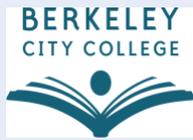




Berkeley City College
2023-2028 Strategic Plan

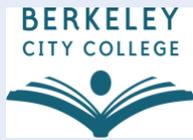




Strategic Plan

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Executive Summary

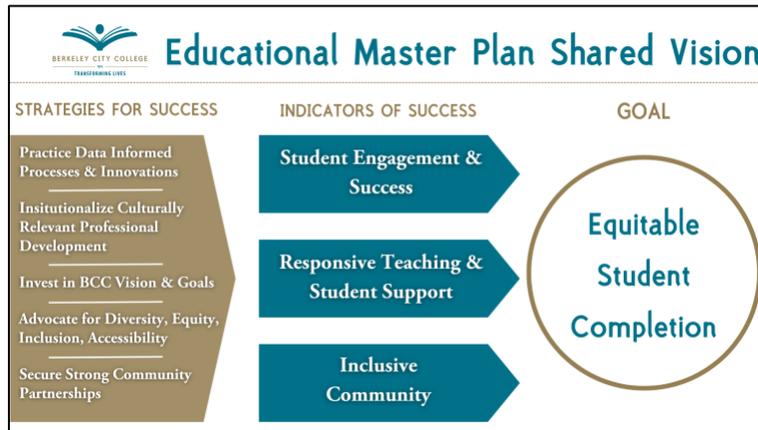
Berkeley City College (BCC) is deeply committed to enhancing enrollment, improving student success outcomes, and increasing completion rates, particularly for students from disproportionately impacted groups. The College's Educational Master Plan and Equity Plan have specifically identified Black and Native American students as populations facing significant equity gaps. This challenge is not unique to BCC or the Peralta District but is part of a broader statewide trend. According to EdSource, enrollment declines, particularly among Black and Native American students, were most pronounced during the initial year of the COVID-19 pandemic when courses and services transitioned to remote delivery. A report by the [Public Policy Institute of California](#) indicated that course withdrawals surged by 55% across the community college system in Spring 2020, with Black and Native American students experiencing the steepest declines, followed by Latino and Filipino students. Moreover, men left the system at a higher rate (20%), although more women also withdrew.

In response, BCC is conducting a comprehensive internal assessment to identify strategies that will improve enrollment and success for Black, Native American, and Pacific Islander students. Over the next five years, BCC will prioritize the academic and personal success of these disproportionately impacted populations through a structured framework that includes clear success indicators and specific metrics aimed at achieving equitable student completion.

The 2023-2028 Strategic Plan outlines actionable strategies across instructional services, student support services, and administrative functions designed to address these equity gaps. These strategies will be closely monitored and evaluated during the annual reviews of the Strategic Plan's outcomes. The findings from these evaluations will inform the development of new action plans, and guide budget decisions aimed at fostering an equitable academic environment for all students.

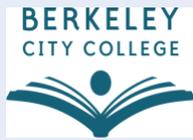
INTRODUCTION

BCC Strategic Plan 2023–2028 serves as our institutional roadmap for the next five years. Based on the BCC’s Educational Master Plan 2023-2028 as a guide, The Strategic Plan focuses on identifying equity gaps, analyzing the data, and setting specific goals in reducing these gaps to ensure equitable student success.



The framework that supports our equity gap analysis and goal setting in this document is the “Educational Master Plan Shared Vision” where Strategies for Success, Indicator for Success, and the Goal of Equitable Student Completion. To further operationalize our strategic actions, the college reframes the Strategies for Success and Indicator of Success to be action-oriented priorities. All metrics, analysis, and goal setting used in this document are aligned to the current Student Equity and Achievement (SEA) metrics.





Strategic Planning Development Process & Timeline

BCC Strategic Plan Steering Committee

1. Dr. Denise Richardson – President
2. Chris Lewis – Vice President of Instruction, Accreditation Liaison Officer
3. Dr. Stacey Shears – Vice President of Student Services
4. Dr. Phoumy Sayavong – Senior Research & Planning Analyst
5. Dr. Ari Krupnick – Faculty, Chair of Chairs
6. Ramona Butler – EOPS/CARE & CalWORKs Coordinator
7. Darius Harmon – Associated Students of Berkeley City College Senator
8. Dr. Becky Gee – Faculty Researcher

Development Process

Indicator of Success Metrics

The metrics for each Strategic Plan's indicator were guided by data from the Educational Master Plan. The Steering Committee reviewed the five-year data trends to identify the baseline for each metric and then set annual targets for the next five years. Most metrics include the identification of equity gaps and targets for reducing them. The annual equity targets in this Strategic Plan were derived from the College's Student Equity and Achievement (SEA) Plan.

Action Plans to Reduce Equity Gaps

The goal of equitable student outcomes will require strategic actions plans from three service areas: instructional, student support, and administrative. Administrators from these three service areas provided action plans that were designed to address the equity gaps in each indicator of success. These action plans can be adjusted over time, depending on their impact on the indicators of success.

Timeline

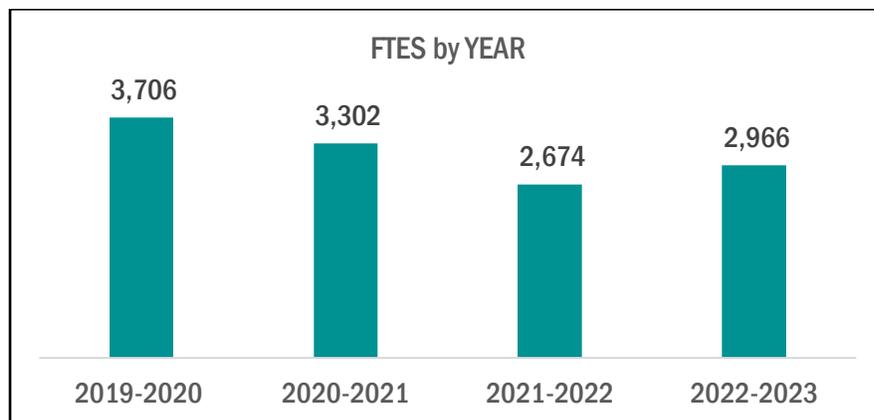
SEPT – OCT 2023	NOV-DEC 2023	JAN-MAY 2024
<p>Develop Strategic Planning Framework</p> <p>Steering Committee set standards, metrics, and targets for equitable student completion indicators</p>	<p>Participatory Governance Review and Endorsements</p>	<p>Draft Review at Participatory Governance Committees:</p> <ul style="list-style-type: none"> • Academic Senate • Associated Students of Berkeley City College • Classified Senate • Integrated Planning Committee • Roundtable • Integrated Planning of Allocation of Resources <p>Finalize and Adoption: Roundtable review & approval</p>

INDICATOR of SUCCESS #1: INCREASE ENROLLMENT

FULL-TIME EQUIVALENT STUDENTS (FTES)

Berkeley City College's first Indicator of Success stems from our Educational Master Plan's priority to improve "student engagement and success" by developing strategies to improve student enrollment experiences; higher persistence rates for first time students; and increased course retention and completion.

Due to the decline in student enrollment after 2020, the College plans to prioritize improving student engagement and support that not only leads to more students enrolling at BCC, but also a higher number of courses enrolled, which will generate greater FTES (full-time equivalent students) to fund the College. Headcount enrollment has declined 10.7% since 2017-18, and FTES enrollment has fallen 34% because students were taking fewer units.



In alignment with our Student Equity and Achievement (SEA) Plan, FTES data were disaggregated by ethnicity and gender to examine gaps between Black/African American students and other ethnicities and gender. For both male and female Black/African American students, there were large FTES gaps in FTES when compared to Latine/x students. Our goal is to reduce these gaps by 25% each year.

Gender	Ethnicity	2019-2020 FTES	2020-2021 FTES	2021-2022 FTES	2022-2023 FTES
Female	African-American	317	306	309	389
	American Indian/Alaskan Native	4	6	1	3
	Asian	519	483	404	445
	Latinx	578	600	599	707
	Multi-Ethnicity	164	160	147	159
	Pacific Islander	7	10	6	7
	Unknown	99	76	52	89
	White	444	451	364	398
Male	African-American	219	192	189	226
	American Indian/Alaskan Native	4	4	6	6
	Asian	452	406	328	353
	Latinx	416	361	387	477
	Multi-Ethnicity	123	108	98	129
	Pacific Islander	5	6	5	3
	Unknown	62	45	25	47
	White	398	354	343	384
Unknown	African-American	13	5	12	13
	American Indian/Alaskan Native	0	1	0	1
	Asian	11	17	21	39
	Latinx	25	25	29	36
	Multi-Ethnicity	10	10	11	22
	Pacific Islander	0		0	0
	Unknown	21	19	15	26
	White	40	45	44	65

METRICS

- Increase the overall annual FTES (full-time equivalent student) by 2% annually or 10% in five years, bringing the annual FTES to 3,262 by 2028.
- Reduce the FTES gaps by gender and ethnicity between the group with largest number of FTES and African American FTES by at least 25% each year.

ACTION PLAN TO REDUCE EQUITY GAPS

Instructional Services

Expand Enrollment Pipelines

- Systematize and strengthen dual enrollment.
- Strengthen and expand partnerships with educational partners by increasing opportunities to engage with BCC.
- Formalize partnerships with organizations that serve students through MOUs
- Increase presence and visibility with local businesses to secure partnerships and invite customers and employees to seek training and certification at the college.



- Connect with community groups, political organizations, and resource centers to invite members to seek training and certification at the college.
- Continue to partner with Berkeley Adult School.

Student Support Services

Recruit Students

- Strengthen communication with disparately impacted students who have applied but have not registered.
- Provide enrollment workshops to help prospective students submit applications.
- Provide off-site application, counseling, and registration services to local high schools.
- Host registration workshops for prospective students to meet with counselors and select courses.
- Host prospective students at college-based events as Success Day and campus tours.
- Continue to partner with BUSD, UCB and others to reach Latine/x families with BCC information and resources.

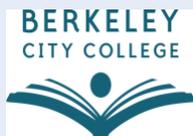
Targeted Outreach

- Expand visibility of Berkeley City College by engaging with large audiences at events such as college fairs, presentations, workshops, and community events.
- Communicate to Financial Aid students the benefits of increasing enrollment load (e.g., faster completion, increase in FA award).
- Develop targeted advertisements (digital and mail).

Administrative Services

Intentional approach to operational functions that support equity

- Campus Environment: Maintaining clean and safe campus.
- Technology: Ensuring technology for on campus and remote learning supports academic success.
- Budget transparency: Provide clear information about budgeting and expenditures that allow the campus community to understand how funds are allocated to support equity initiatives.
- Collaboration: Work with Instruction and Student Services to identify funds to allocate to programs that directly address equity gaps.



INDICATOR of SUCCESS #1: INCREASE ENROLLMENT

FIRST-TIME STUDENT PERSISTENCE

Berkeley City College’s enrollment management strategy in the next five years will highlight the importance of persistence or attending the same college in consecutive semesters until they reach their academic goals. Our baseline fall-to-spring persistence rate for new students in fall 2022 was 47% and their fall-to-fall persistence rate was 30%. When we disaggregate the persistence rate by race/ethnicity, some groups persisted below the college average by as much as 14%. In the next five years, the College will implement an action plan to increase our fall-to-fall persistence rate to from 47% to 62% and fall-to-fall rate from 20% to 45%.

FALL 2022 COHORT	First-Time Students	
Ethnicity	Fall to Spring	Fall to Fall
American Indian	100%	100%
Asian	50%	34%
African American	36%	24%
Latinx	46%	30%
Pacific Islander	33%	33%
Two or More	45%	29%
Unknown/NR	43%	22%
White	51%	30%
College Average	47%	30%

METRICS

- Increase the first-time students’ annual fall-to-spring persistence rates to 62% by increasing 3% annually or a total of 15% by 2028.
- Increase the annual fall-to-fall persistence rate to 45% by increasing 3% annually or 15% by 2028.
- The persistence rate gaps between groups will reduce by at least 50% from the annual average by 2028.

ACTION PLAN TO REDUCE EQUITY GAPS

Instructional Services
Enhancing Instruction and Support <ul style="list-style-type: none">• Leverage grant funded projects that provide professional development to faculty with a focus on student centered best practices (e.g., Motivate Labs)

(Learning Mindset) and our Culturally Relevant Pedagogies and Practices project which has facilitated culturally responsive communities of practice and pedagogy among faculty).

- Update gateway math and English course outlines and pedagogy in alignment with AB 1705 to facilitate higher success rates in first year math and English courses.
- Collaborate with special programs such as Society of Scholars, Umoja and Puenté to offer cohort-based math and English courses.
- Expand MESA program enrollment and services to support under-represented populations on calculus-based STEM pathways.

Data Informed Decision Making

- Incorporate disaggregated student data in the Comprehensive Program Review and Annual Planning processes to identify gaps and allocate resources accordingly at the department level.
- Increase the use of disaggregated data in developing student centered scheduling practices.

Student Support Services

Leverage the Student Equity and Achievement (SEA) Plan

- Expand the Umoja Scholars program learning community.
- Disaggregate enrollment data to identify Black/African American students who (1) enrolled in the previous two semesters but have not registered for classes in the current or upcoming semester; (2) dropped from classes at census but have not added any new classes or drop or unsuccessfully complete a class; and (3) petitioned to withdraw from a course-scheduling them for an appointment with a counselor.
- Roll out a structured Puente Mentoring program and pair first-year Puentistas with professional mentors from the community.
- Customize communication, marketing, and support services to first year students

Administrative Services

Intentional approach to operational functions that support equity

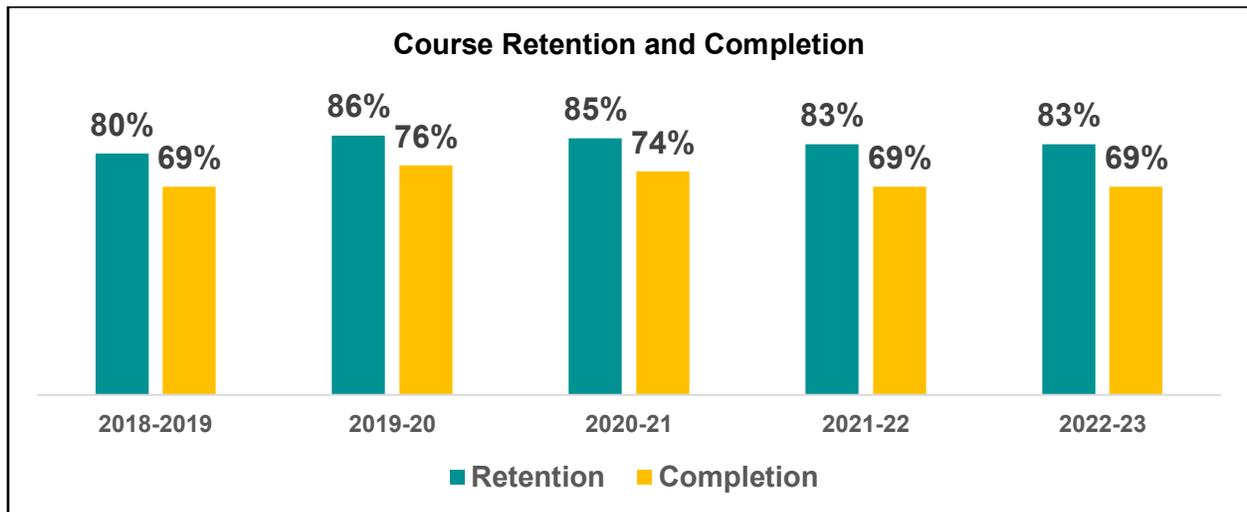
- Campus Environment: Maintaining a clean and safe campus
- Technology: Ensuring technology for on campus and remote learning supports academic success

INDICATOR of SUCCESS #2: ELIMINATION OF ACHIEVEMENT GAP

COURSE RETENTION & COMPLETION

Successful course retention and completion drive positive outcomes for career education (CE) programs and associate degrees for transfer. On average BCC's student course retention rates ranged from 80% to 86% in the past five years. The College's course completion rates ranged between 69% and 76%, suggesting that up to 31% of students either dropped or did not pass their classes. When we disaggregate by race/ethnicity, we find that American Indian/Alaskan Native students' average completion rate is 20% below the College average of 69%.

In the next five years, the College will increase the overall course RETENTION rate by 5%, from 83% to 88%, such that the gaps between groups are smaller by 50% or more by 2028. The College will also increase the overall course COMPLETION rate by 15% in five years, from 69% to 84%, such that the gaps between groups are smaller by 50% or more by 2028.



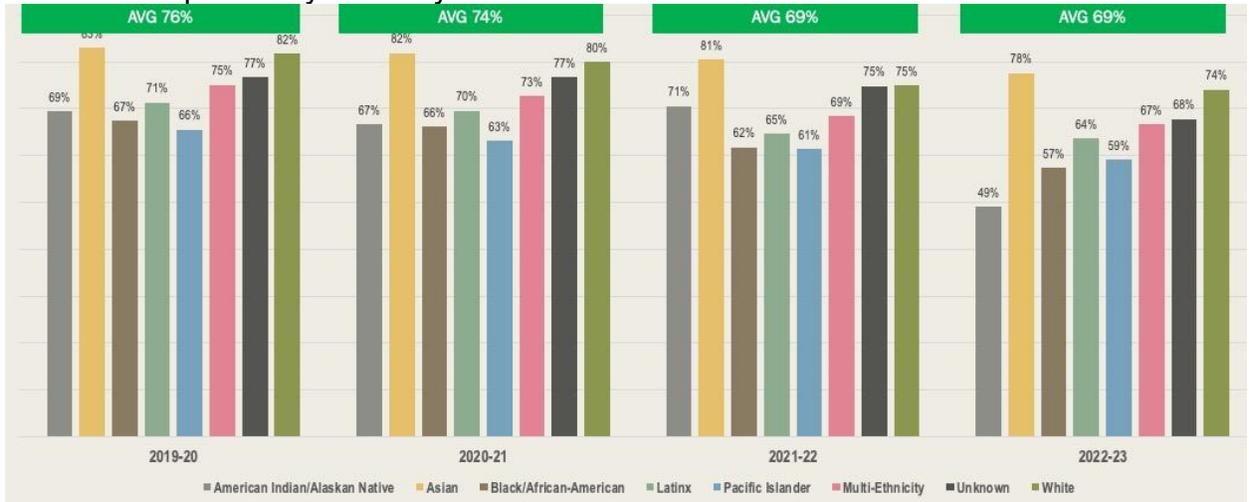
METRICS

- Increase the overall course RETENTION rate by 1% annually or 5% in five years, from 83% to 88%, such that the gaps between groups are smaller by 50% or more by 2028.
- Increase the overall course COMPLETION rate by 3% annually or 15% in five years, from 69% to 84%, such that the gaps between groups are smaller by 50% or more by 2028.

Course Retention by Ethnicity



Course Completion by Ethnicity



ACTION PLAN TO REDUCE EQUITY GAPS

Instructional Services

- Recruit up to 50 faculty members will join a community of practice, as a part of the Changing Approaches Project, to “adopt teaching or other practices that improve the success and retention of students of color, especially students of the African diaspora.”
- Leverage the Culturally Relevant Pedagogy Grant to improve teaching and learning processes to be relevant to student learning contexts and experiences.
- Guide students to various academic and student support services to ensure that outside of the classroom support are provided

- Incorporate student-centered and growth mindset approach to interacting and supporting students in tutoring services
- Leverage MESA to keep students enrolled by providing academic support and counseling, SEP guidance, and a study space for students.

Student Support Services

Leverage the Student Equity and Achievement (SEA) Plan:

- Follow-up with Black/African American students who drop or unsuccessfully complete a class.
- Provide Student Education Plan support for all Black/African American students on campus.
- Identify funds to hire dedicated Coordinator for Black students to support enrollments, student success, persistence and completion.
- Provide timely response/action to students who have submitted a Financial Aid appeal.

Administrative Services

Intentional approach to operational functions that support Retention and Completion:

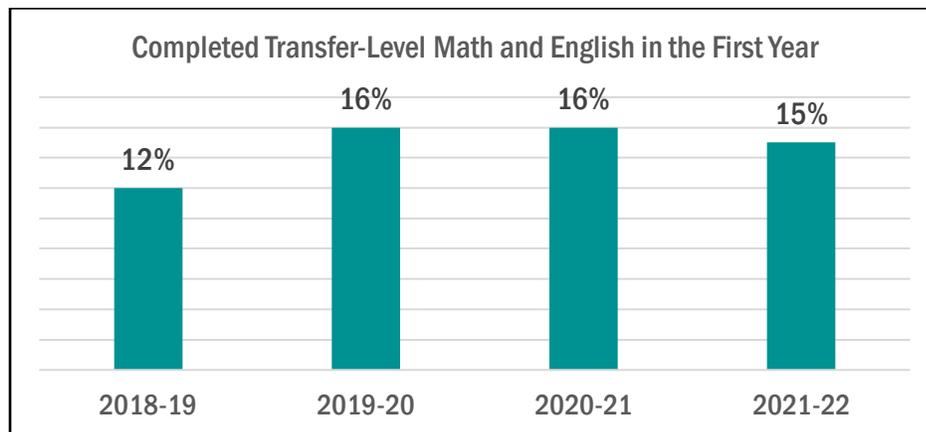
- Flexible Payment Options: Collaboration between the Cashier's Office and college researchers to monitor students who request flexible payment plans or emergency funds, and to identify effective strategies for meeting their needs.
- Clear Communication of Costs: Provide transparent information about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

INDICATOR of SUCCESS #2: ELIMINATION OF ACHIEVEMENT GAP

ENGLISH & MATH COMPLETION (AB 1705)

California Assembly Bill 1705 (AB 1705) applies to all California community college students with an academic goal of a certificate, degree or transfer. Importantly, it also applies to students without declared goals or with undecided goals until those goals are declared. Students with such goals, in programs with math and English requirements, must start in courses that maximize the probability that they enter and they complete gateway transfer-level English and math/quantitative reasoning requirements for their program within a one-year timeframe of their initial attempt in the discipline.

In the next five years, the College will increase the overall course completion rate of transfer-level English and math by first time students by 15% (from 15% to 30%) and reduce the completion gaps between groups by 50% or more from the average.



METRICS

- Increase the overall course completion rate of transfer-level English and math by first time students by 3% annually, or 15% in five years.
- Reduce the completion gaps between groups by 50% or more from the average.

ACTION PLAN TO REDUCE EQUITY GAPS

Instructional Services

- Continue to leverage BCC's plans for the successful implementation of the AB 1705 through the Equitable placement, support, and completion grant.

- Increase and expand intentional Professional Development (PD) for faculty who teach college-level of English and Math including the ones with support courses (Motivate Labs).
- Further incorporate Dual Enrollment pathways with high schools to ensure that the preparation for High School students leads to students entering into the college-level English and Math courses.
- Provide training for student tutors with the concept of student-centered and growth mindset strategies in assisting and helping their peer students.
- Provide training and PD opportunities for all employees who have direct student contacts the culturally relevant teaching, learning, and services.
- The MESA program will establish a cohort model using Calculus I and II (for returning students) and provide the necessary support to ensure completion of these courses.

Student Support Services

- Offer Success Coaching to students.
- Expand Learning Communities such as AAPI Lead.
- Encourage new students to complete college level English and Math in the first year through direct messaging and counselor guidance.
- Provide augmented support for students enrolled in cohort-based math and English courses.
- Work with community partners (e.g. Patelco Credit Union) to provide financial wellness education workshops and 1:1 financial coaching for Latine/x and students with low-incomes.

Administrative Services

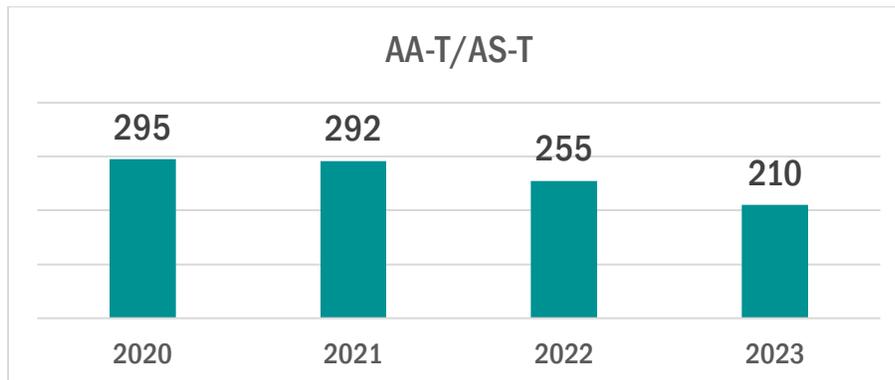
- Budget transparency: Provide clear information about budgeting and expenditures that allow the campus community to understand how funds are allocated to support equity initiatives.
- Collaboration: Work with Instruction and Student Services to identify funds to allocate to programs that directly address equity gaps.

INDICATOR of SUCCESS #3: INCREASE RATE OF PROGRAM COMPLETION

ASSOCIATE DEGREE FOR TRANSFERS (AD-Ts)

An Associate Degree for Transfer provides a pathway for the College's students to attain a bachelor's degree.

Berkeley City College will increase the overall annual rate of Associate Degrees for Transfer awarded by 15% (from 210 degrees to 242 degrees) by 2028 and reduce the gap between the highest group and African American by at least 50% annually.



Ethnicity	2020		2021		2022		2023	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
American Indian	1	0%		0%		0%		0%
Asian	76	26%	79	27%	54	21%	72	34%
Black/African American	35	12%	39	13%	38	15%	29	14%
Latinx	86	29%	89	30%	70	27%	56	27%
Pacific Islander	1	0%	1	0%		0%		0%
Two or More	22	7%	21	7%	16	6%	7	3%
Unknown/NR	5	2%	11	4%	3	1%	6	3%
White	61	21%	49	17%	72	28%	40	19%
#N/A	8	3%	3	1%	2	1%		0%
Grand Total	295	100%	292	100%	255	100%	210	100%

METRICS

- Increase the overall annual rate of Associate Degrees for Transfer awarded by 3%, or 15% by 2028.
- Reduce the gap between the highest group and African American by at least 50% annually.



ACTION PLAN TO REDUCE EQUITY GAPS

Instructional Services

Leverage Technology:

- Support District efforts to develop and implement degree audit and auto-award systems.
- Leverage AB 928 funding to implement a student-centered transfer approach via augmented faculty and staff services.
- Increase promotion of BCC as a “teaching college” within the California Virtual College Online Education Initiative (CVC-OEI).
- Leverage BCC’s status of being a “teaching college” within the California Virtual College Online Education Initiative (CVC-OEI) and continue to increase the number of courses to be “badged”, at least aim to have all California General Education Transfer Curriculum (CalGETC) courses badged.
- Access Measure G funds to provide equipment for distance education students.
- Review disaggregated data in Comprehensive Program Review to validate requests focused on improving equitable student completion
- Provide clear information about the pathways to program completion for all students, particularly for the students from underserved populations

MESA will encourage and provide guidance to students to earn an AD-T through counseling.

Student Support Services

Utilize existing Degree Audit and Student Services Supports

- Use degree audit to electronically track students close to degree completion and ConexED to send messages to students.
- Hold workshops for students with 30-40 units so they are ready to graduate and/or transfer.

Leverage Existing Programs and Grants

- Guided Pathways
- Student Equity and Achievement (SEA) Plan
- Umoja Scholars Program
- Adelante
- Puente Learning Community

Administrative Services

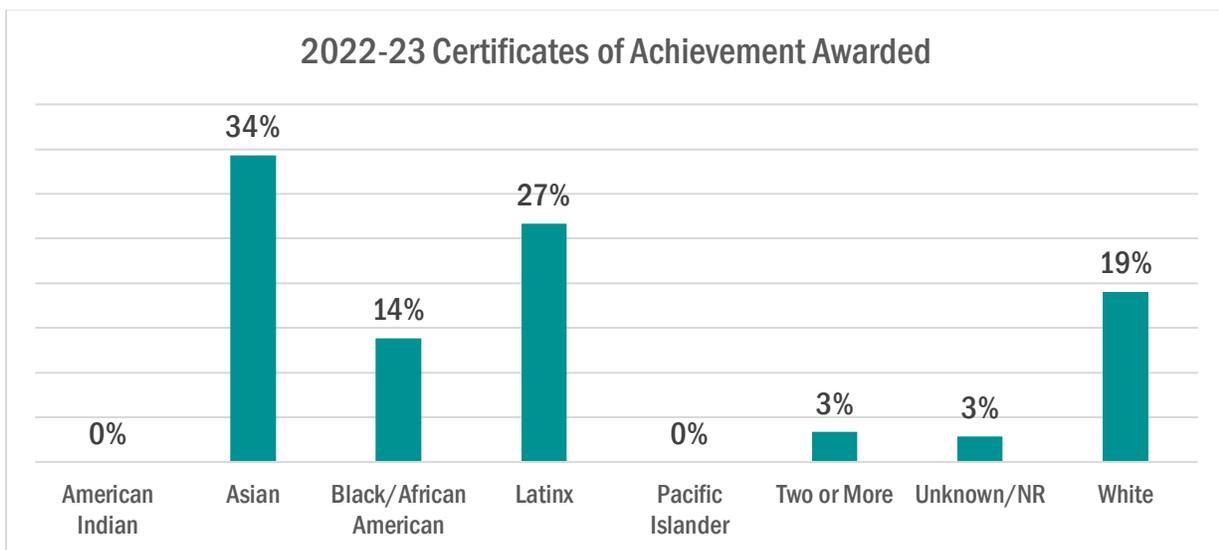
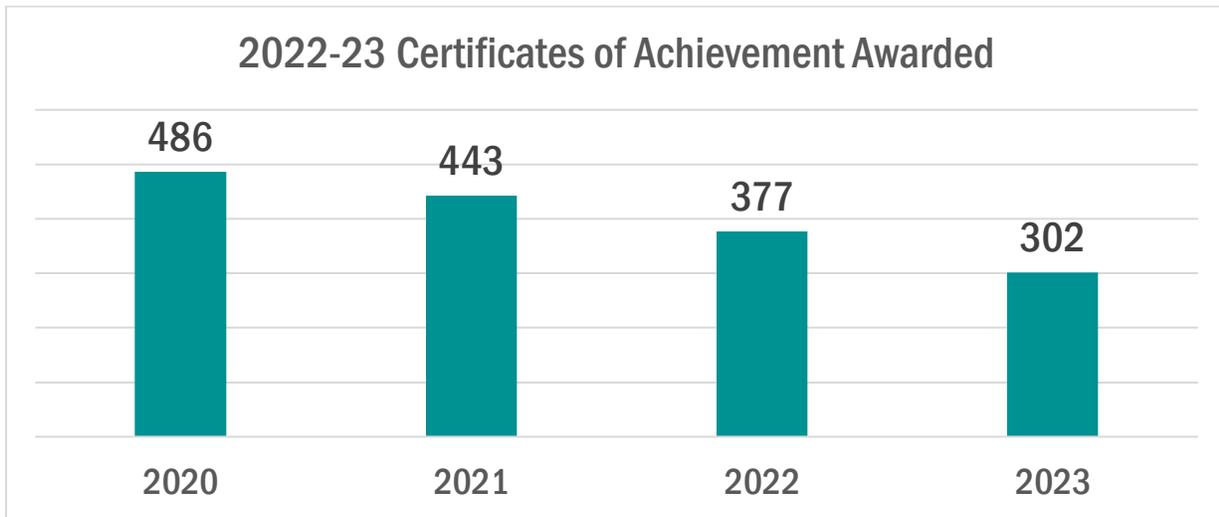
- Emergency Assistance: Establishing emergency grant funds, such as those for unexpected expenses (e.g., medical bills, transportation costs), to prevent students from dropping out due to unforeseen financial hardships.
- Promote Financial Literacy: Provide financial literacy programs that help students manage their finances effectively, empowering them to make informed decisions about their education.

- **Clear Communication on Billing:** Transparent and timely billing statements help students understand their financial obligations and avoid confusion or late fees that could lead to withdrawal or academic suspension.
- **Ensuring Safe and Accessible Campus:** Well-maintained facilities create a positive learning environment that encourages student retention and success. Administrative Services can oversee campus maintenance and accessibility improvements that foster an inclusive and comfortable space for all students.
- **Technology and Learning Resources:** Investing in up-to-date technology, computers, and other learning resources (e.g., study spaces) ensures that students have the tools they need to succeed in their coursework.

INDICATOR of SUCCESS #3: INCREASE RATE OF PROGRAM COMPLETION

CERTIFICATES OF ACHIEVEMENT

Certificates of Achievement provide a pathway for students to take the courses they need to expand their career opportunities. By 2028, the College will increase the number of Certificate of Achievement awards by 20% (from 302 awards to 362 awards) and reduce the gap between the group with the highest number of awards and African American by at least 50%.



METRICS

- Increase the overall annual rate of Certificate of Achievement awarded by 5%, or 20% by 2028.
- Reduce the gap between the group with the highest number of awards and African American by at least 50% by 2028.

ACTION PLANS TO REDUCE EQUITY GAPS

Instructional Services

- Support District efforts to develop and implement degree audit and auto-award systems.
- Leverage AB 928 funding to implement a student-centered transfer approach via augmented faculty and staff services.
- Review disaggregated data in Comprehensive Program Review to validate requests focused on improving equitable student completion.
- Increase number of Certificate of Achievements in the areas of focus that support areas of job availability, offer high living wages, and serve as pathways within our academic career communities.

Student Support Services

Utilize existing Degree Audit and Student Services Supports

- Use degree audit to electronically track students close to certificate completion and ConexED to send messages to students.
- Hold workshops for students with who have completed most certificate requirements, so they are ready to graduate and/or transfer.

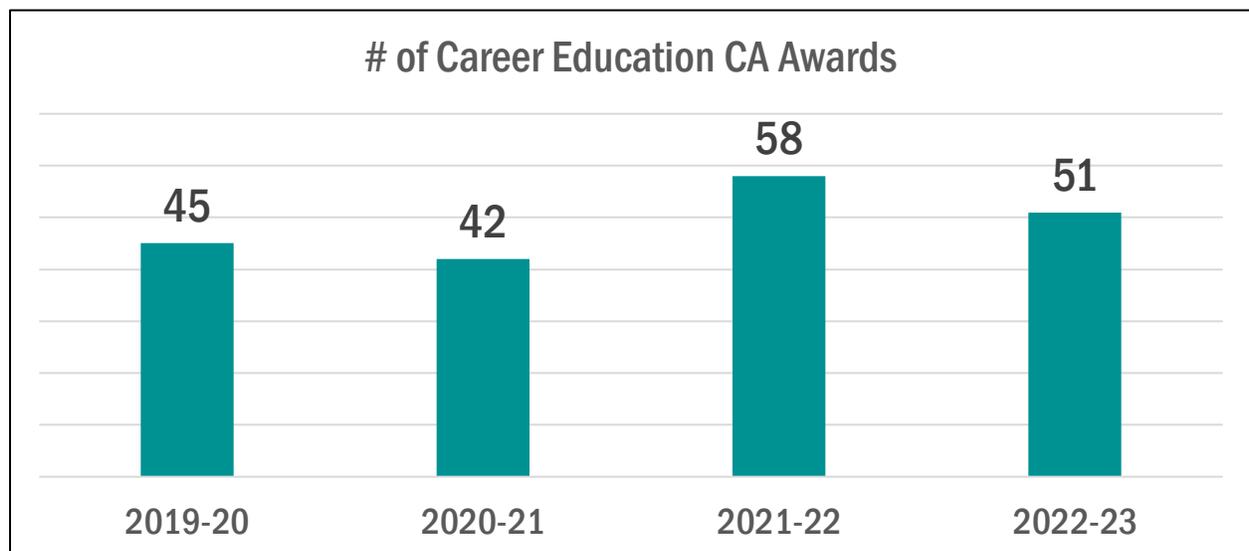
Administrative Services

- Supporting Online Infrastructure: Many students pursuing certificates may benefit from flexible, online learning options. Administrative services can help facilitate the development and management of online certificate programs by supporting the acquisition and maintenance of learning management systems (LMS) and other online tools. This includes helping to ensure students have access to necessary technology and support services for remote learning.
- Monitoring Program Costs and Sustainability: Administrative services can assist in evaluating the financial viability of certificate programs, ensuring that they are affordable for students and financially sustainable for the college. By managing budgets, analyzing costs, and reviewing return on investment (ROI), business services can help ensure that certificate programs are both accessible and sustainable.

INDICATOR of SUCCESS #3: INCREASE RATE OF PROGRAM COMPLETION

CAREER EDUCATION PROGRAM COMPLETION

Completion of a Career Education program provides a pathway for students to acquire the skills needed for gainful employment. By 2028, the College will increase the number of Certificates of Achievement awarded in CE Programs by 15% (from 51 awards to 59 awards) and reduce the gap between African American students and the group with the highest certificate awards by at least 50% by 2028.



METRICS

- Increase the overall annual rate of Certificates of Achievement awarded in CE Programs by 3%, or 15% by 2028.
- Reduce the gap between African American students and the group with the highest certificate awards by at least 50% by 2028.

ACTION PLANS TO REDUCE EQUITY GAPS

Instructional Services

- Support District efforts to develop and implement degree audit and auto-award systems.
- Leverage AB 928 funding to implement a student-centered transfer approach via augmented faculty and staff services.

- Add additional counseling hours dedicated to CE program advising using SWP/Perkins funds.
- Support faculty professional development to expand Peer Online Course Review of CE courses (increasing access through high quality online course offerings).
- Increase work-based learning opportunities (paid internships and apprenticeships) for under-represented populations through leveraging Perkins, CIRM, Bayer and CAI grants.
- Centralize and expand institutional capacity to fund and operationalize career education and work-based learning services under a new administrative unit managed by a Dean or Director of Workforce Development (funded through braiding of SWP, CAI and other workforce related grants).

Student Support Services

Utilize Career Counseling Support

- Have counselors support Career Education students graduating with resume writing, interview preparation and career exploration.
- Embed counselors in Career Education courses where feasible.

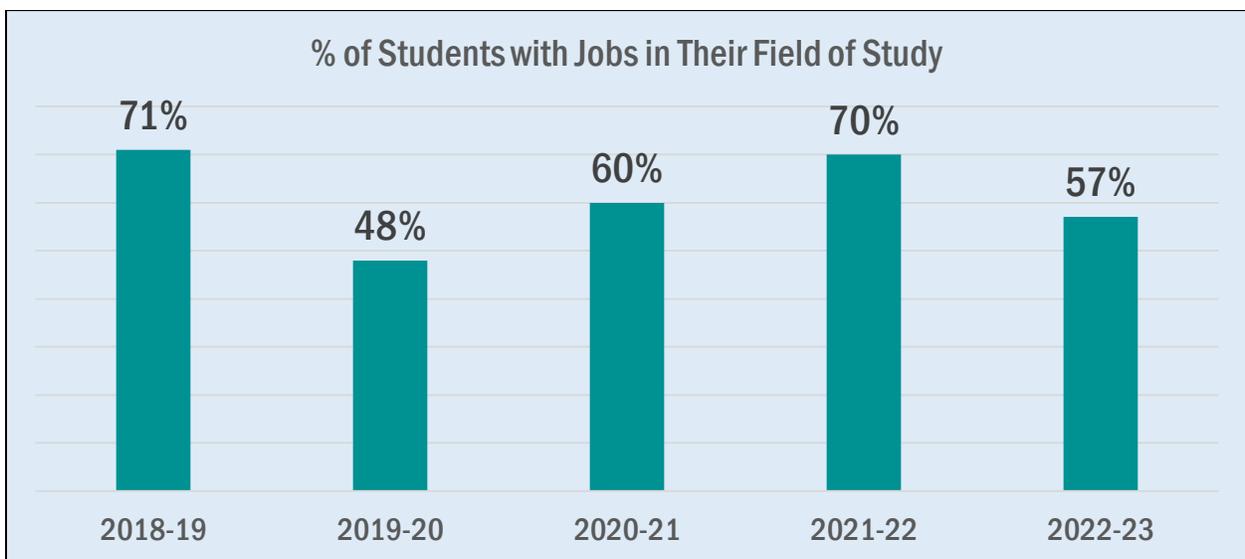
Administrative Services

- Academic Support Services: Work with CE deans to allocate resources for tutoring, advising, and workshops that focus on skills relevant to career programs, helping students build confidence and competence.
- Emergency Funds: Establish or promote emergency financial assistance programs to help students facing unexpected challenges that could hinder their progress in career programs.
- Industry Partnerships: Collaborate with local businesses and organizations and identify how BCC career education programs align with workforce demands, facilitating internships and job placements for students.

INDICATOR of SUCCESS #3: INCREASE RATE OF PROGRAM COMPLETION

JOB ATTAINMENT IN FIELD OF STUDY

Career Education (CE) provides a pathway to employment. To ensure BCC's CE programs are aligned with that goal, the College will increase the overall percent of CE students working in their field of study in 2022-23 by 15% (from 57% to 72%) by 2028.



METRIC

Increase the overall annual rate of CE students working in their field of study by 3%, or 15% by 2028.

ACTION PLANS TO REDUCE EQUITY GAPS

Instructional Services

- Reduce barriers to student completion through lowering or eliminating textbook costs and providing technology to students (laptops, Chromebooks) free of charge.
- Increase use of CE funds to support CE/Adult Education Counselor.
- Increase work-based learning opportunities (paid internships and apprenticeships) for under-represented populations through leveraging CIRM, Bayer and CAI grants.
- Centralize and expand institutional capacity to fund and operationalize career education and work-based learning services under a new administrative unit

managed by a Dean or Director of Workforce Development (funded through braiding of SWP, CAI and other workforce related grants).

Leverage Data

- Increase frequency of career education advisory meetings, and the use of current LMI data to inform program revision and the development of new programs.

Student Support Services

Expand Career and Transfer Center

- Hire additional staffing to support job placement support for students.
- Hold workshops for students to help them with resume creation, interview preparation and job searching.

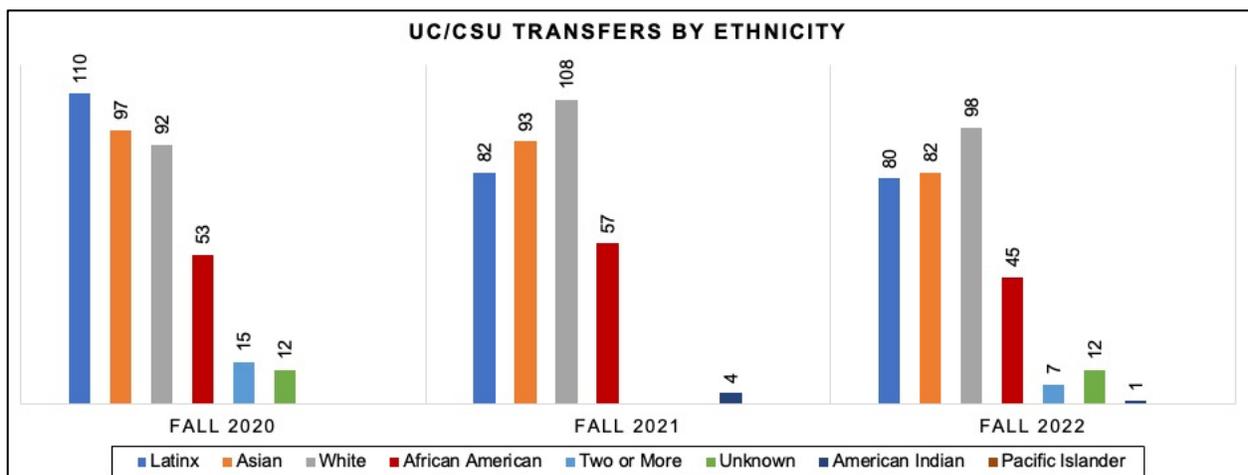
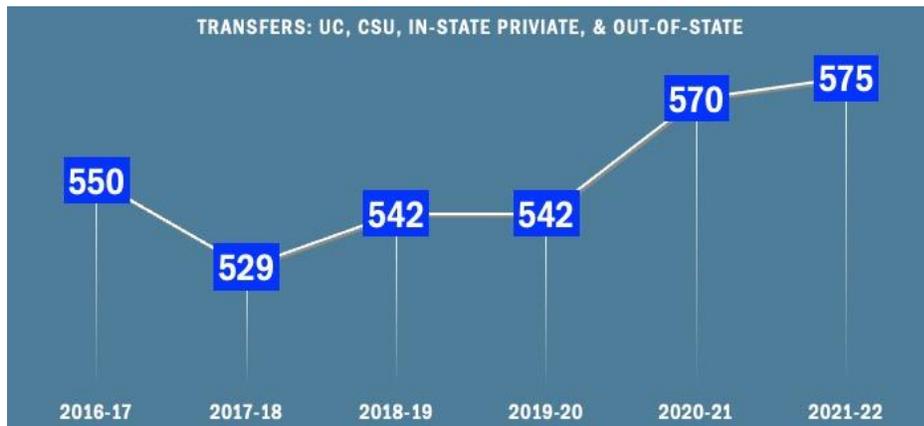
Administrative Services

- Targeted Marketing: Help identify funds to support marketing strategies that highlight the benefits of career education programs, including job placement rates and potential salaries, to attract more students.
- Academic Support Services: Work with program leads to identify resources for tutoring, advising, and workshops that focus on skills relevant to career programs, helping students build confidence and competence.
- Establish Career Services Funding: Work with administration to identify resources to strengthen career services, providing students with access to resume workshops, interview preparation, and job search assistance.

INDICATOR of SUCCESS #3: INCREASE RATE OF PROGRAM COMPLETION

TRANSFER

Berkeley City College offers a low-cost pathway for students to transfer and attain a bachelor’s degree leading to successful employment or graduate or advanced professional studies. For students with BCC as their home college, the College will increase the number of transfer students by 10% (from 575 to 633 transfer students), such that the gaps between groups are smaller by 50% or more by 2028.



METRIC

- For students with BCC as their home college, increase the overall annual rate of transfer by 2% and 10% (from 575 to 633 transfer), such that the gaps between groups are smaller by 50% or more by 2028.

ACTION PLANS TO REDUCE EQUITY GAPS

Instructional Services

- Support District efforts to develop and implement degree audit and auto-award systems.
- Leverage AB 928 funding to implement a student-centered transfer approach via augmented faculty and staff services.
- Reduce barriers to student completion by lowering or eliminating textbook costs, as well as providing technology to students (laptops, Chromebooks) free of charge.
- Continue leveraging the Zero Textbook Acceleration and implementation grant to achieve 80% or higher ZTC rates.

Leverage Academic and Career Pathways

- Maximize the use of 6 Academic and Career Pathways that are aligned with the Curriculum Maps to guide students through seamless transfer progression.
- MESA will provide transfer support for students pursuing STEM majors. This includes application support, college tours, UC PIQ workshops, and financial aid completion support and guidance.

Student Support Services

Utilize existing Career and Transfer Center and Counselors to expand Transfer

- Use CTC staff and counselors to provide comprehensive transfer workshops, TAG support and application Labs with counselor support to assist students with the transfer process.

Administrative Services

- Workshops and Information Sessions: Facilitate collaboration between Student Services, custodial and IT to maximize support for workshops that inform students about the transfer process, including application requirements, deadlines, and financial considerations.
- Online Resources: Facilitate collaboration between Student Services and IT to enhance online resources and tools that guide students through the transfer process, including checklists, FAQs, and success stories from previous transfer students.
- Training Staff in Cultural Competency: Administrative services staff can receive training in cultural competency to ensure they are able to effectively work with students from a variety of backgrounds, in student facing areas.

INDICATOR of SUCCESS #4: INCLUSIVE COMMUNITY ENGAGEMENT

ASSESSMENT

The College promotes student success through completion of ILO/SLO/PLO assessments by all areas (instruction, student support services, administration). To meet that goal, 100% of course assessments will be completed and 75% of students will meet all student learning objectives (SLOs) for each assessed course.

METRICS

- Courses designated to assess will complete 100% of their assessments
- Designated courses demonstrate 75% of students meeting all course SLO or program PLO concepts and standards annually.

ACTION PLANS TO REDUCE EQUITY GAPS

<p>Instructional Services</p> <ul style="list-style-type: none"> • Revise college ILOs and set new standards to reflect contemporary skills. • Disaggregate all SLO data to inform skills that need improvement with culturally responsive approaches. • Develop a tracking system for SLO assessment schedules, participation, and completion. • Ensure participation of ILO and SLO/PLO by all segments of the college: Administration, Instruction, and Student Support Services.
<p>Student Support Services</p> <ul style="list-style-type: none"> • Create a faculty special assignment to assist Student Services with assessment completion and CurricuNet upload. • Incorporate assessment into all Student Services activities to create a culture of assessment throughout the Division.
<p>Administrative Services</p> <ul style="list-style-type: none"> • Resource Allocation Assessment: Administrative services can work with institutional research and planning teams to assess how effectively the college's financial resources are being used. This can include evaluating whether funding is allocated equitably across programs and departments, and whether it aligns with institutional priorities, such as student success or improving outcomes for historically underrepresented groups. • Operational Efficiency: Administrative services can help assess and improve internal operational processes (e.g., registration, billing, financial aid)

disbursement) that directly impact students. For example, if the college is assessing how timely students can access their financial aid, business services can provide data on processing times, potential bottlenecks, and areas for improvement.



INDICATOR of SUCCESS #4: INCLUSIVE COMMUNITY ENGAGEMENT

STUDENT SENSE OF BELONGING

Students use their experiences on campus to determine the value they are receiving from the College. The student survey results reveal where the College is succeeding and where the College is challenged. The College will achieve at least 70% student overall satisfaction by 2028.

METRIC

- Achieve at least 70% student overall satisfaction at BCC by 2028.

ACTION PLANS TO REDUCE EQUITY GAPS

Instructional Services

Enhancing Instruction and Support

- Leverage grant funded projects that provide professional development to faculty with a focus on student centered best practices, for example Motivate Labs (Learning Mindset) and our Culturally Relevant Pedagogies and Practices project which has facilitated culturally responsive communities of practice and pedagogy among faculty.
- Expand MESA program enrollment and services to support under-represented populations on calculus-based STEM pathways.
- Provide program and service information in Spanish and English.

Data Informed Decision Making

- Increase the use of disaggregated data in developing student centered scheduling practices.
- The MESA center will establish a student-centered space where students can convene to study, network and share knowledge learned during their time at BCC. Embedded in programming will be opportunities for students to network and support each other.
- MESA will hire students to tutor other MESA students, semesterly orientation events, and establishing a safe and welcoming environment where students feel they can contribute to the MESA community.
- Establish a MESA Club to provide opportunities for student leadership skill development and a space to engage in science.

Student Support Services

- Assess students' sense of belonging annually. Surveys will be conducted at the beginning and end of fall and spring semesters.
- Offer professional development opportunities for staff, faculty, and administrators to advance their understanding of servingness, and what it means to create Latine/x academic and cultural belonging for our students.
- Foster a campus climate that recognizes, affirms, and engages Black minds, Black joy, and Black excellence.
- Create new spaces that support student engagement and community partnerships
- Provide more data on students' experiences at BCC.
- Learn more about students with disabilities and marginalized students.
- Connect with students using HubSpot to directly connect students with counselors and service areas.
- Expand support for and leverage the Four Learning Communities (Umoja Scholars, Puente Project, API Leadership Empowerment Advocacy and Diversity, and Ignite) and their focus on fostering community cultural wealth and the equity-focused Success Factors
 - Directed-Students have a goal and know how to achieve it.
 - Focused-Student stay on track.
 - Nurtured – Students feel connected to someone to help them succeed.
 - Engaged-Students actively participate in class and cocurricular activities.
 - Connected-Students feel a part of the college community.
 - Valued – Students' skills, talents, abilities, and experiences are recognized.

Encourage students to join a Society of Scholars learning community.

- Support student organizations including Latine/x Club, Asian Pacific Islander Club and Black Student Union to outreach to local communities.
- Host cultural events to raise awareness and celebrate diverse communities.
- Provide opportunities for students to serve as student representatives on participatory governance committees.
- Train faculty and staff growth mindset to improve culturally responsive support.

Administrative Services

- **Inclusive Communication:** Administrative services can ensure that all student-facing communications (about tuition, billing, or financial aid) are available in multiple languages.
- **Customer Service Training for Business Staff:** Training Administrative services staff to be compassionate, responsive, and culturally competent can create a more welcoming atmosphere for students. When students feel that business services staff genuinely care about them, it fosters a sense of belonging and support.
- **Emergency Fund Awareness:** Administrative services can proactively advertise the availability of emergency funds, making it clear to students that the college understands financial setbacks and offers resources to help them stay enrolled and succeed academically. This can reduce feelings of alienation, particularly for students facing financial difficulties.



INDICATOR of SUCCESS #4: INCLUSIVE COMMUNITY ENGAGEMENT

INTERNSHIP & APPRENTICESHIP

Strong community partnerships provide students with work-based learning opportunities. The College will increase the number of internships and apprenticeships by 26, or 20%, annually to achieve a total of 319 internships by 2028.

METRICS

- Increase the number internship and apprenticeship for students from community partnerships by 26, or 20%, annually to achieve 319 by 2028.

ACTION PLANS TO REDUCE EQUITY GAPS

Instructional Services <ul style="list-style-type: none">• Increase work-based learning opportunities (paid internships and apprenticeships) for under-represented populations through leveraging of LAEP, CIRM, Bayer and CAI grants.• Centralize and expand institutional capacity to fund and operationalize career education and work-based learning services under a new administrative unit managed by a Dean or Director of Workforce Development (funded through braiding of SWP, CAI and other workforce related grants).• Increase frequency of career education advisory meetings, and the use of current LMI data to inform program revision and the development of new programs.• MESA Director will establish a MESA Council and Industry Board. Both entities will serve to connect students with internship and mentor opportunities. Students will also be able to network with MESA Alumni.
Student Support Services <ul style="list-style-type: none">• Expand Career and Transfer Center staffing to support finding and placing students into intern and externships.• Enhance partnerships to support Latine/x student preparation for their future careers and for gainful employment. Specifically, strengthen partnerships with the Hispanic Association of Colleges and Universities (HACU), League of United Latin American Citizens (LULAC), Hispanic Scholarship Fund (HSF), and NASA's Community College Aerospace Scholars (NCAS) to improve Latine/x student access to internships in their field of interest.
Administrative Services <ul style="list-style-type: none">• Managing Internship/Apprenticeship Stipends: For internships and apprenticeships that offer financial compensation, Administrative Services can manage the disbursement of stipends, ensuring students receive their payments on time. This

can include setting up direct deposit, overseeing tax documentation, and handling any payroll-related issues.

- **Supporting Contracts and Agreements:** Administrative services can assist in creating, reviewing, and managing memorandums of understanding (MOUs), contracts (ICCs), or agreements between the college and employers. These agreements outline the responsibilities of both parties (e.g., compensation, learning outcomes, duration of the internship), ensuring that internships and apprenticeships are properly formalized and compliant with labor laws and regulations.

GOAL: EQUITABLE STUDENT COMPLETION

The main 2024-28 EMP goal of equity student completion is encompassed by the following high impact metrics from the Strategic Plan (see table below). Each year, the outcomes for each indicator of success will be updated and shared with the college community at Shared Governance meetings, newsletters, and Flex Day presentations. The annual targets and the actual outcome will be examined using baseline rates from 2022-23 to learn about our strengths and opportunities for improvements. Metrics that include an equity gap analysis will also be examined and shared during the updates. For each Indicator of Success, the strategic action items will be reviewed and evaluated for their fidelity of implementation and effectiveness. A review of our annual budget and resource allocations will also be reviewed for their impact on the outcomes of the Strategic Plan. If necessary, some action items and budget priorities may be modified to improve the likelihood of meeting our annual targets.

Indicators of Success	Metrics	Baseline	Annual Target	Actual
Elimination of Achievement Gaps	Persistence: Fall to Spring*	47%	+3%	TBD
	Persistence: Fall to Fall *	30%	+3%	TBD
	Course Retention*	83%	+1%	TBD
	Course Completion*	69%	+5%	TBD
Increased Rate of Program Completion	English & Math Completion*	15%	+3%	TBD
	Associate Degrees for Transfer*	210	+6 (3%)	TBD
	Certificates of Achievement*	302	+15 (5%)	TBD
	Job Attainment in Field of Study	57%	+3%	TBD
	Transfer*	575	+12 (2%)	TBD
Inclusive Community Engagement	Internship & Apprenticeship	168	26 (20%)	TBD

*Metrics that include an equity gap analysis