


BERKELEY CITY COLLEGE  
1974  
TRANSFORMING LIVES

# EDUCATIONAL MASTER PLAN 2023 - 2027 AN OVERVIEW

Roundtable: August 29, 2022

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Senior Research & Planning Analyst

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## EMP Planning Background

- Wednesday, June 22: Cabinet retreat
- Reviewed initiatives and outcomes from 2021 – 2022
- Completed a “Dream for BCC” exercise, in which participants suspended all rules and structures upon reflection on the following prompt:
  1. What would it look like for BCC to contribute to ending generational poverty in our local community?
  2. What would it look like for BCC to reverse the impact of gentrification and support for local community members to continue to live in the area for generations to come?”
- Reviewed disaggregated data on BCC’s current progress towards equitable outcomes (enrollment, completion, transfer rates, and workforce opportunities), all centered around the lens of equity.
- Sr. Researcher, Dr. Phoumy Sayavong, and Faculty Special Assignment Recipient, Dr. Becky Gee, were assigned by President Garcia, to conduct research on the preliminary EMP goals through the lens of equity and ending poverty and gentrification.

[BCC President's Report](#)

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## Cabinet Retreat Preliminary Outcomes

- Preliminary EMP Goals include: 1) Student Completion, 2) Teaching & Learning, 3) Data-Informed Processes & Innovations, 4) Community Partnerships, 5) Human Capital Development, 6) Fiscal Sustainability, 7) Diversity, Equity, Inclusion & the Global Community, 8) Advanced Technology & Facilities.
- The DREAMing session drew upon the very best of BCC, including a commitment to students, culturally and industry-relevant programs/services, collaborative community partnerships, and a focus on student access, success, and equitable outcomes.
- Amidst the context of a post-pandemic society, topics included access to high wage, high skills job training, partnerships with local industries for impactful work experience for BCC students, student and employee health (physical, mental, fiscal), community partnerships to generate affordable housing opportunities, and developing a truly "free college for all".
- It is critical that Berkeley City College prioritize and pursue initiatives that lead to higher-wage jobs in the for students from historically marginalized and low-income backgrounds to achieve the goal of ending poverty and gentrification.

[BCC President's Report](#)

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## Preliminary Strategic Priorities for EMP

1. Student Completion
2. Teaching and Learning
3. Data-Informed Processes & Innovations
4. Community Partnerships
5. Human Capital Development
6. Fiscal Sustainability
7. Diversity, Equity, Inclusion & the Global Community
8. Advanced Technology & Facilities

[BCC President's Report](#)

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## Overview of Research

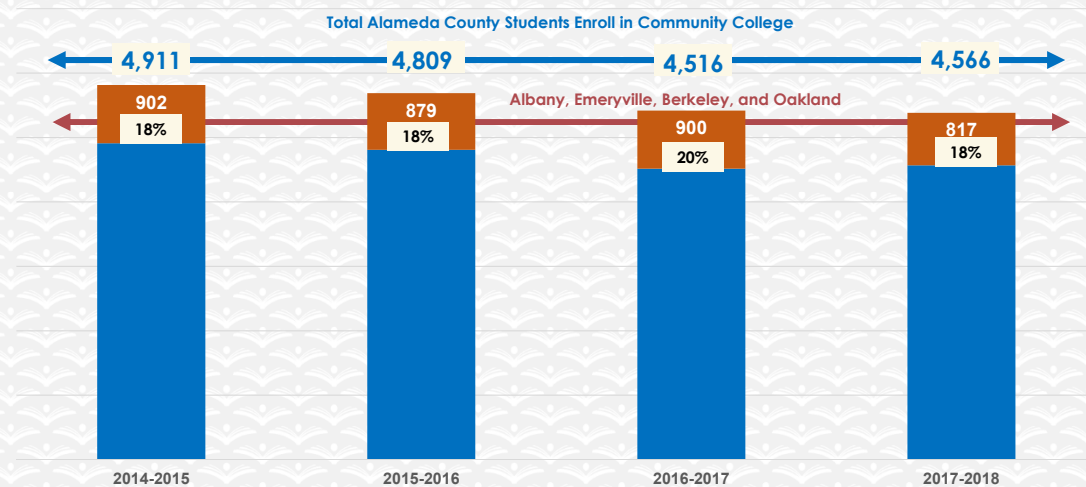
### Service Area Demographics (Albany, Berkeley, Emeryville, Oakland)

- Future Pipeline of Students from feeder schools
- Poverty & Living Wage scan
- Career & employment projections

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## Service Area Feeder School Demographics

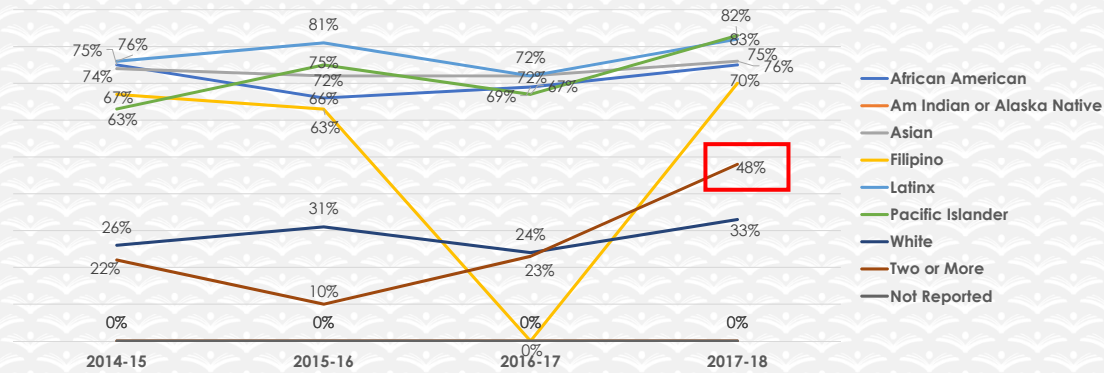


\* Most recent data provided by California Department of Education, Data Quest.

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## Percent of Socioeconomically Disadvantaged HS Students Attending CA Community College (Albany, Berkeley, Emeryville, and Oakland School Districts)



- 73% of Albany, Berkeley, Emeryville, and Oakland public school students who attend a California community college are socioeconomically disadvantaged (AY 2017-2018)

CA Dept. of Ed.

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## Service Area Enrollment Pipeline

% Student Population Change Relative to Grade 12 (2021-22)

Estimated Yr Enrolled in College								
	2022	2023	2024	2025	2026	2027	2028	2029
Ethnicity	Grade 12	Grade 11	Grade 10	Grade 9	Grade 8	Grade 7	Grade 6	Grade 5
African American	0.0%	-12.7%	-11.3%	-17.5%	-10.70%	-14.60%	-11.30%	-9.70%
American Indian or Alaska Native	0.0%	-38.9%	-61.1%	-38.9%	-44.44%	-38.89%	-50.00%	-66.67%
Asian	0.0%	-12.2%	-17.4%	-19.7%	-15.77%	-13.17%	-22.28%	-15.77%
Filipino	0.0%	-23.1%	-28.8%	-30.8%	-36.54%	-36.54%	-26.92%	-25.00%
Hispanic or Latino	0.0%	-1.3%	-1.3%	1.7%	-6.37%	-11.35%	-11.40%	-12.50%
Pacific Islander	0.0%	-18.8%	3.1%	0.0%	18.75%	12.50%	-12.50%	-6.25%
White	0.0%	-12.5%	-14.6%	-11.5%	-13.98%	-22.29%	-25.06%	-6.93%
Two or More Races	0.0%	1.4%	11.3%	9.6%	3.41%	16.38%	11.26%	16.72%
Not Reported	0.0%	-4.3%	-3.2%	19.1%	-31.91%	7.45%	55.32%	20.21%
Total	0.0%	-7.1%	-7.2%	-6.6%	-9.81%	-12.19%	-12.62%	-9.41%

Albany, Berkeley, Emeryville, and Oakland K-12 public school data suggests a potential increase in student populations shown in green and a decrease in student populations shown in black. The percent changes are relative to Grade 12 (2022).

CA Dept. of Ed.

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# Service Area Enrollment Pipeline

# of Students Attending Albany, Berkeley, Emeryville, and Oakland Public Schools in 2021-2022

Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
African American	11,225	893	742	785	849	834	903	887	854	893	825	887	873	1000
American Indian or Alaska Native	141	5	6	8	21	18	6	9	11	10	11	7	11	18
Asian	6,793	537	498	491	525	537	518	478	534	518	494	508	540	615
Filipino	481	35	21	34	40	43	39	38	33	33	36	37	40	52
Hispanic or Latino	25,389	2,066	1,843	1,854	1,892	1,919	1,827	1,850	1,851	1,955	2,124	2,060	2,060	2,088
Pacific Islander	400	39	26	26	29	25	30	28	36	38	32	33	26	32
White	9,258	923	693	782	685	671	739	595	617	683	703	678	695	794
Two or More Races	4,455	455	365	377	377	332	342	326	341	303	321	326	297	293
Not Reported	1,762	295	181	186	148	141	113	146	101	64	112	91	90	94
<b>Total</b>	<b>59,904</b>	<b>5,248</b>	<b>4,375</b>	<b>4,543</b>	<b>4,566</b>	<b>4,520</b>	<b>4,517</b>	<b>4,357</b>	<b>4,378</b>	<b>4,497</b>	<b>4,658</b>	<b>4,627</b>	<b>4,632</b>	<b>4,986</b>

- 29% of Albany, 18% of Berkeley, 30% of Emeryville, and 29% of Oakland public high school completers attend a community college.

CA Dept. of Ed.

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## Living Wage

Population by ethnicity living below poverty for Albany, Berkeley, Emeryville, and Oakland

Ethnicity	2010	2020	Change
White	23,361	18,264	-21.8%
Black or African American	31,968	21,868	-31.6%
American Indian or Alaska Native	0	278	INC
Asian	22,624	20,482	-9.5%
Native Hawaiian or Pacific Islander	0	495	INC
Some other race	514	880	71.1%
Two or more races	3,237	4,573	41.3%
Latinx	30,615	25,269	-17.5%
<b>Total</b>	<b>112,320</b>	<b>92,108</b>	<b>-18.0%</b>

- US Census poverty threshold = \$17,420/yr for a two person household.
- A living wage in Alameda County - per the MIT living wage calculator = \$103,093/yr for one adult and one child before taxes.
- Alameda County living wage: An adult plus one infant living require an annual wage of \$96,986 after taxes. (The Insight Center for Community Economic Development Family Needs Calculator)

US Census Data

# Median Wage

## Earnings in the Past 12 Months

Academic Attainment	Albany	Berkeley	Emeryville	Oakland
Less than high school graduate	\$32,009	\$22,857	\$55,347	\$25,559
High school graduate	\$39,931	\$32,972	\$34,700	\$31,493
<b>Some college or associate's degrees</b>	<b>\$41,458</b>	<b>\$36,165</b>	<b>\$55,568</b>	<b>\$38,498</b>
Bachelor's degree	\$65,823	\$56,541	\$86,485	\$68,369
Graduate or professional degree	\$86,115	\$81,742	\$92,865	\$87,464

Median Earnings Data (US Census)

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[US Census Data](#) Perata Community College District. All Rights Reserved.

# Career Salary & Projected Growth

Highest paying jobs for graduates with an associate's degree and their projected growth through 2030.

-US News analysis of Bureau of Labor Statistics (BLS)

Reference: US News

Career	2020 Median Salary	Projected Growth Thru 2030
Geological and hydrologic technicians	\$50,630	9%
Medical Equipment Repairers	\$51,610	7%
Environmental engineering technologists and technicians	\$51,630	8%
Life, physical, and social science technicians	\$52,460	8%
Paralegals or legal assistants	\$52,920	12%
Civil engineering technologists and technicians	\$54,080	2%
Computer network support specialists	\$55,510	9%
Radio, cellular and tower equipment installers and repairers	\$57,720	4%
Drafters	\$57,960	-2%
Funeral Service Workers	\$58,170	4%
Mechanical engineering technologists and technicians	\$58,230	6%
Legal support workers	\$59,540	Flat
Electro-mechanical technicians (robotics)	\$59,800	-2%

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## Career Salary & Projected Growth

Career	2020 Median Salary	Projected Growth Thru 2030
Occupational therapy assistants	\$60,950	34%
Respiratory therapists	\$62,810	23%
Radiologic and MRI technologists	\$63,710	9%
Aircraft and avionics mechanics and technicians	\$66,680	11%
Aerospace engineering and operations technologists and technicians	\$68,570	9%
Diagnostic medical sonographers and cardiovascular technologists and technicians	\$70,380	14%
Dental hygienists	\$77,090	11%
Web developers and digital interface designers	\$77,200	13%
Nuclear medicine technologists	\$79,590	8%
Nuclear technicians	\$84,190	-12%
Radiation therapists	\$86,850	9%
Air traffic controllers	\$130,420	4%

Reference: US News

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## Awards & Wages

Top ten (10) paying jobs for an associate's degree or certificate holders.  
(Basis: Median wage 5 years after award. Award years 2010-2011 to 2014-2015.)

Data Mart Wage Tracker

Jobs	Award Category	Median Wage 5 Years After Award (2010-11 to 2014-15)
Electrical Systems and Power Transmission	Certificates Recipient	\$159,160
Physicians Assistant	AA/AS Degree Recipient	\$144,225
Physicians Assistant	Certificates Recipient	\$141,727
Educational Technology	Locally Approved Certificates Recipient	\$124,377
Electrical-095220	Locally Approved Certificates Recipient	\$119,918

\*CCCCO Management Information Systems Data Mart Wage Tracker

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## Employment Wages: Career Education

[Data Mart Wage Tracker](#)

Jobs	Award Category	Median Wage 5 Years After Award (Award Years 2010-2011 to 2014-2015)
Paramedic	Chancellor's Office Approved Certificates Recipient	\$112,609
Diagnostic Medical Sonography	Chancellor's Office Approved Certificates Recipient	\$111,504
Fire Technology	Locally Approved Certificates Recipient	\$106,303
Public Works	Chancellor's Office Approved Certificates Recipient	\$102,898
Surveying	Chancellor's Office Approved Certificates Recipient	\$100,629

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## Employment Wages: Career Education

Top three (3) paying jobs for an associate's degree or certificate holders.  
(Basis: Median wage 5 years after award. Award years 2010-2011 to 2014-2015.)

Job	Award Category	Median Wage 5 Years After Award (Award Years 2010-2011 to 2014-2015)
Electrical Systems and Power Transmission	Chancellor's Office Approved Certificates	\$159,160
Educational Technology	Locally Approved Certificates	\$124,377
Electrical	Locally Approved Certificates	\$119,918

[Data Mart Wage Tracker](#)

### Digital media

- \$46k AA
- \$50k Chancellor's Approved Certificate
- \$21k Locally Approved Certificate

### Multimedia

- \$36k AA
- \$39k Chancellor's Approved Certificate

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## Employment Wages: Arts/Humanities/Social Sciences

Top three (3) paying jobs for an associate's degree or certificate holders.  
(Basis: Median wage 5 years after award. Award years 2010-2011 to 2014-2015.)

Jobs	Award Category	Median Wage 5 Years After Award (2010-11 to 2014-15)
Geographic Information Systems	Chancellor's Office Approved Certificates Recipient (\$74k), AA (~\$58.8k)	\$58,778 - \$74,440
Economics	AA/AS Degree Recipient	\$55,708
Speech Communication	Locally Approved Certificates Recipient	\$54,865

[Data Mart Wage Tracker](#)

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## Employment Wages: STEM

Top three (3) paying jobs for an associate's degree or certificate holders. (Basis: Median wage 5 years after award. Award years 2010-2011 to 2014-2015.)

Jobs	Award Category	Median Wage 5 Years After Award (Award Years 2010-2011 to 2014-2015)
Physics, General	AA/AS Degree Recipient	\$69,639
Biotechnology and Biomedical Technology	AA/AS Degree Recipient	\$64,439
Mathematics, General	AA/AS Degree Recipient	\$60,163

[Data Mart Wage Tracker](#)

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## Student Success: Key Takeaways from Research

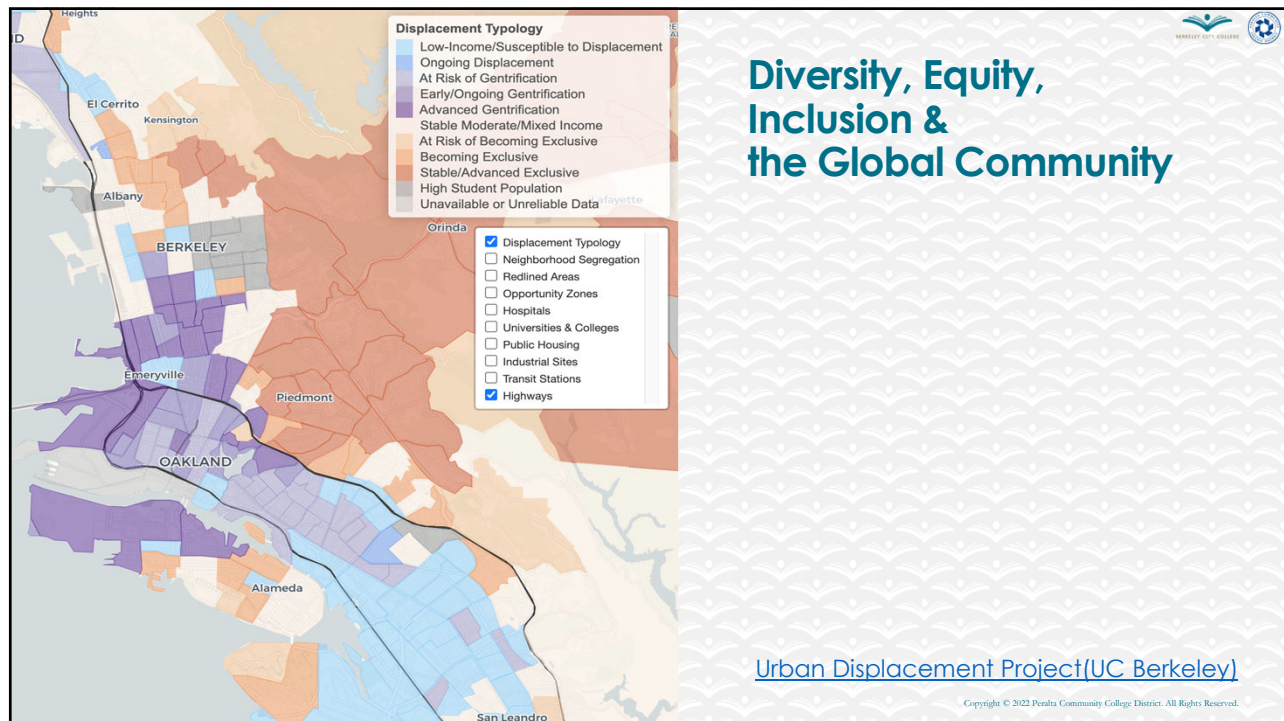
### Non-academic obstacles might be key drivers of dropout rates for low-income students.



Survey of 6,000 community college students from 10 community colleges in California and 8 other states conducted by North Carolina State University revealed the top ten (10) challenges to student success.

- Work (34%)
- Paying expenses (34%)
- Meeting demands of family and friends (30%)
- Online classes, e.g. difficulty learning material on their own, lack of interaction with faculty (21%)
- Parking on campus (21%)
- Developmental courses, courses were too hard (17%)
- Faculty (16%)
- Health and disability (16%)
- Doing college-level work (15%)
- Registering for courses (14%)

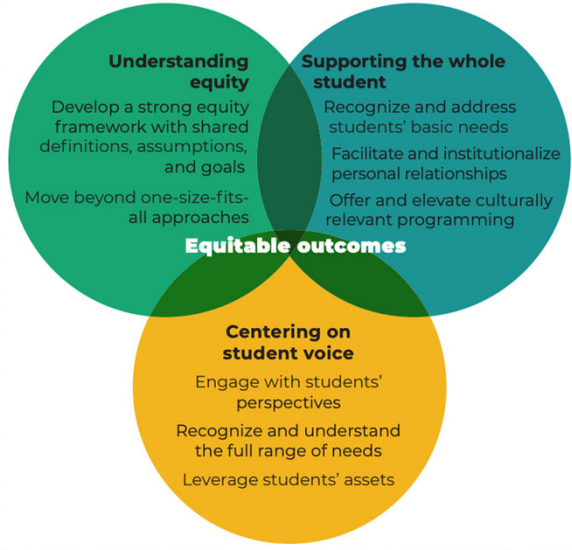
\*Percentages do not add to 100% as students could choose more than one option

[RISC Report](#)



# Diversity, Equity, Inclusion & the Global Community



**Understanding equity**

Develop a strong equity framework with shared definitions, assumptions, and goals

Move beyond one-size-fits-all approaches

**Supporting the whole student**

Recognize and address students' basic needs

Facilitate and institutionalize personal relationships

Offer and elevate culturally relevant programming

**Centering on student voice**

Engage with students' perspectives

Recognize and understand the full range of needs



Leverage students' assets

**Equitable outcomes**

BUILDING EQUITY BY SUPPORTING THE WHOLE STUDENT FINDINGS FROM CASE STUDIES OF TWO COLLEGES IN THE WORKING STUDENTS SUCCESS NETWORK. Annie E. Casey Foundation, Insight Center for Community Economic Development (Oakland) and Mathematica (October 2020).

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# WestEd Support Outline

## WestEd Supports

- Facilitation and coordination of district advisory committee
- Facilitation and coordination of college advisory committees (1 per college)
- Data analysis, visualization of current trends district-wide, and by college, environmental scan
- Facilitate charrettes at the district and college-levels
- Develop template for aligned district and college plans
- Support to ensure milestones are met, timeline tracking
- Cohesion and quality assurance support for district and college strategic plans
- In which areas do you anticipate needing the most support from WestEd?

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## WestEd EMP Support Timeline

### High-Level Timeline

Area of Work	Date
Kickoff Meeting with Peralta Advisory Committee	Chancellor's Cabinet July 18 Expanded Cabinet July 25
Initial Meetings with College Advisory Committees	July/August
Develop EMP Template	August–September
Quantitative data analysis	July–December
Qualitative data collection and analysis	August–January
Advisory Committee Meeting 2 to review initial analyses & draft template	September/October
Charrettes	TBD
Advisory Committee Meeting 3 to review findings from charrettes	November/December
District Strategic Plan	March (Draft) May (Final)
Advisory Committee Meeting 4 to review draft plans	March/April
College EMPs	April (Draft) May (Final)

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Questions?

Other research topics to consider?

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