



INTEGRATED STRATEGIC ENROLLMENT MANAGEMENT PLAN

2018 – 2021



BERKELEY CITY COLLEGE

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BERKELEY CITY COLLEGE INTEGRATED STRATEGIC ENROLLMENT MANAGEMENT PLAN 2018-2021 **DRAFT**

INTRODUCTION

A construction of the Berkeley City College (BCC) Integrated Strategic Enrollment Management Plan (ISEMP) came particularly timely in 2018-2019 not only because it is time for assessment, reflection, and revision through action plans but also due to the multiple new state and federal legislated initiatives that now frame our plan much differently from the past.

Process:

The development of the 2018-2021 BCC ISEMP is based on BCC's 2018-2020 Strategic Plan that elicits five distinctive goals with measurable indicators that have been adopted by the College Roundtable for Planning and Budgeting Council in September 24, 2018. These goals and indicators align with the BCC Educational Master Plan (EMP) for 2016-2021 that strongly emphasizes the college's commitment to achieve equity and to eliminate the educational gap in student access (participation), learning, completion, and success with exemplary programs and services to ensure the college's energies are directed toward the success of all students.

BCC 2018 -2021 ISEMP also aligns with the Peralta Community College District's (PCCD) Strategic 2017 Plan which is linked with the California Community College Chancellor's Office Vision for Success. A cross-walk chart that reflects this alignment is included in the Appendix section (Appendix 1).

BCC 2018-2021 ISEMP development process and timeline were framed by the fact that the plan be included in the Peralta Community College District's response to the Accrediting Commission for California Junior and Community Colleges (ACCJC) regarding the District's five-year Strategic Fiscal Plan that is due to ACCJC on May 1, 2019. While BCC's 2018-2021 ISEMP includes participatory governance groups' input and feedback thus far, this will be an ongoing review with the college community with data, analysis of the data, assessment and discussion on improvements and strategies for actions to increase enrollment and student success. BCC anticipates capturing these momentums on a regular basis through our participatory governance structure in order to meet our goals.

Major Legislative Changes:

BCC is ready to implement AB 705 in time for summer and fall 2019 priority registration (April 2019) for Math and English. So as to avoid unnecessary and excessive placement of students into remedial courses, high school coursework, school grades, GPA, and/or self-guided placement methods will be used to determine students' enrollment into transfer-level courses in Math and English. At BCC, courses in English and Math have been augmented by adding

supporting courses (NC and CR) to ensure student’s successful completion of transfer-level courses in a one-year timeframe.

BCC developed a work plan for 2018-2019 for the California Community College Guided Pathways (GP) model in spring 2018 focusing on: a) Cross-functional inquiry, b) Shared Metrics for identifying challenges and tracking student success, and c) Integrated Technology Infrastructure for Student Success. BCC is in the process of formulating four key work groups that are led by Administrator and Faculty co-leads: Preparation, Moving in, Moving through, and Moving on. Cross-functional groups consisting of faculty, students, classified staff and administrators will take a critically important role in addressing and achieving some of the goals identified in the BCC ISEMP as many of the work plan activities in GP and BCC ISEMP overlap.

Also in 2018-2019, California legislators changed the funding formula for the California Community Colleges. Departing from the traditional SB 361, apportionment-based funding model, a Student Centered Funding Formula (SCFF) was introduced and implemented where Enrollment (or Base), Supplemental (low income and marginalized population), and Student Success (accountability for completion of programs, job attainment with living wages , and transfer to 4 year institutions) allocations constitute three major components of the new funding formula. Three year stability has been established for the colleges to transition into this formula fully by 2020–2021, with the distribution ratio of 60% Enrollment/Base, 20% Supplemental and 20% Student Success.

BCC MISSION, VISION, VALUES, and 2018-2020 STRATEGIC GOALS

Mission

Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, 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 will be a leader in equitable academic excellence, collaboration, innovation and transformation, as a premier, diverse, student-centered learning community.

Values

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

- Academic Excellence and Student Learning. We value our students' intellectual capacity and potential, as well as their varied educational and experiential backgrounds, learning styles, and educational objectives.
- 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.
- Engaged Citizenship in a Complex Changing Global Society. We value the fact that students live and work in an intercultural and increasingly complex society and world.
- Innovation and Flexibility. We value a climate of inquiry and 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.
- A Respectful and Collegial Workplace. We value the high quality that characterizes everything we do, and the ability to achieve academic excellence in a collegial workplace. We value the achievement of intercultural proficiency across all employee groups, a living wage for every full time employee, and an environment which supports continuous professional development.

[Mission adopted by Berkeley City College, as revised, March 2016. Vision and Values adopted by Berkeley City College, as revised, April 2016.]

2018-2020 BCC Strategic 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

BERKELEY CITY COLLEGE INTEGRATED STRATEGIC ENROLLMENT MANAGEMENT PLAN MISSION

The Berkeley City College Integrated Strategic Enrollment Management Plan (BCC ISEMP) represents a college-wide collaborative effort, guided by the college's mission, vision and strategic priorities, to achieve our goals for outreach and recruitment for students, sequenced pathway course and program offerings, job attainment with living wages, and transfer to 4 year institutions.

BROAD GOALS OF THE BCC ISEMP

1. Reflect, assess, and revise 2015-2018 BCC ISMP to be in alignment with the 2016-2021 BCC Educational Master Plan (EMP) goals and priorities.
2. Create clear course sequencing pathways per term for each Certificate and Degree and increase number of students successfully completing each program per term/year.
3. Develop a comprehensive and effective inreach, outreach, recruitment, and marketing plan that supports meeting BCC's enrollment and FTES goals.
4. Meet and exceed college enrollment and FTES goals by increasing student success, retention, persistence and completion.
5. Increase student satisfaction and engagement across all support services, instruction, and auxiliary services at BCC to contribute to student retention, persistence and completion.
6. Aim to have a bullet-proof technology infrastructure (eliminate unnecessary technological glitches) for student use: admission, registration, Student Educational Planning (SEP), add codes, wait lists, Financial Aid, etc.)
7. BCC ISEMP contributes to the PCCD 5 year Integrated Strategic Fiscal Plan that is required by ACCJC per the November 20, 2018 letter – submission date, May 1, 2019)

BERKELEY CITY COLLEGE GUIDING PRINCIPLES

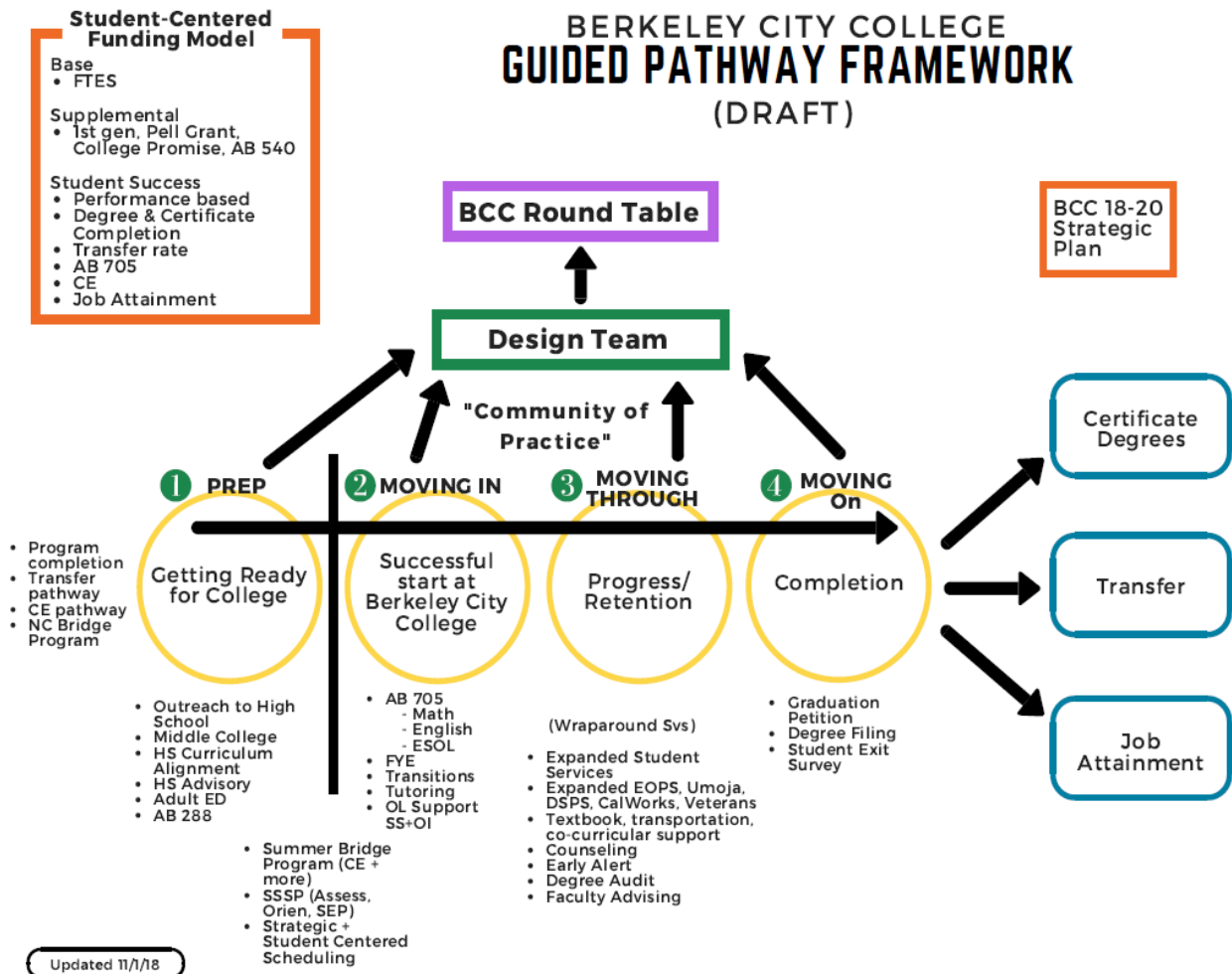
- Students first
- Paradigm shift for new direction with support
- Encourage innovation
- Promote data-driven discussion and decision making
- Promote cross-pollination
- Exhibit fiscal responsibility
- Focus on long term viability

BCC ENROLLMENT MANAGEMENT COMMITTEE CHARGE

1. Develop BCC ISEMP 2018-2021 and identify benchmarks in coordination with the
2. Roundtable Council and Guided Pathway Design Team.
 - a. Align BCC ISEMP with exiting 18-20 strategic priorities and goals
 - b. Align BCC ISEMP with district-wide priorities and goals
 - c. Align BCC ISEMP with college budget priorities based on SCFF and its calculator
3. Monitor and track progress made on the BCC ISEMP to ensure that the actions are leading to the goals of the BCC ISEMP.
4. Develop BCC ISEMP process that avoids duplication of resources and work.
 - a. Align and/or combine ISEMP committee with existing college committees (Enrollment Management Committee and Guided Pathway Design Team/Advisory?)
5. Develop BCC ISEMP informed improvement and institutional effectiveness process to track CC ISEMP work, institutional performance for system-wide improvements.

THE FRAMEWORK

The 4 areas illustrated in the Guided Pathways (GP) graphic below represent key phases in the student life cycle and pathways that will lead them to achieve their goals of attaining certificates and degrees and/or certificates and degrees with jobs with living wages and transfer to 4 year institutions.



STUDENT CENTERED FUNDING FORMULA AND ENROLLMENT MANAGEMENT GOALS FOR BCC

To develop specific Enrollment Management goals, the college used the California State Chancellor's Office Student Centered Funding Formula (SCFF, 2018-2019) calculator to make realistic projections in the three primary areas: FTES or enrollment, Supplemental, and Student Success.

BCC has been carefully reviewing data, enrollment trends, and any barriers that we may create while serving our students especially since an enrollment decline became acute. Recommended by the college President and endorsed by the Roundtable for Planning and Budgeting Council, BCC's Enrollment Management Committee was enacted in fall 2018. Student Services and the Office of Instruction began meeting to discuss a holistic approach to enrollment management and identified strategies and developed plans of action to enroll more students into classes and to help them stay on track to achieve their educational goals. BCC's participatory governance and constituency groups have been deeply involved in the review of the draft BCC 2018-2021 ISEMP. The review and assessment of the goals will be ongoing through the participatory governance structure to ensure that the goals set are met successfully.

For now, BCC is temporarily setting goals of: 2% increase in enrollment (FTES), a 2% increase in supplemental and a 1% increase in student success respectively. Once data from 2018-2019 (current year) is available in May 2019, particularly in the Student Success category, we will identify areas of growth and decline, and adjust our goals accordingly. (Appendix 2)

For example, Pell Grant recipients increased by 25% in 2018-2019 from 2017-2018, which lets us project higher growth than the 1% goal currently set.

Below is the summary of areas of higher growth projected and areas that need extra efforts in order to address trends of decline.

Projected areas of growth

BCC will focus on increasing enrollment in the following areas:

1. Pell Grant Recipients (supplemental)
2. California Promise Grant Recipients (supplemental)
3. Special Admits high school and adult school students (FTES)
4. Distance Education seeking students (FTES and Student Success)
5. Non Credit, Career Development and College Preparation (CDCP) short NC certificates (FTES and Student Success)
6. Transfer level Math and English completed in one year (Student Success)
7. Associate Degree for Transfer (AD-T) (Student Success)

Projected areas of decline that need special focus for action plans to meet BCC goals

1. AB 540 students (supplemental)
2. International students (FTES)

Specific actions to support the growth of these areas are included in the section, "BCC ISEMP Goals".

STRATEGIC FRAMEWORK (2018-2020 BCC STRATEGIC PLAN) TO ACHIEVE BCC ISEMP GOALS

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

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.

BCC INTEGRATED STRATEGIC ENROLLMENT MANAGEMENT GOALS

Following BCC ISEM goals are developed based on the delineated activities identified in the BCC Guided Pathways Work Plan 2018-2019 (Appendix 3) as well as the BCC 2018-2020 Strategic Plan (Appendix 4). Each action is linked with these activities listed in these two documents. In addition, person(s) or group(s) responsible for each activity and aimed timeline for execution are noted. These action plans will be reviewed regularly through BCC participatory governance structure and ensure to meet the set goals.

*Glossaries: GP Work Plan1 (WP1), GP Work Plan 2 (WP2), GP Work Plan 10 (WP10)
GP Work Group Preparation (PP), GP Work Group Moving In (GPMI), GP Work Group Moving Through (GPMT), GP Work Group Moving On (GPMO)*

A) Strategic Scheduling of Classes:

Actions	BCC 18-20 Strategic Plan	BCC Guided Pathways	SCFF	Responsible	18-19	19-20	20-21
Offer courses focused on historical data & students' needs that create effective pathway for completion.	GIII.H GV. B	WP 1,2,10 GPMI, GPMT, GPMO	All (FTES, Supplemental, Student Success/ completion)	Chairs Faculty Deans, VPI	X	X	X
Implementation of Block Scheduling.		WP1&2&10 GPMI GPMT GPMO	All	Chairs Faculty Deans VPI		X	X
Offer courses based on the sequencing in alignment with the Guided Pathways Initiative. Multiple format of summer course offerings (i.e. 6-week session with 8-week session, etc.) to meet student needs, including Online courses.	GII.E	WP1&2 GPPP GPMI GPMT GPMO	All	Chairs Faculty Deans VPI	X	X	X
Increase Online Education courses, where pedagogically appropriate and where the demands are, ensuring student success.	GII.B GII.C GV.F	WP 1,2,10 GPMI PGMT GPMO	All	Academic Senate Deans, VPI, Chairs, DE Committee (new)	X	X	X
Increase numbers of students who enter into Freshman Year Experience Learning Communities (FYELC) who will all have clearly delineated 2 year SEP (or pathway sequence of course taking plan). Strategically recruit all Promise (California, Berkeley, and Richmond) program students into FYELC.	GI.B GII.A GI.D	WP 1&2 GPPP GPMI GPMT GPMO	Supplemental & Student Success/ completion	Associate Dean of Educational Success,	X	X	X
Increase number of Dual Enrollment courses with all HS Unified partners where HSUSD students enter into BCC pathway programs in both General Education (GE) and Career Education (CE) areas.	GI.H	WP 1&2 GPPP GPMI GPMT GPMO	All	Chairs, Deans, VPI, DE committee (new), Academic Senate	X	X	X

Actions	BCC 18-20 Strategic Plan	BCC Guided Pathways	SCFF	Responsible	18-19	19-20	20-21
Increase number of Adult School students matriculating into BCC's pathway programs including ESOL and NC CDCP.	GIV.F GIII.B		Supplemental	Associate Dean of Educational Success, Dean of Liberal Arts, VPI	X	X	X
Complete Multimedia Arts program alignment through curriculum revisions and increase number of students who complete MMART programs.	GIII.E	WP 1&2 GPPP GPMI GPMT GPMO	All CE	Chairs Faculty Deans VPI	X	X	
Develop Computer Science (CS) program that is competitive in the area (departing from CIS)	GIII.D	WP1&2 GPPP GPMI GPMT GPMO	All	Chairs Faculty Deans VPI	X	X	
Implement Teacher Education Program Pathways with HSUSD/Adult schools, BCC and 4 year institutions. Increase number of students who obtain Certificates and Degrees.	GIII.D	WP 1&2 GPPP GPMI GPMT GPMO	Supplemental /completion CE	Chairs, Faculty Deans VPI	X	X	X
Increase work-based learning opportunities particularly for CE area and increase number of students obtaining jobs with living wages.	GIII.M GIV.E	WP 1&2 GPMT GPMO	All completion	Chairs Faculty Deans VPI		X	X
Work directly with the Director of International Student Program to align student interests with BCC academic pathway offerings (away from current "business model"). Leverage the development of AB 705 for ESOL by fall 2020 and develop a strategic recruitment plan that is based on the program completion or transfer. Provide material to the International Program (currently a District's jurisdiction) Encourage international students to develop SEP.	GI.B GI.F GI.I GII.G	WP 1,2,&3 GPPP GPMI GPMT GPMO	FTES Student Success	ESOL faculty Dean Director of International Student Program VPI, VPSS	X	X	X

B) Strategic Outreach

Social Media Efforts

Actions	BCC 18-20 Strategic Plan	BCC Guided Pathways	SCFF	Responsible	18-19	19-20	20-21
Implement Website Refresh, http://www.berkeleycitycollege.edu/wp	GI.A	WP1, 10 GPPP GPMI GPMT GPMO	All	PIO	X	X	
Develop and implement Virtual Tour on the website;		WP1&10 GPPP GPMI	All	PIO, Dean of Enrollment Services	X	X	X
Develop and implement online Advertising: Six month campaign branding BCC's attributes and CE Pathways;	GIII. L	WP1, 2&10 GPPP GPMI GPMT GPMO	All	PIO, Dean of Enrollment Services, Dean of Business, Science, Technology		X	
Develop student video testimonials for content marketing and promotion of BCC brand;	GIII.L	WP 1&10 GPPP GPMI GPMT GPMO	All	PIO, Dean of Enrollment Services	X	X	
Increase focus on digital marketing: Mongoose (mass texting platform), Academic Direx (digital marketing system) and GovDelivery (mass email system)	GV.1	WP2&10 GPPP GPMI GPMT GPMO	All	PIO, Dean of Enrollment Services, Campus Life Director, Career and Transfer Center, Counseling	X	X	X
Increase interactive social media messaging with monthly thematic post; Increase First Year Experience student retention	GV.1	WP1&10 GPPP GPMI GPMT GP	All	PIO, Dean of Enrollment Services, Student Ambassadors	X	X	X

C) Other Advertising Efforts

Actions	BCC 18-20 Strategic Plan	BCC Guided Pathways	SCFF	Responsible	18-19	19-20	20-21
Produce Career Education collateral		WP2&10 GP PP GPMI GPMT GPMO	All programs, 9 or more CE units	Dean of Business, Technology, CE and Multimedia Arts, PIO	X	X	X
Develop and place Glacier Ads in local high schools	GIV.D	WP2 GP PP	All	PIO	X	X	X
Develop and place Radio ads via iHeart Radio and Spotify		WP2 GP PP GPMI	All	PIO	X	X	X
Develop and place Bart and AC Transit Ads		WP2 GP PP GPMI GPMT GPMO	All	PIO	X	X	X

D) Financial Aid

Actions	BCC 18-20 Strategic Plan	BCC Guided Pathways	SCFF	Responsible	18-19	19-20	20-21
Implement “Student Success” activities - monthly financial literacy workshops and weekly financial aid support during college hour;	GI.A	WP1 GPMT	All Supplemental	Dean of Enrollment Services, Financial Aid Supervisor		X	X
Schedule monthly evening Financial Aid Workshop;	GI.A	WP1&10 GPPP GPMI GPMT GPMO	All Supplemental	Dean of Enrollment Services, Financial Aid Supervisor	X	X	X
Improvement of financial aid appeal process to make student friendly;	GI.A,C	WP1 & 10 GPPP GPMI GPMT GPMO	All Supplemental	Dean of Enrollment Services, Financial Aid Supervisor	X	X	X
Implement on and off site FAFSA assistance workshop for prospective students	GI. A	WP1 GPMT	All Supplemental	Dean of Enrollment Services,		X	X

Actions	BCC 18-20 Strategic Plan	BCC Guided Pathways	SCFF	Responsible	18-19	19-20	20-21
				Financial Aid Supervisor			
Inreach to new and current students who have not applied for financial aid;	GI.A,C	WP1 GPPP GPMT	All Supplemental	Dean of Enrollment Services, Financial Aid Supervisor	X	X	X
Inreach to current students who have not yet completed a comprehensive education plan.	GI.B,G	WP1 GPPP GPMI	All	Dean of Enrollment Services, Financial Aid Supervisor, Counseling, Student Support Services	X	X	X

E) Admissions and Records

Actions	BCC 18-20 Strategic Plan	BCC Guided Pathways	SCFF	Responsible	18-19	19-20	20-21
Customer Service training to reduce complaints, and increase productivity;	GIV.B	W1 GPPP GPMI GPMT GPMO	All	Dean of Enrollment Services	X	X	X
Student evaluation of enrollment services	GIV.B	W1 GPPP GPMI GPMT GPMO	All	Dean of Enrollment Services	X	X	X
Student Ambassadors as enrollment services “navigators;”	GIV.B	W1 GPPP GPMI GPMT GPMO	All	Dean of Enrollment Services	X	X	X
Streamline operations & aligned service hours across Counseling, Financial Aid, Admission and Records, Assessment, Cashier and Welcome Desk	G1.E	W1 GPPP GPMI GPMT GPMO	All	Dean of Enrollment Services	X	X	X

Actions	BCC 18-20 Strategic Plan	BCC Guided Pathways	SCFF	Responsible	18-19	19-20	20-21
Implement extended service hours year round and during peak Registration periods including special admit students. In process mobile-friendly queuing technology	GV.F	W10 GPPP GPMI GPMT GPMO	All	Dean of Enrollment Services	X	X	X

F) Student Services

Actions	BCC 18-20 Strategic Plan	BCC Guided Pathways	SCFF	Responsible	18-19	19-20	20-21
Increase number of students who complete the Student Educational Plan (SEP).	GI.B	WP1, 2, 10 GPPP GPMI	All	General and Support Services Counseling	X	X	X
All incoming students are introduced to academic and student services (Library, Learning Resource Center (LRC), Career and Transfer Center, Wellness Center and other categorical programs and services)	GI. E	WP 1,2 GPPP GPMI GPMT	All	General and Support Services Counseling		X	X
Identify Faculty Advising Coordination	GI.G	WP1,2 GPPP GPMI GPMT GPMO	All	Faculty Chairs Academic Senate General Counseling	X	X	X
Increase online academic and student services for online learning students	GII.I	WP1,2,&10 GPMI GPMT GPMO	All	Student Services, Learning Resource Center, Library	X	X	X
Provide counseling for CE as a liaison	GIII.F GIII.I	WP 1&2 GPPP GPMI GPMT GPMO	All	Dean of Business, Science, Multimedia, & Applied Technology Counseling,	X	X	X
Ensure that the functions of Starfish are implemented effectively (Early Alert and Connect)	GI.F	WP2&10 GPPP GPMI GPMT	All	General Counseling, VPSS, District IT, District	X	X	X

Actions	BCC 18-20 Strategic Plan	BCC Guided Pathways	SCFF	Responsible	18-19	19-20	20-21
		GPMO		Student Affairs			
Develop and ensure that AB 705 placement and review process are in place in time for the priority registration for Summer and Fall 2019	GII.G	WP1,2, GPPP GPMI GPMT GPMO	All	Dean of Liberal Arts, Arts and Cultural studies, Social Sciences, Dean of Business, Science, Multimedia, & Applied Technology Dean of Enrollment Services, VPI, VPSS, Faculty, Math, English, ESOL	X	X	X
Strengthen “just in time” academic wrap-around support services such as the library and Learning Resources Center (LRC)	GII.H	WP1 GPMI GPMT GPMO	All	Dean Liberal Arts, Arts & Cultural studies, Social Sciences, Library Chairs, Faculty, Staff	X	X	X
Develop a career and transfer center and/or job development, including opportunities for internship and job attainment.	GIII.A,P	WP1,2 GPMI GPMT GPMO	All	Dean of Business, Science, Multimedia, & Applied Technology CE faculty, Counselors, Dean of Enrollment Management	X	X	X
Embedded tutoring to be in all English, Math and ESOL.	GI.E	WP 1&2 GPMI, GPMT	All	Deans, Faculty	X	X	X
Centralized Tutoring to be set up for BCC with apportionment	GI.E	WP 1&2 GPMI, GPMT	All	Deans, Faculty, LRC staff, tutors	X	X	X

G) Professional and Staff Development

Actions	BCC 18-20 Strategic Plan	BCC Guided Pathways	SCFF	Responsible	18-19	19-20	20-21
Increase support services for online instruction and student services including tutoring, training for students and faculty.	GII. A,I	W1, 10 GPMT GPMO	All	Student Services Distance Education committee, Chairs, Faculty		X	X
Comprehensive training, workshops, and other professional development opportunities for Online learning for faculty and students.	GII. J	W1,2,&10	All	DE committee (new), Academic Senate. Professional Development committee, faculty, Deans, VPI		X	X
Conduct a bi-annual CE training for counselors to learn about BCC CE programs and retention and completion strategies for student success.	GIII.G, I, J	W1,2 GPPP GPMT GPMO	All Supplemental	SWP, Counselors, CE faculty, Chairs, CE Deans		X	X
Enhance embedded tutoring including OL version.	GIV.G	W1,2 GPMT GPMO	All	Deans, Faculty	X	X	X
Development of centralized tutoring for BCC beyond ESOL, English, and Math for comprehensive delivery of support services that generate apportionment.	GIV.G	W1,2 GPMT GPMO	All	Chairs, Faculty, Classified, Dean of Language Arts, Social Science	X	X	X
Ongoing training for faculty and staff as new technological tools are implemented (i.e. MyPath, Degree Audit, Starfish, BI tool, CANVAS, One Peralta, etc.)	GI.F	W1,2,&10 GPPP GPMT GPMO	All	Faculty, SS Staff, Deans, VPs	X	X	X
Increase use of “Zero Textbook Cost” or “Minimum Textbook Cost” for all courses to eliminate barriers for students.	GIV. H	W1 GPMT GPMO	All	Library, Distance Education Committee,	X	X	X

				Student Services			
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H) Customized Outreach with Community Partners

Actions	BCC 18-20 Strategic Plan	BCC Guided Pathways	SCFF	Responsible	18-19	19-20	20-21
Schedule monthly visits to local high schools w/ on-site and off-site batch enrollment, student panels, college fairs, pre-college financial literacy, and “getting ready for college” workshops (Berkeley, Albany, Emeryville, Oakland);	GIII.H, P	W1 GPPP GPMI	All	Dean of Enrollment Management, counselors, Outreach office, Admission and Records, Instructional & SS Deans, Faculty, VPs	X	X	X
Outreach to places of worship, home schooled students, restorative justice organizations, chamber of commerce and county health and human service divisions.	GIII.O GV.C	W1 GPPP GPMI	All	Dean of Enrollment management, Student Services, Deans with CE programs, Associate Dean of Educational Success.	X	X	X
Identify community based organizations who are ready to partnership with BCC with pathway development for their students. Meet with them and develop comprehensive plans for students to enter into BCC CE pathways.	GIII.A, K, I, M, O	W1,2	Supplemental	Deans of Business, Science, Media Arts, and Technology, Associate Dean of Educational Success,	X	X	X

I) Campus Life and Student Activities

Actions	BCC 18-20 Strategic Plan	BCC Guided Pathways	SCFF	Responsible	18-19	19-20	20-21
Increase campus-wide activities to promote student engagement. Work closely with faculty to increase co-curricular program opportunities in the college such as Voter Friendly Campus initiative, Food Insecurity Project, service learning, and volunteer opportunities.	GI.A, E, GIV.K	W1 GPMI GPMT GPMO	All	Student Life, Faculty advisors, Chairs, Deans	X	X	X
Develop a mentorship program so that members of the student government can mentor First Year Experience (FYE) students.	GI. C, D, G,	W1 GPPP GPMI GPMT GPMO	All Supplemental	Student Activities Director, Associate Dean of Educational Success		X	X
Encourage several clubs to build a club pathway with high schools and UC Berkeley.	GIV.D GV. A,	W1 GPPP GPMI	All	Student Activities Director		X	X
Encourage members of the student government to participate in outreach and inreach activities such as visiting high schools, providing campus tours, and tabling to help students with the matriculation process.	GV.A	W1 GPPP GPMI GPMT GPMO	All	Student Activities Director, Enrollment Services Dean	X	X	X
Provide a resource center to support undocumented students		W1 GPPP GPMI	All	Student Activities Director	X	X	X

BCC AND PCCD COLLABORATION FOR EFFECTIVE ENROLLMENT MANAGEMENT

In the process of development of the PCCD 5 year Strategic Fiscal Plan and in preparation for the spring 2021 Institutional Self Evaluation Report (ISER), the District and Colleges began working on the “Delineation of Functions or Responsibilities”. While this is still work in progress, there are some areas that directly impact enrollment management. These areas are highlighted below based on the District-wide Student Services Technology Plan.

Tools	Responsible	18-19	19-20	20-21
Starfish: Ongoing training for faculty on Early Alert on academic standing	VCSS, VPSSs, Student Services District IT	X	X	X
MyPath: Brand new as of spring 2019 in alignment with the state’s CCCApply. Career exploration, degree/program information, CCC Apply, To Do’s, Guided Placement, How to pay for College, Student Services, and other customizable tiles to give students a better onboarding and guided experience. Application data crosswalk for international, Guided placement, and AB 19 California College Promise Grant (Formerly BOG)	VCSS, VPSSs, District IT, Counseling, A&R AB 705 team	X	X	X
People Soft Degree Audit Utilize PeopleSoft delivered module for degree audit and conferral Aim for automatic degree audit	VCSS, VPSSs, Student Services District IT	X	X	X
Power BI District’s IT and IR to help build a comprehensive Power BI dashboard for enrollment management purposes (data) and set up that mirrors SCFF. Provide access to all individuals who manage enrollment including department chairs.	VPAA, VPIs, Instruction District IT, Research	X	X	X
CANVAS	VCAA, DE coordinators,			

Tools	Responsible	18-19	19-20	20-21
Provide ongoing training for faculty and students for OL courses. Newly established BCC DE committee will lead the process of quality improvement for faculty instruction and student readiness for taking OL courses.	District IT Academic Senate Professional Development Committee/Teaching and Learning Center	X	X	X
Website In progress towards fully functional Website that is clear, user friendly and accurate.	PIO, Dean of Enrollment Services All college community	X	X	
Add Code (permission code)	VCAA, VPSSs District IT			
Financial Aid Move towards full utilization of People Soft. Revise and update process for improved accountability.	VCSS, Student Services, Financial aid	X	X	X
Dual Enrollment Process & registration Clarify delineation of functions between colleges and the district's A&R for this process. Aim to have less cumbersome and seamless process for registration.	VCAA, VCSS, VPIs, VPSSs, Outreach, District IT	X	X	X
Evaluation process per AB 705 Coordination with District IT, Academic Affairs and Student Services (includes counseling) to ensure effective placement of students in Math, English and ESOL. Remove barriers in the process (i.e. HOLDS)	VPI, VPSS, Counseling, Faculty (Math, English, ESOL), Student Services	X	X	X

APPENDIX 1: VISION FOR SUCCESS, PCCD, AND BCC CROSS WALK

CCCCO Vision for Success 2022 Goals	PCCD Strategic Goals	PCCD Enrollment Management Plan (2017)	Berkeley City College Strategic Enrollment Management Plan 2018-2019 (Update)	Berkeley City College Enrollment Strategies	Berkeley City College Enrollment Goals Baseline/ Target
Goal: Student Access, Transfer, and Completion					
<p>Completion Over five years, increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p>	<p><u>Advance Student Access, Equity and Success</u></p> <ol style="list-style-type: none"> 1. Complete the development of OnePeralta in a timely manner so that it can be used to enhance both the student experience and employee effectiveness. 2. Implement a proactive ongoing technology Professional Development training to train all Information Technology (IT) staff users at every campus to stay current with technology. 3. Ensure the timely adoption of Guided Pathways and Starfish 4. Work to improve and streamline the PCCD registration process by Fall 2019. <p><u>Engage and Leverage Partners</u></p> <ol style="list-style-type: none"> 1. Continue to work with CCC Technology Center and participate in project cohorts to adopt applications that support better student onboarding experience for little or no cost. <p><u>Build Programs of Distinction</u></p> <ol style="list-style-type: none"> 1. Complete the implementation of effective operational software applications by promoting user adoption (i.e.: 25Live; Office 365), as well as further develop Academic Student Support Programs, both online and face to face. 2. Adopt applications and tools to improve students "Moving In, 	<p>SEM Goal: Decrease the time to complete a degree or transfer by 4 semesters, overall all and across equity groups.</p> <p>SEM Goal: Increase the number of enrollments in the transfer-level course by .5% annually.</p> <p>SEM Goal: Increase the number of transfers by 9% over five years, overall and across equity groups.</p> <p>SEM Goal: Increase the number of certificates awarded by 1% each year overall and across equity groups.</p> <p>SEM Goal: Increase successful course completion rates in career technical courses by .5% annually, overall and across equity groups.</p> <p>SEM Goal: Increase Persistence rates of online students by 1% annually, overall and across equity groups. Increase successful course completion rates in the online courses 5% over five years, overall and across equity groups.</p>	<ol style="list-style-type: none"> 1. Utilize researched based best practices to increase student access (participation), learning, completion, and success with exemplary programs that include: <ul style="list-style-type: none"> • 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; 	<ol style="list-style-type: none"> 1. Offer courses focused on historical data & students' needs that create effective pathway for completion. 2. Increase Online Education courses where pedagogically appropriate, and where the demands are, ensuring student success. 3. Increase Dual Enrollment courses with all USD partners where USD students enter into BCC pathway programs in both General Education (GE) and Career Education (CE) areas. 4. Increase number of Dual Enrollment students under AB 288 or Career and College Access Pathway (CCAP) and increase number of college- transfer- level ready students entering into BCC. 5. Increase number of Adult School students matriculating into BCC's pathway programs including ESOL and NC CDCP. 6. Increase numbers of students who enter into Learning Communities (LC) who will all have clearly delineated 2 year SEP (or pathway sequence of course taking plan). 	<p><u>Projected areas of growth</u></p> <p>BCC will focus on increasing enrollment in the following areas:</p> <ol style="list-style-type: none"> 1.Pell Grant Recipients (supplemental) 2.California Promise Grant Recipients (supplemental) 3.Special Admits high school and adult school students including Adult school students (FTES) 4.Distance Education seeking students (FTES and Student Success) 5.Non Credit, Career Development and College Preparation (CDCP) short NC certificates (FTES and Student Success) 6.Transfer level Math and English completed in one year (Student Success) 7.Associate Degree for Transfer (AD-T) (Student Success) <p><u>Projected areas of decline that need special focus for action plans to meet BCC goals</u></p>

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	<p>Moving Through, and Moving On" <u>Strengthen Accountability, Innovation and Collaboration</u> 1. Based on assessment and planning, manage IT resources efficiently including: funding, human resources, and equipment. <u>Develop and Manage Resources to Advance Our Mission</u> 1.Reorganize existing IT resources, funding, and human resources 2. Improve operations, functionality, and communications from Finance, Human Resources, and IT.</p>		<p>5. Develop mechanisms to assess the student experience to ensure quality programs and services.</p>	<p>7. Offer courses based on the sequencing in alignment with the Guided Pathways Initiative Multiple format of summer course offerings (i.e. 6-week session with 8-week session, etc.).</p> <p>8. Implement Teacher Education Program Pathways with USD/Adult Schools, BCC, and 4 year institutions. Increase number of students who obtain Certificates and Degrees.</p> <p>9. Develop Computer Science (CS) program that is competitive in the area (departing from CIS)</p> <p>10. Implementation of Block Scheduling.</p> <p>11. Streamline operations & aligned service hours across Counseling, Financial Aid, Admission and Records, Assessment, Cashier and Welcome Desk;</p>	<p>1.AB 540 students (supplemental) 2.International students (FTES)</p> <p>As of mid-March 2019, BCC temporarily setting 2% goal for FTES and 1% for supplemental and student success. Once 18-19 data is obtained at the end of May, BCC plans to adjust % growth in some of the areas.</p>

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<ul style="list-style-type: none"> Over five years, increase by 35 percent the number of CCC students transferring annually to a UC or CSU. 	<p><u>Advance Student Access, Equity and Success</u> 1. Develop process for auto awarding degrees.</p> <p>2. Increase the number of ADT's (Associate Degree for Transfer) we offer.</p> <p><u>Engage and Leverage Partners</u></p> <p>1. Introduce courses that are more relevant in today's job market, e.g... Cyber Security/Cloud computing, by patterning with large companies</p> <p><u>Build Programs of Distinction</u></p> <p>1. Implement Guided Pathways effectively and in a collaborative way e.g., Map the student experience using the guided pathways model</p>	<p>SEM Goal: Increase the number of enrollments in the transfer-level course by .5% annually.</p> <p>SEM Goal: Increase the number of transfers by 9% over five years, overall and across equity groups.</p> <p>SEM Goal: Decrease the time to complete a degree or transfer by 4 semesters, overall all and across equity groups.</p>			<p>1. Increase awards, including transfer degrees, local degrees, and state-recognized certificates by 5%.</p> <p>2. Increase success rates by 10% in Math, English.</p>
<ul style="list-style-type: none"> Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. 	<p><u>Advance Student Access, Equity and Success</u> 1. Implement a degree planner and an audit system.</p> <p>2. Ensure 100% of students have accurate S.E.Ps (Student Educational Plan)</p> <p><u>Build Programs of Distinction</u></p> <p>1. Increase the frequency and consistency of District-wide professional development training for counselors and advisors.</p> <p>2. Develop a District wide policy and procedures manual for Human Resources, Finance, IT, Facilities. \ <u>Develop and Manage Resources to Advance Our Mission</u> 1. Improve operations, functionality, and communications from and within Finance, Human Resources, and IT.</p>	<p>SEM Goal: Decrease the time to complete a degree or transfer by 4 semesters, overall all and across equity groups.</p>		<p>1. Inreach to current students who have not yet completed an education plan.</p> <p>2. All incoming students are introduced to academic and support services (Library, Learning Resource Center (LRC), Career and Transfer Center, Wellness Center and other categorical programs and services)</p>	<p>Reduce average number of units to degree to below 80. (Average is 83 as of December 2018.)</p>

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<ul style="list-style-type: none"> • Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure. 	<p><u>Advance Student Access, Equity, and Success</u></p> <ol style="list-style-type: none"> 1. Deploy a student survey to assess student needs and preferences and use data to guide projects and activities. 2. Survey industry partners to assess the need and demand <p><u>Engage and Leverage Partners</u></p> <ol style="list-style-type: none"> 1. Leverage partnerships with local companies like Facebook, Apple, Google etc. to prepare students, acquire in-demand skills and/or internships. <p><u>Build Programs of Distinction</u></p> <ol style="list-style-type: none"> 1. Offer flexible class schedules (when students need them) that allow students to complete certificate programs expeditiously. 	<p>SEM Goal: Increase the number of enrollments in the career technical courses by 4.5% over five years.</p> <p>SEM Goal: Increase the number of certificates awarded by 1% each year overall and across equity groups.</p> <p>SEM Goal: Increase successful course completion rates in career technical courses by .5% annually, overall and across equity groups.</p>		<ol style="list-style-type: none"> 1. Complete Multimedia Arts program alignment through curriculum revisions and increase number of students who complete MMART programs. 2. Increase work-based learning opportunities particularly for CE area and increase number of students obtaining jobs with living wages. 	
<ul style="list-style-type: none"> • Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years. • Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years. 	<p><u>Advance Student Access, Equity, and Success</u></p> <ol style="list-style-type: none"> 1. Adopt and integrate CCC Technology initiatives like MyPath to improve application process. 2. Implement technology and processes that increase FAFSA Application completion and shorter award time for Pell Grants and other funds. 3. Increase Degree and certificate completion for underserved populations. 4. Conduct a Competitive pay analysis (Bay 10) to assess where our faculty and staff salaries fall in order for us to ensure the ability to hire skilled employees (districtwide competency hiring). 5. Create a succession plan to respond to employee retirement (knowledge share). 	<p>SEM Goal: Increase the number of transfers by 9% over five years, overall and across equity groups.</p> <p>SEM Goal: Decrease the time to complete a degree or transfer by 4 semesters, overall all and across equity groups.</p> <p>SEM Goal: Increase the number of certificates awarded by 1% each year overall and across equity groups.</p> <p>SEM Goal: Increase successful course completion rates in career technical courses by .5% annually, overall and across equity groups.</p> <p>SEM Goal: Increase successful course completion rates in career</p>		<ol style="list-style-type: none"> 1. Encourage clubs like the Black Student Union, Latinx Cultural Club, and Muslim Student Association are working with their counter parts in local high schools to build pathways. 2. Encourage members of the student government to participate in outreach and inreach activities such as visiting high schools, providing campus tours, and tabling to help students with the matriculation process. 3. Increase campus-wide activities to promote student engagement. Work closely with faculty to increase co-curricular program opportunities in the college such as Voter Friendly Campus initiative, Food Insecurity Project, service learning, and volunteer opportunities. 	

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	<p>5. Develop a staffing plan that will maximize service coverage.</p> <p><u>Engage and Leverage Partners</u></p> <ol style="list-style-type: none"> 1. Continue to work with CCC Technology Center and participate in project cohorts to adopt applications that support better student onboarding experience for little or no cost. 2. Leverage other resources to address needs for coverage during Sheriff's shortfall. 3. Conduct fundraisers and leverage partnerships to address unmet maintenance and other discretionary needs. <p><u>Build Programs of Distinction</u></p> <ol style="list-style-type: none"> 1. Partner with Sherriff's Department to offer safety-focused and disaster preparedness training. 	<p>technical courses by .5% annually, overall and across equity groups.</p> <p>SEM Goal: Increase Persistence rates of online students by 1% annually, overall and across equity groups. Increase successful course completion rates in the online courses 5% over five years, overall and across equity groups.</p>		<ol style="list-style-type: none"> 4. Implement "Student Success" activities - monthly financial literacy workshops and weekly financial aid support during college hour; 5. Schedule monthly evening Financial Aid Workshop; 6. Inreach to new and current students who have not applied for financial aid; 7. Provide counseling for CE as a liaison 	

APPENDIX 2: STUDENT SUCCESS FUNDING FORMULA (SCFF), TEMPORARY PROJECTION

Year over Year FTES Rate Change		2.00%		- indicates it is a fillable cell	2/1/2019						
Year over Year Supplemental Change		2.00%									
Year over Year Student Success Change		1.00%									
Description		Count	Description	Count	Description	Count	Description	Count			
Year 1 FTES '18-'19			Year 2 FTES '19-'20			Year 3 FTES '20-'21			Year 4 FTES '21-'22		
Basic Allocation			Basic Allocation		Basic Allocation		Basic Allocation				
Credit FTES: Target	\$3,727	3,737	Credit FTES	3,812	Credit FTES	3,888	Credit FTES	3,966			
Non Credit FTES	\$3,347	5	Non Credit FTES	5	Non Credit FTES	5	Non Credit FTES	5			
CDCP FTES	\$5,457	-	CDCP FTES	-	CDCP FTES	-	CDCP FTES	-			
Special Admit Credit FTES	\$5,457	121	Special Admit Credit FTES	123	Special Admit Credit FTES	126	Special Admit Credit FTES	128			
Incarcerated Credit & CDCP FTES	\$5,457	-	Incarcerated Credit & CDCP FTES	-	Incarcerated Credit & CDCP FTES	-	Incarcerated Credit & CDCP FTES	-			
Incarcerated Non-Credit FTES	\$3,347	-	Incarcerated Non-Credit FTES	-	Incarcerated Non-Credit FTES	-	Incarcerated Non-Credit FTES	-			
Year 1 Supplemental (used 2017-18 data)			Year 2 Supplemental (goals)			Year 3 Supplemental (goals)			Year 4 Supplemental (goals)		
Pell Grant Recipients	\$919	1,476	Pell Grant Recipients	1,506	Pell Grant Recipients	1,536	Pell Grant Recipients	1,566			
AB540 Students	\$919	120	AB540 Students	122	AB540 Students	125	AB540 Students	127			
California Promise Grant Recipients	\$919	4,682	California Promise Grant Recipients	4,776	California Promise Grant Recipients	4,871	California Promise Grant Recipients	4,969			
Year 1 Student Success (used 2017-18 data)			Year 2 Student Success (goals)			Year 3 Student Success (goals)			Year 4 Student Success (goals)		
All Students	Associate Degree	\$1,320	194	Associate Degree	196	Associate Degree	198	Associate Degree	200		
	Associate Degrees for Transfer	\$1,760	244	Associate Degrees for Transfer	246	Associate Degrees for Transfer	249	Associate Degrees for Transfer	251		
	Credit Certificates	\$880	409	Credit Certificates	413	Credit Certificates	417	Credit Certificates	421		
	Nine or More CTE Units	\$440	385	Nine or More CTE Units	389	Nine or More CTE Units	393	Nine or More CTE Units	397		
	Transfer	\$660	977	Transfer	987	Transfer	997	Transfer	1,007		
	Transfer Level Math and English	\$880	130	Transfer Level Math and English	131	Transfer Level Math and English	133	Transfer Level Math and English	134		
Pell Grant Recipients	Achieved Regional Living Wage	\$440	549	Achieved Regional Living Wage	554	Achieved Regional Living Wage	560	Achieved Regional Living Wage	566		
	Associate Degree	\$500	72	Associate Degree	73	Associate Degree	73	Associate Degree	74		
	Associate Degrees for Transfer	\$666	112	Associate Degrees for Transfer	113	Associate Degrees for Transfer	114	Associate Degrees for Transfer	115		
	Credit Certificates	\$333	178	Credit Certificates	180	Credit Certificates	182	Credit Certificates	183		
	Nine or More CTE Units	\$167	124	Nine or More CTE Units	125	Nine or More CTE Units	126	Nine or More CTE Units	128		
	Transfer	\$250	351	Transfer	355	Transfer	358	Transfer	362		
Promise Grant Recipients	Transfer Level Math and English	\$333	37	Transfer Level Math and English	37	Transfer Level Math and English	38	Transfer Level Math and English	38		
	Achieved Regional Living Wage	\$167	98	Achieved Regional Living Wage	99	Achieved Regional Living Wage	100	Achieved Regional Living Wage	101		
	Associate Degree	\$333	117	Associate Degree	118	Associate Degree	119	Associate Degree	121		
	Associate Degrees for Transfer	\$444	153	Associate Degrees for Transfer	155	Associate Degrees for Transfer	156	Associate Degrees for Transfer	158		
	Credit Certificates	\$222	251	Credit Certificates	254	Credit Certificates	256	Credit Certificates	259		
	Nine or More CTE Units	\$111	207	Nine or More CTE Units	209	Nine or More CTE Units	211	Nine or More CTE Units	213		
All Students	Transfer	\$167	547	Transfer	552	Transfer	558	Transfer	564		
	Transfer Level Math and English	\$222	51	Transfer Level Math and English	52	Transfer Level Math and English	52	Transfer Level Math and English	53		
	Achieved Regional Living Wage	\$111	200	Achieved Regional Living Wage	202	Achieved Regional Living Wage	204	Achieved Regional Living Wage	206		

APPENDIX 3: BCC GUIDED PATHWAYS, WORK PLAN FOR 2018-2019

2018-19 Berkeley City College Guided Pathways Work Plan (Elements 1, 2, and 10)	
Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions	
<i>Key Elements of Self-Assessment (1-3)</i>	1. Cross Functional Inquiry – College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.
<i>Current Scale of Adoption</i>	Early Adoption
<i>Outline plan for each self-assessment element that will be addressed in this time period.</i>	<ul style="list-style-type: none"> ● The College identifies a cross-functional Task Force team to work on the Work Plan initially. ● The GP Task Force presents GP framework, task at hand, and 5 year plan to each of the Participatory Governance groups. ● Obtain and review relevant data including GP Scorecard that support BCC’s strategic goals, integrated planning goals, Educational Master Plan goals. ● March 22, 2018 Flex Day morning is dedicated to address this topic by the IEPI facilitator to the entire college community. ● Develop a philosophy and framework for process for inquiry ● Produce diagram and visuals for the framework/website for information. ● Ensure that students take a major role in the GP framework development and implementation. ● Hold regularly scheduled student focus groups (beyond student government) to ensure that their voices are heard and that they play a major role in the process. ● The College engages in conversations and inquiry re: Student Success and elimination of achievement gap based on data shown in the SSSP, Integrated Planning report, and Educational master plan. Design a structure for inclusive planning and communication across the college. Develop a plan to engage all college constituencies in a broad, deep, and inclusive conversation about student success. Aim to increase college-wide understanding of what student success means with our own data and move on to the next stage of developing strategies. Utilize Program Review process as well. ● The College works with the District’s Academic Affairs and IT to ensure that the District provides data that the college needs

	<p>in the dashboard and beyond.</p> <ul style="list-style-type: none"> ● Hold regularly scheduled Division and department meetings, including staff and students, to share and analyze data. Engage in discussion regarding potential “shifts” that may need to be made in each area of the college function. ● The College (through the Task Force or the Education Committee to begin with) maps out currently existing educational partnerships across the college (i.e. Learning Communities, pathway programs, Dual Enrollment partnerships, etc.) and reviews progress made thus far, identify end goals for each, and how they will exist in the GP framework. ● Once end goals are identified per existing partnership, hold regularly scheduled meetings with educational partners to examine data, assess progress made and ensure that the it is moving towards commonly identified goals: Annual Planning Goals, Accreditation, District, Integrated Plan, Program, District, and Institutional...etc. (student success) (identify all goals, indicators, and deliverables?).
<p><i>What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?</i></p>	<ul style="list-style-type: none"> ● The College will continue to leverage shared governance committees and townhalls for discussions, feedback, and decision making. ● The College will continue to utilize coaches to develop sustainable cross functional GP groups and practices. ● The College will continue to work with Integrated Planning.
<p><i>Outcomes: Indicate what success will look like as a result of these efforts.</i></p>	<ul style="list-style-type: none"> ● The College creates a cross-functional GP Task Force to work on the Work Plan production in spring 2018. ● Each of the participatory governance group was introduced to the GP framework, BCC’s task at hand, 5 year planning process – spring 2018. ● The datasets (on dashboard or other tools) are set up based on what the college needs by the District services (Academic Affairs and IT). ● BCC community knows how to access institutional data (scorecard) and knows how to use the data to identify action plans for implementing GP framework in each area of the college. ● BCC community knows what efforts are made currently in regards to pathway partnerships’ ● Each educational partnership has a clearly set end goals that can be achieved by the students within the GP framework. ● Information/Data from SEP, student demographics, and other indicators are shared and used to evaluate strategies and support GP work ● There is a structure for inclusive planning and communication across the college.
<p><i>Anticipated Change in Scale of Adoption During Timeframe</i></p>	<p>Scaling in Progress</p>

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions	
<i>Key Elements of Self-Assessment (1-3)</i>	2. Shared Metrics - College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.
<i>Current Scale of Adoption</i>	Early Adoption
<i>Outline plan for each self-assessment element that will be addressed in this time period.</i>	<ul style="list-style-type: none"> ● As a college-community, revisit and review the college’s benchmarks outlined in the two-year Strategic Goals within the Educational Master Plan which have been aligned with SSSP, Equity, Basic Skills, and SW goals. This is to ensure that the college-wide community understands and owns our priorities. ● In conjunction with the district’s Academic Affairs and IT, set up data and metrics that are relevant to college’s needs. ● BCC sets basic research standards, methods, and practice so as to create a commonly understood way of accessing data, its analysis, and decision making (create a culture of using data and assessing). ● Provide frequent training sessions and accessible resources along with Professional Development opportunities to help the college community better understand metrics sharing, tracking and gathering student progress, and benchmarking setting. ● Identify strategy to collect employment and program assessment information for graduates (i.e. Alumni relations, Student Outcome Survey, etc.)
<i>What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?</i>	<ul style="list-style-type: none"> ● Continue to identify data needs for program and service planning. ● Continue to identify data gaps, e.g., tracking of key activities, student academics, and employment outcomes ● Continue to leverage the Power BI tool to support the data needs on campus for GP implementation

<p><i>Outcomes: Indicate what success will look like as a result of these efforts.</i></p>	<ul style="list-style-type: none"> • When asked, everyone at the college knows what the college’s strategic priorities are and what actions are needed to achieve them in each area. • BCC community knows where to find data sets, how to read the data, and analyze them. • BCC community knows where to obtain training opportunities to learn further regarding how to share metrics, tracking and gathering student information. • Data needs and reports are aligned with metrics for GP, Integrated Plan, Program Reviews, APU’s, etc. • Regular review of EMP outcomes and progress in closing the gaps. • Follow up on completers/graduates (3 programs? Certificates?) • Utilize SEP data to inform course scheduling • Established clear institutional benchmarks and stretch goals
<p><i>Anticipated Change in Scale of Adoption During Timeframe</i></p>	<p>Scaling in Progress</p>

<p>Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale</p>	
<p><i>Key Elements of Self-Assessment (9-14)</i></p>	<p>10. Integrated Technology Infrastructure - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support</p>
<p><i>Current Scale of Adoption</i></p>	<p>Pre-Adoption</p>
<p><i>Outline plan for each self- assessment element that will be addressed in this time period.</i></p>	<ul style="list-style-type: none"> • There is a district-wide upgrade and implementation of ONE PERALTA in October 2018. • BCC will ensure to work with the District’s IT department to include specific technology tools and data needs for GP implementation to be included in the ONEPERALTA conversion.

<p><i>What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?</i></p>	<ul style="list-style-type: none"> ● BCC will continue to participate in technology updates to provide feedback on functionalities needed on campus and for GP implementation. ● BCC will continue to assess and prioritize technology needs. ● BCC will continue to work with the District IT to ensure progress in the development of tools for students, staff, and faculty to support student success.
<p><i>Outcomes: Indicate what success will look like as a result of these efforts.</i></p>	<ul style="list-style-type: none"> ● College has the technology infrastructure to serve our students: (transcript evaluation, degree audit, early alert, OL educational/degree planning, general campus-wide communication tool, tutoring, Canvas LMS system, and other OL student support services and tools.) ● Enrollment projection planning (sequenced course offering plan), Enrollment tracking tool, and other data management tools relative to enrollment management ● Assess capacity and organizational structure of the current and future technology infrastructure at the college. ● College staff are trained in all tools relative to GP implementation. ● College and the district IT services have clear delineation of responsibilities and deliverables related to GP implementation process.
<p><i>Anticipated Change in Scale of Adoption During Timeframe</i></p>	<p>Early Adoption</p>

APPENDIX 4: BCC STRATEGIC PLAN 2018-2020

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.

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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%	

Data Sources: BI = Business Intelligence Tool DM = CCCC Datamart PS = PeopleSoft Query SS = Student Success Scorecard UC/CSU = UC & CSU transfer data sites
Funding Sources: IP = Integrated Planning GP = Guided Pathway SWK = Strong Workforce PRK = Perkins LTY = Lottery

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.

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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% 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	

Data Sources: BI = Business Intelligence Tool DM = CCCC Datamart PS = PeopleSoft Query SS = Student Success Scorecard UC/CSU = UC & CSU transfer data sites
Funding Sources: IP = Integrated Planning GP = Guided Pathway SWK = Strong Workforce PRK = Perkins LTY = Lottery



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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 safe zone, 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.

Data Sources: BI = Business Intelligence Tool DM = CCCC Datamart PS = PeopleSoft Query SS = Student Success Scorecard UC/CSU = UC & CSU transfer data sites
Funding Sources: IP = Integrated Planning GP = Guided Pathway SWK = Strong Workforce PRK = Perkins LTY = Lottery

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	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 as 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	

Data Sources: BI = Business Intelligence Tool DM = CCCC Datamart PS = PeopleSoft Query SS = Student Success Scorecard UC/CSU = UC & CSU transfer data sites
Funding Sources: IP = Integrated Planning GP = Guided Pathway SWK = Strong Workforce PRK = Perkins LTY = Lottery

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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	

Data Sources: BI = Business Intelligence Tool DM = CCCCO Datamart PS = PeopleSoft Query SS = Student Success Scorecard UC/CSU = UC & CSU transfer data sites

Funding Sources: IP = Integrated Planning GP = Guided Pathway SWK = Strong Workforce PRK = Perkins LTY = Lottery