Berkeley City College

Student Equity Plan

December 18, 2015

BERKELEY CITY COLLEGE STUDENT EQUITY PLAN

Table of Contents

Signature Page 5

Executive Summary 7

Introduction 7
Target Groups 9
Goals and Activities 10
Student Equity Funding and Other Resources 13
Contact Person(s)/Student Equity Coordinator(s) 13

Planning Committee and Collaboration 14

Introduction 14
Integrated Planning and Collaboration 14
Equity Plans Development, Implementation Processes, and Timelines 18
2015 Equity Planning Committees 20
Status Review of BCC 2014 Equity Plan Implementation 24
Summary 32

Access 35

Campus-Based Research 35
Introduction 35
Indicator Definitions and Data 35
Conclusions: Disproportionately Impacted Student Groups 42

Goals, Activities, Funding and Evaluation 43
Benchmark Data and Goals 43
Activities to Improve Access and Expected Outcomes for Target Student Groups 43

Course Completion 54

Campus-Based Research 54
Introduction 54
Indicator Definitions and Data 54
Conclusions: Disproportionately Impacted Student Groups 57

Goals, Activities, Funding and Evaluation 58
Benchmark Data and Goals 58
Activities to Improve Course Completion and Expected Outcomes for Target Student Groups 59

ESOL and Basic Skills Completion 66

Campus-Based Research 66
Introduction 66
Indicator Definitions and Data 66
Conclusions: Disproportionately Impacted Student Groups 72

Goals, Activities, Funding and Evaluation 72
Benchmark Data and Goals 72
Activities to Improve ESL and Basic Skills Completion and Expected Outcomes for Target Student Groups 73

Degree and Certificate Completion 81

Campus-Based Research 81
Introduction 81
Indicator Definitions and Data 83
Conclusions: Disproportionately Impacted Student Groups 92

Goals, Activities, Funding and Evaluation 92
Benchmark Data and Goals 92
Activities to Improve Degree and Certificate Completion and Expected Outcomes for Target Student Groups 94

Transfer 101

Campus-Based Research 101
Introduction 101
Indicator Definitions and Data 101
Conclusions: Disproportionately Impacted Student Groups 106

Goals, Activities, Funding and Evaluation 107
Benchmark Data and Goals 107
Activities to Improve Transfer and Expected Outcomes for Target Student Groups 108

Other College- or District-wide Initiatives Affecting Several Indicators 117

Goals, Activities, Funding and Evaluation 117
Goals Addressed by Activities 117
Activities, Funding and Evaluation to 118

Improve Outcomes for Target Student Groups

Summary Budget 121

Summary Evaluation Plan 123

Introduction 123
Evaluation Plan Summary and Timelines 123
Evaluation Team and Rubric 125
Outcome Dissemination and Action 125

Attachment 127

Signature Page

District: Peralta Community Colleges

Board of Trustees Approval Date: December 8, 2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

Dr. Debbie Budd	dbudd@peralta.edu
[College President Name]	Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

Shirley Slaughter	sslaughter@peralta.edu
[College Chief Business Officer Name]	Email

Ron Little	rlittle@peralta.edu
[District Chief Business Officer[1]]	Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

Dr. Diana Bajrami	*dbajrami@peralta.edu*
[Chief Student Services Officer Name]	Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

Tram Vo-Kumamoto	*tvokumamoto@peralta.edu*
[Chief Instructional Officer Name]	Email

[1] If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

Cleavon Smith	*clsmith@peralta.edu*
[Academic Senate President Name]	Email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

Karen Shields	*kshields@peralta.edu*
[Classified Senate President Name]	Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

Brianna Rogers	*Brogers.asbcc@gmail.com*
[Associated Student Body President Name]	Email

May Kuangchi Chen, Ph.D./ **Brenda Johnson**	mchen@peralta.edu/ BJohnson@peralta.edu	510-981-2857/ 510-981-2830
[Student Equity Coordinator/Contact]	Email	Phone

Executive Summary

Introduction

Guided by its Mission, Berkeley City College (BCC) "promotes student success, provides our diverse community with educational opportunities, and transforms lives." Accordingly, the College develops and implements its Equity Plans to provide opportunities to, transform lives of, and promotes success for its High Need student populations. While developing and implementing the Equity Plan, BCC took into consideration the following characteristics that are unique to the College, as suggested by both internal and external environmental scan data:

- BCC is transfer-oriented. Due to its close proximity to UC Berkeley and other 4-year institutions, BCC attracts many students aiming for a 4-year degree or beyond. Annually over 15% of BCC students are 4-year students attending the College to meet their general education (GE) requirements, while another 50% prepare for transfer[2].

- BCC is well-known for its CTE Programs. Many students are attracted to BCC because of its signature CTE programs. (For example, Multimedia Arts, Biotechnology, Human Services, American Sign Language, Teacher's Aide Certificates, and others[3]).

- BCC has an evenly represented racial/ethnic student body. The five major racial/ethnic student populations at BCC (White, African American/Black, Asian, Hispanic/Latino, and Multi-racial) are almost evenly represented at around 20% each[4].

- BCC has high proportions of underserved students. Over 70% of BCC students are categorized as low-income[5]. Meanwhile, more than 60% of the student body is underprepared for college level course work, having placed, in the past or currently, in Basic Skills English and/or Math classes, or ESOL[6].

Equity Planning Process. Throughout the development of the 2015 Equity Plan, BCC has used the RP Group's Six Success Factors: *Directed*, *Focused*, *Nurtured*, *Engaged*, *Connected*, and *Valued*, as its philosophical framework. BCC has also used these Six Success Factors as a framework in several of its primary plans, including the Education Master Plan and the 2014 Equity Plan.

[2] Source: http://web.peralta.edu/indev/student-equity-plan-2/

[3] Source: http://web.peralta.edu/indev/peralta-facts-by-topic/

[4] Source: http://web.peralta.edu/indev/peralta-facts-by-topic/

[5] Low income was calculated as the number of students who reported income of less than $74,750 with 6 persons in the household; Source: http://web.peralta.edu/indev/financial-aid/

[6] Source: http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=345

To update its existing plan activities or to develop new cutting-edge initiatives, BCC established a 2015 Equity Plan Taskforce and five Equity Success Indicator Committees. The active and devoted Taskforce and Indicator Committee members well represent the BCC community, consisting of instructional and counseling faculty, classified staff, student leaders, researchers, administrators, and community advocates. The Taskforce met monthly to review the data prepared and presented by the Vice President of Institutional Effectiveness (VPIE), Team Chairs, and faculty members. The Indicator Committees met weekly to review progress made since the 2014 Plan, examine data that are relevant to the particular Indicator, listen to field experiences, establish reasonable and achievable Goals, and identify information-driven Activities to meet these Goals. In addition, "equity" has been consistently included as an agenda item and discussed during meetings of the Roundtable for Planning and Budgeting, Department Chair's Council, the Academic and Classified Senates, Student Services Council, the Leadership Team, and the President's Cabinet. The progress made by each committee and other related groups have been reported back to the Taskforce and the College as a whole. In short, BCC lives access, equity, and success.

Characteristics of Equity Planning. Key characteristics of Equity planning at BCC include the following:

- Integrated Plans: Each and every Equity Plan Success Indicator has been included in BCC's primary plans, (e.g., the Education Master Plan, Strategic Plans, BSI, Program Review). While the Education Master Plan serves as an overarching plan, the Strategic Plan and College Goals detail activities for implementation and measureable outcomes for assessing the impact of each and every activity. BCC has been implementing activities to close the opportunity gap and regularly reporting the impact to its communities since 2009/10.

- Designing Curriculum and Co-Curriculum for Cohort Learning: BCC has many signature learning communities: PACE, PERSIST, First Year Experience, and others. While a curriculum design with linked-courses is built into these models, BCC recognizes that, due to various obligations, not all BCC students can take the pre-scheduled linked courses. In order to offer a student-centered flexible cohort model, BCC will enhance its support to student clubs, including expanding co-curriculum activities to be paired with faculty advising. Many active student clubs have received designated space for club activities, mentoring, group study, and mutual support.

- Listening to Student Voices: Acknowledging the importance of listening to students when making planning decisions, in fall 2015, BCC went one step further to proactively listen to its students' voices by conducting student-led Townhall meetings. Focusing on students' experiences in taking Math classes at BCC, students of various racial/ethnic groups provided feedback and offered suggestions for a potential "Math Reform"; including embedded tutoring and offering Math labs along with lecture classes.

- Facilitating Program Completion for Degrees and/or Certificates and Transfer: Encouraging students to transfer to a 4-year institution with 2-year degree(s) and/or certificate(s) is not a new concept. BCC has been doing so consistently during transfer

and graduation seasons. While developing its 2015 Equity Plan, BCC's Degree and Certificate Team and the Transfer Team have decided to go one step further by combining the two teams with an ultimate goal of facilitating BCC students in earning degree(s) and/or certificate(s), as well as transferring.

Target Groups

To recognize the uniqueness of the College and follow the instruction made by the State Chancellor's Office, during the preparation of its 2015 Equity Plan, BCC collected and analyzed data that are relevant at the program and campus levels, and also utilized data generated by the State Chancellor's Office, including, but not limited to, DataMart and the Student Success Scorecard. For example, BCC analyzed Access data by comparing both county and feeder high school demographic data to those of BCC's student body. Meanwhile, the College takes both annual numbers and 6-year cohort tracking data to assess the Gaps among the student populations for Degree and/or Certificate and Transfer indicators. Furthermore, to deeply investigate the cause for the Gaps, BCC studied the Course Completion differences among not only student demographic groups, but also major disciplines.

Based on the analysis of 1- to 6-year Equity indicator trend data and the "80% Index" using college-wide cohort data as the benchmarks, BCC has identified disproportionately impacted student populations as follows.

African American and Foster Youth – All Equity Indicators. Both African American/Black and Foster Youth fall below the 80% Index measures in all areas. The College recognizes the urgency of providing proactive and customized educational and support services to these two Target populations, and thus will allocate resources from the Equity Fund and other funding sources to provide "above and beyond" support from their accessibility to college, to their preparation for graduation and transfer to 4-year institutions. Needless to say, these two Target populations are included in Goals and Activities for all five Equity Success Indicators.

On the other hand, American Indian/Alaskan Native and Pacific Islanders frequently fall below many measures. Due to the small size of these populations, BCC will include them in the college-wide student success and equity strategies, instead of naming them as Target Populations in its 2015 Equity Plan.

Hispanic/Latino– Access, ESOL Completion, Distance Education Course Completion, and Transfer Indicators. BCC's Hispanic/Latino students fall below the 80% Index measures in most areas, with the exception of Degree and/or Certificate Completion and face-to-face Course Completion. Goals and Activities will be developed and implemented accordingly to close these Gaps.

DSPS Students, Veterans, and Dreamers – Access, Degree and/or Certificate Completion, and Transfer Indicators. The 80% Index and other data analysis suggest that BCC needs to increase representations of DSPS Students, Veterans, and Dreamers, through both outreach and retention efforts. While performing well in academic progress as measured by Course

Completion and Basic Skills Progression, these three Target Groups need extra support to reach Completion in receiving Degree(s) and/or Certificate(s) as well as transferring to 4-year institutions.

Students with Degree/Certificate Matriculation Goal(s) – Degree/Certificate Completion Indicator. In spite of the recent increases in the number of degree and/or certificate awards, the 6-year tracking data suggest that only approximately 10% of BCC students who identified degree/certificate as their Matriculation goal actually reached their educational goal(s) within a 6-year period. Among all student groups, African American/Black, White, Foster Youth, Veteran, and male students are underrepresented in the Degree(s) and/or Certificate(s) Completion indicator. BCC will target all students with degree/certificate as their Matriculation goals, but focus on the High Need groups mentioned above, so that they will have similar representations at BCC's annual graduation commencement.

Math Students – Basic Skills Math Progression and Math Course Completion. Although students attempting or enrolling in Math classes are not included in any Equity guidelines as a protected group, both quantitative and qualitative data nation-wide identify Math as a major road block for students reaching their educational goals at many levels. There is no exception at BCC. Acknowledging the fact that Math serves as a primary foundation for many academic and CTE programs, and as a requirement for graduation and transfer, BCC students and faculty together have developed a Math Equity Plan and have begun its implementation.

Goals and Activities

The BCC Equity teams have developed Goals and Activities that are targeted towards improving outcomes for student groups that the data show are experiencing opportunity Gaps on the Equity indicators. BCC has determined these Activities as priorities and will focus on implementing them, aiming at closing the Gaps in 6 years.

BCC's Equity Goals are data-driven, reasonable, achievable, measurable, and have clear timelines. The Goals for each targeted student group, for each of the Equity indicators, along with the Activities that BCC and/or PCCD will undertake to achieve those Goals, are summarized in the chart below and described at length later in this plan.

Equity Indicator/Goal: Access

Goals:

1. Increase the number of students from the Target Groups by 5% annually
2. Close the Equitable Access Gap by 2021-22 for African American/Black students, Hispanic/Latino students, Foster Youth, Students with Disabilities, Veterans, and Dreamers.

Activity	Target Group
Improve Equitable Access for students from underserved communities in higher education and students of color	African American/Black, Hispanic/Latino
Increase Equitable Access for Foster Youth	Foster Youth

Increase awareness about programs and services for Students with Disabilities at BCC and work collaboratively to increase utilization of resources	Students with Disabilities
Increase awareness of opportunities that BCC has to offer to Veterans and increase their participation in College	Veterans
Strive to increase campus awareness of the educational needs of Undocumented Students/Dreamers	Dreamers

Equity Indicator: Course Completion

Goals:

1. Close the Course Completion Gap between Target Groups and the overall BCC Benchmark of 63.43% by 2021-22.
2. Close the Course Completion Gap between Distant Education (DE) (56.86%) and the Overall BCC Benchmark (63.43%) by 2021-22.
3. Close Math Course Completion Gap between Math (55.1%) and the Overall BCC Benchmark (63.43%) by 2021-22.

Activity	Target Group
Survey students taking DE Courses to identify their needs for support and how BCC can Address their Issues	African American/Black, Hispanic/Latino, Foster Youth
Create Thematic General Education (GE) Pathways to offer education support to entry GE course takers	African American/Black, Hispanic/Latino, Foster Youth
Support Math Instruction and Instructors, by providing embedded Tutoring and Math Labs	African American/Black, Hispanic/Latino, Foster Youth
Continue to Offer BCC Scholars Program through an Enhanced Learning Community Model	African American/Black, Hispanic/Latino, Foster Youth

Equity Indicator: ESOL and Basic Skills English and/or Math Completion

Goals:

1. Increase the Overall ESOL, Basic Skills English, and Basic Skills Math Course Completion by 5% annually
2. Close the Completion Gaps between BCC Student Body and Target Groups by 2021-22

Activity	Target Group
Improve the student to teacher ratio	African American/Black, Foster Youth, Hispanic/Latino
Contextualize the curriculum to make it more relevant	African American/Black, Foster Youth, Hispanic/Latino
Extend learning opportunities to support students' learning	African American/Black, Foster Youth, Hispanic/Latino
Create a "Community of Practice" and design professional development for all faculty	African American/Black, Foster Youth, Hispanic/Latino
Collect better data to inform program monitoring and development	African American/Black, Foster Youth, Hispanic/Latino
Utilize Digital Inclusion	African American/Black, Foster Youth, Hispanic/Latino

Equity Indicator: Degree and/or Certificate Completion

Goals:

1. Increase the number of annual Degree and/or Certificate awards by a Minimum of 5% every year
2. Close the Degree and Certificate Completion Gaps between the overall student body and the Target Groups by 2021-22
3. Increase the number of combined Degree, Certificate, and Transfer Completion by 5% annually

Activity	Target Groups
Conduct Student Focus-Groups in order to increase the understanding of the obstacles students face and identify resources to overcome these barriers	African American/Black, foster Youth, Veterans, Male, White
Pilot Faculty Advising Program, providing formal and informal coaching and advising support	African American/Black, foster Youth, Veterans
Offer Peer Advising through BCC Student Ambassador Programs	African American/Black, foster Youth, Veterans
Expand BCC Alumni Network through BCC Ambassador Alumni	African American/Black, foster Youth, Veterans, Male, White
Provide Faculty and Staff with Cultural Competency Training	All BCC Faculty and Staff
Develop and conduct Career and Transfer Themed Events	African American/Black, foster Youth, Veterans, Male, White

Equity Indicator: Transfer

Goals:

1. Increase the number of Transfers to UCs, CSUs, and HBCUs or HACUs by 5% annually
2. Close the Transfer Completion Gap between the overall student body and the Target Groups by 2021-22
3. Increase the combined number of Degree, Certificate, and Transfer Completion by 5% annually

Activity	Target Group
Provide cross-walk completion counseling and advising for both Transfer and for Degree and/or Certificate Students	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran
Create BCC in-house transfer tracking database	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran
Offer early completion support through the 30-Unit check Point	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran
Advance BCC Scholars Program by Adopting EOPS' "Above and Beyond" Support Strategies	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran
Facilitate BCC students' transferring to 4-Year Institutions of Historically Black Colleges and Universities (HBCUs) or Hispanic/Latino Association of Colleges and Universities (HACU)	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran

Evaluation Timeline. Using the Evaluation Rubric presented in the Summary Evaluation below, BCC will review the progress made annually for each Equity Goal and Activity. Findings will be infused primarily into Annual Program Updates (APU), and other plans, for improvement. The Mid-Term Evaluation for all Equity Goals will be conducted at the end of the 3rd Plan year. Again, the findings will be incorporated into Program Review and other college-wide plans. The Mid-Term Evaluation will be a determining point, showing where each Goal is in relationship to where it should be in six years, and whether BCC should continue, improve, or eliminate the activities. Then, the College has another three years, until the Final Equity Plan Impact Evaluation at the end of the 6th year, to make significant improvements for the Goals and Activities that the teams have decided to keep during the Mid-Term Evaluation. Comprehensive information dissemination will be conducted in a two-way dialogue fashion. BCC plans to annually present its Equity Impact Outcome findings to and conduct discussion sessions with Roundtable, Department Chairs' Council, PIE, and all shared governance committees. BCC will also present and discuss these findings with faculty and staff during a College Flex Day.

Student Equity Funding and Other Resources

To maximize the use of all of its resources, BCC has been routinely sharing existing resources and leveraging new funding alternatives. Instead of developing and implementing each plan along with its designated funding source in a silo, BCC adopted a process of listing all planning activity funding needs against all budget sources, and then prioritizing activities and matching them with the available funds. Moreover, BCC has been proactively seeking alternative funding sources to meet its students' needs. For instance, BCC recently applied for and was awarded a Foster Youth Grant of $300,000 annually for three years to specifically support its Foster Youth population. In addition, BCC explicitly designs its academic and career pathways to support students from access to success and has expanded the pathways' funding size. The recent grant award for the California Career Pathways Trust serves as an example.

BCC Equity teams have designed a budget based on two principals: (a) concentrating most of the Equity funds on supporting Target Groups with the highest needs, including, but not limited to African American/Black, Hispanic/Latino, Dreamer, Veteran, and Math students, and (b) supporting Goals and Activities that have no other clearly earmarked funding source, (e.g., Course Completion, Degree and/or Certificate Completion, and Transfer). While the College has identified overall student success and equity as its institutional goals and established outcome measures (e.g., all student will reach a 70% course success rate by 2024) in the Education Master Plan and other main Plans, BCC will continue to find other resources to close all Gaps and serve all Target Groups. The table below shows how BCC proposes to use the 2015 Equity fund and other budget resources to serve the High Need Students.

2015-16 Equity Fund								
Equity Indicator	**Outreach**	**Student Services & Categorical**	**Research and Evaluation**	**SE Coordination & Planning**	**Curriculum/ Course Dev. & Adaptation**	**Professional Development**	**Instructional Support**	**Direct Student Support**
Access	$ 50,000	$ 1,500		$ 20,000		$ 7,000		$ 7,000
Course Success			$ 3,280	$ 20,000	$ 20,000	$ 21,500	$ 47,000	$ 35,000
ESL/BSI				$ 20,000	$ 6,000		$ 2,000	$ 21,000
Degree/Certificate				$ 20,000		$ 7,500		$ 66,347
Transfer				$ 20,000		$ 28,750		
District-wide	$ 44,750	$ 30,000		$ 28,750		$ 22,000		
TOTAL	$ 94,750	$ 31,500	$ 3,280	$ 128,750	$ 26,000	$ 86,750	$ 49,000	$ 129,347

Contact Persons

The Student Equity Plan contacts for Berkeley City College are:

Dr. May Kuangchi Chen at 510-981-2857 or mchen@peralta.edu, and
Brenda Johnson at 510-981-2830 or bjohnson@peralta.edu

Planning Committee and Collaboration

Introduction

Mission, Vision, and Values of Berkeley City College (BCC) drive all planning at the institutional level and the program level and clearly put access, equity, and student success at the center of the College's planning. The College Value Statement emphasizes the institution-wide practices of inclusiveness that recognize the diversity of the community the college serves and allows "all members of our college community to grow and thrive…" Guided by the College's Mission, BCC's Equity Plans have been developed to "provide educational opportunities and to transform lives" of our High Need student populations.

Integrated Planning and Collaboration

BCC's process of planning, resource allocation, implementation, and evaluation occur on an ongoing basis through its shared governance and operational structures in an integrated and inter-related fashion. Berkeley City College's 2015 Equity Plan is fully aligned with all major college-wide plans: Education Master Plan, Annual College Goals and Strategic Plan, and Program Review/Annual Program Updates (APU), Student Success and Support Program (SSSP), Basic Skills Initiatives (BSI), etc. These plans complement each other and are budgeted through general funds, categorical funds, and/or grants. Evaluations are built into each and every plan. Moreover, BCC has developed a plan to assess the process of its integrated plans, as well as the implementations and effectiveness of these plans.

Since student equity is affected by the awareness, actions, and assumptions of individuals in every part of the college community, BCC coordinates student equity planning with institution-wide planning efforts such as accreditation, the Educational Master Plan, the Student Success and Support Program Plan (SSSP), CCCCO Institutional Effectiveness goal setting, and the Basic Skills Initiative plan. Student equity planning has been and will continue to be included in and linked to program review particularly as it relates to indicators that are disaggregated by student demographics.

Table 1 provides a crosswalk showing how BCC's major plans, including the Equity Plan, share their purposes, goal indicators, target student population(s), plan length, responsible members, sources of funding, plan evaluation and process assessment.

Table 1
Berkeley City College
Integrated Planning and Resource Allocation Crosswalk
Purpose, Goal Indicators, Target Student Population, Plan Length, Responsible Members, Sources of Funding, Plan Evaluation and Process Assessment

Plan/Implementation	Education Master Plan	Annual Strategic Plan	Program Review/APU	SSSP	Equity	BSI
Purpose	Provides the college and its community with direction for evaluation and program development for the next 10 years.	Guides the college as faculty, staff, administrators and students work together to develop annual priorities and initiatives to ensure student success.	Serves as a systematic process provides programs, departments, and support services accountability by collecting, analyzing, and disseminating information that informs integrated planning, resource allocation, and decision-making.	Ensures that all credit and noncredit students promptly define their education and career goals, complete their course, persist to the next academic term, and achieve their education objectives in a timely manner.	Strengthens equal educational opportunities and helps students to achieve equal success outcomes for all students, regardless of race, gender, disability or economic circumstances.	Assists the underprepared student to attain the pre-transfer skills needed to succeed in college-level work, reviewing pre-transfer student progress, and updates college-wide coordinated effort to better serve students with pre-transfer level English, ESL, and mathematics skills.
Goal Indicators	Goal Indicators Increase successful course completion to 70% for all students Increase the number of students who receive a certificate, degree and/or transfer by 5% Milestone Indicators for certificate, degree and transfer seeking students. Increase the number of students who: Enter a program of study & complete a comprehensive Student Ed. Plan (SEP) by the end of the 2nd semester. Complete a stackable certificate or 20 transferable units by the end of the 1st year, including summer Complete college-level math by the end of 3rd semester Participate in work-based learning opportunities on and	Goal Indicators Advance Student Access, Equity, and Success Engage and Leverage Partners Build Programs of Distinction Strengthen Accountability, Innovation, and Collaboration Develop Resources to Advance and Sustain our Mission	Goal Indicators Ensure quality and excellence of programs, departments, and support services. Provide a standardized methodology for review of all college areas. Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action. Identify effective and exemplary practices. Strengthen planning and decision-making based upon current data. Identify resource needs. Develop recommendations	Goal Indicators All first-time matriculating students receive core services: College Orientation Placement Assessment Counseling/Faculty Advisement Student Education Plan (SEP) Follow-up Services All At-Risk Students receive enhanced services to declare academic/career major – program of concentration, on good academic standing, or ESL/Basic Skills Completion	Goal Indicators Equitable opportunities for high needs students: Access Course Completion ESL and Basic Skills Completion Degree and Certificate Completion Transfer Outreach through Academic/Career Pathway Building Counseling/Faculty Advising Course Development and Offerings Workshops	Goal Indicators . Successful course completion rate Enhanced entry-services through Accelerated Curriculum Embedded, Online/In-Person Tutoring Counseling/Faculty Advising

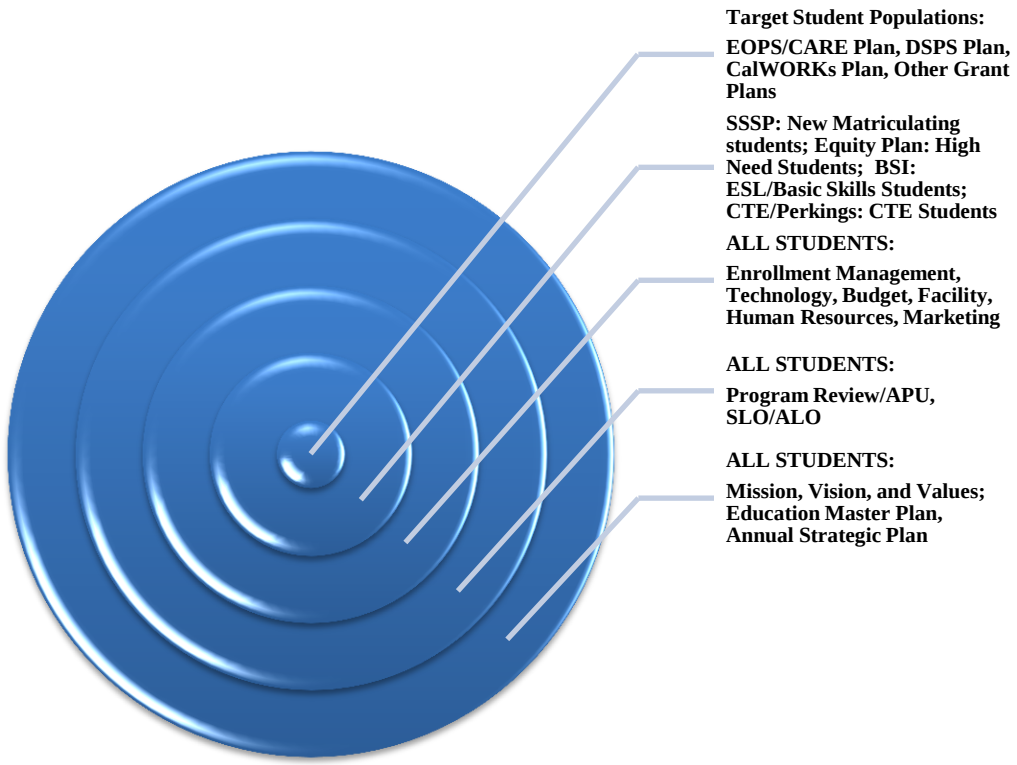
	off-campus <u>Exemplary Program Indicators</u> Program and Course Learning Outcomes Program and Course Success Demand vs. capacity Student program progression Certificate/Degree Awards Out of the classroom learning opportunities <u>Institutional Performance Indicators</u> Accreditation Status Fiscal Indicators FTES Fund Balance Audit Findings		and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level. Inform integrated planning at all levels within the College and the District. Ensure that educational and support programs reflect student needs, encourage student success, and improve teaching, learning, and other services.			
Target Student Populations	All BCC Students	All BCC Students	All BCC Students	All first-time matriculating students All at-risk students: ESL/Basic Skills students Students on Probation/Dismissal, Students whose Academic Major is Undeclared	High Need, Disproportionately Impacted Student Groups: Race/Ethnicity Gender Current or Former Foster Youth Individuals with Disabilities Low-income Students Veterans	Students in: ESL courses/programs, Pre-transfer level English courses/programs and/or Pre-transfer level math courses/programs
Plan Length	10-Year	Annual	Program Review: 3-Year APU: In-between Program Review	Annual	6-Year with annual updates	5-Year with annual updates
Responsible Members	Lead: President, Administrators, Senate Presidents, AS President	Lead: President, Administrators, Senate Presidents, AS President	Lead: Instructional and Student Services Administrators, Department Chairs	Lead: VPIE, VPSS, SSSP Coordinators, Area Leads – Orientation, Placement Assessment, Counseling, Faculty Advisors	Lead: Equity Plan Coordinators, VPIE, VPSS, VPI, Area Leaders and Team Members: Access Course Completion	Lead: VPI, Dean of Special Projects & Grants, BSI Committee, English, ESL, Math Department Chairs

	Participants: BCC faculty, staff, student leaders, community leaders	Participants: BCC faculty, staff, student leaders, community leaders	Participants: BCC Director Business and Administrative Services, faculty, staff, student leaders, community leaders	Participants: VPI, Director Business, faculty, staff, student leaders, K-16 contacts, PCCD, Employment Agencies, community leaders	ESL/Basic Skills Completion (BSI Committee) Certificate and Degree Transfer Participants: Director Business, faculty, staff, student leaders, K-16 contacts, PCCD, Employment Agencies, community leaders	Participants: Director Business, faculty, staff, student leaders, K-16 contacts, PCCD
Sources of Funding	General Fund, Categorical (SSSP-Core Services, Equity, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.), Grants, PASS	General Fund, Categorical (SSSP-Core Services Equity, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.) Grants, PASS	General Fund, Categorical (SSSP-Core Services, Equity, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.), Grants, PASS	SSSP College Matching Funds (General Fund, Grants, PASS)	Equity Fund General Fund, Categorical (SSSP-Core Services, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.), Grants, PASS	BSI General Fund, Categorical (SSSP-Core Services, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.), Grants, PASS
Plan Evaluation		Annual Goals, Accomplishments, and Measurable Outcome Report		Annual Program Plan and Budget Plan Development/Update and Submission	Annual Program Plan and Budget Plan Development/Update and Submission	Annual Program Plan and Budget Plan Development/Update and Submission
BCC Process Evaluation for its systematic planning	3-Yr Process Evaluation through Survey and Focus Group	3-Yr Process Evaluation through Survey and Focus Group	3-Yr Process Evaluation through Survey and Focus Group	3-Yr Process Evaluation through Survey and Focus Group	3-Yr Process Evaluation through Survey and Focus Group	3-Yr Process Evaluation through Survey and Focus Group

While the Education Master Plan provides the college and its community with direction for evaluation and program development over a 10 year period, BCC's Annual Goals and Strategic Plan guides faculty, staff, administrators, and student leaders to work together to identify annual priorities and initiatives to ensure access, equity and success. BCC's annual Institutional Goals and Strategic Plan are reviewed and approved each year through shared governance. The shared governance committees, collectively, have overarching stewardships for the ongoing implementation of assessment of BCC's institutional planning process. In addition, the College conducts review of its progress on and status in reaching institution-set goals through Program Review/Annual Program Update, SLO and SLO assessments, and other plans. Quantitative and qualitative data and other related information that inform planning include, but are not limited to, college-wide extensive student achievement data that are disaggregated by student demographics and other categories. Based on reviews of institutional data, objectives and activities may be added or updated to assist the College in achieving its goals set for related plans. In addition, BCC establishes outcome measures for its plans that are aligned with outcome indicators identified in the Student Equity Plan, as well as the statewide Scorecard, including student success, persistence, retention, and completion.

Since BCC's students are the center of all BCC plans, Chart 1 demonstrates how the overall and/or target student populations are served by various plans.

Chart 1
Target Student Population Served



Equity Plans Development, Implementation Processes, and Timelines

Since the development and the implementation of the 2008 Equity Plan, "equity" has been playing a central role at BCC. Equity has been prioritized as one of the institutional annual goals at both the district and college levels since 2009. The four PCCD colleges reviewed its process and progress made in reaching goals set in the 2008 Equity Plan, and presented a status report to the Board in 2012. All BCC's Equity Plans and their implementation strategies have been developed with the active involvement of all constituency groups including, but not limited to, the academic senate, the classified staff senate, Associated Students, academic faculty and staff, student services representatives, students, and appropriate community members at the college and the district levels. Implementation of strategic activities developed through the Equity Plan has been ongoing. Impacts have been measured and reviewed regularly.

Information displayed in Table 2 below describes the 2015 Plan development and implementation process along with timelines. It addresses the steps that the College takes to

ensure the planning process is inclusive, diverse and representative of the target populations and programs related to student equity, as defined in SB 860 (2014). The College ensures that its 2015 Six-Year Equity Plan is approved and adopted by PCCD governing board.

Table 2
BCC Equity Plan Development and Implementation Process

Timelines	Equity Plan Development and Implementation
January – August 2015	Implement BCC 2014 Equity Plan by conducting prioritized activities listed in the 2014 Plan
August – October 2015	Begin to develop 2015 Equity Plan by assessing progress made in implementing the 2014 Plan Establish 2015 BCC Equity Plan Taskforce BCC Equity Plan co-Chairs: Brenda Johnson, Dean of Student Services May Kuangchi Chen, Vice President of Institutional Effectiveness (VPIE) Five Equity Goal Team leaders/facilitators: Equitable Access – Diana Bajrami, Interim Vice President of Student Services Course Success – Tram Vo-Kumamoto, Vice President of Instruction ESOL Basic Skills – Theresa Rowland, Interim Dean of Instruction Degree/Certificate – Antonio Barreiro, Interim Dean of Instruction Transfer – Paula Coil, Interim Director of Student Activities and Campus Life Draft and finalize the Plan: VPIE prepares data and basic draft of the plan working with the committees, establishes baseline data through shared governance process using 80% index. Determines the mid-term (3 year) and the overall plan (6-year) goals. College-wide Equity Plan Taskforce Meetings: 9/2, 10/7, 11/4, and 12/2/2015 Chairs work with the committee and subcommittees to identify activities to reach the mid-term and Plan goals, based upon: • progress outcomes of the 2014 Plan • campus research data prepared for the 2015 Plan • available budget sources • integration with all other major college-wide plans • other information to be made available to the committees and subcommittees The five Equity Goals Committees' Meetings, September – November, 2015: weekly or bi-monthly to be organized by Goal Team Leaders.

November 2015	Final Draft Plans for all Goals due to co-Chairs – November 12, 2015 Prioritize goals and activities Align all priorities with budget sources Go through shared governance and consultation process: ASBCC, Classified Senate, Academic Senate, Education Committee, etc. Roundtable Approval – November 30, 2015
December 2015	PCCD Board Approval for 2015-16 Plan Date – December 8, 2015 Submission Date to the State – December 18, 2015
January 1, 2016 – June 30, 2018	Implementation of the BCC 2015 Six-Year Equity Plan In Spring 2018, BCC Equity teams will review and evaluate 3-year outcome status measures of the BCC's 2015 Six-Year Equity Plan, and share the findings in person, on paper, and online to be entitled *2015 BCC Equity Plan Mid-Term Report.* Feedback will be the basis for improvement and revision of the plan.

2015 Equity Planning Committees

Berkeley City College has formed a 2015 Equity Plan Taskforce that serves as the College-wide Student Equity Planning Committee responsible for ongoing development, implementation, and evaluation of the plan. The College-wide Taskforce includes an appropriate mix of administrators, instructional and counseling faculty, classified staff, confidential staff, researchers, students and community leaders, with many of these members also involved with other institution-wide planning and evaluation. The Taskforce includes, but is not limited to, members from the Categorical Programs listed below:

- Disabled Students Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS) and Special Services.
- Student Success and Support Program (SSSP)
- Programs for Foster Youth
- Programs for Veterans
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- Student Financial Aid Administration, Board Financial Assistance Progr**am** (BFAP)
- Basic Skills Initiative (BSI)

A complete membership list of the Equity Plan Taskforce is shown below with committee member names, titles and the group(s), program(s) or role(s) that they represent.

BCC College-wide Student Equity Taskforce – Joint force with Education Master Plan, Annual Goals and Strategic Plan, Program Review, SSSP, etc.

Brenda Johnson, Dean, Student Support Services, Co-Chair
May Chen, Vice President of Institutional Effectiveness, Co-Chair

Administrators:

Deborah Budd, President
Tram Vo-Kumamoto, Vice President of Instruction
Diana Bajrami, Interim Vice President of Student Services
Tanya Moore, Interim Dean of Special Programs and Grants
Shirley Slaughter, Director of Business and Administrative Services
Antonio Barreiro, Interim Dean of Academic Pathways, Workforce Development & Student Success
Theresa Rowland, Interim Dean of Academic Pathways, Workforce Development & Student Success
Paula Coil, Interim Director for Student Activities & Campus Life

Faculty:

Cleavon Smith, President of District Academic Senate and BCC Academic Senate
Allene Hegler, Faculty, Counseling, Department Chair
Laura Ruberto, Arts & Humanities Department Chair
Joshua Boatright, Library Department Chair
Windy Franklin, Coordinator/Counselor, Disabled Students Programs and Services
Christina L. Taing, Counselor, First Year Experience
James Aganon, Counselor, Associate Degrees for Transfer
Skyler Barton, Counselor, First Year Experience
Gabriel Martinez, Counselor, Undocumented Student Task Force
Susan Truong, Counselor, Foster Youth Program
Amy Herrera, Counselor, Veterans Program
Hermia Yam, Counselor, Student Success and Services Program Coordinator
Loretta Kane, Coordinator, Degree & Certificate Programs in Education
Heather Dodge, Librarian

Classified Staff:

Karen Shields, BCC Classified Senate, President
Jennifer Lenahan, Student Services Specialist/Counselor, Veteran Program
Ramona Butler, Acting EOPS/CARE Coordinator
Loan Nguyen, Financial Aid Supervisor
John Saenz, Learning Resources Center Coordinator
Loretta Newsom, Admissions and Records Specialist
Gail Pendleton, Orientation & Assessment Coordinator
Alejandria Tomas, Curriculum and Student Learning Outcome & Assessment Specialist

Dwayne Cain, Head Custodian, Local 39 Representative
Cynthia Reese, Executive Assistant (Confidential – Classified position)
Students:

Brianna Rogers, President, Associated Students of Berkeley City College

Equity Goal 1: Student Access – Joint force with primarily SSSP, Program Review.

Diana Bajrami, Interim Vice President of Student Services (Chair)

Brenda Johnson, Dean, Student Support Services
Susan Truong, Counselor, Foster Youth
Skyler Barton, Counselor, First Year Experience
Christina L. Taing, Counselor, First Year Experience
Jennifer Lenahan, Student Services Specialist/Counselor, Veteran Program
Amy Herrera, Counselor, Veteran Program
Jasmine Martinez, Staff Assistant, Student Services
Deborah Pruitt, Faculty, Foster Youth
Gabriel Martinez, Counselor, Undocumented Students
Loan Nguyen, Financial Aid Supervisor
Wyn Skeels, Academic Support Coordinator, Berkeley High School
Lisa Gwyn-Laigo, Staff Assistant, Office of Instruction

Equity Goal 2: Course Completion – Joint force with Program Review, Department Chair Council, SLO.

Tram Vo-Kumamoto, Vice President of Instruction (Chair)

Ramona Butler, Interim Coordinator of EOPS/CARE
Lisa Gwyn-Laigo, Staff Assistant, Office of Instruction
Allene Hegler, Counseling, co-chair
Susan Truong, Counseling, co-chair
Fabian Banga, Modern Languages
Gabrielle Winer, ESOL
Ivanetta Ikeda, American Sign Language
Jennifer Braman, Arts & Cultural Studies, co-chair
Laura Ruberto, Arts & Cultural Studies, co-chair
Jennifer Lowood, English and Education
Joshua Boatright, Library
Kelly Pernell, Math
Linda McAllister, Social Sciences
Paramsothy Thananjeyan, Business, Economics and Computer Information Systems
Rachel Mercy Simpson, Multimedia
Barbara Des Rochers, Biotechnology and Science
Siraj Omar, Biotechnology and Science
Thomas Kies, Anthropology

Equity Goal 3: ESOL and Basic Skills English and Math – Joint force with primarily BSI, Program Review, Curriculum Committee, SLO.

Theresa Rowland, Interim Dean of Academic Pathways, Workforce Development & Student Success (Chair)

Tanya Moore, Dean of Special Programs and Grants
Brianna Rogers, President, Associated Students of Berkeley City College
Ramona Butler, Acting EOPS/CARE Coordinator
Alvin Lebo-Planas, Faculty, PERSIST
Jennifer Lowood, Faculty, English Department Chair
Daniel Najjar, Faculty, Math Instructor
Shawn McDougal, Faculty, Math Instructor
Catherine Nichols, Counselor, Student Equity
Shannon Penn, Faculty, PERSIST
Kelly Pernell, Faculty, Math Department Chair
John Saenz, Learning Resource Center Coordinator
Christina L. Taing, Counselor, First Year Experience
Gabrielle Winer, Faculty, ESOL Department Chair
Allene Hegler, Faculty, Counseling Department Chair
Vanessa Vega, Consultant

Equity Goal 4: Degree and Certificate Completion
Equity Goal 5: Transfer
Joint force with Program Review, Student Services Council, Department Chairs Council.

Antonio Barreiro, Interim Dean of Academic Pathways, Workforce Development & Student Success (Co-Chair)
Paula Coil, Interim Director for Student Activities & Campus Life (Co-Chair)

May Chen, Vice President of Institutional Effectiveness
Allene Hegler, Counseling Department Chair
Tamara Harris-Coleman, Counselor, Transfers
Sabrina L. Nelson, Faculty, English and Multimedia
Jenny Yap, Librarian
Charlotte Lee, Faculty, Political Science
Shawn McDougal, Faculty, Math
Hermia Yam, Counselor/Coordinator, Student Success and Services Program
Carlos Romero, EOPS Counselor
Marilyn Clausen, Staff Assistant, Learning Communities
Natalia Fedorova, Instructional Assistant, Science

Status Review of BCC 2014 Equity Plan Implementation

As part of the BCC's integrated planning and evaluation process, the College is responsible for ongoing development, implementation, and evaluation of all plans. Although the College develops its Equity Plan as a six-year plan, in order to update and develop the 2015 Plan in a progressive fashion, BCC has assessed the status of all goals listed in its 2014 Plan. Information in Table 3 summarizes outcome status as of December 1, 2015.

Table 3
Berkeley City College
2014 Equity Plan Status Report

Target Groups/Equity Indicators	Equity Plan 2014 Goals	Outcome Status as of December 1, 2015
All Equity Indicators	Establish baseline data	**Completed –** All baselines are established for 2015 Equity Plan.
Equity Indicator: Access		
Military and Veteran Students	Increase the enrollment of active military and veteran students from .2% to 4% to match their representation in the regional service area by fall semester 2017.	**Completed –** Established Veterans Resource Center with computers and printers for VA students' use. Center staffing is funded by PASS. **Progress Made –** Unduplicated headcounts of VA students increased from 128 in Fall 2014 to 147 in Fall 2015, a 15% increase. **On-going –** Activities for improvement will be developed, updated, and implemented in the 2015 BCC Equity Plan
Students with Disabilities	Increase the percentage of students with disabilities at BCC by encouraging current BCC students with disabilities who have not applied for support services to do so.	**Progress Made –** Unduplicated headcounts of DSPS students increased from 272 in Fall 2014 to 292 in Fall 2015, a 7% increase. **On-going –** Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan

<table>
<tr><td>Foster Youth</td><td>Identify the percentage of foster youth at BCC by spring semester 2015 and ensure they are proportionally represented at the College, based on County of Alameda data on foster youth numbers, by spring semester 2018.</td><td>Completed –

Identified Foster Youth at BCC with unduplicated headcounts of 200 or more, with contact information.

Received Foster Youth Grant from the State Chancellor’s Office to provide support services.

On-going –

Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td></tr>
<tr><td>AB 540 Students</td><td>Increase supports for undocumented students through the establishment of a Dreamer Resource Center at BCC.</td><td>Completed –

Established BCC Dreamer Club with a faculty advisor.

Assigned a Dreamer’s Center location.

On-going –

Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Equity Indicator: Course Success</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Foster Youth</td><td>Identify current and former foster youth students at BCC and generate student outcome data by the end of spring semester 2015 to then develop a plan to serve this student population more effectively.</td><td>Completed –

Identified Foster Youth at BCC with unduplicated headcounts of 200 or more, with contact information.

Received Foster Youth Grant from the State Chancellor’s Office to provide support services.

Progress Made –

Credit course success rates are available for review and planning

<table>
<tr><th>Spring Term</th><th>Foster Youth Credit Course Success Rate</th></tr>
<tr><td>Spring 2013</td><td>45.40%</td></tr>
<tr><td>Spring 2014</td><td>44.67%</td></tr>
<tr><td>Spring 2015</td><td>42.56%</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td></td><td></td><td>On-going –

Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td></tr>
<tr><td>All Students – Males and Females</td><td>Increase all BCC student transfer level courses from 66% to 70% by the end of Spring 2018.</td><td>Progress Made -

BCC Students' Credit Course Success Rates:

Spring 2013 – 64.44%
Spring 2014 – 63.38%
Spring 2015 – 63.77%

<table><tr><th>Sex</th><th>Term</th><th>Distance Ed</th><th>Non-Distance Ed</th></tr><tr><td>Female</td><td>Sp2013</td><td>59.73%</td><td>65.97%</td></tr><tr><td></td><td>Sp2014</td><td>59.77%</td><td>65.18%</td></tr><tr><td></td><td>Sp2015</td><td>60.41%</td><td>65.73%</td></tr><tr><td>Male</td><td>Sp2013</td><td>57.06%</td><td>63.73%</td></tr><tr><td></td><td>Sp2014</td><td>54.22%</td><td>62.47%</td></tr><tr><td></td><td>Sp2015</td><td>55.15%</td><td>62.46%</td></tr></table>
On-going -

Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td></tr>
<tr><td>African American/Black Students</td><td>Increase student course success in all BCC transfer level courses for African American students at least ten points, from 52% to 62% course success rate, by the end of spring semester 2018, with the EMP calling for a 70% minimum transfer.

Increase student course success in English 1A for African American students from 51% to a minimum 61% course success rate by the end of spring semester 2018.</td><td>Progress Made -

<table><tr><th>Delivery Mode</th><th>Term</th><th>African American/ Black Credit Course Success Rate</th></tr><tr><td rowspan="3">Distance Ed</td><td>Spring 2013</td><td>41.75%</td></tr><tr><td>Spring 2014</td><td>46.13%</td></tr><tr><td>Spring 2015</td><td>42.98%</td></tr><tr><td rowspan="3">Face-to-Face</td><td>Spring 2013</td><td>52.15%</td></tr><tr><td>Spring 2014</td><td>49.45%</td></tr><tr><td>Spring 2015</td><td>49.44%</td></tr></table></td></tr>
</table>

<table>
<tr>
<td></td>
<td>Increase student course success in Math 13 for African American students from 29% to a minimum 50% course success rate by the end of spring semester 2018, with the EMP calling for a 70% minimum transfer-level course completion rate by 2024.</td>
<td>Baseline Data -

<table>
<tr><th>Course</th><th>Black/African American Course Completion Rate</th></tr>
<tr><td>ENGL 1A - COMP AND READING</td><td>48.16%</td></tr>
<tr><td>MATH 13 - INTRO TO STATISTICS</td><td>32.39%</td></tr>
<tr><td>Grand Total</td><td>49.50%</td></tr>
</table>

On-going -

Activities for improvement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td>
</tr>
<tr>
<td>Hispanic/Latino Students</td>
<td>Increase student course success in all BCC transfer level courses for Latino students at least eight points, from 62% to the 70% threshold for course success, by the end of spring semester 2018.

Increase course success in English 1A from 63% to 70% for women and 58% for men to a minimum 65%, with the EMP calling for a 70% minimum transfer-level course completion by 2024.

Increase student course success in Math 13 for Latino students from 36% to a minimum 55% course success rate by the end of spring semester 2018, with the EMP calling for a 70% minimum</td>
<td>Progress Made -

Credit Course Successful Completion Rates:

Spring

<table>
<tr><th>Delivery Mode</th><th>Term</th><th>Hispanic/Latino Credit Course Success Rate</th></tr>
<tr><td rowspan="3">Distance Ed</td><td>Spring 2013</td><td>53.31%</td></tr>
<tr><td>Spring 2014</td><td>54.90%</td></tr>
<tr><td>Spring 2015</td><td>53.15%</td></tr>
<tr><td rowspan="3">Face-to-Face</td><td>Spring 2013</td><td>62.14%</td></tr>
<tr><td>Spring 2014</td><td>60.96%</td></tr>
<tr><td>Spring 2015</td><td>59.87%</td></tr>
</table>

Baseline Data –

<table>
<tr><th>Course</th><th>Hispanic/Latino Course Success Rate</th></tr>
<tr><td>ENGL 1A - COMP AND READING</td><td>48.61%</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><td></td><td>transfer-level course completion rate by 2024.</td><td>
<table>
<tr><td>MATH 13 - INTRO TO STATISTICS</td><td>42.18%</td></tr>
<tr><td>Grand Total</td><td>54.34%</td></tr>
</table>
On-going -

Activities for improvement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td></tr>
<tr><td>Students with Disabilities</td><td>Increase student course success in all BCC transfer-level courses for students with disabilities from 33% to a minimum 50 % course success rate by the end of spring semester 2018, with the EMP calling for a 70 % minimum transfer</td><td>Progress Made -

Credit Courses, DSPS successful completion rates:

Spring 2013 – 59.81%

Spring 2014 – 62.13%

Spring 2015 – 61.24%

On-going -

Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Equity Indicator: ESL and Basic Skills Completion</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Foster Youth</td><td>Identify current and former foster youth students at BCC and generate student outcome data by the end of spring semester 2015 to then develop a plan to serve this student population more effectively.</td><td>Completed –

Identified Foster Youth at BCC with unduplicated headcounts of 200 or more, with contact information.

Received Foster Youth Grant from the State Chancellor’s Office to provide support services.

Progress Made -
<table>
<tr><th>6-Yr Progression Rate (3 cohorts combined)</th><th>Foster Youth</th><th>BCC</th></tr>
<tr><td>English</td><td>14.29%</td><td>29.81%</td></tr>
<tr><td>Math</td><td>23.08%</td><td>34.61%</td></tr>
</table></td></tr>
</table>

<table>
<tr><td></td><td></td><td>On-going -

Activities for improvements will be developed, updated, and implemented in the 2015 BCC Equity Plan</td></tr>
<tr><td>All BCC students</td><td>Increase student pre-transfer foundational Math course completion rates for all student populations to a minimum 60% threshold by the end of spring semester 2017. The EMP will establish a 70% threshold goal sometime before 2024</td><td>Progress Made -

<table><tr><th>Term</th><th>BCC Basic Skills Course Success Rate</th></tr><tr><td>Spring 2013</td><td>54.65%</td></tr><tr><td>Spring 2014</td><td>51.09%</td></tr><tr><td>Spring 2015</td><td>49.67%</td></tr></table>
On-going -

Activities for enhancement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td></tr>
<tr><td>African American Students</td><td>Increase student pre-transfer foundational English course completion rates for African Americans to 70% by the end of spring semester 2017.</td><td>On-going -

Activities for improvement will be developed, updated, and implemented in the 2015 BCC Equity Plan.</td></tr>
<tr><td>Active Duty Military and Veteran Students</td><td>Increase student pre-transfer foundational English course completion rates for active military and veterans to 70% by the end of spring semester 2017.</td><td>On-going -

Activities for improvement will be developed, updated, and implemented in the 2015 BCC Equity Plan.</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Equity Indicator: Degree and Certificate Completion</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Foster Youth</td><td>Identify current and former foster youth students at BCC and generate student outcome data by the end of spring semester 2015 to then develop a</td><td>Completed –

Identified Foster Youth at BCC with unduplicated headcounts of 200 or more, with contact information.

Received Foster Youth Grant from the State Chancellor’s Office to provide support services.</td></tr>
</table>

<table>
<tr>
<td></td>
<td>plan to serve this student population more effectively.</td>
<td>Progress Made -

<table>
<tr><th>Foster Youth</th><th>Cohort Count</th><th>Completion Outcome Count</th><th>Completion Outcome Rate</th><th>Cohort %</th><th>Completion Outcome %</th><th>Proportionality Index</th><th>80% Index</th></tr>
<tr><td>Total</td><td>2,182</td><td>243</td><td>11.14%</td><td>100.00%</td><td>11.14%</td><td></td><td></td></tr>
<tr><td>Yes</td><td>9</td><td>0</td><td>0.00%</td><td>0.41%</td><td>0.00%</td><td>0.00</td><td>0.00%</td></tr>
<tr><td>No</td><td>2,173</td><td>243</td><td>11.18%</td><td>99.59%</td><td>11.18%</td><td>0.11</td><td>100.00%</td></tr>
</table>

On-going -

Activities for improvement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td>
</tr>
<tr>
<td>All BCC Students</td>
<td>Increase student degree and certificate completion by 10% each year for the next three years.</td>
<td>Progress Made -

<table>
<tr><th rowspan="2">Year</th><th rowspan="2">Total Graduates</th><th colspan="4">Degrees</th><th rowspan="2">Cert.'s</th><th rowspan="2">Total Degrees/ Certificates</th></tr>
<tr><th>AA</th><th>AS</th><th>AA-T</th><th>AS-T</th></tr>
<tr><td>2013/2014</td><td>280</td><td>173</td><td>4</td><td>34</td><td>12</td><td>254</td><td>477</td></tr>
<tr><td>2014/2015</td><td>352</td><td>122</td><td>4</td><td>80</td><td>28</td><td>376</td><td>610</td></tr>
<tr><td>1 Yr. Increase</td><td>25.7%</td><td>29.5%</td><td>0.0%</td><td>135.3%</td><td>133.3%</td><td>48.0%</td><td>27.9%</td></tr>
</table>

On-going -

Activities for improvement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td>
</tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Equity Indicator: Transfer</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr>
<td>Foster Youth</td>
<td>Identify current and former foster youth students at BCC and generate student outcome data by the end of spring semester 2015 to then develop a plan to serve this student population more effectively.</td>
<td>Completed –

Identified Foster Youth at BCC with unduplicated headcounts of 200 or more, with contact information.

Received Foster Youth Grant from the State Chancellor's Office to provide support services.

On-going -

Activities for improvement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td>
</tr>
</table>

<table>
<tr>
<td>All BCC Students</td>
<td>Increase transfer rates for all student populations, with targeted efforts to increase transfer rates of Latino and African American students by 50% by the end of spring semester 2018.

Increase transfer rates to CSU by 100% by the end of spring 2018.</td>
<td>Progress Made -

<table><tr><th>Year</th><th>BCC Total Transfer to CSU</th></tr><tr><td>2012-13</td><td>91</td></tr><tr><td>2013-14</td><td>108</td></tr><tr><td>2014-15</td><td>104</td></tr></table>
On-going -

Activities for improvement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td>
</tr>
<tr>
<td>African American Students</td>
<td>Increase transfer rates of African American students by 50% by the end of spring semester 2018.</td>
<td>Progress Made -

<table><tr><th>Year</th><th>African American Transfer to CSU</th></tr><tr><td>2012-13</td><td>20</td></tr><tr><td>2013-14</td><td>18</td></tr><tr><td>2014-15</td><td>24</td></tr></table>
On-going -

Activities for improvement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td>
</tr>
<tr>
<td>Latino Students</td>
<td>Increase transfer rates of Latinos by 50% by the end of spring semester 2018.</td>
<td>Progress Made -

<table><tr><th>Year</th><th>Latino Transfer to CSU</th></tr><tr><td>2012-13</td><td>17</td></tr><tr><td>2013-14</td><td>21</td></tr><tr><td>2014-15</td><td>22</td></tr></table>
On-going -

Activities for improvement will be developed, updated, and implemented in the 2015 BCC Equity Plan</td>
</tr>
</table>

Summary

Berkeley City College believes that student access, equity, and success should be an ongoing institutional priority. Based upon information arrived at through the Status Review of the BCC 2014 Equity Plan and other data, the 2015 Equity Plan Taskforce and the five Equity Goal Committees will develop the College's 2015 Equity Plan by updating and upgrading existing goals and activities, and/or identifying new goals and activities to reach its ultimate 6-Year Plan Goals. Information from the Student Equity Plan will be incorporated into the College's Program Review/APU and other planning processes. All parties will be responsible for reviewing and commenting on student access, equity, and success data as part of on-going planning, implementation, and evaluation processes, and addressing any significant issues that the data reveal. All existing College support programs designed to increase student access, equity, and success, particularly for underrepresented students and/or High Need student populations, will be incorporated into other college programs and services. Finally, Student Learning Outcomes will be an integral part of the 2015 Student Equity Plan.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Brenda Johnson	Dean, Student Support Services	Co-Chair
May Chen, Ph.D.	Vice President, Institutional Effectiveness	Co-Chair
Deborah Budd, Ed.D.	President	President's Office
Tram Vo-Kumamoto	Vice President, Instruction	Course Completion
Diana Bajrami, Ph.D.	Interim Vice President, Student Services	Access
Antonio Barreiro	Interim Dean, Academic Pathways, Workforce Development & Student Success	Degree & Certificate Completion
Theresa Rowland	Interim Dean, Academic Pathways, Workforce Development & Student Success	ESL & Basic Skills Completion
Shirley Slaughter	Director, Business & Administrative Services	Business Office, BCC
Paula Coil	Interim Director, Student Activities & Campus Life	Transfer
Tanya Moore	Interim Dean, Special Programs & Grants	Special Programs
Cleavon Smith	Faculty	President, District Academic Senate and BCC Academic Senate
Windy Franklin	Coordinator/Counselor	Disabled Students Programs & Services
Amy Herrera	Counselor	Military/Veteran's Affairs Program
Gabriel Martinez	Counselor	Undocumented Student Task Force
Susan Truong	Counselor	Foster Youth Program
Skyler Barton	Counselor	First Year Experience
James Aganon	Counselor	Associated Degrees for Transfer
Christina L. Taing	Counselor	First Year Experience
Hermia Yam	Counselor	Student Success & Services Program Coordinator
Allene Hegler	Counselor	Department Chair, Counseling
Loretta Kane	Faculty	Coordinator, Degree & Certificate Programs in Education
Joshua Boatright	Librarian	Department Chair, Library
Heather Dodge	Librarian	
Laura Ruberto	Faculty	Arts & Humanities, Department Chair
Karen Shields	BCC Classified Senate	President
Jennifer Lenahan	Student Services Specialist/Counselor	Military/Veteran's Affairs Program
Ramona Butler	Acting EOPS/CARE Coordinator	EOPS, CARE, Cal Works
Loan Nguyen	Financial Aid Supervisor	Foster Youth, Veteran's, EOPS
John Saenz	Coordinator, Learning Resources Center	BSI, ESOL
Loretta Newsom	Admissions & Records Specialist	Student Services, Classified

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Gail Pendleton	Orientation & Assessment Coordinator	Student Services, Classified
Alejandria Tomas	Curriculum and Student Learning Outcome & Assessment Specialist	Instruction, Classified
Dwayne Cain	Head Custodian	Local 39 Representative
Cynthia Reese	Executive Assistant	President's Office
Brianna Rogers (student)	President	Associated Students of Berkeley City College

Access

Working Collaboratively and Intentionally to Increase Equitable Access at Berkeley City College

CAMPUS-BASED RESEARCH

Introduction

As summarized in the Executive Summary, Berkeley City College (BCC) is utilizing an action research approach to both preparing and implementing the Equity Plan. Members of the Equity Committee created five sub groups, each of them focusing on each indicator of equitable access. The Equitable Access Team met weekly from September to the present to discuss how this college can provide equitable access to all students, especially to students from underserved communities in higher education and close any inequitable access gaps. This team was comprised of faculty, classified professionals, students, administrators, and a coordinator from Berkeley High School, one of the major feeder schools for Berkeley City College. Members of this group have a wide array of skills and expertise, in areas such as teaching, counseling, financial aid, specialized work with foster youth, and high school counseling, and they have direct experience with learning communities, veterans, and with designing and implementing student success programs.

Indicator Definitions and Data

From the onset of its work, the Equitable Access Team grappled with the issue of collecting valid data and realized that the intersectionality of race, ethnicity, income, socioeconomic status, legal status in the Unites States, ability/disability, and other factors warrants a thorough examination of data and possibly multiple data sources and methods to more reliably and validly reflect access at Berkeley City College (Bensimon, Malcom, & Longanecker, 2012; Campbell, Syed, & Morris, 2010; Chaisson, 2004; Donnor, 2011; Harper, Harris, & Institute for Higher Education Policy, 2012).

Given the critical role that community colleges have in increasing educational attainment in the United States, and provided that community colleges are the first entry to higher education for underserved communities in higher education, the team felt that there was an urgency to dig deeper into more meaningful data that would ensure a good understanding of equitable access, and most importantly develop activities and plans that would provide for equitable access and positive experiences for students being introduced to higher education (Wood & Nevarez, 2010).

More precisely, according to the 2014 Fact Sheet generated by the AACC (2014), 45% of all undergraduate students in the United States attend community colleges and 12.8 million students nationwide select one of the 1,132 community colleges to meet their educational goals, either earning a certificate or degree or transferring to a 4-year institution. In addition, according to this

report, respectively 59%, 56%, and 48% of all Native American, Latino, and African American undergraduate students select community colleges as the point of entry to pursue their higher education ("Facts14_Data_R3.pdf," n.d.).

Yet again, while community colleges have been recognized for their vital role in providing open access to higher education to a diverse student body, this open access warrants further examination to safeguard that community colleges, and especially BCC, provide equitable access to students who would never be able to attain a higher education if it were not for the community college (Kantor & Lowe, 2011).

Equitable Access by Race/Ethnicity

Based on the crucial importance of equitable access, Berkeley City College, and specifically the Equitable Access Team, decided to compare the ethnicity of students in feeder high schools in the BCC service area to the ethnicity of incoming BCC college students, believing this to be a more reliable and valid measurement of access at Berkeley City College, than comparing the ethnicity of incoming students at BCC to the ethnicity of the county population. This analysis was utilized to better reveal the underserved groups in our community. In addition, to provide a more longitudinal approach to our research and data, BCC focused on longitudinal data to capture the current success and highlight areas for improvements.

A.1 Access for Students of Color at Berkeley City College

Table 4
Proportionality of ethnicity of students in top 10 feeder high schools (AY 2012-2013) to students enrolled at Berkeley City College

Ethnicity	First Time Students (N)	First Time Students %	Feeder HS (N)	Feeder HS %	Proportionality Index
Asian	146	13.77%	3,782	21.87%	0.63
Black/African-American	153	14.43%	3,928	22.72%	0.64
Filipino	15	1.42%	661	3.82%	0.37
Hawaiian/Pacific Islander	3	0.28%	137	0.79%	0.36
Hispanic	105	9.91%	4,082	23.61%	0.42
Native American	0	0.00%	55	0.32%	0.00
Two or More Races	178	16.79%	583	3.37%	4.98
Unknown	21	1.98%	89	0.51%	3.85
White	180	16.98%	3,975	22.99%	0.74
Total	801	75.6%	17,292	100.0%	

Table 4 reveals that during the 2013-2014 academic year, there was a disproportionate impact for Asian, African American, Filipino, Pacific Islander, and Hispanic/Latino populations. This table also reiterates the complexity of finding valid data especially when one considers the fluid definition of race and the major increase of the two or more race category and the unknown

category. Based on last year's intentional efforts to increase equitable success, one can clearly see from Table 5 that there has been a significant improvement in the area of increasing access for African American, Asian, and Hispanic/Latino students.

Table 5
First time students from top 10 feeder high schools at Berkeley (AY 2014-2015)

Ethnicity	First Time Students (N)	First Time Students %	Feeder HS (N)	Feeder HS %	Proportionality Index
Asian	210	19.81%	3,782	21.87%	0.91
Black/African-American	204	19.25%	3,928	22.72%	0.85
Filipino	28	2.64%	661	3.82%	0.69
Hawaiian/Pacific Islander	2	0.19%	137	0.79%	0.24
Hispanic	152	14.34%	4,082	23.61%	0.61
Native American	2	0.19%	55	0.32%	0.59
Two or More Races	184	17.36%	583	3.37%	5.15
Unknown	23	2.17%	89	0.51%	4.22
White	255	24.06%	3,975	22.99%	1.05
Total	1,060	100.0%	17,292	100.0%	

Table 6
Percentage Change in the Proportionality Index by Race/Ethnicity

Target Population(s)	Prop. Index 13/14	Prop. Index 14/15	Gain or loss in proportion (%)
Asian	0.63	0.91	44.50
Black/African-American	0.64	0.85	33.77
Filipino	0.37	0.69	86.39
Hawaiian/Pacific Islander	0.36	0.24	-32.82
Hispanic/Latino	0.42	0.61	45.37
Native American	0.00	0.59	--
Two or More Races	4.98	5.15	3.40
Unknown	3.85	4.22	9.63
White	0.74	1.05	42.14

Despite major improvements in increasing the access for all the disproportionately impacted groups, there is still a clear need for more intentional efforts to increase the access for African American, Native American, Hispanic/Latino, Filipino and Hawaiian/Pacific Islander students at BCC (Table 6).

To measure the inequitable access for the purposes of developing goals, activities and ways to evaluate future progress, BCC decided to compare all racial/ethnic groups to the White population, using the access of the White population as a point of reference, Table 7 displays the opportunity gap in access.

Table 7
Point Gap in Equitable Access for Race/Ethnicity Participation at BCC

Race/Ethnicity	Gap 2014-2015
Asian	-0.14
Black/African-American	-0.2
Filipino	-0.36
Hawaiian/Pacific Islander	-0.81
Hispanic/Latino	-0.44
Native American	-0.46
Two or More Races	4.1
Unknown	3.17
White	0

A.2 Access for Foster Youth Students

Despite available financial support for post-secondary education through the Foster Care Independence Act of 1999, only 20% of college-qualified foster youth attend college and less than 5% complete a degree; these rates are far lower than the general population's with 60%enrollment and 24% degree-completion rates (Unrau, 2011; "Wolanin , T . R . (2005). The same situation presents itself at Berkeley City College, where the data suggest that we are serving a small percentage of foster youth who can tremendously benefit from the opportunities that higher education has to offer.

As discussed previously, the Equitable Success Team reiterated the importance of more valid data, which will warrant more institutional resources in planning and research. In addition, partnering with the Social Services Agency of Alameda County will provide both more comprehensive services and more robust data.

Two approaches were utilized to identify the number of foster youth at Berkeley City College. One approach was to employ the data gathered via CCC Apply, and the second approach was to make a query of all the students who had completed the FAFSA application and self -identified as foster youth.

Student Self-Identified as Foster Youth	Foster Youth Attending BCC
146	49

A.3 Access for Students with Disabilities

Table 8
Programs and Services for Students with Disabilities

Department or Program Name: **Programs and Services for Students with Disabilities**	**Year 1**	**Year 2**	**Year 3**	**% Change (Yrs 1 to 3)**
Total Students Served (Headcount)	408	450	463	11.8%
Gender: Male	155	169	197	21.3%
Gender: Female	213	234	236	9.7%
Gender: Unreported	40	47	30	-25%
Age: ≤ 18	5	11	10	50%
Age: 18 - 19 years	63	74	69	8.6%
Age: 20 – 24	123	113	148	16.8%
Age: 25 – 29	41	61	57	28%
Age: 30 – 34	41	47	44	6.8%
Age: 35 – 39	23	29	22	-4.3%
Age: 40 – 49	60	51	52	-15.3%

Age: ≥50	52	64	61	14.7%
Ethnicity: African-American/Black	104	124	111	6.3%
Ethnicity: Asian/Pacific Islander/Pilipino	27	34	42	35.7%
Ethnicity: Hispanic/Latino/Latina/Latino	70	73	83	15.6%
Ethnicity: Native American	2	2	3	33.3%
Ethnicity: Other Non-White	24	36	31	22.5%
Ethnicity: White	135	147	151	10.5%
Ethnicity: Unreported	46	34	41	-12.2%

It is extremely challenging to set up benchmark indicators; however, a safe strategy would be to increase awareness of DSPS services equitably to all students who would benefit from these services, and to ensure a 10 % increase in provided services within a three year cycle.

A.4 Access for Veterans

The research suggests that military learners "adapt and persist in college by drawing upon deeply engrained military traits and tendencies, including self-discipline, mission-first focus, and reliance on fellow military learners"(Ford & Vignare, 2015, p. 2). In addition, a few studies have suggested that institutional support systems for military learners, such as offering customized services and online courses, contributed to learner satisfaction and persistence in college. Given veterans' evolving status, distance education courses that create a path to certificate completion and/or transfer might be another effective institutional solution. When it pertains to access, online orientation, clear scheduling of assessment and clear pathways to initial services to enroll and register for classes are effective solutions.

Table 9 indicates the number of active duty military and veteran student population at BCC. The active duty military and veteran population has significantly increased over the past three years and is expected to continue to expand as more military personnel return from deployment.

Table 9
BCC Active Duty Military and Veteran Students

Special Population: **Active Duty Military and Veteran Students**	**Year 1** **2012-2013**	**Year 2** **2013-2014**	**Year 3** **2014-2015**	**% Change** **(year 1 to year 3)**
Total Students Served (Headcount)	147	183	197	25% increase
Gender: Male	114	142	151	
Gender: Female	33	41	46	
Gender: Unreported	0	0	0	
Age: ≤ 20 (Ch. 35 veteran dependents)			9	
Age: 21-25			55	
Age: 26-30			64	
Age: 31-35			29	
Age: 36-40			12	
Age: 41-49			10	
Age: ≥ 50			18	

Ethnicity: African-American/Black	51	65	50	
Ethnicity: Asian/Pacific Islander	10	10	18	
Ethnicity: Hispanic/Latino/Latina/Latino	17	21	26	
Ethnicity: Native American	0	0	0	
Ethnicity: Other Non-White	4	0	2	
Ethnicity: White	58	73	92	
Ethnicity: Unreported	7	14	9	

Table 10
Type of Benefits used at BCC by Active Duty Military/Veteran Students

Type of Benefits: Veteran Affairs Program	**Year 1 2012-2013**	**Year 2 2013-2014**	**Year 3 2014-2015**	**% Change (year 1 to year 3)**
Total Students Served (Headcount)	147	183	197	25% increase
Chapter 33: Post/911 and Chapter 30: Montgomery Bill	94	119	132	
Chapter 31: Vocational Rehab	2	4	6	
VRAP: Veterans Retraining Assistance Program*	18	33	12	
Chapter 1606/1607: Active Duty/Selected Reservist	10	8	6	
Chapter 35: DEA – Survivors and Dependents Educational Assistance Program	23	10	32	
No Benefits	0	4	9	

* VRAP discontinued in March 2014

Table 10 reflects the type of benefits used by our active duty military/veteran student population. Benefits are also available to the dependents (spouses and children) of military personnel that are 100% disabled or deceased due to their military service.

A.5 Undocumented Students / Dreamers

Reliable estimations of undocumented students attending Berkeley City College are difficult to obtain and this is no different from national and state data ("removing-barriers-for-undocumented-students.pdf," n.d.). According to the Pew Hispanic/Latino Center estimates, "There are roughly 1.7 million undocumented young people under age 30 who are enrolled in high school, have graduated or obtained a GED, or are currently enrolled in elementary or middle schools" (Passel & Lopez, n.d., p. 2).

Despite these challenges, we have been able to identify students who have completed the Dream Act Application. However, there is still a need to identify ways to generate institutional data on the percentage of students who are currently attending BCC as well as surveying all students on identifying barriers to access and other challenges that they face. This is why one major activity would be to generate more research, as well as create online resources that would increase awareness of available services, and allow BCC to track additional information and conduct surveys and need assessments. Such available data would ensure the creation of a valid benchmark for comparison. Presently, our goal is to see a 5% increase annually.

Table 11
Identified Undocumented Students/Dreamers at BCC

Academic Year	BCC	Percentage Increase
2012-2013	126	n/a
2013-2014	209	66 %
2014-2015	202	- 33 %
2015-2016	196	-2.9 %

Finding meaningful data has been a challenge with this population, and the institution is discussing ways to better report this data. However, the most important data would allow BCC to find out what percentage of the students who complete the application actually enroll in college. The goal at this time would be to increase the awareness of the services for undocumented students and to monitor both application and attendance closely.

Conclusions: Disproportionately Impacted Student Groups

After review of the Access data, BCC will focus on the following student populations as the Disproportionately Impacted Student Groups:

Equity Indicator/Goal: Access

Goals:

1. Increase the number of students from the Target Groups by 5% annually
2. Close the Equitable Access Gap by 2021-22 for African American/Black students, Hispanic/Latino students, Foster Youth, Students with Disabilities, Veterans, and Dreamers.

Activity	Target Group
Improve Equitable Access for students from underserved communities in higher education and students of color	African American/Black, Hispanic/Latino
Increase Equitable Access for Foster Youth	Foster Youth
Increase awareness about programs and services for Students with Disabilities at BCC and work collaboratively to increase utilization of resources	Students with Disabilities
Increase awareness of opportunities that BCC has to offer to Veterans and increase their participation in College	Veterans
Strive to increase campus awareness of the educational needs of Undocumented Students/Dreamers	Dreamers

GOALS, ACTIVITIES, FUNDING AND EVALUATION

Goals

1. Increase the number of students from the Target Groups by 5% annually

2. Close the Equitable Access Gap by 2021-22 for African American/Black students, Hispanic/Latino students, Foster Youth, Students with Disabilities, Veterans, and Dreamers.

Activities to Improve Access and Expected Outcomes for Target Student Groups

A.1 Improve Equitable Access for Students from Underserved Communities in Higher Education and Students of Color (African American, Hispanic/Latino, Native American, Filipino, Asian).

Table 12
Target Population Current Gap and Goals for 2018 and 2024

Target Population(s)	Current gap, year	Goal	Goal for 2018	Goal Year 2024
Asian	***-.14***	***0***	***-. 07***	
Black/African-American	-.2	0	_.1	
Filipino	-0.36	0	_. 18	
Hawaiian/Pacific Islander	-0.81	0	_. 4	
Hispanic/Latino	-0.44	0	_. 22	
Native American	-0.46	0	_. 23	
Two or More Races	4.1	0	--	
Unknown	3.17	0	--	
White	0		--	

Activity Type(s)

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other	X	Curriculum/Course	X	Direct Student

	Categorical Programs		Development or Adaptation		Support
X	Research and Evaluation	X	Professional Development		

Target Student Group(s)

ID	Target Group	# of Students Affected
A.1	African American / Hispanic/Latino/ Filipino/ Native Americans/Hispanic/Latinos/Hawaiian and Pacific Islanders	Approximately 2,000 annually

The Equitable Access team engaged in an intentional inquiry and assessment to understand some of the data, and reasons that students of color would have more limited access to Berkeley City College. The discussion contributed to an action plan that would be both preventive and empowering. The President of Berkeley City College facilitated some of the discussions and created the bigger vision of establishing seamless pathways from high school to college. The action plan was informed by the ample research that supports best practices for the success of men and women of color in higher education (Banks, 1991; Delpit, 2013; Harper & Davis, 2012; Harper et al., 2012; Kozol, 2006).

From these discussions, The College realized that a variety of activities intentionally designed to increase equitable access is needed, and that community partners, parents, high schools and other community organizations will be the key to reaching this goal. To that end, we designed a series of activities listed below. In the process, BCC reviewed and assessed current efforts, such as the Persist to College Program and designed new programs and activities that would expand the success and scale up initial efforts.

High School to College Initiative- Increasing Equitable Access

1. Presentation of educational opportunities that BCC has to offer for Oakland International HS – September 25, 2015
2. Panel Presentation for FACES in Oakland – September 30, 2015
3. Presentation for BHS Counseling Department and Student Support Faculty – Concurrent Enrollment opportunities and updates – October 5, 2015
4. Classroom presentations promoting concurrent enrollment opportunities and registration for BCC – October 8, 2015
5. Multiple application workshops for BUSD – October 2015
6. Presentation to Berkeley Independent Studies' parents and faculty – Back to School Night – October 8, 2015
7. Panel Presentation for BHS parents – College Night – October 8, 2015
8. McClymonds High School – College Fair – facilitating students to attend college by creating Seamless Pathways

9. Oakland High School – College Fair – October 13, 2015
10. Berkeley High School – BCC Information Event, presentation for parents and students – October 21, 2015 (almost 150 parents/students in attendance)
11. Fremont High School – College Fair – October 22, 2015
12. Albany High School – College Night Presentation to parents and students – October 28, 2015
13. Castlemont High School – College Fair – October 29, 2015

While the activities listed above are the most current activities, Berkeley City College has been intentionally designing programs and activities that will ease and equalize the access to college for all students, especially for students from underserved communities. Part of these efforts resulted in developing the Berkeley Scholars Summer Program that addresses the opportunity gap in higher education, and reaches out to high school students in their early years in high school to demystify college and unveil opportunities and potentials that a higher education degree can offer.

An ongoing evaluation and assessment of these efforts occur during weekly meetings of the High School to College Initiative that is intentionally designing programs and services to increase access. A lot of thought and research is going into these meetings, where we discuss activities from designing college classes offered in high schools, such as counseling and math classes, to developing an entire Summer Program devoted to high school students.

These efforts are aided by the voices of high school students that are captured by different student surveys, and that indicate a need for a curriculum that is enticing and empowering to high school students. Ongoing professional development is highlighted as a necessary component of scaling up efforts to provide equitable access. Issues such as race, racism, economic inequality, discrimination and poverty need to be discussed openly, and culturally competent pedagogy and services are needed to shift the needle of equitable access. Counselors as agents of change are needed in all feeder high schools to inform students about the endless opportunities that a college degree or a certificate has to offer. The most powerful guest speakers during these events have been alumni of these high schools who, despite challenges, were able to attend UC Berkeley and other universities and be successful. Peer Support is a major component of our equitable access efforts, and our Student Ambassadors and BCC Alumni are an integral part of the plan to increase access to BCC (Academic Senate for California Community Colleges, 2012; Casellas & Shelly, 2012; Ryan, 2011).

Activity Implementation Plan

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
1	Counselor (.5 FTE)	$50,000	See D.2.2. and E.3.2
2	Counselors at High Schools		$20,000 SSSP
3	Peer Mentors/Alumni/Student		$30,000 SSSP $20,000 CAFY Grant

	Ambassadors		$10,000 General Fund
4	SE Coordination and Planning/Institutional Effectiveness Practices (.1 FTE) VPIE	$20,000	SSSP for .5 FTE, $100,000
5	High School Counselors (.2 FTE)		Same as A.2. above
6	Faculty Advisers		$10,000 SSSP

Link to Goal

All these activities together and ongoing will increase awareness about the opportunities that attending community college can offer along with preparing students for college and college expectations.

Evaluation

Berkeley City College will conduct ongoing evaluation of these efforts, and the Program Review and the Annual Program Updates (APUs) will reflect and document the progress of these goals. These planning documents as well as ongoing meetings and assessment will guide budgetary decisions and future actions.

A timeline of data collection and review: Data will be collected and reviewed at the beginning of each semester, and annually as documented in the Annual Program Updates (APUs) and Program Reviews (3 years).

A.2 Increase Equitable Access for Foster Youth

Activity Type(s)

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Programs	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

Target Student Group(s)

ID	Target Group	# of Students Affected
A.2	Foster Youth	123

There are numerous barriers hindering foster youth's success in college. Many foster youth face major system barriers that make it difficult for them to access or stay in school after aging out of foster care. The State of California has been progressively in the forefront of policy changes that would enable foster youth to attend and succeed while in college. Efforts to provide financial, academic, and other supports to foster youth are increasing, and the Equitable Taskforce,

informed by both research on and the testimonies of former foster youth students, realized that an integrated approach is needed to ensure equitable access for foster youth. As such, the team organized a Comprehensive Orientation Workshop designated for foster youth, focusing on all services that they needed to have equitable access to, such as assessment and preparation for assessment, community partners, resources for housing, EOPS resources, student clubs, mentor groups and faculty advising. The event was extremely successful and we plan to offer this type of integrated orientation in the future.

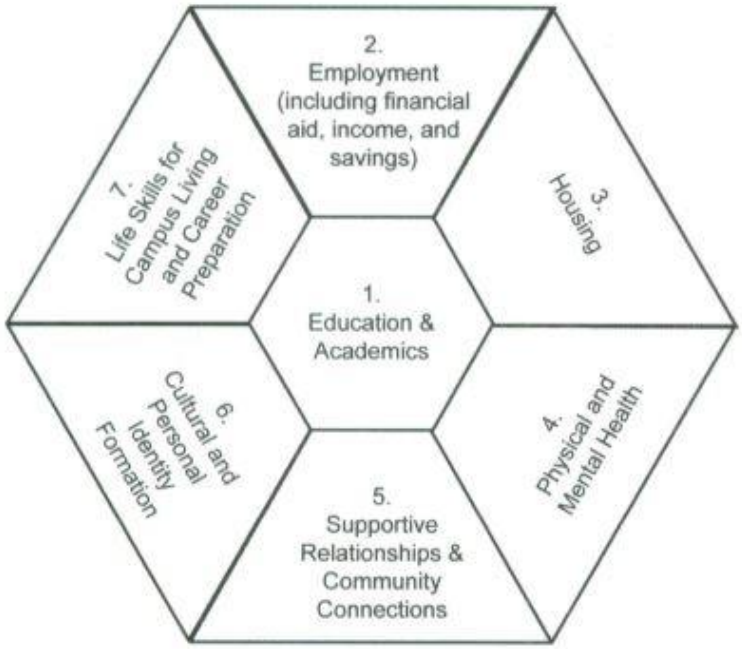


Figure 1: An Integrated Approach to Assisting Foster Youth in Higher Education
Source: ("From Foster Care to College: The Seita Scholars Program at Western Michigan. EBSCO host," n.d.).

Activities

- Connected with Berkeley High's McKinney Vento Program Director and Counselor to develop partnership and pipeline for students attending BHS to BCC.
- Offered Academic and Financial Assistance Workshop to self-identified Foster and Homeless Youth on October 27th, an excellent presentation with representatives from EOPS, DSP&S, the Counseling Department, Records and Admissions Department, Faculty Advisers, Interim Vice President of Student Services, Financial Aid, the Learning Resource Center, and the Assessment Center. Workshops such as this one will continue to be offered on an ongoing basis in collaboration with BCC' service area's high schools.
- Connected with Dawn Moultrie at Alameda County's Independent Living Skills Program (ILSP). BCC will have a representative at the ILSP Education Committee Meeting to learn about ILSP services and also to share information about BCC services.

- The Financial Aid Office has developed a process to flag and review Foster Youth Financial Aid files when they are submitted and expedite the processing to ensure quick disbursement to foster youth students.

- Financial Aid created a direct link on their website for Foster Youth, displaying all resources for this student population. They also uploaded Alameda County TAY Resource Guide (Foster Youth Education and Housing Guide).

Activity Implementation Plan

ID	Timeline(s)	Student Equity Funds	Other Funds
A 2.1	Foster Youth Peer Mentors		$40,000 Foster Youth Grant
A 2.2	Foster Youth Orientation –Ongoing		$5,000 SSSP, $10,000 Foster Youth Grant
A 2.3	Faculty advisers for Foster Youth		$15,000 SSSP, $15,000 Foster Youth Grant
A 2.4	Institutional Research (.1 FTE)		Same as A.1.5 above
A 2.5	Researcher		$50,000 SSSP, $10,000 PASS
A 2.6	Professional Development/Foster Youth		$15,000 PD funds

Link to Goal

All activities are intentionally designed to increase access to foster youth by eradicating any barriers or challenges and by utilizing the best research-supported practices.

Evaluation

The goal will be evaluated every year during the Annual Program Review, and every semester when we make an analysis of the efficiency of programs in place. A Comprehensive detailed analysis will take place every three years as part of our Program Review.

A.3 Increase Awareness about Programs and Services for Students with Disabilities at BCC and Work Collaboratively to Increase Utilization of Resources.

Programs and Services for Students with Disabilities at Berkeley City College (PSSD/DSPS) provide services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. The mission of PSSD is to support the access of students with disabilities to BCC's curriculum, programs, and facilities. To this end, PSSD staff members work collaboratively with all the areas of student services. By participating in outreach events by the Counseling Department, Financial Aid, and Student Life, new students are made aware of the supports offered by PSSD. Collaboration with the Assessment Center coordinator has

resulted in increased access to BCC accommodated assessment by students with disabilities, as well as space for proctored testing during the peak testing periods of midterms and finals. The Office of Admissions and Records (A&R) works with PSSD to ensure students with disabilities are assisted with all aspects of registration, particularly during priority registration. The A&R evaluator works directly with PSSD counselors during certificate and degree petitioning to ensure graduation requirements are met, particularly with regards to course substitutions and waivers.

Collaborations between the Office of Instruction and PSSD have led to increased access to classroom materials and to faculty awareness of the special needs of students with disabilities. PSSD faculty are often invited to do classroom presentations regarding their programs and faculty regularly consult with PSSD to ensure eligible students are identified and reasonably accommodated. The Business Office has worked diligently to support PSSD in ensuring budget activities are fiscally viable and that college facilities remain accessible to students with disabilities.

Target Population(s)	Current gap, year	Goal	Goal for 2018
Students with Disabilities		Increase 10 % in services provided by increasing the awareness about these services	10 % more services within a 3 year cycle which coincided with the program review cycle

ID	Target Group	# of Students Affected
A.3	Students with Disabilities	463

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Programs	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

List of Activities to Increase Awareness of DSP&S Services and Increase Access

- Increase PSSD student access to assistive technologies within PSSD and throughout the campus.
- Increase collaboration with faculty and on-campus programs to increase referrals to PSSD.
- Increase collaboration with agencies and educational institutions within the community-at-large to increase referrals to PSSD and to BCC programs

ID	Timeline(s)	Student Equity Funds	Other Funds
A 3.1	Access to Assistive Technology	$4,000	DSPS/PSSD $6,000
A 3.2	Faculty Advising and DSPS/PSSD	$3,000	$3,000 SSSP
A 3.3	Collaboration		DSPS/PSSD $5,000

A.4 Veterans: Increase Awareness of Opportunities that Berkeley City College has to offer veterans and increase their participation in college.

ID	Target Group	# of Students Affected
A.4	Veterans (and Active Duty Military)	242

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Programs	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

The following activities were designed for the 2015-2016 year to increase awareness of opportunities that BCC has to offer to veterans and institutional services to improve their equitable access

- Set up on-base access to Coast Guard Island beginning in January to discuss enrolling at BCC while still on active duty or as a veteran. This will be achieved via monthly presentations.
- Connect with local agencies to come to Veteran's Resource Center on a monthly basis. For example, Haven for Heroes is an organization that helps veteran's find employment and housing; Operation Dignity works with homeless veterans; and Oakland Vet Center provides mental health services to veterans as well as those on active duty.
- Develop a job board for veterans who are looking for part-time work to assist them in their search. Many companies are looking to the community colleges for veteran students who would be interested in either part-time work or an internship.
- Develop or connect with a housing/roommate referral program – many incoming veteran students arrive from outside of the Bay Area with the intention of transferring to UC Berkeley. Housing is at a premium in this area and many of our veteran students have requested assistance with this service.
- Provide Online and In-class Orientation for veterans. With the onset of SSSP, it is important that the online orientation expand to all new students, including a portion for veterans. Many of our veterans are adult learners, who may have difficulty in a traditional orientation setting.

- Develop a "social support" network, by expanding the Veterans Resource Center and BCC Veterans Club to promote social networking and camaraderie. Many veterans have difficulty adjusting to civilian life. Some have families, but many are here on their own with no support network. It has been documented that campuses with a strong VRC, that has a social component, have a higher retention and transfer rate.

- Create a mentoring program to train continuing veteran students to pair with a new incoming veteran student; measurement would be to see if veteran student retention increases.

- Develop early alert program to focus on veteran students who are having difficulty in their coursework. The early alert would provide proactive action on the part of the Veteran Program Administration faculty and staff.

- Develop a veteran-specific student handbook, incorporating best practices within the College and community to provide groundwork for veteran students' success. This will include information for veterans regarding the college, community, strategies, contact information and a clear explanation of how their GI Bill policies and procedures operate.

- Create a "recognition program" for faculty, administrators and staff who have been identified by veteran students who have shown sensitivity and provided a safe learning environment for their special population.

ID	Timeline(s)	Student Equity Funds	Other Funds
A 4.1	Veteran Mentoring Program (S 16)	$3,000	$2,000 SSSP
A 4.2	Veteran Student Handbook (S 16)	$1,500	$1,500 General Fund
A 4.3	Recognition Program (S 16)	$4,000	
A 4.4	Orientation/Assessment for Veteran Students		$6,000 SSSP

Link to Goal

All the activities listed above will provide for more proactive efforts in reaching out to veterans and providing more awareness about the opportunities of a higher education, and also ensuring that Berkeley City College provides a welcoming experience to all veteran students.

Evaluation

These activities will be assessed each semester, and also will be part of the reflection in the Annual Program Updates and Program Reviews.

A.5 Undocumented Students/Dreamers.

BCC strives to increase awareness on our campus of the challenges faced by Undocumented Students and provide equitable access for them.

ID	Target Group	# of Students Affected
A.5	Undocumented Students/Dreamers	100-200

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

BCC strives to increasingly raise awareness on our campus around the challenges faced by Undocumented Students and continues to develop resources to support our local undocumented population. The path to higher education for undocumented students remains difficult ("removing-barriers-for-undocumented-students.pdf," n.d.). In order to remove these barriers, BCC has convened an Undocumented Students Task Force (2013) that consists of faculty, staff, administrators, students and community activists. This group focuses on fundraising for Undocumented Student scholarships, improving BCC practices as they pertain to this student population, and providing professional development opportunities for our campus to increase their awareness of Undocumented Students. Since, Spring 2015, BCC's Undocumented Community Resource Center has provided a space for Undocumented Students and those in the local community to receive aid and resources, a space for Undocumented Students to meet, to attend legal workshops, to gain mental health information, and to receive assistance with applications and other forms such as CCC Apply, CA Dream Act and the AB540 Affidavit.

Increasing access to higher education for Undocumented Students is especially crucial because the current immigration reform debates link the path to legalization with educational attainment (especially higher educational attainment)("removing-barriers-for-undocumented-students.pdf," n.d.). The road blocks to higher education for undocumented students are multiple, and as such any effective intervention should be both integrative and complex. This complexity has necessitated the creation of a coalition of students, faculty, administrators, staff, council members, board members, and community organizers. Together this active group has designed the activities for 2015-2016 listed below.

Activities for 2015-2016

- Provide community workshops that provide information regarding mental health and legal issues, and assistance with applications and forms (Dream Act, CCC Apply, AB540 forms)
- Build alliances with UCB, Berkeley Adult School, Berkeley High School and other local feeder schools
- Outreach to local community members to increase their awareness of Berkeley City College and the educational opportunities that it has to offer.
- Establish a more permanent and visible Dreamer Center

- Advocate for more dependable funding
- Identify and train student leaders for the 16-17 year
- Develop a comprehensive website, providing information to Undocumented Students.
- Organize a Berkeley-wide conference with UCB, BHS and BAS for undocumented peoples
- Provide more professional development activities regarding Undocumented Students for BCC faculty, staff, administrators, and students
- Train Faculty Advisers and other leaders at BCC to better address the needs of Undocumented Students and to create a welcoming environment for them.

ID	Timeline(s)	Student Equity Funds	Other Funds
A 5.1	Peer Mentors		$10,000 Dali Lama Foundation, $5,000 General Fund
A 5.2	Outreach/Orientation/Assessment Efforts		$5,000 SSSP
A 5.3	Faculty Advisers Training		$15,000 SSSP
A 5.4	SE Coordination and Planning (.1 FTE)		Same as A.1.5 Above
A 5.5	Researcher		$60,000, PASS

Link to Goal

All activities are directly linked to the goal of, and support in, increasing awareness of services at BCC.

Evaluation

The goal will be evaluated every year during the Annual Program Review, and every semester when BCC analyzes the efficiency of programs in place. Berkeley City College will also conduct a comprehensive detailed analysis every three years as part of its 3-year Program Review.

Course Completion[7]

CAMPUS BASED RESEARCH

Introduction

Berkeley City College gathered and reviewed the data[8] regarding course completion for each of the target student groups and identified disproportionate impact for target student groups by using the 80% index. The disproportionate impact data calls to the forefront the need for the College to address the successful course completion gap for African American, American Indian, and Pacific Islander students, as well as foster youth (Table 13).

Indicator Definitions and Data

Table 13
Summary of Student Groups that Experienced Disproportionate Impact,
Fall 2012 to Spring 2015

Equity Indicators		Ethnicity (* = small cohort)							Low Income	DSPS	Gender	Foster Youth	Vets
		Afr Amer	Native Amer *	Latino	Multi Eth	Pac Island *	White	Unk					
Course Completion 3 Year	DE	X		X	X	X						No data	
	Face to Face	X	X			X						X	

In an effort to further focus on the areas in which the above student groups struggle the most, the following course success data by discipline area/program were compiled. Using the data shown in Table 14 below, the College will further investigate course success within the following areas: Business/Econ, CIS, Math, Modern Languages and Social Sciences. Preliminary data analysis, in these areas below 50% course completion rates, unveils the trend that the target student groups are getting stuck in the entry-level courses. If the students are able to make it past the entry course, they tend to succeed in the subsequent courses. In addition, it was noted that in some areas, such as science major courses, the success was not disproportionate, but the representation of students in these groups were very small and will require further investigation with regards to access to the science programs.

[7] BCC identifies Course Success Rate as one of its college-wide goals in its Education Master Plan. By 2024, all BCC students will reach course success rate of 70%.
[8] PCCD/BCC reviewed the most recent three years combined (Fall 2012 to Spring 2015) of credit-course data and generated both proportionality Index and 80% Index.

Table 14
Successful Course Completion Rate by Area (Fall/Spring 2012-2015)

Area	American Indian*	African American	Latino	Pacific Islander*
ASL	72.33%	52.29%	61.28%	60.00%
Art	66.67%	62.86%	66.12%	64.00%
Humanities	66.67%	57.53%	64.13%	57.14%
Business/Econ	58.33%	44.79%	55.21%	66.67%
CIS	0.00%	34.81%	47.83%	0.00%
English	60.87%	53.08%	60.90%	57.45%
ESL	n/a	69.44%	71.75%	88.89%
Math	61.54%	38.07%	47.18%	48.65%
Modern Languages	50.00%	41.14%	74.53%	52.94%
MMART	52.00%	54.57%	68.59%	41.19%
Science	70.00%	57.86%	60.90%	50.00%
Social Sciences	62.86%	47.13%	55.12%	52.46%

Table 15
Course Success Rates by Gender and Race/Ethnicity,
Three Years Combined (Fall 2012 to Spring 2015)

	Fall 2012 to Spring 2015 Total	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**
	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Success %	Enrollment %	Proportionality Index	80% Index
TOTAL	87,112	66,673	55,253	76.54%	63.43%				
Total DE	9,371	6,497	5,328	69.33%	56.86%	100.00%	100.00%		89.6%
Female	5,459	3,786	3,107	69.35%	56.92%	58.31%	58.25%	1.00	89.7%
Male	3,524	2,439	1,991	69.21%	56.50%	37.37%	37.61%	0.99	89.7%
Unknown	388	272	230	70.10%	59.28%	4.32%	4.14%	1.04	89.1%
Total Face-to-Face	77,741	60,176	49,925	77.41%	64.22%	100.00%	100.00%		101.2%
Female	39,152	30,368	25,487	77.56%	65.10%	51.05%	50.36%	1.01	102.6%
Male	35,030	27,053	22,052	77.23%	62.95%	44.17%	45.06%	0.98	99.2%
Unknown	3,559	2,755	2,386	77.41%	67.04%	4.78%	4.58%	1.04	105.7%
	Fall 2012 to Spring 2015 Total	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**	**Fall 2012 to Spring 2015 Total**
	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Success %	Enrollment %	Proportionality Index	80% Index
TOTAL	87,112	66,673	55,253	76.54%	63.43%				
Total DE	9,371	6,497	5,328	69.33%	56.86%	100.00%	100.00%		89.6%

African American	1,797	1,055	738	58.71%	41.07%	13.85%	19.18%	0.72	64.7%
American Indian/ Alaskan Native	17	13	12	76.47%	70.59%	0.23%	0.18%	1.24	111.3%
Asian	2,037	1,548	1,348	75.99%	66.18%	25.30%	21.74%	1.16	104.3%
Hispanic/Latino	1,937	1,305	1,014	67.37%	52.35%	19.03%	20.67%	0.92	78.5%
Multiple-Ethnicity	659	427	331	64.80%	50.23%	6.21%	7.03%	0.88	79.2%
Pacific Islander	40	24	17	60.00%	42.50%	0.32%	0.43%	0.75	63.7%
Unknown	621	432	359	69.57%	57.81%	6.74%	6.63%	1.02	91.1%
White Non-Hispanic/Latino	2,263	1,693	1,509	74.81%	66.68%	28.32%	24.15%	1.17	105.1%
Total Face-t0-Face	77,741	60,176	49,925	77.41%	64.22%	100.00%	100.00%		101.2%
African American	13,945	9,705	7,020	69.59%	50.34%	14.06%	17.94%	0.78	69.6%
American Indian/Alaskan Native	193	134	111	69.43%	57.51%	0.22%	0.25%	0.90	90.7%
Asian	13,357	11,017	9,659	82.48%	72.31%	19.35%	17.18%	1.13	114.0%
Hispanic/Latino	18,045	13,866	11,010	76.84%	61.01%	22.05%	23.21%	0.95	96.2%
Multiple-Ethnicity	5,305	3,993	3,238	75.27%	61.04%	6.49%	6.82%	0.95	84.4%
Pacific Islander	251	188	137	74.90%	54.58%	0.27%	0.32%	0.85	86.1%
Unknown	5,158	4,000	3,404	77.55%	65.99%	6.82%	6.63%	1.03	104.0%
White Non-Hispanic/Latino	21,487	17,273	15,346	80.39%	71.42%	30.74%	27.64%	1.11	112.6%

Course Completion by Low Income by Face-to-Face Instruction

Fall 2012 to Spring 2015 Total (3 years combined)							
Low Income	**Success Denom**	**Success Number**	**Success Rate**	**Enrollment %**	**Success %**	**Proportionality Index**	**80% Index**
No	20,527	14,426	70.28	36.51%	40.63%	1.11	100.00%
Yes	33,016	19,504	59.07	58.72%	54.93%	0.94	84.06%
Unknown	2,685	1,578	58.77	4.78%	4.44%	0.93	83.63%
Grand Total	**56,228**	**35.508**	**63.15**	**100.00%**	**100.00%**		

Course Completion by Low Income by Distance Education (DE)

Fall 2012 to Spring 2015 Total (3 years combined)							
Low Income	**Success Denom**	**Success Number**	**Success Rate**	**Enrollment %**	**Success %**	**Proportionality Index**	**80% Index**
No	13,730	9,450	68.83	36.01%	39.74%	1.10	100.00%
Yes	23,354	13,825	59.20	61.25%	58.13%	0.95	86.01%
Unknown	1,045	506	48.42	2.74%	2.13%	0.78	70.35%
Grand Total	**38,129**	**23,781**	**62.37**	**100.00%**	**100.00%**		

Course Completion by Students with Disabilities

Fall 2012 to Spring 2015 Total (3 years combined)							
DSPS	**Success Denom**	**Success Number**	**Success Rate**	**Enrollment %**	**Success %**	**Proportionality Index**	**80% Index**
No	89,720	56,485	62.96	95.52%	95.64%	1.00	100.00%
Yes	4,206	2,576	61.25	4.48%	4.36%	0.97	97.28%
Grand Total	**93,926**	**59,061**	**62.88**	**100.00%**	**100.00%**		

Course Completion by Veterans

Fall 2012 to Spring 2015 Total (3 years combined)							
Veterans	**Success Denom**	**Success Number**	**Success Rate**	**Enrollment %**	**Success %**	**Proportionality Index**	**80% Index**
No	91,759	57,644	62.82	97.12%	97.11%	1.00	100.00%
Yes	2,718	1,713	63.02	2.88%	2.89%	1.00	100.32%
Grand Total	**94,477**	**59,357**	**62.83**	**100.00%**	**100.00%**		

Course Completion by Foster Youth

Fall 2012 to Spring 2015 Total (3 years combined)							
Foster Youth	**Success Denom**	**Success Number**	**Success Rate**	**Enrollment %**	**Success %**	**Proportionality Index**	**80% Index**
No	92,128	58,333	63.32	97.51%	98.27	1.01	100.00%
Yes	2,349	1,024	43.59	2.49%	1.73%	0.69	68.84%
Grand Total	**94,477**	**59,357**	**62.83**	**100.00%**	**100.00%**		

Conclusions: Disproportionately Impacted Student Groups

After review of the course completion data for the target student groups, the top three areas/groups that the College will focus on when addressing the opportunity gap will be the following:

Equity Indicator: Course Completion

Goals:

1. Close the Course Completion Gap between Target Groups and the overall BCC Benchmark of 63.43% by 2021-22.
2. Close the Course Completion Gap between Distant Education (DE) (56.86%) and the Overall BCC Benchmark (63.43%) by 2021-22.
3. Close Math Course Completion Gap between Math (55.1%) and the Overall BCC Benchmark (63.43%) by 2021-22.

Activity	Target Group
Survey students taking DE Courses to identify their needs for support and the ways that BCC can Address their Issues	African American/Black, Hispanic/Latino, Foster Youth
Create Thematic General Education (GE) Pathways to offer education support to entry GE course takers	African American/Black, Hispanic/Latino, Foster Youth
Support Math Instruction and Instructors, by providing embedded Tutoring and Math Labs	African American/Black, Hispanic/Latino, Foster Youth
Continue to Offer BCC Scholars Program through an Enhanced Learning Community Model	African American/Black, Hispanic/Latino, Foster Youth

The data in the chart below demonstrate the number of students lost if we do not work to address the completion gap for these students.

For DE: African American
For Face-to-Face: African American
For General Course Completion: Foster Youth

Chart 2
Number of Students "Lost"

		1	2		3		4
Equity Gap	**Student Group**	**Gap in comparison to the Average, Expressed as Percentage**	**Percentage expressed as decimal 25% becomes .25**	**Multiply**	**the # of courses students enrolled in & were present in on census day in base year**	**=**	**Number of Students "Lost"**
---	Example Group	14%	.14	x	2567	=	359
Largest Gap	African American (DE)	18.41%	.1841	x	1797	=	331
Second Largest	Pacific Islander (DE)	16.26%	.1626	x	40	=	7
Third Largest	Foster Youth	11.16%	.1116	x	2,349	=	262
Fourth Largest	African American (Face to Face)	10.39%	.1039	x	13,945	=	1449

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

Benchmark Data and Goals for Successful Credit Course Completion

Berkeley City College has determined to use the most recent three year combined Successful Credit Course Completion Rate of its total student population – 63.43% - as the Benchmark Data to measure course completion rate for all students and for disproportionately impacted student populations as well.

Goals:

1. Close the Course Completion Gap between Target Groups and the overall BCC Benchmark of 63.43% by 2021-22.

2. Close the Course Completion Gap between Distant Education (DE) (56.86%) and the Overall BCC Benchmark (63.43%) by 2021-22.

3. Close Math Course Completion Gap between Math (55.1%) and the Overall BCC Benchmark (63.43%) by 2021-22.

BCC is committed to improve course completion for the following target populations identified in the College research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
African American (DE course completion)	22.36% points, 2014	Increase from 41.07% to 63.43%	2021-2022
Foster Youth (general course completion)	19.84% points, 2014	Increase from 43.59% to 63.43%	2021-2022
African American (face-to-face course completion)	13.09% points, 2014	Increase from 50.34% to 63.43%	2021-2022

Activities to Improve Course Completion and Expected Outcomes for Target Student Groups

B.1 Needs Assessment in DE

Survey all students in DE courses (collecting demographics) to determine areas in which they need more support and share with faculty, staff, and administrators to create a plan to address course completion gap for African American students taking DE courses.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Programs		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

Target Student Group(s)

ID	Target Group(s)	# of Students Affected
B.1	African American (DE)	Approximately 300

Activity Implementation Plan

The College will be collecting data regarding student needs to determine how to better support African American students in DE courses. A preliminary open-ended survey will be piloted to gather variables that will need to be discussed before a survey tool can be created. Once created, the survey will be sent to all students who take DE courses. Additional demographics data will be requested to determine if different student groups require different support.

Activity plan:

- Identify committee/taskforce to focus on DE course completion.
- Create a group to develop the survey.
- Create a group to work with administrators and staff to administer the survey and collect data.
- Create a group to analyze data and provide an analysis of the results and recommendations to the Education Committee.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1.1	Spring 2016	Survey monkey Site License - $780/year	
B.1.2	Fall 2016-Spring 2017	SE Coordination and Planning $20,000	

Link to Goal

This activity will provide the college with more information regarding the specific needs of African American students taking DE courses. It will also identify if the needs of African American students are different from the general student population so that we can better serve them.

Evaluation timeline:

Spring 2016, pull together a committee and have them research factors that may lead to low student success in DE. Pre-survey the faculty in Fall 2016; Post survey after the workshop presentation during the Spring 2017 Flex Day.

Quantitative and qualitative data collection:

- Pre-Survey the knowledge base of faculty, staff, and administrators on DE student needs before we conduct the research.
- Provide workshops and summary of findings to the College community. (Perhaps a flex day student panel)
- Post-Survey the knowledge base of the faculty, staff, and administrators on DE student needs.

B.2 Thematic GE Pathways

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Programs	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

Target Student Group(s):

ID	Target Group	# of Students Affected
B.2	Foster Youth	Over 50 students
B.3	African American	Over 2,000 students during a six-year period

Activity Implementation Plan

According to the Association of American Colleges & Universities, providing a 21st century liberal arts education that liberates and empowers individuals to deal with complexity, diversity, and change is essential and necessary to address the problems of tomorrow. A liberal arts education is usually comprised of a broad range of GE courses and more in depth major courses. The liberal arts education model is embedded and strong within the California education system and it is no different at Berkeley City College. However, the opportunity gap demonstrated in the data above shows that our students of color are not able to succeed with this curriculum and often are lost at the entry course.

Following work by AAC&U through the Giving California Students a Compass, the faculty at BCC would like to address the course success rates in our entry GE courses, notably in social sciences by creating a more flexible means for students who come from different backgrounds and experiences to engage in the work. The faculty senate at BCC has proposed trying an approach that will enable them to identify a theme which faculty from all areas of the curriculum can use within their courses. By using the thematic approach to learning, the faculty hope to better engage students, to make curriculum relevant to them, and to create coherence across course material for all students. In addition they hope to connect the learning to real life work experiences.
https://www.aacu.org/sites/default/files/files/publications/GivingCaliforniaStudentsaCompass.pdf

In the spring 2016, the faculty senate will create a taskforce to work on redesigning our General Education requirements to include more coherent pathways. The taskforce will identify at least one professional development activity for a group of faculty to attend in the spring/summer in relation to thematic GEs. The group will work to connect faculty across the curriculum to engage in thematic work in the fall. In addition, the group will identify a common theme for the College to embrace across all GE courses in the Fall 2016.

In fall 2016, a Community of Practice will be created to support faculty who are working on the thematic GE pathways and will enable faculty to gather, learn from, and support each other in the implementation of thematic GEs.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.2	Spring/Summer 2016	Taskforce Development and learning - $7,500 – 2015-16 Fund	
	Fall 2016	Pilot Theme and community of practice collaborations - $10,000	

	Spring 2017	2nd Pilot Theme and community of practice collaborations	$15,000 2016-17 Equity Fund

Link to Goal

This activity strives to increase student success in entry GE courses, as well as prepare students for additional learning experiences that will require them to utilize information from multiple subjects to solve problems.

Evaluation – timeline and data to be collected

Spring 2016 - The taskforce will provide a report of findings/recommendations to the College Education Committee and Roundtable after their spring work to gather information and develop a framework for the project.

Fall 2016 – An evaluation of courses that adopted the theme will be conducted to compare the success rates of students in courses utilizing a theme to the success rates of students in current programs.

Spring 2017 – Additional pilot and evaluation will be conducted to see if and how the College would like to adopt the thematic GE pathways beyond the volunteer/pilot version.

B.3 Math Instructional Support

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Programs	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

Target Student Group(s):

ID	Target Group	# of Students Affected
B.3	African American	Over 2,000 students during a 6-year period
	Foster Youth	Over 50 students

Activity Implementation Plan

The college will evaluate and determine different ways to provide math instructional support. Currently, the College provides appointment and drop-in tutoring services. Unfortunately this service will not meet the needs of all the students in the target population. Additional work needs to be done to investigate an embedded tutor or supplemental instructional support model. A Math Matters taskforce will be created to investigate and develop a training model for instructional support in math.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.3.1	Spring/Summer 2016	• Math Matters Taskforce – conference on instructional support models or college visits$2,500 • Training module development • Curriculum innovation	• N/A • BSI
B.3.2	Fall 2016	• Tutoring support, pilot embedded and supplemental instruction • Professional development for faculty to maximize embedded and supplemental instruction support, $10,000 • $37,000 Student workers/IA	• N/A • BSI

Link to Goal

This activity is directly related to increasing course success in mathematics, which is one area in which African American students are struggling. While the BSI funds help to support faculty curriculum and professional development, it does not enable the College to expand the instructional support for students outside of the tutorial center with embedded or supplemental instruction.

Evaluation

Evaluation timeline and data to be collected:

Spring 2016 - The taskforce will provide a report of findings/recommendations to the College Education Committee and Roundtable after their spring work to gather information and develop a framework for the project.

Fall 2016 – an evaluation of courses that adopted embedded or supplemental instruction will be conducted to compare success rates of utilizing a theme vs current programs.

Spring 2017 – additional pilot and evaluation will be conducted to see if and how the College would like to adopt the embedded and/or supplemental instruction in math.

B.4 BCC Scholars Learning Communities

To support student success in entry-level courses and increase persistence rates into 2nd year level courses, the College piloted a comprehensive learning communities approach called BCC Scholars. The BCC Scholars Program uses high impact practices to reach out to and support African American students to completion. The program starts with a summer bridge that will feed into a First Year Experience program offered to targeted students who demonstrate a gap in course success. The program is for students who start in Basic Skills Math and English, and is designed to serve day, afternoon, and evening students.

	Outreach		Student Equity	X	Instructional

			Coordination/Planning		Support Activities
	Student Services or other Categorical Programs	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

Target Student Group(s)

ID	Target Group(s)	# of Students Affected
B.2	Foster Youth	Over 50 students
B.3	African American	Over 2,000 students during a 6-year period

Activity Implementation Plan

The College will gather information learned in last year's pilot to refine the BCC Scholars Program and create a comprehensive outreach and implementation plan for all learning communities under the BCC Scholars umbrella. In addition, the College Research Office along with the Office of Instruction will create a more refined and robust mechanism to identify students in the program to better track student progress, as well as contribute to the program evaluation efforts.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.4.1	Spring 2016 – Refine Outreach and Implementation Plan	Student Mentors - $5,000	General Fund, Pass OR 2016-17 Equity Fund, $
B.4.2	Summer 2016 – Implement summer bridge pilot #2	Student Mentors - $5,000	
B.4.3	Fall 2016 – Implement BCC Scholars umbrella learning communities	Coordinator/Program Cost–$14,000	

Link to Goal

This activity will directly support targeted student groups by providing a learning community model of support that links student services with instruction and instructional support.

Evaluation

The College will implement a program evaluation plan starting in summer 2016, based on the lessons learned from previous pilot implementations.

Program evaluation will determine if the program has supported students to complete their entry-level courses, specifically in math. In addition, the program evaluation will determine if students have reached a minimum of 20 transferable units at the end of the 1st year and determined a major pathway for the remainder of their time at the College.

ESOL and Basic Skills Completion

CAMPUS-BASED RESEARCH

Introduction

BCC selected six-year tracking data from the most recent 3 entering cohorts[9]: 2006-07, 2007-08, and 2008-2009. This means the 2006-07 entering cohort was tracked until 2011-12, whereas the 2008-09 entering cohort was tracked until 2013-14. The college calculates progress rates through basic skills by dividing the three-year combined "Outcome Counts[10]" by the combined Entering Cohort counts. However, results from a five year Title III grant that culminated in curricular reform is not reflected in the time period of the data shown. It is significant to point out that beginning in 2011-12, an accelerated curriculum was adopted in ESOL, English, and Math with promising results. Our early analysis includes improvements for students but when student success data is disaggregated by ethnicity and race, the same groups are struggling with reaching transferable courses. BCC is conducting further investigation and outlines here a plan for action.

Indicator Definitions and Data[11]

PCCD local research examined student progression in terms of the 3 entering cohorts for basic skills and ESOL students. Progression rates of the following populations have been analyzed by gender, race/ethnicity, disability status, and low-income economic status, and for foster youth, and veterans. Caution is advised when sample sizes associated with the disaggregated populations identified for disproportionate impact analysis are small (n<50); and with the populations who are identified as unknown, or two or more groups.

Analyzing data presented in Tables 16-18 below leads to several key findings. The 80% Index data indicate

- The African-American student population is identified as a disproportionately impacted group for Basic Skills English and Math.
- Other populations identified as disproportionately impacted are too small to be significant.
- The Hispanic/Latino student population is identified as a disproportionately impacted group for ESOL. This claim needs further investigation as data for all students, including

[9] Entering cohort is defined as the first year the student attempts a course at "level below transfer" in Math, English, and/or ESOL at BCC.

[10] The Outcome Count is defined as the number of the students who 'successfully" complete a degree-applicable course within six years after his/her first entry as a Basic Skills English or Math, or ESOL student. See "completion" above in Footnote 1.

[11] ESOL and Basic Skills completion is defined as the ratio of the number of students by population group who complete a degree-applicable course within six years after having completed the final ESOL or Basic Skills course compared to the number of those students who complete such a final ESOL or basic skills course.

a large proportion of international students, are examined. Moving forward, BCC is working with the Peralta CCD to increase the availability of student data to disaggregate international students from the examined equity data for ESOL. BCC would also like to examine social-economic status as one factor when examining groups disproportionately affected.

Berkeley: Basic Skills English, Math, ESOL Completion[12]

3 cohorts combined (2006-07 to 2008-09)

Table 16
Basic Skills English Completion by Gender, Race/Ethnicity, DSPS, Low Income, Foster Youth, and Veteran

Gender	Cohort Count	English Outcome Count	English Outcome Rate	Cohort %	English Outcome %	Proportionality Index[13]	80% Index[14]
Total	1,607	479	29.81%	100.00%	100.00%		100.00 %
Female	883	275	31.14%	54.95%	57.41%	1.04	104.05%
Male	684	198	28.95%	42.56%	41.34%	0.97	97.10%
Unknown	40	6	15.00%	2.49%	1.25%	0.50	50.30%

[12] **ESOL and basic skills completion**: the ratio of the number of students by population group who complete a degree-applicable course after having Completed the final ESOL or basic skills course compared to the number of those students who complete such a final ESOL or basic skill course.

[13] **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.

[14] **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

Note: 80% index lower than 80% rule are highlighted in orange regardless of underserved group status

Ethnicity	Cohort Count	English Outcome Count	English Outcome Rate	Cohort %	English Outcome %	Proportionality Index	80% Index
Total	1,607	479	29.81%	100.00%	100.00%		100.00%
African American	703	134	19.06%	43.75%	27.97%	0.64	63.99%
American Indian/ Alaskan Native	6	1	16.67%	0.37%	0.21%	0.56	56.00%
Asian	207	86	41.55%	12.88%	17.95%	1.39	139.30%
Hispanic/Latino	299	107	35.79%	18.61%	22.34%	1.20	120.06%
Pacific Islander	10	3	30.00%	0.62%	0.63%	1.01	100.63%
Two or More Races	0	0					0.00%
White	191	85	44.50%	11.89%	17.75%	1.49	149.20%
Unknown	191	63	32.98%	11.89%	13.15%	1.11	110.63%

DSPS	Cohort Count	English Outcome Count	English Outcome Rate	Cohort %	English Outcome %	Proportionality Index	80% Index
Total	1,607	479	29.81%	100.00%	100.00%		100.00%
Yes	161	51	31.68%	10.02%	10.65%	1.06	106.02%
No	1,446	428	29.60%	89.98%	89.35%	0.99	99.20%

Low Income	Cohort Count	English Outcome Count	English Outcome Rate	Cohort %	English Outcome %	Proportionality Index	80% Index
Total	1,607	479	29.81%	100.00%	100.00%		100.00%
Yes	1,063	300	28.22%	66.15%	62.63%	0.95	94.60%
No	544	179	32.90%	33.85%	37.37%	1.10	103.60%

Foster Youth	Cohort Count	English Outcome Count	English Outcome Rate	Cohort %	English Outcome %	Proportionality Index	80% Index
Total	1,607	479	29.81%	100.00%	100.00%		100.00%
Yes	21	3	14.29%	1.31%	0.63%	0.48	47.90%
No	1,586	476	30.01%	98.69%	99.37%	1.01	67.90%

Veterans	Cohort Count	English Outcome Count	English Outcome Rate	Cohort %	English Outcome %	Proportionality Index	80% Index
Total	1,607	479	29.81%	100.00%	100.00%		113.60%

Yes	5	3	60.00%	0.31%	0.63%	2.01	228.70%
No	1,602	476	29.71%	99.69%	99.37%	1.00	113.20%

Table 17
Basic Skills Math Completion by Gender, Race/Ethnicity, DSPS, Low Income, Foster Youth, and Veteran

Gender	Cohort Count	Math Outcome Count	Math Outcome Rate	Cohort %	Math Outcome %	Proportionality Index	80% Index
Total	1,514	524	34.61%	100.00%	100.00%		100.00%
Female	842	305	36.22%	55.61%	58.21%	1.05	104.06%
Male	639	208	32.55%	42.21%	39.69%	0.94	94.00%
Unknown	33	11	33.33%	2.18%	2.10%	0.96	96.30%

Ethnicity	Cohort Count	Math Outcome Count	Math Outcome Rate	Cohort %	Math Outcome %	Proportionality Index	80% Index
Total	1,514	524	34.61%	100.00%	100.00%		
African American	517	105	20.31%	34.15%	20.04%	0.59	58.60%
American Indian/Alaskan Native	19	4	21.05%	1.25%	0.76%	0.61	60.80%
Asian	163	70	42.94%	10.77%	13.36%	1.24	124.00%
Hispanic/Latino	271	104	38.38%	17.90%	19.85%	1.11	110.80%
Pacific Islander	6	3	50.00%	0.40%	0.57%	1.44	144.40%
Two or More Races	0	0		0.00%	0.00%		
White	330	144	43.64%	21.80%	27.48%	1.26	126.00%
Unknown	208	94	45.19%	13.74%	17.94%	1.31	130.50%

DSPS	Cohort Count	Math Outcome Count	Math Outcome Rate	Cohort %	Math Outcome %	Proportionality Index	80% Index
Total	1,514	524	34.61%	100.00%	100.00%		100.00 %
Yes	135	45	33.33%	8.92%	8.59%	0.96	96.30%
No	1,379	479	34.74%	91.08%	91.41%	1.00	100.30%

Low Income	Cohort Count	Math Outcome Count	Math Outcome Rate	Cohort %	Math Outcome %	Proportionality Index	80% Index
Total	1,514	524	34.61%	100.00%	100.00%		100.00%
Yes	1,008	334	33.13%	66.58%	63.74%	0.96	95.70%
No	506	190	37.55%	33.42%	36.26%	1.08	108.40%

Foster Youth	Cohort Count	Math Outcome Count	Math Outcome Rate	Cohort %	Math Outcome %	Proportionality Index	80% Index
Total	1,514	524	34.61%	100.00%	100.00%		100.00%
Yes	13	3	23.08%	0.86%	0.57%	0.67	66.60%
No	1,501	521	34.71%	99.14%	99.43%	1.00	100.20%

Veterans	Cohort Count	Math Outcome Count	Math Outcome Rate	Cohort %	Math Outcome %	Proportionality Index	80% Index
Total	1,514	524	34.61%	100.00%	100.00%		100.00%
Yes	8	3	37.50%	0.53%	0.57%	1.08	108.30%
No	1,506	521	34.59%	99.47%	99.43%	1.00	99.90%

Table 18
ESOL Completion by Gender, Race/Ethnicity, DSPS, Low Income, Foster Youth, and Veteran

Gender	Cohort Count	ESOL Outcome Count	ESOL Outcome Rate	Cohort %	ESOL Outcome %	Proportionality Index	80% Index
Total	671	176	26.23%	100.00%	100.00%		100.00%
Female	425	109	25.65%	63.34%	61.93%	0.98	74.10%
Male	238	63	26.47%	35.47%	35.80%	1.01	76.40%
Unknown	8	4	50.00%	1.19%	2.27%	1.91	144.40%

Ethnicity	Cohort Count	ESOL Outcome Count	ESOL Outcome Rate	Cohort %	ESOL Outcome %	Proportionality Index	80% Index
Total	671	176	26.23%	100.00%	100.00%		

African American	32	7	21.88%	4.77%	3.98%	0.83	83.40%
American Indian/Alaskan Native	0	0					0.00%
Asian	294	97	32.99%	43.82%	55.11%	1.26	125.70%
Hispanic/ Latino	186	24	12.90%	27.72%	13.64%	0.49	49.10%
Pacific Islander	1	0	0.00%	0.15%	0.00%	0.00	0.00%
Two or More Races	0	0					0.00%
White	83	24	28.92%	12.37%	13.64%	1.10	110.20%
Unknown	75	24	32.00%	11.18%	13.64%	1.22	121.90%

DSPS	Cohort Count	ESOL Outcome Count	ESOL Outcome Rate	Cohort %	ESOL Outcome %	Proportionality Index	80% Index
Total	671	176	26.23%	100.00%	100.00%		100.00%
Yes	11	4	36.36%	1.64%	2.27%	1.39	138.60%
No	660	172	26.06%	98.36%	97.73%	0.99	99.30%

Low Income	Cohort Count	ESOL Outcome Count	ESOL Outcome Rate	Cohort %	ESOL Outcome %	Proportionality Index	80% Index
Total	671	176	26.23%	100.00%	100.00%		100.00%
Yes	370	115	31.08%	55.14%	65.34%	1.18	118.40%
No	301	61	20.27%	44.86%	34.66%	0.77	77.20%

Foster Youth	Cohort Count	ESOL Outcome Count	ESOL Outcome Rate	Cohort %	ESOL Outcome %	Proportionality Index	80% Index
Total	671	176	26.23%	100.00%	100.00%		100.00%
Yes	0	0					
No	671	176	26.23%	100.00%	100.00%	1.00	100.00%

Veterans	Cohort Count	ESOL Outcome Count	ESOL Outcome Rate	Cohort %	ESOL Outcome %	Proportionality Index	80% Index
Total	671	176	26.23%	100.00%	100.00%		
Yes	1	0	0.00%	0.15%	0.00%	0.00	0.00%
No	670	176	26.27%	99.85%	100.00%	1.00	100.10%

Conclusions: Disproportionately Impacted Student Groups

After review of the ESOL, and Basic Skills English and Match data, BCC will focus on the following student populations as the Disproportionately Impacted Student Groups:

Equity Indicator: ESOL and Basic Skills English and/or Math Completion Goals: 1. Increase the Overall ESOL, Basic Skills English, and Basic Skills Math Course Completion by 5% annually 2. Close the Completion Gaps between BCC Student Body and Target Groups by 2021-22	
Activity	Target Group
Improve the student to teacher ratio	African American/Black, Foster Youth, Hispanic/Latino
Contextualize the curriculum to make it more relevant	African American/Black, Foster Youth, Hispanic/Latino
Extend learning opportunities to support students' learning	African American/Black, Foster Youth, Hispanic/Latino
Create a "Community of Practice" and design professional development for all faculty	African American/Black, Foster Youth, Hispanic/Latino
Collect better data to inform program monitoring and development	African American/Black, Foster Youth, Hispanic/Latino
Utilize Digital Inclusion	African American/Black, Foster Youth, Hispanic/Latino

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESOL AND BASIC SKILLS ENGLISH AND/OR MATH COURSE COMPLETION

Benchmark Data and Goals

Berkeley City College has decided to use the Outcome Rate of its total student population in ESOL, Basic Skills English and Basic Skills Math as the Benchmark Data to measure college/program improvement:

Berkeley City College	Basic Skills English	Basic Skills Math	ESOL
Benchmark Rate	29.81%	34.61%	26.23%

Goals:

1. Increase the Overall ESOL, Basic Skills English, and Basic Skills Math Course Completion by 5% annually
2. Close the Completion Gaps between BCC Student Body and Target Groups by 2021-22

Moreover, BCC will focus on the improvement of ESOL and Basic Skills Completion for the following target populations identified in the college research as experiencing a disproportionate impact:

ESOL

Target Population(s)	Current gap, year	Goal	Goal Year
Hispanic/Latino	13.33 % points, 2015	Increase from 12.9% to 26.23%	AY 2021-2022

Basic Skills English

Target Population(s)	Current gap, year	Goal	Goal Year
African American	10.75 % points, 2015	Increase from 19.06% to 29.81%	AY 2021-2022
American Indian/Alaskan Native	12.14% points, 2015	Increase from 16.67% to 29.81%	AY 2021-2022
Foster Youth	11.53 % points, 2015	Increase from 14.29% to 29.81%	AY 2021-2022

Basic Skills Math

Target Population(s)	Current gap, year	Goal	Goal Year
African American	14.3 % points, 2015	Increase from 20.31% to 34.61%	AY 2021-2022
American Indian/Alaskan Native	13.56 % points, 2015	Increase from 21.05% to 34.61%	AY 2021-2022
Foster Youth	11.53% points, 2015	Increase from 23.08% to 34.61%	AY 2021-2022

Activities to improve ESOL and Basic Skills Completion and Expected Outcomes of Target Student Groups

ACTIVITIES: ESOL AND BASIC SKILLS COURSE COMPLETION

C.1 Improve the Student to Teacher Ratio

Activity Type(s)

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities

	Student Services or other Categorical Programs		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development	X	Instructional Support

Target Student Group(s)

ID	Target Group(s)	# of Students Affected
C.1	African American students, Latino students, English learners, Basic Skills students, etc.	3,600 (6 year cohorts)

Activity Implementation Plan

- BCC will improve instructor to student ratio by incorporating team teaching using noncredit overlays, TAs, or other strategies for targeted gatekeeper classes, such as English 204, English 1A, ESOL 223, ESOL 52, Math 250, Math 253, all of which have a higher number of disproportionately impacted students: (ESOL, ENGL, Math).
- BCC will lower class size for Math 201, setting a class cap of 30 students per class (as opposed to 40).
- BCC will employ Embedded tutoring in Math 206, and Math 13, both of which have the lowest success rates and highest number of students. The embedded tutors will focus primarily on the highest-risk students in these classes (e.g. African American, Latino, Multiracial students). BCC will also provide connected drop-in tutoring services at the Learning Resource Center.
- BCC will embed tutors (ideally trained in TESOL methodology) in writing workshops, and other classes within and beyond the ESOL program. BCC will dovetail TESOL training with tutor hires.
- BCC will retain embedded tutors in English 246 and 208 and ESOL 218 classes.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1.2	Spring 16, Pilot for 1 year, Impact evaluation after 1-3 semester(s)	$15,000	BSI, General Fund, Grants totally $50,000

Link to Goal

1. Increase access to instructors; increase capacity for student-centered collaborative learning; increase quantity and speed of feedback to students; increase student work for assessment by instructors to differentiate instruction (ESOL, ENGL, and Math).
2. Increase capacity for student-centered collaborative learning; increase quantity and speed of feedback to students; provide unique intervention for students in Math 201.
3. Increase course success rates in Basic Skills Math, by providing unique intervention to these courses.

Evaluation

Evaluation timelines - Spring 16, Pilot for 1 year; begin collecting data for an Impact Evaluation on:

1. Course Success Rates by course/ethnicity; Surveys of Students (ESOL, ENGL, Math).
2. Course Success Rates by course/ethnicity; Surveys of Students; assess student majors for those enrolled in current math 201 to support desired impact. (MATH).
3. Based on surveys collected locally at BCC, estimate variance in tutoring usage, and look at correlation among student engagement in learning, course completion and success, GPA, and educational goals. Compare with other campuses' best practices (MATH).
4. Course Success Rates by course/ethnicity; Surveys of Students (ESOL).

- Data showing improved completion rates (ENGL).
- Please see statewide + Bay Area classroom-cap norms at: https://drive.google.com/file/d/0B7f6lS12Q-qFY01PUURCRHNJNmc/view?usp=sharing

C.2 Contextual Relevance

Activity Type(s)

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Programs	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development	X	Instructional Support

Target Student Group(s)

ID	Target Group	# of Students Affected
C.2	All ESOL, Basic Skills English and/or Math students	3,600 (6 year cohorts)

Activity Implementation Plan

- BCC will reexamine original elements of Persist Program model and compare student success rates, create a work group to study the data and examine shifts over time (ESOL, ENGL, and Math).
- BCC will initiate and adopt a campus-wide theme/Critical Question for Collaborative Interdisciplinary Learning, a year-long theme which would involve social events, articles/books, supported reading list, student presentations, different disciplines; programs can plug in in various ways. This will help students see linkages between disciplines, engage faculty and staff in opportunities for collaboration, create a culture of collective, critical dialogue to which everyone can contribute and in which everyone has a stake (ESOL, ENGL, Math).

- BCC will align ESOL curriculum with CTE/transfer curriculum requirements to improve contextualized learning opportunities (e.g. English/Business), and build English proficiency in the context of the learning standards for gatekeeper and transfer-level courses (e.g. listening/speaking/ grammar skills developed using assessments and materials that are aligned with other courses) (ESOL).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.2.1	Spring 16, Pilot for 1 year, Impact evaluation after 1-3 semester(s)	$1,000	BSI, General Fund, Grants totally $5,000

Link to Goal

1. Increase student course success/completion rates and throughput rates (due to increased student engagement at early stages in their educational career) (ESOL, ENGL, Math).
2. Context and relevance support engagement of at-risk students (see research literature); whole-person learning. The breaking down of intra-institutional silos/barriers improves school climate (ESOL, ENGL, Math).

Evaluation

1. BCC will employ self-reported affect (+/- attitudes towards school), self-reported self-efficacy, reduced attrition among high risk students (based on demographics and other risk factors), and measured pre/post and long-term impact (ESOL, ENGL, Math)
2. BCC will examine historical data on the original Persist Program in which The ACE Model provide student-centered learning, contextualized learning with linked classes, and project-based courses (ESOL, ENGL, Math).

C.3 Extend Learning Opportunities to Support Students' Learning

Activity Type(s)

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Programs	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Group(s)

ID	Target Group(s)	# of Students Affected
C.3	High risk students, students who will benefit and place more accurately with refresher. students needing individualized support	Math challenged students, N=300 or more annually

Activity Implementation Plan

- BCC will schedule and fill Math Boot Camp to prepare students to successfully enter the highest possible class. The initial structure proposed consists of 2-3 hours per day, 4 days per week, for 3 weeks, and 2 units. BCC will offer Math Boot Camp each term, starting with Summer 2016.
- BCC will offer targeted modular courses as non-credit classes to support students in all their classes. Non-credit courses have no W's for Chem 1A support as an example.
- Plan curriculum for and schedule designated English 1A sections for all students moving from English 264 and ESOL 52 to English 1A (ENGL, ESOL).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.3.1	Summer/Fall 2016 - ongoing	$3,000	BSI, General Fund, Grants in total of $1,000

Link to Goal

1. Improve placement in math courses; combat math anxiety through refresher courses, empowering students.
2. Underrepresented students gain pre-requisite knowledge, allowing them to function independently in Math class.

Evaluation timeline: Summer/Fall 2016 – ongoing

1. Faculty will update and develop courses using non-credit block grant funds (MATH).
2. BCC will collect data on enrollment and Course Success Rates (*Need to establish appropriate comparison group) (MATH).
3. Pilot effort to increase course progression from completion of pre-transfer courses to transfer level courses. (ENGL, ESOL).

C.4 Community of Practice/Professional Development for All Faculty.

Activity Type(s)

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Programs		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

Target Student Group(s)

ID	Target Group	# of Students Affected
C.4	Basic Skills Math students	2,000

Activity Implementation Plan

- BCC will increase the number of math instructors teaching accelerated math classes. BCC will also create collaborative time and pay for 2 hours/week for faculty new to the course, and create cohort instructor meetings with experienced faculty to review curriculum, pedagogy, and classroom issues.
- BCC will require tutor-training workshops (Community of Practice) that focus on culturally responsive pedagogy in the context of Basic Skills classes. (Look at MC4MP Models Online as a group).
- BCC will increase the availability of reserve textbooks in the Library and Learning Resource Center for low-income students. The estimated cost for new editions over the next three years is $6000. (ENGL, Math).

ID	Timeline(s)	Student Equity Funds	Other Funds
C.4.1	Spring 2016 – on-going	$2,000	General Fund in total of $5,000
C.4.3	Spring, Summer and Fall 2016	$6,000	

Link to Goal

1. Increase Math Basic Skills Course Success Rates, assuming Community of Practice supports Instructional Effectiveness (MATH).
2. Increase course success rates in Basic Skills Math among students of color (MATH).
3. Acceleration has been piloted and shown to be effective in Pre-Stats Course Success & Throughput to Stats
4. Research has shown that culturally responsive pedagogy can increase the engagement of at-risk students of color
5. Professional development for math instructors and tutors will enhance their awareness of the opportunity gap and participation in closing the gap.
6. Increased reserve textbooks will increase the accessibility of textbooks for low-income students.

Evaluation timeline: Spring 2016 – on-going

1. Basic Skills Math Student Course Success Rates & Throughput Rates in Transferable Math Courses.
2. Increase course success rates among Latino, African American, and Multiracial students in Basic Skills courses, and improve students' reports about their experiences with tutors.

C.5 Better Data to Inform program Monitoring and Development

Activity Type(s)

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Programs		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

Target Student Group(s)

ID	Target Group(s)	# of Students Affected
C.5	African American and Latino Students enrolled in EOSL, Basic Skills English and/or Math Courses	2,000

Activity Implementation Plan

- Staff will work with students to plan, organize, and hold an Equity Summit for African American, Latino, Multiracial, and ESOL students to discuss what is working and what is not working, and to share stories of successes and of barriers. This event will take place in the auditorium or another appropriate space. Student responses will inform future equity planning. The Equity Summit will focus on revealing assumptions that exist at BCC and how these assumptions relate to student experiences. In this way, it will de-mystify the experience of students in the "targeted" categories. BCC will also gather data from students who persist and from those who have left after one term or less. Facilitators and researchers will record, analyze and report resulting data. They will also be involved in outreach and messaging, and providing refreshments. (ESOL, ENGL, MATH).
- BCC will collect Access data queries on a regular basis and create the ability to save queries for faculty groups to analyze and use for decision-making and program development. The District will provide the account for the committee to save the queries (ESOL, ENGL, and Math).
- BCC will design and administer an Entry/Exit survey in all pre-transfer, basic skills, and gateway courses to confirm socio-economic estimates, capture more nuanced data about barriers, and address typical student service needs. Analysis, reporting of findings and publicity efforts for summits can be incorporated into the Student Summit (ESOL, ENGL, and Math).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.5.3	Spring 2016, on-going	$20,000	SSSP, See A.1.5 above

Link to Goal

1. It is important to hear from the source what the barriers are, what BCC is doing right, and where/how we can do better (ESOL, ENGL, and Math).

2. Improved programs for Basic Skills students (ESOL, ENGL, and Math).

Evaluation timeline: Spring 2016 – on-going

Quantitative and qualitative data to be collected:

1. The data will be used to inform program development for targeted students, and should result in improved outcomes for African American, Latino, Multiracial and ESOL students, measured by GPA, Course Success, Transfers, and Degree/Certificate Completion rates. (ESOL, ENGL, MATH)
2. BCC expects that using data to inform program development and decision making will result in better decisions and better programs, which, in turn, will result in increased Course Success Rates among Latino, African American, Multiracial and ESOL students in Basic Skills courses, and improved student reports about experiences with tutors (ESOL, ENGL, MATH).
3. BCC lacks high quality qualitative and quantitative data from targeted populations to inform program development.

C.6 Digital Inclusion

Activity Type(s)

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Programs		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Group(s):

ID	Target Group	# of Students Affected
C.6	ESOL students	800

Activity Implementation Plan

- BCC will provide the ESOL mobile computer lab with 7 more Chromebooks, a printer, power cords and a dedicated storage space (ESOL).

ID	Timeline(s)	Student Equity Funds	Other Funds
C.6.1	Spring 2016	$2,000	BSI, General Fund, Grants, $10,000

Link to Goal

1. ESOL students need access to computers at school in order to close the digital divide; research shows school is the primary access point for developing digital literacy (ESOL).

2. Increased retention and success of ESOL students (ESOL)

Evaluation timeline: Spring 2016 – on-going

BCC will collect both quantitative and qualitative data in the form of SLO assessments, surveys, ESOL Student Success Rates, etc.

Degree and Certificate Completion[15]

CAMPUS-BASED RESEARCH

Introduction

Increasing Degree and Certificate completion has been prioritized as one of the top five college annual goals over the last six years. Strategic plans and activities have been developed and implemented to reach this goal. In order to facilitate program completion, measured by the annual number of degree and certificate awarded, 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 pathways in a seamless fashion

- Creating more ADTs (AATs, ASTs) to enable students to transfer as well as to earn degree(s) and/or certificate(s)

- Initiating more certificate programs to support students reaching their short- and long-term program goals

- Reaching out annually via email and SARS calls to over 750 students who may be eligible for program awards, and offering counseling services

BCC began to develop ASTs in 2011-12 and AATs in 2010-11. In 2014-15, BCC awarded 29 ASTs and 82 AATs to its students. Similarly, BCC's faculty were also devoted to developing Certificates with various numbers of units as a requirements in order to enable students to complete their education goals via different program completion pathways. These efforts increased the number of Certificate awards for units between 18 and 29 from 3 in 2009/10 to 198 in 2014/15, while the Certificate awards for 6-17 units grew from 2 to 153 during the same period. The outcomes of these efforts are well illustrated in the measurable indicators, shown in Table 19 below.

[15] Degree and Certification completion is defined as the ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Table 19
Six-Year Trend of Number of Awards in Degrees or Certificates, 2009/10 – 2014/15

	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

The following table shows that both the number of awards and the number of graduates increased. For example, between 2013/14 and 2014/15, BCC increased its degree/certificate awards from 458 to 622, a 35.8% increase, while the total number of graduates increased by 72 or 25.7%. The total number of graduates with honors also increased from 111 to 158, or a 42.3% increase; these figures not only speak about quantity, but also quality (Table 20).

Table 20
One-Year Increase of Total Number of Graduates, Graduates with Honor, and Degrees and Certificates, 2013/14 and 2014/15

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

Moreover, the number of program awards received by students with disabilities also increased from 19 to 37 in a three-year period. Data shown in Table 21 below also suggest that BCC has implemented goals/activities initiated in its 2014 Equity Plan and has begun to track information for Foster Youth and Veterans.

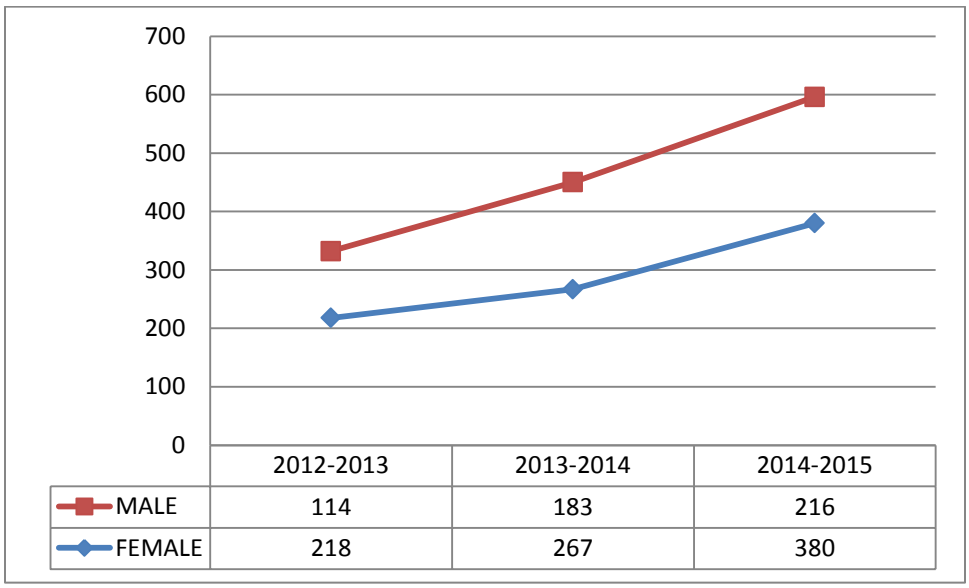
Table 21
Three-Year Trend of Degree/Certificate Awards for
DSPS, Foster Youth, and Veteran Student Populations

		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

Indicator Definitions and Data

Gender. In addition to an overall growth in degree/certificate awards, the number of awards made to both males and females increased over the last three years. The former rose by 102 or 89.5%, while the latter grew by 162 or 74.3% (Chart 3).

Chart 3
Three-Year Trend of Degree/Certificate Awards by Gender



Race/Ethnicity. Data in Chart 4 and Table 22 below suggest that over the last three years, Asians earned the highest growth in degree and/or certificate awards with an increase of 214.9%, followed by students of Multiple Race/Ethnicity with a 169% increase and non-Hispanic/Latino White's 116.9% growth. Black/African American students earned 68 awards in 2012/13, 111 in 2013/14, and then regressed to 72 in 2014/15. During the same period, Hispanic/Latino students' program completion increased steadily, from 42 in 2012/13 to 58 in 2014/15.

Chart 4
Three-Year Trends of Degree and/or Certificate Awards by Race/Ethnicity

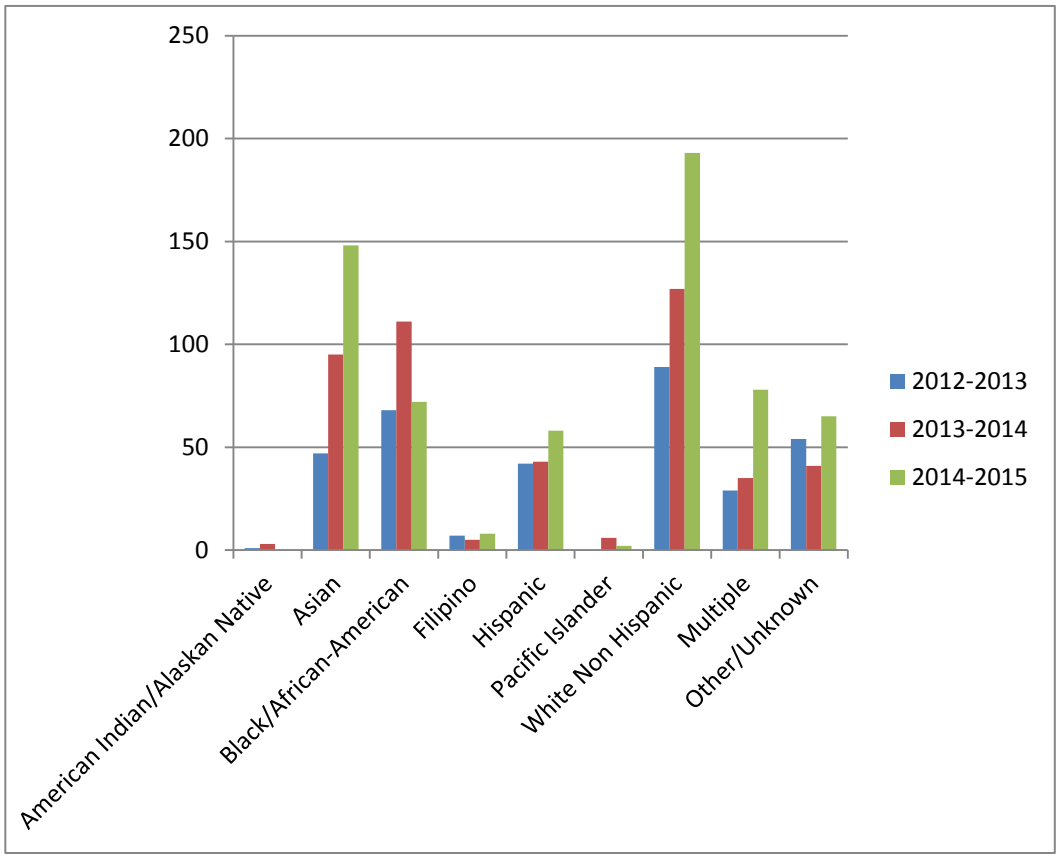


Table 22
Number of Degree/Certificate Awards by Race/Ethnicity

	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/Latino	42	43	58	38.1%
Other Non-white	11	2	2	-81.8%
Pacific Islander	0	6	2	---
White Non-Hispanic/Latino	89	127	193	116.9%
Multiple	29	35	78	169.0%
Unknown	43	39	63	46.5%
Annual Total	**337**	**466**	**624**	85.2%

Indication, BCC selected six-year tracking data of the most recent 3 entering cohorts[16]: 2006-07, 2007-08, and 2008-2009 as measure indicators for Degree and Certificate Completion. This means, the 2006-07 entering cohort was tracked for program completion for six years until 2011-12, whereas the 2008-09 entering cohort was tracked until 2013-14. BCC calculated 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 researchers examined the progression of the 3 entering cohorts of degree- and/or certificate-seeking students for six years. Completion rates according to the following subgroups were analyzed: gender, race/ethnicity, disability status, low-income economic status, foster youth, and veterans. Caution is advised when there are 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 19 to 22 and Charts 3 and 4, BCC arrived at several key findings.

- BCC is commendable for its efforts in providing opportunities in enabling its students to earn degrees and/or certificates.

- BCC should continue its efforts in increasing its overall degree and/or certificate outcome rates for all students. Although the recent increase in degree and/or certificate awards is impressive, the number of awards in comparison with the size of the entering degree and/or certificate cohorts is marginal.

- African-American, white, and male student populations are identified as disproportionately impacted groups for Degree, Certificate, and Degree Or Certificate Completion.

- In spite of small entering cohort counts, both Foster Youth and Veterans are identified as disproportionately impacted groups for Degree, Certificate, and Degree Or Certificate Completion.

- BCC may establish aspirational goals for (a) increasing its annual degree and/or certificate awards, and (b) narrowing the opportunity gaps for program completion for all disproportionately impacted groups.

[16] 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.

Berkeley: Associate Degree and Certificate

3 cohorts combined (2006-07 to 2008-09)[17]

Table 23
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%		100.00%
Female	829	86	10.37%	52.37%	61.43%	1.17	117.30%
Male	723	48	6.64%	45.67%	34.29%	0.75	75.10%
Unknown	31	6	19.35%	1.96%	4.29%	2.19	218.80%

17

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

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%		100.00%
African American	371	25	6.74%	23.44%	17.86%	0.76	76.20%
American Indian/Alaskan Native	12	1	8.33%	0.76%	0.71%	0.94	94.20%
Asian	268	27	10.07%	16.93%	19.29%	1.14	113.90%
Hispanic/Latino	242	28	11.57%	15.29%	20.00%	1.31	130.80%
Pacific Islander	8	1	12.50%	0.51%	0.71%	1.41	141.40%
Two or More Races	0	0					0.00%
White	391	26	6.65%	24.70%	18.57%	0.75	75.20%
Unknown	291	32	11.00%	18.38%	22.86%	1.24	124.40%

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%		100.00%
Yes	109	15	13.76%	6.89%	10.71%	1.56	155.60%
No	1,474	125	8.48%	93.11%	89.29%	0.96	95.9%

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%		100.00%
Yes	1,055	101	9.57%	66.65%	72.14%	1.08	108.20%
No	528	39	7.39%	33.35%	27.86%	0.84	83.50%

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%		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	100.40%

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%		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	100.30%

Table 24
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%		100.00%
Female	829	30	3.62%	52.37%	56.60%	1.08	108.00%
Male	723	21	2.90%	45.67%	39.62%	0.87	86.90%
Unknown	31	2	6.45%	1.96%	3.77%	1.93	192.50%

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%		100.00%
African American	371	7	1.89%	23.44%	13.21%	0.56	56.40%
American Indian/Alaskan Native	12	1	8.33%	0.76%	1.89%	2.49	248.60%
Asian	268	13	4.85%	16.93%	24.53%	1.45	144.70%
Hispanic/Latino	242	8	3.31%	15.29%	15.09%	0.99	98.80%
Pacific Islander	8	0	0.00%	0.51%	0.00%	0.00	0.00%
Two or More Races	0	0					9.00%
White	391	9	2.30%	24.70%	16.98%	0.69	68.60%
Unknown	291	15	5.15%	18.38%	28.30%	1.54	153.70%

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%		100.00%
Yes	109	4	3.67%	65.27%	66.67%	1.02	109.50%
No	1,474	49	3.32%	882.63%	816.67%	0.93	99.10%

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	110.40%
No	528	14	2.65%	36.04%	26.92%	0.75	79.10%

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	100.20%

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	100.20%

Table 25
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%		100.00%
Female	829	98	11.82%	52.37%	60.49%	1.16	115.50%
Male	723	58	8.02%	45.67%	35.80%	0.78	78.30%
Unknown	31	6	19.35%	1.96%	3.70%	1.89	189.10%

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%		100.00%
African American	371	29	7.82%	23.44%	17.90%	0.76	76.40%

American Indian/Alaskan Native	12	2	16.67%	0.76%	1.23%	1.63	162.90%
Asian	268	30	11.19%	16.93%	18.52%	1.09	109.30%
Hispanic/Latino	242	31	12.81%	15.29%	19.14%	1.25	125.20%
Pacific Islander	8	1	12.50%	0.51%	0.62%	1.22	122.10%
Two or More Races	0	0					0.00%
White	391	31	7.93%	24.70%	19.14%	0.77	77.5%
Unknown	291	38	13.06%	18.38%	23.46%	1.28	127.60%

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%		100.00%
Yes	109	16	14.68%	6.89%	9.88%	1.43	143.40%
No	1,474	146	9.91%	93.11%	90.12%	0.97	96.80%

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%		100.00%
Yes	1,055	117	11.09%	66.65%	72.22%	1.08	108.40%
No	528	45	8.52%	33.35%	27.78%	0.83	83.20%

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	100.40%

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%

Conclusions: Disproportionately Impacted Student Groups

After reviewing the Degree and/or Certificate Completion data, BCC has determined Disproportionately Impacted Student Groups are as follows.

Equity Indicator: Degree and/or Certificate Completion Goals: 1. Increase the number of annual Degree and/or Certificate awards by a Minimum of 5% every year 2. Close the Degree and Certificate Completion Gaps between the overall student body and the Target Groups by 2021-22 3. Increase the number of combined Degree, Certificate, and Transfer Completion by 5% annually	
Activity	Target Groups
Conduct Student Focus-Groups in order to increase the understanding of the obstacles students face and identify resources to overcome these barriers	African American/Black, foster Youth, Veterans, Male, White
Pilot Faculty Advising Program, providing formal and informal coaching and advising support	African American/Black, foster Youth, Veterans
Offer Peer Advising through BCC Student Ambassador Programs	African American/Black, foster Youth, Veterans
Expand BCC Alumni Network through BCC Ambassador Alumni	African American/Black, foster Youth, Veterans, Male, White
Provide Faculty and Staff with Cultural Competency Training	All BCC Faculty and Staff
Develop and conduct Career and Transfer Themed Events	African American/Black, foster Youth, Veterans, Male, White

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

Benchmark Data and Goals for Degree and Certification Completion

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 Benchmark Data to measure college/program improvement for all students and for disproportionately impacted student populations as well:

Berkeley City College	Degree Outcome Rate	Certificate Outcome Rate	Degree Or Certificate Outcome Rate
Benchmark Outcome Rate	8.84%	3.35%	10.23%

Goals:

1. Increase the number of annual Degree and/or Certificate awards by a Minimum of 5% every year
2. Close the Degree and Certificate Completion Gaps between the overall student body and the Target Groups by 2021-22

3. Increase the number of combined Degree, Certificate, and Transfer Completion by 5% annually

BCC will focus on the improvement of 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

**Benchmark goal = 8.84%.

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

*Benchmark goal = 3.35%

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 a percentage
**Benchmark goal = 10.23%

Activities to Improve Degree and Certificate Completion and Expected outcomes for Target Student Groups

ACTIVITIES: DEGREE AND CERTIFICATE COMPLETION

Participants of the Transfer Equity Goal Committee and the Degree & Certificate Completion Equity Goal Committee 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; the Equity Goal Committee 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 Equity Goal Committee (T&DC) noted that activities designated in the Equity Plan to increase ESL and Basic Skills Completion, and overall Course Completions, should have a complementary impact on Transfer, and on Degree and 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. T&DC also strongly advocated for expansion of EOPS funding in order to improve transfer, and/or degree, and certificate completion rates by increasing proven services to students from target groups.

TD&C 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, which were seen as having the greatest potential impact, and could be readily assessed. 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)

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other		Curriculum/Course		Direct Student Support

	Categorical Programs		Development or Adaptation		
x	Research and Evaluation		Professional Development		

Target Student Group(s)

ID	Target Group(s)	# of Students Affected
D.1	African-American; Foster Youth; Veterans	371; 7; 4 or higher

Activity Implementation Plan

TD&C Equity Goal Committee 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.1.2	December 2015 - December 2016	$20,000	See A.5.4 above

Link to Goal

Data collected will be used to specifically address student transfer, and/or degree and certificate completion support needs of African-American, Foster Youth and Veteran 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 it is collected.

D.2 Faculty Advising Pilot

Activity Type(s)

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

Target Student Group(s)

ID	Target Group	# of Students Affected
D.2	Cross-sectional student group	Approximately 300
	African-American; Foster Youth; Veterans	75; 7; 4 or higher

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.2.2	Fall 2016 implementation	$25,000	See a.1.1 Above PASS $48,000

Link to Goal

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

Evaluation

- Qualitative and quantitative data will be collected throughout the pilot, including faculty and student feedback, and comparative data of student outcomes between pilot participants and non-participants will be analyzed.
- 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)

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other		Curriculum/Course	x	Direct Student Support

	Categorical Programs		Development or Adaptation		
	Research and Evaluation	x	Professional Development		

Target Student Group(s)

ID	Target Group	# of Students Affected
D.3	BCC students	Approximately 1,583
	African-American; Foster Youth; Veterans	300; 7; 4 or higher

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 pathways. As such, alumni ambassadors have provided informal transfer, and/or 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 the Black Student Union, the Latin American Club and the Veterans Center) to increase awareness of and connection to ambassadors.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.3.1	Spring 2016 (expansion of current programming)	$8,000	PASS $30,000

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/or certificate completion goals.

Evaluation

- Qualitative and quantitative data will be collected, including ambassador and student feedback, tracking ambassador interactions and impact.
- 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)

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

Target Student Group(s)

ID	Target Group	# of Students Affected
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, and/or 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.4.1	Spring 2016	$8,000	

Link to Goal

Events will focus on successful transfer, degree, and/or 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)

	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)

ID	Target Group	# of Students Affected
D.5	BCC students	Approximately 1,583
	African-American; Foster Youth; Veterans	300; 7; 4 or more

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, and/or degree and certificate completion. Training will include faculty advisors (see D.2) and peer advisors/ambassadors (see D.3), as well as Transfer and Career Center staff.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.5.1	Spring 2016 launch	$7,500	

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, and/or 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)

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

Target Student Group(s)

ID	Target Group	# of Students Affected
D.6	BCC students	Approximately 1,583
	African-American; Foster Youth; Veterans	300; 7; 4 or more

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 and 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		General Fund $3,000

\

Link to Goal

Events will focus on successful transfer, and/or 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.

Transfer

CAMPUS-BASED RESEARCH

Introduction

As mentioned earlier in the Degree and Certificate Completion section, participants of the Transfer Equity Goal Committee and the Degree & Certificate Completion Equity Goal Committee elected to join efforts and referred to the Completion/Transfer team as T&DC. This decision was arrived at after members from each group shared their observations that the distinction between Degree and Certificate Completion and Transfer seemed contrived. Both outcomes (successful transfer and degree/certificate completion) mark the attainment of primary matriculation, academic and career pathway goals. The two Equity Goal Committees then concluded that parsing out activities in isolation would be far less effective than framing them under a single, coordinated umbrella.

Moreover, BCC has been implementing strategic actions to facilitate students preparing for transfer while they complete all necessary courses for a degree and/or certificate from BCC. Similarly, student services have been teaming up with instruction to assist degree/certificate recipients in preparing for transfer.

Indicator Definitions and Data

Success Indicator 1. Transfer and Degree/Certificate Completion

To complement efforts in fostering completion and in supporting T&DC's data-driven decision to combine the two committees, BCC reviewed success indicators that would be relevant for both transfer and degree/certification completion. One such indicator is the Student Success Scorecard's Completion Outcome[18].

Data shown in Table 26 below present 6-year tracking information, including cohort size, for five entering, matriculating cohorts: 2004/05, 2005/06, 2006/07, 2007/08, and 2008/09, and 6-year completion rates by gender, age group, and race/ethnicity. Also, the 5-year average completion rates for all and for individual groups were calculated and presented in order to generate the 80% Index.

Key findings suggest:

- Approximately half of the matriculating cohort reached their education goal in 6 years by earning a degree or certificate, or by transferring to a 4-year institution of higher education.
- Age and completion appear to have a reverse relationship: Younger students have higher completion rates than older students.

[18] Percentage of degree, certificate and/or transfer-seeking students starting first time and were tracked for six years who completed a degree, certificate or transfer-related outcomes.

- The 80% Index targets African American students as a disproportionately impacted group.

Table 26
BCC Scorecard:
Five-Year Completion Outcome Rates by Gender, Age, and Race/Ethnicity

Degree/ Certificate /Transfer Completion Overall	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		5-Yr Average Rate	80% Index
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	**Completion Rate[19]**	
All	277	49.8 %	322	52.8 %	386	51.0%	564	46.6 %	633	48.3 %	**49.7%**	
Gender												
Female	151	51.0 %	178	55.1 %	206	48.5%	310	47.7 %	313	49.8 %	50.4%	101.4 %
Male	111	48.6 %	144	50.0 %	180	53.9%	254	45.3 %	289	46.4 %	48.8%	98.1%
Age												
< 20 years old	126	50.8 %	169	58.6 %	224	54.5%	392	50.5 %	466	51.1 %	53.1%	106.8 %
20 to 24 years old	66	62.1 %	64	51.6 %	77	50.6%	73	43.8 %	73	45.2 %	50.7%	102.0 %
25 to 39 years old	55	43.6 %	54	51.9 %	51	51.0%	61	36.1 %	58	34.5 %	43.4%	87.3%
40+ years old	30	30.0 %	35	28.6 %	34	29.4%	38	28.9 %	36	41.7 %	31.7%	63.7%
Race/Ethnicity												
African American	69	31.9 %	80	28.8 %	96	33.3%	136	27.2 %	139	26.6 %	29.6%	59.5%
American Indian/Alaska Native	Suppressed	0.0%	Suppressed	66.7 %	Suppressed	50.0%	Suppressed	50.0 %	Suppressed	66.7 %	46.7%	93.9%
Asian	35	54.3 %	65	67.7 %	45	71.1%	105	62.9 %	91	65.9 %	64.4%	129.5 %
Filipino	Suppressed	40.0 %	Suppressed	75.0 %	Suppressed	50.0%	12	33.3 %	13	53.8 %	50.4%	101.4 %
Hispanic/Latino	42	50.0 %	47	42.6 %	56	50.0%	87	32.2 %	99	50.5 %	45.1%	90.7%
Pacific Islander	Suppressed	50.0 %	Suppressed	50.0 %	Suppressed	100.0 %	Suppressed	20.0 %	Suppressed	0.0%	44.0%	88.5%
White	77	63.6 %	88	65.9 %	119	59.7%	148	57.4 %	124	54.0 %	60.1%	120.9 %

Success Indicator 2. CSU or UC Annual Transfer Data

In its 2008 and 2014 Equity Plans, BCC developed and implemented strategic activities encouraging students transferring to CSUs or UCs. Data in Chart 5 and Tables 27 and 28 below reveal quantitative measures to illustrate the progress made since the 2008 Plan.

CSU Key findings indicate:

[19] Benchmark for Completion

- The overall CSU transfer shows an overall upward trend. The number increased from 75 in 2009/10 to 141 in 2011/12, fluctuated in the next two years, then retreated slightly to 131 in 2014/15.

- Both male and female transfers to CSUs increased over the six-year period, while the number gap narrowed slightly between male and female transfers.

- The number of Hispanic/Latino transfers to CSUs have the biggest increase (14 or 175%, followed by Asian (15 or 150%), white (13 or 65%), and African American (8 or 50%).

Chart 5
Six-Year Trend of CSU Transfers by Gender,
2009/10 to 2014/15

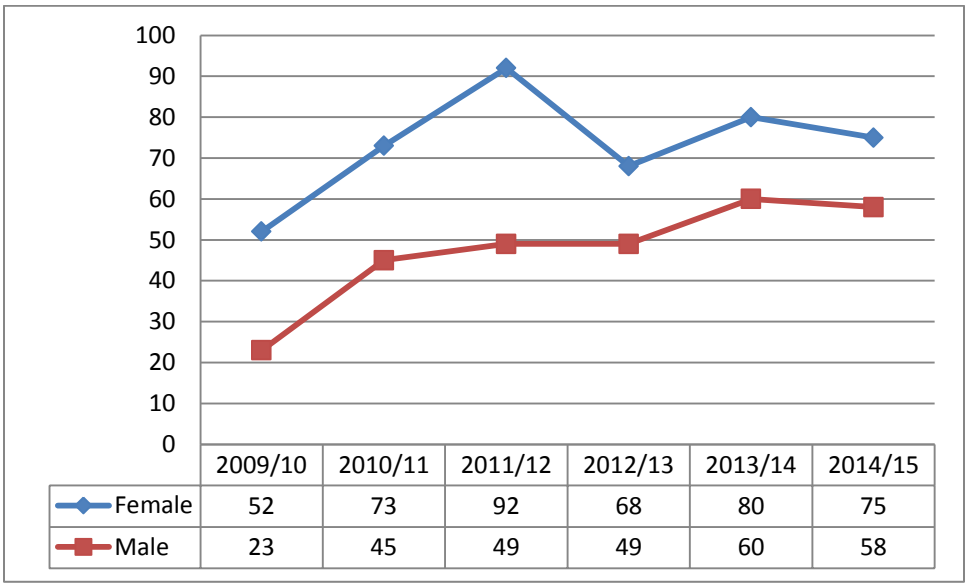


Table 27
Six Year Trend of CSU Transfers by Race/Ethnicity,
2009/10-2014/15

Race/Ethnicity	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	6-Yr Chng.
White Non-Hisp.	20	34	34	34	48	33	65.0%
Hispanic/Latino	8	21	26	17	21	22	175.0%
African American	16	21	26	20	18	24	50.0%
Asian	10	19	16	20	21	25	150.0%
Multiple	0	5	14	14	14	16	-
Unknown	15	8	17	5	11	6	-60.0%
Other	6	10	8	7	7	5	-16.7%
TOTAL	75	118	141	117	140	131	74.7%

UC Key Findings indicate:

- The total number of BCC students who transferred to UC increased from 120 in 2008/09 to 171 in 2012/13, and then slightly dropped to 161 in 2013/14.

- Asian transfers contribute the most to the 6-year increase of UC transfers, while White increased slightly.

- The number of African American transfers remained steady over the 6-year period.

- The number of Hispanic/Latino transfers increased from 24 in 2008/09 to 28 in 2011/12, but dropped to 10 and 9 in the following two years.

Table 28
Six Year Trend of UC Transfer by Race/Ethnicity,
2008/09 – 2013/14

Ethnicity	08/09	09/10	10/11	11/12	12/13	13/14	6-Yr Chng.
Asian/PI	18	26	17	34	44	49	172.2%
African American	12	12	7	15	15	12	0.0%
Filipino	4	1	0	2	3	4	0.0%
Latino	24	17	19	28	10	9	-62.5%
Nat Am	2	0	0	1	1	4	100.0%
White	49	51	52	59	71	56	14.3%
Other/Unknown	11	14	36	15	27	27	145.5%
Total	**120**	**121**	**131**	**154**	**171**	**161**	**34.2%**

Success Indicator 3. 6-Year Transfer Tracking Data

In order to conduct a more comprehensive analysis focusing on transfer, BCC selected the third success indicator:

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

The PCCD Office of Institutional Research prepared the data below for the BCC Equity Planning team's review. The data include three transferring cohorts' (2006/07, 2007/08, and 2008/09) combined tracking information for up to six years, by gender and by race/ethnicity. Similar tracking information was also prepared for Disabled Students, low-income students, Foster Youth, and Veterans.

Key findings reveal:

- The transfer outcome rate of the three cohorts combined suggests that four out of ten (41.46%) transferring students actually transferred in six years.
- Male and female students seem to have similar transfer outcome rates.
- Taking race/ethnicity into consideration, the disproportionately impacted groups are African American, Hispanic/Latino, Pacific Islander, and those whose race/ethnicity is unknown.
- Other disproportionately impacted populations include students with disabilities, low-income students, and Foster Youth.

Table 29
6 – Year Transfer Tracking

Gender	Cohort Count[20]	Transfer Outcome Count	Transfer Outcome Rate[21]	Cohort %	Transfer Outcome %	Proportionality Index	80% Index
Total	1,305	541	41.46%[22]	100.00%	100.00%		
Female	692	286	41.33%	53.03%	52.87%	1.00	99.60%
Male	591	245	41.46%	45.29%	45.29%	1.00	100.00%
Unknown	22	10	45.45%	1.69%	1.85%	1.10	109.60%

Ethnicity	Cohort Count	Transfer Outcome Count	Transfer Outcome Rate	Cohort %	Transfer Outcome %	Proportionality Index	80% Index
Total	1,305	541	41.46%	100.00%	100.00%		
African American	281	73	25.98%	21.53%	13.49%	0.63	62.60%
American Indian/Alaskan Native	9	6	66.67%	0.69%	1.11%	1.61	160.80%
Asian	234	128	54.70%	17.93%	23.66%	1.32	131.90%
Hispanic/Latino	204	72	35.29%	15.63%	13.31%	0.85	85.10%
Pacific Islander	5	2	40.00%	0.38%	0.37%	0.96	96.40%
Two or More Races	0	0					
White	333	158	47.45%	25.52%	29.21%	1.14	114.40%
Unknown	239	102	42.68%	18.31%	18.85%	1.03	102.90%

[20] First-time students with minimum of **12** units earned who **attempted any Math or English** in the first three years and achieved transfer to 4-year institution within six years of entry
[21] Three cohorts (entering cohorts of 2006/07, 2007/08, and 2008/09) combined 6-year transfer outcome rate
[22] Benchmark for Transfer

DSPS	Cohort Count	Transfer Outcome Count	Transfer Outcome Rate	Cohort %	Transfer Outcome %	Proportionality Index	80% Index
Total	1,305	541	41.46%	100.00%	100.00%		
Yes	96	21	21.88%	7.36%	3.88%	0.53	52.70%
No	1,209	520	43.01%	92.64%	96.12%	1.04	103.70%

Low Income	Cohort Count	Transfer Outcome Count	Transfer Outcome Rate	Cohort %	Transfer Outcome %	Proportionality Index	80% Index
Total	1,305	541	41.46%	100.00%	100.00%		
Yes	907	336	37.05%	69.50%	62.11%	0.89	89.30%
No	398	205	51.51%	30.50%	37.89%	1.24	124.20%

Foster Youth	Cohort Count	Transfer Outcome Count	Transfer Outcome Rate	Cohort %	Transfer Outcome %	Proportionality Index	80% Index
Total	1,305	541	41.46%	100.00%	100.00%		
Yes	5	1	20.00%	0.38%	0.18%	0.48	48.20%
No	1,300	540	41.54%	99.62%	99.82%	1.00	100.10%

Veterans	Cohort Count	Transfer Outcome Count	Transfer Outcome Rate	Cohort %	Transfer Outcome %	Proportionality Index	80% Index
Total	1,305	541	41.46%	100.00%	100.00%		
Yes	4	3	75.00%	0.31%	0.55%	1.81	180.80%
No	1,301	538	41.35%	99.69%	99.45%	1.00	99.70%

Conclusions: Disproportionately Impacted Student Groups

After reviewing Transfer data, BCC has determined the Disproportionately Impacted Students Groups are as follows.

Equity Indicator: Transfer

Goals:

1. Increase the number of Transfers to UCs, CSUs, and HBCUs or HACUs by 5% annually
2. Close the Transfer Completion Gap between the overall student body and the Target Groups by 2021-22
3. Increase the combined number of Degree, Certificate, and Transfer Completion by 5% annually

Activity	Target Group
Provide cross-walk completion counseling and advising for both Transfer and for Degree and/or Certificate Students	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran

Create BCC in-house transfer tracking database	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran
Offer early completion support through the 30-Unit check Point	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran
Advance BCC Scholars Program by Adopting EOPS' "Above and Beyond" Support Strategies	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran
Facilitate BCC students' transferring to 4-Year Institutions of Historically Black Colleges and Universities (HBCUs) or Hispanic/Latino Association of Colleges and Universities (HACU)	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

Benchmarks and Goals for Completion (Degree/Certificate/Transfer) and for Transfer

Berkeley City College has determined to establish two Benchmarks to measure the success of the College's effort in transfer and degree/certificate completion. The first Benchmark is Completion - using Transfer as well as the Degree and/or Certificate Completion Rates of its total student population in the program completion cohort. The second is Transfer Tracking Data, again using the College-wide transferring cohort's transfer rate as the Benchmark. Based upon these two Benchmarks, BCC will measure program improvement for all students as well as for the disproportionately impacted student populations.

Berkeley City College	**Completion - Degree/Certificate/Transfer** 6-Year Tracking of the Entering Matriculating Cohorts (Five Year Average)	**Transfer** – First-time students with minimum of 12 units earned who attempted any Math or English in the first three years and achieved transfer to 4-year institution within six years of entry (Three Cohorts Combined)
Benchmark Outcome Rate	49.7%	41.46%

Goals:

1. Increase the number of Transfers to UCs, CSUs, and HBCUs or HACUs by 5% annually
2. Close the Transfer Completion Gap between the overall student body and the Target Groups by 2021-22
3. Increase the combined number of Degree, Certificate, and Transfer Completion by 5% annually

The College is committed to improve both Completion and Transfer for the following target populations identified in the College research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	Completion: 20.1% Points Transfer: 15.48% Points, 2014	Increase Completion: 29.6% to 49.7% Transfer: 25.98% to 41.46%	AY 2021-2022
Hispanic/Latino	Transfer: 6.17% Points	Increase from 35.29% to 41.46%	AY 2021-2022
DSPS	Transfer: 19.58% Points	Increase from 21.88% to 41.46%	AY 2021-2022
Foster Youth	Transfer: 20.465 Points	Increase from 20% to 41.46%	AY 2021-2022

*Expressed as % points

Activities to Improve Transfer and Expected outcomes for Target Student Groups

ACTIVITIES: TRANSFER AND COMPLETION

E.1 COMPLETION - Provide Cross-Walk Completion Counseling and Advising for both Transfer and Degree/Certificate

Activity Type(s)

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

Target Student Group(s):

ID	Target Group(s)	# of Students Affected
E.1	African American	Approximately 300 or more during the next 6-year period

Activity Implementation Plan

Instead of addressing transfer preparation and degree/certificate preparation separately, through the Cross-walk approach, BCC's instructional and counseling faculty members will advise students to simultaneously plan for transfer and for earning degree(s)/certificate(s). Counseling and instructional faculty members will schedule and offer Cross-walk workshops to facilitate students in reaching their comprehensive completion goals of receiving a degree/certificate and/or transferring to a four-year college or university. BCC also plans to reach out to students through various student clubs, asking club members to encourage their peers preparing for both transfer and degree/certificates. Student clubs will include, but are not limited to, Black Student Union, Latino Student Clubs, Dreamers, Veterans Club, Foster Youth Club, and others.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.1	Spring 2016, on-going		General fund, Categorical funds, PASS, Grants

Link to Goal

Providing Cross-walk advisement will increase opportunities for students preparing to transfer to receive a degree/certificate as well, by helping them complete the requirements for CSU GE Breadth, IGETC, and ADTs. Meanwhile, this strategy may assist all Matriculating students in enrolling in transferable courses that will provide the potential degree/certificate recipient an option to transfer to a four-year college or university of his/her choice.

Evaluation

Data will be collected annually to measure the increase in the number of degree/certificate /transfer counts, as well as transfer counts alone.

E.2 TRANSFER - Create BCC in-house Transfer Tracking Database and Record

Activity Type(s)

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Programs		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

Target Student Group(s):

ID	Target Group	# of Students Affected
E.2	African American	Approximately 600 during the next 6-year period
	DSPS	Approximately 200 or more during the next 6-year period

Activity Implementation Plan

BCC will build upon the Transfer and Career Information Center sign-in records by requesting student ID so that the College could establish an in-house tracking database. Using this database, BCC will contact the Center users, via email or phone, immediately after the 4-years announcing the transfer admissions, to identify the number of transfers and their transfer institution(s). In addition, BCC could match this in-house database with student demographic information in order to conduct an early-on "Transfer-Velocity" analysis by gender, race/ethnicity, etc.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.2.2	Fall 2005, on-going	$20,000	SeeA.1.5 D.1.2 above, SSSP

Link to Goal

The in-house transfer database and tracking record will enable the College to receive a preliminary count of transfer admissions issued by four-year institutions. It will also enhance the "Engagement" of BCC students who are on the transfer track.

Evaluation

The in-house transfer database will be built on an on-going basis. The number of four-year admissions and actual acceptances will be collected in the spring after the four-year institutions announce their admissions

E.3 COMPLETION - Offer Early Completion Support through the 30-Unit Check Point

Activity Type(s)

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Programs		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

Target Student Group(s)

ID	Target Group	# of Students Affected
E.3	African American	Approximately 50 annually in total of 300 during the 6-year period
	All BCC 30-Unit recipients	Approximately 150 annually in total of 900 during the 6-year period

Activity Implementation Plan

BCC plans to provide "Early" transfer and degree/certificate preparation support services, using 30-units as a check point. BCC will reach out to all BCC students who have completed 30 degree applicable/transferable units, offer counseling and academic/career advisement, and update their comprehensive SEPs. The ultimate goal of this strategy is to provide those 30-unit completers with a clear road map preparing them for completion, to be measured by their attainment of a degree/certificate and/or their transferring to a four-year institution.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.3.2	Fall and Spring terms annually	$25,000	See A.1.1. and D.2.2. above, General fund, Categorical funds, PASS, Grants

Link to Goal

BCC's Scorecard data indicate that while approximately 60% of matriculating cohorts earn 30 units in 6 years, only 48.3% actually transfer and/or earn degrees/certificates. The "Early Completion Support" strategy is designed to bridge the gap between 30-units and Completion. If successfully implemented, BCC may assist another 100 students in reaching their Completion Goal(s) of earning degrees/certificates and/or transferring to a four-year college or university.

Evaluation

BCC will reach out to the 30-unit student cohort during the fall semester to provide counseling and advising, and will measure the outcome by the end of the spring term.

A survey or focus group evaluation may also be conducted to collect student feedbacks for improvement.

E.4 COMPLETION - Advance BCC Scholars Program by Adopting EOPS Above and Beyond Support Strategies

Activity Type(s)

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

Target Student Group(s)

ID	Target Group	# of Students Affected
E.4	African American, Hispanic/Latino, Foster Youth, DSPS, Veteran	Approximately 300 annually

Activity Implementation Plan

BCC has several signature programs supporting High-Need Students by providing them with "above and beyond" service opportunities. These programs include, but are not limited to, EOPS/CARE, DSPS, First Year Experience, BCC Scholars Program, Learning Communities, Persist, and PACE.

Among these signature programs, EOPS has the longest history and a proven record of successful outcomes. BCC intends to deliver services similar to EOPS' to 300 High-Need Students who are not EOPS participants. The College plans to identify these students from populations such as financial aid recipients, African Americans, Hispanic/Latinos, Pacific Islanders, American Indians/Alaska Natives, Veterans, Forster Youth, Dreamers and others. These support services may include accessibility of textbooks (book rentals, digital material, book reserve in the BCC Library, Open Source), two counseling meetings per term, instructional and counseling faculty connections, SEP development and updates, and the like. In addition, student leaders will take trips to attend leadership and educational conferences at the state, national or internal levels.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.4	Spring 2016, on-going	$41,357	General fund, Grants, PASS, SSSP
E.4.2	Spring and Summer 2016	$20,000	

Link to Goal

Support services similar to EOPS by offering a case management approach, linking access and success. BCC annually has more students who are eligible for EOPS but could not be accepted due to the funding limitation. (BCC has been providing EOPS/CARE services to 300 students annually). The College would like to offer these access-to-success support services to another 300 students who may benefit from the extra support.

Evaluation

Both quantitative and qualitative data will be collected to measure impact through SLO's, Program Review, Annual Program Updates, retention and success rates, the number of degrees and certificates awarded, and transfer numbers.

Data will be collected each semester and annually. Plan Evaluation will be measured annually, at the three-year Plan Mid-Term point and at the end of the 6-year Plan.

E.5 COMPLETION – Facilitate BCC Students' Transferring to Historically Black Colleges and Universities (HBCUs) and Hispanic/Latino Association of Colleges and Universities (HACU).

Activity Type(s)

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Programs	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

Target Student Group(s):

ID	Target Group	# of Students Affected
E.5	African American/Black, Hispanic/Latino, Foster Youth, DSPS, Veteran	Approximately 300 annually

Activity Implementation Plan

BCC will expand and enhance its partnerships with the Historically Black Colleges and Universities (HBCU) and Hispanic/Latino Association of Colleges and Universities (HACU). In addition to creating website linkage between these two Associations and BCC's Transfer website, the Transfer and Career Information Center will identify four-year colleges and universities of HBCU and HACU that interest BCC's potential transfers the most, by working with BCC's Black Student Union (BSU), Latino Student Club, and the Associated Students of BCC (ASBCC). This newly created website will also highlight scholarship opportunities that are posted on the HBCU and HACU websites so that BCC students will be able to identify sources for financial support if they chose to attend one of the HBCU or HACU four-year institutions.

With a set of pre-identified HBCU and HACU institutions, BCC's Transfer and Career Center Coordinator will work with counselors and faculty advisors to (a) assist students in developing SEPs that align their related BCC degree/certificate requirements with the selected transfer institution's program admissions' criteria, and to (b) plan and conduct field trips for HBCU/HACU campus visits. The ultimate goal of this activity is three-fold:

- to increase the opportunities for BCC students to transfer to a HBCU/HACU four-year institution of their choice,
- to enable BCC HBCU/HACU transfers to receive scholarships or other types of support for financial assistance, and
- to award these transfer students a BCC degree(s) and/or certificate(s) prior to their transferring.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.5	Spring 2016, on-going	$20,000	General fund, Grants, PASS, SSSP

Link to Goal

BCC has comprehensive connections with UCs and CSUs that effectively facilitate its students' transferring to these two systems. However, partnerships with HBCU and HACU remain to be improved. Strengthening relationships with these two associations and their member institutions will enable not only the Target Student populations, but all BCC students, to have more choices of four-year institutions for transfer.

Evaluation

BCC will monitor the progress of the above-mentioned activities annually and collect both quantitative and qualitative data at the 3-year Mid-Term and the 6-year Final Plan evaluation check-up point to measure the impact.

The College will also ensure that this activity will be included in all of its primary college-wide plans: Program Review, Annual Program Updates, Education Master Plan, and Strategic Goals and Plans. As part of the integrated planning, resource allocation and evaluation, the College will review the activities mentioned above and evaluate the impact made by employing these activities.

Other College- or District-wide Initiatives Affecting Several Indicators

Introduction

The District Office of Student Success and Equity (OSSE) at the Peralta Community College District (PCCD) supports the four colleges in their efforts to foster student success and equity as determined by indicators from the Student Success Scorecard and other statistical measures.

OSSE provides services to all Peralta students, with a focus on dual enrollment, foster youth, adult education, and students affiliated with Community-Based Organizations (CBOs). The OSSE will support BCC by providing outreach to targeted populations, establishing an OSSE office at BCC to serve targeted populations, and offering student success/equity training. The OSSE also provides district-wide coordination of PCCD's UMOJA programs.

Through this district-wide coordination, PCCD/BCC will facilitate intake activities for targeted populations, co-present student success workshops, assist students with developing student educational plans (SEPs), instruct counseling courses, co-facilitate student success workshops, and develop and submit reports on student success and equity initiatives. In particular, the counselors will take a case management approach toward the support of students and also be the designated counselor for Early Alert at BCC.

The major goal of this district-wide and college-specific, broad-scoped initiatives is to assist BCC in reaching all Equity Indicators mentioned above.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: ACTIVITIES AFFECTING SEVERAL GOALS

F.1 Creates PCCD Office of Student Success and Equity and Center for Your Educational Success (C-YES) Desired Information for Student Equity Reports

Indicators/Goals to be affected by the activity

X	Access		Degrees and Certificate Completion
X	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

Activity Type(s)

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	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)

ID	Target Group	# of Students Affected
F.1	Foster Youth, African American/Black, Hispanic/Latino	1,500

Activity Implementation Plan

Outreach to Targeted Populations. The District Office of Student Success and Equity (OSSE) connect with high school districts, community-based organizations, and other agencies that service our targeted populations. From these partnerships, the OSSE assists students with the following processes: gaining information about college programs, applying to the Peralta Colleges, and planning group campus tours that include orientation and assessment. The Office will also share information about the various summer programs and support services available at BCC.

College Offices of Student Success and Equity (C-YES). BCC will connect with the District OSSE, an office known by the acronym C-YES: "Your Educational Success." OSSE and C-Yes are designed to serve the following purpose: Serve as a "hand-off" site for students of our partner organizations, provide academic counseling to these populations, connect them to campus and community resources, and facilitate student success workshops. The offices' staff include a coordinator, counselor, and clerical support to provide these services to the students.

Student Success and Equity Training. The transformation of California Community Colleges into institutions committed to student success and completion is an ongoing project. There are theories, studies, and data being produced at a rapid rate. The District OSSE has taken the responsibility to engage the campuses in this dialogue, share best practices, and partner with the colleges to ensure that we are serving our students with the best data and information available. Monthly training and discussion sessions will be coordinated with BCC's SSSP and Equity Planning Committee.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.1	December 2015 – On-going	$86,250	General fund, Career Pathway Trust II - $60,000

Link to Goal

In order to reach the goal, PCCD/BCC will (i) coordinate orientation, assessment, and counseling appointments for targeted populations, including but not limited to: former dually enrolled students, students from court and community schools, adult education students, foster youth and students affiliated with CBOs, (ii) work collaboratively with school districts, community-based organizations and campus resources to deliver workshops at high schools and community sites, (iii) work collaboratively with counseling faculty, Learning Support Services, and other campus partners to coordinate regularly scheduled student success workshops, and (iv) track activities of the office to provide reports and assessment on students served and impact of services such as effects of special programs in closing the opportunity gap.

Evaluation

- Both quantitative and qualitative data will be collected (e.g., student participation, Equity Indicator Trends, student satisfactory survey), in order to measure impact of activity on the goal.
- Data will be collected and reviewed annually; major evaluation will be conducted in a 3-year and 6-year cycle.

F.2 Create BCC Center for Your Educational Success (C-Yes)

Indicators/Goals to be affected by the activity

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
	ESL and Basic Skills Course Completion		

Activity Type(s)

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

Target Student Group(s)

ID	Target Group	# of Students Affected
F.2	Foster Youth, Adult Re-entry, First Generation, African American/Black, Hispanic/Latino students	1,500

Activity Implementation Plan

Intake Services. As the BCC "hand-off" resource for targeted populations, the C-Yes will assist groups of students from our partner institutions with the following: College application, FAFSA application, campus tours, orientation, assessment and initial counseling appointment. The OSSE will also share information about the EOPS/CARE, CalWORKs, DSPS, and other services students may be eligible to receive.

Counseling Services. Counselors will provide all of the counseling support services for targeted populations as well as students flagged in Early Alert.

Student Success Workshops. The OSSE staff will conduct student success workshops twice a month for all students. The workshops will focus on subjects including study skills, note taking, preparing for an exam, writing a paper, stress management, time management, financial aid, applying for scholarships, preparing to transfer, and other relevant topics to student success and transfer.

ID	Timeline(s)	Student Equity Funds	Other Funds
F.2	December 2015 – On-going	$68,000	Career Pathway Trust II – $60,000

Link to Goal

To reach the goal, BCC will (i) coordinate activities of the C-YES with related activities of other departments to achieve maximum fulfillment of goals and objectives, such as closing the opportunity gap, and ensuring optimum delivery of student intake services for targeted populations, and (ii) develop, coordinate, and implement strategy to determine eligibility of students for categorical programs (EOPS/DSPS/CalWORKs), support programs (e.g., learning communities, UMOJA, Puente, Open Gate), and career pathways.

Evaluation

- Both quantitative and qualitative data will be collected (e.g., student participation, Equity Indicator Trends, student satisfactory survey), in order to measure impact of activity on the goal.
- Data will be collected and reviewed annually; major evaluation will be conducted on a 3-year and 6-year cycle.

Summary Budget

To prepare its Equity budget, Berkeley City College uses the CCCCO Budget and Accounting Manual object codes and definitions to account for expenditures. Funding listed for specific activities in the plan narrative under the sections for Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer and Other College- or District-wide Initiatives Affecting Several Indicators are also entered into the Summary Budget spreadsheet.

To maximize the use of all of its resources, BCC has routinely been sharing existing resources and leveraging new funding alternatives. Instead of developing and implementing each plan along with its designated funding source in a silo, BCC adopted a process of listing all planning activity funding needs against all budget sources, and then prioritizing activities and matching them with the available funds. Moreover, BCC has been proactively seeking alternative funding sources to meet its students' needs. For instance, BCC recently applied for and was awarded a Foster Youth Grant of $300,000 annually for three years to specifically support its Foster Youth population. Moreover, BCC explicitly designs its academic and career pathways to support students from access to success and has expanded the pathways' funding size. The recent grant award for the California Career Pathways Trust serves as an example.

BCC uses Equity funds to augment programs or services for students. As part of BCC's plan, the Peralta Community College District Office (PCCD) will conduct and fund two district-wide student equity related activities at the district level. BCC has incorporated a description of those activities in "Other College- or District-wide Initiatives Affecting Several Indicators," and also included related expenditures in the Summary Budget spreadsheet.

BCC Equity teams have designed a budget based on two principals: (a) concentrating most of the Equity funds on supporting Target Groups with the highest needs, including, but not limited to, African American/Black, Hispanic/Latino, Dreamer, Veteran, and Math students, and (b) supporting Goals and Activities that have no other clearly earmarked funding source, (e.g., Course Completion, Degree and/or Certificate Completion, and Transfer). While the College has identified overall student success and equity as its institutional goals and established outcome measures (e.g., all student will reach a 70% course success rate by 2024) in the Education Master Plan and other main Plans, BCC will continue to find other resources to close all Gaps and serve all Target Groups. The Summary Budget spreadsheet shows how BCC proposes to use the 2015 Equity fund and other budget resources to serve the High Need Students.

2015-16 Equity Fund								
Equity Indicator	**Outreach**	**Student Services & Categorical**	**Research and Evaluation**	**SE Coordination & Planning**	**Curriculum/ Course Dev. & Adaptation**	**Professional Development**	**Instructional Support**	**Direct Student Support**
Access	$ 50,000	$ 1,500		$ 20,000		$ 7,000		$ 7,000
Course Success			$ 3,280	$ 20,000	$ 20,000	$ 21,500	$ 47,000	$ 35,000
ESL/BSI				$ 20,000	$ 6,000		$ 2,000	$ 21,000
Degree/Certificate				$ 20,000		$ 7,500		$ 66,347
Transfer				$ 20,000		$ 28,750		
District-wide	$ 44,750	$ 30,000		$ 28,750		$ 22,000		
TOTAL	$ 94,750	$ 31,500	$ 3,280	$ 128,750	$ 26,000	$ 86,750	$ 49,000	$ 129,347

Summary Evaluation

Introduction

For all Equity Success Indicators presented earlier in BCC's 2015 Equity Plan, the College has described the data that will be collected for each activity. In order to measure the impact of the activity on the institution-set goals, the Plan has identified the disproportionately impacted student populations for each Success Indicator, and BCC has established Benchmark Data against which to measure our progress. The Evaluation plan of each activity, listed earlier, also spells out the estimated timelines for when and how frequently that data will be collected and reviewed.

Evaluation Plan Summary and Timelines

BCC's overall evaluation plan and timelines are summarized as follows:

Table 30
Evaluation Plan Summary and Timelines

Indicator	Annual Progress Measure Coordinate with Annual Program Updates (APU)	3-Year Cycle Mid-Term Evaluation Coordinate with Program Review	6-Year Cycle Final Equity Plan Impact Evaluation Coordinate with Program Review
Access	1-year change: Student demographics for the overall and the Target populations	3-year trend: Student demographics for the overall and the Target populations Goals and Gap Measures	6-year trend: Student demographics for the overall and the Target populations Goal and Gap Measures
Course Completion	1-year change: Fall and Spring credit course completion rates for all students and for the Target populations	3-year change: Fall and Spring credit course completion rates for all students and for the Target populations Goal and Gap Measures	6-year trend: Fall and Spring credit course completion rates for all students and for the Target populations Goal and Gap Measures
ESOL/Basic Skills Completion	1-year change: Fall and Spring ESOL/Basic Skills	3-year change: Fall and Spring ESOL/Basic Skills course	6-year tracking of 2015/16 ESOL/Basic Skills students

	course completion rates	complete rates Goal and Gap Measures	progression to transfer level course(s) Goal and Gap Measures
Degree/Certificate Completion	Annual number of degree/certificate awards	3-year trend of annual number of degree/certificate awards Goal and Gap Measures	6-year tracking of 2015/16 matriculating cohort's degree/certificate completion Goal and Gap Measures
Transfer	Annual number of transfers	3-year trend of annual number of transfers Goal and Gap Measures	6-year tracking of 2015/16 transfer cohort's Transfer Outcome 6-year tracking of 2015/16 cohort's Completion Outcome: degree/certificate/ transfer Goal and Gap Measures
College-wide	Annual progress measure using quantitative (goal indicators, etc.) and qualitative data (focus groups, surveys)	3-year trend measure using quantitative (goal indicators, etc.) and qualitative data (focus groups, surveys) Goal and Gap Measures	6-year tracking for progress and completion comparing the 6-year Plan outcome data against the 2015 Benchmark data Goal and Gap Measures

Evaluation Team and Rubric

BCC's Office of Institutional Effectiveness and the college-wide Equity Plan Taskforce will conduct the evaluation at the end of each Plan year using the Evaluation Rubric in Table 31 below. Student leaders will be invited to join the Evaluation Team. The findings will be fed into the Program Review/APU, along with other primary assessment results: SLO/ILO, SSSP, BSI, and ACCJC Annual Institution-set Goals Report.

Table 31
Equity Plan Activity Evaluation Rubric

Equity Success Indicator:_____ **Activity:_____**					
Equity Rubric	**Proficient** **3 points**	**Developing** **2 points**	**Needs Improvement** **1 point**	**Does Not Apply**	**Recommend to Discontinue** **0 point**
ANNUAL (1-YR) PROGRESS MEASUREMENT					
Meet RP 6-Success Factor Framework*					
Directed					
Focused					
Nurtured					
Engaged					
Connected					
Valued					
Implementation					
The activity has been actively implemented					
There is evidence to indicate the implementation, for example, meeting minutes, participants' sign-in records, flyers, feedback sheets.					
The activity is integrated into primary college-wide plans, e.g., Education Master Plan, College Goals and Strategic Plan, Program Review/APU, SSSP					
The activity is connected with other categorical programs, e.g., EOPS/CARE, DSPS, BSI, CTE.					
Resources are sufficient to support this activity					
Impact – Progress Measure					
Qualitative data show positive impact moving toward meeting the Goal(s)					
Quantitative data show positive impact moving toward meeting the Goal(s)					
Mid-Term (3-YR) and Final (6-YR) EVALUATION					
Summary of 1-YR Progress Measurements					
Qualitative data show positive impact moving toward meeting the Goal(s)					
Quantitative data show positive impact moving toward meeting the Goal(s)					
Gap has been narrowed or closed					
Activity Goal is met					

*The RP Groups Six Success Factors:

Directed:
Helping students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal
Focused:
Fostering students' motivation and helping them develop the skills needed to achieve their goals

Nurtured:
Conveying a sense of caring where students' success is important and expected
Engaged:
Actively involving students in meaningful and authentic educational experiences and activities inside and outside the classroom
Connected:
Creating connections between students and the institution and cultivating relationships that underscore how students' involvement with the college community can contribute to their academic and personal success
Valued: providing students with opportunities to contribute to and enrich the college culture and community

Outcome Dissemination and Action

Information dissemination will be on-going, comprehensive, and conducted in a two-way dialogue fashion. BCC plans to annually present its Equity Impact Outcome findings and conduct discussion sessions during a College Flex Day, and at Roundtable, Department Chairs' Council, PIE, and all shared governance committee meetings.

Annually, and at the end of the 3- and 6-year cycle, evaluation findings using the Evaluation Rubric above will be shared with the BCC Equity Plan Taskforce members and the Team Leader of each Success Indicator. The Office of Institutional Effectiveness and the Team Leaders will then meet with each Success Indicator team to interpret the Outcome Measures and make Recommendations. If the implementation receives an overall evaluation of "proficient," the team will continue the activity. When a "developing" evaluation is issued, the team will identify new methods or revise the current methods to continue the activity. If an overall "needs improvement" is suggested, the team may have to develop an improvement plan, if the members chose to continue the current activity. When the Evaluation Team recommends to "discontinuing" the activity, the Indicator Team may either accept the recommendation or propose a different activity in order to achieve the Goal. Additional resources, if available, including budget, facility, equipment, and personnel may be augmented to enhance activities with proven record of being effective.

While updating the Plan for the following years, BCC will submit, to the State, the summary of its Annual Equity Progress Measures, as it did earlier in this Plan. Similarly, BCC's Mid-Term and 6-Year Final Equity Plan Evaluation will be included in each and every Equity Plan to be developed and submitted.

All BCC plans, including the Equity Plan, are part of the Integrated Planning, Resource Allocation and Evaluation process that is posted online at http://www.berkeleycitycollege.edu/wp/prm/files/2014/05/Institutional-Effectiveness-webiste-information11.6.15.pdf. Throughout this integrated planning process, BCC has been assessing and will continue not only to assess each and every plan, but also to evaluate the processes used to assess the integrated plans. The 2015 Equity Plan will be fully coordinated and integrated with the college-wide planning process, the outcomes of which will be used for college-wide improvement.

Attachment

References

Academic Senate for California Community Colleges. (2012). The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges. Adopted Spring 2012. Academic Senate for California Community Colleges. Retrieved from Eric. (Academic Senate for California Community Colleges. 555 Capitol Mall Suite 525, Sacramento, CA 95814. Tel: 916-445-4753; Fax: 916-323-9867; e-mail: info@ascc.org; Web site: http://asccc.org)

Alexander, M. (2012). The New Jim Crow (Reprint). New Press, The.

Banks, J. A. (1991). Teaching Strategies for Ethnic Studies. Fifth Edition. Retrieved from http://proxy.lib.csus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED372128

Casellas, J., & Shelly, B. (2012). No Latino Left Behind? Determinants of Support for Education Reform in the U.S. Congress. Journal of Latinos & Education, 11(4), 260–270.

Delpit, L. D. (2013). Multiplication is for white people: raising expectations for other people's children. New York; London: New Press ; Turnaround [distributor].

Facts14_Data_R3.pdf. (n.d.). Retrieved June 28, 2014, from http://www.aacc.nche.edu/AboutCC/Documents/Facts14_Data_R3.pdf

Harper, S. R., & Davis, C. H. F., III. (2012). They (Don't) Care about Education: A Counternarrative on Black Male Students' Responses to Inequitable Schooling. Educational Foundations, 26(1-2), 103–120.

Harper, S. R., Harris, F., III, & Institute for Higher Education Policy. (2012). Men of Color: A Role for Policymakers in Improving the Status of Black Male Students in U.S. Higher Education. Institute for Higher Education Policy. Retrieved from Eric. (Institute for Higher Education Policy. 1825 K Street Suite 720, Washington, DC 20006. Tel: 202-861-8223; Fax: 202-861-9307; e-mail: institute@ihep.org; Web site: http://www.ihep.org)

Kantor, H., & Lowe, R. (2011). The Price of Human Capital. Dissent (00123846), 58(3), 15–20.

Kozol, J. (2006). The Shame of the Nation: The Restoration of Apartheid Schooling in America (Reprint). Broadway.

Ryan, E. F. (2011, January 1). The Forces That Shape the Work of Community College Counselors. ProQuest LLC. Retrieved from Eric. (ProQuest LLC. 789 East Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106. Tel: 800-521-0600; Web site: http://www.proquest.com/en-US/products/dissertations/individuals.shtml)

Unrau, Y. A. (2011). From Foster Care to College: The Seita Scholars Program at Western Michigan University. Reclaiming Children and Youth, 20(2), 17–20.

Wolanin, T. R. (2005). Higher education opportunities for foster youth: A primer for policymakers. Washington, DC : (n.d.).

Wood, J. L., & Nevarez, C. (2010). Community College Leadership and Administration (First printing). Peter Lang Publishing.