**Berkeley City College**

**Course Completion Equity Workgroup**

**Meeting dates:**

9/17,9/24, 10/1 from 9-10AM (may schedule additional meetings as needed)

**Invitees:**

Ramona Butler, Fabian Banga, Denise Jones and all Chairs

**Charge:**

* To identify target populations identified in the college research at this link: go to <http://web.peralta.edu/indev/program-review/> and click on Program Review Course Success 9-2015).
* To identify activities that will increase the course success rate for the college by .5% each year so that we can reach 70% course success for the college by 2024.

**Initial Analysis:**

X= opportunity area to improve and change the negative disproportionate impact on students.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| EQUITY INDICATORS | Ethnicity | Low-Income | DSPS | Gender |  |
| African Am | Am Indian | Latino | Multi-Eth | Pacific Island. | White | Unk. | Male |
| Access |  |  |  |  |  | X |  |  |  |  |  |
| Course Completion3YR | DE | X |  | X | X | X |  |  | X |  |  |  |
| Non-DE | X | X |  |  | X |  |  |  |  |  |  |
| ESL & Basic Skills Completion | ESL | X |  | X | X |  |  |  |  |  |  |  |
| Basic Skills English | X | X |  |  | X |  | X |  |  |  |  |
| Basic Skills Math | X | X |  |  |  |  |  |  |  |  |  |
| Degree & Cert.  | AA/AS | X | X |  |  |  | X |  |  |  | X |  |
| Cert | X |  | X |  |  | X |  |  |  | X |  |
| Transfer | X |  | X |  | X |  |  | X | X |  |  |
| \*\*Math Completion by 3rd term |  |  |  |  |  |  |  |  |  |  |  |
| \*\*20 transferable units by end of 1st year |  |  |  |  |  |  |  |  |  |  |  |

**Course Completion Analysis by Program w/in a Department**

* Need to have a closer look at DE courses bc initial analysis from above shows a disproportionate impact in African American, Latino, Pacific Islander and Mult-ethnic AND low-income student groups.
	+ Need to pull additional data on this
* From above, the group focused on course success data by ethnicity (go to <http://web.peralta.edu/indev/program-review/> and click on Program Review Course Success).
* We used the tab that provided data by course, by ethnicity and pulled data by program w/in a department.
* The group reviewed the data to determine where the following groups were doing well and where they were struggling: African American, American Indian and Pacific Islander students
* **Preliminary analysis at the course level** – when we look at the course level within areas that are below 50% for these student groups, the courses that students are getting stuck in the most are the entry courses. If the students are able to make it past the entry course, they tend to succeed in the subsequent courses.

NEED CHAIRS INPUT AND THINKING HERE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area | American Indian\* | African American | Pacific Islander\* | Notes \*American Indian and Pacific Islander headcount is very small |
| ASL | 72.33% | 52.29% | 60.00% |  |
| Art | 66.67% | 62.86% | 64.00% |  |
| Cultural Studies | 66.67% | 57.53% | 57.14% |  |
| Business/Econ | 58.33% | 44.79% | 66.67% |  |
| CIS | 0.00% | 34.81% | 0.00% |  |
| English | 60.87% | 53.08% | 57.45% |  |
| ESL | n/a | 69.44% | 88.89% |  |
| Education | 0.00% | 45.24% | 0.00% | small cohort |
| Math | 61.54% | 38.07% | 48.65% |  |
| Modern Languages | 50.00% | 41.14% | 52.94% | Should we break out SMI? |
| MMART | 52.00% | 54.57% | 41.19% |  |
| Science | 70.00% | 57.86% | 50.00% | Should we break out into GE Science, Science Major, Biotech? |
| Social Science | 62.86% | 47.13% | 52.46% | Should we break out HUSV? |

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**College-wide activities supporting course success based on last year’s equity plan**

Student Support Programs

* BCC Scholars: summer bridge
* Persist
* Establish a foster youth program
* Enhance veterans support
* Enhance and connect health and wellness services to campus

Professional Development

* Faculty Experiential Learning Institute (FELI)
* Cultural competency training
* Increase awareness of DSPS services
* Speaker Series

Data

* Develop BCC Academic Support Index to identify students who need support before they need it.
* Collect data by social economic status
* Student progress tracking system with quarterly reporting mechanism

Operational

* Align student equity plan with other plans
* Create a glossary of terms to create common definition for terms used in equity planning

NEED CHAIRS INPUT AND THINKING HERE – WHAT ACTIVITIES WILL IMPACT THE CLASSROOM TO GET STUDENTS TO STICK IT THROUGH THE COURSE AND COMPLETE WITH A “C “ or better?