

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



BERKELEY CITY COLLEGE

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TRANSFORMING LIVES

Date Submitted: November 2020

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Certification Page

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

Dr. Carla Walter, Interim Chancellor Date

Julina Bonilla, Board of Trustees, President Date

Dr. Felicia Bridges, President, Classified Senate Date

Dr. Matthew Freeman, President, Academic Senate Date

Kuni Hay, ALO & Vice President of Instruction Date

Liam Zhu, President, Associated Students of Berkeley City College 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, and has taken the necessary actions, to ensure that improved fiscal health and institutional accountability are sustained moving forward.

Special Report Team Members (Contributors)	Title or Position
Dr. Angélica Garcia	President
Shirley Slaughter	Director of Business & Administrative Services
Kuni Hay	Vice President of Instruction, ALO
Dr. Stacey Shears	Vice President of Student Services
Dr. Joya Chavarin	Dean of Science, Math, Business, and Applied Technology
Dr. Matthew Freeman	Academic Senate President
Lisa Cook	Dean of Liberal Arts & Social Sciences
Brenda Johnson	Dean of Student Support Services
Martin De Mucha Flores	Associate Dean of Educational Success
Dr. Phoumy Sayavong	Senior Institutional Researcher
John Nguyen	Director of Student Activities
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Andrea Williams	Career & Transfer Center Coordinator
Hermia Yam	Counselor, Transfer
Johnny Dong	Scheduler
John Pang	Business Services
Joseph Bielanski	Articulation Officer, Faculty
Liam Zhu	ASBCC President

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, September 14, 2020, and September 28, 2020 meetings, as well as to the PCCD Board of Trustees in the September 29, 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 20, 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 14, 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	October 5, 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 and 27, 2020; October 7 and 14, 2020	October 12, 2020 Special Report response approved		

The reading and final approval of this 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 and eight topics of concerns cited in the January 27, 2020 ACCJC letter.

Eight Topics of Concern (Addressed in Part One: College Response):

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

Six Specific Deficiencies (Addressed in Part Two: District Response)

1. A continued structural deficit
2. Lack of adherence to Board policies and administrative procedures
3. Deficiency in reconciliation and financial control issues
4. Key staffing issues
5. Peralta Community College District's OPEB obligations
6. Ongoing unaddressed audit findings

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:

Table 1: Summary of College/District Actions and Deficiency Areas Addressed

Topics of Concern	College / District Actions	Deficiency Area Addressed
Establishing FTES Targets and Enrollment Management Plans	<ul style="list-style-type: none"> ▫ Integrated Strategic Enrollment Management Plan ▫ Dual Enrollment Growth Strategy ▫ Non-Credit CDCP Growth Strategy ▫ 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"> ▫ Administrative Procedure 6250 ▫ Administrative Procedure 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"> ▫ Hired key permanent leadership positions ▫ Establish Administrative Services Division* ▫ See District Report 	<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

Note: * Denotes actions that are forthcoming.

Part One: College Response

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) establishes 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 the COVID – 19 pandemic impact in spring 2020, Berkeley City College provides a highly efficient schedule of courses for students Table 2 provides a snapshot view of the district’s tool for tracking enrollment targets at the College and District levels for summer and fall 2020.

Table 2: PCCD Productivity and Efficiency Data - Summer and Fall 2020

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

As illustrated above in Table 2, 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.

Table 3: BCC FTES Enrollment Trend Data 2017/2018 – 2020/2021 (to date)

Academic Year	FTES	FTEF	Census
2020 - 2021	1,886.69	213.59	15,793
2019 - 2020	3,696.49	248.13	31,007
2018 - 2019	3,864.03	259.55	30,298
2017 - 2018	4,140.03	265.51	32,850

The trend in efficiency and productivity has held consistent over the past three academic years, while within the context of declining enrollment. This level of efficiency is by design and in adherence to the College’s Integrated Strategic Enrollment Management Plan described below. Later in this report, the College will highlight an increase in Dual Enrollment growth and certificate and transfer completion rates, despite the declining overall enrollment.

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 increase 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, whose charge was to monitor and support action in the above seven items for growth in the ISEMP. The EMC is designed to meet twice a year and further establish a focused Task Force within the committee to meet more frequently, meeting a minimum of two to three times a semester since Spring 2019 to ensure effective planning, assessment, and continuous improvements are made for the subsequent activities (Appendices 1 - 2 – Enrollment Management Meeting Notes).

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:

Table 4: Integrated Strategic Enrollment Management Plan (ISEMP) Activities

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 can 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 taken action 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 (See Table 5).

Table 5: Dual Enrollment Enrollment and Productivity Data (2017/18 through 19/2020)

Year	#Sections	Census	FTES	FTEF	Productivity
2019-2020	21	614	33.8	2.7	11.1
2018-2019	11	342	27.8	1.8	16.5
2017-2018	5	180	17.8	1.0	17.3

From the academic years 17/18 – 19/20, 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 241% 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 BCC 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 support educational access, especially for historically minoritized student communities. 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 (See Table 6), BCC anticipates generating an additional 78 FTES in Dual Enrollment, projecting a revenue increase to \$443,898 per year, according to the SCFF metrics of \$5,691 per special admit FTES generated. Dual Enrollment is the College’s most intentional FTES growth strategy with the most room for gains with future CCAP agreements.

Table 6: BCC Dual Enrollment Projected Revenue by Academic Year

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 by New America 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. 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. These examples of growth in special admit enrollment supports the FTES growth strategy as part of the College’s ISEMP.

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 Non-Credit CDCP 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 (See Table 7). Table 7 illustrates the growth in curricular development and notes N/A for terms where courses were not offered.

In spring 2021, BCC plans to offer two additional CDCP non-credit certificates in the Education department. Moreover, consistent with Title 5 §58003.1, BCC is recommending that Distance Education addendums for CDCP non-credit courses to be offered 100% online for spring 2021 and beyond to include: 1) determination of weekly student contact hours, 2) the total hours of instruction plus additional regular effective contact, and 3) any outside of class work noted in the course outline of record to maximize potential FTES generation.

Table 7: Non-credit FTES by Subject and Term

Subject	FA17	SP18	FA18	SP19	SUM19	FA19	SP20	Total FTES
English	0.4	2.5	3.7	2.6	0.0	14.7	7.1	31
ESOL	N/A	N/A	N/A	N/A	3.7	13.7	19.3	36.7
HUSV	N/A	N/A	N/A	N/A	N/A	2.5	3.0	5.5
MMART	N/A	0.0	16.1	11.9	1.5	19.1	19.6	68.2
Total FTES	0.4	2.5	19.8	14.5	5.2	50	49.0	141.4

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. While the number of international students enrolling at Berkeley City College decreased from 424 in fall 2019 to 332 in fall 2020 amid the COVID 19 pandemic, 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 Block 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. Led by the Instruction Office, instructional deans and department chairs use the following to guide their scheduling decisions for FTES generation and in alignment with the FTEF allocation identified by the district:

- 1) 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 (e.g. AB 705).
 - 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; 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.
- 2) Program's ability to meet student needs (e.g. science lab course, GE course, CE course)
- 3) Space utilization (e.g. science department scheduling labs to meet student demands, especially related to supporting transfer goals/rates)
- 4) Process for canceling low enrolled courses, following the mutually agreed-upon cancellation timelines through collective bargaining. (Appendix 3 – Cancellation Letter Fall 2020)

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.

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 4 – PCCD Fall 2020 Block Schedule Summary), 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.

Berkeley City College’s schedule development focuses on students’ enrollment and program needs. However, in a multi-college district, students often take advantage of the courses offered throughout the district (“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 8). Among the 5,729 students who swirled, 73% attended two PCCD colleges (see Table 8).

Table 8: 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 9: PCCD Spring 2019 Count of all PCCD Student Swirlers within the District.

# of Colleges Attended by PCCD Swirlers	# of All Swirler Students District-Wide	% 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%	1%
Grand Total	5,729	100%	29%

Among the 5,729 swirlers district-wide in spring 2019, almost half (a total of 2,690) attended Berkeley City College. The most popular college to swirl to for Berkeley City College students was Laney College (16% of all swirlers District-wide; see Table 10 below).

Table 10: PCCD Spring 2019 District-wide Swirlers

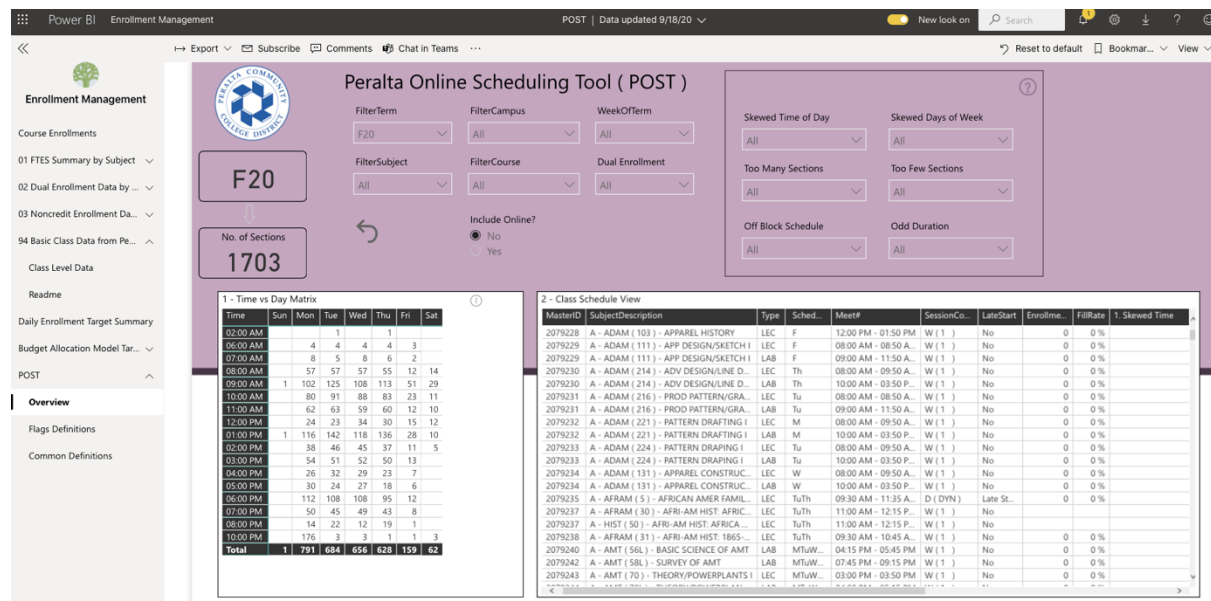
	# of Students Among PCCD Swirlers Only	% of Students Among PCCD Swirlers Only
COA-LANEY	1,217	21%
BCC-LANEY	936	16%
LANEY-MERRITT	938	16%
COA-MERRITT	559	10%
BCC-COA	497	9%
BCC-MERRITT	466	8%
COA-LANEY-MERRITT	325	6%
BCC-COA-LANEY	307	5%
BCC-LANEY-MERRITT	228	4%
BCC-COA-MERRITT	165	3%
BCC-COA-LANEY-MERRITT	91	2%
Grand Total	5,729	100%

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. Berkeley City College engages in Effective Schedule Development to provide students with the course-taking patterns they need to achieve their educational goals. As such, BCC places a great emphasis on deans and department chairs/program directors collaborating to maximize student access to our courses.

As the Collective Brain Trust (CBT) Report noted in many cases class scheduling has been driven by faculty preference rather than student need ([link to CBT Phase II Report in evidence folder](#)). In response, the Vice President of Instruction, the instructional deans, and the department chairs/program directors rely heavily on data points that elucidate course-taking patterns and general student demand. In collaboration with the Vice Chancellor for Academic Affairs, the Vice Presidents of Instruction across the district 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. In collaboration with our sister institutions, Berkeley City College utilizes the Peralta Online Scheduling Tool (POST). Developed in 2019, POST enables the deans and vice presidents across the district to review historical course scheduling patterns, assess student demand for these courses in the past, and, thereby, produce a more coordinated and complimentary schedule going forward.

The block schedule was implemented as of Fall 2020 (Appendix 4 – PCCD Fall 2020 Block Schedule Summary Template Final). 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) to allow all faculty and administrators to view any subject and see number of sections, the days, and times they are typically be offered (see Figure 1 below).

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 and lead them to successful completion of programs in a timely fashion, with more streamlined schedules. This level of alignment, along with the institutionalization of Guided Pathways strategies (noted later in this report) will support student enrollment and completion, which impacts the College’s opportunity to see increases in the 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.

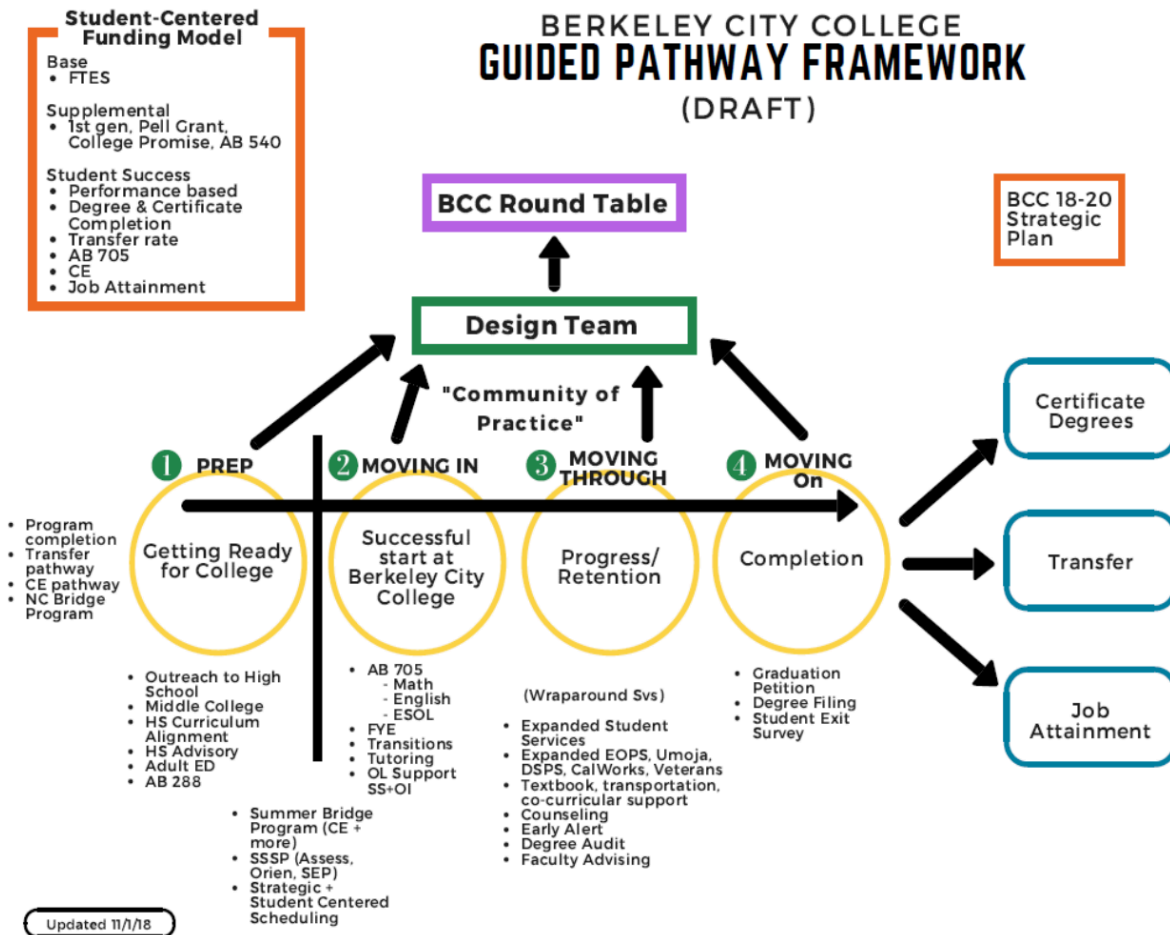
In spring and summer 2020, the PCCD colleges consulted with the President of ACCJC to clarify how the colleges were to identify how they were addressing the metrics identified in the Student-Centered Funding Formula (SCFF), specifically how the colleges are addressing the supplemental and success portions 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 the sequential components: Getting Ready/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 for 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 remove barriers to student success. In collaboration with the Guided Pathway Regional Director, Berkeley City College is utilizing institutional and student data to guide the implementation of strategies to promote student success, completion, while also closing equity gaps. The administration and faculty co-leads continue to provide the overall leadership for the Guided Pathways Design Team, recognizing that classified professionals and faculty are the biggest asset for implementing institutional change, especially when in connection to the ISEMP goals and objectives for FTES growth, student success, and overall student completion.

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 having acquired 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 is in the process of hiring for this position.

As the College continues to meet the ISEMP goals for enrollment management, its focus on increasing the numbers of BCC students who complete a Free Federal Financial Aid Student Application (FAFSA), as well as financial aid awards, is a high priority to address student access, and subsequently also addresses an increase in the SCFF supplemental allocation.

Between 2018-19 and 2019-20, the number of financial aid awards to students decreased by 10%, from 11,296 to 10,175 (see Table 11). The number of California College Promise Grant (CCPG) decreased by 17%, 6,734 awards to 5,579, accounting for 55% of all financial aid award types in 2019-20. While these reductions may, at least in part, reflect enrollment declines during the same period, these reductions are counter to the ISEMP goals and have called for an intentional review and revised outreach strategy to support students. These data further support the need for de-centralized financial aid structures to individualize the communication and strategies for engagement of the local BCC communities, as well as ensure appropriate data integrity in how student awards are coded in institutional research. The number of students who received Supplemental Educational Opportunity Grant (SEOG) increased significantly by 44%, from 615 to 884. The student services team is learning from effective practices in promoting SEOG for replication in other financial aid award times, such as the CCPG. Engaging in institutional change requires that the College take an intentional review of the data to implement strategies for improvement.

Table 11: Number and Type of Financial Aid Awarded to BCC 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	-10%

Embedded in various college efforts, increasing the FAFSA completion rates for Berkeley City College students is a high priority, as noted in the ISEMP. An increase in FAFSA completion rates has the potential to lead to an increase in awarding Pell grants, CCPG, and identifying the

growing first-generation student population. Prior to 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. These strategies were yielding more SEOG recipients and a decrease in students accepting Federal Direct Student Loans.

Berkeley City College is committed to meeting the needs of the local community and students and has consistently revised its outreach strategies for financial aid awareness and support. More recently with the growing Latinx population in the local community reaching an all-time high of nearly 28% in Fall 2020, Berkeley City College has developed activities to promote Latinx engagement and outreach are an integral part of the Guided Pathways implementation (Appendix 5 – GP Framework ISEMP 18-21 Final Draft). The College applied for the competitive Title V Developing Hispanic Serving Institution (DHSI) grant and was awarded September 2020. (Appendix 6 –Title V DHSI BCC Narrative One Page).

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 FASFA 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:

Table 12: Financial Aid Awarded to BCC Students and 2020-2021 Goal Setting

Award Type	2019 - 2020	2020-2021 (to date)	2021-22 Goal
CA College Promise Grant	5579	1,823	5,700
Pell Grant Recipients	2057	801	2,100
AB540	32	18	40
First-generation	Not captured	3,141	3,800

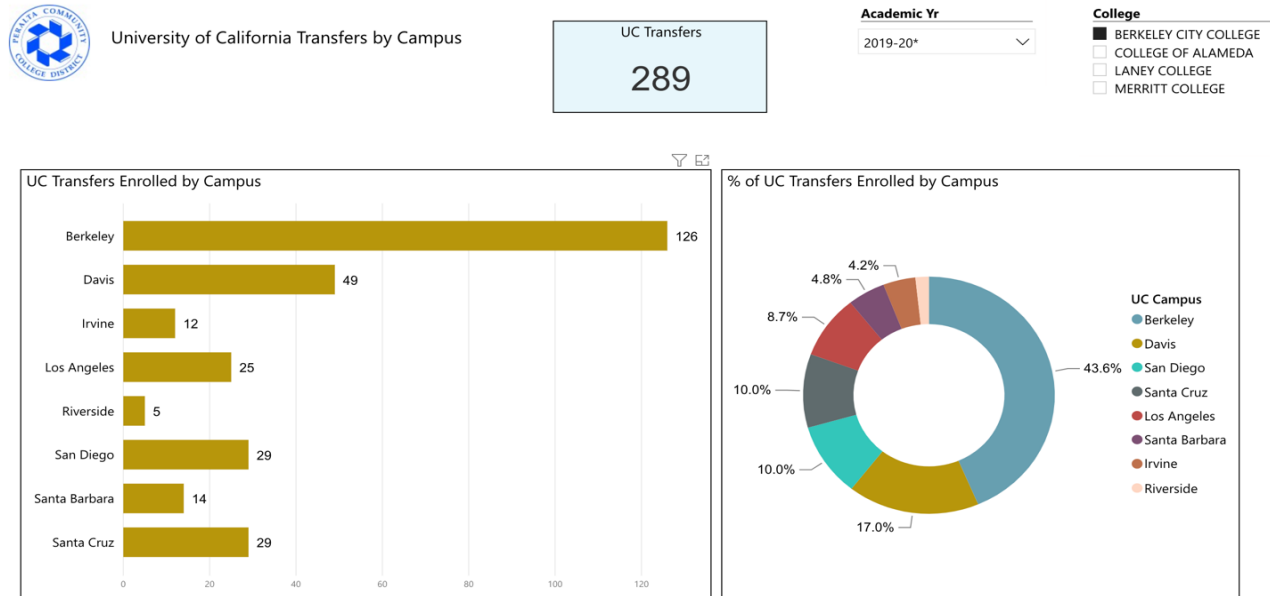
Berkeley City College is uniquely poised to successfully implement these efforts with the College leadership team's focus on implementing a Guided Pathways framework that addresses intentional activities for outreach and engagement among the Getting Ready/Move In pillar (BCC ISEMP, page 5). From an equity perspective, the College is working towards expanding outreach efforts to include radio and print ads in Spanish, given that the Latinx student population has now reached 28%. Additionally, the College is currently developing a Steps to Enrollment web page that is in Spanish for ease of access and completion of key steps, such as FAFSA completion. 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 7 – Diverse in Higher Education Article).

Transfer, Associate's Degree, and Certificate Completion – Student Success Allocation (BCC ISEMP Projected areas of growth #7)

Berkeley City College's ISEMP includes goals for growth in certificate completion and transfer rates. As metrics in the SCFF, the continued increase in certificate and transfer students each year, represents a promising outcome for revenue generation. The data and actions highlighted below provide a foundation for Berkeley City College to project an increase of success 5% each year in certificate and transfer completion. The actions include integrated efforts for AB 705, academic support in transfer-level courses, and programming from the Career and Transfer Center.

Berkeley City College consistently transfers the highest numbers of students to the UC and CSU systems across the district, with the 2019-2020 data showing 289 transfers to a UC campus and 176 transfers to a CSU campus (see Figure 3). Of the 289 transfers to a UC campus, 126 students transferred to UC Berkeley, which places BCC as one of the highest producers of transfers to UC Berkeley, among students transferring to a UC campus. Transfers to UC Davis account for 49 students and UC Santa Cruz and UC San Diego account for 29 transfers each. In the 2018 – 2019 year, BCC transferred 176 students to the CSU system (see Figure 4). The highest numbers of transfers are to the local Bay Area CSUs of San Francisco, East Bay, and San Jose. Combined, these UCs and CSUs are among some of the most impacted and competitive campuses of which to transfer and Berkeley City College serves as a pathway towards baccalaureate degree completion. The combination of the curricular offerings, programmatic supports, and institutional focus on the implementation of Guided Pathways, as described earlier, all contribute to a campus culture of transfer completion.

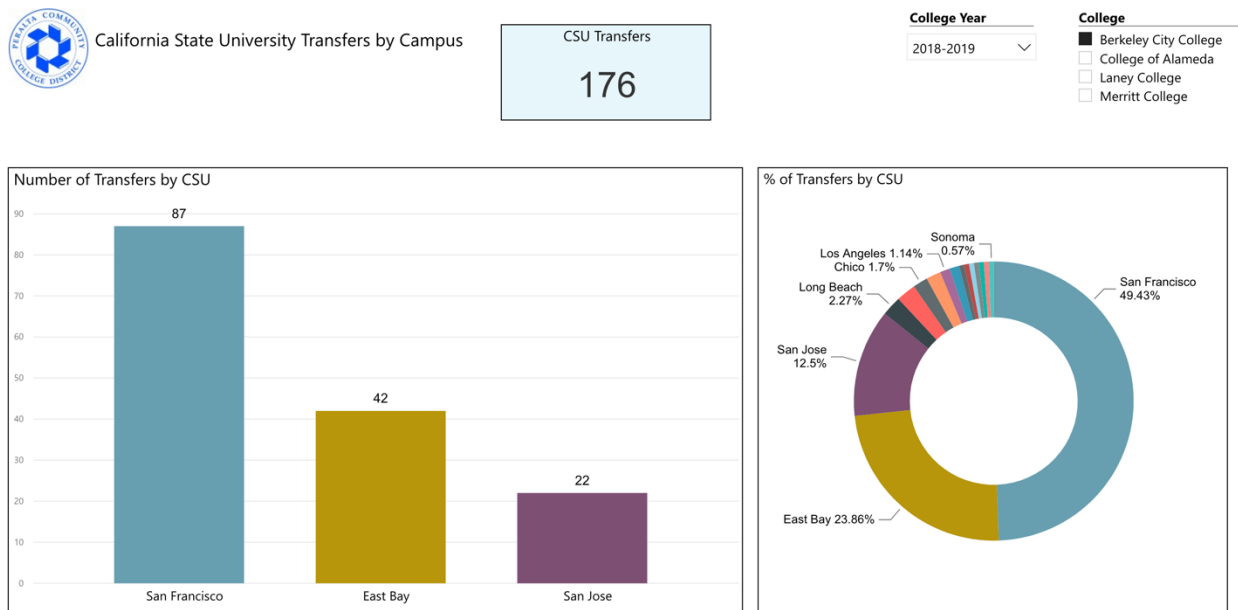
Figure 3: BCC Transfers to a UC Campus 2019-2020 (Placeholder)



Source: <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>

Source: UC Info Center - <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>

Figure 4: BCC Transfers to a CSU Campus 2018-2019 (Placeholder)



Source: <http://www.calstate.edu/as/ccct/index.shtml>

Colleges with less than 10 transfers are not reflected in the chart above.

Source: Cal State Institutional Research and Analyses - <https://www.calstate.edu/as/ccct/index.shtml>

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.

Table 13: Berkeley City College Transfer Support Activities

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

To support transfer preparation, the four-year university representatives have held Office Hours and Seminars on the BCC Campus serving an average of 365 (see Table 13 above). 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. Despite 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. BCC's 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 for the 2019 – 2020 academic year.

Table 14: 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

Data Source: IPEDS

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 15). 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 16). The data show that Asian students are overrepresented in certificate and degree completion rates, while Latinx students hold the largest gaps in certificates (-6.6%) and degrees (-5.3%). The College’s recent Title V award supports activities and actions to improve Latinx student completion rates, with the goal of closing these gaps during the five-year grant award period.

Table 15: 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 Awards	866	1,017	932	1,106
College-Wide Headcount	11,195	11,041	10,903	10,579
Awards as % of College-wide Headcount	7.7%	9.2%	8.5%	10.5%

Table 16: BCC 2018-19 Awards Disaggregated by Ethnicity

Award Type	AA/AS Degrees	Certificates	Enrollment %
American Indian	0.4%	0.2%	.2%
Asian	27.6%	30.2%	23.9%
Black/African American	17.0%	15.8%	15.7%
Latinx	19.7%	18.4%	25%
Native Hawaiian	0.4%	0.4%	.3%
Two or More	4.3%	4.5%	7.4%
Unknown	2.7%	3.2%	3.4%
White	27.8%	27.2%	23.9%

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. This has included streamlining the assessment process for students as they enter the College, and increasing the number of students who successfully complete introductory transfer-level English and math within their first year. As a tenet of implementing Guided Pathways, Berkeley City College successfully implemented AB 705 at full-scale in English and mathematics in fall 2018.

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.

At Berkeley City college, the implementation of AB705 began in 2018-19. Through strategic course scheduling, implementation of multiple measures, and directed counseling, Berkeley City College increased the number of students enrolling in transfer-level English during their first year from 862 in 2017-18 (prior to full AB 705 implementation) to 985 in 2019-20 (representing a 14% increase). Over that same period of time, there was an 80% increase (from 557 to 1,002) in the number of first-time students taking transfer-level Math during their first year (see Table 17).

Table 17: Number of First-time Students Taking English 1A in their first year.

Subject	2015-16	2016-17	2017-18	2018-19	2019-20
English	1,034	981	862	892	985
Math	402	285	557	603	1,002
Total	1,436	1,266	1,419	1,495	1,987

In fall 2019, Berkeley City College 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. Overall, the one-term completion rates for all transfer-level English (e.g., English 1A and higher) went up 10% from 54% in fall 2015 (before any program changes) to 64% in fall 2019 (see Table 18). In math, one-term completion rates of all transfer-level math (i.e., Math 13 and higher) increased by 31% from 23% in fall 2015 to 54% in fall 2019. When success rates using the AB705 parameters, consisting of first-time students who enrolled in introductory transfer level English and Math during their first year, success rates for our students actually remained close to pre-AB 705 levels, and even improved for some semesters.

Table 18: Overall Student Success Rates in All Transfer Level math and English

Subject	Fall 2015	Fall 2019	% Change
English	54%	64%	+10
Math	23%	54%	+31

The supplemental support courses developed in English and math, 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. BCC will expand these efforts, expecting success rates for transfer-level math and English within the first year to improve by 5% by 2021-2022.

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 ([PCCD Budget Development 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 thirteen positions, six of which were included in the general fund, 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’s “new front door” for students during this fully online learning environment. Overall, the review of position control and salary savings, resulted in nearly \$280,000 of savings to address key deficit areas, with additional salary savings in categorical funds including just under \$100,000.

Table 19: BCC Ongoing Salary Savings from Infrastructure Analysis

Fund 01 Total Positions	Salary and Benefits
6 Vacant Positions	\$540,052
2 Funded	(\$260,832)
Salary Savings Total	\$279,220

Integrated Planning and Allocation of Resources

Building upon the work from the Integrated Planning Committee (IPC) and the College Roundtable for Planning and Budgeting (College Roundtable) during the 2019-2020 academic year, Berkeley City College is currently finalizing the Integrated Planning and Allocation of Resources 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. Moreover, this governance body will ensure the integrity and transparency of the developing Integrated Planning and Allocation of Resources (IPAR) process and cycle for the College (Appendix 8 –IPAR Cycle). This new sub-committee was proposed and endorsed in the fall to be the new Integrated Planning and Allocation of Resources (IPAR) Committee. Proposed by the IPC (Appendix 9 – IPC Proposal) and endorsed by the College Roundtable (Appendix 10 College Roundtable Agenda - 9-14-2020), the IPAR committee will serve as the body that receives all institutional plans and resource requests, to make informed recommendations to the College Roundtable for the College’s annual budget.

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 20). Within the parameters of the District’s BAM, Berkeley City College is actively reviewing the expenditures in the hourly instructional budget to address redundancies and reduce operational overspending.

Table 20: BCC 2020-2021 FTES Target and FTEF Allocation based on PCCD Budget Allocation Model

ANNUAL COLLEGE ALLOCATIONS					
	Alameda	BCC	Laney	Merritt	Total
BAM 3 yr avg - RES FTES	3,133	3,389	6,286	3,882	16,690
BAM 3 yr avg - RES FTES %	18.8%	20.3%	37.7%	23.3%	100%
Annual 2020-21 RES FTES allocation	3,003	3,249	6,026	3,722	16,000
BAM 3 yr avg - NON-RES FTES	233	491	556	230	1,507
Total FTES	3,236	3,740	6,582	3,952	17,507
Total FTES %	18.49%	21.36%	37.59%	22.57%	100%
Annual 2020-21 Total FTES allocation	3,236	3,740	6,582	3,952	17,510
2020-21 FTEF allocation based on total FTES Allocation and Total Productivity Target	184.9	213.7	376.1	225.8	1,000.6
2020-21 Dual Enrollment FTEF Allocation					26.0
Productivity Set Aside					36.0
ALLOCATIONS by SEMESTER					
Summer 2020 (10% of annual)	Alameda	BCC	Laney	Merritt	Total
Resident FTES	300.3	324.9	602.6	372.2	1,600.0
Total FTES	323.6	374.0	658.2	395.2	1,751.0
FTEF	18.5	21.4	37.6	22.6	100.1
Fall 2020 & Spring 2021 (each 45% of annual)	Alameda	BCC	Laney	Merritt	Total
Resident FTES	1,351.4	1,461.9	2,711.8	1,674.8	7,200.0
Total FTES	1,456.4	1,683.0	2,961.8	1,778.5	7,879.7
FTEF	83.2	96.2	169.2	101.6	450.3
Annual 2020-21	Alameda	BCC	Laney	Merritt	Total
Resident FTES	3,003.2	3,248.7	6,026.1	3,721.8	15,999.9
Total FTES	3,236.5	3,740.0	6,581.8	3,952.2	17,510.5
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 began 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 instructional hourly account, while not being considered a factor within the District’s allocation to the College (Link to VPI re-assigned time review).

The fiscal analysis of the hourly instructional budget (1351) is in progress and BCC projects that it 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).**

The PCCD response regarding actions to address adopting board policy to adopt sustainable fund balances and reserves is further defined in Part Two: District Response in this report.

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:

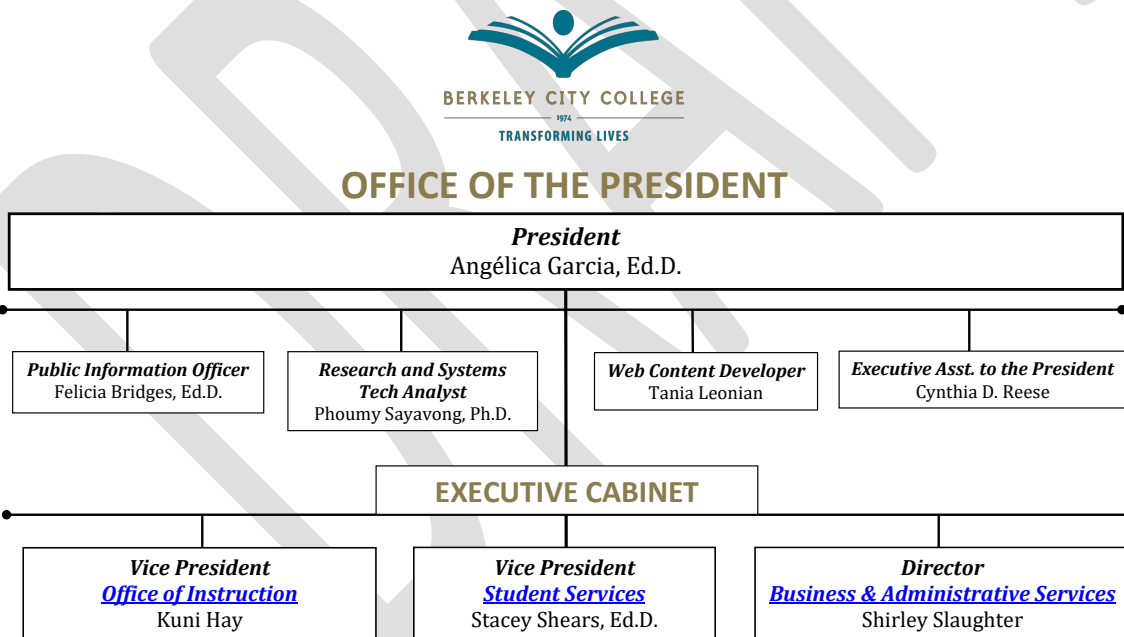
- An Interim President on contract through mid-April 2020
- Vacant Dean of Math, Sciences, Business, and Applied Technology, whose portfolio was assigned largely to the Vice President of Instruction and the Dean of Liberal Arts & Social Sciences
- Associate Dean of Educational Success transitioning from the instructional division to the student 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.

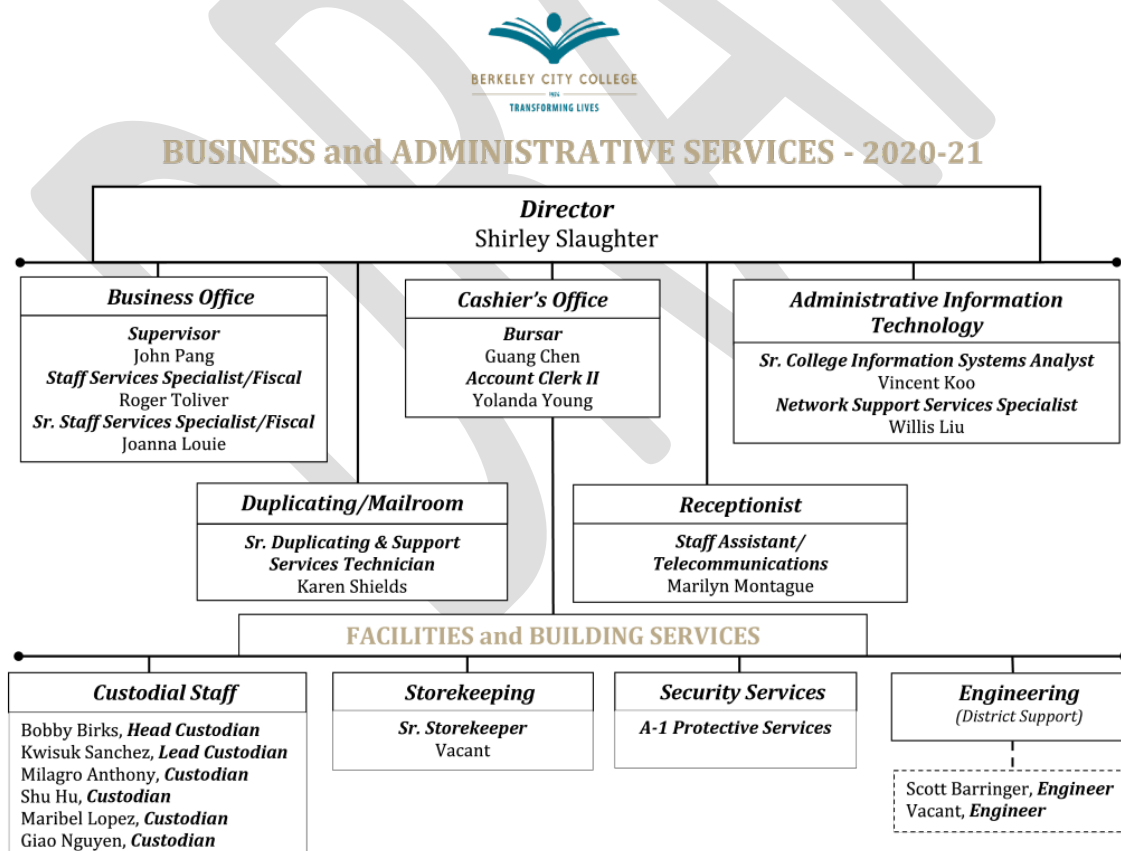
Figure 5: BCC Organizational Chart - Office of the President



 Visit Us at www.berkeleycitycollege.edu	Dr. Angélica Garcia  angelicagarcia@peralta.edu	  @berkeleyCC  @berkeleycitycollege #WeAreBCC
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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. Through the college governance and consultative processes, BCC plans to establish and recruit for the Vice President of Administrative services position in the spring 2021 semester, which will provide executive oversight of business, facilities, and administrative services operations. An upcoming retirement of the Director of Business Services provides an opportunity for reviewing the overall infrastructure of the current Business Services department.

Figure 6: BCC Organizational Chart – Business and Administrative Services



6) Addressing all audit findings

Board Policy 6400 provides that Peralta Community College District shall be audited annually. In recent years, the District has worked aggressively to overcome a number of long-standing audit findings. The District strengthened its position by hiring an Internal Auditor who is charged with improving both the District and the College's operational performance through Accountability, Control, Transparency and Efficiency.

Berkeley City College maintains its internal controls by complying with Generally Accepted Accounting Principles (GAAP), which is a set of approved accounting methods and practices. During the course of the year, the Department of Business Services ensures that the College's reconciliation reports are completed monthly for the Cashiers Office. The department also keeps a close eye on the Associated Students of Berkeley City College (ASBCC) accounts to verify spending is accompanied by supporting documentation to ensure compliance with guidelines. By doing so, the Director can identify, investigate and resolve reconciling items in a timely manner. In addition, the Director of Business and Administrative Services keeps the college community abreast of communications that support and complies with district processes. These communications include but are not limited to, updated board policies, guidelines on purchasing and accounts payable, monthly expenditure reports and monthly payroll reports.

In preparation for the College's upcoming audit, 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, as well as ways to set the College's audit schedule and index the items requested by the auditor.

Berkeley City College understands the importance of monitoring its procedures in an ongoing, cyclical way to ensure internal controls are current, effective, and efficient. To this end, the Director met with the newly appointed Internal Auditor during spring 2020 and proposed that the Directors work with the Auditor to develop a robust audit checklist. Once developed, the checklist will serve as a guide for the Colleges to perform their own impromptu audits on a quarterly basis.

As a result of the above actions taken, Berkeley City College has had no audit findings for FY17, FY18, FY19, and no audit findings to date. ([link to District Annual Financial Reports 2017, 2018, 2019](#)).

For additional information from the district's response on addressing all audit findings, please see Part Two of this report.

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

Berkeley City College does not hold responsibilities for establishing strategies to improve the management of the OPEB debt. Additional information can be found in the district's response in Part Two of this 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 Association of California Community College Administrators (ACCCA), African-American Male Education Network & Development (A2MEND), Chief Student Services Officers (CSSO) Association, California Community College Chief Instructional Officers (CCCCIO) Association, Association of Chief Business Officials (ACBO), etc., c) Equity, Diversity, and Racial Justice trainings, such as attending the Equity Institute, Career Ladders Project, California Community Colleges Organización de Latinx Empowerment, Guidance, Advocacy for Success (COLEGAS), and on campus activities. The president supports leadership engagement as the Vice President of Student Services currently serves as a board member for ACCCA, the Vice President of Instruction has served on the CCCCIO executive board, the President currently serves as Vice-President of COLEGAS, and the Associate Dean of Educational Success serves on the Student Equity and Achievement statewide work group. Additionally, the President is an appointed member of the SCFF Oversight Committee and was recently elected as Vice-Chair.

The President's Cabinet established its Leadership Standards of Excellence in the fall 2020 semester, to ground and guide leadership engagement and accountability (Appendix 11 - 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.

Additional information regarding the executive staff turnover analysis of the district positions can be found in Part Two of this report.

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.

DRAFT

Part One: Appendices (Evidence)

Appendix 1 – Enrollment Management Meeting Notes – 1.8.2020

Appendix 2 – Enrollment Management Meeting Notes – 5.12.2020

Appendix 3 – Cancellation Letter Fall 2020

Appendix 4 – PCCD Fall 2020 Block Schedule Summary Template Final

Appendix 5 – GP Framework ISEMP 18-21 Final Draft

Appendix 6 – Title V DHSI BCC Narrative One Page

Appendix 7 – Diverse in Higher Education Article

Appendix 8 – IPAR Cycle

Appendix 9 – IPC Proposal

Appendix 10 - College Roundtable Agenda – 9.14.2020

Appendix 11 - Leadership Standards of Excellence

Appendix I: Enrollment Management Meeting Notes – 1.8.2020



Enrollment Management Meeting 1/8/20

ISEMP Goals for Growth and Strategy

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)

FTES Update: ISEMP Goal focus Special Admit, Adult School, DE

- Kuni- waiting to cancel classes since our Express Registration days are coming in the next two weeks

Admissions Update – ISEMP Goal focus Pell Grant Recipients, CCPG, Special Admit, Adult School Admits

- 1/11 Express Admissions event- contacted feeder schools, churches, CBO's. Working with St. Benedict's and Beebe Memorial to get on their calendar for their college fair and college career night. Going to El Cerrito to drop off schedule bundles, Castro Valley Friday, Skyline Friday, Oakland, San Leandro

- Mongoose messages and gov delivery messages went out. Consider reducing the frequency of mongoose messages, email students more
- *Get a list of students with bursar holds from Jeejun, send a mongoose text about how to set up a payment plan.
- *Joyce Brown Willis in District Finance sets up payment plan but asks students to come to District Office, requiring in person with valid picture id.

Enrollment & Persistence Update – ISEMP Goal Pell, CCPG, Special Admit, NC and NC CDCP

- Fall 19-6100 students took classes in the Fall.
 - Spring 2020 headcount- 4695 enrolled
 - Summer and Fall students who have not registered-5050 subtract Summer=3453 (fall enrollees)
 - *Get the list of Fall fulltime students 9 units or more, with pell grant- with demographics- prioritize with Martin, Brenda
 - Have A & R run a query to see who registered on Saturday in Prompt-Query manager-Silvia
1. Communication with new, prospective and continuing students: (Felicia, Brenda, John, Gail)
 - Who was contacted and how (in what methods)
 - Who else needs to be contacted?
 - Information on the monitor on the 1st FL
 2. Staffing:
 - Who will be there (A&R, Counselors, staff in general, etc.)
 3. Target - Address ISEMP growth goals for increase in FAFSA:
 - How many students for goal of participation/engagement for on 1/11?
50 minimum for maximum engagement is recommended
 - How many students will be our goal for registration completion- 45!
 4. Materials:
 - What information do we have available?
Schedule
Any other information we need?
Be ready by no later than Friday so we can simply set them up on Saturday.
 5. Other:
 - Any other detailed information we need to execute?

Appendix 2 – Enrollment Management Meeting Notes – 5.12.2020



BCC Enrollment Management Task Team
Meeting Notes
May 12, 2020

ISEMP Goals for Growth and Strategy

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)
-
1. Summer 2020 Projections/Enrollments: ISEMP Goal focus Special Admits/Adult Students/ DE
Who do we need to contact? Data analysis
 - Compared with Summer 2019:
Not much difference as compared to last summer in various categories.
Drop in Male student enrollment – outreach strategy deployed
More Alameda enrollments, less Berkeley City Enrollments – marketing strategy deployed
Expanding areas

Who should we target?

CE marketing – Expand locations beyond Berkeley local areas- yes to social media, web presence, and ads in industry spaces

2. Overview of students with “dropped” status: ISEMP Goal focus Transfer-Level math and English, Non-Credit/CDCP

- EW students from spring 2020 - 1293
- W students - 567 (3/10 - 3/26 getting W can convert to EW with request for Excused Withdrawal Form)
- Who have SEP of the EW students (Martin)
- Contact them to enroll in summer and fall 2020

3. Fall 2020 Enrollment Overview: ISEMP Goal Focus Special Admits/Adult Learners/DE/CDCP

- OL instruction except science labs but Chemistry is working to convert labs OL.
- SS - almost all OL
- DSPS
 - Expand Cranium- Counseling 1:1 and group workshops (application, transfer, etc.), CANVAS shell and classroom tool
- Learning Communities - Cranium in orientation for student engagement
- Activities on campus - use Cranium for collaborative space.
- Later this week, Cranium training - include Library and LRC.
- Ambassadors

600 students (prospective and current students - unpack) Live chat with prospective students.

They check voice mail re: what students are saying - establish google phone for high traffic via phone (front desk operations):

A&R related
Navigation of website
Laptop & Chrome Book questions: distributed and organized via the Learning Resource Center and Library
Learning Communities
Support services
EW and how that may affect their FA, etc.

Concurrent Enrollment:

- Albany HS, concurrent enrollment.
Work with A&R.
 - BHS - meet with seniors who have IEP.
 - Chemistry assessment test
ALEKS - Gail is helping to handle.
Moving forward, try to eliminate \$25 fee.
- CVC OEI consortium - Check with Meredith Randall)
4. Outreach strategies review of highlights:
(Stacey's document from Student Services Council Action Planning Meeting)
- Schedule

- Promise programs - expansion
- Dual Enrollment - All OL, no hybrid in alignment with PCCD direction.
- Berkeley Vision 2030 - Focus on equity gap reduction in Latin X and African American students.

5. What we are proud of, what we have done, :

Signage - in front of the College. (Felicia)

Screens - Joe "We are open for summer and fall 2020 enrollment, service OL" (LRC)

Community update - what e have done

Graduation - Virtual (Martin, Lisa, and John, Felicia)

- Schedule - will be in transition to address student needs, SEP integration, program completion

6. Marketing

- Stacey will check in with Felicia re: post cards
- Outfont media - no marketing in bart and transit:
Focusing on mobile media - 100+ apps available
For spring 2020, their ads were helpful.
Continued to do so till drop

7. Ambassadors:

- 40 applicants for 10-15 positions
- Live interactive Zoom host spaces to support and refer students to resources

8. Social Media campaign:

(Felicia)

- John - Campaign on social media campaign to recruit.
You should come to BCC because...
- Bring I to the cabinet re: need to create social media.
- Students needing services - in PM and in the evening - pay attention.

Proportion % of students transfer to UC Berkeley – We are #1 in the state for percentage of student who transfer to UC Berkeley! (admitted)

ADT - clarify on our #2 status for ADT transfer.

- Make ourselves available.-- Refer back to campus departments to learn and document strategies for student engagement and support.

Appendix 3 – Cancellation Letter Fall 2020



Memorandum

To: Department Chairs

From: Kuni Hay, Vice President of Instruction

Date: July 27, 2020

Re: Enrollment Management, Cancellation practice for spring 2020

CC: Lisa Cook, Dean of Liberal Arts and Social Sciences
Joya Chavarin, Interim Dean of Math, Science, Business, CE and Applied Technology
Stacey Shears, Vice President of Student Services
Phoumy Sayavong, College Researcher
Johnny Dong, Sr. Scheduler

I hope that this note finds each one of you well and healthy.

I appreciate your ongoing commitment and hard work to serve our students as we continue to navigate and embrace this new reality of virtual and online world of teaching and learning. Please do know that I and BCC cabinet team are here for you and provide whatever support you may need.

Under this extremely unusual circumstance, BCC did well for summer 2020 enrollment where we met by 107,8% of our target FTES goal. We did invest more FTEF than it was allocated but we were able to respond to student needs and demands for the courses they needed. We will need to ensure to stay within our allocated FTEF.

As of today, our fall 2020 target is at 67.30% to the FTES target, As compared to last year at this time, there is not much difference to this status; however, this means that we project to hit 80%+ of the target by census which is not ideal.

In preparation for fall 2020 which is just 3 weeks away, I am sharing our cancellation timeline per the contract 18.D.1. Please keep in mind, per the Education Code, it compels us to pay instructors for the first week of class if cancellations happen with fewer than 2 weeks before the first day of instruction. What this means for us, as we normally do, is that we need to cancel single-digit courses before this time. Sooner we identify these courses, the more changes for us to ensure that these students are moved to other sections that are available for them to enroll.

On or before August 4: Review and consider cancelling sections 7 or fewer students

On or before August 11: Review and consider canceling sections with 10 or fewer students
On or before August 17: Review and consider canceling sections with 15 or fewer students
On or before August 24: (first day of classes): Review and consider sections with fewer than 20 students for CE course and 25 students for other courses (PFT Agreement 18.D.1)

Please work directly with Dean Cook and Interim Dean Chavarin on this matter.
In order to address our overages of FTEF, we will need to be strict on adhering to this cancellation practice this time.

Thank you again, for your ongoing work to ensure that students stay with us and that they succeed.
Please do not hesitate to contact us should have any questions.

DRAFT

Appendix 4 – PCCD Fall 2020 Block Schedule Summary Template Final

Peralta Community College District Block Scheduling Pattern																	
17.5 Week Calendar																	
	2 hours	3 hours	3 hours	3 hours	4 hours	4 hours*	5 hours*	6 hours	6 hours*	3 hours	3 hours	4 hours					
	2 days per week	1 day per week	2 days per week	3 days per week	1 day per week	2 days per week	2 days per week	2 days per week	3 days per week	Saturday	Saturday	Saturday					
7:30 - 8:00 AM	7:00-7:50 AM MW/TTH			7:00-7:50 AM MWF													
8:00 - 8:30 AM	8:00 - 8:50 AM MW/TTH	8:00-10:50 OR 9:30 TO 12:15 M, T, W, TH OR F	8:00-9:15 M/W or T/Th	8:00 - 8:50 AM MWF	8 - 11:50 OR 8:30 TO 12:20 M, T, W, TH OR F	8:00-9:50 M/W OR T/TH	7:30 - 9:45 M/W OR T/TH	8:00-10:50 OR 9:30 TO 12:20 M/W or T/TH	8:00 - 9:50 MWF	9:00-11:50	10:00-12:50	8:00-11:50					
8:30 - 9:00 AM				9:00 - 9:50 AM MWF													
9:00 - 9:30 AM	9:00 - 9:50 AM MW/TTH			9:30-10:45 M/W or T/Th		10:00 - 10:50 AM MWF			10:00- 11:50 M/W OR T/TH			10:00 - 12:15 M/W OR T/TH	10:00- 11:50 MWF				
9:30 - 10:00 AM																	
10:00 - 10:30 AM	10:00 - 10:50 AM MW/TTH					11:00 - 11:50 AM											
10:30 - 11:00 AM																	
11:00 - 11:30 AM	11:00 - 11:50 AM MW/TTH																
11:30 - 12:00 PM																	
12:00 - 12:30 PM										BREAK							
12:30 - 1:00 PM	12:30 - 1:30 PM College Hour	12:30-1:30 College Hour	12:30-1:30 College Hour	12:30 - 1:30 PM College Hour	12:30-1:30 College Hour	12:30-1:30 College Hour	12:30-1:30 College Hour	12:30-1:30 College Hour	12:30-1:30 College Hour			12:30 - 4:20					
1:00 - 1:30 PM																	
1:30 - 2:00 PM	1:30 - 2:20 PM MW/TTH	1:30 - 4:20 or 3:00 - 6:20 M, T, W, TH OR F	1:30-2:45 M/W or T/Th	1:30 - 2:20 PM MWF	1:30-5:20 OR 2:00 - 5:50 M, T, W, TH OR F	1:30 - 3:20 M/W OR T/TH	1:30 - 3:45 M/W OR T/TH	1:30 - 4:20 or 3:00 - 5:50 M/W or T/TH	1:30 - 3:20 MWF	12:30-3:20	1:30-4:20						
2:00 - 2:30 PM				2:30 - 3:20 PM MWF													
2:30 - 3:00 PM	2:30 - 3:20 PM MW/TTH			3:00-4:15 M/W or T/Th		3:30 - 4:20 PM MWF			3:30 - 5:20 or 4:00 to 5:50 M/W OR T/TH			4:00-6:15 M/W or T/TH	3:30 - 5:20 MWF				
3:00 - 3:30 PM																	
3:30 - 4:00 PM	3:30 - 4:20 PM MW/TTH					4:30-5:45 M/W or T/Th											
4:00 - 4:30 PM						5:30-6:20 MWF											
4:30 - 5:00 PM	4:30-5:20 MW/TTH																
5:00 - 5:30 PM																	
5:30 - 6:00 PM	5:30-6:20 MW/TTH																
6:00 - 6:30 PM																	
6:30 - 7:00 PM	6:30-7:20 MW/TTH	6:00-8:50 OR 6:30-9:20 M, T, W, TH or F	6:00-7:15 M/W, T/Th	6:30-7:20	6:00 - 9:50 M, T, W, TH OR F	6:00-7:50 M/W OR T/TH	6:30-8:50 or 7:00 - 9:20 M/W or T/TH	6:00-8:50 M/W or T/TH	6:00-7:50 MWF								
7:00 - 7:30 PM				7:30-8:45 M/W, T/Th		7:30-8:20											
7:30 - 8:00 PM	7:30-8:20 MW/TTH					8:30-9:20			8-9:50 M/W OR T/TH								
8:00 - 8:30 PM																	
8:30 - 9:00 PM	8:30-9:20 MW/TTH																
9:00 - 9:30 PM																	
9:30 - 10:00 PM																	

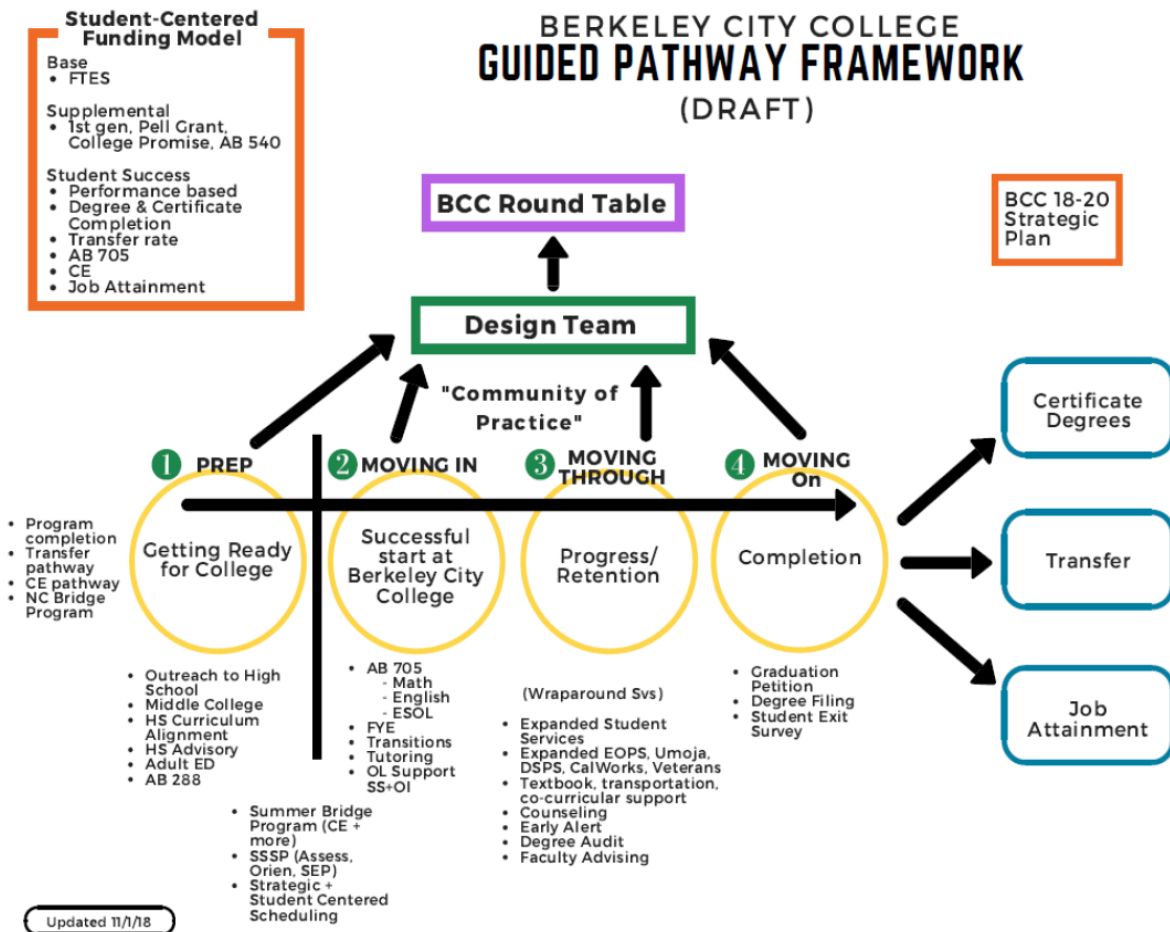
* SEE EACH NEW TERM'S BLOCK SCHEDULE CALENDAR FOR MORE DAYS PER WEEK AND FURTHER OPTIONS

Appendix 5 – GP Framework ISEMP 18-21 Final Draft



THE FRAMEWORK

The 4 areas illustrated in the Guided Pathways (GP) graphic below represent key phases in the student life cycle and pathways that will lead them to achieve their goals of attaining certificates and degrees and/or certificates and degrees with jobs with living wages and transfer to 4 year institutions.



Appendix 6 –Title V DHSI BCC Narrative One Page



Berkeley City College

Title V-DHSI Grant Summary

Conocimiento Los Caminos

Background

The Title V-DHSI grant is a five-year, federal competitive grant for eligible Hispanic-Serving institutions (DHSI) and directed by the Department of Education’s Office of Post-Secondary Education. DHSI granted institutions receive supplemental funding to build institutional capacity. This capacity creates higher levels of academic success among the Latina, Latinx and Latino (Latinx) student population through fostering student services, programs and faculty professional development.

Project Title:

Conocimiento Los Caminos (Knowing the Journey) - The term *Conocimiento* means to acknowledge, know and build familiarity, in this project we are building our *comunidad* with Raza students to support them intentionally. The goal is to transform and change the spaces at BCC to raise Latinx student achievement, build capacity of Faculty and staff to serve Latinx students, and build community across stakeholders.

The project *Conocimiento Los Caminos* aims to address four significant problems:

1. A low number of Latinx and low-income students enter and remain on the path to completion
2. Latinx students experience lower rates of academic achievement than other students
3. Latinx students require additional financial support to complete their educational goals
4. Latinx students have lower rates of civic engagement on campus and in the community

The project will address these problems by increasing Berkeley City College’s institutional capacity and impact in four areas:

- Student Access
- Student Engagement and Civic Engagement
- Student Retention
- Student Completion which includes transfer to a four-year institution and/or job placement as identified by the student’s educational goal

Project Outcomes Over Five Years

- Increase Transfer Rate of Latinx students
- Increase the number of Latinx students transferring in three years
- Increase full time enrollment of Latinx students
- Increase persistence and retention of Latinx students
- Increase the number of Latinx students awarded financial aid
- Increase outreach and recruitment to the Latinx community by partnering with other institutions
- Clarifying the pathway and identify the pathway for students to complete their educational goal (transfer and career education)

Project Strategies

- Develop online student services focusing on Latinx students, this can then be taken to capacity for all students.
- Pathway development for Latinx students through Psychology, Health and Human Services, Teacher Ed Preparation. (This provides a transfer focus and CE focus; this also includes our adult schools in the region.)
- Latinx Student Advising – Near-Peer Mentoring
- Outreach partnership with UC Berkeley Center for Educational Partnerships Destination College Advising Corps
- Berkeley City College Latinx Outreach In reach program — including undocumented community
- Professional Development for student services and instruction focusing on culturally inclusive strategies
- Culturally Relevant and Inclusive Tutoring Training
- Joint Research Center and Opportunities with UC Berkeley, or other local universities — focus on providing internship opportunities for our students to engage in participatory research methods

Title V DHHSI Competitive Preference Priority 1

- Building Financial Literacy Through:
 - Bienvidos a Colegio (New and Continuing Student Welcome)
 - Counseling Classes
 - Community Workshops and Summer Learning Opportunities

Title V DHHSI Competitive Preference Priority 2

- Workforce Development in High Demand and/or High Wage Sector
 - Focus on career education programs: Health and Human Services and Teacher Education Preparation
 -

Elements Important to Implementation of the grat at Berkeley City College:

- Guided Pathways – AB705 – SCFF& SEA Alignment
- Near Peer Mentoring and Student Leadership Development
- Learning Communities
 - New Bridge from First-Year Experience to the Second Year – Just as the bridge from high school to college should be viewed from both ends, so should the transition to the second year and to completion

- Strengthening Data-Informed Decision-Making – Scaling up expertise in the ability to utilize data to inform practices and procedures. A data-informed culture drives long-term, systemic change versus a data driven culture that is reactionary.
- High school and community college student access/outreach workshops, financial literacy support, campus visits, and counseling
- Professional development for staff, faculty, administration and students on how to engage in equity advancing practices in the classroom, college building and Berkeley City College Community

DRAFT

Appendix 7 – Diverse in Higher Education Article

Berkeley City College President Dr. Angélica Garcia Sees Education as ‘Pathway for Liberation’

D diverseeducation.com/article/182121/

Sara Weissman

Normally, when a new college president takes office, there’s a lot of handshaking, sitting in the dining hall with students and getting coffee with faculty members.

But not for Dr. Angélica Garcia, president of Berkeley City College. Previously the vice president of student services at Skyline College in San Bruno, Calif., she started her new role on May 7 in the thick of the coronavirus pandemic.

“... I haven’t been able to interact in-person with a single colleague,” Garcia says. She helped distribute meals to students, but from multiple feet away, “in proximity but not really able to connect.” Meanwhile, day-to-day, informal opportunities to build relationships, like just passing in the hallways, aren’t an option.

It’s a challenge, “though not one that’s insurmountable,” she added. “I feel nothing but love and warm welcome in all the virtual by phone and videoconferencing spaces that we have.”

In addition to social distancing from colleagues, Garcia is coming into the presidency at a time when big decisions need to be made about how to keep students safe and how to offer quality online learning as the crisis continues.

The Peralta Community College District — of which Berkeley City College is a part — plans to start the fall semester fully online. Garcia praised the “collective wisdom” and collaborative, participatory governance style of the college system during this time, as well as its response to previous financial struggles. The district was put on probation by accreditors for persistent financial troubles in January, according to The San Francisco Chronicle, after a 2019 report offered 75 recommendations for change, which Garcia says leaders are tackling.

“As I came to BCC, I knew it was a part of a district that experienced some challenges, but it was also a district that had shown monumental strides,” she added.

Having handled COVID-19 at her former institution this spring, Garcia feels prepared to address the kinds of questions the coronavirus will bring in the next academic year, including challenges to diversity, equity and inclusion. About a quarter of Berkeley City College students are Latinx and about 16% are Black, she says, requiring a “race-conscious” approach to student supports as the pandemic disproportionately hits communities of color.

Beyond the crisis, she wants to see Berkeley City College serve as “an ongoing pathway for liberation,” especially for minority students, she says.

For her, that means creating policies that make it easy for students to enroll in the courses they need — “culturally relevant” courses that “tell their stories” — and supports that guide students to timely graduations. She also wants to close equity gaps for transfer and certificate completion rates.

Garcia’s attitude is, “We love having you here, but you have got to go,” she says. “We want it to be clear that you come in, and because we have done our job, you are able to maneuver and transition to the next step.”

Ideally, “a student stays not one extra class, not one extra minute more than they need to,” she added.

At Skyline College, Garcia designed the Promise Scholars Program to boost two-year and three-year graduation rates. She also started the Student Equity & Support Programs division to adopt a guided pathways model and led initiatives to address food and housing insecurity among students.

Garcia partly draws from her own college story as a driving force for her diversity work.

In a statement, Dr. Regina Stanback Stroud, chancellor of the Peralta Community College District, says Garcia’s “experience as a first-generation college student, and student of color, informs her teaching and leadership, always putting students first,” describing the new president as someone who “moves mountains” for student success.

Garcia grew up in a low-income community in the Central Valley. She knows “how high the walls of higher education” can be, and what it’s like to go to college with parents who deeply value education but don’t have the language to help navigate it.

As a first-generation student, she described avoiding an advisor assigned to mentor Latinx undergraduates. She figured the frequent emails inviting her to meet in an administrative office meant she was in trouble.

“I just didn’t know the rules,” she says.

Thinking back on moments like these, she can empathize with her students.

“My being a first-gen student, I don’t automatically assume that a student’s challenge is about their capacity,” she says. “I don’t automatically assume that their challenge is because they don’t want it enough or because they and their families don’t value education.”

She sees her role as a college president and woman of color as an “opportunity” and a “responsibility.”

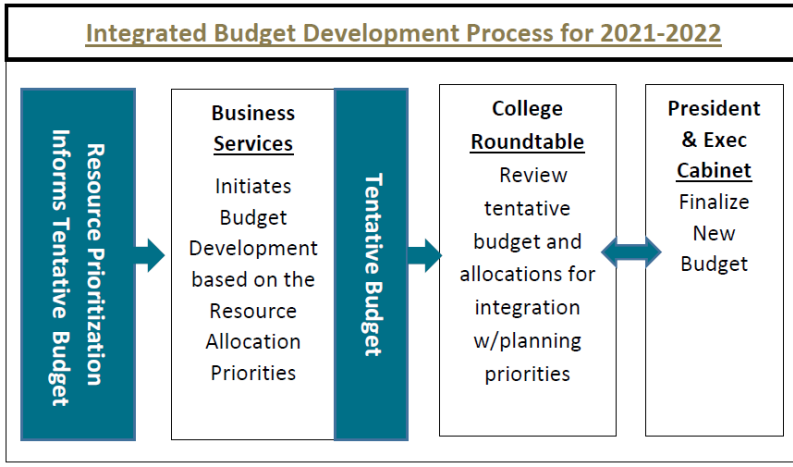
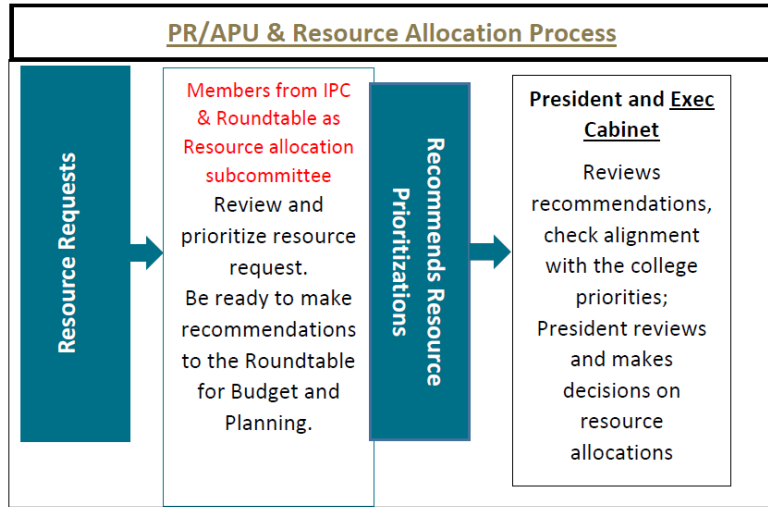
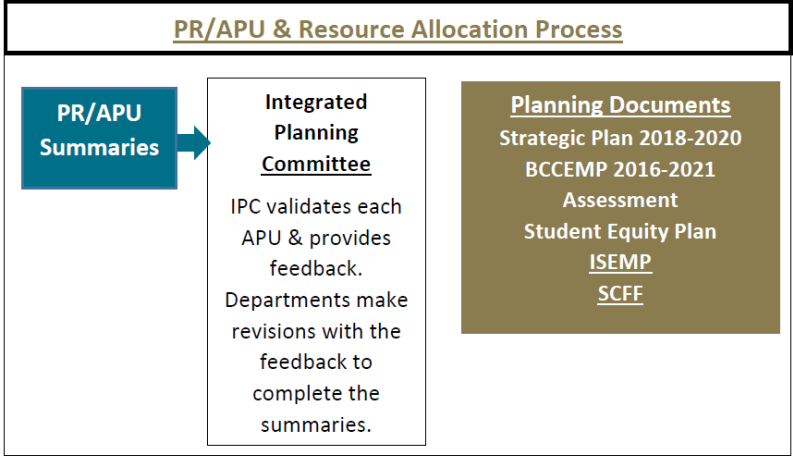
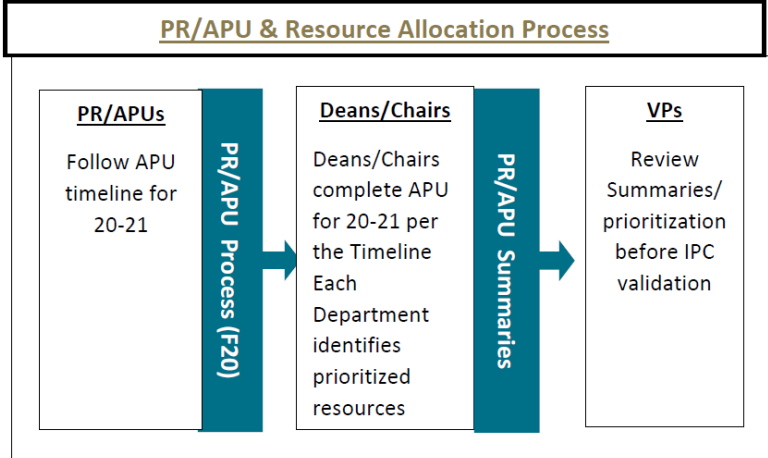
“I get to model a leadership that has a racial justice lens,” she says. “I am committed to anti-racist work. I am committed to anti-sexist work. And I aspire to lead with that level of authenticity.”

This article originally appeared in the June 25, 2020 edition of Diverse. You can find it [here](#).

Appendix 8 –IPAR Cycle



Berkeley City College FY2020-2021 Program Review & Resource Allocation and Integrated Budget Development Cycle



Appendix 9 – IPC Proposal



Integrated Planning Committee (IPC) recommendations for Roundtable for Planning and Budgeting Integrated Planning for Allocation of Resources (IPAR) Subcommittee

September 24, 2020

Background:

Berkeley City College has been engaged in a three-year cycle of Comprehensive Program Review (CPR) and Annual Program Update (APU) in between years. The process followed the College's timeline of completion in time for a Budget Development process for the subsequent year. The College's Integrated Planning Committee (IPC) validates each CPR or APU, provide feedback and recommendations to the departments, programs, and service areas as appropriate. The budget allocation portion of this institutional review and planning process has been completed by respective participatory governance committees: Technology Committee, Professional Development Committee, Facilities Committee, and Classified Senate. The College recognized a need to establish a subcommittee that can take an objective role of reviewing each resource request from the departments, programs, and service areas to determine the allocation of the resources that are in alignment with the College's Mission and strategic goals.

Proposal:

IPC recommends an establishment of a resource allocation subcommittee, Institutional Planning for Allocation of Resources (IPAR), as the entity to determine resource allocation recommendation.

Recommended Charge:

Following are recommended charge for the IPAR committee:

- Review resource requests and how those requests are in alignment with the college goals, priorities, district goals and ultimately Vision for Success.
- Committee establishes a rubric to conduct resource allocation process.
- Committee introduces General Fund availability (not categorical or bond funds) to make resource allocation decision.
- Inform and discuss the college budget development process (connected to institutional planning)
- Committee ensures that our prioritization process is based on SCFF.
- Recommend the adoption of the college budget for the new fiscal year.
- Resource Allocation recommendation will go to the Roundtable and then to the president.

Membership Recommendation:

3 Administrators

3 Faculty

3 Classified Professionals

3-4 Student representatives

DRAFT

Appendix 10 - College Roundtable Agenda – 9.14.2020



College Roundtable for Planning and Budgeting Agenda – September 14, 2020

Location: via Zoom - <https://cccconfer.zoom.us/j/96833355383>

Time: 12:20p.m.-1:30p.m.

Co-Chairs: Angélica Garcia, President and Matthew Freeman, Academic Senate President

Mission: Berkeley City College's mission is to provide our diverse community with educational opportunities, promote student success, and to transform lives. The college achieves its mission through instruction, student support and learning resources which enable its students to earn associate degrees and certificates, and to attain college competency, careers, transfer, and skills for lifelong success.

	AGENDA TOPIC	LEADER
12:20 – 12:30p	Roll Call / Review Agenda	M. Freeman
	Review Minutes (Please review prior to meeting) – 08-31-20	M. Freeman
12:30 – 12:40p	Proposal for Integrated Planning & Resource Allocation Committee- IPC	K. Hay / S. Shears
12:40 – 12:50p	Final Parcel Tax Expenditure Plan 2020-2022	S. Shears / K.Hay
12:50 – 1:00p	ACCJC November Report Draft	A. Garcia / L. Cook / J. Chavarin
1:00 – 1:15p	Integrated Planning & Allocation of Resources Cycle	S. Slaughter / K. Hay
1:15 – 1:25p	Participatory Governance Updates -Integrated Planning Committee -Facilities Committee -Tech Committee	K. Hay S. Slaughter M. Clarke-Miller
1:25 – 1:30p	Governance Updates -Faculty Senate -Classified Senate -ASBCC	M. Freeman F. Bridges L. Zhu
1:30p	Adjourn Meeting	A. Garcia

Next meeting: September 28, 2020

Roundtable Committee Members

Angélica Garcia, President

Kuni Hay, Vice President Instruction

Stacey Shears, Vice President Student Services

Lisa R. Cook, Dean, Liberal Arts, Social Sciences

Joya Chavarin, Int. Dean, Math, Business, Science, & Applied Technology

Brenda Johnson, Dean, Student Support Services

Martin De Mucha Flores, Associate Dean, Educational Success

Shirley Slaughter, Director, Business & Administrative Services

John Nguyen, Director Student Activities & Campus Life

Cynthia D. Reese, Executive Assistant to the President

Liam Zhu, ASBCC, President

Matthew Freeman, Academic Senate President

Samuel Gillette, Academic Senate Vice President

Joseph J. Bielanski, Jr., Academic Senate

Barbara Des Rochers, Academic Senate

Mary Clarke-Miller, Dept. Chairs Council Co-Chair

Tim Rose, Dept. Chairs Council Co-Chair

Felicia Bridges, PIO/Classified Senate President

Ramona Butler, Classified Senate

Jasmine Martinez, Classified Senate

Kye Ocasio-Pare, Classified Senate Vice President

Vision: Berkeley City College transforms students' lives as an innovative, student-centered learning community dedicated to academic excellence, collaboration, equity, and social justice.

College Roundtable for Planning and Budgeting meetings are open to the college community

Appendix 11 - Leadership Standards of Excellence



Berkeley City College Leadership Standards of Excellence

Our Leadership Standards of Excellence serve as guiding principles to support our processes, decisions, and communications as a leadership team. They serve as an anchor to how we can provide the highest quality of leadership for Berkeley City College.

Transparent Communication: We acknowledge that we want to listen, hear, reflect, and discuss what the team brings up. We will take the time to work through awkward moments to find clarity, honor collegiality and a way forward.

Data-Informed Decision-making: We believe it is important to use data to inform (not drive) our decision points, especially as the data are grounded in equity, student success, and student completion. Grounding decisions in data will inform our fiscal processes and management, enrollment management, and overall approach to leading the operational functions of the college.

Holistic Educators: We agree to be authentically and fully ourselves and encourage colleagues to be fully themselves. We understand that each of us has multiple, simultaneous identities and value the intersectionality of each member, honoring the intersection of our identities and our professional roles.

Equity & Racial Justice: Beyond our commitment to social justice, we discussed how the cabinet can serve as humble learners and teachers in the work for equity & racial justice. There is much room here for the cultural and theoretical grounding of diversity, equity, and inclusion scholarship, as well as for the experiential opportunities for colleagues to gain awareness, growth and action.

Accountability: We will continue to strengthen our accountability of self and others. When we are focused on student success, student completion, and building a campus culture where we are results oriented, then we hold the tough spaces to ensure accountability.

Part Two: District Response



In response to the Accrediting Commission for Community and Junior Colleges, (ACCJC or Commission) letters of January 25, 2019¹ wherein the Peralta Community College District (PCCD) Colleges were to inform the Commission on its actions relative to eight points

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 the OPEB debt
8. Providing an executive-level staff turnover analysis and recommendations to retain these staff at the District

PCCD submitted a special report, entitled "*Peralta Community Colleges Integrated Financial Plan 2019-2024, A Living Document*"ⁱ to the Commission on December 2, 2019 (PCCD 2019 Special Report). The intention of the PCCD 2019 Special Report was to address the eight points noted in the January 25, 2019 Commission letter to Merritt College, Berkeley City College, Laney College, and College of Alameda (Colleges). In response to the PCCD 2019 Special Report, the Commission issued letters to each of the Colleges, on January 27, 2020 imposing probation on them.ⁱⁱ

The January 27, 2020 ACCJC letter stated the Commission found the PCCD 2019 Special Report had six deficiencies and findings (Six Deficiencies):

"It is not evident from the special report that the College/District has addressed foundational issues which have bearing on its fiscal health; this includes:

1. a continued structural deficit
2. lack of adherence to Board policies and administrative procedures
3. deficiency in reconciliation and financial control issues
4. key staffing issues
5. its OPEB obligations
6. ongoing unaddressed audit findings"

Additionally the January 27, 2020 Commission letter to the Colleges stated:

- "In several areas of the special report, the College/District has responded with corrective intent, but no evidence was provided that corrective actions are being implemented to address the noted deficiencies.
- The special report lacks the organizational structure, clarity and specificity of content."

In response to the Accrediting Commission for Community and Junior Colleges, (ACCJC or Commission) letters of January 25, 2019ⁱⁱⁱ wherein the Peralta Community College District (PCCD) Colleges were to inform the Commission on its actions relative to eight points

9. Establishing FTES Targets and Enrollment Management Plans
10. Establishing a Student Success Infrastructure Plan to comply with the Student-Centered Funding Formula as announced by the California Community College Chancellor's Office
11. Establishing guidelines to reduce operational overspending and eliminate the structural deficit
12. Adopting a Board policy to adopt sustainable fund balances and reserves
13. Adopting a restructuring plan to improve efficiencies and accountability at the District office and the Colleges
14. Addressing all audit findings
15. Establishing strategies to improve the management of the OPEB debt
16. Providing an executive-level staff turnover analysis and recommendations to retain these staff at the District

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- "In several areas of the special report, the College/District has responded with corrective intent, but no evidence was provided that corrective actions are being implemented to address the noted deficiencies.
- The special report lacks the organizational structure, clarity and specificity of content."

Each of the Six Deficiencies are addressed here providing evidence and brief statements of corrective actions PCCD has taken at the District. The structure of this report is designed to refer to each

of the above the Commission's statements individually and apply a related standard from the [ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review, January 2020 Edition](#) to submit evidence of meeting the standard.

1. A continued structural deficit – ACCJC Standard IIID 2

Evidence for Standard III D 2 includes budgeted or planned fiscal expenditures that have supported or that support the achievement of institutional plans or goals; Minutes from any governance group when institutional planning and financial planning are connected or coordinated.

- a. To show that PCCD has continued to address its financial strength, please refer to PCCD's FCMAT Initial Risk Assessment Ratings that have changed from indicating an extended financial risk from over 60%^{vi} to a stable FCMAT Risk Assessment Rating in May 2020 of less than 6%.^{vii}
- b. To show that PCCD's net position has strengthened please see the 2019 Audit Report.^{viii} The issue is with the net position of the District's finances. "The Statement of Revenues, Expenses, and Changes in Net Position presents the financial results of the District's operations, as well as its nonoperating activities. The distinction between these two activities involves the concepts of exchange and nonexchange. Operating activities are those in which a direct payment or exchange is made for the receipt of specified goods or services. For example, tuition fees paid by the student are considered an exchange for instructional services. The receipt of State apportionments and property taxes, however, do not include this exchange relationship between the payment and receipt of specified goods or services. These revenues and related expenses are classified as nonoperating activities. *It is because of the methodology used to categorize between operating and nonoperating, combined with the fact that the primary source of funding that supports the District's instructional activities comes from State apportionment and local property taxes, results in a net operating loss for the District's operations* [italics added], p. 9."
- c. To demonstrate PCCD's adherence to participatory governance please see the evidence from participatory governance groups that engage in evaluating PCCD's financial health.^{ix,x}
- d. To demonstrate PCCD's attention to its long term health and viability, the Board of Trustees adopted an update to the Five Year Integrated Financial Plan on November 19, 2019.^{xi}
- e. To demonstrate the change from 2019/20 Adopted Budget which used funds from the ending fund balance,^{xii} the Adopted Tentative Budget for 2020/2021 presented a balanced budget.^{xiii} Because of the COVID 19 pandemic the State Chancellor's Office issued Executive Order 2020-06^{xiv} to allow for District's to adopt the final budget by October 30, 2020. A draft of the Final Adopted Budget was shared with the Board of Trustees on September 15, 2020 as a first reading.^{xv} The Final Adoption Budget and a second reading for their approval is scheduled on October 13, 2020.^{xvi} **INSERT FINAL**
- f. Understanding that the District operates in a COVID 19 Pandemic environment as well as in one that is macroeconomically situated in shifting demographic patterns for college attendance, the District has contracted with [Cambridge West Partnerships](#) to assist with data integrity and systems in support of the Student Centered Funding Formula metrics and in planning to avoid negative consequences of the end of the hold harmless provision. ([Presentation to the College Presidents 9/10/2020](#))
- g. The District has an outdated budget allocation model which needs to be revised. This model will be part of the work of the participatory governance groups over the academic year, with an eye

toward revising the structure of the governance process, and, recommending a revised the budget allocation model to the chancellor. ([PGC Minutes, January 31, 2020](#))

- h. The human resources department is in negotiations with the collective bargaining units to consider an early retirement program. If accepted, the program would begin in late 2020 and into 2021.
- i. The District has effectively continued to closely align the full time faculty hired with the Faculty Obligation Number from the State Chancellor's Office, in consideration with the total FTES and productivity targets.
- j. Enrollment management procedures will include using quantifiable data and calculations to align productivity with FTES, and, will take into consideration all faculty on special assignment, sabbatical, etc. [LINK TO DRAFT SPREADSHEET](#)

2. Lack of adherence to Board policies and administrative procedures – ACCJC Standard IIID 3

Evidence for Standard IIID 3 includes procedures that define guidelines and processes for financial planning and budget development; Minutes from finance or budget committee meetings verifying that established financial planning and budget development processes are followed; Roster of a finance or budget committee; Documented budget development process that identifies responsible parties for steps in the planning process and that identifies opportunities for input from constituencies; A documented timeline of institutional planning coordinated with budget development process, including reporting deadlines for various types of reports to or reviews with different audiences

- a. To demonstrate PCCD's adoption of board policies and administrative procedures relative to financial planning please see Board and Administrative 2410 Policy Development.^{xvii}
- b. To demonstrate PCCD's regular adherence to board policies and processes for integrated planning and budget development please see the planning and budget calendar^{xviii} and the board approved budget development calendar^{xix} and minutes and agendas from the Planning and Budget Council, and the Planning, Budget and Integrated Model agenda and calendars.^{xx}

3. Deficiency in reconciliation and financial control issues – ACCJC Standard IIID 5

Evidence for Standard IIID 5 include policies or procedures for internal control mechanisms;

policies or procedures for purchasing; budgets, financial reports, audit reports presented to the campus and to the Board; reports of decisions for financing or allocation of resources presented to the campus community or to constituent groups; monthly, quarterly, or other reports of revenues and expenditures

- a. To demonstrate PCCD's sufficiency in reconciliation and financial control issues, the District hired a fulltime employee as Internal Auditor in April 2020.^{xxi}
- b. The District continues to enforce internal controls through its technology applications and contracted with Oracle to complete a comprehensive system upgrade at the May 29, 2020 - SPECIAL MEETING OF THE BOARD OF TRUSTEES.^{xxii}
- c. To demonstrate PCCD's public presentation of financial reports, please see cash flow and budget to variance reports presented to the board of trustees on May 26, 2020 and July 28, 2020.^{xxiii} The finance department will present financial statements to the board quarterly.

- d. PCCD's Audit Reports are readily available and demonstrate financial controls.^{xxiv}
- e. PCCD's policies and procedures for internal closing and control mechanisms have been disseminated and applied.^{xxv}

4. Key staffing issues – ACCJC Standard IV B 2

Evidence for Standard IVB 2 include policies that outlines CEO responsibilities; Organizational charts; Policies and procedures that provide for the delegation of authority from the CEO to administrators and others.

- To demonstrate evidence of addressing key staffing issues, in May 2020, the District produced an updated [organizational chart](#) that demonstrates key positions had been filled. These included those of full time permanent Chancellor, Vice Chancellor of Finance and Administration, Vice Chancellor of General Services, an Internal Auditor, and a Director of Purchasing.^{xxvi} However, on July 16, 2020, the then permanent CEO submitted her resignation; on July 18, 2020 the board of trustees accepted her resignation, and utilized the following delegation of authority policies and procedures.
 1. Chancellor Succession, the District has Board Policy 2432.^{xxvii}
 2. For delegation of authority, the District has Administrative Procedure 2430 which outlines delegation of authority to the chancellor's staff,^{xxviii} and Administrative Procedure 6100 which delegates authority for business and fiscal affairs.^{xxix} These together outline the delegation of authority and roles and responsibilities of each of the designees.
 3. With these in place the passage of the authority from the former CEO to the Vice Chancellor of Finance and Administration was seamless and indicated the District and board's ability to continue operations. An open recruitment for an interim chancellor was completed October 1, 2020.
 4. Prior to the former chancellor submitting her resignation, two new presidents were hired at Berkeley City College and Merritt College, while the two presidents at Laney College and College of Alameda accepted positions at other institutions. The District was able to appoint interim presidents from within the administrative organization at each of the colleges. An open recruitment is in process for full time presidents.

Though these have been accomplished, the District is developing plans to hire and retain employees that includes effective equity and diversity considerations, through professional development. The District has not implemented a turnover analysis mechanism, nor a mechanism to conduct timely exit interviews. These will be forthcoming at some point in the future.

5. Its OPEB obligations – ACCJC Standard IIID 12

Evidence that can be applied to Standard IIID 12 include actuarial valuation reports for pension and OPEBs and the Notes to financial statements dealing with employee benefit plans, commitments and contingencies; Records of annual required contributions for pension and OPEB obligations.

Regarding the OPEB obligations for PCCD, several statements were pointed out by FCMAT, and they have been [addressed as follows](#):^{xxx}

1. *Terminate and restructure some of the more volatile bonds.* Completed; evidence, board resolutions and briefings.^{xxxix} As presented at the Jul 14, 2020 Resolution No. 19/20-65 approved a Reoffering Circular in connection with the District's Remarketing and restructuring of its Series B-3 OPEB Bonds.
2. *Reconsider the current goal of fully funding the OPEB liability.* In progress; PCCD has engaged with its financial advisors to evaluate the OPEB structure in totality. A plan is being formulated and will be forthcoming in fall 2020.
3. *Consider eliminating annual general fund payments to the OPEB trust funds since they are fully funded at this time.* This is in progress, as shown in the 2020/21 Adopted Tentative and Adopted Final Budget (the Final Budget is to be presented to the board on October 13, 2020).^{xxxix}
4. *Consider renegotiating (i.e. ending) retiree health benefits for new employees.* This item is not completed because this is a Collective Bargaining Agreement issue. At this time, the District does not have immediate plans to change its benefits plans. The District's current consultant group for its group health insurance has advised that cost savings may be realized by entering into a Joint Powers Authority (JPA). While considering the proposal, to date, the District has not entered into a JPA for several reasons: (1) The District has been unable to verify the actual long term savings as valued against its current plan; (2) Any change in benefits structure must be negotiated with all collective bargaining groups; and (3) There must be an undertaking to realign the current retiree Benefit Plan Year to a Fiscal Year coverage period. The District will continue to engage its benefit plan consultant group to determine the best cost saving measures for both its active and retiree plans.
5. *Ensure that the governing board approves the annual OPEB actuarial study.* Completed, evidence board meeting minutes and agenda items found in Resolution No. 19/20-44 Accepting the OPEB June 2019 GASB Actuarial Report, July 2019 OPEB Supplemental Actuarial Report and the June 2019 Investment Performance Update and Adopting the OPEB Trust 1 Surplus Determination and Disbursement Procedures which was adopted on April 7, 2020.^{xxxix} This will be done yearly.
6. *Conduct an actuarial study at the estimated rate rather than the long-term return on employee assets, so it has a more realistic liability number for the pre-2004 amount.* Completed, the District's consultant Total Compensation Systems completed the actuarial study used the required GASB rules 74/75 to conduct the actuarial study of the pre-2004 liability^{xxxix} and the post 2004 liability.^{xxxix} This will be done yearly.
7. *Audit annual enrollment eligibility in the OPEB program.* This item is in progress and the District has a goal to develop plans for institutionalizing it in 2021.
8. *Contract for an addendum to KNN's 2011 report^{xxxix} that would include an update of actions taken by the District to date related to its OPEB bond program since the 2011 report was published.* This item is in progress. The District contracted with Backstrom McCarley Berry & Co., LLC as its financial advisor, to move forward with the revisions and changes needed to the OPEB funds. The District's financial advisors are in the process of gathering the materials and board approvals discussed above, into a plan that would suffice as an addendum to the KNN 2011 report. This compilation is expected to be completed in fall 2020.

Additionally, the District is in the process of working with the Retirement Board to codify transfers from Trust Fund 1 to cover employee benefit costs and debt service payments.^{xxxix} These codifications are to be put into place in fall 2020.

6. Ongoing unaddressed audit findings – ACCJC Standard IIID 7

Supporting evidence of meeting the standard for Standard IIID 7 include formal responses to external audit reports and findings; Minutes of meetings when audits and findings are discussed, and responses are planned; minutes of meetings where the reports are disseminated

- a. When the District receives an audit finding, it takes steps to respond in a timely manner. As of this writing, the most recent audit for the District took place for the fiscal year ending June 30, 2019. The report provided an “unqualified opinion.” However the District is in the process of attending to furthering internal controls especially in the area of financial aid. One aspect of this is through a more robust accounting program that as mentioned, is being implemented with an Oracle upgrade. This item was approved on May 29, 2020 by the Board of Trustees and is in process of implementation.^{xxxviii}

The District continues to inform staff of procedures and policies relative to internal controls in the areas of reconciliation monthly closing^{xxxix} and the finance department has hired sufficient staff to adhere to separation of accounting duties and functions.^{xl} However, more still remains to be done to ensure that separation of duties and timely responses to reporting and student financial aid matters need to be addressed. To that end, the District is developing a plan that would implement a reporting structure aimed at ensuring that all financial aid matters are handled timely and with appropriate oversight by adequate numbers of skilled and professionally developed individuals.

- b. PCCD adheres to its Board Policy, 6400 Financial Audits.^{xli}
- c. Aside from the Oracle upgrade mentioned above, the internal technology systems specific to Finance and Accounting have been upgraded to allow for internal controls and system access is granted by employee role. Access to fund transfers is limited to employee role and within particular accounting areas. Required adherence to administrative and board policies regarding expenditures, contracts, and purchase orders is being driven into goals and performance requirements for employees. And, now, with key positions filled, and the technology system is set to be upgraded in fiscal year 2020/21, with an estimated completion and migration time of January 2021.^{xlii} The upgrade will include finance modules, position control modules, student financial aid, and student accounts receivables integration.

Evidence Links

ⁱ“Peralta Community Colleges Integrated Financial Plan 2019-2024, A Living Document”

<https://web.peralta.edu/accreditation/files/2019/12/12.2.19-Update-Five-Year-Integrated-Financial-Plan-with-signatures.pdf>

ⁱⁱLetter to the Colleges January 27, 2020 https://laney.edu/college-accreditation/wp-content/uploads/sites/482/2020/01/Laney-College_2020_01_272.pdf

ⁱⁱⁱACCJC’s representative letter of January 25, 2019 https://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2019/02/ACCJC_Letter_01_25_2019.pdf

^{iv}“Peralta Community Colleges Integrated Financial Plan 2019-2024, A Living Document”

<https://web.peralta.edu/accreditation/files/2019/12/12.2.19-Update-Five-Year-Integrated-Financial-Plan-with-signatures.pdf>

^vLetter to the Colleges January 27, 2020 https://laney.edu/college-accreditation/wp-content/uploads/sites/482/2020/01/Laney-College_2020_01_272.pdf

^{vi}PCCD’s FCMAT’s Initial Risk Assessment Ratings <https://web.peralta.edu/accreditation/files/2020/05/FCMAT-Self-Assessment-November-2019.pdf>

^{vii}PCCD’s FCMAT Risk Assessment Rating in May 2020 <https://web.peralta.edu/accreditation/files/2020/05/PCCD-FCMATSelfAssessmentMay2020.pdf>

^{viii}2019 PCCD Audit Report

<https://web.peralta.edu/accreditation/files/2020/05/Peralta-CCD-Final-Report-2019.pdf> (6)

^{ix} Planning and Budget Council Minutes <https://web.peralta.edu/accreditation/files/2020/05/PBC-Minutes-030819-Draft.pdf>

^x Planning and Budget Council Minutes <https://web.peralta.edu/accreditation/files/2020/05/PBC-Resolutions-20190423.pdf>

^{xi}PCCD Five Year Integrated Financial Plan <https://web.peralta.edu/accreditation/files/2020/05/Approval-of-F19-Update-to-5yr-Plan.pdf>

^{xii} PCCD 2019/20 Adopted Budget <https://web.peralta.edu/accreditation/files/2020/05/FY20-Final-Budget-Book-090619-1.pdf>

^{xiii}PCCD Adopted Tentative Budget 2020/2021

[https://go.boarddocs.com/ca/peralta/Board.nsf/files/BRQVBU7FF8C6/\\$file/2020-21%20Tentative%20Budget%20Book%20Board%20Notes%207%2016%2020%20Rrvised%207.21.2020FBA.pdf](https://go.boarddocs.com/ca/peralta/Board.nsf/files/BRQVBU7FF8C6/$file/2020-21%20Tentative%20Budget%20Book%20Board%20Notes%207%2016%2020%20Rrvised%207.21.2020FBA.pdf)

^{xiv}State Chancellor’s Office Executive Order 2020-06 <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/COVID-19/2020-06-executive-order-re-extension-of-fiscal-reporting-due-dates-revised.pdf?la=en&hash=405E4210F01D62CACB52FAE8DCC7CC784A0B62E2>

^{xv} Draft Adoption Budget 2020/2021 Board Agenda September 15, 2020

[https://go.boarddocs.com/ca/peralta/Board.nsf/files/BT8SKU7317E3/\\$file/Official%20Budget%20Book%202020%20\(Version%201.2\)%20Reduced%20Size%20-%201.pdf](https://go.boarddocs.com/ca/peralta/Board.nsf/files/BT8SKU7317E3/$file/Official%20Budget%20Book%202020%20(Version%201.2)%20Reduced%20Size%20-%201.pdf)

^{xvi} The PCCD Final Adoption Budget is scheduled for Board of Trustees approval on October 13, 2020.

<https://web.peralta.edu/business/files/2020/09/FY-2020-21-Adopted-Budget-Draft-Reduce-5.pdf>

^{xvii} PCCD Board and Administrative 2410 Policy Development and Procedure:

<https://web.peralta.edu/trustees/files/2013/12/BP-2410-Board-Policy-and-Administrative-Procedure.pdf>

<https://web.peralta.edu/trustees/files/2013/12/AP-2410-Policy-Development-Process1.pdf>

^{xviii} District Planning and Budget Calendar

<https://web.peralta.edu/accreditation/files/2020/05/2019-20-Planning-And-Budget-Integration-Model-Annual-Integrated-Planning-Calendar.pdf>

^{xix} PCCD Board of Trustees Budget Development Calendar

<https://web.peralta.edu/accreditation/files/2020/05/Budget-Development-Calendar-2020-21-Board-approval.pdf>

^{xx} PCCD Planning Budget Integration Model and Planning and Budget Council Minutes, Calendars, and Agendas

<https://web.peralta.edu/pbi/planning-and-budget-committee/agenda-and-minutes/>

<https://web.peralta.edu/pbi/files/2020/05/PBC-Mintues-02212020.pdf>

<https://web.peralta.edu/pbi/files/2020/05/PBC-Agenda-05082020.pdf>
<https://web.peralta.edu/pbi/files/2019/08/PBIM-Summit-Agenda-8.13.19.pdf>
<https://web.peralta.edu/pbi/files/2020/04/PBIM-Meeting-Calendar-2019-2020.pdf>
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^{xxi} Internal Auditor <https://web.peralta.edu/internal-audit/>

^{xxii} May 29, 2020 - SPECIAL MEETING OF THE BOARD OF TRUSTEES Board Approved Oracle Contract
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^{xxiii} PCCD Cash Flow and Budget to Variance Reports
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^{xxiv} <https://web.peralta.edu/accreditation/files/2020/05/Peralta-CCD-Final-Report-2019.pdf>

^{xxv} PCCD Closing Directives <https://web.peralta.edu/accreditation/files/2020/05/Monthly-Closing-Update-Announcement-2.pdf>

^{xxvi} PCCD Organizational Chart <http://web.peralta.edu/strategicplan/files/2020/10/District-Office-Organizational-Chart-September-2020.pdf>

^{xxvii} Chancellor Succession <https://web.peralta.edu/trustees/files/2011/04/BP-2432-Chancellor-Succession.pdf>

^{xxviii} Delegation of Authority to the Chancellor's Staff <https://web.peralta.edu/trustees/files/2013/12/AP-2430-Delegation-of-Authority-to-the-Chancellors-Staff3.pdf>

^{xxix} Delegation of Authority for Business and Fiscal Affairs, Administrative Procedure
<https://web.peralta.edu/trustees/files/2013/12/AP-6100-Delegation-of-Authority-for-Business-and-Fiscal-Affairs.pdf>.

^{xxx} FCMAT Matrix <http://web.peralta.edu/strategicplan/files/2020/10/FCMAT-Updated-Matrix-Oct-1.pdf>

^{xxxi} Meeting Jul 14, 2020 - REGULAR MEETING OF THE BOARD OF TRUSTEES Category ACTION ITEMS Subject Consider Approval of Resolution No. 19/20-65 approving a form of Reoffering Circular in connection with the District's Remarketing of its Series B-3 OPEB Bonds,
[https://go.boarddocs.com/ca/peralta/Board.nsf/files/BRK24P00632B/\\$file/District%20Resolution%20Authorizing%20Documents%20-%20Peralta%20CCD%20OPEB%20Remarketing%202020%20\(signed\).pdf](https://go.boarddocs.com/ca/peralta/Board.nsf/files/BRK24P00632B/$file/District%20Resolution%20Authorizing%20Documents%20-%20Peralta%20CCD%20OPEB%20Remarketing%202020%20(signed).pdf)

^{xxxii} <https://web.peralta.edu/pbi/files/2020/08/2020-21-Tentative-Budget-Book-Board-Notes-7-16-20-Rvised-7.21.2020FBAA-FINAL-7.21.2020.pdf>

^{xxxiii} Resolution No. 19/20-44 Accepting the OPEB June 2019 GASB Actuarial Report, July 2019 OPEB Supplemental Actuarial Report and the June 2019 Investment Performance Update and Adopting the OPEB Trust 1 Surplus Determination and Disbursement Procedures which was adopted on April 7, 2020
[https://go.boarddocs.com/ca/peralta/Board.nsf/files/BNC4VL0D6981/\\$file/Peralta%20CCD%20Reso%20re%20Trust%201%20Process%20and%20OPEB%20Reports%20v9%20\(202004002\)%20v2%20CLEAN.pdf](https://go.boarddocs.com/ca/peralta/Board.nsf/files/BNC4VL0D6981/$file/Peralta%20CCD%20Reso%20re%20Trust%201%20Process%20and%20OPEB%20Reports%20v9%20(202004002)%20v2%20CLEAN.pdf)

^{xxxiv} Total Compensation Systems Actuarial Study 2018 Pre 2004 Retirees
<https://web.peralta.edu/business/files/2020/05/Actuarial-Study-GASB75FFinal2018Report.pdf>

^{xxxv} Total Compensation Systems Actuarial Study 2018 Post 2004 Retirees
<https://web.peralta.edu/business/files/2020/05/Actuarial-Study-GASB75FFinal2018Report-Post-2004.pdf>

^{xxxvi} KNN OPEB Final Report 2011 <https://web.peralta.edu/accreditation/files/2012/01/3.-OPEB-Final-Report-June-28-2011-KNN.pdf>

^{xxxvii} Retirement Board July Special Meeting <https://web.peralta.edu/retirement-board/july-2-2020-retirement-board-special-meeting/>

^{xxxviii} Oracle Contract Approved by the Board of Trustees
<http://go.boarddocs.com/ca/peralta/Board.nsf/goto?open&id=BQ2SFL727C04>

^{xxxix} Monthly Closing Announcement <https://web.peralta.edu/accreditation/files/2020/05/Monthly-Closing-Update-Announcement-2.pdf>

^{xl} Staff separation of duties <https://web.peralta.edu/business/finance-contacts/>

^{xli} Board Policy Financial Audits <https://web.peralta.edu/trustees/files/2013/12/BP-6400-Financial-Audits1.pdf>

^{xlii} Oracle Dashboard Presentation September 29, 2020 Board of Trustees Meeting
[https://go.boarddocs.com/ca/peralta/Board.nsf/files/BTR98N21C77B/\\$file/Board%20Meeting%20Report_v3.pdf](https://go.boarddocs.com/ca/peralta/Board.nsf/files/BTR98N21C77B/$file/Board%20Meeting%20Report_v3.pdf)

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