Student Equity Report

Prepared by
Berkeley City College, Faculty, Administrators, and Staff
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Data Sources: PCCD Institutional Research, CCCC0 Data Mart, CPEC, Census 2010
Goal 1 Student Access – GOAL

*Increase enrollment of diverse ethnic students and disabled students from local high schools, community-based organizations, and other community-based groups.*

Comparative data
Between 2007 and 2010, BCC annual enrollment headcount increased by 25.7% from 9,808 to 12,326.

DSPS enrollment decreased from 417 (4.3%) to 409 (3.3%).
Goal 1 Student Access – Plan

*Implement major outreach and retention initiatives to increase enrollments of Hispanics, students with disabilities, and other under-represented student populations.*

**Comparative data:**

<table>
<thead>
<tr>
<th>PCCD Service Area 2010 Census</th>
<th>BCC FY2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>• African-American: 20%</td>
<td>• African-American: 20%</td>
</tr>
<tr>
<td>• Hispanics: 20%</td>
<td>• Hispanic: 12%</td>
</tr>
<tr>
<td>• Native American: 0.3%</td>
<td>• Native American: 0.5%</td>
</tr>
<tr>
<td>• Asian: 20%</td>
<td>• Asian/PI: 19%</td>
</tr>
<tr>
<td>• White: 35%</td>
<td>• White: 25%</td>
</tr>
</tbody>
</table>
Goal 2 Course Completion - Goal

*Increase the course completion rate of diverse student populations by initiating specific interventions that promote the completion – measured by course success rate.*

- Between 2007 and 2010, course success rates increased among all ethnic groups and for both male and female student groups

- DSPS success rates increased slightly from 61% to 63%

- However, gaps exist among the groups; the biggest gap for 2010 rates existed between white’s 76% and African-American’s 52%.
Goal 2 Course Completion/Success – Plan

Offer intensive supplementary teaching and learning support to African-American, Native American, male, and students with disabilities.

Course Success Rate, Fall 2007 – Fall 2010

- BCC: 64% - 67%
- Asian: 70% - 73%
- White: 70% - 76%
- Hispanic: 62% - 68%
- African-American: 50% - 52%
- Native American: 49% - 62%
- Female: 66% - 69%
- Male: 60% - 65%
- DSPS: 61% - 63%
Goal 3 Basic Skill Success - Goal

*Increase the number and rate of basic skill course completion/success for students from diverse population groups*

<table>
<thead>
<tr>
<th></th>
<th>F 2007</th>
<th></th>
<th>F2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful Grades -</td>
<td>110</td>
<td></td>
<td>174</td>
</tr>
<tr>
<td>Success Rates -</td>
<td>49%</td>
<td></td>
<td>62%</td>
</tr>
<tr>
<td><strong>ESL:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful Grades -</td>
<td>40</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Success Rates -</td>
<td>78%</td>
<td></td>
<td>82%</td>
</tr>
<tr>
<td><strong>Math:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful Grades -</td>
<td>87</td>
<td></td>
<td>197</td>
</tr>
<tr>
<td>Success Rates -</td>
<td>39%</td>
<td></td>
<td>55%</td>
</tr>
</tbody>
</table>
## Goal 3 Basic Skills Course Success Rates, Fall 2010

<table>
<thead>
<tr>
<th>Comparative data</th>
<th>Math</th>
<th>English</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>68%</td>
<td>59%</td>
<td>100%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>74%</td>
<td>62%</td>
<td>70%</td>
</tr>
<tr>
<td>Asian/PI/F</td>
<td>75%</td>
<td>48%</td>
<td>80%</td>
</tr>
<tr>
<td>African-American</td>
<td>45%</td>
<td>59%</td>
<td>n/a</td>
</tr>
<tr>
<td>Native American</td>
<td>n/a</td>
<td>100%</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>55%</td>
<td>62%</td>
<td>82%</td>
</tr>
</tbody>
</table>
Goal 3 Basic Skills Course Completion and Success - Plan

- Offer intensive supplementary teaching and learning support to basic skills English students, regardless of ethnicity

- Offer intensive supplementary teaching and learning support to African-American students enrolled in basic skills math classes

- Acquire completion and success rates for other under-represented student groups, e.g., DSPS
Goal 4 Degree and Certificate - Goal

*Increase the number of students by population group who receive a degree or certificate*

- Berkeley City College awarded 146 students in both 2007-2008 and 2010-11 with an association degree and/or a certificate.

- Total number of associate degree awards increased from 93 to 113.

- The number of certificate awards decreased from 53 to 33.
Goal 4 Degree and Certificate by Ethnicity, 2009-10

Associate Degree – 96

- African-American: 27 or 28%
- White: 24 or 25%
- Asian/Pl: 11 or 11%
- Hispanic: 14 or 15%
- Native American: 2 or 2%

Certificate - 24

- African-American: 4 or 17%
- White: 11 or 46%
- Hispanic: 2 or 8%
- Asian: 4 or 17%
Goal 4 Degree and Certificate – Plan

• Encourage and facilitate all students, especially those who plan to transfer without a community college degree, to receive a degree/certificates from PCCD

• Encourage or facilitate Asian/Pacific Islanders and Filipinos to receive an associate degree prior to transfer

• Acquire transfer information for other under-represented student population groups
Goal 5 Transfer  - Goal

*Increase the number and ratio of transfers, especially African American, Latino, and disabled students to transfer after one or more (up to six) years.*

Comparative Data

- Total number of transfer increased from 170 in 2007 to 196 in 2010
- CSU transfer decreased from 90 to 75
- UC transfer increased from 80 to 121
- The 6-year transfer rate for 2005-06 cohort is 42% for both BCC students in general and DSPS students.
### Goal 5 Transfer, 2010 Transfer by Ethnicity

<table>
<thead>
<tr>
<th>2010 UC</th>
<th>2010 CSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCC Total: 121</td>
<td>BCC Total: 75</td>
</tr>
<tr>
<td>White: 42%</td>
<td>White: 27%</td>
</tr>
<tr>
<td>Hispanics: 14%</td>
<td>Hispanic: 11%</td>
</tr>
<tr>
<td>Asian/Filipino: 22%</td>
<td>Asian/Filipino: 14%</td>
</tr>
<tr>
<td>African-American: 10%</td>
<td>African-American: 21%</td>
</tr>
</tbody>
</table>
Goal 5 Transfer - Plan

Acquire information on number of transfers from BCC to in- and out-of state, public and independent institutions of higher education annually

Offer intensive transfer counseling and information, and assist in transfer preparation for:

• All BCC students with a degree/transfer goal

• African-American students transferring to UC

• Asian/Filipino students transferring to CSU
Innovative and Proactive Student Equity Programs and Strategies

Mandatory new student orientation
First Year Experience
Basic Skills Initiative, Title 3, TRiO
Program review and Student Learning Outcome (SLOs)
Faculty support and development initiatives
Faculty engagement in state-wide learning groups
Cohort learning
Team teaching
Interdisciplinary programs, e.g., PACE, Global Studies, Persist
Outreach/In-reach and Student Ambassador Program
Triage/eCounseling. The number of student served by counseling increased significantly over a three-year period, from 2,234 to 7,992
Articulation and Transfer
Active Student Activities and Clubs