

Berkeley City College Student Equity Plan 2019-2020



Endorsed by College Roundtable 6/17/2019
Endorsed by Peralta Community College Board of Trustees 7/23/2019

Student Equity Plan Timeline

Dates	Activities
April 1, 2019	Received Data and Report template from CCCCCO
April 11, 2019	Identify key College reports, review template, develop timeline
April 25, 2019	Review and Analyze current Equity metrics and past Equity Activities for FY 16, 17, 18, present draft equity goals and activities, receive feedback from Integrated Planning Committee and Student Services Leads group.
May 13, 2019	Present draft Equity Plan to Classified Senate, Receive feedback
May 14, 2019	Present draft Equity Plan to Academic Senate, Receive Feedback
May 20, 2019	Present draft Equity Plan to the College Roundtable for Planning and Budget, receive feedback
May 29, 2019	College Governance Retreat- Discuss and Identify an Equity framework, accept the Equity Plan
June 25, 2019	Present BCC Equity Plan to the Peralta Community College District Board of Trustees
June 26, 2019	Upload Equity Plan into NOVA

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Berkeley City College

2019-2022 Student Equity Executive Summary and Plan

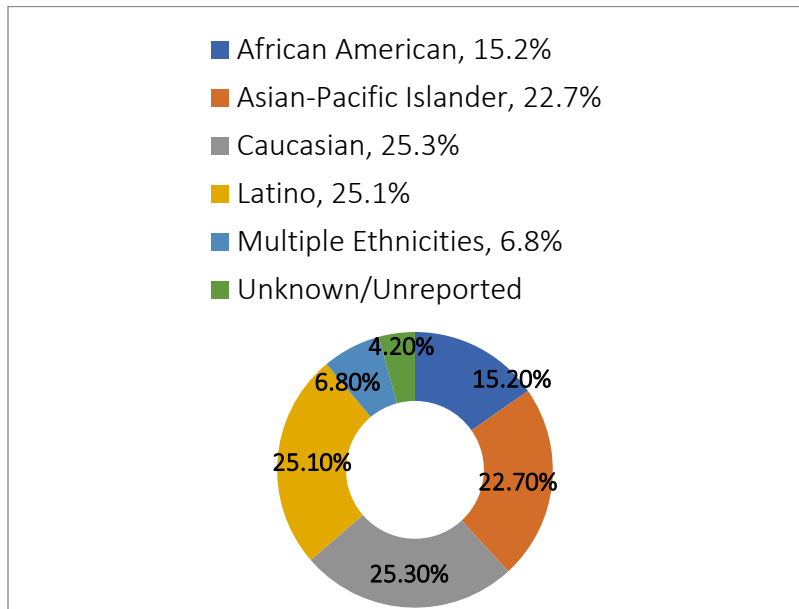
Introduction

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.

Berkeley City College’s student population overall is well balanced with no one age or ethnic group in a solid majority (see Figure 1 below):

Figure 1: 2017-2018 Student Demographics



Additionally, 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.

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.

Equity Philosophy

Berkeley City College (BCC) used the Research and Planning Group's (RP Group) Six Success Factors framework as a guide BCC's Educational Master Plan (BCCEMP) 2016-2021 and Student Equity Plan. The Six Success Factors framework derived from a research study that argued "that student support must be (1) integrated into students' daily experience, and (2) included in the overall curriculum."

<https://rpgroup.org/StudentSupportRedefined/StudentSupport-Re-definedinCCCs>



Success Factors Definitions

- **Directed:** students have a goal and know how to achieve it
- **Focused:** students stay on track — keeping their eyes on the prize
- **Nurtured:** students feel somebody wants and helps them to succeed
- **Engaged:** students actively participate in class and extracurricular activities
- **Connected:** students feel like they are part of the college community
- **Valued:** students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

Recently the college assessed the implementation of this framework and will be continuing the campus dialogue and review of other frameworks that may better meet our needs. For now the college is focused on how to improve the implementation of the Six Success Factors framework to make it more visible in areas outside Student Services and the Learning Communities.

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 below for all the Berkeley City College Student Equity goals.

Table 1: Berkeley City College Student Equity Goals

Table 1: Berkeley City College Student Equity Goals						
BCC STUDENT EQUITY PLAN 2019-20 to 2021-2022 NOVA Metrics and DI (disproportionately impacted) Groups	Metrics (baseline 2017-18)	Minimum Equity	Min % Change	Full Equity	Full % Change	SE Goal for 2020-22
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

Filipino Male	8	11	38%	13	63%	11
Foster Youth Female	7	12	71%	14	100%	12
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
Native Hawaiian Or Other Pacific Islander Male	6	11	83%	11	83%	11
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)						
White Female	4	15	275%	17	325%	15
Black or African American Male	6	10	67%	12	100%	10
METRIC 5: Attained the Vision Goal Completion Definition*						
Hispanic or Latino Male	23	27	17%	34	48%	27
Black or African American Male	13	19	46%	24	85%	19
Black or African American Female	25	29	16%	35	40%	29

*Increase by at least 20 percent the number of students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an demand jobs.

Student Equity Activities

BCC will focus on achieving the metric goals with activities identified in the Integrated Strategic Enrollment Management Plan (BCCISEMP) and Alignment of the 2022 Vision for Success and the 2018-2020 BCC Strategic Plan. The college strives to achieve the targets identified in the Strategic Plan (which addresses Student Equity), 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 MyPath, Mongoose, Starfish Early Alert and Connect modules, 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
- Infuse ethnic studies curriculum into learning communities with greater transfer and career support
- Increase professional development across the disciplines focused on culturally responsive curricula and pedagogy
- Implement embedded counseling and tutoring support
- Implement a peer mentor program with student ambassadors, Veterans, EOPS, DSPS, Undocumented Community Resource Center (UCRC) and NextUp (Foster Youth)

In addition to the activities identified in the Integrated Strategic Enrollment Management Plan and the Strategic Plan, the college will need to identify additional targeted activities to reach the metric goals set. For example, to increase transfer to a four-year institution for male students with disabilities, High School 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. Table 2 below shows the Student Equity baseline data from 17-18 and the current goals and activities. The key below provides information on the notations in Table 2 identifying which BCC Plan served as the origin of the activity.

Table 2. BCC 2019-2022 Student Equity Goals and Activities

Table 2. BCC 2019-2022 Student Equity Goals and Activities				
Metric	2017-18 Baseline	Goals	Activities	Responsible Parties
Transfer to a Four-Year Institution	1036	1098 (increase by 6%)	<ul style="list-style-type: none"> • Implement auto awarding degrees by Fall 2020 (VS) 	<ul style="list-style-type: none"> • PCCD Student Affairs and IT
			<ul style="list-style-type: none"> • Strengthen partnership with 4 years institutions and develop TAG agreements with private institutions and HBCU's (VS) 	<ul style="list-style-type: none"> • Articulation Officer, Counselors, Transfer Coordinator
			<ul style="list-style-type: none"> • Increase collaboration with UC and CSU partners to develop 2+2+2 pathways that lead to transfer to UC and/or CSU by 2020. (VS) • Career Exploration for students with undecided major • Increase transfer and TAP/ TAG workshops 	<ul style="list-style-type: none"> • VPSS and President • Counselors, Transfer Center Coordinator
			<ul style="list-style-type: none"> • Increase ADT programs beginning Spring 2020 (VS) 	<ul style="list-style-type: none"> • Faculty, Instruction Office
			<ul style="list-style-type: none"> • Ensure development of comprehensive SEP for ALL students (VS) 	<ul style="list-style-type: none"> • GP Design Team

			<ul style="list-style-type: none"> • Support implementation of Guided Pathways (VS) • Expand Cross Enrollment with other 4 years institutions in addition to UCB, CSUEB, and Mills • Continue with the college transfer fair 	<ul style="list-style-type: none"> • Office of Instruction and Student Services • Transfer Center Coordinator
			<ul style="list-style-type: none"> • Encourage and support faculty to explore non-traditional and culturally relevant pedagogy (GP) 	<ul style="list-style-type: none"> • Office of Instruction, Teaching and Learning Center, District Professional Development
			<ul style="list-style-type: none"> • Strengthen the Peralta Foundation to increase financial resources to support students' successful completion. (VS) 	<ul style="list-style-type: none"> • Chancellor, Executive Director Foundation, Advisory Board of Foundation
			<ul style="list-style-type: none"> • Ensure academic programs and student services areas have appropriate resources to support successful student completion. (VS) 	<ul style="list-style-type: none"> • Program Review
Attained the Vision Goal Completion Definition	350	385 (increase by 10%)	<ul style="list-style-type: none"> • Strengthen Learning Communities, Adult Education, Promise Programs, Career Education, Dual Enrollment and Noncredit (VS) 	<ul style="list-style-type: none"> • Student Services, Office of Instruction

			<ul style="list-style-type: none"> • Maintain and implement PeopleSoft Degree Audit and conferral, aim for automatic degree audit by Spring 2020 (VS) 	<ul style="list-style-type: none"> • PCCD Student Affairs
			<ul style="list-style-type: none"> • Ensure 100% of students have accurate Comprehensive SEP by Spring 2020 (VS) 	<ul style="list-style-type: none"> • Counselors, VPSS
			<ul style="list-style-type: none"> • Provide career exploration and assistance to students with undecided major - expand the use of ROAD TRIP NATIONS. 	<ul style="list-style-type: none"> • Counselors, Transfer Center Coordinator
			<ul style="list-style-type: none"> • Implement Guided Pathways and revise high-unit degrees to focus on well-sequenced pathway programs by Fall 2020. (VS) 	<ul style="list-style-type: none"> • GP Design Team, Office of Instruction, BCC Faculty
			<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Office of Instruction, Vice President of Instruction
			<ul style="list-style-type: none"> • Ensure student services areas have appropriate resources to support student completion (VS) 	<ul style="list-style-type: none"> • Vice President of Student Services, Office of the President

Completed Both Transfer-Level Math and English within the District in the First Year	139	159 (increase by 14%)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Office of Instruction, Student Services, Math, English and ESOL faculty, Enrollment Services, Counseling
			<ul style="list-style-type: none"> • Embedded tutoring to be in all English, Math and ESOL (GP) 	<ul style="list-style-type: none"> • Office of Instruction, Learning Resources Center
			<ul style="list-style-type: none"> • Centralized tutoring to be set up for BCC with apportionment and provide training to instructional aides (GP) 	<ul style="list-style-type: none"> • Office of Instruction, Student Services
			<ul style="list-style-type: none"> • Assess the results and make necessary changes and improvements. (GP) 	<ul style="list-style-type: none"> • Office of Instruction and Student Services
Enrolled in the Same Community College	6869	7027 (increase by 2%)	<ul style="list-style-type: none"> • 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. (VS, GP) 	<ul style="list-style-type: none"> • BCC Student Services and PCCD Student Affairs
			<ul style="list-style-type: none"> • Implement website refresh. (GP, ISEMP) 	<ul style="list-style-type: none"> • Public Information Office, College Departments
			<ul style="list-style-type: none"> • Develop and implement virtual tour on the website. (ISEMP) 	<ul style="list-style-type: none"> • Public Information Office, Student Services

			<ul style="list-style-type: none"> • Develop a work plan for Guided Pathways e.g. course sequencing pathways (GP), 	<ul style="list-style-type: none"> • GP Design Team, Office of Instruction
			<ul style="list-style-type: none"> • Develop in reach, outreach, recruitment and marketing plan that supports meeting BCC's enrollment and FTES goals. (SP) 	<ul style="list-style-type: none"> • Student Services and Public Information Office, Enrollment Management Committee
			<ul style="list-style-type: none"> • Create a system to identify, track, and retain students who meet the criteria of performance-based funding (special population and those near completion. (VS) 	<ul style="list-style-type: none"> • Vice Chancellor Academic Affairs, Associate Vice Chancellor of Planning & Institutional Research, Four Colleges
			<ul style="list-style-type: none"> • 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 (ISEMP) 	<ul style="list-style-type: none"> • Financial Aid Office, Enrollment Services, Office of Instruction

			<ul style="list-style-type: none"> • Outreach with community partners, e.g. chamber of commerce and county health and human services divisions, Community Based Organizations, high schools, places of worship, home schooled students, restorative justice organizations (ISEMP) 	<ul style="list-style-type: none"> • Office of the President, Office of Instruction, Enrollment Services, Public Information Office, Wellness Center, Undocumented Community Resource Center, NextUp, Counselors
			<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Office of Instruction
			<ul style="list-style-type: none"> • Increase student participation in BCC programs that lead to the completion of a certificate, degree or transfer (SP) 	<ul style="list-style-type: none"> • Counselors, Faculty, Learning Communities, Career/Transfer Center, Learning Resources, Veterans Resource Center, UCRC, Student Activities/Campus Life
			<ul style="list-style-type: none"> • Allocate funding and resources to develop educational environments conducive to students' learning. (VS) 	<ul style="list-style-type: none"> • District/College Participatory Governance Committees, PCCD Board of Trustees

			<ul style="list-style-type: none"> • Develop and implement safety and health standards across all teaching and learning spaces, including CE classrooms and facilities. (VS) 	<ul style="list-style-type: none"> • District/College General Services and Facilities, District Human Resources
Retained from Fall to Spring at the Same College	3269	3468 (increase by 6%)	<ul style="list-style-type: none"> • Early alert and connect –Starfish 	<ul style="list-style-type: none"> • Instructional Faculty, Counselors
			<ul style="list-style-type: none"> • Use technology to inform students e.g. MyPath, Mongoose, and GovDelivery (mass email) to communicate with students (ISEMP, VS) 	<ul style="list-style-type: none"> • Student Activities/Campus Life, Student Services, Office of Instruction, Public Information Office
			<ul style="list-style-type: none"> • Maximize and enhance learning communities 	<ul style="list-style-type: none"> • Student Services, Instructional Faculty, Teaching & Learning Center
			<ul style="list-style-type: none"> • Increase interactive social media messaging with monthly thematic posts 	<ul style="list-style-type: none"> • Public Information Office, Student Services, Student Activities/Campus Life
			<ul style="list-style-type: none"> • Increase campus-wide activities to promote student engagement 	<ul style="list-style-type: none"> • Student Activities/Campus Life
			<ul style="list-style-type: none"> • Develop a mentorship program 	<ul style="list-style-type: none"> • Student Activities/Campus Life
			<ul style="list-style-type: none"> • Enhance UMOJA program, and connect students to college resources 	<ul style="list-style-type: none"> • Associate Dean of Educational Success, UMOJA Coordinator
			<ul style="list-style-type: none"> • Provide a resource center to support undocumented students 	<ul style="list-style-type: none"> • Campus Life/Student Activities, VPSS

			<ul style="list-style-type: none"> • Embedded tutoring expansion and an implementation of centralized tutoring services are in progress for the upcoming years. (GP) 	<ul style="list-style-type: none"> • Office of Instruction, Student Services
			<ul style="list-style-type: none"> • Create innovative programs such as a Bridge Program to support poorly prepared students to be ready for college-level courses sooner (GP). 	<ul style="list-style-type: none"> • Office of Instruction, Student Services
			<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Counseling Department, English Department, Office of Instruction, Student Services Division
			<ul style="list-style-type: none"> • Increase student participation in BCC programs that lead to the completion of a certificate, degree or transfer (SP) 	<ul style="list-style-type: none"> • All Instructional and Student Services Public Information Office

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

SP – 2018-20 Strategic Plan

IP – BCC Integrated Plan 2017-19

GP – Guided Pathway

ISEMP – Integrated Strategic Enrollment Management Plan

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 Grant
- UC Berkeley Chancellor’s Community Grant
- Bayer USA Foundation Grant

Table 3 below shows the breakdown of Berkeley City College’s proposed Student Equity budget for 2019-20.

Table 3: Berkeley City College Proposed 2019-2020 Budget

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Program	Description	Expense
Coordination, Learning Communities, and other DI Support	Associate Dean coordination and administrative support of SEA and Pathway Programs	\$308,472
	Public Information & Marketing	
	Outreach & Retention	
	Supplies & operating expenses	
	Campus events to support DI students	
	Other DI Support	
	Emergency book & transportation voucher	
Umoja	UMOJA coordination & staff	\$95,507
	Supplies & operating expenses	
	Celebration & Events	
	HBCU Tour & Conference	
Tutoring	Tutoring-Math, English, embedded in Umoja and online classes	\$97,140
	Supplies & operating expenses	
	Professional Development	
Career and Transfer Center	Coordination & student worker	\$74,750
	Internship recruitment and coordination	
	Supplies & operating expenses	
	Campus visits, celebrations, events	
	Counseling–Disability support, academic advising, transfer support	\$98,000

Programs and Services for Students with Disabilities	Instructional Assistant- Accommodations support	
Undocumented Community Resource Center	Part Time Staff Assistant & Student workers	\$89,287
	Supplies & operating expense	
	UndocuAlly Trainings	
	Celebration & Events	
Equity Innovation and Professional Development	Targeted activities for DI students	\$65,000
	DI-related professional development- culturally relevant curriculum & pedagogy, Equity Institute Participation, etc.	
	Total Estimated	\$810,406

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

Table 4 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.

Table 4: Berkeley City College 2015-2018 Student Equity Plan Outcomes

Table 4: Berkeley City College 2015-18 Student Equity Plan Outcomes-DI Populations					
Metric	DI Group	2015-2016	2016-2017	2017-2018	Trend
Increase Access by 5%	African American	16.1% (1891)	17.8% (1994)	15.5% (1707)	↓
	Latinx	23.8% (2795)	22.1% (2474)	24.4% (2689)	↑
	Foster Youth	1% (124)	1% (108)	1% (100)	→
	DSPS	4% (488)	4% (415)	4% (440)	→
	Dreamers	1% (115)	1% (124)	1% (124)	↑
	Veterans	3% (308)	2% (262)	2% (245)	↓
Close Completion Gap in DE	Overall	57%	60%	68%	↑
	African American	43.4%	47.9%	51.8%	↑
	Latinx	55.1%	46.4%	60.9%	↑

	Foster Youth				
Close Math Course Completion Gap	Overall	71.3%	42.4%	61.4%	↑
	African American	48.9%	36.9%	52%	↑
	Latinx	45.3%	23.4%	53.6%	↑
	Foster Youth				
Increase the Overall Basic Skills Course Completion by 5%	African American	37.6%	39.6%	47.3%	↑
	Latinx	51.3%	45.6%	54.9%	↑
	Foster Youth	28.6%	21.1%	23.1%	↓
Increase degree and certificate completion by 5%	Overall	832	970	1,025	↑
	Latinx	246	218	256	↑
	African American	120	108	112	↓
	Native American	3	0	1	↓
	White	181	259	256	↑
	Foster Youth	5	4	0	↓
	Veteran	14	32	15	→
	DSPS	99	141	91	↓
Increase transfer rates by 5% (UC/CSU Only)	African American	48	55	50	↑
	Latinx	54	65	91	↑
	DSPS	Not Available	Not Available	Not Available	-
	Foster Youth	Not Available	Not Available	Not Available	-
	Veteran	Not Available	Not Available	Not Available	-

During the past five years there were several student equity expenditures by the college and the District. During this period funding supported key research and Student Services administration. Some counselors were initially charged to Student equity and later moved over to Student Success and Support Program funding. Umoja coordination and activities, tutoring, professional development, student ambassadors, supplies for Umoja, and book vouchers. Student Equity activities have been assessed through Strategic Plan assessment which adopted the same goals as the Equity Plan. The Peralta District Student Equity Expenditures and Activities for 2017-2018 were \$422,111 and funded an administrator, 2.5 classified staff and miscellaneous operations expenses. Completed activities included College Promise; PCCD Admissions and Records Support, PCCD Umoja, increasing African American and Latino populations; increasing foster youth populations; campus awareness and needs of Dreamers; Media outreach and Outreach to Adult School students.

Table 5: 2015-2018 Student Equity Funds Spent

Table 5: 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

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