

Berkeley City College's Education Master Plan (EMP) for 2016-2021 is to achieve equity and to eliminate the education gap in student access (participation), learning, completion, and success with exemplary programs and to provide a way to ensure the college's energies are directed toward the success of all students. BCC recognizes that the equity gap is deeply influenced by higher education practices, many of which have remained unchanged, at the core, over the past half-century. No significant progress can be made in eliminating the equity gap until the college takes ownership of the issue and adopts institutional and pedagogical procedures and processes specifically designed to achieve equitable outcomes across all student populations.

We will strive to achieve equity and eliminate the education gap by developing a two-year strategic plan with measurable indicators that are aligned to the EMP's five goals:

- (I) Strengthen Resilience**
- (II) Raise College Competence**
- (III) Enhance Career-Technical Education Certificates and Degrees**
- (IV) Increase Transfer and Transfer Degrees**
- (V) Ensure Institutional Sustainability**

The BCC 2018-20 Strategic Plan's indicators of excellence highlight the college's commitment to advancing equity and drive the development of performance indicators for assessing the college's progress toward achieving the five college goals. Meeting each goal optimally will require demonstrating the progress of all indicators incrementally each year across the institution's programs. Achievement of the equity-based performance indicators will also have a measurable impact on the college's overall student success.

To achieve the targets of our 2018-20 Strategic Plan indicators of excellence, Berkeley City College will apply the following strategies:

1. Utilize researched based best practices to increase student access (participation), learning, completion, and success with exemplary programs that include:
  - Utilizing previous learning experiences for placement
  - Guided exploration for undecided students
  - Clearly delineating program requirements (default course sequence)
  - Developmental education transformation
  - Providing proactive, embedded and integrated student support
  - Maximizing and enhancing learning communities
  - Increasing student engagement in support and instructional services.
2. Develop integrated communities of practice aligned to the students' educational pathways to provide more connected learning experiences inside and outside of the classroom;
3. Incorporate technology tools to communicate, support and customize the student experience;
4. Develop data infrastructure to track and evaluate student and program progress;
5. Develop mechanisms to assess the student experience to ensure quality programs and services.

# 2018-20 Strategic Plan

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

**Related Activities & Impact:**

- A. Ongoing Assessment of Student Services Model Adopted in 16-18 strategic goals, Continue Super Saturdays, College and Career Fairs, Transfer Fairs, Health Fairs, Website Refresh/Redesign, Develop and Implement a Strategic Marketing and Outreach Plan (PIO & Dean of Enrollment Services), Expand Instructional Outreach to New Learners in Industry and Educational Partners
- B. Continue Monitoring SEP Completion and Utilize Starfish Early Alert, LC: Implementing targeted enrollment to Hispanic and African American students.
- C. All Learning Communities and Promise Students receive comprehensive SEPS in their first 2 semesters. (IP)
- D. Implement Scaling Strategies for LCs focused on increasing African American, Hispanic, Older Adult enrollment
- E. Continue Starfish Early Alert Implementation to continue Follow Up Contacts
- F. Continue Faculty Advising Coordination and Assessment
- G. Increase dual enrollment (IP)

**Indicator A.** Increase student participation in BCC (instructional and student service) programs that lead to the completion of a certificate, degree, or transfer by 3% with the goal of increasing African American participation to 19.5%.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
<b>Overall Enrollment (BI)</b>	11,349	2,156		11,313	
<b>African American Enrollment (BI)</b>	17% (N=1,929)	19% (N=2,156)		19.5% (N=2,313)	
<b>Hispanic Enrollment (BI)</b>	26% (N=2,997)	(to be set)		(to be set)	

**Indicator B.** Increase the number of students who complete a Student Educational Plan within their second semester at BCC by 20%.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
<b>Overall SEP Completion (all SEP visits) (PS)</b>	5,379	6,212		6523	

**Indicator C.** Increase overall persistence of students enrolling in the first three consecutive terms by 2% with the goal of increasing the persistence of African American students by 4%.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
<b>Overall Persistence (SS)</b>	68.7% (N=630)	69.8%		70.6%	
<b>African American Persistence (SS)</b>	63.8% (N=58)	66.8%		67.8%	
<b>Hispanic Persistence (SS)</b>	71.2% (N=52)	(to be set)		(to be set)	

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

### Related Activities & Impact:

- A. LCs will develop and implement a 2-year sequenced course schedule for all students enrolled in LCs
- B. Continue and Assess impact and effectiveness of implementing accelerated pedagogy. Continue the BSSOT pilot embedded tutoring for ESOL
- C. Continue and Assess impact and effectiveness of new course content, Scale embedded tutoring in English
- D. Continue and Assess impact and effectiveness of implementing cohort English 1A, Scale embedded tutoring in Math
- E. Continue curriculum alignment and Assess impact and effectiveness
- F. Scale embedded tutoring in English
- G. Continue adoption and implementation of AB 705 and multiple measures strategies

### Indicator A. Increase college's fall course success for underprepared students by 13% and 15.7% for underprepared African American students.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall Underprepared <sup>(BI)</sup>	45% (N=225)	54%		58%	
Underprepared African American <sup>(BI)</sup>	34% (N=163)	45.7%		49.7%	
Underprepared Hispanic/Latino <sup>(BI)</sup>	44% (N=162)	(to be set)		(to be set)	

### Indicator B. Increase ESL momentum (students first enrolled in an ESL credit course who completed a college-level English course) for Hispanic students by 4%.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall ESL Momentum <sup>(SS)</sup>	32.1% (N=222)	32.7%		32.9%	
Hispanic ESL Momentum <sup>(SS)</sup>	27.5% (N=40)	30.5%		31.5%	
African American ESL Momentum <sup>(SS)</sup>	44.4% (N=Suppressed)	(to be set)		(to be set)	

### Indicator C. Increase overall pre-transfer level English momentum (students first enrolled in a remedial English credit course who completed a college-level English course) by 3.3% and 10% for African American students.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall English Momentum <sup>(SS)</sup>	37% (N=640)	39.4%		40.3%	
African American English Momentum <sup>(SS)</sup>	24.7% (N=172)	32.2%		34.7%	
Hispanic English Momentum <sup>(SS)</sup>	29.7% (N=91)	(to be set)		(to be set)	

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**Indicator D.** Increase pre-transfer level Math momentum (students first enrolled in a remedial Math credit course who completed a college-level Math course) for African American students to 38.7%.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall Pre-Transfer Math Momentum <sup>(SS)</sup>	40.8% (N=617)	42.6%		43.3%	
African American Math Momentum <sup>(SS)</sup>	29.8% (N=141)	36.5%		38.7%	
Hispanic Math Momentum <sup>(SS)</sup>	40.8% (N=76)	(to be set)		(to be set)	

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

**Related Activities & Impact:**

- A. Revamp and Revitalize CE Program Advisory Committees. Institute an Annual Program Advisory for Industry Partners. Develop and Implement a Career Education Fair with BCC programs and Industry Partners.
- B. Develop non-credit CDCP program certificate in Health and Services to create a bridge to Adult School population. Complete Multimedia Arts program Alignment through curriculum revisions. Implement Teacher Education Pathway. Revamp CIS curriculum and create CS non-credit and credit programs.
- C. Continue CE counseling liaison and program training
- D. Continue collaboration with career and transfer center for transfer and/or job development, including opportunities for internship and job placement

**Indicator A.** Increase the overall CTE participation (access) rate by 15% and 78% for Hispanic students.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall CTE <sup>(SS)</sup>	373	423		430	
Hispanic Students CTE <sup>(SS)</sup>	32	50		57	
African American CTE <sup>(SS)</sup>	55	(to be set)		(to be set)	

**Indicator B.** Increase CTE completion of certificate or degree by students who took 8 units in a single discipline for students 25 and older to 42.3%.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall CTE Completion <sup>(SS)</sup>	39.1%	44.2%		46%	
25 and older CTE Completion <sup>(SS)</sup>	31.8%	39.7%		42.3%	

**Indicator C.** Increase the overall number of students who earn CTE certificates by 10% and 20% for African American students.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall CTE Earned <sup>(BI)</sup>	397	427		438	
CTE African American <sup>(BI)</sup>	41	49		51	

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

## Related Activities & Impact:

- A. Develop and Institute a new employee orientation to include a session for all new faculty.
- B. The Teaching and Learning Center will offer professional development to increase cultural responsiveness among faculty to serve African American and Hispanic Students.
- C. Continue adoption and implementation of AB 705 and multiple measures strategies.
- D. Implement Guided Pathways workplans.
- E. Scale Promise Pathways Programs- Berkeley, Peralta/Oakland, and Richmond
- F. Continue to enhance CE programs through Strong Workforce local and regional
- G. Include non-credit curriculum in strategic cohort model to increase English momentum from precollege to completion of college level English 1A.
- H. Scale up embedded tutors in all basic skill math classes.
- I. Continue career and transfer center expansion including a PT counselor and Internship Lead

**Indicator A.** Increase the completion rate of degrees or transfers for African American Students from 22.4% to 41.2%.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
<b>Overall Completion<sup>(SS)</sup></b>	45.4% (N=630)	46.2%		46.7%	
<b>African American Completion<sup>(SS)</sup></b>	22.4% (N=58)	36.5%		41.2%	
<b>Hispanic Completion<sup>(SS)</sup></b>	40.4% (N=52)	(to be set)		(to be set)	

**Indicator B.** Transfers: Increase the number of students transferring from BCC to any 4-year college or university by 9% and 79% for Hispanic students.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
<b>Overall Transfers<sup>(DM)</sup></b>	417	449		460	
<b>Hispanic Students Transfer<sup>(DM)</sup></b>	54	86		97	
<b>African American Transfer<sup>(DM)</sup></b>	107	(to be set)		(to be set)	

**Indicator C.** Degrees: Increase the number of students earning degrees by 22% and 80% for African American students.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
<b>Overall Degrees<sup>(DM)</sup></b>	349	407		429	
<b>African American Degrees<sup>(BI)</sup></b>	54	86		97	
<b>Hispanic Degrees<sup>(BI)</sup></b>	105	(to be set)		(to be set)	

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

### Related Activities & Impact:

- A. Coordinate and scale in-reach and outreach activities, including student engagement in college-wide events and production of marketing materials and use of social media
  - 1. Continue and Assess impact and effectiveness of new software for Career and Job Development
  - 2. Pilot and Implement Starfish early alert program
  - 3. Scale Embedded Tutors in college level courses
- B. Increase Faculty and Administrative participation in Community and Industry projects and networking events, such as Berkeley and Oakland Chamber of Commerce, Alignment Eastbay, Berkeley Start Up Cluster, Silicon Valley Leadership group
- C. Research and apply for state, federal, and private foundation grants (2-3 per year minimum)...2018...applied for Lumina, Catalyst, Veterans, Bayer Foundation
  - 1. Institute **Annual** Berkeley Promise Scholarship Celebration/Fundraiser
  - 2. Institute Annual Undocumented/Dreamers Scholarship Fundraiser

### Indicator A. Increase the rate of full time equivalent students (FTES) by 9%, through increased retention.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
<b>FTES Rate<sup>(BI)</sup></b>	3,924	4,159		4,277	

### Indicator B. Increase BCC's external collaboration and partnerships by 32%.

	Baseline 2017-18	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
<b>Audit Findings</b>	38			50	

### Indicator C. Increase resources through fundraising and grants to \$250,000.

	Baseline 2017-18	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
<b>BAM Operation</b>	\$50K	\$100K		\$250K	

### Indicator D. Complete Workplans 1, 2, and 10 of the Guided Pathway Initiative.

	Baseline 2017-18	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
<b>BAM Operation</b>	Prioritized Workplans 1, 2, & 10	Complete Workplans 1 & 2		Complete Workplans 1, 2, & 10	