

Data Supporting the Preparation of BCC Student Equity Plan  
9.3.2014

Access

Table 1.  
Demographic Information of BCC students in comparison with Services Area Community and Main Feeder Schools

Gender and Ethnic Composition of BCC, Fall 2013, and Service Area Communities, 2012 Census										
	Total Population	Asian*	African American	Hispanic Latino	Native American	Pacific Islander	White	Multiple	Men	Women
<b>Area 2012 Census</b>										
City of Albany	18,969	5,918	664	1,935	95	38	9,352	1,271	9,029	9,940
City of Berkeley	115,403	22,273	11,540	12,464	462	231	63,125	7,155	56,432	58,971
City of Emeryville	10,335	2,842	1,809	951	41	21	4,155	661	5,105	5,230
Total Service Area	144,707	31,033	14,013	15,350	598	290	76,632	9,087	70,566	74,141
% of Total		21.4%	9.7%	10.6%	0.4%	0.2%	53.0%	6.3%	48.8%	51.2%
<b>BCC Student Headcount (Fall 2013)</b>										
	7,073	1,269	1,346	1,100	19	23	1,854	1,050	3,039	3,751
% of Total		17.9%	19.0%	15.6%	0.3%	0.3%	26.2%	14.8%	43.0%	53.0%

\*Asian includes Asians and Filipinos, other than Pacific Islanders

	Total Population	Asian/Pacific Islander	African American	Hispanic/Latino	Native American	White	Multiple
<b>Albany High School</b>	1,198	467	96	156	12	443	12
% of Total		39%	8%	13%	1%	37%	1%
<b>Berkeley High School</b>	3,150	284	693	504	32	1,260	378
% of Total		9%	22%	16%	1%	40%	12%
<b>Emeryville Unified</b>	337	43	214	66	-	14	-
% of Total		13%	64%	20%		4%	

## Achievement

Table 2.  
Course Completion (Course Success)

	Total Graded							Success Rate						
BCC	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	6-year Change (N)	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	6-year Change (%)
All students	13,382	15,116	14,478	14,123	13,313	14,791	1,409	63%	65%	68%	66%	66%	65%	2%
Age														
16 & under	84	120	57	25	21	29	(55)	68%	90%	96%	88%	90%	79%	11%
16-18	1,340	1,648	1,372	1,413	1,350	1,745	405	59%	69%	68%	64%	66%	65%	6%
19-24	5,607	6,611	6,897	7,018	6,529	7,041	1,434	60%	61%	65%	63%	62%	62%	2%
25-29	2,019	2,182	2,219	1,942	1,896	2,145	126	65%	67%	70%	69%	69%	66%	1%
30-34	1,038	1,166	1,040	1,229	1,056	1,210	172	65%	68%	71%	70%	70%	69%	3%
35-54	2,470	2,495	2,094	1,880	1,898	1,942	(528)	67%	68%	72%	71%	71%	69%	2%
55-64	600	651	555	449	401	478	(122)	71%	69%	73%	66%	65%	64%	-7%
65 & Above	224	243	244	167	162	201	(23)	75%	77%	77%	78%	81%	77%	3%
Gender														
Female	7,418	8,194	7,721	7,544	7,049	7,584	166	66%	67%	70%	67%	67%	65%	0%
Male	5,550	6,274	6,156	5,980	5,706	6,566	1,016	60%	63%	65%	64%	64%	64%	4%
Unknown Gender	414	648	602	599	558	641	227	60%	68%	71%	69%	67%	68%	8%
Race/Ethnicity														
African American	2,813	2,671	2,831	2,880	2,688	2,862	49	48%	47%	52%	52%	53%	50%	2%
Asian	2,261	2,120	2,204	2,177	2,106	2,331	70	71%	71%	74%	75%	75%	75%	3%
Filipino	273	240	267	277	282	302	29	67%	62%	65%	69%	64%	66%	0%
Hispanic	1,872	1,806	1,771	1,964	1,939	2,279	407	61%	67%	68%	64%	63%	62%	1%
Multiple	347	486	1,118	1,516	1,808	2,214	1,867	62%	59%	63%	62%	63%	63%	0%
Native	93	69	60	70	43	38	(55)	61%	57%	63%	56%	60%	63%	2%

American/Alaskan														
Other/Non-white	256	256	190	110	73	55	(201)	64%	62%	76%	76%	85%	62%	-2%
Pacific Islander	81	65	68	55	56	41	(40)	67%	63%	69%	71%	59%	46%	-20%
White/Non-Hispanic	3,795	3,439	3,745	3,586	3,372	3,960	165	70%	73%	76%	73%	73%	73%	3%
Unknown/Non-respondent	1,591	3,964	2,225	1,488	946	709	(882)	65%	68%	70%	67%	65%	65%	0%
<b>Delivery Mode</b>														
Distance Education (D.E.)*	803	1,378	1,289	1,594	1,313	1,730	927	52%	53%	56%	54%	59%	53%	1%
Face-to-Face*	12,817	14,304	13,806	12,933	11,179	12,835	18	62%	61%	64%	64%	65%	64%	2%

Table 3.  
Fall-to-Fall Persistence,  
by Age, Gender, Race/Ethnicity, and for DSPS Cohort

BCC	Cohort Count						Fall-to-Fall Persistence Rate					
	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	6-year Change (N)	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	6-year Change (%)
All students	6,456	7,654	7,468	6,975	6,379	(77)	45%	42%	44%	45%	48%	3%
<b>Age</b>												
16&under	84	114	53	24	17	(67)	54%	7%	6%	38%	65%	11%
16-18	537	714	648	618	578	41	54%	47%	54%	56%	60%	6%
19-24	2,426	2,991	3,176	3,163	2,964	538	45%	44%	46%	45%	49%	4%
25-29	1,041	1,228	1,252	1,106	1,007	(34)	40%	39%	37%	40%	44%	4%
30-34	576	674	625	657	571	(5)	42%	38%	42%	43%	44%	2%
35-54	1,253	1,354	1,197	998	913	(340)	45%	40%	40%	46%	48%	3%
55-64	356	376	337	274	219	(137)	49%	44%	48%	39%	44%	-5%
65&Above	182	202	178	134	110	(72)	56%	47%	49%	43%	51%	-5%
<b>Gender</b>												
Female	3,674	4,233	4,079	3,843	3,448	(226)	45%	42%	43%	45%	48%	3%

Male	2,564	3,061	3,051	2,830	2,647	83	46%	43%	45%	45%	49%	3%
Unknown Gender	218	360	338	302	284	66	33%	32%	37%	46%	39%	6%
<b>Race/Ethnicity</b>												
African American	1,320	1,412	1,519	1,380	1,262	(58)	47%	42%	41%	45%	50%	3%
Asian	1,067	1,083	1,189	1,124	1,050	(17)	48%	48%	47%	48%	47%	-1%
Filipino	125	123	148	140	129	4	46%	48%	36%	44%	53%	7%
Hispanic	873	943	930	936	924	51	47%	41%	45%	51%	54%	7%
Multiple	163	238	564	707	799	636	42%	40%	38%	43%	48%	6%
Native American/Alaskan	45	34	30	31	21	(24)	53%	35%	47%	32%	24%	-30%
Other/Non-white	138	125	94	55	32	(106)	50%	53%	55%	53%	56%	6%
Pacific Islander	36	27	35	31	29	(7)	31%	48%	51%	52%	41%	11%
Unknown/Non-respondent	789	1,927	1,018	717	480	(309)	42%	37%	50%	48%	47%	5%
White/Non-Hispanic	1,900	1,742	1,941	1,854	1,653	(247)	43%	43%	41%	40%	45%	2%
Fall-to-Fall Persistence is defined as the percentage of students who are enrolled as of Census date in the fall term continuing into fall term in the subsequent academic year. Source: PCCD.												

Fall-to-Fall Persistence of DSPS Cohorts				
Berkeley City College			Peralta District	
TERM	COHORT	PERSISTENCE RATE	COHORT	PERSISTENCE RATE
F08	283	62%	1231	61%
F09	264	67%	1116	63%
F10	281	65%	1216	58%
F11	236	50%	1161	55%
F12	245	64%	1218	61%
Note: Persistence Rate is defined as the percentage of students enrolled in at least one class at the college at fall census of the cohort year who were then enrolled in at least one class on the following spring opening day. Source: Peralta Factbook (Fall 2013 Census).				

Table 4.

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

	Prepared	% of Total by Category	Unprepared	% of Total by Category
All	179	31.7%	386	68.3%
Gender				
Female	85	27.3%	226	72.7%
Male	94	37.0%	160	63.0%
Age				
< 20	141	35.9%	252	64.1%
20-24	19	26.0%	54	74.0%
25-39	14	23.0%	47	77.0%
Race/Ethnicity				
African American	19	14.0%	117	86.0%
Asian	39	37.1%	66	62.9%
Hispanic	18	20.7%	69	79.3%
White	76	51.4%	72	48.6%

Source: CCCC, Student Success Scorecard.

Table 5.  
Scorecard: Completion, Persistence, 30 Units, and Remedial-to-College  
by Gender, Age, and Race/Ethnicity for BCC 2007-08 First Time Cohort

Demographics	Completion						Persistence					
	Overall		Prepared		Unprepared		Overall		Prepared		Unprepared	
	2007-2008		2007-2008		2007-2008		2007-2008		2007-2008		2007-2008	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	565	46.5%	179	65.9%	386	37.6%	565	60.4%	179	64.2%	386	58.5%
Female	311	47.6%	85	67.1%	226	40.3%	311	61.1%	85	65.9%	226	59.3%
Male	254	45.3%	94	64.9%	160	33.8%	254	59.4%	94	62.8%	160	57.5%
< 20 years old	393	50.4%	141	70.9%	252	38.9%	393	58.3%	141	64.5%	252	54.8%
20 to 24 years old	73	43.8%	19	47.4%	54	42.6%	73	67.1%	19	52.6%	54	72.2%
25 to 39 years old	61	36.1%	14	42.9%	47	34.0%	61	70.5%	14	85.7%	47	66.0%

40+ years old	38	28.9%	1 to 9	60.0%	33	24.2%	38	52.6%	1 to 9	40.0%	33	54.5%
African American	136	27.2%	19	47.4%	117	23.9%	136	39.7%	19	26.3%	117	41.9%
American Indian/Alaska Native	1 to 9	50.0%	0	N/A	1 to 9	50.0%	1 to 9	75.0%	0	N/A	1 to 9	75.0%
Asian	105	62.9%	39	79.5%	66	53.0%	105	70.5%	39	66.7%	66	72.7%
Filipino	12	33.3%	1 to 9	100.0%	1 to 9	0.0%	12	66.7%	1 to 9	50.0%	1 to 9	75.0%
Hispanic	87	32.2%	18	38.9%	69	30.4%	87	63.2%	18	72.2%	69	60.9%
Pacific Islander	1 to 9	20.0%	1 to 9	100.0%	1 to 9	0.0%	1 to 9	20.0%	1 to 9	0.0%	1 to 9	25.0%
White	148	57.4%	76	65.8%	72	48.6%	148	68.9%	76	69.7%	72	68.1%
Demographics	30 Units						Remedial English		Remedial Math		Remedial ESL	
	Overall		Prepared		Unprepared		Overall		Overall		Overall	
	2007-2008		2007-2008		2007-2008		2007-2008		2007-2008		2007-2008	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	565	51.7%	179	52.5%	386	51.3%	556	31.5%	499	31.5%	260	25.0%
Female	311	55.0%	85	51.8%	226	56.2%	335	32.5%	279	32.3%	169	27.8%
Male	254	47.6%	94	53.2%	160	44.4%	220	30.0%	219	30.1%	90	20.0%
< 20 years old	393	51.4%	141	53.9%	252	50.0%	223	33.2%	189	32.3%	25	56.0%
20 to 24 years old	73	53.4%	19	52.6%	54	53.7%	136	32.4%	132	34.8%	40	40.0%
25 to 39 years old	61	55.7%	14	50.0%	47	57.4%	128	34.4%	124	30.6%	137	21.2%
40+ years old	38	44.7%	1 to 9	20.0%	33	48.5%	69	18.8%	54	22.2%	58	10.3%
African American	136	33.1%	19	31.6%	117	33.3%	238	21.4%	161	17.4%	1 to 9	28.6%
American Indian/Alaska Native	1 to 9	50.0%	0	N/A	1 to 9	50.0%	1 to 9	50.0%	1 to 9	28.6%	0	N/A
Asian	105	62.9%	39	64.1%	66	62.1%	78	42.3%	46	43.5%	118	32.2%
Filipino	12	41.7%	1 to 9	75.0%	1 to 9	25.0%	1 to 9	22.2%	13	23.1%	1 to 9	0.0%
Hispanic	87	48.3%	18	44.4%	69	49.3%	106	30.2%	90	34.4%	71	14.1%
Pacific Islander	1 to 9	60.0%	1 to 9	100.0%	1 to 9	50.0%	1 to 9	16.7%	1 to 9	33.3%	1 to 9	0.0%
White	148	58.8%	76	53.9%	72	63.3%	70	48.6%	124	38.7%	39	30.8%
Demographics	CTE											
	Completion											
	2007-2008											
	Cohort Size	Cohort Rate										
All	326	44.2%										

Female	168	48.8%
Male	157	39.5%
< 20 years old	38	63.2%
20 to 24 years old	93	50.5%
25 to 39 years old	109	39.4%
40+ years old	86	34.9%
African American	58	51.7%
American Indian/Alaska Native	1 to 9	20.0%
Asian	59	54.2%
Filipino	13	53.8%
Hispanic	35	37.1%
Pacific Islander	1 to 9	25.0%
White	102	43.1%

Scorecard Data Implications. Data shown in Table 4 display detailed student tracking information for the 2007-08 first-time BCC students for progress (3-consecutive term persistence, earned at least 30 units in 6 years), and completion (degree/certificate and/or transfer in 6 years) by gender, age, and race/ethnicity, for college prepared, unprepared, and remedial student cohorts. The analysis of these data suggests the following:

1. College preparation determines progress and completion. College preparation is the major determining factor for progress, as well as for completion. The unprepared students are lagging behind their counterparts throughout the entire college career as measured by almost all outcome indicators.
2. Unprepared students perform fair in progress but behind in completion. The unprepared cohort was only slightly behind its prepared cohort in progress as measured by persistence rate (overall unprepared to prepared cohort: 58.5 vs. 64.2) and 30-unit achieved (overall cohort: 51.3 vs. 52.5), but significantly behind in completion (overall cohort: 37.6 vs. 65.9). These data suggest that BCC needs to enhance its support for those who were unprepared for college not only for progress, but also for completion and success in particular.
3. Degree/Transfer and CTE students perform similarly in completion. BCC’s CTE students are doing as well as the degree/transfer student cohort in terms of completion. The 6-year completion rate for the former group is 44.2%, while 46.5% for the latter.
4. Remedial-to-College Level Course Tracking. The 6-year tracking data show that 31.5% of remedial English and math, and 25% of ESL student successfully progress to and complete college level course(s) in the same discipline within 6 years. Although not all of the students who started at the remedial level need to complete a college level course in the same

discipline (English, math, or ESL) while pursuing their college goal, BCC continues to develop and implement strategies in order to effectively support remedial students reaching their goals successfully at BCC.

5. Male's performance is lagging behind female's. Although a higher portion of males started at BCC as first-time students in 2007-08 were college prepared (37%) than did the females (27.3%), males are in general lagging behind females in both progress and completion measures. Overall, there is a 2.3 percentage gap between the two groups for completion, 1.7 percentage gap for persistence, 7.4 for 30-units, and 9.3 for CTE completion. Males were in general slightly behind the females if they were college-prepared to begin with, and even slightly ahead of the females in terms of 30-unit achievement in 6 years. However, the unprepared males are notably behind females in terms of 30-units (6.5 percentage gap) and completion (11.8 percentage gap). In average, the gap between males and females remedial-to-college level course(s) in English and math is merely 2 percentage points gap, but 7.8 gap for remedial-to-college level ESL courses.
6. Age makes little difference in progress, but the younger the higher in completion rates for both degree/transfer and CTE cohorts. Data examining student achievement among the age groups suggest that the 20-24 and 25-39 cohorts tend to do as well or even better in progress (persistence and 30 units) than their younger than 20 counterparts do. However, completion is a different story. The youngest cohort (>20) tend to be the leading completers, in comparison with their older counterparts for both the degree/transfer and the CTE cohorts. When taking college preparation into consideration, oftentimes the two older groups performed similar to, or sometimes even better than did their younger than 20 year old peers in the progress measures: persistence and 30-unit. In terms of English and math remedial groups, the three major age groups also performed comparably moving up from remedial-to-college level courses in the same discipline over a 6-year period. Nevertheless, the ESL remedial-to-college progression rate decreases as the student's age increases. While 56% of the younger than 20 age cohort progressed successfully, only 40% of the 20-24 age group and 21% of the 25-39 groups did.
7. African American and Hispanic student cohorts are in general behind in progress and in completion measures. The overall student cohort data suggest that in general African American and Hispanic cohorts are behind other racial/ethnic groups in both progress and completion outcome measures. However, CTE completion rate is an exception: African American's 51.7% completion rate is only around 2 percentage points behind the Asian's, but 8.6 percentage points ahead of white's and 14.6 ahead of Hispanic's. When taking college preparation into consideration, it is noteworthy that the unprepared African Americans persisted and achieved 30-units at higher rate than those who were prepared. However, the unprepared African American cohort had the lowest completion rate than did the other three major racial/ethnic cohorts.