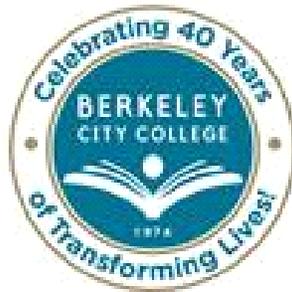


# BCCMP

**Berkeley City College Master Plan**



**Educational Master Plan Five-Year Update  
For Academic Years 2016-17 to 2020-21**

*Adopted by BCC's Roundtable April 2016.  
Endorsed by the Academic Senate, Classified  
Senate, Associated Students, and Administration.*

**BCCMP 2016-2020  
Five-Year Update**

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## **Berkeley City College Master Plan Executive Summary**

In spring 2016, Berkeley City College completed a five-year update of its educational master plan. The 2016-2021 Berkeley City College Master Plan (BCCMP) features current internal and external data, clarification of the five goals which link to BCC's mission, and a refinement of the equity agenda which is represented in the measurable objectives.

BCC recognizes that the equity gap is deeply influenced by higher education practices, many of which have remained unchanged, at the core, over the past half-century. No significant progress can be made in eliminating the equity gap until the college takes ownership of the issue and adopts institutional and pedagogical procedures and processes specifically designed to achieve equitable outcomes across all student populations.

### **MISSION**

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

### **EQUITY AGENDA**

For Berkeley City College, the equity focus is about creating an institution where student participation, completion, and success cannot be predicted by student demographics. Instead, BCC envisions achieving its mission equally and equitably across all of its student populations.

The overarching focus for Berkeley City College, 2016-2021, is to achieve equity and to eliminate the education gap in student access (participation), learning, completion, and success with exemplary programs. The annual measurable objectives are linked to the college's goals and are stated as indicators. The indicators of excellence (performance indicators) highlight the college's commitment to advancing equity in student access, learning, completion, and success. These indicators align with the *Peralta Community College District's Strategic Directions*.

### **GOALS AND INDICATORS**

Berkeley City College's five goals all focus on the manner in which the college achieves its mission. Meeting each goal optimally will require demonstrating the indicators of excellence incrementally each year across the institution's programs. The BCC Goals and Indicators align with the *Peralta Community College District's Strategic Directions*.

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

2016-2021 Indicators for Goal One:

- Participation: Increase participation by African American students in BCC programs by 20%.
- SEP: Increase the number of students who complete a Student Educational Plan within their second semester at BCC by 25%.
- Persistence: Increase the persistence of African American students by 5%.

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

2016-2021 Indicators for Goal Two:

- Fall Course Success: Increase the fall course success for underprepared African American students to 54%.
- ESL Momentum: Increase the ESL momentum rate for Hispanic students to 32.5%.
- Remedial English Momentum: Increase the remedial English momentum rate for African American Students to 37.2%.
- Remedial Math Momentum: Increase the remedial math momentum for African American students to 41%.

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

2016-2021 Indicators for Goal Three:

- CTE Participation: Increase the career-technical education participation rate for Hispanic students by 100%.
- CTE Completion: Increase career-technical education completion rates for students 25 and older to 45%.
- CTE Certificates: Increase the number of African American students who earn career-technical education certificates by 25%.

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

2016-2021 Indicators for Goal Four:

- Completion, Overall: Increase the overall completion rate for African American students to 46%.
- Transfers: Increase the number of transfers for Hispanic students by 100%.
- Degrees: Increase the number of African American students earning degrees by 100%.

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

2016-2021 Indicators for Goal Five:

- FTES: Raise the number of full time equivalent students by 12% through increased retention.
- Clean Audit: Achieve an audited financial statement that has no negative findings for BCC.
- Working BAM: Achieve full implementation of a budget allocation model that sustains BCC college operations.

## BCCMP APPLICABILITY

The Berkeley City College Master Plan, 2016-2021 Five-Year Update, is intended to provide a crosswalk for BCC planning processes, special funding streams, grant initiatives, and allocation of resources. The measurable objectives articulated as indicators of excellence are intended to inform all areas of practice and provide a means to demonstrate BCC’s progress in addressing the equity agenda. The BCCMP’s singular focus—eliminating the education gap—in all of its activities is intended to provide a unifying vision across all areas of the college, and to provide a way to ensure the college’s energies are directed toward the success of all students.

## LINKAGE TO THE PERALTA CCD STRATEGIC DIRECTIONS

PCCD Strategic Direction	BCCMP Goal 1	BCCMP Goal 2	BCCMP Goal 3	BCCMP Goal 4	BCCMP Goal 5
A. Advance Student Access Equity and Success	x	x	x	x	x
B. Engage and Leverage Partners					x
C. Build Programs of Distinction	x	x	x	x	
D. Strengthen Accountability, Innovation and Collaboration	x	x	x	x	x
E. Develop and Manage Resources to Advance Our Mission.					x

# PURPOSE AND PROCESS OF THE BERKELEY CITY COLLEGE MASTER PLAN

## a. Introduction

Berkeley City College (BCC) was founded in April 1974 as the fourth college of the Peralta Community College District (PCCD). Over the past four decades, BCC has grown from a small college that provided predominately lifelong learning opportunities to a comprehensive community college offering a span of programs from basic skills to career technical and transfer, and offering both terminal certificates and degrees, as well as transfer degrees.

After more than 30 years of offering classes in locations dispersed all over the city, Berkeley City College in 2006 opened the doors of a new, 165,000 square foot urban college campus in the heart of downtown Berkeley, serving the communities of Albany, Emeryville, and Berkeley. A recent comprehensive study of the educational needs of these communities concluded that BCC will need to double its square footage by the mid 2020's. As was anticipated, the college has outgrown its current single-building campus, and recently purchased a property at 2118 Milvia Street in Berkeley to help address facilities needs.

Berkeley City College serves over 7000 students, 33% of which are new, first time college students. The student body is very diverse, and the wide range of educational and life experiences brings a unique flavor to BCC classrooms. Nonresident-- including international- students make up 10% of the student body. Approximately 17% of BCC students are also enrolled at a 4-year university, and another 20% are also taking classes at another college in the Peralta Community College District.

## b. Purpose and Intended Use of BCCMP

The purpose of the Berkeley City College Education Master Plan is to provide the college and its community with direction and emphases for the next five years. The master plan is a core component of integrated planning for the college, and acts as the principle plan for aligning the college's annual and operational plans, programs, grants, and initiatives to its vision, mission, and goals. The EMP enables a flexible and dynamic process wherein which the college assesses areas for continuous improvement and growth in order to meet the plan's goal.

The BCCMP provides a lens for identifying and implementing quality practices each year, as well as for ensuring sustained and effective practice so as to continue serving students in 2021 and beyond. Implementation of the BCCMP will rely on the college's inquiry based culture and will continue to bring together the community to work as a community of practice across disciplines and functions to elevate the college as a whole. Within the framework of institutional goals and indicators, linked to district strategic initiatives, the BCCMP provides a framework that will enable the college community to continue to evolve in excellence as a collective over the next 10 years.

## c. The BCCMP Planning Process

PARTICIPATORY PLANNING PROCESS		
DATE	ACTIVITY	DESCRIPTION
August 11 & 12, 2014	BCCMP Kickoff	• Environmental Scan, Emerging Trends and the Completion by Design Framework was

		presented to students, staff, faculty, administrators and community partners.
October 3, 2014	<b>DRAFT 2014-2024 BCCMP Goals &amp; Programs of Study</b>	<ul style="list-style-type: none"> <li>Students, staff, faculty and administrators gathered to hear the presentation of the draft vision and goals for the EMP and comments were gathered. In addition an activity to review external needs and current programs was conducted to determine areas of growth for new programs.</li> <li></li> </ul>
November 14, 2014	<b>Update of BCCMP Goals and Faculty Advising</b>	<ul style="list-style-type: none"> <li>Students, staff, faculty and administrators came together to review the 2<sup>nd</sup> draft of the BCCMP goals.</li> <li>The focus of the activity for the day was implementation of faculty advising and how it connected to the BCCMP.</li> </ul>
January 15, 2015	<b>Flex Day Presentation of 2014-2024 EMP Goals and Indicators and interconnected plans</b>	<ul style="list-style-type: none"> <li>A presentation of the final draft of the goals and indicators were presented to the college along with the interconnected plans that were developed in Fall 2014.</li> </ul>
February-March 2015	<b>Vetting and approvals from governance committees, campus presentation</b>	<ul style="list-style-type: none"> <li>The final goals and indicators were presented to the different governance committees for recommendation to roundtable. The draft was then shared with the entire campus.</li> </ul>
April 2015	<b>Final Approval of 2014-2024 EMP goals and indicators from shared governance committees</b>	<ul style="list-style-type: none"> <li>Through shared governance committees discussion and approval to Roundtable and then President</li> </ul>
August 2015	<b>Finalization of college activities and goals for 2015-2018 cycle</b>	<ul style="list-style-type: none"> <li>Retreat</li> <li>Shared governance committees discussion and approval to Roundtable and then President</li> </ul>
January-March 2016	<b>Creation of a framework for the 5-year BCCMP update</b>	<ul style="list-style-type: none"> <li>The framework for the 5-year BCCMP (2015-2020) update was presented to the Roundtable and shared with the entire campus. Revision of the mission statement was completed for placement on Board of Trustees agenda.</li> </ul>
April 2016	<b>Review of updated data scans and final approval of 2015-2020 BCCMP goals and indicators from Roundtable</b>	<ul style="list-style-type: none"> <li>Through shared governance committees discussion and approval to Roundtable and then President</li> </ul>
May 2016	<b>Finalization of college activities and goals for 2016-2017</b>	<ul style="list-style-type: none"> <li>Shared governance committees discussion and approval to Roundtable and then President</li> </ul>

#### **d. Contextual Statements for Planning**

The Berkeley City College Mission, Vision, Values, and Institutional Learning Outcomes provide the context within which the BCC goals and indicators are to be understood. The Peralta CCD Mission provides a district-wide context for BCC's planning and operations.

##### **Mission**

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

##### **Vision**

Berkeley City College will be a leader in equitable academic excellence, collaboration, innovation and transformation, as a premier, diverse, student-centered learning community.

##### **Values**

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

- **Academic Excellence and Student Learning**  
We value our students' intellectual capacity and potential, as well as their varied educational and experiential backgrounds, learning styles, and educational objectives.
- **Multiculturalism and Diversity.**  
We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity, characteristics our institution seeks in its students, faculty and staff.
- **Engaged Citizenship in a Complex Changing Global Society.**  
We value the fact that students live and work in an intercultural and increasingly complex society and world.
- **Innovation and Flexibility.**  
We value a climate of inquiry and innovation, because it encourages our students to question the typical and expand their thinking in a flexible manner that allows them to understand life's dynamic potential.
- **A Respectful and Collegial Workplace.**  
We value the high quality that characterizes everything we do, and the ability to achieve academic excellence in a collegial workplace. We value the achievement of intercultural proficiency across all employee groups, a living wage for every full time employee, and an environment which supports continuous professional development.

[Mission adopted by Berkeley City College, as revised, March 2016. Vision and Values adopted by Berkeley City College, as revised, April 2016.]

## **Institutional Learning Outcomes**

Berkeley City College's Institutional Learning Outcomes, as described below, are the competencies, the skills and knowledge that students will be able to demonstrate as a result of completing any instructional program at BCC and through participation in BCC student activities. Students completing an Associate Degree at BCC will be able to demonstrate these competencies at a level appropriate to the degree, along with program-specific programmatic outcomes.

### Communication

Students show that they communicate well when they

- *critically read, write, and communicate interpersonally, with audience awareness; and*
- *analyze communications for meaning, purpose, effectiveness, and logic.*

### Critical Thinking

Students demonstrate critical thinking skills when they

- *identify problems or arguments and isolate facts related to arguments;*
- *use evidence and sound reasoning to justify well-informed positions; and*
- *generate multiple solutions to problems and predict consequences.*

### Computational Skills (Quantitative Reasoning\*)

Students demonstrate computational skills when they

- *master computational concepts and apply them to concrete problems; and*
- *demonstrate algorithmic competence.*

### Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

- *analyze the consequences of their actions and the impact of these actions on society and the self; and*
- *demonstrate collaborative involvement in community interests.*

### Global Awareness & Valuing Diversity (Intercultural Competency\*)

Students demonstrate global awareness and show that they value diversity when they

- *identify and explain diverse customs, beliefs, and lifestyles; and*
- *analyze how cultural, historical, and geographical issues shape perceptions.*

### Information Competency

Students demonstrate information competency when they

- *find, evaluate, use, and communicate information in all its various formats;*
- *use library and online resources and research methodology effectively; and*
- *use technology effectively.*

### Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

- *work effectively with others in groups.*

## **Peralta Community College District Mission**

We are a collaborative community of colleges.

Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees of Arts and Science, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;
- Supportive, satisfying, safe and functional work environment for faculty and staff; and
- Preparation for an environmentally sustainable future.

### **III. INDICATORS OF EXCELLENCE: EQUITY IN ACCESS, LEARNING, COMPLETION AND SUCCESS**

*The overarching focus for Berkeley City College, 2016-2021, is to achieve equity and to eliminate the education gap in student access (participation), learning, completion, and success with exemplary programs. This focus drives the development of performance indicators for assessing the college's progress toward achieving its goals.*

The equity agenda, performance indicators and BCC focus also support the following Peralta CCD Strategic Goals:

- Advance Student Access, Equity, and Success
- Build Programs of Distinction

#### **The Equity Agenda:**

For BCC, the equity focus is about creating an institution where student participation, completion, and success cannot be predicted by student demographics. Instead, BCC envisions achieving its mission equally and equitably across all of its student populations. In order to align college efforts around a united goal of equity, all of the student indicators are expressed in equity terms. In order to identify programs of distinction and excellent practices in instruction, student services, and learning resources, the measures will rest upon indicators related to equity. The BCC community is convinced that eliminating the equity gap is the best way to ensure that every student at BCC receives the optimal learning experience and is prepared for a successful future.

BCC recognizes that the equity gap is deeply influenced by higher education practices, many of which have remained unchanged, at the core, over the past half-century. No significant progress can be made in eliminating the equity gap until the college takes ownership of the issue and adopts institutional and pedagogical procedures and processes specifically designed to achieve equitable outcomes across all student populations.

The BCC college community has identified the equity measures of access, learning, completion, and success that will ensure the college meets its five institutional goals. The BCCMP 2016-2021 performance indicators focus on access, completion, and success.

#### **Access:**

Access is about the participation of students in the programs offered by the college. Whether the programs are services or learning supports, or are instructional programs in basic skills, CTE, or liberal arts leading to certificates, degrees or transfer, equitable access ensures that a program will be able to fulfill its mission to all students.

Access is also about providing students with programs that are current and that offer pathways to career and to living wages. It is about retraining programs, about college skills programs, and about advising that guides students through their BCC experience and beyond.

#### **Learning:**

Instructional programs, student services, and learning resources all identify outcomes for student attainment of learning. These student learning outcomes are intended to provide a means to ensure that

certificates and degrees are based upon student learning and attainment of competencies, knowledge and skills recognized in higher education and in industry. The assessment of learning is an important means by which the college can determine its progress toward eliminating the equity gap. College-wide indicators in this area align with the institutional learning outcomes.

**Completion:**

Virtually every external accountability system-- federal, state, or accreditation-- includes course completion within its measures. Course completion is at the root of student retention, persistence, time to degree, and completion of programs. The equity agenda will not advance unless it is represented within the completion indicators of the college. The BCCMP indicators for 2016-2021 in the area of completion are focused on eliminating equity gaps.

**Success:**

When each area of the BCC mission is met equitably across all student groups, then student achievement will truly link to the entire student population. BCC is extremely proud of its transfer rates to the University of California, and will strive to retain those rates. These rates will be all the more significant when they apply equitably across the student body and are found similarly in transfers to other institutions. Other success measures, including numbers of students earning degrees and certificates, and job placement with gainful employment, will provide further means for advancing BCC's equity agenda.

**Summary of Performance Indicators, 2016-17 to 2020-21**

BCC's performance indicators for the academic years from 2016-17 to 2020-21 are specifically intended to address the college's equity agenda. The college recognizes that setting targets for overall increases in student success will not necessarily eliminate the equity gap across student populations. The indicators call for BCC to significantly increase its success with African American, Hispanic, and other identified student groups over the next five years. Achievement of BCC's equity-based performance indicators will also have a measurable impact on the college's overall student success.

<b>Indicator</b>	<b>Equity Agenda Area</b>	<b>2016-2021 Performance Measure</b>
<b>Participation</b>	Access	Increase participation by African American students in BCC programs to 20%.
	Definition: Enrollment, participation in BCC program.	
<b>SEP</b>	Completion, Success	Increase the number of students who complete a Student Educational Plan within their second semester at BCC by 25%.
	Definition: Completion of a student educational plan with course-taking pathway, identification of a major, and the student's end-goal (certificate, degree, etc).	
<b>Persistence</b>	Completion	Increase the persistence of African American students by 5%.
	Definition: Enrollment in the first three consecutive terms.	
<b>Fall Course Success</b>	Completion	Increase the fall course success for underprepared African American students to 54%.
	Definition: Completion of the course by underprepared students with a grade of C or better.	

<b>Indicator</b>	<b>Equity Agenda Area</b>	<b>2016-2021 Performance Measure</b>
<b>ESL Momentum</b>	Access, Success	Increase the ESL momentum rate for Hispanic students to 32.5%.
	Definition: Students first enrolled in an ESL credit course who completed a college-level English course.	
<b>Remedial English Momentum</b>	Access, Success	Increase the remedial English momentum rate for African American Students to 37.2%.
	Definition: Students first enrolled in a remedial English credit course who completed a college-level English course.	
<b>Remedial Math Momentum</b>	Access Success	Increase the remedial math momentum for African American students to 41%.
	Definition: Students first enrolled in a remedial math course who completed a college-level math course.	
<b>CTE Participation</b>	Access	Increase the career-technical education participation rate for Hispanic students by 100%.
	Definition: Enrollment, participation in CTE program.	
<b>CTE Completion</b>	Completion	Increase career-technical education completion rates for students 25 and older to 45%.
	Definition: CTE completion of certificate or degree by students who took 8 units in a single discipline.	
<b>CTE Certificates</b>	Success	Increase the number of African American students who earn career-technical education certificates by 25%.
	Definition: Number of students earning CTE certificates.	
<b>Completion, Overall</b>	Completion	Increase the overall completion rate for African American students to 46%.
	Definition: Completion of degrees and/or transfers by all students.	
<b>Transfers</b>	Success	Increase the number of transfers for Hispanic students by 100%.
	Definition: Number of students transferring from BCC to any 4-year college or university.	
<b>Degrees</b>	Success	Increase the number of African American students earning degrees by 100%.
	Definition: Number of students earning degrees.	
<b>FTES</b>	Access, College sustainability	Raise the number of full time equivalent students by 12% through increased retention.
	Definition: Annual full time equivalent students, at the level expected for BCC to serve its community.	
<b>Clean Audit</b>	College sustainability	Achieve an audited financial statement that has no negative findings for BCC.
	Definition: No negative findings related to BCC in the externally audited annual financial statements.	
<b>Working BAM</b>	College sustainability	Achieve full implementation of a budget allocation model that sustains BCC college operations.
	Definition: The budget allocation model is fully operational and sustains BCC operations.	

#### IV. THE FIVE BERKELEY CITY COLLEGE GOALS AND ANNUAL PERFORMANCE INDICATORS

Berkeley City College has five goals which align with its mission. Each goal identifies a key area of practice for the college. Four of the goals are couched in the present; one of the goals is about both short term and long term sustainability. The goals represent the areas within which BCC's equity agenda is expressed through the indicators of excellence. The goals also demonstrate the areas within which BCC supports the five *Peralta Community College District Strategic Directions*: A.) Advance Student Access, Equity, and Success; B.) Engage and Leverage Partners; C.) Build Programs of Distinction; D.) Strengthen Accountability, Innovation and Collaboration; E.) Develop and Manage Resources to Advance Our Mission.

#### GOAL ONE: Strengthen Resilience

##### Description

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

To track achievement of the goal to strengthen resilience, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in three areas:

- Participation (access) in BCC programs
- Completion of student educational plans
- Persistence by enrolling in the first three consecutive terms

##### Indicators of Excellence

Indicator	Performance Measure [To be achieved during 5-year period.]	Baseline Measure	2016-2017 Target	2017-2018 Target	2018-2019 Target	2019-2020 Target	2020-2021 Target
<b>Participation</b>	Increase participation by African American students in BCC programs to 20%.	17%+	18%	18.5%	19%	19.5%	20%
		1,929 students	2,043 students	2,099 students	2,156 students	2,313 students	2,279 students
	Net impact on overall college performance on this indicator*	11,349+	11,453	11,519	11,576	11,633	11,699 (3.1% increase)
<b>SEP</b>	Increase the number of students who complete a Student Educational Plan within their second semester at BCC by 25%.	2838 (approx. ¼ of students)	2980	3122	3264	3406	3548 students
<b>Persistence</b>	Increase the persistence of African American students by 5%.	63.8%+ 58 students	64.8%	65.8%	66.8%	67.8%	68.8% (108 students)
	Net impact on overall college performance on this indicator	68.7%+ 630 students	68.9%	69.3%	69.8%	70.6%	74.1%

+ Baseline measure comes from 2015 Student Success Scorecard Data, California Community Colleges Student Success Initiative; students who meet the measurement criteria are grouped into cohorts for tracking.

\*Net impact demonstrates the effect on overall college performance for this indicator, if the college achieves its equity target in this area.

## GOAL TWO: Raise College Competence

### Description

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

To track achievement of the goal to raise college competence, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in four areas:

- Fall course success, underprepared students
- ESL momentum: students first enrolled in an ESL credit course who completed a college-level English course
- Remedial English momentum: students first enrolled in a remedial English credit course who completed a college-level English course
- Remedial Math momentum: students first enrolled in a remedial Math credit course who completed a college-level Math course

### Indicators of Excellence

Indicator	Performance Measure [To be achieved during 5-year period.]	Baseline Measure	2016- 2017 Target	2017- 2018 Target	2018- 2019 Target	2019- 2020 Target	2020- 2021 Target
<b>Fall Course Success</b>	Increase the Fall Course Success for underprepared African American students to 54%.	34%+ 163 students	37.8%	41.8%	45.7%	49.7%	54% (258 students)
	Net impact on overall college performance on this indicator*	45%+ 225 students	48%	51%	54%	58%	61%
<b>ESL momentum</b>	Increase the ESL momentum rate for Hispanic students to 32.5%.	27.5%+ 40 students	28.5%	29.5%	30.5%	31.5%	32.5%
	Net impact on overall college performance on this indicator	32.1+ 224 students	32.3%	32.5%	32.7%	32.9%	33.1%
<b>Remedial English momentum</b>	Increase the remedial English momentum for African American students to 37.2%.	24.7%+ 170 students	27.2%	29.7%	32.2%	34.7%	37.2%
	Net impact on overall college performance on this indicator	37%+ 635 students	37.7%	38.5%	39.4%	40.3%	41.4%
<b>Remedial Math momentum</b>	Increase the remedial Math momentum for African American students to 41%.	29.8%+ 141 students	32%	34.3%	36.5%	38.7%	41%
	Net impact on overall college performance on this indicator	40.8+ 617 students	41.3%	41.9%	42.6%	43.3%	44%

+ Baseline measure comes from 2015 Student Success Scorecard Data, California Community Colleges Student Success Initiative; students who meet the measurement criteria are grouped into cohorts for tracking.

\*Net impact demonstrates the effect on overall college performance for this indicator, if the college achieves its equity target in this area.

## GOAL THREE: Enhance Career-Technical Education Certificates and Degrees

### Description

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

To track achievement of the goal to enhance career-technical education certificates and degrees, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in three areas:

- CTE participation (access)
- CTE completion of certificate or degree by students who took 8 units in a single discipline
- CTE certificates earned

### Indicators of Excellence

Indicator	Performance Measure [To be achieved during 5-year period.]	Baseline Measure	2016-2017 Target	2017-2018 Target	2018-2019 Target	2019-2020 Target	2020-2021 Target
<b>CTE Participation</b>	Increase the CTE participation rate for Hispanic students by 100%.	32 students+ (8.5% of CTE students)	38	44	50	57	64 students (14.6% of CTE students)
	Net impact on overall college performance on this indicator*	373 students+ (3.2% of BCC students)	411	417	423	430	437 3.8% of BCC students)
<b>CTE Completion</b>	Increase CTE completion rates for students 25 and older to 45%.	31.8%+ 220 students	34.4%	37%	39.7%	42.3%	45% 310 students
	Net impact on overall college performance on this indicator	39.1%+ 373 students	40.6%	42.3%	44.2%	46%	47.9%
<b>CTE Certificates</b>	Increase the number of African American students who earn CTE certificates by 25%.	137 students	143	150	157	164	171 students
	Net impact on overall college performance on this indicator	267 students	273	280	287	294	301 Students (up 12.7%)

+ Baseline measure comes from 2015 Student Success Scorecard Data, California Community Colleges Student Success Initiative; students who meet the measurement criteria are grouped into cohorts for tracking.

\*Net impact demonstrates the effect on overall college performance for this indicator, if the college achieves its equity target in this area.

## GOAL FOUR: Increase Transfer and Transfer Degrees

### Description

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

To track achievement of the goal to increase transfer and transfer degrees, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in three areas:

- Completion, overall: completion of degrees or transfers by all students
- Transfers: Number of students transferring from BCC to any 4-year college or university
- Degrees: Number of students earning degrees

### Indicators of Excellence

Indicator	Performance Measure [To be achieved during 5-year period.]	Baseline Measure	2016- 2017 Target	2017- 2018 Target	2018- 2019 Target	2019- 2020 Target	2020- 2021 Target
<b>Completion, overall</b>	Increase the overall completion rate for African American students to 46%.	22.4%+ 58 students	27.1%	31.8%	36.5%	41.2%	46%
	Net impact on overall college performance on this indicator*	45.4%+ 630 students	45.6%	45.9%	46.2%	46.7%	47.1%
<b>Transfers</b>	Increase the number of transfers for Hispanic students by 100%.	33 transfers 115 students	39	46	52	59	66
	Net impact on overall college performance on this indicator	285 transfers 355 students	291	298	304	311	318  (up 11%)
<b>Degrees</b>	Increase the number of African American students earning degrees by 100%.	54 students	64	75	86	97	108 students
	Net impact on overall college performance on this indicator	192 students	202	213	224	235	246  (up 28%)

+ Baseline measure comes from 2015 Student Success Scorecard Data, California Community Colleges Student Success Initiative; students who meet the measurement criteria are grouped into cohorts for tracking.

\*Net impact demonstrates the effect on overall college performance for this indicator, if the college achieves its equity target in this area.

## GOAL FIVE: Ensure Institutional Sustainability

### Description

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

To track achievement of the goal to ensure institutional sustainability, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in three areas:

- FTES: Full time equivalent students are at the level expected for BCC to serve its community
- Clean audit: no negative findings in the externally audited financial statements
- Working BAM: The budget allocation model is fully operational and sustains the college operations

### Indicators of Excellence

Indicator	Performance Measure [To be achieved during 5-year period.]	Baseline Measure	2016-2017 Target	2017-2018 Target	2018-2019 Target	2019-2020 Target	2020-2021 Target
<b>FTES</b>	Raise full time equivalent students by 12%, through increased retention.	Begin with PCCD target for 2016-17	3,924	4,042	4,159	4,277	4,395
<b>Clean Audit</b>	The annual audited financial statements for Peralta CCD indicate no negative findings for BCC.	One note related to college practice	No audit notes	No audit notes	No audit notes	No audit notes	No audit notes
<b>Working BAM</b>	The Peralta CCD budget allocation model is fully operational and sustains the college operations	Not fully implemented	BAM finalized for full implementation	BAM fully implemented	BAM fully impl.	BAM fully impl.	BAM fully impl.

## CONCLUSION

BCC wishes to acknowledge that its staff, faculty, and administration are committed to eliminating the achievement and equity gap and empowering students for success. Professional development and policy support for effective practices will enable BCC constituents to meet the performance measures identified for 2016-2021. In addition, raising the level of intercultural proficiency across the campus will be an ongoing part of the work.

## V. CURRENT PROGRAMS AND PRACTICES OF DISTINCTION IN SUPPORT OF GOALS

### **BCC's Work in Support of Goal One**

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

The division of Student Services at Berkeley City College provides services to students, supports instruction, and fulfills the mission of the College. The division assists students in developing the "whole student" or a student's intellectual capacity and achievement, emotional make-up, physical condition, social relationships, vocational aptitudes and skills, moral values, economic resources, and aesthetic appreciations. Through innovation, cooperation, and collaboration, Student Services at BCC supports day-to-day operation of admissions and records, financial aid, outreach and college application, placement assessment and orientation, counseling (academic, general, personal, and career), Program for Students with Disabilities (DSPP), EOPS/CARE and CalWORKs, TRiO, transfer and career services, student activities and associated students, student discipline, and selected on-site student health services.

In order to increase institutional effectiveness, Berkeley City College Student Services has integrated Program Review into a complete decision making process. Through Unit Plan, Program Review, Student Learning Outcomes and the shared governance process, Student Services Division within Berkeley City College clarifies, streamlines, and prioritizes its many actions plans, action items, and initiatives and develops a comprehensive implementation plan complete with performance measures result in resilience in students.

#### **Associated Students of Berkeley City College (ASBCC):**

Student Activities and Campus Life is an integral part of the *Resilience* of the student body at Berkeley City College. In addition to the services provided by Student Services, the leadership provides an opportunity for students to become empowered through employment, leadership development and recognition. Sustainable and well managed aspects of Student Services allow for extra-curricular activities outside the classroom that build resiliency among the BCC Student Body. Below are tangible programs and reasons that contribute to student success, leadership development, that result in resiliency.

The role of the ASBCC is to empower the student voice on campus through active participation in shared governance meetings, increase club participation, and assist student in reaching their respective goals at Berkeley City College.

- All ASBCC Officers are responsible for the various roles:
- Information and Organizational Systems
- Campus Sustainability
- Community Building
- Student Services focusing on Student Transfer
- Student Services focusing on Special Populations

- Student Services focusing on Primary Services
- Student Services focusing on Academic Services
- External Affairs

### **BCC Student Clubs:**

The Inter Clubs Council (ICC) is an umbrella organization intended to coordinate and represent the consolidated cultural, educational, honorary, philanthropic, and social interests of the Berkeley City College student body as they relate to the duties and obligations of the ASBCC.

### **BCC Student Ambassador Program:**

- Train students to be leaders in the community and to be of service to their student body.
- Increase awareness of the services and programs offered by the college and the community for their benefit.
- Assisting with identification of disadvantaged students and help them to remain in and to focus on college.
- Help others get acclimated to the campus so that students can accomplish their educational goals.
- Assist other in applying for college, providing tours, selecting classes, college resource utilization, and assisting faculty, staff, and students with outreach.
- Help bridge the gap between the students, teachers, and administrators by communicating the needs of the student body.
- Contribute to the motivation and reinforcement necessary for the students to complete their two-year occupational and or degree transfer program.

**EOPS /CARE program:** objective is to provide above and in addition to what the campus provides its students. With the support from the State Chancellor's office, our Title 5 regulations, and our campus team, we are able to bring fundamental support services to our program participants. The *resilience* of our student participants is in part, due to our ability to provide core and support services. The program offers core services designed to give students assistance with what they will need to be successful in class, including:

- **Book Vouchers / Book Loans** – used at our bookstore / extensive library which matches our campus curriculum
- **Supply Kits and Supply Cards**- provided in new student orientations and for continuing students
- **Computer Access** – computer lab access daily with printing lab support
- **Counseling**- one-on-one academic and career counseling and partnering with our mental health department when needed. Faculty Advising for program participants.

### **BCC Learning Support Services:**

These services are designed to give students extra support so they can feel confident that their academic success is our highest priority now and into the future

- **Tutoring**- Individual and group, Math, English and Learning Recourse Center support
- **Homework Lab**- the computer lab has access for students to work alone or in groups
- **Workshops** – Financial literacy, study skills, stress management, CSU&UC requirements, how to maintain SAP

- **Campus Tours-** UCB transfer panel and campus tour
- **Community Resource Information-** maintains a current list of community resources. Advisory Board community partners resource contacts
- **Work study-** job opportunities on and off campus through EOPS and FWS funding
- **Internships-** working with the City of Berkeley Barbara Lee’s office and other community partners
- **Mentorship opportunities-** Student mentorship for new and returning students in the lab and on campus.

## **UMOJA**

BCC has initiated an UMOJA program, which will begin implementation in summer 2016. The overarching premise of the program will be to create a welcoming environment to African American students that will encourage inclusiveness, instill confidence and create successful students. Built upon the principles of BCC’s First Year Experience and upon the principles of the national Umoja movement, the program will offer an orientation program, cohort approach, assigned counselors and faculty advisors, and contextualized learning geared to create a sense of community and affinity for students across their studies at BCC.

## **BCC’s Work in Support of Goal Two**

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

College Competence:

Berkeley City College is central to maintaining the social and economic health of the northern Alameda County through its certificates, degrees, and workforce and transfer preparation.

As an open access institution, BCC addresses the needs of a diverse population of learners with vastly varying levels of academic preparation. Assisting the underprepared student to attain the pre-transfer skills needed to succeed in college-level work is a core function of BCC.

As a participant in the Basic Skills Initiative (BSI), a state-funded initiative aimed at effectively addressing equity and success for pre-transfer students, BCC has made significant strides for our students and community. Each year the college faculty, staff, and administration reviews pre-transfer level student progress and identifies coordinated action plans to better serve students with pre-transfer level English, ESL, and mathematics skills.

The ESOL Department has begun an evaluation of ways to better understand its student populations and the equity needs represented. The discipline is unique in that almost all of the students are from other countries. For those students, the department cannot identify former foster youth, or veteran status, for example. There are very few or no African Americans as the term is usually intended (although there is a significant number of African students, some of whom may identify as African American after having lived in the US for a time). The grouping of students under the “Hispanic” designation may also not be helpful in that the data do not differentiate between resident immigrant students and international students (and this distinction

itself is only a rough indicator of socioeconomic differences that may be critical). However, the department generally agrees that the more important measurements are how students fare, in terms of success, after they move out of the program and into the transfer-level classes, and how many of them successfully take that step at all.

BCC's English department developed an innovative course that presents the learning competencies bridging pre-transfer and transfer-level work. Students who are assessed at a pre-transfer level can enroll in the English 264 course, which includes assignments that can be completed to demonstrate student work across course levels. The assignments become student portfolios, which are reviewed and assessed by English faculty panels at the end of the semester. Students whose work demonstrates transfer-level expectations are then able to apply the portfolio assessment as credit by examination for completion of the English 1A transfer course. Students whose work requires further development to meet transfer-level expectations can sign up in an English 1A course taught by the same English instructor who will continue the course trajectory in the next semester.

In Mathematics, BCC faculty evaluated the algebra and statistics courses to determine a pathway that facilitates persistence and success for students whose goals do not include STEM degrees or employment. The result was identification of those portions from the algebra course which are needed in the statistics course, and then combination of those elements into a revised statistics course pathway. Contextualization of examples and assignments further encourages and supports student success.

The PERSIST program includes faculty development, student recruitment, intensive orientation, specialized curriculum, team instruction, and linkages with transfer-level courses to create an environment in which students learn the essential skills for college success (learning skills, self-efficacy and related life skills) as well as the competencies contained within pre-transfer coursework. The work is thematic, often focusing on social justice issues which have impacted the students within the cohort. In order to create clear pathways for students to enter college-level programs, PERSIST has been developing ways to integrate Social Sciences research courses as well as Multimedia Art courses into the orientation-bridge-plus-one-semester program. BCC's program is linked with the acclaimed ACE program, and is participating in a Carnegie Foundation initiative involving at-risk and re-entry adults.

The college has recently recognized that students have pre-transfer level skills in other areas that are core to student success. These areas include: computer software applications for word processing and using spreadsheets; making presentations; information competency; and essentials of visual communication. Work is underway to bring courses in these areas into a student success program connected with library and learning resources.

### **BCC's Work in Support of Goal Three**

Enhance Career-Technical Education Certificates and Degrees: *Enhance BCC's 1- and 2-year career and technical education programs so that they provide current and transferable skills and*

*competencies to earn a living wage in our area, and to maintain competency for advancement in one's career.*

**Career-Technical Education:**

Berkeley City College recognizes that ultimately all of its programs lead to employment or advancement in employment for its students. For this reason, BCC's CTE programs are included within departments that also house transfer programs and degrees.

<b>Instructional Department</b>	<b>CTE Programs</b>
American Sign Language	American Sign Language
Arts and Cultural Studies	Public Art (Muralist)
Business, CIS, Economics	Accounting, Office Technology, Business, Information Technology, Programming, Computer Science
English, ESOL, Education	TEACH (Teacher's Aide, Teaching Assistant)
Multimedia Art	Animation, Digital Imaging, Digital Video Arts, Web Design and Production
Modern Languages	Spanish Medical Interpreter
Science	Biotechnology Analytical Chemistry
Social Sciences	Public and Human Services

BCC's career-technical education has identified and taken steps to address known challenges across the various fields:

- maintaining faculty currency in the field: professional development, sabbaticals, participation in cross-institutional discussions.
- reviewing and revising curriculum: each CTE program curriculum is evaluated and updated at least once every two years.
- connection with the industry and business community: the CTE programs have advisory committees that include representation from local businesses and employers which meet at least annually; districtwide CTE committees work with industry councils on needed programmatic changes.
- creating pathways from high school to college to employment: strong relations between high school faculty and BCC program faculty are maintained to ensure that course articulation, program continuity, and outreach-student retention priorities are met.
- tracking student employment and post-completion success: BCC has partnered with a multi-college consortium to better track student employment after completion of CTE certificates.

The ongoing cross-CTE work still being fully developed at BCC includes ensuring that students who complete a program are able to achieve gainful employment (employment in our area with a

living wage), and that each certificate and degree within a “stackable” sequence represents a significant unit of skill and competency development for the student.

### **BCC’s Work in Support of Goal Four**

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

BCC offers more than 30 associate degrees, including 15 Associate Degrees for Transfer which guarantee admission at a California State University for study in that major. BCC transfer students can be found at highly-regarded four-year colleges and universities across California and the nation.

The programs of study within which associate degrees are offered include:

- American Sign Language
- Anthropology
- Art (including art history and studio arts)
- Biotechnology
- Chemistry
- Business (including accounting)
- Communication Studies
- Computer Information Systems (including web programming, programming, applications)
- Economics
- Elementary Education
- English
- Global Studies
- History
- Liberal Arts (including arts and humanities, social and behavioral sciences)
- Mathematics
- Multimedia Arts (including digital video arts, web design/production, digital imaging, and animation)
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish

BCC is proud to maintain the distinction of annually being noted as a top transfer institution to the University of California campuses, and has ranked within the top five in transfers to University of California-Berkeley for a number of years.

**First Year Experience:** One of BCC’s key areas of focus for student success is its First Year Experience (FYE), a cohort model designed for all incoming students entering with a degree or transfer objective. The First Year Experience Program curriculum is designed to engage students by offering complementary curriculum (joint assignments) across courses that is both

challenging and collaborative. The spirit of the curriculum is to educate, and to also build community amongst students and faculty.

The mission of FYE is to help first-time college students obtain an associate degree in two years, or for specialized cohorts, two and ½ years. This innovative cohort program provides intensive support and early planning—with dedicated counselors and faculty advisors-- to help direct students in their class selection to facilitate timely transfer to a four-year college or university.

The implementation phase of the First Year Experience has just completed an evaluation, in which changes have been made to support the intended application of FYE to all students. While there will continue to be a few specialized cohorts designed for specific groups of students (such as PERSIST and UMOJA) who may need a level of academic or college remediation, the other cohorts will follow a generalized course-taking pattern that can lead to multiple choices for students when they select their majors. All FYE cohorts, whether specialized or general, will include college-level courses from the start.

### **BCC's Work in Support of Goal Five**

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

BCC has had a consistent and continuous commitment to improving student learning by taking educational effectiveness as a demonstrable priority in all planning structures and processes. BCC's Goal Five - Institutional Sustainability, aligns with four out of five of the *Peralta Community College District Strategic Directions*: A. Advance Student Access, Equity and Success; B. Engage and Leverage Partners; D. Strengthen Accountability, Innovation, and Collaboration; and E. Develop and Manage Resources to Advance our Mission.

BCC's commitment to innovation has involved advancing its institutional leadership at all levels, including administrators, classified staff members, instructional and counseling faculty, students, and community advocates. Collectively, and for smaller projects, the college-wide leadership has regularly used results from program review, SLO assessments, and other plans and/or program evaluation results to continually refine and improve program practices, resulting in upward trends for student achievement and learning. With a well-documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements, BCC integrates its main plans into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. As a result, BCC has been able to operate at a high level of effectiveness, efficiency, and compliance with external requirements, including accreditation standards.

BCC has made it a priority to expand its partnerships with local and global education systems, community organizations, and business and industry, to provide students with multiple pathways to success. Internally, BCC continuously updates and upgrades its curriculum and program offerings in order to respond to the unique set of employers in the surrounding community.

BCC regularly evaluates the effective use of its human, physical, technological, and financial resources in achieving its broad educational purposes, including stated student learning outcomes. The college has been able to prudently manage its fiscal resources, affirm positive cash flow, balance its budget and expenditures, and allocate sufficient budget to areas other than personnel salaries and benefits.

The college community recognizes that ensuring institutional stability is a necessity to achieve Goals One through Four, both short- and long-term, so that the College can “sustain” its impact on students through education and support services. BCC regularly assesses progress toward achieving its education goals, using longitudinal data and analyses and systematic evaluation and planning to refine its key processes and improve student learning, and exercise an ongoing review and adaptation of evaluation and planning processes.

## VI. SUMMARY OF EXTERNAL AND INTERNAL DATA

### External Scan

**The Greater Area Population Growth.** BCC will continue to face demand for college and program access in both credit and life-learning programs. *Bay Area Plan* projects that the extended BCC service area (north-central Alameda County, west Contra Costa County, and the rest of the San Francisco Bay Area) will experience growth until 2040 in population, housing, and jobs. Moreover, the College may need to strike a balance between serving college-age population (18-24), working age (25-64), and retirees (65- 85+). While Contra Costa school- and working-age population will only grow moderately, these two age groups in Alameda will decline.

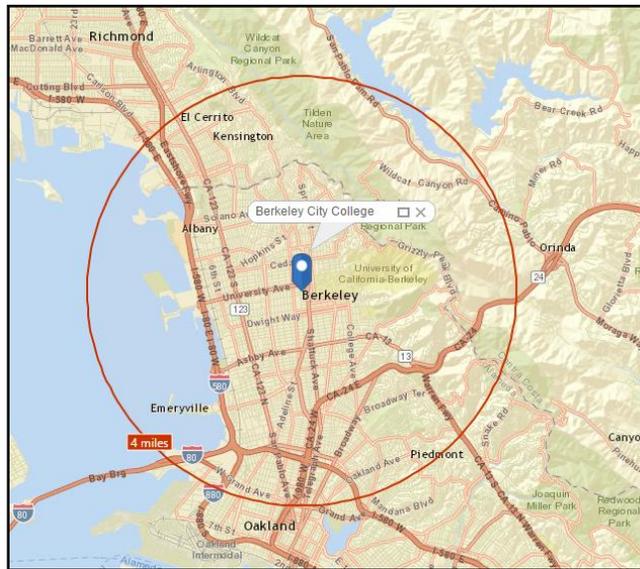
**Table One: San Francisco Bay Area County Population, Housing, and Job Growth 2010-40**

County	Employment				Housing Units				Households				Population			
	2010	2040	2010-2040		2010	2040	2010 - 2040		2010	2040	2010-2040		2010	2040	2010-2040	
Alameda	694,450	948,000	253,000	36%	582,500	731,000	148,000	25%	545,000	705,000	160,000	29%	1,510,000	1,988,000	478,000	32%
Contra Costa	344,920	467,000	122,000	35%	400,260	480,000	80,000	20%	375,000	463,000	88,000	23%	1,049,000	1,335,000	286,000	27%
Marin	111,730	129,000	18,000	17%	111,210	119,000	8,000	7%	103,000	112,000	9,000	9%	252,000	285,000	33,000	13%
Napa	71,650	90,000	19,000	27%	54,760	61,000	6,000	11%	49,000	56,000	7,000	15%	136,000	164,000	27,000	20%
San Francisco	568,720	759,000	191,000	34%	376,940	469,000	92,000	25%	346,000	447,000	101,000	29%	805,000	1,086,000	280,000	35%
San Mateo	345,200	445,000	100,000	29%	271,030	327,000	56,000	21%	258,000	316,000	58,000	22%	718,000	906,000	188,000	26%
Santa Clara	926,260	1,230,000	304,000	33%	631,920	843,000	211,000	33%	604,000	819,000	215,000	36%	1,782,000	2,426,000	644,000	36%
Solano	132,350	180,000	48,000	36%	152,700	176,000	23,000	15%	142,000	169,000	27,000	19%	413,000	511,000	98,000	24%
Sonoma	192,010	257,000	65,000	34%	204,570	236,000	32,000	16%	186,000	221,000	35,000	19%	484,000	598,000	115,000	24%
<b>Region*</b>	<b>3,385,000</b>	<b>4,505,220</b>	<b>1,119,920</b>	<b>33%</b>	<b>2,785,950</b>	<b>3,446,000</b>	<b>660,000</b>	<b>24%</b>	<b>2,608,020</b>	<b>3,308,110</b>	<b>700,090</b>	<b>27%</b>	<b>7,151,740</b>	<b>9,299,150</b>	<b>2,148,410</b>	<b>30%</b>

\* Percentage growth figures may appear inaccurate and sum of county totals may not match regional totals due to rounding  
 \*\* 2010 values include seasonal units; Regional 2040 and growth totals include 4,000 seasonal units that were not distributed throughout the region.

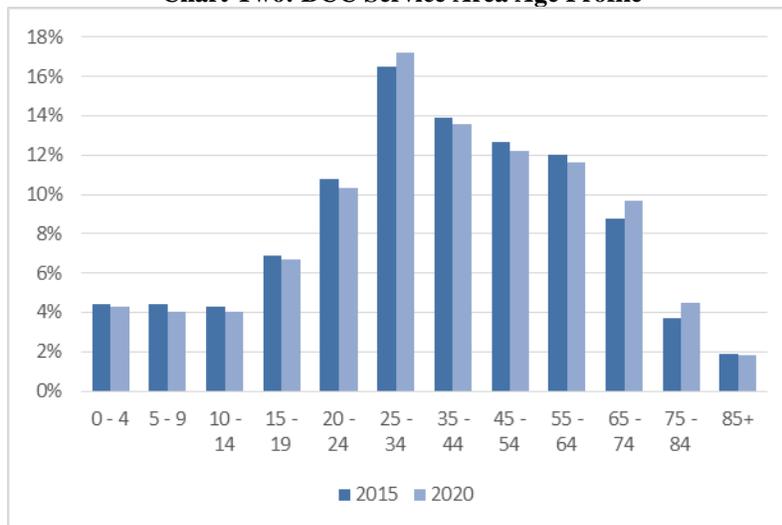
Source: [Bay Area Plan](#), the Association of Bay Area Governments and Metropolitan Transportation Commission

**Chart One: BCC's Immediate Service Area**



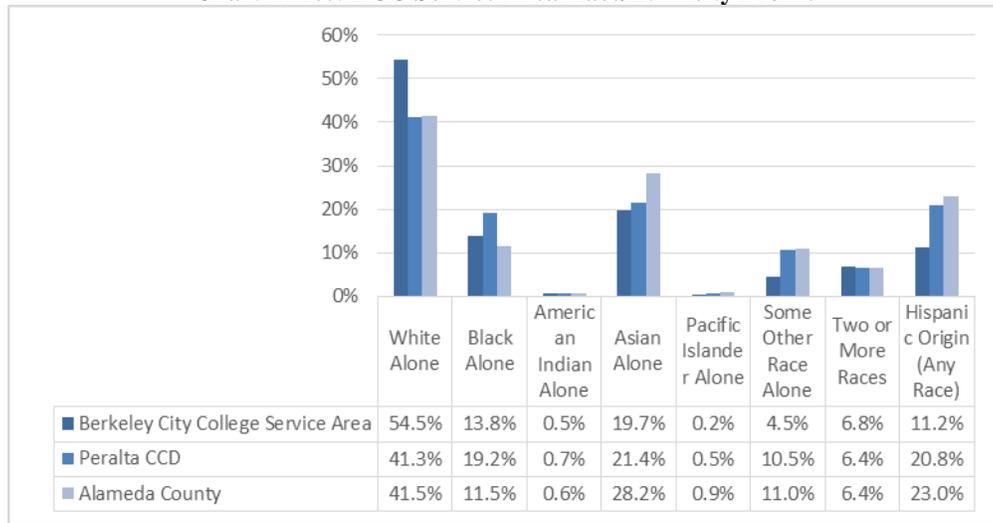
While BCC's defined service area includes Berkeley, Emeryville, Albany and surrounding areas, the students served come from Contra Costa, Alameda, and San Francisco counties, as well as from out of state and other countries. When examining the workforce needs in career-technical education program planning, and the gainful employment outlook for graduates of BCC, the college has to look at the greater surrounding area to make a realistic assessment of the appropriateness of its programs and services.

**Chart Two: BCC Service Area Age Profile**

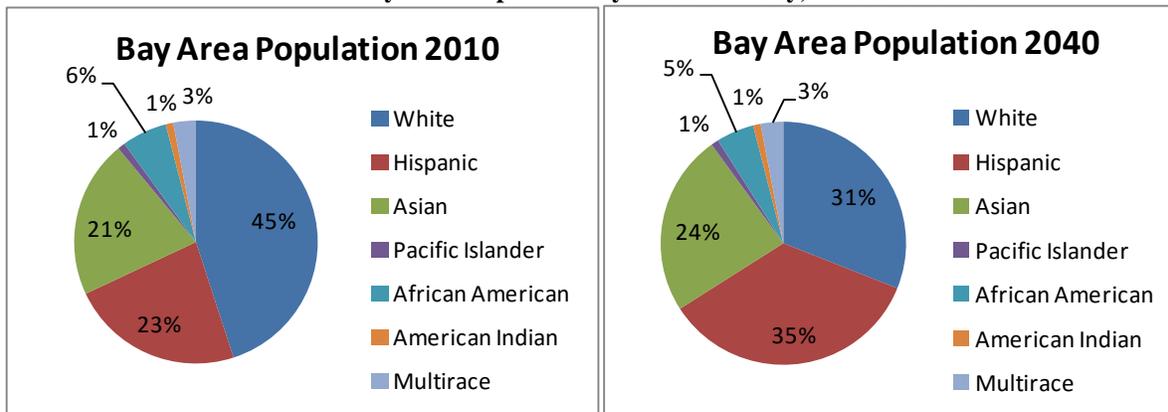


**Demographic Shift.** BCC will serve more Hispanics and students from other diverse, under-served, and under-prepared backgrounds in coming years. Association of Bay Area Governments projects that the Hispanic population will grow from 23% to 35% between 2010 and 2040.

**Chart Three: BCC Service Area Race/Ethnicity Profile**



**Chart Four: Bay Area Population by Race/Ethnicity, 2010 and 2040**



Source: 2010 Census, Association of Bay Area Governments (2013)

**Area Economy.** The number of students with financial needs will continue to grow, while employees making wages in order to meet the higher cost of living in the area will also be a challenge. In comparison with the rest of the counties, median household incomes in north-central Alameda and west Contra Costa are lower. Between 2010 and 2040, the population of very low to low-income families will grow from 40% to 43%. The change may be attributed primarily to new households projected to move to the San Francisco Bay area in the next 30 years; only 28% of the new households are projected to generate above moderate income.

**Table Two: Poverty Rates of Individuals among Populations in the U.S., California, Contra Costa County and Alameda County, 2000-11**

Geographic Region	2000	2011	% Change 2000-11
US	12.4%	14.3%	1.90
California	14.2%	14.4%	0.20
<b>Alameda County</b>	11.0%	11.4%	0.40
North-Central Alameda	16.1%	16.9%	0.01
Southern Alameda	7.2%	8.9%	0.02
Eastern Alameda	4.0%	5.0%	0.01
<b>Contra Costa County</b>	7.6%	9.9%	2.30
West Contra Costa County	12.4%	13.6%	1.20
Central Contra Costa County	4.5%	6.5%	2.00
East Contra Costa County	5.8%	7.9%	2.10

Source: 2000 U.S. Census, American Community Survey for Contra Costa County, 2011, and American Community Survey for Alameda County 2008-2012.

**Education Attainment and Employment Wage.** The positive relationship between education attainment and income may be one of the most powerful recruitment tools for BCC. An associate degree holder earns approximately \$9,000 more, annually, than his/her high school graduate counterparts. In addition, higher education is associated with lower unemployment and better health. This data may be used as a foundation for student recruitment and staff development.

**Table Three: Bay Area Annual Personal Income by Educational Attainment, 2010**

Educational Level	East Bay	San Francisco	San Mateo	Santa Clara	California
Less than High School Graduate	\$20,174	\$18,704	\$21,087	\$20,853	\$18,675
High School Graduate or Equivalent	\$31,102	\$23,962	\$29,994	\$29,188	\$26,921
Some College or Associate Degree	\$40,467	\$36,202	\$40,458	\$40,702	\$35,524
Bachelor's Degree	\$61,731	\$61,426	\$61,615	\$71,183	53,033
Graduate or Professional Degree	\$86,528	\$82,402	\$98,365	\$101,279	\$76,648

Source: U.S. Census Bureau

**Globalization.** In the coming years, BCC will serve an increased number of people with global backgrounds. The representations of foreign born in north-central Alameda and west Contra Costa are higher than the two county areas. Moreover, the two areas also experienced a moderate growth in the number of people who speak languages other than English (10% increase in north-central Alameda and 27% increase in west Contra Costa between 2000 and 2011).

**Table Four: Place of Birth or Citizenship Status in Alameda and Contra Costa County**

	North-Central Alameda		South Alameda		East Alameda		Alameda County	
	N	%	N	%	N	%	N	%
Native Born in U.S.	489,080	72.0%	208,151	59.3%	118,682	80.9%	1,051,085	72.8%
Foreign born	189,893	28.0%	142,582	40.7%	28,042	19.1%	392,656	27.2%
Total Population	678,973	100.0%	350,733	100.0%	146,724	100.0%	1,477,980	100%
	West Contra Costa		Central Contra Costa		East Contra Costa		Contra Costa County	
	N	%	N	%	N	%	N	%
Native Born in U.S.	171,161	68.5%	404,839	79.0%	216,691	78.8%	792,691	76.4%
Foreign born	78,861	31.5%	107,838	21.0%	58,427	21.2%	245,126	23.6%
Total Population	250,022	100%	512,677	100%	275,118	100%	1,037,817	100%

Note: North-Central Alameda includes Albany, Alameda, Berkeley, Emeryville, Oakland, and San Leandro. South Alameda includes data for Hayward and Fremont. East Alameda includes data for Livermore and Pleasanton.

Source: American Community Survey for Alameda County 2006-2010, American Community Survey for Contra Costa County, 2011.

**Table Five: Languages Spoken at Home by County Region, 2000-2011**

	2000		2011		Change 2000-2011	
	N	%		%	N	%
<b>Alameda County</b>			Region/Group			
English Only	850,906	58.9%	863,875	57.2%	12,969	1.5%
Language other than English	495,760	34.3%	646,396	42.8%	150,636	30.4%
Total Population	1,443,741	100.0%	1,510,271	100%	66,530	4.6%
<b>North-Central Alameda County</b>						
English Only	438,448	64.7%	426,944	61.8%	(11,504)	-2.6%
Language other than English	238,816	35.3%	263,741	38.2%	24,925	10.4%
Total Population	677,264	100.0%	690,685	100%	13,421	2.0%
<b>Contra Costa County</b>						
English Only	624,278	73.1%	652,835	67.2%	28,557	4.6%
Language other than English	229,484	26.9%	318,027	32.8%	88,543	38.6%
Total Population	853,762	100.0%	970,862	100%	117,100	13.7%

Source: 2000 U.S. Census, 2011 American Community Survey (ACS) for Contra Costa County and 2008-2012 American Community Survey for Alameda County. Note: North-Central Alameda County includes Albany, Alameda, Berkeley, Emeryville, Oakland, and San Leandro.

**Workforce Projections and BCC Programs.** BCC will continue its program development and improvement in STEM (Science, Technology, Engineering, and Math) as well as in arts and humanities. While the East Bay and South Bay are known for high technology industries, San Francisco is a world leader in financial and scientific services. The East Bay is a national hub for renewable energy and is one of the biggest adapters of, and markets for, solar technology in California. Both Alameda and Contra Costa Counties are at the heart of the East Bay Green Corridor. These high-skilled sectors generate considerable impact to key regional economic low-to-mid skills sectors annually. From each \$1 million spending in the scientific Research & Development (R&D) sector, retail stores get approximately 4%, real estate firms receive 5.1%, and restaurants and bars collect 3% as net revenues. BCC will update and upgrade its programs and services supporting jobs for highly skilled as well as mid-skilled business and industry, in order to meet the demands of local and global employers.

**Table Six: Fastest growing occupations in Alameda, Contra Costa and San Francisco Counties**

Occupational Title	Estimated Employment 2013	Projected Employment 2016	Percent Change 2013-2016	Annual Average Percent Change	First Quarter Wages	
					Median Hourly	Median Annual
Personal Care Aides	27,310	32,804	20.1%	6.7%	\$ 10.45	\$ 21,742.93
Information Security Analysts	1,372	1,613	17.6%	5.9%	\$ 49.02	\$ 101,968.53
Home Health Aides	13,455	15,648	16.3%	5.4%	\$ 12.78	\$ 26,589.33
Web Developers	3,788	4,343	14.7%	4.9%	\$ 32.45	\$ 67,496.00
Heating, Air Conditioning, & Refrigeration Mechanics & Installers	2,235	2,559	14.5%	4.8%	\$ 24.97	\$ 51,930.67
Software Developers, Applications	15,519	17,736	14.3%	4.8%	\$ 48.10	\$ 100,054.93
Software Developers, Systems Software	10,124	11,567	14.3%	4.8%	\$ 51.14	\$ 106,378.13
Cooks, Restaurant	13,653	15,596	14.2%	4.7%	\$ 12.17	\$ 25,306.67
Statisticians	450	514	14.2%	4.7%	\$ 46.96	\$ 97,683.73
Skincare Specialists	764	870	13.9%	4.6%	\$ 19.98	\$ 41,558.40
Advertising Sales Agents	3,116	3,546	13.8%	4.6%	\$ 25.33	\$ 52,693.33
Combined Food Preparation & Serving Workers including Fast Food	27,856	31,617	13.5%	4.5%	\$ 9.78	\$ 20,349.33
Health Technologists & Technicians, All Other	1,530	1,730	13.1%	4.4%	\$ 25.72	\$ 53,497.60
Market Research Analysts & Marketing Specialists	11,910	13,458	13.0%	4.3%	\$ 36.57	\$ 76,072.53
Bartenders	7,087	8,006	13.0%	4.3%	\$ 10.20	\$ 21,216.00
Demonstrators & Product Promoters	1,837	2,069	12.6%	4.2%	\$ 12.69	\$ 26,388.27
Biochemists & Biophysicists	681	767	12.6%	4.2%	\$ 37.86	\$ 78,741.87
Taxi Drivers & Chauffeurs	3,675	4,136	12.5%	4.2%	\$ 10.41	\$ 21,659.73
Biomedical Engineers	536	603	12.5%	4.2%	\$ 45.45	\$ 94,542.93
Computer User Support Specialists	8,916	10,029	12.5%	4.2%	\$ 27.15	\$ 56,472.00
Pest Control Workers	681	766	12.5%	4.2%	\$ 15.03	\$ 31,269.33
Management Analysts	14,134	15,876	12.3%	4.1%	\$ 40.29	\$ 83,803.20
Healthcare Social Workers	2,011	2,257	12.2%	4.1%	\$ 32.89	\$ 68,418.13
First-Line Supervisors of Food Preparation & Serving Workers	9,319	10,449	12.1%	4.0%	\$ 14.44	\$ 30,035.20
Amusement & Recreation Attendants	3,690	4,129	11.9%	4.0%	\$ 10.41	\$ 21,645.87
Operations Research Analysts	1,289	1,442	11.9%	4.0%	\$ 40.78	\$ 84,822.40

## Internal Scan

**BCC Employee Profile.** The increase of full-time faculty at BCC exceeded the district-wide growth over the past five year (primarily due to the partial implementation of Peralta District's Budget Allocation Model, intended to equalize funding across the colleges); as a result, the College's full-time to part-time faculty ratio improved from 37:63 to 44:56. However, the increase of administrator and classified staff

lagged behind district-wide growth. As part of the effort approaching Equity, BCC has been and will continue to enhance diversity among its employees to mirror both the student body and area population.

**Table Seven: Berkeley City College Employee, 5-Year Trend**

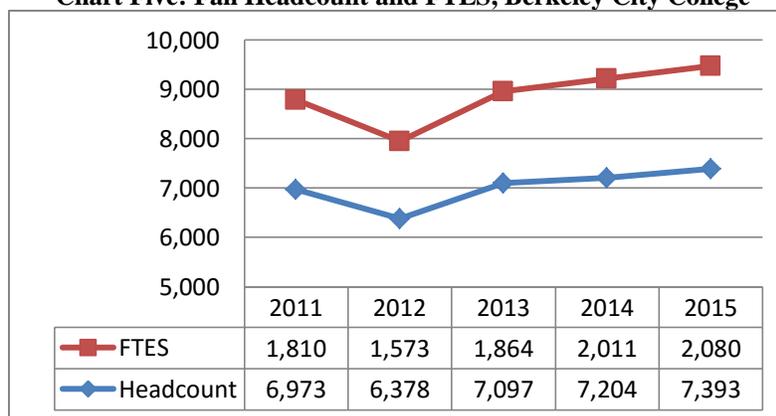
Berkeley City College							District	
Emp Type	EEO6 Occ2	2011	2012	2013	2014	2015	Change '11 to '15	Change '11 to '15
<b>Admin</b>	Admin	7	7	9	9	9	29%	35%
<b>Faculty</b>	Faculty	42	34	50	51	64	52%	17%
<b>Classified</b>	Professional	15	12	13	13	11	-27%	5%
	Clerical	13	14	13	14	20	54%	5%
	Technical	13	11	12	12	11	-15%	2%
	Skilled	0	0	0	0	0	na	15%
	Maintenance	5	6	6	6	5	0%	4%
	Subtotal	46	43	44	45	47	2%	4%
<b>Total</b>	Total	95	84	103	105	120	26%	12%

**Table Eight: BCC Faculty Statistics**

Berkeley City College						
Employee Type	2011	2012	2013	2014	2015	Change '11 to '15
Faculty	42.3	34.2	49.5	52.0	64.6	53%
PT Faculty	72.4	57.2	73.7	76.4	80.7	11%
Total	114.7	91.4	123.2	128.4	145.3	27%
Faculty	37%	37%	40%	40%	44%	
PT Faculty	63%	63%	60%	60%	56%	
District						
Faculty	49%	49%	47%	48%	50%	
PT Faculty	51%	51%	53%	52%	50%	

**Student Enrollment Trend.** More students at BCC took higher number of units over the last five years; headcounts enlarged by 6% and FTEs increased by 15%. However, approximately 35% of BCC students also take courses at one or more of its sibling colleges within the District. The EMP Survey findings indicate that 72% of students attend classes in the morning in comparison with 50% of faculty responding to the survey indicating that they teach in the morning. BCC will infuse this data into its Enrollment Management Plan in order to assist its students in meeting their education goals at BCC in a timely and effective fashion.

**Chart Five: Fall Headcount and FTES, Berkeley City College**



**Table Nine: BCC Students by Campus Attended**

Berkeley City College		
Campuses Students Attend	Count	Percent
BCC_ONLY	4,787	65%
BCC_LC	1,158	16%
BCC_COA	470	6%
BCC_MC	329	4%
BCC_LC_COA	325	4%
BCC_LC_MC	158	2%
BCC_COA_MC	92	1%
BCC_COA_LC_MC	75	1%
BCC_Total	7,394	100%

**Financial Aid.** Both the number of financial aid awards and the dollar amount of awards increased significantly over the past five years. These increases mirror local economic data presented in the External Scan earlier. BCC will need to continue to enhance its financial aid services in order to assist students in completing their education at BCC and beyond.

**Table Ten: Number of BCC Financial Aid Recipients by Award Type, 2010-11 to 2014-15**

	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014	Annual 2014-2015	%-Yr % Change
TOTAL	5,414	5,416	5,805	5,971	5,838	7.8%
Board of Governors (BOG) Enrollment Fee Waiver	5,335	5,289	5,661	5,769	5,682	6.5%
Grants	1,245	1,556	1,584	1,645	1,940	55.8%
Loans	148	186	169	182	177	19.6%
Scholarship	48	60	62	61	25	-47.9%
Work Study	43	59	56	69	68	58.1%

**Table Eleven: Amount of Financial Aid Award by Award Type, 2010-011 to 2014-15**

	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014	Annual 2014-2015	5-Yr % Change
TOTAL	\$6,866,261	\$8,772,608	\$9,260,379	\$10,383,646	\$11,673,393	70.0%
Board of Governors (BOG) Enrollment Fee Waiver	\$1,443,273	\$1,973,928	\$2,622,101	\$2,835,049	\$2,907,844	101.5%
Grants	\$4,465,210	\$5,459,981	\$5,519,043	\$6,246,550	\$7,410,852	66.0%
Loans	\$802,864	\$1,135,574	\$930,579	\$1,035,335	\$1,093,432	36.2%
Scholarship	\$69,224	\$87,349	\$96,339	\$105,562	\$41,137	-40.6%
Work Study	\$85,690	\$115,776	\$92,317	\$161,150	\$220,128	156.9%

Source: PCCD Office of Institutional Research

**Student Residence Status and Local High School Information.** While the proportions of BCC’s out-of-state and international students grew by 67% and 75%, respectively, the percentage of in-state students declined by 4%. According to information of BCC student from sending high schools, BCC has not only been able to enhance its partnerships with high schools in the immediate service areas, but also attract students from the greater East Bay areas.

**Table Twelve: BCC Student Headcount by Residency Status**

Residency Status	Berkeley City College					District	
	2011	2012	2013	2014	2015	Change '11 to '15	Change '11 to '15
<b>In-state</b>	6,437	5,786	6,418	6,434	6,522	1%	-5%
<b>Out of State</b>	239	256	354	364	388	62%	73%
<b>International</b>	297	336	325	406	483	63%	22%
<b>Total</b>	6,973	6,378	7,096	7,204	7,393	6%	-3%
<b>In-state</b>	92%	91%	90%	89%	88%	-4%	-2%
<b>Out of State</b>	3%	4%	5%	5%	5%	67%	100%
<b>International</b>	4%	5%	5%	6%	7%	75%	0%

**Table Thirteen: BCC Top 20 Feeder High Schools**

Berkeley City College							
High School	District	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change '11 to '15
BERKELEY HIGH	BERKELEY UNIFIED	142	93	136	140	142	0%
EL CERRITO HIGH	WEST CONTRA COSTA UNIFIED	57	38	60	58	68	19%
ALBANY HIGH	ALBANY CITY UNIFIED	40	54	53	57	56	40%
OAKLAND TECHNICAL HIGH	OAKLAND UNIFIED	29	14	22	32	31	7%
ALAMEDA HIGH	ALAMEDA UNIFIED	11	15	15	18	29	164%
RICHMOND HIGH	WEST CONTRA COSTA UNIFIED	18	14	25	27	26	44%
SKYLINE HIGH	OAKLAND UNIFIED	27	20	31	18	25	-7%
SAN LEANDRO HIGH	SAN LEANDRO UNIFIED	22	38	46	36	23	5%
CASTRO VALLEY HIGH	CASTRO VALLEY UNIFIED	9	13	17	22	22	144%
PINOLE VALLEY HIGH	WEST CONTRA COSTA UNIFIED	31	24	20	25	21	-32%
DE ANZA HIGH	WEST CONTRA COSTA UNIFIED	11	20	13	30	14	27%
ENCINAL HIGH	ALAMEDA UNIFIED	7	12	12	16	14	100%
SALESIAN HIGH	PRIVATE	8	9	16	6	14	75%
ARROYO HIGH	SAN LORENZO UNIFIED	6	8	14	10	14	133%
HERCULES HIGH	WEST CONTRA COSTA UNIFIED	14	8	16	12	13	-7%
JOHN F KENNEDY HIGH	WEST CONTRA COSTA UNIFIED	14	10	18	18	12	-14%
BISHOP ODOWD HIGH	PRIVATE	2	13	14	7	12	500%
PIEDMONT HIGH	PIEDMONT CITY UNIFIED	6	5	13	14	11	83%
OAKLAND HIGH	OAKLAND UNIFIED	10	8	10	3	11	10%
BERKELEY ADULT SCHOOL	BERKELEY UNIFIED	9	9	7	6	10	11%

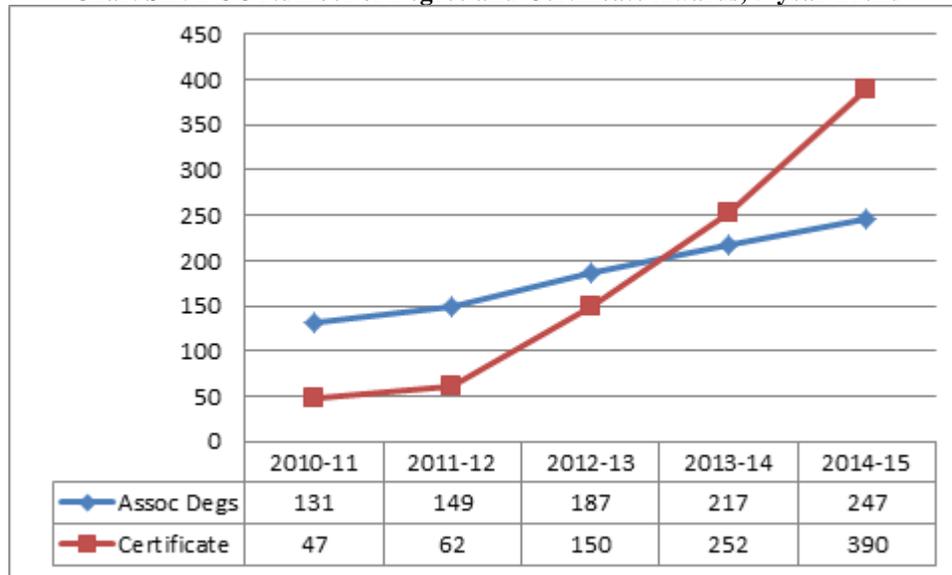
**Course Success and Annual Completion.** While BCC’s Fall course retention rate has been holding steady around 77% over the past five years, the success rate declined slightly from 65% to 62%. The success rates also varied among students from different race/ethnic background. Course Success Rate is considered the foundation for student performance and has been addressed by several primary collegewide plans and programs, e.g., Equity Plan, EOPS/CARE, DSPS, Foster Youth.

On the other hand, BCC’s success can be positively measured by increases in annual degrees and certificates. Liberal Arts-Social and Behavior Sciences, and Liberal Arts being the top two major awards in degrees, and Transfer IGETC and CSU GE as the top two awards in certificates. As a “transfer college,” BCC transfers to UCs and CSUs increased by 16% over the last five years. The transfer by race/ethnicity data clearly suggest that BCC needs to assist more African American and Hispanic students in transferring to the UCs.

**Table Fourteen: Course Success Rates**

Berkeley City College						
Dimension	2011	2012	2013	2014	2015	Distrist 2015
<b>Course Success Rate</b>	65%	65%	63%	63%	62%	65%
<b>Course Retention Rate</b>	78%	76%	76%	81%	77%	80%
<b>Success Rates by Ethnicity</b>						
African-Am	51%	51%	48%	49%	48%	54%
Asian	75%	75%	73%	72%	73%	76%
Filipino	69%	63%	65%	64%	66%	69%
Latino	64%	62%	61%	59%	58%	63%
Multiple	64%	61%	60%	59%	59%	60%
Native Am	56%	60%	62%	50%	46%	61%
Other/Unkwn	68%	65%	63%	64%	63%	68%
Pacific Islander	71%	58%	46%	65%	65%	60%
White	72%	72%	71%	73%	70%	72%
Note: This breakdown uses the CCCC0 Ethnicity categories						
<b>Success Rates for Basic Skills Courses*</b>						
BS Crs	61%	49%	50%	52%	44%	57%
<b>Success Rates by CTE/Non-CTE Course</b>						
CTE Course	65%	65%	61%	63%	63%	70%
Non-CTE Course	65%	64%	64%	64%	62%	63%
<b>Success Rates for Distance Ed Courses</b>						
Distance Ed Course	54%	59%	53%	56%	55%	58%

**Chart Six: BCC Number of Degree and Certificate Awards, 5-year Trend**



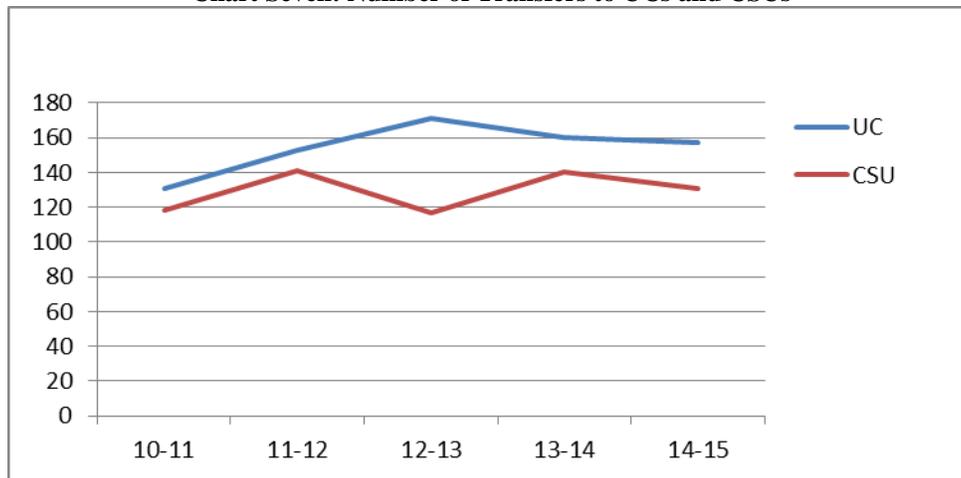
**Table Fifteen: Associate Degree by Top 20 Largest Majors**

Berkeley City College						
Major	2010-11	2011-12	2012-13	2013-14	2014-15	5-yr Total
Liberal Arts/Social & Behavior	29	55	69	89	75	317
Liberal Arts	53	46	24	11	2	136
SOC Sociology-TR	0	0	11	13	24	48
Liberal Arts/Arts & Humanities	1	12	8	14	8	43
PSYCH Psychology-TR	0	0	7	10	18	35
Business Administration-TR	0	0	3	10	18	31
English Language-TR	0	2	8	5	11	26
Business Administration	8	4	6	4	1	23
POSCI Political Science-TR	0	0	0	5	18	23
BUS Accounting	4	4	2	7	5	22
BIOL Biotechnology	3	3	9	2	4	21
ASL American Sign Language	4	2	4	4	4	18
SPAN Spanish Language	7	2	5	3	1	18
HUSV Social Serviv Paraprofesn	2	4	6	4	1	17
MMART Digital Video	2	2	2	6	4	16
BUS/GENERAL BUSINESS	2	3	2	3	5	15
MMART Animation	2	0	3	5	5	15
MATH Mathematics-TR	0	0	1	1	12	14
ENGL English Language/Writing	4	3	3	2	1	13
MMART Digital Imaging	2	1	3	3	3	12

**Table Sixteen: Certificates by Top 20 Largest Majors**

Berkeley City College						
Major	2010-11	2011-12	2012-13	2013-14	2014-15	5-yr Total
Transfer Studies/IGETC	0	15	47	49	122	233
Trans Studies/CSU GE Breadth	0	16	23	37	74	150
ASL American Sign Language	10	7	7	4	8	85
ESL Advanced ESL	0	0	0	10	26	36
HUSV Social Serviv Parapofesn	7	7	9	4	2	34
BIOL Biotechnology	3	3	14	1	4	28
BUS Accounting	0	0	0	13	13	26
ESL High Intermediate ESL	0	0	0	5	18	23
BUS/GENERAL BUSINESS	3	3	3	3	8	21
MMART Foundations of Video	0	0	2	12	7	21
SPAN Spanish Language	5	2	1	1	3	19
DIG/IMAGING LEVEL I	0	0	6	3	1	19
MMART Basic 3d Illustration	0	0	2	10	5	17
HUSV Social Serviv Parapofesn	0	0	1	8	5	16
MMART Intermediate Editing	0	0	1	11	4	16
CRUISE INDUSTRY	2	0	0	0	0	15
Air Travel	2	0	0	0	0	15
MMART Basic Animation	0	0	0	6	8	14
TRAV Travel Industry	1	0	0	0	0	13
TRAVEL ENTRY LEVEL	2	1	0	0	0	13

**Chart Seven: Number of Transfers to UCs and CSUs**



**Six-Year Success Tracking (Scorecard).** BCC’s 6-year overall completion rate for students averaged 50% over the last five years. This is comparable to the district’s rate and slightly higher than the state rate (48%). BCC’s college-prepared student’s completion rate averaged 20% higher than the rate for its overall student population. In order to raise the bar for all students, BCC has selected the overall completion rate as one of the Goal Four indicators. However, BCC’s CTE completion rate as measured by Scorecard has declined over the last five years from 50% to 41% and then slowly raised back to 42%. The College’s rate (44%) averaged lower than

both the district-wide (47%) and state-wide figures (50%). As a comprehensive college, BCC offers cutting-edge CTE programs, and thus CTE completion was selected as Goal Three.

BCC has selected basic skill tracking data in Math, English, and ESL as indicators for Goal Two. While all three rate averages are slightly higher than the district-wide averages (30% to 28%, 30% to 30%, and 27% to 17%, respectively), BCC will focus on the growth against its self-determined benchmarks for continuous improvement.

**Table Seventeen: Six-Year Tracking Completion Rates by College Preparedness**

Berkeley City College							
College	Cohort Type	2011	2012	2013	2014	2015	5-yr Avg
<b>Berkeley</b>	College Prepared	76%	68%	71%	66%	69%	70%
	Unprepared for College	35%	43%	39%	38%	37%	38%
	Overall	50%	53%	51%	47%	48%	50%
<b>PCCD</b>	College Prepared	72%	72%	76%	74%	74%	74%
	Unprepared for College	42%	40%	40%	39%	39%	40%
	Overall	50%	50%	50%	49%	49%	50%
<b>Statewide</b>	College Prepared	69%	71%	71%	70%	70%	70%
	Unprepared for College	40%	41%	41%	41%	40%	41%
	Overall	48%	49%	49%	48%	47%	48%

**Table Eighteen: Six-Year Basic Skills Progress Rates**

Berkeley City College							
College	Cohort Type	2011	2012	2013	2014	2015	5-yr Avg
<b>Berkeley</b>	Remedial English	32%	32%	27%	32%	30%	30%
	Remedial Math	37%	39%	34%	32%	37%	36%
	Remedial ESL	25%	31%	25%	25%	30%	27%
<b>PCCD</b>	Remedial English	30%	26%	28%	29%	28%	28%
	Remedial Math	28%	29%	31%	30%	30%	30%
	Remedial ESL	14%	15%	16%	19%	23%	17%
<b>Statewide</b>	Remedial English	42%	42%	43%	44%	43%	43%
	Remedial Math	28%	28%	29%	31%	31%	29%
	Remedial ESL	24%	25%	26%	27%	28%	26%

**Table Nineteen: Six-Year CTE Completion Rate**

Berkeley City College							
College	Cohort Type	2011	2012	2013	2014	2015	5-yr Avg
Berkeley	CTE Completion Rate	50%	45%	41%	41%	42%	44%
PCCD	CTE Completion Rate	48%	47%	46%	47%	47%	47%
Statewide	CTE Completion Rate	50%	51%	51%	50%	50%	50%

**Table Twenty: 3 Consecutive Term Persistence Rate**

Persistence Overall	2011		2012		2013		2014		2015	
	Cohort Size	Cohort Rate								
All	308	69.8%	354	67.5%	545	59.4%	620	65.3%	630	68.7%
Female	171	69.6%	192	63.5%	300	60.3%	306	63.7%	321	69.5%
Male	137	70.1%	162	72.2%	245	58.4%	283	66.4%	289	67.8%
< 20 years old	166	68.7%	218	65.1%	380	57.9%	463	65.9%	435	71.7%
20 to 24 years old	57	61.4%	59	71.2%	67	64.2%	65	60.0%	117	62.4%
25 to 39 years old	50	76.0%	44	77.3%	60	68.3%	56	58.9%	49	55.1%
40+ years old	35	80.0%	33	63.6%	38	52.6%	36	77.8%	29	72.4%
African American	78	69.2%	93	62.4%	135	39.3%	136	55.1%	58	63.8%
American Indian/Alaska Native	*	50.0%	*	100.0%	*	75.0%	*	33.3%	*	100.0%
Asian	64	76.6%	40	75.0%	102	70.6%	87	52.9%	42	69.0%
Filipino	*	100.0%	*	50.0%	11	81.8%	13	92.3%	*	100.0%
Hispanic	46	67.4%	50	64.0%	87	62.1%	99	77.8%	52	71.2%
Pacific Islander	*	50.0%	*	50.0%	*	20.0%	*	0.0%	*	100.0%
White	81	65.4%	105	73.3%	137	66.4%	121	72.7%	60	70.0%

\*Data suppressed due to low cohort size.

## VII. IMPLEMENTATION AND EVALUATION OF THE BCCMP

### a. Implementation of the BCCMP

Berkeley City College commits to providing the very best education to its local and global community members. In light of this commitment, the college cannot be satisfied with the status quo, but must strategically plan for increasing student success, enhancing leadership, and improving effectiveness and efficiency. The Berkeley City College Master Plan (BCCMP) is designed with specific goals and timelines for achieving related performance indicators. These will necessarily lead to programmatic changes, changes which will lead the college toward fully achieving its mission. The BCCMP gives the college a blueprint for progress, and the responding actions taken will provide students with the means to enrich their lives through learning and make their educational aspirations a reality. The college is fully pledged to implementing BCCMP, and to informing all of its other primary plans with the goals and performance measures set forth there.

The working document entitled *Integrated Planning, Resources Allocation, and Evaluation* describes the institution's integrated planning cycle, processes, timelines, programs, and plans at the college or program levels that are part of college-wide planning. Initially developed in 2009 following the district-wide Strategic Summit dialogue, this document features revisions and updates introduced over the last six years, based upon input from campus constituencies during the regular and annual evaluation activities. The integrated planning cycle is a comprehensive set of planning processes that are linked to one another so that there is an ongoing and systematic progression of assessment, goals, objectives, program review, resource allocation, plan implementation, program assessment, and process evaluation. With the addition of the BCCMP, the college will be able to more effectively include the element of college-wide planning and decision-making, looking at both the results of program review and at internal and external factors impacting the college overall.

BCC strives to continuously improve its institutional effectiveness. The College's planning is an ongoing institutional priority and takes place at many levels. Planning involves multiple integrated processes operating on pre-set cycles. The College organizes its key processes and allocates its resources to effectively support student learning, using ongoing and systematic evaluation and planning to refine its key processes and improve student outcomes.

The college acknowledges that meeting its mission, as demonstrated through achievement of the goals and performance measures set forth in the BCCMP, cannot be fulfilled if the BCCMP only applies to "new funds," in terms of the college's unrestricted funds, or to "new initiatives" in terms of grant or specialized funding streams. BCC expects that these goals and performance measures will drive operational behavior across all aspects of the college, both ongoing and "new."

Further, BCC acknowledges that the BCCMP goals and performance measures will have little impact on overall college behavior, if plans for special funding streams and grants communicate different priorities and set forth different objectives. For this reason, the college's intention is for all plans, including plans completed for special funding streams and for grants, to be grounded in, and based upon the goals and performance indicators of the BCCMP.

## **b. Student Learning Outcomes Assessment and BCCMP Evaluation**

Berkeley City College, through its governance and decision-making structure, develops and publishes, on a regular basis, the processes by which it assesses its mission, program review, institutional planning, student learning assessment, resource allocation, and evaluation procedures on a regular basis. BCC's Institutional Effectiveness web page describes the comprehensive planning processes, with the linkages between plans. The entire process follows an ongoing and systematic cycle of development and update, resource allocation, implementation, program plan assessment, and process evaluation, under the umbrella of the educational master plan.

As is consistent with its Mission, Vision, and Values, student learning is a critical element of assessing progress toward goals at BCC. The ability to produce and support student learning stands as critical to BCCMP goals. College-wide indicators and performance measures in the area of student learning will become a common element of the college's educational master plan in the future. BCC's operational success, academic quality, and sustainability all center on producing, supporting, measuring, and continuously improving student learning at all levels of the institution, from academic instruction and student support services to planning and budgeting, facility management, learning resources, and technological infrastructure.

Guided by the mission, and directed through the BCCMP goals and performance measures established to evaluate how the college is meeting the mission, BCC's planning, resource allocation, implementation, and evaluation activities occur on an ongoing basis through its shared governance and operational structures in an integrated and inter-related fashion.

Attainment of the BCCMP is evaluated through the outcomes of program review, student learning outcomes assessment, project reports, and analysis of data (both at the college and program levels) related to the performance measures identified for this update of the BCCMP.

## **c. Application of BCCMP to Grants and Special Funding Streams**

As noted above, the BCCMP goals and performance measures guide operational activities and budgets, both restricted and unrestricted. It is the college's expectation that grant applications and plans related to special funding streams—including those associated with state initiatives—will be grounded within the BCCMP goals and performance indicators.

This necessarily also means that grant applications and plans related to special funding streams must become integrated within the program reviews and regular operations of the college, so that all of the college's energy will be coordinated and directed toward achieving the BCCMP goals and indicators. There are implications from this commitment to a united focus on addressing the equity agenda through the BCCMP goals and performance indicators. Beginning immediately, and continuing over the course of this five-year educational master plan update, the college's organizational structure, professional development emphasis, as well as its identification of internal and external partnerships and communication strategies will need to be evaluated and revised as necessary to best support BCC's commitment.

## **VIII. BCCMP RESOURCE MATERIALS**

Readers of the Berkeley City College Master Plan, 5-Year Update 2016-2021, may wish to refer to selected resource materials used by the college in the development process. These materials, along with more information about BCC's integrated planning and particular institutional plans, can be found at: <http://www.berkeleycitycollege.edu/wp/prm/>.

BCC's 2014-2015 Student Success Indicators

Completion by Design, a model developed by RP Group

2016 Data Portfolio Presentation, by Collaborative Brain Trust (CBT)

2016 Environmental Scan and District Planning Assumptions, by CBT