

Barstow Community College Student Equity Plan 2025-2028
Approved by Board of Trustees – November 19, 2025

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals.

Barstow Community College (BCC) ensures active involvement of all campus groups by prioritizing broad engagement and amplifying student voice throughout the development of the Student Equity Plan (SEP). As an active participant in the Student Equity Plan Implementation (SEPI) program, the College has embedded inclusive practices into equity planning processes. In addition, the Find Your Anchor initiative serves as a student-driven platform that uplifts affinity groups and historically marginalized populations, including Black, Latinx, Asian/Pacific Islander, LGBTQIA+, foster youth, veterans, and students with disabilities. By centering identity and lived experiences as strengths, the initiative cultivates belonging and encourages participation in identity-based organizations and targeted support services.

To reach disproportionately impacted populations more systematically, BCC collaborates with programs such as Extended Opportunity Programs and Services (EOPS), Foster Youth Services, Disability Support Programs and Services (DSPS), and Veteran Services. Through structured listening sessions and programming with these partners, the College captures the unique barriers and priorities of students from diverse racial, socioeconomic, and identity backgrounds, including first-generation and economically disadvantaged students. Student leadership is directly embedded into governance structures. The Commissioner of Diversity and Equity from the Associated Student Government (ASG) serves as a standing member of the Student Equity and Achievement (SEA) Committee, contributing to data analysis, goal setting, and strategy development.

Feedback collected through forums, affinity initiatives, and listening sessions is systematically disaggregated by demographic groups and integrated into the ongoing refinement of the SEP. These comprehensive strategies demonstrate BCC's commitment to embedding student voice, ensuring resource allocation and programming remain data-informed, responsive, and reflective of its diverse student population. By sustaining inclusive dialogue and accountability, the College reinforces shared responsibility as a cornerstone of its 2025-2028 equity mission.

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: [Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans](#) provides information on race-consciousness strategies and student equity planning.

BCC is committed to a race-conscious approach in developing our 2025-2028 Student Equity Plan, recognizing that racial inequities stem not from student deficits but from enduring structural and institutional barriers. Our planning process explicitly centers the voices, lived experiences, and aspirations of racially minoritized students, rejecting race-neutral strategies in favor of intentional, equity-minded action. This commitment began with a critical analysis of disaggregated student data using race and ethnicity as central variables to uncover equity gaps and guide targeted, culturally responsive interventions. These data-informed strategies are designed to address the distinct barriers faced by students of color, incorporating wraparound supports that affirm student identity and foster belonging.

Simultaneously, BCC is examining internal policies, practices, and campus norms to identify and disrupt structures that may reinforce inequity. Recognizing that systemic change requires cross-campus

collaboration, we are launching a Community of Practice composed of students, classified professionals, faculty, and administrators. This group will serve as a hub for sustained dialogue, shared learning, and the co-creation of equity strategies that extend beyond the SEA Plan into broader institutional planning and accountability frameworks.

To ensure intentionality and impact, BCC is developing targeted student success subplans focused on racially minoritized and historically excluded populations. These subplans will include measurable outcomes, asset-based practices, and identity-affirming supports. One example is our Shades of Sisters (SOS) cohort program, which empowers women of color through mentorship, leadership development, and belonging an approach we aim to adapt for other student groups.

We are also enhancing access to equity resources through our Multicultural and Equity Communities digital platform, ensuring that students can engage with affirming spaces and support services both on campus and online. Finally, student voice is integral, not symbolic, in our planning and implementation processes. Through transparent structures, defined timelines, and shared accountability, BCC affirms its race-conscious commitment to dismantling barriers, closing equity gaps, and cultivating an environment where all students thrive.

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place.

BCC will implement a comprehensive, data-informed process for the ongoing review and evaluation of the Student Equity Plan (SEP), ensuring alignment with the College's institutional common equity goals and broader Strategic Plan. This process is led by the Office of Institutional Research (OIR), which manages the collection, analysis, and dissemination of disaggregated student data.

Using Tableau dashboards and other analytic tools, OIR provides real-time, interactive insights into student success metrics, including access, retention, completion, and transfer disaggregated by race/ethnicity and other equity-relevant demographics. These data dashboards serve as the foundation for continuous, evidence-based evaluation of SEP strategies. Evaluation is intentionally collaborative and participatory, engaging all major governance and planning bodies.

The SEA Committee, Enrollment Management, Institutional Effectiveness Committee, and College Governance Council review outcomes and progress reports at the end of each semester, using Tableau analytics to identify persistent equity gaps and highlight opportunities for targeted intervention. To ensure institutional integration, these reviews are woven into program review, strategic planning, enrollment management, and resource allocation processes.

Embedding SEP evaluation into the college's governance structure ensures that equity remains a shared responsibility across all committees and planning efforts. Alongside quantitative measures, BCC collects qualitative data through student focus groups, surveys, and facilitated dialogue sessions, prioritizing the voices of racially minoritized students. This integration of statistical and experiential evidence ensures that institutional decision-making reflects lived student realities and not just numerical trends.

Each spring, OIR collaborates with the SEA Committee to produce a comprehensive annual evaluation report, finalized and shared with the campus community by April 30th. This report assesses progress toward SEP goals, evaluates the effectiveness of implemented strategies, and makes recommendations for refinement. Findings are disseminated through campus-wide communications and

presented at institutional forums such as In-Service, fostering transparency, reflection, and collaborative accountability. By embedding this cycle of review into the Strategic Plan and weaving it across all governance structures, BCC ensures that equity evaluation is not siloed but institutionalized, driving continuous improvement, closing equity gaps, and sustaining a campus culture of race-conscious accountability.

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

a. What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan? What institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan.

In reflecting on the 2022-2025 Student Equity Plan cycle, Barstow Community College has deepened its understanding of the root causes of equity gaps through disaggregated data analysis, student voice, and equity-focused professional learning. For the Successful Enrollment metric, BCC met its target outcome for increasing enrollment among Black/African American females through a research-based, campus-wide initiative.

During the fall 2024 In-Service, Dr. Darla Cooper and RP Group colleagues presented the African American Transfer Tipping Point study, including findings specific to BCC students. Faculty, staff, and administrators then participated in tailored breakout sessions that addressed barriers such as probation stigma, microaggressions, and inequitable counseling access. These dialogues surfaced systemic inequities and generated actionable strategies.

One outcome was the redesign of the Academic Probation process into the RESET Support Program, which reframes probation through a holistic five-pillar framework: Reignite, Engage, Strengthen, Elevate, and Thrive. RESET has shifted institutional culture by embedding equity-minded practices into probation policies and centering student growth. The Shades of Sisters (SOS) cohort further advanced belonging and leadership development for women of color, affirming that identity-based programming improves persistence.

Similarly, first-generation programming, including the inaugural First Gen Viking Day, storytelling campaigns, and a dedicated webpage, helped normalize the first-gen experience, build social capital, and connect students to wraparound supports. The Find Your Anchor campaign introduced the Multicultural and Equity Communities landing page, creating a digital hub of resources and belonging for students, staff, and faculty.

At the institutional level, Tableau dashboards increased accountability by making disaggregated equity data accessible to governance bodies and planning groups. These tools enabled timely adjustments to strategies and fostered transparency in progress monitoring. Building on this foundation, BCC has also learned the importance of connecting academic planning to career pathways.

For 2025-2028, the College will implement DegreeWorks Student EdPlans and Program Mapper to provide clear, equity-minded pathways to completion and align supports with students' career interests. Together, these efforts RESET, SOS, first-generation initiatives, Find Your Anchor, data dashboards, and the planned integration of DegreeWorks and Program Mapper illustrate that reducing equity gaps requires both cultural change and systemic reform. By linking research, student voice, and

technology-driven planning, BCC has not only met several equity targets but also established sustainable models for future equity work.

b. Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan.

BCC has identified several strategies from the 2022-2025 Student Equity Plan cycle that will be intentionally carried forward into the 2025-2028 plan. These discoveries represent cultural shifts and structural practices that have strengthened the College's equity framework and will guide future development and implementation.

1. Race-Conscious Professional Learning and Communities of Practice

The 2024 In-Service, anchored by the African American Transfer Tipping Point study, demonstrated the power of professional learning grounded in race-specific research and role-based dialogue. By equipping administrators, faculty, counselors, and classified professionals with strategies to address barriers such as probation stigma, microaggressions, and inequitable counseling access, BCC fostered a culture of shared responsibility for equity. Building on this model, Communities of Practice are being established as ongoing spaces for dialogue, shared learning, and the co-creation of equity-minded strategies, ensuring that equity work extends beyond one-time events into sustained institutional practice.

2. Identity-Affirming Programs and Belonging Campaigns

Programs such as the RESET Program and SOS have shown that targeted, identity-affirming supports transform outcomes while reshaping institutional culture. RESET reframes probation through a holistic, growth-oriented five-pillar framework, while SOS builds leadership and belonging among women of color. Similarly, first-generation programming including the inaugural First Gen Viking Day, storytelling campaigns, and a dedicated webpage, has normalized first-gen identity, connected students to wraparound supports, and built social and educational capital. The Find Your Anchor campaign, tied to the Multicultural and Equity Communities landing page, further extended this work by offering a digital hub of stability, resources, and belonging for students, staff, and faculty. Collectively, these initiatives demonstrate how identity-affirming and visibility-building programs expand inclusion and persistence across multiple student populations.

3. Data-Informed Planning and Guided Pathways Tools

The adoption of Tableau dashboards has provided real-time, disaggregated data on enrollment, retention, completion, and transfer. Embedding these tools into program review, Communities of Practice, and governance processes has increased transparency, strengthened accountability, and ensured equity goals are integrated into strategic planning. Building on this foundation, BCC will implement DegreeWorks Student EdPlans and Program Mapper during the 2025-2028 cycle. These tools will help students connect their academic choices to career goals, provide clear pathways to completion, and align supports with equity priorities, further institutionalizing Guided Pathways practices in service of equity.

These discoveries, professional learning tied to Communities of Practice, identity-affirming programs and campaigns, and data-informed planning integrated with guided pathways tools, will provide continuity between planning cycles. They ensure that the 2025-2028 Student Equity Plan builds on proven successes while embedding equity as a shared, campus-wide responsibility.

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Asian	8.4%	15	2.5%	5	6.5%	12
White	8.7%	150	8.4%	147	10.4%	181
Completed Both Transfer-Level Math & English - DI Student Populations						
First Generation	12.2%	50	1.2%	5	4.4%	19
Hispanic Male	10.3%	18	0.8%	2	5.3%	10
Completion - DI Student Populations						
Black or African American	14.4%	19	0.7%	1	6.7%	9
Econ Disadvantaged Male	14.5%	41	4.2%	12	8.3%	24
First Generation Male	14.7%	23	1.1%	2	6.7%	11
Hispanic Male	14.1%	22	1.8%	3	7.3%	12
Male	13.4%	47	7.6%	27	11.3%	40
White Male	12.8%	10	0.6%	1	8%	7
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged	25.1%	85	1.8%	6	6.3%	22
First Generation	21.4%	40	2.9%	6	8.9%	17

Table 1. Summary of Disproportionately Impacted (DI) Student Populations at BCC by Metric, and Goals for Eliminating DI and Closing Equity Gaps

Please describe the goals and actionable strategies for eliminating disproportionate impact and closing equity gaps for each identified metric (Table 1).

METRIC - SUCCESSFUL ENROLLMENT

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Student Population						
Overall Student Population	14.7%	602	N/A	N/A	N/A	N/A
Asian	8.4%	15	2.5%	5	6.5%	12
White	8.7%	150	8.4%	147	10.4%	181
African American	Not Entered	Not Entered	N/A	N/A	Not Entered	Not Entered
Hispanic	Not Entered	Not Entered	N/A	N/A	Not Entered	Not Entered

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. If there are no additional student populations, please proceed to the next step.

Goal 1: Eliminate Disproportionate Impact

BCC's baseline successful enrollment rate for 2022-23 is 14.7%. Disaggregated data show that Asian students (8.4%) and White students (8.7%) are enrolling at lower rates than the overall population. To eliminate disproportionate impact:

- Asian enrollment must increase by 5 students (+2.5%).
- White enrollment must increase by 147 students (+8.4%).

BCC will leverage initiatives such as the Viking Prep program through the Welcome Center, which partners with local high schools to guide students through the required Steps to Success for enrollment. Alongside expanded community-centered outreach, enhanced onboarding support, and culturally responsive curriculum offerings, Viking Prep will ensure disproportionately impacted students transition seamlessly from application to enrollment at comparable rates to the overall student population.

Goal 2: Fully Close Equity Gaps

BCC aims to fully close equity gaps in successful enrollment. To achieve this:

- Asian enrollment must increase by 12 students (+6.5%).
- White enrollment must increase by 181 students (+10.4%).

The Viking Prep program, along with strengthened dual enrollment partnerships and the Promise Program, will serve as a primary mechanism for closing these gaps by building a seamless college-going pipeline. By engaging students early, providing personalized guidance, and ensuring affordability, the College will address structural barriers and support disproportionately impacted students in enrolling at rates that fully reflect equitable access to higher education.

Activities and Interventions

BCC will implement the following equity-focused and race-conscious strategies:

- **Community-Centered Outreach:** Enhance outreach efforts and create programs such as Coffee with the College, where faculty, staff, and administrators meet prospective students and families in community spaces. Enhance target outreach to neighborhoods and community hubs such as churches and grocery stores where disproportionately impacted populations live, ensuring culturally responsive communication.
- **Curriculum and Representation:** Explore the development and offering of courses such as Introduction to Asian American Studies and Introduction to Native American Studies. Use these offerings to strengthen institutional relevance and demonstrate commitment to honoring student identities and communities.
- **Enhanced Onboarding and Student Support:** Enhance the Welcome Center to serve as a comprehensive hub for onboarding, including application assistance, financial aid support, and advising. Implement intrusive case management from application through enrollment to reduce procedural barriers.
- **High School and Dual Enrollment Pipeline:** Enhance dual enrollment programs with local high schools to increase college-going familiarity among students. Create a Viking Prep Program through the Welcome Center, where the Welcome Center team partners with local high schools to guide students through the required Steps to Success for enrollment. Build direct pathways from high school graduation into the Promise Program, ensuring affordability and a seamless transition.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population

- Increase overall student enrollment by at least 25% by 2030, prioritizing equitable access and restoring enrollment levels beyond pre-pandemic baselines, consistent with Vision 2030 Outcome 4 on Student Participation.
- Strengthen data collection and targeted outreach for African American and Hispanic students to ensure equitable enrollment growth and alignment with Vision 2030 benchmarks, addressing potential disproportionate impact not fully captured in current reporting.

KEY STRATEGIES FOR SUCCESSFUL ENROLLMENT-Disproportionately Impacted Student Population(s)

1. **Community-Centered Outreach:** Create initiatives such as Coffee with the College to meet prospective students and families in community spaces, with targeted engagement for Asian, White, and other underserved populations to remove access barriers and promote equitable enrollment.
2. **Viking Prep Program:** Implement the Viking Prep Program through the Welcome Center, partnering with local high schools to guide students through the Steps to Success for enrollment, ensuring disproportionately impacted students have seamless pathways from high school to college.
3. **Enhanced Onboarding and Curriculum Relevance:** Strengthen the Welcome Center as a one-stop hub for enrollment support, while expanding culturally relevant curriculum such as Introduction to Asian American Studies and Introduction to Native American Studies to validate student identities and increase enrollment.

4. **Dual Enrollment Expansion:** Expand dual enrollment opportunities with local high schools, ensuring disproportionately impacted students earn college credit early, build confidence in their ability to succeed, and transition seamlessly into BCC after graduation.
5. **Promise Program Pipeline:** Strengthen direct pipelines into the Promise Program through the Welcome Center by coordinating with high school counselors and families, ensuring affordability and access for disproportionately impacted students, with an emphasis on rural and low-income communities.
6. **Intrusive Case Management:** Provide intrusive case management from application through registration, assigning Welcome Center staff to track and support disproportionately impacted students step by step, reducing procedural barriers and preventing drop-off before enrollment is completed.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

1. **Expanded Welcome Center Services:** Scale the Welcome Center into a comprehensive enrollment hub that provides all students with access to application assistance, financial aid workshops, advising, and technology support, ensuring equitable entry points for the entire student population.
2. **Technology-Enhanced Enrollment Tools:** Develop user-friendly online enrollment tools, including guided “Steps to Success” modules and real-time support via chat or text, to reduce barriers for all students, especially those balancing work, family, or distance challenges.
3. **Community Partnerships:** Strengthen partnerships with local employers, faith-based organizations, and community agencies to promote college enrollment opportunities broadly, ensuring all populations are reached through trusted networks beyond the campus.

METRIC - COMPLETED BOTH TRANSFER - LEVEL MATH AND ENGLISH

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	14.6%	130	N/A	N/A	N/A	N/A
First Generation	12.2%	50	1.2%	5	4.4%	19
Hispanic Male	10.3%	18	0.8%	2	5.3%	10

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric - First-Time NSA Cohort](#).

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. If there are no additional student populations, please proceed to the next step.

Goal 1: Eliminate Disproportionate Impact

The baseline completion rate for the 2022-23 cohort is 14.6% (130 students). Disaggregated data shows disproportionate impact for:

- First-Generation students: 12.2% completion. To eliminate DI, an increase of 5 students (+1.2%) is needed.
- Hispanic Male students: 10.3% completion. To eliminate DI, an increase of 2 students (+0.8%) is needed.

Goal 2: Fully Close Equity Gaps

- First-Generation students must increase by 19 students (+4.4%).
- Hispanic Male students must increase by 10 students (+5.3%).

Activities and Interventions

1. **Embedded Tutoring and Faculty-Tutor Training:** Provide embedded tutors in all transfer-level math and English courses, with professional development for both faculty and tutors in best practices to support disproportionately impacted populations.
2. **Faculty Professional Development:** Establish annual Summer Institutes and ongoing communities of practice to equip faculty with equity-minded pedagogy and strategies for supporting first-generation and Hispanic male students.
3. **Early Alert System:** Implement an early alert and intervention system to identify struggling students in real time and connect them with tutoring, counseling, and financial support.
4. **Addressing the Digital Divide:** Expand laptop loan and hotspot programs to ensure that lack of technology does not prevent first-generation and Hispanic male students from succeeding in transfer-level courses.
5. **High School Pipeline:** Partner with local high schools to expand dual enrollment in college-level English and math, reducing barriers and strengthening readiness.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population

1. **Transfer-Level English (Hispanic Male Students):** Increase Hispanic male completion of transfer-level English by 10 percentage points by 2028 through embedded tutoring, culturally relevant curriculum, and targeted outreach in high school pipeline programs.
2. **Transfer-Level Math (First-Generation Students):** Increase first-generation student completion of transfer-level Math by 12 percentage points by 2028 through faculty-student mentoring, summer bridge courses and expanded corequisite support models.
3. **Overall Completion (All Students):** Raise the overall completion rate for transfer-level Math and English from 14.6% to 25% by 2028, ensuring interventions are race-conscious and prioritized for disproportionately impacted populations.

STEP 2: KEY STRATEGIES TO ADVANCE TRANSFER-LEVEL MATH AND ENGLISH GOALS

1. **Embedded Equity Support in Classrooms:** Embed trained tutors in all transfer-level Math and English sections, with faculty-tutor teams receiving professional development focused on anti-deficit, race-conscious support for first-generation and Hispanic male students.

- 2. Equity-Focused Early Alert & Follow-Up:** Implement an early alert system that flags academic, financial, and personal risk indicators and connects DI students with targeted support services, including tutoring, counseling, special programs and basic needs.
- 3. Faculty Equity Institutes:** Launch annual equity institutes and yearlong Communities of Practice to train Math and English faculty in culturally responsive pedagogy, inclusive assessment, and strategies for reducing racial equity gaps.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

- 1. Math and English Course Redesign:** Redesign gateway Math and English courses using Universal Design for Learning (UDL) principles and culturally relevant pedagogy to better engage and retain diverse learners across all backgrounds.
- 2. Data-Driven Scheduling & Enrollment:** Use predictive analytics with DegreeWorks to inform course scheduling and ensure all students have timely access to transfer-level Math and English, especially during their first year of enrollment.
- 3. Technology-Enhanced Learning Supports:** Expand the use of technology tools such as learning platforms, interactive apps, supported tutoring to reinforce classroom instruction and give students flexible, on-demand support.

METRIC - PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

Persistence: First Primary Term to Secondary Term Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Students for 2021- 22 (Baseline Year)	# of Students for 2021- 22 (Baseline Year)	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Student Population			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	61.7%	372	N/A	N/A	N/A	N/A
There are no DI student populations found for your college for this metric. Due to FERPA suppression guidelines, populations less than 10 are not shown in NOVA, but can be found in your SEP Data available on Data on Demand. While your college does not have a DI student population for this metric in NOVA, we encourage your college to use local data and/or data from Data on Demand to identify at least one student population experiencing an equity gap. Click below to add a student population (Optional). If there are no student populations to add, please proceed to next step.						

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. If there are no additional student populations, please proceed to the next step.

Goal 1: Eliminate Disproportional Impact.

BCC will raise persistence rates of disproportionately impacted groups by embedding equity-minded practices into instruction, support services, and institutional culture. Strategies include:

- Embedded tutoring in all transfer-level math and English courses, paired with best-practices training for faculty and tutors.
- Early alert technology to proactively identify and support students at risk of stopping out.
- Identity-affirming programming such as the RESET Program, Shades of Sisters (SOS), Promise, First Gen Viking Day, and the Find Your Anchor campaign to strengthen belonging, visibility, and wraparound support.
- Creating Guided Pathways teams with assigned counselors, advisors, and faculty to ensure proactive guidance and interventions.

Goal 2: Fully Close Equity Gaps.

Building on these strategies, BCC will raise overall persistence from 61.7% to 70% by 2028 and fully close gaps across DI populations. Specific subgroup targets include:

- Increase Black persistence from 59% to 70%.
- Increase Hispanic persistence from 63% to 86%.
- Increase American Indian/Alaska Native persistence from 33% to 85%.
- Increase first-generation throughput in transfer-level Math and English from 12.2% to 20%.
- Increase foster youth persistence from 52% to 70%

To achieve these outcomes, BCC will strengthen institutional partnerships across the Teaching and Learning Support Center (TLSC), Library, RESET, Promise, DSPS, and other special programs to deliver coordinated wraparound services. Guided pathways technology such as DegreeWorks Student EdPlans and Program Mapper, will further help students connect academic plans to career goals and persist through clear, individualized roadmaps. BCC will use Tableau dashboards to track persistence disaggregated by race/ethnicity and student group. Dashboards will be embedded in program review, Communities of Practice, and governance processes, ensuring transparent, data-driven monitoring of progress toward both goals. These efforts will allow BCC to eliminate disproportional impact, fully close equity gaps, and build a culture of persistence and completion for all students.

Additional Persistence Goals (2025-2028)

In addition to the equity goals established for disproportionately impacted populations, BCC has identified several additional goals to strengthen persistence outcomes for the overall student population while advancing equity for DI groups. These goals reflect local data analysis, lessons learned from the 2022-2025 Student Equity Plan, and alignment with the Vision 2030 benchmark for improved persistence.

1. Improve Course Success and Retention Across Modalities

BCC will build on its baseline rates to ensure that students, particularly those from DI populations who are more likely to rely on online instruction, have equitable opportunities for success. Specific targets include:

- Increase online course success from 72.9% to 82% by 2028.
- Increase online course retention from 88% to 93%.
- Increase in-person course retention from 90.2% to 94%.

2. Expand Guided Pathways Tools for Academic and Career Alignment

BCC will ensure that students enter their first term with clear, individualized pathways to completion. By 2028, the College aims for:

- 100% of new students to have a DegreeWorks Student EdPlan by the end of their first term.
- 90% of students to access Program Mapper during orientation and advising. These tools will help students understand how course choices connect to career goals, improving persistence while narrowing equity gaps.

3. Enhance Belonging and Wellness Supports

BCC will expand initiatives that provide stability, visibility, and belonging for students from all backgrounds. The College will integrate mental health and wellness supports into persistence efforts, with a goal of increasing student engagement with academic counseling (EdPlans, pathway advising) and mental health/wellness services by 20% by 2028. These additional goals complement BCC's DI-focused persistence targets. By improving course success and retention, expanding the use of guided pathways tools, and enhancing belonging and wellness supports, BCC will create conditions that strengthen persistence for all students while delivering disproportionate benefit to those most impacted by equity gaps.

Strategies to Support Additional Persistence Goals (2025-2028)

1. Improve Course Success and Retention Across Modalities

BCC will expand embedded tutoring in all transfer-level math and English courses, paired with professional development for faculty and tutors in culturally responsive practices that address equity gaps. Faculty will engage in ongoing training focused on inclusive pedagogy and high-engagement online teaching strategies, particularly relevant for DI students who rely on online modalities. The College will also fully implement an early alert system to identify and support students at risk of withdrawal. Students flagged will be connected proactively with counselors, advisors, and faculty. Wraparound referrals will link persistence interventions with the Teaching and Learning Support Center (TLSC), DSPS, Promise, Library, RESET, and other programs to provide holistic academic, technological, and personal support that advances digital inclusion and overall student success.

2. Expand Guided Pathways Tools for Academic and Career Alignment

To ensure that all students begin with a clear path to success, BCC will require DegreeWorks Student EdPlans for 100% of new students by the end of their first term. Program Mapper will be embedded into orientation and advising, allowing students to see course sequences and career outcomes more clearly. Guided Pathways teams composed of counselors, advisors, and faculty will monitor persistence and intervene early to support students in their pathways. Tableau dashboards will provide real-time, disaggregated data by pathway and student group, ensuring equity gaps are visible and actionable.

3. Enhance Belonging and Wellness Supports

BCC will continue the Find Your Anchor campaign and Multicultural & Equity Communities page to create a digital hub of resources and belonging for students, staff, and faculty. Cohort-based programs such as SOS and First Gen Viking Day will be sustained and scaled, building identity-affirming spaces that strengthen persistence for DI students. The BCC will also expand access to wellness services, including mental health counseling, peer support groups, and wellness workshops, with a goal of increasing student engagement in academic counseling and mental health/wellness services by 20% by 2028. Intentional partnerships between TLSC, Library, RESET, Promise, DSPS, and other special programs will align academic, wellness, and cultural supports, ensuring students experience coordinated, equity-minded care across campus.

METRIC – COMPLETION

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	20.1%	178	N/A	N/A	N/A	N/A
Black or African American	14.4%	19	0.7%	1	6.7%	9
Econ Disadvantaged Male	14.5%	41	4.2%	12	8.3%	24
First Generation Male	14.7%	23	1.1%	2	6.7%	11
Hispanic Male	14.1%	22	1.8%	3	7.3%	12
Male	13.4%	47	7.6%	27	11.3%	40
White Male	12.8%	10	0.6%	1	8%	7

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. If there are no additional student populations, please proceed to the next step.

Goal 1: Eliminate Disproportionate Impact

Goal 2: Fully Close Equity Gaps

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population

- **Transfer Degree Completion (Hispanic Male Students):** Increase the number of Hispanic male students earning an Associate Degree for Transfer by 30% by 2030 through expanded counseling, program mapping, and degree planning support.
- **First-Generation Degree Attainment:** Increase associate degree attainment among first-generation male students by 30%, with structured onboarding, and milestone tracking through degree audit tools.
- **Overall Completion Growth:** Increase overall student completion (certificate, degree, or transfer degree) by 30% by 2030, while ensuring all DI student groups reduce equity gaps year-over-year through targeted interventions.

KEY STRATEGIES TO ADVANCE COMPLETION GOALS

- 1. Equity-Based Degree Audit Interventions:** Use degree audit tools to proactively identify DI students close to completion and connect them with counselors and support teams to remove final barriers to degree/certificate attainment.
- 2. Culturally Responsive Success Courses:** Embed culturally relevant curriculum in student success and career planning to increase retention and guide DI students toward timely completion and educational outcomes.
- 3. Associate Degree for Transfer (ADT) Pathways Expansion:** Develop and promote clear ADT pathways (program mapper) with structured counseling, especially for Hispanic male and first-generation students.
- 4. Integrated Basic Needs and Academic Supports:** Strengthen completion by embedding basic needs referrals (food, housing, tech support, financial aid) into counseling, tutoring, and advising sessions so students receive both academic and personal support in one coordinated plan.
- 5. OER/ZTC Expansion for Equitable Access and Completion:** Reduce financial barriers and improve course persistence by expanding Zero Textbook Cost (ZTC) pathways and integrating high-quality, culturally relevant Open Educational Resources (OER) across disciplines.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

- 1. Guided Pathways Program Mapper:** Adopt Program Mapper to provide students with clear, visual degree and certificate roadmaps that link coursework with transfer and career outcomes, reducing confusion and delays.
- 2. DegreeWorks Student Ed Plans:** Scale use of DegreeWorks to ensure all students have individualized, up-to-date Student Education Plans that track progress and flag when interventions are needed.
- 3. Career and Academic Assessment Integration:** Establish early career assessments tied to academic planning to help students align majors, coursework, and long-term goals, fostering motivation and timely completion.
- 4. Transfer and Degree Planning Workshops:** Offer regular workshops for all students on degree planning, ADT pathways, and transfer requirements to ensure clarity and reduce delays to completion.

METRIC – TRANSFERRED TO A FOUR -YEAR

Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Student Population	% of Students for 2018- 19 (Baseline Year)	# of Students for 2018- 19 (Baseline Year)				
Overall Student Population	26%	102	N/A	N/A	N/A	N/A
Econ Disadvantaged	25.1%	85	1.8%	6	6.3%	22
First Generation	21.4%	40	2.9%	6	8.9%	17

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of

Goal 1: Eliminate Disproportional Impact.

BCC will raise the transfer rates of disproportionately impacted populations to parity with their peers. For Economically Disadvantaged students, this requires an increase of 1.8% (six students). For First-Generation students, it requires an increase of 2.9% (six students).

Goal 2: Fully Close Equity Gaps.

BCC will fully close transfer gaps by raising First-Generation transfer rates by 8.9% (22 students). Achieving this target will also support raising the overall transfer rate beyond the baseline 26%.

Key Strategies to Advance Transfer Goals

BCC will:

- Strengthen the Transfer Center's outreach and advising through expanded partnerships with CSU, UC, and independent/private institutions.
- Embed Guided Pathways tools (DegreeWorks EdPlans and Program Mapper) to ensure that all students have clear, individualized academic roadmaps tied to transfer and career outcomes.
- Leverage identity-affirming programs (RESET, SOS, Promise, First Gen Viking Day, and Find Your Anchor) to foster persistence through to transfer, with emphasis on disproportionately impacted populations.
- Scale embedded tutoring in transfer-level math and English and use an early alert system to increase throughput in gateway courses that are critical for transfer readiness.
- Establish Communities of Practice for faculty and staff to strengthen transfer-promoting pedagogy and culturally responsive practices.
- Expand cross-campus partnerships (TLSC, Library, Promise, DSPS, and special programs) to align academic, wellness, and cultural supports with transfer milestones.

Additional Goals and Alignment with Vision 2030

Consistent with Vision 2030, BCC also commits to:

- Baseline Benchmark: By 2030, increase with equity the number of students who transfer to CSU or UC consistent with the rate of enrollment growth in those systems.
- Stretch Benchmark: With intersegmental collaboration, increase with equity the number of students who transfer to CSU or UC by 20% by 2030.
- Expand transfer opportunities to non-profit private and independent institutions, ensuring students have multiple pathways to a bachelor's degree.
- Disaggregate and monitor transfer outcomes by race/ethnicity, first-generation status, and income to ensure equitable access to all four-year options.

Additional Goal 1-Equitable Transfer Supports: Expand equitable financial and transfer support services, including Promise fee waivers, financial literacy programming, and proactive transfer advising. These efforts will reduce financial barriers and improve persistence to transfer for disproportionately impacted students.

Additional Goal 2-First-Generation and Mentoring: Develop and expand the Promise program that build transfer knowledge, peer support, and university connections, with an initial focus on first-generation students. Explore institutionalizing transfer preparation by launching a credit-bearing Transfer Academy course designed to provide structured, scalable, and equity-focused transfer support.

Additional Goal 3-Transfer Efficiency and Expansion: Increase with equity the number of BCC students transferring to CSU and UC by 20% by 2030, while expanding opportunities to non-profit and

private institutions. Eliminate systemic barriers by implementing electronic transcript delivery and ensuring CSUGE, IGETC, and Cal-GETC certifications appear on official transcripts.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

Strategy 1-ADTs and Transfer Planning: Expand Associate Degree for Transfer (ADT) options and require proactive counseling or workshops for students with 30+ units. DegreeWorks and Program Mapper will be integrated to ensure every student has a clear, transferable pathway aligned with CSU, UC, or private universities.

Strategy 2-Transfer Academy and Mentoring: Explore institutionalizing a credit-bearing Transfer Academy course paired with mentoring programs. These supports will provide structured, scalable transfer preparation, university connections, and peer support for all students, with added benefit to first-generation and DI populations.

Strategy 3-Transfer Efficiency and Equity: Implement electronic transcript delivery and ensure CSUGE, IGETC, and Cal-GETC certifications are included on official transcripts. These structural improvements will reduce delays, increase efficiency, and support equitable transfer outcomes across the entire student population.

TRANSFER EMPHASIS

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030.*

BCC recognizes that while all student success metrics are critical, transfer is of the utmost importance for the 2025-2028 Student Equity Plan cycle. This urgency is underscored by the September 2024 California State Audit, which found that only 21 percent of community college students who intended to transfer did so within four years, with even lower rates for disproportionately impacted populations. BCC acknowledges that systemic inequities, unclear pathways, and structural barriers are primary contributors to these outcomes. Our strategies are designed to remove those barriers, address student needs, and create transparent, equity-focused pathways to transfer.

Removing Structural Barriers. Transfer delays often occur because of unclear requirements, inefficient transcript processes, and uneven advising. BCC is addressing these challenges by implementing electronic transcript delivery and ensuring that CSUGE, IGETC, and Cal-GETC certifications are automatically included on official transcripts. These reforms will reduce administrative delays and improve equity in transfer readiness. In addition, expanding Associate Degrees for Transfer (ADTs) and embedding DegreeWorks Student EdPlans and Program Mapper into onboarding will provide every student with a clear, transferable roadmap.

Meeting Student Needs through Targeted Supports. Students, particularly first-generation and economically disadvantaged, often lack transfer knowledge and connections to universities. BCC is institutionalizing a credit-bearing Transfer Academy course and scaling mentoring programs to build peer support, university connections, and transfer confidence. Coupled with proactive counseling and early alert interventions, these efforts ensure that students receive structured and timely guidance from their first term through completion.

Creating a Culture of Transfer. Building on identity-affirming programs such as First Gen Viking Day, SOS, and Find Your Anchor, BCC is embedding a transfer-focused culture that affirms belonging while equipping students with academic and personal supports. Enhancing the Promise Program will be central to this effort, as Promise funding, early degree planning, and embedded transfer advising will help

students see transfer as both affordable and achievable. Cross-campus partnerships among TLSC, Library, RESET, DSPS, and the Transfer Center ensure that wraparound resources are aligned with transfer milestones. Communities of Practice will further support faculty and staff in integrating transfer-promoting practices into classrooms and advising.

BCC's strategies address the root causes of low transfer rates and create clear, efficient, and student-centered pathways. These efforts will directly advance Vision 2030 by eliminating disproportional impact, closing equity gaps, and increasing with equity the number of students transferring to CSU, UC, and independent universities.

Population	Baseline Transfer Rate (2018–19)	Goal 1: Eliminate DI	Goal 2: Fully Close Equity Gaps (by 2028)	Key Strategies
Overall	26% (102 students)	—	Increase beyond baseline; align with Vision 2030 benchmarks (20% growth by 2030)	Expand ADTs; DegreeWorks EdPlans; Program Mapper; Promise integration
Economically Disadvantaged	25.1% (85 students)	+1.8% (6 students)	Close equity gap relative to peers	Financial literacy; Promise fee waivers; proactive transfer advising; embedded tutoring
First-Generation	21.4% (40 students)	+2.9% (6 students)	+8.9% (22 students)	Transfer Academy course; mentoring programs; First Gen Viking Day; peer/university connections

INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT(DI)

Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan. (minimum of one population is required, maximum of three)

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)

- Population 1: First-Generation Students
- Population 2: Black/African American Students

Population 1: First-Generation Students

Current Challenges/Barriers

- **Lack of transfer knowledge & social capital:** First-gen students often navigate college without family models, creating barriers to persistence, transfer, and completion.
- **Disproportionate impact in data:** Persistence baseline is 58.6% vs. overall 61.7%; transfer rate 21.4% vs. 26% overall; math/English throughput 12.2% baseline.
- **Systemic challenges:** Complex enrollment/financial aid processes, inconsistent exposure to transfer requirements, underutilization of existing resources due to lack of awareness.

- **Cultural barriers:** Stigma, imposter syndrome, and a lack of visible first-gen role models reduce belonging and engagement.
- **Institutional gaps:** Limited structured, credit-bearing interventions; reliance on ad hoc workshops rather than embedded, sustained supports.

Action Plan for Ideal Institution

1. Addressing Barriers:

- Simplify enrollment, orientation, financial aid, and advising through intentional integration of DegreeWorks and Program Mapper.
- Institutionalize Transfer Academy, a credit-bearing course embedding transfer prep into the curriculum.
- Expand proactive advising via Guided Pathways teams (counselor, advisor, faculty triads).

2. Strategies:

- First Gen Viking Day expansion, testimonials, and dedicated first-gen hub to normalize and affirm identity.
- Develop mentoring programs pairing students with faculty/staff/alumni who were first-gen.
- Integrate early alerts to identify at-risk first-gen students and connect them with TLSC, DSPS, RESET, Library.
- Embed financial literacy workshops and Promise Program advising into first-year experience.
- Scale cohort-based interventions (wraparound support, embedded tutoring in math/English)

3. Resources/Structures:

- Student Success & Equity, Transfer Center, Institutional Research (Tableau dashboards for real-time tracking).
- California College Promise Program to provide financial and advising stability.
- Cross-campus collaborations (TLSC, Library, DSPS, special programs).
- Communities of Practice to support faculty/staff professional learning.

Success will look like: First-gen persistence raised to 70%, transfer rates improved by 8.9% (22 students), throughput to 20%, and first-gen identity embedded in institutional culture.

Population 2: Black/African American Students

Current Challenges/Barriers

- **Disproportionate outcomes:** Persistence baseline 59%, below overall 61.7%; enrollment and retention challenges noted in 2022-25 plan; lower transfer attainment.
- **Structural barriers:** Policies and processes such as probation and placement historically framed from a deficit lens; inconsistent culturally responsive practices across classrooms.
- **Cultural barriers:** Experiences of microaggressions, stereotype threat, and lack of representation in faculty/staff reduce belonging and engagement.
- **Institutional gaps:** Limited targeted programming beyond pilot cohorts; supports not yet scaled.

Action Plan for Ideal Institution

1. Addressing Barriers:

- Reframe probation and retention structures through programs like RESET to affirm growth and belonging.
- Examine policies for hidden bias (probation language, course placement, disciplinary policies).
- Scale culturally affirming professional development for faculty/staff (building from RP Group collaboration and African American Transfer Tipping Point study).

2. Strategies:

- Expand Shades of Sisters (SOS) and develop parallel identity-affirming cohorts for Black/African American men.
- Institutionalize faculty/staff Communities of Practice to share and scale race-conscious pedagogy and advising strategies.
- Embed mentorship programs connecting Black/African American students with faculty, staff, alumni, and community leaders.
- Increase access to early alert interventions and embedded tutoring in transfer-level math/English.
- Leverage Find Your Anchor and the Multicultural & Equity Communities landing page to provide visible, centralized supports and physical spaces on campus.

3. Resources/Structures:

- Student Equity and Achievement (SEA) Program funding, Promise Program tuition supports, Transfer Center.
- Cross-campus units: RESET, TLSC, Library, DSPS, and other special programs.
- Tableau dashboards disaggregated by race to monitor persistence, throughput, and transfer.
- Ongoing collaboration with external partners (CSU/UC, RP Group, community organizations).

Success will look like: Black/African American persistence rising to 70%, transfer rates meeting Vision 2030 stretch benchmark, increased retention in math/English, and a campus culture where equity, belonging, and Black student success are institutionally embedded.

STUDENT EDUCATION PLANS

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	604	155	25.7%	203	33.6%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	336	56	16.7%	92	27.4%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	794	307	38.7%	419	52.8%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	827	239	28.9%	302	36.5%

Using local college data and the CCCCCO Percentage Point Gap Minus One (PPG-1), identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year.

BCC identified the following student populations experiencing disproportionate impact in receiving a Comprehensive Student Education Plan by the end of the first primary term and/or the end of the first academic year:

- First-Generation students-DI at the end of the first primary term and first academic year across multiple cohorts.
- Economically Disadvantaged students-DI particularly at the end of the first primary term; gaps persist into the first academic year.
- Black/African American students-DI at the end of the first primary term; improvement year-end is uneven.
- Hispanic/Latine students-DI at the end of the first primary term; gaps narrow but remain year-end.

Cohort trend highlights (new, first-time, non-special admit):

- Spring 2023 posted the lowest CSEP completion (primary term 16.7%; year-end 27.4%), with the largest PPG-1 gaps.
- Fall 2023 showed the highest completion (primary term 38.7%; year-end 52.8%), though PPG-1 still flagged DI for first-gen and Black/African American students.
- Fall 2022 and Spring 2024 cohorts showed mixed progress (primary term 25.7% and 28.9%; year-end 33.6% and 36.5%), with recurring DI for first-gen and economically disadvantaged students.

Barriers contributing to DI (context for interpretation of PPG-1 results):

- Limited early access to counseling and uneven outreach/scheduling during onboarding.
- Incomplete integration of DegreeWorks and Program Mapper into first-term advising and courses.
- Career exploration gaps (limited early access to career counseling, assessment, and services participation), weakening education-to-career alignment in plans.
- Awareness/navigation challenges (especially first-gen, low-income), and capacity constraints that delay plan completion.

These findings confirm that students most in need of structured guidance disproportionately reach the first-term/first-year milestones without a comprehensive, career-aligned plan, undermining persistence, throughput, and transfer. This DI analysis will directly inform BCC's action plan to embed CSEP creation earlier (first term), integrate career counseling/assessment, and scale DegreeWorks/Program Mapper within Guided Pathways and Promise supports.

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey-with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.

BCC will ensure that disproportionately impacted student populations, particularly first-generation, Black/African American, Hispanic/Latine, and economically disadvantaged students, receive timely, comprehensive education plans with an institutional priority of first-semester completion and a secondary target of first-year completion.

Structural Changes and Initiatives

- **Mandatory First-Term CSEP Completion:** Require all new students to complete a CSEP by the end of their first primary term through onboarding, orientation, and proactive counseling outreach.
- **Embedded Career Counseling and Assessment:** Integrate career assessments and structured career counseling into onboarding and first-year experience courses so that education plans are explicitly tied to career interests and transfer goals.
- **Guided Pathways Integration:** Embed DegreeWorks Student EdPlans and Program Mapper into counseling, advising, and instruction to ensure that students can visualize full program roadmaps connected to careers.

Proactive Action Steps

- **Counseling Outreach and Case Management:** Implement Guided Pathways teams (counselor, advisor, faculty) with proactive scheduling for DI students flagged by early alerts to ensure they are not overlooked.
- **Promise Program Alignment:** Expand the Promise Program to guarantee first-semester CSEP development for Promise students, ensuring equity in both financial and academic planning supports.
- **Cross-Campus Coordination:** Strengthen partnerships across TLSC, Library, DSPS, and RESET to provide referrals and holistic supports during the CSEP process.

Activities to Promote Equity in Planning

- **First-Gen Support:** Link First Gen Viking Day, mentoring, and testimonials to CSEP workshops, ensuring first-generation students are connected to planning tools and role models.
- **Identity-Affirming Programs:** Embed CSEP milestones into equity-based cohorts like Shades of Sisters (SOS) and other affinity-based supports that foster belonging while providing structured advising.
- **Career and Transfer Culture:** Launch a credit-bearing Transfer Academy course that integrates CSEP development with transfer preparation and career planning.

Success Measures

- At least 80% of new students will complete a CSEP by the end of their first semester, with 95% completion by the end of the first year.
- Tableau dashboards will track CSEP completion by race/ethnicity, first-gen, and income to ensure equity gaps are monitored and addressed in real time.

Through these structural reforms, proactive interventions, and integration of career-focused counseling, BCC will ensure that disproportionately impacted students receive comprehensive, career-aligned education plans early in their journey, strengthening persistence, transfer, and completion outcomes in alignment with Vision 2030 Goal 3: Equity in Support.

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

BCC is committed to ensuring that all students receive a Comprehensive Student Education Plan (CSEP) early in their academic journey, with a primary goal of completion in the first semester and a secondary

goal by the end of the first year. These strategies will support equitable outcomes, transfer preparation, career readiness, and long-term economic mobility.

Structural Changes and Scaling Efforts

- **Mandatory First-Semester Planning:** Institutionalize the expectation that all new, first-time students complete a CSEP during onboarding and orientation, embedding planning checkpoints into the enrollment process.
- **DegreeWorks and Program Mapper Integration:** Ensure universal use of DegreeWorks Student EdPlans and Program Mapper in counseling and advising, so every student has a clear, transparent academic roadmap connected to career and transfer goals.
- **Streamlined Counseling Access:** Expand counseling capacity through proactive scheduling, virtual appointments, and drop-in hours to eliminate bottlenecks and ensure timely access.

Collegewide Initiatives

- **Career Counseling and Assessment for All Students:** Provide every student with access to career assessments and counseling in their first term, so CSEPs are intentionally aligned with career interests and workforce opportunities.
- **Transfer Academy Course:** Institutionalize a credit-bearing Transfer Academy course available to all students, embedding CSEP development with transfer preparation, university navigation skills, and financial literacy.
- **Promise Program Alignment:** Expand Promise program supports to guarantee first-term CSEP completion, ensuring that Promise students receive both financial and academic planning foundations.

Proactive Action Steps

- **Faculty Engagement:** Partner with instructional faculty to integrate CSEP checkpoints into first-year courses, creating multiple touchpoints beyond counseling.
- **Technology and Early Alerts:** Utilize early alerts and Tableau dashboards to track CSEP completion rates by student group, ensuring gaps are visible and actionable.
- **Cross-Campus Partnerships:** Coordinate with TLSC, Career Technical Education (CTE), Library, DSPS, and special programs to embed CSEP outreach and referrals into student support hubs.

Activities to Promote a Culture of Planning

- **First-Year Events:** Incorporate CSEP development into collegewide events such as orientation, First Gen Viking Day, Open House and student success fairs.
- **Visibility Campaigns:** Promote the importance of CSEPs through communication campaigns, peer-to-peer, and equity communities, normalizing planning as a universal student success milestone.

Success Measures

BCC will achieve at least 80% first-term CSEP completion and 95% completion by the end of the first academic year. Tableau dashboards will provide disaggregated tracking to ensure equity gaps close even as universal planning goals are achieved.

VISION 2030 EQUITY ALIGNMENT AND COORDINATION

GUIDED PATHWAYS

All new students will complete a Comprehensive Student Education Plan (CSEP) in their first term, supported by DegreeWorks to track progress, flag risks, and align academic choices with career and transfer goals. Program Mapper provides visual, term-by-term roadmaps for every degree, certificate, and Associate Degree for Transfer (ADT), connecting coursework to career outcomes and four-year

pathways. These tools simplify navigation and ensure that students especially DI populations see a clear, achievable path to success.

Guided Pathways teams, composed of counselors, advisors, and faculty, proactively monitor student progress and provide case management that blends academic guidance with wraparound support. Identity-affirming programs such as RESET, Shades of Sisters, First Gen Viking Day, and Find Your Anchor are intentionally connected to these pathways, ensuring that belonging and visibility are embedded alongside academic planning. Partnerships with TLSC, Library, DSPS, EOPS, Foster Youth Services, and Veteran Services further strengthen holistic support for students most impacted by equity gaps.

Tableau dashboards disaggregated by race, gender, income, and first-generation status are embedded into program review, governance, and enrollment management. This ensures that equity data directly informs scheduling, counseling, and resource allocation. Policies such as academic probation and placement are also reframed through a Guided Pathways lens, focusing on growth and persistence rather than deficit-based structures.

Credit for Prior Learning (CPL) is embedded into counseling, shortening time to degree for veterans and adult learners with prior training or work experience. Viking Prep, Promise, and expanded dual enrollment provide equitable pipelines into college, while Transfer Academy and ADT expansion create seamless bridges to universities. Through these integrated strategies, Guided Pathways functions as the institutional backbone for equity at BCC, ensuring that SEA initiatives, categorical programs, and student support services operate in coordination. By embedding race-conscious practices into academic and student affairs, the College is building a culture of accountability and belonging where every student, particularly those most disproportionately impacted, can access, persist, and complete their educational goals.

STUDENT FINANCIAL AID ADMINISTRATION

BCC is implementing a holistic, race-conscious financial aid plan designed to maximize FAFSA and California Dream Act completion, streamline access to Pell and Cal Grants, and expand emergency and institutional aid programs. The Financial Aid Office will partner closely with the Welcome Center, Promise Program, and counseling services to embed financial aid into onboarding and first-year experiences. All new students are guided through FAFSA or CADAA completion during the Steps to Success process, with targeted support for DI populations flagged through early alerts and program referrals (e.g., EOPS, DSPS, Foster Youth Services, and Veteran Services). Financial aid workshops are delivered in multiple formats, including bilingual, virtual, evening, and community-based to reduce barriers for first-generation, rural, and working students.

BCC leverages the College Promise Grant and local Promise Program to cover tuition and fees while also embedding proactive advising on financial aid renewal and Satisfactory Academic Progress (SAP) requirements. Counselors and Guided Pathways teams integrate financial literacy into DegreeWorks Student Ed Plan development and Transfer Academy courses, linking aid to long-term degree and transfer milestones. Emergency aid programs are coordinated through Financial Aid, and the Basic Needs Office, ensuring that students experiencing sudden housing, food, or technology insecurity can access grants, bookstore credits, or laptop loans. These resources are promoted through the Find Your Anchor campaign and identity-based initiatives (e.g., Shades of Sisters, First Gen Viking Day), normalizing help-seeking and reducing stigma.

Tableau dashboards track FAFSA/CADAA completion, Pell/Cal Grant disbursement, and aid persistence rates by race/ethnicity, gender, income, and first-generation status. This real-time data informs outreach campaigns, with follow-ups directed toward students who have not completed applications or are at risk of losing eligibility. Through these strategies, BCC ensures that financial aid is not an isolated process but a coordinated equity intervention. By embedding FAFSA/CADAA completion into onboarding, aligning aid with Promise and Guided Pathways supports, expanding emergency resources, and using disaggregated data to drive outreach, the College is systematically increasing financial aid receipt.

STUDENTS WITH DISABILITIES (DSPS)

In coordination with the Accessibility Coordination Center and Educational Support Services (ACCESS), which is the Disabled Student Programs and Services (DSPS) office, All DSPS students complete an individualized accommodation plan. These plans are tied to DegreeWorks Student Ed Plans and Program Mapper, ensuring accommodations are not siloed but embedded in students' academic pathways. Faculty are supported through regular professional development on Universal Design for Learning (UDL), accessible course design, and race-conscious, inclusive pedagogy, ensuring that accommodations are complemented by systemic accessibility. ACCESS provides adaptive technologies such as screen readers, captioning, note-taking software, and alternative testing environments. These supports are paired with access to laptop loan and hotspot programs, ensuring that students with disabilities are not disproportionately impacted by the digital divide. The Teaching and Learning Support Center (TLSC) integrates embedded tutoring with DSPS referrals, ensuring academic support is accessible and inclusive.

ACCESS collaborates with equity initiatives such as RESET, Promise, and Shades of Sisters (SOS) to ensure students with disabilities experience belonging alongside their peers. Counseling staff work closely with Basic Needs and Financial Aid to connect DSPS students to emergency aid, food pantry services, and housing referrals, recognizing that disability often intersects with financial insecurity. Ongoing evaluation is supported by Tableau dashboards disaggregated by disability status, race/ethnicity, and income. These dashboards monitor persistence, completion, and transfer outcomes, helping DSPS and the SEA Committee identify trends and design targeted interventions. Student feedback is captured through listening sessions and Find Your Anchor forums to ensure lived experiences directly inform program refinement.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

BCC leverages the strengths of its Extended Opportunity Programs and Services (EOPS) and CalWORKs programs to proactively address barriers faced by DI student populations and to support the equity goals outlined in the Student Equity Plan. EOPS and CalWORKs provide intrusive counseling, case management, and proactive outreach to ensure students develop Comprehensive Student Education Plans (CSEPs) in their first term. These plans are tracked in DegreeWorks and supported by Program Mapper, linking academic milestones with career and transfer goals. Students receive priority registration, individualized course selection, and ongoing progress checks to ensure timely completion while reducing barriers such as class scheduling conflicts.

EOPS and CalWORKs provide book vouchers, transportation assistance, and childcare support, ensuring that financial insecurity does not prevent students from persisting. Through close collaboration with the Financial Aid Office and Basic Needs program, students are guided through FAFSA/CADAA completion and connected to Cal Grant, Pell Grant, and emergency aid resources. EOPS counseling staff actively partner with identity-affirming programs such as RESET, Shades of Sisters (SOS), and First Gen Viking Day, creating spaces where students feel seen and supported. CalWORKs builds peer

networks for parenting students and connects them to county agencies for employment and childcare resources, reinforcing a culture of belonging while addressing structural barriers. CalWORKs integrates career counseling, work-study, and job placement services, ensuring parenting students and low-income families can pursue education while preparing for family-sustaining careers.

Outcomes for EOPS and CalWORKs students are monitored through Tableau dashboards disaggregated by race/ethnicity, gender, income, and parent status. The data is reviewed each semester by the SEA Committee and program staff to identify gaps, assess interventions, and align resources. Student feedback is also gathered through forums, surveys, and Find Your Anchor initiatives to ensure that services remain responsive to lived experiences.

NextUp/FOSTER YOUTH

NextUp counselors provide intrusive case management, ensuring every foster youth completes a Comprehensive Student Education Plan (CSEP) in their first term. Plans are created and tracked in DegreeWorks and linked to Program Mapper, allowing students to visualize pathways to degrees, certificates, transfer, and careers. Counseling is proactive, with required check-ins each semester to ensure academic, personal, and career goals remain aligned.

Foster youth face acute financial insecurity. NextUp addresses this by providing book grants, benefit cards, transportation assistance, and emergency aid. The program collaborates closely with Financial Aid to guide foster youth through FAFSA/CADAA, Cal Grant, and Chafee Grant applications, maximizing aid eligibility. It coordinates with the Basic Needs program so students also access food pantry resources, technology loans, and housing referrals. NextUp embeds trauma-informed practices into counseling, workshops, and peer support groups, fostering a culture of healing and belonging. The program partners with equity initiatives such as RESET, Shades of Sisters (SOS), First Gen Viking Day, and Find Your Anchor to ensure foster youth connect to identity-affirming spaces and community networks. By normalizing support-seeking and highlighting resilience, these strategies build persistence and engagement.

NextUp integrates career assessments and workforce preparation into student plans. Foster youth are supported with job placement, internships, and structured participation in the Transfer Academy to ensure readiness for CSU, UC, and independent university pathways. Strong partnerships with local agencies, including county social services and community-based organizations, provide coordinated resources for career and life stability. Foster youth outcomes are monitored through Tableau dashboards disaggregated by foster status, race/ethnicity, and income. These dashboards track persistence, throughput in transfer-level Math/English, and completion, ensuring progress toward SEP goals is visible and actionable. Student voice is elevated through listening sessions, surveys, and peer ambassador programs, ensuring that interventions reflect lived experience.

PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

Veteran students receive priority counseling and case management through the VRC. Counselors ensure each veteran completes a Comprehensive Student Education Plan (CSEP) in their first term, supported by DegreeWorks and Program Mapper to provide clear roadmaps to degrees, certificates, and transfer. Veterans benefit from proactive milestone tracking, early alerts, and intrusive advising integrated with SEP equity strategies. Recognizing the skills and training veterans bring, BCC integrates Credit for Prior Learning into Guided Pathways counseling. Military Joint Services Transcripts (JST) and other credentials are evaluated to award academic credit, shortening time to degree and reducing costs. CPL is

intentionally promoted in onboarding and counseling, ensuring veterans maximize credit recognition and advance more efficiently toward completion.

The VRC provides direct assistance with GI Bill and VA education benefits, while also coordinating with Financial Aid to ensure veterans access Pell Grants, Cal Grants, and emergency aid. Referrals are made to the Basic Needs program for food, housing, and technology support, recognizing that financial insecurity can undermine academic persistence. Through this integration, veterans receive holistic support that addresses both academic and personal needs. Career assessments and workforce preparation are embedded in education planning, ensuring veterans can align academic choices with civilian career goals. The VRC collaborates with the Transfer Center and Career Services to connect veterans with internships, job fairs, and pathways into CSU, UC, and independent institutions. Partnerships with local employers and community agencies expand opportunities for family-sustaining employment.

The VRC fosters a strong peer community, offering mentoring, workshops, and events that affirm veteran identity and normalize help-seeking. Collaboration with identity-affirming programs such as RESET, SOS, and Find Your Anchor strengthens belonging and reinforces a culture of equity-minded support. Veteran student outcomes are monitored through Tableau dashboards disaggregated by veteran status, race/ethnicity, income, and first-generation status. Progress in persistence, completion, and transfer is reviewed each semester by the SEA Committee and VRC staff to refine strategies and ensure alignment with institutional equity goals.

JUSTICE-IMPACTED STUDENTS

BCC partners with San Bernardino County Probation and local re-entry agencies to provide outreach, application workshops, and enrollment support within probation offices and community centers. Through the Adult Education Consortium, justice-impacted students can transition seamlessly from GED/HS equivalency and noncredit coursework into BCC credit programs. Onboarding includes Viking Prep and Promise supports, ensuring students navigate financial aid, placement, and enrollment without being hindered by procedural barriers.

Justice-impacted students are prioritized for intrusive counseling and required to complete a Comprehensive Student Education Plan (CSEP) during their first term. Using DegreeWorks and Program Mapper, counselors design individualized pathways tied to careers and transfer, while also embedding financial literacy and life-skills workshops. Education planning integrates Credit for Prior Learning (CPL) opportunities to recognize prior workforce or training experience. BCC integrates contextualized Math, English, and CTE coursework for justice-impacted learners, ensuring academic pathways are connected to high-demand, family-sustaining careers. Career Services partners with local workforce boards, re-entry agencies, and employers to provide internships, job placement, and certificate programs.

LOW-INCOME ADULTS

Through the Adult Education Consortium and community partnerships, BCC conducts targeted outreach to adults with “some college, no credential” and those completing GED/HS equivalency. The Finish What You Started campaign provides direct re-enrollment support, transcript evaluation, and streamlined onboarding into credit pathways. Outreach is community-based, leveraging trusted spaces such as churches, libraries, and local employers to reach adult learners where they are. Low-income adults are systematically connected to FAFSA/CADAA, Pell Grants, Cal Grants, and the California College Promise Grant (CCPG). BCC’s Promise Program expands coverage beyond tuition, offering textbook support, emergency aid, and transportation assistance. Financial literacy is embedded in counseling and

Transfer Academy courses, equipping adult learners with tools to manage aid, minimize debt, and sustain enrollment.

All adult learners are required to complete a Comprehensive Student Education Plan (CSEP) in their first term, built in DegreeWorks and linked to Program Mapper. Plans integrate career assessments to align coursework with labor market opportunities and family-sustaining careers. Credit for Prior Learning (CPL) is promoted to recognize industry certifications, military training, and work experience, shortening time to degree and reducing costs.

BCC expands access to online, evening, and weekend classes, coupled with hybrid support models that include embedded tutoring, early alerts, and proactive advising. Wraparound supports are coordinated through Basic Needs, EOPS, CalWORKs, and DSPS, addressing housing, food, technology, and childcare needs that often hinder persistence. Disaggregated dashboards in Tableau track enrollment, persistence, and completion for low-income adult learners by race/ethnicity, gender, and first-generation status. Findings are reviewed by the SEA Committee, Adult Education Consortium, and Institutional Effectiveness Committee each semester to guide interventions. Student input is gathered through surveys and focus groups, ensuring that strategies remain responsive to lived experiences and barriers.

CREDIT FOR PRIOR LEARNING

CPL opportunities are embedded into DegreeWorks Student Ed Plans and Program Mapper, ensuring students can see how prior learning through military service, industry certifications, standardized exams, or portfolio assessments aligns with certificates, degrees, and transfer requirements. Counselors proactively review CPL options during onboarding, education planning, and Transfer Academy courses so that DI students benefit from credit recognition early in their journey. Through the Veterans Resource Center, BCC evaluates Joint Services Transcripts (JST) to award academic credit for military training, reducing duplication and accelerating completion. For low-income adults and re-entry learners, CPL is applied toward industry-recognized certifications, workplace training, and licensure. These efforts directly support the Finish What You Started campaign, enabling adults with some college and no credential to complete programs more efficiently.

CPL pathways are expanded for justice-impacted students through evaluation of workforce development and re-entry program training, ensuring prior experience translates into credit. Foster youth benefit from intrusive counseling that integrates CPL into career-aligned roadmaps, helping them build momentum toward completion without unnecessary course repetition. Faculty are supported through professional development on equity in CPL, with emphasis on mitigating bias in portfolio review and ensuring culturally responsive evaluation of prior learning. CPL policies are communicated clearly to students through bilingual materials, orientation, and the Find Your Anchor campaign, normalizing CPL as a valid and accessible opportunity.

DUAL ENROLLMENT

BCC partners with local high schools to integrate Viking Prep into ninth grade orientation and advising, ensuring students and families understand the opportunity to begin college coursework early. Dual enrollment pathways are aligned to transfer-level English and math, Associate Degrees for Transfer (ADTs), and career technical education (CTE) programs, creating multiple entry points for students with diverse interests. By embedding dual enrollment into Steps to Success, BCC ensures students transition seamlessly into Promise supports upon high school graduation. Targeted outreach is conducted in partnership with high school counselors, community organizations, and parent groups to engage families from disproportionately impacted backgrounds. Materials are bilingual and culturally responsive, with

dedicated sessions for parents unfamiliar with higher education. Priority is placed on enrolling DI students in gateway courses with embedded tutoring, intrusive advising, and early alert systems to ensure success and confidence in college-level work.

All dual enrollment students are introduced to Program Mapper and DegreeWorks Student Ed Plans, connecting their high school coursework to college credentials, transfer goals, and careers. Career assessments are embedded into dual enrollment orientation, helping students align choices with long-term pathways and reinforcing the value of early college credit. Faculty teaching dual enrollment courses participate in equity-minded professional development, including culturally responsive pedagogy and strategies for first-generation learners. Ongoing collaboration between high school teachers and BCC faculty ensures curriculum alignment and high-quality instruction. Dual enrollment students are granted access to BCC's student supports, including tutoring, library services, and Basic Needs programs. Identity-affirming initiatives such as First Gen Viking Day, and Find Your Anchor are extended to high school participants, building belonging and visibility before students formally transition to BCC.

STRONG WORKFORCE PROGRAM/PERKINS

Strong Workforce Program (SWP) and Perkins Program support the development of career technical education (CTE) pathways that connect DI students to high-demand sectors including healthcare, logistics, advanced manufacturing, and renewable energy. Program design embeds equity by using Program Mapper to show students how coursework leads to stackable credentials, certificates, and degrees, as well as clear employment outcomes. Guided Pathways counseling teams integrate career assessments into education planning, ensuring students' choices are connected to long-term goals.

Recognizing that many DI students are working adults or re-entry learners, BCC expands evening, weekend, and hybrid CTE offerings. Mobile technology and online platforms are paired with intrusive advising, tutoring, and wraparound services to ensure accessibility without compromising support. Credit for Prior Learning (CPL) is embedded in Perkins-supported pathways, validating military service, workplace training, and industry certifications to shorten time-to-completion for veterans and adult learners. SWP and Perkins strengthen partnerships with regional employers, workforce boards, and unions to expand internships, apprenticeships, and job placement opportunities for DI students. Career Services collaborates with CTE faculty to integrate work-based learning into the classroom, preparing students not only with technical skills but also with professional networks that enhance employability.