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# Executive Summary

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## Introduction

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

- BCC is transfer-oriented. Due to its close proximity to UC Berkeley and other 4-year institutions, BCC attracts many students aiming for a 4-year degree or beyond. Annually over 15% of BCC students are 4-year students attending the College to meet their general education (GE) requirements, while another 50% prepare for transfer<sup>1</sup>.
- BCC is well-known for its CTE Programs. Many students are attracted to BCC because of its signature CTE programs. (For example, Multimedia Arts, Biotechnology, Human Services, American Sign Language, Teacher’s Aide Certificates, and others<sup>2</sup>.)
- BCC has an evenly represented racial/ethnic student body. The five major racial/ethnic student populations at BCC (White, African American/Black, Asian, Hispanic/Latino, and students from Multiple racial/ethnic backgrounds) are almost evenly represented at around 20% each<sup>3</sup>.
- BCC has high proportions of underserved students. Over 70% of BCC students are categorized as low-income<sup>4</sup>. Meanwhile, more than 60% of the student body is underprepared for college level course work, having placed, in the past or currently, in Basic Skills English and/or Math classes, or ESOL<sup>5</sup>.

Equity Planning Process. Throughout the development of the 2015 Equity Plan, BCC has used the RP Groups’ Six Success Factors: *Directed, Focused, Nurtured, Engaged, Connected,*

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<sup>1</sup> Source: <http://web.peralta.edu/indev/student-equity-plan-2/>

<sup>2</sup> Source: <http://web.peralta.edu/indev/peralta-facts-by-topic/>

<sup>3</sup> Source: <http://web.peralta.edu/indev/peralta-facts-by-topic/>

<sup>4</sup> Low income was calculated as the number of students who reported income of less than \$74,750 with 6 persons in the household; Source: <http://web.peralta.edu/indev/financial-aid/>

<sup>5</sup> Source: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=345>

and *Valued*, as its philosophical framework. BCC also uses these Six Success Factors as a framework in several of its primary plans, including the Education Master Plan and the 2014 Equity Plan.

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

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

- **Integrated Plans:** Each and every Equity Plan Success Indicator has been included in BCC’s primary plans, (e.g., the Education Master Plan, Strategic Plans, BSI, Program Review). While the Education Master Plan serves as an overarching plan, the Strategic Plan and College Goals detail activities for implementation and measureable outcomes for assessing the impact of each and every activity. BCC has been implementing activities to close the opportunity gap and regularly reporting the impact to its communities since 2009/10.
- **Designing Curriculum and Co-Curriculum for Cohort Learning:** BCC has many signature learning communities: PACE, PERSIST, First Year Experience, and others. While a curriculum design with linked-courses is built into these models, BCC recognizes that, due to various obligations, not all BCC students can take the pre-scheduled linked courses. In order to offer a student-centered flexible cohort model, BCC will enhance its support to student clubs, including expanding co-curriculum activities to be paired with faculty advising. Many active student clubs have received their designated space for club activities, mentoring, group study, and mutual support.

- **Listening to Student Voices:** Acknowledging the importance of listening to students when making planning decisions, in fall 2015, BCC went one step further to proactively listen to its students' voice by conducting student-led Townhall meetings. Focusing on students' experiences in taking Math classes at BCC, students of various racial/ethnic groups provided feedbacks and offered suggestions for a potential "Math Reform" including embedded tutoring and offering Math labs along with lecture classes.
- **Facilitating Program Completion for Degrees and/or Certificates and Transfer:** Encouraging students to transfer to a 4-year institution with 2-year degree(s) and/or certificate(s) is not a new concept. BCC has been doing so consistently during transfer and graduation seasons. While developing its 2015 Equity Plan, BCC's Degree and Certificate and Transfer Teams have decided to go one step further by combining the two teams with an ultimate goal of facilitating BCC students in earning degree(s) and/or certificate(s), as well as transferring.

### Target Groups

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

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

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

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

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

DSPS Students, Veterans, and Dreamers – Access, Degree and/or Certificate Completion, and Transfer Indicators. The 80% Index and other data analysis suggest that BCC needs to increase representation of these three student populations: DSPS Students, Veterans, and Dreamers, through both outreach and retention efforts. While performing well in academic progress as measured by Course Completion and Basic Skills Progression, these three Target Groups need extra support to reach Completion in receiving Degree(s) and/or Certificate(s) as well as transferring to 4-year institutions.

White Students and Male Students – Degree/Certificate Completion Indicator. The data analysis suggests that the white student population seems to progress well academically at BCC and enjoy a higher rate of transfer than other groups; however, they are underrepresented in the Degree(s) and/or Certificate(s) Completion indicator. The same conclusion applies to male students in general at BCC. BCC will target these two groups in its Equity and/or other college-wide plans so that they will have similar representations at BCC’s annual graduation commencement.

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

#### Goals and Activities

The BCC Equity teams have developed Goals and Activities that are targeted towards improving outcomes for student groups that the data show are experiencing opportunity Gaps on the Equity

indicators. BCC has determined these Activities as priorities and will focus on implementing these Activities aiming at closing the Gaps in 6 years.

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

Equity Indicator/Goal: Access	
Goal: Close the Equitable Access Gap by 2021-22 for African American/Black students, Hispanic/Latino students, Foster Youth, Students with Disabilities, Veterans, and Dreamers.	
Activity	Target Group
Improve Equitable Access for students from underserved communities in higher education and students of color	African American/Black, Hispanic/Latino
Increase Equitable Access for Foster Youth	Foster Youth
Increase awareness about programs and services for Students with Disabilities at BCC and work collaboratively to increase utilization of resources	Students with Disabilities
Increase awareness of opportunities that BCC has to offer to Veterans and increase their participation in College	Veterans
Strive to increase campus awareness of the educational needs of Undocumented Students/Dreamers	Dreamers
Equity Indicator: ESOL and Basic Skills Completion	
Goals:	
<ol style="list-style-type: none"> <li>Increase the Overall ESOL, Basic Skills English, and Basic Skills Math Course Completion by 5% annually</li> <li>Close the Completion Gaps between BCC Student Body and Target Groups by 2021-22</li> </ol>	
Activity	Target Group
Improve the student to teacher ratio	African American/Black, Foster Youth, Hispanic/Latino
Contextualize the curriculum to make it more relevant	African American/Black, Foster Youth, Hispanic/Latino
Extend learning opportunities to support students’ learning	African American/Black, Foster Youth, Hispanic/Latino
Create a “Community of Practice” and design professional development for all faculty	African American/Black, Foster Youth, Hispanic/Latino
Collect better data to inform program monitoring and development	African American/Black, Foster Youth, Hispanic/Latino
Utilize Digital Inclusion	African American/Black, Foster Youth, Hispanic/Latino
Equity Indicator: Course Completion	
Goals:	
<ol style="list-style-type: none"> <li>Close the Course Completion Gap between Target Groups and the overall BCC Benchmark of 63.43% by 2021-22.</li> <li>Close the Course Completion Gap between Distant Education (DE) (56.86%) and the Overall BCC Benchmark (63.43%) by 2021-22.</li> </ol>	

3. Close Math Course Completion Gap between Math (55.1%) and the Overall BCC Benchmark (63.43%) by 2021-22.	
Activity	Target Group
Survey students taking DE Courses to identify their needs for support and the ways that BCC can Address their Issues	African American/Black, Hispanic/Latino, Foster Youth
Create Thematic General Education (GE) Pathways to offer education support to entry GE course takers	African American/Black, Hispanic/Latino, Foster Youth
Support Math Instruction and Instructors, by providing embedded Tutoring and Math Labs	African American/Black, Hispanic/Latino, Foster Youth
Continue to Offer BCC Scholars Program through an Enhanced Learning Community Model	African American/Black, Hispanic/Latino, Foster Youth
Equity Indicator: Degree and/or Certificate Completion	
Goals:	
<ol style="list-style-type: none"> <li>1. Increase the number of annual Degree and/or Certificate awards by a Minimum of 5% every year</li> <li>2. Close the Degree and Certificate Completion Gaps between the overall student body and the Target Groups by 2021-22</li> <li>3. Increase the number of combined Degree, Certificate, and Transfer Completion by 5% annually</li> </ol>	
Activity	Target Groups
Conduct Student Focus-Groups in order to increase the understanding of the obstacles students face and identify resources to overcome these barriers	African American/Black, foster Youth, Veterans, Male, White
Pilot Faculty Advising Program, providing formal and informal coaching and advising support	African American/Black, foster Youth, Veterans
Offer Peer Advising through BCC Student Ambassador Programs	African American/Black, foster Youth, Veterans
Expand BCC Alumni Network through BCC Ambassador Alumni	African American/Black, foster Youth, Veterans, Male, White
Provide Faculty and Staff with Cultural Competency Training	All BCC Faculty and Staff
Develop and conduct Career and Transfer Themed Events	African American/Black, foster Youth, Veterans, Male, White
Equity Indicator: Transfer	
Goals:	
<ol style="list-style-type: none"> <li>1. Increase the number of Transfers to UCs, CSUs, and HBCUs or HACUs by 5% annually</li> <li>2. Close the Transfer Completion Gap between the overall student body and the Target Groups by 2021-22</li> <li>3. Increase the combined number of Degree, Certificate, and Transfer Completion by 5% annually</li> </ol>	
Activity	Target Group
Provide cross-walk completion counseling and advising for both Transfer and for Degree and/or Certificate Students	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran
Create BCC in-house transfer tracking database	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran
Offer early completion support through the 30-Unit check Point	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran
Advance BCC Scholars Program by Adopting EOPS' "Above and Beyond" Support Strategies	African American/Black, Hispanic/Latino, DSPS, Foster Youth, Veteran
Facilitate BCC students' transferring to 4-Year Institutions of Historically	African American/Black,

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

#### Student Equity Funding and Other Resources

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

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

2015 Equity Fund									Other Funds
Equity Indicator	Outreach	Student Services & Categorical	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Source
Access									SSSP 1.3 M
ESL/BSI									BSI \$90,000
Course Success									
Degree/Certificate									
Transfer									
<b>TOTAL</b>			\$70,000	\$90,000		\$30,000			

Contact Persons

The Student Equity Plan contacts for Berkeley City College are:

Dr. May Kuangchi Chen at 510-981-2857 or [mchen@peralta.edu](mailto:mchen@peralta.edu), and  
 Brenda Johnson at 510-981-2830 or [bjohnson@peralta.edu](mailto:bjohnson@peralta.edu)