BERKELEY CITY COLLEGE

Educational Master Plan

Spring 2023–Fall 2028

Berkeley City College

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Contents

Acknowledgments **1**

BCC EMP Steering Committee 1

Executive Summary **2**

President's Message **3**

Introduction **5**

Process for Educational Master Plan Development 5

College History 6

College Offerings 7

Current Context 9

Mission 10

Vision 10

Values 10

Student Engagement and Success **11**

Enrollment and Retention 11

Current Efforts to Increase Enrollment 18

Strengthening Enrollment and Retention Over the Next 5 Years 18

Student Equity and Success Outcomes **20**

Course Completion and Retention Rates 20

Associate Degree Completion: An Intersectional Look at Gender and Race/Ethnicity 22

Transfers to 4-Year Institutions 23

Current Efforts to Improve Student Equity and Success Outcomes 24

Goals and Strategic Actions 28

BERKELEY CITY COLLEGE

Responsive Teaching and Learning **29**

Culturally Responsive Teaching and Student Support 29

Role of Technology 30

Equity-Minded and Data-Informed Teaching Practices 31

Spaces That Support Student Engagement and Community Partnerships 31

Inclusive Community **32**

Campus Culture and Climate: Diversity, Equity, Inclusion, Accessibility 32

Campus Climate 33

Diversity, Equity, Inclusion, and Accessibility 34

College Infrastructure and Fiscal Sustainability **37**

College Infrastructure 37

Data-Informed Processes and Innovation 38

Goals and Strategic Actions to Support College Infrastructure and Fiscal Sustainability **43**

Fiscal Sustainability and Infrastructure Development 43

Setting College Priorities and Goals **45**

Five-Year Roadmap 47

District Support for BCC **49**

Appendix **54**

Appendix A. Organizational Charts 55

BERKELEY CITY COLLEGE

Acknowledgments

Berkeley City College would like to extend its appreciation to all faculty members, staff, students, community leaders, administrators and the Educational Master Plan Steering Committee for their contributions to the Educational Master Plan (EMP), with special thanks to the Academic Senate, Classified Senate, and the Associated Students of Berkeley City College.

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 and Planning Analyst
- Fatima Shah—Academic Senate Representative
- Kristiyan Klichev—Associated Students of Berkeley City College (ASBCC) Representative

BERKELEY CITY COLLEGE

Executive Summary

The goals of Berkeley City College's (BCC's) Educational Master Plan (EMP) were developed through a collegewide 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 5-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 5 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 5 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 2023–28.

BERKELEY CITY COLLEGE

President's Message

Berkeley City College's mission is to provide our diverse community with educational opportunities, to promote student success, and to transform lives. The college achieves its mission through instruction, student support, and learning resources that enable its students to earn associate degrees and certificates and to attain college competency, careers, transfer, and skills for lifelong success.

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. Two foundational questions 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 BCC Strategic Plan, which guides our decision-making and 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:

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

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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 providing a student experience that is rooted in equity, success, and completion.

Sincerely,

Dr. Angélica Garcia
President, Berkeley City College

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Introduction

The purpose of the Berkeley City College 2023–28 Education Master Plan is to provide the college and its community with strategic direction for improving its educational program over the next 5 years in alignment with the California Community College Chancellor's Office Vision for Success.

The Educational 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 and 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 the plan outlines goals for addressing gaps between current performance and our vision for the next 5 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: "Transform Lives."

Process for Educational Master Plan Development

The goals of the EMP were developed through a collegewide 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 5-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.

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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 3 years, the college was known as the “college without walls,” offering classes throughout the Berkeley service area, including on the campus of the University of California, Berkeley. By 1979, the college was offering approved courses in more than 100 locations throughout the community; 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 becoming known as Vista Community College in the early 1980s. 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 and terminal certificates and degrees, as well as transfer degrees and 4-year college and university transfer preparation. Recognized by the U.S. 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.

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College Offerings

Academic Degree and 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 career and technical education (CTE) programs and 55 credit and noncredit 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.

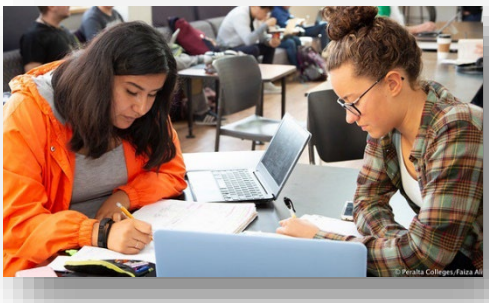
BCC focuses on work-based learning, apprenticeships, and paid internships as effective mechanisms for students to learn practical skills and gain relevant work experiences in the real-world job environment. BCC is the recipient of multiple grants that support these programs and pedagogy particularly 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, the Wellness Center, and the 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 AANAPISI cooperative grant and the 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 and Diversity (LEAD), and the Promise Program—are focused on fostering community cultural wealth and the 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 cocurricular activities.
5. Connected—Students feel a part of the college community.
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 4-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 4-year institutions. The college is consistently recognized for its 4-year university transfer rates. Notably, in the past 2 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 3 years. Additionally, the Campaign for College Opportunity named BCC an "Equity Champion" for the past 2 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] The RP Group Research, Planning, and Professional Development for Community Colleges. (2023). "Success Factors Framework." 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 5 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 postpandemic 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 kind of analysis 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 making decisions.

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Mission

Berkeley City College's mission is to provide our diverse community with educational opportunities, to 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 that 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 their 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 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, and values as BCC's EMP is 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."

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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 2021–22, Berkeley City College has experienced a significant decline in enrollment by full-time equivalent students (FTES) and head count over the past few years. Head count enrollment has declined 10.7 percent since 2017–18, and FTES enrollment has fallen 34 percent. Students overall are taking fewer units as well, as the average FTES per student has fallen from 38 percent to 28 percent. Overall enrollment data are listed in Table 1.

Enrollment and Retention: 5-Year Goals and Strategic Actions

- Expand and strengthen outreach to high school students, teachers, counselors, parents, and adult education schools about the educational opportunities at BCC.
- Strengthen preadmission 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 Asian American and Pacific Islander (AAPI), Black / African American, Latinx, and adult learners.
- Increase student retention from fall to spring.

Table 1. Head Count and FTE Enrollment, 2017–18 to 2022–23

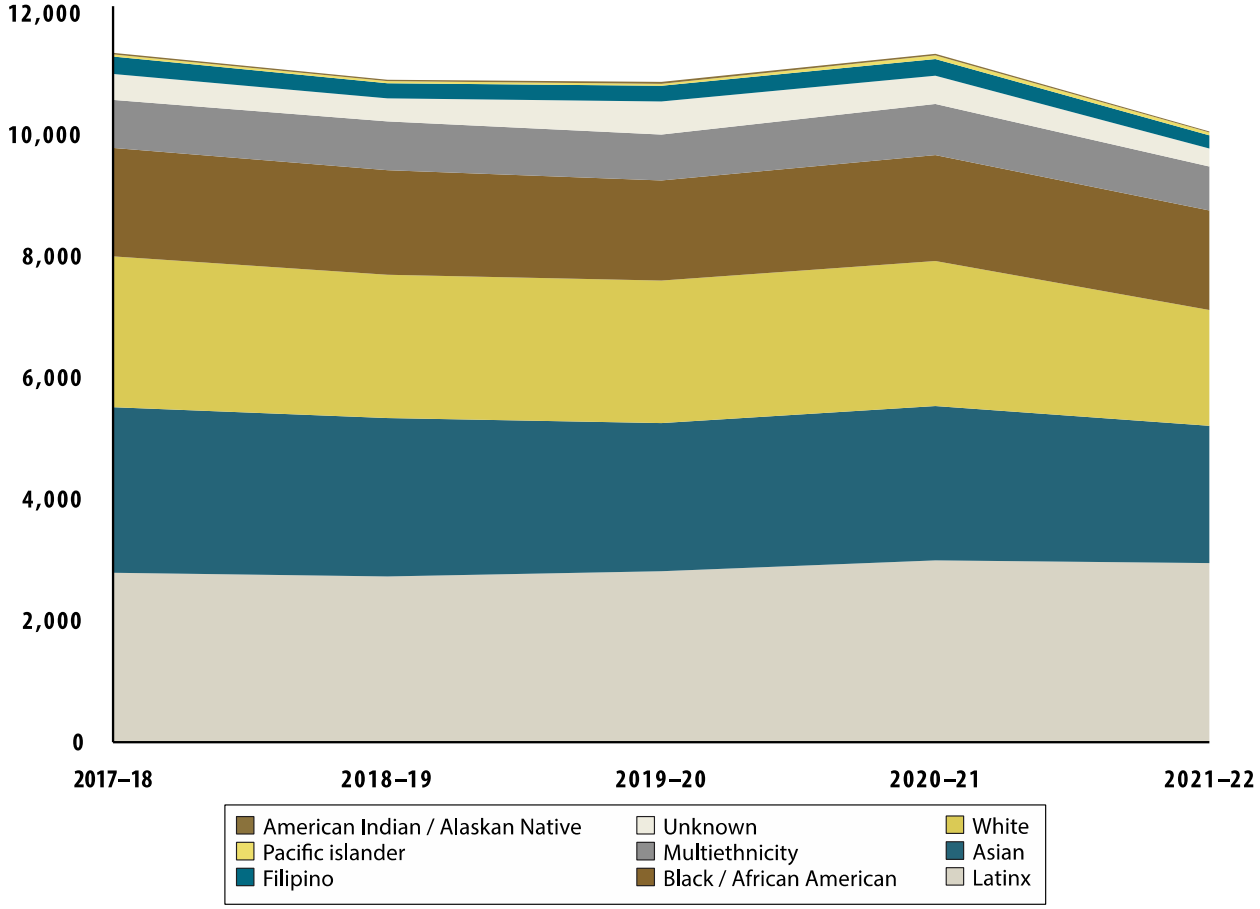
Category	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
Head Count Enrollment	11,353	10,911	10,871	11,340	10,056	10,134
FTE Enrollment	4,370	4,162	3,931	3,622	3,359	2,884
FTE per Head Count	38%	38%	36%	32%	33%	28%

Although enrollment appears to increase in 2022–23 from the prior year, students 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 past 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 constitute 22 percent of enrollment, followed by Black / African American students, who make up 16 percent of the student population.

Figure 1. Head Count Enrollment by Race and Ethnicity, 2017–18 to 2021–22



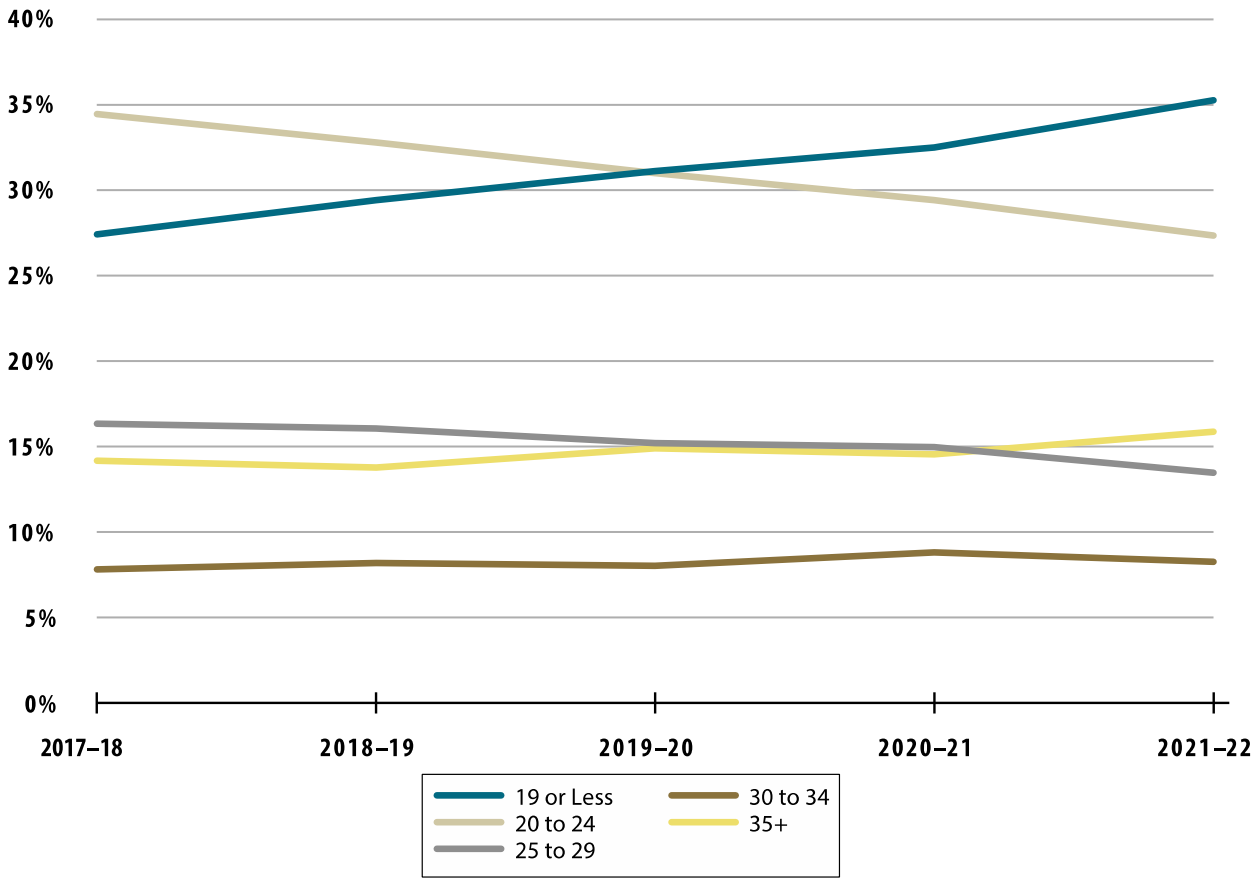
Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart

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 percent. Black / African American and multiethnic student enrollments have experienced below-average declines of 8 percent and 9 percent, respectively.

Enrollment: Age Composition

Figure 2 shows enrollment by age group over the past 5 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 percent. The sharpest declines have been among 20- to 24-year-olds (–30%) and 25- to 29-year-olds (–27%).

Figure 2. Enrollment by Age Group, 2017–18 to 2021–22



Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart

Enrollment and Equity: Credit Type Across Race and Ethnicity

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

Table 2. Enrollment by Race and 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%
Multiracial	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 percent since 2018–19, with the largest declines at Albany High (64%) and San Leandro High (35%). Only one high school has increased the number of students who enroll in BCC; enrollment of students from Oakland Technical High School has grown by 28 percent, but because of the small enrollment, that equates to only 6 students. See Table 3.

Table 3. Enrollment by Top 5 Feeder High Schools, 2018–19 to 2021–22

High School	2018–19	2019–20	2020–21	2021–22
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**

College-Going Patterns Among Local K–12 Students

Table 4. College-Going Rates and CCC Enrollment

2019–20		College Enrollment Rates					
School District	Total High School 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%

Source: California Department of Education; DataQuest

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 (see Table 4). However, only 21 percent and 32 percent 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 more than 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 5). Enrollment among all ethnic groups, except for those students who identify as two or more races, is projected to decline when compared to the grade 12 cohort from 2022. Currently, less than 20 percent 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 5. Percentage of Service-Area Student Population Change Relative to Grade 12 from 2021 to 2022

Ethnicity	YR-2022 Grade 12	YR-2023 Grade 11	YR-2024 Grade 10	YR-2025 Grade 9	YR-2026 Grade 8	YR-2027 Grade 7
African American	1,000	-13%	-11%	-18%	-11%	-15%
American Indian/Native Alaskan	18	-39%	-61%	-39%	-44%	-39%
Asian	615	-12%	17%	-20%	-16%	-13%
Filipino	52	-23%	-29%	-31%	-37%	-37%
Latinx	2,088	-1%	-1%	2%	-6%	-11%
Pacific Islander	32	-19%	3%	0%	19%	13%
White	794	-13%	-15%	-12%	-14%	-22%
Two or More	293	1%	11%	1-%	3%	16%
Not Reported	94	-4%	-3%	19%	-32%	7%
Total	**4,986**	**-7%**	**-7%**	**-7%**	**-10%**	**-12%**

Source: DataQuest, 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 to 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 to 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 5 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 for White students. As part of the college's efforts to eliminate equity gaps, BCC will continue 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 conduct outreach to our Black / African American and Latinx students and 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 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 flyers, 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.

BERKELEY CITY COLLEGE

Student Equity and Success Outcomes

Course Completion and Retention Rates

In 2021–22, roughly 84 percent of students at Berkeley City College stayed in their courses through the end of the semester, while about 70 percent completed their courses with passing grades. Younger students had relatively high retention and completion rates: students who were younger than 16 and those ages 16–18 completed 81 percent and 77 percent 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—ages 19 to 29—who completed 67 percent of their courses but stayed enrolled in roughly 82 percent of these courses. In addition, Black / African American students completed 61 percent of their courses, and Latinx students completed 64 percent of their courses. See Figure 3.Figure 3. Completion and Retention, 2021–22

Equity and Success:
5-Year Goals and Strategic Actions

- Increase the number of Black / African American students who complete a certificate, degree, or transfer.
- Reduce or eliminate equity gaps in course completion, awards, and transfer for Black / African American, Latinx, and AAPI students.
- Increase Free Application for Federal Student Aid (FAFSA) and CA Dream Act applications and awards.
- Implement student success coaching, with coaches to serve as intermediaries between enrollment, counseling, and faculty to support student success.
- Implement a financial literacy program for students through the Basic Needs Center and Financial Aid Office, covering topics such as financial aid, budgeting for college, tax services, banking, and checking.

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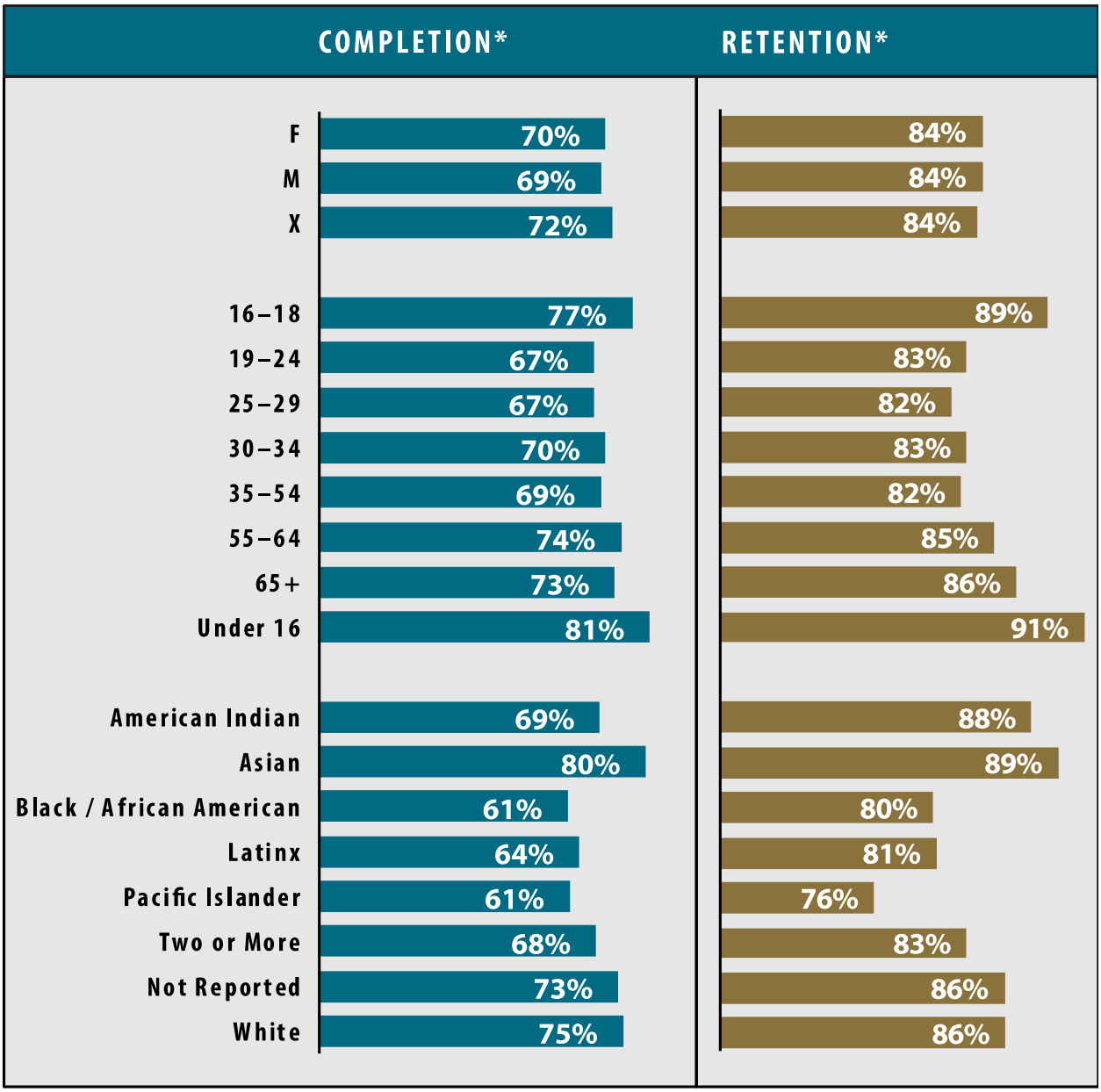


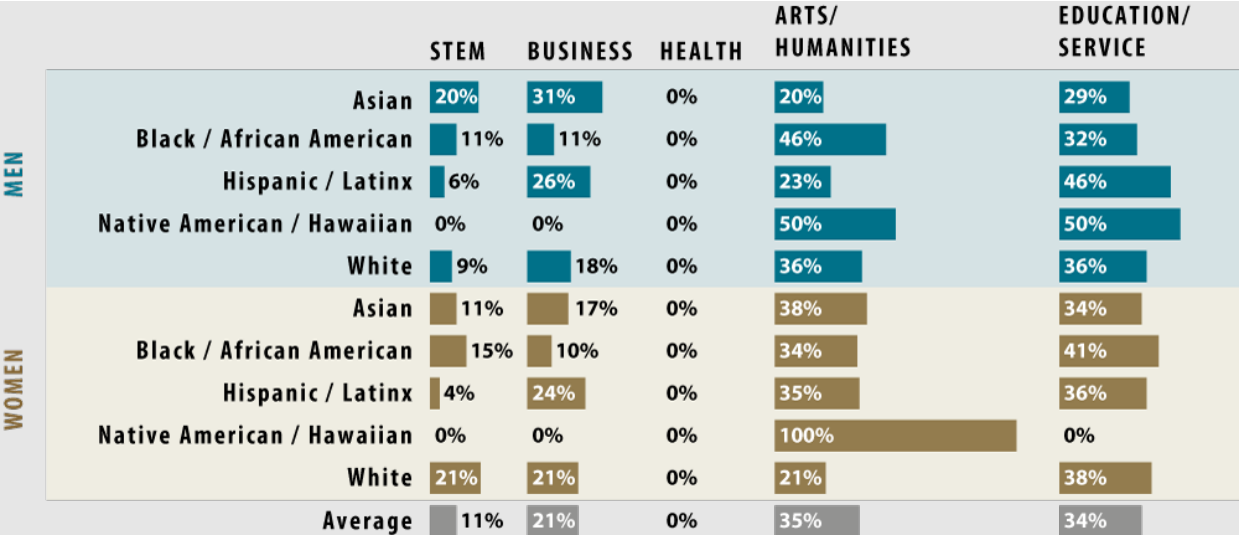
Source: BCC Institutional Research

BERKELEY CITY COLLEGE

Associate Degree Completion: An Intersectional Look at Gender and Race/Ethnicity

Figure 4 shows the distribution of associate degrees awarded by degree category, gender, and race/ethnicity. On average, roughly 70 percent 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 science, technology, engineering, and mathematics (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 with 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 4. Types of Associate Degree by Race/Ethnicity and Gender



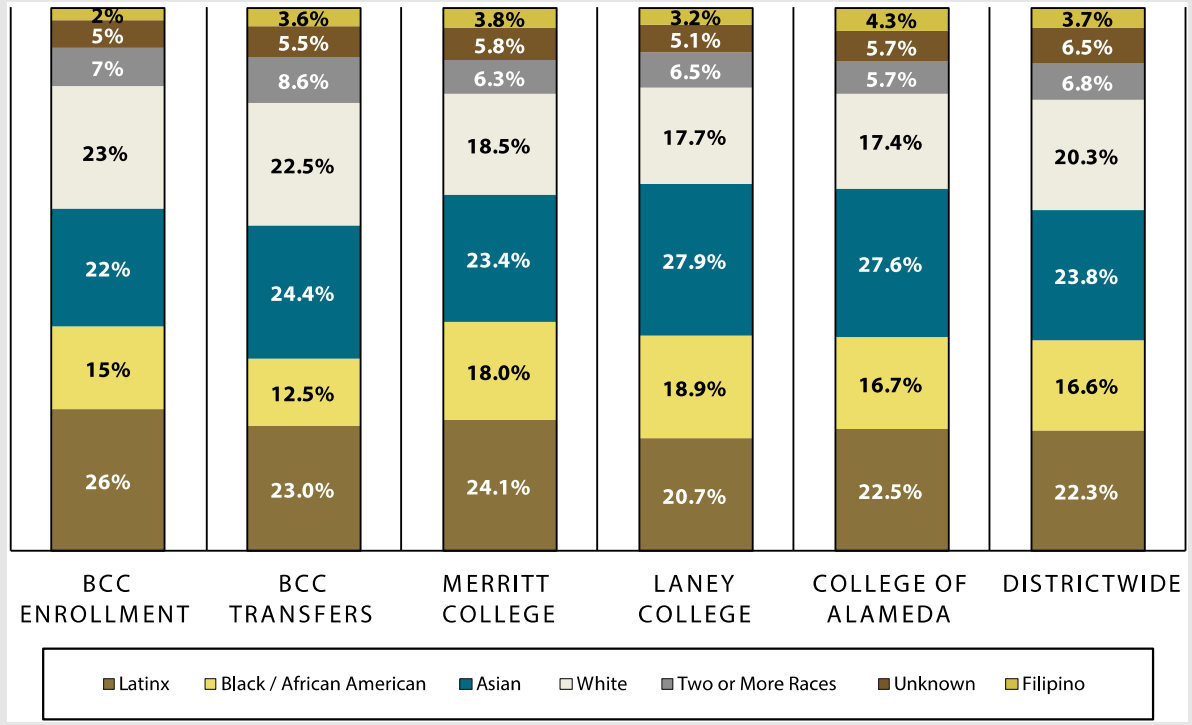
Source: Aspen Institute and ASA Research

BERKELEY CITY COLLEGE

Transfers to 4-Year Institutions

Although 41 percent of BCC's enrollment is composed of Black / African American and Latinx students, these student groups make up only 35 percent of all students transferring to 4-year institutions. Asian students, Filipino students, and students reporting more than one race or ethnicity are more likely to transfer compared with the overall student body. See Figure 5.

Figure 5. Transfer to 4-Year Institutions, 2018–19



Source: LaunchBoard Community College Pipeline

Current Efforts to Improve Student Equity and Success Outcomes

BCC responds to students' needs in myriad ways to support equitable completion of their educational journey. 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 for our students. As described earlier, 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 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 3-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 percent by Year 2 (2023–24) and 75 percent by Year 3 (2024–25). 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—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 the Integrated Postsecondary Education Data System (IPEDS). Yet, a recent study published in the *Journal of Occupational and Environmental Medicine* found that Asian Americans were the most severely impacted by psychological distress following job losses during the COVID-19 pandemic.[2] 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 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 as follows:

- 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.

[2] Jagoo & Krystal, Corona Virus News, January 15, 2022

- 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 on 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, and "los caminos" 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 as follows:

- Increase Latinx student retention and transfer rates.
- Improve Latinx student preparation for employment.
- 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.[3]

[3] Garcia, G., Nunez, A, & Sansone, V. (2019, July 16), Toward a Multidimensional Conceptual Framework for Understanding "Servingness" in Hispanic-Serving Institutions: A Synthesis of the Research, *Review of Educational Research, 89*.

To reach the objectives for the grant, 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 here 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 2020 with the intersectionality workshop and continuing 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 Higher Education Emergency Relief Funds (HEERF) 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 CA 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 AB 540 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 and are able to effectively manage their finances and plan for the future, they are more likely to persist in reaching their educational goals.[4]

Goals and Strategic Actions

Based on the analysis of student equity and success outcomes, and building on current efforts by BCC supported through the HSI and the AANAPISI grants, BCC is focused on the following goals over the next 5 years:

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

[4] Eichelberger, B., Gerbing, D., & Gilpatrick, T. (2020, March 15). "Financial education, college retention, and graduation rates." *College Student Journal, 53* (4), 479–489.

BERKELEY CITY COLLEGE

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 5 years, the college faces many unknown factors as well as challenges and opportunities. BCC embraces the need and 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: 5-Year Goals and Strategic Actions

- Provide professional development for staff, faculty, and administration to advance anti-racist policies and practices and promote Black student success on our campus.
- Implement professional development experiences for classified professionals.
- Implement Zero Textbook Cost 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

BCC is planning an equity-centered, collegewide 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 2022–23, 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 a part-time faculty symposium and a classified professional retreat. BCC has also applied for a $300,000 culturally responsive pedagogy and practices grant. The 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 fully in-person, hybrid, HyFlex, and fully online (asynchronous and synchronous) courses and student support services. BCC is also monitoring and assessing the reasons 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 the following:

- 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 course offering initiative. In CVC-OEI, students can take fully online courses at 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 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 percent 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 Accrediting Commission for Community and Junior Colleges (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 its 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 Street campus in the 2025–26 academic year, the college continues to develop teaching, learning, service, and community spaces that reflect 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.

BERKELEY CITY COLLEGE

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 and racially just and that honors the community's cultural wealth.

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

Campus Culture and Climate: 5-Year Goals and Strategic Actions

- Develop a dedicated space for campuswide discussions and action planning for diversity, equity, inclusion, and accessibility (DEIA) efforts.
- Recruit diverse staff to more closely reflect the BCC student population.

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 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 with 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 on the college to create a campus climate that is racially just and equity-centered.

In 2020, the President's Task Force on Equity and 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 3 years, this group conducted student focus groups, reviewed institutional data, and collaborated with BCC staff involved in professional development programming. The task force's work solidified the idea that the college's Student Equity and Achievement Plan must center the experiences

and 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 more than 96 percent 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 services that students feel are important are academic advising, library resources and services, career counseling, transfer advising and planning, and financial aid advising. The five 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. The focus groups 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. Faculty 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 toward equitable completion for BCC students,

faculty 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

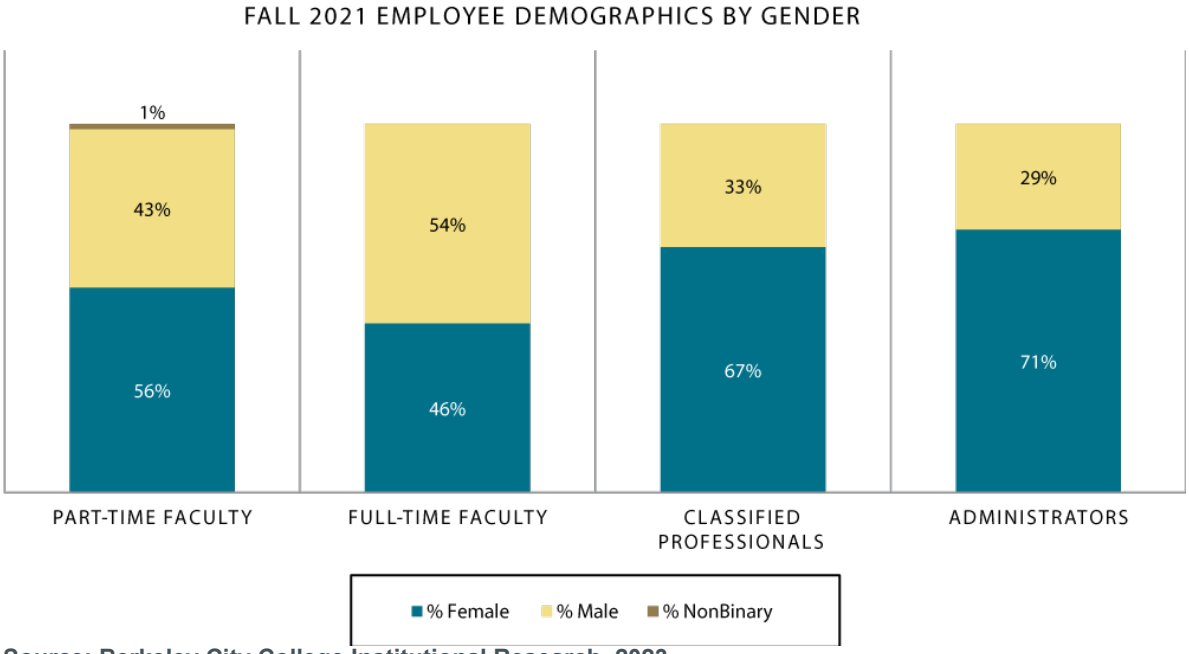
Evidence of BCC's diversity, equity, inclusion, and accessibility (DEIA) work can be found in the Society of Scholars program, the HSI-sponsored Conocimiento Los Caminos, AANAPISI-sponsored AAPI Healthy Transitions, Extended Opportunity Programs and Services (EOPS) / Cooperative Agencies Resources for Education (CARE), and CalWORKs, as well as through the Undocumented Community Resource Center, the Learning Center, and the library. From campuswide 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 campuswide 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 and 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, provides a type of equity scorecard to view progress toward 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

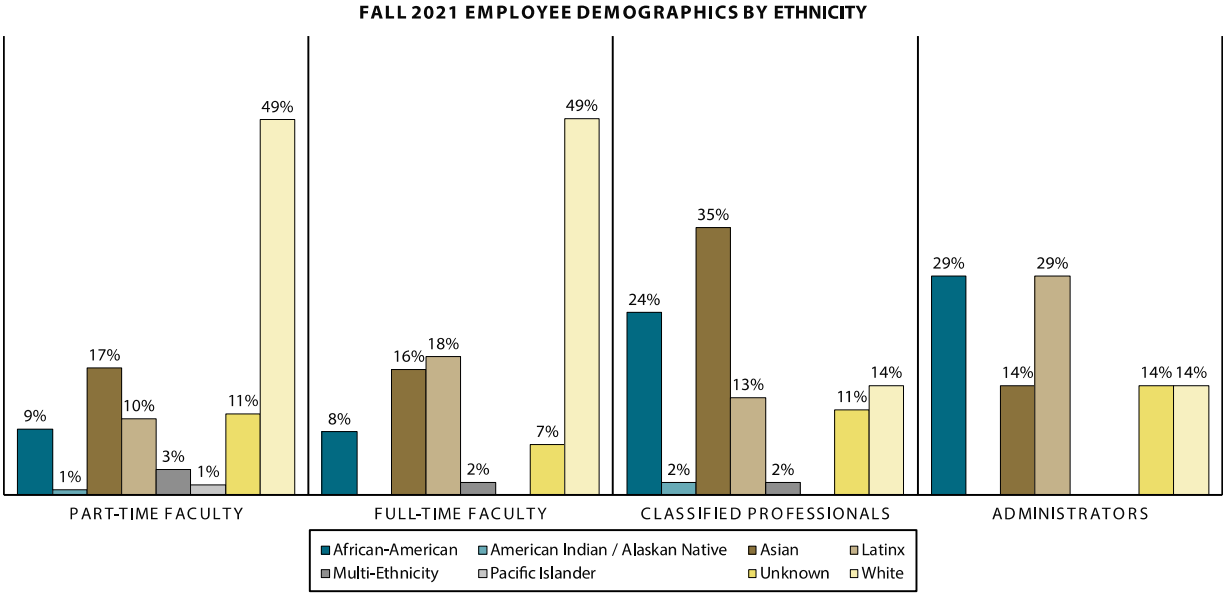
demographics, classified professionals are overwhelmingly employees of color and women, and administrators most closely represent the student demographics. See Figures 6 and 7.

Figure 6. Staff Demographics by Gender



Source: Berkeley City College Institutional Research, 2023

Figure 7. Staff Demographics by Ethnicity



Source: Berkeley City College Institutional Research, 2023

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 5 years.

BERKELEY CITY COLLEGE

College Infrastructure and Fiscal Sustainability

College Infrastructure

Berkeley City College is organized into three management units under the Office of the President: the Office of Instruction (OOI), Business and Administrative Services (B&A), and Office of Student Services (SS). These units are 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 that constitute the college's governing senators and committees. (See Appendix A for the college's 2022–23 organizational charts for the Office of the President, the Executive Cabinet and President's Cabinet, Student Services, and the Office of Instruction.) 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 staff, 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: 5-Year Goals and 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 Student Centered Funding Formula (SCFF) metrics for apportionment and informed by institutional effectiveness processes (e.g., Comprehensive Program Review, Annual Program Update).
- Build a college reserve of 3 percent.

BERKELEY CITY COLLEGE

Data-Informed Processes and Innovation

Aligning College Infrastructure to Support Students

To ensure that the college delivers on the five goals listed earlier, each of the college divisions and the management unit set their 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 the division's 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 whether their performance contributed to achieving the college's goals.

BCC's infrastructure is reviewed every 3 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 Review Team 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 the 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 8. Student Centered Funding Formula

Student Centered Funding Formula: Focus and Priorities	
% of Allocation	**Categories**
70% Base Allocation: FTES (Enrollment)	• Credit FTES • NonCredit FTES • Special Admits (Dual Enrollment, etc.)
20% Supplemental Allocation	• Pell Grant • AB 540 • Adult School • Promise Grants
10% Student Success Allocation	• Associate Degrees • 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 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 and 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, a multicollege district that consists of four 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 in the district to strategically project and plan enrollment targets and outreach plans and to develop or 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 later, in the section "District Support for BCC."

Facilities

BCC's main campus, consisting of six 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 percent of general fund dollars are provided for salaries and benefits, leaving only 8 percent for discretionary spending in other areas.

PCCD established a Budget Allocation Model (BAM), whereby the proportionate shares of district revenues and expenditures are passed along to the four colleges based on the 3-year

average number of full-time equivalent students (FTES) of each college, as illustrated in Table 6.

Table 6. FTE Rolling Averages, FY 2022–23

Three Year FTE Rolling Averages					
	College of Alameda	Laney College	Merritt College	Berkeley City College	Total
2019–2022 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%**

Source: 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 percent 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 and 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 3-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 and 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 the following:

- 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, Integrated Planning Committee (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

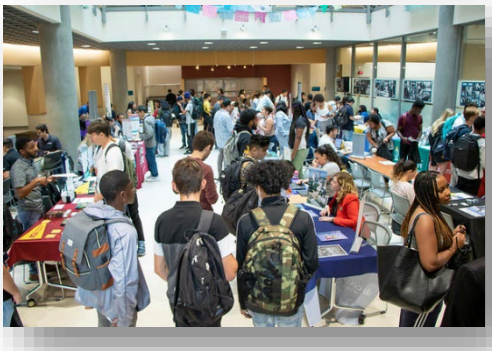
In addition to continuing current efforts, BCC's future efforts to align financial resources with students' needs will include the following:

- Implementation of the PCCD RAM in FY25 and analysis of all discretionary funds
- Advancement of needs assessment and defining district versus 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 percent

BERKELEY CITY COLLEGE

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, our commitment to provide quality service to our BCC community in a responsive and effective manner contributes to a work environment that promotes high-quality teaching and learning and student services. These goals are achieved by the following:

- An accessible budget-building process developed in the participatory governance space of IPAR
- Supporting the implementation of the 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 and Administrative Services office takes the lead on budget development and development of a budget calendar that meets 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 campuswide planning processes to assess student learning outcomes, the Comprehensive Program Review, Annual Program Updates, Student Equity and 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 the Measure G bond in 2018, BCC is constructing a new 60,000-square-foot auxiliary campus at 2118 Milvia Street. Scheduled to break ground in 2023, construction is estimated to take approximately 2 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 of students with other students, with faculty, and with 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 culturally inclusive, flexible, cross-functional, and cross-pollinated spaces for the creation of sense of belonging for all. The new 2118 Milvia Street campus was designed to ensure that student success is central to the design of our physical spaces.

BERKELEY CITY COLLEGE

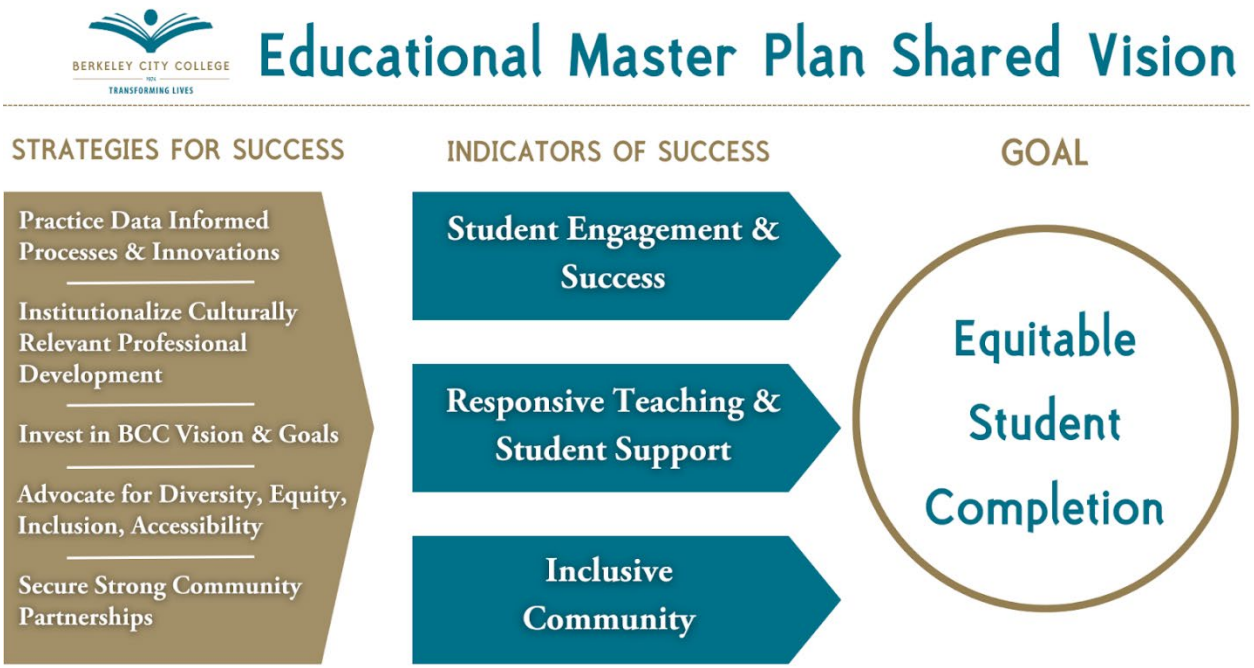
Setting College Priorities and Goals

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 5 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 to earn a degree or certificate or to transfer to a 4-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 toward 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 our students and their families.

Figure 9. Educational Master Plan Shared Vision Infographic



Source: Berkeley City College, 2023

The EMP roadmap ultimately focuses on equitable student completion, achieved via the five strategies for success (see Figure 9). 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 5 years, BCC will do the following:

- 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 and Achievement Plan to address disproportionately impacted students
- Be recognized as a Top 10 Aspen Prize Finalist based on high rates of student success and equitable student completion

- Be recognized as a CVC-OEI Teaching College and 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 named the Campaign for College Opportunity's 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 and 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 7 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 BCC Strategic Plan.

Table 7. Key Metrics to Assess Annual Progress

Category	College Plans	Integrated Strategic Enrollment Plan	Facilities Plan	Technology Plan	Diversity, Equity, and Inclusion Plan	Distance Education Plan	Guided Pathways
Indicators of Success	Student engagement and success	➲			✓	✓	✓
	Responsive teaching and learning			✓	✓	✓	✓
	Inclusive community	➲	✓		✓	✓	✓

BERKELEY CITY COLLEGE

Category	College Plans	Integrated Strategic Enrollment Plan	Facilities Plan	Technology Plan	Diversity, Equity, and Inclusion Plan	Distance Education Plan	Guided Pathways
Strategies for Success	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	✓			✓		✓

BERKELEY CITY COLLEGE

District Support for BCC

As part of the EMP development process, each of the four colleges aligned its goals to the PCCD Board Goals and the goals outlined in the Chancellor's Office Vision for Success. Table 8 outlines the alignment between BCC's goals and the district's goals. These goals form the foundation for the district's support to colleges.

Table 8. Alignment Between the District's Goals and BCC's Goals

PCCD Board Goal	BCC Goals		
Board Goal I: Educational Quality and Student Success 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.	**Enrollment** Increase enrollment, with a focus on AAPI, Black / African American, Latinx, and adult learners. Systematize and strengthen dual enrollment, including increasing the number of dual enrollment students who enroll at BCC after graduation from high school. Increase early outreach and engagement with high school and adult learners.	**Retention** Increase student retention from fall to spring. Increase FAFSA and CA Dream Act applications and awards.	**Success** Increase the number of Black / African American students who complete a certificate, degree, or transfer. Reduce or eliminate equity gaps in course completion, awards, and transfer for Black / African American, Latinx, and AAPI students. Implement success coaching, with coaches to serve as intermediaries 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.

PCCD Board Goal	BCC Goals		
Board Goal II: Diversity, Equity, Inclusion/Social Justice (DEISJ) 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.	**Professional Development** Provide professional development for staff, faculty, and administration to advance anti-racist policies and practices and promote Black student success on our campus. Implement professional development experiences for classified professionals.	**Learning Environment** Completion of new building and renovations to the main campus to enhance opportunities for greater collaboration, learning, and student supports. Implement Zero Textbook Cost courses for students. Provide culturally affirming curriculum and programs for students.	
Board Goal III: Fiscal Affairs 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).	**Fiscal Transparency** Clearly communicate, disseminate, and effectively present financial information to the college community.	**Fiscal Stewardship** Implement a balanced budget based on SCFF metrics for apportionment and informed by institutional effectiveness processes. Build a college reserve of 3 percent.	

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 its Educational Master Plan goals and its mission.

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

- 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 (MCPR) 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, MCPR 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. The district's Educational Services and MCPR departments will convene and collaborate with the colleges to enhance student communication, community outreach, and districtwide enrollment campaigns. District Educational Services and 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, Educational Services will facilitate enhanced onboarding for dual enrollment students and support streamlined processes to increase access to PCCD college courses for high school students 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 PCCD 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, programs, and services. Topics may include the following:

- 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. These offerings will also support BCC’s goals to increase the number of Black / African American students who complete a certificate, degree, 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.

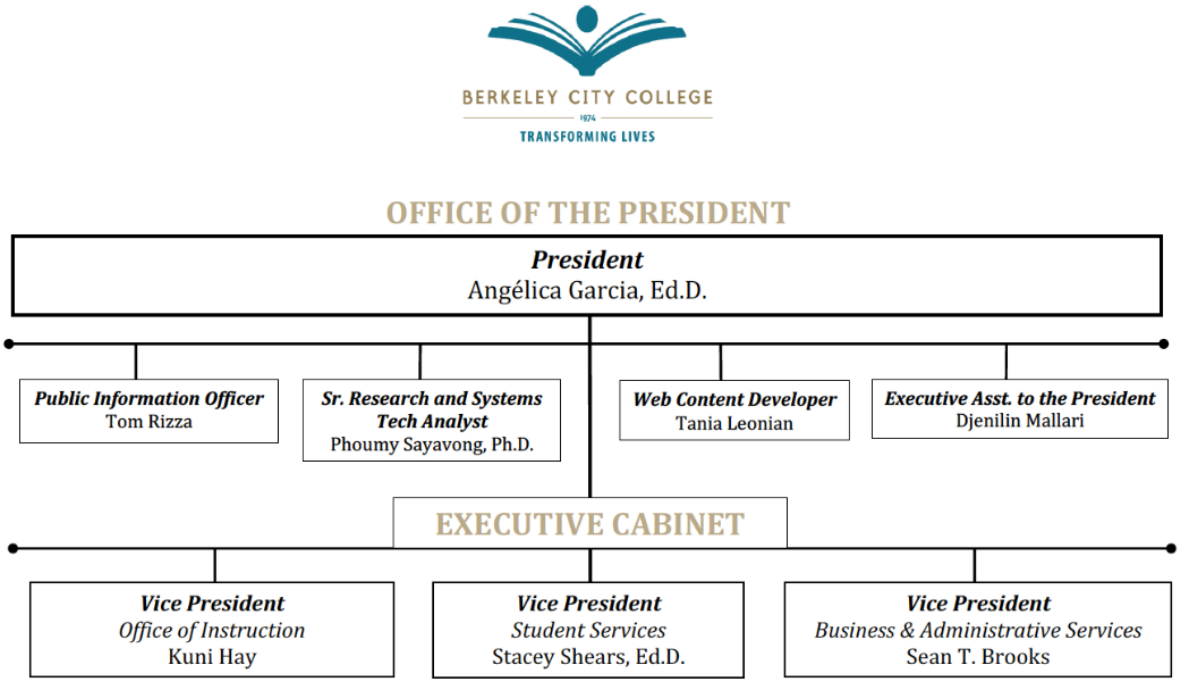
To create strong infrastructure and fiscal practices that support improved outcomes and long-term sustainability, PCCD's Financial Services department will implement the participatory governance–approved Resource Allocation Model (RAM) for 2024–25. The RAM will provide the colleges with greater autonomy 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 an SCFF calculator for the colleges to use in integrated planning and budgeting.

BERKELEY CITY COLLEGE

Appendix

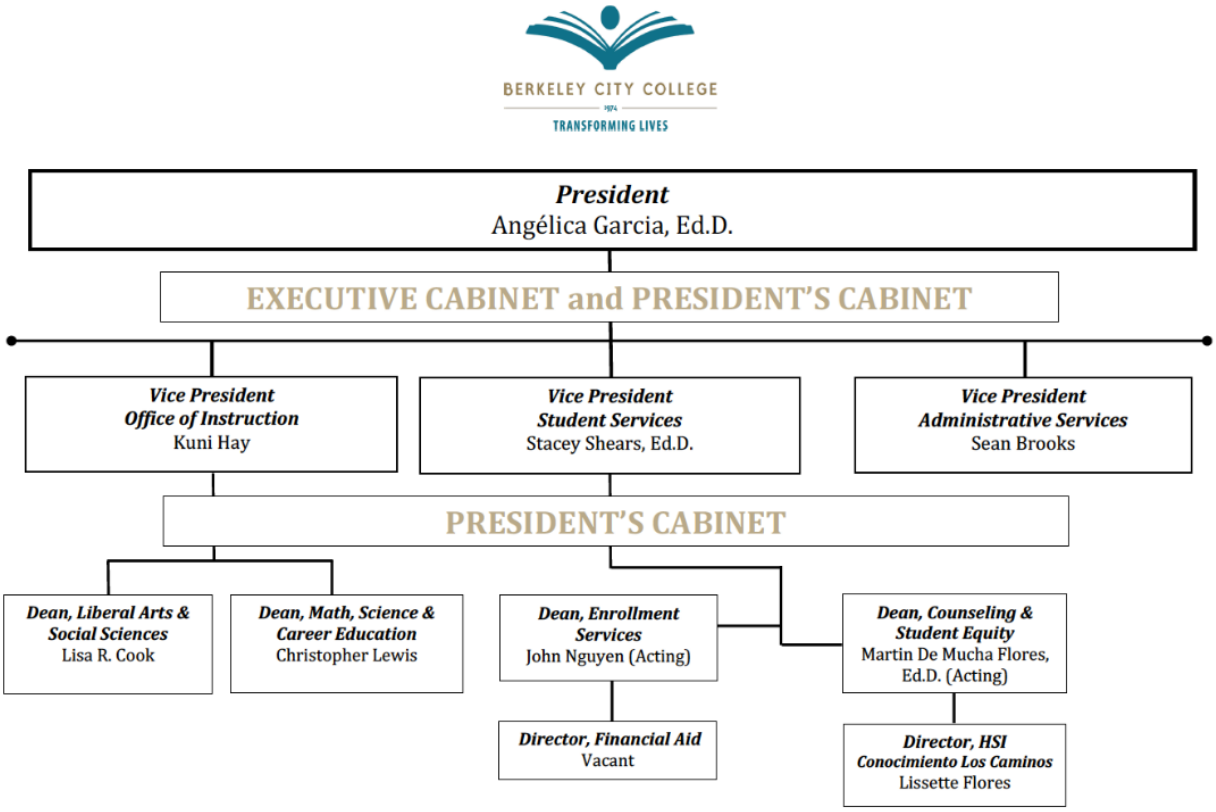
Appendix A. Organizational Charts

Figure A1. Office of the President



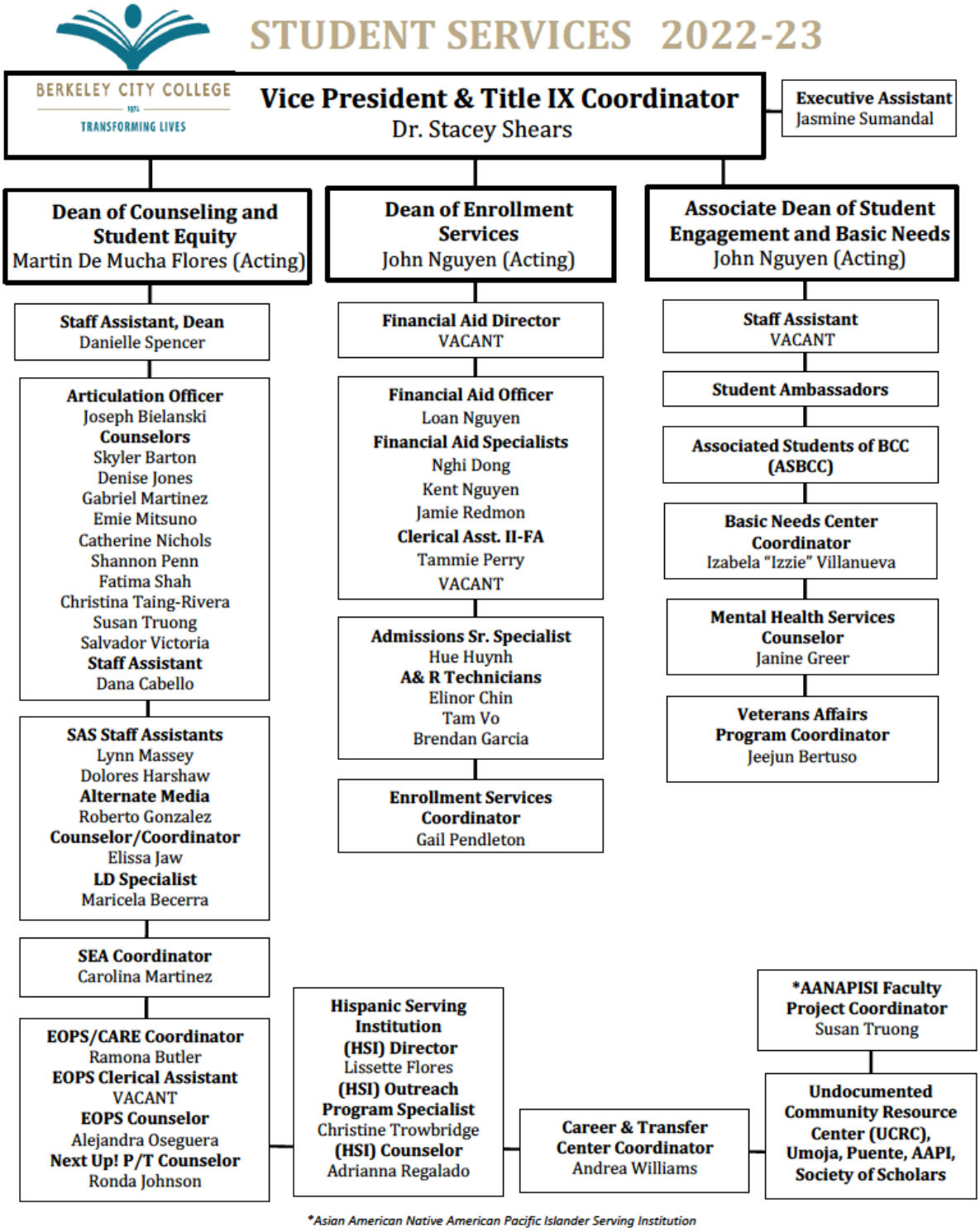
Source: Berkeley City College, 2023

Figure A2. Executive Cabinet and President's Cabinet



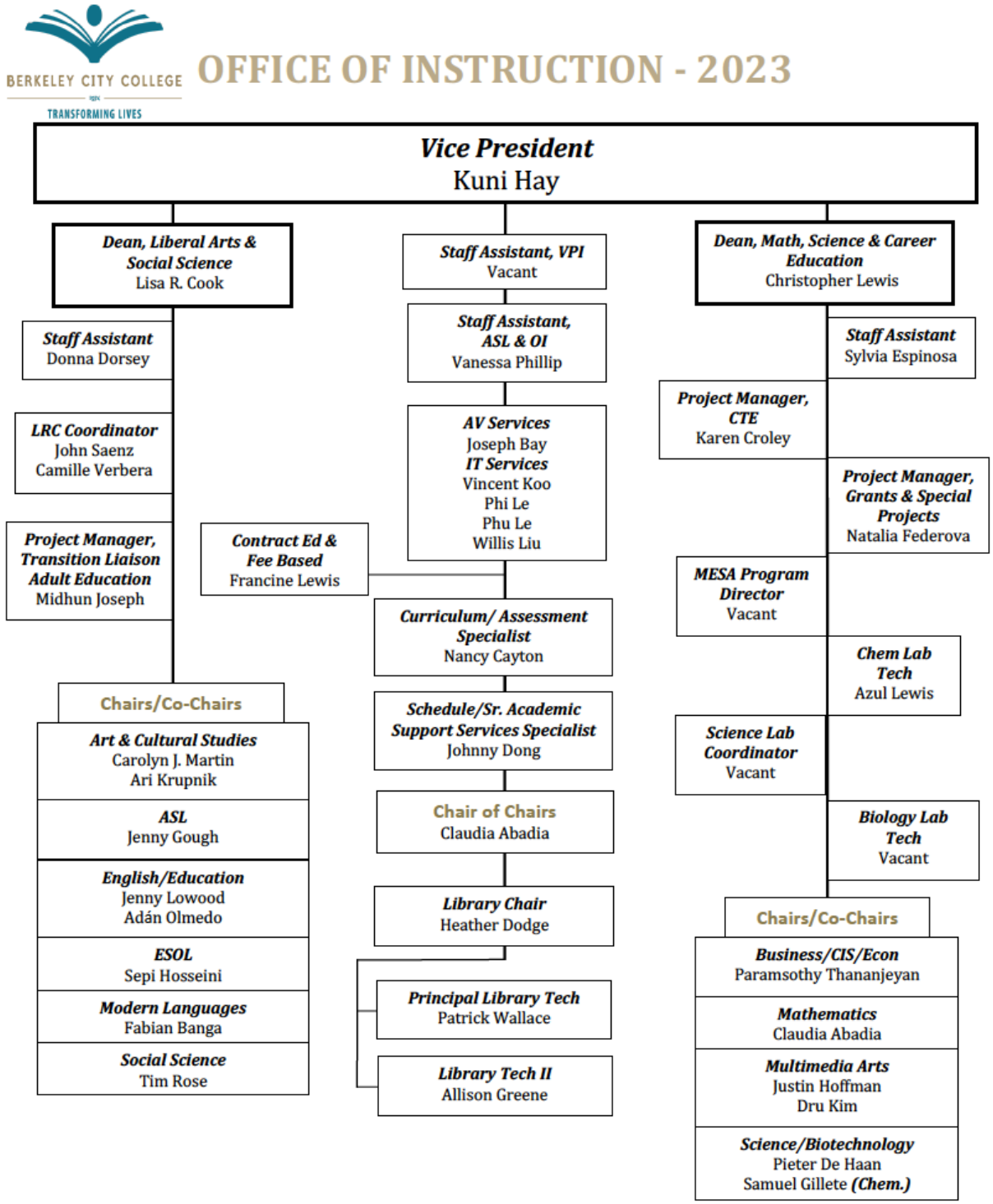
Source: Berkeley City College, 2023

Figure A3. Student Services



Source: Berkeley City College, 2023

Figure A4. Office of Instruction



Source: Berkeley City College, 2023

Educational Master Plan

Spring 2023–Fall 2028

Berkeley City College

BERKELEY CITY COLLEGE