



BERKELEY CITY COLLEGE

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TRANSFORMING LIVES

Student Equity and Achievement (SEA) Program Plan

2025 - 2028

Dear BCC Community,



Thank you for reading. This document outlines the 2025-2028 Student Equity and Achievement (SEA) Program. Attention was paid to bring in various members of our campus community to provide their prospective on actions and activities needed to move the needle and advance Berkeley City College in addressing equity gaps.

We hope that this document will serve as a guide to understanding where we currently are and where we hope to be three years from now as a result of intentional collaboration, integration, and commitment.

In Solidarity,

Berkeley City College

Overview

Key changes to the new Student Equity Plan have come. These changes allow us to better establish benchmarks for success, while collaborating to determine what is working best for the specific needs of our students.



It all begins with equity. If we don't begin to focus and figure out better ways to help these students, we're never going to get close to our ultimate goal of closing the achievement gaps and helping them succeed with their educational goals.



- Michael Quiaoit,
Senior Director of Equity and Community Impact at FoundationCCC



Individual

We all own the responsibility to engage in individual change and self-reflection. Through a continued focus on ongoing equity based professional development training opportunities, we hope that employees will feel empowered in their equity work.



Structural

We seek to remove the barriers that disenfranchise students of color and creates equity gap, through an examination of investigation of policies, procedures, and practices that lead to friction points.



Cultural

We will focus on maintaining a campus of care where students not only feel a sense of belonging, but feel that they, their identity, and their success matters to each of us. We hope to achieve this culture of care through intentional activities, a shared vision, and equity centered actions.

Fall 2025- Timeline



The information provided within this page is intended to provide clarity and transparency to the creation of the 2025-2028 Student Equity and Achievement (SEA) Program Plan.

August 15

Flex Day Presentation

As part of key updates from Student Services, the Dean of Counseling & Student Equity provided updates on the timeline of the SEA program plan development and key updates and changes to the SEA plan. Members of the campus community were invited to reach out to be included in the writing process.

September

Student Feedback Collection

As part of the development of the 2025-2028 SEA Plan, it was crucial to center student voices. Feedback from students regarding their educational journey experience and perceived barriers was collected through college-hour tabling in the Atrium and specialized focus groups, throughout the month of September.

September 11

Meeting with Counseling Leads

In the first meeting of the semester, the Dean of Counseling & Student Equity met with Counseling Leads to discuss updates to the SEA Plan. The 2025-2028 SEA plan includes the addition of Student Education Plans data and strategy development. Within the discussion, existing equity gaps and potential key strategies to address these equity gaps were discussed. The Counseling Leads worked with counselors to further discuss and develop a plan to ensure all students receive a comprehensive student education plan within their year.

Fall 2025- Timeline



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September 26

**Discussion with
Classified
Professionals**

As part of the development of the 2025-2028 SEA Plan, it was crucial to center the voices and expertise of classified professionals. Discussions were held with individual classified professionals to discuss their experiences providing services to students. In addition, classified professionals provided feedback on potential key strategies to address closing equity gaps.

October 9

**CCCCO Equity
Impact Institute
Attendance**

As part of the development of the 2025-2028 SEA Plan, it was crucial to center the voices and expertise of faculty. Three BCC faculty were invited to attend the CCCC0 Equity Impact Institute. Two faculty members attended and assisted in the understanding and deep dive into strategies to address existing equity gaps at BCC.

October 13

**First Draft of SEA
Program Plan
Completed**

As a result of the collected feedback of students, faculty, and classified professionals, and attendance at the CCCC0 Equity Impact Institute, the first draft of the 2025-2028 SEA Program was completed.

Fall 2025- Timeline



The information provided within this page is intended to provide clarity and transparency to the creation of the 2025-2028 Student Equity and Achievement (SEA) Program Plan.

| | |
|--|---|
| <p>October 24</p> <p>Student Equity Retreat Presentation</p> | <p>Multiple constituents have worked together towards the development of a standing Student Equity Committee. On October 24th, members of BCC's community were invited to discuss existing equity work on campus and envision a vision, mission, and structure of a Student Equity Committee at BCC. During this retreat, a presentation of the 2025-2028 Disproportionate Impact (DI) groups was discussed, and key strategies to address equity gaps were presented.</p> |
| <p>October 28</p> <p>Board of Trustee Study Session Presentation</p> | <p>BCC's DI Groups for each of the five state metrics were presented to the Board of Trustees, as well as a review of data related to student educational plan obtainment. Key strategies to address existing equity gaps were explained and discussed.</p> |
| <p>October 30</p> <p>Presented as Informational Item to Associated Students of BCC</p> | <p>The plan was presented to the Associated Students of BCC for review and for any suggestions. Suggestions provided were incorporated into the plan, as appropriate. Student feedback regarding proposed activities and proposed key strategies meant to address barriers to student success and close equity gaps was heavily valued. All applicable edits were made and brought forth at the next ASBCC meeting, where the plan appeared as an Action item for final approval.</p> |

Fall 2025- Timeline



The information provided within this page is intended to provide clarity and transparency to the creation of the 2025-2028 Student Equity and Achievement (SEA) Program Plan.

November 5

Presented as Informational Item to Academic Senate

The plan will be presented to the Academic Senate for review and for any suggestions. Suggestions provided will be incorporated into the plan, as appropriate. All applicable edits will be made and brought forth at the next Academic Senate meeting, where the plan will appear as an Action item for final approval.

November 10

Presented as Informational Item to College Roundtable

The plan will be presented to the College Roundtable for review and for any suggestions. Suggestions provided will be incorporated into the plan, as appropriate. All applicable edits will be made and brought forth at the next College Roundtable meeting, where the plan will appear as an Action item for final approval.

November 15

Presented as Informational Item to Classified Senate

The plan will be presented to the Classified Senate for review and for any suggestions. Suggestions provided will be incorporated into the plan, as appropriate. All applicable edits will be made and brought forth at the next Classified Senate meeting, where the plan will appear as an Action item for final approval.

Fall 2025- Timeline



The information provided within this page is intended to provide clarity and transparency to the creation of the 2025-2028 Student Equity and Achievement (SEA) Program Plan.

November 18

Board of Trustee Approval

Per Education Code 78220 (c), the Student Equity Plan must be adopted by the governing board of the community college district and include an executive summary. As part of this requirement, the plan will be presented to the Board of Trustees for approval.

November 22

2025-2028 Student Equity Plan Sent For President Review

The finalized plan Student Equity Plan, which includes any additional suggestions or revisions from shared governance committees, will make its way to the President's Office for final review and approval before submission.

November 30

2025-2028 Student Equity Plan Due

This is the deadline for BCC to upload the SEA plan into NOVA. In addition to requiring the signatures of the Academic Senate President, Campus President, and Chief Business Officer, the addition of a Guided Pathways Lead signer is intended to create more cross-functional teams to build the equity plan.



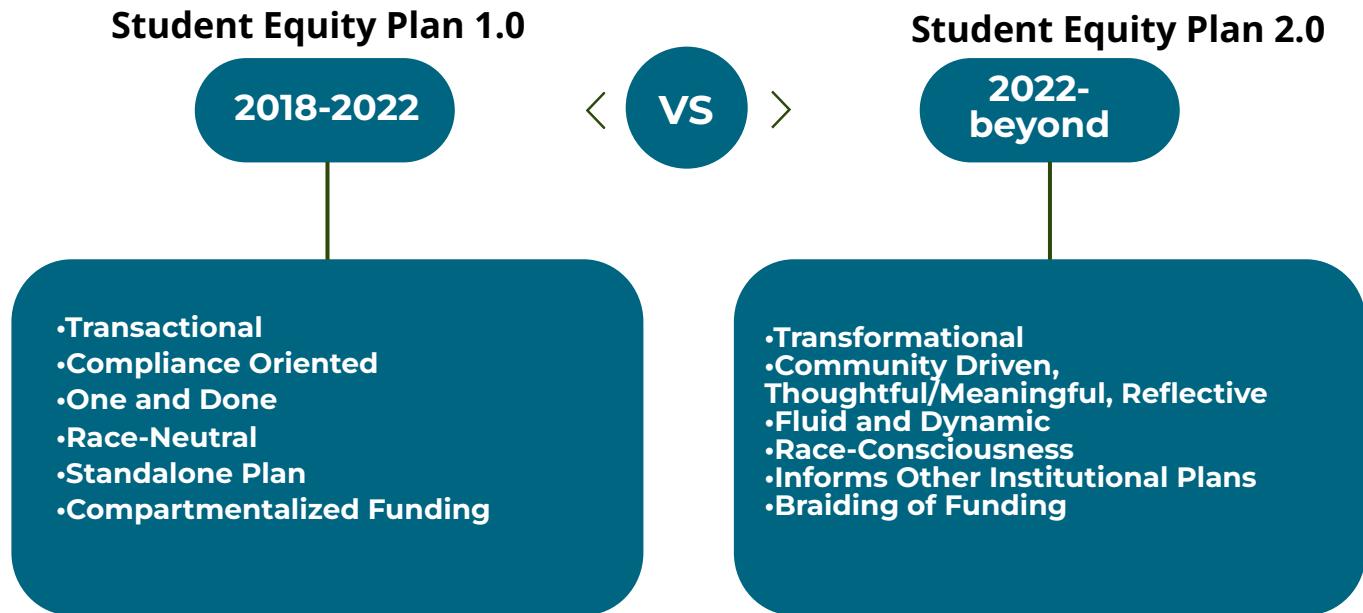
2025-2028 Student Equity and Achievement (SEA) Program Plan Overview

Understanding the New Student Equity Plan

Quick Facts About This Iteration

- Increases collaboration and integration with other areas at BCC
- Keeps students at the center
- Raises awareness and helps BCC prioritize actions that serve our students experiencing the most disproportionate impacts
- Increased focus on ensuring all students receive a comprehensive student education plan
- Stronger alignment to the CCCCO Vision for Success Goals, CCCCO Call to Action, and Guided Pathways

Changes In The Design Of The Student Equity Plan



Emphasis on a Race-Conscious Design

The 2025-2028 (SEA) Program Plan, builds upon the Student Equity Plan 2.0, which was introduced in the 2022-2025 plan cycle. This model is intended to ensure a more race-conscious plan. As such, Race consciousness was taken into account in completing this SEA Plan allowing for new context, new collective, and new opportunities for BCC to address inequities on campus. Through a race-conscious design, we are able to address the fact that students require varying levels of support, while understanding that lifting up our most disproportionately impacted students positively affects **ALL** students.

By recognizing racial inequity, we are able to explicitly address the inequity head on through intentional activities allowing for us to create activities that occur both within Student Services and within the Classroom. A collaborative response allows us to fully address systemic issues that create racial inequities in the first place. Through this work, we are able to focus on leveraging existing work on campus across multiple service areas/departments, while moving away from activities that are one-offs and activities that are disconnected from the work occurring on campus. By doing so, we hope to truly move the needle.



Student Equity Plan Metrics

This page defines each of the five metrics set by the California Community Colleges' Chancellor's Office.

As the Student Equity Plan 2.0 works in alignment with other campus and district priorities, we are reminded that these metrics assist in meeting the Key Action of BCC's Strategic Master Plan.

Metric 1



Successful Enrollment:

The percent of students who enrolled as a first-time student in the college where and when they expressed an intent to enroll

Metric 2



Completed Transfer Level Math and English:

The percentage of students who earned a passing grade in a transfer-level Math and transfer-level English course in the same district during the first academic year of enrollment

Metric 3



Persisted from First Primary Term to Subsequent Primary Term:

The percent of students who enrolled from their first primary term to their subsequent term (i.e., Fall to Spring or Spring to Fall)

Metric 4



Completion:

The percent of students who earned Chancellor's Office approved certificates with 8+ units, Associates degrees or CCC bachelor degree within three years

Metric 5



Transfer:

The percent of students who earned 12+ units any college in the system within 3 years, who were no longer enrolled in the system four years after they first enrolled, and who enrolled in any four-year postsecondary institution at any time up to and including the end of the 4th year following the first term of entry

Understanding Disproportionately Impacted (DI) Groups

In order to identify DI Groups, the Percentage Point Gap (PPG-1) is used to compare the outcomes of students in a specific student population to the outcomes of all other students. When the gap is larger than a specific threshold, that group is considered to be disproportionately impacted. The PPG-1 is also used to examine disproportionate impact with both primary student characteristics (e.g., age, gender, race/ethnicity) and intersectional characteristics (e.g., gender and race/ethnicity). If the group is identified as DI, then the minimum number to meet the threshold and full number of students needed to close the equity gap are calculated.

It is important to note that although a group may not be identified as DI within the cohort data from CCCCO, the 2025-2028 SEA Plan can include students in categories of concern based on additional campus-level data. In addition, the 2025-2028 SEA Plan requires the campus to identify 1-3 student population(s), of all identified DI student populations, to intensively focus on during the equity plan cycle (2025-28).

Disproportionately Impacted Groups at BCC 2025-2028

| Student Population | Successful Enrollment | Completed Both Transfer-Level Math & English in Year 1 | Persistence: First Primary Term to Secondary Term | Completion | Transfer |
|---------------------------|-----------------------|--|---|------------|----------|
| Black or African American | DI | DI | DI | | |
| White | DI | | | | |
| White Female | | DI | | | |
| Female | | DI | | | |
| LGBT | | DI | | | |
| First Generation | | | DI | | |
| Latiné | | | DI | | |
| Male | | | | DI | |
| Asian | | | | | DI |

The Student Equity Plan is focused on the intentional planning of activities to address the largest gaps in disproportionately impacted groups. Rather than having a long list of student subgroups, a shorter list of student populations was identified to guide activities over the next three years focused on moving the needle and closing equity gaps. The student population groups selected as intensive focus include: Black/African American and Latiné students. BCC recognizes that there are other student populations on campus that are also disproportionately impacted. Lifting up our most disproportionately impacted students positively affects ALL students including those within groups not identified within this plan.

Disproportionate Impact Groups: Successful Enrollment

Data indicate that while Black and White students are applying to BCC, there remains a disproportionate gap between application and successful enrollment. This indicates that students begin the process, but do not complete the steps necessary to become fully enrolled at BCC.

A race-conscious approach, and an intensive focus, acknowledges the historical, structural, and procedural barriers that have limited access and belonging of Black students within higher education systems. The key strategies identified within this plan, prioritize culturally responsive recruitment, increase enrollment support, and build upon community-driven partnerships to ensure equitable entry and ongoing engagement.

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Successful Enrollment

| DI Population | % of Students Baseline Year | % of Students to Close Equity Gap |
|------------------------|-----------------------------|-----------------------------------|
| Black/African American | 14% (N=65) | +3% (N=16) |
| White | 14% (N=190) | +4% (N=62) |

Key Strategies to Address Equity Gaps

The student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. Part of the process in the design of this year's equity plan was to bring members of the campus community to the table to examine existing structures/processes/policies/practices/culture at BCC that might contribute to existing equity gaps. As a result of this examination, key strategies to assist in closing equity gaps were suggested. These key strategies include both process changes and ongoing programming/activities. To address Successful Enrollment, the following strategies were suggested:

- **Implement Culturally Responsive and Community-Rooted Outreach**

Examples include: creating a Black Student Welcome Campaign that brands the college as a safe, affirming, and empowering place for Black scholars. This welcome campaign would include specialized outreach guides, flyers, and student testimony.

- **Simplify the Application-to-Enrollment Pipeline**

Student feedback indicated that procedural barriers and confusion in the enrollment process often delayed the length of time it took for students to eventually enroll in their first term at BCC. As a result of the qualitative data received, suggestions include creating a concierge enrollment process to follow up with each applicant via personalized communication (such as texts, calls, Zoom, and scheduled support sessions). The next suggestion focused on utilizing ConexEd to create an automated early alert system that identifies applicants who have not yet enrolled and provides targeted outreach prior to term start, through counseling. Finally, a key strategy includes mobile enrollment labs within community partner spaces, college application & enrollment days, and focused onboarding campus events.

- **Pathway Alignment and Early Commitment**

Key strategies include expanding Dual Enrollment partnerships with predominantly Black-serving high schools to create direct-to-college pipelines (i.e., the PCCD to HBCU Transfer Pathway), increasing DE courses of interest to Black High School students, such as African-American History, and the creation of a Summer Bridge to Belonging program for students transitioning from High School to BCC.

Disproportionate Impact Groups- Completed Transfer-Level Math or English

The table below displays the disproportionately impacted (DI) student groups for BCC for the Completed Both Transfer-Level Math and English metric, as well as the percentage of increase the BCC needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group.

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion of Transfer Level Math or English.

| DI Population | % of Students Baseline Year | % of Students to Close Equity Gap |
|------------------------|-----------------------------|-----------------------------------|
| Black/African American | 8% (N=14) | +13% (N=23) |
| Female | 16% (N=104) | +6% (N=41) |
| LGBT | 15% (N=34) | +5% (N=12) |
| White Female | 11% (N=15) | 10% (N=13) |

Key Strategies to Address Equity Gaps

The student equity plan is designed to prompt a structural analysis of the aspects of BCC that impede equitable student outcomes. Part of the process in the design of this year's equity plan was to bring members of the campus community to the table to examine existing structures/processes/policies/practices/culture at BCC that might contribute to existing equity gaps. As a result of this examination, key strategies to assist in closing equity gaps were suggested. These key strategies include both process changes and ongoing programming/activities. To address completion of transfer-level Math or English within the first year, the following strategies were suggested:

- Implement Early Alert & Academic Coaching:**

Through the use of ConexED, BCC will establish an early alert systems that proactively identify students struggling in transfer-level Math or English. These students will be referred to the early alert program by faculty. After receiving an alert, students will receive a personalized case management follow-up. This follow-up includes academic coaching, tutoring, and counseling check-ins. Through coordinated support, BCC will ensure students at risk of withdrawal or failure receive timely support and wrap-around services.

- Culturally Responsive Classroom Design:**

Through the existing Changing Approaches Project, embed anti-racist and culturally sustaining teaching practices in Math and English courses. In particular, through this project, Math and English faculty can expand their integration of culturally relevant pedagogy, trauma-informed practices, and inclusive curriculum reflective of the lived experiences of Black students, women, and LGBTQ+ students. The campus will offer faculty the chance to engage in professional learning communities focused on anti-racist teaching and equity-minded grading practices, ensuring that course content, examples, and classroom discussions affirm identity and belonging. BCC will expand embedded support in transfer-level Math and English through supplemental tutor sessions built into Society of Scholars and Categorical programs, many of whom serve students within the DI groups. These collaborations between academic departments, the Learning Resource Center, and student services will help normalize support as an integral part of the classroom experience.

Disproportionate Impact Groups- Persistence First Primary Term to Secondary Term

The table below displays the disproportionately impacted (DI) student groups for your college for the Persistence: First Primary Term to Secondary Term metric, as well as the percentage of increase BCC needs to achieve to eliminate disproportionate impact and fully close the equity gap for the existing DI student group.

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence.

| DI Population | % of Students Baseline Year | % of Students to Close Equity Gap |
|------------------------|-----------------------------|-----------------------------------|
| Black/African American | 40% (N=57) | +10% (N=15) |
| First Generation | 41% (N=144) | +11% (N=37) |
| Latiné | 44% (N=136) | +7% (N=21) |

Key Strategies to Address Equity Gaps

The student equity plan is designed to prompt a structural analysis of the aspects of BCC that impede equitable student outcomes. Part of the process in the design of this year's equity plan was to bring members of the campus community to the table to examine existing structures/processes/policies/practices/culture at BCC that might contribute to existing equity gaps. As a result of this examination, key strategies to assist in closing equity gaps were suggested. These key strategies include both process changes and ongoing programming/activities. To address Persistence, the following strategies were suggested:

- Implement Early Alert & Academic Coaching:**

Through the use of ConexED, BCC will establish an early alert systems that proactively identify students struggling in courses at BCC. As a result, BCC will strengthen proactive retention systems and early connection through instructional and counseling coordination. Using ConexED, instructional faculty will have the ability to flag academic or attendance concerns by week five. These alerts will prompt student services to engage students who have received these alerts through peer success coaches, counselors, and/or Society of Scholars/Categorical programs. Through the integration of "check-in weeks" (where instructors hold brief midterm progress conversations) across academic affairs divisions, counselors conducting parallel outreach to ensure every first-semester student has an updated education plan and clear next-term enrollment guidance, and the LRC hosting early alert "persistence week" tutoring sessions, BCC students will successfully continue from their first primary term to the next.

- Warm Handoff Counseling Model:**

Under this model, each first-time student from a DI group is assigned a dedicated counselor during onboarding, who becomes their primary contact for academic, personal, and career guidance throughout their first year. Rather than a transactional, appointment-based approach, this model allows counselors to maintain proactive engagement by conducting outreach within the first four weeks of the semester, checking in again mid-term, responding to early-alert notices, and initiating a pre-enrollment meeting before the next term begins to ensure students have a comprehensive student education plan on file. This proactive model will be integrated into Academic Affairs through BCC's Academic and Career Communities. The warm handoff counseling model intentionally reduces "referral fatigue" by ensuring that students don't have to navigate multiple offices or retell their stories each term to be successful.

Disproportionate Impact Groups-Completion

The table below displays the disproportionately impacted (DI) student groups for BCC for the Completion metric, as well as the percentage of increase BCC needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group.

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion.

| DI Population | % of Students Baseline Year | % of Students to Close Equity Gap |
|---------------|-----------------------------|-----------------------------------|
| Male | 7% (N=41) | +3% (N=15) |

Key Strategies to Address Equity Gaps

The student equity plan is designed to prompt a structural analysis of the aspects of BCC that impede equitable student outcomes. Part of the process in the design of this year's equity plan was to bring members of the campus community to the table to examine existing structures/processes/policies/practices/culture at BCC that might contribute to existing equity gaps. As a result of this examination, key strategies to assist in closing equity gaps were suggested. These key strategies include both process changes and ongoing programming/activities. To address equity gaps in Completion, the following strategies were suggested:

- Strengthen Proactive Degree Completion Support:**

To eliminate disproportionate impact in completion for males, BCC will provide support through early milestone tracking and direct outreach to male students nearing graduation. BCC will begin using DegreeWorks and PeopleSoft data so that counselors will identify male students who have completed 45 or more units, but have not petitioned to graduate. These students will receive personalized outreach from their assigned counselor to complete their educational plan updates, file graduation petitions, and confirm transfer or employment goals. This approach creates visible momentum and accountability for completion while removing procedural barriers that often stall progress for male students who are often balancing work, family, and school.

- Foster Belonging and Mental Wellness:**

As a result of qualitative data collection, BCC recognizes the impact of masculinity norms on help-seeking behavior and will provide gender-responsive mental health and wellness programming (i.e., healing spaces for men, stress management workshops, and culturally competent counseling). Through collaboration with various departments on campus, such as The Basic Needs Center and Health & Wellness Services, other proposed ongoing programming can include "Men's Resource Hours" where students can receive wellness check-ins, academic counseling drop-ins, mental health counseling referrals, and information about emergency aid or flexible scheduling options. In addition, BCC will expand male-centered mentorship and academic identity development by intentionally connecting male students (particularly Black, Latiné, and first-generation men) to faculty, staff, and alumni role models who reflect their lived experiences. This mentoring initiative will allow for one-on-one and group mentorship sessions focused on academic persistence, wellness, and career exploration. In addition, these informal spaces allow for discussion about leadership, identity, and navigating challenges. Programming through this mentorship initiative includes: small "completion circles" that support men through the final stretch of their programs and connect them with transfer, financial aid, or employment opportunities, and "Finish Strong Fridays" during the final weeks of each term, which provide academic support and tutoring groups. These strategies help create a supportive ecosystem that validates identity, celebrates progress, and ensures that every male student at BCC (especially those from disproportionately impacted groups) has the structured guidance, community, and encouragement needed to complete their educational goals and fully close equity gaps within three years.

Disproportionate Impact Groups-Transfer

The table below displays the disproportionately impacted (DI) student groups for BCC for the Transferred to a Four-Year metric, as well as the percentage of increase BCC needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group.

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Transfer.

| DI Population | | % of Students Baseline Year | % of Students to Close Equity Gap |
|---------------|--|-----------------------------|-----------------------------------|
| Asian | | 13% (N=24) | +8% (N=15) |

Key Strategies to Address Equity Gaps

The student equity plan is designed to prompt a structural analysis of the aspects of BCC that impede equitable student outcomes. Part of the process in the design of this year's equity plan was to bring members of the campus community to the table to examine existing structures/processes/policies/practices/culture at BCC that might contribute to existing equity gaps. As a result of this examination, key strategies to assist in closing equity gaps were suggested. These key strategies include both process changes and ongoing programming/activities. To address equity gaps in Transfer, the following strategies were suggested:

- Early and Targeted Transfer Readiness Interventions through Academic Affairs and Counseling Alignment:**
 To eliminate disproportionate impact in transfer rates among Asian students, BCC will strengthen coordination between Academic Affairs and Counseling to ensure every student with 12+ units receives early and intentional transfer guidance. Using BCC's Academic and Career Communities, the request will be for faculty teaching core courses (such as Statistics, English, and STEM gateway classes) to embed "Transfer Readiness Modules" within Canvas that introduce IGETC or ADT, articulation tools, and application timelines. Counselors will join these classes once per semester for short "in-class advising visits" where they help students confirm transfer intent, outline remaining major prerequisites, and identify four-year matches. This coordinated approach ensures students are not waiting until the final semester to engage in transfer planning, and leverages existing faculty time, counseling expertise, and technology already in use. This ensures this strategy is cost-neutral and highly scalable. This model will continue to be embedded into identity-based programs with high Asian enrollment, such as API Lead and the forthcoming MOCAN program.
- Data Disaggregation:**
 BCC will regularly disaggregate data by Asian subgroups (e.g., Filipino, Vietnamese, Hmong, Chinese, Pacific Islander) to better identify disproportionate impact and tailor support services accordingly. This strategy will ensure that each community's unique transfer barriers and strengths are visible, measurable, and actionable. The Office of Institutional Research, in collaboration with the Transfer Center and Academic Affairs, will utilize the Disaggregated Transfer Equity Dashboard to develop a subgroup-specific transfer action plan. For example, if data show that a particular subgroup is completing 30 units but not applying to four-year institutions, the Transfer Center and Counseling will coordinate a "Transfer Activation Campaign" that includes focused workshops and application labs. Student Services will use the disaggregated data to design targeted follow-up and advising for students nearing transfer eligibility. Each semester, the Transfer Center will generate lists of students with 45+ units disaggregated by subgroup and coordinate outreach through dedicated counselors or API Lead peer navigators.

Disproportionate Impact Groups- Comprehensive Student Education Plans

A comprehensive education plan is at least 2 terms in length and should, at a minimum, comply with Title 55524 Student Education Plans and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e., degree, certificate, transfer, apprenticeship). Educational planning early in a student's journey fosters equitable outcomes and increases success.

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in students who have received a comprehensive student education plan.

| Comprehensive Student Educational Plan (SEP) New, First-Time, Matriculating Students | | | |
|---|-------------|----------------------------|------------------------|
| | # in Cohort | % and # SEP First Semester | % and # SEP First Year |
| Fall 2022 Cohort | 647 | 22% (N = 142) | 30% (N = 191) |
| Spring 2023 Cohort | 288 | 19% (N = 56) | 27% (N = 78) |
| Fall 2023 Cohort | 797 | 23% (N = 183) | 28% (N = 222) |
| Spring 2024 Cohort | 308 | 12% (N = 38) | 18% (N = 54) |

*Black/African American, Latiné, Multi-ethnic, and White students show disproportionate impact in completion of student education plans by the end of their first term. Latiné and White students show disproportionate impact in the completion of comprehensive student equation plans at the end of their first year.

Key Strategies to Address Equity Gaps

- **Early Alert and Case Management Integration:** A shift from a focus on Abbreviated SEP development for students in their first term to a focus on Comprehensive SEP development for students within their first term through a dedicated counselor. Early SEP meetings will occur within the first few weeks of the semester to help students feel guided and confident about their academic path.
- **Proactive Counseling Model:** Rather than a transactional, appointment-based approach, this model allows counselors to maintain proactive engagement through dedicated counselors and a dedicated counselor to serve as a Success Coordinator, who provides case management through data tracking and personalized follow-ups with students. Asset-based advising through dedicated counselors assists in emphasizing students' strengths, community assets, and cultural capital rather than deficit narratives.
- **Group Counseling Workshops** to provide Comprehensive SEP development based on BCC's Academic and Career Communities. Faculty within the six Academic and Career Communities (ACC) will be invited to provide discipline Q&A and major guidance.
- **In Reach Project: "Education Plan Days" Campaign:** Host recurring campuswide events where counselors, faculty, and peer mentors collaborate to help students complete or update education plans during priority registration, open registration, or midterm weeks.
- **Focus Group Events:** This is an opportunity to receive ongoing feedback from students. By listening to the feedback of students, BCC will understand how we can provide proper engagement and support for our scholars' educational journey. This ensures flexibility in support initiatives instituted to provide comprehensive student education plans within a student's first term.



Moving Beyond The Data

The next few pages serve as a reference point for addressing the friction points identified within each metric and DI Group and implementing the SEA Plan at BCC.

Proposed activities within the next pages are suggestions. The plan allows for the campus community to be fluid and flexible with the activities and initiatives conducted over the next three years to ensure we are moving towards our goal of moving the needle and closing equity gaps.

Integration of Services

Examples of How We Can Integrate Existing Services to Meet Equity Goals:

Aligning Equity Efforts with Guided Pathways Goals & BCC's Strategic Plan

Implementation of activities, initiatives, or programs that support the accessibility of all curricula and technology across the campus

Focused strategies to increase FAFSA and Pell Grant participation and completion

Integration of Basic Needs Services via the Basic Needs Center

Integration of Zero-Textbook cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials

Focused Attention on Support to LGBTQ+ Students

Integration of Mental Health Services to support Underserved Populations

Inclusion of Student Voices and Student Advocacy: We Must Ensure That We Invite Students Into the Process



Intentional Activities



Remembering Our Why- Framing Our Work

Review of Activities

The new Student Equity Plan 2.0 does away with one-off events and events that are not aligned with the overarching equity goals. Below are suggested activities that are intentional in nature and address one of the five metrics.

Remember, this plan is fluid in nature. By no means do these listed activities prohibit the creation of new activities, priorities, processes, or programs that work to eliminate equity gaps on BCC's campus.

Examples of Intentional Activities

✓ *Expanded Outreach*

Dedicate money from various allocations to hire a full-time staff to help with the recruitment and successful enrollment of students of color. Plan outreach events at community events to recruit identified student populations.

✓ *Reviewing Certificate/Degree Eligibility for Students with High Units*

Plan ongoing campaigns that target identified DI groups to assist students in submitting Grad Petitions. Work with counselors that work with identified groups to assist in marketing completion.

✓ *Intervention & Follow Up: Early Alert*

Survey students to understand existing barriers in place that will contribute to persistence and success. Collaborate with different departments/funding that might be able to alleviate existing barriers, for example Basic Needs, Childcare, On-Campus employment.

✓ *Support Math and English Bridge Programs*

Utilize marketing to promote Math and English Summer Bridge Programs that exist within certain Special Programs and targeted DI groups. Identify additional funding that can expand such programs.

✓ *Transfer Center Events and Workshops*

Introduce such workshops within Special Programs that serve identified DI groups. How can these be included in the onboarding process for these programs? We must ensure activities are continuous and not one-offs (i.e. Financial Literacy, Understanding HBCUs, etc.)

✓ *Priority Registration*

How can we encourage students to take advantage of priority registration? What marketing can we use? How can we involve students in sharing their stories on the need to utilize priority registration?

The Role of The Student Equity Committee



Commitment of Support

BCC is in the process of developing a standing Student Equity Committee for the first time. The Student Equity Committee is committed to utilizing a multipronged approach to creating a coalition of Equity-Mindedness at BCC.

The Student Equity Committee remains focused with the end goal in mind. Our end goal is to move the needle on eradicating equity gaps on campus. We recognize that we get what we inspect, not what we expect. Changes cannot occur if we do not openly and honestly inspect our processes, policies, practices, and campus culture that created these inequities and allow them to continue.

Through accountability and collaboration, we look forward to leveraging existing work and creating new innovative initiatives that lead us toward our goal.

The Student Equity Committee is committed to:

- 1. Creating a Process for Funded Student Equity and Achievement Proposals.** This allows for a process that is transparent, accessible, and completed in a timely manner. As a result, this allows for activities to take place and be measured on effectiveness, including presenting an annual evaluation of funded proposals and their effectiveness.
- 2. Create a Subcommittee of members from various programs to assist with utilizing allocated funds to support activities that eliminate equity gaps for disproportionately impacted groups.**
- 3. Designate a liaison who works to ensure the equity plan is in alignment with other campus goals. The liaison (s) will be tasked with working with shared governance committees to provide information and opportunities for collaboration.**
- 4. Continue Bringing Student Voices and Lived Experiences to the Table through Student Focus Groups identified through**
 - 1. Black Student Focus Groups Conducted in December 2026**
 - 2. Latiné Student Focus Group to be conducted in December 2027**
- 5. Serve as a center holding place for equity work occurring on campus, thereby ensuring the breakdown of existing silos.**

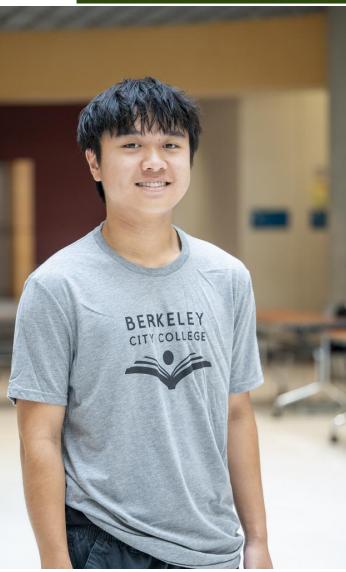


We can't wait to get started!

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