

President's Report – September 21, 2022

Persistence Project

At Opening Day and at the past two College Council meetings, there have been presentations about how to improve the fall to fall persistence of our students. There is also the concern about declining success rates that predates COVID19. There was heated discussion at the September 16 College Council about the success rates of our English and Math courses. How much of the drop is because AB 705 did away with the prerequisites and remedial classes? Since AB 705 is not going away any time soon, what ways can BC support the faculty and students in the English and Math classes so that course completion increases and fall-to-fall persistence increases while keeping our high-quality, college-level rigor and expectations?

There are 284 items in President Dadabhoy's Master Work Plan presented at the Sept 2nd College Council. Two hundred eighty of them are Guided Pathways Pillar II (entering the path) and Pillar III (staying on the path). Faculty will need to ensure Pillar IV (ensuring college-level learning) is happening as well.

Student Equity Plan (2022-25)

Our three-year Student Equity Plan is due near the end of November. We will have presentations by Imelda Simos-Valdez at the October meetings about what BC's answers to the SEP form. Link to College Council presentation on beginning stage of the SEP. The bubble plot on slide 11 of the presentation helps explain why we'll be focusing on the groups we've chosen.

Here are the sections of the plan entered on the CCCCCO NOVA platform

- **Details:** links to Education Code 78220 and the Campus-Wide Equity Approach memo from the CCCCCO
- **Summary of Target Outcomes for 2022-25**
 - Successful Enrollment: Male
 - Completed Transfer-Level Math & English: Black or African American, Male, First Generation, Economically Disadvantaged, Disabled
 - Persistence: First Primary Term to Secondary Term: Black of African American, Male
 - Transfer: Male, First Generation, Economically Disadvantaged
 - Completion: Black or African American, Male, First Generation, Economically Disadvantaged, Disabled

District Contact Information Form

Equity Plan Reflection: 2019-22 Activities Summary and 2022-25 Planning Efforts

Student Populations Experiencing Disproportionate Impact and Metrics: for the rest of the plan there **may** be entries for student populations in five areas: Successful

Enrollment, Completed transfer-level Math & English, Persistence (first primary term to secondary term), Transfer, and Completion. The student populations to look at are: Black or African American, Male, First Generation, Economically Disadvantaged, Disabled. ***This section of the plan gives a table of which areas for each of the populations will have a plan developed for them.***

In each of the five areas and for each of the student populations that will be focused upon, there will be a description of the structure evaluation (friction points), structure evaluation (current, impacted structure/process/policy/culture/etc., ideal, & the equity minded process/policy/culture/etc. that would make a shift to equitable outcomes), structure evaluation (necessary transformation to read ideal), action steps, and Chancellor's Office supports needed.

Area 1 Successful Enrollment: Male

Area 2 Completed Transfer-Level Math & English: Black or African American, Male, First Generation, Economically Disadvantaged, Disabled

Area 3 Persistence (First Primary Term to Secondary Term): Black or African American, Male

Area 4 Transfer: Male, First Generation, Economically Disadvantaged

Area 5 Completion: Black or African American, Male, First Generation, Economically Disadvantaged, Disabled

Student Support Integration Survey: This last section of the plan asks questions about: previous equity efforts, guided pathways, general accessibility, financial aid, basic needs, zero-textbook cost, LGBTQ+ supports, mental health supports, and institutional planning.

Dual Enrollment Quality Assurance

I presented possible accreditation concerns with Early College at the Board of Trustees meeting for September. Those accreditation concerns were included in earlier Senate discussions about Dual Enrollment quality in the two meetings of October 2021. BC faculty have a number of obstacles in being able to evaluate Early College instruction in their subject disciplines, particularly the logistics of competing collective bargaining agreements between the high schools and KCCD.

Despite the fact that I began with praise for what is great about Early College, including its strong equity benefit, college and district administration focused on the negative part and it was taken as an attack against Dual Enrollment. There are even some political leaders who are interpreting the critique to mean that Early College classes are not accredited and DE students won't be able to transfer to four-year schools. Both are wrong. One can be a supporter of something while offering critique in way like a parent can still love their kids while giving critiques or correcting behavior or critiquing our country's actions from a love of our country perspective and wanting it to live up to its stated ideals. Personally, I want DE to succeed—it's a good thing for BC to do. The

statement that DE courses are not accredited and students can't transfer is demonstrably false. I posted my [BOT report](#) to this Senate meeting's supporting docs. I'm open to suggestions from Communication and English faculty (and others) about how to better avoid misinterpretation of intent and meaning in future BOT reports.