

Special Report

Submitted by:
Berkeley City College
2050 Center Street, Berkeley, CA 94704

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Date Submitted: November 2020

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To:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:

Dr. Angélica Garcia, President/Chief Executive Officer
Berkeley City College
2050 Center Street, Berkeley, CA 94704

We certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

_____	_____
Dr. Angélica Garcia, Chief Executive Officer,	Date
_____	_____
Julina Bonilla, Board of Trustees, President,	Date
_____	_____
Liam Zhu, President, Associated Students Berkeley City College,	Date
_____	_____
Dr. Felicia Bridges, President, Classified Senate,	Date
_____	_____
Dr. Matthew Freeman, President, Academic Senate,	Date
_____	_____
Dr. Carla Walter, Chancellor,	Date
_____	_____
Kuni Hay , VP for Instruction/ALO,	Date

Report Preparation

The following Special Report intends to address the deficiencies and concerns raised by the Accrediting Commission for Community and Junior Colleges (ACCJC) in its letter to Berkeley City College (BCC) Interim President Dr. Deborah Budd dated January 27, 2020, in which probation status was imposed on the College/District.

The aforementioned January 27, 2020 ACCJC letter cites that insufficient information was provided in the May 2019 Special Report and December 2019 Five-Year Fiscal Plan submitted to ACCJC by the Peralta Community College District (PCCD), in order to verify that the deficiencies identified by ACCJC had yet been resolved, addressed, or corrected.

Since being placed on probation status, Berkeley City College has engaged in the necessary self-reflection and internal assessment to ensure that improved fiscal health and institutional accountability are sustained moving forward.

Special Report Team Members (or “Contributors”)	Title or Position
Dr. Angélica Garcia	President
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Johnny Dong	Scheduler
John Pang	Business Services

Throughout the spring and summer 2020, discussions and preparations for the Special Report response were conducted in District Chancellor’s Cabinet weekly meetings, Berkeley City College Executive Cabinet and President’s Cabinet meetings, and in consultation with College Academic Senate and Classified Senate leadership. A PowerPoint presentation detailing the Special Report response was presented to the College Roundtable for Planning and Budgeting at the August 28, 2020 and September 14, 2020 meetings, as well as to the PCCD Board of Trustees in the September 28, 2020 Board of Trustees meeting. College governance meetings

were held in which the Special Report was discussed. The list of meetings demonstrating college-wide involvement and transparency is presented in the table below.

President’s Cabinet	College Roundtable for Planning and Budgeting	Accreditation Steering Committee	Board of Trustees
April 23, 2020 Special Report discussion for response	August 5, 2020 Special Meeting for presentation re: Accreditation actions	April XX, 2020 Special Report discussion with ISER completion	September 29, 2020 Special Report Power Point Presentation and First Read
May 20, 2020 Special Report college actions identified	August 28, 2020 Special Report Presentation	July XX, 2020 Special Report discussion with ISER completion	October 13, 2020 Special Report Power Point Presentation and Second Read/ Response approved
June 24, 2020 Special Report data confirmation for actions	September 14, 2020 Special Report Presentation with college actions	September XX, 2020 Special Report Response Approved	October 28, 2020 Special Report response approved
August 4, 2020 Special Report- Cabinet Leadership Retreat: Leadership Standards of Excellence drafted	September 28, 2020 Special Report response approved		
September 23, 2020	October 12, 2020 Special Report response approved		

The reading and final approval of the November Special Report was completed by the College Roundtable for Planning and Budgeting on September 28 and October 12, 2020 and the Board of Trustees on October 13 and October 28, 2020.

Response to the January 27, 2020 Commission Letter

The following Special Report addresses the findings enumerated in the ACCJC’s January 27, 2020 letter, in order to make clear the substantive and explicit corrective actions that Berkeley City College has taken to address the six specific deficiencies noted in the aforementioned letter: a) a continued structural deficit, b) lack of adherence to Board policies and administrative procedures, c) deficiency in reconciliation and financial control issues, d) key staffing issues, e) Peralta Community College District’s OPEB obligations, and f) ongoing unaddressed audit findings.

The eight topics of concern cited in the January 27, 2020 ACCJC letter that are addressed in the following Special Report are as follows:

1. Establishing FTES Targets and Enrollment Management Plans
2. Establishing a Student Success Infrastructure Plan to comply with the Student-Centered Funding Formula as announced by the California Community College Chancellor's Office
3. Establishing guidelines to reduce operational overspending and eliminate the structural deficit
4. Adopting a Board policy to adopt sustainable fund balances and reserves
5. Adopting a restructuring plan to improve efficiencies and accountability at the District office and the Colleges
6. Addressing all audit findings
7. Establishing strategies to improve the management of Other Post-Employment Benefits (OPEB) debt
8. Providing an executive-level staff turnover analysis and recommendations to retain these staff at the district

The January 27, 2020 ACCJC letter also raised concerns that the Special Report submitted in December 2019 lacked the organizational structure, clarity and specificity to make evident that the College/District has addressed the following foundational issues which impact its fiscal health. The following table summarizes the overarching actions taken by BCC to address the key deficiencies identified across the eight topics of concern listed above:

Topics of Concern	College / District Actions	Deficiency Area Addressed
Establishing FTES Targets and Enrollment Management Plans	<ul style="list-style-type: none"> ▫ Dual Enrollment Growth Strategy ▫ Non-Credit CDCP Growth Strategy ▫ Integrated Strategic Enrollment Management Plan ▫ District-wide Block Scheduling 	<ul style="list-style-type: none"> • Structural Deficit
Establishing a Student Success Infrastructure Plan – SCFF Metrics	<ul style="list-style-type: none"> ▫ Financial Aid Model Improvements (Supplemental) ▫ AB 705 Implementation (Success) ▫ Certificate and Transfer Strategies (Success) 	<ul style="list-style-type: none"> • Structural Deficit
Establishing guidelines to reduce operational overspending and eliminate structural deficit	<ul style="list-style-type: none"> ▫ Infrastructure analysis and review of position control vacancies ▫ Establish Integrated Planning and Allocation of Resources (IPAR) Committee ▫ Analysis and revisions to hourly instructional budget 	<ul style="list-style-type: none"> • Structural Deficit • Key Staffing Issues
Adopting a board policy to adopt sustainable fund balances and reserves	<ul style="list-style-type: none"> ▫ AP 6250/AP 6300 	<ul style="list-style-type: none"> • Adherence to board policies and

		administrative procedures
Adopting a restructuring plan to improve efficiencies and accountability at the District office and the Colleges	<ul style="list-style-type: none"> ▫ Hire key permanent leadership positions ▫ Establish Administrative Services Division 	<ul style="list-style-type: none"> • Reconciliation and financial control issues
Addressing all audit findings	<ul style="list-style-type: none"> ▫ College alignment with District processes. See District Report 	<ul style="list-style-type: none"> • Ongoing unaddressed audit findings
Establishing strategies to improve the management of the OPEB debt	<ul style="list-style-type: none"> ▫ See District Report 	<ul style="list-style-type: none"> • OPEB obligations
Providing an executive-level staff turnover analysis and recommendations to retain these staff at the district	<ul style="list-style-type: none"> ▫ Developed Leadership Standards of Excellence ▫ Professional Development of Cabinet leadership team 	<ul style="list-style-type: none"> • Key staffing issues

1) Establishing FTES and Enrollment Management Plans

Berkeley City College is responsive to overall declining enrollment trends throughout the state, district, and at the college. The Peralta Community College District (PCCD) established College FTES targets and FTEF allocations based on the Budget Allocation Model (BAM), which uses the three-year FTES averages for funding allocation. The PCCD establishes the FTES goal and FTEF allocation for the colleges where colleges develop schedule that achieves a 17.5 productivity rate for efficiency. Efficiency is defined as the number of FTES generated within the FTEF allocation for the college. Despite declining enrollments and COVID – 19 pandemics in spring 2020, Berkeley City College provides a highly efficient schedule of courses for students.

Table 1.0. PCCD Daily Enrollment Summary: Summer and Fall 2020 (at census)

Term	Alameda	Berkeley	Laney	Merritt	PCCD
M20	-7.96	29.03	-27.57	-9.22	-15.72
F20	-325.10	-121.95	-657.69	-258.53	-1,363.37
S21	-1,351.40	-1,461.90	-2,711.80	-1,674.80	-7,200.00

Term		Alameda	Berkeley	Laney	Merritt	PCCD
Summer 2020	Resident FTES Target	300.30	324.90	602.60	372.20	1,600.00
	Resident FTES Actual	292.34	353.93	575.03	362.98	1,584.28
	Resident FTES Deficit	-7.96	29.03	-27.57	-9.22	-15.72
	Resident FTES % of Target	97.35	108.93	95.43	97.52	99.02
	Nonresident FTES Actual	16.80	32.87	41.89	13.68	105.23
	Total FTES Actual	309.14	386.80	616.92	376.66	1,689.52
	FTEF Allocation	18.50	21.40	37.60	22.60	100.10
	FTEF Staffed	18.78	25.08	39.44	22.31	105.62
	FTEF Unstaffed					
	Productivity	16.46	15.42	15.64	16.88	16.00
	Dual Enrl Sections	0	1	6	1	8
	Dual Enrl FTEF	0.00	1.67	5.49	0.90	8.05
Dual Enrl FTEF	0.00	0.07	0.40	0.07	0.53	
Fall 2020	Resident FTES Target	1,351.40	1,461.90	2,711.80	1,674.80	7,200.00
	Resident FTES Actual	1,026.30	1,339.95	2,054.11	1,416.27	5,836.63
	Resident FTES Deficit	-325.10	-121.95	-657.69	-258.53	-1,363.37
	Resident FTES % of Target	75.94	91.66	75.75	84.56	81.06
	Nonresident FTES Actual	71.33	150.86	190.64	82.27	495.10
	Total FTES Actual	1,097.63	1,490.81	2,244.75	1,498.54	6,331.73
	FTEF Allocation	83.20	96.20	169.20	101.60	450.30
	FTEF Staffed	77.00	99.60	174.74	95.16	446.51
	FTEF Unstaffed					
	Productivity	14.25	14.97	12.85	15.75	14.18
	Dual Enrl Sections	15	17	29	26	87
	Dual Enrl FTEF	40.80	77.93	74.58	93.03	286.34
Dual Enrl FTEF	3.13	4.07	6.38	6.19	19.77	

Table 2.0 Peralta Community College District Productivity and Efficiency Data - Summer and Fall 2020

	Alameda	Berkeley	Laney	Merritt	PCCD
Resident FTES % of Target - SU 2020	97.35	108.93	95.43	97.52	99.02
Productivity – SU 2020	16.46	15.42	15.64	16.88	16.00
Resident FTES % of Target - FA 2020	75.94	91.66	75.75	84.56	81.06
Productivity – FA 2020	14.25	14.97	12.85	15.75	14.18

As illustrated above, Berkeley City College had the highest percentage of resident FTES target (108.93) in Summer 2020, and the College had the second highest productivity (14.97) and the highest percentage of FTES target (91.66%) in the District in the Fall 2020. This level of efficiency is by design and in adherence to the College’s Integrated Strategic Enrollment Management Plan described below.

Integrated Strategic Enrollment Management Plan

Berkeley City College developed and implemented the [Integrated Strategic Enrollment Management Plan \(ISEMP\) 2018 - 2021](#) which outlines the College’s priorities and goals for enrollment management. The overarching goals the College has identified as part of the ISEMP directly inform the seven specific areas of projected growth in the plan that are intentionally aligned with the Student-Centered Funding Formula (SCFF) (p. 6 of ISEMP):

1. Pell Grant Recipients (supplemental)
2. California Promise Grant Recipients (supplemental)
3. Special Admit high school and adult school students (FTES and supplemental)
4. Distance Education seeking students (FTES/Base and Student Success)
5. Non-credit (NC), Career Development and College Preparation (CDCP) short NC certificates (FTES and Student Success)
6. Transfer level Math and English completed in one year (Student Success)
7. Associate Degree for Transfer (AD-T) (Student Success)

The BCC ISEMP provides a clear roadmap for the College to focus on its Enrollment Management strategies focused on increasing FTES and other metrics within the SCFF. In order to ensure that all activities identified in the BCC ISEMP based on these seven goals of the growth areas are implemented, the College established an Enrollment Management Committee (EMC) in Fall 2018. The EMC is designed to meet twice a year and further established a focused Task Force within the committee to meet more frequently and it has been meeting a minimum of 2-3 times a semester since Spring 2019 to ensure effective planning, assessment, and continuous improvements are made for the subsequent activities (Appendix A-1, A-2 – Minutes from EMC meetings).

The College’s actions in the following activities are a result of the EMC Task Force, a smaller work group tasked with the planning and implementation of these enrollment management

activities. Amidst a comprehensive list of activities, the following actions are specifically focused on increasing FTES, thereby impacting the base allocation:

ISEMP Activity	Description
Student Success Days	Half day events where 300+ prospective high school students come to the BCC campus to learn about career and academic programs, interact with faculty, classified professionals, and learn about student and academic support services.
Express Registration	Students participating are able to complete the following: Financial Aid, Assessment/Multiple Measures, Counseling; Complete Student Education Plan, Register for classes.
Guided Pathways Course Sequencing	Design Team work with departments to map out course sequences for certificate and degree completion; Provide an onramp for pathway development from Dual Enrollment courses.

Through its Integrated Enrollment Management Plan, the College has identified and acted on the following areas for FTES growth: 1) Dual Enrollment, 2) Non-Credit CDCP, and 3) District-wide block scheduling.

Dual Enrollment

(BCC ISEMP Projected areas of growth #3)

In 2016, Berkeley City College began implementing a strategy to develop partnerships with local high schools with BCC academies aligned to academic and career pathways. This strategy provides underserved high school students with opportunities for in-depth exploration of academic/career areas of interest, early college transfer credit, and an on-ramp to stackable BCC certificates and degrees. As a result of these newly established partnerships, dual enrollment course offerings have steadily increased each year along with the development of innovative programs.

Table 3. Dual Enrollment, FTES, FTEF, and Productivity rates in 2018 through 2020.

	#Sections	Census	FTES	FTEF	Productivity
AY 2020	21	614	33.8	2.7	11.1
AY 2019	11	342	27.8	1.8	16.5
AY 2018	5	180	17.8	1.0	17.3

From 2018 to 2020 BCC high school offerings have increased fivefold, from 5 sections to 21. The number of enrolled students increased from 180 in 2018 to 614, a 214% increase. Dual Enrollment produced 17.8 FTES in 2018 and 33.8 FTES in 2020, a 90% increase. The productivity of these sections decreased from 17.3 in 2018 to 12.5 in 2020.

Increasing dual enrollment offerings through Berkeley City College’s College and Career Access Pathways (CCAP or AB 288) Agreement established in 2019 with the Oakland Unified School District (OUSD) is an essential element of the ISEM Plan. **(Link CCAP Dual Enrollment 2018-19 OUSD file)** For the last four academic terms (excluding summer) Berkeley City College’s Dual Enrollment FTES has grown exponentially by design and in accordance to the college’s ISEMP. The remarkable increase in Dual Enrollment FTES of 17.8 in 2018-19 to 33.8 FTES in 2019-20 is the result of the college’s work to address FTES growth, as we moved from producing the least amount of FTES in the district to the highest within one year.

The dramatic growth in dual enrollment offerings is both 1) supporting the needs of the communities through career and academic pathways that lead to stackable degrees, certificates and/or transfer, and 2) contributing to the fiscal sustainability of the College. The College recognizes that intentional partnerships with local unified school districts supports educational access, especially for historically minoritized student communities. Therefore, the College will build upon this work, as BCC is in progress for developing CCAP Dual Enrollment agreements with Berkeley Unified School District (BUSD), Albany Unified School District (AUSD), and Emery Unified School District in the Fall 2020 semester. With support from the District’s Academic Affairs division, activities are under way to establish the CCAP agreements. Based on recent productivity history, BCC anticipates generating an additional 78 FTES in Dual Enrollment, projecting a revenue increase of \$443,898 per year.

Table 4. FY 20/21 Dual Enrollment Projected Revenue

Academic Year	Special Admits FTES	Allocation Rate	Total
2020-21	78 FTES	\$5,691	\$443,898
2019-20	34 FTES	\$5,635	\$191,590
2018-19	28 FTES	\$5,457	\$152,796

In addition to expanding standard dual enrollment course offerings, Berkeley City College has also successfully pursued innovative grant opportunities to support both college and career readiness for high school youth, and to support the College’s dual enrollment growth strategies. In May 2019, Berkeley City College was selected from a highly competitive pool of over 220 applicants to be one of nine Partnership to Advance Youth Apprenticeship (PAYA) grant awardees.

Starting in 2016, BCC entered into partnership with Castlemont High School, YMCA of the East Bay, ECE Pathways to Success (ECEPTS), and Kidango Inc. as part of the ECE Youth Apprenticeship program Berkeley City College (BCC) is eligible to receive grant funding for Phase II of the Youth Apprenticeship October 2020 - June 2022 as result of successful student completion the first phase, which will result in a cohort of 35 students for Fall 2021.

Non-Credit Career Development College & Preparation

(BCC ISEMP Projected areas of growth #3 and #5)

Berkeley City College has successfully developed and implemented non-credit courses that increase access to programs, provide academic support and skills development, and serve as an on-ramp for students to access academic and career pathways. The growth in non-credit enrollment is a direct result of the college's implementation of its ISEMP goal.

The English department implemented Career Development and College Preparation (CDCP) non-credit support courses in fall 2017 which served as a model for growth in other program areas. In fall 2018, Berkeley City College generated 19.8 FTES from implementing CDCP non-credit courses in other programs: English for Speakers of Other Languages (ESOL), Multimedia Arts (MMART), and Social Work and Human Services (HUSV). The program has increased by 70 FTES between spring 2019 through fall 2019. Since the implementation of non-credit support courses in fall 2017, Berkeley City College has generated a total of 143.1 FTES. In spring 2021, we plan to offer two additional CDCP non-credit certificates in the Education department. Moreover, consistent with Title 5 §58003.1, we are recommending that Distance Education addendums for CDCP non-credit courses to be offered 100% online for spring 2021 and beyond include in the determination of weekly student contact hours the total hours of instruction plus additional regular effective contact, plus any outside of class work noted in the course outline of record to maximize potential FTES generation.

Table 5. Non-credit FTES by subject and term

Subject	F17	SP18	F18	SP19	SUM19	F19	SP20	Total FTES
English	0.4	2.5	3.7	2.6	0.0	14.7	7.1	32.7
ESOL					3.7	13.7	19.3	36.7
HUSV						2.5	3.0	5.5
MMAR T		0.0	16.1	11.9	1.5	19.1	19.6	68.1
Total FTES	0.4	2.5	19.8	14.5	5.2	49.9	49.0	143.1

The ESOL department began offering all courses as both credit and non-credit in summer 2019 to increase access for adult students. With intentional marketing of these courses and support from our Transitions Liaison, the number of students transitioning to BCC ESOL courses from Berkeley Adult School increased by 41% between fall 2019 to fall 2020, from 644 classes enrolled to 911. During the COVID pandemic in spring 2020, as the number of international students enrolling at Berkeley City College decreased from 424 in fall 2019 to 332 in fall 2020 but the number of Adult students enrolling in the mirrored non-credit courses increased, resulting in robust enrollment despite the loss of international students.

In 2017, the Social Sciences Department streamlined its certificates in Health and Human Services to include two portable and stackable certificates towards the ADTs in Psychology and Sociology. In 2019- 20, Berkeley City College strategically scheduled the new non-credit Bridge to Community Health Worker Careers Certificate of Completion program at Berkeley Adult School to serve as an on-ramp for adults from adult schools and community-based organizations to our Social Sciences academic/career pathway. Enrollment in the program has doubled between spring and fall 2020 (now full at 40 students with a waitlist) and 9 students

who completed the non-credit certificate in spring 2020 started the Social Work and Human Services Paraprofessional Certificate of Achievement program at Berkeley City College in fall 2020. Enrollment growth for this program is projected to double again for the 2021-2022 academic year for a projected 100% increase in enrollment generating 12 additional FTES.

District-wide Blocked Scheduling

(BCC ISEMP Projected areas of growth #1 – 7)

Berkeley City College has consistently provided a schedule that adheres to the district's FTEF allocation, strives to meet the FTES targets, is aware of students' academic/career program needs, and that works within the limitations of being a one-building college. As the state and nation continue to experience community college enrollment declines, Berkeley City College is following its ISEMP to reverse the trend. Amidst the high demand for science-lab related courses and student enrollment caps due to space constraints, Berkeley City College has benefited from comprehensive scheduling, which maximizes space for optimal scheduling. According to the Space Utilization Study conducted by the Department of General Services (DGS), Berkeley City College is extremely efficient in maximizing the course schedule with space availability. The study identified that the College has an average hourly utilization of 92% to the Title 5 Standard (Chapter 6, Part 1, Section 55002.5 Credit Hours) of 31.68 hours/week. On average the classrooms could be used an additional 2.56 hours/week, while the laboratory hourly utilization is 126% (23.375 hours) to the Title 5 standard of 15.00 hours/week.

Led by the Instruction Office, instructional deans and department chairs use a framework to guide their scheduling decisions for FTES generation and in alignment with the FTEF allocation identified by the district:

- Projected enrollment upon determination of:
 - Demand for course—historical and new based on changes in curriculum, course-taking patterns, offerings at other PCCD colleges, legislation (such as AB 705), etc.
 - Optimal day/time, modality, number of sections, staff and classroom based on: enrollment patterns including those of specific populations such as high school students, returning adults, working professionals, etc.; offerings across the district; scheduling patterns across disciplines required for degree completion (such as calculus courses for science majors); faculty professional learning; and instructional equipment needs.
- Program's ability to meet student needs (e.g. science lab course, GE course, CE course, etc.)
- Space utilization (e.g. science department scheduling labs to meet student demands, especially related to supporting transfer goals/rates)

- Process for canceling low enrolled courses, following the mutually agreed-upon cancellation timelines through collective bargaining. (Appendix A-4 Cancellation memo)

These coordinated and collaborative strategies have produced a schedule development that meets the needs of students to successfully complete their programs of study. In combination with the district Block Scheduling format (Appendix A-3), the strategies employed by faculty department chairs and instructional leadership have ensured that Berkeley City College has a schedule that meets the needs of students and the community, and that is within the limits of the FTEF allocation for the college.

Students in multi-college districts often take advantage of the courses offered throughout the district, or swirl, to meet their program needs. In spring 2019, vice presidents of instructions from all four Peralta colleges met to review the extent of student swirl and brainstorm measures to mitigate this barrier to student access to courses. The district’s student enrollment data showed that 5,729, or 29%, of PCCD students enrolled in two or more of the colleges (see Table 6). Among the 5,729 students who swirled, those who attended two colleges within the district accounted for 73% of all swirlers (see Table 7). Those who attended three or four colleges accounted for 24% and 3%, respectively. Among the 5,729 swirlers in spring 2019, a total of 2,690 attend Berkeley City College as one of their colleges (see Table 8).

The impact on students having to commute throughout the District to meet their academic needs could serve as a barrier to campus-specific engagement and reduced individualized academic advising and support services students often receive. Some of these barriers include missing classes as they travel in between colleges, having final exams overlap at the colleges, and even missing opportunities for academic engagement of speakers and events. These activities are often connected to student engagement and persistence and now further impacted by the COVID-19 pandemic.

Table 6. PCCD Spring 2019 Headcount Attending Two or More Colleges

Total headcount at all colleges	19,970
# attending 2 or more colleges	5,729
% attending 2 or more colleges	29%

Table 7. Count of all students who swirl between two or more colleges within the district.

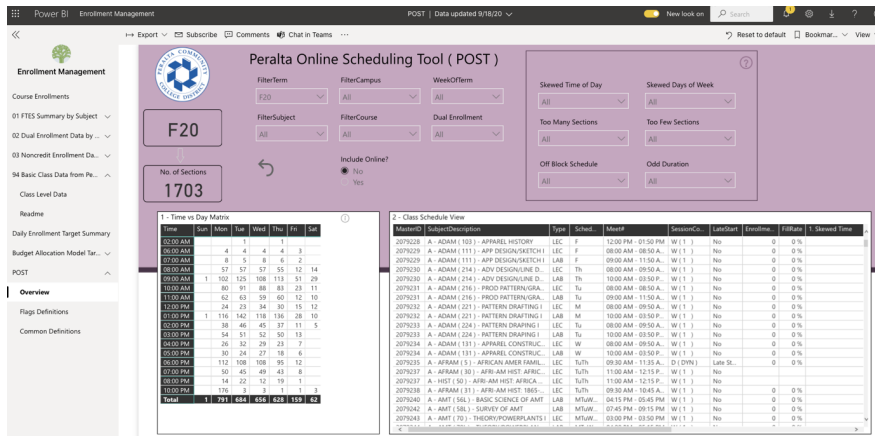
# of Colleges Attended by Swirlers	# of Students	% of Students Among Swirlers Only	% of Swirlers Among ALL District Students
2 Colleges	4,613	73%	23%
3 Colleges	1,025	24%	5%
4 Colleges	91	3%	Less than 1%
Grand Total	5,729	100%	

Table 8. Count and percentages of swirlers between Peralta colleges.

Colleges	# of students (among swirlers only)	% of students (among swirlers only)
BCC-COA	497	9%
BCC-COA-LANEY	307	5%
BCC-COA-LANEY-MERRITT	91	2%
BCC-COA-MERRITT	165	3%
BCC-LANEY	936	16%
BCC-LANEY-MERRITT	228	4%
BCC-MERRITT	466	8%
COA-LANEY	1,217	21%
COA-LANEY-MERRITT	325	6%
COA-MERRITT	559	10%
LANEY-MERRITT	938	16%
Grand Total	5,729	100%

To address this issue, the Academic Senate Presidents and Vice Presidents of Instruction from the four colleges and Vice Chancellor of Academic Affairs met regularly during the 2019-2020 academic year to examine and identify a concrete solution for minimizing students swirling among four colleges. The Vice Presidents of Instruction took a lead and created a District-wide block schedule where all colleges started classes at the same time and followed the same block of time for course offerings based on the units and hours per week needed. The block schedule was implemented as of Fall 2020 (Appendix A-3 – Block schedule). In order to improve the coordination of block scheduling across our four colleges, the district institutional research office produced the Peralta Online Scheduling Tool (POST) (see Figure 1) to allow all faculty and administrators to view any subject and see number of sections, the days, and times they are typically be offered.

Figure 1. Peralta Online Scheduling Tool (POST)



Due to COVID – 19 pandemic, all BCC Fall 2020 courses are offered fully online; however, synchronous online courses followed the block schedule template. Four colleges following the same block schedule helps students identify their home college easily, enter their educational pathways clearly, and lead them to successful completion of programs in a timely fashion. This will directly address increase in base allocation and student success allocation portion of the SCFF.

2) Establishing a Student Success Infrastructure Plan to comply with the Student-Centered Funding Formula as announced by the California Community College Chancellor’s Office

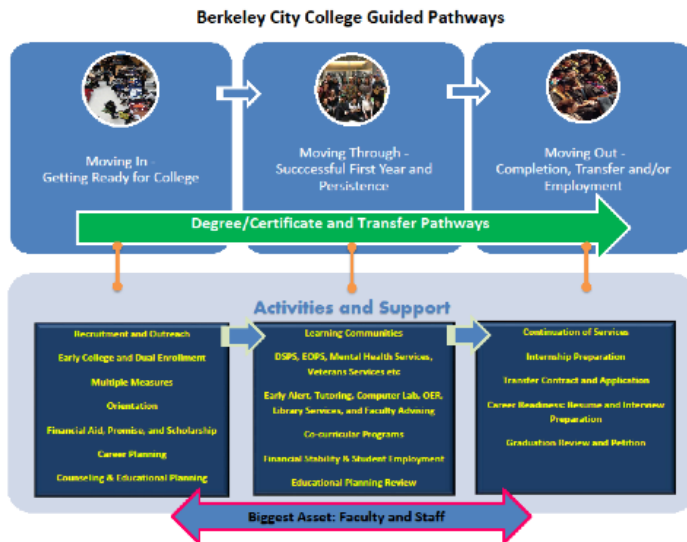
Berkeley City College’s Student Success Infrastructure Plan entails the continued implementation of the ISEMP, which is student-centered, grounded in equity, and committed to student success and completion. As noted earlier, the ISEMP clearly outlines the components of enrollment management focused on growth and the College’s actions, which align with the SCFF include: a) Financial Aid Improvements, b) Transfer and Certificate completion, and c) AB 705 implementation.

In spring and summer 2020, the PCCD colleges consulted with the President of ACCJC to clarify how the colleges were to identify how they were addressing the metrics identified in the Student-Centered Funding Formula (SCFF), specifically how the colleges are addressing the supplemental and success portions of the allocation. Berkeley City College recognizes that the Student Centered Funding Formula provides the apportionment for community colleges and uses the metrics related to the base allocation (enrollment), the supplemental allocation (California

College Promise Grant, Pell Grant, and AB 540), and the success allocation (Completion of certificates, degrees, transfer, transfer-level math and English, and living wage attainment).

The College’s actions to implement Guided Pathways includes taking the traditional four pillars and operationalizing them through three pillars: Moving In (Getting Ready for College), Moving Through (Successful first year and persistence) and Moving Out (Completion, Transfer and/or Employment) (Figure 2). Driven by a cross-section of campus groups represented in the Design Team, the Guided Pathways activities at Berkeley City College for the past two years have focused on removing barriers to student success and supporting student completion to align with the SCFF metrics for student success. Some examples of these actions include but are not limited to: a) Embedded Counselors in English 1A, b) Psychedelic Ball event to aid Psychology majors in navigating moving in, through and out of the program, and c) BCC Guided Pathways Welcome Table at the main entrance. For the 2020-2021 academic year, key Guided Pathways activities include 1) the creation of Career and Academic Interest Areas (Meta Majors), 2) the establishment of clear pathways to completion and a reduction in average overall units attempted towards awards, and 3) the ongoing redesign of institutional processes and procedures to promote barriers to student success.

Figure 2. BCC Guided Pathways Framework



Berkeley City College provided evidence of activities related to FTES generation which addresses the base allocation of the SCFF. Following the ISEMP, the College has taken action to

impact both the supplemental and student success metrics in the SCFF allocation related to: a) Financial Aid Improvements, b) Transfer and Certificate completion, c) AB 705 implementation.

Financial Aid Model Improvements- Supplemental Allocation
(BCC ISEMP Projected areas of growth #1 and #2)

As of Spring 2020 the four colleges of the PCCD have received local control of the Financial Aid processes by acquiring a Director of Financial Aid at each college. This de-centralization of the financial aid program was a result of the decentralization goals for the district under Former Chancellors Laguerre, White and Stanback Stroud, to strengthen the financial aid programs at the colleges. During the 2019-2020 academic year, the colleges began to move the leadership of the financial aid program to the colleges, hiring local Financial Aid Directors. Berkeley City College recently hired a Director of Financial Aid, with extensive experience in community engagement, especially among Spanish-speaking communities.

Between 2018-19 and 2019-20, the number of financial aid awards to students decreased by 10%, from 11,305 to 10,178. The number of California College Promise Grant decreased by 17%, 6,734 awards to 5,579, accounting for 55% of all financial aid award types in 2019-20. The number of students who received Supplemental Educational Opportunity Grant (SEOG) increased significantly by 44%, from 615 to 884.

Table 9. Number and type of financial aid awarded to Berkeley City College Students between 2018-19 and 2019-20.

Award Type	2018-2019	2019-2020	Change
California College Promise Grants	6,734	5,579	-17%
CAFYES Grant	29	24	-17%
Cal Grant B	534	553	4%
Cal Grant C	6	6	0%
CARE Grant	12	17	42%
Chafee Grant	13	7	-46%
Completion Grant (CCCG)		365	
EOPS Grant	289	278	-4%
Other grant: non-institutional source	10	2	-80%
Pell Grant	2,228	2,057	-8%
SEOG (Supplemental Educational Opportunity Grant)	615	884	44%
Student Success Completion Grant (SSCG)	385		
Federal Direct Student Loan - subsidized	129	106	-18%
Federal Direct Student Loan - unsubsidized	121	103	-15%
Other loan: non-institutional source	11	8	-27%
Scholarship: non-institutional source	108	115	6%
Federal Work Study (FWS) (Federal share)	72	71	-1%
Grand Total of Awards	11,296	10,175	

Embedded in various college efforts, increasing the FAFSA completion rates for Berkeley City College students is a high priority, as noted in the Integrated Strategic Enrollment Management Plan. Activities to increase financial aid application completion with a focus on increasing Pell recipients awarded include hiring a bilingual Financial Aid director with experience increasing the number of students completing a FAFSA and awarded a Pell grant. Before the COVID-19 pandemic, BCC’s Enrollment Coordinator and Financial Aid Coordinator visited local high school and community centers providing workshops to complete the enrollment and financial aid process. BCC Outreach staff also participated in Higher Education week visiting over sixteen high schools in one week.

Additionally, with the college’s growing Latinx student population reaching an all-time high of nearly 28% in Fall 2020, activities to promote Latinx engagement and outreach are an integral part of the Guided Pathways implementation (Appendix B-1 GP Flowchart). The college applied for the competitive Title V Developing Hispanic Serving Institution (DHSI) grant and was awarded September 2020. (Appendix B-2 Title V DHSI BCC Narrative Page One)

The Title V DHSI grant is a three-million-dollar grant awarded over five years. Berkeley City College’s Title V DHSI grant, *Conocimiento Los Caminos*, has defined five priority areas to support the growing Latinx population: outreach/retention, financial aid support, degree completion and transfer and career. The College is currently in the process of hiring of a bilingual HSI Program Director, outreach specialist and completion counselor.

Conocimiento Los Caminos Program Strategies

- Implement online student services focusing on Latinx students, including content in Spanish
- Spanish and English FAFSA and California Dream Act completion campaigns
- Pathway development through Psychology, Health and Human Services, Teacher Ed Preparation. (The pathway is a certificate, degree and transfer program.)
- Latinx Student Completion Advising and Near-Peer Mentoring to support retention
- Partnership with UC Berkeley Center for Educational Partnerships to fund advisers at high schools with Early Academic Outreach Program and Destination College Advising Corps fellows

Among these two college wide actions, Berkeley City College has set aggressive targets to increase financial aid awards as follows:

	20-21 Current	Goal 21-22
CA College Promise Grant	1,823	2,500
Pell Grant Recipients	801	1,600
AB540	18	25
1st generation	3,141	3,800

Berkeley City College is uniquely poised to successfully implement these efforts with the college leadership team’s focus on implementing a Guided Pathways framework that addresses

intentional activities for outreach and engagement among the first pillar (BCC ISEMP, page 5). With a growing Latinx student population, marketing in Spanish speaking markets, including radio ads and the Steps to Enrollment web page being available in Spanish (need to confirm this activity is finalized) serve as examples for how Berkeley City College is being responsive to the changes in student demographics at the college and among the community. These efforts are further supported by the college having its first Chicana president who also identifies as first-generation, is bi-lingual in Spanish, and has extensive experience working with and promoting Latinx community engagement in higher education (Appendix B-3 Diverse In Higher Education Article).

Transfer and Certificate Completion – Student Success Allocation
(BCC ISEMP Projected areas of growth #7)

As a metric in the SCFF, the continued increase in transfer students each year, represents a promising outcome, not only for student completion, but also as it relates to the SCFF funding model. Berkeley City College projects an increase of 5% each year for the next year with the integrated efforts of AB 705, academic support in transfer-level courses, and programmatic support in the Career and Transfer Center.

The Career and Transfer Center and Counseling Department, in accordance with the ISEMP goals and priorities, has been instrumental in implementing activities and support strategies to increase student completion and transfer rates of students. These actions include a) Completion Counselor focused on students with 45 units or more to support completion; b) Four-year institution representatives office hours on the BCC Campus; c) Annual Transfer Fair and d) Transfer Workshops. These activities help the college ensure compliance with the student success and completion metrics in the SCFF.

Transfer Support	2017-2018	2018-2019	2019-2020
University Representative Attendance	13	22	22
# of Students Who Met with a University Representative	336	424	336
Transfer Fair Student Attendance	150	250	300
Transfer Fair Institutions	40	48	50

Transfer Preparation: Over the last three years the four-year university representatives have held Office Hours and Seminars on the BCC Campus serving an average of 365. In addition, the college also hosts an annual transfer fair serving an average of 233 students. Since implementing the Transfer Day Fair there has been a 100% increase in student participation.

In Fall 2019, the Counseling Department partnered with the Career and Transfer Center to debut Transfer Admission Guarantee (TAG), CSU and UC application workshops to reach the diverse student population. This resulted in 9 TAG workshops with 217 students in attendance, 34 UC/CSU application workshops with 274 students in attendance. In spite of a statewide decline in enrollment over the past four years, Berkeley City College had 145 students transfer to a CSU

and 289 students were admitted to UC institutions in 2019-20. Our UC transfer rate represented 54% of the total transfers for the Peralta Community College District which transferred a total of 533 students to a UC.

Table 10. Number of transfers from Berkeley City College to CSU, In-state-private, Out-of-State and UC universities by year.

Year	CSU	In-State-Private	Out-of-State	UC	Total
2016-17	199	13	41	297	550
2017-18	218	18	32	261	529
2018-19	176	19	39	308	542
2019-20	145	Pending	Pending	289	434

Berkeley City College increased TAG submission by 20% with 254 submitted in the Fall of 2018 and 305 submitted in the Fall of 2019. UC TAG approval also increased by 23% with 88 approved in Fall 2018 and 108 approved in Fall 2019. UC TAG student approvals went from 88 in Fall 2018 to 125 in Fall 2019.

In the past four years, Berkeley City College has made significant improvements in the number of students earning degrees or certificates. The College had a total of 866 awards in 2016-17 to 1,106 in 2019-20, a 28% increase. The 1,106 awards included 441 AA/AS degrees and 665 certificates (See Table 11). Berkeley City College’s focus on closing equity gaps includes reviewing disaggregated data to address equity gaps in completion for Latinx and Black/African American students (See Table 12).

Table 11. Combined Associate Degrees (AA/AS) and Certificates awarded by year.

Award Type	2016-2017	2017-2018	2018-2019	2019-20
AA/AS Degrees	409	438	409	441
Certificates	457	579	523	665
Total	866	1,017	932	1,106

Table 12. 2018-19 awards disaggregated by ethnicity.

Award Type	AA/AS Degrees	Certificates
American Indian	0.4%	0.2%
Asian	27.6%	30.2%
Black/African American	17.0%	15.8%
Latinx	19.7%	18.4%
Native Hawaiian	0.4%	0.4%
Two or More	4.3%	4.5%
Unknown	2.7%	3.2%
White	27.8%	27.2%

Berkeley City College has taken action to address the metrics of the SCFF. Additional actions for future action include the implementation include auto-awarding certificates and degrees and the implementation

of the Guided Pathways work to create Career and Academic Interest Areas (Meta Majors). These actions support minimizing barriers to student success and completion.

Student Success Allocation

AB 705 Implementation (BCC ISEMP Projected areas of growth #6)

Berkeley City College has continually engaged in the work of addressing student success metrics as highlighted in the Student-Centered Funding Formula in multiple ways. As a tenet of implementing Guided Pathways, Berkeley City College successfully implemented AB 705 at full-scale in [insert subjects] in [insert semester] to streamline the assessment process for students as they entered the college, while also increasing the number of students who successfully complete transfer-level English and math within their first year.

The Berkeley City College English Department took the lead in the Peralta District to reverse the deficit model of requiring a long sequence of remedial courses prior to English 1A for student who demonstrated gaps in skills on the assessment test in English. Through its commitment to using SLO assessment as a means of finding ways to improve student learning, the department began to re-examine the need for the four courses they offered below college level as they noted that students in the different levels fared the same in most assessment areas and that remaining skill gaps could be addressed with “just-in-time” learning strategies.

In fall 2019, BCC was one of only 13 colleges recognized as “strong implementers” of AB 705 by the California Acceleration Project with less than 10% of course offerings in math and English below the college level. Moreover, the one-term completion rates for transfer-level English went up 10 % from 54% in fall 2015 (before any program changes) to 64% in fall 2019 (see Table 1). In math, one-term completion rates of transfer-level went up 31% from 23% in fall 2015 to 54% in fall 2019. These data show students benefitted from enrolling directly in transfer-level English and math with the additional instructional time and learning support provided by the new linked support courses with embedded tutors added to the programs in fall 2019.

Table X.X Student success rates in math and English sections in one term.

	Success Rate (throughput)		
	Fall 2015	Fall 2019	% Change
English	54%	64%	+10%
Math	23%	54%	+31%

Commented [AG1]: IR reviewing data table to show FA 16, 17, 18, data as well.

Through strategic course scheduling, implementation of multiple measures, and directed counseling, Berkeley City College increased the number of students enrolling in transfer-level English by XX% between the 2017-18 academic term (the year before we implemented AB 705 planning) and the 2019-20 academic term. Over that same period of time, there was a XX% increase in the number of students taking transfer-level English as their very first English course.

Commented [AG2]: IR working with Instructional Deans to confirm data for this statement.

Success rates for our students actually remained at pre-AB 705 levels, and even improved for some semesters. The same trend (but to a lesser degree) prevails with regard to math course taking patterns and student success. The number of students taking transfer-level math increased by XX% during that same period, but there was an astounding XX% increase in the number of students taking transfer-level math as their very first math course. The supplemental support courses in English and math developed, as well as dedicated resources to instructional aides and embedded tutoring through the College's Learning Center account for much of BCC's growth and success. We will expand these efforts and expect our completion rate of transfer English and math courses within the first year to improve by 5%.

Commented [AG3]: IR and instructional deans confirming this data from district IR and Power BI tool.

3) Establishing guidelines to reduce operation overspending and eliminate structural deficit

Berkeley City College continues to take action to reduce operational overspending and structural deficits. The College has taken actions to address both immediate and long-term strategies for addressing this deficiency. Actions for this area include: a) Infrastructure Analysis, b) implementation of the Integrated Planning and Allocation of Resources Committee, and c) Analysis of the hourly instructional budget.

Berkeley City College has worked towards establishing alignment with district processes and procedures related to fiscal operations to reduce operation overspending. The Director of Business Services is the lead administrator and point of contact with the district's fiscal operations and guidelines. Using the PCCD Adopted Budget and Budget Calendar (Insert link to PCCD Budget Calendar), the Director works with managers to ensure proper training and communication regarding strong fiscal practices in coding and reconciling expenditures, developing annual budgets and expenditures that are aligned with their allocation, and for ensuring that funding sources are leveraged to maximize student success, completion, and equity, so as to limit duplication of efforts. Berkeley City College is currently updating its Business and Administrative Services manual, which will bring all of the operational communications found on the college website into a manual, that is grounded in the BP AP 6250 *Budget Management* for the Peralta Community College District, and informs the campus community of the best practices for fiscal oversight and accountability activities.

Infrastructure Analysis

In spring 2020, the college leadership team conducted an analysis of position control, current vacancies, expected retirements, and changes in programmatic needs and assignments, which led to intentional decisions related to human resources and hiring. Salaries and benefits account for over 90% of the college funds, leaving virtually no room for program growth or absorption of unintended expenditures. Discretionary funds are closely monitored and supported by internal controls that require multiple levels of approval from a staff member, to an executive cabinet

member, to the president. Therefore, the efficient and fiscally sound use of salary savings, provides the opportunity for addressing college budgetary needs.

During this review, the leadership team included positions that were identified through the Annual Program Update and Program Review processes (Insert link to BCC resource requests) to make fiscal decisions that were in support of fiscal sustainability and maintaining college operations. Some key decision outcomes from this analysis was reducing the hiring of potentially 8 positions and beginning some staffing re-organization to more effectively align positions in the appropriate departments. This resulted the efficient use of salary savings to address some expenditure needs in hourly instruction and distance education transition needs, as well as supporting key hiring decisions, such as the Web Content Developer, a position that was non-existent and critical to maintaining and enhancing the college “new front door” for students during this fully online learning environment. Overall, the review of position control and salary savings, resulted in over \$100,000 of savings to address key deficit areas.

Integrated Planning and Allocation of Resources (IPAR)

Building upon the work from the Integrated Planning Committee (IPC) and the College Roundtable for Planning and Budgeting during the 2019-2020 academic year, Berkeley City College is currently finalizing the Integrated Planning and Allocation of Resources (IPAR) process. Both governance committees identified that the college needs a body of governance, as a sub-set of the College Roundtable and IPC to serve as the point of integration of planning efforts and the resource requests that often come from activities, such as Annual Program Updates, Program Reviews, Student Equity plan, Guided Pathways implementation, Technology Plans, and several others, with the current fiscal state of affairs for the college. This body, when endorsed in early fall, will serve as the committee that makes recommendations to the College Roundtable for the college’s annual budget. It will also serve as the central governance body to ensure the integrity and transparency of the developing Integrated Planning and Allocation of Resources (IPAR) process and cycle for the college (Appendix C-1 IPAR cycle). This governance body is expected to receive full endorsement and recommendation to the President to be included among the participatory governance structure by September 2020, as recommended by the IPC proposal (Appendix C-2 IPC proposal), and considered for action at College Roundtable (Appendix C-3 College Roundtable Agenda 9-14-2020 agenda).

Analysis of Hourly Instructional Budget

The College develops a schedule that is within the parameters of the FTES targets and FTEF allocation as provided by the District. For the 2020-2021 academic year, the college has an FTEF allocation of 213.8 for the year but requires 221 FTEF to meet the scheduling needs for the college’s FTES targets. Per the district’s Budget Allocation Model, which uses a three-year FTES average, Berkeley City College receives 21.36% of general funds (See Table X.X).

Table XX BCC 2020-2021 FTES Target and FTEF Allocation based on BAM

*simplify table

Commented [AG4]: Table needs to be simplified: IR discussions for breaking this into 2-3 tables for ease of data consumption.

	Alameda	BCC	Laney	Merritt	Total
20 ANNUAL DISTRICT TARGETS					
21 2020-21 RES FTES Target	16,000				
22 BAM 3 yr ave - NON-RES FTES	1,507				
23 2019-20 TOT FTES Target	17,507				
24 Productivity Target	17.5				
26 ANNUAL COLLEGE ALLOCATION					
27 BAM 3 yr ave - RES FTES	3,133	3,389	6,286	3,882	16,690
28 BAM 3 yr ave - RES FTES %	18.8%	20.3%	37.7%	23.3%	100%
29 Annual 2020-21 RES FTES alloca	3,003	3,249	6,026	3,722	16,000
30 BAM 3 yr ave - NON-RES FTES	233	491	566	230	1,507
31 TOTAL FTES	3,236	3,740	6,582	3,952	17,507
32 TOT FTES %	18.49%	21.36%	37.59%	22.57%	100%
33 Annual 2020-21 TOT FTES allocat	3,236	3,740	6,582	3,952	17,510
34 2020-21 FTEF Allocation based on TOT FTES Allocation and Total Productivity Target	184.9	213.7	376.1	225.8	1,000.6
35 Dual Enrollment FTEF Allocation (2020-21)					28.0
36 Productivity Set Aside					38.0
37 Allocations by Semester					
38 Summer 2020 (10% of annual)					
39 RES FTES	300.3	324.9	602.6	372.2	1,600.0
40 TOT FTES	323.6	374.0	658.2	395.2	1,751.0
41 FTEF	18.5	21.4	37.6	22.6	100.1
42 Fall, Spring, 2020-21 (each 45% of annual)					
43 RES FTES	1,351.4	1,461.9	2,711.8	1,674.8	7,200.0
44 TOT FTES	1,456.4	1,683.0	2,961.8	1,778.5	7,879.7
45 FTEF	83.2	96.2	169.2	101.6	450.3
46 Annual 2020-21					
47 RES FTES	3,003.2	3,248.7	6,026.1	3,721.8	15,999.9
48 TOT FTES	3,236.5	3,740.0	6,581.8	3,952.2	17,510.5
49 FTEF	184.9	213.7	376.1	225.8	1,000.6

While the College remains within the allocated FTEF allocation for schedule development annually, the Part-Time (PT) faculty expenditures are in deficit (object code 1351). The College’s hourly instruction allocation is \$2,553,000. The Vice President of Instruction has begun leading the fiscal analysis of the expenditures that impact the hourly instructional budget. Currently, review of faculty re-assigned time, faculty taking district coordination assignments, and all contractual re-assigned time and associated PT faculty back-fill cost and their benefits are in progress. In addition, cost for faculty who take extra service assignment are also charged to the PT faculty account and are not accounted for with the District’s allocation to the College (Link to VPI re-assigned time review).

The fiscal analysis of the hourly instructional budget (1351) will result in the College’s actions to potentially reduce the overall FTEF in re-assigned time. This analysis is to be concluded by the

end of fall 2020 semester in conjunction with the District's Finance department and Academic and Student Affairs Office.

4) Adopting a board policy to adopt sustainable fund balances and reserves

Berkeley City College follows Board Policies and Procedures related to financial controls, financial stability, and sound fiscal practice, per [AP 6250](#). Most recently, Berkeley City College submitted a two-year Parcel Tax usage plan to the District Participatory Governance Council and the District Planning and Budget Committee in compliance with fiscal policies and procedures outlined in BP/AP 6741 (which detail the new parcel tax funding process). The plan outlines how dollars received from the parcel tax (approximately \$2 million dollars per year for Berkeley City College) are spent strictly on classroom instruction, counseling, and student success activities as outlined in AP 6471. As per the same Administrative Procedure these expenditures are linked to specific Student Success Metrics and Berkeley City College Strategic Priorities, PCCD Strategic Goals, and the California Community College Chancellor's Office Vision for Success. As evidence of compliance with this fiscal monitoring practice we have linked the new plan here which covers AY 2020-21 and 2021-22. (Insert link to Berkeley City College Parcel Tax Expenditure 20-22 Plan).

5) Adopting a restructuring plan to improve efficiencies and accountability at the District office and the Colleges

In this past year, Berkeley City College has significantly bolstered its administrative structure to ensure efficiency and accountability. Historically, the institution has experienced excessive administrative turnover and often functioned with an insufficient number of managers. Since October 2019, for example, the College was operating with:

- An Interim President on contract through mid-April 2020
- Vacant Dean of Math, Sciences, Business, and Applied Technology, whose portfolio was assigned largely to the Vice President of Instruction and the Dean of Liberal Arts & Social Sciences
- Associate Dean of Educational Success transitioning from the instructional division to the students services division to be in alignment with similar positions throughout the district
- Vice President of Student Services serving as Acting President between the Interim President's end date and the new permanent President's start date

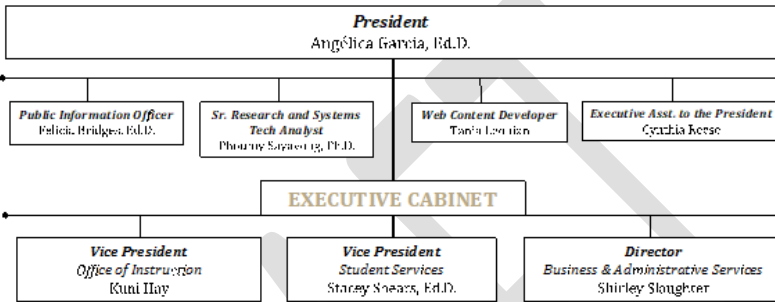
These staffing instabilities stretched the College leadership team's ability to effectively and strategically engage with district processes, while also overseeing daily operations at the departmental level. Amidst these multiple, fluid roles, the leadership team supported district operations and processes while also supporting the college during key leadership transitions, amidst emergency response activities during the COVID-19 pandemic.






Since May 2020, the College has hired two key positions: 1) President and 2) an Interim Dean of Math, Science, Business, and Applied Technology. These two positions have provided a level of stability that has released the VP of Instruction from also filling an instructional dean role, which provided capacity to for the VP of Instruction to fill the role of Accreditation Liaison Officer (ALO). Additionally, the Dean of Liberal Arts & Social Sciences was relieved from also overseeing the mathematics department, providing stability and cohesiveness to the academic and career programs under the Dean of Math, Science, Business, and Applied Technology. Continuing work from the 2019-2020 academic year, the Executive Cabinet has continued an organizational analysis to identify and reduce redundancies, thereby providing more a more effective infrastructure. Though still under development, some of these include the following: 1) streamline ITS positions for maximum efficiency in organizational operation, 2) assess student services positions and portfolio alignment to support an enrollment services classification of work, and 3) review of the Business and Administrative Services department, including the transition to a Vice President of Administrative Services. The importance of this last role for Berkeley City College cannot be overstated.

The current Director of Business Services provides leadership and support to a growing college, since Berkeley City College took occupancy of the Center Street building. With that growth, the Director is responsible for overseeing the capital improvement projects, including facilities maintenance and the new Milvia Street building expansion, in addition to the fiscal oversight duties as a member of the Executive Cabinet. The director has maintained high levels of leadership and support, amidst the constant changes in district processes, staffing, and fiscal challenges. The infrastructure of the college will benefit from addressing the growing needs in fiscal operations, as well as the capital improvement and bond projects. We have determined that the Director of Business and Administrative Services role that we currently employ is insufficient to meet the complex and varied needs of the institution, so we are working to align the college's fiscal leadership to reflect that of Laney College, which has a VPAS and a Director level of support. For Berkeley City College, the infrastructure re-organization would include a VPAS and a Director of Administrative Services, with particular focus on facilities and professional development of classified professionals for operational functions. The work to establish and recruit for this position will occur in the spring 2021 semester. We plan to use the funds from the existing Director of Business Services to support the evolving Director role, while we simultaneously work through college processes to identify funding support for the Vice President of Administrative Services. The addition of an executive position will be conducted through the governance and consultative practices throughout the 20-21 academic year, especially through the College's IPAR process described earlier in the report. (Link to BCC Org Chart).



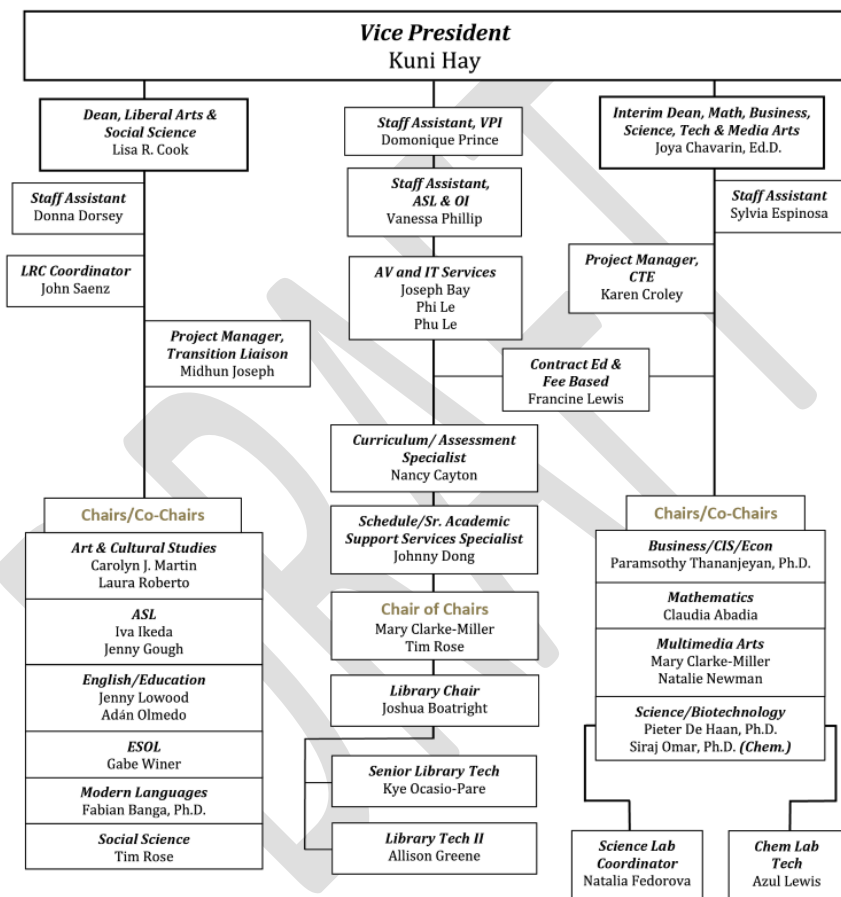
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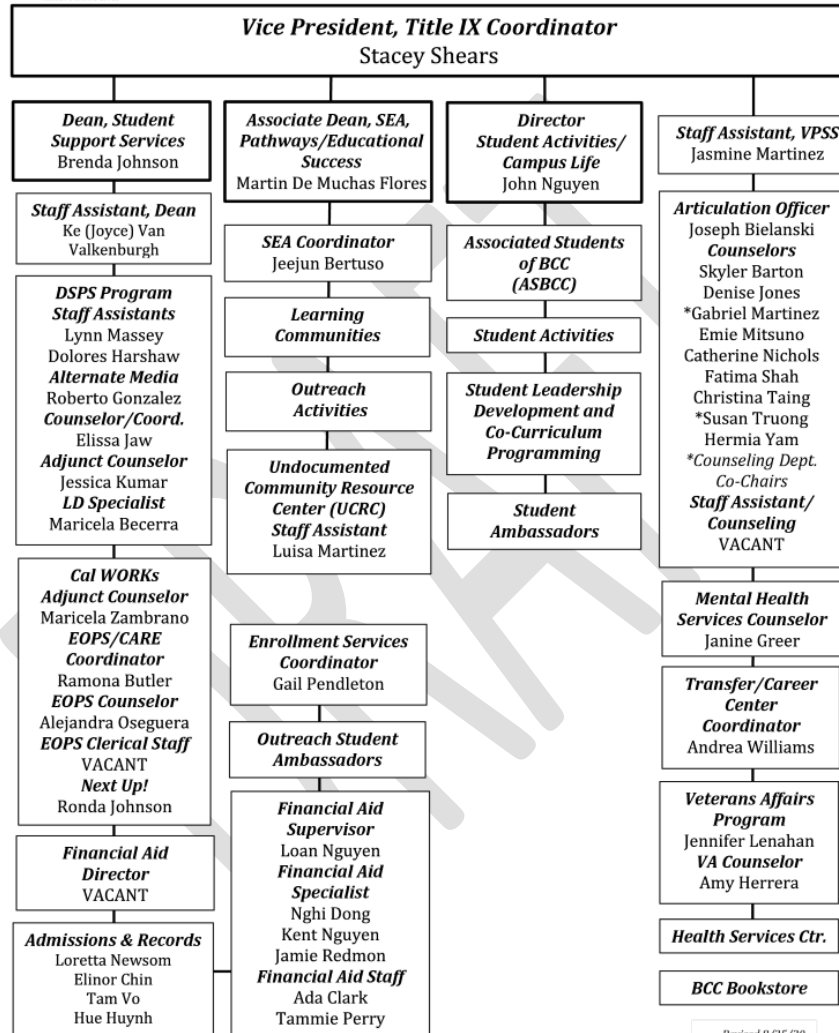
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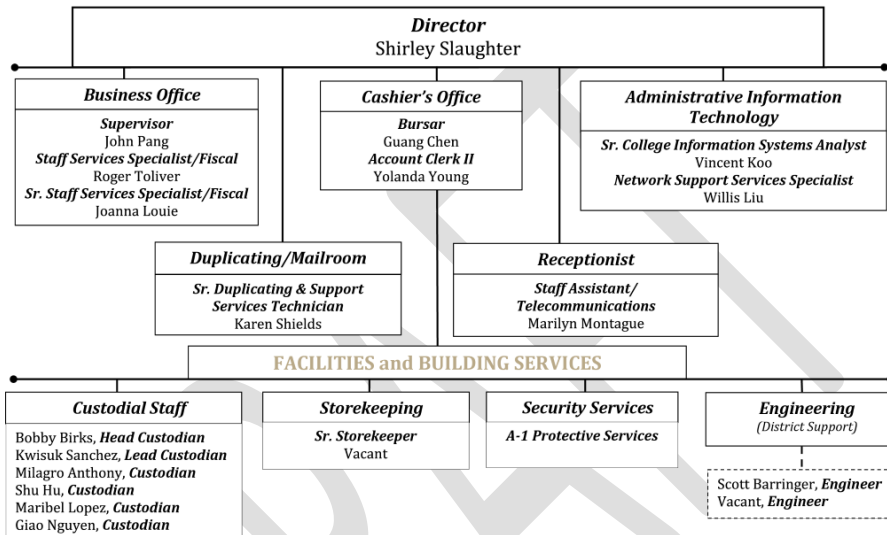
STUDENT SERVICES 2020-21



Revised 8/25/20



BUSINESS and ADMINISTRATIVE SERVICES - 2020-21



6) Addressing all audit findings

Berkeley City College adheres to and supports the processes related to audit findings. In preparation of the upcoming audit, each year, the Director of Business and Administrative Services, Dean of Student Services, the Financial Aid Supervisor along with various Project Managers attend planning meetings with the external auditors. The sponsored meetings provide the college with first-hand knowledge of what to expect during the audit, opportunities to set the college audit schedule and to index the items requested by the auditor. Berkeley City College has had no audit findings for FY17, FY18, FY19, and no audit findings to date (link to District Annual Financial Statements).

During the school year, Business Services ensures reconciliation reports are completed monthly for the Cashiers Office and made available. In addition to validating that all ASBCC

expenditures are accompanied with supporting documentation to ensure compliance with guidelines. By doing so, the Director is able to identify, investigate and resolve reconciling items in a timely manner.

The college has benefitted from the above steps and has not had any audit findings in recent fiscal years. The District has hired an internal auditor who is in the process of assisting the colleges with developing a more robust auditing checklist to assist Berkeley City College and the other colleges with their internal control reviews. Related to fiscal controls, the Director of Business and Administrative Services provides the college community with communications that support and complies with district processes related to internal controls. These communications include but are not limited to, guidelines pertaining to Purchasing and Accounts Payable, Monthly Expenditure Reports and Monthly Payroll Reports.

7) Establishing strategies to improve the management of the OPEB debt

See District Report

8) Providing an executive-level staff turnover analysis and recommendations to retain these staff at the district

Berkeley City College exemplifies stable leadership with a fully staffed President's Cabinet, including the hire of the President in May 2020 and an Interim Dean of Math, Science, Business, and Applied Technology, hired in June 2020. The permanent positions for Dean and the VP of Administrative Services Dean position will go out for recruitment in the spring 2021 semester for a July 1, 2021 start date.

The College's strategies for retaining, supporting, and developing executive leaders include but are not limited to the following: a) Professional Conferences and trainings, b) Professional Development experiences with ACCCA, A2MEND, CSSO, CCCCIO, ACCCBO, etc., c) Equity, Diversity, and Racial Justice trainings, such as attending the Equity Institute, Career Ladders Project, COLEGAS, and on campus activities. The president supports leadership engagement as the Vice President of Student Services currently serves as a board member for ACCCCA, the Vice President of Instruction has served on the CCCIO executive board, and the Associate Dean of Educational Success serves on the Student Equity and Achievement statewide work group.

The President's Cabinet established its Leadership Standards of Excellence in the fall 2020 semester, to ground and guide leadership engagement and accountability (link to BCC Leadership Standards of Excellence). These Leadership Standards of Excellence were communicated to the campus community via the College Roundtable for Planning and Budgeting, at the October 12, 2020 meeting. The President's Cabinet also participated in an equity and racial justice professional development experience, led by Mr. Lasana Hotep, Director for Diversity, Equity, Inclusion, and Belonging at the University of California, Berkeley. This

professional development focused on cultivating equity-minded leadership and data-informed strategies for institutional and cultural change.

Overall Summary

Berkeley City College has taken substantive and explicit actions to address the concerns that led to the decision of placing the College on probation status. This Special Report provides concrete evidence of the College and District's actions and progress in addressing the noted deficiencies and areas of concern from ACCJC's January 27, 2020 letter. Through thoughtful and extensive internal self-reflection and the implementation of needed changes to internal processes, Berkeley City College and the Peralta Community College District are coordinating with intentionality to ensure fiscal accountability, sustainability, and overall fiscal health for the College, and District as a whole, moving forward.

Appendices (Evidence)

- A-1 – Enrollment Management Meeting Notes 1.8.20
- A-2 –Enrollment Management Meeting Notes 5.12.20
- A-3 –PCCD Fall 2020 Block Schedule Summary Template Final
- A-4 –Cancellation letter Fall 2020
- B-1–GP Framework ISEMP 18-21 Final Draft
- B-2–Title V DHSI BCC Narrative One Page
- B-3–Diverse in Higher Education Article
- C-1–IPAR Cycle
- C-2–IPC Proposal