



Berkeley City College

Student Achievement

Access, Equity, and Success



Berkeley City College
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Prepared by
BCC Office of Incidental Research

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Executive Summary

“Advance Student Access, Equity, and Success” has been one of the main institutional goals at both the district and college levels throughout the most recent accreditation 6-year cycle¹². Since 2009-10, both PCCD and BCC identify strategic actions to reach these goals and objectives, and measure their accomplishments toward year-end annually. BCC uses longitudinal data and analyses to assess both progress and outcomes of student access, equity, and success toward achieving its education goals over time. The College uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning through the assessment of student access, equity, and success.

As presented in this comprehensive analytic report, BCC assesses student achievement at both institutional and program/course levels using three sets of outcome measures:

1. Student Performance (institution-set goals): Fall term course success rates³ (progress measure), Fall-to-Fall persistence rates⁴ (progress measure), Annual numbers of degree and certificate awards (completion measure), and Annual numbers of transfer to UCs and CSUs (completion measure).
2. Student Progression: the seven progression indicators in Accountability Reporting for the Community Colleges (ARCC)⁵:
3. Student Success. The five success indicators in Student Success Scorecard: Persistence, 30 units, remedial progression to college level course, degree/transfer cohort and CTE cohort completion.

In addition, BCC uses relevant student achievement measures presented in Appendix: Fall-to-Fall Persistence by Full-/Part-time, and by Enrollment Status; Fall-to-Spring Persistence by Age, Gender, Race/Ethnicity, Distance Education vs. Face-to-Face, Full-/Part-Time, and Enrollment Status, and for Basic Skills and CTE Program; Course Completion by Age, Gender, Race/Ethnicity, and Distance Education vs. Face-to-Face, and for Basic Skills and CTE Program; and Course Success and Completion at Course Subject Level, to identify areas both in need of improvement and worthy of special note.

¹ <http://web.peralta.edu/pbi/>

² <http://www.berkeleycitycollege.edu/wp/prm?cx=001436019226742105173%3A4o6iwui4wsa&cof=FORID%3A11%3BNB%3A1&ie=UTF-8&s=Search&q=college+goals+and+accomplishments&sa.x=17&sa.y=3>

³ Success Rate is defined as the percentage of students who receive a grade of A, B, C, Pass, or Credit over all graded students as of Census.

⁴ Fall-to-Fall Persistence is defined as the percentage of students who are enrolled as of Census in the fall term continuing into the fall term in the subsequent academic year.

⁵

<http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC/ARCC%202012%20March%20Final.pdf>

It has been the commitment of the entire college community to make informed, data-driven planning decisions, seek college-wide input, and make full use of governance bodies to ensure a transparent intervention development and implementation.

ACCESS – Incoming Freshmen

Mentioned in Introduction of the *Berkeley City College 2015 Accreditation Self Evaluation Report*, annually approximately 1/3 of the BCC students are first-time college freshmen while the other 10% are first time transfers.

Incoming Freshmen Services. BCC provides comprehensive services to all incoming freshmen, including, but are not limited to Matriculation/Student Success Support Program (SSSP), services⁶. All first-time matriculating, nonexempt students⁷ take college orientation and/or placement assessment. Data in Table 1 below show that between 2009-10 and 2013-14, the annual number of new students taking orientation and/or placement assessment at BCC ranges between 5,600 and 6,300. These figures represent about 28% of new students orientated and 25% assessed of all new PCCD students participated in orientation and/or assessment, while the overall BCC student body represents 20% of the overall PCCD student population. These figures imply that BCC not only provides opportunity for college access to BCC students, but also to new students attending other PCCD colleges.

Table 1.
BCC Incoming Freshmen taking Orientation and Placement Assessment, Five Year Trend

	2009-10	2010-11	2011-12	2012-13	2013-14
Orientation	6,153	5,676	5,631	5,628	6,164
Placement Assessment	6,285	5,662	5,620	5,626	6,150

Source: CCCCCO DataMart

⁶ Please see BCC 2015 Accreditation Self Evaluation Report Standard IIB Student Services for detailed information regarding comprehensive support services offered at BCC for incoming freshmen and all BCC students.

⁷ Defined as new to BCC and excludes students who transfer from another college or university and concurrent enrollment students. PCCD/BCC may exempt students from completing orientation, assessment, and having an SEP if the student:

1. already has an degree,
2. is enrolling at the college for avocational purposes completed the services at another college,
3. is enrolling to complete an academy or certification program (police or fire, etc.), or
4. Is a Special Admit (concurrent enrollment HS student).

Data shown in Table 2 below indicate that among those assessed incoming freshmen (in duplicated counts) between 2009-10 and 2011-12, over 60% took English assessment, 30% for math, while between 5% and 8% took ESL assessment in lieu of English.

Table 2.
Placement Assessment taking by BCC Incoming Freshmen (in Duplicated Counts⁸),
2009-10, 2010-1, and 2011-12

Year/ Assessment	Annual 2009- 2010	Annual 2009- 2010	Annual 2010- 2011	Annual 2010- 2011	Annual 2011- 2012	Annual 2011- 2012
	Assessment Test Administered Count	Assessment Test Administered (%)	Assessment Test Administered Count	Assessment Test Administered (%)	Assessment Test Administered Count	Assessment Test Administered (%)
	5,406	100.00%	4,413	100.00%	5,421	100.00%
ACT COMPASS ALGEBRA-1041	363	6.71%	238	5.39%	337	6.22%
ACT COMPASS COLLEG TRIGONOMETRY- 1088	105	1.94%		0.00%		0.00%
ACT COMPASS COLLEGE ALGEBRA-1080		0.00%	77	1.74%	77	1.42%
ACT COMPASS COLLEGE ALGEBRA-1087	100	1.85%		0.00%		0.00%
ACT COMPASS NUMERICAL SKILLS/PRE- ALGEBRA-1040	1,138	21.05%	881	19.96%	1,127	20.79%
ACT COMPASS TRIGONOMETRY- 1081		0.00%	86	1.95%	137	2.53%
ACT COMPASS READING-1038	1,581	29.25%	1,218	27.60%	1,541	28.43%
ACT COMPASS WRITING-1039	1,574	29.12%	1,217	27.58%	1,540	28.41%
COMBINED ENGLISH LANGUAGE SKILLS ASSESSMENT (CELSA)-1028	271	5.01%	349	7.91%	332	6.12%
ESL WRITING SAMPLE-5222	274	5.07%	347	7.86%	330	6.09%

Source: CCCCCO DataMart.

Data in Table 3 below demonstrate placement recommendations based upon ESL assessment. These data suggest that the vast majority of BCC's incoming freshmen from ESL background are placed into basic skills level.

⁸ One student may take more than one type of assessment: English, Math, or ESL.

Table 3.
Berkeley City College Training Needs: ESL Placement Assessment

Berkeley City College ESL Placement Data for Fall New Students															
	Fall 09			Fall 10			Fall 11			Fall 12			Fall 13		
	Total	CELSA	ESLWR	Total	CELSA	ESLWR	Total	CELSA	ESLWR	Total	CELSA	ESLWR	Total	CELSA	ESLWR
Basic Skills Student Count	37	17	20	159	71	88	164	77	87	89	40	49	116	52	64
Basic Skills % of Total	97%	94%	100%	90%	80%	100%	94%	88%	100%	91%	82%	100%	91%	83%	100%
Transfer Level Student Count	1	1	0	18	18		11	11		9	9		11	11	
Transfer Level % of Total	3%	6%	0%	10%	20%	0%	6%	13%	0%	9%	18%	0%	9%	18%	0%

Source: PCCD, Office of Institutional Research.

Training Needs of BCC First-Time Students. BCC offers education and training to all of its first-time students, based upon student need suggested by information collected through placement assessment (shown above); education goal arrived from CCCApply, etc.

For example, data in Table 4 present freshmen's self-identified training needs for career vs. transfer. While the percentage of career needs decreased from 39.4% in Fall 2009 to 17.1% in Fall 13, the transfer percentage increased from 60.6% to 82.9% during the same period. While many BCC's CTE programs have established articulation agreements with the 4-years, these changing trends may imply that a higher percentage of BCC freshmen than before intend to receive a Baccalaureate degree or higher in their career of choice for upward mobility.

Table 4.
Career vs. Transfer Needs

	Student Count					% of Total				
Year	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
Career	203	397	361	326	312	39.4%	27.8%	23.1%	19.1%	17.1%
Transfer	312	1,032	1,205	1,378	1,508	60.6%	72.2%	77.0%	80.9%	82.9%
Total	515	1,429	1,566	1,704	1,820	100.0%	100.0%	100.0%	100.0%	100.0%

Source: PCCD, Office of Institutional Research.

When the 6-year trend of BCC's freshmen's training needs being analyzed further as shown in Table 5 below, detailed information suggests that the percentage of new students coming to BCC with a goal of transferring to 4-year institutions increased from 29.3% in Fall 2009 to 56.2% in Fall 2013. While the percentage of transferring without a degree only increased by 7 percentage points, the percentage of freshmen aiming at transferring with an associate degree more than doubled (16.2% to 36.5%). Meanwhile, the percentage of freshmen plans to receive an associate degree from BCC without transfer increased slightly from 2.9% in Fall 2009 to 4.1% in Fall 2013. These increases of students aiming at receiving an associate degree from BCC suggest that more students recognize the importance of receiving an associate degree.

On the other hand, the proportion of freshmen coming to BCC for career reasons, including vocational education degree and/or certificate, discovering/preparing for new career, advance and/or maintain in current job/career, decreased from 14.5% in Fall 2009 to 11% in Fall 2013. Similarly, the representation of freshmen attending BCC for developmental reasons (educational, basic skills) decreased from 18.1% to 8.5%; while the undecided on goal was cut more than half reducing from 23% to 9.5%.

Table 5.
BCC Freshmen's Educational Goals, Fall 2009 to Fall 2013

Goal/Year	FALL 09		FALL 10		FALL 11		FALL 12		FALL 13	
Uncollected/unreported	2	0.1%	7	0.2%	9	0.3%	1	0.0%	3	0.1%
Obtain Asso. -Transfer to 4 year	252	16.2%	901	28.1%	1,047	31.3%	1,190	35.9%	1,299	36.5%
Transfer to 4yr without Asso. degree	204	13.1%	581	18.1%	578	17.3%	626	18.9%	701	19.7%
Obtain 2yr Asso. without transfer	45	2.9%	100	3.1%	125	3.7%	131	4.0%	144	4.1%
Obtain 2yr Voc Deg w/out transfer	1	0.1%	10	0.3%	11	0.3%	26	0.8%	25	0.7%
Earn a vocational certificate without transfer	14	0.9%	21	0.7%	22	0.7%	31	0.9%	40	1.1%
Discover career interests	82	5.3%	124	3.9%	108	3.2%	112	3.4%	100	2.8%
Prepare for new career	70	4.5%	174	5.4%	161	4.8%	147	4.4%	140	3.9%
Advance in current job/career	51	3.3%	99	3.1%	92	2.8%	67	2.0%	72	2.0%
Maintain certificate or license	8	0.5%	21	0.7%	18	0.5%	15	0.5%	15	0.4%
Educational Development	194	12.5%	258	8.1%	229	6.8%	175	5.3%	212	6.0%
Improve basic skills (Eng,Rd,M)	88	5.7%	125	3.9%	124	3.7%	81	2.4%	89	2.5%
Complete credits for HS Diploma/GED	33	2.1%	89	2.8%	43	1.3%	57	1.7%	58	1.6%
Undecided on goal	360	23.1%	364	11.4%	419	12.5%	371	11.2%	336	9.5%
Move from non-credit to Credit course	2	0.1%		0.0%	8	0.2%	1	0.0%	4	0.1%
4yr college student taking courses	150	9.6%	330	10.3%	356	10.6%	284	8.6%	317	8.9%
Grand Total	1,556	100.0%	3,204	100.0%	3,350	100.0%	3,315	100.0%	3,555	100.0%

Source: PCCD, Office of Institutional Research.

Discussion. BCC commits to student access though proactive outreach, entry services, registration enhancement, student-centered Student Success Support Program (SSSP) process and procedures, financial aid, counseling, course and program offering, and transfer and career support, etc. Evidences of these commitments and accomplishments can be found on BCC goals and accomplishments, committee meeting minutes, etc. Moreover, the fact that BCC continuously reaches above its enrollment target, while many community colleges in

the State experiencing enrollment decline, further suggests that BCC's effort in access has paid off.

STUDENT ACHIEVEMENT – Equity and success

Per USDE Regulation and Guidelines for 34 C.F.R.602.16(a)(1)(i) "...Standards effectively address "success with respect to student achievement in relation to the institution's mission,...including as appropriate consideration of course completion, State licensing examinations⁹, and job placement rates¹⁰", in 2013, Berkeley City College (BCC) officially set standards for satisfactory performance of student success at both the institutional and program levels as evidence of institution and program performance. Options of method for the institutional standard setting are discussed, evaluated, and approved through participatory fashion. The final decision for the standard setting method is using the averages of prior years' data as the baseline. Data used for the baseline have been regularly examined in the context of the standards of satisfactory performance and goals for improvement of student success. (evidence, ACCJC annual report, Leadership and Roundtable meeting minutes)

To continue to improve institutional effectiveness, at the institutional level, BCC uses measure for:

- A. Student Performance. The four core institution-set standards as progress and completion indicators:
 - I. Fall term course success rates¹¹ (progress measure),
 - II. Fall-to-Fall persistence rates¹² (progress measure),
 - III. Annual numbers of degree and certificate awards (completion measure), and
 - IV. Annual numbers of transfer to UCs and CSUs (completion measure).
- B. Student Progression. The seven progression indicators in Accountability Reporting for the Community Colleges (ARCC)¹³:
 - Student Progress and Achievement Rate
 - Percentage of Students Who Earned at Least 30 Units
 - Persistence Rate
 - Annual Successful Course Completion Rate for Credit Vocational Courses
 - Annual Successful Course Completion Rate for Basic Skills Courses

⁹ State licensing examination passing rate does not apply to BCC's programs and courses.

¹⁰ Job placement rate does not apply to BCC's programs and courses.

¹¹ Success Rate is defined as the percentage of students who receive a grade of A, B, C, Pass, or Credit over all graded students as of Census.

¹² Fall-to-Fall Persistence is defined as the percentage of students who are enrolled as of Census in the fall term continuing into the fall term in the subsequent academic year.

¹³

<http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC/ARCC%202012%20March%20Final.pdf>

- Improvement Rate for Credit Basic Skills Courses
- Improvement Rate for Credit ESL Courses

C. Student Success. The five success indicators in Student Success Scorecard: Persistence, 30 units, remedial progression to college level course, completion of degree/transfer cohort and CTE cohort.

Using student performance, progression, and success standards as outcome measures when appropriate, BCC integrates Statewide Student Success Initiatives into College Goals, develops and implements strategies and conducts activities to reaching college goals, assesses progress regularly, and broadly disseminates its accomplishments with measureable outcomes annually. For example, institution-set student achievement standards (numbers of degree/certificate and transfers) were used as the outcome measures for the 2013-14 College Goal 2: Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students. (evidence, BCC goals and accomplishments)

At the institutional level, BCC compares its data with those at the state and district levels, when available. To protect student privacy, BCC presents and analyzes these success indicators by student groups: age, gender, race/ethnicity, etc. At the program levels, similar data are collected, analyzed, and presented in an aggregated and/or disaggregated fashions to ensure the integrity of both programs and program participants.

Summaries of the analysis at the institutional level for student performance, progression, and success are presented in BCC 2015 Accreditation Self Evaluation Report: Standards I.B., while this report details analysis at both institutional and program levels.

Institutional Level – Student Performance

Core Performance Indicator I: Fall Term Course Success Rate (Progress Measure)

BCC, PCCD, and CCCCCO. The overall BCC students' fall course success rate fluctuated over the last 6 years, increased from 63.3% in Fall 2008 to 68.0% in Fall 2010, then slightly decreased over the next three years to 64.9% in Fall 2013 (Chart 1 and Table 1). In comparison with the average rates at the state and district levles, BCC's rates leg behind by 5 and 2 percentage points, consecutively; while the district rates are consistently lower than the statewide averages.

Chart 1.
Fall Course Success Rates:
BCC, PCCD, and California Community Colleges

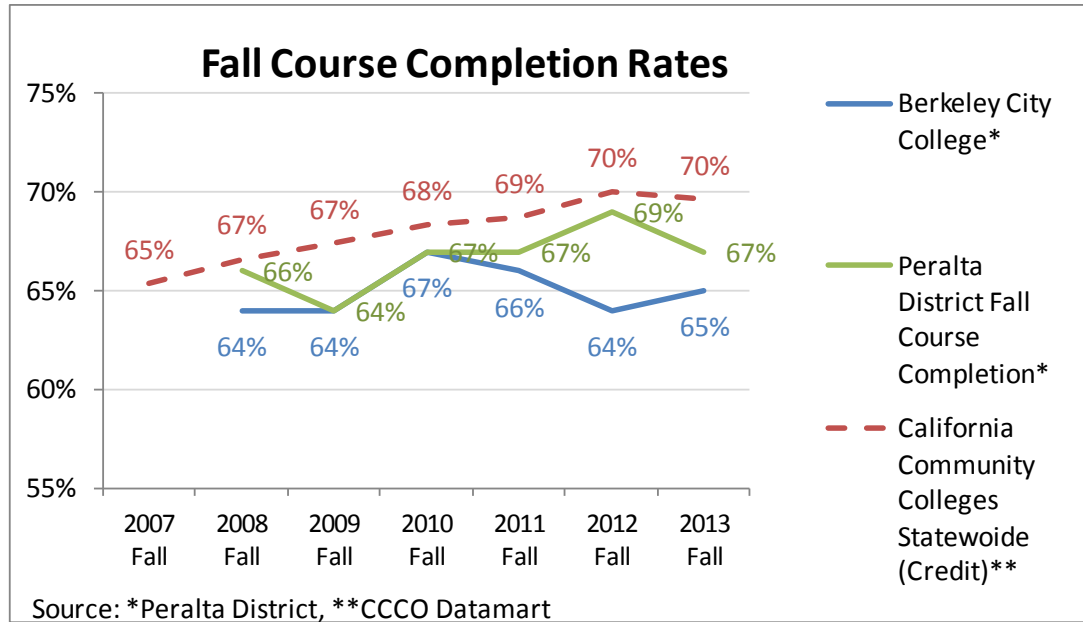
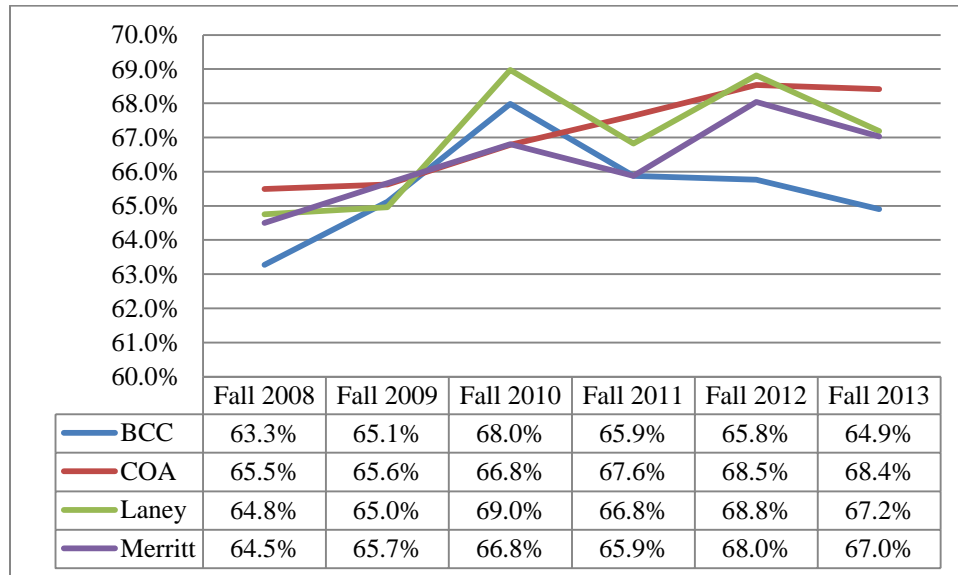


Chart 2.
Fall Course Success Rates among the Four PCCD Colleges, Fall 2008 to Fall 2013



Source: PCCD, Office of Institutional Research. The PCCD Success Rate is defined as the percentage of students who received a passing/satisfactory grade (Numerator: A, B, C, CR, IA, IB, IC, IPP, P. Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W).

Age. When course success rates examined by age, seven out of the eight groups show improvement between Fall 2008 and Fall 2013, with the 55-64 age group being the exception. The two groups with the fewest student counts: 16 years old or younger and the student group of 65 or older, have higher rates than do the other six age groups. While the average success rates among the six age groups between 16 and 64 years old are very close to each other throughout the six-year span, rates of the traditional college-age (19-24) group, representing close to half of the BCC study body, remain being the lowest. Course success rates of the 19-24 age student group ranged between 60% and 65%; in average, the rates lag 3 percentage points behind BCC's overall success rates (Table 1, Chart 2).

Gender. Data in Table 1 and Chart 2 suggest that the female's success rate is higher than male's by 5 percentage points between Fall 2008 and Fall 2010, but the gap begins to narrow starting in Fall 11 down to only one percentage point of difference in Fall 13. The closing of this gap is contributed by the fact that male's rate improved from 60% in Fall 2008 to 64% in Fall 2013; however, female's rate slightly decreased from 66% in Fall 2008 to 65% in Fall 2013. It is noteworthy that the course success rate of the Unknown Gender group increased from 60% in Fall 2008 to 68% in Fall 2013, while the number of students in that group grew from 414 to 641 (Table 1, Chart 2).

Race/Ethnicity. While the rates of Asian/Pacific Islander and white/Non-Hispanic remained above 70% between Fall 2008 and Fall 2013, African-American's rates wavered around 50%, lagging behind by 20 percentage points. The success rates of Hispanic/Latino and those from multiple racial/ethnic backgrounds were approximately 10 percentage points below Asian's and white's (Table 1 and Chart 2). The College is aware of these significant success gaps, and has been developing and implementing effective strategies to narrow the gap (Table 1, Chart 2).

Distance Education vs. Face-to-Face Education. Data shown in Table 1 and Chart 2 indicate that the success rates of BCC students taking distance education courses were 10 percentage points behind rates of their peers in face-to-face courses (Table 1, Chart 3).

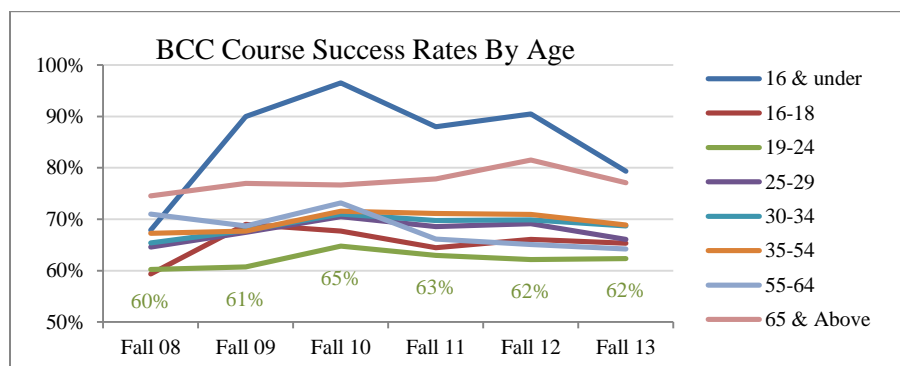
Table 6.
BCC Course Success
by Age, Gender, Race/Ethnicity, and Delivery Mode
Fall 2008 – Fall 2013

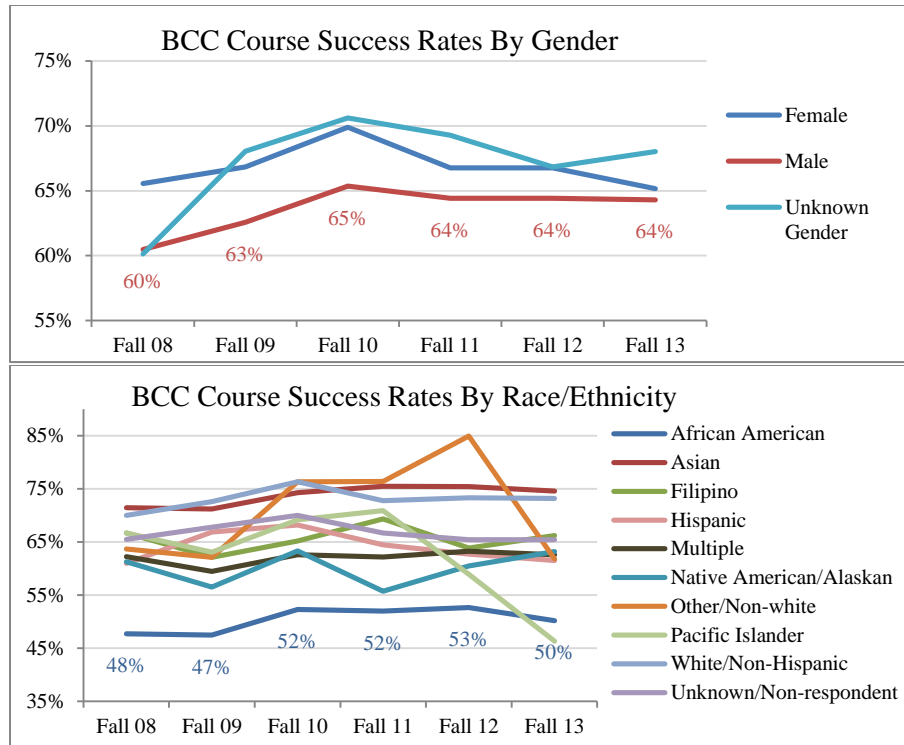
BCC	Total Graded							Success Rate						
	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	6-year Change (N)	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	6-year Change (%)
All students	13,382	15,116	14,478	14,123	13,313	14,791	1,409	63%	65%	68%	66%	66%	65%	2%
Age														
16 & under	84	120	57	25	21	29	(55)	68%	90%	96%	88%	90%	79%	11%
16-18	1,340	1,648	1,372	1,413	1,350	1,745	405	59%	69%	68%	64%	66%	65%	6%
19-24	5,607	6,611	6,897	7,018	6,529	7,041	1,434	60%	61%	65%	63%	62%	62%	2%
25-29	2,019	2,182	2,219	1,942	1,896	2,145	126	65%	67%	70%	69%	69%	66%	1%
30-34	1,038	1,166	1,040	1,229	1,056	1,210	172	65%	68%	71%	70%	70%	69%	3%
35-54	2,470	2,495	2,094	1,880	1,898	1,942	(528)	67%	68%	72%	71%	71%	69%	2%
55-64	600	651	555	449	401	478	(122)	71%	69%	73%	66%	65%	64%	-7%

65 & Above	224	243	244	167	162	201	(23)	75%	77%	77%	78%	81%	77%	3%
Gender														
Female	7,418	8,194	7,721	7,544	7,049	7,584	166	66%	67%	70%	67%	67%	65%	0%
Male	5,550	6,274	6,156	5,980	5,706	6,566	1,016	60%	63%	65%	64%	64%	64%	4%
Unknown Gender	414	648	602	599	558	641	227	60%	68%	71%	69%	67%	68%	8%
Race/Ethnicity														
African American	2,813	2,671	2,831	2,880	2,688	2,862	49	48%	47%	52%	52%	53%	50%	2%
Asian	2,261	2,120	2,204	2,177	2,106	2,331	70	71%	71%	74%	75%	75%	75%	3%
Filipino	273	240	267	277	282	302	29	67%	62%	65%	69%	64%	66%	0%
Hispanic/Latino	1,872	1,806	1,771	1,964	1,939	2,279	407	61%	67%	68%	64%	63%	62%	1%
Multiple	347	486	1,118	1,516	1,808	2,214	1,867	62%	59%	63%	62%	63%	63%	0%
Native American/Alaskan	93	69	60	70	43	38	(55)	61%	57%	63%	56%	60%	63%	2%
Other/Non-white	256	256	190	110	73	55	(201)	64%	62%	76%	76%	85%	62%	-2%
Pacific Islander	81	65	68	55	56	41	(40)	67%	63%	69%	71%	59%	46%	-20%
White/Non-Hispanic	3,795	3,439	3,745	3,586	3,372	3,960	165	70%	73%	76%	73%	73%	73%	3%
Unknown/Non-respondent	1,591	3,964	2,225	1,488	946	709	(882)	65%	68%	70%	67%	65%	65%	0%
Delivery Mode														
Distance Education (D.E.)*	803	1,378	1,289	1,594	1,313	1,730	927	52%	53%	56%	54%	59%	53%	1%
Face-to-Face*	12,817	14,304	13,806	12,933	11,179	12,835	18	62%	61%	64%	64%	65%	64%	2%

Source: PCCD, Office of Institutional Research. *Source: CCCCCO Datamart. The PCCD Success Rate is defined as the percentage of students who received a passing/satisfactory grade (Numerator: A, B, C, CR, IA, IB, IC, IPP, P. Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W). The CCCCCO Success Rate is defined as the rate at which students completed courses with a grade (SX04) of A, B, C, or P, of all credit enrollments.

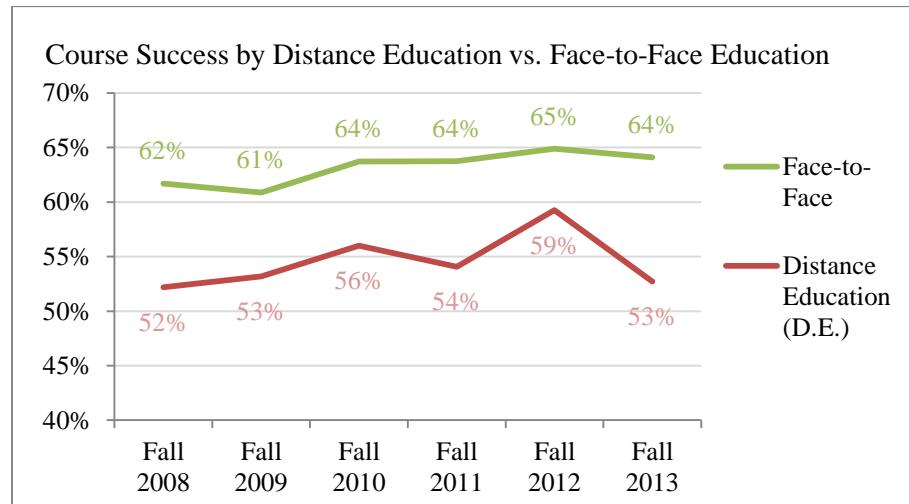
Chart 3.
Fall Student Course Success Rates
by Age, Gender, and Race/Ethnicity, Fall 2008 – Fall 2013





Source: PCCD, Office of Institutional Research. The PCCD Success Rate is defined as the percentage of students who received a passing/satisfactory grade, (Numerator: A, B, C, CR, IA, IB, IC, IPP, P. Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W).

Chart 4.
Fall Student Course Success Rates
by Delivery Mode, Fall 2008 – Fall 2013

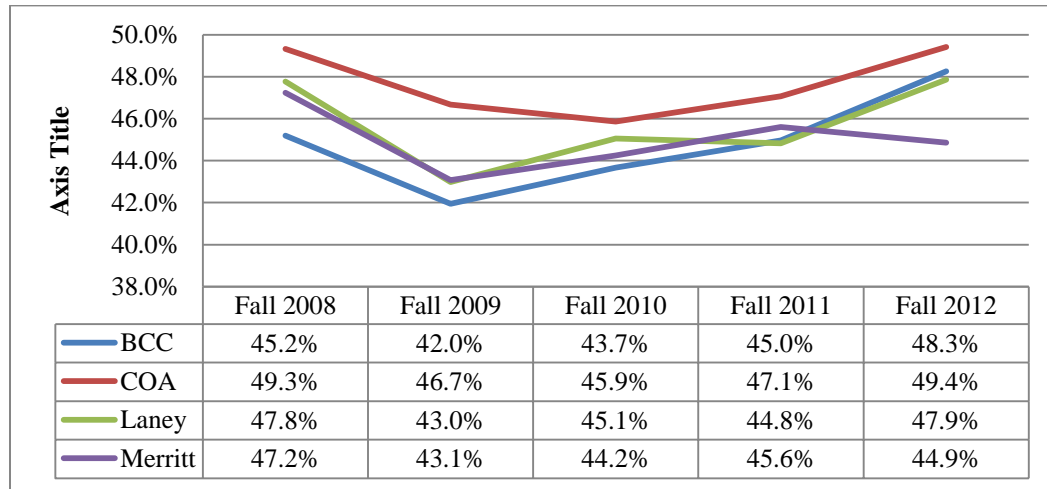


Source: CCCC Datamart. The CCCC Success Rate is defined as the rate at which students completed courses with a grade (SX04) of A, B, C, or P, of all credit enrollments. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology, (i.e., a distance education course/section or session utilizes technology 51 percent or more of the time to deliver instruction during the course term.).

Core Performance Indicator II: Fall-to-Fall Persistence (Progress Measure)

BCC's fall-to-fall persistence rate improved from 45% of the fall 08-fall 09 cohort to 48% of the fall 12-fall 13 cohort. BCC's fall-to-fall persistence rate was below those of the three PCCD sister colleges during the first three years, then BCC's rate began to improve for the fall 11-fall 12 cohort. BCC's fall 12-fall 13 persistence rate of 48.3% ranked the second among the rates of the four colleges, lagging behind COA's 49.4% by merely 1.1 percentage points (Table 2 and Chart 4).

Chart 5.
Fall-to-Fall Persistence Rate, BCC and PCCD
Fall 2008 to Fall 2012



Source: PCCD, Office of Institutional Research. Fall-to-Fall Persistence is defined as the percentage of students, who are enrolled on or after first census date in the fall term of the subsequent academic year, (Numerator: Enrolled in at least one course on or after first census date. Denominator: Enrolled in at least one course on or after census date in the baseline term).

Age. Age-wise, BCC's 16-18 year old cohort appears to have the best persistence rate of above 50%, with one exception of Fall 09 cohort when only 48% persisted to the following fall term. This may suggest that many concurrent high school students chose to continue their education at BCC while still in high school. The fall-to-fall persistence rates of BCC's traditional college age student group (19-24), also the largest age group representing 46% of BCC student body, are close to the overall BCC's rates. However, the rates of the 25-29 students, the second largest age group representing 16% of the student body, are lower than the rate of almost all other age groups (Table 2).

Gender. Female students' rate declined from fall 08-09 rate of 45% to 42% of the following year; then the rate begins to improve to the fall 12-13 rate of 48%. In result, the overall 5-year rate increased by three percentage points. Male's rate changing pattern echoes female's pattern, while male's rates were similar to or marginally higher than female's rates. Both groups' fall-to-fall persistence rates increased by 3% over the five-year period (Table 2).

Race/Ethnicity. While the overall fall-to-fall persistence rate increased by 3 percentage points over a five year period, almost all racial/ethnic groups contribute to this overall growth, with Asians and the Native American/Alaskans being the two exceptions. The former decreased slightly by 1 percentage point; while the latter declined significantly from 53% to 24%. Student groups leading the fall 12-13 persistence rate include Other/Non-white (56%), Hispanic/Latino (54%), and Filipino (53%). African-American's fall-to-fall persistence rate increased from 47% of the 2008-09 cohort to 50% of the 2012-13 cohort (Table 2).

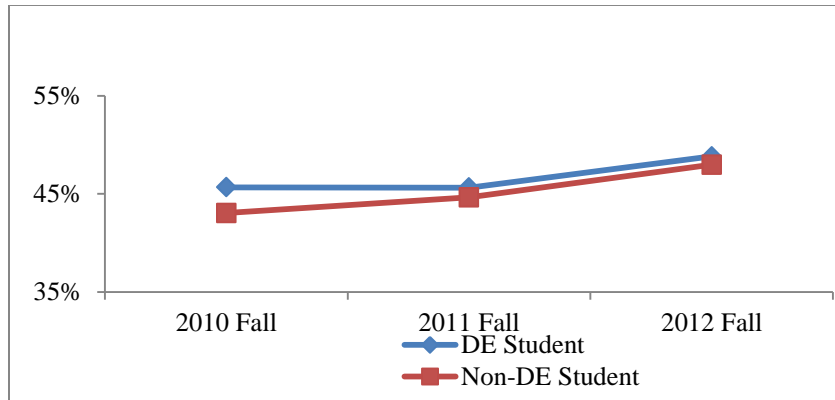
Delivery Mode. As an encouraging sign, the fall-to-fall persistence rates of both face-to-face and distance education student groups increased over the past 3 year period. Between the rates of fall 10-fall 11 and fall 12-fall 13, the former increased from 43% to 48%, while the latter from 45.7% to 48.3%. In addition, the gap between the two groups has been narrowed from 2.7 to just 0.3 percentage point difference. In contrast to the pattern of course success rate, students in distance education's fall-to-fall persistence rates have been ahead of those in face-to-face courses (Chart 5).

Table .
Fall-to-Fall Persistence Rate
By Age, Gender, and Race/Ethnicity, Fall 2008 to Fall 2012

BCC	Cohort Count						Fall-to-Fall Persistence Rate					
	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	6-year Change (N)	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	6-year Change (%)
All students	6,456	7,654	7,468	6,975	6,379	(77)	45%	42%	44%	45%	48%	3%
Age												
16&under	84	114	53	24	17	(67)	54%	7%	6%	38%	65%	11%
16-18	537	714	648	618	578	41	54%	47%	54%	56%	60%	6%
19-24	2,426	2,991	3,176	3,163	2,964	538	45%	44%	46%	45%	49%	4%
25-29	1,041	1,228	1,252	1,106	1,007	(34)	40%	39%	37%	40%	44%	4%
30-34	576	674	625	657	571	(5)	42%	38%	42%	43%	44%	2%
35-54	1,253	1,354	1,197	998	913	(340)	45%	40%	40%	46%	48%	3%
55-64	356	376	337	274	219	(137)	49%	44%	48%	39%	44%	-5%
65&Above	182	202	178	134	110	(72)	56%	47%	49%	43%	51%	-5%
Gender												
Female	3,674	4,233	4,079	3,843	3,448	(226)	45%	42%	43%	45%	48%	3%
Male	2,564	3,061	3,051	2,830	2,647	83	46%	43%	45%	45%	49%	3%
Unknown Gender	218	360	338	302	284	66	33%	32%	37%	46%	39%	6%
Race/Ethnicity												
African American	1,320	1,412	1,519	1,380	1,262	(58)	47%	42%	41%	45%	50%	3%
Asian	1,067	1,083	1,189	1,124	1,050	(17)	48%	48%	47%	48%	47%	-1%
Filipino	125	123	148	140	129	4	46%	48%	36%	44%	53%	7%
Hispanic/Latino	873	943	930	936	924	51	47%	41%	45%	51%	54%	7%
Multiple	163	238	564	707	799	636	42%	40%	38%	43%	48%	6%
Native American/Alaskan	45	34	30	31	21	(24)	53%	35%	47%	32%	24%	-30%
Other/Non-white	138	125	94	55	32	(106)	50%	53%	55%	53%	56%	6%
Pacific Islander	36	27	35	31	29	(7)	31%	48%	51%	52%	41%	11%
Unknown/Non-respondent	789	1,927	1,018	717	480	(309)	42%	37%	50%	48%	47%	5%
White/Non-Hispanic	1,900	1,742	1,941	1,854	1,653	(247)	43%	43%	41%	40%	45%	2%

Source: PCCD, Office of Institutional Research. Fall-to-Fall Persistence is defined as the percentage of students who are enrolled on or after first census date in the fall term of the subsequent academic year, (Numerator: Enrolled in at least one course on or after first census date. Denominator: Enrolled in at least one course on or after census date in the baseline term).

Chart 6.
Fall-to-Fall Persistence Rate by Delivery Mode,
Fall10-11, Fall 11-12, and Fall 12-13



Source: PCCD, Office of Institutional Research. Fall-to-Fall Persistence is defined as the percentage of students who are enrolled on or after first census date in the fall term of the subsequent academic year, (Numerator: Enrolled in at least one course on or after first census date. Denominator: Enrolled in at least one course on or after census date in the baseline term). A student is considered a distance education student (DE Student) within a term if they were enrolled in at least one course offered by the district delivered partially or fully on-line. Data on distance education classes are not available prior to Fall 2010.

Core Performance Indicator III: Degree and Certificate Awards (Completion Measure)

Associate Degrees and Certificates. Between 2008-09 and 2013-14, the total number of degrees and certificates awarded by BCC increased from 152 to 445. Awards in Associate Degrees doubled over the last six years, increased from 106 to 211. The number of CTE degree increased from a single digit of 9 in 2008-09 to 54 in 2013-14; while the non-CTE degrees also increased by 60; that is a 500% increase. The number of certificate awards grew by almost 300% from 46 to 251. The growth of both CTE from 29 to 139 and non-CTE from 17 to 95 certificates contribute to the overall certificate growth (Table 3).

Table 8.
Associate Degrees and Certificates: C.T.E. vs. Non-C.T.E.
2008/09 – 2013/14

Total Associate Degrees & Certificates by C.T.E. Status						
Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Awards	152	146	172	211	335	445
Associate Degrees	106	110	130	149	185	211
CTE	9	12	30	25	43	54
Non-CTE	97	98	100	124	142	157

Certificates	46	36	42	62	150	234
CTE	29	17	25	20	72	139
Non-CTE	17	19	17	42	78	95

Source: PCCD, Office of Institutional Research.

Degree by Age. While the 19-24 age group represents approximately half of the BCC student body, they comprise around 38% of the associate degree recipients in 2013-14. Students of 25-29 represent 15% of the degree holders in 2008-09, and then increased to 33% in 2010-11, but down to 20% in 2013-14. Students in age 30-34 group earn approximately 13% of associate degrees on average over the past five years. Students age 18 and younger accounted for 0% of the degrees awarded across the past five years. This may suggest that none of the concurrent high school student attending BCC in order to receive college credits was able to graduate from BCC with a degree prior to reaching age 19 (Table 4).

Although the proportion of associate degrees awarded to 35-54 year-old students decreased from 38% in 2008-09 to 25% in 2013-14, this age group represents very well in the associate degree receivers, since they only represents 19% of the 2008-09 and 14% of the 2013-14 overall BCC student body. A high turnout of PACE graduates at each of the graduation commencement over the past six years may contribute significantly to the success of this age group (Table 4).

Degree by Gender. Over the past five years, females accounted for the majority of associate degrees awarded, earning 72% of the degrees in 2008-09 and 63% in 2013-14. Males earned a growing number of degrees, increasing from 26 or 24% in 2008-09 to 70 or 33% in 2013-14. Students identifying as “Unknown” gender accounted for approximately 3% of associate degrees awarded, on average, over the past five years. While male to female ratio of the BCC student body is 43:53, the male to female degree recipient ratio ranges from 24:72 in 2008-09 to 37:62 in 2010-11, then 33:63 in 201-143. These ratio differences suggest that BCC needs to continue to provide support to male students in reaching their goals of receiving degrees at BCC (Table 4).

Degree by Race/Ethnicity. In comparison with the race/ethnicity distribution of the BCC student body presented in the Introduction chapter of the BCC’s 2015 Accreditation Self Evaluation report, African-Americans are well represented as the 2013-14 associate degree recipients (19% of BCC student body vs. 30% of 2013-14 degree recipients), while white/non-Hispanics (26% vs. 26%) and Asians (16% vs. 17%) are evenly represented. However, Hispanics/Latinos are decreasing their representations in degree recipients over the last six years, down from 19% in 2008-08 to 9% in 2013-14. (Table 4).

Table 9.
Associate Degree by Age, Gender, Race/Ethnicity,
2008/09 – 2013/14

Associate Degrees by Gender, Ethnicity & Age							Ethnic & Age Composition of Associate Degrees					
Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All students	108	110	131	149	185	212	100%	100%	100%	100%	100%	100%

Age												
16 & under	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%
16-18	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%
19-24	33	33	26	44	65	81	31%	30%	20%	30%	35%	38%
25-29	16	18	43	30	50	43	15%	16%	33%	20%	27%	20%
30-34	13	16	20	15	25	23	12%	15%	15%	10%	14%	11%
35-54	41	33	35	49	37	53	38%	30%	27%	33%	20%	25%
55-64	5	9	6	8	8	9	5%	8%	5%	5%	4%	4%
65 & Above		1	1	3		3	0%	1%	1%	2%	0%	1%
Gender												
Male	26	29	48	36	61	70	24%	26%	37%	24%	33%	33%
Female	78	79	81	104	120	134	72%	72%	62%	70%	65%	63%
Unknown Gender	4	2	2	9	4	8	4%	2%	2%	6%	2%	2%
Race/Ethnicity												
African American	35	34	32	34	40	63	32%	31%	24%	23%	22%	30%
Asian/Pacific Islander	19	17	18	18	21	37	18%	15%	14%	12%	11%	17%
Filipino	1	1	2	4	5	2	1%	1%	2%	3%	3%	1%
Hispanic/Latino	20	14	29	19	26	19	19%	13%	22%	13%	14%	9%
Native American	0	4	0	0	1	3	0%	4%	0%	0%	1%	1%
Other/Multiple /Unknown	10	12	26	41	54	32	9%	11%	20%	28%	29%	15%
White/Non-Hispanic	23	28	24	33	38	56	21%	25%	18%	22%	21%	26%

Source: PCCD, Office of Institutional Research.

Certificate by Age. Data in Table xx suggest that between 2008-09 and 2013-14, the 35-54 age group, representing an average of 16% of the BCC student body, has been the leader of BCC's certificate receivers. Although its representation as certificate recipients dropped from 48% in 2008-09 to 31% in 2013-14, the absolute number increased from 22 to 79. The proportion of 19-24 year old certificate recipients increased from 17% to 28%, and the 25-29 group also increased its certificate representation from 8 or 17% to 57 or 23% during the same 6-year period (Table 5).

Certificate by Gender. While the number of certificates awarded to females grew from 36 to 132 over the past six years, certificates awarded to males grew from a single digit of 4 to 109. Students identifying as "Unknown" gender account for fewer certificates overall, decreasing from 13% in 2008-09 to 4% in 2012-13. In 2013-14, BCC's ratio of female to male certificate receivers is 53:43; that is exactly the same ratio of BCC's 2013-14 student body female to male ratio (Table 5).

Certificate by Race/Ethnicity. Data in Table xxx indicate that the white/non-Hispanic certificate recipients have been the leader in percentage over the past six-year period, representing an average of 29% of the recipients. The representations among African-American and Asian certificate awards have been neck to neck with each other averaging around 19% of the recipients. While white/non-Hispanic, Asian, and African-American slightly over-representing BCC's certificate recipients, in comparison with the overall BCC student body; Hispanic/Latino is under-presented.

Table 10.
Certificates by Gender and Race/Ethnicity,
2008/09 – 2013/14

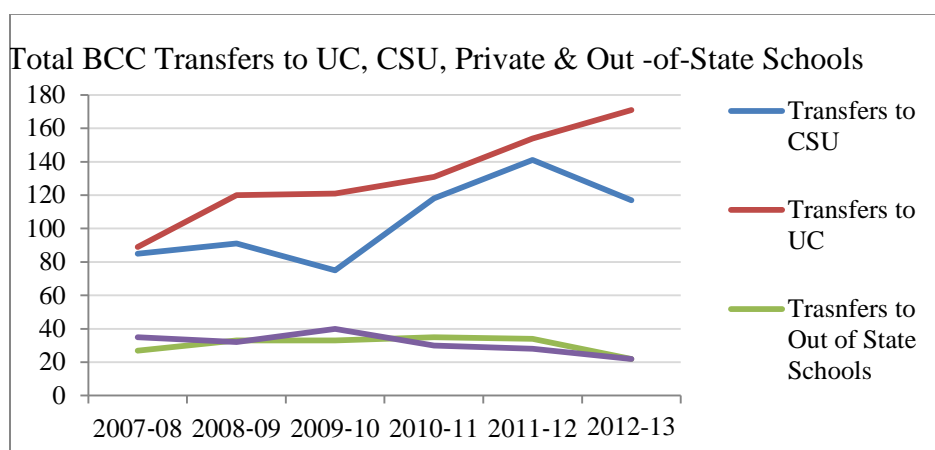
Certificates by Gender, Ethnicity & Age							Ethnic Composition of Certificate Awards					
Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	46	37	47	62	150	251	100%	100%	100%	100%	100%	100%
Age												
16 & under	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%
16-18	0	0	0	0	0	1	0%	0%	0%	0%	0%	1%
19-24	8	6	8	25	42	70	17%	16%	17%	40%	28%	28%
25-29	8	8	11	8	34	57	17%	22%	23%	13%	23%	23%
30-34	2	5	4	1	16	27	4%	14%	9%	2%	11%	11%
35-54	22	11	19	24	39	79	48%	30%	40%	39%	26%	31%
55-64	6	6	5	4	17	12	13%	16%	11%	6%	11%	5%
65 & Above		1			2	5	0%	3%	0%	0%	1%	2%
Gender												
Male	4	8	10	19	53	109	9%	22%	21%	31%	35%	43%
Female	36	27	36	40	87	132	78%	73%	77%	65%	58%	53%
Unknown Gender	6	2	1	3	10	10	13%	5%	2%	5%	7%	4%
Race/Ethnicity												
African American	9	7	9	12	28	50	20%	19%	19%	19%	19%	20%
Asian/Pacific Islander	12	9	12	7	24	64	26%	24%	26%	11%	16%	25%
White/Non-Hispanic/Latino	11	13	14	13	51	70	24%	35%	30%	21%	34%	28%
Other/Unknown/Multiple	11	5	8	19	30	41	24%	14%	17%	31%	20%	16%
Hispanic/Latino	3	3	4	11	15	23	7%	8%	9%	18%	10%	9%
Filipino					2	3	0%	0%	0%	0%	1%	1%
Native American	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%

Source: PCCD, Office of Institutional Research.

Core Performance Indicator IV: Transfers (Completion Measure)

The number of total transfers from Berkeley City College to UC, CSU, private, and out-of-state colleges and universities combined increased by 41% over the past five years, from 236 in 2007-08 to 332 in 2012-13. This growth is mainly contributed by the increase of the number of BCC transfers to both UCs and CSUs. The number of BCC transfers to the UCs increased by 92%, from 89 in 2007-08 to 171 in 2012-13; while CSU transfers increased by 38%, from 85 in 2007-08 to 117 in 2012-13 (Chart 6).

Chart 7.
Total Transfers from BCC, 2007-08 to 2012-13



Source: CCCCCO Datamart.

The number of transfers to private or out-of state colleges and universities, collected and published by California Community College Chancellor's Office through DataMart, accounted for 13% of all BCC's transfers in 2012-2013, decreasing from 26% of all transfers in 2007-2008 (Table 6).

Table 11.
Student Transfers to Out-of-State and Private Schools,
2008/09 – 2013/14

Transfers to Out of State and Private Schools											
Year	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total	56	41	46	42	37	62	65	73	65	62	44
Out of State	25	14	21	20	18	27	33	33	35	34	22
Private	31	27	25	22	19	35	32	40	30	28	22

Source: CCCCCO Datamart.

CSU Transfer by Race/Ethnicity. Total number of CSU transfers increased from 85 in 2007-08 to 117 in 2012-13, representing a 38% growth. The number of students transferring to the CSU system in terms of race/ethnicity increased more among students identifying as Asian, Hispanic/Latino, and white, but decreased as African American. Asian students accounted for 4% of the CSU transfers in 2007-08, and then grew significantly to 16% in 2012-13. Hispanic/Latino students accounted for 12% of CSU transfers in 2007-08 and grew to 15% in 2012-13. White transfers grew by 5 percentage points from accounting for 24% of CSU transfers in 2007-08 to 29% in 2012-13. However, the proportion of African-American students among CSU transfers decreased from 33% in 2007-08 to 17% in 2012-13. Students identifying as "Unknown/Other" race/ethnicity also accounted for a smaller percentage of CSU transfers, decreasing from 26% in 2008-09 to 21% in 2012-13 (Table 7).

Table 12.
Student Transfers to CSU by Race/Ethnicity,
2008/09 – 2013/14

Transfers to CSU by Ethnicity							Ethnic Composition of Transfers to CSU					
Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total	85	91	75	118	141	117	100%	100%	100%	100%	100%	100%
Asian/ Pacific Islander	3	9	8	16	12	19	4%	10%	11%	14%	9%	16%
African- American	28	23	16	21	26	20	33%	25%	21%	18%	18%	17%
Filipino	2	1	2	3	4	2	2%	1%	3%	3%	3%	2%
Hispanic/ Latino	10	12	8	21	26	17	12%	13%	11%	18%	18%	15%
White	20	22	20	34	34	34	24%	24%	27%	29%	24%	29%
Other/ Unknown	22	24	21	23	39	25	26%	26%	28%	19%	28%	21%

Source: PCCD, Office of Institutional Research and CSU Analytic Studies.

UC Transfer by Race/Ethnicity. The number of BCC transfers to UCs grew by 92% over this past 5 year period, increasing from 89 to 171. The proportion of students transferring to the UC system in terms of race/ethnicity shows growth among students identifying as Asian and Hispanic/Latino. Asian student accounts for 11% of UC transfers in 2007-08, and then more than doubled to 27% in 2012-13. Hispanic/Latino students account for 11% of UC transfers in 2007-08; then its representation grows by 4 percentage points to 15% of UC transfers in 2012-13. While the number of transfers to UC among students identifying as white grew from 48 to 71, its representation decreased from 54% in 2007-08 to 42% in 2012-13. The proportion of African-American students transferring to UC grew slightly from 9% in 2007-08 to 10% in the following two years, decreased to 5% in 2010-11; but increases to 10% in 2011-12 and 9% in 2012-2013. The number of African American students transferring to UC increased from a single-digit of 8 in 2007-08 to a double-digit of 15 in 2012-13. UC transfers among students identifying as “Unknown/Other” race/ethnicity decreased from 13% in 2007-08 to 6% in 2012-13, while the absolute number decreased slightly from 12 to 11 (Table 8).

Table 13.
Student Transfers to UC by Race/Ethnicity,
2008/09 – 2013/14

Transfers to UC by Ethnicity							Ethnic Composition of Transfers to UC					
Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total	89	120	121	131	154	171	100%	100%	100%	100%	100%	100%
Asian/ Pacific Islander	10	18	26	17	34	47	11%	15%	21%	13%	22%	27%
African- American	8	12	12	7	15	15	9%	10%	10%	5%	10%	9%

Filipino	1	4	1	0	2	0	1%	3%	1%	0%	1%	0%
Hispanic/ Latino	10	24	17	19	28	26	11%	20%	14%	15%	18%	15%
Native American	0	2	0	0	1	1	0%	2%	0%	0%	1%	1%
White	48	49	51	52	59	71	54%	41%	42%	40%	38%	42%
Other/ Unknown	12	11	14	36	15	11	13%	9%	12%	27%	10%	6%

Source: CCCC Datamart.

Institutional Level – Student Progression

ARCC Outcome Measures

BCC uses the seven institutional level indicators in Accountability Reporting for the Community Colleges (ARCC)¹⁴ to assess the degree of student progression to the next level and/or completion as measures of which the College maintains quality student learning programs and services:

- Student Progress and Achievement Rate
- Percentage of Students Who Earned at Least 30 Units
- Persistence Rate
- Annual Successful Course Completion Rate for Credit Vocational Courses
- Annual Successful Course Completion Rate for Basic Skills Courses
- Improvement Rate for Credit Basic Skills Courses
- Improvement Rate for Credit ESL Courses

The 5-year trend data displayed in Table 9 and Chart 7 below reveal that between 2008 and 2012 BCC continued to provide quality student learning programs and services.¹⁵ Rates of three out of seven indicators during the 5-year period remain steady, with clear improvement in the other four areas. It is noteworthy that the credit basic skills improvement rate increased significantly from 38.2% in the 2008 ARCC report to 50.3% in 2009, followed by a one year decline to 41.7% in 2010, and then an increase to 50.7% in the 2012 report. In addition, BCC's persistence rate, defined as the percentage of first-time students with a minimum of six units earned in a fall term at BCC who returned and enrolled in the subsequent fall term, increased by 7.6 percentage points between 2008 and 2012.

¹⁴

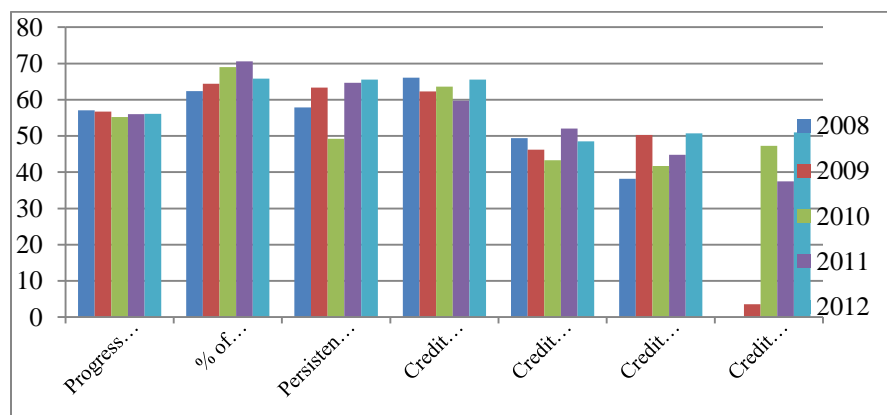
<http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC/ARCC%202012%20March%20Final.pdf>

¹⁵ The ARCC Report was discontinued and replaced by Scorecard in 2012.

Table 14.
ARCC Indicators, 5-year Trend 2008 – 2012¹⁶

	2008	2009	2010	2011	2012	Change in %
Progress/Achievement Rate	57.1	56.7	55.2	56	56.1	-1
% of Earned 30+ Units	62.4	64.4	69	70.6	65.8	3.4
Persistence Rate	57.9	63.3	49.2	64.7	65.5	7.6
Credit Voc Course Success	66.1	62.3	63.6	59.7	65.5	-0.6
Credit Basic Skills Completion	49.4	46.2	43.3	52	48.5	-0.9
Credit Basic Skills Improvement	38.2	50.3	41.7	44.8	50.7	12.5
Credit ESL Course Improvement			47.3	37.5	51	3.7

Chart .
ARCC Indicators, 5-year Trend 2008 – 2012



Source: Annual ARCC report published by California Community College Chancellor's Office.ⁱ

Institutional Level – Student Success

Scorecard Outcome Measures

Starting in 2013, The State Chancellor's Office replaced ARCC with Student Success Scorecard^{17 18} as outcome measures for student progress¹⁹ and success. BCC uses the 6-year

¹⁶

<http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC/ARCC%202012%20March%20Final.pdf>

¹⁷ <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=345>

¹⁸ PCCD Office of Institutional Research also published PCCD Scorecard to support the colleges in data analysis at <http://web.peralta.edu/indev/files/2010/02/Peralta-2013-Score-Card-03-05-14.pdf>

tracking data of its 2007-08 first-time student cohort published by the State Chancellor's Office as the baseline for outcome measures and for intervention development and implementation for improvement.

Data shown in Table 10 re-confirm the fact that close to 70% of BCC first-time students was under-prepared for college. The overall ratio of 2007-08 first time prepared cohort to unprepared cohort is 31.7:68.3.

College Preparation by Gender, Age, and Race/Ethnicity. A higher percentage of males were college prepared than were the females; the ratio of the prepared male to unprepared was 37:63; whereas the ratio for the female was 27.3:72.7. Preparation level and student age appear to have a reverse relationship: the older the student the less prepared. For the student younger than 20 year old, the ratio of prepared to unprepared ratio is 35.9:64.1, in comparison with the ratio of 26:74 for the age 20-24 group, and 23:77 for those who were 25-39 years of age (Table 10).

In terms of race/ethnicity, the majority of white first-time students in 2007-08 was ready for college (51.4%), while the rest was not (48.6%). The ratio for Asian prepared to unprepared is 37.1:62.9, whereas 20.7:79.3 for the Hispanic/Latino. The percentage of college-ready African American first-time students at BCC in 2007-08 was alarmingly low; only 14% was college prepared, whereas 86% was not (Table 10).

Table 15.
College Preparation of the 2007-08 First-Time Degree, Certificate, and/or Transfer Seeking Student (N=565) by Gender, Age, and Race/Ethnicity

	Prepared	% of Total by Category	Unprepared	% of Total by Category
All	179	31.7%	386	68.3%
Gender				
Female	85	27.3%	226	72.7%
Male	94	37.0%	160	63.0%
Age				
< 20	141	35.9%	252	64.1%
20-24	19	26.0%	54	74.0%
25-39	14	23.0%	47	77.0%
Race/Ethnicity				
African American	19	14.0%	117	86.0%
Asian	39	37.1%	66	62.9%
Hispanic/Latino	18	20.7%	69	79.3%

¹⁹ Progress outcome measures are referred as Momentum Points in Scorecard: persistence and 30-units. Definitions for persistence are the number of first-time degree, certificate, and/or transfer-seeking students who enrolled in the first three consecutive terms during a 6-year tracking period; whereas 30-units are those who achieved at least 30 units over a 6-year period since their first enrollment.

White	76	51.4%	72	48.6%
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Source: CCCCCO, Student Success Scorecard.

Scorecard Data Implications. Data shown in Table 11 below display detailed student tracking information for the 2007-08 first-time BCC students for progress (three consecutive term persistence, earned at least 30 units in 6 years), and completion (degree/certificate and/or transfer in 6 years) by gender, age, and race/ethnicity, for college prepared, unprepared, and remedial student cohorts. The analysis of these data suggests the following:

1. College preparation determines progress and completion. College preparation is the major determining factor for progress, as well as for completion. The unprepared students are lagging behind their counterparts throughout the entire college career as measured by almost all outcome indicators.
2. Unprepared students perform fair in progress but behind in completion. The unprepared cohort was only slightly behind its prepared cohort in progress as measured by persistence rate (overall unprepared to prepared cohort: 58.5 vs. 64.2) and 30-unit achieved (overall cohort: 51.3 vs. 52.5), but significantly behind in completion (overall cohort: 37.6 vs. 65.9). These data suggest that BCC needs to enhance its support for those who were unprepared for college not only for their progress, but also for their completion and success in particular.
3. Degree/Transfer and CTE students perform similarly in completion. BCC's CTE students are doing as well as the degree/transfer student cohort in terms of completion. The 6-year completion rate for the former group is 44.2%, while 46.5% for the latter.
4. Remedial-to-College Level Course Tracking. The 6-year tracking data show that 31.5% of remedial English and math, and 25% of ESL student successfully progress to and complete college level course(s) in the same discipline within 6 years. Although not all of the students who started at the remedial level need to complete a college level course in the same discipline (English, math, or ESL) while pursuing their college goal, BCC continues to develop and implement strategies in order to effectively support remedial students reaching their goals successfully at BCC.
5. Male's performance is lagging behind female's. Although a higher portion of first-time males in 2007-08 were college prepared (37%) than did the females (27.3%), males are in general lagging behind females in both progress and completion measures. Overall, there is a 2.3 percentage gap between the two groups for completion, 1.7 percentage gap for persistence, 7.4 gap for 30-units, and 9.3 gap for CTE completion. Males were in general slightly behind the females if they were college-prepared to begin with, and even slightly ahead of the females in terms of 30-unit achievement in 6 years. However, the unprepared males are notably behind females in terms of 30-units (6.5 percentage gap) and completion (11.8 percentage gap). In average, the gap between males and

females remedial-to-college level course(s) in English and math is merely 2 percentage points gap, but 7.8 gap for remedial-to-college level ESL courses.

6. Age makes little difference in progress, but the younger the higher in completion rates for both degree/transfer and CTE cohorts. Data examining student achievement among the age groups suggest that the 20-24 and 25-39 cohorts tend to do as well or even better in progress (persistence and 30 units) than their younger than 20 counterparts do. However, completion is a different story. The youngest cohort (>20) tend to be the leading completers, in comparison with their older counterparts for both the degree/transfer and the CTE cohorts. When taking college preparation into consideration, oftentimes the two older groups performed similar to, or sometimes even better than did their younger than 20 year old peers in the progress measures: persistence and 30-unit. In terms of English and math remedial groups, the three major age groups also performed comparably moving up from remedial-to-college level courses in the same discipline over a 6-year period. Nevertheless, the ESL remedial-to-college progression rate decreases as the student's age increases. While 56% of the younger than 20 age cohort progressed successfully, only 40% of the 20-24 age group and 21% of the 25-39 groups did.
7. African American and Hispanic/Latino student cohorts are in general behind their counterparts in progress and in completion measures. The overall student cohort data suggest that in general African American and Hispanic/Latino cohorts are behind other racial/ethnic groups in both progress and completion outcome measures. However, CTE completion rate is an exception: African American's 51.7% completion rate is only around 2 percentage points behind the Asian's, but 8.6 percentage points ahead of white's and 14.6 ahead of Hispanic/Latino's. When taking college preparation into consideration, it is noteworthy that the unprepared African Americans persisted and achieved 30-units at a higher rate than those who were prepared. However, the unprepared African American cohort had the lowest completion rate than did the other three major racial/ethnic cohorts.

Table 16.

Scorecard: Completion, Persistence, 30 Units, and Remedial-to-College by Gender, Age, and Race/Ethnicity for BCC 2007-08 First Time Cohort

Demographics	Completion						Persistence					
	Overall		Prepared		Unprepared		Overall		Prepared		Unprepared	
	2007-2008		2007-2008		2007-2008		2007-2008		2007-2008		2007-2008	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	565	46.5%	179	65.9%	386	37.6%	565	60.4%	179	64.2%	386	58.5%
Female	311	47.6%	85	67.1%	226	40.3%	311	61.1%	85	65.9%	226	59.3%
Male	254	45.3%	94	64.9%	160	33.8%	254	59.4%	94	62.8%	160	57.5%
< 20 years old	393	50.4%	141	70.9%	252	38.9%	393	58.3%	141	64.5%	252	54.8%

20 to 24 years old	73	43.8%	19	47.4%	54	42.6%	73	67.1%	19	52.6%	54	72.2%
25 to 39 years old	61	36.1%	14	42.9%	47	34.0%	61	70.5%	14	85.7%	47	66.0%
40+ years old	38	28.9%	1 to 9	60.0%	33	24.2%	38	52.6%	1 to 9	40.0%	33	54.5%
African American	136	27.2%	19	47.4%	117	23.9%	136	39.7%	19	26.3%	117	41.9%
American Indian/Alaska Native	1 to 9	50.0%	0	N/A	1 to 9	50.0%	1 to 9	75.0%	0	N/A	1 to 9	75.0%
Asian	105	62.9%	39	79.5%	66	53.0%	105	70.5%	39	66.7%	66	72.7%
Filipino	12	33.3%	1 to 9	100.0%	1 to 9	0.0%	12	66.7%	1 to 9	50.0%	1 to 9	75.0%
Hispanic/Latino	87	32.2%	18	38.9%	69	30.4%	87	63.2%	18	72.2%	69	60.9%
Pacific Islander	1 to 9	20.0%	1 to 9	100.0%	1 to 9	0.0%	1 to 9	20.0%	1 to 9	0.0%	1 to 9	25.0%
White	148	57.4%	76	65.8%	72	48.6%	148	68.9%	76	69.7%	72	68.1%
Demographics	30 Units						Remedial English		Remedial Math		Remedial ESL	
	Overall		Prepared		Unprepared		Overall		Overall		Overall	
	2007-2008		2007-2008		2007-2008		2007-2008		2007-2008		2007-2008	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	565	51.7%	179	52.5%	386	51.3%	556	31.5%	499	31.5%	260	25.0%
Female	311	55.0%	85	51.8%	226	56.2%	335	32.5%	279	32.3%	169	27.8%
Male	254	47.6%	94	53.2%	160	44.4%	220	30.0%	219	30.1%	90	20.0%
< 20 years old	393	51.4%	141	53.9%	252	50.0%	223	33.2%	189	32.3%	25	56.0%
20 to 24 years old	73	53.4%	19	52.6%	54	53.7%	136	32.4%	132	34.8%	40	40.0%
25 to 39 years old	61	55.7%	14	50.0%	47	57.4%	128	34.4%	124	30.6%	137	21.2%
40+ years old	38	44.7%	1 to 9	20.0%	33	48.5%	69	18.8%	54	22.2%	58	10.3%
African American	136	33.1%	19	31.6%	117	33.3%	238	21.4%	161	17.4%	1 to 9	28.6%
American Indian/Alaska Native	1 to 9	50.0%	0	N/A	1 to 9	50.0%	1 to 9	50.0%	1 to 9	28.6%	0	N/A
Asian	105	62.9%	39	64.1%	66	62.1%	78	42.3%	46	43.5%	118	32.2%
Filipino	12	41.7%	1 to 9	75.0%	1 to 9	25.0%	1 to 9	22.2%	13	23.1%	1 to 9	0.0%
Hispanic/Latino	87	48.3%	18	44.4%	69	49.3%	106	30.2%	90	34.4%	71	14.1%
Pacific Islander	1 to 9	60.0%	1 to 9	100.0%	1 to 9	50.0%	1 to 9	16.7%	1 to 9	33.3%	1 to 9	0.0%
White	148	58.8%	76	53.9%	72	63.9%	70	48.6%	124	38.7%	39	30.8%
Demographics	CTE											
	Completion											
	2007-2008											
	Cohort Size	Cohort Rate										
All	326	44.2%										
Female	168	48.8%										
Male	157	39.5%										
< 20 years old	38	63.2%										
20 to 24 years old	93	50.5%										
25 to 39 years old	109	39.4%										
40+ years old	86	34.9%										
African American	58	51.7%										
American Indian/Alaska Native	1 to 9	20.0%										

Asian	59	54.2%
Filipino	13	53.8%
Hispanic/Latino	35	37.1%
Pacific Islander	1 to 9	25.0%
White	102	43.1%

Source: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=345>

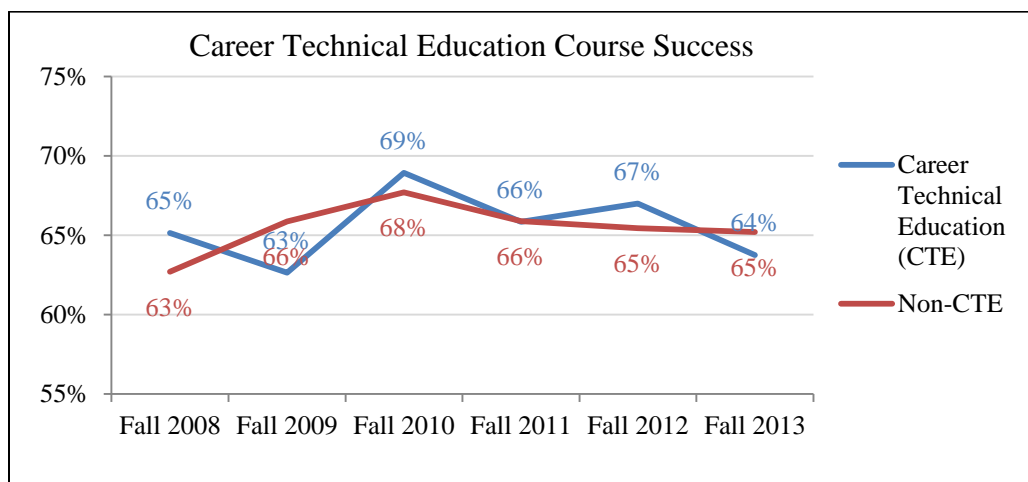
Program Level Student Achievement: Equity and Success

Program Level Indicators. Student achievement indicators at the program levels for instruction and student services include course success, fall-to-fall persistence, degree and/or certificate awards, when appropriate and available.

Program Level Data Implications for Instruction Programs

Course Success by Program/Course Type and by Distance Education vs. Face-to-Face. Chart X suggests that course success rates of Career Technical Education (CTE) are similar to those of the non-CTE courses over the last six years (Fall 2008 to Fall 2013) at a rate around 65%.

Chart 9.
Course Success Rates, CTE vs. Non-CTE, Fall 2008 – Fall 2013



Source: PCCD, Office of Institutional Research. The Success Rate is defined as the percentage of students who received a passing/satisfactory grade (Numerator: A, B, C, CR, IA, IB, IC, IPP, P. Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W).

Data illustrated in Table X suggest that success rates among students enrolled in CTE, Degree-applicable, and Transfer courses are similar; while face-to-face course success rates among the three major course types are also similar to each other. Course success rates of students enrolled in Basic Skill courses are on average 5 percentages lower than rates of those enrolled in college or transferable courses. Regardless of program type: CTE, degree-

applicable, or transferable, student course success rates in distance education are in general 10 percentage points lower than those in face-to-face courses.

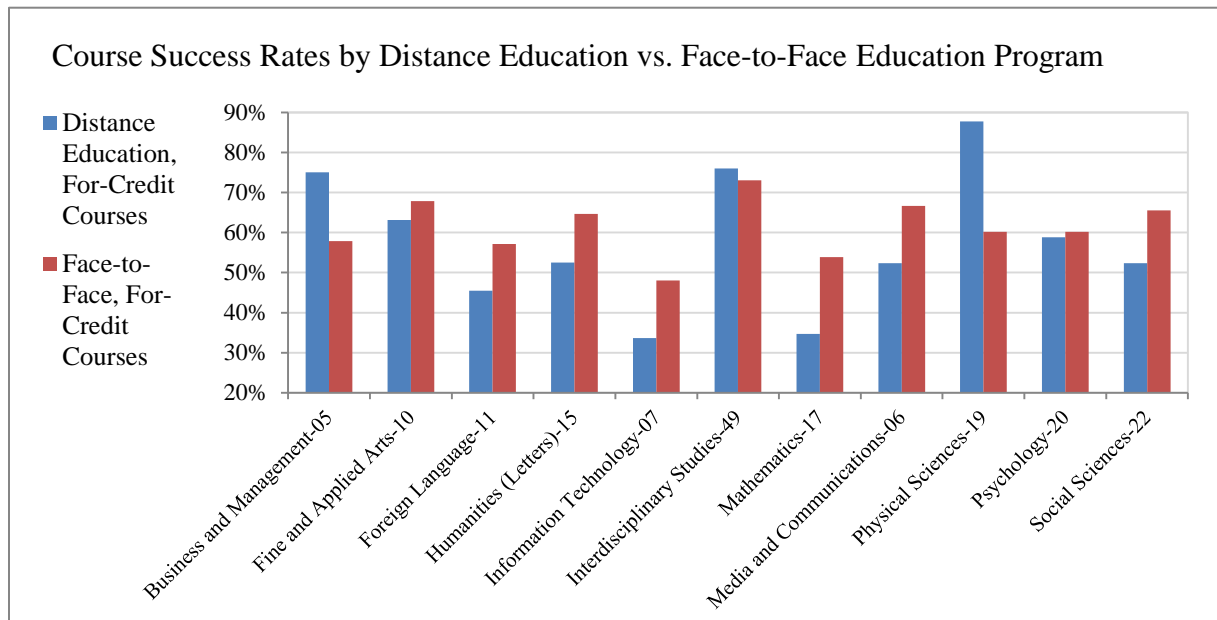
Table Student Achievement 17.
Course Success: Basic Skills, Career Technical Education (CTE), Degree Application, and Transfer
and Distance Education vs. Face-to-Face
Fall 2008 – Fall 2013

	Total Graded						Course Success Rate					
Year	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
Basic Skills*	541	555	634	535	622	684	143	44%	58%	59%	61%	56%
Career & Technical Education (C.T.E)	3,133	3,608	3,452	3,110	2,645	3,075	64%	59%	65%	63%	65%	63%
C.T.E. Distance Education	37	37	33	107	104	110	27%	38%	33%	41%	65%	53%
C.T.E. Face-to-Face	3,096	3,571	3,419	3,003	2,541	2,965	64%	59%	65%	64%	65%	63%
Degree Applicable (All courses)	12,652	14,650	14,114	13,575	11,922	14,180	62%	61%	64%	63%	64%	64%
Degree Applicable Distance Education	803	1,378	1,289	1,560	1,271	1,730	52%	53%	56%	54%	58%	53%
Degree Applicable Face-to-Face	11,849	13,272	12,825	12,015	10,651	12,450	63%	62%	65%	64%	65%	65%
Transferable (All courses)	11,073	13,107	12,644	11,951	10,770	12,401	62%	61%	64%	62%	64%	64%
Transferable Distance Education	803	1,378	1,289	1,560	1,182	1,672	52%	53%	56%	54%	57%	52%
Transferable Face-to-Face	10,270	11,729	11,355	10,391	9,588	10,729	63%	62%	65%	64%	65%	66%

Source: CCCCCO. *Source: PCCD. Success Rate is defined as the percentage of students who receive a grade of A, B, C, Pass or Credit over total graded student in Census.

Examining student success differences between those enrolled in distance and in face-to-face courses by major instructional disciplines, a few success stories revealed for distance education delivery. Data in Chart X suggest that students enrolled in distance education have higher course success rates in a Business and Management, Physical Sciences, and somewhat in Interdisciplinary Studies. On the other hand, the average face-to-face course success rates are clearly higher than the distance delivery rates in disciplines including Foreign Language, Humanities, Information Technology, Mathematics, Media and Communications, and Social Sciences.

Chart 10
Average Course Success Rates by
Distance Education vs. Face-to-Face Education Program



Source: CCCCCO Datamart. The CCCCCO Success Rate is defined as the rate at which students completed courses with a grade (SX04) of A, B, C, or P, of all credit enrollments. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology, (i.e., a distance education course/section or session utilizes technology 51 percent or more of the time to deliver instruction during the course term).

Distance Education Course Success by Instructional Discipline. Mentioned above, student success rates in face-to-face courses are almost always higher than rates in distance education courses. However, business and management in general, Psychology in Fall 2013, and Physical Sciences in between Fall 2008 and Fall 2011 are exceptions; students in these courses/programs have higher course success rates than rates of their face-to-face counterparts. Data in Table x below display a 6-fall term trend of course enrollment (measured by number of grades) and success rates by instructional disciplines. These data suggest that:

- BCC has been developing and growing its distance education over the past 6 years. Psychology began to offer distance education courses in Fall 2009; Business and Management, Mathematics, and Media and Communications in Fall 2011, and Interdisciplinary Studies in Fall 12. In contrast, Physical Sciences appeared to have no online delivery in Fall 12 and 13.

- Distance Education enrollment/number of grades increased from 803 to 1,730 between Fall 2008 and Fall 2013; that is a 115.4% increase.
- While course success rates in several disciplines increased over the years, e.g., Psychology, Social Sciences, disciplines appear to need additional support in delivering their distance education courses include Foreign Language, Humanities, Information Technology, and Mathematics.

Table 18.
Course Enrollment/Number of Grades and Success Rate
by Distance Education Program

Distance Education For-Credit Courses	Total Graded						Success Rate					
Year	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
Business and Management-05	0	0	0	34	33	32				65%	79%	81%
Fine and Applied Arts-10	139	237	224	164	147	187	60%	54%	60%	63%	78%	64%
Foreign Language-11	18	62	184	228	120	76	39%	45%	53%	48%	46%	42%
Humanities (Letters)-15	426	479	418	341	282	548	52%	50%	52%	60%	57%	44%
Information Technology-07	37	37	33	36	36	40	27%	38%	33%	19%	50%	35%
Interdisciplinary Studies-49	0	0	0	0	194	87					78%	74%
Mathematics-17	0	0	0	107	84	62				39%	30%	35%
Media and Communications-06	0	0	0	37	35	38				41%	69%	47%
Physical Sciences-19	47	54	34	34	0	0	85%	87%	97%	82%		
Psychology-20	0	38	39	97	37	67		58%	49%	60%	57%	70%
Social Sciences-22	136	471	357	516	345	593	40%	54%	59%	53%	53%	55%
TOTAL	803	1,378	1,289	1,594	1,313	1,730	52%	53%	56%	54%	59%	53%

Source: CCCCCO Datamart. The CCCCCO Success Rate is defined as the rate at which students completed courses with a grade (SX04) of A, B, C, or P, of all credit enrollments. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology, (i.e., a distance education course/session utilizes technology 51 percent or more of the time to deliver instruction during the course term).

Face-to-Face Course Success by Instructional Discipline. Data in Table X illustrate a 6-fall term trend of course enrollment (measured by number of grades) and success rates by instructional disciplines. Data on enrollment/number of grades indicate that:

- The total course enrollment/number of grades show that BCC's face-to-face enrollment swings with the budget changes. The total enrollment increased between Fall 2008 and Fall 2009, followed by three years of decline to Fall 2012, then the enrollment increased between Fall 2012 and Fall 2013. During the same period, the face-to-face course success rates decreased slightly from 62% to 61% between Fall 2008 and Fall 2009, then increased to 64% in Fall 10 and Fall 11, and reached 65% in the most recent two fall terms.

- Course success rates vary significantly among the disciplines. Generally speaking, the success leaders are Biological Sciences and Interdisciplinary Studies. On the other hand, disciplines need to improve their student's course success rate include Business and Management, Information Technology, and Mathematics.
- More disciplines increased their course success rates than the number of disciplines experienced a decline. Course success rates declined in Education and Psychology over the past six fall terms. Contrarily, Fine and Applied Arts, Foreign Language, Humanities, Media and Communications, Public and Protective Services, and Social Sciences all increased their overall student course success rates between Fall 2008 and Fall 2013.

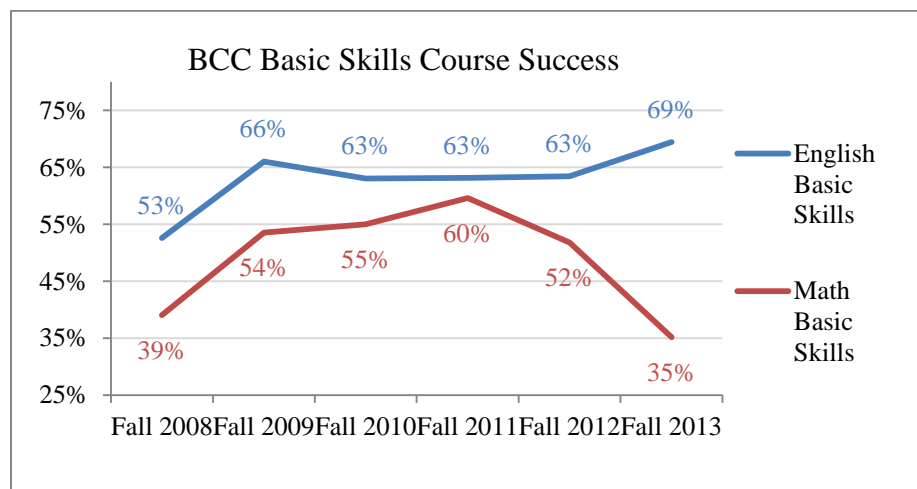
Table 19.
Course Success by Face-to-Face Instruction Discipline

Face-to-Face For-Credit Courses	Total Graded						Success Rate					
Year	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
Biological Sciences-04	468	403	458	478	424	465	68%	69%	71%	70%	67%	69%
Business and Management-05	499	515	447	345	339	393	61%	56%	63%	54%	57%	56%
Commercial Services-30	192	47	0	0	0	0	86%	64%				
Education-08	442	466	480	487	484	495	72%	63%	62%	70%	68%	63%
Environmental Sciences and Technologies-03	0	0	0	20	0	0				65%		
Family and Consumer Sciences-13	24	19	0	0	0	0	92%	95%				
Fine and Applied Arts-10	883	1,153	1,001	938	882	697	68%	61%	68%	64%	73%	73%
Foreign Language-11	680	738	649	457	478	481	56%	52%	55%	53%	60%	67%
Health-12	36	41	49	42	39	43	69%	54%	80%	69%	82%	72%
Humanities (Letters)-15	2,379	2,558	2,731	2,827	2,395	2,976	64%	65%	64%	62%	65%	68%
Information Technology-07	364	408	428	320	306	342	51%	46%	53%	50%	48%	40%
Interdisciplinary Studies-49	730	866	757	910	432	521	70%	69%	69%	81%	78%	71%
Mathematics-17	1,747	1,911	1,925	1,647	1,517	1,924	50%	55%	54%	56%	57%	51%
Media and Communications-06	1,499	2,070	1,948	1,678	1,382	1,552	64%	62%	68%	67%	70%	69%
Physical Sciences-19	351	453	298	353	337	495	56%	59%	57%	63%	63%	63%
Psychology-20	506	605	513	365	315	418	60%	62%	66%	61%	58%	54%
Public and Protective Services-21	123	76	125	173	39	192	49%	39%	66%	65%	74%	76%
Social Sciences-22	1,894	1,975	1,997	1,893	1,810	1,841	62%	63%	68%	66%	66%	68%
TOTAL	12,817	14,304	13,806	12,933	11,179	12,835	62%	61%	64%	64%	65%	65%

Source: CCCCCO Datamart. The CCCCCO Success Rate is defined as the rate at which students completed courses with a grade (SX04) of A, B, C, or P, of all credit enrollments.

Basic Skills Course Success: English and Math. Data in Chart x and Table X indicate that Basic Skills English course success rates increased from 53% in Fall 2008 to 66% for the following fall semester, but fell to 63% in the next three fall semesters. Then in Fall 2013, the overall success rate raised to 69%, that is 4 percentage points higher than the overall college-wide Fall 2013 course success rate of 65%. Math basic skills course success rate increased from 39% in Fall 2008 to 54% in the next fall semester, then increased for two consecutive fall terms to 60% in Fall 2011, but fell to 52% in Fall 2012 and went further down to 35% in Fall 2013. The six-year increase for Basic Skills English is 17 percentage points, but a decline of 4 percentage points for Math.

Chart 11
BCC Basic Skills Course Success



Source: PCCD, Office of Institutional Research. The Success Rate is defined as the percentage of students who received a passing/satisfactory grade (Numerator: A, B, C, CR, IA, IB, IC, IPP, P. Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W).

Table 20
BCC Basic Skills Course Success

Berkeley City College Basic Skills Course Success													
	Total Graded						Success Rate						
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	6-year change
English Basic Skills	213	215	276	285	205	314	53%	66%	63%	63%	63%	69%	17%
Math Basic Skills	328	340	358	250	417	370	39%	54%	55%	60%	52%	35%	-4%
Total	541	555	634	535	622	684	44%	58%	59%	61%	56%	51%	7%

Source: PCCD. Success Rate is defined as the percentage of students who achieve a grade of A, B, C, or Pass.

Source: PCCD, Office of Institutional Research. The Success Rate is defined as the percentage of students who received a passing/satisfactory grade (Numerator: A, B, C, CR, IA, IB, IC, IPP, P. Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W).

Basic Skills Course Success – Achievement Gap and Equity

BCC set an objective to increase the basic skills course success rates of all students and close the gap among its diverse student populations. The evidence illustrated in Chart and Table shows that BCC has met this objective between Fall 2007 and Fall 2011: Basic Skills English success rate increased by 14 percentage points and Math by 26 percentage points.

Chart X and Table X present course success rates for English Basic Skills. It is noteworthy that English success rates of the two ethnic groups that probably have the highest concentration of non-native English speakers - Hispanics and Asians – enjoyed the highest increases from 52% to 74%, and 60% to 78%, respectively. English course success rates for African Americans increased from 42% to 55%, while white students' rates increased from 69% to 74% between Fall 2007 and Fall 2011.

Although all racial/ethnic groups increased their Basic Skills English course success rates, achievement gaps exist among the student populations, in particular between African American students and their counterparts. BCC needs to enhance its plan to not only increase the overall success for African American students, but also close the success gap between African Americans and other student populations.

Chart 12.
English Basic Skills Course Success Rates by Ethnicity

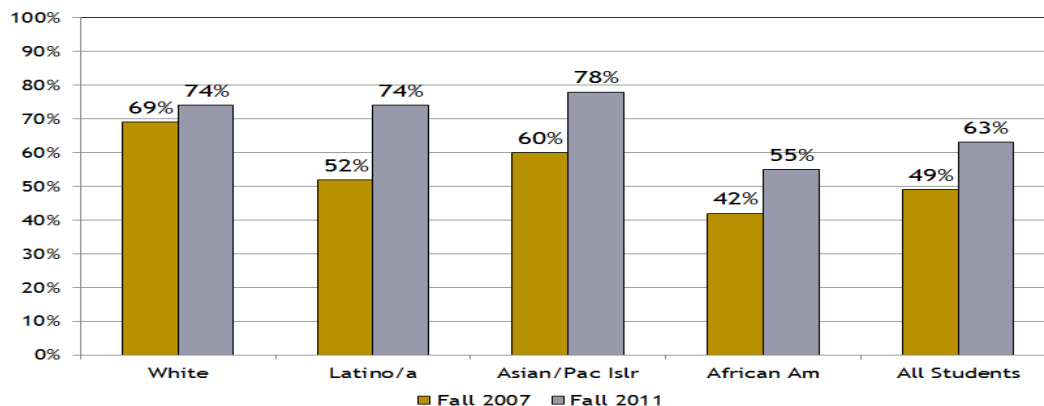


Table 20.
English Basic Skills Course Success Rates by Ethnicity

	Fall 2007	Fall 2007	Fall 2011	Fall 2011	
	Total Census Enrollment	Success Rate	Total Census Enrollment	Success Rate	% Point Change
White	17	69%	27	74%	5%
Hispanic/a	33	52%	34	74%	22%
Asian/Pac Isl	35	60%	37	78%	18%

African Am	127	42%	123	55%	13%
All Students	222	49%	285	63%	14%

While Mathematics is considered to be one of the most challenging subjects by community college students, course success rate data in Chart X suggest that BCC met this challenge between Fall 2007 and 2011. Course success rates of students from all major ethnic groups increased significantly: Asian/Pacific Islanders' success rates increased by 54 percentage points from 35% to 89% and African Americans' rates by 29 percentage points from 23% to 52%, followed by White students' gain of 28 percentage points and Hispanic students' increase of 25 percentage points.

Similar to Basic Skills English course success, while all racial/ethnic groups increased their Basic Skills Math course success rates between Fall 2007 and Fall 2011, achievement gaps exist among the student populations. BCC needs to enhance its plan to not only increase the overall success for African American students, but also close the success gap between African Americans and their counterparts. Moreover, BCC needs to pay attention to the success gap between Hispanic/Latino students and white and Asian/Pacific Islanders.

Chart 12.
Mathematics Basic Skills Course Success Rates by Ethnicity

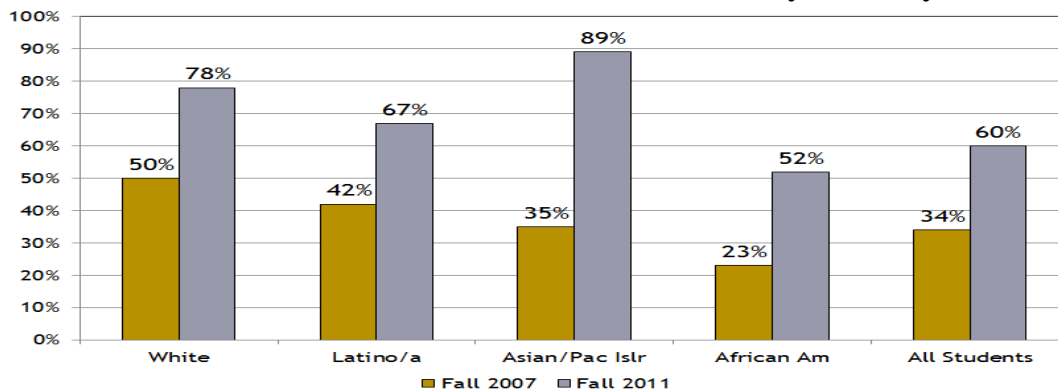


Table 21.
Mathematics Basic Skills Course Success Rates by Ethnicity

	Fall 2007	Fall 2007	Fall 2011	Fall 2011	
	Total Census Enrollment	Success Rate	Total Census Enrollment	Success Rate	% Point Change
White	36	50%	18	78%	28%
Hispanic/Latino	52	42%	42	67%	25%
Asian/Pac Isl	20	35%	18	89%	54%
African Am	124	23%	119	52%	29%
All Students	259	34%	250	60%	26%

Degree and/or Certificate Awards

Degree and Certificate Awards by Major Liberal Arts Discipline. Data in Table X display program awards in AA, AS, and certificate areas between 2008-09 and 2012-13. The number of AA degrees increased by 44, from 80 to 124; while total awards in AS decreased from 77 to 21. On the other hand, the number of certificate awards increased from 0 to 54. The data also indicate that AA in Humanities and Social Sciences, and Certificates in Transfer Studies are top awards to BCC students.

Table 22
Associate Degree Awards by Program, 2008-09 to 2013-14

Program	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate Degrees						
ART		3	2		1	1
ASL	9	8	4	2	4	4
BIOL		3	2	3	9	1
BUS	1	7	16	12	13	22
CIS			2	1	4	2
ENGL	3	5	4	5	13	8
GLBST		3		2		1
HUSV	1	2	3	6	8	9
LIB/A	80	78	84	113	100	113
MATH					1	1
MMART	2		7	3	9	16
Interdisciplinary	8					5
POSCI						4
PSYCH					7	10
SOC					11	13
SPAN	4	1	7	2	5	2
Grand Total	108	110	131	149	185	212

Table 23
Certificate Awards by Program, 2008-09 to 2013-14

Program	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Certificates						
ART			1			3
ASL	16	16	10	7	6	4
BIOL		2	2	3	15	
BUS		2	4	3	5	20
CIS	1	1	3		4	3
ENGL			1	2	1	2

HUSV	4	2	8	9	18	18
INTRD	1					
MMART	4	2	4	4	30	100
Interdisciplinary	1					15
SPAN	1	3	5	2	1	1
TRANS STDY				31	70	85
TRAV	18	9	9	1		
Grand Total	46	37	47	62	150	251

Table 24.
Degree and Certificate Awards in Liberal Arts Disciplines

Liberal Arts/Transfer Degrees & Certificates	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total Liberal Arts/Transfer Associate Degrees	80	76	85	118	124
Mathematics, General-170100	0	0	0	0	1
English-150100	3	0	1	2	8
Psychology, General-200100	0	0	0	0	7
Sociology-220800	0	0	0	0	10
Art-100200	0	1	1	0	1
Biological and Physical Sciences (and Mathematics)-490200	0	1	0	0	0
Creative Writing-150700	0	3	2	3	3
Humanities and Fine Arts-490310	0	1	1	10	6
Humanities and Social Sciences-490330	0	2	25	53	63
Humanities-490300	0	0	0	1	0
International Studies-221000	0	1	0	2	0
Liberal Arts and Sciences, General-490100	77	66	48	45	21
Spanish-110500	0	1	7	2	4
Total Liberal Arts/Transfer Certificates	0	2	6	34	54
Creative Writing-150700	0	0	1	1	1
Spanish-110500	0	2	4	2	1
Transfer Studies-490110	0	0	0	31	52
Painting and Drawing-100210	0	0	1	0	0

Source: PCCD, Office of Institutional Research.

Degree and Certificate Awards in CTE Disciplines. Data in Table X show that between 2008-09 and 2012-13, BCC's Associate Degrees in CTE increased from 16 to 24, while certificates increased from 32 to 60. Popular awards include Biotechnology and Biomedical Technology, Multimedia, and Human Services.

Table 25.
Degree and Certificate Awards, CTE Disciplines

CTE Degrees & Certificates	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total CTE Associate Degrees	16	17	28	25	34
Biotechnology and Biomedical Technology-	0	2	1	3	9

043000					
Computer Information Systems-070200	0	0	2	1	0
Computer Programming-070710	0	0	0	0	4
Accounting-050200	3	2	3	4	1
Animation-061440	0	0	1	0	3
Business Administration-050500	2	2	6	2	3
Business and Commerce, General-050100	0	2	1	3	1
Gerontology-130900	0	0	1	0	0
Human Services-210400	2	1	2	6	7
International Business and Trade-050800	0	0	0	0	0
Multimedia-061410	0	0	4	3	2
Office Technology/Office Computer Applications-051400	0	0	2	1	
Sign Language-085000	9	8	4	2	4
Travel Services and Tourism-300900	0	0	0	0	0
Website Design and Development-061430	0	0	1	0	0
Total CTE Certificates	32	23	27	24	60
Animation-061440	0	0	1	3	2
Biotechnology and Biomedical Technology-043000	1	1	2	3	15
Multimedia-061410	3	1	1	1	16
Business Administration-050500	0	0	0	0	0
Business and Commerce, General-050100	0	1	2	2	1
Computer Programming-070710	0	0	1	0	4
Gerontology-130900	0	0	1	0	3
Human Services-210400	0	1	6	8	12
Medical Office Technology-051420	0	1	0	0	0
Office Technology/Office Computer Applications-051400	0	0	0	0	0
Sign Language-085000	16	15	6	7	6
Spanish-110500	0	0	0	0	0
Travel Services and Tourism-300900	7	2	4	0	0
Website Design and Development-061430	1	0	0	0	0
Computer Information Systems-070200	1	1	2	0	0
Human Services-210400	2	0	0	0	0
International Business and Trade-050800	1	0	0	0	0
Office Technology/Office Computer Applications-051400	0	0	1	0	1
Total CTE-Transfer Degrees					1
Business Administration	0	0	0	0	1

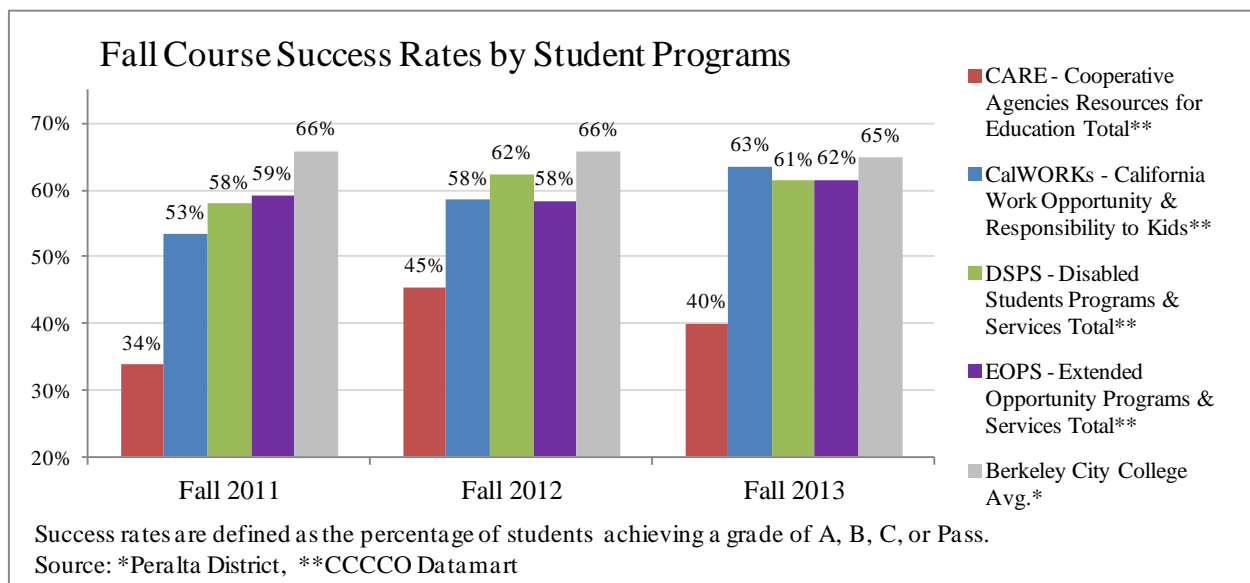
Source: PCCD, Office of Institutional Research.

Student Services Categorical Success and Equity

Course Success Rates by Categorical Programs. Data displayed in Chart XX suggest that success rates of students in BCC's categorical programs: CARE, CalWORKs, DSPS, and EOPS are in general lower than the rates of the overall college-wide student course success rates, in Fall 2011, all 2012, and Fall 2013. Nevertheless, in between these three fall terms, the gap has been narrowed between the overall college rate and three of the four categorical programs. Course success rate of CalWORKs students increased from 53% in Fall 2011 to 63% in Fall 2013, the rate of DSPS students increased from 58% to 61%, while rate of EOPS students from 59% to 62%. Course success rate of CARE students remain between 21 to 32 percentage points lower than the college-wide rate; although the program participants' course success increased from 34% to 40% during this period.

The budget cut in all categorical programs since 2009-10 may have caused these lower than the average college success rates. Starting 2013-14, BCC began to enlarge human resources in its categorical programs. For example, BCC hired one full-time DSPS counselor/coordinator, one full-time learning disability specialist and one full-time EOPS/CARE counselor in 2013-14 in order to offer above and beyond support to its targeted student populations. The increased human resources may have contributed to the increase in course success rates of participants in the four categorical programs at BCC; the achievement gaps have been narrowed.

Chart 12.
Course Success: CalWORKs, CARE, DSPS, and EOPS



EOPS/DSPS Participants by Race/Ethnicity. Prior to analyze EOPS and DSPS student participants' achievement indicator - fall-to-fall persistence rate, it is essential to understand the racial/ethnic composition of the two targeted student populations. As indicated by data in Table X, the vast majority of EOPS and DSPS participants are ethnic

minorities. Among EOPS participants, 50% are African Americans, 20% are from other/unknown backgrounds, 10% Asian/Pacific Islanders, and the other 10% Hispanics/Latinos. As to the DSPS participants, more than 2/3 of them are ethnic minorities. Around 30% are African Americans, 22% are from other/unknown backgrounds, more than 10% being Hispanics/Latinos, and 7% being Asians/Pacific Islanders or Filipinos.

Table 26.
EOPS/DSPS Headcount by Ethnicity

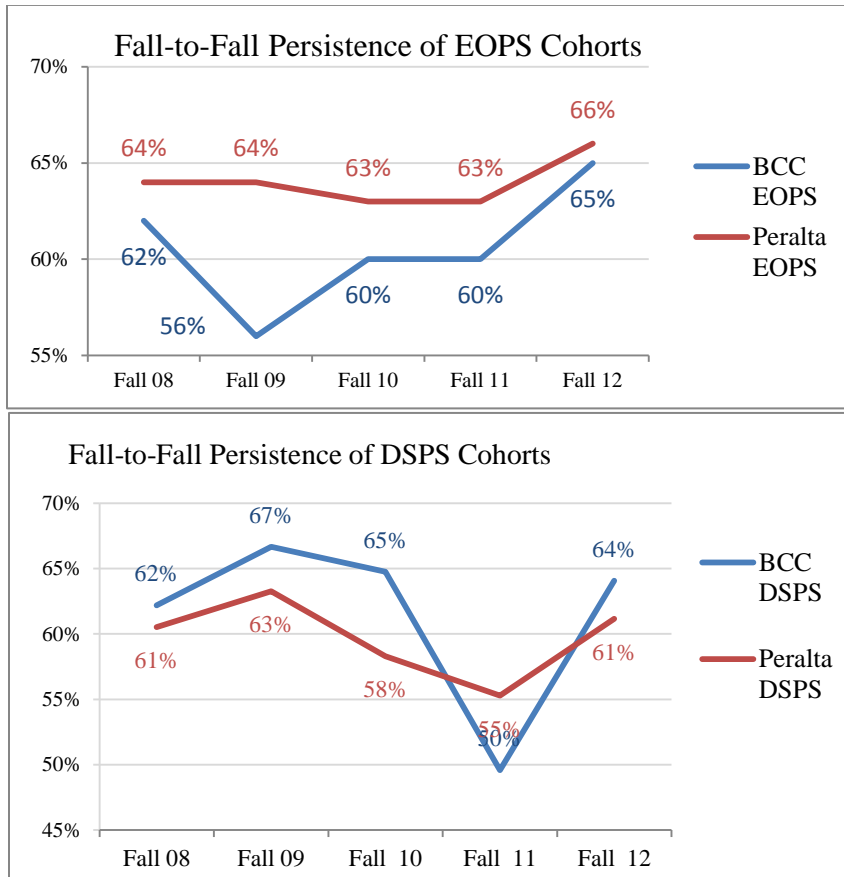
EOPS Headcount by Race/Ethnicity										
BCC	Headcount					% of Total				
Race/Ethnicity	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12
African American	186	149	148	106	126	51%	48%	43%	45%	50%
Asian/Pacific Islander	52	24	36	21	25	14%	8%	10%	9%	10%
Filipino	1	2	3	2	1	0%	1%	1%	1%	0%
Hispanic/Latino	47	33	38	25	22	13%	11%	11%	11%	9%
Native American	2	3	5	3	2	1%	1%	1%	1%	1%
Other/Unknown	52	78	90	61	52	14%	25%	26%	26%	21%
White/NonHispanic	25	21	27	20	25	7%	7%	8%	8%	10%
Total	365	310	347	238	253	100%	100%	100%	100%	100%
DSPS Headcount by Ethnicity										
	Headcount					% of Total				
	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12
African American	100	89	80	49	66	35%	34%	28%	21%	27%
Asian/Pacific Islander	24	19	27	20	15	8%	7%	10%	8%	6%
Filipino		1	2	3	2	0%	0%	1%	1%	1%
Hispanic	14	21	20	29	29	5%	8%	7%	12%	12%
Native American	3	4	1			1%	2%	0%	0%	0%
Other/Unknown	42	56	66	44	54	15%	21%	23%	19%	22%
White/NonHispanic	100	74	85	91	79	35%	28%	30%	39%	32%
Total	283	264	281	236	245	100%	100%	100%	100%	100%

Source: PCCD, Office of Institutional Research.

Fall-to-Fall Persistent Rates of BCC EOPS and DSPS Participants. Data illustrated in Chart X and Table X indicate that although BCC's EOPS students' fall-to-fall persistence rates are behind PCCD's rates, but the gap has been narrowed. There is merely 1 percentage point difference between BCC's rate and PCCD's rate for the fall 2012 cohort that persisted to the following fall. BCC's EOPS fall-to-fall rate increased from 56% for the fall 2009 cohort to 65% for the fall 2012 cohort. On the other hand, BCC's DSPS fall-to-fall persistence rates are higher than those of PCCD, with the fall 2011 cohort being the only one exception.

It is noteworthy that fall-to-fall persistence rates for both EOPS and DSPS students are higher than the overall college-wide rates. While the college rates ranged between 42% and 48% between Fall 2008 and Fall 2012, EOPS' rates ranged between 56% and 62% and DSPS' rates ranged between 50% and 67%. These high fall-to-fall persistence rates may serve as an evidence for BCC's commitment to EOPS and DSPS participants. BCC's offering of quality, above and beyond support services to EOPS and DSPS students have generated some positive impact.

Chart 12.
Fall-Fall Persistence: DSPS and EOPS



Source: PCCD, Office of Institutional Research. Fall-to-Fall Persistence is defined as the percentage of students, who are enrolled on or after first census date in the fall term of the subsequent academic year, (Numerator: Enrolled in at least one course on or after first census date. Denominator: Enrolled in at least one course on or after census date in the baseline term).

Table 27.
Fall-Fall Persistence: DSPS and EOPS

EOPS Fall-to-Fall Persistence										
	Cohort Count					Fall-to-Fall Persistence Rate				
	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12
Berkeley City College	366	311	348	240	253	62%	56%	60%	60%	65%
PCCD	2,616	2,193	1,945	1,809	1,700	64%	64%	63%	63%	66%

DSPS Fall-to-Fall Persistence										
	Cohort Count					Fall-to-Fall Persistence Rate				
	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12
Berkeley City College	283	264	281	236	245	62%	67%	65%	50%	64%
PCCD	1,231	1,116	1,216	1,161	1,218	61%	63%	58%	55%	61%

Source: PCCD, Office of Institutional Research. Fall-to-Fall Persistence is defined as the percentage of students, who are enrolled on or after first census date in the fall term of the subsequent academic year, (Numerator: Enrolled in at least one course on or after first census date. Denominator: Enrolled in at least one course on or after census date in the baseline term).

Intervention Plan

In order to improve the overall student success and narrow the achievement gap, BCC has been developing and implementing various strategies to tackle the challenge. Through an integrated planning process - Education Master Plan, Student Success Plan, and Student Equity Plan - the College further conducts an in-depth study to identify influential factors causing low performance and success, and then sharpen and implement strategies for improvement. The College continues to focus on improving success for the overall student population, while providing targeted groups with above and beyond support services through EOPS/CARE, DSPS, CalWORKs, TRiO and other categorical and grant funded programs. The ultimate goal is to increase the overall success and close the achievement gap.

In specific, to ensure access and improve equity, BCC uses measures in addition to institution-set goals for student achievement to identify areas both in need of improvement and worthy of special note. The additional relevant student achievement measures presented in Appendix are:

- A. Fall-to-Fall Persistence by Full-/Part-time, and by Enrollment Status
- B. Fall-to-Spring Persistence by Age, Gender, Race/Ethnicity, Distance Education vs. Face-to-Face, Full-/Part-Time, and Enrollment Status, and for Basic Skills and CTE Program
- C. Course Completion²⁰ by Age, Gender, Race/Ethnicity, and Distance Education vs. Face-to-Face, and for Basic Skills and CTE Program, and
- D. Course Success and Course Completion at Course Subject Level

To increase the number of degree/certificate awards and transfers, department chairs have been working with the Curriculum Committee to develop ADTs wherever appropriate and to articulate pathways for students to earn these degrees. In total of 14 ADTs now exist at BCC in the following areas: Business Administration, English, Mathematics, Psychology, Sociology, Anthropology, Art History, Studio Arts, Communication, Computer Science, Elementary Teacher Education, History, Philosophy, Political Science, and Spanish. BCC counselors have been promoting the importance of both transfer and degree/certificate completion on- and off-campus.

It has been the commitment of the entire college community to make informed, data-driven planning decisions, seek college-wide input, and make full use of governance bodies to ensure a fully transparent intervention development and implementation. The college shared

²⁰ Course Completion is defined as the percentage of students who do not withdraw from class and who receive a valid grade, (Numerator: A, B, C, CR, D, F, I*, NC, NP, P, RD. Denominator: A, B, C, CR, D, F, FW, I*, NC, NP, P, RD, W. *Includes IA, IB, IC, ID, IF, INP, IPP, and IX. Excluded grade notations: DR, IP, MW, UD, XX).

governance committees work together to follow guiding principles for intervention presented below:

- Utilize the shared governance planning process to make data driven strategic decisions.
- Support and integrate student success, access and equity into college's annual strategic goals, and identify activities to reach these goals.
- Utilize learning outcomes assessment and other relevant measures to maintain the highest quality of instruction and services.
- Support critical initiatives such as basic skills, CTE, etc.
- Support instruction and student support services
- Conduct ongoing, collegial, and self-reflective institutional dialogue regarding the continuous improvement of student learning and institutional processes.
- Maintain transparency, collaboration and communication.
- Fully implement Education Master Plan, SSSP, and Equity Plan in phases.
- Continuously evaluate the college at the college, program, and course levels through SLO/SAO, program review, APU, and other evaluation mechanism.

APPENDIX

Additional Relevant Student Achievement Measures

A. Fall-to-Fall Persistence by Fall-/Part-Time, and by Enrollment Status

Table 28
Fall-to-Fall Persistence by Full-Time vs. Part-Time Status
Fall-Fall Persistence by Full-Time vs. Part-Time Status

BCC	Cohort Count					Fall-Fall Persistence Rate				
	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12
Full-time	1,229	1,396	1,212	1,160	970	57%	57%	58%	57%	65%
Part-time	5,227	6,258	6,256	5,815	5,409	43%	39%	41%	43%	45%
Total	6,456	7,654	7,468	6,975	6,379	45%	42%	44%	45%	48%

Source: PCCD, Office of Institutional Research. Fall-to-Fall Persistence is defined as the percentage of students who are enrolled on or after first census date in the fall term of the subsequent academic year, (Numerator: Enrolled in at least one course on or after first census date. Denominator: Enrolled in at least one course on or after census date in the baseline term). A student is considered full-time in a term if they are enrolled in 12 or more units taken within a college.

Table 29
Fall-to-Fall Persistence by Enrollment Status
Fall-Fall Persistence by Enrollment Status

Enrollment Status	Cohort Count					Fall-Fall Persistence Rate				
	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12
Continuing Student	2,252	2,886	3,078	3,056	2,927	53.0%	51.1%	50.1%	50.4%	53.9%
First Time Transfer Student	810	942	937	778	628	44.3%	41.6%	41.5%	41.5%	42.4%
First-Time Student	2,205	2,340	2,072	1,950	1,767	37.6%	36.9%	39.4%	42.0%	46.4%
Returning Student	856	1,050	1,026	880	918	44.2%	34.1%	38.5%	38.5%	40.5%
Special Admit	231	330	279	127	131	41.1%	18.5%	22.2%	45.7%	31.3%
Total	6,354	7,548	7,392	6,791	6,371	44.9%	41.7%	43.3%	45.4%	48.3%

Source: PCCD, Office of Institutional Research. Fall-to-Fall Persistence is defined as the percentage of students who are enrolled on or after first census date in the fall term of the subsequent academic year, (Numerator: Enrolled in at least one course on or after first census date. Denominator: Enrolled in at least one course on or after census date in the baseline term).

B. Course Completion

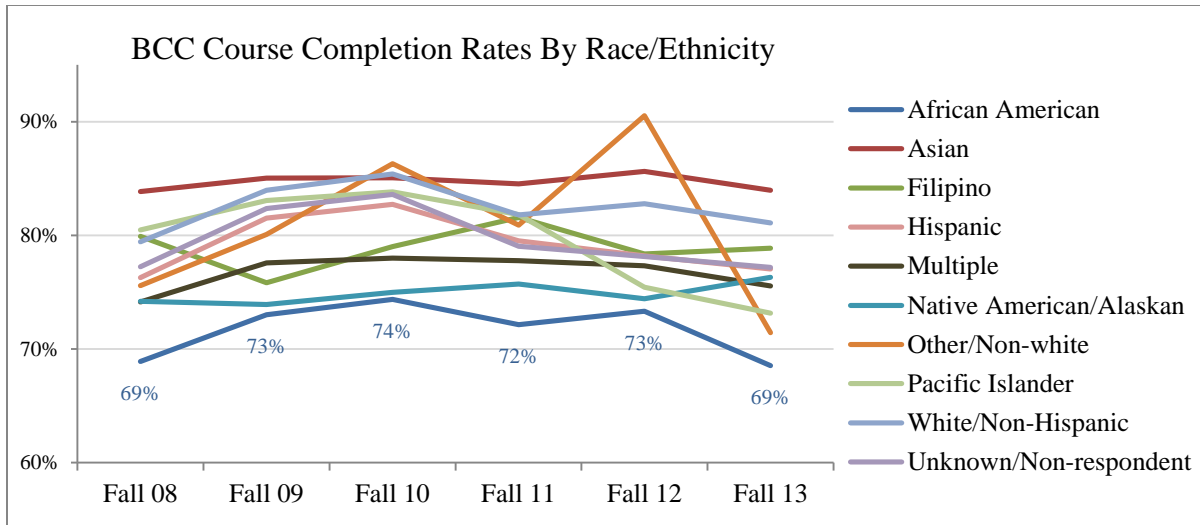
Table 30.
BCC Fall Course Completion Rate
by Age, Gender, Race/Ethnicity, Distance Education vs. Face-to-Face Education,
Basic Skills and Career Technical Education (CTE) Status,
Fall 2008 – Fall 2013

BCC	Total Valid Grades							Fall Course Completion Rate						
	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	6-year Change (N)	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	6-year Change (% Pt.)
All students	13,331	14,996	14,421	14,098	13,396	14,872	1,541	77%	81%	82%	79%	79%	77%	0%
Age														
16 & under	-	-	-	-	-	-	-	-	-	-	-	-	-	-

16-18	1,343	1,648	1,372	1,413	1,377	1,754	411	77%	85%	86%	84%	81%	82%	5%
19-24	5,619	6,611	6,897	7,018	6,575	7,086	1,467	76%	79%	80%	77%	78%	76%	0%
25-29	2,026	2,182	2,219	1,942	1,912	2,166	140	76%	82%	82%	79%	82%	76%	0%
30-34	1,041	1,166	1,040	1,229	1,058	1,222	181	78%	81%	83%	81%	80%	78%	0%
35-54	2,477	2,495	2,094	1,880	1,911	1,955	(522)	78%	81%	82%	80%	81%	79%	2%
55-64	601	651	555	449	401	488	(113)	80%	82%	82%	80%	77%	76%	-5%
65 & Above	224	243	244	167	162	201	(23)	86%	87%	85%	84%	86%	82%	-4%
Gender														
Female	7,437	8,194	7,721	7,544	7,102	7,640	203	78%	82%	82%	79%	80%	77%	-1%
Male	5,564	6,274	6,156	5,980	5,750	6,613	1,049	76%	80%	82%	79%	79%	78%	2%
Unknown Gender	415	648	602	599	565	648	233	75%	81%	82%	82%	78%	78%	2%
Race/Ethnicity														
African American	2,820	2,671	2,831	2,880	2,725	2,893	73	69%	73%	74%	72%	73%	69%	0%
Asian	2,266	2,120	2,204	2,177	2,109	2,340	74	84%	85%	85%	85%	86%	84%	0%
Filipino	274	240	267	277	282	303	29	80%	76%	79%	82%	78%	79%	-1%
Hispanic	1,881	1,806	1,771	1,964	1,968	2,299	418	76%	82%	83%	80%	78%	77%	1%
Multiple	348	486	1,118	1,516	1,817	2,232	1,884	74%	78%	78%	78%	77%	76%	1%
Native American/Alaskan	93	69	60	70	43	38	(55)	74%	74%	75%	76%	74%	76%	2%
Other/Non-white	258	256	190	110	74	56	(202)	76%	80%	86%	81%	91%	71%	-4%
Pacific Islander	82	65	68	55	57	41	(41)	80%	83%	84%	82%	75%	73%	-7%
White/Non-Hispanic	3,799	3,439	3,745	3,586	3,395	3,985	186	79%	84%	85%	82%	83%	81%	2%
Unknown/Non-respondent	1,595	3,964	2,225	1,488	947	714	(881)	77%	82%	84%	79%	78%	77%	0%
Delivery Mode														
Distance Education (D.E.)			268	205	165	261				68%	78%	79%	68%	
Face-to-Face			13,314	12,515	11,985	12,561				82%	80%	80%	79%	
Basic Skills Status														
Basic Skills	541	555	634	535	680	690	149	65%	81%	79%	79%	69%	74%	9%
Basic Skills English	213	215	276	285	205	316	103	66%	84%	81%	84%	74%	81%	14%
Basic Skills Math	328	340	358	250	475	374	46	64%	79%	78%	75%	67%	68%	4%
CTE Status														
CTE	3,182	3,495	3,324	3,031	2,775	3,113	(69)	79%	78%	82%	79%	80%	76%	-3%
Non-CTE	10,234	11,621	11,155	11,092	10,642	11,788	1,554	77%	82%	82%	79%	79%	78%	1%

Source: PCCD, Office of Institutional Research. Fall Course Completion is defined as the percentage of students who do not withdraw from class and who receive a valid grade, (Numerator: A, B, C, CR, D, F, I*, NC, NP, P, RD. Denominator: A, B, C, CR, D, F, FW, I*, NC, NP, P, RD, W. *Includes IA, IB, IC, ID, IF, INP, IPP, and IX. Excluded grade notations: DR, IP, MW, UD, XX). Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology, (i.e., a distance education course/section or session utilizes technology 51 percent or more of the time to deliver instruction during the course term). Distance education data are not available prior to Fall 2010. Courses are categorized as CTE if they have a SAM code of A, B, C or D.

Chart 12
Course Completion disaggregated by Race/Ethnicity



D. Course Success and Completion at the Course Subject Level

Table 31
Course Success by Subject

Subject	Total Graded						Course Success Rate					
	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall
AFRAM	74	29	33		40	41	46%	48%	82%	NA	45%	63%
ANTHR	336	486	492	549	326	304	68%	71%	77%	71%	73%	81%
ARAB	41	41	44				37%	56%	55%	NA	NA	NA
ART	754	946	874	804	770	705	68%	64%	70%	63%	72%	70%
ASAME	15	26	41	42			73%	62%	73%	88%	NA	NA
ASL	356	368	354	388	376	394	76%	68%	69%	75%	71%	64%
ASTR	40	70		49	47	50	70%	80%	NA	65%	79%	74%
BIOL	453	446	429	460	426	468	70%	76%	76%	74%	69%	69%
BUS	424	438	421	362	359	421	59%	61%	68%	58%	61%	59%
CHEM	179	196	199	206	213	266	56%	62%	67%	67%	62%	61%
CIS	437	448	443	352	329	409	51%	47%	54%	48%	51%	40%
COMM	362	467	391	341	323	403	70%	68%	70%	76%	75%	72%
COPEP	20	28	26	30	49	57	70%	79%	73%	63%	84%	79%
COUN	178	97	167	170	165	327	69%	43%	62%	66%	59%	62%
ECON	167	164	155	131	121	181	54%	59%	66%	66%	57%	67%
EDUC	30	44	33	29	32	39	53%	64%	52%	59%	56%	49%
ENGL	1,885	1,910	2,050	2,060	1,769	2,456	63%	68%	66%	62%	64%	66%
ESL	503	596	469	487	377	413	73%	79%	81%	88%	83%	82%
ETHST						64	NA	NA	NA	NA	NA	52%
FREN	66	47					70%	53%	NA	NA	NA	NA
GEOG	172	201	174	212	185	177	71%	78%	80%	78%	79%	68%
GEOL	40	40	38	40	39	33	48%	55%	55%	68%	54%	45%
HIST	539	580	529	441	526	538	63%	66%	69%	65%	59%	61%
HLTED	46	49	60	73	65	60	74%	57%	58%	64%	65%	67%
HLTOC	36	41	43	41	39	43	69%	54%	91%	71%	82%	72%
HUMAN	354	403	432	493	393	435	68%	69%	76%	66%	67%	66%
HUSV	104	73	118	171	155	166	58%	41%	70%	68%	67%	78%
INTRD	75	40					93%	73%	NA	NA	NA	NA
LRNRE	7	125	124	234	215	76	100%	61%	69%	82%	84%	91%
M/LAT		26		79	102	37	NA	58%	NA	54%	51%	51%
MATH	1,709	1,824	1,858	1,662	2,168	1,957	51%	59%	58%	58%	56%	52%
MMART	1,475	2,009	1,907	1,655	1,427	1,574	65%	66%	72%	69%	72%	69%
MUSIC	201	328	287	308	234	255	80%	66%	76%	78%	86%	83%
PE	0	0	0	0			NA	NA	NA	NA	NA	NA
PHIL	169	180	197	232	230	232	63%	72%	71%	72%	67%	72%
PHYS	51	74	0	32	31	126	78%	74%	NA	78%	74%	70%

PHYSC	69	96	70	32		41	75%	69%	69%	88%	NA	76%
PORT	41	39	43				56%	51%	72%	NA	NA	NA
POSCI	302	338	379	430	374	439	63%	69%	67%	65%	72%	79%
PSYCH	487	613	522	448	378	454	63%	66%	70%	63%	62%	61%
SOC	302	376	393	409	402	522	60%	68%	67%	60%	62%	57%
SOCSC	52	45	45	37	39	43	63%	49%	53%	59%	74%	74%
SPAN	527	648	639	634	561	557	57%	60%	63%	56%	61%	64%
THART	35	40					29%	38%	NA	NA	NA	NA
TRAV	252	65					80%	78%	NA	NA	NA	NA
WS	17	16			28	28	82%	63%	NA	NA	64%	79%
Total	13,382	15,116	14,479	14,123	13,313	14,791	63%	65%	68%	66%	66%	65%

Source: PCCD, Office of Institutional Research. The Success Rate is defined as the percentage of students who received a passing/satisfactory grade (Numerator: A, B, C, CR, IA, IB, IC, IPP, P. Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W).

Table 32
Course Completion by Subject

Subject	Total Valid Grades						Course Completion Rate					
	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall
AFRAM	74	29	33		40	41	62%	52%	85%	NA	75%	68%
ANTHR	336	486	492	549	326	305	79%	87%	88%	85%	87%	90%
ARAB	41	41	44				56%	76%	75%	NA	NA	NA
ART	765	946	874	804	770	710	79%	82%	87%	77%	86%	80%
ASAME	15	26	41	42			93%	77%	78%	95%	NA	NA
ASL	364	368	354	388	377	396	83%	77%	81%	86%	82%	79%
ASTR	40	70		49	47	50	85%	91%	NA	82%	94%	78%
BIOL	453	446	429	460	426	469	77%	84%	85%	84%	84%	79%
BUS	424	438	421	362	360	425	77%	80%	85%	77%	78%	75%
CHEM	179	196	199	206	213	269	64%	67%	74%	71%	75%	68%
CIS	446	448	443	352	330	413	67%	67%	70%	67%	71%	65%
COMM	362	467	391	341	323	403	87%	85%	82%	87%	85%	80%
COPED	20	28	26	30	49	57	75%	86%	81%	73%	90%	82%
COUN	178	97	167	170	165	330	89%	91%	87%	86%	84%	84%
ECON	167	164	155	131	121	185	69%	77%	86%	74%	80%	78%
EDUC	30	44	33	29	32	39	70%	73%	52%	76%	59%	62%
ENGL	1,889	1,910	2,050	2,060	1,770	2,484	77%	82%	80%	78%	79%	78%
ESL	503	596	469	487	377	414	89%	88%	93%	93%	92%	92%
ETHST						64	NA	NA	NA	NA	NA	88%
FREN	66	47					73%	79%	NA	NA	NA	NA
GEOG	172	201	174	212	185	179	83%	87%	90%	82%	90%	76%
GEOL	40	40	38	40	39	33	68%	75%	76%	83%	85%	73%
HIST	539	580	529	441	526	541	76%	80%	81%	82%	80%	79%
HLTED	46	49	60	73	65	60	85%	82%	87%	86%	83%	82%
HLTOC	36	41	43	41	39	43	78%	76%	95%	90%	90%	72%
HUMAN	354	403	432	493	393	438	81%	88%	88%	77%	84%	78%
HUSV	104	73	118	171	155	175	73%	74%	76%	85%	81%	84%
INTRD	75	40					93%	85%	NA	NA	NA	NA
LRNRE	7	125	124	234	215	76	100%	90%	81%	94%	91%	93%
M/LAT		26		79	102	38	NA	88%	NA	82%	65%	63%
MATH	1,710	1,824	1,858	1,662	2,268	1,971	69%	77%	76%	71%	69%	69%
MMART	1,476	2,009	1,907	1,655	1,427	1,583	79%	81%	84%	79%	81%	78%
MUSIC	201	328	287	308	234	255	91%	89%	86%	89%	96%	94%
PE	0	0	0	0			NA	NA	NA	NA	NA	NA
PHIL	169	180	197	232	230	232	76%	83%	84%	84%	86%	79%
PHYS	51	74	0	32	31	126	82%	82%	NA	84%	81%	76%
PHYSC	69	96	70	32		42	81%	85%	86%	97%	NA	81%
PORT	41	39	43				83%	82%	84%	NA	NA	NA
POSCI	302	338	379	430	374	440	78%	85%	83%	83%	83%	84%
PSYCH	487	613	522	448	378	459	76%	83%	85%	76%	79%	79%
SOC	302	376	393	409	402	523	78%	79%	81%	79%	78%	72%
SOCSC	52	45	45	37	39	47	75%	82%	96%	89%	79%	77%
SPAN	527	648	639	634	561	557	68%	75%	73%	74%	73%	74%
THART	35	40					66%	68%	NA	NA	NA	NA
TRAV	252	65					92%	85%	NA	NA	NA	NA
WS	17	16			28	29	82%	69%	NA	NA	86%	86%
Total	13,416	15,116	14,479	14,123	13,417	14,901	77%	81%	82%	79%	79%	77%

Source: PCCD, Office of Institutional Research. Fall Course Completion is defined as the percentage of students who do not withdraw from class and who receive a valid grade, (Numerator: A, B, C, CR, D, F, I*, NC, NP, P, RD. Denominator: A, B, C, CR, D, F, FW, I*, NC, NP, P, RD, W. *Includes IA, IB, IC, ID, IF, INP, IPP, and IX. Excluded grade notations: DR, IP, MW, UD, XX).

Degree Description	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
AMERICAN SIGN LANG	1	4				
ASL American Sign Language	8	4	4	2	4	4
BIOL Biotechnology		3	2	3	9	1
BIOTECHNOLOGY						
BUS Business Admin/Accounting	1	3	4	4	2	3
BUS Business Administration		2	8	4	6	4
BUS General Business		2	2	3	2	3
BUS Office Technology			2	1		2
BUS/BUSINESS ADMIN	2					
BUS/INFO TECH						
Business Administration					3	10
BUSINESS/ACCOUNTING	3					4
CIS Applied Microcomp Informat			2	1		
CIS Web Programming					4	2
DIGITAL IMAGING						
DIGITAL VIDEO ARTS						
ENGL English Language/Writing	1	5	4	3	3	2
ENGL English Literature	2				2	1
ENGLISH LANG/WRITING						
ENGLISH LITERATURE	1					
F/APP ARTS/ART	1					
GENERAL STUDIES			1			
GLBST Global Studies		3		2		1
HUSV Social Servc Paraprofesn	1	2	2	4	6	3
HUSV Social ServiceParaprofesn			1			4
HUSV-Community & Public Srvc				1	1	1
HUSV-Community Health Worker				1	1	1
INTERNATIONAL TRADE						
Liberal Arts	80	73	53	46	24	10
Liberal Arts/Arts & Humanities		1	1	12	8	14
Liberal Arts/Social & Behavior		4	29	55	68	89
MATH Mathematics					1	1
MMART Digital Imaging	1		2	1	3	3
MMART Digital Video			2	2	2	6
MMART Web Design/Production	1		1		1	3
PSYCH Psychology					7	10
SOC Sociology					11	13
SOC SVCS FAMILY SVCS	1					
SOC SVCS GERONTOLOGY						

SOC SVCS WELFARE PGM						1
SPAN Spanish Language	4	1	7	2	5	2
SPANISH LANGUAGE						
ART		3	2		1	1
MMART Animation			2		3	4
English Language				2	8	5
POSCI Political Science						4
Grand Total	108	110	131	149	185	212

EOPS Headcount by Ethnicity										
	F08	F09	F10	F11	F12	F08	F09	F10	F11	F12
AfricanAm	186	149	148	106	126	51%	48%	43%	45%	50%
Asian/PacIsl	52	24	36	21	25	14%	8%	10%	9%	10%
Filipino	1	2	3	2	1	0%	1%	1%	1%	0%
Hispanic	47	33	38	25	22	13%	11%	11%	11%	9%
NativeAm	2	3	5	3	2	1%	1%	1%	1%	1%
Other/Unkwn	52	78	90	61	52	14%	25%	26%	26%	21%
WhiteNonHispanic	25	21	27	20	25	7%	7%	8%	8%	10%
GrandTotal	365	310	347	238	253	100%	100%	100%	100%	100%
Source: Peralta Factbook (2013 Fall Census)										

DSPS Headcount by Ethnicity										
	F08	F09	F10	F11	F12	F08	F09	F10	F11	F12
AfricanAm	100	89	80	49	66	35%	34%	28%	21%	27%
Asian/ PacIsl	24	19	27	20	15	8%	7%	10%	8%	6%
Filipino		1	2	3	2	0%	0%	1%	1%	1%
Hispanic	14	21	20	29	29	5%	8%	7%	12%	12%
Native Am	3	4	1			1%	2%	0%	0%	0%
Other/Unkwn	42	56	66	44	54	15%	21%	23%	19%	22%
White	100	74	85	91	79	35%	28%	30%	39%	32%
Total	283	264	281	236	245	100%	100%	100%	100%	100%
Source: Peralta Factbook (2013 Fall Census)										

ⁱ <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC.aspx>

– Evidence

1. [Assessment Committee Home Page](#)
2. [Berkeley City College Goals and Objectives](#)
3. [Berkeley City College Mission, Vision, and Values](#)
4. [Berkeley City College Roundtable for Planning and Budgeting Home Page](#)
5. [Berkeley City College Shared Governance Manual](#)
6. [Budget Allocation Model Handbook](#)
7. [Class Schedules and Catalogs Page](#)
8. [Institutional Research Home Page](#)
9. [Leadership Council Home Page](#)
10. [Peralta Community College District Budget 2012-2013](#)
11. [Program Review Materials Home Page](#)
12. [Teaching and Learning Center Home Page](#)

All the above Evidence Documents can also be accessed at the following website:

<http://www.berkeleycitycollege.edu/wp/accreditation/documents/>