum qualifications met prior to employment. The minimum qualifications conform to the minimum qualifications established through the statewide Academic Senate and the California Community College Chancellor's Office, local collective bargaining agreements, and Human Resources Operating Procedures. Human Resources staff works with the hiring manager to update job descriptions. The hiring prioritization process, based on the Comprehensive Program Review and Annual Program Update, ensures that positions are closely related to the College's mission and goals. The District and College also advertises job announcements using sources that will attract a diverse pool of candidates. (III.A.1)

The College requires that applicants for faculty positions meet the minimum qualifications criteria in accordance with procedure Administrative Procedure 7211-Minimum Qualifications and Equivalencies. This procedure requires compliance to the statewide minimum qualifications list and equivalency procedures, which address appropriate degrees and professional experience. Additionally, hiring managers and subject experts may include in the job description additional appropriate qualifications regarding teaching skills, scholarly activities, and other factors related to the mission of the College within each of the College's faculty position announcements. Evidence of job descriptions, including development and review of the curriculum, are evident in the job descriptions provided, and assessment of learning outcomes is required. The presence of faculty on hiring committees ensures that candidates demonstrate expertise in their discipline and excellent teaching skills. The selection process often includes a teaching demonstration. (III.A.2)

The College's job descriptions for academic supervisors and educational administrators include minimum qualification or equivalent as required by California Title 5 and Board Policies (Administrative Procedure 7122-Hiring Procedures for Regular Academic Administrators and Classified Managers). The college uses the Minimum Qualifications handbook for Faculty and Administrators from the California Community College Chancellor office to ensure the consistency and necessary qualifications to sustain the effectiveness of the institution. The selection process involves the participation of current administrators, faculty, and staff. Job descriptions for management positions are prepared in consultation with the hiring manager and the Human Resources department. For new management classifications, Academic senates are given the opportunity to provide input into the job description. Human Resources will screen all applicants for minimum qualifications and forwards all qualified applicants to the screening committee. The process for hiring administrators is extensive and followed with the assistance and supervision of Human Resource staff. (III.A.3)

Peralta Community College District follows Title 5 regulations to ensure all employee positions meet minimum qualifications and associated degrees. These policies require that degrees must be from institutions that are fully accredited by federally recognized agencies. The process of accessing minimum qualifications and degree requirements of faculty service areas are outlined in Administrative Procedure 7211-Minimum Qualifications and Equivalencies. Foreign transcripts must be translated and evaluated by a U.S.-based credentials evaluation service must

be evaluated by an official foreign credentials/transcripts evaluation and translation service. (III.A.4).

The College systematically evaluates all personnel through defined and documented processes that ensure evaluation of effectiveness and encourage improvement. The processes for evaluating all faculty (full-time and part-time) are documented in the Faculty Evaluation Handbook. The processes for evaluating classified staff are documented in two collective bargaining agreements between the classified staff and the District. Management performance evaluations are guided by Administrative Procedure 7124-Management Performance Evaluation. Based on the interviews with the college and the District human resources office personnel, the college is tracking and completing employee evaluations. The process and forms for these evaluations demonstrate that the evaluations seek assessment of effectiveness and improvement and are conducted in a consistent, timely, and documented manner. The District office uses an excel spreadsheet to track the evaluations and to send reminders to the College. (III.A.5)

Standard III.A.6 is no longer applicable.

The College maintains a sufficient number of qualified faculty to ensure faculty responsibilities are carried out and to maintain the quality of its programs and services. The District has met its faculty obligation number in the last three years, 2018-2020. Furthermore, the District maintains a preferred and a non-preferred hiring pool of part-time faculty to maintain enough qualified, experienced and outstanding instructors available for the colleges. Additional full-time faculty needs are assessed and requested through the Comprehensive Program Review and Annual Planning Update. Department chairs, academic deans, vice president of instruction, and the Academic Senate are an integral part of the annual prioritization process for recommending full-time faculty positions to the college President. The College President takes these recommendations to the Chancellor's Cabinet for consideration. (III.A.7)

Human Resources has an established orientation procedure for part-time faculty which requires an appointment with human resources staff (onboarding). The District routinely provides part-time faculty with professional development opportunities available through Flex Day activities. The collective bargaining agreement outlines the eligibility of part-time faculty for short- and long-term professional development activities. The institution provides opportunities for part-time faculty to participate in the life of the College. Part-time faculty are allowed to serve on the Academic Senate, in standing committees, task forces, college initiatives, and projects at the teaching and learning center. The Staff Development Office has a website and regularly sends out announcements regarding professional development opportunities. It also publishes a newsletter about upcoming trainings. (III.A.8)

The College has a sufficient number of staff with appropriate qualifications to support the College's mission and purposes. The institution uses the current planning and budget allocation process to request staff positions in support of programs and College initiatives. This annual planning process ensures that these proposals for new staff hires are based on validated program needs and are closely aligned to the college mission and institutional goals. The President's Cabinet assesses and prioritizes staff vacancies and takes into consideration all

college staffing needs. The District's human resources procedures ensure that staff hires have the appropriate qualifications to support college operations. (III.A.9)

The colleges and District have had historical challenges maintaining enough administrators to ensure appropriate expertise to provide continuity and effective administrative leadership and services to support the institution's mission due to administrative turnover. The District and colleges have developed recommendations to retain executive-level staff, developed Board Training Sessions, and convened a participatory group to analyze administrative turnover.

The team reviewed the management turnover rate and noted the rate has improved, reducing from 33% in 2017-2018 to 23% in 2019-2020. While the District and Board have committed to mitigating the high Administrative turnover, the team could not identify evidence of activities related to the goals that are listed in the PCCD Institutional Five Year plan to improve these outcomes. While turnover is starting to slow down, the administrative turnover at the District Office, particularly in finance, is contributing to the lack of adequate financial oversight. (III.A.10)

The District's website publishes its human resources policies and procedures for the public to review, and new employees receive this information during orientation. The District's shared governance structure regularly vets, reviews, and revises, when necessary, policies and procedures in accordance with Board Policy 2410 to ensure that they are fair and equitably, and consistently administered. The colleges follow the District's established policies and procedures, which are posted on both the Board of Trustees and Human Resources web page. (III.A.11)

The College uses state-mandated requirements as the framework for understanding the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of staff and students as elements of the required qualifications for any position. The college follows the District's 2019-2022 Equal Employment Opportunity plan in its hiring procedures, and the Board has an established equal employment opportunity policy (Board Policy 3420-Equal Employment Opportunity) and a commitment to diversity (Board Policy 7100-Commitment To Diversity). The District regularly assesses its record of employment equity and diversity through an annual analysis of the District workforce and applicant pool. This is detailed in the District Equal Employment Opportunity Plan. Additionally, the College's hiring process includes a practice of all screening committee members participating in unconscious bias training. The Board has an established a nondiscrimination policy (Board Policy 3410-Nondiscrimination). Statements regarding the District's values regarding equal opportunity, equal treatment, and fairness are included in the PCCD Values statement in the District website. These statements are regularly revisited and consistent with the mission of equitable opportunities and appreciation of different points of view within the Peralta District. (III.A.12)

The District Board Policy 2715-Code of Ethics and Standards of Practice has a code of ethics and standards of practice for board members. Administrative Procedure 7380-Ethics, Civility and Mutual Respect, outlines the process for violations of employees of the District. Violations of ethics are addressed through the discipline processes as defined in the collective bargaining agreements. A number of policies and procedures

- Board Policy 7360-Discipline and Dismissal, Faculty

- Board Policy 7365-Discipline and Dismissal, Classified
- Administrative Procedure 3430-Prohibition of Unlawful Harassment,
- Administrative Procedure 3433-Prohibition of Sexual Under Title IX,
- Administrative Procedure 7700-Whistleblower Protection,

complement Administrative Procedure 7380-Ethics, Civility and Mutual Respect. The District investigates any suspected violations and takes the appropriate actions. (III.A.13)

As outlined in Board Policy 7160-Professional Development, long-term professional development is essential to ensure that all instructors, staff, and administrators have sufficient expertise and skills to support the achieving the mission. Bargaining agreements for classified and faculty promote professional development and learning; faculty and staff participate in professional development activities to enhance teaching strategies, technology knowledge and develop a better understanding of the needs of the students. Professional development also focuses on personal development and workplace issues. The Risk Office publishes a yearly calendar of workshops for classified staff. The professional development committee at the college aligns workshops and training to the college plans and uses rubrics to determine the allocation of funding and to put together the Flex day workshops for faculty. Through interviews and review of documents, the professional development committee determines the needs of the faculty and staff by regularly conducting evaluations of the offerings and soliciting feedback from the workshop sessions. The college also uses the Comprehensive Program Review and Annual Planning Update to gather professional development needs. Moreover, faculty have the option of Sabbatical and Research/Work experience leaves. Academic administrators are also eligible for a sabbatical leave according to Administrative Procedure 7347-Sabbatical Leave. Although the District and the college provide a variety of professional opportunities, there have been an increase in District initiatives and some important updates in the People Soft system used by the District. Thus, a more sustained effort in providing ongoing professional job-related training for classified staff will be necessary to support the college mission. (III.A.14)

The District follows Administrative Procedure 3300 and Administrative Procedure 3310 both of which describe the storage, treatment, and security of confidential information. The collective bargaining agreements with faculty and classified employees address the confidential treatment of personal records, and processes are in place for employees to access to personnel files in a secure setting as required. (III.A.15).

### **Conclusions:**

**The College meets the Standard.**

### **Recommendation to Improve Quality:**

District Recommendation 11: In order to increase effectiveness, the team recommends the institution continue its efforts to maintain a sufficient number of administrators with appropriate qualifications in order to provide continuity and effective administrative leadership that support the institution's mission and purposes (III.A.10).

## **III.B. Physical Resources**

### **General Observations:**

The College provides educational and educational support services to its students at two locations. The main campus is located at 2050 Center Street, Berkeley, CA, and is comprised of one six-story building that totals 165,000 ft<sup>2</sup>. The building includes classrooms, labs, auditorium, student support offices, instructional offices, and faculty and administration offices. The second location is a 8,022 ft<sup>2</sup> leased space located at 2000 Center Street, Berkeley, CA, and is comprised of three classrooms, international student program offices, and a mental health office. The College works closely with the PCCD and uses an integrated planning process that incorporates a Facilities and Technology Master Plan and an Education Master Plan to ensure that space is utilized effectively, long-range planning encompasses both strategic and capital plans, and that planning supports the mission, vision, and values of the College.

### **Findings and Evidence:**

The College has two committees – the Facilities Committee and the Health and Safety Committee - that provide the operational and procedural framework for ensuring that students, employees, and visitors are safe and that College’s facilities and physical resources are maintained. The Facilities Committee is charged with the safety and integrity of the building, which encompasses the entire campus, and the Health and Safety Committee is responsible for personal safety issues, such as emergency drills and behavioral intervention. Campus security services are contracted out through a District-wide contract. The Director of Business and Administrative Services oversees the College’s security contract with A1 Security Company, a private security firm. A1 Security is posted at an entry desk at both the main campus building as well as the secondary building, 2000 Center Street, and provides regular foot patrols throughout both buildings. Escort and other security-related services are available upon request. (III.B.1)

The team found that the College is using its assets effectively. The College’s Facilities and Technology Master Plan and its program review and annual program update documents are used in short- and long-range planning to ensure that program needs are considered. Facilities planning is aligned with the mission, vision, and values of the organization through the Educational Master Plan and Facilities and Technology Master Plan and shows that there is an alignment of goals. The College ensures that program and institutional needs are factored into long-range planning. (III.B.2)

The team found that the College uses program reviews and annual program updates to effectively deploy its physical resources and to properly support programs and services. It uses the College Facilities and Technology Master Plan and the Space Utilization Study to ensure the effective use of its physical resources. Programs use their respective program reviews or annual program updates to submit requests for equipment and upgrades annually. All facility and equipment requests are reviewed, analyzed, and prioritized by the College’s Facilities Committee. The Facilities Committee meets monthly to discuss issues, and their recommendations are subsequently reviewed by the Integrated Planning and Allocation of Resources Committee for final recommendation to the President and ultimate inclusion in the District capital plan. (III.B.3)

The team found that the College utilizes long-range capital plans, the Education Master Plan, and the Facilities and Technology Master Plan to support the institution's facility's needs. Also, the District's use of a Total Cost of Ownership model and the creation of facilities guiding principles documents for use in its facilities decision making helps to ensure ongoing facilities improvement. (III.B.4)

### **Conclusions:**

**The College meets the Standard.**

### **III.C. Technology Resources**

#### **General Observations:**

The College, with support from the District, provides technology services, support, and facilities that are adequate to support the operational functions of the College and its academic programs. Technology services are provided through the College Information Technology department, working closely with the District Information Technology department. The College has demonstrated an awareness of technology challenges and the need to meet them in a timely manner. The College continues to adapt to changes in technology for support of student success with input from both the District and College Information Technology staff. The College identifies potential instructional technology challenges and implements improvements, requests resources, and supports through its program review and resource allocation process. These improvements include new technologies projects such as the implementation of software for counseling, Early Alert, passport software, computer and laptop replacements, backup software, and maintenance of smart classrooms. The Information Technology department assists and trains faculty in the use of smart classrooms and other technologies. People-Soft upgrades, server, and wireless router replacements are led by the District Information Technology department. Despite challenges, the College has been successful in its efforts to provide adequate technology to support the institution. However, in order to continue to provide sufficient technology resources in the future, the College needs to plan for and fund technology infrastructure and equipment to meet the increasing demand for renewing and upgrading technology resources across the College to achieve equitable educational outcomes for its diverse population.

#### **Findings and Evidence:**

The Technology Committee, comprised of employees from across the College, develops the College technology plan by providing valuable input and shaping the College technology projects. The College completed its technology plan in 2019 and recently revisited the plan to extend the validity of the plan until 2025. The revision was approved by the governance structure of the College. The Technology Plan is utilized for prioritization and resource allocation of technology projects at the College and for setting the direction for new investments in technology. The Technology Committee also advises the Integrated Planning for Allocation Resources about prioritization of technology requests during the Comprehensive Program Review and Annual Program Update at the College. The team confirmed during the evaluation process that major technology purchases were reviewed by the College Technology Committee, endorsed by the College Leadership, and completed in consultation with the District technology

department for meeting District hardware/software standards. Representatives of the College technology committee attend the monthly meeting of the District technology committee. The College Information Technology department uses the College technology plan to support technology operations at the College. Professional support of technology is provided in many ways. The College Information Technology staff provides direct technology support to classrooms, laboratories, and offices. The Information Technology support primarily includes computer installation, maintenance, software upgrades, repairs, audiovisual services, and smart classroom support.

The District Information Technology department is in charge of supporting the enterprise software and the network infrastructure of the four campuses of the Peralta Community College District. The District Information Technology maintains and upgrades the major fiber-optic network that connects the Colleges and the District. It provides critical security patches, software/hardware patches and upgrades, software/hardware installations, system re-configurations for the network, firewalls, and spam/phishing protections for network security. It also supports all the enterprise software for the District, including Phone system, Passport, Prompt, People-Soft, electronic personnel action form (ePAF), and Reports from Power BI, the business intelligent data warehouse, and other infrastructure. The District Information Technology also provides technology support coordination through a Helpdesk. The Helpdesk services are available for all PCCD employees and students.

The District Technology Committee prioritizes District level projects and aligns them with strategic goals. The District, through its planning, has recently updated its People-Soft software to the most current version 9.2. The College also notes some challenges at the District level in module implementation due to a lack of internal expertise and financial resources. The District recently approved a contract with Oracle to help address business processes and complete the technology implementation. The project's funding was identified as a Measure G bond-supported project: it is scheduled to be completed in July 2021. (III.C.1)

The College has worked diligently on improving institutional planning and resource allocations for incorporating new technology resources to improve teaching. Based on the evidence provided, the College is committed to providing a full range of technology resources in support of its instructional programs, student services, and administrative operations. As was verified by an interview with Technology Committee members, the College has a five-year plan for the replacement of employee computers to support faculty, staff, and managers. Through its Comprehensive Program Review and Annual Program Update processes, the College ensures that the various types of technology needs are identified and addressed. The latest technology plan demonstrates this directly. The College routinely evaluates the effectiveness of its technology in meeting its range of needs and strategic initiatives. The College uses Bond funds as a primary way to upgrade technology along with categorical funds where possible.

The College also has a five-year computer replacement process for computer labs and equipment in smart classrooms. The Information Technology department of the College works with the District office Information Technology staff in completing technology infrastructure upgrades or new installations. The District is working with a consultant to develop a new five-year Technology Plan. During this process, the College Technology Committee is working with the

District to ensure the College goals' alignment with the District goals. College Technology Committee representatives participate in the monthly meetings of the District technology committee (III.C.2)

As evidenced in the ISER and in interviews, the College and District are committed to safe, secure, and reliable access to technology. The District Information Technology configuration ensures that students must provide a College issued username and password in order to access the Canvas LMS. Canvas connects to the student information system and verifies the student's identity with their login credentials. The District Information Technology continuously monitors and protects institutional data by using Microsoft security umbrella and Cisco open DNS tools to reduce phishing/spam attacks. A major upgrade of the WAN circuits (up to 10GB) and the wireless routers was completed. The completion of this major upgrade will assure reliable access and increase substantially the network's performance for enhanced student access and business support. The District Information Technology also added new firewalls at each campus for increased network security and protection. The data center of the PCCD has been migrated to the Azure cloud platform to improve disaster recovery and business continuity. In the area of backups, the District has a shared drive backup system through Barracuda, a cloud-based storage and network security company. In all these projects, College and District personnel collaborate closely to advance and maintain instructional technology: the College and District Information Technology teams meet weekly to coordinate efforts and share information. (III.C.3)

Knowing that training is necessary for the effective application of its technology, the College provides a variety of resources to faculty, staff, and students on technology training. Students are offered a free course to orient students to Canvas, which can be accessed at the PCCD website. In addition, faculty and students can call the District helpdesk, and the 24/7 Canvas help desk is also available for both faculty and students. Teaching and learning resources are provided to instructional faculty in the use of Canvas. The College analyzes the need for information technology training for faculty and personnel through surveys, as well as the results of professional development workshop evaluations each semester. Faculty and staff surveys seem to show a general satisfaction with the available technological resources and support. Nevertheless, efforts should be made to create more professional opportunities for all staff: the College needs to begin a more systematic identification and evaluation of technology training for all staff to help its short and long-term planning. (III.C.4)

The District has clear policies and procedures in place: Administrative Procedure 3720-Telephone, Computer, and Network Use; Administrative Procedure 4105-Distance Education; Board Policy 3720-Information Technology Use; Board Policy 3725-Information and Communication Technology Accessibility and Acceptable Use; which can be found in the District website. These policies and procedures demonstrate the appropriate use of technology in the teaching and learning process. (III.C.5)

## **Conclusions:**

**The College meets the Standard.**

### **III.D. Financial Resources**

#### **General Observations:**

The College has developed and codified a budget development and prioritization process that is transparent and inclusive. The College's annual planning processes are based upon its mission and vision and uses program review and assessment as its basis for decision making. Campus constituencies have ample opportunities to participate in the budget process and the campus is generally confident in this process.

The Team found that the College is managing resources carefully. The District has a reserve that is maintained between above the required minimum as set by District policy and the California Community College Chancellor's Office. The College and PCCD have various planning documents in place that enable the College to tie resource allocation to short-term and long-term planning. PCCD has policies that influence fiscal management, budget development, and budget execution for its Colleges. The Peralta Community College District Chancellor and the College Director of Business and Administrative Services provide regular presentations to the College's campus constituency, and financial reports are made available on a regular basis.

The College is one of four Colleges within the PCCD, the College receives its annual allocation through the District budget allocation model and follows the policies and guidance as set forth by the District. After the last ACCJC accreditation visit, the District hired a consultant, Collective Brain Trust, and the California Community Colleges Chancellor's office asked the Fiscal Crisis Management Team to review the District's financial issues. There were several issues identified by Collective Brain Trust and the Fiscal Crisis Management Team including a lack of adherence to Board of Trustees Policies, a lack of adherence to administrative procedures, repeat audit findings that were unresolved, and critical staffing vacancies.

#### **Findings and Evidence:**

The District allocates resources through the PCCD Budget Allocation Model (BAM), which is calculated on a three-year average FTES for each college, after consideration for Districtwide costs, funding liabilities, and instructional costs. This supports a fair and transparent allocation of resources across the four colleges while still funding Districtwide operations. (III.D.1)

The Team found that the College has a comprehensive process that integrates financial planning with institutional planning. The College reviews its mission, vision, and values as part of its annual integrated planning and budget development process. Operational resource requests are based on the comprehensive program review or annual program review updates. Requests are vetted and validated by multiple committees, and final funding recommendations are made based on various institutional plans, such as the Facilities Master Plan or the Facilities and Technology Master Plan. Higher-level financial information is provided to the College on a monthly basis by the District Finance and Administrative Services Department. More detailed cost center fiscal information and reports are disseminated monthly to Administrators and cost center supervisors. The College President and leadership team make regular presentations to key constituencies and decision-making bodies on various financial and operational issues. (III.D.2)

Peralta Community College District Budget Allocation Model is followed annually, and assumptions are clearly communicated in their budget documents. With the roll-out of the state's new funding formula, the Student Centered Funding Formula, the District created the Planning & Budgeting Integration Model Summit, which provided a venue to discuss, review, critique, and support Peralta Community College District's Budget Allocation Model. Input from stakeholders' Districtwide has been incorporated into their model. (III.D.3)

The team found that the College assesses its financial resources on an ongoing basis to ensure that they can remain proactive and adaptable in the event of unexpected fiscal shortfalls. Through its Integrated Planning and Resource Allocation process, including the Peralta Community College Planning and Budgeting Integrated Model, the College is able to determine a realistic assessment of resource availability to support its budgetary needs and goals. As part of this ongoing financial assessment, the College reviews available sources of both unrestricted and restricted funds for the upcoming year. In particular, it examines the financial requirements of restricted funds to make sure these resources are being expended according to its expenditure requirements. The College provides detailed financial information on resource availability to cost center managers and participatory governance groups as part of the College's integrated planning process so that managers and governance committees can make informed recommendations regarding resource allocation and prioritization. (III.D.4)

In recent years, and as a result of staffing instability as documented in the Districts response to their audits, the District has had a number of significant audit findings. Two of the District's findings were repeat findings noting weaknesses in District financial and internal controls indicating the District is having challenges improving internal control systems. As further noted in their audit corrective action plans, the District understands the need to improve in this area and are taking steps to remedy the issues. (III.D.5, III.D.8)

The recent audit adjustments have eroded the integrity and reliability of the District's planning assumptions, as significant adjustments to fund balance have occurred in multiple years. It is critical the District reduces the magnitude of audit adjustments to have an accurate understanding of their fund balance prior to mid-year audit adjustments. (III.D.6).

The District had ten findings in the 2020 District Audit and has had a similarly high number of finding in recent years. Three of the 2020 findings were repeat, and two of the repeat findings were material weaknesses in internal controls over financial reporting. While the District has made efforts to resolve audit findings in recent years, they continue the trend of having multiple repeat audit findings annually. It is critical for the District to correct audit findings in a timelier manner. (III.D.7)

The District improved its position in the last few years to ensure it has sufficient cash flow and reserves to maintain stability. Recently the District updated Board Policy 6250 - Budget Management to require an ending fund balance to be a minimum of 10% of the unrestricted fund balance. In 2019-20 the District ending fund balance was 14.61% was up from 10.37% the prior year. The increased fund balance has ensured a healthy cash flow, and has eliminated the need for mid-year external borrowing. (III.D.9)

The team found that the College and the District mostly practice effective oversight of its finances. The annual external audit is the primary method by which District-wide financial practices and resources are monitored. The audit includes an evaluation and review of financial statements. It also includes a careful review of all financial resources and programs, including financial aid, grants, externally funded programs, contractual relationships, foundations, and investments. The College has not had an audit finding since FY17, however, the District is lacking effective oversight over their financial aid programs. In a review of the District's audit for 2019-20, the team determined that there were three audit findings reflecting lack of effective oversight in the financial aid programs. The District lacked internal controls and compliance by not reporting changes in new presidents and directors of financial aid to the US Department of Education within 10 business days. Additionally, there is no formal documented review process for Return to Title IV (R2T4). Lacking these internal controls results in noncompliance related to effective oversight of financial aid programs and the US Department of Education requirements. (III.D.10).

When making short-range financial plans, the District considers long-range financial priorities. The District looks at multi-year projections as part of the annual budget development process and distributes funds through its Budget Allocation Model. Additionally, it recently adopted a board policy requiring a minimum 10% ending fund balance requirement. The District plans for and allocates for the payment of liabilities and future obligations. This includes allocating funds for its OPEB liabilities. The team reviewed the 2020 Actuarial Reports and noted the District has an estimated \$230 million total OPEB liability for its Pre-2004 employees, which it funds through a bond. The District has an estimated \$16.6 million total OPEB liability for its Post-2004 employees, of which it has funded approximately \$1.1 million as of June 30, 2020. The District identified funding sources in the 2020-21 Budget, which includes a budgeted general fund OPEB contribution combined with Trust funds. (III.D.11, III.D.12, III.D.13)

The team found that the College and District use the ONEPeralta system to manage and track all financial resources. PCCD policies require that all expenditures are analyzed and approved in a way that minimizes institutional risk and are aligned with the College's mission and goals. Restricted funds are tracked and reviewed to ensure the use of funds are expended according to their intended purpose. (III.D.14)

The team found that the College's Student Loan Cohort Default Rate is within federal guidelines. The College monitors and manages student loan default rates and works with the District to ensure compliance with federal Title IV requirements. The College Financial Aid Office posts student loan information and the College works with a nonprofit that operates a student loan default prevention program. The College also demonstrates that it complies with federal Title IV requirements with no findings in the annual external audit. (III.D.15)

The team found that the College ensures contractual agreements are consistent with its mission and goals through thorough review and assessment of contracts prior to entering into an agreement. All contractual agreements with external entities are guided by a number of board policies and administrative procedures regarding contractual agreements. These policies and procedures require that proposed agreements are reviewed and approved at various levels within

the College and the District. All contracts contain provisions that allow for termination if the contractor does not meet the required standards of quality. (III.D.16)

**Conclusions:**

**The College meets the Standard except for III.D.5, III.D.6, III.D.7, III.D.8, and III.D.10.**

**Recommendations to Meet Standards:**

District Recommendation 1: In order to meet the Standards, the team recommends the District have appropriate internal control mechanisms and regularly evaluate its financial management practices, and uses the results for improvement to ensure financial documents have a high degree of credibility (III.D.5, III.D.6, III.D.8).

District Recommendation 2: In order to meet the Standard, the team recommends the District respond to all external audit findings, and such responses are comprehensive, timely, and communicated properly (III.D.7).

District Recommendation 3: In order to meet the Standard, the District must practice effective oversight of its financial aid programs (III.D.10).

## **Standard IV Leadership and Governance**

### **IV.A. Decision-Making Roles & Processes**

#### **General Observations:**

The College has a well-defined decision-making process. Committee charges and compositions are documented in the Participatory Governance Handbook and through Board Policies and District Procedures. Governance bodies provide for broad input and are integrated into the college's planning and resource allocation processes. The culture of the College supports the active engagement of all constituent groups and the continual pursuit of improved systems of governance and decision-making. Students, faculty, and classified staff all reported a dedication to diverse views and support for active engagement and decision-making transparency. As the College has expanded from a "college without walls" to its permanence presence in Berkeley City, leadership has expanded governance structures to serve its larger constituency and support broadscale and systemic processes.

#### **Findings and Evidence:**

The College has formal practices and procedures that encourage individuals to participate in decision-making and make recommendations for institutional improvement. The College utilizes its planning and program review processes in its budgeting and resource decisions. There are processes in place that allow for input at all levels to drive decision-making, College planning, and budgeting. Faculty, students, and classified staff commented on the continual efforts the College has made to support effective engagement in governance. These efforts include a mini-grant program developed in 2017 that allows classified staff and faculty to recommend programs to support students. The College has included the work of its Teaching and Learning Center to engage faculty and staff through faculty inquiry groups, responsible for investigating important student success issues and making recommendations for improvement. More recent work has focused on the implementation of Guided Pathways as a means of institutional improvement. In addition, the Classified Staff noted growth in inclusive representation of staff in Professional Development planning to support their leadership growth (IV.A.1).

Peralta Community College District has Board Policies in place that define the roles of employee groups and students in governance. The College has representative groups for the faculty through the Academic Senate, staff through the Classified Senate, and students through the Associated Students. The College, through procedure and practice, has established systems and participative processes for effective planning that includes governance. Standing and ad hoc committees that participate in decision making and make a recommendation to the President or through the College Roundtable. These structures have representation from the College's Academic Senate, Classified Senate, Associated Students, and College administration. Institutional policies and procedures describing the roles for each group in decision-making are articulated in a College Participatory Governance Handbook. The team confirmed the College, through its evaluation

process, is looking to increase Classified Staff leadership participation by establishing a tri-chair model for the Integrated Planning & Allocation Resources Committee. (IV.A.2)

The specific roles of faculty, staff, and students are laid out in Board Policy and Administrative Procedures and are consistent across all District Colleges. The College has further written roles that allow for the participation of all constituents through committee work and planning processes. The College has multiple administrative groups that meet to exercise their relative expertise in College decision-making and to inform the College Roundtable. Participatory processes are defined in a Governance Handbook to provide a detailed description of decision-making processes and roles. The College has further developed written job descriptions for governance chair positions to support transparency and consistency in leadership. (IV.A.3)

Board Policies are in place that provides for faculty primacy and substantial involvement in academic matters. The College has defined a process for curriculum development driven by faculty expertise and led by the College Academic Senate. The College also utilizes a Council on Instruction, Planning, and Development, which brings together academic administrators and faculty leaders to discuss and make recommendations on academic matters. Agendas and minutes from these meetings indicate regular engagement in core academic areas. Respect for faculty expertise has been highlighted by changes in the Curriculum Committee structure that provides for a two-year term for the Curriculum Chair. The College has integrated its Program Review and assessment of learning outcomes into decision-making and planning, which allows for diverse faculty input throughout the College (IV.A.4)

The College implements Board Policies that provide for representation from College constituent groups in decision-making. The College indicates the use of multiple committees to allow for diverse perspectives in decision-making. The culture of the institution embraces diverse perspectives from students, faculty, and staff. The College has recently updated its Strategic Plan and Mission, which is an example of the efforts to engage all stakeholders in College planning and the establishment of future initiatives. The program review and integrated resource processes provide opportunities for diverse perspectives to be heard. (IV.A.5)

The College utilizes the committee structure as a core means of communicating decisions and discussing important topics. The College Roundtable serves as the core decision-making body for the College and includes reports from constituent leaders and all other committees. Each committee and constituent group shares recommendations with the Roundtable on a biweekly basis. The President and constituent groups send regular updates on decisions made to the College community and individual constituent groups. The College has also utilized professional development opportunities and open forums to support discussions. The College administrative and governance processes are documented in agendas and minutes, demonstrating robust communication on important campus issues and institutional improvement (IV.A.6).

The College has consistently used informal evaluations to promote improvements in its governance processes in an effort to increase transparency and campus involvement. Past improvement actions include the development of written job descriptions of all faculty governance roles and the creation of the Integrated Planning and Allocation of Resources Committee. In recognition of a need for a cycle of evaluation, the College has shown evidence of

a recent formal evaluation process for the College governance structures, including surveys of all governance committees. The formal evaluation results are discussed through the College Roundtable to determine areas of improvement with recommendations. While this is a needed improvement, the formal process has only been recently implemented and is not yet documented in the College's governance handbook or other core documents. The College must continue to implement this cycle to assure that governance structures are regularly reviewed, and recommended changes are assessed for effectiveness. Given turnover at different levels of College and District leadership, formal documentation of the evaluation process is needed to ensure consistent implementation of an effective governance evaluation cycle. (IV.A.7)

### **Conclusions:**

**The College meets the Standard.**

### **Recommendations to Improve Quality:**

College Recommendation 2: In order to increase effectiveness, the team recommends that the College complete the implementation of its formal system of evaluation of governance structures and processes. (I.B.7; IV.A.7)

## **IV.B. Chief Executive Officer**

### **General Observations:**

The District and College, through policy and procedure, have established roles and responsibilities for the President and senior leaders. The President actively supports the College's governance structures that engage campus constituents in defining the direction of the College and developing means for institutional improvement and enhanced student learning. The President leads the College planning through a process of integrated planning and resource allocations that furthers the College's mission. While the College has experienced turnover in leadership, the current President has demonstrated tremendous leadership and vision centered on success, equity and the engagement of all campus constituencies.

### **Findings and Evidence:**

The District has Board Policies and Administrative procedures that delineate the role of the President in the management of the College, including the development and support of local participatory governance processes. In addition, the President's job description clearly indicates that "College Presidents in the Peralta Community College District serve as executive officers and responsible agents for the total operation of the College as directed by the Chancellor. The President has full authority to administer and manage the College and participates in District policy making." The President reports directly to the Chancellor and is responsible for articulating institutional values and commitment to a culture of evidence and participatory governance through various means. The President's Office has service outcomes that focus on equity, integrated planning, and communication. (IV.B.1)

The District has Board Policies and Administrative Procedures in place on the delegation of authority to the College President and for regular evaluation of the administrators at the College. The College President utilizes a process of goal setting to provide expectations and accountability to College administrators. This process is integrated with the College Educational Master Plan and Strategic Plan to ensure leadership is driven by a shared vision for the institution. College Organizational Charts make clear the distinct roles of administrators on campus and each respective area of responsibility. The President honors the campus culture of collegial dialog and campus decision-making. Through her leadership and this process, she has made recommendations for adjusted administrative structures to include new positions to support the College's effectiveness. However, the process for hiring administrative positions is complex and involves District governance, Chancellor Review, and Board approvals. Given the multifaceted review process, it is not clear that College presidents have true authority to design or change administrative structures in support of College operations. (IV.B.2)

The College has demonstrated continuous and systemic planning guided by the College President. Planning and resource allocations are integrated through a system of shared governance culminating in the College Roundtable. Minutes demonstrate robust communication in making recommendations to the President and the President's responding actions. The College has recently changed leadership, and the new President has built upon the existing structures. The President has established a new Call to Action focused on equity and reinvigorating the campus. In addition, the President has established new Leadership Standards of Excellence, promoting transparent and quality leadership and accountability. Her efforts focus on increasing collegial dialog and participatory governance as a means of institutional improvement. Faculty, staff, and students spoke of the value of the current leadership and the positive direction in which the College is moving. (IV.B.3)

The District has administrative procedures establishing the President as the lead for accreditation. The College President has established accreditation as part of annual goals and worked to ensure all constituents are aware of and understand the process of accreditation. Regular communications from the President include updates on Accreditation. The president has appropriately delegated responsibility for accreditation to the Accreditation Liaison Officer. The completion of the College self-evaluation demonstrates the College-wide commitment to accreditation and ongoing institutional improvement. Through the accreditation visit, the President has demonstrated in-depth knowledge of accreditation standards and actions taken in support of compliance and institutional effectiveness. (IV.B.4)

The District Administrative Procedures delegate authority to the College President to implement Board Policy and Administrative Procedures. The Chancellor develops annual goals aligned with the District mission and strategic plan and communicates these goals through the College Presidents. Board meetings, Chancellor's cabinet, and District governance meetings ensure thorough communication across Colleges and alignment with Board direction. The College President is responsible for establishing processes that ensure all College decisions are linked to the institutional mission. The College has a thorough system of planning and decision-making focused on the College mission and student outcomes. (IV.B.5)

The President is engaged with the local community, attending municipal meetings and serving multiple local community organizations. The President communicates her vision through the College governance structures and the establishment of two-year strategic plans. These plans are data-informed, and focused on institutional improvement and the advancement of student learning and achievement. The President utilizes additional means for communicating with the public, including digital communications and open meetings for the public. The President represents the needs of the College and its students to the community by building relationships with the University of California, Berkeley, and the Berkeley City Mayor's Office. The President also serves on numerous statewide groups in support of the College and its mission. Regular communication with College constituents is a key strength of the President, who frequently articulates the College vision of student success and equity (IV.B.6).

### **Conclusions:**

**The College meets the Standard.**

### **IV.C. Governing Board**

#### **General Observations:**

The PCCD Board of Trustees is made up of seven members whose responsibilities are codified in Board Policies. The Board of Trustees of the PCCD has two newly elected board members as of November 2020 and an Interim Chancellor as of August 2020. There has been significant transition of leadership at the Chancellor position with four Chancellors in the last 5 years as well as four new college presidents within the last year. Turnover in administration is has been very high in previous years, appears to be better, as there has been work done to recruit and hire adequate administration. The turnover and interims in the District Office, particularly the Chancellor and financial administration, has been directed linked to the dysfunction of the Board of Trustees' behaviors and lack of support of the administration. The seven-member Board is still working to understand the delineation of roles, responsibilities, and clear lines of authority in the District and at the Colleges. While the District has a well-defined set of Board Policies and Administrative Procedures to aid in the decision-making process, it is not clear to what extent they are reviewed on a regular basis and are followed.

#### **Findings and Evidence:**

The Board has authority over and responsibility for these policies that assure the academic quality, integrity, and effectiveness of the student learning programs and services and financial stability of the District. The Board receives quarterly financial reports to monitor the fiscal health of the District. The Board maintains a master calendar of required topics that are covered throughout the year, and this calendar serves as the basis for agenda items that keep the Board apprised on institutional performance.

The Board has authority for policies that assure the financial stability of the institution however, the District is currently under ACCJC enhanced fiscal monitoring, which resulted in a December 2016-2017 Fiscal Monitoring site visit. While there have been clear efforts to meet the fiscal recommendations, PCCD was put on probation in January 2020, and four Special Reports were

requested. The Special Reports noted much hard work at the colleges to fix issues noted in the January 2021 action letter, and there is still significant work to be completed. The 2019-2020 Financial Audit was not completed, so a thorough analysis was not included in the Special Reports. ACCJC met in January 2021 and acted to Defer Action on the accredited status of the institution, maintaining the current Probation status. The recent 2019-20 financial audit reflects ten findings of which internal controls were noted for the fourth year in a row. The continuation of internal control findings and financial aid findings will require a stable competent financial staff to ensure the financial stability of the District. While the colleges are working to improve their finances, enrollment management, and overall financial credibility, the District Office is still experiencing instability in financial administrators. (IV.C.1)

The Board Code of Ethics and Standards of Practice, Board Policy – 2715, provides that the governing authority rests with the entire Board, not with individual members. The board held a board retreat December 15-16, 2020, with an agenda that included Building Trust, Civility and Respect among Board Members, Reaching Agreement, and Adhering to Accreditation Standards. This retreat was facilitated by Dr. Helen Benjamin and resulted in a PCCD Board Statement of Cooperation which was adopted at the January 5, 2021, Board Meeting. This statement was signed by all the board members, committing them to adhering to Board Policy 2715 Code of Ethics and Standards of Practice and a number of other items leading them towards functioning as a high-performing team. The Retreat also resulted in the development of Board Protocols of Communication that informs the processes Board members are to use when communicating with each other, CEO/Staff Members, the public, and how to address complaints from the public. All the board members present (6 of 7) at the December retreat agreed to abide by the Board Protocols of Communication they developed with Dr. Benjamin. Since that time, the faculty union filed a complaint, and the protocols are in legal review. There were multiple issues raised in interviews, as evidenced through administrative turnover at the District office and apparent when watching Board meetings regarding the Board advancing the agendas of certain groups over the interest of the entire District wellbeing and effectiveness. It is noteworthy the Board of Trustees is actively working on these concerns. (IV.C.2)

Board Policies 2431 and 2435 outlines the Chancellor Selection Process and Evaluation of the Chancellor. The Board approved a temporary waiver in Board Policy 2431 for the current Chancellor Search to authorize proceeding with two finalists instead of requiring five finalists as noted in Board Policy 2431. The Board is reviewing a permanent change to Board Policy 2431 through the shared governance process. Board Policy 2435, Evaluation of the Chancellor indicates the Chancellor and the Board shall mutually develop a timely evaluation process and tool that incorporates the District's goals, objectives, and expectations. There is no evidence in the ISER's that an annual evaluation of the Chancellor took place nor is there evidence of an agreed-upon evaluation tool incorporating the necessary elements noted above. There was a special board meeting held July 18, 2020, for Public Employee Evaluation, Chancellor, and this was after the resignation letter of July 16, 2020, from the Interim Chancellor. There is no evidence in the Board Agenda as to whether or not an agreed-upon evaluation tool was used during this Board meeting, and it is clear through interviews that a Chancellor evaluation was not completed following the board policy. (IV.C.3)

Peralta Community College District Board meetings hold space for public comment. Peralta Community College District has seven duly elected trustees through area-based elections. The District has policies in place establishing election procedures. Board Policy 2710 and Administrative Procedure 2712: Conflict of Interest is supposed to prevent conflicts of interest and that Trustees are not unduly influenced. Board members are required file an annual Statement of Economic Interests. All Board members filed their Statements of Economic Interests. There is concern within the District reflected in interviews and evidence in high turnover in the administration that some Board members advance the interest of certain groups over the interests of the entire District. This has resulted in high turnover of administrators, particularly in the District Office. This results in lack of continuity in fiscal and process oversight. (IV.C.4).

The Board has established a number of policies and administrative procedures to support the District mission and ensure that it has ultimate responsibility for the educational quality, adequacy of resources, and legal expertise. The Board's policies include setting policies for institutional effectiveness, graduation, curriculum development, and standards of scholarship. These Board Policies 1200: Mission, 2200: Board Duties and Responsibilities, 3225: Institutional Effectiveness by regularly assessing the District's institutional effectiveness, 6300: Fiscal Management and Accounting requiring quarterly fiscal and budgetary conditions of the District to the Board. (IV.C.5)

PCCD has developed twelve Board Policies to specify the board's size, duties, responsibilities, structure, and operating procedures. These policies are available to the public on the Board of Trustees webpage on the PCCD website. Board Policy 2010 defines Board membership as consisting of seven members elected by the qualified voters of the District, and Board Policy 2015 provides for two non-voting student members. Board policies also dictate the process for board elections, trustee duties and responsibilities, and the manner in which meetings take place. (IV.C.6)

The District has Board Policy and Administrative Procedures 2410 - Board Policy and Administrative Procedure that identifies the Districts process for development and review of Board Policy. The Board is a member of the Community College League of California Policy Subscription Service, which provides bi-annual updates. The District relies on a faculty member to serve as the liaison/coordinator with Community College League of California Policy and Subscription Service and to ensure the District stays in compliance with legally mandated policy changes. In addition, the ISER states that the District reviews all policies and procedures on a six-year cycle, based on the date of last review, and is tracked by the Chancellor's office. This Policy and Procedure lists each Board Policy and Administrative Procedures and the date when they were last reviewed or revised. This is a very good process for tracking review and revisions; however, many of the Board Policies listed have not been reviewed in the last six-years. It appears the faculty coordinator is not responsible for ensuring board policies are reviewed every six years but primarily for keeping the District in compliance with legally required mandates. (IV.C.7)

The Board has policies in place indicating a review of student success and mandating the colleges regularly and publicly post success indicators. The ISER states that student success,

student learning, and achievement presentations are scheduled on the Board meeting topic sessions and scheduled for three times a year, but in checking the Board of Trustees Meeting Schedule, only two student success reports were listed. In reviewing additional evidence provided, the Board has received presentations on enrollment trends, student success, and the impact of COVID and fiscal issues. However, the board's self-evaluation indicates that they do not regularly review key indicators of student success as eighty percent of the trustees responding feel that this standard is partially met or not being met. The board wants reports that provide for leading indicators of student learning and achievement, fiscal issues, and other presentations that would allow them to review policies as necessary to make improvements before issues become problems. (IV.C.8)

Board Policy 2740 indicates that the Board should receive ongoing development as a Board and receive an orientation as new Trustees. The Board development program includes a new trustee orientation, study sessions, and conference attendance. The Board members regularly attend the Community College League of California Effective Trustee Conference and Association of Community College Trustees Conferences, where workshops on the roles of trustees are presented. The new board members elected in November 2020 received a two-hour orientation to the District on December 7, 2020, and were given a Trustee Handbook outlining the Roles and Responsibilities of a Trustee. (IV.C.9)

Board policy 2745: Board Self Evaluation provides for the Board to conduct a formal self-evaluation on an annual basis during the months of June and July. The Board uses the results from the self-evaluation to set goals for the upcoming year. Two evaluations were presented for spring 2020, one was specific to how the Board perceives itself meeting ACCJC Standards, and the second one was used during a Board retreat to discuss issues within the Board and develop Board goals for 2020-2021. It does not appear that all seven Board members participated in either Self-Evaluation. One had six members participate, and the other had five members participate. The Board held a two-day Retreat on December 15-16, with a facilitator to review their self-evaluation and had an honest and in-depth discussion about board effectiveness. The result of this retreat was a signed PCCD Board Statement of Cooperation and the development of a Board Vision. It will be important to continue this process of regular evaluations and support the board's current efforts to establish goals for improvement. (IV.C.10)

Board Policy 2715, 2710, and Administrative Procedure 2712 are the Code of Ethics and Standards of Practice and Conflict of Interest Code policies. Board Policy 2710 requires Board members to disclose any conflict of interest in items before the Board and recuse themselves from the discussions. Administrative Procedure 2712 requires the Chancellor to ensure the District complies with conflicts of interest reporting requirements for designated employees. The District has Board Policy 2715 that is a code of ethics/standards of practice that should be followed by all board members. Board members also file an annual statement of interest Form 700. During the December 15-16, 2020 Board Retreat, the Board recommitted itself to uphold the code of ethics and adhere to the PCCD Board Statement of Cooperation. (IV.C.11)

Board Policy 2430 and Board Policy 7110 delegates Authority to the Chancellor for administering the policies adopted by the Board and implementing decisions of the Board requiring administrative action. Board Policy 7110 delegates authority to the Chancellor with the

exception of the appointment of management employees, non-academic temporary substitute, and short-term employees who are paid less than 75 percent of the fiscal year (except for professional experts, apprentices, and student workers). Board members have discussed the qualifications of recommended management hires and conducted internet searches on recommended hires. Results of evaluations of recommended management hires were requested by board members to ascertain whether a person was qualified for a particular management job. Board Policy 7110 is more prescriptive than Standard IV.C.12 and is not delegating full authority to the Chancellor to implement and administer board policies. Although these policies exist, the interpretation on what they mean differs among board members, and they should be discussed, reviewed, and revised as appropriate. ACCJC met in January 2020 and acted to Impose Probation on the accredited status of the institution. The ACCJC action letter indicated that it was not evident from the special report that the District had addressed foundational issues, including the lack of adherence to Board policies and administrative procedures. A Fiscal Monitoring Special Report was submitted for the January 13-15, 2021, ACCJC Meeting. The Commission also considered the Fiscal Monitoring Peer Review Team Report prepared by the fiscal monitoring team that visited the institution December 16-17, 2020. As a result, ACCJC February 2021 letter acted to Defer Action and continue the Probation period for PCCD until after the comprehensive review of the team visit scheduled for Spring 2021. (IV.C.12)

In preparation for the 2021 ACCJC accreditation visit, the Board members received training from Dr. Stephanie Droker, President of ACCJC, on September 24, 2019. The Board received several updates on the ISER's being prepared by the colleges. The Board also attended the Community College League of California and other Trustee-related conferences where they received additional training on accreditation. During the interview process, the Board members indicated they had received numerous ACCJC trainings over the last three years. (IV.C.13)

### **Conclusions:**

**The College does not meet the Standard.**

### **Recommendations to Meet Standards:**

District Recommendation 4: In order to meet the Standard, the team recommends that the Board of Trustees assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (IV.C.1)

District Recommendation 5: In order to meet the Standard, the team recommends that once the Board of Trustees reaches a decision, all board members act in support of board decisions. (IV.C.2)

District Recommendation 6: In order to meet the Standard, the team recommends the Board adhere to their clearly defined policy for evaluating the CEO of the District (IV.C.3)

District Recommendation 7: In order to meet the Standard, the team recommends the governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. (IV.C.4)

District Recommendation 8: In order to meet the Standard, the team recommends that the Board establish a formal process for regularly assessing its policies for effectiveness in fulfilling the District’s mission and revise them as necessary. (IV.C.7)

District Recommendation 9: In order to meet the Standard, the team recommends the Board delegate full responsibility and authority to the Chancellor to implement and administer board policies without Board interference (IV.C.12)

**Recommendations to Improve Quality:**

District Recommendation 12: In order to increase effectiveness, the team recommends that the Board regularly review key indicators of student learning and achievement and institutional plans for improving academic quality. (IV.C.8)

**IV.D. Multi-College Districts or Systems**

**General Observations:**

The Chancellor provides leadership and expectations for the college presidents to operate their college independently and effectively. Roles, responsibilities are clearly defined in the delineation of function and in board policies and administrative procedures. The District ensures budgeting and resource allocations that support college operations are aligned with the mission of the District and are informed through the District’s Planning and Budgeting Integration Model annual summit. Communication between the colleges and the District occurs primarily through participatory governance committees and informs decision-making and improvements.

The Interim Chancellor and College Presidents, a relatively new team of executive leaders, are working extremely hard to improve communication and processes for Districtwide integrated planning and resource allocation. They are building the systems that, with time, will produce positive results.

**Findings and Evidence:**

The Chancellor provides leadership in setting and communicating expectations to support the effective operation of the colleges. Leadership Standards of Excellence outline five leadership expectations: Commitment, Trust, Courage, Culture and Accountability, and Results-Oriented Excellence. The Chancellor clearly defines roles, authority, and responsibilities between the colleges and the District through board policies, the delineation of functions, and the college president job description. (IV.D.1)

The Chancellor ensures colleges receive effective and adequate services to support the colleges in achieving their missions through board policies and administrative procedures. The District provides centralized information technology, human resources, fiscal affairs, and research and planning services to the colleges. The District holds a Planning and Budgeting Integration Model summit and program review process annually to inform the allocation of resources. Delineation of functions is evident through college functional maps, however, there is no consistency on

which operational responsibilities and functions are owned by the District, colleges, or are shared functions.

There appears to be some confusion about the delineation of functions and responsibilities between the District and the colleges. During the team visit, this issue kept coming up as questions about processes were asked. The District needs to establish a clear delineation of functions and responsibilities that are consistently applied across all colleges. The District and colleges can then work together to document the workflow and communication processes that ensure the District and the colleges adhere to the delineation in practice. Functional maps provided as evidence in ISERs were different between three colleges and one college. (IV.D.2)

The District follows board policies and administrative procedures for allocation and reallocation of resources to support effective operation and sustainability. Resource allocations are determined using the District's Budget Allocation Model and through the Planning and Budgeting Integration Model. The District's Participatory Governance Council and other participatory governance committees advise on budget and planning decisions. The Chancellor provides regular fiscal updates to the Board, and independent audit reports and audited financial statements demonstrate the District reviews and ensures effective control of expenditures. (IV.D.3)

College presidents are delegated full responsibility and authority to implement and administer District policies without interference, as noted in Administrative Procedure 2430. Presidents are responsible for full oversight of their colleges and ensuring board policies and administrative procedures are implemented. Presidents are expected to provide leadership to their constituencies and create a climate of partnership and accountability, and be actively engaged with constituents through participatory governance groups.

The Chancellor is responsible for evaluating performance and holding presidents accountable and does this through the evaluation procedure and timeline established for all managers in accordance with Administrative Procedure 7124 and discussed during an interview with the Chancellor. This process includes the development of annual goals related to the objectives in the District strategic goals and institutional objectives, 360 peer review, and a review of core leadership competency areas.

The team suggests the evaluation tool and process be specific to the job description, roles, and responsibilities of the college president. (IV.D.4)

The District and the Colleges work together to ensure planning and evaluation is integrated to improve student learning and achievement and institutional effectiveness. A crosswalk was created that aligns college strategic goals to District strategic goals and then to the State Chancellor's Vision for Success goals. This crosswalk has been used by the District and colleges to guide their strategic plan development. The District and colleges follow board policies and administrative procedures for institutional effectiveness and annually assesses goals and progress at the annual Planning and Budget Integrated Model summit. The last approved strategic plan was completed in 2015. The board is currently revising their mission and a stop gap strategic plan to provide guidance to colleges for planning.

Once the District establishes a clear and consistent delineation of functions in Standard IV.D.2, the team suggests that the participatory governance process, workflow, and communication be documented to better support integrated planning and evaluation. (IV.D.5)

PCCD utilizes a number of District-level participatory governance committees and standing operational groups to facilitate two-way communication between the District and colleges. Communication also occurs through Districtwide administrative meetings such as the District Administrative Leadership Team and Manager Meetings. Other parts of the structure include the Planning and Budgeting Integrated Model as well as a number of District-wide planning committees. The District includes timely and accurate information and updates in their Peralta Gems weekly newsletter and through Districtwide emails and utilizes its webpage and social media for external communication. College presidents regularly communicate to the Board on issues of student success and other items of institutional importance. Through reports at college governance committees and regular written communications, college presidents ensure that college constituencies are well informed of District matters and are able to provide college perspectives through two-way communication.

Once the District establishes a clear and consistent delineation of functions in Standard IV.D.2, the team suggests that a communication process and strategy be created to ensure the effective operation of the colleges. (IV.D.6)

The District evaluates role delineations, governance, and decision-making processes annually through the Planning and Integrated Budget Model summit. As a result, recent changes to improve services were made, including the decentralization of Financial Aid, the coming decentralization of Admission and Records, and the reconstitution of the Legal Department. These evaluation outcomes were communicated widely through reports at board meetings and in shared governance District-wide committees.

The team suggests the District formalize the outcome evaluation process once a clear and consistent delineation of functions is completed in Standard IV.D.2. (IV.D.7)

### **Conclusions:**

**The College meets the Standard except for IV.D.2.**

### **Recommendations for Compliance:**

District Recommendation 10: In order to meet the Standard, the team recommends the District clearly delineate, document, and communicate the operational responsibilities and functions of the District from those of the Colleges and consistently adhere to this delineation in practice. (IV.D.2)

## Quality Focus Essay

The College completed a Quality Focused Essay outlining two areas of foci: implementation of academic and career Guided Pathways and improvement of online counseling and tutoring. Both of these projects are aligned with the College's mission to serve the diverse study body (I.A.3).

The College has defined student-centric phases of "Moving In," "Moving Through," and "Moving On" with an overall emphasis on effective teaching in its Guided Pathways implementation and completed three pilot projects in this area. The College integrated embedded counseling into English courses, established the Completion Velocity Pathway that provides a fast track for Berkeley High School students to earn college units and explore content and careers in the health pathway, and targeted psychology students to learn more about the major and connect to student supports. Future aspects of the College's focus on Guided Pathways are to develop meta-majors and other non-defined specific projects. These projects relate to standards II.A.1 and II.C.5. Building upon the earlier projects, these transformational projects are expected to reach the entire campus. The Quality Focused Essay was not clear about the specific transformational projects beyond meta-majors but suggested that one could be about "building a stronger culture of assessment throughout the College that is directly related to the College Recommendation 1.

The Quality Focused Essay includes an Action Framework with a timeline and identifies responsible administrators, faculty, and staff who are leading the projects. The Action Framework also suggests that there is a proposal process and a scheduled evaluation of the projects, which would be related to standard I.A.7. However, data to support the focus of Guided Pathways was not specifically presented in the Quality Focused Essay.

The second area of the Quality Focused Essay is about online counseling and tutoring services. The College offered an analysis of demographic and counseling data stemming from the program review process. This data drove reflection about student need and the design of new and targeted counseling services, which has been amplified by the quick pivot to online services during the COVID-19 pandemic. Through the collaborative governance process, the College selected Cranium Café and ConexED to serve students remotely.

The ongoing and future activities of this focus area outlined in the Action Framework include implementation of Cranium Café, online pre-requisite clearance request submission, counseling department website update, transfer and application workshop website and zoom use, improving counseling department pedagogy, and activities to better engage disproportionately impacted students with online counseling. The College is focused on providing specialized supports for students based upon their needs and targeting specific student groups like exempt students, continuing and returning students, and probation and dismissal students. In addition, the College will employ different strategies to better connect with students, such as small group workshops with the same counselor. This project is related to Standard IIC and seems to continue the strong work that the college is commended for in meeting students where they are at.

The Quality Focused Essay includes an Action Framework with a timeline and identifies responsible administrators, faculty, and staff who are leading the projects. The Action

Framework for this project does not include a scheduled evaluation of the projects, which should be considered when moving forward. While the project aims to target all types of students to establish education plans, ambitious but achievable outcomes should be defined.