

# Education Master Plan

Spring 2023–Fall 2028

Berkeley City College

BERKELEY CITY COLLEGE



BERKELEY CITY COLLEGE

1974

TRANSFORMING LIVES

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# Acknowledgements

Berkeley City College would like to extend its appreciation to all faculty members, staff, students, community leaders, administrators and the Educational Master Plan Steering Committee for their contributions to the Education Master Plan, with special thanks to the Academic Senate, Classified Senate, and the Associated Students of Berkeley City College.

The true value of Berkeley City College's EMP comes from the input of students, faculty, staff, administrators, and community members. We are grateful to everyone who provided input to shape a visionary plan for our work on equity, Guided Pathways, enrollment management, career education, dual enrollment, teaching and learning, fiscal sustainability, human capital development, and innovations in student services and instruction with the goal of more equitable student completion.

## **BCC EMP Steering Committee**

Dr. Angélica Garcia – President

Djenilin Mallari – Office of the President, operational support

Kuni Hay – Vice President of Instruction, Accreditation Liaison Officer

Andrea Williams – Classified Senate President

Dr. Phoumy Sayavong – Senior Research & Planning Analyst

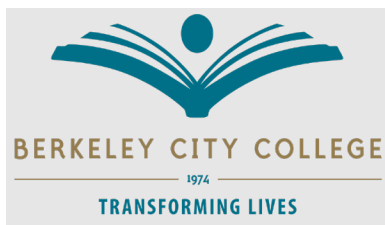
Fatima Shah – Academic Senate Representative

Kristiyan Klichev – Associated Students of Berkeley City College (ASBCC) Representative



# Executive Summary

Visual or “at-a-glance” summary to be added



# President's Message

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

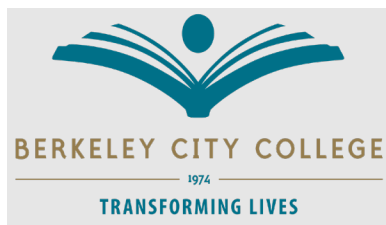
Berkeley City College (BCC) is committed to serving the local community with high quality academic and career programs, equity-minded teaching and learning processes, an inclusive campus community, and intentional support to meet the diverse and basic needs of students. There were two foundational questions that were posed in the process of DREAMing the future of BCC in service of the local Bay Area community:

1. What would it look like for BCC to contribute to ending generational poverty?
2. What would it look like for BCC to mitigate or remediate the impact of gentrification?

The Educational Master Plan (EMP) serves as the foundation for the College Strategic Plan, which guides our decision-making, resource allocation, and is grounded in BCC's mission. Aligned with the statewide Vision for Success Goals, BCC's EMP charts the future course of action for achieving our overarching goal: **Equitable Student to Transform Lives.**

The EMP outlines the strategies developed to guide BCC in accomplishing the vision of Equitable Student Outcomes through three indicators of success: 1) Student engagement and success, 2) Responsive teaching and student support, and 3) Inclusive Community. BCC is committed to putting students at the center of all its work and has identified five strategies for success including:

1. Practice data informed processes & innovations
2. Institutionalize culturally relevant professional development
3. Invest in BCC Values & Goals
4. Advocate for diversity, equity, inclusion, and accessibility
5. Secure strong community partnerships



The BCC EMP Steering Committee, under the direction of the College Roundtable, facilitated a process for EMP development that brought together all constituency groups of the college: students, classified professionals, faculty and administrators. The campus provided collective input via participatory governance meetings, steering committee meetings, campus town halls, flex day presentations, and meetings of the board of trustees.

It is my deepest honor to serve as President of Berkeley City College, a community college committed to excellence and inclusion. This EMP will serve as the guide to provide a student experience that is rooted in equity, success, and completion.





# Introduction

*The purpose of the Berkeley City College 2023–2028 Education Master Plan is to provide the college and its community with strategic direction for improving its educational program over the next five years in alignment with the California Community College Chancellor’s Office [Vision for Success](#).*

The education master plan is a core component of integrated planning for the college, and acts as the principal plan for aligning the college’s annual and operational plans, programs, grants, and initiatives to its vision, mission, and goals. Accordingly, BCC’s educational master plan will serve as a framework for integrating other BCC planning processes, such as the Student Equity & Achievement plan, Comprehensive Program Reviews, Technology Plan, and Facilities Plan.

Through a review and analysis of data, BCC’s EMP highlights both strengths and opportunities for improving student outcomes and institutional effectiveness. The EMP also includes information on current efforts already underway to address opportunity areas and outlines goals for addressing gaps between current performance and our vision for the next five years. BCC’s strategic planning process will be used to identify strategic actions that can be taken to meet the goals outlined in the EMP.

BCC leadership, faculty and staff are focused on creating an institution where student participation, completion, and success cannot be predicted by student demographics. Instead, the College envisions achieving its mission equally and equitably across all its student populations in its pursuit to realize the College motto to “Transform Lives.

## Process for Educational Master Plan Development

The goals of the EMP were developed through a college-wide planning process that included extensive research and review of college and regional data, input from all institutional partners (administrators, faculty, classified professionals, and students), and alignment with other college, district, and state planning efforts. Our five-year plan identifies BCC’s strategic initiatives and prioritizes our commitment to increase enrollment and academic outcomes, especially for disproportionately impacted student groups.



## College History

Berkeley City College has a rich history of serving the diverse educational, social, cultural, and economic needs of the East Bay communities of Berkeley, Albany, Emeryville, and Oakland, since its founding in 1974, when it became the fourth college in the Peralta Community College District (PCCD). During its first three years, the College was known as the “college without walls,” offering classes throughout the Berkeley service area, including on the University of California, Berkeley, campus. By 1979, the College was offering approved courses in over 100 locations throughout the community and by 1981, the number of sites had grown to 200. For nearly 50 years, Berkeley City College has evolved from being named the Peralta College for Non-Traditional Study when it first opened, providing educational programming and services throughout the surrounding community, to Vista Community College in the early 1980’s. Since 2006, it has been known as Berkeley City College.

Over the past four and a half decades, Berkeley City College has grown from a small college that provided predominantly lifelong learning opportunities, to a comprehensive community college offering programs spanning basic skills to career technical education, terminal certificates and degrees, as well as transfer degrees and four-year college and university transfer preparation. Recognized by the US Department of Education as a Hispanic Serving Institution (HSI) and an Asian American Native American Pacific Islander Serving Institution (AANAPISI), Berkeley City College has experienced and mirrored the growth among Latinx and Asian Pacific Islander populations in the College’s surrounding communities. The local community has supported the College’s growth by passing two separate bond measures to build a robust and welcoming campus for the College. Since 2006, Berkeley City College’s main campus building has been situated between Berkeley High School and UC Berkeley. Berkeley City College will celebrate 50 years of serving the community in 2024 and is scheduled to open its second campus site just one block away, making the College a true representation of an urban educational institution in downtown Berkeley.

## College Offerings

### Academic Degree & Certificate Programs

BCC offers 93 instructional programs in total, including 38 associate degrees, including associate of art (AA), associate of science (AS), associate of art degree for transfer (AA-T), and associate of science degree for transfer (AS-T) programs (including seven CTE programs), as well as 55 credit and non-credit certificate programs.



## **Career Education and Workforce Development**

BCC has expanded its programs in the area of Career and Workforce Development particularly in the last few years. In concert with the formation of the Career and Academic Pathways Communities based on the Guided Pathways, BCC's Career Education programs developed pipeline and pathways from High School and Adult Schools to BCC, and to transfer to 4-year institutions, as well as job attainment with high-wage jobs in the thriving industry.

BCC focuses on work-based learning, apprenticeships, as well as paid internships as effective mechanisms for the students to learn practical skills and gain relevant work experiences in the real-world job environment while they are enrolled in academic classes at BCC.

BCC has retained multiple grants that support these programs and pedagogy particularly in the areas of Teacher Education, Health and Human Services, STEM field including Biotechnology. BCC is in the process of creating a centralized Career Center Hub where students can attain direct services, resources, career education workshops, and job preparation in the areas of Career Education and Workforce Development.

## **Student Services**

The College has a comprehensive set of student services and supports for a diverse student body, including admissions and records, financial aid, counseling, student activities, a wellness center, and career and transfer services. Services include programs that address equity impacted student populations, such as the Society of Scholars Learning Communities including Umoja, the Puente Project and AAPI LEAD, EOPS/CARE, CalWORKs, NextUp, the Undocumented Community Resource Center, Veterans Resource Center, and Student Accessibility Services (SAS), which was formerly known as Programs and Services for Students with Disabilities (PSSD).

## **Academic Services**

The Library and the Learning Resource Center serve as primary academic support services with tutoring, technology training, workshops, and instructor support both in person and online formats. Technology supports, including the distribution of Chromebooks, laptops, and hot spots, are provided through these academic services.

## **Learning Communities**

The College's Society of Scholars encompasses the four learning communities: Umoja, Puente, IGNITE Scholars (first year students who earn an associate degree for transfer), and the Promise Program. The Society of Scholars programs are focused on an equity model of six



factors for student success: 1) Directed – Students have a goal and know how to achieve it; 2) Focused – Students stay on track; 3) Nurtured – Students feel connected to someone to help them succeed; 4) Engaged – Students actively participate in class and co-curricular activities; 5) Connected – Students feel a part of the college community, and 6) Valued – Students’ skills, talents, abilities, and experiences are recognized.

## **Transfer Services**

Berkeley City College has a strong record of supporting students to transfer to four-year institutions, with Associate Degrees for Transfer, Associate Degrees, and Transfer curriculum. The College’s Career and Transfer Center provides individual and group programs and services to support students through the transfer application process. Students receive transfer support and resources through key partnerships with local four-year institutions. The College is consistently recognized for its four-year university transfer rates, with notable recognition as having the highest percentage rate of transfer to UC Berkeley across the California Community College system for the past two years. The Campaign for College Opportunity has named Berkeley City College as a “Champion of Higher Education” for its significant awarding of associate degrees for transfer for the past three years. Additionally, the College has been named an Equity Champion for the past two years for its increased transfer rates of Latinx students earning an Associate Degree for Transfer. The College is also known as a top producer of Fulbright Scholars and continues to provide innovative curriculum to meet the needs of students.

## **Current Context**

Since the COVID-19 Pandemic, the College has provided classes and services remotely, gradually bringing more of them in person. While approximately 25% of courses are in person, all student services are both offered in person and remotely. Many students continue to take courses online, but often come to campus physically to engage in services. Enrollment and website usage data through the live chat indicate increased demand for online courses and services in the evening. BCC leaders will continue to capture and analyze the data over the next 5 years to ensure that our course and service schedules are aligned to student demand. It will be important to offer a variety of modalities for services and courses as students choose multiple ways to engage in the same semester. For example, hyflex learning and service environments can be created in order to maximize student access and enrollment.



## Mission

Berkeley City College's mission is to provide our diverse community with educational opportunities, promote student success, 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 transforms students' lives as an innovative, student-centered learning community dedicated to academic excellence, collaboration, equity, and social justice.

## Values

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

1. A Focus on Academic Excellence and Student Learning. We value our students varied educational and experiential backgrounds and learning styles, as well as educational objectives.
2. A Commitment to Multiculturalism and Diversity. We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity, characteristics our institution seeks in its students, faculty and staff.
3. A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society. We value the fact that students live and work in an increasingly complex society and world.
4. A Commitment to a Quality and a Collegial Workplace. We value the high quality that characterizes everything we do.
5. The Importance of Innovation and Flexibility. We value innovation because it encourages our students to question the typical and expand their thinking in a flexible manner that allows them to understand life's dynamic potential.

These are the standing mission, vision, values at the time when the EMP was completed. The Mission, Vision and Values will be revisited as part of the strategic planning process. This work will include defining terms included in the mission, vision and values such as "equity" and "justice."

# Enrollment and Retention

Berkeley City College has experienced a significant decline in enrollment by FTEs and headcount. Headcount enrollment has only declined 11.4% since 2017-2018, but FTE enrollment has fallen 23%. Students overall are taking fewer units as well, the average FTE per student has fallen from 38% to 33%. Overall enrollment data is listed in Table 6.1 Headcount and FTE Enrollment 2017-2018 to 2021-2022 Table 6.1.

**Table 1. Headcount and FTE Enrollment 2017-2018 to 2021-2022**

	2017-18	2018-19	2019-20	2020-21	2021-22
Headcount Enrollment	11,353	10,911	10,871	11,340	10,056
FTE Enrollment	4,370	4,162	3,931	3,622	3,359
FTE per Headcount	38%	38%	36%	32%	33%

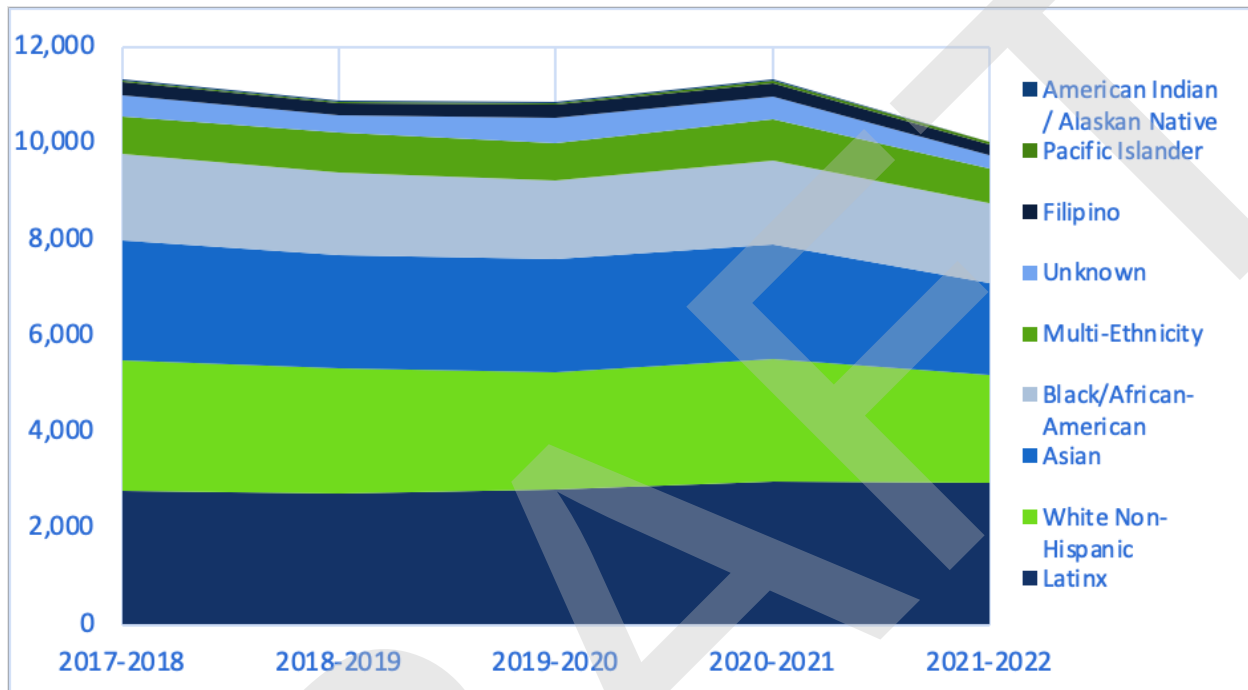
## Enrollment and Retention: Five Year Goals & Strategic Actions

- (Early outreach, use GP language...something the path) Increase engagement with high school and adult learners to allow them to experience BCC before they enroll, as they enroll and holds them through to the start of the semester.
- Systematize, strengthen, and enroll students for dual enrollment and post dual enrollment,
- Increase enrollment, with a focus on AAPI , Latinx, and adult learners
- Increase student retention from Fall to Spring

## Enrollment: Racial Composition

Figure 6.1 shows the racial and ethnic composition of the student body over the last 6 years. The largest populations BCC serves are Latinx and White students, they each make up about a quarter of the population. The next largest groups are Asian students, who are 22% of the population, followed Black/African American students with 16% of the population.

**Figure 1 Headcount Enrollment by Race & Ethnicity 2017-2018 to 2021-2022**



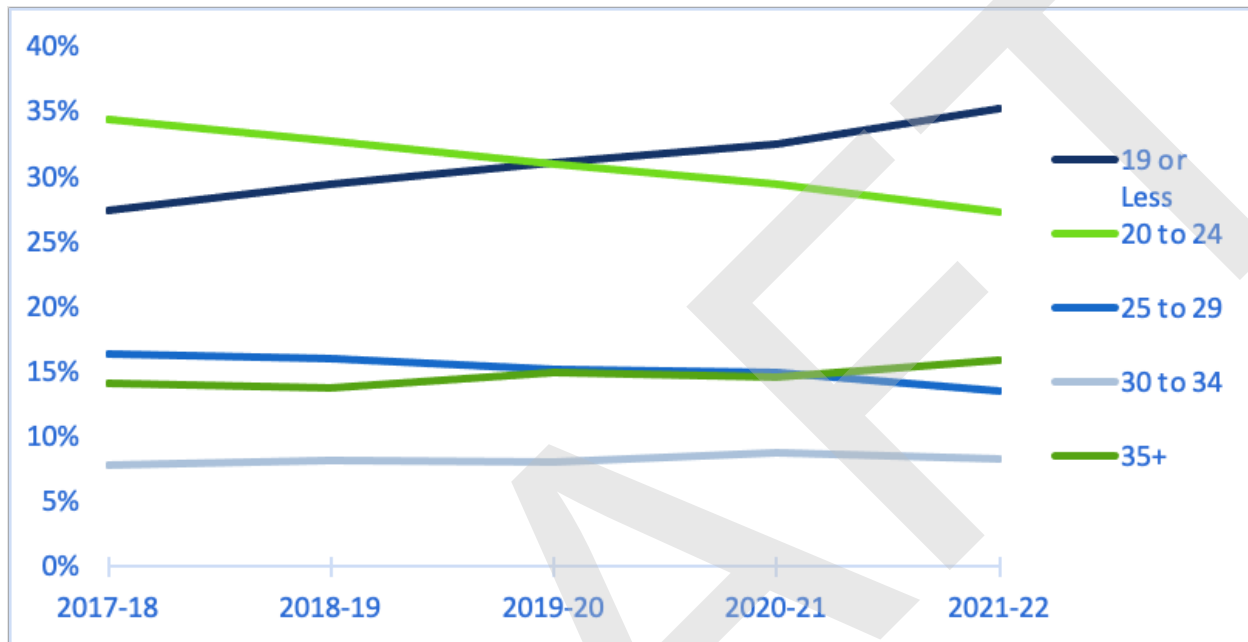
This composition has shifted over the years as enrollment declined. The largest enrollment declines have been among Asian (-23%), Filipino (-22%), and White (-17%) students, while the Latinx population has grown 6%. Black/African-American and multi-ethnic student enrollments have experienced below-average declines of 8% and 9% respectively.

## Enrollment: Age Composition

Figure 6.2 shows enrollment by age group over the past five years. Most (62%) of BCC's students are younger than 25, and BCC has seen the second-largest growth in enrollment (14%) for students under 20. Enrollment among 35- to 39-year-olds has grown the most, by 16%. The sharpest declines have been among 20- to 24-year-olds (-30%) and 25-29-year-olds (-27%)



**Figure 2 Enrollment by Age Group 2017-2018 to 2021-2022**



## Enrollment & Equity: Credit Type Across Race and Ethnicity

Table 6.2 shows racial and ethnic composition of each enrollment type (credit, non-credit, adult education, and CTE) compared to the racial and ethnic composition of the overall student body. Multi-racial, Black/African American, and White students are all proportionally represented in credit and non-credit enrollment, while Hispanic and Latinx students are underrepresented, and Asian students are overrepresented.

**Table 2 Enrollment by Race & Ethnicity Across Credit Types Fall 2021**

Fall 2021	Overall Enrollment	Credit Enrollment	Noncredit Enrollment	Adult Education Enrollment	CTE Enrollment
Hispanic and Latino	29%	25%	27%	28%	24%
White	23%	23%	22%	23%	23%





Asian	19%	21%	22%	21%	20%
Black and African American	16%	16%	16%	16%	15%
Multi-racial	7%	7%	4%	4%	7%
Unknown	3%	5%	8%	8%	6%
Filipino	2%	3%	-	-	3%
Pacific Islander and Hawaiian Native	0.5%	0.3%	-	-	-
American Indian and Alaskan Native	0.1%	0.3%	-	-	-
Total	10,056	8779	745	721	2,167

## Enrollment: Top 5 Feeder High Schools

Berkeley High is the largest feeder high school to BCC, typically sending as many students as the next two combined (El Cerrito High and Albany High). Overall enrollment from these feeders has fallen by 25% since 2018-2019, with the largest declines at Albany High (64%) and San Leandro High (35%). Only one school has increased enrollment, Oakland Tech has grown by 28%, but because of the small enrollment that equates to only 6 students.

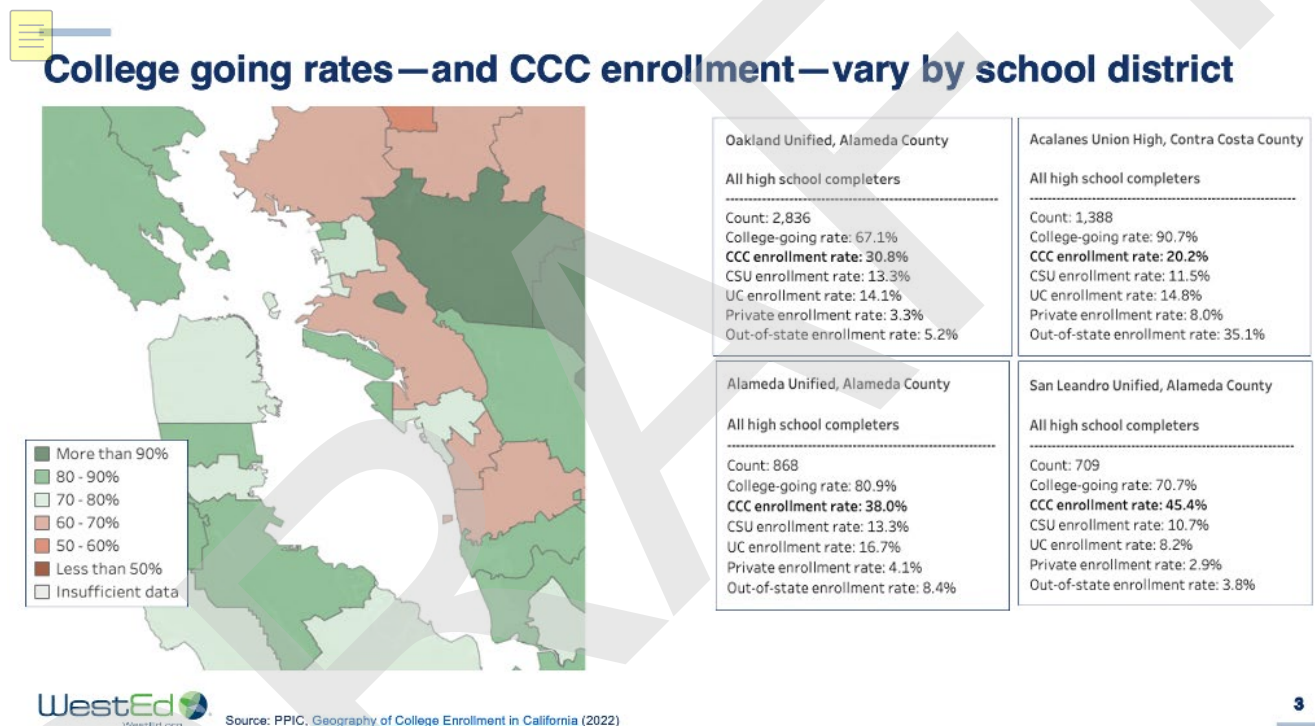
**Table 3 Enrollment by Top 5 Feeder High Schools, 2018-2019 to 2021-2022**

High School	2018-2019	2019-2020	2020-2021	2021-2022
Berkeley High	117	111	104	95
El Cerrito High	57	63	61	51
Albany High	61	44	39	22
San Leandro High	29	33	35	19
Oakland Tech	21	23	24	27

Total from Top 5	285	274	263	214
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## College Going Patterns Among Local K-12 Students

**Figure 3 College Going Rates and CCC enrollment**



Among local high school districts in the East Bay, Oakland Unified (OUSD) and Acalanes Union High (AUHSD) are some of the largest feeder districts into California Community Colleges (CCC), whose graduates most often matriculate at one of the Peralta campuses. However, only 30% and 20% of graduates at OUSD and AUHSD attend a CCC, respectively. Conversely, 38% of graduates from Alameda Unified, and 45% of graduates from San Leandro Unified attend a CCC. These districts represent great potential for recruitment despite graduating fewer students than OUSD and AUHSD.

## Strengthening Enrollment and Retention Over the Next Five Years

An analysis of BCC's data indicate that graduation, retention, and persistence rates for AAPI, Latinx, and Black/African American students are lower than White students. We will be



continuing to outreach to these groups to ensure that they are successful and prepared when they enter Berkeley City College. Berkeley City College will run queries for demographics of these groups and use social media, HubSpot marketing platform, and direct text messaging to reach individual students encouraging them to join a Society of Scholars learning community such as Umoja, Puente, API Lead. Because the more students are integrated into the BCC community, the more likely they will persist and achieve their academic goals.

Berkeley City College will incorporate student voices and input into professional development for faculty, classified professionals, and administrators to reflect their needs at the student level.

Berkeley City College will leverage continuous innovation in technology in its web presence using AI and redesigning our website. A streamlined user experience will allow students to enroll and register for classes without needing to wait for support during BCC operating hours. Students should be able to easily access information in an intuitive space online at their leisure. By making consistent investments into redesigning and development of our website, Berkeley City College will increase student engagement and understanding of resources available including application and enrollment, programs, learning communities, financial aid availability, and more.

Berkeley City College will increase our presence and visibility with local businesses to secure partnerships and invite both customers and employees to seek training and certification at the college. This approach will expand to local community groups, political organizations, unions, and resource centers such as food banks and childcare centers. Student Ambassadors will help with outreach in this area. Our partnerships with businesses and the Berkeley Adult School will inform the community of the internships and apprenticeships that benefit CTE students and adult learners.

In order to increase our student enrollment for AAPI and Black students, BCC will increase outreach and in-reach efforts. Examples of outreach include visits to high schools through BCC's Enrollment Services Department highlighting cultural heritage months, activities, and events hosted by BCC Society of Scholars learning communities. Traditional advertisements, mailing campaigns, digital advertising on social media platforms will add to our outreach capabilities. Leveraging BCC's relationships with the Berkeley Chamber of Commerce and Downtown association, community groups, and business partners will augment outreach efforts as well. Examples of in-reach activities include on campus messaging using fliers, video boards, the student ambassador welcome desk. Consistent updates to our website's events page, email campaigns, text messaging to students will provide a technological component to in-reach efforts.

# Student Equity and Success Outcomes

## Course Completion and Retention Rates

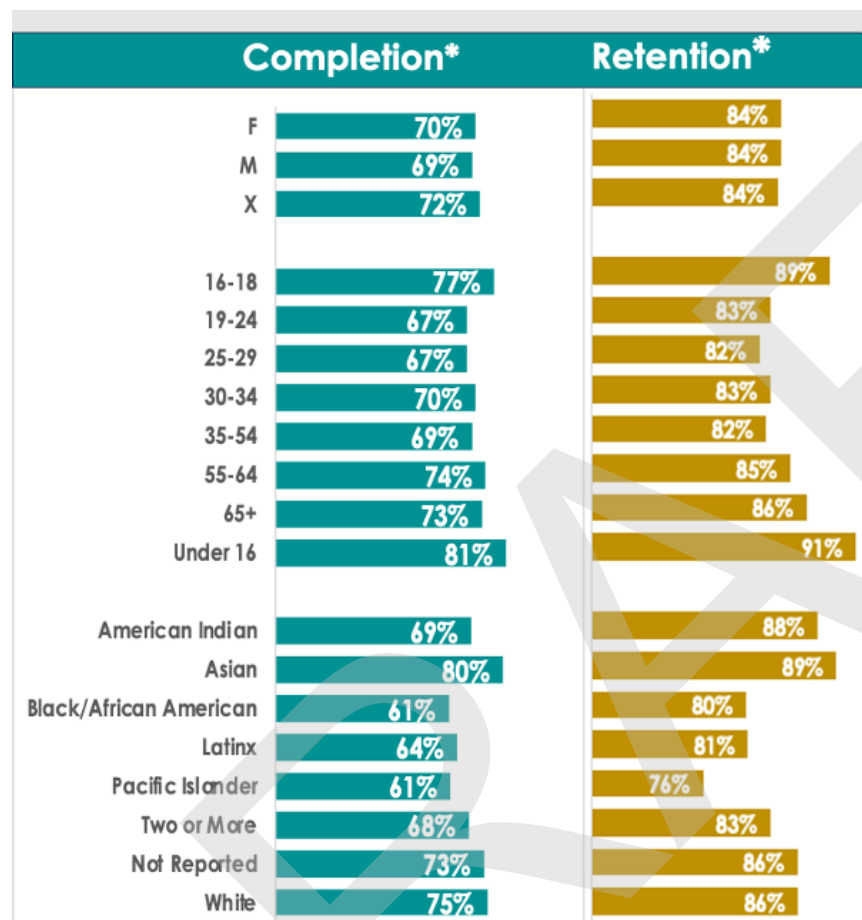
At Berkeley City College in 2021-22, roughly 84% stayed in their courses through the end of the semester, while about 70% of students completed their courses with passing grades. When examining this data across gender, age, and race/ethnicity, the gap between completion and retention rates varied significantly. The gaps ranged from 19 percentage points to 10 percentage points and tended to be largest for groups of students with the lowest completion rates. Younger students had relatively high retention and completion rates: students who were younger than 16, and aged 16 to 18, completed 81%, and 77% of their courses, respectively.

However, the groups of BCC students with the lowest retention and completion rates were also those student groups that make up a large percentage of the student body. Slightly older students – aged 19 to 29 – completed just 67% of their courses but stayed enrolled in roughly 82% of these courses. Black or African American students, and Latinx students completed 61%, and 64% of their courses, respectively.

## Equity and Success: Five Year Goals & Strategic Actions

- Increase the number of Black students who complete a certificate, degree and/or transfer.
- Reduce/eliminate equity gap in awards and completion
- Increase FAFSA and CA Dream Act Applications/Awards
- Implement (student success team structures per GP framework) success coaches that serve as an intermediary between enrollment, counseling, and faculty to support student success.
- Every Academic and Career Community has apprenticeship opportunities and
- Implement a financial literacy program for students covering topics such as financial aid, tax services, banking and checking.

**Figure 4 Completion and Retention (Insert Years)**

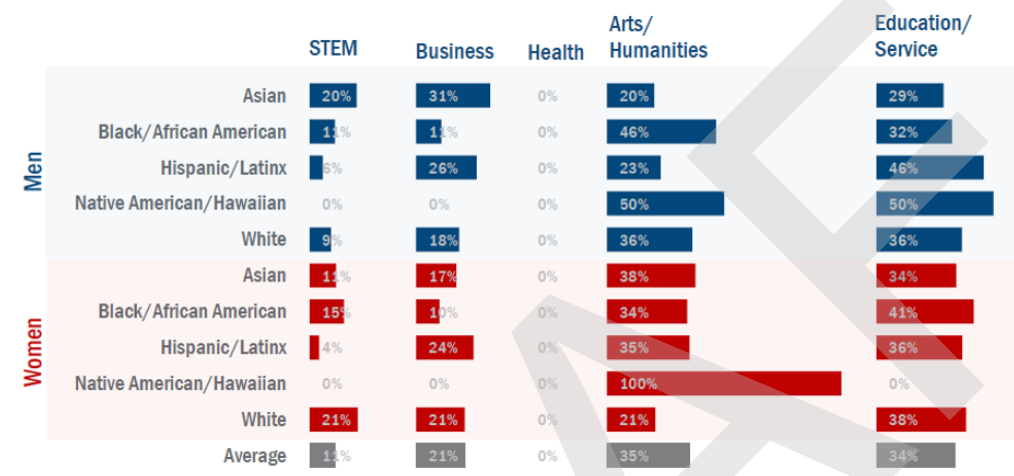


## Associates Degree Completion: An intersectional look at Gender and Race/Ethnicity

The figure below unpacks the distribution of associate degrees awarded by degree category [, gender, and race/ethnicity. On average, roughly 70% of BCC students received awards related to the Arts/Humanities, or Education/Service, but there is substantial variation across student demographic categories. Asian and Black or African American students were awarded a relatively higher share of STEM degrees than the general population, a trend that was most pronounced among Asian men, Black or African American women, and White women. Asian men and Latinx students were awarded the largest share of Business degrees. Within Arts/Humanities, the most common degree category, Black or African American men were overrepresented compared to the general student population, and Hispanic/Latinx men were underrepresented. Latinx students, especially Latinx men, were most overrepresented within the

Education/Service degree category. Nearly half of all Latinx men who received an associate's degree, received one in this degree category.

**Figure 5 (Insert TITLE)**



## Awards by TOP code

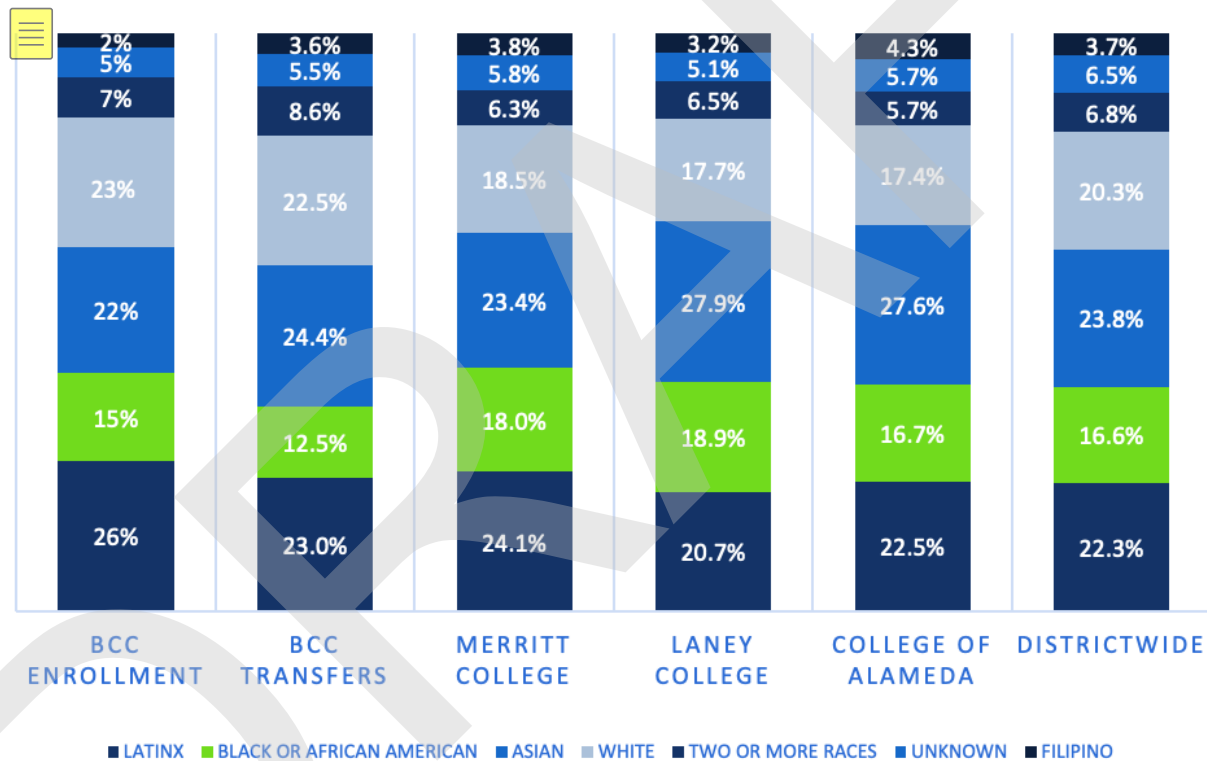
**Figure 6 (Insert TITLE)**



## Transfers to Four-Year Institutions

Although 41% of BCC's enrollment is comprised of Black or African American, or Latinx students, these student groups make up only 35% of all students transferring to four-year institutions. Asian students, Filipino students, and students reporting more than one race/ethnicity are slightly overrepresented among BCC transfers, relative to the overall student body.

**Figure 7 Transfer to Four Year Institutions (Insert Years)**



## Current Efforts to Address Needs

Black students, Southeast Asian, Pacific Islander and Latino, Latina & Latinx demonstrate the most significant disproportionate outcomes given their population and percentage of transfer or degree completing students.





Berkeley City College, in its current three-year Student Equity and Achievement (SEA) plan, has prioritized only one student population, Black/African American Students. Across all indices of success and outcomes, Black/African American students at BCC experience the lowest indicators as measured in the SEA Data set (Cal-pass plus). Accordingly, BCC has committed to decreasing the equity gap for Black/African American students by 50% by year two and 75% by year three. The goals in the SEA plan are to address enrollment, completion of English and math in their first year, transfer, degree & certificate completion, and persistence from term to term. The activities the college is engaged in to meet these goals include:

- expansion of the Umoja Scholars program learning community
- centering Black student enrollment during registration cycles
- following up with Black students who drop or unsuccessfully complete a class
- Student Ed Plan support for all Black Students on campus
- fostering a campus climate and behavior that recognizes, affirms and engages: Black Minds, Black Joy, and Black Excellence

Centering Black/African American student success as a core principle to the success of our racial equity values is core to the solidarity work, we engage in to support our AAPI and Latinx student completion also.

While a broad and encompassing term, Asian American Pacific Islander, begins a more nuanced conversation for BCC when discussing the support for our AAPI students. At Berkeley City College, we recognize that while a monolith numerically, Asian student success outcomes outpace most other racial/ethnic groups monitored in IPEDS. However, by using local data, BCC has identified for our Vietnamese, Filipino, Tibetan and low-income Chinese students this is not their experience. Complicating this experience at BCC for these students even more is the fact that even for the students who are successful they experience mental health issues at some of the highest rates compared to their student counterparts.

The college is implementing its first AANAPISI cooperative grant to support our AAPI population. This grant address two opportunities:

- Expanding mental health and wellness for AAPI students in a culturally responsive, affirming and inclusive program
- supporting the transition of ESOL students through ESOL programs into CE and successful completion, including job placement.





The outcomes of the grant integrate both engagement and academic success of our AAPI ESOL students, Filipino, Vietnamese and Pacific Islander/Hawaiian students. The goals of the grant are to:

- expand the number and diversity of mental health resources for AAPI students
- Provide faculty and staff with knowledge regarding potential stressors AAPI students are facing
- Increase completion rates for southeast Asian, PI/Hawaiian and Filipino students
- Increase the number of ESOL students who transition to CE programs and compete a certificate
- Increase and support linkage between ESOL students and work-based learning

The name of the grant, AAPI Healthy Transitions, reflects the sentiment and purpose of the work we are engaged in through a racial equity approach. Because it is not just enough to have a large enrolling population, it's the students' healthy transition to and through the college that ultimately matters.

The work of the AANAPISI federal cooperative grant is an example of the innovation we are able to expand on given resources, time and human capital. This is a reflection of the current work in our established Title V HSI grant centering Latinx student success through institutional transformation.

Berkeley City College HSI Grant centers Latinx student success by providing us the opportunity to work on three levels: student experience, institutional transformation and broader community. The grant name, Conocimiento Los Caminos, captures the spirit of the grant. The term Conocimiento connects a building of familiarity and deeper way of knowing, partnered with the term "los caminos" which is a reference to a journey or the pathway that includes opportunities for success and leaves time for growth with challenges or barriers are experienced. BCC HSI grant centers the following objectives:

- Latinx Students Success: Retention and Transfer
- Transfer Success: Increasing the rate of transfer
- Student Employment Preparation
- Professional Development: Staff and Faculty

Since being awarded the grant in 2020 (fact check this), the college has successful led a yearlong series of professional development opportunities for all of the college staff and faculty



to engage in a central question of the work, “What does it mean to be a Latinx serving institution?” This included flex day presentations and continues to include the opportunity for all college staff and faculty regardless of their proximity to students in the classroom or in student services to attend conferences, PD and other training experiences that support the community to continue to address the questions of servingness.

To reach the objectives above, the college has successfully implemented the following:

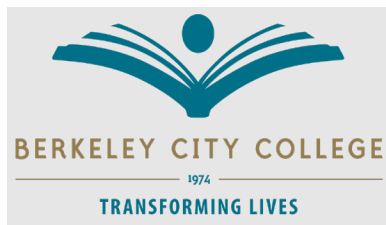
- The Puente Project Learning community
- New and Continuing student Bienvenida
- Career Day
- Broad recruitment of staff and faculty to conferences centering Latinx student success and completion

The college has seen a continued increase in the number of Latinx students enrolling, graduating and transferring. While all positive indicators the college continues to work to interrogate these indicators because we understand like our AAPI community of scholars, Latinx students are not a monolith and the disaggregation of this population is necessary to continue to advance Latinx servingness, equitable outcomes, success and access

While the grants and strategies mentioned above speak to the intentional work, we are doing to address specific populations of students. BCC recognizes students are no one identity and they sit at an intersection of identities that include gender, abilities, sexuality, and economic class. The campus prior to the pandemic had begun its own work as an institution asking the community to reflect on the campus privilege and power, we hold to interrupt systems of power and oppression that have negatively impacted our students. These practices have been ongoing and reflected in Flex Day agendas starting in Fall of 20xx (Intersectionality workshop) through the pandemic and the collective trauma of experiencing the murder of George Floyd. Evidence in our Flex Day agendas since 2020 has been an explicit theme and planning to engage faculty, staff and students with conversations about behaviors that demonstrate a commitment to anti racism.

### **Campus Culture and Climate to promote student success**

The President's Task Force on Race and Ethnicity held four student listening sessions to better understand students' needs. The Task force developed a set of recommendations incorporating the students' narratives and experiences at the college. The college engages in consistent student event programming to acknowledge heritage months and cultural celebrations such as Latinx, African American, Women's and Asian American Pacific Islander heritage months, Lunar



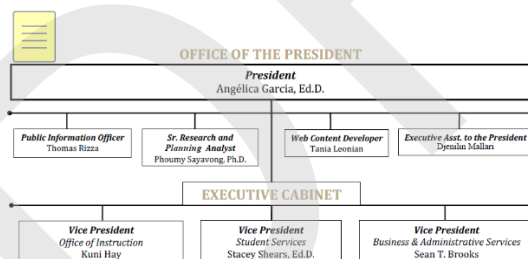
New Year and National Coming Out Day and encourage a sense of belonging for students at BCC. The college has utilized HEERF funds to pay student fees and parking costs for the Fall 2022 and Spring 2023 semesters in an effort to encourage students to return to the campus. The Instruction Office and Student Services Division has collaborated to systematize and strengthen dual enrollment at the college. Guided Pathways Academic and Career Communities at BCC have included student and faculty feedback.

## Goals and strategic actions

# College Infrastructure and Fiscal Sustainability

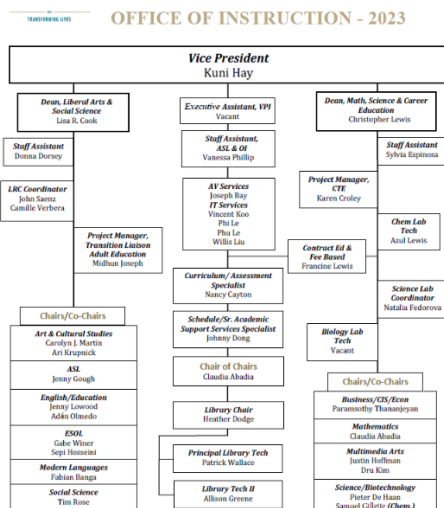
## College Infrastructure

Berkeley City College is organized into three management units under the Office of the President, consisting of the Office of Instruction (OOI), Business and Administrative Services (B&A), and Office of Student Services (SS). Each of these units is managed by the Vice President of Instruction, the Vice President of Administrative Services, and the Vice President of Student Services respectively. Administration of OOI is supported by a Dean of Liberal Arts and Social Science and Dean of Math, Science, and Career Education; the Administration of Student Services is supported by a Dean of Enrollment Services, Dean of Counseling and Student Equity and an Associate Dean of Student Engagement and Basic Needs. Within these units are the faculty, staff and student bodies which comprise the College's governing senators and committees. The college's organizational charts are as follow (as of 22-23)

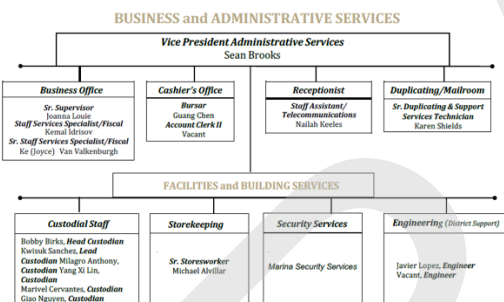


## Infrastructure and Fiscal Sustainability: Five Year Goals & Strategic Actions

- Clearly communicate, disseminate and effectively present financial information to the college community (include IPAR)
- Completion of new building on Milvia Street and renovations to the main campus to enhance opportunities for greater collaboration, learning and student supports
- Implement a balanced budget based on SCFF metrics for apportionment and informed by institutional effectiveness processes (e.g. CPR APU)
- Build a college reserve of 3%



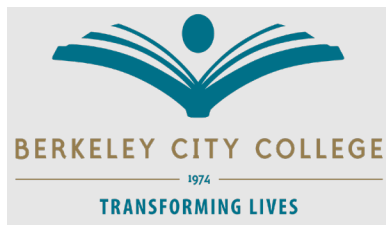
Insert updated SS organizational chart-Stacey



## Aligning College Infrastructure to Support Students

BCC's College infrastructure is reviewed on an annual basis through the College's Comprehensive Program Review (CPR) process, every 3 years) and Annual Program Update (APU, years in between the CPRs). Each of the administrative units conduct its own CPR/APU to ensure that the organizational infrastructure addresses the needs of the college and the students. This process includes a prioritized resource allocation process where the resources needed to support students' needs are recommended by each unit based on each area's multiple CPRs/APUs to the Integrated Planning for Allocation of Resources (IPAR) committee.

Determination of students' needs are informed by multiple sources including student focus groups, student surveys, input from the Associate Students of Berkeley City College (ASBCC) and BCC's governance committees, as well as input from special programs that serve unique student populations. In addition, efforts are made to make decisions based on data (both quantitative and qualitative), in order to reduce the use of subjective, and anecdotal information to inform decision-making. Rather, BCC leaders utilize the objective and authentic perspectives of our students' voices to guide decision-making.



Students' needs are responded to in myriad ways to support their equitable success and completion of their educational journey at BCC. BCC's student success is modeled after Guided Pathways, so students can enter into academic and career pathways prior to becoming BCC students. Students can select their choice of academic or career pathway, which leads to transfer to 4-year institutions and/or obtaining high-wage, high-demand work in the workforce.

Based on this model, BCC provides course offerings that allow students to obtain their goals while limiting with the amount of time and resources necessary for completion with their end outcomes clear from the beginning. However, COVID - 19 continues to bring up questions about how best to schedule courses and services to our students. As described above, based on the feedback obtained by the students, BCC continues to be fluid in strategically offering courses that provide multiple options for the students: fully in person, Hybrid, HyFlex, and fully OL both asynchronous and synchronous instruction. In terms of student, educational and academic support services, BCC's student services along with the Learning Resources Center (LRC) and the library work closely with students and provide services in multiple modalities as well.

### **Student Centered Funding Formula (SCFF)**

In July 2017, the California Community College Board of Governors adopted a strategic plan, the Vision for Success. The plan calls for the California Community Colleges to significantly increase completion and transfer rates, provide equitable educational access and opportunities to all students, and reduce or eliminate achievement gaps within 10 years. To support this vision and goals, the 2018 Budget Act established the new Student-Centered Funding Formula (SCFF) which aligns fiscal accountability with the California Community Colleges' goals and priorities relative to student access, success, completion, and equitable achievement. A summary of the SCFF structure is as follow:

**Figure 8 Student Centered Funding Formula**

Student Centered Funding Formula: Focus and Priorities	
% Of Allocation	Categories
70% Base Allocation: FTES (Enrollment)	<ul style="list-style-type: none"> <li>• Credit FTES</li> <li>• NonCredit FTES</li> <li>• Special Admits (Dual Enrollment, etc.)</li> </ul>
20% Supplemental Allocation	<ul style="list-style-type: none"> <li>• Pell Grant</li> <li>• AB 540</li> <li>• Adult School</li> <li>• Promise Grants</li> </ul>
10% Student Success Allocation	<ul style="list-style-type: none"> <li>• <u>Associate Degrees</u></li> <li>• ADTs</li> <li>• 9 or more CE units</li> <li>• Transfer</li> <li>• Transfer level Math and English in the first year</li> </ul>

Berkeley City College (BCC) understands that the SCFF is intended to encourage the college to focus on equitable student completion by eliminating achievement gaps historically observed among students of color; Black and Latinx students in particular. BCC embraces this commitment to eliminating the achievement gap beyond the funding formula, in of its approach to curriculum/teaching and learning; schedule development/course offerings; student, educational, and academic support services; career education; and partnership building with our feeder high schools, adult education schools, 4-year institutions and industry partners. BCC's organizational structure also infuses the framework of the SCFF to address students' needs.

The Peralta Community College District (PCCD), a multi-college district which consists of 4 colleges, is in the process of developing comprehensive and accurate SCFF/Enrollment data dashboard, fiscal and enrollment projection data points that are based on SCFF. This data source will allow BCC and the other colleges within the district to strategically project and plan enrollment targets and outreach plans and develop/secure resources for students to help remove financial and other barriers students face.

## Data Overview

BCC's Main Campus, consisting of 6 floors and 150,000 square feet, has been located at 2050 Center Street since 2006. To accommodate increased offerings and program expansion, in 2016 BCC leased a property next door at 2000 Center Street for an additional 8,000 square





feet. The leasehold interest runs through May 2024 holding programs such as Umoja, the Wellness Center, and the International Center, along with 3 teaching classrooms.

To accommodate the facility demands of BCC's programs, PCCD and BCC partner together for budget monitoring to ensure accurate records are maintained. Steadfast work is conducted to ensure managers maintain strong fiscal accountability for their cost centers. BCC is entrusted with an Annual General Fund (Fund 1) budget of approximately \$22.3 million and is responsible for overseeing categorical projects (Fund 11) with a balance that fluctuates between \$15 and \$20 million in grant funding, as well as other restricted funds. Approximately 92% of general fund dollars are provided for salaries and benefits, leaving only 8% for discretionary spending in other areas.

As of January 30, 2023, BCC had 400 employees, consisting of: 8 Administrators, 70 Full-time Faculty, 267 Part-time Faculty, 54 Regular Classified Staff, 1 Short-term Hourly, and a host of student workers. Further analysis will be pivotal in examining whether the college's personnel infrastructure is sufficient to meet the operational needs of BCC.

## BAM vs RAM

In FY ..., the District established a Budget Allocation Model (BAM), whereby the proportionate share of District revenues and expenditures are passed along to the 4 Colleges based on the three-year averages of Full-time Equivalent Students (FTES) for each college as illustrated below:

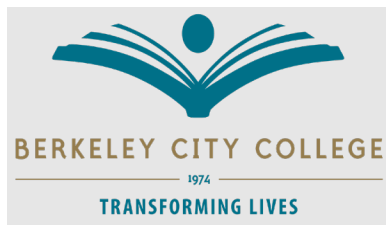
**Table 4 FTE Rolling Averages FY 2022-2023**

Three Year FTE Rolling Averages					
	College of Alameda	Laney College	Merritt College	Berkeley City College	Total
2019-2020 Recal	2,990	6,028	3,834	3,266	16,118
2020-2021 Recal	2,463	4,553	3,210	2,958	13,184
2021-2022 P2	2,380	4,061	2,987	2,413	11,841
<b>Average</b>	<b>2,611</b>	<b>4,881</b>	<b>3,344</b>	<b>2,879</b>	<b>13,714</b>
Percentage	19.04%	35.59%	24.38%	20.99%	100.00%

\*Taken from Table 7 of the Peralta Community College District Adopted Budget Book - Fiscal Year July 1, 2022 - June 30, 2023

BCC's BAM allocation for FY '23 is 20.99% and will be adjusted in successive years based on this formula.





A new Resource Allocation Model (RAM), scheduled to be implemented in FY '25, is still being finalized. However, the proposed funding model will place an emphasis on the colleges developing annual budgets that are based on SCFF metrics; individual college budgets will be established based on prior year revenue, rather than a rolling 3-year average (i.e., BAM). Therefore, in FY 24-25, funding levels will be set by the last full fiscal year of available FTES data which would be the FY 22-23 period. (The FY 24-25 Budget is developed during January 2024 - June 2024 during the FY 23-24 period, so the FY 23-24 reporting period would not be available).

BCC's current efforts to align financial resources with funding needs include:

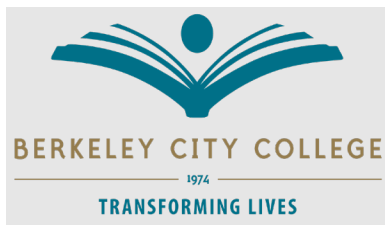
- Ongoing coordination with the District for budget monitoring/maintenance for accurate records
- Data review in Comprehensive Program Review
- Partnering with IPAR, IPC, and College Roundtable to share data with the community
- Actuals to Budget Year to Date Expenditures shared at Monthly IPAR meetings
- Analysis of hourly instructional/counseling/faculty costs: release time, overload, backfill, and its connection to collective bargaining agreement

BCC's future efforts to align financial resources with funding needs will include:

- PCCD Resource Allocation Manual (implementation in FY 24-25) Analysis of ALL discretionary funds
- Advancement of needs assessment and defining District vs. college responsibilities to ensure adequate deployment of resources
- Steadfast work with cost center managers to maintain strong fiscal accountability
- Possible establishment of BCC reserve

## **Goals and Strategic Actions for Fiscal Sustainability and Infrastructure Development over the Next Five Years**

BCC's goal is to clearly communicate, disseminate and effectively present financial information and support services to the college community in a way that promotes consistency, understanding, trust and transparency. Furthermore, it is our commitment to provide quality



service to our constituents in a responsive and effective manner which contributes to a work environment that promotes teaching and learning. These goals are achieved by:

- An accessible budget building process
- Support for the implementation of the Resource Allocation Model (RAM) with SCFF
- Continued partnership with the District
- Eliminating budget anomalies

## Budget & Planning

The Business & Administrative Services office will take the lead in providing a framework and budget development calendar to meet the objectives set out by the District. In order to meet these objectives, BCC will need to examine and deliver position controls in Round 1 & Round 2 in the Spring each year and submit a discretionary budget. BCC will also provide monthly budget updates at IPAR and through other forums to increase transparency during the budget development and reporting process.

## New Facilities

To prepare for future growth and to align our infrastructure with the current needs of the students we serve, BCC will be constructing a new 60,000 square foot auxiliary campus at 2118 Milvia, scheduled to break ground in 2023. The construction and on-boarding process is estimated to be 21 to 24 months. Various departments will be transitioned from 2050 Center Street (the main campus) to the new facility. Enhancements offered by the new building include additional classroom space, a student life/wellness center, a learning resource center, faculty offices, and public space for events and meetings. Additionally, upon the completion of 2118 Milvia, as part of Phase II of campus improvements, renovations will be made at 2050 Center Street to update and refresh BCC's main campus. Substantial planning and effort have gone into creating new spaces that will enhance teaching and learning at BCC.

# Teaching, Service, and Learning

Ongoing efforts to understand students' needs are embedded in the college's planning processes to guide efforts to more effectively serve students at BCC.

The COVID - 19 pandemic has drastically changed how we work and how BCC operates. Over the next five years, there are many unknown factors that the college faces, as well as challenges and opportunities that this new reality presents. BCC embraces the new reality and plans to focus its efforts on increasing student engagement and success, developing more responsive teaching and student support, and creating a more inclusive community as a roadmap for equitable student success and completion.

## Data Informed Processes and Innovation

BCC, with the support of PCCD, will engage in new and innovative ways to obtain and analyze data to understand post-pandemic trends in \_\_\_\_\_. BCC will analyze data based on the college's priorities, in alignment with the PCCD board's goals, and the Vision for Success. Examples for this are the questions that the College identified in the initial EMP planning retreat:

1. What would it look like for BCC to contribute to ending generational poverty in our local community?
2. What would it look like for BCC to reverse the impact of gentrification and support for local community members to continue to live in the area for generations to come?

Furthermore, one of the two recommendations that the 2021 Comprehensive Accreditation Peer Review identified for BCC is to ensure that BCC uses data-driven processes, with data disaggregated by race and ethnicity, as part of the institution's regular practice in making decisions.

## Teaching, Service, and Learning: Five Year Goals & Strategic Actions

- Provide culturally responsive professional development for all staff, faculty and admin that is anti-racist and antiracism and resists anti-black policies and practices.
- Implement professional development experiences for classified professionals (how do we state personal & prof)
- Implement zero cost textbook courses for students
- Provide culturally relevant curriculum and programs for students.



## Responsive Teaching and Student Support

Culturally responsive teaching and student support has been researched and recommended by multiple educational programs, institutes, and research organizations for decades. Accordingly, BCC is investigating what it would take for equity-minded teaching and student support to be the norm at BCC, and how we can identify what we need to change and improve in order to serve our students to achieve equitable outcomes. We are focused on three main strategies for making teaching and student support more culturally responsive.

### Professional Development (PD)

First, BCC is planning an equity-centered, college-wide professional development (PD) program for faculty, classified professionals, and administrators. This 5-year comprehensive PD is critically important in order for BCC to serve our students well and support more equitable student outcomes. In 2022-2023, BCC engaged in the statewide Institutional Effectiveness & Partnership Initiative (IEPI), which included two site visits from a team of peers to support BCC's professional development efforts. The one-time \$200,000 grant will augment PD programs that include developing curriculum for a New Faculty/Tenure-Track Academy, an Adjunct Faculty Symposium, a Classified Professional Retreat, and several other community engagement celebrations. [If BCC receives the \$300k culturally responsive pedagogy & practices grant, we can add that to the narrative as well, as that is a two-year grant.]

### Role of Technology

The role of technology has significantly changed post COVID - 19 emergency, both for teaching and learning and for providing student educational and academic support.

BCC continues to offer courses and student, educational, and academic support services in a balanced modality that includes fully-in person, hybrid, hyflex, and fully online (asynchronous and synchronous). Who, why, and for what goals students need to have courses and services offered in certain modalities have just started to be monitored post 2020 pandemic. One thing that is clear is that the role of technology is much more prominent and necessary in order for us to support equitable student success and completion. Some of BCC's efforts to improve and enhance the role of technology include:

- BCC, along with the 3 other colleges within the PCCD, is in the process of becoming a "teaching college" within the California Virtual College Online Education Initiative (CVC OEI) as part of the California State-wide OL course offering initiative. In CVC OEI, students can take fully OL courses within the California Community Colleges to complete their program if the courses are offered under the teaching college designation.



- High tech, High Touch Technology for student engagement is now a critical part of connecting with the students.
- To reduce barriers to student completion, lowering and/or eliminating textbook costs is another area the BCC faculty have been leading along with California's "Zero Cost Textbook" initiative. In the next 5 years, BCC strives to eliminate 100% of textbook costs by utilizing this system to eliminate the cost burden for students.

## **Inclusive Teaching & Student Support**

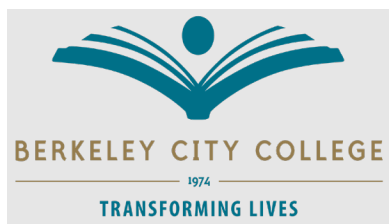
### **Spaces that support student engagement and community partnerships**

As BCC embarks on the opening of the new campus at 2118 Milvia street, in time for fall 2025, the College continues to develop teaching, learning, service, and community spaces that are reflective of BCC's values and strategic goals. The new 2118 Milvia campus includes multiple and integrated inclusive community spaces that focus on multicultural community areas. BCC is also in the process of establishing a Career Center Hub where all Career Education and Workforce Development will be under in one umbrella that address operation of the work-based learning, apprenticeship, and other cross section with the industry partners to provide real-world work experiences for the students that lead to firm-promise for the future employment.

### **Dual Enrollment**

BCC has made tremendous growth in Dual Enrollment in the last 4 years, increasing enrollment by over 200%. BCC's Dual Enrollment is rooted in the framework of the Guided Pathways. BCC's course offerings at the high school sites in particular through the College and Career Achievement Program (CCAP) are carefully planned by BCC's Instructional Deans and the High School Dual Enrollment Coordinator or their administrative representatives. Classes are chosen as part of a pathway, facilitating a sequence of coursework to support equitable completion where high school students are led to follow educational pathways to achieve their goals. As BCC's Academic and Career Communities are further defined, the six different clusters of choice of study can guide students through their educational journey at BCC.

Research indicates that over the next 5 years there will be a decline in the number of college-going middle and high school students who are in the pipeline for BCC. Enrollment among all ethnic groups, except for those students who identify as two or more races, are projected to decline. Currently, less than 30% of high school completers attend a community college from the Albany, Berkeley and Emeryville areas. BCC needs to conduct further research on enrollment trends to understand where and how we are losing college-going student populations in our feeder communities, and to identify specific strategies to pivot the College's outreach effort to capture students that may not realize the full benefits of coming to BCC.



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# Campus Culture and Climate

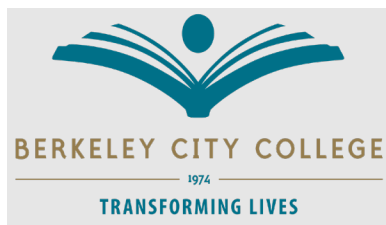
Berkeley City College is proud to serve the diverse community of the East Bay and is committed to creating a campus culture that is inclusive, racially just, and honors the community cultural wealth throughout the community.

Committed to equity and academic excellence, Berkeley City College has engaged in deep exploration and analysis on the impact of anti-racist, anti-sexist, and in queer solidarity practices. In 2020, the President's Task Force on Equity & Racial Justice was activated to analyze BCC's campus climate and make recommendations to the college and the president for advancing diversity and equity work. Comprised of representatives appointed by constituency groups, the task force worked with scholar researcher, Dr. Frank Harris, III, whose research specializes in anti-racist and equity-minded practices in California community colleges. Over the past three years, this group engaged in conducting student focus groups, reviewing institutional data, and collaborating with professional development programming.

Their work solidified that the college Student Equity & Achievement Plan must center the experience and academic excellence of historically minoritized students, especially from African-American/Black, Latinx, and Asian-American Pacific Islander communities.

## Campus Climate

National data from the Community College Student Engagement (CCSE) survey, show that..... Latinx students are the fastest growing student population across the state of California, yet not enrolling in higher education at similar rates to their counterparts.



Findings from the President's Taskforce include student voices expressing

Student climate narrative

Employee climate narrative

## **Diversity, Equity, and Inclusion**

Racial Justice work—promote throughout the community; SOS; HIS/AANAPISI; culturally responsive pedagogy & practices grant goals...

Campus Safety

Creating welcoming spaces

## **Equity in Action**

Implementation of a BCC Student Equity & Achievement provides the goals for addressing disproportionately impacted groups: African-American/Black, Latinx, and AAPI students.

Faculty, Classified professionals, and administrators represent the diversity of the student populations.

College embeds/infuses/integrates an anti-racist, anti-sexist, and in queer solidarity perspective for practice, processes, and procedures (e.g. preferred name for official docs, .

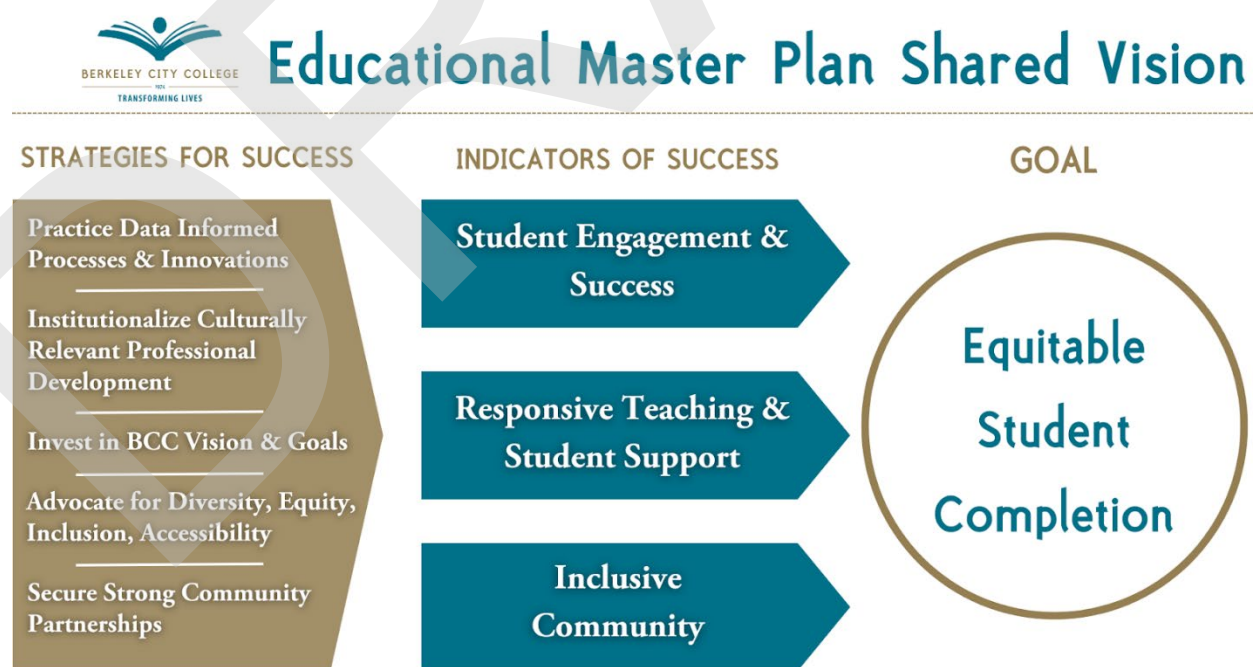
Collaborate with local school, businesses, and community partners to implement financial literacy education and resources.



# Setting College Priorities and Goals

The trends from our environmental scan, extensive research on best practices, and feedback sessions with the College community have provided the EMP Steering Committee with guiding principles to establish a roadmap for the next five years. Grounded in our mission, vision, and values, BCC's goal by 2028 is to achieve equitable student completion. In order to achieve this goal, we will rely on three indicators of success: (1) Student Engagement and Success, (2) Responsive teaching and learning, and (3) Inclusive community. We will prioritize and implement five Strategies for Success: (1) Practice data informed processes and innovations, (2) Institutionalize culturally relevant professional development, (3) Invest in BCC Vision and Goals, (4) Advocate for diversity, equity, inclusion, and accessibility, and (5) Secure strong community partnerships.

**Figure 9 (insert TITLE)**





The EMP roadmap ultimately focuses on equitable student completion, achieved via the five (5) strategies for success. The BCC Strategic Plan and other college plans will use this roadmap, integrate existing efforts in the Student Equity & Achievement plan, and outline activities, goals and metrics for the next 5 years. The EMP Steering Committee aims to DREAM that in five years, BCC will be:

- recognized as a Top 10 Aspen Finalist based on its high rates of student success and completion
- receive the Seal of Excelencia for its high success and completion rates for Latinx students
- nominated as one of the “Best Places to Work” for its success in creating an inclusive community, with state-of-the-art technology and facilities, and culturally responsive teaching and service practices
- a top producer in meeting the Student Centered Funding Formula metrics for apportionment
- awarded the Campaign for College Opportunity Black Student Transfer and Degree Equity Champion

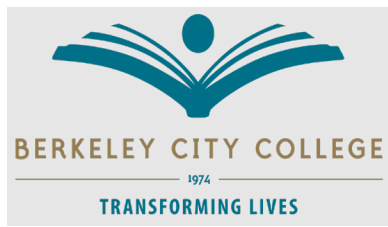
# Five Year Roadmap

BCC's five year roadmap will depend on effective execution of our college plans that are aligned with the strategies for success and indicators. Below is a table that summarizes how each college plan is designed to contribute to equitable student completion.



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## Appendices



## Appendix A. [name]

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