



BERKELEY CITY COLLEGE

DISTANCE EDUCATION PLAN

2021-2023

Building on the Peralta Community College District's Distance Education Plan and relying on guiding principles focused on learners and equity, the Berkeley City College Distance Education Plan outlines the actions it will take to increase a) online student retention and success rates; b) the number and quality of resources and services for student support and learning support; and c) the number of courses that meet guidelines for quality, consistency, equity, and accessibility.

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EXECUTIVE SUMMARY

Building on the district's Distance Education Plan, Berkeley City College has outlined the actions it will take to implement the plan's goals to serve the needs of its online learners.

As one of four colleges in the Peralta Community College District (Peralta), Berkeley City College (BCC) serves over one-fifth of total district enrollment (22.0% in 2019-20), and over one-fifth of total district distance education enrollment (20.4% of combined online and hybrid enrollment in 2019-20). Online students at BCC have improved retention and success rates consistently over five of the last six years, but those rates likely were affected by extremely disruptive events in Spring 2020 (e.g., global pandemic, campus closure, high unemployment, basic needs insecurity). Overall, there are still remains large opportunity gaps to address.

The BCC Distance Education (DE) Plan is directly aligned with Peralta strategic goals and ACCJC standards. It also acknowledges the changing educational landscape and the nature of students in Peralta's service area. Among the district's guiding principles and values, this DE Plan and Program will be focused on learners and equity.

In support of both Peralta and BCC goals, this Plan outlines projects that BCC will complete over the next two years (numbers refer to activity details in plan below):

- ***BCC DE Activity 1.1a: Develop and curate orientation resources for new online students.***
- ***BCC DE Activity 1.2a: Implement and share curated orientation resources for new online students.***
- ***BCC DE Activity 1.2b: Expand and promote embedded tutor program across the college.***
- ***BCC DE Activity 1.2c: Implement program that provides online learning technology (e.g., laptop computers, software, and hardware) to students.***
- ***BCC DE Activity 2.1a: Identify existing student support services for online students and develop an infrastructure where services can be delivered online.***

- ***BCC DE Activity 2.1c: Identify professional development needs and facilitate opportunities for professional development related to student support and accessibility.***
- ***BCC DE Activity 2.1d: Identify staffing and faculty release time required to support students and address accessibility issues.***
- ***BCC DE Activity 2.1e Discuss feasibility and benefits of a testing center to serve face to face and online students.***
- ***BCC DE Activity 2.2b: Place students on the BCC DE Committee and PCCD DE Committee and increase student voices in college wide DE decisions.***
- ***BCC DE Activity 2.2d: Hire an Instructional Designer and maintain funding for 1.0 release Distance Education Coordinator***
- ***BCC DE Activity 3a: Design and implement professional development materials that will improve outcomes and address disparate success rates for disproportionately impacted students in online courses.***
- ***BCC DE Activity 3b: Prepare and launch Peer Online Course Review process***
- ***BCC DE Activity 3c: Develop and launch Equity and Accessibility Program at BCC utilizing, among other resources, the established Peralta Equity Course and the Peralta Equity Rubric.***

INTRODUCTION

In 2017-18, the Peralta Community College District (Peralta CCD) created and adopted a Distance Education Plan that is aligned with a) the district's strategic goals; b) district-wide values—learners and equity; c) the needs of students in Peralta's service area; and d) accreditation standards set by the Accrediting Commission for Community and Junior Colleges (ACCJC).

The Peralta CCD Distance Education (DE) Plan outlines ten projects, numbered 1.1 through 4.4, in support of the following goals:

- Peralta DE Goal 1: To close achievement gaps, Peralta CCD will increase online student retention and success rates each year from AY2017-18 to AY2019-20, through research-based success strategies.
- Peralta DE Goal 2: To support students in achieving success in distance education courses, Peralta CCD will provide resources, support, and services that are specific to online students, are necessary to close achievement gaps and meet regulatory requirements.
- Peralta DE Goal 3: To support both student and faculty success throughout their online course experiences, all Peralta CCD online courses will meet guidelines for quality, consistency, and accessibility in their design and facilitation.

Further, while most institutions value diversity and equity, they often struggle to institutionalize practices that support inclusion and equity in online environments. When Peralta's DE team could not find a rubric to support online course equity, they created the Peralta Equity Rubric to foster an expanded understanding and appreciation for student populations, particularly for disproportionately impacted students, and their experiences in online courses. Online teachers in the district may now use the rubric to redesign online course structure, materials, activities, assessments, and modules to align with equity criteria. To help faculty with course redesign, the district provides professional development and support.

Stemming from the district's efforts, Berkeley City College has created its own Distance Education Plan that aligns with the college's vision, mission, and values

(<http://www.berkeleycitycollege.edu/wp/bccpub/about-bcc/>):

- *Berkeley City College Vision:* Berkeley City College is a premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation and transformation.
- *Berkeley City College Mission:* To promote student success, to provide our diverse community with educational opportunities, and to transform lives. The college achieves its mission through instruction, student support and learning resources which enable its enrolled students to earn associate degrees and certificates, and to attain college competency, careers, transfer, and skills for lifelong success.

- *Berkeley City College Values*: Focus on Academic Excellence and Student Learning; a Commitment to Multiculturalism and Diversity; a Commitment to Preparing Students for Citizenship in a Diverse and Complex, Changing, Global World; a Commitment to Quality and a Collegial Workplace; and the Importance of Innovation and Flexibility.

OVERVIEW OF DISTANCE EDUCATION AT BERKELEY CITY COLLEGE

The Berkeley City College Distance Education initiative is designed to:

- Provide support to faculty teaching in the online environment and create and curate opportunities for faculty to improve online teaching across the college
- Develop high quality, engaging courses that will contribute to student success and retention
- Ensure that Berkeley City College's Distance Education offerings are aligned with existing regulatory and accreditation requirements.

BCC DISTANCE EDUCATION COMMITTEE CHARGE

The Berkeley City College Distance Education Committee ("BCCDEC") is a Subcommittee of the Berkeley City College ("BCC") Academic Senate. Its mission is to recommend policies, practices, and procedures that (1) aim to support faculty teaching in the online environment and (2) contribute towards the creation of high quality, engaging, and equitable online, hybrid, and web-enhanced courses to BCC students based on research and existing regulatory and accreditation requirements.

BCCDEC acts as the point of contact for issues related to distance education at BCC and serves as the primary recommending body to the BCC Academic Senate on issues related to distance education and online learning. BCCDEC also ensures Berkeley City College distance education classes meet federal, state, and accreditation standards. Additionally, BCCDEC, through the BCC Distance Education Coordinator, provides input to the Peralta Community College District Distance Education Committee.

ONLINE COURSE OFFERINGS AND ENROLLMENT AT BERKELEY CITY COLLEGE

Over six academic years—AY2014-15 through AY2019-20—total enrollment in online courses at Berkeley City College grew from 16.4% to 26.0% of total enrollment overall (see Table 1, below). In part, total enrollment in online courses has been controlled by the number of online course sections offered at Berkeley City College (also see Table 1, below). The number of sections increased from 42 in the Fall 2014 semester to 97 in the Spring 2020 semester (while the pandemic occurred during this semester, these offerings reflect the last semester that scheduling courses online was a choice made by administrators and not the only available option). For leaders at BCC to plan distance education program growth mindfully, the college should a) collect data beyond what is analyzed in this plan and b) consider increasing the number of online course sections.

	# Online Course Sections Offered at BCC	# of BCC Enrollments in Online Courses	# Hybrid Course Sections Offered at BCC	# of BCC Enrollments in Hybrid Courses	Total BCC Enrollment in All Courses	Percentage of Total BCC Enrollment in Online/Hybrid Courses
Fall 2014	42	1,450	36	1,226	16,351	16.4%
Spring 2015	36	1,199	38	1,247	16,051	15.2%
Fall 2015	56	1,752	48	1,518	16,743	19.5%
Spring 2016	47	1,474	46	1,545	15,969	18.9%
Fall 2016	56	1,692	33	1,120	15,520	18.1%
Spring 2017	44	1,443	38	1,168	14,961	17.5%
Fall 2017	45	1,350	46	1,325	14,538	18.4%

Spring 2018	59	1,810	34	1,092	14,314	20.3%
Fall 2018	54	1,661	39	959	13,068	20.1%
Spring 2019	83	2,629	30	819	13,742	25.1%
Fall 2019	75	2,241	20	565	13,343	21.0%
Spring 2020	97	2,906	22	663	13,725	26.0%

Table 1. Number of Online & Hybrid Course Sections Offered, Number of Enrollments, and Percentage of Total Enrollment at Berkeley City College – Fall 2014 through Spring 2020

ONLINE RETENTION RATES AT BERKELEY CITY COLLEGE

Overview of Berkeley City College Retention Data

Overall, online student retention rates—i.e., the percentage of students completing an online course—increased over five of the past six academic years for all BCC students as well as the four largest ethnicity groups—Asian, Black/African American, Hispanic/Latinx, and White. Table 2 and Figure 1 below compare retention rates in online and traditional classes for all groups over this six-year period.

Table 2. Comparing Online and Traditional Student Retention Rates by Ethnicity Group at Berkeley City College – AY14-15 through AY19-20

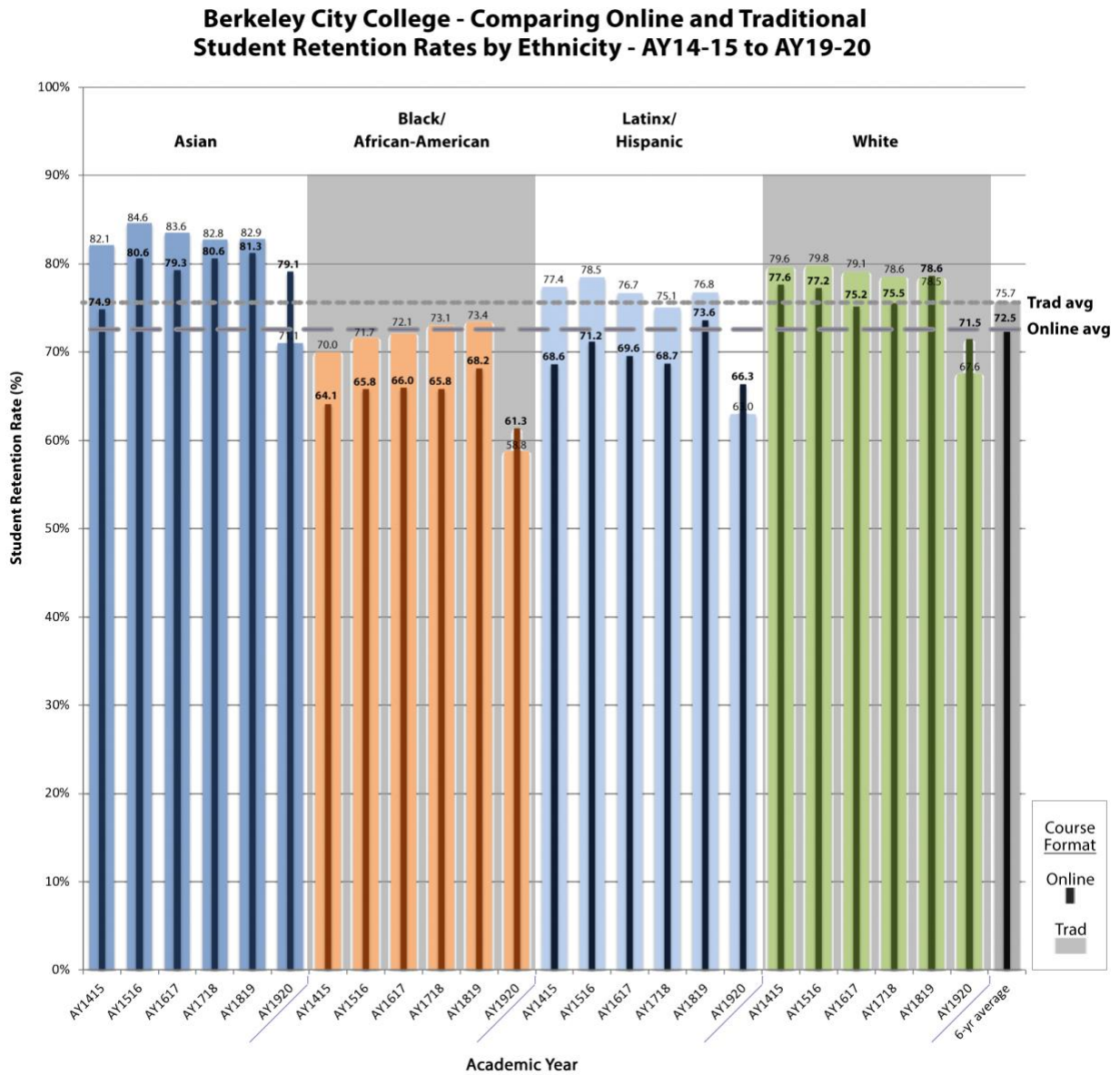
Ethnicity	Course delivery format	Student retention rate AY14-15	Student retention rate AY15-16	Student retention rate AY16-17	Student retention rate AY17-18	Student retention rate AY18-19	Student retention rate AY19-20*
All ethnicities	Traditional	77.6%	78.8%	78.3%	77.5%	78.4%	65.5%
All ethnicities	Online	71.4%	73.8%	72.9%	73.6%	76.3%	70.4%
Asian	Traditional	82.1%	84.6%	83.6%	82.8%	82.9%	71.1%
Asian	Online	74.9%	80.6%	79.3%	80.6%	81.3%	79.1%

African-American	Traditional	70.0%	71.7%	72.1%	73.1%	73.4%	58.8%
African-American	Online	64.1%	65.8%	66.0%	65.8%	68.2%	61.3%
Latinx	Traditional	77.4%	78.5%	76.7%	75.1%	76.8%	63.0%
Latinx	Online	68.6%	71.2%	69.6%	68.7%	73.6%	66.3%
White	Traditional	79.6%	79.8%	79.1%	78.6%	78.5%	67.6%
White	Online	77.6%	77.2%	75.2%	75.5%	78.6%	71.5%

Bold numbers denote the higher percentage between online and traditional retention rates for each ethnicity.

* Retention rates in AY19-20 were likely affected by conditions caused by global pandemic (e.g., campus closures, family responsibilities, changes in employment)

Figure 1. Berkeley City College – Comparing Online and Traditional Student Retention Rates by Ethnicity – AY14-15 to AY19-20



A Closer Look at Berkeley City College Retention Data in AY19-20

As BCC students were likely affected by the global pandemic in Spring 2020, a closer look at the data for that academic year is warranted. Table 3 shows the student retention rates in online and traditional classes in each term during AY19-20, as well as the change in student retention rates from Fall 2019 to Spring 2020.

Table 3. Comparing Online and Traditional Student Retention Rates by Ethnicity Group at Berkeley City College and by Academic Term in AY19-20

Ethnicity	Course delivery format	Student retention rate AY19-20 (Average)	Student retention rate Summer 2019	Student retention rate Fall 2019	Student retention rate Spring 2020	Change in student retention rate, Fall 19 to Spring 20
All ethnicities	Traditional	65.5%	80.7%	70.3%	57.8%	-12.5%
All ethnicities	Online	70.4%	79.4%	74.0%	63.2%	-10.8%
Asian	Traditional	71.1%	80.2%	74.1%	66.0%	-8.1%
Asian	Online	79.1%	86.3%	81.4%	73.3%	-8.1%
African-American	Traditional	58.8%	79.1%	62.4%	49.9%	-12.5%
African-American	Online	61.3%	74.6%	67.1%	50.3%	-16.8%
Latinx	Traditional	63.0%	81.0%	68.5%	54.1%	-14.4%
Latinx	Online	66.3%	77.0%	67.9%	60.1%	-7.8%
White	Traditional	67.6%	83.6%	72.4%	60.3%	-12.1%
White	Online	71.5%	76.7%	78.7%	64.7%	-14.0%

Analysis of Berkeley City College Retention Data

Results and significance

- Online learner retention rates improved for Berkeley City College students in the five years before the pandemic, as well as for the four largest ethnicity groups. However, not all improvements can be viewed equally.
- Online learner retention rates approached, but did not surpass, traditional learner retention rates through AY18-19, with one exception—a higher percentage of White students persisted in online classes in AY18-19.
- Likely due to conditions caused by the COVID-19 pandemic, retention was higher in online courses than in traditional courses for the first time in AY19-20.

- In AY19-20, retention for both traditional and online courses decreased dramatically from Fall 2019 to Spring 2020. When looking at all ethnicities combined over this period, retention rates dropped less in online courses than in traditional courses. However, retention in online courses decreased more than in traditional courses for African-American/Black students (-16.8%) and White students (-14.0%).

Proposed next steps to increase online student retention at Berkeley City College

The Distance Education Committee proposes that Berkeley City College complete specific activities to increase online student retention, including the following:

- ***BCC DE Activity 1.1a: Develop and curate orientation resources for new online students.***
- ***BCC DE Activity 1.2a: Implement and share curated orientation resources for new online students.***
- ***BCC DE Activity 1.2b: Expand and promote embedded tutor program across the college.***
- ***BCC DE Activity 1.2c: Implement program that provides online learning technology (e.g., laptop computers, software, and hardware) to students.***

ONLINE SUCCESS RATES AT BERKELEY CITY COLLEGE

Overview of Berkeley City College Success Data

Overall, online student success rates—i.e., the percentage of students earning a passing grade—has risen at Berkeley City College over the past six academic years for all Berkeley students as well as for three of the four largest ethnicity groups—Asian, Black/African American, and White (see Table 4 below). While Black/African-American and Hispanic/Latinx students at Berkeley City College made improvements in passing online courses over the last six years, they still have significantly lower online success rates than Asian and White students. Figure 2 and Table 4 below compare success rates in online and traditional classes for all groups over this six-year period.

Table 4. Comparing Online and Traditional Student Success Rates by Ethnicity Group at Berkeley City College – AY14-15 through AY19-20

Ethnicity	Course delivery format	Student success rate AY14-15	Student success rate AY15-16	Student success rate AY16-17	Student success rate AY17-18	Student success rate AY18-19	Student success rate AY19-20*
All ethnicities	Traditional	66.5%	66.8%	67.1%	66.7%	67.7%	67.1%
All ethnicities	Online	59.5%	57.3%	60.7%	64.2%	66.7%	66.7%
Asian	Traditional	74.7%	74.8%	74.5%	73.7%	72.7%	74.9%
Asian	Online	69.0%	70.1%	72.1%	75.0%	75.9%	77.4%
African-American	Traditional	53.2%	52.0%	52.5%	55.2%	57.4%	58.0%
African-American	Online	41.3%	38.6%	43.6%	48.5%	50.1%	52.4%
Latinx	Traditional	62.5%	62.5%	61.9%	61.0%	62.1%	61.1%
Latinx	Online	55.9%	52.8%	54.0%	55.3%	61.4%	60.3%
White	Traditional	73.2%	73.7%	73.0%	73.1%	75.1%	73.4%
White	Online	70.0%	65.0%	68.6%	71.5%	72.4%	71.6%

Bold numbers denote the higher percentage between online and traditional retention rates for each ethnicity.

* Success rates in AY19-20 were likely affected by conditions caused by global pandemic (e.g., campus closures, family responsibilities, changes in employment)

Figure 2. Berkeley City College – Comparing Online and Traditional Student Success Rates by Ethnicity – AY14-15 to AY19-20

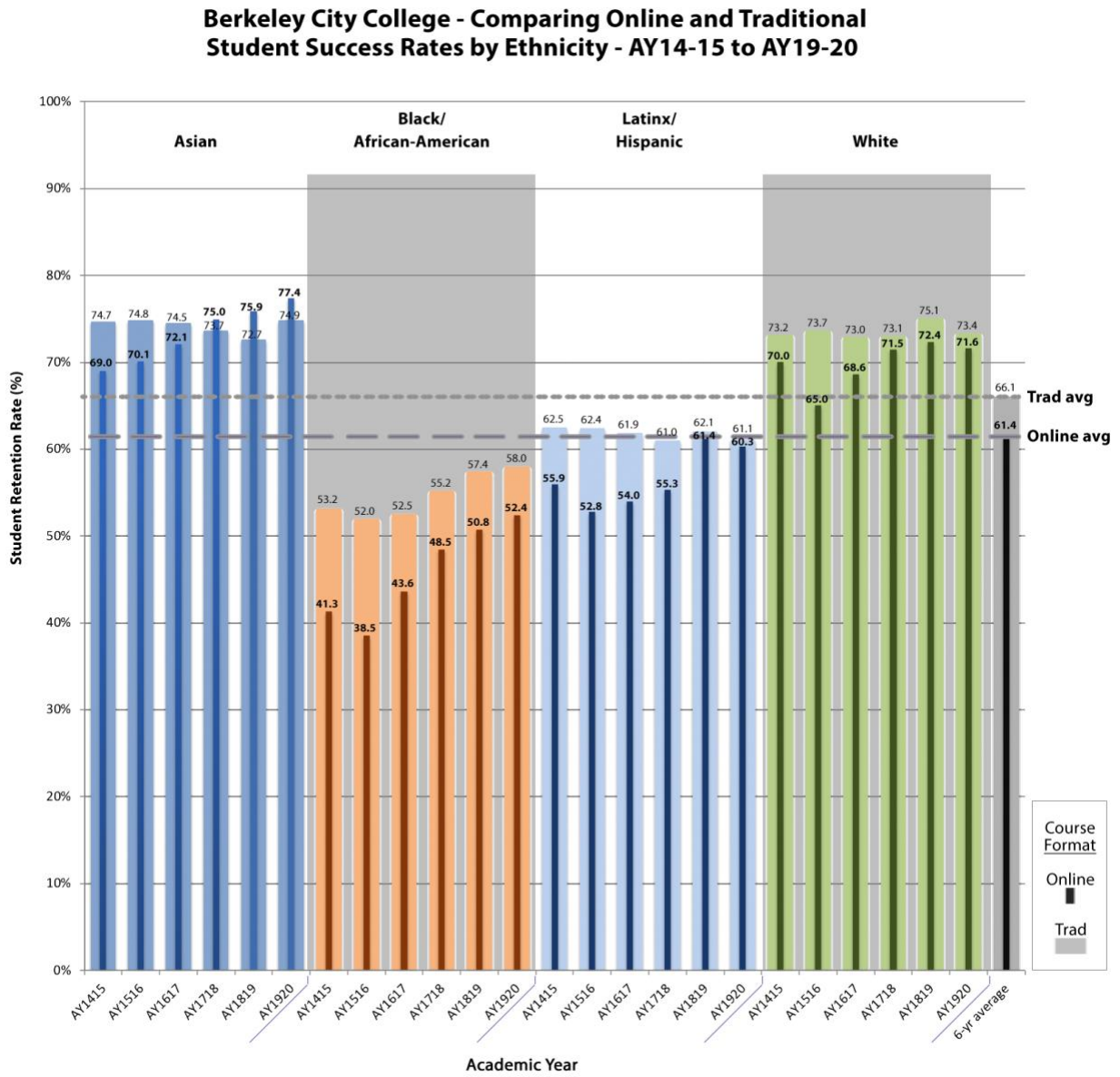


Table 5. Comparing Online and Traditional Student Success Rates by Ethnicity Group at Berkeley City College and by Academic Term in AY19-20

Ethnicity	Course delivery format	Student success rate AY19-20 (Average)	Student success rate Summer 2019	Student success rate Fall 2019	Student success rate Spring 2020	Change in student success rate, Fall 2019 to Spring 2020
All ethnicities	Traditional	67.1%	77.7%	66.5%	65.6%	-0.9%
All ethnicities	Online	66.7%	73.2%	63.7%	65.7%	+2.0%
Asian	Traditional	74.9%	79.6%	72.5%	76.3%	+3.8%
Asian	Online	77.4%	83.5%	75.4%	75.5%	+0.1%
African-American	Traditional	58.0%	69.4%	55.9%	57.7%	+1.8%
African-American	Online	52.4%	61.5%	48.7%	50.2%	+1.5%
Latinx	Traditional	61.1%	77.2%	59.9%	59.8%	-0.1%
Latinx	Online	60.3%	66.8%	54.7%	62.1%	+7.4%
White	Traditional	73.4%	84.6%	75.9%	69.1%	-6.8%
White	Online	71.6%	75.9%	72.9%	69.0%	-3.9%

Analysis of Berkeley City College Success Data

Results and significance

- Over six years the overall online student success rate at Berkeley City College (all ethnicities) improved by over seven percent (from 59.5% in AY14-15 to 66.7% in AY19-20).
- The online success rate for Asian students at BCC surpassed their success rates for traditional classes in AY17-18, AY18-19 and AY19-20.
- Asian students at BCC reduced the success rate gap the most between online and traditional classes (from a 5.7% difference in AY14-15 to a -2.5% difference in AY19-20).

- As a group, African-American students at BCC increased their success rate in online courses dramatically (from 41.3% in AY14-15 to 52.4% in AY19-20), but still have the lowest success rate.
- The equity-based achievement gaps are still very large.
 - African-American students trailed Asian students by 25% and trailed White students by almost 20% in success rates in AY2019-20. The achievement gaps for African-American students only shrank slightly over the six-year period.
 - Latinx students trailed Asian students by over 15% and trailed White students by over 10% in success rates in AY2019-20.
- Students in classes that already were scheduled to be online in Spring 2020 had a higher success rate than students in Fall 2019. Conversely, students in classes that were scheduled to be in person and were converted to emergency remote courses saw a slight decline in success rates from the previous semester.
- An increased awareness of disparities among success rates will allow Berkeley City College to make thoughtful decisions about growing its distance education program.

Proposed next steps to increase online student success at Berkeley City College

The Distance Education Committee proposes that Berkeley City College complete specific activities to increase online student success, including the following:

- ***BCC DE Activity 1.2a: Implement and share curated orientation resources for new online students.***
- ***BCC DE Activity 1.2b: Expand and promote embedded tutor program across the college.***
- ***BCC DE Activity 1.2c: Implement program that provides online learning technology (e.g., laptop computers, software, and hardware) to students.***
- ***BCC DE Activity 2.1a: Identify existing student support services for online students and develop an infrastructure where services can be delivered online.***
- ***BCC DE Activity 2.1c: Identify professional development needs and facilitate opportunities for professional development related to student support and accessibility.***
- ***BCC DE Activity 2.1d: Identify staffing and faculty release time required to support students and address accessibility issues.***

- ***BCC DE Activity 2.2b: Place students on the BCC DE Committee and PCCD DE Committee and increase student voices in college wide DE decisions.***

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BERKELEY CITY COLLEGE DISTANCE EDUCATION ACTIVITIES

To put the Peralta CCD Distance Education Plan into action locally, Berkeley City College intends to complete the following Distance Education Activities.

In support of Peralta DE Goal 1— increase online student retention and success rates, and reduce achievement gaps

<p>Peralta DE Project 1.1: Develop recommendations for early interventions and other actions</p>	<p>Peralta DE Project 1.2: Implement recommendations for early interventions and other actions</p>
<p><i>BCC DE Activity 1.1a: Develop and curate orientation resources for new online students.</i></p> <p>Identify methods to provide orientation support for new online students. Orientation would include the following:</p> <ul style="list-style-type: none"> • Canvas Orientation • Pre-course orientation for new online students. 	<p><i>BCC DE Activity 1.2a: Implement and share curated orientation resources for new online students.</i></p> <p>Implement orientation support for new online students.</p>
	<p><i>BCC DE Activity 1.2b: Expand and promote embedded tutor program across the college.</i></p> <ul style="list-style-type: none"> • Clarify role of Learning and Resource Center in the embedded tutor program.
	<p><i>BCC DE Activity 1.2c: Implement program that provides online learning technology (e.g., laptop computers, software, and hardware) to students.</i></p>

	<ul style="list-style-type: none"> • Continue Google Chrome loan program and review feasibility of Microsoft Surface Pro. • Screensharing software
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In support of Peralta DE Goal 2—provide resources, support, and services that are specific to online students

<p>Peralta DE Project 2.1: Conduct a district-wide needs assessment of student support and learning support services available to online students</p>	<p>Peralta DE Project 2.2: Introduce new and make improvements to existing student support and learning support services for online students</p>
<p><i>BCC DE Activity 2.1a: Identify existing student support services for online students and develop an infrastructure where services can be delivered online.</i></p> <ul style="list-style-type: none"> • 	
<p><i>BCC DE Activity 2.1c: Identify professional development needs and facilitate opportunities for professional development related to student support and accessibility.</i></p> <ul style="list-style-type: none"> • 	<p><i>BCC DE Activity 2.2b: Place students on the BCC DE Committee and PCCD DE Committee and increase student voices in college wide DE decisions.</i></p> <ul style="list-style-type: none"> •
<p><i>BCC DE Activity 2.1d: Identify staffing and faculty release time required to support students and address accessibility issues.</i></p> <ul style="list-style-type: none"> • 	<p><i>BCC DE Activity 2.2d: Hire an Instructional Designer and maintain funding for 1.0 release Distance Education Coordinator</i></p> <ul style="list-style-type: none"> •
<p><i>BCC DE Activity 2.1e Discuss feasibility and benefits of a testing center to serve face to face and online students.</i></p> <ul style="list-style-type: none"> • 	

In support of Peralta DE Goal 3—increase the number of online courses that meet guidelines for equity, quality, consistency, and accessibility

<p>Peralta DE Project 3.1: Prepare and adopt course design and facilitation guidelines</p>	<p>Peralta DE Project 3.2: Implement recommendations related to online course and instructor preparation</p>
<p><i>BCC DE Activity 3a: Design and implement professional development materials that will improve outcomes and address disparate success rates for disproportionately impacted students in online courses.</i></p> <ul style="list-style-type: none"> • 	<p><i>BCC DE Activity 3b: Prepare and launch Peer Online Course Review process</i></p> <ul style="list-style-type: none"> •
	<p><i>BCC DE Activity 3c: Develop and launch Equity and Accessibility Program at BCC utilizing, among other resources, the established Peralta Equity Course and the Peralta Equity Rubric.</i></p> <ul style="list-style-type: none"> •

In support of all three Peralta DE Goals

Peralta DE Project 4.1: Delineate college and district roles and responsibilities related to distance education.

- *BCC DE Activity 4.1a: Work with Peralta CCD staff and DE Committee to avoid duplicating efforts and support district-sponsored activities.*
- *BCC DE Activity 4.1b: Use BCC DE Program to delineate DE professional development activities for faculty, staff, and administration at BCC versus the District.*

Peralta DE Project 4.2: Develop recommendations for and/or revisions to policies and procedures to address distance education issues.

- *BCC DE Activity 4.2a: Review existing policies and procedures at the college including issues such as OEI Rubric, regular effective contact, and other areas as highlighted by the state.*

- ***BCC DE Activity 4.2b: Outline existing and proposed activities and resources to align with the Strategic Plan and the DE Plan.***

Peralta DE Project 4.3: Improve information and communication related to distance education across the district.

- ***BCC DE Activity 4.3a: Share progress from the Peer Online Course Review process with other colleges in the district (see BCC DE Activity 3.1b and 3.2b).***

Peralta DE Project 4.4: Develop resource recommendations to support the goals and projects above (e.g. fiscal, human resource, tech, etc.).

- ***BCC DE Activity 4.4a: Hire support staff and/or release time for faculty to support meeting the goals outlined in this plan including an immense need for a local Instructional Designer.***
- ***BCC DE Activity 4.4b: Dedicate staff and/or faculty time to assess the impact of all BCC's Distance Education Activities outlined in this plan.***
- ***BCC DE Activity 4.4c: Develop recording studio for faculty to prepare synchronous and asynchronous video material.***
- ***BCC DE Activity 4.4d: Develop process to identify faculty technology needs for online teaching and establish process for faculty to acquire/borrow needed technology.***
- ***BCC DE Activity 4.1e: Develop a complete DE Program including objectives, activities, and costs.***

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APPENDIX A: ADDITIONAL DATA

The following tables represent retention and success rate comparisons between Berkeley City College and the entire Peralta Community College District. NOTE: Peralta rates represent all four Peralta Colleges, including BCC

Table A1. Comparing Online Student Retention Rates for Berkeley City College and Peralta CCD – AY14-15 through AY19-20

Academic Year	Online Student Retention Rates at BCC	Online Student Retention Rates at Peralta
AY14-15	71.4%	73.1%
AY15-16	73.8%	76.2%
AY16-17	72.9%	76.1%
AY17-18	73.6%	77.6%
AY18-19	76.3%	77.8%
AY19-20	70.4%	73.9%

Table A2. Comparing Online Student Success Rates for Berkeley City College and Peralta CCD – AY14-15 through AY19-20

Academic Year	Online Student Success Rates at BCC	Online Student Success Rates at Peralta
AY14-15	59.5%	58.8%
AY15-16	57.3%	62.0%
AY16-17	60.7%	63.6%
AY17-18	64.2%	66.6%
AY18-19	66.7%	67.3%
AY19-20	66.7%	67.2%

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