**Berkeley City College [Educational] Master Plan**

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1. Executive Summary: Focus, Goals, and Indicators of Excellence

[An approximately 2-page summary of the document’s main ideas.]

*The overarching focus for Berkeley City College, 2015-2020 is to eliminate the education gap and advance student access, equity and success with exemplary programs.*

1. Purpose and Process of the Berkeley City College Master Plan (BCCMP)
   1. Purpose

[Purpose and intended uses of the BCCMP]

* 1. Contextual Statements for Planning

[This is the BCC “Stew” which has to flavor everything in the plan.]

* + 1. Mission
       - Peralta CCD Mission
       - Berkeley City College Mission
    2. Vision
    3. Values
    4. Institutional Learning Outcomes

1. Environmental Scan and Emerging Trends

[Data provided through various sources—some shared categories across PCCD.]

* 1. External
     1. Service Area
     2. Population growth
     3. Participation rate
     4. Community needs
  2. Internal
     1. Student demographics
     2. Enrollment trends
     3. Student Achievement
  3. Comparative data
     1. Peralta CCD
     2. Bay area community colleges
     3. California community colleges
  4. State of the College

1. Key elements for EMP in the external environment
2. Key elements for EMP in BCC trend data
3. Key elements for EMP in comparative data
4. Indicators of Excellence: Equity, Access, Learning, Completion, Success

[Explanatory information about each. These are the continuous threads weaving across our goals, out of which we form our objectives/indicators.]

Effective practice guide: While the categories for our indicators of excellence are found across many of the existing plans and funding streams/projects of BCC and Peralta CCD, these are intended to be BCC’s compass for future actions over the next 5-6 years. Thus, we should not feel handcuffed to existing frames and usage of these ideas. The idea is to distill the indicators to core concepts, recognizing other aspects may be important but ancillary to the primary directions for the college at this time.

1. The Six Goals

[Based in the areas of college practice within which the core BCC mission is realized.]

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

Descriptions of BCC practice in which resilience is an emphasis

[Narrative descriptions of selected areas of BCC practice, especially highlighting areas in student and learning support services.]

* + - * Student life
      * Wraparound student and learning support services
      * Transitions (programmatic, career, and transfer)

Indicators of Excellence

[Objectives—measurable related to the indicators as they pertain to this goal.]

* + - * List measurable indicators here.

Effective practice guide: The indicators/objectives should not be many in number, or overly scattered in identified measures. Rather, they should be measures coming from our Indicators of Excellence (Equity, Access, Learning, Completion, Success) related to the particular areas of college practice.

1. College Competence: *To equip students with the skills and competencies, and the learning experiences, to successfully complete their college program.*

Descriptions of BCC practice in which college preparedness is an emphasis

[Narrative descriptions of selected areas of BCC practice.]

* + - * Outreach and placement
      * Bridge programs (to college; to transfer level)
      * Sequences ending in the first college level

Indicators of Excellence

[Objectives—measurable related to the indicators as they pertain to this goal.]

* + - * List measurable indicators here.

1. Career-Technical Education Certificates and Degrees: *To provide 1- and 2-year programs that result in livable employment in our area, and the opportunity for advancement in the career.*

Descriptions of BCC practice in which career-technical education certificates and degrees are an emphasis

[Narrative descriptions of selected areas of BCC practice.]

* + - * Program relevance and currency
      * Pathways and linkages
      * Gainful employment

Indicators of Excellence

[Objectives—measurable related to the indicators as they pertain to this goal.]

* + - * List measurable indicators here.

1. Transfer and Transfer Degrees: *To deliver programs of study and transfer pathways for degrees that prepare students, in a timely manner, for multiple transfer options.*

Descriptions of BCC practice in which transfer and transfer degrees are an emphasis

[Narrative descriptions of selected areas of BCC practice.]

* + - * First year experience
      * Coherent programs of study
      * Time to degree

Indicators of Excellence

[Objectives—measurable related to the indicators as they pertain to this goal.]

* + - * List measurable indicators here.

1. Institutional Sustainability: *To maintain BCC’s impact in education through innovation, internal and external collaboration and partnerships, and abundant resources.*

Descriptions of BCC practice in which resilience is an emphasis

[Narrative descriptions of selected areas of BCC practice.]

* + - * Educational collaborations
      * Community relationships
      * Maintaining and strengthening resources

Indicators of Excellence

[Objectives—measurable related to the indicators as they pertain to this goal.]

* + - * List measurable indicators here.

IV. Implementation of BCC’s Master Plan

[A description of how the BCCMP informs planning, response to funding streams,

participation in grants, and special programs.]

1. Integration with Planning and Resource Allocation

i. Technology, Facilities, Staffing and Enrollment Management Plans

ii. Program Review (including Annual Updates) and Prioritization of Resource Needs

iii. Student learning outcomes assessment

iv. Budgeting

B. Student Success and Equity Funding

i. SSSP

ii. Equity Funding

C. Grants and Special Programs