

Berkeley City College’s Education Master Plan (EMP) for 2016–2021 is to achieve equity and to eliminate the education gap in student access (participation), learning, completion, and success with exemplary programs and to provide a way to ensure the college’s energies are directed toward the success of all students. BCC recognizes that the equity gap is deeply influenced by higher education practices, many of which have remained unchanged, at the core, over the past half-century. No significant progress can be made in eliminating the equity gap until the college takes ownership of the issue and adopts institutional and pedagogical procedures and processes specifically designed to achieve equitable outcomes across all student populations.

We will strive to achieve equity and eliminate the education gap by developing a two-year strategic plan with measurable indicators that are aligned to the EMP’s five goals:

- (I) Strengthen Resilience**
- (II) Raise College Competence**
- (III) Enhance Career-Technical Education Certificates and Degrees**
- (IV) Increase Transfer and Transfer Degrees**
- (V) Ensure Institutional Sustainability**

The BCC 2016–18 Strategic Plan’s indicators of excellence highlight the college’s commitment to advancing equity and drive the development of performance indicators for assessing the college’s progress toward achieving the five college goals. Meeting each goal optimally will require demonstrating the progress of all indicators incrementally each year across the institution’s programs. Achievement of the equity-based performance indicators will also have a measurable impact on the college’s overall student success.

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

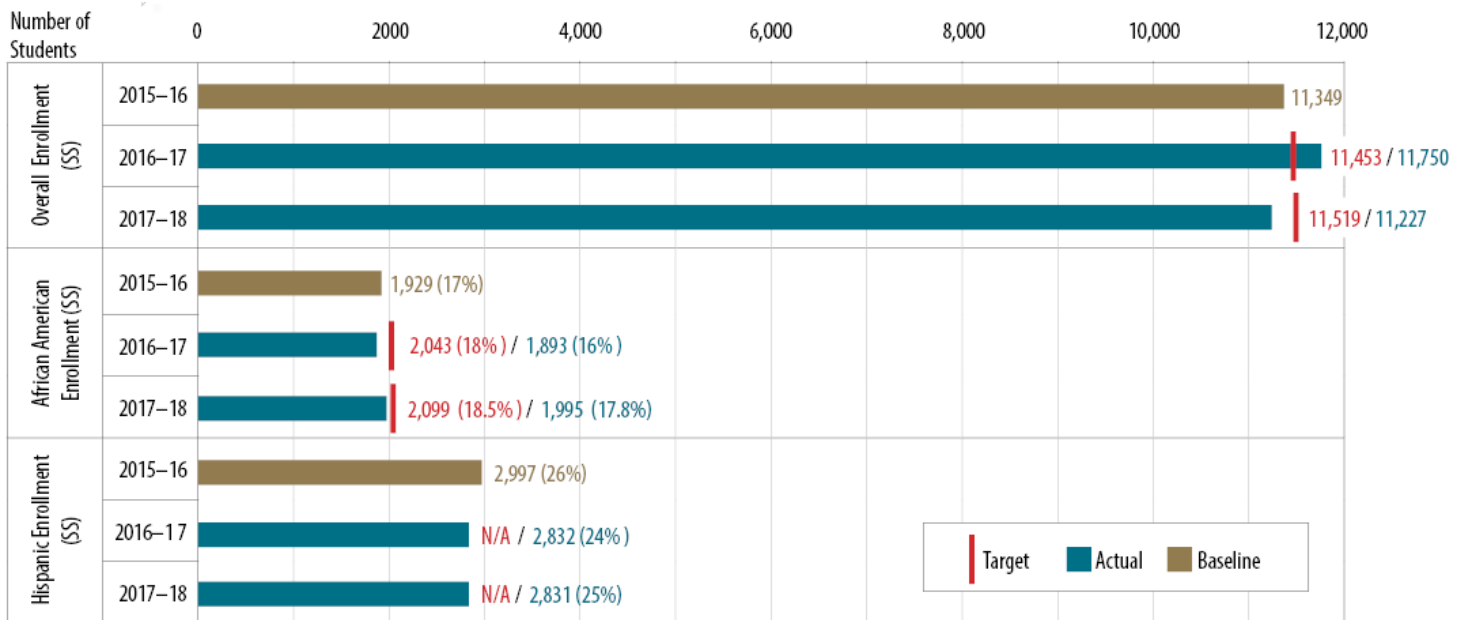
1. Utilize researched based best practices to increase student access (participation), learning, completion, and success with exemplary programs that include:
 - Utilizing previous learning experiences for placement
 - Guided exploration for undecided students
 - Clearly delineating program requirements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

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

Related Activities & Impact:

- A. Inreach & Outreach: Redesigned service areas on 1st floor (Quick Stop) and adopted new technology for queue, tracking, and surveying. Realigned ambassadors for better outreach and customer EP, service. Multiple Super Saturdays/Express Admissions resulted in increased participation: 42+ Fall 2017, 187+ in Spring 2018.
- B. SEP Development: Hired additional part-time counselors to produce 8469 (up 43%) abbreviated and comprehensive SEP for students regardless of SSSP eligibility LC: UMOJA Program/Learning Community was implemented during this period—anticipated growth moving forward as the program stabilizes.
- C. All African American students in Learning Communities received comprehensive SEPs in the first 2 semesters.
- D. African American student persistence rates in all Learning Communities increased to 82% in fall 2016 from Spring.
- E. Follow Up Contacts: No Major and Probation—521 Students/223 contacted/80 SEP, 39 holds cleared.
- F. Faculty Advising Redesign: Ask A Faculty Service, a referral service for students interested in learning more about their major from their faculty. Over 80+ students referred online.
- G. Launched the 1st cohort (25 students) of The Berkeley Promise with Berkeley Community Fund, City of Berkeley, and BUSD.
- H. Collaborated with Berkeley Adult School to develop new academic pathways focused on Career Education Certificates and Degrees.

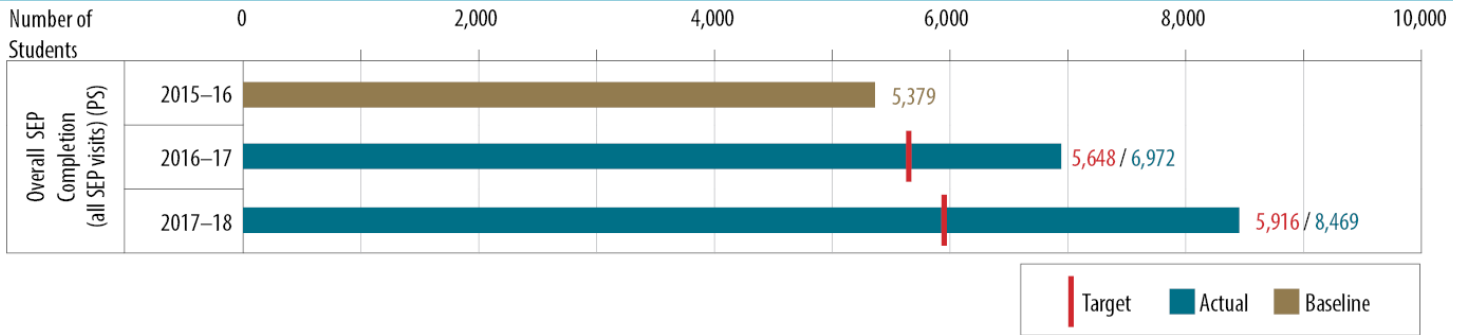
Indicator A. Increase student participation in BCC (instructional and student service) programs that lead to the completion of a certificate, degree, or transfer by 1% with the goal of increasing African American participation to 18.5%.



Summary: The overall enrollment exceeded the 2016–17 target by 297 students, however did not meet the 2017–18 target by 292. African American enrollment did not meet the 2016–17 or 2017–18 targets.

Data Source & Definitions: BI Tool. Participation = Enrollment in BCC. Percentages of subgroups are based on their respective annual overall enrollment.

Indicator B. Increase the number of students who complete a Student Educational Plan within their second semester at BCC by 10%.

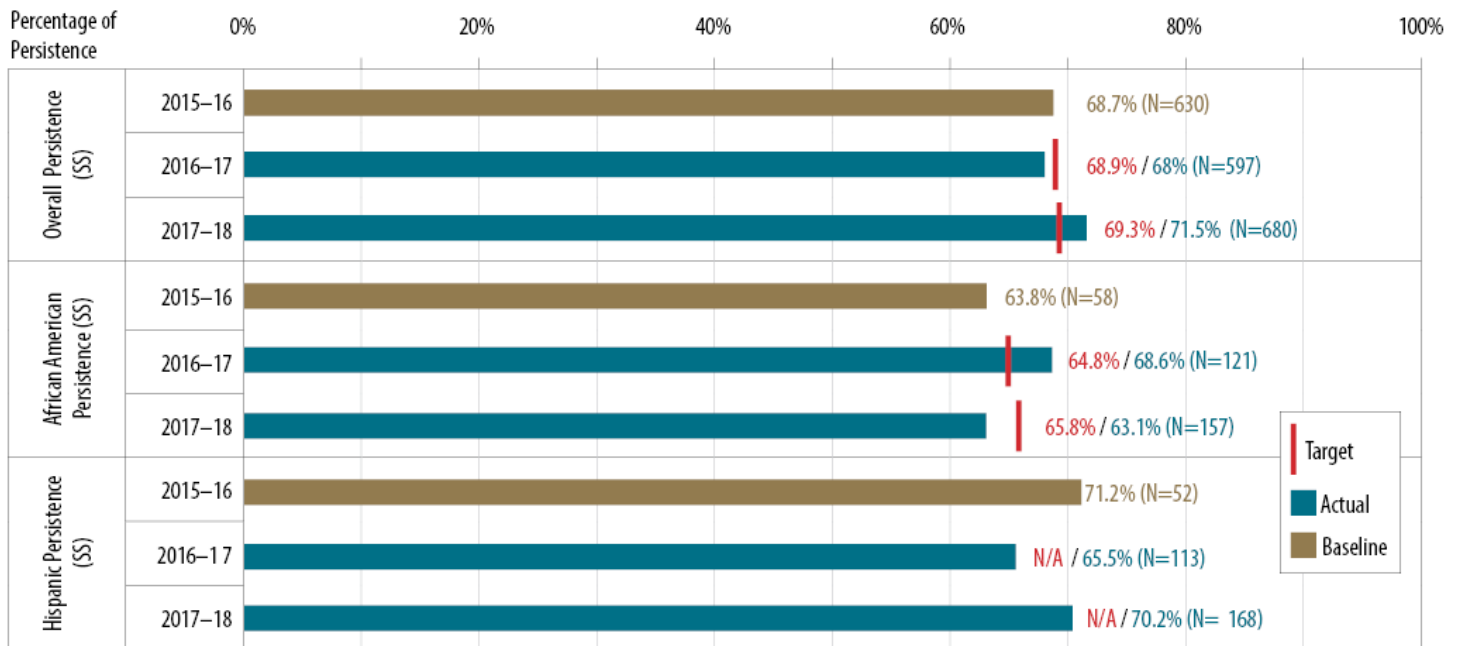


Summary: Overall SEP Completion exceeded the 2016–17 target by 1,324 (or 30% above baseline) and the 2017–18 target by 2,553 (or 57% above baseline).

Data Source & Definitions:

- Note: Original baseline used headcount as defined by the state and does not reflect services to non-CA residents.
- Student Education Plan (SEP) = Plan developed by the student and counselor to assist the student to attain his/her educational goal that includes course-taking pathway, identification of a major, and the student's end-goal (certificate, degree, etc.).
- Overall SEP Completion (all visits) = Count of all SEP visits, not headcounts, in one academic year. May include multiple visits by the same students.

Indicator C. Increase overall persistence of students enrolling in the first three consecutive terms by 1% with the goal of increasing the persistence of African American students by 2%.



Summary: Overall persistence did not meet the 2016–17 target by 0.9% but exceeded the 2017–18 target by 2.2%. African American persistence exceeded the target for 2016–17 by 3.8% but did not meet the 2017–18 by 2.7%.

Data Source & Definitions:

2018 Student Scorecard (SS)
Persistence = First time students in a given academic year who enroll in their first three consecutive terms.

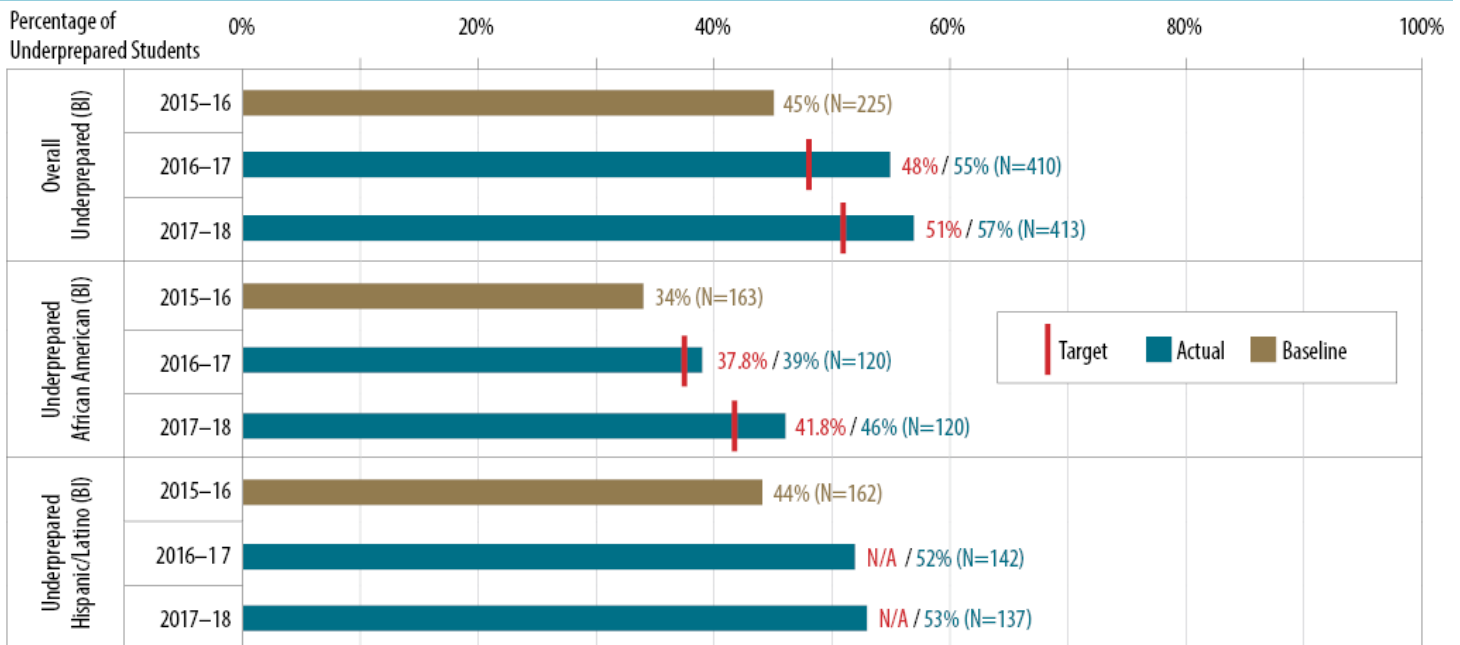
Cohort = First time students from each academic year who are tracked for a period of 6 years. New cohorts are formed each academic year. See Student Scorecard cohort diagram for details.

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

Related Activities & Impact:

- A. In Learning Communities, African American students and other unprepared students were enrolled in 12-15 units per semester during the fall and spring semesters.
- B. Instituted an accelerated pedagogy that departs from traditional textbook-based discrete skills that have been shown to be ineffective for language and academic competency acquisition, and refocused on project-based, student-centered learning.
- C. Redesigned course content emphasizing materials that are more relevant to local immigrant students and build on their expertise, prior knowledge, and aural proficiency.
- D. Developed the cohort English 1A to support students in transition to transfer level.
- E. Participated in shared assessment in order to backwards plan curriculum and outcomes. Aligned separate skills (listening/speaking, grammar, reading/writing) to all support strands in critical thinking, productive skills, information competency, and US cultural conventions.
- F. Mentored new teachers so they can actively participate in the communal project and provide high-quality instruction from their first semester.
- G. Multiple Measure impact study under way.

Indicator A. Increase college's fall course success for underprepared students by 3% and 8% for underprepared African American students.



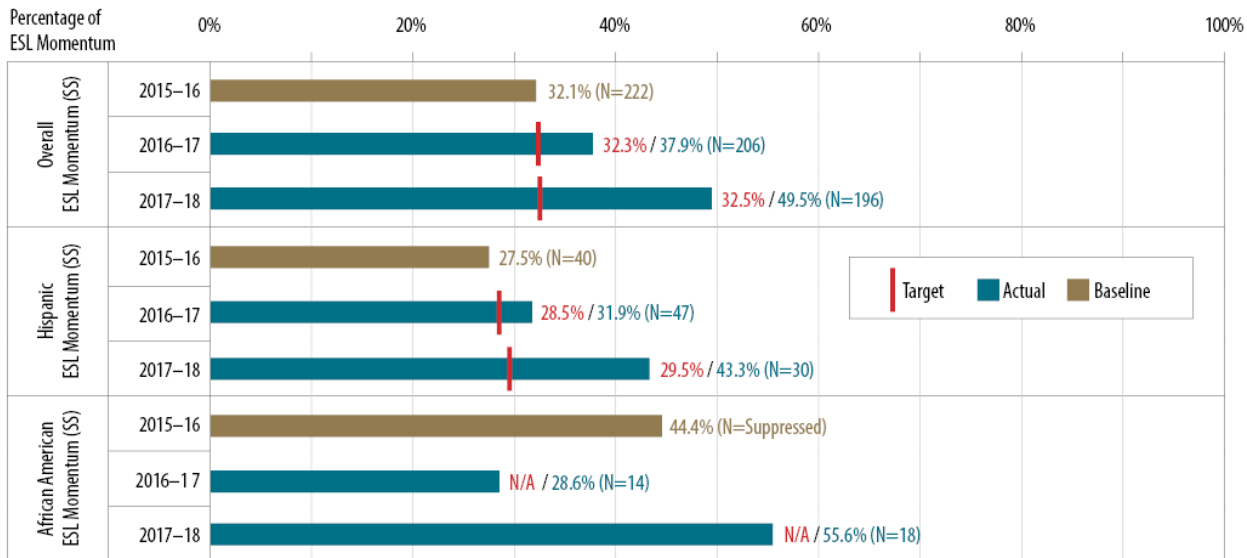
Summary: BCC exceeded the 2016–17 and 2017–18 targets for overall underprepared students by 7% and 2.2% respectively. African American underprepared students exceeded the 2016–17 and 2017–18 targets by 1.2% and 4.2%, respectively.

Data Source & Definitions: BI Tool

Underprepared = students enrolled in below college level courses

Success = Completion of the basic skills course by underprepared students with a passing grade (C or better).

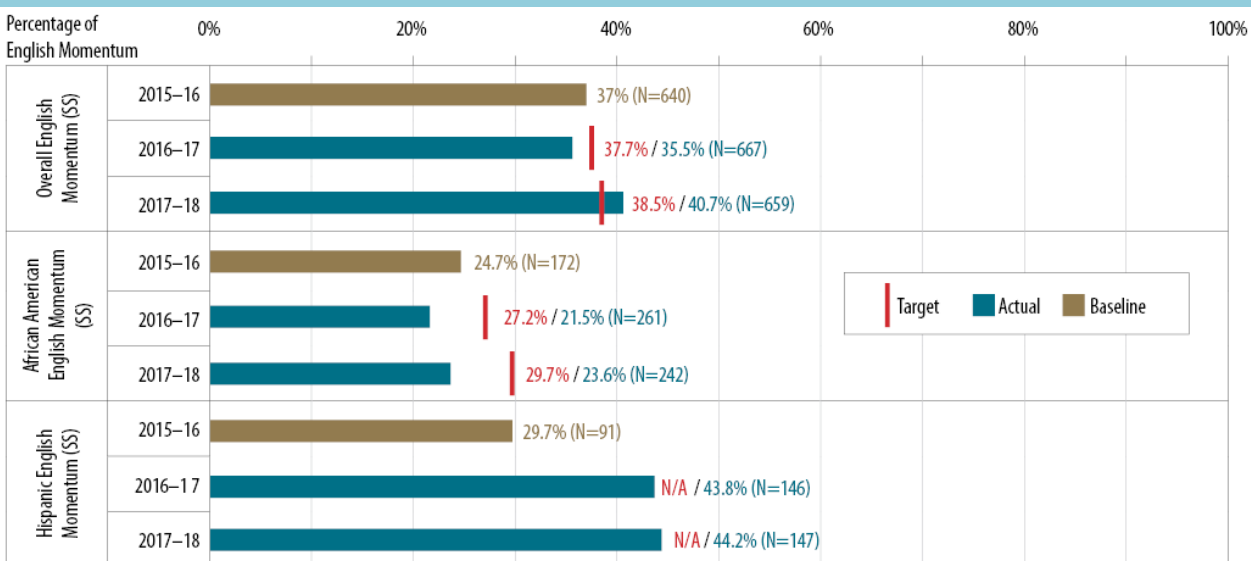
Indicator B. Increase ESL momentum (students first enrolled in an ESL credit course who completed a college-level English course) for Hispanic students by 6.5%.



Summary: BCC exceeded the 2016–17 and 2017–18 targets for overall ESL momentum by 5.9% and 17%, respectively. Hispanic ESL momentum exceeded the 2016–17 and 2017–18 targets by 3.4% and 13.8%, respectively.

Data Source & Definitions: ESL Momentum = Students first enrolled in an ESL credit course who completed a college-level English course. Cohort = First time students from each academic year who are tracked for a period of 6 years. New cohorts are formed each academic year. Suppressed = Numbers less than 10 to avoid identification and protect student privacy.

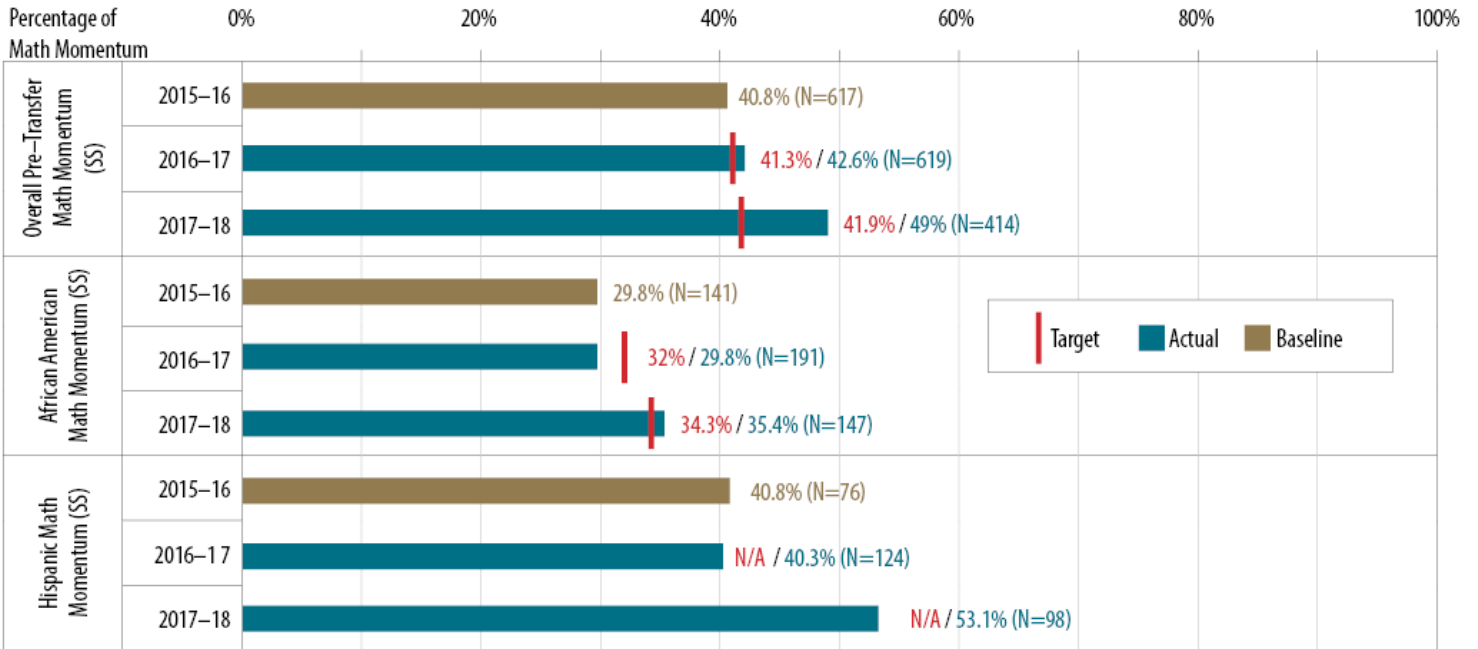
Indicator C. Increase overall pre-transfer level English momentum (students first enrolled in a remedial English credit course who completed a college-level English course) by 1.5% and 5% for African American students.



Summary: The overall English Momentum did not meet the 2016–17 target by 2%. We exceeded the 2017–18 target by 2.2%. Compared to the baseline year, we increased the overall English Momentum by 3.7% in 2017–18, exceeding the 1.5% two-year target. African American English Momentum did not meet the targets for 2016–17 by 5.7% and 2017–18 by 6.1%, respectively. In turn, we did not meet the two-year target of a 5% increase.

Data Source & Definitions: English Momentum = Students first enrolled in a pre-transfer/remedial English credit course who completed a college-level English course. Cohort = First time students from each academic year who are tracked for a period of 6 years. New cohorts are formed each academic year.

Indicator D. Increase pre-transfer level Math momentum (students first enrolled in a remedial Math credit course who completed a college-level Math course) for African American students to 34.3%.



Summary: The overall Pre-Transfer Math Momentum exceeded the 2016–17 and 2017–18 targets by 1.3% and 7.1% respectively. African American Math Momentum did not meet the 2016–17 target by 2.2% but exceeded the 2017–18 target (same as the two-year target) by 1.1%.

Data Source & Definitions: 2018 Student Scorecard (SS)

Pre-Transfer/Remedial Math Momentum = Students first enrolled in a remedial math course who completed a college-level math course.

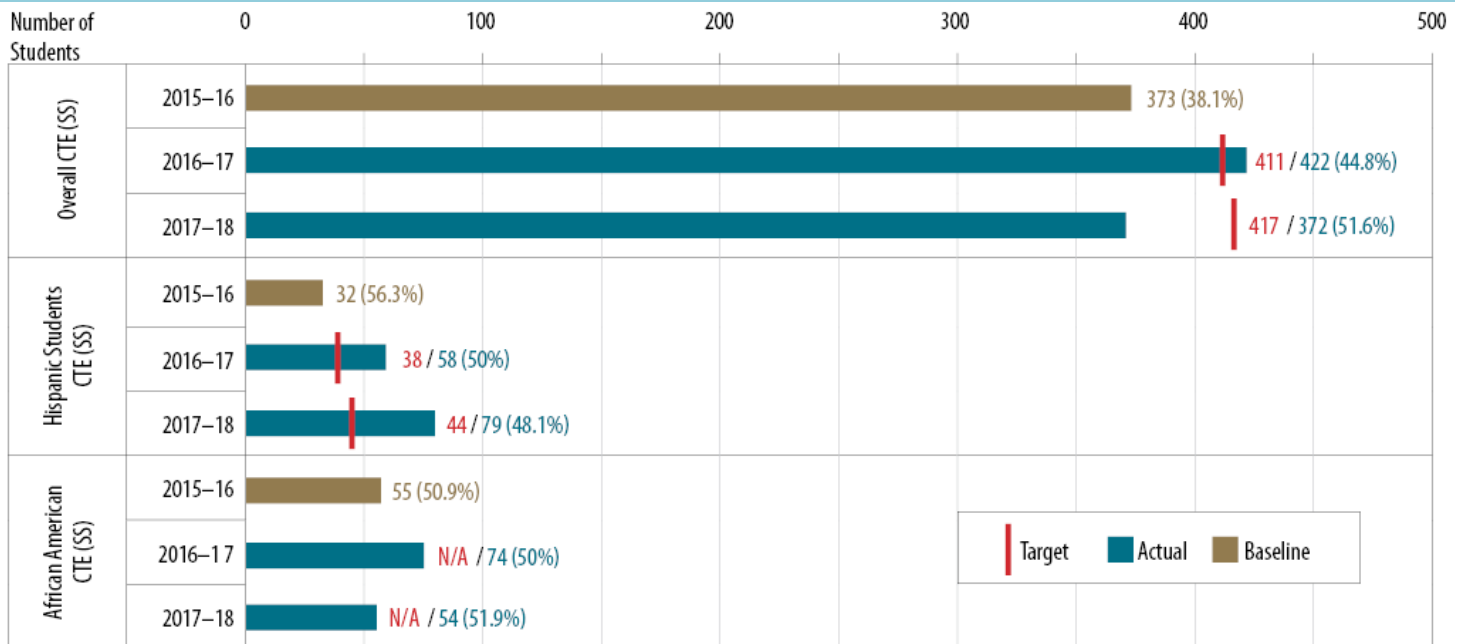
Cohort = First time students from a specific academic year who meet the measurement criteria, and who are tracked for a period of 6 years.

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

Related Activities & Impact:

- A. Participated in shared assessment in order to backwards plan curriculum and outcomes.
- B. In 2016-2017, Health and Human Services (CTE) program was in the process of revamping curriculum. Redesigning included a decrease in existing Certificate programs to one. Multi Media Arts program also started their program realigning process in 2016-2017 and continued to 2017-2018 year. Overall enrollment for the college was decreasing.
- C. CTE Training and liaison with Counseling Department.

Indicator A. Increase the overall CTE participation (access) rate by 12% and 29.5% for Hispanic students.



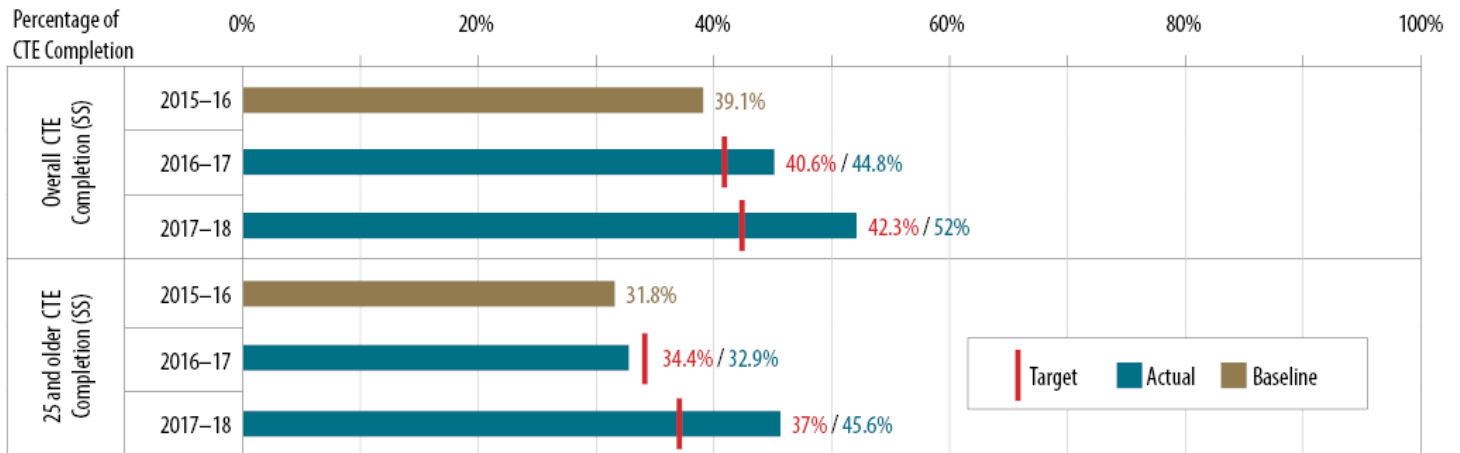
Summary: The overall CTE participation exceeded the 2016–17 by 11 students but did not meet the 2017–18 target by 45 students. Hispanic students exceeded the 2016–17 and 2017–18 targets by 20 and 35 students respectively. (Measurements are Cohort-based). Overall two-year CTE participation was 0.3% and did not meet the target of 12%. Hispanic students’ two-year CTE participation increased 147%, exceeding the target of 29.5%.

Data Source & Definitions: 2018 Student Scorecard (SS)

CTE Participation = Enrollment in Career-Technical Education (CTE) program.

Cohort = First time students from a specific academic year who meet the measurement criteria, and who are tracked for a period of 6 years.

Indicator B. Increase CTE completion of certificate or degree by students who took 8 units in a single discipline for students 25 and older to 37%.



Summary: BCC exceeded the overall CTE completion targets for 2016–17 and 2017–18 by 4.2% and 9.7% respectively. For students 25 and older, the target for 2016–17 was not achieved by 2.2%, however for 2017–18 BCC exceeded the target by 7.7%. (Measurements are Cohort-based)

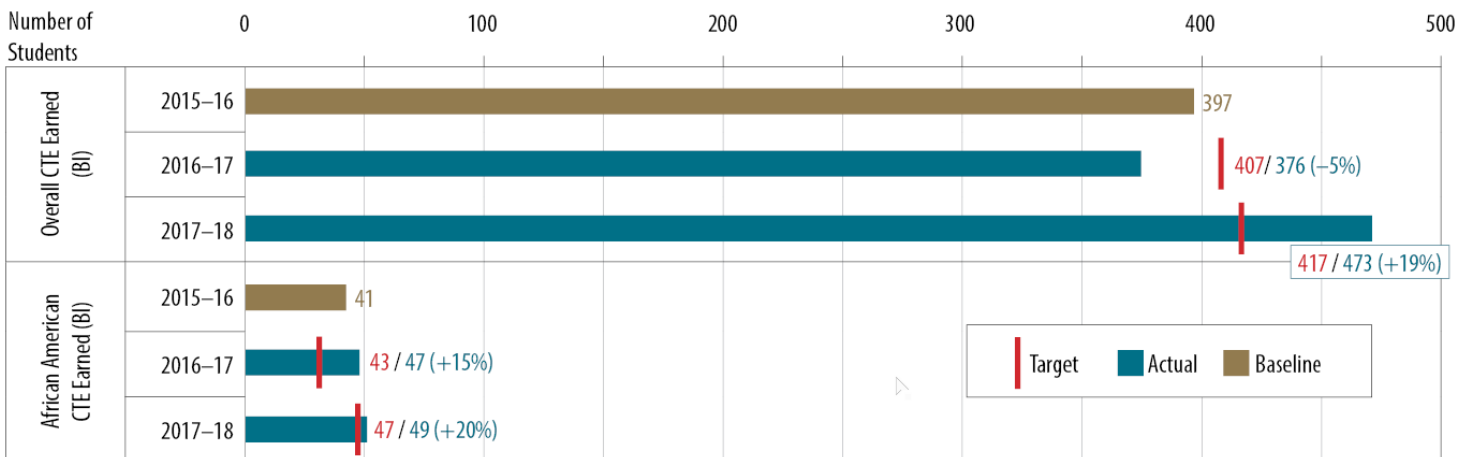
Data Source & Definitions: 2018 Student Scorecard (SS)

CTE Completion = CTE completion of certificate or degree by students who took 8 units in a single discipline.

Cohort = First time students from a specific academic year who meet the measurement criteria, and who are tracked for a period of 6 years.

Chancellor’s Office approved awards are Associate of Arts, Associates of Science, Certificate requiring 18 to fewer than 30 semester units, Certificate requiring 30 to fewer than 60 semester units and Certificate requiring 60 or more semester units.

Indicator C. Increase the overall number of students who earn CTE certificates by 5% and 9% for African American students.



Summary: The overall number of students who earned CTE certificates did not meet the target for 2016–17, declining by 21 students or 5% below baseline. The Overall CTE Earned in 2017–18 exceeded the target by 56 certificates and 19% above baseline. African American students exceeded the 2016–17 target by 4 students (or 15% above the baseline) and the 2017–18 target by 2 students and 20% above baseline.

Data Source & Definitions: Rates reflect updated data from BI.

The number of certificates earned identified in the “baseline, target, and actual” categories are based on totals from the previous academic year.

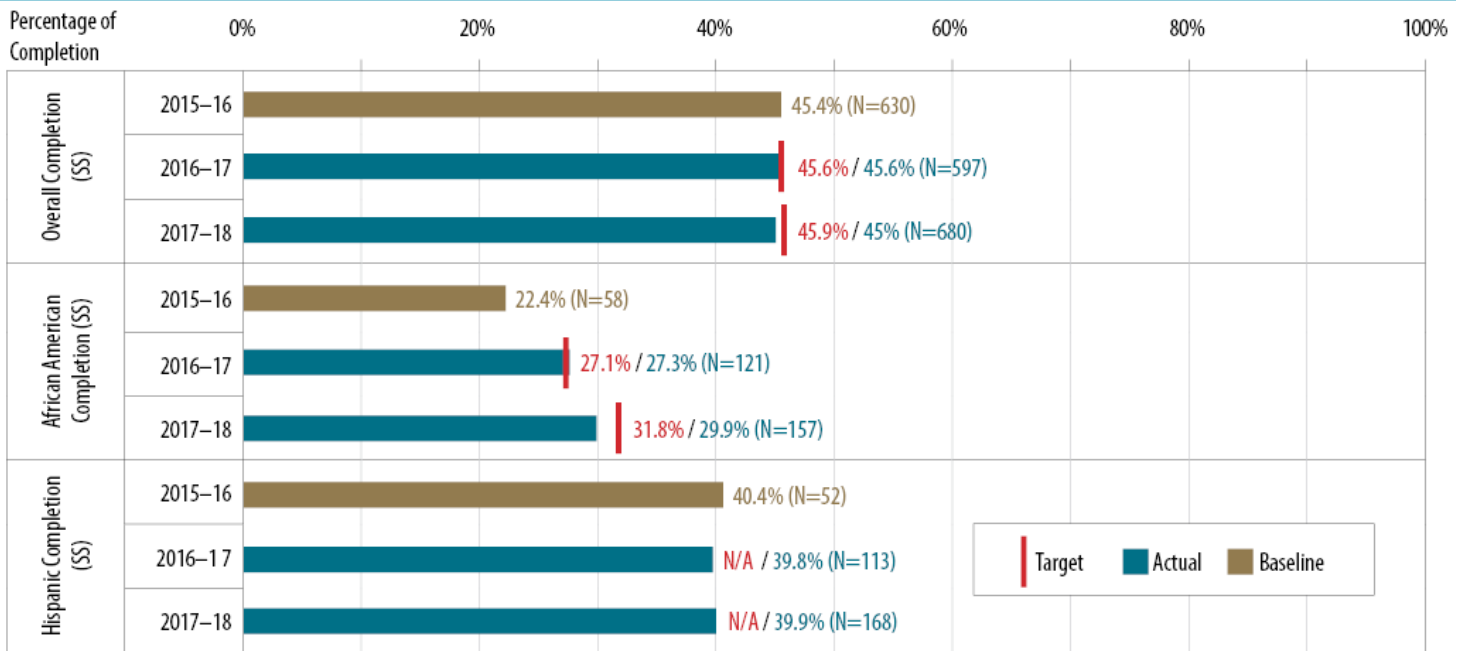
CTE Certificates = Number of students earning Career Technical Education (CTE) certificates (CA = Certificate of Achievement and CP = Certificate of Proficiency).

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

Related Activities & Impact:

- A. Mentored new faculty so they can actively participate in the communal project and provide high-quality instruction from their first semester.
- B. Accelerated courses in ESOL, Math and English may have contributed to the increase in transfer rates for Hispanic students. All basic skills classes including embedded tutoring may have contributed to the increase in Hispanic students to transfer to 4-year universities.
- C. Strong Workforce plans, and associated funds began in 2016-2017 year for regional and local planning. In concert with the BCC and PCCD goals and priorities, BCC invested resources to ensure that the college's CE goals are met.
- D. Strategic cohort model contributes to success momentum from English 264 to English 1A in 2016-2017.
- E. In 2016-2017, basic skills math classes that had embedded tutors were increasing and in 2017-2018, embedded tutors were in all basic skill math classes. All faculty engaged in these courses were provided with professional development opportunities.
- F. Ongoing redesign Career and Transfer Center - new software, new technology. Resulted into 80 college rep visits, 50 workshops, 5 events, and 1453 students served compared to 792 last year.

Indicator A. Increase the completion rate of degrees or transfers for African American Students from 22.4% to 31.8%.



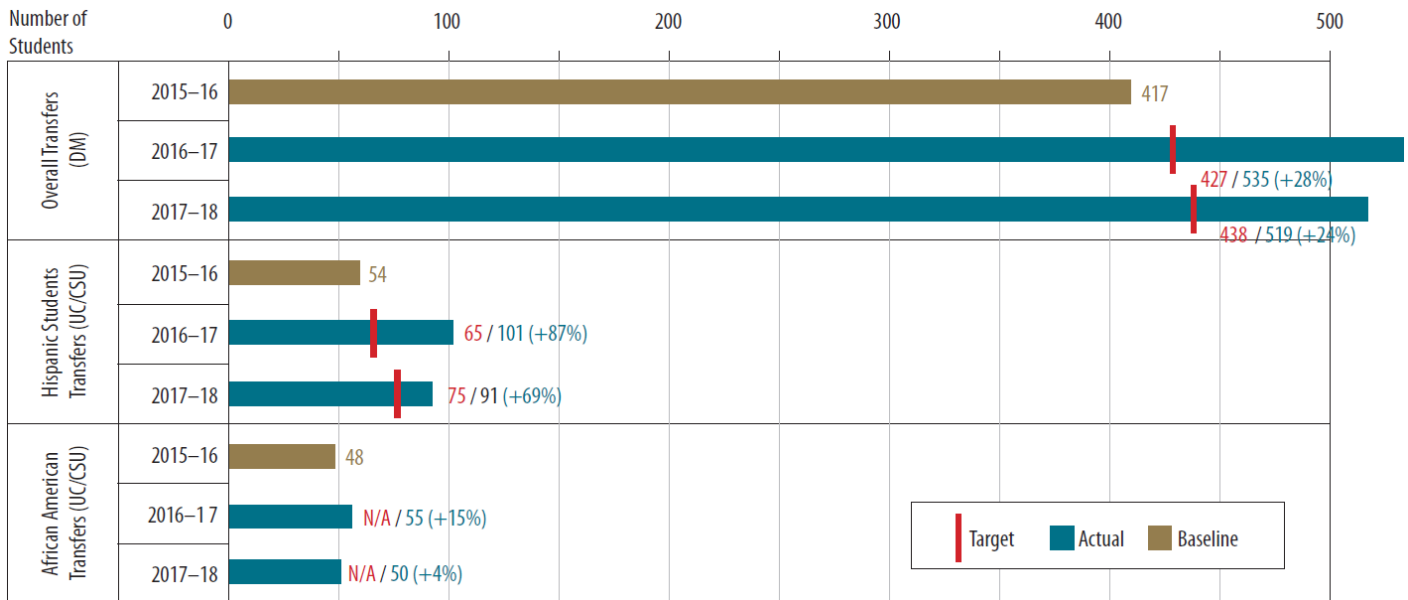
Summary: The Overall Completion for 2016–17 met the target but did not meet the target for 2017–18 by 0.9%. African American Completion rates exceed the 2016–17 target by 0.2% but did not meet the 2017–18 target by 1.9%.

Data Source & Definitions: 2018 Student Scorecard (SS)

Completion Rate = Achievement rate of degrees and/or transfers by all or a specific group of students.

N = Number of students that reflect the reported percentages in the academic year’s cohort.

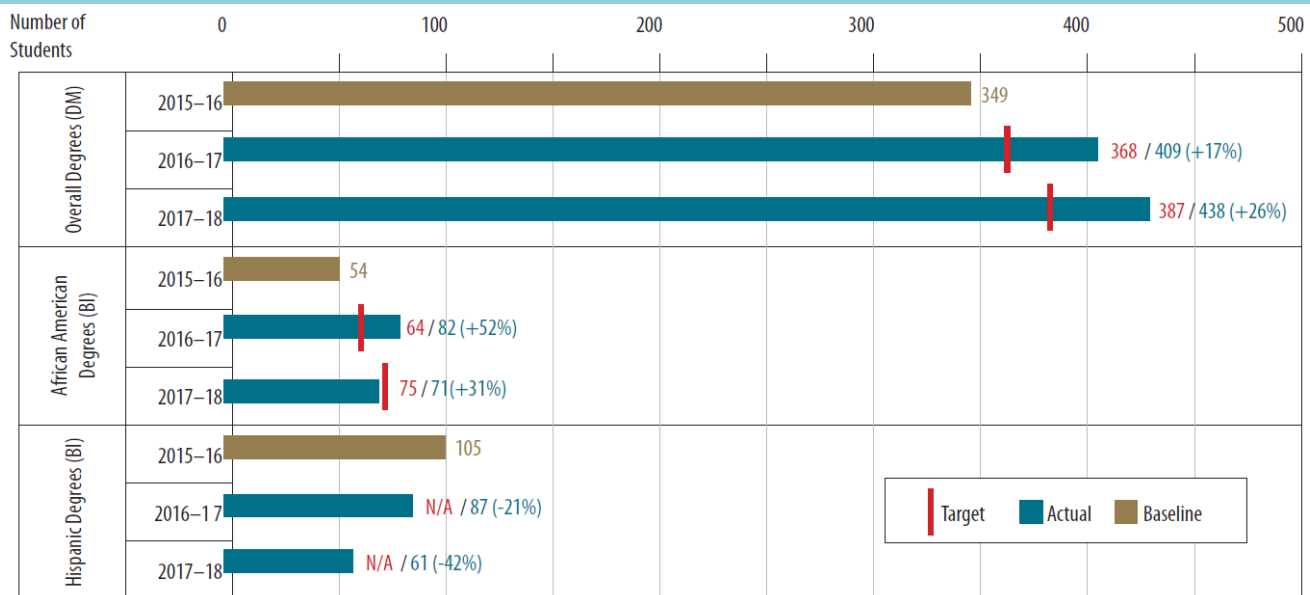
Indicator B. Transfers: Increase the number of students transferring from BCC to any 4-year college or university by 5% and 39% for Hispanic students.



Summary: Overall Transfers exceeded the targets for 2016–17 by 62 and 28% above baseline. 2017–18 results will be available in fall 2018. Hispanic Transfers exceeded the targets for 2016–17 by 36 and 87% above baseline.

Data Source & Definitions: CCCCO Datamart, UC/CSU (UC Transfer and CSU transfer data sites)
Transfers = Number of students transferring from BCC and reported enrollment at any 4-year college or university.
Subgroup numbers reflect only CSU and UC transfers (excludes out-of-state or in-state private transfers).

Indicator C. Degrees: Increase the number of students earning degrees by 11% and 39% for African American students.



Summary: Overall Degree attainment exceeded the targets for 2016–17 by 41 (or +17% above baseline). African American Students: Exceeded the targets for 2016–17 by 18 (or +52% above baseline).

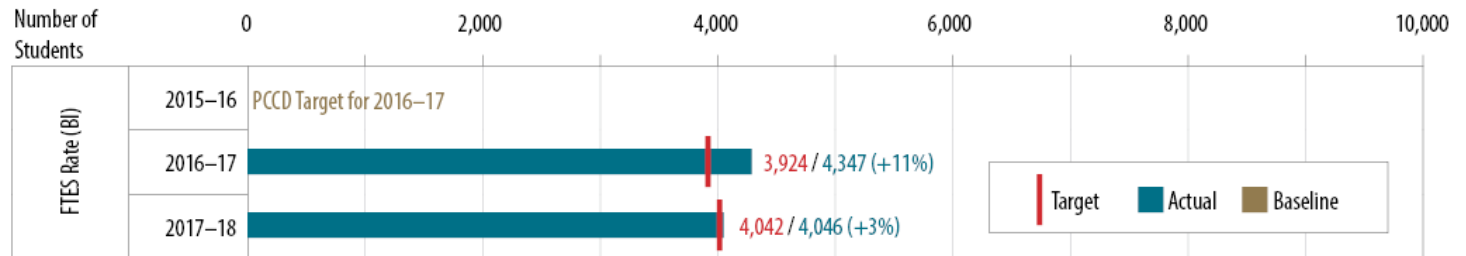
Data Source & Definitions: CCCCO Datamart. Degrees = Number of students earning degrees.
Note: original baseline in EMP used data from two years earlier (i.e., 2013–14). This report includes corrected data from 2015–16.

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

Related Activities & Impact:

- A. New Software for Career and Job Development and Early Alert.
- B. Workshops: SAFEZONE, TITLE IX, TRAUMA, UndocuAlly, Guided Pathways, Diversity and Community Building speakers and presentations.
- C. Additional laptops for lending from the library.
- D. Continued participation in Berkeley’s 2020 Vision Initiative, collaboration with Berkeley Unified School District’s (BUSD) College and Career Awareness Summit to increase enrollment.

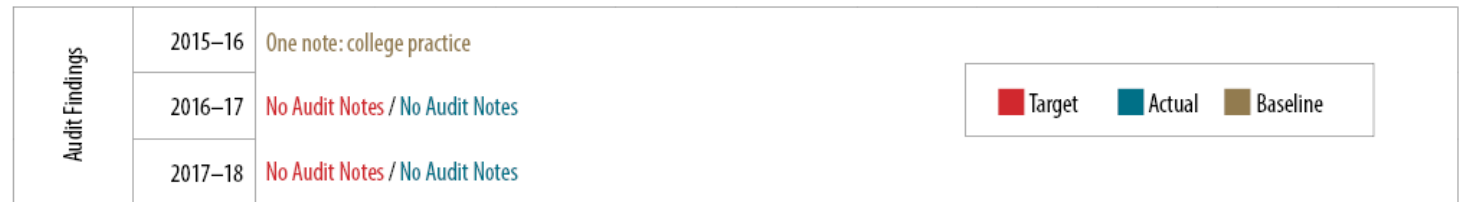
Indicator A. Increase the rate of full time equivalent students (FTES) by 3%, through increased retention.



Summary: FTES rates exceeded the 2016–17 target by 423 FTES (or 11% above the target) and the 2017–18 target by 4 FTES (or 3% above the 2016–17 target).

Data Source & Definitions: ORACLE BI Tool – Dashboard (BI)
FTES = (Full Time Equivalent Students) one student attending 15 hours a week for 35 weeks (one academic year)

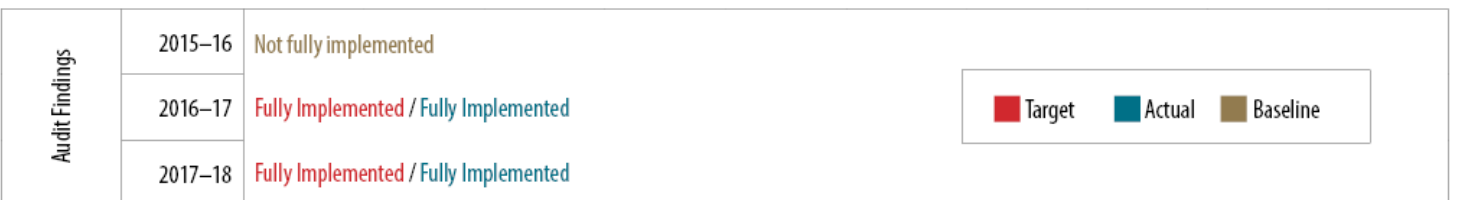
Indicator B. Produce a clean audit with no negative findings in the externally audited financial statements.



Summary: Audit findings met the 2016–17 and 2017–18 targets with no audit notes.

Data Source & Definitions:
Clean Audit = No negative findings related to BCC in the externally audited annual financial statements.

Indicator C. The budget allocation model (BAM) will be fully operational and sustains the college operations.



Summary: BCC advocated for BAM and participated fully in the BAM assessment at PBIM.

Data Source & Definitions: PBIM minutes
Working BAM = The budget allocation model is fully operational and sustains BCC operations.