

College Response

Throughout the time period of this report (March 15, 2006 to March 15, 2007), Berkeley City College faculty, staff, and administrators either have been or continue to be members of different committees and task forces involved in district-level strategic planning. As such they have represented and spoken for the college at all these various district-level committees and action planning groups focused on the district-level integrated strategic planning process.

Berkeley City College has made the ACCJC integrated strategic planning recommendation a core piece of its business by making sure that the college, not only is actively involved in district-level integrated strategic planning, but also is using college planning data to inform and address district-level planning. The very fact that Berkeley City College planned and moved into a new building, continues to upgrade current educational programs within the context of a state-of-the-art building, pursues areas for new programs and services for the students and the community, and takes seriously its position in the Berkeley community, has provided additional incentive for Berkeley City College to be at the table for all district-level integrated strategic planning initiatives and action planning.

What follows is a review of Berkeley City College planning during the time period of this report and is presented in three sections: Administrative Services Planning, Instructional Services Planning, and Student Services Planning.

Administrative Services Planning:

Since March 15, 2006, the *major planning effort* for Berkeley City College has been the *completion of the new building, the move to the new building, the adjustment to the new building, and the potential it offers.* Living in the new building has provided an essential component for the faculty, staff, and students as everyone works to adjust to new processes and procedures for operation. This work provides some understanding of the potential for growth and expansion of services. While other planning efforts have happened and will be detailed below, clearly the planning efforts for the new building have been and continue to be the overarching initiative the college has engaged in during the time period for this report. The move consolidated an entire college (with all of its services, functions, classrooms, labs, and administrative offices located in three different physical locations throughout the City of Berkeley) into one compact facility.

The college President, the Vice Presidents of Instruction and Student Services, and the Business Manager devoted countless hours to working with Swinerton, the project manager; Amoroso, the construction firm; and various key district officials allowing the college to actually move from the rented facilities at 2020 Milvia Street to a permanent facility at 2050 Center Street, Berkeley. In addition to construction from the original plans for the building, the faculty had asked for changes in the office suites on the 5th floor; the American Sign Language faculty wanted changes to their classrooms; CIS and the Digital Video Arts faculty wanted changes in lab classrooms; and the Student

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Services personnel wanted areas reconfigured on the first floor to provide students easier access to many student services. All changes were approved by the trustees. This work is referred to as “tenant improvements” and a second contractor, Vila Construction, was hired to complete these tenant improvements. (See File #11: BCC Administrative Services Documentation)

The planning that has occurred in order for the actual move to take place began with Dovetail Decisions, Inc. working with the faculty and staff to identify their values with regard to the furniture and equipment for the new college. In fall of 2006 Transitions, Inc was hired to establish an inventory of all furniture and equipment and lists of necessary new furniture and equipment. Faculty, staff, and administrators were involved in the selection and placement of furniture and signed off on floor plans. (See File #11: BCC Administrative Services Documentation).

At the same time, the college also had to work with the various delays in the completion of the building. Originally the move date was to have been September 2005; it was changed in the late fall of 2005 to January 2006. The President, however, believed that the completion of construction would come sometime in the mid-spring 2006 semester and, not wanting to attempt to move the entire college mid-semester, established a move date in late May 2006.

At mid-semester, when it became apparent that the construction for the rest of the building would not be completed in time for a May move, the college decided to begin summer school two weeks early and schedule the move to begin at 5 pm Friday, July 14, 2006. Because of the constant delays, college administrative oversight was required to “push” the project manager and construction firm to complete the work. Key to the oversight and move-in date was course scheduling. A move-in date had to correspond with a time that would be least disruptive to class sessions.

At 4:45 pm on July 14th, the Berkeley Fire Department decided that the building could not be occupied. Immediately, the president called together all staff remaining on campus and informed them that the move would be from 2020 Milvia Street to the Allston Way Annex (one of the leased facilities that had been retained for backup classroom space). The leases for the other two facilities, Bancroft Way and Milvia Street, ended in July 2006.

As a result of the unforeseen change in move location, student service staff and instructional staff of the college met on Monday July 17th, at the Allston Way Annex and designed a plan for registering and serving students without disruption. The college was finally able to negotiate a shared occupation of the new building (2050 Center Street) and a move date of July 24th was selected. This was a shared occupation of the new building (2050 Center Street) negotiated between the general contractor, the college, and the City of Berkeley Fire Department, and it meant the college initially was confined to the first floor west side of the building. Finally on August 22nd (opening day for academic year 2006-2007) the college was able to move administrative offices to the 4th floor and faculty offices to their locations on the 5th floor. Between July 14th and August 22nd some

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staff had been relocated three times, but the college closed services on only two days, July 17th and 18th. It was an incredible period, with everyone providing thoughtful ideas for how services could continue. Throughout this time, “debriefing sessions” were held with staff twice a day. As the move progressed, the debriefing sessions dropped to once a day then to a couple of times a week. Finally written President’s Bulletins were substituted for most debriefings. (See File #11: BCC Administrative Services Documentation)

Throughout the fall semester 2006 work continued on the building, focusing on completion of the resilient wood and terrazzo flooring, the HVAC systems, AV equipment in the auditorium and classrooms, and security issues. As of this progress report, all areas under the general contractor have been completed except for some punch list items. A separate AV contractor, Spinitar, continues to install AV equipment in the auditorium and classrooms. All the tenet improvements areas, except the faculty offices, are still under construction. The student services areas (on the first floor) are scheduled to be completed February 15, 2007, with a move in date listed for February 22, 2007. The CIS and ASL classrooms and writing lab are scheduled to be completed in late March, and the Digital Video Arts Studio is scheduled for completion in April, 2007. As can be seen, building planning continues.

Because the college shares occupancy of the building with ongoing construction work, the president began holding Solution Summits in November of 2006. These have been open to all faculty and staff for the purpose of identifying issues that need attention and solutions to those issues. Solution Summits were held on November 3, 2006, December 8, 2006, and January 19, 2007. (See File #11: BCC Administrative Services Documentation) Facilities planning has been a main objective during this time period, in an effort to become the college envisioned in the Educational Master Plan.

Also during this time, the college changed its name from Vista Community College to Berkeley City College. The *name change* by substantive change report became official on June 1, 2006. This particular action alone has increased the visibility of the college, strengthened the college’s presence in the Berkeley community, and has increased enrollment. Banners were placed on light poles on Center Street, parking lots hung banners, highway and street signage was changed, and the result was as if a “new” college had been opened, with many saying they did not even know the old college existed. The name change was planned to coincide with the move and has resulted in a change in identity for the college and has led to increased connection with the City of Berkeley and various Berkeley businesses and organizations. In fact, on January 25, 2007, the City of Berkeley and Berkeley City College partnered to host Dr. Robert Reich (former Labor Secretary in the Clinton administration), who spoke on “How do Berkeley Businesses compete in a Global Economy?” providing a focus on the City of Berkeley and impetus to the Global Studies Program at Berkeley City College.

Enrollment at the college increased by 15% in fall 2006 and, as of this writing, is up 20% for spring 2007. (See File #11: BCC Administrative Services Documentation) These changes have created internal energy at the college, producing new ideas and possibilities

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for the “new” Berkeley City College. February 28, 2007, a staff development day, will provide an opportunity for the college community to “Imagine Berkeley City College” in an all-college facilitated retreat session.

Early in fall 2006, the interim college president was appointed by the Peralta Community College Board of Trustees as the permanent president. Upon being named permanent president, the college president highlighted many *planning efforts at the college* to document and emphasize where the college is “moving”. Following are the key areas the president emphasized in a document entitled “Act II.” (See File #11: BCC Administrative Services Documentation)

1. *Growth*: There is a need to publicly state BCC’s enrollment growth, emphasizing the increase in students applying for the Program for Adult College Education (PACE), Financial Aid, and Extended Opportunity Programs and Services (EOPS). These programs require full-time enrollment; thus, students are taking heavier loads. It needs to be noted that these programs also increase retention and persistence and serve BCC students well.
2. *Increased Transfer Rates*: The president drew attention to the fact that BCC is a leader in statewide transfers to UC Berkeley, “ranking 5th out of 109 community Colleges for transfers in spring 2004.” The president is involved in working with UCB Chancellor Robert Birgeneau and UCB Admissions Officer Walter Robinson to create stronger linkages between UCB and BCC. The college is also working with Dean Christopher Edley at Boalt Hall as well as CSU East Bay to increase transfers to that institution. The president has set a goal to “initiate an Educational Summit” to take place on the BCC campus. The summit would include superintendents and principals from the feeder high schools and the corresponding administrators from UCB to discuss ‘seamless’ transactions among and between the institutions. A follow-up meeting would occur with instructional-faculty to instructional-faculty and counselor-to-counselor collaborations.
3. *Bridging “the Gap”*: BCC is most aware of the achievement “gap” that currently exists statewide with the increase of students enrolling in basic skills education and their retention and persistence rates. The President addressed the BCC commitment to meet this need to bridge the “gap” and thus not only serve the highly skilled student but also the under-prepared student. Increasing services and curriculum offerings and building learning communities for students at the basic skills level “is essential to preserving the conscience, heart, and soul of BCC’s mission.” To meet this goal the college is working on a “Foundations Program” which is reported in the Instructional Services planning section below.
4. *Program Enhancement*: The president, as part of district-wide strategic planning, is providing the leadership to take the college through a process to update the Educational Master Plan. The college must address what new transfer courses it needs to enhance transfer options for students. For

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example, math, physics and the sciences in general need to be offered in breadth as well as depth to increase articulation agreement options for transfer. The president projected possible expansion in the areas of disaster preparedness, biotechnology, multimedia arts, physical science (geology and geography), economics, and other areas as identified through the college's educational master planning process

5. *Programs in the Arts:* BCC's placement in downtown Berkeley, (referred to locally as the Berkeley Arts district) adjacent to two professional theaters, the Jazz School, and other cultural venues, provides an ideal location for expansion and development of offerings in the arts. Over the next three years the goal is to work with community partners and the BCC faculty to explore the opportunities to expand our offerings in music and theater and establish a partnership with the new Berkeley Museum of Modern Art scheduled to move into the downtown area.
6. *Partnerships:* Berkeley City College currently has successful partnerships with the City of Berkeley, Berkeley Youth Alternatives, and Berkeley High School. Additional partnerships to be explored over the next two years include working with the YMCA, the Berkeley Chamber of Commerce, St. Joseph the Worker Church, Berkeley Youth Works, and the Berkeley Public Library. These partnerships would be valuable to the community as well as the college.
7. *Community Roots:* The College currently has strong connections with local governments in Albany, Emeryville, and Berkeley, and the president has made presentations at all the city councils and at the unified school board meetings for all feeder high schools in the service area. Further the President has strong ties with "Leadership Berkeley," the Downtown Berkeley Association, and the Chamber of Commerce. These connections will serve to further integrate the college into the community.
8. *Outreach:* Outreach marketing efforts always have been strong at the college and these efforts will continue (See comments below on the Strategic Marketing Planning). In spring 2006, BCC hired a part-time faculty member coordinate outreach to community centers and organizations and offered courses at those sites. ?? courses were offered at ?? sites. This faculty member is bi-lingual Latina and from the Berkeley area and taught six years in the Berkeley Unified School District before coming to work for Berkeley City College. Because of this individual's familiarity with the local communities, she was able to develop key outreach courses that increased both general enrollment and the enrollment of traditionally underserved populations. Some examples of this were ESL courses that were offered in the West Berkeley Senior Center, the West Berkeley Head Start Program, and the Berkeley "Even Start" program. These programs all serve lower income and ethnically diverse populations. Also, because of this outreach worker's background within the school district, she was able to develop numerous special courses in conjunction with the local high schools.

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This particular faculty member has moved out of the area, and the college has hired another outreach developer to continue working with community centers to offer classes in environments that are comfortable for individuals who want to be students but are not ready to come to the main campus. There is an effort to ensure continued development of inroads with traditionally underserved populations within our local communities.

Can we get some documentation on Rebeca's work?

9. *Special Programs and Events:* With the new building and the luxury of an auditorium that seats 237, Berkeley City College looks forward to hosting writing conferences and workshops, a lecture series, small cultural events, environmental sustainability events (BCC is a “green building” and was designed to be LEED certified), “Poetry Flash” readings, and various other community events. Such activities will enhance the learning opportunities for students and provide opportunities for community members to be engaged with the college.
10. *Making it all “Us” Mentoring New Leaders:* This goal was designed to engage in a variety of methods for mentoring new leaders and to demonstrate appreciation for all the hard work that staff provides. Further, the intention is to hold an all-college retreat, a leadership retreat, and to take a team to the Community College Leadership program offered by the Community College Leadership Institute (CCLDI). In addition opportunities will be provided for staff to participate in events such as the Congressional Black Caucus, the National Community College Hispanic Leadership Symposium, and the Asian Pacific Americans in Higher Education Conference. (See File #11: BCC Administrative Services Documentation).

The President meets every other week with the Leadership Council, comprised of administrators, academic senate and classified senate representatives, and the student government president. The Leadership Council is the consultative body that provides oversight to the various committees, constituencies, and activities at Berkeley City College.

With the move to a district-owned facility, Berkeley City College has hired new maintenance employees: one lead custodian and four shift custodians; a stores worker; a contract stationary engineer, with reassignment through the district of three other building engineers.

The college's *annual strategic marketing plan*, which is linked to the college catalogue and the schedule of courses, continues to be vital to BCC's success. The marketing plan guides a series of efforts which are integrated with all aspects of the college's institutional plan. Faculty, staff, student, and administrative groups annually are involved in the marketing planning process. Individual meetings with department chairs are held

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twice a year and in March and April the department chairs and deans meet with the Public Information Officer to review and revise their marketing plans.

In 2006, BCC's Marketing, Community Relations, and Outreach Committee worked to better integrate college marketing, community relations, outreach, and customer service. (See File #11: BCC Administrative Services Documentation) The Public Information Officer maintains excellent relationships with local businesses and schools, as well as community and non-profit organizations. Further, as part of the college's marketing effort, the college is represented on boards and steering committees which include business, K-12, and non-profit and community-based agencies. These connections are most important as over the next several years BCC continues to develop new programs and classes, and attract new and returning students. A strategic marketing plan is key to the future growth of the college.

Another key administrative service is the *business office* which provides oversight on fiscal matters. The Business Officer regularly meets with the college's *Budget Advisory Committee* (BAC). The BAC membership is comprised of faculty, classified staff, and administration. During this academic year student representation was added to the committee. For this academic year the committee is meeting on the first and third Wednesdays of each month. The charge for the 2006-2007 BAC is to set up a format, consistent with WASC standards for budget expenditures, so as to monitor whether the college's expenditures are consistent with strategic planning. The committee will measure its progress by using the financial resources section of Standard Three in the 2002 ACCJC Accreditation Standards.

With regard to the college budget, 90.6% of the college's unrestricted funds consist of salaries and fringe benefits. The remainder of the budget is used to support operations. As can be seen, there is only a small amount of money with which the Budget Advisory Committee can truly work. The exception to this is in the area of restricted funds. The BAC provides oversight of instructional supplies and instructional equipment dollars. Those funds are dispersed based upon criteria determined by department chairs. New monies received are reviewed and the BAC uses a systematic approach to allocating such new monies. The business officer works with the BAC to provide transparency to the budget and provides a budget book to that end. The BAC has recently reviewed a proposal for revising the budgeting process at the college. (See File #11: BCC Administrative Services Documentation)

Another committee which has taken on new significance in the new building is the *Health and Safety Committee*. With a move into the building before it was totally complete, the college was required by the City of Berkeley to utilize services to provide a fire watch in the building as a safety precaution. Further, because of the numerous occasions on which there were false fire alarms, much attention has been given to the fire drill process and evacuation of all students and staff. The committee will address writing and implementing a disaster preparedness plan/ emergency preparedness plan for the new building.

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As would be expected, *technology planning and implementation* has been a high priority with the completion of the new building. The response to Recommendation #10, below, provides details on technology planning.

At the beginning of the fall 2006 semester, the college hired a new *Research and Planning Officer*. This individual is quite skilled and has “hit the ground running” immediately (1) providing necessary program review data to faculty and administration, (2) providing attention to addressing and completing the Accountability Report for Community Colleges (ARCC), (3) becoming involved in the process for developing student learning outcomes at the program and course levels which are tied into the existing institutional learning outcomes/core competencies, and (4) interfacing with the district Office of Institutional Research and Planning. The hiring of a researcher is key to “data driven” college planning and to providing needed documentation for the upcoming accreditation self-study.

Foundations for our Future, the fundraising arm of BCC, is the last area of planning being worked on this spring 2007. Of major importance are the “naming opportunities” inherent in a new building and a “dedication event” for the new building. While a ribbon cutting ceremony on August 22, 2006 drew much public attention and was widely featured in local media publications and broadcasts, the ribbon cutting event was only the beginning event designed to increase public awareness of the college. The ribbon cutting event also served as a “thank you” to all of those who made the new BCC building possible.

The above addresses key areas of ongoing planning in administrative services. The report now addresses instructional services planning that has occurred since March 15, 2006.

Instructional Services Planning:

During the time period of this report, the Office of Instruction developed a “*Strategic Activities Chart*.” With the increased vigilance in the accreditation standards focusing on a “culture of evidence and documentation” the Office of Instruction has been attentive to developing a written chart of “strategic activities” that happen in the Office of Instruction. The chart lists various strategic activities, actions to be taken, the timeframe for the action, who is responsible for the activity, as well as providing a place for documenting activity completion in each academic year. This strategic activities chart covers areas that include faculty contracts, syllabi submission, book orders, class schedule development, requisitioning equipment and supplies, hiring of instructional assistants, the Office of Instruction Web page, program review, faculty evaluations, and other areas. (See File #12: BCC Instructional Services Documentation for the complete Office of Instruction Strategic Activities Chart).

Another key area of planning during this time period has been in the *Program for Adult College Education (PACE)*. PACE is one of the programs of distinction at the college and has been in existence since 1988. It is a learning community/cohort-based program which upon completion provides students with an Associate of Arts in Liberal Arts. The

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program is designed for working adults and classes are held in the evening, on weekends, and through distance education. Originally the program was designed to transfer students to the CSU East Bay Advance PACE Program.

In August 2006, a new PACE program director was hired. The previous program director is now the District Staff Development Officer. The incoming director, in keeping with the planning objectives developed by the previous director, has undertaken several initiatives to meet student needs, increase program enrollment, and address PACE faculty concerns. The most significant changes that have gone through a planning process leading to implementation are (1) redesigning the existing PACE curriculum to improve program- and course-level student learning outcomes; (2) crafting a marketing plan designed to increase program enrollment and increase visibility of the program with Bay Area employers and community stakeholders; and (3) creating a mechanism by which PACE students, faculty members, and administrators can better communicate and share information with each other to strengthen the learning community model of the program. The following will provide information on these three areas:

1. Based on college research, it is clear that there is a different/changing population of students applying to the PACE program. In an effort to meet current student needs and with attention to student learning outcomes/core competencies, one of the initial curriculum changes has occurred in the area of “computational skills.” (The seven BCC institutional SLOs are: Ethics and Personal Responsibility, Communication, Critical Thinking and Problem-Solving Skills, Information Competency, Global Perspectives and Valuing Diversity, Computational Skills, and Self-Awareness and Interpersonal Skills.) The program, based on assessment measures, will now require some entering students to take additional mathematics courses en route to receiving an A.A. degree and preparing for transfer. Research showed that the original course preparing PACE students for MATH 13, Statistics, was not adequate for all students to achieve the necessary “computational skills” outcomes. To address this deficiency, PACE has created an additional integrated mathematics course to provide students with a solid mathematics foundation. Now through the assessment process and working with the PACE counselor, interested students will either be enrolled in a pre-PACE program which requires enrollment in elementary and intermediate algebra, or students will be enrolled in the program as originally designed. In addition to changes in the area of “computational skills”, it is also clear that some entering PACE students need stronger “foundation skills in reading and writing” to meet the core competency of “critical thinking and problem solving.” A “Foundations” course in English has been added to the new pre-PACE program. In addition a study skills course has been added for all first-year PACE students, the computer competency course has been revamped, and a transfer biology lab class has been added. The addition of the transfer biology lab class will now meet the needs of students more interested in transferring to the UC system rather than the CSU system. (See File #12: BCC Instructional Services documentation for the proposed PACE curriculum revisions)

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2. PACE, in working with the Public Information Officer, has developed a new marketing strategy to attract students and public/private support for Berkeley City College. The marketing strategy includes a new marketing brochure for distribution throughout the Bay Area. (See File #12: BCC Instructional Services Documentation to review the PACE brochure) Both the PACE Director and Public Information Officer report that this brochure was no small accomplishment, as efforts to produce such a marketing tool have been unsuccessful over the past six years. In addition to the brochure, PACE is in the process of creating stylized posters, marketing letters, and a roster of Bay Area business contacts that will serve to grow and expand the program.
3. Finally, PACE is preparing to launch a new electronic “list-serve” in an effort to improve communication between students, faculty, and administrators. Two of the most attractive and valuable aspects of PACE are its emphasis on the cohort/learning community model and the close collaboration between the faculty members of the program. Effective communication both inside and outside the classroom is critical in maintaining the cohesive nature of PACE. Toward this end, PACE has worked closely with the BCC technology department to develop an electronic mail channel through which all of those affiliated with PACE can quickly, effectively, and reliably communicate.

These many planning efforts for the PACE program are important to the growth of the college as a whole.

In February 2006, Vista Community College/Berkeley City College was invited to establish a partnership with Rubicon Programs Incorporated (Rubicon). Rubicon is a nationally known model for transforming the lives of people seeking to move from homelessness and poverty to economic self-sufficiency and living in the mainstream of society. The purpose of the partnership is to identify and coordinate a variety of *workforce development resources* in order for students from Rubicon to achieve a Biotechnology Certificate consisting of contextualized math, English, and science courses. The goal was to build on BCC’s existing Biotechnology Program and to create a pathway for students working through Rubicon’s N’Step Program (NEXT Steps Toward Employment Project) which provides them with the necessary support skills and job skills needed to succeed in entry-level positions in the biotechnology industry. This community partnership was developed as a result of Rubicon being funded \$500,000 by the Employment Development Department under the Bay Area Workforce Funding Collaborative to provide customized services and training to help workers with special needs to overcome employment barriers.

Rubicon’s partnership with Berkeley City College begins with an assessment of the academic skill level of N’Step participants and makes that information available to instructional faculty, counselors, and administrators in order to design biotechnology program content that will move the students from “where they are” to “where they need to be” in order to be job ready (student learning outcomes). The partnership requires that the department chair of the biotechnology program serve as academic program coordinator and that the coordinator provide ongoing assessment of the program and

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courses to ensure job skills outcomes (program based student learning outcomes) thus enabling students to complete a certificate. In fall of 2006, 25 students enrolled in the program and their schedule included “Scientific Instrumentation” and “Scientific Literature.” During spring 2007, ten of those students are participating in a biotechnology internship while the other fifteen students are continuing in math and English classes to upgrade their skill levels and to prepare for an internship and eventual employment. The process of partnership and working with this population of students once again has provided the biotechnology faculty the opportunity to focus on program-level student learning outcomes, particularly in the area of computational skills, communication skills, self-awareness and interpersonal skills, and specific biotechnology skills that will enable all students to succeed in the biotechnology industry. (See File #12: BCC Instructional Services Documentation for Rubicon documents)

During the last week of January 2007, the college was awarded a WIA (Workforce Investment Act) grant. This grant is a partnership with Rubicon, Alameda County Social Services Agency (SSA), and Berkeley City College. The target population is CalWORKs recipients who are employed in low wage occupations. The project focuses on biotechnology, office technology, and the social services paraprofessional program. Project activities include curriculum development for all three areas with a focus on necessary student learning outcomes to be job ready. The goal is to develop three 12-18 month certificates with classes on nights and weekends. (See File #12: BCC Instructional Services Documentation for WIA documents)

What should be noted at this point, in order to provide a context, is that Berkeley City College has established institutional learning outcomes or core competencies: (1) Ethics and Personal Responsibility, (2) Communication, (3) Critical Thinking and Problem Solving Skills, (4) Information Competency, (5) Global Perspectives and Valuing Diversity, (6) Computational Skills, and (7) Self-Awareness and Interpersonal Skills. (See File #12: BCC Instructional Services Documentation) Given the research on the development and implementation of student learning outcomes and assessment, BCC began at the institutional level. Starting at the top creates more “buy-in” since the focus begins with the “big picture” and not on individual courses. At this point, as has already been seen with the changes in the PACE program and the development of a Biotechnology Certificate in partnership with Rubicon, the current agenda is to focus on program learning outcomes and assessment and then move to how courses “tie in” with those outcomes, prior to looking at specific outcomes which may be unique to each course.

Given the data on retention and persistence of basic skills students, BCC for over a year has been working to *re-establish a basic skills cohort program*, Foundations, based on the learning community model. Research of the literature has shown that a learning community model can be essential to connecting students and providing a sense of belonging which is critical to enhancing self-confidence necessary for retention and persistence.

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The Foundations Program (basic skills or development skills) is the culmination of over two years of planning by an interdisciplinary team of math and English instructors, counselors, and other student services personnel. Members of the team researched developmental programs at neighboring community colleges and developed a program for BCC basic skills students. The goal of the program is to provide basic skills students with a foundation in reading, writing, information competencies, as well as a venue for personal development leading to greater retention and persistence. The Foundations Program is designed around a learning community model. Two cohorts began in spring 2007. The college researcher will provide data on retention and persistence of program students compared to non-program students. Such data will allow for ongoing monitoring of the effectiveness of the program.

Foundations faculty meet weekly to discuss cohort students and their progress as well as planning of interdisciplinary assignments. Student support is designed around a case management model designed to foster development and continued student success. Peer support is also key to the program.

First semester program courses include ENGL 269A (Foundations in Reading and Writing), ENGL 258 (Writing Workshop), CIS 248VC (Foundations in Computer Literacy), and COUN 248VC (Personal Development and Academic Achievement). The Foundations team is currently developing second semester courses. The second semester courses may include English, math, and personal development. The program will utilize portfolio assessment for program-level assessment. (See File #12: BCC Instructional Services Documentation for documents pertaining to the Foundations Program).

A Social Services Paraprofessional Program (SSP) was developed in 2004 in response to a request from the School of Social Work at University of California, Berkeley and Alameda County Social Services' department. The School of Social Work was interested in a partnership that led to more qualified transfer applicants to their Bachelor of Social Work program. Alameda County was interested in developing a program providing entry-level skills for incumbent workers as well as potential new employees. In response, BCC developed a certificate of completion and AA degree program in three areas: Child and Family Services, Gerontology, and California Welfare Programs and Services. This hybrid program includes both vocational and transfer level courses.

The SSP program is in its third year and struggles with attrition issues. Currently the program is under review and BCC is considering program revisions in course offerings, as well as the format of offerings.

Beginning in fall 2006, in collaboration with City College of San Francisco (CCSF), BCC was awarded a JDIF (Job Development Incentive Fund) grant designed to work with community-based organizations, as well as public agencies, to develop and implement skills-based course offerings for both community health workers and social service paraprofessionals. This two-year grant began in September 2006. Project personnel include teams from both colleges (CCSF and BCC), as well as a researcher and project director from Regional Health Occupation Resource Center (RHORC). The target

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population includes incumbent workers as well as CalWORKs participants and individuals who are working and earning less than a living wage for the Bay Area. Through this grant, Trans Bay Training Education Collaborative (T-TEC), a community advisory board of public agencies and community based organizations from San Francisco County and Alameda County are working in conjunction with CCSF and BCC. Project activities include formative research, curriculum sharing, internship development, curriculum development, community based courses, all of which will address student learning outcomes and assessment. (See File #12: BCC Instructional Services Documentation for partnership documents)

In summer 2005, Berkeley City College entered into a partnership with the University of California Berkeley, School of Education and an Aspire school, California Preparatory Academy (*CalPrep*). This partnership began as a result of a Bill and Melinda Gates Foundation Grant and a Woodrow Wilson Early College Initiative Grant awarded to the UCB School of Education. Additionally, this partnership is aligned with BCC's goal of collaborating with community entities such as universities, high schools, and middle schools. This initiative aims to develop a scope and sequence of curriculum from 6th through 12th grades and deliver classes that meet middle school and high school A-G requirements, as well as granting college credit. Focus is on under-prepared, first-generation, low-income students. The initiative provides comprehensive student services aimed at student success.

06/07 partnership courses:

Spanish 30A (Conversational Spanish) Fall 2006

The BCC course was taught at CalPrep in an after school program.

Spanish 30B (Conversational Spanish) Spring 07

The BCC course is being taught at CalPrep in an after school program

(* Students receive both high school and college credit*)

07/08 partnership courses:

Fall 2007 Spanish 30A (Conversational Spanish)

English 201A (Preparation for Composition and Reading)

English 208 (Writing Workshop)

ASL 50 (American Sign Language I)

Spring 2008 Spanish 30B (Conversational Spanish)

English 201B (Preparation for Composition and Reading)

English 208 (Writing Workshop)

ASL 51 (American Sign Language II)

These courses will be taught during the school day as well as in the after-school program and students will receive both high school and college credit. The joint partnership generates ADA for CalPrep and FTE for BCC. Future courses may include Math 203

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(Intermediate Algebra), a science course, and a humanities course. (See File #12: BCC Instructional Services Documentation for CalPrep information)

Another of BCC's community partners is with *Poetry Flash*, an award-winning institution dedicated to poetry and literature education. It publishes a monthly newspaper that covers readings, classes, and events throughout California. In addition, for twenty-four years Poetry Flash hosted a series of readings at Cody's Bookstore. When Cody's on Telegraph Avenue in Berkeley closed down, Poetry Flash approached Berkeley City College proposing to host some of its readings at the college. The University of California at Berkeley gave the organization a grant to continue its readings, and Berkeley City College now has enjoyed one poetry festival and three free readings in its auditorium, with five more scheduled for this semester. This is an ongoing partnership that provides BCC students with access to important and diverse poets from around the country, broadening the experience of BCC students. (See File #12: BCC Instructional Services Documentation regarding Poetry Flash)

The Global Studies program, initiated in fall 2005, has been providing opportunities for students beyond the classroom. The program presented three Saturday afternoon lectures in fall semester 2006 on different aspects of "Globalization and Women." Each lecture featured a local expert in this subject area, Dr. Rhacel Slazar Parrenas, Leena Khandwala, and Rahima Haya. The program now is planning a speaker series for fall, 2007 on Pandemics and is arranging for experts to come to the college and speak on influenza, AIDS, and Avian Flu. All lectures are open to the Berkeley City College community and the broader Berkeley community. The lecture series will be ongoing for the Global Studies Program and is offered in the college's new 250 seat auditorium. (See File #12: BCC Instructional Services Documentation)

The Global Studies program recently received a grant for a green community partnership with the Berkeley Ecology Center. There will be student interns who will develop a plan for an Earth Week exhibit and film festival using Berkeley Ecology Center resources. The objective of this festival and an accompanying ecological-footprints questionnaire is to help Berkeley City College assess the impact of various lifestyles upon the environment and learn how to live using less of the earth's resources. The questionnaire estimates how much productive land and water is needed to support each person and what each person discards. The questionnaire will be available on a dedicated computer in the library and at the Earth Day exhibit. The film festival will feature a variety of current films that address global warming and sustainability. This partnership extends the college's involvement in the community and provides increased exposure for the college. (See File #12: BCC Instructional Services Documentation)

A major planning objective in spring 2007 is to conduct accelerated/condensed *instructional program reviews* in a number of instructional disciplines and programs. There is a new District-wide approved instructional program review format. A staff development day training on the format process was held on January 10, 2007. (See File #12: BCC Instructional Services Documentation for the program review format) This review process will result in current unit planning which will be incorporated into an

updated version of the *college educational master plan*. The national movement is away from conducting program review on a six-year basis; rather, the current practice is to engage in program review more regularly, thus providing ongoing up-to-date unit plans. Ongoing planning is the only way to assure that program reviews are not shelf documents, but instead that such planning is always current and is the foundation for human resource, facilities, technology, and budget planning. This method of program review and unit planning is pivotal to organizational change and will ensure that all planning is data driven, is documented, and is relevant. The updated educational plan can focus on instructional needs through the lens of living in a new/different campus setting.

As those college planning efforts move forward in which department chair involvement is necessary, a major issue that will need to be addressed is department chair release time. BCC department chair release time needs to be equal to the release time received at two of the other Peralta colleges, particularly in view of the growth of BCC. Berkeley City College receives a .9 total release time for department chairs, which has never been funded, in comparison to two colleges that each receive 3.6 total release time, funded at full cost rather than replacement cost. The district will need to seriously address this inequity as the work load of department chairs increases (SLOs/Assessment, faculty evaluations, program review, unit planning, educational planning – to name just a few areas).

Two other planning processes that will impact the work load of the department chairs are in the area of part-time faculty evaluations and the Lower Division Transfer Pattern (LDTP) initiative. In March 2006, the board of trustees approved a plan for a part-time faculty rehire pool. (See File #12: BCC Instructional Services Documentation regarding the rehire pool) This action necessitated a change in the process, procedures, and method of evaluating part-time faculty over a three-year period. This changed format was initiated this spring semester. The process requires department chair involvement throughout.

The articulation officer is now working with department chairs to address the LDTP initiative, which is intended to provide students with admission directly into a major at a CSU school. This initiative requires re-articulating courses previously in the CAN system, as well as other courses. Given that the LDTP re-articulation process involves matching course content and student learning outcomes with those developed by the CSU system, this initiative will require department chairs to take the time to review all outlines to determine if the match exists.

As can be seen, major instructional services planning efforts have occurred in this one-year time period. The report now moves to consideration of Student Services Planning.

Student Services Planning:

At Berkeley City College, Student Services planning is both “evolutionary and planned.” The “evolutionary aspect” of the planning involves the gradual “gelling” of the student services team members, some who have been at the college for many years and others who are relatively new. The Vice President of Student Services is now in his sixth year

and feels the growing willingness on the part of Student Services faculty and staff to work collaboratively to: (1) define the values and direction of student services and (2) accept the individual style differences that exist within Student Services, both at the administrative, faculty, and staff levels. This greater collaboration within Student Services can be seen in the ground-up and collegial strategic planning effort that was initiated in academic year 2005-2006, especially with respect to beginning to define thoroughly the following key values: supporting a student-centered learning environment; resolving differences within Student Services through the process of dialogue; and, working together as a team to create a “powerful environment” of support on behalf of student success.

In the summer of 2005, the vice president of Student Services and the dean of Student Support Services met with a counseling faculty member and the staff assistant for matriculation services to develop a plan for doing strategic planning in the area of student services. The meeting was initiated by a long-time counseling faculty member and a similarly well-established staff member within the department of Assessment and Orientation. These individuals presented a plan to conduct Student Services Strategic Planning that would be from the ground-up and that would generate collaboration among all student services departments with respect to defining and achieving staff and administration-generated values, goals, and objectives for Student Services. The result of a number of initial meetings of this group was a four-step approach to student services strategic planning that built on existing decision-making structures in student services. This planning effort has continued into the 2006-2007 academic year. This work was very instrumental in the daily planning that had to be done regarding the changes that occurred during the move-in activities described above.

For many years, planning in Student Services was relegated to the Vice President of Student Services having meetings with the department chair and program leaders to incorporate their ideas and suggestions for improving services to better meet student needs. The new four-step Student Services strategic planning process provided for a more formal, group-based decision-making strategic planning structure within student services as follows:

1. Each department/program would re-visit and update their mission and goals for the department/program, including needs for resources and student learning outcomes. (See File #13: BCC Student Services Documentation)
2. A counseling faculty member and a classified staff member would interview all department/programs to discuss the mission and goals of each, their resource needs, and the status and process of the development of student learning outcomes in each unit;
3. With each department/program having completed the updating of mission, goals, resource needs, and student learning outcomes, all department/program leaders would hold a series of meetings to share their respective information and to receive input from other department/ program leaders. (See File #13: BCC Student Services Documentation)

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4. This process would culminate in a delineation of staffing needs for each department and a prioritization of “urgent staffing needs,” which was and will continue to be used by Student Services and college administration to support and address the effectiveness of student services effort at Berkeley City College.

This strategic planning structure has become an ongoing process and the following are the current results:

1. An overall Student Services mission statement that has been generated by department leaders and staff in Student Services; (See File #13: BCC Student Services Documentation.)
2. A prioritized list of staffing needs for student services and a recommendation of budgeting priorities for Student Services; (See File #13: BCC Student Services Documentation)
3. An on-going process to monitor the implementation of student services goals and objectives, including an evaluation process to determine needs for program development and improvement within student services.

In addition to the formal strategic planning process noted above, there have been a number of key evolutionary program developments within Student Services that add substance to strategic planning, as well as to the development of the overall student services program. It is the intention of administration to fold the following developments into the on-going strategic planning of Student Services. These developments include the following areas reported below.

Community Outreach Efforts: A concerted effort has been made by Student Services to develop a comprehensive community and schools *outreach program* to ensure effective recruitment of increased numbers of diverse students from the service area, hoping that such student populations will increasingly turn to Berkeley City College for their education development needs. There has been a consistent focus on hiring an oversight coordinator for the Student Ambassador Program. This has resulted in specific outreach programs in the community, including joint college and financial-aid orientation workshops to African American and Chicano-Latino parents and students throughout the academic year. A major development in this area is a parent group of ethnically diverse parents at the largest feeder high school, Berkeley High School. The name of this group is the Parent Outreach Empowerment Team (POET). The focus of this group is to increase the participation of ethnically diverse parents in the academic life and success of their children. Also, a successful middle school outreach program has been developed wherein BCC Student Ambassadors regularly go into middle school classrooms, especially in schools with high-risk student populations. The Student Ambassadors share their history within education, especially their struggles, and also impart their success stories that give hope to young people about attending and succeeding in college. (See File #13: BCC Student Services Documentation)

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Focus on Student Retention: A major area of development within student services programming is the slow but continued development of efforts to improve retention of students. For example, Student Services has been an integral participant in the development of the college's Basic Skills Foundation Program (noted above in the Instructional Services Planning section). In this regard, the department chair of counseling and the vice president of Student Services have been integral members in the planning of the Foundations Program initiated within the college spring semester 2007. These two individuals incorporated feedback from counselors and staff within Student Services into the planning process of the Foundations Program to the extent that the final program reflected a strong student development component in the form of a counseling student development course.

Student Services leadership and staff also have been instrumental in forging a college-wide response to student retention and persistence issues. To this end, the Vice President of Student Services initiated a "Forum on the Best Practices that Promote Retention and Persistence" of students at Berkeley City College. The forum was held in the fall semester of 2006 and generated some specific recommendations regarding the following: (1) What challenges do BCC students face with respect to persistence and retention? (2) What are some of the best practices that faculty use in the classroom to promote persistence and retention of students? (3) Identify two or three best practices to encourage faculty to increase retention and persistence of students, especially in Basic Skills classes. The Forum led to the generation of ideas and directions for action, including the initiation of a Retention and Persistence Task-Force that is to be collaboratively run by Student Services, Instruction, staff, and Associated Students. (See File #13: BCC Student Services Documentation)

Student Government: Student participation in the life of the college also has been another area of Student Services program development within the past year, particularly with the move to a new building. Funds for a part-time student advisor position were identified for academic year 2005-2006 and academic year 2006-2007. This allowed for the improvement of student activities on campus, and, more specifically, for the development of the Associated Student Government efforts on campus. Some important developments that have occurred in this area are the writing and college-wide electoral adoption of a new Associated Student Government Constitution; regular Associated Student retreats that have led to more focused goal-setting and active on-going campus involvement in the life of students; the development of an Election Code to ensure smooth running and more participatory student body elections; more active participation of students and student government in college committees. With the growing efforts of student government, student clubs, and college ambassadors, it is evident the college needs a full-time staff member to work with students in these various areas. This is one more area that requires additional funding from the district so the college can provide these basic services to the students. (See File #13: BCC Student Services Documentation)

College Bookstore: Student Services was an integral player in the planning for the first on-sight BCC bookstore. This effort, led jointly by the Vice President of Student Services and a Dean of Instruction, resulted in regular meetings of a Bookstore Planning

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Group in the spring of 2006, with the goal of defining what would be the best type of bookstore for Berkeley City College. The work of the group included visits to local college bookstores, including San Francisco State University, City College of San Francisco, and Contra Costa College to meet with bookstore staff and learn about different options for bookstores. The work also included having meetings with alternative bookstore vendors, such as Ed Map, Inc., an on-line book vendor.

The BCC Bookstore Planning Group process led to an RFP proposal that incorporated what the committee identified as key components of what the BCC bookstore had defined as an appropriate bookstore for the college: a strong on-line component; close involvement with the campus community; and staffing procedures that allowed for monitoring and feedback from the college staff. This process culminated in the choosing of Follett books as the BCC vendor, with the Vice President of Student Services being the primary liaison with the bookstore staff. At this date a college advisory committee has been established to work closely in the development of bookstore services and products. (See File #13: BCC Student Services Documentation)

Equity Report and Plan: At the beginning of the fall semester, 2005, the Vice President of Student Services recruited two local researchers, Drs. Federico Castillo and Angela Gallegos-Castillo, to initiate the completion of the state-mandated College Equity Report. Prior to this time, this report was not completed because of the lack of a college researcher. The Equity Report addresses five specific areas of the college's work: access; course completion; basic skills completion; degree and certificate completion; and transfer success. The major draft of the BCC College Equity Report was completed at the end of spring semester, 2006. (See File #13: BCC Student Services Documentation)

In the fall semester, 2006, a College Equity Plan Committee was convened in order to review the college Equity Report and develop an Equity Plan for review and adoption by the college Leadership Council, administration, and the board of trustees. The composition of this group was the following: Vice President of Student Services; Dean of Instruction; Dean of Student Services; Associated Student Body President; college researcher; academic and classified senate representatives. Seven meetings and numerous subgroup meetings were held by this group, which culminated in making key information additions to the Equity Report and completing a draft College Equity Plan. (See File #13: BCC Student Services Documentation)

As can be seen, there have been considerable planning efforts in the past year in the area of student services, as well as administrative services and instructional services.

Analysis of Results Achieved to Date

The college changed its name, established a plan for fundraising, moved into a new building, answered all accreditation reports on time, increased its enrollment, expanded its services into new areas, continued to plan for the future while establishing processes for daily survival, and is moving from being identified as a nontraditional college into a transfer institution transforming lives of all students.

College Action Plan

The College will continue to work with the district in an ongoing basis in the integrated strategic planning process.

The College will continue its work to complete the new building and to establish a strong and solid identity in the community it serves.

The College will undertake “Imagine Berkeley City College”, a planning effort that will provide information for expanding programs and services as the college grows into the new building.

Documentation

File #11: BCC Administrative Services Documentation

File #12: BCC Instructional Services Documentation

File #13: BCC Student Services Documentation

RESPONSE TO RECOMMENDATION TEN

Recommendation:

- 10. It is strongly recommended that the district and the college work together to integrate Vista Community College into the Peralta Community College district Strategic Technology Plan. In addition, a systematic equipment replacement plan should be developed in conjunction with college wide planning efforts. (Standards 8.4, 8.5).**

Progress to Date:

The district, the college, and various technology consultants worked together to integrate strategic technology planning for the new building while the district is converting the mainframe software from the legacy system to PeopleSoft and at the same time is moving the four colleges and the district to a web-based management system. These activities at the district and the college have changed the face of technology at Berkeley City College. The outcome of this planning is an integrated, state-of-the-art environment that is flexible and sufficient to meet the present and long-term technological needs of the faculty, students, staff, and administration.

In the summer of 2005, the Peralta district rolled out the first stages of the PeopleSoft integrated administrative software system (payroll and human resources). College personnel are still in the process of learning the new system. In order to ensure accurate processing of student enrollments and student records and, given the problems related to rolling out the first stages of PeopleSoft and those encountered during the process of cleaning up old student records in the legacy system, the district decided to delay implementation of the Student Administrative system until spring 2007. Subsequently, they have delayed this implementation until spring, 2008.

The district hired a consultant to develop a new Web page template for the district and the colleges. Berkeley City College attempted to maintain its old Website until the district was able to migrate it fully into the new template. However, because of a district-wide classified staff union grievance which is yet to be resolved, work on the site has come to a virtual standstill and is reliant upon knowledgeable volunteers for maintenance. However, this academic year (2006-2007) the Chief Information Officer for the district has provided two faculty members with release time to train faculty on the development of individual Web Sites. Further, these two faculty members are collecting data to justify the need for a district web master and three college-level web masters.

The Berkeley City Colleges Web committee has existed for four years. It is in the process of ensuring full migration of the material it has developed to its new format when the grievance resolution provides a direction to pursue. Although, Berkeley City College is in a period of transition and adjustment to Web-based technology and is eager to implement a dynamic web presence, its forward progress has been impeded by the district

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grievance. Hopefully, the CIO's efforts to hire Web masters will provide the help that is needed at Berkeley City College and throughout the district.

Fifty percent (50%) of the faculty and staff computers were replaced in the fall of 2006. It is anticipated that the remaining computers will be replaced by fall, 2007. When fully operational, the current building will have wireless technology capability throughout.

College Information Technology (IT), BCC staff, BCC faculty, BCC students, district IT staff, various consultants, and the building project manager for the permanent BCC facility met regularly to plan the technology in the new facility. Cable runs, drops, Main Distribution Frames (MDF) and Intermediate Distribution Frames (IDF) installations have been completed in the new structure. Berkeley City Colleges' telephones are tied into district systems and the college is involved in migrating to a new voice-over IP system. The automated Security System in the new building is computer-operated and monitored.

District-wide technology committee meetings are scheduled monthly. Until recently, the focus of these meetings has been on the implementation of PeopleSoft administrative software and the design and administration of the Web page(s). Topics of discussion during the past nine months have included smart classrooms, lease versus buy equipment options, inventory control, and replacement schedules. The hiring of a new district Chief Information Officer (CIO) this academic year, who chairs the district-wide technology committee, has provided new energy, better communication, and full support for total integration of college and district technology. The district is fortunate to have hired a well-established faculty member to serve as CIO who is quite skilled in the area of technology and who provides greater assurance that college technology needs will be met. This CIO is accustomed to visiting the college campuses to get first-hand information from college IT staffs.

In December 2005, the college developed a list of technology needs that could not be funded through a Measure E bond and because of insufficient funding from the state could not be funded from the state allocation for the new building. However with the passage of a Proposition 39 bond in June 2006, the college will be able to purchase all the technology that had originally been planned for the new building. To date, the board of trustees has approved over \$700,000 in Measure A funding for technology at Berkeley City College.

The Berkeley City College strategic technology planning committee agreed upon the following:

1. To continue to provide response to ACCJC on this recommendation.
2. To develop a long-term instructional technology plan for the college, which includes the following:
 - a. Evaluate and recommend the purchase of technology such as "smart classrooms," supportive equipment, and software that aids in classroom instruction, equipment and software which aid the challenged

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- student, communication systems, including telephones and photocopiers in the new facility, and instructional support technology for classrooms and for the library (which can be funded through Measure A funds);
- b. After technical trends have been evaluated, select and recommend technology that will meet long-term information needs of users at the college;
 - c. Plan long-term hardware and software acquisitions;
 - d. Aid in the design of a systematic approach to the maintenance of accurate records of purchase, replacement, and renewal timelines, and disposition;
 - e. Disseminate pertinent information to faculty and staff;
 - f. Identify and reduce obsolescence;
 - g. Recommend a budgeting process to meet the ongoing technology needs of the college; and
 - h. Assist Information Technology in designing an approach to define short- and long-term strategies to deliver services to meet defined user needs.

Analysis of Results Achieved to Date:

The district has actively participated in technology planning sessions for the Berkeley City College building. To that end, constructive collaboration has occurred between the district and the college. That collaboration has increased this academic year with the hiring of a new Chief Information Officer. The college has made strides in upgrading the computer labs. In August of 2006, when Berkeley City College moved into its new facility, it replaced all older computers, purchased additional computers and other equipment, and equipped all classrooms and labs with audio-visual control stations. Measure A bond monies will be used to replace the remaining computers so that by fall of 2007, no computer will be more than two years old. At this time, because the IT staff and administration have been so involved in the ordering and installation of technology in the new building, which includes setting up all computers throughout the building, integrating the technology with district servers, and dealing with day-to-day operations in a new state-of-the-art building, the Berkeley City College technology committee has not completed an official written technology master plan. The technology master plan will include a replacement schedule for all equipment in the college. The committee anticipates completing this formal written plan before the end of the spring 2007 semester. However, it should be noted that the technology needs of the college were clearly identified by the college and presented to the board of trustees in December 2005. The college has purchased and continues to purchase the technology requirements presented to the board. As noted above, the board has authorized approximately \$700,000 additional funding from Measure A funding and has set aside up to \$900,000 in additional funding for technology.

The four college presidents are looking into the feasibility of leasing all technology in the district so that equipment can be replaced on a three-year schedule. This is a plan that would guarantee timely upgrades and regular maintenance. An initial presentation relative to lease/buy was made by Hewlett Packard at the Board of Trustees District Technology regular committee meeting at 5:00 PM on Wednesday, January 17, 2007.

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Action Plan:

- College and district IT staff and consultants will continue to install and activate appropriate, agreed-upon technology throughout the new site by August, 2007.
- College staff will continue purchasing all needed technology using allocated Measure A funding.
- College IT staff and the division dean will implement a plan for hardware and software acquisition time-line and budgeting process by May 2007.
- College IT staff will continue to train all faculty, staff, and administrators in the use of technologies relevant to them in the new facility as it is installed and implemented.

Documents:

- Committee Charge
- Minutes from FF&E meetings, 2005 and 2006
- IT and consultant equipment recommendations
- Minutes from consultant meetings.