

BCCCEMP

Berkeley City College Education Master Plan



**Education 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.*

**BCCEMP 2016-2020
Five-Year Update**

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Acknowledgement: BCC would like to extend its appreciation to all faculty members, staff, students, community leaders, administrators and the Collaborative Brain Trust team to make this project possible, with special thanks to Academic Senate, Classified Senate, and ASBCC.

President's Message



To the Berkeley City College Community:

As most of you know, Berkeley City College was founded in 1974 as the fourth college of the Peralta Community College District. Much later, after more than 30 years of offering classes in locations dispersed across the city of Berkeley, the College opened the doors of a new, urban college campus, in the heart of downtown Berkeley, in 2006. Enrollment currently has grown to over 7000 students, and programs continue to be developed to enhance the comprehensive array of educational opportunities offered to the community. Most recently, an additional new property was purchased, representing the continuing growth and needs that this college continues to experience in size and nature.

In development since 2014, this education master plan provides the centerpiece for BCC's dynamic planning and direction for the next five years. This plan's goals provide a vision of how the College will ensure the educational success of its diverse students. It serves as the principle instrument for aligning the College's annual operational plans, programs and initiatives with the college mission and vision. All in all, the integration of the plan with college practices and activities makes certain that standards for accreditation are met and that institutional effectiveness is systematic.

Faculty, staff, and students participated extensively in the development of this master plan. The planning leadership group held meetings and forums, surveyed constituents, and distributed materials and plan drafts throughout its development. Ultimately, all constituent leadership groups within the College approved the plan, and I am proud to be a part of its final unveiling.

Additional to the master plan for BCC, the planning process identified challenges and opportunities for future collaboration and consideration by the PCCD community as a whole.

I would like to extend many thanks to the BCC college community for their contributions to these planning efforts and to those who dedicated themselves to developing and writing the plan. This plan will make a difference in the lives of students and to the future growth of BCC.

Frances L. White, Ph.D.
Interim President

I. **BERKELEY CITY COLLEGE EDUCATION MASTER PLAN EXECUTIVE SUMMARY**

In spring 2016, Berkeley City College completed a five-year update of its education master plan. The 2016-2021 Berkeley City College Education Master Plan (BCCEMP) 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, 2016-2020, 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.

BCCEMP 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 BCCEMP’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	BCCEMP Goal 1	BCCEMP Goal 2	BCCEMP Goal 3	BCCEMP Goal 4	BCCEMP 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

II. 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 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 facility 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 bring 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 BCCEMP

The purpose of the Berkeley City College Education Master Plan is to provide the college and its community with direction and emphasis 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 BCCEMP 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 BCCEMP will rely on the college's inquiry based culture and will continue to bring together the college 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 BCCEMP provides a roadmap that will enable the college community to continue to evolve in excellence as a collective over the next 6 years.

c. The BCCEMP Planning Process

PARTICIPATORY PLANNING PROCESS		
DATE	ACTIVITY	DESCRIPTION
August 11 & 12, 2014	BCCEMP Kickoff	<ul style="list-style-type: none"> Environmental Scan, Emerging Trends and the Completion by Design Framework were presented to students, staff, faculty, administrators and community partners.
October 3, 2014	DRAFT 2014-2024 BCCEMP Goals & Programs of Study	<ul style="list-style-type: none"> 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.
November 14, 2014	Update of BCCEMP Goals and Faculty Advising	<ul style="list-style-type: none"> Students, staff, faculty, and administrators came together to review the 2nd draft of the BCCEMP goals. The focus of the activity for the day was implementation of faculty advising and how it connected to the BCCEMP.
January 15, 2015	Flex Day Presentation of 2014-2024 EMP Goals and Indicators and interconnected plans	<ul style="list-style-type: none"> 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.
February-March 2015	Vetting and approvals from governance committees, campus presentation	<ul style="list-style-type: none"> 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.
April 2015	Final Approval of 2014-2024 EMP goals and indicators from shared governance committees	<ul style="list-style-type: none"> Through shared governance committees discussion and approval to Roundtable and then President
August 2015	Finalization of college activities and goals for 2015-2018 cycle	<ul style="list-style-type: none"> Retreat Shared governance committees discussion and approval to Roundtable and then President
January-March 2016	Creation of a framework for the 5-year BCCEMP update	<ul style="list-style-type: none"> The framework for the 5-year BCCEMP (2015-2020) update was presented to the Roundtable and shared with the entire campus. Revision of the mission statement was completed for the Board of Trustees agenda.

April 2016	Review of updated data scans and final approval of 2015-2020 BCCEMP goals and indicators from Roundtable	<ul style="list-style-type: none"> Through shared governance committees discussion and approval to Roundtable and then President
May 2016	Finalization of college activities and goals for 2016-2017	<ul style="list-style-type: none"> Shared governance committees discussion and approval to Roundtable and then President

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 BCCEMP 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 BCCEMP 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 and increase 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.

Indicator	Equity Agenda Area	2016-2021 Performance Measure
Participation	Access	Increase participation by African American students in BCC programs to 20%.
	Definition: Enrollment, participation in BCC program.	
Student Education Plan (SEP)	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.).	
Persistence	Completion	Increase the persistence of African American

		students by 5%.
	Definition: Enrollment in the first three consecutive terms.	
Fall Course Success	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.	
Indicator	Equity Agenda Area	2016-2021 Performance Measure
ESL Momentum	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.	
Remedial English Momentum	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.	
Remedial Math Momentum	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.	
CTE Participation	Access	Increase the career-technical education participation rate for Hispanic students by 100%.
	Definition: Enrollment, participation in CTE program.	
CTE Completion	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.	
CTE Certificates	Success	Increase the number of African American students who earn career-technical education certificates by 25%.
	Definition: Number of students earning CTE certificates.	
Completion, Overall	Completion	Increase the overall completion rate for African American students to 46%.
	Definition: Completion of degrees and/or transfers by all students.	
Transfers	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.	
Degrees	Success	Increase the number of African American students earning degrees by 100%.
	Definition: Number of students earning degrees.	
FTES	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.	

Clean Audit	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.	
Working BAM	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
Participation	Increase participation by African American students in BCC programs to 20%.	17%+ 1,929 students	18% 2,043 students	18.5% 2,099 students	19% 2,156 students	19.5% 2,313 students	20% 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)
SEP	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
Persistence	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
Fall Course Success	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%
ESL momentum	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%
Remedial English momentum	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%
Remedial Math momentum	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	40.8+	41.3%	41.9%	42.6%	43.3%	44%

	college performance on this indicator	617 students					
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+ 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
CTE Participation	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)
CTE Completion	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%
CTE Certificates	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	267 students	273	280	287	294	301 Students

	this indicator						(up 12.7%)
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+ 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
Completion, overall	Increase the overall completion rate for African American students to 46%.	22.4%+	27.1%	31.8%	36.5%	41.2%	46%
	Net impact on overall college performance on this indicator*	58 students					
		45.4%+	45.6%	45.9%	46.2%	46.7%	47.1%
Transfers	Increase the number of transfers for Hispanic students by 100%.	33 transfers	39	46	52	59	66
	Net impact on overall college performance on this indicator	115 students					
		285 transfers	291	298	304	311	318
		355 students					(up 11%)
Degrees	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
FTES	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
Clean Audit	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
Working BAM	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 (DSPS), 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 action 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 resulting 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:

- Trains students to be leaders in the community and to be of service to their student body.
- Increases awareness of the services and programs offered by the college and the community for their benefit.
- Assists with identification of disadvantaged students and help them to remain in and to focus on college.
- Helps others get acclimated to the campus so that students can accomplish their educational goals.
- Assists other in applying for college, providing tours, selecting classes, college resource utilization, and assisting faculty, staff, and students with outreach.
- Helps bridge the gap between the students, teachers, and administrators by communicating the needs of the student body.
- Contributes 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 English as a Second Language (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 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 Sciences, Technology, Engineering, and Mathematics (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 (CTE) 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.

Instructional Department	CTE Programs
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.
- connecting 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)
- Chemistry
- Biotechnology
- 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.

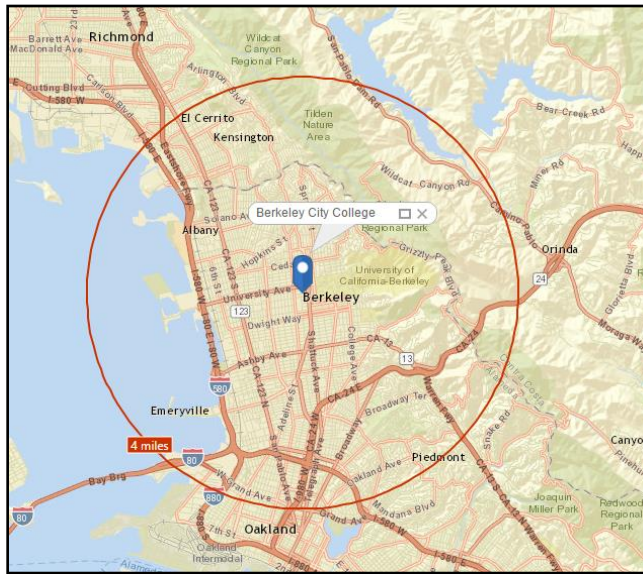
Table One: San Francisco Bay Area County Population, Housing, and Job Growth 2010-40

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%
Region*	3,385,000	4,505,220	1,119,920	33%	2,785,950	3,446,000	660,000	24%	2,608,020	3,308,110	700,090	27%	7,151,740	9,299,150	2,148,410	30%

* 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

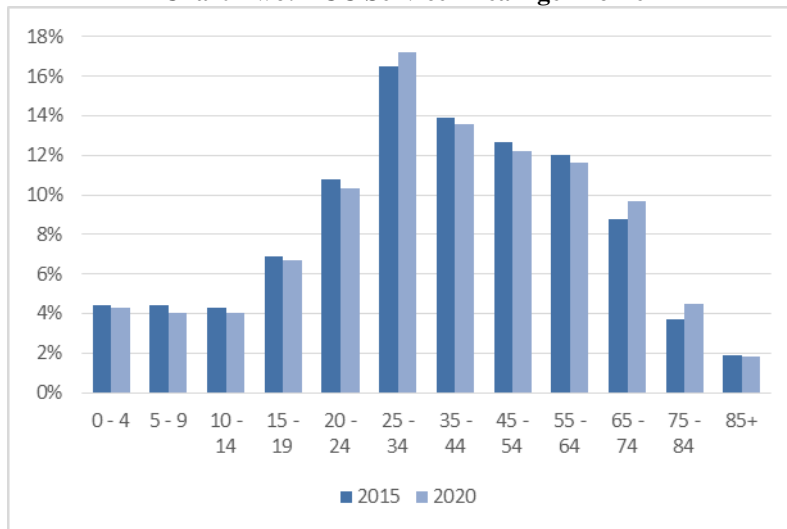
Chart One: BCC's Immediate Service Area



Source: CBT Data Portfolio, June 2016, see Resource Materials

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 from 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

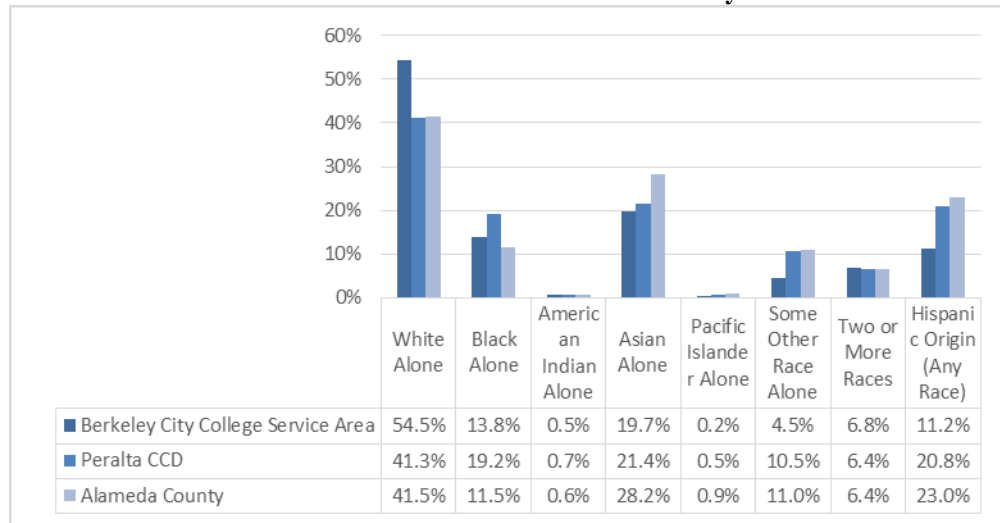


Source: CBT Data Portfolio, June 2016, see Resource Materials

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

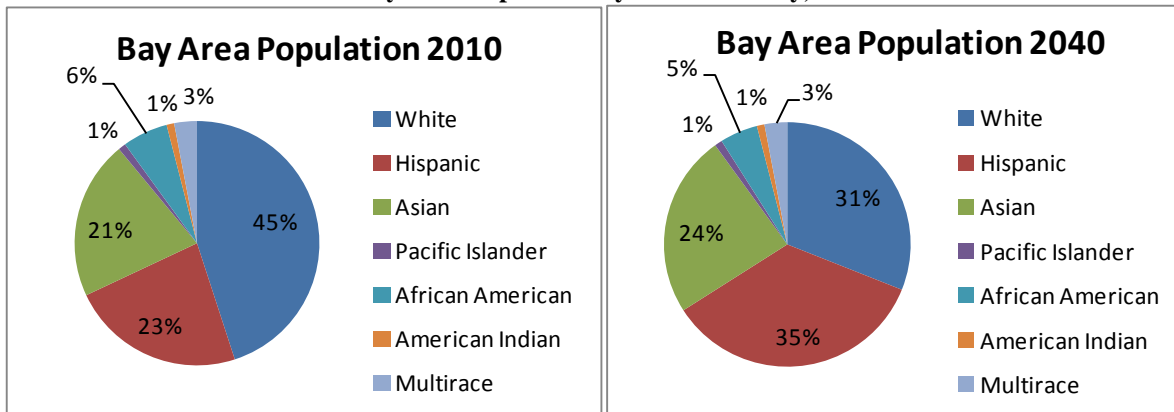
Governments projects that the Hispanic population will grow from 23% to 35% between 2010 and 2040.

Chart Three: BCC Service Area Race/Ethnicity Profile



Source: CBT Data Portfolio, June 2016, see Resource Materials

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
Alameda County	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
Contra Costa County	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	Bay Area Annual Personal Income by Educational Attainment, 2010				
	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	%
Alameda County			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%
North-Central Alameda County						
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%
Contra Costa County						
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 adopters 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

Source: CBT Data Portfolio, June 2016, see Resource Materials

Internal Scan

BCC Employee Profile. The increase of full-time faculty at BCC exceeded the district-wide growth over the past five years (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

Emp Type	EE06 Occ2	Berkeley City College					District	
		2011	2012	2013	2014	2015	Change '11 to '15	Change '11 to '15
Admin	Admin	7	7	9	9	9	29%	35%
Faculty	Faculty	42	34	50	51	64	52%	17%
Classified	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%
Total	Total	95	84	103	105	120	26%	12%

Source: CBT Data Portfolio, June 2016, see Resource Materials

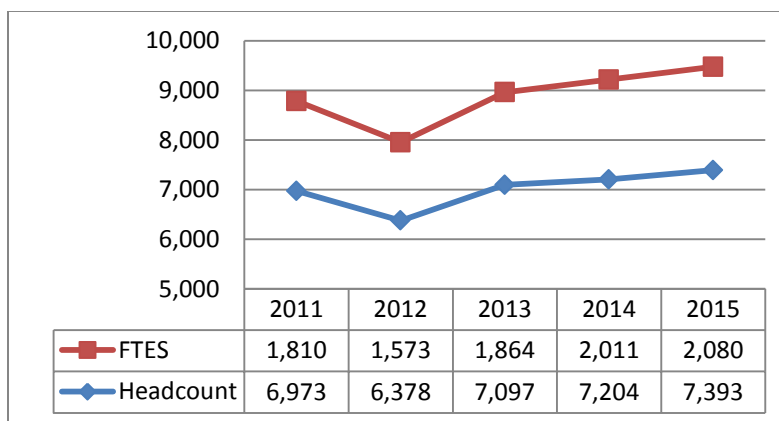
Table Eight: BCC Faculty Statistics

Employee Type	Berkeley City College					Change '11 to '15
	2011	2012	2013	2014	2015	
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%	

Source: CBT Data Portfolio, June 2016, see Resource Materials

Student Enrollment Trend. More students at BCC took a 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



Source: CBT Data Portfolio, June 2016, see Resource Materials

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%

Source: CBT Data Portfolio, June 2016, see Resource Materials

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%

Source: CCCCCO DataMart

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 CCCCCO Datamart

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
In-state	6,437	5,786	6,418	6,434	6,522	1%	-5%
Out of State	239	256	354	364	388	62%	73%
International	297	336	325	406	483	63%	22%
Total	6,973	6,378	7,096	7,204	7,393	6%	-3%
In-state	92%	91%	90%	89%	88%	-4%	-2%
Out of State	3%	4%	5%	5%	5%	67%	100%
International	4%	5%	5%	6%	7%	75%	0%

Source: CBT Data Portfolio, June 2016, see Resource Materials

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 O'dowd 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%

Source: CBT Data Portfolio, June 2016, see Resource Materials

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.

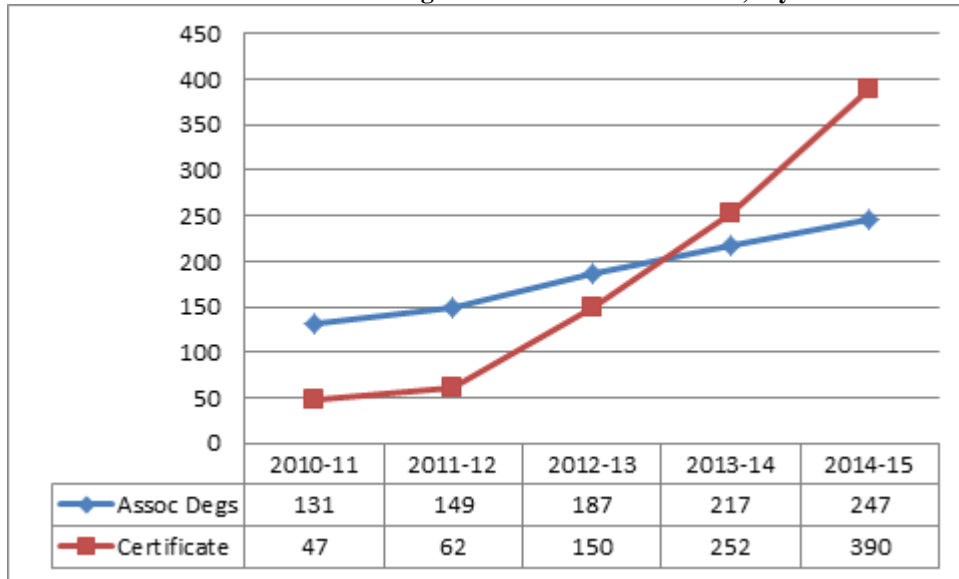
On the other hand, BCC's success can be positively measured by increases in annual degrees and certificates. Liberal Arts/Social and Behavior Sciences, and Liberal Arts are the top two major awards in degrees, and Transfer IGETC and CSU GE are the top two awards in certificates. As a "transfer college," 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	District 2015
Course Success Rate	65%	65%	63%	63%	62%	65%
Course Retention Rate	78%	76%	76%	81%	77%	80%
Success Rates by Ethnicity						
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 CCCCO Ethnicity categories						
Success Rates for Basic Skills Courses*						
BS Crs	61%	49%	50%	52%	44%	57%
Success Rates by CTE/Non-CTE Course						
CTE Course	65%	65%	61%	63%	63%	70%
Non-CTE Course	65%	64%	64%	64%	62%	63%
Success Rates for Distance Ed Courses						
Distance Ed Course	54%	59%	53%	56%	55%	58%

Source: CBT Data Portfolio, June 2016, see Resource Materials

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



Source: CBT Data Portfolio, June 2016, see Resource Materials

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 Servic 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

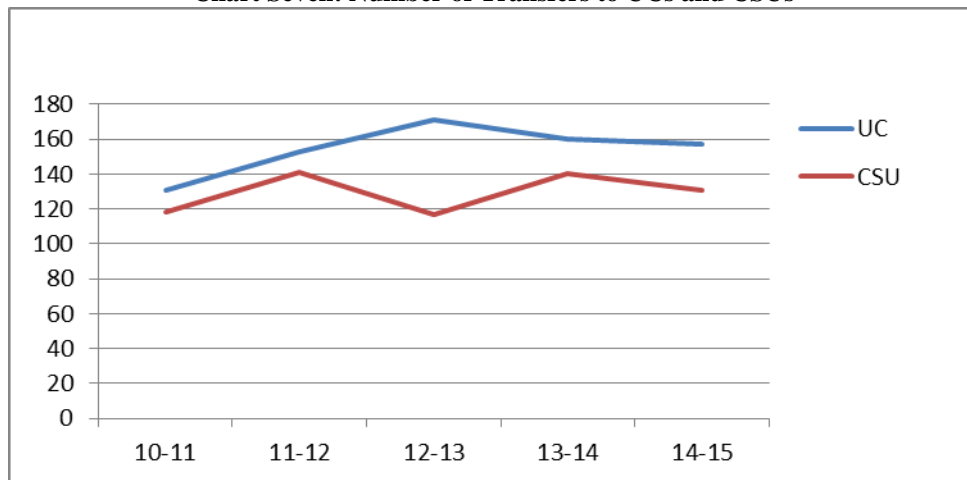
Source: CBT Data Portfolio, June 2016, see Resource Materials

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 Servic Paraprofesn	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
MMART Foundations of Video	0	0	2	12	7	21
BUS/GENERAL BUSINESS	3	3	3	3	8	20
MMART Basic 3d Illustration	0	0	2	10	5	17
MMART Intermediate Editing	0	0	1	11	4	16
HUSV Social Servic Paraprofesn	0	0	1	8	5	14
MMART Basic Animation	0	0	0	6	8	14
MMART Foundation for Animation	0	0	1	6	5	12
SPAN Spanish Language	5	2	1	1	3	12
MMART Advanced Digital Video	0	0	1	6	3	10
DIG/IMAGING LEVEL I	0	0	6	3	1	10
MMART Basic Editing	0	0	1	4	5	10
HUSV-Community Health Worker	0	1	4	3	2	10

Source: CBT Data Portfolio, June 2016, see Resource Materials

Chart Seven: Number of Transfers to UCs and CSUs



Source: CBT Data Portfolio, June 2016, see Resource Materials

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 rose 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
Berkeley	College Prepared	76%	68%	71%	66%	69%	70%
	Unprepared for College	35%	43%	39%	38%	37%	38%
	Overall	50%	53%	51%	47%	48%	50%
PCCD	College Prepared	72%	72%	76%	74%	74%	74%
	Unprepared for College	42%	40%	40%	39%	39%	40%
	Overall	50%	50%	50%	49%	49%	50%
Statewide	College Prepared	69%	71%	71%	70%	70%	70%
	Unprepared for College	40%	41%	41%	41%	40%	41%
	Overall	48%	49%	49%	48%	47%	48%

Source: CBT Data Portfolio, June 2016, see Resource Materials

Table Eighteen: Six-Year Basic Skills Progress Rates

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

Source: CBT Data Portfolio, June 2016, see Resource Materials

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%

Source: CBT Data Portfolio, June 2016, see Resource Materials

Table Twenty: 3 Consecutive Term Persistence Rate

Persistence Overall	2011		2012		2013		2014		2015	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	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.

Source: CCCC Scorecard

VII. CHALLENGES AND OPPORTUNITIES

The Berkeley City College Educational Master Plan similar to that of the other three Peralta Community College District colleges, has involved many hours of work by college staff, a consultant team providing external, objective support for data collection and analysis, and students. In addition to the internal and external scanning processes, interviews, and focused discussions that took place, many staff and students responded to a district-wide survey, further contributing to the development of this EMP. Participants in the EMP process explored a broad range of topics, but not all issues identified could be represented in this EMP, or perhaps they did not rise to the level of being included in a few selected, high-priority college-wide goals and planning priorities for the next five years. Many of these ideas will resurface and be included as action items as division and departmental planning takes place during implementation of the EMP.

In addition to the EMP provided in this document, the leaders of this planning process wanted to ensure a venue, via this chapter, to document critical challenges and opportunities that arose during the process that warrant further exploration and action planning. Some of these are at the college level, and some span the Peralta District as a whole. Each of these areas are delineated and described below. The theme, “challenges and opportunities”, represents two topics that blend together. Each challenge provides an opportunity for quality improvement, and each opportunity demonstrates a challenge. Thus, the items delineated and described below aren’t distinguished as one or the other.

District-wide Challenges and Opportunities

The need for district-wide educational master planning upon completion of the four college EMPs became apparent during the process. A systematic, coordinated review of the findings of the four Peralta District college EMPs, in the context of the district-wide environmental scanning that was conducted, is an important next step to further enhance integrated planning and budgeting to serve the region as a whole. This was particularly evidenced in the response from students, more than half of whom take courses at two or more of the colleges in the District. A coordinated, district-wide planning effort avoids duplication and gaps in service delivery, and utilizes limited district resources in an effective, efficient manner. Such a systematic review would lead to comprehensive, intentional planning of programs, services, facilities, and technology that would support student and community needs across the District. The following topics represent several interwoven essential elements of college viability and health that need to be developed via collaborative district-wide planning:

- *Enrollment forecasting* – There is a critical need for each college to forecast enrollment, but this has to be developed from a district-wide perspective, given that FTES is allocated to community college districts, from the state, and then distributed to each college via a district venue. The data portfolio work for this EMP established some basic ingredients for projecting enrollment, such as the following:
 - Population growth for the service area
 - Participation rates by zip code
 - Age ranges of projected service area population

- High school graduation projections
- High school graduate enrollment trends
- Data on Berkeley City College students concurrently enrolled in multiple PCCD colleges

Using this information for each college, along with program and services planning, data-informed decisions can be collaboratively developed about projected enrollments.

- *Collaborative academic and CTE program planning* - The EMP data portfolio identified labor market needs, including jobs and occupations that will have greater numbers of openings in the future. This was used in a “gap analysis” to identify growing occupational fields for which the College does and does not offer a certificate or degree. While the PCCD colleges have developed and used such information, a concerted, comprehensive and renewed district-wide look at programs planned for the future and past performance of existing programs is timely to assist in preparation for facilities master planning and ensure that the wider community’s labor and economy needs are being addressed by the College for the very dynamic projected future.
- *District-wide scheduling of courses, programs, and their respective delivery modes* - Because data analysis revealed that a large percentage of PCCD students attend concurrently two or more colleges in the Peralta District -- and perhaps other colleges in the area as well -- collaborative scheduling of courses and programs is important to ensure that students can access, progress, and achieve educational goals with ease in a smooth and timely manner. Results of the student survey conducted for the EMP showed that students attend multiple colleges for a variety of reasons. There are practices in place to provide “home” college services to students. Enhancing a broader discussion may prove helpful to college efficiency, and student access and progress along educational pathways.
- *Fiscal and facilities planning* – Enrollment management and program planning have to be evaluated and addressed within the context of stable financial planning—another district-wide topic and also an accreditation concern. While the College continues to refine its Integrated Planning and Budgeting Model, and participate in the district Budget Allocation Model (BAM), long-term goals and frameworks relative to FTES distribution and planned growth will be required for realistic college program and enrollment planning, as well as facilities master planning.
- *Technology planning* – Technology planning on a district-wide basis will be an important second step to support the program and delivery modes determined in educational master planning on a district-wide level as described above. This will be an integral component of the facilities planning as well.
- *Coordinated and systematic research support* – Similarly, research must be undertaken both on a local college level as well as district-wide to serve the Peralta District region as a whole. In order to adequately plan for a state-of-the-art college in a dynamic 21st Century environment, one of the most advanced communities in the World in multiple ways, research support and coordination is critical. Throughout PCCD, institutional research struggles to keep up with the needs and

requirements of a sophisticated, changing, and results-oriented organization. Further, coordination between and among the Peralta colleges and the District office is uneven even though intentions are sincere. At least one or more colleges have no staff. It is critical that resources and efforts for research support—for long-term institutional planning as well as for assessing and promoting student learning success—be enhanced and assured.

- *Refinement and possible revision of the Budget Allocation Model (BAM)* – The current BAM needs re-structuring in order to encourage collaboration among the four colleges of the District to best serve its student population. Systematic coordination of programs, scheduling, and the allocation of resources based on long-term planning priorities rather than year-to-year FTES is necessary for the efficient and effective use of college resources.



Berkeley City College Challenges and Opportunities

The newly published [California Community Colleges Long-Range Master Plan](#) (March 2016) states in its Plan Objectives that “It is apparent that the state’s changing economic and demographic landscape presents both challenges and opportunities in delivering an affordable education to the adult population of California.” It further says: “...community college growth will be stimulated not only by the state’s future demography, but also by the...desire to improve the access and retention of historically underrepresented students and to play a more significant role in strengthening the economic development of California.”

BCC is committed to meeting the challenges of our Five-Year Education Master Plan. Implementing BCCEMP over the next five years, the College will proactively accommodate projected enrollment shifts while managing limited resources.

1. Unmet Student Needs and Untapped Student Populations.

Challenges. BCC is a highly-sought-after college locally, nationally, and internationally. Being one of the few community colleges to experience enrollment growth even during a thriving economic period, BCC has been facing challenges in keeping up with current student demands for classes, with high cost of textbooks being another top issue facing our students. The untapped populations include, but are not limited to, local working-adult and senior populations, inmates, high school dropouts, foster youth, undocumented students, an increasing number of first-generation college students and their parents, and new immigrants.

Opportunities. To address the number one unmet student need: high textbook cost, BCC has been using several tactics to assist students in addressing the issue: (1) book rental, (2) e-Book, (3) California Open Source Textbook Project; and (4) textbook reserves in the BCC library. To serve the untapped student populations, BCC has begun to expand contract education, offer non-credit courses, and initiate partnerships with local agencies. BCC also intends to reach out and recruit potential high school drop-outs via a concurrent enrollment program and academic and career pathways from school-to-college to decrease the number of high school drop-outs. The increased apportionment base funding from the State will enable BCC to educate more of its traditional students with enhanced delivery of services, while the state's Adult Education Block Grant may assist BCC in reaching out to an expanded adult student population. In addition, through curriculum and co-curriculum faculty advising, learning communities, and other cohort programs, BCC will serve these students through "high touch."

2. Demand for Technology and Online Education.

Challenges. The Internet has become a vital tool for learning and a major part of daily living. To meet varied student learning patterns, BCC offers 100% online education courses and hybrid courses, and delivers almost all, if not all, of its traditional in-class courses in a smart classroom environment. BCC recognizes that the success rate of online courses is lower than the rate of face-to-face instruction, is cognizant of the challenge of keeping instructional technology up-to-date, and works to ensure the quality of teaching and learning in all venues.

Opportunities. BCC participates in a district-wide distance education committee to improve course success. The College has been offering an upgraded online faculty orientation and professional training, planning to use the one-time state Online Education Initiative fund to support the development of courses in the Online Course Exchange. It will use the upcoming one-time state technology budget to update and upgrade its instructional technology. In addition, BCC is exploring the possibility of utilizing a new State program supporting digital content on e-readers in state correctional facilities in order to eliminate a potential barrier of success for its prospective incarcerated student population. To sustain its quality education and services programs, BCC is committed to pairing "high touch" with "high tech."

3. Career Technical Education (CTE) and Economic Development.

Challenges. To further enhance the state and national economies, CTE-related grants and funding resources have been made available to community colleges. BCC has several cutting edge high-tech CTE programs, including Biotechnology, Multimedia Art, Computer Information Technology, and many others. However, CTE administrative transitions over the past year have made it difficult to maintain continuous participation in new CTE workforce funding program development.

Opportunities. BCC offers its strongest support to implement the Academic Senate's Workforce Taskforce recommendations, and is beginning to develop and sequence Career Development College Preparation (CDCP) courses that will lead to certificates, and has just hired two instruction Deans to oversee CTE as well as academic disciplines. It will continue to utilize existing and upcoming CTE-

related funding sources to keep CTE programs up-to-date in order to meet employer demand, especially for new and emerging labor force areas in green industries.

4. **Statewide New Initiatives and Mandates.** New California initiatives and statutes impacting BCC's functions and operations include, but are not limited to, the following:

SB 361 Community College Funding System requires that starting 2006-07, each credit FTES be allocated \$4,367 or more and non-credit \$2,626 or more adjusted for the change in cost-of-living provided in the annual Budget Act. Beginning in 2015-16, SB 860 equalizes CDCP non-credit FTES at the same level as credit courses.

SB 1143 Student Success Initiative. Implemented through Student Success Support Programs (SSSP), SB 1143 mandates the colleges to enhance entry services through placement assessment, college orientation, counseling and Student Education Plan (SEP), and follow-up of at-risk students.

SB 1440 Student Transfer Achievement Reform Act and AB 2302 requires community colleges to grant ADTs enabling students to transfer to CSUs and increase the transfer abilities to UCs.

SB 850 Baccalaureate Degree Pilot Program authorizes a selected number of community colleges to offer a baccalaureate degree in high demand CTE areas.

Student Equity. Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (§54220(d)). The [State Budget Trailer Bill, SB 860 \(2014-15\)](#) added requirements to address foster youth, veterans, and low income students.

Challenges. BCC has been facing challenges when some of these mandates were first introduced, e.g., Equity and SSSP. The challenges include, but are not limited to personnel recruitment and hiring, compliance, and data reporting.

Opportunities. The College has broadly planned and communicated about the development and implementation of these plans over the last three years, and has begun to implement its primary plans under the BCCEMP umbrella through an integrated approach. To meet other initiatives and mandates, BCC is developing non-credit programs, and developed a plan to offer a CTE Baccalaureate program on campus (but did not receive the funding last year). Known as a transfer college, BCC is devoted to the development and implementation of ADTs. The growing number of ADTs developed by faculty at BCC, and the soaring number of students receiving ADTs over the recent years collectively has become a top success story of the College.

5. **Integrated Planning, Implementation, and Evaluation.** To be efficient, effective, and cost-effective, BCC has committed to developing and implementing its primary plans in an integrated fashion, and will continue to evaluate the planning processes and outcomes.

Challenges. The College has been searching promising models nationwide for integration planning and implementation ideas, but with marginal success in this search.

Opportunities. BCC has been designing and piloting an in-house model through participatory processes and enhanced communication. BCCEMP is the main vehicle for this effort. As one of the primary shared governance committees, BCC's Education Committee of Quality Program and Services has been designated as the focal point of operationalizing activities arrived at through various EMP's supporting plans, and evaluating the outcomes.

VIII. IMPLEMENTATION AND EVALUATION OF THE BCCEMP

a. Implementation of the BCCEMP

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 (BCCEMP) is designed with specific goals and timelines for achieving related performance indicators. These will necessarily lead to programmatic changes, which will lead the college toward fully achieving its mission. The BCCEMP 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 BCCEMP, 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 BCCEMP, 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 BCCEMP, cannot be fulfilled if the BCCEMP 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 BCCEMP 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 BCCEMP.

b. Student Learning Outcomes Assessment and BCCEMP 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 is critical to BCCEMP 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 BCCEMP 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 goals of BCCEMP 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 BCCEMP.

c. Application of BCCEMP to Grants and Special Funding Streams

As noted above, the BCCEMP 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 BCCEMP 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 BCCEMP goals and indicators. There are implications from this commitment to a united focus on addressing the equity agenda through the BCCEMP 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.

IX. BCCEMP 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/>.

[Completion by Design, a model developed by RP Group](#)

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



Berkeley City College

Data Portfolio for the Educational Master Plan

Draft March 30, 2016

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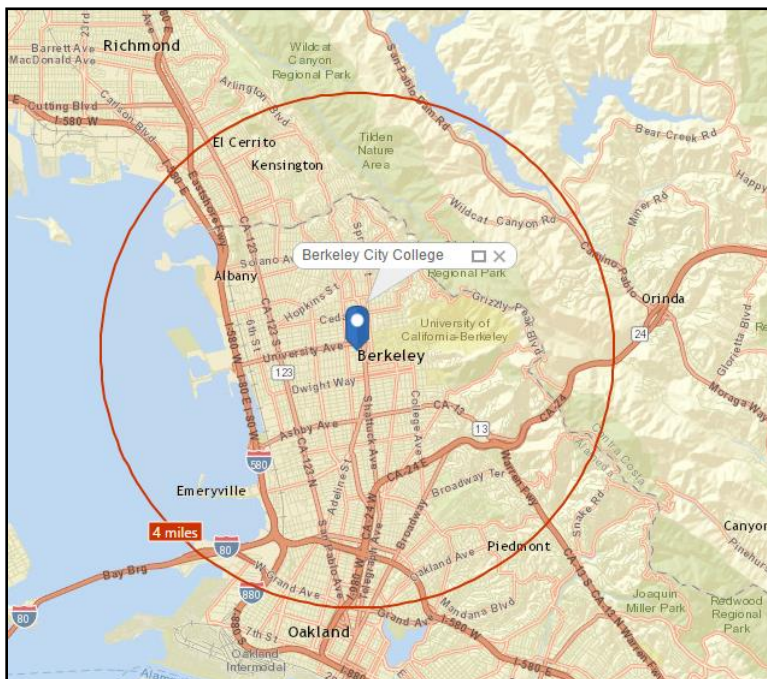
External Environmental Scan

Overview

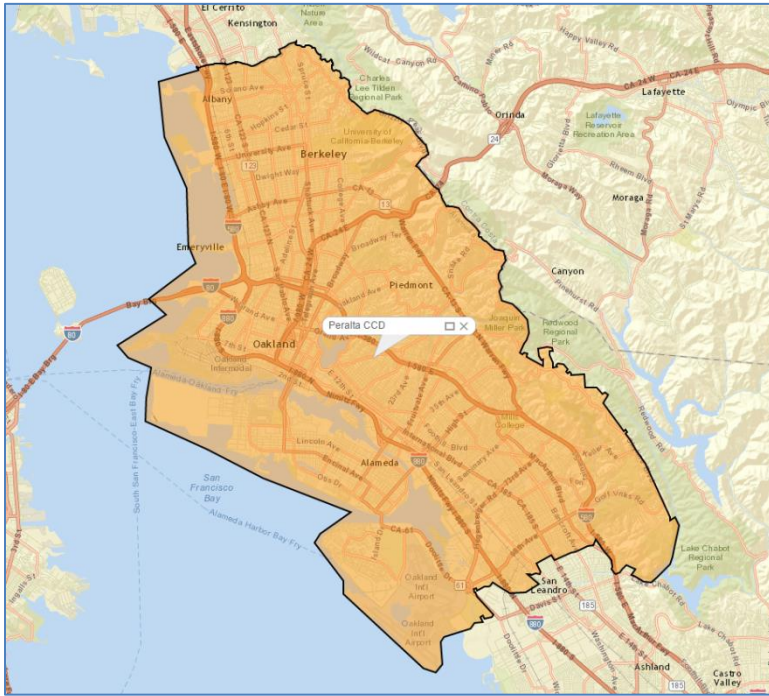
The External Scan is an analysis of the population of the college's service area. The data examines many metrics in an attempt to better understand who lives in the service area of the college. The college service area has been defined as a circular geographic area with a 4-mile radius, with the college at its epicenter. For comparison purposes, data is also provided for the Peralta Community College District, the County of Alameda and the State of California.

Students in California will attend a college for a variety of reasons. They do not always select the college that is closest to where they live. For the purposes of this plan, the region demarcated by the 4-mile ring is used to answer the questions, "who lives in the area around the college?" and, "In which ways is that population changing?"

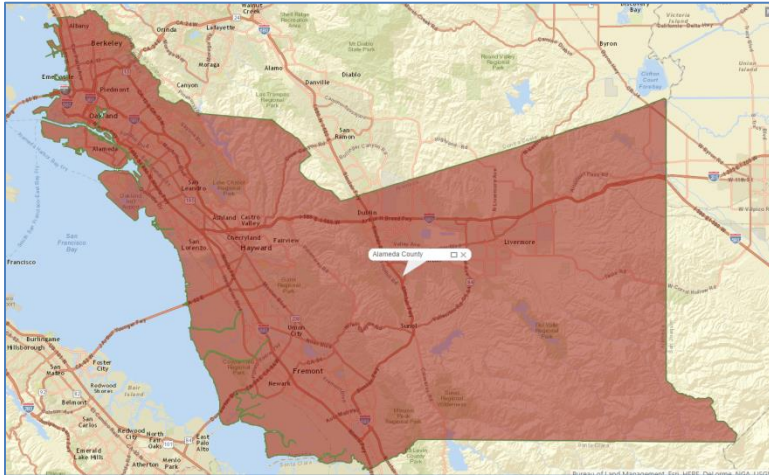
Following is a map showing the College's effective service area.



The following map shows the boundaries of the Peralta Community College District.



The following map shows Alameda County.

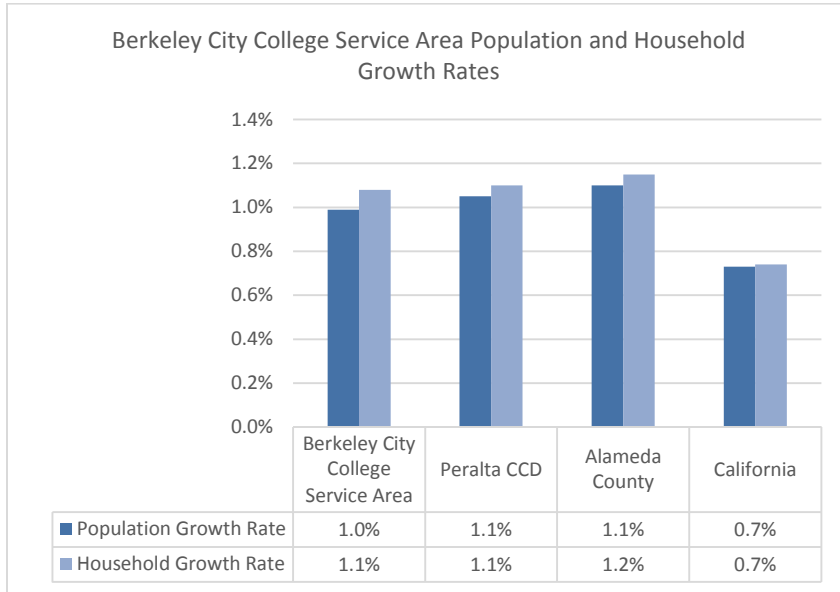


Demographic Trends of the population

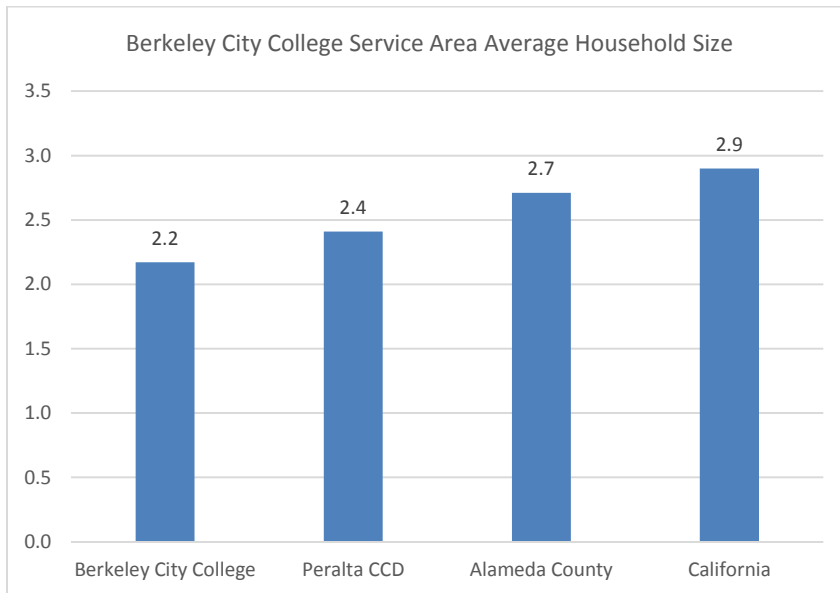
This section of the plan examines the demographic trends of the college service area population. Whenever helpful, the service area data includes comparison data for the population living in the entire District, the County and in the State.

Population Growth

The service area population is growing at a rate of 1.0% per year. The growth rate in the number of households is 1.1% per year. These rates are approximately the same as those for the District and County populations and more robust than those for the State of California.



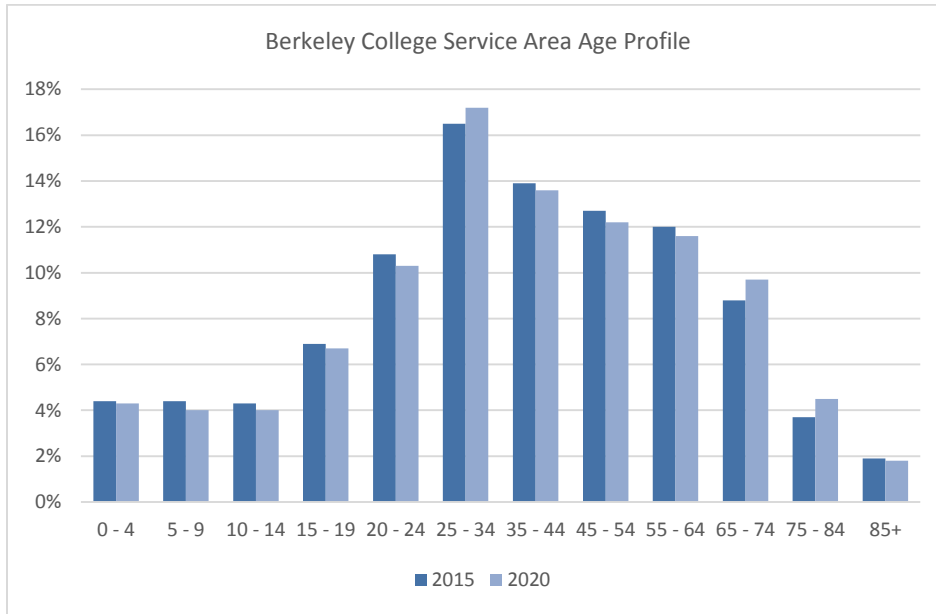
The Berkeley City College Service Area has an average household size of 2.2 persons, smaller than the other areas shown in the graph



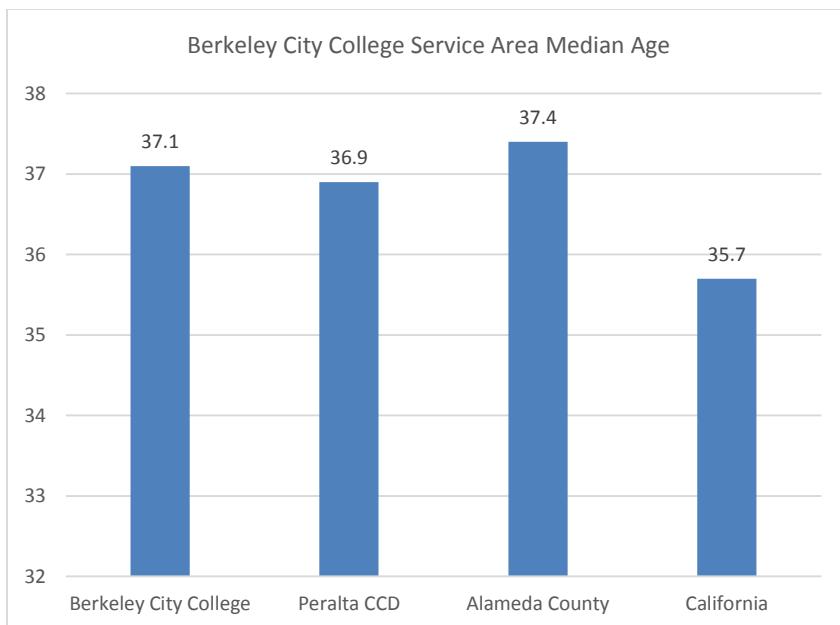
Age Profile

The age profile of the population is important for predicting future enrollment growth and for measuring the community college participation rate in the community.

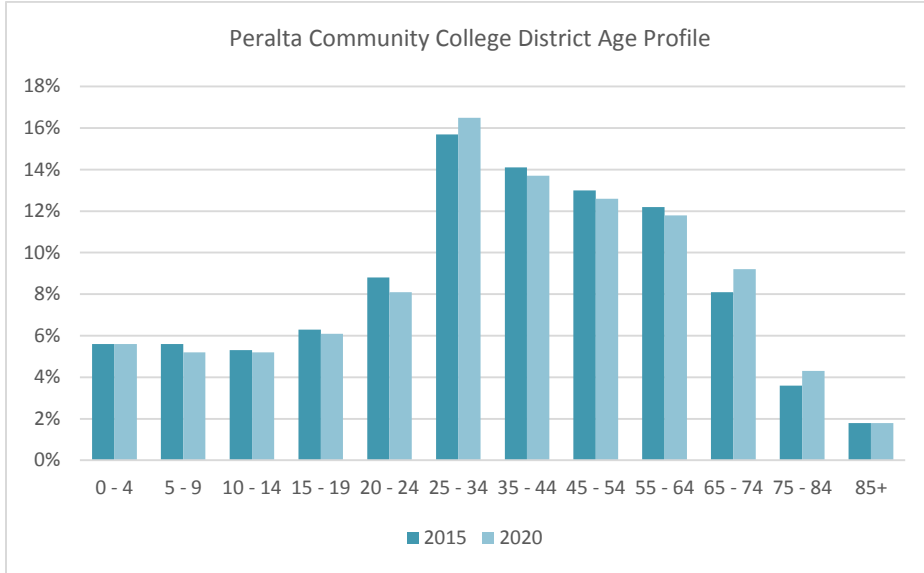
The Berkeley City College service area shows that all the age groups younger than 25, are projected to decline as a percentage of the population. There are only three age segments projected to grow as a percentage of the population. Those are the 25-34, 65-74 and 75-84 segments. Twenty-five to 34 year olds might present the best opportunity for enrollment growth over the next five years.



The service area has a median age of 37.1 years. This is approximately the same as that for the District (36.9) and the County (37.4). California’s population is younger, with a median age of 35.7.



The District service area reflects the same age segmentation trend as the College with growth projected in the 25 to 34-year-old segment as well as 65-74 and 75-84 year old segments.

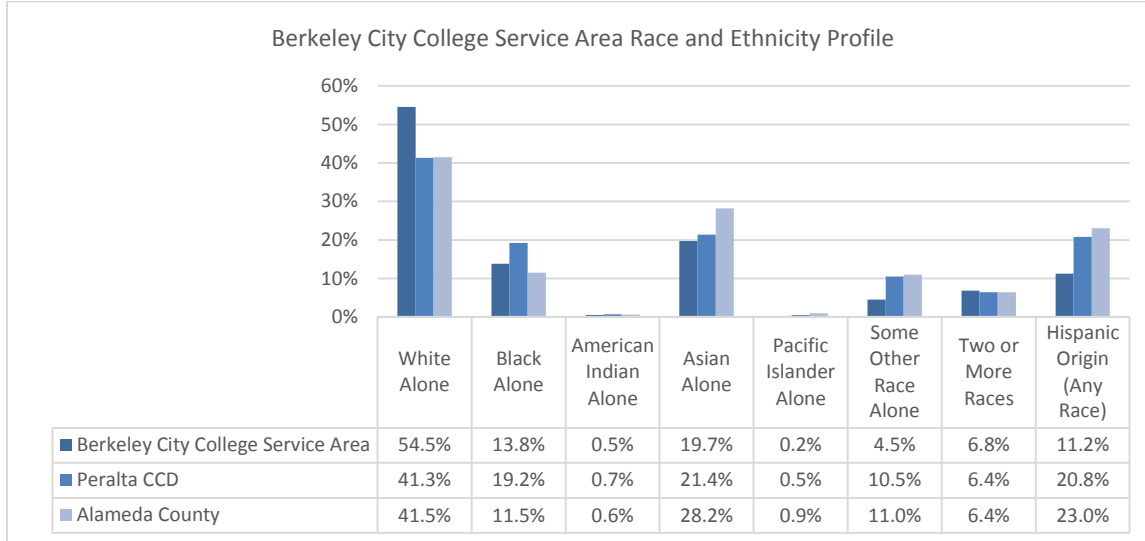


Race/Ethnicity

This section of the External Scan examines the race/ethnicity profile of the service area population.

Note: people of Hispanic origin may be of any race.

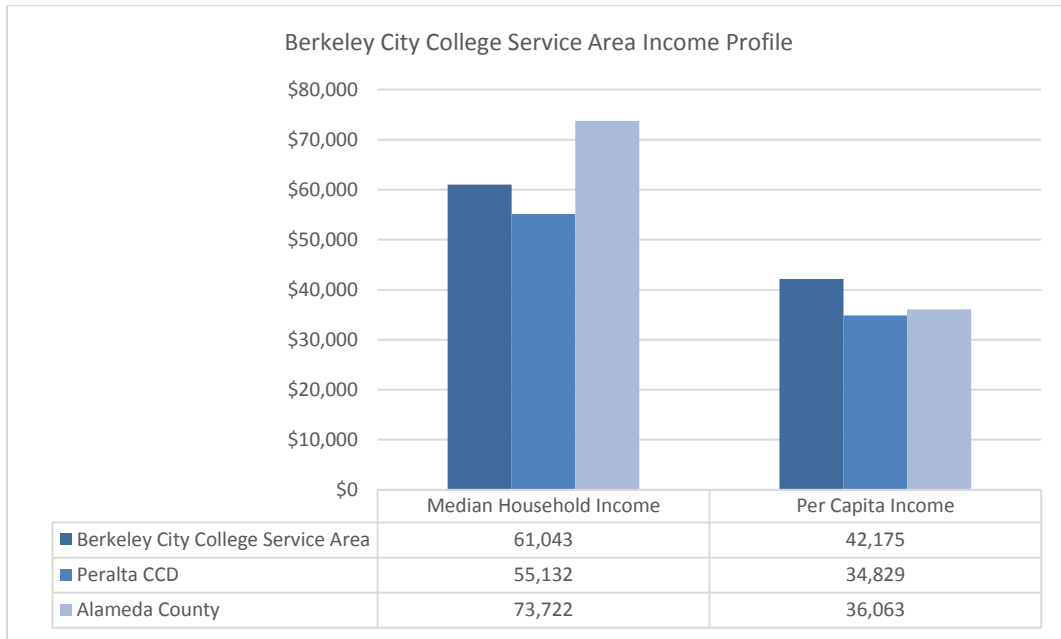
In the Berkeley City College service area, the majority of the population (54.5%) identify themselves as “White Alone”. The next largest population segments are Asian Alone (19.7%), Black Alone (13.8%) and Hispanic (11.2%). The graph shows the race and ethnicity profile for the District and the County for comparison.



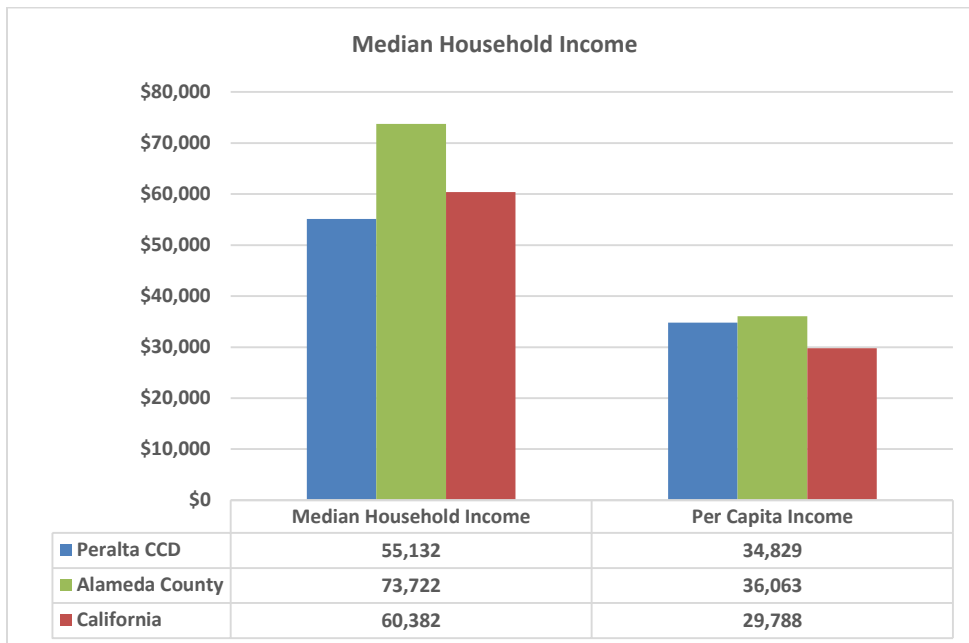
Income Profile

The income profile shows the relative income levels in the college service area compared with the population of the District and the County.

In the Berkeley City College service area, the median household income is \$61,043. This is a bit higher than that of the District (\$55,132) but lower than the level for the County (\$73,722). Per capita income in the service area (\$42,175) is higher than the levels for the District and the County.



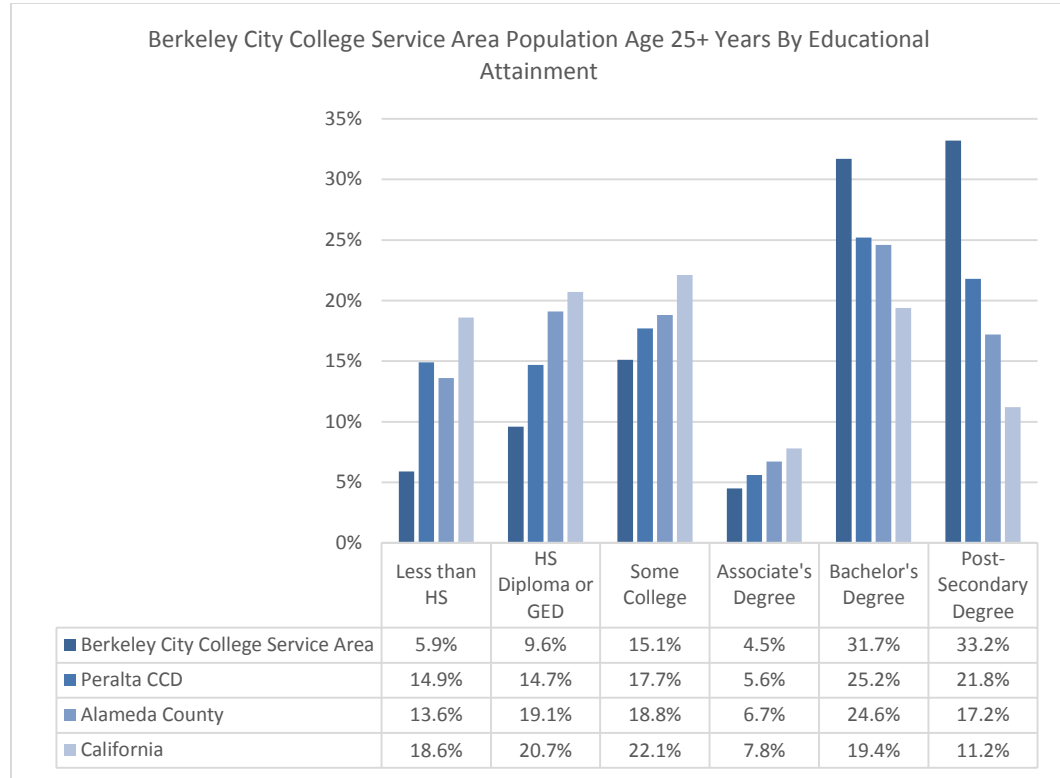
Looking at the District as a whole, median household income is lower than that of the county and the state. However, per capita income in the District is only slightly lower than the level for the County and higher than the state. This indicates a smaller average household size in the District which was previously shown to be true.



Educational Attainment

Educational attainment shows the highest level of education for the population 25 years of age and older.

In the Berkeley City College service area, the population is more highly educated than the District, the County and the State. The graph shows that the percentages of the population 25 years and older holding Bachelor’s and other post-secondary degrees is quite high. That said, there is still a significant portion (30.6%) of the service area population whose highest educational attainments are “Some College” and lower.



Language Spoken at Home

The following data shows the English proficiency for the population 5 years and older who live in a household that speaks another language at home. More specifically, the table values indicate the percentage of the population who do not speak English well for each of the languages spoken at home. For example, in the Peralta CCD service area, among the 18-64 age group who live in a household where Spanish is spoken at home, 4.2% of those individuals do not speak English well.

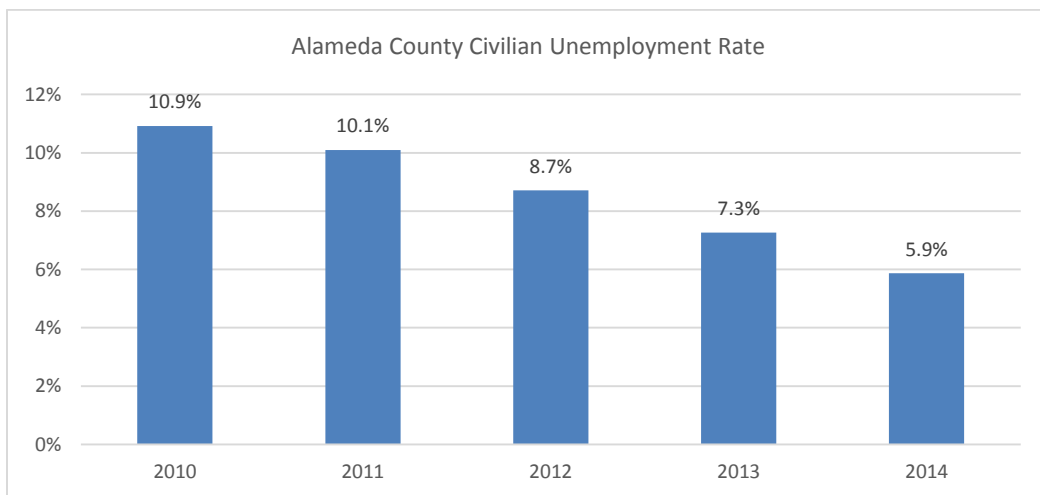
In the Berkeley City College service area there are fairly small percentage of the population (3.4%) that fall into the category of not speaking English well. The majority of these individuals are between 18 and 64 years of ages and live in households where Spanish or Asian and Pacific Island languages are spoken.

Berkeley City College Service Area - Percentage of Population Who Speak the Indicated Language at Home and do not Speak English Well				
	Berkeley City College Service Area	Peralta CCD	Alameda County	California
5 to 17 years				
Speak Spanish	0.0%	0.2%	0.2%	0.4%
Speak other Indo-European languages	0.0%	0.0%	0.0%	0.0%
Speak Asian and Pacific Island languages	0.1%	0.1%	0.1%	0.1%
Speak other languages	0.0%	0.0%	0.0%	0.0%
18 to 64 years				
Speak Spanish	1.0%	4.2%	3.8%	6.4%
Speak other Indo-European languages	0.2%	0.2%	0.4%	0.4%
Speak Asian and Pacific Island languages	1.2%	2.9%	2.5%	1.5%
Speak other languages	0.0%	0.1%	0.1%	0.1%
65 years and over				
Speak Spanish	0.2%	0.4%	0.4%	1.0%
Speak other Indo-European languages	0.1%	0.1%	0.3%	0.3%
Speak Asian and Pacific Island languages	0.6%	1.6%	1.3%	0.8%
Speak other languages	0.0%	0.0%	0.0%	0.0%
Total	3.4%	9.8%	9.1%	11.0%

Economic Data

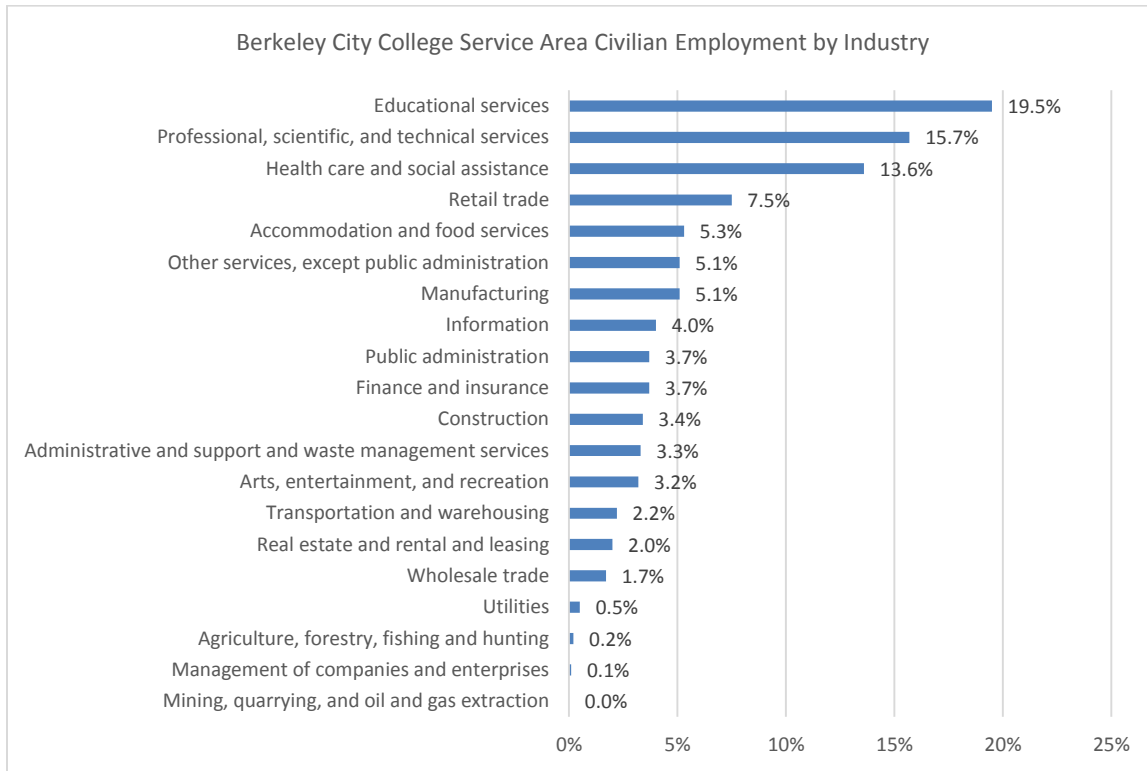
Unemployment Rate

The unemployment rate in Alameda County has fallen steadily over the past six years.



Employment by Industry

The following graph shows the percentages of the civilian workforce by Industry for the Berkeley City College service area. The top three industries employ nearly half (48.8%) of the workforce. These industries are educational services, professional, scientific and technical services and health care and social assistance.



Occupation Trends

The following data is for the three-County area including Alameda, Contra Costa and San Francisco Counties. The first table shows the occupations with the most job openings from 2013-2016.

Occupations with the Most Openings 2013-2016 Alameda, Contra Costa and San Francisco Counties				
Row Labels	Annual Openings	Total Job Openings 2013-2016	Median Hourly Wages	Median Annual Wage
Personal Care Aides	2,056	5,494	\$ 10.45	\$21,742.93
Combined Food Preparation & Serving Workers including Fast Food	2,427	3,761	\$ 9.78	\$20,349.33
Waiters & Waitresses	2,721	3,478	\$ 9.65	\$20,072.00
Janitors & Cleaners except Maids & Housekeeping Cleaners	1,688	3,194	\$ 14.08	\$29,279.47
Maids & Housekeeping Cleaners	1,312	2,257	\$ 12.56	\$26,117.87
Software Developers, Applications	959	2,217	\$ 48.10	\$100,054.93
Home Health Aides	1,018	2,193	\$ 12.78	\$26,589.33
Retail Salespersons	2,343	2,052	\$ 11.90	\$24,745.07
Cooks, Restaurant	948	1,943	\$ 12.17	\$25,306.67
General & Operations Managers	1,179	1,796	\$ 55.58	\$115,613.33
Management Analysts	819	1,742	\$ 40.29	\$83,803.20
Secretaries & Admin Assistants except Legal, Medical, & Executive	922	1,728	\$ 20.30	\$42,230.93
Market Research Analysts & Marketing Specialists	696	1,548	\$ 36.57	\$76,072.53
Security Guards	759	1,498	\$ 14.59	\$30,347.20
Office Clerks, General	1,252	1,495	\$ 16.67	\$34,666.67
Software Developers, Systems Software	625	1,443	\$ 51.14	\$106,378.13
Computer Systems Analysts	689	1,442	\$ 43.09	\$89,627.20
Cashiers	2,046	1,366	\$ 11.42	\$23,760.53
Postsecondary Teachers	769	1,335	\$ 36.71	\$76,363.73
Childcare Workers	1,001	1,323	\$ 10.00	\$20,806.93
Registered Nurses	1,041	1,301	\$ 57.16	\$118,892.80
Customer Service Representatives	1,089	1,290	\$ 19.36	\$40,275.73
Sales Representatives, Services, All Other	828	1,165	\$ 29.44	\$61,235.20
Bookkeeping, Accounting, & Auditing Clerks	584	1,147	\$ 21.73	\$45,198.40
First-Line Supervisors of Food Preparation & Serving Workers	673	1,130	\$ 14.44	\$30,035.20
Computer User Support Specialists	524	1,113	\$ 27.15	\$56,472.00
Nursing Assistants	574	1,037	\$ 16.67	\$34,680.53
Bartenders	595	919	\$ 10.20	\$21,216.00
Accountants & Auditors	919	900	\$ 34.75	\$72,286.93

The next table shows the 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

The largest employers in Alameda County are listed in the table below.

Alameda County Largest Employers		
Employer Name	Location	Industry
Alameda County Law Enforcement	Oakland	Government Offices-County
Alameda County Sheriff's Ofc	Oakland	Government Offices-County
Alta Bates Summit Medical Ctr	Oakland	Hospitals
Alta Bates Summit Medical Ctr	Berkeley	Hospitals
Bayer Health Care	Berkeley	Laboratories-Pharmaceutical (mfrs)
Berkeley Coin & Stamp Foster's	Berkeley	Coin Dealers Supplies & Etc
California State-East Bay	Hayward	Schools-Universities & Colleges Academic
Coopervision Inc Advanced	Pleasanton	Optical Goods-Wholesale
East Bay Water	Oakland	Transit Lines
Highland Hospital	Oakland	Hospitals
Kaiser Permanente Medical Ctr	Oakland	Hospitals
Lawrence Livermore Natl Lab	Livermore	Small Arms Ammunition (mfrs)
Life Scan Inc	Fremont	Physicians & Surgeons Equip & Supls-Mfrs
Oakland Police Patrol Div	Oakland	Police Departments
Residential & Student Svc Prog	Berkeley	Schools-Universities & Colleges Academic
Safeway Inc	Pleasanton	Grocers-Retail
Tesla Motors	Fremont	Automobile Dealers-Electric Cars
Transportation Dept-California	Oakland	Government Offices-State
UCSF Benioff Children's Hosp	Oakland	Hospitals
University of Ca-Berkeley	Berkeley	Schools-Universities & Colleges Academic
University of California	Berkeley	Schools-Universities & Colleges Academic
Valley Care Health System	Livermore	Hospitals
Washington Hospital Healthcare	Fremont	Hospitals
Waste Management	Oakland	Garbage Collection
Western Digital Corp	Fremont	Electronic Equipment & Supplies-Mfrs

Internal Environmental Scan

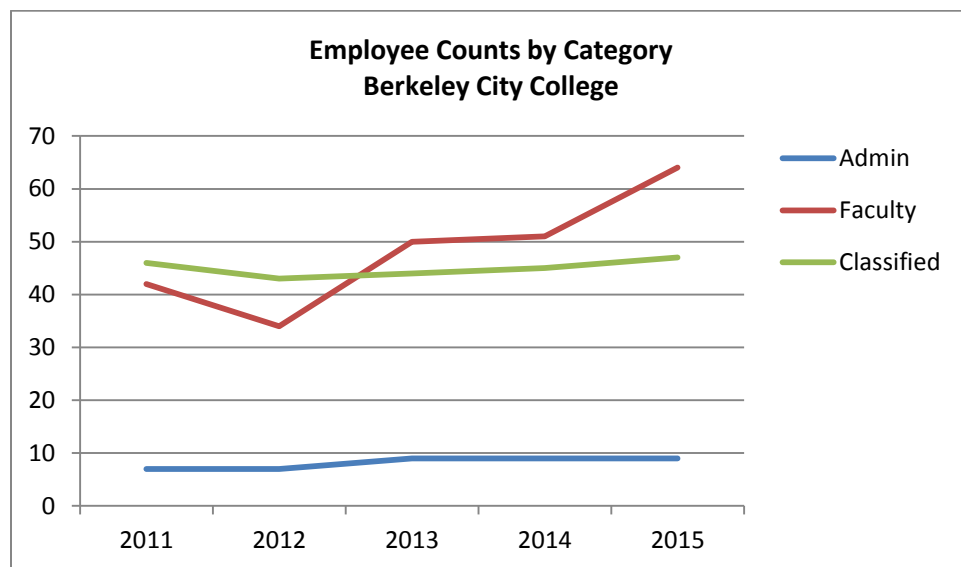
Internal Data Table 1

Employee Data

Permanent Employee Counts by Category

Berkeley City College employed 120 permanent staff in Fall 2015. Overall, the number of employees has increased by 26% in recent years almost entirely due to a 52% increase in the permanent Faculty ranks from 42 to 64. The number of Classified increased by only one from 46 to 47 while the number of Administrators increased by 2, from 7 to 9 over the past five years. The fastest increasing Classified have been the Clerical staff. They have increased by 54% over the past five years but this has been offset by decreases among the Professional and Technical staff of 27% and 15%, respectively.

Emp Type	EEO6 Occ2	2011	2012	2013	2014	2015
Admin	Admin	7	7	9	9	9
Faculty	Faculty	42	34	50	51	64
Classified	Professional	15	12	13	13	11
	Clerical	13	14	13	14	20
	Technical	13	11	12	12	11
	Skilled	0	0	0	0	0
	Maintenance	5	6	6	6	5
	Subtotal	46	43	44	45	47
Total	Total	95	84	103	105	120



Internal Data Table 2

Full-time to Part-time Faculty FTEF Ratio

The table below shows the full-time equivalent (FTEF) count of full-time (permanent) and part-time (temporary) faculty at the Berkeley City College. The FTEF of permanent faculty increased by 53% over the past five years while the FTEF of part-time faculty increased by only 11%. The table also displays the ratio between the FTEF of the permanent faculty and that of the part-time (hourly or temporary) faculty. The ratio has been improving in favor of permanent (or full-time) faculty due to their faster growth compared to part-time faculty. Five years ago the ratio was 37% permanent to 63% temporary faculty. This year it is 44% to 56%, permanent to temporary. The District as a whole has maintained a nearly constant ratio of near 50/50 over that past five years. Note: The Overload FTEF of permanent faculty of about 5.0 is not included in this table or in the full- to part-time ratio. Also note that ratio displayed here is not the official Full- to Part-time ratio it tracks the same trend information.

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%	

Permanent Employees by Ethnicity

The table below displays the College’s Fall Permanent Employees by Ethnicity with a comparison to the district at a whole for Fall 2015. For Fall 2015, the College’s 9 administrators were 22% African-American, 22% Asian/Pacific Islander, 11% Latino, and 33% White. For Fall 2015, the College’s 64 permanent faculty were 11% African-American, 16% Asian/Pacific Islander, 19% Latino, and 45% White. Over the past five years, there has been an increase in Latino faculty and a decrease in White faculty. For Fall 2015, the College’s 47 classified staff were 23% African-American, 38% Asian/Pacific Islander, 19% Latino, and 11% White. Over the past five years, there has been an increase in Asian/Pacific Islander and Latino classified and small decreases in White classified. In Fall 2015, Mixed/Other were 9% of the classified staff.

		Berkeley City College						Change '11 to '15	District 2015
Emp Type	Ethnicity	2011	2012	2013	2014	2015			
Admin	African-Am	29%	43%	22%	22%	22%	0%	36%	
	Asian/PI	14%	14%	22%	33%	22%	-24%	19%	
	Filipino	0%	0%	0%	0%	0%	na	0%	
	Latino	14%	14%	33%	22%	11%	57%	15%	
	Native Am	0%	0%	0%	0%	0%	-21%	0%	
	White	43%	29%	22%	22%	33%	na	23%	
	Mixed/Other	0%	0%	0%	0%	11%	-23%	7%	
Faculty	African-Am	10%	6%	10%	8%	11%	na	21%	
	Asian/PI	14%	18%	12%	14%	16%	10%	15%	
	Filipino	0%	0%	0%	0%	0%	na	0%	
	Latino	12%	15%	16%	16%	19%	14%	14%	
	Native Am	0%	0%	0%	0%	0%	na	0%	
	White	60%	56%	52%	51%	44%	58%	45%	
	Mixed/Other	5%	6%	10%	12%	11%	-27%	5%	
Classified	African-Am	22%	30%	30%	24%	23%	na	31%	
	Asian/PI	30%	30%	34%	36%	38%	5%	29%	
	Filipino	0%	0%	0%	0%	0%	27%	0%	
	Latino	11%	14%	14%	16%	19%	na	14%	
	Native Am	0%	0%	0%	0%	0%	na	1%	
	White	22%	16%	16%	16%	11%	73%	15%	
	Mixed/Other	15%	9%	7%	9%	9%	-50%	11%	

Permanent Employees by Age Group

The table below displays the College’s Fall Permanent Employees by Age Group with a comparison to the district as a whole for Fall 2015. For Fall 2015, the College’s 9 administrators were 0% Under 30, 0% 30 to 39, 33% 40 to 49, 44% 50 to 59, 22% 60 to 65, and 0% Over 65. For Fall 2015, the College’s 64 permanent faculty were 0% Under 30, 28% 30 to 39, 38% 40 to 49, 13% 50 to 59, 13% 60 to 65, and 9% Over 65. For Fall 2015, the College’s 47 classified staff were 6% Under 30, 13% 30 to 39, 36% 40 to 49, 26% 50 to 59, 9% 60 to 65, and 11% Over 65.

		Berkeley City College					Change '11 to '15	District
Emp Type	Age Group	2011	2012	2013	2014	2015		2015
Admin	Under 30	0%	0%	0%	0%	0%	na	1%
	30 - 39	0%	0%	33%	33%	0%	na	12%
	40 - 49	0%	14%	11%	11%	33%	na	22%
	50 - 59	71%	57%	44%	44%	44%	-38%	39%
	60 - 65	29%	29%	11%	11%	22%	-24%	16%
	Over 65	0%	0%	0%	0%	0%	na	9%
Faculty	Under 30	0%	0%	0%	0%	0%	na	1%
	30 - 39	14%	12%	16%	22%	28%	100%	17%
	40 - 49	29%	32%	42%	35%	38%	31%	27%
	50 - 59	21%	21%	18%	16%	13%	-38%	26%
	60 - 65	26%	24%	12%	18%	13%	-50%	19%
	Over 65	10%	12%	12%	10%	9%	-10%	10%
Classified	Under 30	11%	5%	5%	4%	6%	-45%	6%
	30 - 39	20%	23%	18%	20%	13%	-35%	18%
	40 - 49	26%	35%	36%	33%	36%	38%	30%
	50 - 59	24%	21%	27%	27%	26%	8%	30%
	60 - 65	9%	7%	9%	9%	9%	0%	12%
	Over 65	11%	9%	5%	7%	11%	0%	5%

Internal Data Table 3

Student Demographics

Fall Headcount Enrollment by Student Attributes

The table and charts below display the Fall Headcount of the College over the past five years by various student attributes. The headcount enrollment has increased by 6% while the FTES (full-time equivalent students) has increased by 15% over the past five years. The District as a whole has experienced a decline of 3% in headcount and stable FTES numbers over the same period.

Some 64% of the College’s students are part-time compared to 65% districtwide. The ratio between full- and part-time students has remained fairly steady over the past five years with some shift toward more full-time students.

There is no majority ethnicity at the College or districtwide with a large proportion of Other/Unknowns and Multiple ethnicities. The Multiple category has grown in recent years to 7% because students may now indicate more than one ethnicity on their applications and are doing so. The largest proportion of students is Whites at 25% and 7 percentage points higher than the district as a whole. Equally large is the proportion of Latino (aka Hispanics) also at 25%, about the same as the district as a whole. The third largest is Asian at 18%, 2 percentage points lower than in the district as a whole. African Americans

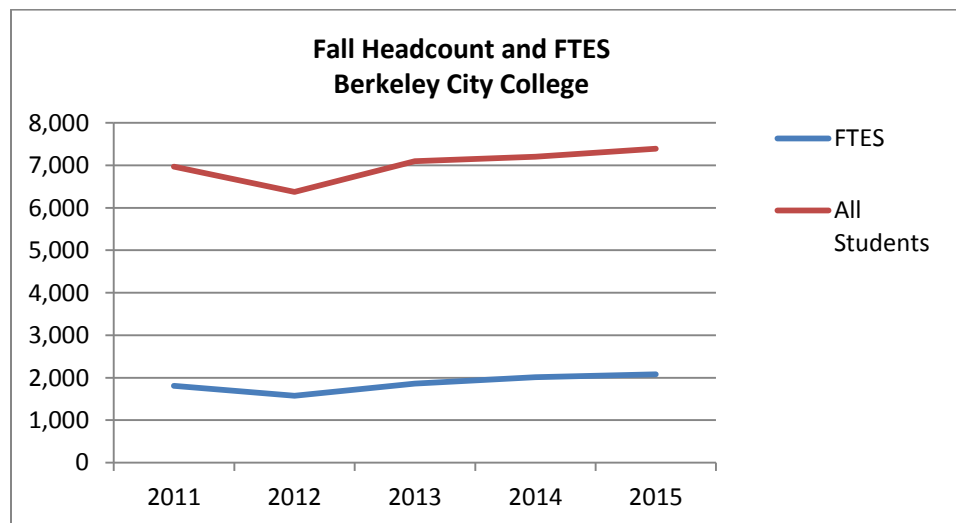
make up 16%. The proportion of Latinos has increased some over the past five years while that of the African-Americans has decreased some. There are very few Filipinos at 2% the same percentage as in the district as a whole even fewer Native Americans and Pacific Islanders at less than a half percent (which rounds to 0% in the table).

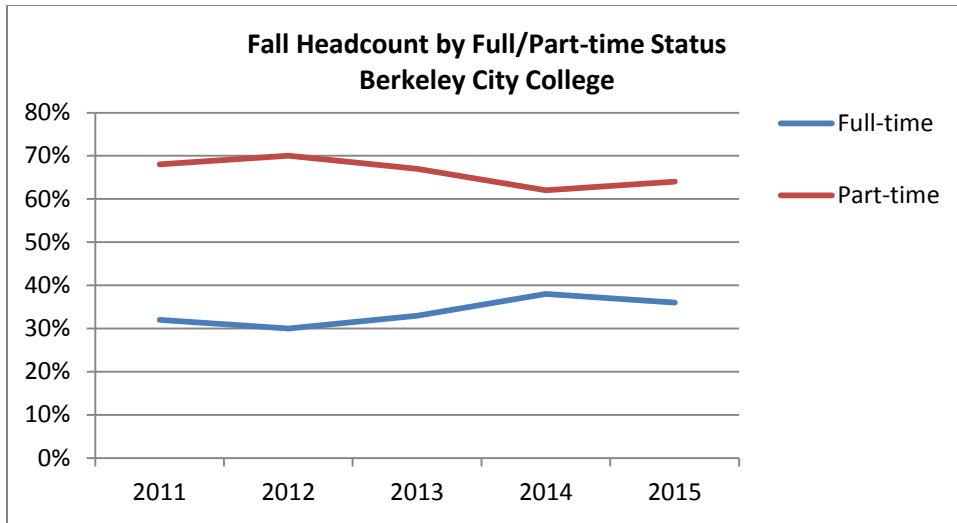
The Female to Male ratio is 55% to 43% and has been constant over the most recent five years.

The majority, 61%, of students are 24 years old or younger. Those ages 35-54 comprise a significant group at 12%.

The majority of the College's students (56%) have transfer (with or without an AA/AS degree) as their educational goal at the beginning of their academic careers. This is 11 percentage points higher than in the district as a whole. The next largest group of students at 12% is undecided about their goal at that point. Some 4% are pursuing an AA/AS degree without plans to transfer while another 1% are pursuing a CTE certificate. Significantly, 7% say they are taking courses to maintain or improve their job skills while another 3% are hoping to discover their career interests. It is also noteworthy that 12% say they are four-year college students taking some of their required classes at the college. This breakdown of students' educational goals has been very stable over the past five years except for a substantial increase in those aiming to transfer and a corresponding decrease in those in the Undecided / Other category.

Berkeley City College							Change '11 to '15	District 2015
Attribute	2011	2012	2013	2014	2015			
All Students	6,973	6,378	7,097	7,204	7,393	6%	26,209	
FTES	1,810	1,573	1,864	2,011	2,080	15%	8,959	
Full-time	32%	30%	33%	38%	36%		35%	
Part-time	68%	70%	67%	62%	64%		65%	
African Am	20%	20%	19%	18%	16%		23%	
Asian	16%	16%	16%	17%	18%		20%	
Filipino	2%	2%	2%	2%	2%		2%	
Latino	19%	21%	23%	24%	25%		24%	
Multiple	5%	6%	7%	7%	7%		6%	
Native Am	0%	0%	0%	0%	0%		0%	
Pacific Islander	0%	0%	0%	0%	0%		1%	
White	27%	26%	26%	26%	25%		18%	
Other/Unkwn	11%	8%	5%	5%	5%		6%	
Note: This breakdown uses the CCCCO Ethnicity categories								
Female	56%	55%	53%	54%	55%		56%	
Male	41%	42%	43%	44%	43%		42%	
Unkwn	4%	4%	3%	2%	2%		3%	
Under 16	1%	0%	0%	1%	1%		1%	
16 - 18	11%	12%	14%	14%	13%		12%	
19 - 24	44%	45%	44%	46%	47%		38%	
25 - 29	15%	15%	15%	15%	15%		16%	
30 - 34	9%	9%	9%	8%	9%		10%	
35 - 54	14%	14%	13%	12%	12%		17%	
55 - 64	4%	3%	3%	3%	3%		4%	
65 and Over	2%	2%	2%	1%	1%		2%	
Transfer w or wo AA/AS	43%	45%	48%	52%	56%		45%	
Earn AA/AS only	4%	5%	5%	4%	4%		7%	
Earn Certificate Only	1%	1%	2%	1%	1%		3%	
Prepare/Maintain/Adv in Career	9%	9%	9%	8%	7%		10%	
Discover career interests	3%	3%	3%	3%	3%		3%	
Improve basic skills	2%	2%	2%	1%	2%		3%	
Educational Development	5%	4%	3%	4%	4%		4%	
Complete HS credits/GED	1%	1%	1%	1%	1%		3%	
Undecided / Other	14%	12%	11%	8%	9%		12%	
4yr coll stdnt taking courses	18%	19%	17%	17%	12%		10%	





Fall Headcount Enrollment Trends by Residency Status

The table below displays the College's Headcount enrollment by Residency Status over the past five years. In-state residents account for 88% of headcount enrollment in Fall 2015, while Out of State account for 5% and International students account for 7%. Both the number of Out of State students and the number of International students have increased by two-thirds over the past five years. This increased their percentage of enrollment from 7% in Fall 2011 to 12% in Fall 2015.

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

Internal Data Table 4

New Students at Census by Top 25 Feeder High Schools

The table below displaying the top 25 feeder high schools of new students indicates that Berkeley High School is the largest feeder school with 142, the same as five years ago. Most new students are coming from high schools in the Berkeley Unified, West Contra Costa Unified, and Oakland Unified. The data in the table indicates new schools have begun to feed students to the College.

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%
SAN LORENZO HIGH	SAN LORENZO UNIFIED	5	10	6	9	10	100%
MIRAMONTE HIGH	ACALANES UNION HIGH	7	12	7	8	9	29%
LEADERSHIP PUBLIC SCH RICHMOND	WEST CONTRA COSTA UNIFIED	2	2	5	13	8	300%
OAKLAND SCHOOL FOR THE ARTS	OAKLAND UNIFIED	6	6	2	1	8	33%
LOWELL HIGH	SAN FRANCISCO UNIFIED	6	8	9	5	7	17%

Internal Data Table 4a

New Students at Census by Top 20 Feeder High School Districts

This table displays the top 20 feeder high schools districts of new, first-time college students at the College. Clearly, West Contra Costa Unified, Berkeley Unified and Oakland Unified are providing the greatest numbers of new students but students also come from all the districts in the east bay and even beyond. Area private high schools are also a substantial source of new, first-time college students for the College.

Berkeley City College						
District	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change '11 to '15
WEST CONTRA COSTA UNIFIED	155	123	161	191	172	11%
BERKELEY UNIFIED	156	107	150	152	160	3%
OAKLAND UNIFIED	107	80	111	91	109	2%
PRIVATE	82	54	77	65	60	-27%
ALBANY CITY UNIFIED	40	54	53	57	56	40%
ALAMEDA UNIFIED	23	31	34	41	53	130%
SAN LEANDRO UNIFIED	24	41	50	40	25	4%
SAN FRANCISCO UNIFIED	38	35	42	34	29	-24%
SAN LORENZO UNIFIED	13	20	27	24	34	162%
ACALANES UNION HIGH	15	26	24	25	21	40%
MT. DIABLO UNIFIED	18	11	23	26	20	11%
CASTRO VALLEY UNIFIED	10	16	17	24	23	130%
HAYWARD UNIFIED	14	20	19	14	12	-14%
SAN RAMON VALLEY UNIFIED	16	8	15	15	20	25%
FREMONT UNIFIED	15	18	8	12	13	-13%
PIEDMONT CITY UNIFIED	8	6	20	16	12	50%
ANTIOCH UNIFIED	6	8	7	20	12	100%
VALLEJO CITY UNIFIED	11	6	19	10	5	-55%
EAST SIDE UNION HIGH	13	7	9	6	15	15%
JEFFERSON UNION HIGH	4	6	14	11	4	0%

Internal Data Table 4b

Fall Census Headcount by Top 20 Zip Code of Residency

This table displays the top 20 feeder Zip Codes of Residency for fall students at the College. Clearly, Berkeley and Oakland are providing the greatest numbers of students but students also come from all Zip Codes in the east bay and even beyond. The top five Zip Codes have all increased by 16% or more over the past five years while attendance from many Zip Codes has decreased by 15% or more.

Zip Code	City	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change '11 to '15
94703	Berkeley	327	294	387	373	403	23%
94704	Berkeley	293	280	315	399	409	40%
94608	Emeryville	280	300	333	318	326	16%
94702	Berkeley	261	246	284	290	312	20%
94706	Albany	242	247	268	301	300	24%
94530	El Cerrito	293	242	285	278	266	-9%
94804	Richmond	236	228	250	272	298	26%
94609	Oakland	216	211	205	204	183	-15%
94501	Alameda	237	242	234	216	269	14%
94806	San Pablo	165	182	207	228	246	49%
94606	Oakland	199	165	172	172	160	-20%
94611	Oakland	168	131	141	142	143	-15%
94601	Oakland	168	147	200	180	200	19%
94610	Oakland	161	117	126	148	139	-14%
94607	Oakland	162	144	169	177	161	-1%
94710	Berkeley	158	135	132	128	149	-6%
94605	Oakland	168	138	170	150	151	-10%
94705	Berkeley	120	95	114	109	109	-9%
94709	Berkeley	95	90	106	117	117	23%
94602	Oakland	115	104	105	105	119	3%

Student Success, Retention, Persistence

Fall Course Success and Retention Rates, All Students

This table displays the course success rates for all students over the past five fall terms by selected attributes. In Fall 2015, the College's success rate was course rate was 62%, down somewhat from its 65% of five years ago. This outcome rate has been quite stable but clearly is not improving.

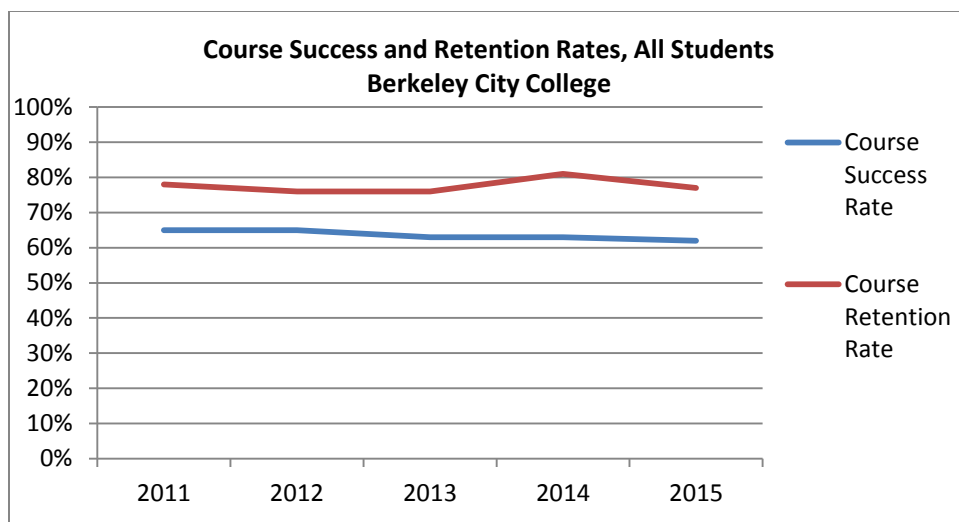
The course success rates vary by ethnicity with Asians having the highest rate at 73% while African-American students have the lowest rate of 48%. Latinos are also under the average at 58% while Whites are over at 70%.

Students succeed at lower rates than the overall rate in Basic Skills courses at 44%. And this rate has declined substantially over the past five years. Students do the same in CTE courses and Non-CTE courses at 63%. This CTE rate is, however, substantially lower than the district CTE success rate of 70%. The success rate in distance education courses is substantially less than the overall rate at 55%.

All the rates displayed are less than the corresponding district rates though the pattern of variation is consistent. In particular, students do substantially worse in basic skills classes at 44% compared to 57% districtwide and in CTE courses at 63% compared to the district rate of 70%. African-Americans and Latinos have substantially lower success rates than in the district as a whole.

Berkeley City College						
Dimension	2011	2012	2013	2014	2015	District 2015
Course Success Rate	65%	65%	63%	63%	62%	65%
Course Retention Rate	78%	76%	76%	81%	77%	80%
Success Rates by Ethnicity						
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 CCCC Ethnicity categories						
Success Rates for Basic Skills Courses*						
BS Crs	61%	49%	50%	52%	44%	57%
Success Rates by CTE/Non-CTE Course						
CTE Course	65%	65%	61%	63%	63%	70%
Non-CTE Course	65%	64%	64%	64%	62%	63%
Success Rates for Distance Ed Courses						
Distance Ed Course	54%	59%	53%	56%	55%	58%

* As indicated by the course basic skills flag.



Internal Data Table 6

Fall to Fall Persistence Rates

Fall to Fall Persistence Rates are displayed in the table below by various dimensions or attributes. For all students, the rate in Fall 2015 is 48%, a significant improvement over the rate of 44% of five years ago and equal to the district rate. First-time College students return for the following fall at a 46% rate, up significantly from 39% five years ago. Full-time students, be they everyone or new First-time College, persist at very substantially higher rates than part-time students.

Dimension	Berkeley City College					District
	2010	2011	2012	2013	2014	2014
All Students	44%	45%	48%	47%	48%	48%
First-time Students	39%	42%	46%	45%	46%	44%
Full/Part-time, All Students						
Fulltime, All	58%	57%	64%	61%	60%	62%
Parttime, All	41%	43%	46%	44%	45%	44%
Full/Part-time, First-time College Students						
Fulltime, First-time	60%	54%	66%	58%	61%	64%
Parttime, First-time	34%	39%	42%	41%	39%	36%

Internal Data Table 7

Fall to Spring Persistence Rates

Fall to Spring Persistence Rates are displayed in the table below. For all students, the rate in Fall 2015 is 70%, a significant improvement over the rate of 63% of five years ago and 2 percentage points higher than the district rate. First-time College students return for the following fall at a lower 67% rate, but that is up very significantly from 57% five years ago. Full-time students persist at very substantially higher rates than part-time students. Part-time students had a rate 4 percentage points higher than the corresponding district rate at 67%.

Berkeley City College						District
Dimension	2010	2011	2012	2013	2014	2014
All Students	63%	65%	70%	70%	70%	68%
First-time Students	57%	60%	63%	65%	67%	66%
Full/Part-time, All Students						
Fulltime, All	79%	80%	86%	84%	84%	86%
Parttime, All	60%	61%	67%	67%	67%	63%

Internal Data Table 8

Annual Degrees and Certificates Awarded

Annual degrees and certificates are up substantially over the past five years. The number of Associate Degrees increased by nearly doubled to 247. The number of certificates awarded increased by an astonishing 730% from 47 five years ago to 390 during 2014-15, the latest full-year available. The total awards of 637 is up 258% from five years ago and represents 22% of all the awards in the district.

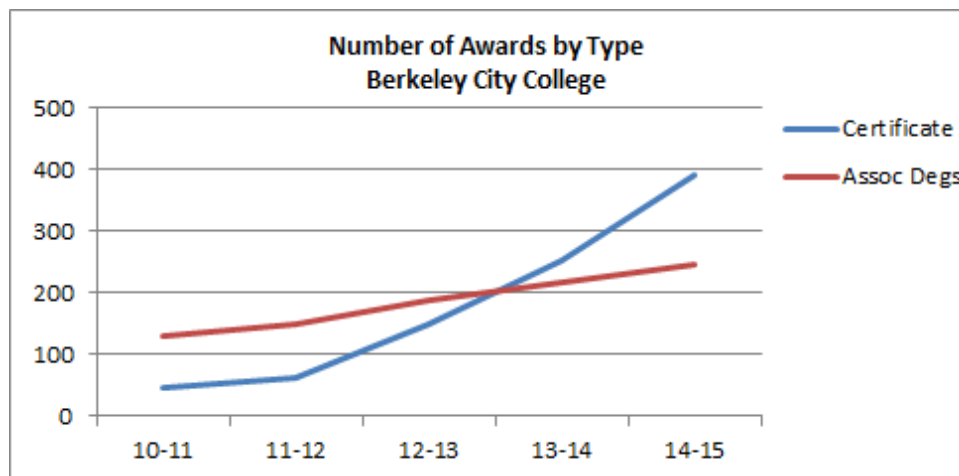
The table also displays the unique number of students earning awards as some students earn more than one degree or certificate in the same year. The number of unique students earning Associate Degrees is has increased by 77%. In 2014-15, 188 students earned 247 degrees. The number of unique students earning Certificates is up by 533%. In 2014-15, 247 students earned 390 certificates.

A breakdown of degrees awarded by ethnicity for unduplicated students shows that Whites earned the greatest proportion at 30% of all degrees earned followed by Asian/Pacific Islanders at 22%. African-Americans and Latinos each earned about 15% of the degrees earned. The proportions by ethnicity have shifted over the past five years. There has been increase of a third in proportion by Asian/Pacific Islanders and drop of the same amount by African-Americans though that all occurred in the 2014-15. Whites increased there proportion by nearly a third from 19% to 30%. The Latinos proportion has remained steady.

Certificates earned by ethnicity for unduplicated students show current proportional breakdown similar to that of degrees earned. Whites earned the greatest proportion at 30% of all certificates earned followed by Asian/Pacific Islanders at 23%. Latinos earned 17% of the certificates while African-Americans earned 12%. The proportions by ethnicity have remained steady over the past five years. There has been decrease African-Americans from 22% four years ago to 12% but the drop all occurred in the 2014-15. The Latino proportion increased by nearly two thirds from 10% to 17%.

The top ten majors for degrees and certificates are also displayed. Liberal Arts, business, and psychology are among the highest number of degrees. Business, biology, and Human Services are among the highest number of certificates earned. [Note, there appears to be an error in coding of majors as there are many IGETC and Transfer Studies majors for certificates but none for degrees. Perhaps this major section should be left out until we can validate the coding.]

Berkeley City College						District	College	
Dimension	2010-11	2011-12	2012-13	2013-14	2014-15	Change '11 to '15	2014-15	as a Percent of District
Assoc Degs	131	149	187	217	247	89%	1,291	19%
Certificate	47	62	150	252	390	730%	1,568	25%
Total	178	211	337	469	637	258%	2,859	22%
Awards by Unique Students								
Assoc Degs	106	106	148	170	188	77%	1,040	21%
Certificate	39	54	114	158	247	533%	1,201	21%
Total Unique (not the sum)	130	132	197	247	289	122%	1,720	17%
Associate Degrees by Ethnicity (Unduplicated Students)								
African-Am	21%	24%	20%	26%	14%		22%	
Asian/PI	14%	12%	15%	18%	22%		32%	
Latino	16%	15%	16%	12%	16%		15%	
Native Am	0%	0%	1%	1%	0%		0%	
Other/Unkwn	30%	27%	26%	18%	18%		15%	
White	19%	22%	24%	26%	30%		17%	
Certificates by Ethnicity (Unduplicated Students)								
African-Am	13%	22%	18%	22%	12%		19%	
Asian/PI	18%	9%	18%	25%	23%		30%	
Latino	10%	13%	12%	14%	17%		20%	
Native Am	0%	0%	0%	0%	0%		0%	
Other/Unkwn	26%	35%	22%	11%	17%		14%	
White	33%	20%	31%	28%	30%		17%	



Internal Data Table 8b

Associate Degrees by Top 20 Largest Majors

The table below displays the Top 20 Majors for Associate Degrees awarded by the College over the last five years sorted by the total number over those five years. Liberal Arts and Business majors are the largest majors. Psychology, Social Sciences/Sociology, and Computer Information Systems are also degrees with the most 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 Servc 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

Internal Data Table 8c

Certificates by Top 20 Largest Majors

The table below displays the Top 20 Majors for Certificates awarded by the College over the last five years sorted by the total number over those five years. Transfer Studies, American Sign Language and Advanced ESL majors are among the largest majors. [Note: there may be a coding error in assigning Transfer Studies to certificates. District IR is checking into this.]

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 Servic Paraprofesn	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
MMART Foundations of Video	0	0	2	12	7	21
BUS/GENERAL BUSINESS	3	3	3	3	8	20
MMART Basic 3d Illustration	0	0	2	10	5	17
MMART Intermediate Editing	0	0	1	11	4	16
HUSV Social Servic Paraprofesn	0	0	1	8	5	14
MMART Basic Animation	0	0	0	6	8	14
MMART Foundation for Animation	0	0	1	6	5	12
SPAN Spanish Language	5	2	1	1	3	12
MMART Advanced Digital Video	0	0	1	6	3	10
DIG/IMAGING LEVEL I	0	0	6	3	1	10
MMART Basic Editing	0	0	1	4	5	10
HUSV-Community Health Worker	0	1	4	3	2	10

Internal Data Table 9

Transfer and Other Student Data

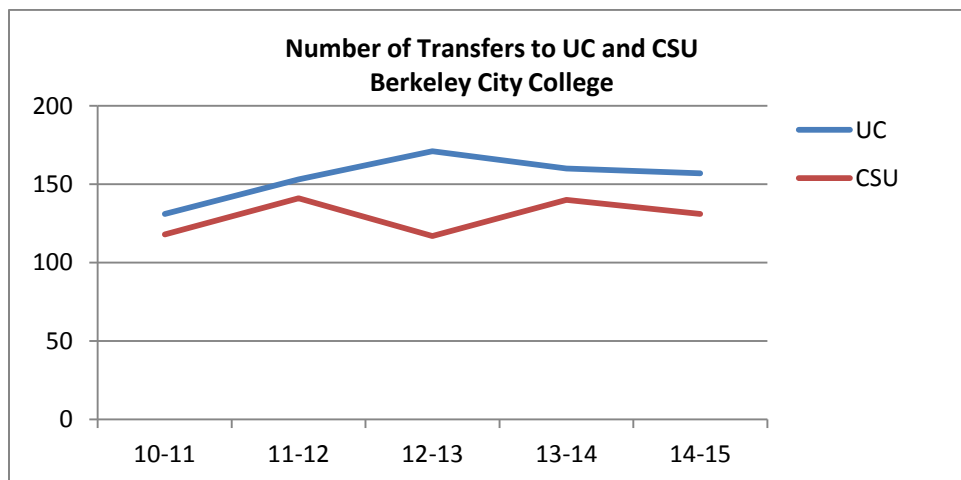
Transfers to CSU and UC

Annual transfers to UC and CSU are up by 16% over the past five years. The number transferring to CSU increased by 11% from 118 to 131. Transfers to UC increased by 20% from 131 five years ago to 157 during 2014-15, the latest full-year available. Total transfers of 288 represent 30% of all the transfers in the district.

A breakdown of transfers by ethnicity shows that Whites transferred the greatest proportion to CSU at 25% of all transfers followed by Asian/Pacific Islanders at 19% and African-Americans at 18%. Latino transfers were 17% of all transfers to CSU. The proportion by ethnicity has remained steady over the past five years.

A breakdown of transfers to UC by ethnicity shows that Whites transferred the greatest proportion at 36% of all transfers followed by Asian/Pacific Islanders at 21%. Latinos made up 14% of transfers and African-Americans made up 10% of all transfers to UC. The proportion by ethnicity has remained steady over the past five years.

Berkeley City College							District	College
Dimension	2010-11	2011-12	2012-13	2013-14	2014-15	Change '11 to '15	2014-15	as a Percent of District
CSU	118	141	117	140	131	11%	587	22%
UC	131	153	171	160	157	20%	376	42%
Total	249	294	288	300	288	16%	963	30%
Transfers to CSU by Ethnicity								
Asian/PI	14%	11%	18%	15%	19%		30%	
African-Am	18%	18%	17%	13%	18%		25%	
Filipino	3%	0%	0%	0%	0%		0%	
Latino	18%	18%	15%	15%	17%		13%	
Native Am	2%	0%	0%	0%	0%		0%	
White	29%	24%	29%	34%	25%		14%	
Other/Unkwn	18%	28%	21%	23%	21%		17%	
Transfers to UC by Ethnicity								
Asian/PI	13%	18%	23%	22%	21%		37%	
African-Am	5%	9%	8%	7%	10%		11%	
Filipino	0%	0%	0%	0%	0%		0%	
Latino	15%	16%	13%	16%	14%		15%	
Native Am	0%	0%	0%	2%	0%		0%	
White	40%	36%	35%	31%	36%		24%	
Other/Unkwn	27%	7%	5%	22%	13%		9%	



Internal Data Table 10

Six-Year Transfer Velocity Rate

The Transfer Velocity Rate is a metric developed and calculated by the state Chancellor’s Office (CCCCO) that tracks “transfer directed” first-time college students over a six year period for transfer to a four-year college including private and out-of-state colleges. Transfer directed students are those first-time students who earn at least 12 units including a transfer level English or mathematics course within six years of first enrollment.

By this measure, the College transferred 42% of the most recently tracked cohort (2008-09 year of first enrollment) and an average of 49% over the last five years. The College’s rates are generally higher than those of the district as a whole over these five years. While the district experience a substantial drop

from the 2007-08 to the 2008-09 cohort the College did not. The statewide average for these same cohorts is 41%, thus the College's average rate is substantially higher than the statewide average.

Berkeley City College					
College	2004-05	2005-06	2006-07	2007-08	2008-09
Berkeley City	52%	52%	53%	44%	42%
PCCD	48%	48%	50%	45%	35%

Internal Data Table 11

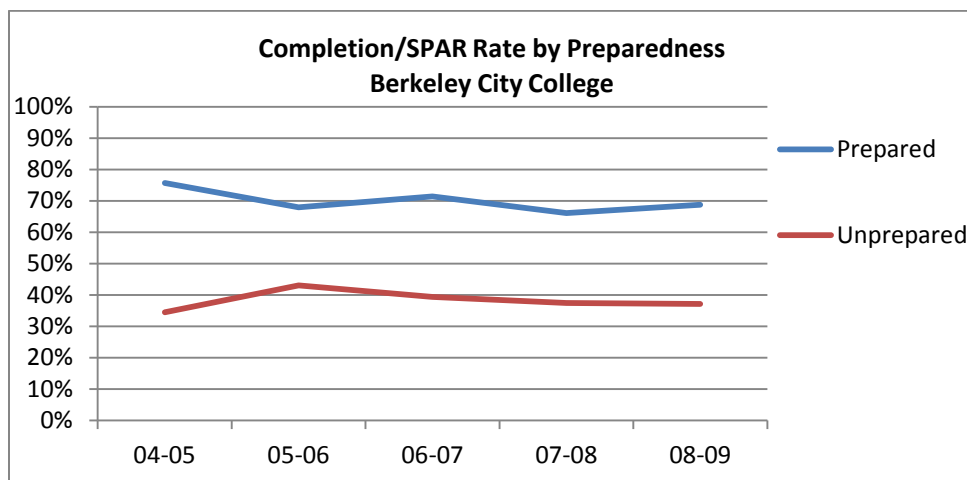
Six-Year Completion (aka Student Progress and Attainment Rate (SPAR))

The Student Success Scorecard produced and published by the California Community Colleges Chancellor's Office (CCCCO) standardized a set of student progression or milestone metrics. Research has shown that each time a student progresses beyond one of these milestones the likelihood of the student completing a degree or certificate increases.

The Six-Year Completion rate tracks the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned a degree or certificate, transferred to a four-year institution, or achieved Transfer Readiness status within six year of initial CCC enrollment. A Transfer Ready student is one who earned 60 UC/CSU transferable units with a GPA >= 2.0. In addition, two subgroups of the first-time cohort were tracked. The College Prepared group included those whose lowest level of attempted math or English was at the transferable level. The Unprepared for College group were those who first attempted math or English at a below transferable level.

By this measure, the College has achieved an overall five-year average of 50%. This compares to a five-year average of 50% for the district as a whole and a statewide five-year average of 48%. For the College Prepared subgroup, the College's five-year average is 70% compared to a district five-year average of 74% and a statewide five-year average 70%. For the Unprepared for College subgroup, the College's five-year average is 38% compared to a district five-year average of 40% and a statewide five-year average 41%. The College's rates shown some variation from year to year. However, as more clearly seen in the Chart, both the College Prepared and the Unprepared for College rates show a downward trend over these five cohorts and hence likewise for the College's overall rate.

Berkeley City College							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Berkeley	College Prepared	76%	68%	71%	66%	69%	70%
	Unprepared for College	35%	43%	39%	38%	37%	38%
	Overall	50%	53%	51%	47%	48%	50%
PCCD	College Prepared	72%	72%	76%	74%	74%	74%
	Unprepared for College	42%	40%	40%	39%	39%	40%
	Overall	50%	50%	50%	49%	49%	50%
Statewide	College Prepared	69%	71%	71%	70%	70%	70%
	Unprepared for College	40%	41%	41%	41%	40%	41%
	Overall	48%	49%	49%	48%	47%	48%



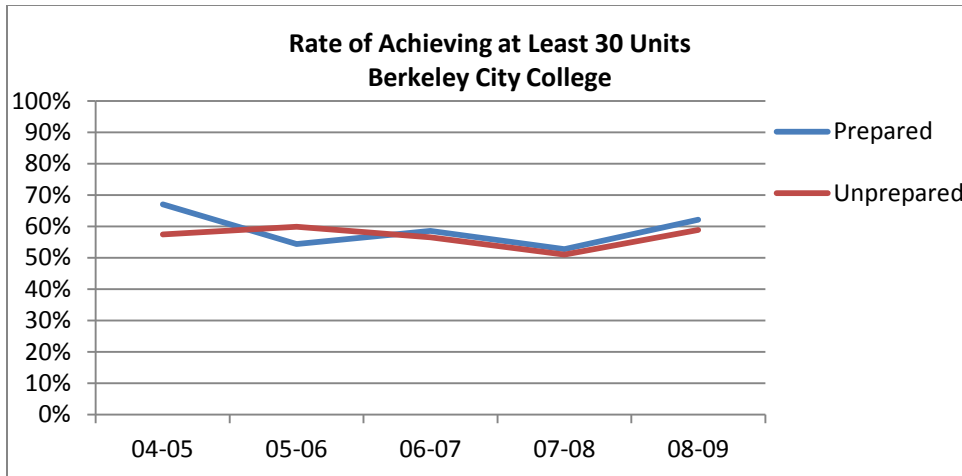
Internal Data Table 12

Six-Year Rate of Achieving at Least 30 Units (Scorecard)

The Six-Year Rate of Achieving at Least 30 Units is a CCCCO Scorecard rate that tracks the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units, at any level, within the CCC system.

By this measure, the College has achieved an overall five-year average of 58%. This compares to a five-year average of 62% for the district as a whole and a statewide five-year average of 66%. For the College Prepared subgroup, the College’s five-year average is 59% compared to a district five-year average of 62% and a statewide five-year average 70%. For the Unprepared for College subgroup, the College’s five-year average is 57% compared to a district five-year average of 61% and a statewide five-year average 60%. The College’s rates show some variation from year to year. As more clearly seen in the Chart, both the College Prepared and the Unprepared for College rates show a steady trend over these five cohorts with perhaps a slight downward slope.

		Berkeley City College					
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Berkeley	College Prepared	67%	54%	59%	53%	62%	59%
	Unprepared for College	58%	60%	57%	51%	59%	57%
	Overall	61%	58%	57%	52%	60%	58%
PCCD	College Prepared	64%	61%	63%	61%	61%	62%
	Unprepared for College	62%	63%	63%	59%	59%	61%
	Overall	63%	62%	63%	60%	60%	62%
Statewide	College Prepared	68%	69%	70%	70%	71%	70%
	Unprepared for College	38%	65%	65%	65%	65%	60%
	Overall	65%	66%	66%	67%	66%	66%



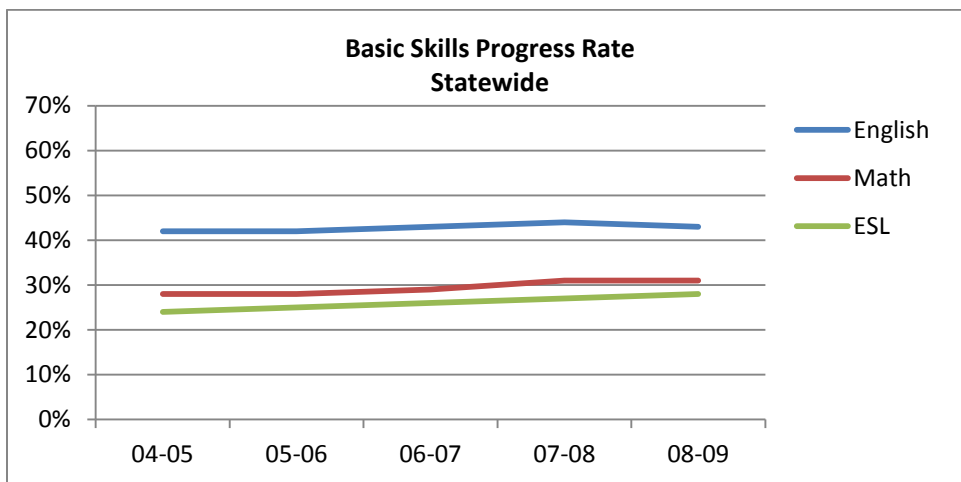
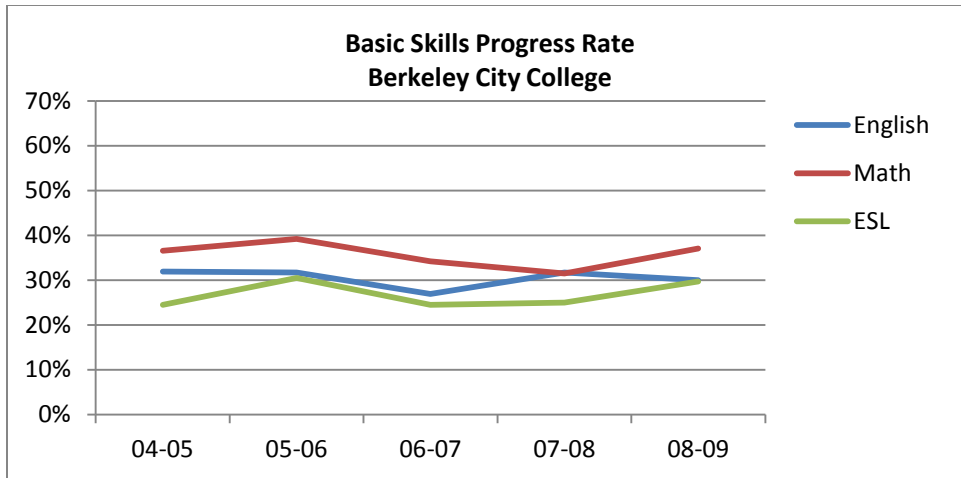
Internal Data Table 13

Six-Year Basic Skills Progress Rate (Scorecard)

The Six-Year Basic Skills Progress Rate is a CCCCO Scorecard rate that tracks the percentage of credit students who attempted for the first time a course below transfer level in Math, English and ESL and who successfully completed a college-level course in the corresponding discipline within six years. The cohort is defined as the year the student attempts for the first time a course at below transfer level in Math, English and/or ESL.

For the Remedial English group, the College’s five-year average is 30% compared to a district five-year average of 28% and a statewide five-year average 43%. For the Remedial Math group, the College’s five-year average is 36% compared to a district five-year average of 30% and a statewide five-year average 30%. For the Remedial ESL group, the College’s five-year average is 27% compared to a district five-year average of 17% and a statewide five-year average 26%. The College’s rates show some variation from year to year. As more clearly seen in the Chart, College’s Remedial English, Math, ESL rates have been generally steady over the five cohorts but its Remedial ESL rates show a clear upward trend over the last three cohorts. The District and the State show slight but clear upward trends for all three remedial progressions.

Berkeley City College							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Berkeley	Remedial English	32%	32%	27%	32%	30%	30%
	Remedial Math	37%	39%	34%	32%	37%	36%
	Remedial ESL	25%	31%	25%	25%	30%	27%
PCCD	Remedial English	30%	26%	28%	29%	28%	28%
	Remedial Math	28%	29%	31%	30%	30%	30%
	Remedial ESL	14%	15%	16%	19%	23%	17%
Statewide	Remedial English	42%	42%	43%	44%	43%	43%
	Remedial Math	28%	28%	29%	31%	31%	29%
	Remedial ESL	24%	25%	26%	27%	28%	26%



Internal Data Table 14

Six-year Career Technical Education (CTE) Completion Rate (Scorecard)

The Six-Year Career Technical Education (CTE) Completion Rate is a CCCCO Scorecard rate that tracks the percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C) and who earned a degree or certificate, transferred to a four-year institution, or achieved Transfer Prepared status within six year of initial CCC enrollment. A Transfer Prepared student is one who earned 60 UC/CSU transferable units with a GPA \geq 2.0.

The College’s average CTE Completion Rate of its last five cohorts is 44% compared to a district five-year average of 47% and a statewide five-year average 50%. The College’s rates show some variation over the five cohorts and perhaps a downward trend. The District and the State rates have been steady over these five cohorts.

Berkeley City College							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	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%

Internal Data Table 15

Fall 2015 Multi-campus Headcount Enrollment (Intradistrict Swirl)

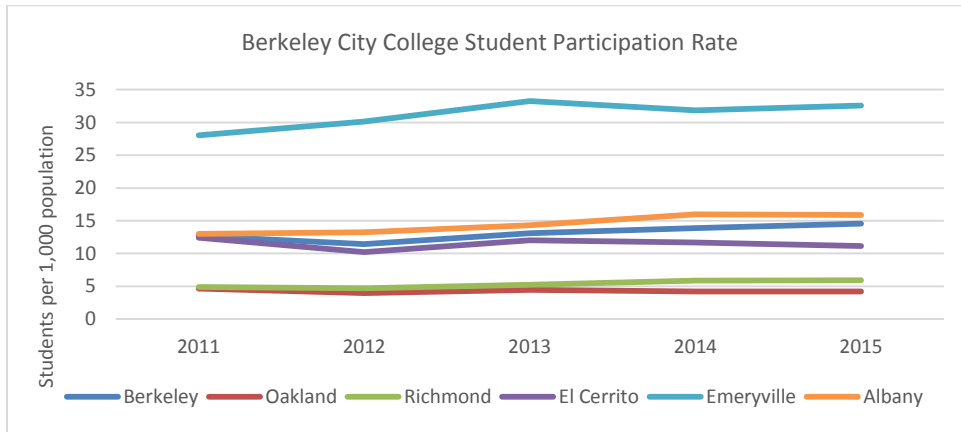
Students within the Peralta Community College District frequently attend more than one college within the district. This Intradistrict swirl is displayed below from the Berkeley City College’s perspective for Fall 2015. In Fall 2015, the BCC had a census headcount enrollment of 7,394 students. Of these, 4,787 or 65% were only attending the College while the other 35% were attending one or more of the other district colleges. For example, row two of the table shows that 1,158 or 16% of BCC students were also attending the Laney College and row three indicates that 470 or 6% were also attending the College of Alameda just across the tunnel from the College. Seven percent of BCC students were enrolled in two other district colleges and another 1% were even enrolled at all three of the other district colleges.

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%

Student Participation Rate Analysis

The student participation rate (SPR) measures how many students attend the college per 1,000 persons in the population. The following participation rates are disaggregated by city. The cities shown are the ones with the largest number of enrollments. For each city of residence, the table shows the SPR.

At Berkeley City College, Emeryville had the highest participation rate, hitting 32.6 in 2015. Over the five-year period, participation rates rose in Berkeley, Richmond and Emeryville and Albany by 15%, 21%, 16% and 22% respectively. Oakland and El Cerrito experienced drops of 10%.



Berkeley City College Student Participation Rate						
City	2011	2012	2013	2014	2015	% Change
Berkeley	12.6	11.4	13.1	13.9	14.5	15%
Oakland	4.6	3.9	4.4	4.2	4.2	-10%
Richmond	4.9	4.7	5.2	5.8	5.9	21%
El Cerrito	12.4	10.2	12.0	11.7	11.1	-10%
Emeryville	28.0	30.1	33.3	31.8	32.6	16%
Albany	13.0	13.2	14.3	16.0	15.9	22%

Survey Results

Overview

In collaboration with the District, the consulting team developed a survey for faculty, staff, students and administrators. All members of these constituent groups were invited to participate. The survey took approximately 5 minutes to answer and contained a few common questions and several different questions for each group. In total, 595 people responded to the survey district-wide. The survey was not highly scientific, nor were the response numbers statistically significant. The survey provides anecdotal data that should be used appropriately.

All Respondents

The first question asked respondents to identify all of the campuses at which they teach or take classes. There is clearly a lot of “swirl” (students attending classes at more than one college) in the Peralta District. There is also some swirl among faculty.

The following section provides a summary of the results for those respondents (206 in total) who teach or take classes at Berkeley City College.

Question 1: At which college(s) do you work or take classes? (Check all that apply.)

The response data shows that a significant number of respondents attend or work at multiple colleges in the district.

Answer Options	Response Percent	Response Count
Berkeley City College	100.0%	206
College of Alameda	15.0%	31
Laney College	31.1%	64
Merritt College	18.9%	39
Peralta District Office	1.9%	4

Question 2: What is your primary role at the College(s)?

Students comprised the largest number of respondents (83%).

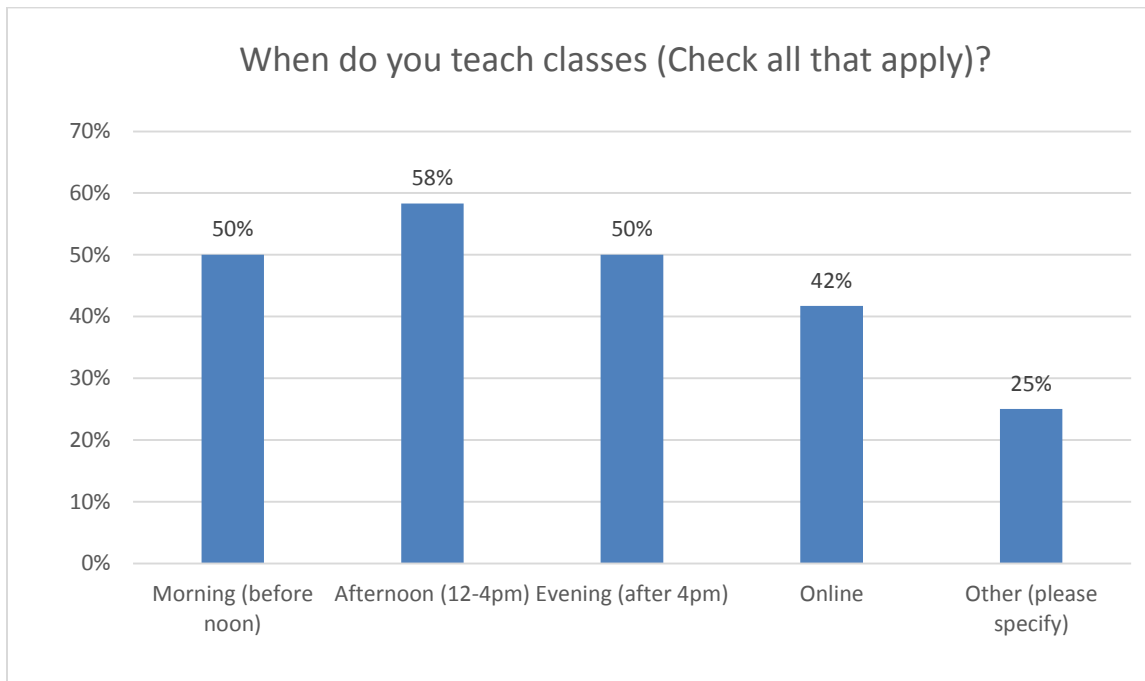
Answer Options	Response Percent	Response Count
Classified Staff	2.4%	5
Full Time Faculty	5.8%	12
Part Time Faculty	6.3%	13
Student	83.0%	171
Administrator	2.4%	5

Faculty Questions

The next two questions were only presented to respondents identifying themselves as faculty (part-time or full-time) – 25 respondents.

Question 3: When do you teach classes (Check all that apply)?

The faculty respondents were fairly evenly divided according to the time of day/evening that they teach. The “Other” responses were either N/A, “I am faculty but don’t teach”, or “weekends”.



Question 4: How long have you been with College?

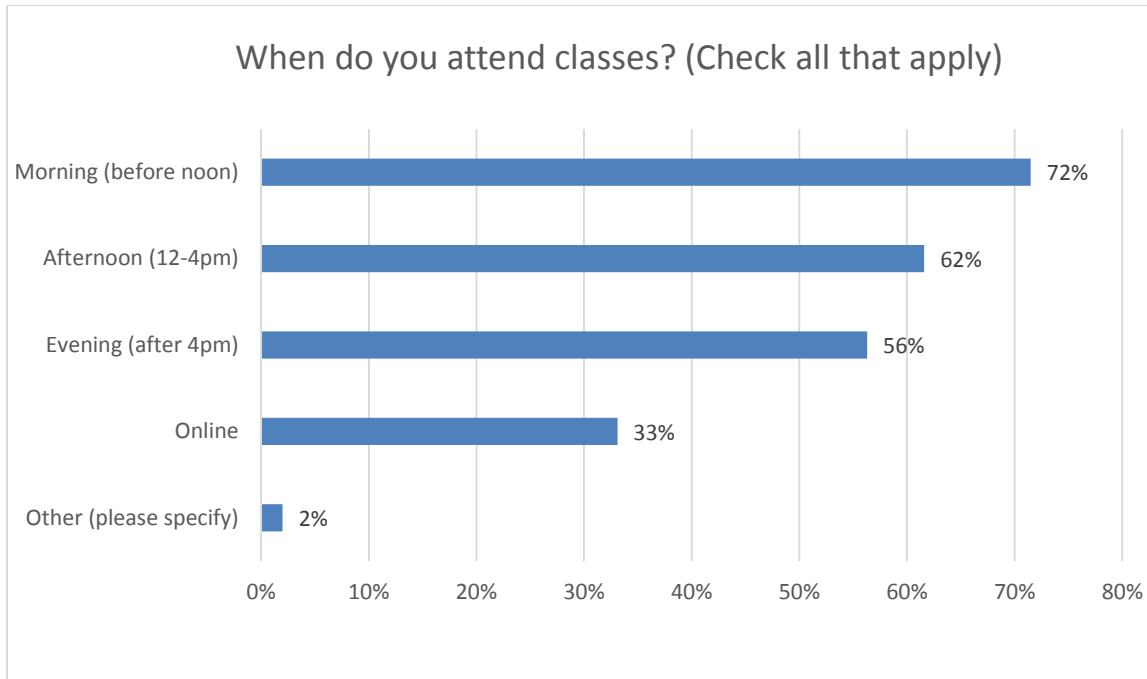
There were 22 responses to this question with an average of 10.3 years.

Student Questions

The following five questions were presented only to respondents identifying themselves as students (171 individuals).

Question 5: When do you attend classes? (Check all that apply)

One-third of students responding to the survey are taking at least one online class. Nearly three-quarters of them are taking classes in the mornings and more than half are taking classes in the afternoon and evening.



Question 6: Which of the following describes your employment status?(Check all that apply)

Students were allowed to select more than one response to this question. The response data shows that many students are working at least part-time. Relatively few student respondents indicated they were recently laid off or unable to find employment. The “Other” responses included international students, and those on disability.

Answer Options	Response Percent	Response Count
Part-time job(s) 1-20 hours/week	27%	40
Part-time job(s) 21-40 hours/week	19%	29
Full-time job. Minimum of 40 hours/week	17%	25
Laid off from job during the past 12 months	3%	4
Homemaker/Caregiver	6%	9
Unable to find employment	11%	16
Not actively searching for employment	19%	28
Retired	5%	8
Other (please specify)	7%	11

Question 7: What is the zip code of your primary residence or mailing address?

There were 143 responses with a total of 46 zip codes identified. Following are the zip codes with more than 5 respondents.

Zip	City	Respondents
94704	Berkeley	17
94608	Emeryville	10
94702	Berkeley	9
94706	Albany	8
94703	Berkeley	7
94609	Oakland	7
94709	Berkeley	6
94530	El Cerrito	5
94605	Oakland	5
94564	Pinole	4
94705	Berkeley	4
94606	Oakland	4
94611	Oakland	3
94602	Oakland	3
94501	Alameda	3
94801	Richmond	3
94803	El Sobrante	3
94607	Oakland	3
94806	San Pablo	3

Question 8: How would you prefer to attend classes? (check all that apply)

The majority of student respondents preferred classroom based learning. Nearly one-quarter prefer online classes and one-third prefer hybrid classes.

Class type	Response Count	%
In a classroom	136	89.5%
Online	36	23.7%
Hybrid (online and classroom)	50	32.9%

Question 9: Please indicate when you would prefer to take classes? (Check all that apply)

Students were allowed to select multiple responses on this question. The results show that among the respondents, there is significant preference for all times of day, weekends, summer classes and short sessions. Interestingly, the preference for morning and afternoon classes was almost equal. Nearly half of respondents prefer evening classes.

Answer Options	Response Percent	Response Count
Mornings	63.2%	96
Afternoons	61.2%	93
Evenings	48.0%	73
Weekends	22.4%	34
Summer	38.8%	59
Short sessions	30.9%	47

Question 10: Please indicate the number of units you are taking this semester.

Nearly half (43.4%) of the student respondents were attending college on a full-time basis.

Answer Options	Response Percent	Response Count
Fewer than 3 units	2.6%	4
3 to 4.9 units	15.1%	23
5 to 9.9 units	27.6%	42
10 to 11.9 units	10.5%	16
12 to 14.9 units	31.6%	48
More than 15 units	11.8%	18

Question 11: Which of the following non-Peralta colleges have you attended for at least one course in the past two years, either online or in person? (Check all that apply)

Answer Options	Took one or more courses online	Took one or more courses in person	Response Count
City College of San Francisco	1	4	5
Contra Costa College	2	3	4
UC Berkeley	1	0	4
Diablo Valley College	2	3	3
SF State	0	0	3
Chabot College	0	2	2
Skyline College	1	0	1
College of Marin	0	1	1
National University	0	1	1
Mt. San Antonio College	1	1	1
Chaffey	1	0	1
Santa Rosa Junior College	0	0	1
SJ State	0	0	1
College of San Mateo	0	0	0
University of Phoenix	0	0	0

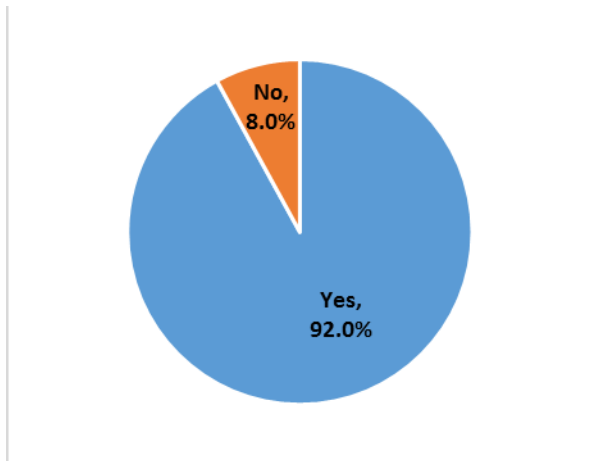
Question 12: Which of the following devices do you have regular access to? (Check all that apply)

This question has a high degree of bias in that it was an online survey. There would naturally be a larger than average number of respondents who own or have regular access to a computer. Given that there were 151 students who responded to this question, and 359 answer options were selected, a high percentage of these students have regular access to more than one device.

Answer Options	Response Percent	Response Count
Laptop computer	85.4%	129
Smartphone	79.5%	120
Desktop computer	43.0%	65
Tablet	29.8%	45
Total		359

Question 13: Do you have internet access in your home?

The question has inherent bias due to the fact that the survey was delivered online.



Question 14: How would you describe your technology usage? (Check all that apply)

A large number of students use computers and laptops. Interestingly, a smaller number use Microsoft Office, social media sites and tablets. It is also interesting that only 69% of the respondents reported using technology for college coursework.

Answer Options	Response Percent	Response Count
I use a computer/laptop for Internet and email	91.4%	139
I use a computer/laptop for college coursework	90.1%	137
I use a cell phone	88.8%	135
I feel comfortable using computers and mobile devices	79.6%	121
I use computers and/or mobile devices for photos and videos	73.0%	111
I use a computer/laptop for Microsoft Office	69.7%	106
I use technology for college coursework	69.1%	105
I use social media sites (e.g., Twitter, Facebook, Instagram) once a week or more	65.8%	100
I use mobile devices for apps and games	51.3%	78
I use a tablet	30.9%	47

Non-Students

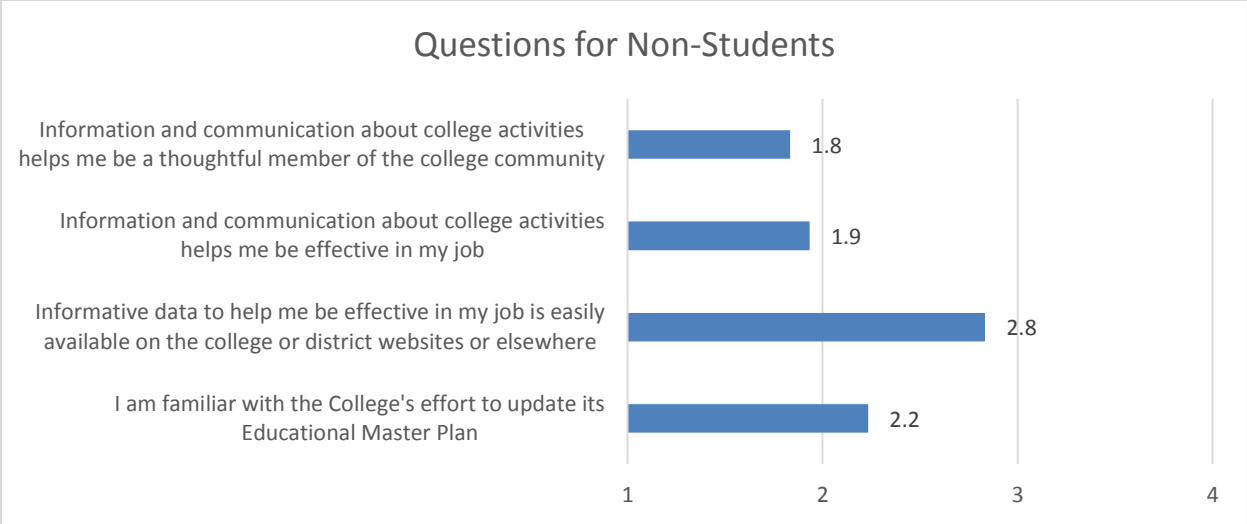
The following question was given only to respondents who identified themselves as administrators, staff or faculty.

Question 15: This question asked respondents if they agreed/disagreed with the following four statements.

The chart below shows the weighted average response for each question. The responses are as follows:

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

So for the first question about the college community received a weighted average score of 1.8. This indicates that the respondents as a whole agreed with the statement. The third statement garnered a weighted average response of 2.8 indicating that the respondents as a whole disagreed rather strongly with the statement.



All Respondents

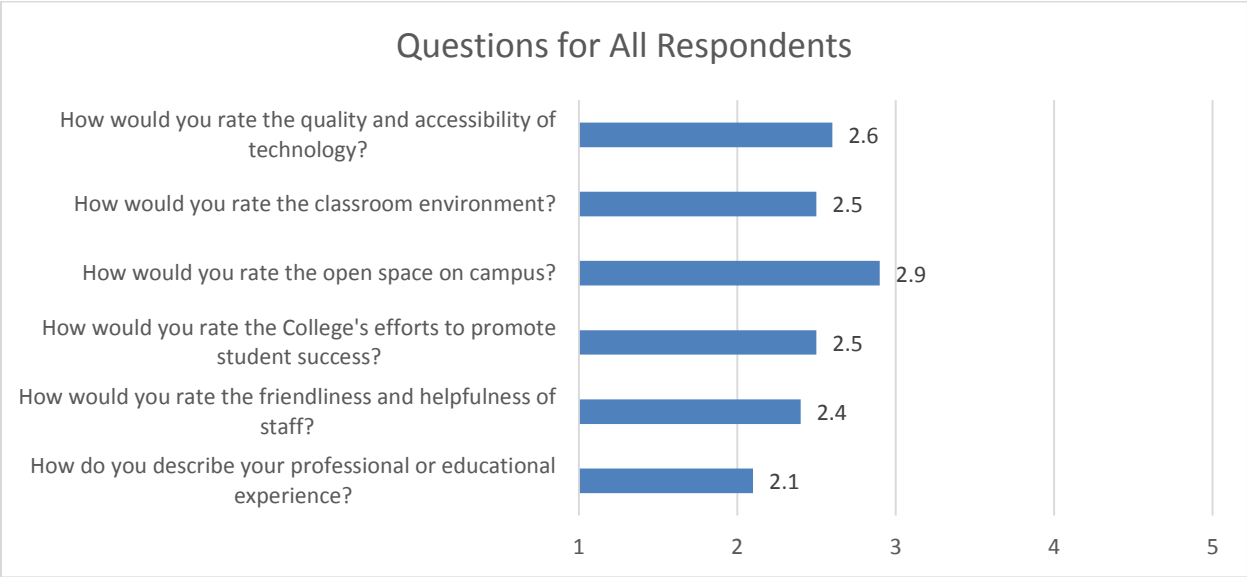
The remaining seven questions were asked of all respondents to the survey.

Question 16: This question asked respondents to rate six aspects of the College.

Responses to each question were as follows:

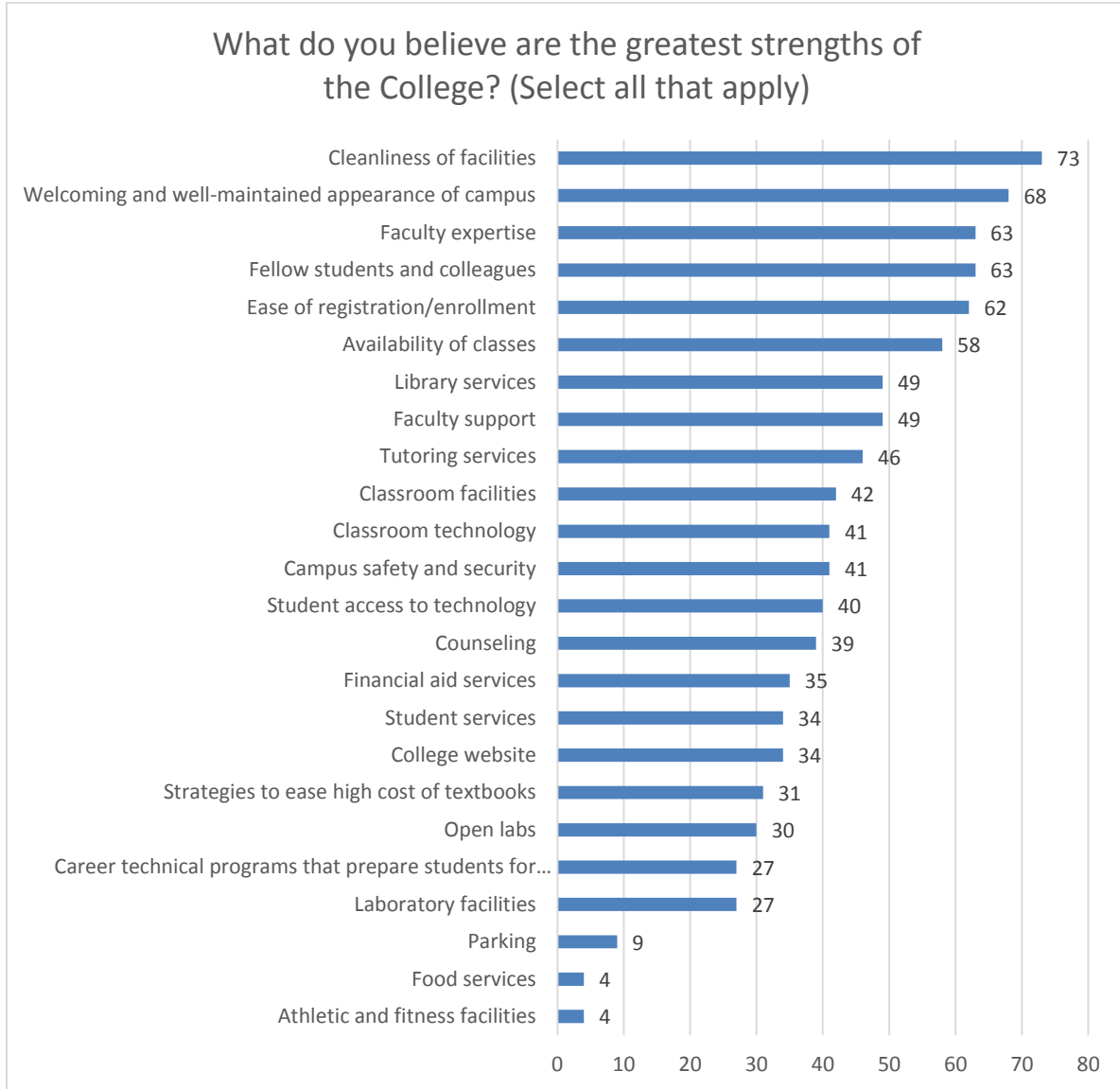
1. Excellent
2. Good
3. Average
4. Fair
5. Poor

The results below include the weighted average response for each question. The first question related to technology received a weighted average score of 2.6. This is about halfway between Good and Average.



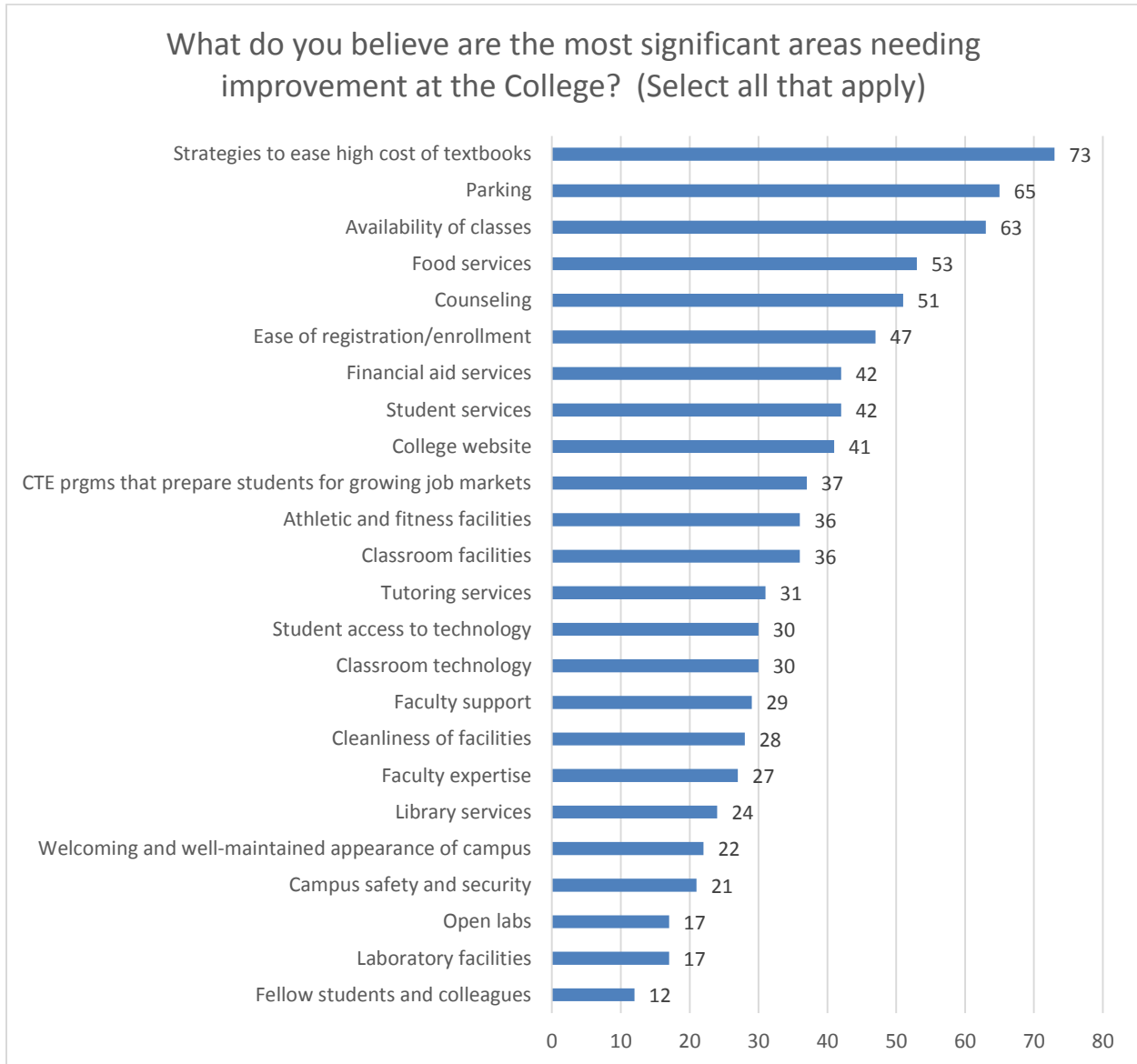
Question 17: What do you believe are the greatest strengths of the College? (Select all that apply)

A total of 170 respondents answered this question. They were allowed to select as many responses as they wished.



Question 18: What do you believe are the most significant areas needing improvement at the College? (Select all that apply)

A total of 163 respondents answered this question. They were allowed to select as many responses as they wished.



Question 19: On average, how long does it take to commute from your home to the campus?

The majority of respondents indicated that their commute to campus is between 15 and 30 minutes.

Answer Options	Response Percent	Response Count
Less than 15 minutes	19.3%	33
Between 15 and 30 minutes	39.2%	67
Greater than 30 minutes and less than 45 minutes	21.1%	36
Between 45 minutes and one hour	9.9%	17
More than one hour	6.4%	11

Question 20: Please list any programs or courses that are not currently offered at your College that you would like to see added.

Respondents listed programs and services they would like added and expanded. For programs that already exist, respondents indicated they wanted more classes offered (e.g., programming, languages, evening classes, etc.).

Program or Service to be Added or Expanded			
Program or Service	Responses	Program or Service	Responses
Programming	15	Biochemistry	1
Art	9	Choir	1
Languages - especially higher level (Arabic, Mandarin, Greek, Spanish, German, French, Russian)	7	Classes for seniors	1
Sports/Athletics - especially soccer	5	Climate change	1
Tutoring, guidance with academic planning	5	Cognitive Science	1
Child development	4	CPR	1
Dance	4	Debate	1
Engineering - more classes	4	Humanities (art history, philosophy, film history, literature)	1
Software - Adobe Creative Suite	4	Hybrid classes	1
Botany, horticulture	3	Law	1
Environmental Sciences / Sustainability	3	Lockers for students	1
Medical Spanish interpreting	3	Mock Trial	1
Music classes	3	Performance studies classes.	1
PE classes	3	Permaculture, natural building, sustainability	1
Vary the times and days of classes to avoid conflicts with other classes	3	Photography	1
African American Studies	2	Photoshop	1
Bachelor's in Social Services	2	Religious studies - alternative religions and occult	1
Computer Science classes	2	Robotics	1
Ethnic Studies	2	Sculpture program, not ceramic sculpture	1
Evening classes	2	Social Justice	1
Marketing	2	VFX, 3D Modeling.	1
Quantitative analysis	2	video	1
Sign language interpreting	2	Welding	1
Astronomy	1	Women's Studies	1
Auto body	1	Zoology	1
Big data intelligence	1		

Question 21: What do you think is the single most critical consideration for the College planning committee as it plans for success of the College and its students for the next five years?

There were 105 ideas submitted. Following is a summary of the most common comments and the number of times they were mentioned.

Idea	Mentions
Counselors - make sure all students see a counselor, develop educational plan, don't rely solely on assessment instruments.	9
Comprehensive support for transfer students, identifying occupations that have openings and provide a good living wage.	8
Keeping fees low and affordable for student populations	7
Increase training for instructors	7
Keep technology current and in good working order	6
Better scheduling to improve course availability for students	5
More and better parking	4
More stability and longevity of administrators who work collaboratively with faculty and staff	3
Expand the diversity of students and course offerings	3
More STEM classes and support for students	3
More holistic planning relative to the service area, programs offered. Increase operational effectiveness. Reduce ad hoc approach to operations and planning.	2
Better customer service in student support services	2
Increase safety on campus	2
Focus on underrepresented students	2
Attract and retain older learners	2
Increase student success in math	2
More evening and weekend classes	2
More internships for students	2
Greater focus on sustainability	2
Access to college for working students, mature students, veterans, immigrants...	1

Question 22: Was there a question that was not asked that you would have liked to have seen in this survey? Please elaborate.

Following is a summary of the responses to this question.

- How can professors be held accountable?
- Why can't the district provide clean and welcoming restrooms?
- How do we link our courses and programs to employer needs?
- How supportive is administration of faculty and programs?
- How can the quality of instructors be increased?
- How can the quality of instructors be increased?
- Which facilities need improvement?
- How can hiring procedures be improved?
- Mental health and physical health questions. We don't have good access to sports teams.
- Can students get a BART pass instead of AC Transit?
- Questions about the Chancellor and District duties relative to the college.
- When will the college have an enrollment management plan?
- There were no questions regarding the student health care services, which in my opinion has improved over the past year.
- What do you think of the communications between faculty, dept. chair, dean, vpi and/or president?
- What is the impact of online learning -- are those strategies being fairly evaluated.
- What obstacles pose the greatest challenge to your success in the Peralta system?
- What suggestions do you for actively engaging students in student life like clubs/government/other extracurricular activities?
- What would enhance faculty experience at college?
- How can administrators, faculty and staff work together in a more effective way?

Planning Assumptions

Preliminary Conclusions from the Data Portfolio

Following is an initial list of conclusions that emerge from the data portfolio *and* that respond to the PCCD District Strategic Goals, which are intended provide a strategic framework for the District’s colleges’ priorities, plans and resource allocation. This listing assists to connect, or “bridge”, the data and the development of goals for Berkeley City College’s educational master planning. Not only can the District Strategic Goals furnish a framework for college planning, additionally, the goals developed by the College can become part of a feedback loop to inform future, subsequent district-wide planning.

Each planning assumption is preceded with the specific data finding(s) that leads to the conclusion. Most in the listing can be applied to multiple District Strategic Goals, and in fact, some “assumptions” are consistent with District 2015-16 Institutional Objectives.

District Strategic Goal A: Advance Student Access, Equity, and Success

- 1. Finding – Student Success:** Of sixteen student success measures identified for inclusion in the data portfolio, including measures from the state “Scorecard”, *improvement* in student success for BCC over the last five-year timeframes is mixed. Of the 16 measures, *six* showed improvement, *five* were uneven or mixed, and *five* declined.

Assumption: The District has prioritized student success in core educational areas as a 2015-16 number-one Strategic Focus. And, the College has its Student Equity Plan and Student Success plan to coordinate with, and to shed light on, this EMP. There are no “magic bullets” for student success, but with the expertise and dedication of faculty and staff and with enhanced funding from the State, student success assessment and strategies ought to remain the visible cornerstone of educational master planning.
- 2. Finding – Ethnic and Cultural Pluralities:** Put together, the ethnic and cultural distributions of the college students, the college service area population, and the college faculty and staff are remarkably varied. The college Student Equity Plan is more revealing about this set of statistics and is one source for identifying college EMP goals. That Plan may address the fact that the BCC service area and faculty ethnic distributions are slightly more White in composition than the enrolled students.

Assumption: This plurality of ethnic groups is remarkable in the State, the country and in the world and warrants celebration—and offer opportunities. The college is likely creating models and strategies of how to best take advantage of the synergy that may exist and the educational- and community- building exemplary possibilities.

District Strategic Goal B: Engage and Leverage Partners

- 1. Finding – Partnerships with Employers:** The Alameda County Civilian Unemployment Rate is significantly low, at 5.9% in 2014; multiple large employers exist in Alameda County (Kaiser Permanente, Tesla Motors, Safeway, Inc., UC Berkeley, and Western Digital, to name a few); and numbers for projected employments are great (market research analysts, environmental scientists and specialists, multi-media artists and animators, for examples). The surrounding community offers a unique set of employers—primarily in educational services, health care and social assistance, and professional, scientific and technical services.

Assumption: Maximizing partnerships and innovative opportunities with large as well as specialized employers locally and throughout the Bay Area can provide opportunities for existing academic and employment program enhancement and future development of unique, cutting-edge programs.

District Strategic Goal C: Build Programs of Distinction

1. **Finding – Aging of Population:** All age categories of the service area population are projected to decline between the years of 2015 and 2020, with the exception of those between 25 and 34 years of age and those over 65.
Assumption: Identifying and developing programs to address this increasing age segment of 25-34-year-olds would provide a key service to the community. For example, second- and third-career seekers are increasingly common in this age group and in the current workforce environment. This group, versus the first-career and initial four-year-college transfer category of students, would benefit from enhanced and re-designed CTE and complementary CTE programming. The increasing over-65-years of age, retired community also should be considered.
2. **Finding – Educational Attainment of Population:** The levels of educational attainment of the Berkeley City College service area adult population reflect the presence of the UC Berkeley Campus with 65% at a Baccalaureate Degree or higher educational attainment level. On the other hand, 30% have less than an Associate Degree and 15% a maximum attainment of a high school diploma. This range provides a challenge for BCC to tailor academic programs for the service area population.
Assumption: Determine how to best and innovatively serve such an educational-attainment range of service area populations with community college programming, and without narrowing programs to a small and declining percentage of population.
3. **Finding – Campus Climate and Student Opinions:** BCC is situated in a unique environment, and EMP students surveyed were very pleased with “Cleanliness of facilities” and “Welcoming and well-maintained appearance of campus”, as those two features were most often identified as college strengths. Features of the academic community were also rated highly: “Faculty expertise” and “Fellow students and colleagues” were the next highest rated. These ratings demonstrate BCC’s success at creating an environment that is welcoming and attractive, both physically and academically, to students. Additionally, a variety of potential topics of interest and concern were identified from the survey respondents. Most notable is the high dissatisfaction with “Parking”; the concern about [lack of] “Strategies to ease high cost of textbooks”; and [dissatisfaction with] “Food services”.

However, other responses rating college features were conflicting. These features received similar numbers of both “strength” and “in need of improvement” ratings: “Ease of registration/enrollment”; “Availability of classes”; “CTE programs that prepare students for growing job markets”; “Classroom technology”; “Classroom facilities”; and others. These are addressed here because opinions about these features are important to educational master planning. (Both students and faculty responded to these two questions about college feature “strengths” and “in need of improvement” .)

Assumption: More research, including surveying, about student opinions is needed to understand whether student preferences are being adequately addressed. Student engagement is one of the most important variables contributing to student success, and these results introduce more questions than they answer. This survey was intended to provide a very initial assessment of student, faculty and staff opinions and experiences. Given that some of these results are difficult to interpret and that understanding student opinions is important for addressing student success, more research is imperative.

District Strategic Goal E: Develop and Manage Resources to Advance Our Mission

1. **Finding - Enrollment "Swirl" and Course Scheduling:** Enrollment and FTES are growing at BCC. However, of 7,393 students enrolled at BCC in Fall 2015, 35% were enrolled simultaneously at another PCCD community college. Of the 171 students who responded to the EMP survey, 58 identified "Availability of classes" as a BCC strength, and another 63 identified that feature as "in need of improvement". Also, significant amounts of students expressed interest in attending classes in a variety of venues: in-class/online/"hybrid", morning/afternoon/evening, summer, and short sessions. Staff currently has some understanding about these student preferences. However, whether "swirl" is best for students and for district resource allocation, and whether course schedules fit student needs, are questions.
Assumption: Enrollment and FTES management is dynamic at BCC. Determine reasons for student "swirl" and how to best serve student needs and use college district resources in such a dynamic environment. Ideally, an enrollment management plan would assist the College to address some specifics relative to course scheduling and increasing enrollments.