

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.

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 2016-18 strategic goals, Continue Super Saturdays, College and Career Fairs, Transfer Fairs, Health Fairs, Campus Resource 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
- C. All Learning Communities (LCs) and Promise Students receive comprehensive SEPS in their first 2 semesters. (IP)
- D. Implement Scaling Strategies for Learning Communities focused on increasing African American, Hispanic, Older Adult enrollment
- E. Establish and assess methods for ensuring all incoming students are introduced to academic and support services such as the Library, Learning Resource Center, Career and Transfer Center, and Wellness Center within their first year
- F. Continue Starfish Early Alert Implementation to continue Follow Up Contacts
- G. Continue Faculty Advising Coordination and Assessment
- H. Increase dual enrollment (IP)
- I. Standardize follow up for students with no SEP, no major, and academic standing (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
Overall Enrollment (BI)	11,349	2,156		11,313	
African American Enrollment (BI)	17% (N=1,929)	19% (N=2,156)		19.5% (N=2,313)	
Hispanic Enrollment (BI)	26% (N=2,997)	27% (N=3,027)		27.5% (N=3,042)	

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
Overall SEP Completion (all SEP visits) (PS)	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
Overall Persistence (SS)	68.7% (N=630)	69.8%		70.6%	
African American Persistence (SS)	63.8% (N=58)	66.8%		67.8%	
Hispanic Persistence (SS)	71.2% (N=52)	72.2%		73.1%	

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 the effectiveness of implementing accelerated pedagogy (IP)
- C. Continue and assess the effectiveness of new course content
- D. Continue and assess the effectiveness of implementing cohort English 1A
- E. Continue curriculum alignment and assess the effectiveness (IP)
- F. Scale and assess the impact of embedded tutoring in ESOL, English, and Math (IP)
- G. Continue adoption and implementation of AB 705 and multiple measures strategies (IP)
- H. Continue, assess, and strengthen 'just in time' academic wrap-around support services such as the library and Learning Resource Center
- I. Increase online academic and support services for online students
- J. Increase support services for online instructors and professional development opportunities for faculty who teach and/or want to teach online.

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^(BI)	45% (N=225)	54%		58%	
Underprepared African American^(BI)	34% (N=163)	45.7%		49.7%	
Underprepared Hispanic/Latino^(BI)	44% (N=162)	54.2%		57.6%	

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

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall ESL Momentum^(SS)	32.1% (N=222)	32.7%		32.9%	
Hispanic ESL Momentum^(SS)	27.5% (N=40)	30.5%		31.5%	
African American ESL Momentum^(SS)	44.4% (N=Suppressed)	58.4%		64%	

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 in one year.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall English Momentum^(SS)	37% (N=640)	39.4%		40.3%	
African American English Momentum^(SS)	24.7% (N=172)	32.2%		34.7%	
Hispanic English Momentum^(SS)	29.7% (N=91)	51.5%		58.8%	

*Indicators C & D metrics will be revised to include annual cohort of transfer outcomes and phase out the state's 6-year cohort per AB705 requirements.

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% in one year.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall Pre-Transfer Math Momentum^(SS)	40.8% (N=617)	42.6%		43.3%	
African American Math Momentum^(SS)	29.8% (N=141)	36.5%		38.7%	
Hispanic Math Momentum^(SS)	40.8% (N=76)	56.2%		62.3%	

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 and implement non-credit CDCP program certificates in CE Programs to create a bridge to Adult School population
- C. Implement Teacher Education Pathway
- D. Revamp CIS curriculum and create CS non-credit and credit programs
- E. Complete Multimedia Arts program Alignment through curriculum revisions
- F. Continue CE counseling liaison and program training
- G. Continue periodic review of CE curriculum to ensure that the content being taught is current, relevant, and meets industry standards. (SWK/PRK)
- H. Build curriculum pathway pipelines with local high schools (SWF)
- I. Provide a dedicated counselor to CE students (PRK)
- J. Establish a bi-annual CE training for counselors to learn about CE programs and discuss retention strategies and best practices for student success (SWF)
- K. Continue to incorporate supplemental instruction, bootcamps, and design thinking in the classrooms (SWF/SAP)
- L. Develop marketing strategies to better promote CE programs (SWF/PRK)
- M. Increase work-based learning opportunities (SWF/PRK)
- N. Purchase supplies and equipment to upgrade CE programs to meet industry standards (SWF/PRK/LTY)
- O. Build relationships with industry partners to strengthen Program Advisory Committees and increase opportunities for work-based learning and job placement (PRK)
- P. Continue collaboration with career and transfer center for transfer and/or job development, including opportunities for internship and job placement (SWF/PRK)

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^(SS)	373	423		430	
Hispanic Students CTE^(SS)	32	50		57	
African American CTE^(SS)	55	73		79	

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^(SS)	39.1%	44.2%		46%	
25 and older CTE Completion^(SS)	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^(BI)	397	427		438	
African American CTE^(BI)	41	49		51	
Hispanic Students CTE^(SS)	105	131		143	

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. Scale Promise Pathways Programs- Berkeley, Peralta/Oakland, and Richmond
- E. Continue to enhance local and regional CE programs through Strong Workforce (SWF)
- F. Include non-credit curriculum in strategic cohort model to increase English momentum from precollege to completion of college level English 1A.
- G. Enhance embedded tutoring in ESOL, English, and math classes
- H. Increase access to textbooks and digital materials that support current and emerging curriculum
- I. Continue Career and Transfer Center expansion including a PT counselor and Internship Lead
- J. Upgrade college-wide technology components (IP)
- K. Strengthen diversity and community building with speakers, create a safezone, Title IX, TRAUMA (IP)

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
Overall Completion^(SS)	45.4% (N=630)	46.2%		46.7%	
African American Completion^(SS)	22.4% (N=58)	36.5%		41.2%	
Hispanic Completion^(SS)	40.4% (N=52)	44.4%		45.4%	

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.

2018-20 Strategic Plan

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall Transfers^(DM)	417	449		460	
Hispanic Students Transfer^(DM)	33	52		59	
African American Transfer^(DM)	48	69		76	

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
Overall Degrees^(DM)	349	407		429	
African American Degrees^(BI)	54	86		97	
Hispanic Degrees^(BI)	105	135		145	

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. Implement Guided Pathways workplans 1, 2, and 10 (GP)
- C. Increase Faculty and Administrative participation in Community and Industry projects and networking events, such a Berkeley and Oakland Chamber of Commerce, Alignment Eastbay, Berkeley Start Up Cluster, Silicon Valley Leadership group
- D. Research and apply for state, federal, and private foundation grants (2-3 per year minimum)
 - 1. Institute Annual Berkeley Promise Scholarship Celebration/Fundraiser
 - 2. Institute Annual Undocumented/Dreamers Scholarship Fundraiser
- E. Continue to support and find additional resources for existing facilities and technologies
- F. Increase online academic and support services for online students

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
FTES Rate^(BI)	3,924	4,159		4,277	

Indicator B. Increase BCC's external collaboration and partnerships that are mutually beneficial by 32%.

	Baseline 2017-18	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Partnerships	38	45		50	

Indicator C. Increase resources through fundraising and state, federal, and private grants to \$500,000.

	Baseline 2017-18	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Funding Raised	\$50K	\$100K		\$500K	

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
GP Workplans	Prioritized Workplans 1, 2, & 10	Complete Workplans 1 & 2		Complete Workplans 1, 2, & 10	