**Planning Committee and Collaboration**

**Integrated Planning and Collaboration**

Mission, Vision, and Values of Berkeley City College (BCC) drive all planning at the institutional level and the program level and clearly put access, equity, and student success at the center of the college’s planning. The College Value Statement calls out the institution-wide practices of inclusiveness that recognizes the diversity of the community the college serves and allows “all members of our college community to grow and thrive…” Guided by the College’s Mission, BCC’s Equity Plans have been developed to “provide educational opportunities and to transfer lives” of our high-need student populations.

BCC’s process of planning, resource allocation, implementation, and evaluation occur on an ongoing basis through its shared governance and operational structures in an integrated and inter-related fashion. Berkeley City College’s 2015 Equity Plan is fully integrated with all major college-wide plans: Education Master Plan, Annual College Goals and Strategic Plan, and Program Review/Annual Program Updates (APU), Student Success and Support Program (SSSP), and Basic Skills Initiatives (BSI), etc. These plans complement each other and budgeted through general funds, categorical funds, and/or grants. Evaluations are built into each and every plan. Moreover, BCC has developed a plan to assess the process of its integrated plans, implementations and effectiveness of these plans.

Since student equity is affected by the awareness, actions, and assumptions of individuals in every part of the college community, BCC coordinates student equity planning with institution-wide planning efforts such as accreditation, the educational master plan, the Student Success and Support Program Plan (SSSP), CCCCO [Institutional Effectiveness](http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx) goal setting, and the Basic Skills plan. Student equity planning has been and will continue to be included in and linked to program review particularly as it relates to indicators that are disaggregated by student demographics.

Table 1 provides a crosswalk showing how BCC’s major plans, including Equity Plan, share their purposes, goal indicators, target student population(s), plan length, responsible members, sources of funding, plan evaluation and process assessment.

Table 1

Berkeley City College

Integrated Planning and Resource Allocation Crosswalk

Purpose, Goal Indicators, Target Student Population, Plan Length, Responsible Members, Sources of Funding, Plan Evaluation and Process Assessment

| **Plan/Implementation** | **Education Master Plan** | **Annual Strategic Plan** | **Program Review/APU** | **SSSP** | **Equity** | **BSI** |
| --- | --- | --- | --- | --- | --- | --- |
| **Purpose** | Provides the college and its community with direction for evaluation and program development for the next 10 years. | Guides the college as faculty, staff, administrators and students work together to develop annual priorities and initiatives to ensure student success. | Serves as a systematic process provides programs, departments, and support services accountability by collecting, analyzing, and disseminating information that informs integrated planning, resource allocation, and decision-making. | Ensures that all credit and noncredit students promptly define their education and career goals, complete their course, persist to the next academic term, and achieve their education objectives in a timely manner. | Strengthens equal educational opportunities and helps students to achieve equal success outcomes for all students, regardless of race, gender, disability or economic circumstances. | Assists the underprepared student to attain the pre-transfer skills needed to succeed in college-level work, reviewing pre-transfer student progress, and updates college-wide coordinated effort to better serve students with pre-transfer level English, ESL, and mathematics skills. |
| **Goal Indicators** | Goal Indicators   * Increase successful course completion to 70% for all students * Increase the number of students who receive a certificate, degree and/or transfer by 5%   Milestone Indicators for certificate, degree and transfer seeking students.  Increase the number of students who:   * + - Enter a program of study & complete a comprehensive Student Ed. Plan (SEP) by end of the 2nd semester.     - Complete a stackable certificate or 20 transferable units by end of the 1st year, including summer     - Complete college-level math by end of 3rd semester     - Participate in work-based learning opportunities on and off-campus   Exemplary Program Indicators   * Program and Course Learning Outcomes * Program and Course Success * Demand vs. capacity * Student program progression * Certificate/Degree Awards * Out of the classroom learning opportunities   Institutional Performance Indicators  Accreditation Status  Fiscal Indicators   * FTES * Fund Balance * Audit Findings | Goal Indicators  Advance Student Access, Equity, and Success  Engage and Leverage Partners  Build Program of Distinction  Strength on Accountability, Innovation, and Collaboration  Develop Resources to Advance and Sustain our Mission | * Goal Indicators * Ensure quality and excellence of programs, departments, and support services. * Provide a standardized methodology for review of all college areas. * Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action. * Identify effective and exemplary practices. * Strengthen planning and decision-making based upon current data. * Identify resource needs. * Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level. * Inform integrated planning at all levels within the College and the District. * Ensure that educational and support programs reflect student needs, encourage student success, and improve teaching, learning, and services. | Goal Indicators  All first-time matriculating students receive core services:  College Orientation  Placement Assessment  Counseling/Faculty Advisement  Student Education Plan (SEP)  Follow-up Services  All At-Risk Students receive enhanced services to declare academic/career major – program of concentration, on good academic standing, or ESL/Basic Skills Completion | Goal Indicators  Equitable opportunities for high needs students:  Access  Course Completion  ESL and Basic Skills Completion  Degree and Certificate Completion  Transfer Outreach  through  Academic/Career Pathway Building  Counseling/Faculty Advising  Course Development and Offering  Workshops | Goal Indicators  .  Successful course completion rate  Enhanced entry-services  through  Accelerated Curriculum  Embedded, Online/In-Person Tutoring  Counseling/Faculty Advising |
| **Target Student Populations** | All BCC Students | All BCC Students | All BCC Students | All first-time matriculating students  All at-risk students:  ESL/Basic Skills,  Probation/Dismissed,  Academic Major Undeclared  College Orientation  Placement Assessment  Counseling/Faculty Advising  Student Education Plan (SEP)  Follow-up Services | High Need, Disproportionately Impacted Student Groups:  Race/Ethnicity  Gender  Current or Former Foster Youth  Individuals with Disabilities  Low-income Students  Veterans  Tutoring  Counseling/Faculty Advising | Students in:  ESL courses/programs,  Pre-transfer level English courses/programs ,  and/or  Pre-transfer level math courses/programs |
| **Plan Length** | 10-Year | Annual | Program Review: 3-Year  APU: In-between Program Review | Annual | 6-Year with annual updates | 5-Year with annual updates |
| **Responsible Members** | Lead:  President, Administrators, Senate Presidents, AS President  Participants:  BCC faculty, staff, student leaders, community leaders | Lead:  President, Administrators, Senate Presidents, AS President  Participants:  BCC faculty, staff, student leaders, community leaders | Lead:  Instructional and Student Services Administrators,  Department Chairs  Participants:  BCC Director Business and Administrative Services, faculty, staff, student leaders, community leaders | Lead:  VPIE, VPSS,  SSSP Coordinators,  Area Leads – Orientation, Placement Assessment, Counseling,  Faculty Advisors  Participants:  VPI, Director Business, faculty, staff, student leaders, K-16 contacts, PCCD, Employment Agencies, community leaders | Lead:  Equity Plan Coordinators, VPIE, VPSS, VPI, Area Leaders and Team Members:  Access  Course Completion  ESL/Basic Skills Completion (BSI Committee)  Certificate and Degree  Transfer  Participants:  Director Business, faculty, staff, student leaders, K-16 contacts, PCCD, Employment Agencies, community leaders | Lead:  VPI, Dean of Special Projects & Grants, BSI Committee, English, ESL, Math Department Chairs  Participants:  Director Business, faculty, staff, student leaders, K-16 contacts, PCCD |
|  |  |  |  |  |  |  |
| **Sources of Funding** | General Fund,  Categorical (SSSP-Core Services, Equity, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.),  Grants,  PASS | General Fund,  Categorical (SSSP-Core Services), Equity, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.,  Grants,  PASS | General Fund,  Categorical (SSSP-Core Services, Equity, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.),  Grants,  PASS | SSSP  College Matching Funds (General Fund, Grants, PASS) | Equity Fund  General Fund,  Categorical (SSSP-Core Services, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.),  Grants,  PASS | BSI  General Fund,  General Fund,  Categorical (SSSP-Core Services, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.),  Grants,  PASS |
| **Plan Evaluation** |  | Annual Goals, Accomplishments, and Measurable Outcome Report |  | Annual Program Plan and Budget Plan Development/Update and Submission | Annual Program Plan and Budget Plan Development/Update and Submission | Annual Program Plan and Budget Plan Development/Update and Submission |
| **BCC Process Evaluation for its systematic planning** | 3-Yr Process Evaluation through Survey and Focus Group | 3-Yr Process Evaluation through Survey and Focus Group | 3-Yr Process Evaluation through Survey and Focus Group | 3-Yr Process Evaluation through Survey and Focus Group | 3-Yr Process Evaluation through Survey and Focus Group | 3-Yr Process Evaluation through Survey and Focus Group |

While Education Master Plan provides the college and its community with direction for evaluation and program development over a 10 year period, BCC’s Annual Goals and Strategic Plan guides faculty, staff, administrators, and student leaders to work together to identify annual priorities and initiatives to ensure access, equity and success. BCC’s annual Institutional Goals and Strategic Plan are reviewed and approved each year through shared governance. The shared governance committees, collectively, has overarching stewardships for the ongoing implementation of assessment of BCC’s institutional planning process. In addition, the College conducts review of its progress and status of reaching institution-set goals through Program Review/Annual Program Update, SLO and SLO assessments, and other plans. Quantitative and qualitative data and other related information that informs planning include, but not limited to, college-wide extensive student achievement data that are disaggregated by student demographics and other category. Based on reviews of institutional data, objectives and activities may be added or updated to assist the college in achieving its goals set for related plans. In addition, BCC establishes outcome measures for its plans that are aligned with outcome indicators identified in the Student Equity Plan, as well as the statewide Scorecard, including student success, persistence, retention, and completion.

Since BCC’s student is the center of all BCC plans, Chart 1 demonstrates how the overall and/or target student populations are served by various plans.

Chart 1

Target Student Population Served

**Equity Plans Development, Implementation Processes, and Timelines**

Since the development and the implementation of the 2008 Equity Plan, “equity” has been playing a center role at BCC. Equity has been prioritized as one of the institutional annual goals at both the district and college levels since 2009. The four PCCD colleges reviewed its process and progress made in reaching goals set in the 2008 Equity Plan, and presented a status report to the Board in 2012. All BCC’s Equity Plans and their implementation strategies have been developed with the active involvement of all constituency groups including, but not limited to, the academic senate, the classified staff senate, Associated Students, academic faculty and staff, student services representatives, students, and appropriate community members at the college and the district levels. Implementation of strategic activities developed through Equity Plan has been ongoing. Impacts have been measured and reviewed regularly.

Information displayed in Table 2 blow describes the 2015 Plan development and implementation process along with timelines. It addresses the steps that the College takes to ensure the planning process being inclusive, diverse and representative of the target populations and programs related to student equity, as defined in SB 860 (2014). The College ensures that its 2015 Six-Year Equity Plan is approved and adopted by PCCD governing board.

Table 2.

BCC Equity Plan Development and Implementation Process

|  |  |
| --- | --- |
| **Timelines** | **Equity**  **Plan Development and Implementation** |
| January – August 2015 | Implement BCC 2014 Equity Plan by conducting prioritized activities listed in the 2014 Plan |
| August-October 2015 | Begin to develop 2015 Equity Plan by assessing progress made by implementing the 2014 Plan  Establish 2015 BCC Equity Plan Taskforce  BCC Equity Plan co-Chairs: Brenda Johnson, Dean of Student Services  May Kuangchi Chen, Vice President of  Institutional Effectiveness (VPIE)  Five Equity Goal Team leaders/facilitators:    Equitable Access – Diana Bajrami, Interim Vice President  of Student Services  Course Success -Tram Vo-Kumamoto, Vice President of Instruction  ESOL Basic Skills - Theresa Rowland, Interim Dean of Instruction  Degree/Certificate - Antonio Barreiro, Interim Dean of Instruction  Transfer - Paula Coil, Interim Director of Student Activities and  Campus Life  Draft and finalize the Plan:  VPIE prepares data and basic draft of the plan working with the committees, establishes baseline data through shared governance process using 80% index. Determine mid-term (3 year) and Plan (6-year) goals.  College-wide Equity Plan Taskforce Meetings: 9/2, 10/7, 11/4, and 12/2/2015    Chairs work with the committee and subcommittees to identify activities to reach the mid-term and Plan goals, based upon:   * progress outcomes of the 2014 Plan * campus research data prepared for the 2015 Plan * available budget sources * integration with all other major college-wide plans * other information to be made available to the committees and subcommittees   The five Equity Goals Committees Meetings, September – November, 2015: weekly or bi-monthly to be organized to Goal Team Leaders. |  |
| November, 2015 | Final Draft Plans for all Goals due to co-Chairs – November 12, 2015  Prioritize goals and activities  Align all priorities with budget sources  Go through shared governance and consultation process:  ASBCC, Classified Senate, Academic Senate, Education Committee, etc.  Roundtable Approval - Monday, November 30, 2015 |
| December, 2015 | PCCD Board Approval for 2015-16 Plan Date: Tuesday, 12/8/2015  Submission Date to the State: Friday, 12/18/2015 |
| January 1, 2016 - June, 30, 2018 | Implementation of the BCC 2015 Six-Year Equity Plan  In Spring 2018, BCC Equity teams conduct will review and evaluate 3-year outcome status measures of the BCC’s 2015 Six-Year Equity Plan, and share the findings in person, on paper, and online to be entitled *2015 BCC Equity Plan Mid-Term Report.*  Feedbacks will be based upon for improvement and revision |

**2015 Equity Planning Committees**

Berkeley City College has formed a 2015 Equity Plan Taskforce that serves as the college-wide student equity planning committee responsible for ongoing development, implementation, and evaluation of the plan. The college-wide Taskforce includes an appropriate mix of administrators, instructional and counseling faculty, classified staff, confidential staff, researchers, students and community leaders with many of these members are also involved with other institution-wide planning and evaluation. The Taskforce includes, but is not limited to members from the Categorical Programs listed below:

* Disabled Student Programs and Services (DSPS)
* Extended Opportunity Programs and Services (EOPS) and Special Services.
* Student Success and Support Program (SSSP)
* Programs for foster youth
* Programs for veterans
* California Work Opportunity and Responsibility to Kids (CalWORKs)
* Student Financial Aid Administration, Board Financial Assistance Program (BFAP)
* Basic Skills Initiative (BSI )

A complete membership list of the Equity Plan Taskforce is shown below with committee member names, titles and the group(s), program(s) or role(s) that they represent.

**BCC College-wide Student Equity Taskforce – Joint force with Education Master Plan, Annual Goals and Strategic Plan, Program Review, SSSP, etc.**

Brenda Johnson, Dean, Student Support Services, Co-Chair  
May Chen, Vice President of Institutional Effectiveness, Co-Chair

Administrators:

Deborah Budd, President

Tram Vo-Kumamoto, Vice President of Instruction

Diana Bajrami, Interim Vice President of Student Services

Taney Moore, Interim Dean of Special Programs and Grants

Shirley Slaughter, Director of Business and Administrative Services

Antonio Barreiro, Interim Dean of Academic Pathways, Workforce Development & Student Success

Theresa Rowland, Interim Dean of Academic Pathways, Workforce Development & Student Success

Paula Coil, Interim Director for Student Activities & Campus Life

Faculty:

Cleavon Smith, President of District Academic Senate and BCC Academic Senate

Allene Young, Faculty, Counseling, Department Chair

Windy Franklin, Coordinator, Disabled Student Program and Services

Gabriel Martinez, Counselor, Undocumented Student Task Force

Laura Ruberto, Faculty, Arts & Humanities Department Chair

Joshua Boatright, Librarian, Library Department Chair

Heather Dodge, Librarian

Christina L. Taing, Counselor, First Year Experience

James Aganon, Counselor, Associate Degrees for Transfer

Skyler Barton, Counselor, First Year Experience

Hermia Yam, Counselor, Student Success and Services Program Coordinator

Loretta Kane, Coordinator, Degree & Certificate Program in Education

Classified Staff:

Karen Shields, BCC Classified Senate, President

Jennifer Lenahan, Student Services Specialist/Counselor, Veteran Program

Ramona Butler, Acting EOPS/CARE Coordinator

Loan Nguyen, Financial Aid Supervisor

John Saenz, Learning Resources Center Coordinator

Loretta Newsom, Admissions and Records Specialist

Gail Pendleton, Orientation & Assessment Coordinator

Alejandria Tomas, Curriculum and Student Learning Outcome & Assessment Specialist

Dwayne Cain, Head Custodian, Local 39 Representative

Confidential:

Cynthia Reese, Executive Assistant

Students:

Brianna Rogers, President, Associated Students of Berkeley City College

**Equity Goal 1: Student Access – Joint force with SSSP, Program Review, etc.**

Diana Bajrami, Interim Vice President of Student Services (Chair)

Brenda Johnson, Dean, Student Support Services  
Susan Truong, Counselor, Foster Youth

Skyler Barton, Counselor, First Year Experience

Christina L. Taing, Counselor, First Year Experience

Jennifer Lenahan, Student Services Specialist/Counselor, Veteran Program

Jasmine Martinez, Staff Assistant, Student Services

Deborah Pruitt, Faculty, Foster Youth

Gabriel Martinez, Counselor, Undocumented Students

Loan Nguyen, Financial Aid Supervisor

Wyn Skeels, Berkeley High School

Lisa Gwyn-Laigo, Staff Assistant, Office of Instruction

**Equity Goal 2: ESOL and Basic Skills English and Math – Joint force with BSI, Program Review, Curriculum Committee, SLO, etc.**

Theresa Rowland, Interim Dean of Academic Pathways, Workforce Development & Student Success (Chair)

Tanya Moore, Dean of Special Programs and Grants

Brianna Rogers, President, Associated Students of Berkeley City College  
Ramona Butler, Acting EOPS/CARE Coordinator

Allene Young, Faculty, Counseling, Department Chair  
Alvin Lebo-Planas, Faculty, PERSIST

Jennifer Lowood, Faculty, English Department Chair

Daniel Najjar, Faculty, Math Instructor

Shawn McDougal, Faculty, Math Instructor

Catherine Nichols, Counselor, Student Equity

Shannon Penn, Faculty, PERSIST

Kelly Pernell, Faculty, Math Department Chair

John Saenz, Learning Resource Center Coordinator

Christina L. Taing, Counselor, First Year Experience

Gabrielle Winer, Faculty, ESOL

Allene Young, Faculty, Counseling Department Chair

Vanessa Vega, Consultant

**Equity Goal 3: Course Completion – Joint force with Program Review, Department Chair Council, SLO, etc.**

Tram Vo-Kumamoto, Vice President of Instruction (Chair)

Ramona Butler, Interim Coordinator of EOPS/CARE

Lisa Gwyn-Laigo, Staff Assistant, Office of Instruction

Department Chair Council members: Allene Young, Barbara Des Rochers, Fabian Banga, Gabrielle Winer, Ivanetta Ikeda, Jennifer Braman, Jennifer Lowood, Joshua Boatright, Kelly Pernell, Laura Ruberto, Linda McAllister, Paramsothy Thananjeyan, Rachel Mercy, Siraj Omar, Susan Truong, Thomas Kies.

**Equity Goals 4 and 5: Degree Completion/Transfer – Joint force with Program Review, Student Services Council, Department Chairs Council, etc.**

Antonio Barreiro, Interim Dean of Academic Pathways, Workforce Development & Student Success (Co-Chair)

Paula Coil, Interim Director for Student Activities & Campus Life (Co-Chair)

May Chen, Vice President of Institutional Effectiveness

Allene Young, Faculty, Counseling Department Chair

Tamara Harris-Coleman, Counselor, Transfer

Sabrina L. Nelson, Faculty

Jenny Yap, Librarian

Charlotte Lee, Faculty

Shawn McDougal, Faculty, Math Department

Hermia Yam, Counselor, Student Success and Services Program

Carlos Romero, Counselor, EOPS

Marilyn Clausen, Staff Assistant, Learning Communities

Natalia Fedorova, Instructional Assistant, Biotechnology

**Status Review of BCC 2014 Equity Plan Implementation**

As part of the BCC’s integrated planning and evaluation process, the College is responsible for ongoing development, implementation, and evaluation of all plans. Although the College develops its Equity Plan as a six-year plan, in order to update and develop the 2015 Plan in a progressive fashion, BCC has assessed the status of all goals listed in its 2014 Plan. Information in Table 3 summarizes outcome status as of December 1, 2015.

Table 3.

Berkeley City College 2014 Equity Plan

Status Report

|  |  |  |
| --- | --- | --- |
| **Target Groups/Equity Indicators** | **Equity Plan 2014 Goals** | **Outcome Status**  **as of December 1, 2015** |
|  |  |  |
| **All Equity Indicators** | Establish baseline data | **Completed –**  All baselines are established for 2015 Equity Plan. |
|  |  |  |
| **Indicator: Access** |  |  |
|  |  |  |
| Military and Veteran Students | Increase the enrollment of active military and veteran students from .2 percent to 4 percent to match their representation in the regional service area by fall semester 2017. | **Completed –**  Created VA Student Center with computers and printers for VA students’ use. Center staffing is funded by PASS.  **Progress Made –**  Unduplicated headcounts of VA students increased from 128 in Fall 2014 to 147 in Fall 2015, a 15% increase.  **On-going –**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| Students with Disabilities | Increase the percentage of students with disabilities at BCC by encouraging current BCC students with disabilities who have not applied for support services to do so. | **Progress Made –**  Unduplicated headcounts of DSPS students increased from 272 in Fall 2014 to 292 in Fall 2015, a 7% increase.  **On-going –**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| Foster Youth | Identify the percentage of foster youth at BCC by spring semester 2015 and ensure they are proportionally represented at the College, based on County of Alameda data on foster youth numbers by spring semester 2018. | **Completed –**  Identified Foster Youth at BCC with unduplicated headcounts of 200 or more, with contact information.  Received Foster Youth Grant from the State Chancellor’s Office to provide support services.  **On-going –**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| AB 540 Students | Increase supports for undocumented students through the establishment of a Dreamer Resource Center at BCC. | **Completed –**  Created BCC Dreamer Club with a faculty advisor.  Assigned a Dreamer’s Center location.  **On-going –**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
|  |  |  |
| **Equity Indicator: Course Success** |  |  |
|  |  |  |
| Foster Youth | Identify current and former foster youth students at BCC and generate student outcome data by the end of spring semester 2015 to then develop a plan to serve this student population more effectively. | **Completed –**  Identified Foster Youth at BCC with unduplicated headcounts of 200 or more, with contact information.  Received Foster Youth Grant from the State Chancellor’s Office to provide support services.  **Progress Made** –  Credit course success rates are available for review and planning   |  |  | | --- | --- | | **Spring Term** | **Foster Youth**  **Credit Course Success Rate** | | Spring 2013 | 45.40% | | spring 2014 | 44.67% | | Spring 2015 | 42.56% |   **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| All Students – Men and Women | Increase all BCC student transfer level courses from 66% to 70% by the end of Spring 2018. | **Progress Made -**  BCC Students’ Credit Course Success Rates:  Spring 2013 – 64.44%  Spring 2014 – 63.38%  Spring 2015 – 63.77%   |  |  |  |  | | --- | --- | --- | --- | | **Sex** | **Term** | **DE** | **Non-DE** | | Female | Sp2013 | 59.73% | 65.97% | |  | Sp2014 | 59.77% | 65.18% | |  | Sp2015 | 60.41% | 65.73% | | Male | Sp2013 | 57.06% | 63.73% | |  | Sp2014 | 54.22% | 62.47% | |  | Sp2015 | 55.15% | 62.46% |   **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| African American Students | Increase student course success in all BCC transfer level courses for African American students at least ten points, from 52 percent to 62 percent course success rate, by the end of spring semester 2018, with the EMP calling for a 70 percent minimum transfer.  Increase student course success in English 1A for African American students from 51 percent to a minimum 61 percent course success rate by the end of spring semester 2018.  Increase student course success in Math 13 for African American  students from 29 percent to a minimum 50 percent course success rate by the end of spring semester 2018, with the EMP calling for a 70 percent minimum transfer-level course completion rate by 2024. | **Progress Made -**     |  |  |  | | --- | --- | --- | | **Delivery Mode** | **Term** | **African American/Black Credit Course Success Rate** | | **Distance Ed** | Spring 2013 | 41.75% | |  | spring 2014 | 46.13% | |  | Spring 2015 | 42.98% | | **Face-to-Face** | Spring 2013 | 52.15% | |  | spring 2014 | 49.45% | |  | Spring 2015 | 49.44% |     Baseline Data:   |  |  | | --- | --- | | **Course** | **Black/African American**  **Course Completion Rate** | | ENGL 1A - COMP AND READING | 48.16% | | MATH 13 - INTRO TO STATISTICS | 32.39% | | **Grand Total** | **49.50%** |     **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| Latino Students | Increase student course success in all BCC transfer level courses for Latino students at least eight points, from 62 percent to the 70 percent threshold for course success, by the end of spring semester 2018.  Increase course success in English 1A from 63% to 70% for women and 58% to for men to a minimum 65%, with the EMP calling for a 70% minimum transfer-level course completion by 2024.  Increase student course success in Math 13 for Latino students from 36 percent to a minimum 55 percent course success rate by the end of spring semester 2018, with the EMP calling for a 70% minimum transfer-level course completion rate by 2024. | **Progress Made -**  Credit Course Successful Completion Rates:  Spring   |  |  |  | | --- | --- | --- | | **Delivery Mode** | **Term** | **Hispanic**  **Credit Course Success Rate** | | **Distance Ed** | Spring 2013 | 53.31% | |  | spring 2014 | 54.90% | |  | Spring 2015 | 53.15% | | **Face-to-Face** | Spring 2013 | 62.14% | |  | spring 2014 | 60.96% | |  | Spring 2015 | 59.87% |   Baseline Data:   |  |  | | --- | --- | | **Course** | **Hispanic**  **Course Success Rate** | | ENGL 1A - COMP AND READING | 48.61% | | MATH 13 - INTRO TO STATISTICS | 42.18% | | **Grand Total** | **54.34%** |   **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| Students with Disabilities | Increase student course success in all BCC transfer-level courses for students with disabilities from 33 percent to a minimum 50 percent course success rate by the end of spring semester 2018, with the EMP calling for a 70 percent minimum transfer | **Progress Made -**  Credit Courses, DSPS successful complete rates:  Spring 2013 – 59.81%  Spring 2014 – 62.13%  Spring 2015 – 61.24%  **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
|  |  |  |
| **Equity Indicator: ESL and Basic Skills Completion** |  |  |
|  |  |  |
| Foster Youth | Identify current and former foster youth students at BCC and generate student outcome data by the end of spring semester 2015 to then develop a plan to serve this student population more effectively. | **Completed –**  Identified Foster Youth at BCC with unduplicated headcounts of 200 or more, with contact information.  Received Foster Youth Grant from the State Chancellor’s Office to provide support services.  **Progress Made -**   |  |  |  | | --- | --- | --- | | **6-Yr Progression Rate (3 cohorts combined)** | **Foster Youth** | **BCC** | | **English** | 14.29% | 29.81% | | **Math** | 23.08% | 34.61% |   **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| All BCC students | Increase student pre-transfer foundational Math course completion rates for all student populations to a minimum 60 percent threshold by the end of spring semester 2017. The EMP will establish a 70 percent threshold goal sometime before 2024 | **Progress Made -**   |  |  | | --- | --- | | **Term** | **BCC Basic Skills Course Success Rate** | | Spring 2013 | 54.65% | | spring 2014 | 51.09% | | Spring 2015 | 49.67% |   **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| African American Students | Increase student pre-transfer foundational English course completion rates for African Americans to 70 per cent by the end of spring semester 2017. | **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| Active Duty Military and Veteran Students | Increase student pre-transfer foundational English course completion rates for active military and veterans to 70 per cent by the end of spring semester 2017. | **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
|  |  |  |
| **Degree and Certificate Completion** |  |  |
|  |  |  |
| Foster Youth | Identify current and former foster youth students at BCC and generate student outcome data by the end of spring semester 2015 to then develop a plan to serve this student population more effectively. | **Completed –**  Identified Foster Youth at BCC with unduplicated headcounts of 200 or more, with contact information.  Received Foster Youth Grant from the State Chancellor’s Office to provide support services.  **Progress Made -**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Foster Youth** | Cohort Count | Completion Outcome Count | Completion Outcome Rate | Cohort % | Completion Outcome % | Proportionality Index | 80% Index | | Total | 2,182 | 243 | 11.14% | 100.00% | 11.14% |  |  | | Yes | 9 | 0 | 0.00% | 0.41% | 0.00% | 0.00 | 0.00% | | No | 2,173 | 243 | 11.18% | 99.59% | 11.18% | 0.11 | 100.00% |   **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| All BCC Students | Increase student degree and certificate completion by 10 percent each year for the next three years. | **Progress Made -**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Year** | **Total** | **AA** | **AS** | **AA-T** | **AS-T** | **Certificates** | **TOTAL** | | **Graduates** | **Degrees** | **Degrees** | **Degrees** | **Degrees** | **Degrees/Certs** | | **2013/14** | 280 | 173 | 4 | 34 | 12 | 254 | 477 | | **2014/15** | 352 | 122 | 4 | 80 | 28 | 376 | 610 | | **1-Yr** | 25.70% | -29.50% | 0.00% | 135.30% | 133.30% | 48.00% | 27.90% | | **Increase** |   **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| **Transfer** |  |  |
| Foster Youth | Identify current and former foster youth students at BCC and generate student outcome data by the end of spring semester 2015 to then develop a plan to serve this student population more effectively. | **Completed –**  Identified Foster Youth at BCC with unduplicated headcounts of 200 or more, with contact information.  Received Foster Youth Grant from the State Chancellor’s Office to provide support services.  **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| All BCC Students | Increase transfer rates for all student populations, with targeted efforts to increase transfer rates for Latino and African American students by 50 percent by the end of spring semester 2018.  Increase transfer ~~rates~~ to CSU by 100% by the end of spring 2018. | **Progress Made -**   |  |  | | --- | --- | | **Year** | **BCC Total Transfer to CSU** | | 2012-13 | 91 | | 2013-14 | 108 | | 2014-15 | 104 |   **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| African American Students | Increase transfer rates African American students by 50 percent by the end of spring semester 2018. | **Progress Made -**   |  |  | | --- | --- | | **Year** | **African American Transfer to CSU** | | 2012-13 | 20 | | 2013-14 | 18 | | 2014-15 | 24 |   **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |
| Latino Students | Increase transfer rates for Latino by 50 percent by the end of spring semester 2018. | **Progress Made -**   |  |  | | --- | --- | | **Year** | **Latino**  **Transfer to CSU** | | 2012-13 | 17 | | 2013-14 | 21 | | 2014-15 | 22 |   **On-going -**  Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan |

Summary. Berkeley City College believes that student access, equity, and success should be an ongoing institutional priority. Based upon information arrived through Status Review of BCC 2014 Equity Plan and other data, the 2015 Equity Plan Taskforce and the five Equity Goal Communities, will develop the College’s 2015 Equity Plan by updating and upgrading existing goals and activities, and/or identifying new goals and activities to reach its ultimate 6-Year Plan Goals. Information from the Student Equity Plan will be incorporated into the College’s Program Review/APU and other planning processes. All parties will be responsible for reviewing and commenting on student access, equity, and success data as part of on-going planning, implementation, and evaluation processes, and address any significant issues that the data reveal. Components of existing college support programs designed to increase student access, equity, and success, particularly for underrepresented students and/or high-need student populations, will be incorporated into other college programs and services. Finally, student learning outcomes will be an integral part of the 2015 Student Equity Plan.