

EVALUATION REPORT

BERKELEY CITY COLLEGE

2050 Center Street
Berkeley, City, CA 94704

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team
That visited Berkeley City College from March 9-12, 2009

Donald J. Warkentin
Chair

BERKELEY CITY COLLEGE

TEAM ROSTER

Mr. Don Warkentin (Chair)
President
West Hills College Lemoore

Ms. Frances Leonard
Professor of English
West Los Angeles College

Dr. Marlon Hall (Team Assistant)
Associate Dean of Educational Services
West Hills College Lemoore

Dr. Gail Levy
Professor CC
Leeward Community College

Dr. Michael Burke
President
San Jose City College

Ms. Lisa Putnam
Institutional Researcher
Moorpark College

Ms. Virginia Guleff
Dean of Instruction
Mendocino College

Mr. Tom Burke
Chief Financial Officer
Kern Community College District

Mrs. Mary Ann Luan
Assistant Dean, Library Sciences
Pasadena City College

Dr. Keith Snow-Flamer
VP Learning and Student Development
College of the Redwoods

Dr. Jean Lecuyer
Professor of Physics/Planning Coordinator
Glendale Community College

SUMMARY OF THE EVALUATION REPORT

INSTITUTION: **Berkeley City College**

DATE OF VISIT: **March 9-12, 2009**

TEAM CHAIR: **Donald J. Warkentin, President
West Hills College Lemoore**

An eleven member accreditation team visited Berkeley City College (BCC) from March 9-12, 2009 for the purpose of evaluating the college's request for reaffirmation of accreditation. In preparation for the visit, the team chair attended a team chair workshop on February 3, 2009, and the chair and team assistant conducted a pre-visit to the college on January 30, 2009. During this visit, the chair and assistant met with college leadership and key personnel involved in the self study preparation process. The entire accreditation team received team training provided by staff from the Accrediting Commission on February 4, 2009.

The evaluation team received the college's self study document several weeks prior to the March 2009 visit, and team members found it to be comprehensive, well written and addressing all standards including the Commission's eligibility requirements. The team confirmed that the self study report was compiled through broad participation by the entire campus community including faculty, staff, students, and administration.

Several members of the evaluation team met with the chancellor and district staff at the district office on Monday March 9, 2009 prior to arriving at the college campus. Team members met with district staff to assess areas such as finance, physical facilities, human resources, technology resources, governance, budgeting, and board relations for the operation of the district. Upon arrival at the campus, the college provided team members a tour of the campus and an opportunity to meet key college leaders and staff at an open reception. Berkeley City College is unique in that the entire campus is housed in a new six story building located in the heart of the city of Berkeley. Student parking is provided by multi-story parking structures located adjacent to the campus.

Throughout the evaluation visit, team members held over fifty meetings with college staff and students and provided two opportunities for the college community to meet with selected members of the evaluation team in an open meeting. Several team members met with representatives of the college's governance committees and planning council. In addition, several class sessions were observed including evening classes held at UC Berkeley.

The team reviewed numerous documents supporting the self study report in the team room to include documents and evidence supporting each standard. Documents reviewed by the team include documents such as board policies and regulations, program review information and unit plans, strategic planning information, enrollment information, committee minutes, and governance manuals. The team also viewed evidence and documentation through the

college's website. The team was also provided access to the college's online classes to include courses in disciplines such as English, History, and Political Science.

The team greatly appreciated the enthusiasm and support from college staff throughout the visit. The team appreciated the willingness of key staff to assist with team requests for individual meetings and other needs throughout the evaluation process. College staff met every request for documentation from the college as well as the district office. College personnel were readily available for meetings and were extremely open in answering team member questions. Community members were in attendance during the open forums and available for individual meetings.

The team assessed the college's responses to the 2003 recommendations and found that the college has had to annually report on the progress of the previous recommendations either through a progress report, mid-term report, or to comply with a focused visit from representatives of ACCJC/WASC.

Berkeley City College Commendations

The team was impressed with a number of programs, activities, and services observed during the visit. In particular the team wishes to commend the college for:

1. The team commends Berkeley City College for its commitment to diversity and multiculturalism by providing educational materials and publications in multiple languages to serve its diverse student body. (Standards I.A.1, I.A.1, II.A.6.c, II.B.2, II.B.3.d, and III.A.4, III.A.4.a, III.A.4.c, IV.A.1, and IV.A.2)
2. The team commends the Berkeley City College faculty, staff and administration for maintaining its commitment and dedication to teaching and learning in a time of considerable change (Standards I.A.1, I.B.1, I.B.2, II.A.1, II.A.1.a, II.B.3.b, III.B.1.a, III.B.1.b, and IV.A.3)
3. The team commends the Berkeley City College Student Ambassador program for its exemplary service to students. (Standards I.A.1, II.B.1, and II.B.3, and II.B.3.b)
4. The team commends Berkeley City College for its planning and completion of its new LEED certified facility. (Standards II. B.3.b and III.B.1, III.B.1.a, III.B.2, and III.B.2.b)
5. The team commends Berkeley City College for self-reflection in its program review and educational planning processes. (Standards I.A.1, I.B.1, I.B.4. I.B.5, and III.B)

Berkeley City College Recommendations:

Recommendation 1

In order to increase institutional effectiveness, the team recommends that Berkeley City College clarify, streamline, and prioritize its many actions plans, action items, and initiatives and develop a comprehensive implementation plan complete with performance measures. (Standards I.B.2, I.B.3, I.B.6, and I.B.7)

Recommendation 2

Significant progress has been made in meeting the standards for Student Learning Outcomes. In order to meet the “proficiency” level as prescribed in the ACCJC/WASC rubric by 2012, the team recommends that the college complete all service, course-level and program level SLO’s; have an assessment timeline for all courses, programs, and institutional SLO’s; be in dialogue about the results of the assessment of the SLO’s and use the dialogue for decision-making purposes. Additionally, to integrate assessment results with continuous review and improvement, the team recommends that the SLO Action Plan be integrated with the Unit Action Plan. It is further recommended that the program planning and SLO assessment process formally incorporate the data analysis by institutional research and planning. (Standards I.B.1, I.B.6, I.B.7, II.A.1.c, II.A.2.a, II.A.2.c, II.A.2.f, II.A.2.h, II.A.6, and II.B.1)

Recommendation 3

Although significant progress has been made since 2003 in its library’s quality and services, the team recommends that in order to improve and broaden upon the progress to date, the college develop an adequate, equitable, and sustainable library allocation for staffing and library resources. (Standards II.C.1, II.C.1.a, II.C.1.c, II.C.1.d, and II.C.2)

Recommendation 4

The team recommends that Berkeley City College prioritize their college-wide staffing plans in anticipation of the implementation of the new resource allocation model. (Standards I.B.4, I.B.6, I.B.7, and III.A. 2)

District Office Review

During the course of the simultaneous accreditation visits at Berkeley City College, College of Alameda, Laney College, and Merritt College, the Peralta Community College District chancellor, selected board members, and district office personnel were interviewed by team chairs and team members, individually and jointly, for the purpose of identifying any potential recommendations related to district improvement and effectiveness. The team reviewed board policies, procedures, and documents as it assessed evidence regarding district operations and how the district provides support to the colleges. In addition, the team interviewed several district office administrative staff to review the district’s financial status, budget allocation, planning processes, decision making, and human resource staffing plans.

District Commendations

The team commends the Peralta Community College District for their linking of the educational master plan and district facility plan. (Standard III.B.2.b)

District Recommendations:**Recommendation 5 *Management Systems***

The team recommends that the district immediately resolve the functional issues associated with the implementation of the district-wide adopted software management systems for student, human resources, and financial aid administration. (Standards II.B.1, III.C.1.a, and IV.B.3.b)

Recommendation 6 *Financial Resources and Technology*

The team recommends that the district take immediate corrective action to implement all necessary system modifications to achieve access to a fully integrated computer information management system, including modules for student, financial aid, human resources, and finance. All corrective action and system testing should be completed within two years and the governing board should receive regular implementation progress reports until project completion. (Standards III.D.1.a, III.D.1.b, and III.D.2.a)

Recommendation 7 *Board and District Administration*

The team recommends that the district assess the overall effectiveness of its service to the college and provide clear delineation of functional responsibilities and develop clear processes for decision making. (Standard IV.B.1)

Berkeley City COLLEGE

March 9-12, 2009

INTRODUCTION

Berkeley City College, formerly known as Vista Community College, was established as the fourth college in the Peralta Community College District (PCCD) in 1974 and received its initial accreditation in June 1977. Initially known as a college “without walls” the college did not have a permanent facility and offered classes in over twenty locations throughout the college’s service area. The college became Berkeley City College in June 2006.

Located next to University of California in the heart of downtown Berkeley, the college boasts a state-of-the-art six-story building that has received the LEED (Leadership in Energy and Environmental Design) silver designation as a green campus. The primary service area for the college is the communities of Albany, Berkeley, and Emeryville located in northern Alameda County. The service area is a very diverse area populated by several ethnic groups.

As one of four colleges in the Peralta Community College District (PCCD), Berkeley City College has an enrollment of approximately 6,800 students for the spring 2009 semester. The three other colleges in the district are the College of Alameda located in Alameda, Laney College located in Oakland, and Merritt College also located in Oakland.

The majority of Berkeley City College students are female and the college is proud of its diversity with Asian, African American and Caucasian students comprising the largest ethnic groups. Berkeley City College boasts an exemplary student ambassador program that is well represented by its diverse student population. Berkeley City College has also been successful in creating partnerships with its local high schools in promoting concurrent enrollment opportunities for students who want to take college classes while still in high school.

Berkeley City College employs approximately 92 full time employees, of which 45 are certificated instructional or non-instructional faculty. Adjunct faculty comprises approximately 75% of the FTEF for the instructional component of the college. Although the District has created a new allocation model for its colleges, due to the state budget short fall, the implementation has not occurred. The Board of Trustees recently passed a resolution addressing the full-time faculty needs of the college.

The Peralta CCD has been successful in passing two recent general obligation bond elections that have provided funds for the new facility for Berkeley City College that opened in 2006. The new campus houses all support services to include admissions, registration, financial aid, counseling, career center, EOPS and DSPS, and college administration in one building. The college is still in the building phase, with plans to complete additional classrooms and laboratories in the near future. The college supports numerous clubs and activities although students wishing to compete on athletic teams do so at Laney or College of Alameda.

Although located in the heart of the City of Berkeley, the majority of students utilize public transportation such as BART to commute to the campus. For those who drive, a multi-story parking structure is located next to the campus. Due to the college's proximity to UC Berkeley, the college employs many UC professors as adjunct faculty.

Previous Progress Reports and Special Commission Requirements

Since the reaffirmation of accreditation visit in 2003, Berkeley City College has been required to respond to several of the team recommendations annually. With the college's reaffirmation of accreditation in June 2003, Berkeley City College was required to submit a progress report in March 2004 addressing nine of the original fifteen recommendations.

As a result of the March 2004 progress report, the Commission found that insufficient progress had been made concerning four recommendations requiring "district initiatives and actions" and required the college to submit a second progress report by October 2004. In its action, the Commission made an additional recommendation concerning progress made by the Peralta Community College District Board of Trustees on "activities undertaken to improve the Board's ability to function effectively in accordance with its role as a policy-making body." In addition, the Commission added a college recommendation for its progress report concerning timely evaluations of its tenured faculty. The Progress Report was followed by a visit of Commission representatives.

In January 2005, the Commission reviewed the results of the October progress report and visit and issued a warning "as a result of the district's failure to satisfactorily address the recommendations" identified in the previous letter from the Commission. As a result of this action, the college was required to submit another Progress Report by October 2005. This progress report would be followed by a visit of Commission representatives.

At the ACCJC/WASC meeting in January 2006, the Commission removed the warning status for the college and directed that the college submit a Focused Midterm Report. The Focused Midterm Report specified that the college not only address progress on all recommendations from the 2003 visit, but also demonstrate progress on two district recommendations concerning district -wide planning and board functions.

In June 2006, the Commission accepted the Focused Midterm Report and added a requirement that the college complete a new progress report. The Progress Report would be followed by a visit of Commission representatives. This new progress report was due to the Commission by March 2007. The focus of the report was for the same district recommendation concerning district -wide planning and also the college recommendation concerning an integrated technology plan along with an integrated equipment replacement plan.

At the meeting June 2007, the Commission accepted the Progress Report and the report from the visiting team. The Commission further determined that the college submit a progress report on the status of meeting three previous district recommendations and that the Progress Report be submitted by March 2008. The follow-up visit consisting of a six-member team

occurred in April of 2008. The team found that two of the three recommendations had been fully met. In addition, Recommendation #1 concerning district-wide planning that integrates the educational, financial, physical, and human resources of the district , showed significant progress. At its June 2008 meeting, the Commission accepted the college's Progress Report. No further action was taken by the Commission.

TEAM EVALUATION OF INSTITUTIONAL RESPONSES TO THE 2003 RECOMMENDATIONS

Recommendation 1

The team recommends that the college develop a systematic and documented procedure to evaluate and revise institutional practices and policies that will ensure integrity in all representations about its mission, programs, and services..

Berkeley City College has devoted substantial time, effort, and human resources to this recommendation. The college has revised its mission and vision statements, developed an educational master plan, and along with assistance from the district, integrated its educational master plan with its facilities plan. With the creation of the College Roundtable for Planning and Budget, the college addresses institutional practices and policies on a regular basis. All stakeholders are involved in the decision-making processes. To this end, the team affirms that the college has met this recommendation.

Recommendation 2

It is recommended that the Vista Community College faculty, staff, and students collaboratively establish and implement an annual action plan based on prioritized goals, objectives, and measureable outcomes culled from the long-term strategic plan, the Educational Master Plan, and the district Facilities Plan.

The college has made substantial progress in meeting this recommendation with the implementation of their three-year program review cycle. Along with the program review reports, each unit develops annual unit and action plans. These are reviewed by the College Roundtable for Planning and Budget for possible implementation. In addition, the college participated in the district -wide process of developing a district strategic plan with five strategic goals. In essence the college has met this recommendation and the team recommends that the college continue measuring its action plan outcomes for improved effectiveness.

Recommendation 3

It is recommended that a research and planning council guide the Research Office so that a focused agenda can respond to the specific institutional and student needs of Vista Community College.

The college has responded to and met this recommendation with the hiring of an Institutional Researcher in 2006. The Institutional Researcher collaborates with the College Roundtable and the Leadership Council to respond to specific institutional and student data needs. The research agenda reflects the needs and top priorities of the college. The Institutional Researcher plays an active role in the development of unit plans reports, but the team

recommends further involvement of the Institutional Researcher in the assessment of Student Learning Outcomes. With the implementation of the new PeopleSoft system, the team encourages the college and district to clear up remaining data extraction requirements so that more data is readily assessable.

Recommendation 5

The College should expand its regular and systematic program review to include all disciplinary areas of the College's curriculum including those areas that do not necessarily lead to a specific degree or certificate. To accomplish this goal the college may wish to utilize a variation of the district program review process or add additional review elements to its current discipline review process. The adopted process should pay due attention to incorporating student learning outcome measures.

The college has met this recommendation. The college has demonstrated extensive process in the development of unit/program plans that derive from the program review process. The plans are developed annually and serve as annual updates on the progress made in meeting the results of the program reviews. The team encourages the college to continue its progress as it develops its Student Learning Outcomes assessments and includes student learning outcome measures in its program review process.

Recommendation 6

It is strongly recommended that the college develop and implement a detailed, long-term plan, with milestones goals and time line that builds on its recent efforts to increase the library hours and holdings in accordance with curricular requirements and students' needs.

The college has made substantial progress in meeting this recommendation with the allocation of space for the library in its new facility, but the books, resources, and staffing are minimally adequate for current student needs and potentially inadequate for future student needs. The team recognizes the district and college budget constraints as a result of the current state budget crisis, but as funds become available, the college is urged to continue to allocate additional resources for books, staffing, and space. The team concurs with the self study and the educational master plan in that the college continues developing space to meet the needs of its ever increasing enrollment.

Recommendation 7

The team recommends that the college immediately conduct a systematic, consistent, and timely performance review of all tenured faculty.

The team finds that Berkeley City College has met this recommendation. The college evaluates its personnel systematically and at intervals specified in the various contract articles: every three years for contract faculty; tenure-track faculty are evaluated for their first

four years, and adjuncts are evaluated every three years. Administrators are evaluated annually.

Recommendation 8

The college should develop a process that clearly delineates full-time faculty and staffing priorities to provide effective instruction, and work with the district to obtain funding for such positions.

The college meets this recommendation. The college has developed a staffing priority process that is approved by the College Roundtable for Planning and Budget. The staffing plans are developed by the Division Chair Committee consistent with the Education Master Plan. The Classified Senate develops an initial list of new support positions. These recommendations are then forwarded to the Leadership Council and College Roundtable for evaluation and approval.

The Roundtable utilizes productivity, FTES growth, and innovation as the primary basis for developing final recommendations for the President. The President's approved recommendations are forwarded to the district for funding determination.

Recommendation 9

It is recommended that the college regularly coordinate efforts with district maintenance and operations to guarantee a safe, secure and healthy environment for students. As part of this effort, it is strongly recommended that the college, in conjunction with the district, finalize and implement an emergency preparedness plan.

The team finds that the college and district have met the recommendation by hiring permanent maintenance staff including janitors, a storekeeper, and engineers. The college has contracted with a security firm to provide services for all hours the building is open. Security personnel staff has a check-in station at the entrance to the facility. The maintenance staff and security contractors work to maintain a safe, secure, and healthy environment. Also, in conjunction with the district, the college has created an emergency/disaster preparedness plan. The plan has been communicated to the campus community, mandatory disaster preparedness training sessions have been conducted, and table-top exercises (what-if scenarios) have been conducted with key college leaders.

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.

The college has met this recommendation. Berkeley City College created a college Technology Advisory Committee with representation from the various college constituencies to assist in developing an Information Technology Master Plan and to apprise the Vice President of Instruction, the Vice President of Student Services, and the college president about technology needs for the areas of student services, administrative services, and educational programs. Members of the college Technology Advisory Committee also serve on the district -wide technology Advisory Planning Committee, thus providing a bridge between district and college technology services.

This committee provides a forum for administrators, faculty, and staff from the district office and all four colleges to discuss, preview, introduce, and recommend technology products, view application demonstrations, and discuss pedagogy, as each relates to teaching and learning using technology. The college is implementing its online course program and the team verified that it is in the process of submitting a Substantive Change Proposal for its online instructional program.

A new equipment replacement plan is being developed to incorporate budgeting, purchasing, receiving, storing, maintaining, and disposing of equipment and packaging materials. Funds from Measure A are the main source for funding computer purchases.

Recommendation 13

The team recommends the college take immediate steps to examine and improve its communication and information exchange process with the district office particularly in regard to financial management information. The team also recommends that the college examine and improve its internal communication processes in regard to financial information so as to ensure that clear and accurate financial information concerning Vista Community College is disseminated to appropriate segments of the college community in a systematic manner.

The team feels that the college has met this recommendation, but it must continue its initial steps in the communication process with the district by regularly meeting with finance officers at the district, regular reporting on its finances to the President's Circle, the Leadership Council, the College Roundtable for Budget and Planning, and to the Council of Department Chairs. The district has created a new financial allocation model, but due to the state budget situation, it has yet to implement it.

District Recommendations:

Recommendation 4

The team recommends that a district -wide plan and an implementation process should be created that is strategic and systematically integrates the educational, financial, physical and human resources of the district. All planning processes should be inclusive of the four colleges

and communities served by the district. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the district - wide plan integrate the educational master plans and program reviews of the colleges. The chancellor should ensure that the plan and ongoing planning processes are communicated throughout the district.

The college meets this recommendation. The team finds that there is a district -wide strategic plan and implementation matrix and an accelerated instructional program review process in place. The district-wide strategic plan addresses the educational master plans and program reviews of the colleges. The district has developed a plan that integrates its educational master plan with its facilities plan. The district has included all four colleges in the development process.

Recommendation 11

It is recommended that the district clarify and document its financial allocation model and ensure that there is full understanding by campus personnel. The development of this model should be done in collaboration with the campuses. Allocations for resources to the campuses should follow the model to the extent possible, and any deviation from the model should be fully explained.

The college and district have fully met this recommendation by developing a new financial allocation model. The team found evidence that college personnel understand its implications as evidenced by hearing a great deal of dialogue centered on the potential increase of financial resources allocated to the college. The district has held several meetings with college representatives to promote understanding of the new model. For the first year, there was agreement that the allocation model would not take effect in order to give the colleges time to adjust to the shifts in resources among the colleges. In addition, the allocation model has not been implemented due to the state fiscal crisis.

Recommendation 12

The team recommends that the Peralta Community College District should provide a detailed and concrete plan that clearly identifies the steps, timelines, and measurable actions that are being undertaken by the district to provide funding for the long-term liability posed by health care benefits

The district has met this recommendation, but the team encourages continued monitoring of the investments associated with the sale of the OPEB bonds.

Recommendation 14

The tem recommends that the board of trustees move expeditiously to appoint an interim chancellor and begin the process of recruiting a permanent chancellor. The team further

recommends that the board of trustees direct the new chancellor to make stability of both college and district administrative personnel a priority.

The district has met this recommendation with the hiring of a permanent chancellor in 2003. Although the Vice Presidents of Student Services and Instruction are staffed by interim positions, the college is in the midst of the hiring process for permanent replacements. The previous Vice President of Instruction accepted the associate Vice Chancellor position at the district office. The previous Vice President of Student Services chose to retreat back to the classroom and assumed a teaching position at another college within the district.

Recommendation 15a

The team recommends that the board of trustees adhere to its appropriate functions and policy orientation, and rely upon the district chancellor for recommendations affecting the organization of the district as well as the hiring, retention, and termination of all categories of district and college staff. The team further recommends that the board of trustees ensure that the district is continuously led by a chancellor as its chief executive officer.

The district has met this recommendation with the hiring of a new chancellor, the election of new board members, and the commitment to professional development of the board of trustees.

Recommendation 15b

Finally, the team recommends that the board of trustees clearly identify and widely disseminate the roles and responsibilities assigned to the district administration and those assigned to the college administration so that the appropriate responsibility and authority are specified and related accountability standards are established.

The district has fully met this recommendation through the organizational/functional chart that clearly identifies and disseminates the roles and responsibilities of the district administration and those assigned to college administration. Also, the formation of the Strategic Management Team consisting of the chancellor, three vice chancellors, and the four college presidents has facilitated better communication between the college presidents and the district office.

EVALUATION OF BERKELEY CITY COLLEGE USING THE ELIGIBILITY REQUIREMENTS

1. **Authority**

The visiting team verified that Berkeley City College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The college is authorized by the State of California Community Colleges Chancellor's Office to operate as an educational institution and to offer two-year courses of study leading to certificates and degrees.

2. **Mission**

The visiting team verified that Berkeley City College has a clearly defined mission statement. The mission statement is regularly reviewed and revised according to the policy of the Peralta Community College District. The mission statement was last approved by the PCCD Board of Trustees on April, 12, 2005.

3. **Governing Board**

The team confirmed that the college operates under the direction of a seven-member board of trustees. The trustees serve staggered four-year terms ensuring that there are always at least three returning trustees after each election. Two non-voting student trustees are elected by the Student Senates of the four colleges.

4. **Chief Executive Officer**

The visiting team verified that Berkeley City College has a president whose full-time responsibility is to provide overall leadership and direction to the college. The Chief Executive Officer of the Peralta Community College District is the Chancellor.

5. **Administrative Capacity**

The team verified that the college has adequately prepared and experienced administrative staff sufficient in number to support the college's mission and purpose. The administration supports the scope and purpose of the institution.

6. **Operation Status**

The visiting team confirmed that Berkeley City College is fully operational with students actively pursuing its degree programs. The campus has modern facilities to support teaching and learning.

7. **Degrees**

The team verified that the college offers 21 programs that lead to associate degrees. The majority of students are enrolled in credit courses for the achievement of certificates and degrees.

8. **Educational Programs**

The visiting team verified that Berkeley City College offers a range of degree and certificate programs consistent with the college's mission. The degree and certificate programs are offered in a manner and of a rigor consistent with California

Community College standards at the time of the visit. The majority of the college's degree and certificate programs can be completed within two years.

9. Academic Credit

The team confirmed that Berkeley City College awards academic credits based on generally accepted practices of degree-granting institutions of higher education. The college adheres to standards set forth in the California Code of Regulations, Title V, Education Section 55002.5 and the Carnegie unit of 16 hours for each unit of instruction in granting course credit. The college curriculum committee regularly approves new curriculum or curricular changes.

10. Student Learning Achievement

Berkeley City College defines and publishes its student performance objectives in its course outlines. In addition, BCC is performing assessments of its course and program level's student learning outcomes. The team feels that the college is in the developmental stage of the student learning outcome process.

11. General Education

The team confirmed that Berkeley City College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. General education requirements are published in its college catalog.

12. Academic Freedom

The visiting team verified that the college faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic community. The Academic Freedom Policy adopted by the college and the district is made public in the college catalog.

13. Faculty

The team confirmed that Berkeley City College has 48 full-time faculty including certificated counselors and librarians. Instructional faculty meets the minimum qualifications as established by the Academic Senate of California Community Colleges. The duties and responsibilities of faculty are outlined in board policy, the collective bargaining contract, and in the faculty handbook. Although, the relative low number of full time instructional faculty is of concern, the college is committed to hiring new full time faculty as appropriate. Fifty percent of the faculty possesses a doctorate degree. The team verified that its faculty received their academic degrees from accredited colleges and universities.

14. Student Services

The visiting team verified that the college provides comprehensive student services. The services are aligned with the mission of the college and meet the needs of the students.

- 15. Admissions**
The team confirmed that the college adheres to admission policies consistent with its mission.
- 16. Information and Learning Resources**
The team verified that Berkeley City College operates a library and a learning center, which provide students access to electronic and print resources sufficient to its educational purpose.
- 17. Financial Resources**
The visiting team confirmed that Berkeley City College has an adequate funding base, financial reserves, and plans for financial development that are adequate to support its mission and to ensure financial stability. However, in a recent district - wide allocation formula, the formula took into consideration the allocation of resources based on demand and indicated that additional resources should be shifted to BCC in order to achieve an equitable allocation of all available resources.
- 18. Financial Accountability**
The team verified that the college annually undergoes and makes available an independent external financial audit performed by a certified public accountant.
- 19. Institutional Planning and Evaluation**
The visiting team confirmed that Berkeley City College has an extensive planning and program review process complete with unit and action plans. It verified that these action plans are completed annually. The college has an educational master plan that guides its planning processes and budget priorities.
- 20. Public Information**
The team verified that the all eligibility requirements for public information are contained in the Berkeley City College published catalog, website, and an array of other printed materials. However, the college needs to further disseminate its academic honesty policy.
- 21. Relations with the Accrediting Commission**
The visiting team confirmed that the Berkeley City College adheres to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accreditations status in a timely manner, and agrees to disclose information required by ACCJC to carry out its accrediting responsibilities.

STANDARD I – Institutional Mission and Effectiveness

General Comments

Berkeley City College’s mission statement conveys the college’s commitment to promoting student learning and student success. The college has done an excellent job in analyzing and understanding its student population and its academic needs. The breadth and depth of the college curriculum and student services demonstrates the college’s commitment to providing multiple academic levels of open access. Through a recent review of their mission statement, the college has chosen to continue to keep their mission statement concise. This concise mission statement does not specifically address its intended student population, nor specific competencies or areas of study, such as transfer, vocational or basic skills; however, it is quite clear that Berkeley City College is committed to providing its students with high quality service and educational programs.

The visiting team observed a strong institutional commitment to the educational mission of the college, and a widespread and continuing effort to monitor and plan for improvements in this endeavor. The college has produced, or collaborated in, a large number of plans, from the unit level to the district level, that contain a myriad of excellent ideas. The college should focus on prioritizing these projects, make practical plans for their implementation, and, with the help of its institutional research function, measure their progress.

Standard I.A Mission

Findings and Evidence

The mission statement conveys the college’s commitment to student learning. It is clear from the enormous efforts that the visiting team has seen in planning, in student learning outcomes, and the work of faculty and staff, that the statement expresses a real commitment on the part of the college.

The mission statement does not specify the “broad educational purposes” of the institution and is not institutionally specific. Yet, BCC is well aware of its educational purposes as defined by the State of California and refers to this in the Self Study. Including this information in succinct form in the mission statement would make it stronger and more descriptive of BCC’s educational role.

The mission statement does not define very well the intended student population of the college. But BCC and its district have done an excellent job of analyzing this population, as shown in the “planning contexts” of the district’s strategic plan and of the college’s educational master plan. This information should also be summarized in the mission statement. The college is encouraged to develop a timeline for regular review of its mission and revise it as warranted. (Standard I.A)

It is apparent that the college has had an ongoing dialogue, which the self study reports to be “the fabric of the college.” This dialogue continues among key constituencies regarding the relevance and effectiveness of college programs and services that promote student learning as defined in the mission, vision, and values statements of the college. Active participants in these conversations included the Curriculum Committee, the Council of Department Chairs, and the College Roundtable for Planning and Budget.

The mission statement addresses student learning in the broad sense in stating that the college’s mission is to “promote student success.” But it does not specify specific competencies or areas of study such as meeting the needs of transfer, vocational or basic skills students. It is apparent that the college addresses these areas of study in the structure of its programs; it simply does not state it in the college’s mission statement.

The team finds that the college understands and strives to meet the needs of its student population. The college has an excellent set of programs and services consistent with its mission. The breadth and depth of the college curriculum and student services demonstrate the college’s commitment to providing multiple academic levels of open access. Through the college’s program review process and its unit/program planning process, the college continues to assess and address the needs and changes of its student demographics and technologies. (Standard I.A.1)

The mission statement was approved by the governing board in 2005 and is published in the college catalog, class schedules, student handbooks, and various college information packets. It is also published on the campus website; however it should be given a more prominent place there. (Standard I.A.2)

The team finds that the college does review its mission statement and has a broad participatory process in place to determine/validate any necessary updates or edits. The college reviewed and rewrote its mission in the 2004-2005 academic years through the “Imagine Vista at Its Best” process. The college then reviewed its mission statement in the 2007-2008 academic year. In this review, those involved in the review process recommended that the mission statement be expanded to add the components of basic skills and ESL instruction, vocational education, transfer to four-year institutions, and lifelong learning. This recommendation was forwarded to the College Roundtable, and the Roundtable decided that these components belong in a statement of goals rather than in a mission statement. The Roundtable holds the belief that a mission statement ought to be concise. The college might want to readdress this issue in its next review of its mission statement, expanding the statement to define the broad educational purposes and the intended student population of the college. (Standard I.A.3)

The institution is obviously guided by its mission and is making every effort to respond to the needs of its students within its role as a community college. The primary planning document of the college is its Educational Master Plan, which includes a compilation of departmental program reviews and unit/program plans. This Educational Master Plan is guided by the mission, vision, and value statements of the college. Program/unit plans are also reflective of the strategic short-term planning processes and the major guiding principles and priorities

stated in the Educational Master Plan. Student Learning Outcomes are also developed in alignment with the mission. (Standard I.A.4)

Standard I.B Improving Institutional Effectiveness

Findings and Evidence

The College's Self Study report lists a substantial number of committees involved in institutional discussion and decision making, which suggests a very extensive and commendable consultation. The committees are quite active and involve the participation of all the constituencies. Discussions with individual administrators and faculty members show that they have a strong interest in the fate of the college and the fulfillment of its educational mission.

BCC has had extensive discussions on educational planning and on student learning outcomes. These discussions have taken place at the department level as well as at the leadership level and have resulted in an elaborate educational master plan and in a set of well- written SLOs that is almost complete. The college's SLO cycle, however, is just starting and more time will be needed before the assessment data is fully understood and used to make improvements in the programs. (Standard I.B.1)

The college is making a broad and sustained effort at planning. It has a very commendable preliminary assessment and it can rely on the excellent McIntyre document. It also follows the major strategic goals of the district and it has developed an extensive educational master plan. Further improvement could be made by refining its numerous action initiatives and action plans with a priority list to provide the college direction on which areas should be addressed first. Performance indicators should be developed to show that progress has been achieved.

The college takes action and makes progress on many fronts, none a better example than the development of its new campus and its constant efforts at improving its programs despite limited resources. But while the team is very sympathetic to those efforts, it feels strongly that the college would benefit considerably by focusing more on implementation and evaluation, all the more so because the funds are so limited. (Standard I.B.2)

BCC is involved in continuous planning. It produces unit plans annually, its program review is done every three years, and its educational plan is reviewed every five years. The unit plans are based on the college's institutional data and are used for resource allocation. As indicated earlier, the college needs to put more emphasis on performance indicators in order to better evaluate how well its plans are being implemented and ultimately how well its planning process is working.

The data produced by the institutional researcher are used in planning together with environmental scan data obtained by consultants hired by the district. Much of that data is available in graph form on the website or in college publications. (Standard I.B.3)

The college has increased opportunities for dialog in regards to planning and communication through the development of new shared-governance groups such as the College Roundtable. The Roundtable “operates on the principle that planning drives the budget.” The unit/program plan process is designed to include departmental faculty in the conversations leading to the development of the annual unit/program plans. By and large there is strong faculty participation in the program review process and in the development of the unit plans in spite of the large percentage of part-time faculty.

The allocation of resources to support the fulfillment of college planning is evidenced through the establishment of the College Roundtable. Unit/program plans and program review are sent through the College Roundtable for the allocation of resources based on needs reported by the individual programs. The Roundtable is tasked with allocating resources within the framework of the college and district strategic plans. The college has also sought with some success to increase its revenues through grants in order to implement more of its projects. The plans have led to a number of improvements such as the development of new facilities, new programs and new courses. (Standard I.B.4)

The team has found that the college is making efforts in assessing its programs and services. Assessment data take the form of learning outcomes, programs reviews/unit plans, and college data reporting. College data reporting focuses heavily on state mandated reports such as the Accountability Reporting for Community Colleges (ARCC), Equity Report and Plan, transfer, degree and certificate awards reporting. The district office has also provided data regarding success, retention, enrollment, class size, FTEF, FTES, and productivity figures for each college department and for each course offered over a period of five years. The college also participated in the nationwide Community College Survey of Student Engagement (CCSSE) in 2007-08.

The information gleaned from the above assessment efforts is disseminated to the campus community through the various committees and councils. An abstract of CCSSE results is reported to be available online; however, the team has not been able to locate the results, and the entire report is available in a binder in the president’s office. As required by the state Chancellor’s Office, ARCC data is reported to the governing board.

The team has found that assessment data are difficult to locate on the college website, whether it be outcome assessment or reporting on student success. The Goals and Accomplishments Report, found on the president’s website, nicely summarizes progress on the identified goals of the college for 2007-08, and lists the goals for 2008-09. However, this report does not specifically address the information collected through the assessment efforts listed above.

The college fact book, which does summarize the assessment data drawn from the assessment efforts above, was updated in fall of 2008. It was widely distributed to the campus community, but again, it was not found on the college website. The team has found that the updating of this fact book will not be possible until the institutional research and

planning officer is not only granted access to the college data, but is also extensively trained in the table structure and data definitions used in the PeopleSoft software. (Standard I.B.5)

The college implemented a new process for instructional program review in 2007. This new process includes a program review that is based on a 3-year cycle, emphasizing learning outcomes and the integration of pedagogical, as well as technological, needs with curriculum. It is not entirely clear that the college has developed a way to systematically evaluate the effectiveness of this new process. The college utilizes the categorical state mandated program reviews for the planning of student services, although not all student service areas are required to participate in this categorical program review process.

The college also addresses the second level of review that is performed at the district level. It is clear that financial resource allocation is a concern for the college, and the team finds that this is an area that could benefit from an actual review of the planning process – such a review at the district level could lead to an improved dialogue among the colleges and with the district, a fairer system for resource allocation and a greater concern for program improvement.

The team has found that the institutional research and planning office is not used as well as it should at the college. The situation seems to result from technical and training problems with the new software, difficulties in accessing district data, and an insufficient framework for campus use of the office. As the college progresses through its planning, evaluation and improvement cycle, it will need to strengthen the role of the research and planning office and make better use of its contributions in both evaluation and planning. (Standard I.B.6 and Standard I.B.7)

Conclusions

The campus meets the first part of this standard, but may want to review its mission statement to make more explicit its mandated role as a community college and its intended student population. As for the second part, the visiting team is impressed by the extensive and continuing contributions made by all the units of the college in the development of its educational master plan. It feels, however, that the college needs to put considerably more effort into the prioritization, implementation planning and performance measurement of its many projects, and be systematically reviewing the effectiveness of planning.

Recommendations

Recommendation 1

In order to increase institutional effectiveness, the team recommends that Berkeley City College clarify, streamline, and prioritize its many actions plans, action items, and initiatives and develop a comprehensive implementation plan complete with performance measures and a systematic review of the planning process. (Standards I.B.2, I.B.3, I.B.6, and I.B.7)

Recommendation 2

Significant progress has been made in meeting the standards for Student Learning Outcomes. In order to meet the “proficiency” level as prescribed in the ACCJC/WASC rubric by 2012, the team recommends that the college complete all service, course-level and program level SLO’s; have an assessment timeline for all courses, programs, and institutional SLO’s; be in dialogue about the results of the SLO’s and use the dialogue for decision making purposes. Additionally, to integrate assessment result with continuous review and improvement, the team recommends that the SLO Action Plan be integrated with the Unit Action Plan. It is further recommended that the program planning and SLO assessment process formally incorporate the data analysis by institutional research and planning. (Standards I.B.1, I.B.6, I.B.7, II.A.1.c, II.A.2.a, II.A.2.c, II.A.2.f, II.A.2.h, II.A.6, and II.B.1)

Recommendation 4

In order to improve, the team recommends that Berkeley City College prioritize their college-wide staffing plans in anticipation of the implementation of the new resource allocation model. (Standards I.B.4, I.B.6, I.B.7, and III.A. 2)

STANDARD II – Student Learning Programs and Services

General Comments

In the course of responding to the recommendations by ACCJC from 2003–2007, Berkeley City College has created key documents and processes in pursuit of implementing mechanisms to ensure high quality instructional and student services programs, both locally at the campus as well as at the district level. Throughout this process, faculty, staff and administrators have maintained a strong commitment to teaching and learning. All of the instructional programs at the college have undergone program review. Additionally, all categorical student services programs have undergone program review. The Educational Master Plan for the college was finalized in 2008. It is significant that institutional student learning outcomes have been completed and 90% of course-level outcomes are also established. The college is currently developing its SLO assessment cycle, and five course-level SLOs have been assessed in fall 2008. Clearly, much work has gone into creating the framework for sustainable planning; however, the implementation of the framework has yet to be fully realized. Ongoing dialogue regarding the effectiveness of the framework needs to continue in order to support institutional effectiveness and instructional improvement.

The college has satisfactorily addressed many sub-standards in Standard IIB. The categorical programs have undergone program review and completed student learning outcomes. The level of general understanding of the role of student and program learning outcomes in student services is unclear. Additionally, the ways in which staffing, other than instructional staff, has kept up with the pace of student enrollment is unclear.

The new library is a center of information for the campus. It is centrally located on the first floor and provides a wide range of service options (walk-in reference, phone reference, email reference, instant messaging, textbook reserves, electronic databases including electronic books, etc.) It is staffed with a librarian (who receives a department chair's 3-hours-a-week release time for administrative duties), one other full-time faculty librarian, one half-time librarian, and one library technician. The library has no student assistant budget and has relied on work/study students to provide clerical support; however, the funding is unreliable and inconsistent.

Librarians work with faculty, divisions and students to ensure quality services and collections within its stringent budget limitations. The library has received some one-time monies to build its collections; however, the base allocation for the book collection is only \$5,000 and the collection count is 6,000 print books. Electronic databases are funded primarily from TTIP categorical funds and permanent, sustainable funding has not been established. The need for an expansion of the library's collections is reflected in the spring 2008 survey in which only 13% of faculty, staff and administrators thought the collection was adequate. Approximately 1/3 of the collection was published prior to 20 years ago.

Hours were expanded as the library transitioned to the new facility; however, the commensurate classified staffing has not been added to meet the needs of the new facility.

Weekend college expansion did not include staffing augmentations to deliver additional library services to those students.

Faculty librarians are spending an inordinate amount of time doing tasks appropriate for library technicians: processing books, shelving, checking out books when the one technician has left for the day or is at lunch, etc. In addition, they are making significant contributions in the governance arena.

In addition, the campus has several Student Services Centers such as the Computer Commons, EOPS and PASS centers, Career and Transfer Center and the Learning Assistance Center. These resources seem adequate for the student population at this time.

Standard II.A Instructional Programs

Findings and Evidence

Berkeley City College offers a variety of instructional programs. The college offers 21 AA/AS degrees and 26 certificates in both career technical education and academic programs. Through its faculty-driven process, the Curriculum Committee ensures that courses and programs meet the college's mission and uphold its integrity. The Curriculum Committee is comprised of nine faculty members and three administrators, all of whom are voting members. Decisions in the committee are reached by consensus. Curriculum forms are clear and include sections for Student Learning Outcomes (both course-level as well as the connection to institutional SLOs) as well as an addendum for Distance Learning. The Curriculum Committee also interfaces with the Peralta CCD through the Council on Instruction, Planning, and Development (CIPD). The CIPD meets once a month, and curriculum committee representatives from each campus present, review, and approve curriculum for district discussion. (Standard II.A.1)

The college offers courses using a wide range of delivery methods. The Self-Study reports that online offerings have increased to the extent that students can now complete at least 50% of their coursework through distance education. In response, the campus has submitted a Substantive Change Proposal to the Accrediting Commission, which is scheduled for review May 15, 2009.

Departments determine appropriate methods of delivery; delivery modes then go through the curriculum committee as a "distance education addendum." BCC uses Moodle for its online shell. Ongoing training for faculty is held at Merritt College. Training is conducted the semester prior to an instructor's teaching assignment and faculty must go through training before they can teach online. Additionally, the district is developing an online teaching certificate. Also, FLEX workshops are offered that focus on both technological and pedagogical aspects of online instruction. A different evaluation instrument was created and approved this year for DE classes and DE classes are regularly evaluated. (Standards II.A1.b and II.A.2.d)

As noted in the Self Study, BCC has undergone a "college-wide shift" starting in 2003, which has resulted in a new focus on student learning outcomes and assessments as well as a campus-wide, cross-disciplinary conversation on this topic. Beginning in 2003, an assessment committee was

formed to assist faculty, staff and administrators with implementing outcomes assessment. Additionally, flex day events and brown bag sessions were held as informational sessions on student learning outcomes and assessments. In 2005, institutional-level SLOs were developed. In 2007, a Student Learning Outcomes and Assessment Coordinator (SLOAC) position was created; also during that year, the Curriculum Committee revised their approval process to include SLOs for courses and programs.

All institutional level SLOs have been completed as have ninety-percent of course-level SLOs. Course-level SLOs are mapped to the institutional level outcomes; this process is documented through a curriculum committee form. Thirteen program SLOs have been completed. Thirty out of forty disciplines have submitted an assessment cycle to the SLOAC. Three student service areas (Counseling, DSPS and EOPS) have completed SLOs. SLOs, assessment rubrics, assessment instruments, findings and action plans will be tracked in the newly implemented TaskStream software. Five courses have currently gone through this process using TaskStream. (Standard II.A.1.c)

The college follows district procedures found in the “Program and Course Approval Process Manual for Faculty and Administrators” to develop or delete new courses. The procedures include specific steps for college approval, district approval and state approval. Currently, courses and programs are primarily evaluated through departmental unit plans and program review. The college plans to phase in SLO assessment over a three-year period. Under the guidance of the SLOAC, faculty are currently undergoing training on the assessment process. Thirty discipline areas have an SLO assessment cycle timeline; these timelines extend through 2011. As stated previously, five courses have gone through a complete SLO assessment process. Administrative Services will assess outcomes in 2009 - 2010. To date, ten other disciplines will need to create and submit their assessment cycle timeline. ISLO assessment is on hold. (Standard II.A.2.a)

Working with the district, Berkeley City College has revised its program review process. Unit plans are completed on a yearly basis, and departments participate in an in-depth program review on a three-year cycle. Currently, all departments have participated in program review. Information related to course and program improvement is forwarded to the Curriculum Committee. When changes and improvements in curriculum are made on the campus, they are also forwarded by the Curriculum Committee Chair to the District Council on Instruction, Planning and Development (CIPD). (Standard II.A.2)

High-quality instruction at the college is ensured both by the faculty and by the evaluation and development of courses and programs through program review and the Curriculum Committee. Through a screening process at the district Human Resources office, faculty are evaluated to ensure they meet minimum qualifications; additionally, once employed, all faculty are regularly evaluated. Programs conform to the California Education Code requirements and meet curriculum standards as outlined in the curriculum handbook. (Standard II.A.2.c)

As noted previously, institutional SLOs are completed and 90% of course-level SLOs have been completed. Program SLOs need to be completed. Additionally, few courses have completed an assessment cycle; however, plans are in place to continue to implement TaskStream software to track SLO assessments and subsequent dialogue and action plans. (Standard II.A.2.b)

The district has recently implemented an “Annual Planning and Budget Integration,” which includes three phases: research, integrated college and district planning, and budget development. Currently, program review at Berkeley City College is “Sustainable” based on the ACCJC/WASC rubric. It is a systematic, ongoing process at the college in which the results of program review are used to refine and improve program practices.

The college follows district procedures found in the “Program and Course Approval Process Manual for Faculty and Administrators” to develop or delete new courses. The procedures include specific steps for college approval, district approval and state approval. Currently, courses and programs are primarily evaluated through departmental unit plans and program review. (Standard II.A.2.e)

Assessment schedules for student learning outcomes exist for 30 out of 40 departments. Currently, five of the courses at Berkeley City College have undergone a full assessment cycle. The college recently adopted the TaskStream software to facilitate the assessment cycle and to track discussion on action plans for improvement based on data gathered from the SLO assessments. (Standard II.A.2.f)

The college does not use departmental course and/or program examinations. Credit is awarded based on accepted higher education norms; it is awarded for student achievement based on institutional policies. Departments have linked course-level student learning outcomes with institutional student learning outcomes; however, the college is still in the process of implementing the assessment cycle. (Standards II.2A.g, II.2.A.h, and II.A.2.i)

All degree programs require a general education component which is identified in the college catalog. The district, college academic senates, curriculum committee, department and program chairs share responsibility for the content and methodologies of the general education curriculum. In addition, the institutional and course-level student learning outcomes, and to the extent that program level outcomes have been completed, address the major areas of general education. There is a clear statement of policies in the catalog including Transfer of Credit and Articulation Agreements. The catalog supplement (which is exemplary) provides appropriate statewide changes to the Course Repetition policy, C/NC to P/NP, withdrawals ‘W’, and changes in certificate titles.

Individually and collectively, general education courses meet the requirements to be ethical, respect diversity, develop interpersonal skills and be socially responsible. It is significant that years ago the district added an ethnic studies requirement to the Title 5 general education requirements in an effort to address diversity. In addition, course-level outcomes are mapped to the institutional outcomes which address ethical and personal responsibility, global awareness and valuing diversity, self-awareness and interpersonal skills. Assessment rubrics for the institutional outcomes are in development.

One concern is that currently Berkeley City College does not have an articulation officer. Currently, a full time faculty member has stepped in to fulfill some of these responsibilities when a half time articulation person moved to a full time position at another campus in the district. The reinstatement of this position would reinstate the dialog needed between the faculty at Berkeley City College,

between the high schools and the college, and between the college and the four-year institutions. (Standards II.A.3.a-c)

The college offers Associate of Arts and Associate of Science degrees, each of which include an area of focused study or interdisciplinary core. (Standard II.A.4)

The college has a vibrant Career Technical Education program, with the majority of the degrees and certificates offered at the college in this area. The degrees and certificates offer a wide-range of subject areas including American Sign Language, Biotechnology, Business, Community Health Worker, Computer Information Systems, International Trade, Multimedia Arts, Social Services Paraprofessional and Travel/Tourism Industry. None of the vocational programs at the college require licensing or certification from an external agency. The CTE programs at the college have vibrant advisory committees and the CTE dean has established crucial community relationships through participation in both community and professional organizations. These are essential components to ensure the health of the CTE program, given the increase in enrollments and the current state of the economy. (Standard II.A.5)

Students in all courses and programs receive syllabi in their classes. Instructors turn in their syllabi to their deans and a review of faculty syllabi is also part of the evaluation process. Student learning outcomes are not currently consistently included in campus syllabi, nor are they included in the college catalog. The campus plans to include student learning outcomes in future catalog. The Student Learning Outcomes Assessment Coordinator is working to generate awareness among faculty that course and program level SLOs need to be included in class syllabi. (Standard II.A.6)

The college's catalog contains clear transfer information, including IGETC and CSU transfer patterns as well as specific information for transfer to UC Berkeley. The campus Career / Transfer Center is a vibrant resource. Representatives from four-year institutions regularly meet with students. A variety of documents, databases and workshops are also available to students. The college belongs to the Peralta Tech Prep consortium and follows the district articulation process. The college has a number of articulation agreements with local high schools; many of these were made at the district level, with minimal BCC faculty involvement or awareness. The campus has a .5 release time articulation officer position, which was vacated in June of 2008. The position was shared with the College of Alameda, who has since filled the position. Currently, a full-time tenured faculty member maintains articulation agreements at the college. The campus has not replaced the position. (Standard II.A.6.a)

The college has clear guidelines about program elimination as well as a clear statement for working collaboratively with other district campuses. The college also produces a yearly supplement to its catalog which informs students of any program eliminations as well as the effective date of the elimination. (Standard II.A.6.b)

The catalog, schedule of classes and other campus documents, including online documents, represent the college clearly, accurately and consistently to the public. The Public Information Officer ensures participation from multiple campus constituencies through

planning calendars for key documents such as the catalog and schedule of classes. Information on state-level policy changes is first addressed at the district level and then disseminated to the college. Local policies are reviewed during the production of the campus catalog as coordinated through the PIO's office. (Standard A.6.c)

The college's policy on Academic Freedom and Freedom of Speech is stated in the catalog. As the self study indicates, academic freedom is also addressed both in Article 4 of the Peralta Federation of Teachers union contract as well as in PCCD Board Policy 5.10, Intellectual Freedom and 5.15 Code of Instructional Standards. The college also includes a review of this area in the faculty evaluation process. (Standard IIA.7.a)

Berkeley City College's Academic Integrity statement is currently embedded in the Student Code of Conduct as number seven in the list of 15 possible violations of the Student Code of Conduct in the college catalog. The board has passed Policy 7.84, Academic Integrity / Academic Honesty for Students, which has not yet been disseminated among faculty and students. Additionally, the current Interim Vice-President of Student Services is in the process of drafting a "Guide to Student Rights and Responsibilities" handbook, which will be reviewed by the college community. After review and approval, the student guide will be distributed to the student body. (Standard II.A.7.b)

The college has a clear and detailed Student Code of Conduct which is published in the catalog. The Student Code of Conduct references college rules and regulations as well as the California Education Code, the California Penal Code and the California Administrative Code. 15 possible violations of the student code are delineated. (Standard II.A.7.c)

Conclusions

The team suggests that the "Guide to Student Rights and Responsibilities" handbook be completed and distributed appropriately so that the college's academic integrity statement is widely available for students, faculty, staff and administrators. Additionally, to improve information dissemination, the team recommends that appropriate board policies, including Policy 7.84, Academic Integrity / Academic Honesty for Students, be specifically referenced in the document.

The team recognizes the significant proportion of Career Technical Education courses, degrees and certificates at Berkeley Community College. In support of that, it suggests the college continues to foster faculty involvement in the district tech prep project and that it continues to pursue crucial CTE development through community involvement and participation in professional organizations.

Considering the dramatic increase in enrollments at the college, coupled with the transfer of the former Articulation Officer to a sister campus in the district, the team suggests the college consider providing adequate support for the articulation process.

Standard II.B Student Support Services

Findings and Evidence

There is evidence showing that Student Services has made progress on program review and student learning outcomes. The program review and unit plan templates discuss student retention and success data and link action plans to the strategic plan. The Vice President for Student Services is in discussion with the district to develop a master Student Services Program Review calendar. (Standard II.B.1)

The college provides a catalog that adequately provides information to current and prospective students and the public electronically as well as hard copy in the following areas: general information, requirements for admissions, student fees, and degree offerings, as well as major policies affecting students. Admissions policies are published clearly in the catalog as well as in the class schedule and the website, and include admissions procedures and criteria for specific groups of students, including international students, AB 540 students, and high school students. (Standard II.B.2)

The identification of student support needs is completed by student referrals, the student equity process, unit plans and program review. (Standard II.B.3)

The college attempts to ensure equitable access to its services by offering courses via traditional and distance education modalities, extended hours of operation, outreach to high schools and middle schools. However, access to services is hampered by limited staffing, decreasing financial resources, and limited staff development opportunities in both categorical and non categorical programs. Interviews with staff indicated that: 1) staffing levels in Admissions, Counseling, and Financial Aid has not kept pace with the increase of student enrollment; 2) staff development funds for classified staff is inadequate. Student/counselor ratios are inadequate as is the number of financial aid specialists to support students. The student services division collaborates with faculty to provide a vibrant co-curricular program that covers a wide range of interests. The Counseling department provides personal, academic, and career counseling services. The department is actively engaged in student learning outcomes and program review to provide continuous improvement of services. (Standard II.B.3.a -c)

The Student Activities department, in partnership with Associated Students, offers a variety of programs that enhance student understanding and appreciation of diversity. Furthermore, they provide an environment of students to engage in and contribute to the organization in many different ways. There are at least 13 registered clubs through ASCC, including many serving the diverse needs of students on campus. The college is currently undergoing validation studies for their state-approved course placements instruments. Faculty and students are being queried as to their satisfaction with the levels in which students are being placed. The college maintains its records securely in Admissions and Financial Aid offices. Student workers in Financial Aid are trained in FERPA and confidential information security. (Standard II.B.3.d-f)

Student Services has made significant progress in completing unit plans and program reviews. Categorical programs have completed program reviews to coincide with the Chancellor's Office state mandated program review timetable. A Master Student Services Program Review calendar that provides a systematic program review process timetable is under discussion. The calendar based on a three-year cycle shows that all student services units will have completed program review by 2010-2011 and results from those reviews will be implemented in 2013-2014.

Counseling, DSPS, EOPS, Financial Aid, Admissions, and Student Activities are in the process of developing student learning outcomes. The problem, identified by staff, is that there is very little institution support for assessing outcomes in Student Services.

Student Services uses the college's annual resource allocation process (i.e. unit plans) to provide an analysis of the student success data and request additional resources. The unit plan template asks staff to discuss several quantitative and qualitative assessment measures, including the Mission/History, Evaluation and Planning, Qualitative Assessment and Resource Needs. (Standard II.B.4)

Conclusions

The team commends Student Services staff for being highly motivated and committed to student success. The division has maintained a very high level of service to students and faculty in the face of increasing student enrollment and inadequate fiscal and human resources. It is clear that the division has the professional expertise and motivation to solve the problems facing the college. Staff interviewed for the accreditation visit reiterated their profound desire to work with their instructional colleagues to plan for the future and serve students.

As the college continues to grow, further enhancement of its student services program review process that will systematically assess student support services using student learning outcomes, and other appropriate measures will greatly improve the effectiveness of these services. Also, a more collaborative approach for planning involving student services, instruction, and institutional research will improve communication within the segments of the college. Professional development funding could be enhanced for classified student services staff.

Standard II.C Library and Learning Support Services

Findings and Evidence

The library is struggling to adapt to the significant increasing demands of an escalating student population. The library is still adjusting to its new facility, but already faces challenges with insufficient seating, lack of full accessibility to the adjacent library computer lab, inadequate professional and classified staffing, and the lack of sufficient print resources to meet the college's curricular needs.

Although the design was for the adjacent library computer lab to serve students needing online research and for online instruction, the scheduling of other classes in that room have impinged on the space needed for students to use the databases for their research. Use of this room would also ease the overcrowding in the library. The logistics of entering the room are problematic, requiring the students to exit the library and enter through the Learning Assistance Center. It is only open when a class is scheduled, limiting the use by students as an open computer lab. (Standard II.C.1.a)

There has been a significant need for increased library instruction. While the librarians provide some instruction to classes, it appears to be minimal (16 sessions last year). Often there are no hands-on opportunities to practice database searching sessions in many of these classrooms. If issues of classified staffing were resolved, librarians would have more time to provide additional outreach to faculty and provide additional instructional sessions that would enhance the information competency levels of BCC students, and thus work toward addressing the institutional level objective in this area. The survey results regarding the faculty and staff perceptions of the library and its collections validate this finding.

Library instruction credit classes which would address the institutional level SLO on information competency have had to be on hold since there is no adequate space and there are not an adequate number of librarians to meet even the existing day and evening demands. Again, it is evident that there is a parity issue when compared with some of the other colleges in the district. There is no question that when librarians are juggling so many responsibilities, including traditional library technician duties, that there are limitations on what they can achieve. Nevertheless, their contributions to college governance are impressive. (Standard II.C.1.b)

The team concurs with the self study, program review and the BCC Educational Master Plan that address the facility, staffing, and resource needs. Although it is wonderful to have a new space for library services, it is already inadequate in its seating capacity. At noon on the first day of the visit, only 6 seats were unused in the library. All group study spaces were in use except one. Additional visits rarely found a public access computer that was not occupied.

In addition, the collection is minimally sufficient in quantity, currency, depth, and variety to facilitate and complements the college's educational offerings; however, as resources become available, plans are in place to provide improvements to the library's collection and staffing needs. Librarians must rely on gift books and even then, have no staff to process them in a timely manner. The print collections of the Berkeley City College (6,000 volumes) are not in parity with the other colleges in the district that have significantly greater collections (Alameda, 39,000; Laney, 82,000; and Merritt 65,000). Of the 6,000 titles in the collection, 30% are more than 20 years old. The survey results regarding the faculty and staff perceptions of the library and its collections validate this finding.

The college has been designated one time funding to support the library's resource needs. Yet, last year, all other colleges in the district received significant infusion of funds for resources (\$100,000). BCC did not receive an equal allocation. Since the library needs consistent institutional funding to build strong print and electronic collections, the team strongly encourages the college to examine the feasibility of a plan for continued, sustainable resources. (Standard II. C.1)

While instant messaging and email reference are available to distance education and as well as traditional students, the Library faces the challenges of staffing these services while trying to meet basic needs of students in the physical facility. Electronic resources are only available by password which also limits a student's access without knowledge of the password. In addition, the library's online Horizon system at the college and the district are antiquated and in need of replacement. This would also facilitate greater sharing of resources across district collections. If interlibrary loan delivery was available and if the various college libraries licensed their electronic databases across the district, this would enhance the BCC collection. The team strongly encourages the library and learning resource centers to incorporate authenticated and seamless library resources and services to all students, including distance education students and students at off-campus sites. (Standard II. C.1.c)

Another concern is the security of the library and its collections. In times when the library is not open, there is no way to secure these collections due to the configuration of the exit doors. Although campus security is close by, it still places these resources at risk. (Standard II. C. d)

Regarding collaboration with other institutions, no formal agreements exist however since the public libraries in the state have universal borrowing, this is not needed. UC Berkeley requires a \$25 annual fee to borrow materials from their institution. BCC is not relying on UC's library for their students. (Standard II.C.e)

The library uses a variety of quantitative and qualitative measures to assess services as well as the quality, quantity and variety of the collections. The library documents their assessment strategies in the BCC Course Assessment Analysis Form. Ongoing assessment is taking place although the results have not been cumulated consistently. Librarians assess students and staff use, solicit feedback from reference transactions, and monitor highly used items to determine collection development priorities. Results of the assessment are included in their unit plans and folded into the action plans for the educational master plan.

The library has identified program-level student learning outcomes and assessments. Through their one on one interaction, as well as the course integrated library instruction, librarians are involved in developing information competency skills in students. While these activities are taking place at a minimal level, the staffing issues constrain developing these services further. (Standard II.C.2)

The library website with its databases and electronic resources also provides needed resources to students when the library is closed and to distance education students. The team strongly encourages the library and learning resource centers to continue to develop enhanced services to all students. (Standard II.C.1.c)

Conclusions

Although significant progress has been made, it is clear that the facility, resources and staffing are insufficient. Additional resources are needed to provide sufficient resources to support the library in the delivery of resources to support the college's instructional programs. Planning agendas, program review, and the educational master plan have documented critical needs and an action plan. The team concurs with the self-assessment

and plans that will enhance the library's collections and services. Further, the team encourages the district to examine the staffing needs of the library so that paraprofessional support is provided at an adequate level and that faculty librarians are freed from clerical tasks to do the instructional liaison, outcomes assessment and activities appropriate to their discipline. (Standard III.A.2)

Recommendations

See Recommendation 1, Standard I

See Recommendation 2, Standard I

Recommendation 3

Although significant progress has been made since 2003 in its library's quality and services, the team recommends that the college develop an adequate, equitable, and sustainable library allocation for staffing and library resources. (Standards II.C.1, II.C.1.a, II.C.1.c, II.C.1.d, and II.C.2)

Recommendation 5 District Recommendation

The team recommends that the district immediately resolve the functional issues associated with the implementation of the district-wide adopted software management systems for student, human resources, and financial aid administration. (Standards II.B.1, III.C.1.a, and IV.B.3.b)

STANDARD III – Resources

General Comments

With regard to hiring of faculty and staff, a clear, collaborative recommendation process is followed at Berkeley City College. For faculty, this process begins in the fall with members of the Department Chairs' Council request proposals, which are based on quantitative and testimonial evidence from program review and unit/discipline plans. The prioritized list and data then go to the vice presidents who take the list to the College Roundtable for Planning and Budget, chaired by the college president. This group considers budget projections provided by the district office, the FTES targets set for each college, and the district state-mandated faculty obligation number. A recommendation is then forwarded to the chancellor and the district's Strategic Management Team on the number of new contract faculty to be recruited for employment in the following fall semester. The classified senate president and the assistant to the president confirm that this process is working well.

All hiring at Berkeley Community College adheres to policies that ensure that qualified personnel are hired and that personnel records are secure and confidential: from developing the job announcement, selecting the screening committee, the application materials and developing the screening criteria and interview questions. Human resources are centralized at the district office and provide support to each college. Positions are approved for advertisement by the college president and the chancellor. In terms of the first criterion for filling faculty positions, the college seeks to meet the full-time faculty obligation for the District. In this way, Berkeley City College, because of its strong enrollment, hired eight tenure-track faculty last year. However, the justification for additional full-time faculty is the fact that the percentage of contract faculty in the total FTEF has not increased, and the self study further reports that the percentage of the course load taught by adjunct faculty is approximately 75%. To this end, the college president will work with the chancellor and vice chancellor of finance and administrative services to increase the number of full-time contract and full-time permanent classified staff to an appropriate level to meet the needs of students and the community in 2008-2010. This is a direct response to Recommendation 8 in both the March 2004 Progress Report and the March 2006 Focused Mid-Term Report.

On July 15, 2008, the Board of Trustees passed a resolution regarding the "Allocation of Full-Time Equivalent Faculty throughout the District," to address concerns about the equitable allocation of faculty positions and serves as a directive to the chancellor to have a plan and to follow the plan. The passing of this resolution is a positive step toward increasing the numbers of needed full-time faculty members at Berkeley City College. With the college's commitment to diversity and equity in hiring as evidenced in the demographics of its staff, the college will, no doubt, continue to consider diversity as it seeks additional full-time faculty members.

In August, 2006 Berkeley City College moved to a new six-story, 165,000 square foot urban campus located in downtown Berkeley. The new facility is composed of 455 rooms, 177 of which are dedicated to classrooms and offices. Of 165,690 gross square feet, 92,154 square feet is assigned square footage. Berkeley City College serves Northern Alameda County,

which includes Albany, Berkeley, Emeryville, and north Oakland. To further meet community needs, the college continues to offer courses at off-campus sites. These are typically held in local public schools, churches, or community agency locations. The college also continues to offer evening classes on the University of California, Berkeley campus.

The college is exceptionally attractive and well maintained. The design of the facility is extremely efficient and clearly well thought out. It is clear that the location and inviting secure atmosphere of the facilities is having a significant positive effect on the staff morale and student response. The community is clearly supportive of the college's facilities needs with the successful passage of Measure E and Measure A Bond initiatives. In addition, there are bond resources available to meet the expansion needs for the facility due to the unexpected surge in students.

Facilities' planning is well integrated and is directly linked to the Educational Master Plan. This is clearly demonstrated by the District report that bridges the BCC Education Plan to the Facilities Master Plan.

There is significant comfort with the security and maintenance of the facilities. In addition, the District Risk Management group in conjunction with the college has developed emergency response plans. Table top training and drills have also been conducted to enhance the colleges' response capability.

After many years in disparate locations and aging facilities, the college is justifiably proud of its new building. The new facilities, funded through a bond measure, provide an integrated campus in an upgraded and highly welcoming environment. The new facilities demonstrate that physical planning was integrated with institutional planning. The new building thus brings to fruition a technologically-enabled learning environment, far different from the "dismay" reported in the evaluation report of the team visit to Vista College in March 26, 2004.

In response to the recommendation of March 26, 2004, BCC created a four-year replacement plan for most technology. High-use systems, however, are slated to be replaced every three years. The District-wide Technology Planning Committee and the Enterprise Network Group monitor the technology environments especially with regard to the infrastructure. Berkeley City College submits their requests for technology through the various planning processes. Instructional and non-instructional equipment funding is then allocated based on requests. Additional build-out spaces in the new building will enhance technology in the use of laptop carts that will be accessible to classrooms as well as training opportunities in a teaching and learning center. The college has seen significant growth in their distance education offerings.

Training in the use of Passport and Prompt has occurred, and the capabilities of Prompt for finances and human resources are vast and detailed, requiring new users to adjust to the time required to generate reports. One instructor reports that for grades and rosters, PeopleSoft works smoothly while others have had problems submitting their course grades, impacting some students' ability to register for certain classes that rely on a passing a prerequisite

course. This continues to be a concern. Staff development is regular and up to par, according to some administrators, faculty and staff. While problems persist, one dean expressed confidence that the glitches would be addressed within a year.

Technology resources are coordinated and integrated throughout the building in smart classrooms; wireless in common areas and in distance learning classes. PeopleSoft continues to be a challenge as are staffing needs for the growing distance learning program.

The budget for BCC is \$15.6 million dollars. This provides the college with the resources to provide a comprehensive offering of educational programs and associated student support services. Peralta Community College District (PCCD) funds operations primarily through “apportionment” funds from the State of California. These revenues make up approximately 80% of unrestricted operating funds. Other state and local revenue sources contribute approximately another 7% to unrestricted funds. PCCD receives restricted funding from federal, state, and local agencies to pay for specific programs and services. These restricted revenues make up approximately 13% of operating revenues.

The district has recently completed a revised allocation model which is proposed to be implemented in the 2009-10 fiscal year. The model is primarily driven by student enrollments. The theoretical results of the model indicate that a shift of resources is required in order to equalize the funding resources for the BCC operations.

BCC has integrated its financial planning with its educational master planning and strategic planning. This planning is done in concert with district strategic plans and initiatives. In addition, college staff awareness and involvement in the budget process has improved with the implementation of the college’s Roundtable for Planning and Budget.

The district and college are currently grappling with significant issues with their financial management system. Problems with controls, processing and reporting are making it very difficult for college personnel responsible for budget management to manage their assigned funding. These issues are succinctly delineated in the District’s annual audit report.

Standard III.A Human Resources

Findings and Evidence

Berkeley City College adheres to and follows policies in the Board Policy Manual for all personnel and complies with principles of providing full, objective and equal access for all applicants; actively seeks applicants with requisite competency, technical expertise and sensitivity to a multicultural educational environment. The college follows appropriate guidelines for all new employees, including a teaching demonstration for prospective faculty and duly constituted screening committees. Advertising of positions occurs at the District Human Resources Website and the California Community Colleges Registry, as well as flyers to local colleges and more specific publications to ensure a diverse pool of candidates.

In many cases, 70-80 applicants per tenure-track faculty position are not unusual, ensuring a breadth and depth of the candidate pool.

The college uses a paper-screening checklist based on the job announcement that is, for faculty, written by faculty in the discipline, according to state minimum qualifications. A process for equivalency is in place and is followed as are personnel policies and procedures regarding non-discrimination, equity, and fairness in the hiring process. (Standard III.A.1.a)

The team finds that Berkeley City College evaluates all its personnel systematically and at intervals specified in the various contract articles: every three years for contract faculty; tenure-track faculty are evaluated for their first four years of employment, and adjuncts are evaluated every three years. Administrators are evaluated annually.

In interviews with faculty, several other details emerged about the evaluation process, namely that the process has been streamlined because of the large number of adjuncts to be evaluated. Currently, the evaluation committee requires one faculty reviewer and consists of peer and self-evaluation, evaluation by an administrator and written evaluations by students. In the case of tenure-track faculty and adjuncts seeking to be on the preferential hiring pool, improvement plans result from evaluations, including delivering instruction through different learning modalities.

The college has experienced a significant administrative turnover with the current president hired in January 2008 and changes, as well, in top management, including the vice Presidents of Student Services and of Instruction. The college currently has both an interim Vice President of student Services and an interim Vice president of Instruction. In the past three years, the college has had six vice presidents of instruction and three presidents. The search for a permanent Vice President of student Services is in process while the position of Vice President of Instruction is being advertised. The college needs long-term administrators to provide needed stability and continuity. (Standard III.A.1.b)

Student learning outcomes are not currently a part of the faculty evaluation process in a formal way, nor are SLOs included in course syllabi, but they are included in the course outline of record addendum. As part of the formal evaluation process, faculty comment on their involvement with SLOs as part of their self-evaluation. Now that the college has a Student Learning Outcomes Assessment Coordinator (SLOAC), activities that faculty are currently engaged in, such as a capstone course for the multimedia program, which requires student portfolios that demonstrate a range of skills and learning, can be part of an SLO assessment. Piloting portfolio assessment with PACE, a learning cohort of working adults, is taking place and findings will be used to apply to other SLO assessments. In addition, the college is putting into place assessment software. (Standard III.A.1.c)

Board policy makes the American Association of University Professors (AAUP) standards of freedom and responsibility, the "Ethical Standards of the American Personnel and Guidance Association" and the "Code of Ethics for Librarians of the American Library Association," policy for the Peralta Community College District. Also addressed in district policy are:

conflict of interest, anti-nepotism, sexual harassment, non-discrimination, search and selection procedures, drug and alcohol politics, civility and mutual respect and campus smoking policies. Conduct issues are addressed by the Peralta Federation of Teachers contract and the SEIU Local 1021. The college also has a published grievance procedure for student complaints regarding grades and/or violations of law, policy and procedures. (Standard III.A.1.d)

Despite the employment of eight new contract faculty since the new building opened, the college still reports that 75% of the course load is taught by adjunct instructors. This is being addressed by the planning agenda for this substandard, with the college president working with the chancellor and the vice chancellor of finance and administrative services to increase the number of full-time contract faculty and full-time permanent classified staff to an appropriate level to meet the needs of students and the community in 2008-2010. (Standard III.A.2)

Written personnel policies and procedures for the Peralta Community College District and board policies ensure fairness in all employment procedures through its Office of Human Resources. (Standard III.A.3.a)

The college provides for secure and confidential personnel records and a process for reviewing personnel files is in the various collective bargaining agreements and Education Code. (Standard III.A.3.b)

Equity and diversity are part of the college's strategic goals and the college's core values – Commitment to Multiculturalism and Diversity and A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society. It is also evidenced by the demographics of the 92 full-time employees at the college: 24% African American, 15% Asian, 14% are of Hispanic/Latino heritage, and 46% are Caucasian with one person Native American. Hiring policies and practices encourage diversity, and advertisements for faculty positions may appear in publications targeting specific ethnicities. Mentoring occurs as well in Faculty Diversity Internship. (Standard III.A.4)

The demographics of the full-time employees mirror the student body, and through the Faculty Diversity Internship Program, the college seeks to increase faculty diversity. In addition, the district's Leadership Succession Program provides training to selected members of the faculty, staff and administration who wish to advance in their leadership skills and abilities. (Standard III.A.4.a)

The college through the district follows Equal Employment Opportunity policy in all its hiring procedures. The district monitors the success of equal opportunity in its recruitment, selection, retention and promotional policies and procedures and works to prevent discrimination. The college's staff demographics reflect the college's commitment to employment equity and diversity. (Standard III.A.4.b)

Advocacy avenues exist through groups such as the Peralta Federation of Teachers Local 1603 and the Academic Senate for faculty; SEIU Local 1021, I.U.O.E Local 39; the

Classified Senate and Associated Students. Integrity in the treatment of administrators and non-represented employees is assured by district -wide policies. In addition, statutes, such as the Americans with Disabilities Act and policies in the college catalog address this standard. (Standard III.A.4.c)

Despite minimal funding for staff development, the college provides a variety of Flex activities twice an academic year, with as many as forty workshops district -wide. Training efforts include the Manager's College, Selected Topics Managers Training, the Classified Training Program, and Individual Projects. Systematic evaluation of professional development programs take place and are discussed at campus staff development meetings and in district staff development chair meetings. Reports about staff development participation are made to the chancellor and vice chancellor of educational services. At the end of the year, the district staff development officer submits a Flex Day Calendar Activities report to appropriate offices. (Standards III.A.5 and III.A.5.a)

Staff development for faculty is being co-chaired by newly hired contract faculty members, and the offerings for the two Flex days have increased to "over forty workshops in five locations." Evaluations by participants are common practice and through the input provided, the following largest growth areas over the last two years are: departmental or division meetings, conferences and workshops, and institutional research; program and course curriculum or learning resource development and evaluation; staff development, in-serving training and instruction improvement. (Standard III.A.5.b)

Through program reviews and unit plans, the college assesses and integrates human resources planning with institutional planning through the college's governance process. Levels of staffing for faculty go through the department chairs council, which reviews them according to twelve guiding principles. Managers consider requests for classified staffing, which are then prioritized by the classified senate. Prioritized lists proceed to the Berkeley City College Roundtable for Planning and Budget, which forwards a list to the college president. However, with limited financial resources, planning for additional staff continues to be challenging.

With the large, unanticipated enrollment growth that came about after moving into its new building, staffing needs have also accelerated, and the college president will take this as a high budget priority to the district, and this is a college planning agenda item. (Standard III.A.6)

Conclusions

The team commends the college faculty, staff and administrators for their extraordinary efforts in providing quality instruction and services to the students at Berkeley Community College. With regard to staffing, the college recognizes the need to staff adequately – both faculty and classified staff – in order to meet the educational needs of its students and has made this a high priority in its planning. At present, staffing plans, which are included in program reviews and unit plans, are prioritized by the respective groups: faculty requests go through the Department Chairs Council and classified staffing goes through the Classified Senate and then both staffing recommendations go to the College Roundtable. Staffing plans

are included in individual program action plans. However, the team could not locate a compilation of all staffing action plans, especially for the long-term. In addition, integrating SLOs into course syllabi and evaluations of faculty would strengthen their student learning.

Standard III.B Physical Resources

Findings and Evidence

The institution links its educational planning to its physical facilities for their programs. BCC and District General Services link their planning of physical resources to their educational planning process. BCC Educational Master Plan was utilized as a resource for the design of BCC's new facility and associated allocation of space for programs and services to be housed at the college. The main campus facilities are constructed to DSA standards and are compliant with current ADA standards. The planning included input from all college stakeholders. In addition, the facility meets the LEED silver certification requirements. Due to significant student growth a facility expansion is already being developed. Again planning for the expansion includes input from all college stakeholders along with professional architects. (Standard III.B.1.a)

Facilities utilized by BCC are safe and secure. The main campus facility utilizes a security service during operating hours. There is a guard facility at the front entrance with video monitoring capability throughout the facility. Another guard patrols the facility on foot. The monitoring occurs continuously during operational hours. In addition, the campus utilizes an automatic locking system to secure the main campus building when closed. In addition, survey results indicate strong satisfaction with utilization, maintenance and safety of the new facility.

BCC also continues to utilize off campus sites to provide evening programs. The college offers classes at UC Berkeley. Safety at this site is provided by the UC Berkeley police. The college utilizes a process of facility walkthrough and feedback from instructors as to the adequacy and safety of the off sites. Further evidence of the safe environment is reflected in the Alameda County Sheriffs 2008-09 Personal Safety Handbook in which indicates no crimes have been reported from 2005 through 2007 at the BCC facilities. Also the statistics for the entire district indicate a very low level of serious incidents at all of the district's colleges. BCC's security provider is in the process of implementing software that will allow for the consolidation of their daily incident reports. This information will be provided to the colleges business manager for monitoring purposes. (Standard III. B.1.b)

Standardized Emergency Management (SEM) structure was implemented for the college, and all-college trainings were held. A successful table-top drill took place in June of 2008. Since 2005, 15 permanent campus personnel have been trained in CPR and the use of defibrillators. A safety committee has planned evacuation methods, appointed monitors with backups for all building spaces, and issued clipboards to all monitors. In late 2007, all classrooms and labs were equipped with telephones that link with campus security and directly to the

Berkeley police. Panic buttons in the restrooms and in administrative offices also alert security guards of problems in those areas. Red panic buttons in the restrooms call the Berkeley police directly. Call buttons in the elevators link with the campus security desk. In addition, the district has implemented a mass notification system throughout the district. The district is also developing its Disaster Recovery/Business Continuity Plan. (Standard III.B.1.b)

Long-range planning is concurrently taking place for additional space outside the main building. This will likely take the form of community centers and of a second building nearby for some administrative functions. The administration is also examining the schedule for ways to make the current spaces more efficient. Some experimentation with hybrid classes in the past year has allowed the use of one classroom for two classes at the same time but on alternate weeks. Saturday classes have proven popular, and that schedule will be increased; departments are studying ways to offer classes on Friday, a day when the building is typically underutilized. (Standards III.B.2.a and III.B.2.b)

Conclusions

Berkeley City College operations provide safe and sufficient physical resources to provide an extremely positive and comfortable learning and working environment. The facilities chemical store room it appeared to be somewhat cramped and cluttered. BCC may want to re-evaluate its system of storage in the storeroom to enhance maneuverability in the room. BCC should also consider developing a documented safety and security plan for each of its offsite centers.

Standard III.C Technology Resources

Findings and Evidence

The college's technology supports and increases the effectiveness of student learning programs and services. Included are a variety of technological features: fully-equipped smart classrooms for enhanced instructional delivery; wireless access in the library and common areas; a computer commons for general use; two multimedia labs, an animation lab; two mobile carts and an emergency alert communication system, "Alertify." District and college websites, including faculty pages, and the Moodle open source classroom management system for online classes support student learning programs and provide an avenue of growth for the college.

However, the adoption of PeopleSoft and Passport (PeopleSoft Student Administration System) continues to be problematic. PeopleSoft has presented major problems since it has been initiated. Training has occurred; however, widespread problems persist and continue to impact routine functionality at the college.

Despite some training provided for this management system, problems persist, including some course grades not being posted for the fall 2008 semester and some students requesting paper registration as an option. The college researcher has had problems accessing needed data. While Moodle and Passport have been combined, in order to request transcripts, students encounter a cumbersome process, one that is being addressed but will require more time to solve.

Info tech staff and some BCC faculty serve on the district -wide Technology Planning Committee, a group that discusses previews, introduces and recommends technology products, view application demonstrations and discuss pedagogy related to using technology for teaching and learning. (Standard III.C.1)

The reporting structure at the college and the district ensures coordination and delivery of technology support. Through the district -wide Enterprise Network Group meetings, standards and policies are discussed and agreed to resolve technological issues.

Faculty who were interviewed report that they do use the technology in the smart classrooms to enhance instruction and mentioned the ease of use and quality of the equipment. The biggest concern is that distance learning demand for classes is growing but BCC is currently understaffed with only a .5 distance learning coordinator and an assistant. In addition, student support services and library services should be enhanced in the online environment.

According to the DL coordinator, the college needs critical support, such as additional programmers and an online counselor exclusively dedicated to Berkeley City College. These needs are addressed in a global way in the draft Information Technology Resource Master Plan, and while Distance Learning does not complete a program review and unit plan, it does produce an annual report with goals. In addition, individual disciplines with online classes request staff through their own program reviews and unit plans. (Standard III.C.1.a)

For faculty who wish to teach online, Introduction to Online Teaching, a 6-week, self-paced class is available. For training in specific software programs, which last four to nine weeks, staff and faculty are allowed fee waivers to any class in the Peralta district. The distance learning coordinator at Berkeley City College provides training to faculty on professional days and is also available for faculty on a one-on-one basis. For the student PASSPORT system, student ambassadors received extensive information to assist students.

Training in the PeopleSoft student administration system is arranged at the district level for interested faculty and staff. As reported in the self study, in the implementation of the new Regent financial aid system, financial aid checks had been “significantly delayed.” At this date, this has improved somewhat, but problems continue. (Standard III. C.1.b)

The self study states that an equipment replacement plan will provide for replacement of technology equipment in four years with heavily used equipment in areas such as Admissions & Records, Financial Aid and Bursar, slated for replacement every three years. The college recently hired a new audio-visual technician. (Standard III.C.1.c)

With the new building, distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services. The new equipment is functioning well, and future replacement plans will ensure that high demand technology is replaced or upgraded.

One shortcoming noted with the PeopleSoft system is the lack of maps of rooms to assist chairs in scheduling classrooms. Another is that the common areas with web access are not open when the Weekend College holds classes. (Standard III.C.1.d)

The self study says that technology planning is integrated with institutional planning through the information technology department, the business manager, the Facilities Committee, which is a subcommittee of the College Roundtable for Planning and Budget, and the college president. What is evident from interviews is that greater coordination is needed among the various constituencies. (Standard III.C.2)

Conclusions

The team commends Berkeley City College for its extraordinary efforts to develop, plan and implement distance learning for its students. BCC has done an exemplary job in providing up-to-date technology and training for instruction for on-line students.

Challenges with PeopleSoft continue and need to be addressed in a timely manner. In addition, staffing needs, such as additional programmers, and online services, such as online counseling for the college's expanding distance education program should be addressed in the college's planning efforts.

Standard III.D Financial Resources

Findings and Evidence

All financial planning is done within the parameters of identified goals which are aligned with the five district-level strategic planning goals: Student Access, Success and Equity, Community Partnerships and Engagement, Programs of Distinction, Culture of Innovation and Collaboration, and Develop Resources to Advance and Sustain our Mission. Berkeley City College defines and follows its guidelines and processes for financial planning and budget development, providing all constituency groups with the opportunity to participate in developing institutional plans and budgets through the governance process. The college Roundtable for Planning and Budget and the Leadership Council are broad-based committees made up of constituencies including administrators, faculty, staff and students. The district Budget Advisory Committee (DBAC) is a district -wide committee representing all constituencies at the four colleges. The District-wide Educational Master Planning Committee (DWEMPC) also is a district -wide committee representing faculty, administration, and classified staff of all four colleges. Both committees use an annual budget calendar that was developed in early 2008. (Standard III. D.1)

In spring 2007, Student Services and Instruction completed program reviews. Program reviews performed by all departments help to shape the comprehensive updated educational master plan, which was finalized fall 2008. The goal is to update instructional program reviews on a three-year basis and student services on a six-year cycle. These various processes are central to financial planning at the college. For the instructional component, instructional departments write program plans, reviewing student learning outcomes and identifying needed resources. Instructional plans are presented to and reviewed by the Department Chairs Council. Based upon the presentations of the department plans, recommendations for staffing, equipment and facility improvements are presented to the College Roundtable. (Standard III. D.1.a)

A final budget is developed using the guidelines adopted by the district Finance Department, Roundtable and approved by the college president. The budgeting process is conducted utilizing a definitive time line for completion. For budgeting purposes, the Department Chairs' Council serves as a subcommittee of the College Roundtable for Planning and Budget. They formulate recommendations in the areas of instructional personnel and funding allocations. Requests for resource allocation or resource redirection will only be considered if the current program review self-studies have been completed and annual unit/program plans are in place. Upon request, programs will be provided with current information to update their annual program/unit plans. Requests which involve a new program, more than one program, or which do not fit within an existing program framework must be accompanied by a division review and or/planning document. Program reviews give programs the opportunity to clarify issues regarding numerical information. (Standards III. D.1.b., D.1.c., D.1.d)

The College Roundtable recently made recommendations to allocate funds for several innovation and solution projects that were directly linked to their strategic initiatives and accordingly education master plan. The Roundtable is given periodic college and district budget status and updates. Budgets are developed in concert with the District Finance Department. Long-term liabilities and obligations are first to be budgeted. Reserves are budgeted at levels exceeding the State Chancellors Office prudent standard of 5%. (Standard III. D.1.c)

The district utilizes a financial administrative software system made by PeopleSoft. The district has encountered significant issues with its implementation of the software. This has resulted in creating material weaknesses in the district's financial management system. These issues are clearly outlined in the district's audit for 2007-08 and 2006-07) in the Schedule of Findings and Questioned Costs. Several of the findings of material weakness deal with issues associated with controls, reporting and transaction processing which has resulted in a qualified opinion on the District's Financial Statements for the last two fiscal years. (Standard III.D.2.a)

The issues with the software have also made internal financial reporting cumbersome. The district and colleges have overcome and improved some of the internal reporting issues with training and deployment of assigned IT resources to the Business Managers at the college. The reporting has been further complicated by the financial data residing in two different systems. The payroll activity is being integrated into PeopleSoft in the spring of 2009 which

should begin to simplify the financial reporting processes for the colleges and district office. In addition, the reporting of bond expenditure activity has been incomplete and confusing generating complaints from a Bond Oversight Committee representative. (Standard III. D.2.b)

The district's purchasing has become slow, complex and difficult for budget managers to utilize. There can be significant delays in the processing of requisitions to the encumbrances being reflected in the financial system. Concerns were also raised regarding significant delays in processing the receipt of materials, supplies and equipment from district warehousing operations. The primary issue appears to be a lack of a process to easily monitor the status of requisitions processed through the financial management system. (Standard III.D.2.b)

Many of the 2006-07 audit findings were also found again in the 2007-08 audit report. District Finance indicated that due to the late issuance of the audit report there was not adequate time to react to the findings. The finance group is working with IT to resolve the issues contained in the audit. (Standards III.D.2.a and III.D.2.b)

Each manager has access to accounts, both restricted and unrestricted, for which they are responsible. The business manager updates the college community on changes that affect the budget or financial conditions, including state budget changes. The business office provides budgetary information for use in the college-wide program planning process. Furthermore, the business office actively reviews how it presents financial and budget information and seeks input on improving the presentation of that information. Unfortunately, the issues associated with the financial management system are too cumbersome for creating regular reporting for the college's internal budget managers. In addition, the colleges are also limited to access of their own operational data in the system limiting comparative funding analysis. (Standard III. D.2.b)

The district currently maintains reserves at levels significantly in excess of the prudent levels recommended by the State Chancellor's office, providing a buffer against cash flow fluctuations. The district has also successfully participated in the TRAN short-term financing program to further meet cash flow needs. (Standard III.D.2.c)

The district office Risk Management Department actively manages the District and college's risk. The district participates in a Joint Powers Agreement for its general property and liability and workers compensation insurance.

Oversight of the district's finances is complicated by the issues associated with the PeopleSoft program. The annual audit sites several issues associated with processing of categorical, financial aid and grant reporting. In addition, the district underwent an audit of the Financial Aid department that found significant deficiencies. (Standard III. D.2.d)

Financial resources from auxiliary, fund-raising efforts and grants are used for achieving BCC's mission and goals. Contractual agreements with external entities are consistent with BCC's mission and goals of the institution and contain appropriate provisions to protect the

institution from any adverse events beyond their control. Contracts sampled meet requirements of public contract code. (Standards III.D.2.e, III.D.2.f and III.D.2.g)

BCC planning process provides the platform for evaluating the effective deployment and utilization of resources. The implementation of the College Roundtable for Planning and Budget provides this platform. The Roundtable meets regularly to review and make recommendations to the President on all college budgetary matters. The review and assessment of process has been somewhat hampered by the problems with the financial reporting coming from the District's Financial Management system.

In addition, the recent development of a new district-wide allocation model focused upon the allocation of unrestricted fund resources between the district's colleges and centralized operations. This provided an opportunity for a comprehensive evaluation of the district's allocation of unrestricted fund resources. The model was developed with representation from District Finance Office and college stakeholders. (Standard III.D.3)

With the implementation of the College Roundtable for Planning and Budget, BCC is regularly reviewing its financial management processes as part of its financial planning process.

Conclusion:

The district has significant issues with its financial reporting system. This is creating issues with internal and external reporting controls and processing. The reporting issues are creating frustration for individuals required to provide financial oversight as part of their district and/or college function. These issues are putting the district /colleges at risk for funding losses from outside agencies and public embarrassment.

The district and college need to continue to develop and improve their assessment processes for financial management. This would include the development of standard budget status reports made available electronically or issued in monthly intervals in paper form to the college's budget managers and stakeholders.

BCC and the District General Services Department are to be commended for having gone the extra lengths to document the linkage between the Education Master Plan and the Facilities plan by developing a bridge document between the two plans. This further demonstrates the strong commitment not only at the college but at the district office for letting planning be the driving force for physical resource planning. Further commendations are due to BCC and District General Services for attaining the LEEDs silver certification. The award is predominantly displayed at the entrance of the facility.

Recommendations

See Recommendation 4, Standard 1

See Recommendation 5, District Recommendation

Recommendation 6, District Recommendation

The team recommends that the district take immediate corrective action to implement all necessary system modifications to achieve access to a fully integrated computer information management system, including modules for student, financial aid, human resources, and finance. All corrective action and system testing should be completed within two years and the governing board should receive regular implementation progress reports until project completion. (Standards III.D.1.a, III.D.1.b, and III.D.2.a)

STANDARD IV Leadership and Governance

General Comments

In general, the Self Study adequately addresses Standard IV. The report delineates multiple organizational changes and enhancements that have facilitated collaboration and innovation. The Leadership Council, the President's Circle, and the College Roundtable for Planning and Budgeting (CRPB), the Academic Senate, the Classified Senate, and the Associated Student Body (ASB) are cited as mechanism for constituency groups to exert leadership within the college. The Shared Governance Handbook, although spartan in its level of detail, delineates the opportunities for various groups to participate in the decision-making processes.

The mission statement is reviewed periodically as part of the college's and district's strategic plan. Resource allocation is tied to planning, which in turn is tied to the Educational Master Plan. The board's role in governance is delineated by policies that are freely available to the public. Finally, the board began, in 2007, a systematic effort of self-evaluation, and the members are engaged in and committed to an on-going program of board development.

Standard IV.A Decision-Making Roles and Process

Findings and Evidence

Berkeley City College exhibits a strong commitment to collaborative decision-making intended to improve the overall learning environment for students and promote student success. Among the committees and groups at BCC are the Associated Students of Berkeley City College (ASBCC), Academic Senate, Classified Senate, Curriculum Committee, Student Learning Outcomes and Assessment Committee, Basic Skills Planning Committee, Educational Master Planning Committee, Department Chairs Council, and Student Services Department Heads. In addition, several leadership groups (forums, councils, roundtables, and committees) have been put in place in response to the previous self study, with the intent of improving communications and ultimately improving the college's practices and decisions.

Drawing upon the membership of such specific committees are two multi-constituency groups: the Leadership Council, which discusses policies and campus operational issues, and the College Roundtable for Planning and Budgeting, which discusses planning and resource allocations. The recommendations made by these two groups are then brought to the President's Circle, the administrative leadership group, for further discussion and decision-making. Finally, opportunities for input have expanded to include district -wide committees and councils as well, and there is evidence of both the involvement of community leaders and the engagement of the college in community dialog (Standard IV.A.1).

Policies exist to codify the governance model described above, and a truncated governance handbook exists to explain the model to the college community at large. There appears to be considerable agreement among constituent groups as to the overall processes involved in

governance. Finally, the president works to build consensus and maintains an “open door” policy to further encourage inclusiveness (Standards IV.A.2 and A.2.a.).

The processes involved in the development of curriculum, the setting of academic standards, and the development of student learning outcomes are defined in PCCD Board Policy 2.23 as the role of Academic Senate. The faculty-led Curriculum Committee is a committee of the Academic Senate, and faculty expertise is sought in both curriculum development and program development (Standard IV.A.2.b).

The governance model has promoted a collegial environment and effective communication. The newly hired President has engaged in multiple communication strategies to ensure that information flows to all members of the college community. Recently, several all-college meetings have been devoted to streamlining and consolidating the committee structure. Through multiple campus and district -wide councils, constituent groups have the opportunity to influence policy development. In addition, the use of “listening sessions” appears to facilitate communications among all constituencies (Standard IV.A.3)

BCC has demonstrated integrity in the accreditation process and has put forth considerable effort to address the deficiencies identified in the previous self study. Accreditation reports are available on the BCC website and on campus. A substantive change report was submitted in 2006 to change the college name (from Vista College) and another is being submitted for its expanding distance education program (Standard IV.A).

Although assessment of the college decision-making structures has been a topic of the Leadership Council, evaluation of the leadership and decision-making governance structures is accomplished more through “dialogue” rather than an official process. A campus survey was developed and administered in 2008, but the results were not compelling in regard to the efficacy of the governance process. (Standard IV.A.5).

Standard IV.B Board and Administrative Organization

Findings and Evidence

In 2005, the Board of Trustees began to review and update its policies, with the assistance of the general counsel, resulting in numerous board policies describing everything from membership (Board Policy 1.01), to the district mission statement (Policy 1.24), to arrangements for recommending college and district -wide policy (Policy 2.20), to the Code of Instructional Standards (Policy 5.11). These current policies define the organizational roles of the district and colleges, and they form the basis of a “policy governance” model that the board appears to be following. In addition, the board members appear to accept the ultimate responsibility to ensure educational quality that comes with the role of board member. The district has recently engaged in evaluating its strategic planning efforts; however, the results of these evaluations are not widely disseminated. No evaluations of other district leadership teams have taken place. This has created an “awareness vacuum” on

the campus. Finally, the board has begun to recognize its role in support of student learning outcomes. (Standards IV.B.1.a, IV.B.1.b, IV.B.1.c, and IV.B.1.d)

The board has made a commitment to a thorough review of all board policies and is engaged in a multi-year review process. However, there does not appear to be any evaluation of the efficacy of these new policies. The board relies on in-house orientations and development activities provided by ACCT and the CCCT, and the board has staggered terms to assure continuity. Board members are cognizant of the cost associated with attending national workshops and instead rely on the California Community College League as a resource for their development. (Standards B.1.e and IV.B.1.f)

To assess its performance, the board has recently engaged in a self-evaluation process. The method of self-evaluation includes a survey instrument with a Likert scale that also allows for written input. Results are compiled and shared with all board members. This self-evaluation process was begun in fall, 2007, so evidence of its efficacy is understandably limited. The board members interviewed expressed a commitment to continuing the process into the future (Standard IV.B.1.g).

A board code of ethics exists (Board Policy 1.06) and it appears to be a document that directs the behavior of the board. Board members interviewed were clearly well informed of the accreditation process and were active participants in the process (Standards IV.B.1.h and IV.B.1.i.).

The board acknowledges the authority of the chancellor to implement and administer board policy, and it delegates administrative tasks to the college leadership. However, previous perceptions about micromanagement and effectiveness persist in the 2008 campus survey, wherein 46% of respondents did not agree when asked if the Peralta Board of Trustees and the District provide effective leadership and management (Standard IV.B.1.j).

As it relates to Standard IV.B.2, the president has, in her relatively short tenure at BCC, placed emphasis on administrative systems. She has both continued some past practices and also created new vehicles for planning and budgeting, such as the College Roundtable for Planning and Budgeting (CRPB). Because her tenure has been short, evaluative processes are not in place at yet to systematically evaluate the administrative structure and these new vehicles, although there was mention of the intent to evaluate the CRPB at the end of its first year of existence (Standards IV.B.2 and IV.B.2.a).

In terms of the teaching and learning environment, the president has used the Leadership Council to set management goals for her leadership team, which include the assessment of all courses and programs. It is clear that program review and unit planning drive the resource allocation decisions being made in the instructional area via the College Roundtable, which ensures the decisions are consistent with the Educational Master Plan. While the campus has an institutional researcher, it was noted that access to and training in collecting and analyzing the data maintained by the district have been completely inadequate. Additional resources are needed to meet the college's needs for data and research. Finally, the president assures compliance to state statutes and district policies (Standards IV.B.2b and IV.B.2.c).

BCC's budget is \$11.2 million, of which 96% are salaries and fixed costs. Discretionary funds do not exceed \$100,000, and the priorities for use of those funds are established, at the president's direction, via the College Roundtable for Planning and Budgeting. Budget control itself is presently hampered by a lack of training for faculty and staff who serve as cost center managers (Standard IV.B.2.d). Recent internal communications efforts, both formal and informal, from the president have proven well received by the faculty and classified staff. In addition, the president has made considerable effort to connect with local community leaders in the region (Standards IV.B.2.d and IV.B.2.e).

As for role delineation between the college and the district, the president indicated she believes there is a clear understanding of roles, authority, and expectations. Presently, policies exist to codify these (Board Policy 2.05, Policy 2.10). In addition, the chancellor's creation of the Strategic Management Team has reinforced these role delineations (Standards IV.B.3 and IV.B.3.a).

The on-going issues with support services from the district are hampering the college's ability to meet its mission. Specifically, the PeopleSoft implementation has been a protracted project with very limited success. The cascading effects of this failed implementation speak to a more general lack of support emanating from the district's IT functions. It was generally acknowledged on campus that IT has been "broken" for an extended period of time, and this has led to the compounding of technological dysfunction throughout the college. This situation needs to be rectified in the short term to address the material findings of the audit (Standard IV.B.3.b).

The issue of the fair allocation of resources is on-going at BCC, with 57% of respondents disagreeing and 36% either "neutral" or "don't know or does not apply" when asked if the college gets its fair share of fiscal resources in the 2008 survey. The issue of BCC receiving its "fair share" from the district is still a major concern on campus. Although a new budget allocation model has been adopted, no substantive changes have yet been made, and the looming fiscal crisis in California will in all likelihood push out the implementation date for any new reallocation of resources. The net result in the near term will likely be little change for BCC (Standard IV.B.3.d).

The district leadership works with the campus president via the Strategic Management Team. The chancellor works with the president in the formation of annual goals and reports progress to the board. In general, information appears to flow throughout the organization, although segments of the campus feel less informed than others, while some parts of the campus find the abundance of information daunting and not particularly strategic. The development of a strategic information plan would add value to the multiplicity of efforts at communication. In addition, substantial effort has been made to create decision-making structures at the campus and district, complete with written charges. However, there has not been a commensurate level of effort as yet to evaluate the effectiveness of these new structures and processes and use the findings to engage in continuous quality improvement. Finally, the PCCD has recently engaged in evaluating its strategic planning efforts, specifically the efforts of the Strategic Planning Team. However, the results of these evaluations are not widely disseminated. No evaluations of other leadership teams have taken place. This,

combined with the failure to disseminate the results of other evaluations of leadership teams, has created an “awareness vacuum” on the campus in this area (Standards IV.B.3.e, IV.B.3.f, and IV.B.3.g).

Conclusions:

In general, the college complies with the expectations and guidelines of Standard IV. The college leadership has made significant efforts to create structures, processes, and practices for collaborative governance. In an effort to sustain integrated strategic planning, the college participates on a district level, on a variety of forums, committees, and councils to inform the Chancellor, the Strategic Management Team, and the Board of Trustees.

The board’s policies and operating procedures are defined and are a matter of public record. The Board of Trustees has updated most of its policies, which serves as a basis for its “policy governance” approach to governance. The board is moving to a policy governance model, regularly evaluates itself, and engages in professional development aimed at sustaining its commitment to policy governance.

In order to improve, it is recommend the board continue its efforts to actively engage in development activities and further enhance its self-evaluation efforts in order to more effectively function in their role. In addition, it is recommended that the board actively engage the administration in discussion, at the board level, concerning student learning, to ensure that student learning remains at the forefront of the college’s and board’s work.

Many of these policies, structures, processes, and practices at both the college and district levels have not been in place long enough to allow for the collection and analysis of reliable implementation and assessment data. This makes it difficult to evaluate the impact that these changes may have on improving governance and decision-making and, ultimately, on improving the education of and services to students. In order to evaluate and assess for effectiveness, its planning and decision making, it is recommended that Berkeley City College engage in more formal, systematic, and documented processes of collecting and assessing data and evidence on their governance and decision-making processes. It is also recommended that Berkeley City College inform all interested and affected college constituencies about the analyses and evaluation of such data and evidence. (Standards I.B.3, I.B.5, I.B.6, I.B.7)

In addition, the long-standing personnel and financial issues regarding the college’s “fair” share of the resources, compounded by the on-going computer software deficiencies, make the transitions from the development and planning stages to the implementation and assessment stages even more difficult for the college and the district.

In comparing the college’s progress with ACCJC’s 2007 rubric detailing the characteristics of institutional effectiveness in planning, Berkeley City College has moved from the development level to approaching the proficiency level. The college has already made plans for improvement that are linked to college’s and district ’s mission and goals; the college

now should collect and use longitudinal data and analyses to assess the progress being made, as well as to communicate the results to the appropriate constituencies.

Recommendations

See Recommendation 5, District Recommendation

Recommendation 7, District Recommendation

The team recommends that the district assess the overall effectiveness of its service to the college and provide clear delineation of functional responsibilities and develop clear processes for decision making. (Standard IV.B.1)