



Berkeley City College: 2016-18 Strategic Planning

Berkeley City College's Education Master Plan (EMP) for 2016-2021 is to achieve equity and to eliminate the education gap in student access (participation), learning, completion, and success with exemplary programs and to provide a way to ensure the college's energies are directed toward the success of all students. 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.

We will strive to achieve equity and eliminate the education gap by developing a two-year strategic plan with measurable indicators that are aligned to the EMP's five goals: **(I) Strengthen Resilience, (II) Raise College Competence, (III) Enhance Career-Technical Education Certificates and Degrees, (IV) Increase Transfer and Transfer Degrees, and (V) Ensure Institutional Sustainability.** The BCC 2016-18 Strategic Plan indicators of excellence highlight the college's commitment to advancing equity and drive the development of performance indicators for assessing the college's progress toward achieving the five college goals. Meeting each goal optimally will require demonstrating the progress of all indicators incrementally each year across the institution's programs. Achievement of the equity-based performance indicators will also have a measurable impact on the college's overall student success.

To achieve the targets of our 2016-18 Strategic Plan indicators of excellence, Berkeley City College will apply the following strategies:

1. Utilize researched based best practices to increase student access (participation), learning, completion, and success with exemplary programs that include:
 - Utilizing previous learning experiences for placement
 - Guided exploration for undecided students
 - Clearly delineating program requirements (default course sequence)
 - Developmental education transformation
 - Providing proactive, embedded and integrated student support
 - Maximizing and enhancing learning communities
 - Increasing student engagement in support and instructional services.
2. Develop integrated communities of practice aligned to the students' educational pathways to provide more connected learning experiences inside and outside of the classroom;
3. Incorporate technology tools to communicate, support and customize the student experience;
4. Develop data infrastructure to track and evaluate student and program progress;
5. Develop mechanisms to assess the student experience to ensure quality programs and services.



Berkeley City College Goals and 2016-18 Strategic Plan's Indicators For Excellence

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| GOAL I: 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. |
| Indicator A. Increase student participation in BCC (instructional and student service) programs that lead to the completion of a certificate, degree, or transfer by 1% with the goal of increasing African American participation to 18.5%. |
| Indicator B. Increase the number of students who complete a Student Educational Plan within their second semester at BCC by 10% |
| Indicator C. Increase overall persistence of students enrolling in the first three consecutive terms by 1% with the goal of increasing the persistence of African American students by 2%. |
| GOAL II: Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program. |
| Indicator A. Increase college's fall course success for underprepared students by 3% and 8% for underprepared African American students. |
| Indicator B. Increase ESL momentum (students first enrolled in an ESL credit course who completed a college-level English course) for Hispanic students by 6.5%. |
| Indicator C. Increase overall pre-transfer level English momentum (students first enrolled in a remedial English credit course who completed a college-level English course) by 1.5% and 2% for African American students. |
| Indicator D. Increase pre-transfer level Math momentum (students first enrolled in a remedial Math credit course who completed a college-level Math course) for African American students to 34.3%. |
| GOAL III: 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. |
| Indicator A. Increase the overall CTE participation (access) rate by 12% and 29.5% for Hispanic students. |
| Indicator B. Increase CTE completion of certificate or degree by students who took 8 units in a single discipline for students 25 and older to 37%. |
| Indicator C. Increase the overall number of students who earn CTE certificates by 5% and 9% for African American students. |
| GOAL IV: 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. |
| Indicator A. Increase the completion rate of degrees or transfers for African American Students from 22.4% to 31.8% for African American students. |
| Indicator B. Transfers: Increase the number of students transferring from BCC to any 4-year college or university by 5% and 39% for Hispanic students. |
| Indicator C. Degrees: Increase the number of students earning degrees by 11% and 39% for African American students. |
| GOAL V: 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. |
| Indicator A. Increase the rate of full time equivalent students (FTES) by 3%, through increased retention. |
| Indicator B. Produce a clean audit with no negative findings in the externally audited financial statements. |
| Indicator C. The budget allocation model (BAM) will be fully operational and sustains the college operations. |