

Accreditation 2021

Quick Reference Guide

Your guide to preparing for the Accreditation Site Visit
March 1st - 4th, 2021



KNOW IT! SHOW IT!

Berkeley City College has prepared for the upcoming Accreditation Site Visit for our 2021 Comprehensive Review. We have worked to “know” what it takes to provide an educational experience that is student-centered, equity-grounded, and committed to success and completion. Our collective work has resulted in “showing” our successes in our Institutional Self-Evaluation Review (ISER).

The Accreditation process is critical to our ongoing examination of our processes, policies, and practices, as we continue to build an institution that is relentlessly focused on students and the quality of their educational experiences. We recognize that it takes every single one of us to educate, support, and celebrate students as they achieve their academic and career goals.

The Accreditation Site Visiting Team is comprised of peers from across the state and region. Join us in welcoming our colleagues March 1 – March 4, 2021 to share with them the amazing place BCC is for our local community. We invite you to re-view this Accreditation Quick Reference Guide and become a part of our team that “knows it” and “shows it!”

On behalf of the Accreditation Committee,

Kuni Hay

Accreditation Liaison Officer
Vice President of Instruction

Charlotte Lee

Faculty Accreditation Liaison Officer

Dr. Phoumy Sayavong

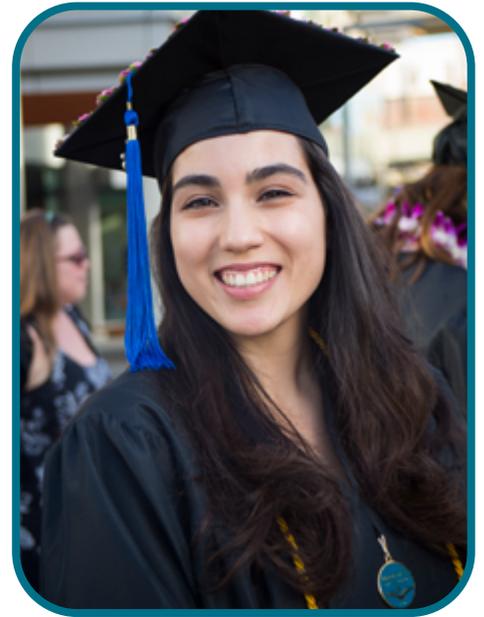
Accreditation Core Team
Institutional Research

Dr. Angélica Garcia

President
Berkeley City College

What is ACCJC Accreditation?

Accreditation is a system of self-regulation developed by higher education institutions to evaluate overall institutional quality and encourage continual improvement. Colleges and universities form membership associations to set up an accrediting agency and work with that agency to establish the quality standards used to rigorously evaluate the institutions. Accreditation standards represent the best practices in higher education and set a high expectation for quality. The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) is part of the Western region.



What are the Four Phases of Accreditation?

1. **Internal evaluation:** Institutional Self-Evaluation Report (ISER)
2. **External evaluation** by professional peers (Site visit)
3. **Commission evaluation** (ACCJC Commission reviews all materials and renders decision on accreditation status)
4. **Institutional self-improvement to meet evolving regional and federal standards:**
College commitment to engage in continuous improvement, action, and monitoring of accreditation.

Every seven years ACCJC members have agreed to undergo the comprehensive process to determine whether they are meeting the established Accreditation Standards and to develop ways to improve their future ability to serve students.

Every accreditation review starts with an internal evaluation. An ACCJC member institution engages in comparing itself to the Accreditation Standards, writes an internal (i.e., self) evaluation report, develops its own plans for improvement where needed, and submits the written analysis to the ACCJC for review.

At the second phase, a trained team of education professional peers from member institutions conducts an external institutional evaluation. The external evaluation team, comprised of volunteers, visits the institution, examines the institutional internal evaluation, examines institutional practices, and writes an evaluative report with recommendations both for meeting standards and for improving institutional practices.

The third phase occurs when the members of the regional accrediting commission evaluate all the information and make the decision on the accredited status of the institution. The Commission may also provide recommendations and direction for institutional improvement in areas where standards are not met or improvement is needed. The ACCJC Commission reviews institutional cases at meetings in January and June of each year.

The fourth phase is about self-improvement. Each institution uses the recommendations of the external evaluation team and the Commission to guide changes that enhance their educational quality and institutional effectiveness. Colleges also use their internal quality improvement processes in this phase.

Member institutions work to improve institutional performance between comprehensive reviews. The Commission may monitor and advise an institution on meeting and exceeding the quality expectations. If an institution is out of compliance with the Accreditation Standards, the Commissioners may require a follow-up report from the institution, or another team visit, and/or may impose a sanction and deadlines for the institution to come into compliance with all Accreditation Standards. A sanction signals the institution and the public that there are institutional issues that need to be addressed if quality is to be maintained. While on sanction, institutional accreditation continues and the institution works to resolve any such issues.

What are the accreditation standards?

The Accreditation Standards are the basic tools used by member institutions to gauge their success in providing high quality education and to continually improve. The Accreditation Standards focus a good deal on institutional practices that support student completion of certificates and degrees, and student learning. Accreditation helps assure that students get a sound and useful education that is of lifelong value.

Standard I: Mission, Academic Quality and Institutional Effectiveness

Section 1.A "Mission"

Section 1.B "Assuring Academic Quality and Institutional Effectiveness"

Section 1.C "Institutional Integrity"

Standard II: Student Learning Programs and Student Services

Section 2.A "Instructional Programs"

Section 2.B "Library and Learning Support Services"

Section 2.C "Student Support Services"

Standard III: Resources

Section 3.A "Human Resources"

Section 3.B "Physical Resources"

Section 3.C "Technology Resources"

Section 3.D "Financial Resources"

Standard IV: Leadership and Governance

Section 4.A "Decision-Making Roles and Processes"

Section 4.B "Chief Executive Officer"

Section 4.C "Governing Board"

Section 4.D "Multi-College District or Systems"

BCC SITE VISIT ~ MARCH 1-4, 2021

An external evaluation team will visit Berkeley City College from March 1-4, 2021. The team will consider information provided in BCC's Institutional Self-Evaluation Report (ISER), which was submitted on December 18, 2020, and determine whether the college meets Eligibility Requirements, Accreditation Standards, and Commission policies.

Because of restrictions related to COVID-19, the site visit will be conducted entirely virtually. We will be using Zoom as the platform for meetings.

Who will meet with the evaluation team and what can you expect during the Site Visit?

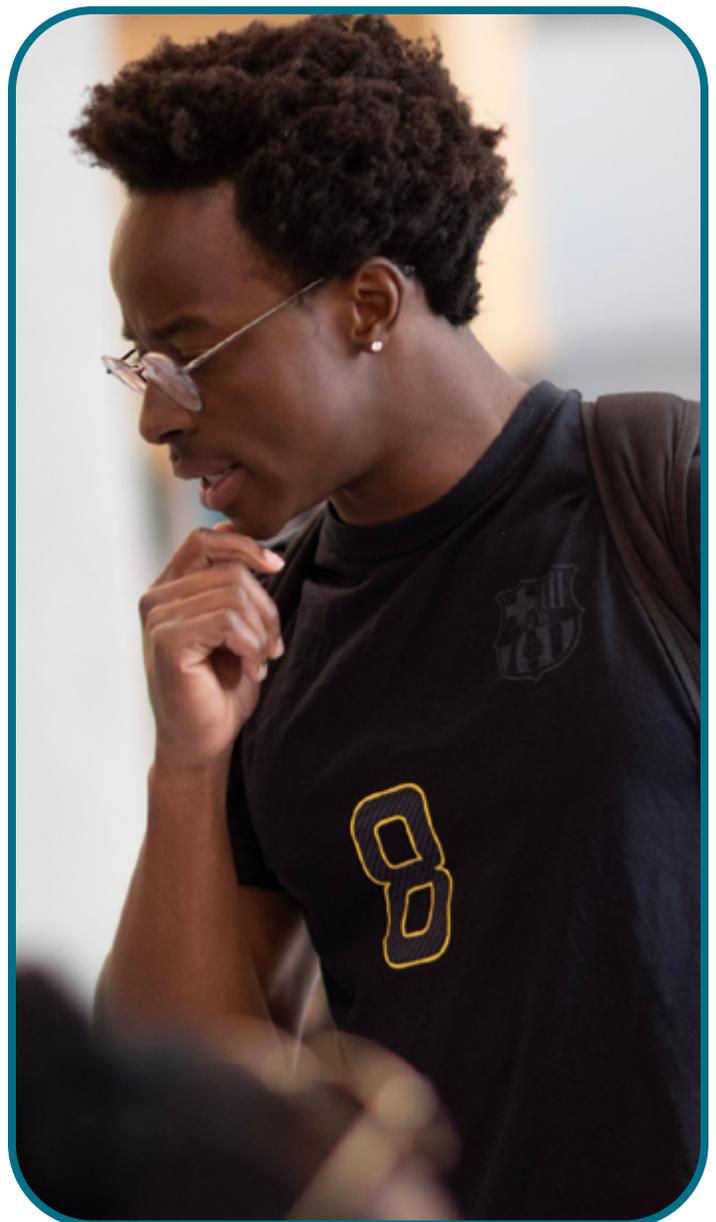
The Site Visit presents an enormous opportunity for BCC to showcase our commitment and practice to achieving the educational quality, equity, college values and priorities and the overall effectiveness as an institution in serving our students and community.

Meetings with BCC constituents and committees will be requested in advance of the site visit. Typical meetings scheduled include those with participatory governance bodies, the college President, college administrators, department heads, students, and others as requested.

The evaluation team may also schedule meetings to coincide with regularly scheduled meetings of participatory governance groups and other campus groups, including the PCCD Governing Board meeting.

There are two public forums (Tuesday, March 2, 2021 12:20 – 1:20pm and Wednesday, March 3, 2021 from 5:30 – 6:30pm) scheduled for community members to meet with the evaluation team members. BCC faculty, staff, and students, as well as community members are welcome to attend.

On the last day of the site visit, the Team Chair meets with the College President and later, with the members of the institution to present the team's exit report verbally. The exit report should not be filmed or recorded. The purpose of the exit meeting is for the evaluation team to share their observations, comments and major findings based on the team's evaluation of the ISER, supporting materials/evidence and observations made during the visit.



How will Online classes be observed by the evaluation team?

The evaluation team will be provided with archived courses from Fall 2020. These courses will represent two cohorts of courses taught remotely during this extraordinary time of COVID-19:

1. Cohort 1: Courses previously approved to be taught 100% online for the distance education modality prior to COVID-19 that would normally be scheduled as a distance education course; and
2. Cohort 2: All other distance education courses offered 100% online in the distance education modality as part of the college's response to COVID-19

Each cohort will comprise at least 15 sections of courses or not to exceed 10% of the overall course offerings representing BCC.

What is the site visit schedule?

Currently being developed by the Visiting Team members and the College. Once finalized, the schedule will be available to you so that you will know when and with whom you will be meeting and what time.

Notes

Important Info

**Accreditation
Site Visit Dates:
Monday March 1**

through
Thursday March 4, 2021

**Visiting Team
Members:**



**CHAIR
Dr. Keith Curry**
President of
Compton College

Lauren Sosenko
Compton College

Will Bretbach
Shasta College

Dr. Guillermo Castilla
San Jose Evergreen Valley College District

Dr. Ryan Conner
Los Angeles Community College District

Dr. Roland Finger
Cuesta College

Brian Tuniko
Kapi'olani
Community College

Dr. Damien Peña
Ventura College

Dr. Thad Russell
Porterville College

Sandy Wagner
Defense Language Institute Foreign
Language Center

Berkeley City College Mission, Vision and Values

Mission

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

Vision

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

Values

Berkeley City College embraces values which allow all members of our college community to grow and thrive. Our values include the following:

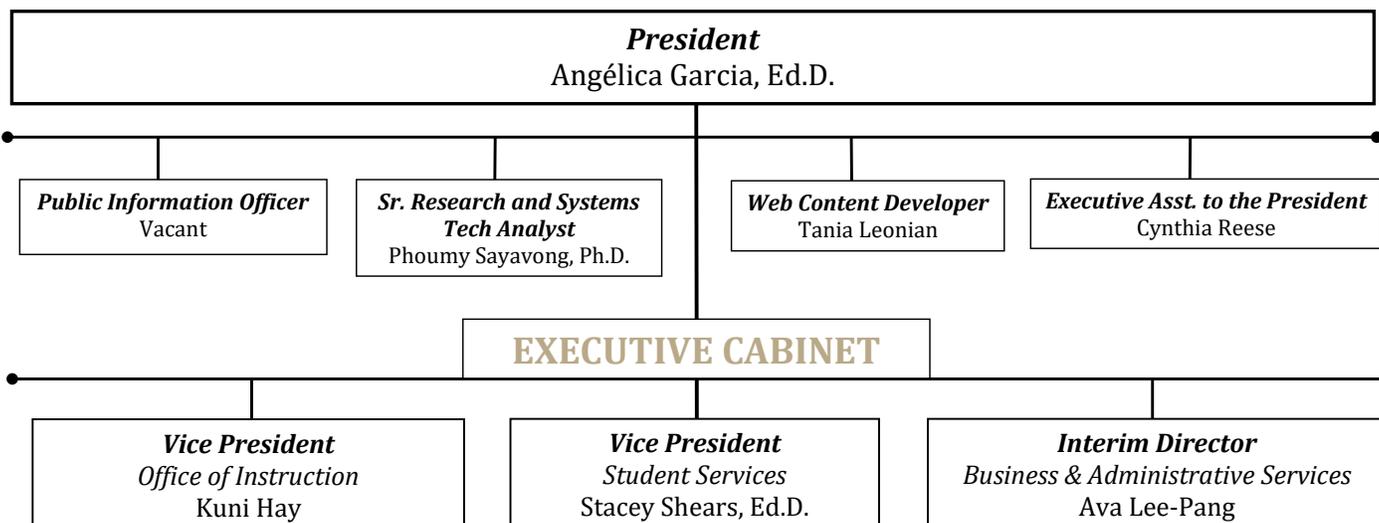
1. **A Focus on Academic Excellence and Student Learning.** We value our students' varied educational and experiential backgrounds and learning styles, as well as educational objectives.
2. **A Commitment to Multiculturalism and Diversity.** We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity, characteristics our institution seeks in its students, faculty and staff.
3. **A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society.** We value the fact that students live and work in an increasingly complex society and world.
4. **A Commitment to a Quality and a Collegial Workplace.** We value the high quality that characterizes everything we do.
5. **The Importance of Innovation and Flexibility.** We value innovation because it encourages our students to question the typical and expand their thinking in a flexible manner that allows them to understand life's dynamic potential.

([BCC Mission-Vision-Values](#)) Board approved March 24, 2020



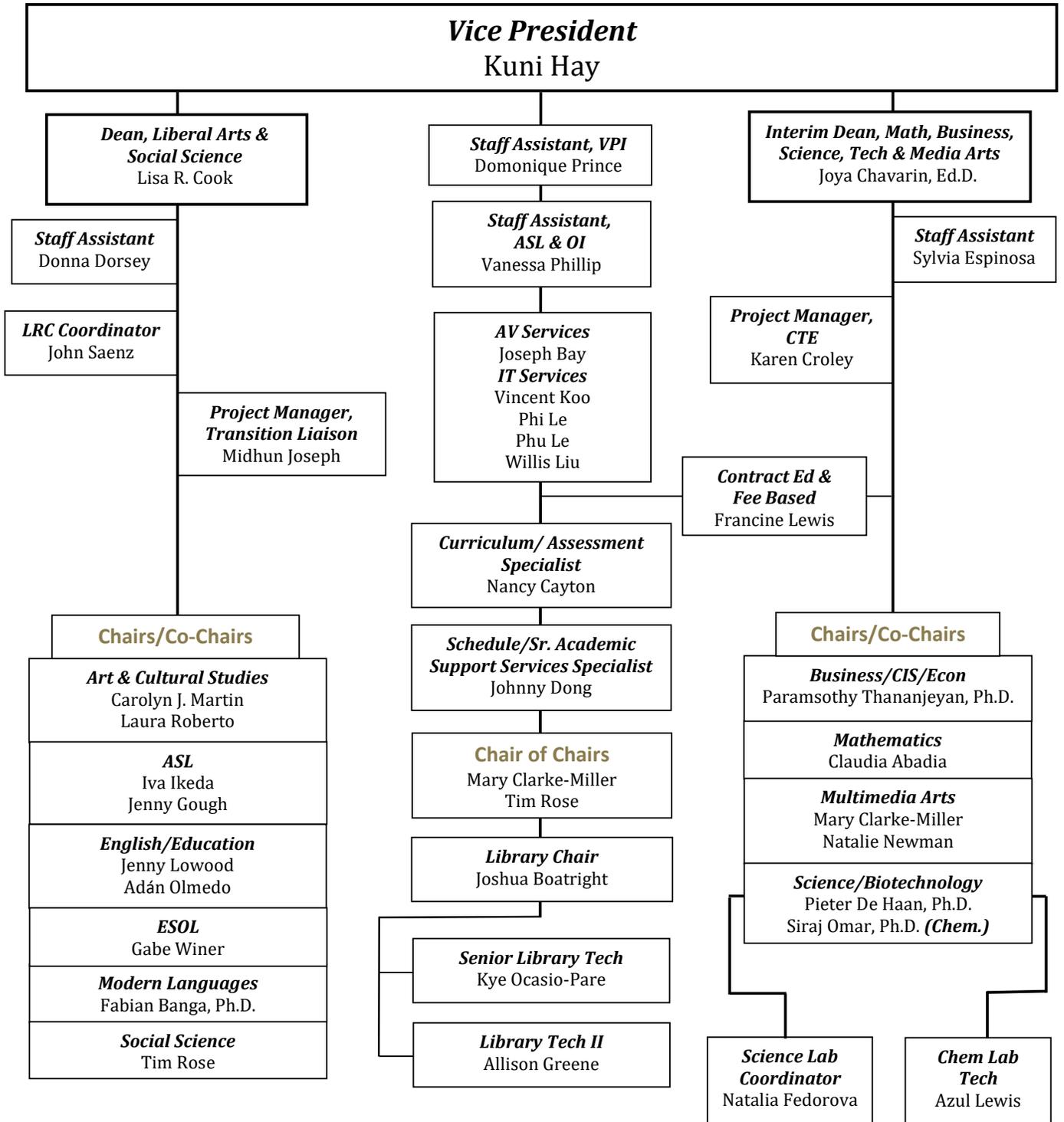
BERKELEY CITY COLLEGE

OFFICE OF THE PRESIDENT



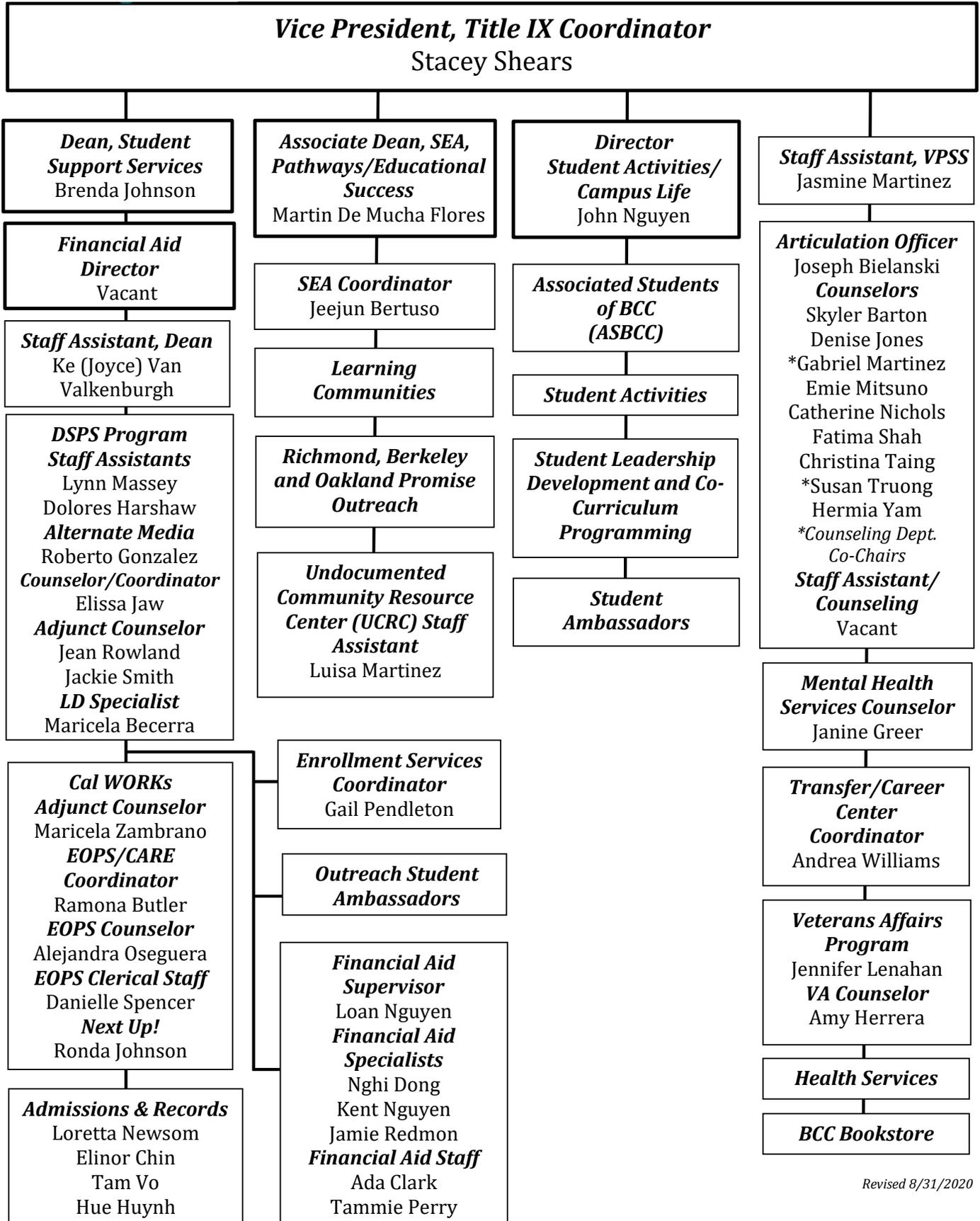


OFFICE OF INSTRUCTION - 2021



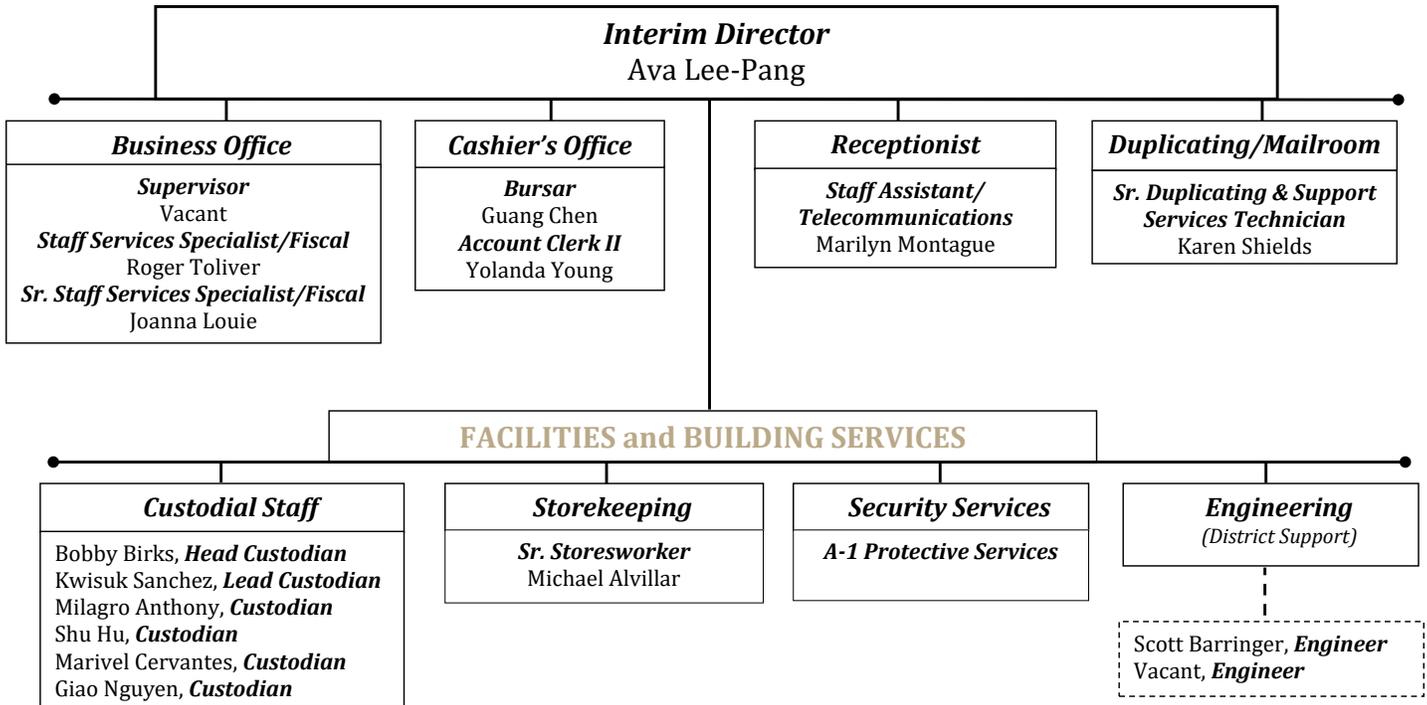


STUDENT SERVICES 2020-21





BUSINESS and ADMINISTRATIVE SERVICES - 2021



Berkeley City College comprises a diverse and representative student body and has been designated a Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) since 2018.



2018-2019

Ethnicity

African-American	1,719	16%
American Indian/ Alaskan Native	22	<1%
Asian	2,370	22%
Filipino	250	2%
Latinx	2,731	25%
Multi-Ethnicity	810	7%
Pacific Islander	35	<1%
Unknown	375	3%
White Non-Hispanic	2,608	24%
TOTAL	10,920	100%



BERKELEY CITY COLLEGE EDUCATIONAL MASTER PLAN 2016-2021 EXECUTIVE SUMMARY

The BCC Ed Master Plan can be found on the Institutional Planning web page [here](#).

In spring 2016, Berkeley City College completed a five-year update of its educational master plan. The 2016-2021 Berkeley City College Educational Master Plan (BCC EMP) 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. 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.

EQUITY-MINDED AGENDA

Berkeley City College is committed to creating an educational environment that is equitable and provides high quality teaching and learning environments where students succeed, with intentional focus on addressing the equity gaps that exist among historically minoritized student populations. To achieve this end, Berkeley City College has identified key strategies to achieve equity and to eliminate the education gap in student access (participation), learning, completion, and success with exemplary programs, comprehensive student supports, and culturally relevant professional development. From the newly formed President's Task Force on Equity & Racial Justice to our proven record of closing equity gaps in awarding Associate Degree for Transfer among Latinx students, BCC is integrating equity-grounded efforts throughout the College.

STRATEGIC GOALS: BCC has identified 5 goal areas that promote student success, completion, and that are in alignment with the PCCD goals.

GOAL ONE: Strengthen Resilience. Strengthen BCC students' abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.

GOAL TWO: Raise College Competence. Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.

GOAL THREE: Enhance Career-Technical Education Certificates and Degrees. Enhance BCC's 1-and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency or advancement in one's career.

GOAL FOUR: Increase Transfer and Transfer Degrees. Ensure that all of BCC's programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.

GOAL FIVE: Ensure Institutional Sustainability. Increase BCC's impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long term.

Notes



BCC Educational Master Plan (EMP) 2021-2026 & Strategic Plan Update:

BCC is currently engaged in comprehensive discussions, via the Participatory Governance structure, to inform the College's plan for Institutional Effectiveness, including updating the BCC EMP 2021-2026 and the BCC Strategic Plan. The discussions focus on the following points in preparation for the update process:

1. Evaluate the outcome of BCC EMP 2016-2021 in a) process, b) goals met or not met and why, c) discuss strategic and specific plan for improved update and d) structure for an update process.
2. Identify and connect existing institutional planning efforts: (Facilities Master Plan, Integrated Strategic Enrollment Management Plan, Student Equity Plan, Technology Plan including refresh plans)
3. Data-informed processes for informing goals that are grounded in the College's mission, values and goals.

2020-21 INSTITUTIONAL SELF-EVALUATION REPORT (ISER) TALKING POINTS

The full ISER report is available [here](#).

Introduction

The College offers 118 instructional programs in total: 36 associate degrees (AA, AS, AA-T, & AS-T), 7 CTE programs; 52 certificate programs. The College's Society of Scholars encompasses the four learning communities: Umoja, Puente, IGNITE Scholars (first year students who earn an associate degree for transfer), and the Promise Program.

The local community has supported the College's growth by passing two separate bond measures to build a robust and convivial campus for the College.

Areas of Growth to Highlight While Meeting the Standards

Overall

1. COVID-19 response: This required "college-wide" coordination as we moved quickly to maintain quality and continuity of services. It also urged us to move fully online in areas where this was already planned but accelerated due to the pandemic. Moving forward, this experience has reinforced our ability to move quickly, but deliberately and flexibly to meet unforeseen challenges.
2. Stemming from work in 2019-2020, the integration of the resource allocation process with the Comprehensive Program Review and Annual Program Update led College governance committees to call for the creation of the Integrated Planning & Allocation of Resources (IPAR) Committee. IPAR was implemented in Fall 2020 and its charge is to facilitate, with transparency, the budget development process, integration of program review/APU, and recommend an informed and balanced budget to the President, via the governance structure.

Standard I: Institutional Mission and Effectiveness

(I.A: Mission, I.B: Assuring Academic Quality and Institutional Effectiveness, I.C.: Institutional Integrity)

What's this Standard About?	This is how BCC is meeting the Standard
I.A. "Mission" Do we have a clear mission that guides our educational programming and support offerings?	BCC Mission, Vision, & Values serve as foundation to all of our decision-making for programs and services. Most recent Mission, Vision and Values were approved by the Board on 3-24-20.
What does our "Mission" address?	BCC's Mission, Vision, & Values address college's educational purpose and defines and the student population we serve.
I.B Do we have a structured dialog on student outcomes, student equity, and academic quality, institutional effectiveness and continuous improvement of student learning and achievement?	Dialogue occurs through Assessment Committee for student learning outcomes, President's Task-force for Equity and Racial Justice leads the work for student equity, the Academic Senate and Curriculum Committee assure academic quality, and Institutional Effectiveness Committee (IPC) leads the work on institutional planning and effectiveness.
Do we have SLOs and assessments for all programs at the college?	BCC uses SLOs for all courses PLO for all programs and ILO for institutional outcomes. They are done for Instruction, Student Services and Administrative Services. Program Review and APU process lead us to assess these outcomes.
I.C. How do we ensure institutional and academic integrity and how do we communicate them clearly and accurately with the public?	Accreditation status, mission, information on educational programs and student support services, learning outcomes can be found in the college catalog (OL and printed), class schedules (OL and printed), and website.
Where can we find policies that ensure institutional integrity are met?	The district has the Board Policies (BPs) and Administrative procedures on areas on the District, Board of Trustees, General Institution, Academic Affairs, Student Services, Business and Fiscal Affairs, and Human Resources. They are posted on the PCCD website.

Standard II: Student Learning Programs and Services

What's this Standard About?	This is how BCC is meeting the Standard
<p>II.A The institution offers instructional programs, library and learning support services, and student support services aligned with its mission.</p>	<p>All courses and programs at BCC, whether traditional or distance education, align with the stated mission.</p>
<p>How do we ensure and demonstrate that BCC's courses and programs are quality and meeting the required criteria, breadth, depth, rigor and sequencing, time to completion?</p>	<p>BCC's Curriculum Committee, through its committee structure and processes, ensures that the quality of courses and programs offered at BCC are meeting the standards and required criteria prescribed by the California State Chancellor's office and Department of Education.</p> <p>Department Chairs, Instructional Deans, and VPI also take responsibilities to ensure that the quality and standards of instruction are in alignment with the College's mission and state and federal regulations.</p>
<p>II.B. 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.</p>	<p>BCC Library and Learning Resource Center provide comprehensive academic support to students, such as individual and group tutoring, access to technology (laptop lending library), and embedded library faculty support for curriculum instruction.</p> <p>The Library faculty and staff work together to develop and maintain appropriate library resources.</p> <p>BCC Counselors work with students in individual and group settings, to create student educational plans focused on goal completion.</p>

What's this Standard About?	This is how BCC is meeting the Standard
<p>II.C. 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.</p>	<p>BCC assesses student needs for services regardless of location or mode of delivery, and allocates resources to provide for those services.</p> <p>BCC has protocols to verify that these services are equitable regardless of location or means of delivery.</p> <p>BCC Express Registration Days include real-time and integrated support from key staff in Outreach, Admissions & Records, Financial Aid, General Counseling, and IT support to promote seamless enrollment.</p> <p>BCC Career and Transfer Center provides regular workshops (54 this year so far!) and individualized support to students in completing the transfer application process. BCC is recognized for 3 consecutive years for high numbers of ADTs, as well as an inaugural Equity Champion for increasing Latinx student ADTs and transfer.</p>

Highlights:

1. Focus on building capacity in DE: Building a more robust participatory governance structure (DE Committee, DE Plan, etc.), numerous training and resource investments for DE instruction, strong online library services and student support services
2. Offering a robust suite of student support services: Innovations in the library (embedded librarians, OER initiatives), student-led food pantry, emergency monetary assistance for students, fully online A&R, Financial Aid, Student Activities and Campus Life, Counseling, Career and Transfer Center, Student Accessibility Services, Undocumented Community Resource Center, Puente, Umoja, Society of Scholars, Extended Opportunity Programs and Services, etc.
3. Successful AB705 implementation
4. Successful pathways making from High School/Adult School to completion of BCC degrees/job attainment/transfer.

Standard III: Resources

What's this Standard About?	This is how BCC is meeting the Standard
<p>III.A. Human Resources: Do we have appropriate hiring criteria ?</p> <p>Do we offer Professional Development programs consistent with its Mission?</p>	<p>BCC hires, trains, and evaluates all faculty, classified professionals, and administrators to ensure timely professional development to meet the needs of a diverse community.</p> <p>BCC Professional Development Committee and the BCC Teaching & Learning Center collaborated on an Equity-Minded Professional Development series for the 20/21 academic year with intentional, continuous, and focused PD for faculty, classified professionals, and administrators.</p>
<p>III. B. Physical Resources: Do we regularly assess the use of facility and use the results of the evaluation to improve facility or equipment?</p>	<p>As a result of a facilities capacity study, BCC is now in the design-build selection phase for our new building on Milvia Street (Completed by Fall 2024), which will house key program areas, such as Student Services, Instructional Programs, and Faculty offices.</p> <p>BCC Center Street building will undergo upgrades and renovations as part of the recent bond program.</p>
<p>III.C. Technology Resources: Do we evaluate the effectiveness of its technology in meeting its range of needs?</p> <p>Do we make technology related decisions on the results of evaluation of program and services needs?</p>	<p>BCC (and all PCCD Colleges) recently upgraded People Soft to enhance technological features connected to Enrollment, Business & Fiscal Operations, Human Resources, and the Student Data management systems.</p> <p>BCC's Technology Plan which includes Equipment Refresh Plan, informed by the College Comprehensive Reviews and Annual Program Updates, provide a clear map for addressing technology needs at BCC.</p>
<p>III.D. Financial Resources: Do we have established processes for financial planning, resource allocation and budget development?</p>	<p>BCC's newly implemented Integrated Planning & Allocation of Resources (IPAR) Committee provides coordination, integration, and communication regarding the college budget development process and its connection to institutional planning efforts.</p>

Highlights:

- Campus expansion to meet community needs: Plans underway for construction of a new building at 2118 Milvia and remodel of the existing 2050 Center Street campus

Standard IV: Leadership and Governance

What's this Standard About?	This is how BCC is meeting the Standard
<p>IV.A Decision-Making Roles and Processes Are there clearly defined roles in decision-making processes throughout the college? Are these evaluated? Is innovation encouraged at our college?</p>	<p>BCC has strong participatory governance bodies and a culture of consultation within the College. Evaluation takes place via retreats and participatory governance surveys. Examples of innovation include an ASBCC-led food pantry, President's Task Force on Equity & Racial Justice, implementation of the Integrated Planning & Allocation of Resources (IPAR) Committee.</p>
<p>IV.B Chief Executive Officer Does the college's CEO provide effective leadership by guiding institutional improvement and planning processes?</p>	<p>BCC President Angélica Garcia convenes President's Cabinet, Leadership Council (with senate leadership and union reps), and co-chairs the Roundtable for Planning and Budgeting Committee. She leads the review and revision of BCC institutional planning, including the Educational Master Plan, College Strategic Plan, Integrated Strategic Enrollment Management Plan, etc.</p>
<p>IV.C Governing Board Does the governing board have authority over and responsibility for policies that assure the academic quality, integrity, and effectiveness of student learning programs and services? Does the governing board ensure the financial stability of the institution?</p>	<p>Board Policies such as BP 1200 reflects PCCD's primary mission and the Board's commitment to fulfilling its responsibilities, including monitoring institutional performance and educational quality. Board Policy and Administrative Procedure 3225 address the District's commitment to institutional effectiveness, and Board Policy 3250: Institutional Planning outlines the process of institutional planning guided by the District's vision, mission, and core values statements.</p>
<p>IV.D Multi-College Districts Does the district CEO provide leadership and set expectations of educational leadership? Does the district have a system for allocation of resources?</p>	<p>The Chancellor provides leadership of district functions, communicates with district participatory governance bodies, and delegates responsibilities as appropriate to colleges. 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 Council.</p>

Areas for Improvement

The ISER contains one Actionable Improvement Plan

1. Improved assessment of SLOs: Working to build a “culture of assessment” throughout the college regarding assessment
2. Note that this is a college-wide effort with the Assessment Committee stepping up its activities in partnership with the Academic Senate, Integrated Planning Committee, Department Chairs Council, and Teaching and Learning Center

Areas of Innovation

Two projects identified in the ISER Quality Focus Essay as areas of innovation:

1. Guided Pathways: Currently implementing “transformational projects”: (a) student services utilization review, (b) alumni network building, (c) anti-racist community of practice, and (d) creation of meta-majors and program maps;
2. Building an online suite of student services, including counseling, utilizing and implementing Cranium Café, and tutoring.

