



BERKELEY CITY COLLEGE

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Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by

Berkeley City College
2050 Center St.
Berkeley, CA 94704

to

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

January 2021

DRAFT 10-4-20
FOR BCC ACADEMIC SENATE REVIEW

Certification

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: [insert Name of Chief Executive Officer]
[insert Name of Institution]
[insert Institution Address]

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

[Chief Executive Officer of Multi-College District, if applicable]	[Date]
[Chief Executive Officer]	[Date]
[Chairperson, Governing Board]	[Date]
[Name, Title, Representing]	[Date]

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A. Introduction

College History

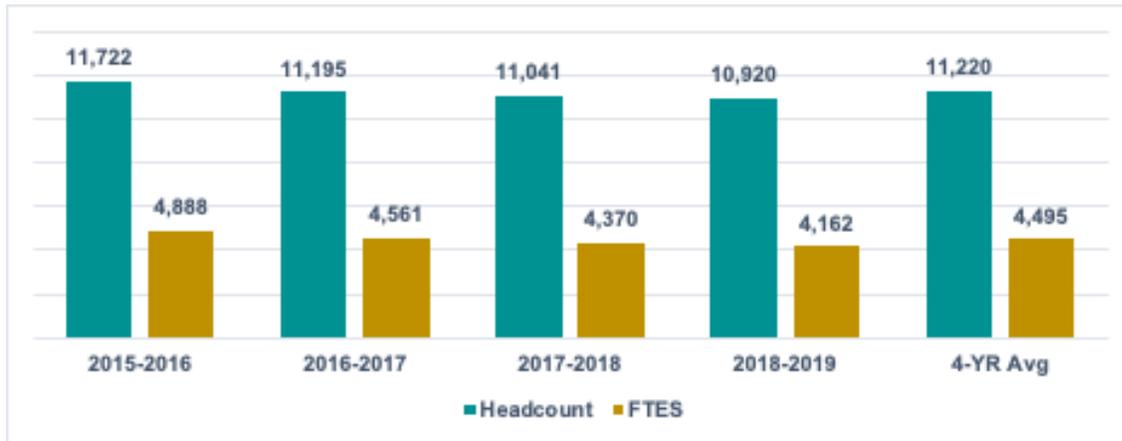
Berkeley City College was founded in April 1974 as the fourth of the Peralta Community College District's colleges, replacing the existing North Peralta Community College. It was intended to provide innovative approaches to education to enhance educational opportunities. Largely aimed at adults in transition, the college's alternative programs flourished, pioneering some of the first alternative delivery methods in the district, including telecourses. Its original name, the Berkeley Learning Pavilion, was changed in October 1974 to the Peralta College for Non-Traditional Study (PCNS) focused on alternative post-secondary educational programs and services for students of the Peralta Community College District. For the first three years of its existence, PCNS was a "college without walls" with widely dispersed locations, offering classes at sites throughout the Berkeley service area, including UC Berkeley. By 1979 the college was offering approved courses in over 100 locations throughout the community, and by 1981 the number of sites had grown to 200.

In 1976 the college applied for candidacy for initial ACCJC accreditation, which was granted in June 1977. Following accreditation, the district then voted to change the college's name to Vista Community College, which became official in 1978. From the early 1980s Vista Community College continued to offer classes and programs at multiple off-campus sites, while housing its administrative offices and a few classrooms at 2020 Milvia Street. During that time, the college developed new services to meet public and private sector needs, including establishing the Program for Adult College Education (PACE) and the American sign language program. The latter became a national model when the textbooks that ASL instructors wrote were adopted by colleges throughout the United States. In June 2006, funds from Measure A helped the college to expand into a new building and classroom space at 2050 Center Street. Also in June 2006, with the new building, the college changed its name from Vista Community College to Berkeley City College. Now Berkeley City College is an award-winning college ranking #2 in the state for transferring students to California State Universities and the University of California. It is ranked as a top producer of Fulbright scholars and continues to provide innovative curriculum.

Student Enrollment Data

Berkeley City College has experienced strong enrollment between 2015-16 and 2018-19 academic years, averaging 11,220 headcount and 4,495 FTES. Since the 2015-16 academic year, there has been a small but steady decline from 11,722 headcount to 10,920 in 2018-19. The Full-Time Equivalent Student has also declined steadily from 4,888 in 2015-16 to 4,162 in 2018-19. The College's Enrollment Management Plan has addressed and implemented strategic course scheduling techniques and student support activities to improve student enrollment and course success.

Figure A-1. Berkeley City College Annual Headcount and Full-Time Equivalent Students (FTES)



Source: Datamart

Labor Market Data

Students from the surrounding Eastbay cities constitute the majority of enrollment at Berkeley City College, primarily from Oakland, Berkeley, and Richmond which represents about 50% of the student population.

Table A-1. Enrollment by top 10 cities of residence

	2016 Fall		2017 Fall		2018 Fall	
Oakland	1603	23%	1552	23%	1554	25%
Berkeley	1469	21%	1448	22%	1388	22%
Richmond	521	7%	586	9%	503	8%
El Cerrito	309	4%	294	4%	310	5%
Albany	281	4%	301	4%	256	4%
Emeryville	275	4%	257	4%	256	4%
Alameda	275	4%	268	4%	248	4%
San Leandro	218	3%	213	3%	209	3%
San Pablo	208	3%	214	3%	190	3%
San Francisco	199	3%	170	3%	128	2%
All Cities Total	7022	100%	6721	100%	6336	100%

Source: Datamart

Student Demographic Data

Berkeley City College is comprised of a diverse and representative student body from different ethnic backgrounds, with Hispanic students as the largest group in 2018-19 at 25% followed by Whites at 24%, Asians at 22%, and African Americans at 16%. In turn, the College has been

designated as an Hispanic Serving Institution and Asian American Native American Pacific Islander Serving Institution since 2018. The demographic shift has fluctuated between 1% and 2% over the past four years. While the percent of African American, Filipino, American Indian/Alaskan Native, Multi-Ethnicity, and Pacific Islander students have remained the same from 2016 to 2019, Hispanic students have increased by 1%, Asian and White students declined by 2%.

Table A-2. Berkeley City College Annual Headcount by Ethnicity

Ethnicity	2015-2016		2016-2017		2017-2018		2018-2019	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African-American	1,891	16%	1,994	18%	1,707	15%	1,719	16%
American Indian/Alaskan Native	34	<1%	17	0%	25	0%	22	<1%
Asian	2,316	20%	2,687	24%	2,440	22%	2,370	22%
Filipino	253	2%	314	3%	271	2%	250	2%
Hispanic	2,795	24%	2,474	22%	2,689	24%	2,731	25%
Multi-Ethnicity	783	7%	336	3%	769	7%	810	7%
Pacific Islander	42	<1%	49	<1%	34	0%	35	<1%
Unknown	609	5%	509	5%	427	4%	375	3%
White Non-Hispanic	2,999	26%	2,815	25%	2,679	24%	2,608	24%
Total	11,722	100%	11,195	100%	11,041	100%	10,920	100%

Source: Datamart

In the last four years, students ages 20-24 represent the largest proportion of students at Berkeley City College, ranging from 33% in 2018-19 to 35% in 2015-16. Students ages 19 or younger make up the second largest age group at as high as 29% in 2018-19. The percent of students ages 30 years and older have remained steady for the past four years.

Table A-3. Berkeley City College Annual Headcount by Age Group

Age Group	2015-2016		2016-2017		2017-2018		2018-2019	
19 or Less	2,961	25%	3,088	28%	2,957	27%	3,133	29%
20 to 24	4,136	35%	3,953	35%	3,844	35%	3,619	33%
25 to 29	1,825	16%	1,744	16%	1,817	16%	1,768	16%
30 to 34	970	8%	812	7%	845	8%	900	8%
35 to 39	556	5%	471	4%	470	4%	420	4%
40 to 49	591	5%	527	5%	512	5%	515	5%
50 +	683	6%	600	5%	596	5%	565	5%
Total	11,722	100%	11,195	100%	11,041	100%	10,920	100%

Source: Datamart

Female students have enrolled at Berkeley City College at higher rates than male or Unknown/Other students in the past four years, representing 55% of the college student body each year. Although the percent of female, male, and unknown/other students remained the same, the number of female students have declined from 6,417 in 2015-16 to 5,977, male students declined from 4,996 to 4,600, and unknown/other students increased from 309 to 343.

Table A-4. Berkeley City College Annual Headcount by Gender

Gender	2015-2016		2016-2017		2017-2018		2018-2019	
Female	6,417	55%	6,110	55%	6,024	55%	5,977	55%
Male	4,996	43%	4,850	43%	4,728	43%	4,600	42%
Unknown/Other	309	3%	235	2%	289	3%	343	3%
Total	11,722	100%	11,195	100%	11,041	100%	10,920	100%

Source: Datamart

Four percent of students who have attended Berkeley City College in the past four years have at least one disability.

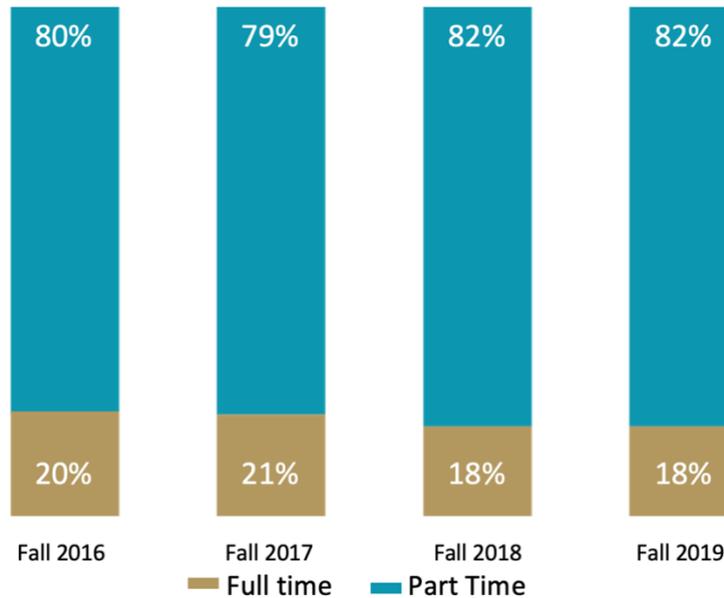
Table A-5. Berkeley City College Annual Count and Percentage of Students with Disability Status

Primary Disability Status	2015-2016		2016-2017		2017-2018		2018-2019	
At Least One Disability	488	4.16%	415	3.71%	440	3.99%	470	4%
No Disabilities	11,234	96%	10,780	96%	10,601	96%	10,450	96%
Total	11,722	100%	11,195	100%	11,041	100%	10,920	100%

Source: Datamart

Students attending Berkeley City College are comprised of mostly part-timers (enrolling in fewer than 12 units per semester). Since fall 2016, the percent of part-time students have increased from 80% to 82% in fall 2019 while the percent of full-time students have decreased from 20% to 18%.

Figure A-2. Students by full-time and part-time status



Source: Datamart

Table A-6. Berkeley City College Headcount by Socio-economic Status

Socio-economic Status	2016 Fall		2017 Fall		2018 Fall		2019 Fall	
Economically Disadvantaged	4,735	67%	4,338	65%	3,997	63%	3,842	62%
Not Economically Disadvantaged	2,287	33%	2,383	35%	2,339	37%	2,310	38%
Total	7,022	100%	6,721	100%	6,336	100%	6,152	100%

Source: PCCD BI Tool

Table A-7. Berkeley City College Employee Headcount by Residency Status

Residency Status	2016 Fall		2017 Fall		2018 Fall		2019 Fall	
International	540	7.66%	602	8.92%	531	8.33%	424	6.9%
In-state Resident	6,170	87.55%	5,867	86.91%	5,616	88.11%	5,512	89.3%
Out-of-state	311	4.41%	251	3.72%	189	2.97%	216	3.5%
Unknown	1	0.01%	1	0.01%				0.0%
AB540	25	0.35%	30	0.44%	38	0.60%	23	0.4%
Total	7,047	100%	6,751	100%	6,374	100%	6,175	100%

Source: Datamart and PCCD BI Tool

Berkeley City College Employee Demographics

In fall 2019, Berkeley City College had a total of 287 employees that comprised of 161 part-time faculty, 59 full-time faculty, 58 classified staff, and 9 administrators. Among part-time faculty, the majority were White (55%), Asian (17%), Latinx (9%), and African American (8%). About

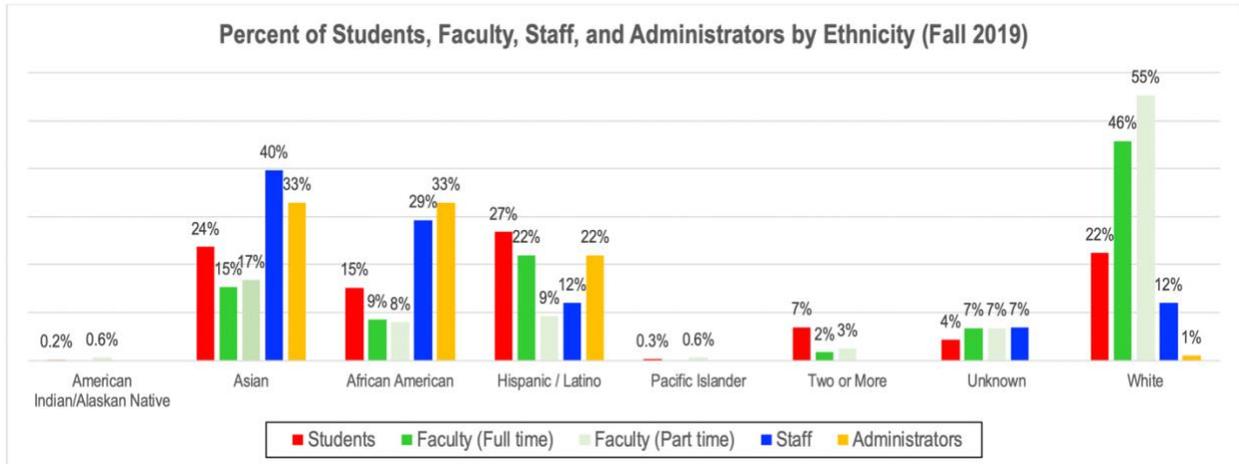
92% of full-time faculty are White (46%), Asian (15%), Latinx 22%), and African American (8%). Classified Staff consists of 405 Asian, 29% African American, 12% Latinx, 12% White, and 7% unknown. Among the nine Administrators, 33% are African-American, 33% Asian, 22% Latinx, and 11% White.

Table A-8. Berkeley City College Employee Headcount by Classification and Ethnicity

Employee Ethnicity	Part-time Faculty		Full-Time Faculty		Classified Staff		Administrator	
African-American	13	8%	5	8%	17	29%	3	33%
American Indian/Alaskan Native	1	1%				0%		0%
Asian	27	17%	9	15%	23	40%	3	33%
Hispanic	15	9%	13	22%	7	12%	2	22%
Multi-Ethnicity	4	2%	1	2%		0%		0%
Pacific Islander	1	1%				0%		0%
Unknown	11	7%	4	7%	4	7%		0%
White Non-Hispanic	89	55%	27	46%	7	12%	1	11%
Total	161	100%	59	100%	58	100%	9	100%

Source: Datamart

Figure A-3. Percent of student, Full-time Faculty, Part-time Faculty, Staff, and Administrator by Ethnicity

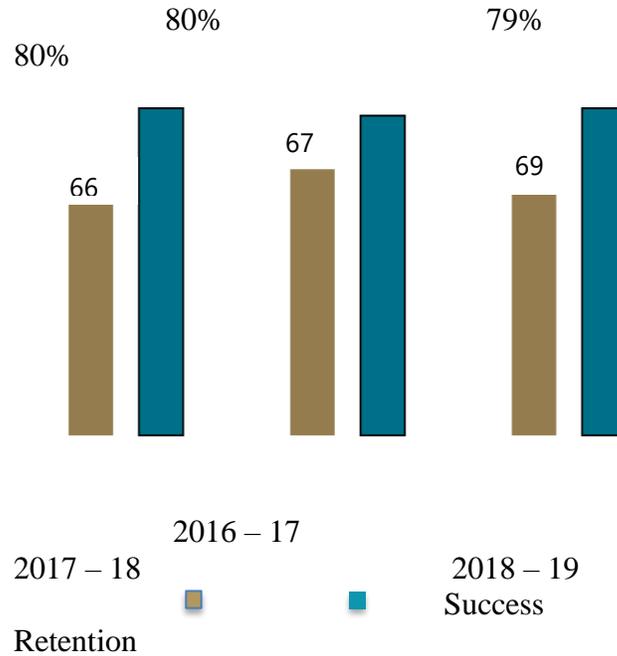


Source: Datamart

B. Presentation of Student Achievement Data and Institution-set Standards

Berkeley City College has made some progress with improving the student retention rates between 2016-17 and 2018-19, increasing from 66% to 69%. Among the students who remained in their classes until the end of the semester, about 80% passed their classes with a grade of a “C” or better.

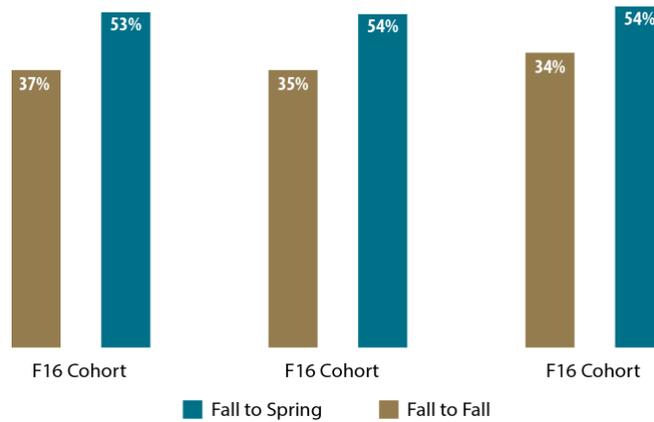
Figure B-1. Percent of student course success and retention



Source: PCCD PowerBI Dashboard

The College’s fall to spring persistence rates have remained steady over the past three years, ranging from 53% in fall 2016 to 54% in fall 2018. The fall to fall persistence rate has decreased over time, from 37% to 34%. These historical persistence rates have become an important focus for many of the College’s new initiatives such as Guided Pathways and Workforce Development.

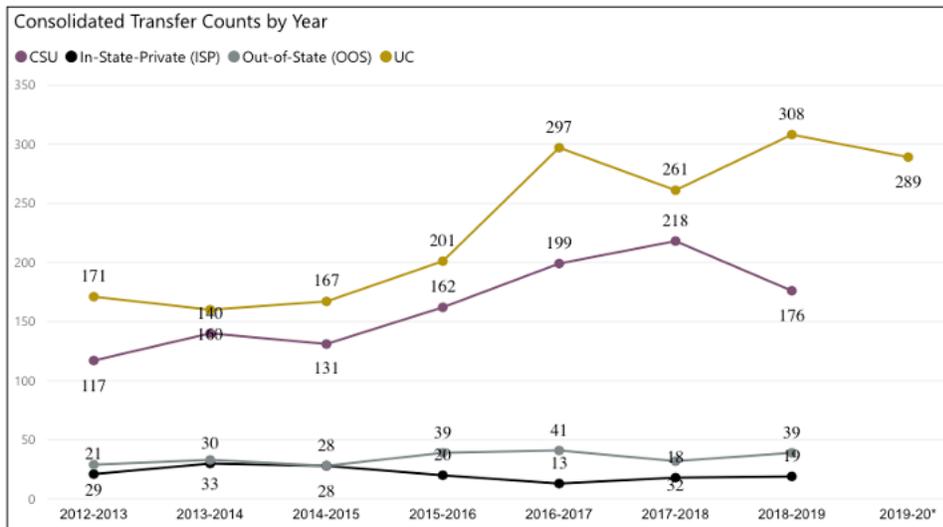
Figure B-2. Percent of students who persisted from fall to spring and fall to fall



Source: PCCD PowerBI Dashboard

The number of students transferring out of Berkeley City College to attend four-year universities have increased significantly starting in the 2016-17 academic year, especially to UC and CSU institutions. For UC transfers, the number of students increased from 201 in 2015-16 to as high as 308 in 2018-19. For CSUs, the number increased from 162 to as high as 218 in 2017-18. The rise can be attributable to enhancements in our accelerated ESOL, English, and Mathematics programs.

Figure B-3. Student transfer rates to UC, CSU, in-state-private, and out-of-state universities



Source: PCCD PowerBI Dashboard

C. Organization of the Self-Evaluation Process

Berkeley City College completed its ISER report in 2015 and remains a fully accredited institution of higher education granting associate and transfer degrees and certificates. The College also offers coursework that promotes college competency, basic skills, and workforce strengthening capacities in our students. In Fall 2019, Berkeley City College organized an ISER Steering Committee to complete this current self-evaluation cycle. Vice President of Instruction Kuni Hay took the lead as the campus Accreditation Liaison Officer, and her office organized a campus-wide ISER training with ACCJC Senior Vice President Dr. Stephanie Droker on September 26, 2019 ([C-01 ACCJC ISER Training](#)).

During Fall 2019 the ISER Steering Committee membership was established (Table C-1). The ISER Steering Committee was organized into four teams, each led by an administrator, faculty leader, and related classified staff member. Each team was assigned to coordinate the writing of narrative responses and collection of evidence for a given Standard. This entailed outreach to subject matter experts among the campus staff, faculty, and administration. Student leaders also participated in campus-wide surveys and met with Standard teams to provide input. An Evidence Team coordinated by the ALO assisted with organizing evidence cited in the ISER.

The Steering Committee met bi-monthly to coordinate activities such as outreach to relevant campus constituencies, the collection of evidence, and writing of responses to Standard prompts ([C-02 BCC ISER 2019-20 Timeline](#), [C-03 ISER Steering Committee Meeting Agenda 11-4-19](#)). Early Steering Committee meetings focused on the organization of information and creation of communication channels ([C-04 Checklist for Standard Teams](#)). By Spring 2020, full drafting of the ISER narrative was underway, along with district-wide coordination for those standards where there is shared college-district responsibility or the district has primary responsibility. A campus-wide accreditation survey was also conducted to assess strengths and areas for improving institutional processes in accordance with accreditation standards ([C-05 Accreditation survey 2020](#)).

Outreach to the broader College community and public comprised several related activities. First, updates on the accreditation process were available online via the home page of the College website ([C-06 Screenshot of BCC homepage](#)). Second, community feedback was solicited by circulating a full draft of the ISER report to College participatory governance bodies and other key constituencies in May 2020 ([C-07 Spring 2020 Community feedback email](#)) for comment. This included the Academic Senate, Associated Students of Berkeley City College, Assessment Committee, Classified Senate, Curriculum Committee, Department Chairs Council, Facilities Committee, Integrated Planning Committee, President's Cabinet, Roundtable for Planning and Budgeting, Student Services Council, and Technology Committee. Individuals could comment via an online form ([C-08 Community feedback survey](#)). Third, the College Accreditation Liaison Officer provided updates on the accreditation process during professional development

events throughout the 2019-2020 and 2020-21 academic years ([C-09 Mid-Semester Flex 10-22-19 slides](#)). Fourth, there were regular updates on the accreditation process through an “Accreditation Corner” published twice monthly in the campus-wide newsletter, The Messenger ([C-10 Messenger 1-24-20](#), [C-11 Messenger 4-7-20](#)).

The College also coordinated with the Peralta Community College District throughout the accreditation process. College-level Accreditation Liaison Officers met with district administrators in 2019, and accreditation updates were a standing agenda item on the District Academic Senate agenda ([C-12 DAS agenda 2-4-20](#)).

Because of the 2019 COVID-19 outbreak and subsequent shelter-in-place orders in spring 2020, the ISER writing process was modified to reflect the College’s shift to fully remote work and instruction. Alameda County issued shelter-in-place orders on March 16, 2020. The remainder of the Spring 2020 semester and entire Summer 2020 and Fall 2020 semesters were organized and taught under these shelter-in-place orders. Despite the disruption of the COVID-19 outbreak to normal campus activities, ISER drafting and evidence collection continued through the Spring 2020 semester. The ALO created a revised timeline and drafting continued while the campus community transitioned to fully remote teaching, learning, and work ([C-13 Summer 2020 ISER Completion Plan](#)).

Beginning the first week of the fall 2020 semester and through mid-September, the College’s Accreditation Liaison Officer (ALO) updated participatory governance groups on ISER progress and the timeline to completion ([C-14 Fall 2020 Accreditation Update](#)). A full draft of the ISER was circulated to the College community on September 9, for the second time, for review and feedback ([C-15 Fall 2020 Community Feedback email](#)). Another round of participatory governance review and endorsement took place in October 2020 prior to the submission to the Board of Trustees for their first review and feedback on October 7, 2020.

The College’s ISER Steering Committee planned and engaged the College community in a review of the ISER during a series of Accreditation Days during the fall semester ([C-16 Accreditation Day Planning Zoom 9-4-20](#)). The first fall 2020 Accreditation Day, held on September 10, 2020, focused on a review and analysis of the ISER draft and college-wide conversation on the theme, “Know It, Show It.” The College community also reflected on areas for improvement and identified concrete action steps. This was an informative, interactive, and creative event to evaluate progress made as a College ([C-17 Fall 2020 Accreditation Day Agenda](#), [C-18 Fall 2020 Accreditation Day Outcomes](#)). A second Accreditation Day was held on October 29, 2020 where the College focused on building community awareness of highlights in the ISER report and preparation for the virtual ACCJC site team visit in March 2021. Table C-2 offers a timeline of activities related to the writing of this ISER.

Table C-1. Berkeley City College ISER Steering Committee Organization (Part A)

Accreditation Liaison Officers	Evidence Team
<ul style="list-style-type: none"> • Kuni Hay, Vice President of Instruction • Charlotte Lee, Instructor of Political Science 	<ul style="list-style-type: none"> • JeeJun Bertuso, Student Equity and Achievement Coordinator • Felicia Bridges, Public Information Officer • Kuni Hay, VPI • Phoumy Sayavong, Institutional Researcher

Table C-1. Berkeley City College ISER Steering Committee Organization (Part B)

Standard Teams	Administrative Co-Lead(s)	Faculty/Classified Co-Leads
Standard I	<ul style="list-style-type: none"> • Kuni Hay, Vice President of Instruction • Martín de Mucha Flores, Associate Dean of Educational Success and Student Equity and Achievement Program 	<ul style="list-style-type: none"> • Sam Gillette, Instructor of Chemistry, Co-Chair of the Science Department • Phoumy Sayavong, Institutional Researcher
Standard II	<ul style="list-style-type: none"> • Stacey Shears, Vice President of Student Services • Kuni Hay, VPI 	<ul style="list-style-type: none"> • Susan Truong, Counselor, Co-Chair of Counseling
Standard III	<ul style="list-style-type: none"> • Brenda Johnson, Dean of Student Support Services • Shirley Slaughter, Director of Business and Administrative Services 	<ul style="list-style-type: none"> • Barbara Des Rochers, Instructor of Biology • Vincent Koo, Senior College Information Systems Analyst
Standard IV	<ul style="list-style-type: none"> • Lisa Cook, Dean of Liberal Arts • John Nguyen, Director of Student Activities and Campus Life 	<ul style="list-style-type: none"> • Kelly Pernell, Instructor of Math, Academic Senate President • Jennifer Lenahan, Veteran Program Coordinator

Table C-1. Berkeley City College ISER Steering Committee Organization (Part C)

Standard Teams	Standard Team Writers and Contributors	Participatory Governance Partners
Standard I	<ul style="list-style-type: none"> • Joseph Bielanski, Articulation Officer • Felicia Bridges, Public Information Officer • Hermia Yam, Counselor 	<ul style="list-style-type: none"> • Integrated Planning Committee (IPC) • Roundtable for Budgeting and Planning
Standard II	<ul style="list-style-type: none"> • Chris Bernard, Instructor of Economics, Distance Education Committee Chair 	<ul style="list-style-type: none"> • Academic Senate • Assessment Committee • Career Education Committee

Standard Teams	Standard Team Writers and Contributors	Participatory Governance Partners
	<ul style="list-style-type: none"> ● Joseph Bielanski, Articulation Officer ● Joshua Boatright, Head Librarian ● Nancy Cayton, Student Learning Outcomes and Assessment Specialist ● Mary Clarke-Miller, Instructor of Multimedia Arts, Chair of Chairs ● Lisa Cook, Dean of Liberal Arts ● Pieter de Haan, Instructor of Biology, Assessment Committee Chair ● Brenda Johnson, Dean of Student Support Services ● Ari Krupnik, Instructor of Philosophy, Curriculum Committee Chair ● Jenny Lowood, Instructor of English, Co-Chair of the English Department ● Linda McAllister, Instructor of Sociology ● John Nguyen, Director of Student Activities and Campus Life ● Loan Nguyen, Financial Aid Supervisor ● Kye Ocasio-Pare, Library Technician ● Gail Pendleton, Enrollment Services Coordinator ● John Saenz, Learning Resources Center Coordinator ● Phoumy Sayavong, Institutional Researcher ● Hermia Yam, Counselor ● Jenny Yap, Librarian 	<ul style="list-style-type: none"> ● Curriculum Committee ● Distance Education Committee ● Learning Resources Center ● Library ● Student Services Council ● Teaching and Learning Center
Standard III	<ul style="list-style-type: none"> ● Mary Clarke-Miller, Instructor of Multimedia Arts 	<ul style="list-style-type: none"> ● Business and Administrative Services ● Distance Education Committee ● Facilities/Safety Committee ● Technology Committee
Standard IV	<ul style="list-style-type: none"> ● Skylar Barton, Academic Counselor 	<ul style="list-style-type: none"> ● Academic Senate

Standard Teams	Standard Team Writers and Contributors	Participatory Governance Partners
	<ul style="list-style-type: none"> ● Melina Bersamin, Instructor of Psychology ● Nancy Cayton, Student Learning Outcomes and Assessment Specialist ● Mary Clarke-Miller, Instructor of Multimedia Arts ● Donna Dorsey, Staff Assistant, Office of Instruction ● Amy Herrera, Academic Counselor ● Emie Mitsuno-Hernandez, Academic Counselor ● Tim Rose, Instructor of History <p>Students</p> <ul style="list-style-type: none"> ● Fernando Cardenas ● Laura Fuchs ● Obi Onuoha 	<ul style="list-style-type: none"> ● Associated Students of Berkeley City College (ASBCC) ● Classified Senate ● IPC ● Roundtable for Budgeting and Planning

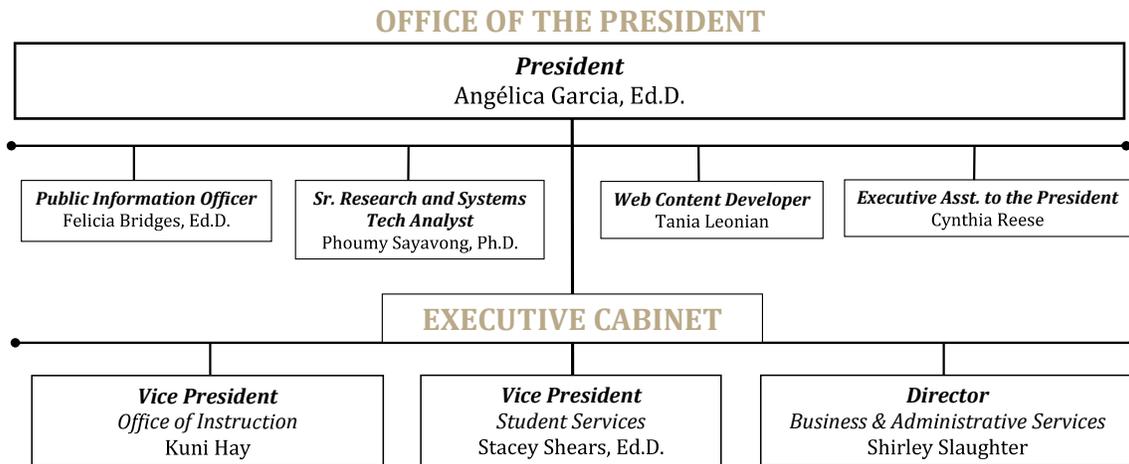
Table C-2. Berkeley City College Accreditation Timeline

Date	Action
August 2019	<ul style="list-style-type: none"> ● ALO created accreditation timeline and organization for ISER writing process ● Accreditation updates designated a standing agenda item during professional development days (aka “flex days”) in the fall and spring semesters
September 2019	<ul style="list-style-type: none"> ● ISER Steering Committee formed ● ALO conducted outreach visits to participatory governance committees ● ACCJC organized accreditation training ● Evidence collection and document sharing system established by each Standard team ● Evidence collection and document sharing system established for final ISER
October-December 2019	<ul style="list-style-type: none"> ● Standard teams collected and analyzed evidence ● Standard teams began drafting bullet points in response to standard prompts ● Accreditation surveys drafted ● ISER Steering Committee met to share information (through 2021) ● ALO updated participatory governance committees on the accreditation process

Date	Action
January-February 2020	<ul style="list-style-type: none"> ● Standard teams completed first round of draft responses (in bullet point form) and evidence collection in response to Standard prompts ● ALO and faculty ALO reviewed drafts against ACCJC prompts and review criteria ● Accreditation updates published in campus-wide newsletter ● Accreditation surveys completed ● District distributed functional map of accreditation responsibilities and first draft of ISER sections for which the district has primary or shared responsibility ● Accreditation update designated a standing agenda item at the District Academic Senate
March-April 2020	<ul style="list-style-type: none"> ● Standard teams converted drafted bullet points to narrative responses ● Institutional researcher provided analysis of accreditation surveys ● Quality Focus Essay topics determined by the ISER Steering Committee
May 2020	<ul style="list-style-type: none"> ● Drafted ISER narrative circulated to campus constituencies and feedback solicited via remote and online means
June-August 2020	<ul style="list-style-type: none"> ● Revisions and re-drafting of ISER ● Evidence collection and linking within ISER ● Discussion and reconciliation of functional map across colleges and district office
September 2020	<ul style="list-style-type: none"> ● Full draft circulated to the College community and feedback incorporated into a revised draft ● Organization and implementation of a remote Accreditation Day to raise campus-wide awareness of ACCJC Standards and expectations
October 2020	<ul style="list-style-type: none"> ● Endorsement of the College ISER by participatory governance bodies (Academic Senate, Classified Senate, Associated Students of Berkeley City College, Roundtable for Planning and Budgeting, Integrated Planning Committee, Chairs Council) ● Organization and implementation of a second Accreditation Day to build campus-wide dialog on ISER highlights and prepare for ACCJC site visit in Spring 2021

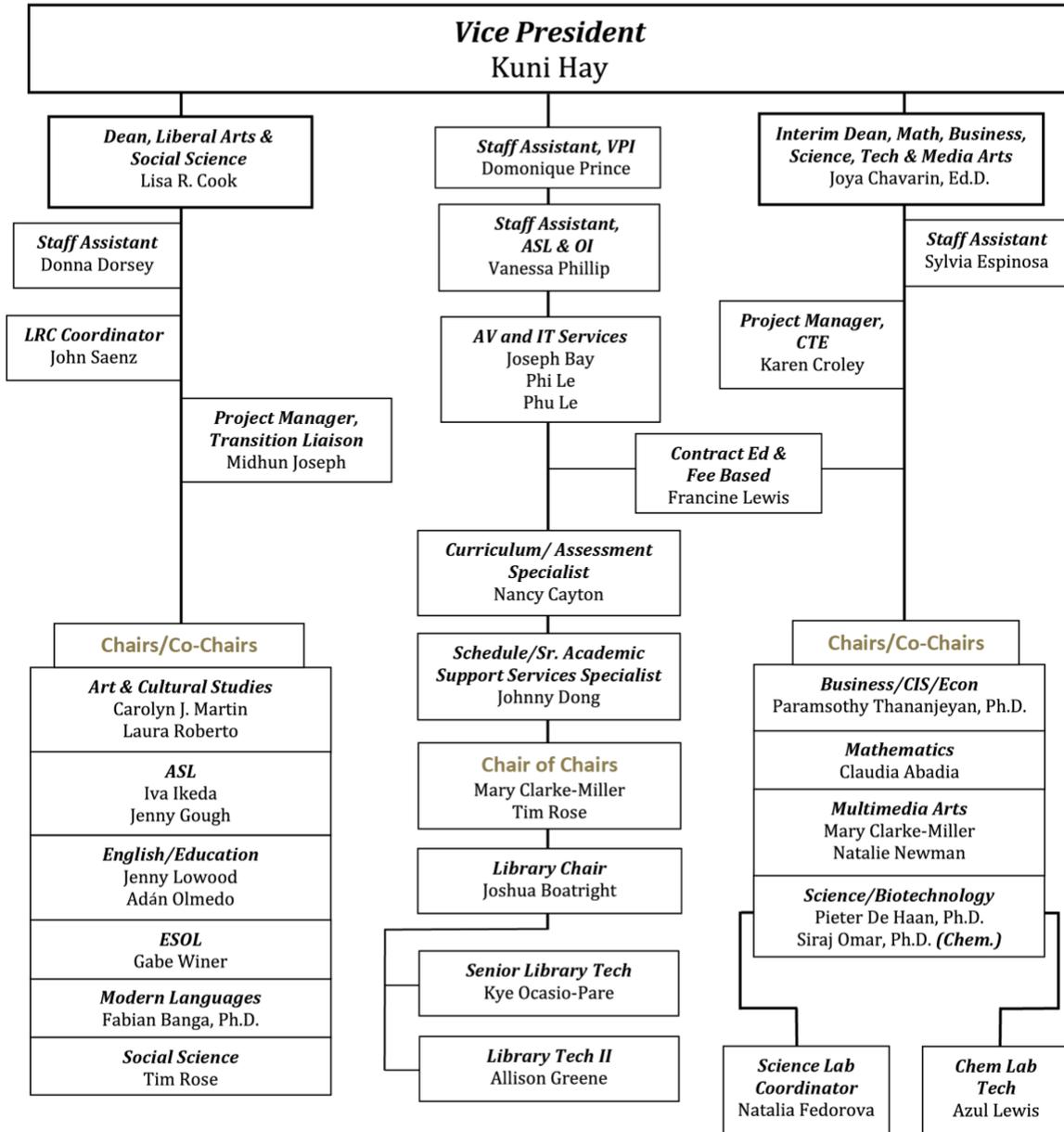
D. Organizational Information

Berkeley City College is organized as three management units consisting of the Office of Instruction (OOI), Business and Administrative Services (B&A) and Office of Student Services (SS). Each of these units is managed by the Vice President of OOI, Vice President of SS and the Director of B&A. Administration of OOI is supported by a Dean of Liberal Arts & Social Science and Dean of Business, Science, Technology & Media Arts; the Administration of SS is supported by Dean of Student Services, Associate Dean of Educational Success and Student Equity and Achievement Program, and Director of Student Activities and Campus Life. Within these units are the Faculty, Staff and Student body who comprise the college’s governing senates and committees.

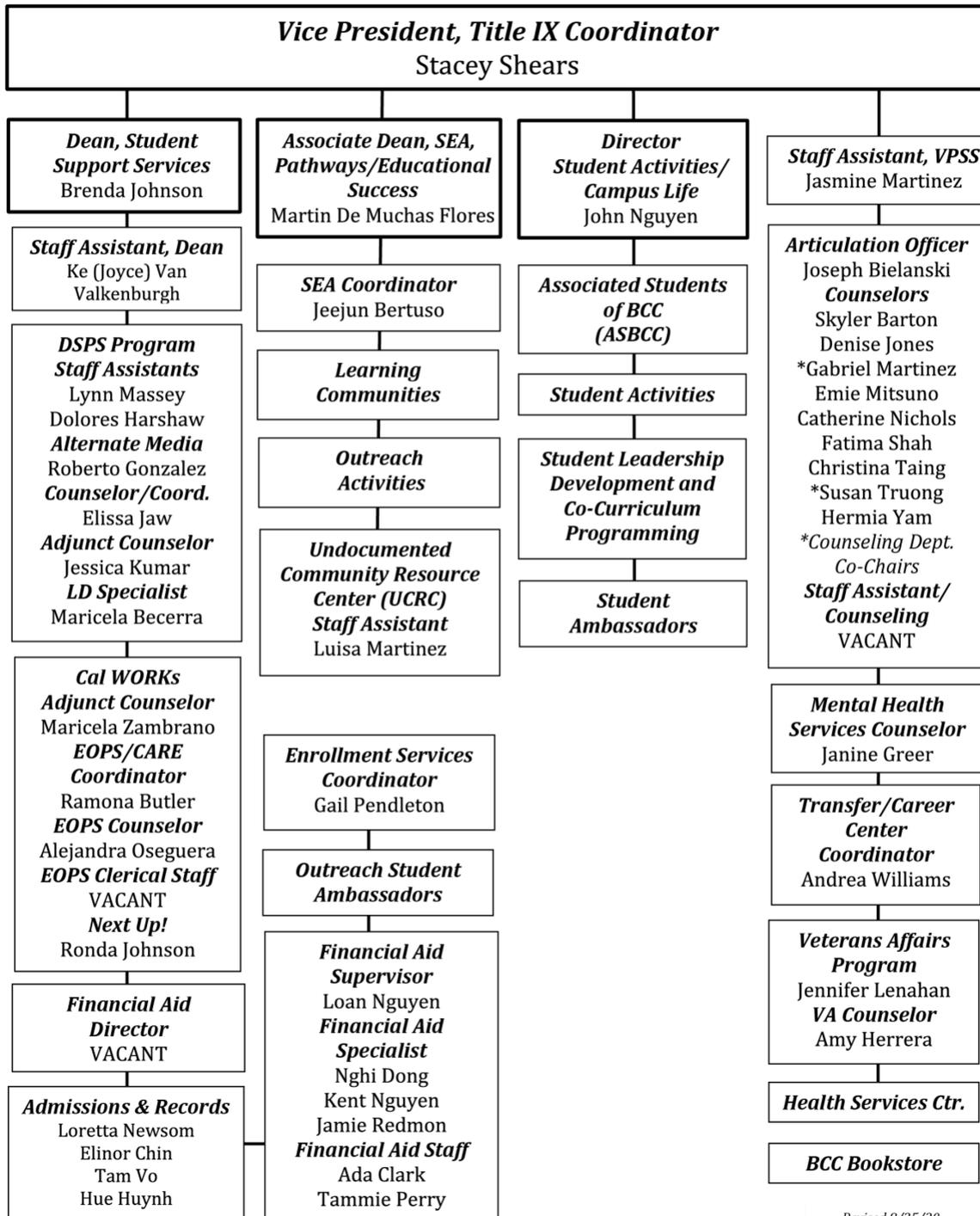


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OFFICE OF INSTRUCTION - 2020-21



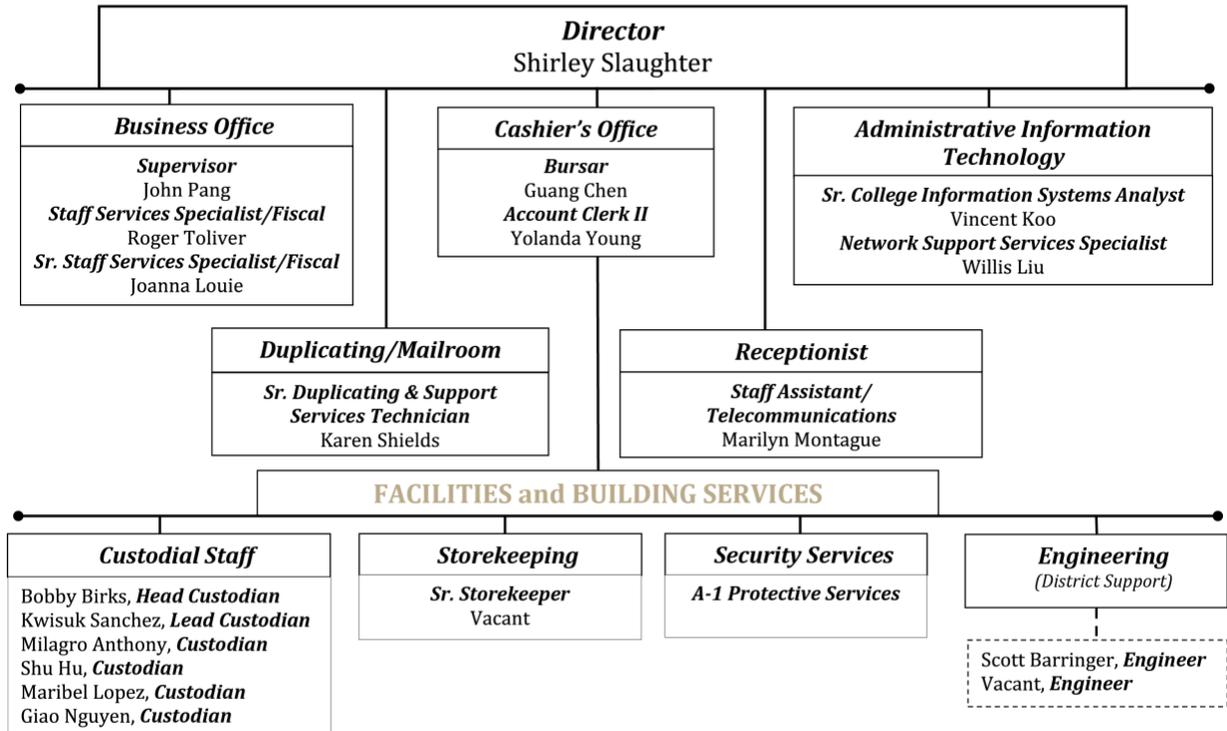
STUDENT SERVICES 2020-21



Revised 8/25/20



BUSINESS and ADMINISTRATIVE SERVICES - 2020-21



Accreditation Functional Map

As one of four colleges in the Peralta Community College District, Berkeley City College shares responsibility for the leadership and oversight of several functions and processes with the District Services team. The following functional map outlines the responsible party (College, District, or shared) for functions and/or processes as they relate to each accreditation standard.

Primary Responsibility (P) denotes leadership and oversight of a given function including design, development, implementation, assessment, and planning for improvement.

Secondary Responsibility (S) denotes support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility.

Shared Responsibility (SH) denotes the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function, e.g., district and college mission statements.

Current Standards	Responsibility	
	College	District
<p>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</p> <p>The institution demonstrates a strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.</p>		
A. Mission		
<p>I.A.1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)</p>	P	S

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
I.A.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S

B. Assuring Academic Quality and Institutional Effectiveness

<i>Academic Quality</i>		
I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	
I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	
I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	
<i>Institutional Effectiveness</i>		
I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	
I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	
I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	S

C. Institutional Integrity		
I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)	P	S
I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	
I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	
I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	SH	SH

1.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	
I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	SH	SH
I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	P	
I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	
I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	SH	SH
I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	
I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	S
I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	S

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	P	S
I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	S	P

	College	District
<p>Standard II: Student Learning Programs and Support Services</p> <p>The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.</p>		
A. Instructional Programs		
II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S

<p>II.A.2. (Applicable to institutions with comprehensive reviews scheduled after Fall 2019) Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.</p>	P	S
<p>II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.</p>	P	
<p>II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.</p>	P	
<p>II.A.5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)</p>	P	
<p>II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)</p>	P	
<p>II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.</p>	P	
<p>II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.</p>	P	
<p>II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)</p>	P	

<p>II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)</p>	P	
<p>II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.</p>	P	
<p>II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)</p>	P	S
<p>II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.</p>	P	S
<p>II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.</p>	P	S
<p>II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</p>	P	S

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S
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B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	S

C. Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S
II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S
II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH

Standard III: Resources	College	District
<p>The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).</p>		
A. Human Resources		
<p>III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.</p>	SH	SH
<p>III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)</p>	P	S
<p>III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.</p>	P	S
<p>III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</p>	S	P

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	N/A	N/A
III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S
III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	
III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	P	S
III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH
III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P

B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH
III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P/SH	S/SH

C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.	P	S
III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	P	S

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	P	S
III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S

D. Financial Resources		
<i>Planning</i>		
III.D.2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	S	P
<i>Fiscal Responsibility and Stability</i>		
III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	S	P
III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	P
III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH

III.D.8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	SH	SH
III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
Liabilities		
III.D.11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post- Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.		P
III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH
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Contractual Agreements

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	SH	SH
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<p>Standard IV: Leadership and Governance</p> <p>The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.</p>	College	District
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A. Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	S
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IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	P	S
IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	S
V.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	P	S
IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	S
IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

B. Chief Executive Officer		
IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	
IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	
IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	
IV.B.6. The CEO works and communicates effectively with the communities served by the institution.	P	

C. Governing Board		
IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)		P
IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.		P
IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.		P
IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)		P

<p>IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.</p>		P
<p>IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.</p>		P
<p>IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.</p>		P
<p>IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.</p>		P
<p>IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</p>		P
<p>IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.</p>		P
<p>IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 11)</p>		P
<p>IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.</p>		P

<p>IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.</p>		P
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D. Multi-College Districts or Systems		
<p>IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.</p>		P
<p>IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.</p>		P
<p>IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.</p>		P
<p>IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.</p>	S	P
<p>IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.</p>	S	P

<p>IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.</p>	<p>SH</p>	<p>SH</p>
<p>IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</p>		<p>P</p>

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Peralta Community College District (PCCD) derives its Governing Board authority from California Education Code 70902 and from its status as the elected community entity holding the institution in trust for the benefits of the public.

Berkeley City College (BCC) is a public two-year California Community College accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard Site 204, Novato, California 94949, a regional accrediting body recognized by the U.S. Department of Education ([ER1-01 ACCJC Reaffirmation Letter 2017](#)). Berkeley City College has been continuously accredited by the ACCJC of the Western Association of Schools and College since June 1977.

Berkeley City College is also authorized by the California Community Colleges Chancellor's Office (CCCCO) to offer educational programs in accordance with the requirements of the Board of Governors of the California Community Colleges and with California Education Code.

The degrees and certificates that the College is authorized to award are listed in the CCCCCO Curriculum inventory ([ER1-02 COCI Program Report](#)).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Berkeley City College is operational. During the 2018-2019 academic year, the College's total student headcount was 11,111. Of these, 11,060 were enrolled in degree-applicable credit courses. During 2018-2019 academic year, the College awarded 407 Associate Degrees to 322 of students. The course completion rate for 2018-2019 academic year was 68%, an increase of 2% from the previous year regardless of a decline in enrollment ([ER2-01 2020 ACCJC Annual Report](#)).

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Berkeley City College offers 36 associate degree programs that include 18 Associate Degrees for Transfer. Each of these programs is designed to be two years in length ([ER3-01 BCC Catalog 2020-2021, p. 55 Associate Degree and Certificate Program](#)). In addition, Board Policy (BP) and Administrative Procedure (AP) 4025 clearly indicates the philosophy and criteria for Associate Degree and General Education ([ER3-02 AP BP 4025](#)). Evidence of meeting this eligibility requirement appears in the narrative responses for Standards I.A, I.C, and II.A.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Berkeley City College’s Chief Executive Officer is Dr. Angélica Garcia, the College’s 11th President, who began her tenure on May 7, 2020. Dr. Garcia was appointed by Peralta Community College District (PCCD) Governing Board as the President of the College on April 7, 2020 ([ER4-01 Governing Board minutes April 7, 2020](#)).

The president’s full-time responsibility is to the College and reports directly to the PCCD Chancellor. The President is responsible for administering all applicable law, regulations, policies, and procedures and for making required decisions as delegated by the Chancellor. The President also ensures that the College provides an excellent learning environment that improves the quality of life and well-being of its community members and fosters high levels of access and success for all students. The President is also responsible for ensuring that the College’s continued focus is to promote diversity, inclusion, and social justice where the achievement gap among marginalized student populations are to be decreased and eliminated. The President’s other significant responsibilities are to building and maintaining community and industry partnerships, facilitating a positive environment for participatory governance, and ensuring the institution engages in long-range and strategic planning, and providing leadership for continued compliance with accreditation standards ([ER4-02 Berkeley City College President Posting and Job Description](#)).

Neither the President nor the Chancellor serves as the chair of the Governing Board.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Berkeley City College, through the Peralta Community College District, is funded through processes and plans that ensure adequate resources to support the mission of the College. Fiscal

accountability is delegated to the PCCD Chancellor and the Vice Chancellor of Administrative Services and is supported through both internal and external auditing per BP and AP 6250 and 6300 ([ER5-01 BP AP 6250 Budget Management](#)) ([ER5-02 BP AP PCCD Financial Management and Accounting Manual](#)).

PCCD provides for an annual fiscal audit of its federal, state, grant, foundation, and bond funds by an independent accounting firm. PCCD audit reports are presented at variety of district committees and council meetings, including the District's Planning and Budget Committee (PBC), Participatory Governance Council (PGC) [KH2] and Citizen's Bond Oversight Committee (CBOC) ([ER5-03 PCCD Audit Report 2019-2020](#)).

Evidence List

ER1-01 Accreditation Reaffirmation letter from ACCJC (most recent one)
ER1-02 COCI Program Report
ER2-01 ACCJC 2018-2019 Annual Report
ER3-01 BCC Catalog 2020-2021 P. 55 Associate Degree and Certificate Program
ER3-02 AP BP 4025 Associate Degree and General Education
ER4-01 Governing Board minutes April 7, 2020
ER4-02 Berkeley City College President Posting and Job Description
ER5-01 AP BP 6250 Budget Management
ER5-02 APBP Financial Management and Accounting
ER5-03 PCCD Audit Report 2019-2020 (most recent)

F. Certification of Continued Institutional Compliance with Commission Policies

Berkeley City College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment *Regulation citation: 602.23(b).*

Berkeley City College maintains an accreditation webpage that is linked to the College homepage. Visitors may click on the “Accreditation” link on the homepage. Alternately, they can click on the “Menu” link on the homepage, then the “Accreditation” link under “About/Administration.” ([F-01 BCC Accreditation Page](#))

The Accreditation page includes links to information and resources about the College’s self-evaluation efforts and opportunities for the campus and community to provide input regarding the self-evaluation. It also includes notice of the Commission’s March 2021 team visit. In addition, the College has solicited input and comments through campus governance and operational committees as well as developed a mechanism for the campus community at large to provide feedback on the Institutional Self Evaluation Report (ISER) ([F-02 BCC Community Feedback](#)). In Spring 2019 and during the 2019-2020 academic year, the College’s Accreditation Liaison Officer (ALO) coordinated and held an accreditation presentation/training by Dr. Staphanie Droker of ACCJC on September 26, 2019 ([F-03 Dr. Droker Presentation 9-26-19](#)) along with multiple information sessions and updates through Participatory Governance committees. Beginning in 2018-19, accreditation updates were given by the College’s ALO during Flex Days to the college community at large and for their engagement. On May 26, 2020, the College’s ALO presented an update to the Governing Board members regarding Berkeley City College’s progress made on the ISER production process (F-04 Accreditation Presentation BOT 5-26-20). The College also presented the ISER draft to the Board of Trustees twice before submitting the final draft for approval in November 2020.

The College complies with the Commission Policy on rights and Responsibilities of the Commission and Member Institutions on third party comments.

Standards and Performance with Respect to Student Achievement *Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

Berkeley City College integrates data on student performance and achievement in the program review and strategic planning within the Educational Master plan process. Evidence of

compliance with performance and reporting with respect to student achievement is documented in Standards I.B and II.A. These data are linked to the planning, resource allocation, and decision-making processes. As part of the BCC's Strategic Plan 2018-2020 ([F-05 BCC 2018-2020 Strategic Plan](#)), the college has set performance standards that are aligned with the PCCD's strategic plan and that is also in alignment with the California Community College Chancellor's Office Vision for Success ([F-06 Vision 2022 BCC Strategic Plan Alignment](#)).

The College complies with the Commission Policy on standards and Performance with Respect to Student Achievement.

Credits, Program Length, and Tuition

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

The College's credit hour assignments and degree program lengths fall within the range of good practice in higher education. Berkeley City College adheres to widely accepted minimum program lengths for associate degrees. Credit hours are assigned locally by the College's Curriculum Committee and in accordance with the California Community Colleges Program and Course Approval Handbook (7th edition), Board Policy 4020, and Administrative Procedure 4020, which align with common practices in higher education ([F-07 PCAH](#), [F-08 BP 4020 Program Curriculum and Course Development](#), [F-09 AP-4020 Program Curriculum and Course Development](#)). The Berkeley City College Curriculum Committee, which is a subcommittee of the college Academic Senate, conducts established curriculum review and approval processes. The Technical Review Subcommittee reviews technical requirements and content of new and existing courses and programs. All programs and courses are approved by the Curriculum Committee (Peralta Council on Instruction, Planning, and Development) and Governing Board prior to being offered. Curriculum actions are sent to the Chancellor's Office for the California Community Colleges. Tuition is consistent across all courses and programs and is set by the California legislature based on the number of units in which a student is enrolled. Additional information on course credit, program length, and tuition is located in the College's response to Standards II.A.5, II.A.9, and I.C.6.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer policies are disclosed to students and the public through the College Catalog ([F-10 BCC Catalog 2020-21 p26-39](#)). The College articulates courses with other institutions through the Common Course Numbering System (C-ID) in order to facilitate the transfer of credit for students enrolling at and transferring from Berkeley City College. The College has articulation agreements with UCs and CSUs that are available in ASSIST.com. Additional information regarding transfer of credit policies and disclosures are included in the College's response to Standard II.A.10.

Distance Education and Correspondence Education

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

Berkeley City College has processes, policies, and procedures for defining, creating, and validating distance education (DE) coursework consistent with U.S. Department of Education (USDE) definitions and aligned with California State regulations and California Community College California Virtual Campus Online Educational Initiative (CVC OEI) recommended practice. Evidence of college policies related to distance education appears in Standard II.A.2.

In March 2020, the COVID-19 pandemic shifted our teaching and learning – literally overnight – from an in-person to 100 percent online modality. Berkeley City College has been approved both by the California Community College Chancellor’s Office and ACCJC for the Emergency Distance Education Blanket Addendum for spring 2020, summer 2020 and fall 2020 ([F-11 Emergency Temporary DE Blanket Addendum Summer and Fall](#)). There is an explicit plan as to how the College will ensure that all courses will be ready for online teaching in time for spring 2021 per the local curriculum committee standards and practices. Berkeley City College, along with three other colleges within the District, is ensuring that Administrative Procedure 4105 ([F-12 AP 4105 Distance Education](#)) will be met in order for the faculty to teach courses fully online during spring 2021.

Distance Education versions of courses have the same student learning outcomes and Course Outline of Record as their face-to-face counterparts. All online classes at Berkeley City College are of the same quality and are held to the same standards as face-to-face and hybrid classes. The College’s Curriculum Committee reviews each course for appropriateness for distance education offering and ensures the course meets established standards for quality and regular and effective contact ([F-13 Curriculum Committee DE approval form](#)).

Students enrolling in distance education courses must provide a username and password in order to access the Canvas learning management system. Canvas connects to the student information system and verifies the student’s identity with their College login credentials. All communications with students are conducted via their official email of record with the College and through Canvas.

The Peralta Community College District technology infrastructure meets the needs of distance education courses and programs. Resources that need to support online learning are identified through the program review process.

The Distance Education Coordinators for the four Colleges maintain a Distance Education web page and includes a Distance Education Handbook and other important Distance Education materials.

The college does not offer Correspondence Education. Additional information regarding Distance Education can be found in the responses to Standard II.A.7, II.B.1, and II.C.1

Student Complaints

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

Berkeley City College has clear policies and procedures in place for handling student complaints. The District Administrative Procedure 5530 Student Rights and Grievance Procedure ([F-14 AP](#))

[5530 Student Rights and Grievance Procedure](#)) outlines the student grievance and due process procedure and is published in the college catalog and is posted on the Student Services website ([F-15 Student Service-Grievance Procedure](#)). Evidence of these policies and procedures appear in Standard I.C.2 and Standard II.C. The college maintains confidential records on student complaints in the Vice President of Student Services Office. Records of formal complaints of harassment or discrimination are confidentially stored in the PCCD Human Resources Office. The College's accreditation status is published on the College website. Programmatic accreditation information is located on the website for specific programs. Contact information for ACCJC is provided on the College's Accreditation 2021 webpage, and the process for reporting a complaint to the Commission is outlined on both the Accreditation webpage and Student Affairs webpage.

Institutional Disclosure and Advertising and Recruitment Materials

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

Berkeley City College provides accurate and current information to students and to the public regarding programs and policies through the College Catalog and the College website. The Catalog is updated annually, with addenda published as appropriate, to ensure up-to-date information is provided to students. The Office of Instruction produces the Catalog and collects updated information on departments and programs each year. The College website also serves as a method for conveying information to students and the public. The website is updated on an ongoing basis as new information becomes available. The College's accreditation status is clearly communicated to students and the public through the Catalog and the accreditation webpage.

Additional information regarding institutional disclosure and recruitment materials can be found in the College's response to Standard I.C.1, I.C.2., I.C.5, and I.C.12.

Title IV Compliance

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

Berkeley City College and the Peralta Community College District is currently addressing fiscal monitoring process per the Commission's Policy on Monitoring Institutional Performance. The response will be submitted to the Commission by November 1, 2020 ([F-16 Response to January 27, 2020 letter](#)).

In Accordance with Board Policy 5130 Financial Aid ([F-17 BP 5130 Financial Aid](#)), College's Financial Aid office staff conducts a compliance review annually in accordance with the U.S. Department of Education's Federal Student Aid Self-Assessment Guide, and department staff regularly participates in workshops, trainings, and conferences to stay current on compliance-related information.

The College addresses any issues raised by the US Department of Education and responds to requests for information in a timely manner. The College's student loan default rates for the previous three years fall within the acceptable range noted in federal guidelines. The College's most recent student loan default rates for the most recent cohort (2017) were 16.1%, well below the 30% threshold. The College maintains a current Program Participation Agreement with the U.S. Department of Education. The Current agreement is approved through December 31, 2023. Berkeley City college ensures compliance with the Commission Policy on Contractual Relationship and Title IV requirements through its Financial Aid Office compliance review processes, and college Business Office reviews, with oversight by PCCD Business Services, as outlined by Board Policy and Administrative Procedure 6300 ([F-18 BP 6300: Fiscal Management and Accounting](#)) ([F-19 AP 6300: General Accounting](#)).

Evidence List

F-01 BCC Accreditation Page

[F-02 BCC Community Feedback](#)

[F-03 Dr. Droker Presentation 9-26-19](#)

F-04 Accreditation Presentation BOT 5-26-20

[F-05 BCC 2018-2020 Strategic Plan](#)

[F-06 Vision 2022 BCC Strategic Plan Alignment](#)

[F-07 PCAH](#)

[F-08 BP 4020 Program Curriculum and Course Development](#)

[F-09 AP-4020 Program Curriculum and Course Development](#)

[F-10 BCC Catalog 2020-21 p26-39\)](#)

[F-11 Emergency Temporary DE Blanket Addendum Summer and Fall](#)

[F-12 AP 4105 Distance Education](#)

F-13 Curriculum Committee DE approval form

[F-14 AP 5530 Student Rights and Grievance Procedure](#)

[F-15 Student Service-Grievance Procedure](#)

F-16 Response to January 27, 2020 letter

[F-17 BP 5130 Financial Aid](#)

[F-18 BP 6300: Fiscal Management and Accounting](#)

[F-19 AP 6300: General Accounting](#)

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates a strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

I.A1: The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Berkeley City College is a non-profit, open-access California Community College, offering programs in support of student transfer to four-year institutions, associate degree programs, certificate programs, workforce preparation, and developmental education.

The College’s Mission, Vision, and Values statement ([I.A1-01 Mission Vision Values 2020](#)) defines its overarching purposes in terms of its broad range of educational opportunities, as described above, serving diverse students from all communities served, and its commitment to student learning, student achievement, and student success.

The 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.

To accomplish this mission, the College offers comprehensive academic programs:

- Associate of Arts
- Associate of Science
- Associate Degrees for Transfer (ADT)
- Certificates of Achievement and Certificate of Proficiency (primarily focused on Career Education programs)
- Fundamental skills courses*

*While the College offers some fundamental skills courses in Math, English, and English for Speakers of Other Languages (ESOL), it has moved to a focus on placing students directly into

college-level or transfer-level courses in these disciplines with or without support, which is in alignment with California’s AB 705 legislation.

The College’s Mission appears on the College website and is published in primary documents including the College catalog and Educational Master Plan ([IA1-02 EMP Mission Statement](#)). In addition, the mission statement appears in the Peralta Community College District (PCCD) Board Policy 1200 ([IA1-03 BP 1200](#)). The statement indicates that the institution’s broad educational purpose is to “provide accessible, high quality educational programs and services to meet the needs of our multi-cultural communities: that lead to transfer to four-year institutions, associate degrees, certificates in career education, and post-employment opportunities.” This section also indicates the types of degrees and certificates offered.

The College’s Vision describes Berkeley City College as an innovative, student-centered learning community dedicated to academic excellence, collaboration, equity and social justice. Values associated with the College’s Mission and Vision include: a focus on academic excellence and student learning, a commitment to multiculturalism and diversity, a commitment to preparing students for citizenship in a diverse and complex changing global society, a commitment to a quality and collegial workplace, and a focus on the importance of innovation and flexibility.

Analysis and Evaluation

The College’s mission statement is appropriate to an institution of higher learning and accurately reflects its broad educational purposes. The College’s Mission, Vision, and Values identify the educational purpose, intended student population, and the types of degrees, credentials, and certificates the institution offers. The College’s Mission expresses a strong institutional commitment to student learning and student achievement.

IA2: The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Berkeley City College revised its mission statement in March 2020 ([IA2-01 Peralta-Governing-Board-Meeting-Agenda-March-24-2020](#)) in order to reflect the College’s new, fully vetted strategic plan and priorities.

The College utilizes a variety of data to determine how its mission is meeting the educational needs of its students. This is accomplished by an analysis of data in the program review process, which is a three-year cycle of comprehensive program review and ([IA2-02 2018-19 Program Review Template](#)) annual program updates ([IA2-03 2019-2020 APU Instructional-Services-Admin-APU-Template-2019-20](#)). The data collected during program review ensures that the College regularly reviews its programs and services to assure they reflect the Mission, Vision, and Values and the College’s commitment to student learning and achievement. Program review also identifies areas for program improvement and innovation, which in turn guide College planning and resource allocation.

The College uses learning outcomes assessment results at the course, program, and institutional levels on a regular cycle that are led by the College's Assessment Committee. The committee facilitates regular monthly meetings ([I.A2-04 Student Learning Outcomes Assessment Committee Meeting Calendar Website](#)). The meetings are coordinated by a faculty chair and represented by discipline faculty liaisons including student services and the library ([I.A2-05 Charge of Student Learning Outcomes Assessment Committee Participatory Governance Manual](#), [I.A2-06 Student Learning Outcomes Committee Members Website](#)). Course- and program-level assessments are on a three-year cycle, and assessment of institutional learning outcomes is currently on a four-year cycle from 2019-23. ([I.A2-07 BCC Assessment Master Schedule 2018-2021](#)). Outcomes of the data analysis are used to improve course, program effectiveness, and services that the College provides and make necessary changes to meet the goals of the College mission. The Teaching and Learning Center (TLC), led by faculty co-chairs, coordinates and facilitates opportunities for professional development, faculty inquiry discussions, and innovative course and program improvements.

Through the Integrated Planning Committee (IPC) and the Roundtable for Planning and Budgeting ([I.A2-09 Charge of IPC and Roundtable Participatory Governance manual](#)), which include representatives from the faculty, administration, students, and classified staff, the College annually reviews its mission and vision, and strategic goals that drive planning and resource allocation to improve the educational needs of students. The Integrated Planning Committee and Roundtable for Planning and Budgeting Committee analyze data to assess how effectively the College is accomplishing its mission and goals and broadly through an annual retreat in the spring or summer ([I.A2-10 Roundtable-Agenda-05-29-2019-Retreat](#)) and communicates these results to ensure the College creates a shared understanding of its strengths and weaknesses and sets appropriate priorities to meet the educational needs of students.

The Scorecard is the College's strategic management tool that translates the College's mission and vision into meaningful indicators that are directly linked to the College's Strategic Goals and Initiatives. It is referenced in the College's Education Master Plan, ([I.A2-11 Educational Master Plan 2016-2021](#)) which provides a guiding foundation for how the College will pursue its mission. The Scorecard is revisited periodically to see if revisions are needed to better align with the College's Strategic Goals and Initiatives. The Scorecard is completed annually and posted on the College's website. Institutional research is charged with the annual assessment of the institution's effectiveness. Stakeholders discuss the effectiveness of the process and the need to reconsider any of the specific benchmarks. In this way, the College ensures broad input into the periodic development and modification of the mission and vision statement and coordinated assessment in the College's Scorecard, incorporating it into all of the institution's efforts to advance student learning and achievement.

To ensure that Berkeley City College establishes and supports student learning programs and services aligned with its purposes, district institutional research and the College institutional researcher develop and maintain current research focused on student success indicators disaggregated by disproportionately impacted groups. This research is distributed on the website ([I.A2-12 Peralta Equity Data Dashboards](#)) [MOU4] and as evidence during Integrated Planning Committee, Roundtable for Planning and Budgeting, and participatory governance meetings. The research resulting from the District and the College's institutional research offices are used to facilitate discussions on the research findings, inform educational, technology, and facilities

master planning, and guide program review coordination to ensure that evidence informs program planning that meets student needs.

Analysis and Evaluation

The College consistently evaluates how well it is accomplishing its mission and meeting the needs of students. The College's strategic goals, education master plan, and equity plan are all aligned to the College mission and vision statement. Each plan includes data and well thought out data information collecting process that includes degrees, certificates and student success milestones disaggregated by race, gender and other prioritized groups. The robust data and process demonstrate how the college moves to connect assessment evaluation, inquiry, innovation and review. The college is actively invested in a cycle of improvement guided by its mission and vision.

I.A3: The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The College's academic and support services are closely aligned with its mission. The College's mission, vision, and values serve as the overarching framework for college-wide planning, decision-making, evaluation, and improvement.

The College's institutional planning such as the Education Master Plan, Integrated and Strategic Enrollment Management Plan, ([I.A3-01 BCC-EMP-2016-final6.21.2016](#), [I.A3-02 BCC-Enrollment-Management-Plan v.6](#)), Guided Pathways plan [MOU1] ([I.A3-03 Guided Pathways Workplan 2019](#)), Technology Plan ([I.A3-04 2018-2023-BCCTechnologyPlanupdated 3-9-2020final](#)) and Student Equity and Achievement Plan ([I.A3-05 Student-Equity-Plan-2019-2020 final](#)) ensure achievement of the College's mission. Updates are made to each plan after an ongoing process of data collection and analysis, research, and assessment. The Education Master Plan encompasses the Strategic Goals and Initiatives of the institution pertaining to student learning and student achievement.

As part of the courses and programs offered, the College provides student and academic support services aligned to the college mission in order to support students in meeting their educational goals. These academic support services include tutoring (including embedded tutoring), supplemental instruction, English writing lab and the Library, as well as student services including orientation, counseling, and student educational planning ([I.A3-06 Student Services webpage](#)).

The College utilizes a program review process to ensure programs and services are aligned with its mission and vision. The program review process includes the participatory governance structure and committees that include resource allocation decision making. The Program Review asks programs to respond to prompts linked to strategic goals, analyze student enrollment and outcome trend data, identify equity and opportunity gaps, analyze and discuss student learning

outcomes at course, program, and services levels, and connect resource allocation requests ([I.A3-07 2020-21 APU Template with Resource Request](#)).[MOU1].

The College has made incremental progress in the last couple of years regarding the resource allocation decision making [2] that is led by the College's mission. In the 2019-2020 year, the Annual Program Update (APU) was conducted by each department, program and service area at the college where the results were validated by the Integrated Planning Committee (IPC), then the results were shared with pertinent participatory governance committees: Technology Committee, Classified Senate (for staffing needs and review), Facilities Committee, and Professional Development Committee. Each committee, using the rubric provided by IPC, ([I.A3-08 19-20 Program Review \(and APU\) Timeline](#), [I.A3-09 Resource Request Rubric Template v2](#).) recommended requests by priority, then returned them to the College's Roundtable for Planning and Budgeting for decision making. During 2019-2020 for 2020-2021 budget planning for resource allocation, the Committee reviewed the current available categorical funds including parcel tax and other categorical funds available for potential allocation for their requests to support the needs. ([I.A3-10 IPC Budget Allocation Committee Agenda 9.10.2020](#)). For 2020-2021 Annual Program Update (APU) and Resource Allocation process, newly identified Resource Allocation Sub Committee, consisted of members from the IPC and Roundtable for Planning and Budgeting, will receive departments, programs, and services' prioritized resource requests and make recommendation for resource allocation. Once identified, the recommendation will go to the Roundtable for Planning and budgeting and then to the College President ([I.A3-11 Roundtable Minutes from 9-14-20](#)).

Analysis and Evaluation

The College's programs and services are aligned with its mission and strategic goals. The College's mission, vision, values and strategic goals serve as the overarching framework and foundation for institutional planning, decision-making, and resource allocation. The College's mission informs college strategic goals for student learning and achievement.

I.A4: The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College's mission is published in multiple locations including the college catalog ([I.A4-01 BCC Catalog Mission Statement](#); [I.A4-02 Mission Vision Values](#))[MOU1, Educational Master Plan ([I.A4-03 Mission Educational Master Plan 2016-2021](#)) and Strategic Plan 2018-2020 ([I.A4-04 Mission BCC 2018-20 Strategic-Plan](#))].

The College's most recent mission statement, vision and values were approved by the Governing Board on April 12, 2016. To ensure that the mission accurately reflects the College's commitment to student learning and achievement, the College began reviewing its mission statement in the fall of 2019.

This review included input from stakeholders in the participatory governance committees and a college wide survey was conducted to solicit wider and broader feedback from the college

community ([I.A4-05 Mission revision survey summary](#)). Survey results were summarized and review and discussion were held at the College’s Roundtable for Planning and Budgeting and Institutional Planning Committee (IPC). While there were no major changes, the revised mission statement accurately reflects the current reality and commitments of the College. The mission and vision statement was approved by the Roundtable for Budget and Planning on March 9, 2020. The Peralta Community College District Board of Trustees on March 24, 2020 approved the revision and updates. ([I.A4-06 Peralta-Governing-Board-Meeting-Agenda-March-24-2020](#)) On an annual basis going forward, the college participatory governance structure, Roundtable for Budget and Planning, and Integrated Planning Committee will examine the mission and vision to have it reviewed and updated as needed. This is key as our mission and vision drives resource allocations for programs and student services and is the lens used to hold the College accountable. In addition, student input will be solicited broadly from the student body and the Associate Students of Berkeley City College. This process ensures that the College’s mission, vision, and values reflect current priorities and practices across the College. ([I.A4-07 Roundtable Agenda Minutes- 01-27-2020 Mission Survey](#))

Analysis and Evaluation

The College’s mission is widely published and follows a regular review and vetting process that includes broad input from college constituencies and participatory governance committees. As evidenced above, the mission statement, and the PCCD Governing Board reviews and approves the College’s mission statement.

Conclusions on Standard I.A Mission

The College demonstrates a strong commitment to a mission, vision, and values that emphasize student learning and student achievement. The College seeks to transform students’ lives as an innovative, student-centered learning community dedicated to academic excellence, collaboration, equity, and social justice. Drawing on analyses of quantitative and qualitative data, the College continuously plans, implements, evaluates, and improves the quality of its educational programs and services. The College’s programs and services are aligned with its mission, which guides institutional decision-making, planning, and resource allocation and informs institutional goals.

Evidence List

[insert list]

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B1: The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

The College engages in sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through formal college committees. This is clearly illustrated in the BCC Participatory Governance Handbook ([I.B1-01 Participatory Governance Manual - 2019](#)). The governance structure is purposefully designed to create systematic and regular dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College's Curriculum Committee, Assessment Committee, Program Review and Annual Updates, the BCC Strategic Plan, the Student Equity Plan, and BCC Educational Master Plan are some primary examples of how the College assures academic quality.

Student Outcomes

BCC's Assessment Committee is responsible for supporting a culture of assessment throughout the College, reviewing assessment processes and timelines, and reporting outcome data to the campus ([I.B1-02 Assessment Committee Participatory Governance Manual-2019](#)). Assessment of the Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs) occur via Curricunet Meta where performance target achievement, analysis and action plans for changes and improvements are recorded ([I.B1-03 Curricunet Global Studies AA-T](#)).

Dialog about SLOs occurs at the department level in specific programs of study and in student and administrative service areas. They are codified primarily through the program review process. The College has a three-year Comprehensive Program Review cycle and Annual Program Update (APU) is conducted annually between the cycles ([I.B1-04 19-20 Program Review APU Timeline 8-19-19](#), [I.B1-05 Online Program Review 2019](#), [I.B1-06 Online APU 2019](#)). Programs and service areas set goals, aligned with college-wide strategic priorities, to improve student outcomes and report on progress toward achieving these priorities on an annual basis. The College's Integrated Planning (IPC) Committee takes a critical role in the process of Program Review and Annual Update where the members validate each Program Review and Annual Update using a rubric to ensure that critical areas of information and analysis were completed, providing feedback to department, program, or services a necessary to help complete an accurate and meaningful report ([I.B1-07 Program Review Validation Form-Student Services](#) [I.B1-08 Program Review Validation Form-Anthro](#)).

Up to 2019-2020 academic year, the Program Review template was provided by the Peralta Community College District (PCCD) for Berkeley City College and three other sister colleges within the district. Beginning 2020-2021 academic year, each College developed its own Program Review or Annual Program Update (APU) template that aligns with the College's Mission, Strategic Priorities, and Accreditation requirements.

The Assessment Committee works closely with the Teaching and Learning Center (TLC), which provides an innovative space and opportunities for faculty to discuss and implement various options for course and program improvements ([I.B1-09 TLC Charge Participatory Governance](#)).

[Manual - 2019](#), including pedagogical practices both in a traditional classroom and online. Small faculty and staff-driven groups meet several times a semester to discuss, research, and implement changes to existing practices, services, or programs. These collaborative groups, known as Faculty Inquiry Groups (FIGs), Discuss-Apply-Reflect Tools Workshops (DARTs), or Action Plan Projects for Learning Excellence (APPLEs), are often cross-disciplinary, and present inventive responses and actions to the BCC community at the end of the year. The committee also provides coaching and training sessions individually and in groups throughout each semester to assist faculty with the use of Curricunet and Canvas as well as approaches for effective analysis and plans for continuous improvement. More informal social gatherings in person and online offer a less structured, yet highly effective space for faculty to discuss best practices for day-to-day and final course assessment, as well as for delivery of content, and community-building within the classroom ([I.B1-10 News from the TLC](#)).

Student Equity

The College's 2019-2020 Student Equity Plan clearly identifies the college's goals in terms of decreasing the achievement gap for students ([I.B1-11 Student-Equity-Plan-2019-2020](#)). In Fall 2019, the College made a commitment to establish an Associate Dean of Educational Success and Student Equity and Achievement Program to ensure that equity among students is at the forefront of the College's work as indicated in the 2018-2020 Strategic Plan. [MOU2] Most recently, Berkeley City College received a Title V Hispanic Serving Institution grant: Conocimiento Los Caminos with \$3.5 million over five years which will enable the College to address elimination of achievement gap for the Latin X students.

Academic Quality

The College ensures that established structures and processes provide regular and in-depth dialog on student outcomes. The College's curriculum review process by the Curriculum Committee, program review process, and the assessment process (SLOs, PLOs and ILOs in instruction, student services and administrative services) ensure that the academic quality is met. The Curriculum Committee, a subcommittee of the Academic Senate, ensures that curriculum meets state and federal guidelines and regulations. The Committee sets a five-year review cycle for non-Career Education (CE) and two-year review cycle for CE courses. SLOs are reviewed thoroughly through the curriculum review process, which ensures that appropriate standards and rigor are applied to each course ([I.B1-12 BCC Curriculum review process](#)).

Institutional Effectiveness and continuous improvement of student learning and achievement

The College's Integrated Planning Committee, a subcommittee of the Roundtable for Planning and Budgeting, ensures that the College's Program Review and Annual Program Update process, Strategic Planning process, Educational Master Planning process, and Accreditation process are reviewed and updated in a timely fashion, providing opportunities to review data against goals and share recommendation to appropriate participatory governance committees, eventually to the Roundtable for Planning and Budgeting ([I.B1-13 Institutional Planning calendar](#)).

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Analysis and Evaluation

The College demonstrates sustained, substantive, and collegial dialog about student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. As validated by the curriculum review, program review, and assessment (SLOs, PLOs, and ILOs) processes, as well as college-wide planning, evaluation and improvement efforts, the College demonstrates substantive and collegial dialog about student success, equity, academic quality and institutional effectiveness.

I.B2: The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Assessment plans are embedded in the program review and annual program review process to ensure completion of assessment activities. The Assessment Committee, in conjunction with the Teaching and Learning Center (TLC) coordinator, organizes and provides orientation and training for assessment activities and the use of CurricuNet Meta for the input of data. The TLC also hosts workshops and opportunities for faculty to discuss assessment outcomes in order to improve their goals to increase student success ([I.B2-01 Sample Assessment Report Fall 2020](#)). In addition, the TLC serves to "close the loop" on assessments by providing a venue for faculty to collaboratively arrive at and implement action plans related to assessment findings. "Focused inquiry groups" (FIGs) ([I.B2-02 FIGs: Focused Inquiry Groups - Teaching and Learning Center](#)) are used primarily to develop action plans, and the "action plan projects for learning excellence" (APPLEs) are used to implement those plans ([I.B2-03 APPLEs: Action Plan Projects for Learning Excellence - Teaching and Learning Center](#)).

During the 2018-2019 academic year, the College made a concerted effort to ensure that all Student Services and Administrative services outcomes were completed. Service Area Outcomes (SAOs) for Student Services and Administrative Services were completed, reviewed

and approved by the Roundtable for Planning and Budgeting ([I.B2-04 Roundtable-Minutes-11-18-2019-Final SAO for Student Services and Instruction](#)).

Each Certificate and Degree offered at Berkeley City College (BCC) has Program Learning Outcomes (PLOs) and they are also cited in the College's catalog ([I.B2-05 ADT English](#), [I.B2-06 Certificate Education](#)) and PLOs are reviewed by the Curriculum Committee and are on Curricunet.

Institutional-level learning outcomes (ILOs) include seven components: Communication, Critical Thinking, Computational Skills/Quantitative Reasoning, Ethics and Personal Responsibility, Global Awareness and Valuing Diversity, Information Competency, and Self-Awareness and Interpersonal Skills/Teamwork ([I.B2-07 ILO BCC Catalog](#)). The College's ILOs represent the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an Associate Degree at the College will be able to demonstrate all of the ILOs. All courses and programs at the College are designed to teach some or all of the ILOs. In addition, students achieve these ILOs throughout their experiences at BCC through student services and student services programs including extra and co-curricular experiences with the Student Government and other student activities. The College has a schedule for ILO assessment which is currently being implemented ([I.B2-08 ILO assessment schedule 2019-2023](#)).

During Spring 2020, the Assessment Committee initiated the process for assessing the College's Computational Skills/Quantitative Reasoning ILO. Data were collected from the math department and preliminary analysis was conducted, but this was disrupted due to COVID-19 ([I.B2-09 Assessment Committee Minutes 3-3-20](#)). At the same time, the process for creating a process and appropriate rubrics for assessing the College's Self-Awareness and Interpersonal Skills/Teamwork ILO was also initiated in Spring 2020. A task group within the Assessment Committee was formed, but its meetings and work were disrupted due to the mid-semester shelter-in-place orders related to COVID-19 ([I.B2-10 Assessment Committee Minutes 2-4-20](#), [I.B2-11 Assessment Committee Agenda 3-5-20](#), [I.B2-12 ILO meeting email](#)). One finding from this task group was the need for a deeper re-examination of the ILOs and need for a stronger and more regular college-wide process of ILO review and updating.

Analysis and Evaluation

The College has established learning outcomes and assessments for all courses and programs and for student learning and support services. Learning outcomes are assessed within the four-year assessment cycle for instructional programs and learning and student support services. The assessment results have led to evidence-based improvements for both instructional programs and student services.

I.B3: The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement and publishes this information. (ER 11)

Evidence of Meeting the Standard

Berkeley City College establishes institution-set standards for student achievement, appropriate to its mission, in order to assess how well it is achieving these goals and outcomes in pursuit of continuous quality improvement. The College’s institution-set standards of performance and core indicators of performance are reviewed by the college’s Roundtable for Budgeting and Planning ([I.B3-01 Roundtable-Minutes-03-23-2020-Final](#)) annually and are reported to ACCJC and to the community through Accreditation Annual Reports, which are posted to the College’s Accreditation website ([I.B3-02 2020 ACCJC Annual Report](#)).

Table I.B3-1. Berkeley City College’s ACCJC 2020 Annual Report on Institutional Set Standards

Institution Set Standards for Student Achievement	2016-17	2017-18	2018-19
List your Institution-Set Standard (floor) for successful student course completion rate:	64%	64%	64%
List your stretch goal (aspirational) for successful student course completion rate:	67%	67%	67%
List the actual successful student course completion rate:	66%	66%	68%
Number of certificates	2016-17	2017-18	2018-19
Institution-Set Standard (floor) for certificates:		351	358
Stretch goal (aspirational) for certificates:	358	418	434
Actual number or percentage of certificates:	344	409	410
Associate Degree (AA/AS)	2016-17	2017-18	2018-19
Institution-Set Standard (floor) for degrees:	375	383	391
Stretch goal (aspirational) for degrees:	372	391	412
Actual number or percentage of degrees:	414	440	410
Transfer	2016-17	2017-18	2018-19
Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	420	437	450
Stretch goal (aspirational) for the students who transfer to a 4-year college/university:	424	446	468
Actual number or percentage of students who transfer to a 4-year college/university:	550	529	479
Employment rates for Career and Technical Education Students*			
Program Examination	Institution set standard		2016-17 Pass Rate
Accounting	74%		70%
Animation	67%		63%
Biotechnology	71%		67%
Computer Graphics and Digital Imagery	57%		53%
Computer Programming (CIS)	83%		79%
Computer Software Development	89%		85%
Digital Media	63%		59%

Human Services	90%	86%
Multimedia Arts	69%	65%
Website design and development	54%	50%

**Actual pass rates are only available up to 2016-17 on the CCCCO's Strong Workforce Program's Success site.*

Berkeley City College Educational Master Plan 2016-2021 ([I.B3-03 BCC Educational Master Plan 2016-2021](#)), Strategic Plan, 2018-2020 ([I.B3-04 BCC Strategic Plan 2018-2020](#)), and Student Equity plan 2019-2020 ([I.B3-05 BCC Student Equity Plan 2019-2020](#)) include institutional set standards for student achievement, appropriate to the College's mission.

Assessment of the metrics in all BCC plans focus on disproportionately impacted student groups and aim to decrease the equity gap. In spring 2019, a Strategic Planning Retreat was held in an effort to align and focus BCC's Strategic Goals with various institution-set goals cited in various planning documents. The College's Educational Master Plan (EMP) 2016-2021 and Strategic Planning Goals 2018 – 2020 were mapped to the California Community College's Vision for Success to ensure alignment between the state chancellor's goals and our local area goals ([I.B3-06 RT052919-2022-Vision-BCC-Goals-Crosswalk-v2](#)). In addition, these goals are also aligned with the Peralta Community College Goals set by the Board of Trustees ([I.B3-07 RT052919-StatePCCD-Goals-Final-Draft-5.21.19-v1](#)). The aligned EMP and Strategic goals are the primary method to measure institutional effectiveness on a set of core indicators.

Assuring agreement and fidelity to the mission and vision of the district and the college as it connects to the district in serving the population. Alignment of goals supports the assessment of institution set goals that can be followed clearly between colleges and the district. Each year an annual retreat of the Roundtable for Budgeting and Planning and the Integrated Planning Committee ([I.B3-08 RT052019-FinalPCCD-GOALS-ALIGNED-WITH-VISION-FOR-SUCCESS5-10-2019-2-3](#)) gather to engage in the continuous improvement process.

In addition to establishing, reviewing, assessing, and improving institution-set standards for student achievement that are appropriate to the College's mission, the District and the College use aligned goals as a foundation for professional goals. They are used for administrative evaluation goal setting annually to ensure expected professional performance goals are aimed to achieve institution set standards ([I.B3-09 Management Performance Evaluations-Procedure & Timeline 08-18-20](#)).

The college has also used the multiple iterations of the college report card and the previous California Community College Chancellor's Office Student Success Scorecard to assess continuous improvement on institutional set goals. Standards in the Student Success Scorecard can be reviewed publicly on the College's website ([I.B3-10 Scored Card on Home - Berkeley City College](#)).

Regular review of the institution-set standards in the College's Educational Master Plan and Strategic Goals are reviewed in relevant participatory governance committees, including Roundtable for Planning and Budgeting and Integrated Planning Committee, where feedback on the metrics are analyzed and action plans for improvement are incorporated into the subsequent year's revised Strategic Goal indicators and related activities and impact sections to achieve the College's mission.

Major campus initiatives that represent opportunities for improvement of institution-set standards such as Learning Communities, AB705 implementation in Mathematics, English, and English for Speakers of Other Languages (ESOL) and Guided Pathways, intentionally connect their goals with the College's mission and strategic goals ([I.B3-11 Screenshot of Society of Scholars learning communities homepage](#), [I.B3-12 Learning Communities APU 2019](#)).

Analysis and Evaluation

The College's annual planning and evaluation processes establish institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving these goals in pursuit of continuous improvement, and communicates this information via its planning and evaluation website and through its participatory governance groups and committees.

I.B4: The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The College assesses student learning and achievement at the course, program, service, and institutional levels. The three-year cycle allows each program, service area, and administrative unit to develop an assessment calendar to ensure full completion by the end of the cycle. CurricuNet Meta is the assessment data tracking system that allows for curriculum updates and assessment data entries and summary reports ([I.B4-01 CurricuNet Meta](#)). Assessment guidelines, rubric, monitoring of assessment activities, as well as support are primarily provided by the College's Assessment Committee.

The purpose of the Assessment Committee is to ensure continuous improvement in all courses and programs (including instructional programs and student services) throughout the college, informed by quantitative and qualitative evidence and broad participation in analysis of evidence, in order to support the college mission ([I.B4-02 Assessment Committee charge](#), [Participatory governance handbook](#)). The committee meets monthly and it is coordinated by a Faculty Coordinator with a liaison from each instructional and student services department, appointed by the Department Chair. The Student Learning Outcomes Specialist assists the committee by preparing data, reporting on assessment progress, and supporting training on CurricuNet.

The Teaching and Learning Center (TLC), also coordinated by the faculty, works with the Assessment Committee in providing necessary professional development activities for faculty to develop innovative plans for improvement. FIGs, APPLEs, and Peer Observation Pools (POPs) are concrete mechanisms where faculty can receive support, exchange ideas, and collaborate across campus and disciplines to make innovative improvements for student learning and achievement ([I.B4-03 TLC Collaborative Projects - Teaching and Learning Center](#)).

In recent years, the College's Assessment Committee has gone through transitions in the faculty coordinator as well as a change in the assessment data management system (from Taskstream to CurricuNet Meta) that was implemented by the District office for the four colleges within the

Peralta Community College District (PCCD). The same changes were experienced by the TLC. Major effort was made to introduce CurricuNet Meta to the college community and to begin a new three-year cycle of assessment by the Assessment Committee, and new co-chairs for the TLC starting in the 2018-2019 academic year.

The College recognizes that the integration and effective use of SLO assessment data beyond the course and department levels needs improvement. The Assessment Committee conducted an assessment survey in May 2020 ([I.B4-04 BCC Assessment Survey](#)), aiming to identify specific challenges that the college community may be experiencing with the assessment ([I.B4-05 Assessment Committee Minutes 5-5-20](#)). The College went into shelter-in-place as of March 2020, due to the COVID-19 pandemic, and transitioned all courses to remote instruction for spring and summer 2020. This necessitated efforts to ensure continuity in instruction and student services, and provide support to faculty for necessary training in online education. Consequently, the College lost momentum to maintain established schedule for assessment. However, even with the delay, the College continued to identify, discuss, and make progress on the recommended changes to be made for its assessment process through discussions with the Academic Senate, Institutional Planning Committee (IPC), Department Chairs, Curriculum Committee, and Roundtable for Planning and Budgeting.

The Assessment Committee received 39 responses to the May 2020 online survey on barriers to SLO assessment completion. According to faculty responses, the most common barriers to SLO assessment completion related to lack of knowledge in updating SLOs; how to assess SLOs within the College's Learning Management System, Canvas; creating action plans following assessment; and data entry in CurricuNet ([I.B4-06 BCC Assessment survey results](#)). These identified barriers indicate a need for more training on steps in the assessment process and how to utilize platforms such as Canvas and CurricuNet. The Assessment Committee and the discipline liaisons reviewed and discussed the survey results and took proactive approach to supporting the department and discipline faculty ([I.B4-07 Completing SLO assessment strategies](#)).

Examples of the use of data in support of student learning and student achievement includes successful implementation of the Assembly Bill 705 (AB 705) ([I.B4-08 Math, English, and ESOL guided Self Placement page](#)). English, Mathematics and English for Speakers of Other Languages (ESOL) faculty and counseling faculty made use of completion data to drive assessment and placement changes that led to early adoption of Multiple Measure Assessment and Placement (MMAP) and curricular changes that led to the creation of support courses ([I.B4-09 Student Success Scorecard 2018](#)).

In organizing other institutional processes to support student learning and achievement, the College utilized enrollment data to address the issue of a large number of students "swirling" among the four colleges within the District. Vice Presidents of Instruction and Academic Senate Presidents from the four colleges met on a regular basis starting in spring 2019 ([I.B4-10 PDF example PDF of VPIs and Senate presidents meeting agenda](#)) to review data on student enrollment patterns and engage in discussions to identify specific action plans. The swirl is caused in large part by the close proximity of all four colleges within the district. The College, along with three sister colleges in the district, developed a comprehensive block schedule ([I.B4-](#)

[11 Peralta Block Schedule Template](#)) where all colleges have the same start and ending times for various units of courses. Block schedule implementation was realized during the fall 2020 semester, and the College is currently waiting for data on student enrollment patterns. Due to the COVID-19 pandemic, however, fall 2020 courses were drastically changed to an online modality. However, fully online courses offered synchronously adhered to the block schedule frame work. In Fall 2020, the College achieved 97% of the FTES target goal

In addition, in order to plan schedules that support student course taking and completion, the College developed Enrollment Management Dashboards using Microsoft’s Power BI and PeopleSoft’s BI Tool which include data that can be queried or filtered by terms, dating back 3 to 20 years. One commonly used enrollment management dashboard is the Targets Summary Report (see Figure X) which includes full-time equivalent student apportionment (FTES), faculty teaching load (FTEF), efficiency (WSCH/FTEF), FTES target to the goal and courses offered and scheduled times and dates at four colleges within the district.

Figure I.B3-1. Sample Enrollment Management Dashboard



The College’s Career Education (CE) Programs rely heavily on data, including external data from industry, the California State Chancellor’s Office, the Bay Area Community College Consortium (BACCC), and labor market information from the Centers of Excellence to monitor employability of the particular industry, required industry skills, living wages, and partnership opportunities available to align the College’s CE programs and make necessary changes. This supports students to be able to obtain living wage jobs in an industry related to their program of study at the College ([I.B4-12 CE program example of alignment with the industry skills and BCC program](#)).

Analysis and Evaluation

The College supports the use of data through departments, committees, and staff who produce and provide quantitative and qualitative data and provide assistance and training in the interpretation of data. The College utilizes student outcome and assessment data in collegewide and program level planning to support student learning and achievement.

Institutional Effectiveness

I.B5: The institution assesses the accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Through the three-year cycle of Comprehensive Program Review (CPU) and Annual Program Updates (APU) ([I.B5-01 PCU and APU Snapshots](#)), each instructional, student services, and administrative service unit shows how goals and resource allocation requests are aligned with the college mission, strategic goals, and other data related to student learning and achievement.

Up to 2019-2020 academic year, the Peralta Community College District (PCCD) Academic Affairs Office provided tools for CPU and APU for the four colleges. The Vice Chancellor of Academic Affairs (VCAA) worked closely with the institutional researchers from each college to develop, fine-tune, and finalize the CPU and APU tools. Beginning 2020-2021 academic year; however, a decision was made that each College develops its own CPR and APU template to better align its questions and format to the College Mission and Strategic Priorities and goals. Berkeley City College developed its APU template for 2020-2021 which includes review of various data regarding student learning and achievement, equity, and student learning outcomes.

Questions in the CPU and APU are intentionally generated to ensure that the department or program mission is in alignment with the College's mission, strategic goals and objectives, student learning outcomes and action plans for improvement. Data provided by the District's Institutional Research office includes student achievement disaggregated for analysis by program type.

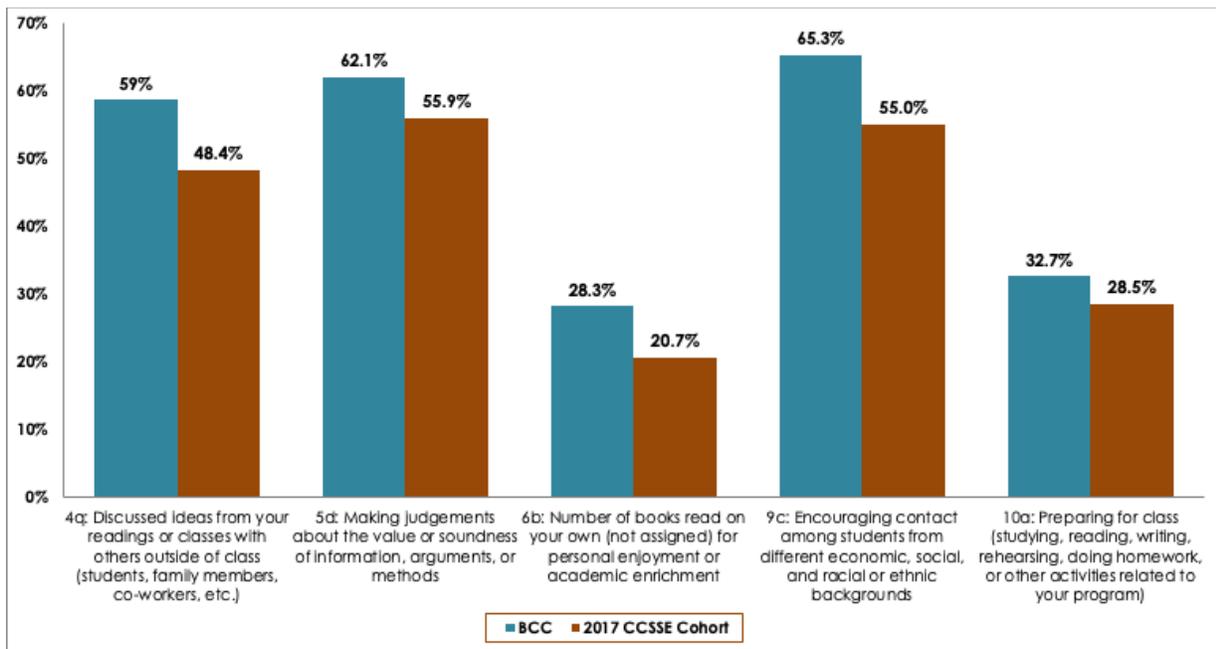
Before the beginning of each fall semester, the College's Program Review timeline ([I.B5-02 19-20 Program Review \(and APU\) Timeline](#)) is shared with the College community by the Office of Vice President of Instruction in consultation with the Institutional Planning Committee (IPC), the Department Chairs Council, and the Roundtable for Planning and Budgeting. The timeline is developed based on the College's budget and planning timeline for the subsequent year for necessary resource allocation ([I.B5-03 2020-21-Budget-Development-Calendar-Board-Approved-1-21-20-1](#)). The IPC ensures the quality and accuracy of the Program Review information once submitted by the department, programs, and services from instructional, student services and administrative services areas. The IPC utilizes an established rubric ([I.B5-04 PDF 2019-2020 IPC rubric](#)) that enables quality assessment of the accomplishment of the College mission, evaluation of strategic goals and objectives, student learning outcomes, and student achievement along with improvement action plans.

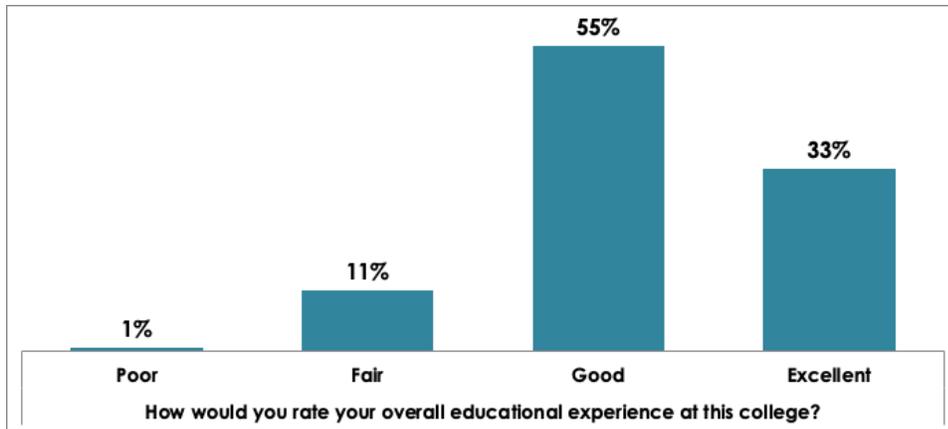
College-level student achievement data is disaggregated and evaluated through the institution-set indicators in the Strategic goals as well as assessment of institutional planning initiatives such as the Student Equity Plan ([I.B5-05 BCC Student Equity Plan 2019-2020](#)) and the Integrated Strategic Enrollment Management Plan ([I.B5-06 ISEMP](#)). Data disaggregated by program type,

course type, degree/certificate completion, enrollment trends, ethnicity, gender, and age are distributed to all faculty by the College’s researcher through the instructional program review process ([I.B5-07 PR Success and Retention Data Dashboard](#)). Mode of delivery data for success is disaggregated by each department and is accessible on the Power BI dashboard ([I.B5-08 Power BI DE data](#)).

The College engages in conducting qualitative surveys for an assessment of student learning and achievement such as the Community College Survey on Student Engagement (CCSSE) and the BCC New Student Survey administrations ([I.B5-09 CCSSE 2017](#)). We have completed the administration of the CCSSE in spring 2017. Based on the students’ responses, the College fared better than similar colleges on benchmarks associated with 1) Active and Collaborative Learning; 2) Academic Challenge; 3) Student Effort; 4) Support For Learners; and 5) Student Effort (see Figure I.B5-1). Overall, 88% rated their educational experience as either “good” or “excellent” (see Figure I.B5-2), with 96% rating that they would recommend the College to a friend or family member. A follow up administration of the CCSSE was planned for the spring of 2020 but it was postponed until spring 2021 due to the pandemic.

Figure I.B5-1. Highlights from Berkeley City College’s 2017 CCSSE Findings Compared to a Cohort of Similar Colleges





The BCC New Student Survey was conducted in fall 2019. With 265 responses out of 1,142 new students (or 23%), the survey produced very informative findings that will guide our practices going forward. As enrollment has declined statewide and apportionments reduced, this survey will help us prioritize services to new students. For example, with 90% of respondents reporting that our registration experience was easy or very easy, we can adjust our resources to improving our online orientation which only 50% of students completed before they started classes.

Analysis and Evaluation

Berkeley City College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data appropriate to the program or service area are disaggregated for analysis by program type and mode of delivery. BCC continues to make continuous improvements to its Program Review process and tool in support of student learning and achievement.

I.B6: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

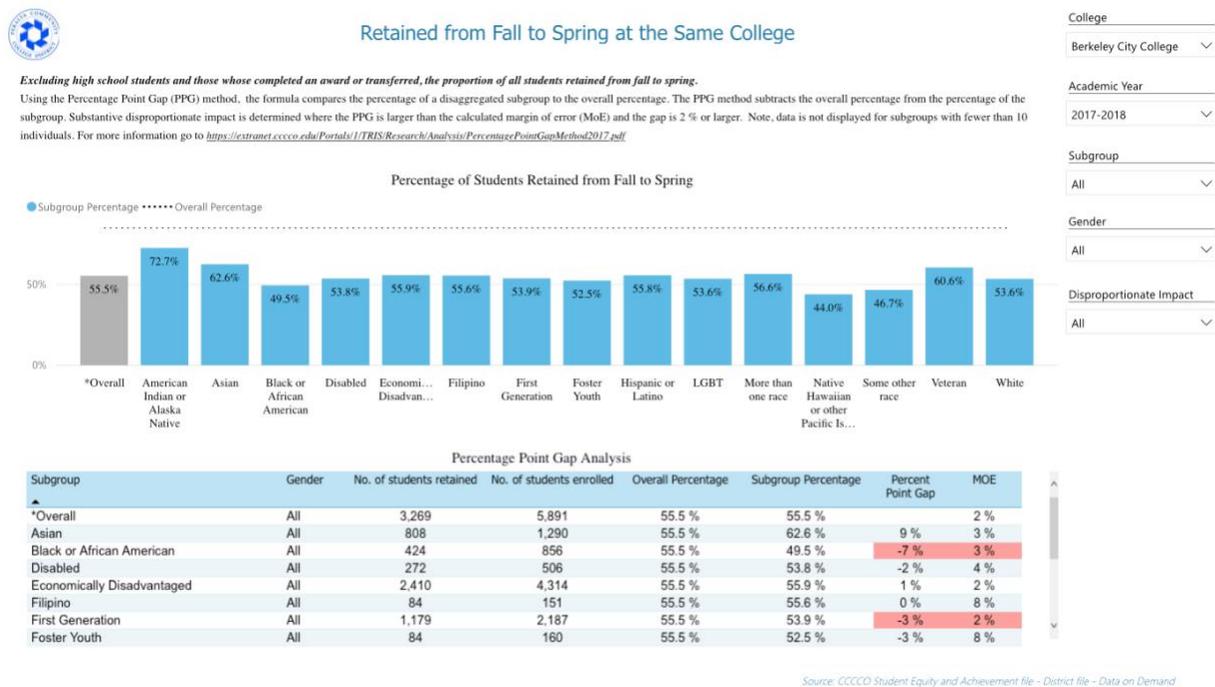
Evidence of Meeting the Standard

The College develops a Student Equity Plan ([I.B6-01 BCC Student Equity Plan 2019-2020.21-22](#)) which is updated every three years. The Student Equity Plan disaggregates and analyzes learning outcomes and achievement for subpopulations of students. Performance gaps are identified, and strategies and activities are implemented to address disproportionate outcomes. During the 2019-2020 academic year, the College realigned its organizational structure to include an Associate Dean of Educational Success and Student Equity and Achievement Program ([I.B6-02 Associate Dean of Educational Success JD](#)) under the Vice President of

Student Services along with a Student Equity and Achievement Coordinator ([I.B6-03 Coordinator Student Equity and Achievement JD](#)). While the Student Equity Plan is maintained by the Student Services Council, the Associate Dean and Coordinator’s positions were established to ensure that the College focuses on its primary goals, as articulated in the Strategic Plan, of decreasing equity and performance gaps at its core.

The College disaggregates student achievement at the institutional and program levels and for various subpopulation of students. College-wide Key Performance Indicators (KPIs), that appear in the Comprehensive Program Review (CPR) and Annual Program Update (APU) such as overall course success rates, degree or certificate completion rates, transfer rates, transfer Math and English, and unit attainment rates are disaggregated by the following student characteristics: Race and Ethnicity, Gender, Disability status, First Generation, Foster Youth status, Low-income status, Veteran status, Undocumented status, and LGBTQ status.

Figure I.B6-1. Equity Dashboard



When the college identifies performance gaps, it implements strategies and resources, where possible, to mitigate the gaps. Based on the research included in the Student Equity Plan 2019-2020 to 2021-2022, the following subgroups experienced disproportionate impacts:

Access – Enrollment:

- Black/African American, Female
- American Indian/Alaskan Native, Female
- Asian, Male
- Foster Youth, Female

- Native Hawaiian or Other Pacific Islander, Male

Retention:

- Disabled, male
- Economically disadvantaged, Female
- White, Female
- Black /African American, Female
- Other race, Female

Transfer to a Four-Year University:

- Disabled, Male
- Other race, Female
- Black/African American, Male
- Other race, Male
- LGBTQ, Male
- Foster Youth, Female
- Filipino, Male

Completion of Transfer-Level English and Math

- White, Female
- Black/African American, Male

Disaggregated data are initially reviewed and discussed by the Student Services Council and they are shared with the Academic Senate, Institutional Planning Committee (IPC), the Department Chairs Council, and Roundtable for Planning and Budgeting. Follow-up strategies have been implemented to mitigate student equity gaps for the subpopulations above.

Freshmen Year Experience Learning Community Programs (FYELCP) are a cohort-based Learning Community where students take general education courses along with embedded counseling courses that promote student success. Below are unique FYELCP programs that are aimed at decreasing the educational achievement gap ([I.B6-04 Society of Scholars - Society of Scholars webpage](#)):

- UMOJA Scholar
This program is dedicated to enhancing the cultural and educational experiences of Black/African American students and other students who are interested in such a focus and values. Students complete integrated courses in African American Studies, English and Math, with the goals of learning from the African American Diaspora and transferring to a four-year institution including Historically Black Colleges and Universities (HBCU).
- IGNITE
This program is focused on students who are first generation college students of diverse backgrounds. Students are mentored by instructors and graduates and aim to complete required transfer courses in two years to transfer to a four-year institution.
- PERSIST
This program provides a summer bridge program for students who benefit from thorough preparation to be coming to Berkeley City College. Students are provided with

opportunities to explore their potential majors and to be prepared to establish their Student Educational Plans (SEP) prior to coming to the campus.

The College's Enrollment Management Task Force ([I.B6-05 Charge of Enrollment Management Task Force - 2019 rev 121819-2](#)) ensures equitable educational access for students, particularly for the subpopulations of students described above. In addition, this fully integrated and cross-pollinated Task Force reviews, refines, and revises as needed the enrollment management activities (access, retention, success, and completion of programs) delineated in the BCC Integrated Strategic Enrollment Management Plan (ISEMP) ([I.B6-06 ISEMP](#)).

Analysis and Evaluation

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students in accordance with the Student Equity Plan. When performance gaps are identified, the College implements strategies, reflects on the current strategies utilized, and makes necessary revisions and creates innovative solutions to ensure student success. The College continuously evaluates and improves on organizational structure, fiscal and other resources to address achievement gaps.

I.B7: The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College regularly evaluates its policies and practices across all areas of the institution and assures the effectiveness of its governance processes to assure the accomplishment of the College's mission. The Participatory Governance Handbook ([I.B7-01 Participatory Governance Manual - 2019 rev 121819](#)) clearly outlines the College's governance structure and each body's charge. The College's Participatory Governance Handbook was updated during the 2019-2020 academic year and an evaluation process was implemented in Spring 2020 to reflect on governance and decision making processes ([I.B7-02 BCC Participatory Governance Evaluation Process, minutes from Roundtable in March, 2020](#)).

The College's Roundtable for Planning and Budgeting ([I.B7-03 Roundtable for Planning and budgeting charge](#)) is the central deliberative collegial consultative body that assesses and improves the effectiveness of the BCC Participatory Governance structure. The committee also creates, reviews, and revises governance committees and receives and reviews college procedural recommendations; it adopts and revises college procedures.

The College's Roundtable for Planning and Budgeting instituted a formal evaluation process for the BCC Participatory Governance groups to be conducted at the end of each year ([I.B7-05 Evaluation of BCC Participatory Governance committees](#)). Spring 2020 marks its first evaluation that was conducted on April 29 through May 14, 2020 and survey results were to be compiled

and discussed in early Fall 2020 ([I.B7-06 Shared Governance Survey-2020](#)). This process was delayed due to the COVID-19 pandemic, where the College community was required to shelter-in-place as of March 16, 2020, converting all courses for spring and summer 2020 to online modality, and supporting faculty, staff, and students with various resource needs to address this situation.

The College also participates in review of the Peralta Community College District Board Policies (BP) and Administrative Procedures (AP) ([I.B7-04 Peralta Policies & Procedure](#)). The District maintains BPs and APs, tracks which policies or procedures are under review, and works with appropriate governance groups for review and input. The typical process is as follows: Initially, all updated and new BPs and APs are referred to the Chancellor and Peralta Federation of Teachers President for first review. Next to review is the Chancellor's Cabinet. All BPs and APs related to Academic Affairs (Chapter 4) are reviewed by the District Academic Senate for review and action; occasionally the College's Academic Senate President may request a review by the College's Academic Senate. Also occasionally, if a BP or AP addresses technology issues, it may be reviewed by the District Technology Committee. The draft of a new or revised board policy or administrative procedure is then reviewed by the district Planning and Budgeting Council and the Participatory Governance Council. BPs are then referred to the Board for first and second readings, while APs are reviewed and signed off by the Chancellor.

As described in Standard I.B1, the College engages in continuous self-reflection and improvement through its program review process and student learning outcomes assessment. The program review process serves as a means for instructional programs and student services areas to reflect on an annual basis regarding their student learning and achievement data and develop plans for improvement which are in alignment with the College's Strategic Goals.

Analysis and Evaluation

The College evaluates its policies and practices through the Roundtable for Planning and Budgeting along with the Integrated Planning Committee (IPC) as well as the program review process to determine whether it is supporting student success in alignment with the college mission and strategic plan. The College formally instituted a Participatory Governance Evaluation process to ensure that continuous improvement process is in place for the college's governance and decision-making processes.

I.B8: The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College broadly communicates the results of assessment and evaluation activities to campus faculty, staff, students and administration through participatory governance committees such as Roundtable for Planning and Budgeting, Integrated Planning Committee (IPC), Academic Senate, Classified Senate, and Associated Students of Berkeley City College.

Open Forums and Town Hall meetings are held by the College President throughout the year, and twice a semester, College-wide Flex Day ([I.B8-01 Fall 2019 August Flex Day Schedule](#)) includes college-wide communication regarding assessment and evaluation activities.

The College president also publishes an electronic newsletter, “The Messenger” ([I.B8-02 the Messenger Berkeley City College Newsletter](#)) twice a month to inform the college community regarding its assessment and evaluation activities. In addition, Board of Trustees meetings, which meet twice monthly, include college updates where the College president shares and communicates highlights of the activities and engagements the College has at that time ([a I.B8-03 07-28-20-Board-Meeting-Agenda](#)).

College data such as the Key Performance Indicators ([I.B8-04 KPIS BCCMP-5-Year-Update Adopted-April-2016](#)), the BCC Strategic Plan ([I.B8-05 BCC Strategic Plan 2018-2020](#)), the Student Equity Plan ([I.B8-06 BCC Student Equity Plan 2019-2020](#)) are published and disseminated widely both on the college website and within various committees and constituency groups.

With regard to the College’s Career Education Programs, the College published a “View Book” ([I.B8-07 Discover Your Future with BCC CE! - Career Education webpage](#)) highlighting academic programs along with job viability, salary information, and student testimonials that confirm quality and supportive educational experiences that students can have at Berkeley City College.

Preparation for the Institutional Self-Evaluation Report (ISER) also afforded the College opportunities to reflect and assess the current status of the College, strengths and weaknesses, and led the community to recommit to the continuous improvement process.

Analysis and Evaluation

Berkeley City College broadly communicates the results of its assessment and evaluation activities. This ensures that all members of the institution have the opportunity to develop a common understanding of the institution’s strengths and weaknesses. The College actively evaluates and implements improvement efforts and progress towards institutional goals.

I.B9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The College's mission drives the college's strategic goals and priorities, which are embedded throughout all college planning processes and documents. All college planning is focused to achieve the college's Strategic Plan objectives, which are reflected in the Educational Master Plan ([I.B9-01 BCC Educational Master Plan 2016-2021](#)), Strategic Plan ([I.B9-02 BCC Strategic Plan 2018-2020](#)), Student Equity Plan ([I.B9-03 BCC Student Equity Plan 2019-2020](#)), program review cycle, student learning outcomes assessment and budget and resource allocation. Each program and service performs a comprehensive self-evaluation of its effectiveness every three years as part of the comprehensive Program Review process and Annual Program Update processes. In addition, the College's Strategic Goals are aligned with the District's Strategic Goals that are mapped to the California Community College Vision for Success goals ([I.B9-04 PCCD GOALS ALIGNED WITH VISION FOR SUCCESS](#)).

Long-term planning to achieve the College's mission is driven by the College's Educational Master Plan (EMP) ([I.B9-05 EMP](#)). This plan addresses the long-range needs for educational programs and services, including human, physical, technology, and fiscal resources. The EMP describes the current programs and services of the College, the growth of these programs, and services needed to serve expected population and programmatic growth through 2021, The Facilities Master Plan ([I.B9-06 BCC Facilities Master Plan](#)), which was revised in Fall 2019, describes the construction of a new six-floor campus building at 2018 Milvia Street, Berkeley, California.

The college's Program Review cycle is three years for comprehensive review, with annual program updates ([I.B9-07 Peralta Program Review Timeline](#)). Resource requests (faculty positions, classified positions, technology, professional development, and facilities requests) are linked to department-level goals and submitted through the PR process. These requests are prioritized by using resource allocation rubrics ([I.B9-08 BCC Faculty Prioritization Rubric](#)) that are linked with the College's strategic goals.

For 2020-2021 Annual Program Update (APU) and Resource Allocation process, newly identified Resource Allocation Sub Committee, consisted of members from the IPC and Roundtable for Planning and Budgeting, will receive departments, programs, and services' prioritized resource requests and make recommendation for resource allocation. Once identified, the recommendation will go to the Roundtable for Planning and budgeting and then to the College President ([I.B9-09 BCC Faculty Prioritization Rubric](#)) - Roundtable Minutes from 9-14-20).

Analysis and Evaluation

The College integrates its Strategic Planning, outcomes assessment, program review and resource allocation process that is focused on advancing the mission of the College. The College engages in continuous, broad-based, systematic evaluation and planning. The College is focused on improvement of institutional effectiveness and academic quality. As shown in the Educational Master Plan and Strategic Plan, the College addresses short- and long-term needs for educational programs and services.

Conclusions on Standard I.B Academic Quality and Institutional Effectiveness

The College engages in sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Data-driven processes including program review and regular surveying by participatory governance groups provide opportunities to evaluate student learning and student achievement and engage in continuous improvement. The College assesses the accomplishment of its mission through program review and evaluation of institutional goals and student achievement.

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

C. Institutional Integrity

I.C1: The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College prominently publishes its mission statement in various locations. The college mission statement is readily available and accessible on the Berkeley City College webpage under “About Berkeley City College” ([I.C1-01 Screenshot of About BCC webpage](#)) and in the College Catalog ([I.C1-02 BCC Catalog Mision Statement](#)), class schedule and outreach and/or promotional materials. In addition, the mission statement is listed on all Governing Board and governance council meeting agendas ([I.C1-03 Roundtable Agenda 05-11-2020](#)). The College regularly reviews the mission, vision and values statements to ensure relevancy. The review takes place in the year preceding the final year of the Strategic Plan. In spring 2020, the College reviewed and updated the mission, vision and value statements by soliciting feedback through an all-college survey. The process was led by the college’s Roundtable for Planning and Budgeting Committee, which ensured that the revision was vetted through appropriate governance committees and subsequently approved by the Governing Board on March 24, 2020 ([I.C1-04 Peralta-Governing-Board-Meeting-Agenda-March-24-2020](#)).

Student Learning Outcomes (SLOs) for each course are available and publicly accessible via course outlines of record on Curricunet. The Curriculum Committee and Assessment Committee webpages contain links to Curricunet. ([I.C1-05 Curriculum Committee curricuNet webpage](#)) Program Learning Outcomes (PLOs) for academic and career education programs are also readily available and accessible in the College Catalog ([I.C1-06 one GE and one CE program sample each here](#)). [I.C1-07?](#)

Faculty are required to include SLOs on course syllabi and to discuss the SLOs with their students. Each semester, faculty submit syllabi to the Office of Instruction Canvas site for reference ([I.C1-08 PDF of the CANVAS site and syllabus example with SLOs](#)).

A comprehensive list of all academic programs offered by the College is readily available and accessible in the Catalog ([I.C1-09 p.53 in 2019-2020 catalog but link here the page for 2020-21 Catalog](#)). The College Catalog is updated annually to ensure clarity, accuracy, and integrity of all educational programs and is reviewed by the department faculty, department chairs, the Curriculum Committee (including the Articulation Officer and counseling faculty), Deans and the Vice President of Instruction ([I.C1-10 BCC Catalog Table of Contents](#)).

Information regarding available student support services is provided on the College website ([I.C1-11 BCC Student Services and Programs](#)). This information is updated annually by the deans, directors, faculty, and staff members of the Student Services led by the Vice President of Student Services.

Information regarding the College's accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) is available on the College's Accreditation webpage ([I.C1-12 Accreditation at Berkeley City College](#)).

Analysis and Evaluation

Berkeley City College provides accurate and relevant information to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The College's accreditation information status is accurately shared on the college website and in the catalog.

I.C2: The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard

The College Catalog, both in printed format and online provides ([I.C2-01 BCC Catalog Table of Contents](#)), current and prospective students with an accurate and up-to-date description of services, programs, policies, and procedures. The College Catalog is reviewed annually for accuracy and currency through an established process ([I.C2-02 OI's timeline of production and assignments](#)). .

The College Catalog production is in alignment with the College’s curriculum committee course and program approval processes to ensure that all approved courses and programs are included in the subsequent year’s Catalog with accuracy. Faculty, department chairs, Deans, and staff provide updated information to construct an accurate and comprehensive College Catalog.

The summary table below provides evidence of the College Catalog’s alignment with Eligibility Requirement 20 (ER 20).

Table I.C2-1. Berkeley City College alignment with Eligibility Requirement #20

Eligibility Requirement 20
2020-2021 BCC Catalog General Information
Official Name, Address, Telephone Number, and Website (p. 1)
Educational Mission (p. 6)
Representative of Accredited Status with ACCJC (p. 1)
Course and Program Offerings (pp. 56-150)
Student Learning Outcomes for Programs and Degrees (pp. 56-150)
Academic Calendar (p. 5)
Academic Freedom Statement (p. 157)
Available Student Financial Aid (pp. 22-25)
Available Learning Resources (pp. 17-21)
Names and Degrees Administrators and Faculty (pp. 191-194)
Names of Governing Board Members (p.7)
Requirements
Admissions (pp. 9-16)
Student Tuition, Fees, and Other Financial Obligations (pp. 10-16)
Degrees and Certificates (pp. 51-55)
Graduation and Transfer (pp. 26-50)
Major Policies and Procedures Affecting Students
Academic Regulations, including Academic Honesty (pp. 151-187)
Nondiscrimination (pp. 151-161)
Acceptance and Transfer Credits (pp. 26-50)
Transcripts (p. 50)
Grievance and Complaint Procedures (pp. 151-173)
Sexual Harassment (pp. 151-182)
Refund of Fees (pp. 11-12)

Analysis and Evaluation

The College provides a printed and online catalog, which is readily available and accessible on the College’s website. The College Catalog contains all necessary facts, requirements, and

policies and procedures. In addition, the Schedule of Classes contains additional information on policies and procedures.

I.C3: The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College collects assessment data on student achievement and student learning at the course, program, and institutional levels. The College's Assessment Committee leads and facilitates this process by identifying a clearly laid out three-year cycle of assessment for courses (SLOs), programs (PLOs) and institutional learning outcomes (ILOs) ([I.C3-01 Calendar of assessment](#)) and uses Curricunet as a tool to document assessment data and processes. In addition to the departments, disciplines, and programs, the Assessment Committee, Student Equity Committee, Academic Senate, and Teaching and Learning Center review and discuss data from assessments and make determinations regarding their meaning.

The College collects and analyzes assessment data and publishes data reports on student achievement and institutional learning outcome assessments. The College communicates matters of academic quality to the college and community via the assessment website and the college catalog, both online and in printed format, which also includes program outcomes for each academic degree and certificate across the college ([I.C3-02 Catalog sample including PLO](#)). The Institutional Planning Committee (IPC) validates all Program Review results (both comprehensive every three years and annual program updates) that include assessment data and analysis and makes them available in their minutes posted on the website.

Assessment of College Institutional Learning Outcomes (ILO) is led by the Assessment Committee. A method and timeline of such assessment is currently under discussion with the Assessment Committee, Institutional Planning Committee and Academic Senate ([I.C3-03 Assessment Committee Agenda & Minutes - ILO Assessment Planning](#)).

The College's Strategic Plan 2018-2020 includes student learning and achievement goals and are cross-walked with the District's Strategic Plan. The College Roundtable for Budget and Planning Committee reviews and assesses progress made and determines regarding equity implications for the college.

The District's Institutional Research Office publishes the BI Power Tool dashboard that includes student demographics and performance indicators across the District as well as for each college within the District ([I.C3-04 Peralta Institutional Research Dashboards](#)).

On the homepage of the College's website, there is a link to the Student Success Scorecard, which provides a variety of metrics on student achievement maintained by the California Community Colleges Chancellor's Office.

Analysis and Evaluation

The College collects assessment data on student learning and evaluation of student achievement. This information on academic quality is available to constituencies such as current and prospective students and to the public via the College website and on committee web pages such as the Institutional Planning Committee (IPC) and Program Review page, Assessment Committee, and Student Equity Committee.

I.C4: The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The College Catalog describes the College's various programs of study, including Certificate of Achievement, Certificate of Completion, Associate Degree, and Associate Degree for Transfer and Non Credit Career Development and College Preparation (CDCP) programs. ([I.C4-01 BCC Catalog Academic Programs](#)), The College's seven Institutional Learning Outcomes (ILO) are also articulated in the College's Catalog and on the College's website. ([I.C4-02 BCC Catalog Institutional Learning Outcomes](#)). The College catalog description of each program of study includes program learning outcomes, course descriptions, and course requirements. ([I.C4-03 Assessment Committee - Multiple Levels of Learning Outcomes and Assessment - Student Learning Outcomes Assessment](#)) They are also listed on the department website page ([I.C4-04 BCC Catalog Anthro Degree and PLO](#)).

Course level Student Learning Outcomes (SLOs) are identified in each Course Outline of Record. The College's Curriculum Committee ensures that SLOs are clearly identified and up to date ([I.C4-05 Anthropology Webpage](#)). The College's Assessment website also describes SLOs, PLOs, and ILOs in the instructional areas as well as Service Area Outcomes (SAOs) for student services and other offices, programs and services that are not instructional ([I.C4-06 PDF evidence of Assessment committee site](#)).

Course syllabi, which are based on the Course Outline of Record, identify the objective, knowledge, and skills students are expected to learn in the course. ([I.C4-07 PDF Sample of Syllabi](#)) Per the Peralta Federation of Teachers contract, faculty submit their syllabi to a site on CANVAS per their respective Division prior to the end of the first week of instruction each semester. ([I.C4-08 PDF Sample letter from Office of Instruction](#)) Deans and Department Chairs review syllabi to ensure accuracy and currency in identification of SLOs.

Analysis and Evaluation

College policies and procedures exist to make sure that all credit and noncredit certificates and degrees as well as Student Learning Outcomes and Program Learning Outcomes are clearly described and published in the College Catalog and website. Policies and procedures exist to ensure that all enrolled students receive a course syllabus that includes the purpose, content, objectives, requirements, and SLOs for the course.

I.C5: The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The district regularly reviews policies and procedures as outlined in Board Policy 2410 ([I.C5-01 AP-2410 Policy Development Process](#)). Administrative Procedure 2410 ([I.C5-02 AP 2410](#)) delineates the process for submitting new or revised policies. In this process the appropriate Planning and Budget Integration Committees are involved in the review. Further, the Chancellor’s Cabinet has a clear role in the review. In addition, the District Academic Senate reviews those that are pertinent to “Academic and Professional Matters.” All new and updated Board Policies go to the Governing Board for a first and second reading and adoption. All new and updated District Administrative Procedures go to the Chancellor for final review and signoff.

College documents and publications are reviewed on a regular basis by a number of departments, including instructional programs, student services, the library, and categorical programs. The College Catalog is reviewed and updated annually to ensure that current and future students receive accurate information about college programs, policies, and procedures. A Catalog addendum is published annually to provide updated information on these areas ([I.C5-03 2019 2020 Catalog Addendum](#)). Within the district, the colleges coordinate with the District’s Academic and Student Affairs Office to ensure that District-wide policies and procedures are accurately published in the Colleges’ catalogs.

The College’s “Berkeley City College Participatory Governance Handbook” is updated on an annual basis led by the College’s Roundtable for Budget and Planning Committee, co-led by the College president and the president of Academic Senate. ([I.C5-04 Participatory Governance Manual - 2019](#))

Analysis and Evaluation

The College and District Office regularly review and evaluate Board policies and district administrative procedures and publications to assure integrity in all representations of the mission, college programs, and services. The College and District Office has a process to review policies and procedures in accordance with BP 2410 and AP 2410. In addition, all BPs and APs are readily accessible on the College and District’s websites.

I.C6: The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College provides the most up-to-date information regarding the total cost of education in multiple ways. The College Catalog includes a list of all mandatory student fees including, but

not limited to, enrollment, resident and non-resident tuition fees, materials, activities, and printing fees ([I.C6-01 Admission, Records and Enrollment](#)). In addition, information regarding fees is included in the schedule of courses both in printed format and online ([I.C6-02 BCC Class Schedule Fees Page](#)). The College Catalog also lists the schedule of refunds in case of student withdrawal. The Admission and Records webpage also includes a link to the [Fees and Refunds page \(I.C6-03 to make this link happen.\)](#). Information includes the cost of one credit hour, additional information about non-resident tuition, and parking fees.

The Financial Aid webpage ([I.C6-04 BCC Financial Aid Webpage](#)) provides information to a net price calculator ([I.C6-05 Net Price Calculator - Financial Aid](#)) that is intended to provide estimated net price information, defined as estimated cost of attendance including tuition and required fees, books and supplies, room and board, meals and other related expenses to current and prospective students and their families. The Financial Aid website also includes financial aid deadlines and disbursements, and the forms necessary for financial aid processing.

Students have access to all required course materials and can compare prices at the bookstore website ([I.C6-06 Bookstore website <https://www.bkstr.com/berkeleycitystore/shop/textbooks-and-course-materials>](#)). Courses that offer zero-cost textbook options for students are noted in the class schedule when they search for the classes in the class schedule or search for classes on PASSPORT ([I.C6-07 Passport Zero Textbooks](#))

[Gainful employment information should be included here – check.](#)

Analysis and Evaluation

The College accurately informs current and prospective students of the cost of attendance. All the up-to-date information on tuition, activities, parking, and printed fees can be found in the College Catalog, as well as on multiple pages on the College’s website.

I.C7: In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The District and the College assure institutional and academic integrity through Board Policy 4030, which outlines the District’s policy on academic freedom ([I.C7-01 Peralta BP 4030 Academic Freedom](#)). This policy codifies the District’s support of academic freedom and associated faculty responsibilities. Academic freedom policy is published in the Governing Board Administrative Policy as well as in the College Catalog ([I.C7-02 BCC Catalog Academic Freedom](#)). BP 4030 notes, “Intellectual freedom is to be guarded as a basic right of all citizens in a free society. To this end, the College is committed to free discussion and open inquiry in the pursuit of truth. It is recognized that freedom to think, to read, to speak and to question is

necessary to the development of an informed citizenry. This freedom shall be integral to the philosophy of this district and is guaranteed to all staff and students.”

All board policies are posted on the Governing Board website and are adopted in accordance with BP 2410 ([I.C7-03 BP 2410 PDF link here](#)). BP 2410 references Administrative Procedure 2410, which outlines the process for developing, adopting, and amending board policies. New or revised draft policies are submitted to the Chancellor’s Office, then forwarded to the District Planning and Budgeting Council which produces a response on the proposed policy to the Chancellor. The Chancellor’s Cabinet reviews the draft policies before making a recommendation to the Governing Board, which will consider policy materials over two separate meetings.

Analysis and Evaluation

The College assures freedom and integrity through its Board Policies and Administrative Policies, both of which encourage free expression of ideas, fairness, respect, and transparency. Both documents are publicly available through the College’s website.

I.C8: The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

The Peralta Community College District establishes clear Board Policies (BP) and Administrative Procedures (AP) promoting honesty, responsibility, and academic integrity and makes these and related documents available to staff, students, and the general community. Board Policy 7380 on Ethics, Civility, and Mutual Respect asserts, “As members of the Peralta Community College District community, we are expected to treat each other with civility and respect, recognizing that disagreement and informed debate are valued in an academic community. Behaviors that unduly interfere with the ability to learn or work in the college environment depart from the standard for ethics, civility and respect and are unacceptable,” ([I.C8-01 BP-7380 Ethics Civility and Mutual Respect](#)). Administrative Procedure 7380 details processes for enforcing these principles ([I.C8-02 AP-7380 Ethics Civility and Mutual Respect](#)). BP 5500: Standards of Student Conduct ([I.C8-03 BP-5500 Standards of Student Conduct](#)) clearly defines student conduct subject to discipline including plagiarism, cheating, furnishing false information, forging, attempting to bribe or threaten, and buying/selling authorization codes. Faculty, classified staff, and managers can report violations of the Student Code of Conduct. The “Student Communication Form” ([I.C8-04 BCC Student Concern Communication Form](#)) can be used to report any violation and that goes to relevant Deans based on the type of violations observed.

The College established a Behavioral Intervention Team (BIT) ([I.C8-05 BIT team](#)) to address distressed, disruptive, or harmful behavior in students where the team reviews, discusses, and makes recommendations for each case as to how best to handle it. This meeting occurs on a

weekly basis and the team also offers faculty, administrators, and staff assistance, educational resources and consultation so as to positively affect student retention and campus safety.

The College also adheres to a Student Grievance Policy. The purpose of the student grievance procedure is to provide an impartial review process and to ensure that the rights of students are properly recognized and protected. Employee grievances are handled by the District’s Human Resources Department based on the appropriate employee contracts and procedures.

Table I.C8-1 summarizes the various board policies and administrative procedures that codify the District’s commitment to honesty, responsibility, and academic integrity.

Table I.C8-1. Board Policies and Administrative Procedures regarding honesty, responsibility, and academic integrity

Relevant Constituent Group	Board Policy	Administrative Procedure
Board of Trustees	BP 2710 Conflicts of Interest	
Board of Trustees	BP 2715 Code of Ethics and Standards of Practice	
Employees and Students	BP 3410 Nondiscrimination	AP 3410 Nondiscrimination
Employees and Students	BP 3430 Prohibition of Harassment	AP 3430 Prohibition of Harassment
Employees and Students	BP 3540 Sexual and Other Assaults on Campus	AP 3540 Sexual and Other Assaults on Campus
Employees and Students	BP 3550 Drug Free Environment and Drug Prevention Program	AP 3550 Drug Free Environment and Drug Prevention Program
Employees and Students	BP 3720 Information Technology Use	AP 3720 Telephone, Computer, and Network Use
Employees	BP 3820 Gifts	AP 3820 Gifts
Employees and Students	BP 3900 Speech: Time, Place and Manner	AP 3900 Speech: Time, Place and Manner
Employees and Students	BP 4030 Academic Freedom	
Employees and Students		AP 4105 Distance Education
Employees and Students	BP 5500 Standards of Student Conduct	AP 5500 Standards of Student Conduct, Discipline Procedures, and Due Process
Students		AP 5530 Students Rights and Grievance Procedure
Employees	BP 7360 Discipline and Dismissal – Academic Employees	

Relevant Constituent Group	Board Policy	Administrative Procedure
Employees	BP 7365 Discipline and Dismissal – Classified Employees	
Employees and Students, Board of Trustees	BP 7380 Ethics, Civility, and Mutual Respect	AP 7380 Ethics, Civility, and Mutual Respect
Employees	BP 7700 Whistleblower Protection	AP 7700 Whistleblower Protection

Analysis and Evaluation

The College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. To this end, the College publishes Board Policies and Administrative Procedures on academic freedom, student discipline and handling the breaches of BPs and APs on academic freedom, and an AP on student discipline and handling breaches of academic integrity, as well as BPs and APs regarding honesty and integrity in online courses.

I.C9: Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The College faculty adhere to Board Policy 4030: Academic freedom ([I.C9-01 Peralta BP-4030 Academic Freedom](#)) which acknowledges that “For each faculty member, intellectual freedom is both a right and responsibility. As a right, it guarantees instructor freedom to interpret personal findings and to communicate the conclusions without being subject to interference, molestation, or penalty because the conclusions are at variance with those of other persons. As a responsibility, it carries the obligation to study, to investigate, to present, to discuss and interpret fairly and objectively facts and ideas related to the instructor’s assignments.”

As part of the improvement of the instruction process, peer reviewers assess whether or not faculty distinguish between personal conviction and professionally accepted views by evaluating subject-matter proficiency. In addition, the Curriculum Committee’s five-year curriculum review process illustrates how course content is reviewed and updated on a regular basis in order to keep content in line with current practices and theories. Furthermore, student evaluations ([I.C9-02 Student Evaluation survey PDF](#)) are used to ensure that information is presented in a fair and objective manner. Students are asked to rate how strongly they perceive the work in the course corresponds to the course description and objectives described in the college catalog and how strongly they perceive the course materials and instructional strategies are connected to course objectives.

Analysis and Evaluation

The College has policies in place to ensure that faculty distinguish between personal conviction and professionally accepted views. These policies are communicated to students, prospective students, faculty, and the campus community through a variety of sources, including the College Catalog, (Faculty Handbook), and on the Governing Board policies and procedures website.

I.C10: Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

The College is a publicly funded, open-access community college. As such, it does not promote nor seek to instill specific beliefs or worldviews by students, faculty, classified staff, or administrators. BP 4030 ([IC10-01 Peralta BP-4030-Academic Freedom](#)) on academic freedom in conjunction with BP 7380 ([IC10-02 BP-7380-Ethics Civility and Mutual Respect](#)) supports a College environment characterized by open academic inquiry, civility, and mutual respect. The College does not require conformity to specific codes of conduct related to beliefs or world views.

Board Policy 7380 on Ethics, Civility, and Mutual Respect states, “It is the policy of the Peralta Community College District to foster an environment which maximizes student learning and employee performance, and a climate of civility and mutual respect among faculty, staff, students, and members of the Board of Trustees of the District.”

Analysis and Evaluation

The College is a public institution that encourages mutual respect, diversity, and integrity. It does not adhere to, nor seek to instill, any specific set of beliefs.

I.C11: Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Not applicable. Berkeley City College does not operate in foreign locations.

Analysis and Evaluation

Not applicable. The College does not operate in foreign locations.

I.C12: The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The Peralta Community College District (PCCD) ensures compliance with ACCJC standards and reporting requirements through Board Policy 3200 and expands upon its commitment to comply with Commission standards and requirements in Administrative Procedure 3200 ([I.C12-01 AP-3200 Accreditation](#)). The College demonstrates integrity in its communication and relationship with ACCJC and complies with all Eligibility Requirements. In accordance with BP and AP 3200, the College ensures timely report submissions, such as the Institutional Self-Evaluation Report, follow-up report, midterm reports, and substantive change inquiries within a time period set by the Commission.

All information relating to accreditation, including compliance with set standards, recommendations and reports, requirements for public disclosures, and notice of an accreditation team visit is located on the college Accreditation website ([I.C12-02 BP-3200 Accreditation](#)). The accreditation webpage is easily accessible and one click away from the home page. The College Disclosure page ([I.C12-03 BCC ACCJC archives](#)) shows that the College has made public all required reports and documents required by ACCJC and other agencies with disclosure requirements.

Analysis and Evaluation

The College meets the requirements set by ACCJC to maintain full accreditation status. The accreditation web page, which is available for public review, contains easily accessible current and archived accreditation information. All reporting deadlines are consistently met.

I.C13: The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College demonstrates honesty and integrity, communicates clearly and accurately with external agencies, and reports changes in its accredited status to the Commission, students, and the public in a timely manner. As a California Community College, the College regularly reports information and responds to mandates instituted by the California Community College Chancellor's Office (CCCCO). The College participates in the completion of required annual, quarterly, and mid-term reports both internally and externally. In addition, the College

accurately communicates financial aid and grant information in a timely manner to the Department of Education. The College clearly communicates its accredited status, the accrediting agency location and contact information, and changes in status on the college website ([I.C13-01 Accreditation at Berkeley City College](#)).

Analysis and Evaluation

The College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The College uses its catalog, program web pages, and accreditation webpage to describe itself in consistent terms to all of its accreditation agencies and communicates changes in its accredited status to the Commission, students, and the public.

I.C14: The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Berkeley City College is a non-profit, state-funded, open-access institution of higher learning that clearly details its commitment to student learning and achievement in its Mission, Vision, and Values and through its Strategic Plan ([I.C14-01 BCC Strategic Plan 2018-2020](#)). The College's financial audit statement ([I.C14-02 2018-Berkeley City College Midterm Report](#)) and other fiscal budget reports demonstrate that funds are not generated for financial returns for investors, and the College does not support external interests nor have a parent organization.

Analysis and Evaluation

The College is a non-profit, state-funded, open-access institution of higher learning with a mission committed to student achievement and student learning. ([I.C14-03 BCC Catalog Mission Statement](#)) The financial statements are public and demonstrates that the decisions regarding finance are transparent and connected to ensuring higher quality education.

Conclusions on Standard I.C. Institutional Integrity

The College demonstrates institutional integrity in all policies, actions, and communication. Institutional integrity is demonstrated through the accuracy of its published documents and relationships with the Commission. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The College's administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Evidence List

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

II.A1: All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All courses and program offerings align with the stated mission of Berkeley City College, which focuses on promoting student success through academic excellence and student learning, committing to multiculturalism and diversity, and transforming student lives ([II.A1-01 Mission Vision Values 2020](#)). To accomplish this mission and commitment to student learning, success, and equity, the College provides instruction in courses and programs are provided to meet student needs in the areas of a) distance education, b) transfer education, c) career education, d) general education, and e) basic skills. The College offers following programs in accordance with its mission:

- 18 Associate-Degrees for Transfer
- 18 Associate Degree Programs
- 36 Certificates of Achievement
- 6 Certificates of Proficiency (primarily in Career Education areas)
- 10 Certificates for Non Credit Career Development and College Preparation (CDCP)

Information regarding the College's course and program offerings are clearly indicated in the College catalog. This includes a statement of each program's learning outcomes, a listing of the courses included in each program, descriptions of the content of each course with unit value, hours of instruction both for lecture and laboratories, and approval for Distance Education (DE) offering ([II.A1-04 BCC Catalog, pp. 55-150](#)). In addition, for each program, there is a statement of the degree or certificate that would be attained at the completion of the program including potential career or transfer opportunities ([II.A1-05 BCC Catalog, p. 55](#)).

The Curriculum Committee reviews, on a regular basis, all existing and newly proposed instructional programs and courses ([II.A1-01 Sample course workflow from Curricunet](#), [II.A1-02 Sample program workflow from Curricunet](#)) as well as ensuring that the curriculum currency is updated every 2 years for CE courses and 3-5 years for non-CE courses ([II.A1 - XX Curriculum Recency calendar](#)). ([II.A1-03 Peralta Program and Course Approval Handbook](#)). This process assures that all courses across the College are assessed for currency, appropriateness within higher education, teaching and learning strategies, and Student Learning Outcomes (SLOs).

The Curriculum Committee reviews programs and courses across all means of delivery including Distance Education (DE). The Committee includes a faculty with DE expertise who ensures that the quality and appropriateness of the DE course offering are meeting the State Chancellor's office and Accrediting Commission for Community and Junior Colleges (ACCJC) standards. In accordance with the State Chancellor's office guidelines, the DE proposals must be reviewed and approved by the Curriculum committee as a separate action from the course outline. The Curriculum Committee ensures that the DE approvals are done accordingly. Normally, the college offers courses in face-to-face (or in person), hybrid, and fully online modalities. COVID – 19 pandemic changed the reality of our course offerings and the College offers all courses in fully online modality. The College successfully submitted and approved by the State Chancellor's office and ACCJC regarding blanket or temporary DE Addendums for spring, summer, and fall 2020 which included a comprehensive plan for the Curriculum Committee approval process in time for all courses to be offered in DE modality in time for spring 2021 ([II.A1 XX Spring DE Addendum](#)) ([II.A1 - XX Summer 2020 addendum](#)) ([II.A1XX Fall 2020 DE addendum](#)).

Student attainment of identified student learning outcomes at the course and program levels are evaluated during a regular cycle of assessment. Student Learning Outcomes are assessed regularly with every 3-year cycle and included in the Comprehensive Program Review (every 3 years) and Annual Program Update (APU) processes. In addition, course level student learning outcomes are mapped to the program level outcomes in order to ensure overall program quality ([II.A1 XX](#) – Program mapping with the matrix?)

A description of the role of the Curriculum Committee and coordination on curriculum matters across the district is also stated in Administrative Procedure 4020 ([II.A1-06 AP 4020](#)).

Analysis and Evaluation

All Berkeley City College instructional programs are in alignment with the College's mission, which includes the delivery of high-quality educational programs, regardless of location or means of delivery. Courses and instructional programs are regularly assessed and improved through the College's curriculum and program review processes.

II.A2: Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive

program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Berkeley City College faculty, including full-time and part-time faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Through the program review and curriculum review processes, faculty work to improve instructional courses, programs, and services, enhance teaching and learning, and ultimately improve student success ([II.A2-01 English Annual Program Update](#)).

The College adheres to the District-wide Curriculum Handbook ([II.A2 02](#) – Peralta Program and Course Handbook) which outlines the process for curriculum development, review, approval, and modification. These processes ensure that faculty play the central role in establishing the quality of course offerings and that there is continual examination of courses and programs for improvement. The handbook clearly states that the curriculum development, review, and approval originate with faculty, further, the Board Policy 4020 ([II.A2 - 03](#) BP 4020: Program, Curriculum and Course Development) ensures that the content is appropriate to the College’s mission and the standards of higher education.

The discipline and department faculty use program review to document the need for curricular changes, resources, or professional development and the resulting improvement. The College’s program review cycle is every 3 years, with annual updates in between, and all college programs consistently adhere to this review cycle and process. Career Education (CE) programs conduct program reviews on a two-year cycle ([II.A2-04 2015-18 Program Review website](#)) and this process is followed consistently and systematically regardless of the type of programs and modality.

Program reviews include examination of the program’s relevance to the College’s Mission, trends in student achievement, enrollment, and assessment of learning outcomes. Program reviews utilize a variety of qualitative and quantitative data including student achievement data ([II.A2-05 APU Template \(Instructional-Services-Admin\)-2020-21 \(Due Nov6\)](#)). In addition, criteria used by the College’s Integrated Planning Committee (IPC) to assess program reviews also include relevance to strategic priorities, appropriateness, assessment of learning outcomes, and planning for the future informed by qualitative and/or quantitative data including student achievement data ([II.A2-06 APU VALIDATION FORM 2019-20-template](#)).

Assessment is a critically important component of the College’s program review process. The College’s Assessment Committee, consisted of both full-time and part-time faculty, coordinates the assessment of student learning outcomes at the course, program, and institutional levels. Discussions around analysis of the assessment outcomes are directly connected to ensuring program currency, improvement of teaching and learning strategies and promoting student success ([II.A2-04 Assessment Committee Meeting Agenda for 10/1/19, discussion of](#)

[article on assessment best practices](#); and [II.A2-05 Meeting Minutes from 5/7/19 Assessment Committee Meeting, discussion of ACCJC Conference](#)).

The Teaching and Learning Center (TLC) supports the ownership over the improvement of the teaching and learning experience. Once the discussion regarding assessment outcomes are completed and improvement or action plans are identified, the TLC provides opportunities, support, and mechanisms for the faculty to codify their plans. The TLC, led by a faculty coordinator, provides a dedicated space on campus (now virtual) for faculty to meet and discuss potential plans for improvement ([II.A2-06 TLC Mission](#)). Some specific activities that directly support this work include Faculty Inquiry Groups (FIGs), Action Plan Projects for Learning Excellence (APPLES), and Peer Observation Pool (POP) ([II.A2-07 Screenshot of “What does the TLC do?”](#)).

Analysis and Evaluation

All courses and programs at the College are systematically reviewed and evaluated through an ongoing process to ensure relevance, appropriateness, currency, and future needs and plans. Faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Through the program review, curriculum review, and assessment work, faculty continuously assess and improve programs and courses for improved student performance.

II.A3: The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

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

Curriculum Review

Berkeley City College has officially approved, current course outline of records (CORs) that include Student Learning Outcomes (SLOs) ([II.A3-01 Sample course outline](#); [II.A3-02 Sample program outline](#)).

Curriculum Committee reviews each time when the faculty proposes any part of the revisions for the course, new curriculum proposals, and/or requests for augmentation of the SLOs. The College uses CurricuNet as a tool for CORs and it contains a specific section that is dedicated to SLO identification ([I.A3-03 Sample workflow from Curricunet](#)). Initially, faculty who has deep knowledge and expertise for the outcomes assessment within the Curriculum Committee, is designated to review SLO section of the CORs. Once the initial review is completed, the

Curriculum Committee at large also review to ensure that the recommended revisions are sound and in agreement. The College's SLOs are publicly accessible and searchable via CurricuNet which is linked to the college's website. ([II.A3-xx Curricunet link on Curriculum Committee](#)).

In every class section, students receive a course syllabus that includes learning outcomes from the College's officially approved CORs ([II.A3-04 Sample syllabus - in-person](#), [II.A3-xy Sample syllabus - online](#)). All courses and programs have defined learning outcomes, and each course offered by the College has a syllabus that lists the SLOs. Faculty syllabus per semester are also available in CANVAS on the Office of Instruction site for archival and access purposes ([II.A3-05 Syllabus upload on CANVAS on OI](#)). Instructional Deans regularly address the inclusion of the current course SLOs in course syllabi.

Program level outcomes (PLOs) are also reviewed by the Curriculum Committee each time the proposal is submitted. Similar process is employed to review and identify PLOs to support the faculty proposer. Officially approved PLOs are in the CurricuNet as part of the Program section and each PLO (including all certificates) per the program is also listed in the College's Catalog ([II.A3-06 Sample of PLO, p.80 Communications Studies PLO](#)).

Program Review

The College's Comprehensive Program Review (CPR) and Annual Program Update (APU) both require review and analysis of the SLOs and PLOs. The College has a 3-year cycle of the CPR and APU for the years in between. Annually, through the PR or APU process, each instructional department reviews its calendar, SLO completion stats, as well as action plan completion status ([II.A3-07 Science Assessment Calendar](#)).

Assessment of the SLOs and PLOs directly connect to the institutional planning and resource allocation process. The College's Integrated Planning Committee (IPC) uses a rubric to validate the PRs and APUs, provide feedback to the departments for further consideration for revision. Prioritized resource requests per department informed by the results of the Assessments are reviewed by the newly incepted Integrated Planning for Allocation Resources (IPAR) committee where they review and make recommendation for resource allocation based on the College's Mission and Strategic priorities. Once IPAR makes recommendations, then they go to the Roundtable for Planning and Budgeting for their review and approval prior to making recommendations to the College President ([II.A3-08 Program Review_APU Resource Allocation Cycle](#)).

Assessment

The College's Assessment committee oversees a continuous multi-year cycle whereby student learning outcomes at the course, program, and institutional levels are regularly assessed ([II.A3-05 ILO Assessment Cycle Fall 2019-Spring 2023](#), [II.A3-06 Social Sciences Department Assessment Schedule](#), [II.A3-07 2019-20 Course Assessment Timeline](#)). Course-level Student Learning Outcomes (SLOs) are assessed on a three-year cycle, and during the final semester of each three-year cycle, information from the course assessments is used for program-level outcome (PLO) assessments. The Assessment Committee membership comprises a faculty chairperson, a student learning outcomes and assessment specialist, the coordinator of the Teaching and Learning Center, and assessment liaisons from each college department. It is the

charge of assessment liaisons to facilitate assessments within their respective departments and communicate updates to the Assessment Committee ([II.A3-08 Checklist for assessment liaisons F19](#)).

Faculty receive guidance on how to conduct assessments and may also consult with Assessment Committee members during monthly drop-in office hours ([II.A3-09 Faculty assessment checklist](#); [II.A3-10 Assessment office hours email](#)). Instructional Deans are also accessible to assist faculty with the assessment process. Assessment workshops are also integrated into professional development activities such as semester flex days ([II.A3-11 2019 Mid-Fall Flex day agenda](#)).

Upon completion of the faculty's outcomes assessment, the data and action plans are entered into CurricuNet. Information stored in CurricuNet includes a description of the assessment tool used, student outcome data, data analysis, faculty reflections, and action plans to ensure improvement of student success and elimination of the achievement gap ([II.A3-12 Curricunet Instructions](#)).

The College faced challenges with a range of completion of the SLOs among instructional programs in the past few years. The CurricuNet Meta being a new tool is one of the challenges; however, the College's IPC and Assessment committee made a strong commitment to the completion of SLOs and Assessment and voted to require completion of SLOs as a prerequisite for the departments and programs to be able to request resources for the 2020-2021 Annual Program Update process ([II.A3-09 APU Template \(Instructional-Services-Admin\)-2020-21 \(Due Nov6\) assessment section](#)).

Analysis and Evaluation

As part of the College's curriculum review, program review, and outcomes assessment processes, all course and program outlines include officially approved student learning and program learning outcomes. Official and approved learning outcomes for the courses are identified in CurricuNet as the College's official Course Outline of Records, and on the course syllabus for each one of the course offered. Assessment of learning outcomes for all courses and programs takes place on a three-year cycle under the guidance of the College's Assessment Committee.

Actionable Improvement Plan (need given AIP in Standard IB4 previously?)

The College recognizes that additional work is needed to increase course assessment completion rates and strengthen the College's "culture of assessment". In addition, the College re-committed to its engagement to Racial Justice and Equity goals working with prominent organizations and professionals such as A2AMEND, Mr. Lasana Hotep, Director of the Equity Institute at Skyline College, and F. Harris and J. Luke Wood from the Community College Education Assessment Lab (CCEAL) to ensure that our lens in assessing our own performances through Outcomes Assessments and Program Review are coming from an Equity minded perspective. As of late September 2020, the President established a President's Task Force for Racial Justice to assure that the data analysis also comes from this perspective. Toward this end, the College made strides and improvements since 2018-2019 to increase completion of the

outcome assessments and how the data can inform us to improve what the College can do better for our student success and elimination of the achievement gap particularly for the Latin X and African American students. While the College meets the standard, the College recognizes the opportunities to continue with this work.

[commentary here on what else is being done:

- action plans based on May 2020 survey results
- adjusting assessment committee schedule of meetings
- scaling up what Adan has been doing in ENG
- strengthening ILO assessment process and bringing in participatory governance bodies
- bringing in stronger administrative support for assessment work]

II.A4: If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The College offers pre-collegiate courses in English for Speakers of Other Languages (ESOL) and mathematics. In addition, the college offers developmental, continuing and community education, short-term training, and contract education. The process for developing these courses follows state regulations in the course approval process as well as rigorous college and district guidelines for establishing and evaluating each type of course and program. The College's Curriculum Committee, under the authority of the Academic Senate, has the responsibility to review and approve these courses.

Pre-collegiate curriculum is distinguished from college-level curriculum, in multiple places. First, the Course Outline of Records (CORs) indicate whether a course is either degree applicable, non-degree credit, or non-credit (IIA.4 01 – College level COR from English). The College Catalog clearly delineates whether a course is pre-collegiate or college-level. The College's course numbering system is described in the Catalog (II.A4-05 BCC Catalog pg. 56) which describes the course numbering protocols that indicate which classes are degree applicable toward a degree and which are identified as non-degree credit, as does the class schedule (II.A4 XX Schedule – non degree). Courses numbered 1-199 and cooperative education courses numbered 400-499 are transferable to the CSU and UC systems. Furthermore, for each course listed in the Catalog, information is provided which indicates whether the course is acceptable for credit to the CSU and/or UC systems.

The College successfully implemented AB 705 in English and Mathematics in time for Fall 2019 semester to streamline the assessment process for students as they entered the college, while also increasing the number of students who successfully complete transfer-level English and math within their first year. The Berkeley City College English Department took the lead in the

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

In fall 2019, BCC was one of only 13 colleges recognized as “strong implementers” of AB 705 by the California Acceleration Project with less than 10% of course offerings in math and English below the college level ([II.A4-01 Getting There II: A Statewide Progress Report on Implementation of AB 705, pg. 10](#)). Moreover, the one-term completion rates for transfer-level English went up 10 % from 54% in fall 2015 (before any program changes) to 64% in fall 2019. In math, one-term completion rates of transfer-level went up 31% from 23% in fall 2015 to 54% in fall 2019. These data show students benefitted from enrolling directly in transfer-level English and math with the additional instructional time and learning support provided by the new linked support courses with embedded tutors added to the programs in fall 2019. For English, Mathematics, and ESOL, students can go to the College’s website and access an online self-guided placement tool available for recommended placement in these three disciplines ([II.A4-04 Online Math, English and ESOL Guided Placement](#)) and are guided to make appointments with the Counselors upon completion.

In concert with the framework of the Guided Pathways, the College intentionally develop courses and programs that lead students from pre-collegiate level curriculum to the college level curriculum. One of the examples is a Non-Credit Career Development and College Preparation (CDCP) program: Bridge to Community Health Worker Careers, leading to college-level Human Services courses ([II.A4-02 HUSV Pathway](#), [II.A4-03 English 1A flyer to students](#)).

The College supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum. Support is provided by the Learning Resources Center and Writing Center. Math tutoring services are available through the Learning Resources Center and writing tutoring services are also available through the Writing Center.

Analysis and Evaluation

The College distinguishes its pre-collegiate curriculum from college-level curriculum, and it supports students in learning the knowledge and skills necessary to advance to college-level curriculum. There is a clear path from pre-collegiate courses to college-level courses, and, where they exist, those courses have designed through the curriculum process to teach requisite skills to succeed in the college-level curriculum. Using the results from the Student Learning Outcomes, the College revises placement rules, co-requisite support courses, and provide academic and student support services when appropriate.

II.A5: The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The College demonstrates the quality of its instruction by following practices common to American higher education and policies and procedures in place to define these practices. The College has a clearly delineated, faculty-driven curriculum process, based on the Title 5 for developing and evaluating degrees at the associate level, as well as certificates om Career Education (CE). The College also follows established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning in each program it offers.

The College offers 18 Associate Degrees for Transfer, 18 Associate degree programs, 36 Certificates of Achievement, 6 Certificates of proficiency, and 10 Certificates for Non Credit Career Development and College Preparation (CDCP). The Peralta Community College District (PCCD), and Berkeley City College, have adopted policies and administrative procedures designed to ensure that all degrees and certificates conform to the common standards of American higher education concerning the appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning across all of the College’s academic programs.

Administrative Procedure 4100: Graduation Requirements for Degrees and Certificates ([II.A5-01 AP 4100: Graduation Requirements for Degrees and Certificates](#)) clearly states that in order to earn an Associate Degree, at least 60 units total (appropriate length) must be completed; at least 19 units in general education (breadth) must be completed; at least 18 units within a single discipline or set of related disciplines (depth) must be completed and must earn certain grades in major courses and general education courses (rigor). The Associate Degree General Education Requirements are also indicated in the College Catalog ([II.A5-02 BCC catalog, P. 53 - 54](#)).

In concert with the Guided Pathways framework, the College also requires that each degree and certificate include a recommended course sequence which, when followed, allows the degree or certificate to be completed within two years ([II.A5-03 Samples from BCC catalog – ASL and Anthropology](#)). Moreover, each degree and certificate include program learning outcomes, and an “assessment matrix” ([II.A5 - XX Assessment Matrix](#)) for the program. The assessment matrix would be completed by a department and attached to any program submitted to the Curriculum Committee in CurricuNet. Through this document, departments assure how courses in their programs build skills that allow students to meet the PLOs (synthesis of learning).

Board Policy and Administrative Procedure 4020: Program, Curriculum, and Course Development ([II.A5 - XX BPAP 4020: Program, Curriculum, and Course Development](#)) states, “The programs and curricula of the District shall be of high quality, relevant to the multicultural

East Bay community and student needs, reflective of the District's and Colleges' Mission, Vision, and Values, and evaluated regularly through Program Review and Annual Unit Plan updates to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance." As content experts, faculty on the Curriculum Committee review each degree and certificate before it is approved in order to ensure appropriate length, breadth, depth, rigor, course sequences, time to completion, and synthesis of learning. ([II.A5-04 Curricunet tech review workflow](#)).

The College's articulation officer, who is a member of the Curriculum Committee, works with four-year institutions to verify that lower division courses meet articulation and transfer requirements. General Education Courses that are accepted by transfer institutions appear on the CSU General Education (CSU GE) Breadth list, as well as the Intersegmental General Education Transfer Curriculum list (IGETC) ([II.A5 - XX](#) CSU GE Breath Catalog p. 38-39) ([II.A.5 XX](#) – IGETC list Catalog p. 32-33). In response to the requirements of Senate Bill 1440, the College developed a total of 18 Associate Degrees for Transfer ([II.A.5 XX](#) – Catalog p. 29-30), maintaining the second in California Community College system with the number of students completing Associate Degrees for Transfer during 2018-2019 and 2019-2020 ([II.A5](#) - XX – College Opportunity Award letter).

The College supports professional development opportunities for all faculty but particularly members of the Curriculum Committee and Academic Senate to participate in conferences and training such as ASCCC Curriculum Institute, ASCCC plenary session and ASCCC leadership academy in order to be current with policies, procedures, and regulations regarding degrees and certificates ([II.A5-05 Curriculum Institute Certificate of Completion](#)).

Analysis and Evaluation

All degree and certificates, awarded by Berkeley City College and as listed in the College Catalog, follow practices common to higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. . As evidenced by District policies and procedures on degree and certificate requirements and thorough review and approval by the Curriculum Committee, all degrees and certificates are in compliance with practices common to American higher education and ensures that minimum degree requirements for each associate degree is 60 semester units.

II.A6: The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Berkeley City College schedules courses in a manner that allows students to complete certificates and degree programs within a reasonable period of time consistent with established expectations in higher education. The College ensures that courses are offered regularly, in

appropriate sequences, and at various times including Distance Education modality to meet the needs of diverse student population.

Aligning Course Offerings with Students needs and Removing Barriers

This is accomplished primarily when the Department Chairs and Deans develop a schedule of courses twice a year ([II.A6-01 Summer and Fall 2020 schedule development timeline](#)). Using the Power BI Dashboard, which is the Enrollment Management Tool, Chairs and Deans may access data that allows enrollment tracking throughout the Peralta Community College District (PCCD) for all sections offered historically and in the current year ([II.A6-02 Power BI enrollment dashboard](#)). Department Chairs and Deans review various data to analyze enrollment patterns such as fill-rates, wait lists, section counts, room capacity, course capacity, WSCH/FTEF (productivity), enrollment counts, FTEF calculations, Online demands, dual enrollment, and numerous other variables.

Four colleges within PCCD are unique in their close physical proximity to each other, which contributes to students “swirling” among the four colleges ([II.A6-02 Swirl By Campus Fall 2018](#)). This results in students taking courses beyond their home campus. Recently, Power BI tool added a section, POST ([II.A6-03 POST Dashboard](#)), that allows the four colleges within the District to see how duplication of course offerings can be avoided. This enables the colleges to effectively coordinate course offerings so that swirling of students can be minimized. In addition, starting in spring 2019, Academic Senate presidents and Vice Presidents of Instruction, along with the Vice Chancellor of Academic Affairs from the District, began meeting on a monthly basis to look at this issue more closely ([II.A6-04 District-Wide Scheduling Meeting Agenda](#)). After reviewing various qualitative and quantitative data regarding student course taking patterns, locations, and courses taken at other colleges, sharing data and soliciting feedback from campus communities, one action that the colleges and the district decided to institute was a consistent Block Schedule that can be used by four-colleges ([II.A6-05 PCCD Block Schedule](#)). Clearly stated and consistent class starting and ending times at each college across the district were used for the fall 2020 schedule ([II.A6-06 Fall 2020 Schedule of Classes](#)). While all courses were converted to be offered in online modality for fall 2020 due to COVID – 19 pandemic, online synchronous courses remained on the Block schedule grid.

Integrated Strategic Enrollment Management and 7 Areas of Projected Growth aligned with Student Centered Funding Formula (SCFF)

The College developed and implemented the Integrated Strategic Enrollment Management Plan (ISEMP) 2018 - 2021 ([II.A6-07 ISEMP 2018-21](#)) which outlines the College’s priorities and goals for enrollment management. The overarching goals the College has identified as part of the ISEMP directly inform the seven specific areas of projected growth in the plan that are intentionally aligned with the Student-Centered Funding Formula (SCFF) (p. 6 of ISEMP):

1. Pell Grant Recipients (supplemental)
2. California Promise Grant Recipients (supplemental)
3. Special Admit high school and adult school students (FTES and supplemental)
4. Distance Education seeking students (FTES/Base and Student Success)
5. Non-credit (NC), Career Development and College Preparation (CDCP) short NC certificates (FTES and Student Success)

6. Transfer level Math and English completed in one year (Student Success)
7. Associate Degree for Transfer (AD-T) (Student Success)

The BCC ISEMP provides a clear roadmap for the College to focus on its Enrollment Management strategies focused on increasing FTES and other metrics within the SCFF. In order to ensure that all activities identified in the BCC ISEMP based on these seven goals of the growth areas are implemented, the College established an Enrollment Management Committee (EMC) in Fall 2018. The EMC ([II.A6-08 Sample agenda, EMT](#)), is designed to meet twice a year and further established a focused Task Force within the committee to meet more frequently and it has been meeting a minimum of 2-3 times a semester since Spring 2019 to ensure effective planning, assessment, and continuous improvements are made.

Guided Pathways for Clear Cluster of Course Offerings

The College began engaging in activities related to the Guided Pathways framework in Fall 2017. This began with self-assessment and the identification of initial focused activities in spring 2018. The College's visual framework ([II.A6-14 BCC GP Framework](#)) was endorsed by participatory governance committees and a Guided Pathways Design Team was formed based on four key pillars in students' matriculation process. This effort is still ongoing and as a result of much reflection and examination, the College re-framed the structure and focus of Guided Pathway work in spring 2020 to be on meta-major cluster development led by two faculty coordinators and expanded college participation ([II.A6-15 Minutes from 5-6-20 Academic Senate meeting](#)). The ongoing work of cross-functional groups and a focus on meta-major development will directly assist students with building streamlined, clear, and two-year (or less for Certificate programs) pathway course taking plans that will be reflected in their SEPs.

Course Sequencing for Programs

Each Certificate or Program in the Catalog has a "Recommended Course Sequence" section in addition to the Program description. Faculty in the department review them as they revise and/or update curriculum based on the assessment results ([II.A6-10 Sample SLO assessment with action plan](#)) and review the recommended course sequence on an annual basis when the Catalog is being revised. Department Chairs and Deans review student success data of the courses offered through Program Review or Annual Program Update ([II.A6-11 Program Review Template 2018-19](#)) and make determination of course offerings in the course schedule to support students with timely completion of a certificate or degree. Currently, the College practices two-term enrollment, Summer/Fall and Spring ([II.A6-12 Summer/Fall 2020 Schedule of Classes](#), [II.A6-yy Spring/Summer/Fall 2020](#)). This format encourages students to better follow their Student Educational Plan (SEP) ([II.A6-13 Sample SEP](#), [II.A6-xy Sample SEP Spring/Summer/Fall 2020](#)) that guides them to reach the finish line of their educational and career goals.

Analysis and Evaluation

The College schedules courses in a manner that allows students to complete their certificate and degree programs within a period of time consistent with established expectations in higher education. The College, along with three other colleges within the District, developed and implemented a comprehensive Block Schedule to maximize the use of classrooms, avoid overlap of courses offered among colleges, and reduce swirling of students among colleges. The College

Catalog includes a Recommended Course Sequence published in addition to the program description to help students develop their Student Educational Plan (SEP) with counselors. Department Chairs and Deans use this information for effective course offerings in the schedule of courses per term that respond to the needs of students which are clearly delineated in the College's Integrated Strategic Enrollment Management Plan. Guided Pathways work, which is ongoing, will culminate in clearer pathways to completion for achievement of student learning goals.

II.A7: The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

To meet student needs, the College uses multiple modes of course delivery, instructional methods, and support services. These include online, on-campus, and hybrid courses and support services. As the recently revised College Vision statement indicates, "... the College is committed to transforming student's lives as an innovative, student-centered learning community dedicated to academic excellence, collaboration, equity and social justice." ([II.A7-01 BCC Mission and Vision](#)). In accordance with this Vision, the College is committed to advancing equity in student access and success for all students. Alignment of the Student-Centered Funding Formula (SCFF) with the seven focused areas of growth identified in the College's Integrated Strategic Enrollment Plan (ISEMP), Student Equity Plan ([II.A7-02 SCFF Summary](#), [II.A7-03 BCC Student Equity Plan 2019-2020](#)), along with the implementation of AB 705 for Math and English ([II.A7-04 Fall 2019 PCCD AB 705 Summary](#)), have enabled the College to intentionally focus on disaggregating data for particular subpopulations of students to meet their diverse needs ([II.A7-05 Student Success Data disaggregation by ethnicity, age, AB 504, adult students, etc. supplemental section of SCFF/Phoumy](#)). In addition, the College's Strategic Plan 2018-2020 and Student Equity Plan 2019-2020, delineate variety of strategies for reducing equity gaps for underrepresented or disproportionately impacted student populations.

Distance Education

The College offers a wide variety of distance education courses. The College's Distance Education (DE) Plan 2019-2020 ([II.A7-06 BCC DE plan](#)) directly supports the mission of the college and recommends projects that support the PCCD Distance Education Plan ([II.A7-07 PCCD DE plan](#)). The College's DE Plan is based on guiding principles focused on learners and equity, outlines the actions that will increase a) online student retention and success rates b) the number and quality of resources and services for student and learning support; and c) the number of courses that meet guidelines for quality, consistency, equity, and accessibility. Student success data for online courses are disaggregated by ethnicity and also compared with in-person course success data. The equity-based achievement gap in DE courses among African American and Latinx students are still large, but an increased awareness of disparities among success rates allowed the College to make thoughtful decisions about growing its DE programs moving forward.

The college and the PCCD Distance Education committees collaborate and share many resources for students to succeed in DE courses as well as faculty resources to ensure teaching methodologies are of quality and meeting the set standard. In early spring 2020, the College and sister colleges in PCCD applied to be part of the California Virtual Community Online Education Initiative Consortium (CVC-OEI) ([II.A7-08 CVC-OEI Application](#)). Being part of the consortium will enable the College to utilize its instructional standard as a rubric for DE education and access various resources for faculty and students, gaining many partnership opportunities for collaboration across community colleges to increase quality and student success in the DE learning environment. In addition, the PCCD along with the Colleges, developed a Peralta Community College District Online Equity Rubric ([II.A7 - XX PCCD Online Equity Rubric](#)) which is to be used in conjunction with the CVC OEI rubric. When developing Distance Education or online courses to increase equity, all eight equity rubrics: Technology Access, Diversity and Inclusion, Images and Representation, Human Interaction Bias, Content Meaning, Personal Connections with and among students, Universal Design for Learning and Student Support, are to be aligned with and/or additional exemplary elements in all of the OEI Rubric sections: A) Content Presentation, B) Interaction, C) Assessment, D) Accessibility, and E) Institutional Accessibility Concerns.

Beginning March 2020, the COVID-19 pandemic changed the immediate needs and reality of in-person instruction. As we are still in the midst of this pandemic and under a “shelter in place” order, all courses are offered in a DE modality in spring, summer and fall 2020 as well as spring 2021. The College, the District, and State Chancellor’s Office, along with collective bargaining units, participatory governance committees, faculty, staff, students and administrators continue to work together to ensure that educational continuity for students and safety for all are assured. The College and District’s Distance Education Committees continue to move forward to assure that the quality of DE education is addressed. In this emergency period thus far, training for faculty has increased tremendously to provide as much support as possible for them to convert classes to DE modality ([II.A7-09 DE Faculty Resources](#)). The BCC DE Committee has developed a training course that will guide faculty through the CVC-OEI Rubric. In addition, the College utilized the Federal CARES Act Direct Support for Students and Institutional funds accordingly and appropriately to support student, faculty, classified professionals and administrators to teach and learn, and work in this fully online environment.

Through the Program Review (PR) and Annual Program Update (APU) that include SLO assessment processes, instructional faculty assess student learning and make adjustments to course delivery instructional methods and curriculum to ensure courses and programs are addressing the needs of the College’s diverse student population ([II.A7-10 Sample APU-BIOL](#)).

The College’s Learning Resources Center ([II.A7-11 LRC webpage](#)) offers group, one-on-one, peer tutoring and workshops on a variety of topics to meet the needs of and support diverse students across multiple subjects. In addition, embedded tutors are in various courses such as English, Math, and Computer Information Systems to assist students with focused and relevant content that are covered in the classes. The College is in the process of expanding tutorial services so that every discipline has access to tutoring. In XXXX, the College received certification by the College Reading and Learning Association (CRLA) for tutor training for writing caches. The second CRLA certification for general tutoring for other disciplines are in

progress which will equipped the College to expand and widely institutionalize tutorial services and programs as planned (IIA.7 - XX CRLA Tutor training certification)

The College offers multiple programs that are specially designed to address the needs of first-year, first-generation college students, low-income students, current and former foster youth, veterans, students with disabilities and undocumented students.

Freshmen Year Experience Learning Community Programs (FYELCP) are cohort-based learning communities where students take general education courses along with embedded counseling courses that promote student success. Below are unique FYELCP programs that aim to decrease educational achievement gaps (II.A7-12 Society of Scholars webpage):

- UMOJA Scholar
This program is dedicated to enhancing the cultural and educational experiences of Black/African American students and other students who are interested in such a focus and values. Students complete integrated courses in African American Studies, English, and math with the goals of learning from the African American Diaspora and transferring to a four-year institution, including Historically Black Colleges and Universities (HBCU).
- IGNITE
This program is focused on students who are first generation college students of diverse backgrounds. Students are mentored by instructors and graduates, and participants aim to complete required transfer courses in two years to transfer to a four-year institution.
- PERSIST
This program provides summer bridge programming for students, who benefit from thorough preparation to come to Berkeley City College. Students are provided with opportunities to explore their potential majors and be prepared to establish their Student Educational Plans (SEP) prior to coming to campus.

Special Student Services Support programs are also in place to support the student populations mentioned above (IIA.7 - XX Extended Opportunities Programs and Service website) and current and former foster-youth, veterans, student with disabilities, and California Work Opportunities and Responsibility to Kids (IIA.7 - XX NextUp/(Foster Youth Program) website, IIA.7 - XX Veterans program website, IIA.7 XX DSPS website, IIA.7 - XX CalWORKs website).

Analysis and Evaluation

The College's vision statement as well as all institutional planning documents demonstrate an institutional commitment to equity in success for all students. Strategies and action plans are often discussed in participatory governance committees, department meetings, and college-wide town halls to meet the goals articulated in college planning documents: the Strategic Plan, Student Equity Plan, and Distance Education Plan. The College effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students. The DE Committee has organized workshops, trainings, and ongoing professional

development for faculty on successful distance education strategies, learning styles, culturally relevant teaching and learning and support mechanisms.

II.A8: The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The chemistry discipline at Berkeley City College and three other sister colleges within the district agreed to use the California Chemistry Diagnostic Test (CCDT) ([II.A8-01 SSSP Minutes](#)), a paper and pencil test that is used to determine a student's preparedness for Chemistry 1A. This assessment, which is described on the college's website, has been used in the District since 2017 and is administered through the Enrollment Management Coordinator. The CCDT is used to determine prior learning and is considered an indicator of preparedness for Chemistry 1A with respect to lecture material.

During the COVID-19 pandemic that began in spring 2020, the chemistry faculty at the College and throughout the District decided to use the ALEKS online course ([II.A8-03 Link to ALEKS](#)) as an alternative to CCDT so that students could be assessed in an online environment for Chemistry 1A. In addition, students could provide information such as a) passing of Chemistry 30A, b) passing of AP Chemistry, and, as is always the case, c) petition the prerequisite.

Analysis and Evaluation

The College does not use departmental course or program exams, and it has no plans to add them in the future. Where tools are used to gauge prior leaning, such as the California Chemistry Diagnostic Test, faculty in the discipline evaluate the effectiveness of the tools to ensure reliability and a reduction in test bias.

II.A9: The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes, in accordance with accepted norms in higher education. Board Policy and Administrative Procedure 4020: Program, curriculum and Course Development ([II.A.9-01 BPAP 4020: Program, Curriculum and Course Development](#) [II.A9-11 AP 4020](#)) [outline](#) the credit hour guidelines as part of the College's curriculum development process. The Appendix to AP 4020 specifies how federal standards for clock-to-credit-hour conversions are met in the

awarding of credit. Units of credit awarded are based on the Carnegie Unit System, as described in the Peralta Program and Course Approval Handbook ([IIA.9-02](#) PCCD Program and Course approval Handbook, p. 25-27) and adhere to applicable state and federal regulations ([IIA.9 - XX](#) Code of Federal Regulations Part 600, [IIA.9 - XX](#) CCCCO Student Attendance and Accounting Manual chapter 3).

At the course level, passing grades on assignments or exams are connected to student achievement of Student Learning Outcomes (SLOs) for the course. All courses have SLOs, which are documented on the Course Outlines of Record (CORs). In CORs, faculty specify how student attainment of SLOs will be evaluated, for example through exams, essays, portfolios, or other assessment tools. SLOs and course-level assessment are proposed by faculty and subject to approval by the Curriculum Committee. CORs are regularly reviewed and updated in Curricunet by faculty ([II.A9-01 Curriculum Committee levels of approval in Curricunet](#); [II.A9-02 Curricunet course update approval history](#)) Furthermore, SLOs and evaluation methods are detailed on course syllabi retained by the Office of Instruction. Administrative Procedures detail relevant processes for course approval, SLO development and assessment ([II.A9-03 AP 4210](#), [II.A9-04 AP 4022](#)).

Administrative Procedures 4100 and 4025 detail the College's philosophy toward and credits required for graduation ([II.A9-05 AP 4025](#), [II.A9-06 AP 4100](#)). Specific degree and certificate programs are guided by Program Learning Outcomes (PLOs), which in turn are mapped to both course-level SLOs and broader Institutional Learning Objectives (ILOs). Course level outcomes are mapped to Program Learning Outcomes (PLOs) within Curricunet ([II.A9-07 Global Studies Program Outcome Mapping Report from Curricunet](#)). Program proposals in Curricunet include a Program Curriculum Alignment Matrix in which faculty identify Program Learning Outcomes and assessment methods. In a given program's Curriculum Alignment Matrix, those courses in which students are introduced to, develop, and then become proficient in specific PLOs are identified. This matrix is reviewed and approved by the Curriculum Committee ([II.A9-08 Curriculum Committee Workflow Comments on program matrix](#)). Those courses where students become proficient in relevant PLOs are the core courses where PLOs are assessed ([II.A9-09 Program Curriculum Alignment Matrix template](#), [II.A9-10 Sample completed Program Curriculum Alignment Matrix for Global Studies AA-T](#)).

Program Learning Outcomes are listed for each program in the College Catalog. Programs are assessed by evaluating student achievement of PLOs at the conclusion of each three-year course-level assessment cycle. Because of the transition from one assessment management tool, Taskstream, to another, CurricuNet, the College is currently completing its first round of assessment data entry and analysis with this new management system. During spring 2021, assessment of Program Learning Outcomes will take place and be input in CurricuNet by the following fall semester.

Administrative Procedure 4050 details course transferability to the California State University and University of California systems ([II.A9-12 AP 4050](#)). Units of credit for a course are noted in the course description in the College Catalog and the COR, while total required units for a degree or certificate are given in a listing of required course and recommend course sequence for each degree program or certificate.

Analysis and Evaluation

The College awards course credit, degrees and certificates based on student attainment of course-level SLOs and program-level learning objectives and guidelines for awarding credit, which are stated in the catalog and PCCD Program and Course Approval Handbook. Evidenced by board policies and administrative procedures, and the College Catalog, units of credits awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Federal standards are used for clock-to-credit hour conversions in the awarding of credit.

II.A10: The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The College makes its transfer-of-credit from other colleges available to students through the College Catalog and website ([II.A10-01 Admissions & Records Forms webpage – Substitution Waiver](#)). The provisions for transfer-of-credit are detailed in Administrative Procedure 4100 Graduation Requirements for Degrees and Certificates. As stated in AP 4100, “Students may use both lower and upper division coursework from a regionally accredited institution to fulfill both subject and unit requirements of a comparable PCCD course upon approval by the appropriate department chair(s) and administrator(s),” ([II.A10-02 AP 4100](#)). The appropriate department chair ensures that the learning outcomes from a transferred course are comparable to the College’s course ([II.A10-03 Petition for Course Substitution form](#)). Students also receive support through the Career and Transfer Center and Counseling Department, which provide students with guidance on transfer.

As explained in Administrative Procedure 4235 and published in the College Catalog, Berkeley City College also provides for transfer of Advanced Placement (AP) credit, International Baccalaureate (IB) credit, College Level Examination program (CLEP) credit and military experience credit. These credit-by-examination procedures are reviewed annually ([II.A10-04 AP 4235](#), [II.A10-05 Catalog pp. 41-45](#)).

Information on the evaluation of transcripts from other institutions and international transcripts can be found on the Admissions and Records website. International transcripts must be evaluated and translated by the National Association of Credential Evaluation Services. Once processed, official foreign transcripts can be evaluated by the College’s Admissions and Records Office upon request of a college Counselor ([II.A10-06 Screenshot from Peralta A&R transcript](#)

[webpage – for transcripts](#), [II.A10-07 Screenshot from Peralta A&R transcript webpage – for international transcripts](#)).

As outlined in Administrative Procedure 4050, the Articulation Officer regularly works with four-year university staff and faculty to ensure that a range of course transfer options are available to students ([II.A10-08 AP 4050](#)). Course-to-course articulation occurs throughout the academic year for both CSUs and UCs, as options for articulation are identified. ASSIST.org is the repository for established CSU and UC articulation agreements. Course-to-course articulation occurs throughout the academic year. General Education review by CSU and UC is done once a year. Determination of whether a course is transferable to UC is done once a year. Complete information about Articulation can be found on the college website, which includes information on Private and Independent Colleges and Universities ([II.A10-09 Screenshot of BCC Articulation webpage](#)).

Analysis and Evaluation

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate student attainment of their learning goals. Through the college catalog and website, the Career and Transfer Center, and the college Counselors, Berkeley City College makes available to students transfer-of-credit policies and procedures. The Articulation Officer works to ensure that courses are articulated to four-year universities and collaborates with college and university personnel as necessary. The College regularly reviews and updates administrative procedures that guide the transferring in of Advanced Placement (AP) credit, International Baccalaureate (IB), College Level Examination Program (CLEP) and military credit.

II.A11: The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The College has Institutional Learning Outcomes (ILOs) which are applied to all degrees and programs in: communication competency, critical thinking, computational skills/quantitative reasoning, ethics and personal responsibility, global awareness and valuing diversity, information competency, and self-awareness and interpersonal skills/teamwork ([II.A11-01 BCC Catalog, pg. 8](#), [II.A11-02 Screenshot of Assessment website, “Multiple Levels of Learning”](#)). ILOs reflect the skills and knowledge that students attain upon completing an instructional program at the College. When completing a degree program, students will be able to demonstrate all of the core competencies contained in ILOs. Additional student experiences provided by the student services and in student leadership at the College support the attainment of these ILOs. The ILOs also serve as an indicator that the College's graduates and those transferring to a four-

year college or university will be able to demonstrate the knowledge, skills, and abilities described within all of the ILOs.

All course-level Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) are mapped to the College's ILOs ([II.A11-03 Curricunet report showing courses mapped to Self-Awareness ILO](#)). The College assesses ILOs on a 4-year timeline ([II.A11-04 ILO Assessment Cycle Fall 2019-Spring 2023](#)). The College's Assessment Committee facilitates the process of assessing each ILO over three semesters. The first semester is dedicated to planning the ILO assessment college-wide, which includes devising relevant rubrics or other assessment tools and creating a sub-committee of relevant faculty to design and implement the assessment. The second semester, the ILO is assessed, and data collected. Data is collected by faculty during regular classroom activities and/or exams that are mapped to the ILO. The third semester, data are analyzed and used to inform program improvements.

As discussed in Standards I.B2 and I.C3, the College had initiated a new round of ILO assessment during the 2019-20 year. This process was disrupted in spring 2020 due to the shelter-in-place orders due to COID – 19. The Assessment committee began its continued ILO process remotely in fall 2020.

Analysis and Evaluation

The College has adopted Institutional Learning Outcomes which students attain upon completing a program. These ILOs align with competencies in communication, information literacy, quantitative reasoning, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. At the program and course levels, outcomes are linked to these ILOs.

II.A12: The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

In alignment with the Board Policy and Administrative Procedures 4025: Philosophy and Criteria for Associate Degree and General Education ([II.A12-02 BP 4025](#)) [II.A12-03 AP 4025](#)) which was approved by the Academic Senate, the College requires all degree programs to integrate a General Education (GE) component in their curriculum. In order to earn a local Associate Degrees from Berkeley City College, a student must complete at least 19 units of general

education which is reflected in the College Catalog under “Associate Degree General Education Requirement” section ([II.A12-01 BCC Catalog p. 51](#)).

General Education prepares students to be able to demonstrate an understanding of how knowledge is discovered and constructed in the natural sciences, the social and behavioral sciences, the humanities, and language and rationality. General Education also provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, an appreciation for cultural diversity, and a recognition of what it means to be an ethical human being and effective citizen.

The College’s general education requirement mandates that students who are completing a local AA or AS degrees take one course each from areas 1 (Natural Sciences), 2 (Social and Behavioral Sciences), 3 (Language and Rationality), 4a (English Composition), 4b (Mathematics), 4c (Computer Literacy), 4d (Oral or Written Communications, or Literature), and 4. Ethnic Studies ([II.A12-05 BCC Catalog Associates Degree General Education Requirements](#)) The College’s GE pattern and associate courses align with its Institutional Learning Outcomes (ILOs), as stated in the College Catalog ([I.A 12 – XX I](#) College ILO, catalog P. 8).

Annual review of the General Education (GE) requirements takes place at the end of each Spring term by the General Education Subcommittee of the Council on Instruction, Planning and Development (CIPD). The committee includes the articulation officers from each college within the Peralta Community College District (PCCD) and the representatives from the District Office ([II.A12-06 Peralta Program and Course Approval Handbook, pg.12](#)). The GE subcommittee proposes potential additions and deletions for each general education area and their recommendations are presented to the full membership of CIPD. If CIPD approves, the recommendations are then forwarded to the Board of Trustees for final approval.

Administrative Procedure 4100: Graduation Requirements for Degrees and Certificates ([II.A12-04 AP 4100](#)) which was also approved by the Academic Senate, explains eligibility for graduation as students who have completed “the subject requirements for graduation and have maintained a 2.0 average in subjects attempted and who meet residency requirements.” The College’s general education requirement for AA and AS degrees and Graduation requirement accomplish the purpose of general education as defined in BP 4025, AP 4025, and AP 4100 which are based on Title 5 Section 55063 ([II.A12-07 Title 5 Section 55063](#)).

The College also awards AA-T and AS-T degrees. A student must complete either the CSU GE Breadth requirements or the IGETC requirements in order to obtain such degrees ([II.A12-08 BCC Catalog Transfer Information](#)). Based on the program learning outcomes for the CSU GE Breadth Certificate of Achievement, and the IGETC Certificate of Achievement, students completing either of those general education requirements would also accomplish the purpose of general education as defined in BP 4025 and AP 4025 ([II.A12-09 BCC IGETC CSU GE PLOs](#)).

Analysis and Evaluation

Based on a carefully considered philosophy, developed and approved by faculty, all Berkeley City College associate degree programs require students to complete a GE pattern, as stated in the College Catalog. The various general education areas are clearly defined in the college

catalog. Courses are considered for inclusion in those areas based on their student learning outcomes, and faculty drive all decisions regarding selection or deletion of specific courses in a given area of study. Upon completing a program of general education at Berkeley City College, the learning outcomes achieved by a student would include their preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

II.A13: All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The 2020-2021 Berkeley City College Catalog clearly outlines requirements for each degree and certificate, including required courses within the discipline and/or related disciplines and elective courses. The College also offers Associate Degrees for Transfer (ADT) to the CSU [II.A13-02 BCC Catalog AA-T/AS-T requirements](#), [II.A13-03 BCC Catalog AA/AS requirements](#), [II.A13-04 BCC Catalog program requirements](#)). Each associate degree awarded by Berkeley City College requires at least 18 units of study within a single discipline or within a set of related disciplines. These degrees are designed to that upon successful completion of the required core courses and elective choices, students will have been exposed to, and in some cases mastered at the appropriate degree level, key theories and practices within a field of study.

The College ensures that the “required core” of each program consists of study in a single area of inquiry or set of related areas. As described in Stanard IIA.9, the curriculum review process by the Curriculum Committee ensures that all courses and programs have appropriate student learning outcomes (SLOs) as the basis for awarding credit. In addition, the Curriculum Committee makes sure that that SLOs form a coherent and focused set of outcomes that belong to a single area of inquiry or set of related areas ([II.A13-05 Workflow in Curricunet showing that program learning outcomes are reviewed during tech review](#)).

The course and program level of learning outcome mapping occurs through a use of an “assessment matrix.” This matrix allows each course in the required core program to show how the course contributes towards the learning outcomes of that program, and where specifically those outcomes are introduced, developed, or made proficient ([II.A13-06 Sample program outline from Curricunet](#)). The Curriculum Committee reviews the assessment matrix for each program ([II.A13-07 workflow from Curricunet, or sample comments asking for assessment matrix](#)) and assures an alignment of each course in the required core of the program contributes to the overall learning outcomes of that program. In addition, the Curriculum Committee confirms that there are courses in the required core where the program learning outcomes are being mastered at the appropriate level.

Analysis and Evaluation

All degrees and certificates include focused study in at least one area of inquiry or in an established interdisciplinary core, and the curriculum and program development process by the Curriculum Committee ensure that the key theories and practices within a field of study are addressed. The mapping process supported by the assessment matrix provides a clear summary of the depth of study appropriate to the degree level for each course in the program.

II.A14: Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Information regarding the College's Career Technical programs are found in the College Catalog (IIA.14 - 01 MMART page p.118-119). Each CTE program in the catalog indicate clear program learning outcomes along with Career Opportunities. CTE Programs can also be found on the College's website (IIA.14 - 02 Screenshot of CE College websites (see below) where each of the College's CTE program extends detailed information about available courses and programs, their roadmap to the future careers and jobs, as well as potential earnings and industry partnerships.

<http://www.berkeleycitycollege.edu/wp/ce/> and
<https://www.berkeleycitycollege.edu/wp/ce/home/cte-at-bcc/>

The College verifies and maintains currency of employment opportunities and other external factors in all of its CTE disciplines under the leadership of the Dean of Math, Business, Career Education and Applied Technology and the College's Career Education Ad hoc committee (IIA.14 - 03 CE meeting agenda). The CE meetings include topics such as CTE related data, regional industry trends, regulation changes, potential grant and other funding opportunities, and report preparations to ensure accurate and timely submission to relevant entities.

The College's CE programs determines competency levels and measurable Student Learning Outcomes (SLOs) based on faculty expertise and input from industry partners. CTE programs are required to meet bi-annually with external industry advisory committees (IIA.14 - 04 BCC CE Advisory committee Catalog p. 188-199). These advisory committees support CTE programs in verifying SLOs as technical and professional competencies to meet employment standards and prepare students for external certification as appropriate. The College's advisory committees have been meeting by program thus far, but the College is preparing for an institution-wide BCC CE Advisory Group Summit on late October 2020 where all CTE advisory committee members will be welcomed by the College's cabinet, receive overall updates on the College and programs, and clustered into a program/industry relevant groups for specific discussion and planning (IIA.14 - 05 BCC CE Advisory Group Summit DRAFT agenda 10-26-20). With the COVID - 19 pandemic, the face of the Bay Area industries and businesses were impacted. This Summit will also provide opportunities for various industries to come together and share current industry trends which will inform the College and the CTE programs valuable

data to consider in our institutional planning through Program Review and Annual Program Update processes.

In addition to the review and approval process delineated by the Curriculum Committee, any new or substantially revised CTE programs are also vetted by the Bay Area Community College Consortium (BACCC). The consortium is a regional group designed to, among other things, serve as a liaison between colleges' Career Technical Education programs, Economic and Workforce Development Initiatives, and the Chancellor's Office. Dean of Math, Business, CE, and Applied Technology is a member of this group where information around the neighboring regional colleges' CE programs are shared and reviewed. This process provides opportunities for avoidance of duplication of programs and potential collaboration.

Finally, Berkeley City College CTE Satisfaction Survey highlights:

- The College's CTE programs increase student income by \$9 an hour on average after training which amounts to be an additional \$17,280 a year.
- 93% of students who graduated from CTE programs are very satisfied or satisfied with the training and education they received.
- 73% of students who graduated from CTE programs secured a job very close or close to the training and education they received.
- 70% of students who graduated from CTE programs secured a job within 0-3 months.

Analysis and Evaluation

The College ensures graduate completing Career Technical Education (CTE) certificates and degrees demonstrate technical and professional competencies which meet employment standards and other applicable standards. Through the Program Review process and bi-annual CTE advisory meetings, the College evaluates CTE programs to ensure graduates exhibit preparation for external licensure and certification where applicable. In addition, the College maintains currency of employment opportunities in all of its CTE disciplines through faculty expertise and input from advisory committees and industry partners.

II.A15: When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

The College and the District have established procedures regarding program discontinuance and consolidation according to the criteria described in AP 4021: Program Discontinuance/Consolidation ([II.A15-01 AP 4021](#)). In referencing their catalog rights, students may complete their education in a timely manner with a minimum disruption. When a student begins enrollment in the College, they have the right to maintain the option to complete the local certificate or degree requirements for that catalog year ([IIA. 15 – XX](#) Catalog Rights, Catalog p. 51). The student must maintain continuous enrollment to retain these catalog rights, i.e., enroll in at least one semester in the academic year. Students can claim catalog rights by working with a counselor to complete the certificate/degree petition for their catalog year.

In alignment with BP 4021, the College adheres to its policy and procedure when elimination of a program is required. If a program has been eliminated, then an academic counselor, faculty, and staff provide students in their programs with updated information about impending changes.

Analysis and Evaluation

The College Catalog, class schedules, website, counselors, and faculty provide students with notification or changes to program requirements and elimination or changes to program requirements and elimination of programs as necessary. Students are notified in writing of any program elimination.

II.A16: The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College has a process to regularly evaluate the effectiveness of its courses and programs through regularly scheduled Program Review (PR) Processes. Results and analysis from PRs are in turn linked to institutional planning such as Integrated Planning and Resource Allocation (IIA.16 - XX PR/APU and Resource Allocation process visual).

Program Reviews (Comprehensive) are conducted on a three-year cycle, with annual updates in between, and all college programs consistently adhere to this review cycle (II.A16-01 Evidence here of program review completion – does curricUNET produce a report on this? Or should we use a printout of the Program Review website: <https://www.berkeleycitycollege.edu/wp/prm/2015-2018-program-review/>). Program reviews include a discussion of each program’s mission statement, alignment of program goals to district and college strategic goals, student achievement data, facilities and technology utilization, enrollment trends, and scheduling. With regard to assessment, program reviews require a discussion of planning for and implementation of student learning outcomes assessment. The program review also requires discussion of how disciplines, departments, and programs maintain the integrity and consistency of academic standards across all methods of delivery. Faculty must address in program review whether course outlines of record are updated and to note effective and innovative teaching strategies used to increase student learning and engagement. In planning for the future, the program review also requires inclusion of improvement plans and resource requests (II.A16-02 Program Review Template 2020-21).

In 2019, following completion of annual program updates (APUs), the Integrated Planning Committee coordinated a peer validation process of APUs ([II.A16-03 APU Validation Form Template](#), [II.A16-04 APU Validator Assignment Spreadsheet](#)). Committee members validated submitted APUs in terms of alignment with College 2018-20 Strategic Goals, achievement of

program goals, completion of scheduled course and program assessments, and provision of improvement action items, if applicable.

Program reviews are posted on the College’s website ([II.A16-05 Screenshot of 2015-18 Program Review website at https://www.berkeleycitycollege.edu/wp/prm/2015-2018-program-review/](https://www.berkeleycitycollege.edu/wp/prm/2015-2018-program-review/)).

Program reviews inform a variety of institutional planning processes, including the College’s strategic goals and resource allocation.

Analysis and Evaluation

The College regularly evaluates and improves the quality and currency of all instructional programs. This program review process requires discussion of how disciplines, departments, and programs maintain the integrity and consistency of academic standards across all methods of delivery. Through this process, the College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Conclusions on Standard II.A Instructional Programs

The College offers instructional programs aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. All instructional programs, regardless of means of delivery, are offered in fields of study consistent with the College’s mission. The College engages in reflection of student outcomes and generates supports for students, such as learning communities, and faculty and staff to promote equity in student achievement.

All instructional programs offered by the College culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry.

In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success. Faculty ensure that the content and methods of instruction meet academic and professional standards and expectations.

Improvement Plan(s)

[insert response if applicable]

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B. Library and Learning Support Services

II.B1: The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The College library, Learning Resources Center (LRC), and Writing Center provide essential and critical services that support the College’s mission and student learning and achievement. Students also receive learning support through special programs, including DSPTS, EOPS/CARE, NextUp, CalWorks and Veterans Services. The library and other learning support services offer instructional programs, educational services, and activities to provide students with the opportunity to expand classroom learning and help them achieve their academic, career, and educational goals. Equitable learning support services are available to students who are online and traditional on-campus learners.

Library

The primary mission of the Berkeley City College Library is to promote student success and equity by providing access to space and resources needed to complete studies and supporting the curriculum and information needs of the diverse Berkeley City College community. This mission is met by providing physical and remote access to quality diverse print, electronic, and multimedia resources, services, and instruction. Consistent with the mission and institutional outcomes of Berkeley City College, the library faculty and staff strive to promote information

competency, critical thinking, life-long learning, and academic success (II.B1-01 BCC Library Mission).

The library provides services, resources, and instruction that are sufficient in quantity, currency, depth, and variety, to support students and college personnel. This 6,383 square-foot facility houses a physical collection of over 13,000 print book titles and 315 DVDs (II.B1-02 BCC Library Catalog). Despite having a relatively small print and media collection, the library annually accounts for 48-52 percent of the total circulation among all four college libraries in the district (II.B1-03 Annual Circulation by College in District). The library provides student access to 16 computer workstations with internet access and software programs, two copy machines, two printers, five group study rooms, four study carrels, and a 36-Chromebook cart for classroom use. Chromebooks, headphones, calculators are available for student check-out (II.B1-04 Library Basic Guide). Prior to the outbreak of COVID-19, the library was open six days a week during the fall and spring semesters and four days a week during the summer term. (As of early September 2020, there is a district-wide order to close all campus facilities until January 4, 2021.) The library is staffed with three full-time librarians, four part-time librarians, one full-time senior library technician, and one part-time library technician (II.B1-05 Library Staff and Faculty).

Library staff engages in ongoing instruction at several points of service:

- Reference interviews are available at the reference desk and remotely via chat during all hours that the library is open;
- Instructors may request library orientations in their classes (II.B1-06 Library Research Orientations);
- There are hybrid library courses on library research and information resources. The library offers a series of 0-unit courses on research skills (II.B1-07 BCC Catalog p. 112).

To ensure sufficient quantity, currency, depth and variety in the services and materials provided, the library relies on various ongoing evaluations including program reviews and annual updates, surveys, formal and informal feedback from users, and use data (II.B1-08 Library 2018 Program Review, II.B1-09 LIS APU 2019-20, II.B1-10 2017 Library Survey, II.B1-11 Library Use Stats – Circulation, II.B1-12 Library Use Stats – Head Count, II.B1-13 Library Use Stats – Reference Desk). Library staff sit on various key committees throughout the college such as the technology, facilities, and curriculum committees which allows for greater interaction and fosters feedback between the library and various departments.

Library Online Services

The Library provided online services prior to the COVID – 19 pandemic in spring 2020. During the pandemic and fully Distance Education environment, the Library successfully converted its operations to be fully online which includes instruction, workshops, reference services, textbook loan programs, and tutorial services regarding the Library. The Library website (II.B1 - 12 – library webpage) is a student-centered portal to the catalog, database, subscriptions, research and

related tips, access to textbooks for loan, and other Library-related information. The Library's website can be accessed from any computer from off-campus location.

The Library's virtual business and service hours are clearly indicate on the website including its Saturday hours (II.B1 - 13 – Library hours from the web). Wherever students may enter into the Library's webpage, there is a "Ask Questions" feature embedded where students can either e-mail their questions and/or use a form to ask questions to send them in (II.B1 - 14 Form to ask a question PDF).

The Library continues to provide students with Book Loan Program in the virtual environment. Students can submit an online form with information of the books they need, make an appointment for a curbside pickup date and time prescribed by the College (II.B1 - 15 Form fr book loan and curbside pickup).

Learning Resources Center (LRC)

Consistent with the College Mission, the LRC promotes student success and provides the College's diverse community with educational opportunities and resources to transform lives (II.B1-14 BCC Learning Resources Center Homepage). The LRC provides peer tutoring on a drop-in and appointment basis as well as online. Embedded tutors support a variety of disciplines such as math, ESOL, and computer information systems. Peer tutors provide tutoring for the following: mathematics, chemistry, biology, physics, economics, psychology, sociology, modern languages — French, Spanish, Arabic — computer information systems, and Canvas (II.B1-15 Screenshot of LRC services). The LRC served an average of 6,000 students per year over the 5-year period from 2015-2020 (II.B1-16 LRC Student Usage). The LRC also includes a computer lab with 30 workstations and a printing station that is available at no cost to all students.

Tutoring is organized on a one-to-one and small group basis as well as embedded tutoring in courses, both on-campus and online. The LRC comprises a community of tutors, students, staff, administrators and instructors which provides quality instruction and academic support in person and via Canvas and Zoom platforms. The LRC also offers training workshops to tutors affiliated with the Undocumented Community Resource Center, EOPS, and the Veterans' Center. LRC tutors receive extensive training on their responsibilities, and their training includes role-playing exercises to strengthen their peer communication skills (II.B1-17 LRC Tutor Training Slides, II.B1-18 LRC Tutor Training Agenda).

The DSPS, EOPS/CARE, NextUp, CalWorks and Veterans Services Programs utilize their program space and funding to provide student-to-student learning support, including tutoring in gateway courses according to student need. Students who demonstrate the ability to connect and support their peers in the program and earn high marks in their courses are identified as potential

tutors. In fall 2020, students identified to tutor in special programs will receive the training and certification available to tutors in the LRC and Writing Center.

The LRC assesses the effectiveness of its services through an established evaluation process. Instructors, administrators, staff, and tutors meet regularly as a community of practice to evaluate and develop best practices ([II.B1-19 LRC Tutor Evaluation Form](#), [II.B1-20 LRC Embedded Tutor Evaluation](#), [II.B1-21 In-class Tutor Evaluation](#)). This includes:

- Developing and streamlining processes for referring students to tutoring, hiring tutors, and recommending students to be tutors;
- Establishing models for tutor training;
- Establishing a holistic student-centered tutoring program that meets the requirements to become a CRLA certified tutoring center;
- Identifying best practices for online tutoring and embedding tutors in courses.

Writing Center

The Writing Center at Berkeley City College is staffed by faculty and trained “writing coaches”. Writing coaches are student workers who have received extensive training in best practices in tutoring ([II.B1-22 BCC Writing Coach Description](#)). On campus, the writing center comprises a classroom connected to a computer lab. The Writing Center’s services are structured to reach the students who need it most in a way which emphasizes structure, consistency of support, and fostering of students’ independent learning, as well as their academic writing and critical thinking skills.

The Writing Center serves students in three ways. First is tutoring in the structured environment of a class (English 208A, B, C, or D) called the “Writing Workshop”; this class is advertised and available to students in all disciplines in the college who seek or are recommended by their instructors to get support in improving their academic writing skills ([II.B1-23 BCC Catalog English 208](#)). Second, in alignment with AB-705, the college has created support classes for students in English 1A whose high school grade point averages are below 2.4 and for students who self-identify as needing support in academic writing skills through a self-guided placement process; these support classes are taught in the Writing Center, staffed by the instructor and the trained writing coaches ([II.B1-24 BCC Catalog English 508](#)). Third, it offers drop-in tutoring during the “college hour,” when no classes at BCC are held, again, through a faculty member and writing coaches ([II.B1-25 Drop-in tutoring flyer](#)). All of these activities are highly structured and coordinated by the co-chairs of the English Department.

The Writing Center assesses its effectiveness through a variety of assessment tools. Because the majority of students who use the services of the Writing Center are enrolled in English 208A, B, C, or D or are enrolled in English 508A, B, or C (i.e., the support classes for students enrolled in English 1A who have been identified by their high school grade point average or have self-identified as needing additional support in academic writing skills), assessments take place regularly in those classes. These assessments include a survey of students in English 208, which is conducted each semester and is used for formal SLO assessment every three years and a portfolio assessment comparing student learning outcomes in freshman composition courses with support and those without ([II.B1-26 Writing Workshop Survey Form](#)). Additionally, tutors in the program self-assess and are assessed by the instructors with whom they work twice per semester,

and they create individual plans for improvement as a result (II.B1-27 Writing Coach Evaluation Form).

Equity in library and learning support services - Services provided online

Since the COVID-19 pandemic beginning spring 2020, the Library, Writing Center and Learning Resource Center, and special programs successfully transitioned their programs and services fully online.

The College provides equitable learning support services for DE/Career Education students and traditional on-campus students. The library provides comprehensive learning services and resources both locally and remotely. Students may chat live with a librarian, during library hours, through the chat feature on the library's homepage. The library maintains subscriptions to 53 databases that can be accessed using either using computers at BCC or remotely which, in addition to offering access to over 36,000 films and documentaries, and over 2 million images, provide full-text access to over 118,000 books and over 8,500 periodicals (II.B1-28 Library A-Z Databases, II.B1-29 LibGuide to Databases). Librarians are available to provide library workshops in face-to-face classes and also as embedded resources in online classes (II.B1-30 Embedded Librarians).

In order to meet the needs of students regardless of location, the LRC provides online tutoring by appointment using the Zoom platform as well as embedded tutors in online classes through Canvas (II.B1-31 List of Embedded Math Tutors Spring 2020). The LRC website also links to a plethora of online resources and guides to promote student success (II.B1-32 LRC Online Math Resources). During summer 2019, the Writing Center piloted daily drop-in tutoring sessions at the LRC and also online via Google Hangouts (II.B1-33 Online Writing Tutoring Guide). The College continues to provide synchronous online instructional support through the Writing Center, using technology such as Zoom and Googledocs. This is offered through a class (English 208A, B, C, D) or through drop-in tutoring.

In providing services to students with disabilities, the LRC partners with the College's Programs and Services for Students with Disabilities (PSSD) to train tutors on tutoring students with disabilities (II.B1-34 Tutoring Students With Disabilities Presentation). Tutors also receive training on different learning modalities (II.B1-35 Multiple Modalities of Learning).

To fill any gaps in campus tutoring offerings, the College currently utilizes NetTutor, which is available for utilization by all faculty through Canvas. NetTutor provides readily accessible tutorial support online in almost all subject areas in which classes are taught at Berkeley City College, including Anthropology, Biology, Business, Chemistry, Child Development, Communications, Computer Science, Economics, French, Geology, Political Science, History, Philosophy, Physics, Psychology, Sociology, and Spanish, based on the tutors' and students' schedules. Online tutoring support is available through NetTutor twenty-four hours a day every

day in the areas of English as a Second Language, College Student Success, Humanities, and Mathematics ([II.B1-36 NetTutor in Canvas](#)).

Analysis and Evaluation

The College supports student learning and achievement by providing library and other learning support services on-site and online. To meet the learning needs of its students, the College regularly engages in assessment, via an established evaluation process, of the effectiveness of its library and learning support services in terms of quantity, quality, depth, and variety of services. Learning support services are equitable across distance education and traditional on-campus students.

II.B2: Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

To promote student learning and in alignment with the College Mission, the College selects and maintains appropriate educational equipment and materials. This is done in consultation with faculty, including librarians, and other learning support services professionals. The information technology office at the College also supports the maintenance of computer workstations and labs in the library, Learning Resources Center (LRC), and Writing Center.

The College adheres to the Board Policy 4040: Library and Learning Support Services ([IIB.2-01BP 4040: Library and Learning Support Services](#)) to determine the selection and purchase of educational equipment and materials to support student learning.

In addition, the library relies on the expertise of faculty and other learning support services professionals who address the needs via Program Review and Annual Program Update processes ([IIB2 – 02 Library APU 2019-2020](#)).

The library has a collection development policy to ensure equitable use of resources ([II.B2-01 Collection Development Policy](#)). Librarians administer surveys to elicit feedback on the resources the library provides ([II.B2-03 Library 2018 Program Review pp. 7-12](#), [II.B2-04 Library 2017-18 Service Area Assessment Questionnaire](#)). Library materials and equipment needs are also determined during the program review process and service area assessment cycles ([II.B2-03 Library 2018 Program Review pp. 7-12](#), [II.B2-04 Library 2017-18 Service Area Assessment Questionnaire](#)). Further communication between instructors and librarians occurs within the College's participatory governance structure. Librarians sit on various committees, including but not limited to Academic Senate, Council of Chairs, and the technology committee,

professional development committee, and facilities committees, to promote active communication with all constituents of the college. A librarian is also part of the course and program approval process on the Curriculum Committee.

Tutoring materials in the LRC library are resourced through the math department. An identified math instructor takes on the role of providing the LRC with relevant textbooks. The LRC computer lab is maintained by the information technology office and all equipment selection and maintenance is provided through that department.

Decisions regarding materials and equipment in the Writing Center are made based on English department discussions and weekly meetings with writing lab teachers and writing coaches. Requests that come from those meetings are put into program reviews and annual program updates (II.B2-05 English Program Review 2018-19). Computer equipment for the lab is maintained through the information technology office.

Analysis and Evaluation

To provide appropriate library and student support service resources, faculty and library staff work together to select, develop, and maintain educational equipment and materials that support student learning. An established evaluation process ensures that the library has sufficient depth and variety of materials to meet the learning needs of students.

II.B3: The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Library services are evaluated through collection of data for program reviews and assessment. Program reviews are submitted every three years, with annual updates. Evaluation data include both surveys of library users and usage statistics. In the library's most recent program review, the library faculty and staff analyzed 2017 survey results and proposed an action plan for improving library services (II.B3-01 Library 2018 Program Review pp. 33-36).

Learning support services are evaluated through the collection of data from surveys, portfolio assessment, program reviews and special reports. Data gathered through the College's participation in the 2017 Community College Survey of Student Engagement indicated the need to increase student engagement in peer/other tutoring and writing and math labs (II.B3-02 CCSSE 2017 Key Findings p.5) In 2018-19, the college convened a cross-discipline work group of faculty, staff, students and administrators to develop standardized operations for tutoring in compliance with Title 5 regulations in California Education Code, including: designating campus

tutoring centers; establishing a model for tutor training; developing processes for referring students to tutoring, hiring tutors, and recommending students to be tutors; and identifying best practices for online tutoring and embedding tutors in courses (II.B3-03 Tutoring Presentation, [2019 Academic Senate Minutes 4-17-19](#)). The recommendations of the work group were supported by the Academic Senate, Classified Senate and Associated Students of BCC in Spring 2019. With its new designation as the “hub” of tutoring at the college, the Learning Resources Center (LRC) is developing new student learning outcomes to be assessed in Fall 2020 through a survey which will then be administered every semester. Analysis of the survey results and a plan for further improvement are to be included in the Fall 2020 Annual Program Update.

Furthermore, beginning fall 2020, all tutoring across the curriculum in the LRC will be tracked using SARS Anywhere, a web-based system for appointment scheduling that provides usage data that will allow for comparison studies of outcomes for student who utilize tutoring and those who do not.

In order to evaluate the adequacy of math tutoring, as math tutoring has historically been the focus of the LRC, a special report is in progress to be completed by the Office of Institutional Research utilized LRC usage data to compare the outcomes for students who accessed math tutoring in the LRC to the outcomes of those who did not.

Writing Center evaluations are focused on assessing those courses with students who use the Writing Center intensively. This includes a survey of students in English 208 Writing Workshop classes, which is conducted each semester and used for formal SLO assessment every three years and a portfolio assessment comparing student learning outcomes in freshman composition courses with support and those without ([II.B3-05 English 208 Assessment Report from Curriculum](#), [II.B3-06 English Portfolio Assessment Fall 2019](#)). Additionally, tutors in the program self-assess and are assessed by the instructors with whom they work twice per semester, and they create individual plans for improvement as a result ([II.B3-07 Writing Coach Survey 2016](#), [II.B3-08 English 208 Survey 2017](#), [II.B3-09 Sample Tutor Improvement Plan](#)).

Analysis and Evaluation

To support student learning and achievement, the College has methods in place to evaluate its library and other learning support services. Evaluations are conducted regularly to assess the impact of learning support services on student learning. Evaluations include input by many campus constituents such as faculty, staff, and students.

II.B4: When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The College collaborates with other institutions and organizations to provide comprehensive library and other learning support services for its instructional programs. The College confirms that such services are adequate for the College's intended purposes and enters into formal agreements to document collaborations. These resources are easily accessible via computers on campus and are all available online.

The library collaborates with the other three college libraries within the district for shared services, such as the Millennium On-Line Publicly Accessible Catalog (OPAC), soon to be ALMA/PRIMO. The library is also part of the Community College Library Consortium (CCLC), and the Council of California Community Colleges Chief Librarians for negotiated database licensing rates and shared resources ([II.B4-01 CCLC Description](#), [II.B4-02 Council of Chief Librarians Directory](#)). Library department chairs from the district's four sister colleges meet regularly to collaborate and work towards the most efficient ways to share resources ([II.B4-04 Library 2018 Program Review](#), pg. 26 & 29). The library does not rely on or collaborate with other institutions or sources for library services.

The College gathers information to assess whether library services are being used and are effective. Use data of various library services is evaluated in program reviews and annual updates ([II.B4-04 Library 2018 Program Review](#), pg. 26 & 29).

Analysis and Evaluation

In collaborations with other institutions for library services, the College formalizes these collaborations through contractual agreements. The College gathers information to assess the use and effectiveness of these services.

Conclusions on Standard II.B Library and Learning Support Services

The College offers library and learning support services aligned with its mission. The College supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of means of delivery.

Evidence List

[insert list]

C. Student Support Services

II.C1: The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including

distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Berkeley City College's student support structure includes Enrollment Services (Admissions and Records, Orientation and Placement, Financial Aid), Counseling, Veterans Services, Student Activities and Campus Life, Student Support Services (Extended Opportunity Programs and Services, Programs and Services for Students with Disabilities, CARE, CalWORKs, NextUp), Title IX Office, Wellness Services, Undocumented Community Resource Center and a Career and Transfer Center ([II.C1-01 Student Services Organization Chart 2020-21](#)).

The college regularly evaluates the quality of student support services to ensure they support student learning. Each area engages in a comprehensive program review process every three years with annual program updates during the other years ([II.C1-02 Program Review Module Template](#)). The program review process serves as a way for the Student Services departments to evaluate the quality of student support services. Data is made available to each service area and analyzed within the program review process and occurs annually. The program review aligns with institutional goals such as the Strategic Directions and the Visions for Success, District and College goals, and are incorporated in the BCC Education Master Plan 2016-2021, Strategic Plan 2018-2020, BCC Facilities Master Plan 2009-2022, Integrated Plan 2017-2019, and the Technology Plan 2015-18. In addition to Program Review, each area also develops and measures service area outcomes on a regular basis to ensure students are receiving quality services ([II.C1-03 Transfer Center SLO 2018-2019](#)).

The last two comprehensive program reviews occurred in 2015 and 2018, where all student services departments completed their comprehensive program reviews. In the last two years, Student Services has made sure all areas are up to date with Annual Program Updates (APUs), including the office of the Vice President of Student Services. Student Service areas have completed annual program updates and validation for 2019-2020. Most recently, the Student Services Program Review included reflection on annual achievements, service changes, student learning and service area outcome data collected and analyzed to inform goal setting in student service areas ([II.C1-04 Student Services Program Review Template Annual](#), [II.C1-05 Student Services Program Review Template Comprehensive](#)).

All student support services are delivered on the Berkeley City College campus as well as online. An example of online support is through the General Counseling department's SARS Anywhere online appointment scheduling system, where students can select available appointments by visiting our Berkeley City College Counseling Web Page ([II.C1-06 BCC Counseling Webpage](#)). Students who choose to schedule an online appointment or in person appointment via this system. For students who prefer an online appointment, the department utilize the Zoom Online Appointment to all students on the counseling website ([II.C1-07 SARS Online Schedule System pdf](#)). Students are also able to participate in the new student orientation process online ([II.C1-08 BCC online orientation](#)). Students who have attended college outside of the district can apply for prerequisite clearance online ([II.C1-09 Prerequisite Clearance Form](#)) and submit it online for

clearances within 24 hours. The online options provide access to students who may not be able to come on campus to complete processes and transactions necessary for enrollment and success.

During the spring 2020 semester, Berkeley City College and the Peralta Community College District had to move all instruction and student services support to online services, due to the COVID-19 Pandemic, Shelter-In-Place (SIP) Order by the State of California and the County of Alameda. This was a monumental task to transition 100 percent of services from in-person to online support, which required updating of web pages to inform students on how to access support services online ([II.C1-10 BCC COVID-19 Response Webpage](#)) as well as the Student Services remote/online services web page ([II.C1-11 BCC Student Services Remote Webpage](#)).

Analysis and Evaluation

The College's student services departments regularly evaluate their programs and services regardless of location or means of delivery through assessment of SAO's, in order to collect data, assess them, and provide opportunities for open discussions and analysis of the results for continuous improvement. The BCC student services departments have established ongoing processes to ensure the effectiveness and achievement of student services outcomes.

II.C2: The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The institution identifies and assesses learning outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Student services programs have student learning outcomes to help guide instruction, program plans and ensure continuous improvements. Area Unit Outcome (AUO) and Student Learning Outcome (SLO) data are reviewed and analyzed in comprehensive program review plans for each student service area every three years. Annual Program Updates (APU) occur in years when comprehensive program reviews are not due. In addition to SLOs and SAOs, student service programs conduct student satisfaction surveys to provide a way for students to share their experiences and help the program areas to continuously reflect on and improve services ([II.C2-01 Career and Transfer Information Center Student Feedback Survey](#), [II.C2-02 Counseling SAO Assessment Survey-Spring 2020](#)). Both student support service areas and learning support services participate in the program review process overseen by the Integrated Planning Committee.

Student services have identified and evaluated student learning outcomes or service area outcomes through the Program Review and Annual Program Review process. The Student Services departments will take part in a division-wide assessment and Curricunet Meta training to ensure data input is adequate and that all staff and faculty are knowledgeable about effective assessment tools and evaluation strategies ([II.C2-03 September 1 Student Services Council meeting agenda and notes](#)).

The Student Services Program Review template was updated in Fall 2018 into an online format. This update improved upon the previous versions of the Program Review process, because data for each discipline was embedded into the online tool for ease of analysis of data (II.C2-04 How to Access Program Review tool). All Student Services departments utilize individualized assessment tools to continuously improve their support services to students. Below are examples of survey assessments from Counseling, Financial Aid and the Veteran program:

- The Counseling Department Student Satisfaction Survey Assessment results show that students were satisfied with overall counseling services with over 80% with positive ratings, but just one area with a 70% rating level, which was for referring students to support services. This result indicates Counseling can further develop the referral process to support services in future Counseling Department meeting, will include discussion on how to improve this area in the fall 2020 semester (II.C2-05 Counseling SAO Survey Results).
- The Financial Aid Department completed a Student Survey in 2017, which found that 87 to 94% of the respondents agreed that they received support from the department and felt that they understood the process of completing their financial aid application, understood why they had to turn in the necessary documents to complete their application, and that the financial aid staff answered their questions or concerns in a professional manner. Areas where the respondents felt they were not as supported was in understanding how long it takes to process their financial aid application and how their eligibility is calculated. This survey provided valuable feedback to the Financial Aid Department to continuously improve on their service and engagement with students (II.C2-06 Financial Aid survey).
- "With the State of California providing ongoing funding for Veteran's Resource Centers throughout the state, it is important to ensure that the funding is applied appropriately for Veteran Student Success. Service Area Outcome goals include these students' understanding of the options available to them, that they are knowledgeable about campus and veteran community resources available to them, and they have a full understanding of their academic program, degree and transfer goals. A survey was issued to our continuing students regarding the services provided to them and if the Veteran Resource Center provided a positive impact in their goals. Results provided a positive reaction. One hundred percent of the responses indicated that the Veteran Resource Center provided the space required for student success. With comments including staff and counseling provided the guidance needed for academic success, that VRC is used for tutoring and homework assistance, counseling support and camaraderie" (II.C2-07 Veteran Services SAO).

In the spring of 2019, led by the Vice President of Student Services, departments had the opportunity to share and discuss Annual Program Updates for all student services areas at the Student Services Council meeting. This created a space for those outside of a single department to offer feedback on ways to improve services offered, which allowed for this broadened the scope of feedback and resulted in a more comprehensive review for each area (II.C2-05 Student Services Leads Agenda 2-26-19).

Analysis and Evaluation

The College identifies Student Learning Outcomes and Services Area Outcomes and offers appropriate support to the student body to ensure programs are able to achieve those outcomes in support of student success. The College utilizes assessment data to understand and develop programs to ensure continuous improvements to its services and programs.

The college also understands that there is always room for growth and development in our service areas. The Vice President of Student Services has coordinated a series of training on assessment, analysis and data inputting into Curricunet Meta, in partnership with the Assessment Committee and the college’s researcher to provide continuous professional development and support for faculty and staff, to ensure effective program and service development.

II.C3: The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The institution ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Student Support Services provides information, resources and services to students on campus, online, and at our offsite locations at Berkeley Adult School, Berkeley High and the YMCA. For example, Admissions and Records offers a variety of services to students via the Berkeley City College website. Other departments also offer online services to students as indicated in Table II.C3-1.

Table II.C3-1. Student Service Departments with Online Support

Department/ Service	Available on Campus	Available Online
Admissions and Records	Yes	Yes
CalWORKs	Yes	Yes
Counseling	Yes	Yes
DSPS/PSSD	Yes	Yes
EOPS/CARE	Yes	Yes
Financial Aid	Yes	Yes
NextUp	Yes	Yes

Department/ Service	Available on Campus	Available Online
Student Activities and Campus Life	Yes	Yes
Wellness Center	Yes	Yes
Undocumented Community Resource Center	Yes	Yes
Veterans Affairs	Yes	Yes
First Year Learning Communities - Umoja, Puente	Yes	Yes

Students begin with the CCCApply-MyPath application ([II.C3-01 Online Application](#)) ([II.C3-02 BCC My Path Apply and Enroll](#)). Students can explore careers, get help with the application, and find out about financial information. Students can access information regarding courses and programs of study via online or on campus. Other services that students have access to such as petitions, document submission, ordering official transcripts and applying for graduation can complete and submit via online, emails, or in person.

The Financial Aid Office delivers services in-person and online. Students can learn about financial aid from the financial aid website ([II.C3-03 Financial Aid webpage](#)), students can download forms, applications, complete the student loan entrance and exit counseling sections all online. Students can learn about financial aid literacy, and search for scholarships. Financial Aid TV provides general financial aid information via video clips that are available in multiple languages. Students can view their financial aid status, awards and disbursement information by logging into their Passport student center portal account. The Financial Aid office assists students in completing their financial aid applications online regularly and also conducts financial aid workshops on a weekly basis to help students to complete the FAFSA on campus. Additionally, the financial aid office conducts financial aid workshops off campus for feeder high schools and independent schools. The Financial Aid Officer meets regularly to discuss and review the current and future system to enhance and better serve students.

Program & Services for Students with Disabilities (PSSD) offers services for learning disabilities, such as assessment and evaluation of eligibility for LD support and accommodations and services based on individual assessment results. In addition, PSSD supports students with health conditions, physical, hearing, visual, psychological and cognitive disabilities. PSSD offers academic accommodations to ensure students the same participation available to students without disabilities and may come in the form of services or alternate methods designed to help students meet academic tasks.

The Counseling Department provides Guided SEP according to student's declared major. At the same time, counselors are collaborating with instructional faculty to develop meta majors and Guided Pathways to ensure students are taking courses that help them accomplish their educational goals in a timely manner.

Accommodations are determined by the PSSD counselor based upon review of the student's individual needs and documentation of disability. Academic and disability-management counseling are available throughout a student's participation in PSSD. Additionally, to continuously improve on student support in this department, students were surveyed to see what the PSSD office can do to support their academic success. The survey found that students want the creation of OneDSPS or AIM electronic program to ensure all students across the district can access any DSPS officewithin the district without having to apply individually to each campus. Meetings and discussions have taken place to work towards this goal and is currently in progress (II.C3-04 Meeting Agenda OneDSPS).

Counseling services across the campus offer on campus and online support to students. Online support has been through our online scheduling system and utilizing Zoom for counseling sessions. In addition to the online counseling sessions, students can access remote counseling support through the counseling webpage (II.C3-05 Counseling Department webpage), such as prerequisite clearances, excess unit requests, schedule an appointment. Due to COVID-19, Counseling is fully accessible online.

The College responded quickly to the COVID-19 shelter-in-place order, which led to the campus closure and transition to 100% remote online student support. This effort took into account student feedback (II.C3-xx Technology Needs Survey) and immediate trainings for faculty and staff to move all instruction and student services support to online services. This was a monumental task to transition all services from in-person to online support, which required updating of web pages to inform students on how to access support services online, as well as the development of a COVID-19 page for students, faculty, staff and administrators (II.C3-xx Screenshot of <https://www.berkeleycitycollege.edu/wp/covid-19/>), as well as the Student Service remote/online services web page (II.C3-xx Screenshot of https://www.berkeleycitycollege.edu/wp/student_service_programs/remote-online-student-services/).

Analysis and Evaluation

Berkeley City College provides equitable access for its students through reliable student support services available on campus and online. Extended Opportunity Programs and Services (EOPS) has a physical space that allows students to check in with program staff regularly. While the shelter in place order is in effect, EOPS and CARE have transitioned to weekly check-in meetings with their students, using the Remind application and Zoom. Berkeley City College promotes student success, provides students educational opportunities, and addresses the needs of students through allocated appropriate resources and established routine and procedure. These procedures are regularly assessed and adjusted to enhance student accessibility and ensure students have access to services they need on campus and online.

II.C4: Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The

institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Berkeley City College provides a range of co-curricular programs and activities to enrich the student life experience outside the classroom and contribute to student success in alignment with the College's Mission ([II.C4-01 College Mission](#)).

Through the Office of Student Activities & Campus Life, students have opportunities to gain leadership experience by participating in student organizations and the Associated Students of Berkeley City College (ASBCC). [The Office of Student Activities & Campus Life \(II.C4-02 Office of Student Activities and Campus Life Webpage.pdf\)](#) provides a link between students' classroom experiences to activities outside of the classroom. The office aims to provide learning experiences that stimulate and encourage social, cultural, and recreational interactions. Through sponsored services, programs, and events on campus, students have the opportunity to create meaningful experiences. The office provides students the tools and resources for their individual and student organization success. The College encourages students to find experiences that will challenge and support their learning. All these opportunities are provided through student club membership, decision-making in the ASBCC, participatory governance committee involvement, and leadership training and retreats.

Campus Life events and activities are supported through a regularly scheduled block of time when class is not in session, referred to as college hour, on Monday through Thursday from 12:15 - 1:15pm. College hour provides students the opportunity to participate in activities and events since students don't have classes during that time. The institution has maintained college hour to support student engagement.

The Office of Student Activities & Campus Life holds the following events to engage students:

- Welcome Week – The Office of Student Activities & Campus Life provides opportunities for students to learn about various departments and resources available to them at Berkeley City College.
- Club Rush – The student clubs and organizations have opportunities to showcase their clubs to encourage students to be involved with extracurricular activities.
- Civic Engagement Activities – The Office of Student Activities & Campus Life promotes civic engagement through activities and events such as Constitution Day, Voter Registration Drives, and events related to learning about political and social issues.
- Cultural Activities – By working with cultural student organizations, the Office of Student Activities & Campus Life hosts a variety of cultural activities and events to promote an environment of diversity and learning.
- Food Drives – Student clubs and organizations have hosted food drives to encourage students to support their campus and communities.

The [Associated Students of Berkeley City College \(ASBCC\)](#) ([II.C4-03 ASBCC Homepage](#)) is the representative student government for Berkeley City College. It is a 17-member council consisting of the President, the Vice President of Administration, the Vice President of

Programs, the Vice President of Public Relations, the Vice President of Finance, the Secretary, nine senators, and two Inter-Club Council Representatives. Additionally, there is a Judicial Council consisting of the Chief Justice and four supporting Justices. The role of this organization is to empower the student voice on campus through active participation in shared governance meetings, increase club participation, and assist students in reaching their goals at Berkeley City College. The ASBCC adheres to the ASBCC Constitution ([II.C4-04 ASBCC Constitution.pdf](#)) and [Bylaws](#) to ensure that rules are followed.

The ASBCC and the Office of Student Activities & Campus Life support student organizations through the Inter-Club Council. [The Inter Club Council \(ICC\)](#) ([II.C4-05 Inter Club Council Webpage](#)) is an umbrella organization intended to coordinate and represent the consolidated cultural, educational, honorary, philanthropic, and social interests of the Berkeley City College (BCC) student body as they relate to the duties and obligations of the Associated Students of Berkeley City College (ASBCC). To this end, the ICC is tasked with the preliminary screening and approval of all BCC resources allocated to clubs, and with building democratic consensus amongst clubs.

Through student clubs and organizations, students are able to develop their leadership, organization, time-management, and collaborative skills. Students are encouraged to create clubs that are aligned with their interests through our [club chartering packet](#) ([II.C4-06 Student Club Charter Packet](#)).

The ASBCC monitors and approves its own annual budget. Student clubs and organizations are able to be placed on the ASBCC to ask for funding for their events. All expenditures are in compliance with the [ASBCC Financial Code](#) ([II.C4-07 ASBCC Financial Code](#)) to ensure that all funds are handled in a responsible manner. Expenditures that are approved by a majority of the ASBCC board, the Director of Student Activities & Campus Life signs off on the [expenditure form](#) ([II.C4-08 Budget proposal authorization form](#)).

In addition, the Office of Student Activities & Campus Life and the ASBCC have conducted student evaluations and surveys to evaluate the effectiveness of co-curricular activities and enhance the campus life experience. Here are examples of an [evaluation](#) ([II.C4-09 2020 Club Rush Evaluation.pdf](#)) and [survey](#) ([II.C4-10 BCC Student Survey](#))

Based on our findings, many students suggested that additional marketing be implemented to ensure that students are aware of the events and activities on campus. The Office of Student Activities & Campus Life worked with ASBCC to add and expand on the following: tabling on campus, posting flyers on physical bulletin boards, sending out a weekly newsletter to the campus community, and posting on social media ([II.C4-11 Instagram](#) , [II.C4-12 Twitter](#)).

Analysis and Evaluation

The College offers a variety of programs and services to support students and to enrich the campus life experience. Through student clubs and organizations, students are able to develop their leadership skills. The College has committed dedicated time, college hour, to increase student engagement on campus. The Director of Student Activities & Campus Life is responsible for overseeing and managing the budget and expenditures of the ASBCC funds and is approved through the college administration.

II.C5: The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Berkeley City College ensures all students have access to in person and online personal, academic and career counseling to student support student development and success. The College employs 11 full time counselors and 13 part time counselors. Counselors serve in the following areas: General Counseling ([II.C5-01 BCC Counseling Webpage](#)), Cohort Learning Community and Categorical programs, such as EOPS, PSSD, CalWORKS, and CARE, NEXT UP, Veteran Services, and the International Student Program.

In addition to one on one counseling, the Counseling discipline also offers counseling courses in career exploration and college success, to help students explore majors and pathways. Students can also participate in our specialized workshops open to all students, such as our Transfer Agreement Guarantee (TAG) workshops ([II.C5-02 TAG Flyer Fall 2019](#)), CSU/UC Transfer Application workshops, Career Exploration, Probation and Dismissal and Transfer 101 workshops. In terms of transfer support, in 2018-2019, the Transfer Center had 287 student contacts with university representatives, 246 students attended transfer related workshops, 405 students attended the 2018 Transfer Fair, and 20 students were taken on Transfer Center college visits. The Career and Transfer Center is staffed with a full-time classified coordinator and a full-time counselor with assigned time to support transfer services, in addition to three student workers.

Counseling Services

Berkeley City College offers comprehensive counseling support services and programs to assist students through their educational journey both in person and online. Our counseling services encourages students to explore potential majors and career pathways through personal, academic, and career counseling in the following activities/services:

- E-counseling through email and phone correspondences, zoom counseling sessions and online resource referral ([II.C5-03 Sars Online Appointment System](#))
- Online Orientation ([II.C5-04 Online Orientation](#))
- Student Education Plan (SEP) development ([II.C5-05 sample of electronic SEP](#))
- Individual counseling appointments as well as group counseling sessions
- Workshops focused on career exploration, transfer, college success, probation
- Counseling classes such as College Success and Career and Life Planning
- Transfer workshops, such as Transfer Agreement Guarantee (TAG), CSU and UC Application workshops

- Academic probation counseling sessions and development of probation and dismissal workshops are in being planned
- Partnerships with instructional programs to have classroom presentations to share about Counseling services
- Embedded counseling for English 1A plus
- Certificate and major degree petitions
- Follow up counseling
- Coordinate group events to include high school students, such as BCC Student Success Day, Dual Enrollment Family Night and Community Success Day

Counseling services ensure students receive timely, useful and accurate information about academic programs, including graduation and transfer requirements. The SEPs provide guided pathways per students’ declared major. Counselors support students through the development of electronic abbreviated and comprehensive Student Education Plan (SEPs). Once an SEP has been developed, students are able to view their electronic SEP in the Peralta Student Portal. SEPs can be updated with a counselor in follow up appointments as needed. The College understands the importance of each student having an SEP to help guide them through their educational journey to goal completion, which is why our goal is to develop SEPs for all new and continuing students (II.C5-06 data on SEPs).

Student engagement data for the Counseling department provides evidence that Counseling is providing timely, useful and accurate information to students. Between July 1, 2018 and June 30, 2019, general counselors provided 10627 scheduled appointments, completed 2142 Abbreviated SEPs and 998 Comprehensive SEPs. Since the 2016-2017 academic year, we’ve seen an increase each year in comprehensive SEP development, while abbreviated SEPs increased by 132% from year 2016-2017 to year 2017-2018. This dramatic increase in student SEP development can be attributed to the Counseling department’s efforts to continuously improve our services to meet the needs of the students. In 2017-2018 we migrated from SARS GRID to SARS Anywhere, which allows students to schedule appointments online, instead of having to come on campus or call the office. In this same year, General Counseling also transitioned from mainly drop in counseling to scheduled appointments, same day appointments, and Quick Stop Counseling on the first floor, in order to increase counseling visibility on campus and to provide students with drop in counseling service to address quick questions and completion of abbreviated SEPs.

Table II.C5-01. Counseling Student Education Plan Data

Year	Abbreviated SEPs	% Change Abbreviated SEPs	Comprehensive SEPs	% Change Comprehensive SEPs
2016-2017	924	N/A	590	N/A
2017-2018	2142	+132%	998	+69%
2018-2019	1626	-24%	1369	+37%

Source: SARS data collected on 2/25/2020

Training and Professional Development

The College ensures that counseling faculty members meet minimum qualifications and are offered many opportunities for professional development. All counselors are faculty members who meet minimum qualifications for their discipline. Each new full- or part-time counselor must take part in a comprehensive training process utilizing our New Counselor Training Manual (II.C5-07 New Counselor Training Manual). The Counseling Department prioritizes ongoing training for all counselors and counseling interns (II.C5-08 Counselor training). Evaluation for counseling faculty occurs every three years for full time faculty. For part time faculty, evaluations occur within the first year of employment and preferably in the first semester. This process of evaluation allows the department to provide timely feedback to counseling faculty, in order to ensure students are receiving accurate, and supportive services to achieve their academic goals.

The Counseling Department meets bi-weekly to enable all counseling faculty and staff to share about department and curriculum updates. Instructional program faculty are often invited to attend our counseling meetings, in order to share changes to their curriculum and how best to assist and refer students to their discipline pathways. In addition to our counseling bi-weekly meetings, counselors also take part in Career Education (CE) training facilitated by CE faculty twice a semester, as well as attend our once a semester district-wide counselor meetings (II.C5-08 Counseling Department Meeting Agenda, II.C5-09 CE Training Agenda, II.C5-10 Districtwide Counselor Meeting Agenda).

Professional development and continuous training for Counseling faculty is a priority for the department. Counselors are encouraged to attend training and conferences to learn about new updates to California State University (CSU) and the University of California (UC) pathway requirements, such as UC's Ensuring Transfer Success conference and CSU's transfer conference. In addition, counselors in our department have participated in training focused on AB540, AB705, Guided Pathway.

Counseling Courses

Berkeley City College offers 6 for credit counseling courses and 1 non-credit counseling course, which focuses on topics such as personal development, college success, career exploration, time management, study skills, critical thinking skills, stress management and finding work life balance (II.C5-11 Counseling 200A Course Outline, II.C5-12 Counseling 200B Course Outline, II.C5-13 Counseling 24 Course Outline, II.C5-14 Counseling 57 Course Outline, II.C5-15 Counseling 207A Course Outline, II.C5-16 Counseling 207B Course Outline). Core counseling courses are offered each semester as face-to-face, online and at our partner high schools. Counseling faculty actively assess student learning outcomes in all counseling courses to provide continuous improvement to our course content (II.C5-17 Round 4 Counseling Course Assessment Schedule)

Faculty Advising

Faculty advising at BCC provides students with opportunities to connect and communicate with faculty in the student's declared major. Faculty advising facilitates exploration of the opportunities and experiences possible within a declared major such as career pathways, BCC classes that best support students' interests within the major, how the major is organized at

different CSU and UC campuses, and internships or volunteer opportunities related to the major. While faculty advising is not academic counseling, faculty advisors support counseling by referring students to counseling for registration requirements, certificate and degree completion and meeting transfer requirements. Faculty advising is led by two instructional teaching faculty and an academic counselor.

From Fall 2016 to Spring 2019, the Faculty Advising program focused on faculty participation in college wide events, college hour information tables, faculty advisor classroom visits, collaboration with Campus Life to promote faculty advising through Student Ambassadors, and use of college wide communication tools to reach to students. In the spring of 2018, faculty advisors saw a need to develop and launched an online advising button. This button allows students to request faculty advising through a simple online form. Students who use the button are then connected directly to a faculty advisor and an academic counselor. Currently, the Faculty Advising program has shifted from the earlier activities to mainly student referrals to appropriate faculty through the online advising button ([II.C5-18 Screenshot of https://www.berkeleycitycollege.edu/wp/student_service_programs/faculty-advising-form/](https://www.berkeleycitycollege.edu/wp/student_service_programs/faculty-advising-form/))

Transfer and Career Center

Students who need assistance with transfer related information can schedule an appointment with a Counselor to learn about majors and pathways at BCC or visit the Career and Transfer Center. The Transfer Center has a comprehensive website ([II.C5-19 BCC Career and Transfer Center webpage](#)), which includes career resources, job search engine, calendar of events and CSU and UC transfer resources. Students can meet with University Representatives and attend transfer related workshops facilitated by counselors, staff and university representatives.

Analysis and Evaluation

The College meets this standard by providing comprehensive counseling and advising services to meet the needs of the students in individual counseling sessions, workshops, and classes both online and on campus. Faculty in the counseling department go through rigorous continuous training, in order to ensure that accurate and timely information is shared with students.

II.C6: The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Berkeley City College adopts and adheres to admissions policies consistent with its mission to provide our diverse community with educational opportunities, promote student success, and to transform lives. The College adheres to an open enrollment policy ([II.C6-01 BP 5052](#)), which states that unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered and maintained by the District, shall be fully open

to enrollment and participation by any person who has been admitted to the college(s). Enrollment also will be limited to students meeting properly validated prerequisites and corequisites, or other exemptions set out in statute or regulation. Enrollment may be subject to any priority system that has been established.

The institution has remained consistent in meeting the needs of students through the use of the application process of OpenCCC/CCCApply for students applying to each of the four colleges, Berkeley City College, Laney College, College of Alameda and Merritt College. Students can access the Passport registration site via the Berkeley City College and Peralta websites. Students may register for classes and pay fees online ([II.C6-02 Cashier's website](#)), buy books in person at the bookstore or online via the bookstore website ([II.C6-03 Bookstore Website](#)). Students can then log into Passport ([II.C6-04 Student Passport Login](#)) and log into their Student Center to add classes, check enrollment dates, print unofficial transcripts, add/drop classes, choose P/NP options, and view their financial aid status. Students can also order official transcripts online ([II.C6-05 Online Transcript Request](#)) and have access to the Academic calendar ([II.C6-06 Peralta Academic Calendar](#)).

The College website, printed and digital catalog, Counseling website, and Career and Transfer Center website have compiled comprehensive resources for transfer pathways to the California State Universities, University of California, private colleges and out of state colleges. The Career and Transfer Center hosted many workshops and fairs, such as the Transfer Fair in September of 2019 ([II.C6-07 Transfer Fair Flyer](#)), Transfer Agreement Guarantee Workshops, CSU and UC Application workshops ([II.C6-08 CSU/UC Application Workshop Flyer](#)), Ivy League school presentations in spring 2020, ([II.C6-09 Ivy League School presentation flyer](#)), and CSU East Bay fall visit workshop series ([II.C6-10 East Bay Fall Visit Flyer](#)). It is consistent in outlining the Transfer Information that will guide students through the General Education Transfer Requirements. Students also have access to a listing of all the degrees that are available at Berkeley City College. Counselors and evaluators are responsible for assisting the processing of IGETC requests and degree applications in a timely manner to assure the success of the student. Additionally, general admissions policies and information about certificates, degree programs, and pathways to CSU, UC and private colleges are accessible on the College's website and in print. Pathway requirements for certificates and degrees are clearly stated in the College Catalog. Students may access counseling support from the comprehensive student services programs on campus or online.

Guided Pathways at Berkeley City College is an integrated and institution-wide initiative designed to support student outcomes such as course persistence, retention, and completion. The College's Guided Pathways model focuses on the total student experience from entry point through to transfer, credentials, and career. Modeled after the four pillars in earlier Guided Pathways work, the College's Guided Pathways work aims to (1) Clarify the path: create clear curricular pathways to employment and further education; (2) Enter the path: support and help students explore academic and career options from the beginning of their college experience and align their coursework; (3) Stay on the path: help students make informed choices; and (4) Ensure learning: ensure that learning is taking place with intentional outcomes.

In recent years, the BCC Guided Pathways design team has reimagined the Guided Pathway framework into three pillars and a fourth overarching commitment to learning: (1) “Moving In”: successfully beginning a college career, (2) “Moving Through”: supporting student learning, progress, and retention, and (3) “Moving On”: facilitating and improving completion rates. Reinforcing these three pillars is a commitment to ensuring learning by focusing on effective teaching. Furthermore, the design of clear academic and career pathways supports all of these.

Analysis and Evaluation

The College focuses on a student centered-mission and implements admissions procedures that promote student success. All admissions information is published in the College Catalog and the Admissions and Records Office serves as a guide for prospective and current students. As the College continues to develop Guided Pathways efforts, students will be even more aware of the requirements for certificate and degree program requirements, through early targeted activities to engage all students on their educational pathways at the College.

II.C7: The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Berkeley City College regularly assesses its admissions processes and placement tools and practices to validate their effectiveness, while minimizing biases. Students utilize the Passport System for enrollment each semester, and faculty submit census/attendance rosters and final grades through this system. The District IT Department consistently makes sure through technical resources that the system meets the demands of the four colleges. The District Office is consistent in advising the faculty of Census and Attendance dates as they relate to full term classes, short term classes, and dynamically dated classes. Institutional Research looks at data for the number of degrees and certificates from each college, course offerings and the demand for classes. High School and home-schooled students under the age of 18 may also be admitted and enroll in a college-level course through the concurrent enrollment program. This program allows high school students to earn high school credit concurrently with college credits that can be applied toward Berkeley City Colleges certificates and degrees (II.C7-01 AP 5011) Admissions: Special Admission and enrollment of high school and other students) Additionally, when a student seeks to enroll in a course that has a prerequisite of co-requisite, the students must meet the stated prerequisite and or co-requisite in order to enroll in the class.

The District has a number of Board Policies (BPs) to ensure that Admissions and Placement practices are institutionalized with minimized bias. BP 5010 describes several categories of admissions requirements, including high school diploma or equivalent, age requirements, high school and other special admit students, and apprenticeships (II.C7-02 BP 5010). BP 5015 defines “residency” in alignment with California Education Code and states that a student’s residency classification shall be made at the time of application (II.C7-03 BP 5015). BP 5052 states that all courses/classes are open to enrollment by any admitted students unless exempted by statute (II.C7-04 BP 5052). BP 5055 states that the Chancellor shall detail enrollment

priorities ([II.C7-05 BP 5055](#)). BP 5055 assists to address equity issues and is detailed in the corresponding Administrative Procedure ([II.C7-06 AP 5055](#)).

The District's Administrative Procedures (APs) correspond with BPs and provide details on the practices and instruments to be adhered to throughout the District. AP 5010 describes in more detail who is admitted and states that the application and required forms must be submitted for proper admission ([II.C7-07 AP 5010](#)). AP 5011 extends BP and AP 5010 to provide details on legislation, high school students' admissions, limitations on enrollment and enrollment steps, elementary and middle school students admissions, college classes on each campus, state apportionment and CCAP (College and Career Access Pathways) ([II.C7-08 AP 5011](#)). Similarly, AP 5012 extends the same BP and AP to detail steps to admission, F-1 transfer, eligibility, and fee requirements ([II.C7-09 AP 5012](#)). To ensure compliance with State residency requirements, AP 5015 details the classifications, definitions and determinations of residency, the rules for determining residency, the appeal and reclassification procedure, and defines non-citizens and the length of time and procedure for obtaining residency ([II.C7-10 AP 5015](#)). AP 5052 describes the requirements and procedures for meeting prerequisites and co-requisites and describes the advisories on recommended preparation ([II.C7-11 AP 5052](#)). AP 5055 describes groups for enrollment that are based on equity/access and Title V, the appeal process for priority enrollment, the unit load that students can take per term and states that students are ineligible to enroll in classes that have overlapping times.

The District evaluates BPs and APs on an ongoing basis primarily as the result of new or changing legislation. Dates where updates occurred are listed at the bottom of each BP and AP. For example, AP 5011 was updated June 17, 2019, to include AB 288 (CCAP) legislation, AP 5015 was updated December 6, 2019 to meet the January 1, 2020 implementation date of CA Education Code 68086, legislation that added additional exemptions to residency determination. As described in AP 2410, the evaluation process occurs through the PBIM committee structure and District Academic Senate to ensure participatory governance; additionally, the evaluation process can be initiated by a committee, subcommittee or administrative lead.

Students who are interested in enrolling at Berkeley City College should complete the following steps:

1. Submit an online application via CCCApply, which will direct students to MyPath for an enrollment check-list ([II.C7-01 BCC Apply Link](#))
2. Complete the online orientation ([II.C7-02 Online Orientation](#))
3. Complete the English and Math guided self placement or ESOL and Chemistry placement tools ([II.C7-03 Berkeley City College Placement web link](#))
4. Meet with a Counselor to develop an electronic Student Education Plan (SEP) in person or online (remote counseling available due to shelter-in-place orders since March 2020)
5. Register and pay for classes
6. Apply for student financial aid ([II.C7-04 Financial Aid Webpage](#))
7. Submit official transcripts from other institution(s)

Once a prospective student has submitted the CCCApply, the student will be directed to MyPath which is a guided approach to the student onboarding process using data and preferences students have already shared to create a personalized experience. All new students who are nonexempt, matriculating students must follow the steps listed above by the end of the second semester of enrollment, or the student will have an enrollment hold, to ensure the student completes the matriculation steps. Returning students to Berkeley City College view enrollment information on Berkeley City College's website ([II.C7-05 BCC College website](#)) as well as the College Catalog ([II.C7-06 BCC Catalog](#)). A student who has not enrolled at Berkeley City College for three or more semesters will have to reapply as a returning student. Exempt, non-matriculating students who seek personal enrichment in BCC courses are able to enroll without following the required matriculation steps. International students who seek enrollment at BCC can view the criteria for enrollment at the Office of International ([II.C7-07 Office of International Education website](#)).

Students can view major and pathway programs on the BCC website ([II.C7-08 BCC Certificate and Degree Programs, Associate Degree for Transfer-ADT](#)). Students who complete an Associate Degree for Transfer: An Associate in Arts (AA-T) or Associate in Science for Transfer (AS-T) with a 2.0 GPA, are guaranteed admission in the same major or in a similar major at a California State University. Additionally, students can view the “Degree with a Guarantee website ([II.C7-09 A Degree with a Guarantee Website](#)) to learn more about ADT programs.

Evaluating admissions and placement instruments also involves technological improvements needed to ensure accuracy and to minimize bias for students. In March 2019, the Peralta District developed a Student Services Technology Plan (SSTP) ([II.C7-10 Student Services Technology Plan \(SSTP\)](#)) that lists and describes a prioritized list of technological projects needed to improve the student experience with a focus on completion. The projects include the development of: transfer credit evaluation ([II.C7-11 Incoming Transfer Credit Rules Project](#)), test table and equivalency model, degree audit, MyPath (a student onboarding tool that designed to help students navigate through their educational journey), password reset and verification, Financial Aid, transcripts and Starfish items. As noted, within these projects are items impacting the Admissions and Placement process for students where the aim is to ease and inform the student experience.

Perhaps one of the most transformative and challenging legislative items to implement was AB 705 which removed Placement tests for English and Math and requires students to complete college-level coursework in these areas within one year and in their first year. Prior to the mandated implementation (Fall 2019) the District Office coordinated a series of district-wide meetings on this legislation to aid communication, decision making, data review and to standardize implementation where needed ([II.C7-12 AB705 District Wide Meeting Agenda 7.11.2018](#))

In terms of evaluating our assessment tools for effectiveness, while minimizing biases, prior to the implementation of AB705, the college utilized the Mathematics Diagnostic Testing Project (MDTP) and Compass assessment tools to place matriculating students into their Math and English initial course placements.

In fall 2019, BCC implemented Assembly Bill 705, which included the use of new placement instruments designed to follow the default placement rules presented in the guidelines from the State Chancellor's Office. Our guided self-placement tools for math, English and ESOL are presented on the placement page on our website for use by students and counselors to identify the appropriate first course for new students. Students begin in transfer-level in math (math 13, 50 or 1) and English (1A) either in a section with a linked support course or a section without linked support, depending on their high school coursework, grades and overall GPA. ESOL students' past English language learning experience and their determination of degree of difficulty of reading samples are taken into account in the ESOL guided self-placement instrument. The use of these placement indicators minimizes biases and maximizes the probability that students will complete the transfer level course within 1 year for English and math and 3 years for ESOL. (Our researcher is currently putting together a report requested by the CA Acceleration Project that will correlate the results of placement with course success and throughput. These data will be used to evaluate the effectiveness of practices and tools of admissions and placement in the annual program updates of these disciplines in fall 2020.)

The English and Math departments are performing periodic evaluations of placement tools to ensure continued consistency and effectiveness. Beginning Fall 2020, placement for ESOL classes are evidence based or by guided placement ([II.C7-10 AB705 Placement and Assessment Research](#)).

Analysis and Evaluation

The College's admissions and assessment procedures are evaluated on a regular basis to ensure these processes are effective and in compliance with state and federal regulations. Student assessment tools were updated in the fall of 2018, to include multiple measures in the placement of students in English, Math, and ESOL courses to accelerate the completion of their English, Math and/or ESOL courses. Starting in the fall of 2019, the College has utilized Guided Self Placement tools for Math and English courses, which follow the default placement rules presented in the guidelines from the State Chancellor's Office. In the fall 2020, the College implemented the ESOL placement tool. The District has established sufficient and effective BPs and APs and has a participatory governance process for updating them in a timely manner that demonstrates command of state legislation and trends.

II.C8: The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The Peralta Community College District (PCCD) Board Policy 5040 sets privacy guidelines on how

district and student information is stored and shared, which comply with state and federal regulations.

The Peralta Community College District has established BPs and APs on the maintenance of student records that ensure privacy. BP 5040 mandates the Chancellor's assurance of privacy, appropriate safeguards, and students' rights to notification. This policy also establishes students' ability to determine release of records to the public. The corresponding AP 5040 details the procedures for collection and retention of student information, release of student records, release of records for military recruitment, and access to student records for immigration enforcement (II.C8-01 AP 5040). Further, AP 5045 outlines processes for students to challenging the content of their records and the requirement to keep an access log for any persons, agencies or "other" requesting student records (II.C8-02 AP 5045).

In accordance with Board Policy 2715, the Board maintains high standards of ethical conduct for its members as evidenced by the adoption of this and all the other Board Policies (II.C8-03 BP 2715).

The College also publishes and follows established policies and procedures for release of student records. Berkeley City College publishes the Student's Right to Privacy, which includes The Family Educational Rights and Privacy Act (FERPA) and can be found in the online Berkeley City College website (II.C8-04 FERPA) and the College Catalog (II.C8-05 BCC Catalog). The Authorization for Release of Student Records form is available to all students from Admission and Records (II.C8-06 Authorization for release of records). Additionally, the College secures student documents through secure drives, file cabinets and through an external storage company. Access to student files are requested through the IT department for access to the W drive by the area managers who must submit a security access form (II.C8-07 PS Security Access Form).

The District Office of Information and Technology ensures and monitors secure back up of all technological files. These are supported by BPs, APs and consistent practices where the following monitoring and safeguards occur:

- Ensuring employees are trained properly in IT systems and to manage their appropriate use: PCCD has established Administrative Procedure 3720 (II.C8-08 AP 3720), Board Policy 3725 (II.C8-09 BP 3725), and Board Policy 3720 (II.C8.09 BP 3725);
- Proper monitoring of Information systems, including network and software design, as well as information processing, storage, transmission and disposal. PCCD uses Cisco Next gen Firewall, Open DNS and Microsoft Azure Security Center;
- Detecting, preventing, and responding to attacks, intrusions, or other systems failures (PCCD uses Cisco Next gen Firewall, Open DNS and Microsoft Azure Security Center and Phishing/spam attacks stats (II.C8.10-App Discovery), and;
- Verifying that the IT department has implemented appropriate safeguards over the District's information systems BOT-CommVault March 2017 (II.C8-11 BOT Agenda 3-17), BOT-Firewall Project December 2017 (II.C8-12 BOT Agenda 12-17).

District IT ensures that information within the District system is safe from attacks. The process for monitoring this is done daily as noted in the Microsoft Security Center Daily Task (II.C8-13

Microsoft Daily Security Task) and assessment occurs through an evaluation of the Annual Security Assessment Report (II.C8-13 Annual Security Assessment Report 2019).

Additionally, PCCD secures Admission and Records paper documents in its secure building and through the use of external storage companies.

Analysis and Evaluation

The college and district have taken the necessary steps to ensure student records are maintained in a secure and confidential manner, which meets state and federal guidelines. All student records that are not digital are stored in locked storage, while electronic records are password protected. The Peralta Community College District has adequate and substantial BPs and APs that ensure student privacy. Monitoring and assessment through IT is ongoing. An area in need of improvement is information regarding students' rights to release of their records.

Conclusions on Standard II.C. Student Support Services

The College provides comprehensive student support services aligned with its mission. Student support services meet the needs of students and ensure success in achieving each student's educational pathway. The College strives continuously to ensure equitable access to its student services by ensuring that policies, information and services are readily available on campus and online. The College's student services division has developed deep collaborations with on and off campus programs and services to holistically support students' learning process. The College has continuously evaluated student support programs and services to ensure effectiveness in meeting the needs of students.

Evidence List

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

III.A1: The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Berkeley City College (BCC) and the Peralta Community College District (PCCD) have developed appropriate and effective hiring criteria. The College Assures the quality and integrity of its programs and services by hiring appropriate personnel that are sufficiently qualified by education and experience to meet defined programmatic needs in accordance with established state and District Board Policies and Administrative Procedures (III.A1-01 AP 7121, III.A1-02 AP 7122, III.A1-03 AP 7123, III.A1-04 BP 2431).

Each new or replacement position must be linked to the mission and strategic goals of the College in order to be considered for funding. Hiring requests for faculty go through a process established by the Department Chair's Council in collaboration with the Academic Senate (III.A1-05 Roundtable 12-9-19 Faculty Prioritization), and other position requests go through BCC's Program Review (or Annual Program Update) and Resource Allocation Process where the positions are prioritized by the department or programs along with the area Deans and vetted by the Integrated Planning Committee (IPC) and recommendation goes to the College's Roundtable for Planning and Budgeting Committee prior to the submission to the College President.

The District, in collaboration with the College, sets forth official job descriptions that are appropriate to each position. The College consistently follows the hiring criteria that are maintained at the District level. As mentioned above, there are administrative procedures in place to ensure that qualified personnel are employed and appropriately assigned.

Position Advertisement

The District leverages commonly-used mechanisms, such as the California Community Colleges Registry, Higher EdJobs, and the Peralta Community College website and other

appropriate and diverse venues to advertise open positions to attract quality candidates (III.A1-06 CCC Registry listing, III.A1-07 Higher EdJobs listing, III.A1-08 PCCD Careers website).

Qualifications

The District establishes qualifications for academic positions using the California Community Colleges minimum qualifications and verifies these qualifications via academic transcripts (III.A1-09 CCCCCO Minimum Qualifications 2018). When degrees are from foreign institutions or if the qualification is not immediately clear whether faculty met the CCCCCO Minimum Qualifications, then equivalency documents are submitted for further review to ensure that the qualifications are met for the position (III.A1-10 Foreign Transcripts).

Job qualifications are closely matched to specific programmatic needs, and position duties, responsibilities, as well as authority are clearly delineated (III.A1-11 Biology Instructor Job Posting).

Job Descriptions

Job descriptions are directly related to the institutional mission. Job descriptions are reviewed and updated when positions are to be advertised. During this process, and as requested by the management, the Human Resources advises hiring managers to review and update job descriptions as appropriate. This process provides the manager an opportunity to add and update any new functions, responsibilities, or qualifications relevant to the position and department needs. New job classifications and changes to existing classifications are reviewed by the Human Resources and the Bargaining units. New management classifications are reviewed by Human Resources and the College or District Academic Senate as well.

Hiring Procedures

The Human Resources Department at the District has operating procedures in place for hiring. The recruitment process is a participatory process that includes classified, staff, faculty, and management appointees. Together, the screening committees develop screening criteria, interview questions, conduct first level interviews, and deliberate to identify the most qualified applicants to forward to the hiring manager for final interviews. After the initial application screening and interviews by the hiring committee, qualified candidates for full-time positions may be invited to a final interview with the president, Vice Presidents, and/or department representative.

Analysis and Evaluation

Berkeley City College has established and follows its policies and procedures with respect to selection and hiring and ensures administrators, faculty and staff are qualified for their positions by meeting the education, training, and experience requirements. Hiring practices are aligned to meet the College's mission and strategic goals. The College uses Program Review and Resource Allocation Process to solicit data, reflection, and dialog to determine human resources needs for

programs and services. Employment qualifications are in writing and consistently applied across hiring categories.

III.A2: Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Utilizing a consistent hiring process for faculty that assures adequate and appropriate knowledge, Human Resources at Peralta Community College District (PCCD) provides support for the College to employ qualified personnel. Recruitment, selection and hiring policies for PCCD are clearly stated and available at the HR Office, posted in the Board Policy and Administrative Procedure 7121 (**III.A2-01 AP 7121**) which is posted on the District's website under the Board of Trustees. BCC subject matter experts review and revise job announcements that align with specific needs at the College and support its mission. Job descriptions and postings for faculty positions (**III.A2-02 Sample Faculty Posting**) clearly state the minimum qualifications, desirable qualifications, and professional responsibilities for the position. Faculty Job descriptions indicate instructional and non-instructional duties and responsibilities including developing and/or updating curriculum; conducting peer evaluations of teaching effectiveness; engaging in professional growth activities as well as department and other meetings and outreach activities. The College utilizes these factors in hiring decisions.

Faculty are also required to include Student Learning Outcomes on their syllabus in order to ensure that the expected learning outcomes are clearly cited in conjunction with the Course Outline of Record (**III.A2-03 Sample syllabus BUS 70**).

Faculty applicants must meet minimum qualifications published by the California Chancellor's Minimum Qualifications Handbook (**III.A2-04 CCCCCO Minimum Qualifications Handbook**) or equivalent requirements verified through the equivalency process of the PCCD Academic Senate indicated in the Administrative Procedure 7211 (**III.A2-05 AP 7211**). Any teaching position applicant who does not possess qualifications identical to the minimum qualifications specified in the board of Governor's Disciplines List may petition for equivalency. Equivalency is not a waiver of minimum qualifications; equivalency may be granted in cases where the individual's qualifications are not identical to the minimum qualifications specified in the Disciplines List but are equal or to exceed those qualifications in substance.

The College, in collaboration with the HR at the District office, evaluates faculty qualifications through a rigorous application and screening process. In alignment with posted hiring procedures, faculty candidates are evaluated based on subject area knowledge, effective teaching, ability to enhance overall college effectiveness, and commitment and

understanding of importance of equity in racial, cultural, socioeconomic, and disability. Process to ensure faculty members have knowledge of their subject matter is reflected in the faculty hiring/selection process. Well-represented selection committee consists of appointees by the Academic Senate.

President who possess knowledge and experience related to the discipline. The Chair of the selection committee is selected from the advertised discipline or a related discipline (**III.A2-06 Hiring Process: Regular Faculty Positions, Section 7**). The application for faculty candidates is required to list all appropriate degrees and other training, professional and teaching experience, scholarly activities, and other relevant service, honors, or activities. Undergraduate transcripts, graduate transcripts, and contact information for professional references are collected so that the screening committee and HR may verify qualifications and coursework based on degrees awarded from an accredited institution as they related to the position for which applicants have applied. As part of the interview process, the screening committee often asks the candidates to present a sample of lesson, teaching demonstration, counseling session, or other role play in order to demonstrate subject-area knowledge and teaching effectiveness.

Analysis and Evaluation

The College has clear policies and procedures in place to ensure that faculty are well-qualified to contribute to the Mission and the strategic goals of the institution. During the faculty selection process, applicants are evaluated for subject-area knowledge, appropriate degrees, professional experience, teaching ability, related scholarly activities, and a commitment to student success. Faculty job descriptions also include development and review of curriculum.

III.A3: Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The District established qualifications for administrators and other employees responsible for educational programs and services and verifies these qualifications through academic transcripts. Administrative Procedures 7122 clearly indicates hiring and screening process and procedures for Academic Administrators and Classified Managers (**III.A3-01 AP 7122**) that ensure selections of administrators and other employees who will perform required duties successfully, contribute and sustain institutional effectiveness and academic quality and service.

Minimum qualifications for all administrators and other employees are clearly stated in job postings for each position under recruitment (**III.A3-02 BCC President job description**). The Human Resources (HR) Department screens all applicants for minimum qualifications or equivalencies and forwards all qualified applicants to the

position's screening committee. Applicants materials are screened by the committee for minimum and necessary qualifications. Applicants are further assessed during the interview process. This screening is coordinated by the Chair of the committee and Human Resources representative. For the successful candidates, the HR verifies qualifications through academic transcripts. For the positions of the College Presidents, Vice Presidents, and District Chancellor, and Vice Chancellors require Community Forums as part of the interview/screening process allowing faculty, staff, administrators, students, and the public an opportunity to ask the candidates question. The process helps assure candidates' qualifications necessary to perform duties required for the position to sustain institutional effectiveness and qualify ([III.A3-03 BCC President Forum Announcement](#)).

The PCCD governing Board policies and related procedures direct the processes of selecting all college personnel. The College follows districtwide policies and procedures in hiring. Step-by-step procedures for the recruitment and selection of employees are detailed in respective hiring procedures ([III.A3-04 Hiring process management and classified](#)).

The annual evaluation process helps assure administrators and other employees responsible for educational programs and services process qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Peralta Community College District Faculty Evaluation Handbook details process and procedures in accordance with the Peralta Federation of Faculty contract for Tenure Track Faculty, Part-Time Faculty and Tenured Faculty evaluation ([III.A3-05 PCCD Faculty Evaluation Handbook](#)). The Evaluation process provides a forum to document and analyze performance based on the previous year's goals, as well as relevant competencies in order to provide feedback which leads to further improvements.

Analysis and Evaluation

Administrators and other employees at Berkeley City College are responsible for sustaining institutional effectiveness and the Mission and strategic goals of the College. To assure academic quality, candidates are hired based on meeting standard minimum qualifications that are verified throughout the recruitment process. Official transcripts and employment verifications for educational administrators and personnel are on file in the Human Resources Department.

III.A4: Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The Peralta Community College District (PCCD) verifies the qualifications of applicants and newly hired personnel. Applicants with degrees from non-U.S. institutions must have their

transcripts validated for equivalency under the Board Policy and Administrative Procedure 7211 (III.A4-01 AP 7211). The District's policies for assessing authorization for employment in adherence with federal laws are outlined in Board Policy and Administrative Policy 7125 (III.A4-02 AP 7125). Per this policy and procedure, the District completes verification forms for new employees which are required by the United States government.

For the verification of degrees from the U.S. accrediting agencies, Human Resources uses documented processes to review and ensure receipt of eligible transcripts. Transcripts are uploaded with employment applications for full-time positions and are reviewed by the HR Analysts, and transcripts for part-time faculty positions are reviewed by the HR Generalists. Official transcripts are reviewed and collected by Human Resources staff members for faculty and managers selected for full-time positions. If there is ever uncertainty about the accreditation status of an institution from which a transcript was received, Human Resources uses the DAPIP (Database of Accredited Postsecondary Institutions and Programs) website to verify accreditation of educational institutions (III.A4-03 DAPIP).

If applicants have a degree from a college or university outside of the United States, the applicant must have the coursework evaluated by a professional association (III.A4-04 Foreign Transcripts) whereby the applicant is responsible for establishing through an outside agent that degrees from outside of U. S. are equivalent.

Analysis and Evaluation

The District Human Services Department verifies the qualifications of applicants through an established process in accordance with California Community College minimum qualifications for faculty and administrators and district policies and procedures.

III.A5: The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of meeting the Standard

The College has processes in place to ensure that evaluations are conducted systematically at stated schedule and are designed to improve the job performance of all employees. The primary goal of performance evaluations is to recognize good performance and identify areas for improvement. The Peralta Community College District (PCCD) negotiates with three collective bargaining units to develop evaluation instruments that ensure employees are assessed consistently and uniformly. The evaluation processes for faculty (tenure-track, regular and part-time) and classified staff are included in their respective contracts, and the evaluation criteria have been vetted through negotiation.

Classified Employees

The Human Resources (HR) Department at the District coordinates the performance evaluation process for classified employees. Classified employee evaluation schedules are manually composed and distributed by the Office of Human Resources to the College twice a year ([III.A5-01 Classified Evaluation Schedule 2019-2020](#)). The schedules include employee information and their annual evaluation date determined by guidelines set in the two collective bargaining units: SEIU Local 1021 and Local 39 ([III.A5-02 SEIU 1021 Evaluation Form](#), [III.A5-03 Local 39 Evaluation Form](#)). Classified employees are evaluated twice during their probationary period; the second and the fifth month probationary evaluation reminders are emailed to the first level manager prior to the end date of the evaluation period. Annual evaluation is conducted once the employees successfully pass their probationary evaluations. The HR communication to the College regarding evaluation reminder includes general evaluation guidance for the manager and instructions for an instance where an employee does not meet performance expectations during the probationary period. The evaluation process for Confidential employees is identical to the SEIU and Local 39 processes.

Completed evaluations are submitted to HR where the outcomes are recorded including ratings, completion dates, and next evaluation dates on the Person Profile screen in PeopleSoft to ensure a regular and timely evaluation process.

Faculty

The evaluation process for Tenure-track, Full-time, and Part-time faculty is set forth in the Peralta Community College District Faculty Evaluation Handbook ([III.A5-04 PCCD Faculty Evaluation Handbook](#)). The tenure-track faculty evaluation process is led by a Faculty Coordinator at each college. The Faculty Coordinator from each of the four colleges in the District meet monthly, along with each College's Vice President of Instruction, at a Tenure Review Committee meeting ([III.A5-05 PCCD Tenure Review Coordinators Monthly Meeting Agenda 10-21-19](#)). This monthly meeting is facilitated by the District's Vice Chancellor of Academic Affairs and Student Services with a purpose of ensuring that the tenure-track process is going well and to also discuss any process issues that may need focus and attention. Outcome of the discussions are captured so that relevant information can be brought to the collective bargaining table in the future to assure continuous improvement for the Tenure-track Faculty evaluation process.

Regular Full-time faculty and Part-time faculty evaluation processes are coordinated by a Classified Coordinator who dedicates 50 percent time for this work. The processes for both categories of faculty evaluations are also included in the PCCD Faculty Evaluation Handbook. Part-time faculty are evaluated within the first semester of employment and every six regular semesters thereafter. In collaboration with the HR Department at the District, the College's Part-time and regular faculty evaluation coordinator updates and revises evaluation schedules for both categories of faculty ([III.A5-06 BCC PT and Regular Faculty Evaluation Schedule](#)) and works closely with the Department Chairs and area Deans to ensure timely completion of the evaluation each semester. Faculty evaluations include a peer classroom observation, student evaluation, and administrative observation. If the peer or manager includes recommendations for improvement, the evaluatee is given the opportunity to respond in writing within a specific time frame. The

evaluators and evaluatee may develop a written plan that clearly specifies areas for improvement, which will be assessed in a subsequent evaluation.

Management

Evaluation process for the management is guided by the Administrative Procedure (III.A5-07 AP 7124) which includes evaluation cycle, competencies, procedures, and rating scale. Management performance evaluations are aimed “to demonstrate commitment to organizational excellence and align performance with the District-wide strategic goals and institutional objectives.” It is a comprehensive process that includes peer review, self-evaluation, and the Supervisor’s evaluation. The management evaluation process also includes the establishment of goals and objectives that are aligned with the College’s Mission and strategic goals that are aligned with that of the District’s. The Office of Employee Relations provides managers with evaluation guidance and tracks the completion of management evaluations. Forms, timelines, and evaluation forms are posted on the Human Resources website for reference (III.A5-08 Management Evaluation Form)

Analysis and Evaluation

The District evaluation criteria, which are included in documents that have been vetted through negotiations, are successfully utilized to measure effectiveness of personnel in performing their duties. The College relies on these processes to ensure that evaluations occur on time and that the results are utilized to improve job performance.

~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~

III.A7: The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The College has a dedicated core of qualified faculty with full-time responsibility to the institution as verified by annual reporting to the California Community Colleges Chancellor’s Office (CCCCO). Community College Districts are required to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in credit Full-Time Equivalent Students (FTES) that they obtain (III.A7-01 CCR Title 5 Section 51025). The Districts are required to report their Faculty Obligation Number (FON) each fall, which is the base number for Full-Time Equivalent Faculty (FTEF).

Per the District’s policies and procedures, the College maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services.

Table III.A7-1 below shows the last three years of the District FON reporting ([III.A7-02 Fall 2018 FON](#), [III.A7-03 Fall 2019 FON](#), [III.A7-04 Fall 2020 FON](#)).

Table III.A7-1 PCCD FON Reporting, 2018-2020

	Fall 2018 Report	Fall 2019 Report	Fall 2020 Report
State Compliance – Full-Time Faculty Obligation Number (FON)	322.9	302.9	
PCCD Instructional and Non-Instructional FTEF	350.5	372.9	
PCCD FTEF Above State Compliance	27.6	70.0	
PCCD Percentage of Full-Time Faculty	n/a	64.54%	

Through the Program Review and Annual Program Update process, the College identifies, prioritizes, and addresses full-time faculty hiring needs. The Department Chairs along with Deans and Academic Senate lead the faculty hiring prioritization process each year ([III.A7-05 Faculty prioritization timeline](#)). Once the prioritization and validations are completed, the recommendation goes to the Academic senate and to the Roundtable for Planning and Budgeting for review and approval. Once the approval is made, the recommendation goes to the College President for her final decision making.

Analysis and Evaluation

Observing established administrative procedures and following the institutional planning and prioritization processes to determine appropriate staffing levels, the College assures that the appropriate number of faculty are hired to effectively support programs and services.

Important Notes for Clarification.

District's narrative included the following and we need to decide whether this belongs here or separately address it in the response to the January 19 ACCJC letter.

However, it has been noted that the even though the District has experienced a declining enrollment in recent years, the FTEF have not been adjusted to account for the decrease in FTES. According to the report completed by the Fiscal Crisis and Management Assistance Team (FCMAT) for Peralta Community College in June 2019, "The District lacks a coordinated and effective process for establishing mutually agreed upon annual FTES productivity targets". FCMAT suggests that productivity targets and the corresponding budgets must be evaluated, and revisions must be made to the practice used for establishing annual FTES productivity targets. The funding measurement metrics and opportunities to improve performance should be carefully considered in all future productivity target discussions since the District is not earning the revenue possible with the new funding formula (2).

III.A8: An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The College follows employment policies and practices that provide for oversight, evaluation, orientation, and professional development of part-time faculty. The Berkeley City College (BCC) Professional Development Committee organizes and provides Flex Day activities in the fall and spring for all faculty including part-time faculty, along with activities directed toward all personnel ([III.A8-01 BCC Fall 2020 Flex Day Agenda](#)). Part-time faculty are fully integrated into the life of the College where they are invited to all Professional Development activities, Participatory Governance activities and membership, and any institutional planning activities throughout the year.

For new part-time faculty, upon their hire, the HR Generalist assists with the new part-time faculty to complete and review required new hire documents, discuss salary placement procedures and retirement options, and answer any HR related questions. Intake appointments are scheduled on specific days and times of the week as part of an agreement with the Peralta of Federation of Teachers (PFT). Representative from PFT are notified of the intake appointments and invited to meet with new hires to discuss union membership matter.

The Part-time faculty are also welcomed and oriented into the Divisional process and procedures by the Division Deans and Staff Assistant in regard to the process regarding step-by-step on instruction, academic calendar and matters, teaching assignments, evaluation, and other institutional information.

Furthermore, there are clear processes and criteria in place for evaluating all faculty, including part-time instructors, which have been vetted through negotiations according to the faculty contract ([III.A8-02 PCCD Part-time Faculty Evaluation](#)).

Part-Time faculty are invited to be voting members of the Faculty Association and Academic Senate. Part-time faculty are invited and encouraged to attend the College's Senate meetings and participate in standing committees and ad-hoc committees. Senate meetings and committee meetings are opportunities for all college stakeholders to have input and discuss matters affecting the college as a whole.

Analysis and Evaluation

The College and the PCCD employee policies and practices that provide orientation, oversight, evaluation, and professional development opportunities for part-time faculty, and the College provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

III.A9: The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The College uses Program Review data, goals, and plans as a foundation for prioritizing faculty and classified staffing, facilities improvements, professional development needs, curriculum, planning, and budget allocation. This process serves as the basis for identifying the appropriate number of support personnel.

Faculty request is included in the Program Review; however, there is a focused process put forth every fall semester by the Department Chairs and Deans along with the members of the Academic Senate ([IIIA.9-01 Program Review Template 2018-19](#), [III.A9-xx Program Review Template, 2020-21](#)).

Once the need for a classified position is established and the job description is developed, the classified hiring procedures are used to ensure that staff have the appropriate qualifications for the position. The position criteria, minimum qualifications, and selection processes are included in the recruitment postings for all staff positions, and minimum qualifications are verified through application documents. Candidates for positions go through robust screening, interviewing, and selection processes as outlined in the Classified and Confidential Employee Hiring Procedures ([III.A9-xy PCCD Hiring Process](#)). The applicants who are moved forward are reviewed and interviewed by a screening committee; the interview process includes an oral interview which may also include a skills test. Finalists are invited to second-level interviews. Prior to a final offer of employment, references and criminal background checks are completed.

Analysis and Evaluation

Program Review or Annual Program Update, goal-setting and connections to institutional

planning serve as the foundation for prioritizing faculty and classified staffing, facilities improvements, professional development needs, curriculum planning, and budget allocation. There are processes in place to ensure that the educational, technological, physical, and administrative operational needs of the institution are met. These processes have been vetted by various constituency groups and are evaluated each year in order to create continuous improvement.

III.A10: The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

The College maintains a sufficient number of administrators with the necessary skills and experience to provide continuity and effective administrative leadership and services to support the College’s mission and purpose. BCC employs **XX** administrators and managers. The institution’s organizational charges, as presented in Section D in this Self-Evaluation report, show that the College employs a sufficient number of managers and administrators to support college operations, programs and services.

Board Policy 7250 Academic Administrators (**III.A10-01 BP 7250 Academic Administrators**) Clearly identifies that academic administrators supervise daily operations as well as formulate policy regarding the instructional or student services programs of the District.

The need for an additional or new administrative position is identified in the administrative unit’s program review documents (**III.A10-02 APU-VPI 2019-20 Request for Director of CE**). Hiring requests are then forwarded to the Integrated Planning Committee (IPC), Roundtable for Planning and Budgeting, and the President’s cabinet. Requests for additional or new administrative positions then go to the District’s Chancellor’s Cabinet for review, discussion and decision. The College’s Program Review or Annual Program Update and Resource Allocation process, in conjunction with Board Policies and Administrative Procedures, provide the structure and processes for hiring qualified employees and ensuring that there are sufficient administrative staff to manage operations.

To ensure administrators have the expertise appropriate to their areas of responsibility, including effective leadership and continuity in support of the college and the district’s missions, academic administrators are only hired after the District’s Human Resources (HR) Department verifies that they meet the California Community College Minimum Qualifications (**IIIA.10-03 CCCCCO Minimum Qualifications 2018**). The College is proactive in supporting its divisions and departments by appointing or hiring interim deans and other leadership positions when these positions become vacant in order to ensure consistency in college leadership.

Analysis and Evaluation

The college follows policies and practices through unit program review as well as board policies and administrative procedures to determine the appropriate number, qualifications, and organization of administrators to meet the College's mission and to provide efficient support for programs, services and operations.

III.A11: The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The District establishes, publishes, and consistently adheres to personnel policies and procedures. Personnel policies are developed and adopted by the Board of Trustees and are publicly available on the District's website under the Board of Trustees ([III.A11-01 Peralta BP AP webpage](#)) Policies specific to Human Resources are found in Chapter 7 of Board Policies and Administrative Procedures. The District and College make every effort to publicize all personnel, board, and administrative policies and procedures, as well as to administer them equitably and consistently.

Review of the Board Policies (BPs) and Administrative Procedures (APs) may be initiated at any time by a PCCD employee or a trustee as explained in BP 2410 ([III.A11-02 BP 2410](#)) and AP 2410 ([III.A11-03 AP 2410](#)). These clearly identify processes for constituency group reviews once the policy review is initiated. This includes review by the District's Planning and Budget Council for consultation and participation in the development of the policy and the Chancellor's Cabinet's review prior to going to the Board of Trustees for their review. Faculty and classified staff employment contracts are established through the collective bargaining process and are adopted by the board of Trustees after ratification by respective constituencies. Bargaining unit contracts are available for all employees on the District's Human Resources Department website ([III.A11-04 Peralta HR Collective Bargaining webpage](#)). Employees are informed of the links to important informational areas during the new hire onboarding process.

The College's employment process uses equitable recruitment guidelines that are monitored by the District's Human Resources Department, Employment opportunities are publicly advertised with clear and established application deadlines. Search committee members are required to participate in an EEO training session and hiring orientation prior to participation to ensure equitable process during employee searches.

Processes and procedures ensuring fairness in the development and communication of the College's personnel policies and employment procedures are specified in the Board Policies and

administrative procedure, which are all accessible on the district's website (III.A11-05 BP 3410, III.A11-06 BP 3420, III.A11-07 BP 3430).

Analysis and Evaluation

The College, in collaboration with the District's Human Resources Department, establishes, publishes, and adheres to written personnel policies and procedures that are publicly accessible, fair, and equitably and consistently administered.

III.A12: Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Berkeley City College has policies and practices in place which promote an understanding of equity and diversity. To ensure commitment to equity and diversity, the College adheres to the district's personnel policies including Board Policy 7100: Commitment to Diversity (III.A12-01 BP 7100), Board Policy and Administrative Procedure 3410: Nondiscrimination (III.A12-02 BP 3410, III.A12-xx AP 3410), and Board Policy and Administrative Procedure 3420: Equal Employment (III.A12-03 BP 3420).

The District-wide Equal Employment Opportunity (EEO) Plan 2019-2020 (III.A12-04 EEO Plan 2019-2022) provides a clear focus on the College's commitment to practice AP 3420. The EEO plan includes the definitions contained in Title 5 Section 53001 and complies with all legal requirements as listed in Title 5. The EEO Plan includes employee demographic data per employee category which provides the College with information to focus on positions that need to reflect the College's diverse student population and the community it serves.

The College and the District are committed to a proactive and strategic approach to cultivating a diverse faculty pool. The District-wide Faculty Diversity Internship Program (FDIP) (III.A12-05 AP 7102) addresses this approach. The Faculty Diversity Internship Program aims to select and train a diverse pool of potential faculty to effectively teach and serve a wide range of diverse students in the Peralta Community College District (PCCD). The Program examines strategies to address equity gaps among students both in and outside of the classroom, develops a faculty body that understands the fundamental needs of students from their perspectives, examines culturally-relevant curriculum, teaching, and services, and aims to create a pool of faculty that reflects the diversity of our student population. A FDIP Coordinator (a current faculty member) provides oversight for the program under the guidance of the Vice Chancellor of Academic Affairs and Student Services. Information, application procedures, and frequently asked questions about the program are posted on the FDIP Program page. Graduates of the FDIP Program are eligible for the PFT Rehire

Preference pool per Article 30.H.1.a of the bargaining agreement.

The District's Human Resources Department ensures that the Faculty, Classified, and Management recruitment and hiring processes focus on EEO practice and proactively reaches out to diverse recruitment sites to maximize wide-range of candidates (III.A12-06 AP 7121, III.A12-07 AP 7122).

Beyond equity-minded hiring practices and support of personnel, the College also celebrates equity, diversity, and inclusion in a different context. Beginning 2020-2021 academic year, the College kicked off on the Fall 2020 Flex Day to focus the institutional effort and commitment to be on "Building Community, Advancing Equity and Racial Justice" (III.A12-08 Fall 2020 Flex Day Schedule 8-21-20). The College commits to its institutional foundation to be the equity and racial justice so that every aspect of our operation, management, teaching and learning, and services that we provide to students and the community reflect on such values. The work just started but the commitment is solid and the College community looks forward to this invaluable and urgent work.

Analysis and Evaluation

Berkeley City College (BCC) works diligently to foster and understanding of equity and diversity. This is highlighted particularly in the College's hiring practices, starting with the application and interview process and continuing throughout employees' tenure with the College. In addition, the College works to create an awareness of policies and procedures that support its diverse personnel, and continually informs the campus community of resources available to assist them.

III.A13: The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The District has a written code of professional ethics for all employees and the members of its Board of Trustees that deal with fair and ethical treatment of personnel and students (III.A13-01 AP 7380, III.A13-02 BP 2715). AP 7380 also addresses the consequences for any violations.

The District has several policies and procedures that address practical issues regarding ethical conduct. These procedures can be found in Board Policy and Administrative Procedure 3410: Nondiscrimination (III.A13-03 BP 3410, III.A13-04 AP 3410) as well as Board Policy and Administrative Procedure 3430: Prohibition of Unlawful Harassment (III.A13-05 BP 3430, III.A13-06 AP 3430).

Analysis and Evaluation

The College and the District uphold a written code of professional ethics for all employees.

The Governing Board and administration consistently enforce established codes of conduct as well as consequences for any violation, which are clearly stated in the Board Policies and Administrative Procedures.

III.A14: The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College provides ongoing opportunities for professional development for all personnel. This is supported by the Board Policy 7160: Professional Development (PD) (III.A14-01 BP 7160). The goal of professional development is to enhance employee performance and service to students and to assist employees to meet the changing needs in the educational environment. Peralta Federation of Teachers (PFT) and one of the classified collective bargaining units, Local 39, negotiated agreements that promote professional development and learning.

The District's Staff Development Office that reports to the Vice Chancellor of Academic Affairs and Student Services identifies a full-load faculty PD coordinator who closely works with each College's faculty PD Coordinators within the District. The Peralta Community College District (PCCCD) has two Flex Day activities per fall and spring semester and one mid-semester. One day of the two allocated days in the fall and spring semester is focused on the District-level PD activities and the two remaining days are focused at the College-level (III.A14-02 PCCD Fall Flex Day August 2020, III.A14-03 Fall 2020 Flex Day Schedule 8-21-20). Each activity held as part of the Flex day professional development is assessed online and results are shared as appropriate. In addition, the college's PD committee meets and debriefs the outcome of the Flex day each time to improve content for the next round (IIIA14 -04 PD Committee Summary Fall 20 Flex).

The College has a mechanism to systematically include Professional Development needs from the college's participatory governance and constituency groups via the Program Review/Annual Program Update and Resource Allocation process (III.A14-05 PD Resource Prioritization 2019-20). Each department, program, and services who prepares the report has an opportunity to identify professional development needs and why that is important to meet the Mission of the College. The Teaching and Learning Center Faculty Coordinator also provides open office hours to gauge what the faculty needs for professional development may be (III.A14-06 TLC Happy Hour).

In order to support the participation of the classified employees, the Local 39 contract has negotiated agreements that support employee development ([III.A14-07 Local 39 CBA Article 10.7](#)). Local 39 are eligible to receive up to three Professional Pay stipends per year as part of a contractual agreement for certification and licensing opportunities. The District's Office of Risk Management develops, prepares, and advertises an annual calendar of Local 39 trainings and workshops that support the Mission of the College and the District. The District waives class fees for all active employees for classes taken at any of the Peralta Colleges to support and promote employee participation in the professional development activities. If funds are available and with manager approval, employees may also attend work related conferences. The PD Committee at the College also oversees Sabbatical and Research/Work Experience Leave ([III.A14-08 PFT Contract Articles 26.M and 26.R](#)) for the faculty who requests them and academic administrators are also eligible for Sabbatical leave as outlined in the Administrative Procedure 7347 ([III.A14-09 AP 7437](#)).

Spring 2020 shifted the need of Professional Development drastically due to the COVID-19 pandemic. The College, along with the PCCD, quickly changed our teaching and services from in person to fully online in such a short period of time. The College and the District worked closely together to quickly identify needs for faculty, students, staff, and administrators to work remotely, identifying necessary equipment and technology needs, and helping with the basic needs particularly for the students with food, shelter and counseling.

The College and the District continue to collaborate with the Distance Education (DE) Coordinators both at the College and the District to address professional development and training needs for online teaching and student support services. Various and multiple DE related training needs were assessed through surveys ([IIIA.14-10 PCCD Staff Development Spring 2020 Survey](#), [III.A.14-xx PCCD PD webpage](#)).

At the beginning of summer 2020, the District created a new Educational Technology Coordinator position to help coordinate trainings and assist in maintaining the Faculty Resources Canvas shell. The College leveraged the original plan for the California Community College Chancellor's office (CCCCO) California Virtual Campus Online Education Initiative Career Education Pathways Grant (CVC OEI CE Pathways grant) and increased the number of online teaching and learning professional development training for faculty and expanded the opportunities to the three other sister colleges ([III.A14-11 Online teaching resources Spring 2020](#), [III.A14-xy Online trainings April 13-18, 2020](#), [III.A14-yy BCC Faculty Online Teaching Canvas Course](#), [III.A14-yz Resources from Education Collaborator Trainings](#)). This new reality will continue to present us with challenges and greater needs for training as part of the professional development to support faculty, students, staff and administrators to ensure that we support the mission and goals of the College and the District.

Analysis and Evaluation

The College and the District are dedicated to ongoing professional development for employees. The process is consistently assessed and improved to better meet the need of the staff and

faculty. The College and the District continue to systematically assess and evaluate evolving pedagogy, technology and learning needs particularly under the COVID-19 pandemic.

III.A15: The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Peralta Community College District (PCCD) personnel records are maintained, secure, and kept confidential. All personnel files follow the mandates outlined in the California Education Code 87031 and California Labor Code section 1198.5. In addition, Administrative Procedure 3310: Records, Retention, Destruction ([III.A15-01 AP 3310](#)) clearly identifies the process and procedure as to how the personnel files are to be retained.

Only individuals authorized by the district policies and procedures, or as named in the Collective Bargaining Agreements ([III.A15-02 PFT CBA Article 13](#), [III.A15-03 SEIU CBA Article 4.1](#), [III.A15-04 Local 39 CBA Article 19.3](#)), have access to personnel records. Personnel files are stored in locked files in the District Human Resources Department. The high-density cabinets where the files are primarily stored can only be accessed with a secure passcode issued to HR staff members only.

All employees have the right to inspect their personnel file during the District Office business hours. The Human Resources Department has an assigned staff member to accommodate personnel file review requests. Upon an employee request, the HR Assistant confirms a time and day for the employee to review their personnel file. At the time of appointment, the employee is required to provide identification. The Assistant remains with the employee during their file inspection and employees are allowed to make copies of documents in their personnel files.

Analysis and Evaluation

The College complies fully with this standard by ensuring the security and confidentiality of its personnel records. As evidenced by clear standards and practices in place with the various bargaining units representing the employees, the District and the College make provisions for security and confidentiality of personnel records. All employees have access to their own personnel files upon request in accordance with law.

Conclusions on Standard III.A Human Resources

Through compliance with policies and procedures, the College effectively invests in its human resources to achieve the College's mission and to improve academic quality and institutional effectiveness. In working with the District, the College demonstrates collaborative processes and practices in all aspects of its relationship with its employees, beginning with hiring and continuing with professional development and job performance evaluations. These practices are

conducted with a focus on equity and continuous improvement in support of student success and achievement.

Improvement Plan(s)

[insert response here]

Evidence List

B. Physical Resources

III.B1: The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Berkeley City College (BCC) provides courses and student services at two locations: Main campus (2050 Center Street, Berkeley CA) and at a leased space (2000 Center Street, Berkeley, CA) adjacent to the main campus. The main campus is a one six-story building that includes classrooms, laboratories, auditorium, student services program offices, instructional offices, faculty staff, and administrative offices, and an atrium, totaling 165,000 assigned square feet (asf). A leased space at 2000 Center Street includes 3 classrooms with 40 student capacity, an International Student Program Offices, and a Mental Health Office, totaling XXXX assigned square feet (asf). (umoja?) The College faces a unique campus environment where all programs, services, classrooms, laboratory spaces, offices and other gathering spaces are in one building.

To assure access, safety, security and healthful learning and working environment, the College and the District outsource with A1 Security Company where a security personnel is at the front desk of the main college entrance from 7:30am – 11:00pm Mondays through Fridays and 7:30 am – XXXX pm on Saturdays. For 2000 Center street location, the security personnel are on duty from 7:30am – XXXXpm[.

Through Educational Master Plan and Facilities Master plan, new building, renovations, site and utilities/infrastructure improvements are identified based on current and projected future needs determined by data analysis and stakeholder engagement. The College updated the BCC Facilities Master Plan 2009-2022 in fall 2019 (IIIB.1 – 01 PDF Facilities Master Plan 2009-2022) based on the Educational Master Plan and the Integrated Educational and Facilities Master Plan (IIIB.1 – 02 PDF Integrated Educational and Facilities Master Plan). Planning was shared with the user group as well as shared at the Town Hall meetings for feedback. Using this input,

the Architects then developed a draft Facilities Master Plan for the college along with appropriate quantification of space requirements and presented to all stakeholders for their review. The current Facilities Master Plan for BCC is the result of this process.

The College's Facilities Committee is a College's participatory governance committee ([IIIB.1 – 03 PDF p.25 BCC Facilities Committee Charge in the BCC Participatory Governance Handbook](#)). The committee meets monthly and ensures that BCC Facilities are safe, maintained, and improved to meet the changing needs of staff and students. Issues are brought to the District-wide Facilities Committee to review, discuss and identify collaborative and efficient solutions to the facility related issue at the College(s) ([IIIB.1 – 04 PDF District Facilities Committee website](#)).

In the event of an emergency or safety issue, student, faculty, and staff have a variety of options to report to the Director of Administrative Services who oversees facility and safety related matter. For non-emergency issues, an incident report can be obtained by the Security desk and/or online on the website ([IIB.1 - 05 PDF Incident Report](#)). There is a main contact information of the security posted online for any incident to be reported. For more urgent situation, the Administrative Services also has phone numbers listed for its main office as well as extensions for management personnel.

The College also has a Health and Safety Committee ([IIIB.1 06 – PDF BCC Health and Safety Committee Charge](#)) whose charges are to:

- Provide support to enhance BCC's safety practices;
- Encourage employees to participate in the safety process for the betterment of all concerned;
- Advise on the formulation and dissemination of policies, practices and procedures that promote health and safety;
- Act as a problem-solving group regarding the identification and control of hazards;
- Develop annual plans for in-service training and other staff and student development activities, which support a safe campus.

The Health and Safety Committee plans an evacuation drill a couple of times per semester to ensure that the students, staff, faculty and administrators are well prepared for any type of disaster that may require evacuation ([IIIB.1 – 07 PDF Announcement for Evacuation Drill](#)).

The District Health and Safety Committee meets once per month to address health related concerns at each campus ([IIIB.1 – 08 District Safety Committee minutes*](#)). The committee is chaired by the District's Risk Manager, and it includes the participation of Faculty, Staff and Administrators. Issues addressed at the College's Health and Safety Committee are brought to this group to further review and identify solutions to the issues.

The District's Department of General Services, in collaboration with the Sheriff's Office and the Public Information Office, prepares an annual Cleary Report. The report includes crime

statistics for each of the colleges and is presented to the Board once per (IIIB.1 – 09 PDF Cleary Report). The document is distributed in hard copy to the campuses and is available on each of the campus' websites (IIIB.1 – 10 PDF web page where Cleary Report is linked).

The COVID-19 pandemic began in spring 2020 added entirely new health and safety needs for the College and the District. While this issue is ongoing, the College and the District worked together to create safety protocols for those courses that may be offered via in-person or hybrid modality (IIIB.1 – 11 PDF samples of protocols for Science lab hybrid). In addition, the District enacted a district-wide Safe Return to Work Taskforce where a district-wide discussion is held to assure safety needs are addressed (IIIB.1 – 12 – PDF Agenda or minutes from Safely Return to Work meeting). The Chancellor established an Emergency Operation Center (EOC) where the COVID-19 pandemic safety measures, protocols, and directions are established.

Analysis and Evaluation

Berkeley City College ensures that all facilities are safe and sufficient for students, staff, and administrators. The College regularly evaluates the effectiveness of campus physical resources through its Facilities Master Plan and Educational Master Plan process. The College, in conjunction with the District, also evaluates and updates campus safety through the Districtwide Facility and Safety Committee. The College holds regularly scheduled Active Shooter response training and evacuation drills to ensure that the college community knows the safety protocols and procedures. The annual Clearly Report is produced and posted on the website. The College and the District, with the guidance of the Alameda County of Health Department, developed an effective process to ensure that the teaching and learning occur under this COVID-19 pandemic.

III.B2: The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Physical resource planning includes the need of educational programs and services that are integrated with institutional planning. The College utilized the revised Facilities Master Plan (IIIB.2 – 01 BCC Facilities Master Plan) that is derived from the Educational Master Plan (IIIB.2 (IIIB.2 – 02 BCC Educational Master Plan) to reflect the growing needs of the College and Community it serves for its Facilities planning.

The College's Educational and Facilities Master Plans are in alignment with the Peralta Community College District's (PCCD's) 2017 Facilities Technology Master Plan which was approved by the Governing Board on March 13, 2018. The 2017 *Facilities Technology Master Plan* (FTMP) (IIIB.2 – 03 2017 District Facilities Technology Master Plan), which the Governing Board approved on March 13, 2018, articulates a set of Facilities and Technology

projects needed to meet the goals set forth in the Educational Master Plans created by the Colleges. The comprehensive plan enables the College to plan, acquires or builds, maintains, and upgrades or replaces its physical resources based on data and its growing needs. Key guiding principles include:

- Focus on the needs arising from each College’s 2016 Educational Master Plan;
- Focus on increasing student success, retention, transfer and completion;
- Facility and equipment to reflect and address the 21st Century teaching and learning pedagogies;
- Focus on creating an effective teaching and learning for successful recruitment and retention of faculty;
- Focus on facilities improvement needs at all District sites; and,
- Identify new and innovative spaces such as libraries, classroom lecture and laboratory spaces that meet the latest in teaching methodologies including technology need at the Colleges.

The College’s expansion plan identified in the Educational and Facilities Master Plan 2016 - 2021 included an acquisition of a three-story building space in 2118 Milvia Street. The College’s draft FFMP was approved by the Board on January 17, 2017 and the final approval on March 13, 2018. In developing the plan, the College engaged a diverse set of stakeholders, that included faculty, staff and students; 46 students, 36 instructors, 22 employees and 4 administrators participated in the online survey, held campus forums, and solicited input from various committees and constituency groups (IIIB. 2- 04 – PDF Facilities survey).

Through the Program Review and Resource Allocation Process (IIIB.2-05 PDF BCC Program Review facility needs section 19-20) the College identified facility and technology needs and prioritization is made through validation process by the Integrated Planning Committee (IPC). In conjunction with the facility’s survey results and the prioritization list, the College’s facility needs grew to include larger classrooms, faculty office spaces, science laboratory spaces, and student services program spaces that are beyond the original plan of three-story building space.

In 2018, the District welcomed the passage of the \$800 million Measure G bond. Measure G is the third capital improvement bond provided by the voters. Measure A, passed in 2006, and Measure E before it, providing capital improvement funding for each campus. Measure G funding is intended to support the Peralta Community College District’s *District Wide 2017 Facilities Technology Master Plan* (FTMP), which the Governing Board approved in March 2018. This passage supported Berkeley City College to acquire additional \$80 million which enabled the College to respond to the revised needs for facility. During 2018-2019, the College began its planning with an architectural company, Nall and Tam, for a six-story brand new building construction to accommodate newly identified needs to improve teaching and learning and quality of educational support (IIIB.2 – 06 PDF PP of 2118 Milvia plan). The Building User Group was enacted (IIIB.2 – 07 The Building User Group agenda) to discuss further designing of the building and the plan was shared through the participatory governance groups for endorsement.

In accordance with the priorities outlined in the EMP and FMP, the College works to implement capital facilities projects that will maintain, upgrade, and/or replace physical resources. In conjunction with the District's General Services, the College prioritizes its capital facilities projects that will maintain, upgrade, and/or replace physical resources. The current priority includes elevator modernization and have successfully implemented ADA compliant gender-neutral restrooms throughout the building.

Analysis and Evaluation

The College ensures that all facilities are safe and sufficient for students, staff, and administrators. The College regularly evaluates the effectiveness of campus physical resources through its Facilities Master Plan, Educational Master Plan, and annual Program update and comprehensive Program Review and Resource Allocation process. The College also evaluates and updates campus safety through the College's Facilities and Safety Committee and through the District's Facilities and Safety Committee. The College conducts safety and evacuation drills on a regular basis and provide the College community other safety related education such as Active Shooter Training and Earthquake readiness Training.

The College has a process by which all personnel and students can report any potential unsafe conditions using the Incident Report which can be accessed on the website, which is then routed and addressed by the appropriate campus personnel to create a secure, healthful learning and working environment.

III.B3: To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The College utilizes Program Reviews and Annual Program Updates to better understand the effectiveness of physical resources in supporting programs and services, and to determine the College's greatest facility needs. Each department and program submits its requests for equipment and upgrades annually. All facility requests submitted through the program review process are reviewed, analyzed, and prioritized by the College's Facility and Safety Committee (III.B.3 – 01 PDF Facilities Committee charge in the BCC Participatory Governance Handbook, p.25-26)

The College works with the District's General Services Department to develop funding strategies using statewide bonds, the District's local bonds and/or other possible funding sources. Taking space utilization data and projected programmatic needs into account, the Five-Year Capital Outlay Plan outlines plans for new and replacement buildings, including state-funded projects and those funded by local bonds, Measures A and G. All building plans include numerous assessments analyzing and planning for impacts on noise, traffic, and other considerations (III.B.3 – 02 – PDF Five-Year Capital Outlay Plan).

(Additional information needed here)

College's 5-year Construction Plan?

College's process for facility needs: Facilities Committee's prioritization of Facility needs to the Roundtable as recommendation.

Clarification of title of EMP, FMP, F&T plan and when it was revised.

Analysis and Evaluation

The combination of evaluations, surveys, and data analysis provides a picture of the feasibility and effectiveness of physical resource decisions in supporting institutional programs and services. Data and information from a multiple sources form the basis for assuring the effectiveness of the College's physical resources to adequately support the teaching and learning environment. The College's processes and structures are robust and consistently updated.

III.B4: Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Long-range capital plans support institutional improvement goals reflected in the Educational Master Plan (EMP) and Facilities and Technology Plan (FTP) (([IIIB.4 – 01](#) PDF BCC Educational Master Plan) ([IIIB.4 – 02](#) PDF Facilities and Technology Plan)). The College's FTP is informed by and linked to the EMP as well as other college plans such as the Strategic Plan and Student Equity Plan. Implementation of long-range capital plans depend on the availability of the state and local funding such as the State Capital Outlay Program and Kocal General Obligation Bonds. As funding becomes available, the ollege follows the designated order from the Five-Year Construction Plan of the District ([IIIB.4 – 03](#) PDF PCCD Five-Year Construction Plan) submitted to the state by the District each year.

Per the Board Policy and Administrative Procedure 6600 Capital Construction ([IIIB4 – 04](#) – BP AP 6600 Capital Construction), the College, in conjunction with the District's General Services, considers the needs identified in the EMP regarding future academic and student services programs and the effect of such programs on construction needs. The PCCD Five-Year Construction Plan.

The College uses an integrated planning strategy that considers the total cost of ownership that includes direct and indirect costs of physical assets such as acquisition, maintenance, and depreciation. The District, in conjunction with four-college, developed the Total Cost of Ownership Guidelines, the fundamentals for estimating the TCO for existing and new facilities and equipment at each College and the District Administrative Center (DAC) that includes:

1. Common methodology to evaluate maintenance and operations' needs for existing and

- proposed facilities and equipment;
- 2. Utilization of data from District/College Facility Condition Assessment (FCA) drawn from the State Community College Chancellor's Office reporting system known as FUSION (Facilities Utilization, Space Inventory Options Net);
- 3. Continued development of processes for the ongoing evaluation of the status of facilities and instructional equipment;
- 4. Attention to and effectively implementation of the overarching goal of “assuring safe and sufficient physical resources for students, faculty, and staff;” and,
- 5. Collaboration between the District’s Service Centers (District General Services, Information Technology, and Finance and Administration), with the Colleges.

The College and the District follow guiding principles established by the District in 2017 to ensure that the long-range capital plans support the institutional improvement for the Colleges:

- 1. College Facilities Committees continue to work with DGS to develop lists of facilities scheduled maintenance needs (Timeline February 2017 through May 2018);
- 2. Continue to revise Total Cost of Ownership (TCO) Guidelines
- 3. Design and implement a survey and/or convene focus groups to evaluate Maintenance Connection software with “end users;” Implement revisions to improve present system, if needed.
- 4. Continue to provide Safety Training for Campus Safety Aides, Engineering Staff, Grounds Staff, Custodial Staff, examine resources needed to achieve level of safety, including “Mass Notification Emergency Alert System” using Black Board Connect; examine relevant suggestions to improve training. (Timeline Fall 2016, Spring 2017, Fall 2017);
- 5. Design and implement survey to assess if College Business Offices are in receipt of Instructional Improvement Funds in a manner that facilitates planning; examine need to include optional resources for Instructional Equipment acquisition; create and implement a plan to refine the process, if needed. (Timeline June 2017 – September 2017);
- 6. Ensure collaboration between Colleges and District regarding the design and implementation of the new Integrated Educational Facilities & Technology Master Plan (IEFTMP); Host College Forums to discuss the IEFTMP progress (Q&A sessions); conduct surveys, etc. (as needed) to ensure broad dialogue and alignment of College/District Strategic Goals & Objectives; Integrate the new IEFTMP Plan with the Sustainability Master Plans. (January 2017 – December 2018); and,
- 7. DGS, in collaboration with the DFC, will continue to utilize the recommendations from the 2016 Facilities Condition Assessment (FCA) as a guideline for data-driven decision making.

Analysis and Evaluation

Long-range capital projects are linked to institutional planning through the Educational Master Plan and the Facilities and Technology Master Plan that are linked to the District’s Strategic Plan, Five-Year Construction plan and Capital-Outlay Plan. When making decisions about facilities and equipment, the College considers “total cost of ownership” in order to function in a

fiscally responsible manner. The College further assesses effectiveness of long-range capital planning in advancing the College's goals through the facilities planning process.

Conclusions on Standard III.B. Physical Resources

The College effectively uses its physical resources to achieve its mission and to improve academic quality and institutional effectiveness. Physical resource planning is integrated with institutional planning processes at the College and District to ensure that College programs and services are supported. Long-range capital projects at the College are linked to institutional planning processes and strategic goal setting at the District level. In 2018, the District welcomed a capital improvement bond that was approved by voters. This Measure G bond will support new building construction for the College and renovation of its existing campus building, with building and renovation plans guided by the College's mission, vision, and values.

Improvement Plan(s)

[insert response if applicable]

Evidence List

- III.B1-01 PDF Facilities Master Plan 2009-2022
- III.B.1-02 PDF Integrated Educational and Facilities Master Plan
- III.B1-03 PDF p.25 BCC Facilities Committee Charge in the BCC Participatory Governance Handbook
- III.B1-04 PDF District Facilities Committee website
- III.B1-05 PDF Incident Report
- III.B1-06 PDF BCC Health and Safety Committee Charge
- III.B1-07 PDF Announcement for Evacuation Drill
- III.B1-08 PDF District Safety Committee minutes 2019-2020)[KH1]
- III.B1-09 PDF Cleary Report
[Cleary Report, pages 154-161](#)
- III.B1-10 PDF web page where Cleary Report is linked
[Safety Report on Campus Websites, , Berkeley City College](#)
- III.B1-11 PDF samples of protocols for Science lab hybrid
- III.B1-12 PDF Agenda or minutes from Safely Return to Work meeting

- III.B2-01 PDF BCC Facilities Master Plan
- III.B2-02 PDF BCC Educational Master Plan
- III.B2-03 PDF 2017 District Facilities Technology Master Plan
[Facilities and Technology Master Plan \(FTMP\)](#)
- III.B2-04 BCC PDF Facilities survey
- III.B2-05 PDF BCC Program Review facility needs section
- III.B2-06 PDF Facilities Survey
- III.B2-07 PDF PP of 2118 Milvia plan
- III.B2-08 PDF The Building User Group agenda[KH1]

III.B3-01 PDF Facilities Committee charge in the BCC Participatory Governance Handbook, p.25-26

III.B3-02 PDF Five-Year Capital Outlay Plan [5-year Cap Outlay Plan](#)

III.B4-01 PDF BCC Educational Master Plan

III.B4-02 PDF Facilities and Technology Plan

III.B4-03 PDF PCCD Five-Year Construction Plan

III.B4-04 BP AP 6600 Capital Construction

C. Technology Resources

III.C1: Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College’s Technology Committee (**IIIC.1 – 01 BCC Technology Committee**) is charged with addressing the following functions that ensure all technology needs are met to support the institution’s management and operational functions, academic programs, teaching and learning, and support services:

- Access: Provide secure computer and internet access to learning resources and support services by systematically plans, acquires, maintains, and upgrades or replaces technology and equipment to meet institutional needs.
- Instructional and Student Services Technology: Support the success of all students through the development of instructional and student services technologies, including the delivery of instructional media.
- Campus Computing: Improve technology systems to increase institutional efficiencies and provide long-term support for campus computing needs.
- Network Infrastructure: Upgrade and maintain the network infrastructure to support comprehensive wireless, voice, video, and data communications (shared with District).
- Technology Support: Provide ongoing training and technology support services including website, to meet the needs of students, faculty, staff and managers (shared with District).
- Human and Fiscal Resources: Develop, distribute and utilize resources to support the development, maintenance, and enhancement of its programs and services (shared with District).

- Business Continuity: Ensure technology resources as sufficient to maintain uninterrupted business-critical operations (shared with District).

During the regular Program Review/Annual Update and Resource Allocation Process, formal technology requests are reviewed and prioritized by the College's Technology Committee and Integrated Planning Committee budget allocation Task Force and recommendations are forwarded to the Roundtable for (IIC.1 – 02 PDF Roundtable minutes of 19-20 Tech resource review, March 2020) When the funding becomes available, area managers (VPs, Deans, and Directors) work with relevant departments and programs for purchasing.

The College's Technology Committee regularly updates the Technology Plan and the most recent plan was updated in fall 2019 and endorsed by the Roundtable for Planning and budgeting (IIC. – 03 BCC Technology Plan 2018-2023). The Plan presents a set of guiding principles that provide overall direction for the goals, strategies, and implementation of the Five-Year Technology plan for the College that supports the Mission, Strategic Goals and Values of the College. Five focused priorities are identified in the plan: 1) Access; 2) Instructional Technology; 3) Campus Computer Systems; 4) Network Infrastructure; and, 4) Technology Support.

During 2019-2020 academic year, the College, through its Technology Committee, developed a Technology Refresh Plan (IIC. – 04 BCC Technology Refresh Plan). This comprehensive institutional technology refresh plan enables the college to plan its technology needs through the Program Review and Annual Program Update and Resource Allocation process to plan ahead with specific technology needs with identified funding sources. The plan guides the College to ensure appropriate and adequate operational functions, academic programs, teaching and learning, and support services.

The College's Information Technology (IT) department uses the College's Technology Plan to support the Technology operation of the college. The Department provides professional support for faculty, staff, and administrators, addresses classroom technology and Audio Visual related matters, and an identification of the software needs and computer and laptop needs for the college personnel.

The College's Technology Committee representative participates in monthly District-wide Technology Committee meetings that are chaired by a faculty co-chair and an Administrator (IIC.1 – 05 District-wide Technology Committee charge). The District-wide Technology Committee discusses College-specific technology-related issues or needs and identifies services, facilities, and hardware and software needs that can be streamlined across the district. Some examples include:

- Technology services: The District-wide Helpdesk was created as an effective way to respond to and resolve 600+ tickets monthly in the following domains: email, Passport, PeopleSoft, phones and voicemail, District and campus IT. The Helpdesk system makes it easy to submit and track progress on tickets and is accessible anywhere, anytime and includes robust reporting features (IIC.1 – 06 District IT Helpdesk Tickets 1 Year Report)

- Hardware and software: District Network and Wireless Standards were updated to outline the minimum requirements and establish the design guidelines for Information Technology systems that will support network and Wi-Fi connectivity district-wide (IIIC.1 – 07 Wifi connectivity). The Standards are given to vendors and contractors to ensure that they follow the District’s requirements for equipment purchases and infrastructure installation.

The College and the District network IT teams meet weekly to provide updates, coordinate activities and share information. (IIIC.1 – 08 College and District IT meeting minutes). Joint meeting serves as a collaborative problem solving mechanism as well as an implementation of streamlined IT operation across the District.

Finally, the College makes provisions for disaster recovery and security to ensure continuity of operational functions, academic programs, and support services (IIIC.1 – 09 – BCC Disaster Recovery and Security Plan PP. XX Tech plan)

Analysis and Evaluation

The College identifies technology needs through its Program Review and Annual Program Update processes. It also has a process for addressing technology needs that arise outside the annual review cycle. Recommendations and decisions regarding technology are made in primarily the College’s and District-wide Technology Committees, and there is a mechanism for the College and the District to evaluate technology support services.

III.C2: The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The College, in collaboration with the District, plans and updates and replaces technology infrastructure to provide students, faculty, staff, and administrators with the hardware and software required for their work in fulfillment of the college mission and strategic plan goals. The Berkeley City College Technology Plan 2018-2023 provides provide overall direction for the goals, strategies, and implementation of the Five-Year Technology plan for the College that supports the Mission, Strategic Goals and Values of the College. To be included in the BCC Technology Plan, The BCC Technology Refresh Plan was developed in 2019-2020 year. As mentioned in IIIC.1, this comprehensive institutional technology refresh plan enables the college to plan its technology needs through the Program Review and Annual Program Update and Resource Allocation process to plan ahead with specific technology needs with identified funding sources.

The College works with the District to plan for, acquire, implement, and maintain instructional technologies for the BCC campuses. The District’s Information Technology (IT) Department

provides backend network support to prioritize districtwide projects that meet the College's service needs. This is captured in the Districtwide Technology Capital Project prioritization and Rubric (IIC.2 – 01 PDF Prioritized District IT list).

For example, BCC fiber network switches and wireless infrastructure upgrade reflected in this IT Capital Project prioritization list (IIC.2 – 02 PDF Prioritized list BCC) provides enhanced student access as well as increased instructional and business support. This project replaces end of life network switches and equipment as well as wireless access points for the BCC campus which benefits all users. This upgrade has been identified on the District and College prioritization plan (7) and is in the planning process, working through Shared Governance Committees. Measure G funds have been requested to fully implement this project. Pending the receipt of these fiscal resources, this project has an anticipated start date of Summer 2020.

Beginning March 2020, the COVID-19 pandemic necessitated the College and the District to quickly address needs for fully online teaching and learning as well as student support services in an extremely short period of time in order to maintain educational continuity and to assure adequate quality and capacity to support the College's mission, operations, programs, and services. While this process is ongoing, the College worked closely with the District to provide necessary support for faculty, staff, students and administrators. Some examples include but not limited to the purchases of the Learning Tool Integration (LTI) tools (IIC.2 – 03 PDF of summary of LTI available list) with the Federal CARES Act Institutional funds, provision of additional support for the College's Distance Education (DE) coordinators to increase ongoing and multiple OL training (IIC.2 – 04 PDF link to BCC and District OL resources webpage) while increasing capacity for sanitation of existing technology equipment. In addition, the College conducted surveys for students and faculty relative to their technology needs (IIC.2 – 05 PDF student and faculty survey, technology needs). Based on the needs, the College purchased chrome books for lending purposes for students as well as Wifi hotspot access to support their distance learning. Additional refurbishing of existing computers as well as purchases were made to support faculty, staff, and administrators.

Analysis and Evaluation

The College and District provide a wide variety of services, including technical and hardware support, infrastructure, Internet, Wifi, and instructional platforms. The College has a process for identifying and prioritizing technology needs and works with the District IT to ensure those needs are met. Technology is connected to larger institutional integrated planning efforts at the College through the Program Review/Annual Update and resource allocation process.

III.C3: The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College, in collaboration with the District, allocates resources to ensure that its technological infrastructure and equipment are implemented and maintained through its campus locations. Successful passing of the Proposition G bond measure enabled the College and the District to identify funding for supporting new and replacement technology. Allocation of technology resources at the College is made based on the Program Review/Annual Program Update and Resource Allocation process, where departments, programs and services submit their prioritized technology resource requests along with other resource requests. Funding decisions are reviewed by the Technology Committee as well as Integrated Planning Committee (IPC) Task force where they make recommended allocation decisions and forward them to the College's Roundtable for review and approval (IIC.3-01 PDF Summary of Technology Resource request 2019-2020).

The District is responsible for maintaining access to District wide technology systems at every location and for overseeing technology-related safety and security issues. This includes managing the single access portal in for students, staff, and faculty, monitoring and protecting institutional data, protecting student privacy and confidentiality of student educational records, ensuring wireless connectivity, maintaining the infrastructure for Distance Education, ensuring access to technology for individuals with disabilities in compliance with federal regulations, updating the Disaster Recovery Plan, and coordinating security cameras and technology at all sites. The College works closely with the District on all of the above issues to make technology resources widely and reliably available to its constituents. Following are some projects that the District IT department has accomplished:

Peralta Community College Portal

In December 2017, The District designed and implemented the Peralta Portal to simplify the user experience and support access to the District e-mail and CANVAS (learning management system) for students, faculty, staff, and administrators.

Cisco Emergency Response (CER)

In September 2016, the District implemented CER system throughout the District enabling all 911 calls to be sent directly to the Public Safety Answering Point as well as PCCD Police Services.

Phishing/spam attack prevention

In December 2017, the District IT uses Microsoft security umbrella and Cisco open DNS tools to reduce phishing and spam attacks through a "defense in-depth" strategy.

Upgrade Circuit

In Fall 2018, the District upgraded Berkeley City College and three other sister colleges and the District services to 10GB redundant bandwidth connections to the internet. These circuits interconnect all campuses and off-campus sites (IIC.3-02 CENIC Circuit Report).

The District leveraged collaboration with the California Community College (CCC) Technology Center to complete this project. The CCC Technology Center worked with Corporation for Educational Network Initiatives in California (DENIC) to upgrade the existing 1GB circuits to 10 GB circuits for all California Community Colleges, resulting in a high-bandwidth, high-capacity redundant fiber network. The College's leased space, 2000 Center street, was also

upgraded to ensure that the College's all locations are assured reliable access, safety, and security.

The District is currently working on developing a comprehensive system for backup and disaster recovery using backup hardware and software resources. In March 2017, the District purchased and developed CommVault backup and system recovery software to protect the District – wide data in the event of a disaster.

Technology maintenance occurs during regularly scheduled monthly downtimes for upcoming changes, upgrade, and downtimes applying upgrades and patches along with other maintenance activities. Scheduled downtimes are announced to the College and, when applicable, the District. In addition, the District IT department keeps the College updated regarding any upcoming changes, upgrades and downtime.

Analysis and Evaluation

The College assures that technology resources at its main campus (2050 Center Street) and 2000 Center street are allocated and maintained to assure reliable access, safety, and security. The District IT Department provides resource and support for the College IT infrastructure in terms of the wireless network, data centers, and equipment used to develop, test, operate, monitor, manage and./or support information technology services. In addition, the District IT department is responsible for reliability and disaster recovery.

III.C4: The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College analyze the need for information technology training for students and personnel through Technology Survey (III.C4-01 Technology Survey) as well as the results of professional development workshop evaluation each semester to monitor, evaluate, and assess its technology needs for staff, faculty, and administrators (IIIC.4 – 02 PDF PD Day evaluation). The results are used to prioritize relevant training support needed. The College also consults with the *Associated Students* of Berkeley City College (ASBCC), its representative student government to solicit feedback on student technology and training needs.

As mentioned in section III3.2, March 2020 COVID – 19 pandemic necessitated the College and the District to quickly address needs for fully online teaching and learning as well as student support services in an extremely short period of time in order to maintain educational continuity and to assure adequate quality and capacity to support the College's mission, operations, programs, and services. Since the beginning of the pandemic, the College offered all instructions and student services fully online for summer and fall 2020 semesters. Great effort has been made and continuing to provide online teaching and learning training and support for

faculty, students, staff and administrators (IIC.4 - 03 – PDF page for Faculty Training on the web) (IIC.4 – 04 PDF page for support for students on the web) (IIC.4 – 04 PDF page for LRC for students help for CANVA and OL tutoring) (IIC.4 – 06 CANVAS announcement for Classified professionals). In addressing this new reality of online virtual world, the College, in collaboration with the District, is refocusing overall technological support, effective use of technology by setting standards, and streamlined technology systems that support teaching and learning, support services, and institutional operations. AP 4105: Distance Education (IIC.4 – 07 PDF AP 4105), California Virtual College Online Education Initiative (CVC OEI) Rubric (IIC. 4 – 08 CVC OEI Rubric) focusing on Peer Online Course Review (POCR), and Peralta Community College District Distance Education Online Equity Rubric (IIC.4 - 09 – PCCD DE OL Equity Rubric) are some standards that faculty are identifying as critically important elements to meet for effective and student-centered online teaching. AP 4105 is to be met by faculty via various training available in time for their OL teaching assignment for spring 2021 (IIC.4 – 10 – Memo to faculty re: AP 4105). Student Services is in the process of implementing the Cranium Café for online counseling where the platform will support the faculty and students to connect efficiently and in a timely manner.

Also mentioned in IIC.2, the College invested in additional Distance Education (DE) Coordinator for 2020-2021 academic year with the Federal Institutional CARES funds and to increase faculty DE coaches to increase and strengthen OL teaching and learning training and support for faculty, staff, and students (IIC.11 – PDF Additional DE Coordinator Announcement)

The College’s DE coordinators and coaches, Technology Committee, Professional Development Committee along with Academic Senate and Curriculum Committee, Classified Senate, and Associate Students of Berkeley City College (ASBCC) are creating a cohesive effort to assure and provide appropriate instruction and support for faculty, staff, students and administrators in this new fully online teaching and learning environment at the College.

Analysis and Evaluation

The College provides technology training and support for its faculty, staff, students and administrators including during COVID – 19 pandemic. The College continues to assess professional development and training needs and offerings and uses that information to improve and expand future sessions.

III.C5: The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Berkeley City College has clear policies and procedures in place, which are publicly posted on the District's website. These policies and procedures guide the appropriate use of technology in the teaching and learning process. Board Policy 3720: Information Technology (IIIC.5 – 01 – BP 3720 Information Technology) outlines the rules and responsibilities of students and staff who use the District's network, computers, learning management systems and other technology resources. Administrative Procedure 3720: Telephone, Computer and Network Use (IIIC.5 – 02 AP 3720: Telephone, Computer and Network Use) outlines the rules and responsibilities regarding the usage of all telephone and communication systems, computer and computer communication, facilities owned, leased, operated, or contracted by the District. This includes, but is not limited to, telephones, personal computers, laptops, workstations, tablets, servers, network devices, mobile devices, and associated peripherals, printers, fax machines, software and information resources, regardless of whether used for administration, research, teaching or other purposes.

Board Policy 3725: Information Security Standard (IIIC.5 – 03: BP 3725: Information Security Standard) states that the District adheres to the current California Community Colleges' Information Security Standard. The District's Information Security program adheres to the current California Community Colleges' Information Security Standard.

Analysis and Evaluation

As evidenced by the College and the District-wide policies and procedures that guide technology use, the College and the District follow established policies and procedures that outline the appropriate use of technology in the teaching and learning process.

Conclusions on Standard III.C. Technology Resources

The College effectively uses its technology resources to achieve its mission and to improve academic quality and institutional effectiveness. The College has policies and procedures that guide the appropriate use of technology in teaching, learning, and student support services. The College plans for, updates and replaces technology to ensure that its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Improvement Plan(s)

[insert response if applicable]

Evidence List

- III.C1-01 PDF BCC Technology Committee
- III.C1-02 PDF Roundtable minutes of 19-20 Tech resource review, March 2020
- III.C1-03 Technology Plan 2018-2023
- III.C1-04 BCC Technology Refresh Plan
- III.C1-05 District-wide Technology Committee charge
- III.C1-06 Helpdesk Tickets 1 Year Report

- III.C1-07 Wifi connectivity
[Network and Wi-fi std 01-03-18](#)
- III.C1-08 College and District IT Team meeting minutes
[IT Teams Weekly Mtg Minutes](#)
- III.C1-09 BCC Disaster Recovery and Security Plan PP. XX Tech plan

- III.C2-01 PDF Prioritized District IT list
[Prioritized IT Requests District](#)
- III.C2-02 PDF Prioritized list BCC
[Prioritized IT Requests BCC](#)
- III.C2-03 PDF PDF of summary of LTI available list
[III.C2-04 LTI List](#)
- III.C2-04 PDF link to BCC and District OL resources webpage
- III.C2-05 PDF student and faculty survey, technology needs

- III.C3-01 PDF Summary of Technology Resource request 2019-2020
- III.C3-02 CENIC Circuit Report
[CENIC Circuit Report](#)

- III.C4-01 PDF Technology Survey
- III.C4-02 PDF PD Day evaluation
- III.C4-03 PDF page for Faculty Training on the web
- III.C4-04 PDF page for support for students on the web
- III.C4-05 PDF page for LRC for students help for CANVA and OL tutoring
- III.C4-06 PDF CANVAS announcement for Classified professionals
- III.C4-07 PDF AP 4105
- III.C4-08 CVC OEI Rubric
- III.C4-09 PCCD DE OL Equity Rubric
- III.C4-10 Memo to faculty re: AP 4105
- III.C4-11 PDF PDF Additional DE Coordinator Announcement)

- III.C5-01 BP 3720 Information Technology
- III.C5-02 AP 3720: Telephone, Computer and Network Use
- III.C5-03
- III.C5-04

D. Financial Resources

Planning

III.D1: Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

Overview of Financial Resources for Supporting and Sustaining College Programs and Services

Berkeley City College (BCC) has a successful track record in strategically managing its fiscal resources to support and sustain student learning programs and services and improve institutional effectiveness. The College is committed to maintaining an annual operating budget in which revenues are 1) sufficient to support mission-based institutional goals for student learning and instructional innovation, and, 2) distributed in such a way as to realistically achieve these goals (III.D1-01, III.D1-02).

The College relies on two main categories of revenue (unrestricted and restricted) to support and sustain student learning programs and services to improve its institutional effectiveness (III.D1-03). BCC's unrestricted funds are used primarily to support ongoing operational costs, such as salaries, benefits, supplies, equipment, and other services (III.D1-04). The College's restricted funds are also used for some of the same costs (III.D1-05) and serve to underwrite mission-critical programming and services.

Since the last accreditation review, BCC has seen a steady increase in both its unrestricted and restricted revenue. During this period, unrestricted funds increased 26 percent from \$15.6 million in 2015 to \$19.8 million in 2020, with a six percent increase in the last year alone. In addition, restricted funds increased from \$7 million in 2015 to \$9 million in 2020. This increase was largely due to the new sources of state funding (i.e., Guided Pathways Initiative, Strong Workforce Program and Student Equity and Achievement). The College also benefitted from several multi-year bond initiatives, grants and corporate partnerships. Through the combined revenue sources, the College is poised to support and sustain student learning programs and services and improve institutional effectiveness (III.D1-06)

Distribution of Resources

Berkeley City College (BCC) is part of a four-college district and, therefore, the College's annual operating budget relies on the annual allocation of funds made through the District's Budget Allocation Model (BAM). The College is responsible for distributing funds to ensure the effective operation of its programs and services. Resource needs and allocations are made through an established annual **integrated planning and budgeting (IPB need evidence III.D1-07)** process that begins with mission-based Program Review or Annual Updates (APUs). During the IPB cycle, recommendation for the distribution of resources are discussed and approved through an ongoing participatory governance process [III.D.-08], in which key constituents discuss and evaluate current and prospective sources of funding to make decisions about the distribution of resources based on the College's annual goals and strategic priorities.

Management of Institutional Resources

The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The College has implemented procedures that make resource allocation, budget monitoring and reporting processes more transparent, while expanding the overall participation of the college community to allow direct consultation, review and input by essential

governance committees. Most prominent among these bodies is the College Roundtable for Planning and Budgeting Committee (includes representatives from the faculty, staff, students and administration). Roundtable serves as a gatekeeper by ensuring financial integrity, in terms of compliance with funding restrictions, sound fiscal management, and the proper allocation of funds to support, build, and sustain student learning programs and services.

Analysis and Evaluation

Berkeley City College (BCC) has sufficient revenue to support educational improvement and innovation. BCC’s participatory governance and IPB processes ensure that funds are allocated and managed with integrity in a manner that supports College goals and promotes fiscal stability.

Standard III.D.1 Evidence List

Section	Evidence Name
III.D.1	
1-01	BCC Overall Unrestricted General Fund Revenue, Six-Year Trend (in Millions), FY2015-FY2020
1-02	BCC Restricted Unrestricted General Fund Revenue, Six-Year Trend (in Millions), FY2015-FY2020
1-03	Overview of Unrestricted and Restricted budget by Category (2019-2020)
1-04	Annual Unrestricted Budget by Major Category, Six-Year Trend
1-05	Annual Restricted Budget by Major Category, Six Year Trend
1-06	BCC Restricted Budget—Sample Federal, State, County, and Local Grants and Special Allocations, Six-Year Trend, FY2015-FY2020
1-07	Integrated Planning and Budgeting (IPB) Model (see Phoumy)
1-08	College Initiatives 2019-2020 (presented at BCC Roundtable 2/24/20)
1-09	Sources of Restricted Funds, Six-Year Trend, FY2015-FY2020
1-10	California Community Colleges Chancellor’s Office (CCCCO) Vision for Success
	Total FTES Unrestricted, and Total Budget (Unrestricted and Restricted), Six-Year Trend

III.D2: The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Mission-Based Integrated Planning and Budgeting

At Berkeley City College (BCC), financial planning is integrated with and supports all institutional planning, both annual and strategic. The College's Mission, Vision, and Values (MVV) Statement, strategic priorities, and goals form the foundation for financial planning.

BCC reviews its MVV and goals as part of its annual integrated planning and budgeting (IPB) process. This past year, for example, as part of the IPB cycle, BCC revised its Mission and Vision. The revised MVV Statement was approved by the College's Roundtable for Planning and Budgeting on 2/24/20 [[III.D2-01 Roundtable Minutes -02-24-2020 - DRAFT rev1](#)] and approved by the District's Board of Trustees on 3/24/20 [[III.D2-02 BoardDocs-Mar24 20 Approved BCC Mission](#)]. BCC's participatory governance groups also discussed and set annual goals and related activities and indicators, within the framework of BCC's long-range institutional priorities. The current College goals align with BCC's 2018-2020 Strategic Plan [[III.D2-03](#)], which is aligned with BCC's Education Master Plan Five Year Update 2016-2021 [[III.D2-04 BCC-EMP-2016-final6.21.2016 \(New Upload\).pdf](#)] and the California Community Colleges Chancellor's Office (CCCCO) Vision for Success [[III.D2-05 RT082718 - BCC 2018-20 Strategic Planning Goals w Activities and Metrics\[1\]](#)].

Resource requests arise primarily from Program Review or Annual Program Updates (APU). Through this process, each department refers to a standardized rubric [[III.D2-06 RT111819 - Resource Request Rubric Template v2](#)]. This rubric, coupled with student outcomes and available resources, guides their assessment of current programs and services and helps each department identify future program needs and associated costs [[III.D2-07 RT040620 - 2019 APU RESOURCE REQUEST SUMMARY v3d](#)]. Once complete, the requests are then forwarded for further review by BCC's Integrated Planning Committee [[III.D2-08 9-12-19-IPC-Agenda](#), [III.D2-09 10-10-19-Agenda](#), [III.D2-10 IPC-Mtg-Mins-9-12-19](#), [III.D2-11 IPC-Mtg-Mins-10-10-19](#)], Facilities Committee [[III.D2-12 Facilities Comm. Agenda 11-15-19](#), [III.D2-13 Facilities-Comm.-Mtg-Notes-11-15-19](#), [III.D2-14](#)], and the Technology Committee [[III.D2-15](#), [III.D2-16 RT022420 - Committee Technology Resource Requests 2019 APU Rubric Ratings](#), [III.D2-17 RT032320 - Committee Technology Resource Requests 2019 APU Rubric Ratings updated for bond funds v1](#), [III.D2-18 APU 2019-2020-Technology](#)].

Ultimately, the recommended resource allocations are discussed, reviewed, and voted on for approval by the College's main participatory governance group, the Roundtable for Planning and Budgeting. All approved requests serve either to address the reallocation of current year funds or aid in the development of the upcoming year's budget. This committee, which is co-chaired by the College president and the Academic Senate President, is comprised of faculty, students, staff, and administrators, ensuring full participation and transparency in the resource allocation process. [[III.D2-19 Roundtable Minutes -11-18-2019 - DRAFT](#), [III.D2-20 Roundtable Minutes -02-24-2020 - DRAFT rev1](#)].

Institutional Policies and Procedures for Financial Planning

Within the Peralta Community College District, financial planning is an integral part of a well-defined and coordinated district wide planning process that links district college goals and

strategic priorities. Each college is charged with aligning its planning efforts within the District’s annual planning and budgeting timeline [III.D2-21].

The College adheres to the District’s clearly defined guidelines and processes for financial planning and budget development. These are codified in the following Board policies and administrative procedures: 1) BP 6250 (Budget Management) [III.D.2-22]; 2) AP 6250 (Budget Management) [III.D.2.23]; 3) Board Policy 6300 (Fiscal Management and Accounting) [III.D.2-24]; 4) AP 6300 (General Accounting) [III.D.2-25]; 5) Board Policy 6320 (Investments) [III.D.2-26]; and 6) AP 6320 (Investments) [III.D.2-27]. To ensure fiscal stability, BCC cost center managers are able to monitor their budgets based on monthly expenditure reports generated by the College Business Office [IIID2-28].

Dissemination of Financial Information

Financial information is disseminated to the college community at multiple points during the academic year. First, through College-level planning processes (Program Review/APU, Strategic Plans, participatory governance groups and briefings by the newly formed college Budget Presentation Taskforce) [III.D2.29]. Secondly, financial information is also communicated and disseminated by the District Finance and Administrative Services Department to the colleges. Through these lines of communication, College and District leaders receive timely information about fiscal planning linked to—and integrated with—institutional planning.

Analysis and Evaluation

Berkeley City College (BCC) reviews its mission and goals as part of the annual fiscal planning process. Institutional plans are clearly linked to financial plans, both short-term and long-term.

Financial resource planning is an integral part of the annual and long-term institutional planning and budgeting process at both the College and District level. At both levels, the financial planning process relies on the institutional planning process for both content and timelines. Through the College’s annual integrated and planning (IPB) cycle, resource allocation is tied to planning and program review and the institution follows an established process for prioritizing among competing needs so that it can predict future funding and ensure financial stability. As part of the annual IPB process, institutional leaders at both the College and District level receive information about fiscal planning that is clearly linked to institutional planning.

Standard III.D.2 Evidence List

Section	Evidence Name
III.D.2	
2-01	Berkeley City College (BCC) Roundtable for Planning and Budgeting Meeting Minutes (2/24/20) showing approval of updated BCC Mission and Vision Statement (see agenda item #3)
2-02	Peralta Community College District (PCCD) Board Meeting Minutes (4/24/20): Approval of BCC’s Mission, Vision, and Values Statement (see agenda item 4.2)

2-03	Berkeley City College (BCC) 2018-2020 Strategic Plan—Presented and discussed at BCC Roundtable for Planning and Budgeting Meeting (8/27/18)
2-04	BCC Education Master Plan Five-Year Update for 2016-2021 BCCEMP – BCC Education Master Plan Five-Year Update for 2016-2021 (Final 6.21.2016)
2-05	Alignment of California Community Colleges Chancellor’s Office (CCCCO) Vision for Success and BCC’s 2018-2020 College Goals (from Strategic Plan)
2-06	APU Resource Rubric Template
2-07	2019-2020 Annual Program Update (APU) Resource Request Summary (4/6/20) <i>(Formerly 2-03.b--This spreadsheet can found in Phoumy’s 2-03 evidence folder. Please review and see if this is the correct piece of evidence to include here.)</i>
2-08	BCC Integrated Planning Committee (IPC) Meeting Agenda (9-12-19)
2-09	BCC Integrated Planning Committee (IPC) Meeting Agenda (10-10-19)
2-10	BCC Integrated Planning Committee (IPC) Meeting Minutes (9-12-19)
2-11	BCC Integrated Planning Committee (IPC) Meeting Minutes (10-10-19)
2-12	BCC Facilities Committee—Meeting Agenda (11/15/19)—Discussion of Measure G and APU 2019-2020 Prioritization Review
2-13	BCC Facilities Committee—Meeting Notes (11/15/19)
2-14	BCC Facilities Committee – Meeting Notes (4/20/20)
2-15	BCC Technology Committee Resource Requests for APU 2019-2020—presented to the Roundtable (12/9/19)
2-16	BCC Technology Committee Resource Requests for APU 2019-2020 with Rubric Ratings—presented to the Roundtable (2/24/20)
2-17	BCC Technology Committee Resource Requests for APU 2019-2020 Updated with Bond Information—presented to the Roundtable (3/23/20)
2-18	BCC Technology Committee APU 2019-2020--Priorities for 2020-202 <i>(Note: Not sure if 2-16 is in the right order as there is no date on this item.)</i>
2-19	BCC Roundtable Meeting Minutes (11/18/2019)—Discussion of APU resource request summary and resource prioritization (see Item #6)
2-20	BCC Roundtable Meeting Minutes (2/24/20) resource allocation priorities discussion (see Item #7--Ensuring Planning Drives Our Resource Allocation)
2-21	Budget Development Calendar
2-22	Board Policy 6250 (Budget Management)

2-23	Administrative Procedure 6250 (Budget Management)
2-24	Board Policy 6300 (Fiscal Management and Accounting)
2-25	Administrative Procedure 6300 (General Accounting)
2-26	Board Policy 6320 (Investments)
2-27	Administrative Procedure 6320 (Investments).
2-28	College Monthly Expenditure Report
2-29	Briefings by the Budget Presentation Taskforce to Roundtable (Dates)
	Additional pieces of evidence compiled by the team but not include above:
2-02.a	Berkeley City College (BCC) 2016-2018 Strategic Planning Committee— Input Form Using College Goals
2-02.b	Berkeley City College (BCC) Roundtable for Planning and Budgeting Meeting Minutes (8/27/18)
2-02.c	Roundtable / (5/22/17)—BCC 2016-2018 Strategic Planning Goals with Indicators

III.D3: The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Financial Planning and Budget Development

Each year, the annual budget building process begins with updating a list of Tentative Budget Assumptions, which are used in developing the adopted budget. As the District receives more detailed information from the Governor’s Office and the State Chancellor’s Office, the assumptions are adjusted accordingly. These budget assumptions are categorized in three ways: General Assumptions, Revenue Assumptions, and Expenditure Assumptions. The 2019/20 Budget Assumptions are listed in the Adopted Budget [[III.D3-01 FY20-Final-Budget-Book-091219 \(New Upload\)](#)].

In the Peralta Community College District, the integrated budgeting and planning processes and participatory governance structure support transparency and commitment to continuous educational improvement. Information about financial resources and management is widely available to PBIM committees whose meetings are open to the public, to the colleges, and to the larger community. The Annual Budget is posted online once adopted by the Board of Trustees.

Berkeley City College (BCC) follows the guidelines for financial planning and budget management, as set forth in District Administrative Procedure 6250 [[III.D3-02](#)]. In addition, the

College aligns its planning cycle with the District’s Annual Integrated Planning Calendar [\[III.D3-03 2019-20-Planning-And-Budget-Integration-Model-Annual-Integrated-Planning-Calendar-1\]](#).

In developing the budget for the upcoming year, the College undertakes a year-long integrated planning and (IPB) process. The IPB cycle has five related stages: 1) review of the previous year’s goals and accomplishments (end of current fiscal year/start of new fiscal year); 2) analysis of institutional data, development of goals and related activities, and recommendations for resource allocations for the coming year through Program Review (fall, conducted every 3 years), Annual Program Updates-APUs (fall, conducted on alternate years from Program Reviews), and College wide planning sessions and budget presentations (ongoing); 3) budget refinement/adoption by College and District (spring); 4) budget implementation (start of new fiscal year); and, 5) evaluation of progress toward institutional goals and adherence to budget (monthly and end of the fiscal year) [\[III.D3-04\]](#). **This section needs to match the IPB (Integrated Planning and Budgeting) model to be created by Phoumy and the Executive Team).**

As part of this cyclical planning process, BCC ensures that its strategic priorities and annual plans align with the District’s strategic goals. In addition, the College aligns its plans with the state strategic priorities as defined in the California Community Colleges Chancellor’s Office (CCCCO) Vision for Success. [\[III.D3-05 RT082718 - BCC 2018-20 Strategic Planning Goals w Activities and Metrics\[1\]\]](#).

Engagement of College Constituents in the Planning and Budgeting Process

The College’s processes for financial planning are widely known and understood by participants and, throughout the annual IPB cycle, there are multiple opportunities for all constituencies to participate in the development of institutional plans and budgets. These include participatory governance meetings, town halls, periodic surveys, and strategic planning sessions [\[III.D3-06 Vision-Goals Alignment Governance Process Slide v2\]](#).

Roundtable Planning and Budgeting meetings are open to the public and minutes are the posted on the College’s website [\[III.D3-07\]](#). In March 2020, the Roundtable also approved a Budget Presentation Task Force, which will provide briefings to the wider College community throughout the year on specific revenue streams, to keep faculty and staff informed about budgetary matters and help them understand resource allocation decisions [\[III.D3-08\]](#). Finally, BCC faculty, administrators, and select classified staff with budget responsibilities also have access to budgetary information through the District’s online financial management system.

Analysis and Evaluation

Standard III.D.3 Evidence (Note: to be merged with other evidence at end of III.D section)

Section	Evidence Name
III.D3	

3-01	2019/20 Adopted Budget (pages 13-14) https://web.peralta.edu/files/2019/10/FY20-Final-Budget-Book-091219.pdf
3-02	Administrative Procedure 6250 (Budget Management)
3-03	Annual Integrated Planning Calendar https://web.peralta.edu/business/files/2019/09/2019-20-Planning-And-Budget-Integration-Model-Annual-Integrated-Planning-Calendar-1.pdf
3-04	BCC Integrated Planning and Budgeting (IPB) Model (Phoumy is working on this document, with input from the Executive Team. The goal is to submit the planning model to the Roundtable for approval before YE20.)
3-05	CCCCO Vision for Success Goals and BCC 2018-2019 College Goals Alignment (Note: This is the same piece of evidence used for III.D.2 (see evidence item III.D2-05.)
3-06	BCC Strategic Planning Retreat—PowerPoint presentation to the BCC Roundtable (5/29/19)
3-07	Link to BCC website page with Roundtable meetings agendas and minutes
3-08	Roundtable meeting minutes approving the formation of the Budget Presentation Taskforce (March, 2020)

Fiscal Responsibility and Stability

III.D4: Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Berkeley City College (BCC) is committed to conducting an institutional planning process that is 1) rooted in and reflects a realistic assessment of financial resource availability, in terms of both unrestricted and restricted funds, and, 2) entails a careful evaluation of expenditure requirements for the College’s various restricted funds. The process also involves the development of financial resources and partnerships, at both the College and District level, to support student learning.

College Assessment of Financial Resource Availability and Expenditure Requirements

BCC ensures a realistic assessment of resource availability to support its budgetary goals through its annual integrated planning and budgeting (IPB) process. As part of this ongoing assessment, the College reviews available sources of both unrestricted and restricted funds for the upcoming year. In particular, it examines the use of restricted funds to make sure these financial resources are being spent according to funding agency expenditure requirements.

Ongoing assessment of its financial resources also allows the College to be proactive and adaptable in the face of unexpected shortfalls in funding or external circumstances that might impact operations or require changes in service delivery. For example, on March 16, 2019, in response to the COVID-19 crisis and shelter-in-place mandate, the District Chancellor ordered the closure of all facilities and suspended on-site instruction and operations [[III.D4-01 PCCD-Chancellor- Closure Announcement-Mar16-2020](#), [III.D4-02 PCCD-Closure Announcement-Mar16-2020](#)]. The College also issued a COVID-19 closure announcement [[III.D4-03 BCC Closure Announcement-Mar16-2020](#)]. In the face of this emergency, BCC moved quickly to shift most of its courses online, re-directing resources to train faculty to teach in this new mode and to help staff continue to provide student support services and perform their administrative functions online.

To address unexpected fluctuations in funding or emerging needs, the College can also draw on established multi-year funding streams, such as Measure B [[III.D4-04 Measure-B-Annual-Report-Nov-16-2015-16](#), [III.D4-05 Measure-B-language](#), [III.D4-06 Measure-B-Parcel-Tax-Expenditures-Historical 2013-16](#)], a parcel tax fund that was passed by Alameda County voters in 2012 and renewed as Measure E in 2018. The parcel tax funds are specifically designated to support core academic programs (i.e., mathematics, science, and English) and career training, as well as to help prepare Peralta students to transfer to 4-year universities.

College Financial Resource and Partnership Development

In terms of financial resource development, the College continuously researches new sources of funding and partnerships to supplement its operating budget, meet any anticipated future funding gaps, and fund new initiatives that support student learning. In spring 2019, for example, BCC secured funding from the statewide California Virtual College Online Education Initiative (CVC-OEI) *Improving Online CTE Pathways* program to build out its online offerings in two popular career technical education programs, Business (BUS) and Multimedia Arts (MMART). The grant will help BCC strengthen its ability to expand online program offering in these important areas and prepare students for emerging jobs in these fields. [[III.D.4-07](#)]

In February 2020, BCC also applied to the U.S. Department of Education to be designated as a Hispanic Serving Institution (HSI), now that the percentage of Latinx students enrolled at the College has reached 26 percent. If awarded, the grant will help BCC expand student supports for this growing segment of the student population and partner with the University of California-Berkeley (UCB) to build a pipeline from BCC to UCB for these students. [[III.D.4-08](#)]

In considering potential grants or funding partnerships, BCC seeks opportunities that both align with its MVV and strategic priorities and enhance its capacity to prepare students for career and academic advancement. When the College learns of the availability of additional financial resources, it undertakes a rigorous assessment of these new funding possibilities to make sure that they are a good match for the College and that the College can meet the contractual requirements of the relevant funding agencies.

Distribution of Accurate Information on Available Funds

At both the District and College level, accurate information is distributed to administrators, faculty, and staff involved in the planning process at various points during the annual IPB cycle.

BCC provides detailed financial information on resource availability to cost center managers and participatory governance groups as part of the College's annual Program Review or Annual Program Update (APU) process so that they can make informed recommendations regarding resource allocation and prioritization. For example, at the January 2020 Roundtable for Planning and Budgeting meeting, the BCC Director of Business Services presented to administrators, faculty, and staff on the implications of the Governor's proposed state budget, particularly with regard to the state Student Centered Funding Formula [[III.D4-09 Roundtable Minutes -01-27-2020 - DRAFT](#)].

BCC also takes steps to inform the key constituencies at BCC responsible for resource allocation decision-making about new and pending revenue sources. For example, with both the CVC-OEI and HSI grants, BCC shared news about the grant application and, where applicable, the award with shared governance groups, including the Roundtable for Planning and Budgeting, the Institutional Planning Committee, and the Academic Senate [[III.D.4-10](#), [III.D4-11 Roundtable Agenda - 01-27-2020](#)]. The College also shared news about these potential and confirmed new funding sources with the District Chancellor and the Board.

District-Level Financial Resource Assessment and Development

The District assesses its overall resources and expenditures each year through an integrated district wide planning and budgeting process. The District's Integrated Planning and Budget Building Calendar [[III.D4-12 PBIM Meeting Calendar 2019-2020](#)] provides an overarching timeframe for the different aspects of the district wide planning process and specifies when deliverables are to be accomplished and who is responsible. The content of the calendar is vetted with the District's Planning and Budgeting Committee (PBC) and by the Board of Trustees. At the College level there is a corresponding resource allocation planning process and timeline for identifying budgeting needs, developed according to the schedule outlined in the District's Integrated Planning and Budgeting Calendar.

In addition, the District's quarterly CCFS 311 report [[III.D4-13 311A-2017-18](#)], incorporated into the Board meeting agendas, provides the public and all District and College employees with a comprehensive picture of the District finances. These quarterly reports present financial information compared to the initial annual budget plan and past quarterly reports. Each quarterly report further includes a budget statement and narrative to convey the District's projected ending fund balance and any anticipated major events that might affect the ending fund balance.

Finally, to aid sound budgeting development and fiscal management, the District adopts a set of assumptions [[III.D.4-14](#)] for budget development and for the tentative and adopted budget [[III.D.4-15](#), [III.D.4-16](#), [III.D.4-17](#), [III.D.4-18](#)]. This includes general assumptions for the budget, as well as specific assumptions for revenue and for expenditures. Through this document, the District formally affirms its commitment to adopting a budget that is balanced and confirms that the District and colleges use plans, planning documents, and planning processes as a basis for the development of their expenditure budgets.

Analysis and Evaluation

The College’s institutional planning process reflects a realistic assessment of financial resource availability, expenditure requirements for various revenue sources, and resource development opportunities. Through the annual district wide integrated planning and budgeting (IPB) process individuals involved in institutional planning are presented with accurate information about available funds and the College’s fiscal condition and commitments, as well as new and potential funding streams and partnerships. This examination of the organizational budget and budget trends and prospects ensures that the annual plan, at both the College and District level, is based on sound financial planning.

Standard III.D.4 Evidence (Note: to be merged with evidence from other III.D Standards at end III.D section)

Section	Evidence Name
III.D.4	
4-01	Peralta Community College District Chancellor’s Closure Announcement (3/16/20)
4-02	PCCD-COVID-19 Closure Announcement (3/16/20)
4-03	BCC COVID-19-Related Closure Announcement (3/16/20)
4-04	PCCD—Measure B—Parcel Tax—2015-2016 Annual-Report (11/16/16)
4-05	PCCD--Measure-B-Language of Bond Measure
4-06	Measure B--Parcel-Tax Expenditures--Historical 2013-2016
4-07	Link to PCCD press release re: BCC’s CVC-OEI application (May 2019)
4-08	Link to BCC’s U.S. Dept. of Education HIS application, February 2020
4-09	Roundtable (1/27/20)—Meeting Minutes (See Item 7--Budget Workshop Highlights - Budget and Student Success Funding Formula – Hold Harmless through 2020-2021)
4-10	Link to presentation to BCC Curriculum Committee on CVC-OEI grant
4-11	Roundtable (1/27/20)—Meeting Agenda (includes overview of BCC’s pending Hispanic-Serving Institutions (HIS) grant application to U.S. Dept. of Education
4-12	PCCD Planning and Budgeting Committee (PBIM) Meeting Schedule 2019-2020
4-13	311A California Community Colleges Annual Financial & Budget Report-2017-18
4-14	District Budget Assumptions
4-15	May/June 2019 Board meeting minutes showing review of the tentative budget
4-16	July 2019 Board meeting minutes showing approval of the budget
4-17	September 2019 Board meeting minutes showing review of the adopted budget

4-18	January 2020 Board meeting minutes showing review of the adopted budget, using the budget calendar and assumptions
	Additional Piece of Evidence Compiled by Team—Not sure if to include it:
	PCCD--Measure A Bond--Financial and Performance Audit--6.30.19

III.D5: To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Berkeley City College (BCC) places high value on financial integrity and the responsible use of resources. For this reason, BCC has specific mechanisms in place for budgetary control and for the dissemination of dependable and timely budgetary information for financial decision-making.

Internal Controls, Policies, and Procedures for Financial Resource Management

BCC rigorously follows the internal controls and processes established by the District for the management of fiscal resources. These specifications may be found in the following District Board policies and administrative procedures: 1) BP 6200 (Fiscal Management and Accounting) [III.D.5-01]; 2) AP 6300 (General Accounting) [III.D.5-02]; 3) BP 6330 (Purchasing) [III.D.5-03]; and, 4) AP 6330 (Purchasing) [III.D.5-04].

BCC also uses the District’s PeopleSoft ONEPeralta financial management system [III.D.5-05], which integrates data from Student Services, Human Resources, Payroll, Finance, and Financial Aid modules. The ONEPeralta system is used to record budget journal entries, accounts payable, accounts receivable, revenues, payroll, grants, and purchase requisitions [III.D.5-06]. The system has built-in mechanisms, such as user IDs and passwords, which allow system access at the appropriate security level, thus limiting the data to particular users who have access. Some users may be granted query access only, so that they can review but not change data. There are also controls in place for purchasing and system prevents spending where funds are not available.

Management and Evaluation of College Budget and Financial Practices

At BCC, primary responsibility for the day-to-day management and evaluation of the budget lies with the College’s Business and Administrative Services Division, which must approve all entries to the College’s financial ledger in the ONEPeralta system. The Director of Business and Administrative Services works closely with the BCC president and administrative team to administer and monitor the annual budget developed through BCC’s participatory governance process. The Director of Business and Administrative Services also serves as the liaison with the District for financial matters, making sure that all college level financial management operations are in compliance with District financial policies and procedures.

It is the responsibility of the administrators/cost center managers to monitor their assigned budgets. This includes tracking budgetary expenditures and making sure that funds are being spent as planned, in alignment with BCC’s Mission, Vision and Values and strategic priorities and in compliance with any contractual specifications and budget expenditure requirements.

BCC uses fund accounting to monitor and report on its financial position and the result of its operations. The College’s resources are allocated to and accounted for in individual funds based on the purpose for which the funds are to be spent. This method of accounting is designed to demonstrate legal compliance with contractual obligations and funder requirements regarding restricted funds. It also supports institutional financial integrity and enables strict financial monitoring by segregating transactions related to certain activities.

Dissemination of and Access to Dependable and Timely Financial Information

The PeopleSoft system continually records and updates financial transactions, providing accurate up-to-date accounting information. It also is able to produce various reports and queries on demand, including financial and budget reports, which can be used by both the District and College to monitor spending, planning, and making informed financial decisions.

The BCC Business and Administrative Services Division distributes monthly budget reports to all College cost center managers [II.D.5-07] and these reports are reviewed by the College’s administrative team in the President’s Cabinet meetings [II.D.5-08], to make sure that funds are being used according to plan (and in compliance with contractual requirements) to support institutional objectives for student learning.

In addition to the monthly report, administrators and cost center managers, and classified staff with financial and human resources responsibilities are able to access BCC financial information through the PeopleSoft system. This allows them to monitor their budgets, run tailored financial reports, and use timely and accurate financial information into program and institutional planning.

Analysis and Evaluation

Berkeley City College (BCC) has appropriate internal control mechanisms in place to assure the financial integrity of the institution and the responsible use of its financial resources. This includes District Board policies and administrative procedures, the District financial management system, and designated College personnel and procedures for the ongoing management and evaluation of the organization’s budget and financial practices. Finally, information about the budget, fiscal conditions, and financial planning are provide throughout the College and individuals involved in institutional planning and management receive dependable and timely information to inform budget development and resource allocation.

Evidence List for Standard III.D.5

Section	Evidence Name
III.D.5	

5-01	District Board Policy—BP 6200 (Fiscal Management and Accounting)
5-02	District Administrative Procedure—AP 6300 (General Accounting)
5-03	District Board Policy— BP 6330 (Purchasing)
5-04	District Administrative Procedure—AP 6330 (Purchasing)
5-05	District PeopleSoft ONEPeralta financial management system—Example of a cost center spreadsheet for Berkeley City College (BCC)
5-06	Snapshot of some of the many functions available in the ONEPeralta system
5-07	Berkeley City College (BCC) monthly budget report to cost center managers
5-08	Example of Director of Business and Administrative Service presentation to the BCC President’s Cabinet, containing a year-to-date budget report (date?)

III.D6: Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Credibility and Accuracy of Financial Documents

Financial documents generated by Berkeley City College (BCC), including the budget, have a high degree of credibility and accuracy. The College’s financial documents are generally viewed with a high degree of credibility by constituents because they are developed through BCC’s annual integrated planning and budgeting (IPB) cycle and participatory governance process, which provide multiple opportunities for constituent group discussion and review.

In particular, the budget is regarded as having a high degree of accuracy as it is developed—and monitored for proper use of funds—according to a strict set of financial management and budget development policies set by the District and by internal controls implemented at both the College and District level. The accuracy and integrity of the budget is also monitored by regular financial reports and budget variance analyses [III.D.6-01] and verified through the District’s annual external audit [III.D.6-02], which validates fiscal information and practices at each college.

Appropriate Use and Allocation of Financial Resources

BCC’s financial documents reflect the appropriate use and allocation of financial resources to support student learning programs and services. The budget represents the budgetary priorities set by the College as part of its annual integrated planning and budgeting (IPB) process, which is conducted in alignment with the BCC Mission, Vision, and Values (MVV) and goals.

The allocation of resources to support student learning programs and services is also guided by the District’s Strategic Plan, the College’s five-year Education Master Plan and two-year Strategic Plan, and, on an annual basis, Program Reviews or Annual Program Updates (APUs).

Two District’s administrative procedures, AP 6250-Budget Management [III.D.5-03] and AP 6300-General Accounting [III.D.5-04] also provide strict guidelines for the appropriate distribution and administering of fiscal resources.

BCC’s budget is built on two main sources of revenue: 1) allocations from the District’s resource allocation model; and, 2) revenue from grants and state categorical funds. In preparing the budget, the College loads full-time faculty salaries and benefits first, based on the approved budget developed through the shared governance and Program Review/APU process. It then uses these budget recommendations, as well as expenditure requirements from restricted funding sources, to allocate funds for other personnel costs, supplies, equipment, technology, etc.

The Program Reviews and APUs, which form the foundation of the College’s annual budget, are conducted in alignment with the BCC Mission, Vision, and Values, Strategic Priorities, and goals and rely on data about student achievement and learning outcomes. Both require resource requests to be linked with specific funding sources within the budget. In this way, mission-based and data-driven annual planning ensures the appropriate allocation and use of fiscal resources.

QUESTION: Do we need to include an outline of the District process or can the District address this?

District Financial Documents and Resource Allocation Practices:

The District regularly prepares financial reports throughout the fiscal year, which include the tentative budget, a mid-year report and the final adopted budget. These reports are reviewed by the Planning and Budgeting Council (PBC) and presented to the Board of Trustees. Copies are distributed electronically to the PBC and Board of Trustees and posted online on the District website under District Offices/Business Services. [INCLUDE LINKS TO DISTRICT BUDGET]

Analysis and Evaluation

Berkeley City College (BCC) develops its budget through its annual integrated planning and budgeting (IPB) cycle and participatory governance process and, therefore, the budget has a high degree of credibility among College constituents. BCC regularly monitors its budget for both accuracy and the appropriate use of funds, ensuring that the institutional budget and related financial documents accurately reflect institutional spending. The College and the District prepare regular financial reports and fiscal trend analyses to ensure the effective use of financial resources to support student learning. Finally, the annual district wide audit demonstrates the integrity of financial management practices at both the District and College level.

Standard III.D6 Evidence (Note: to be merged with evidence from other III.D Standards at end III.D section)

Section	Evidence Name
III.D.6	
6-01	Berkeley City College budget vs. actual variance reports and analyses
6-02	Berkeley City College FY18-19 Audit

6-03	District Administrative Procedure (AP 6250)—Budget Management
6-04	District Administrative Procedure (AP 6300)—General Accounting
6-05	ADD LINKS TO DISTRICT BUDGETS??

III.D7: Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Institutional responses to external audit findings are comprehensive, timely, and appropriately disseminated to internal and external audiences. The District has primary responsibility for organizing external audits for both the District and its colleges, including Berkeley City College (BCC). Each college, in turn, is responsible for responding to the audit in a comprehensive and timely manner. If audit findings are identified, the College and the District take swift and appropriate action to implement corrective actions in order to address any identified deficiencies.

College Response to External Audit

Berkeley City College (BCC) undergoes a thorough examination of its financial practices as part of the District’s annual external audit [III.D7-01]. When it has audit findings, BCC responds promptly and takes appropriate action to address the deficiency and make required corrections.

Over the last five years, there has been only audit (2015) in which there were findings that involved BCC [III.D7-02]. According to the audit findings for this year, the District’s process for Common Origination and Disbursement (COD) reporting for financial aid was not operating effectively. To correct this deficiency, the District Financial Aid Office and IT team developed a file transfer submittal process that was implemented in Spring 2015 to ensure the accurate and timely transfer of data. Training was provided to the colleges. As a result, there were no further findings in this area. Audit findings for subsequent years (2016, 2017, 2018, and 2019) contained no findings involving BCC [III.D7-03; III.D7-04; III.D7-05; III.D7-06].

District Response to External Audit

The Peralta Community College District has an established process for responding to external audit findings. All audit findings are first reviewed in an exit conference attended by the audit firm, the District Vice Chancellor of Finance, accounting and finance staff, and, depending on the significance of the audit findings in any college operational area, the appropriate college staff. The Vice Chancellor of Finance assembles all findings and compiling the responses to the findings, which are incorporated into the audit report.

The audit report documents actions taken or planned in response to the auditor’s findings and recommendations. These recommendations are fully implemented (completed), or, if not, an explanation is provided by management. The report includes a summary of the previous year’s recommendations and corrective actions taken, responsible parties, and timelines for completion.

The completed audit report is presented to the Board of Trustees, as required in the Board Administrative Procedure 6400 Administrative Audits (AP 6400) [III.D7-07], and also presented to the District Planning and Budgeting Council (PBC). For the most recent audit, the audit exceptions and management recommendations report were presented to the Board of Trustees, along with related responses, by the external auditor on XX/XX/XX [III.D7-08]. The report and responses were also presented to the District Planning and Budgeting Council (PBC) at its XX/XX/XX meeting [III.D7-09]. The report was then placed on the District website.

Analysis and Evaluation

Berkeley City College (BCC) participates in the annual District external audit. While there have been no audit findings in recent years that require a response, BCC will respond to any future findings in a comprehensive and timely manner and make this response available publicly.

Standard III.D7 Evidence (Note: to be merged with evidence from other III.D Standards at end III.D section)

Section	Evidence Name
III.D7	
7-01	Peralta Community College District Annual Financial Report June 30, 2019 (See Schedule of Findings and Questioned Costs pages 106-113) https://web.peralta.edu/business/files/2020/01/Peralta-CCD-Final-Report-2019.pdf
7-02	Peralta Community College District Audit 2015—Federal Awards Findings and Questioned Costs for the Year Ended June 30, 2015
7-03	Peralta Community College District Audit 2016—Federal Awards Findings and Questioned Costs for the Year Ended June 30, 2016
7-04	Peralta Community College District Audit 2017—Federal Awards Findings and Questioned Costs for the Year Ended June 30, 2017
7-05	Peralta Community College District Audit 2018—Federal Awards Findings and Questioned Costs for the Year Ended June 30, 2018
7-06	Peralta Community College District Audit 2019—Federal Awards Findings and Questioned Costs for the Year Ended June 30, 2019
7-07	District Administrative Procedure 6400 Administrative Audits (AP 6400)
7-08	Minutes of Board of Trustees meeting documenting the presentation of the audit report by the auditor
7-09	Minutes of District Planning and Budgeting Council (PBC) meeting (January 2020??) documenting the presentation of the audit report

III.D8: The institution’s financial and internal control systems are evaluated and

assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Berkeley City College (BCC) and the Peralta Community College District evaluate and assess their financial and internal control systems for validity and effectiveness on an ongoing basis and use the results of those assessments to improve procedures as needed. The District has primary responsibility for evaluating and assessing internal controls district wide, including evaluating and assessing internal controls at BCC. The College also takes responsibility for continually assessing its own financial and internal control systems and making refinements as needed.

College-level Monitoring of Institutional Internal Controls

Berkeley City College (BCC) maintains its own internal financial controls, reviewing them for validity and effectiveness both throughout the year and as part of the Program Review/APU process and the participatory integrated planning and budgeting (IPB) cycle. College-level controls include the following: 1) ongoing monitoring of the budget by the BCC Business and Administrative Services Office, the College president, the President's Cabinet, and the College's administrators and cost center managers; 2) the College's response to external audit findings, if any; 3) internal College audits of critical areas (i.e., Financial Aid); and, 4) regular reconciliation of all fund accounts to ensure accuracy, compliance, and proper management. [III.D8-01]

The Business and Administrative Services Office also provides tailored fiscal reports and analyses as needed and cost center managers have the ability to create tailored reports to monitor expenditures related to their programs or service area [III.D8-02]. In the course of this ongoing commitment to institutional self-monitoring, areas that require improvement or additional focus are identified and adjustments are made to College practices and budgets, as needed.

District Level Evaluation and Assessment of Internal Control Systems

The District also conducts an annual external audit, as required by California Education Code Section 84040.5 [III.D8-03] and the State Budget and Accounting Manual [III.D8-04], as well as related District Board policies and administrative procedures, such as BP 6400-Financial Audits [III.D8-05] and AP 5400-Financial Audits [III.D8-06]. The external audit is conducted by independent Certified Public Accountants (CPAs), who meet the qualifications and credentials required by the State of California and who are experienced with auditing California community colleges [III.D8-07]. The audit is conducted in compliance with the Education Code and American Institute of Certified Public Accountants standards. The District employs an Internal Auditor to ensure the integrity of its accounting system and to ensure that all funds are used in accordance with the purpose of the funding sources. The audit is used to improve operations, increase efficiencies, and promote effectiveness in serving students.

Analysis and Evaluation

The College reviews its internal control systems regularly through its IPB process and budget and cost center reports and analyses. This data is used for fiscal planning and improvement. The integrity of the fiscal management system is demonstrated through the audit.

Standard III.D.8 Evidence (Note: to be merged with evidence from other III.D Standards at end III.D section)

Section	Evidence Name
III.D.8	
8-01	BCC Business and Administrative Services Division report on budget presented to the President’s Cabinet (date??)
8-02	Example of budget report(s) by BCC Cost Center manager(s)
8-03	California Education Code Section 84040.5—re: CC audit requirements
8-04	State Budget and Accounting Manual—re: CC audit requirements
8-05	Board Policy 6400 Financial Audits (BP 6400)
8-06	Administrative Procedure 6400 Financial Audits (AP 6400)
8-07	Link to background info on CPA firm conducting external audits

III.D9: The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Berkeley City College (BCC) and the Peralta Community College District have sufficient cash flow and reserves to maintain fiscal stability and meet financial emergencies and unforeseen consequences. The District has primary responsibility for overseeing cash flow, reserves, and contingency planning for the entire District, including the College. The District also handles all matters of managing risk management strategies.

College Fiscal Preparedness

Berkeley City College (BCC) takes active steps to ensure that it has sufficient cash flow to maintain fiscal stability and meet unexpected financial challenge. This is demonstrated through the College’s proactive approach to securing restricted funds to supplement the annual allocation of state apportionment funds from the District. As discussed in Standard III.D.1. over the last six years the College has steadily increased revenues from state funding sources, grant, bonds, fundraising, which have allowed it to strengthen student learning programs and services, particularly in the areas of student equity and college pathways.

District Fiscal Preparedness

INSERT DISTRICT TEXT HERE

The District has sufficient cash flow....

The District has sufficient strategies for appropriate risk management and contingency plans....

Analysis and Evaluation

Berkeley City College (BCC) reviews

INSERT DISTRICT EVIDENCE HERE

Standard III.D9 Evidence (Note: to be merged with evidence from other III.D Standards at end III.D section)

Section	Evidence Name
III.D9	
9-01	
9-02	
9-03	
9-04	

III.D10: The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The College and District practice effective oversight of all fiscal resources and share responsibility for this function.

College Oversight of Finances

At the college level, BCC practices effective oversight of finances, including the management of financial aid, grants and externally funded programs, contractual relationships, auxiliary organizations (i.e., bookstore; vending machine company), and fundraising activities (President’s Circle). BCC’s Business and Administrative Services Division and the College administrators regularly assess budgetary processes, including allocation of resources, in order to evaluate, improve, and make necessary changes, with the goal of meeting student needs and identifying and resolving problems before any major audit exceptions occur. Ongoing evaluation and continuous improvement are particularly important to the effective operation of the institution as fiscal resources are limited.

BCC administrators and cost center managers (supervisors, directors, deans, vice presidents, and the president) regularly review and monitor expenditures pertaining to grants, awards, and contractual agreements, with the support of the College's Business and Administrative Services Division. These regular reviews ensure that the expenditures are consistent with the funding agency's mandates and the College's Mission, Vision, and Values, Strategic Priorities, and goals.

BCC also has extensive experience managing large multi-year federal, state, regional, local, and private grants, and using these grant funds in compliance with the intended purposes of the funding sources. The Student Services Division and the Office of Instruction share management of these many important resources. Student Services Division grants are overseen by the Vice President of Student Services and assigned project faculty and staff, who work together to manage and report on these restricted funds and make sure that the funds are used in compliance with the terms of the grant contract or funding agency requirements and regulations. Office of Instruction grants are managed by the Office of Special Projects to ensure compliance with grant objectives and deliverables, fiscal management, procurement procedures, and contract terms.

As an oversight measure, grant monies are secured in restricted funds within BCC's accounts. BCC's Business and Administrative Services Division provides monthly reports on grant spending to all BCC grant project managers, and up-to-date budget information is also available via the District online system. All purchases and hiring documentation for grant projects are routed through a single cost center within the Office of Special Projects, which reviews and, if appropriate, approves the expenditure of grant funds. Documentation is developed, updated, and retained to track purchases and expenditures made with grant funding. All equipment purchases made with this funding are inventoried and checked for compliance with funding requirements.

The Office of Special Projects also collaborates closely with the Office of Instruction and Student Services to produce required annual and quarterly federal, state, and private reports to grantors. This required reporting to funding agencies functions as another level of oversight for the College's restricted funding sources. For example, during the preparation of annual financial reports for the state and the federal government (i.e., reports for past grants for from the U.S. Department of Education for Title III and TRiO Programs), the College evaluates not only the accuracy of the reporting information but also the effectiveness of its financial management processes. Furthermore, as part of the annual financial audit, random testing of financial transactions is performed to confirm proper accounting is used for receipt and expenditure of restricted funds and to make sure that various internal controls for fiscal oversight are working.

Finally, the College's Financial Aid department manages and awards all student financial aid and loans in compliance with federal guidelines and District protocol. The BCC Financial Aid Program Supervisor oversees an annual in-house audit of all financial aid files to make sure all financial aid awards have been disbursed properly, in compliance with government regulations.

District Oversight of Finances

The District's annual comprehensive external annual audit is the main vehicle by which district wide financial practices and resources are monitored. The audit includes an evaluation and review of financial statements. It also includes a careful review of all financial resources and programs,

including financial aid, grants, externally funded programs, contractual relationships, foundations and investments.

The District Financial Aid Office works in conjunction with the colleges and the Vice Chancellor of Finance and Administrative Services to ensure that appropriate procedures are in place and are adhered to. The District Educational Services Division has primary responsibility for district-level grants administration, reporting, and compliance. With regards to other external sources of funding, such as local bond measures, the District has an oversight committee for the facilities bond (Measure A) and for the parcel tax (Measure B). The group meets regularly to review what is being spent with each of these sources of funding.

The District also partners with the Peralta Colleges Foundation. The Foundation is a legally separate, 501(c)(3) tax-exempt organization and as such has its own audit each year by an independent auditor. The Foundation acts primarily as a fundraising organization to provide grants and scholarships to students and support to employees, programs, and departments of the District. Although the District does not control the timing or amount of receipts from the Foundation, the majority of resources or income that the Foundation holds and invests is restricted to the activities of the District at the request of the donors.

Finally, the Vice Chancellor of Finance and Administrative Services manages institutional investments, using investment options as needed in order to earn additional revenue and interest. The Board of Trustees reviews those options on a regular basis.

Analysis and Evaluation

XXX

Standard III.D10 Evidence (Note: to be merged with evidence from other III.D Standards at end III.D section)

Section	Evidence Name
III.D10	
XX	Evidence still needs to be identified
XX	
XX	

III.D11: The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

****INSERT DISTRICT TEXT ONCE RECEIVED**

At Berkeley City College (BCC), the level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Both the College and the District consider long-range financial priorities when making short-term financial plans, to ensure financial stability. The District, however, has primary responsibility for identifying, planning for, and allocating resources for the payment of liabilities and future obligations.

College-Level Short-Term and Long-Term Financial Planning

All short-term financial planning at Berkeley City College (BCC) is conducted in alignment with the College's five-year Education Master Plan. During the annual integrated planning and budgeting (IPB) process, BCC's faculty, staff, and administrators use the long-term vision to set strategic priorities and goals for the College and plan programs and services and related cost. The annual budget and related resource allocations, therefore, support the College's long-term plan.

District-Level Short-Term and Long-Term Financial Planning

The District routinely considers its long-term financial plans when conducting short-term financial planning. During its annual IPB cycle, the District prepares fund balance projections and conducts cash flow analyses to inform the planning process. As part of the budget development process, the District creates multi-year revenue and expenditure forecast models to help the District and Colleges plan wisely. The District also identifies any existing and potential liabilities and obligations to ensure that the level of actual and planned financial resources is sufficient for to maintain financial solvency.

College-Level Appropriation of Resources for Liabilities and Obligations

Berkeley City College (BCC) works cooperatively with the District Office of Finance to address appropriation of resources for the payment of liabilities as part of the annual IPB process. The District takes the lead in this area and the College follows the District's counsel.

District-level Appropriation of Resources for Liabilities and Obligations

The District addresses the appropriation of resources for liabilities and obligations as part of its annual IPB process. In developing the annual budget, the District reviews both short-term and long-term liabilities. An examination of liabilities is also part of the annual audit. All relevant information is presented to the Planning and Budgeting Council (PBC) and the District Board.

In addition, the District's Retirement Board closely monitors the OPEB liability. As part of its long-term financial plan, the District has addressed the OPEB liabilities to cover the medical insurance costs for retirees, in accordance with negotiated contracts with the various bargaining units of the District. Other compensation-related obligations, such as employee vacation accrual, sick leave, and load banking are calculated annually.

Analysis and Evaluation

The College and the District work together to ensure that the financial resources are sufficient, thereby providing a reasonable expectation of short-term and long-term financial solvency. To this end, they continually assess and adjust financial management strategies to maintain solvency

and consider long-term financial priorities when making short-range financial plans. The District also manages long-term liabilities and obligations as part of this financial planning process. Due to ongoing coordinated planning, the District and the College currently have appropriate financial resources to address all current liabilities and future obligations.

Standard III.D11 Evidence (Note: to be merged with evidence from other III.D Standards at end III.D section)

Section	Evidence Name
III.D11	
XX	INSERT DISTRICT EVIDENCE
XX	
XX	

III.D12: The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

Berkeley City College (BCC) works with the District to plan for and allocate appropriate resources for the payment of liabilities and future obligations. The District, however, has primary responsibility in this area. The District also takes primary responsibility for preparing the actuarial plan to determine Other Post-Employment Benefits (OPEB).

College Appropriation of Liabilities and Obligations and Responsibilities Related to OPEB

Berkeley City College (BCC) works cooperatively with the District Office of Finance to address appropriation of resources for the payment of liabilities as part of the annual integrated planning and budgeting (IPB) process. The District takes the lead in this area and the College follows the District’s counsel.

BCC defers to the District in all matters related to the OPEB. The District has primary responsibility in this area.

District Appropriation of Liabilities and Obligations

INSERT DISTRICT TEXT HERE

District Responsibilities Related to the OPEB

INSERT DISTRICT TEXT HERE

Analysis and Evaluation

CHECK DISTRICT TEXT HERE

Appropriate resources exist within the District for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The District’s actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and the plan is prepared, as required, by appropriate accounting standards.

INSERT DISTRICT EVIDENCE HERE

Standard III.D12 Evidence (Note: to be merged with evidence from other III.D Standards at end III.D section)

Section	Evidence Name
III.D12	
12-01	
12-02	
12-03	
12-04	

III.D13: On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The Peralta Community College District works with Berkeley City College (BCC) to assess and allocate resources for repayment of any locally incurred debt instruments that can affect the financial conditions of the District or the College. The District maintains primary responsibility for this task.

College Role in Debt Assessment and Repayment

Berkeley City College (BCC) plays a secondary role regarding debt repayment. The College works closely with the District Office of Finance on any debt repayment strategies related directly to the college, as needed.

District Role in Debt Assessment and Repayment

INSERT DISTRICT TEXT HERE

The District assesses and allocates resources on an annual basis for the repayment of locally incurred debt instruments that can affect the financial condition of the institution...

Analysis and Evaluation

On an annual basis, the District assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect its financial condition. The College follows the District’s lead in this matter.

INSERT DISTRICT EVIDENCE HERE

Standard III.D13 Evidence (Note: to be merged with evidence from other III.D Standards at end III.D section)

Section	Evidence Name
III.D13	
13-01	
13-02	
13-03	
13-04	

III.D14: All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Analysis and Evaluation

III.D15: The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Berkeley City College (BCC) has primary responsibility for monitoring and managing student loans, revenue streams, assets at the College level to ensure that it complies with all federal requirements and to take corrective action, as needed, to ensure compliance at its site. In this capacity, the College works with the District on data reporting and oversight of this function.

College-Level Management of Student Loan Default Rates and Compliance

Berkeley City College (BCC) has systems in place for monitoring and managing student loan default rates and compliance. Student loans are under the purview of the BCC Financial Aid Office, which is supervised by the College’s Vice President of Student Services. The Financial Aid Office publishes student loan information on the Financial Aid website, which is updated

regularly. BCC also works with the Educational Credit Management Corporation (ECMC), a nonprofit that contracts with the U.S. Department of Education and operates a student loan default prevention program, which it provides free to the College. ECMC sends out regular e-mails to students to inform them about their options, tools, and resources related to student loans. BCC also sends follow-up e-mails to all borrowers.

Prior to applying for a student loan, students must complete an online financial awareness counseling session through www.studentloans.gov. In addition, BCC also requires all applicants to complete an online loan workshop, Financial Aid Basics, offered through Financial Aid TV. Other online workshops available through the TV channel provide information on topics such as eligibility, Satisfactory Student Progress (SAP), Federal Work-Study Basics, Pell grants, etc.

Currently, BCC processes approximately 150 student loan applications per year, working to make loans as viable as possible for student borrowers, in keeping with federal guidelines. The College reviews each loan application to make sure that it does not approve loans to at-risk borrowers. To this end, every single loan application is reviewed carefully by a BCC Financial Aid specialist and evaluated according to the following criteria: past borrowing history, amount already borrowed, amount requested, and student-identified repayment rate. Students who are considered at-risk borrowers or who are already carrying a very high debt load may be denied. Currently, BCC denies less than five percent of the loan applications it receives each year.

The BCC Financial Aid specialists monitor approved loans closely and work with students to make sure they understand the loan disbursement and repayment terms. In this way, BCC strives to minimize negative impacts on both the student and the institution, balancing its public access mission with its commitment to comply with federal financial aid regulations. As a result of this careful monitoring, BCC's average student loan default rate is 9.8 percent (note: this represents the official 2016 three-year cohort rate), which is lower than the overall District average of 17 percent. It is also significantly lower than the 30 percent student loan default rate threshold set by the federal government. Federal regulations require a school to maintain a default rate not to exceed 30 percent to continue to be eligible to participate in both the Federal Direct Loan Program and the Federal Pell Grant Program.

BCC's current 9.8 percent student loan default rate represents progress, as one of the areas for improvement cited by the College in its 2015 ACCJC Self-Study was to bring the student loan default rate down to or below 10 percent, qualifying it for a release from federal financial aid disbursement restrictions. BCC successfully accomplished this objective, reducing its average student default loan rate from 15.1 percent in FY 2014 to 9.8 percent in FY 2016, qualifying the College for early disbursement of student loans, to the benefit of students served.

Finally, the College uses the annual audit as another means of monitoring the effectiveness of its Financial Aid component and its compliance with federal regulations. In the most recent audit (FY 2018-2019), there were no findings related to Berkeley City College's management of Financial Aid disbursement or the student loan default rate.

District Level Management of Student Loan Default Rates and Compliance

Since the last ACCJC self-evaluation, the Financial Aid services have been decentralized within the Peralta Community College District and the Colleges now play a primary role for managing Financial Aid services at their sites, while the District provides oversight and support. At the District level, Financial Aid services fall under the purview of the Vice Chancellor of Student Affairs.

The BCC Financial Aid office and the Educational Credit Management Corporation (ECMC) use the federal National Student Loan Database System and the Department of Education website to review student borrowers, identify students entering or in repayment as well as those in delinquent status, and contact them to provide information on resources to assist them in maintaining federal Title IV eligibility while successfully managing their student loan repayment obligations. The requirements for the particular funding source (e.g., student loans, Pell grants, EOPS, etc.) are reviewed by both the District and by individual college’s Business and Administrative Services Office to determine requirements. Once the requirements are confirmed, the District then manages the drawdown of funds.

The District is proactive in terms of default prevention. Each college works with third party vendors to acquire reports of students who are delinquent in loan repayment and are at risk of default (note: at BCC, this vendor is ECMC). Due to these efforts and to the close monitoring at both the District and college level, over the last three years, the District’s average default rate for all four colleges combined is now about 17 percent—far below the 30 percent default rate specified by federal regulations governing financial aid.

Analysis and Evaluation

Berkeley City College (BCC) monitors and manages its student default rate through online services and partnerships that inform students about their financial aid and loan options and help the College oversee and, if necessary, intervene in trends in this area. The College’s financial aid function is also reviewed annually as part of the external audit. Through these controls, the College has demonstrated success in lowering the student default rate over the last five years. The institution’s three-year default rate is well within the federal guidelines.

Standard III.D15 Evidence (Note: to be merged with evidence from other III.D Standards at end III.D section)

Section	Evidence Name
III.D15	ADD NEW EVIDENCE FROM LOAN
15-01	Berkeley City College Financial Aid home page https://www.berkeleycitycollege.edu/wp/financial_aid/
15-02	Educational Credit Management Corporation web site https://www.ecmc.org/borrowers/index.html
15-03	Berkeley City College (BCC) Financial Aid TV workshops

	https://berkeleycitycollege.financialaidtv.com/browse/process/satisfactory-academic-progress-sap
15-04	Peralta Community College District Annual Financial Report June 30, 2019 (See Schedule of Findings and Questioned Costs pages 106-113) https://web.peralta.edu/business/files/2020/01/Peralta-CCD-Final-Report-2019.pdf
15-05	U.S. Department of Education Federal Student Aid Official Cohort Default Rates for Schools https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html
15-06	U.S. Department of Education Federal Student Aid Student Loan Default Rates by Types of Schools https://www2.ed.gov/offices/OSFAP/defaultmanagement/schooltyperates.pdf

Contractual Agreements

III.D16: Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Berkeley City College (BCC) has primary responsibility for the management of all College-related contractual agreements with external entities. At both the College and District level, contracts must be consistent with the College and District Mission, Vision, and Values (MVV) statements and goals and contain appropriate provisions to maintain institutional integrity. The College complies with established District policies and procedures for awarding different kinds of contracts, including construction contracts, consultant contracts, and equipment leases, including Board Policy 6340 Bids and Contracts [III.D16-01], Administrative Procedure 6340 Bids and Contracts [III.D16-02], Administrative Procedure 6350 Contracts—Construction [III.D16-03], and Administrative Procedure 6365 Contracts—Accessibility of Information Technology [III.D.16.4].

College Level Management of Contractual Agreements

BCC enters into a variety of contractual agreements, including grants and awards, construction contracts, rental/lease agreements, instructional service agreements, and independent contractor contracts for professional services. When developing and/or updating a contract, the administrators of the originating areas review, revise, and approve the individual contract to ensure that it is consistent with the College’s MVV statement and goals. They also assess the fiscal impact of the project.

The initial draft contract is submitted to the District’s General Counsel/Chief of Staff, who identifies issues with regard to risk, termination, standards of conduct, and potential exposure for the College/District, thereby ensuring that all contractual legal requirements are met. The

General Counsel provides suggestions for changes to the contracting department. Once a contract is finalized, it is then submitted for signatures of all parties. College contracts are always reviewed and signed by the College president before being sent to General Counsel for review. Reviewed contracts are then submitted the Board to be approved.

Grant Contracts

Alignment with the College MVV and goals is built into the grant application process at BCC. Prior to submission, all grant applications must be presented to the College's Roundtable for Planning and Budget participatory governance groups and must indicate how the proposed project and use of funds relates to BCC's MVV, strategic priorities, and goals [III.D16-05].

Construction Contracts

The College's Director of Business and Administrative Services and the District Vice Chancellor of General Services work together to oversee contracts for construction, renovations, and major alterations or repairs in accordance with District policies and procedures. Together, they make sure that these contracts reflect the priorities outlined in the College's planning documents, including the College MVV, Education Master Plan, Facilities Plan, and Technology Plan. All preliminary drawings and construction cost estimates are first reviewed by the District Office of General Services before submittal to the California Community College Chancellor's Office and the State Department of General Services, as required by statute.

Instructional Service Agreements—Contract Education

Contract education is an important means by which BCC works with local K-12 school districts and/or other partners to provide early exposure to college for local high school students, particularly to students who, statistically, are traditionally underrepresented in higher education (e.g., students of color, low-income students, first generation college goers, English learners). In setting up a contract education agreement with a public or private entity, BCC creates a Memorandum of Understanding (MOU) [III.D15-06] between the College and the partner for the purpose of providing instruction or services (or both), delivered by the College. The MOU is then reviewed by the District Council and then approved by the College president.

The District conducts research to verify that all contract education programs meet state regulations. In the absence of state regulations, industry association standards are utilized. These agreements specify the terms of instruction, as well as terms and conditions for cancellation and termination of the arrangement. Instructors must meet existing District hiring standards and be approved by the District Board.

Independent Contractor Agreements for Professional Services

The BCC president has the authority to sign a contract with a single organization, individual, or vendor on behalf of the College. Contracts for less than \$50,000 are ratified once a month by the Board and then approved by the Chancellor. Contracts for services (except construction services) in excess of \$50,000 require approval by the Board of Trustees, as per Board Policy 6340 Bids and Contracts (BP 6340) and Administrative Procedure 6340 Bids and Contracts, which outline the lines of authority for contract approval and policies and procedures for bids and contracts.

Analysis and Evaluation

All contractual agreements entered into by Berkeley City College (BCC) are reviewed to confirm that they are consistent with the mission and goals of the institution. Levels of review include examination by the College’s participatory governance groups and, in some cases, the District General Counsel. For certain contracts, such as contract education agreements, the District must verify that the programs proposed meet state regulations. In other cases, such as grant applications, the College must verify that it will be able to comply with the terms of the contract if awarded. In all cases, approval is contingent upon whether or not the proposed contract has appropriate provisions to maintain institutional integrity.

Standard III.D16 Evidence

Section	Evidence Name
III.D16	
16-01	Board Policy 6340 Bids and Contracts
16-02	Administrative Procedure 6340 Bids and Contracts
16-03	Administrative Procedure 6350 Contracts—Construction
16-04	Administrative Procedure 6365 Contracts—Accessibility of Information Technology
16-05	Roundtable (1/27/20)—Meeting Agenda (includes overview of BCC’s pending Hispanic-Serving Institutions (HIS) grant application to U.S. Dept. of Education <i>(Note: This piece of evidence is the same as Evidence Item III.D4-11)</i>
16-06	Berkeley City College (BCC) Memorandum of Understanding (MOU) template—MOU between Berkeley City College and ____ for the Collaboration and the Provision of Instructional Services to Support a College-Going Culture for Qualified High School Students

Conclusions on Standard III.D. Financial Resources

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

IV.A1: Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation

Evidence of Meeting the Standard

Berkeley City College has institutional leaders and leadership spaces that create an environment for innovation, engagement, and leadership excellence. As part of a multi-college district, Berkeley City College operates autonomously for the daily operations of the college, while adhering to the board policies and ultimate decision-making authority in the board of trustees. Elected by the voters of Alameda County, the seven-member board of the Peralta Community College District (PCCD) is charged with maintaining fiscal stability and ensuring that the colleges in the District are in adherence to board, county, state, and federal policies.

The board of trustees is in the process of reviewing the PCCD Strategic plan with participatory governance and consultation to engage constituent groups and the community. The revision to the PCCD Strategic Plan is expected to be completed by October 2020 with board approval. **(IV.A1-01 PCCD Strategic Plan May 2020)**. The board's focus on Advancing Student Access, Equity, and Success drives the following identified five goals for guiding the mission, vision, and values of the district: 1) Completion, 2) Transfer, 3) Decrease Units, 4) Career Education, and 5) Equity. The board's commitment to student equity, success, and completion is evident in the district strategic plan, as well as in the leadership structure at Berkeley City College.

The leadership team at Berkeley City College is committed to leading with a framework that is focused on student success and completion, and which is grounded in equity. This framework is

the Leadership Standards of Excellence, which include: Holistic Educators, Transparent Communication, Data-Informed Decision-Making, Accountability, and Equity and Racial Justice. [\(IV.A1-02 Leadership Standards when completed by the team—this list will be revised\)](#). Berkeley City College engages in participatory governance in the decision-making process, valuing the collective input, evaluating the engagement, and ensuring that processes for participatory governance operate efficiently. The Office of Institutional Research collects feedback from participatory governance groups, using a survey [\(IV.A1-03 Link to evidence on SP 2020 Survey\)](#) to inform the efficacy of the participatory governance process. The college's governance structure is designed to harness the power of the diversity of thought across all constituency groups including students, staff, faculty, administration, and community members when appropriate. Together, these groups ensure that Berkeley City College remains grounded to its mission, which is “to promote student success, to provide our diverse community with educational opportunities, and to transform lives”. The participatory governance structure ensures that participatory governance is implemented throughout the decision-making process.

The College Roundtable for Planning and Budgeting holds leaders from each of the constituent groups of students, staff, faculty, and administration to collaborate with one another. Collectively, this college governance committee promotes and fosters an environment that encourages active engagement and reviews all planning, evaluations, improvement processes, and recommendations to achieve institutional excellence. In early Fall 2020, the College finalized and instituted the “Integrated Planning (Program Review or Annual Program Update) & Resource Allocation Model” that ensures all parts of the college engage in its institutional planning (instruction, Student Services and Administrative Services) process. This process allows all planning, innovative ideas and recommendations for resource requests to be brought before decision-making bodies. The Integrated Planning Committee (IPC), as part of committee' charge, validates the Program Review or Annual Program Update documents to ensure that each planning is aligned with the College's Mission and Strategic goals. Once each department and program incorporate IPC's recommendations and suggestions, then the resource requests are forwarded to the newly incepted Budget Allocation subcommittee prior to submission of their recommendation to the College Roundtable for Planning and Budgeting [\(IV.A1-04 Integrated Planning and Resource Allocation Model Diagram\)](#).

As detailed in Standard I, the College's mission, vision, and values were reviewed and revised in 2019-2020 and approved by the board on March 24, 2020. Collectively, the College's mission, vision, and values frame the focus of the College's leadership on the college goals as outlined in the college strategic plan 2018-2020 [\(IV.A1-05 Link to strategic plan 2018-2020\)](#). As indicated in the College's institutional planning calendar [\(IV.A1 – 06 Institutional Planning web page calendar\)](#) he College is in the process of preparation for reviewing and revising the current [Strategy Plan](#). This level of commitment requires that all college constituency groups, especially faculty, staff, and administrators are engaged in professional development to meet the

educational needs of BCC students.

Since 2009-10, Berkeley City College (BCC) has committed to supporting innovation in teaching and pedagogy with dedicated professional development funds to its Teaching and Learning Center (TLC). The TLC is designed to facilitate sustained and collaborative faculty- and staff-led professional development. The College mission is to provide and facilitate high-quality training and resources that leverage the experience, knowledge, and expertise of staff and faculty to improve learning across all disciplines and for all of the College's students. Currently, the TLC in large part works with the college's Assessment Committee to assist faculty in developing robust and effective student learning outcomes assessments. It also works with the Professional Development Committee to identify action items and develop, promote, and fund faculty inquiry groups, peer observation pools, discuss-apply-reflect workshops, and other faculty requested research projects. (IV.A1-06 TLC website or TLC charge in participatory governance manual <https://www.berkeleycitycollege.edu/wp/teaching-and-learning/about-the-tlc/>).

The college demonstrates its commitment to innovation focused on student success and completion by ensuring that Innovation Mini-Grant opportunities are made available to classified professionals and faculty since the 2017-2018 academic year. Historically these funds have been made available through the President's Office, modeling participatory governance with the selection committee members, which includes the Academic Senate President, the Classified Senate President, and the Associated Students President or Designee. The mini-grant proposals address key student success and completion goals that involve: 1) increasing access/outreach, 2) student equity related activities and events, 3) co-curricular and service learning, 4) Community Partnerships, and/or 5) professional development. Awarded projects included a workshop series entitled "Building Resilience: Creating a Trauma-Informed College," a lecture series on information literacy series, and a collaboration of the multimedia arts and chemistry departments to create online video resources for students in chemistry courses (IV.A1-07 Innovation Mini-Grants Application, IV.A1-08 Innovation Fund Projects, IV.A1-09 Innovation Mini-Grant Building Resilience, IV.A1-10 Innovation Mini-Grant Information Literacy, IV.A1-11 Innovation Mini-Grant Arab Film Series).

To further demonstrate BCC's commitment to encouraging and supporting innovation among its administrators, staff, faculty and students, in December 2018, the Associated Students of Berkeley City College (ASBCC) initiated a food pantry project to ensure that BCC helps in alleviating food insecurity among its students. Evidenced via meeting minutes from the ASBCC and Academic Senate meeting minutes, the ASBCC went through a systematic participatory process to get approval from the Academic and Student Senates to approve the food pantry. As of Spring 2020, the food pantry is hosted by the Alameda County Food Bank. Varying organic produce is offered free to students each week on Mondays from 12pm – 3pm in the atrium of the College. Nonperishable foods are offered in the Wellness Center every Wednesday (IV.A1-12

Academic Senate Minutes 12-5-18, [IV.A1-13 ASBCC Minutes](#), [IV.A1-14 BCC Food Pantry webpage](#)).

California's AB 705 legislation created significant institution-wide implications that required planning and preparation for the college to implement the new law. In Fall 2018, BCC faculty and administrators took the initiative to organize and lead district-wide retreats for all math and English faculty to originate a systematic participatory process to ensure effective planning and implementation of the legislation. BCC English and math faculty engaged their colleagues in a rich discussion of the legislation, shared their ideas to improve placement and curriculum, and ultimately reached consensus with colleagues district-wide about placement rules and course offerings. These plans included adopting the default placement rules presented in the guidance from the State Chancellor's Office and innovative course offerings to provide college level English and math courses with requisite instructional support. Three colleges adopted the innovative model that originated in the English department at BCC, which comprises a linked series of non-credit support courses (English 508A, B, C) that culminate in a certificate. In Spring 2019, an AB 705 Implementation Team composed of math, English, ESOL and counseling department chairs, instructional deans and the Vice President of Instruction, student services deans and the Vice President of Student Services, and related classified staff met to coordinate communication of changes to students, create and post guided self placement tools, and develop enrollment procedures for linked support courses. Meeting notes tracked participants and progress made throughout the semester ([IV.A1-15 AB 705 Meeting Notes](#)). BCC now has online guided self placement tools for mathematics and English ([IV.A1-16 Online Guided Self Placement](#)).

To prepare faculty and students for AB 705 implementation as well as to improve BCC's instructional support services for students, BCC also formed a Tutoring Work group, comprising administrators, faculty, staff and students. During the 2018-19 academic year, the work group met monthly to develop a plan to improve tutoring across the campus. Innovations included training for faculty in utilizing embedded tutors, an online tutor application process, and piloting the use of embedded tutors in online courses. The plan received input from and was approved by all three senates ([IV.A1-17 BCC Tutoring Presentation](#)).

Also in the 2018-19 academic year, BCC faculty made plans to apply to participate in the California Virtual Campus - Open Education Initiative (CVC-OEI) Consortium. On March 6th and 20th of 2019, faculty used established participatory governance processes to propose and approve the creation of a local Distance Education Committee charged to serve as a working group that assists college faculty with alignment of its distance education courses with the California CVC-OEI rubric, to facilitate CVC participation, and to help the college boost enrollment by offering courses on the OEI exchange. In February 2020, BCC's Academic Senate passed a resolution to join the CVC-OEI Consortium ([IV.A1-18 Distance Education Committee](#)

charge from participatory governance manual, IV.A1-19 Academic Senate Minutes 3-6-19, IV.A1-20 Academic Senate Minutes 3-20-19).

To address the significant implications of AB 705, the expansion of online programs and course offerings, as well as state-wide declining enrollment, BCC also proposed and approved the creation of a college Enrollment Management Committee. The committee's charge was proposed and approved through the college Roundtable which contains administrator, classified, faculty, and student representatives (IV.A1-21 Enrollment Committee charge from participatory governance manual, IV.A1-22 Roundtable Minutes 9-24-18, IV.A1-23 Roundtable Minutes 10-8-18).

Analysis and Evaluation

The President's Innovation Mini-Grant awards, ongoing dedication to BCC's Teaching and Learning Center, leadership in covering district-wide retreats, a cross-functional BCC team to address AB705, and the formation of a Tutor Training Workgroup demonstrate that BCC's institutional leaders create and encourage innovation leading to institutional excellence and that they support administrators, faculty, staff, and students in taking initiative for improving the practices, programs, and services in which they are involved. These examples, along with the establishment of a Food Pantry by the Associated Students of BCC clearly show that institutional leaders support administrators, faculty, staff, and students in taking initiative for improving the practices, programs, and services in which they are involved.

Joining the CVC-OEI Consortium and implementing AB 705 legislation affects how the college guides and places students into courses. These two major projects also affect how the college will manage student enrollment moving forward. The establishment of an Enrollment Management Committee and Distance Education Committee into our participatory governance structure shows that the college is committed to following systematic participative processes to assure effective planning and implementation.

IV.A2: The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Berkeley City College is committed to collaboration, as identified in the College's Mission, Vision, and Values statement. BCC's collaborative participatory governance structure supports

the institution's belief that comprehensive and thoughtful decisions are achieved through open communication and participation among all constituents - students, staff, faculty, and administrators. Berkeley City College is committed to collaboration and shared governance and is grounded in the District and Board of Trustees board policy 2510: Participation in Local Decision Making, which states that "the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures," (IV.A2-01 BP 2510).

In accordance with California Education Code Sections (7092(b)(7)) and California Title 5 Administrative Code, sections 53200 to 53204, Berkeley City College's institutional policies and procedures describe the College's very strong participatory governance structure and clearly identifies the roles for each constituent group (IV.A2-02 Ed Code 7092b7, IV.A2-03 CA Title 5). Through a comprehensive governance structure, constituent groups are provided an equitable opportunity to participate collegially in the decision-making of the College. These groups are encouraged to participate in each and every level. Board Policy 5400, Board Policy 2510 and its corresponding Administrative Procedure 2511 outlines the central institutional governance structure as adopted in the College's Participatory Governance Manual which clearly defines the shared roles of students, classified staff, faculty and administrators in the development of BCC's policies and planning that specifically relate to each constituent group's areas of responsibilities and expertise (IV.A2-04 BP 5400, IV.A2-05 AP 2511).

The College's participatory governance process, through various committees, intersect with the District-wide participatory governance entities. The College and the District governance structures also align with the provisions for institutional planning guided by the Board Policy and Administrative Procedure 3250 (IV.A2 – XX BPAP 3250 Institutional Planning). Framed by the District's Planning and Budgeting Integration Model (PBIM) (IV.A2 – XX PDF of PBIM page from the District's website), the Colleges' key leads from the participatory governance committees and constituency groups participate and engage in collaborative and integrated district-wide planning processes. Some of the District-wide committees are CIPD, Academic Senate, Enrollment Management, Facilities and Safety, Technology, Career Education, Planning and Budgeting, and Participatory Governance Council.

Participatory governance at BCC is embodied in a committee structure that cultivates a space where classified staff, faculty, students and administrators can participate equitably and collegially in the decision-making processes to support the mission of the College. BCC recognizes and uses the contributions of leadership throughout the organization for promoting student success, maintaining academic quality, integrity, fiscal stability, and continuous improvement of the College. The objective of participatory governance is to include, within the decision-making processes, representatives of all College constituencies affected by these decisions.

Students, classified staff, faculty and management participate in the decision-making process by serving on the following standing Participatory Governance Committees (IV.A2-07 [Attachments](#)), listed below:

- College Roundtable for Planning and Budgeting
- Facilities
- Information Technology
- Integrated Planning
- Student Services Council
- Student Equity and Achievement Program
- Enrollment Management
- Curriculum
- Assessment
- Professional Development
- Career Technical Education Advisory
- Distance Education
- Academic Senate
- Classified Senate

There are additional ad-hoc task forces and workgroups that are within the Participatory Governance Committees, these groups perform additional outside work for the committee and report directly back to their PGC.

Berkeley City College's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. Annually, the College engages in an assessment process for the College's participatory governance committees. Based on the Berkeley City College Participatory Governance Handbook ([IV.A2 – XX BCC Participatory Governance Handbook](#)), it is the duty of each standing committee to review the committee charge, list of duties, and description of membership and develop and communicate goals and objectives to be accomplished during the upcoming two-year period, and report interim progress to the College Roundtable ([IV.A2-09 Governance Approval of Substantial Revision to Curriculum By-Laws](#)). The College widely communicates the results of these evaluations and uses them as the basis for improvement. All standing committees evaluate and assess yearly goals and outcomes on a two-year cycle ([IV.A2-10 Attachment – Participatory Governance Committee End of year Reports](#)).

Analysis and Evaluation

The College has established and demonstrated institutional policies and procedures described the roles for each constituent group in the institution's decision-making processes through adopted Board Policy and Administrative Procedures. The College's PG documents provide further information of roles, responsibilities, and the authority of all of the constituent groups. The ASBCC President, Academic Senate President, and Classified Senate President serve as voting members of the College Roundtable. The Academic Senate President co-chairs this meeting with

the college president. There is a standing item on each Roundtable agenda for the ASBCC, AS, and CS presidents to provide reports of activities and to receive input. Two students in the Peralta district serve as Trustees on the District Board of Trustees.

IV.A3: Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Faculty and administrators have substantive roles in institutional governance through clearly defined policies and procedures (IV.A3-01 AP 2511). The District and College follow Board policies and Administrative Procedures that specify the appropriate roles of faculty, staff, and students in this process and delineate the responsibilities of all stakeholders with regard to academic and professional matters.

Established and codified avenues of communication between administrators and faculty figure strongly into the decision-making protocol and provide the foundation for institutional governance. Delineated responsibilities, systematized through policy, likewise frame the governance process and define channels of informational exchange. The administrative bodies at Berkeley City College capitalize on the expertise of the groups' participants and provide vital lines of dialog between faculty and administrators. The primary administrative bodies comprise the President's Cabinet (consisting of the President; the Vice President of Instruction; Vice President of Student Services; two deans of academic and student support; the dean of student services; the dean of special programs and grants; the director of business and administrative services and the director of campus and student life. This nine person cabinet meets weekly to identify strategies for implementing the college's goals); the Leadership Council (consisting of the two vice presidents, the president of the academic senate, president of the classified senate, president of the student body (ASBCC), and Peralta Federation of Teachers college representatives); and Roundtable for Planning and Budget (consisting of College President, Academic Senate President, Vice President of Instruction; Vice President of Student Services; Dean of Student Support Services; Dean of Business, Science, and Applied Technologies; Dean of Liberal Arts, Social Sciences, and Math; Director of Business and Administrative Services; Associate Dean of Educational Success; Director of Student Activities and Campus Life; Chief Public Relations Officer; Executive Assistant to the President; two academic senate representatives; representative of Department Chairs Council; Student Services Council Representative; and Classified Senate President.

The President's office and Cabinet play a vital role in transmitting information from the Peralta Colleges District to the stakeholders at Berkeley City College. From district meetings attended

by the President and the Cabinet details and data surrounding decision-making are disseminated to participants in Roundtable and other primary governance committees/councils. The process of disseminating information also flows from the vice-president's office to the College deans and then from the deans to department chairs and discipline leads. Regularly scheduled meetings facilitate the distribution of information and provide a variety of spaces for feedback and participation. Through established channels of communication, the deans bring back the minutes from the department meetings, and then the vice presidents take the feedback from the deans to the executive meetings. The President, in turn, takes these concerns back to the District. The President also has the opportunity to represent the concerns of the College at the Board meetings.

Shared and participatory governance rests as well on the collegial collaboration of the College's three Senates (the Academic Senate, the Classified Senate, and the Associated Students of Berkeley City College), the Department Chairs' Council, the Student Services Council, and the President's Cabinet. These groups were formed to address college matters and are properly charged and empowered to do so. Their members are appropriately selected and their processes clearly structured. The structures and processes of each of these leadership groups vary according to their respective purposes and the constituencies served. The collegewide Roundtable for Planning and Budgeting is BCC's main forum for the discussion of ideas and effective communication among faculty, classified staff, and administration. A variety of standing and ad hoc committees and the three shared governance committees contribute items for discussion by the Roundtable, ensuring the participation of different constituencies in institutional planning and decision-making. The agenda for the Roundtable meetings is also sent out collegewide, and anyone can attend, not just voting members. Collaboration and dialogue also take place throughout the program review and the annual program update processes and in the annual institutional planning sessions. There are also numerous opportunities throughout the year, through meetings, workshops, professional development activities, faculty and staff forums, and Town Hall gatherings, for faculty, staff, administrators, and students to discuss ideas and work together for the good of the institution. On all Governance Committees established by College and District policy, the Academic Senate President, the Classified Senate President, and ASBCC student representatives serve as voting members. (**Evidence: Participatory Governance Manual**).

At Berkeley City College, the inclusion of all constituent groups and viewpoints promotes effective collaboration in college planning. Berkeley faculty are represented in this process via the Academic Senate, Leadership representatives, Roundtable representatives, and their collective bargaining unit, Peralta Federation of Teachers (PFT). Academic Senate and PFT representatives are present at, and active in, the highest participatory governance councils. Ongoing communication between the individual members of governance councils and their constituent groups is established and affirmed through established policies and recognized as a critical aspect of optimal institutional functioning.

Berkeley City College's leadership councils are charged with decision-making related to instructional matters, including updating board policies and administrative procedures. The councils serve as an important avenue of information to all of the College's constituent stakeholders. Berkeley City College's incorporative decision making processes and integrated planning policies ensure that all constituencies and components participate in governance, through representation on leadership council and direct involvement in program planning and resource requests.

Analysis and Evaluation

Berkeley City College's administration and faculty have substantive and clearly defined roles in institutional governance, including decisions related to institutional policies, planning and budget. The College has an established and institutionalized set of practices that ensures administrators and faculty have defined areas within the institution's governing structures. Through various administrative venues, faculty and administrators participate in established decisions-making processes, ongoing representation on topics related to teaching and learning, and to the management of the institution as a whole.

IV.A4: Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Board Policy 4020: Program, Curriculum, and Course Development (**IV.A4-01 BP 4020**) gives the College responsibility to create and modify curriculum and course content. The College relies on faculty, Academic Senate, and academic administrators to make recommendations and decisions in matters regarding curriculum and student learning programs and services.

The College Curriculum Committee is a standing committee of the Academic Senate and is chaired by faculty supported by the Vice President of Instruction. Each department at the College is represented on the committee. The Vice President of Instruction regularly attends the meetings and is an active participant. Faculty are responsible for the creation of new curriculum as well as curricular update including Distance Education. The College's Curriculum committee carries the primary responsibility for recommending, reviewing, and accepting course curriculum and student learning programs and services. The role and responsibilities of the College's Curriculum Committee are documented in the BCC Participatory Governance Handbook (**IV.A4-02 BCC Participatory Governance Handbook, Curriculum Committee Section**).

The College's Curriculum Committee is charged with the responsibility to approve all credit and non-credit courses and educational programs of the College and to make recommendations to the Academic Senate. The Curriculum Committee is also responsible for assuring that quality

assurance standards are met for Distance Education courses ([IV.A4-03 BCC Distance Education approval page on Curricunet](#)).

All faculty and administrative members and representatives are responsible to ensure the College curriculum is sound complying with state and local regulations, and that it supports students in meeting their educational and professional goals. Once approved at the College, curriculum is approved at the Cistrict's CIPD before going to the Board of Trustees for final approval.

Analysis and Evaluation

The faculty and academic administrators, through policy and procedures articulated in Board Policy, Curricula Committee bylaws, and well0defined committee structures, have distinct responsibility for recommendations about curriculum and student learning programs and services.

IV.A5: Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Berkeley College College and the Peralta Community College District have established practices, policies, and procedures that ensure that all perspectives are considered for decision-making and implementation of those decisions as related to planning, policy initiatives, curricular change, and other key considerations. In terms of the relationship between the Board of Trustees and Berkeley City College, information and policy decisions arrived at within the district-level governance bodies are transmitted to the college-level bodies, and vice-versa, with action taken at the appropriate levels, and reciprocity serving as the hallmark of this relationship. The District Board of Trustees is the ultimate decision-making body for the district, with significant input from the Chancellor, the College Presidents, the District Academic Senate President, and other participatory bodies at the district- and college levels. The Board receives information and varying college perspectives and makes recommendations and suggestions. Board policies specify the roles and value of students, classified staff, faculty, and administrators. With Board policies and recommendations the stakeholders at the College participate in appropriate and recognized process of review, restructuring, and implementation of recommendation and policy.

Berkeley City College strongly stresses diversity of perspectives among all relevant stakeholders, which is considered among the hallmarks of any effective participatory governance process. As discussed in [\[add example\]](#) and codified in [\[add site\]](#) participatory governance relies upon the substantive participation of all campus stakeholders. In addition to [\[add site\]](#), which identifies the

key governance committees and number of voting members from each constituency, other committees that include participation (not necessarily voting members) from most or all constituencies include:

- College Roundtable for Planning and Budgeting
- Facilities
- Information Technology
- Integrated Planning
- Student Services Council
- Student Equity and Achievement Program
- Enrollment Management
- Curriculum
- Assessment
- Professional Development
- Career Technical Education Advisory
- Distance Education
- Academic Senate
- Classified Senate

Berkeley City College ensures the appropriate consideration of relevant perspectives by adhering to college- and district-wide participatory governance practices, which clearly delineate roles, responsibilities, and composition of constituent bodies. Through participatory governance policies, constituent groups are a part of the campus community of recommending agencies that comprise and support its governance processes. Relevant perspectives including those of faculty, staff, students and administrators are part of the College's collaborative processes.

Communication for the varying constituent groups is done via representation across the campus in department and division meetings and through electronic communication tools, such as the College website. Berkeley City College values transparency and data informed decision-making, so attention is paid to maintaining information currency on the website. Through a variety of college, district, and program newsletters distributed by faculty, administrators, students, and classified staff via email serve as key communication points across the campus community.

[Participatory Governance: Decision-Making and Committee Handbook describes the participation and formal decision-making processes for the College. The Integrated Planning Manual provides the College with a timeline and process for assessing all planning and decision-making processes, and it designates responsible parties.]

Governance structure is vetted in a number of ways while collective bargaining is managed through the faculty and classified staff unions, which solicit recommendations from their respective constituency groups. Committee calendaring is proactively coordinated in order to ensure timely completion of required actions. Those committees that share members or expertise are coordinated around each other in the college meetings calendar, which serves to inform all staff about when most committee meetings are scheduled.

Collaboration stands as a core principle of decision-making at Berkeley City College; the model of cooperation and inclusion assures the consideration of relevant perspectives and employs the expertise of stakeholders. Through committees in areas such as accreditation, curriculum, online education, program review, technology, and student equity and success, Berkeley City College ensures inclusion and consideration of appropriate constituent perspectives. The process of collaboration takes place in a variety of committees and council; most of which meet on an established and regular basis during each semester. Some require additional meetings in order to respond in a timely manner to changes in policy and opportunities for innovation.

Analysis and Evaluation

An integrated and coordinated structure of policies and procedures ensures broad participation and information sharing while leveraging local expertise from students, classified staff, faculty, managers, and administrators. College leadership ensures appropriate committee membership, and timelines for task completion that are coordinated with an eye toward maximizing efficiency and inclusion. Across the College and District, decision-making is an open, participatory process that varies in accordance with the level and type of decision being made. From committees, to councils, departments, divisions, and the institution, decisions stem from conferring and collaborating with those affected by the decision and tasked with establishing policy. The minutes and agendas of College Council, District Council, Academic Senate, and Student Success and Equity Committee verify the effectiveness and appropriateness of practices associated with decision-making and decision implementation. Established and institutionalized mechanisms exist in all levels of Berkeley City College participatory governance that ensure consideration of relevant perspectives and expertise. [An example of institutional collaboration and evaluation that exhibits consideration of relevant perspectives is the development of the College's Strategic Plan. Minutes from college committees demonstrate consideration of relevant perspectives and timely action on institutional plans, policies, curricular change, and other key considerations.

IV.A6: The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Berkeley City College communicates its decision-making process and the resulting decisions primarily through its comprehensive participatory governance structure (**IV.A6-01 relevant agendas and minutes?**). Through the active collaboration and participation of all constituent groups in decision-making through participatory governance committees, dissemination of documentation and decisions are shared with all constituent groups. The Peralta Community College District Board Policy Manual describes students, classified staff, faculty and

administrative roles in governance and institutional planning in conjunction with the Berkeley City College President and Board of Trustees. The College's best practice is to involve all four College constituencies in the decision-making process through their representation on different committees within the PG structure.

The College's participatory governance organizational structure ensures that communication regarding decisions are transparent. The Peralta Community College District implemented BoardDocs, which is a tool that allows communication across the four Colleges and District Office, facilitating the integration of initiatives, recommendations, and decisions both College-wide and District-wide.

For the purpose of communicating effectively and disseminating information to the wider College community in a timely fashion, the College has adopted Participatory Governance committee requirements related to committee agendas and minutes. Berkeley City College ensures compliance with the Brown Act (California Government Code 54950, et al) to have agendas posted 3.5 days before each meeting and distributed through email to all employees. All agendas and minutes are posted to the committee's webpage on the Berkeley City College website at www.berkeleycitycollege.edu.

Analysis and Evaluation

The College's participatory governance structure documents decision-making and the resulting decisions are communicated across the College. The College and the District have initiated regular communication channels between the Chancellor's Office and the four colleges, as well as disseminating District and college meeting agendas, minutes, updates, newsletters, emails, town halls, and when appropriate, retreats for constituent groups.

IV.A7: Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

To clarify job responsibilities and to ensure the integrity of the processes for offering and selecting faculty leaders for participatory governance committees and state initiatives, BCC committed to creating official job descriptions for all faculty leadership roles. In 2019, BCC created official job descriptions for Student Learning Outcomes Assessment Coordinator, Faculty Student Learning Outcomes Liaison, Teaching and Learning Center Coordinator, Faculty Curriculum Chair, Guided Pathways Coordinator and State Liaison. All descriptions were approved by the Academic Senate and report to the College Roundtable. Roundtable discussions

determined that the Academic Senate would be responsible for maintaining and posting the job descriptions while the College Roundtable would maintain and post the college's participatory governance manual (IV.A7-01 Screenshot faculty job descriptions on Senate webpage).

In Fall 2018, the Curriculum Committee evaluated its Committee charge and determined that the Chair position requires significant knowledge and understanding of course and program development, management of course outlines, degrees and certificates, and standards and procedures for offering online and non-credit courses and programs. To ensure that incoming Curriculum Chairs received support and mentorship from outgoing Curriculum Chairs, the Committee updated its By-Laws to include a new election process where a new Chair is elected as a Chair-Elect the year prior to becoming full Chair of the Committee. The Chair position is a two-year term. During the second year, the Chair mentors an incoming Chair, elected from within the committee if possible. The Chair position is first only open to existing faculty committee members. If there are applications for chair from within the committee, the position is not offered to the faculty at large. If no one from within the committee applies to be Chair by the Spring term of an election year, then the position of Chair is offered to all faculty. The incoming "Chair Elect" helps co-chair the committee with the outgoing chair for one academic year before taking over as chair. Updating the Curriculum By-Laws to include a process to build leadership and ensure high standards for Curriculum management at the college demonstrates the college evaluates its procedures and assures their integrity and effectiveness. (IV.A7-02 2018 Curriculum By-Laws).

In March 2020, a participatory governance survey was reviewed and approved at College Roundtable. Each participatory governance committee administered the survey at their second-to-last meeting of the semester. Members rated the committee process and whether the committee process and actions were in alignment with the committee's charge. Results will be shared and reviewed in each committee and at Round Table and an action plan will be developed for improvement (IV.A7-03 Survey, IV.A7-04 Survey results, IV.A7-05 Action plan).

Analysis and Evaluation

Leadership roles in the College's governance and decision-making policies, procedures, and processes are evaluated to assure integrity and effectiveness. Decisions are widely communicated through Roundtable and agendas and minutes are posted on the College website.

Conclusions on Standard IV.A. Decision Making Roles and Processes

The College recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, and continuous improvement.

Governance roles are defined in College policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness. College leaders create and encourage innovation leading to institutional excellence in the service of student success and achievement.

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

B. Chief Executive Officer

IV.B1: The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The President is assigned primary responsibility to ensure the quality of the institution through implementation and management of decisions of the College and District Office. As illustrated in the College President job description (**IV.B1-01 BCC President JD**), the President plans, organizes, directs and evaluates activities of the College pursuant to District and College mission and goals as set forth by the Board of Trustees. The President provides effective leadership in planning, organizing, budgeting, and developing personnel, and assessing institutional effectiveness through the following:

Planning

As outlined in the Participatory Governance Manual, the President ensures participatory governance committees have the memberships required to ensure voices from all constituency groups. She reviews participatory governance committees and subcommittees to ensure that they are following their charge and purpose and that they are regularly meeting. Her oversight with the Program Review ensures that all planning and implementation is systematically done through governance committees and recommendations are made through the College Roundtable for endorsement and approval. Through the President's position as chair of the College Roundtable, she is active in all the planning process and decision-making with input from staff, faculty, and students to ensure transparency. As outlined in the [Integrated Planning, Resource Allocation and Evaluation](#), Berkeley City College systemically reviews and evaluates all parts of planning and that review and evaluations are embedded in all parts of institutional effectiveness and shared

governance structures ([IV.B1-02 Integrated Planning, Resource Allocation, and Evaluation](#)). The President systematically assesses and evaluates the planning cycle on an on-going basis. As part of the President's [service area outcomes](#) ([IV.B1-03 Office of the President SAOs](#)), she effectively leads BCC in its planning and budgeting process, ensuring that educational planning is integrated with resource planning to achieve Institutional Learning Outcomes, Student Learning Outcomes, and Service Area Outcomes.

Organizing

The President is involved with institutional planning and organizational structure, providing vision and supporting college organizational efforts. The President works with participatory governance groups to establish organizational structures that contribute to the overall efficiency and effectiveness of the college. The [Berkeley City College Educational Master Plan \(BCCEMP\)](#) ([IV.B1-04 BCC EMP](#)) and [Strategic Plan](#) ([IV.B1-05 Strategic Plan](#)) are comprehensive in outlining and focusing the college's direction. Inclusive in these plans is the integration of institutional efforts, such as the Strategic Enrollment Management Plan, Strong Workforce, Student Equity and Achievement Program, and the implementation of Guided Pathways. Focused on student equity, success, and completion, the President grounds the College's organization on equity and racial justice. Following a two-year review of goals, the college will revise its EMP in 2021.

Budgeting

The President is responsible for all fiscal and budget management for the College and chairs the College Roundtable for Planning and Budget. Under the President's leadership of fiscal matters, business, and financial operations, the Director of Business and Administrative Services is the executive cabinet member responsible for communicating, disseminating, and effectively presenting financial information and support services to the college community in a way that promotes consistency, understanding, trust, and transparency. The Director of Business and Administrative Services supervises business procedures to ensure that the College is in compliance with all applicable laws and regulations outlined in the [California Community Colleges Budget and Accounting Manual \(BAM\)](#) ([IV.B1-06 CCC BAM](#)). As a member of the President's Cabinet and the Executive Cabinet, the Director of Business Services provides weekly updates to the President and the Cabinet ([IV.B1-07 Sample Director of Business Services Weekly Update](#)).

Selecting and Developing Personnel

The President plays a key role in selecting and developing personnel. [AP 7121](#) and [7122](#) outline the role of the College President in hiring faculty and managers ([IV.B1-08 AP 7121, IV.B1-09, AP 7122](#)). Per AP 7121, faculty and administration participate actively in all phases of the hiring process for faculty positions. All position descriptions and announcements are prepared and reviewed by the dean and faculty of the hiring discipline and require approval of the College

President. The selection committee recommends finalists to the College President, who convenes the committee chair, vice president, and Academic Senate president to interview the finalists. Ultimately, the College President, in consultation with the Selection Committee Chair, recommends the finalist to the Chancellor for final board approval. In accordance with AP 7122, the College President hires members of the management team. The President values the responsibility of hiring faculty and administrative positions, holding final interviews for both and encourages active engagement by screening committee members and constituency group leads.

The President provides professional development for the leadership team by encouraging participation in position related conferences and by providing support for leadership academies. She hosts an annual leadership retreat focused on mission centered leadership, effective team dynamics, and leadership excellence. Outcomes of the annual retreat include the development of the Leadership Standards of Excellence, Equity and Racial Justice leadership framework, and college goals for the upcoming academic year ([IV.B1-10 President's Cabinet Leadership Retreat Agenda 2020](#), [IV.B1-11 Leadership Standards of Excellence, Equity, and Racial Justice](#), [IV.B1-12 Leadership Goals 2020-21](#)).

Through Management Performance Evaluations, the President supports the individual professional development of the leadership team, further supporting the overall effectiveness of the college. The President provides ongoing development and support through weekly Cabinet meetings with leadership team members ([IV.B1-13 President Garcia's Schedule of Meetings](#)).

Assessing institutional effectiveness

The President continuously assesses institutional effectiveness to ensure that the College's mission is being fulfilled. "Berkeley City College (BCC) assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying," as outlined in the [Integrated Planning, Resource Allocation and Evaluation](#).

The President ensures that participatory governance committees have the memberships required as outlined in the [shared governance manual](#). She reviews participative governance committees and subcommittees to ensure that they are following their charge, purpose, and meeting as scheduled. She ensures that participatory governance committees have the memberships required as outlined in the [shared governance manual](#).

The President provides the allocation of resources from various sources including Peralta Foundation funds, categorical funding streams, and Strong Workforce funding to support ongoing professional development for faculty, staff, and administrators to support institutional effectiveness.

The President represents and collaborates with local community partners to identify and support career pathways and educational programs that meet the needs of students and the local community. Major community partnerships involve the City of Berkeley, Berkeley's Chamber of Commerce, Berkeley Rotary, UC Berkeley, specifically the Center for Educational Partnerships and the Chancellor's Office, Berkeley Unified School District, City of Berkeley Mayor and City Manager's Office, CSU East Bay, Office of the President, Mills College (Transfer Agreement with the Office of the President), Mayor Libby Shaft and her Oakland Promise, and the 2020 Vision Initiative.

The President ensures that there is alignment with the [Berkeley City College Educational Master Plan \(BCCEMP\)](#) and [Strategic Plan](#). The President leads and supports grounding institutional effectiveness in equity and addressing opportunity gaps. She reviews these plans with an equity-minded lens, establishing two-year goals ([IV.B1-14 BCC 2018-20 College Goals Alignment](#), [II.B1-15 Roundtable Minutes 2-19-19](#)).

The President communicates actions and updates via the BCC Messenger ([IV.B1-15 Sample BCC Messenger](#)), President's Message to the Community ([IV.B1-16 Sample President's Message](#)), and Chats with the President ([IV.B1-17 Sample President's Cafecito e-flyer](#)).

Analysis and Evaluation

The President has demonstrated effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing the institutional effectiveness.

IV.B2: The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Board Policy 2430 Delegation of Authority to the Chancellor establishes the authority for Berkeley City College to move through the Board of Trustees to the Chancellor to the College President to the College Executive Staff ([IV.B2-01 BP 2430](#)). The President is responsible for ensuring that the district's policies are implemented at the College. College organizational charts are reviewed by the College's executive leadership team members to ensure alignment with institutional structures necessary for institutional effectiveness and meeting the College's Mission, Vision, and Values goals.

The President delegates authority to the leadership team as is consistent with job descriptions maintained by the Peralta Community College District Office of Human Resources.

The Vice President of Student Services reports directly to the President and is responsible for providing vision and administrative leadership for the College's Student Services programs, primarily focusing on improving student access, engagement, and maximizing successful learning outcomes (IV.B2-02 VPSS JD). The Vice President of Instruction also reports directly to the President and is responsible for planning, developing, coordinating, and evaluating the College's instructional programs (IV.B2-03 VPI JD). The Director of Business and Administrative Services is responsible for the overall design, development, organization, delivery, supervision, evaluation, and fiscal management of a comprehensive College business services program, including fiscal services, budget development and management, expenditure control, purchasing liaison and control, cashiering functions, facilities rental, emergency preparedness, mailroom services, switchboard, and contract services (IV.B2-04 Dir. of Business and Administrative Services JD).

The President leads the executive team members in reviewing the organizational structure and staffing needs annually. These activities include the faculty hiring prioritization process and the recently developed Classified Staff Hiring Priorities (IV.B2-05 Faculty prioritization timeline, IV.B2-06 Classified Staff Hiring Priorities document). These processes ensure collective campus engagement by constituency groups, which includes institutional effectiveness processes in comprehensive Program Review and assessment of Student Learning Outcomes, as stored in Curricunet. The President works with executive team members to develop, implement, and assess their administrative leadership goals, which directly support the College's Mission, Vision, and Values and the President's goals and vision. The integration of these efforts provide a comprehensive review and analysis of the human resources needs for the College's organizational structure.

As directed by the President, the Director of Business and Administrative Services provides the fiscal training and development of each manager to ensure that the fiscal and personnel resources are available to meet the College goals and objectives. In support of a comprehensive college that provides students services, instruction and administrative services, the President works with the Director of Business & Administrative Services to address the size and complexity of all operations.

The President meets weekly with Executive Cabinet members individually and holds weekly Executive Cabinet and President's Cabinet meetings to ensure overall leadership, development, implementation, and assessment of the College's operational effectiveness. She communicates district and Chancellor updates to provide the college leadership team with critical information to align with district and board policies. The President delegates authority to leadership team members as needed to ensure that the College mission, goals, and objectives are met effectively and efficiently.

Analysis and Evaluation

The President oversees administrative structures and delegates authority to administrators to ensure that responsibilities are met.

IV.B3: Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

Establishing values, goals, and priorities

The President has guided the institutional teaching and learning environment by using her position to set goals that prioritize equity, access, student achievement and completion, and influence assessment, allocation and planning processes. Through the College's [strategic planning](#) and integrated planning processes, the President uses data to set these goals.

Setting institutional standards for student achievement

In spring 2016, Berkeley City College completed a five-year update of its educational master plan. The 2016-2021 Berkeley City College Master Plan (BCCMP) features current internal and external data, clarification of the five goals which link to BCC's mission, and a refinement of the equity agenda which is represented in the measurable objectives **(IV.B3-01 BCCMP 2016-2021)**. As stated in the BCCMP, "BCC recognizes that the equity gap is deeply influenced by higher education practices, many of which have remained unchanged, at the core, over the past half-century. No significant progress can be made in eliminating the equity gap until the college takes ownership of the issue and adopts institutional and pedagogical procedures and processes specifically designed to achieve equitable outcomes across all student populations."

The institutional standards for student achievement and learning are outlined in the College's [Mission, Vision, and Values](#). The President's Call to Action in Fall 2020 reinvigorated the College's commitment to increasing student success, student completion, and closing equity gaps for disproportionately impacted student communities. Every college effort and initiative are developed and implemented in relation to the [Berkeley City College Educational Master Plan](#)

[\(BCCEMP\)](#) and the College's [Strategic Plan](#). The College's work to implement Guided Pathways and develop comprehensive student supports online are highlighted in the Quality Focus Essay, as institutional strategies embedded in increasing student success and completion.

The President's leadership lens is grounded in equity, it is student-centered, and it is focused on student success and completion. Through this lens, she leads the College to continuously examine itself—its institutional structures, processes and practices—to address equity issues that impact students' ability to access, enter, progress through and successfully achieve their educational goals.

From this leadership framework, the President led a retreat for Cabinet members, comprised of the executive team, deans, associate deans, and directors, to establish and commit to the following Leadership Standards of Excellence: **INSERT FINALIZED LEADERSHIP STANDARDS OF EXCELLENCE**. These Leadership Standards of Excellence support and promote institutional focus and effectiveness focused on the five goals indicated in the BCCEMP: 1) Strengthen Resilience, 2) Raise College Competence, 3) Enhance Career and Technical Education Certificates and Degrees, 4) Increase Transfer and Transfer Degrees, and 5) Ensure Institutional Sustainability.

In collaboration with the Office of Institutional Research, the President works to strengthen institutional research efforts to support planning and overall decision-making processes at the College. IR leadership and staff analyze data on both external and internal conditions that impact students, the local community, and the College. Internal data are collected, disaggregated, and analyzed based on student demographics, including ethnicity, gender, socioeconomic status, educational goals, course enrollment patterns; student success, retention, and persistence; and program productivity. External data are collected on labor market trends and demographics of the local community the College serves. These data are presented regularly to the President, the President's Cabinet, and the overall governance body, the College Roundtable on Budget and Planning ([IV.B3-02 Enrollment and Student Outcomes August 2020](#)).

Do we have CSSE data collection times and data we could use in this section? And have we done any kind of Campus Climate or Employee Voice Survey? If not, I am interested in rolling an Employee Voice Survey this Fall 2020.

Evaluation and planning

The President ensures that the organizational structure of the College supports evaluation and planning, such as Comprehensive Program Reviews, Annual Program Updates, Strategic Enrollment Management Plan, and the BCCEMP. The CPR and APUs are inclusive of data, analyzing and addressing student success and equity gaps. Findings from the CPR and APU are included in the annual governance retreats, where constituency group representatives of faculty,

staff, students, and administrators review and inform institutional efforts to meet the College goals (IV.B3-03 Strategic Planning Retreat Agenda 5-29-19). In addition to the governance retreats, bi-annual strategic planning retreats focus on how the College is meeting and allocating appropriate resources for the goals identified in the BCCEMP (IV.B3-04 Example of bi-annual strategic planning retreat agenda or notes or resulting action plan).

Educational planning integrated with resource planning

The College Roundtable for Planning and Budgeting reviews the annual evaluation and planning process to support efforts throughout the shared governance process, via committee engagement and recommendations. A sub-committee of Roundtable, the Integrated Planning Committee, ensures that Program Review and Annual Program Update processes are completed and validated. The validation includes confirming the findings in the student data, with intentional focus on how the program faculty, staff, and administrators are addressing and closing equity gaps. The IPC also confirms the resource needs identified through CPR and APU and provides a comprehensive resource request list to the College Roundtable on Budget and Planning (IV.B3-05 Roundtable Agenda 4-6-20, IV.B3-06 Roundtable Minutes 4-6-20). During the 2019-2020 academic year, the College Roundtable on Budget and Planning identified the need for a sub-committee focused on the budget development and resource allocation process. The IPC has included the budget development and resource allocation process in its work, to align and integrate resource allocation with planning. In fall 2020, the Integrated Planning and Resource Allocation Process was solidified and endorsed by the College Roundtable on Budget & Planning (this work is underway and should be completed by late Sept/early October)

The District's [AP 3250](#) (IV.B3-09 AP 3250) informs Peralta's Planning and Budgeting Integration Model (PBIM), which includes a district-wide committee structure that supports the clarification of the district-wide processes for developing fiscal recommendations. Berkeley City College has representatives on this district-wide committee to ensure integration of district wide decisions and their impact at the college level (IV.B3-10 PBIM Membership Chart).

Allocation of resources supports and improves learning achievements

To ensure that the allocation of resources supports and improves learning and achievement, the President works with the IR office, the IPC, and the College Roundtable on Budget and Planning to continue the fully integrated annual planning process across the institution. All programs across the College submit Annual Program Updates (APUs) every year that lead up to a third-year Comprehensive Program Review (CPR). These plans include specific information on program equity, access, and needs that come from assessment of learning outcomes at the student, program, and institutional levels. The planning documents include specific requests for personnel, equipment, facilities, professional development needs, research and data needs. The APUs and PRs inform the Administrative Annual Program Updates annually submitted by administrative units to the President. (do we have evidence to link what these look like? Or do

we need to create an Administrative Annual Program Update form and process?) annually submitted by administrative units to the President. These processes occur in Curricunet, an online platform to facilitate integrated planning and resource allocation. The IPC is responsible for reviewing and providing feedback on APUs and CPRs (Insert Evidence Link to IPC website). The Integrated Planning and Resource Allocation Cycle outlines the process (insert evident link to process and flow chart that will be finalized and vetted by IPC and Roundtable by Sept/Oct) (IV.B3-11 Program Review and Resource Allocation, and Integrated Planning and Budget Development Cycle 2020-21).

The President and leadership team regularly review student equity data to ensure that college resources are allocated appropriately and in compliance with funding source parameters. This includes maximizing and integrating funding sources such as, General Fund, Categorical Funds, and grant funds to support student success and completion. For example, Berkeley City College launched the Puente Program for Latinx student success in Fall 2020, grounded in data that Latinx students are the largest student population, yet not showing student success and completion rates when compared to the general/white (NEED DATA CONFIRMED HERE BY IR) student populations (IV.B3-12 Puente Project). These data were reviewed in the APU and CPR processes to support the inclusion of Puente among the College's learning communities. The combination of general fund and Student Equity and Achievement Program funds were used to implement this student success and completion strategy.

Establish procedures to evaluate overall institutional planning

The District's BP 2410 (IV.B3-13 BP 2410) on Board Policy and Administrative Procedures confirms the board of trustees as having final authority and underscores the practice of participatory governance to make recommendations for final board approval. At Berkeley City College, institutional planning processes and procedures follow participatory governance structures, which provides a planning flow that moves from direct point of contact with students (Link to SLOs, CPRs, and APUs websites), faculty, staff, administrators (Link to SLOs, CPRs, and APUs websites) to college committees (Insert link to BCC College Committees website) that are brought for final college endorsement in the College Roundtable for Budget and Planning, which makes recommendations to the President. This process is in alignment with BP 510 to ensure the evaluation of overall institutional planning.

Analysis and Evaluation

Through established policies and procedures, the College President guides institutional improvement of the teaching and learning environment and the College meets the standard. Through appropriate planning and evaluation, the President guides institutional improvement of the teaching and learning environment. The President and constituency groups work collaboratively to set values, goals, and priorities. The campus constituencies groups appoint

representatives to College Roundtable on Budget and Planning, Institutional Planning Committee, and other campus-wide committees to work together to make recommendations in collaboration with the President. The President ensures that high-quality research, under the direction of the Institutional Research Office, continues to link educational and resource planning, and this planning is integrated with the program review process. The President has also effectively established and supported procedures by which to evaluate these efforts.

IV.B4: The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for ensuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The President ensures that the institution exceeds the Eligibility Requirements, Accreditation Standards and Commission policies. She regularly reviews them and integrates them into regular college operations. The Accreditation Standards are referenced when discussing the hiring prioritization processes and when supporting the screening committees for the hiring of new faculty, staff, and administrators. The President has directed that the Vice President of Instruction to serve as the Accreditation Liaison Officer, ensuring that the standards are reviewed, analyzed, and met.

Accreditation items are regularly on the Executive Cabinet and President’s Cabinet meeting agendas and the President provides direction to the leadership team to ensure broad campus engagement and ownership of accreditation (IV.B4-01 Sample President’s Executive Cabinet Agenda). Under the President’s leadership and Cabinet support, operations covered by the Accreditation Standards are incorporated in the participatory governance processes. Further exemplifying this integration are the regular consultation meetings with constituency groups, in which the President has identified four leadership goals to increase student success, completion, and overall institutional effectiveness in the 2020 – 2021 academic year: 1) Accreditation 2) Participatory Governance, 3) Planning and Resource Allocation, and 4) Equity and Racial Justice. Additionally, the leadership team ensures that Accreditation Standards are embedded in instruction, student services, administrative services, planning, assessment, financial management, and student engagement. The President supports College faculty, staff, and administrators to participate in the ACCJC trainings and workshops.

The President communicates updates “From the Desk of the President”, in which Accreditation is a standing item (IV.B4-02 President’s Message 8-3-20). The President’s report to the Board of Trustees includes regular updates on the progress of Accreditation, including the ISER and

November Report in Response to the ACCJC January 24, 2020 letter (IV.B4-03 Sample BCC News for the Board).

Analysis and Evaluation

The College meets the standard. The President has the primary responsibility for accreditation and provides oversight and direction for the administrative team and governance structure to ensure the College meets the standards and requirements and is in compliance with accreditation policies.

IV.B5: The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

In consultation with the board of trustees, the Chancellor reviews and revises the [board policies](#) and Administrative Procedures that support the district's mission (IV.B5-01 Peralta Mission). The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with the College's Mission, Vision, and Values and policies, including effective control of budget and expenditures. The PCCD Board of Trustees District Strategic Plan (IV.B5-02 PCCD 2018-19 Strategic Goals and Institutional Objectives) establishes goals and objectives for meeting the mission of the district. The President uses these goals to inform college operations and integrates them into college-wide processes. She connects at the district level by participating in bi-monthly board meetings, weekly meetings with the Chancellor's Cabinet, which comprises the presidents of the four colleges, the Chancellor, the Vice Chancellor for Finance, the Vice Chancellor for Academic Affairs, the Vice Chancellor for District General Services, the Vice Chancellor for Human Resources, and the Director of Institutional Technology Services. Additionally, the four college presidents meet regularly as a group and with Vice Chancellors to address operational matters and support district alignment of efforts. This level of integration and alignment centers the experiences of students, as well as faculty, staff, and administrators. These connections ensure consistency of statutes, regulations, and Board policies between the District and the College MVV and policies.

The President meets weekly with the Executive Cabinet and President's Cabinet (the latter includes deans and directors) to discuss matters related to student success and overall college consistency and implementation. She holds weekly individual meetings with members of the Executive Cabinet and her direct reports in the President's Cabinet. Those meetings include discussion of statutes, regulations and board policies, as well as the College MVV and policies. The President verifies compliance of the laws, regulations and policies through the President's Cabinet discussions about regulations and implications for the College, personnel processes that

ensure the appropriate application of the collective bargaining contract, and the Capital Improvement Project processes to ensure compliance with bond requirements ([IV.B5-03 Sample President's Executive Cabinet Agenda](#), [IV.B5-04 Sample President's Cabinet meeting agenda or minutes](#)). She ensures that administrators, staff, and faculty are familiar with [Board Policies and Administrative Procedures](#) in college operations. For example, the Dean of Students provides leadership and oversight of the student discipline process and its relationship with BP 5500 Student Standards of Conduct. The Director of Business and Administrative Services provides leadership and operational oversight on fiscal management, including the appropriate use of taxpayers' dollars, such as the Parcel Tax funds ([IV.B5-05 Parcel Tax Spending YTD](#)). In collaboration with the leadership team and governance processes, the President assures that the College successfully implements institutional practices that are consistent with College's MVV, the board policies and administrative procedures, and grounded in student equity and success. In addition, the President reviews and analyzes institutional policies and practices through the President's Cabinet and other appropriate participatory governance processes to receive feedback for any proposed changes. In all of these bodies, the President upholds the highest standards of accountability and transparent communication ([IV.B5-06 Leadership Standards of Excellence](#)).

The President engages participatory governance at multiple levels, especially in the twice-monthly meetings of the College Roundtable on Budget and Planning which includes all members of the President's Cabinet and representatives from academic senate, classified senate, and the associated students. The Roundtable's agenda includes matters of statute, regulation and board policy, and the College's MVV and policies. This committee holds the responsibility of reviewing and recommending to the President for approval, all matters, plans, and actions brought forth by the governance structure to provide input on college-wide policy decisions (Insert link to committee list). Although the Roundtable makes recommendations to the President, the committee members and the President work collaboratively to reach consensus. The President supports participatory governance processes by ensuring that the Roundtable's work is readily available to the College through publicly posted agendas and minutes ([IV.B5-07 Roundtable Webpage](#)). The President also shares this information in her weekly address to the campus, From the Desk of the President.

The PCCD AP 6250 serves as a guide for the President to implement College processes that successfully implement the district resource allocation and budget management model ([IV.B5-08 AP 6250](#)). The President works within the College's participatory governance process to set the College's budget priorities through the work of the IPC (PR, APUs, and Institutional Planning) and the College Roundtable on Budget and Planning. Working through this governance process, the President receives a recommendation for a balanced budget. In accordance to AP 6250, the President works with the college leadership structure to ensure that cost center managers are adhering to the budget development process and effectively tracking expenditures.

In weekly meetings with the Director of Business and Administrative Services, the President reviews and clarifies various aspects of the budget and is informed of the expenditure projections, ending balance projections, and anticipated deficits or revenues. The President's Cabinet reviews the budget status, expenditures, projections, and informs the discussions from all aspects of the college during cabinet meetings and leadership retreats (IV.B5-09 Leadership retreat presentation on parcel tax and general fund).

Analysis and Evaluation

The College meets the standard. The President makes sure that statutes, regulations and governing board policies are implemented and that institutional practices are consistent with institutional MVV and policies. The President also successfully directs and controls the integrated budget and planning processes through appropriate governance processes with various constituents. These processes assure ongoing institutional evaluation and improvement and a balanced College budget that meets the identified needs of students and the College.

IV.B6: The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The College serves communities from Alameda county, which include the cities of Berkeley, Oakland, Emeryville, and Albany. The President works closely with these communities through various partnerships and community and business events at the local, statewide, and nationwide levels:

- The President's Circle: The President co-chairs this fundraising group for the purpose of providing Berkeley City College students with financial support to persist in higher education. Comprising local community members, this group raises funds to contribute to the Berkeley Promise (IV.B6-01 President's Circle).
- City of Berkeley: The President regularly attends City Council meetings and holds individual meetings with the mayor of Berkeley and council members to build connections and partner on city wide efforts that impact the communities the college serves (IV.B6-02 Berkeley's 2020 Vision, IV.B6-03 Special Meeting of the Berkeley City Council).
- Berkeley Promise: The President works in partnership with the Mayor of Berkeley, local business and industry partners, and local community members to raise funds for the Berkeley Promise, a program focused on increasing disproportionately impacted students to enroll in higher education (IV.B6-04 Berkeley Promise, (IV.B6-05 Berkeley Promise News).
- UC Berkeley Chancellor's Advisory Council: The President serves as a member of the UC Berkeley Chancellor's Advisory Council, representing the perspective of Berkeley City College students and the local community.

- Peralta Community Colleges Foundation: The President serves on the foundation board, representing the needs of Berkeley City College students and innovation strategies from faculty, staff, and administrators (IV.B6-06 Peralta Community Colleges Foundation).
- Student Centered Funding Formula Oversight Committee: The President is one of 12 members appointed to this committee, which was established by budget legislation for the purpose of continuously evaluating and reviewing the implementation of the SCFF (IV.B6-07 SCFF Oversight Committee).
- Latina Leadership Network: The President serves as an executive board member for the statewide organization, having primarily developed the curriculum for professionals in the Leadership Institute (IV.B6-08 LLN).
- California Community College Organización de Latinx Empowerment, Guidance, and Advocacy for Success (COLEGAS): The President is a co-founder and Vice President for this statewide Latinx organization, whose mission is to lead transformative systemic change with the California Community college system from a Latinx cultural (IV.B6-09 CCCOLEGAS)
- HERS Board of Directors: The President is on the board of directors for the Higher Education Resource Services (HERS), which is a national organization committed to leadership development for female identified leaders in higher education (IV.B6-10 HERS).
- San Francisco State University: The President serves as an adjunct faculty member in the School of Education’s Educational Leadership Graduate program (IV.B6-11 SF State).

External and Internal communication

The President provides regular and transparent communications in a variety of settings: From the Desk of the President emails, the BCC Messenger, in person presentations, and monthly sessions of Cafécito with the President. The President’s Report to the PCCD Board of Trustees includes a comprehensive report of key programs, events, and successes at the College.

The President is active on social media promoting college efforts and engaging in local, state, and national discussions that impact student equity, student success, and educational excellence in teaching and learning (IV.B6-12 Twitter, IV.B6-13 LinkedIn). Additionally the College social media accounts communicate college wide programs, services, and updates to students and the community via [Facebook](#), [Instagram](#), and [Twitter](#).

Analysis and Evaluation

The President has been successfully involved in the community at local, statewide, and national levels. Through both external and internal communication, the President effectively and transparently communicates critical information and college successes to the local community. Her participation in the various community platforms has brought Berkeley City College as a community leader focused on student equity, success, and academic excellence .

Conclusions on Standard IV.B. CEO

The College President has primary responsibility for the quality of the institution and ensuring alignment of College processes with the mission. The President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Through established policies and procedures, the President guides institutional improvement of the teaching and learning environment. The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

C. Governing Board

IV.C1: The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Peralta Community College District (PCCD) is led by a seven-member Board of Trustees (BOT), elected by the citizens of the Peralta Community College District. The PCCD Board of Trustees governs in accordance with the authority granted and duties defined in Education Code Section 70902 (**IV.C.1** – 01 Ed-Code 70902). Its policy making duties and responsibilities are identified in Board Policy 2200: Board Duties and (**IV.C.1 – 02** – BP 2210: Board Duties and Responsibilities) Board.

All Board Policies are posted/published online (**IV.C.1 – 03** PDF of Board Policy and Administrative Procedure webpage) and they “establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations”. All policies are adopted, amended, and revised according to the process outlined in Board Policy 2410 ((IV.C.1 – **04** BP 2410: Board Policy and Administrative Procedure). BP 2410 indicates that the BOT has the ultimate decision-making responsibility for adopting policies necessary for the efficient operation of the College and consistent with law.

The BOT appoints the Chancellor, who serves as the District's Chief Executive Officer (CEO) and has the delegated authority to implement and enforce Board Policies and establishes the District Administrative Procedures and authorizes employment subject to Board approval per [Board Policy 7110](#) (IV.C.1 – 05 – BP 7110: Delegation of Authority for Human Resources).

Board policies and administrative procedures address the District's commitment to quality improvement and adherence to the institution's mission and vision as evidenced in various policies and procedures. For example, Board Policy 1200 (IV.C.1 – 06 BP 1200: Mission) reflects the institution's primary mission, essential and important function, vision, and values. The policy states the commitment to fulfilling its responsibilities, including monitoring the institutional performance and educational quality. Board Policy and Administrative Procedures 3225 (IV.C.1 – 07 BP AP 3225: Institutional Effectiveness) address the District's commitment to institutional effectiveness, and Board Policy 3250: Institutional Planning (IV.C.1 – 08 BP AP 3250: Institutional Planning) outline the process of institutional planning guided by the District's vision, mission, and core values statements. Board Policies and Administrative Procedures 6300: Fiscal Management and Accounting (IV.C.1 – 09; BPAP 6300: Fiscal Management and Accounting) address standards to assure the institution's fiscal stability.

Analysis and Evaluation

Board policies delineate the Board of Trustees's accountability for academic quality, integrity, effectiveness of learning programs and services, and fiscal stability.

IV.C2: The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Trustees (BOT) acts as a whole and legally can function only as a group to represent the communities served by the District. The Board Policy 2715: Code of Ethics and Standard of Practice (IV.C.2 – 01; BP 2715: Code of Ethics and Standard of Practice) defines that legal and effective functioning of the BOT is determined by the Board as a whole as the District matters are not governed by individual actions of Board members. The Board acts and speaks on behalf of the District when acting as a whole. The BOT follows the Brown Act (California Code §54950 – 54963), which prohibits board members from conducting District business outside recognized and announced board meetings. The Board acts by majority vote except as noted in [BP 2330 Quorum and Voting](#) (IV.C.2 – 02 BP 2330: Quorum and Voting). The student trustee, who serves a one-year term, does not vote and does not participate in closed sessions but is empowered to ask questions and to discuss issues before the BOT.

In addition, BP 2720: Communication Among Board Members (IV.C.2 - 03 – BP 2720: Communication Among Board Members) prohibits board members from communicating with one another in any form outside of regular board meetings “to discuss, deliberate, or take action on any item of the district business”. The BOT conducts an annual self-evaluation that reflects the Board’s opinion about whether members act as a collective unit.

Analysis and Evaluation

Adopted policies provide a framework for collective decision making and effectively guides Board processes of open discussions, voting and actions. Board meeting agendas, closed session and open meeting operations adhere to Board Policy and corresponding California Education Code. The Board comes to collective decisions on all matters and supports those decisions once reached.

IV.C3: The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 2431: Chancellor Selection (IV.C.3 – 01 BPAP 2431 Chancellor Selection) establishes the process for selection of a Chancellor which states that the process shall be fair and open and comply with relevant regulations. The policy details the selection process, committee composition and public forums to solicit input for the development of job description. The policy further describes that the District conducts a national search, holds one or more open forums, organizes a selection committee with particular parameters that include the numbers of each constituent group. Board Policy 2432: Chancellor Succession (IV.C.3. – 02 BP 2432: Chancellor Succession) delegates authority to the Chancellor to appoint an acting Chancellor for a period of twenty-eight calendar days or less. BOT appoint an acting Chancellor in any absence that exceeds twenty-eight days. BOT adhere to this policy when appointed an Acting Chancellor in August 2020.

Board Policy and Administrative Procedure 2435: Evaluation of the Chancellor (IV.C.3 – 03 BPAP 2435: Evaluation of the Chancellor) outlines the framework for the chancellor’s evaluation. This evaluation takes place annually and complies with the terms of the Chancellor’s contract. BPAP 2435 stipulates that the BOT and the Chancellor mutually agree upon the process and tool that incorporates the District’s goals, objectives and expectations. The evaluation is conducted based on the Chancellor’s job description, implementation of the Board policy, performance in attain goals, objectives and expectations that were developed in accordance with BP 2430, Delegation of Authority to the Chancellor (IV.C.3 – 04 BP 2430: Delegation of Authority of the Chancellor).

Analysis and Evaluation

Adopted policies provide a framework for collective decision making and effectively guides Board processes of open discussions, voting and actions. Board meeting agendas, closed session

and open meeting operations adhere to Board Policy and corresponding California Education Code. The Board comes to collective decisions on all matters and supports those decisions once reached.

IV.C4: The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Governing Board is an elected body that advocates for and supports the institution through its policy-making, goals, and actions. To assure appropriate representation of the community, Board members are elected by service areas, referred to as “trustee areas.” This is in accordance with the Board Policy 2100: Board Elections (**IV.C.4 – 01** PDF BP 2100: Board Elections, IV.C4-02 Trustees area map). Board Policy 2200: Board Duties requires the Board members to serve as advocate for the citizens of the Peralta Community College District (PCCD). The PCCD Board members adhere to this policy.

To protect against undue influence or political pressure, Board members adheres to the Board .Policy 2710: Conflict of Interest. (**IV.C.4 – 03** PDF BP 2710: Conflict of Interest). This policy states, “Board members and employees shall not be financially interested in any contract made by them in their official capacity or in any body or board of which they are members. Board members shall avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships.”

To further prevent conflict of interests, Board members are required to annually file a Statements of Economic Interests under the Political Reform, Act delineated in Administrative Procedure 2712, sections 4-7: Conflict of Interest Code (**IV.C.4 – 04** PDF AP 2712: Conflict of Interest Code).

Analysis and Evaluation

The Governing Board is an elected body that represents the local community surrounding the College and the composition of the Governing Board reflects public interest in the institution. Board Policies and Administrative Procedures regarding Board membership, conflict of interest, and standards of practice demonstrate that the Board of Trustees’ (BOT) duty is to act in the interest of the students’ educational welfare and to advocate for and protect the institution from undue influence or political pressure.

IV.C5: The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning

programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Governing Board establishes policies that define the institutional mission and set prudent, ethical, legal standards for college operations, and for monitoring institutional performance and educational quality.

Board Policies and Administrative Procedures communicate Board expectations for quality, integrity, and improvement of student learning programs and services ([IV.C.5 – 01 PDF District Webpage for BP and AP](#)). These policies and procedures include Board Policy 1200: Mission ([IV.C.5-02 PDF BP 1200: Mission](#)) which reflects the institution’s primary mission, essential and important functions, vision and values. Board Policy 2200: Board Duties and Responsibilities ([IV.C.5 – 03 PDF BP 2200: Board Duties and Responsibilities](#)) states the Board of Trustee (BOT)’s commitment to fulfilling its responsibilities, including monitoring the institutional performance and educational quality. Board Policy and Administrative Procedure 3225: Institutional Effectiveness ([IV.C.5 – 04 PDF BPAP 3225: Institutional Effectiveness](#)) address the development, adoption and posting of goals related to student performance and outcomes, noting that goals should be challenging, be quantifiable, and address achievement gap for underrepresented populations. Board Policy 4020: Program Curriculum and Course Development ([IV.C.5 – 05 PDF BP 4020: Program Curriculum and Course Development](#)) establishes that programs and curricula of the District shall be of high quality, relevant to the community and student needs, reflective of the District's and Colleges' Mission, Vision and Values, and evaluated regularly through Program Review and Annual Unit Plan updates to ensure quality and currency.

Other policies and procedures address various student support services available, such as BPAP 4040: Library Services ([IV.C.5 – 06 PDF BPAP 4040: Library Services](#)), BPAP 5050: Student Support Programs ([IV.C.5 – 07 PDF BPAP 5050: Student Support Programs](#)), and BPAP 5110: Counseling ([IV.C.5 – 08 PDF BPAP 5110: Counseling](#)). Further more, Board Policy and Administrative Procedures 6300: Fiscal Management and Accounting ([IV.C.5 – 09 PDF BPAP 6300: Fiscal Management and Accounting](#)) provide assurance that sound fiscal management principles and controls are established and followed.

During the regular retreats, the Board of Trustees reflects on its policy-making role and reviews previous goals, student success data, and priorities ([IV.C.5 – 09 PDF Most recent Board Retreat minutes](#))

Analysis and Evaluation

Board Policies establish the District and the College missions and describe the Governing Board’s roles and responsibilities for all aspects of educational quality, legal matters, and financial integrity and stability. BOT regularly reviews and updates its goals and priorities’ based on updates provided by the Colleges on student success data and strategic initiatives.

IV.C6: The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

All Board Policies and Administrative Procedures are published on the District’s Policies and Procedures website and are available to the public (IV.C.6 – 01 PDF District Webpage BPAP). These include policies related to the Board’s size, responsibilities, structure, and operating procedures. Some key policies that speak to these functions are:

BP 2010: Board membership (IV.C.6 – 02 PDF BP 2010: Board membership), identifies that “the Board shall consist of seven members elected by the qualified voters of the District”

BP 2015: Student Board Members (IV.C.6 – 03 PDF BP 2015: Student Board members) states that two non-voting members to be elected through the student general election process with one-year term.

BP 2100: Board Elections (IV.C.6 – 04 PDF BP 2100: Board Elections) states that the term of each trustee shall be four years and that the election of a board member residing in, and registered to vote in the trustee area he or she seeks to represent shall be only by registered voters of the same trustee area.

BP 2200: Board Duties and Responsibilities (IV.C.6 – 05 PDF BP 2200: Board Duties and Responsibilities) itemizes the specific duties and responsibilities of the Board, and the primary duties are also summarized on the introductory page of the board’s website.

BP 2310: Regular Meetings of the Board (IV.C.6 – 06 PDF BP 2310: Regular Meetings of the Board) delineate timing requirements and operating procedures for regular and special meetings that comply with Brown Act provisions.

Analysis and Evaluation

Board Policies and Administrative Procedures are published online and available to the public through the District’s Board of Trustees site under “Board Policies”. Board Policies include information specifying the Governing Board’s size, duties, responsibilities, structure, and operating procedures.

IV.C7: The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Governing Board acts in a manner consistent with its policies and bylaws, as evidenced in the minutes from the board meeting, during which trustees engage in discussions, action items as appropriate, and receive information on matters of interest to the District ([IV.C.7 – 01 PDF](#) Agenda and minutes from June 23, 2020).

[Board Policy 2410: Board Policy and Administrative Procedure \(IV.C.7 – 02 PDF PB 2410: Board Policy and Administrative Procedure\)](#) outlines the parameters for adopting add revising Board Policies and Administrative Procedures. This policy also gives executive responsibility for executing Administrative Procedures to the Chancellor and assures that all Administrative Procedures are in alignment with the Board Policies.

The Board regularly assesses its policies through a participatory governance process outlined in the Planning and Budgeting Integration Model Manual ([IV.C.7 – 03 PDF: Planning and Budgeting Integration Model Manual](#)). [Planning and Budgeting Integration Model Manual](#).

BP 2510: Participation in Local Decision Making ([VI.C.7 - 04 PDF BP 2510: Participation in Local Decision Making](#)) delineates the role of the constituency governance groups in policy matters. Various committees including the District Academic Senate, Planning and Budgeting Committee and Participatory Governance Council provide input into the Board Policies and Administrative Procedures that are under review for revision and make recommendation to the Chancellor ([IV.C. 7- 05 PDF Planning and Budgeting Council Board Policy Review Agenda](#)). Governing Board reviews and approves the recommendation forwarded by the Chancellor ([IV.C.7 – 06 PDF BOT Approval of the Board Policy 6250 Board minutes 4-23-19](#)).

The District subscribes to the Community College League of California’s (CCLC) Board Policy and Administrative Procedure Service, which provides bi-annual updates. In addition, all policies and procedures are reviewed on a six-year cycle, based on date of last review, as tracked by the Chancellor’s Office ([IV.C.7 – 07 CCLC Policy Subscription Services](#)).

Analysis and Evaluation

Evidenced by Board meeting agendas and minutes, the PCCD Board of Trustees acts in a manner consistent with its policies and bylaws. In addition, the Board regularly assesses and revises policies following established procedure, ensuring the Policies’ effectiveness in fulfilling the Mission.

IV.C8: To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Governing Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality during regular board meetings and board retreats.

In accordance with the [Board Policy 2200: \(IV.C8-01 BP 2200: Board Duties and Responsibilities\)](#), the Board of Trustees reviews institutional performance and educational quality, including the review of programs for students, enrollment and student success. To assure regularly scheduled updates to the Board of Trustees, student success and student learning and achievement related presentations are scheduled on the Board meeting topic section and scheduled for three times a year ([IV.C.8 – 02 PDF Board of Trustees Meeting Schedule](#)). The most recent presentation relative to student success, student achievement and learning was given on XXXXX by XXXXX ([IV.C.8-03 XXXXX](#) information to be retrieved from VCAASS office).

As part of the framework and guiding principles, each College of the PCCD aligned its strategic goals to the District's strategic goals that are then aligned with California's Vision for Success ([IV.C.8-04 BCC Crosswalk of strategic plan](#)). This alignment of strategic goals created a solid foundation for the College to commit to student success in terms of decrease or elimination of the equity gap. The College will continue to share institutional plans for improving academic quality and student success from the equity lens to the board of Trustees.

Analysis and Evaluation

The PCCD Board of Trustees regularly reviews student success indicators and institutional plans to improve the academic quality of each college. The College aligned its goals with the district, and with the Vision for Success.

IV.C9: The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Per Board Policy and Administrative Procedures 2740: Board of Trustee Education ([IV.C.9-01 PDF BPAP 2740: Board of Trustee Education](#)) which describes the commitment continuous board development, improvement, and continuity of membership.

[Board Policy 2100: Board Election \(IV.C.9-02 BPAP 2100: Board election\)](#) is the mechanism for providing for continuity of board membership and staggered terms of office so that “as nearly as practical, one-half of the trustees are elected at each consolidated general election falling on an even numbered year”. The Trustees are elected for four-year terms and elections are held every two years in even-numbered years.

The Board development program includes a new trustee orientation, study sessions, conference attendance, and other activities to foster trustee education. The Governing Board members regularly attend conferences and activities sponsored by the National Association of Community College Trustees (ACCT) and the Community College League of California (CCLC) including

new trustee orientation sponsored by **CCLC (IV.C.9-03 CCLC Learning Guide for New CC Trustees)**.

The Board actively and regularly participates in the CCLC Professional Development Training and its annual conferences. Members of the Board of Trustees report out on the professional development that they received during the Board meetings (IV.C.9-04 – BOT Report on Professional Development May 14, 2019).

Analysis and Evaluation

The Governing Board has policies and procedures in place to provide continuous board development, including regular conference attendance, training, and orientation for new board members. Continuity of membership is supported through a Board Policy requiring that the four-year terms of the trustees are staggered across elections in even-numbered years.

[BOT Report 5/14/2019](#)

IV.C10: Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning. [Board Policy 2745: Board Self Evaluation \(IV.C.10 – 01 BP 2745: Board Self-Evaluation\)](#) provides for the Board to conduct a formal self-evaluation on an annual basis during the months of June and July. The goal of the self-evaluation is to share views, values, concerns, priorities, and recommendations among the Trustees. The results of this process are used to identify accomplishments in the past year and goals for the following year.

XXXX Board Self-Evaluation 2019 and 2020. Board Evaluation tool (need)

Analysis and Evaluation

Board Policy clearly delineates the process and purpose of the Board Evaluation. The Governing Board conducts self-evaluation annually and process includes feedback from college and community stakeholders, and analysis of goal achievement. Annual retreat and goal-setting workshops promote discussion of strengths, weaknesses and achievement.

IV.C11: The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Board Policy 2715: Code of Ethics and Standard of Practice (**IV.C.11.01** BP 2715: Code of Ethics and Standard of Practice) defines appropriate standards of ethical conduct and practices. The Code of Ethics includes specific tenants on acting as a whole, managing conflicts of interest, handling special interest groups, maintaining confidentiality of closed session and defines the legal and effective functioning of the Board as a whole, maintaining appropriate conduct at Board meetings, exercising authority as Trustees, and handling administrative matters. The Code of Conduct also outlines the process for addressing any violation of the Code of Conduct.

Board Policy 2710: Conflict of interest (**IV.C.11 - 02** BP 2710: Conflict of Interest) and Administrative Procedure 2712: Conflict of interest **code (IV.C.11 – 03: AP 2712: Conflict of Interest Code)** pursuant to the requirements of the Political Reform Act of 1974, Government Code Section 81000. The Political Reform Act of 1974, California’s conflict of interest law for public officials, require certain designated public officials at all levels of government to publicly disclose their private economic interests and requires all public officials to disqualify themselves from participating in decisions in which they have a financial interest.

The Governing board members annually file statements of economic interest with the Fair Political Practices Commission (FPPC Form 700) as a public statement for review.

Analysis and Evaluation

The Board has sufficient safeguards in its policies and disclosure requirements to ethically secure and ensure the academic and fiscal integrity of the District and the colleges. Board member disclosure statements are stored at the Chancellor’s office and are available to the public upon request.

IV.C12: The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Board Policy 2430: Delegation of Authority to the Chancellor's Staff (IV.C.12 – 01 BP 2430: Delegation of Authority to the Chancellor) states that the Board of Trustees appoints the Chancellor and delegates “the executive responsibility to administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.” The Chancellor is empowered by the Board to delegate powers and responsibilities (IV.C.12-02 AP 2430 Delegation of Authority to the Chancellor's staff). AP 2430 delineates the duties and responsibilities of the Presidents and Vice Chancellors.

The chancellor provides regular reports at every BOT meeting, including information on institutional performances (IV.C.12 – 03 Chancellor's Board update)

Analysis and Evaluation

In accordance with the Board Policy 2430 and Administrative Procedure 2430, the Governing Board delegates full responsibility and authority to the Chancellor to implement and administer Board Policies without board interference. The Board holds the Chancellor accountable for the operation of the District and the Colleges in the District. The Board sets expectations based on goals established during annual planning and goal-setting workshop and presentations that occur during the regular Board meetings.

IV.C13: The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees is committed to the accreditation Process and is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited stats through a variety of methods. Board Policy 3200: Accreditation (IV.C.13 – 01 BP 3200: Accreditation) outlines the responsibilities of the Board and the Chancellor regarding accreditation.

In preparation for the 2021 Accreditation visit, the Board members began their training conducted by Dr. Stephanie Droker, the President of ACCJC (then the Executive Vice President of ACCJC) on September 24, 2019 (IV.C.13 – 02 ACCJC Board Training by Dr. Droker 9-24-19). In addition, intentional updates on the College's progress made in regards to the preparation for the Institutional Self-Evaluation Report (ISER) have been provided to the Board of Trustees via the Chancellor, Vice Chancellor of Academic and Student Affairs. Most recent comprehensive update was made to the Board of Trustees in June 2019 (IV.C.13 – 03 Accreditation update for the Board of Trustees, June 9, 2020)

The Governing Board members also participates in accreditation related training provided by the CCLC and other Trustee related conferences.

Analysis and Evaluation

The Governing Board receives training and orientation about the Eligibility Requirements, the Accreditation Standards, Commission policies, Accreditation processes, and the College's accredited status, from both ACCJC and through statewide and local workshops. The Governing Board is updated by the Colleges regarding their preparation process for the preparation for the Institutional Self-Evaluation Report (ISER) and for the March 2021 Visiting Team visit.

Conclusions on Standard IV.C. Governing Board

The College and District have a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board is an independent, policy-making body that reflects the public interest in the College and District's educational quality. The governing board establishes policies consistent with the college and district mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Improvement Plan(s)

[insert response if applicable]

Evidence List

IV.C.1. - 01 Ed-Code 70902

IV.C.1 – 02 BP 2200: [Board Duties and Responsibilities](#)

IV.C.1 – 03 PDF of Board Policy and Administrative Procedure webpage

IV.C.1 – 04 BP 2410: Board Policy and Administrative Procedure

IV.C.1 – 05 BP 7110: Delegation of Authority for Human Resources

[IV.C.1 – 06 BP 1200: Mission](#)

[IV.C.1 – 07 BP AP 3225: Institutional Effectiveness](#)

[IV.C.1 – 08 BP AP 3250: Institutional Planning](#)

[IV.C.1 – 09 BPAP 6300: Fiscal Management and Accounting](#)

IV.C.2 – 01 BP 2715 Code of Ethics and Standard of Practice

IV.C.2 – 02 BP 2330 Quorum and Voting

IV.C.2 – 03 BP 2720: Communication Among Board Members

IV.C.3 – 01 BPAP 2431 Chancellor Selection

IV.C.3 – 02 BP 2432: Chancellor Succession

IV.C.3 – 03 BPAP 2435: Evaluation of the Chancellor

IC.C.3 – 04 BP 2430: Delegation of Authority of the Chancellor

IV.C.4 – 01 BP 2100: Board Elections, PDF Trustees area map

IV.C.4 – 02 BP 2200: Board Duties and Responsibilities

IV.C.4 – 03 BP 2710: Conflict of Interest

IV.C.4 – 04 AP 2712: Conflict of Interest Code

IV.C.5 – 01 District Webpage for BP and AP

IV.C.5 – 02 BP 1200: Mission

IV.C.5 – 03 BP 2200: Board Duties and Responsibilities

IV.C.5 – 04 BPAP 3225: Institutional Effectiveness

IV.C.5 – 05 BP 4020: Program Curriculum and Course Development

IV.C.5 – 06 BPAP 4040: Library Services

IV.C.5 – 07 BPAP 5050: Student Support Programs

IV.C.5 – 08 BPAP 5110: Counseling

IV.C.5 – 09 Most recent Board Retreat minutes

IV.C.6 – 01 District Webpage BPAP

IV.C.6 – 02 BP 2010: Board membership

IV.C.6 – 03 BP 2015: Student Board members

IV.C.6 – 04 BP 2100: Board Elections

IV.C.6 – 05 BP 2200: Board Duties and Responsibilities

IV.C.6 – 06 BP 2310: Regular Meetings of the Board

IV.C.7 – 01 Agenda and minutes from June 23, 2020

IV.C.7 – 02 [PB 2410: Board Policy and Administrative Procedure](#)

IV.C. 7 – 03: Planning and Budgeting Integration Model Manual

IV.C.7- 04 BP 2510: Participation in Local Decision Making

IV.C. 7-05 Planning and Budgeting Council Board Policy Review Agenda

IV.C.7 – 06 BOT Approval of the Board Policy 6250 Board minutes 4-23-19

IV.C.7-07 CCLC Policy Subscription Services

IV.C.8-01 [BP 2200: Board Duties and Responsibilities](#)

IV.C.8-02 PDF Board of Trustees Meeting Schedule

IV.C.8-03 XXXXXPP information to be retrieved from VCAASS office XXXXX information to be retrieved from VCAASS office

IV.C.8 – 04 BCC Cross walk of strategic plan

IV.C.9-01 BPAP 2740: Board of Trustee Education

IV.C.9-02 [BPAP 2100: Board election](#)

IV.C.9-03 CCLC Learning Guide for New CC Trustees

IV.C.9-04 BOT Report on Professional Development May 14, 2019

IV.C.10-01 [BP 2745: Board Self-Evaluation](#)

[IV.C.10-02 Board Self-Evaluation 2020 \(need evidence\)](#)

IV.C.11 – 01 BP 2715: Code of Ethics and Standard of Practice
IV.C.11 – 02 BP 2710: Conflict of Interest
IV.C.11 – 03 AP 2712: Conflict of Interest Code

IV.C.12 – 01 BP 2430: Delegation of Authority to the Chancellor
IV.C.12 – 02 AP 2430 Delegation of Authority to the Chancellor’s staff
IV.C.12 – 03 AP 2430 Delegation of Authority to the Chancellor’s staff

IV.C.13 – 01 BP 3200: Accreditation
IV.C.13 – 02 ACCJC Board Training by Dr. Droker 9-24-19
IV.C.13 – 03 Accreditation update for the Board of Trustees (PP) 6-9-20

D. Multi-College Districts or Systems

IV.D1: In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

Board Policy 1100: The Peralta Community College District (**IV.D1-01 BP 1100**) defines the District as the four colleges. The Chancellor is the CEO of Peralta Community College District (PCCD) and provides leadership in setting and communicating expectations of educational excellence and integrity through Chancellor’s forums, Town Halls, Flex day presentations, and meetings with various committees, councils, and task forces (**IV.D1-02 Flex Day Chancellor presentation 8-20-20**). The Chancellor is appointed by the Board of Trustees and has the delegated authority to implement and enforce Board Policies and establish District Administrative Procedures per [Policy 2430: Delegation of Authority to the Chancellor](#) (**IV.D1-03 BP 2430**). The Chancellor authorizes employment subject to Board approval per [Board Policy 7110: Delegation of Authority for Human Resources](#) (**IV.D1-04 BP 7110**). The Chancellor delineates “the lines of management and supervisory responsibility and the general duties for employees within the District” per Board Policy 3100: Organizational Structure (**IV.D1-05 BP 3100**). At the College level, authority and responsibility for incorporating Board policies and District administrative procedures, as well as the Chancellor’s directives, rest with each College President as delineated in the Presidents’ job descriptions (**IV.D1-06 BCC President JD**).

A distinct outline of district and college operational responsibilities reinforces the District’s commitment to excellence and clearly defined roles and responsibilities as seen in the Functional Map (**IV.D1-07 PCCD General Delineation of Functions**). At the College level, authority and responsibility for incorporating Board Policies and Administrative Procedures, as well as

Chancellor’s directives, rest with the College President. Board Policy and Administrative Procedure 3110: Organizational Structure (IV.D1-08 AP 3100) chart further clarifies the District’s organizational and functional structure. Furthermore, roles and responsibilities for decision-making inclusive of faculty, staff, students and administrators in the District and College governance are reflected in the governance structure on the District and Collee website under “governance” (IV.D1-09 PCCD Governance webpage, IV.D1-10 BCC Governance webpage).

[insert link to functional map here]

Analysis and Evaluation

The Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity through out the District through regularly scheduled district and college meetings. Established Board Policies and Administrative Procedures delineate the roles and responsibilities for the District and the College are outlined in the Functional Map, District and College’s website and organizational charts.

IV.D2: The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

Board Policy 7110: Delegation of Authority for Human Resources (IV.D2-01 BP 7100) and Board Policy 2430: Delegation of Authority to the Chancellor (IV.D2-02 BP 2430) clearly indicate that the Chancellor is given authority to operational responsibilities and functions of those of the District. In addition, the Board delegates authority to the Chancellor to implement and enforce board policies, and set administrative procedures. Further, authority is delegated to the Chancellor in matters of employment, job responsibilities, and personnel.

The District services, consisted of Academic and Student Affairs, Department of General Services, Information Technology, and Human Resources, strive to support the four College and their missions. At the College level, authority and responsibility for implementing Board policies and District administrative procedures, as well as Chancellor directives, is the responsibility of the College President. The College Presidents implement policies and procedures at the College level.

The Peralta Community College Functional Map ([IV.D2-03 PCCD General Delineation of Functions](#)) clearly defines, documents, and communicates roles and responsibilities among the College and the District services. The Functional Map offers a platform for collaboration and improving efficiency across the District.

To ensure that the colleges receive effective and adequate resources and services to support their institutional Missions and functions in alignment with the Accreditation Standards, the PCCD began engaging in an annual Planning and Budgeting Integration Model (PBIM) Summit in August 2019 ([IV.D2-04 PBIM Summit agenda August 2019](#), [IV.D2-05 PBIM Summit agenda September 2020](#), [IV.D2-06 PBIM Summit Summary 2019](#)). Key stakeholders from the District-wide participatory governance and constituency groups gather and identify areas of functions that need to be addressed. For example, out of the August 2019 PBUM summit, decentralization of the Financial Aid office from the District services to four college were determined and the Colleges moved to hire a Director of Financial Aid to localize its service ([IV.D2-07 Financial Aid Director job announcement](#), [IV.D2-08 Financial Aid Director job description](#)).

Analysis and Evaluation

District and Colleges roles and governance are clearly delineated in the Functional Map and the District services website. Roles and governance are evaluated annually beginning in August 2019 through PBIM Summit. The Chancellor services as the District's CEO and has the authority to implement and enforce Board Policies, determine employment, job responsibilities, and personnel at the District level. The District offers adequate services to support the College and its mission, which include human resources, Finance. Facilities, Academic and Student Affairs, and Information Technology.

IV.D3: The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

Under the chancellor's leadership, the District controls its expenditures by budgeting within available resources. Board Policies detail district fiscal policies, including budget management to support effective operations and sustainability of the Colleges and District. Board Policy and Administrative Procedure 6300: Fiscal Management and Accounting ([IV.D3-01 BP 6300](#), [IV.D3-02 AP 6300](#)) refers to procedures for maintaining fiscal books and records, including following stipulations:

- Adequate internal controls exist
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees

- Adjustments to the budget are made in a timely manner, when necessary
- The management information system provides timely, accurate, and reliable fiscal information
- Responsibility and accountability for fiscal management are clearly delineated

The District is also audited annually as required by state law, and a summary of the audit is presented to the District Planning and Budget Committee ([IV.D3-03 Audit report to PBC](#)). Per Board Policy 6250: Budget Management ([IV.D3-04 BP 6250](#)) prescribing the District to maintain minimum of 10% reserve annually to ensure fiscal stability.

The District's resource allocation is discussed, reviewed, and planned by the Planning and Budgeting Integration Model process (PBIM). The PBIM utilizes a participatory governance model for operational planning and resource allocation. The PBIM follows a cycle of Planning, Budgeting, Resource Allocation, and Evaluation ([IV.D3-05 PBIM webpage](#), [IV.D3-06 PBIM Manual](#)). The Budget Allocation Model (BAM), a revenue-based funding model, is currently used to allocate resources to the Colleges. Three-year average of the enrollment numbers (FTES) are used to determine allocation of Full-time equivalent faculty (FTEF) to each college ([IV.D3-07 Budget Allocation Model](#)). Beginning 2019, the District's Planning and Budgeting Council (PBC) began evaluating the BAM recognizing its limitation of capturing productivity factor and changes in enrollment number per year.

The Chancellor consults with the District's Vice Chancellor of Finance, who is charged with the development, approval, and control of the District's budget and expenditures as clearly stated in the Board Policy 6100: Delegation of Authority, Business and Fiscal Affairs ([IV.D3-08 BP 6100](#)). Vice Chancellor of Finance updates College and District-wide community regarding its fiscal status via multiple methods ([IV.D3-09 Chancellor's fiscal update August 2020](#))

The District's Participatory Governance Council (PGC) ([IV.D3-10 PGC webpage](#)) serves as the District's primary advisory entity where it reviews matters pertaining to participatory governance including fiscal and budget matters. PGC assures the Board of Trustees dissemination of information to constituency groups. Fiscal updates are made at PGC on a regular basis.

Analysis and Evaluation

The District distributes in alignment with established policies and procedures and the BAM. These policies are discussed by the PBIM, PBC and PGC, all include representatives from all of the College's various employee and constituency groups. The BAM, including FTES target for each of the Colleges, is approved twice each year by the Board as part of the Tentative Budget and Adoption of the Budget. The College receives the unrestricted general fund budget allocation according to the BAM, and the College allocates funds based on needs and priorities of the College.

IV.D4: The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the

colleges.

Evidence of Meeting the Standard

The Berkeley City College President reports to the Chancellor and has full administrative responsibility and authority for the College. President is charged with ensuring that programs and operations are administered in compliance with all rules, regulations, policies, and legal requirements as specified in Administrative Procedure 2430: Delegation of Authority of the Chancellors Staff (IV.D4-01 AP 2430). Further, [AP 2430](#) states the following for the College Presidents: “Administer compliance of all their assigned college personnel with all Board Policies and Administrative Procedures. The Presidents shall provide leadership to their campus community shared governance process in a systematic review of Board of Trustees Policies, District Administrative Procedures, and College operating procedures with the expectation that recommendations for improvement will be made.” The Chancellor meets weekly with the four College Presidents in Chancellor’s Cabinet and has weekly individual meetings as well. The College president is evaluated annually per Administrative Procedure 7124: Management Performance Evaluation (IV.D4-02 AP 7124).

Analysis and Evaluation

The roles and responsibilities of the Chancellor and the Presidents are clearly defined, which can be seen in Section IV.B of the PCCD Functional Map. Through the delegation of authority expressed in AP 2430, a system exists that enables the \Chancellor and the Presidents to perform their duties and carry out the responsibility for oversight and decision-making at the District and College levels. Through the systematic and documented evaluation process per AP 7124, employees, and specifically the Chancellor and the Presidents, are held accountable for effectively carrying out their responsibilities.

IV.D5: District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

The District and College engage in integrated planning and evaluation processes to meet the instructional needs of students, both in the classroom and with support services. The Colleges created a crosswalk of their Strategic Goals to the District’s Strategic Goals and they are aligned with the California State Chancellor’s office Vision for Success ([IV.D5-01 BCC PCCD Vision for Success Crosswalk](#)). Berkeley City College’s Strategic Plan 2018-2020 is in the process of being evaluated for an update for the upcoming year ([IV.D5-02 BCC Strategic Plan 2018-2020](#)) which is driven by the College’s Educational Master Plan 2009-2022 ([IV.D5-03 BCC](#)

Educational Master Plan 2009-2021). The District's Strategic Plan was revised during 2019-2020 based on the integrated Strategic Goal alignment/crosswalk with the colleges and the Vision for Success and is currently being reviewed by the District-wide constituent groups in time for the Board's review and endorsement in October 2020 (**IV.D5-04 District's Strategic Plan year XXXX-XXXX DRAFT**).

The District's Board Policy and Administrative Procedures 3225: Institutional Effectiveness guide institutional effectiveness processes to develop, adopt, and publicly post goals that address accreditation stats, fiscal viability, student performance and outcomes, and programmatic compliance with the state and federal guidelines (**IV.D5-05 BP 3225, IV.D5-06 AP 3225**). The Chancellor then ensures that the District implements a broad-based comprehensive, systematic, and integrated system of planning which includes appropriate segments of the Colleges. The planning and evaluation system are guided by the District's Planning and Budgeting Integration Model (PBIM) who conducts an annual summit where reflection and evaluation of the District-wide system planning process and integrated planning occur for discussion and plan for improvement to improve student learning and achievement and institutional effectiveness (**IV.D5-07 PBIM Summit 2019**).

At the College level, the Integrated Planning Committee (IPC), with representation from faculty, staff, administration and students reviews and makes recommendations related to planning and evaluation through a broad-based, comprehensive, systematic, and integrated planning process (**IV.D5-08 IPC Minutes 9-12-19, IV.D5-09 IPC Minutes 10-10-19**). Through Program Review and Annual Program update from each unit, department, and services inform resource allocation and inform college-wide planning process in accordance with Administrative Procedure 3250: Institutional Planning (**IV.D5-10 AP 3250**).

Analysis and Evaluation

The PCCD Strategic Plan 2019-XXXX provides an overarching framework for the alignment of the Colleges' and District Services plans. They are intentionally cross-walked with the Colleges and the District's Strategic Goals with the State's Vision for Success. The District and Colleges' planning process both focus on the ultimate goal of improving student learning and institutional effectiveness. Each year, the Chancellor holds a District-wide Planning and Budgeting Integrated Planning Model (PBIM) Summit to reflect the integration, development, and evaluation of integrated planning and budget allocation process so that concrete actions are developed to improve its process for student achievement and institutional effectiveness.

IV.D6: Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 3250: Institutional Planning ([IV.D6-01 BP 3250](#), [IV.D6-02 AP 3250](#)) describe a bi-directional flow of information to facilitate effective decision-making. As indicated in BP and AP 3250, an important mechanism for sharing planning information among the four Colleges and the District is through the collaborative council/committee processes. Some of the key committees are:

- Participatory Governance Group (PGC) ([IV.D6-03 PGC Agenda 9-10-2020](#))
- Planning and Budgeting Council (PBC) ([IV.D6-04 PBC Minutes 9-18-2020](#))
- Council on Instruction, Planning, and Development (CIPD) ([IV.D6-05 CIPD webpage](#))
- District Academic Senate (DAS) ([IV.D6-06 DAS webpage](#))
- District Career Education Committee ([IV.D6-07 Career Education Committee webpage](#))
- District Technology Committee ([IV.D6-08 District Technology Committee webpage](#))

Minutes from each council/committee is shared and available on the District's website, as demonstrated in the evidence above.

The District also uses the following mechanisms to ensure that the communication between Colleges and the district is effective:

- Daily PCCD Announcements via e-mail sent by the Marketing, communication and Public Relations.
- Peralta Gems, a weekly newsletter published to provide district-wide communication relative to highlights from various District's units and services: Finance, Human Resources, Marketing and Communication and Public Relations, Technology, General Services and Academic and Student Affairs as well as the Chancellor's office.
- Communication to the community occurs via multiple ways: television (PCTV), radio (KGPC), social media accounts such as Facebook, Instagram, Twitter, LinkedIn, and YouTube.

Another important mechanism for communication are administrative units such as the Chancellor's Cabinet, Vice Presidents of Instruction and Vice Presidents of Student Services with the Vice Chancellor of Academic and Student Affairs, all Deans and Vice Presidents, Public Information Officers and Marketing, communication and Public Relations, and researchers. Each group consists of the Colleges' and District administrators and meets on a regular basis to ensure accurate, complete information for decision making are provided.

Finally, a number of work groups and task forces meet to communicate about issues affecting operations for areas such as Guided Pathways, AB 705, and Career Education. Most recently due to the spring 2020 COVID-19 pandemic, the Safely Return to College work group as well as Emergency Operation Center (EOC) have been meeting on a regular basis to ensure the safety and well-being of students, employees and community.

Analysis and Evaluation

The process for sustaining timely and accurate information among the District and Colleges are multiple. The processes are periodically examined to determine if changes are needed for improved communication. Multiple District-wide council and committees as well as task force groups meet on regular basis to ensure effective operations of the colleges and communicate timely, accurate, and complete information about their decision-making processes and highlights via meeting minutes that are posted on the District's website.

IV.D7: The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

In Spring 2018, the Chancellor and the College Presidents began a process of revising the Delineation of Functions between the District the Colleges to serve as a mechanism to evaluate its organizational effectiveness (**IV.D7-01 PCCD General Delineation of Functions**). This PCCD Delineation of Functions was a focused version of areas of operational functions that may have overlapped between the District and Colleges. Two areas of operational functions that arose out of this evaluation and exercise was the decentralization of a) Financial Aid and b) Admission and Records. The Recommendation was then vetted through the District and the College's Participatory Governance groups such as the College's Roundtable for Planning and Budgeting , Student Services Council, and Academic Senate. As a result of this evaluation and improvement of the District and College's operational effectiveness, the Director of Financial Aid position is at its final stage of recruitment at each of the Colleges (**IV.D7-02 Financial Aid Director job description**). In addition, the Functional Map for the Institutional Self-Study Report (ISER) was utilized to further review and evaluate its delineation of functions during 2019-2020 year involving the BCC Accreditation Steering Committee, and the College Presidents and the Chancellor's Cabinet. The process of reviewing the delineation of function through Functional Map will continue using this process as an evaluative mechanism to improve decision-making process to assure integrity and effectiveness in assisting the Colleges in meeting educational goals for student achievement and learning.

The College's goals have been aligned with the District's goals as well as the State Chancellor's Office Vision for Success goals (**IV.D7-03 BCC PCCD Vision for Success Crosswalk**). The Final document of the District's Strategic Plan 2019 – XXXX will be reviewed and endorsed by the Board in October 2020 (**IV.D7-04 District's Strategic Plan year XXXX-XXXX DRAFT**).

As detailed in IV.D.5, Planning and Budgeting Integrated Model (PBIM) holds an annual summit to ensure evaluation and improvement of effective and clear decision-making processes across the District.

BAM Task Force – where is the recommendation?

Also need District's Strategic Plan DRAFT

Analysis and Evaluation

Under the Chancellor's leadership, the District regularly evaluates the roles of governance and decision-making processes. District governance process is delineated in AP 3250. The revision process of the District's Strategic Planning process included an alignment of the Colleges' and the District's goal with the statewide Vision for Success goals which fostered a planning environment with a greater clarity of purpose and better means of monitoring, assessing, and evaluating progress.

Conclusions on Standard IV.D. Multi-College Districts or Systems

The District Chancellor provides leadership, sets clear expectations of educational excellence, and high performance of the team. The Chancellor clearly defines roles and delegates authority to the College Presidents. The Chancellor delineates, documents and communicates operational responsibilities and functions of the district. The Chancellor has charged the Budget Allocation Model Task Force with making a recommendation of a model that is sustainable and works in the interest of the Colleges and District. The Chancellor keeps the Board apprised of issues through regular updates. Communication between the District and Colleges occurs through district-wide meetings, updates and newsletters.

Improvement Plan(s)

[insert response if applicable]

Evidence List

- IV.D.1 – 01 BP1100: The Peralta Community College District
- IV.D.1 – 02 Flex Day Chancellor presentation 8-20-20
- IV.D.1 – 03 BP 2430: Delegation of Authority to the Chancellor
- [IV.D.1 – 04](#) BP 7110: Delegation of Authority for Human Resources
- IV.D.1 – 05 BP 3100 Organizational Structure
- IV.D1-06 BCC President JD
- IV.D.1 – 07 BCC College President Job description
- IV.D.1 – 08 Functional Map
- IV.D.1 – 09 AB 3100 Organizational Structure Chart
- IV.D.1 – 10 PDF PCCD website, Governance

IV.D.1 – 11 PDF BCC website, Governance

IV.D.2 – 01 BP 7110: Delegation of Authority for Human Resources

IV.D.2 – 02 BP 2430: Delegation of Authority to the Chancellor

IV.D.2 –03 PCCD Functional Map

IV.D.2 – 04 PBIM Summit agenda August 2019

IV.D.2 – 05 PBIM Summit agenda 9-2020

IV.D.2 – 06 PBIM Summit Summary 2019

IV.D.2 – 07 Job announcement, Financial Aid Director

IV.D.3 – 01 BPAP 6300: Fiscal management and accounting

IV.D.3- 02 Audit report to PBC

IV.D.3 – 03 BP 6250 Budget Management

IV.D.3 – 04 Planning and budgeting Integration Model

IV.D.3 – 05 BAM model

IV.D.3 – 06 Delegation of Authority, Business and Fiscal Affairs

IV.D.3 – 07 Chancellor’s fiscal update August 2020

IV.D.4 – 01 AP 2430: AP 2430 Delegation of Authority of the Chancellors Staff

IV.D.4 – 02 AP 7124: Management Performance Evaluation

IV.D.5 – 01 Strategic Goal Crosswalk

IV.D.5 - 02 BC Strategic Plan 2018-2020

IV.D.5 – 03 BCC Educational Master Plan 2009-2021

IV.D.5 –04 District’s Strategic Plan year XXXX-XXXX DRAFT

IV.D.5 – 05 BPAP 3225: Institutional Effectiveness guide institutional effectiveness

IV. D.5 – 06 PBIM Summit 2019

[IV.D.5 – 07](#) Minutes from APU and Resource Allocation validation process fall 2019

IV.D.5 – 08 BP 3250: Institutional Planning

IV.D.6 – 01 BPAP 3250: Institutional Planning

IV.D. 6 – 02 PDF PGC minutes, fall 2020

IV.D. 6 – 03 PDF PBC minutes, fall 2020

IV.D.6 – 04 PDF CIPD minutes, fall 2020

IV.D.6 – 05 PDF DAS minutes, fall 2020

IV.D.6 – 06 PDF CE committee minutes, fall 2020

IV.D.6 – 07 PDF CE committee minutes, fall 2020

IV.D.7 – 01 Delineation of Function chart (focused version that the Chancellor and Presidents used, not ACCJC version)

IV.D.7 – 02 Job announcement, BCC Director of Financial Aid

IV.D.7 – 03 Goal alignment/crosswalk
IV.D.7 – 04 PCCD Strategic Plan 2019-XXXX DRAFT

H. Quality Focus Essay

Project #1: Redesigning Guided Pathways in Support of Equity-Focused Student Achievement

Overview

In accordance with the College’s mission to provide our diverse community with educational opportunities, promote student success, and transform lives, Guided Pathways offers a framework for redesigning College processes and services to achieve our mission goals and increase student achievement. Beginning in 2020, Guided Pathways at Berkeley City College has been reimagined to more effectively support students’ academic decision-making by fostering new dialog and action campus-wide.

Guided Pathways at Berkeley City College is grounded in the college’s vision and core values: student-centeredness; a focus on academic excellence; commitment to diversity, equity and social justice; and promotion of innovative thinking. In this spirit, Guided Pathways-related work will encourage innovative, data-driven, and project-based thinking and action to address student achievement. A series of transformational projects planned for the 2020-21 year will create a foundation for institution-wide change.

Overarching Project Goal

- Designing academic and career pathways for students that are supported through integrated campus-wide, student-centered, equity-minded, and data-driven processes

Guided Pathways at Berkeley City College is an integrated and institution-wide initiative designed to support student outcomes such as course persistence, retention, and completion. The College’s Guided Pathways model focuses on the total student experience from entry point through to transfer, credentials, and career. Modeled after the four pillars in earlier Guided Pathways work, our work aims to (1) Clarify the path: create clear curricular pathways to employment and further education; (2) Enter the path: support and help students explore academic and career options from the beginning of their college experience and align their coursework; (3) Stay on the path: help students make informed choices; and (4) Ensure learning: ensure that learning is taking place with intentional outcomes.

In recent years, the BCC design team has reimagined the Guided Pathway framework into three pillars and a fourth overarching commitment to learning: (1) “Moving In”: successfully beginning a college career, (2) “Moving Through”: supporting student learning, progress, and retention, and (3) “Moving On”: facilitating and improving completion rates. Reinforcing these three pillars is a commitment to ensuring learning by focusing on effective teaching. Furthermore, the design of clear academic and career pathways supports all of these.

The most recent Guided Pathways work at Berkeley City College has included several pilot projects:

- **Embedded Counseling in ENGL 1A Plus Courses:** In a collaboration between the Counseling and English Departments, a series of counselor visits were scheduled to English 1A Plus courses throughout fall 2019. Counselors presented at a total of six English 1A sections (of which 5 were 1A Plus), reaching approximately 150 students. Topics included campus resources, the importance of Student Education Plans, transfer information, and Pathway options. Counselors provided brief presentations during these scheduled visits, building rapport with students while delivering important information and updates. This partnership, which is ongoing, aligns with several Guided Pathways pillars. Specifically, through this process students are able to gain insight into classes needed for graduation or transfer (Pillars 1-3), learn about resources that support their mental health and academic outcomes (Pillar 2), and understand the need to create a long-term educational plan to ensure on-track completion of their academic goals and insight into future academic or career pathways (Pillars 1 and 3).
- **Completion Velocity Pathway – Health Pathway:** In this collaborative partnership between Berkeley City College and Berkeley High School Academy of Medicine and Public Service (AMPS), a health pathway is supported for students. This partnership provides high school students with a head start on the skills and knowledge needed to earn certificates of achievement, associate’s degrees, bachelor’s degrees, and preparation for careers in health and human services. Beginning in fall 2019, a Berkeley City College faculty lead, counselor, and Berkeley High counterpart designed and coordinated curriculum sharing and a series of student support workshops. These workshops included enrollment support, a Canvas workshop, and embedded classroom support at Berkeley City College. During the 2019-2020 year, over 25 Berkeley High School students enrolled in the College’s Human Services (HUSV) Pathway courses. Nineteen (out of 47 total) AMPS seniors are on track to graduate high school with a minimum of nine units completed at Berkeley City College. One overall goal of this project is to clarify career pathways and support the exploration of the health field for students (Pillars 1 and 2).
- **Building Connections and Accessing Resources:** In Spring 2020, the psychology program launched a series of activities targeted to “moving in” students and building a community of majors to increase student persistence and achievement. The campus Psych Club, lead psychology faculty, and dean of social sciences organized a “Psychedelic Ball” for declared and prospective majors which over 70 students attended. This event provided attending students with access to resources such as tutoring, counseling, job and internship opportunities, scholarship opportunities, and peer support organizations (Pillars 1 and 2).

These were focused projects and captured more narrow student constituencies; the next step is to broaden the scope and reach of Guided Pathways at Berkeley City College. For the 2020-21 academic year, this work will focus on two major initiatives. The first will be establishing meta majors, or Designing Academic and Career Pathways. The second will focus on innovative, campus-wide implementation of Guided Pathways projects for each pillar, along with projects that focus on “ensuring learning”. These projects will collectively be known as Transformational Projects. Project proposals will be formulated during the Fall 2020 semester and implemented thereafter. Possible projects include organizing regular spring and summer “degree fairs” for

prospective students (Pillars 1 and 2), creating a sustainable and accountable student mentorship program that connects current students with university transfers and early-career alumni professionals (Pillars 2 and 3), or building a stronger culture of assessment throughout the College (Ensuring Learning).

A College-wide “Guided Pathways Design Team” will support both of these initiatives. This Design Team is led by faculty co-leads, the vice president of instruction, and vice-president of student services. The Design Team will comprise faculty and administrative leads for each of the three pillars (Table H-1). Design Team members will envision and communicate meta majors to campus constituencies and provide support to Transformational Project applicants and selectees.

Table H-1: Berkeley City College Guided Pathways Design Team Organization

	Pillar 1: “Moving In”	Pillar 2: “Moving Through”	Pillar 3: “Moving On”	Ensuring Learning
Leads	Instructional faculty Dean of Liberal Arts Associate Dean of Educational Success and Student Equity and Achievement Program	Counseling faculty Dean of Student Services	Instructional faculty Dean of Business, Science, and Applied Technology Director of Student Activities and Campus Life	Instructional faculty
At large Design Team members	Student leaders EOPS/CARE/CalWorks Office Veteran Affairs Office Transfer Center Additional instructional, counseling, and library faculty			

Target activities for Guided Pathways work at Berkeley City College are detailed in Table H-2.

Table H-2: Guided Pathways Action Framework

Activities	Persons/Groups in charge	Deliverables	Target Date
Phase 1: Creating Guided Pathways Leadership Team			
Appointment of faculty co-leads	Office of Instruction	Leadership of Guided Pathways work 2020-21	Spring 2020
Expansion and appointment of Guided Pathways Design Team	Faculty co-leads VPI and VPSS	Envisioning and implementation of Guided Pathways framework college-wide: Educating the campus community on academic and career pathways Management of Transformational Projects process	Starting Fall 2020, twice-monthly meetings
Phase 2: Designing Academic and Career Pathways (meta majors)			
Design of meta majors	Guided Pathways Design Team sub-group	Documentation of meta majors for College constituencies and general public	Fall 2020
Discussion with CCCCO Guided Pathways liaison	Guided Pathways co-leads	Workshop	Fall 2020
Academic Senate endorsement	Guided Pathways co-leads	Senate endorsement	Fall 2020

Student input on Academic and Career Pathways	Guided Pathways sub-group	Solicitation of student input and communication of findings to relevant campus constituencies	Fall 2020
Campus-wide launch of meta majors	Counseling faculty and Guided Pathways co-leads	Web revisions to reflect pathways	Spring 2021
Phase 3: Transformational Projects			
Formulation of project proposal process, including selection criteria, funding levels, and review team	Guided Pathways Design Team sub-group	Transformational Project overview and application	August 2020
Canvas page describing Transformational Projects and application portal	Guided Pathways Design Team sub-group	Canvas course shell available to the College community	September 2020
Advising potential project leaders	Guided Pathways Design Team	Office hours/inquiry portal on Canvas	September through October 2020
Review project proposals	Guided Pathways Design Team and campus community members	Scoring and prioritization of applications	November 2020
Project awards	Guided Pathways co-leads	Campus-wide announcement	December 2020

Transformational Project implementation	Project leads	Per project proposals	January-December 2021
Evaluation of projects	Project leads	Presentation to campus community or other relevant activities	Spring 2022
Institutionalization of successful project components	Campus-wide	Per project evaluations	Ongoing

**Project #2: Online Services Educational Engagement for Diverse Populations
Counseling and Tutoring Online Student Support Services**

Overview

Through continuous data collection, assessment, planning and service delivery, Berkeley City College ensures all students have access to core student support services that are critical to student success, including counseling and tutoring for academic support academic. Access has different meanings for different diverse student groups as well as for different learning formats such as in-person, online or hybrid models of student support. With the abrupt shelter-in-place orders issued in March 2020, the imperative to ensure online student support services to meet the needs of various diverse student groups became evident in terms of equitable access for all students. The following sections will provide an outline of the project goal, activities, plans and deliverables.

Overarching Project Goal

- Development and continuous improvement of online counseling and tutoring student support services with equity minded strategies, resource allocations and guidance in the online teaching and learning environment

In the fall of 2018, our counseling appointment scheduling system saw its first major change from in-person services to online counseling support for our students was the appointment scheduling migration from the desktop Scheduling and Reporting System (SARS) program to a cloud-based SARS Anywhere platform, where students are able to schedule their counseling appointments online. This provided enhanced access to counseling for all students, both on campus or online.

In the fall of 2019, the Berkeley City College Counseling Department staff, faculty and administrator started discussions on how we can expand our online counseling support to

students, as we reviewed and analyzed demographic and counseling data in preparation for our Annual Program Update (APU) process. We looked at our student access data for counseling in academic year 2018-2019 and found that of the 6,220 students who used counseling services, 54 percent were female, while 44 percent were male, 1 percent were veteran and foster youth students, and 6 percent were DSSP students. The ethnicity breakdown included 25 percent Latinx, 24 percent Asian, 24 percent White, 16 percent Black/African American, and less than 1 percent Pacific Islander and American Indian. The largest age group were 19-24 years old at 50 percent and 16 percent of the students in the 25-29 age range.

Table H-3 below shows the demographics of the 6,220 students who accessed counseling services in 2018-2019.

Table H-3 Demographics of Students Accessing Counseling Services, 2018-19

Student Demographics	Number of Students	Percent of Students
Not Veteran	6131	99%
Veteran	89	1%
Not Foster Youth	6178	99%
Foster Youth	42	1%
Female	3331	54%
Male	2713	44%
X	176	3%
DSSP	399	6%
Not DSSP	5811	94%
Hispanic/Latino	1566	25%
Asian	1500	24%
White	1488	24%
Black/African American	1026	16%
Two or More	461	7%
Unknown/NR	152	2%
Pacific Islander	17	0%
American Indian	10	0%
No Pell	4815	77%
Pell Recipient	1405	23%
19-24	3137	50%
25-29	1010	16%
16-18	702	11%
35-54	631	10%
30-34	488	8%
55-64	134	2%
65 & Above	62	1%
Under 16	56	1%
Grand Total	6,220	

In reviewing the data, the Counseling Department realized that we need to further develop engagement activities with students who identify as veterans (1%) and foster youth (1%) and DSSP students (6%). Perhaps it may be that students who identified within these student

populations feel more comfortable working with the counselors in those programs. Further collaborations with the Veterans program, EOPS and the DSSP programs to help increase support of these student populations is needed. We also found that the students who engage with counseling services is representative of the student body of Berkeley City College, which is comprised of a diverse and representative student body from different ethnic backgrounds, with Latinx students as the largest group in 2018-19 at 25 percent, followed by Whites at 24 percent, Asians at 22 percent, and African Americans at 16 percent. The demographic shift has fluctuated between 1-2 percent over the past four years. While the percent of African American, Filipino, American Indian/Alaskan Native, Multi-Ethnicity, and Pacific Islander students have remained the same from 2016 to 2019, Hispanic students have increased by 1 percent, Asian and White students declined by 2 percent.

The Counseling Department understood that as the College offers more online courses, we have to appropriately support all learners, regardless of modality, which is why discussions to expand on online counseling support services were extended to District-wide shared governance committees, including discussions in the Counseling Functionality Team (CFT) and at the All Counselors District-wide Planning meeting in October of 2019. The district-wide decision was made to explore both Zoom and Cranium Café as online counseling platforms at each respective campus. Our counseling team coordinated demos on both tools to explore and evaluate the appropriate tool to consider for purchase and implementation. Our long-term goal is to find the online platform that best meets the needs of our students, but in the spring of 2020, due to the COVID-19 shelter-in-place order, we quickly transitioned on-campus counseling to fully online support, by integrating cconferzoom with our SARS Anywhere scheduling platform. While Zoom has been a great tool for our counseling department to support student counseling needs, we know it has challenges with FERPA and HIPAA compliance, and lacks some other features for user interface. For these reasons we have decided to use Cranium Café and the ConexEd's scheduling tools. Cranium Café meets ADA and HIPAA compliance, is FERPA supportive, and will allow us to integrate the ConexEd appointment scheduling system, utilize document sharing and Cranium classrooms that support student engagement and development.

In addition to our plan to expand on online counseling support services, the department continues to improve upon our services to all learners on campus and online, we have also identified other areas for improvements, including converting all hardcopy counseling forms to electronic forms, the development of an online prerequisite clearance submission process and updating our Counseling Department web page.

Project Implementation

Online Counseling

Starting in the fall 2020 semester, we offered online counseling workshops on college success skills, career exploration, transfer basics, Transfer Agreement Guarantees (TAG), and online university representative webinars in collaboration with the Career and Transfer Center. The counseling department works very closely with the Career and Transfer Center to complement online support services to BCC students with career exploration activities and guidance with the transfer process to 4-year universities. A recent student survey from the Career and Transfer Center found that 84.4 percent of students who visit the transfer center shared that they were able

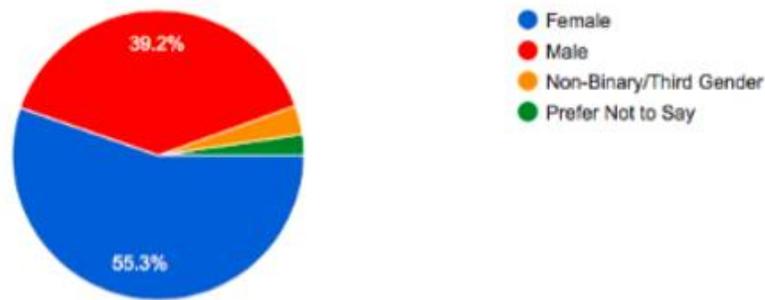
to access relevant college information and resources needed for their transfer process, while 66 percent of the respondents shared that they gain useful knowledge of the career development process. Nearly three-quarters (71.9%) of the respondents shared that after using the center support services, they are able to better identify their academic and career goals. As we look at the ethnicity and gender of the students who visited the Career and Transfer Center, we found that more female students (55.3%) than male students (39.2%) seek out support and 20.8 percent of the students identified as White (Non-Hispanic-White or European American), 17.1 percent identified as Black/Afro-Caribbean/African American, 16.7 percent were Latinx/Hispanic American, 15.3 percent identified as East Asian/Asian American, and 11.6 percent Multi-racial.

The Counseling department and the Career and Transfer Center are both focused on enhancing our services to provide equitable access to students, especially for disproportionately impacted student populations through continuous review and improvement of services and in particular online support services.

Figures H-1 and H-2 Career and Transfer Center Survey Results - Demographic Charts

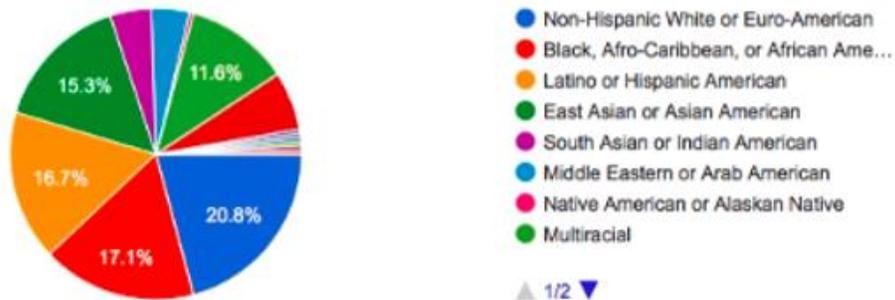
My gender is best described as

217 responses



My ethnicity is best described as

216 responses



As we look at our student engagement and success data, we know that one service alone will not fully engage and support a student through completion of their educational goals. We have taken a holistic approach to introduce and engage students to as many services to support their success. Student Services information is also embedded in counseling curriculum, outreach and in-reach efforts. To complement our online counseling services, Berkeley City College implemented the road map to matriculation via the BCCMyPath website with checklists for completion of important onboarding tasks including financial aid, major exploration, orientation, and assessment. This tool helps nudge new students through matriculation and informed the next stage of our strategic conceptual framework of meeting students wherever they are with continuity of engagement in online services.

Online Tutoring

The college established a Tutoring Working Group in fall 2018 with the charge to develop standardized operations for tutoring in compliance with Title 5 regulations in CA Education Code, including: establishing a model for tutor training; designating campus tutoring centers; developing processes for referring students to tutoring, hiring tutors, and recommending students to be tutors; identifying best practices for online tutoring and embedding tutors in courses. The group presented its recommendations to the ASBCC, Classified Senate and Academic Senate in spring 2019. In fall 2019, faculty and staff engaged in projects to pilot embedding tutors in online courses and review platforms for online tutoring. In spring 2020, when all classes and services were moved online during the COVID-19 emergency, the Learning Resource Center (LRC) and Writing Center quickly moved their courses and services online using Zoom, which they found worked better for students than Pisces and other platforms. The college also activated Net Tutor to expand both subject offerings and hours of availability, and set up SARS Anywhere to schedule appointments for and track usage of the LRC. For fall 2020, all tutoring courses and services are successfully being offered online at the same level of quality, quantity and measurability as previously offered on campus. When the campus resumes regular operations, distance education students’ access to tutoring courses and services will be equal to that of students studying on campus.

In the tables below, we’ve listed activities, persons/groups in charge, deliverables and the target completion date for online counseling and tutoring services.

Table H-4 Counseling and Tutoring Online Student Services Action Framework

Activities	Persons/Groups in Charge	Deliverables	Target Date
Online Counseling Background			
Migration from SARS Desktop to SARS Anywhere Increasing equity and access to counseling	Counseling Department College and District IT Departments	Students are able to schedule appointments online via e-SARS, instead of coming on campus or calling in to schedule an	Completed Fall 2018

services via online appointments		appointment during hours of operation	
Transition from paper forms to electronic forms to support online counseling	Counseling Department Admissions & Records	All forms are pdf fillable and are posted online Training of faculty and staff to process the forms Develop tracking system of the forms from submission to end Develop instructions for students on how to complete the forms and submit it	Started in Fall 2018 and is ongoing
My Path Implementation Increase equity and access to the enrollment process by having a checklist to guide new and returning students	Counseling Department District IT District Student Affairs	Students can view and see their matriculation step, understand and complete the enrollment process, including the financial aid application	Implemented Fall 2018, updates and maintenance is ongoing
Online Counseling Tool Exploration Zoom Cranium Cafe	Counseling Departments across the Peralta District Counseling Functionality Team (CFT) District Student Affairs	Discussed with District-wide counseling faculty and administrators Demos for Zoom and Cranium occurred at each of the four Peralta Colleges Coordinated with District DE Committee to align with the DE instruction and student services	Research began Fall 2016 with colleagues at College of Alameda. Discussion started in Fall 2019 at BCC
Implemented Zoom Tool for Online Counseling	Counseling Department	Professional development and trainings of all	Spring 2020

Increasing access and equity for students to online counseling services	College and District IT Departments	counselors to use zoom for counseling	
Online Counseling Vision			
Trainings and Implementation of Cranium Café Purchase Cranium Develop Training Schedule Roll out implementation in Stages throughout 2020-2022 Academic Years	BCC Counseling Department and Districtwide Counseling Teams District Distance Education Committee District IT District Student Affairs	Coordinated with the District Distance Education Committee on selection and implementation of online counseling tool, develop policy and consult with Academic Senate to update the Board Policy (BP) and Administration Policy (AP) if needed	Spring 2020 Initial trainings for Counselor Fall 2020 Purchase Tool and Plan Roll out Spring 2021 Develop Planning and Training Timelines Fall 2021 Initial Implementation of Cranium Tool and continue extensive trainings for counselors Spring 2022-Fall 2022 Continue with roll out of Cranium Tool and Integration with Peoplesoft Spring 2023-Full implementation campus-wide
Online Pre-requisite Clearance Request Submission Increasing equity and access for placement into college level course (AB 705)	Counseling Department Campus Webmaster	Students will be able to submit prerequisite clearance request online to our Qualtrics survey form on the Counseling Department web page	Spring 2021
Counseling Department Website Update	Counseling Department Web developer	Coordinate with the web developer and the Public Information Officer to update the web page	Ongoing

<p>Increase equity and access to College, transfer and career information for learners of all abilities</p>	<p>Public Information Office Vice President of Student Services</p>	<p>Continually review and update information</p>	
<p>Transfer and Application Workshop Website Utilizing Zoom</p> <p>Equity focus for in reach activities to increase DI student's completion and transfer rates</p>	<p>Counseling Department Transfer and Career Center Coordinator</p>	<p>Partner with the Transfer and Career Center to develop and schedule online workshops utilizing Zoom for SEP, Transfer 101, TAP, TAG, Career Exploration- Support students with pathways – special focus to DI groups</p> <p>Transfer and Career Center provides online Chat services for quick transfer questions</p> <p>Transfer and Career Center coordinates to have virtual university representative meet with students online</p>	<p>Ongoing</p>
<p>Counseling Department Pedagogy</p> <p>Facilitate self-awareness and interpersonal skills ie. work effectively with others in groups, and culturally sensitive</p> <p>Explore the spectrum of career awareness</p> <p>Empower students</p> <p>Provisions for equity and success</p>	<p>Counseling Department Faculty and Staff</p>	<p>Ongoing Professional development for counselors</p> <p>Survey on Service Area Outcomes (SAO) and continuously review and update action plans</p> <p>Partner with Transfer and Career Center to facilitate workshops for students</p> <p>Ensure students have the computer skills to use the online counseling services</p>	<p>Ongoing</p>

College wide student success correlation			
Supporting the counseling profession, heightened by COVID-19, BLM, etc.			
Online Counseling Strategic Conceptual Framework <i>Strategic Online Services continuity engagement plan for each population with focus on disproportionately impacted students</i>			
Student Group	Activities	Deliverables	Outreach and In Reach Time-frame
New & Matriculating Students Undecided Identified Educational Goal BCC Major Transfer Noncredit transition to credit programs Career Education	Guided Pathways Activities Development of SEP's for all matriculating students Roadtrip Nation for undecided students Focus 2 Assessment Counseling courses First Year Experience Learning Community: Umoja, Puente, EOPS, DI Group targeted initiatives Workshops focus on transfer, TAG, Career Exploration	Student will have SEP to guide them through to completion of educational goals DI group case management Complete TAP/TAG of first semester for UC transfer pathway students Attend transfer workshops and meet with university representatives Faculty Advising for local certificates and degrees and transfer to CSU, UC and private colleges	By the time student completes 15 units
Exempt Students High School Students Personal/Professional Enrichment	Targeted outreach to local feeder high schools: Eg Berkeley High, El Cerrito High, Emery High, Albany High, Richmond High	Enrollment in the Stay Focused Get Focused Counseling course- Counseling 224	Ongoing, outreach occurs in the freshman year in high school for the DI groups

	<p>High School Student Success Day (Virtual)</p> <p>Online Workshops focus on transfer, TAG, Career Exploration</p>		
Continuing and Returning Students	<p>Online Guided Pathways activities</p> <p>Develop of SEP's for all matriculating students</p> <p>Online access to Roadtrip Nation and Focus 2 Assessments</p> <p>Enrollment in online counseling courses</p> <p>Workshops focus on transfer, TAG, Career Exploration</p>	<p>Complete TAP/TAG for UC transfer pathway students</p> <p>Attend transfer workshops and meet with university representatives</p> <p>Faculty Advising for local certificates and degrees and transfer to CSU, UC and private colleges</p>	By the end of the first semester or a semester since returning to BCC
Probation and Dismissal	<p>Provide Online Probation and Dismissal Workshops</p> <p>Virtual Case management and targeted intervention</p> <p>Collaborate with Wellness services, EOPS and LC to ensure support for students</p> <p>Work with Financial Aid office to ensure students complete FAFSA, BOG and is making Satisfactory Academic Progress (SAP)</p>	<p>Update SEP as appropriate</p> <p>Student will be off the probation/dismissal hold and continue contact with assigned counselor</p> <p>Student will be eligible for financial aid</p> <p>Student will stay engaged with their academic pathway goal(s)</p>	When students are on probation and dismissal hold

Online Counseling Support for New and Matriculating Students

The framework to provide online support services to new and matriculating students will depend

on the student's enrollment status. New undecided students will take part in online Guided Pathways activities, have a Student Education Plan (SEP) developed, participate in Road Trip Nation and Career Exploration online workshops, encourage to enroll in an online College Success (Counseling 24) or a Career and Life Planning (Counseling 57) course by the time the student has completed 15 units at Berkeley City College (BCC).

Students who have identified educational goals can also participate in all activities for undecided students, but will start by scheduling an online appointment with a counselor to develop their Comprehensive SEP based on their declared goals by the time the student completes 15 units at Berkeley City College. All new and matriculating students will be encouraged to participate in online workshops focus on completing a local BCC certificate and or degree, highlighting the Associate Degree for Transfer, Career Education pathways and transfer information to the California State University, University of California, out of state and private colleges. Online counseling support will also focus on concentrated activities to engage students who are disproportionately impacted at Berkeley City College. For these identified groups of students, online workshops and activities will include small group workshops to provide more hands-on support and follow up check-ins and intervention with the same counselor, which will include coordination with the UMJOA, Extended Opportunity Program and Services (EOPS) and Learning Communities Programs staff and faculty, to provide intensive online one-on-one counseling support.

Online counseling is available for students who have started at BCC in the noncredit programs through online classroom presentation by the counseling department, to share about the services counseling has to offer to support noncredit students in their transition to our credit programs. Follow up online counseling sessions can be schedule with a counselor to ensure students have a SEP to map out their coursework to a certificate, degree or transfer pathways.

Online Counseling Support for Exempt Students

Online counseling support for exempt high school students includes outreach to local feeder high schools such as Berkeley High, El Cerrito High, Albany High, Emery High and Richmond high via Zoom to encourage enrollment at BCC, and in particular enrollment into the Learning Community cohorts. Follow up online counseling sessions are scheduled with students to develop SEP, if a student is interested in completing a certificate and or degree or transfer pathway to a university, in addition to enrollment into BCC's online college success course (Counseling 24) and Career and Life Planning (Counseling 57).

Exempt students who enroll at BCC for personal enrichment can access online counseling support by scheduling an online counseling session on the Berkeley City College Counseling Department webpage.

Online Counseling Support for Continuing and Returning Students

Continuing and returning students to Berkeley City College are able to access online counseling support through scheduling an online counseling session to update and or change their SEP as needed. All Continuing students should have an SEP develop after the first semester of enrollment or return to BCC. Students are encouraged to attend online workshops, such as TAP

and TAG, Transfer 101, meet with university representative workshops to explore transfer pathways to the UC and CSU and out of state and private college.

Online Counseling Support for Probation and Dismissal Students

Online counseling support for probation and dismissal students will include development of online probation and dismissal workshops. Students who have fallen into this status will have a designated counselor to meet online and follow up with in a case management model, to support and transition the student off probation and or dismissal. Often students who are on probation or dismissal have also encountered difficulty with eligibility with financial aid. The counselor will provide online support to the student and will work in collaboration with the Financial Aid office staff to ensure that the student has completed a FAFSA application.