**Berkeley City College**

**2019-2022 Student Equity Executive Summary and Plan**

**Introduction**

Berkeley City College, one of California’s 115 community colleges, is located at 2050 Center St. between Shattuck Ave. & Milvia St. in downtown Berkeley, one of the world’s great education centers, only one-and-one-half blocks from the University of California at Berkeley. The college is part of the Peralta Community College District which includes the College of Alameda, Laney and Merritt colleges. The college serves students in Albany, Berkeley, Emeryville, Piedmont and Oakland. The college also draws students from the rest of the San Francisco Bay area due to its reputation for a high transfer rate to UC Berkeley.

Berkeley City College students form part of a thriving college community which mirrors the Bay Area’s ethnic, cultural and socioeconomic diversity. They include single parents, full-time workers, re-entry women, career changers and high school students. Working together with Berkeley City College faculty, students create a dynamic environment where interdisciplinary education and teamwork prepare them for many career options.

In the 2017-18 academic year 15% of the students were African American, .23% American Indian/Alaskan Native, 22% Asian, 2% Filipino, 24% Latinx, 7% are Multi-ethnic and .31% are Pacific Islander, 4% Unknown and 24% were White. 54% were female, 43% were male and 3 % were unknown. 35% of the students are 20-24 years of age, 27% are 19 and younger, 16% are 25-29, 8$ are 30-34, 5% are 50 and over, 4% are 35-39 and 4% are 40-49 years of age. The student population overall is well balanced with no one age or ethnic group in a solid majority. In 2018 Berkeley City College participated in the #RealCollege campus survey conducted by the Hope Center for College, Community and Justice at Temple University. The Berkeley City College report released in April 2019 shows 46% of the respondents struggled with food insecurity, 67% indicated housing insecurity in the previous year and 19% were homeless in the previous year. In addition, 43% of BCC students receive financial aid, the high cost of living in the Bay area presents considerable socioeconomic challenges to accessing higher education.

The college mission is to promote student success, provide educational opportunities to the diverse community and to transform lives. The mission is achieved through instruction, student support and learning resources which enable its students to earn associate degrees and certificates, and to attain college competency, careers, transfer and skills for lifelong success. In addition, BCC’s vision is to be a leader in equitable academic excellence, collaboration, innovation and transformation as a premier, diverse, student-centered learning community.

The college embraces a vision and values that allow all members of the college community to grow and thrive, founded on the premise that all are welcome to learn. The foundation of success at Berkeley City College originates in mutual respect, diversity, love of knowledge, education and collaboration as well as a commitment to civic engagement, social justice and lifelong learning for everyone.

Faculty, staff and administrators are deeply cognizant of the numerous student needs and are dedicated to reducing the equity gap.BCC recognizes that the equity gap is deeply influenced by higher education practices, many of which have remained unchanged, at the core, over the past half-century. No significant progress can be made in eliminating the equity gap until the college takes ownership of the issue and adopts institutional and pedagogical procedures and processes specifically designed to achieve equitable outcomes across all student populations. Berkeley City College’s Education Master Plan (EMP) for 2016-2021 is geared toward achieving equity and eliminating the education gap in student access (participation), learning, completion, and success with exemplary programs and to provide a way to ensure the college’s energies are directed toward the success of all students.

**Insert Equity Framework from Governance Retreat Here**

**Student Equity Plan Goals and Activities 2019-2022**

**Methodology**

To calculate disproportionate impact for multiple student groups, this summary uses the percentage point gap (PPG) method specified by the California Community Colleges Chancellor’s Office. PPG compares the outcome rate of the group to the outcome rate of the overall group to which it is being compared, with the gap being the difference between the two. The margin of error used to determine disproportionate impact was provided by the state chancellor’s office and was calculated for each group based on a Z score for a 95% confidence interval.

**Access-Enrollment** The baseline for the 2017-2018 academic year, or the number of students who applied and then enrolled in Berkeley City College, was 62% for the overall student population. The college has set a goal of 62%, based on the historical enrollment trends over the past three years. Certain groups have experienced disproportionate impact so the goals for these groups are:

* **Black or African American Female**: increase from 661 to 681, 3%.
* **American Indian/Alaskan Native, Female**: increase from 18 to 25, 39%
* **Asian, Male**: increase from 768 to 889, 16%
* **Foster Youth, Female**: increase from 66 to 78, 18%
* **Native Hawaiian or Other Pacific Islander, Male**: increase from 6 to 11, 54%

**Retention** The baseline for overall retention from fall to spring was 3269 students in the 2017-2018 academic year. The college has set a goal of 6% increase in the number of students retained from fall to spring for the next three years, or 3,468 students. Some groups have disproportionate impact, so the goals for these groups are:

* **Disabled, Female**: increase from 134 to 153, 43%
* **Economically Disadvantaged, Female**: increase from 1,285 to 1,318, 3%
* **White, Female**: increase from 392 to 409, 4%
* **Black or African American, Female**: increase from 230 to 276, 20%
* **Some other race, Female**: increase from 65 to 78, 20%

**Transfer to a Four-Year University** Berkeley City College had 1,036 students transfer to a four-year university in 2017-18 and has set a goal of 1,098 based on historical enrollment trends over the past three years. Certain groups have experienced disproportionate impact so the goals for those groups are:

* **Disabled, Male**: increase from 28 to 34, 21%
* **Some other race, Female**: increase from 23 to 24, 4%
* **Black or African American, Male**: increase from 53 to 60, 13%
* **Some other race, Male**: increase from 13 to 17, 31%
* **LGBT, Male**: increase from 10 to 14, 40%
* **Foster Youth, Female**: increase from 7 to 12, 58%
* **Filipino, Male**: increase from 8 to 11, 73%

**Completion of Transfer-level English and Math** The College had 139 students complete Transfer-level English and Math in the first year in 2017-2018. The goal is to have 159 students in three years. Some groups have experienced disproportionate impact, so the goals for these groups are:

* **White, Female**: increase from 4 to 15, 27%
* **Black or African American, Male**: increase from 6 to 10, 60%

**Attained the Vision Goal Completion Definition (earned associate degree or credit certificate over 18 units)** BCC awarded 350 degrees and certificates in 2017-18 and would like to increase that to 385 degrees in three years. Certain groups have experienced disproportionate impact, so the goals for these groups are:

* **Black or African American, Female**: increase from 25 to 29, 86%
* **Black of African American, Male**: increase from 13 to 19, 68%
* **Hispanic or Latino, Male**: increase from 23 to 27, 85%
* **LGBT, Female**: increase from 9 to 11, 81%

In addition to the goals for the targeted populations mentioned above, there are also Student Equity goals for the overall college population. Please see Table 1 for all the Berkeley City College Student Equity goals.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| BCC STUDENT EQUITY PLAN 2018-19 to 2021-2022NOVA Metrics and DI (disproportionately impacted) Groups | Metrics (baseline 2017-18) | Increase Minimum Equity | Min % Change | Full Equity | Full % Change | SE Goal for 20-21 |
| Enrolled in the same Community College |  6,869  |   | 7,027 (increase by 2%) |
| Retained from Fall to Spring at the same college |  3,269  | 3,468 (increase by 6%) |
| Completed Both Transfer-Level Math and English within the District in the First year |  139  | 159 for 14% increase |
| Attained the Vision Goal Completion Definition (20%) |  350  | 385 (increase by 10%) |
| Transfer to a Four-Year Institution |  1,036  | 1,098 (increase by 6%) |
| DI Student Groups |   |   |   |   |   |   |
| METRIC 1: Transfer to a Four Year Institution |
| Disabled Male  | 28 | 34 | 21% | 42 | 50% | 34 |
| Some other race Female | 23 | 24 | 4% | 30 | 30% | 24 |
| Black or African American Male | 53 | 60 | 13% | 74 | 40% | 60 |
| Some other race Male | 13 | 17 | 31% | 21 | 62% | 17 |
| LGBT Male | 10 | 14 | 40% | 17 | 70% | 14 |
| METRIC 2: Enrolled in the same Community College |
| Black or African American Female | 661 | 681 | 3% | 724 | 10% | 681 |
| American Indian or Alaska Native Female | 18 | 25 | 39% | 27 | 50% | 25 |
| Asian Male | 768 | 889 | 16% | 944 | 23% | 889 |
| Foster Youth Female | 66 | 78 | 18% | 83 | 26% | 78 |
| METRIC 3: Retained from Fall to Spring at the same college |
| Disable Female | 134 | 153 | 14% | 158 | 18% | 153 |
| Economically Disadvantaged Female | 1285 | 1318 | 3% | 1366 | 6% | 1318 |
| White Female | 392 | 409 | 4% | 425 | 8% | 409 |
| Black or African American Female | 230 | 276 | 20% | 286 | 24% | 276 |
| Some other race Female | 65 | 78 | 20% | 81 | 25% | 78 |
| METRIC 4: Completed Both Transfer-Level Math and English within the District in the First Year (number is smaller than 10) |   |   |   |   |   |   |
| Black or African American Female | 25 | 29 | 16% | 36 | 44% | 29 |
| Hispanic or Latino Male | 23 | 27 | 17% | 34 | 48% | 27 |
| Black or African American Male | 13 | 19 | 46% | 24 | 85% | 19 |

**Student Equity Activities**

BCC will focus on achieving the metric goals with activities identified in the Integrated Strategic Enrollment Management Plan, Alignment of the 2022 Vision for Success and the Strategic Plan. The college strives to achieve the targets identified in the Strategic Plan which overlaps with Student Equity Goals, with the following strategies:

1. Utilize researched based best practices to increase student access (participation), learning, completion, and success with exemplary programs that include:

• Utilizing previous learning experiences for placement

• Guided exploration for undecided students

• Clearly delineating program requirements (default course sequence)

• Developmental education transformation

• Providing proactive, embedded and integrated student support

• Maximizing and enhancing learning communities

• Increasing student engagement in support and instructional services.

2. Develop integrated communities of practice aligned to the students’ educational pathways to provide more connected learning experiences inside and outside of the classroom;

3. Incorporate technology tools to communicate, support and customize the student experience;

4. Develop data infrastructure to track and evaluate student and program progress;

5. Develop mechanisms to assess the student experience to ensure quality programs and services.

 Specific activities geared toward achieving the student equity goals include:

* Increase enrollment of AB540, Pell and CA Promise Grant recipients
* Utilize Starfish Early Alert and Connect modules
* Utilize MyPath, Mongoose, Academic Direx (Digital Marketing System) and GovDelivery to easily communicate with students en masse
* Implement AB705 and related support classes for Math, English and ESOL
* Implement and maintain PeopleSoft Degree Audit and automated degree conferral functions
* Develop TAG agreements with four-year Historically Black Colleges and Universities, Hispanic Serving Institutions and Asian American and Native American Pacific Islander serving institutions
* Expand ethnic studies and the learning communities with greater transfer and career support
* Increase professional development across the disciplines focused on culturally responsive curricula
* Implement embedded counseling and tutoring support
* Implement a peer mentor program with student ambassadors, Veterans, EOPS, DSPS, UCRC and NextUp

In addition to the activities identified in the Integrated Strategic Enrollment Management Plan and the Strategic Plan, the college will need to identify more targeted activities to reach the metric goals set. For example, to increase transfer to a four-year institution for male students with disabilities, HS outreach needs to target this population, students need to connect with disability support services at key transfer institutions to ensure a smooth transition from BCC. Similarly, to reach the transfer goal for Black or African American, Foster Youth, Filipino and LGBT students targeted activities such as career advising, counseling, embedded tutoring, connections with key transfer institutions and peer mentors will be necessary for each group. In Table 2 below, the Student Equity baseline data from 17-18, the current goals and activities are shown.

**Goals and Activities for Overall Student Population**

|  |  |  |  |
| --- | --- | --- | --- |
| **Metric** | **Overall** **2017-18 Baseline** | **Goals** | **Activities**  |
| **Transfer to a Four-Year Institution** | 1036 | 1098 (increase by 6%) | * Strengthen partnership with 4 years institutions and develop TAG agreements with private institutions and HBCU
* Career Exploration for students with undecided major
* Increase transfer and TAP/ TAG workshops
* Encourage students to complete ADT
* Increase ADT programs at BCC 6) Ensure development of comprehensive SEP for ALL students
* Strengthen Guided Pathway - moving through and moving out
* Expand Cross Enrollment with other 4 years institutions in addition to UCB, CSUEB, and Mills
* Continue with the college transfer fair
* Encourage and support faculty to explore non-traditional and culturally relevant pedagogy (GP)

 |
| **Attained the Vision Goal Completion Definition** | 350 | 385 (increase by 10%) | * Maintain and implement PeopleSoft Degree Audit and Conferral
* Comprehensive SEP for ALL students by the end of the first semester
* Provide career exploration and assistance to students with undecided major - expand the use of ROAD TRIP NATIONS.
* Improve sequenced course offerings, analyze block scheduling to maximize facilities, reduce overlap of courses, and swirl to other colleges within the district and beyond.

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| **Completed Both Transfer-Level Math and English within the District in the First Year** | 139 | 159 (increase by 14%) | * Implement AB 705, development of support classes for transfer level English (noncredit) and math (credit 213, 215, 216). Develop and implement support courses for ESOL students
* Embed tutoring to be in all English, Math and ESOL (GP)
* Centralize tutoring to be set up for BCC with apportionment and provide training to instructional aides (GP)
* Assess the results and make necessary changes and improvements. (GP)

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| **Enrolled in the Same Community College** | 6869 | 7027 (increase by 2%) | * Launch MyPath as an onboarding tool for incoming, continuing and returning students. We will work to ensure that every new student in every program receives an orientation. (GP)
* Implement website refresh (GP).
* Develop and implement virtual tour on the website (ISEMP).
* Develop a work plan for Guided Pathways e.g course sequencing (GP)
* Develop in-reach, outreach, recruitment and marketing plan that supports meeting BCC's enrollment and FTES goals (SP)
* Increase enrollment of Pell Grant recipients, California Promise Grant Recipients, Special Admits high school and adult school students, DE seeking students, Noncredit, and CE, CDCP students (ISENP)
* Outreach with community partners, e.g. chamber of commerce and county health and human services divisions, CBO, high schools, places of worship, home schooled students, restorative justice organizations (ISEMP)
* Continue to improve sequenced course offerings, analyze block scheduling to maximize facilities, reduce overlap of courses, and swirl to other colleges within the district and beyond (GP)
* Increase student participation in BCC programs that lead to the completion of a certificate, degree or transfer (SP)
 |
| **Retained from Fall to Spring at the Same College** | 3269 | 3468 (increase by 6%) | * Early alert and connect
* Use technology to inform students
* Use MyPath, Mongoose, Academic Direx (Digitasl Marketing system) and GovDelivery (mass email) to communicate with students
* Maximize and enhance learning communities
* Increase interactive social media messaging with monthly thematic posts
* Increase campus-wide activities to promote student engagement
* Develop a mentorship program
* Enhance UMOJA program, and connect students to college resources
* Provide a resource center to support undocumented students
* Embed tutoring expansion and an implementation of centralized tutoring services for the upcoming years. (GP)
* Create innovative programs such as a Bridge Program to support poorly prepared students to be ready for college-level courses sooner (GP).
* Coordinate a pilot for an embedded counseling model for English 1A Plus during the support class to connect students with counselors, increase SEP developments, and to provide important semester milestone information to students (GP)
* Increase student participation in BCC programs that lead to the completion of a certificate, degree or transfer (SP)
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The key below provides information on the notations in Table 2 identifying which BCC Plan served as the origin of the activity

VS – Alignment of 2022 Vision for Success

BCCMP – BCC Master Plan

SP – 2018-20 Strategic Plan

ISEMP – Integrated Strategic Enrollment Management Plan

IP – BCC Integrated Plan 2017-19

GP – Guided Pathways

**Resources Allocated for Activities**

The Berkeley City College mission, Strategic Plan, Educational Master Plan and Integrated Strategic Enrollment Management Plan are all rooted in student equity, this is manifested in the overlapping goals to increase enrollment and completion in disproportionately impacted communities. Student Equity work is supported by multiple sources of funding. Student Equity, SSSP, Basic Skills, CE, EOPS, DSPS and NextUp have all focused their efforts on supporting disproportionately impacted students in achieving their educational goals. In addition, Berkeley City College has actively sought other funding sources to support equity. Other sources of that funding that support equity work include:

* California Adult Education Program
* Veterans Resource Center funding
* Hunger Free campus Support

The following is a breakdown of the proposed budget for 2019-20 (including carry over from the prior year):

Insert Proposed Budget after Governance Retreat

**Evaluation Plan and Process**

The Student Success Metrics Dashboard data by the California Community College Chancellor’s Office (CCCCO) provides the basis of evaluation. BCC student information will be reviewed by the Associate Dean of Student Equity and Achievement and the Institutional Researcher every semester with a full assessment and campus update annually. The five metrics established in the Student Equity and Achievement (SEA) Program will be used to assess all DI support programs. The Integrated Planning Committee will also review the annual assessment of progress in DI student populations and ensure collaboration with other DI-related programs in the college.

**Assessment of Student Equity 2015-2018**

The table below will show the metrics of DI populations for the last three years. State reports for the last three years have not required assessment reports for Equity funds allocated. Moving forward all resources allocated for equity purposes will be annually evaluated.

Insert updated table here

**2015-2018 Student Equity Funds Spent**

|  |
| --- |
| 2015-16 Student Equity Expenditures |
| **Category** | **Expenditure** |
| 1000 Dean, Counselors, LC Faculty | $168,851 |
| 2000 Classified, Nonacademic Salaries | $109,325 |
| 3000 Employee Benefits | $ 39,593 |
| 4000 Supplies and Materials | $ 19,320 |
| 5000 Guest Speakers, Travel, Publications | $ 14,009 |
| 6000 Computers, Textbooks, Equipment | $237,152 |
| 7000 Book Vouchers | $ 23,540 |
| Total | $611,791 |

|  |
| --- |
| 2016-17 Student Equity Expenditures |
| **Category** | **Expenditure** |
| 1000 Dean, Counselors, LC Faculty | $154,378 |
| 2000 Classified, Nonacademic Salaries | $ 50,064 |
| 3000 Employee Benefits | $ 33,400 |
| 4000 Supplies and Materials | $ 17,173 |
| 5000 Guest Speakers, Travel, Publications | $ 55,923 |
| 6000 Computers, Textbooks, Equipment | $149,251 |
| 7000 Book Vouchers | $ 45,861 |
| Total | $506,050 |

|  |
| --- |
| 2017-18 Student Equity Expenditures |
| **Category** | **Expenditure** |
| 1000 Dean, Counselors, LC Faculty | $141,276 |
| 2000 Classified, Nonacademic Salaries | $204,979 |
| 3000 Employee Benefits | $ 52,174 |
| 4000 Supplies and Materials | $ 13,804 |
| 5000 Guest Speakers, Travel, Publications | $ 6,564 |
| 6000 Computers, Textbooks, Equipment | $ 0 |
| 7000 Book Vouchers | $ 3,367 |
|  Total | $422,165 |

**Analysis of Past Expenditures**