

BERKELEY CITY COLLEGE MIDTERM REPORT

MARCH 2025



Submitted by:

Berkeley City College

2050 Center Street
Berkeley, CA 94704

Submitted to:

**Accrediting Commission for
Community and Junior Colleges**

Western Association of Schools and Colleges

**BERKELEY
CITY COLLEGE**



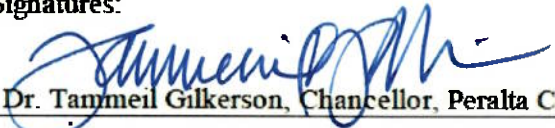

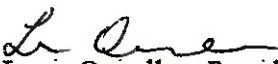
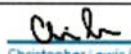



Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Denise Richardson, President
Berkeley City College (PCCP)
2050 Center Street
Berkeley CA 94704

This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.

Signatures:

 Dr. Tanneil Gilkerson, Chancellor, Peralta Community College District	[Date]	03/11/2025
 <small>Cynthia Richardson (Feb 19, 2025 09:24 PST)</small>	Feb 19, 2025	
Dr. Denise Richardson President, Berkeley City College	[Date]	
 Louis Quindlen, President, Peralta Community College District Board of Trustees	[Date]	3/11/25
 <small>Christopher Lewis (Feb 19, 2025 08:18 PST)</small>	Feb 19, 2025	
Chris Lewis, Interim Vice President of Instruction and ALO, Berkeley City College	[Date]	
 <small>Matthew Freeman (Feb 19, 2025 09:44 PST)</small>	Feb 19, 2025	
Matt Freeman, Faculty Senate President, Berkeley City College	[Date]	
 Thomas Rizza	Feb 19, 2025	
[Thomas Rizza, Classified Senate President, Berkeley City College	[Date]	
 <small>Himali Kc (Feb 19, 2025 11:16 PST)</small>	Feb 19, 2025	
Himali Kc, ASBCC President, Berkeley City College	[Date]	

Contents

A. Reflections on Continuous Improvement Since Last Comprehensive Review 1

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement..... 14

C. Reflections on Assessments of Student Learning20

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review25

A. Reflections on Continuous Improvement Since Last Comprehensive Review

Provide brief responses to the prompts below, referring to the Peer Review Team Report for the last comprehensive peer review. Suggested length for Section A is 3 pages.

A1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

Berkeley City College (BCC) has been continuously accredited since 1981, and had its accreditation status re-affirmed November 27th, 2023, following a Peer Review Team site visit and follow-up report in 2022. Berkeley City College’s last *Institutional Self Evaluation Report* to the ACCJC was submitted in 2020. Since the 2020 Academic Year, the country has experienced a dramatic transformation in public education, one that has shifted the environment and culture of communities in ways that open new opportunities and raise unprecedented challenges. Among these shifts, BCC saw an increase of 7% in students 18 and younger but a reduction in the number of traditional-aged community college students, those in the age range of 19- to 24-year-olds (-5%) and 25 to 29-year-olds (-3%) (see Figure 1). There has also been a change in enrollment patterns with fewer students taking a full load of classes (13% in 2019-2020 vs. 8% in 2023-2024), more preferring online modalities and many attending classes at more than one college. Additionally, BCC qualified for AANAPISI (Asian American, Native American, Pacific Islander) status (see Table 1) due to the enrollment percentage of Asian American and Pacific Islander students. The college also secured a second Developing Hispanic Serving Institutions Title V grant from the Department of Education, based on the support provided to its Latine student population. BCC has implemented major improvements in response to these shifts.

Figure 1. BCC’s Annual Enrollment by Age Group between 2019-20 to 2023-24.

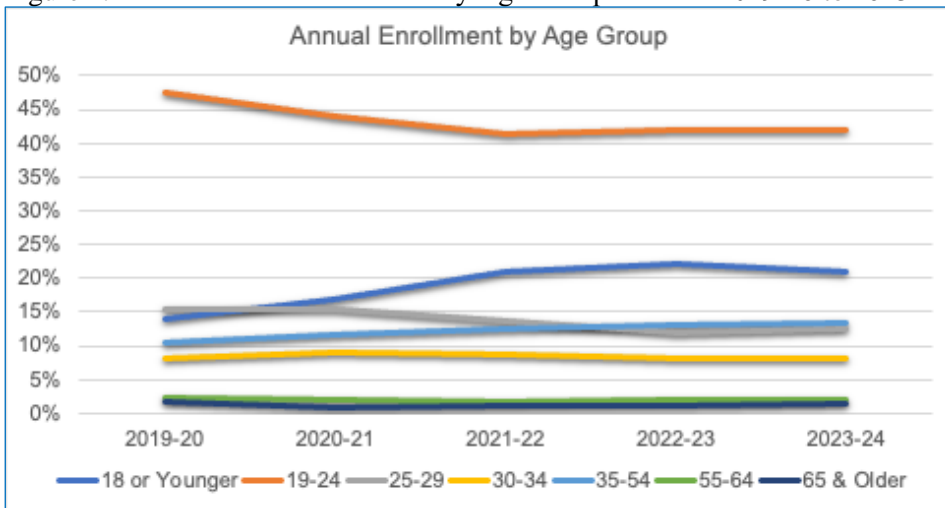


Table 1. Annual percent of BCC students by race/ethnicity.

Race/Ethnicity	2020-21	2021-22	2022-23	2023-24
American Indian	0%	0%	0%	0%
Asian	23%	21%	21%	20%
Black/African American	16%	16%	17%	17%
Latinx	27%	29%	30%	31%
Pacific Islander	1%	0%	0%	0%
Multi-ethnic	7%	7%	8%	8%
Unknown	3%	3%	2%	3%
White	23%	23%	21%	21%

Improvements to Instruction

To address the post-pandemic shifts, Berkeley City College has continued to provide classes and services remotely, while gradually bringing more students and faculty back in person. Currently, about 35 percent of BCC courses are offered in person. While many students continue to take courses online, they often come to campus to access services in person. Accordingly, all student services can be accessed both in person and remotely. Enrollment and website usage data indicate an increased demand for online courses and services in the evening. Currently, about 37% of class sections have start times at 5:00 PM or later. To ensure and improve the quality of online offerings in alignment with the California state chancellor's office ([A1-1. Vision 2030 Strategic Directions, Action item 3](#)), BCC continues to promote badging of courses through Peer Online Course Review (POCR). The college has been recognized by the California Virtual College Online Education Initiative (CVC-OEI) as a teaching college, with 15 courses currently badged through POCR. To increase the number of courses improved by the POCR this year, BCC allocated Perkins CTE funding to support badging in career, technical education programs, and general funds for critical transfer courses in mathematics, English and popular general education disciplines.

In response to AB 705/1705, the college has taken a proactive approach to address systemic barriers that disproportionately affect students of color, low-income students, and students with disabilities, preventing them from reaching critical English and math milestones for degree completion and transfer. Berkeley City College performed strongly in the 2024 Excellence in Placement Award rankings. (See Figures 2, 3, 4, and 5)

Figure 2. Successful transfer-level completion rates in English.

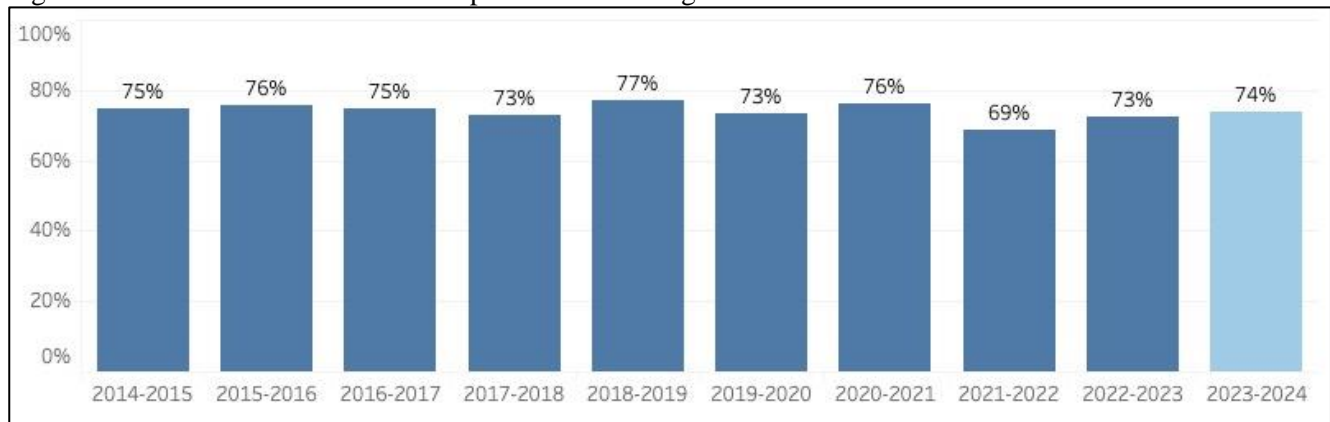
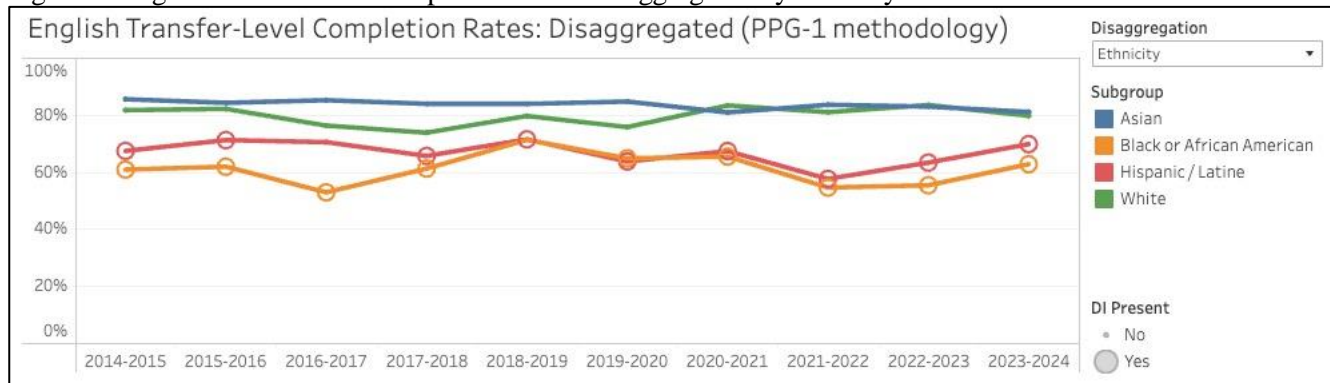


Figure 3. English transfer-level completion rates: Disaggregated by ethnicity.



The completion rates for transfer-level courses in Statistics and Liberal Arts Math (SLAM) and Business-Science, Technology, Engineering, and Math (BSTEM) have improved since the AB 705 legislation (See Figure 3 and 4). By 2021-2022, BCC's completion rate was 73%, compared to the state average of 62%. The disaggregated throughput SLAM completion data showed a 19% gap between Black/African American and Asian students in 2021-2022 which was reduced to 14% in 2023-2024.

Figure 4. Throughput starting in SLAM completing Statistics/LA (SLAM) in 1 year.

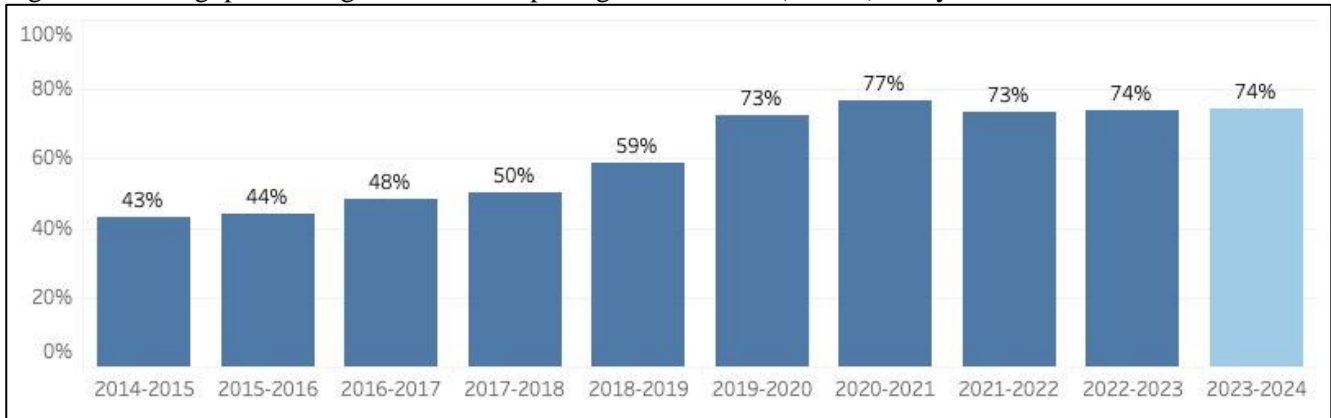
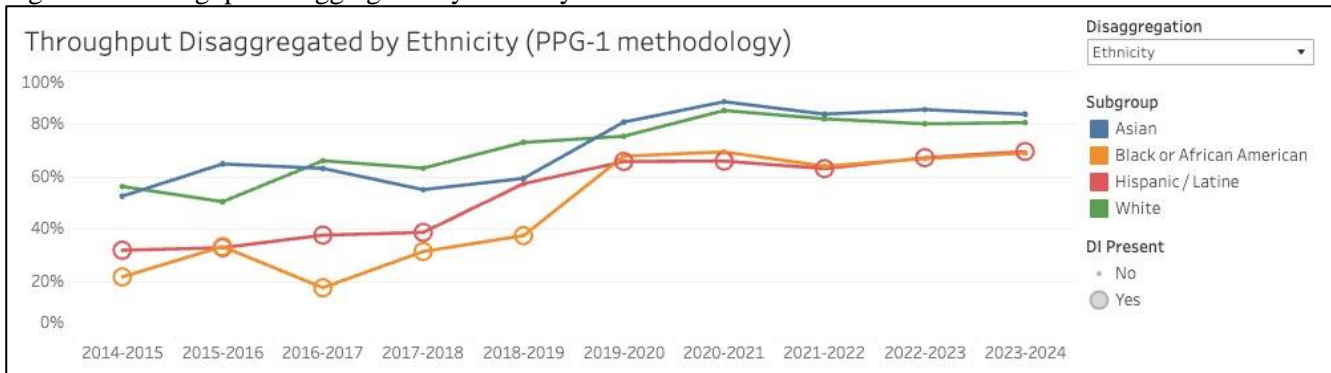


Figure 5. Throughput disaggregated by ethnicity.



BCC successfully added support sections for English 1A and Calculus 1 (MATH-3A). English 1A Plus is an augmented version of the first year English Composition course, English 1A. Students enrolled in English 1A PLUS receive additional support from the instructor as well as access to well-trained writing coaches in a supplemental non-credit lab course to maximize their chances of success. The lab portion of the class provides the time and space to start assignments, check learning progress, ask questions, and practice what is taught in the lecture. For mathematics, BCC has augmented its course outline of record for MATH-16A, Calculus for Business and the Life and Social Sciences, by adding an additional 1-unit of preparatory pre-calculus math, eliminating the need for the pre-requisite Pre-Calculus course, MATH-1. Math faculty members have created a new support class for Calculus 1 (MATH-3A). This course, MATH-219A, is recommended to students during their self-placement assessment by multiple measures and may be taken concurrently with any MATH-3A section. The course reviews core pre-requisite skills, competencies, and concepts in-parallel with the instruction framework for MATH-3A. MATH-219A eliminates the need for the MATH-1 Pre-calculus prerequisite, making significant progress to the removal of barriers that lower the chances for students to successfully obtain a degree or transfer. Finally, to provide professional development to faculty, BCC offered a training course from Motivate Labs, one of the technical assistance opportunities the Chancellor’s Office curated. To date, ten faculty members have completed this training, with more expected in the Spring 2025 cohort.

Dual Enrollment Program Development and Implementation

In recent years, the college successfully implemented comprehensive dual enrollment processes that have significantly increased student participation. The number of dual enrolled full-time equivalent students (FTES) grew from 34 FTES in Academic Year (AY) 2020 to 139 FTES in AY 2024, a remarkable increase that highlights the success of the efforts listed below.

Key Initiatives and Achievements for Dual Enrollment:

- A detailed handbook for students and parents to ensure clarity in the enrollment process, expectations, and resources available;
- Dual Enrollment Guide for Partnering High Schools an informative Dual Enrollment Family Night event aimed at engaging families and providing key insights into the dual enrollment experience;
- High School Student Success Day: An annual event dedicated to supporting high school students enrolled in the program, enhancing their engagement and success;
- Campus Visits and High School Outreach: Coordinated small group visits to the BCC campus, offering presentations for partner high schools, such as Castlemont, B-Tech, and Berkeley International School;
- Dual Enrollment Student Club (DESC) founded in 2022, the DESC provides a community space for dual-enrolled students to connect, share resources, and support each other in managing their coursework and navigating the enrollment process;
- Hosted Community Partner's Breakfast to foster collaboration with local high schools and community organizations;
- Dedicated full time staff, financially supported through the Shinnyo Foundation which supports dual-enrolled students from Berkeley High School, ensuring retention and successful course completion as well as increasing awareness of DE opportunities;
- Post-Secondary Transition Pathway program for Berkeley Unified School District Seniors: Supports DE student enrollment in Counseling courses which provide exposure to the community college pathway for disproportionately impacted students;
- Continue to provide sections of Counseling Career and Life Planning courses specifically designed for high school students with a focus of exploring opportunities and preparing for the post-secondary educational journey;
- Continued partnership with Berkeley High School Academy of Medicine and Public Service (AMPS) to support a cohort of students in enrollment and completion of courses exploring health issues.

Changing Approaches Project

Faculty from across the college participated in the Changing Approaches Project, a two-year initiative funded through the Culturally Responsive Pedagogies and Practices grant awarded by the California Community College Chancellor's Office. During the first year of the program, six faculty co-coordinators and facilitators recruited almost fifty faculty to participate in five Communities of Practice (CoP), equally split between part-time and full-time members. Faculty focused on improving syllabus/course design, assessment and grading, accessibility, and addressing student identity and belonging.

- Communities of Practice: Five discipline-aligned groups met to examine and explore changes to pedagogical and professional practices, such as drafting an equity statement, developing assignments that draw on student identity, and community building activities that foster inclusion and diversity
- Student Consultants: Students recruited from learning communities responded to a survey that showed that 82% felt a sense of belonging at the college. A student advisory team designed a rubric for assessing faculty changes and participated in workshops and committee meetings to advise the project's direction.
- Year 2 Highlights: Building on the successes of the first year, the program recruited thirty-six faculty to join communities of practice in year two. This blend of new and returning faculty are continuing to implement and assess their approaches and will complete research to redesign their courses.

Affordable Educational Materials

With the goal of building more equitable classrooms, faculty have continued to lower instructional materials costs by converting courses to Zero Textbook Cost (ZTC) and Low Textbook Cost (LTC). In Spring 2024, a total of 155 course sections, or 24 percent of total sections offered, reported using no-cost digital instructional materials. An additional one percent of courses had “instructional material costs none of which are passed on to students” and four percent of courses had no associated instructional materials. In total, 29 percent of Spring 2024 courses were zero textbook cost to students. An additional five percent reported low instructional material costs, where students paid less than \$50 for materials.

ZTC and LTC adoption work continues in three areas. First, faculty, administrators, and staff convene twice monthly as part of the Affordable Educational Materials (AEM) Committee, a standing committee of the college’s Academic Senate. The AEM Committee promotes awareness of course affordability as a driver of student success and supports the adoption of Open Educational Resources (OER), among other goals. A second area of activity is ongoing coordination of college-wide efforts to convert courses to ZTC. Several grants from the California Chancellor’s Office, notably a \$100,000 Acceleration Grant, \$180,000 Implementation Grant, and \$20,000 Expansion Grant, have supported 16 faculty in converting their general education courses to ZTC. Currently, BCC’s Political Science AA-T and several certificate programs are fully ZTC. An additional four degrees (History, Studio Art, Biology, and Multimedia Art Film, Television, and Electronic Media) will be ZTC by Fall 2025. Students can also complete IGETC requirements with ZTC courses. Third and finally, college faculty have been active in the Academic Senate of California Community College’s OER Initiative (OERI), serving as regional leaders and creating OER in fields ranging from ESOL to Global Studies. This important work is ongoing as faculty continue to explore avenues for driving down classroom costs in support of student success.

Career Education and Workforce Development

BCC has expanded Career and Workforce Development programs over the past three years with a focus on work-based learning and alignment of programming with high school dual enrollment and adult education partners. In concert with the development of the Academic and Career Communities framework ([A1-2. Academic Career Communities webpage](#), [A1-3. Academic Career Communities dual enrollment video webpage](#)), BCC’s career education division has braided Strong Workforce Program and California Apprenticeship Initiative funding to facilitate pathways from Bay Area high schools and adult schools to BCC. This effort includes new pathway-focused marketing materials ([A1-4. Pathways Marketing Brochure Material webpage](#)), the hiring of a career education focused dual enrollment and adult education counselor (evidence: Dual Enrollment Counselor’s position), and the hiring of two new project managers to coordinate existing and develop new partnerships with employers and local educational authorities. This increased capacity has facilitated a growing number of high school dual enrollment partnerships aligned with employment sectors identified as high priority and priority to the Bay Area economy by the Bay Area Community College Consortium ([A1-5. BACCC Regional Plan](#)). These include the following high priority sectors: Information and Communication Technologies/Digital Media (BCC’s Multimedia Arts and Computer Information Systems programs) and Health (BCC’s Human Services program) as well as these priority sectors: Business and Entrepreneurship, Education and Human Development (BCC’s Early Childhood Education and Teacher Preparation programs) and Biotechnology.

In addition to supporting dual enrollment pipelines to the skills and training these programs provide, BCC has focused on expanding work-based learning through apprenticeships and paid internships as equitable and effective mechanisms for students to learn practical skills and gain relevant work experiences in the real-world job environment (see Table 2). The College is the recipient of multiple grants that support these programs, including four CAI grants (two planning and two implementation grants totaling \$3.09M supporting Human Services and Education), a California Institute of Regenerative Medicine (CIRM) award of \$2.6M ([A1-6. CIRM internship award](#)) supporting paid research internships in biotechnology, as well as a sponsorship agreement with Bayer Corporation also to support paid internships in biotechnology ([A1-7. Peralta GEMS 1/3/23 Article](#)). In alignment with the State Chancellor’s Vision 2030, which identifies equitable workforce development as one of its three strategic priorities, the college hired a Director of Workforce Development. This role will provide essential leadership for all career education programs and services, including employer

engagement, career readiness workshops, and collaboration with regional workforce development initiatives, to help expand our capacity in this critical area.

Table 2. Number student participants and type of Berkeley City College internships and apprenticeships in 2023-24.

	Internships	Apprenticeships
LAEP Grant		
MMART interns at KPFA radio station	2	-
Interns at Peralta radio station	2	-
MMART intern at BCC Public Information Office	1	-
CIS interns at Easy To Donate	1	-
MMART interns at AfterImage	1	-
MMART interns at Fluent Studios/Moving Graphics	1	-
Education Program		
CAI grant: Expanded Learning Apprentices at Girls Inc of Alameda County	-	38
Early Educator Apprentices at YMCA of the East Bay (contract ed)	-	104
HUSV Program		
Interns at various Bay Area organizations like Life Long Medical	10	-
Biotechnology and Science		
CIRM grant: Interns at UC Berkeley, UCSF, US Santa Cruz	9	-
Biotech Interns at Bayer	3	-
Interns at UC Merced, Caltech program	1	-
Interns at Berkeley Lawrence National Lab (Department of Energy)	1	-
TOTAL	32	142

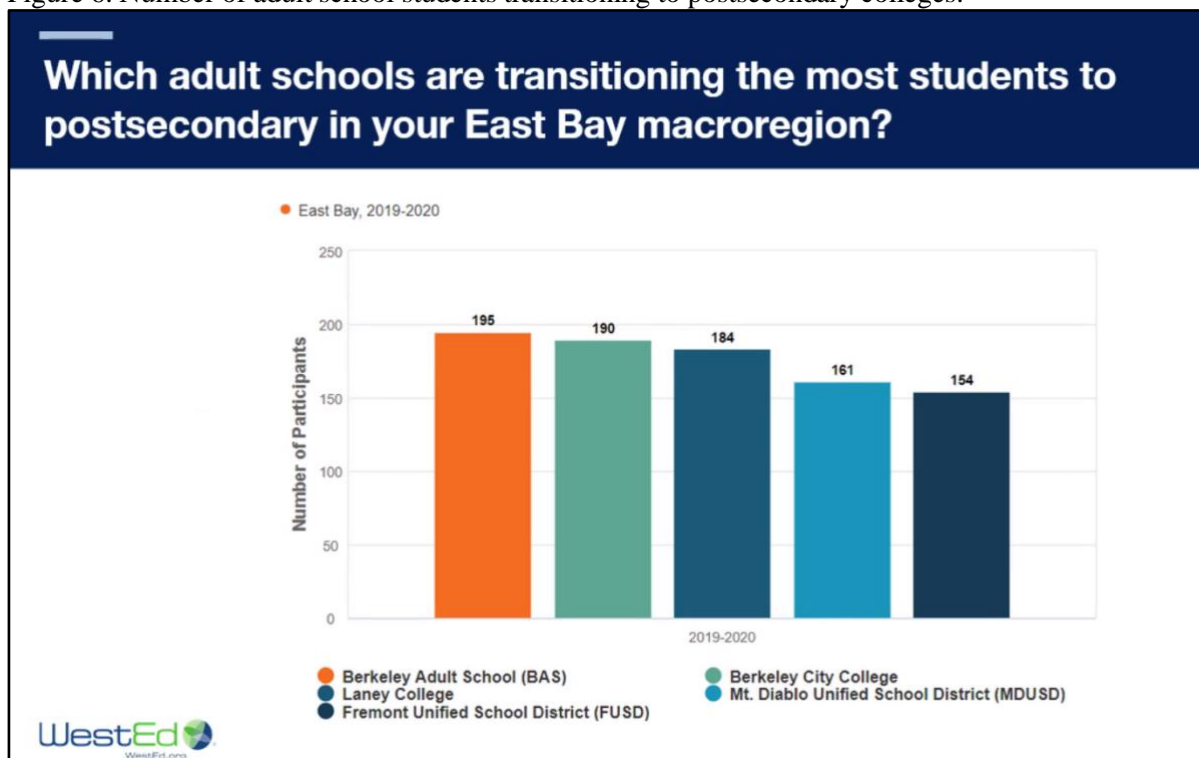
The latest results of the Career and Technical Education Employment Outcomes survey ([A1-8. Berkeley City College CTEOS 2023](#)) showed that completing CTE studies and training at BCC – whether a credential is earned, or a student transfers – is related to positive employment outcomes. Eighty-nine percent of respondents reported being very satisfied or satisfied with their training, 72% reported being employed for pay, and the overall percentage gain in hourly wages was 25%.

Adult Education

The Adult Education Program is part of the Northern Alameda Adult Education Collective (NAC), one of California’s regional adult education consortia formed after a 2013 statewide restructuring of Adult Education. Since Fall 2021, the program has grown by nearly 40%, now serving around 500 adult students each semester. It provides vital support, such as counseling, workshops, and non-credit-to-credit bridge programs, to help adult students succeed in college. This growth is particularly significant given the district’s overall enrollment decline and reflects the program’s potential to meet the needs of approximately 71,000 individuals in the area who currently lack post-secondary education.

The program serves a diverse student population, with 47% enrolled in credit classes, 42% in non-credit classes, and 11% in both credit and non-credit classes simultaneously. Over the past six semesters, the average course completion rate has been 70%. For Fall 2024, the student demographics are 31.1% Black/African American, 27.7% Hispanic/Latino, 18.5% Asian, and 16.4% White. BCC, in partnership with Berkeley Adult School, has been recognized as a leader in the East Bay Macro region for helping the highest number of adult students transition to post-secondary education as reported by West Ed's recent economic mobility report for adult learners (see Figure 6). The efforts of the adult education program and resulting data show excellent congruence with carrying out the mission by making college accessible to all members in our community.

Figure 6. Number of adult school students transitioning to postsecondary colleges.



Facilities and Technology

Since our last comprehensive review, we have made the following improvements to technology to support equitable access:

- Continued upgrades in accordance with the Technology Refresh Plan ([A1-9. Technology Refresh Plan 2024](#)), including network upgrades funded by Measure G bond, with support from District IT
- Launched newly revised college website
- Added Splashtop software for remote access to computer labs for students in Multimedia Arts and Computer Information Systems classes
- Provided Chromebook and laptop loaning to students for support.

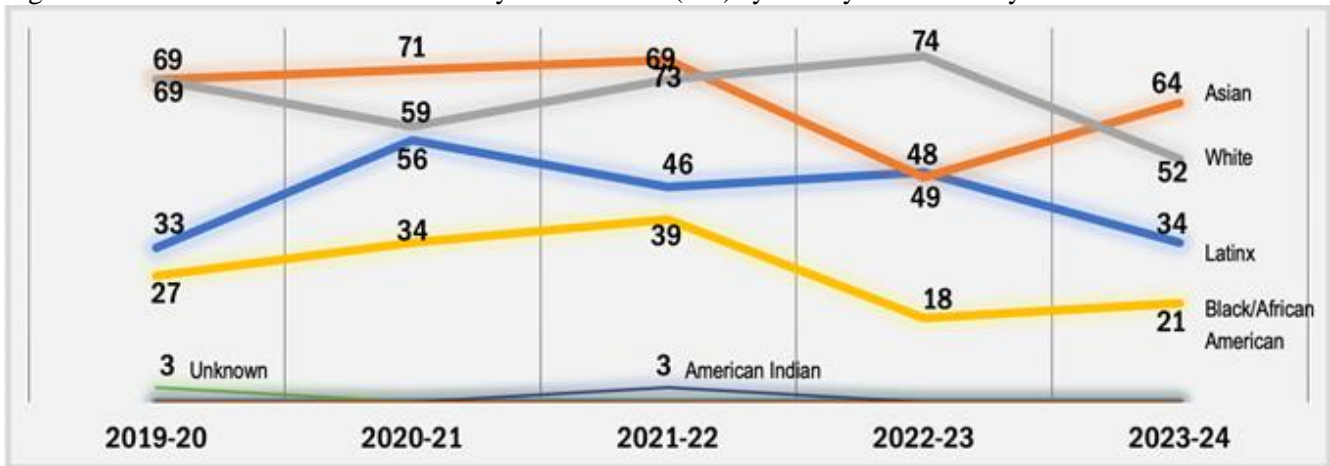
Student Services: Transfer

Fifty four percent of students attending BCC in fall 2024 stated that they want to obtain an associate's degree to transfer or transfer without a degree. In the past seven years, the total number of transfers have continued to hover above 500, except 2022-23 when the number dropped to 421. The COVID 19 pandemic had a negative impact on the number of transfers to four-year universities statewide.

BCC Transfer to UCs Disaggregated by Race/Ethnicity

The number of BCC students enrolling in UC campuses make up the largest proportion of transfers. In the past three years, the total number of transfers has declined. When we disaggregate the transfers by race/ethnicity, the group with the highest number of UC transfers is Asian, followed by White, Latine, and Black/African American. The college Strategic Plan aims to increase the rate of transfers by 3% annually.

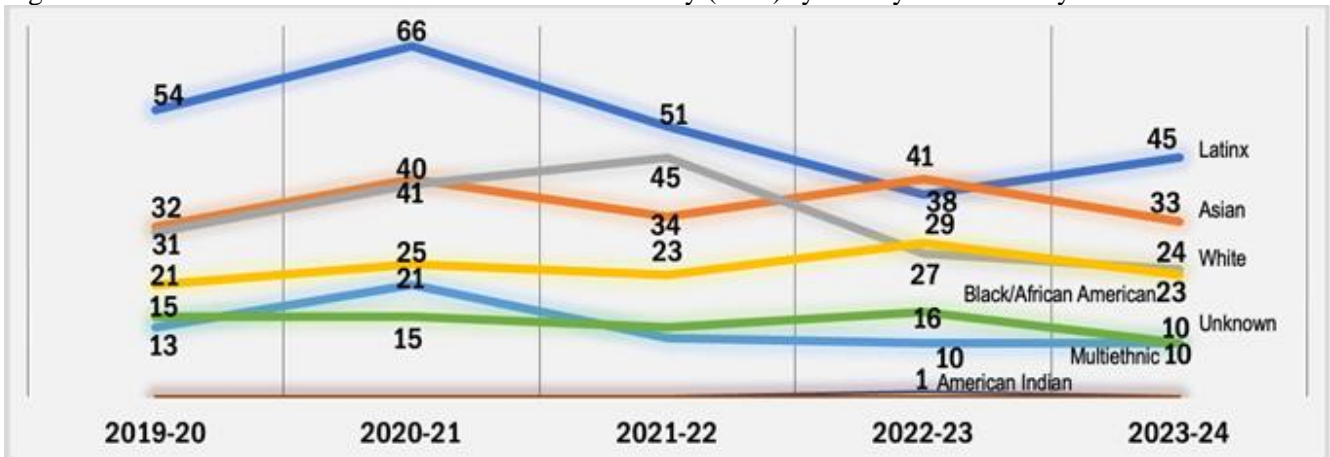
Figure 7. Number of transfers to University of California (UC) system by race/ethnicity.



BCC Transfer to CSUs Disaggregated by Race/Ethnicity

The number of BCC students enrolling in CSU campuses has been declining for the past five years. The top three transfer campuses were CSU San Francisco, East Bay, and San Jose. When we disaggregate the transfers by race/ethnicity, the group with the highest number of CSU transfers is Latine, followed by Asian, White, and Black/African American.

Figure 8. Number of transfers to California State University (CSU) system by race/ethnicity.



Basic Needs Support

Berkeley City College began providing groceries to students on a weekly basis on site and at the Berkeley Food Network during the COVID Pandemic 2019-2021. BCC staff distributed hot meals to the community in the beginning of the pandemic through partnership with the World Central Kitchen and the Eat.Learn.Play Foundation ([A1-10. BCC Hot meal Flyer](#)). In addition to grocery support, BCC provided transportation, emergency and technological assistance (Chromebooks and hotspots) to students from 2019-2023. After funding for Basic Needs was allocated to California Community Colleges, the Basic Needs Center was established in 2023, offering continued access to groceries, clothing, transportation, and assistance with CalFresh enrollment for students ([A1-11. BCC Hotmeal volunteer schedule](#)).

ASBCC – Student Senate

ASBCC (Associated Students of Berkeley City College) has helped increase online and in-person student engagement, during and after the COVID 19 pandemic, by hosting events, promoting shared governance participation, and teaching leadership skills. One of the main events ASBCC has sponsored is Club Rush, which encourages students to act on their interests and showcase different communities' students who are welcome to join and participate actively ([A1-12. Club Chartering Packet 2024-2025](#)).

ASBCC furthermore, in collaboration with multiple clubs at Berkeley City College and the Career and Transfer Center, was able to host different Transfer Panels, in which UC Berkeley alumni who transferred from Berkeley City College returned to answer questions about their experience in various departments, majors, and personal endeavors. They informed students of opportunities they took part in while at BCC and advised on student life at a four-year college. These events have met Berkeley City College's mission statement regarding promoting student success through transferring and lifelong skills.

Serving Students with State and Federal Grants

Berkeley City College's Title V Hispanic Serving Institution Grant for \$2,986,030 over five years, named Adelante, aims to prepare and guide more Latine and low-income students at BCC to improve representation in higher education, advance their educational attainment, and increase career placement in high-demand industries in the region. Through Adelante, BCC will put into effect "high impact practices" designed to create enriching academic opportunities that foster student success. These high impact practices, informed by the Guided Pathways research will include: 1) a bilingual outreach program, 2) a bilingual peer-mentoring program that connects Latine students to matched peers, 3) bilingual Success Coaches working with cohorts of students to provide high-touch support and wrap around services, 4) centralized retention programs including connection to transfer/career advisement, and 5) professional development for faculty and staff in culturally responsive curriculum, pedagogy, and practice.

The Adelante Project will build institutional capacity to increase the number of Latine students earning certificates and attaining postsecondary degrees. The project will facilitate improvement in access, persistence, retention, and completion outcomes.

BCC MESA Program

In the Spring of 2022, BCC was awarded \$1.7 million from the State Chancellor's Office to implement and administer a Mathematics, Engineering and Science Achievement program (MESA). Operation of this program began in the Fall 2023 semester with the hiring of a MESA Program Director, and the establishment of a MESA Center on campus. The BCC MESA program strives to increase the successful and equitable completion of under-represented students in calculus-based STEM pathways through recruitment, academic support and advising, and career readiness training. Through this program, MESA students receive:

- Access to the MESA Center, with technology access and quiet study areas
- Academic Advising and Tutoring
- Access to STEM-Focused Counselors
- Transfer Support
- Internship and Leadership Training
- Financial Aid and Scholarship Support
- Field Trips and University Visits

Participation in MESA has grown to 100 students in its inaugural year. We expect this growth to continue and for measurable outcomes to be identified and reported through the Vision Aligned Reporting program in Fall of 2025.

A1 Evidence:

[A1-1. Vision 2030 Strategic Directions, Action item 3](#)

[A1-2. Academic Career Communities webpage](#)

[A1-3. Academic Career Communities dual enrollment video webpage](#)

[A1-4. Pathways Marketing Brochure Material webpage](#)

[A1-5. BACCC Regional Plan](#)

[A1-6. CIRM internship award](#)

[A1-7. Peralta GEMS 1/3/23 Article](#)

[A1-8. Berkeley City College CTEOS 2023\)](#)

[A1-9. Technology Refresh Plan 2024](#)

[A1-10. BCC Hot meal Flyer](#)

[A1-11. BCC Hotmeal volunteer schedule](#)

[A1-12. Club Chartering Packet 2024-2025](#)

A2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

Prior Recommendations (2021):

College Recommendation 1: To increase effectiveness, the team recommends that the College ensure that its outcomes assessment practices are consistently comprehensive and regularly include analysis of disaggregated learning outcome data. (I.B.6, II.A.3)

The Peralta Community College District provides a searchable dashboard of data disaggregated by ethnicity, gender, age, modality, residency, time of day, dual enrollment, and career education versus academic. Disaggregated course-level assessment analysis happens primarily at the department level through the college's Comprehensive Program Review and Annual Program Update review process ([A2-1. Program Review/Annual Program Update Data Disaggregation Dashboard](#)). Departments use the district dashboards to analyze outcomes and report action plans to improve their programs.

BCC's Assessment Committee coordinates and administers the assessment of the college's Institutional Learning Outcomes (ILOs). The committee collects assessment data from courses mapped to the ILOs, obtains disaggregated data results from the college researcher, and then discusses and analyzes the results to form a college recommendation for improvement. Please see Section C, question 2 below for more detail.

Both the new 2023-2028 Educational Master Plan ([A2-2. 2023-2028 Educational Master Plan](#)) and Strategic Plan ([A2-3. 2023-28 Strategic Plan](#)) rely heavily on the use of disaggregated data to identify equity gaps and inform the type, amount, and focus of resource allocation. This year, our assessment team has begun piloting the use of the Canvas LMS to collect and disaggregate student learning outcome data for all mathematics classes at the individual student level. This pilot project has already been shown to be feasible and effective and will be scaled up over the next three years to eventually include all sections.

College Recommendation 2: To increase effectiveness, the team recommends that the College complete the implementation of its formal cycle of evaluation of governance structures and processes. (I.B.7, IV.A.7)

In 2021 Berkeley City College began an extensive three-year cycle of assessment directed at all levels of college shared governance. Beginning with our first BCC Shared Governance Retreat in June 2021 all shared governance committees sent representation to discuss the value of shared governance ([A2-4. June 21, 2021 Governance Retreat Agenda](#)), decision making processes for reporting and to examine each committee charge, chairs and committee memberships. A template was developed to aid in standardizing updates to committee charges ([A2-5. Governance Committee Update Template 2021](#)), chairs and membership lists ([A2-5-1. Participatory Governance Community Builder](#)). During the 2021 Summer Retreat, Governance Committee Chairs also agreed to work with their respective committees to set committee-level goals for the purpose of assessing governance work throughout the next Academic Year. Committees met in the of Fall 2021 to evaluate the recommendations of the Summer Shared Governance Retreat, and to endorse updates to committee charges, chairs and membership lists. Committees also worked to codify measurable goals that could be reviewed mid-year and at the end of the 2021-2022 academic year through a governance survey developed using Qualtrics ([A2-6. BCC Participatory Governance Self Evaluation 2024 Sample](#)). The purpose of the survey is to assess the committee's progress in accomplishing their goals and increasing community

engagement.

A second BCC Shared Governance Retreat occurred in Summer 2022 ([A2-7. 05-30-23 Governance Retreat agenda - Final](#)) in order to report out assessment data from the governance survey ([A2-8. Participatory Governance Survey Results](#)), to evaluate the findings of the data and further update any remaining changes to the BCC Shared Governance Manual. The 2022 Shared Governance Retreat also focused on the development of the current Educational Master Plan and discussed ways in which shared governance can support this work through continual consultation and endorsement. Shared governance committees set goals for the 2022-2023 Academic Year that were used to further assess progress ([A2-9. Equity Goals for Governance](#)). The cycle of assessment within BCC Shared Governance continued through the 2022-2023 academic year culminating in a Spring Governance Retreat to evaluate data from a second round of committee governance surveys (e.g., [A2-9-1. ACADEMIC SENATE Results](#) and [A2-9-2. College Roundtable for Planning & Budgeting Results](#)) and make additional improvements to the scope of committee charges, membership and reporting structures. In Fall 2024 the BCC College Roundtable for Planning & Budgeting endorsed the final edition of the “BCC Shared Governance” Manual for publication ([A2-10. Shared Governance Manual](#)).

A2 Evidence:

[A2-1. Program Review/Annual Program Update Data Disaggregation Dashboard](#)

[A2-2. 2023-2028 Educational Master Plan](#)

[A2-3. 2023-28 Strategic Plan](#)

[A2-3. BCC Shared Governance Survey tool](#)

[A2-4. June 21, 2021 Governance Retreat Agenda](#)

[A2-5. Governance Committee Update Template 2021](#)

[A2-5-1. Participatory Governance Community Builder](#)

[A2-6. BCC Participatory Governance Self Evaluation 2024 Sample](#)

[A2-7. 05-30-23 Governance Retreat agenda - Final](#)

[A2-8. Participatory Governance Survey Results](#)

[A2-9. Equity Goals for Governance](#)

[A2-9-1. ACADEMIC SENATE Results](#)

[A2-9-2. College Roundtable for Planning & Budgeting Results](#)

[A2-10 Shared Governance Manual](#)

A3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

Using the BCC Educational Master Plan 2023-2028 ([A3-1. BCC Educational Master Plan](#)) as a guide, The Strategic Plan ([A3-2. 2023-28 Strategic Plan](#)) focuses on identifying equity gaps, analyzing the data, and setting specific goals in reducing these gaps to ensure equitable student success. In Fall 2023, the College President led the development of the Strategic Plan Shared Vision that includes four indicators of success. It was adopted in 2023, and metrics were developed based on a review of the past five years of student demographic, enrollment, and performance data (see Figure 9).

Figure 9. BCC's 2023-28 Strategic Plan Shared Vision.



Most metrics that are associated with the Indicators of Success include the identification of equity gaps and targets for reducing them. For example, Indicator of Success #2 is the "Elimination of Achievement Gaps" in course retention and completion and our action plan to improve these rates and reduce the equity gaps include the following actions by instructional services, student support services and administrative services:

- Recruit up to 50 faculty members who will join a community of practice, as a part of the Changing Approaches Project, to "adopt teaching or other practices that improve the success and retention of students of color, especially students of the African diaspora."
- Leverage the Culturally Relevant Pedagogy Grant to improve teaching and learning processes to be relevant to student learning contexts and experiences.
- Guide students to various academic and student support services to ensure that outside of the classroom support is provided
- Incorporate student-centered and growth mindset approach to interacting and supporting students in tutoring services
- Leverage MESA and Umoja to keep students enrolled by providing academic support and counseling, SEP guidance, and a study space for students.
- Leverage the Student Equity and Achievement (SEA) Plan:
 - Follow-up with Black/African American students who drop or unsuccessfully complete a class.
 - Provide Student Education Plan support for all Black/African American students on campus.

- Identify funds to hire dedicated Coordinator for Black students to support enrollments, student success, persistence and completion.
- Provide timely response/action to students who have submitted a Financial Aid appeal.
- Flexible Payment Options: Collaboration between the Cashier's Office and college researchers to monitor students who request flexible payment plans or emergency funds, and to identify effective strategies for meeting their needs.
- Clear Communication of Costs: Provide transparent information about course fees and costs, helping students plan financially and avoid unexpected expenses that could lead to withdrawal.
- Emergency Financial Assistance: Establish a fund for emergency financial support to help students navigate unexpected financial challenges that could impact their ability to continue their studies
- Workshops on Financial Literacy: Offer workshops focused on budgeting and financial planning, empowering students to manage their finances effectively throughout their education.

A3 Evidence:

[A3-1. BCC Educational Master Plan](#)

[A3-2. 2023-28 Strategic Plan](#)

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

B1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

In the College’s most recent ACCJC Annual Report ([B1-1. ACCJC Annual-Report-BCC 2024](#)), we set reasonable floor standards for all outcome measures based on our actuals from 2020-21 because our actuals were surpassing the floor and stretch goals in some cases. With the uncertainty of how the pandemic will affect student enrollment and outcome measures, we continued to strive for improvements by projecting modest gains of 1% to 2% for all outcome measures (see Table 3). Starting in 2021-22, we started to see declines in all the outcome measures. The decline in our actuals compared to floor standards continued into 2022-23 when our course completion was 7% lower, number of certificates earned was 22% lower, associate degrees earned was 20% lower, and transfer was 31% lower.

Table 3. 2023-24 ACCJC Annual Report Outcome Indicators.

		2020-21	2021-22	2022-23
COURSE COMPLETION	Set Standard	69%	71%	73%
	Stretch Goal	71%	73%	75%
	Actual	75%	68%	68%
CERTIFICATES	Set Standard	372	379	387
	Stretch Goal	460	465	469
	Actual	485	369	303
ASSOCIATE'S DEGREES	Set Standard	406	413	421
	Stretch Goal	455	460	464
	Actual	455	399	335
TRANSFER	Set Standard	572	601	613
	Stretch Goal	611	623	629
	Actual	570	575	421

Considering the declining outcomes for BCC students, we have addressed these challenges in the 2023-2028 Educational Master Plan ([B1-2. BCC Educational Master Plan 2023-28](#)) and Strategic Plan ([B1-3. 2023-28 Strategic Plan](#)) for the next five years. We focus on four indicators of success that include increased enrollment, eliminating the achievement gap, increasing the rate of certificate program completion, and providing an inclusive community engagement. After one year of tracking Strategic Goals, the target outcomes are stabilizing from the effects of the pandemic (See Table 4). We have exceeded some outcome target rates that include full-time equivalent student (FTES) (target of 3,017 vs. Actual of 3,209), course retention (target of 84% vs. Actual of 84%), associate degrees for transfer (target of 216 vs. 232), and student sense of belonging (target of 70% satisfaction vs. Actual of 82%). The College has also set targets to eliminate equity gaps for most of the indicators for success by adopting metrics from the Student Equity and Achievement Plan. We did not meet any of the equity targets across the four Indicators of Success after one year but made progress towards the 50% reduction target.

Table 4. Examples of BCC’s Strategic Plan’s Indicators of Success and Metrics include equity gap targets.

Indicators of Success and Metrics	2022-23	2023-24	
	Baseline	Target	Actual
#1: Increased Enrollment			
FTEs	2,958	3,017	3,209
Fall to Spring Persistence	47%	50%	45%
Fall to Fall Persistence	30%	33%	32%
#2: Eliminate Achievement Gaps			
Course Retention	83%	84%	84%
Equity Gap	12%	6%	10%
Course Completion	69%	74%	70%
Equity Gap	22%	11%	20%
AD-Ts	210	216	232
Equity Gap	46	23	32
#3: INCREASED RATE OF PROGRAM COMPLETION			
Certificates of Achievement	302	317	313
Equity Gap	48	24	46
Transfer	575*	592	421*
#4: INCLUSIVE COMMUNITY ENGAGEMENT			
Student Sense of Belonging		70%	82%

B1 Evidence:

- [B1-1. ACCJC Annual-Report-BCC 2024](#)
- [B1-2. BCC Educational Master Plan 2203-28](#)
- [B1-3. 2023-28 Strategic Plan](#)

B2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

The 2022-2025 Student Equity Plan for BCC ([B2-1. Student Equity and Achievement Program Plans Berkeley City College \(2022-25\).pdf](#)) outlined key outcomes for Black/African American students, focusing on enrollment, completion of transfer-level math and English, first-time student persistence, transfer rates, and course completion. When the new Educational Master Plan was finalized in 2023, followed by the strategic plan in 2024, the target outcomes from the Student Equity Plan were integrated into the college's updated success indicators and corresponding metrics.

The Strategic Plan is reviewed by the college community at college Flex Day, by administrators during the annual management retreat, featured in the Trendlines Newsletters ([B2-2. Trendlines Issue2, page 3](#)), and shared at governance committee meetings.

In 2021, the then College President instituted the President’s Racial Equity and Justice Task Force and convened monthly meetings with faculty, classified staff, students, administrators and an equity consultant. The taskforce worked throughout 2023, synthesizing stakeholder expectations, analyzing student and faculty demographic data, summarizing student insights from listening sessions and developing recommendations to advance racial equity at BCC based on inquiry activities ([B2-3. BCC Equity Taskforce Report](#)).

The taskforce found that during the Fall of 2020, most educators of color at BCC were Classified Professionals and the racial and ethnic composition of BCC’s faculty did not reflect the diversity of the student population.

White faculty represented 44% of the college's tenured and tenure-track faculty whereas Latine, Black and Asian American faculty were 19%, 9% and 19%, respectively. The taskforce noted there were no American Indian, Filipino or Pacific Islander tenured or tenure-track faculty.

In 2021, Latine, Asian and White students had the largest proportions of enrollment at 26.4%, 23.4% and 22.1%.

Student Success outcomes were analyzed by race and ethnicity in 2020-2021. American Indian (59.7%), Black/African American (64.9%) Latine (67.7%) and Pacific Islander (62.9%) had lower rates of course completion than Asian (81%) and White (79.5%) students. Considering data disaggregated by race and ethnicity on CSU student transfer in Fall 2020, Asian (42%), Black (46%) and Multiracial (48%) were lower than the overall admission rate for BCC, 53% enrolled. Students may have chosen not to enroll in the CSU and opted for a UC or private institution. In 2020-2021 White and Asian students were overrepresented in BCC student transfer to UCs and Latine students comprised 18% compared to 25% of BCC enrollment.

Due to a review of disaggregated racial and ethnic demographic data, the Taskforce embarked on a series of Listening sessions with students on enrollment, retention/success, sense of belonging, institutional receptivity and transfer preparation and success. 42% of Black, 39% of Latine and 44% of Multi-ethnic students want to transfer with an associate's degree from BCC, another 13-16% of those groups want to transfer without a degree. Six themes emerged from the listening sessions that captured what the taskforce learned from students about racial equity at BCC, Why BCC, Culturally Inclusive and Affirming Spaces Make a Difference, Representation Matters: "We Need more Faculty Who Look Like Us", Relationships Matter: "Teach me and I Will Learn", Relationships Matter in Online Learning Too and Intrusive, Affirming and High Impact Student Makes a Difference.

The Taskforce developed 18 recommendations for advancing racial equity at BCC. Those recommendations are clustered into 7 themes that address the following issues with implications for racial equity: 1) faculty representation and evaluation, 2) mental health and wellness, 3) equitizing curriculum, 4) increasing student access to campus support and resources, 5) building educators' capacities to advance racial equity, 6) interrogating institutional policies, practices and governance and 7) enhancing racial climate, belonging and cultural fluency. Currently, BCC stakeholders are working to create an Equity Committee for the college to focus on implementing the recommendations and eliminating the Equity gap for students.

What patterns or trends excite you?

BCC has offered college level English and Math courses to students in various learning communities called Society of Scholars. Since 2020 the Puente Project, Umoja and IGNITE cohorts have enrolled in an ENGL 1A, Composition and Reading, course every Fall semester and an ENGL 5, Critical Thinking in Reading and Writing, course in the Spring semesters from 2020. In the following year Asian American Pacific Islander (AAPI) Lead started offering ENGL 1A classes to students in the cohort as well. In addition, the same programs have had cumulative cohorts of students enrolled in a Math 13, Introduction to Statistics, course since the Fall of 2022. In the Spring of 2024 Society of Scholars offered Math 1, Pre-Calculus, to a mixed group of students from all learning communities. These have been helpful for the college in boosting college level Math and English completion for Black/African American, Latine, Asian American and Pacific Islander and first-generation students. This has been an exciting trend for the college and supports equitable student success and completion.

BCC Participated in Two CA Learning Lab Grants for Mathematics Success

BCC's Math Department participated in a CA Learning Labs grant entitled The Equitable Math Assessment Project (EMAP). The project was a regional consortium of math faculty from Cal State East Bay, San Francisco State, Ohlone College, and all four of the Peralta Colleges. The aim of EMAP was to improve the student experience and outcomes in courses leading up to and including Calculus through a reimagining of assessment practices. EMAP built on previous work of the Bay Area Math Collaborative (involving the same regional consortium of math faculty), which focused on the creation of a Precalculus Course Guide. The Course Guide clusters the precalculus content into "big ideas" and provides materials to facilitate the use of active learning in the classroom. EMAP held several regional workshops that invited all STEM faculty and students in the East Bay and San Francisco to participate. The project created many assessment resources

which align with the existing re-organized content and activities in the Pre-calculus Course Guide and developed a checklist tool for teachers to reflect on daily teaching practices.

BCC’s Math department also participated in another CA Learning Labs Grant called “Equity in Calculus.” This was a grant that brought all four Peralta College math departments together to explore alternative grading strategies in Calculus. Math faculty at Peralta developed two Canvas web sites of descriptions, articles, and resources for the various grading strategies we explored (such a minimum floor grading, standards-based grading, un-grading, and opportunities for retakes and late submissions). The grant also asked that the college support the grant activities by providing embedded tutors into the courses that explored the alternative grading strategies. The grant assessed the success of implementing these strategies by analyzing success rates of courses which implemented the strategies vs those that did not. Faculty noted that we made progress in closing achievement gaps among Latine and African American students and deemed our work a success.

Table 5. California Learning Labs Grant students by enrollment, completion, and retention rates.

GRANT PARTICIPANTS CALCULUS				NON-GRANT PARTICIPANTS CALCULUS			
Ethnicity	Total Enrolled	Total Completed	Completion Rate	Ethnicity	Total Enrolled	Total Completed	Completion Rate
American Indian	0	0	0%	American Indian	1	1	100%
Asian	177	144	81%	Asian	174	142	82%
African American	51	31	61%	African American	17	6	35%
Latinx	114	74	65%	Latinx	51	23	45%
Pacific Islander	1	0	0%	Two or More	17	14	82%
Two or More	31	20	65%	Unknown/NR	28	20	71%
Unknown/NR	13	11	85%	White	46	37	80%
White	99	83	84%	Grand Total	334	243	73%
Grand Total	486	363	75%				
Ethnicity	Total Enrolled	Total Retained	Retention Rate	Ethnicity	Total Enrolled	Total Retained	Retention Rate
American Indian	0	0	0%	American Indian	1	1	100%
Asian	177	158	89%	Asian	174	159	91%
African American	51	38	75%	African American	17	12	71%
Latinx	114	91	80%	Latinx	51	34	67%
Pacific Islander	1	1	100%	Two or More	17	15	88%
Two or More	31	24	77%	Unknown/NR	28	23	82%
Unknown/NR	13	12	92%	White	46	39	85%
White	99	90	91%	Grand Total	334	283	85%
Grand Total	486	414	85%				

What patterns or trends concern you?

Students within the Peralta Community College District (PCCD) enroll in courses at multiple colleges simultaneously. In 2023-24, 44% of PCCD students take classes at two colleges within the district and 19% take classes at three or more colleges within the district. This is a concern due to differing articulation agreements among the colleges, leaving students to repeat major prerequisites and potentially delay transfer. Implementation of Common course numbering ([B2-4. AB-1111 Common course numbering system](#)) and Cal-GETC ([B2-5. AB-928 Student Transfer Achievement Reform Act](#)) provides an opportunity for the district to standardize articulation agreements required for transfer.

B2 Evidence:

- [B2-1. Student Equity and Achievement Program Plans Berkeley City College \(2022-25\).pdf](#)
- [B2-2. Trendlines Issue2, page 3](#)
- [B2-3. BCC Equity Taskforce Report](#)
- [B2-4. AB-1111 Common course numbering system](#)
- [B2-5. AB-928 Student Transfer Achievement Reform Act](#)

B3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

Berkeley City College began the groundwork for developing a new Educational Master Plan in 2021-2022 to address enrollment and academic outcome trends for the next five years. The plan was completed and approved in May of 2023. Subsequently, a strategic plan was created in 2023-2024 to operationalize the goals of the Educational Master Plan. It includes key metrics and action plans from the three institutional divisions, instruction, student support services, and administrative services (See Table 6). In addition to monitoring and reporting on Strategic Plan outcomes annually, we also carefully review the Student-Centered Funding Formula (SCFF) metrics, course scheduling, grants planning, Career Education internships/apprenticeships, curriculum planning and revision. Student feedback has also been given a higher priority to inform the effectiveness of strategic actions. A climate survey was administered each semester in 2023-24 to measure students' sense of belonging and satisfaction with multiple student services ([B3-1. BCC Student Climate Survey](#)). Other strategic action plans and initiatives that support future improvements and innovations for equitable student achievement include the new MESA program, culturally responsive pedagogy professional development for faculty, zero textbook cost (ZTC), comprehensive program reviews, and student learning objectives (SLO) assessments within existing Canvas. Annual updates to the Strategic Plan will track the college's progress in achieving the objectives of the Educational Master Plan and meeting the benchmarks outlined in the Strategic Plan.

Table 6. Strategic Plan with all Indicators of Success metrics.

Indicators of Success	Metrics	Baseline	Annual Goal
#1: Increased Enrollment	FTEs	2,958	Increase 2% per year
	First Time Student Persistence: Fall to Spring	47%	Increase 3% per year
	First Time Student Persistence: Fall to Spring: Equity Gap	11%	Decrease by 50%
	First Time Student Persistence: Fall to Fall	30%	Increase 3% per year
	First Time Student Persistence: Fall to Fall: Equity Gap	6%	Decrease by 50%
#2: Eliminate Achievement Gaps	Course Retention	83%	Increase 1% per year
	Course Retention: Equity Gap	11%	Decrease by 50%
	Course Completion	69%	Increase 5% per year
	Course Completion: Equity Gap	21%	Decrease by 50%
	ENGLISH & MATH COMPLETION	15%	Increase 3% per year
	ENGLISH & MATH COMPLETION: Equity Gap		Decrease by 50%
	AD-Ts	210	Increase 3% per year
AD-Ts: Equity Gap	43	Decrease by 50%	
#3: INCREASED RATE OF PROGRAM COMPLETION	Certificates of Achievement	302	Increase 5% per year
	Certificates of Achievement: Equity Gap	20%	Decrease by 50%
	Career Education Program Completion	51	Increase 3% per year
	Job Attainment in Field of Study	57%	Increase 3% per year
	Transfer	575	Increase 3% per year
Transfer: Equity Gap	51	Decrease by 50%	
#4: INCLUSIVE COMMUNITY ENGAGEMENT	Assessment of Designated Courses		Complete 100%
	Students meeting SLO/PLO Standards		75% meet standards
	Student Sense of Belonging	70%	Achieve at least 70% satisfaction
	Internships & Apprenticeships	168	Increase by 26 (20%)

B3 Evidence:

[B3-1. BCC Student Climate Survey](#)

C. Reflections on Assessments of Student Learning

C1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?

At Berkeley City College review and analysis of course level student learning outcomes (SLOs) and Program level outcomes (PLOs) assessments takes place at the department level.

Each department of the college identifies an Assessment Liaison to serve on the college's Assessment Committee and to work with the Department Chair to develop a plan/schedule of course level student learning outcomes assessments. Each department's Assessment Plan is a 3-year schedule of course assessments that coincides with the college's 3-year Comprehensive Program Review cycle. The goal of developing a departmental Assessment Plan is for every course to be assessed in time to review and analyze the college's PLOs within the Comprehensive Program Review (CPR). Completing assessments for all courses assists in the analysis of outcomes and formulation of a department's action plans to address learning gaps.

As part of the college's plan to increase participation in student learning outcomes assessment, as well as to improve collection and analysis of data for course assessments, the Assessment Committee, in early 2022, worked on updating the course level reporting proposal template inside CurricUNET ([C1-1. New Instr CurricUNET Course Assessment](#)). The college launched the new template in Spring 2023. Prior to this time, faculty were required to submit separate proposals for each SLO of a course. For a course with, for example, three SLOs, a faculty member was required to create and submit three separate proposals of SLO results. This was confusing and discouraging for some faculty as it was hard to review and analyze all SLOs for a single course, particularly ones with multiple sections. This system was also too cumbersome for individual faculty and for a department's Program Review cycle of assessments analysis. In the new reporting template, launched in Spring 2023, faculty can now launch and submit just one course proposal that contains all SLO data results in one place. Not only is the process for reporting results less cumbersome, but all assessments for a single course can be viewed and analyzed within one proposal.

As noted above, the Comprehensive Program Review process is a 3-year cycle of review and analysis for each department and student and administrative service area. The Comprehensive Program Review template contains a section on Assessments where departments reflect on student learning outcomes assessments, identify plans to improve student learning and/or revise curriculum to improve program outcomes, and to describe how their department has made use of data results to further make improvements to programs overall.

In between the 3-year cycle of Comprehensive Program Review, all departments and service areas do an Annual Program Update (APU). The APUs serve as a way for departments, service, and administrative areas to provide a progress report/update on plans identified in the Comprehensive Program Review. The APU template also has an area for departments and service areas to provide a progress report to student learning outcomes assessments as well. This area of the Annual Program Update (APU) serves as an incentive to stay on track to complete all course level assessments as well as to act on individual courses and programs in a timely manner.

For example, in the college's Math Department's APU ([C1-2. Math APU 22-23](#)), it was determined among results of several sections of Math 1 Precalculus and Math 13 Introduction to Statistics, that students would benefit from more active learning and/or time to complete assignments in the classroom/supervised environment. These results contributed to the college assigning embedded tutors within these critical math courses where active learning time was scheduled.

The current course level assessment proposal contains prompts for faculty to identify strengths and learning gaps for each SLO. It also prompts faculty to identify specific action plans to take to close the achievement gaps highlighted in the results. For both the Comprehensive Program and Annual Program Updates, the Assessment Committee provides a report containing the Action Plans identified in each course level assessment. This helps improve communication and consensus of action plans to take for a particular course,

both at the course level and program level.

C1 Evidence:

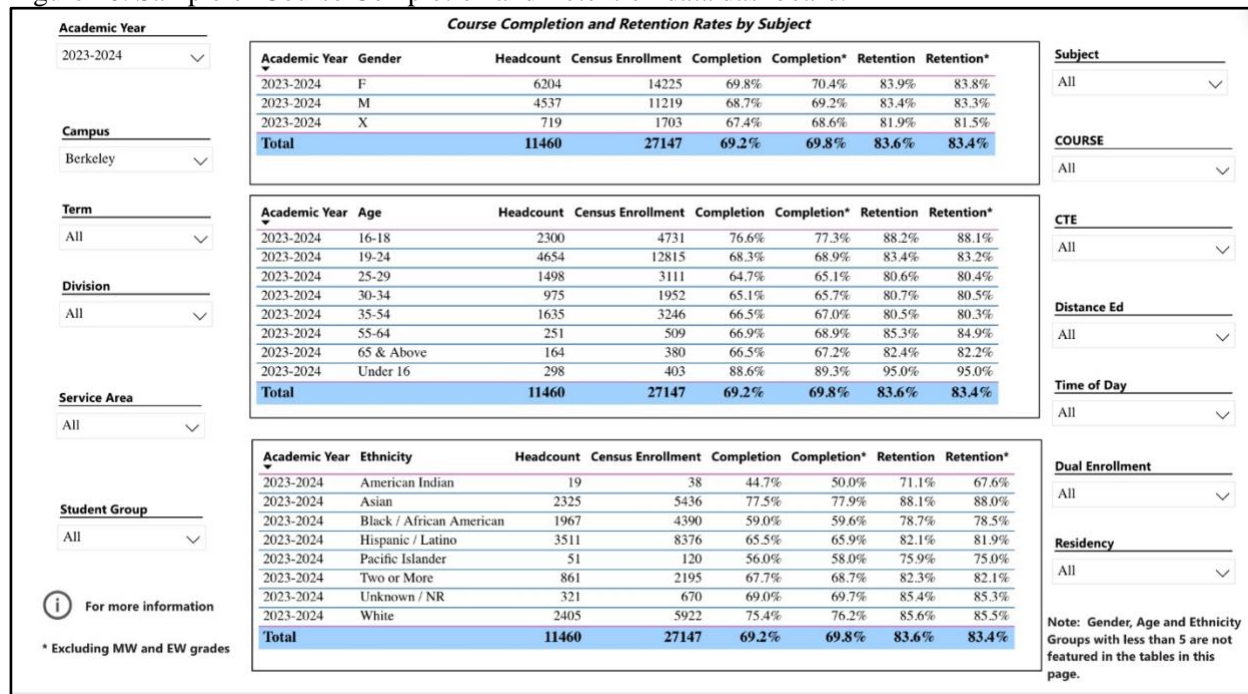
- [C1-1. New Instr Curriquet Course Assessment.pdf](#)
- [C1-2. Math APU 22-23.pdf](#)

C2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

As previously mentioned, disaggregated data analysis of course level student learning outcomes takes place at the department level and is reported through the college’s Comprehensive Program Review and Annual Program Update processes. For now, course level student learning outcomes assessment data must be submitted to the college’s Researcher to obtain results broken down by ethnicity, age, gender, modality, etc. The college is currently working on how best to improve/more easily collect disaggregated SLO data for more robust review and analysis.

In general, the college provides disaggregated data for completion, success, retention, persistence, degrees and certificates awards, and transfer (among others such as enrollment trends). The Peralta District provides a searchable dashboard of data that is disaggregated by ethnicity, gender, age, modality, residency, time of day, dual enrollment, and career education vs academic (see Figure 10). This data provides instructional departments with a critical set of program level assessment data, for they can identify what subpopulations can successfully complete programs and can identify what courses specifically are holding back certain subpopulations.

Figure 10. Sample of Course Completion and Retention data dashboard.



At the Institutional level, BCC follows a 3-year assessment plan for Institutional Learning Outcomes (ILO) assessment. In the college's 3-year ILO Assessment Cycle ([C2-1. 2024-2027 ILO Assessment Rotation](#)), the Assessment Committee coordinates and performs an ILO assessment each fall and each spring semester ([C2-2. 10-3-23 Assessment Committee Minutes.Review of ILO](#)). Each semester, the committee will plan for the next semester's ILO assessment, coordinate and collect data for another ILO to be assessed that semester, and

review results of the last term's ILO assessment ([C2-3. 5-7-24 Assessment Committee Minutes ILO Action Plan Endorsement](#)).

Within CurriQunet, the college's repository for Course Outlines of Record, Certificate, AS, and AS-T programs, and outcomes assessment, all course's individual student learning outcomes are mapped/aligned with one or more of the college's Institutional Learning Outcomes (ILO) ([C2-4. APU English](#)). When an ILO is up for assessment, the Assessment Committee reaches out to all faculty and staff with outcomes that are mapped/aligned with the ILO and asks them to participate in the assessment that semester. The Assessment Committee provides the ILO scoring rubric and a reporting template that includes Student IDs. The Assessment Coordinator collects all data into one spreadsheet and submits it to the college Researcher to disaggregate by ethnicity. Once disaggregated, the Assessment Coordinator creates a report for the Assessment Committee to analyze and propose an action plan ([C2-5. 2024 ILO Action Plan-Critical Thinking](#)).

As an example, in Fall 2023, the college administered an assessment of its ILO for Computational Skills/Quantitative Reasoning ([C2-6. 23 Fall - ILO - Quantitative Reasoning - Results](#)). What excited us about this assessment was that our Black/African American population of students performed at or above standards in all three categories of the scoring rubric and above the overall college average ([C2-7. 23 Fall – ILO- Quantitative Reasoning – Results Charts](#)). We noted, though, the relatively low turnout in participation in the ILO assessment with a +/- 4.76% confidence interval for the results as well as a 12% vs 16.9% representation difference in the assessment vs college demographics. However, even with the confidence interval disparity we were pleased that this population of students showed equitable success in this ILO.

Concerning us was, again, the low turnout in participation of the ILO assessment. As well, results of this assessment showed that students in our Hispanic/Latine/x population performed below the overall college average and at the “approaching standards” or “below standards” in all three of the scoring rubric categories.

C2 Evidence:

[C2-1. 2024-2027 ILO Assessment Rotation](#)

[C2-2. 10-3-23 Assessment Committee Minutes.Review of ILO](#)

[C2-3. 5-7-24 Assessment Committee Minutes ILO Action Plan Endorsement](#)

[C2-4. APU English](#)

[C2-5. 2024 ILO Action Plan-Critical Thinking](#)

[C2-6. 23 Fall - ILO - Quantitative Reasoning - Results](#)

[C2-7. 23 Fall – ILO- Quantitative Reasoning – Results Charts](#)

C3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

The college consistently wants to increase participation in student learning outcomes assessments from the course level to the program level to the institutional learning outcomes level. Since the last Comprehensive Institutional Self Evaluation Report (ISER) in 2020, the Assessment Committee, in collaboration with the college's Professional Development Committee and Teaching and Learning Center, has offered workshops to faculty and staff on administering student learning outcomes assessments, developing rubrics for SLO assessments, and using Canvas to administer SLO assessments ([C3-1. Workshop PPT on Canvas and SLOs](#)). In Spring 2024, the Assessment Committee began working with the Teaching and Learning Center to develop a template application for faculty to apply for a small stipend to establish an SLO assessment and rubric for their course(s) ([C3-2. Application for Teaching and Learning SLO Project](#)).

As a result of the low turnout on two or more ILO assessments, the college's Assessment Committee endorsed and launched a college-wide review and update of our Institutional Learning Outcomes. A college-wide activity was done at Flex Day in Spring 2024 and a survey was sent out to collect input ([C3-3. Survey of ILO](#)

[Review and Update](#)). The Assessment Committee is still in the process of managing this review and update in collaboration with the college President and Academic and Classified Senates. We hope to complete our update by the end of Spring 2025.

To improve the college's collection of disaggregated data for SLO assessments as well as increase participation in ILO assessments, the college is exploring the use of Canvas as an assessment tool. The Math and Arts and Cultural Studies departments have established a system to share outcomes and rubrics created in Canvas with other members of the department ([C3-4. Math Course Canvas SLO Export](#)). The college is exploring the possibility of automatically adding the ILOs and rubrics to all course Canvas templates to increase participation and collection of data ([C3-5. Screenshot of Canvas SLO Gradebook](#)).

The college will work with the administrator of BCC's Canvas site to generate ILO Outcomes reports for all the Canvas shells. Canvas is connected to our student enrollment system, meaning student IDs are included in the Outcomes reports, thereby making it easier to generate disaggregated data from one single report that includes data from several courses across the college.

The college will continue to work with faculty and departments and provide training in the use of Canvas to administer SLO assessments because doing so will be the most efficient, cost-effective way of increasing outcomes assessments and obtaining disaggregated outcomes data.

C3 Evidence:

[C3-1. Workshop PPT on Canvas and SLOs](#)

[C3-2. Application for Teaching and Learning SLO Project](#)

[C3-3. Survey of ILO Review and Update](#)

[C3-4. Math Course Canvas SLO Export](#)

[C3-5. Screenshot of Canvas SLO Gradebook](#)

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

Berkeley City College: The Community College of the Future

BCC is an efficient, affordable space to access pathways to equitable baccalaureate completion and career-ready training that leads to a livable wage through in-person and online modalities.

Looking ahead towards the next comprehensive self-evaluation, Berkeley City College will integrate and operationalize its new Strategic and Educational Master Plan (EMP) ([D-1. BCC Educational Master Plan 2023-28](#)) through a revitalized shared governance process, informed by the increased use of disaggregated data. Our EMP establishes Berkeley City College's vision for this work to maintain and strengthen its role as an innovative, student-centered learning community dedicated to academic excellence, collaboration, equity, and social justice. BCC is a place of transformation for all members of the campus community, where students are empowered to grow, thrive, and achieve their academic and career goals. In alignment with the goals established in the Educational Master Plan, BCC has revised its mission, vision and values ([D-2. BCC Revised Mission, Vision, and Values](#)) to better reflect the college's intentional emphasis on equitable and inclusive instruction and student services. This was accomplished through a highly collaborative process led by the College President and the PIO between Spring 2024 and Fall 2024.

BCC is on the precipice of great opportunity, with a clear eye to the challenges ahead. In many ways, the challenges themselves provide the opportunities to advance our mission by presenting new populations to serve and pathways to evolving and emerging employment sectors and four-year degrees. Challenges include declining traditional enrollment, retention, persistent performance gaps, and increasing demands for basic needs due to the impact of gentrification in the region. Some of the most significant factors that will affect our college community and therefore, the context of our next comprehensive review are detailed below.

Enrollment

Declining traditional enrollment impacts virtually all the community colleges in California's system and has been a primary concern for the college emerging from the pandemic. Berkeley City College has identified the following strategies to address this fundamental challenge:

- Increased investments in Peer Online Course Review (POCR) for async online courses. These investments from our Fiscal Year 2025 Perkins Plan braided with Parcel Tax funds will increase the number and visibility of BCC courses listed with the California Virtual College (CVC), leading to a potential increase in enrollment. In addition to higher visibility on the CVC, POCR badged courses have higher success rates, leading to more equitable outcomes and better retention.
- Expanded Dual Enrollment
 - o Through direct work with Oakland Unified School District (OUSD) and the Bay Area Community College Consortium (BACCC) Pathways Coordinator, we are increasing coordination and alignment of pathways between high school academies and BCC programs ([D-3. Dual Enrollment handbook](#)), better leveraging K12 Strong Workforce Program (SWP) resources and other in-kind partnerships with Unified School Districts in our service area.
 - o Increase recruitment of students from Charter and private high schools: BCC currently works with five charter schools in the service area and is looking to expand this work to include private high schools as well.
 - o Engaging middle schools: The Networking Opportunities, Vision & Action (NOVA) program at Berkeley City College offers incoming 9th graders the opportunity to take college credit-bearing Career Exploration courses ([D-4. NOVA scholars](#)). This year, the project is expanding to create an accelerated pipeline program between Longfellow Middle School (Berkeley Unified School District) and BCC that will introduce Longfellow scholars to college coursework and online platforms for college and career exploration, through an intentional pathway introductory course,

COUN 200A “Orientation to College.”

- Develop a Rising Scholars Program to support justice impacted populations ([D-5. Rising Scholars](#)). The other three colleges already participate in this network. Berkeley City College will apply for one or more of the programs during the next RFP round.
- Adult and Career Education: Changing employment patterns and skill demands requires responsive attention to the needs of adult and non-traditional student populations looking to re-skill or transition to new, livable wage careers. To increase our capacity to serve students with quality career education and training, career support and advising, and paid apprenticeships and internships, Berkeley City College is braiding California Apprenticeship Initiative (CAI) and Strong Workforce Program (SWP) funding to expand leadership and staffing ([D-6. Northern Alameda County Adult Education Collective Meeting Agendas](#)). BCC recently hired a new project manager for Apprenticeship Programs and will be hiring a new Director of Workforce Development this spring. Through our participation in the Northern Alameda County Adult Education Collective, the California Adult Education Project and partnership with the Berkeley Adult School, BCC is already well positioned to support career education and adult learners transitioning to the post-secondary level, and to family-sustaining career opportunities. Some of the existing innovative programs and new programs under development ideally suited for career education students and transitioning adult learners include:
 - Human Services Sector Pathways: New CAI funded apprenticeship opportunities for community health worker careers ([D-7. HUSV Community Health Worker Pathway](#)). The Community Health Worker certificate is an accelerated, non-credit certificate option designed for students who plan to pursue a career as a community health worker (CHW). California has a labor shortage in Community Health, and recent changes to MediCal have made this a rapidly growing field in the Bay Area. Students in this program are eligible for paid apprenticeship positions with guaranteed employment upon completion.
 - Early Childhood Education and Teacher Preparation: Some examples of innovative, high value training BCC offers in this sector include our Expanded Learning Program Leader Apprenticeship program ([D-8. Expanded Learning Apprenticeship](#)). This 2-year program is the first-ever After School Program apprenticeship in the State of California. Students start or advance a career in Expanded Learning/After School Programs through paid work with Girls Inc. of Alameda County. Another successful BCC program serving this sector is the Early Educator Apprenticeship partnership between Berkeley City College, the YMCA of East Bay, Alameda Social Services, First 5 Alameda County, and sector intermediary, ECEPTS ([D-9. Early Care and Education Youth Apprenticeship](#)). This program leverages dual enrollment between the high school and the college so that the apprentices earn college credit while completing their apprenticeship; learning both on the job and in a classroom setting. The apprentice’s journey is supported with a cohort model, no cost college courses and textbooks, and an intentionally interdisciplinary approach to maximize employment options for the apprentices upon completion.
 - Data Science: CA LL funded partnership with UC Berkeley, UC Merced, and other community colleges in our region working to develop a transfer pathway to 4-year Data Science programs ([D-10. Data Science Pathway work](#)).
 - Biotechnology: Bayer and CIRM support paid internships in biotechnology.
 - All sectors: Artificial Intelligence skills and job replacement

Retention and Persistent Performance Gaps

- Persistent performance gaps
Response: Leveraging AB 705/1705 resources (cite positive evidence in AB 705, mention additional support classes, embedded tutoring) ranking, MESA, HSI, AAPI Lead, Puente, Umoja, EOPS/CARE, CalWORKs, Next Up, SB 1348, CRPP, Motivate Labs, other categorical programs that support wrap-around services such as academic coaching, personal advising, technology and learning resources (e.g. Chromebooks, hotspots, book vouchers, ZTC/OER), basic needs
- Low retention
Response: Improved enrollment management across the district, increased outreach and early intervention (calls to students not registering for spring), Created a message sent to all PCCD students who drop classes, ongoing improvements to Guided Pathways/Academic and Career Communities, better coordinated scheduling to insure clear pathways to completion.

Opportunities

- New/Expanded pathways
 - Data science ([D-10. Data Science Pathway work](#)).
 - Environmental Science
 - Community health services ([D-7. HUSV Community Health Worker Pathway](#))
 - Biotechnology ([D-11. Biotechnology Grants and Sponsorship Agreements](#))
 - Digital Media/Video -- Regional Virtual Production Academy (RVPA) ([D-12. Regional Virtual Production Academy](#))

Challenges

- Potential loss of enrollment due to threat of mass deportation of undocumented people nationwide
 - Response: Advising, legal resources, visible language related to sanctuary status, (carefully compliant without cooperation)

BCC has several opportunities and challenges on the horizon. Implementation of AB 928 (CAL-GETC) and 1111 (Common Course Numbering) will possibly improve student outcomes for degree completion and transfer. The college should have more data due to auto awarding of certificates and degrees and the revised general education pattern for California State Universities and University of California campuses. An external factor that will impact the college budget impact is the removal of hold harmless and further implementation of the Student-Centered Funding Formula. Although enrollment is on the rise, it has not returned to pre-Covid levels, this coupled with the anticipated absence of hold harmless funding will result in a significant cut to the college budget for the 2025-2026 academic year.

D Evidence:

[D-1. BCC Educational Master Plan 2023-28](#)

[D-2. BCC Revised Mission, Vision, and Values](#)

[D-3. Dual Enrollment handbook](#)

[D-4. NOVA scholars](#)

[D-5. Rising Scholars](#)

[D-6. Northern Alameda County Adult Education Collective Meeting Agendas](#)

[D-7. HUSV Community Health Worker Pathway](#)

[D-8. Expanded Learning Apprenticeship](#)

[D-9. Early Care and Education Youth Apprenticeship](#)

[D-10. Data Science Pathway work](#)

[D-11. Biotechnology Grants and Sponsorship Agreements](#)

[D-12. Regional Virtual Production Academy](#)