



## Berkeley City College Institutional Goals and Accomplishments with Measurable Outcomes

**2014 - 2015**

Berkeley City College’s Roundtable for Planning and Budgeting approved a set of college goals for FY 2014-15.

The goals, which integrate directly with the college’s mission, vision and values, and the statewide Student Success Initiatives and Equity Plan, guide BCC as faculty, staff, administrators and students work together to develop annual priorities and initiatives to ensure student success.

PCCD/BCC Strategic Goals	Accomplishments with Measurable Outcomes	Statewide Student Success Initiatives /Equity Plan
<p><b><u>PCCD Goal A</u></b> <b>Advance Student Access, Equity, and Success</b></p> <p><b>BCC Goal 1.</b> Meet BCC resident student FTES target (3,939) and achieve and surpass productivity target of 17.5<sup>1</sup>.</p>	<p style="text-align: center;"><b>Measurable Outcomes</b></p> <p><b>Enrollment.</b> Reached and exceeded the initial BCC resident student FTES target: In 2014-15; BCC generated 3,979 resident and total FTES of 4,554. The total annual productivity is 17.4 FTES/FTES. The only college was over 17 for the year (Laney 15.35, COA 16.18, and Merritt 17.0).</p> <p><b>Degree and Certificate Awards.</b> BCC reached out via emails and SARs call to over 750 students who may be eligible for a degree. As a result, BCC increased its degree/certificate awards from the previous year’s 477 to total awards in 2014-15 of 610, or a 27.9% increase.</p>	<p style="text-align: center;"><b>Student Success</b></p> <p><b><u>1. Increase college and career readiness</u></b></p> <p>1.1 Collaborate with K-12 to jointly develop common standards for college and career readiness</p>

<sup>1</sup> PCCD established an initial district-wide resident FTES target at 19,355, with 3,839 for BCC. The targets were increased during AY 2014-15. BCC’s resident FTES is slightly below the new target of 4,039; however, its total FTES (resident and non-resident) of 4,554 exceeded the updated target of 4,523.

(PCCD Resident Student FTES Goal, 19,355.)

**BCC Goal 2.** Preserve and nourish resources to ensure access, equity and success for all students.

**BCC Goal 3.** Increase certificate/degree completion and transfers to 4- year colleges or universities by inspiring and supporting students and maintaining high quality educational programs.

The total number of graduates with honor also increased from 111 to 158, or a 42.3% increase.

Year	Total Graduates	Honor Students	AA Degrees	AS Degrees	AA-T Degrees	AS-T Degrees	Certificates	TOTAL Degrees/Certs
2013/14	280	111	173	4	34	12	254	477
2014/15	352	158	122	4	80	28	376	610
<b>1-Yr Increase</b>	25.7%	42.3%	-29.5%	0.0%	135.3%	133.3%	48.0%	27.9%

**Transfer.** BCC organized, hosted, and conducted enhanced transfer activities, e.g., transfer nights with over 50 4-year advisors participants, 4-year transfer counselor on-campus visits, and 4-year campus tours. In 2014-15, BCC’s Transfer and Career Information Center had over 1,500 student visits seeking assistance in transfer advice and preparation; at least 85 4-year representatives came on campus to facilitate transfer of students.

As a result, the preliminary number of transfers is impressive. For example, a total of 118 2014-15 BCC students were admitted to transfer to UC Berkeley starting Fall 2015. This is an increase of 24 or 26% from the previous year.

**Student Success**

**Access and Placement Assessment.** During 2014-15, BCC offered orientation and assessment to 2,343 first-time, matriculating students. This means, 100% of first-time, matriculating students at BCC received placement assessment and orientation services – two of the three Core SSSP Services. The Career Pathway Team PCCD/Oakland Unified School District MOU permitted access to OUSD student transcripts for counseling faculty to provide enhanced multiple measures for placement.

**Counseling and SEP Development.** The one-year increase of unduplicated counseling services is 12.8%, while counseling appointments increased by 45.8%, and drop-ins by 9.6%.

The one-year increase of SEP development was 773 or 25.4%.

**4. Align course offerings to meet student needs**

4.1 Give highest priority for courses advancing student academic progress

**8. Align resources with student success recommendations**

8.3 Encourage innovation and flexibility in the delivery of foundational skills/basic skills instruction

**Equity**

**Access.** Develop and Implement a plan to increase the representation of Veteran students, students with disabilities, foster youth, and undocumented students.

***Transfer Level Successful Course Completion.***

Develop and implement a plan to increase transfer level successful course completion rates for underserved students.

***ESL and Pre-transfer Foundational Skills***

The SEP development for all first-time, matriculating BCC students reached 100%; this means, over 1,200 new students received the third SSSP Core Service (Counseling and SEP development).

SSSP Counseling Services	2013-14 Unduplicated Count	2014-15 Unduplicated Count	1-Year % Change
Drop-Ins	7,933	8,695	9.6%
Appointment	766	1,117	45.8%
<b>TOTAL</b>	<b>8,699</b>	<b>9,812</b>	<b>12.8%</b>

SSSP SEP Development	2013-14, 7/1/13 - 6/30/14	2014-15, 7/1/14 - 6/30/15	1-Year % Change
SEP Developed	3,045	3,818	25.4%

**Course Success Rate:** BCC’s Fall 2014 overall course success rate leveled with Fall 2013 rate remaining slightly below 65%, while course enrollment increased by 10.5% from 14,791 to 16,339. The CTE rate grew from 63.7% to 64.8%. African-Americans’ rate increased slightly from 50.2% to 50.8% during the same time period.

**Fall Course Completion Rate:** BCC increased its overall course completion rate (ratio of students receiving any grade including D, F, W, no-pass or no-credit to total census enrollment) by one percentage point from 77.4% to 78.4%, in spite of a course enrollment of 10.5% increase. While the rate of African-American students increased by 2.5 percentage points, rates of students enrolled in basic skills, CTE, and distance education courses all increased over the one-year period.

**Successful Completion.** Develop and Implement a plan to increase ESL and Foundational Skills successful course completion for underserved students.

**Degree and Certificate Completion.** Develop and implement a plan to increase the number of degrees and certificates awarded to underserved students.

**Transfer Rates.** Develop and implement a plan to increase transfer rates of underserved students.

Fall Course Completion Rate	Fall 2013	Fall 2014	% point Change
Basic Skills	73.8%	75.0%	1.2
CTE	76.0%	76.5%	0.5
African-American Students	68.5%	71.0%	2.5
Distance Ed	69.7%	73.2%	3.5
OVERALL	77.4%	78.4%	1.0

**Fall-to-Spring Persistence Rate:** BCC's Fall 2014-Spring 2015 Persistence Rate remained steady at 69.5% while unduplicated enrollment headcount increased from 7,099 to 7,208, or 1.5%. During the same period, African-Americans' rate grew from 64.3% to 65.1 %.

**Financial Aid:** Financial Aid's effort is ahead of schedule. Although the 2014-15 file closing date is still two months away (at the time of this report), BCC has made an increased amount of awards in all categories when compared to the 2013-14 year-end award totals.

Financial Aid Types	2013-14 Year-End	2014-15 as of 7/27/2015
Pell Grant	\$ 5,674,175	\$ 6,750,541
SEOG	\$ 228,704	\$ 289,010
FWS	\$ 161,150	\$ 221,153
Federal Subsidized Direct Loan	\$ 560,061	\$ 576,513
Federal Unsubsidized Direct Loan	\$ 439,232	\$ 480,333
Cal-grant (B/C)	\$ 303,106	\$ 372,495

**Bridging Enrollment and Achievement Gap.**

**EOPS and DSPS.** EOPS and DSPS students enrolled in Basic Skills courses had

statistically significant higher persistence and course success rates than the rates of their counterparts.

**EOPS/CARE.** EOPS/CARE graduates represented 7% of BCC’s 2014-15 graduates, while EOPS/CARE headcount only represented 3.4% of the overall BCC student body. Sixteen transfer to UCs (15 to Berkeley and 1 to Davis), 4 to San Francisco State and 2 to CSUEB. Nine won a total of 18 different types of scholarships.

**TRiO.** TRiO Fall-to-Fall Persistence Rate was 83% in 2014-15, which exceeded the overall BCC rate by 13.4 percentage points. Fifteen out of 130 program participants (11.5%) either graduated or transferred.

**Veterans.** Eleven Veteran students transferred; 5 to UC Berkeley, 1 to Columbia, 1 to UCLA, 3 to SFSU, 1 to Mills College and 1 transferred to an out-of-state institution. Six students received in total 8 degrees and/or certificates.

The representation of students from the underserved backgrounds in 2014-15 increased significantly from the figures from the previous year:

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	1-Yr % Change	1-Yr % Change
	Credit Enrollment Count	Credit FTES	Credit Enrollment Count	Credit FTES	Credit Enrollment Count	Credit FTES
CalWORKs - California Work Opportunity & Responsibility to Kids	133	14.03	141	14.44	2.9%	6.0%
CARE - Cooperative Agencies Resources for Education	10	1.20	44	4.37	264.2%	340.0%
DSPS - Disabled Students Programs & Services	814	83.19	895	91.63	10.1%	10.0%
EOPS - Extended Opportunity Programs & Services	736	77.99	949	99.56	27.7%	28.9%

Military (Active Duty, Active Reserve, National Guard)	42	4.70	71	7.80	66.0%	69.0%
Veteran	55	6.16	94	11.08	79.9%	70.9%

	2013-14 Headcount	2014-15 Headcount	1-Year % Change
AB 540 Student Served	123	173	40.7%

### Accomplishments

**Outreach and Collaboration.** Exceeded the established outreach baseline. In 2014-15, BCC conducted, participated in and offered over 150 on- and off-campus orientation and assessment sessions, high school and community college fairs, financial aid workshops, counseling courses, career and technical education events, and campus tours, upon request (incoming high school graduates, Berkeley Adult School, etc.), or through BCC’s invitations (BCC Counselor’s Breakfast, BCCO – Mega Orientation, ESL, DSPS). Berkeley Unified School District launched PERSIST to College at BCC. BCC provided sector-based industry advisories, work-based learning, and transitional events for K-12 students and faculty.

**Strategic Instructional Support.** Accelerated curriculum refinement, professional development and scaling in mathematics; removal of barriers to assessment, including English, Mathematics, and ESL faculty collaboration with K-12 teachers; Mathematics faculty developed a white paper and list of course equivalences to provide enhanced multiple measures assessment for Berkeley High School students; continued BSI funded supplemental instruction in mathematics; adopting faculty FIG recommendations, purchased and piloted 60 Chromebooks, including 20-cart library pilot for student check out and 40 for use in embedded tutoring in English labs. 20 iPad cart for student outreach, recruitment, data gathering, and direct services for LRC and Campus Life and Student Affairs; and conducted a comprehensive wireless update increasing access across the system supporting multiple devices (up to three) per student.

**Enhanced CTE Program Design, Delivery, and Increased Events.** In addition to various efforts and activities BCC contributed to instruction in general. The College devoted a great deal of effort in enhancing CTE programs. In 2014-15, BCC's CTE Curriculum Degree and Certificate Updates and Creation included:

- 1) Accounting AA pending with CCCCCO;
- 2) Business AA in Office Skills for Business approved; General Business CA and AA pending with CCCCCO;
- 3) CIS, Computer Science and IT Pathways, including stackable certificates of proficiency, as well as certificates of achievement and associate degrees; Computer Science ADT submitted to CCCCCO;
- 4) CTE Public Art Pathway, including certificate of achievement (entrepreneurship and community service) created and submitted to district CIPD;
- 5) Biotech Pathway revisions to the Biotech CP, CA, and AA stackable certificate providing a stepping stone to science and Biology AST created and submitted to district CIPD; Bioinformatics course and certificate in progress;
- 6) Analytical Chemistry pathway, including certificate of achievement and AA degree created and submitted to district CIPD;
- 7) Comprehensive MMMARTs core certificate and degree updates, including development of new MMMART curriculum for all strands; addition of new game design certificates;
- 8) Comprehensive PHS core certificate and degree updates; and
- 9) SMI orientation course development.

The top ten CTE events included: 1) STEM Spring Pathways Lunch Series, 2) STEM Career Day, 3) CIRM Lecture Series, 4) MSRI Lectures Series, 5) MMARTs Evening Career Event, 6) MMARTs Spring Showcase, 7) Computer Science Teaching Association Meetings, 8) Digital Video Classroom Speaker Series, 9) PHS Classroom Speaker Series and PHS Health Fair, and 10) Joint Industry Advisories (ESL, CIS/Business/Accounting, Public Art, etc.)

**SSSP.** Developed and submitted BCC's SSSP Plan in a timely fashion, began to implement the plan accordingly, and delivered the outcomes as follows.

	<ul style="list-style-type: none"> <li>• College-wide one-stop entry services linking: College orientation, placement assessment, counseling, SEP development, and registration.</li> <li>• Online orientation to be launched for Fall 2015;</li> <li>• Proposed additional multiple measurement tools, e.g., SAT, ACT, and other high school test results, etc.</li> <li>• Student leaders organized and conducted 2 Student Success Day events – comprehensive BCC orientation. Over 150 new students attended the two events.</li> <li>• Developed and began to conduct the proactive, case-management counseling approach, reached out to 1,250 new and 600 “major undecided” students via emails and SARs calls.</li> <li>• Refined and began to implement faculty advising/mentor program that received a commendation from the ACCJC Visiting Team.</li> <li>• Increased participation in peer mentor/Student Ambassador Program and Services, including the development of Ambassador Alumni Program.</li> </ul> <p><b>Equity.</b> BCC developed a 2015-18 Equity Plan; the Plan was approved through shared governance process. BCC’s Equity Plan was submitted to State in December 2014. BCC had begun to implement the strategies during 2014-15 by providing quality services to targeted student populations. Baseline data identified, outcomes being reviewed and prepared for submission to the State.</p>	
<p><b>PCCD Goal B. Engage and Leverage Partners.</b></p> <p><b>BCC Goal 4.</b> Ensure BCC programs and services reach sustainable, continuous quality improvement level.</p> <p><b>BCC Goal 5.</b> Collaborate to maintain high-quality educational programs and ensure fiscal stability</p>	<p style="text-align: center;"><b>Measurable Outcomes</b></p> <p><b>Expanded 10 more partners in 2014-15.</b></p> <p><b>Developed and Integrated all College-wide Planning Processes and Plans.</b></p> <p><b>Enhanced and Increased K-16 Academic and Career Pathways.</b></p> <p><b>Expanded International Student Services on Campus.</b></p> <p style="text-align: center;"><b>Accomplishments</b></p> <p><b>Partnership Building.</b> Built partnerships through successful collaboration between the college, the district and external communities, including business, government</p>	<p style="text-align: center;"><b>Student Success</b></p> <p><b><u>2.Strengthen support for entering students</u></b></p> <p>2.1 Develop and implement common centralized diagnostic assessments</p> <p>2.2 Require students to participate in diagnostic assessment, orientation and the development of an education plan</p> <p>2.3 Develop and use technology application to better guide students</p>



	<p>and community agencies:</p> <ul style="list-style-type: none"> <li>• Berkeley Rep, Jazz Café</li> <li>• Berkeley Unified School District, Emeryville and Albany School District.</li> <li>• Oakland Unified School District (Skyline High School Computer Technology Academy and Oakland Technical High School Animation Program)</li> <li>• Mayor’s Office, City of Berkeley</li> <li>• Berkeley Chamber of Commerce</li> <li>• UC Berkeley</li> <li>• Foundation Board</li> <li>• Bayer</li> <li>• Biotech Partners</li> <li>• MSRI (Mathematics Science Research Institute)</li> <li>• MOSAIC</li> <li>• YMCA</li> <li>• Parking Structure Collaboration</li> <li>• SAP</li> <li>• Lawrence Hall of Science</li> <li>• Youth Radio</li> <li>• Irvine Foundation,</li> <li>• Gateway to College</li> <li>• Bank of America</li> <li>• City of Berkeley Mental Health</li> <li>• BESTNOW!</li> <li>• Berkeley Youth Alternatives</li> <li>• Alameda County Behavioral Health Care Services</li> <li>• Berkeley Start Up Group</li> <li>• Pixar</li> </ul> <p><b>Integrated Planning.</b> BCC developed and implemented the integrated planning process by linking the Education Master Plan, SSSP, Equity Plan, and Perkins Plan with updated and upgraded Facilities Plan, Human Resources Plan, Technology Plan, and Enrollment Management Plan.</p>	<p>in education processes</p> <p>2.4 Require students showing a lack of college readiness to participate in support resources</p> <p><b><u>3. Incentivize successful student behavior</u></b> Require students to begin addressing basic skills deficiencies in their first year.</p> <p><b><u>6. Revitalize and re-envision professional development</u></b> 6.1 Create a continuum of mandatory professional development opportunities 6.2 Direct professional development resources toward improving basic skills instruction and support services</p> <p style="text-align: center;"><b>Equity</b></p> <p><b>Access.</b> Develop and Implement a plan to increase the representation of Veteran students, students with disabilities, foster youth, and undocumented students.</p>
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	<p><b>Enhanced and Increased K-16 Academic and Career Pathways.</b> In 2014-15, BCC contributed and engaged in alignment and planning collaborative efforts on campus, in the district and region with K-12 and university partners.</p> <p>As part of CPT, CCCLLI, TAA, and SAP, expansion, development and alignment of the following pathways to BCC programs of study were mapped: Biotech and CIS  <a href="http://www.careerladdersproject.org/wp-content/uploads/2014/07/Biosciences-Berkeley-City-College-2.pdf">http://www.careerladdersproject.org/wp-content/uploads/2014/07/Biosciences-Berkeley-City-College-2.pdf</a> Preliminary work completed with faculty to map ICT/Digital Media and ASL. Animation and Gaming alignment with OUSD as well as CSU Chico, including summer course for high school students. Public and Human Services and Biotech master scheduling of courses during times when high school students and faculty could attend. Biotech boot camp provide to high school students.</p> <p>Per CPT and BSI/CAA, developed MOU and PERSIST to College scaling PERSIST model to high school bridge with integrated counseling and early college credit including BUSD and Albany Unified students. Hosted multiple groups of K-12 students in CTE sector based transitional events, including OUSD, BUSD, and Oakland International High School.</p> <p>In addition, BCC secured additional CTE pathway resources, including:</p> <ol style="list-style-type: none"> <li>1) SAP 9-14 ICT/Digital Media Pathway grant with OUSD and Career Ladders Project  <a href="http://www.berkeleycitycollege.edu/wp/cte/home/sap-bcc-ousd-9-14-ictdigital-media-pathway/">http://www.berkeleycitycollege.edu/wp/cte/home/sap-bcc-ousd-9-14-ictdigital-media-pathway/</a></li> <li>2) Invited to Community College Linked Learning Initiative 2.0 to build upon K-12 pathway to BCC Digital Media pathways, including early college credit, transitional services, and work based learning:  <a href="http://www.berkeleycitycollege.edu/wp/cte/home/california-community-college-linked-learning-initiative/">http://www.berkeleycitycollege.edu/wp/cte/home/california-community-college-linked-learning-initiative/</a></li> <li>3) CTE Enhancement 40%, 60%, and Consortium Projects (Mobile Apps, Health Mapping, Biotechnology)</li> <li>4) Bank of America Biotech Pathway Grant with Berkeley High School and Cal State East Bay to nourish supplemental instruction and peer services between Berkeley High School and BCC</li> <li>5) Office of Statewide Health Planning and Development (OSHPD) East Bay Peer Personnel Education and Experience Pathway</li> </ol>	<p><b>Transfer Level Successful Course Completion.</b> Develop and implement a plan to increase transfer level successful course completion rates for underserved students.</p> <p><b>Transfer Rates.</b> Develop and implement a plan to increase transfer rates of underserved students.</p>
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<http://www.berkeleycitycollege.edu/wp/cte/home/oshpd-east-bay-peer-personnel-education-and-experience-pathway/>

**International Education.** Coordinated International Student Taskforce with BCC instructional and counseling faculty, staff, and District representatives to assist BCC international students; created international student office to serve international students at BCC; designed BCC-Berkeley Adult School ESL fact sheet for UC Berkeley International Student Housing. Developed relationship with Oakland International School, hosted ESL student transition event and sector-based classroom visits.

**PCCD Goal C. Build Program of Distinction**

**BCC Goal 2.** Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students.

**College-wide Measurable Enrollment Outcomes**

ACCJC Annual Report	Fall 2013	Fall 2014	1-Year % Change
Enrollment Headcount	7,102	7,215	1.6%
Degree Course Enrollment	6,973	7,097	1.8%
Distance Ed Course Offered	82	95	15.9%
DE Course Enrollment	1,967	2,140	8.8%

**Basic Skills English and Math Course Success Rates**

Basis Skill Subject	2013 Fall	2014 Fall	1-Yr % Change
ENGL	69.4%	70.2%	0.8
MATH	35.1%	40.7%	5.6
<b>Grand Total</b>	<b>50.9%</b>	<b>52.9%</b>	<b>2.0</b>

**Accomplishment**

**Expanded Programs of Distinction in both Instruction and Student Services.** Continued to enhance enrollment and registration services and process by assessing needs and determining peak periods in student services to support timely student access to services;

**Student Success**

**2.Strengthen support for entering students**

2.5 Require students to declare a program of study early in their academic careers.

**3. Incentivize successful student behavior**

- 3.1 Adopt system-wide enrollment priorities reflecting the core mission of community colleges
- 3.2 Require students receiving BOGG to meet various conditions and requirements
- 3.3 Provide students the opportunity to consider full time enrollment

**Equity**

***Degree and Certificate Completion.*** Develop and

	<p>researched new development in GE programs; evaluated ILO's and developed a plan for discussion and update, increased access and engagement in PD to encourage collaboration, inquiry, and innovation.</p> <p><b>Transfer Degree Development.</b> BCC developed and offered 15 Associate Degrees for Transfer – ADTs. BCC has two Associate in Science degrees for Transfer (AS-T): Business Administration, and Mathematics; and 13 Associate in Arts degrees for Transfer (AA-T): Anthropology, Art History, Communication Studies, Economics, Elementary Teacher Education, English, History, Philosophy, Political Science, Psychology, Sociology, Spanish, and Studio Arts. In addition, the College is currently developing an AA-T in Computer Science.</p> <p><b>SLOs.</b> A total of 103 active programs are completed with Program Learning Outcomes (PLOs)/SLOs, and 467 active courses with SLO's completed.</p> <p><b>Basic Skills: English and Math.</b></p> <p><u>English.</u> BCC English Faculty used assessment data and grant funding to pilot innovative student assessment, accelerate curriculum (English 204A/B), and provide professional development, including a common portfolio review process during “dead week.” English 204A accelerates students through multiple layers of remediation via accelerated curriculum and portfolio assessment (common, analytic rubric providing students feedback in 10 skill areas). BCC 204A students with an A or B grade may petition for English 1A transfer credit.</p> <p><u>Math.</u> BCC Math faculty initiated pre-statistics, Math206, formally "algebra for statistics," to help accelerate non-STEM students through the basic skills math curriculum to transfer-level statistics. The 5-credit course provides student-centered teaching of elementary statistics and probability in preparation for math13, introduction to statistics.</p> <p><b>Equity Plan Implementations.</b> Launched the Berkeley City College Scholars Program, a comprehensive bridge program targeting disadvantaged students with challenging socio-economic status. Established a Foster Youth Task Force which includes constituents across the campus, as well as community partners, by exploring effective methods for identifying current and former foster youth. Held monthly Student Equity review meetings to set benchmarks, ensure implementation; evaluated the progress and process, and measured outcomes in comparison with college-wide goals. Held an ACE Experiential Learning</p>	<p>implement a plan to increase the number of degree and certificate awarded to underserved students.</p> <p><b>Transfer Rates.</b> Develop and implement a plan to increase transfer rates of underserved students.</p>
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	<p>Institute (FELI) workshop inclusive of staff, faculty and administrators.</p> <p>Established a Dreamer’s Task Force; strategies in the planning phase included developing and receiving Dali Lama grant funding of \$10,000, and chartering a Dreamers Student Club.</p>	
<p><b>PCCD Goal D. Strength on Accountability Innovation and Collaboration</b></p> <p><b>BCC Goal 4.</b> Ensure BCC programs and services reach sustainable, continuous quality improvement level</p>	<p style="text-align: center;"><b>Measurable Outcomes</b></p> <p><b>Accreditation and Institutional Effectiveness.</b> Completed and submitted BCC’s 2015 Accreditation Self-Evaluation Report on time for a successful Spring 2015 visit. BCC received 5 commendations, 2 recommendations, and accreditation with “Warning” in June 2015 due to district issues.</p> <p><b>Integrated Planning.</b> Ensured institutional effectiveness through integrated planning and budgeting process, effective program review and annual program updates, and Student Learning Outcomes and Assessment. Ensured data driven decision making. Updated and began to implement the Educational Master Plan 2015-2024 with college-wide and community engagement.</p> <p><b>Diversity.</b> Self-Evaluation Survey highlighted students/ staff/ faculty appreciation of diversity.</p> <p><b>IEPI.</b> BCC develop an Institutional Effectiveness Partnership Institute (IEPI) proposal, accepted by the State Chancellor’s Office and received IEPI (Institutional Effectiveness Partnership Initiative) grant for \$150,000; one of the first 7 statewide.</p> <p><b>SLO Evaluation and Assessment.</b> The 2014 College-wide Survey confirmed 71 percent of faculty agree or strongly agree with the statement, “At BCC, there is dialogue about the continuous improvement of student learning and institutional processes.” Over 90% of students considered the Library to be important or extremely important to student learning in 2014, in comparison with 71% In 2008.</p> <p style="text-align: center;"><b>Accomplishment</b></p> <p><b>Institutional Effectiveness Data Analysis and Report Completion.</b> BCC developed and published <i>BCC Student Achievement, Access, Equity, and Success Report</i> by identifying, organizing, and analyzing data at subject, program, and institutional levels. The Report</p>	<p style="text-align: center;"><b>Student Success</b></p> <p><b><u>1. Increase college and career readiness</u></b></p> <p>1.1 Collaborate with K-12 to jointly develop common standards for college and career readiness</p> <p><b><u>4. Align course offerings to meet student needs</u></b></p> <p>4.1 Give highest priority for courses advancing student academic progress</p> <p><b><u>7.Enable efficient state/district-college-wide leadership and increase coordination among colleges/departments</u></b></p> <p>7.1 Develop and support a strong community college system office</p> <p>7.2 Set local student success goals consistent with statewide/district goals</p> <p>7.3 Implement a student success scorecard</p> <p>7.4 Develop and support a</p>

	<p>includes degree/certificate and transfer information that had been presented and shared at various college-wide committee meetings. In addition, BCC conducted an internal and external environmental scan and prepared data for the College Retreat, Accreditation, and other data-based decision-making.</p> <p><b>Data-Driven Decision Making.</b> Ensured a data-driven program improvement process and integrated planning into resource development and allocations by: (a) assisting the college in identifying available data and preparing user-friendly data analysis throughout the decision-making process (data used include those that published by PCCD IR, CCCC DataMart, and Student Success Scorecard); (b) Ensured the completion of student services annual program update, SLO update, SLO assessment, and integrated SLO assessment findings into annual program update; and (c) completed and applied ILOs, assessment, CCSSE, and other assessment tools and research findings to increase student success.</p> <p><b>Data Use Capacity.</b> Increased data use capacity at BCC and PCCD, including BCC faculty and staff trainings (BI tool, etc.), BCC and PCCD institutional research staffing capacity (currently PCCD has two new hires and BCC one new contractor), contracted with RP Group for data support (including CTE Completions Survey and Student Support (Re)designed), participated in BACCC and BSI data training on CCCC Scorecard, BSI Tracker, and CTE Launch board to complete Title III report and BSI report, gained access and experience with CalPass.</p> <p><b>Student Learning Outcomes.</b> BCC has a culture of dialogue, collaboration, and the collegial exchange of ideas. Self-reflective dialogue occurs regularly in three main ways: through integrated institutional planning processes; constituency, operational and governance committees; and through ongoing efforts to improve Student Learning Outcomes (SLOs) at the institutional, program, and course level, as overseen by the Planning for Institutional Effectiveness Committee. The college has kept current with changes in general education recommendations and transfer requirements. Student learning outcomes have been designated for these courses including the following areas: humanities, fine arts, natural sciences, social sciences, oral and written communication, information competency, scientific and quantitative reasoning, critical thinking, ethics, respect for cultural diversity, interpersonal skills, and global awareness.</p> <p><b>Staff Development.</b> Launched the ADT Task Force. Hosted BCC's annual Faculty Appreciation Breakfast and Classified Appreciation Week. Funded FELI professional</p>	<p>longitudinal student record system</p> <p><b><u>8. Align resources with student success recommendations</u></b></p> <p>8.3 Encourage innovation and flexibility in the delivery of foundational skills instruction</p>
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	<p>development opportunities and ensured it was self-supporting. Offered Town Hall communication meetings at BCC. Coordinated with TLC/Professional Development Chair to support the Professional Development Committee, including: Classified staff members, single clearing house for BCC professional development (faculty and staff), President’s Tea Meetings, Brown Bag Meetings and funded BCC faculty and staff professional development (travel, TLC activities, conferences, etc.)</p>	
<p><b>PCCD Goal E.</b> <b>Develop resources to advance and sustain our Mission.</b></p> <p><b>BCC Goal 5.</b> Collaborate to maintain high-quality educational programs and ensure Fiscal Stability.</p>	<p style="text-align: center;"><b>Measureable Outcomes</b></p> <p><b>Property Acquisition.</b></p> <p><b>Reaching Enrollment Target for Fiscal Stability.</b></p> <p><b>Expanding Grants, Categorical Funds, and New Financial Resources.</b></p> <p><b>Expanding Human Resources.</b> BCC has completed and/or in the middle of hiring process for 14 faculty positions, this growth signifies a 25% increase from last year. In addition, BCC hired 4 classified staff members, and one additional administrator.</p> <p style="text-align: center;"><b>Accomplishment</b></p> <p><b>Completed Property Acquisition and Begin Development.</b> Located and purchased additional property/ building to offer the necessary space for instruction and comprehensive student services (Veterans, International Students, Health Services, Mental Health Counseling, additional Tutoring, Student study and collaboration). Escrow Closed May 7, 2015 and the design phase is in process. Ensured costs for total cost of ownership for structural and tenant improvements. The building is within walking distance of the main campus with a great location that will allow BCC to continue to thrive and grow.</p> <p><b>Fiscal Stability.</b> BCC ensured fiscal stability throughout 2014-15 through enrollment management, fundraising and expanding grants. Increased resident enrollment by 135 FTES (from 3,844 to 3,979), and Non-resident enrollment by 122 FTES (from 453 to 575). The former growth is 3.5%, while the latter is 27%. International Student FTES grew by 30%.</p> <p><b>Partners and Fund Raising.</b> Conducted an extensive 40th Anniversary fundraiser and</p>	<p style="text-align: center;"><b>Student Success</b></p> <p><b><u>8. Align resources with student success recommendations</u></b></p> <p>8.1 Encourage categorical program streamlining and cooperation</p> <p>8.2 Invest in the new Student Support initiative</p>

	<p>celebration. Worked with Berkeley Chamber of Commerce to institute a Berkeley City College/ Berkeley Chamber Business Scholars Program. Secured and processed two major in-kind gifts and developed memorandums to obtain approval from PCCD Board.</p> <p><b>Grants and Categorical Funds.</b> Completed successfully all required reporting: Title III Annual Performance Report, Basic Skills Initiative Report, Perkins and Tech Transitions, CTE Community Collaborative reports, and TAACCCT, to ensure compliance and continued funding. Hosted successful external evaluator visits for federal Title III and TAACCCT/DBS grants. Successfully completed CCCCCO Perkins audit.</p> <p><b>Human Resources.</b> Completed multiple employee recruitment and hiring processes. BCC expanded its faculty and classified staff members in quality and quantity. The College added new contract instructional faculty members in Physics, Art and History, Political Science, Library, American Sign Language, Multimedia Arts, Computer Information Sciences, Economics; and 4 general counselors and 1 mental health counselor. Meanwhile, 4 new classified staff members have joined BCC in 2014-15. In addition, BCC students have been a strong source of human resources on campus. Throughout 2014-15, services were provided by Student Ambassadors, student assistants, Ambassador alumni, student peer advisors and transfer liaisons.</p>	
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