

# BCCCEMP

**Berkeley City College Education Master Plan**



**Education Master Plan Five-Year Update  
For Academic Years 2016-17 to 2020-21**

*Adopted by BCC's Roundtable April 2016.  
Endorsed by the Academic Senate, Classified  
Senate, Associated Students, and Administration.*

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

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

## President's Message



To the Berkeley City College Community:

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

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

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

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

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

Frances L. White, Ph.D.  
Interim President

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

In spring 2016, Berkeley City College completed a five-year update of its education master plan. The 2016-2021 Berkeley City College Education Master Plan (BCCEMP) features current internal and external data, clarification of the five goals which link to BCC's mission, and a refinement of the equity agenda which is represented in the measurable objectives.

BCC recognizes that the equity gap is deeply influenced by higher education practices, many of which have remained unchanged, at the core, over the past half-century. No significant progress can be made in eliminating the equity gap until the college takes ownership of the issue and adopts institutional and pedagogical procedures and processes specifically designed to achieve equitable outcomes across all student populations.

### **MISSION**

Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives. The College achieves its mission through instruction, student support and learning resources which enable its enrolled students to earn associate degrees and certificates, and to attain college competency, careers, transfer, and skills for lifelong success.

### **EQUITY AGENDA**

For Berkeley City College, the equity focus is about creating an institution where student participation, completion, and success cannot be predicted by student demographics. Instead, BCC envisions achieving its mission equally and equitably across all of its student populations.

The overarching focus for Berkeley City College, 2016-2020, is to achieve equity and to eliminate the education gap in student access (participation), learning, completion, and success with exemplary programs. The annual measurable objectives are linked to the college's goals and are stated as indicators. The indicators of excellence (performance indicators) highlight the college's commitment to advancing equity in student access, learning, completion, and success. These indicators align with the *Peralta Community College District's Strategic Directions*.

### **GOALS AND INDICATORS**

Berkeley City College's five goals all focus on the manner in which the college achieves its mission. Meeting each goal optimally will require demonstrating the indicators of excellence incrementally each year across the institution's programs. The BCC Goals and Indicators align with the *Peralta Community College District's Strategic Directions*.

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

2016-2021 Indicators for Goal One:

- Participation: Increase participation by African American students in BCC programs by 20%.
- SEP: Increase the number of students who complete a Student Educational Plan within their second semester at BCC by 25%.
- Persistence: Increase the persistence of African American students by 5%.

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

2016-2021 Indicators for Goal Two:

- Fall Course Success: Increase the fall course success for underprepared African American students to 54%.
- ESL Momentum: Increase the ESL momentum rate for Hispanic students to 32.5%.
- Remedial English Momentum: Increase the remedial English momentum rate for African American Students to 37.2%.
- Remedial Math Momentum: Increase the remedial math momentum for African American students to 41%.

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

2016-2021 Indicators for Goal Three:

- CTE Participation: Increase the career-technical education participation rate for Hispanic students by 100%.
- CTE Completion: Increase career-technical education completion rates for students 25 and older to 45%.
- CTE Certificates: Increase the number of African American students who earn career-technical education certificates by 25%.

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

2016-2021 Indicators for Goal Four:

- Completion, Overall: Increase the overall completion rate for African American students to 46%.
- Transfers: Increase the number of transfers for Hispanic students by 100%.
- Degrees: Increase the number of African American students earning degrees by 100%.

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

2016-2021 Indicators for Goal Five:

- FTES: Raise the number of full time equivalent students by 12% through increased retention.
- Clean Audit: Achieve an audited financial statement that has no negative findings for BCC.
- Working BAM: Achieve full implementation of a budget allocation model that sustains BCC college operations.

**BCCEMP APPLICABILITY**

The Berkeley City College Master Plan, 2016-2021 Five-Year Update, is intended to provide a crosswalk for BCC planning processes, special funding streams, grant initiatives, and allocation of resources. The measurable objectives articulated as indicators of excellence are intended to inform all areas of practice and provide a means to demonstrate BCC’s progress in addressing the equity agenda. The BCCEMP’s singular focus—eliminating the education gap—in all of its activities is intended to provide a unifying vision across all areas of the college, and to provide a way to ensure the college’s energies are directed toward the success of all students.

**LINKAGE TO THE PERALTA CCD STRATEGIC DIRECTIONS**

PCCD Strategic Direction	BCCEMP Goal 1	BCCEMP Goal 2	BCCEMP Goal 3	BCCEMP Goal 4	BCCEMP Goal 5
A. Advance Student Access Equity and Success	x	X	x	x	x
B. Engage and Leverage Partners					x
C. Build Programs of Distinction	x	X	x	x	
D. Strengthen Accountability, Innovation and Collaboration	x	X	x	x	x
E. Develop and Manage Resources to Advance Our Mission					x

## **II. PURPOSE AND PROCESS OF THE BERKELEY CITY COLLEGE MASTER PLAN**

### **a. Introduction**

Berkeley City College (BCC) was founded in April 1974 as the fourth college of the Peralta Community College District (PCCD). Over the past four decades, BCC has grown from a small college that provided predominately lifelong learning opportunities to a comprehensive community college offering a span of programs from basic skills to career technical and transfer, and offering terminal certificates and degrees, as well as transfer degrees.

After more than 30 years of offering classes in locations dispersed all over the city, Berkeley City College in 2006 opened the doors of a new, 165,000 square foot urban college campus in the heart of downtown Berkeley, serving the communities of Albany, Emeryville, and Berkeley. A recent comprehensive study of the educational needs of these communities concluded that BCC will need to double its square footage by the mid 2020's. As was anticipated, the college has outgrown its current single-building campus, and recently purchased a property at 2118 Milvia Street in Berkeley to help address facility needs.

Berkeley City College serves over 7000 students, 33% of which are new, first time college students. The student body is very diverse, and the wide range of educational and life experiences bring a unique flavor to BCC classrooms. Nonresident - including international-students make up 10% of the student body. Approximately 17% of BCC students are also enrolled at a 4-year university, and another 20% are also taking classes at another college in the Peralta Community College District.

### **b. Purpose and Intended Use of BCCEMP**

The purpose of the Berkeley City College Education Master Plan is to provide the college and its community with direction and emphasis for the next five years. The master plan is a core component of integrated planning for the college, and acts as the principle plan for aligning the college's annual and operational plans, programs, grants, and initiatives to its vision, mission, and goals. The EMP enables a flexible and dynamic process wherein which the college assesses areas for continuous improvement and growth in order to meet the plan's goal.

The BCCEMP provides a lens for identifying and implementing quality practices each year, as well as for ensuring sustained and effective practice so as to continue serving students in 2021 and beyond. Implementation of the BCCEMP will rely on the college's inquiry based culture and will continue to bring together the college to work as a community of practice across disciplines and functions to elevate the college as a whole. Within the framework of institutional goals and indicators, linked to district strategic initiatives, the BCCEMP provides a roadmap that will enable the college community to continue to evolve in excellence as a collective over the next 6 years.



**c. The BCCEMP Planning Process**

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

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

#### **d. Contextual Statements for Planning**

The Berkeley City College Mission, Vision, Values, and Institutional Learning Outcomes provide the context within which the BCC goals and indicators are to be understood. The Peralta CCD Mission provides a district-wide context for BCC's planning and operations.

#### **Mission**

Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives. The College achieves its mission through instruction, student support and learning resources which enable its students to earn associate degrees and certificates, and to attain college competency, careers, transfer and skills for lifelong success.

#### **Vision**

Berkeley City College will be a leader in equitable academic excellence, collaboration, innovation and transformation, as a premier, diverse, student-centered learning community.

#### **Values**

Berkeley City College embraces values which allow all members of our college community to grow and thrive. Our commitments are to:

- **Academic Excellence and Student Learning**  
We value our students' intellectual capacity and potential, as well as their varied educational and experiential backgrounds, learning styles, and educational objectives.
- **Multiculturalism and Diversity.**  
We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity, characteristics our institution seeks in its students, faculty and staff.
- **Engaged Citizenship in a Complex Changing Global Society.**  
We value the fact that students live and work in an intercultural and increasingly complex society and world.

- Innovation and Flexibility.

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

- A Respectful and Collegial Workplace.

We value the high quality that characterizes everything we do, and the ability to achieve academic excellence in a collegial workplace. We value the achievement of intercultural proficiency across all employee groups, a living wage for every full time employee, and an environment which supports continuous professional development.

[Mission adopted by Berkeley City College, as revised, March 2016. Vision and Values adopted by Berkeley City College, as revised, April 2016.]

## **Institutional Learning Outcomes**

Berkeley City College's Institutional Learning Outcomes, as described below, are the competencies, the skills and knowledge that students will be able to demonstrate as a result of completing any instructional program at BCC and through participation in BCC student activities. Students completing an Associate Degree at BCC will be able to demonstrate these competencies at a level appropriate to the degree, along with program-specific programmatic outcomes.

### Communication

Students show that they communicate well when they

- *critically read, write, and communicate interpersonally, with audience awareness; and*
- *analyze communications for meaning, purpose, effectiveness, and logic.*

### Critical Thinking

Students demonstrate critical thinking skills when they

- *identify problems or arguments and isolate facts related to arguments;*
- *use evidence and sound reasoning to justify well-informed positions; and*
- *generate multiple solutions to problems and predict consequences.*

### Computational Skills (Quantitative Reasoning)

Students demonstrate computational skills when they

- *master computational concepts and apply them to concrete problems; and*
- *demonstrate algorithmic competence.*

### Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

- *analyze the consequences of their actions and the impact of these actions on society and the self; and*
- *demonstrate collaborative involvement in community interests.*

### Global Awareness & Valuing Diversity (Intercultural Competency)

Students demonstrate global awareness and show that they value diversity when they

- *identify and explain diverse customs, beliefs, and lifestyles; and*
- *analyze how cultural, historical, and geographical issues shape perceptions.*

### Information Competency

Students demonstrate information competency when they

- *find, evaluate, use, and communicate information in all its various formats;*
- *use library and online resources and research methodology effectively; and*
- *use technology effectively.*

### Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

- *work effectively with others in groups.*

## **Peralta Community College District Mission**

We are a collaborative community of colleges.

Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees of Arts and Science, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;
- Supportive, satisfying, safe and functional work environment for faculty and staff; and
- Preparation for an environmentally sustainable future.

### **III. INDICATORS OF EXCELLENCE: EQUITY IN ACCESS, LEARNING, COMPLETION AND SUCCESS**

*The overarching focus for Berkeley City College, 2016-2021, is to achieve equity and to eliminate the education gap in student access (participation), learning, completion, and success with exemplary programs. This focus drives the development of performance indicators for assessing the college's progress toward achieving its goals.*

The equity agenda, performance indicators and BCC focus also support the following Peralta CCD Strategic Goals:

- Advance Student Access, Equity, and Success
- Build Programs of Distinction

#### **The Equity Agenda:**

For BCC, the equity focus is about creating an institution where student participation, completion, and success cannot be predicted by student demographics. Instead, BCC envisions achieving its mission equally and equitably across all of its student populations. In order to align college efforts around a united goal of equity, all of the student indicators are expressed in equity terms. In order to identify programs of distinction and excellent practices in instruction, student services, and learning resources, the measures will rest upon indicators related to equity. The BCC community is convinced that eliminating the equity gap is the best way to ensure that every student at BCC receives the optimal learning experience and is prepared for a successful future.

BCC recognizes that the equity gap is deeply influenced by higher education practices, many of which have remained unchanged, at the core, over the past half-century. No significant progress can be made in eliminating the equity gap until the college takes ownership of the issue and adopts institutional and pedagogical procedures and processes specifically designed to achieve equitable outcomes across all student populations.

The BCC college community has identified the equity measures of access, learning, completion, and success that will ensure the college meets its five institutional goals. The BCCEMP 2016-2021 performance indicators focus on access, completion, and success.

#### **Access:**

Access is about the participation of students in the programs offered by the college. Whether the programs are services or learning supports, or are instructional programs in basic skills; CTE; or liberal arts leading to certificates, degrees, or transfer; equitable access ensures that a program will be able to fulfill its mission to all students.

Access is also about providing students with programs that are current and that offer pathways to career and to living wages. It is about retraining programs, about college skills programs, and about advising that guides students through their BCC experience and beyond.

**Learning:**

Instructional programs, student services, and learning resources all identify outcomes for student attainment of learning. These student learning outcomes are intended to provide a means to ensure that certificates and degrees are based upon student learning and attainment of competencies, knowledge and skills recognized in higher education and in industry. The assessment of learning is an important means by which the college can determine its progress toward eliminating the equity gap. College-wide indicators in this area align with the institutional learning outcomes.

**Completion:**

Virtually every external accountability system - federal, state, or accreditation - includes course completion within its measures. Course completion is at the root of student retention, persistence, time to degree, and completion of programs. The equity agenda will not advance unless it is represented within the completion indicators of the college. The BCCEMP indicators for 2016-2021 in the area of completion are focused on eliminating equity gaps.

**Success:**

When each area of the BCC mission is met equitably across all student groups, then student achievement will truly link to the entire student population. BCC is extremely proud of its transfer rates to the University of California, and will strive to retain and increase those rates. These rates will be all the more significant when they apply equitably across the student body and are found similarly in transfers to other institutions. Other success measures, including numbers of students earning degrees and certificates, and job placement with gainful employment, will provide further means for advancing BCC's equity agenda.

**Summary of Performance Indicators, 2016-17 to 2020-21**

BCC's performance indicators for the academic years from 2016-17 to 2020-21 are specifically intended to address the college's equity agenda. The college recognizes that setting targets for overall increases in student success will not necessarily eliminate the equity gap across student populations. The indicators call for BCC to significantly increase its success with African American, Hispanic, and other identified student groups over the next five years. Achievement of BCC's equity-based performance indicators will also have a measurable impact on the college's overall student success.

<b>Indicator</b>	<b>Equity Agenda Area</b>	<b>2016-2021 Performance Measure</b>
<b>Participation</b>	Access	Increase participation by African American students in BCC programs to 20%.
	Definition: Enrollment, participation in BCC program.	
<b>Student Education Plan (SEP)</b>	Completion, Success	Increase the number of students who complete a Student Educational Plan within their second semester at BCC by 25%.
	Definition: Completion of a student educational plan with course-taking pathway, identification of a major, and the student's end-goal (certificate, degree, etc.).	
<b>Persistence</b>	Completion	Increase the persistence of African American

		students by 5%.
	Definition: Enrollment in the first three consecutive terms.	
<b>Fall Course Success</b>	Completion	Increase the fall course success for underprepared African American students to 54%.
	Definition: Completion of the course by underprepared students with a grade of C or better.	
<b>Indicator</b>	<b>Equity Agenda Area</b>	<b>2016-2021 Performance Measure</b>
<b>ESL Momentum</b>	Access, Success	Increase the ESL momentum rate for Hispanic students to 32.5%.
	Definition: Students first enrolled in an ESL credit course who completed a college-level English course.	
<b>Remedial English Momentum</b>	Access, Success	Increase the remedial English momentum rate for African American Students to 37.2%.
	Definition: Students first enrolled in a remedial English credit course who completed a college-level English course.	
<b>Remedial Math Momentum</b>	Access Success	Increase the remedial math momentum for African American students to 41%.
	Definition: Students first enrolled in a remedial math course who completed a college-level math course.	
<b>CTE Participation</b>	Access	Increase the career-technical education participation rate for Hispanic students by 100%.
	Definition: Enrollment, participation in CTE program.	
<b>CTE Completion</b>	Completion	Increase career-technical education completion rates for students 25 and older to 45%.
	Definition: CTE completion of certificate or degree by students who took 8 units in a single discipline.	
<b>CTE Certificates</b>	Success	Increase the number of African American students who earn career-technical education certificates by 25%.
	Definition: Number of students earning CTE certificates.	
<b>Completion, Overall</b>	Completion	Increase the overall completion rate for African American students to 46%.
	Definition: Completion of degrees and/or transfers by all students.	
<b>Transfers</b>	Success	Increase the number of transfers for Hispanic students by 100%.
	Definition: Number of students transferring from BCC to any 4-year college or university.	
<b>Degrees</b>	Success	Increase the number of African American students earning degrees by 100%.
	Definition: Number of students earning degrees.	
<b>FTES</b>	Access, College Sustainability	Raise the number of full time equivalent students by 12% through increased retention.
	Definition: Annual full time equivalent students, at the level expected for BCC to serve its community.	

<b>Clean Audit</b>	College Sustainability	Achieve an audited financial statement that has no negative findings for BCC.
	Definition: No negative findings related to BCC in the externally audited annual financial statements.	
<b>Working BAM</b>	College Sustainability	Achieve full implementation of a budget allocation model that sustains BCC college operations.
	Definition: The budget allocation model is fully operational and sustains BCC operations.	



## IV. THE FIVE BERKELEY CITY COLLEGE GOALS AND ANNUAL PERFORMANCE INDICATORS

Berkeley City College has five goals which align with its mission. Each goal identifies a key area of practice for the college. Four of the goals are couched in the present; one of the goals is about both short term and long term sustainability. The goals represent the areas within which BCC's equity agenda is expressed through the indicators of excellence. The goals also demonstrate the areas within which BCC supports the five *Peralta Community College District Strategic Directions*: A.) Advance Student Access, Equity, and Success; B.) Engage and Leverage Partners; C.) Build Programs of Distinction; D.) Strengthen Accountability, Innovation, and Collaboration; E.) Develop and Manage Resources to Advance Our Mission.

### GOAL ONE: Strengthen Resilience

#### Description

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

To track achievement of the goal to strengthen resilience, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in three areas:

- Participation (access) in BCC programs
- Completion of student educational plans
- Persistence by enrolling in the first three consecutive terms

#### Indicators of Excellence

Indicator	Performance Measure [To be achieved during 5-year period.]	Baseline Measure	2016-2017 Target	2017-2018 Target	2018-2019 Target	2019-2020 Target	2020-2021 Target
<b>Participation</b>	Increase participation by African American students in BCC programs to 20%.	17%+ 1,929 students	18% 2,043 students	18.5% 2,099 students	19% 2,156 students	19.5% 2,313 students	20% 2,279 students
	Net impact on overall college performance on this indicator*	11,349+	11,453	11,519	11,576	11,633	11,699 (3.1% increase)
<b>SEP</b>	Increase the number of students who complete a Student Educational Plan within their second semester at BCC by 25%.	2838 (approx. ¼ of students)	2980	3122	3264	3406	3548 students
<b>Persistence</b>	Increase the persistence of African American students by 5%.	63.8%+ 58 students	64.8%	65.8%	66.8%	67.8%	68.8% (108 students)
	Net impact on overall college performance on this indicator	68.7%+ 630 students	68.9%	69.3%	69.8%	70.6%	74.1%

+ Baseline measure comes from 2015 Student Success Scorecard Data, California Community Colleges Student Success Initiative; students who meet the measurement criteria are grouped into cohorts for tracking.

\*Net impact demonstrates the effect on overall college performance for this indicator, if the college achieves its equity target in this area.

## GOAL TWO: Raise College Competence

### Description

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

To track achievement of the goal to raise college competence, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in four areas:

- Fall course success, underprepared students
- ESL momentum: students first enrolled in an ESL credit course who completed a college-level English course
- Remedial English momentum: students first enrolled in a remedial English credit course who completed a college-level English course
- Remedial Math momentum: students first enrolled in a remedial Math credit course who completed a college-level Math course

### Indicators of Excellence

Indicator	Performance Measure [To be achieved during 5-year period.]	Baseline Measure	2016- 2017 Target	2017- 2018 Target	2018- 2019 Target	2019- 2020 Target	2020- 2021 Target
<b>Fall Course Success</b>	Increase the Fall Course Success for underprepared African American students to 54%.	34%+ 163 students	37.8%	41.8%	45.7%	49.7%	54% (258 students)
	Net impact on overall college performance on this indicator*	45%+ 225 students	48%	51%	54%	58%	61%
<b>ESL momentum</b>	Increase the ESL momentum rate for Hispanic students to 32.5%.	27.5%+ 40 students	28.5%	29.5%	30.5%	31.5%	32.5%
	Net impact on overall college performance on this indicator	32.1+ 224 students	32.3%	32.5%	32.7%	32.9%	33.1%
<b>Remedial English momentum</b>	Increase the remedial English momentum for African American students to 37.2%.	24.7%+ 170 students	27.2%	29.7%	32.2%	34.7%	37.2%
	Net impact on overall college performance on this indicator	37%+ 635 students	37.7%	38.5%	39.4%	40.3%	41.4%
<b>Remedial Math momentum</b>	Increase the remedial Math momentum for African American students to 41%.	29.8%+ 141 students	32%	34.3%	36.5%	38.7%	41%
	Net impact on overall	40.8+	41.3%	41.9%	42.6%	43.3%	44%

	college performance on this indicator	617 students					
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+ Baseline measure comes from 2015 Student Success Scorecard Data, California Community Colleges Student Success Initiative; students who meet the measurement criteria are grouped into cohorts for tracking.

\*Net impact demonstrates the effect on overall college performance for this indicator, if the college achieves its equity target in this area.

### GOAL THREE: Enhance Career-Technical Education Certificates and Degrees

#### Description

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

To track achievement of the goal to enhance career-technical education certificates and degrees, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in three areas:

- CTE participation (access)
- CTE completion of certificate or degree by students who took 8 units in a single discipline
- CTE certificates earned

#### Indicators of Excellence

Indicator	Performance Measure [To be achieved during 5-year period.]	Baseline Measure	2016-2017 Target	2017-2018 Target	2018-2019 Target	2019-2020 Target	2020-2021 Target
<b>CTE Participation</b>	Increase the CTE participation rate for Hispanic students by 100%.	32 students+ (8.5% of CTE students)	38	44	50	57	64 students (14.6% of CTE students)
	Net impact on overall college performance on this indicator*	373 students+ (3.2% of BCC students)	411	417	423	430	437 (3.8% of BCC students)
<b>CTE Completion</b>	Increase CTE completion rates for students 25 and older to 45%.	31.8%+ 220 students	34.4%	37%	39.7%	42.3%	45% 310 students
	Net impact on overall college performance on this indicator	39.1%+ 373 students	40.6%	42.3%	44.2%	46%	47.9%
<b>CTE Certificates</b>	Increase the number of African American students who earn CTE certificates by 25%.	137 students	143	150	157	164	171 students
	Net impact on overall college performance on	267 students	273	280	287	294	301 Students

	this indicator						(up 12.7%)
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+ Baseline measure comes from 2015 Student Success Scorecard Data, California Community Colleges Student Success Initiative; students who meet the measurement criteria are grouped into cohorts for tracking.

\*Net impact demonstrates the effect on overall college performance for this indicator, if the college achieves its equity target in this area.

## GOAL FOUR: Increase Transfer and Transfer Degrees

### Description

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

To track achievement of the goal to increase transfer and transfer degrees, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in three areas:

- Completion, overall: completion of degrees or transfers by all students
- Transfers: Number of students transferring from BCC to any 4-year college or university
- Degrees: Number of students earning degrees

### Indicators of Excellence

Indicator	Performance Measure [To be achieved during 5-year period.]	Baseline Measure	2016-2017 Target	2017-2018 Target	2018-2019 Target	2019-2020 Target	2020-2021 Target
<b>Completion, overall</b>	Increase the overall completion rate for African American students to 46%.	22.4%+	27.1%	31.8%	36.5%	41.2%	46%
	Net impact on overall college performance on this indicator*	58 students					
		45.4%+	45.6%	45.9%	46.2%	46.7%	47.1%
<b>Transfers</b>	Increase the number of transfers for Hispanic students by 100%.	33 transfers	39	46	52	59	66
	Net impact on overall college performance on this indicator	115 students					
		285 transfers	291	298	304	311	318
		355 students					(up 11%)
<b>Degrees</b>	Increase the number of African American students earning degrees by 100%.	54 students	64	75	86	97	108 students
	Net impact on overall college performance on this indicator	192 students	202	213	224	235	246
							(up 28%)

+ Baseline measure comes from 2015 Student Success Scorecard Data, California Community Colleges Student Success Initiative; students who meet the measurement criteria are grouped into cohorts for tracking.

\*Net impact demonstrates the effect on overall college performance for this indicator, if the college achieves its equity target in this area.

## GOAL FIVE: Ensure Institutional Sustainability

### Description

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

To track achievement of the goal to ensure institutional sustainability, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in three areas:

- FTES: Full time equivalent students are at the level expected for BCC to serve its community
- Clean audit: no negative findings in the externally audited financial statements
- Working BAM: The budget allocation model is fully operational and sustains the college operations

### Indicators of Excellence

Indicator	Performance Measure [To be achieved during 5-year period.]	Baseline Measure	2016-2017 Target	2017-2018 Target	2018-2019 Target	2019-2020 Target	2020-2021 Target
<b>FTES</b>	Raise full time equivalent students by 12%, through increased retention.	Begin with PCCD target for 2016-17	3,924	4,042	4,159	4,277	4,395
<b>Clean Audit</b>	The annual audited financial statements for Peralta CCD indicate no negative findings for BCC.	One note related to college practice	No audit notes	No audit notes	No audit notes	No audit notes	No audit notes
<b>Working BAM</b>	The Peralta CCD budget allocation model is fully operational and sustains the college operations	Not fully implemented	BAM finalized for full implementation	BAM fully implemented	BAM fully impl.	BAM fully impl.	BAM fully impl.

## CONCLUSION

BCC wishes to acknowledge that its staff, faculty, and administration are committed to eliminating the achievement and equity gap and empowering students for success. Professional development and policy support for effective practices will enable BCC constituents to meet the performance measures identified for 2016-2021. In addition, raising the level of intercultural proficiency across the campus will be an ongoing part of the work.

## V. CURRENT PROGRAMS AND PRACTICES OF DISTINCTION IN SUPPORT OF GOALS

### **BCC's Work in Support of Goal One**

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

The division of Student Services at Berkeley City College provides services to students, supports instruction, and fulfills the mission of the College. The division assists students in developing the "whole student" or a student's intellectual capacity and achievement, emotional make-up, physical condition, social relationships, vocational aptitudes and skills, moral values, economic resources, and aesthetic appreciations. Through innovation, cooperation, and collaboration, Student Services at BCC supports day-to-day operation of admissions and records, financial aid, outreach and college application, placement assessment and orientation, counseling (academic, general, personal, and career), Program for Students with Disabilities (DSPS), EOPS/CARE and CalWORKs, TRiO, transfer and career services, student activities and associated students, student discipline, and selected on-site student health services.

In order to increase institutional effectiveness, Berkeley City College Student Services has integrated Program Review into a complete decision making process. Through Unit Plan, Program Review, Student Learning Outcomes, and the shared governance process, Student Services Division within Berkeley City College clarifies, streamlines, and prioritizes its many action plans, action items, and initiatives and develops a comprehensive implementation plan complete with performance measures result in resilience in students.

#### **Associated Students of Berkeley City College (ASBCC):**

Student Activities and Campus Life is an integral part of the *Resilience* of the student body at Berkeley City College. In addition to the services provided by Student Services, the leadership provides an opportunity for students to become empowered through employment, leadership development and recognition. Sustainable and well managed aspects of Student Services allow for extra-curricular activities outside the classroom that build resiliency among the BCC Student Body. Below are tangible programs and reasons that contribute to student success, leadership development, that resulting in Resiliency.

The role of the ASBCC is to empower the student voice on campus through active participation in shared governance meetings, increase club participation, and assist student in reaching their respective goals at Berkeley City College.

- All ASBCC Officers are responsible for the various roles:
- Information and Organizational Systems
- Campus Sustainability
- Community Building
- Student Services focusing on Student Transfer
- Student Services focusing on Special Populations

- Student Services focusing on Primary Services
- Student Services focusing on Academic Services
- External Affairs

### **BCC Student Clubs:**

The Inter Clubs Council (ICC) is an umbrella organization intended to coordinate and represent the consolidated cultural, educational, honorary, philanthropic, and social interests of the Berkeley City College student body as they relate to the duties and obligations of the ASBCC.

### **BCC Student Ambassador Program:**

- Trains students to be leaders in the community and to be of service to their student body.
- Increases awareness of the services and programs offered by the college and the community for their benefit.
- Assists with identification of disadvantaged students and help them to remain in and to focus on college.
- Helps others get acclimated to the campus so that students can accomplish their educational goals.
- Assists other in applying for college, providing tours, selecting classes, college resource utilization, and assisting faculty, staff, and students with outreach.
- Helps bridge the gap between the students, teachers, and administrators by communicating the needs of the student body.
- Contributes to the motivation and reinforcement necessary for the students to complete their two-year occupational and or degree transfer program.

**EOPS /CARE program:** objective is to provide above and in addition to what the campus provides its students. With the support from the State Chancellor's office, our Title 5 regulations, and our campus team, we are able to bring fundamental support services to our program participants. The *resilience* of our student participants is in part, due to our ability to provide core and support services. The program offers core services designed to give students assistance with what they will need to be successful in class, including:

- **Book Vouchers / Book Loans** - used at our bookstore / extensive library which matches our campus curriculum
- **Supply Kits and Supply Cards** - provided in new student orientations and for continuing students
- **Computer Access** - computer lab access daily with printing lab support
- **Counseling** - one-on-one academic and career counseling and partnering with our mental health department when needed. Faculty Advising for program participants.

### **BCC Learning Support Services:**

These services are designed to give students extra support so they can feel confident that their academic success is our highest priority now and into the future

- **Tutoring** - Individual and group, Math, English and Learning Recourse Center support
- **Homework Lab** - the computer lab has access for students to work alone or in groups
- **Workshops** - Financial literacy, study skills, stress management, CSU&UC requirements, how to maintain SAP

- **Campus Tours** - UCB transfer panel and campus tour
- **Community Resource Information** - maintains a current list of community resources. Advisory Board community partners resource contacts
- **Work study** - job opportunities on and off campus through EOPS and FWS funding
- **Internships** - working with the City of Berkeley Barbara Lee's office and other community partners
- **Mentorship opportunities** - Student mentorship for new and returning students in the lab and on campus.

## **UMOJA**

BCC has initiated an UMOJA program, which will begin implementation in summer 2016. The overarching premise of the program will be to create a welcoming environment to African American students that will encourage inclusiveness, instill confidence and create successful students. Built upon the principles of BCC's First Year Experience and upon the principles of the national Umoja movement, the program will offer an orientation program, cohort approach, assigned counselors and faculty advisors, and contextualized learning geared to create a sense of community and affinity for students across their studies at BCC.

## **BCC's Work in Support of Goal Two**

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

College Competence:

Berkeley City College is central to maintaining the social and economic health of the northern Alameda County through its certificates, degrees, and workforce and transfer preparation.

As an open access institution, BCC addresses the needs of a diverse population of learners with vastly varying levels of academic preparation. Assisting the underprepared student to attain the pre-transfer skills needed to succeed in college-level work is a core function of BCC.

As a participant in the Basic Skills Initiative (BSI), a state-funded initiative aimed at effectively addressing equity and success for pre-transfer students, BCC has made significant strides for our students and community. Each year the college faculty, staff, and administration reviews pre-transfer level student progress and identifies coordinated action plans to better serve students with pre-transfer level English, ESL, and mathematics skills.

The English as a Second Language (ESOL) Department has begun an evaluation of ways to better understand its student populations and the equity needs represented. The discipline is unique in that almost all of the students are from other countries. For those students, the department cannot identify former foster youth, or veteran status, for example. There are very few or no African Americans as the term is usually intended (although there is a significant number of African students, some of whom may identify as African American after having lived in the US for a time). The grouping of students under the "Hispanic" designation may also not be helpful in that the data do not differentiate between resident immigrant students and international



students (and this distinction itself is only a rough indicator of socioeconomic differences that may be critical). However, the department generally agrees that the more important measurements are how students fare, in terms of success, after they move out of the program and into the transfer-level classes, and how many of them successfully take that step at all.

BCC's English department developed an innovative course that presents learning competencies bridging pre-transfer and transfer-level work. Students who are assessed at a pre-transfer level can enroll in the English 264 course, which includes assignments that can be completed to demonstrate student work across course levels. The assignments become student portfolios, which are reviewed and assessed by English faculty panels at the end of the semester. Students whose work demonstrates transfer-level expectations are then able to apply the portfolio assessment as credit by examination for completion of the English 1A transfer course. Students whose work requires further development to meet transfer-level expectations can sign up in an English 1A course taught by the same English instructor who will continue the course trajectory in the next semester.

In Mathematics, BCC faculty evaluated the algebra and statistics courses to determine a pathway that facilitates persistence and success for students whose goals do not include Sciences, Technology, Engineering, and Mathematics (STEM) degrees or employment. The result was identification of those portions from the algebra course which are needed in the statistics course, and then combination of those elements into a revised statistics course pathway. Contextualization of examples and assignments further encourages and supports student success.

The PERSIST program includes faculty development, student recruitment, intensive orientation, specialized curriculum, team instruction, and linkages with transfer-level courses to create an environment in which students learn the essential skills for college success (learning skills, self-efficacy and related life skills) as well as the competencies contained within pre-transfer coursework. The work is thematic, often focusing on social justice issues which have impacted the students within the cohort. In order to create clear pathways for students to enter college-level programs, PERSIST has been developing ways to integrate Social Sciences research courses as well as Multimedia Art courses into the orientation-bridge-plus-one-semester program. BCC's program is linked with the acclaimed ACE program, and is participating in a Carnegie Foundation initiative involving at-risk and re-entry adults.

The college has recently recognized that students have pre-transfer level skills in other areas that are core to student success. These areas include: computer software applications for word processing and using spreadsheets; making presentations; information competency; and essentials of visual communication. Work is underway to bring courses in these areas into a student success program connected with library and learning resources.

### **BCC's Work in Support of Goal Three**

Enhance Career-Technical Education (CTE) Certificates and Degrees: *Enhance BCC's 1- and 2-year career and technical education programs so that they provide current and transferable*

*skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one's career.*

**Career-Technical Education:**

Berkeley City College recognizes that ultimately all of its programs lead to employment or advancement in employment for its students. For this reason, BCC's CTE programs are included within departments that also house transfer programs and degrees.

<b>Instructional Department</b>	<b>CTE Programs</b>
American Sign Language	American Sign Language
Arts and Cultural Studies	Public Art (Muralist)
Business, CIS, Economics	Accounting, Office Technology, Business, Information Technology, Programming, Computer Science
English, ESOL, Education	TEACH (Teacher's Aide, Teaching Assistant)
Multimedia Art	Animation, Digital Imaging, Digital Video Arts, Web Design and Production
Modern Languages	Spanish Medical Interpreter
Science	Biotechnology Analytical Chemistry
Social Sciences	Public and Human Services

BCC's career-technical education has identified and taken steps to address known challenges across the various fields:

- maintaining faculty currency in the field: professional development, sabbaticals, participation in cross-institutional discussions.
- reviewing and revising curriculum: each CTE program curriculum is evaluated and updated at least once every two years.
- connecting the industry and business community: the CTE programs have advisory committees that include representation from local businesses and employers which meet at least annually; districtwide CTE committees work with industry councils on needed programmatic changes.
- creating pathways from high school to college to employment: strong relations between high school faculty and BCC program faculty are maintained to ensure that course articulation, program continuity, and outreach-student retention priorities are met.
- tracking student employment and post-completion success: BCC has partnered with a multi-college consortium to better track student employment after completion of CTE certificates.

The ongoing cross-CTE work still being fully developed at BCC includes ensuring that students who complete a program are able to achieve gainful employment (employment in our area with a

living wage), and that each certificate and degree within a “stackable” sequence represents a significant unit of skill and competency development for the student.

### **BCC’s Work in Support of Goal Four**

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

BCC offers more than 30 associate degrees, including 15 Associate Degrees for Transfer which guarantee admission at a California State University for study in that major. BCC transfer students can be found at highly-regarded four-year colleges and universities across California and the nation.

The programs of study within which associate degrees are offered include:

- American Sign Language
- Anthropology
- Art (including art history and studio arts)
- Chemistry
- Biotechnology
- Business (including accounting)
- Communication Studies
- Computer Information Systems (including web programming, programming, applications)
- Economics
- Elementary Education
- English
- Global Studies
- History
- Liberal Arts (including arts and humanities, social and behavioral sciences)
- Mathematics
- Multimedia Arts (including digital video arts, web design/production, digital imaging, and animation)
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish

BCC is proud to maintain the distinction of annually being noted as a top transfer institution to the University of California campuses, and has ranked within the top five in transfers to University of California-Berkeley for a number of years.

**First Year Experience:** One of BCC’s key areas of focus for student success is its First Year Experience (FYE), a cohort model designed for all incoming students entering with a degree or transfer objective. The First Year Experience Program curriculum is designed to engage students by offering complementary curriculum (joint assignments) across courses that is both

challenging and collaborative. The spirit of the curriculum is to educate, and to also build community amongst students and faculty.

The mission of FYE is to help first-time college students obtain an associate degree in two years, or for specialized cohorts, two and ½ years. This innovative cohort program provides intensive support and early planning - with dedicated counselors and faculty advisors - to help direct students in their class selection to facilitate timely transfer to a four-year college or university.

The implementation phase of the First Year Experience has just completed an evaluation, in which changes have been made to support the intended application of FYE to all students. While there will continue to be a few specialized cohorts designed for specific groups of students (such as PERSIST and UMOJA) who may need a level of academic or college remediation, the other cohorts will follow a generalized course-taking pattern that can lead to multiple choices for students when they select their majors. All FYE cohorts, whether specialized or general, will include college-level courses from the start.

### **BCC's Work in Support of Goal Five**

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

BCC has had a consistent and continuous commitment to improving student learning by taking educational effectiveness as a demonstrable priority in all planning structures and processes. BCC's Goal Five - Institutional Sustainability, aligns with four out of five of the *Peralta Community College District Strategic Directions*: A. Advance Student Access, Equity and Success; B. Engage and Leverage Partners; D. Strengthen Accountability, Innovation, and Collaboration; and E. Develop and Manage Resources to Advance our Mission.

BCC's commitment to innovation has involved advancing its institutional leadership at all levels, including administrators, classified staff members, instructional and counseling faculty, students, and community advocates. Collectively, and for smaller projects, the college-wide leadership has regularly used results from program review, SLO assessments, and other plans and/or program evaluation results to continually refine and improve program practices, resulting in upward trends for student achievement and learning. With a well-documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements, BCC integrates its main plans into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. As a result, BCC has been able to operate at a high level of effectiveness, efficiency, and compliance with external requirements, including accreditation standards.

BCC has made it a priority to expand its partnerships with local and global education systems, community organizations, and business and industry, to provide students with multiple pathways to success. Internally, BCC continuously updates and upgrades its curriculum and program offerings in order to respond to the unique set of employers in the surrounding community.

BCC regularly evaluates the effective use of its human, physical, technological, and financial resources in achieving its broad educational purposes, including stated student learning outcomes. The college has been able to prudently manage its fiscal resources, affirm positive cash flow, balance its budget and expenditures, and allocate sufficient budget to areas other than personnel salaries and benefits.

The college community recognizes that ensuring institutional stability is a necessity to achieve Goals One through Four, both short- and long-term, so that the College can “sustain” its impact on students through education and support services. BCC regularly assesses progress toward achieving its education goals, using longitudinal data and analyses and systematic evaluation and planning to refine its key processes and improve student learning, and exercise an ongoing review and adaptation of evaluation and planning processes.

## VI. SUMMARY OF EXTERNAL AND INTERNAL DATA

### External Scan

**The Greater Area Population Growth.** BCC will continue to face demand for college and program access in both credit and life-learning programs. *Bay Area Plan* projects that the extended BCC service area (north-central Alameda County, west Contra Costa County, and the rest of the San Francisco Bay Area) will experience growth until 2040 in population, housing, and jobs. Moreover, the College may need to strike a balance between serving college-age population (18-24), working age (25-64), and retirees (65- 85+). While Contra Costa school- and working-age population will only grow moderately, these two age groups in Alameda will decline.

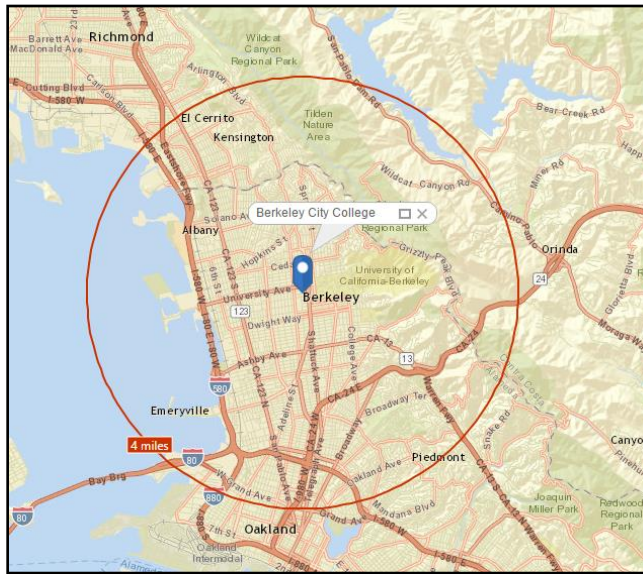
**Table One: San Francisco Bay Area County Population, Housing, and Job Growth 2010-40**

County	Employment				Housing Units				Households				Population			
	2010	2040	2010-2040		2010	2040	2010 - 2040		2010	2040	2010-2040		2010	2040	2010-2040	
Alameda	694,450	948,000	253,000	36%	582,500	731,000	148,000	25%	545,000	705,000	160,000	29%	1,510,000	1,988,000	478,000	32%
Contra Costa	344,920	467,000	122,000	35%	400,260	480,000	80,000	20%	375,000	463,000	88,000	23%	1,049,000	1,335,000	286,000	27%
Marin	111,730	129,000	18,000	17%	111,210	119,000	8,000	7%	103,000	112,000	9,000	9%	252,000	285,000	33,000	13%
Napa	71,650	90,000	19,000	27%	54,760	61,000	6,000	11%	49,000	56,000	7,000	15%	136,000	164,000	27,000	20%
San Francisco	568,720	759,000	191,000	34%	376,940	469,000	92,000	25%	346,000	447,000	101,000	29%	805,000	1,086,000	280,000	35%
San Mateo	345,200	445,000	100,000	29%	271,030	327,000	56,000	21%	258,000	316,000	58,000	22%	718,000	906,000	188,000	26%
Santa Clara	926,260	1,230,000	304,000	33%	631,920	843,000	211,000	33%	604,000	819,000	215,000	36%	1,782,000	2,426,000	644,000	36%
Solano	132,350	180,000	48,000	36%	152,700	176,000	23,000	15%	142,000	169,000	27,000	19%	413,000	511,000	98,000	24%
Sonoma	192,010	257,000	65,000	34%	204,570	236,000	32,000	16%	186,000	221,000	35,000	19%	484,000	598,000	115,000	24%
<b>Region*</b>	<b>3,385,000</b>	<b>4,505,220</b>	<b>1,119,920</b>	<b>33%</b>	<b>2,785,950</b>	<b>3,446,000</b>	<b>660,000</b>	<b>24%</b>	<b>2,608,020</b>	<b>3,308,110</b>	<b>700,090</b>	<b>27%</b>	<b>7,151,740</b>	<b>9,299,150</b>	<b>2,148,410</b>	<b>30%</b>

\* Percentage growth figures may appear inaccurate and sum of county totals may not match regional totals due to rounding  
 \*\* 2010 values include seasonal units; Regional 2040 and growth totals include 4,000 seasonal units that were not distributed throughout the region.

Source: [Bay Area Plan](#), the Association of Bay Area Governments and Metropolitan Transportation Commission

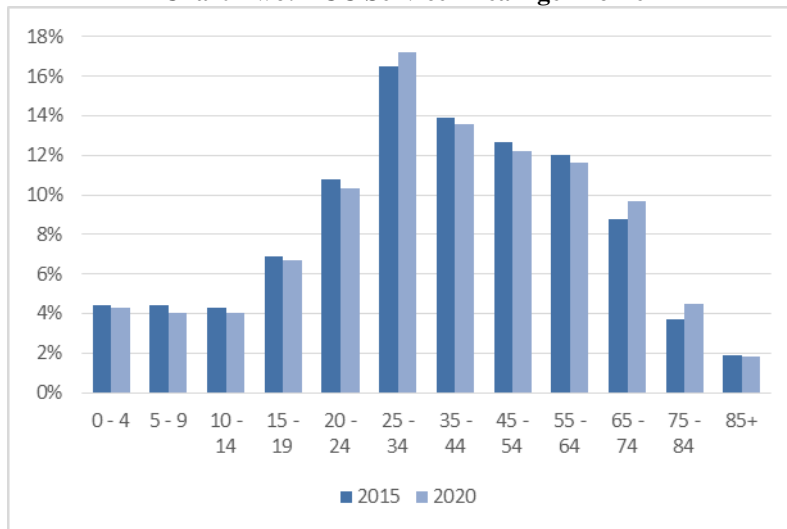
**Chart One: BCC's Immediate Service Area**



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

While BCC's defined service area includes Berkeley, Emeryville, Albany and surrounding areas, the students served come from Contra Costa, Alameda, and San Francisco counties, as well as from out-of-state and from other countries. When examining the workforce needs in career-technical education program planning, and the gainful employment outlook for graduates of BCC, the college has to look at the greater surrounding area to make a realistic assessment of the appropriateness of its programs and services.

**Chart Two: BCC Service Area Age Profile**

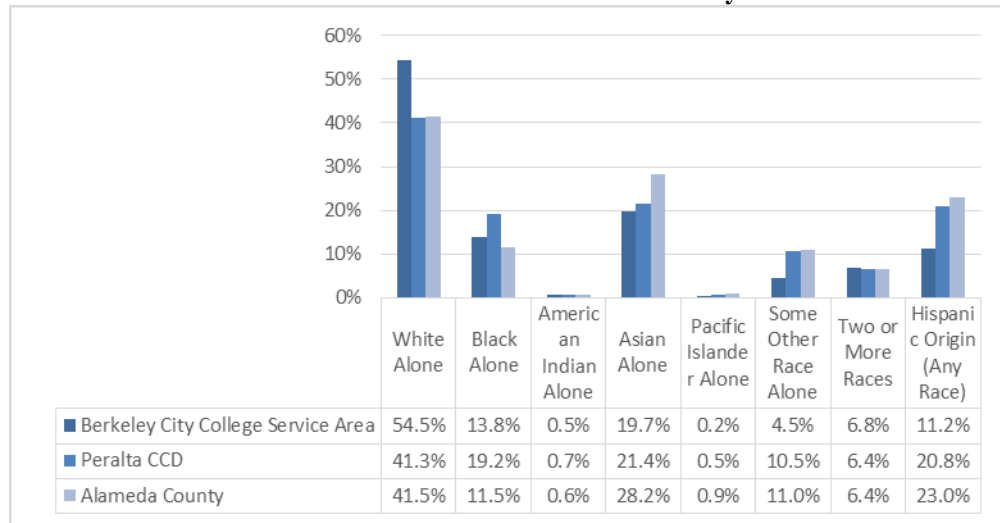


Source: CBT Data Portfolio, June 2016, see Resource Materials

**Demographic Shift.** BCC will serve more Hispanics and students from other diverse, under-served, and under-prepared backgrounds in coming years. [Association of Bay Area](#)

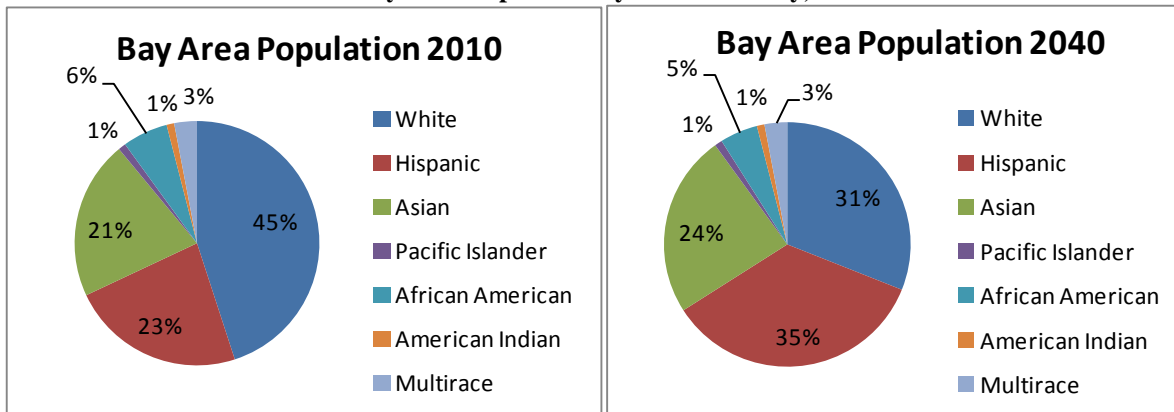
Governments projects that the Hispanic population will grow from 23% to 35% between 2010 and 2040.

**Chart Three: BCC Service Area Race/Ethnicity Profile**



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

**Chart Four: Bay Area Population by Race/Ethnicity, 2010 and 2040**



Source: 2010 Census, Association of Bay Area Governments (2013)

**Area Economy.** The number of students with financial needs will continue to grow, while employees making wages in order to meet the higher cost of living in the area will also be a challenge. In comparison with the rest of the counties, median household incomes in north-central Alameda and west Contra Costa are lower. Between 2010 and 2040, the population of very low to low-income families will grow from 40% to 43%. The change may be attributed primarily to new households projected to move to the San Francisco Bay area in the next 30 years; only 28% of the new households are projected to generate above moderate income.



**Table Two: Poverty Rates of Individuals among Populations in the U.S., California, Contra Costa County and Alameda County, 2000-11**

Geographic Region	2000	2011	% Change 2000-11
US	12.4%	14.3%	1.90
California	14.2%	14.4%	0.20
<b>Alameda County</b>	11.0%	11.4%	0.40
North-Central Alameda	16.1%	16.9%	0.01
Southern Alameda	7.2%	8.9%	0.02
Eastern Alameda	4.0%	5.0%	0.01
<b>Contra Costa County</b>	7.6%	9.9%	2.30
West Contra Costa County	12.4%	13.6%	1.20
Central Contra Costa County	4.5%	6.5%	2.00
East Contra Costa County	5.8%	7.9%	2.10

Source: 2000 U.S. Census, American Community Survey for Contra Costa County, 2011, and American Community Survey for Alameda County 2008-2012.

**Education Attainment and Employment Wage.** The positive relationship between education attainment and income may be one of the most powerful recruitment tools for BCC. An associate degree holder earns approximately \$9,000 more, annually, than his/her high school graduate counterparts. In addition, higher education is associated with lower unemployment and better health. This data may be used as a foundation for student recruitment and staff development.

**Table Three: Bay Area Annual Personal Income by Educational Attainment, 2010**

Educational Level	Bay Area				
	East Bay	San Francisco	San Mateo	Santa Clara	California
Less than High School Graduate	\$20,174	\$18,704	\$21,087	\$20,853	\$18,675
High School Graduate or Equivalent	\$31,102	\$23,962	\$29,994	\$29,188	\$26,921
Some College or Associate Degree	\$40,467	\$36,202	\$40,458	\$40,702	\$35,524
Bachelor's Degree	\$61,731	\$61,426	\$61,615	\$71,183	53,033
Graduate or Professional Degree	\$86,528	\$82,402	\$98,365	\$101,279	\$76,648

Source: U.S. Census Bureau

**Globalization.** In the coming years, BCC will serve an increased number of people with global backgrounds. The representations of foreign born in north-central Alameda and west Contra Costa are higher than the two county areas. Moreover, the two areas also experienced a moderate growth in the number of people who speak languages other than English (10% increase in north-central Alameda and 27% increase in west Contra Costa between 2000 and 2011).

**Table Four: Place of Birth or Citizenship Status in Alameda and Contra Costa County**

	North-Central Alameda		South Alameda		East Alameda		Alameda County	
	N	%	N	%	N	%	N	%
Native Born in U.S.	489,080	72.0%	208,151	59.3%	118,682	80.9%	1,051,085	72.8%
Foreign born	189,893	28.0%	142,582	40.7%	28,042	19.1%	392,656	27.2%
Total Population	678,973	100.0%	350,733	100.0%	146,724	100.0%	1,477,980	100%
	West Contra Costa		Central Contra Costa		East Contra Costa		Contra Costa County	
	N	%	N	%	N	%	N	%
Native Born in U.S.	171,161	68.5%	404,839	79.0%	216,691	78.8%	792,691	76.4%
Foreign born	78,861	31.5%	107,838	21.0%	58,427	21.2%	245,126	23.6%
Total Population	250,022	100%	512,677	100%	275,118	100%	1,037,817	100%

Note: North-Central Alameda includes Albany, Alameda, Berkeley, Emeryville, Oakland, and San Leandro. South Alameda includes data for Hayward and Fremont. East Alameda includes data for Livermore and Pleasanton.

Source: American Community Survey for Alameda County 2006-2010, American Community Survey for Contra Costa County, 2011.

**Table Five: Languages Spoken at Home by County Region, 2000-2011**

	2000		2011		Change 2000-2011	
	N	%		%	N	%
<b>Alameda County</b>			Region/Group			
English Only	850,906	58.9%	863,875	57.2%	12,969	1.5%
Language other than English	495,760	34.3%	646,396	42.8%	150,636	30.4%
Total Population	1,443,741	100.0%	1,510,271	100%	66,530	4.6%
<b>North-Central Alameda County</b>						
English Only	438,448	64.7%	426,944	61.8%	(11,504)	-2.6%
Language other than English	238,816	35.3%	263,741	38.2%	24,925	10.4%
Total Population	677,264	100.0%	690,685	100%	13,421	2.0%
<b>Contra Costa County</b>						
English Only	624,278	73.1%	652,835	67.2%	28,557	4.6%
Language other than English	229,484	26.9%	318,027	32.8%	88,543	38.6%
Total Population	853,762	100.0%	970,862	100%	117,100	13.7%

Source: 2000 U.S. Census, 2011 American Community Survey (ACS) for Contra Costa County and 2008-2012 American Community Survey for Alameda County. Note: North-Central Alameda County includes Albany, Alameda, Berkeley, Emeryville, Oakland, and San Leandro.

**Workforce Projections and BCC Programs.** BCC will continue its program development and improvement in STEM (Science, Technology, Engineering, and Math) as well as in arts and humanities. While the East Bay and South Bay are known for high technology industries, San Francisco is a world leader in financial and scientific services. The East Bay is a national hub for renewable energy and is one of the biggest adopters of, and markets for, solar technology in California. Both Alameda and Contra Costa Counties are at the heart of the East Bay Green Corridor. These high-skilled sectors generate considerable impact to key regional economic low-to-mid skills sectors annually. From each \$1 million spending in the scientific Research & Development (R&D) sector, retail stores get approximately 4%, real estate firms receive 5.1%, and restaurants and bars collect 3% as net revenues. BCC will update and upgrade its programs and services supporting jobs for highly skilled as well as mid-skilled business and industry, in order to meet the demands of local and global employers.

**Table Six: Fastest Growing Occupations in Alameda, Contra Costa and San Francisco Counties**

Occupational Title	Estimated Employment 2013	Projected Employment 2016	Percent Change 2013-2016	Annual Average Percent Change	First Quarter Wages	
					Median Hourly	Median Annual
Personal Care Aides	27,310	32,804	20.1%	6.7%	\$ 10.45	\$ 21,742.93
Information Security Analysts	1,372	1,613	17.6%	5.9%	\$ 49.02	\$ 101,968.53
Home Health Aides	13,455	15,648	16.3%	5.4%	\$ 12.78	\$ 26,589.33
Web Developers	3,788	4,343	14.7%	4.9%	\$ 32.45	\$ 67,496.00
Heating, Air Conditioning, & Refrigeration Mechanics & Installers	2,235	2,559	14.5%	4.8%	\$ 24.97	\$ 51,930.67
Software Developers, Applications	15,519	17,736	14.3%	4.8%	\$ 48.10	\$ 100,054.93
Software Developers, Systems Software	10,124	11,567	14.3%	4.8%	\$ 51.14	\$ 106,378.13
Cooks, Restaurant	13,653	15,596	14.2%	4.7%	\$ 12.17	\$ 25,306.67
Statisticians	450	514	14.2%	4.7%	\$ 46.96	\$ 97,683.73
Skincare Specialists	764	870	13.9%	4.6%	\$ 19.98	\$ 41,558.40
Advertising Sales Agents	3,116	3,546	13.8%	4.6%	\$ 25.33	\$ 52,693.33
Combined Food Preparation & Serving Workers including Fast Food	27,856	31,617	13.5%	4.5%	\$ 9.78	\$ 20,349.33
Health Technologists & Technicians, All Other	1,530	1,730	13.1%	4.4%	\$ 25.72	\$ 53,497.60
Market Research Analysts & Marketing Specialists	11,910	13,458	13.0%	4.3%	\$ 36.57	\$ 76,072.53
Bartenders	7,087	8,006	13.0%	4.3%	\$ 10.20	\$ 21,216.00
Demonstrators & Product Promoters	1,837	2,069	12.6%	4.2%	\$ 12.69	\$ 26,388.27
Biochemists & Biophysicists	681	767	12.6%	4.2%	\$ 37.86	\$ 78,741.87
Taxi Drivers & Chauffeurs	3,675	4,136	12.5%	4.2%	\$ 10.41	\$ 21,659.73
Biomedical Engineers	536	603	12.5%	4.2%	\$ 45.45	\$ 94,542.93
Computer User Support Specialists	8,916	10,029	12.5%	4.2%	\$ 27.15	\$ 56,472.00
Pest Control Workers	681	766	12.5%	4.2%	\$ 15.03	\$ 31,269.33
Management Analysts	14,134	15,876	12.3%	4.1%	\$ 40.29	\$ 83,803.20
Healthcare Social Workers	2,011	2,257	12.2%	4.1%	\$ 32.89	\$ 68,418.13
First-Line Supervisors of Food Preparation & Serving Workers	9,319	10,449	12.1%	4.0%	\$ 14.44	\$ 30,035.20
Amusement & Recreation Attendants	3,690	4,129	11.9%	4.0%	\$ 10.41	\$ 21,645.87
Operations Research Analysts	1,289	1,442	11.9%	4.0%	\$ 40.78	\$ 84,822.40

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

## Internal Scan

**BCC Employee Profile.** The increase of full-time faculty at BCC exceeded the district-wide growth over the past five years (primarily due to the partial implementation of Peralta District’s Budget Allocation Model, intended to equalize funding across the colleges); as a result, the College’s full-time to part-time faculty ratio improved from 37:63 to 44:56. However, the increase of administrator and classified staff lagged behind district-wide growth. As part of the effort approaching Equity, BCC has been and will continue to enhance diversity among its employees to mirror both the student body and area population.

**Table Seven: Berkeley City College Employee, 5-Year Trend**

Emp Type	EE06 Occ2	Berkeley City College					District	
		2011	2012	2013	2014	2015	Change '11 to '15	Change '11 to '15
<b>Admin</b>	Admin	7	7	9	9	9	29%	35%
<b>Faculty</b>	Faculty	42	34	50	51	64	52%	17%
<b>Classified</b>	Professional	15	12	13	13	11	-27%	5%
	Clerical	13	14	13	14	20	54%	5%
	Technical	13	11	12	12	11	-15%	2%
	Skilled	0	0	0	0	0	na	15%
	Maintenance	5	6	6	6	5	0%	4%
	Subtotal	46	43	44	45	47	2%	4%
<b>Total</b>	Total	95	84	103	105	120	26%	12%

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

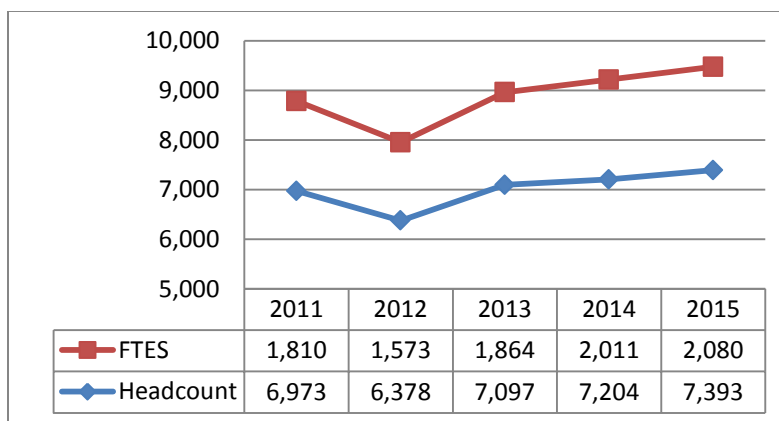
**Table Eight: BCC Faculty Statistics**

Employee Type	Berkeley City College					Change '11 to '15
	2011	2012	2013	2014	2015	
Faculty	42.3	34.2	49.5	52.0	64.6	53%
PT Faculty	72.4	57.2	73.7	76.4	80.7	11%
Total	114.7	91.4	123.2	128.4	145.3	27%
Faculty	37%	37%	40%	40%	44%	
PT Faculty	63%	63%	60%	60%	56%	
<b>District</b>						
Faculty	49%	49%	47%	48%	50%	
PT Faculty	51%	51%	53%	52%	50%	

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

**Student Enrollment Trend.** More students at BCC took a higher number of units over the last five years; headcounts enlarged by 6% and FTEs increased by 15%. However, approximately 35% of BCC students also take courses at one or more of its sibling colleges within the District. The EMP Survey findings indicate that 72% of students attend classes in the morning in comparison with 50% of faculty responding to the survey indicating that they teach in the morning. BCC will infuse this data into its Enrollment Management Plan in order to assist its students in meeting their education goals at BCC in a timely and effective fashion.

**Chart Five: Fall Headcount and FTES, Berkeley City College**



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

**Table Nine: BCC Students by Campus Attended**

Berkeley City College		
Campuses Students Attend	Count	Percent
BCC_ONLY	4,787	65%
BCC_LC	1,158	16%
BCC_COA	470	6%
BCC_MC	329	4%
BCC_LC_COA	325	4%
BCC_LC_MC	158	2%
BCC_COA_MC	92	1%
BCC_COA_LC_MC	75	1%
BCC_Total	7,394	100%

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

**Financial Aid.** Both the number of financial aid awards and the dollar amount of awards increased significantly over the past five years. These increases mirror local economic data presented in the External Scan earlier. BCC will need to continue to enhance its financial aid services in order to assist students in completing their education at BCC and beyond.

**Table Ten: Number of BCC Financial Aid Recipients by Award Type, 2010-11 to 2014-15**

	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014	Annual 2014-2015	%-Yr % Change
TOTAL	5,414	5,416	5,805	5,971	5,838	7.8%
Board of Governors (BOG) Enrollment Fee Waiver	5,335	5,289	5,661	5,769	5,682	6.5%
Grants	1,245	1,556	1,584	1,645	1,940	55.8%

Loans	148	186	169	182	177	19.6%
Scholarship	48	60	62	61	25	-47.9%
Work Study	43	59	56	69	68	58.1%

Source: CCCCCO DataMart

**Table Eleven: Amount of Financial Aid Award by Award Type, 2010-011 to 2014-15**

	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014	Annual 2014-2015	5-Yr % Change
TOTAL	\$6,866,261	\$8,772,608	\$9,260,379	\$10,383,646	\$11,673,393	70.0%
Board of Governors (BOG) Enrollment Fee Waiver	\$1,443,273	\$1,973,928	\$2,622,101	\$2,835,049	\$2,907,844	101.5%
Grants	\$4,465,210	\$5,459,981	\$5,519,043	\$6,246,550	\$7,410,852	66.0%
Loans	\$802,864	\$1,135,574	\$930,579	\$1,035,335	\$1,093,432	36.2%
Scholarship	\$69,224	\$87,349	\$96,339	\$105,562	\$41,137	-40.6%
Work Study	\$85,690	\$115,776	\$92,317	\$161,150	\$220,128	156.9%

Source: PCCD CCCCCO Datamart

**Student Residence Status and Local High School Information.** While the proportions of BCC's out-of-state and international students grew by 67% and 75%, respectively, the percentage of in-state students declined by 4%. According to information of BCC student from sending high schools, BCC has not only been able to enhance its partnerships with high schools in the immediate service areas, but also attract students from the greater East Bay areas.

**Table Twelve: BCC Student Headcount by Residency Status**

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

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

**Table Thirteen: BCC Top 20 Feeder High Schools**

Berkeley City College							
High School	District	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change '11 to '15
Berkeley High	Berkeley Unified	142	93	136	140	142	0%
El Cerrito High	West Contra Costa Unified	57	38	60	58	68	19%
Albany High	Albany City Unified	40	54	53	57	56	40%
Oakland Technical High	Oakland Unified	29	14	22	32	31	7%
Alameda High	Alameda Unified	11	15	15	18	29	164%
Richmond High	West Contra Costa Unified	18	14	25	27	26	44%
Skyline High	Oakland Unified	27	20	31	18	25	-7%
San Leandro High	San Leandro Unified	22	38	46	36	23	5%
Castro Valley High	Castro Valley Unified	9	13	17	22	22	144%
Pinole Valley High	West Contra Costa Unified	31	24	20	25	21	-32%
De Anza High	West Contra Costa Unified	11	20	13	30	14	27%
Encinal High	Alameda Unified	7	12	12	16	14	100%
Salesian High	Private	8	9	16	6	14	75%
Arroyo High	San Lorenzo Unified	6	8	14	10	14	133%
Hercules High	West Contra Costa Unified	14	8	16	12	13	-7%
John F Kennedy High	West Contra Costa Unified	14	10	18	18	12	-14%
Bishop O'dowd High	Private	2	13	14	7	12	500%
Piedmont High	Piedmont City Unified	6	5	13	14	11	83%
Oakland High	Oakland Unified	10	8	10	3	11	10%
Berkeley Adult School	Berkeley Unified	9	9	7	6	10	11%

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

**Course Success and Annual Completion.** While BCC's Fall course retention rate has been holding steady around 77% over the past five years, the success rate declined slightly from 65% to 62%. The success rates also varied among students from different race/ethnic background. Course Success Rate is considered the foundation for student performance and has been addressed by several primary collegewide plans and programs, e.g., Equity Plan, EOPS/CARE, DSPS, Foster Youth.

On the other hand, BCC's success can be positively measured by increases in annual degrees and certificates. Liberal Arts/Social and Behavior Sciences, and Liberal Arts are the top two major awards in degrees, and Transfer IGETC and CSU GE are the top two awards in certificates. As a "transfer college," BCC transfers to UCs and CSUs increased by 16% over the last five years. The transfer by race/ethnicity data clearly suggest that BCC needs to assist more African American and Hispanic students in transferring to the UCs.

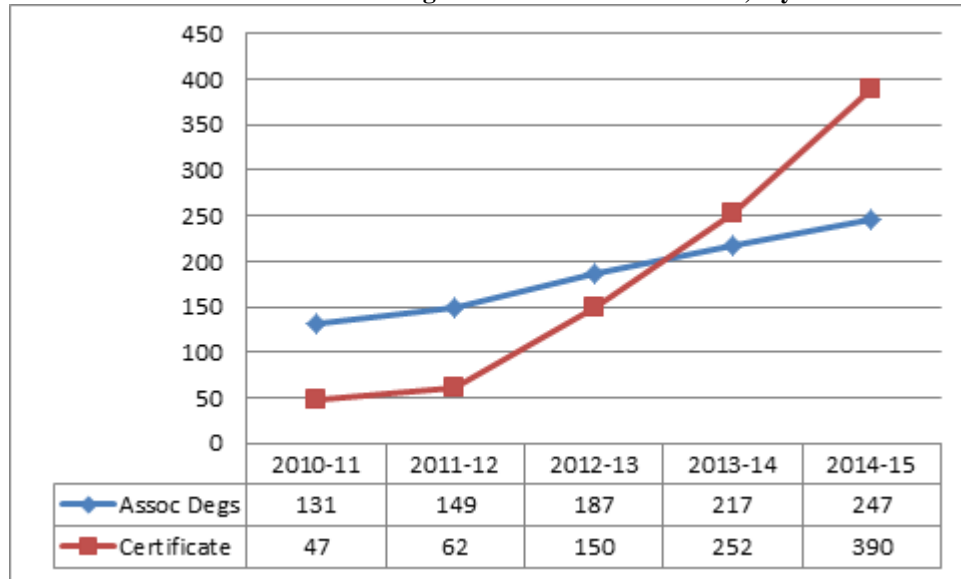
**Table Fourteen: Course Success Rates**

Berkeley City College						
Dimension	2011	2012	2013	2014	2015	District 2015
<b>Course Success Rate</b>	65%	65%	63%	63%	62%	65%
<b>Course Retention Rate</b>	78%	76%	76%	81%	77%	80%
<b>Success Rates by Ethnicity</b>						
African-Am	51%	51%	48%	49%	48%	54%
Asian	75%	75%	73%	72%	73%	76%
Filipino	69%	63%	65%	64%	66%	69%
Latino	64%	62%	61%	59%	58%	63%
Multiple	64%	61%	60%	59%	59%	60%
Native Am	56%	60%	62%	50%	46%	61%
Other/Unkwn	68%	65%	63%	64%	63%	68%
Pacific Islander	71%	58%	46%	65%	65%	60%
White	72%	72%	71%	73%	70%	72%
Note: This breakdown uses the CCCCCO Ethnicity categories						
<b>Success Rates for Basic Skills Courses*</b>						
BS Crs	61%	49%	50%	52%	44%	57%
<b>Success Rates by CTE/Non-CTE Course</b>						
CTE Course	65%	65%	61%	63%	63%	70%
Non-CTE Course	65%	64%	64%	64%	62%	63%
<b>Success Rates for Distance Ed Courses</b>						
Distance Ed Course	54%	59%	53%	56%	55%	58%

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



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



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

**Table Fifteen: Associate Degree by Top 20 Largest Majors**

Berkeley City College						
Major	2010-11	2011-12	2012-13	2013-14	2014-15	5-yr Total
Liberal Arts/Social & Behavior	29	55	69	89	75	317
Liberal Arts	53	46	24	11	2	136
SOC Sociology-TR	0	0	11	13	24	48
Liberal Arts/Arts & Humanities	1	12	8	14	8	43
PSYCH Psychology-TR	0	0	7	10	18	35
Business Administration-TR	0	0	3	10	18	31
English Language-TR	0	2	8	5	11	26
Business Administration	8	4	6	4	1	23
POSCI Political Science-TR	0	0	0	5	18	23
BUS Accounting	4	4	2	7	5	22
BIOL Biotechnology	3	3	9	2	4	21
ASL American Sign Language	4	2	4	4	4	18
SPAN Spanish Language	7	2	5	3	1	18
HUSV Social Servic Paraprofesn	2	4	6	4	1	17
MMART Digital Video	2	2	2	6	4	16
BUS/GENERAL BUSINESS	2	3	2	3	5	15
MMART Animation	2	0	3	5	5	15
MATH Mathematics-TR	0	0	1	1	12	14
ENGL English Language/Writing	4	3	3	2	1	13
MMART Digital Imaging	2	1	3	3	3	12

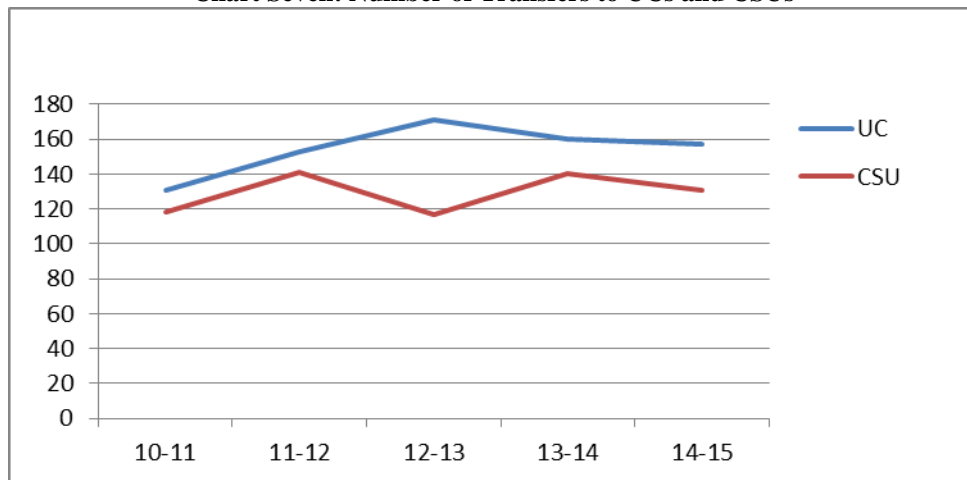
Source: CBT Data Portfolio, June 2016, see Resource Materials

**Table Sixteen: Certificates by Top 20 Largest Majors**

Berkeley City College						
Major	2010-11	2011-12	2012-13	2013-14	2014-15	5-yr Total
Transfer Studies/IGETC	0	15	47	49	122	233
Trans Studies/CSU GE Breadth	0	16	23	37	74	150
ASL American Sign Language	10	7	7	4	8	85
ESL Advanced ESL	0	0	0	10	26	36
HUSV Social Servic Paraprofesn	7	7	9	4	2	34
BIOL Biotechnology	3	3	14	1	4	28
BUS Accounting	0	0	0	13	13	26
ESL High Intermediate ESL	0	0	0	5	18	23
MMART Foundations of Video	0	0	2	12	7	21
BUS/GENERAL BUSINESS	3	3	3	3	8	20
MMART Basic 3d Illustration	0	0	2	10	5	17
MMART Intermediate Editing	0	0	1	11	4	16
HUSV Social Servic Paraprofesn	0	0	1	8	5	14
MMART Basic Animation	0	0	0	6	8	14
MMART Foundation for Animation	0	0	1	6	5	12
SPAN Spanish Language	5	2	1	1	3	12
MMART Advanced Digital Video	0	0	1	6	3	10
DIG/IMAGING LEVEL I	0	0	6	3	1	10
MMART Basic Editing	0	0	1	4	5	10
HUSV-Community Health Worker	0	1	4	3	2	10

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

**Chart Seven: Number of Transfers to UCs and CSUs**



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

**Six-Year Success Tracking (Scorecard).** BCC’s 6-year overall completion rate for students averaged 50% over the last five years. This is comparable to the district’s rate and slightly higher than the state rate (48%). BCC’s college-prepared student’s completion rate averaged 20% higher than the rate for its overall student population. In order to raise the bar for all students, BCC has selected the overall completion rate as one of the Goal Four indicators. However, BCC’s CTE completion rate as measured by Scorecard has declined over the last five years from

50% to 41% and then slowly rose back to 42%. The College's rate (44%) averaged lower than both the district-wide (47%) and state-wide figures (50%). As a comprehensive college, BCC offers cutting-edge CTE programs, and thus CTE completion was selected as Goal Three.

BCC has selected basic skill tracking data in Math, English, and ESL as indicators for Goal Two. While all three rate averages are slightly higher than the district-wide averages (30% to 28%, 30% to 30%, and 27% to 17%, respectively), BCC will focus on the growth against its self-determined benchmarks for continuous improvement.

**Table Seventeen: Six-Year Tracking Completion Rates by College Preparedness**

Berkeley City College							
College	Cohort Type	2011	2012	2013	2014	2015	5-yr Avg
<b>Berkeley</b>	College Prepared	76%	68%	71%	66%	69%	70%
	Unprepared for College	35%	43%	39%	38%	37%	38%
	Overall	50%	53%	51%	47%	48%	50%
<b>PCCD</b>	College Prepared	72%	72%	76%	74%	74%	74%
	Unprepared for College	42%	40%	40%	39%	39%	40%
	Overall	50%	50%	50%	49%	49%	50%
<b>Statewide</b>	College Prepared	69%	71%	71%	70%	70%	70%
	Unprepared for College	40%	41%	41%	41%	40%	41%
	Overall	48%	49%	49%	48%	47%	48%

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

**Table Eighteen: Six-Year Basic Skills Progress Rates**

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

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

**Table Nineteen: Six-Year CTE Completion Rate**

Berkeley City College							
College	Cohort Type	2011	2012	2013	2014	2015	5-yr Avg
Berkeley	CTE Completion Rate	50%	45%	41%	41%	42%	44%
PCCD	CTE Completion Rate	48%	47%	46%	47%	47%	47%
Statewide	CTE Completion Rate	50%	51%	51%	50%	50%	50%

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

**Table Twenty: 3 Consecutive Term Persistence Rate**

Persistence Overall	2011		2012		2013		2014		2015	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	308	69.8%	354	67.5%	545	59.4%	620	65.3%	630	68.7%
Female	171	69.6%	192	63.5%	300	60.3%	306	63.7%	321	69.5%
Male	137	70.1%	162	72.2%	245	58.4%	283	66.4%	289	67.8%
< 20 years old	166	68.7%	218	65.1%	380	57.9%	463	65.9%	435	71.7%
20 to 24 years old	57	61.4%	59	71.2%	67	64.2%	65	60.0%	117	62.4%
25 to 39 years old	50	76.0%	44	77.3%	60	68.3%	56	58.9%	49	55.1%
40+ years old	35	80.0%	33	63.6%	38	52.6%	36	77.8%	29	72.4%
African American	78	69.2%	93	62.4%	135	39.3%	136	55.1%	58	63.8%
American Indian/Alaska Native	*	50.0%	*	100.0%	*	75.0%	*	33.3%	*	100.0%
Asian	64	76.6%	40	75.0%	102	70.6%	87	52.9%	42	69.0%
Filipino	*	100.0%	*	50.0%	11	81.8%	13	92.3%	*	100.0%
Hispanic	46	67.4%	50	64.0%	87	62.1%	99	77.8%	52	71.2%
Pacific Islander	*	50.0%	*	50.0%	*	20.0%	*	0.0%	*	100.0%
White	81	65.4%	105	73.3%	137	66.4%	121	72.7%	60	70.0%

\*Data suppressed due to low cohort size.

Source: CCCC Scorecard

## VII. CHALLENGES AND OPPORTUNITIES

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

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

### **District-wide Challenges and Opportunities**

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

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

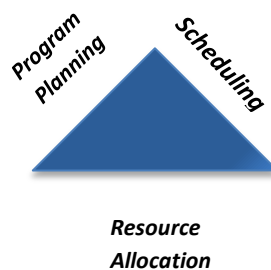
- High school graduation projections
- High school graduate enrollment trends
- Data on Berkeley City College students concurrently enrolled in multiple PCCD colleges

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

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

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

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



### **Berkeley City College Challenges and Opportunities**

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

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

#### **1. Unmet Student Needs and Untapped Student Populations.**

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

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

## **2. Demand for Technology and Online Education.**

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

## VIII. IMPLEMENTATION AND EVALUATION OF THE BCCEMP

### a. Implementation of the BCCEMP

Berkeley City College commits to providing the very best education to its local and global community members. In light of this commitment, the college cannot be satisfied with the status quo, but must strategically plan for increasing student success, enhancing leadership, and improving effectiveness and efficiency. The Berkeley City College Master Plan (BCCEMP) is designed with specific goals and timelines for achieving related performance indicators. These will necessarily lead to programmatic changes, which will lead the college toward fully achieving its mission. The BCCEMP gives the college a blueprint for progress, and the responding actions taken will provide students with the means to enrich their lives through learning and make their educational aspirations a reality. The college is fully pledged to implementing BCCEMP, and to informing all of its other primary plans with the goals and performance measures set forth there.

The working document entitled *Integrated Planning, Resources Allocation, and Evaluation* describes the institution's integrated planning cycle, processes, timelines, programs, and plans at the college or program levels that are part of college-wide planning. Initially developed in 2009 following the district-wide Strategic Summit dialogue, this document features revisions and updates introduced over the last six years, based upon input from campus constituencies during the regular and annual evaluation activities. The integrated planning cycle is a comprehensive set of planning processes that are linked to one another so that there is an ongoing and systematic progression of assessment, goals, objectives, program review, resource allocation, plan implementation, program assessment, and process evaluation. With the addition of the BCCEMP, the college will be able to more effectively include the element of college-wide planning and decision-making, looking at both the results of program review and at internal and external factors impacting the college overall.

BCC strives to continuously improve its institutional effectiveness. The College's planning is an ongoing institutional priority and takes place at many levels. Planning involves multiple integrated processes operating on pre-set cycles. The College organizes its key processes and allocates its resources to effectively support student learning, using ongoing and systematic evaluation and planning to refine its key processes and improve student outcomes.

The College acknowledges that meeting its mission, as demonstrated through achievement of the goals and performance measures set forth in the BCCEMP, cannot be fulfilled if the BCCEMP only applies to "new funds," in terms of the college's unrestricted funds, or to "new initiatives" in terms of grant or specialized funding streams. BCC expects that these goals and performance measures will drive operational behavior across all aspects of the college, both ongoing and "new."

Further, BCC acknowledges that the BCCEMP goals and performance measures will have little impact on overall college behavior, if plans for special funding streams and grants communicate different priorities and set forth different objectives. For this reason, the college's intention is for all plans, including plans completed for special funding streams and for grants, to be grounded in, and based upon, the goals and performance indicators of the BCCEMP.

## **b. Student Learning Outcomes Assessment and BCCEMP Evaluation**

Berkeley City College, through its governance and decision-making structure, develops and publishes, on a regular basis, the processes by which it assesses its mission, program review, institutional planning, student learning assessment, resource allocation, and evaluation procedures on a regular basis. BCC's Institutional Effectiveness web page describes the comprehensive planning processes, with the linkages between plans. The entire process follows an ongoing and systematic cycle of development and update, resource allocation, implementation, program plan assessment, and process evaluation, under the umbrella of the educational master plan.

As is consistent with its Mission, Vision, and Values, student learning is a critical element of assessing progress toward goals at BCC. The ability to produce and support student learning is critical to BCCEMP goals. College-wide indicators and performance measures in the area of student learning will become a common element of the college's educational master plan in the future. BCC's operational success, academic quality, and sustainability all center on producing, supporting, measuring, and continuously improving student learning at all levels of the institution, from academic instruction and student support services to planning and budgeting, facility management, learning resources, and technological infrastructure.

Guided by the mission, and directed through the BCCEMP goals and performance measures established to evaluate how the college is meeting the mission, BCC's planning, resource allocation, implementation, and evaluation activities occur on an ongoing basis through its shared governance and operational structures in an integrated and inter-related fashion.

Attainment of the goals of BCCEMP is evaluated through the outcomes of program review, student learning outcomes assessment, project reports, and analysis of data (both at the college and program levels) related to the performance measures identified for this update of the BCCEMP.

## **c. Application of BCCEMP to Grants and Special Funding Streams**

As noted above, the BCCEMP goals and performance measures guide operational activities and budgets, both restricted and unrestricted. It is the college's expectation that grant applications and plans related to special funding streams - including those associated with state initiatives—will be grounded within the BCCEMP goals and performance indicators.

This necessarily also means that grant applications and plans related to special funding streams must become integrated within the program reviews and regular operations of the college, so that all of the college's energy will be coordinated and directed toward achieving the BCCEMP goals and indicators. There are implications from this commitment to a united focus on addressing the equity agenda through the BCCEMP goals and performance indicators. Beginning immediately, and continuing over the course of this five-year educational master plan update, the college's organizational structure, professional development emphasis, as well as its identification of internal and external partnerships and communication strategies will need to be evaluated and revised as necessary to best support BCC's commitment.

## **IX. BCCEMP RESOURCE MATERIALS**

Readers of the Berkeley City College Master Plan, 5-Year Update 2016-2021, may wish to refer to selected resource materials used by the college in the development process. These materials, along with more information about BCC's integrated planning and particular institutional plans, can be found at: <http://www.berkeleycitycollege.edu/wp/prm/>.

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

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



# Berkeley City College

## Data Portfolio for the Educational Master Plan

Draft March 30, 2016

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## External Environmental Scan

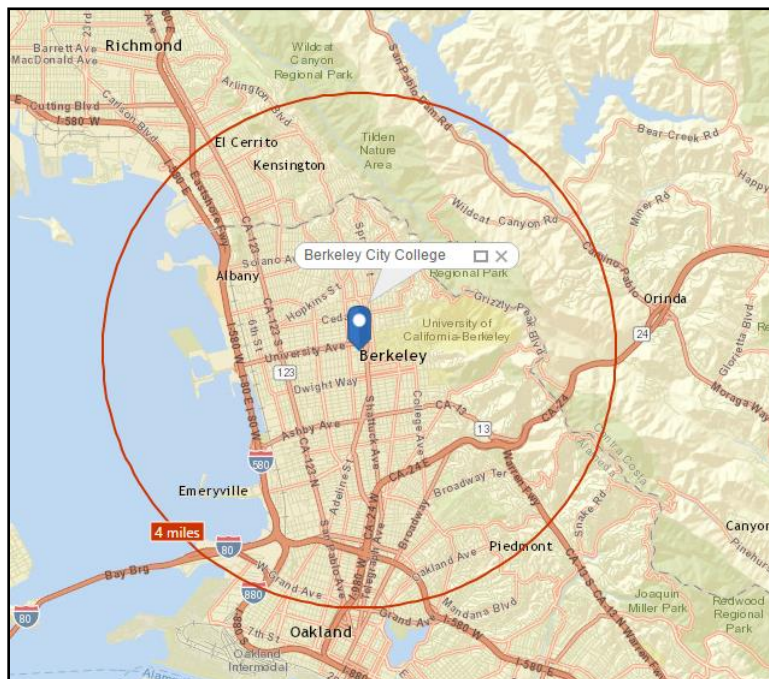
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### Overview

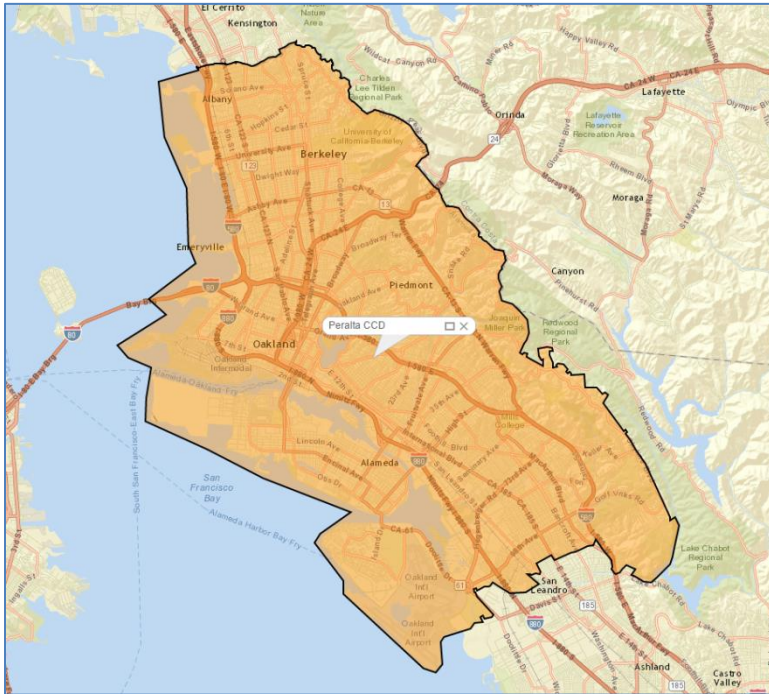
The External Scan is an analysis of the population of the college's service area. The data examines many metrics in an attempt to better understand who lives in the service area of the college. The college service area has been defined as a circular geographic area with a 4-mile radius, with the college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

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

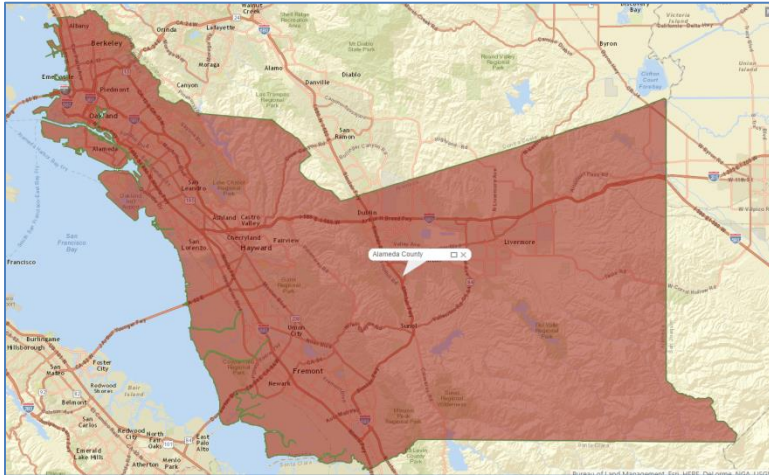
Following is a map showing the College's effective service area.



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



The following map shows Alameda County.

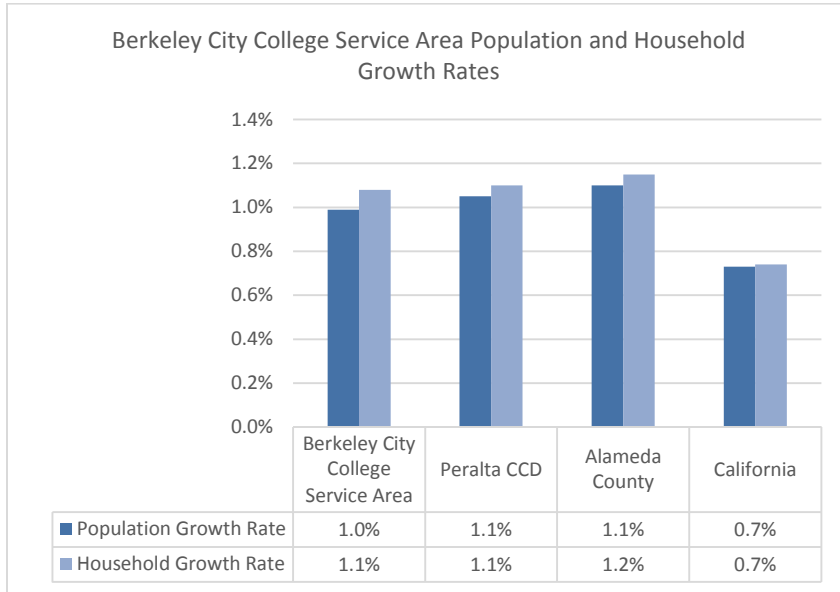


## Demographic Trends of the population

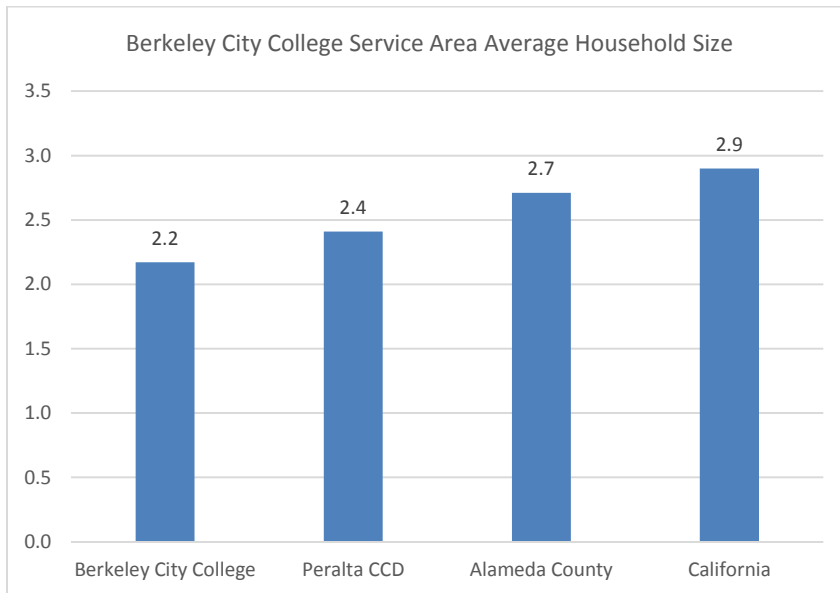
This section of the plan examines the demographic trends of the college service area population. Whenever helpful, the service area data includes comparison data for the population living in the entire District, the County and in the State.

**Population Growth**

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



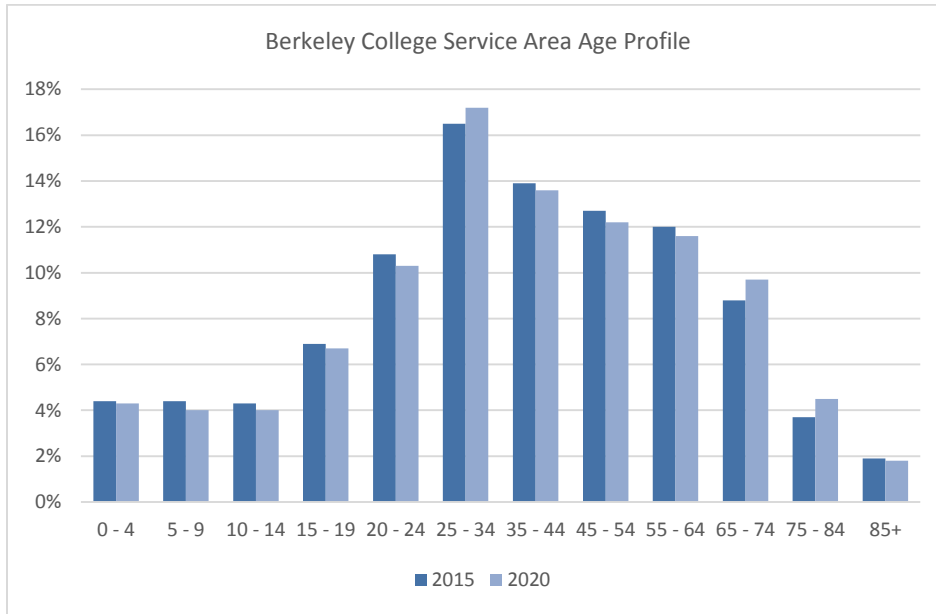
The Berkeley City College Service Area has an average household size of 2.2 persons, smaller than the other areas shown in the graph



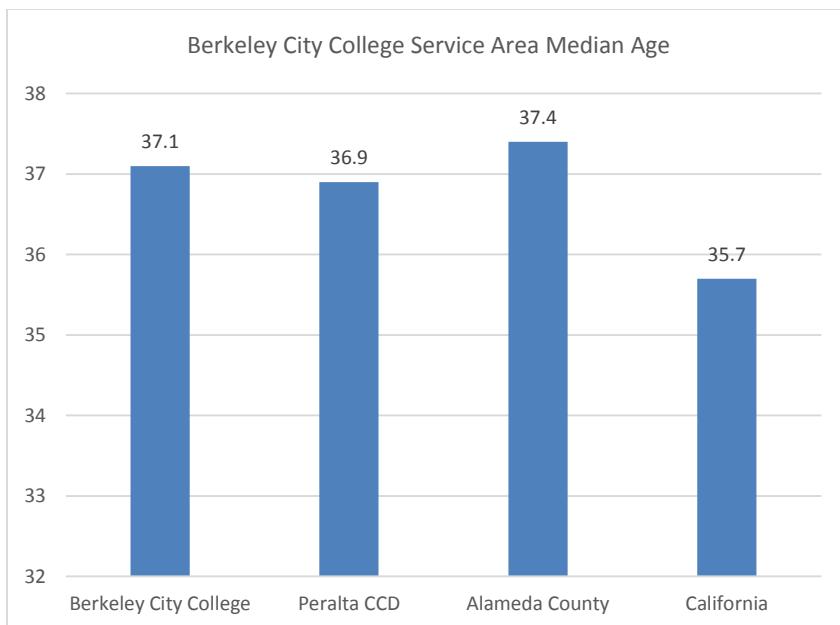
### **Age Profile**

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

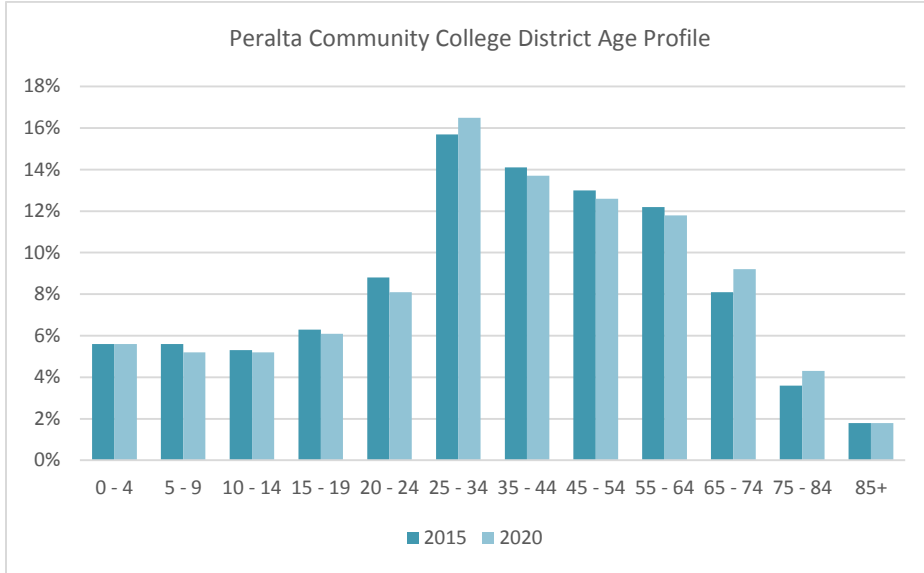
The Berkeley City College service area shows that all the age groups younger than 25, are projected to decline as a percentage of the population. There are only three age segments projected to grow as a percentage of the population. Those are the 25-34, 65-74 and 75-84 segments. Twenty-five to 34 year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



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



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

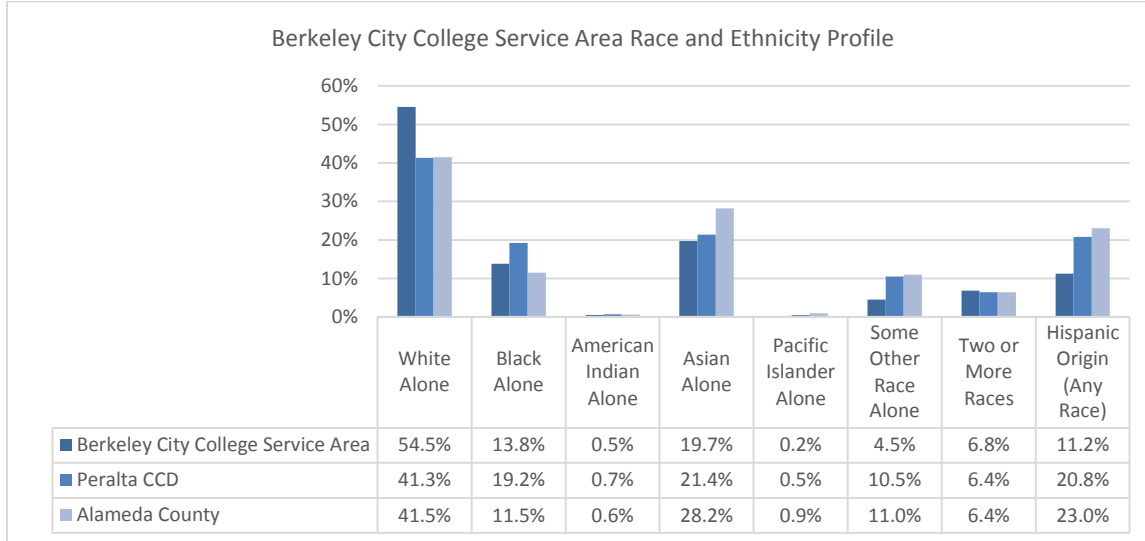


**Race/Ethnicity**

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

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

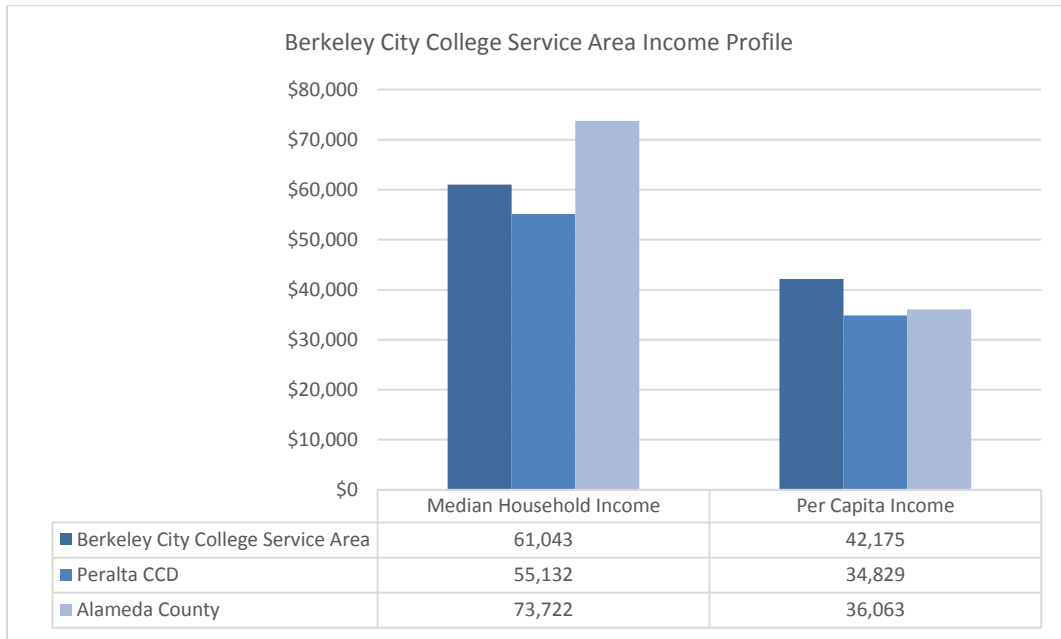
In the Berkeley City College service area, the majority of the population (54.5%) identify themselves as “White Alone”. The next largest population segments are Asian Alone (19.7%), Black Alone (13.8%) and Hispanic (11.2%). The graph shows the race and ethnicity profile for the District and the County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



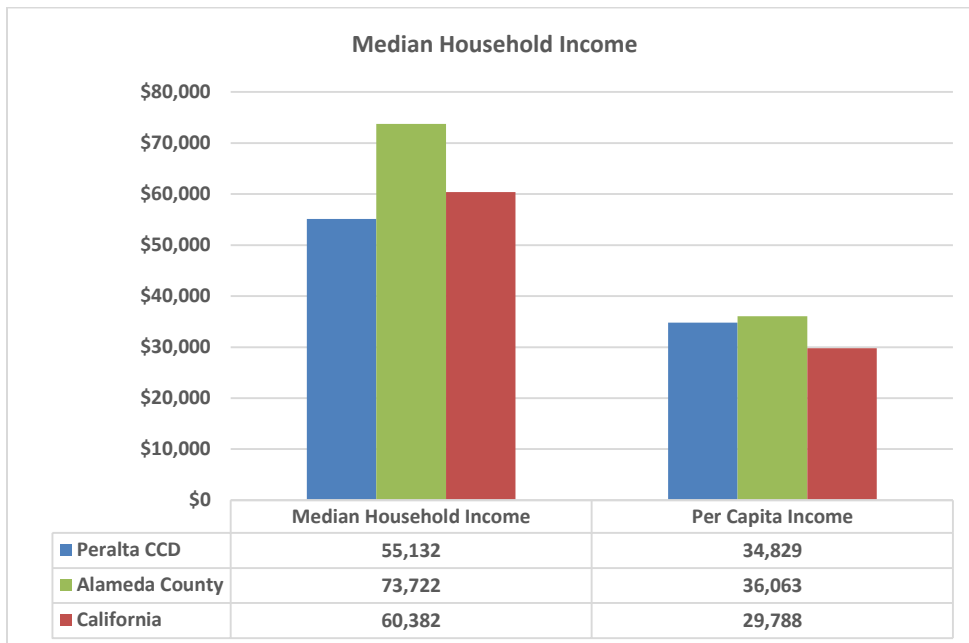
**Income Profile**

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

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



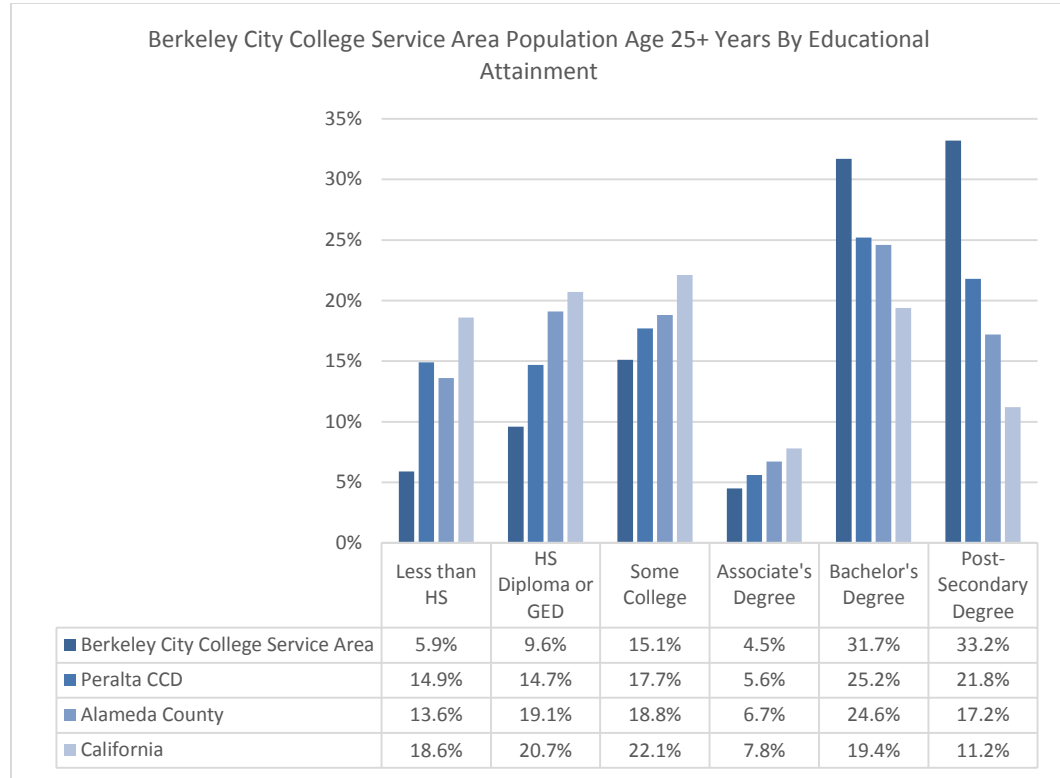
Looking at the District as a whole, median household income is lower than that of the county and the state. However, per capita income in the District is only slightly lower than the level for the County and higher than the state. This indicates a smaller average household size in the District which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



**Educational Attainment**

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

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



**Language Spoken at Home**

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



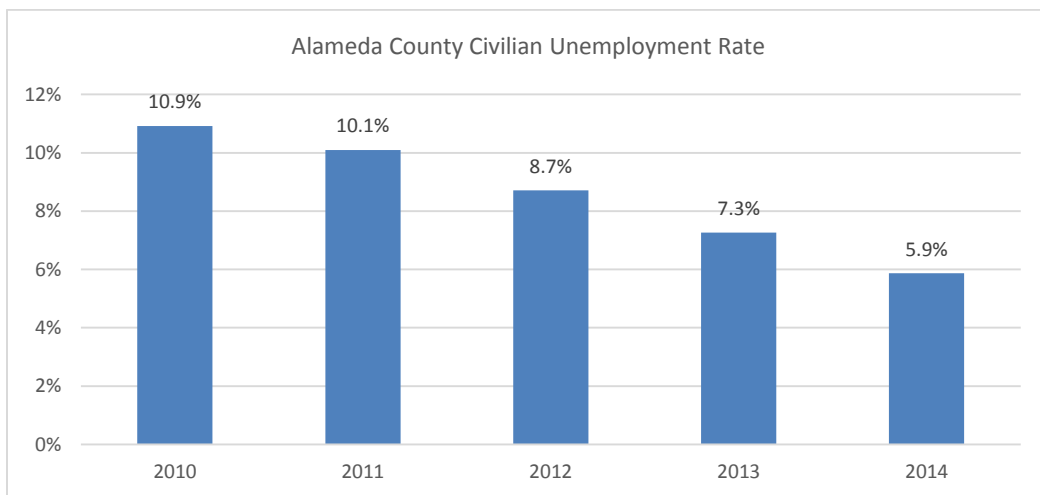
In the Berkeley City College service area there are fairly small percentage of the population (3.4%) that fall into the category of not speaking English well. The majority of these individuals are between 18 and 64 years of ages and live in households where Spanish or Asian and Pacific Island languages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

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

## Economic Data

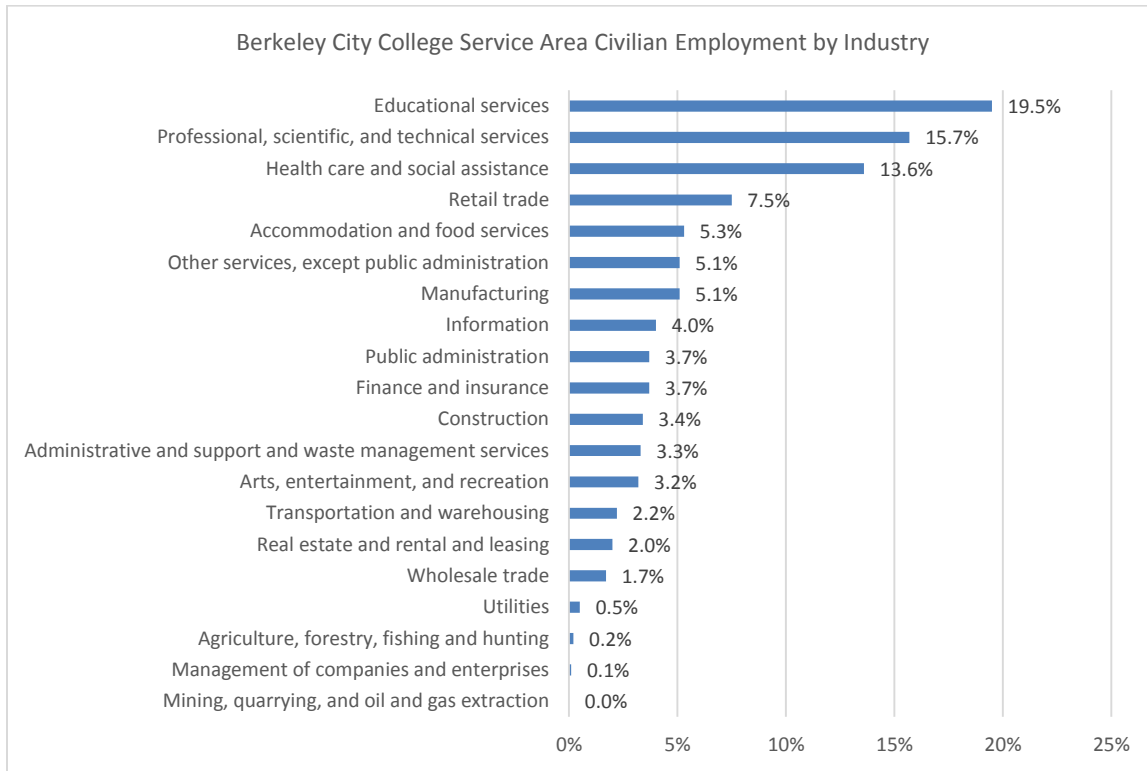
### Unemployment Rate

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



**Employment by Industry**

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



## **Occupation Trends**

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

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

The next table shows the fastest growing occupations in Alameda, Contra Costa and San Francisco Counties.

Occupational Title	Estimated Employment 2013	Projected Employment 2016	Percent Change 2013-2016	Annual Average Percent Change	First Quarter Wages	
					Median Hourly	Median Annual
Personal Care Aides	27,310	32,804	20.1%	6.7%	\$ 10.45	\$ 21,742.93
Information Security Analysts	1,372	1,613	17.6%	5.9%	\$ 49.02	\$ 101,968.53
Home Health Aides	13,455	15,648	16.3%	5.4%	\$ 12.78	\$ 26,589.33
Web Developers	3,788	4,343	14.7%	4.9%	\$ 32.45	\$ 67,496.00
Heating, Air Conditioning, & Refrigeration Mechanics & Installers	2,235	2,559	14.5%	4.8%	\$ 24.97	\$ 51,930.67
Software Developers, Applications	15,519	17,736	14.3%	4.8%	\$ 48.10	\$ 100,054.93
Software Developers, Systems Software	10,124	11,567	14.3%	4.8%	\$ 51.14	\$ 106,378.13
Cooks, Restaurant	13,653	15,596	14.2%	4.7%	\$ 12.17	\$ 25,306.67
Statisticians	450	514	14.2%	4.7%	\$ 46.96	\$ 97,683.73
Skincare Specialists	764	870	13.9%	4.6%	\$ 19.98	\$ 41,558.40
Advertising Sales Agents	3,116	3,546	13.8%	4.6%	\$ 25.33	\$ 52,693.33
Combined Food Preparation & Serving Workers including Fast Food	27,856	31,617	13.5%	4.5%	\$ 9.78	\$ 20,349.33
Health Technologists & Technicians, All Other	1,530	1,730	13.1%	4.4%	\$ 25.72	\$ 53,497.60
Market Research Analysts & Marketing Specialists	11,910	13,458	13.0%	4.3%	\$ 36.57	\$ 76,072.53
Bartenders	7,087	8,006	13.0%	4.3%	\$ 10.20	\$ 21,216.00
Demonstrators & Product Promoters	1,837	2,069	12.6%	4.2%	\$ 12.69	\$ 26,388.27
Biochemists & Biophysicists	681	767	12.6%	4.2%	\$ 37.86	\$ 78,741.87
Taxi Drivers & Chauffeurs	3,675	4,136	12.5%	4.2%	\$ 10.41	\$ 21,659.73
Biomedical Engineers	536	603	12.5%	4.2%	\$ 45.45	\$ 94,542.93
Computer User Support Specialists	8,916	10,029	12.5%	4.2%	\$ 27.15	\$ 56,472.00
Pest Control Workers	681	766	12.5%	4.2%	\$ 15.03	\$ 31,269.33
Management Analysts	14,134	15,876	12.3%	4.1%	\$ 40.29	\$ 83,803.20
Healthcare Social Workers	2,011	2,257	12.2%	4.1%	\$ 32.89	\$ 68,418.13
First-Line Supervisors of Food Preparation & Serving Workers	9,319	10,449	12.1%	4.0%	\$ 14.44	\$ 30,035.20
Amusement & Recreation Attendants	3,690	4,129	11.9%	4.0%	\$ 10.41	\$ 21,645.87
Operations Research Analysts	1,289	1,442	11.9%	4.0%	\$ 40.78	\$ 84,822.40

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

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

## Internal Environmental Scan

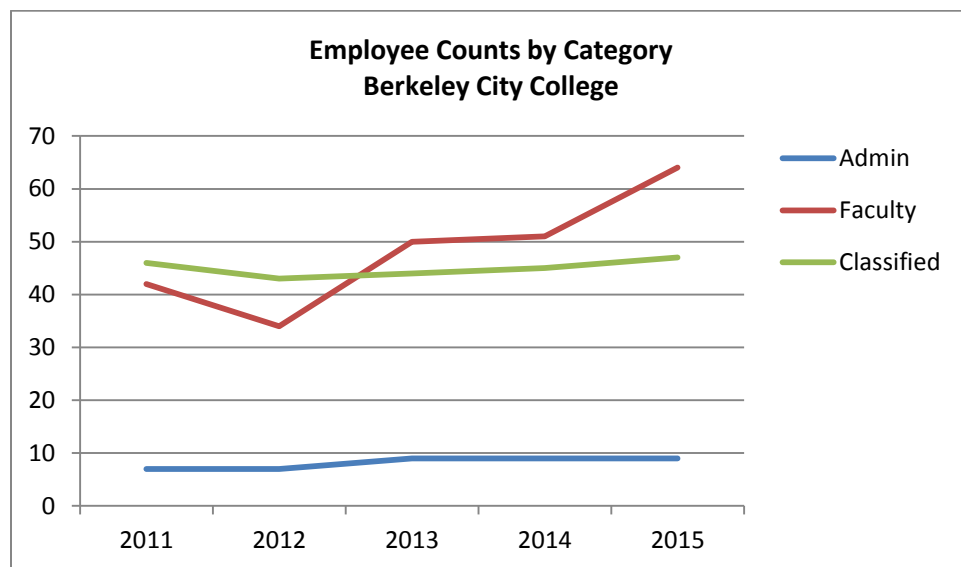
### Internal Data Table 1

## Employee Data

### Permanent Employee Counts by Category

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

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



Internal Data Table 2

**Full-time to Part-time Faculty FTEF Ratio**

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

Berkeley City College						
Employee Type	2011	2012	2013	2014	2015	Change '11 to '15
Faculty	42.3	34.2	49.5	52.0	64.6	53%
PT Faculty	72.4	57.2	73.7	76.4	80.7	11%
Total	114.7	91.4	123.2	128.4	145.3	27%
Faculty	37%	37%	40%	40%	44%	
PT Faculty	63%	63%	60%	60%	56%	
District						
Faculty	49%	49%	47%	48%	50%	
PT Faculty	51%	51%	53%	52%	50%	

**Permanent Employees by Ethnicity**

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

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



**Permanent Employees by Age Group**

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

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

Internal Data Table 3

**Student Demographics**

**Fall Headcount Enrollment by Student Attributes**

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

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

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

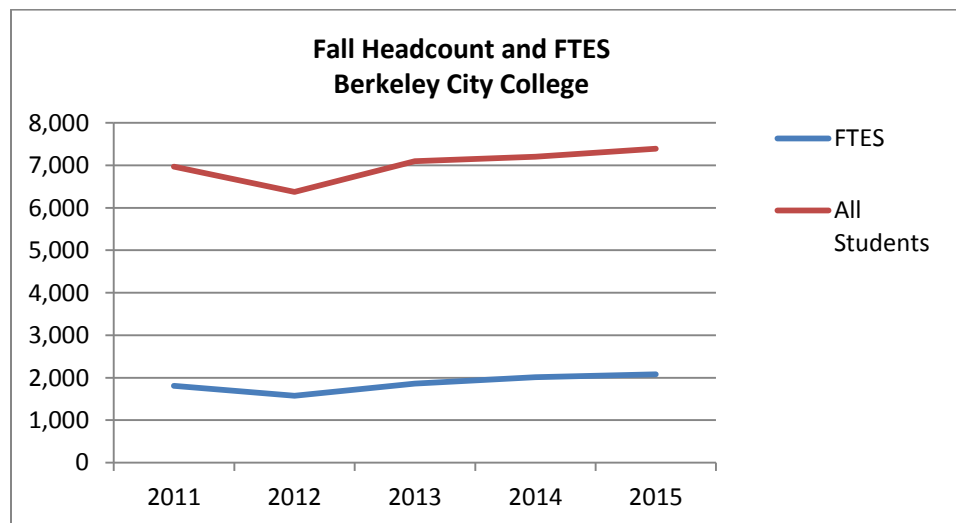
make up 16%. The proportion of Latinos has increased some over the past five years while that of the African-Americans has decreased some. There are very few Filipinos at 2% the same percentage as in the district as a whole even fewer Native Americans and Pacific Islanders at less than a half percent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

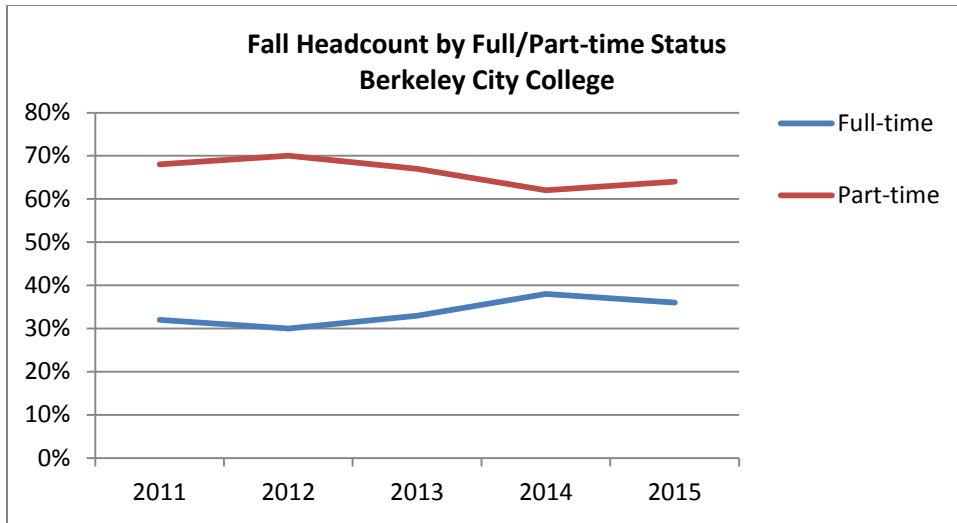
The Female to Male ratio is 55% to 43% and has been constant over the most recent five years.

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

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

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





**Fall Headcount Enrollment Trends by Residency Status**

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

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

Internal Data Table 4

**New Students at Census by Top 25 Feeder High Schools**

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

Berkeley City College							
High School	District	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change '11 to '15
BERKELEY HIGH	BERKELEY UNIFIED	142	93	136	140	142	0%
EL CERRITO HIGH	WEST CONTRA COSTA UNIFIED	57	38	60	58	68	19%
ALBANY HIGH	ALBANY CITY UNIFIED	40	54	53	57	56	40%
OAKLAND TECHNICAL HIGH	OAKLAND UNIFIED	29	14	22	32	31	7%
ALAMEDA HIGH	ALAMEDA UNIFIED	11	15	15	18	29	164%
RICHMOND HIGH	WEST CONTRA COSTA UNIFIED	18	14	25	27	26	44%
SKYLINE HIGH	OAKLAND UNIFIED	27	20	31	18	25	-7%
SAN LEANDRO HIGH	SAN LEANDRO UNIFIED	22	38	46	36	23	5%
CASTRO VALLEY HIGH	CASTRO VALLEY UNIFIED	9	13	17	22	22	144%
PINOLE VALLEY HIGH	WEST CONTRA COSTA UNIFIED	31	24	20	25	21	-32%
DE ANZA HIGH	WEST CONTRA COSTA UNIFIED	11	20	13	30	14	27%
ENCINAL HIGH	ALAMEDA UNIFIED	7	12	12	16	14	100%
SALESIAN HIGH	PRIVATE	8	9	16	6	14	75%
ARROYO HIGH	SAN LORENZO UNIFIED	6	8	14	10	14	133%
HERCULES HIGH	WEST CONTRA COSTA UNIFIED	14	8	16	12	13	-7%
JOHN F KENNEDY HIGH	WEST CONTRA COSTA UNIFIED	14	10	18	18	12	-14%
BISHOP ODOWD HIGH	PRIVATE	2	13	14	7	12	500%
PIEDMONT HIGH	PIEDMONT CITY UNIFIED	6	5	13	14	11	83%
OAKLAND HIGH	OAKLAND UNIFIED	10	8	10	3	11	10%
BERKELEY ADULT SCHOOL	BERKELEY UNIFIED	9	9	7	6	10	11%
SAN LORENZO HIGH	SAN LORENZO UNIFIED	5	10	6	9	10	100%
MIRAMONTE HIGH	ACALANES UNION HIGH	7	12	7	8	9	29%
LEADERSHIP PUBLIC SCH RICHMOND	WEST CONTRA COSTA UNIFIED	2	2	5	13	8	300%
OAKLAND SCHOOL FOR THE ARTS	OAKLAND UNIFIED	6	6	2	1	8	33%
LOWELL HIGH	SAN FRANCISCO UNIFIED	6	8	9	5	7	17%

Internal Data Table 4a

### **New Students at Census by Top 20 Feeder High School Districts**

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

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

Internal Data Table 4b

**Fall Census Headcount by Top 20 Zip Code of Residency**

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

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

## Student Success, Retention, Persistence

### Fall Course Success and Retention Rates, All Students

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

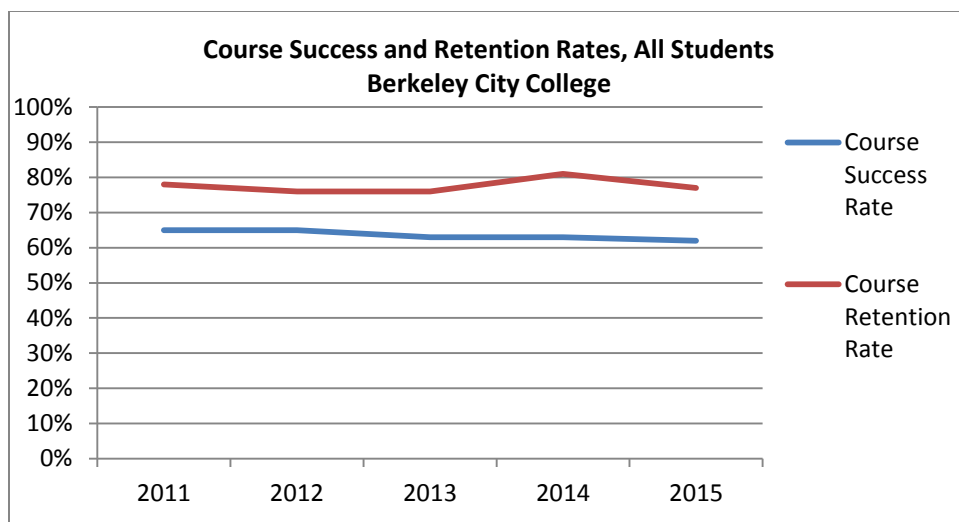
The course success rates vary by ethnicity with Asians having the highest rate at 73% while African-American students have the lowest rate of 48%. Latinos are also under the average at 58% while Whites are over at 70%.

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

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

Berkeley City College						
Dimension	2011	2012	2013	2014	2015	District 2015
Course Success Rate	65%	65%	63%	63%	62%	65%
Course Retention Rate	78%	76%	76%	81%	77%	80%
<b>Success Rates by Ethnicity</b>						
African-Am	51%	51%	48%	49%	48%	54%
Asian	75%	75%	73%	72%	73%	76%
Filipino	69%	63%	65%	64%	66%	69%
Latino	64%	62%	61%	59%	58%	63%
Multiple	64%	61%	60%	59%	59%	60%
Native Am	56%	60%	62%	50%	46%	61%
Other/Unkwn	68%	65%	63%	64%	63%	68%
Pacific Islander	71%	58%	46%	65%	65%	60%
White	72%	72%	71%	73%	70%	72%
Note: This breakdown uses the CCCC Ethnicity categories						
<b>Success Rates for Basic Skills Courses*</b>						
BS Crs	61%	49%	50%	52%	44%	57%
<b>Success Rates by CTE/Non-CTE Course</b>						
CTE Course	65%	65%	61%	63%	63%	70%
Non-CTE Course	65%	64%	64%	64%	62%	63%
<b>Success Rates for Distance Ed Courses</b>						
Distance Ed Course	54%	59%	53%	56%	55%	58%

\* As indicated by the course basic skills flag.



Internal Data Table 6

### **Fall to Fall Persistence Rates**

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

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

Internal Data Table 7

### **Fall to Spring Persistence Rates**

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



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

## Internal Data Table 8

### **Annual Degrees and Certificates Awarded**

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

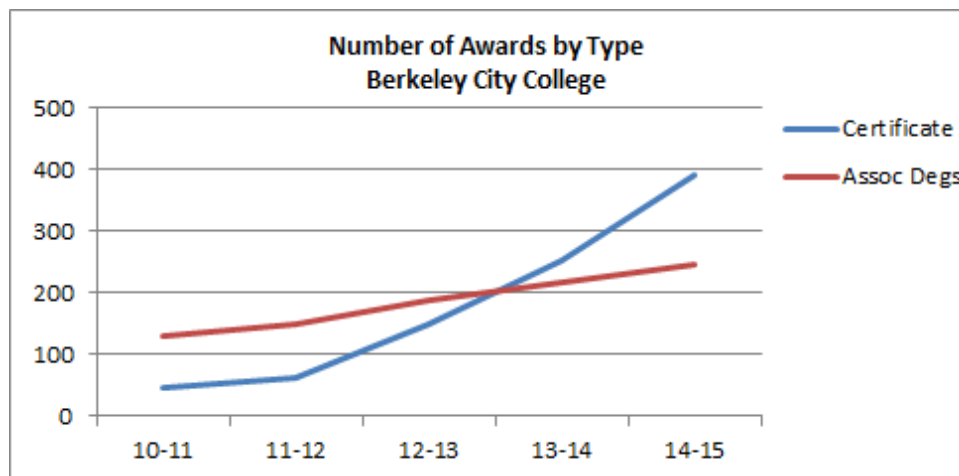
The table also displays the unique number of students earning awards as some students earn more than one degree or certificate in the same year. The number of unique students earning Associate Degrees is has increased by 77%. In 2014-15, 188 students earned 247 degrees. The number of unique students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

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

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

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

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



Internal Data Table 8b

**Associate Degrees by Top 20 Largest Majors**

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

Berkeley City College						
Major	2010-11	2011-12	2012-13	2013-14	2014-15	5-yr Total
Liberal Arts/Social & Behavior	29	55	69	89	75	317
Liberal Arts	53	46	24	11	2	136
SOC Sociology-TR	0	0	11	13	24	48
Liberal Arts/Arts & Humanities	1	12	8	14	8	43
PSYCH Psychology-TR	0	0	7	10	18	35
Business Administration-TR	0	0	3	10	18	31
English Language-TR	0	2	8	5	11	26
Business Administration	8	4	6	4	1	23
POSCI Political Science-TR	0	0	0	5	18	23
BUS Accounting	4	4	2	7	5	22
BIOL Biotechnology	3	3	9	2	4	21
ASL American Sign Language	4	2	4	4	4	18
SPAN Spanish Language	7	2	5	3	1	18
HUSV Social Servc Paraprofesn	2	4	6	4	1	17
MMART Digital Video	2	2	2	6	4	16
BUS/GENERAL BUSINESS	2	3	2	3	5	15
MMART Animation	2	0	3	5	5	15
MATH Mathematics-TR	0	0	1	1	12	14
ENGL English Language/Writing	4	3	3	2	1	13
MMART Digital Imaging	2	1	3	3	3	12

#### Internal Data Table 8c

#### **Certificates by Top 20 Largest Majors**

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

Berkeley City College						
Major	2010-11	2011-12	2012-13	2013-14	2014-15	5-yr Total
Transfer Studies/IGETC	0	15	47	49	122	233
Trans Studies/CSU GE Breadth	0	16	23	37	74	150
ASL American Sign Language	10	7	7	4	8	85
ESL Advanced ESL	0	0	0	10	26	36
HUSV Social Servic Paraprofesn	7	7	9	4	2	34
BIOL Biotechnology	3	3	14	1	4	28
BUS Accounting	0	0	0	13	13	26
ESL High Intermediate ESL	0	0	0	5	18	23
MMART Foundations of Video	0	0	2	12	7	21
BUS/GENERAL BUSINESS	3	3	3	3	8	20
MMART Basic 3d Illustration	0	0	2	10	5	17
MMART Intermediate Editing	0	0	1	11	4	16
HUSV Social Servic Paraprofesn	0	0	1	8	5	14
MMART Basic Animation	0	0	0	6	8	14
MMART Foundation for Animation	0	0	1	6	5	12
SPAN Spanish Language	5	2	1	1	3	12
MMART Advanced Digital Video	0	0	1	6	3	10
DIG/IMAGING LEVEL I	0	0	6	3	1	10
MMART Basic Editing	0	0	1	4	5	10
HUSV-Community Health Worker	0	1	4	3	2	10

Internal Data Table 9

## Transfer and Other Student Data

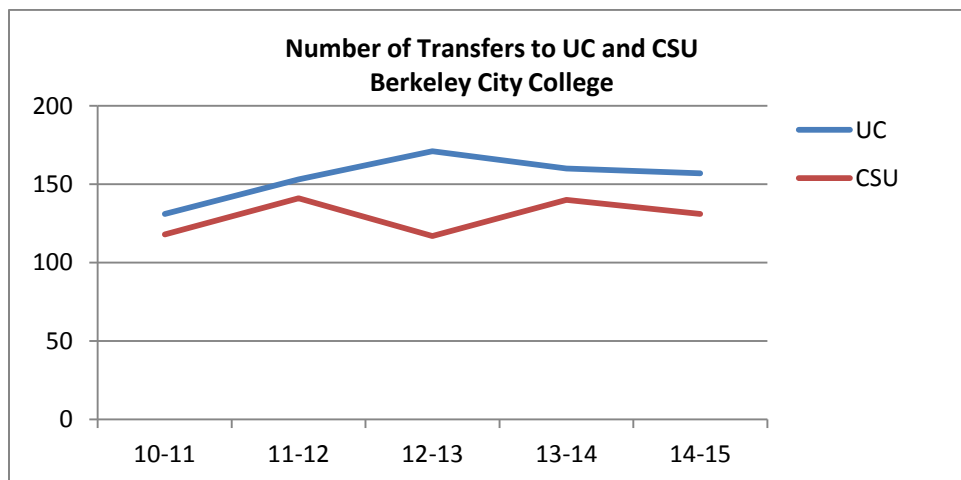
### Transfers to CSU and UC

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

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

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

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



Internal Data Table 10

### **Six-Year Transfer Velocity Rate**

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

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

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

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

Internal Data Table 11

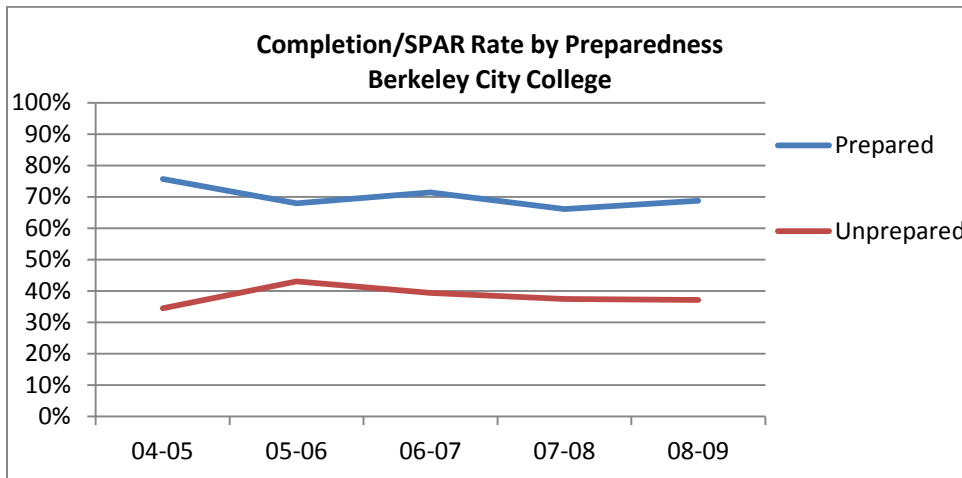
**Six-Year Completion (aka Student Progress and Attainment Rate (SPAR))**

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

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

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

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



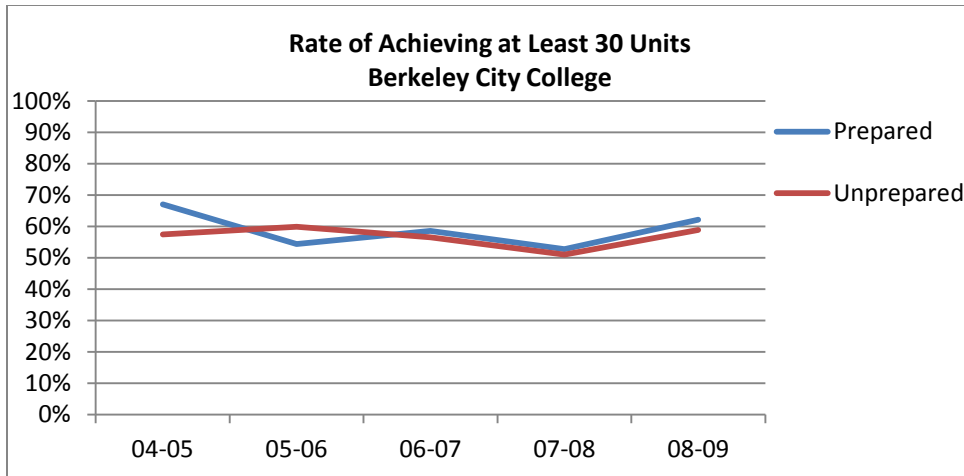
Internal Data Table 12

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

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

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

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



Internal Data Table 13

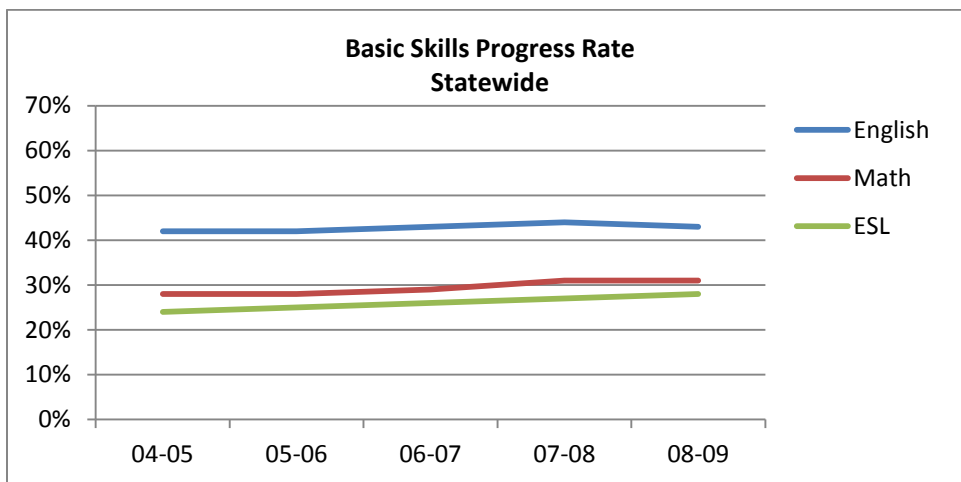
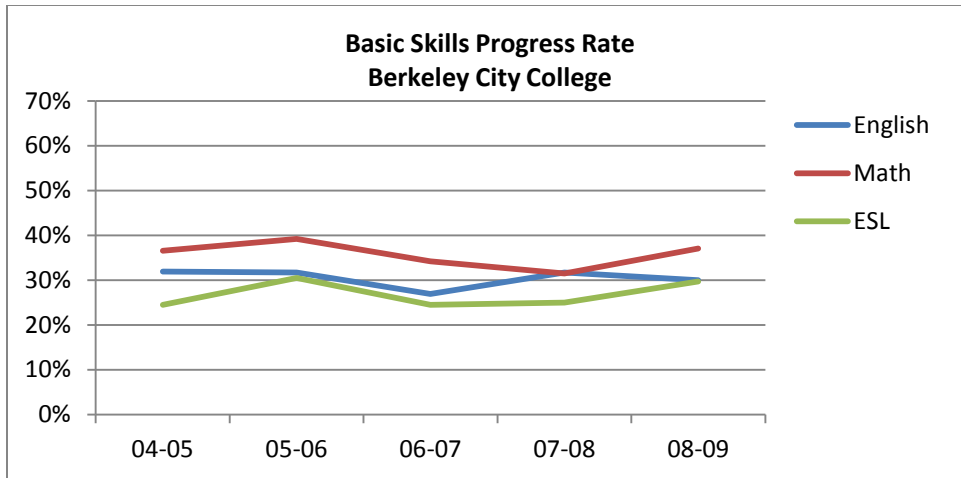
**Six-Year Basic Skills Progress Rate (Scorecard)**

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

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

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





Internal Data Table 14

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

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

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

Berkeley City College							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Berkeley	CTE Completion Rate	50%	45%	41%	41%	42%	44%
PCCD	CTE Completion Rate	48%	47%	46%	47%	47%	47%
Statewide	CTE Completion Rate	50%	51%	51%	50%	50%	50%

Internal Data Table 15

### **Fall 2015 Multi-campus Headcount Enrollment (Intradistrict Swirl)**

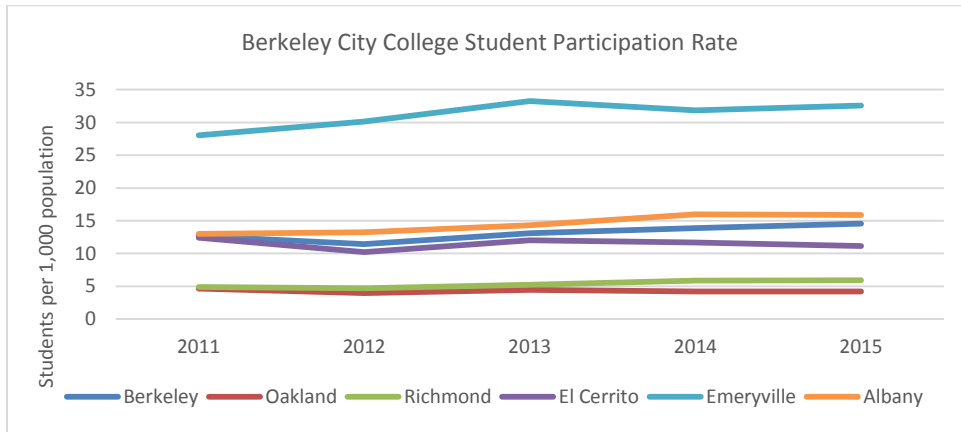
Students within the Peralta Community College District frequently attend more than one college within the district. This Intradistrict swirl is displayed below from the Berkeley City College’s perspective for Fall 2015. In Fall 2015, the BCC had a census headcount enrollment of 7,394 students. Of these,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

Berkeley City College		
Campuses Students Attend	Count	Percent
BCC_ONLY	4,787	65%
BCC_LC	1,158	16%
BCC_COA	470	6%
BCC_MC	329	4%
BCC_LC_COA	325	4%
BCC_LC_MC	158	2%
BCC_COA_MC	92	1%
BCC_COA_LC_MC	75	1%
BCC_Total	7,394	100%

### **Student Participation Rate Analysis**

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

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



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

## Survey Results

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### Overview

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

### All Respondents

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

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

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

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

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

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

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

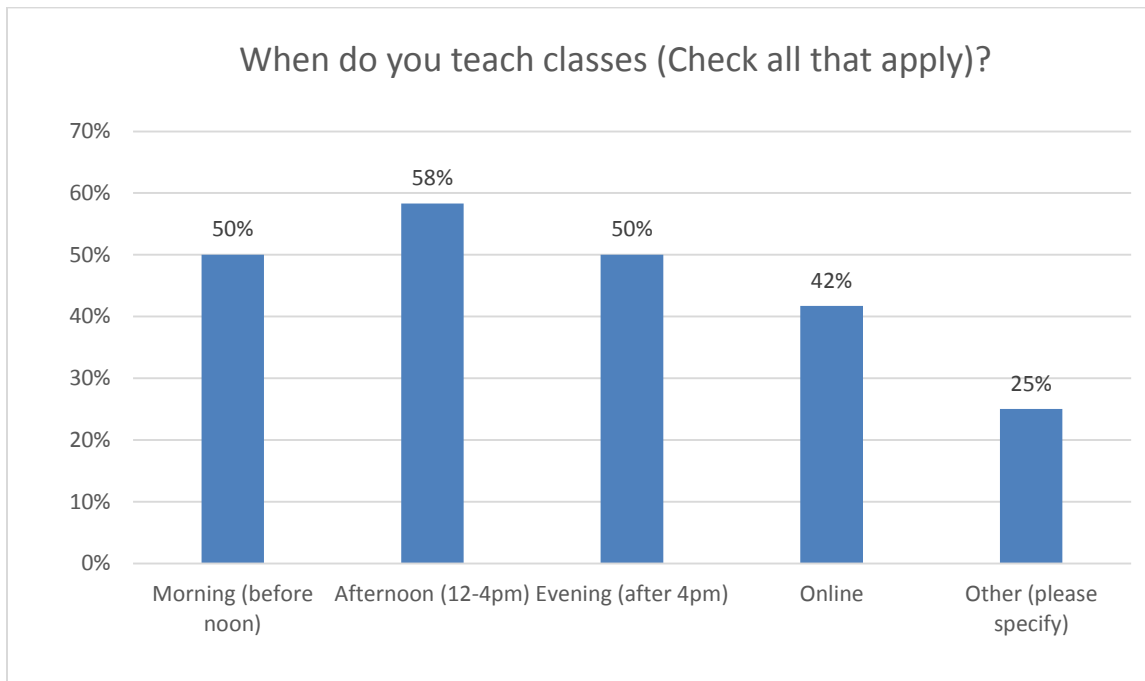
Answer Options	Response Percent	Response Count
Classified Staff	2.4%	5
Full Time Faculty	5.8%	12
Part Time Faculty	6.3%	13
Student	83.0%	171
Administrator	2.4%	5

### Faculty Questions

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

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

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



**Question 4: How long have you been with College?**

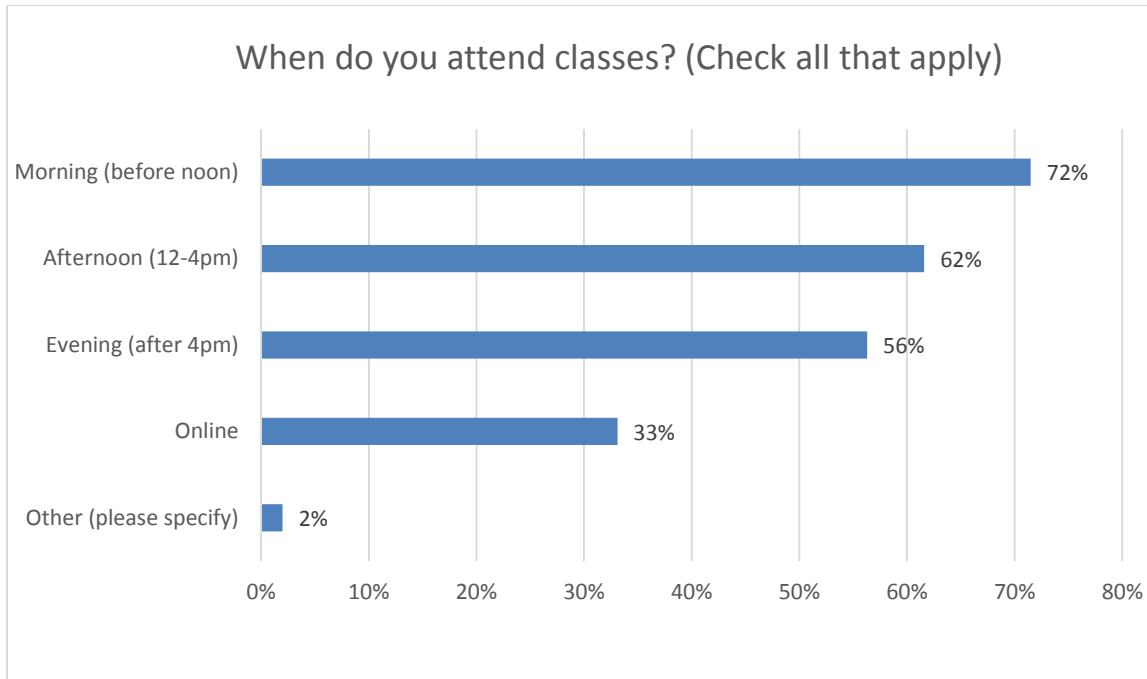
There were 22 responses to this question with an average of 10.3 years.

**Student Questions**

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

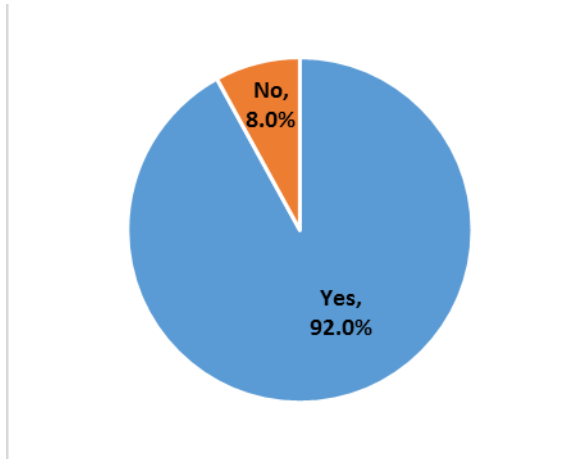
This question has a high degree of bias in that it was an online survey. There would naturally be a larger than average number of respondents who own or have regular access to a computer. Given that there were 151 students who responded to this question, and 359 answer options were selected, a high percentage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

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

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

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





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

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

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

**Non-Students**

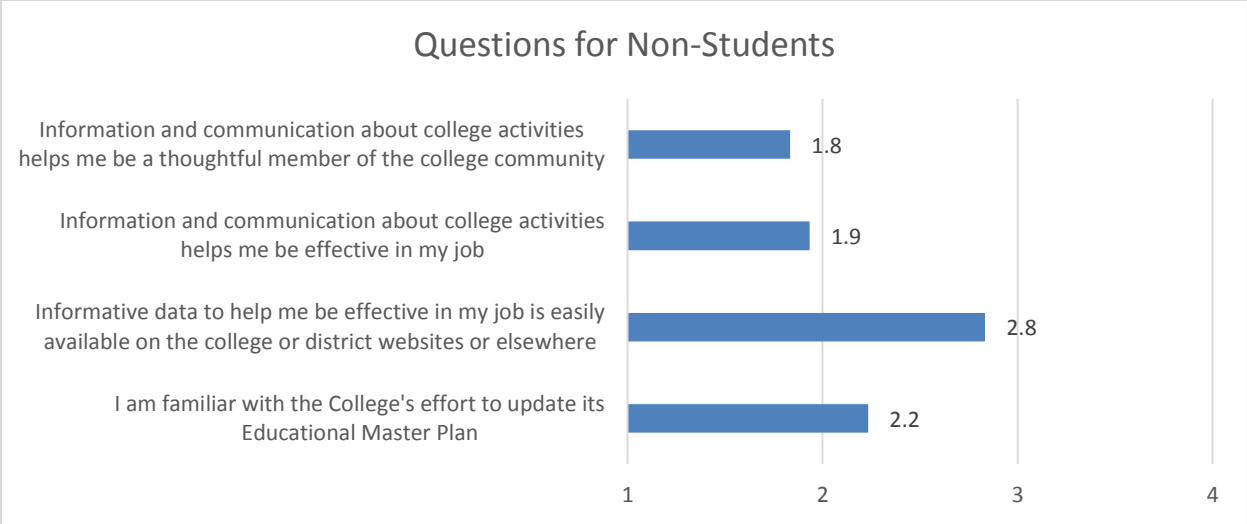
The following question was given only to respondents who identified themselves as administrators, staff or faculty.

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

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

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

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



**All Respondents**

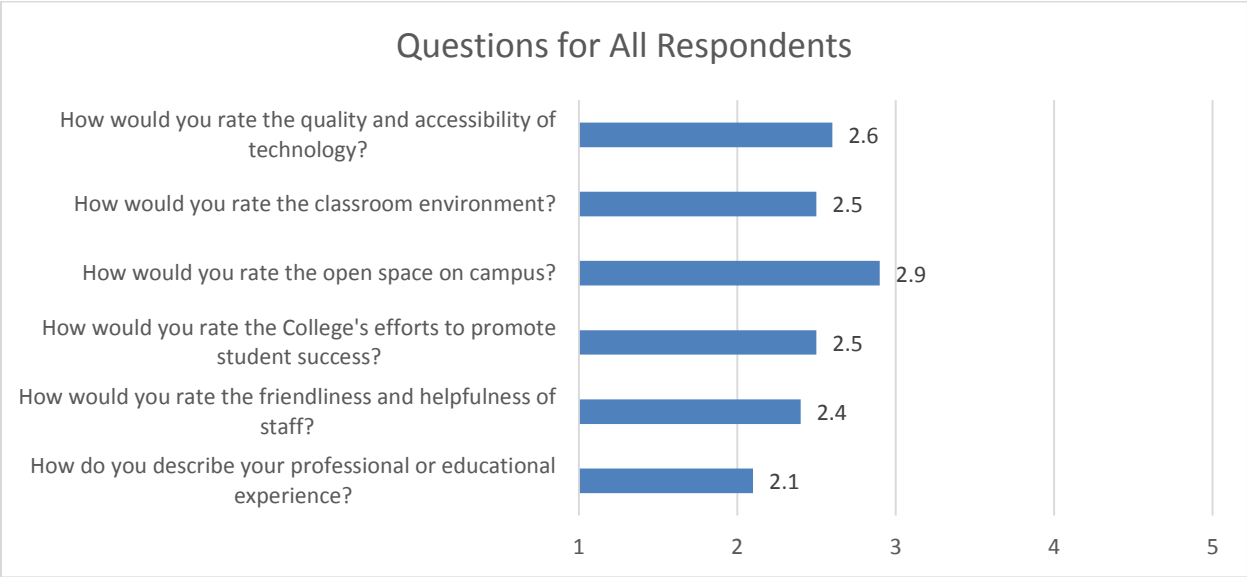
The remaining seven questions were asked of all respondents to the survey.

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

Responses to each question were as follows:

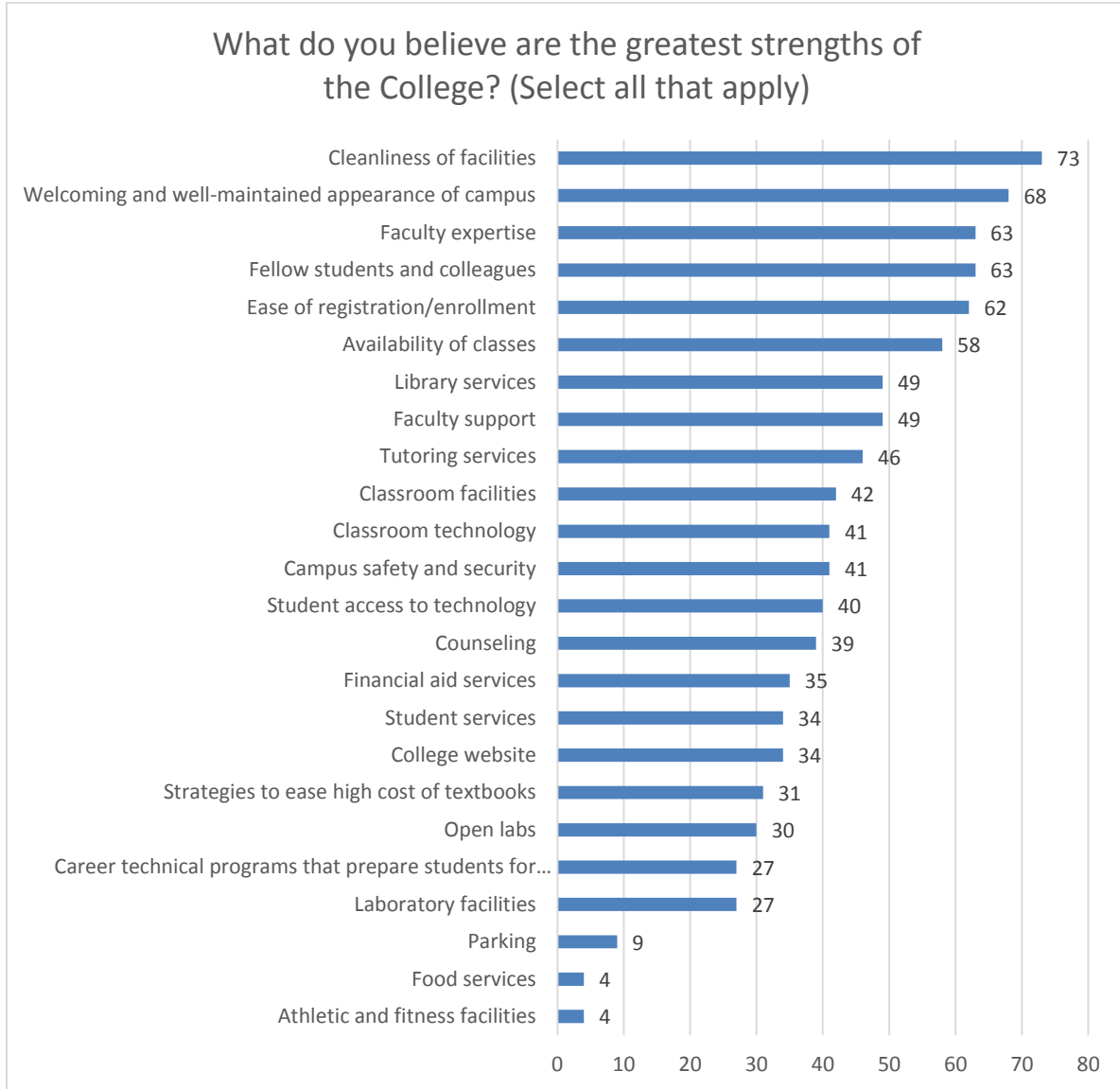
1. Excellent
2. Good
3. Average
4. Fair
5. Poor

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



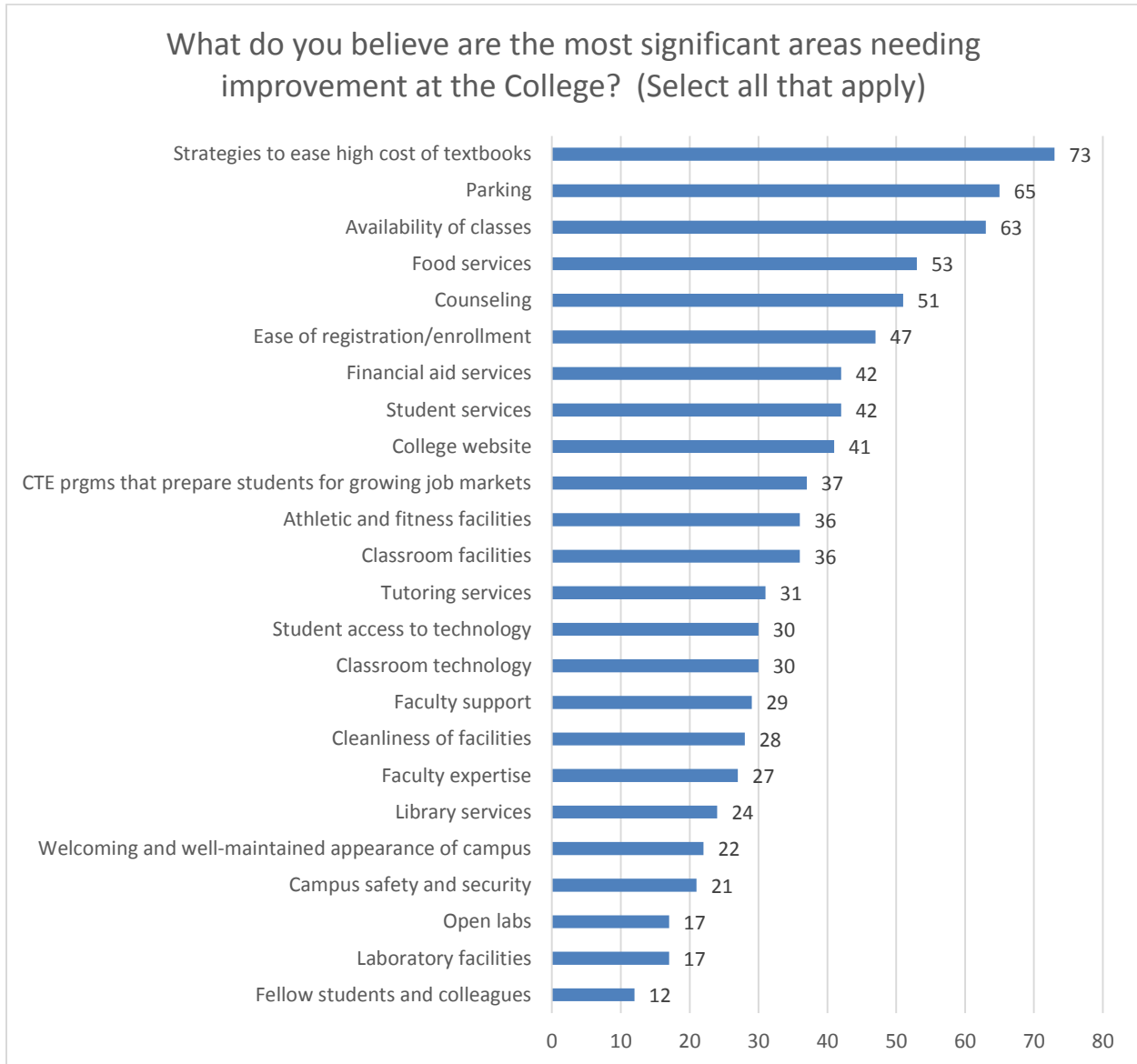
**Question 17: What do you believe are the greatest strengths of the College? (Select all that apply)**

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



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

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



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

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

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

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

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

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

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

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

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

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

Following is a summary of the responses to this question.

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

## Planning Assumptions

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### Preliminary Conclusions from the Data Portfolio

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

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

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

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

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

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

### District Strategic Goal B: Engage and Leverage Partners

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

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

### **District Strategic Goal C: Build Programs of Distinction**

1. **Finding – Aging of Population:** All age categories of the service area population are projected to decline between the years of 2015 and 2020, with the exception of those between 25 and 34 years of age and those over 65.

**Assumption:** Identifying and developing programs to address this increasing age segment of 25-34-year-olds would provide a key service to the community. For example, second- and third-career seekers are increasingly common in this age group and in the current workforce environment. This group, versus the first-career and initial four-year-college transfer category of students, would benefit from enhanced and re-designed CTE and complementary CTE programming. The increasing over-65-years of age, retired community also should be considered.

2. **Finding – Educational Attainment of Population:** The levels of educational attainment of the Berkeley City College service area adult population reflect the presence of the UC Berkeley Campus with 65% at a Baccalaureate Degree or higher educational attainment level. On the other hand, 30% have less than an Associate Degree and 15% a maximum attainment of a high school diploma. This range provides a challenge for BCC to tailor academic programs for the service area population.

**Assumption:** Determine how to best and innovatively serve such an educational-attainment range of service area populations with community college programming, and without narrowing programs to a small and declining percentage of population.

3. **Finding – Campus Climate and Student Opinions:** BCC is situated in a unique environment, and EMP students surveyed were very pleased with “Cleanliness of facilities” and “Welcoming and well-maintained appearance of campus”, as those two features were most often identified as college strengths. Features of the academic community were also rated highly: “Faculty expertise” and “Fellow students and colleagues” were the next highest rated. These ratings demonstrate BCC’s success at creating an environment that is welcoming and attractive, both physically and academically, to students. Additionally, a variety of potential topics of interest and concern were identified from the survey respondents. Most notable is the high dissatisfaction with “Parking”; the concern about [lack of] “Strategies to ease high cost of textbooks”; and [dissatisfaction with] “Food services”.

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

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



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

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



BOARD OF TRUSTEES  
OF THE  
PERALTA COMMUNITY COLLEGE DISTRICT  
MINUTES  
JUNE 14, 2016

**Peralta Community College District Governing Board Agenda: June 14, 2016**

**CLOSED SESSION (5:00 p.m.) Topics to be discussed include: Conference with Labor Negotiator Largent, Peralta Federation of Teachers, Local 39, and SEIU 1021 (Government Code § 54957.6) Conference with Legal Counsel, Multiple Cases: (Government Code § 54956.9) \* Conference with Legal Counsel (54956.9(a)), Williams v. PCCD, Alameda County Superior Court, Case No. HG-14730396. \* Conference with Legal Counsel (54956.9(a)), In re Municipal Derivatives Antitrust Litigation, U.S. District Court, Southern District of New York, Case No. 1:08-cv-02516-VM-GWG. \* R. Young v. Peralta Community College District, Case No. 14-cv-05351-JD. \* Conference with Legal Counsel, Anticipated/Potential Litigation (54956.9(b)-(c)) (1 cases)**

**Public Employee Appointment (Government Code Section 54957) \* Ratification of the Chancellor's approval to appoint the Interim Director of Technology Services District Office. \* Ratification of the Chancellor's approval to appoint the Interim Director of Institutional Research and Planning. \* Recommendation to appoint the Dean of Humanities, Social Sciences and Applied Technology, Laney College. \* Recommendation to appoint the Payroll Manager, District Office. \* Recommendation to appoint the Director of Capital Projects, District Office. \* Recommendation to appoint the President, Berkeley City College. \* Recommendation to appoint the Interim Assistant Vice Chancellor, Enrollment Management, District Office. \* Recommendation to extend the appointment of the Interim Vice President of Student Services, Laney College. \* Recommendation to extend the appointment of the Interim President, Berkeley City College. \* Recommendation to appoint the Interim Director for Northern Alameda Consortium for Adult Education (Grant-funded), District Office. \* Recommendation to appoint the Interim Dean of College Research and Planning, Laney College/Berkeley City College. \* Recommendation to appoint the Interim Dean for Student Services, Laney College. \* Recommendation to appoint the Interim Vice President of Instruction, Laney College. Contract Renewals: \* College President, Merritt College. \* Facilities Project Manager, District Office. \* Vice President of Student Services, Merritt College. \* Dean of Liberal Arts and Student Affairs, Laney College. \* Dean of Special Programs & Grants, College of Alameda. \* Director of Business & Administrative Services, Merritt College. \* Director of Economic and Workforce Development, District Office. \* Executive Director, Public Information, Communications & Media, District Office. \* Vice Chancellor for General Services, District Office. \* Dean of Disabled Student Programs & Services, Berkeley City College. \* Dean of Liberal Arts, College of Alameda. \* Vice President of Instruction, College of Alameda. \* Director for Career Pathways Trust Consortium (Grant-funded), District Office. \* Dean of Enrollment Services, College of Alameda. \* Interim Director of Human Resources, District Office. \* Facilities Project Manager, District Office. \* Director of Energy & Environmental Sustainability, District Office. \* Director of Financial Aid, District Office. \* Benefits Manager, District Office. \* Interim Director of Sector Navigator Program (Grant-funded), College of Alameda. \* Director of Facilities Planning & Development, District Office. \* Dean of Humanities and Social Sciences, Merritt College. \* Vice President of Instruction, Berkeley City College. \* BEST Director (Grant-funded), Laney College. \* Director of Employee Relations and Diversity Programs, District Office. \* Director of Fiscal Services, District Office.**

**OPEN SESSION (7:00 P.M.)**

**PLEDGE OF ALLEGIANCE**

**ROLL CALL Trustees Bonilla Pr\_Ab\_, Brown, Pr\_Ab\_, González Yuen Pr\_Ab\_, Gulassa Pr\_Ab\_, Handy Pr\_Ab\_, Riley Pr\_Ab\_, Withrow Pr\_Ab\_ , and, Student Trustee Cruz Pr\_Ab\_ and Student Trustee Price Pr\_Ab\_.**

Present: Trustee Bonilla, Trustee Gonzalez Yuen, Trustee Handy, Trustee Riley, Trustee Brown, Student Trustee Cruz, and Student Trustee Price.

Absent: Trustee Gulassa, and Trustee Withrow.

**REPORT OF ACTION TAKEN IN CLOSED SESSION (7:01 P.M.) (Any public employee contracts are subject to contractual agreement by the Chancellor, and provided salaries are for informational purposes only.)**

At tonight's closed session, the Board voted to ratify the appointment of the following public employee contract, which is subject to contractual agreement by the Chancellor:

1. Ratification of the Chancellor's approval to appoint Antoine Mehoulley as Interim Director of Technology Services District Office, effective May 16, 2016 through December 31, 2016 at \$120,405 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

2. Ratification of the Chancellor's approval to appoint May Chen as Interim Director of Institutional Research and Planning, District Office, effective June 6, 2016 through June 30, 2017 at \$164,188.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

3. Recommendation to appoint Julianne Kirgis as Dean of Humanities, Social Sciences and Applied Technology, Laney College, effective July 25, 2016 through June 30, 2018 at \$125,877 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

4. Recommendation to appoint Rebecca del Toro as Payroll Manager, District Office, effective June 27, 2016 through June 30, 2018 at \$98,513 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

5. Recommendation to appoint Laura McCarty as Director of Capital Projects, District Office, effective July 5, 2016, through June 30, 2018 at \$147,769 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

6. Recommendation to appoint Rowena Tomaneng as President, Berkeley City College, effective July 15, 2016 through June 30, 2019 at \$186,080 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

7. Recommendation to appoint Tamika Brown as Interim Assistant Vice Chancellor, Enrollment Management, District Office, effective July 1, 2016 through June 30, 2017 at \$125,877 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

8. Recommendation to extend the appointment of Denise Noldon as Interim Vice President of Student Services, Laney College, effective July 1, 2016 through December 31, 2016 at \$164,188 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

9. Recommendation to extend the appointment of Frances White as Interim President, Berkeley City College, effective July 1, 2016 through July 31, 2016 at \$ 207,971 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Recommendation to appoint Shemila Johnson as Interim Director for Northern Alameda Consortium for Adult Education (Grant-funded), District Office, effective July 1, 2016 through June 30, 2017 at \$125,877 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Recommendation to appoint Phoumy Sayavong as Interim Dean of College Research and Planning, Laney College/Berkeley City College, effective July 1, 2016, through June 30, 2017 at \$125,877 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

2. Recommendation to appoint Kevin Wade as Interim Dean for Student Services, Laney College, effective July 1, 2016 through June 30, 2017 at \$120,405 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

3. Recommendation to appoint Zhanjing (John) Yu as Interim Vice President of Instruction, Laney College, effective July 1, 2016 through June 30, 2017 at \$ 153,242 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)      If these individuals are present, please stand so that we can welcome you into your new position. (Applause.) Contract Renewals:

1. College President, Norma Ambriz-Galaviz, Merritt College, July 1, 2016, through June 30, 2017 at \$207,971 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Facilities Project Manager, Gary Banks, District Office, July 1, 2016, through June 30, 2018 at \$120,405 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Vice President of Student Services, Arnulfo Cedillo, Merritt College, July 1, 2016, through June 30, 2017 at \$142,296 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Dean of Liberal Arts and Student Affairs Chuen Rong Chan, Laney College, July 1, 2016, through June 30, 2018 at \$142,296 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Dean of Special Programs & Grants, Toni Cook, College of Alameda, July 1, 2016, through June 30, 2018 at \$136,823 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Director of Business & Administrative Services, Dativa Del Rosario, Merritt College, July 1, 2016 through June 30, 2017 at \$131,350 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Director of Economic and Workforce Development, Karen Engel, District Office, July 1, 2016, through June 30, 2018 at \$164,188 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Executive Director, Public Information, Communications & Media, Jeff Heyman, District Office, July 1, 2016, through June 30, 2018 at \$142,296 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Vice Chancellor for General Services, Sadiq Ikharo, District Office, July 1, 2016, through June 30, 2018 at \$207,971 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Dean of Disabled Student Programs & Services, Brenda Johnson, Berkeley City College, July 1, 2016, through June 30, 2018 at \$142,296 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Dean of Liberal Arts, Myron Jordan, College of Alameda, July 1, 2016, through June 30, 2018 at \$125,877 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Vice President of Instruction, Timothy Karas, College of Alameda, July 1, 2016, through June 30, 2018 at \$147,769 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Director for Career Pathways Trust Consortium (Grant-funded), Rebecca Lacocque, District Office, July 1, 2016, through June 30, 2017 at \$120,405 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Dean of Enrollment Services, Amy Lee, College of Alameda, July 1, 2016, through June 30, 2018 at \$136,823 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Interim Director of Human Resources, Venesse Metcalf, District Office, July 1, 2016, through December 31, 2016 at \$136,823 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Facilities Project Manager, Sharon Millman, District Office, July 1, 2016, through June 30, 2018 at \$109,458 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Director of Energy & Environmental Sustainability, Charles Neal, District Office, July 1, 2016, through June 30, 2018 at \$114,932 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Director of Financial Aid, Dave Nguyen, District Office, July 1, 2016, through June 30, 2018 at \$131,350 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Benefits Manager, Jennifer Seibert, District Office, July 1, 2016, through June 30, 2018 at \$109,458 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Interim Director of Sector Navigator Program (Grant-funded), Petural Shelton, College of Alameda, July 1, 2016, through June 30, 2017 at \$109,458 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Director of Facilities Planning & Development, Atheria E. Smith, District Office, July 1, 2016, through June 30, 2018 at \$120,405 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Dean of Tina Vasconcellos, Humanities and Social Sciences, Merritt College, July 1, 2016, through June 30, 2018 at \$142,296 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Vice President of Instruction, Tram Vo-Kumamoto, Berkeley City College, July 1, 2016, through June 30, 2018 at \$153,242 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. BEST Director (Grant-funded), Pamela Wallace, Laney College, July 1, 2016, through June 30, 2017 at \$109,459 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Director of Employee Relations and Diversity Programs, Chanelle Whittaker, District Office, July 1, 2016, through June 30, 2018 at \$153,242 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

1. Director of Fiscal Services, David Yang, District Office, July 1, 2016, through June 30, 2018 at \$136,823 annually.

AYES: 5      NOES: 0      ABSTAIN: 0      ABSENT: 2 (Gulassa & Withrow)

**APPROVAL OF THE AGENDA (Please state the Agenda Item Number and Identify the Issue) (7:05 P.M.)** At this time, Board members or the Chancellor may request to modify the agenda. Board members may request that items on the consent calendar be removed to be addressed separately on the Action Calendar. Subsequent to the approval of the consent calendar, the items removed from the consent calendar are discussed and voted on separately. Changes to the agenda are to be approved by a majority of the Board. The Board may move to the Action Calendar items with public speakers.

#### [Agenda](#)

#### **APPROVAL OF THE MINUTES (7:07 P.M.)**

1. Consider Approval of the regular Board meeting Minutes of May 10, 2016. Consider approval of the regular Board meeting Minutes of May 10, 2016. The minutes are posted on Granicus.
2. SWEARING-IN CEREMONY FOR INCOMING STUDENT TRUSTEES (7:08 P.M.)

#### [Background Material](#)

3. PLAQUE PRESENTED TO THUY THI NGUYEN (7:15 P.M.) The Board of Trustees will honor and present a plaque to Thuy Thi Nguyen, former General Counsel for PCCD. A reception to honor Thuy Thi Nguyen will be held from 6:30p.m. - 7:00p.m. where cookies and light refreshments will be served in the District Atrium.

**PUBLIC COMMUNICATION (7:25 P.M.)** At this time, the Board of Trustees will listen to communication from the public on matters that are not on the agenda and are within the Board's jurisdiction. Under provisions of the Brown Act, the Board and District staff are prohibited from discussing or taking action on oral requests that are not part of the agenda, but may respond briefly. A maximum of 15 minutes (up to 3 minutes per individual) will be provided for speakers under this agenda section, at the Board President's discretion. A speaker's card must be completed to request to address the Board. Requests to speak which cannot be honored within the time limit

will be scheduled for subsequent meetings in the order received. Persons addressing items included on the agenda will be heard at the time the item is considered, and comments on tangential issues not directly related to the item may be ruled out of order. Cards must be received prior to the Board's consideration of the item and are honored in the order the cards are received. A speaker may yield time to another speaker up to a limit of 6 additional minutes, with no more than 5 speakers on the issue, where both have completed a speaker's card, and the yielder must identify him/herself to the Board. Speakers are asked to submit any materials to the Board Clerk and shall not approach the dais during meetings. (Please line-up when your name is called.) Further direction is provided in Board Policy and Administrative Procedure 2345 Public Participation at Board Meetings. <http://web.peralta.edu/trustees/board-policies/>

**REPORTS (7:40 P.M.)** The Board requests that constituent group reports and presentations be brief and concise, and that only electronic copies be provided for posting. All open session reports and meeting materials have been submitted to the Board electronically, and are available for public viewing on Granicus.

4. Associated Student Government Reports Representatives of the Associated Student Governments will be afforded an opportunity to address the Board. (Please provide your Name, College, and Position, and line-up to speak.)
5. Chancellor's Reports      Chancellor's Report Dr. Jowel C. Laguerre      Chief of Staff Dr. Yashica J. Crawford

[Bond Project Status Report](#)

[Annual Security Report](#)

**Berkeley City College Interim President White**

**College of Alameda President Blake**

[COA Report](#)

**Laney College Interim President Stanley**

**Merritt College President Ambriz-Galaviz**

[Merritt Report](#)

6. Board of Trustees' Reports At this time, the Board of Trustees will report on matters related to attendance at conferences, professional affiliations, and community involvement directly related to their functions as Board members.
7. Peralta Classified Senate Report Presenter: PCS President Timothy Brice
8. District Academic Senate Report Presenter: DAS President Cleavon Smith

**PRESENTATIONS (8:00 P.M.)**

9. Leadership Training Presentation (10 minutes) Presenter: Chancellor Laguerre
10. Presentation on the Tentative Budget (15 minutes) Presenter: Vice Chancellor Little



## CONSENT CALENDAR (8:25 P.M.)

All matters listed under the Consent Calendar are considered by the Board of Trustees to be routine or sufficiently supported by back-up information as to not require additional discussion. Consent Calendar items will be enacted by one motion. There will be no separate discussion on these items prior to the time the Board votes on them, unless a Board member requests that a specific item be removed from the Consent Calendar for action and a separate vote. Public comment on Consent Calendar items from anyone completing a card will be heard prior to the Board's vote on the Consent Calendar. All Board approved contracts are subject to final negotiation and execution by the Chancellor.

MOTION: Motion by Trustee Gonzalez Yuen, second by Trustee Bonilla to approve Consent Agenda Items 11 - 12 and 14 - 63.

Agenda Item 13 was approved with the exception of travel for David Ralston which will be further researched and discussed with International Travel.

AYES: Trustee Bonilla, Trustee Gonzalez Yuen, Trustee Handy, Trustee Riley, and Trustee Brown.

NOES: None

ABSTAIN: None

ABSENT: Trustee Gulassa, and Trustee Withrow.

The motion passed.

## BOARD MATTERS

11. Consider Approval of updated Board Meeting Calendar for 2016 Presenter: Assistant Brenda Martinez Consider approval of updated Board meeting calendar for 2016 with the following changes: \* The June 7, 2016 board meeting was rescheduled to June 14, 2016. \* The June 21, 2016 board meeting has been cancelled. \* The October 4, 2016 board meeting was rescheduled to October 11, 2016. \* The October 18, 2016 board meeting was rescheduled to October 25, 2016. \* The November 8, 2016 board meeting was rescheduled to November 15, 2016.

### [Background Material](#)

12. Consider Ratification for Out of State Travel pursuant to Board Policy 7400 Presenter: Chancellor Laguerre Consider ratification for Out of State Travel pursuant to Board Policy 7400 for the following faculty: Name Travel Location Travel Dates Larry Chang Atlanta, GA June 7, 2016 - June 11, 2016 Peter Crabtree Atlanta/Clarkston, GA June 7, 2016 - June 12, 2016 James Espinas Clarkston, GA June 7, 2016 - June 11, 2016 Maria Guzman Brooklyn, NY May 31, 2016 - June 5, 2016 Jeff Haagenson Greenwich, CT March 10, 2016 - March 13, 2016 Petural Shelton Las Vegas, NV June 7, 2016 - June 10, 2016 Elnora Webb Madison, WI June 13, 2016 - June 15, 2016

### [Background Material](#)

13. Consider Approval of Out of State Travel pursuant to Board Policy 7400 Presenter: Chancellor Laguerre Consider approval of Out of State Travel pursuant to Board Policy 7400 for the following faculty: Name Travel Location Travel Dates Scott Albright Reno, NV July 31, 2016 - August 2, 2016 Scott Albright Reno, NV August 7, 2016 - August 9, 2016 Matthew Jones Portland, OR July 24, 2016 -

July 27, 2016 Yazid Kahil Reno, NV July 31, 2016 - August 2, 2016 Yazid Kahil Reno, NV August 7, 2016 - August 9, 2016 Amany Masry Portland, OR July 17, 2016 - July 21, 2016 Arthur Morgan Lehigh Valley, PA July 9, 2016 - July 16, 2016 Blair Norton Reno, NV July 31, 2016 - August 2, 2016 Blair Norton Reno, NV August 7, 2016 - August 9, 2016 David Ralston Budapest, Hungary June 30, 2016 - July 3, 2016 Petural Shelton Lehigh Valley, PA July 9, 2016 - July 16, 2016 Shawn Taylor Minneapolis, MN June 26, 2016 - June 29, 2016

[Background Material](#)

14. Consider Approval of First Reading on Proposed Board Policies Presenter: Chancellor Laguerre The Board will conduct a first reading on the Board Policies. The following policy is presented for review, and will return to a future Board meeting for adoption: \* BP 3840 Children on Campus The goal is to have an official policy that applies to all four colleges. Currently there is no written policy but "practices" at the four colleges. The proposed policy is in keeping with CCLC and how other districts have developed a similar policy.

[Background Material 1](#)

[Background Material 2](#)

[Background Material 3](#)

15. Consider Approval of Resolution 15/16-48 Notice of Governing Board Member Election Specification of the Election Order for November 8, 2016 Presenter: Board President Riley Consider approval of Resolution 15/16-48 Notice of Governing Board Member Election Specifications of the Election Order for November 8, 2016. The Chancellor recommends approval.

[Background Material](#)

16. Consider Approval of Resolution 15/16-49 Tie Vote in Governing Board Election with Run-Off Election Presenter: Board President Riley Consider approval of Resolution 15/16-49 Tie Vote in Governing Board Election with run-off election. The Chancellor recommends approval.

[Background Material](#)

17. Consider Approval of Resolution 15/16-50 Candidate's Statement of Qualifications Presenter: Board President Riley Consider approval of Resolution 15/16-50 Candidate's Statement of Qualifications for Elections. The Chancellor recommends approval.

[Background Material](#)

18. Consider Addendum to Agreement with Dr. Annette Dambrosio to continue Services in Accreditation Support Presenter: Chief of Staff Crawford Consider Approval of an addendum in the not-to-exceed amount of \$21,000 to the current contract with Dr. Dambrosio approved by the Board of Trustees on November 10, 2015. The addendum will cover remaining fiscal year 2015-16 costs associated with the coordination and preparation of the district accreditation report and assisting to ensure recommendations are being addressed, coordinating the district response and its concomitant alignment with the colleges, and writing final document. Total cost of agreement is now \$61,800. All Board approved contracts are subject to final negotiation and execution by the Chancellor. The Chancellor recommends approval. Funding Source: General Funds.

[Background Material](#)

19. Consider Addendum to the Independent Consultant Contract (ICC) with LA Jones & Associates to Continue Community Outreach Activities Presenter: Chancellor Laguerre Consider approval of addendum to the Independent Consultant Contract (ICC) in the not-to-exceed amount of \$19,000 to the current contract of LaNiece Jones (LA Jones & Associates). The addendum will cover remaining fiscal year of 2015-16 costs associated with identifying and scheduling stakeholders for individual and group meetings to build and foster relationships to support the Peralta Community Colleges. Consultant will outreach to stakeholders throughout the PCCD service area including: Elected and Appointed officials; leaders from the Business, Faith, Education K-12 and Higher Education, Corporate, Labor, Environmental, Technology and Non-Profit sectors to include youth and seniors. Total revised contract amount is not-to-exceed \$59,000. All board approved contracts are subject to final negotiation and execution by the Chancellor. The Chancellor recommends approval.

[Background Material](#)

**EDUCATIONAL AND STUDENT SERVICES**

20. Consider Approval of the Berkeley City College Master Plan, 5-Year Update (2016-2021) Presenter: Interim President White Consider Approval of the Berkeley City College Master Plan, 5-Year Update (2016-2021), adopted by Berkeley City College April 2016, including revised BCC mission, vision and values. The Chancellor recommends approval.

[Background Material](#)

21. Consider Approval of the College of Alameda Master Plan, 5-Year Update (2016-2021) Presenter: President Blake Consider Approval of the College of Alameda Master Plan, 5-Year Update (2016-2021). The Chancellor recommends approval.
22. Consider Approval of the Laney College Master Plan, 5-Year Update (2016-2021) Presenter: Interim President Stanley Consider Approval of the Laney College Master Plan, 5-Year Update (2016-2021). The Chancellor recommends approval.
23. Consider Approval of the Merritt College Master Plan, 5-Year Update (2016-2021) Presenter: Interim President White Consider Approval of the Merritt College Master Plan, 5-Year Update (2016-2021). The Chancellor recommends approval.
24. Consider Approval of 2015-2016 Sabbaticals for College of Alameda, Berkeley City College, Laney College and Merritt College. Presenter: Executive Vice Chancellor Webb Consider Approval of Sabbatical for all four campuses for one semester sabbatical leave for 2016-17.

[Background Material](#)

**College of Alameda: Robert Brem, Political Science Fall 2016     Matthew Goldstein, Humanities Spring 2017**

**Berkeley City College: Tom Moniz, English Spring 2017     Laura Ruberto, Humanities Spring 2017**

**Laney College: Zujian Zhang Fall 2016     Inger Stark Spring 2017**

**Merritt College: Jennifer Shanoski, Chemistry Fall 2016     Timothy Hackett, Library Fall 2016 or Spring 2017**

25. Consider Approval of Memorandum of Understanding between College of Alameda and the NPower Program Presenter: President Blake

[Background Material](#)

**College of Alameda has secured a partnership with NPower who will be providing an 8-week Tech Accelerator Program for low to moderate income young adults age 18 - 25 and Veterans. The 8-week program starts Sept. 19 and ends Nov. 11th. NPower will be housed on the College of Alameda campus in room CV 232. NPower builds brighter futures for underserved young adults and veterans through free technology and professional skills training. The program includes technical classes, mentoring from business leaders, internships and career development workshops at leading corporations and nonprofits, industry-recognized certifications as well as employment and alumni services. More than 80% of NPower alumni are employed or pursuing higher education within one year of graduation. The Chancellor recommends approval.**

26. Consider approval for Laney College to accept and administer a grant of \$787,907 for the Bay Region for the Proposition 39 Clean Energy Workforce Program Grant from the State Chancellor's Office. Presenter: Interim President Stanley The Proposition 39 Clean Energy Workforce Program grant will be used to meet a number of key objectives including the following: to build and sustain a regional network of colleges to prepare the workforce for the energy sector to improve energy efficiency and expand clean energy generation in the built environment; to elevate the quality of instruction at colleges that have investments in education and training in the energy efficiency and renewable energy sector; incentivize through instructor stipends and other means regional cooperation in curriculum alignment, increased student access to certificates and degrees, and increased access to employment; and to build career pathways that assure student success by connecting student learning outcomes directly to employment opportunities. The Chancellor recommends approval. Funding Source: SB 73, the Clean Energy Job Creation Fund of the California Clean Energy Jobs Act.

[Background Material](#)

27. Consider approval for Laney College to accept the Chancellor's Office Deputy Sector Navigator Grant for Advanced Manufacturing. Presenter: Interim President Stanley Consider approval to receive a grant from the California Community College Chancellor's Office for the Deputy Sector Navigator grant for Advanced Manufacturing. The grant is for \$200,000 for the period of July 1, 2016 - June 30, 2017. The Deputy Sector Navigator grant for Advanced Manufacturing is to be used to coordinate and collaborate regionally, and to develop effective sector partnerships with employers, regional consortium, community colleges, high schools, ROPs, Workforce Investment Boards (WIBS), and other regional organizations to ensure a skilled workforce in support of the regional economy and industry sector and to establish career pathways for the regional community into those economies. The Chancellor recommends approval. Funding Source: California Community College Chancellor's Office - SB 1402 (Lieu), Economic and Workforce Development Program funding.

[Background Material](#)

28. Consider approval for College of Alameda to accept the Chancellor's Office Deputy Sector Navigator Grant for Global Trade and Logistics. Presenter: President Blake Consider approval to receive a grant from the California Community College Chancellor's Office for the Deputy Sector Navigator grant for Global Trade and Logistics. The grant is for \$200,000 for the period of July 1, 2016 - June 30, 2017. The Deputy Sector Navigator grant for Global Trade and Logistics is to be used to coordinate and collaborate regionally, and to develop effective sector partnerships with employers, regional consortium, community colleges, high schools, ROPs, Workforce Investment Boards (WIBS), and other regional organizations to ensure a skilled workforce in support of the regional economy and industry sector and

to establish career pathways for the regional community into those economies. The Chancellor recommends approval. Funding Source: California Community College Chancellor's Office - SB 1402 (Lieu), Economic and Workforce Development Program funding.

[Background Material](#)

29. Consider approval of Resolution 15/16-51 for suspension of services at the Laney Child Care Center on May 6, 2016. Presenter: Executive Vice Chancellor Webb Consider approval of Resolution 15/16-51 for suspension of services at the Laney Child Care Center on May 6, 2016. The Laney Child Care Center was unable to offer services on Friday May 6, 2016 due to impassable roads caused by a visit from Hillary Clinton to La Escuelita School located directly across the street from the center. On the advice from the Early Education and Support Division we closed the center for the day. Whenever a contractor's days of operation are reduced for circumstances beyond the control of the center the contractor's governing board must adopt a resolution that clearly and fully describes the nature of the closure. The Chancellor recommends approval.

[Background Material 1](#)

[Background Material 2](#)

[Background Material 3](#)

30. Consider approval of an extension for an ICC for Kathleen Cavanagh Presenter: President Blake Consider approval of an extension for an ICC for Kathleen Cavanagh. Kathleen Cavanagh is a part-time Independent Contractor (IC) in a Greeter position at the One Stop Career Center at the College of Alameda. She will run out of approved hours before the end of the fiscal year, which would cause reduction of hours and/or closures of the Resource Room. This request is to increase the contract by \$2,000 to continue to provide services, bringing the total contract amount to \$26,840. The Chancellor recommends approval. Funding Source: Workforce Innovation and Opportunity Act (WIOA).

[Background Material](#)

31. Consider Approval of Course and Program Additions, Deactivations and Changes Presenter: Executive Vice Chancellor Webb Included for approval are proposed curriculum actions as recommended by the Council for Instruction, Planning and Development (CIPD). The spreadsheet entitled "May 2016 CIPD Report" contains course and program additions, changes and deactivations as approved by the colleges' curriculum committees and CIPD. The Chancellor recommends approval.

[Background Material 1](#)

[Background Material 2](#)

[Background Material 3](#)

32. Change Order for Independent Contractor Agreement for Georgia Piedmont Technical College, Co-Principal Investigator for Laney's National Science Foundation Center for Building Efficiency for a Sustainable Tomorrow (BEST Center) Presenter: President Stanley Please consider approval of a change in the Scope of Work for Georgia Piedmont Technical College (GPTC) as Co-Principal Investigator (Co-PI) for the work of the National Science Foundation BEST Center, Building Efficiency for a Sustainable Tomorrow. This revised scope of work will increase the GPTC sub-award by \$30,000 to cover additional costs for lab improvements at GPTC as well as additional technical assistance and planning time for Co-PI Lovell for BEST network colleges.

[Background Material](#)

33. Consider Approval of an Independent Contractor Agreement for Dr. Mark Martin for Project Management Services for the Deputy Sector Navigator (DSN) grant. Presenter: Interim President Stanley Consider approval of an independent contractor agreement for Dr. Mark Martin (doing business as Design4X, Inc.) in an amount not to exceed \$172,000 (for services and business related expenses) to act as regional director for the State of California Chancellor's office Deputy Sector Navigator (DSN) grant for advanced manufacturing from 7/1/2016 - 6/30/2017. The role of the DSN regional director is to coordinate and collaborate regionally among the twenty-eight (28) Bay Area community colleges, workforce organizations and industry within the advanced manufacturing sector. The DSN works to develop effective sector partnerships with employers, regional consortium, community colleges, high schools, ROPs, Workforce Development Boards, and other regional organizations to ensure a skilled workforce in support of the regional economy and industry sector and to establish career pathways.

[Background Material](#)

34. Consider Approval of an Independent Contractor Agreement for Matt Trocker for Project Support Services for the Deputy Sector Navigator (DSN) grant. Presenter: Interim President Stanley Consider approval of an independent contractor agreement for Matt Trocker in an amount not to exceed \$48,000 (including business expenses) to act as project support for the State of California Chancellor's office Deputy Sector Navigator (DSN) grant for advanced manufacturing for the remainder of 2016 (July - December).

**Laney College has previously been awarded a Deputy Sector Navigator (DSN) grant in Advanced Manufacturing from the Chancellor's Office. The DSN grant is to coordinate and collaborate regionally among the twenty-eight (28) Bay Area community colleges, workforce organizations and industry within the advanced manufacturing sector.**

Mr. Trocker will assist with outreach to industry; career pathway development with middle schools, high schools, and community colleges around manufacturing and skilled trades; as well as coordination and other support services on this grant. All Board recommended contracts are subject to negotiation and execution by the Chancellor. The Chancellor recommends approval. Funding Source: State of California Community College Chancellor's Office Deputy Sector Navigator grant. The funding for this role is through the SB 1402 (Lieu), Economic and Workforce Development Program and SB858 (Education omnibus bill).

[Background Material](#)

35. Consider Approval of an Independent Contractor Agreement for Mark Williams for project management services for the Laney College Proposition 39 Clean Energy Workforce Program grant. Presenter: Interim President Stanley The Independent Contractor Agreement for Mark Williams is an amount for the 2016-17 fiscal year not to exceed \$144,000. The time period for the contract is from July 1, 2016 to June 30, 2017. Williams will continue to provide comprehensive program management services for Laney's \$757,907 Proposition 39 funded grant from the State Chancellor's Office for the Bay Region Clean Energy Collaborative. All Board recommended contracts are subject to final negotiation and execution by the Chancellor. The Chancellor recommends approval. Funding Source: Laney College, grant from the California Community Colleges State Chancellor's Office.

[Background Material](#)

36. Consider Approval of an Independent Contractor Agreement for Danny Beesley (dba EcoVision Consulting) for services to be rendered pursuant to project management support for Laney's advanced Fabrication Laboratory. Presenter: Interim President Stanley Consider approval of an independent

contractor agreement for Danny Beesley (dba EcoVision Consulting) in an amount not to exceed \$50,000 to provide project management support for the Laney College's advanced Fabrication Laboratory. The contract will support effort for 12 months, from July 1, 2016 to June 30, 2017. All Board recommended contracts are subject to final negotiation and execution by the Chancellor. The Chancellor recommends approval. Funding Source: Categorical for PASS.

#### [Background Material](#)

37. Consider Approval of an ICC with The Unity Council Presenter: President Ambriz-Galaviz The Unity Council will coordinate community-based intake and enrollment of 35 interested young adults, aged 18-24, into Merritt College's Bridge to Healthcare careers program operating summer 2016, and perform case management for the 35 students beginning Fall semester of 2016. Students who are eligible for Workforce Innovation and Opportunities Act (WIOA) workforce development services will also enroll in WIOA through The Unity Council. The Unity Council will utilize CalJobs as the data management system for reporting and analysis of participant population. All Board recommended contracts are subject to final negotiation and execution by the Chancellor. The Chancellor recommends approval. Funding Source: SF Foundation/BAWFC (Bridge to healthcare careers).

#### [Background Material](#)

38. Consider Approval of Contract between PCCD and the Oakland Workforce Development Board for Merritt College to serve as a Sector Access Point as part of Oakland's local workforce services delivery system. Presenter: President Ambriz-Galaviz At their May 25, 2016 meeting, the Oakland Workforce Development Board (OWDB) approved a contract for services with Merritt College to serve as one of two Sector Access Points on behalf of the Board as part of their workforce services delivery system in Oakland. Merritt College applied for this contract in response to the Board's Request for Proposals process announced earlier this spring. Merritt intends to hire 1.5 Sector Access Point Career Coaches to connect Oakland residents who are eligible for services under the federal Workforce Innovation and Opportunity Act (WIOA) with relevant career training programs in one of OWDB's key industry sectors: healthcare and information communication technology. All Board recommended contracts are subject to final negotiation and execution by the Chancellor. The Chancellor recommends approval. Funding Source: Workforce Innovation and Opportunity Act (WIOA) and the City of Oakland.

#### [Background Material](#)

39. Consider Approval of Approval of Peralta Community College District's participation in the newly formed Northern Alameda Consortium for Adult Education (NACAE) Joint Powers Authority, including as fiscal agent for the JPA and as hiring agent for the JPA's Executive Director for FY 2016-17, and acceptance of funds from the NACE Adult Education Block Grant. Presenter: Chancellor Laguerre In 2014, the Peralta Colleges joined with the K-12 school districts in the District's service area and their adult schools to form the North Alameda Consortium for Adult Education (NACAE). On May 19, 2016, the members of the Executive Cabinet of Directors (Executive Cabinet) of NACAE voted to form a Joint Powers Authority. The NACAE Executive Cabinet is comprised of the Peralta Chancellor, College Presidents, and Superintendents of Oakland, Berkeley, Alameda, Piedmont, and Albany Unified School Districts. The purpose of the NACAE JPA is to plan and implement adult education services together as a regional consortium, funded by Adult Education Block Grant funds from the State of California. It is anticipated that this funding and the Consortium will continue into the foreseeable future as described in AB 104 (2015). The NACAE Executive Cabinet has asked that PCCD serve as the fiscal agent for the Consortium's AEBG funds beginning July 1, 2016. While the District serves as fiscal agent, the District's Vice-Chancellor, Finance and Administration, or his designee, will serve as the Treasurer-Auditor of the NACAE-JPAAs fiscal agent,

the District will be managing funds of the NACAE JPA as well as receiving funds allocated to it from NACAE. The District will receive up to 5% in indirect costs for serving as the fiscal agent. For the FY 2016-17 only, NACAE is also asking that PCCD serve as the employer of record of NACAE's Executive Director. Once the NACAE JPA is an established CalPERS employer, the Executive Director will become an employee of the JPA. The District will be reimbursed all of the costs related to employing the Executive Director and a 5% indirect cost for this function.

#### [Background Material](#)

40. Consider approval of Peralta Community College District to adopt a data sharing agreement with its K12 School District partners in the Northern Alameda Consortium for Adult Education (NACAE). Presenter: Chancellor Laguerre On May 19, 2016, the members of the Executive Cabinet of the Northern Alameda Consortium for Adult Education (NACAE) voted to form a Joint Powers Authority for the purposes of planning and implementing adult education services together as a regional consortium, funded via \$7.6 million in Adult Education Block Grant funds from the State of California for the 2016-17 fiscal year. To support the implementation of the Consortium's work plan and to successfully track and report on the Consortium's progress in serving students and helping them transition successfully between educational segments, a data sharing agreement is necessary so that the NACAE members can align and review relevant student information.

#### [Background Material](#)

41. Consider approval of the Alameda County Workforce Investment Board (ACWIB) One-Stop Career Centers contract with PCCD to operate the Alameda and Berkeley One Stop Career Centers. Presenter: President Blake The One-Stop Career Center system operates under the guiding principles as mandated by the Workforce Innovation and Opportunity Act (WIOA), a 2015 legislative renewal and reformation of the federal workforce investment system. The reformed system is intended to be customer focused, to give residents access to the tools they need to manage their careers, and to match employers with skilled workers. The Chancellor recommends approval. Funding Source: \$278,378 for Workforce Innovation and Opportunity Act (WIOA) Adult Services and \$437,920 for WIOA Dislocated Worker Services.

#### [Background Material](#)

42. Accept \$1,449,709 on behalf of Merritt College and \$1,489,400 on behalf of Laney College from the California Community College Chancellor's Office Basic Skills and Student Outcomes Program over a three-year period from July 1, 2016 to June 30, 2019. Presenter: President Ambriz-Galaviz and Interim President Stanley Both Laney College and Merritt College have been awarded grants from the State Chancellor's Office based on their clear strategies for: \* Progressively increasing shares of students enrolled at the college who:

(a) Successfully complete a college-level English or mathematics course, or both, within a sequence of three or fewer courses after enrollment in a community college.

(b) Earn an industry-relevant college certificate or degree within two years. \* A significantly greater share of entering students who achieve the goals listed in

(a) Above within a shorter time period than before the implementation of the plan. These grant funds can be expended on a wide variety of activities including, but not limited to the following: Instructional redesign, program alignment with other higher education and secondary education partners, student support in instructional activities, faculty release time, professional development, summer stipends, acquisition of equipment and technology, and travel costs. The



Chancellor recommends approval. Funding Source: The California Community College Chancellor's Office is the source of funds.

[Background Material](#)

**FINANCIAL SERVICES**

43. Review of Purchase Order Report Presenter: Vice Chancellor Little The Purchase Order Report is being presented for review in accordance with Education Code Section 81656 which states, "All transactions entered into by the officer or employee (designated employees enumerated in AP 6330) shall be reviewed by the Board of Trustees every 60 days." This Purchase Order Report contains all orders issued from April 7, 2016 through May 27, 2016 which have been issued in accordance with applicable policies, procedures and laws by an authorized officer of the District. The Purchase Order Report is brought to the Board for informational purposes only.

[Background Material 1](#)

[Background Material 2](#)

44. Consider Ratification of the AP, Travel, and Consulting Contract Warrant Register Presenter: Vice Chancellor Little Consider ratification of the AP, Travel, and Consulting Contract Warrant Register from April 7, 2016 through May 27, 2016. Recent AP, Travel and Consulting Contract warrant registers are brought to the Board for ratification purposes only. The Chancellor recommends ratification.

[Background Material](#)

45. Consider Approval of Budget Transfer Report Presenter: Vice Chancellor Little Consider approval of budget transfer report covering the period from April 7, 2016 through May 27, 2016. California Code of Regulations Section 58307 limits the District's expenditures to the amount appropriated for each major expenditure classification as approved by the Board of Trustees through the adoption of the District's annual budget or as amended by subsequent budget transfers or revisions. Due to this statutory control language, budget transfers that move budget authority between major object codes or classifications must be approved by the Board of Trustees. The budget transfers presented are requests originating from the Colleges' or District's departments during the ordinary course of operations and do not significantly alter the final budget that was approved by the Board of Trustees on September 8, 2015. The Chancellor recommends approval.

[Background Material 1](#)

[Background Material 2](#)

46. Consider Approval of the Peralta Community College District 2016-17 Tentative Budget Presenter: Vice Chancellor Little Vice Chancellor for Finance and Administration Ron Little will present the 2016-17 Tentative Budget for consideration and approval.

[Background Material](#)

47. Consider Approval of Education Protection Account (EPA) Funding and Expenditures from Proposition 30 Presenter: Vice Chancellor Little Proposition 30, The Schools and Local Public Safety Protection Act, passed in November 2012. This proposition temporarily raises the sales and use tax by 0.25% for four years and raises the income tax rate for high income earners for seven years to provide continuing funding for local school districts and community colleges. In fact, the sales tax increase

sunset December 31, 2016. The Chancellor's Office has indicated that community colleges will be 'held harmless' of this fact (revenue reductions) in the next fiscal year. The Educational Protection Account (EPA) is created in the General Fund to receive and disburse these temporary tax revenues. Peralta Colleges' EPA funds for 2016-17 are estimated at \$16,501,683. All EPA funds will be expended on instructional salaries and benefits. The EPA funds are not additional funds but rather a component of computational revenue for the general fund. The Chancellor recommends approval.

[Background Material 1](#)

[Background Material 2](#)

48. Consider Approval of 2016-17 Appropriations Limit (GANN LIMIT) Presenter: Vice Chancellor Little Staff seeks the Board of Trustees approval of the 2016-17 Appropriations Limit (Gann Limit). Article XIII B of the State Constitution, as approved by the voters in November 1979, requires the establishment of an appropriation limit on "proceeds of taxes" revenues for public agencies including community college districts. As part of the development of the Tentative Budget, the Gann Limit worksheet is required to be completed and approved by the Board of Trustees in accordance with Government Code Section 7910. The Chancellor recommends approval.

[Background Material 1](#)

[Background Material 2](#)

49. Consider Approval to Submit 2018-2022 Five Year Construction Plan to State Chancellor's Office Presenter: Vice Chancellor Little In accordance with the provisions of Section 81820 of the California Education Code, each year community college districts are required to submit a Five-Year Construction Plan to the Chancellor of the California Community Colleges. The five-year plan communicates to the State Chancellor's Office and other State agencies the anticipated capital outlay needs of a district for the next five years. The capital outlay needs are based on current enrollment projections and instructional staff. This information combined with actual space utilization data and the development of the District's load-capacity ratios measures a college's space utilization in certain areas. The load-capacity ratio is one factor that is used when considering allocating State funding for capital projects. The 2018-2022 Five-Year Construction Plan is due to the California Community Colleges Chancellor's Office annually by July 1st. A component of the five-year plan is the project priority list for the five-year period. The project priority list is presented to the Board of Trustees for review and approval each year each year. The priority list includes facilities needs of the District based the direction outlined in Educational Master Plans and needed facilities to support the educational services regardless of whether State funding will be requested.

[Background Material](#)

50. Consider Approval of Resolution Authorizing the Additional Refunding of Outstanding District General Obligation Bonds Presenter: Vice Chancellor Little Consider Approval of Resolution Authorizing the Refunding of Outstanding District General Obligation Bonds. Presenter: Vice Chancellor Little. Consider approval of resolution no. 15/16-46 authorizing the refunding of outstanding general obligation bonds in the not-to-exceed amount of \$155,000,000 that will result in savings to district taxpayers. Due to historically low interest rates, the District has an opportunity to refund some of the outstanding bonds sold as part of Measure A. Estimated savings to taxpayers are estimated at \$13.4 million dollars or 11.8% of the bonds to be refunded. A common benchmark used to evaluate if a district should refund is if the present value of the savings to the taxpayers would be greater than 3%.

### [Background Material](#)

51. Consider Approval of Fund 72, Resolution No. 15-16/47 Presenter: Vice Chancellor Little Consider Approval of Fund 72, Resolution No. 15/16-47 Request to establish Fund 72, Peralta Student Representation Fee Trust Fund, for the purpose of recording revenues, expenditures, and other financial transactions directly related to Student Representation Fees. The establishment of this fund is consistent with Education Code 76063 and the California Community Colleges Budget and Accounting Manual. The Chancellor recommends approval. Funding source: Not applicable.

### [Background Material 1](#)

### [Background Material 2](#)

52. Ratification of Contract for Electrical and Data Work associated with HR Office Reconfiguration Presenter: Vice Chancellor Little Staff seeks ratification of contract with Megaelectric Electrical Service in the amount of \$10,000 to revise power and data outlet configurations in the HR/Benefits Office in support of additional workstations /cubicles. Changes in overall layout of furniture is necessary to improve efficiency and effectiveness of service delivery. All Board recommended contracts are subject to final negotiation and execution by the Chancellor. The Chancellor recommends approval. Funding source: Measure A.

### [Background Material](#)

53. Approval of Contract for Emergency Repairs at Laney College Student Center Kitchen Presenter: Vice Chancellor Little Staff seeks approval to enter into an agreement with W.E. Lyons Construction Company, in the not-to-exceed amount of \$405,000 for emergency repairs to the Laney College Student Center kitchen. Repairs are necessary to address health code violations identified by the Alameda County Health Care Services Agency during an on-site evaluation of the Laney College Student Center Kitchen facilities in February 2016. The District hired the Architectural firm Byrens Kim Design Works to prepare plans and specifications for the work necessary to correct all code concerns. Closure of the facility due to health code violations would discontinue the Culinary Arts teaching program at the college as well as preventing food services to the campus and impact an important revenue source. The emergency work will take place this summer with an anticipated completion date of mid-August, in time for the scheduled fall semester classes. All Board recommended contracts are subject to final negotiation and execution by the Chancellor. The Chancellor recommends approval. Funding source: Measure A.

### [Background Material](#)

54. Approval for Merritt College Signage Design Services Presenter: Vice Chancellor Little Staff seeks approval to enter into an agreement with the GNU Group for the Merritt College Signage Design Services (RFP 15-16/26) in a not-to-exceed amount of \$36,817. Based on a best-value methodology, approval is requested for the GNU Group to be awarded the contract because they received the highest evaluative score. The GNU Group will provide full design, estimating and construction administration services for improvements on two existing parking lots located at two different campuses, Laney College and Merritt College. The Chancellor recommends approval. Funding source: Measure A.

### [Background Material](#)

55. Approval of Contract for Laney College Welding Shop Repairs Presenter: Vice Chancellor Little Staff seeks approval to enter into an agreement with Ashron Construction and Restoration in the not to exceed amount of \$68,438. Ashron Construction will perform work per construction documents prepared by YHLA Architects. Repairs in the Laney College Welding Shop are necessary to provide

safe and adequate ventilation of welding fumes in the Welding Lab Booths. All construction work will conform to the California Building Standards Code, Title 24. The construction scope of work includes, but is not limited to: the modification of 38 welding lab booth exhaust arm systems; replacing 38 exhaust arm tensioners, 2 full extractor arms, and 2 tension retainer brackets. A formal request for bids (Bid No. 15-16/28) was conducted for this project, and a mandatory pre-bid conference and site visit occurred on May 10, 2016. Only one contractor attended the pre-bid meeting and one bid was subsequently received. Given the urgency of the project, staff recommends approval. All Board recommended contracts are subject to final negotiation and execution by the Chancellor. The Chancellor recommends approval. Funding source: Measure A.

#### [Background Material](#)

56. Approval of Contract Extension for Kitchell CEM Presenter: Vice Chancellor Little Staff seeks approval for Amendment No. 2 to the Original Agreement with KITCHELL CEM for an Extension of Construction Management Services until August 31, 2016 on the Merritt College Barbara Lee Center for Science and Allied Health, in the amount not-to-exceed \$33,750. KITCHELL CEM has been the District's Construction Manager on the Barbara Lee Center project for the last several years. Staff recommends the extension of KITCHELL's existing construction management services contract in order to provide management for supplemental facility needs at the Barbara Lee Center as well as management for the upgrade of campus Wayfinding Signage required due to the addition of the new Barbara Lee Center on campus. All Board recommended contracts are subject to final negotiation and execution by the Chancellor. The Chancellor recommends approval. Funding source: Measure A.

#### [Background Material](#)

57. Consider Approval of Measure A Budget Appropriation and Transfer for FPPs (No.91) Presenter: Vice Chancellor Little Measure A Budget Transfer #91 is required to move funds for the FPPs (Final Project Proposals) to be submitted to the State Chancellor's office for additional funding for College of Alameda, Laney College, and Merritt College. The transfer is moving funds from: College of Alameda Contingency (Unallocated Funds) to College of Alameda Auto Technology Project; from Laney Building Modernization to Laney Theater Project, and from Merritt Unallocated Funds to Merritt Horticulture Project. These transfers are necessary to update State FPPs to add college specific projects to the state funding list for consideration.

#### [Background Material 1](#)

#### [Background Material 2](#)

### **HUMAN RESOURCES**

58. Consider Approval of Short-Term Assignments - Hiring of Non-Academic Short-Term Employees Presenter: Vice Chancellor Largent Pursuant to California Education Code Section 88003, the below list contains the name, date of hire, assignment end date, position title, and site location of candidates recommended for short-term assignments in non-academic classified positions. Each candidate's assignment will not exceed the position title into which the candidate is assigned. Last Name First Name Date of Hire End Date Position Title Site
- |                   |         |          |                              |          |
|-------------------|---------|----------|------------------------------|----------|
| Ali Wafa          | 7/4/16  | 12/2/16  | Senior Clerical Assistant    | L        |
| Apodaca Carmen    | 8/15/16 | 12/16/16 | Inst Asst IV/DSPS            | L        |
| Avant Lisa        | 6/15/16 | 6/30/16  | Clerical Assistant II        | A        |
| Avant Lisa        | 7/1/16  | 6/30/17  | Clerical Assistant II        | A        |
| Barry Jenna       | 7/1/16  | 6/30/17  | Interpreter I                | All Blue |
| Blue Noelle       | 7/5/16  | 10/28/16 | Staff Asst/Admin (General)   | L        |
| Boissiere Sheiba  | 7/4/16  | 11/29/16 | Senior Clerical Assistant    | M        |
| Brazinskaite Ruta | 7/1/16  | 12/23/16 | Staff Asst/Admin (General)   | B        |
| Brown Kevin       | 7/1/16  | 8/31/16  | Staff Asst/Veteran Affairs   | L        |
| Bruni Michael     | 7/5/16  | 6/30/17  | Science Lab Tech/Physical Sc | M        |
| Cael Kim          | 6/15/16 | 6/30/16  | Inst Asst                    |          |

I/DSPS L Cael Kim 7/6/16 7/29/16 Inst Asst I/DSPS L Carbajal Irma 7/1/16 5/26/17 Library  
 Technician II L Cardenas Elizabeth 7/5/16 12/2/16 Senior Clerical Assistant L Castro Steven  
 7/1/16 6/30/17 Inst Asst/Multimedia B Cerda Alejandra 7/18/16 10/20/16 Staff Asst/Admin  
 (Grants) M Cha Joseph 7/1/16 7/29/16 Inst Asst IV/DSPS L Chambers Michael 7/5/16  
 8/31/16 Financial Aid Specialist L Chen Qingxiu 8/15/16 11/11/16 Senior Clerical  
 Assistant L Crawford Christiane 7/1/16 6/30/17 Interpreter I All Davaasuren Darkhijav  
 7/4/16 12/2/16 Senior Clerical Assistant L Edwards Timicia 7/1/16 6/30/17 Staff Asst/Student  
 Services L Evans Kevin 7/1/16 6/30/17 Inst Asst/Physical Education L Evans Sybil 7/5/16  
 11/4/16 Clerical Assistant II L Fatoorehchi Robabeh 7/1/16 6/30/17 Staff Svcs Spec/Fiscal L  
 Felts Patricia 6/15/16 6/30/16 Staff Asst/VC Ed Services D Felts Patricia 7/1/16 6/30/17 Staff  
 Asst/VC Ed Services D Flores Hannah 7/1/16 6/30/17 Inst Asst II/DSPS A Frahm Casey  
 7/5/16 10/7/16 Senior Clerical Assistant L Freed Nancy 8/18/16 5/26/17 Inst Asst  
 IV/DSPS A Frost Robert 7/1/16 6/30/17 Staff Asst/Employee Relations D Gan Sungmin  
 6/20/16 6/30/16 Lifeguard L Gan Sungmin 7/1/16 6/30/17 Lifeguard L Garcia Brendan  
 6/15/16 6/30/16 Admissions & Records Clerk D Garcia Brendan 7/1/16 6/30/17 Admissions &  
 Records Clerk D Gatmaitan Christopher 7/1/16 12/21/16 Graphic Design Specialist D Gerber  
 Elaine 8/18/16 5/26/17 Inst Asst IV/DSPS A Gilbert Monetta 7/5/16 10/5/16 Staff  
 Asst/CalWORKs A Hall Curtis 6/15/16 6/30/16 Food Services Worker L Harness Sonja  
 7/5/16 10/7/16 Senior Clerical Assistant L Hasse Geraldine 8/18/16 5/26/17 Inst Asst  
 I/DSPS A He Jiayu 7/5/16 10/5/16 Clerical Assistant II A Hensley Kristina 7/1/16  
 6/30/17 Senior Clerical Assistant B Hsieh Paula 7/1/16 12/23/16 Staff Asst/Admin  
 (Instruction) B Jones Myeisha 7/1/16 12/31/16 Staff Asst/Admin (Instruction) M Kirkeby Kathleen  
 7/1/16 6/30/17 Lifeguard L Knight Jacinda 7/1/16 6/30/17 Inst Asst/Cosmetology L  
 Kristiansen-Kayser Kristen 7/1/16 6/30/17 Program Spec/Student Act B Laiche Nacira 7/1/16  
 6/30/17 Inst Asst/Biotechnology B Lane Hope 7/1/16 6/30/17 Staff Asst/Student Services L  
 Laniohan Aurora 7/1/16 6/30/17 Inst Asst IV/DSPS A Lewis Azul 7/1/16 6/30/17 Inst  
 Asst/Biotechnology B Lippincott Daniel 7/1/16 6/30/17 Inst Asst/Multimedia B Livsey  
 Andrew 8/15/16 12/16/16 Inst Asst IV/DSPS L Lyons Taylor 7/1/16 6/30/17 Duplicating  
 Services Tech L Marquez Anel 7/1/16 6/30/17 Science Lab Tech/Biological B Marshall Amy  
 7/1/16 6/30/17 Supv, Admin & Bus Suppt Svc L Martinez Querida 6/15/16 6/30/16 Inst Asst  
 I/DSPS L Martinez Querida 7/1/16 6/30/17 Inst Asst I/DSPS L McCarthy  
 Edward 6/20/16 6/30/16 Lifeguard L McCarthy Edward 7/1/16 6/30/17 Lifeguard L McGriff  
 Traci 7/1/16 6/30/17 Staff Asst/Student Services L McKee Claire 7/1/16 6/30/17 Lifeguard L  
 Meier Philip 7/1/16 6/30/17 Inst Asst/Multimedia B Molex Carol 6/15/16 6/30/16 Clerical  
 Assistant II A Moon Black 7/1/16 6/30/17 Inst Asst/Photography L Moser Isabel 7/1/16  
 8/23/16 Lifeguard L Moser Anneke 7/1/16 6/30/17 Lifeguard L Nabeta Dale 7/1/16 6/1/17  
 Staff Asst/Admin (General) L Nguyen Le Phat 7/1/16 6/30/17 Staff Asst/President's Office A  
 Olbekson Kathleen 7/1/16 10/7/16 Senior Clerical Assistant M Okundaye Osafran 7/5/16  
 10/5/16 Facilities Project Coordinator D Pace Glenn 7/1/16 6/30/17 Principal Clerk L Pinilla  
 Maria 7/1/16 12//12/16 Clerical Assistant II A Pitts Renita 7/1/16 7/29/16 Inst Asst  
 III/DSPS L Quigley Rebecca 7/1/16 6/30/17 Interpreter, Fully Certified All Quizhpe  
 Birhon 7/1/16 10/27/16 Clerical Assistant II M Ramirez Jorge 7/1/16 12/5/16 Student  
 Employment Specialist M Redd Cameron 7/1/16 6/30/17 Lifeguard L Roque Chaves Marisol  
 7/1/16 12/31/16 Senior Clerical Assistant M Ruckman Joann 7/1/16 6/30/17 Inst  
 Asst/Multimedia B Sandhu Sara 7/1/16 7/13/16 Project Manager M Sebhatu Adonay 7/1/16  
 9/30/16 Help Desk Spt Tech I (Trainee) D Scott Christopher 7/1/16 12/16/16 Staff Asst/Student  
 Services B Shephard Rebecca 7/1/16 6/30/17 Interpreter II All Spencer Vacca Laura 7/1/16  
 6/30/17 Inst Asst IV/DSPS A Szabo David 7/1/16 6/30/17 Lifeguard L Taplin Terry 6/20/16  
 6/30/16 Inst Asst/English B Taplin Terry 7/1/16 7/28/16 Inst Asst/English B Thi Chin Tien  
 7/1/16 6/30/17 Inst Asst/Biotechnology B Tran Simon 6/15/16 6/30/16 Inst Asst  
 III/DSPS L Tran Simon 7/1/16 6/30/17 Inst Asst III/DSPS L Tran Thao  
 7/1/16 10/7/16 Senior Clerical Assistant L Tran Vy 8/18/16 5/26/17 Inst Asst II/DSPS A

Truong Quyen 6/15/16 6/30/16 Clerical Assistant II L Truong Quyen 7/1/16 8/31/16 Clerical Assistant II L Tsehai Wessenyelesh 7/1/16 9/30/16 Staff Asst/Admin (General) D Tucker Leonora 7/1/16 6/30/17 Clerical Assistant (Confidential) D Tumba Longo Alain 7/1/16 6/30/17 Principal Clerk L VanBuhler Belinda 7/1/16 6/30/17 Inst Asst IV/DSPS A Van Valkenburgh KeZhong 6/15/16 6/30/16 Staff Asst/Admin (General) L Vasquez Yesenia 7/1/16 6/30/17 Lifeguard L Vierra Jeremiah 6/20/16 6/30/16 Interpreter, Fully Certified All Vierra Jeremiah 7/1/16 6/30/17 Interpreter, Fully Certified All Vilchis-Lent Leticia 7/1/16 6/30/17 Account Clerk II L Walker Latrice 7/1/16 6/30/17 Duplicating Services Tech L Wilkes Deborah 7/5/16 10/7/16 Senior Clerical Assistant L Willis-Henry Rachel 7/5/16 10/25/16 Staff Asst/Calworks M Wright Wanda 7/1/16 6/30/17 Inst Asst IV/DSPS A Yang Yong 7/1/16 6/30/17 International Studt Suppt Spec D Zepel Janet 7/1/16 12/31/16 Staff Asst/Admin (Instruction) M "The District has complied with the applicable provisions of the Education Code"

59. Consider approval of the District's Equal Employment Opportunity (EEO) Plan for 2016-2019 and Board Approval/ Certification of the Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form. Presenter: Vice Chancellor Largent In support of equal employment opportunities and the diversification of the workforce, Title 5 requires each community college to develop an Equal Employment Opportunity (EEO) Plan. Each plan must include a policy statement, information on training and notification requirements, complaint procedures, an analysis of the workforce, and measures to address equal employment opportunity. The District's EEO Plan was developed and supported by constituent groups through the shared governance process, including the EEO Advisory Committee, the Policy and Budget and Planning Council and the Chancellor's Cabinet. All community college districts are required to submit their Plan and Certification Form to the State Chancellor's Office by June 1, 2016. However, in recognition of the fact that the Board for many districts will meet throughout the month of June to approve the Plan, the State Chancellor's Office has authorized districts to indicate, with the June 1st Plan submission, the date the Board will approve the Plan. The Chancellor recommends approval of the EEO Plan and Certification Form for submission to the State Chancellor's Office.

[Background Material](#)

60. Consider approval of the District's 2016-2017 PCCD Holiday Schedule. Presenter: Vice Chancellor Largent Consider approval of the 2016-2017 PCCD Holiday Schedule. The Chancellor recommends approval.

[Background Material](#)

**FACILITIES**

61. Consider Approval of a Deductive Change Order No. 1 and Resolution 15/16-45, Acceptance of Completed Work and Release of 5% Retention for the Laney College Fire Suppression Hoods Project (Bid No. 15-16/15, Stevenson Mechanical Inc. Presenter: Vice Chancellor Ikharo. Approval is requested for a deductive Change Order No. 1 (\$16,753.50) and to release the 5% retention and accept Laney College Fire Suppression Hoods Project (Bid No. 15-16/15) as complete. A contract was awarded to Stevenson Mechanical Inc., in the amount of \$223,475 at the February 23, 2016, Board meeting for this project. The deductive Change Order No. 1 resulted because a project material allowance for unforeseen conditions was not needed for the project. Therefore, the actual contract amount is \$206,721.50 and the 5% retention payment is \$10,336.01 for the project. Original Contract Amount \$223,475.00 Deductive Change Order #1 (\$16,753.50) Actual Contract Amount \$206,721.50 5% if the Actual Contract Amount \$10,336.01

[Background Material](#)

62. Consider Approval of an Emergency Service Contract to Replace the Existing Domestic Hot Water Generator at Laney College, R.F. McDonald. Presenter: Vice Chancellor Ikharo. Approval is requested of the emergency service contract with R.F. McDonald to replace the existing domestic hot water generator at Laney College, in the amount not-to-exceed \$26,280. An urgent action was taken to replace the existing domestic hot water generator that exceeded its useful life. This replacement was needed to restore domestic hot water in Building "E" at Laney College so that public instructions can take place in Cosmetology, Culinary Science, Athletics, and all restroom fixtures to help ensure proper hygiene is used. The contractor's scope of work included: \* Disconnection of existing utilities, removal, and disposal of the existing boiler; \* Installation of the new Raypak Hi Delta Type H Model 752B - 750,000 BTU non-condensing boiler; and \* Re-connection of all required utilities to the new boilers.

[Background Material](#)

63. Consider Approval to Purchase Playground Equipment for the Merritt College Child Care Center from KOMPAN Inc. through a Piggyback Compliant Contract. Presenter: Vice Chancellor Ikharo. Approval is requested to purchase playground equipment for the Merritt College Child Care Center from KOMPAN Inc. through the U.S. Communities Government Purchasing Alliance Agreement (TIN Number: 941590799), in the amount not-to-exceed \$76,592. The District is registered with the U.S. Communities Government Purchasing Alliance, which allows the District and any or all public agencies, public and private school districts, public and private colleges or universities Nationwide, or the Foundation, (collectively, "Participating Public or Private Agencies") to purchase Products at prices stated in the awarded contract to the lead public agency. As permitted under this agreement, the District, without advertising bids, will purchase furniture and equipment utilizing this piggyback-able procurement for playground equipment at the Merritt Child Care Center. This purchase consists of new swings, water and sand workstation, spinner bowls, new benches, and a play tower complex. The quote includes site preparation, layout, and installation. The purchase of these specific items from KOMPAN is at a discounted price due to the previously established public agency agreement with U.S. Communities Government Purchasing Alliance. The Chancellor recommends approval. Funding Source: Child Care Center Reserved Funds.

[Background Material](#)

**ADJOURNMENT Assistance will be provided to those requiring accommodations for disabilities in compliance with the Americans with Disabilities Act of 1990. Interested persons must request the accommodation at least 48 hours prior to the meeting to the Board Clerk, Chancellor's Office, 333 East 8th Street, Oakland, CA, (510) 466-7203, [bmartinez@peralta.edu](mailto:bmartinez@peralta.edu) at least 48 hours prior to the meeting.**

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Jowel C. Laguerre, Ph.D., Chancellor  
Secretary to the Board of Trustees  
PERALTA COMMUNITY COLLEGE DISTRICT



Berkeley City College  
College Roundtable for Planning and Budgeting  
MINUTES  
Monday, April 18, 2016

**Present:** Krista Johns, Josie Baltodano, Antonio Barreiro, Nancy Cayton, May Chen, Roberto Gonzalez, Brenda Johnson, Carolyn J. Martin, Cynthia Reese, Andre Singleton, Cleavon Smith, Tram Vo-Kumamoto, Hermia Yam, Jasmine Martinez, Natalia Fedorova, Christopher Scott

**Chair:** Dr. Krista Johns, Interim President

**Meeting Called to Order: 12:16 PM**

**AGENDA AND DISCUSSION ITEMS**

**1. Agenda Review /Approval of 03/07/16 Roundtable Minutes**

The agenda was reviewed by Dr. Johns. An additional item was added.

Mr. Andre Singleton, Director of Student Activities and Campus Life reported on an upcoming event.

***Student Appreciation Event, Breakfast for Champions***

- Friday was the deadline to submit nominations for the various awards being presented.
- Goal was to receive 20 nominations; received approximately 30.
- Certificates are being created to be presented to the students.
- Ceremony will be held on April 27<sup>th</sup>.
- It will be a lunch/brunch event; food will be provided.
- MC to be determined.
- Event was created to inspire community around faculty, students and staff.

A motion was made by Ms. Carolyn J. Martin to approve the March 7<sup>th</sup> Roundtable Minutes

Second by Mr. Andre Singleton

All in favor with one abstention; Ms. Josie Baltodano

Opposed: None

A question presented around being absent from the previous meeting and voting on approving those minutes or abstaining was addressed. It was stated that voting members who were not present at a previous meeting, may vote on that meeting's minutes and are not required to abstain from voting.





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Results from the survey on the facility reconstruct/rehab project from Town Hall attendees will be shared soon.

An update on the successful meeting with the IEPI team assigned to our college will be sent also.

**2. Berkeley City College Master Plan (BCCMP)**

This is a five year update. We are coming to the point of solidifying the goals, performance measures and the indicators that will be our guide for the next five years.

A request was made for volunteers to say why we need a college master plan and what do we use it for.

**Responses:**

- To have a document that shows the combined thinking of the groups on campus and their ideas and goals for the institution in the next five years.
- Helps ensure that all of our plans are aligned, that we are all pulling in the same direction and that we all have the same ultimate goals and outcomes.

To be reviewed today will be the first four sections.

- i. Executive Summary**
- ii. Purpose and Process of the Berkeley City College Master Plan (BCCMP)**
- iii. Indicators of Excellence: Equity in Access, Learning, Completion and Success**
- iv. The Five Berkeley City College Goals and Annual Performance Indicators**

Pages 4, 5, and 6 were referenced and reviewed. It was noted that the five goals will probably exist for years but will have different performance measures. The chart on page 6 demonstrates the alignment of our goals to the district's strategic directions.

One of the critical sections begins on page 12 in which we explain how we are attaining our goals. We are doing it by looking at it through the lens of an Equity Agenda. When stating how we want to increase access, improve learning, have students complete and be successful, BCC has decided that when this is stated generically, it doesn't ensure that all students are given a fair attempt at achieving these. By generally stating that we are trying to improve completion by a certain amount does not automatically mean that all of our student populations will complete at the same rate. Therefore, in order to pull this out and call attention to it, we are making an Equity Agenda where our goals are specifically about eliminating gaps.



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Suggestions discussed:

Equity Agenda:

A suggestion was received to start this agenda with a critical statement. The statement at the beginning of the paragraph was shared by Dr. Johns.

Mission, Vision, Values statements

The Vision statement was discussed wherein the wording was reconfigured by the senior leadership team to highlight BCC's vision to be "a leader."

Under Values:

- The senior leadership team changed the wording to add the value statement under each bullet.
- The piece regarding the workplace was moved to the end as all of the other values highlighted students.
- A suggestion was presented by the leadership team to also add achieving "a living wage for every full-time employee..."
- Suggestion to start the last sentence with the new phrase: We value the achievement of cultural proficiency across all employee groups..." The reason stated for having this as a Value is that it is felt we won't be able to achieve our Equity Agenda unless we are continuously, and continually, growing our own individual and our organization's cultural proficiency.

The topic was opened for thoughts on the additional phrase.

In discussing cultural proficiency, it was suggested to change the wording to intercultural proficiency. This would, of course, be seen in our work with students and with one another.

- Under Academic Excellence and Student Learning, change to read:  
*We value our students' intellectual capacity and potential, as well as their varied educational and experiential backgrounds, learning styles, and educational objectives.*

Going back to the Vision statement it was suggested to change the statement to read:

*Berkeley City College will be a leader in equitable academic excellence, collaboration, innovation and transformation, as a premier, diverse, student-centered learning community.*



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BCC's performance measures were discussed. They are: Access, Learning, Completion and Success.

#### Equity Agenda

Additional language suggested for the Equity Agenda was reviewed. The following statement includes the recommended changes:

*BCC recognizes that the equity gap is deeply influenced by higher education practices, many of which have remained unchanged, at the core, over the past half-century. No significant progress can be made in eliminating the equity gap until the college takes ownership of the issue and adopts institutional and pedagogical procedures and processes specifically designed to achieve equitable outcomes across all student populations.*

The next areas reviewed were:

The Summary of Performance Indicators, 2016-2017 – to 2020-21 highlighting the Indicator, the associated Equity Agenda Area, and the 2016-2021 Performance Measure. This chart also included the definition.

The Five BCC Goals and Annual Performance Indicators to include:

- The statement of the goal
- The categories of the indicators
- Where we are moving from/to in order to get to our goal in five years.
- The area of participation was used as an example by Dr. Johns and reflects the baseline measure of 17% or, 1,929 students and the target for 2020-2021 to 20%, or 2,279 students.

Suggestion to add Conclusion following Goal Five:

*BCC wishes to acknowledge that its staff, faculty and administration are committed to eliminating the achievement and equity gap and empowering students for success. Professional development and policy support for effective practices will enable BCC constituents to meet the performance measures identified for 2016-2021. In addition, raising the level of intercultural proficiency across the campus will be an ongoing part of the work.*

Attendees expressed excitement at the direction the goals are taking.



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Leadership members: Ms. Tram Vo-Kumamoto, Dr. Josefina Baltodano, Dr. May Chen and Ms. Shirley Slaughter were commended by Dr. Johns for their work in pulling the BCCMP together.

There was a recommendation to also add the revised paragraph from the Equity Agenda on page 12 into the beginning of Executive Summary.

A motion was made by Ms. Brenda Johnson to endorse the document as revised.

Second by Mr. Cleavon Smith

All in favor.

Opposed: None

**4. OTHER**

UMOJA – Presentation to be held Friday, April 22, 2016.

<b>Next meeting:</b>	Roundtable Continuation Meeting (UMOJA), April 22, 2016, 12:15 pm, Room 451A/B
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Minutes taken: Cynthia D. Reese, 981.2851, creese@peralta.edu



Berkeley City College  
**College Roundtable for Planning and Budgeting**  
 MINUTES  
 Monday, May 9, 2016

**DRAFT**

**Present:** Frances White, Josie Baltodano, Antonio Barreiro, Joseph Bielanski, Jr. May Chen, Roberto Gonzalez, Brenda Johnson, Jennifer Lenahan, Cynthia Reese, Andre Singleton, Cleavon Smith, Tram Vo-Kumamoto, Hermia Yam, Natalia Fedorova, Laura Roberto, Katie Koelle, Vincent Koo, Janine Greer

**Chair:** Dr. Frances White, Interim President

<b>AGENDA AND DISCUSSION ITEMS</b>	
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<b>1.</b>	<b>Welcome and introduction from Dr. Fran White</b>
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Dr. White called the meeting to order and began by introducing herself to Roundtable attendees. Attendees followed by introducing themselves to Dr. White.

It was shared that the three candidates for President will be on campus next week, May 18th. She will be working on a full schedule for them which will include meetings with all of BCC’s constituent groups, students, classified, faculty, and administrators. There will also be an open forum in the afternoon and she is hoping the Senate President will be able to facilitate the forum but if not there are individuals who will be helping with that. A couple of individuals will be needed to host the candidates and conduct tours.

<b>2.</b>	<b>Berkeley City College Master Plan (BCCMP)</b>
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The handout, “Challenges and Opportunities” was referenced for discussion. This opportunity is being used to summarize the most pressing issues in front of us.

**Unmet Student Needs and Untapped Student Populations.**

Noted by Dr. Chen is that we always have unmet student needs as well as some untapped student populations in the neighborhood such as the inmate education. We have been working very hard to support concurrent enrollment with our local high school students. She reported that we also want to use this opportunity to prevent more high school dropouts and hopefully to facilitate them concurrently enrolling at BCC. We want to work very closely with them in person through Learning Communities, etc.

**Demand for Technology and Online Education**

We have very robust online education programs offered at BCC however like the rest of the district, or even the state, or country, our online education student success rates are lower than the face-to-face programs. Dr. Chen was very encouraged when she attended the Teaching Learning Center’s symposium on Friday. There was a lot of discussion and attention directed to online education. There is a one-time technology budget coming from the state and we really want to strategically take advantage of that.



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### **Career Technical Education (CTE) and Economic Development**

In reviewing this section, Dr. Chen reported that in recent years both the state and federal has spent a lot of attention on CTE education. We have several high tech CTE programs that are well-known in the state such as our Biotechnology, our Multimedia Arts and Computer Information technology, to name a few. Along with these are CTE programs geared to serve the shifting needs of local residents, such as Public and Human Services, Language Interpretation, etc.

### **Statewide New Initiatives and Mandates**

Community College Funding System - BCC will continue to expand our contract education, our non-credit FTES. At the state level there is non-credit SSSP funding so if we can expand our non-credit education we will receive additional funding.

SSSP – We have been working very hard on this the last 2-3 years and we continue to make progress.

*Student Transfer Achievement Reform Act* – We are doing a marvelous job with our ADTs. The number of ADTs has increased and so has the number of students receiving their ADTs in order to transfer to UCs and CSUs.

*Baccalaureate Degree Pilot Program* - We applied but were not able to receive an award the last round but will continue to try.

*Student Equity* – Is a thriving plan that has been well integrated into our student master plan.

### **Integrated Planning, Implementation, and Evaluation**

At the state level from ACCJC, everybody is pushing to Integrated Planning and Implementation. This is because we have so many new initiatives, we don't want to develop a project or program and not communicate well with the rest of the college.

Essentially we are adding this section of challenges and opportunities to the BCCMP under the chapter that deals with External and Internal data.

Mr. Cleavon Smith indicated that a manual is being developed for the annual program updates and he's thinking about how we can make sure that as much of this is captured in the program review/updates so that when we are doing institutional reflection that it is parallel with this and doesn't seem like a separate project.

Mr. Gonzalez requested clarification on #1 in regards to Unmet Student Needs and the proactive idea of somehow making a positive



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impact on high school dropout students; he is wondering how we plan on achieving that. Are we actually planning something around that? How is it that we are going to align our master plan to get at the students in high schools who are unlikely to go to college?

In our Equity Plan, the first indicator, "Access" has concrete activities that the group has begun to implement.

Dr. White added that it is important to recognize that part of the BCCMP goal really wants to deal with student equity and closing the achievement gap. She noted there is strong language in the master plan around that. Under challenges and opportunities what we are saying is yes, it's a challenge and we have activities for outreach and recruitment that we hope will bring this type of population to the campus. The goal is to get the various groups involved with education here at Berkeley City College.

It was asked by Ms. Katie Koelle if the PERSIST and PACE programs will be looked at and strengthened as the PERSIST program really reaches out to disadvantage people.

Addressing both Mr. Gonzalez' and Ms. Koelle's questions, Ms. Vo-Kumamoto indicated that we are working with our K12 partners as well as community based organizations to try to figure out exactly what populations we would recruit and outreach to. When you talk about our Ed Master Plan and existing programs and trying to align them, part of our conversation this last semester has been working on our first year experience overall.

- What do we want students to have as a first year experience in general?
- What do we need to do, as far as more targeted student support based on our equity data and our work in student success?

We are maintaining PERSIST and are looking at revamping the PACE program because it has shifted with regards to online education as well as evening course taking patterns. This will be another conversation we have probably next year, as we are not quite ready for that.

Ms. Brenda Johnson added that at the last Ed Master Plan meeting it was discussed that it would be a good idea to reestablish the ongoing equity meetings so we have a place where dialogue such as this can take place. We can talk about targeted groups including UMOJA, which is starting in the Fall. Other groups, such as Undocumented Students, want to know where they fit within the equity discussion at BCC.

It was Dr. Baltodano's thought that the Equity Committee was merged with the Education Committee. Ms. Johnson explained that it was decided to merge them to complete work on the Ed Master Plan; it needed to be revised and similar discussions were being held by different groups. This was to eliminate duplication of efforts. There are some discussions that still need to take place and Ms. Johnson, along with endorsement from others, feel the need to restart the Equity meetings.



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It was Dr. Baltodano's thought that the plan behind merging the Education Committee and the Equity Committee was to bring together the instructional side of the house with the student services side of the house for integrated planning. Not just for the Master Plan but ongoing, joint meetings.

When we talk about integrating the conversations and creating a level of sustainability for each of the pieces of the work to continue and have a life of its own, Ms. Vo-Kumamoto stated that one of the challenges was, building a system to do that. We struggled with it being separate and are struggling with it being together. We are trying to figure out where is the balance to try and create that conversation.

For challenges, Mr. Smith, stated that one of the things that stood out for faculty was the cost of textbooks for our students. He also stated that although the document is titled, "Challenges and Opportunities", it reads more like challenges and maybe some of the challenges we have as a college is taking advantage of some of the opportunities. Separate from #1, it is not so much in addition to unmet student needs and trying to keep up with the demand, but it's also a matter of the delivery. How do we deliver instructional services and support to students when they need them, and not after the fact. This kind of goes back to #2 as well; part of was found from Program Reviews was not just the infrastructure of online education and technology but it was also the design and the instructional support for online and distance education.

Mr. Smith briefly discussed other opportunities he felt could go into the document.

It was recommended that there be two separate sections; 1) Challenges, 2) Opportunities. There may be opportunities that can be pulled out within each of the sections currently outlined. Resource development can also be highlighted.

Dr. Laura Roberto recommended that we identify two structures here at BCC that may fit into this as well:

1. Faculty Advising – under #1, Unmet Student Needs and Untapped Student Populations
2. Library – connects with #2, Demand for Technology and Online Education

Dr. Baltodano brought up Mr. Andre Singleton's idea of onboarding for faculty, staff and administrators. Mr. Singleton also noted that this trickles down to students.

The topic of whether someone will be dedicated to overseeing grants again was brought up by Dr. Bielanski. There is a significant amount of grants coming from the state and he feels it would helpful to have someone monitoring this who would stay on top of what types of grants are out there. The position is being reevaluated. As they onboard the two new deans, they will each have segments of





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funding coming down from the state. A grant writer will also be looked at for grant writing support.

**3. Planning Process Evaluation - Discussion**

Do you feel you were provided opportunity to given feedback on BCCMP as it was developed?

- Yes.

What suggestions would you give to improve this process for next time, keeping in mind that planning and implementation is a continual process?

- One idea mentioned earlier is about the feedback and making sure people are informed and aware of what is occurring at the college around the issue of planning and implementation
- The President's Office was mentioned as a source for this information.
- It is also important that all of the groups represented at Roundtable are able to go back to their colleagues and share information from the planning groups.
- As far as holding dissent throughout the process. How do we hold it in a way that is fruitful to the conversation; where we acknowledge dissenting views, and those views should give us a sense of how we are going to assess and evaluate ourselves going forward?
- As conversation happens and questions pop up or hesitations are expressed, that we keep some kind of tally of that so that we can show ourselves that we have considered a lot of these things and can also use it as a tool of reference.

We will be getting evaluation feedback on using the BCCMP in planning and projects, and in addressing the BCCMP goals through program reviews, roundtable discussions, grant applications, etc. Are there any other ways you feel we should get evaluation feedback? Annual goal setting and evaluation.

**4. Shared Governance Reports**

Academic Senate – Mr. Cleavon Smith

- Reported that there are a couple of faculty who are pushing and working, trying to position our college and faculty for who we are. There is potential for some release reassign time for the fall and spring to have dedicated faculty to help develop that. Part of the conversation in the senate is how to do that. Do they have .2 to two different individuals who try to develop things within their particular disciplines or do they have a .4 who would be more of a facilitator for the entire college, working with all of the different disciplines.
- PFT and the Senate are looking forward to extending the conversation they had at the beginning of the semester around leadership at the college and working with faculty leaders to create a place so that we can actually welcome new leaders coming



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in the Fall. There will be several new department chairs as well as new administrative team leaders so how do we as a campus, going back to what Andre was saying, offering support for those coming into these positions.

- They have forwarded to their professional development committee areas that they want to focus on in the next year, based upon their review of the Program Review.
  - Support for online instruction.
  - Support for having equity dialogue.

Classified Senate – Ms. Karen Shields

*Mr. Roberto Gonzalez reported on behalf of Classified Senate*

- A petition was drafted suggesting that a mid-semester flex day activity be considered.
- Keeping tabs on moving forward with classified hiring especially those positions funded. This has been on their agenda for quite a while now.
- Health and safety – reflecting back on the recent power outage, they noted things that occurred and how to improve the process. What was raised with the Technology Committee is to see if there is a possibility of powering parts of the network that will ensure that we at least have telephone communication during a power outage.

ASBCC – Ms. Brianna Rogers

No representation.

**6. Other Business**

The team who pulled together Success Day was recognized for pulling together an incredibly successful event; noted as one of the largest groups we have ever had. This team included Susan Truong, Gail Pendleton, Christina Taing, Skylar Barton. Dr. May Chen was noted recognized as being phenomenal.

Hermia Yam reported that she received notice from UC Berkeley that 150 students received an offer of transfer admission.

Minutes taken: Cynthia D. Reese, 981.2851, creese@peralta.edu