



STRATEGIC PLANNING

METRICS DATA EXAMINATION

DRAFT 2/1/2024

Educational Master Plan Shared Vision

STRATEGIES FOR SUCCESS

Practice Data Informed
Processes & Innovations

Institutionalize Culturally
Relevant Professional
Development

Invest in BCC Vision & Goals

Advocate for Diversity, Equity,
Inclusion, Accessibility

Secure Strong Community
Partnerships

INDICATORS OF SUCCESS

Student Engagement &
Success

Responsive Teaching &
Student Support

Inclusive
Community

GOAL

Equitable
Student
Completion

Strategic Plan Shared Vision

STRATEGIES FOR SUCCESS

Institutionalize Data
Informed Processes &
Innovations

Provide Ongoing Equity-
Focused Professional
Development

Implement BCC Vision and
Goals

Ensure Diversity, Equity,
Inclusion, Accessibility

Maintain and Secure Strong
Community Partnerships

INDICATORS OF SUCCESS

Increased Enrollment

Elimination of
Achievement Gaps

Increased Rate of
Program Completion

Inclusive Community
Engagement

GOAL

Equitable
Student
Completion

Strategic Planning Timeline

SEPT – DEC

JAN – FEB

Develop
Strategic
Planning
Framework

Workgroup Set standards and
targets for equitable student
completion

Participatory Governance
Review and Endorsements

First Read

Feb : Academic Senate

Feb : ASBCC

Feb : Classified Senate

Feb : IPC

Feb : Roundtable

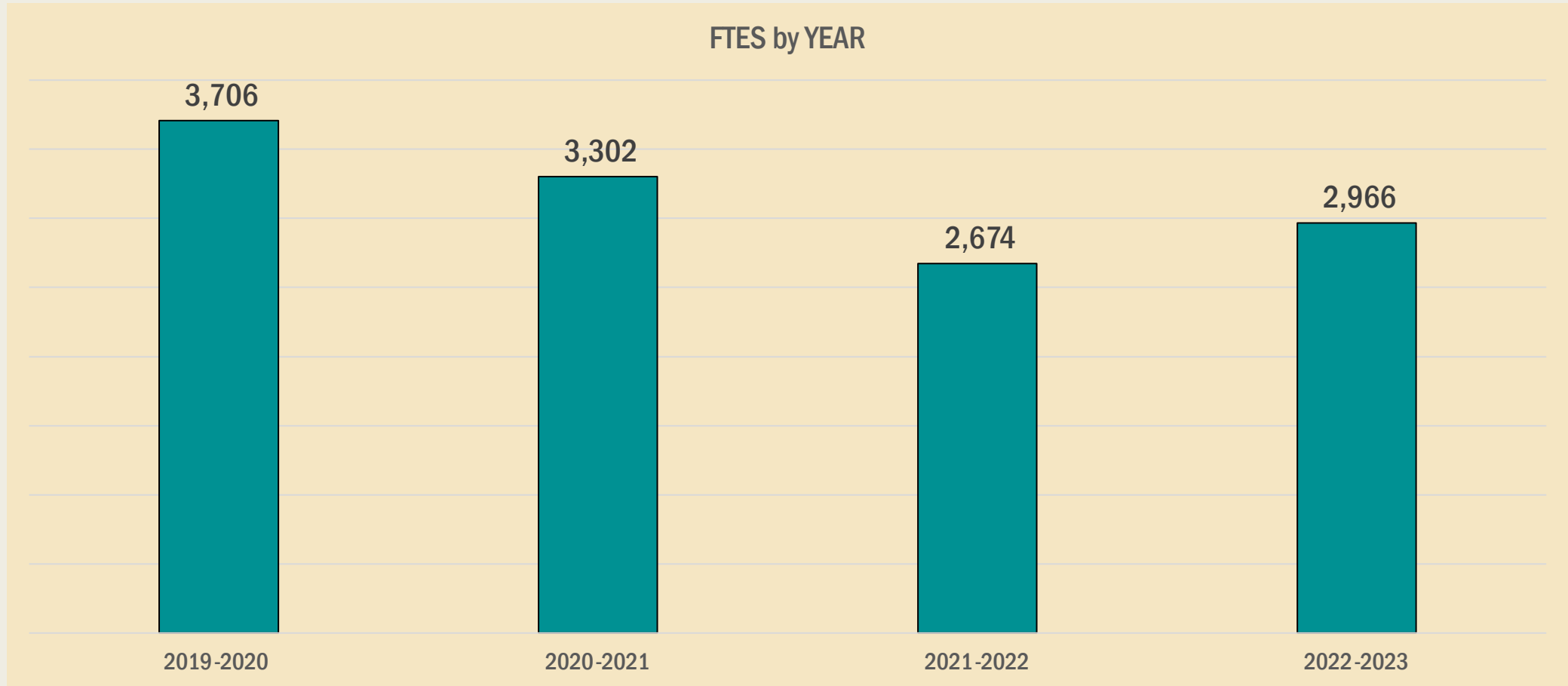
Feb : IPAR

Second Read

Feb : Roundtable (ask all
governance committees to
attend)

INDICATOR: INCREASE ENROLLMENT

Increase the overall annual FTES (full-time equivalent student) by 2% annually or 10% in five years, bringing the annual FTES to 3,262 by 2028. (*from the 2022-23 is the starting year/baseline; not using a cumulative growth after each year)



*2% FTES annually = approx. 59 FTES

INDICATOR of SUCCESS 1: INCREASE ENROLLMENT

Reduce the gap between the largest number of FTES by ethnicity and African American FTES by 25%.

Gender	Ethnicity	2019-2020 FTES	2020-2021 FTES	2021-2022 FTES	2022-2023 FTES	
Female	African-American	317	306	309	389	Females: Latinx - Af/Am 318
	American Indian/Alaskan Native	4	6	1	3	
	Asian	519	483	404	445	25% Gap Reduction 80
	Latinx	578	600	599	707	
	Multi-Ethnicity	164	160	147	159	
	Pacific Islander	7	10	6	7	
	Unknown	99	76	52	89	
	White	444	451	364	398	
Male	African-American	219	192	189	226	Males: Latinx - Af/Am 251
	American Indian/Alaskan Native	4	4	6	6	
	Asian	452	406	328	353	25% Gap Reduction 63
	Latinx	416	361	387	477	
	Multi-Ethnicity	123	108	98	129	
	Pacific Islander	5	6	5	3	
	Unknown	62	45	25	47	
	White	398	354	343	384	
Unknown	African-American	13	5	12	13	White - Af/Am 51
	American Indian/Alaskan Native	0	1	0	1	
	Asian	11	17	21	39	25% Gap Reduction 13
	Latinx	25	25	29	36	
	Multi-Ethnicity	10	10	11	22	
	Pacific Islander	0		0	0	
	Unknown	21	19	15	26	
	White	40	45	44	65	

INDICATOR of SUCCESS 1: INCREASE ENROLLMENT PERSISTENCE: FALL TO SPRING & FALL TO FALL

Increase the first-time students' annual fall-to-spring persistence rates to 62% by increasing 3% or 15% a year in next five years. Increase the fall-to-fall persistence rates to 45% by increasing 3% or 15% in next five years. We aim to reduce the persistence rate gaps between groups by at least 50% from the annual average.

FALL 2022 COHORT	First-Time Students	
Ethnicity	Fall to Spring	Fall to Fall
American Indian	100%	100%
Asian	50%	34%
African American	36%	24%
Latinx	46%	30%
Pacific Islander	33%	33%
Two or More	45%	29%
Unknown/NR	43%	22%
White	51%	30%
College Average	47%	30%

What does these target rates translate to FTES?

How many will 1% annually mean in FTES?

1% = 19 FTES

3% = 57 FTES

**based on F22 BI TOOL total FTES*

How to calculate gap reduction target:

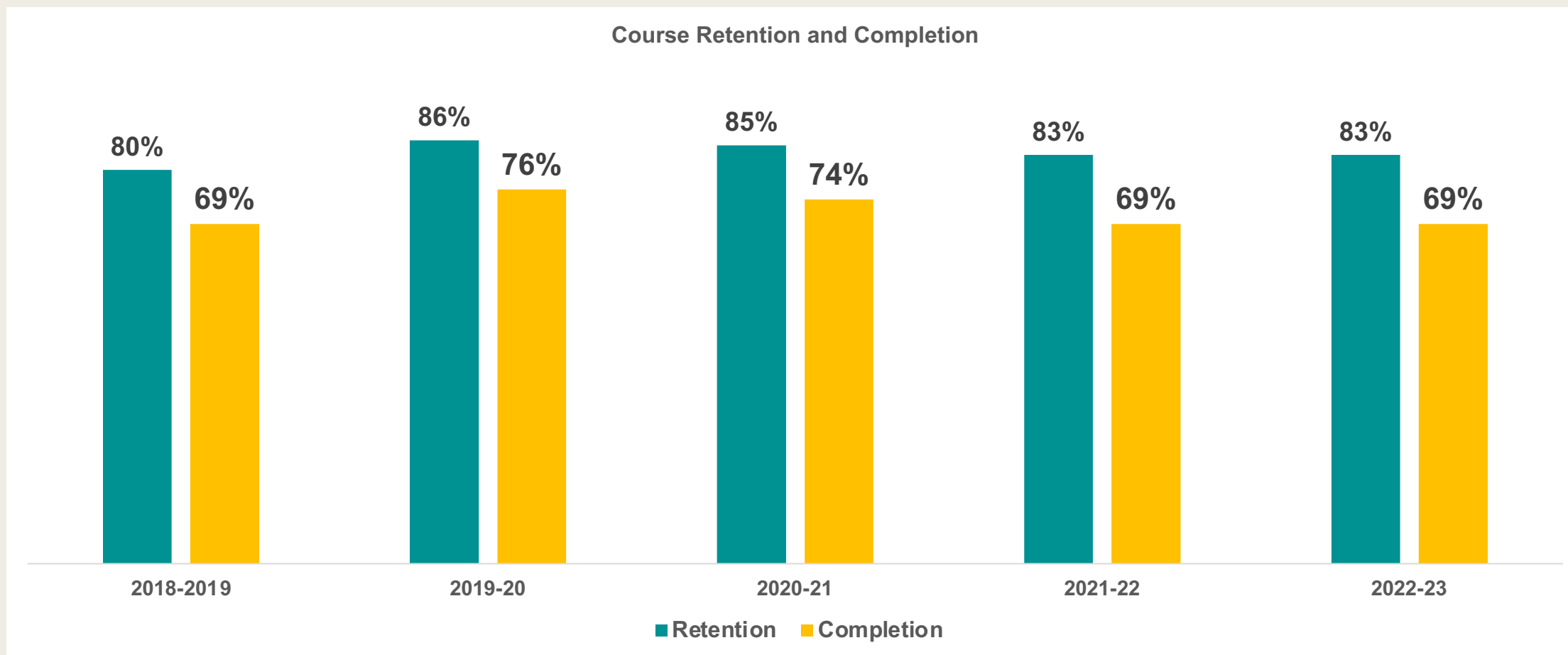
Compare gaps for each group vs. the average
 Ex: Gap between African American and college fall-to-spring persistence average = 11% (47%-36%). Reducing this gap by 50% = increasing African American persistence to 41.5%, yielding a 5.5% fall-to-spring gap reduction.

Student who don't persist: who are they?

ELIMINATION OF ACHIEVEMENT GAP: COURSE RETENTION & COMPLETION

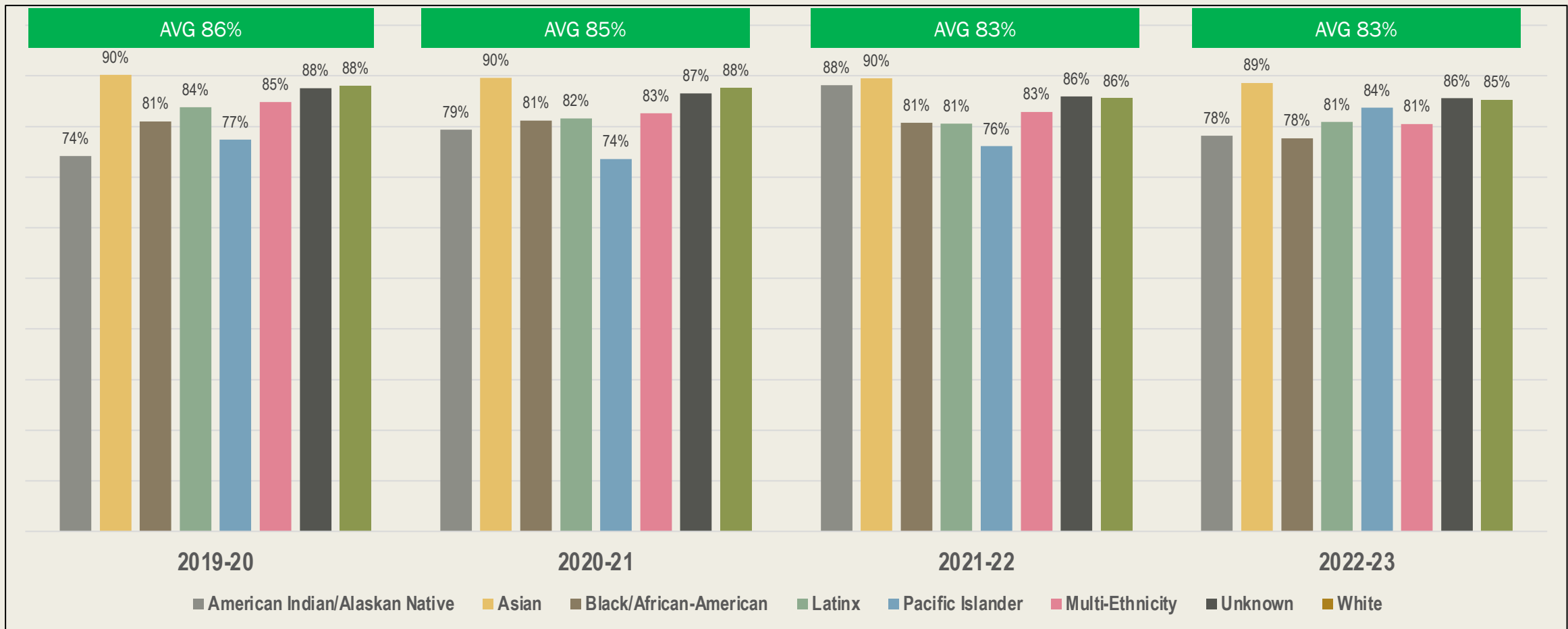
Increase the overall course RETENTION rate by 1% annually or 5% in five years, from 83% to 88%.

Increase the overall course COMPLETION rate by 3% annually or 15% in five years, from 69% to 84%.



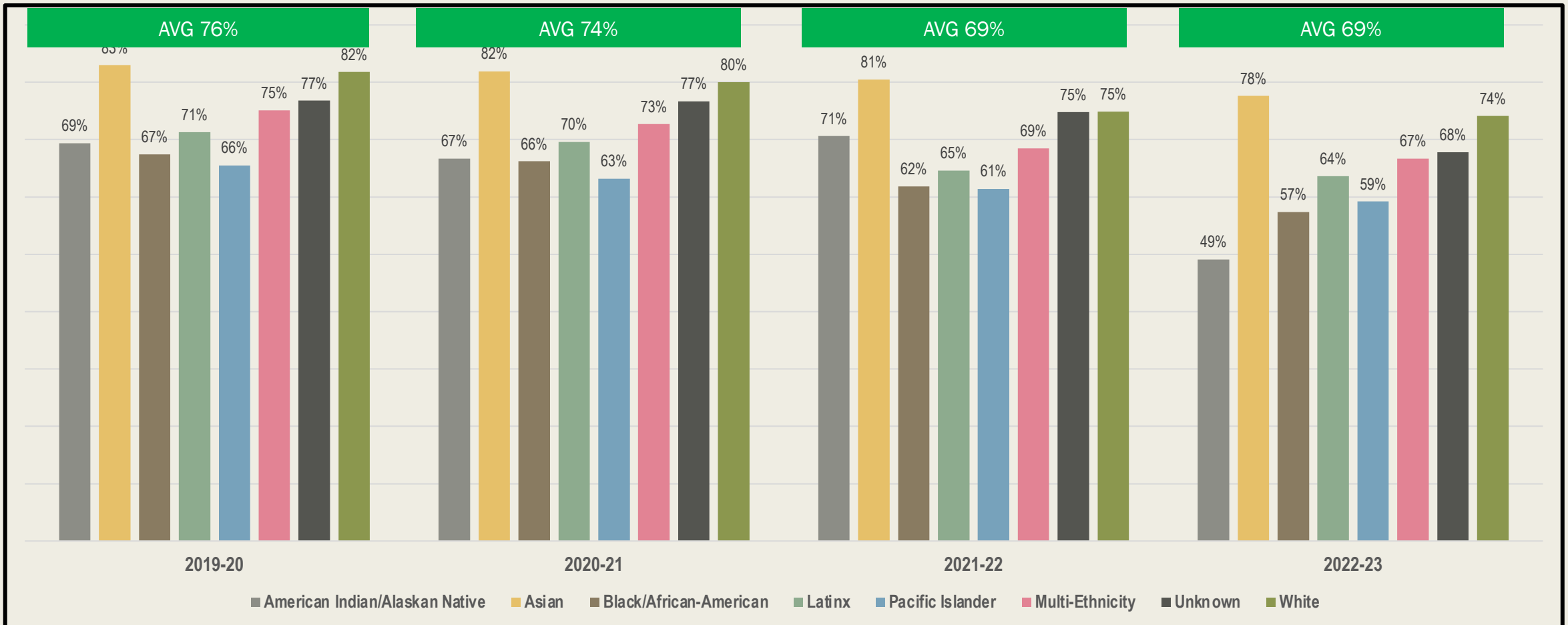
ELIMINATION OF ACHIEVEMENT GAP: COURSE RETENTION by ETHNICITY

Increase the overall course retention rate by 1% annually or 5% in five years, from 83% to 88% by 2028, such that the gaps between groups are smaller by 50% or more by 2028.



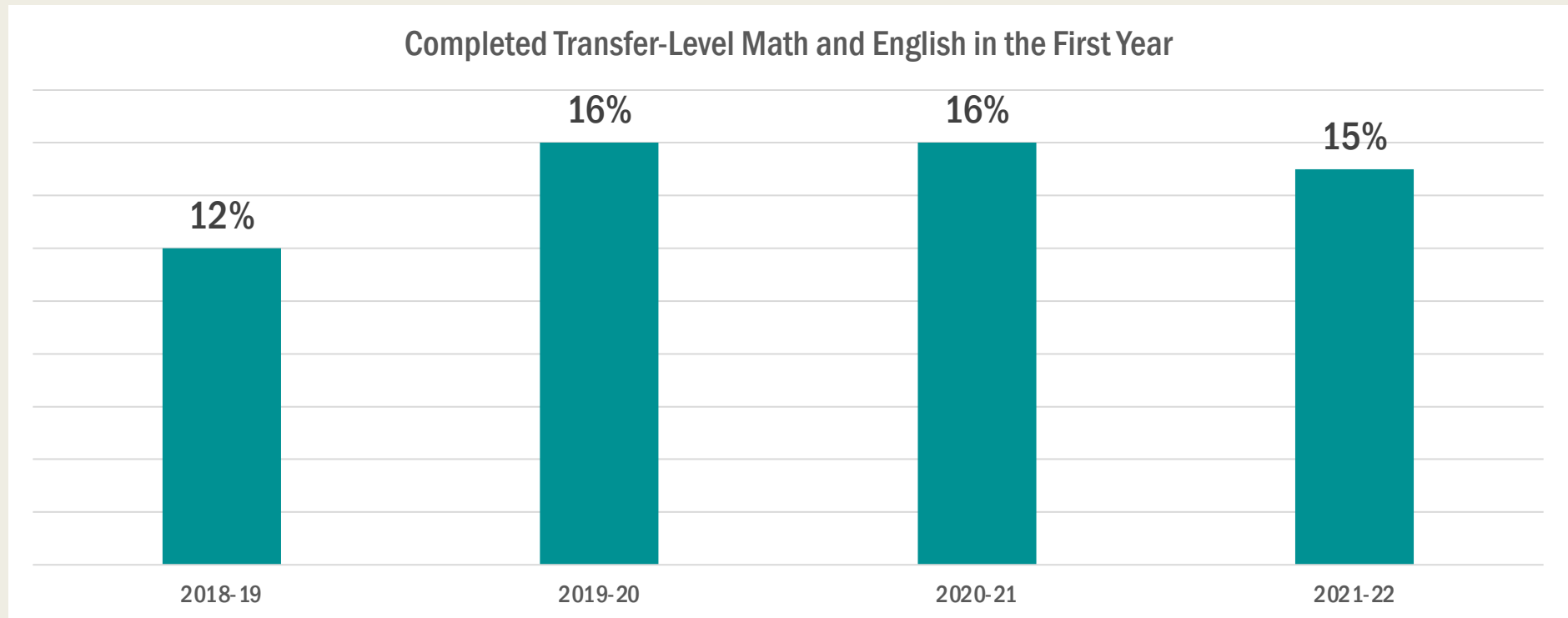
ELIMINATION OF ACHIEVEMENT GAP: COURSE COMPLETION by ETHNICITY

Increase the overall course completion rate by 3% annually or 15% in five years, from 69% to 84% by 2028, such that the gaps between groups are smaller by 50% or more from average.



ELIMINATION OF ACHIEVEMENT GAP: Completion of Transfer-Level English & Math (AB 1705)

Increase the overall course completion rate of transfer-level English and math by first time students by 3% annually, or 15% by 2028. Reduce the completion gaps between groups by 50% or more from the average.



ELIMINATION OF ACHIEVEMENT GAP: INCREASED RATE OF PROGRAM COMPLETION

Increase the overall annual rate of ASSOCIATE DEGREES for TRANSFER awarded by 3%, or 15% by 2028 (6 awards annually, or 30 awards by 2028)

Reduce the gap between African American students and the group with the highest certificate awards by at least 50% annually.

	2020	2021	2022	2023
AAT/AST	295	292	255	210
		-1%	-13%	-18%

Number and percent of Associates Degrees for Transfers (AD-Ts) by Year and Race/Ethnicity

Ethnicity	2020		2021		2022 -24%		2023	
American Indian	1	0%		0%		0%		0%
Asian	76	26%	79	27%	54	21%	72	34%
Black/African American	35	12%	39	13%	38	15%	29	14%
Latinx	86	29%	89	30%	70	27%	56	27%
Pacific Islander	1	0%	1	0%		0%		0%
Two or More	22	7%	21	7%	16	6%	7	3%
Unknown/NR	5	2%	11	4%	3	1%	6	3%
White	61	21%	49	17%	72	28%	40	19%
#N/A	8	3%	3	1%	2	1%		0%
Grand Total	295	100%	292	100%	255	100%	210	100%

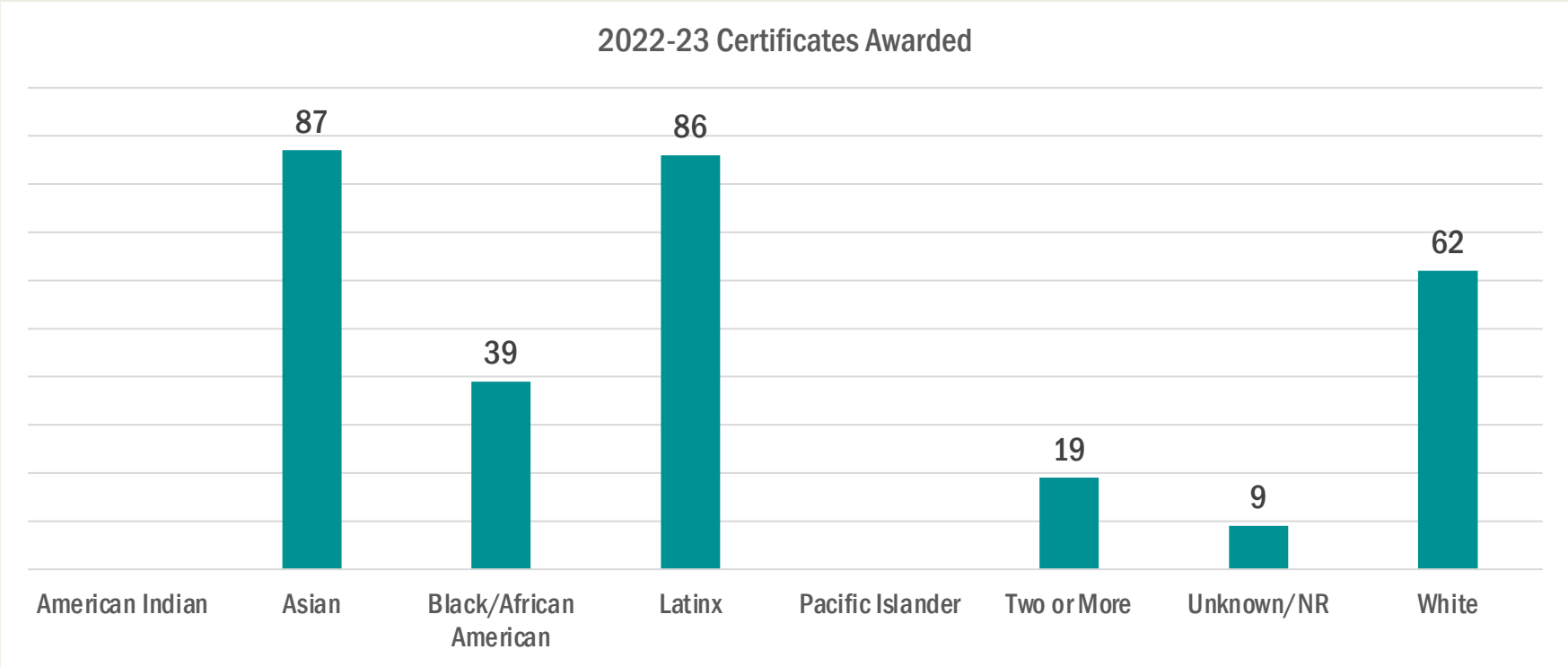
ELIMINATION OF ACHIEVEMENT GAP: INCREASED RATE OF PROGRAM COMPLETION

Increase the overall annual rate of Certificates of Achievement awarded by 5%, or 20% by 2028.

Reduce the gap between African American students and the group with the highest certificate awards by at least 50% annually.

	2020	2021	2022	2023
Cert of Ach	486	443	377	302

-9% -15% -20%



ELIMINATION OF ACHIEVEMENT GAP: INCREASED RATE OF CE PROGRAM COMPLETION

Increase the overall annual rate of Certificates of Achievement awarded in CE Programs by 5%, or 20% by 2028.

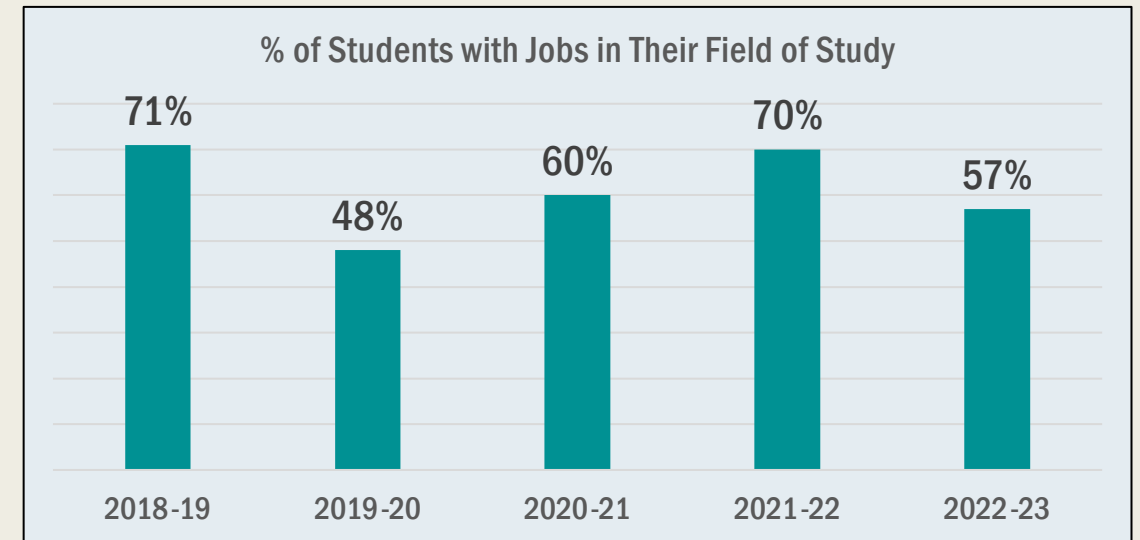
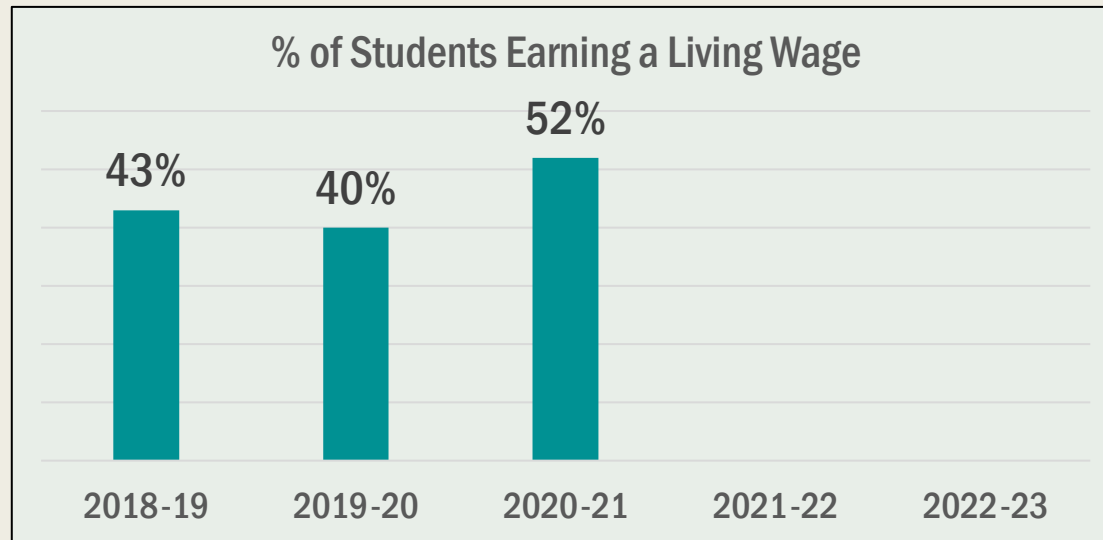
Reduce the gap between African American students and the group with the highest certificate awards by at least 50% annually.

ELIMINATION OF ACHIEVEMENT GAP: INCREASED RATE OF PROGRAM COMPLETION

Increase the overall annual rate of CE students' living wage 3%, or 15% by 2028.

Increase the overall annual rate of CE students working in their field of study by 3%, or 15% by 2028.

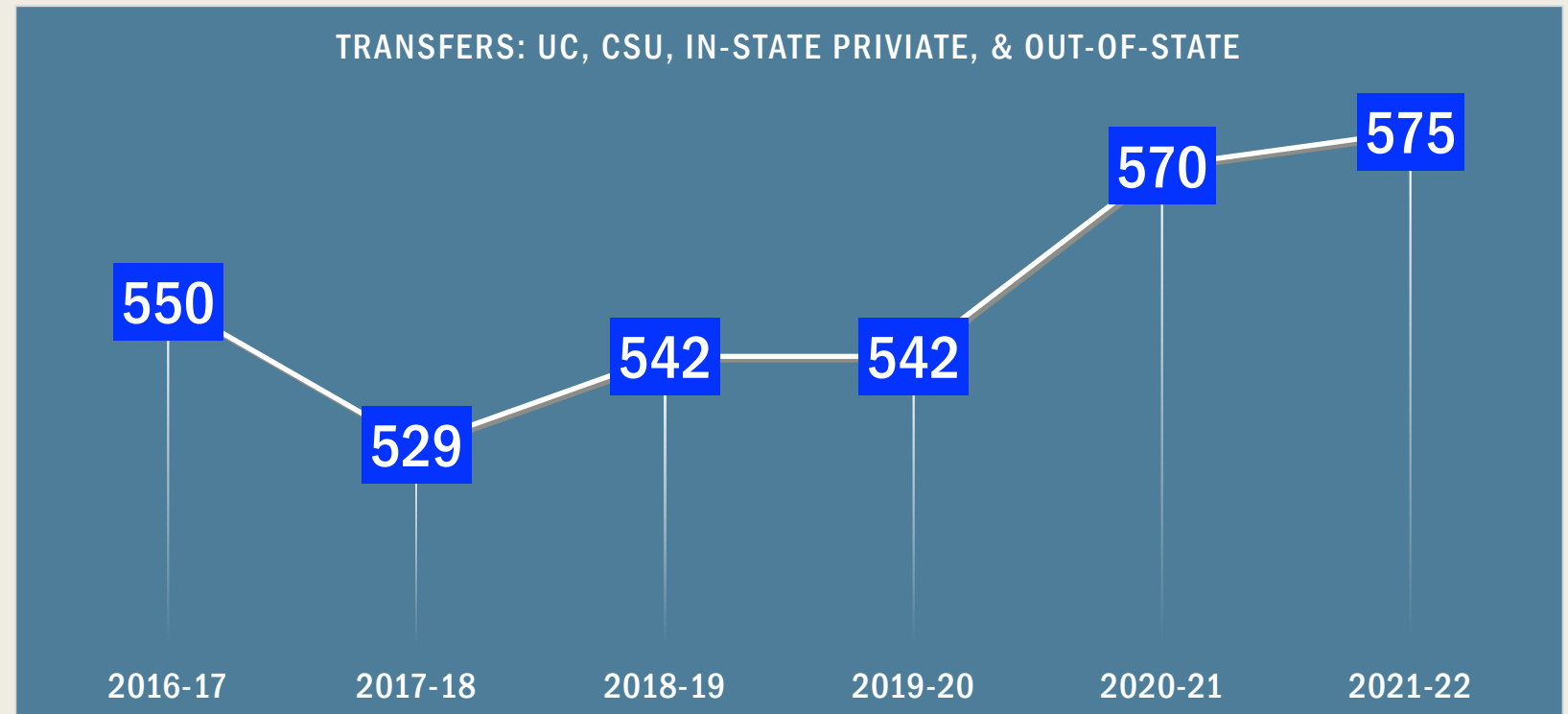
Reduce the gap between African American students and the group with the highest certificate awards by at least 50% annually.





INCREASED RATE OF PROGRAM COMPLETION: TRANSFER

For students with BCC as their home college, increase the overall annual rate of transfer by 2% and 10% (from 575 to 633 transfer), such that the gaps between groups are smaller by 50% or more by 2028.

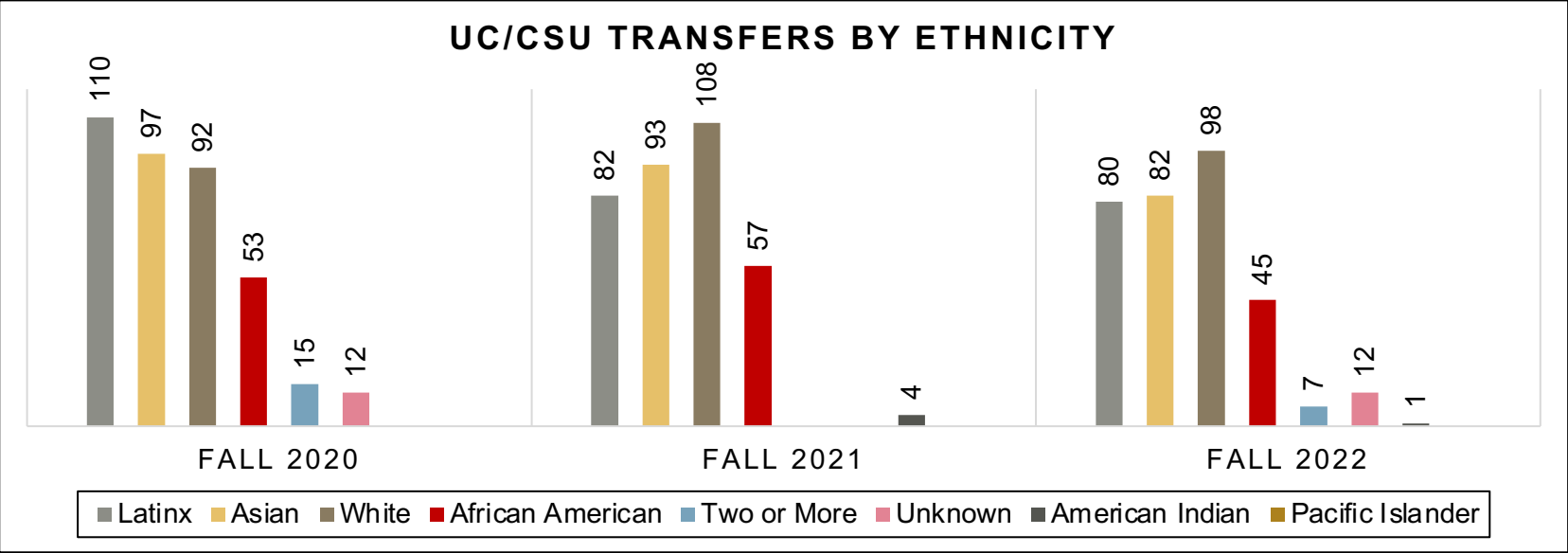


Disagg for UC/CSU only due to availability of data



INCREASED RATE OF PROGRAM COMPLETION: Transfer

For students with BCC as their home college, increase the overall annual rate of transfer by 2% and 10% (from 575 to 633 transfer), **such that the gaps between groups are smaller by 50% or more by 2028.**



Indicator: Inclusive Community Engagement

- Promote student success through completion of SLO and PLO assessments by all areas (instruction, student support services, administration).
 - Designated courses demonstrate 100% of students meeting all course SLO or program PLO concepts and standards annually.
 - *Option B:* Designated courses demonstrate 75% of students meeting all course SLO or program PLO concepts and standards annually.
- Begin assessment of student sense of belonging.
 - Surveys will be conducted at the beginning and end of fall and spring semesters.
 - Achieve at least 70% satisfaction by 2028
- Increase the college's overall number of community and industry partnerships each year.
 - Increase the number of students receiving internships and apprenticeships by 25 or 20% annually to achieve 320 by 2028.

EMP & College Plans Matrix

BCC's EMP will serve as a guide for its other college plans (Integrated Strategic Enrollment Plan; Facilities Plan; Technology Plan; Diversity, Equity, and Inclusion Plan; Distance Education Plan; and Guided Pathways).

Each college plan is designed to contribute to equitable student completion

After 5-year Strategic Plan is adopted, all expired institutional plans will resume revision process as of spring 2024

Category	College Plans	Integrated Strategic Enrollment Plan	Facilities Plan	Technology Plan	Diversity, Equity, and Inclusion Plan	Distance Education Plan	Guided Pathways
Indicators of Success	Student engagement and success	➡			✓	✓	✓
	Responsive teaching and learning			✓	✓	✓	✓
	Inclusive community	➡	✓		✓	✓	✓
Strategies for Success	Practice data informed processes and innovations	✓	✓	✓	✓	✓	✓
	Institutionalize culturally relevant professional development	✓		✓	✓	✓	✓
	Invest in BCC vision and goals	✓		✓	✓	✓	✓
	Advocate for diversity, equity, inclusion, and accessibility	✓	✓	✓	✓	✓	✓
	Secure strong community partnerships	✓			✓		✓

GOAL: EQUITABLE STUDENT COMPLETION

INDICATOR OF SUCCESS	EMP GOAL METRICS	BASELINE	INDICATOR OF SUCCESS TARGET	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Elimination of Achievement Gaps	COURSE RETENTION: OVERALL	83%	88%	84%	85%	86%	87%	88%
	Reduce the course retention gaps between groups 50% or more from the college's annual average.							
	COURSE COMPLETION: OVERALL	69%	84%	72%	75%	78%	81%	84%
	Reduce the course completion gaps between groups 50% or more from the college's annual average.							
	PERSISTENCE: OVERALL Fall-to-Spring	47%	62%	55%	53%	56%	59%	62%
	Reduce the fall-to-spring persistence rate gaps between groups by at least 50% from the college's annual average.							
	PERSISTENCE: OVERALL Fall to Fall	30%	45%	33%	36%	39%	42%	45%
	Reduce the fall-to-fall persistence rate gaps between groups by at least 50% from the college's annual average.							
Increased Rate of Program Completion	PROGRAM COMPLETION (AA-T & AS-T)	335	385	345	355	365	375	385
	TRANSFER	575						
	*2022-23 rates not available yet							
	Increase the number of transfer for each group by at 25% from the college's annual average.							

Questions? Feedback?

https://bcc.az1.qualtrics.com/jfe/form/SV_bNKSEbgxjjJqpg0

I would like to leave feedback about the BCC Strategic Plan's:

Process

Indicators of Success

EMP Goal

Data (Metrics, targets)

Action Plans to Reduce Equity Gaps

Other

Please add your comments here: