**IV. THE FIVE BERKELEY CITY COLLEGE GOALS**

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 Strategic Directions: 1) Advance Student Access, Equity, and Success; 2) Engage and Leverage Partners; 3) Build Programs of Distinction; 4) Strengthen Accountability, Innovation and Collaboration; 5) Develop and Manage Resources to Advance Our Mission.

**GOAL ONE: Strengthen Resilience**

**Goal Description**

Strengthen Resilience: *To 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.*

For this goal, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in three areas:

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

**Indicators of Excellence**

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

+ Baseline measure comes from 2015 Student Success Scorecard Data, California Community Colleges Student Success Initiative; \*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: *To raise student skills and competencies, and their learning experiences, so that they can successfully complete their college program.*

For this goal, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in four areas:

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

**Indicators of Excellence**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator | Performance Measure  [To be achieved during 5-year period.] | Baseline  Measure | 2016-2017  Target | 2017-2018  Target | 2018-2019  Target | 2019-2020  Target | 2020-2021  Target |
| **Fall Course Success** | Increase the Fall Course Success for underprepared African American students to 54%. | 34%+  163 students | 37.8% | 41.8% | 45.7% | 49.7% | 54%  (258 students) |
|  | Net impact on overall college performance on this indicator\* | 45%+  225 students | 48% | 51% | 54% | 58% | 61% |
| **ESL**  **momentum** | Increase the ESL momentum rate for Hispanic students to 32.5%. | 27.5%+  40 students | 28.5% | 29.5% | 30.5% | 31.5% | 32.5% |
|  | Net impact on overall college performance on this indicator | 32.1+  224 students | 32.3% | 32.5% | 32.7% | 32.9% | 33.1% |
| **Remedial English**  **momentum** | Increase the remedial English momentum for African American students to 37.2%. | 24.7%+  170 students | 27.2% | 29.7% | 32.2% | 34.7% | 37.2% |
|  | Net impact on overall college performance on this indicator | 37%+  635 students | 37.7% | 38.5% | 39.4% | 40.3% | 41.4% |
| **Remedial Math**  **momentum** | Increase the remedial Math momentum for African American students to 41%. | 29.8%+  141 students | 32% | 34.3% | 36.5% | 38.7% | 41% |
|  | Net impact on overall college performance on this indicator | 40.8+  617 students | 41.3% | 41.9% | 42.6% | 43.3% | 44% |

+ Baseline measure comes from 2015 Student Success Scorecard Data, California Community Colleges Student Success Initiative; \*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 the BCC’s 1- and 2-year career and technical education programs so that they equip students for livable employment in our area, and provide current and transferable skills and competencies for advancement in their career.*

For this goal, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in three areas:

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

**Indicators of Excellence**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator | Performance Measure  [To be achieved during 5-year period.] | Baseline  Measure | 2016-2017  Target | 2017-2018  Target | 2018-2019  Target | 2019-2020  Target | 2020-2021  Target |
| **CTE Participation** | Increase the CTE participation rate for Hispanic students by  200%. | 32 students+  (8.5% of CTE students) | 38 | 44 | 50 | 57 | 64  students  (14.6% of CTE students) |
|  | Net impact on overall college performance on this indicator\* | 373 students+  (3.2% of BCC students) | 411 | 417 | 423 | 430 | 437  3.8% of BCC students) |
| **CTE Completion** | Increase CTE completion rates for students 25 and older to 45%. | 31.8%+  220 students | 34.4% | 37% | 39.7% | 42.3% | 45%  310 students |
|  | Net impact on overall college performance on this indicator | 39.1%+  373 students | 40.6% | 42.3% | 44.2% | 46% | 47.9% |
| **CTE Certificates** | Increase the number of African American students who earn CTE certificates by 25%. | 137 students | 143 | 150 | 157 | 164 | 171  students |
|  | Net impact on overall college performance on this indicator | 267 students | 273 | 280 | 287 | 294 | 301  Students (up 12.7%) |

+ Baseline measure comes from 2015 Student Success Scorecard Data, California Community Colleges Student Success Initiative; \*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.*

For this goal, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in three areas:

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

**Indicators of Excellence**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator | Performance Measure  [To be achieved during 5-year period.] | Baseline  Measure | 2016-2017  Target | 2017-2018  Target | 2018-2019  Target | 2019-2020  Target | 2020-2021  Target |
| **Completion, overall** | Increase the overall completion rate for African American students to 46%. | 22.4%+  58 students | 27.1% | 31.8% | 36.5% | 41.2% | 46% |
|  | Net impact on overall college performance on this indicator\* | 45.4%+  630 students | 45.6% | 45.9% | 46.2% | 46.7% | 47.1% |
| **Transfers** | Increase the number of transfers for Hispanic students by 200%. | 33 transfers  115 students | 39 | 46 | 52 | 59 | 66 |
|  | Net impact on overall college performance on this indicator | 285 transfers  355 students | 291 | 298 | 304 | 311 | 318  (up 11%) |
| **Degrees** | Increase the number of African American students earning degrees by 200%. | 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; \*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.*

For this goal, BCC has focused its performance indicators for the years 2016-2021 on addressing the equity gap in three areas:

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

**Indicators of Excellence**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator | Performance Measure  [To be achieved during 5-year period.] | Baseline  Measure | 2016-2017  Target | 2017-2018  Target | 2018-2019  Target | 2019-2020  Target | 2020-2021  Target |
| **FTES** | Raise full time equivalent students by 150 per year, next 5 years. | 4,573 | 4,723 | 4,873 | 5,023 | 5,173 | 5,323 |
| **Clean Audit** | The annual audited financial statements for Peralta CCD indicate no negative findings for BCC. | One note related to college practice |  |  |  |  |  |
| **Working BAM** | The Peralta CCD budget allocation model is fully operational and sustains the college operations | Not fully implemented |  |  |  |  |  |