**CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION**

1. **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/advisor.

**Introduction**

Degree and certificate completion has been prioritized as one of the top five college annual goals over the last six years. In order to facilitate program completion, measured by the number of degree and certificate awards, BCC has been:

* Hiring additional full- and part-time counselors to assist students in evaluating transcripts, developing SEPs, and completing degree petition process (BCC’s full-time counselors increased from three in 2009-10 to 12 in 2015-16)
* Developing and implementing Faculty Advising to facilitate students going through academic/career pathway in a seamless fashion
* Creating more ADT (AAT, AST) to enable students transferring as well as earning degree(s)/certificate(s)
* Initiating more certificate programs to support students reaching their short- and long-term program goals
* Reaching out annually via emails and SARs call to over 750 students who may be eligible for program awards, and offering counseling services

The outcomes of these efforts are well illustrated in the measurable indicators, shown in Chart X and Table X below.

Chart X.

Table X

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   | 2009-2010 |  2010-2011 |  2011-2012 | 2012-2013 | 2013-2014 |  2014-2015 | 6-Yr Increase |
| AST |   |   |   | 2 | 11 | 29 | 29 |
| AAT |   |   | 2 | 23 | 32 | 82 | 82 |
| AS | 2 | 3 | 4 | 13 | 3 | 4 | 2 |
| AA | 91 | 110 | 137 | 121 | 162 | 125 | 34 |
| Certi. 60+ units | 1 | 2 | 3 | 16 |   | 4 | 3 |
| Certi. 30-59 units | 19 | 18 | 21 | 32 | 35 | 27 | 8 |
| Certi. 18-29 units | 3 | 10 | 34 | 55 | 90 | 198 | 195 |
| Certi. 6-17 units | 2 | 3 |   | 11 | 125 | 153 | 151 |
| TOTAL AWARDS | 118 | 146 | 201 | 273 | 458 | 622 | 504 |

 Source of Data: CCCCO DataMart

Data presented in Table X below indicate that over the last two years, in particular, BCC increased its degree/certificate awards from 458 to total awards of 622, or a 35.8% increase. The total number of graduates with honor also increased from 111 to 158, or a 42.3% increase.

Table X

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Total** | **Honor Students** | **AA** | **AS** | **AA-T** | **AS-T** | **Certificates** | **TOTAL** |
| **Graduates** | **Degrees** | **Degrees** | **Degrees** | **Degrees** | **Degrees/Certs** |
| **2013/14** | 280 | 111 | 162 | 3 | 32 | 11 | 250 | 458 |
| **2014/15** | 352 | 158 | 125 | 4 | 82 | 29 | 382 | 622 |
| **1-Yr** | 25.7% | 42.3% | -22.8% | 33.3% | 156.3% | 163.6% | 52.8% | 35.8% |
| **Increase** |

Moreover, the number of program awards received by students with disabilities also increased from 19 to 37 in a three year period.

Table X

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Annual 2012-2013 | Annual 2013-2014 | Annual 2014-2015 |
|   |   |   |   |
| DSPS - Disabled Students Programs & Services Total | 19 | 18 | 37 |
|   | Associate in Science for Transfer (A.S.-T) Degree  |   |   | 2 |
|   | Associate in Arts for Transfer (A.A.-T) Degree  | 4 | 1 | 3 |
|   | Associate of Arts (A.A.) degree  | 6 | 6 | 8 |
|   | Certificate requiring 30 to < 60 semester units  | 5 | 1 | 3 |
|   | Certificate requiring 18 to < 30 semester units  | 4 | 7 | 8 |
|   | Certificate requiring 6 to < 18 semester units  |   | 3 | 13 |
| Foster Youth Total |   | 2 |   |
|   | Associate in Arts for Transfer (A.A.-T) Degree  |   | 1 |   |
|   | Certificate requiring 18 to < 30 semester units  |   | 1 |   |
| Military (Active Duty, Active Reserve, National Guard) Total |   | 2 | 1 |
|   | Associate of Arts (A.A.) degree  |   | 1 | 1 |
|   | Certificate requiring 18 to < 30 semester units  |   | 1 |   |
| Veteran Total |   |   | 1 |
|   | Associate of Arts (A.A.) degree  |   |   | 1 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2012-2013** | **2013-2014** | **2014-2015** | **3-Yr % Change** |
| American Indian/Alaskan Native | 1 | 3 |   | -100.0% |
| Asian | 47 | 95 | 148 | 214.9% |
| Black/African-American | 68 | 111 | 72 | 5.9% |
| Filipino | 7 | 5 | 8 | 14.3% |
| Hispanic | 42 | 43 | 58 | 38.1% |
| Other Non-white | 11 | 2 | 2 | -81.8% |
| Pacific Islander |   | 6 | 2 |   |
| White Non Hispanic | 89 | 127 | 193 | 116.9% |
| Multiple | 29 | 35 | 78 | 169.0% |
| Unknown | 43 | 39 | 63 | 46.5% |
| **Annual Total** | **337** | **466** | **624** | 85.2% |

**CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION**BCC selected six-year tracking data of the most recent 3 entering cohorts[[1]](#footnote-1): 2006-07, 2007-08, and 2008-2009. This means, the 2006-07 entering cohort was tracked for six years until 2011-12, whereas the 2008-09 entering cohort was tracked until 2013-14 for program completions. Calculate degree and certificate completion rates by dividing the three cohorts combined “Completion Outcome Counts – the number of students who received degree(s) and/or certificate(s) in six years” by the combined number of the 3 entering “Cohort Counts.” PCCD local researchers examined student progression in terms of the 3 entering cohorts of degree-/certificate-seeking students for six years. Completion rates of the following populations are analyzed: gender, race/ethnicity, disability status, low income economic status, foster youth, and veterans. Caution is advised with when small ‘n’ sizes associated with the disaggregated populations identified for disproportionate impact analysis (n<50); and with the populations who are identified as “unknown,” or “two or more (groups).”Analyzing data presented in Tables X, X, and x, and Charts XX, several key findings have arrived. * BCC is commendable for its efforts in providing opportunities in enabling its students earning degrees and/or certificates.
* BCC should continue its efforts in increasing its overall degree/certificate outcome rates for all students. Although the recent increase in degree/certificate award numbers is impressive, the number of awards in comparison with the size of the entering degree/certificate cohorts are marginal.
* Male, African-American, and white student populations are identified as disproportionate impacted group for Degree, Certificate, and Degree Or Certificate Completions.
* In spite of small entering cohort counts, both Foster Youth and Veteran are identified as disproportionate impacted groups for Degree, Certificate, and Degree Or Certificate Completions.
* BCC may establish aspirational goals for (a) increasing its annual degree/certificate award numbers, and (b) narrowing the opportunities gaps for program completion for all disproportionate impacted groups.

**Berkeley: Associate degree and certificate** |
| **3 cohorts combined (2006-07 to 2008-09)[[2]](#footnote-2)** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ASSOCIATE DEGREE** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Gender** | Cohort Count | Degree Outcome Count | Degree Outcome Rate | Cohort % | Degree Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 140 | 8.84% | 100.00% | 100.00% |   |   |
| Female | 829 | 86 | 10.37% | 52.37% | 61.43% | 1.17 | 100.00% |
| Male | 723 | 48 | 6.64% | 45.67% | 34.29% | 0.75 | 64.00% |
| Unknown | 31 | 6 | 19.35% | 1.96% | 4.29% | 2.19 | 186.57% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Ethnicity** | Cohort Count | Degree Outcome Count | Degree Outcome Rate | Cohort % | Degree Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 140 | 8.84% | 100.00% | 100.00% |   |   |
| African American | 371 | 25 | 6.74% | 23.44% | 17.86% | 0.76 | 58.24% |
| American Indian/Alaskan Native | 12 | 1 | 8.33% | 0.76% | 0.71% | 0.94 | 72.02% |
| Asian | 268 | 27 | 10.07% | 16.93% | 19.29% | 1.14 | 87.07% |
| Hispanic | 242 | 28 | 11.57% | 15.29% | 20.00% | 1.31 | 100.00% |
| Pacific Islander | 8 | 1 | 12.50% | 0.51% | 0.71% | 1.41 | 108.04% |
| Two or More Races | 0 | 0 |   |   |   |   |   |
| White | 391 | 26 | 6.65% | 24.70% | 18.57% | 0.75 | 57.47% |
| Unknown | 291 | 32 | 11.00% | 18.38% | 22.86% | 1.24 | 95.04% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **DSPS** | Cohort Count | Degree Outcome Count | Degree Outcome Rate | Cohort % | Degree Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 140 | 8.84% | 100.00% | 100.00% |   |   |
| Yes | 109 | 15 | 13.76% | 6.89% | 10.71% | 1.56 | 100.00% |
| No | 1,474 | 125 | 8.48% | 93.11% | 89.29% | 0.96 | 61.62% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Low Income** | Cohort Count | Degree Outcome Count | Degree Outcome Rate | Cohort % | Degree Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 140 | 8.84% | 100.00% | 100.00% |   |   |
| Yes | 1,055 | 101 | 9.57% | 66.65% | 72.14% | 1.08 | 100.00% |
| No | 528 | 39 | 7.39% | 33.35% | 27.86% | 0.84 | 77.15% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Foster Youth** | Cohort Count | Degree Outcome Count | Degree Outcome Rate | Cohort % | Degree Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 140 | 8.84% | 100.00% | 100.00% |   |   |
| Yes | 7 | 0 | 0.00% | 0.44% | 0.00% | 0.00 | 0.00% |
| No | 1,576 | 140 | 8.88% | 99.56% | 100.00% | 1.00 | 100.00% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Veterans** | Cohort Count | Degree Outcome Count | Degree Outcome Rate | Cohort % | Degree Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 140 | 8.84% | 100.00% | 100.00% |   |   |
| Yes | 4 | 0 | 0.00% | 0.25% | 0.00% | 0.00 | 0.00% |
| No | 1,579 | 140 | 8.87% | 99.75% | 100.00% | 1.00 | 100.00% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **CERTIFICATE** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Gender** | Cohort Count | Certificate Outcome Count | Certificate Outcome Rate | Cohort % | Certificate Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 53 | 3.35% | 100.00% | 100.00% |   |   |
| Female | 829 | 30 | 3.62% | 52.37% | 56.60% | 1.08 | 100.00% |
| Male | 723 | 21 | 2.90% | 45.67% | 39.62% | 0.87 | 80.26% |
| Unknown | 31 | 2 | 6.45% | 1.96% | 3.77% | 1.93 | 178.28% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Ethnicity** | Cohort Count | Certificate Outcome Count | Certificate Outcome Rate | Cohort % | Certificate Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 53 | 3.35% | 100.00% | 100.00% |   |   |
| African American | 371 | 7 | 1.89% | 23.44% | 13.21% | 0.56 | 38.90% |
| American Indian/Alaskan Native | 12 | 1 | 8.33% | 0.76% | 1.89% | 2.49 | 171.79% |
| Asian | 268 | 13 | 4.85% | 16.93% | 24.53% | 1.45 | 100.00% |
| Hispanic | 242 | 8 | 3.31% | 15.29% | 15.09% | 0.99 | 68.15% |
| Pacific Islander | 8 | 0 | 0.00% | 0.51% | 0.00% | 0.00 | 0.00% |
| Two or More Races | 0 | 0 |   |   |   |   |   |
| White | 391 | 9 | 2.30% | 24.70% | 16.98% | 0.69 | 47.45% |
| Unknown | 291 | 15 | 5.15% | 18.38% | 28.30% | 1.54 | 106.26% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **DSPS** | Cohort Count | Certificate Outcome Count | Certificate Outcome Rate | Cohort % | Certificate Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 53 | 3.35% | 947.90% | 883.33% |   |   |
| Yes | 109 | 4 | 3.67% | 65.27% | 66.67% | 1.02 | 100.00% |
| No | 1,474 | 49 | 3.32% | 882.63% | 816.67% | 0.93 | 90.59% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Low Income** | Cohort Count | Certificate Outcome Count | Certificate Outcome Rate | Cohort % | Certificate Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 53 | 3.35% | 108.05% | 101.92% |   |   |
| Yes | 1,055 | 39 | 3.70% | 72.01% | 75.00% | 1.04 | 100.00% |
| No | 528 | 14 | 2.65% | 36.04% | 26.92% | 0.75 | 71.73% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Foster Youth** | Cohort Count | Certificate Outcome Count | Certificate Outcome Rate | Cohort % | Certificate Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 53 | 3.35% | 100.00% | 100.00% |   |   |
| Yes | 7 | 0 | 0.00% | 0.44% | 0.00% | 0.00 | 0.00% |
| No | 1,576 | 53 | 3.36% | 99.56% | 100.00% | 1.00 | 100.00% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Veterans** | Cohort Count | Certificate Outcome Count | Certificate Outcome Rate | Cohort % | Certificate Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 53 | 3.35% | 100.00% | 100.00% |   |   |
| Yes | 4 | 0 | 0.00% | 0.25% | 0.00% | 0.00 | 0.00% |
| No | 1,579 | 53 | 3.36% | 99.75% | 100.00% | 1.00 | 100.00% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Degree OR Certificate (distinct count)** |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Gender** | Cohort Count | Completion Outcome Count | Completion Outcome Rate | Cohort % | Completion Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 162 | 10.23% | 100.00% | 100.00% |   |   |
| Female | 829 | 98 | 11.82% | 52.37% | 60.49% | 1.16 | 100.00% |
| Male | 723 | 58 | 8.02% | 45.67% | 35.80% | 0.78 | 67.86% |
| Unknown | 31 | 6 | 19.35% | 1.96% | 3.70% | 1.89 | 163.73% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Ethnicity** | Cohort Count | Completion Outcome Count | Completion Outcome Rate | Cohort % | Completion Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 162 | 10.23% | 100.00% | 100.00% |   |   |
| African American | 371 | 29 | 7.82% | 23.44% | 17.90% | 0.76 | 61.02% |
| American Indian/Alaskan Native | 12 | 2 | 16.67% | 0.76% | 1.23% | 1.63 | 130.11% |
| Asian | 268 | 30 | 11.19% | 16.93% | 18.52% | 1.09 | 87.39% |
| Hispanic | 242 | 31 | 12.81% | 15.29% | 19.14% | 1.25 | 100.00% |
| Pacific Islander | 8 | 1 | 12.50% | 0.51% | 0.62% | 1.22 | 97.58% |
| Two or More Races | 0 | 0 |   |   |   |   |   |
| White | 391 | 31 | 7.93% | 24.70% | 19.14% | 0.77 | 61.89% |
| Unknown | 291 | 38 | 13.06% | 18.38% | 23.46% | 1.28 | 101.94% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **DSPS** | Cohort Count | Completion Outcome Count | Completion Outcome Rate | Cohort % | Completion Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 162 | 10.23% | 100.00% | 100.00% |   |   |
| Yes | 109 | 16 | 14.68% | 6.89% | 9.88% | 1.43 | 100.00% |
| No | 1,474 | 146 | 9.91% | 93.11% | 90.12% | 0.97 | 67.48% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Low Income** | Cohort Count | Completion Outcome Count | Completion Outcome Rate | Cohort % | Completion Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 162 | 10.23% | 100.00% | 100.00% |   |   |
| Yes | 1,055 | 117 | 11.09% | 66.65% | 72.22% | 1.08 | 100.00% |
| No | 528 | 45 | 8.52% | 33.35% | 27.78% | 0.83 | 76.85% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Foster Youth** | Cohort Count | Completion Outcome Count | Completion Outcome Rate | Cohort % | Completion Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 162 | 10.23% | 100.00% | 100.00% |   |   |
| Yes | 7 | 0 | 0.00% | 0.44% | 0.00% | 0.00 | 0.00% |
| No | 1,576 | 162 | 10.28% | 99.56% | 100.00% | 1.00 | 100.00% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Veterans** | Cohort Count | Completion Outcome Count | Completion Outcome Rate | Cohort % | Completion Outcome % | Proportionality Index | 80% Index |
| Total | 1,583 | 162 | 10.23% | 100.00% | 100.00% |   |   |
| Yes | 4 | 0 | 0.00% | 0.25% | 0.00% | 0.00 | 0.00% |
| No | 1,579 | 162 | 10.26% | 99.75% | 100.00% | 1.00 | 100.00% |
|  |  |  |  |  |  |  |  |

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**\*\*Calculated by subtracting the average (all student) rate from the student group’s rate of degree or certificate completion– paying close attention to the +/- designation.** *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group’s success rate is lower than the average group’s rate, a negative value will result.*

**\*\*’-4’ is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The ‘-’ is added to signify that the example group’s success rate is lower than the all student average. A ‘+‘ would indicate that a given group has greater success.**

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION**

**GOAL D.**

Berkeley City College has determined to use the Degree and/or Certificate Completion Rates of its total student population in the program completion cohorts as the Banchmark Data to measure college/program improvement:

|  |  |  |  |
| --- | --- | --- | --- |
| Berkeley City College | Degree Outcome Rate | Certificate Outcome Rate | Degree Or Certificate Outcome Rate |
| Banchmark Outcome Rate | 8.84% | 3.35% | 10.23% |

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

 Degree

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Population(s)** | **Current gap, year** | **Goal\***  | **Goal Year** |
| ***Male*** | ***2.2 % points, 2015*** | ***Increase from 6.64% to 8.84%*** | ***AY 2021-2022*** |
| African American | 2.1% points, 2015 | Increase from 6.74% to 8.84% | ***AY 2021-2022*** |
| White | 2.19% points, 2015 | Increase from 6.65% to 8.84% | ***AY 2021-2022*** |
| Foster Youth | 8.84% points, 2015 | Increase from 0% to 8.84% | ***AY 2021-2022*** |
| Veterans | 8.84% points, 2015 | Increase from 0% to 8.84% | ***AY 2021-2022*** |

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

Certificate

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Population(s)** | **Current gap, year** | **Goal\***  | **Goal Year** |
| ***African American*** | ***1.46% points, 2015*** | ***Increase from 1.89% to 3.35%*** | ***AY 2021-2022*** |
| Pacific Islander | 3.35% points, 2015 | Increase from 0% to 3.35% | ***AY 2021-2022*** |
| White | 1.05% points, 2015 | Increase from 2.3% to 3.35% | ***AY 2021-2022*** |
| Foster Youth  | 3.35% points, 2015 | Increase from 0% to 3.35% | ***AY 2021-2022*** |
| Veterans | 3.35% points, 2015 | Increase from 0% to 3.35% | ***AY 2021-2022*** |

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

 Degree Or Certificate

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Population(s)** | **Current gap, year** | **Goal\***  | **Goal Year** |
| ***Male*** | ***2.03% points, 2015*** | ***Increase from 8.02% to 10.23%*** | ***AY 2021-2022*** |
| African American | 2.41% points, 2015 | Increase from 7.82% to 10.23% | ***AY 2021-2022*** |
| White | 2.3% points, 2015 | Increase from 7.93% to 10.23% | ***AY 2021-2022*** |
| Foster Youth | 10.23% points, 2015 | Increase from 0% to 10.23% | ***AY 2021-2022*** |
| Veterans | 10.23% points, 2015 | Increase from 0% to 10.23% | ***AY 2021-2022*** |

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**Discussion:**

Participants of the Transfer work group and the Degree & Certificate Completion work-group elected to join efforts after members from each group shared observations that the distinction seemed contrived. Both outcomes (successful transfer and degree/certificate completion) mark attainment of primary matriculation, academic and career pathway goals; work-group members concluded that parsing out activities in isolation would be far less effective than framing them under a single, coordinated umbrella.

The combined Transfer, Degree and Certificate Completion work-group (T&DC) noted that activities designated in the Equity Plan to increase ESL and Basic Skills Completion, and overall Course Completion, should have complementary impact on Transfer, Degree & Certificate Completion. They were especially supportive of planned efforts to increase math course success as this was seen as a significant issue impacting attainment of student matriculation goals. The work-group also strongly advocated for expansion of EOPS funding in order to improve transfer, degree and certificate completion rates by increasing proven services to students from equity target groups.

TD&C work-group members reviewed last year’s BCC Equity Plan and used the RP Group’s Six Factors of Student Success framework to examine activities featured within it. Discussion focused on activities that integrated multiple factors, were seen as having the greatest potential impact, and could be readily assessed. As a result of this discussion, three featured activities from last year’s plan and over two-dozen new activities were proposed for this year’s plan. The following six activities have been distilled from this more comprehensive list.

**D.1 Student Focus-Groups for target populations to increase understanding of student perceptions of transfer, degree and certificate completion obstacles and resources**

* ***Activity Type(s)*** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student_Equity_Expenditure_Guidelines_2015-16_Final.pdf) for more information.)**:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| x | Outreach |  | Student Equity Coordination/Planning |  | Instructional Support Activities |
|  | Student Services or other Categorical Program |  | Curriculum/Course Development or Adaptation |  | Direct Student Support |
| x | Research and Evaluation |  | Professional Development |  |  |

* ***Target Student Group(s)*** & # of Each Affected\*:

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Target Group(s)** | **# of Students Affected** | \* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc. |
| D.1 | African-American; Foster Youth; Veterans | 371; 7; 4 |  |
|  |  |  |  |

* ***Activity Implementation Plan***

TD&C work-group discussions identified numerous obstacles and dozens of current or proposed activities intended to eliminate or mitigate them; however, we are missing critical feedback with which to identify and address those issues most significant from a student perspective. Focus groups will provide BCC with a vehicle to collect this data while engaging students from the target populations. This process may have secondary benefits by helping students clarify and articulate perceived barriers and resources that in turn will help prepare them to better navigate their transfer, degree or certificate completion pathways.

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Planned Start and End Date(s)** | **Student Equity Funds** | **Other Funds\*\*** |
| D.1 | March 2016-October 2016 | $3,000 |  |

\*\* Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

* ***Link to Goal***

Data collected will be used to specifically address student transfer, degree and certificate completion support needs from African-American, Foster Youth and Veterans groups in order to increase rates as noted in the goals section.

* ***Evaluation***

Focus group sessions will be held mid-Spring and again in mid-Fall; qualitative data will be collected and analyzed proximal to each session period with the intention that data will begin to inform college practices as soon as the semester in which it is collected.

**D.2 Faculty Advising Pilot**

* ***Activity Type(s)*** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student_Equity_Expenditure_Guidelines_2015-16_Final.pdf) for more information.)**:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| x | Outreach | x | Student Equity Coordination/Planning | x | Instructional Support Activities |
|  | Student Services or other Categorical Program |  | Curriculum/Course Development or Adaptation | x | Direct Student Support |
|  | Research and Evaluation | x | Professional Development |  |  |

* ***Target Student Group(s)*** & # of Each Affected\*:

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Target Group** | **# of Students Affected** | \* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc. |
| D.2 | Cross-sectional student group; | 300 total |  |
|  | African-American; Foster Youth; Veterans | 75; 7; 4 |  |

* ***Activity Implementation Plan***

BCC is developing a Faculty Advising pilot with the intention of providing students with both formal and informal coaching and advising support. It is abundantly clear from student success literature that students identify relationships with faculty as a significant component to successful course and program completion. Effective faculty advising is one of the high impact activities that integrate all of the six RP Group success factors (Directed, Focused, Nurtured, Engaged, Connected and Valued). While the faculty advising pilot will include students from all BCC student populations, targeted outreach will provide for larger proportional participation by African-American, Foster Youth and Veteran students. Attempts will be made to have faculty from these target identity groups participate in the pilot.

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Timeline(s)** | **Student Equity Funds** | **Other Funds\*\*** |
| D.2 | Fall 2016 implementation |  | PASS $48,000 |

\*\* Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

* ***Link to Goal***

Faculty participating in the pilot will be prepared to work collaboratively with Academic Counselors and other BCC support services to assist students in achieving their transfer, degree and certificate completion goals.

* ***Evaluation***
* Qualitative and quantitative data will be collected throughout the pilot including faculty and student feedback, and comparative data looking at student outcomes of pilot participants in relation to non-participants.
* Data will be collected at intervals throughout the pilot (TBD) and analyzed to enhance future, expanded faculty advising activities.

**D.3 Peer Advising**

* ***Activity Type(s)*** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student_Equity_Expenditure_Guidelines_2015-16_Final.pdf) for more information.)**:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| x | Outreach | x | Student Equity Coordination/Planning | x | Instructional Support Activities |
|  | Student Services or other Categorical Program |  | Curriculum/Course Development or Adaptation | x | Direct Student Support |
|  | Research and Evaluation | x | Professional Development |  |  |

* ***Target Student Group(s)*** & # of Each Affected\*:

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Target Group** | **# of Students Affected** | \* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc. |
| D.3 | BCC students | 1583 |  |
|  | African-American; Foster Youth; Veterans | 300; 7; 4 |  |

* ***Activity Implementation Plan***

BCC has had a successful Student Ambassador program for several years. One of the cornerstones of the program is the inclusion of alumni ambassadors who have successfully transferred to four-year institutions and/or have transitioned to successful careers aligned with their BCC academic pathway. As such, alumni ambassadors have provided informal transfer, degree and certificate completion advising support to students. Like faculty advising, peer advising is a high impact activity that integrates all of the six RP Group success factors (Directed, Focused, Nurtured, Engaged, Connected and Valued). Expansion of the Ambassador program will include a focus on peer advising activities by ambassadors from target groups, specific training and alignment with other transfer, degree and certificate completion initiatives (see below), and targeted outreach activities (such as sessions with Black Student Union, Latin American Club and Veterans Center) to increase awareness of and connection with ambassadors.

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Timeline(s)** | **Student Equity Funds** | **Other Funds\*\*** |
| D.3 | Spring 2016 (expansion of current programming) |  | PASS $30,000 |

\*\* Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

* ***Link to Goal***

Ambassadors will be trained to work in concert with faculty advisors, academic counselors and other BCC support services (including the Transfer and Career Center) to assist students in achieving their transfer, degree and certificate completion goals.

* ***Evaluation***
* Qualitative and quantitative data will be collected including ambassador and student feedback, tracking ambassador interactions, etc.
* Data will be collected at intervals throughout each semester (TBD) and analyzed to inform ongoing program improvements.

**D.4 BCC Alumni Network**

* ***Activity Type(s)*** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student_Equity_Expenditure_Guidelines_2015-16_Final.pdf) for more information.)**:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| x | Outreach |  | Student Equity Coordination/Planning |  | Instructional Support Activities |
|  | Student Services or other Categorical Program |  | Curriculum/Course Development or Adaptation |  | Direct Student Support |
|  | Research and Evaluation |  | Professional Development |  |  |

* ***Target Student Group(s)*** & # of Each Affected\*:

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Target Group** | **# of Students Affected** | \* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc. |
| D.4 | BCC students | 1583 |  |
|  | African-American; Foster Youth; Veterans | 300; 7; 4 |  |

* ***Activity Implementation Plan***

In addition to expansion of the Ambassador Program (see D.3), BCC will begin growing an alumni network with particular focus on recruiting successful alumni from target populations. Alumni network-related programming will be designed to highlight alumni academic and career achievement, and to provide opportunities for BCC students to develop social capital. An important focus will be the cultivation of work-based learning and internship opportunities provided by alumni and aligned with academic and career pathways. The linkage between participation in work-based learning and internships and successful transfer, degree and certificate completion is well supported by student success literature. Using the RP Group framework, alumni network activities will be designed to specifically leverage student engagement, connection and nurturing.

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Timeline(s)** | **Student Equity Funds** | **Other Funds\*\*** |
| D.4 | Spring 2016 | $5,000 |  |

\*\* Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

* ***Link to Goal***

Events will focus on successful transfer, degree and certificate completion with the intention of increasing success rates in these areas.

* ***Evaluation***
* Qualitative and quantitative data will be collected including event participant surveys.
* Data will be collected at each event and analyzed to inform future training sessions.

**D.5 Cultural Competency training**

* ***Activity Type(s)*** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student_Equity_Expenditure_Guidelines_2015-16_Final.pdf) for more information.)**:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Outreach |  | Student Equity Coordination/Planning |  | Instructional Support Activities |
|  | Student Services or other Categorical Program |  | Curriculum/Course Development or Adaptation |  | Direct Student Support |
|  | Research and Evaluation | x | Professional Development |  |  |

* ***Target Student Group(s)*** & # of Each Affected\*:

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Target Group** | **# of Students Affected** | \* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc. |
| D.5 | BCC students | 1583 |  |
|  | African-American; Foster Youth; Veterans | 300; 7; 4 |  |

* ***Activity Implementation Plan***

BCC will provide a series of cultural competence trainings for staff, faculty and students with the intention of increasing our college community’s collective capacity for understanding and appreciating individual and group differences and similarities. Early trainings will focus on developing core cultural competency skills and knowledge, and examining issues including unintentional bias and micro-aggressions. The goal will be to increase the effectiveness of services and instruction leading to the elimination of disparate outcomes for target student groups including lower rates of transfer, degree and certificate completion. Training will include faculty advisors (see D.2) and peer advisors/ambassadors (see D.3), Transfer and Career Center staff

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Timeline(s)** | **Student Equity Funds** | **Other Funds\*\*** |
| D.5 | Spring 2016 launch | $10,000 |  |

\*\* Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

* ***Link to Goal***

Training will include faculty, staff and students from key instructional and student services areas across the college with the intention of improving outcomes for students from target groups. Training will include faculty advisors (see D.2) and student ambassadors (see D.3), along with other faculty and staff charged with assisting students with transfer, degree and certificate completion goals.

* ***Evaluation***
* Qualitative and quantitative data will be collected including training session participant surveys.
* Data will be collected at each session and analyzed to inform future training sessions.

**D.6 Featured Career and Transfer Theme Events**

* ***Activity Type(s)*** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student_Equity_Expenditure_Guidelines_2015-16_Final.pdf) for more information.)**:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| x | Outreach |  | Student Equity Coordination/Planning |  | Instructional Support Activities |
|  | Student Services or other Categorical Program |  | Curriculum/Course Development or Adaptation |  | Direct Student Support |
|  | Research and Evaluation |  | Professional Development |  |  |

* ***Target Student Group(s)*** & # of Each Affected\*:

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Target Group** | **# of Students Affected** | \* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc. |
| D.6 | BCC students | 1583 |  |
|  | African-American; Foster Youth; Veterans | 300; 7; 4 |  |

* ***Activity Implementation Plan***

BCC will provide a series of career and transfer themed events featuring African-American, former Foster Youth and Veteran speakers and/or panels. Events will be designed in collaboration with key departments, clubs and stakeholder groups (i.e, Transfer and Career Center, Veterans Center, Black Student Union, etc.) to provide current (and future) BCC students from target populations with: opportunities to learn success strategies, develop social capital by meeting and networking with community members, etc.). Using the RP Group framework, events will be designed to specifically leverage student engagement, connection and nurturing. Featured speakers and panels will ideally include members of the BCC Alumni Network (see D.4).

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Timeline(s)** | **Student Equity Funds** | **Other Funds\*\*** |
| D.6 | Spring 2016 | $3,000 |  |

\*\* Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

* ***Link to Goal***

Events will focus on successful transfer, degree and certificate completion with the intention of increasing success rates in these areas.

* ***Evaluation***
* Qualitative and quantitative data will be collected including event participant surveys.
* Data will be collected at each event and analyzed to inform future sessions.
1. Entering cohort is defined as the first year when the student begins his/her college education at BCC who selects degree and/or certificate as his/her matriculation goal. [↑](#footnote-ref-1)
2. |  |
| --- |
| **Degree and certificate completion**: the ratio of the number of students by population group who received a degree or certificate  |
| to the number of students in that group with the same informed matriculation goal. |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Proportionality Index**: compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage  |  |
|  | in the resultant outcome group. (outcome %/cohort %) |  |  |  |  |
| A ratio of 1.0 indicates that the subgroup is present in both conditions at the same time. |  |  |  |
| A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. |  |  |
| A ratio of greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. |  |  |
|  |  |  |  |  |  |  |  |  |
| From CCCCO August 24, 2015 document |  |  |  |  |  |  |
| "Proportionality is recommended as a preferred methodology". |  |  |  |  |
| Bensimon and Malcom-Piqueux (2014) specified a cutoff of 0.85 to identify performance below equity when proportionality  |  |
|  | is used as a performance measure". |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **80 Percent Index**: compares the percentage of each disaggregated subgroup attaining the outcome to the percentage |  |
|  attained by a reference group. (outcome rate of a non-reference subgroup/outcome rate of reference subgroup) |  |
| The subgroup with the highest outcome rate is typically chosen as the reference group. |  |  |  |
|  For gender groups, unknown is **not** used as a referent group because of small sample sizes.  |  |  |
|  For ethnic groups, American Indian/Alaskan Native, Pacific Islanders, and unknown are **not** used as a referent group  |  |
| because of small sample sizes. |  |  |  |  |  |  |
|  Foster youth group is **not** used as a referent group because of small sample sizes.  |  |  |  |
|  Veteran group is **not** used as a referent group because of small sample sizes.  |  |  |  |
| The 80% Index can exceed 100% because they are not used as a referent group even if they have the highest outcome rate. |  |
| A result less than 80% is considered evidence of a disproportionate impact. |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Note: Proportionality index lower than recommended .85 are highlighted in orange regardless of underserved group status |  |

 [↑](#footnote-ref-2)