

Berkeley City College Strategic Marketing Plan

Introduction

Berkeley City College 2016-17 Strategic Marketing Plan

The mission of the Peralta Community College District is to provide accessible, high quality adult learning opportunities to meet the educational needs of the multicultural East Bay community.

Peralta District Goals Pertaining to BCC's Strategic Marketing Plan

1. Goal A: Advance Student Access and Success

- Responds to demographic patterns and promotes student access for all facets of the District population.
- Actively listens to the input and opinions of faculty / students from all levels within the District / College; demonstrates respect for a diversity of opinions.
- Makes effective decisions (e.g., decisions based on available data after consideration of relevant factors and alternatives) within the bounds of available resources and with consideration of future ramifications.
- Regularly compiles and reviews student success metrics such as degrees, certificates, persistence, retention, transfer, and course success to inform and guide work.
- Demonstrates appreciation for and sensitivity to the ethnic diversity of students; understands and manages student differences effectively.
- Communicates information with respect for, and sensitivity to, the diversity of cultures, language groups, abilities, and backgrounds of students.

2. Goal B: Engage Our Communities and Partners

- Builds on the current reputation of the department / College / District to further enhance programs and services in your area of responsibility.
- Communicates the success of existing programs and staff performance to other departments / other Colleges / District and community-at-large.
- Effectively utilizes various media (e.g., PCTV, website, newsletters, and forum) to increase the visibility of College / District services and programs to the

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College/District and community-at-large.

- Actively participates in community activities (e.g., outreach programs, service clubs, community groups, community services, continuing education programs, local, state, or national committees or commissions).
- Distributes College and District communications to students, staff, faculty, and the community-at-large.
- Builds partnerships with external entities that create opportunities for students or bring new resources to the organization.
- Maintains an awareness of the needs of the community, overall and within the direct managerial area of responsibilities.

3. Goal C: Build Programs of Distinction

- Regularly monitors results and student/community/internal customer feedback.
- Manages programs or services to add value to students/the community/internal customers.

4. Goal D. Create a Culture of Innovation and Collaboration

- Effectively articulates the goals, objectives, successes, and challenges of the division/department to other administrators and key personnel at College and District.
- Actively listens to the input and opinions of others from all levels within the College or District; demonstrates respect for a diversity of opinions.
- Encourages peer-to-peer collaboration across the Colleges/District.
- Understands your area of responsibility in the context of the total mission and strategic directions of the College and District.
- As an integral part of the management team at the College and District is enthusiastic and effective.
- Makes proper use of established administrative channels within the College and the District.

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- Demonstrates flexibility, adaptiveness, and responsiveness to change dictated by College and District.

General Management

- Accepts responsibility and accountability for decisions made in your division/ department.
- Demonstrates tenacity and professionalism under changing demands, deadlines, and other pressures.
- Devises creative solutions to problems, considering a range of alternatives before deciding.
- Anticipates potential problems and takes appropriate action to prevent them and/or minimize their impact.
- Follows through on assignments on a timely basis.
- Demonstrates leadership and commitment to excellence.
- Writes clearly, accurately, and coherently; completes and provides distortion-free reports, interpretations, summaries, directives, evaluations, and other documents as assigned or required.
- Is prepared, thorough, accurate, and responsive in oral presentations.
- Demonstrates comprehensive, current knowledge and expertise within the areas of work served by the division/ department.
- Defines and establishes clear priorities and process sequencing for timely completion of work, delivery of division/ department services, and fulfillment of required responsibilities.

Learning/Working Environments

- Creates and maintains an effective learning/ working environment.
- Effectively plans activities in your area of responsibility in consideration of existing facility resources and facility needs.

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- Is resourceful in your needs by making the best use of existing facilities.
- Effectively communicates facilities' needs of the department/division and College campus.
- Provides clear guidance for accountability of vendors and outside consultants to improve facilities and the learning/working environment.

Information Technology

- Utilizes technology to improve productivity in department.
- Utilizes technology to track needs of students, faculty, staff, and managers.
- Effectively plans and organizes activities in your area of responsibility with considerations of the technology needs and the technology resources available.

Human Resource Development

- Participates in professional training, research, and other activities in order to update your area of knowledge and expertise; seeks opportunities to develop professionally through trainings provided by District and outside entities.
- Demonstrates effective human relations skills in interacting with staff, colleagues, community representatives, and the public at large.
- Demonstrates initiative, energy, and the capacity to think clearly.
- Interacts well with other employees, treating others with fairness, dignity, compassion, and respect.
- Understands the need for diversity in faculty and staff and demonstrates support for a modern work culture.
- Understands and manages differences effectively.
- Works collaboratively with people in other departments at the Colleges and throughout the District.

5. Goal E: Ensure Financial Health

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- Demonstrates understanding of budget development and management through fiscal planning and fiscal compliance.
- Compiles data and submits regular and special budget reports as required.
- Demonstrates cost consciousness and sensitivity to cost effectiveness; effectively controls costs.
- Effectively plans and organizes activities in your area of responsibility with consideration of budgets and expenditures; links budgets to short- and long-term planning objectives.
- Clarifies and effectively communicates fiscal goals, spending principles, processes, priorities, and changes to division/department to staff, faculty, and higher management; ensures that budget process is transparent.

Berkeley City College 's Mission

Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.

Berkeley City College's Values

A Focus on Academic Excellence and Student Learning.

We value our students' varied educational and experiential backgrounds and learning styles as well as educational objectives.

Strategic Intention: Berkeley City College faculty use teaching and learning strategies that respond to the many different needs of Berkeley City College students. Berkeley City College 's scheduling and delivery methods are responsive to students' needs for access, convenience, and different learning styles.

A Commitment to Multiculturalism and Diversity.

We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation, and creativity, characteristics our institution seeks in its students, faculty and staff.

Strategic Intention: Berkeley City College provides students with an environment that supports diversity in learning and self-expression, and with a curriculum supportive of multiculturalism. Berkeley City College hires faculty and staff that reflect the diversity

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of its communities and students.

A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society.

We value the fact that students live and work in an increasingly complex society and world.

Strategic Intention: Berkeley City College faculty members prepare students with learning experiences that help them develop cultural and global perspectives and understanding.

A Commitment to a Quality and a Collegial Workplace.

We value the high quality that characterizes everything we do.

Strategic Intention: The college implements review and improvement processes that constantly improve quality. The college develops leadership skills and respectful, close ties among all employee groups continuously improving the institution.

The Importance of Innovation and Flexibility.

We value innovation because it encourages our students to question the typical and expand their thinking in a flexible manner that allows them to understand life's dynamic potential.

Strategic Intention: We celebrate the maverick attitude which challenges conventional ways of viewing life.

Our Vision

Berkeley City College is a premier, diverse student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation.

Berkeley City College Illuminates!

Strategic Direction

The college's strategic direction generally is integrated with that of the Peralta Community College District. District goals pertaining to this section are listed here.

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Berkeley City College Educational Plan Goals Pertaining to College's Strategic Marketing Plan

1. Increase visibility of BCC programs in through exhibitions, lectures, greater community involvement via workshops and collaborative projects.
2. Using market research, develop new majors and /or programs.
3. *CIS/Business:* Improve the effectiveness of advisory committees and other community input.
4. *CIS/Business:* Revise CIS and advertise new relevance; develop courses /certificates.
5. *Sciences:* Establish monthly seminars for the college and community with guests from science research areas, public health, industrial labs, etc.
6. *Social Sciences:* Continue the expansion, improvement, and advertising of Social Sciences Programs.
7. *Student Services:*

Outreach—

- Evaluate outreach efforts to determine what students and community populations are not being provided access.
- Develop strategies to equitably increase the enrollment of all community groups, with a special focus on the use of the new Passport (PeopleSoft) system in order to support the ease of access to the college's academic programs and student services resources.

Admissions and Records—

- Develop information and procedures to ensure that BCC's Admissions and Records Department is effective in welcoming new students to campus and in initially guiding students toward movement into the college.

Counseling—

- Develop liaison programs with local high school counselors to increase the participation in high school concurrent enrollment and eventual entry into BCC.

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EOPS—

- Evaluate whether the EOPS Program is effectively providing access and supporting the success of graduating high school students who have been part of the “achievement gap” in local high schools.
- Develop special outreach programs to the community to increase access opportunities to support services offered through the EOPS Program.

Psychological Services—

- Make services more readily known to students, faculty, and staff.

Transfer/Career Information Center—

- Increase outreach to underrepresented student populations to (1) increase use of Center resources and (2) increase transfer rate of diverse populations.

Marketing Objectives Related to PCCD and BCC Institutional Planning Goals

1. Meet Berkeley City College FTES enrollment management target for 2016-17.
2. Continue to integrate marketing, outreach, recruitment, and community relations efforts with all college units to develop a cohesive marketing and customer service structure; evaluate in June 2017.
3. Integrate college marketing planning processes in all areas with new Peralta District and college strategic planning processes.
4. Evaluate and, if necessary, restructure selected program and unit-specific marketing strategies by June 2017, and update biannually.
5. Convene Marketing/Community Relations/Outreach group as needed during the fall and spring semesters.
6. Continue college marketing plan evaluation processes in January and February 2017.
7. Examine, evaluate and, if necessary, restructure outreach, recruitment, and community relations models for college wide and select college programs by May 1, 2017; update biannually.

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8. Evaluate effectiveness of college publications management and production strategies and update by June 1, 2017.
9. Continue to discuss process to increase support for marketing, outreach, recruitment, and community relations projects by integrating them into college grants by June 1, 2017; evaluate and update biannually.
10. Continue to reassess and restructure service processes to better serve students by March 31, 2017; and evaluate and update biannually.
11. Continue to expand opportunities for marketing partnerships; evaluate by June 30, 2017.
12. Continue to evaluate and put into place ways to expand student involvement in departmental marketing projects by June 30, 2017.
14. Continue to review effectiveness of internal communications products and channels by May 1, 2017 and update biannually.
15. Convene three program focus groups (in conjunction with curriculum committee program reviews) by June 30, 2017.
16. Join college Web Group and college Web technician to discuss and develop processes for ongoing technical maintenance of college Web site.
17. Continue to connect online with target groups and social networks
18. Continue to follow Accreditation Team recommendations with regard to developing publications review processes at college level.

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21. Work with college administration to develop surveys and focus groups for Objectives 5, 7, 9,13, 15.
22. Work with college community to develop multilingual publications.

Situation Analysis (Strengths, Weaknesses, Opportunities, Threats)

Strengths.

College marketing efforts continue to focus primarily on programs and services, and are targeted to market segments with prospective students who are likely to be interested in specific associate degree and occupational majors, or services. For example, the PACE Pathways Program is marketed to working adults and the public and private sector companies where they are employed. First Year Experience and Learning Communities cohorts reach a variety of target audiences. Reaching target-markets with customers likely to have an interest in a particular program is an efficient and cost-effective form of marketing communications for Berkeley City College. Strategic target marketing tends to be more effective when an institution has limited resources for marketing. Berkeley City College, along with College of Alameda, Laney and Merritt, participates in a Peralta marketing program, which ties the college to a district wide group of schools and family brand.

Many of the college's programs and classes experience strong demand. At \$46 per unit, pricing for academic and occupational programs, the cost for the first two years of a transferable college degree remains one of the lowest in the United States. The cost of a multimedia arts associate degree remains highly competitive with those of proprietary schools, which charge up to \$50,000 annually for their programs; meanwhile, pricing for Berkeley City College's two-year transfer programs is far more economical than private universities, which annually charge up to \$50,000 for tuition. As costs for tuition rise, as legislative mandates direct university students to attend community colleges, and as demand for job retraining in a recession-era economy continues, more people are likely to make community colleges their first choice for job training, retraining, and as a pathway to higher levels of education.

Berkeley City College developed, placed its strategic marketing focus on, and as a result continues to experience excellent relationships with local businesses, schools, community, government and nonprofit organizations. The college is represented on boards and steering committees which include business, K-12, nonprofit and community-based agencies. These connections are particularly important for generating a continual flow of new students to the college, communitywide support and recognition, and for positioning BCC as a provider of excellent educational opportunities.

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Berkeley City College's sustained involvement with representatives from neighborhoods, community, government, and civic organizations, and businesses where current and prospective students live, work, and play, makes it a rewarding task to generate positive public opinion toward the college's programs and services.

Generally, the college, through personal contacts, social networks, and targeted media, projects a positive image in both public and private sectors. As a result, enrollment has steadily increased, even in times of economic challenge, because current and potential Berkeley City College stakeholders from a variety of market segments, first consider Berkeley City College for higher education, training and transfer opportunities. Since 2006, enrollments have risen to the point where BCC contributes the second highest amount of FTES and students to the Peralta District.

Berkeley City College's marketing unit is well integrated with both the Peralta District's and Berkeley City College structures. The unit works closely with faculty, department chairs, administration, and staff to develop marketing, community relations, and outreach strategies. In 2016-17, BCC's Outreach Group, now lead by the director of student activities and campus life, will continue to function with college marketing, community relations, outreach, and customer service strategies built into a synergistic whole.

Faculty, staff and administrative groups annually are involved in the college's marketing planning process. Individual meetings with department chairs are held twice a year. In spring, department chairs and unit supervisors meet with the college's Public Information Officer to review and revise their marketing plans. One-to-one communications sessions are also scheduled with faculty, staff, student representatives, and administrators, as needed. This close collaboration results in effective monitoring and regular discussion and evaluation of departmental and unit marketing plans. It also ensures fine-tuned integration with marketing-related goals and objectives of BCC's institutional plan.

As part of the Peralta Community College District, Berkeley City College is included in all PCCD's advertising and publications as one of the four colleges in the Peralta family. The inclusion of the college as part of the Peralta brand increases Berkeley City College's visibility.

BCC has high visibility and interaction with members of mass and targeted social networks such as Facebook, Twitter, and others.

A core marketing budget continues to enable publishing of college class schedules, catalogs, brochures, flyers, and direct mail marketing.

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The college also was able to hire half-time web coordinator and a student assistant to assist with web page development, programming and calendar updates. Presently, faculty and staff use this resource to design their web pages.

Weaknesses.

The college's marketing budget must continue to be funded to effectively market the college's programs and services both inside and outside of the college.

As Berkeley City College develops and engages in strategic and budget planning processes, the college must continue to fund a sustainable foundation for core marketing efforts and college publications, even in the face of a challenging microenvironment.

Another problem which has arisen, and which has negatively affected student perception of access are continuing problems with the Passport system, although these have been reduced with implementation of assistance by Student Ambassadors.

The college must continue to gather, create, and use data in its planning efforts. Department chairs and others can use this to better reach prospective constituents. Department chairs are increasingly using market data to develop and assess program strengths and weaknesses. Market data, as well as current and prospective student and employer needs, drive program development, and therefore, use of data must continue as the college creates and revises programs as well as to develop new market segmentation strategies.

Budget restrictions may continue to limit college recruitment and outreach. Even so, faculty, staff and administration continue to create and engage in processes which integrate and evaluate recruitment, outreach, and service activities into college wide strategic planning.

Customer service structures remain somewhat fragmented. Common organizational values focusing on customer service across all units and levels of faculty, staff and administration, must continue to be strengthened. An organizational structure which fosters multiple channels of quick response and accurate information delivery about college programs and services must be developed and consistently evaluated as part of the marketing process to ensure enrollment growth and retention.

When the college moved to its 2050 Center St. location, enrollment soared. Even with significantly reduced budgets and workloads, college growth reached the point where Berkeley City College is now the second largest, after Laney College, in FTES and number of students. The Center St. building has reached capacity and build-outs are complete. BCC's growth is now supported by hiring additional faculty and support

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services staff. The Peralta District also has purchased a new facility at 2118 Milvia St. to accommodate office and classroom expansion.

Berkeley City College must continue to strengthen elements of its culture which foster consensus about common customer service priorities and which develop customer service training and evaluation processes for every point of student contact, e.g., in class, in departments, in the Admissions and Records Office, the Office of Student Services and in the Office of Instruction. Using objective, college-specific survey instruments and focus groups, the college should regularly solicit faculty, staff and student evaluations and input about improving customer service and communication in college departments and units. Follow-through processes must also be put into place.

Berkeley City College must work with College of Alameda, Laney, and Merritt colleges, as well as the Peralta Community College District, to create a more responsive on-line registration process. Various blocks to registration that are difficult to understand and overcome frustrate students. The configuration of CCC Apply and Passport, an integrated registration, instructional, and student services system, continues to complicate the registration process for many students, although systems have improved since the system's launch in 2008.

Opportunities.

The mission of California community colleges provides Berkeley City College and its sister Peralta colleges with a variety of opportunities. This statewide mission includes economic development, workforce development and business training and assistance. California's recovering economy focuses on business, administrative, services and high tech occupations, with continued growth forecasted in the information and human service industries. Rapid economic changes mean that Berkeley City College and Peralta must continue to develop new programs that prepare individuals for a competitive world marketplace.

National and state economies, particularly the promise of better economic times, provide opportunities for Berkeley City College and Peralta to develop and provide high quality, interactive courses and student support services via the Internet as well as other technologies (e.g., broadband, satellite delivery, etc.).

A rise in the number of persons seeking a college education, coupled with the increased need for adults to continually retrain for new or changing jobs, provide opportunities for Berkeley City College and its sister colleges to enhance the quality of existing programs and develop new ones. The current economic climate can allow Berkeley City College to continue its focus on strengthening community relations, business partnerships, and collaborative efforts.

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New and greatly expanded facilities have led Berkeley City College to achieve an optimal size and provide a greater variety of transfer and occupational classes, programs, and community activities.

Berkeley City College also has developed a unique scheduling pattern to maximize effective use of limited instructional resources. All “majors” are programmed so that full-time students can achieve a degree or certificate within two years. Since 2011, the college has developed a combined 15 CSU Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees. This means that students have a designated path for transfer to the CSU system in these majors.

Berkeley City College offers student-centered class scheduling guarantees in two formats. The Evening/Saturday College serves students who work or care for families during the day. The Afternoon College serves students who choose to attend during the day as well as students who work non-standard shifts. Students who pursue only a single or a few courses also benefit from this scheduling pattern. Morning classes are largely transitional studies classes, and many morning students seeking to improve their basic skills also attend early afternoon classes as part of their courseload. In 2015-16, the college continues its Online Transfer College, a distance education component. The college also continued to expand online social network BLOGS on Facebook, and Twitter, to name a few. These new initiatives contributed greatly to BCC’s FTES increase.

With a permanent downtown campus, a showcase of higher education in the Bay Area, opportunities for more aggressive and integrated marketing communications, community relations, and outreach efforts exist in the following areas:

- In secondary and middle school enrollment. Berkeley City College maintains excellent relationships with its feeder schools, and, on a broader level, with high school students throughout the Peralta District and Bay Area who may express interest in the college's specialized programs.
- For new, continued, and strengthened business-to-business partnerships with organizations that wish to continually provide training to employees and clients.
- For more aggressive Internet market segmentation and targeting.
- For increased use of college research and focus groups to drive marketing and program planning.
- With business, government, education and nonprofit organizations in strengthening connections for community support.

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- Creation of outreach classes and business-to-education and community-to-education partnerships strengthened these connections.
- An ongoing conversion to e-commerce and DVDs for informational materials about Berkeley City College programs and services.
- Increased and continued integration with outreach activities which allow establishment of classes in the community.
- Continually bringing community to college with events specifically organized for market segments.
- Building a Learning Community cohort structure and First Year Experience Program to help ensure student success and enhance completion rates.

Threats.

Factors which could adversely effect enrollment at Berkeley City College include:

- Uncertain state budgets which affect the number of classes and services Berkeley City College offers will affect the college's ability to enroll and support students.
- A precarious college marketing budget, making it difficult to implement strategies to reach current and prospective students. Berkeley City College must continue to fund its marketing and outreach budgets to implement strategies to sustain a core of marketing efforts, including bi-annual publishing of a catalog and semi-annual publishing of the college's class schedule, occupational program brochures (which are required by CTE auditors and college accreditation teams), flyers, integrated marketing communications.
- A single student registration system that continues to be cumbersome for students and users who are uncomfortable with or do not know how to use technology.
- Similar programs and services at proprietary schools and university extension programs which compete with Berkeley City College.
- Corporate and union training and professional development programs which offer continuing education in areas such as information technology, computer software and systems.
- Community colleges outside the district which offer similar programs And which have facilities and resources in which to offer them.

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- Inadequate student and academic services to meet rapid growth of BCC's student population.

Environmental Scan

Peralta Community College District's environmental scans and a variety of Berkeley City College surveys suggest that students, alumni, and the community at large, possess a high regard for Berkeley City College. They continually praise the quality of academic and occupational programs at the college and the attention it gives to students and its faculty.

The City of Berkeley, where Berkeley City College is located, is valued for its unique and diverse culture, the presence of the University of California campus, and its vibrant and mixed business base. Many people are employed in service industries (food, education, health, information, and finance). Growing industries include health services and laboratories, biotechnology, computer technology, and environmental industries. Five high schools in Berkeley, Albany, and Emeryville, serve several thousand students. Berkeley's ethnic diversity continues to increase as Asian and Hispanic students enroll in public schools. Studies show that the top five native languages of limited English proficiency (LEP) students in Berkeley schools are Spanish, Vietnamese, Mandarin, Cantonese, and Laotian. Berkeley Schools have indicated that Berkeley City College could be helpful in providing more School-to-Career pathways in the areas of computer information systems, business, biotechnology, and multimedia arts.

Emeryville contains a mix of industrial, business and residential uses, and aggressive economic development efforts have produced significant increases in high-tech industries such as biotechnology and networked database systems. Emeryville's high school is small, serving about 300 students per year, but the student body is diverse. Emeryville's K-13 school District reports a growing enrollment of non-resident students. The top five native languages of LEP students were Spanish, Punjabi, Cantonese, Hindi and Farsi. Emery Schools have indicated a desire that Berkeley City College provide more School-to Career pathways as well as college courses in Emeryville.

Albany is largely residential community valued for its fine school system. Although Albany was largely a Caucasian community for many years, the diversity of its school age population is greater than diversity of the city population. The top five native languages of LEP students are Mandarin, Korean, Spanish, Cantonese, and Japanese. Albany Schools have told Berkeley City College that they would like college-level classes offered at the high school, and city officials have indicated a desire for more outreach classes for adults.

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As noted earlier, Berkeley City College and the Peralta colleges serve the wider Bay Area, particularly residents of Alameda County. A county schools report indicates that student enrollment has increased over the last 13 years, and that student diversity continues to increase, particularly among Hispanic and Asian/Pacific Islanders. The county's proportion of African American students (38%) is expected to remain steady, and the proportion of white students is expected to decline. The report also notes that 17% of the students in county classrooms were learning to read English as a second language, and that more than 51 native languages are spoken by students in the county. County population is expected to increase by 17%, but most expansion will be in the eastern part of the county.

The college's student diversity is expected to continue to increase, particularly as high school graduates become more diverse and as the college's Student Ambassadors Group reaches out more to the 14 to 22 year-old students. As noted earlier, the growing diversity of the student body will pose challenges for faculty and staff as they adapt to different student backgrounds and learning needs. The college is ready to accept the challenge, and the institutional commitment to diversity will be realized in curricular and student services changes discussed in this planning document.

On another level, the demand for community college education continues to increase. As of Census Day 1 in spring 2015, enrollment was up 10%. Berkeley City College's long-term growth, despite state and district economic challenges, reflects local demand for education. Thus, for several years, the college's enrollments far surpassed the 5% per year goal stated in Berkeley City College's 1999-2015 institutional plan.

In fall 2015, students who attend day classes number 71% of total enrollment, while evening students number 31%. The percentage of students seeking defined educational goals has changed as well. More students are pursuing occupational certificates and degrees, with 69% declaring academic goals in fall 2015 and 31% declaring vocational goals. The number of annual graduates has risen from 14 in 1988 to more than 600 in 2015. This number is expected to continue to rise as Berkeley City College creates new programs in business, computer sciences, multimedia arts, global studies, science and social services.

Berkeley City College students are from a wide range of socioeconomic backgrounds, but the number of financially needy students attending Berkeley City College has risen steadily. The Extended Opportunities Program and Services (EOPS) served 27 students in 1988, and over 350 students in 2015-16.

A large share of Berkeley City College students are residents of Albany, Berkeley and Emeryville (46%), but Oakland (22%), San Francisco (4%), Piedmont (6%) and Contra Costa County (13%) are all represented, as are Marin, Solano and Napa Counties. Berkeley City College and Peralta provide regional resources, providing flexible, accessible programming to meet the needs of a diverse student body.

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Students attending Berkeley City College have become more diverse, adding to the richness of the educational experience at Berkeley City College. In fall 2015, approximately 27% were Caucasian; 19% were African American; 16% were Asian; 1% was Native American, 16% were Latino; 1% was Pacific Islander; and 2% were Filipino; 15% were Multiracial; Berkeley City College students' average age declined, from 44 years in 1988 to 25 years in 2014-15. The percentage of students between the ages of 16 and 24 rose to more than 54% in 2014-15 (as compared to 13% in 1988), and is expected to continue to rise as more young students enroll in Berkeley City College's transfer and occupational programs.

The Peralta District's environmental scan has revealed that people wish to enroll more in classes that are short term (less than semester length), that are modularized, and that are offered in the evenings. There also is increased interest and enrollment in distance learning and online classes. Employers, meanwhile, are seeking customized training programs as well as opportunities to upgrade their employees' computer skills. They want credit courses and programs to be more responsive to changing needs, and they expect the Peralta colleges to respond more quickly to changing labor market trends. Prospective students want simpler enrollment processes and more readily available hours and telecommunications systems that will deliver support services and facilitate enrollment.

Districtwide, student interest in distance education has increased. Recognizing that there are many more institutions competing to attract our students, Berkeley City College must continue to offer flexible educational programming and support services. Regional and state analyses of education and training needs indicate that workers of the future will change jobs and even careers several times in their lives, and will need to have computer skills as well as skills in oral and written communication, critical thinking and teamwork, opening opportunities for lifelong learning.

A report by the Economic Development Alliance for Business (EDAB) divides the East Bay into several strong and growing economic clusters. These include computers and related electronics, healthcare and environmental technology, motion pictures/television, multimedia, telecommunications, and food processing. Those sectors remain strong today.

Business-related services also contribute to a significant number of East Bay jobs. Peralta programs meet employers' continual demands for a well-educated, well-trained workforce in many ways. Fully 33% of Bay Area employees live and work in the East Bay.

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Market Segmentation and Target Marketing

While Berkeley City College's marketing and community relation's efforts generally are successful, there is an ongoing need to develop and strengthen new marketing strategies in all areas. College marketing efforts also require stronger support to develop more efficient market segmentation and target strategies to groups indicated above. For example, the college, along with the Peralta district, must engage and design integrated marketing communications strategies better directed to ethnic populations. Berkeley City College's recruitment success also can be attributed to program chairs unit managers and student representatives, who working with BCC's marketing office, select, segment, and then target specific markets for marketing and recruitment strategies. The college uses integrated marketing communications, surveys, environmental scans and occupational market data to define segments and target markets for each program listed below:

- American Sign Language
- Anthropology AA-T
- Art (including Art AA-Ts)
- Biotechnology
- Business (including Business AS-Ts)
- Chemistry
- Communication Studies AA-T
- Computer Information Systems
- Elementary Teacher Education AA-T
- English (including an English AA-T)
- English as a Second Language
- First Year Experience
- Global Studies
- History AA-T
- Learning Communities
- Liberal Arts Majors with Various Emphases
- Mathematics AS-T
- Multimedia Arts
- Philosophy AA-T
- Political Science AA-T
- Program for Adult College Education Pathways
- Psychology AA-T
- Public and Human Services
- Sociology AA-T
- Spanish Language (including Spanish AA-T)

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During 2016-2017, Berkeley City College will continue to develop and revise program-specific target marketing strategies directed to audience segments listed above. Because of state funding, Berkeley City College will continue to enroll more students in additional class sections. Class sections are expected to increase in the 2016-17 academic year. Culture-specific information strategies, which include multilingual translations of key college information, will be included in the college's communications plans.

Working with faculty, staff and administrators, the college will strengthen existing and create new and interactive internal communications strategies.

Positioning

As an integral part of the Peralta Community College District, Berkeley City College is positioned as a learning institution, which believes in and supports students' potential as individuals and their capacity for growth and development. The college will continue to position itself as a place where student learning is the primary goal; intellectual curiosity and inquiry are encouraged; diverse views are respected; and where skills for lifelong learning are solidified. It shall continue as an institution which is accessible to everyone, and where innovative approaches to education, and which responds to diverse student needs and learning styles, and shall contribute to the community's economic development needs.

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2016-2017 Marketing Plan**

Marketing Tactics: Product (or Service), Price, Place and Promotion

The attached plans for the college at large, the Office of Instruction (reflected in academic departmental plans) and the Office of Student Services (reflected in major unit plans) address product (or service), price, place and promotional tactics for 2015-16. Each is linked to one of the college's major objectives, which are included in Berkeley City College's educational plan.