

Education Master Plan

Spring 2023–Fall 2028

Berkeley City College

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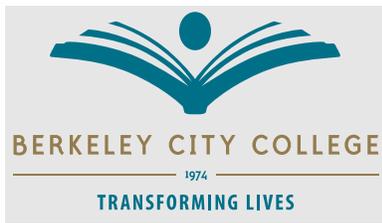


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The true value of Berkeley City College's EMP comes from the input of students, faculty, classified staff, administrators, and community members. We are grateful to everyone who provided input to shape a visionary plan for our work on equity, Guided Pathways, enrollment management, career education, dual enrollment, teaching and learning, fiscal sustainability, human capital development, and innovations in student services and instruction with the goal of more equitable student completion.

BCC EMP Steering Committee

Dr. Angélica Garcia – President

Djenilin Mallari – Office of the President, operational support

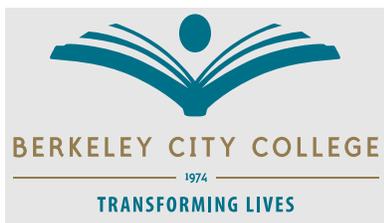
Kuni Hay – Vice President of Instruction, Accreditation Liaison Officer

Andrea Williams – Classified Senate President

Dr. Phoumy Sayavong – Senior Research & Planning Analyst

Fatima Shah – Academic Senate Representative

Kristiyan Klichev – Associated Students of Berkeley City College (ASBCC) Representative

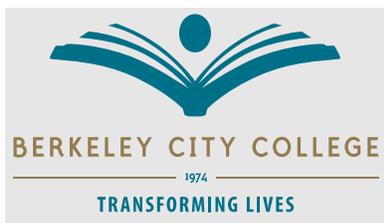


Executive Summary

The goals of Berkeley City College’s (BCC’s) Educational Master Plan (EMP) were developed through a college-wide planning process that included extensive research and review of college and regional data, input from all institutional partners (administrators, faculty, classified professionals, and students), and alignment with other college, district, and state planning efforts. Our five-year plan identifies BCC’s strategic initiatives and prioritizes our commitment to increase enrollment and improve academic outcomes, especially for disproportionately impacted and underserved student groups. The EMP forms the foundation and will serve as a guide to the other college plans.

Trends from BCC’s environmental scan, extensive research on best practices, and feedback sessions with the College community have provided the EMP Steering Committee with guiding principles to establish a roadmap for the next five years. Grounded in our mission, vision, and values, BCC’s goal by 2028 is to achieve **equitable student completion**. In order to achieve this goal, we will rely on three indicators of success: (1) Student Engagement and Success, (2) Responsive teaching and learning, and (3) Inclusive community. The main sections of this EMP are organized under these three indicators of success. In addition, we will prioritize and implement five Strategies for Success: (1) Practice data-informed processes and innovations, (2) Institutionalize culturally relevant professional development, (3) Invest in BCC Vision and Goals, (4) Advocate for diversity, equity, inclusion, and accessibility, and (5) Secure strong community partnerships.

Underlying these indicators of success and key strategies—in support of BCC’s overarching goal of equitable student completion—are BCC’s goals for the next five years. Each section of the EMP outlines a specific area of focus for BCC, current trends and efforts to bridge equity gaps and more effectively serve students, and BCC’s goals for 2023-2028.



President's Message

Berkeley City College's mission is to provide our diverse community with educational opportunities, promote student success, 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.

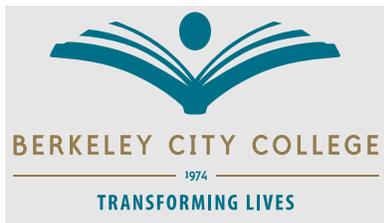
Berkeley City College (BCC) is committed to serving the local community with high quality academic and career programs, equity-minded teaching and learning processes, an inclusive campus community, and intentional support to meet the diverse and basic needs of students. There were two foundational questions that were posed in the process of DREAMING the future of BCC in service of the local Bay Area community:

1. What would it look like for BCC to contribute to ending generational poverty?
2. What would it look like for BCC to mitigate or remediate the impact of gentrification?

The Educational Master Plan (EMP) serves as the foundation for the College Strategic Plan, which guides our decision-making, resource allocation, and is grounded in BCC's mission. Aligned with the statewide Vision for Success Goals, BCC's EMP charts the future course of action for achieving our overarching goal: Equitable Student Completion.

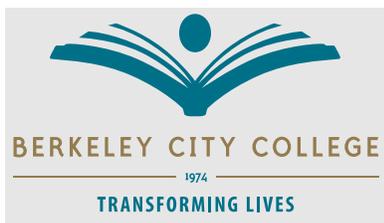
The EMP outlines the goals and strategies developed to guide BCC in accomplishing the vision of Equitable Student Completion through three indicators of success: 1) Student engagement and success, 2) Responsive teaching and student support, and 3) Inclusive Community. BCC is committed to putting students at the center of all its work and has identified five strategies for success including:

1. Practice data-informed processes and innovations
2. Institutionalize culturally relevant professional development
3. Invest in BCC Values and Goals
4. Advocate for diversity, equity, inclusion, and accessibility



5. Secure strong community partnerships

It is my deepest honor to serve as President of Berkeley City College, a community college committed to excellence and inclusion. This EMP will serve as the guide to provide a student experience that is rooted in equity, success, and completion.



Introduction

The purpose of the Berkeley City College 2023–2028 Education Master Plan is to provide the college and its community with strategic direction for improving its educational program over the next five years in alignment with the California Community College Chancellor’s Office [Vision for Success](#).

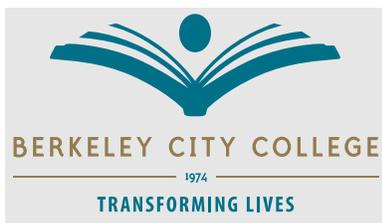
The education master plan is a core component of integrated planning for the college, and acts as the principal plan for aligning the college’s annual and operational plans, programs, grants, and initiatives to its vision, mission, and goals. Accordingly, BCC’s educational master plan will serve as a framework for integrating other BCC planning processes, such as the Student Equity & Achievement plan, Comprehensive Program Reviews, Technology Plan, and Facilities Plan. Specific, measurable goals—aligned to the goals outlined in this plan—will be included in the College’s annual Strategic Plan.

Through a review and analysis of data, BCC’s EMP highlights both strengths and opportunities for improving student outcomes and institutional effectiveness. The EMP also includes information on current efforts already underway to address opportunity areas, and outlines goals for addressing gaps between current performance and our vision for the next five years. BCC’s strategic planning process will build from the EMP and be used to identify specific strategic actions along with metrics that can be taken in the year ahead to meet the goals outlined in the EMP.

BCC leadership, faculty, and staff are focused on creating an institution where student participation, completion, and success cannot be predicted by student demographics. Instead, the College envisions achieving its mission equally and equitably across all its student populations in its pursuit to realize the College motto to “Transform Lives.”

Process for Educational Master Plan Development

The goals of the EMP were developed through a college-wide planning process that included extensive research and review of college and regional data, input from all institutional partners (administrators, faculty, classified professionals, and students), and alignment with other college, district, and state planning efforts. Our five-year plan identifies BCC’s strategic



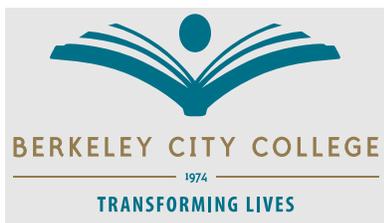
initiatives and prioritizes our commitment to increase enrollment and improve academic outcomes, especially for disproportionately impacted and underserved student groups.

The BCC EMP Steering Committee, under the direction of the College Roundtable, facilitated a process for EMP development that brought together all constituency groups of the college: students, classified professionals, faculty, and administrators. The campus provided collective input via participatory governance meetings, steering committee meetings, campus town halls, Flex Day presentations, and meetings of the Board of Trustees.

College History

Berkeley City College has a rich history of serving the diverse educational, social, cultural, and economic needs of the East Bay communities of Berkeley, Albany, Emeryville, and Oakland, since its founding in 1974, when it became the fourth college in the Peralta Community College District (PCCD). During its first three years, the College was known as the “college without walls,” offering classes throughout the Berkeley service area, including on the University of California, Berkeley, campus. By 1979, the College was offering approved courses in over 100 locations throughout the community and by 1981, the number of sites had grown to 200. For nearly 50 years, Berkeley City College has evolved from being named the Peralta College for Non-Traditional Study when it first opened, providing educational programming and services throughout the surrounding community, to Vista Community College in the early 1980’s. Since 2006, it has been known as Berkeley City College.

Over the past four and a half decades, Berkeley City College has grown from a small college that provided predominantly lifelong learning opportunities, to a comprehensive community college offering programs spanning basic skills to career technical education, terminal certificates and degrees, as well as transfer degrees and four-year college and university transfer preparation. Recognized by the US Department of Education as a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI), enrollment at Berkeley City College has mirrored the growth of Latinx and Asian and Pacific Islander populations in the College’s surrounding communities. The local community has supported the College’s growth by passing two separate bond measures to build a robust and welcoming campus for the College. Since 2006, Berkeley City College’s main campus building has been situated between Berkeley High School and UC Berkeley. Berkeley City College will celebrate 50 years of serving the community in 2024 and is scheduled to open its second campus site just one block away, making the College a true representation of an urban educational institution in downtown Berkeley.



College Offerings

Academic Degree & Certificate Programs

BCC offers 93 instructional programs in total, including 38 associate degrees: associate in arts (AA), associate in science (AS), associate in arts degree for transfer (AA-T), and associate in science degree for transfer (AS-T) programs. BCC also offers seven CTE programs and 55 credit and non-credit certificate programs.

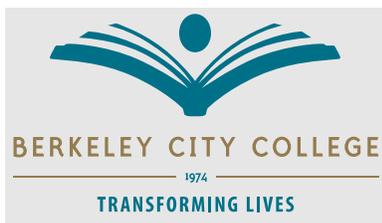
Career Education and Workforce Development

BCC has expanded its Career and Workforce Development programs, particularly in the last few years. In concert with the formation of the Career and Academic Pathways Communities based on Guided Pathways, BCC's Career Education programs have created a pipeline from Bay Area high schools and adult schools to BCC. They have also created a pathway to transfer to 4-year institutions and job attainment in high-wage, high-demand jobs.

BCC focuses on work-based learning, apprenticeships, and paid internships as effective mechanisms for students to learn practical skills and gain relevant work experiences in the real-world job environment. BCC is the recipient of multiple grants that support these programs and pedagogy particularly in the areas of Teacher Education, Health and Human Services, and STEM (including Biotechnology). BCC is also in the process of creating a centralized Career Center Hub where students can attain direct services, resources, career education workshops, and job preparation in the areas of Career Education and Workforce Development.

Student Services

The College offers a comprehensive set of student services and support for its diverse student body, including admissions and records, financial aid, counseling, campus life, student activities, a wellness center, and career and transfer center. The College has a robust team of student ambassadors to assist new and prospective students entering the college. BCC also offers programs to support equity-impacted student populations, such as EOPS/CARE, CalWORKs, NextUp, the Undocumented Community Resource Center, Veterans Resource Center and Student Accessibility Services (SAS), which was formerly known as Programs and Services for Students with Disabilities (PSSD). Student Services at Berkeley City College also includes the Asian American and Native American Pacific Islander Serving Institution (AANAPISI) cooperative grant and Hispanic Serving Institution (HSI) Program, Conocimiento Los Caminos.



Learning Communities

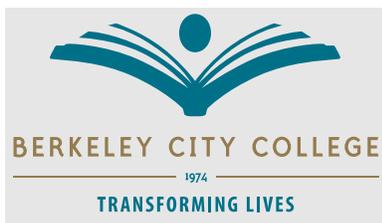
The College’s Society of Scholars is designed for first-generation and first-year students who plan to earn an associate degree for transfer. The four learning communities—Umoja Scholars, The Puente Project, IGNITE Scholars, API Leadership Empowerment Advocacy & Diversity (LEAD) and the Promise Program—are focused on fostering community cultural wealth and the Research, Planning, & Professional Development for Community Colleges equity-focused Success Factors Framework:¹

1. Directed – Students have a goal and know how to achieve it.
2. Focused – Students stay on track.
3. Nurtured – Students feel connected to someone to help them succeed.
4. Engaged – Students actively participate in class and co-curricular activities.
5. Connected – Students feel a part of the college community, and
6. Valued – Students’ skills, talents, abilities, and experiences are recognized.

Transfer Services

Berkeley City College has a strong record of supporting students to transfer to four-year institutions with associate degrees for transfer, associate degrees, and transfer curriculum. The College’s Career and Transfer Center provides individual and group programs and services to support students through the transfer application process. Students also receive transfer support and resources through key partnerships with local four-year institutions. The College is consistently recognized for its four-year university transfer rates. Notably, in the past two years BCC has had the highest per capita rate of transfer to UC Berkeley within the California Community College system. The Campaign for College Opportunity has named Berkeley City College a “Champion of Higher Education” for its significant awarding of associate degrees for transfer over the past three years. Additionally, the Campaign for College Opportunity named BCC an Equity Champion for the past two years for its increased transfer rates of Latinx students earning an associate degree for transfer. BCC is also known as a top producer of Fulbright Scholars and continues to provide innovative curriculum to meet the needs of students.

¹ <https://rpgroup.org/Our-Projects/Student-Support-Re-defined/SuccessFactorsFramework>



Academic Services

The Library and the Learning Resource Center serve as primary academic support centers and include services such as tutoring, technology training, workshops, and instructor support both in-person and online. BCC also provides technology supports, including the distribution of Chromebooks, laptops, and hot spots.

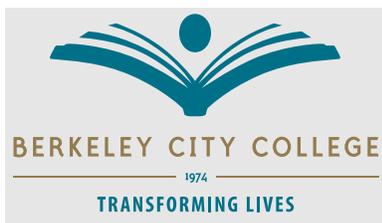
Current Context

Since the COVID-19 Pandemic, the College has provided classes and services remotely, and is gradually bringing more students and faculty back in-person. Currently, about 25 percent of BCC courses are offered in-person. All student services can be accessed both in-person and remotely. Many students continue to take courses online, but often come to campus to access services in-person. Enrollment and website usage data also indicate an increased demand for online courses and services in the evening. Over the next five years, BCC leaders will continue to collect, analyze, and respond to these data to ensure that the College's course and service schedules are aligned to student demand. This will likely mean that BCC will continue offering services and courses in a variety of modalities, so students can access courses and services to meet their needs. For example, additional HyFlex learning, and service environments can be developed to maximize student access and enrollment.

BCC, with the support of PCCD, will engage in new and innovative ways to obtain and analyze data to understand post-pandemic trends in student enrollment and engagement. BCC will analyze data based on the college's priorities, in alignment with the PCCD Board's goals and the Vision for Success. Examples for this are the questions that the College identified in the initial EMP planning retreat:

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 local community members to continue to live in the area for generations to come?

Furthermore, one of the two recommendations for quality improvement that the 2021 Comprehensive Accreditation Peer Review identified for BCC is to ensure that BCC uses data-informed processes, with data disaggregated by race and ethnicity, as part of the institution's regular practice in assessing student learning outcomes and when making decisions.



Mission

Berkeley City College's mission is to provide our diverse community with educational opportunities, promote student success, 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

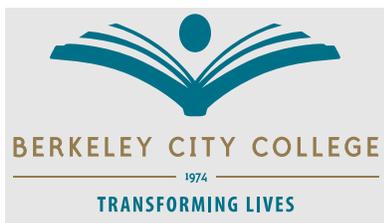
Berkeley City College transforms students' lives as an innovative, student-centered learning community dedicated to academic excellence, collaboration, equity, and social justice.

Values

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

1. **A Focus on Academic Excellence and Student Learning.** We value our students varied educational and experiential backgrounds and learning styles, as well as educational objectives.
2. **A Commitment to 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.
3. **A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society.** We value the fact that students live and work in an increasingly complex society and world.
4. **A Commitment to a Quality and a Collegial Workplace.** We value the high quality that characterizes everything we do.
5. **The Importance of Innovation and Flexibility.** We value 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.

These are the standing mission, vision, values at the time when BCC's EMP was completed in Spring 2023. The Mission, Vision and Values will be revisited as part of the strategic planning process. This work will include defining terms included in the mission, vision, and values such as "equity" and "justice."



Student Engagement and Success

Student engagement and success requires a focus on increasing enrollment and retention, and on improving student outcomes and eliminating equity gaps.

Enrollment and Retention

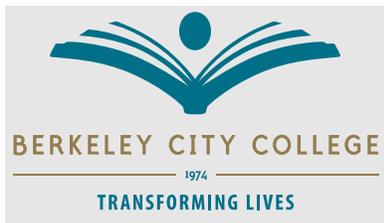
Based on data from 2021-2022, Berkeley City College has experienced a significant decline in enrollment by full-time equivalent students (FTES) and headcount over the past few years. Headcount enrollment has declined 11.4% since 2017-2018, and FTES enrollment has fallen 23%. Students overall are taking fewer units as well, as the average FTES per student has fallen from 38% to 28%. Overall enrollment data is listed in Table 1.

Enrollment and Retention: Five Year Goals & Strategic Actions

- Expand and strengthen outreach to high school students, teachers, counselors, parents, and adult education schools about the educational opportunities at BCC.
- Strengthen pre-admission support to facilitate the transition of students from area schools to BCC.
- Systematize, strengthen, and increase enrollment of dual enrollment students after graduation from high school.
- Increase enrollment, with a focus on increasing enrollment for AAPI, Black/African American, Latinx, and adult learners.
- Increase student retention from Fall to Spring.

Table 1. Headcount and FTE Enrollment 2017-2018 to 2022-2023

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23



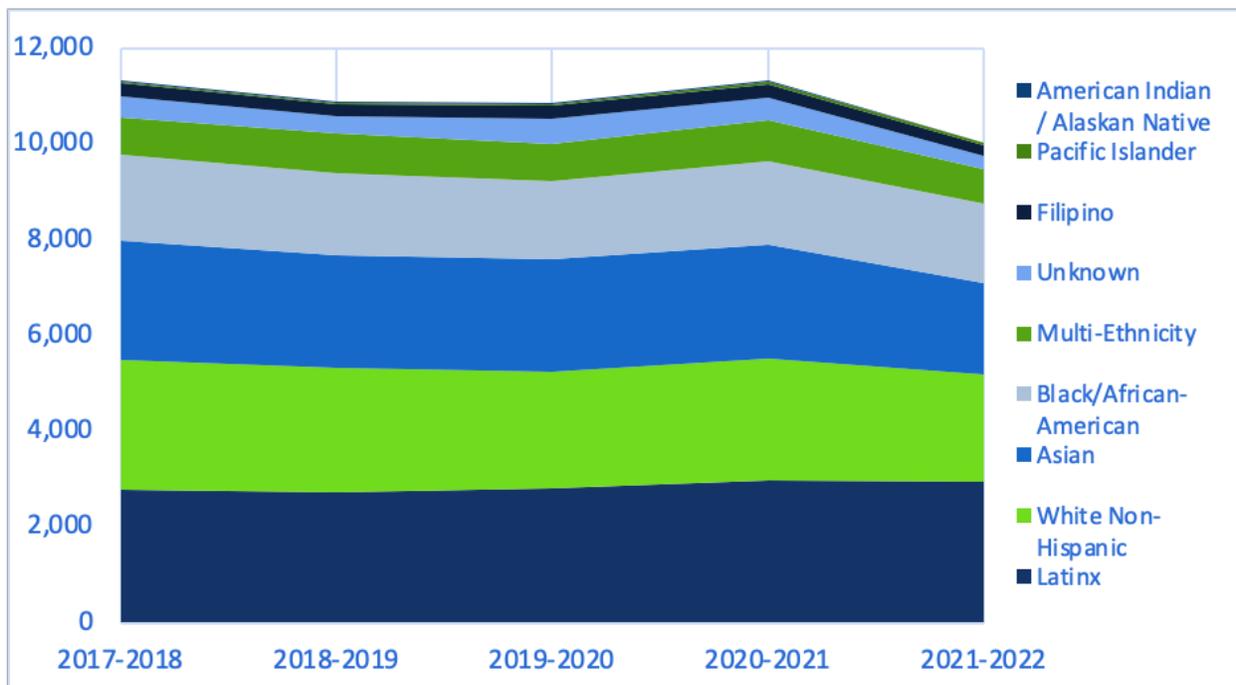
Headcount Enrollment	11,353	10,911	10,871	11,340	10,056	10,134
FTE Enrollment	4,370	4,162	3,931	3,622	3,359	2,884
FTE per Headcount	38%	38%	36%	32%	33%	28%

However, enrollment appears to increase in 2022-23 from the prior year. More students are returning but they are taking fewer classes each semester, leading to a decrease in the annual FTES.

Enrollment: Racial Composition

Figure 1 shows the racial and ethnic composition of the student body over the last 6 years. The largest populations BCC serves are Latinx and White students, each making up about a quarter of enrollment. The next largest groups are Asian students, who are 22% of enrollment, followed by Black/African American students, who comprise 16% of the population of students.

Figure 1 Headcount Enrollment by Race & Ethnicity 2017-2018 to 2021-2022

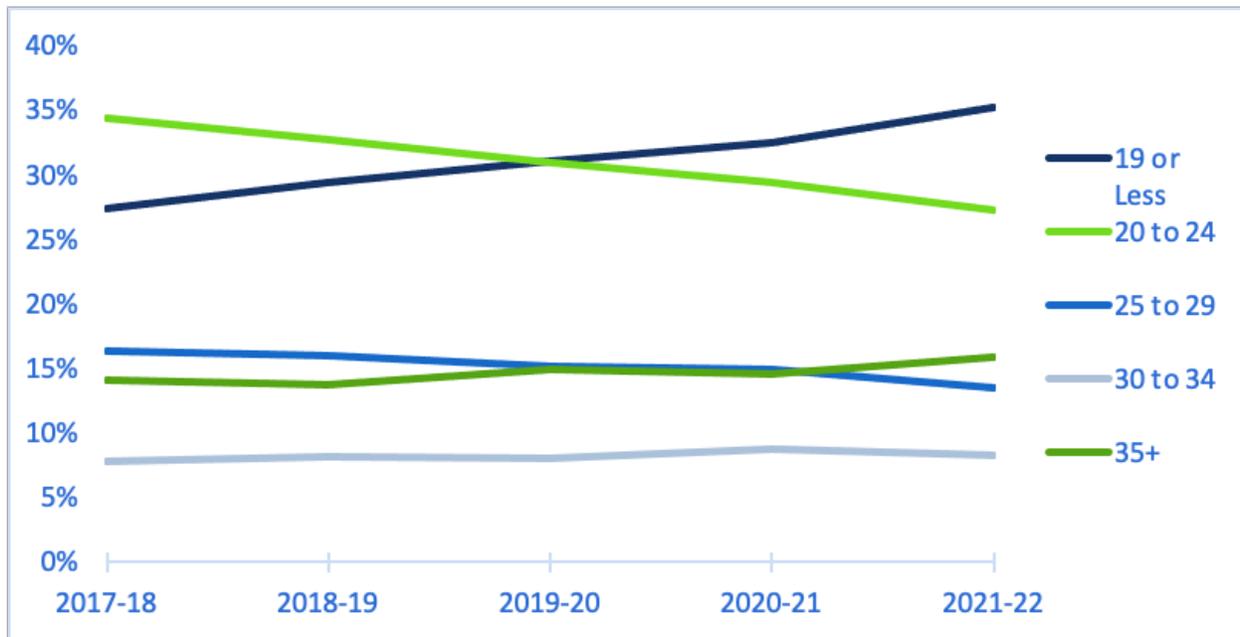


Enrollment declines have shifted the College’s racial composition. The largest enrollment declines have been among Asian (-23%), Filipino (-22%), and White (-17%) students, while the Latinx population has grown 6%. Black/African American and multi-ethnic student enrollments have experienced below-average declines of 8% and 9% respectively.

Enrollment: Age Composition

Figure 2 shows enrollment by age group over the past five years. Most (62%) of BCC’s students are younger than 25, and BCC has seen the second-largest growth in enrollment (14%) for students under 20. Enrollment among 35- to 39-year-olds has grown the most, by 16%. The sharpest declines have been among 20–24-year-olds (-30%) and 25–29-year-olds (-27%).

Figure 2 Enrollment by Age Group 2017-2018 to 2021-2022

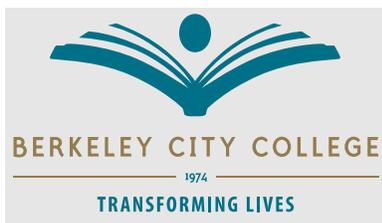


Enrollment & Equity: Credit Type Across Race and Ethnicity

Table 2 shows the racial and ethnic composition of each enrollment type (credit, non-credit, adult education, and CTE) compared to the racial and ethnic composition of the overall student body. Multi-racial, Black/African American, and White students are all proportionally represented in credit and non-credit enrollment, while Hispanic and Latinx students are underrepresented, and Asian students are overrepresented.

Table 2 Enrollment by Race & Ethnicity Across Credit Types Fall 2021

Fall 2021	Overall Enrollment	Credit Enrollment	Noncredit Enrollment	Adult Education Enrollment	CTE Enrollment
Hispanic and Latino	29%	25%	27%	28%	24%
White	23%	23%	22%	23%	23%
Asian	19%	21%	22%	21%	20%



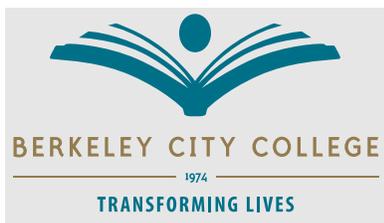
Black/African American	16%	16%	16%	16%	15%
Multi-racial	7%	7%	4%	4%	7%
Unknown	3%	5%	8%	8%	6%
Filipino	2%	3%	-	-	3%
Pacific Islander and Hawaiian Native	0.5%	0.3%	-	-	-
American Indian and Alaskan Native	0.1%	0.3%	-	-	-
Total	10,056	8779	745	721	2,167

Enrollment: Top 5 Feeder High Schools

Berkeley High is the largest feeder high school to BCC, typically sending as many students as the next two combined (El Cerrito High and Albany High). Overall enrollment from these feeder high schools has fallen by 25% since 2018-2019, with the largest declines at Albany High (64%) and San Leandro High (35%). Only one high school has increased the number of students that enroll in BCC; enrollment of students from Oakland Technical High School has grown by 28%, but because of the small enrollment, that equates to only 6 students.

Table 3 Enrollment by Top 5 Feeder High Schools, 2018-2019 to 2021-2022

High School	2018-2019	2019-2020	2020-2021	2021-2022
Berkeley High	117	111	104	95
El Cerrito High	57	63	61	51
Albany High	61	44	39	22
San Leandro High	29	33	35	19
Oakland Tech	21	23	24	27



Total from Top 5	285	274	263	214
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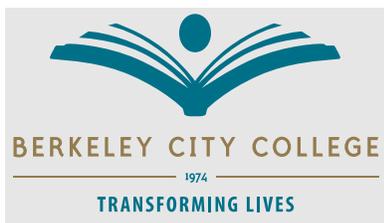
College-Going Patterns Among Local K-12 Students

Figure 3 College-Going Rates and CCC enrollment

2019-2020		College Enrollment Rates					
School District	Total HS Completers	Overall	CCC	CSU	UC	Private	Out of State
Oakland Unified	2114	50%	21%	13%	9%	2%	5%
Alameda Unified	729	75%	32%	9%	22%	4%	8%
Piedmont City Unified	202	80%	10%	9%	16%	7%	38%
Berkeley Unified	758	70%	24%	8%	19%	4%	16%
Albany Unified	246	83%	30%	10%	25%	4%	14%
Castro Valley Unified	739	74%	32%	16%	16%	4%	8%
San Leandro Unified	642	61%	39%	10%	7%	3%	3%
San Lorenzo Unified	764	56%	30%	15%	9%	1%	1%
West Contra Costa	1,844	59%	32%	10%	11%	2%	3%
Emery Unified	58	69%	36%	10%	14%	5%	3%

Among local high school districts in the East Bay, Oakland Unified (OUSD) and Alameda Unified School District (AUSD) are some of the largest feeder districts into California Community Colleges (CCC), whose graduates most often matriculate at one of the Peralta campuses. However, only 21% and 32% of graduates at OUSD and AUSD attend a CCC, respectively. These districts represent great potential for recruitment. Dual Enrollment

BCC has made tremendous growth in Dual Enrollment in the last 4 years, increasing enrollment by over 200 percent. BCC’s Dual Enrollment is rooted in the framework of the Guided Pathways. BCC’s course offerings at high school sites, in particular through the College and Career Achievement Program (CCAP), are carefully planned by BCC’s Instructional Deans and the High School Dual Enrollment Coordinator or their administrative representatives. Classes are chosen as part of a pathway, facilitating a sequence of coursework to support equitable



completion. As BCC’s Academic and Career Communities are further defined, the six different clusters of choice of study can guide students through their educational journey at BCC.

Research indicates that over the next 5 years, there will be a decline in the number of college-going middle and high school students who are in the pipeline to BCC (see Table 4). Enrollment among all ethnic groups, except for those students who identify as two or more races, is projected to decline. Currently, less than 20% of high school completers from Albany, Berkeley, and Emeryville attend a community college. BCC must conduct further research on enrollment trends to understand where and how we are losing college-going student populations in our feeder communities, and to identify specific strategies to pivot the College’s outreach efforts to capture students who may not be aware of the myriad benefits of attending BCC.

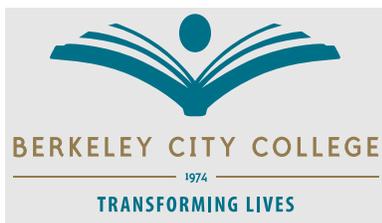
Table 4. Percent of Service Area Student Population Change Relative to Grade 12 from 2021-22

Total	4,986	-1%	-1%	-1%	-10%	-12%
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Source: Data source: CA Dept of Education

Current Efforts to Increase Enrollment

Berkeley City College has been utilizing various strategies to increase enrollment rates. One of the most effective ways of increasing enrollment is reaching out to students who have applied but not registered at Berkeley City College by sending text messages and phone banking to students. This is a personalized way of reminding students of registration and enrollment deadlines. In addition, BCC has been providing support for students by holding enrollment workshops to help prospective students apply for the college and then inviting them to our registration workshops to meet with counselors to plan their schedules. Moreover, we have student ambassadors helping students through our live chat on our website and in-person to provide a more personalized way to support students enroll at the college and register for classes. In addition, the Offices of Instruction and Student Services have collaborated to systematize and strengthen dual enrollment at the college. By having support throughout the enrollment process, we are making it easier for students to achieve their academic and personal goals here at Berkeley City College. In addition, to ensure our marketing accurately represents our diverse student population, there is a conscious effort to showcase the diverse backgrounds of our students.



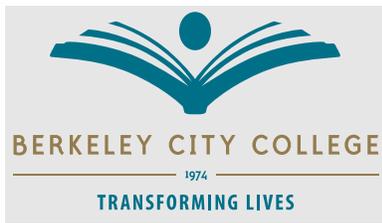
Strengthening Enrollment and Retention Over the Next Five Years

An analysis of BCC's data indicates that graduation, retention, and persistence rates for AAPI, Latinx, and Black/African American students are lower than White students. As part of the College's efforts to eliminate equity gaps, BCC will continue to outreach to these groups to ensure they are prepared when they enter and successful throughout their academic journey at Berkeley City College. To target outreach efforts, the College will run demographic queries and use social media, the HubSpot marketing platform, and direct text messaging to connect students to educational supports. This will include Utilizing disaggregated data to outreach to our Black/African American and Latinx students to encouraging individual students to join a Society of Scholars learning community, such as Umoja, Puente, or API Lead. Participation in a learning community can provide BCC students with additional resources and a sense of belonging that supports their academic persistence and achievement.

Berkeley City College will leverage continuous innovation in technology to improve its services and web presence. This will include integrating artificial intelligence (AI) tools into BCC systems and redesigning the College's website for ease of use. A streamlined user experience will allow students to enroll and register for classes without needing to wait for support during BCC operating hours. Students should be able to easily access information online at their convenience. By making consistent investments into redesigning and developing our website, Berkeley City College will increase student engagement and understanding of resources available including application and enrollment supports, learning communities, financial aid availability, and more.

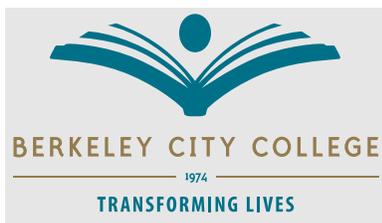
Berkeley City College will increase our presence and visibility with local businesses to secure partnerships and invite both customers and employees to seek training and certification at the college. This approach will also be used to connect with local community groups, political organizations, unions, and resource centers, such as food banks and childcare centers. Student Ambassadors will help with outreach in these areas. Our partnerships with businesses and the Berkeley Adult School will inform the community of the internships and apprenticeships that benefit CTE students and adult learners.

To increase BCC's enrollment of AAPI and Black/African American students, BCC will increase targeted outreach and in-reach efforts. Outreach strategies will include visits by the College's Enrollment Services Department to local high schools, with specific outreach guided by the enrollment patterns described earlier from local high schools. These visits would highlight the College's academic offerings and supports, as well as the cultural celebrations, activities, and events hosted by BCC's Society of Scholars learning communities. Berkeley City College also



plans to actively engage with local high schools to foster sustainable relationships with culturally based student groups to build meaningful connections.

Additional outreach will be performed through traditional advertisements, mailing campaigns, and digital advertising on social media platforms. To further expand the College's reach, BCC will also leverage its relationships with the Berkeley Chamber of Commerce and Downtown Berkeley Association, community groups, and business partners to connect with prospective students and the broader BCC community. In addition to connecting with the surrounding community, BCC's communications team will also work to reach current students and connect them to opportunities. This "in-reach" will include on-campus messaging using fliers, video boards, and the student ambassador welcome desk. These efforts will be accompanied by virtual strategies, such as consistent updates to our website's events page, email campaigns, and text messaging to students.



Student Equity and Success Outcomes

Course Completion and Retention Rates

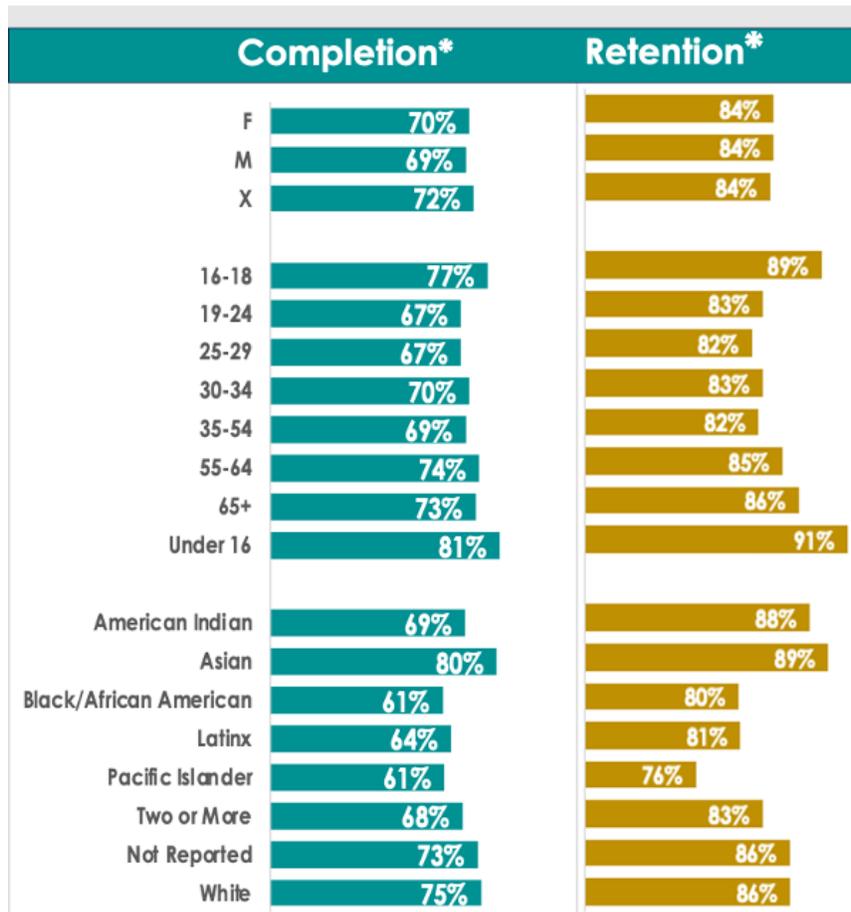
In 2021-22, roughly 84% of students at Berkeley City College stayed in their courses through the end of the semester, while about 70% completed their courses with passing grades. Younger students had relatively high retention and completion rates: students who were younger than 16, and aged 16 to 18, completed 81% and 77% of their courses, respectively.

The groups of BCC students with the lowest retention and course completion rates were also those student groups that make up a large percentage of the student body. This includes slightly older students – aged 19 to 29 – who completed 67% of their courses but stayed enrolled in roughly 82% of these courses. In addition, Black/African American students completed 61% of their courses and Latinx students completed 64% of their courses.

Equity and Success: Five Year Goals & Strategic Actions

- Increase the number of African American/Black students who complete a certificate, degree and/or transfer.
- Reducing/eliminating equity gaps in course completion, awards, and transfer for Black / African American, Latinx, and AAPI students.
- Increase FAFSA and CA Dream Act Applications/Awards.
- Implement student success coaches that serve as an intermediary between enrollment, counseling, and faculty to support student success.
- Implement a financial literacy program through the Basic Needs Center and Financial Aid Office for students covering topics such as financial aid, budgeting for college, tax services, banking, and checking.

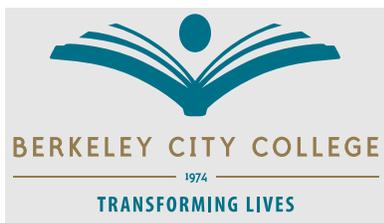
Figure 4 Completion and Retention (2021-22)



Source: BCC Institutional Research

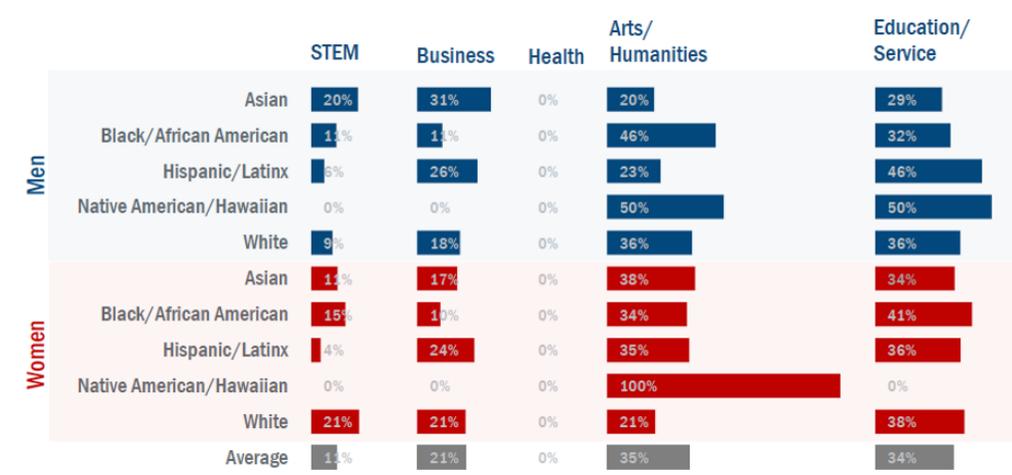
Associate Degree Completion: An intersectional look at Gender and Race/Ethnicity

The figure below shows the distribution of associate degrees awarded by degree category, gender, and race/ethnicity. On average, roughly 70% of BCC students received awards related to the Arts/Humanities, or Education/Service, but there is substantial variation across student demographic categories. Asian and Black/African American students were awarded a relatively higher share of STEM degrees than the general population, a trend that was most pronounced among Asian men, Black/African American women, and White women. Asian men and Latinx students were awarded the largest share of Business degrees. Within Arts/Humanities, the most common degree category, Black/African American men were overrepresented compared to the general student population, and Hispanic/Latinx men were underrepresented. Latinx students,



especially Latinx men, were most overrepresented within the Education/Service degree category. Nearly half of all Latinx men who received an associate degree, received one in this degree category.

Figure 5 Types of Associate Degree by race/ethnicity and gender



Transfers to Four-Year Institutions

Although 41% of BCC's enrollment is comprised of Black/African American, or Latinx students, these student groups make up only 35% of all students transferring to four-year institutions. Asian students, Filipino students, and students reporting more than one race/ethnicity are more likely to transfer compared to the overall student body.

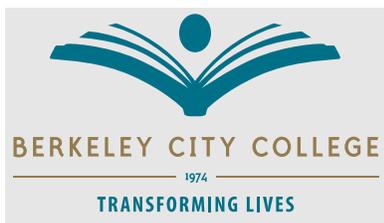
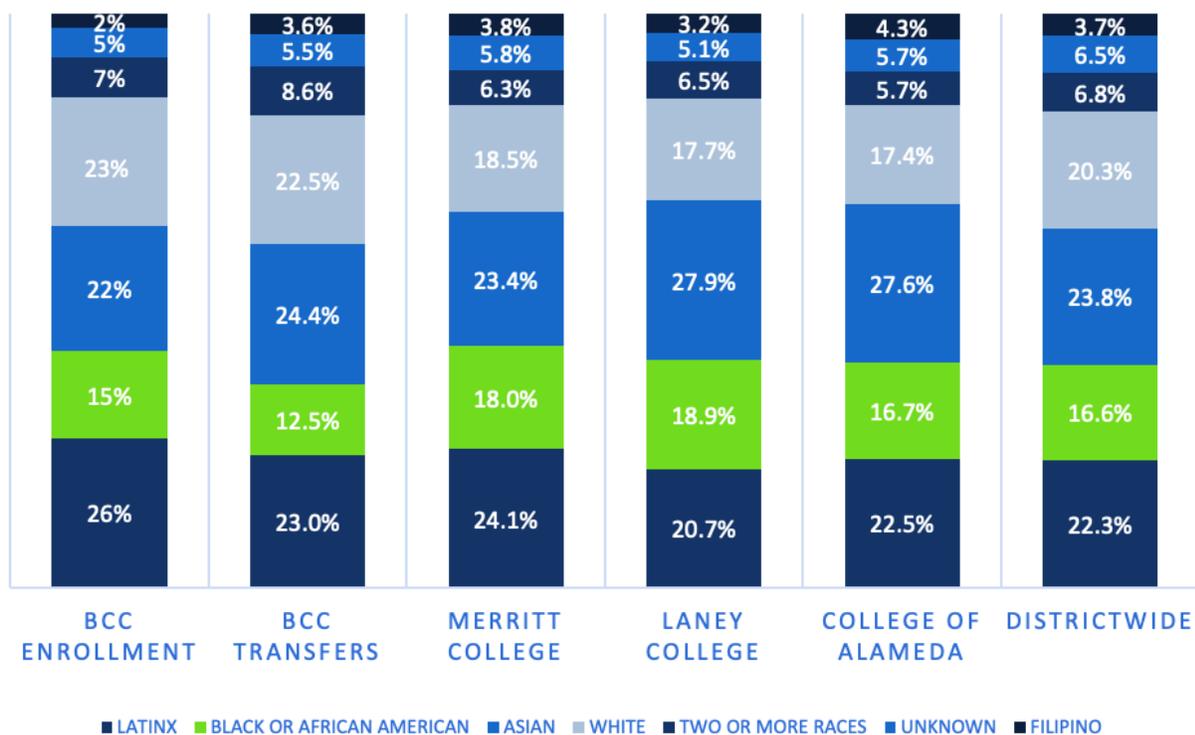


Figure 6 Transfer to Four Year Institutions (2018/19)

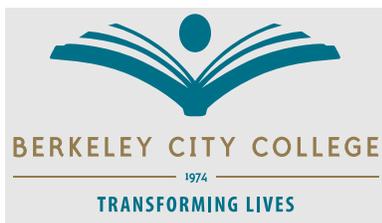


Source: [LaunchBoard Community College Pipeline](#)

Current Efforts to Improve Student Equity and Success Outcomes

Students' needs are responded to in myriad ways to support equitable completion of their educational journey at BCC. BCC's student program completion incorporates Guided Pathways, so students can enter academic and career pathways prior to enrolling. Students can select their choice of academic or career pathway, which leads to transfer to 4-year institutions and/or obtaining high-wage, high-demand work in the workforce.

Based on this model, BCC provides course offerings that allow students to obtain their goals of a degree, certificate, or transfer while limiting the amount of time and resources necessary for completion. However, COVID-19 continues to elicit questions about how best to schedule courses and services to our students. As described above, based on the feedback from students, BCC continues to be fluid by strategically offering courses that provide multiple options for students: fully in-person, Hybrid, HyFlex, and fully online, both asynchronous and



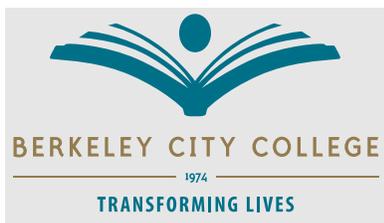
synchronous instruction. In terms of student educational and academic support services, BCC's student services along with the Learning Resources Center (LRC) and the library work closely with students and provide services in multiple modalities as well.

Equity

Black/African American, Southeast Asian, Pacific Islander and Latinx students demonstrate the most significant disproportionate outcomes given their population and percentage of transfer or degree-completing students. BCC, in its current three-year Student Equity and Achievement (SEA) plan, has prioritized Black/African American students. Across all indices of success and outcomes, Black/African American students at BCC experience the lowest indicators as measured in the SEA dataset (Cal-pass plus). Accordingly, BCC has committed to decreasing the equity gap for Black/African American students by 50% by year two (2023-2024) and 75% by year three (2024-2025). The goals in the SEA plan are to improve enrollment, completion of English and math in the first year, transfer, degree and certificate completion, and persistence from term-to-term. BCC is engaged in the following activities to meet these goals:

- expansion of the Umoja Scholars program learning community
- Disaggregating enrollment data to identify Black/African American students who
 - enrolled in the previous two semesters but have not registered for classes in the current or upcoming semester
 - dropped from classes at census but have not added any new classes
 - petitioned to withdraw from a course and scheduling them for an appointment with a counselor
 - submitted a CCCApply application for the first time, but have not registered at BCC
- following up with Black/African American students who drop or unsuccessfully complete a class
- Student Education Plan support for all Black/African American students on campus
- fostering a campus climate that recognizes, affirms, and engages Black minds, Black joy, and Black excellence

At BCC, we recognize that outcomes for Asian students, in the aggregate, outpace most other racial/ethnic groups monitored in IPEDS. Within these same student groups, even students who are successful experience the highest rates of mental health challenges compared to their peers. However, it is also important that we understand the challenges of various AAPI



subgroups who struggle with poverty and unsatisfactory employment. Diverse subgroups also have challenges with the English language to various degrees.

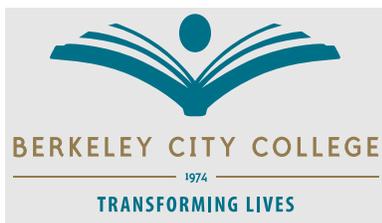
To support the needs of our Asian American and Pacific Islander (AAPI) students, the college is implementing its first AANAPISI cooperative grant. This grant focuses on expanding mental health and wellness for AAPI students through a culturally responsive, affirming, and inclusive approach, and supporting the transition of students through English for Speakers of Other Languages (ESOL) programs into Career Education (CE) and successful completion, including job placement. The goals of the grant are intended to address both engagement and academic success for our Filipino, Vietnamese and Pacific Islander and Native Hawaiian students. The goals of the grant are to:

- expand the number and diversity of mental health resources for AAPI students.
- provide faculty and staff with knowledge of the potential stressors that AAPI students are facing.
- increase completion rates for Southeast Asian, Pacific Islander, Native Hawaiian, and Filipino students.
- increase the number of ESOL students who transition to CE programs and complete a certificate.
- increase and support linkages between ESOL students and work-based learning.

The name of the grant, AAPI Healthy Transitions, reflects BCC's commitment to increase enrollment through a racial equity lens by supporting students' complex academic and wellness needs.

The work of the AANAPISI federal cooperative grant is an example of BCC's work to expand available resources and builds upon BCC's efforts supported by the Title V HSI grant, which centers Latinx student success through three interconnected strategies focusing on: the student experience, institutional transformation, and the broader community. The grant name, Conocimiento Los Caminos, captures the spirit of the grant. The term "conocimiento" refers to building familiarity and a deeper way of knowing, paired with the term "los caminos" which refers to a journey or a pathway that includes opportunities for success and space for growth despite challenges or barriers. The objectives for BCC's HSI grant are to:

- increase Latinx student retention and transfer rates.
- improve Latinx student preparation for employment; and



- expand professional development for staff and faculty focused on improving Latinx student success.

Since being awarded the grant in 2020, the college has successfully offered a yearlong series of professional development opportunities for all college staff and faculty to engage in a central question of the work: “What does it mean to be a Latinx serving institution?” Professional development opportunities have included Flex Day presentations and the opportunity for all college staff and faculty, regardless of their proximity to students in the classroom or in student services, to attend conferences, professional development and other training experiences that support the community to focus on servingness, a multidimensional approach to moving from simply enrolling Latinx students to truly supporting them in higher education.²

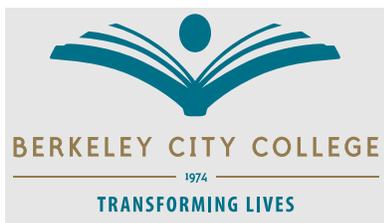
To reach the objectives above, the college has successfully implemented the following:

- The Puente Project Learning community
- New and Continuing student Bienvenida
- Career Day
- Broad recruitment of staff and faculty to conferences centering Latinx student success and completion

The College has seen a continued increase in the number of Latinx students enrolling, completing degrees and transferring. Though there is considerable evidence indicating success, BCC continues to interrogate these indicators because we understand that, like our AAPI community of scholars, Latinx students are not a monolith and the disaggregation of data for this population is necessary to continue to advance Latinx servingness, equitable outcomes, success and access.

While the grants and strategies mentioned above speak to the intentional work the College is doing to address specific populations of students, BCC also recognizes that the students we serve have intersectional identities that include gender, abilities, sexuality, and economic class. Prior to the pandemic, BCC had begun its own work to reflect on the campus’s privilege, and the power we hold to interrupt systems of power and oppression that have negatively impacted our students and our community. BCC has had an explicit focus on engaging faculty, staff, and students in discussions about behaviors that demonstrate a commitment to anti-racism. In fact, a focus on anti-racism has been ongoing and is reflected in Flex Day agendas—starting in Fall

² Garcia, Nunez & Sansone, 2019



of 2020 with the intersectionality workshop and through the pandemic—as our community experienced the collective trauma of witnessing the murder of George Floyd.

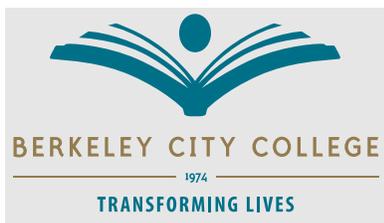
Campus culture and climate to promote student success

In other efforts to address student equity and success, the President's Task Force on Race and Ethnicity held four student listening sessions to better understand students' needs. The Task Force developed a set of recommendations incorporating students' narratives and experiences at BCC. In addition, the College engages in regular student event programming to recognize cultural celebrations such as Latinx, Black/African American, Women's, and Asian American and Pacific Islander history and heritage months, Lunar New Year, and National Coming Out Day, to encourage a sense of belonging for students at BCC. The College also utilized HEERF funds to pay student fees and parking costs for the Fall 2022 and Spring 2023 semesters to encourage students to return to the campus. Furthermore, Guided Pathways Academic and Career Communities at BCC regularly solicit and incorporate student and faculty feedback.

Financial Aid

BCC also recognizes the need to ensure students receive adequate financial support in order to achieve more equitable student completion. Between 2019 and 2022, the number of students who received financial aid declined due to decreased enrollment, but the financial aid amount awarded increased by almost a million dollars. The number of students who qualified for the California Dream Act increased from 52 in 2020 to 69 in 2022. Increasing the number of Financial Aid applicants has a direct correlation to increasing the number of students receiving financial aid, including Pell recipients and AB540 students who are socioeconomically disadvantaged. When adequate support is provided, students are able to reach their goals at BCC. Furthermore, BCC has begun discussions about the need to develop a financial literacy program for students. The development of a financial literacy program at BCC is key to improving our students' educational outcomes. When our students have the tools to make sound financial decisions related to paying for college, when they are able to effectively manage their finances and plan for the future, they are more likely to persist in reaching their educational goals.³

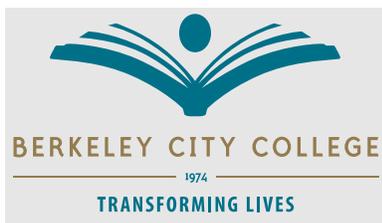
³ Eichelberger, Brenda, et al. "College Student Journal." *Project Innovation, Inc.*, Project Innovation Austin, Mar. 2020, projectinnovation.com/college-student-journal. Accessed 18 Apr. 2023.



Goals and Strategic Actions

Based on the analysis of student equity and success outcomes, and building off current efforts by BCC supported through the HSI and the AANAPISI grants, BCC is focused on the following goals over the next five years:

- Increasing the number of Black/African American students who complete a certificate, degree and/or transfer.
- Reducing/eliminating equity gaps in course completion, awards, and transfer for Black / African American, Latinx, and AAPI students.
- Increasing FAFSA and CA Dream Act Applications/Awards. By collaborating with Financial Aid and the District Foundation, we will proactively communicate scholarship opportunities available for our Black and Latinx students.
- Implementing student success coaches that serve as an intermediary between enrollment, counseling, and faculty to support student success.
- Implementing a financial literacy program for students covering topics such as financial aid, budgeting for college, tax services, banking and checking.



Responsive Teaching and Learning

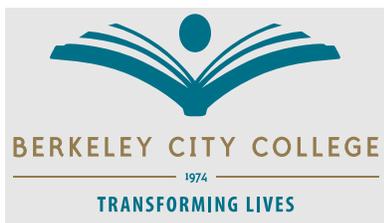
Ongoing efforts to more effectively serve the community at BCC are embedded in the college's planning processes. Part of what we have learned from the COVID-19 pandemic is that the ways in which we teach students and develop faculty and classified staff professionally must adapt. The pandemic has drastically changed how we work and how BCC operates. Over the next five years, there are many unknown factors that the college faces, as well as challenges and opportunities. BCC embraces the need/opportunity to adapt teaching and learning and will focus its efforts on increasing student engagement and success, developing more responsive teaching and student support, and creating a more inclusive community.

Teaching, Service, and Learning: Five Year Goals & Strategic Actions

- Provide professional development for staff, faculty and administration to advance antiracist policies and practices and promotes black student success on our campus.
- Implement professional development experiences for classified professionals.
- Implement zero cost textbook courses for students.
- Provide culturally affirming curriculum

Culturally Responsive Teaching and Student Support

Culturally responsive teaching and student support has been researched and recommended for decades by myriad educational programs, institutes, and research organizations. Accordingly, BCC is investigating what it would take for equity-minded teaching and student support to be the norm at BCC, and how we can identify what we need to change and improve to more effectively serve our students to achieve equitable outcomes. Currently, we are focused on three main strategies for making teaching and student support more culturally responsive: professional development, the improved use of technology, and equity-minded and data-informed teaching practices



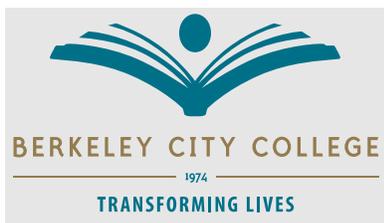
Professional Development (PD)

First, BCC is planning an equity-centered, college-wide professional development (PD) program for faculty, classified professionals, and administrators. This 5-year comprehensive PD program is critically important for BCC to serve our students well and support more equitable student completion. In 2022-2023, BCC engaged in the statewide Institutional Effectiveness & Partnership Initiative (IEPI), which included two site visits from a team of peers to support BCC's professional development efforts. A one-time \$200,000 grant from IEPI will augment existing PD offerings, allowing BCC to develop curriculum for a New Faculty/Tenure-Track Academy, and to host an Part-time Faculty Symposium and a Classified Professional Retreat. BCC has also applied for a \$300,000 culturally responsive pedagogy and practices grant. Berkeley City College also plans to incorporate student input into professional development for faculty, classified professionals, and administrators so that PD offerings are responsive to student needs.

Role of Technology

The role of technology has significantly changed following the COVID-19 pandemic, both for teaching and learning and for providing student educational and academic support. BCC continues to offer courses and student support services fully-in person, hybrid, HyFlex, and fully online (asynchronous and synchronous). BCC is also monitoring and assessing the reasons why students desire to have courses and services offered in certain modalities to inform future planning. One thing that is clear is that effectively leveraging technology is critical for BCC to support equitable student success and completion. Some of BCC's efforts to improve and enhance the role of technology include:

- BCC, along with the three other colleges within the PCCD, is in the process of becoming a “teaching college” within the California Virtual College Online Education Initiative (CVC-OEI) as part of the California Statewide online (OL) course offering initiative. In CVC-OEI, students can take fully online courses within the California Community Colleges to complete their program, if the courses are offered under the teaching college designation.
- High tech, High Touch Technology for student engagement is now a critical part of connecting with students. For example, the college uses Hubspot to connect directly with students via text and ConexED to connect students to counselors and service areas.
- To reduce barriers to student completion, lowering and/or eliminating textbook costs is another area that the BCC faculty have been leading along with California's “Zero Textbook Cost” initiative. In the next 5 years, BCC strives to eliminate 100% of textbook costs to reduce the cost burden for students.



Equity-minded and data-informed teaching practices

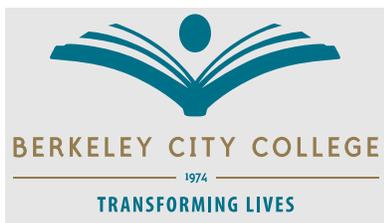
Berkeley City College has engaged in deep work to address the ACCJC recommendation for quality improvement.

College Recommendation 1: *In order to increase effectiveness, the team recommends that the College ensure that its outcomes assessment practices are consistently comprehensive and regularly include analysis of disaggregated learning outcome data. (I.B.6, II.A.3)*

First, every instructional, student service, and administrative service area is reviewing, analyzing, and revising their practices to more effectively serve BCC students. By 2025, BCC's goal is to build capacity within faculty, classified professionals, and administrators to analyze and review disaggregated data to determine where gaps persist in student outcomes and identify strategies to revise course and program practices.

Spaces that Support Student Engagement and Community Partnerships

In addition to its focus on more responsive teaching and learning, BCC is also focused on creating new spaces that support student engagement and community partnership. As BCC embarks on the opening of the new 2118 Milvia campus in the 2025-2026 academic year, the College continues to develop teaching, learning, service, and community spaces that are reflective of BCC's values and strategic goals. Plans for the new campus building include multiple integrated and inclusive community spaces focused on encouraging high-touch and high-technology learning spaces. BCC is also working toward establishing a Career Center Hub where all Career Education and Workforce Development will be housed under one roof. The Career Center Hub will connect students with opportunities for work-based learning and apprenticeships with industry partners to provide real-world work experiences that can lead to future employment.



Inclusive Community

Berkeley City College is proud to serve the diverse community of the East Bay and is committed to creating a campus culture that is inclusive, racially just, and honors the community cultural wealth throughout the community.

Campus Culture and Climate: Diversity, Equity, Inclusion, Accessibility

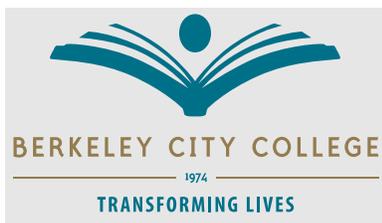
Committed to equity and academic excellence, Berkeley City College has engaged in deep exploration and analysis on the impact of anti-racist, anti-sexist, and in queer solidarity practices. From the college's mission, vision, and values to assessment and comprehensive program reviews, BCC regularly reviews disaggregated data to identify and address gaps in equitable student completion. The college has a rich history of serving a diverse community and has shown growth in

enrollment for Black/African American, Asian American, Pacific Islander, and Latinx populations compared to service area demographics. As an HSI and AANAPISI designated college, BCC has a proven record of supporting Latinx and AAPI student communities and will continue this work. The deliberate focus on Black/African American, AAPI, and Latinx student communities calls upon the College to create a campus climate that is racially just and equity centered.

In 2020, the President's Task Force on Equity & Racial Justice was activated to analyze BCC's campus climate and make recommendations to the college and the President for advancing diversity and equity. Comprised of representatives appointed by constituency groups, the task force worked with scholar researcher, Dr. Frank Harris III, whose research specializes in anti-racist and equity-minded practices in California community colleges. Over the past three years, this group conducted student focus groups, reviewed institutional data and collaborated with BCC staff involved in professional development programming. The Committee's work solidified the idea that the college's Student Equity & Achievement Plan must center the experiences and

Campus Culture and Climate: Five Year Goals & Strategic Actions

- Develop a dedicated space for campus wide discussions and action planning for DEIA efforts.
- Recruit diverse staff to more closely reflect the student population served by BCC.



academic excellence of historically minoritized students, especially from Black/African American, Latinx, Asian American, and Pacific Islander communities.

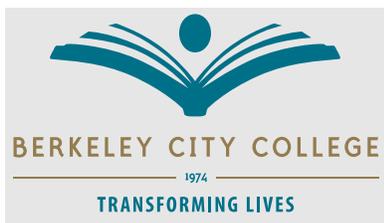
Campus Climate

Student survey data reveal that over 96% of Berkeley City College students surveyed would recommend BCC to a friend or family member. Respondents also indicated that they felt the college encourages contact among students from different economic, social, and racial or ethnic backgrounds. Students reported that they spend about 6-10 hours per week preparing for class, 6-10 hours per week working for pay, 6-10 hours per week providing care for dependents, and less than 5 hours in college-sponsored activities. According to survey responses, the most likely reason a BCC student would withdraw from college is due to their full-time work.

Overall, the top five (5) services that students feel are important are: academic advising, library resources and services, career counseling, transfer advising/planning, and financial aid advising. The five (5) services that students feel least satisfied with are: job placement assistance, student organizations, childcare, skills labs (math, writing), and services to students with disabilities.

Recent findings from focus groups that were conducted in the 2022-23 academic year found that administrators, faculty, staff, and students consider BCC to be a uniquely collaborative institution. While they admit the single building physical space is partly responsible, they believe that BCC attracts employees who want to work collaboratively. This collaborative “spirit” permeates their work and influences how students are treated. They believe that BCC is a student-centered institution, where decisions are made with the student in mind.

A common recommendation from the focus groups referenced the need for more data on students’ experiences at BCC. They referenced previous efforts to gather student voices and experiences but found these lacking. For staff, the recommendation stemmed from the need to learn more about serving students with disabilities and other marginalized student populations. Faculty were most focused on their individual efforts to help students who were falling behind in their class. They are committed to serving students and expressed specific concern for those students who come from groups who have traditionally underperformed academically. Although they are working hard towards equitable completion for BCC students, they also acknowledged they lack time to provide one-to-one assistance. Counseling faculty expressed optimism with new initiatives designed to help students who have not fared as well as their peers. Administrators are also focused on improving customer service and resources for students. The goal is to connect more students with the appropriate support which will lead to more equitable completion rates.

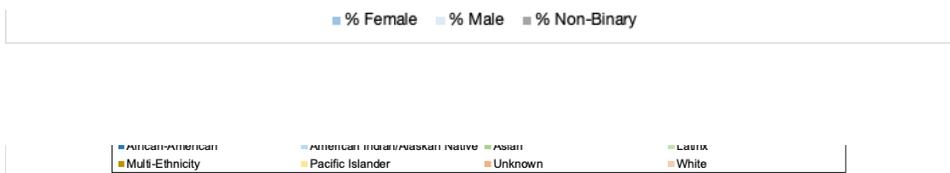


Diversity, Equity, Inclusion, and Accessibility

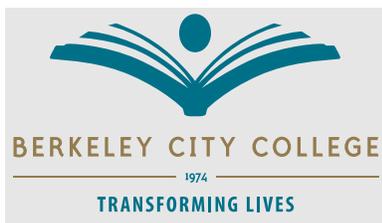
Evidence of BCC’s Diversity, Equity, Inclusion, and Accessibility (DEIA) work can be found in the Society of Scholars program, the HSI-sponsored Conocimiento Los Caminos, AANAPISI-sponsored AAPI Healthy Transitions, EOPS/CARE and CalWORKs, as well as through the Undocumented Community Resource Center, the Learning Center, and the Library. From campus-wide professional development opportunities at Flex Days to ongoing events and activities throughout the campus, BCC is intentional in providing culturally relevant and responsive experiences for the broader community. The environmental scan for completing this EMP highlighted that while BCC is committed to DEIA values and practices, there is a need for a dedicated space for campus-wide discussions and action planning for DEIA efforts. Whether it be a governance committee, a work group, a task force, or an advisory committee, this EMP underscores the need for clearly articulating where and how DEIA efforts are reviewed, analyzed, and utilized for future recommendations. This “body” can provide guidance and hold the College accountable for ensuring that key DEIA activities are completed, such as a campus climate survey, analysis of the demographics of employees, and maintaining servingness for both HSI and AANAPISI distinctions.

Equity in Action

The implementation of a BCC Student Equity & Achievement Plan provides the goals for addressing disproportionately impacted groups: Black/African American, Latinx, and AAPI students. Annual review of these goals, in combination with Comprehensive Program Reviews and Annual Program Updates provide a type of equity scorecard to view progress towards equitable student completion. Collectively, the employees on this committee represent the diversity of the student population. However, there are some areas where further diversification is necessary, given that white faculty are overrepresented compared to the student demographics, Classified Professionals are overwhelmingly employees of color and women, and administrators most closely represent the student demographics.



Committed to equitable student completion, and overall equitable outcomes, Berkeley City College is prepared to centralize DEIA values and practices into the goals and activities that will guide the college’s work for the next five years.



College Infrastructure and Fiscal Sustainability

College Infrastructure

Berkeley City College is organized into three management units under the Office of the President consisting of the Office of Instruction (OOI), Business and Administrative Services (B&A), and Office of Student Services (SS). Each of these units is managed by the Vice President of Instruction, the Vice President of Administrative Services, and the Vice President of Student Services, respectively. Administration of OOI is supported by the Dean of Liberal Arts and Social Sciences and the Dean of Math, Science, and Career Education; the Administration of Student Services is supported by the Dean of Enrollment Services, the Dean of Counseling and Student Equity and the Associate Dean of Student Engagement and Basic Needs. Within these units are the faculty, staff, and student bodies which comprise the College's governing senators and committees. (The College's 2022-2023 organizational charts for the Office of the President, Office of Instruction, and Business Administration Services.) As of January 30, 2023, BCC had 400 employees consisting of 8 Administrators, 70 Full-time Faculty, 267 Part-time Faculty, 54 Regular Classified Staff, 1 Short-term Hourly, and a host of student workers. Further analysis will be pivotal in examining whether the college's personnel infrastructure is sufficient to meet the operational needs of BCC.

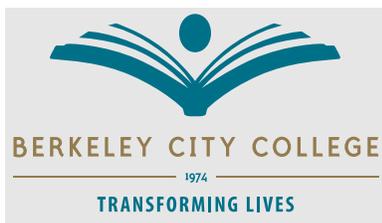
Infrastructure and Fiscal Sustainability: Five Year Goals & Strategic Actions

- Clearly communicate, disseminate, and effectively present financial information to the college community (including IPAR).
- Completion of new building on Milvia Street and renovations to the main campus to enhance opportunities for greater collaboration, learning and student supports.
- Implement a balanced budget based on SCFF metrics for apportionment and informed by institutional effectiveness processes (e.g. CPR APU).
- Build a college reserve of 3%.

Data Informed Processes and Innovation

Aligning College Infrastructure to Support Students

To ensure that the college delivers on the five goals indicated earlier, each of the college divisions or the management unit sets its annual goals in a couple of ways. First, goals are set through Comprehensive Program Review and Annual Program Updates. This process includes a continuous improvement assessment of actions taken during the prior year based on data. Based on this assessment, each division makes improvements for the following year that are embedded in their goals.



Another mechanism is to ensure that all administrators' performance evaluations include individual goals that are in alignment with the college's annual goals and plans. This process ensures that all administrators reflect and assess on the outcomes of the given year to see if their performance contributed to achieving the college's goals.

BCC's infrastructure is reviewed every three years through the College's Comprehensive Program Review (CPR) process. The Annual Program Update (APU) occurs during the years when there is not a CPR process. Each administrative unit conducts a CPR or APU to ensure that the organizational infrastructure addresses the needs of the college and the students. This process includes a prioritized resource allocation process in which each unit makes recommendations to the Integrated Planning and Allocation of Resources (IPAR) Committee to advocate for the resources needed to support students' needs based on each area's CPR and APU. These institutional effectiveness processes have been revised to ensure a more equitable approach to the allocation of fiscal, physical, and personnel resources to advance the college's vision of achieving equitable student completion.

BCC leaders believe in the importance of the authentic perspectives of our students guiding decision-making. Accordingly, information on student needs is collected through student focus groups, student surveys, input from the Associated Students of Berkeley City College (ASBCC) and BCC's governance committees, as well as input from special programs that serve unique student populations. In addition, BCC incorporates quantitative and qualitative data in its decision-making process to reduce the use of subjective and anecdotal information to inform decision-making. Analysis of disaggregated assessment and student learning outcome data also supports the college's recommendations for quality improvement, as identified in the March 2021 [ACCJC Peer Team Site Visit report](#).

Student Centered Funding Formula (SCFF)

In July 2017, the California Community College Board of Governors adopted a strategic plan, the *Vision for Success*. The plan calls for the California Community Colleges to significantly increase completion and transfer rates, provide equitable educational access and opportunities to all students, and reduce or eliminate achievement gaps within 10 years. To support this vision and goals, the 2018 Budget Act established the new Student Centered Funding Formula (SCFF) which aligns fiscal accountability with the California Community Colleges' goals and priorities relative to student access, success, completion, and equitable achievement. A summary of the SCFF structure is included in Figure 8.

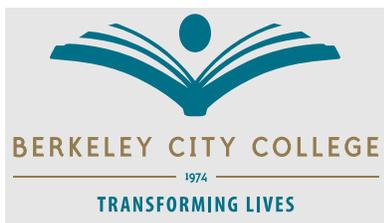


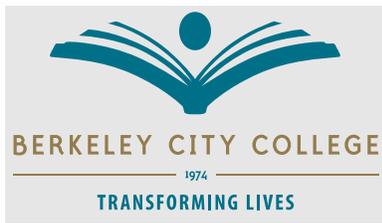
Figure 7 Student Centered Funding Formula

Student Centered Funding Formula: Focus and Priorities	
% Of Allocation	Categories
70% Base Allocation: FTES (Enrollment)	<ul style="list-style-type: none"> • Credit FTES • NonCredit FTES • Special Admits (Dual Enrollment, etc.)
20% Supplemental Allocation	<ul style="list-style-type: none"> • Pell Grant • AB 540 • Adult School • Promise Grants
10% Student Success Allocation	<ul style="list-style-type: none"> • <u>Associate Degrees</u> • ADTs • 9 or more CE units • Transfer • Transfer level Math and English in the first year

Source: California Community Colleges Office of the Chancellor

Berkeley City College (BCC) understands that the SCFF is intended to encourage the college to focus on equitable student completion by eliminating achievement gaps historically observed among students of color; specifically, Black/African American and Latinx students. BCC embraces this commitment to eliminating the achievement gap beyond the funding formula in its approach to curriculum/teaching and learning; schedule development/course offerings; student, educational, and academic support services; career education; and partnership-building with our feeder high schools, adult education schools, 4-year institutions and industry partners.

The Peralta Community College District (PCCD), a multi-college district which consists of 4 colleges, is in the process of developing a comprehensive SCFF/Enrollment data dashboard with fiscal and enrollment projection data points that are based on the SCFF. This data source will allow BCC and the other colleges within the district to strategically project and plan enrollment targets and outreach plans and to develop/secure resources for students to help remove financial and other barriers students face. PCCD’s new SCFF Dashboard and funding allocation formula is discussed in further detail in the section describing the district’s support for BCC’s goals and strategic actions.



Facilities

BCC’s main campus, consisting of 6 floors and 150,000 square feet, has been located at 2050 Center Street since 2006. To accommodate increased offerings and program expansion, in 2016 BCC leased a property next door at 2000 Center Street for an additional 8,000 square feet. The lease runs through May 2024 and is used for programs such as Umoja, the Wellness Center, and the International Student Program.

Fiscal Stewardship

PCCD and BCC collaborate to closely monitor the College’s budget and ensure accurate records are maintained. Steadfast work is conducted to ensure managers maintain strong fiscal accountability for their respective area budgets (“cost centers”). BCC is entrusted with an Annual General Fund (Fund 1) budget of approximately \$22.3 million and is responsible for overseeing categorical projects (Fund 11) with a balance that fluctuates between \$15 and \$20 million in grant funding, as well as other restricted funds. Approximately 92% of general fund dollars are provided for salaries and benefits, leaving only 8% for discretionary spending in other areas.

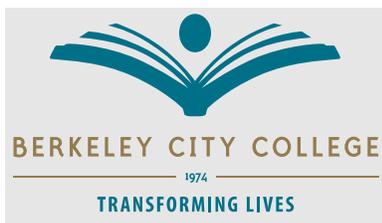
PCCD established a Budget Allocation Model (BAM), whereby the proportionate share of District revenues and expenditures are passed along to the four colleges based on the three-year average number of Full-time Equivalent Students (FTES) of each college as illustrated in Table 4.

Table 4 FTE Rolling Averages FY 2022-2023

Three Year FTE Rolling Averages					
	College of Alameda	Laney College	Merritt College	Berkeley City College	Total
2019-2020 Recal	2,990	6,028	3,834	3,266	16,118
2020-2021 Recal	2,463	4,553	3,210	2,958	13,184
2021-2022 P2	2,380	4,061	2,987	2,413	11,841
Average	2,611	4,881	3,344	2,879	13,714
Percentage	19.04%	35.59%	24.38%	20.99%	100.00%

*Taken from Table 7 of the Peralta Community College District Adopted Budget Book - Fiscal Year July 1, 2022 - June 30, 2023

BCC’s allocation via the Budget Allocation Model (BAM) for FY23 is 20.99% and will be adjusted in successive years based on this formula until implementation of the District’s new Resource Allocation Model.



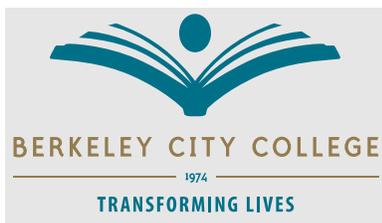
The District's new Resource Allocation Model (RAM), which is based on the SCFF, is scheduled to be implemented in FY25, is still being finalized by PCCD. However, the proposed funding model will support the colleges to develop annual budgets based on SCFF metrics and individual college budgets will be established based on prior year revenue, rather than a rolling three-year average. Therefore, in FY25, funding levels will be set by the last full fiscal year of available FTES data, which will be the FY23 period. (The FY25 budget is developed between January–June 2024 during the FY24 period, so the FY24 reporting period will not yet be available).

BCC's current efforts to align financial resources with student needs and maintain a transparent and inclusive budget decision-making process include:

- Ongoing coordination with the District for budget monitoring/maintenance for accurate records
- Reviewing disaggregated data in Comprehensive Program Review to validate resource requests focused on improving equitable student completion
- Partnering with IPAR, IPC, and the College Roundtable to share data with the community
- Sharing information on the variance between the budget and current expenditures to date at monthly IPAR meetings
- Analyzing and aligning hourly instructional/counseling/faculty costs: release time, overload, backfill, and its connection to collective bargaining agreements

In addition to continuing current efforts, BCC's future efforts to align financial resources with students' needs will include:

- Implementation of PCCD Resource Allocation Model in FY25 and analysis of ALL discretionary funds
- Advancement of needs assessment and defining district vs. college responsibilities to ensure adequate deployment of resources in accordance with SCFF metrics
- Steadfast work with cost center managers to maintain strong fiscal accountability, remain within budget allocations, and ensure a positive ending balance
- Establish a BCC reserve of 3%



Goals and Strategic Actions to Support College Infrastructure and Fiscal Sustainability

Fiscal Sustainability and Infrastructure Development

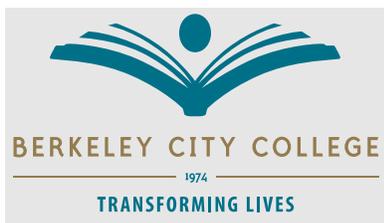
Effective budget planning leads to effective spending that is aligned with the college's goals and strategic actions. BCC's goal is to clearly communicate, disseminate, and effectively present financial information and support services to the college community in a way that promotes consistency, understanding, trust, and transparency. Furthermore, it is our commitment to provide quality service to our BCC community in a responsive and effective manner which contributes to a work environment that promotes high-quality teaching and learning and student services. These goals are achieved by:

- An accessible budget building process developed in the participatory governance space of IPAR
- Supporting the implementation of the Resource Allocation Model (RAM) with SCFF metrics
- Continued partnership with the District to conduct ongoing needs assessments and clarify what the District is responsible for and what the colleges are responsible for
- Eliminating budget inaccuracies

Budget Planning

The Business & Administrative Services office takes the lead on budget development and development of a budget calendar that meet District guidelines. In order to meet these objectives, BCC will need to employ position controls—the process by which BCC will track and maintain personnel and funding for each of its staff and faculty positions—in both budget Round 1 and Round 2 and submit a discretionary budget. BCC will also provide monthly budget updates at IPAR, and through other forums, to increase transparency regarding the budget development and reporting process.

Institutional effectiveness also includes grounding the College's annual budget in campus-wide planning processes to assess student learning outcomes (SLOs), the Comprehensive Program Review, Annual Program Update, Student Equity & Achievement Plan development, and development of the Integrated College Strategic Plan. IPAR is the governance space for integrating planning to inform and align budget development with student and campus needs.

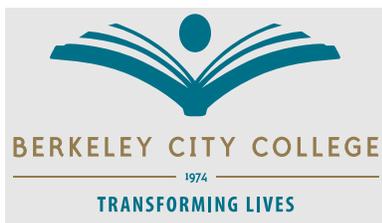


New Facilities

To prepare for future growth and to align our infrastructure with the current needs of the students we serve, with the passing of Measure G Bond in 2018, BCC is constructing a new 60,000 square foot auxiliary campus at 2118 Milvia. Scheduled to break ground in 2023, construction is estimated to take approximately two years, with a projected opening of Fall 2025. Various departments will be transitioned from 2050 Center Street (the main campus) to the new facility. Enhancements offered by the new building include additional classroom space, a student life/wellness center, a learning resource center, faculty offices, and public space for events and meetings. Additionally, upon the completion of 2118 Milvia, as part of Phase II of campus improvements, renovations will be made at 2050 Center Street to update and refresh BCC's main campus. Substantial planning and effort have gone into creating new spaces that will enhance teaching and learning at BCC.

BCC's facility planning is also intentional in achieving the stated institutional goals. BCC understands the importance of physical spaces that can facilitate meaningful interactions between students to students, students to faculty, students to classified professionals and administrators. In addition, physical spaces can support building partnerships with external communities and organizations to work closely with BCC. BCC relies on the participatory governance processes to solicit voices from all constituency groups including students regarding maximizing the teaching and learning spaces, student services spaces, employee offices, and commonly shared gathering spaces so as to create a culturally inclusive, as well as flexible and cross-functional and cross-pollinated spaces for the creation of sense of belongings for all. The new 2118 Milvia campus was to ensure that student success is central to the design of our physical spaces.

Upon the completion of 2118 Milvia, as part of Phase II of campus improvements, renovations will be made at 2050 Center Street to update and refresh BCC's main campus. Substantial planning and effort have gone into creating new spaces that will enhance teaching and learning at BCC.

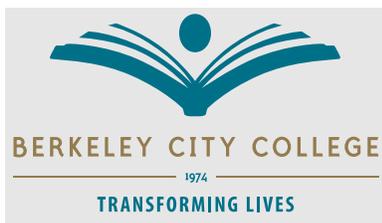


Setting College Priorities and Goals

The trends from our environmental scan, extensive research on best practices, and feedback sessions with the College community have provided the EMP Steering Committee with guiding principles to establish a roadmap for the next five years. Grounded in our mission, vision, and values, BCC's goal by 2028 is to achieve equitable student completion. In order to achieve this goal, we will prioritize and implement five Strategies for Success: (1) Practice data-informed processes and innovations, (2) Institutionalize culturally relevant professional development, (3) Invest in BCC Vision and Goals, (4) Advocate for diversity, equity, inclusion, and accessibility, and (5) Secure strong community partnerships. The impact that these five strategies have on institutional practices will serve as our indicators of successfully achieving our goal. The indicators of success include (1) increased student engagement and academic success, (2) responsive teaching and student support, and (3) cultivating and fostering an inclusive community.

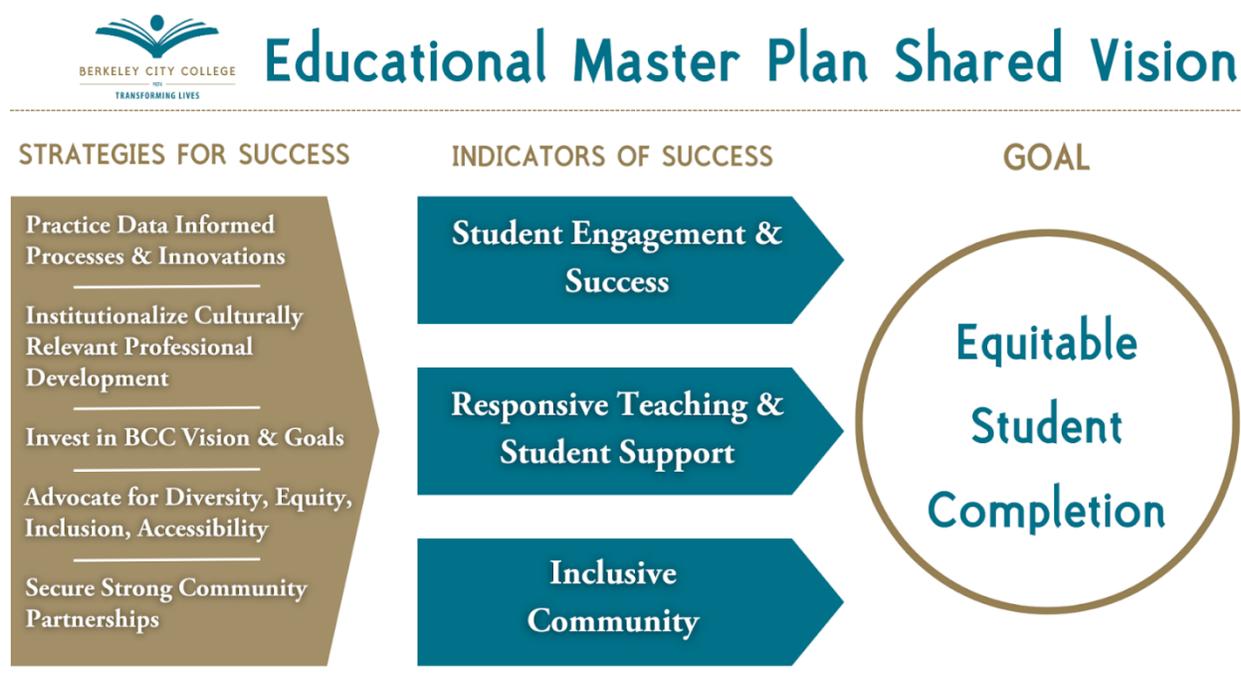
Achieving equitable student completion by helping students earn a degree, certificate, or transferring to a four-year institution can significantly impact our students' ability to break free from generational poverty. Education is often viewed as a pathway to upward mobility, providing individuals with the knowledge and skills necessary to secure higher-paying jobs, advance in their careers, and increase their earning potential. Furthermore, achieving equitable student completion in higher education offers individuals' access to a broader range of job opportunities that are frequently unavailable to those without a degree or certification. This can lead to increased job stability, financial security, and the ability to build a stronger financial foundation for students and their families to counter the impact of gentrification and the increasing cost of living in Berkeley. When individuals are able to break the cycle of poverty through education, they not only improve their own lives but also the lives of future generations. This is because higher levels of education are often correlated with increased economic opportunities, better health outcomes, and improved overall well-being for both individuals and their families.

Our goal of equitable completion will be the standard by which we are accountable to our students as they work towards completing their degrees, certificates, or transfers. By doing so,



we can help to end the cycle of generational poverty and reverse or eliminate the impact of gentrification for all.

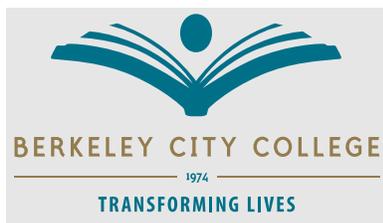
Figure 8 Educational Master Plan Shared Vision Infographic



The EMP roadmap ultimately focuses on equitable student completion, achieved via the five (5) strategies for success. The BCC Strategic Plan and other college plans will use this roadmap to guide activities, goals, and metrics for measuring progress for the next 5 years.

If BCC successfully focuses on these priorities, the EMP Steering Committee DREAMs that in five years, BCC will:

- Be a top producer in meeting the Student Centered Funding Formula metrics for apportionment, especially for the supplemental and success metrics
- Achieve every goal for the Student Equity & Achievement Plan to address disproportionately impacted students
- Be recognized as a Top 10 Aspen Finalist based on its high rates of student success and equitable student completion

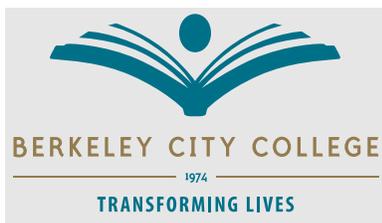


- Be recognized as a CVC-OEI Teaching College and will effectively provide High-Technology, High-Touch instruction and services to students
- Receive the Seal of Excelencia for its high success and completion rates for Latinx students
- Be awarded the Campaign for College Opportunity Black Student Transfer and Degree Equity Champion
- Be nominated as one of the “Best Places to Work” for its success in creating an inclusive community, with state-of-the-art technology and facilities, and culturally responsive teaching and service practices.
- Complete the 2015 midterm accreditation report and address the two recommendations for improvement related to assessment/use of disaggregated data and formalizing the college’s self-evaluation processes.

Five-Year Roadmap

BCC’s EMP will serve as a guide for its other college plans (Integrated Strategic Enrollment Plan; Facilities Plan; Technology Plan; Diversity, Equity, and Inclusion Plan; Distance Education Plan, and Guided Pathways). Table x summarizes how each college plan is designed to contribute to equitable student completion. Key metrics that will be used to assess our progress annually will be set in the annual College Strategic Plan.

		College Plans					
		Integrate d Strategic Enrollmen t Plan	Faciliti es Plan	Technolo gy Plan	Diversit y, Equity, and Inclusio n Plan	Distance Educatio n Plan	Guided Pathway s
Ind ica tor s of Su c c e s s	Student Engagement and Success	➡			✓	✓	✓
	Responsive teaching and learning			✓	✓	✓	✓
	Inclusive community	➡	✓		✓	✓	✓
Str ate gie s for Su c c e s s	Practice data informed processes and innovations	✓	✓	✓	✓	✓	✓
	Institutionalize culturally relevant professional development	✓		✓	✓	✓	✓
	Invest in BCC Vision and Goals	✓		✓	✓	✓	✓
	Advocate for diversity, equity, inclusion, and accessibility	✓	✓	✓	✓	✓	✓



Secure strong
community
partnerships



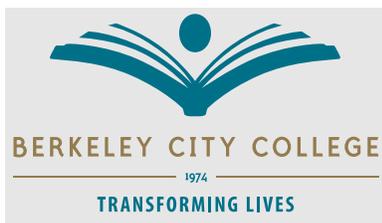
District Support for BCC

For over fifty years, the Peralta Community College District (PCCD) has provided outstanding educational opportunities to residents of the East Bay, students from out-of-state, and from other countries. A majority of PCCD East Bay students are from communities of color, from low-income backgrounds, and are the first in their families to attend higher education. Peralta Colleges' students are working adults, parents, and those seeking lifelong learning and economic mobility or self-sufficiency. More than just education, the Peralta Colleges deliver opportunities for our students to pursue their dreams, launch careers, and contribute to their families and communities.

The Peralta District and Colleges have dealt with some serious challenges over the last several years. As we reflect back, we have tackled these challenges with courage, collaboration, and transparency. By working together and prioritizing the needs of our students, we have successfully:

- *Addressed financial issues and received a clean audit.* In 2019, Peralta CCD requested assistance from the State's Fiscal Crisis Management and Assistance Team (FCMAT). During a two-year period, District personnel worked diligently to address findings and in 2021, Peralta submitted a response to nearly 100 recommendations. The results of actions taken are improved fiscal practices and accountability.
- *Received reaffirmation of accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC).* In January 2023, Peralta Colleges received a full accreditation reaffirmation from ACCJC after moving from a status of Probation in 2021 and Warning in 2022. Improvements made over the two years were accomplished by district-wide collaboration and will lead the District on a successful path forward.

In addition to working through and successfully addressing the challenges mentioned above, like all institutions of higher education, PCCD dealt with additional challenges during the COVID-19 pandemic. The pandemic forced the colleges to move swiftly to a fully online teaching and student service model, contributing to a decline in enrollment. In addition, the District faces the challenge of balancing public safety needs with a call to engage in a more



community-focused approach to keeping colleges safe and welcoming. Through it all, the guiding light remained our students and meeting community needs. As we settle into a new post-pandemic reality, Peralta Community College District and the Colleges are committed to moving forward with students at the center of all decisions. In addition, PCCD is committed to becoming an institution that embraces, promotes, and enacts diversity, equity, inclusion, accessibility and antiracism. Our mission statement articulates this commitment:

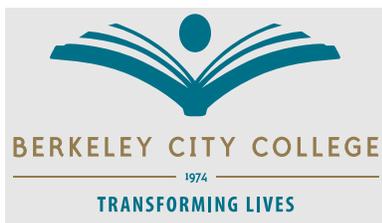
“The Peralta Community College District is a collaborative of colleges advancing social and economic transformation for students and the community through quality education, rooted in equity, social justice, environmental sustainability and partnerships.”

In addition, we owe it to our taxpayers, as good stewards of the public trust, to keep Peralta fiscally sustainable, so the District may continue to provide outstanding educational opportunities to our diverse communities. We take our responsibility to be innovative seriously. We continue to find efficient and effective ways to achieve the goals and strategies laid out in our Colleges’ Educational Master Plans and to support the colleges’ efforts to meet their individual missions. The District Strategic Plan supports each college’s Educational Master Plan by aligning all missions, goals, and outcomes with the Board of Trustees’ [goals](#). Accordingly, District resources will be identified and utilized to support planning and improvements at each college to help them realize the goals included in their educational master plans.

Input from Institutional and Community Partners

To help guide our efforts over the next five years to strengthen the District’s work – including our support for the Peralta colleges – on November 10, 2022, the District hosted a community-wide charette – a campus forum held at Laney College that drew a diverse group of institutional and community partners. Over 250 people registered to attend the charette, representing the colleges, the district office, public, charter and private K-12 education agencies, workforce development, and community agencies including faculty, staff, students and administrators. After an overview of data on student enrollment and success, and labor market information, input was collected during two rounds of discussion sessions focused on the District’s four priority areas:

1. strengthening K-16 pathways,
2. sustainability and healthy college communities,
3. strategic workforce partnerships and expanding career education pathways, and
4. improving community and college safety.



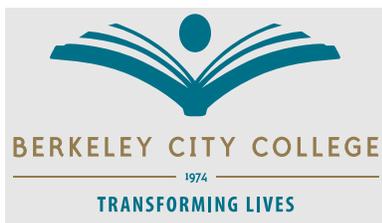
The breakout discussions were facilitated by the Peralta college presidents who engaged partners in robust discussions on what the District is doing well and what could be improved, as well as providing opportunities for additional written input on each of the four topic areas. The charette provided an important opportunity to host internal and external partners on campus, to engage in discussions about planning for the next five years, and to discuss opportunities for improving student access, opportunity, and outcomes over the next five years – grounded in the needs of the community.

Across all four discussion sessions, three overarching themes emerged. First, community members desired more student engagement in decision-making processes. Second, participants urged the Peralta colleges to build more community and institutional partnerships to create more opportunities and better support students. Finally, community members sought holistic and “whole-student” approaches that were responsive to the diverse needs of the communities served by Peralta colleges.

Strengthening K–16 Partnerships in Alignment with Guided Pathways

Session attendance at the charette, as well as post-event survey responses indicate that strengthening K–16 partnerships is a top priority for internal and external partners. When asked what the District and colleges are currently doing well when it comes to K–16 partnerships, participants described efforts by the colleges to actively expand and develop partnerships with K-12 institutions, resulting in strengthened dual enrollment, outreach, and programming. Participants noted that this partnership development work has also led to the development of a summer career exploration academy, on-campus tours, and experiential activities to build relationships with prospective K-12 students. Additional strengths included that Peralta colleges offer access to high-quality educational programs and instructors, supportive counseling, and are more affordable per unit than four-year universities. As one participant noted, “Colleges have clear pathways, quality programming, and once students enter pathways, the supports are there so students are successful, as well as enrolled.” However, participants also noted clear areas of need and suggested the Peralta colleges should engage in the following strategic actions to strengthen K–16 partnerships:

- Strengthen messaging to K-12 stakeholders that conveys the value of community colleges and addresses the misperception that community colleges are inferior to four-year universities.
- Continue to deepen and grow partnerships with four-year universities, employers, and non-profit programs to develop aligned goals and effectively leverage all available resources for students.



- Increase K-12 matriculation through collaborative student-centered efforts and data sharing.
- Engage students to provide input on ongoing K-12 efforts.

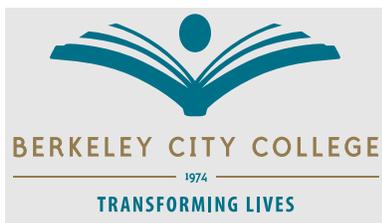
As one participant noted, the District and colleges should work together to “Roll out the red carpet every time a prospective student comes to campus. When high school students come onto campus at any PCCD campus, it should feel like a big event!” Another participant noted the need to strengthen communication between PCCD, local school district leaders and four-year colleges, and develop sustainable structures for collaboration that can withstand staff turnover. “Communication structures are positive, but isolated. How can we get all local organizations together in a way that is not person-dependent? Turnover among staff can prevent sustained growth.”

Developing Sustainable and Healthy College Communities

Participation in charette sessions and survey responses indicated that the next highest priority for institutional and community partners is the development of sustainable and healthy college communities. This focus on the need to support students beyond academics echoes one of the overarching themes from the charette regarding the need for additional comprehensive “whole student” support. Session participants noted several areas where the Peralta colleges are currently doing an effective job at developing sustainable and healthy college communities including efforts such as: providing food pantries, meal programs, and food distribution for students; beginning to bridge the digital divide by offering computers, hotspots, and resources for discounted internet; expanding flexible online tutoring, counseling, and course options; and offering mental health services and wellness centers.

When it comes to areas of improvement, participants suggested that the District and colleges should consider the following strategic actions:

- Focus on effectively communicating all the resources and services available to students, including developing a resource hub platform.
- Engage students more to provide input on decisions related to housing and basic needs.
- Expand wellness centers to be a “one-stop” service center capable of addressing all needs.
- Build community partnerships and leverage available funds to support the construction of affordable housing near each campus.



- Offer transitional housing opportunities to foster youth, system-impacted, and housing-insecure students.
- Continue to strengthen the “whole-student” approach to address students’ basic needs, including transportation and childcare.

Growing Strategic Workforce Partnerships that Strengthen and Expand Career Education Pathways

Another priority for PCCD is growing strategic workforce partnerships to strengthen career education pathways. Participants in these discussion sessions noted that the Peralta colleges are currently working to strengthen career education pathways by providing cohort-based curriculum, apprenticeships, and transition liaisons for adult education; summer bridge programs around career exploration (experimental models) - finding students early and connecting to pathways in this region; and counselors who are trained to ensure noncredit coursework is non-repetitive. In addition, participants reported that the Peralta colleges are strategically engaging with employers and building connections with K-12 education systems.

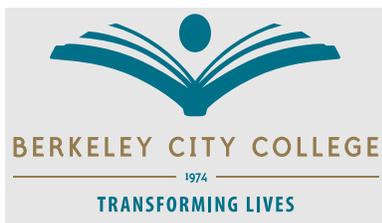
Participants suggested a range of different actions that the District and colleges could take in order to further grow workforce partnerships including:

- Developing outreach strategies that better appeal to prospective students facing barriers to attend school.
- Deepening employer and community engagement to expand job, internship, and apprenticeship opportunities.
- Building a centralized workforce development district strategic plan and a system that external partners can use to engage all the colleges.
- Contextualizing general education content so that students can articulate core transferable skills in the workforce.

As one participant noted, the District needs more “participation and representation in the community. Do people know about our programs?” This comment highlights suggestions from several participants around strengthening communication and enhancing relationships with industry partners.

Improving Community and Campus Public Safety

Participants also engaged in robust discussions at the charette about how to improve community and campus public safety. For example, several participants appreciated how the



colleges are working towards a holistic approach to public safety. Others noted that the presence of the current security firm made them feel safer on campus, and leaders noted that colleges are training their security teams to respond to a broad range of safety scenarios on campus and they are working to differentiate roles and responsibilities. Participants also felt it was positive that the colleges are re-implementing the Student Safety Aide program and utilizing a Behavioral Health Intervention Team. One participant noted that part of the reason PCCD moved away from a partnership with the County Sheriff was “to embrace a more holistic understanding and approach to safety.”

Participants suggested a range of actions that the District and the colleges could take to continue to improve public safety including:

- Collaboratively engaging students through focus groups and other approaches to develop public safety strategies and to understand their sense of safety.
- Building stronger relationships with the community, between teachers and students, and with municipal or other governmental entities to address basic needs and root causes of safety issues.
- Improving immediate responses to nearby violence and better communicating the safety measures being taken after incidents occur.
- Tailoring public safety strategies to meet the needs of the different colleges.
- Increasing conversations about how the colleges can continue long-term policy shifts towards holistic safety, while ensuring daily safety on campuses for all.

Participants urged the District to focus on the pre-conditions for community safety and address systemic and pervasive issues like mental health issues, poverty, and other factors that can underlie crime. “PCCD has a role in addressing the systemic problems, and should focus on this, as opposed to hyper-policing or excessive criminalization.”

The Board Goals

The District’s strategic plan and its support for the goals included in each college’s EMP are aligned with the goals of PCCD’s Board of Trustees. Table X provides an overview of district actions to support the goals outlined by PCCD’s Board of Trustees.

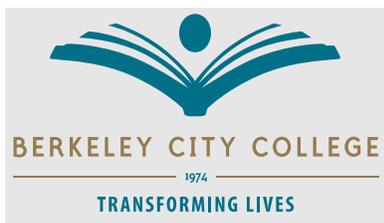
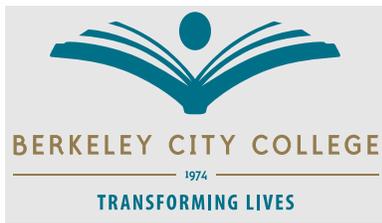


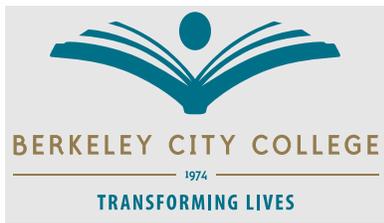
Table X: District actions to support the Board’s goals

Board Goals	District key actions to support the goals
<p>1. Educational Quality and Student Success.</p> <p>The Board is committed to fulfilling the mission of the District and will ensure that students have a quality learning experience that maximizes their opportunities for success.</p> <ul style="list-style-type: none"> • Advance Student Access, Equity, and Success • Build Programs of Distinction • Engage and Leverage Partners 	<p>A. Engage a feasibility study for student housing and apply for all appropriate funding sources to develop housing options for students as aligned with the District’s Facilities Master Plan.</p> <p>B. In fall and spring, provide disaggregated reports (retention, completion, graduation data, etc.) on student progress, including how students are supported, and regularly engage in meaningful discussions about students and their success.</p> <p>C. Develop targets for increasing student performance (retention, completion, graduation data, etc.) over time.</p> <p>D. Use data from 2021-22 climate survey to inform program planning and District strategic planning development in 2022-23 and beyond.</p> <p>E. Provide results of marketing strategies employed by the District.</p> <p>F. Provide data for Board’s study session, “Enrollment Academy”, in spring to that are longitudinal reports comparing fall to fall in various forms and modalities, including online vs. on-campus and disaggregated data by TOPs code, race/ethnicity, gender identity, economic status, and sexual orientation.</p> <p>G. Submit Follow-Up Report to ACCJC for full reaffirmation of accreditation</p> <p>H. Comply with city, county, state, and federal coronavirus regulations.</p>

<p>2. Diversity, Equity, Inclusion/Social Justice (DEISJ)</p> <p>The Board is aware of the importance of a safe and welcoming teaching, learning, and working environment for students and employees and will promote equal access to educational achievement through collaborations that value diversity, equity, and inclusion. Related District Goal(s)</p> <ul style="list-style-type: none"> • Advance Student Access, Equity, and Success 	<p>A. Develop and implement the District’s approach to DEISJ.</p> <p>B. Provide annual reports from the colleges and the District Office on DEI efforts.</p> <p>C. Develop and implement the Professional Development & Learning Center (PLDC) as part of the Institutional Effectiveness Partnership Initiative (IEPI) and provide for sustainable funding.</p>
<p>3. Fiscal Affairs</p> <p>It is imperative that the District has a secure and sustainable economic future; therefore, the Board will ensure financial accountability, responsibility, and stability that aligns with the Student Centered Funding Formula (SCFF). Related District Goal(s)</p> <ul style="list-style-type: none"> • Strengthen Accountability, Innovation and Collaboration • Develop and Manage Resources to Advance Our Mission 	<p>A. Develop budget priorities, based upon the Board’s policies, and provide a balanced budget for the Board’s approval. Ensure sound fiscal management by receiving clean audits and providing the Board with reports on schedule development in relation to availability of funds and other financial issues.</p> <p>B. Develop and implement plans and strategies on enrollment management to ensure goals are realistic and realized in relation to apportionment funding and other financial revenue streams.</p> <p>C. Ensure Colleges have appropriate and sufficient resources to support all programs and services.</p> <p>D. Work with the facilities bond and parcel tax citizen oversight committees to ensure compliance with stated goals by providing detailed updates on construction projects, technology, and related items contained in the bond/parcel tax language.</p> <p>E. Ensure District spending is within budget and meets the needs of the District.</p> <p>F. Implement fiscal reforms as recommended by the accrediting</p>



	<p>commission and State Chancellor’s Office to develop and maintain fiscal stability for the District.</p>
<p>4. Board Effectiveness</p> <p>Realizing the serious work facing the District and the need for the Board to improve its culture to achieve District and Board goals, the Board will continue to take bold actions to transform itself into a high functioning unit.</p> <p>Related District Goal(s)</p> <ul style="list-style-type: none"> ● Strengthen Accountability, Innovation and Collaboration ● Develop and Manage Resources to Advance Our Mission 	<p>A. Implement the cycle for regular review and revision of all Board policies so that each policy is reviewed a minimum of once every five years, except when required by rules or regulations. Ensure that all Board policies and procedures are reviewed through the appropriate participatory governance process(es).</p>
<p>5. Organizational Effectiveness</p> <p>Support the Chancellor’s leadership in improving the effectiveness of college and Districtwide planning, organization, operations, and decision-making.</p>	<p>A. Develop and provide the PCCD Strategic Master Plan (SMP) for 2022-2025 to the Board with strong input from internal and external communities, for Board approval.</p> <p>B. Regularly review the District’s Functional Map for clear delineation of roles and responsibilities between the District and Colleges.</p> <p>C. Review and update the District’s current PBIM manual and policy review process.</p>
<p>6. Safety and Security</p> <p>Board decisions will be strongly guided by considerations of health, safety, security, and environmental sustainability.</p>	<p>A. Support policies, procedures, and practices to ensure that the physical and mental health and safety of students, employees and, when affected, the community shall be of the highest priority.</p> <p>B. Provide regular updates on the implementation of PCCD’s Health & Safety Resolution 20-21-33.</p> <p>C. Provide an annual update on the district’s efforts regarding sustainability</p>



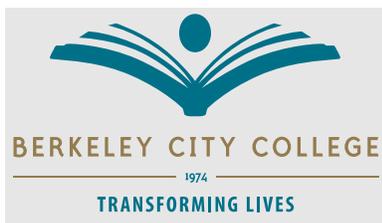
	<p>initiatives, green projects, and community collaborations.</p> <p>D. Provide resources so that all District facilities are maintained in a manner conducive for learning, teaching, and working.</p>
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In addition, as part of the EMP development process, each of the four colleges aligned their goals to the PCCD [Board Goals](#) and the goals outlined in the Chancellor’s Office [Vision for Success](#) goals. Table XI outlines the alignment between BCC’s goals and the District’s goals. These goals form the foundation for the District’s support to colleges, described in the next section.

Table XI. Alignment between the District’s goals and BCC’s goals

PCCD Board Goal	BCC Goals		

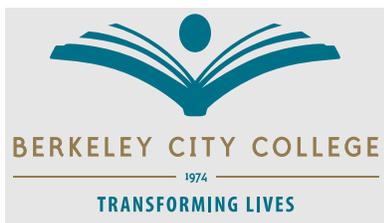
<p>Board Goal I: Educational Quality and Student Success</p> <p>The Board is committed to fulfilling the mission of the District and will ensure that students have a quality learning experience that maximizes their opportunities for success.</p>	<p>Enrollment</p> <p>Increase enrollment, with a focus on AAPI, Black/African American, Latinx, and adult learners.</p> <p>Systematize and strengthen dual enrollment, including increasing the number of dual enrollment students who enroll at BCC after graduation from high school.</p> <p>Increase early outreach and engagement with high school and adult learners.</p>	<p>Retention</p> <p>Increase student retention from Fall to Spring.</p> <p>Increase FAFSA and CA Dream Act applications and awards.</p>	<p>Success</p> <p>Increase the number of Black/African American students who complete a certificate, degree, and/or transfer.</p> <p>Reduce/eliminate equity gaps in course completion, awards, and transfer for Black / African American, Latinx, and AAPI students.</p> <p>Implement success coaches that serve as an intermediary between enrollment, counseling, and faculty to support student success.</p> <p>Implement a financial literacy program through the Basic Needs Center and Financial Aid Office for students covering topics such as financial aid, budgeting for college, tax services, banking, and checking.</p>
<p>Board Goal II: Diversity, Equity, Inclusion/Social Justice (DEISJ)</p> <p>The Board is aware of the importance of a</p>	<p>Professional Development</p> <p>Provide professional development for staff, faculty and</p>	<p>Learning Environment</p> <p>Completion of new building and renovations to the main campus to</p>	



<p>safe and welcoming teaching, learning, and working environment for students and employees and will promote equal access to educational achievement through collaborations that value diversity, equity, and inclusion.</p>	<p>administration to advance antiracist policies and practices and promotes black student success on our campus.</p> <p>Implement professional development experiences for classified professionals.</p>	<p>enhance opportunities for greater collaboration, learning and student supports.</p> <p>Implement zero cost textbook courses for students.</p> <p>Provide culturally affirming curriculum and programs for students.</p>	
<p>Board Goal III: Fiscal Affairs</p> <p>It is imperative that the District has a secure and sustainable economic future; therefore, the Board will ensure financial accountability, responsibility, and stability that aligns with the Student Centered Funding Formula (SCFF).</p>	<p>Fiscal Transparency</p> <p>Clearly communicate, disseminate and effectively present financial information to the college community.</p>	<p>Fiscal Stewardship</p> <p>Implement a balanced budget based on SCFF metrics for apportionment and informed by institutional effectiveness processes.</p> <p>Build a college reserve of 3%.</p>	

Peralta Community College District Support for Berkeley City College

The PCCD District Office is a service center providing centralized support for the four Peralta colleges. In addition, the District acts as a convenor, facilitator and collaborator, in partnership with the colleges, to build and enhance systems in support of student learning and achievement.



The Peralta Community College District is committed to supporting Berkeley City College in achieving their Educational Master Plan Goals and achieving their mission.

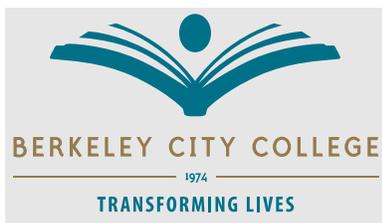
District support over the next five years will be aligned with the college's goals and will focus on:

- Enrollment and Retention
- Student Equity and Success
- Campus Culture and Climate
- Teaching and Learning
- Infrastructure and Fiscal Sustainability

The ways that the district will support Berkeley City College in each of these areas is outlined in more detail in the sections that follow.

In order to support colleges in expanding their enrollment, the District will lead and facilitate the colleges in holistic strategic enrollment management. The PCCD Marketing, Communication and Public Relations (MC&PR) department, in collaboration with college personnel, will develop and implement a districtwide strategic marketing plan to enhance branding and brand recognition and to facilitate strategic marketing and advertising leveraging districtwide advertising contracts. The marketing plan will include comprehensive district and college-specific marketing and advertising activities with timelines and anticipated outcomes to impact student *enrollment and retention*. In addition, in collaboration with the colleges, the MC&PR will lead the development of marketing collateral in alignment with branding and the marketing plan. Given that one of BCC's goals is to increase early outreach and engagement with high school and adult learners, PCCD will collaborate on developing marketing materials and early outreach support specific to these audiences.

PCCD efforts to support increased enrollment and retention will be closely linked to actions to support student equity and success. The Peralta Community College District is committed to streamlining and enhancing systems to ease the student journey in support of increased enrollment, and goal attainment. PCCD Educational Services and Marketing, Communication and Public Relations departments will convene and collaborate with the colleges to enhance student communication, community outreach and districtwide enrollment campaigns. District Educational Services, Institutional Research and Information Technology (IRIT) departments will provide leadership and collaboration to evaluate and improve the student journey, focused on loss points, to facilitate changes needed to improve student access and retention. For example, to support BCC's efforts to increase enrollment for adult learners, Latinx and AAPI students,



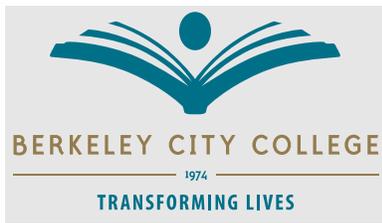
IRIT will provide disaggregated enrollment and retention data, conducting deeper data dives and highlighting trends in enrollment for these specific student groups. In addition, to support BCC's efforts to improve retention rates between Fall and Spring terms and to increase FAFSA and CA Dream Act applications and awards, PCCD Institutional Research, in collaboration with college researchers, will ensure that data Dashboards and data pulls provide timely and accurate data on student financial aid awards and Fall to Spring retention.

PCCD Educational Services will convene districtwide discipline meetings for faculty collaboration on student-centered course scheduling to increase enrollment opportunities for students and to ease academic and career goal attainment. To support BCC's efforts to increase the number of dual enrollment students who enroll in classes after they graduate from high school, District Educational Services will facilitate enhanced onboarding for dual enrollment students and support streamlined processes to increase access for high school students to PCCD college courses and to create a greater sense of belonging between dual enrollment students and the PCCD colleges. Further support from the District Office will include facilitation and collaboration for expanded pathway-focused dual enrollment partnerships.

The District is committed to equitable student outcomes and will support the colleges by providing data for informed decision-making, Diversity, Equity, Inclusion, Accessibility, and Antiracism (DEIAA) focused professional development, and DEIAA driven collaboration with external partners. To support improved teaching and learning across the district and to enhance campus climate and culture, the Peralta Community College District Professional Development Learning Center (PDLC) will convene faculty, classified professionals and administrators for workshops and training dedicated to Diversity, Equity, Inclusion and Social Justice, with the goal of advancing anti-racist curriculum and programs and services. Topics may include:

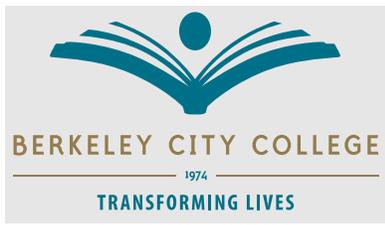
- Strategies for creating and incentivizing curriculum to achieve Black/African American Student Success.
- Personal and professional knowledge development regarding systemic racism and intersectionality.
- Engaged pedagogy for dual enrollment instructors at high schools

These offerings will help support BCC's goal to provide culturally affirming professional development for all staff, faculty and administration that is anti-racist and resists anti-Black policies and practices, and to provide professional learning opportunities for classified staff. They will also support BCC's goals to increase the number of Black/African American students who complete a certificate, degree, and/or transfer and to reduce or eliminate the equity gap in awards and completion.

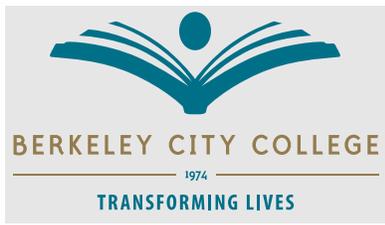


To improve and enhance learning and work environments, District General Services (DGS) will focus on attending to current facility issues in a timely manner. In addition, DGS will support Berkeley City College in all phases of new building construction and with all Measure G projects.

To create strong infrastructure and fiscal practices that support improved outcomes and long-term sustainability, PCCD's Financial Services department will implement the participatory governance approved Resource Allocation Model (RAM) for 2024-2025. The RAM will provide the colleges with greater autonomy in aligning planning efforts and resource allocation strategies to achieve their goals. To ensure the RAM is comprehensive and effective, the District will lead a review of the PCCD Functional Map. As part of this process, centralized and decentralized functions will be delineated, and resources aligned accordingly. Additional support for colleges from the District Office will include the development and launch of a Student Centered Funding Formula (SCFF) calculator for the colleges to use in integrated planning and budgeting.



Appendices



Appendix A. Organizational Charts

Samuel Gillete (*Chem.*)

*Asian American Native American Pacific Islander Serving Institution