

**DRAFT OF  
Berkeley City College  
Student Equity Plan  
November 10, 2014**



**January 1, 2015**

# BERKELEY CITY COLLEGE

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# BERKELEY CITY COLLEGE

## Student Equity Plan Signature Page

**District:** Peralta Community College District

**Date Approved by Board of Trustees:** TBD

**College President:** Debbie Budd, EdD

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**Academic Senate President:** Cleavon Smith

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**Classified Senate President:** Roberto Gonzalez

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**Student Equity Task Force Committee Chair:** Brenda  
Johnson

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# Executive Summary

Diversity and equity efforts are important because they are fundamental to quality and excellence. Moreover, diversity is more than a black-and-white binary; it now includes race, ethnicity, gender, sexual orientation, ability, nationality, religion, and a host of other dimensions. Conversations around equity have to take into consideration special populations, like foster youth, active military and veterans, and students with disabilities.

## Target Groups

Data and analysis from academic year 2008-2009 to 2012-2013 will show that five specific populations of Berkeley City College (BCC) students have gaps in academic outcomes that require College invention. These five student populations are:

- **African American Students:** Despite strengths in some discrete areas, significant equity gaps persist at BCC for African American students. Enrollment rates have been consistent from fall semester 2008 to fall semester 2013, with African American students comprising roughly one-in-five BCC students in comparison with the regional service area which is approximately 9 percent African American. Overall degree completion figures and transfer rates to California State University (CSU) disproportionately favor African American students. However, transfer-level and pre-transfer foundational course completion rates hover around 50 percent. Certificate completion rates and transfer rates to the University of California have not been very impressive either over the past six years. While BCC ranks fourth in the State for African American community college transfer to UC, a significant equity gap nonetheless disadvantages African American students when compared with their white non-Latino and Asian American counterparts. Disaggregating data by gender show slight advantages for women African Americans. Socioeconomic data are not available at present. Equity efforts will focus on obtaining gaps in data and providing supports and interventions to reverse these disconcerting patterns.
- **Latino and Latina Students:** The data will reveal that Latino students have made huge progress with respect to access, transfer-level course completion, pre-transfer foundational and English as a Second Language (ESL) course completion, degree and certificate completion, and transfer to both CSU and UC. However, they still lag about ten percent behind their white non-Latino and Asian student counterparts. Disaggregating data by gender shows recent increases in the performance of Latino men, largely eliminating the gender gap. Socioeconomic data are not available at present. Equity efforts will focus

on obtaining gaps in data and providing supports and interventions to improve course completion rate and transfer to UC.

- **Active Military and/or Veterans Students:** BCC presently has limited data on active military and veteran students at BCC, since this population has only been tracked the past three academic years, starting in fall semester 2012. With regards to access, active military and veteran students do not comprise an equitable percent of the overall student body at BCC, so efforts need to be taken to recruit students affiliated with the military to the College. However, the active military and veteran students who attend BCC have been quite successful, as they have disproportionately outperformed the general population in transfer-level course completion and pre-transfer foundational course completion rates. Little data exist on degree or certification completion or transfer rates at present. Socioeconomic data are not available at this time. Equity efforts will focus on obtaining gaps in data and providing supports and interventions to reverse any disconcerting patterns.
- **Students with Disabilities:** BCC presently has limited data on students with disabilities at BCC, since this population has only been tracked the past three academic years, starting in fall semester 2012. With regards to access, students with disabilities do not comprise an equitable percent of the overall student body at BCC, so efforts need to be taken to recruit students with disabilities to the College. However, the students with disabilities who attend BCC have been quite successful, as they have disproportionately outperformed the general population in transfer-level course completion and pre-transfer foundational course completion rates in most areas except for transfer-level Math. Little data exist on degree or certification completion or transfer rates at present. Socioeconomic data are not available at this time. Equity efforts will focus on obtaining gaps in data and providing supports and interventions to reverse any disconcerting patterns.
- **Current or Former Foster Youth:** BCC currently has limited data on this student population. Special efforts will be made to identify these students, measure their academic outcomes, and determine if interventions are necessary. A task force will be formed to oversee this important work.

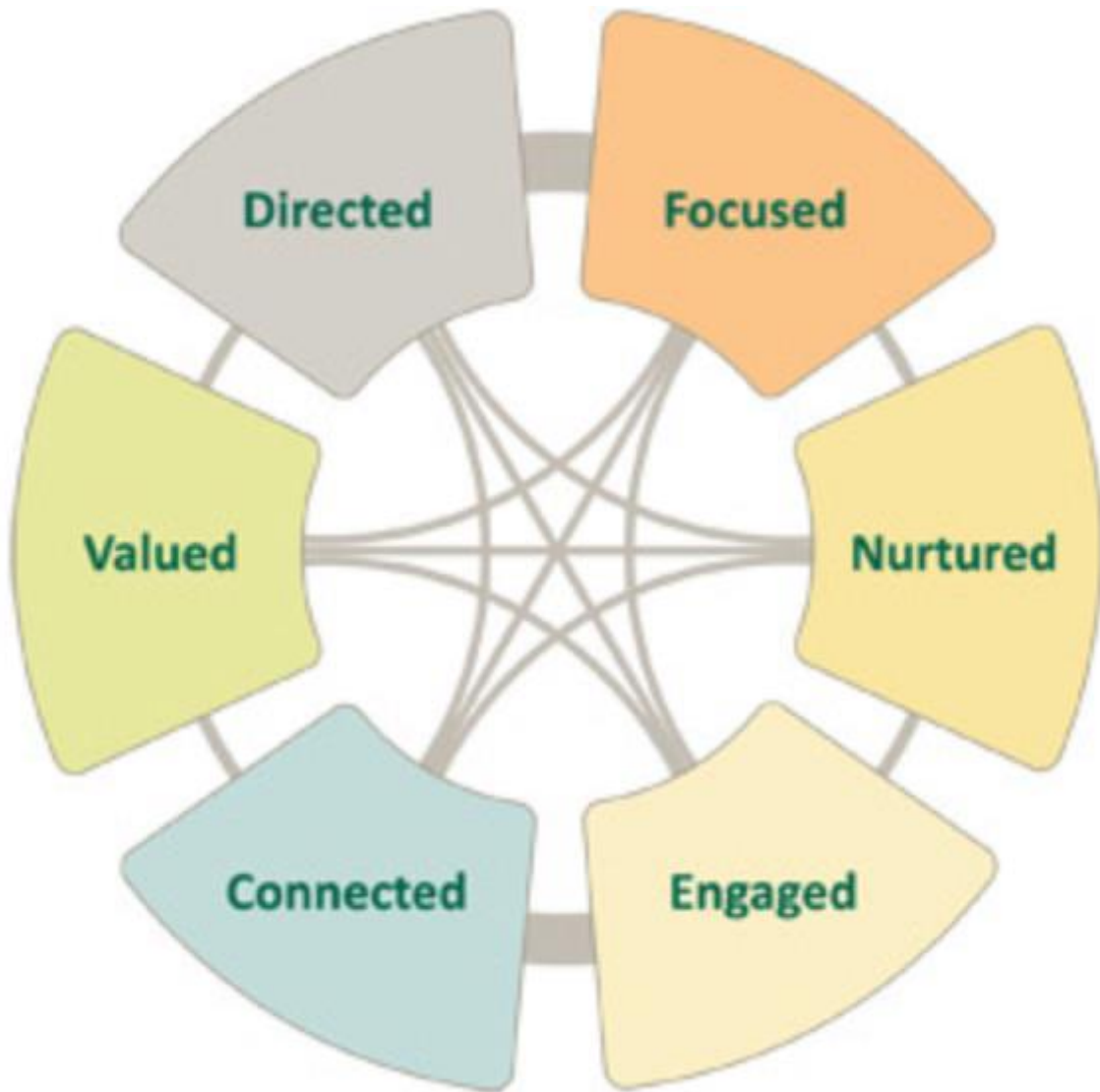
## Goals

### Philosophical Framework

The RP Group conducted extensive research on student success in California Community Colleges. BCC has worked closely with consultants from this organization to help BCC evaluate and plan based on empirical data. A literature review and discussions with key practitioners and researchers indicate student support activities must be (1) integrated into students' daily experience and (2)

included in the overall curriculum. This research also demonstrates that students are more likely to succeed when they are directed, focused, nurtured, engaged, connected and valued. The RP Group defines these "six success factors" as:

- ❖ **Directed:** helping students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal
- ❖ **Focused:** fostering students' motivation and helping them develop the skills needed to achieve their goals
- ❖ **Nurtured:** conveying a sense of caring where students' success is important and expected
- ❖ **Engaged:** actively involving students in meaningful and authentic educational experiences and activities inside and outside the classroom
- ❖ **Connected:** creating connections between students and the institution and cultivating relationships that underscore how students' involvement with the college community can contribute to their academic and personal success
- ❖ **Valued:** providing students with opportunities to contribute to and enrich the college culture and community



Source: <http://www.rpgroup.org/content/research-framework>,

The Student Equity Plan Task Force has deliberately relied upon these six success factors when deciding how to act to close equity gaps at BCC.

### **Goals: Strategic Alignment and Integration of Equity Efforts**

BCC's Student Equity Plan Task Force will make every deliberate effort possible to integrate the work (e.g., data collection and analysis, goal setting, activity development, and assessment) of the task force with various related initiatives at the College including:

- ❖ **The 2020 Vision for Berkeley's Children and Youth:** BCC is integrally involved in a citywide movement to ensure academic success and well-being for all children and youth growing up in Berkeley, by closing the achievement

gap in Berkeley's public schools by the year 2020. The 2020 Vision began with a campaign by United in Action, a community-driven, multi-ethnic coalition, to eliminate inequities in educational opportunities in Berkeley public schools. This initiative involves local community-based organizations, UC Berkeley, and BCC.

- ❖ **2014 Student Success and Support Program Plan (SSSP)**: BCC recently completed and submitted a document outlining the College's plan to address the requirements of the new funding model for community college student success and support services. The SSSP mandate is designed to support the transition of new students into the college by providing core services that promote academic achievement and successful completion of degrees, transfer preparation, career technical education (CTE) certificates, or career advancement. In an effort to promote student success, placement testing (for English, Math, and ESL), orientation, and advisement toward the development of an education plan are core services that all entering students are required to participate in as mandated by the state (effective Fall 2014). Students must also declare a course of study (major), and receive advisement towards the development of a Comprehensive Education Plan no later than the semester after which the student completes 15 degree applicable units. Not participating in these core services may result in the loss of priority registration.
  
- ❖ **Peralta Scholars PERSIST Program (PSPP)**: Peralta Scholars PERSIST Program (PSPP) is a comprehensive academic success program targeting underperforming students with lower socioeconomic status at BCC aiming to positively impact the rates of recruitment, persistence, and completion. As of 2015, PCCD will centralize oversight of PSPP at the District level to coordinate the current efforts of the four colleges in the District and standardize practices across campuses. PSPP is informed by best practices and subject matter experts in programming for students based on gender and culture. Program features include a bridge program, program orientation, intrusive counseling (in which counselors initiate meetings with students), an early alert system, professional development for employees, and mandatory homework labs and supplemental instruction.
  
- ❖ **2014-2024 Education Master Plan (EMP)**: BCC is in the process of developing a long-range, comprehensive document that will serve as the College's blueprint for the next decade. The Educational Master Plan is intended to guide institutional and program development at both the college and district levels. The priorities established in the Educational Master Plan will serve to guide college and district decisions about growth, development and resource allocation, and align with the five strategic areas of focus established by the District Governing Board.



## **Campus-Wide Goals with Measurable Outcomes**

In addition, the Student Equity Plan Task Force will align the goals and activities of the Student Equity Plan with the District's goals, the College's goals, and objectives embedded in the Education Master Plan and SSSP.

### **❖ 2014-2015 PCCD Annual Goals** (approved through shared governance)

- A. Advance student access, equity, and success:
  - A.1 Student access: Increase enrollment for programs and course offerings in the essential areas of pre-transfer foundational, ESL, CTE and transfer, to achieve the District target of 19,355 resident full-time equivalent student FTES.
  - A.2 Student success: Increase students' participation in SSSP eligible activities by 50 percent, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.
  - A.3 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and Student Equity Plans at each campus.
  - A.4 Student success: Using baseline data, increase student engagement in activities such as student governance, Campus Life activities, student leadership development, service learning programs, learning communities, student employment, etc.
- B. Engage and leverage partners:
  - B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.
  - B.2 Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
- C. Build Programs of Distinction:
  - C.1 Student success: Develop a District-wide first year experience student success program.
  - C.2 Student success: Develop an innovative student success program at each college.
- D. Strengthen Accountability, Innovation and Collaboration:

- D.1 Service leadership: Provide professional development opportunities for faculty, staff, and administrators that lead to better service to our students and colleagues.
  - D.2 Institutional leadership and governance: Evaluate and update policies and administrative procedures and the Planning, Budgeting, Integration Model (PBIM) participatory governance structure.
  - D.3 Institutional effectiveness: Update the PCCD Strategic Plan, College Educational Master Plans, District-wide Technology Plan, District-wide Facilities Plan, Comprehensive Program Reviews and Annual Program Updates to ensure that outcomes and assessments are aligned with PCCD Strategic Goals and Institutional Objectives.
  - D.4. Expand the use of technology: Provide opportunities for training in Moodle, use of library databases, online teaching and learning resources, online student support services, web-based educational software and applications, smart classrooms, and administrative applications.
- E: Develop and manage resources to advance PCCD's mission
    - E.1 FTES/FTEF target: Achieve the District target FTES/FTEF within budget.
    - E.2 Budget to improve student success: Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-resident tuition, grants, etc.
    - E.3 Fiscal oversight: Improve communication between the District and the colleges; prudently manage fiscal resources (general fund, bonds, benefits, OPEB, etc.); enhance processes contained in administrative procedures.
    - E.4 Support quality instruction: Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.

❖ **2014-2015 BCC Annual Goals** (approved through shared governance)

- Goal 1: Meet BCC resident student FTES target (3,939), and Achieve Total FTES of 4500 FTES by preserving and nourishing resources. PCCD Resident Student FTES Goal 19,355.
- Goal 2: Increase certificate and degree completion and transfers to four-year colleges or universities by inspiring and supporting students and maintaining high-quality educational programs.

- Goal 3: Improve career and college preparation, progress, and success rates (successfully transition students from pre-transfer foundation courses to college-level courses, as well as to CTE and careers.)
- Goal 4: Ensure BCC programs and services reach sustainable, continuous quality improvement level.
- Goal 5: Collaborate to ensure Fiscal Stability.

❖ **2014-2015 SSSP Goals** (approved through shared governance)

- Orientation:
  - At least 80 percent of all 2014-15 first-time freshmen (exempt and non-exempt) will receive college orientation at BCC via a flexible delivery mode as mandated by SSSP.
  - All (100 percent) 2014-15 first-time, nonexempt degree-and transfer-seeking students will receive college orientation at BCC via the flexible delivery mode as mandated by SSSP.
  - All (100 percent) students with 15 or more degree applicable units who do not have a declared major will identify a major or an area of study with assistance from Counselors, Transfer and Career Information Coordinator, or faculty advisors. Either an abbreviated or comprehensive SEP will be developed.
- Assessment:
  - Student placement and assessment scores, along with multiple measures, will be evaluated for course level recommendations.
  - BCC will identify and validate two or more multiple measures, e.g., high school GPA within the last two years for English and mathematics.
  - BCC will offer Academic and Career Café at least once per semester to (a) BCC students with an undeclared major, (b) BCC feeder high school students who are exploring their college area of study, or (c) anyone who is interested in learning further about their academic and career options. The Academic and Career Café will take place during a time period convenient to both day and evening students.
- Counseling, advising, and other educational planning services:
  - BCC will use the 2013-14 number of students who received counseling, 7,232, as the baseline, and increase the number of those receiving Counseling by at least 10 percent by the end of 2014-15.

- BCC will use 2013-14 number of SEPs developed, 3,065, as the baseline, and increase the SEP number by at least 10 percent by the end of 2014-15.
  - BCC Counselors will complete the development of an abbreviated SEP for all fall 2014 first-time freshmen (100 percent), and for at least 80 percent of all spring 2015 first-time freshmen.
  - BCC Counselors will assist 100 percent financial aid recipients in developing abbreviated SEPs.
  - Counselors will assist at least 50 percent of the 2014-15 first-time freshmen in developing their comprehensive SEP.
  - Counselors will assist at least 50 percent of students with undeclared majors in identifying a major or area of study and developing a comprehensive SEP.
  - Counselors will assist at least 50 percent of financial aid recipients in developing and updating their comprehensive SEP, if they do not already have one or fail to follow through.
- Follow up for at risk students:
  - 100 percent of students who are eligible for receiving follow-up services will be identified and notified for services in 2014-15.
  - BCC will develop strategies to increase BCC's Follow-up Service Ratio by at least 5 percent per term in 2015-16.

❖ **2015-2018 PSPP Goals for Initial Three Cohorts**

- 450 enrolled students by fall semester 2017.
- 80 percent persistence each semester through spring 2018.
- 40 percent completion for 450 students by spring semester 2020.

❖ **2014-2024 Education Master Plan Ten-Year Goals**

- EMP will not be composed until spring 2015. While the strategies and activities of BCC's EMP are still under development, the College has determined to focus EMP goals on eliminating achievement gaps and advancing access, equity, and success while enhancing academic excellence. In other words, EMP goals will be informed by the Student Equity Plan's data, goals, and activities. When we revisit the Student Equity Plan, EMP goals will be integrated with this document. Preliminary conversations surround efforts to configure new academic pathways to support student success and various methods to more meaningfully engage students on campus.

## **Access**

Using average enrollment data from the past six years as the baseline data points, BCC will:

- I. 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.
- II. Increase the enrollment of students with disabilities from 4 percent to 8 percent to match their representation in the regional service area by fall semester 2017.
- III. 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.

## **Transfer-Level Course Completion**

Using fall semester 2013 as the baseline data point, BCC will:

- I. 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.
- II. Increase student course success in all BCC transfer level courses from 66 percent to 70 percent for both men and women students by the end of spring semester 2018.
- III. 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-level course completion rate by 2024.
- IV. 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.
- V. 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-level course completion rate by 2024.
- VI. 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.

- VII. Increase student course success in English 1A from 63 percent for women and 58 percent for men to a minimum course success rate of 70 percent for women and 65 percent rate for men.
- VIII. 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.
- IX. Increase student course success in Math 13 for African American 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 percent minimum transfer-level course completion rate by 2024.

### **ESL and Pre-transfer Foundational Skills Completion**

Using fall semester 2013 as the baseline data point, BCC will:

- I. 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.
- II. Increase student pre-transfer foundational English course completion rates for two student populations (African Americans and active military and veterans) to 70 percent by the end of spring semester 2017.
- III. 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. Asian students are close to realizing this goal, but all other student populations are struggling to meet this target.

### **Degree and Certificate Completion**

Using average degree and certificate completion data from the past six years, BCC will:

- I. 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.
- II. Increase student degree and certificate completion by 20 percent each year for the next three years.
- III. Increase transfer rates to CSU by 50 percent by spring semester 2018.

### **Transfer Rates**

Using average transfer rates to public four-year institutions in the State from the past six years, BCC will:

- I. 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.
- II. 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.
- III. Increase transfer rates to CSU by 50 percent by the end of spring semester 2018.

## Activities

The 2015-2018 BCC Student Equity Plan will contain an extensive list of activities for each indicator in addition to the campus-wide goals presented here.

### Highlights of Campus Wide Activities

This section will highlight the various campus-wide activities aimed at closing the equity gaps presented earlier in this report.

- **Finalize the EMP which champions equity and the success of all students, particularly those from historical underperforming populations by the end of spring semester 2015.**

**FUNDING SOURCE:** The General Fund covers the salaries of the employee stakeholders involved. Community leaders and students will not be compensated for their involvement.

- **Implementation of SSSP initiatives and programs.**

BCC will develop orientation in various delivery modes, keep the information comprehensive and up-to-date, and add additional orientation sessions during the first point-of-entry timeframe, (e.g., two weeks before and two weeks into the semester) based on student demand. BCC will continue to make orientation delivery options available to students throughout the semester.

BCC will conduct one-stop entry service: orientation, placement and assessment, counseling, abbreviated SEP development and registration for the majority of its first-time students starting in spring 2015.

PCCD and BCC will implement online orientation (currently in production) to all BCC incoming students who choose this orientation format as one of the alternatives for orientation in spring or fall 2015.

BCC will validate at least one multiple measure tool, e.g., high school GPA within two years of completion for English and/or math.

PCCD and BCC will complete re-validation of ACT COMPASS and complete ESL writing placement test validation.

BCC will begin to implement a case-management counseling method that was successfully piloted in 2013 so that all first-time matriculating freshmen in 2014-15 will have a designated Counselor.

By the close of spring semester 2015, BCC will implement an enhanced Faculty Advising Model by identifying instructional faculty as faculty advisors. These advisors will offer academic and career pathway information to students who need disciplinary specific advice. The number of students receiving faculty advising will be recorded to be used as baseline data for follow-up and evaluation.

BCC and PCCD will conduct research studies to evaluate the impact of BCC follow-up strategies and use as the basis for productive strategizing to better serve students and promote student success.

**FUNDING SOURCE:** SSSP funding will cover the expenses associated with these student support services.

➤ **Launch the Peralta Scholars PERSIST Program (PSPP) by the start of fall semester 2015.**

Peralta Scholars PERSIST Program is a comprehensive academic success program targeting underperforming students with lower socioeconomic status at BCC aiming to positively impact the rates of recruitment, persistence, and completion.

In spring semester 2015, PCCD will centralize oversight of PSPP at the District level to coordinate the current efforts of the four colleges in the District and standardize practices across campuses. PSPP is informed by best practices and subject matter experts in programming for students based on gender and culture.

Program features include a bridge program, program orientation, intrusive counseling, early alert, professional development for students and employees, mandatory homework labs, and supplemental instruction.



Program benefits will include Peralta Foundation scholarship, PSPP grants to cover all educational expenses off-set other basic living expenses (including book vouchers, campus parking fees, technology, child care costs, and instructional supplies), delivery of SSSP services, and a built-in peer network from the bridge program.

Eligible program participants will include California residents (including AB540 students) who test into pre-transfer foundational courses and qualify for financial assistance. Eligible applicants must agree to enroll in a minimum of 12 units per semester and select an approved major with the intent to graduate and/or transfer within three years.

PSPP will also include a course specifically designed to support the academic success of African American and Latino men students. Specifically, BCC will create a course that seeks to center the lived experiences of African-American and Latino men in community college. This class will hear around study skills, college life balance, future academic aspirations, goal setting, self-efficacy, health and wellness, and actual help with schoolwork. This class will be a one year long program, especially geared towards students who are in their first year of community college. In essence, form, it will function as a bridge program for African-American and Latino men students who have demonstrated need in so far as educational success is concerned.

For Students that enroll in the College Life and Manhood Course:

- They will have a community to draw inspiration and support from.
- Practically, they will be placed into small cohorts within the larger community so that they have peers to study with and to help hold each other accountable. Research has proven that the cohort model is especially efficacious in higher education for hyper-marginalized students (Treisman, 2004; Mendoza-Denton, 2012; Nasir, 2011).
- Quantitatively, students who participate regularly will need to submit progress reports to LRC coordinator and College Life Course instructor so that their progress can be recorded within semesters as well as semester by semester, respectively. This will allow the LRC coordinator and or College Life instructor to make recommendations on possible remediation measures where necessary. All of this works to build a community of support for students, which is vital (Nasir, 2011; Freire, 1994; Triesman, 1994; Mendoza-Denton, 2012).
- Qualitatively, students will be prompted, via survey, to answer questions on changes regarding their interest, engagement, and/or identification with BCC.
- Individual and focus group interviews will be conducted in the beginning of the semester as well as at the end of the semester to capture student narratives regarding the efficacy of this course and

whether or not they feel it has positively or negatively affected their academic identity (Nasir, 2011; Brown, 2006).

**FUNDING SOURCE:** Measure B funds will be used to hire the equivalent of a full-time instructor and full-time counselor to administer the program. Basic Skills Initiative funding will support material and operational expenses. Student Equity Plan funds will be used for supplemental book vouchers that cannot be funded by TRiO.

➤ **On-going improvement and expansion of the PERSIST Learning Community.**

PERSIST (an acronym for Personal Initiative and Social Transformation) is a program at Berkeley City College that acts as a gateway toward achievable workforce preparedness, knowledge-based careers, degree completion, and transfer. Students in PERSIST identify and focus on an issue vital to their living and learning environment, working in teams on a semester-long project, gaining academic skills as well as insight into the problems facing their communities. This learning cohort approach acknowledges, even draws on, the personal and academic experiences of students that often hinder their ability to succeed. Different learning styles are identified as strengths, and PERSIST students use them to develop communication and leadership skills while acquiring Math, writing, and critical thinking skills crucial to a certificate program or degree.

PERSIST began with the efforts of concerned instructors to create a learning cohort for pre-transfer foundational students. The initial effort, called “Foundations,” began in Spring 2008, with instructors from Math, English and Counseling meeting once a week to discuss the progress of the cohort, individual students’ performance and issues outside the classroom that had possible effects on these learners. Early on, discussions often focused on our own awareness of teaching styles. Midway through that semester, a professional development presentation by Diego Navarro laid out the learning cohort approach of Cabrillo College’s Academy for College Excellence (ACE – formerly Digital Bridge Academy), which provided the model for BCC’s PERSIST program.

The PERSIST program will house PSPP through dedicated cohorts and will therefore be inextricably linked to one another. Most of the PSPP elements described above have been built into the existing PERSIST learning community. PSPP currently serves 150 students, but we anticipate PSPP will double in size in fall semester 2016 to 300 students and triple in size by the fall semester 2017 to serve 450 students. Prioritized recruitment efforts will focus on student populations with significant equity gaps in outcomes.

PSPP will be open to students from all cultural backgrounds, but students with similar cultural backgrounds will be assembled for affinity social events, academic interventions, and restricted courses that focus on the unique needs of these students.

**FUNDING SOURCE:** Measure B funds will be used to hire the equivalent of a full-time instructor and full-time counselor to administer the program. Special Projects (BSI and Perkins) will support material and operational expenses.

- **Require all administrators, all staff, and all faculty who participate in PSPP to complete the Academy for College Excellence's (ACE) Experiential Learning Institute (FELI—originally Faculty Experiential Learning Institute) by spring semester 2018.**

Started in 1999, ACE partners with community colleges across the nation, serving underprepared students with a wide range of developmental needs to increase their certificate, degree, and transfer completion rates. ACE has three targeted objectives:

(a) To give underprepared community college students the opportunity to better their lives by helping them develop the academic qualifications, professional skills, and personal attributes necessary to succeed;

(b) To “bridge” students into regular community college courses via one full-time, semester-long transformative learning environment focused on academics and self-efficacy;

(c) To increase the number of students who emerge from community college prepared for a professional career.

The ACE Experiential Learning Institute (FELI) is a five-day professional development experience designed for community college faculty, staff, and administrators. The FELI is an experiential workshop involving more than fifty exercises and activities. These activities include but are not limited to large group discussion, small group sharing and presentations, movement activities, role-playing and reflection. ACE structures the activities to create a community of learners, and asks that all attendees be prepared to participate fully as active learners. The training uses many different pedagogical techniques to allow for learning and growth in unexpected ways, as well as to keep participants fully engaged throughout the day. Participants are required to attend each day in full as each exercise builds on the previous one and rapport is built within the group as the days unfold. Each FELI group is capped at 25 participants to ensure time for each participant to be heard.

The FELI workshop challenges participants in many ways:

- Participants will be asked to closely examine reality versus their perceptions in the areas of working styles, listening abilities, and communications techniques.
- Participants will experience the difference between outside-in learning and inside-out learning.
- Participants will be asked to practice authentic communication and understand the value of self-awareness and self-disclosure as vehicles for the transformation of education.
- This workshop simulates the transformative learning incorporated into the ACE Bridge Semester program for students.

**FUNDING SOURCE:** BCC will fund three FELI trainings per year starting in spring 2015 to ensure that all stakeholders can fulfill this bold campus-wide professional development mandate. Student Equity Plan funding along with categorical funding [specifically, Basic Skills Initiative (BSI) and Perkins support for Career Technical Education (CTE) programs] will cover the expense of the ten scheduled FELI training workshops, which will provide the capacity to train 250 BCC employees.

➤ **Require all student workers, ambassadors, lab tech assistants, tutors, and writing coaches to participate in cultural-competency training.**

For myriad reasons, African American and Latino students, as traditionally marginalized students who have for far too long been positioned at the nadir of academic success, do not take full advantage of the resources made available to them. BCC knows that educational achievement is as important to African American and Latino students as it is to their more academically successful Asian and European American counterparts (Nasir, 2011; Delpit, 2012) struggle most with course completion and ultimately transfer and/or degree completion take advantage of the available resources like tutoring and mentoring.

Research indicates that African Americans and Latinos are well aware of their groups' negative reputations. Indeed, some research suggests a tendency for African Americans and Latinos to be hyperaware of the negative expectations about their group and to considerably overestimate the extent to which the mainstream sees them as less intelligent and more likely to commit crimes and live off welfare (Sigelman and Tuch, 1997). Thus, when black students are in an evaluative situation—being called on in class, for example, or taking a test—they experience an additional degree of risk not experienced by non-stereotyped students (Steele, 2011).

To mitigate the pernicious effects of stereotype threat (Steele, 2011; Mendoza-Denton, 2012), the Learning and Resource Center needs to be positioned as a bastion of inclusion and support. For an inclusive, supportive,

and nutritive atmosphere to become realizable, the tutors that work with the LRC need to be trained to work with students that come from different socio-political, socio-historical, and socioeconomic backgrounds than their own (Hooks, 2004). This means that tutors would need on-going training on things like high-order empathy and cultural sensitivity. Not only will this kind of training benefit the students served by tutors, tutors themselves will benefit mightily from this kind of training as well.

**FUNDING SOURCE:** Student Equity Plan funding along with categorical funding [specifically, Basic Skills Initiative (BSI) and Perkins support for Career Technical Education (CTE) programs] will cover the expense of the series of training workshops, which will provide the capacity to train all BCC student-employees.

- **Modeled on the work of the 2020 Vision, create and implement Academic Support Index (ASI) to generate predictive data analytics, which will guide the decision-making about how to support student success at BCC. BCC ASI will be generated by the end of spring 2016. The ASI will be piloted in academic year 2016-2017 and rolled out for campus-wide employment in academic year 2017-2018.**

The City of Berkeley obtained a Lumina Foundation grant in spring 2014 to assist the city, BUSD, BCC, and UCB with inter-organizational data collection and analysis. This funding led to the formation of BUSD's ASI. BUSD uses the ASI as a tool for three purposes:

- (a) pre-identifying students who are at-risk for academic underperformance
- (b) program and intervention evaluation, and
- (c) more precise data disaggregation. ASI is re-calculated annually.

Students are assigned an ASI score based on range of predictors of student academic success. Students who are exposed to greater risk are scored higher, and students with little to no exposure to risk are scored lower. BUSD uses the following demographic contributors to determine a student's ASI ranking.

To determine the impact of a host of demographic indicators, BUSD's Educational Services Department conducted extensive analysis of student success data within the school district. Their findings evidence that most categories of race, ethnicity, and gender are statistically insignificant when disaggregated by SES. Poverty level—not gender, race, or ethnicity—remains the most reliable predictor of student academic outcomes. However, for one category of students, race does have a degree of predictive value. After extensive research, BUSD determined that race and ethnicity are not demographic contributors to the ASI for any population of students except African Americans. America's historical treatment of African Americans and

the legacy of institutional racism have structurally disadvantaged students. The ASI only takes race into consideration for African American students.

***It is extremely important to emphasize that race (in this case, being black) is NOT a predictor on the ASI. The ASI takes into consideration the “experience” of being black in educational institutions built to disadvantage African American students.***

In addition to poverty and experiencing education as an African American student, a set of other indicators also correlated with students’ academic success. All demographic indicators are presented in Graphic A.1 and include designation as an English language learner, placement in special education programming, parent education level, experiencing education as an African American, and CST scores (which will be replaced by Common Core test results when the transition to the new national standards has been completed). For federal categorical funding purposes, public schools collect data on the demographic contributors. Using the District database, PCCD Office of Institutional Research can tabulate student ASI scores to determine individual scores ranging from 0 to 10.

Graphic A.1 Demographic Contributors to the ASI

## Demographic contributors to the ASI (Academic Support Index)

Demographic characteristic:	Points
<b>English Learner</b>	<b>2</b>
<b>Special Education</b>	<b>2</b>
<b>Socio-Economically Disadvantaged</b>	<b>2</b>
<b>Parents are not high school graduates</b>	<b>2</b>
<b>Parents are high school graduates</b>	<b>1</b>
<b>Experiencing Education as an African American Student</b>	<b>1</b>
<b>CST Math Far Below Basic*</b>	<b>2</b>
<b>CST ELA Far Below Basic*</b>	<b>2</b>
<b>CST Math Below Basic*</b>	<b>1</b>
<b>CST ELA Below Basic*</b>	<b>1</b>

\*Will be taken off the ASI next year, replacement to be determined.

Source: BUSD, October 2014.

By determining the value of each demographic contributor through statistic modeling, BUSD (in close collaboration with The City of Berkeley's Office of the Mayor) has been able to chart a close relationship between ASI and student academic outcomes, with a correlation coefficient of over .95.

With the ASI pilot in progress, BCC will now work with BUSD to establish a data sharing memorandum of understanding to allow BCC counselors the ability to determine which incoming BCC students require interventions and develop individualized intervention plans for at risk students.

Rather than wait until they fail to provide students with supports, BCC will use predictive data analytics to direct students to instructional programs and student support services at or before enrollment. The specific demographic contributors that impact BCC students have not yet been identified. Detailed analysis of student success data will drive these determinations. Potential contributors include SES, past experience in foster care, active military or veteran status, disabilities, immigration status, English language learner classification, single parenthood, high school English grade point average, BCC placement assessment scores, full-time versus part-time enrollment status, employment status (on or off campus), degree of involvement in Campus Life, participation in a learning community or special project (e.g., TRiO, EOPS), and successful completion of SSSP requirements (e.g., attending orientation, going to counseling, setting up an SEP, choosing a major, and receiving services under the early alert system, etc.). Just as state governments use elementary school test scores to anticipate the number of prison beds they will need to build twenty years into the future, BCC will use ASI to calculate the resources we need to funnel students into and through the College.

ASI will transform the way the College supports student success through Disruptive Innovation. Disruptive innovation, a term of art coined by Christensen (2008), describes a process by which a product or service takes root initially in simple applications at the bottom of a market and then relentlessly moves up market, eventually displacing established competitors. Predictive data analytics will bring revolutionary change to educational systems. BCC aims to be at the forefront of this work.

**FUNDING SOURCE:** Measure B and Student Equity Plan funding will be allocated to the development and implementation of BCC's ASI.

- **Assist with the development of a district-wide mechanism by which student SES data can be collected and used to disaggregate longitudinal data on race, ethnicity, gender, and special populations (students with disabilities, active military and veteran students, and foster youth) to**

**better understand the impact of poverty on our students by the end of spring 2015.**

This activity will assist with the construction of ASI.

**FUNDING SOURCE:** The General Fund covers employee salaries, which assumes the bulk of the funding required for this activity.

- **Assist with the development of district-wide systems and protocols to identify, track, and evaluate the academic success of current and former foster youth by the end of spring 2015.**

**FUNDING SOURCE:** The General Fund covers employee salaries, which assumes the bulk of the funding required for this activity.

- **Align all Student Equity Plan efforts with Special Project initiatives [which at present include BSI, AB 86 (adult education pathways), and Career Pathways Trust (CPT)] efforts to maximize efforts and transitional resources.**

**FUNDING SOURCE:** Special Projects (BSI, Perkins) as well as CPT and AB 86 grant funds.

- **Establish an institutionalized foster youth program housed under the dean of student services working in partnership with community organizations that serve current and former youth.**

Convene a work group to continue to explore data on foster youth and to identify goals and activities to support the academic success of current and former foster youth at the College. We presently have very little data on this important student population.

**FUNDING SOURCE:** The General Fund covers employee salaries, which assumes the bulk of the funding required for this activity. Supplemental funding can come from the Student Equity Plan, SSSP, BSI, and Perkins to support newly proposed initiatives and programs to support the academic success of foster youth.

- **Hire one dedicated 20-hour adjunct academic counselor to work exclusively with active military and veteran students and one dedicated 20-hour adjunct academic counselor to work exclusively with foster youth.**

**FUNDING SOURCE:** SSSP.



- **Working closely with the Public and Human Services Program and Campus Life, organize an annual Disability Awareness Week to celebrate rather than stigmatize physical, intellectual, and developmental disabilities and mental health starting in spring semester 2016.**

**FUNDING SOURCE:** Special Projects (Perkins), DSPS, and Associated Students BCC. SSSP funding should fund related efforts. General Fund covers employee salaries. General Fund covers contract employee salaries.

- **Create a glossary of vocabulary and terms that will shift the discourse on equity by changing terms like “basic skills” and “tutoring” to “pre-transfer foundational” and “academic supports.”**

The Student Equity Plan Task Force wants BCC to function as a community, where students are engaged, empowered, and equipped to do great things at BCC and beyond. As one step in the community building process, we want invite BCC students and staff to work together, collaboratively, to create a glossary of key critical terms that inhere around ideas and concepts of justice, equity, diversity, and academic excellence. The goal is to create, curate, and later publish (online) a BCC specific glossary of key terms that is developed, i.e., co-constructed with BCC staff and students. The glossary should be completed by the end of fall semester 2015 and updated at least once per year.

**FUNDING SOURCE:** Measure B funds will be used to hire the equivalent of a full-time instructor and full-time counselor to administer the program. Special Projects (BSI and Perkins) will support material and operational expenses.

- **Coordinate a speaker series with leading scholars in the field of equity to foster transparent conversations on campus about diversity and institutional reform based on scholarship.**

The bibliography for this report will include publications by preeminent scholars in the field of equity in education. BCC will invite academicians, such as Shaun Parker, Tyrone Howard, and Jeannie Oaks, to provide workshops and lecture series to connect the campus’ equity efforts to the national movement.

**FUNDING SOURCE:** Student Equity Plan funding.

- **Work with PCCD to restructure the delivery of health and wellness services at BCC. A workgroup is currently exploring options and developing a new program model.**

**FUNDING SOURCE:** Student Health Fee.

- **Fulfill the College's pledge to pull data each semester to track BCC's progress in reaching the ambitious Student Equity Plan goals. The collection of data will be coupled with robust data professional development to increase data access-capacity, including the development of a data plan (quantitative and qualitative data gathering) to measure desired outcomes, which include the appointment of a chief diversity officer and SSSP coordinator with a dedicated staff assistant.**

Increased faculty and staff data access and capacity including monthly trainings on PCCD, local, state, and federal data tools (e.g., business intelligence tool access, CalPASS, Launchpad, Scorecard, etc.). All department chairs, program coordinators, and learning community coordinators will be trained on the business intelligence tool and given guidance on how to request and analyze data based on queries, by the end of spring semester 2015.

Faculty and staff training on developing measurable outcomes and data plans ensure data are available to assess progress by the end of fall semester 2015.

Tracking of usage and impact of the success of current interventions, and scale if successful. Efforts should be taken to conduct program evaluation and make program improvements at least annually.

Calendar and hold campus-wide Student Equity Plan Task Force meetings at least twice per semester. In addition, the five indicator work groups will be expected to meet twice per semester as well. Each indicator group should meet as a distinct group and should not be combined as each indicator group has distinct goals and activities to track and measure. The Student Equity Plan Task Force and the five indicator groups must include representatives from across the College including faculty, staff, administrators, representatives from community-based organizations, and most importantly students. All students are invited and welcome to participate in these meetings, but the College will ensure that students from the targeted underserved populations will be involved as experts.

Compile a registry of all K-12, adult school, employer, and community organizations as well as a registry of CTE and non-CTE advisory boards with their respective member contact information to promote transparent governance and open lines of communication with invested community stakeholders.

**FUNDING SOURCE:** Measure B will fund an institutional researcher who will work closely with General Fund-supported administrators, faculty, and staff

to own the work of the Student Equity Plan. The assessment coordinator, the vice president of instruction, the vice president of student services, the institutional researcher, and invested faculty and staff will participate as part of their General Fund job duties. The aforementioned personnel will collaborate to deliver data to the campus community at least once per semester. Special projects categorical funding will support catering and part-time faculty stipends when appropriate. Measure B funds will be used to hire the equivalent of a full-time instructor and full-time counselor to administer the program. Basic Skills Initiative funding will support material and operational expenses. SSSP and Student Equity Plan funding will cover the salary of the chief diversity officer and dedicated staff assistant.


## Resources


### Financial

The Student Equity Plan will draw on financial support from all funds in the College budget, as all planning and work done on campus will support the equity efforts. The General Fund, student tuition and fees, Measure A, Basics Skills Initiative, Title III (which concludes this year), and Perkins have been steady funding streams at the College for a while. These funding sources will continue to finance salaries, material resources, and program operations on campus, but decisions about how best to allocate these funding streams will be based on what we need to do to eliminate the equity gap. In addition to these established funding sources, BCC now has access to \$250,000 for academic year 2014 to 2015. The College anticipates this funding will be renewed for the next three years to support full implementation of the Student Equity Plan. Three supplemental funding sources have also been added to BCC's coffers to help support student success and eliminate disparities in outcomes for disadvantaged populations. These three supplemental funding sources are:

- 📌 **Student Success and Support Program (SSSP):** (formerly Matriculation) is the new funding model for mandated student services and support programs at California's community colleges. SSSP created processes to enhance student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. These processes are designed to enhance admissions, orientation, assessment and testing, counseling, and student follow-up. The goals of SSSP are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-directed components of the Student Success and Support program. The SSSP Unit provides coordination and leadership to the community colleges with respect to credit and noncredit programs and services. Staff also provide technical assistance in the areas of prerequisites,

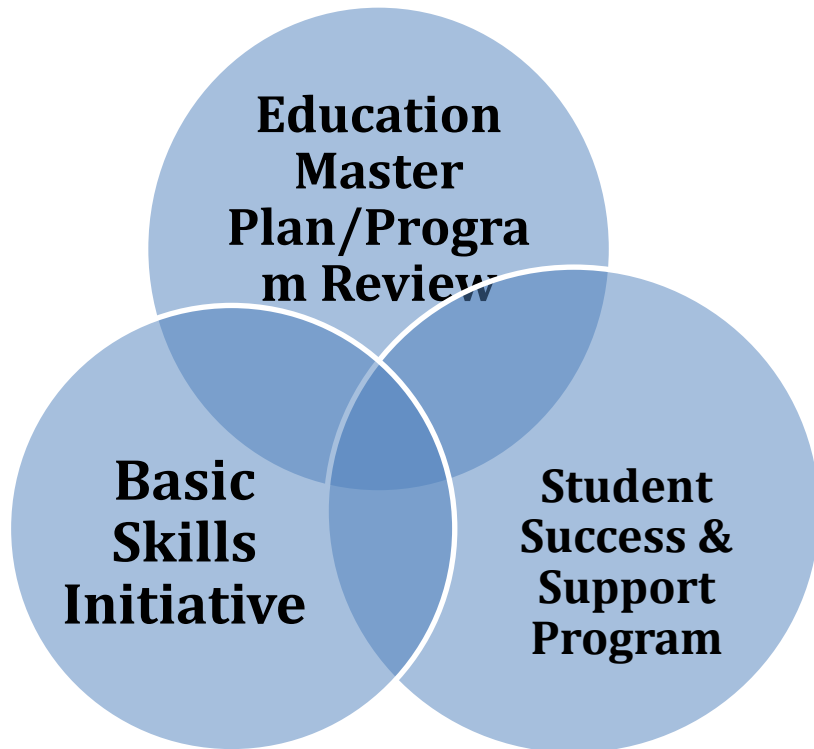
assessment, and SSSP plan review, in addition to administering the SSSP budget: allocations, recycling funds, and special project grants and contracts.

 **Measure B:** provides the College of Alameda, Laney College, Merritt College and Berkeley City College secure funds that cannot be taken by the state, and supports affordable college education, providing core academic programs including math, science and English; training students for successful careers; and educating students to transfer to university. Peralta Community College District levies \$48 per parcel annually for eight years with Citizens' Oversight, no funds for administrators' salaries, and all funds spent in Peralta Community College District (PCCD). These funds will be used to employ two FTE faculty (one instructional and one counselor) to administer PSPP and development of ASI, the College's primary diversity initiatives.

 **Career Pathway Trust Grant-Linked Learning:** The East Bay I-80/880 Consortium, led by the Peralta Community College District, is focusing on preparing students for four critical sectors in the East Bay: Health Sciences, Engineering (including Advanced Manufacturing), Information and Communication Technologies and Digital Media, and Public Service. Industry partners in the consortium include Bayer, Oakland Children's Hospital, Bio-Rad, San Francisco General Hospital, Lawrence Livermore Laboratory, Turner Construction, BAYWORK, Terminal Manufacturing, Autodesk, Maxon Computer, the Alameda County Sheriff's Office, and the Richmond Police Department. Grant recipients are tasked with creating sustained career pathways programs that connect businesses, K-12 schools, and community colleges to better prepare students for the 21st century workplace. Grant recipients this year include 12 consortia receiving up to \$15 million each, 16 receiving up to \$6 million each, and 11 receiving awards of up to \$600,000 each.

## Personnel

According to the mandate from the California Community College's Chancellor's Office (CCCCO), the 2015-2018 BCC Student Equity Plan should aim to bridge the overlap of three parallel initiatives on campus: Basic Skills Initiative, Education Master Plan, and Student Success and Support Program (SSSP). The diagram below demonstrates this overlap in roles and responsibilities. The darker shaded blue linked portions of each of these three parallel initiatives demonstrate the intent of the Student Equity Plan mandate to inextricably link efforts across the College. The Student Equity Plan should serve as the glue that bonds these three initiatives to ensure the academic success of all student populations, particularly those from disadvantaged communities.



Source: CCCC Student Success and Support Program Conference, September 2013.

The administrative team will share responsibility for development and implementation of the Student Equity Plan and related efforts.

- ✚ President, who leads all equity efforts for the College
- ✚ Vice President of Instruction, who will integrate the Student Equity Plan into the 2015-2016 Educational Master Plan
- ✚ Vice President of Student Services, who authored the SSSP Plan and oversees the budget associated with State-mandated services
- ✚ Business Services Officer, who oversees campus financials and facilities
- ✚ Dean of Student Services and Student Equity Plan Task Force Committee Chair and Staff Assistant, who oversee special population programs (EOPS, TRiO, DSPP, and CalWORKS)
- ✚ Deans of Instruction and Staff Assistants, who oversee Basics Skills Initiative and Perkins Categoricals
- ✚ Director of Special Projects, who oversees categorical reporting and grants

- 🚩 Director of Campus Life, who oversees recruitment, outreach, and student social and civic engagement efforts on campus
- 🚩 *NEW!* Chief Diversity Officer and Student Success and Support Program (CDO+SSSP) Coordinator and Staff Assistant, who will oversee all SSSP initiatives on campus as well as champion implementation of the Student Equity Plan
- 🚩 *NEW!* Institutional Researcher, who will work closely with the administrators above to evaluate progress towards end goals and provide data to drive the Student Equity Plan Task Force's decision-making

Student Equity Planning Task Force is open to all community members. Membership must include students, staff, faculty, administrators, and community partners. All administrators will participate in the Student Equity Plan Task Force. The president of the Black Student Union has volunteered to serve as the student organizer to ensure students are always part of conversations that relate to equity and diversity at BCC. While anyone can participate, particular BCC faculty and staff are expected to participate in the Student Equity Plan Task Force. They include:

- 🚩 Learning Community Counselors
- 🚩 *NEW!* Associates Degrees for Transfer Task Force Counselors
- 🚩 *NEW!* Career Technical Education (CTE) Counselor
- 🚩 *NEW!* Learning Resources Center (LRC) Faculty Advisors
- 🚩 *NEW!* Learning Resources Center Coordinator
- 🚩 *NEW!* Peralta Scholars PERSIST Program Faculty (or Full Time Equivalent)
- 🚩 *NEW!* Peralta Scholars PERSIST Program Counselor (or Full time Equivalent)
- 🚩 Veteran's Affairs Faculty and Staff
- 🚩 Library Faculty and Staff
- 🚩 Counseling Department Chair (or designee)
- 🚩 Assessment Coordinator
- 🚩 Professional Development Committee Chair (or designee)
- 🚩 Planning for Institutional Effectiveness Chair (or designee)

## College Student Equity Plan Contact

Dean Brenda Johnson will serve as BCC's Student Equity Plan Task Force Committee Chair. She can be contacted at:

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## Campus-Based Research

### Overview

This chapter will provide an overview of the raw data on student performance and outcomes at Berkeley City College (BCC). This data will consider each of the five indicators separately. These indicators include access, transfer-level course completion, English as a Second Language (ESL) and pre-transferable foundational course completion, degree and certificate completion, and transfer rates.

The data and analysis presented below deliberately seeks to complicate our understanding of difference and equity. Rather than simply document the underperformance of particular subgroups, this chapter aims to highlight both successes and growth areas for the various ethnic, racial, gender, socioeconomic, and special populations at BCC. Whereas equity initiatives often contribute to stereotype theory by characterizing ethnic minorities and special populations as a monolith, we aim to provide a more sophisticated and accurate portrayal of the students we serve.

BCC put out an open call to the community for all stakeholders (including students, faculty, staff, administrators, and community leaders) to serve as members of the Student Equity Plan Task Force. Appendix A includes a list of the individuals who enlisted in this endeavor.

## **Guiding Benchmarks**

Campus conversations around equity were governed by eight guiding benchmarks championed by Harper (2014) in “Institutional Efforts to Improve Black Male Student Achievement: A Standards-Based Approach.” As the College’s equity efforts serve more than African American men students, these benchmarks have been modified accordingly.

- (1) Inequalities are transparent, and data are used to guide institutional activities.
- (2) Representatives from target equity groups are meaningfully engaged as collaborators and viewed as experts in designing, implementing, and assessing campus initiatives.
- (3) Actions are guided by a written strategy document (referred to as BCC’s Student Equity Plan 2015) that is collaboratively developed by various institutional stakeholders, ranging from students to the college president.
- (4) Learning, academic achievement, student development, and improved degree attainment rates are prioritized over social programming.
- (5) Initiatives are grounded in published research on empirically proven best practices for closing equity gaps.
- (6) Efforts are enhanced by insights from students targeted by equity efforts.
- (7) Institutional agents engage in honest conversations about prejudice (defined as racism, sexism, classicism, homophobia, ageism and other forms of discrimination, particularly bias against students with disabilities, active military and veteran students, and current and former foster youth) and the harmful effects of prejudice on BCC students and employees.
- (8) At every level, institutional agents are held accountable for improving student outcomes and closing the equity gap. Specifically, all employees pledge to work to improve student retention, academic success, engagement, graduation rates, and transfer rates for underserved populations.



## Indicator Definitions and Data

Data for this report were pulled from U.S. Census' 2008-2012 Community Survey, the California Community College's Chancellor's Office's (CCCCO) Data Mart, and the Peralta Community College District's (PCCD) Office of Institutional Research (Business Intelligence Tool and Data Mart).

When possible, longitudinal data were provided for the six-year period starting in fall semester 2008 through the end of 2013. In addition, data for all five indicators was disaggregated by the intersection of race and ethnicity to gender when feasible.

For this report, courses traditionally designated as "basic skills" will be referred to as "pre-transfer foundational skills" to help reduce the stigma historically associated with these courses and the students who take them.

The concept of the "70 percent threshold" comes from BCC's Education Master Plan 2014, which is currently under development. Over the next ten years BCC aims to close the equity gap and increase student course success rates to above 70 percent across all student subgroups on campus.

The term "gender" refers to socially constructed identity. Categorization will be based on self-identification. The two gender subgroups will be defined as "men" and "women."

The linked terms of "race and ethnicity" will be employed interchangeably. Categorization is based on self-identification. The four racial and ethnic groups that demonstrate statistical significance at BCC follow: African Americans, Asians, Latinos, and white non-Latinos.

The five indicators have been identified by CCCCCO as follows:

Veterans are defined as men and women who have served (even for a short time), but are not currently serving, on active duty in the U.S. Army, Navy, Air Force, Marine Corps, or the Coast Guard, or who served in the U.S. Merchant Marine during World War II. People who served in the National Guard or Reserves are classified as veterans only if they were ever called or ordered to active duty, not counting the 4-6 months for initial training or yearly summer camps. All other civilians are classified as nonveterans. While it is possible for 17 year olds to be veterans of the Armed Forces, ACS data products are restricted to the population 18 years and older. Data for both active military and veterans will be explored in the Student Equity Plan.

- Access: The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

- Transfer-level course completion: The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. “Course Success Rate” is defined as the percentage of students who received a passing/satisfactory grade. PCCD’s Office of Institutional Research has operationalized course completion as:
  - 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).
- English as a Second Language (ESL) and pre-transferable foundational course completion: The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. “Course Success Rate” is defined as the percentage of students who received a passing/satisfactory grade. PCCD’s Office of Institutional Research has operationalized course completion as:
  - 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).
- Degree and certificate completion: The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor or advisor.
- Transfer rates: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

The economic crisis that confronted the United States starting in 2008 led to major cuts in programs and courses at all California public post-secondary institutions. Many of the graphs below will evidence a dramatic peak in student outcomes in 2010, particularly in the area of course completion. This peak can be attributed to increased enrollments at BCC by college-ready California State University (CSU) and University of California (UC) students who were unable to enroll in courses at their home campus. In consequence, BCC students at the pre-transfer level who typically register for courses later than their college-ready counterparts were unable to create schedules. In other words, the data for this year reflects a disproportionate

number of college-ready students from CSU and UC and excludes many of the students served traditionally by BCC.

The data presented under pre-transfer foundational course completion show a significant decline in success rates during fall semester 2012 and fall semester 2013. During these semesters, BCC experimented with an accelerated math pilot program. This pilot included stackable .5 unit courses, packaged as standalone modules which as if taken as a series would count for a traditional three or four-unit course. This pilot did not foster accelerated pre-transfer foundational math course completion. Instead, this pilot drastically impacted course completion success rates. For instance, if one student enrolled in six modules to complete what was formerly a three-unit pre-transfer math course, then he/she received six separate grades for what should be regarded as a single course grade. Students who failed these modules often received six F grades on their academic transcript. This pilot was phased out by spring semester 2014.

## **Access**

The following tables pertain to access. This section will compare the demographics of the regional service area with the student population of the College. BCC's regional service area includes the municipalities of Albany, Berkeley, and Emeryville. Access is defined as the percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

### **Student Race and Ethnicity**

Table A.1 contrasts the racial and ethnic composition of BCC's regional service area with the demographics of BCC students. Regional service area demographics have been determined using the U.S. Census Bureau's 2008-2012 American Community Survey. PCCD's Office of Institutional Research provided BCC student demographics. The student population in Table A.1 reflects the College's composition during fall semester 2008 and fall semester 2013, providing two points for consideration over the past six year period. With data from CCCCCO, Table A.2 provides longitudinal enrollment demographics for BCC over a six-year period from 2007 to 2013.

Table A.1. Six-Year Race and Ethnicity Rate for BCC as Compared with the Service Area of Albany, Berkeley, and Emeryville

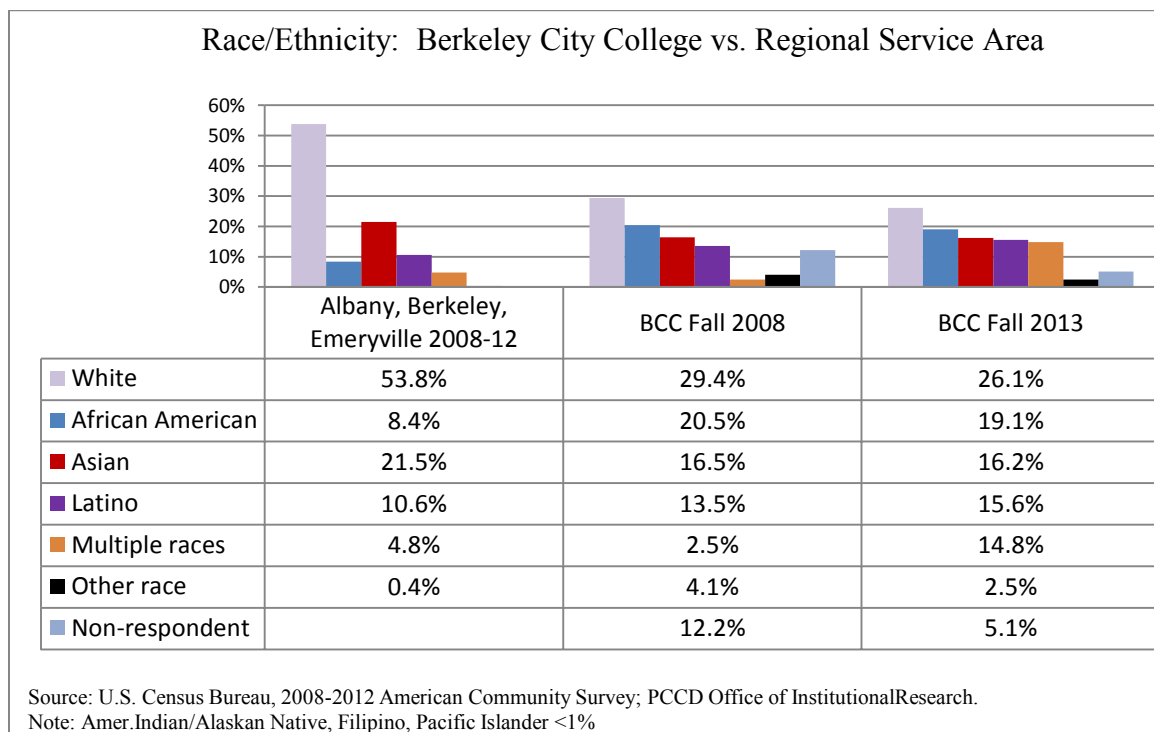
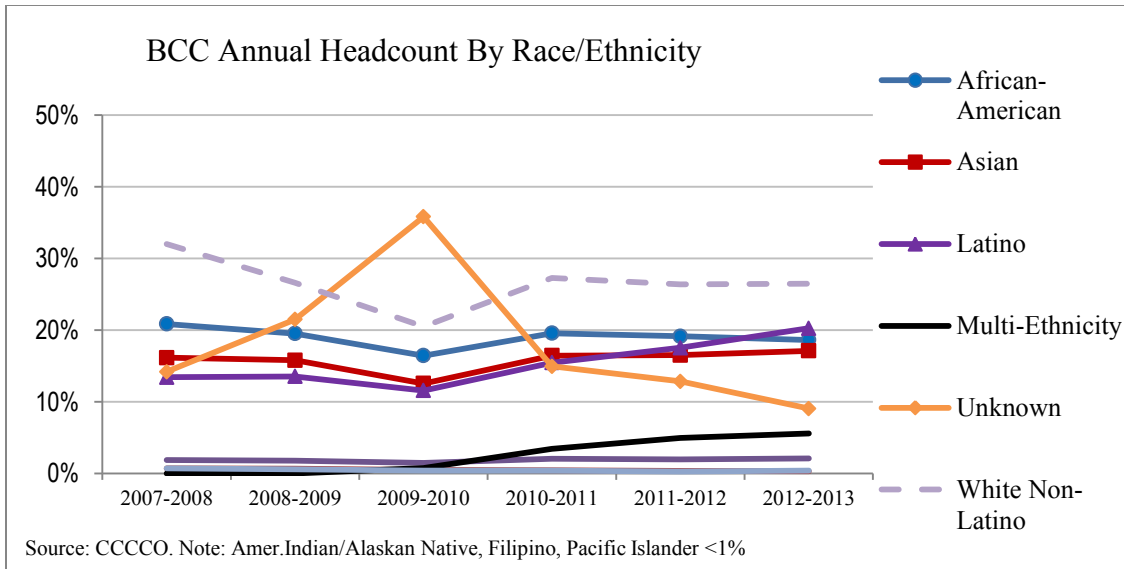


Table A.2. BCC Annual Headcount by Race and Ethnicity, 2007-2008 to 2012-2013



As Tables A.1 and A.2 illustrate, BCC serves a significantly more diverse student population than the surrounding service area. The College disproportionately attracts a greater percentage of Latino and African American students than the proportionate representation of these two demographics in the general population of the regional service area.

Whereas African Americans comprise 8.4 percent of the regional service area’s residents, black students account for roughly 19.1 percent according to PCCD’s Office of Institutional Effectiveness. African American student enrollments have declined slightly at the College, by about 1.4 percent. Similarly, Latinos make up 10.6 percent of the regional service area’s population, while the proportionate representation of Latinos at BCC was significantly higher. The Latino student population at BCC grew from 13.5 percent in fall semester 2008 to 15.5 percent of the College’s student body in fall 2013.

Meanwhile, the Asian student population at BCC has hovered around 16 percent, while the general population of Asians comprised 21.5 percent of the regional service area. White non-Latinos consistently have constituted the largest demographic group at BCC. White non-Latinos comprise only 26.1 percent of BCC’s student population, while white non-Latinos make up 53.8 percent of the residents in BCC’s regional service area.

Data provided by CCCCO in Table A.2 suggests an even higher proportion of Latino and African American students at BCC. To be consistent, racial and ethnic student population will refer to the data presented in Table A.1.

## Student Gender

Table A.3 and Table A.4 provide information about the gender composition of the regional service area as well as the College. Table A.3 presents the gender divide in the regional service area as well as the gender make up of BCC in fall semester 2008 and fall semester 2013, providing two points for consideration over the past six year period. Regional service area gender demographics were pulled from the U.S. Census Bureau's 2008-2012 American Community Survey. A.4 contains a line graph representing the gender composition of the College from 2007 to 2013. Table A.3 data were collected from CCCCCO.

Table A.3. Six-Year Gender Rates for BCC as Compared with the Service Area of Albany, Berkeley, and Emeryville

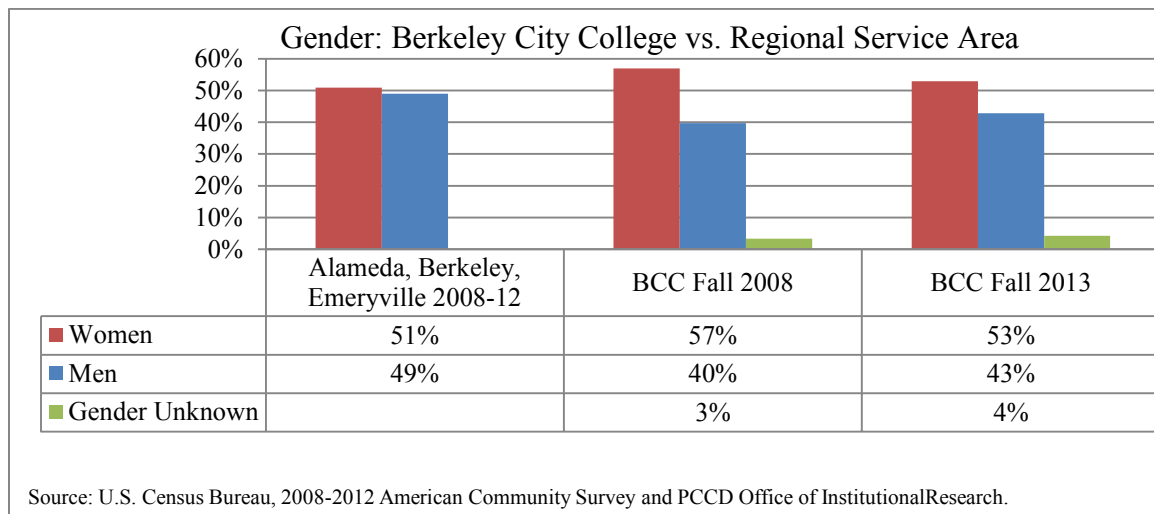


Table A.4. BCC Annual Headcount by Gender, 2007-2008 to 2012-2013

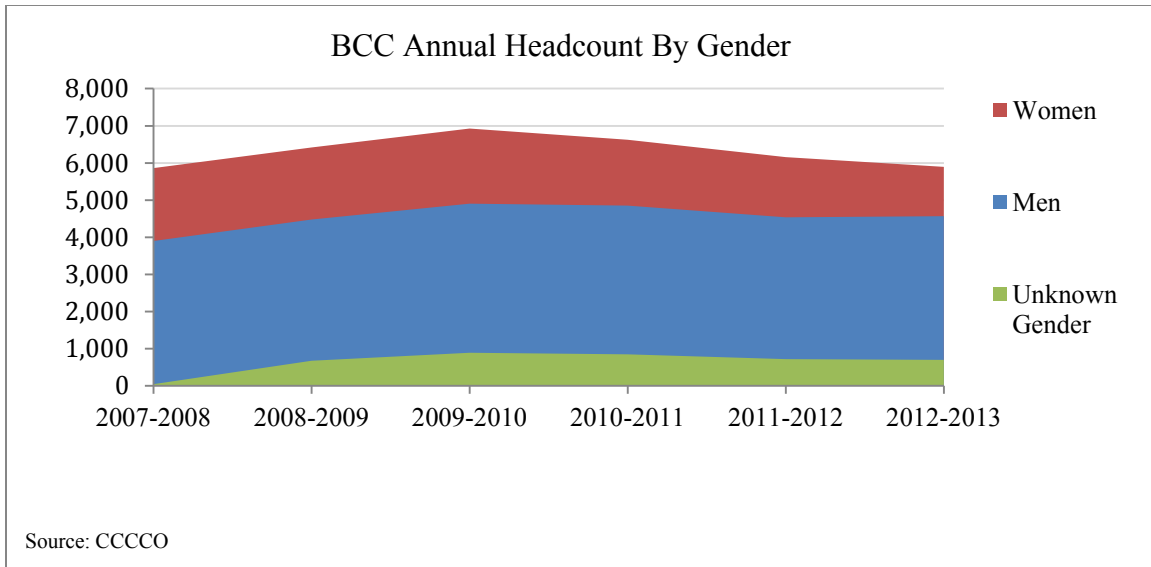


Table A.3 and Table A.4 disclose that women students comprise a disproportionately higher percentage of BCC students than the proportionate number of women residents in the regional service area. Women residents of the regional service area account for 51 percent of the local population, and their men counterparts constitute 49 percent of regional service area residents. BCC has consistently served a disproportionately higher women student population than men population, but this gap has declined sharply over the past several years. In fall semester 2008, the difference between the percent of men versus women students enrolled at BCC stood at 17 percent. The men population grew significantly over the past six-years as the women population decreased. In 2013, the difference between the percentages of BCC enrolled men versus women students shrank to 10 percent.

### Student Race and Ethnicity by Gender

Tables A.5-A.10 disaggregate demographic regional service area data further by providing the intersection of race and ethnicity and gender. The tables below combine data from the U.S. Census Bureau's 2008-2012 American Community Service and PCCD's Office of Institutional Research.

Tables A.5 and A.6 provide demographics for the College's regional service area from 2008-2012 by the intersection of gender by race and ethnicity.

Table A.5. BCC Regional Service Area Demographic Data, 2008-2012: Women by Race and Ethnicity

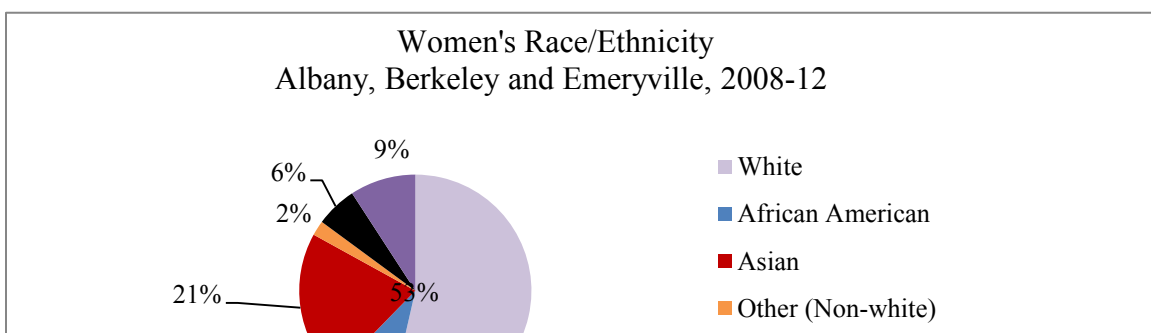
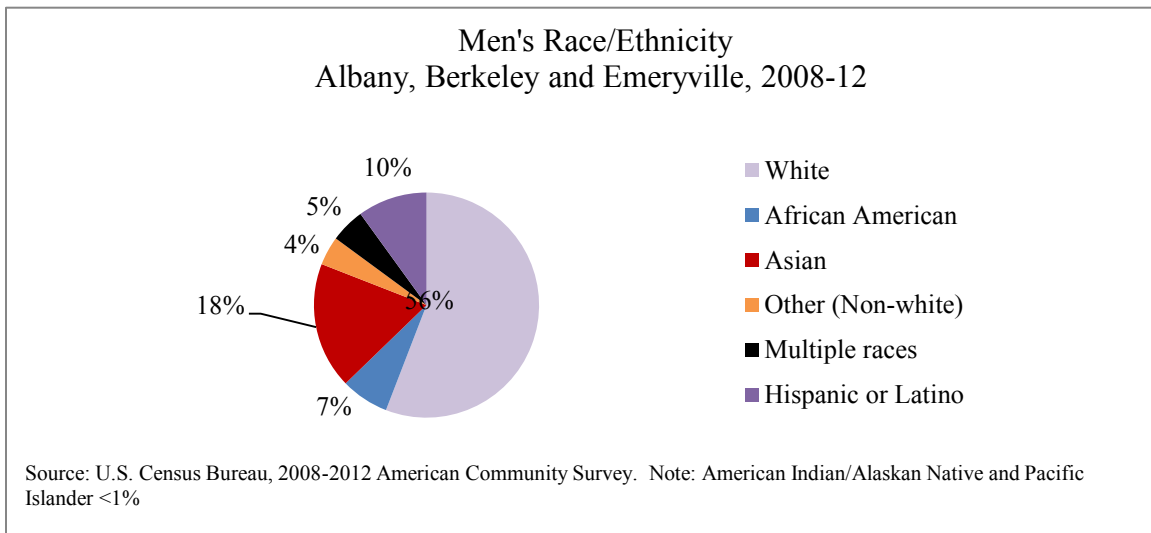


Table A.6. BCC Regional Service Area Demographic Data, 2008-2012: Men by Race and Ethnicity



Tables A.7 and A.8 present BCC student enrollment demographics by the intersection of race and ethnicity for women students in fall semester 2008.

Table A.7. BCC Student Body Demographics: Women Students by Race and Ethnicity, Fall 2008.



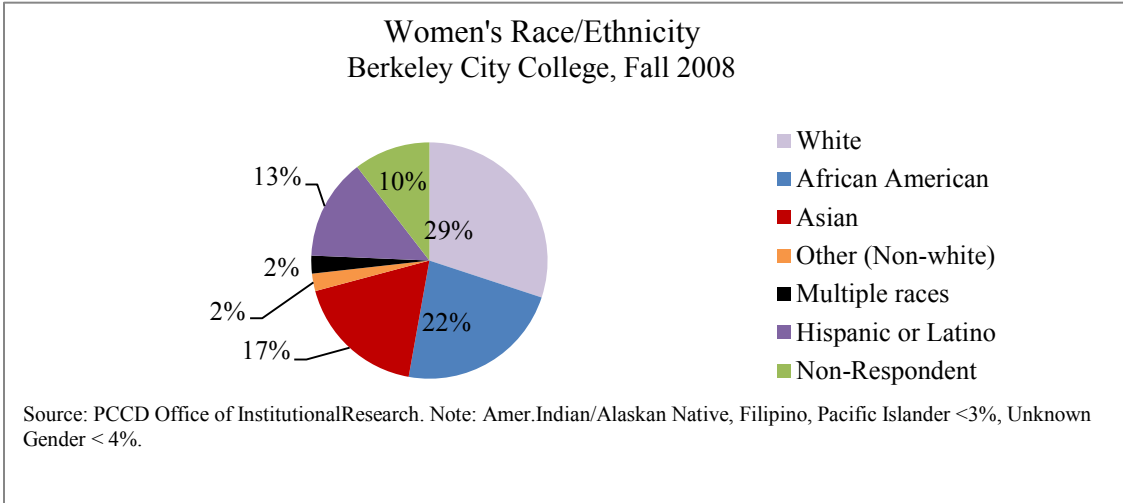
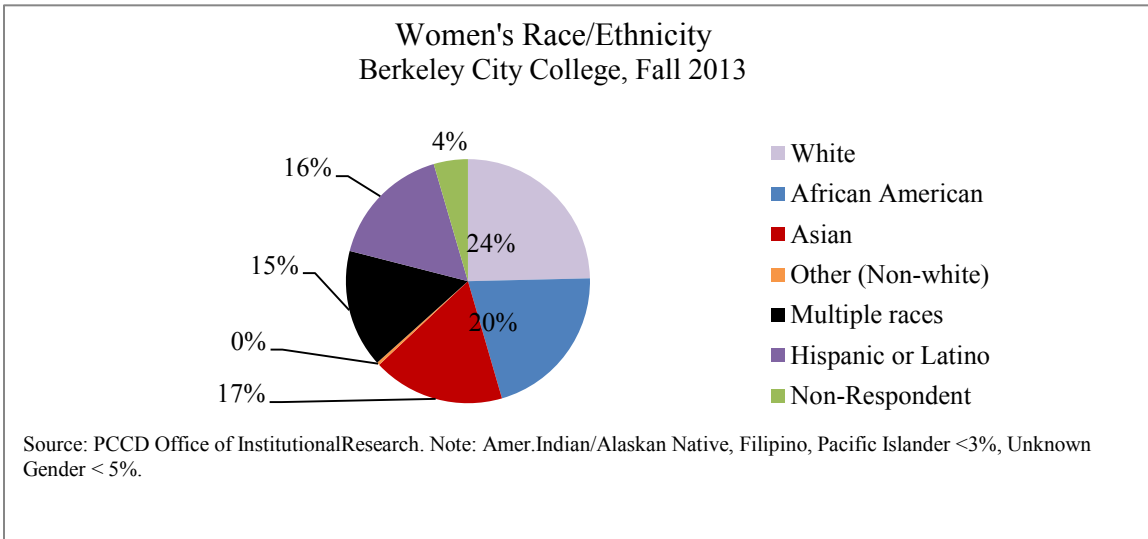


Table A.7. BCC Student Body Demographics: Women Students by Race and Ethnicity, Fall 2013.



Tables A.9 and A.10 present BCC student enrollment demographics by the intersection of race and ethnicity for men students in fall semester 2008.

Table A.9. BCC Student Body Demographics: Men Students by Race and Ethnicity, Fall 2008.

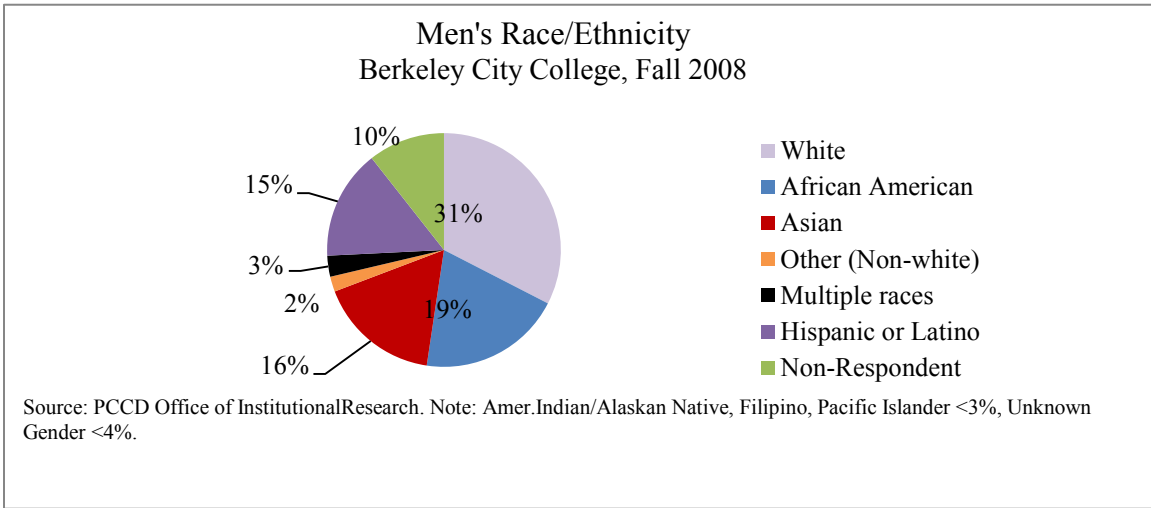
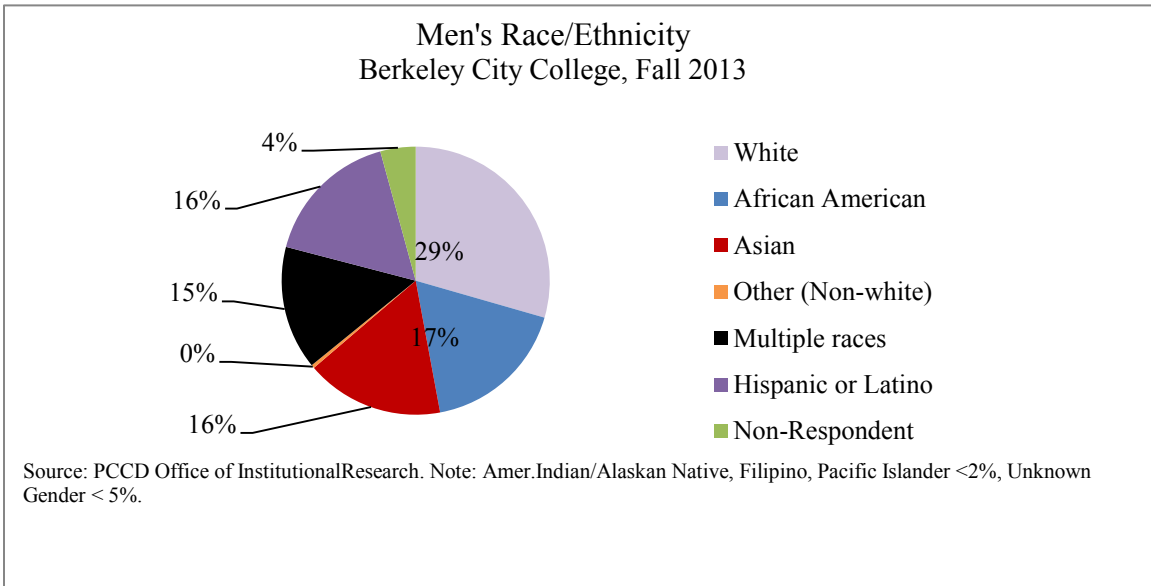


Table A.10. BCC Student Body Demographics: Men Students by Race and Ethnicity, Fall 2013.



As Tables A.5-A.10 evidence, Latino and African American student enrollment at BCC proportionately exceeded the population of Latino and African American residents in the regional service area, even when controlled for gender.

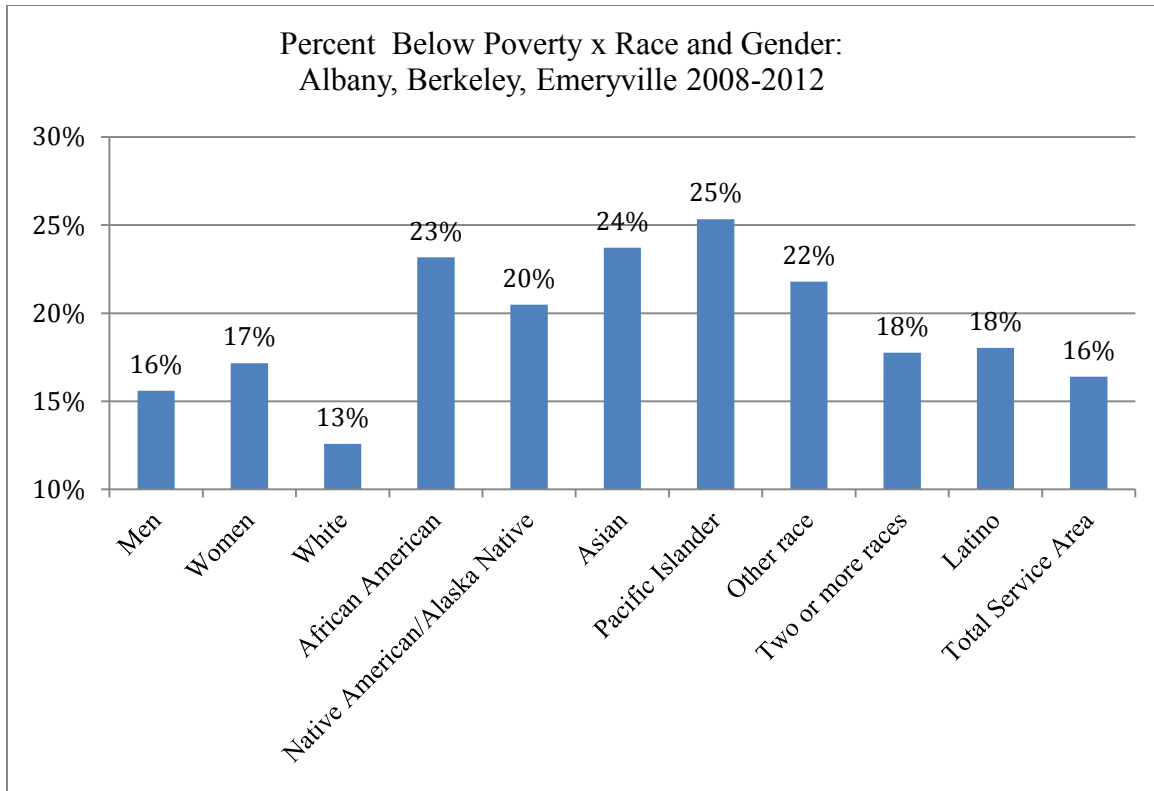
In contrast, Asian and white non-Latino student enrollment at BCC proportionately exceeded the population of Asian and white non-Latino residents in the regional service area, even when disaggregated by gender.

These tables also reflect a slight growth in the percentage of both men and women Latino students and a small decline in the enrollment of both men and women African American and white non-Latino students. The percentage of both men and women Asian students at the College has remained constant.

### Student Social Economic Status

Table A.11 provides data from the U.S. Census Bureau’s 2008-2012 American Community Survey on the percentage of residents in the regional service area who live below the line of poverty disaggregated by race and gender.

Table A.11. BCC Regional Service Area Poverty Rates by Race and Gender



Subject	Alameda County: Race and Gender by Poverty Level		
	Total	Below poverty level	Percent below poverty level

	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
<b>Population for whom poverty status is determined</b>	1,550,103	+/-1,984	200,532	+/-11,945	12.9percent	+/-0.8
<b>SEX</b>						
Male	760,335	+/-1,491	92,640	+/-6,533	12.2percent	+/-0.9
Female	789,768	+/-1,671	107,892	+/-7,063	13.7percent	+/-0.9
<b>RACE AND HISPANIC OR LATINO ORIGIN</b>						
One race	1,447,661	+/-7,089	186,440	+/-11,136	12.9percent	+/-0.8
White	697,321	+/-9,760	78,961	+/-7,620	11.3percent	+/-1.1
Black or African American	178,398	+/-3,286	44,097	+/-4,706	24.7percent	+/-2.6
American Indian/Alaska Native	9,625	+/-2,137	2,418	+/-1,040	25.1percent	+/-9.7
Asian	423,082	+/-4,982	40,398	+/-6,000	9.5percent	+/-1.4
Native Hawaiian and Other Pacific Islander	12,860	+/-1,234	1,218	+/-685	9.5percent	+/-5.3
Some other race	126,375	+/-9,183	19,348	+/-4,119	15.3percent	+/-3.2
Two or more races	102,442	+/-7,157	14,092	+/-3,534	13.8percent	+/-3.3
Hispanic or Latino origin (of any race)	352,423	+/-1,085	58,452	+/-7,680	16.6percent	+/-2.2
White alone, not Hispanic or Latino	514,127	+/-1,489	46,854	+/-4,870	9.1percent	+/-1.0
<b>EDUCATIONAL ATTAINMENT</b>						
Population 25 years and over	1,076,144	+/-926	115,558	+/-6,274	10.7percent	+/-0.6
Less than high school graduate	137,320	+/-5,966	31,013	+/-3,440	22.6percent	+/-2.3
High school graduate (includes equivalency)	201,366	+/-6,626	30,063	+/-3,461	14.9percent	+/-1.6
Some college, associate's degree	278,271	+/-7,165	31,601	+/-3,230	11.4percent	+/-1.0
Bachelor's degree or higher	459,187	+/-8,805	22,881	+/-2,703	5.0percent	+/-0.6

Source: U.S. Census Bureau, 2008-2012 American Community Survey

A.11 demonstrates that poverty impacts men and women residents almost equally in BCC's regional service area. However, all ethnic and racial categories experience higher rates of poverty than white non-Latinos. Whereas the white non-Latino poverty rate stood at 13 percent, Asian/Pacific Islander, African American, Native American/Alaskan, and Other Race subgroup poverty rates ranged between 20 and 25 percent.

Unfortunately, BCC is unable to provide data on the intersection of socio-economic status (SES) with gender and ethnicity for student access to BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze the socio-economic factors that might impede student access to the College will be described under future Goals and Activities.

## Active Military and Veteran Students

Table A.12 compares the veteran population of BCC with the regional service area. Data for this graph came from the U.S. Census' 2008-2012 American Community Survey and CCCC.

Table A.12. BCC Veteran Student Proportionate Population compared with Regional Service Area

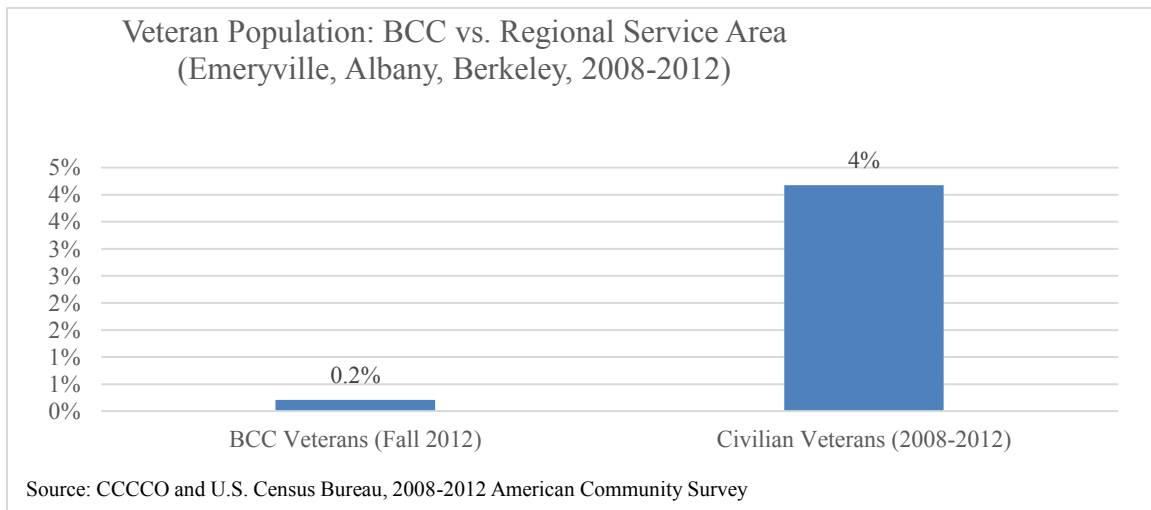


Table A.12 demonstrates the number of BCC students who performed military services comprised .2 percent of the total student body 2012. In contrast, residents with disabilities in the regional service area stood at approximately 4 percent from 2008-2012. BCC serves a disproportionately lower percentage of veterans when compared with the regional service area population.

## Students with Disabilities

Table A.13 compares the disabled population of BCC with the regional service area. Data for this graph came from the U.S. Census' 2008-2012 American Community Survey and CCCC.

Table A.13. BCC Students with Disabilities Proportionate Population compared with Regional Service Area

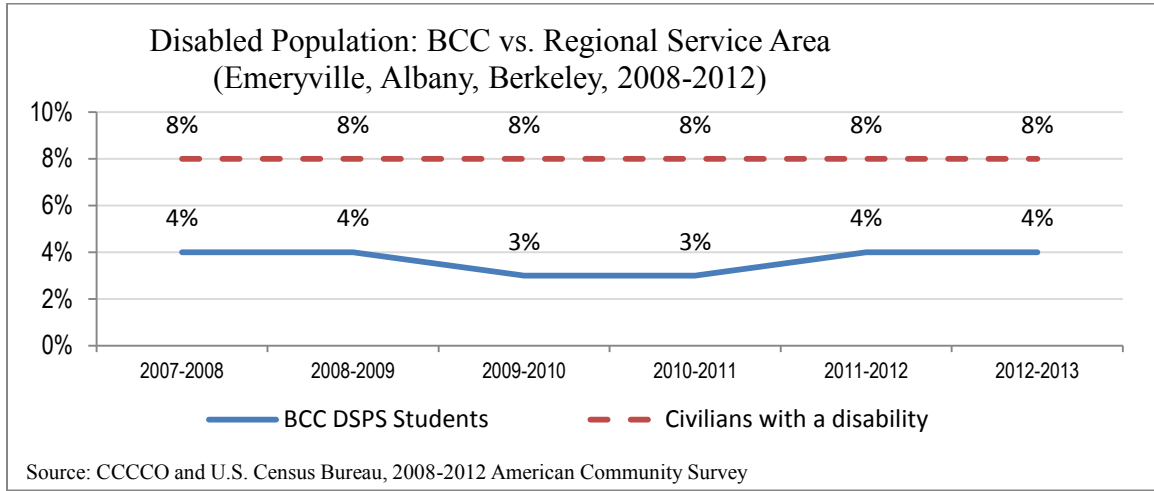
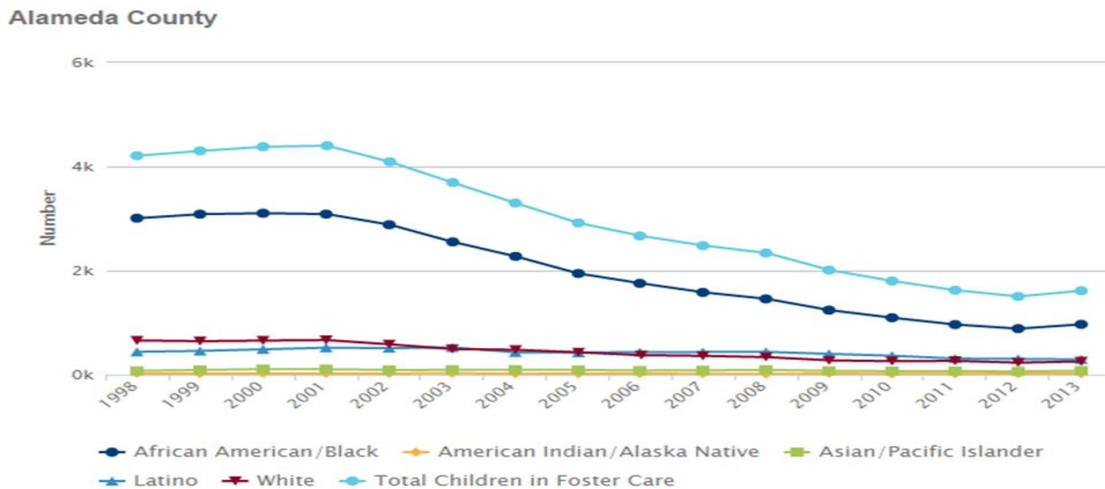


Table A.13 demonstrates the percentage of BCC students who declare disabilities has averaged just beneath 4 percent of the total student body over the past six years. In contrast, Census data report the percent of residents with disabilities in the regional service area at approximately 8 percent. BCC proportionally serves fewer students with disabilities when compared with the percentage of residents with disabilities in the regional service area.

### Current and Former Foster Youth Students

Table A. 14 and Table A.15 presents data sourced by Needel et al (2014) on foster youth in Alameda County. Unfortunately, BCC does not have access to data on the number of foster youth in the regional service area.

Table A.14. Line Graph of the Number of Alameda County Foster Youth, 2008-2013.



Source: Needle et al., (2014)

Table A.15. Actual Number of Alameda County Foster Youth, 2008-2013.

Alameda County	Number					
	2008	2009	2010	2011	2012	2013
<b>Total Children in Foster Care</b>	2,338	2,010	1,800	1,623	1,503	1,614
<b>Race and Ethnicity</b>						
African American/Black	1,456	1,240	1,094	963	885	967
American Indian/Alaska Native	15	23	15	17	22	20
Asian/Pacific Islander	92	73	68	67	62	77
Latino	438	399	364	310	303	293
White	337	275	259	266	231	255

Source: Needle et al., (2014).

Table A.14 and Table A.15 reveal a disproportionate number of foster youth come from underserved Latino and African American communities. These two demographic groups accounted for 81 percent of foster youth in Alameda County in 2008 and 78 percent of foster youth in Alameda County in 2013. On a positive note, Alameda County has experienced a significant decline in the number of foster youth over five years. The percentage of African American foster youth in Alameda county declined by one-third from 1,456 children to 967 children over the five-year period. Similarly, Latino foster youth declined in number from 438 to 293 over the same period.

Unfortunately, BCC is unable to provide data on foster youth’s access to BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze foster youth’s access to the College will be described under future Goals and Activities.

### **Transfer-Level Course Completion (*Retention*)**

“Transfer-level course completion” is defined as the ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. “Course Success Rate” is defined as the percentage of students who received a passing/satisfactory grade. PCCD’s Office of Institutional Research has operationalized course completion as:

- 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 following tables pertain to transfer-level course completion and retention for (a) all transfer-level courses; (b) Gateway Course: English 1A; (c) Gateway Course: Math 13; and all courses (including non-transferable foundational courses) at BCC.

### **All Transfer-Level Courses**

## Student Race and Ethnicity

Table B.1 charts student transfer-level course completion by self-identified race and ethnicity at BCC from fall semester 2008 to fall semester 2013. PCCD's Office of Institutional Research provided the data for this line graph.

Table B.1. BCC Course Success for Students in Transfer-Level Courses by Race and Ethnicity.

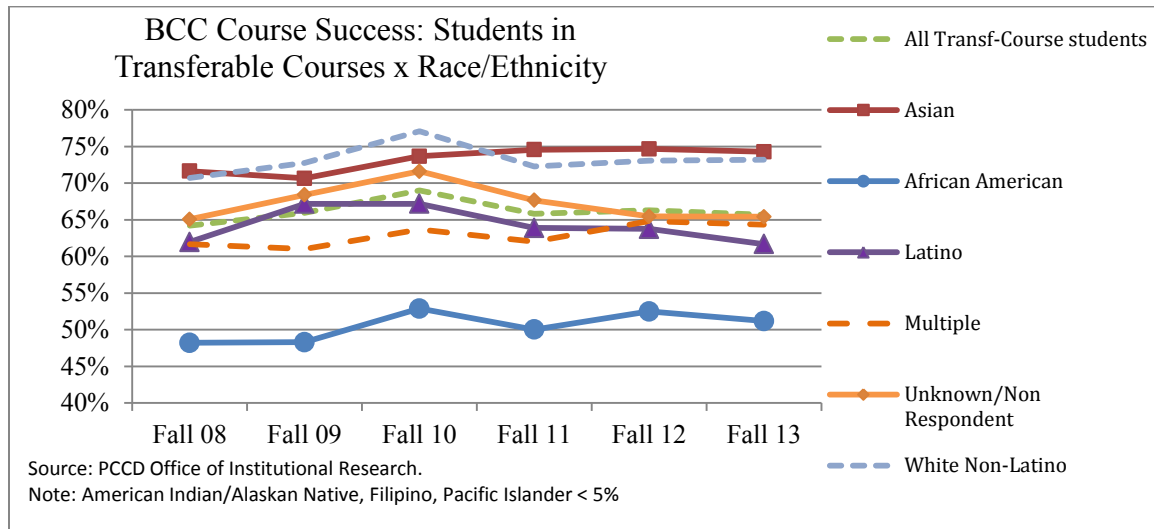


Table B.1 reveals a significant gap in student transfer-level course completion outcomes by race and ethnicity at BCC between fall semester 2008 and fall semester 2013. Whereas white non-Latino and Asian students' transfer-level course completion rates exceed the 70 percent threshold each year, the rate for African American students hovered around 50 percent (48 to 53 percent), with little noticeable growth over the six-year period.

Latino students also performed lower than their white non-Latino and Asian counterparts but outperformed African American students with transfer-level course completion rates between 61 and 68 percent, 2 to 9 points short of the 70 percent threshold. A slight equity gap exists for Latino students, but a significant equity gap impacts African American students at BCC.

## Student Gender

Table B.2 charts student transfer-level course completion by self-identified gender at BCC from fall semester 2008 to fall semester 2013. PCCD's Office of Institutional Research provided the data for this line graph.

Table B.2 BCC Course Success for Students in Transfer-Level Courses by Gender.



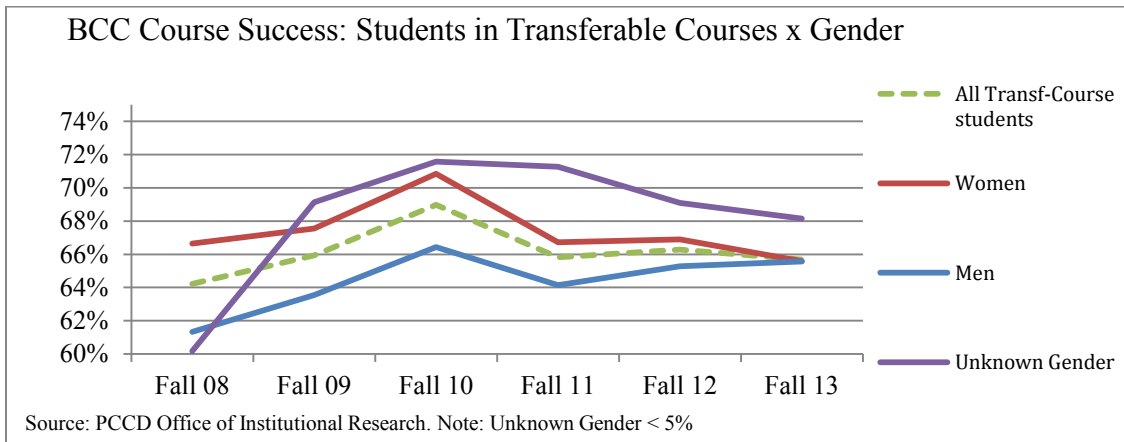


Table B.2 demonstrates that transfer-level course success rates for all women students ranged between 66 and 71 percent from 2008 to 2013, outpacing their men counterparts by an average of 3 percentage points. However, the gap in performance has declined consistently over the past six years, dropping from 5 points in fall semester 2008 to 0 points in fall semester 2013. The equity gap for all students by gender has closed, but the elimination of the gap can be attributed to both a decline in women’s performance and increase in men’s performance.

### **Student Race and Ethnicity by Gender**

Table B.3 and Table B.4 present student transfer-level course completion by self-identified race and ethnicity intersected by self-identified gender at BCC from fall semester 2008 to fall semester 2013. PCCD’s Office of Institutional Research provided the data for this line graph.

Table B.3. BCC Course Success for Students in Transfer-Level Courses for Women by Race and Ethnicity.

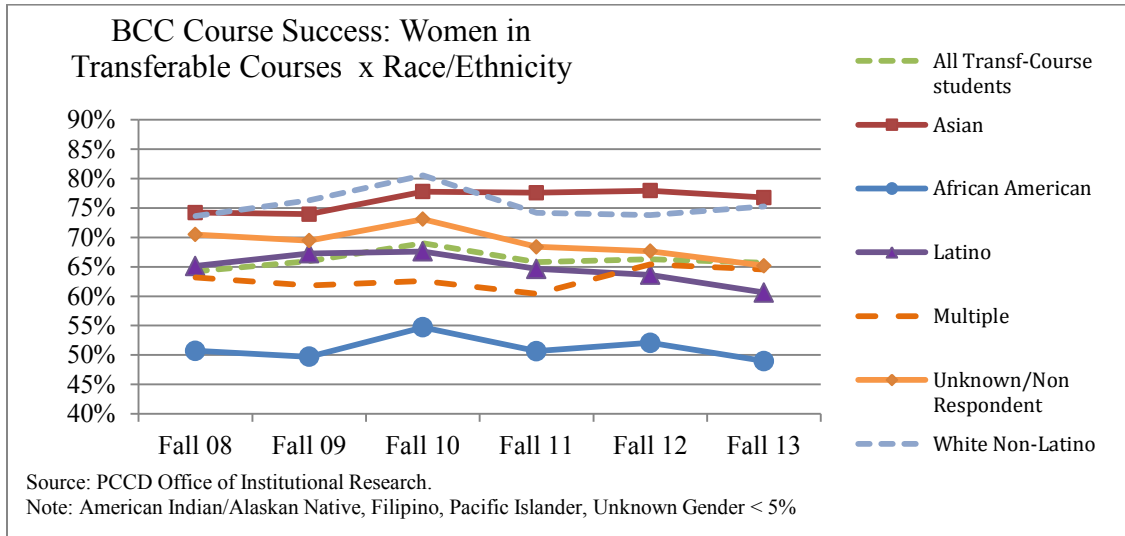


Table B.4. BCC Course Success for Students in Transfer-Level Courses for Men by Race and Ethnicity.

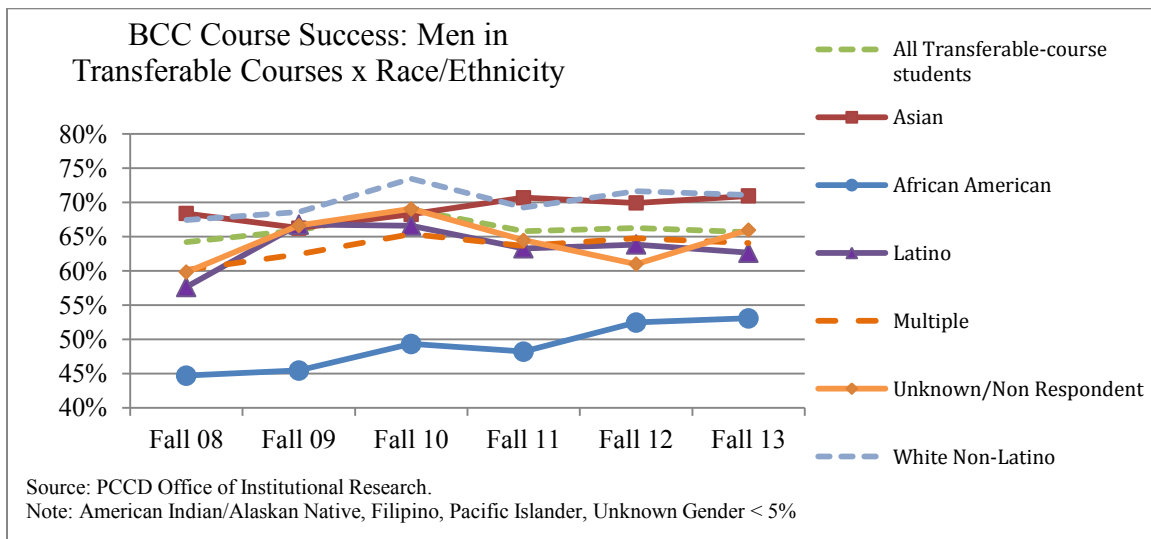


Table B.3 and Table B.4 illustrate significant gaps in student transfer-level course completion outcomes by race and ethnicity when disaggregated by gender at BCC between fall semester 2008 and fall semester 2013.

Both tables show that white non-Latino and Asian women students' transfer-level course completion rates exceed 70 percent each year; they outpaced their white

non-Latino and Asian men counterparts, which at times fell below the 70 percent threshold.

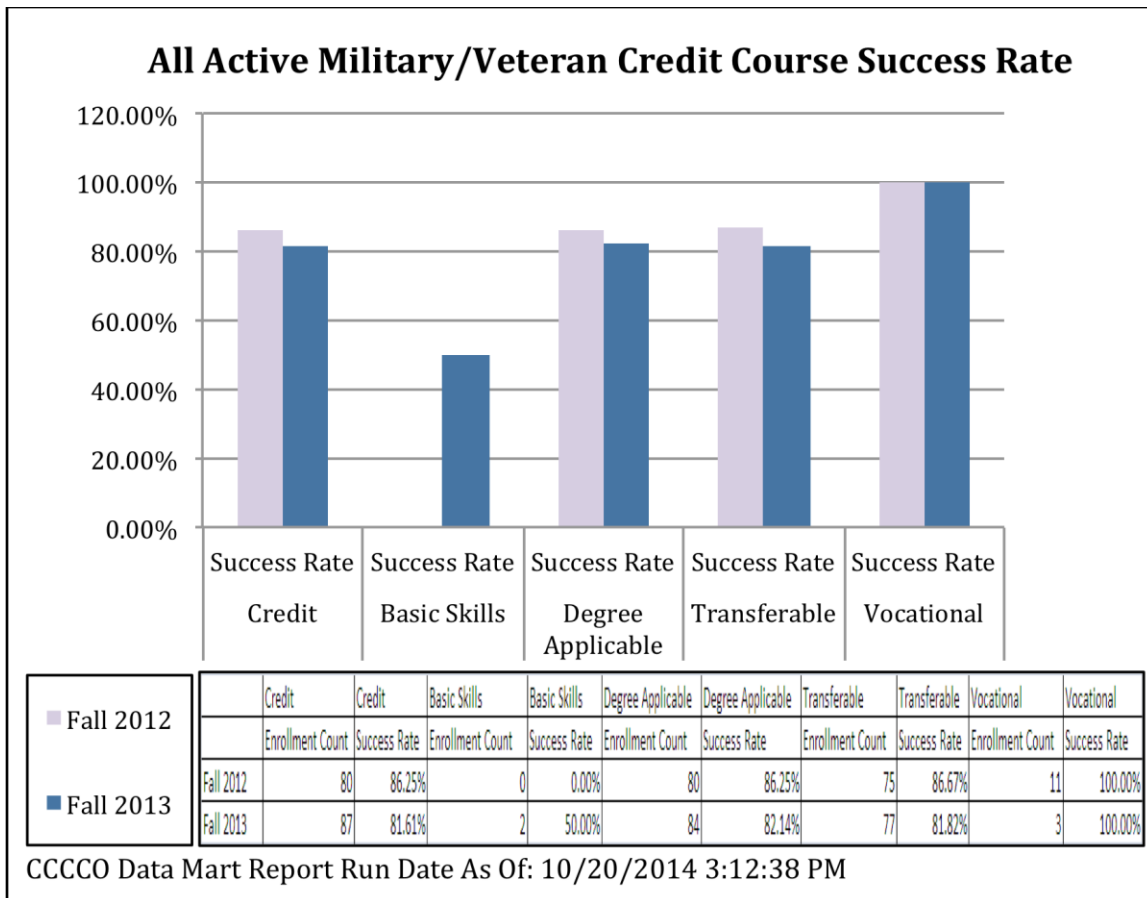
The rate for African American women students hovered around 50 percent, with little noticeable growth over the six-year period.

Latino women and men students also performed lower than their white non-Latino and Asian counterparts of both genders. Both Latino gender groups also outperformed African American students with transfer-level course completion rates between 57 and 69 percent. Whereas women Latino students demonstrated a slight advantage in successful transfer-level course completion rates in 2008, Latino men students have begun to outpace their women counterparts.

### Active Military and Veteran Students

Table B.5 provides two years of data for active military and veteran students' success in all transfer-level courses with no distinction by subject area.

Table B.5. Two-Year Active Military and Veteran Student Course Completion Rates, 2012-2013.



During fall semester 2012, 89 percent of active military students and 76 percent of veterans successfully completed transfer-level courses at the College, with a combined mean of 87 percent. In fall 2013, the transfer-level course success rate of these students remained stable, with active military reporting an 88 percent success rate and veterans performing at 77 percent, with a combined mean of 82.

PCCD and CCCCCO began to collect data on active military and veteran students in 2012. Therefore, data for these two student populations remains limited, yet preliminarily positive. To address this gap in data, efforts to track, collect, and systematically analyze active military and veteran students' transfer-level course completion rates at the College will be described under future Goals and Activities.

### Students with Disabilities

Table B.6 presents successful course completion data for students with disabilities at BCC from fall semester 2008 to fall semester 2013. PCCD's Office of Institutional Research provided the data for this line graph.

Table B.6. BCC Transfer-Level Course Completion Success for Students with Disabilities, 2008-2013.

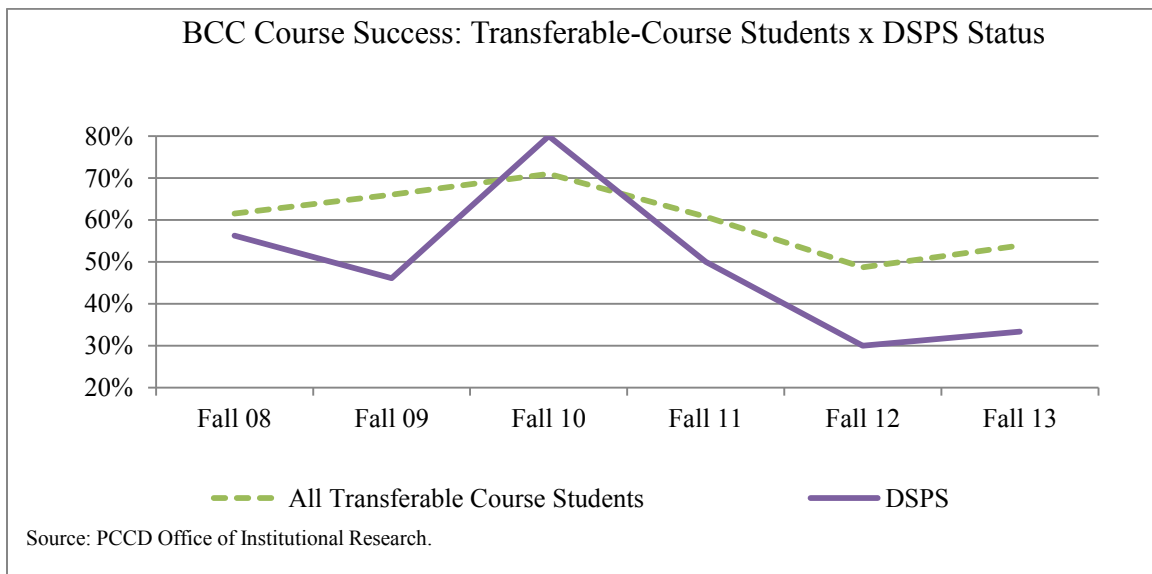


Table B.6 illustrates that students with disabilities lag behind the overall campus student average based on their transfer-level course completion rates. The six-year completion rates for students with disabilities averaged just under 50 percent, whereas all transferrable course students average 61 percent course completion. An 11 percent point equity gap persists for students with disabilities, with the last two years reflecting a significant decline in completion rates. In fall 2012, only 30

percent of students with disabilities succeeded in transfer-level courses; and in fall 2013, just 33 percent of students with disabilities obtained transfer-level credit.

### Foster Youth

During the fall semester 2012, current and former foster youth successfully completed transfer-level courses at a rate of 39 percent. This rate increased in the fall semester 2013 to 52 percent. At these rates, foster youth course completion outcomes reflect the most critical equity gap.

Unfortunately, BCC is unable to provide longitudinal data on foster youth’s successful transfer-level course completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze foster youth’s transfer-level course completion rates at the College will be described under future Goals and Activities.

### Gateway Level English

#### Student Race and Ethnicity

Table B.7 charts English 1A successful course completion by self-identified race and ethnicity at BCC from fall semester 2008 to fall semester 2013. PCCD’s Office of Institutional Research provided the data for this line graph.

Table B.7. BCC Course Success for Students in Transfer-Level English 1A by Race and Ethnicity.

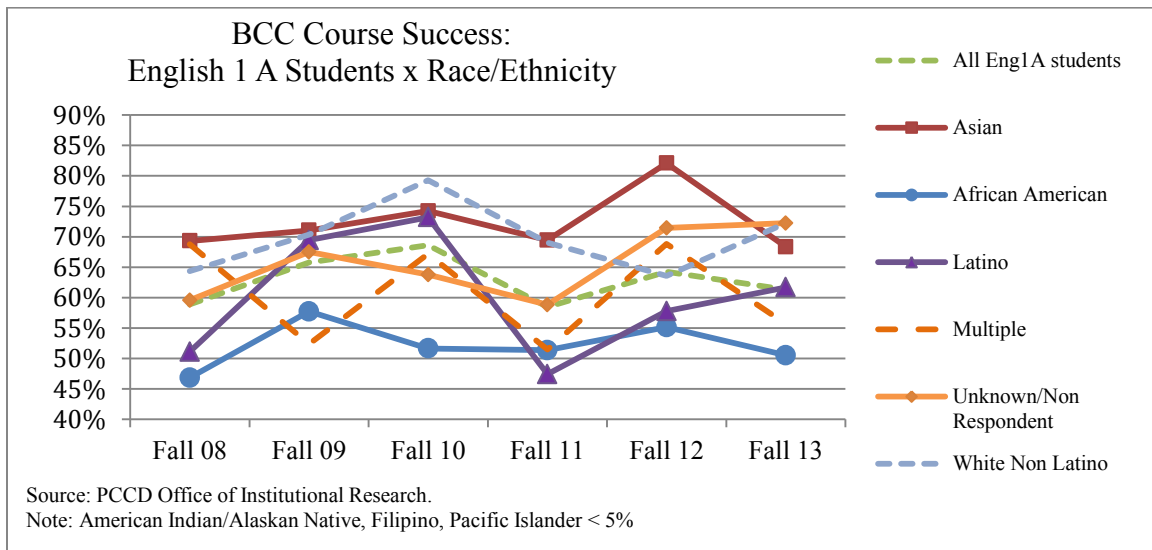


Table B.7 reveals significant gaps and fluctuations in English 1A course completion rates by race and ethnicity at BCC between fall semester 2008 and fall semester 2013.

Asian students demonstrated the greatest success with this critical gateway course, ranging between 68 and 82 percent completion. White non-Latino students also performed above the campus average, fluctuating between 64 and 79 percent success rates.

Completion rates for Latino students require more complex analysis, as the success rates for this population range from a low of 47 percent to a high of 73 percent, reflecting the widest range in outcomes for any racial or ethnic category of students. In fall semester 2008 and fall semester 2011, English 1A completion rates for Latino students hovered around 50 percent. In fall semester 2009 and fall semester 2010, Latino course completion rates peaked at approximately 73 percent. In the most recent two years, roughly 60 percent of Latino students successfully completed the gateway English course.

While the data evidence a performance gap for Latino students, Table B.5 shows that African American students experience the most difficulty with English 1A. Success rates for African American students ranged between 47 and 57 percent, far below their white non-Latino and Asian counterparts.

### Student Gender

Table B.8 charts English 1A course completion by self-identified gender at BCC from fall semester 2008 to fall semester 2013. PCCD’s Office of Institutional Research provided the data for this line graph.

Table B.8. BCC Course Success for Students in Transfer-Level English 1A by Gender.

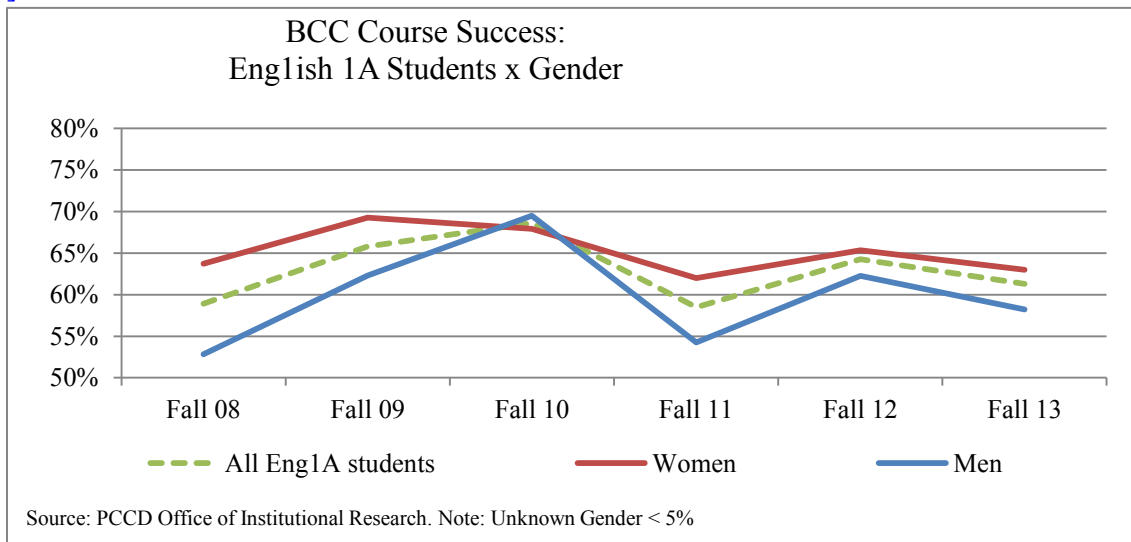


Table B.8 demonstrates that English 1A course completion success rates reveal that women students outperform their men counterparts in English 1A. The mean completion rates of women students consistently ranked between 62 and 69 percent, averaging a 65 percent completion rate. In contrast, success rates for men students fluctuated between 53 and 70 percent and men students scored lower than women students in five of the past six years, with a mean 59 percent passage rate. However, the gap has closed slightly in the past two fall semesters, with a 3 percent gap in 2012 and a 5 percent gap in 2013.

### Student Race and Ethnicity by Gender

Table B.9 and Table B.10 present English 1A successful course completion by self-identified race and ethnicity intersected by gender at BCC from fall semester 2008 to fall semester 2013. PCCD’s Office of Institutional Research provided the data for this line graph.

Table B.9. BCC Course Success for Students in Transfer-Level English 1A for Women by Race and Ethnicity.

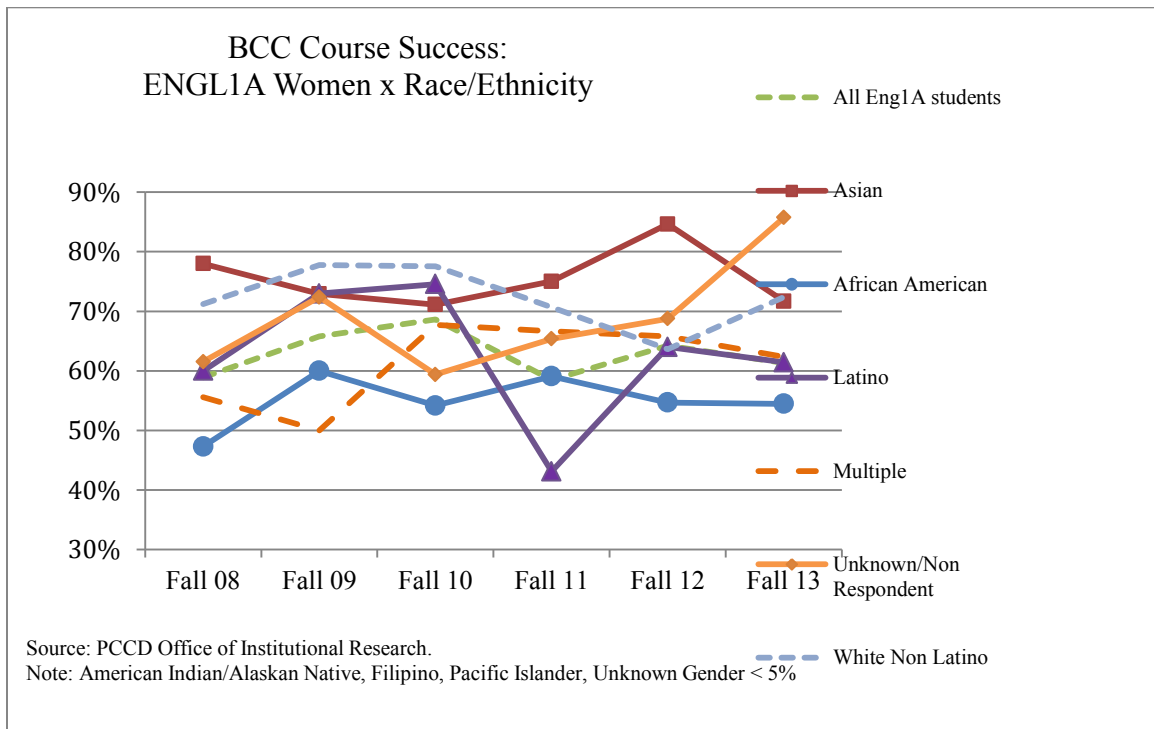


Table B.10. BCC Course Success for Students in Transfer-Level English 1A for Men by Race and Ethnicity.

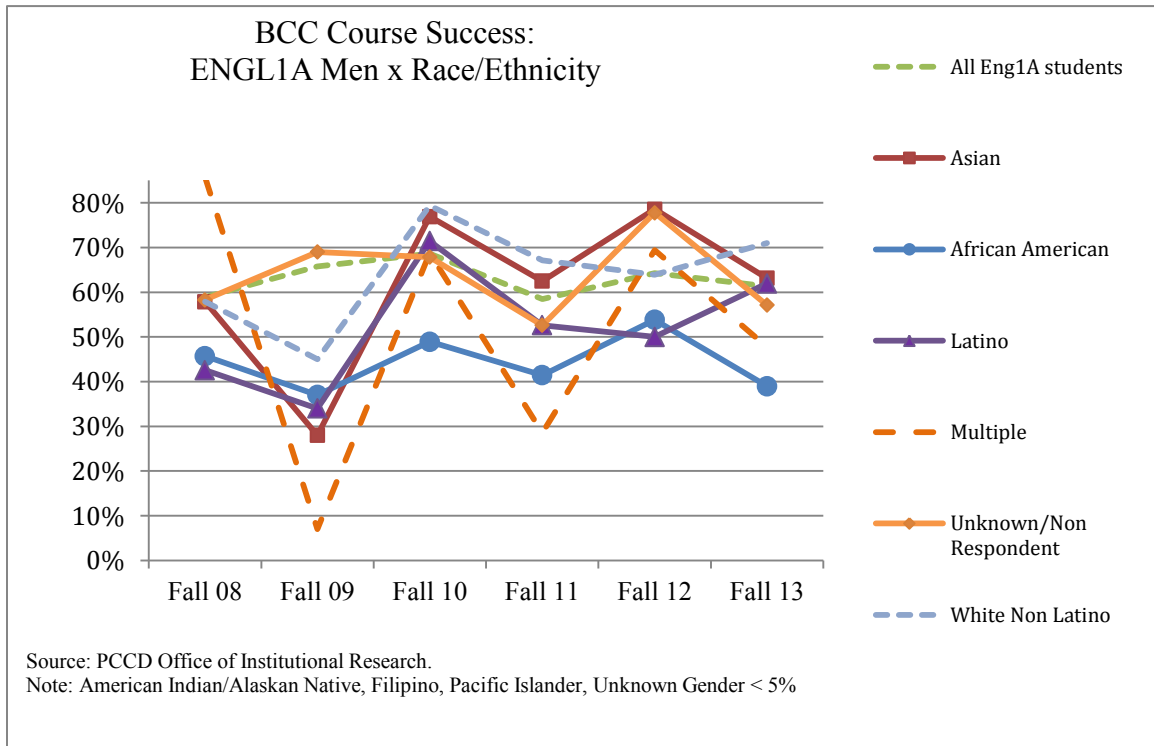


Table B.9 and Table B.10 illustrate significant gap in English 1A successful course completion outcomes by race and ethnicity when disaggregated by gender at BCC between fall semester 2008 and fall semester 2013.

Success rates for Asian women students consistently exceeded the 70 percent threshold, but Asian men students performed significantly lower. They only reached the 70 percent threshold in fall semester 2010 and fall semester 2012. However, aside from fall semester 2009, Asian men students consistently ranked at or above 60 percent. A significant equity gap that existed between both genders of Asian students in 2008 and 2009 has closed to 6 points in fall semester 2012 and 8 points in fall semester 2013.

Although white non-Latino men students also experienced dips in performance in fall semester 2008 and fall semester 2009, they otherwise demonstrate course completion rates consistent with their white non-Latino women counterparts. In fall semester 2012, both white non-Latino gender groups demonstrated near identical completion rates, thereby closing the equity gap.



Similarly, Latino men students underperformed their women counterparts for a number of years, yet the equity gap between the genders may have begun to close. Over the past six years, women Latino students outperformed their men counterparts by just over 7 percent. Despite this gap, Latino men students outperformed their women counterparts in fall semester 2011 by 10 points and in fall semester 2013 by 1 percentage point.

As for African American students, women students demonstrate an advantage, consistently outperforming their men counterparts by an average of 10 percentage points over the six-year period and by 15 points in fall semester 2013. The gender equity gap amongst African Americans persists.

### **Student Social Economic Status**

Unfortunately, BCC is unable to provide data on the intersection of socio-economic status (SES) with gender and ethnicity for student English 1A completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze the socio-economic factors which hinder transfer-level, English 1A course completion success at the College will be described under future Goals and Activities.

### **Active Military and Veteran Students**

PCCD and CCCCCO began to collect data on active military and veteran students in 2012. Unfortunately, BCC is unable to provide data on active military and veteran students' successful English 1A course completion at BCC at this time. Therefore, data on these two student populations remain limited, yet preliminarily positive. To address this gap in data, efforts to track, collect, and systematically analyze active military and veteran students' transfer-level English 1A course completion rates at the College will be described under future Goals and Activities.

### **Student with Disabilities**

Table B.11 presents successful English 1A course completion data for students with disabilities at BCC from fall semester 2008 to fall semester 2013. PCCD's Office of Institutional Research provided the data for this line graph.

Table B.11. BCC English 1A Course Completion Success for Students with Disabilities, 2008-2013.

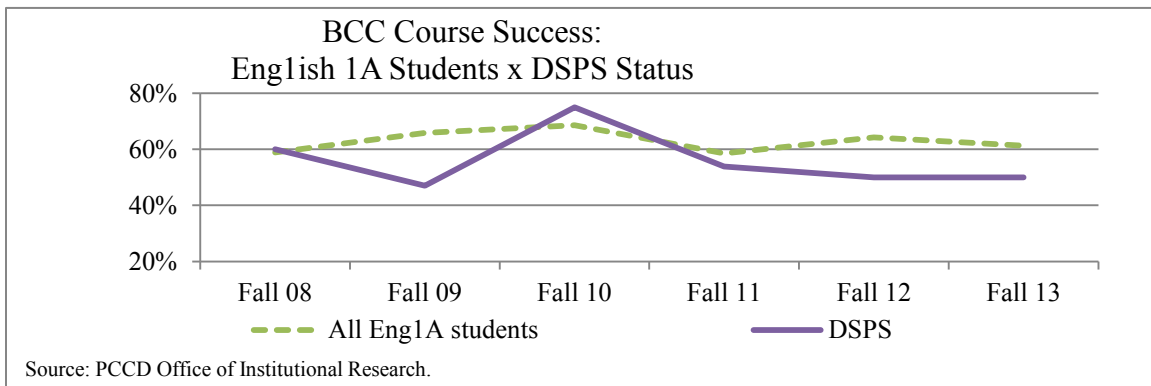


Table B.11 illustrates that students with disabilities lag behind the overall campus student average based on their English 1A course completion rates. The six-year completion rates for students with disabilities averaged 56 percent, whereas all English 1A students average 63 percent course completion. A 7 percent point equity gap persists for students with disabilities with the last three years reflecting a significant decline in completion rates. In fall semester 2012 and fall semester 2013, only 50 percent of students with disabilities succeeded in their English 1A course.

### **Foster Youth**

Unfortunately, BCC is unable to provide data on foster youth’s successful English 1A course completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze foster youth’s transfer-level English 1A course completion rates at the College will be described under future Goals and Activities.

## **Gateway Level Math**

### **Student Race and Ethnicity**

Table B.12 charts Math 13 successful course completion by self-identified race and ethnicity at BCC from fall semester 2008 to fall semester 2013. PCCD’s Office of Institutional Research provided the data for this line graph.

Table B.12. BCC Course Success for Students in Transfer-Level Math 13 by Race and Ethnicity.

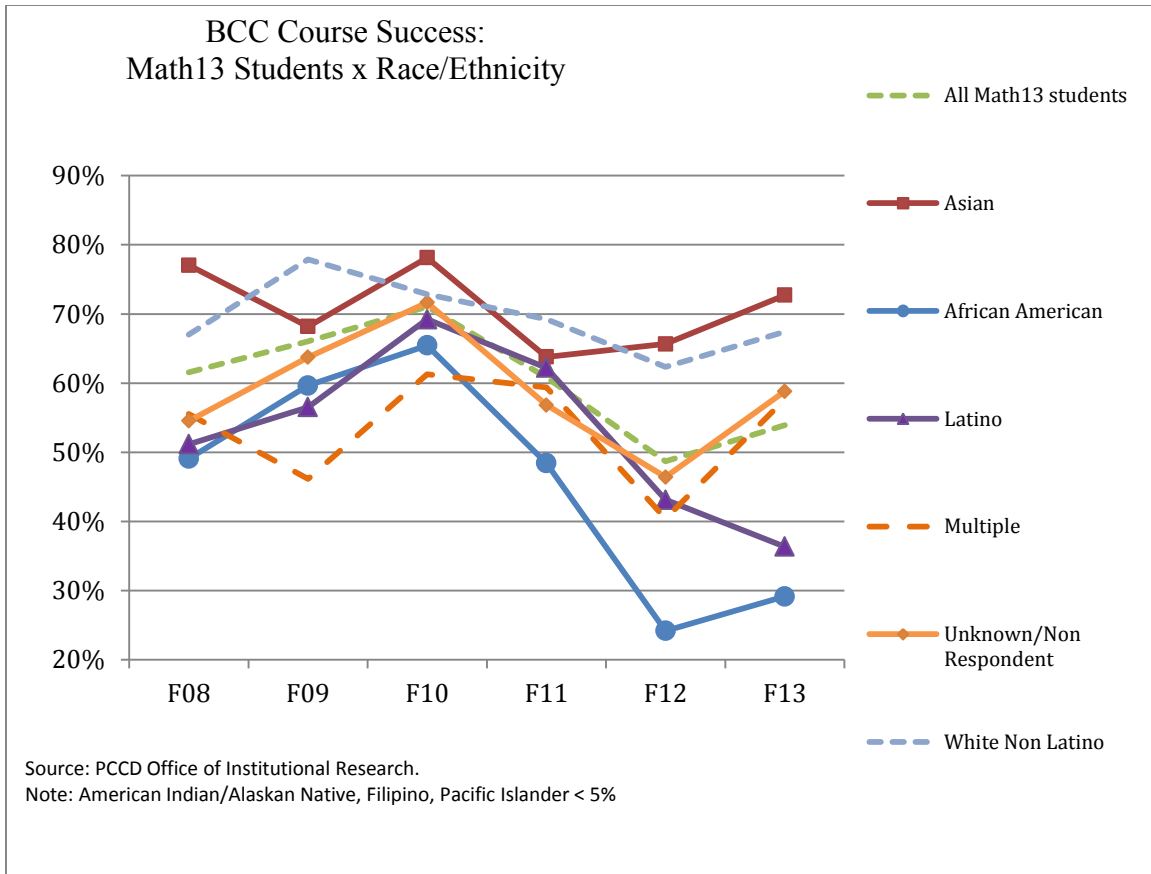


Table B.12 reveals a significant gap in Math 13 successful course completion outcomes by race and ethnicity at BCC between fall semester 2008 and fall semester 2013. Whereas white non-Latino and Asian students performed consistently at course completion rates exceeding 60 percent, African American and Latino students have less success with Math 13 course completion rates. Over a six-year average, Asian student Math 13 course completion rates fluctuated between 64 and 77 percent, with an average course completion rate of 73 percent. Meanwhile, white non-Latino course completion rates ranged between a high of 78 percent and low of 62 percent, with an average Math 13 course completion rate of 69 percent.

In contrast, Latino students' Math 13 course completion rates fluctuated between a high completion rate of 69 during fall semester 2010 and a six-year low completion rate of 36 percent in fall semester 2013. The past two years have marked the two lowest completion rates for Latino students, suggesting a widening equity gap has developed.

African American students fared even worse, with their highest course completion rate of 65 percent in 2010 and a low of 24 percent in 2012. Math 13 course completion rates for African American students averaged 46 percent over the six-year period. As with Latino students, African American students performed least

successfully in the past two years, further evidencing the widening of the equity gap at BCC.

Asian and white non-Latino students have not experienced a similar decline in course completion rates over the past two years.

### Student Gender

Table B.13 charts Math 13 successful course completion by self-identified gender at BCC from fall semester 2008 to fall semester 2013. PCCD’s Office of Institutional Research provided the data for this line graph.

Table B.13. BCC Course Success for Students in Transfer-Level Math 13 by Gender.

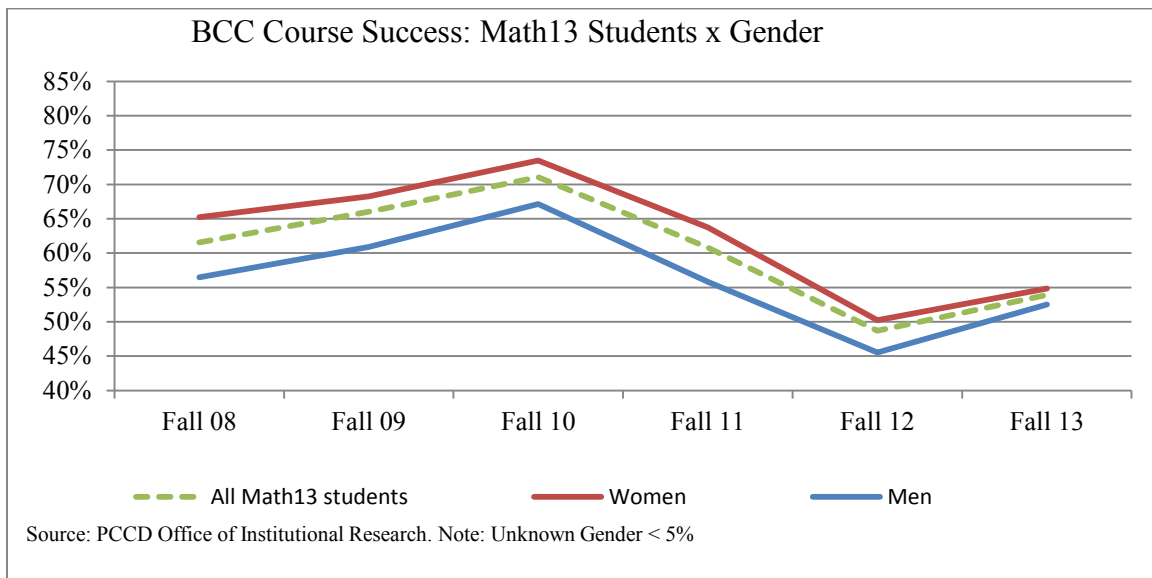


Table B.13 demonstrates the equity gap between men and women students has closed significantly over the past six years with regards to Math 13 course completion. The elimination of the gap has paralleled an overall decline in Math 13 completion rates for both genders. From 2008 to 2011, men students lagged behind their women counterparts by an average of 7.5 percent, fluctuating slightly above and below this figure. However, in fall semester 2012, the difference between the two gender groups diminished significantly to 4 percent and then declined to 2 percent in fall semester 2013.

While the gender Math13 course completion gap became statistically insignificant over the past six years, the overall performance of BCC students in Math 13 hit a six-year low in 2012 and only improved slightly in 2013 to 54 percent of BCC students. Just about one in two students at the College currently succeed in this critical gateway math course. Although it is not the only gateway transfer level course at BCC, the majority of students take Math 13 to satisfy the transfer requirement.

## Student Race and Ethnicity by Gender

Table B.14 and Table B.15 present Math 13 successful course completion by self-identified race and ethnicity intersected by self-identified gender at BCC from fall semester 2008 to fall semester 2013. PCCD's Office of Institutional Research provided the data for this line graph.

Table B.14. BCC Course Success for Students in Transfer-Level Math 13 for Women by Race and Ethnicity.

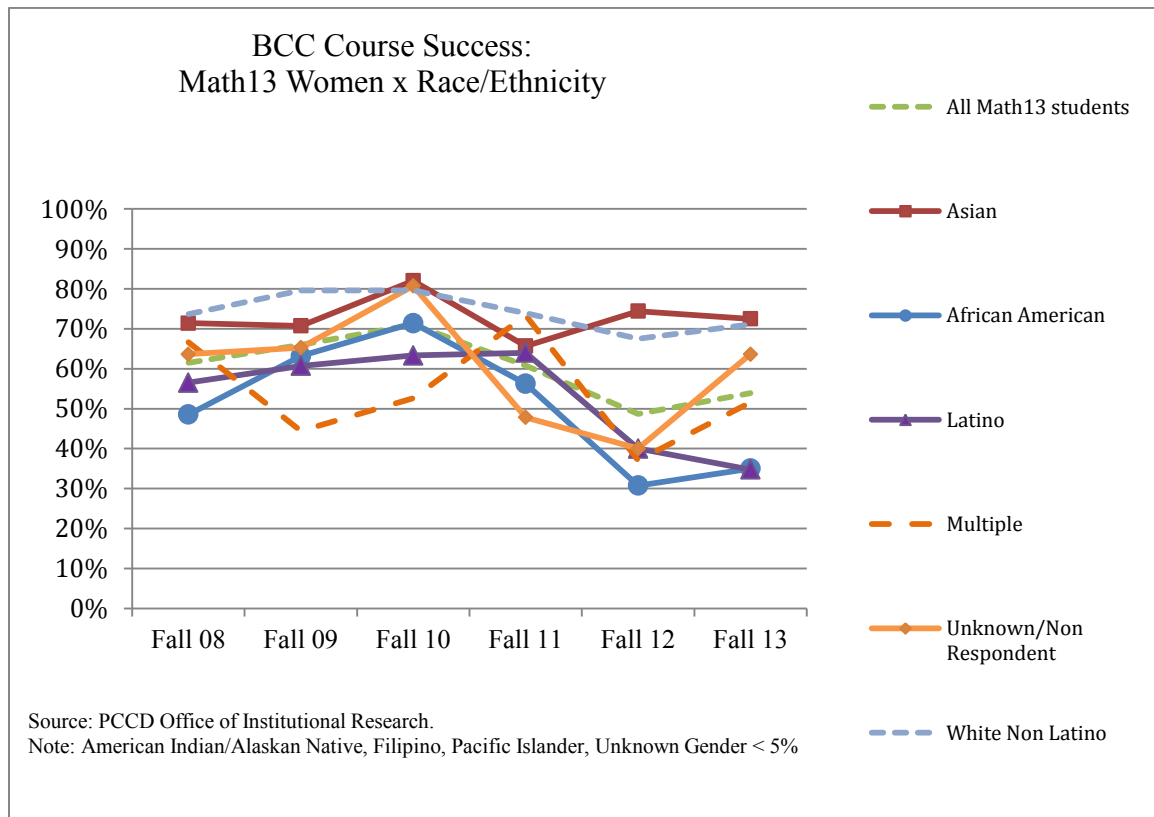
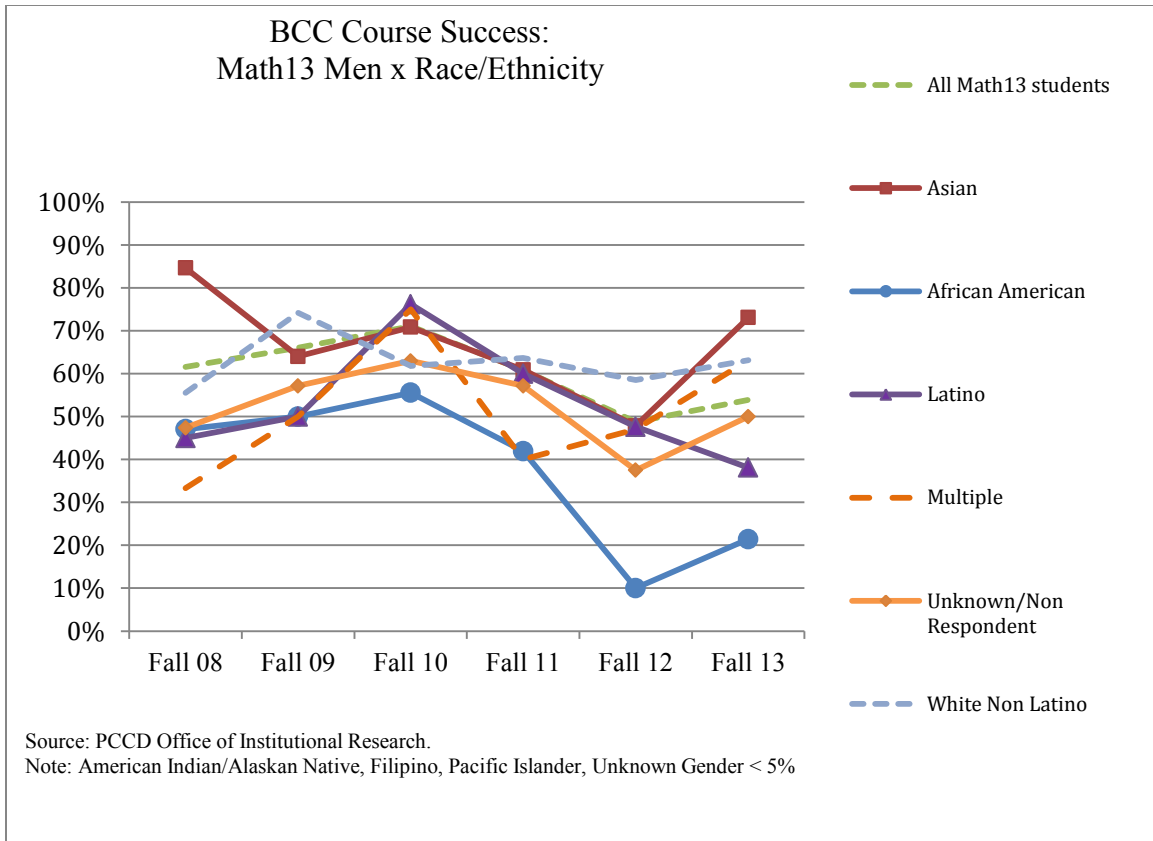


Table B.15. BCC Course Success for Students in Transfer-Level Math 13 for Men by Race and Ethnicity.



Tables B.14 and Table B.15 illustrate significant gaps in Math 13 successful course completion outcomes by race and ethnicity when disaggregated by gender at BCC between fall semester 2008 and fall semester 2013.

Both tables show little disparity in Math 13 completion outcomes for both genders in the Asian and Latinos subgroup. Asian women students average 74 percent Math 13 completion rates as compared with 73 of their Asian men counterparts. Similarly, Latinas' completion rates averaged 53 percent, and the mean Math 13 success rate for the six-year period stood at 52 percent.

In contrast, a significant gender gap privileges white non-Latino and African American women-identified students. White non-Latino men students averaged 63 percent course completion, lagging eleven points behind their white non-Latino women counterparts who successfully completed Math 13 at an average rate of 74 percent. Similarly, African American women students outpaced the performance of African American men students by 12 percentage points. African American women students successfully completed Math 13 at a rate of 50 percent while their men counterparts demonstrated the highest risk level with an average completion rate of only 38 percent. In fall semester 2012, only one in ten (10 percent) of African American men students successfully passed Math 13. In fall semester 2013, this statistic increased slightly to 21 percent.

## Student Social Economic Status

Unfortunately, BCC is unable to provide data on the intersection of socio-economic status (SES) with gender and ethnicity for student Math 13 completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze the socio-economic factors which hinder transfer-level math 13 course completion success at the College will be described under future Goals and Activities.

## Active Military and Veteran Students

PCCD and CCCCCO began to collect data on active military and veteran students in 2012. Unfortunately, BCC is unable to provide data on active military and veteran students' successful Math 13 course completion at BCC at this time. Therefore, data on these two student populations remain limited, yet preliminarily positive. To address this gap in data, efforts to track, collect, and systematically analyze active military and veteran students' transfer-level Math 13 course completion rates at the College will be described under future Goals and Activities.

## Students with Disabilities

Table B.16 presents successful Math 13 course completion data for students with disabilities at BCC from fall semester 2008 to fall semester 2013. PCCD's Office of Institutional Research provided the data for this line graph.

Table B.16. BCC Math 13 Course Completion Success for Students with Disabilities, 2008-2013.

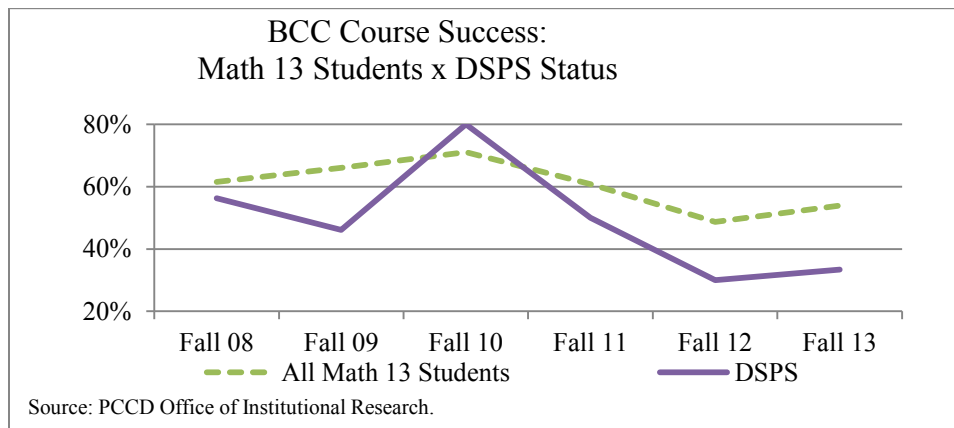


Table B.16 illustrates that students with disabilities lag behind the overall campus student average based on their Math 13 course completion rates. The six-year completion rates for students with disabilities averaged just fewer than 50 percent, whereas all Math 13 students average 61 percent course completion. An 11 percent point equity gap persists for students with disabilities with the last two years

reflecting a significant decline in completion rates. In fall 2012, only 30 percent of students with disabilities succeeded in Math 13; and in fall 2013, just 33 percent of students with disabilities obtained transfer-level credit.

### Foster Youth.

Unfortunately, BCC is unable to provide data on foster youth’s successful Math 13 course completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze foster youth’s transfer-level Math 13 course completion rates at the College will be described under future Goals and Activities.

### Overall Course Success Rates

Table B.17 and Table B.18 chart overall course completion success by self-identified race and ethnicity by gender at BCC from fall semester 2008 to fall semester 2013. PCCD’s Office of Institutional Research provided the data for this line graph.

Table B.17. BCC Overall Course Success by Race and Ethnicity, Fall Semester 2008 to Fall Semester 2013.

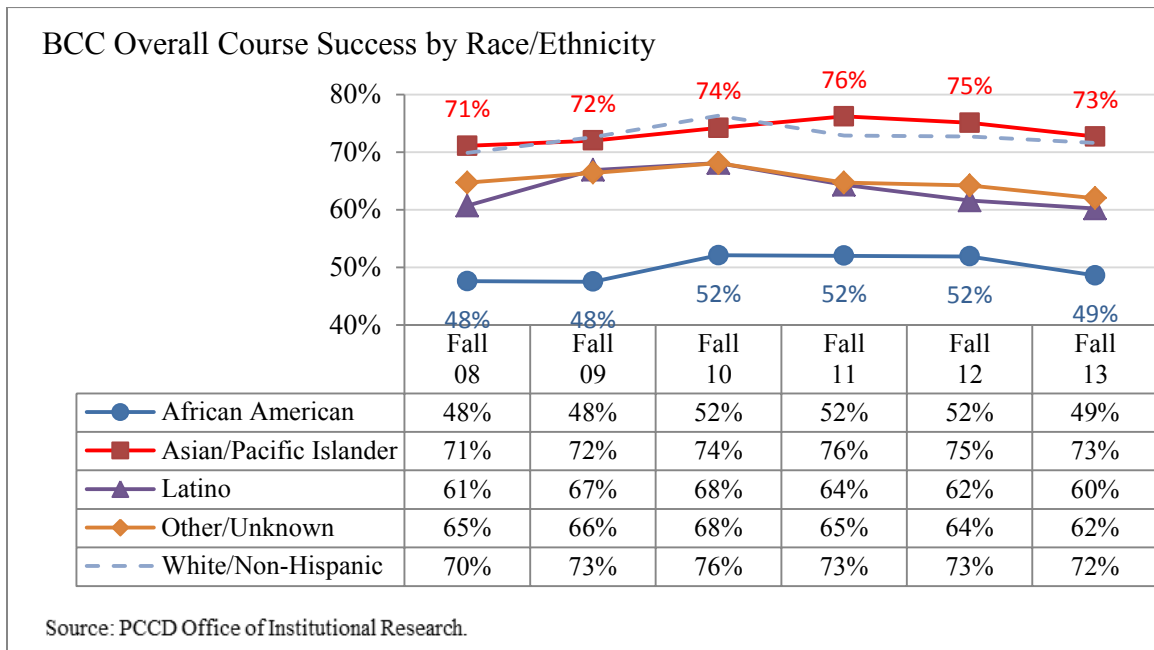
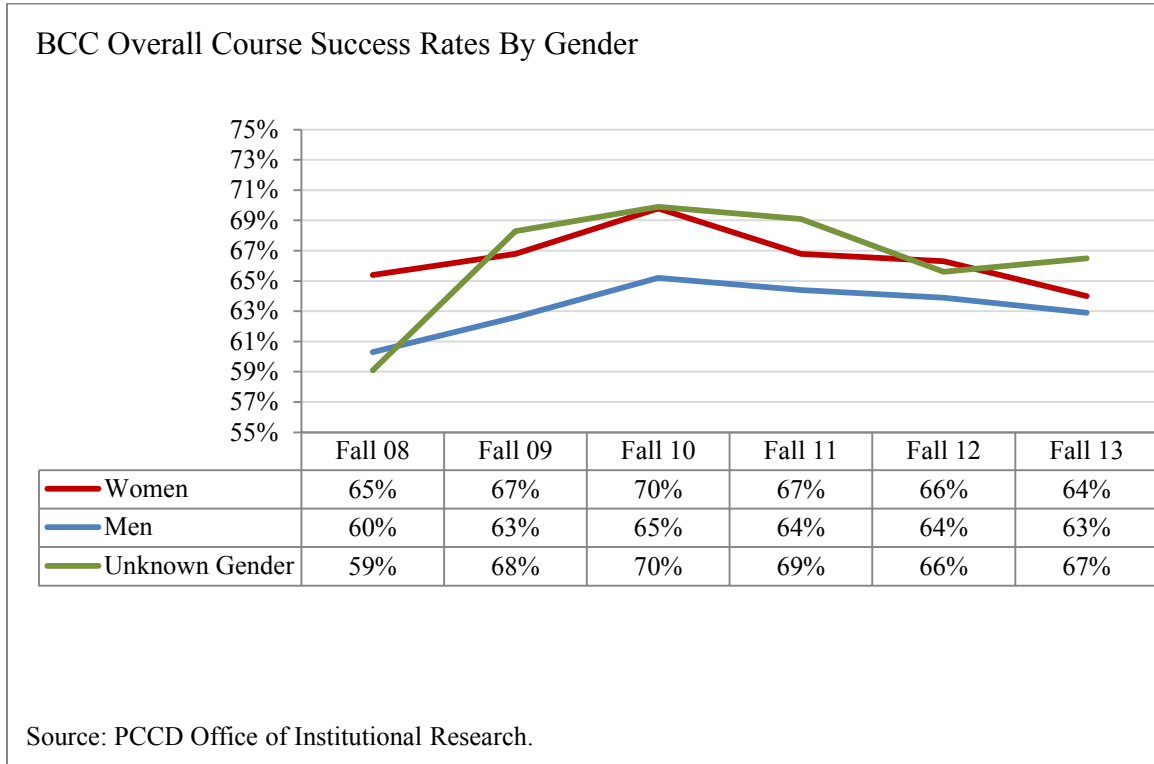




Table B.18. BCC Overall Course Success by Gender, Fall Semester 2008 to Fall Semester 2013.



The patterns of success observed in overall successful course completion data (which includes Pre-transfer Foundational and ESL courses) mirror the patterns of success for transfer-level course completion at BCC. Women students have outperformed their men counterparts each year from 2008 to 2013. This gender equity gap has declined slightly from 6 percent to 4 percent. Both genders fall short of the 70 percent threshold. The near elimination of a gender cap can be attributed to an increase in men’s performance as well as a decline women’s performance.

As with the various transfer-level course completion graphs presented above, overall course success rates (which include Pre-transfer Foundational and ESL courses) evidence salient differences in outcomes of racial and ethnic groups at BCC. Asian and white non-Latino students consistently exceeded the 70 percent threshold over the six-year period, with a 74 percent course success rate for Asian students and a 73 percent rate for white non-Latino students. In comparison, Latino students averaged a 64 percent overall course completion rate, reflecting an equity gap of 10 percentage points. The overall course completion rate for African Americans hovered around 50 percent with minimal fluctuation over the six-year period. With an average course completion rate of only 50 percent, the equity gap for African American students currently measures 23 percentage points.

## **Pre-transferable Foundational and English as a Second Language Course Completion (Retention)**

“English as a Second Language (ESL) and Pre-transferable Foundational course completion” is defined as the ratio of the number of students by population group who complete a degree-applicable course after having completed their final ESL or pre-transferable foundational course compared to the number of those students who do not complete a degree-applicable course after having completed their final ESL or pre-transferable foundational course. “Course Success Rate” is defined as the percentage of students who received a passing/satisfactory grade. PCCD’s Office of Institutional Research has operationalized course completion as:

- 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 following tables provide data on English as a Second Language (ESL) and pre-transferable foundational course completion and retention. PCCD’s “Course Success Rate” is defined as the percentage of students who received a passing/satisfactory grade. For further explanation, please see the formula under Indicators and Definitions.

### **Pre-transfer Foundational English**

This section explores student course completion success in pre-transfer foundational English courses. These courses will be operationalized as English courses that are two levels below transfer, such that CB21 = D, C, or B, assuming CB21 code definitions which follow:

- D = 4 levels below transfer
- C = 3 levels below transfer
- B = 2 levels below transfer
- A = 1 level below transfer

CB21 code definitions also assume that BCC courses are appropriately coded with these levels, resulting in CB08 as the actual code. The findings presented below further assume only courses coded as B appear as “basic skills” defined by BCC as “pre-transfer foundational.” These courses subsequently include:

- F08 ENGL = 269A, 258
- F09 ENGL= 269A, 269B, 258, 258A
- F10 = ENGL 268A, 267A, 269A, 269B, 258D
- F11 = ENGL 268A, 267A, 269A, 269B
- F12 = 268A, 267A, 269A, 269B, 248UX, 258B

- F13 = 204A

BCC English faculty has used assessment data and grant funding to pilot innovative student assessment, accelerate curriculum (English 204A/B), and provide professional development, including a common portfolio review process during the common portfolio review process. English 204A accelerates students through multiple layers of remediation via accelerated curriculum and portfolio assessment (common, analytic rubric providing students feedback in ten skill areas). BCC 204A students with an A or B grade may petition for English 1A transfer credit. Currently, BCC faculty and curriculum staff are working to ensure these innovative English acceleration efforts are captured by our District and reported to the state for inclusion in the Basic Skills Progress Tracker.

PCCD's Office of Institutional Research has generated local data, which is critical feedback to review, assess, and continue the innovation of BCC's accelerated English pathways. PCCD's Office of Institutional Research provided data and analyses to "track" the progression of developmental English cohorts between fall semester 2011 to fall semester 2013 for 1,067 students. Course success rates for the 1,859 students who initially enrolled in English 269 A/B or 201 A/B ranked 20 percent in comparison with a course completion rate of 61 percent for students who enrolled in English 204.

As we only have two semesters of data available from the pilot accelerated English course, in spring 2012, students who initially enrolled in the English 248/204 sequence had only one year-and-a-half to demonstrate successful English 1A completion (e.g. Grade of A, B, C or Pass). Therefore, '[t]hroughput' estimates for 204/248X are likely under-estimates that will increase with time. Given that throughput rates for the accelerated English pre-transfer foundational courses are likely underestimates, the evidence suggests that accelerated developmental courses (English 248/204) improved students' success in both the developmental and the transfer-level courses at BCC.

## **Student Race and Ethnicity**

Table C.1 presents pre-transferable foundational English successful course completion by self-identified race and ethnicity at BCC from fall semester 2008 to fall semester 2013. PCCD's Office of Institutional Research provided the data for this line graph.

BCC piloted an accelerated model of pre-transfer foundational English. This course increased pre-transfer foundational English by one unit to include three lab hours each. The accelerated pilot English course also includes embedded writing coaches and addresses the same content as English 1A. Although little data are presently available to measure the success of the innovative pilot program, preliminary findings are optimistic.

For all BCC students, course-level data evidence some success in relative completion rates in transfer-level English (English 1A) for students who took pre-transfer foundational English classes at BCC and then enrolled in English 1A. Of the 36 students enrolled in the accelerated pilot course during fall semester 2013, 61 percent went on to complete English 1A successfully. In contrast, only 19 percent of the 294 students enrolled in English 269A (old model: two levels below transfer) from fall semester 2011 to fall semester 2012 completed English 1A successfully; and just 20 percent of the 737 students enrolled in English 201A (old model: one level below transfer) from fall semester 2011 to fall semester 2012 went on to complete English 1A successfully.

Although students beginning their English studies in the newly developed pre-transfer foundational English course outperformed students who began in the previous basic skills courses, the amount of attrition from one course to the next is a concern for the College. Though it is consistent with rates of attrition at other California colleges with similar demographics to that of BCC, the College takes this seriously and is exploring avenues to gain more information about reasons for student attrition in these classes and to support students to prevent attrition among students who begin their studies at the pre-transfer foundational English level. The work of the BCC Equity Committee, formed in fall 2014, is an example of this type of endeavor at the College.

Table C.1. BCC Pre-Transfer Foundational English Course Completion by Race and Ethnicity, Fall Semester 2008 to Fall Semester 2013.

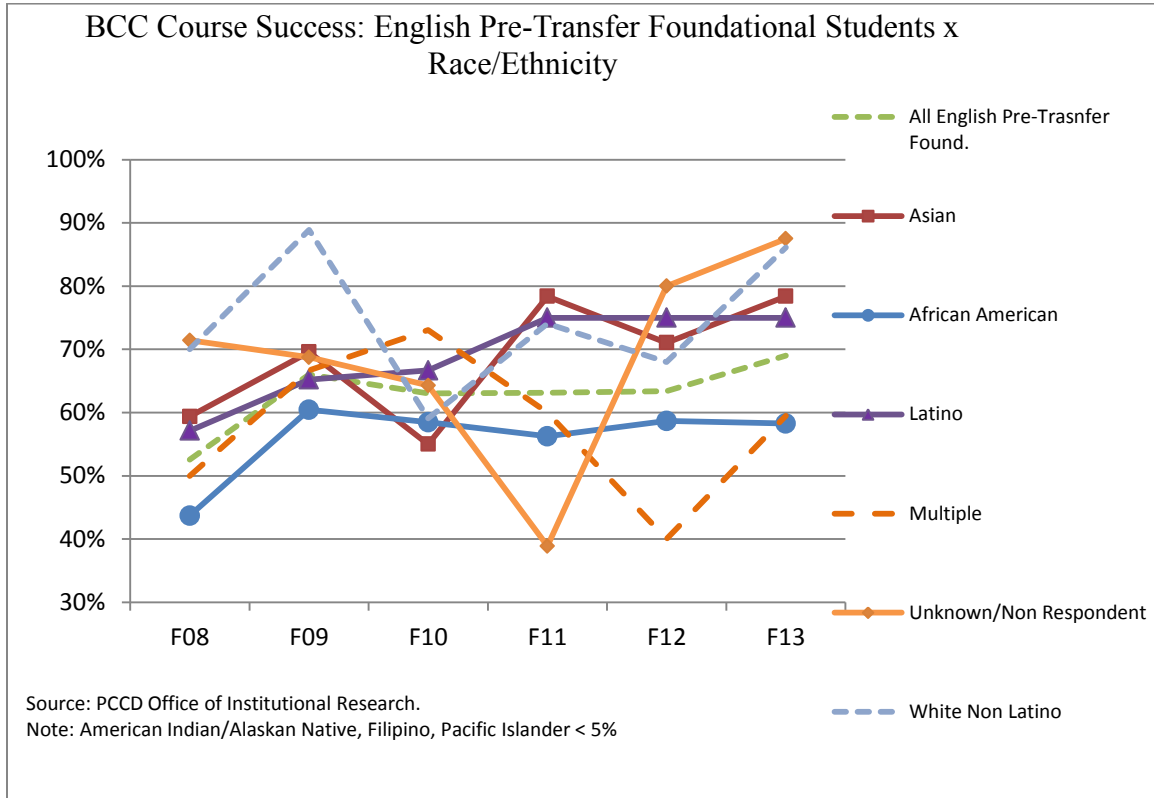


Table C.1 evidences an equity gap at BCC for student course completion of pre-transfer foundational English courses from fall semester 2008 to fall semester 2013. Whereas Asian, white non-Latino, and Latino students neared or exceeded the 70 percent course success threshold, African American students underperformed each year. White non-Latino students averaged the highest course completion rate at 78 percent, with a fall 2013 semester rating of 86 percent.

Asian and Latino students fell just short of the 70 percent threshold at 69 percent, with both subgroups surpassing the 70 point mark in 2013 with a 77 percent course success rate for Asian students and a 75 course success rate for Latino students. The progress Latino students have made in pre-transferable foundational courses at BCC over the past six years warrants commendation as the College has successfully closed a critical equity gap by increasing the course success rate by 18 points.

Unfortunately, African American students continue to struggle with pre-transferable foundational English courses, falling well below the 70 percent threshold with a 57 percent rating. African American students performed best in 2009 with a 60 percent success rate and worst the year prior with a 47 percent success rate. For all other years, the success rate for African Americans fell in the 50 to 59 percent range. A

significant equity gap for African American students in pre-transfer-level English persists.

The English 204 accelerated pre-transfer foundational English course piloted in fall semester 2013 has yielded positive outcomes for white non-Latino and Asian students who reported an increase in course completion rates. White non-Latinos improved over the course of the year from 69 to 86 percent as the completion rate for Asians rose from 71 to 78 percent during the same period. However, course completion rates for Latino and African American students remained relatively stable from fall semester 2012 to fall semester 2013, flat lining for black students at 58 percent and Latino students at 75 percent over the twelve-month period. Data for African American and Latino students suggests the pilot did not have a significant net positive impact on the academic outcomes of these ethnic and racial groups. Further data and analysis will be required to determine the impact of the accelerated pre-transfer foundational English pilot.

### Student Gender

Table C.2 presents pre-transferable foundational English successful course completion by self-identified gender at BCC from fall semester 2008 to fall semester 2013. PCCD’s Office of Institutional Research provided the data for this line graph.

Table C.2. BCC Pre-Transfer Foundational English Course Completion by Gender, Fall Semester 2008 to Fall Semester 2013.

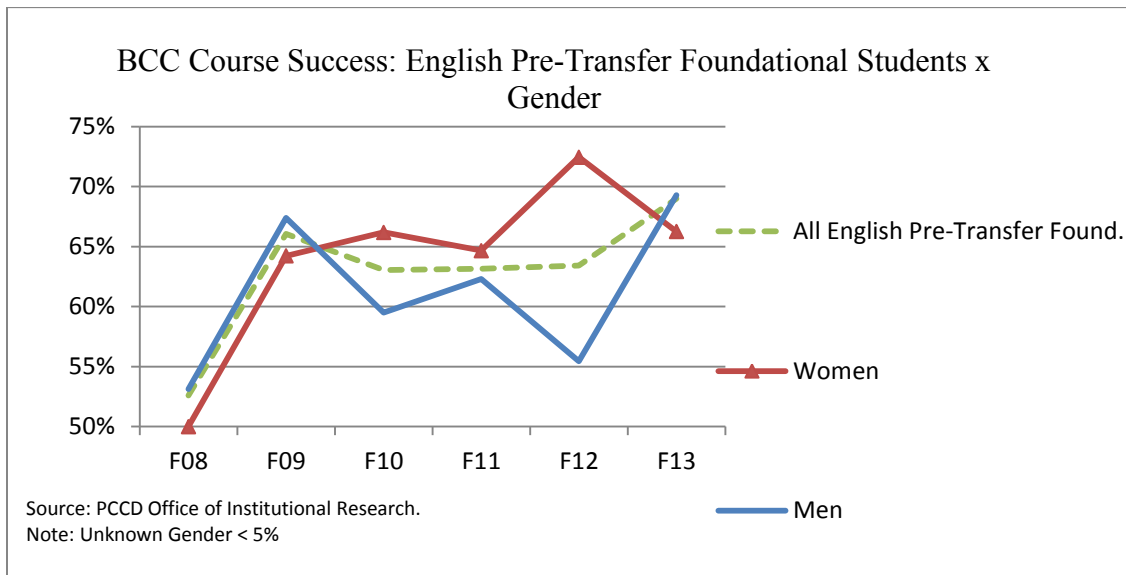


Table C.2 demonstrates that a small gap exists between women and men students at BCC in pre-transferable foundational English course completion rates. Over a six-

year average, men students placed at 60 percent completion with women students performing slightly higher at a 63 percent course success rate. Although a significant spread of 17 points existed between the genders in fall semester 2012, the equity gap reduced remarkably to 3 percent in fall semester 2013. At present, the most recent year's data coupled with six-year averages suggest a statistically inconsequential gap in gender for pre-transfer English course completion at BCC. The decline in women's performance paralleled an increase in men's performance, leading to near elimination of the equity gap between genders.

Unfortunately, African American students continue to struggle with pre-transferable foundational English courses, falling well below the 70 percent threshold with a 57 percent rating. African American students performed best in 2009 with a 60 percent success rate and worst the year prior with a 47 percent success rate. For all other years, the success rate for African Americans fell in the 50 to 59 percent range. A significant equity gap for African American students in pre-transfer-level English persists.

The aggregate rate of student success in pre-transfer foundational English increased from 63 to 66 percent from fall semester 2012 to fall semester 2013. When disaggregated by gender, English 204 accelerated pre-transfer foundational English course piloted in fall semester 2013 has yielded positive outcomes for men who improved course completion rates in the English 204 pilot from 55 percent to 69 percent in one year. In contrast, course completion rates for women students declined from 72 to 66 percent from fall semester 2012 to fall semester 2013, suggesting the pilot did not have a significant impact on their academic outcomes. Further data and analysis will be required to determine the impact of the accelerated pre-transfer foundational English pilot.

### **Student Race and Ethnicity by Gender**

Table C.3 and Table C.4 present pre-transferable foundational English successful course completion by self-identified gender by race and ethnicity at BCC from fall semester 2008 to fall semester 2013. PCCD's Office of Institutional Research provided the data for this line graph.

Table C.3. BCC Pre-Transfer Foundational English Course Completion for Women by Race and Ethnicity, Fall Semester 2008 to Fall Semester 2013.

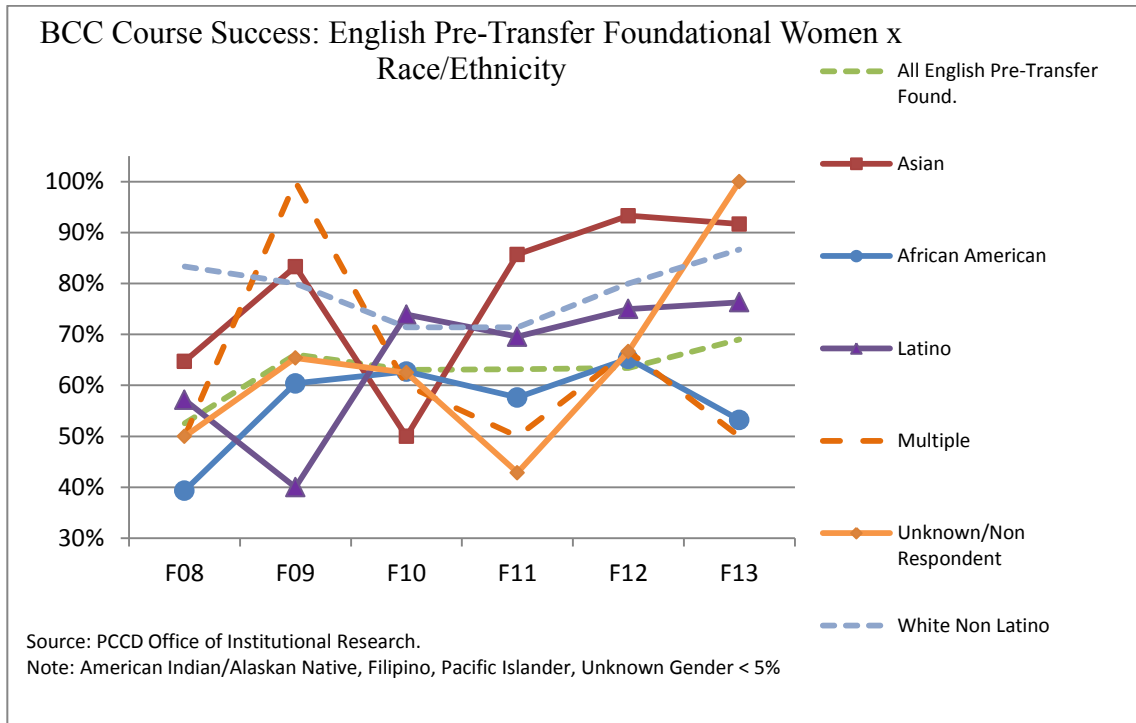


Table C.4. BCC Pre-Transfer Foundational English Course Completion for Men by Race and Ethnicity, Fall Semester 2008 to Fall Semester 2013.

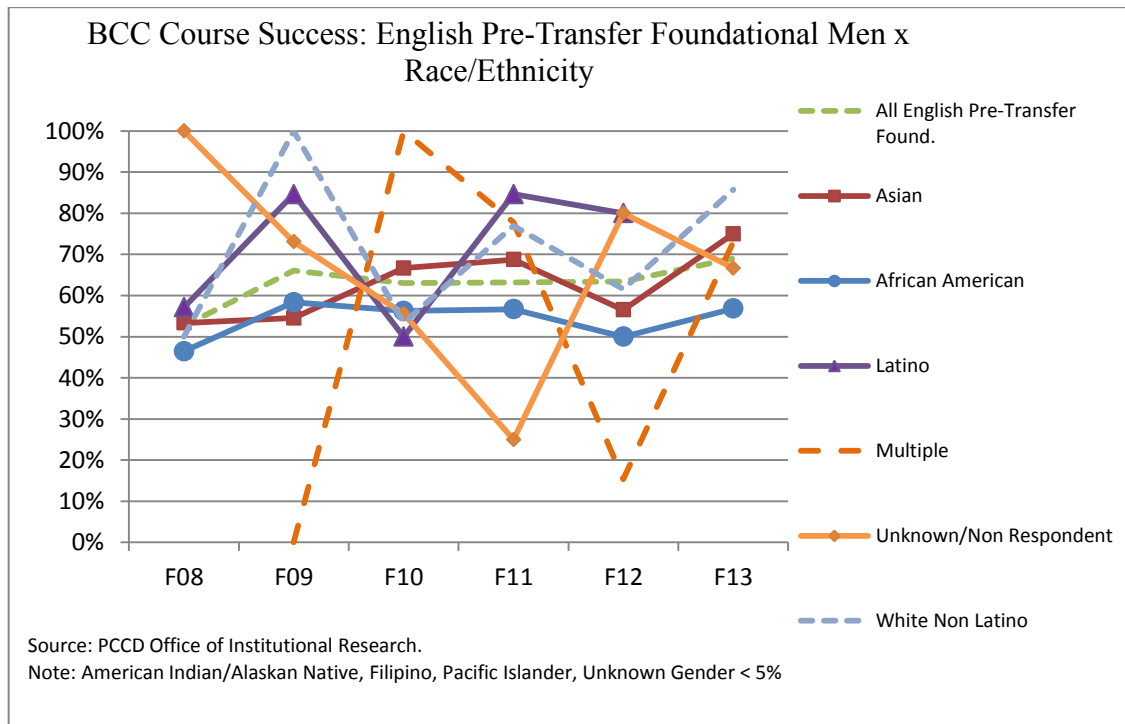




Table C.3 and Table C.4 illustrate that equity gaps in student course success rates persist at BCC when gender is disaggregated by race and ethnicity.

Asian women students demonstrated significant growth in pre-transfer foundational English course success in the past three years, improving their course success rate from 65 percent in fall semester 2008 to 92 percent in fall semester 2013. Asian women students averaged 78 percent course success over the six-year period. Meanwhile, Asian men students similarly made academic progress in pre-transfer foundational English, improving their ratio from 53 percent to 75 percent over the same period of time. However, the six-year average for Asian men stands at 63 percent, reflecting a 15-point equity gap with their women counterparts.

White non-Latino women students also demonstrated a significant advantage over white non-Latino men. With an 8 percent spread between gender outcomes, white non-Latino women had a six-year average course success rate of 79 percent and a fall semester 2013 high rate of 87 percent. In contrast, white non-Latino men successfully passed non-transfer foundation English at a rate of 71 percent and performed at 86 percent last fall semester. An equity gap exists between both genders of white non-Latinos, but both student populations exceed the 70 percent threshold.

Both Latino men and women have also made significant progress in pre-transfer foundational English courses, exceeding the 70 percent threshold for the past three years. Both Latino gender groups increased their performance from 57 percent in 2008. Latinas had an average six-year course success rate of 65 percent and an average 74 percent success rate for the past three years; and Latinos had an average six-year course success rate of 72 percent and an average 79 percent success rate for the past three years.

The equity gap for Latino students in pre-transfer foundational English has apparently been eliminated. Continuous monitoring of this progress is required to measure the sustainability of this positive trend.

As with Latinos, both genders of African American students demonstrated comparable course success rates at 55 percent for women and 54 percent for men. Whereas African American women students performed at over 60 percent for three of the past six years, they also dipped as low as 39 percent back in fall semester 2008. In contrast, African American men students never broke the 60-point mark over the past six years. African American women students need to improve their performance in pre-transfer foundational English 24 percent to eliminate the gap with their white and Asian women counterparts. African American men need to increase their success rate by 17 percent points to close the gap that advantages white men students.

When gender is disaggregated by race and ethnicity, student course completion rates for students elucidate the positive impact the pilot accelerated pre-transfer

foundational English 204A course has had on specific student populations. Across the board, all ethnic and racial categories of men students succeeded at higher rates. White non-Latinos' performance skyrocketed from 62 to 86 percent course success outcomes. Success rates for Asian students increased from 62 to 73 points. African American men improved from 50 to 57 percent as Latino men students increased their success rate from 57 to 73 percent between fall semester 2008 and fall semester 2013.

Women students who enrolled in English 204A during fall semester 2013 had mixed success in the pilot program. White non-Latinas improved from 80 to 87 percent as Asian women students dramatically escalated completion rates from 57 to 82 percent. As with their men counterparts, Latina students flat-lined at 67 percent between years, yet still remained over the 70 percent threshold. Preliminary data demonstrate that success rates for African American women students who participated in the pilot decreased from 65 percent in fall semester 2012 to 53 percent in the fall 2013 semester.

Overall, success rates of pre-transfer foundational English course completion for all racial, ethnic, and gender populations were higher than success rates of pre-transfer foundational Math course completion.

### **Student Social Economic Status**

Unfortunately, BCC is unable to provide data on the intersection of socio-economic status (SES) with gender and ethnicity for student pre-transfer foundational English course completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze the socio-economic factors that hinder successful pre-transfer foundational English course completion at the College will be described under future Goals and Activities

### **Active Military and/or Veteran Students**

PCCD and CCCCCO began to collect data on activity military and veteran students in 2012.

Table B.5 provides one year of data for students' success in pre-transfer foundational courses (indicated as basic skills) with no distinction of subject area.

Table B.5. Two-Year Active Military and Veteran Student Course Completion Rates, 2012-2013.

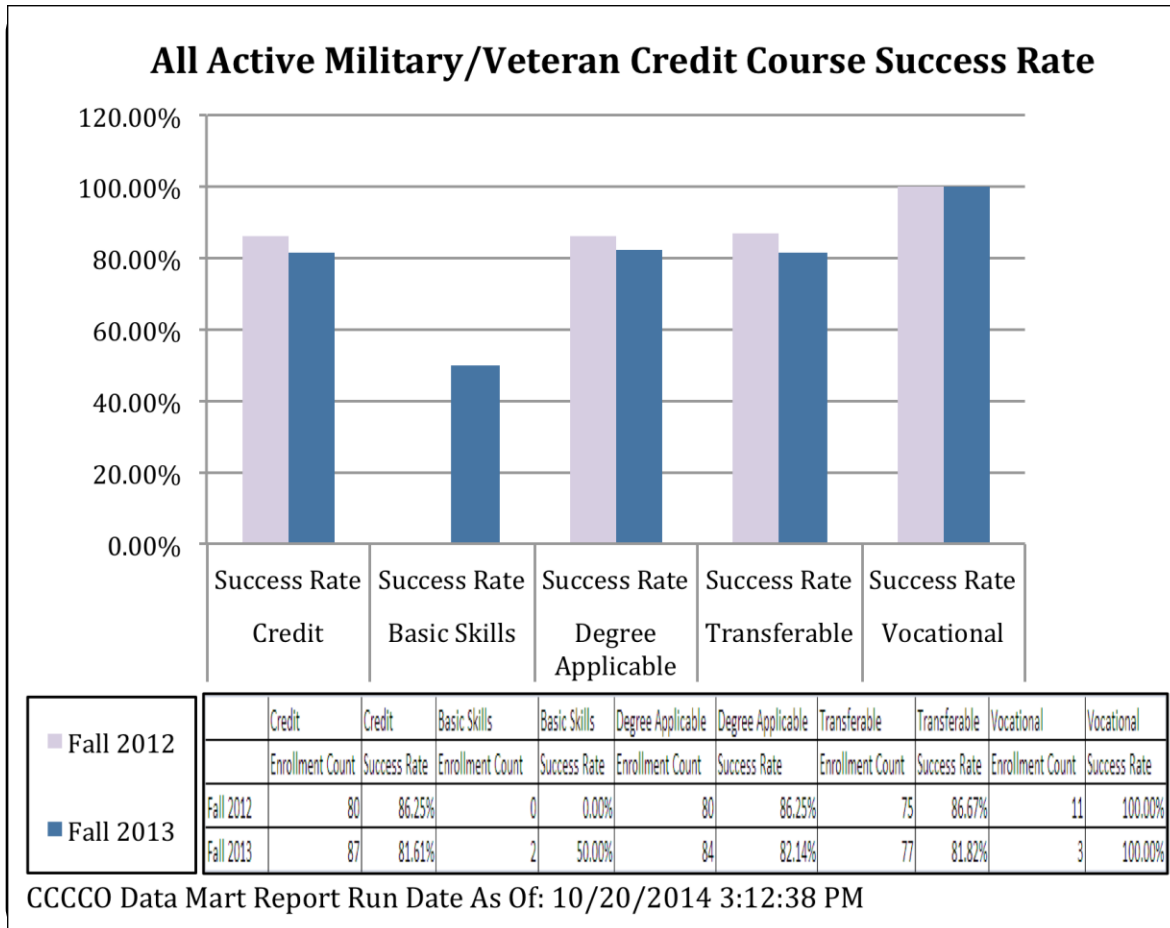


Table B.5 demonstrates that one in two active military or veteran students successfully completed pre-transfer foundational courses in fall semester 2013. With a sample this small, no determination can be made about the presence of a significant gap.

Unfortunately, BCC is unable to provide additional data on active military and veteran students' successful pre-transfer foundational English course (which would include ESL) completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze active military and veteran students' pre-transfer foundational English course completion rates at the College will be described under future Goals and Activities.

## Students with Disabilities

Table C.5 presents course completion data for students with disabilities in pre-transfer foundational English courses at BCC from fall semester 2008 to fall semester 2013.

Table C.5. BCC Pre-Transfer Foundational English Course Completion for Students with Disabilities, 2008-2013.

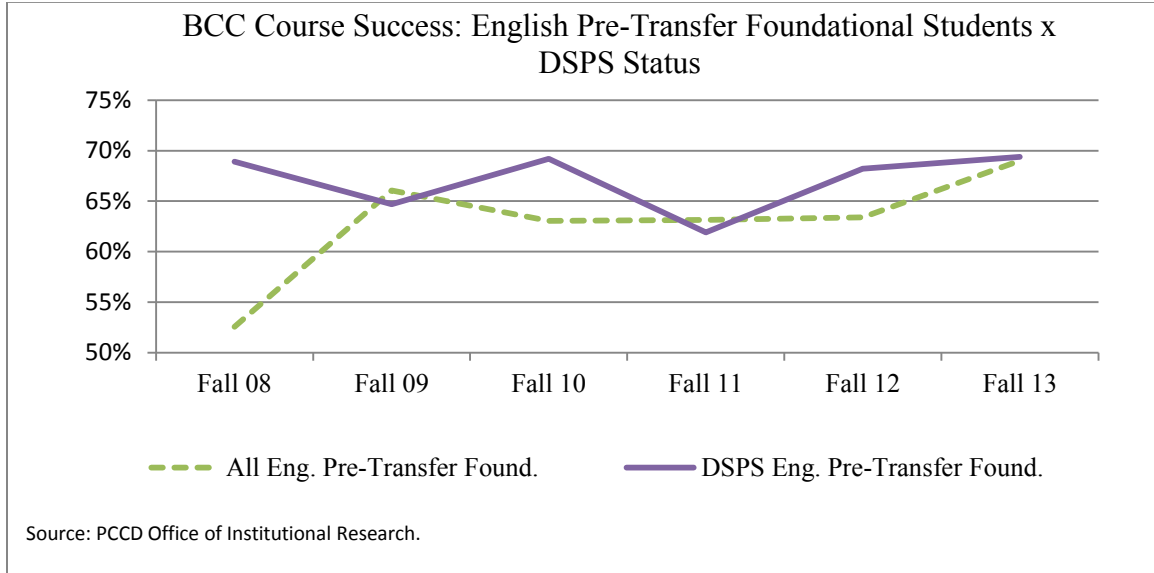


Table C.5 demonstrates the non-existence of an equity gap for students with disabilities in pre-transfer foundational English courses at BCC. Moreover, in four of the past six years, students with disabilities nearly met the 70 percent threshold and outpaced the overall population of pre-transfer foundational English course students. No equity gap exists for students with disabilities in pre-transfer foundational English. Students with disabilities averaged 67 percent course success as the overall student body average for these courses rated 64 percent.

## Foster Youth

Unfortunately, BCC is unable to provide data on foster youth’s successful pre-transfer foundational English course completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze foster youth’s pre-transfer foundational English course completion rates at the College will be described under future Goals and Activities.

## Pre-transfer Foundational Math

This section explores student course completion success in pre-transfer foundational Math courses. These courses will be operationalized as Math courses that are two levels below transfer, such that CB21 = D, C, or B, assuming CB21 code definitions which follow:

- D = 4 levels below transfer
- C = 3 levels below transfer
- B = 2 levels below transfer
- A = 1 level below transfer

CB21 code definitions also assume that BCC courses are appropriately coded with these levels, resulting in CB08 as the actual code. The findings presented below further assume only courses coded as B appear as “basic skills” defined by BCC as “pre-transfer foundational.” These courses subsequently include:

- F08 Math = Math 250, 251A, 251B, 251C, 251D
- F09 Math = Math 250, 253
- F10 Math = Math 250, 251A, 253, 259
- F11 Math = Math 250, 251A, 253
- F12 Math = Math 250, 251A, 348UG, 348UE, UL, UF, UK, UM, UH, UD, 253, 348, 348UN
- F13 Math = Math 250, 254

As noted, pre-statistics, Math206, formally "Algebra for Statistics," was initiated two years ago at BCC to help accelerate non-STEM students through the pre-transfer math curriculum to transfer-level statistics. The five-credit course provides student-centered teaching of elementary statistics and probability in preparation for Math13, introduction to Statistics. As these courses were funded by Basic Skills Initiative, this student success data were not initially collected by our District and is not currently reflected by the Basic Skills Progress Tracker. However, the data are being reviewed and collected for an updated reporting to the CCCCCO.

Excitingly, pursuant to BCC math faculty assessment, the first year of the program was evaluated locally and revealed that students were 50 percent more likely to successfully complete transfer-level statistics via this accelerated pathway than via the traditional remedial pathway. Whereas 17 percent of students who took the traditional remedial pathway course sequence passed Introduction to Statistics, 27 percent of students in the accelerated Math 206 pilot passed Math 13. Additionally, the RP Group evaluated about a half-dozen community colleges (including BCC) that initiated math acceleration and found, overall, students were almost three times more likely to succeed in transfer-level statistics via acceleration, as compared with the traditional remedial pathway. Importantly, with respect to equity, these findings held true across all categories of race and ethnicity (RP Group, 2014).

The data presented under pre-transfer foundational course completion show a significant decline in success rates during fall semester 2012 and fall semester 2013. During these semesters, BCC experimented with an accelerated math pilot program. This pilot included stackable .5 unit courses, packaged as standalone modules which as if taken as a series would count for a traditional three or four-unit course. This pilot did not foster accelerated pre-transfer foundational math course completion. Instead, this pilot drastically impacted course completion success rates. For instance, if one student enrolled in six modules to complete what was formerly a three-unit pre-transfer math course, then he/she received six separate grades for what should be regarded as a single course grade. Students who failed these modules often received six F grades on their academic transcript. This pilot was phased out by spring semester 2014.

### Student Race and Ethnicity

Table C.6 presents pre-transferable foundational Math successful course completion by self-identified race and ethnicity at BCC from fall semester 2008 to fall semester 2013. PCCD’s Office of Institutional Research provided the data for this line graph.

An accelerated pre-statistics course has been piloted over the past year, but little data are presently available to measure the success of the innovative pilot program. However, preliminary findings are optimistic

Table C.6. BCC Pre-Transfer Foundational Mathematics Course Completion by Race and Ethnicity, Fall Semester 2008 to Fall Semester 2013.

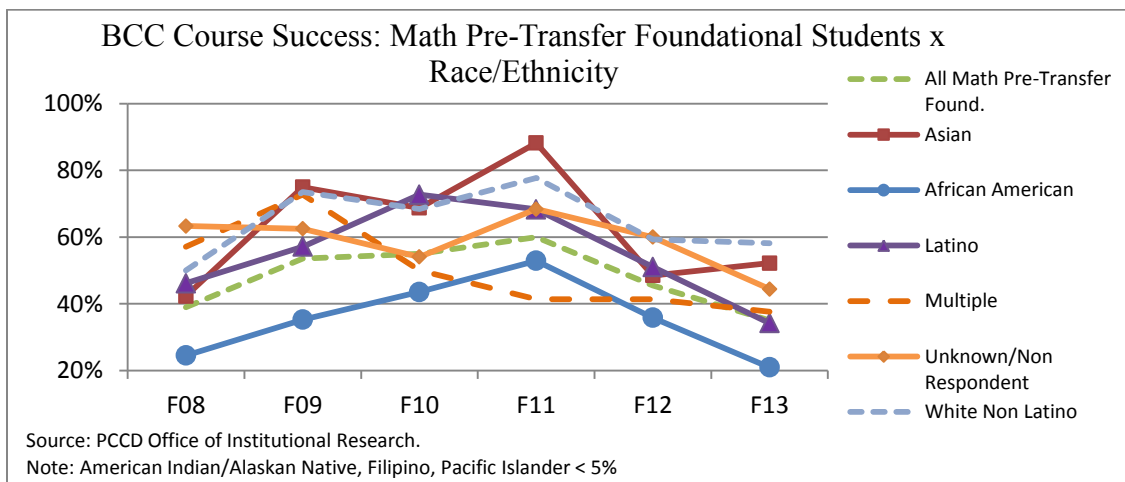


Table C.6 shows that a significant equity gap disadvantaged African American and Latino students in pre-transfer foundational Math courses at BCC from fall semester 2008. African American students averaged 36 percent course success, while the

mean for Latino course success rated 55 percent. Data from the past two years reveal a recent downward trend for all students at BCC, yet white non-Latino and Asian students outpaced their African American and Latino counterparts with respective rates of 65 and 62 percent. Although no ethnic nor racial group met the 70 percent threshold, Latinos need to make up 10 percent while African Americans need to catch up by 29 points to achieve parity with their white counterparts.

## Student Gender

Table C.7 presents pre-transferable foundational math successful course completion by self-identified gender at BCC from fall semester 2008 to fall semester 2013. PCCD's Office of Institutional Research provided the data for this line graph  
 Table C.7. BCC Pre-Transfer Foundational Mathematics Course Completion by Gender, Fall Semester 2008 to Fall Semester 2013.

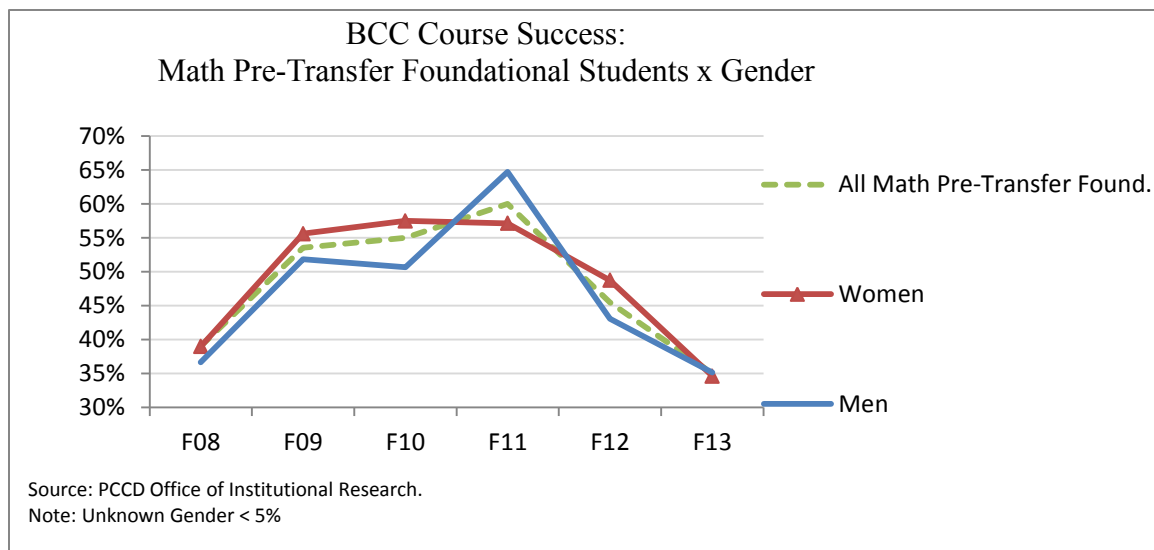


Table C.7 demonstrates that a small gap exists between women and men students at BCC in pre-transferable foundational Math course completion rates, but this 2 percent difference is not statistically significant. Over a six-year average, men students placed at 47 percent completion with women students performing slightly higher at a 49 percent course success rate. In addition, women students slightly outperformed men students in five of the past six fall semesters. However, rather than focus on gender as a meaningful variable, attention should be placed on the increasingly abysmal success rates for both genders. In fall semester 2013, both genders reported success rates of 35 percent in pre-transfer foundational math.

## Student Race and Ethnicity by Gender

Table C.8 and Table C.9 present pre-transferable foundational Math successful course completion for self-identified gender by race and ethnicity at BCC from fall semester 2008 to fall semester 2013. PCCD's Office of Institutional Research provided the data for this line graph.

Table C.8. BCC Pre-Transfer Foundational Mathematics Course Completion for Women by Race and Ethnicity, Fall Semester 2008 to Fall Semester 2013.

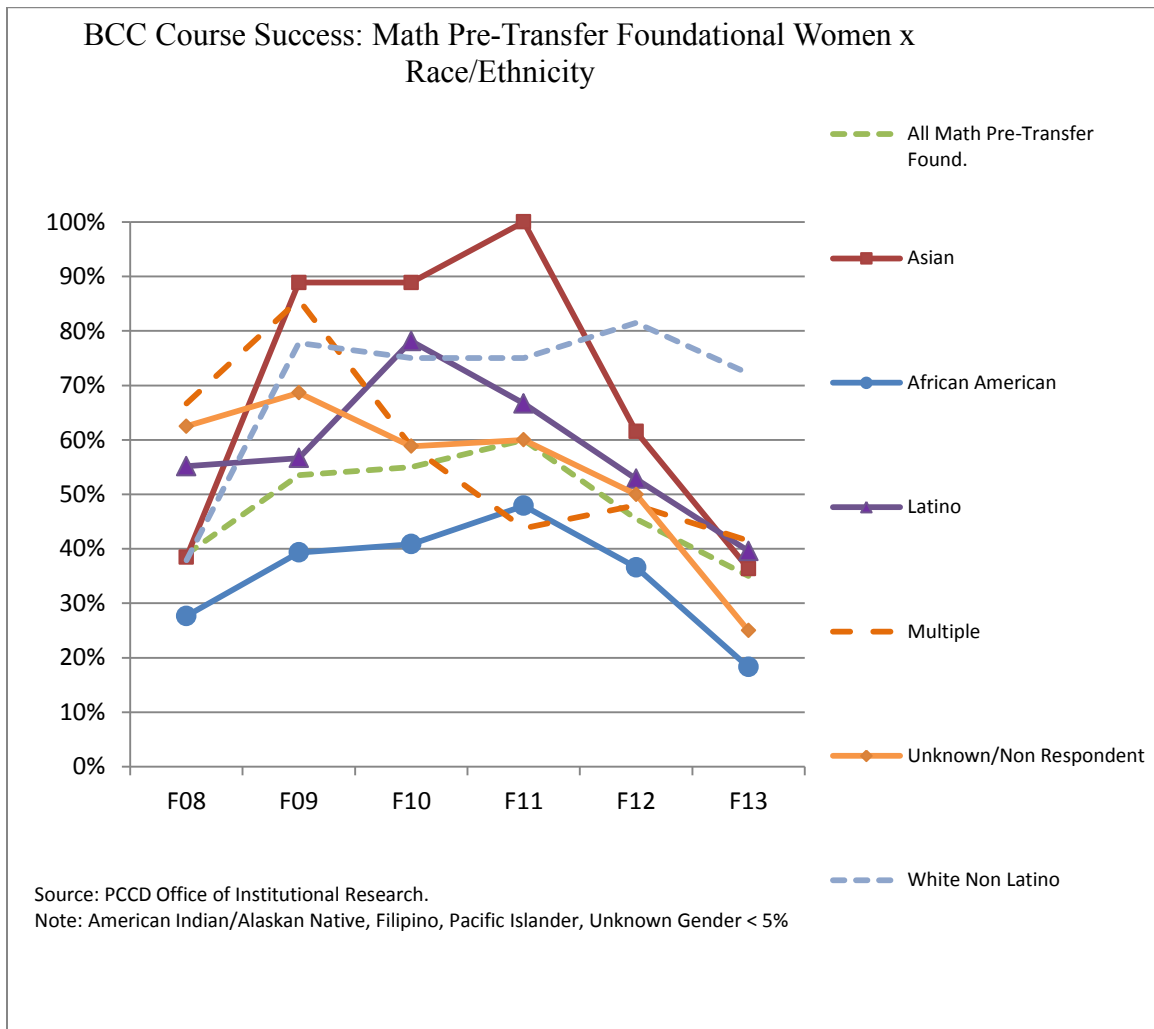




Table C.9. BCC Pre-Transfer Foundational Mathematics Course Completion for Men by Race and Ethnicity, Fall Semester 2008 to Fall Semester 2013.

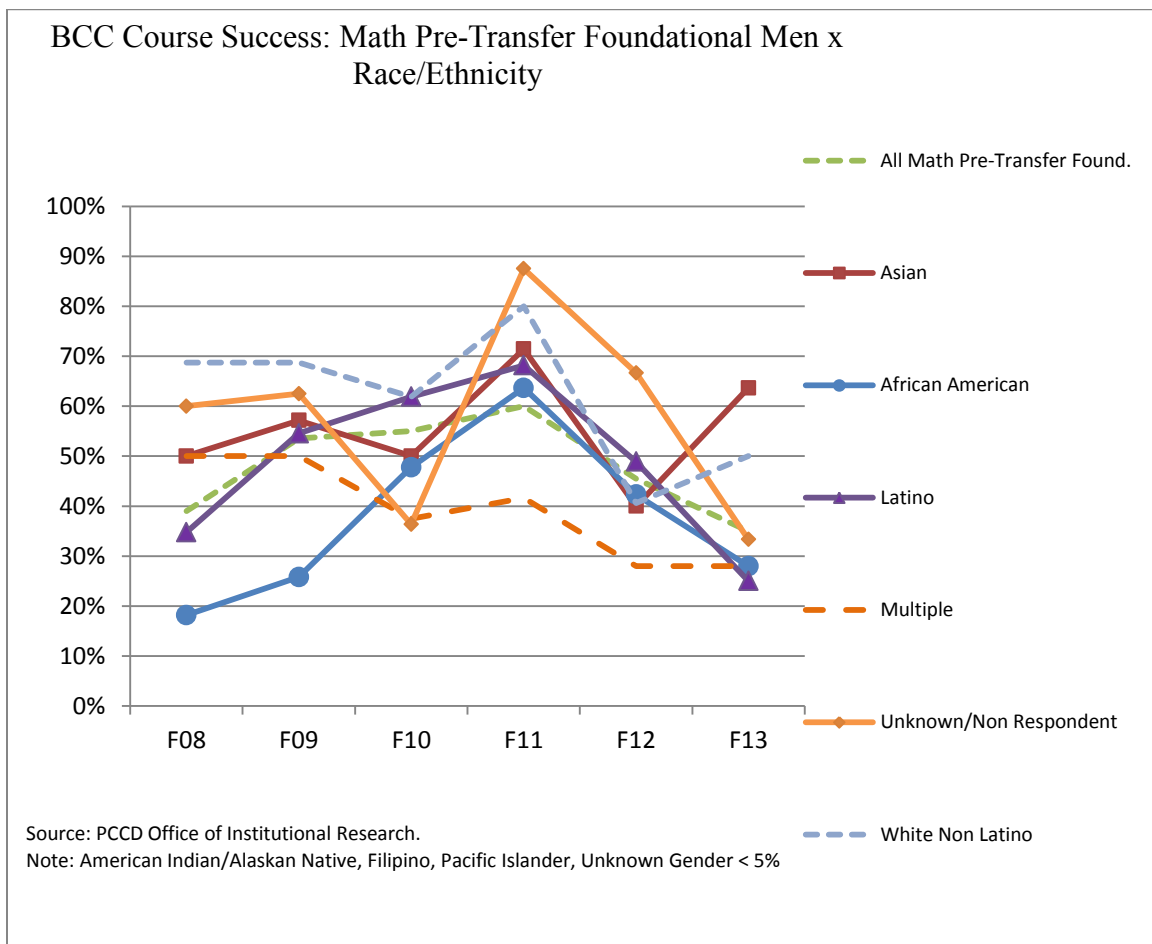


Table C.8 and Table C.9 disclose significant gaps in gender outcomes for particular racial and ethnic groups. African Americans of both genders underperform in pre-transfer foundational math courses, but their six-year average rates remain

consistent, with success rates for African American women at 35 percent and men at 38 percent. As an aside, the reader should note that few ESL students self-identify as African American students; rather, international students who happen to be black are the likeliest to self-select “African American” as their racial identity due to options provided on the College’s application.

Latino students performed the second lowest as an ethnic or racial group. However, Latinas outperformed Latinos by a spread of 9 percent over six years at a rate of 58 percent for Latinas to 49 percent success for Latinos.

Although white non-Latinos and Asian students experienced the highest level of course success, neither group managed to achieve the 70 percent threshold. A gender gap persists for both ethnic and racial groups, with women at an advantage.

Asian women performed at a 69 percent success rate while their men counterparts capped at 55 percent, revealing a 14 percent equity gap. White non-Latinos rated 62 percent compared to white non-Latinas who performed at 70 percent, yielding an 8-point spread.

### **Student Social Economic Status**

Unfortunately, BCC is unable to provide data on the intersection of socio-economic status (SES) with gender and ethnicity for student pre-transfer foundational math course completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze the socio-economic factors that hinder successful pre-transfer foundational math course completion at the College will be described under future Goals and Activities.

### **Active Military and Veteran Students**

PCCD and CCCC0 began to collect data on active military and veteran students in 2012. Table B.5 provides one year of data for student success in pre-transfer foundational courses (indicated as basic skills) with no distinction of subject area.

Table B.5. Two-Year Active Military and Veteran Student Course Completion Rates, 2012-2013.

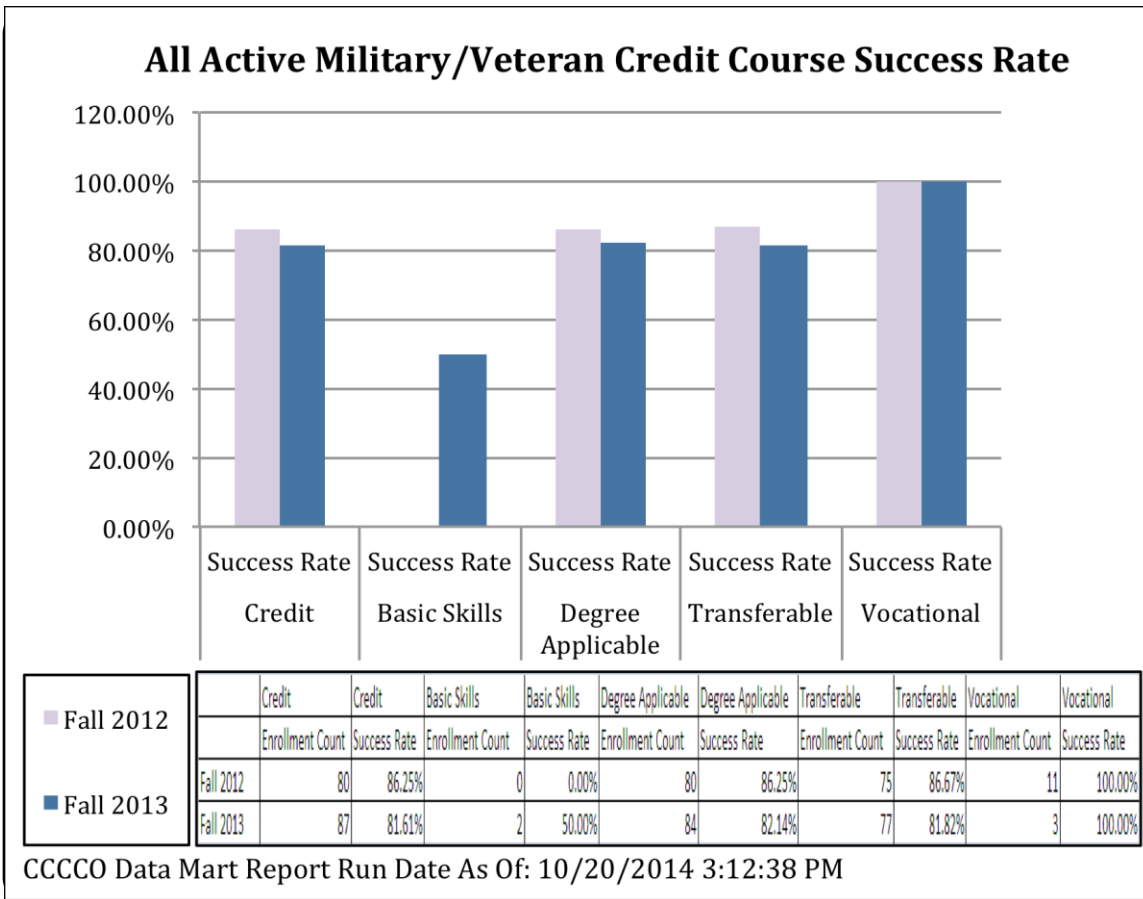


Table B.5 demonstrates that one in two active military or veteran students successfully completed pre-transfer foundational courses in fall semester 2013. With a sample this small, no determination can be made about the presence of a significant gap.

Unfortunately, BCC is unable to provide additional data on active military and veteran students' successful pre-transfer foundational math course completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze pre-transfer foundational math course completion rates at the College will be described under future Goals and Activities.

### Students with Disabilities

Table C.10 presents course completion data for students with disabilities in pre-transfer foundational Math courses at BCC from fall semester 2008 to fall semester 2013.

Table C.10. BCC Pre-Transfer Foundational Math Course Completion

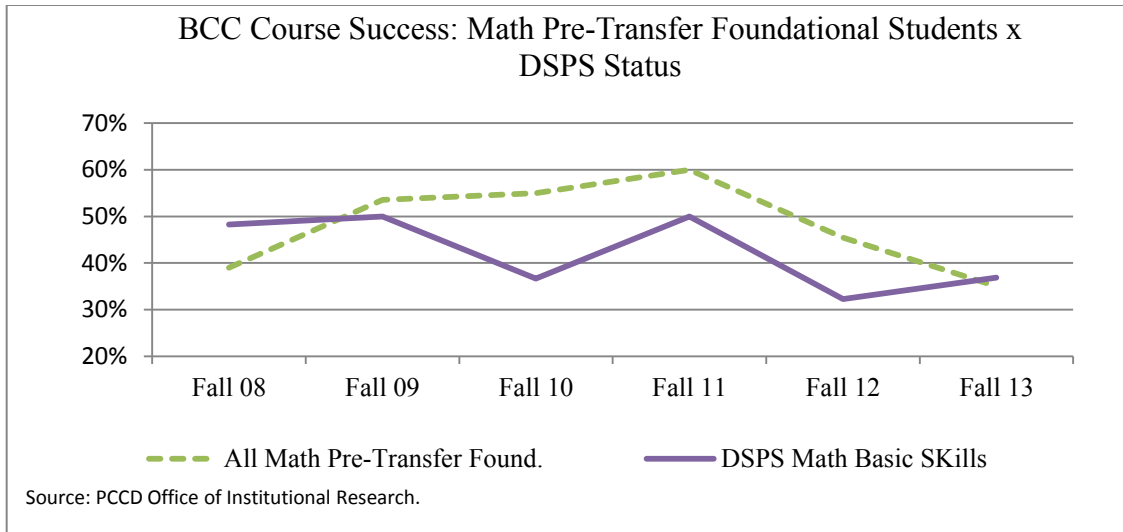


Table C.10 demonstrates the non-existence of an equity gap for students with disabilities in pre-transfer foundational math courses at BCC. Success rates for all students in pre-transfer foundational math courses remain low, with the fall semester marking a six-year low for both students with disabilities at 37 percent and the overall population of students in pre-transfer foundational math at 35 percent course completion. Since fall semester 2008, students with disabilities averaged 43 percent course success whereas the overall student body average for these courses rated 42 percent. No equity gap persists, but success rates in lower level math courses have worsened and continue to hinder student degree and certificate completion progress.

### **Foster Youth**

Unfortunately, BCC is unable to provide data on foster youth’s successful pre-transfer foundational math course completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze foster youth’s pre-transfer foundational math course completion rates at the College will be described under future Goals and Activities.

### **English as a Second Language**

This section explores student course completion success in all ESL courses at BCC.

### **Student Race and Ethnicity**

Table C.11 provides data on ESL course success by race and ethnicity over six years from fall semester 2008 to fall semester 2013. Data for this line graph were provided by PCCD's Office of Institutional Research.

Table C.11 BCC ESL Course Success by Race and Ethnicity, 2008-2013

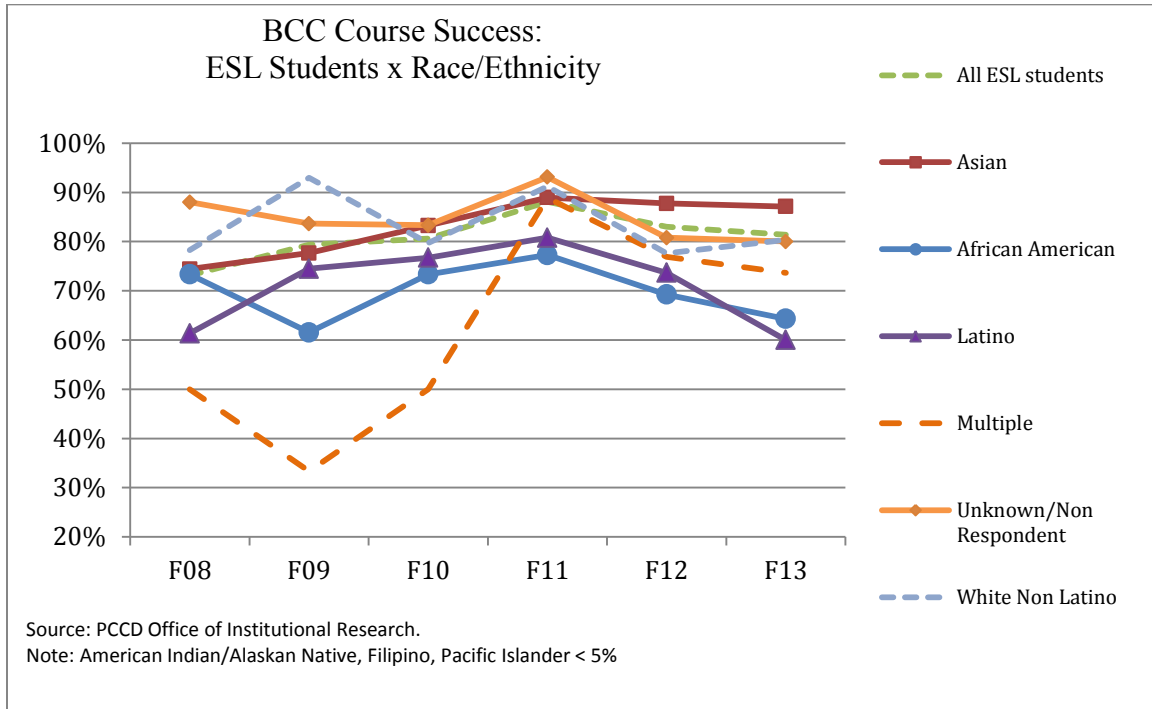


Table C.11 illustrates a significant equity gap in ESL course completion rates, which disadvantages Latino and African American students when outcome data are disaggregated by race and ethnicity. Whereas Asian and non-white Latino averaged 86 percent and 84 percent respective ESL course completion rates, Latino and African American students did not consistently meet the 70 percent threshold over the six-year period. With a success rate of 71 percent, the equity gap for Latino students in ESL course completion exhibits a deficit of 13 percent. African American ESL students fared slightly poorer with an average six-year course completion success rate of 67 percent. Despite the gap in performance, all ESL course completion rates far exceed the completion rates of students in non-ESL transfer-level and pre-transfer foundational courses.

### Student Gender

Table C.12 provides data on ESL course success by gender over six years from fall semester 2008 to fall semester 2013. Data for this line graph were provided by PCCD's Office of Institutional Research.

Table C.12. BCC ESL Course Success by Gender, 2008-2013

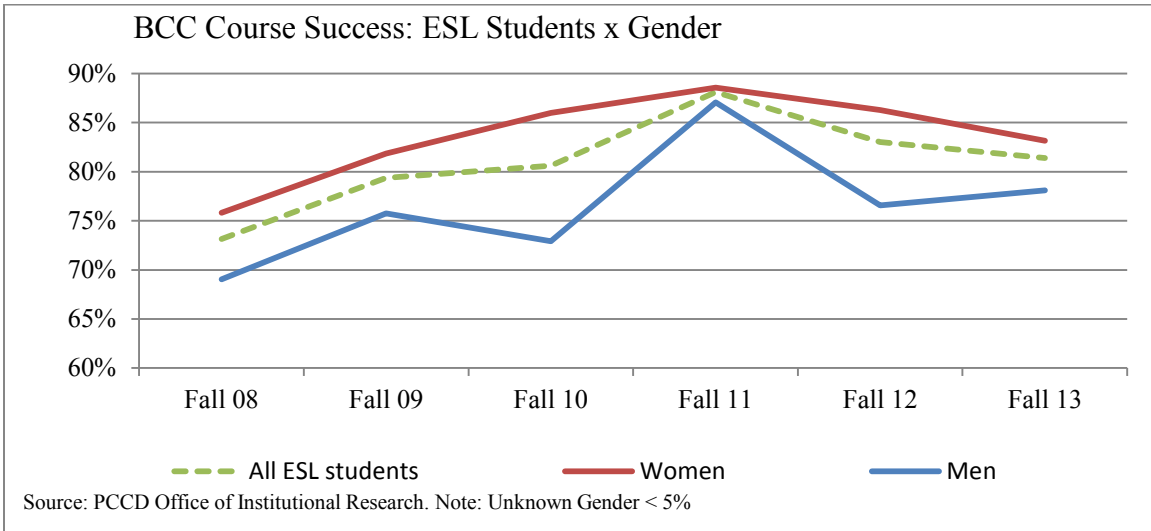


Table C.12 demonstrates very high course success rates for all ESL populations. When disaggregated by gender, women students outperform their men counterparts. Women students have a six-year average course success rate of 83 percent, while men students have an average ESL course passage rate of 77 percent. The gender gap advantages women students, but men students do not lag far behind.

### Student Race and Ethnicity by Gender

Table C.13 and Table C.14 include data on ESL course success by the intersection of race and ethnicity and gender over six years from fall semester 2008 to fall semester 2013. Data for this line graph were provided by PCCD's Office of Institutional Research.

Table C.13. BCC ESL Course Success of Women Students by Race and Ethnicity, 2008-2013

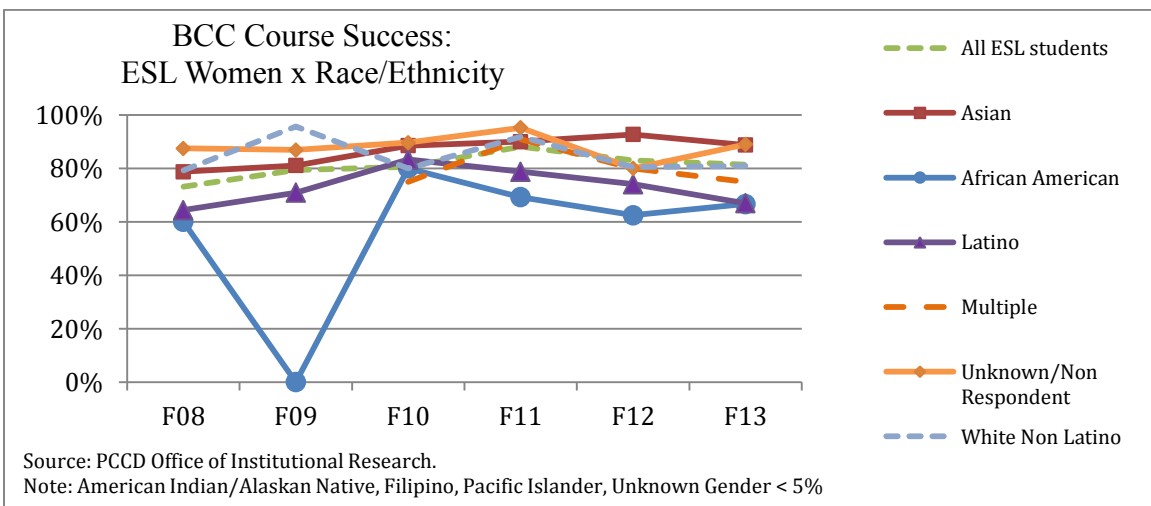
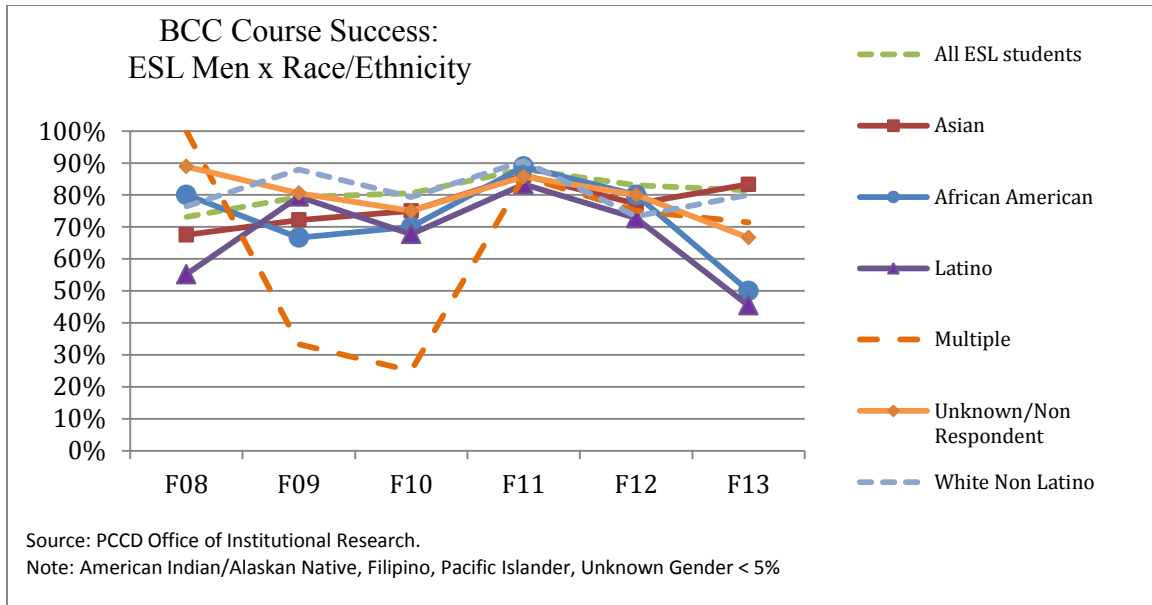


Table C.14. BCC ESL Course Success of Men Students by Race and Ethnicity, 2008-2013



When disaggregated by both race and ethnicity and gender, ESL course completion data at BCC reveal that no equity gap exists between both genders of white non-Latino, Latino, and African American students.

ESL course completion rates for white non-Latino men students averaged 83 percent while the mean for white non-Latino women students was 84 percent. Latino students had a six-year average completion rate of 71 percent for men and 72 percent for women. Both women and men African American students had course completion rates of 67 and 68 percent, respectively. (Note: In fall semester 2009, no African American women students enrolled in ESL courses, so this figure had not been included in the six-year average completion rates of African American women students.) The difference between both genders for white non-Latinos, Latinos, and African American should be regarded as statistically insignificant.

In contrast, Asian men students outperformed their women counterparts by 6 percentage points. Asian men students successfully completed ESL courses at an average rate of 83 percent over the past six years, while Asian women students fared slightly poorer with a course completion rate of 77 percent. As both Asian genders outperformed Latino and African American students of both genders, the gender gap for ESL Asian students does not require urgent intervention at this time.

### Student Social Economic Status

Unfortunately, BCC is unable to provide data on the intersection of socio-economic status (SES) with gender and ethnicity for student ESL course completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze the socio-economic factors that hinder ESL course completion success at the College will be described under future Goals and Activities. In addition, BCC also intends to distinguish between international and domestic students, which would likely parallel some of the analysis extracted from SES data.

### Active Military and Veteran Students

PCCD and CCCCCO began to collect data on active military and veteran students in 2012. Unfortunately, BCC is unable to provide additional data on active military and veteran students' successful completion of ESL courses at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze ESL completion rates at the College for active and veteran students will be included under future Goals and Activities.

### Students with Disabilities

Table C.15 presents successful ESL course completion data for students with disabilities at BCC from fall semester 2008 to fall semester 2013. PCCD's Office of Institutional Research provided the data for this line graph.

Table C.15. BCC ESL Course Success for Students with Disabilities

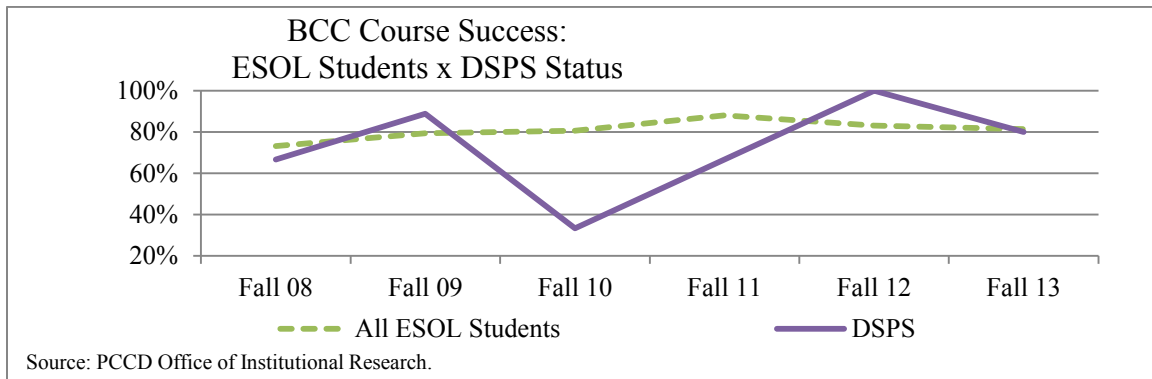


Table C.15 illustrates that students with disabilities did lag behind the overall campus student average based on their ESL course completion rates in the six years between 2008 and 2013. However, in fall semester 2012 and fall semester 2013, students with disabilities in ESL courses have begun to outpace their average of all students in ESL courses. There does not appear to be an equity gap for students with disabilities in ESL courses.

### Foster Youth



Unfortunately, BCC is unable to provide data on foster youth’s successful ESL course completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze foster youth’s ESL course completion rates at the College will be described under future Goals and Activities.

### **Certificate and Degree Completion**

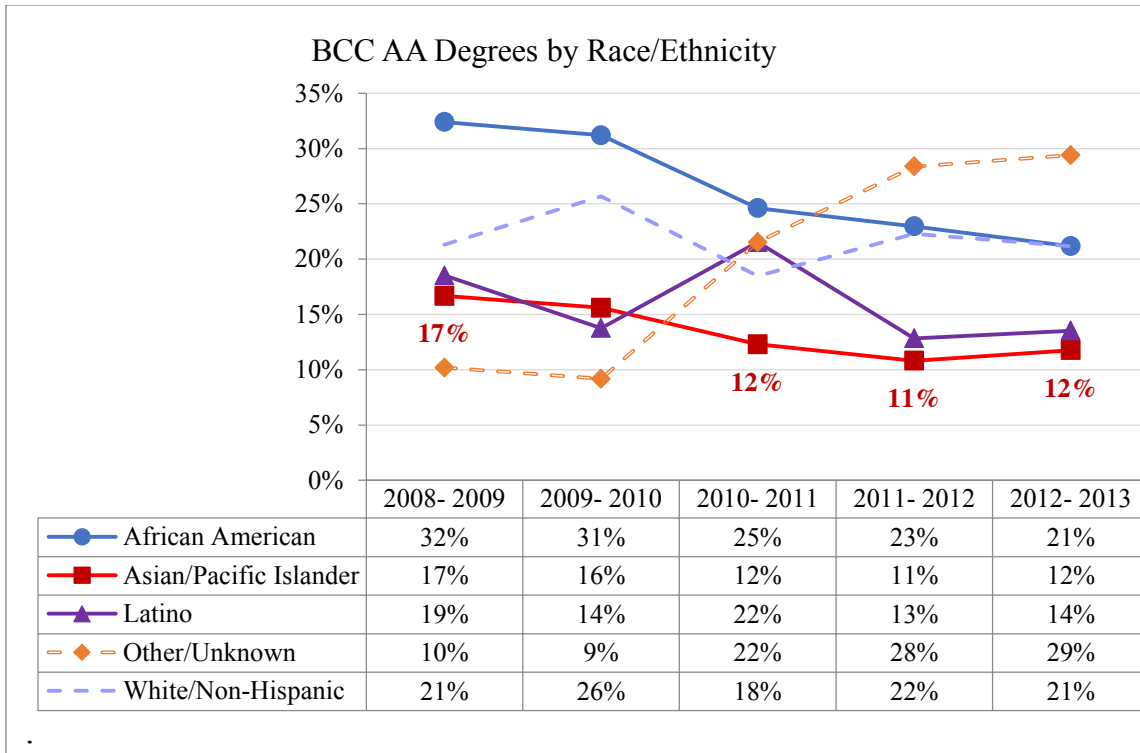
“Certificate and degree completion” is defined as the ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor or advisor.

The following tables pertain to degree and certificate completion. This section will compare the outcomes of racial and ethnic subgroups and gender. Data on student SES has not been collected by PCCD. Limited completion data will be presented on students with disabilities, but data for active military and veteran students and current and former foster youth are not available at this time.

### **Students by Race and Ethnicity**

Table D.1 and Table D.2 provide degree and certificate completion data for a six-year period from academic year 2008-2009 to 2012-2013 based on race and ethnicity. Data for this line graph were provided by PCCD’s Office of Institutional Effectiveness.

Table D.1. BCC Associate’s Degree Completion by Race and Ethnicity from 2007-2008 to 2012-2013.



Source: PCCD’s Office of Institutional Research. Note: Filipino, Native American < 5percent

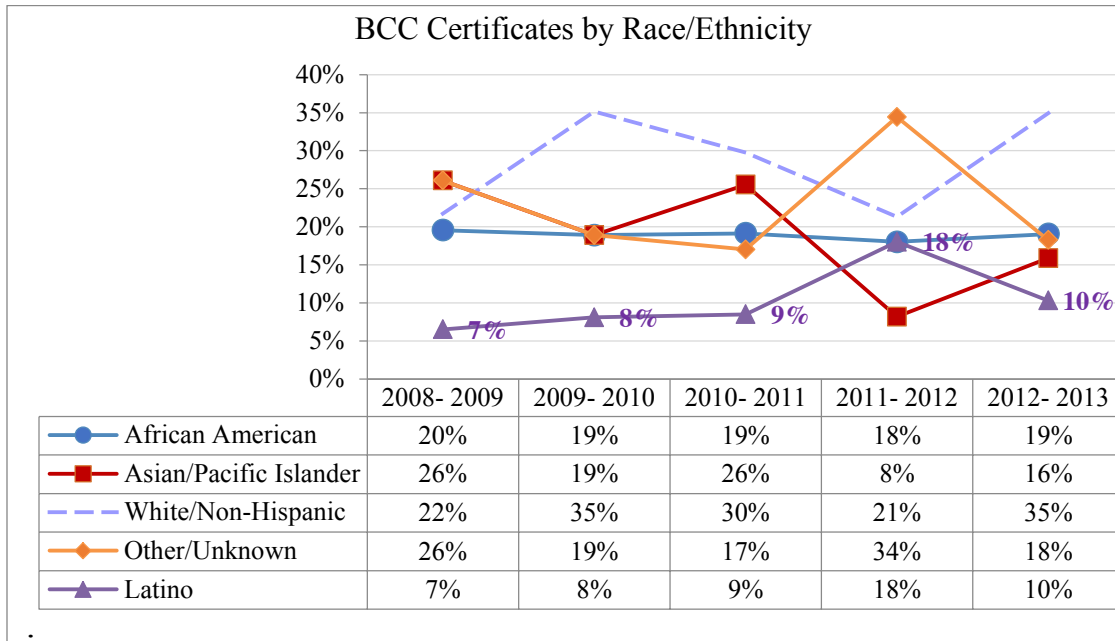
When compared with student enrollment demographics in Table A.1, Table D.1 discloses that disproportionately more African American students obtain degrees at BCC than their Asian and white non-Latino counterparts. Latino students obtain a statistically equitable proportion of two-year degrees.

Whereas African Americans comprised 19.1 percent of BCC students in academic year 2012-2013, they were awarded 21 percent of the College’s Associate’s Degrees. Over the five-year period, they obtained 26.4 percent of degrees awarded by BCC.

In contrast, white non-Latino students obtained 17.5 percent of degrees awarded over the past five years and 21 percent of degrees issued in academic year 2012-2013, yet they constituted 26.1 percent of the student body during the same academic year. Similarly, Asians accounted for 16.2 percent of BCC’s student population, yet they only received 12 percent of the degrees awarded in academic year 2012-2013. A significant gap in degree completion outcomes persists for Asian and non-white Latino students.

Meanwhile, Latino students, who made up 15.6 percent of BCC students in academic year 2012-2013, qualified for 16.4 percent of the total degrees awarded over the past five years. Close attention should be paid to whether the slight downward trend observed in 2012-2013 continues, but the six year average of Latino degree completion rates does not represent a gap in outcomes.

Table D.2. BCC Certificate Completion by Race and Ethnicity from 2007-2008 to 2012-2013.



Source: PCCD’s Office of Institutional Research. Note: Filipino, Native American < 5percent

When analyzed in contrast with student enrollment demographics in Table A.1, Table D.1 demonstrates that disproportionately more Asian and white non-Latino students obtain certificates at BCC than their Latino counterparts. African American students obtain a statistically equitable proportion of certificates.

Whereas Asian students comprised 16.2 percent of BCC students in academic year 2012-2013, they were awarded 16 percent of the College’s certificates that same year. However, over the five-year period, they obtained 19.1 percent of certificates awarded by BCC, reflecting a slight advantage for this subgroup.

Similarly, white non-Latino students made up 26.1 of the College’s student body during academic year 2012-2013, yet they were awarded 35 percent of certificates the same year and have obtained an average of 28.5 of certificates over the past five years, again reflecting a slight advantage for this subgroup.

In contrast, Latino students obtained only 10.2 percent of certificates awarded over the past five years and 10 percent of certificates issued in academic year 2012-2013, yet they constituted 15.6 percent of the student body during the same academic year.

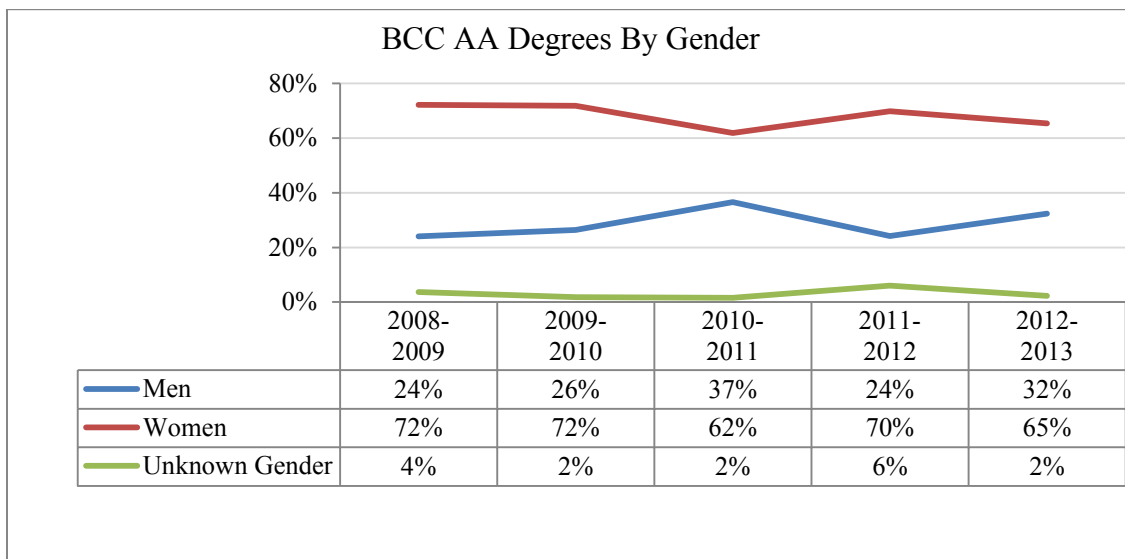
Meanwhile, African American students, who made up 19.1 percent of BCC students in academic year 2012-2013, qualified for 19 percent of the total certificates

awarded over the past five years. No equity gap exists for African American students with respect to certificate completion rates.

### Students by Gender

Table D.3 and Table D.4 provide degree and certificate completion data, respectively, for a five-year period from academic year 2008-2009 to 2012-2013 based on gender. Data for this line graph were provided by PCCD’s Office of Institutional Effectiveness.

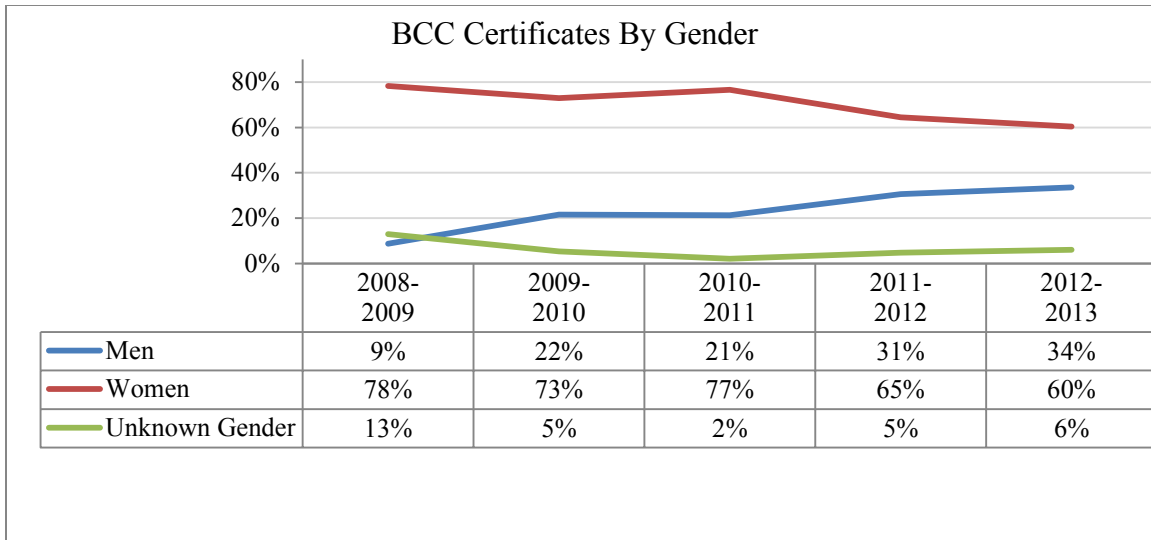
Table D.3. BCC Associate’s Degree Completion by Gender from 2008-2009 to 2012-2013.



Source: PCCD’s Office of Institutional Research. Note: Filipino, Native American < 5percent

Table D.3 reflects a significant advantage for women students with regards to successful degree completion from academic year 2008-2009 to academic year 2012-2013. Over five years, BCC awarded an average of 70.1 percent of Associate’s Degrees to women students and 28.5 percent of degrees to men students. Although some progress has been made to close this gender gap, the College needs to improve degree completion rates for men students by 21.5 percent to eliminate this persistent disparity.

Table D.4. BCC Certificate Completion by Gender from 2008-2009 to 2012-2013.



Source: PCCD's Office of Institutional Research. Note: Filipino, Native American < 5percent

Table D.4 reflects a significant advantage for women students with regards to successful certificate completion from academic year 2008-2009 to academic year 2012-2013. Over five years, BCC awarded an average of 72.5 percent of Associate's Degrees to women students and 23.2 percent of degrees to men students. Although considerable progress has been made to close this gender gap, the College needs to improve degree completion rates for men students by 16 percent to eliminate this disparity reported in academic year 2012-2013.

### **Gender by Race and Ethnicity, and Student Social Economic Status**

Unfortunately, BCC is unable to provide data on degree and certificate completion rates based on gender with the intersection of race and ethnicity, and SES. To address this gap in data, efforts to track, collect, and systematically analyze the effects of these factors relative to degree and certificate completion at the College will be described under future Goals and Activities.

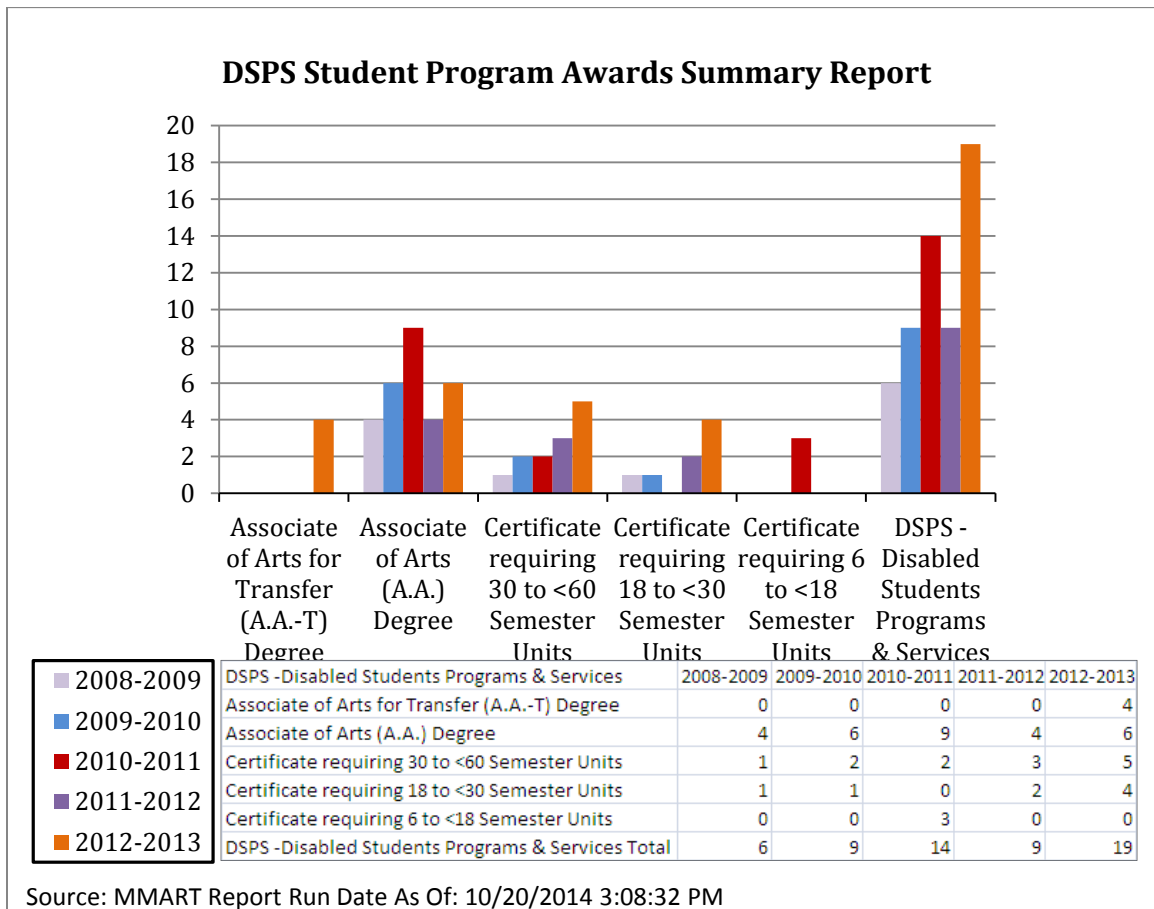
### **Active Military and Veteran Students**

Unfortunately, BCC is unable to provide detailed data on degree and certificate completion rates based on military status. Preliminary data reveal that two veterans completed degrees in spring semester 2013 (one woman and one man) and six veterans completed degrees in spring semester 2014 (two women and four men). To address this gap in data, efforts to track, collect, and systematically analyze if military status hinders degree and certificate completion at the College will be described under future Goals and Activities.

### **Students with Disabilities**

Table D. 5 provides data on the number of students with disabilities who obtained degrees and certificates between 2008 and 2013. This chart does not, however, address the proportion of students with disabilities who earned degrees and certificates.

Table D. 5. DSPS Student Program Awards Summary Report



Source: CCCO. Run date as of: 10/20/2014 3:08:32 PM

Table D.5 demonstrates that the total number of students with disabilities who completed degree and certificates at BCC over the past six years has trended upwards over the six year period, with 2013 reflecting the most progress for this population with a total of 19 certificates and degrees issued to students with disabilities.

Unfortunately, BCC is unable to provide data on degree and certificate completion rates for students with disabilities. To address this gap in data, efforts to track, collect, and systematically analyze whether disabilities hinder degree and certificate completion at the College will be described under future Goals and Activities.

## **Foster Youth**

Unfortunately, BCC is unable to provide data on foster youth's rates of degree and certificate completion at BCC at this time. To address this gap in data, efforts to track, collect, and systematically analyze foster youth's degree and certificate completion rates at the College will be described under future Goals and Activities.

### **Transfer Rates**

"Transfer rate" is defined as the ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

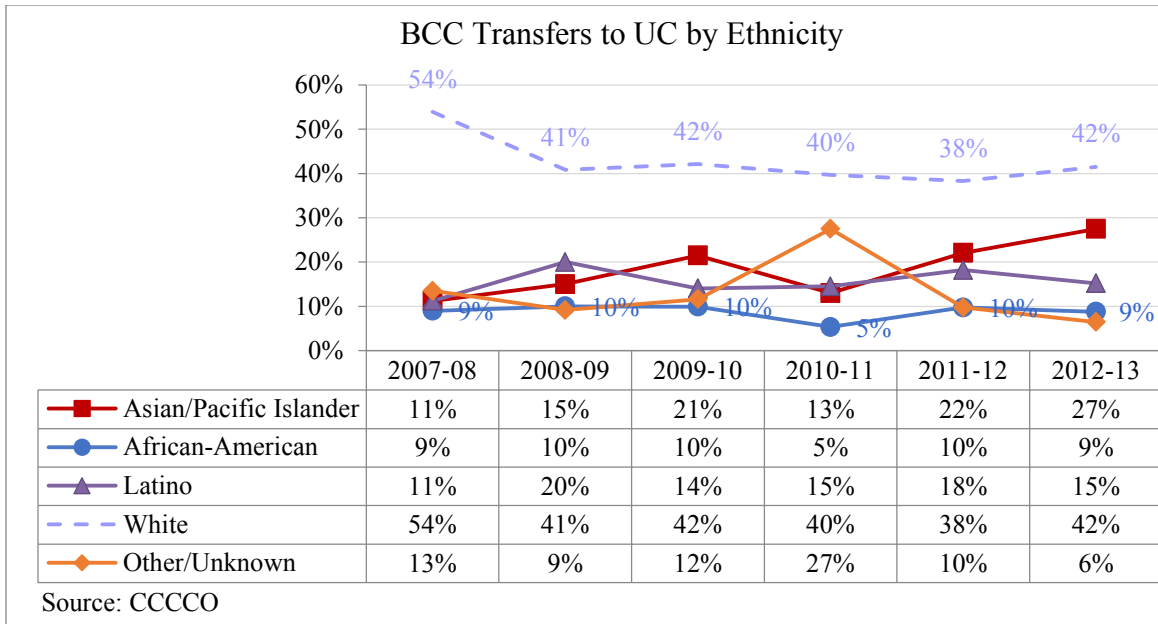
Limited data exist on alumni at the College. Historically, BCC has not tracked students after graduation, though we are exploring various options to do so at present. The College has the capacity to track student transfer rates to the CSU system and the UC by race and ethnicity. However, BCC does not currently have data on transfer rates by SES, disability status, military service status, foster system affiliation, degree, or major. The College is also unable to track transfer information for students who attend private or international post-secondary institution.

Based on academic years 2012-2013 CCCCCO data, BCC ranks second in the State in the percent of applicants who are accepted into UC Berkeley and all northern California UCs and ranks eighth in the State in the percent of applicants who are accepted into all UCs. While BCC is extremely proud about high UC transfer rates, the College acknowledges that student transfer rates into the CSU system lag far behind the State mean. BCC presently ranks 89<sup>th</sup> out of 112 community colleges in headcount of students who transfer into CSU's statewide.

### **Student Race and Ethnicity**

Table E. 1 provides transfer rates of BCC students to UC by race and ethnicity over six years from academic year 2007-2008 to academic year 2012-2013. Data for this graph were pulled from CCCCCO.

Table E.1. BCC Transfer to UC by Ethnicity



When compared with Table A.1, Table E.1 discloses an advantage for Asian and white non-Latino students for transfer to the UC system and reveals an equity gap for African American students. Latino students transferred at an equitable rate.

Whereas Asian students comprised 16.2 percent of the student body at BCC, they averaged 18 percent of BCC-to-UC transfer students over the six year period. However, Asian student transfer rates have increased significantly over the past two years, accounting for 27 percent of UC transfer students in academic year 2012-2013. Meanwhile, white non-Latino students have consistently held an advantage over all other ethnic and racial groups from academic year 2007-2008 to academic year 2012-2013. White non-Latino students have a six year BCC-to-UC transfer rate of 44 percent and a 2012-2013 UC transfer rate of 42 percent.

Latinos exhibit equitable outcomes for transfer into the UC system. Whereas Latinos comprised 15.6 percent of students at BCC in 2012-2013, Latino students constituted 15 percent of BCC-to-UC transfer students and averaged 15.5 percent of UC transfers over the past six years.

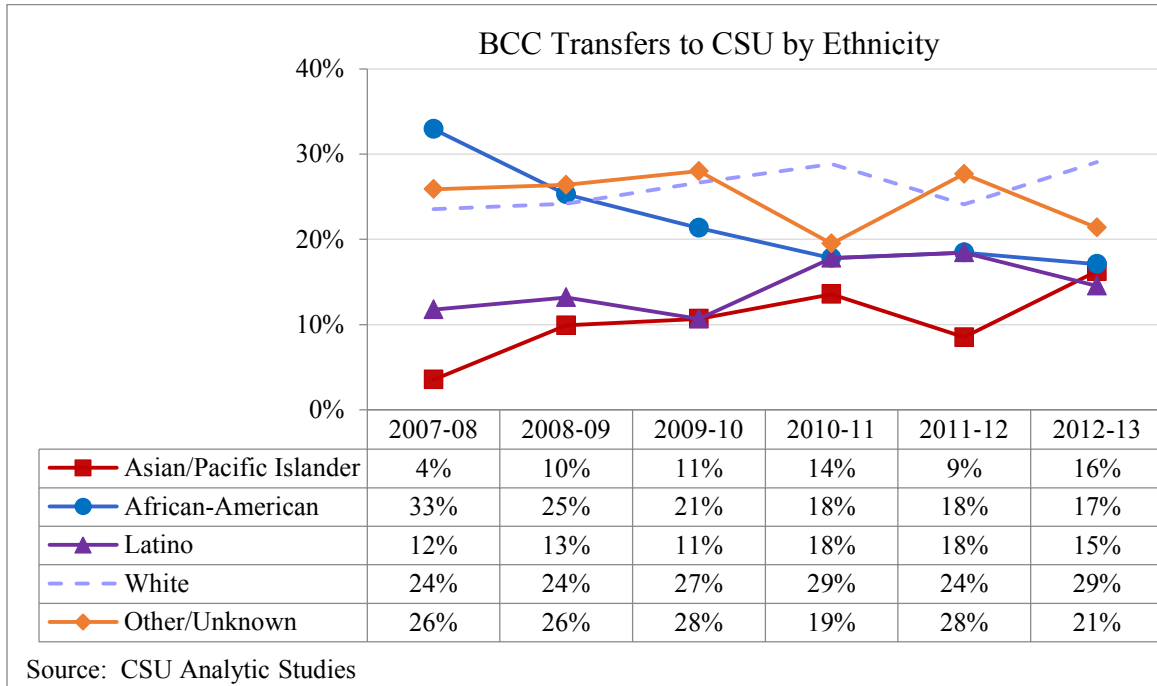
In stark contrast to all other ethnic and racial groups, UC transfer data for African Americans suggest a significant gap in outcomes. African American students accounted for 19.1 percent of students at BCC in academic year 2012-2013 yet only made up 9 percent of BCC-to-UC transfer students. BCC ranks fourth in the State for African American community college transfer to UC, a significant equity gap nonetheless disadvantages African American students when compared with their white non-Latino and Asian American counterparts. Over the past six years, African



American students averaged 8.5 percent of UC transfers. An equity gap of 10.6 persists.

Table E. 2 provides transfer rates of BCC students to CSU by ethnicity and race over six years from academic year 2007-2008 to academic year 2012-2013. Data for this graph were pulled from CCCCCO.

Table E.2. BCC Transfer to CSU by Ethnicity



When compared with Table A.1, Table E.2 discloses that no equity gap exists for BCC students who transfer into the CSU system for any ethnic or racial group with the exception of Latino students, who experience a slight yet statistically insignificant disadvantage.

Whereas Asian students comprised 16.2 percent of the student body at BCC, they averaged 10.2 percent of BCC-to-CSU transfer students over the six year period. However, Asian student transfer rates increased significantly last year, accounting for 16 percent of CSU transfer students in academic year 2012-2013. If this CSU transfer rate for Asian students persists, then the equity gap has effectively been closed.

Meanwhile, white non-Latino students have consistently met target transfer rates for BCC-to-CSU transfer from academic year 2007-2008 to academic year 2012-2013. White non-Latino students made up 26.1 percent of BCC students in academic

year 2012-2013. They have a six year BCC-to-CSU transfer rate of 26.1 percent and a 2012-2013 CSU transfer rate of 29 percent. No equity gap exists for white non-Latino CSU transfer student.

African American students successfully navigate the CSU transfer process. In comparison with UC transfer rates, CSU transfer rates for African American students are on target, nearing parity. African American students accounted for 19.1 percent of students at BCC in academic year 2012-2013 yet they made up 17 percent of BCC-to-CSU transfer students during the same year. However, over the past six years, African American students averaged 22 percent of CSU transfers. Close attention should be paid to whether the slight downward trend observed in 2012-2013 continues, but the six year average of African American transfer rates to CSU does not represent a gap in outcomes.

Latinos exhibit a slight disadvantage for transfer into the CSU system. Whereas Latinos comprised 15.6 percent of students at BCC in 2012-2013, Latino students constituted 15 percent of BCC-to-CSU transfer students and averaged 14.5 percent of CSU transfers over the past six years. This disparity is small enough to be regarded as significantly insignificant.

### **Gender, Gender by Race and Ethnicity, and Student Social Economic Status**

Unfortunately, BCC is unable to provide data on transfer rates based on gender, gender with the intersection of race and ethnicity, and SES. To address this gap in data, efforts to track, collect, and systematically analyze the effects of these factors on transfer rates at the College will be described under future Goals and Activities.

### **Active Military and/or Veteran Students**

Unfortunately, BCC is unable to provide data on transfer rates based on military status. Preliminary data reveal that twenty-one veterans transferred to four-year institutions in academic year 2012-2013 (one woman and twenty men), and eleven veterans transferred to four-year institutions in academic year 2013-2014 (one woman and ten men). To address this gap in data, efforts to track, collect, and systematically analyze if military status hinders transfer rates at the College will be described under future Goals and Activities.

### **Students with Disabilities**

Unfortunately, BCC is unable to provide data on transfer rates for students with disabilities. To address this gap in data, efforts to track, collect, and systematically analyze whether disabilities hinder transfer rates at the college will be described under future Goals and Activities.

### **Foster Youth**

Unfortunately, BCC is unable to provide data on foster youth's success with transferring from BCC to a four-year post-secondary institution at this time. To address this gap in data, efforts to track, collect, and systematically analyze foster youth's transfer rates at the College will be described under future Goals and Activities.

## **Goals and Activities**

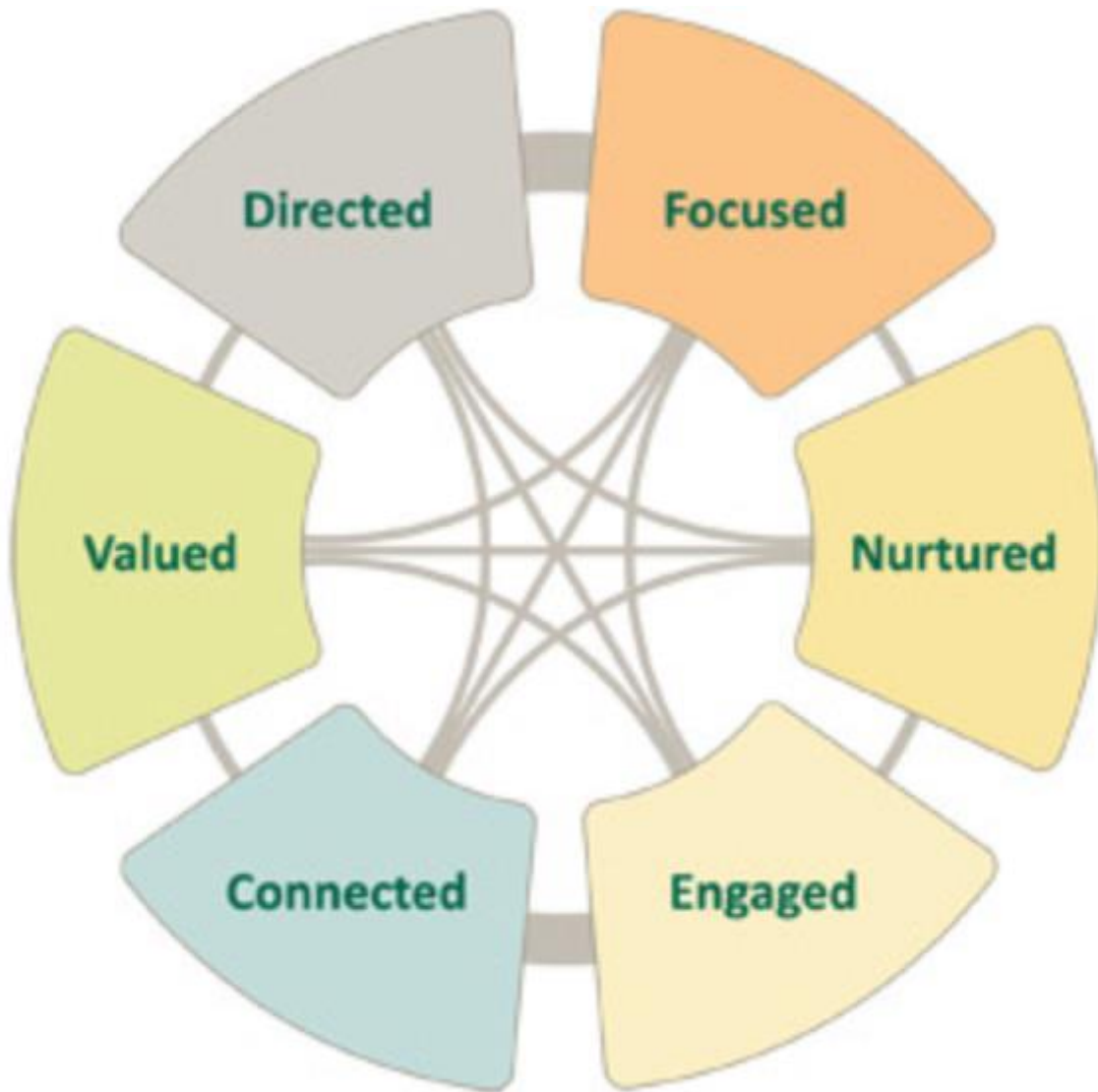
This chapter will provide an overview of BCC's goals and activities pertaining to efforts to eliminate equity gaps at the College around access, transfer-level course completion, pre-transfer foundational course completion, degree and certificate completion, and transfer. The chapter will open by describing the context of this important work on campus. Rather than operate in a silo, the Student Equity Plan Task Force brings a diverse group of stakeholders together (including students, instructors, staff, administrators, and community leaders) to determine how BCC's equity goals can inform all decision-making on campus. After establishing this context, a summation of campus wide goals and activities will be presented, as many of the College's innovative reform efforts transcend the boundaries of the five Student Equity Plan indicators. Then, this chapter will outline the specific goals and activities for each of the five required indicators.

## **Campus-Wide**

### **Philosophical Framework**

The RP Group conducted extensive research on student success in California Community Colleges. BCC has worked closely with consultants from this organization to help BCC evaluate and plan based on empirical data. A literature review and discussions with key practitioners and researchers indicate student support activities must be (1) integrated into students' daily experience and (2) included in the overall curriculum. This research also demonstrates that students are more likely to succeed when they are directed, focused, nurtured, engaged, connected and valued. The RP Group defines these "six success factors" as:

- ❖ **Directed:** helping students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal
- ❖ **Focused:** fostering students' motivation and helping them develop the skills needed to achieve their goals
- ❖ **Nurtured:** conveying a sense of caring where students' success is important and expected
- ❖ **Engaged:** actively involving students in meaningful and authentic educational experiences and activities inside and outside the classroom
- ❖ **Connected:** creating connections between students and the institution and cultivating relationships that underscore how students' involvement with the college community can contribute to their academic and personal success
- ❖ **Valued:** providing students with opportunities to contribute to and enrich the college culture and community



Source: <http://www.rpgroup.org/content/research-framework>,

The Student Equity Plan Task Force has deliberately relied upon these six success factors when deciding how to act to close equity gaps at BCC.

### **Goals: Strategic Alignment and Integration of Equity Efforts**

BCC's Student Equity Plan Task Force will make every deliberate effort possible to integrate the work (e.g., data collection and analysis, goal setting, activity development, and assessment) of the task force with various related initiatives at the College including:

- ❖ **The 2020 Vision for Berkeley's Children and Youth:** BCC is integrally involved in a citywide movement to ensure academic success and well-being for all children and youth growing up in Berkeley, by closing the achievement gap in Berkeley's public schools by the year 2020. The 2020 Vision began

with a campaign by United in Action, a community-driven, multi-ethnic coalition, to eliminate inequities in educational opportunities in Berkeley public schools. This initiative involves local community-based organizations, UC Berkeley, and BCC.

- ❖ **2014 Student Success and Support Program Plan (SSSP)**: BCC recently completed and submitted a document outlining the College's plan to address the requirements of the new funding model for community college student success and support services. The SSSP mandate is designed to support the transition of new students into the college by providing core services that promote academic achievement and successful completion of degrees, transfer preparation, career technical education (CTE) certificates, or career advancement. In an effort to promote student success, placement testing (for English, Math, and ESL), orientation, and advisement toward the development of an education plan are core services that all entering students are required to participate in as mandated by the state (effective Fall 2014). Students must also declare a course of study (major), and receive advisement towards the development of a Comprehensive Education Plan no later than the semester after which the student completes 15 degree applicable units. Not participating in these core services may result in the loss of priority registration.
  
- ❖ **Peralta Scholars PERSIST Program (PSPP)**: Peralta Scholars PERSIST Program (PSPP) is a comprehensive academic success program targeting underperforming students with lower socioeconomic status at BCC aiming to positively impact the rates of recruitment, persistence, and completion. As of 2015, PCCD will centralize oversight of PSPP at the District level to coordinate the current efforts of the four colleges in the District and standardize practices across campuses. PSPP is informed by best practices and subject matter experts in programming for students based on gender and culture. Program features include a bridge program, program orientation, intrusive counseling (in which counselors initiate meetings with students), an early alert system, professional development for employees, and mandatory homework labs and supplemental instruction.
  
- ❖ **2014-2024 Education Master Plan (EMP)**: BCC is in the process of developing a long-range, comprehensive document that will serve as the College's blueprint for the next decade. The Educational Master Plan is intended to guide institutional and program development at both the college and district levels. The priorities established in the Educational Master Plan will serve to guide college and district decisions about growth, development and resource allocation, and align with the five strategic areas of focus established by the District Governing Board.

## **Campus-Wide Goals with Measurable Outcomes**

In addition, the Student Equity Plan Task Force will align the goals and activities of the Student Equity Plan with the District's goals, the College's goals, and objectives embedded in the EMP and SSSP.

### **❖ 2014-2015 PCCD Annual Goals (approved through shared governance)**

- A. Advance student access, equity, and success:
  - A.1 Student access: Increase enrollment for programs and course offerings in the essential areas of pre-transfer foundational skills/ESL, CTE, and transfer, to achieve the District target of 19,355 resident full-time equivalent student FTES.
  - A.2 Student success: Increase students' participation in SSSP eligible activities by 50 percent, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.
  - A.3 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and Student Equity Plans at each campus.
  - A.4 Student success: Using baseline data, increase student engagement in activities such as student governance, Campus Life activities, student leadership development, service learning programs, learning communities, student employment, etc.
- B. Engage and leverage partners:
  - B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.
  - B.2 Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
- C. Build Programs of Distinction:
  - C.1 Student success: Develop a District-wide first year experience student success program.
  - C.2 Student success: Develop an innovative student success program at each college.

- D. Strengthen Accountability, Innovation and Collaboration:
  - D.1 Service leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.
  - D.2 Institutional leadership and governance: Evaluate and update policies and administrative procedures and the Planning, Budgeting, Integration Model (PBIM) participatory governance structure.
  - D.3 Institutional effectiveness: Update the PCCD Strategic Plan, College Educational Master Plans, District-wide Technology Plan, District-wide Facilities Plan, Comprehensive Program Reviews and Annual Program Updates to ensure that outcomes and assessments are aligned with PCCD Strategic Goals and Institutional Objectives.
  - D.4. Expand the use of technology: Provide opportunities for training in Moodle, use of library databases, online teaching and learning resources, online student support services, web-based educational software/applications, smart classrooms, and administrative applications.
  
- E: Develop and manage resources to advance PCCD's mission
  - E.1 FTES/FTEF target: Achieve the District target FTES/FTEF within budget.
  - E.2 Budget to improve student success: Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition, grants, etc.
  - E.3 Fiscal oversight: Improve communication between the District and the colleges; prudently manage fiscal resources (general fund, bonds, benefits, OPEB, etc.); enhance processes contained in administrative procedures.
  - E.4 Support quality instruction: Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.

❖ **2014-2015 BCC Annual Goals** (approved through shared governance)

- Goal 1: Meet BCC resident student FTES target (3,939), and Achieve Total FTES of 4500 FTES by preserving and nourishing resources. PCCD Resident Student FTES Goal 19,355.
- Goal 2: Increase certificate and degree completion and transfers to four-year colleges or universities by inspiring and supporting students and maintaining high-quality educational programs.



- Goal 3: Improve career and college preparation progress and success rates (successfully transition students from basic skills to college-level, as well as to CTE and career.)
- Goal 4: Ensure BCC programs and services reach sustainable, continuous quality improvement level.
- Goal 5: Collaborate to ensure Fiscal Stability.

❖ **2014-2015 SSSP Goals** (approved through shared governance)

- Orientation:
  - At least 80 percent of all 2014-15 first-time freshmen (exempt and non-exempt) will receive college orientation at BCC via a flexible delivery mode as mandated by SSSP.
  - All (100 percent) 2014-15 first-time, nonexempt degree- and transfer-seeking students will receive college orientation at BCC via the flexible delivery mode as mandated by SSSP.
  - All (100 percent) students with 15 or more degree applicable units who do not have a declared major will identify a major or an area of study with assistance from Counselors, Transfer and Career Information Coordinator, or faculty advisors. Either an abbreviated or comprehensive SEP will be developed.
- Assessment:
  - Student placement and assessment scores, along with multiple measures, will be evaluated for course level recommendations.
  - BCC will identify and validate two or more multiple measures, e.g., high school GPA within the last two years for English and mathematics.
  - BCC will offer Academic and Career Café at least once per semester to (a) BCC students with an undeclared major, (b) BCC feeder high school students who are exploring their college area of study, or (c) anyone who is interested in learning further about their academic and career options. The Academic and Career Café will take place during a time period convenient to both day and evening students.
- Counseling, advising, and other educational planning services:
  - BCC will use the 2013-14 number of students who received counseling, 7,232, as the baseline, and increase the number of those receiving Counseling by at least 10 percent by the end of 2014-15.

- BCC will use 2013-14 number of SEPs developed, 3,065, as the baseline, and increase the SEP number by at least 10 percent by the end of 2014-15.
  - BCC Counselors will complete the development of an abbreviated SEP for all fall 2014 first-time freshmen (100 percent), and for at least 80 percent of all spring 2015 first-time freshmen.
  - BCC Counselors will assist 100 percent financial aid recipients in developing abbreviated SEPs.
  - Counselors will assist at least 50 percent of the 2014-15 first-time freshmen in developing their comprehensive SEP.
  - Counselors will assist at least 50 percent of students with undeclared majors in identifying a major or area of study and developing a comprehensive SEP.
  - Counselors will assist at least 50 percent of financial aid recipients in developing and updating their comprehensive SEP, if they do not already have one or fail to follow through.
- Follow up for at risk students:
  - 100 percent of students who are eligible for receiving follow-up services will be identified and notified for services in 2014-15.
  - BCC will develop strategies to increase BCC's Follow-up Service Ratio by at least 5 percent per term in 2015-16.

❖ **2015-2018 PSPP Goals for Initial Three Cohorts**

- 450 enrolled students by fall semester 2017.
- 80 percent persistence each semester through spring 2018.
- 40 percent completion for 450 students by spring semester 2020.

❖ **2014-2024 EMP Ten-Year Goals**

- EMP will not be composed until spring 2015. While the strategies and activities of BCC's EMP are still under development, the College has determined to focus EMP goals on eliminating achievement gaps and advancing access, equity, and success while enhancing academic excellence. In other words, EMP goals will be informed by the Student Equity Plan's data, goals, and activities. When we revisit the Student Equity Plan, EMP goals will be integrated with this document. Preliminary conversations surround efforts to configure new academic pathways to support student success and various methods to more meaningfully engage students on campus.

## Activities

This section will highlight the various campus-wide activities aimed at closing the equity gaps presented earlier in this report.

- **Finalize the EMP which champions equity and the success of all students, particularly those from historically underperforming populations by the end of spring semester 2015.**

**FUNDING SOURCE:** The General Fund covers the salaries of the employee stakeholders involved. Community leaders and students will not be compensated for their involvement.

- **Implementation of SSSP initiatives and programs and continued expansion of students support services, including LRC and library hours and services.**

BCC will develop orientation in various delivery modes, keep the information comprehensive and up-to-date, and add additional orientation sessions during the first point-of-entry timeframe, (e.g., two weeks before and two weeks into the semester) based on student demand. BCC will continue to make orientation delivery options available to students throughout the semester.

BCC will conduct one-stop entry service: orientation, placement and assessment, counseling, abbreviated SEP development and registration for the majority of its first-time students starting in spring 2015.

PCCD and BCC will implement online orientation (currently in production) to all BCC incoming students who choose this orientation format as one of the alternatives for orientation in spring or fall 2015.

BCC will validate at least one multiple measure tool, (e.g., high school GPA within two years of completion for English and/or math).

PCCD and BCC will complete re-validation of ACT COMPASS and complete ESL writing placement test validation.

BCC will begin to implement a case-management counseling method that was successfully piloted in 2013 so that all first-time matriculating freshmen in 2014-15 will have a designated Counselor.

By the close of spring semester 2015, BCC will implement an enhanced Faculty Advising Model by identifying instructional faculty as faculty advisors. These advisors will offer academic and career pathway information

to students who need disciplinary specific advice. The number of students receiving faculty advising will be recorded to be used as baseline data for follow-up and evaluation.

BCC and PCCD will conduct research studies to evaluate the impact of BCC follow-up strategies and use as the basis for productive strategizing to better serve students and promote student success.

BCC will continue to offer extended library hours, newly implemented tutoring services in the LRC, and expand online tutoring in Math.

**FUNDING SOURCE:** SSSP funding will cover the expenses associated with these student support services. Measure B and Student Equity Plan funding will cover the costs of extended library and LRC services.

➤ **Launch the Peralta Scholars PERSIST Program by the start of fall semester 2015.**

Peralta Scholars PERSIST Program is a comprehensive academic success program targeting underperforming students with lower socioeconomic status at BCC aiming to positively impact the rates of recruitment, persistence, and completion.

In spring semester 2015, PCCD will centralize oversight of PSPP at the District level to coordinate the current efforts of the four colleges in the District and standardize practices across campuses. PSPP is informed by best practices and subject matter experts in programming for students based on gender and culture.

Program features include a bridge program, program orientation, intrusive counseling, early alert, professional development for students and employees, mandatory homework labs, and supplemental instruction.

Program benefits will include Peralta Foundation scholarship, PSPP grants to cover all educational expenses off-set other basic living expenses (including book vouchers, campus parking fees, technology, child care costs, and instructional supplies), delivery of SSSP services, and a built-in peer network from the bridge program.

Eligible program participants will include California residents (including AB540 students) who test into pre-transfer foundational courses and qualify for financial assistance. Eligible applicants must agree to enroll in a minimum of 12 units per semester and select an approved major with the intent to graduate and/or transfer within three years.

**FUNDING SOURCE:** Measure B funds will be used to hire the equivalent of a full-time instructor and full-time counselor to administer the program. Basic Skills Initiative funding will support material and operational expenses. Student Equity Plan funds will be used for supplemental book vouchers that cannot be funded by TRiO.

➤ **On-going improvement and expansion of the PERSIST Learning Community.**

PERSIST (an acronym for Personal Initiative and Social Transformation) is a program at Berkeley City College that acts as a gateway toward achievable workforce preparedness, knowledge-based careers, degree completion, and transfer. Students in PERSIST identify and focus on an issue vital to their living and learning environment, working in teams on a semester-long project, gaining academic skills as well as insight into the problems facing their communities. This learning cohort approach acknowledges, even draws on, the personal and academic experiences of students that often hinder their ability to succeed. Different learning styles are identified as strengths, and PERSIST students use them to develop communication and leadership skills while acquiring math, writing, and critical thinking skills crucial to a certificate program or degree.

PERSIST began with the efforts of concerned instructors to create a learning cohort for pre-transfer foundational students. The initial effort, called “Foundations,” began in Spring 2008, with instructors from math, English and counseling meeting once a week to discuss the progress of the cohort, individual students’ performance, and issues outside the classroom that had possible effects on these learners. Early on, discussions often focused on our own awareness of teaching styles. Midway through that semester, a professional development presentation by Diego Navarro, laid out the learning cohort approach of Cabrillo College’s Academy for College Excellence (ACE – formerly Digital Bridge Academy), which provided the model for BCC’s PERSIST program.

The PERSIST program will house PSPP through dedicated cohorts and will therefore be inextricably linked to one another. Most of the PSPP elements described above have been built into the existing PERSIST learning community. PSPP currently serves 150 students, but we anticipate PSPP will double in size in fall semester 2016 to 300 students and triple in size by the fall semester 2017 to serve 450 students. Prioritized recruitment efforts will focus on student populations with significant equity gaps in outcomes.

PSPP will be open to students from all cultural backgrounds, but students with similar cultural backgrounds will be assembled for affinity social events, academic interventions, and restricted courses that focus on their unique needs.

**FUNDING SOURCE:** Measure B funds will be used to hire the equivalent of a full-time instructor and full-time counselor to administer the program. Special Projects (BSI and Perkins) will support material and operational expenses.

- **Require all administrators, all staff, and all faculty who participate in PSPP to complete the Academy for College Excellence’s (ACE) Experiential Learning Institute (FELI—originally Faculty Experiential Learning Institute) by spring semester 2018.**

Started in 1999, ACE partners with community colleges across the nation, serving underprepared students who have a wide range of developmental needs to increase their certificate, degree, and transfer completion rates. ACE has three targeted objectives:

(a) To give underprepared community college students the opportunity to better their lives by helping them develop the academic qualifications, professional skills, and personal attributes necessary to succeed;

(b) To “bridge” students into regular community college courses via one full-time, semester-long transformative learning environment focused on academics and self-efficacy;

(c) To increase the number of students who emerge from community college prepared for a professional career.

The ACE Experiential Learning Institute (FELI) is a five-day professional development experience designed for community college faculty, staff, and administrators. The FELI is an experiential workshop involving more than fifty exercises and activities. These activities include but are not limited to large group discussion, small group sharing and presentations, movement activities, role-playing and reflection. ACE structures the activities to create a community of learners, and asks that all attendees be prepared to participate fully as active learners. The training uses many different pedagogical techniques to allow for learning and growth in unexpected ways, as well as to keep participants fully engaged throughout the day. Participants are required to attend each day in full as each exercise builds on the previous one and rapport is built within the group as the days unfold. Each FELI group is capped at 25 participants to ensure time for each participant to be heard.

The FELI workshop challenges participants in many ways:

- Participants will be asked to closely examine reality versus their perceptions in the areas of working styles, listening abilities and communications techniques.

- Participants will experience the difference between outside-in learning and inside-out learning.
- Participants will be asked to practice authentic communication and understand the value of self-awareness and self-disclosure as vehicles for the transformation of education.
- This workshop simulates the transformative learning incorporated into the ACE Bridge Semester program for students.

**FUNDING SOURCE:** BCC will fund three FELI trainings per year starting in spring 2015 to ensure that all stakeholders can fulfill this bold campus-wide professional development mandate. Student Equity Plan funding along with categorical funding [specifically, Basic Skills Initiative (BSI) and Perkins support for Career Technical Education (CTE) programs] will cover the expense of the ten scheduled FELI training workshops, which will provide the capacity to train 250 BCC employees.

- **Modeled on the work of the 2020 Vision, create and implement Academic Support Index (ASI) to generate predictive data analytics, which will guide the decision-making about how to support student success at BCC. BCC ASI will be generated by the end of spring 2016. The ASI will be piloted in academic year 2016-2017 and rolled out for campus-wide employment in academic year 2017-2018.**

The City of Berkeley obtained a Lumina Foundation grant in spring 2014 to assist the city, BUSD, BCC, and UCB with inter-organizational data collection and analysis. This funding led to the formation of BUSD's ASI. BUSD uses the ASI as a tool for three purposes:

- (d) pre-identifying students who are at-risk for academic underperformance
- (e) program and intervention evaluation, and
- (f) more precise data disaggregation. ASI is re-calculated annually.

Students are assigned an ASI score based on a range of predictors of student academic success. Students who are exposed to greater risk are scored higher, and students with little to no exposure to risk are scored lower. BUSD uses the following demographic contributors to determine a student's ASI ranking.

To determine the impact of a host of demographic indicators, BUSD's Educational Services Department conducted extensive analysis of student success data within the school district. Their findings evidence that most categories of race, ethnicity, and gender are statistically insignificant when disaggregated by SES. Poverty level—not gender, race, or ethnicity—remains the most reliable predictor of student academic outcomes. However, for one category of students, race does have a degree of predictive value. After extensive research, BUSD determined that race and ethnicity are not

demographic contributors to the ASI for any population of students except African Americans. America's historical treatment of African Americans and the legacy of institutional racism have structurally disadvantaged students. The ASI only takes race into consideration for African American students.

***It is extremely important to emphasize that race (in this case, being black) is NOT a predictor on the ASI. The ASI takes into consideration the "experience" of being black in educational institutions built to disadvantage African American students.***

In addition to poverty and experiencing education as an African American student, a set of other indicators also correlated with students' academic success. All demographic indicators are presented in Graphic A.1 and include designation as an English language learner, placement in special education programming, parent education level, experiencing education as an African American, and CST scores (which will be replaced by Common Core test results when the transition to the new national standards has been completed). For federal categorical funding purposes, public schools collect data on the demographic contributors. Using the District database, PCCD Office of Institutional Research can tabulate student ASI scores to determine individual scores ranging from 0 to 10.

Graphic A.1. Demographic Contributors to the ASI



## Demographic contributors to the ASI (Academic Support Index)

Demographic characteristic:	Points
<b>English Learner</b>	<b>2</b>
<b>Special Education</b>	<b>2</b>
<b>Socio-Economically Disadvantaged</b>	<b>2</b>
<b>Parents are not high school graduates</b>	<b>2</b>
<b>Parents are high school graduates</b>	<b>1</b>
<b>Experiencing Education as an African American Student</b>	<b>1</b>
<b>CST Math Far Below Basic*</b>	<b>2</b>
<b>CST ELA Far Below Basic*</b>	<b>2</b>
<b>CST Math Below Basic*</b>	<b>1</b>
<b>CST ELA Below Basic*</b>	<b>1</b>

\*Will be taken off the ASI next year, replacement to be determined.

Source: BUSD, October 2014.

By determining the value of each demographic contributor through statistic modeling, BUSD (in close collaboration with The City of Berkeley's Office of the Mayor) has been able to chart a close relationship between ASI and student academic outcomes, with a correlation coefficient of over .95.

With the ASI pilot in progress, BCC will now work with BUSD to establish a data sharing memorandum of understanding to allow BCC counselors the ability to determine which incoming BCC students require interventions and develop individualized intervention plans for at risk students.

Rather than wait until they fail to provide students with supports, BCC will use predictive data analytics to direct students to instructional programs and student support services at or before enrollment. The specific demographic contributors that impact BCC students have not yet been identified. Detailed analysis of student success data will drive these determinations. Potential contributors include SES, past experience in foster care, active military or veteran status, disabilities, immigration status, English language learner classification, single parenthood, high school English grade point average, BCC placement assessment scores, full-time versus part-time enrollment status, employment status (on or off campus), degree of involvement in

Campus Life, participation in a learning community or special project (e.g., TRiO, EOPS), and successful completion of SSSP requirements (e.g., attending orientation, going to counseling, setting up a SEP, choosing a major following through on early alert, etc.). Just as state governments use elementary school test scores to anticipate the number of prison beds they will need to build twenty years into the future, BCC will use ASI to calculate the resources we need to funnel students into and through the College.

ASI will transform the way the College supports student success through Disruptive Innovation. Disruptive innovation, a term of art coined by Christensen (2008), describes a process by which a product or service takes root initially in simple applications at the bottom of a market and then relentlessly moves up market, eventually displacing established competitors. Predictive data analytics will bring revolutionary change to educational systems. BCC aims to be at the forefront of this work.

**FUNDING SOURCE:** Measure B and Student Equity Plan funding will be allocated to the development and implementation of BCC's ASI.

- **Assist with the development of a district-wide mechanism by which student SES data can be collected and used to disaggregate longitudinal data on race, ethnicity, gender, and special populations (students with disabilities, active military and veteran students, and foster youth) to better understand the impact of poverty on our students by the end of spring 2015.**

This activity will assist with the construction of ASI.

**FUNDING SOURCE:** The General Fund covers employee salaries, which assumes the bulk of the funding required for this activity.

- **Assist with the development of district-wide systems and protocols to identify, track, and evaluate the academic success of current and former foster youth by the end of spring 2015.**

**FUNDING SOURCE:** The General Fund covers employee salaries, which assumes the bulk of the funding required for this activity.

- **Align all Student Equity Plan efforts with Special Project initiatives [which at present include BSI, AB 86 (adult education pathways), and Career Pathways Trust (CPT)] efforts to maximize efforts and transitional resources.**

**FUNDING SOURCE:** Special Projects (BSI, Perkins) as well as CPT and AB 86 grant funds.

- **Establish an institutionalized foster youth program housed under the dean of student services working in partnership with community organizations that serve current and former youth.**

Convene a work group to continue to explore data on foster youth and to identify goals and activities to support the academic success of current and former foster youth at the College. We presently have very little data on this important student population.

**FUNDING SOURCE:** The General Fund covers employee salaries, which assumes the bulk of the funding required for this activity. Supplemental funding can come from the Student Equity Plan, SSSP, BSI, and Perkins to support newly proposed initiatives and programs to support the academic success of foster youth.

- **Hire one dedicated 20-hour adjunct academic counselor to work exclusively with active military and veteran students and one dedicated 20-hour adjunct academic counselor to work exclusively with foster youth.**

**FUNDING SOURCE:** SSSP.

- **Working closely with the Public and Human Services program and Campus Life, organize an annual Disability Awareness Week to celebrate rather than stigmatize physical, intellectual, and developmental disabilities and mental health starting in spring semester 2016.**

**FUNDING SOURCE:** Special Projects (Perkins), DSPS, and Associated Students BCC. SSSP funding should fund related efforts. General Fund covers employee salaries. General Fund covers contract employee salaries.

- **Create a glossary of vocabulary and terms that will shift the discourse on equity by changing terms like “basic skills” and “tutoring” to “pre-transfer foundational” and “academic supports.”**

The glossary should be completed by the end of fall semester 2015 and updated at least once per year.

**FUNDING SOURCE:** Measure B funds will be used to hire the equivalent of a full-time instructor and full-time counselor to administer the program. Special Projects (BSI and Perkins) will support material and operational expenses.

- **Continue to administer the California Work Opportunity and Responsibility to Kids (CalWORKs) program and lobby for additional**

**resources to expand the program.** In addition, link students served by this initiative with other equity efforts on campus.

**FUNDING SOURCE:** CalWORKS.

- **Continue to administer the Extended Opportunity Programs and Services (EOPS) program and lobby for additional resources to expand the program.** In addition, link students served by this initiative with other equity efforts on campus.

**FUNDING SOURCE:** EOPS.

- **Continue to administer the Cooperative Agencies Resources for Education (CARE) program and lobby for additional resources to expand the program.** In addition, link students served by this initiative with other equity efforts on campus.

**FUNDING SOURCE:** CARE.

- **Continue to administer the Disabled Students Programs and Services (DSPS) program and lobby for additional resources to expand the program.** In addition, link students served by this initiative with other equity efforts on campus.

**FUNDING SOURCE:** DSPS and Student Equity Plan funding.

- **Continue to administer the Federal TRiO Program and lobby for additional resources to expand the program.** In addition, link students served by this initiative with other equity efforts on campus.

**FUNDING SOURCE:** TRiO.

- **BCC recently developed a Veteran's Resource Center as an extension of the Veteran's Affairs Office. Continue to administer and expand programs serving active military and veteran students.** In addition, link students served by this initiative with other equity efforts on campus.

**FUNDING SOURCE:** Measure B and V.

- **Work with PCCD to restructure the delivery of services at BCC. A workgroup is currently exploring options and developing a new program model.**

**FUNDING SOURCE:** Student Health Fee.

- **Coordinate a speaker series with leading scholars in the field of equity to foster transparent conversations on campus about diversity and institutional reform based on scholarship.**

The bibliography for this report will include publications by preeminent scholars in the field of equity in education. BCC will invite academicians, such as Shaun Parker, Tyrone Howard, and Jeannie Oaks, to provide workshops and lecture series to connect the campus' equity efforts to the national movement.

**FUNDING SOURCE:** Student Equity Plan funding.

- **During the Student Equity Planning process, stakeholders have recommended that the College further explores data on the five indicators for older (40 years plus) students and single parents. BCC will launch a task force on each student population in spring semester 2014 to determine if equity gaps persist.**

**FUNDING SOURCE:** General Fund covers contract employee salaries with Equity Plan funding.

- **Fulfill the College's pledge to pull data each semester to track BCC's progress in reaching the ambitious Student Equity Plan goals. The collection of data will be coupled with robust data professional development to increase data access-capacity, including the development of a data plan (quantitative and qualitative data gathering) to measure desired outcomes, which includes the appointment of a chief diversity officer and SSSP coordinator with a dedicated staff assistant.**

Increased faculty and staff data access and capacity including monthly trainings on PCCD, local, state, and federal data tools (e.g., business intelligence tool access, CalPASS, Launchpad, Scorecard, etc.). All department chairs, program coordinators, and learning community coordinators will be trained on the business intelligence tool and given guidance on how to request and analyze data based on queries by the end of spring semester 2015.

Faculty and staff training on developing measurable outcomes and data plans ensure data are available to assess progress by the end of fall semester 2015.

Tracking of usage and impact of the success of current interventions, and scale if successful. Efforts should be taken to conduct program evaluation and make program improvements at least annually.

Calendar and hold campus-wide Student Equity Plan Task Force meetings at least twice per semester. In addition, the five indicator work groups will be expected to meet twice per semester as well. Each indicator group should meet as a distinct group and should not be combined as each indicator group has distinct goals and activities to track and measure. The Student Equity Plan Task Force and the five indicator groups must include representatives from across the College, including faculty, staff, administrators, representatives from community-based organizations, and most importantly students. All students are invited and welcome to participate in these meetings, but the College will ensure that students from the targeted underserved populations will be involved as experts.

Compile a registry of all K-12, adult school, employer, and community organizations as well as a registry of CTE and non-CTE advisory boards with their respective member contact information to promote transparent governance and open lines of communication with invested community stakeholders.

**FUNDING SOURCE:** Measure B will fund an institutional researcher who will work closely with General Fund-supported administrators, faculty, and staff to own the work of the Student Equity Plan. The assessment coordinator, the vice president of instruction, the vice president of student services, the institutional researcher, and invested faculty and staff will participate as part of their General Fund job duties. The aforementioned personnel will collaborate to deliver data to the campus community at least once per semester. Special projects categorical funding will support catering and part-time faculty stipends when appropriate. Measure B funds will be used to hire the equivalent of a full-time instructor and full-time counselor to administer the program. Basic Skills Initiative funding will support material and operational expenses. SSSP and Student Equity Plan funding will cover the salary of the chief diversity officer and SSSP coordinator and dedicated staff assistant.

## **Access**

### **Goals with Measurable Outcomes**

Using average enrollment data from the past six years as the baseline data points, BCC will:

- I. Increase the enrollment of active military and veteran students from 0.2 percent to 4 percent to match their representation in the regional service area by fall semester 2017.

- II. Increase the enrollment of students with disabilities from 4 percent to 8 percent to match their representation in the regional service area by fall semester 2017.
- III. 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.
- IV. Increase supports for undocumented students through the establishment of a Dreamer Resource Center at BCC.

### **Activities**

- Develop a proactive, strategic, and data-informed recruitment plan that specifically targets students with disabilities and active military and veteran students. This campaign should include special outreach efforts to ESL and pre-transfer level students and communicate the increased transferability of coursework in these areas. Continue to develop pathways for adult school and high school students to transition into BCC, targeting the special populations indicated above.

**FUNDING SOURCE:** General Fund covers contract employee salaries. SSSP and CPT can help fund materials and other tangible expenses.

- Spearhead efforts to streamline the process of qualify for DSPS services across the four Colleges within the District. Presently, students with disabilities must apply for services at each College. BCC will work to change this policy to allow students to submit their DSPS application through the District to qualify for services at all four Colleges. In addition, students have to apply for supports at the start of each semester. This process can be a burden, so BCC wants to explore the possibility of either eliminating this redundancy or mainstreaming the requalification process for DSPS services.

**FUNDING SOURCE:** General Fund covers contract employee salaries.

- Working closely with UCB and BUSD, create a new summer bridge program for recent high school graduates to be piloted in summer semester 2015, targeting underserved student populations, particularly those from low-income populations. In tandem, develop the PSPP bridge program and expand PTC to reach targeted student populations for implementation in fall semester 2015 and expansion in the two subsequent years.

**FUNDING SOURCE:** Student ambassador salaries are funded by CPT. Measure B PCCD Holdover (PSPP faculty and counselor appointment) and Learning Resource Center (LRC) faculty advisors funded with Student Equity Plan dollars. General Fund covers contract employee salaries.

- Charter an on-campus peer-to-peer mentorship program to provide mentorship to active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities. These mentors should be involved in recruitment efforts and host events on and off campus for prospective and incoming students.

**FUNDING SOURCE:** Special Projects (CPT TA and BSI) will fund the peer mentoring project and faculty mentoring stipends and expenses related to planning and evaluation. Student ambassador salaries are funded by CPT. Measure B PCCD Holdover (PSPP faculty and counselor appointment) and LRC faculty advisors funded with Student Equity Plan dollars. General Fund covers contract employee salaries.

- Connect and outreach to high school, local churches, adult schools, community based organizations to target active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities.

**FUNDING SOURCE:** Student ambassador salaries are funded by CPT. Measure B PCCD Holdover (PSPP faculty and counselor appointment) and LRC faculty advisors funded with Student Equity Plan dollars. The General Fund pays salaries for employees who oversee Campus Life, which is responsible for outreach and recruitment.

- Expand existing alumni mentorship programs. Alumni, in the form of ambassadors, help to coordinator on campus and off campus events for prospective and incoming students.

**FUNDING SOURCE:** Student ambassador salaries are funded by CPT. Measure B PCCD Holdover (PSPP faculty and counselor appointment) and LRC faculty advisors funded with Student Equity Plan dollars. The General Fund pays salaries for employees who oversee Campus Life, which is responsible for outreach and recruitment.

- Conduct workshops at regional middle schools and highs schools that aim to de-stigmatize popular perceptions of community colleges.

**FUNDING SOURCE:** Student ambassador salaries are funded by CPT. Measure B PCCD Holdover (PSPP faculty and counselor appointment) and LRC faculty advisors funded with Student Equity Plan dollars. The General Fund pays salaries for employees who oversee Campus Life, which is responsible for outreach and recruitment.

- Continue to build and expand CTE pathways and articulation agreements with regional high schools and adult schools.



**FUNDING SOURCE:** CPT. General Fund covers contract employee salaries.

- Pilot a STEM-CTE focused summer bridge program for incoming BCC students in summer semester 2015.

**FUNDING SOURCE:** CPT. General Fund covers contract employee salaries.

- Offer GED courses in partnership with adult schools beginning in spring semester 2015 to help more disadvantaged students qualify for financial aid.

**FUNDING SOURCE:** General Fund covers contract employee salaries and the planning time. Community partners will not be compensated. The course will be funded by the Berkeley Adult School. Classroom space will be provided by BCC.

- Revamp the financial aid process at BCC to make it easier for students to apply for financial aid and expedite the work-study placement process coupled with expanded workshops on financial aid services and programs for disadvantaged populations, particularly foster youth and students with disabilities. This work should be completed by the end of fall semester 2015.

**FUNDING SOURCE:** SSSP and General Fund covers contract employee salaries.

- Pilot three customized orientations for students with disabilities, active military and veteran students, and current and former foster youth enrolled at BCC starting in fall semester 2015.

**FUNDING SOURCE:** SSSP and DSPS should fund any materials and expenses related to planning. SSSP, DSPS, and General Fund cover contract employee salaries.

- Create and communicate a specific step-by-step process to streamline the enrollment process by fall semester 2015. The current process can be overwhelming for disadvantaged student populations.

**FUNDING SOURCE:** SSSP funding should fund related efforts. General Fund covers contract employee salaries.

- Create a practice placement assessment test for high school student and adult learners by fall semester 2015.

**FUNDING SOURCE:** SSSP funding should fund related efforts. General Fund covers employee salaries.

- Permit students to take the placement assessment at least two times per academic year starting in summer semester 2015. ESL students, students with disabilities, and foster youth should be permitted to take the placement assessment three times in one academic year.

**FUNDING SOURCE:** SSSP funding should fund related efforts. General Fund covers employee salaries.

- Validate and institutionalize guided self-placement for ESL students.

**FUNDING SOURCE:** SSSP funding should fund related efforts. General Fund covers employee salaries.

- Expand placement assessment sessions for high school students starting in spring semester 2014.

**FUNDING SOURCE:** SSSP funding should fund the expansion of assessment. SSSP funding should fund related efforts. General Fund covers contract employee salaries.

- Complete the validation of placement assessment instruments and development of multiple measures to streamline the transition of pre-transfer students into transfer-level courses by the end of spring semester 2015.

**FUNDING SOURCE:** SSSP and Categorical Funding (BSI in particular). General Fund covers contract employee salaries.

- Streamline the application and enrollment process through SSSP planning as many pre-transfer foundational students are unable to navigate entry into the College. Working with the District, revamp the application process by Spring 2016.

**FUNDING SOURCE:** SSSP funding should fund revisions to the application process.

- Permit foster youth, students with disabilities, and active military and veterans the opportunity to take the placement assessment in a renovated DSPS assessment and testing lab. Change the name of this lab to “Alternative Assessment and Testing Lab,” to de-stigmatize the physical space. Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed by summer 2015. The upgrade will include the formation of a plan to refurbish the assessment lab every five years. Also, ensure that placement assessment ensures proper placement for all students, especially English learners.

**FUNDING SOURCE:** SSSP funding should fund the expansion of assessment. DSPS funding covers contract employee salaries. Technology for the lab will come from Student Equity Plan funding.

- Target and expand existing book voucher programs to active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities. Expand the collection of textbooks in the BCC Library as well.

**FUNDING SOURCE:** EOPS and Student Equity Plan funding.

- Continue and expand the efforts of the recently formed BCC Dreamers Task Force. This task force calls for collaboration across instructional and student services departments and includes faculty, staff, students, and administrators at BCC. The task force aims to increase awareness about the multiple barriers faced by undocumented students and further develop resources on campus to support this growing student population. Activities have thus far included: outreach materials; scholarships; planning and collaboration with feeder school counselors; and educating the campus-at-large about the needs of undocumented students. Future activities will include: a formalized scholarship fundraising campaign; a data collection and analysis plan; a sub-site on the BCC website with resources and information for Dreamers; and

**FUNDING SOURCE:** General fund and Student Equity Plan funding.

- Develop and share repository of testimonials, for use in student recruitment, from students who started in pre-transfer foundational courses and then went on to successfully complete transfer-level courses.

**FUNDING SOURCE:** General Fund covers the salaries of Campus Life staffing, which oversee recruitment efforts on campus.

## **Transfer-Level Course Completion**

### **Goals with Measurable Outcomes**

- I. 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.
- II. Increase student course success in all BCC transfer level courses from 66 percent to 70 percent for both men and women students by the end of spring semester 2018.

- III. 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-level course completion rate by 2024.
- IV. 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.
- V. 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-level course completion rate by 2024.
- VI. 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.
- VII. Increase student course success in English 1A from 63 percent for women and 58 percent for men to a minimum course success rate of 70 percent for women and 65 percent rate for men.
- VIII. 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.
- IX. Increase student course success in Math 13 for African American 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 percent minimum transfer-level course completion rate by 2024.

### **Activities**

- Expand, assess, and revise transfer-level learning communities, specifically First Year Experience (FYE) and the Program for Adult College Education (PACE). These learning communities support student success because of their use of early alert and mandatory homework labs.

**FUNDING SOURCE:** Learning community counselors and faculty salaries for PTC come from SSSP and BSI. General Fund covers contract employee salaries.

- Expand homework labs with embedded in-class tutors for students with pre-transfer level math and English skills in transfer-level courses in learning communities. Purchase computer carts to accommodate new lab sections.

**FUNDING SOURCE:** SSSP, Special Projects (BSI), Measure B, and Student Equity Plan funding. General Fund covers contract employee salaries.

- Formalize the memorandum of understanding between BUSD and BCC for the PERSIST to College Program (PTC) by the end of spring semester 2015 to strengthen the academic skills of students before they finish high school and apply to college.

**FUNDING SOURCE:** Learning community counselors and faculty salaries for PTC come from SSSP and BSI. Community partners and K-12 staff will not be compensated by BCC for their work. General Fund covers contract employee salaries.

- Complete the validation of placement assessment instruments and development of multiple measures to streamline the transition of pre-transfer students into transfer-level courses by the end of spring semester 2015.

**FUNDING SOURCE:** SSSP, Special Projects (BSI), and Measure B. General Fund covers contract employee salaries.

- Double the number of accelerated, pre-transfer foundational English 208 sections by spring semester 2017 and strategize future growth based on data at this point to increase students' success in English 1A. Purchase computer carts to accommodate new lab sections.

**FUNDING SOURCE:** Faculty salaries from the General Fund and math tutors' from SSSP, Categorical Funding (BSI in particular), Measure B, and Student Equity Plan funding. The LRC coordinator is paid through the General Fund, and the LRC faculty advisor will be paid using Student Equity Plan funding.

- Conceptual understanding in mathematics means that students understand which ideas are key (by being helped to draw inferences about those ideas) and that they grasp the heuristic value of those ideas. They are thus better able to use them strategically to solve problems – especially non-routine problems – and avoid common misunderstandings as well as inflexible knowledge and skill. Students who want to pursue STEM majors are often stymied, not by a lack computational understanding with regard to math; instead, issues arise for even the brightest of math students at the conceptual level but is especially true of students who are struggling. Math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013). Therefore, BCC will double the number of accelerated, pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. Purchase computer carts to accommodate new lab sections.

**FUNDING SOURCE:** Faculty salaries from the General Fund and math tutors' from SSSP, Categorical Funding (BSI in particular), Measure B, and Student Equity Plan funding. The LRC coordinator is paid through the General Fund, and the LRC faculty advisor will be paid using Student Equity Plan funding.

- Enhance collaboration between Statistics and Pre-Statistics faculty to create interventions to support student success in both courses, including the placement of embedded tutors in Math 206 sections with complementary homework labs by the start of spring semester 2015. Purchase computer carts to accommodate new lab sections.

**FUNDING SOURCE:** Faculty salaries from the General Fund and math tutors' from SSSP, Categorical Funding (BSI in particular), Measure B, and Student Equity Plan funding. The LRC coordinator is paid through the General Fund, and the LRC faculty advisor will be paid using Student Equity Plan funding.

- Expand embedded math tutoring in Math 13 sections with complementary homework labs by the start of fall semester 2015. Purchase computer carts to accommodate new lab sections.

**FUNDING SOURCE:** Faculty salaries from the General Fund and math tutors' from SSSP, Categorical Funding (BSI in particular), Measure B, and Student Equity Plan funding. The LRC coordinator is paid through the General Fund, and the LRC faculty advisor will be paid using Student Equity Plan funding.

- Increased demand for alternative assessment for students with disabilities coupled with dated technology issues require BCC build a new DSPS assessment and testing lab, to be completed by summer 2015. The upgrade will include the formation of a plan to refurbish the assessment lab every five years.

**FUNDING SOURCE:** DSPS funding covers employee salaries. Technology for the lab will come from Student Equity Plan funding.

- Fully implement the SSSP Plan to ensure all students participate in orientations, counseling, faculty advisement (especially for pre-transfer and ESL students), and intervention services.

**FUNDING SOURCE:** SSSP.

- Engage transfer-level students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College.

**FUNDING SOURCE:** Student ambassador salaries are funded by CPT. Campus Life employees are funded through the General Fund. Special Projects (Perkins) funds CTE events.

## **ESL and Pre-transfer Foundational Skills Completion**

### **Goals with Measurable Outcomes**

- I. 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.
- II. Increase student pre-transfer foundational English course completion rates for two student populations (African Americans and active military and veterans) to 70 percent by the end of spring semester 2017.
- III. 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. Asian students are close to realizing this goal, but all other student populations are struggling to meet this target.

### **Activities**

- Continued resources for pre-transfer foundational course and program faculty and staff and partnership development with school districts, adult schools, and community organizations to ensure seamless transition of students to BCC. This activity will include the expansion of PSPP as well as formalization of PERSIST to College, a concurrent enrollment program for high school juniors and seniors performing at the pre-transfer level.

**FUNDING SOURCE:** CPT, Categorical Funding (specifically BSI and Perkins). General Fund covers contract employee salaries.

- Continued funding of innovative ESL assessment efforts. BCC recently piloted self-assessment for both international and domestic ESL students, which has led to an increase in appropriate course placement.

**FUNDING SOURCE:** Categorical Funding (specifically BSI and Perkins). General Fund covers contract employee salaries.

- On-going development of alternative placement assessment in English and math. BCC recently adopted a policy of accepting applicants for automatic

placement in English 1A for new BCC students with a cumulative high school grade point average of 3.3. Articulation agreements with K-12 institutions are under development. Continue to foster these relationships and formalize partnerships to transition pre-transfer level high school students into transfer level courses at BCC.

**FUNDING SOURCE:** CPT will fund the development of CTE articulation agreements, Special Projects (Perkins and BSI in particular) fund learning community coordinator and counselor salaries, and the General Fund pays for contract employees. Catering and stipends for part-time faculty can be provided for planning meetings by Special Projects when appropriate.

- Provide direct outreach to community regarding the opportunity for ESL assessment and orientation, as well as the learning community one-stop assessment, orientation, and registration.

**FUNDING SOURCE:** Student ambassador salaries are funded by CPT. BSI funding for learning community counselors to expand these efforts.

- Provide professional development and resources to the BCC student ambassadors, tutors, computer lab and library student workers, and work-study students across campus to assist with this critical transitional work. PSPP faculty advisors, the LRC and PSPP faculty and counselor leads will collect data on the achievements and challenges that the mentors have gathered from their work with their mentees and use that data to redesign and refine programs and services.

**FUNDING SOURCE:** Student ambassador salaries are funded by CPT. Measure B PCCD Holdover (PSPP faculty and counselor appointment) and LRC faculty advisors funded with Student Equity Plan dollars

- Engage student ambassadors, alumni ambassadors, and pre-transfer foundational course and program alumni to support outreach and mentorship with the matriculation process.

**FUNDING SOURCE:** Measure B PCCD Holdover (PSPP faculty and counselor appointment) and LRC faculty advisors funded with Student Equity Plan dollars.

- Formalize the memorandum of understanding between BUSD and BCC for the PERSIST to College Program (PTC) by the end of spring semester 2015. PTC will be a stepping-stone for enrollment into PSPP.



**FUNDING SOURCE:** Learning community counselors and faculty salaries for PTC come from SSSP and BSI. Community partners and K-12 staff will not be compensated by BCC for their work.

- Compile from BCC community and PCCD, and make accessible to faculty and staff, a single list of K-12, adult school, employer, and community organizations, including developing and maintaining external advisory boards for pre-transfer foundational courses or programs.

**FUNDING SOURCE:** Learning community counselors and faculty salaries for PTC come from SSSP and BSI. Community partners and K-12 staff will not be compensated by BCC for their work. Contract employees are paid from the General Fund.

- Complete the validation of placement assessment instruments and development of multiple measures to streamline the transition of pre-transfer students into transfer-level courses by the end of spring semester 2015.

**FUNDING SOURCE:** SSSP and Categorical Funding (BSI in particular). General Fund covers contract employee salaries.

- Double the number of accelerated pre-transfer foundational English 208 sections by spring semester 2017 and strategize future growth based on data at this point. Purchase computer carts to accommodate new lab sections.

**FUNDING SOURCE:** Faculty salaries from the General Fund and math tutors' from SSSP, Categorical Funding (BSI in particular), Measure B, and Student Equity Plan funding. The LRC coordinator is paid through the General Fund, and the LRC faculty advisor will be paid using Student Equity Plan funding.

- Conceptual understanding in mathematics means that students understand which ideas are key (by being helped to draw inferences about those ideas) and that they grasp the heuristic value of those ideas. They are thus better able to use them strategically to solve problems – especially non-routine problems – and avoid common misunderstandings as well as inflexible knowledge and skill. Students who want to pursue STEM majors are often stymied, not by a lack computational understanding with regard to math; instead, issues arise for even the brightest of math students at the conceptual level but is especially true of students who are struggling. Math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013). Double the number of accelerated pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point.

**FUNDING SOURCE:** Faculty salaries from the General Fund and math tutors' from SSSP, Categorical Funding (BSI in particular), Measure B, and Student Equity Plan funding. The LRC coordinator is paid through the General Fund, and the LRC faculty advisor will be paid using Student Equity Plan funding.

- Place embedded tutors in Math 206 sections with complementary homework labs by the start of spring semester 2015. Purchase computer carts to accommodate new lab sections.

**FUNDING SOURCE:** Faculty salaries from the General Fund and math tutors' from SSSP, Categorical Funding (BSI in particular), Measure B, and Student Equity Plan funding. The LRC coordinator is paid through the General Fund, and the LRC faculty advisor will be paid using Student Equity Plan funding.

- Expand embedded math tutoring in all basic skills math courses with complementary homework labs by the start of fall semester 2015. Purchase computer carts to accommodate new lab sections.

**FUNDING SOURCE:** Faculty salaries from the General Fund and math tutors' from SSSP, Categorical Funding (BSI in particular), Measure B, and Student Equity Plan funding. The LRC coordinator is paid through the General Fund, and the LRC faculty advisor will be paid using Student Equity Plan funding.

- Launch an online math tutoring pilot and continue with the online writing coach sessions during spring 2015 to formalize by fall semester 2015.

**FUNDING SOURCE:** Faculty salaries from the General Fund and math tutors' from SSSP, Categorical Funding (BSI in particular), Measure B, and Student Equity Plan funding. The LRC coordinator is paid through the General Fund, and the LRC faculty advisor will be paid using Student Equity Plan funding.

- Recruit additional math faculty, particularly those with professional experience that includes practical application of math to help students understand why math is important working through the Diversity Intern Program.

**FUNDING SOURCE:** General Fund.

- Provide no credit, low stakes, pass/no pass pre-transfer foundational courses and partner with the adult schools to offer GED and basic skills courses at both BCC and the adult school campuses.

**FUNDING SOURCE:** General Fund and AB86

- Continue the Biology Boot Camp pilot and develop a foundational skills Math Boot Camp pilot as well as a pilot to prepare students for the college

experience. Both boot camps should include embedded tutors. Purchase computer carts to accommodate new lab sections.

**FUNDING SOURCE:** Faculty salaries from the General Fund and math tutors' from SSSP, Categorical Funding (BSI in particular), Measure B, and Student Equity Plan funding. The LRC coordinator is paid through the General Fund, and the LRC faculty advisor will be paid using Student Equity Plan funding.

- Science and math faculty will come together as STEM (Science, Technology, Engineering and Mathematics) educators to create a student academic success plan that will include innovative ways of teaching the subject, professional development for math faculty, and possibly a retreat with faculty from other campuses to share best practices.

For far too long, Math has been taught in a manner that is decontextualized, staid, and, consequently stultifying for many students. This experience is especially true for students who are traditionally marginalized. Recognizing the need to move away from the banking model of education (Freire, 1972; Gutstein, 2004; Emdin, 2012), many STEM educators have begun devising pedagogical approaches that empower students to see themselves as intentional and adroit STEM practitioners, that is, as applied scientists, technologists, engineers, and mathematicians, which will result in increased competency within a given discipline. Additionally, however, STEM educators have begun to cite the importance of developing STEM identity (Nasir, 2011; Brown, 2006) for students learning STEM material.

Therefore, for faculty, content level knowledge is no longer sufficient. Faculty must be prepared to deliver course material in a manner that is consistent with increased competency, while simultaneously working to curate a space for students' academic identities to develop and flourish (Nasir, 2011; Guttstein, 2006; Delpit, 2013). That is to say, they must be able to employ pedagogical practices that affords and encourages students to develop their academic identities by repositioning students as co-creators of meaning (Giroux, 2011; Friere, 1994; Hull, 2001; Guttstein, 2010). A critical educative approach is especially crucial when working with hyper-marginalized (Waquaint, 2010) students of color who have been erroneously led to believe that they hail from cultures that are antithetical to schooling (Leonardo, 2011; Delpit, 2013). Research into critical STEM educative practices (Nasir, 2011; Linn and Eylon, 2011) confirms the reality that students can no longer be viewed as merely empty receptacles in need of filling (Frere, 1972);

rather, students need to know that their individual and collective voices have currency (Bourdieu, 1972) within a given educational milieu.

Though the thinking behind the above-mentioned educational approach is intuitive for many critical educators, there has not been a clear training program for teachers who are interested in honing their pedagogy so that they can devise ways to empower students to be critical learners in the non-STEM as well as STEM subjects. So, then, BCC proposes the creation of an ongoing professional development symposium through the Teaching and Learning Center (TLC) for interested BCC employees who will:

- Provide cultural-competency training series for administrators and classified staff through the TLC with a focus on equity and diversity;
- Discuss best practices in ensuring educational equity;
- Discuss the development of student voice, agency and power;
- Bring to bear questions around entrenched institutionalized and individualized ideological predispositions;
- And, introduce staff to practices commensurate with the development of high order empathy;
- Host two FELIs per year to train instructional and non-instructional faculty how to empower at-risk students to take agency over their own academic development. In addition, STEM faculty will be incentivized to complete the FELI as most math courses are open to PSCP students as well as students from other learning communities.

**FUNDING SOURCE:** Faculty salaries from the General Fund and math tutors' from SSSP, Categorical Funding (BSI in particular), Measure B, and Student Equity Plan funding. The LRC coordinator is paid through the General Fund, and the LRC faculty advisor will be paid using Student Equity Plan funding.

- Develop one-unit Math lab course to assist students with skill retention.

**FUNDING SOURCE:** Faculty salaries from the General Fund and math tutors' from SSSP, Categorical Funding (BSI in particular), Measure B, and Student Equity Plan funding. The LRC coordinator is paid through the General Fund, and the LRC faculty advisor will be paid using Student Equity Plan funding.

- Increased demand for alternative assessment for students with disabilities coupled with dated technology issues require BCC build a new DSPS assessment and testing lab, to be completed by summer 2015. The upgrade will include the formation of a plan to refurbish the assessment lab.

**FUNDING SOURCE:** DSPS funding covers employee salaries. Technology for the lab will come from Student Equity Plan funding.

- Determine successful peer mentoring interventions, including review of data on past efforts. Consider best practices and lessons learned from current and past BCC peer mentoring and peer-to-peer support efforts (ESL/Global Study Buddies, PERSIST peer mentoring, PHS peer mentoring, WRAP, etc.). Pilot at least one pre-transfer foundational course or program peer-to-peer mentoring intervention (ideally in Math for starters) and at least one pre-transfer foundational course or program faculty mentoring intervention.

**FUNDING SOURCE:** Special Projects (CPT TA and BSI) will fund the peer mentoring project and faculty mentoring stipends and expenses related to planning and evaluation.

- Pilot and expand Launch Your Freshman Workshop as well as the connected Counseling 57 course that supports career exploration at the high schools and for incoming students at the pre-transfer level.

**FUNDING SOURCE:** Concurrent enrollment which allows faculty salaries to be paid through the General Fund. BUSD has agreed to cover the cost of textbooks.

- Fully implement the SSSP Plan and target pre-transfer foundational students for orientations, counseling, faculty advisement (especially for pre-transfer and ESL students), and intervention services. Also, expand one-stop assessment and enrollment and start to collect data on students' ultimate objectives at BCC to determine if ESL and pre-transfer level students are indeed interested in completion and transfer.

**FUNDING SOURCE:** SSSP.

- Engage pre-transfer foundational students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College. More specifically, launch a pre-transfer foundational math club pilot.

**FUNDING SOURCE:** Student ambassador salaries are funded by CPT. Campus Life employees are funding through the General Fund. Special Projects (Perkins) funds CTE events. Special projects (BSI) will fund a math club pilot.

- Develop and share repository of students' pre-transfer foundational course and program testimonials for use in student recruitment.

**FUNDING SOURCE:** General Fund covers contract employee salaries.

- Revise existing early alert system, which will lead to individualized intervention plans for students at risk of failure by the end of spring semester 2015. LIS 85 should be included as a late start course that students can be directed to if, by the midterm week, they are failing courses that require large research projects

**FUNDING SOURCE:** SSSP and General Fund for BCC contract employee salaries.

- Continue to limit writing course size to 35 students until the first day of class and then reduce the class size cap to 30 students when the class begins. Also, explore efforts to further reduce class size for pre-transfer foundational courses.

**FUNDING SOURCE:** General Fund for BCC contract employee salaries.

- Create and pilot Service Learning course in which students volunteer to work in the LRC, TRIO, Counseling, the Office of Instruction, Financial Aid, and Admissions and Records to build social capital by spring semester 2016.

**FUNDING SOURCE:** Measure B funds will be used to hire the equivalent of a full-time instructor and full-time counselor to administer the program.

- Establish a dedicated ESL classroom with a built-in computer lab.

**FUNDING SOURCE:** Measure A and Measure B.

- Launch a PSPP Chrome Book loaner library pilot by fall semester 2015.

**FUNDING SOURCE:** Measure B funds will be used to hire the equivalent of a full-time instructor and full-time counselor to administer the program.

## **Degree and Certificate Completion**

Using average degree and certificate completion data from the past six years as the baseline data points, BCC will:

### **Goals with Measurable Outcomes**

- I. 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.
- II. Increase student degree and certificate completion by 20 percent each year for the next three years.
- III. Increase transfer rates to CSU by 50 percent by spring semester 2018.

### **Activities**

- Targeted outreach to white non-Latino and Asian students to increase degree and certificate completion prior to transfer.

**FUNDING SOURCE:** General Fund and SSSP.

- Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

**FUNDING SOURCE:** General Fund and SSSP.

- Continue to employ learning community counselors and outreach specialists to support learning communities and the students they serve.

**FUNDING SOURCE:** Special Projects (BSI) and SSSP. BCC contract employee salaries paid out of the General Fund.

- Hire one CTE counselor and outreach specialist and two Associate's Degree for Transfer (ADT) counselors and outreach specialists to launch the ADT Task Force to promote enrollment and support successful completion of degrees and certificates and transfer to four-year colleges by spring semester 2015.

**FUNDING SOURCE:** SSSP, CPT, Special Project (Perkins). BCC contract employee salaries paid out of the General Fund.

- Launch faculty advising to provide students an opportunity to seek guidance from academic content specialists who can support students with career exploration, major selection, and the transfer process, to pilot in spring semester 2014.

**FUNDING SOURCE:** SSSP and Measure B. BCC contract employee salaries paid out of the General Fund.

- Develop thematic pathways to support students as they navigate the degree and major selection process for fall semester 2015, which may require

realignment of the course schedule. One pathway will focus on academic exploration for students with undecided majors.

**FUNDING SOURCE:** General Fund.

- Expand the role of student ambassadors to support students with major selection, transfer, and program completion by providing current BCC students with the information they need to navigate these complicated decisions and make informed choices. Initiate this expansion of job duties in fall semester 2015.

**FUNDING SOURCE:** CPT and SSSP. BCC contract employee salaries paid out of the General Fund.

- Encourage entry-level students to take math during their first semester and continue to take math each semester until they fulfill this essential degree, certificate, and transfer requirement.

**FUNDING SOURCE:** SSSP. BCC contract employee salaries paid out of the General Fund.

- Encourage entry-level students to take English during their first semester and continue to take English each semester until they fulfill this essential degree, certificate, and transfer requirement.

**FUNDING SOURCE:** SSSP. BCC contract employee salaries paid out of the General Fund.

- Explore automation of awarding certificates and degrees.

**FUNDING SOURCE:** SSSP. BCC contract employee salaries paid out of the General Fund.

- Strategically develop new degree and certificate programs at BCC to support student demand, such as Chemistry, Physics, Biology, Engineering, Computer Science, and Economics, to increase degree completion. Also, create more general degree options, such as social science, general science, and humanities.

**FUNDING SOURCE:** General Fund.

- Create on-campus job opportunity programs for disadvantaged student populations.

**FUNDING SOURCE:** Federal work-study fundraising. BCC contract employee salaries paid out of the General Fund.



## **Transfer Rates**

### **Goals with Measurable Outcomes**

- I. 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.
- II. Increase transfer rates for all student populations, with targeted efforts to increase transfer rates for Latinos and African American students by 50 percent by the end of spring semester 2018.
- III. Increase transfer rates to CSU by 50 percent by the end of spring semester 2018.

### **Activities**

- Continue to operate and expand the remarkable work of BCC's Transfer and Career Information Center, which coordinates transfer fairs, workshops for navigating the application process, and other activities to support student transfer success. The College Transfer and Career Information Center is a resource for questions students have relating to choosing a major, a career, or selecting a transfer college or university. All materials in the Center, and all services provided, are for the purpose of helping students identify and come closer to their goals. A primary purpose of the Center is to support underrepresented students to discover and realize their career direction and educational goals, working closely with TRiO to provide special workshops and events.

**FUNDING SOURCE:** General Fund.

- Continue to operate and expand BCC's Service Community which is part of the Transfer Service Community (TSC). TSC assists students with the transfer process to four-year institutions by connecting students to resources, hosting workshops (like the Scholarship Workshop and the UC Application and Personal Statement Workshop), and holding events (such as the Leadership and Service Retreat and UC Berkeley Shadow Day).

**FUNDING SOURCE:**

- Targeted outreach to white non-Latino and Asian students to increase degree and certificate completion prior to transfer.

**FUNDING SOURCE:** General Fund and SSSP.

- Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

**FUNDING SOURCE:** General Fund and SSSP.

- Continue to employ learning community counselors and outreach specialists to support learning communities and the students they serve.

**FUNDING SOURCE:** Special Projects (BSI) and SSSP. BCC contract employee salaries paid out of the General Fund.

- Hire one CTE counselor and outreach specialist and two Associate's Degree for Transfer (ADT) counselors and outreach specialists to launch the ADT Task Force to promote enrollment and support successful completion of degrees and certificates and transfer to four-year colleges by spring semester 2015.

**FUNDING SOURCE:** SSSP, CPT, Special Project (Perkins). BCC contract employee salaries paid out of the General Fund.

- Launch faculty advising to provide students an opportunity to seek guidance from academic content specialists who can support students with career exploration, major selection, and the transfer process to pilot in spring semester 2014.

**FUNDING SOURCE:** SSSP and Measure B. BCC contract employee salaries paid out of the General Fund.

- Develop thematic pathways to support students as they navigate the degree and major selection process for fall semester 2015, which may require realignment of the course schedule. One pathway will focus on academic exploration for students with undecided majors.

**FUNDING SOURCE:** General Fund.

- Expand the role of student ambassadors to support students with major selection, transfer, and program completion by providing current BCC students with the information they need to navigate these complicated decisions and make informed choices. Initiate this expansion of job duties in fall semester 2015.

**FUNDING SOURCE:** CPT and SSSP. BCC contract employee salaried paid out of the General Fund.

- Encourage entry-level students to take math during their first semester and continue to take math each semester until they fulfill this essential degree, certificate, and transfer requirement.

**FUNDING SOURCE:** SSSP. BCC contract employee salaries paid out of the General Fund.

- Encourage entry-level students to take English during their first semester and continue to take English each semester until they fulfill this essential degree, certificate, and transfer requirement.

**FUNDING SOURCE:** SSSP. BCC contract employee salaries paid out of the General Fund.

- Explore automation of awarding certificates and degrees.

**FUNDING SOURCE:** SSSP. BCC contract employee salaries paid out of the General Fund.

- Strategically develop new degree and certificate programs at BCC to support student demand, such as Chemistry, Physics, Biology, Engineering, Computer Science, and Economics, to support student transfer. Also, create more general degree options, such as social science, general science, and humanities.

**FUNDING SOURCE:** General Fund.

# Budget

## Spring 2015 Student Equity Plan Budget

- ❖ Chief Diversity Officer and SSSP Coordinator: \$30,000 (of \$85,000)
- ❖ Staff Assistant to Chief Diversity Officer and SSSP Coordinator: \$15,000 (of \$60,000)
- ❖ Alternative Assessment and Testing Lab: \$40,000
- ❖ PSPP Book Voucher Program: \$10,000
- ❖ Additional Mathematics Academic Support: \$20,000
- ❖ Additional English Writing Coaches and Related Academic Support: \$20,000
- ❖ LRC STEM Academic Support Faculty Advisor: \$20,000
- ❖ Computer Carts for New Mathematics and Expanded ESL and English Labs: \$40,000
- ❖ FELI Training: \$10,000
- ❖ Library Textbook Collection: \$12,000
- ❖ Implementation of PSPP: \$20,000
- ❖ Speaker Series: \$3,000

❖ Planning Meetings: \$5,000

❖ Supplies: \$5,000

**TOTAL: \$250,000**

## **Annual Student Equity Plan Budget from Fall 2015 to Spring 2018**

- ❖ Chief Diversity Officer and SSSP Coordinator: \$60,000 (of \$170,000)
- ❖ Staff Assistant to Chief Diversity Officer and SSSP Coordinator: \$30,000 (of \$60,000)
- ❖ Alternative Assessment and Testing Lab Upgrades: \$10,000
- ❖ PSPP Book Voucher Program: \$20,000
- ❖ Additional Mathematics Academic Support: \$20,000
- ❖ Additional ESL and English Writing Coaches and Related Academic Support: \$20,000
- ❖ LRC Non-STEM Academic Support Faculty Advisor: \$20,000
- ❖ LRC STEM Academic Support Faculty Advisor: \$20,000
- ❖ FELI Trainings: \$25,000
- ❖ Planning Meetings: \$10,000
- ❖ Speaker Series: \$5,000
- ❖ Miscellaneous Supplies: \$10,000

**TOTAL: \$250,000 per year for three years**

## **Evaluation Schedule and Process**

PCCD and BCC believe that a strong community college system is integral to a thriving, multicultural, and prosperous State. BCC serves as a bridge to opportunity, re-engaging under-educated young adults, working adults, moving students of color and immigrants through the pipeline to degree completion and transfer, and providing access to workforce opportunities for low-income communities. To achieve these objectives, the College has taken steps to develop a robust evaluation process to measure the usage and effectiveness of student support services and interventions. In implementing and assessing BCC's equity efforts, we pledge to:

- Provide research and use data to increase practitioners' and College and District leaders' awareness of the challenges and needs of the most vulnerable students among the BCC student population and to promote community college best practices;
- Use the voices and stories of students so that students are included in shaping campus and District priorities, opportunities, and resources; and,
- Build College capacity by hosting on-going campus-wide and cross-campus forums to engage campus leaders and provide decision-makers with technical assistance, training, and tools to support the development of a more comprehensive and sustainable plan for strengthening and expanding the access, pre-transfer foundational and transferable course completion rates, degree and certification completion, and transfer rates for underserved populations.

Intervention assessments will be created via the Design-Based Research (DBR) paradigm, which is a set of analytical techniques that balances the positivist and interpretive list paradigms and attempts to bridge theory and practice in education. A blend of empirical educational research with the theory driven design of learning environments, DBR is an important methodology for understanding how, when, and why educational innovations work in practice. More specifically, DBR methods aim to uncover the relationship between educational theory, designed artifacts, and practice (DBRC, 2003; Collins, 1992).

Evaluation of equity efforts at BCC will involve the triangulation of various

quantitative and qualitative research methodologies, which will include focus groups, survey data, usage tracking, and student progress data to evaluate the impact of campus initiatives. BCC is in the process of hiring an institutional researcher, who will work closely with the chief diversity officer and SSSP coordinator as well as the director of special projects to refine the evaluation process, execute the evaluation plan, and analyze the data collected.

**Focus Groups:** A focus group provides a means to collect qualitative data, or data which are descriptive in nature rather than data that can be measured and subjected to mathematical and statistical analysis. Educational institutions use focus groups to learn about students' experiences on campus. BCC will conduct a series of focus groups starting in spring semester 2015, bringing students together from the targeted disadvantaged populations. Starting in January 2015, ASBCC along with BSU, the Latin American Club, and Gay Student Alliance will facilitate town halls various topics related to institutional improvement, such as reforming mathematics instruction, tutoring, and counseling services, to better support student success at BCC. The topics will inform the inquiry of these focus groups.

Five focus groups will be held annually. Two focus groups will focus on the experiences of ethnic minority student populations—one focus group for African American students and a second for Latino students. Three focus groups will comprise special populations: students with disabilities, active military and veteran students, and current and former foster youth. These focus groups will be brought together in three separate group meetings to explore the perceptions, opinions, beliefs, and attitudes of each distinct student population. Data collected from these five student groups will be brought back to the Student Equity Plan Task Force to guide decisions on how to improve and refine the 2015-2018 BCC Student Equity Plan.

Each focus group will include between eight and twelve students and last approximately two hours. They will be conducted between March and May each year. Faculty and administrators will develop protocols and conduct the focus groups. Students also sit on the Student Equity Plan Task Force, so student voices contribute to the on-going conversations about equity and diversity throughout the year. BCC pledges to meaningfully engage representatives from target equity groups as collaborators and view these students as experts in designing, implementing, and assessing campus initiatives.

**Survey:** To triangulate the focus group findings, students who participate in various programs that aim to close the equity gap will be required to complete pre-semester surveys at the start of each semester in order to obtain services from these programs. They will then be expected to complete a post-semester survey to measure the impact of these programs on their academic progress. These programs will include PSPP, Veterans Affairs, TRiO, and EOPS. DSPS students will be encouraged but cannot be required to participate. Survey administration will begin at the start of fall semester 2015 and continue each spring and fall semester through

2018. Four distinct survey protocols will yield three years (or six semesters) of data on the impact of the College's efforts to close equity gaps. The institutional researcher, working closely with the chief diversity officer, the SSSP coordinator, and the director of special projects will develop, disseminate, collect, and analyze survey data to provide quantitative analysis of the effectiveness of these programs.

**Evaluation of Usage and Impact of Student Success Supports and**

**Interventions:** At present, BCC measures usage of a handful of student services at the College. Students who participate in assessment, orientation, counseling, and tutoring are tracked in Passport. However, the College does not presently analyze this data to track usage of the services by specific populations of students. In other words, BCC does not know if the students who would benefit most from these types of services are accessing them. Moreover, the College has attempted to explore the impact that these services have on the students who use them. Moving forward, BCC intends to start tracking usage of student success supports and interventions in a more deliberate manner that will involve detailed disaggregation of the data to determine which specific student populations take advantage of these services. With this data in hand, the College will begin to assess the impact of these services on target student groups. The institutional researcher will be charged with the formation of mechanisms and systems to conduct campus-wide exploration of the benefits and limitations of the various student services provided at BCC. This data will inform refinement and revision of equity efforts on campus starting in summer semester 2015.

**Annual Student Equity Plan Updates:** Each year, from 2015 to 2018, the chief diversity officer and SSSP coordinator will collaborate with the institutional researcher to update the data presented in the Student Equity Plan to track progress and drive the work of the Student Equity Plan Task Force to ensure the College meets all three-year goals.

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