STUDENT ENROLLMENT AND SUCCESS: SHARED RESPONSIBILITY & INSTITUTIONAL PRIORITY

Nathaniel Jones III, Ph.D., MBA, President
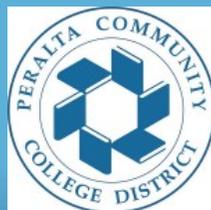
OVERVIEW

- THE WHY
- ENROLLMENT & SUCCESS TRENDS
- CONNECTION TO RESOURCES
- CONSULTATIONS
- WHAT NOW?
- Q&A

WHAT WE DO MATTERS GREATLY

https://consumer.healthday.com/3-8-which-americans-live-longest-education-matters-more-now-than-race-study-shows-2650890374.html

March 8, 2021

Which Americans Live Longest? Education Matters More Now Than Race


Dennis Thompson
HealthDay Reporter

MONDAY, March 8, 2021 (HealthDay News) -- A four-year college degree is becoming the key to living a longer life in the United States, a new study argues. In fact, education appears to be a more potent factor in determining lifespan now than race, researchers say.

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ENROLLMENT & STUDENT SUCCESS TRENDS

Source: Apportionment Attendance Report (CCFS-320)

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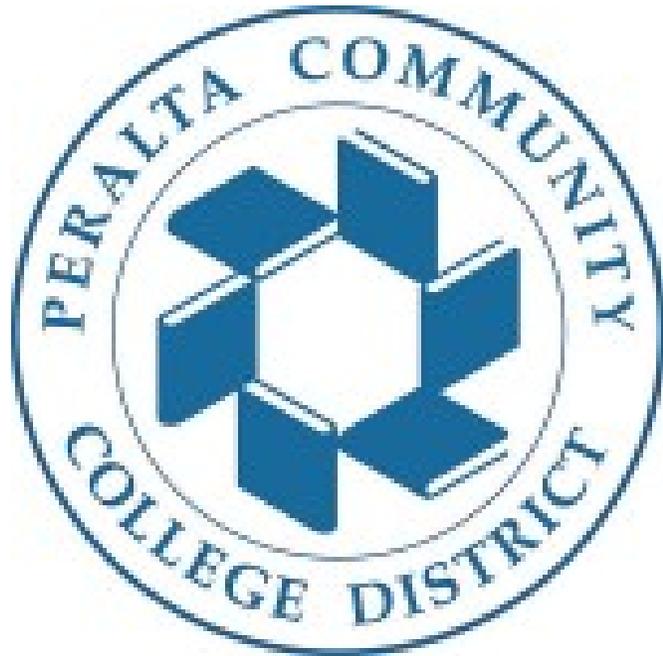
NON-RESIDENT ENROLLMENT/FTES TRENDS
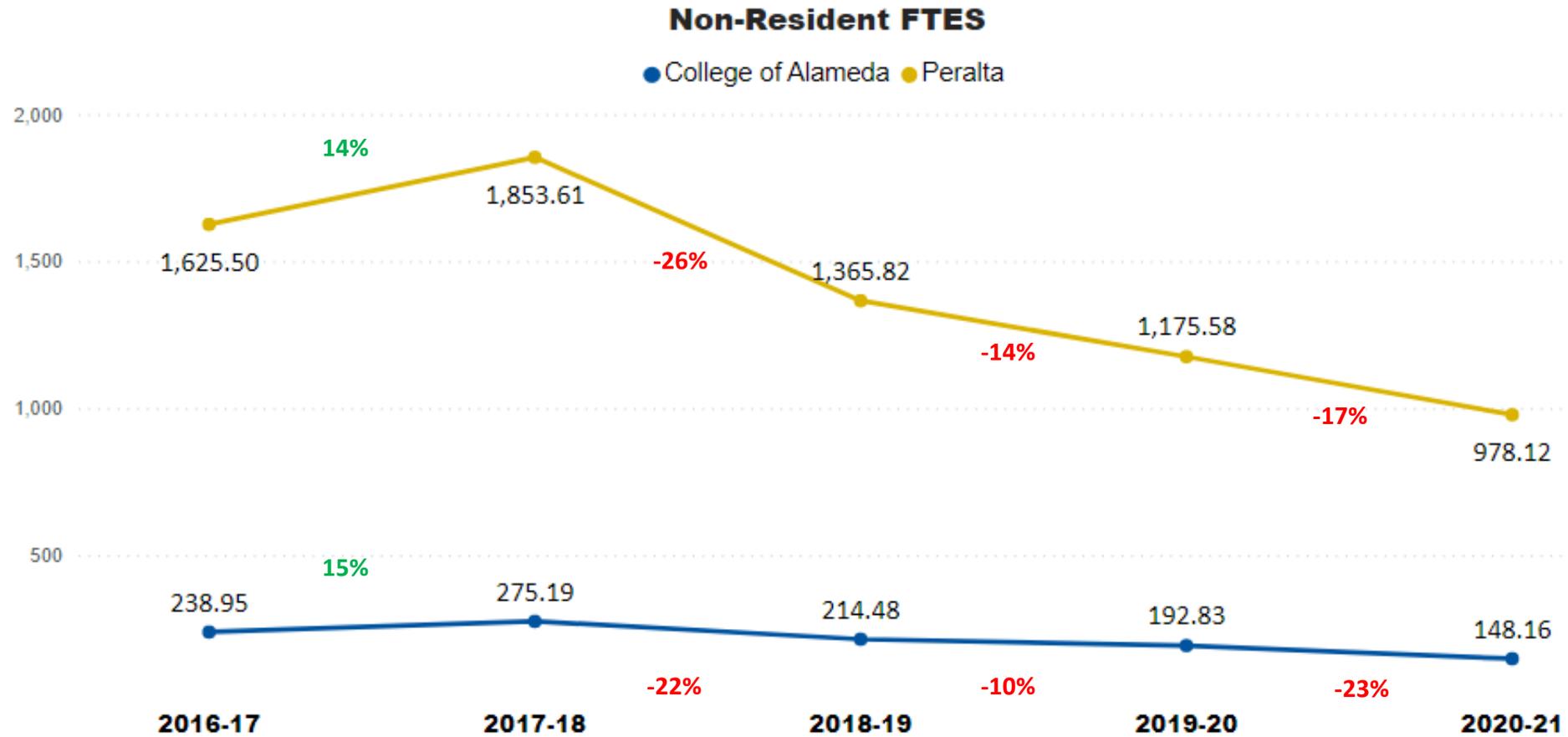
Source: Apportionment Attendance Report (CCFS-320)

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Unduplicated Student Headcount

● College of Alameda ● Peralta

Peralta:
- 2016-17: 25,579
- 2017-18: 25,481
- 2018-19: 24,334
- 2019-20: 23,721
- 2020-21: 20,607

College of Alameda:
- 2016-17: 6,818
- 2017-18: 6,716
- 2018-19: 6,720
- 2019-20: 6,218
- 2020-21: 6,113

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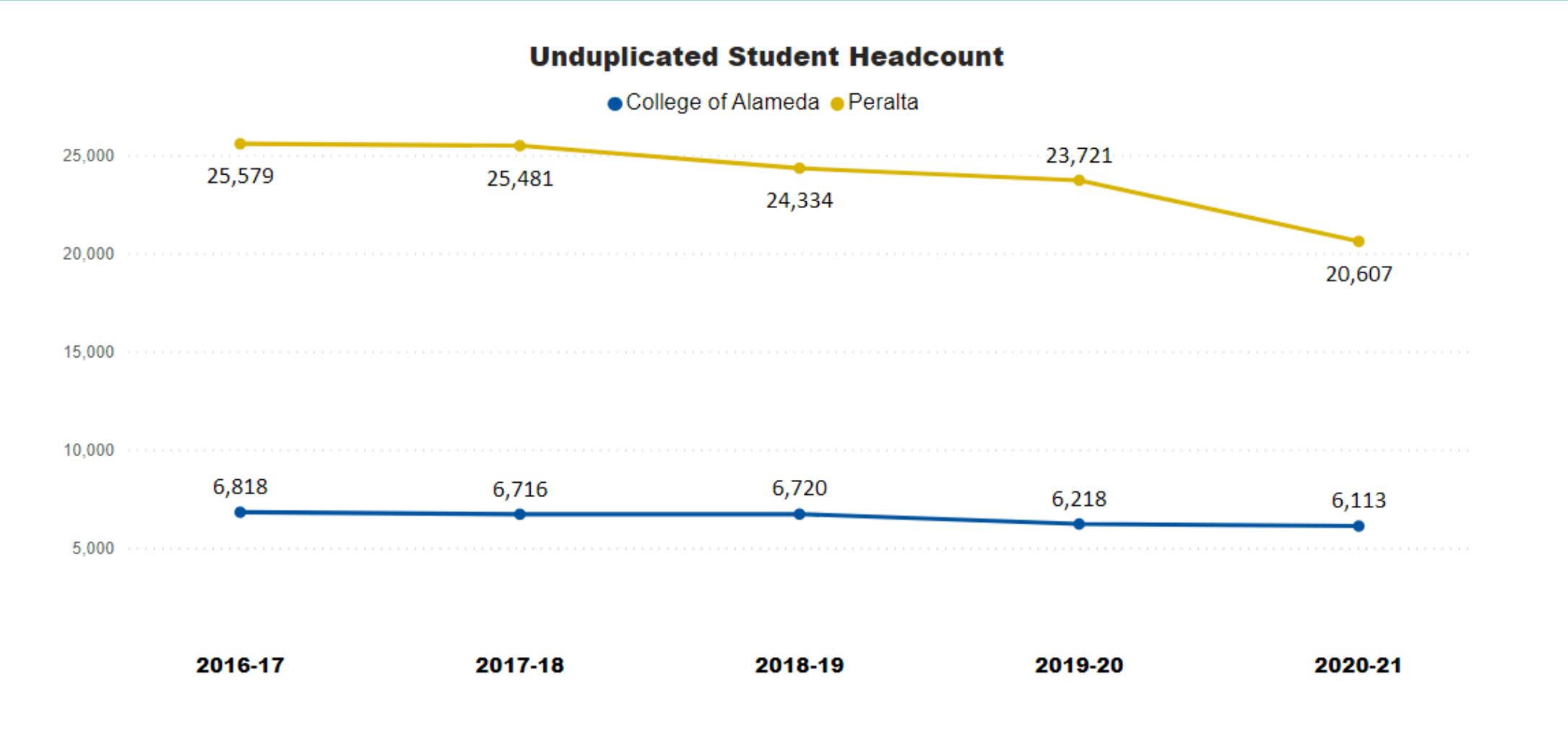
Source: Peralta CCD Data Dashboards (Course Completion and Retention - Instructional)

HEADCOUNT BY SOCIAL ECONOMIC STATUS
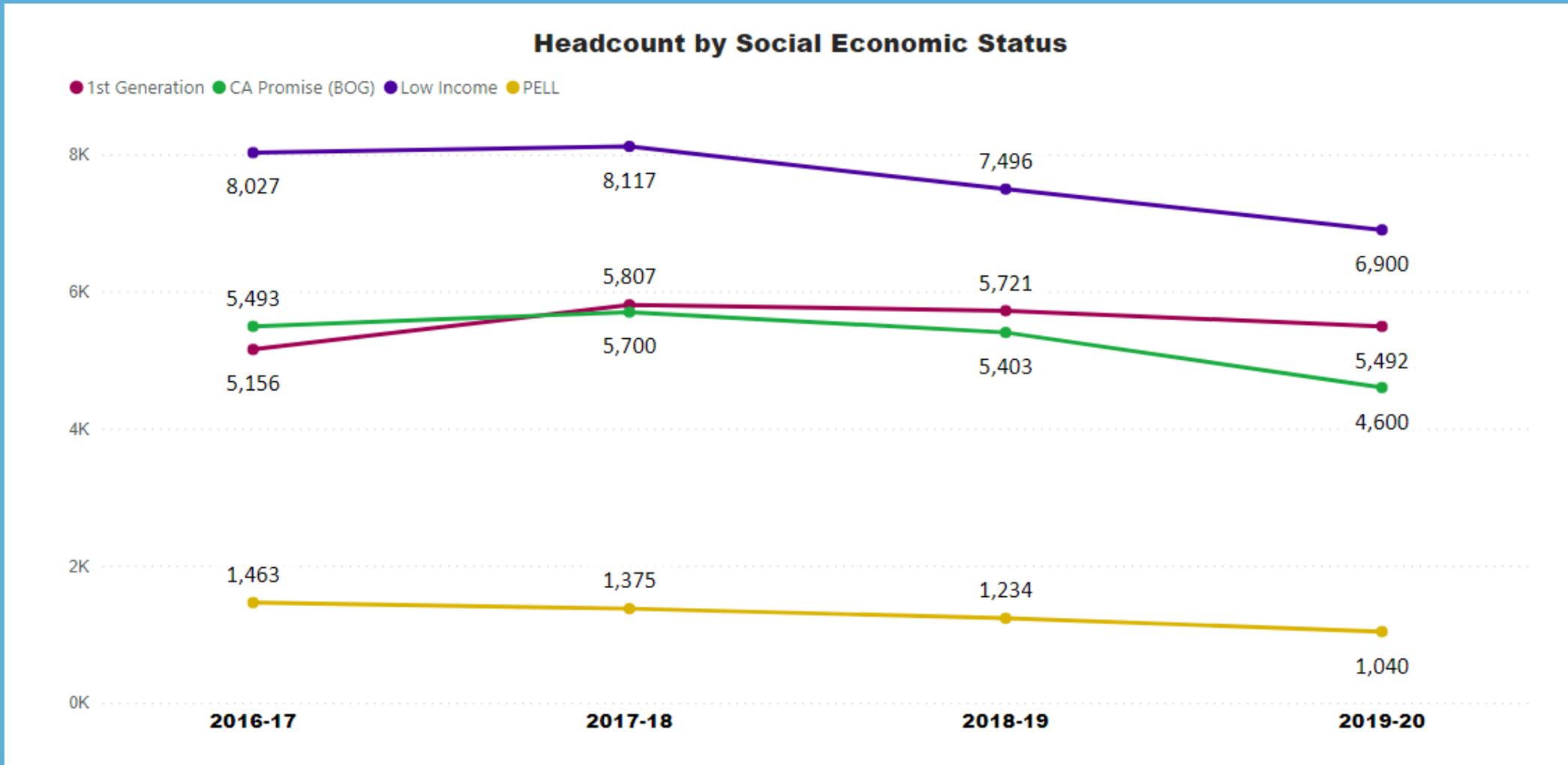
Source: CCCCO Data Mart & Peralta CCD Data Warehouse

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NUMBER OF COURSE SECTIONS & FTEF

Course Sections (Fall) & FTEF

● Course Sections_Fall ● FTEF

	2016-17	2017-18	2018-19	2019-20	2020-21
Course Sections_Fall	388	395	381	363	343
		-4%	-5%	-6%	
FTEF	231	234	228	219	192
		-2%	-4%	-13%	
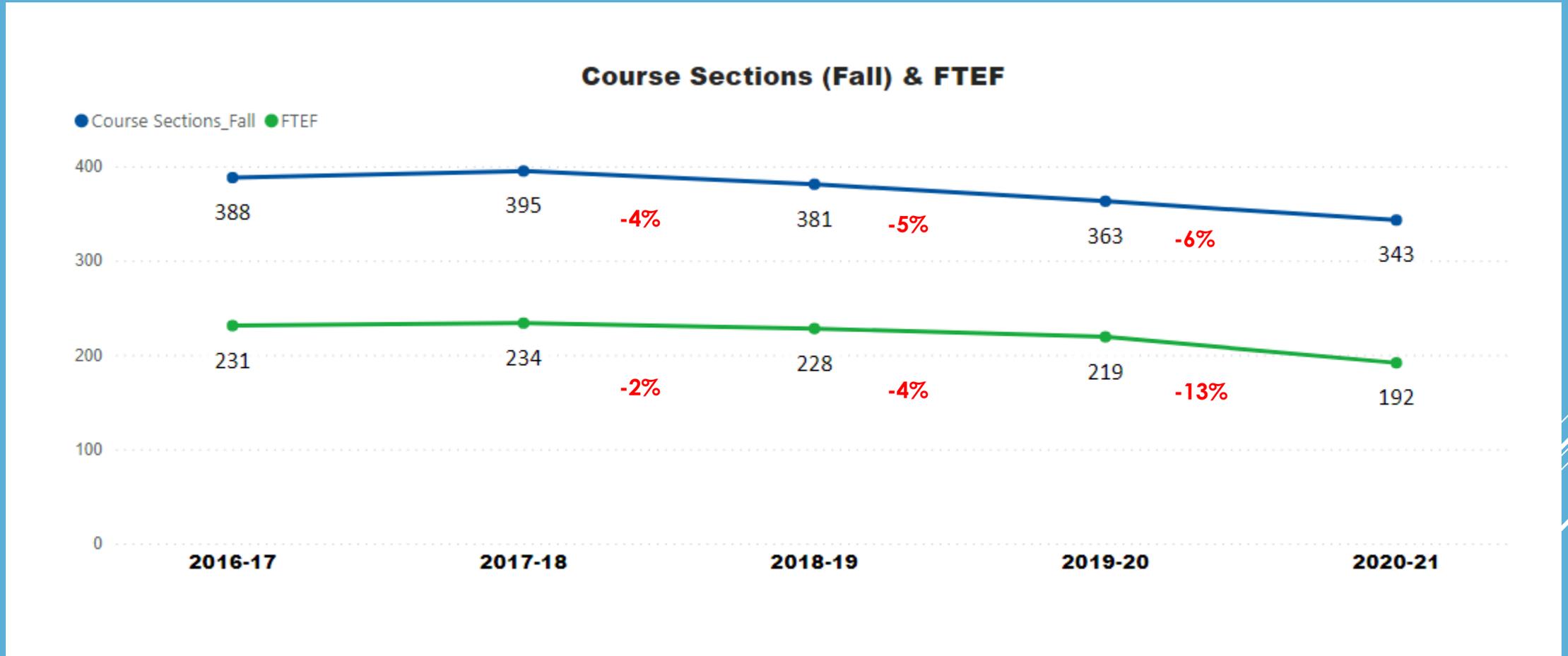
Source: Peralta CCD Data Warehouse

COURSE SUCCESS RATES

Course Success Rate

● College of Alameda ● Peralta

College of Alameda: Fall 2016 69%, Fall 2017 68%, Fall 2018 71%, Fall 2019 70%, Fall 2020 72%

Peralta: Fall 2016 67%, Fall 2017 66%, Fall 2018 70%, Fall 2019 69%, Fall 2020 72%
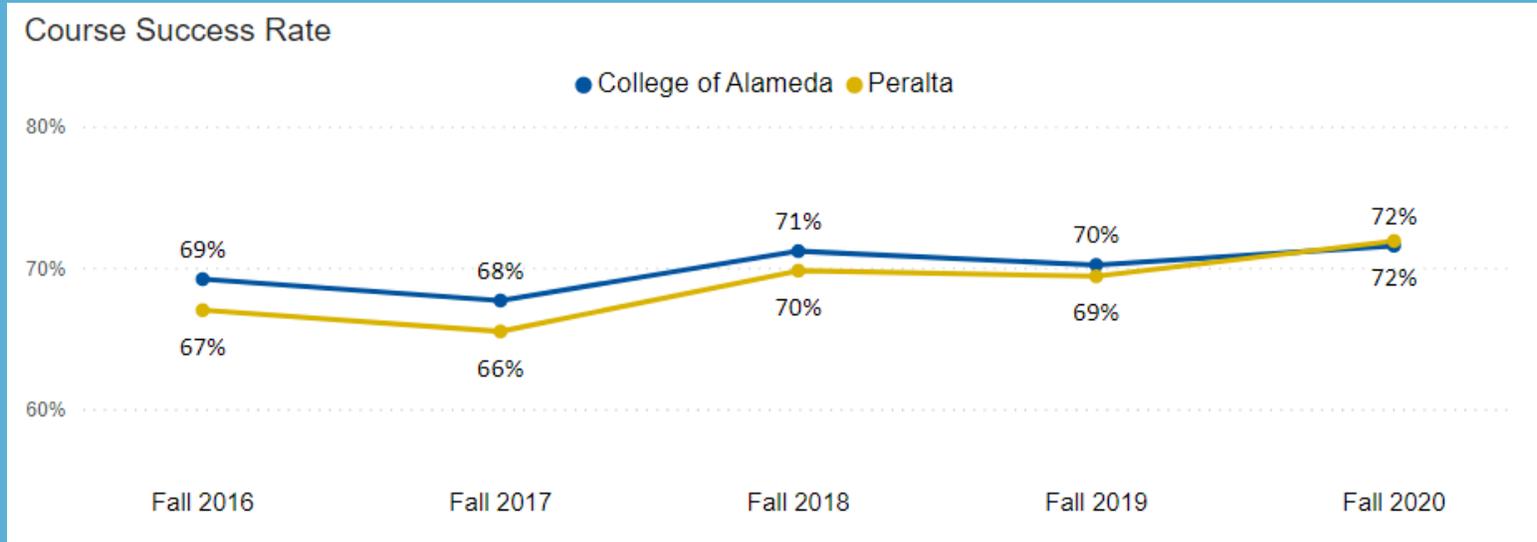
Course Success is % of enrollments with a grade of A,B,C, and/or P who successfully completed the class.

Course Success Rate by Ethnicity

● Fall 2019 ● Fall 2020

African-American: 61%, 60%
Asian: 80%, 82%
Hispanic: 64%, 63%
Multi-Ethnicity: 63%, 67%
Unknown: 63%, 73%
White Non-Hispanic: 75%, 78%

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Source: CCCCO Data Mart and Peralta CCD Data Dashboard (Course Completion and Retention - Instructional)
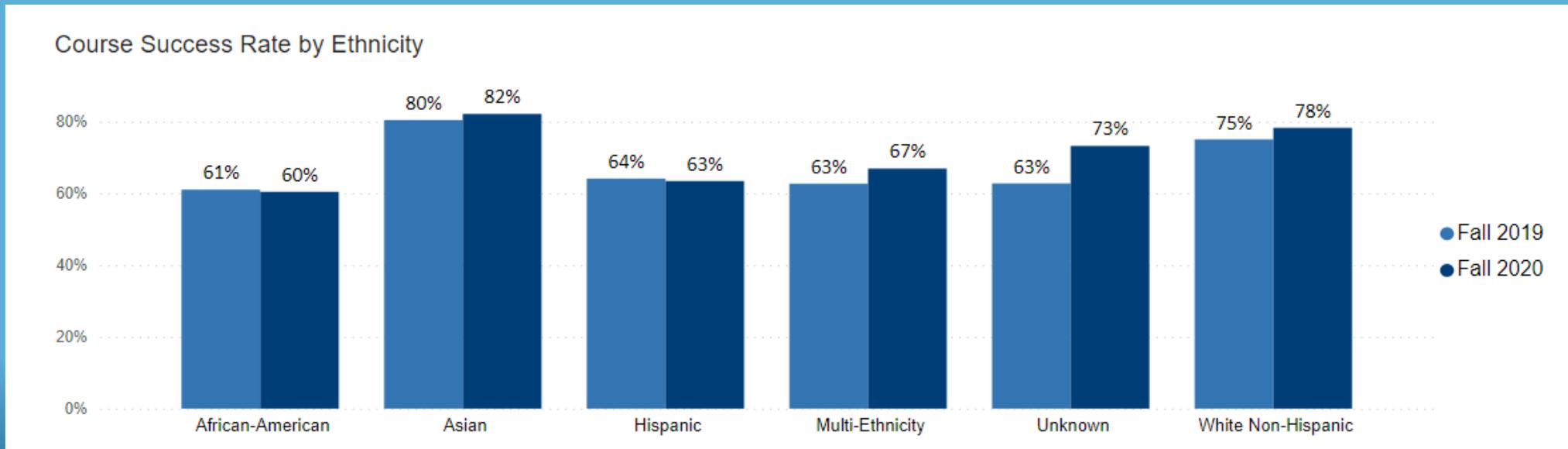
COURSE RETENTION RATES
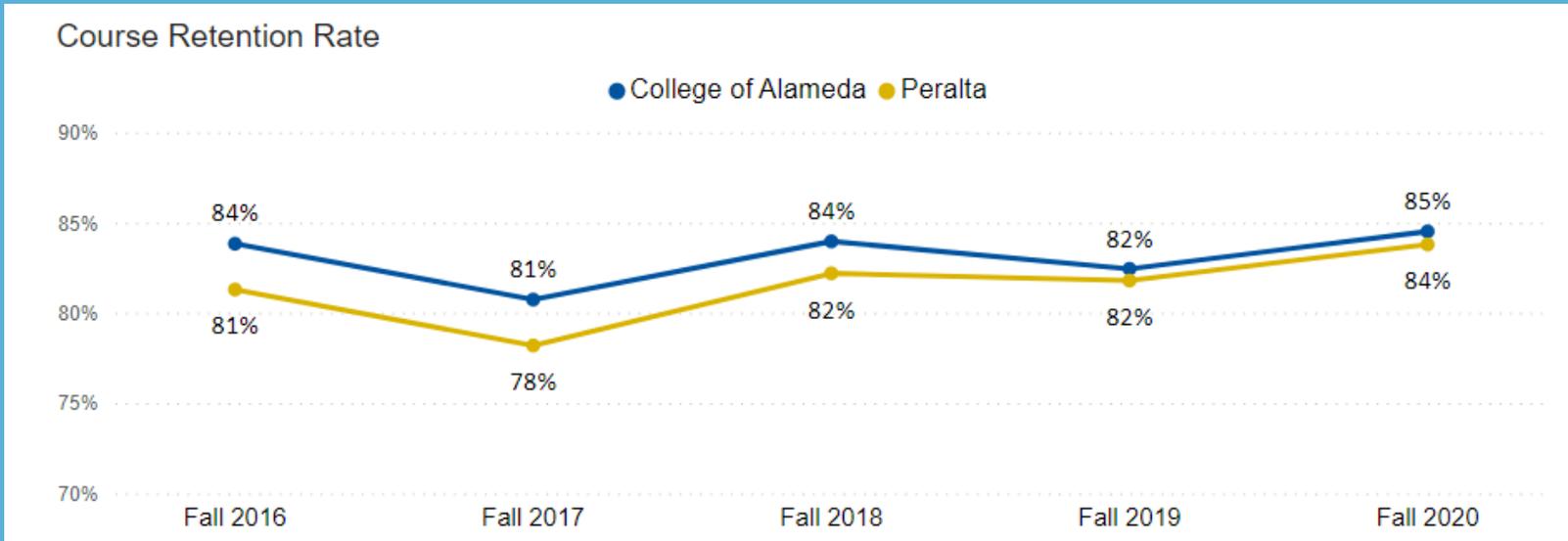
*Course Retention is % of enrollments with a grade of A,B,C,D,F,P,NP,I,FW out of all students who stayed in the class as of census*
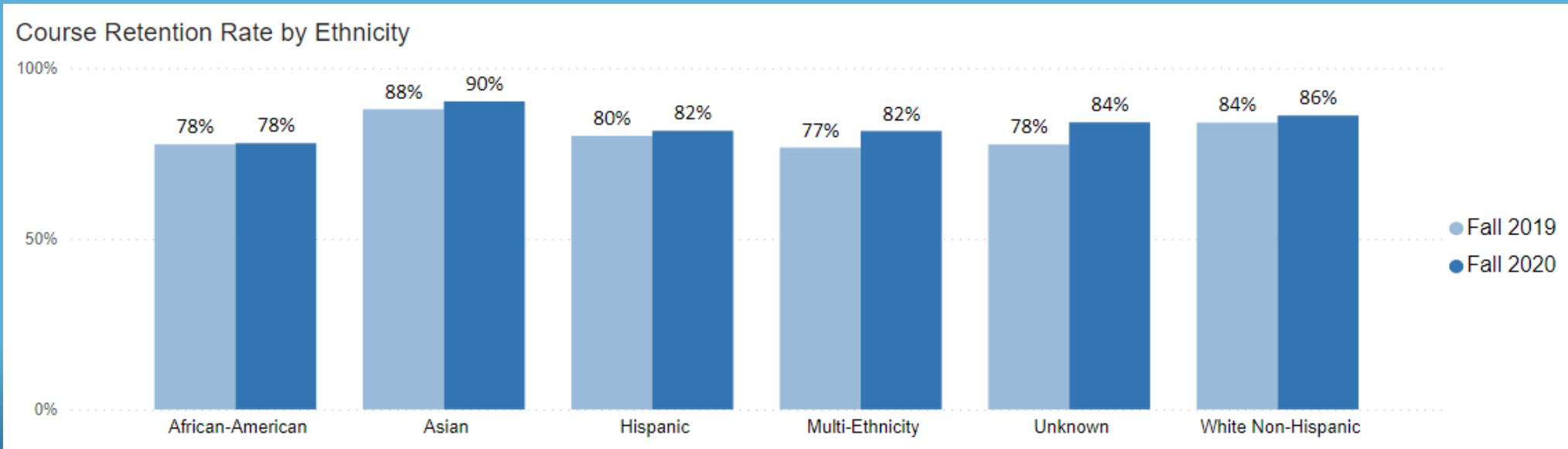
Source: CCCCO Data Mart and Peralta CCD Data Dashboard (Course Completion and Retention - Instructional)

11
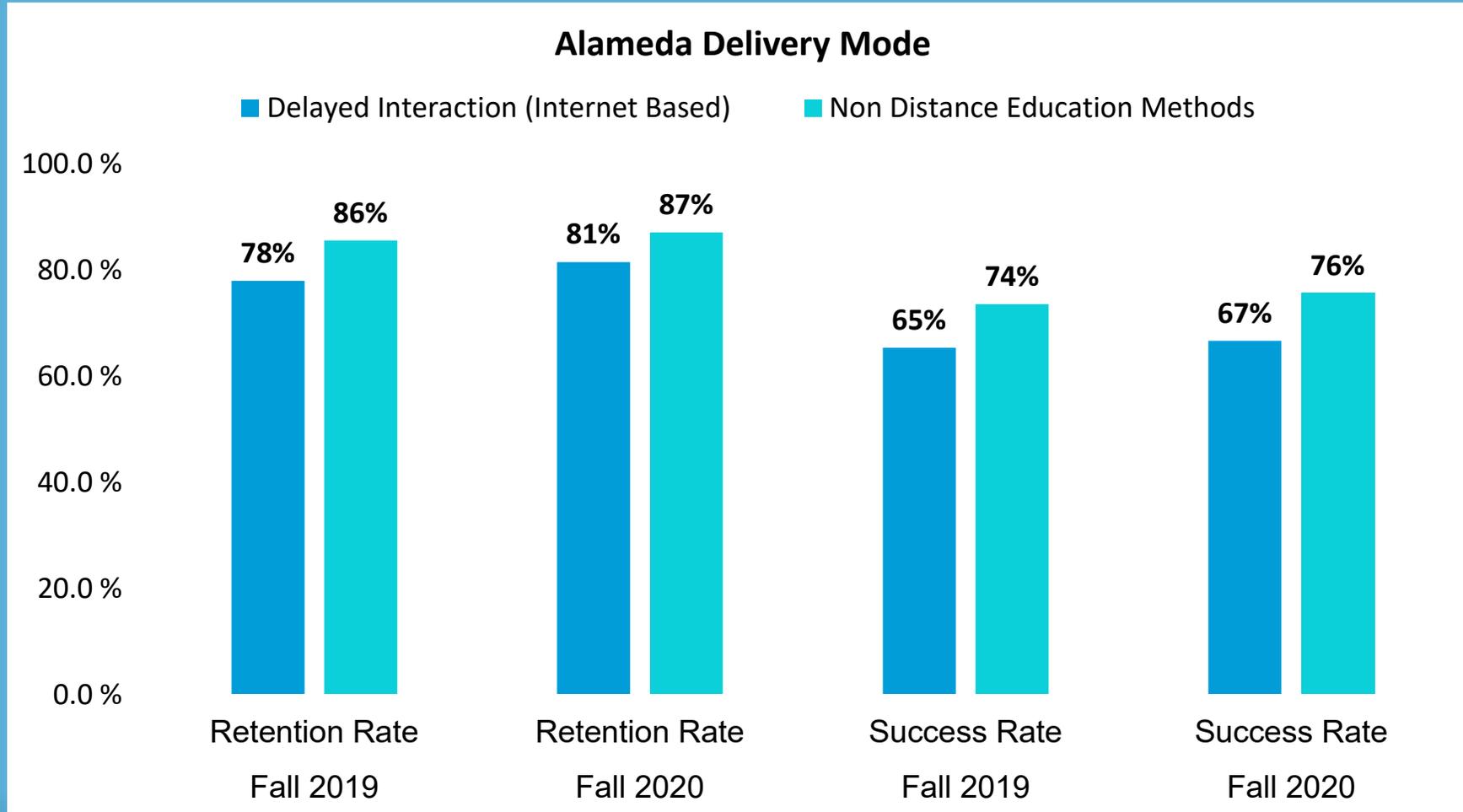
IMPLICATIONS OF ENROLLMENT DECLINES

- Reduced access to needed education

- Disproportionate impact on most vulnerable students

- Decreased skilled workforce

- Lower health status and life expectancy (https://consumer.healthday.com/3-8-which-americans-live-longest-education-matters-more-now-than-race-study-shows-2650890374.html)

- Reduced apportionment funding, leading to difficult decisions

APPROPRIATION FUNDING (SCFF) OVERVIEW

- FY20/21 funding based on an average FTES level of 15,040
- Actual FY20/21 FTES produced was 12,910
- Hold harmless & stability protection adjustments total $13.8M (11.3% of TCR)

2020-21 First Principal
Peralta CCD
Exhibit C - Page 1

Total Computational Revenue and Revenue Sources

Total Computational Revenue (TCR)

I. Base Allocation (FTES + Basic Allocation)	$	79,189,114
II. Supplemental Allocation		18,139,032
III. Student Success Allocation		10,215,807
2020-21 Student Centered Funding Formula (SCFF) Calculated Revenue (A)	$	107,843,953
2019-20 SCFF Calculated Revenue + COLA (B)		114,496,489
2020-21 Hold Harmless Revenue (C)		121,621,911
2020-21 Stabilty Protection Adjustment		6,652,536
2020-21 Hold Harmless Protection Adjustment		7,125,422
2020-21 TCR (Max of A, B, or C)	$	121,621,911

Revenue Sources

Property Tax	$	53,389,536
Less Property Tax Excess		-
Student Enrollment Fees		8,406,113
Education Protection Account (EPA)	Calculation: Funded FTES x $100 min or $1,101.69 max Funded FTES: 15,599.61 x Rate: $1,101.69	17,185,869
State General Entitlement		39,742,594

State General Entitlement

Main General Fund Apportionment	$ 38,531,919
Full-Time Faculty Hiring (FTFH) Apportionment (2015-16 Funds Only)	1,210,675
Total State General Entitlement	**$39,742,594**
Adjustment(s)	-
Total State General Entitlement	**$39,742,594**

Available Revenue	$ 118,724,112
2020-21 TCR (Max of A, B, or C)	121,621,911

Revenue Deficit Percentage	2.3826%	Revenue Deficit	$ (2,897,799)

Supporting Sections

Section Ia: FTES Data and Calculations

FTES Category	a 2018-19 Applied #3	b 2019-20 Applied #3	c 2020-21 Restoration	d 2020-21 Decline	e 2020-21 Adjustment	f = b + c + d + e 2020-21 Applied #1	g = f (except credit = (a + b + f)/3) 2020-21 Applied #2	h 2020-21 Growth	i = g + h 2020-21 Funded
Credit	15,192.14	14,964.43	-	-	-	14,964.43	15,040.33	-	15,040.33
Incarcerated Credit	-	-	-	-	-	-	-	-	-
Special Admit Credit	1,217.08	457.86	-	-	-	457.86	457.86	-	457.86
CDCP	72.23	41.71	-	-	-	41.71	41.71	-	41.71
Noncredit	69.47	59.71	-	-	-	59.71	59.71	-	59.71
Total FTES=>>>	16,550.92	15,523.71	-	-	-	15,523.71	15,599.61	-	15,599.61
Total Values=>>>		$63,002,810	$0	$0	$0				
Change from PY to CY=>>>		$0							

FTES Category	j = g x l 2020-21 Applied #2 Revenue	k = h x l 2020-21 Growth Revenue	l 2020-21 Rate $	m = j + k 2020-21 Total Revenue		n 2020-21 Applied #0	o = f + h 2020-21 Applied #3	p = n - o 2020-21 Unfunded FTES	q = p x l 2020-21 Unfunded FTES Value
Credit	$60,296,696	$ -	$4,009.00	$60,296,696		14,964.43	14,964.43	-	-
Incarcerated Credit	-		$5,621.94	-		-	-	-	-
Special Admit Credit	2,574,062	-	$5,621.94	2,574,062		457.86	457.86	-	-
CDCP	234,491	-	$5,621.94	234,491		41.71	41.71	-	-
Noncredit	201,857	-	$3,380.63	201,857		59.71	59.71	-	-
Total	$63,307,106	$0		$63,307,106		15,523.71	15,523.71	-	-

APPROPRIATION FUNDING (SCFF) PROJECTION

PCCD FUNDING PROJECTION TOOL

FY	FUNDED FTES (scenario 1)	FUNDING	FUNDED FTES (scenario 2)	FUNDING		
FY18/19	16,551	$ 79,189,114	16,551	$ 79,189,114		
FY19/20	15,523	$ 79,189,114	15,523	$ 79,189,114		
FY20/21	15,040	$ 79,189,114	15,040	$ 79,189,114		
	PROJECTED FTES (scenario 1)	FUNDING	PROJECTED FTES (scenario 2)	FUNDING		
FY						
FY21/22	13,500	$ 79,189,114	13,000	$ 79,189,114		
FY22/23	14,000	$ 79,189,114	13,500	$ 79,189,114		
FY23/24	14,500	$ 79,189,114	13,750	$ 79,189,114		
FY24/25	14,000	$ 73,713,271	-7%	13,417	-11%	$ 70,641,885
Variance		$ (5,475,843)				$ (8,547,229)
CoA		$ (1,035,482)				$ (1,616,281)

Notes: FY20/21 P1 FTES was 12,910

- Hold harmless scheduled to FY23/24
- What would our FY24/25 funded FTES be?
- FY24/25 funding would be based enrollments for FY21/22, 22/23, 23/24 (Avg. FTES 13,400 – 14,000)
- The lower average funding FTES could result in funding reductions between -7% to -11%

CONSULTING ENGAGEMENTS

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HIGHLIGHTS

THE IMPACT OF COVID-19 ON ENROLLMENT AND SUCCESS
BY DR. LIJUAN ZHAI, AVC EDUCATION SERVICES & INSTITUTIONAL EFFECTIVENESS, RCCD

Fall 2019 vs. Fall 2020
February 23, 2021
Presentation to Peralta CCD Board of Trustees

Project Purpose:

To examine enrollment, retention and student success trends at PCCD and the impact of the pandemic on them.

- Enrollments have been declining over past five years; the pandemic exacerbated the problem and were most acute among American Indian, African American, and Pacific Islander students as well as students with low social economic status.

- Course success and retention results showed positive trends across the district. However, success rates of African Americans and American Indians remained relatively low for the past five years.

- Student Academic Needs Should Drive Enrollment Management Decisions. As a general rule, student academic needs (curriculum balance, quality of instruction, availability of courses, etc.) should be the primary factors guiding enrollment management decisions.

- Enrollment management decisions should be based on the principle of providing students access to courses and programs and fostering their success while optimizing the use of financial resources. Student-centered schedules should be planned, efficient and responsive to the communities served.

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RECOMMENDATIONS

THE IMPACT OF COVID-19 ON ENROLLMENT AND SUCCESS
BY DR. LIJUAN ZHAI, AVC EDUCATION SERVICES & INSTITUTIONAL EFFECTIVENESS, RCCD

Fall 2019 vs. Fall 2020
February 23, 2021
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- Advance student access, equity, and success through integrated student support/academic support/Guided Pathways efforts.

- Data-driven decision-making: through comprehensive enrollment reporting, regular enrollment/FTES data tracking, disaggregated enrollment trend analysis by disciplines/programs, ethnicity, age, delivery method, etc.

- Coordinate & target marketing/outreach efforts

- Develop new programs/curriculum prioritizing high demand & high paying jobs fields

- Strategically grow Distance Ed., dual enrollment, and non-credit/adult ed./CDCP course offerings

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HIGHLIGHTS

**Data Integrity Project
Status Update**

Presented by Cambridge West Partnership, LLC
(Deborah Ludford)

CW/P

Project Purpose:
To examine data integrity and related processes to optimize student success and the alignment with the Student-Centered Funding Formula
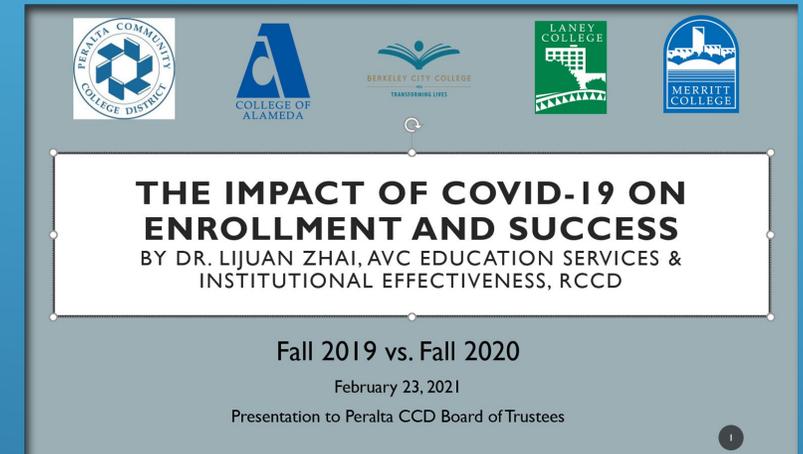
92 Interviews conducted

- Institutional Research
- Instruction
  - Staff who produce academic schedule
  - Staff responsible for VTEA data
- Student Services Offices
  - A&R, Counseling, DSPS, EOPS/CalWORKs, & Financial Aid
- Human Resources
- Information Technology
- International Students

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HIGHLIGHTS

Data Integrity Project
Status Update

Presented by Cambridge West Partnership, LLC
(Deborah Ludford)

CW/P

Gap Analysis

- Address potential under reporting of Financial Aid & VTEA/Perkins funding
- Student experience not optimized
- Clarify operational roles between college & district functions
- Management and coordination of data
- Maximizing Peoplesoft functionality
- Improve staff training & knowledge transfer
- Defining MIS resubmission standards
- Address Data quality & reliability issues

Recommendations

- Involve F/A staff early in validating MIS reporting
- Enhance capture process related to Pell & College Promise reporting
- Streamline the student enrollment survey
- Use process mapping to enhance the student experience - eliminate non-value-added steps
- Clearly define district vs. college functions
- Institutionalize & prioritize data quality efforts

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Enrollment Management Review

Presented by Dr. Jim Black
SEM Works

Project Purpose:
To examine enrollment, trends, associated functions, processes, and strategic enrollment management plans and efforts.

HIGHLIGHTS

Strengths and Opportunities Analysis:
- Enrollment Management
- Marketing
- Prospective Student Communications
- Student Onboarding
- Customer Service
- Admissions & Records
- Financial Aid
- Student Payments
- Program Innovations
- Scheduling
- International Student Enrollment
- Student Success
- Data and Research
- Enabling Technologies

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HIGHLIGHTS

Enrollment Management Review

Presented by Dr. Jim Black
SEM Works

▶ **Recommendations for Faculty in SEM**

- Define the CoA value proposition for students (distinction, assets, ROI)

- Innovation & excellence in teaching

- Involvement in promotion and recruitment efforts

- Development of Academic Programs & co-curricular learning opportunities based on student and workforce demands

Strategic Opportunities:

1. Peralta Enrollment & Service Experience
2. Inquiry Capture & Prospect Cultivation
3. Improve College website
4. Closing Retention and Equity Gaps

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QUESTIONS?

Total Computational Revenue and Revenue Sources

Total Computational Revenue (TCR)

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Adjustment(s)		-
Total State General Entitlement		**$39,742,594**

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Incarcerated Credit	-	-	-	-	-	-	-	-	-
Special Admit Credit	1,217.08	457.86	-	-	-	457.86	457.86	-	457.86
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Special Admit Credit	2,574,062	-	$5,621.94	2,574,062		457.86	457.86	-	-
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Noncredit	201,857	-	$3,380.63	201,857		59.71	59.71	-	-
Total	$63,307,106	$0		$63,307,106		15,523.71	15,523.71	-	-

Total Value=>>> $63,002,810

Section Ib: 2020-21 FTES Modifications

FTES Selected R1	r Applied #0 PY 19-20 R1 FTES	s Reported 320 CY 20-21 P1 FTES	t Emergency Conditions Allowance (ECA) COVID-19	u Other	n = s + t + u 2020-21 Applied #0
Credit	14,964.43	12,263.14	2,701.29	-	14,964.43
Incarcerated Credit	-	-	-	-	-
Special Admit Credit	457.86	507.61	(49.75)	-	457.86
CDCP	41.71	68.75	(27.04)	-	41.71
Noncredit	59.71	70.55	(10.84)	-	59.71
Total	15,523.71	12,910.05	2,613.66	-	15,523.71

Definitions

19-20 App#3: 19-20 App#1 plus 19-20 Growth, is the base for 20-21

20-21 App#0: Reported R1 FTES with COVID-19 and other ECA and statutory protections. These FTES are used in the calculations of the 20-21 funded FTES.

20-21 App#1: Base for 20-21 plus any restoration, decline or adjustment

20-21 App#2: FTES that will be funded not including growth

20-21 App#3: 20-21 App#1 plus Growth and will be used as the base for 21-22

20-21 Adjustment: Alignment of FTES to available resources.

Change Prior Year to Current Year: 20-21 App#0 value minus 19-20 App#3 value and is the sum of CY restoration, decline, growth and unapplied values

Section Ic: FTES Restoration Authority

FTES Category	v 2017-18	w 2018-19	y 2019-20	z = (v + w + y) x l Total $
Credit	-	3,492.39	227.71	$ 14,913,881
Incarcerated Credit	-	-	-	-
Special Admit Credit	-	(1,217.08)	759.22	(2,574,062)
CDCP	-	(72.23)	30.52	(234,491)
Noncredit	-	47.84	9.76	194,724
Total	-	2,250.92	1,027.21	$ 12,300,052

Section Id: FTES Growth Authority

FTES Category	aa % target	ab 2019-20 Applied #3 FTES	ac = aa x ab 2020-21 Growth FTES
Credit	0.00%	14,964.43	-
Incarcerated Credit	0.00%	-	-
Special Admit Credit	0.00%	457.86	-
CDCP	0.00%	41.71	-
Noncredit	0.00%	59.71	-
Total		15,523.71	-

Total Growth FTES Value =>>> -

Section Ie: Basic Allocation

District Type/FTES	Funding Rate	Number of Colleges	Basic Allocation
Single College Districts			
≥ 20,000	6,742,506.62	-	$0
≥ 10,000 & < 20,000	5,394,005.51	-	-
< 10,000	4,045,502.28	-	-
Multi-College Districts			
≥ 20,000	5,394,005.51	-	-
≥ 10,000 & < 20,000	4,719,754.42	-	-
< 10,000	4,045,502.28	4	16,182,008
Additional Rural $	1,286,718.94	-	
Subtotal			$16,182,008

FTES	Funding Rate	Number of Centers	Basic Allocation
State Approved Centers			
≥ 1,000	$1,348,501.11	-	$0
Grandparented Centers			
≥ 1,000	1,348,501.11	-	-
≥ 750 & < 1,000	1,011,375.57	-	-
≥ 500 & < 750	674,250.03	-	-
≥ 250 & < 500	337,125.54	-	-
≥ 100 & < 250	168,563.83	-	-
Subtotal			$0

Total Basic Allocation	$16,182,008
Total FTES Allocation	63,307,106
Total Base Allocation	$79,489,114

Section II: Supplemental Allocation

Supplemental Allocation - Point Value $948	Points	2019-20 Headcount	Rate	Revenue
AB540 Students	1	1,013	$948	$960,324
Pell Grant Recipients	1	5,923	948	5,615,004
Promise Grant Recipients	1	12,198	948	11,563,704
Totals		19,134		$18,139,032

Section III: Student Success Allocation

All Students - Point Value $559	Points	2017-18 Headcount	2018-19 Headcount	2019-20 Headcount	Three Year Average	Rate = Point Value x Points	Revenue
Associate Degrees for Transfer	4	520	569	606	565.00	$2,236.00	$1,263,340
Associate Degrees	3	871	861	855	862.33	1,677.00	1,446,133
Baccalaureate Degrees	3	0	0	0	-	1,677.00	0
Credit Certificates	2	339	321	425	361.67	1,118.00	404,343
Transfer Level Math and English	2	356	465	656	492.33	1,118.00	550,429
Transfer to a Four Year University	1.5	1,053	1,090	1,157	1,100.00	838.50	922,350
Nine or More CTE Units	1	2,758	2,739	2,528	2,675.00	559.00	1,495,325
Regional Living Wage	1	2,713	2,863	2,947	2,841.00	559.00	1,588,119
All Students Subtotal		8,610	8,908	9,174	8,897.33		$7,670,039
Pell Grant Recipients - Point Value $141							
Associate Degrees for Transfer	6	303	337	343	327.67	$846.00	$277,206
Associate Degrees	4.5	492	542	508	514.00	634.50	326,133
Baccalaureate Degrees	4.5	0	0	0	-	634.50	0
Credit Certificates	3	170	157	189	172.00	423.00	72,756
Transfer Level Math and English	3	142	192	263	199.00	423.00	84,177
Transfer to a Four Year University	2.25	500	508	561	523.00	317.25	165,922
Nine or More CTE Units	1.5	1,246	1,184	1,127	1,185.67	211.50	250,769
Regional Living Wage	1.5	603	619	670	630.67	211.50	133,386
Pell Grant Recipients Subtotal		3,456	3,539	3,661	3,552.00		$1,310,349
Promise Grant Recipients - Point Value $141							
Associate Degrees for Transfer	4	394	429	468	430.33	$564.00	$242,708
Associate Degrees	3	637	688	638	654.33	423.00	276,783
Baccalaureate Degrees	3	0	0	0	-	423.00	0
Credit Certificates	2	242	217	270	243.00	282.00	68,526
Transfer Level Math and English	2	184	288	377	283.00	282.00	79,806
Transfer to a Four Year University	1.5	669	695	751	705.00	211.50	149,108
Nine or More CTE Units	1	1,829	1,730	1,623	1,727.33	141.00	243,554
Regional Living Wage	1	1,138	1,268	1,316	1,240.67	141.00	174,934
Promise Grant Recipients Subtotal		5,093	5,315	5,443	5,283.67		$1,235,419
Total Headcounts		17,159	17,762	18,278	17,733.00		
Total Student Success Allocation							$10,215,807
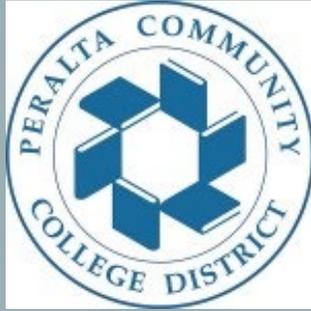
# THE IMPACT OF COVID-19 ON ENROLLMENT AND SUCCESS

Fall 2019 vs. Fall 2020

February 23, 2021

Presentation to Peralta CCD Board of Trustees

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# OUTLINE

- **The Impact of COVID - 19 on Higher Education**
- **The Impact of COVID – 19 on Peralta CCD Enrollment/FTES**
- **The Impact of COVID – 19 on Peralta CCD Retention and Success**
- **Summary of Findings**
- **Preliminary Recommendations**
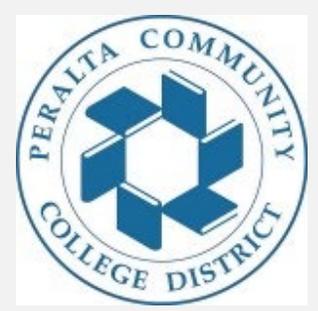
THE IMPACT OF COVID-19 ON HIGHER EDUCATION

- **Quality of Instruction:** The move to online-only classes for instruction prompted concerns about the quality of educational instruction provided remotely.

- **Enrollment Declines**: Freshman enrollment in fall 2020 declined by an unprecedented 13.1%. This led to an overall postsecondary enrollment dip of 2.5% according to the most recent data from the National Student Clearinghouse. Enrollment declines vary by institution, but public 2-year institutions have generally seen the largest declines in first-time student enrollment (-21.0%) followed by public colleges and universities (-8.1%). New international student enrollment dropped by 43%.

- **Unexpected cost:** Campus closures and the move to online learning caused colleges and universities to face a number of unexpected expenses from the outbreak. These expenses included: refunds issued to students for room and board, increased cleaning operation costs, and growing technology costs from moving courses online.

- **Uncertain Budgets:** Amidst declining enrollment, public institutions must also navigate likely declines in state funding. The immediate economic impact of the pandemic forced several states to reduce funding for higher education institutions in this fiscal year and several other states relied on federal CARES Act funding to avoid larger cuts.

- **Student Support and Resources**: housing and dinning, support services

- **Declining International Student Enrollment:** A recent survey found that new international student enrollment dropped by 43% and overall international student enrollment is down 16% in Fall 2020.

THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Resident FTES (Fall only)
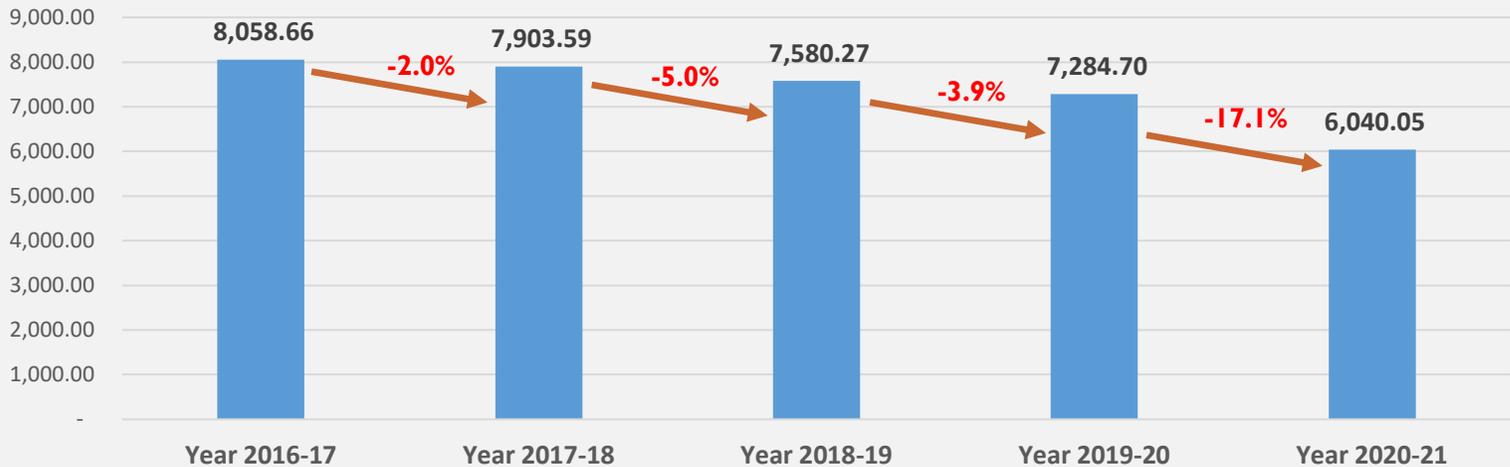
Fall16 to Fall 20: -25.0%
Fall19 to Fall20: -17.1%

	5yr	FA20-FA19
Alameda	**-24.5%**	**-12.9%**
Berkeley	**-19.0%**	**-3.2%**
Laney	**-30.6%**	**-24.6%**
Merritt	**-22.1%**	**-19.5%**
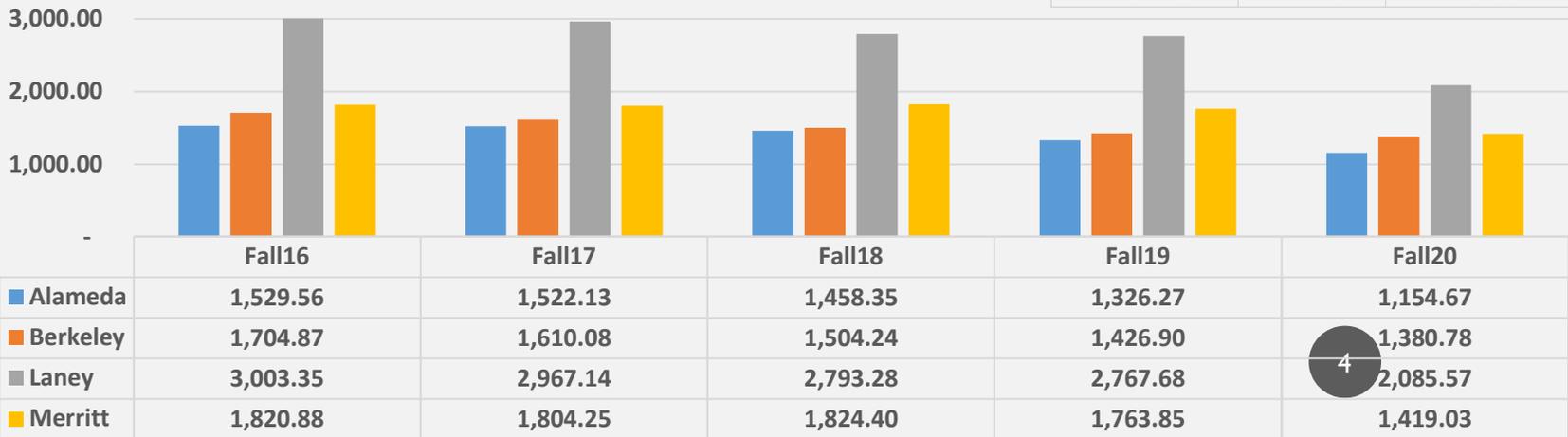
Source: Peralta CCD Data Dashboards
(Course Enrollment, FTES, FTEF Summary Report)

Resident FTES

■ Alameda ■ Berkeley ■ Laney ■ Merritt

	Fall16	Fall17	Fall18	Fall19	Fall20
■ Alameda	1,529.56	1,522.13	1,458.35	1,326.27	1,154.67
■ Berkeley	1,704.87	1,610.08	1,504.24	1,426.90	1,380.78
■ Laney	3,003.35	2,967.14	2,793.28	2,767.68	2,085.57
■ Merritt	1,820.88	1,804.25	1,824.40	1,763.85	1,419.03

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THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Non-Resident FTES (Fall only)
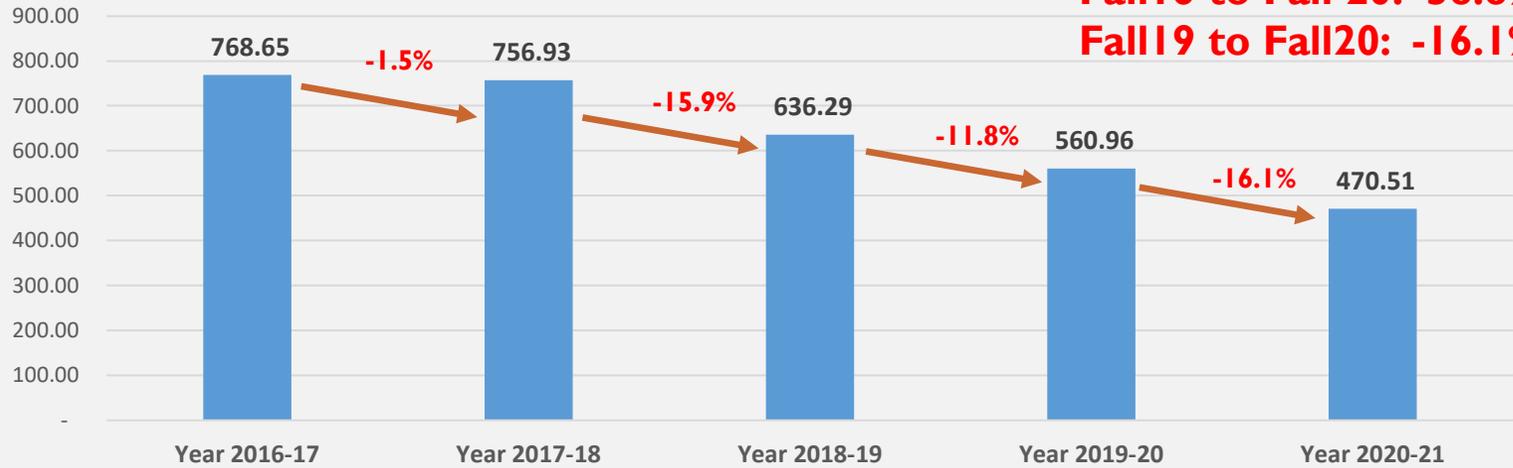
Fall16 to Fall 20: -38.8%
Fall19 to Fall20: -16.1%

	Year 2016-17	Year 2017-18	Year 2018-19	Year 2019-20	Year 2020-21
Value	768.65	756.93	636.29	560.96	470.51

-1.5% | -15.9% | -11.8% | -16.1%

	5yr	FA20-FA19
Alameda	-35.4%	-16.1%
Berkeley	-48.1%	-20.0%
Laney	-36.2%	-20.5%
Merritt	-22.9%	11.0%

Non-Resident FTES
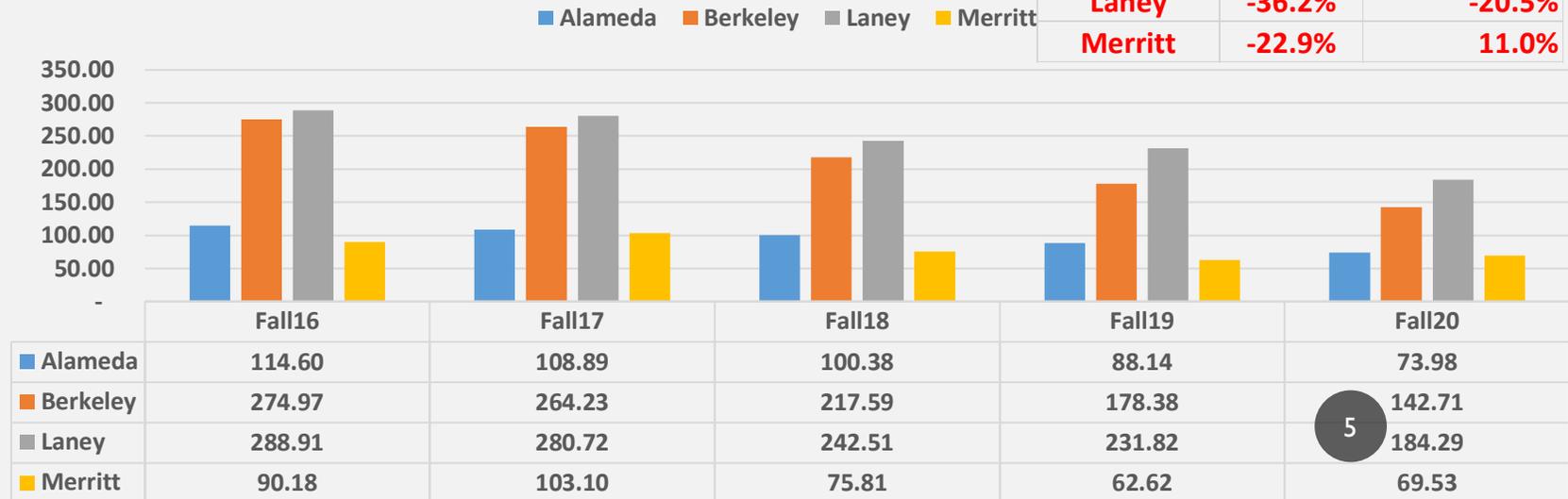
■ Alameda ■ Berkeley ■ Laney ■ Merritt

	Fall16	Fall17	Fall18	Fall19	Fall20
Alameda	114.60	108.89	100.38	88.14	73.98
Berkeley	274.97	264.23	217.59	178.38	142.71
Laney	288.91	280.72	242.51	231.82	184.29
Merritt	90.18	103.10	75.81	62.62	69.53

Source: Peralta CCD Data Dashboards
(Course Enrollment, FTES, FTEF Summary Report)

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THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Course Sections (Fall only)
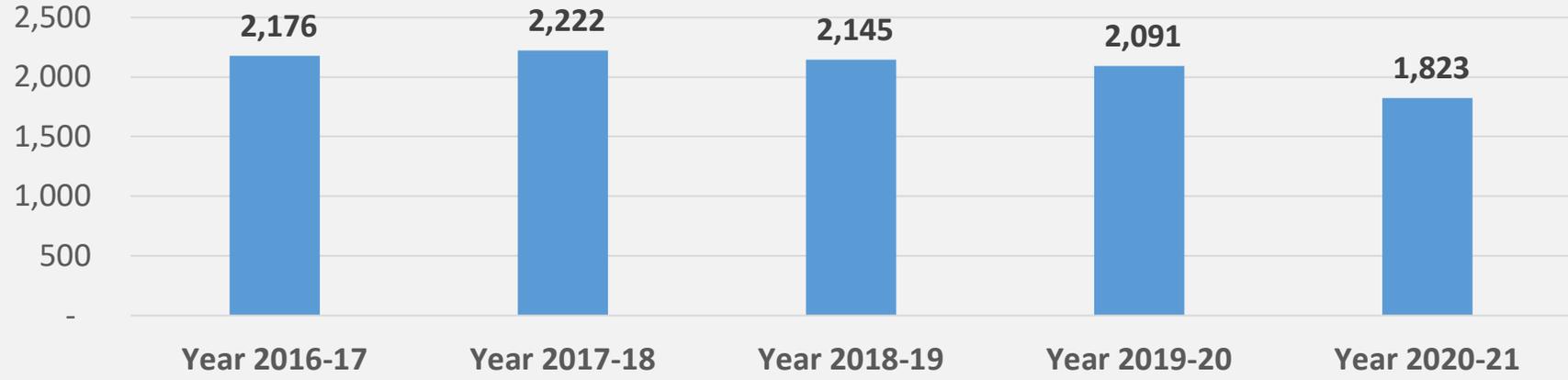
Fall16 to Fall 20: -15.8%
Fall19 to Fall20: -12.8%

	5yr	Fall19-Fall20
Alameda	-11.6%	-5.5%
Berkeley	-13.8%	-10.0%
Laney	-24.3%	-17.4%
Merritt	-5.8%	-13.2%

Course Sections by College (Fall only)
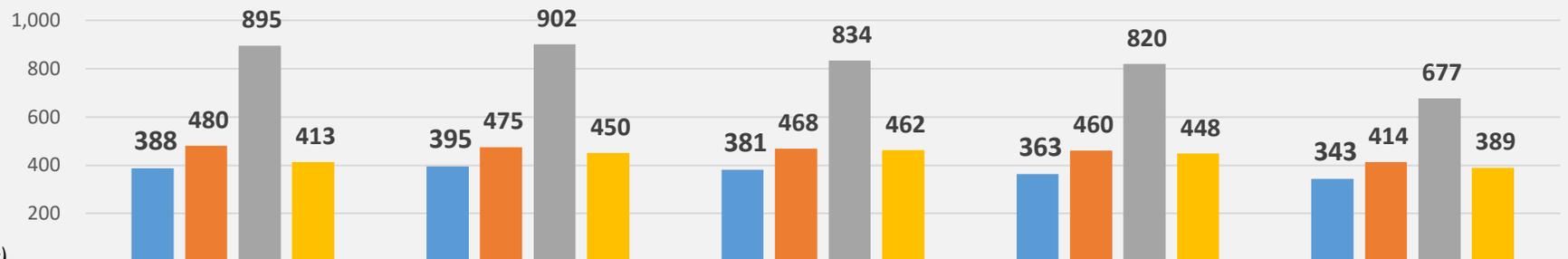
Source: Peralta CCD Data Dashboards (Course Enrollment, FTES, FTEF Summary Report)

	Year 2016-17	Year 2017-18	Year 2018-19	Year 2019-20	Year 2020-21
Alameda	388	395	381	363	343
Berkeley	480	475	468	460	414
Laney	895	902	834	820	677
Merritt	413	450	462	448	389

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THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Unduplicated Student Headcount

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
	25,579	25,481	24,334	23,721	20,607
	-0.4%	-4.5%	-2.5%	-13.1%	
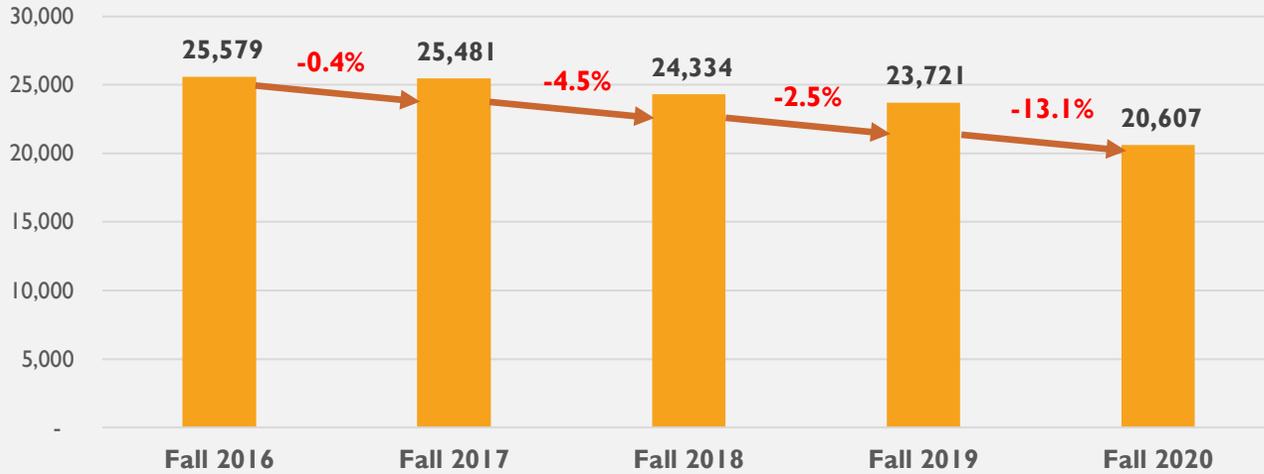
-19.4% decline from fall 2016 to fall 2020.
-13.1% decline from fall 2019 to fall 2020.

	5yr	FA20-FA19
Alameda	-10.3%	-1.7%
Berkeley	-6.8%	+6.4%
Laney	-12.7%	-10.3%
Merritt	-7.7%	-11.2%

Unduplicated Student Headcount by College
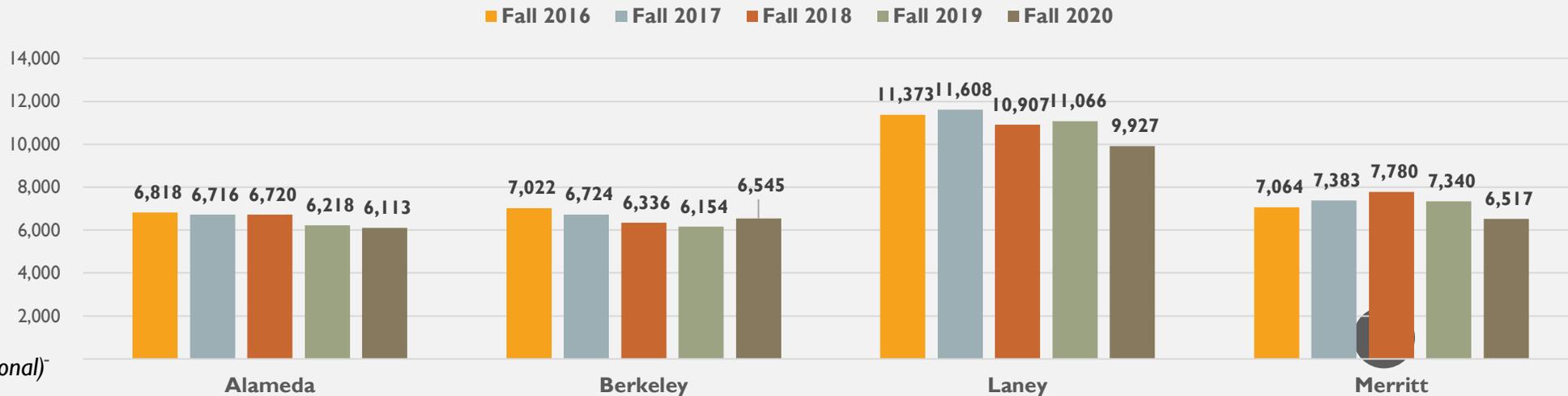
■ Fall 2016   ■ Fall 2017   ■ Fall 2018   ■ Fall 2019   ■ Fall 2020

College	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Alameda	6,818	6,716	6,720	6,218	6,113
Berkeley	7,022	6,724	6,336	6,154	6,545
Laney	11,373	11,608	10,907	11,066	9,927
Merritt	7,064	7,383	7,780	7,340	6,517

Source: Peralta CCD Data Dashboards (Course Completion and Retention - instructional)

THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Headcount by Gender

Fall 2016 ■ Fall 2017 ■ Fall 2018 ■ Fall 2019 ■ Fall 2020
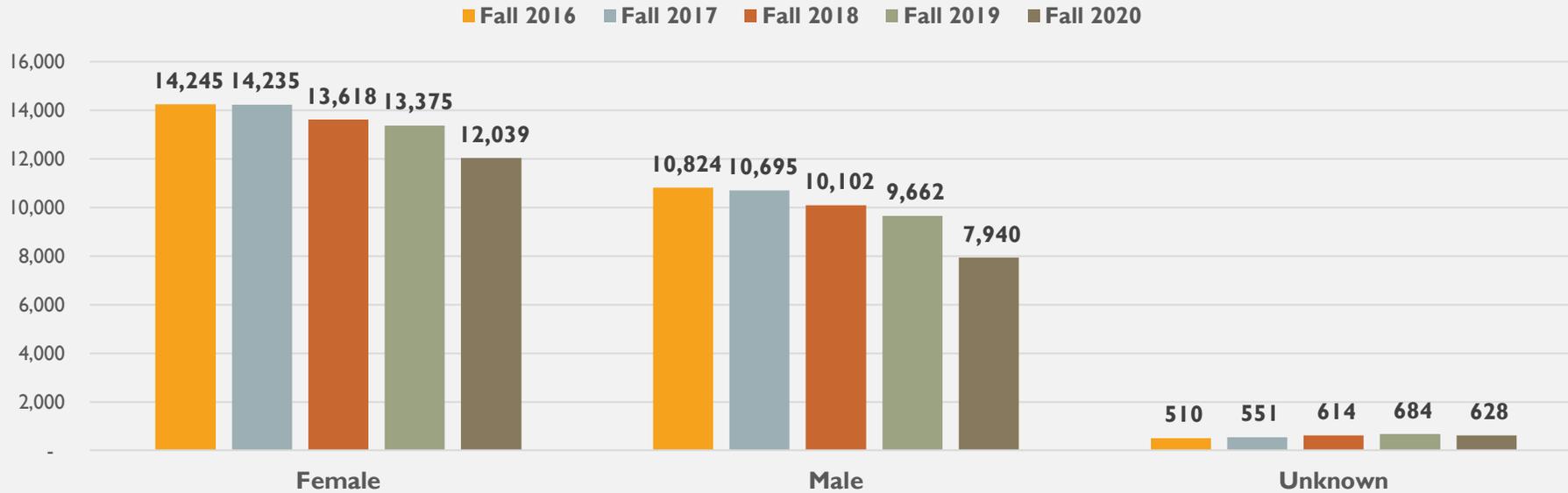
Gender	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5Yr Change	FA19-FA20
Female	14,245	14,235	13,618	13,375	12,039	-15.5%	-10.0%
Male	10,824	10,695	10,102	9,662	7,940	-26.6%	-17.8%
Unknown	510	551	614	684	628	23.1%	-8.2%

Source: Peralta CCD Data Dashboards
(Course Completion and Retention - instructional)

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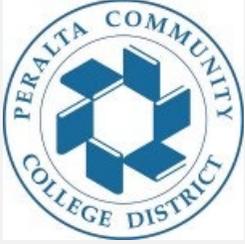
THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Headcount by Age Groups

■ Fall 2016   ■ Fall 2017   ■ Fall 2018   ■ Fall 2019   ■ Fall 2020
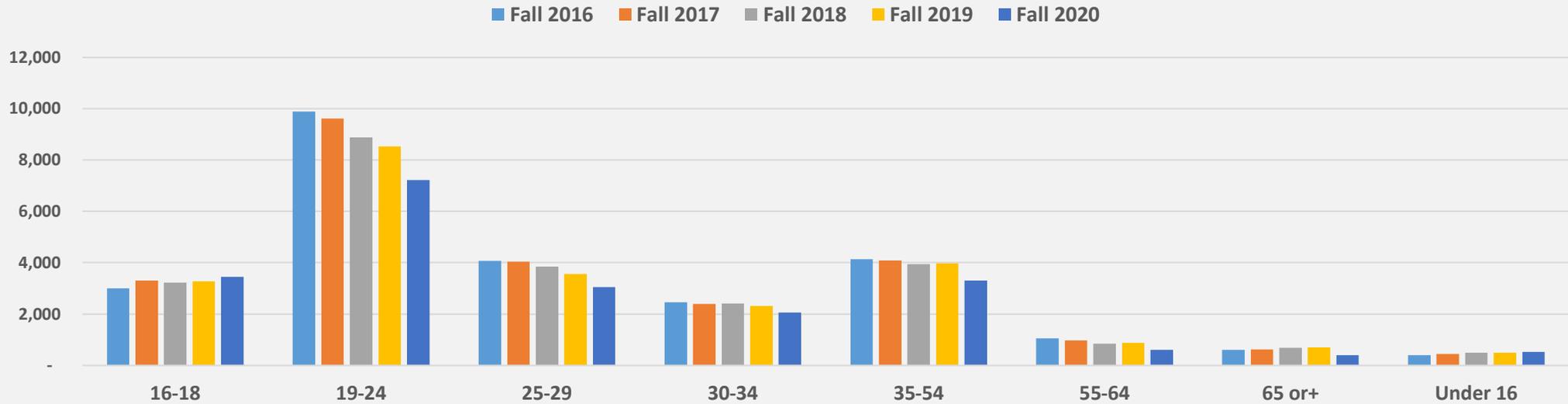
Age	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5Yr Change	FA19-FA20
16-18	3,001	3,311	3,224	3,271	3,448	14.9%	5.4%
19-24	9,881	9,620	8,877	8,530	7,217	-27.0%	-15.4%
25-29	4,075	4,041	3,842	3,554	3,049	-25.2%	-14.2%
30-34	2,451	2,387	2,413	2,315	2,064	-15.8%	-10.8%
35-54	4,127	4,082	3,944	3,981	3,306	-19.9%	-17.0%
55-64	1,050	974	850	870	603	-42.6%	-30.7%
65 or+	601	623	689	705	391	-34.9%	-44.5%
Under 16	393	443	495	495	529	34.6%	6.9%

Source: Peralta CCD Data Dashboards
(Course Completion and Retention - instructional)

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THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Headcount by Ethnicity

■ Fall 2016 ■ Fall 2017 ■ Fall 2018 ■ Fall 2019 ■ Fall 2020
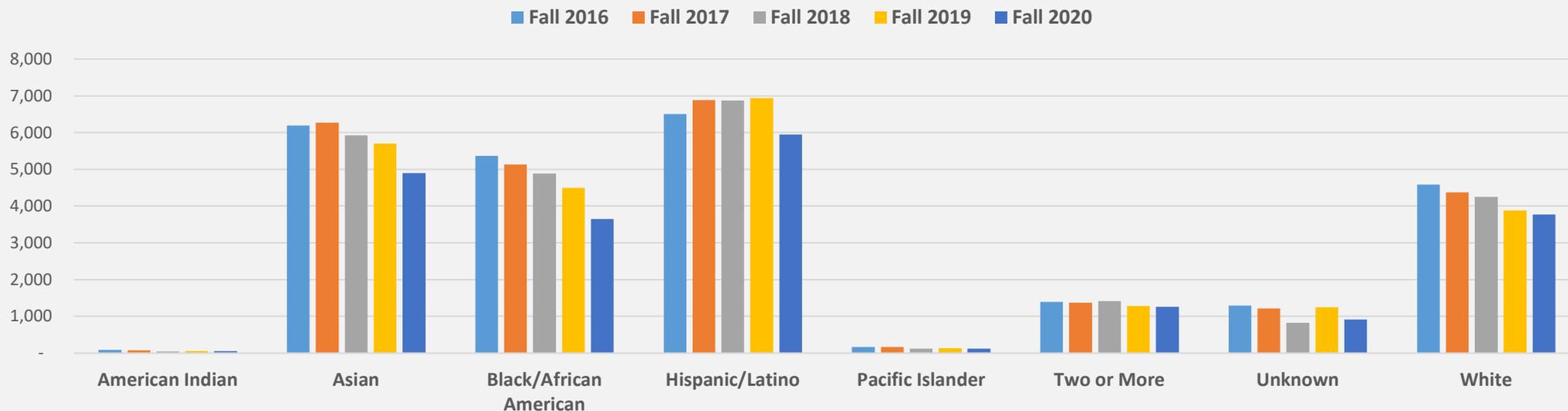
Ethnicity	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5Yr Change	FA19-FA20
American Indian	80	73	46	55	50	-37.5%	-9.1%
Asian	6,197	6,273	5,924	5,698	4,902	-20.9%	-14.0%
Black/African American	5,369	5,126	4,884	4,496	3,645	-32.1%	-18.9%
Hispanic/Latino	6,505	6,884	6,872	6,936	5,949	-8.5%	-14.2%
Pacific Islander	167	169	121	126	116	-30.5%	-7.9%
Two or More	1,391	1,364	1,414	1,283	1,263	-9.2%	-1.6%
Unknown	1,289	1,215	826	1,241	914	-29.1%	-26.3%
White	4,581	4,377	4,247	3,886	3,768	-17.7%	-3.0%

Source: Peralta CCD Data Dashboards (Course Completion and Retention - instructional)

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THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Headcount by Social Economic Status

■ Fall 2016　■ Fall 2017　■ Fall 2018　■ Fall 2019　■ Fall 2020
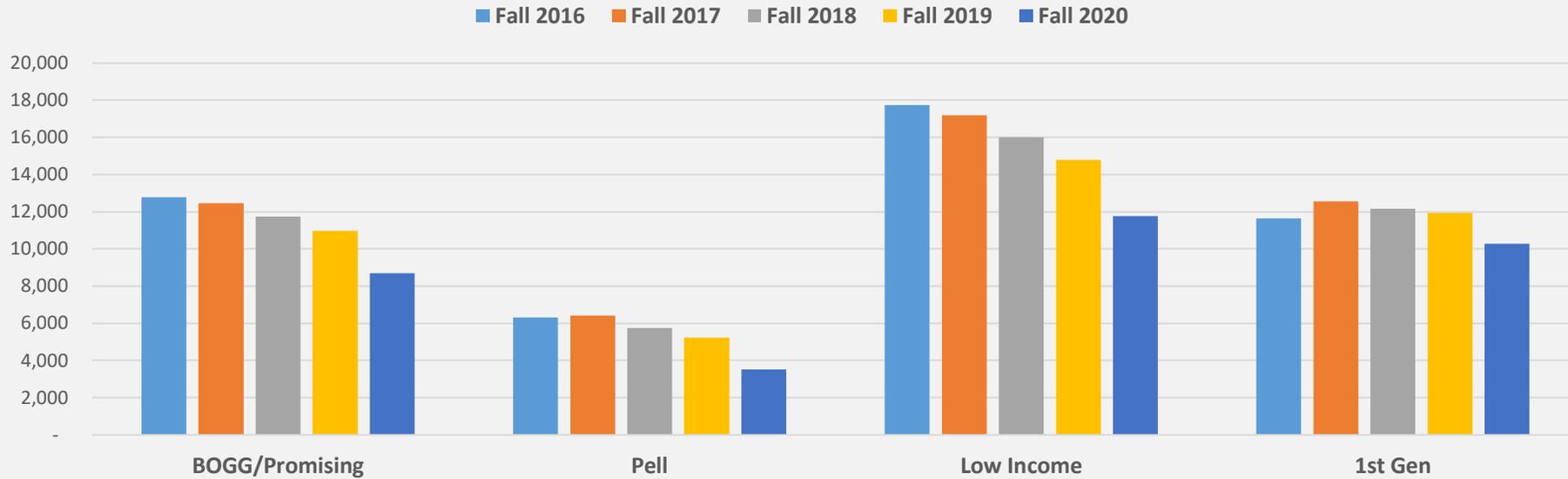
SES	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5Yr Change	FA19-FA20
BOGG/Promising	12,781	12,461	11,730	10,984	8,698	-31.9%	-20.8%
Pell	6,303	6,409	5,741	5,227	3,522	-44.1%	-32.6%
Low Income	17,739	17,204	16,003	14,780	11,755	-33.7%	-20.5%
1st Gen	11,646	12,551	12,165	11,940	10,282	-11.7%	-13.9%

Source: Peralta CCD Data Dashboards
(Course Completion and Retention - instructional)

THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Major Special Programs

■ Fall 2016 ■ Fall 2017 ■ Fall 2018 ■ Fall 2019 ■ Fall 2020
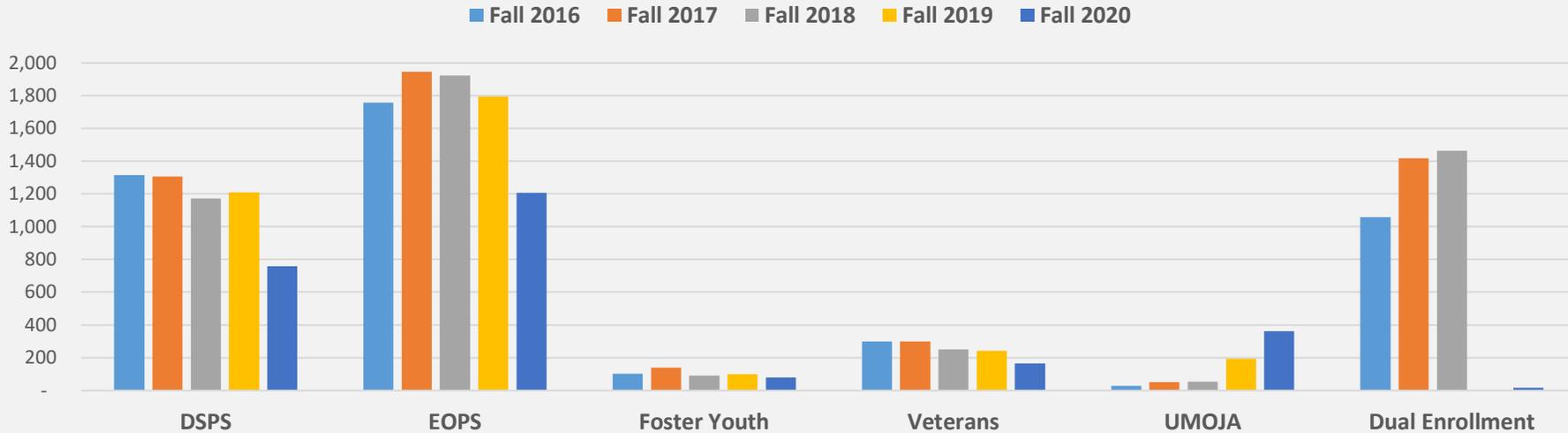
Special Programs	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5Yr Change	FA19-FA20
DSPS	1,314	1,305	1,173	1,208	758	-42.3%	-37.3%
EOPS	1,758	1,946	1,922	1,794	1,206	-31.4%	-32.8%
Foster Youth	102	139	91	99	79	-22.5%	-20.2%
Veterans	300	300	250	243	166	-44.7%	-31.7%
UMOJA	28	50	53	192	362	1192.9%	88.5%
Dual Enrollment	1,059	1,416	1,462	-	16	-98.5%	N/A

Source: Peralta CCD Data Dashboards
(Course Completion and Retention - instructional)

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PROPORTIONALITY INDEX (P.I.)

- Proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group.

- The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage).

- The higher the proportionality index (P.I.), the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index, the lower the attainment rate.

- P. I. =0.9 is the recommended cut off point to identify equity gaps:

  - Red box indicates an equity gap with P.I. value 0.9 or under: **Equity Gap**

THE IMPACT OF COVID – 19 ENROLLMENT – EQUITY GAPS

Equity Gap

						P.I.	
Gender	**Fall 2016**		**Fall 2019**		**Fall 2020**		**FA16-FA20**	**FA19-FA20**
Female	14,245	55.7%	13,375	56.4%	12,039	58%	1.05	1.04
Male	10,824	42.3%	9,662	40.7%	7,940	39%	0.91	0.95
Unknown	510	2.0%	684	2.9%	628	3%	1.53	1.06
Age	**Fall 2016**		**Fall 2019**		**Fall 2020**		**FA16-FA20**	**FA19-FA20**
16-18	3,001	11.7%	3,271	13.8%	3,448	17%	1.43	1.21
19-24	9,881	38.6%	8,530	36.0%	7,217	35%	0.91	0.97
25-29	4,075	15.9%	3,554	15.0%	3,049	15%	0.93	0.99
30-34	2,451	9.6%	2,315	9.8%	2,064	10%	1.05	1.03
25-54	4,127	16.1%	3,981	16.8%	3,306	16%	0.99	0.96
55-64	1,050	4.1%	870	3.7%	603	3%	0.71	0.80
65 or+	601	2.3%	705	3.0%	391	2%	0.81	0.64
Under 16	393	1.5%	495	2.1%	529	3%	1.67	1.23

Source: Peralta CCD Data Dashboards
(Course Completion and Retention - instructional)

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THE IMPACT OF COVID – 19 ENROLLMENT – EQUITY GAPS

Equity Gap

							P.I.	
Ethnicity	**Fall 2016**		**Fall 2019**		**Fall 2020**		**FA16-FA20**	**FA19-FA20**
American Indian	80	0.3%	55	0.2%	50	0%	0.78	1.05
Asian	6,197	24.2%	5,698	24.0%	4,902	24%	0.98	0.99
Black/African American	5,369	21.0%	4,496	19.0%	3,645	18%	0.84	0.93
Hispanic/Latino	6,505	25.4%	6,936	29.2%	5,949	29%	1.14	0.99
Pacific Islander	167	0.7%	126	0.5%	116	1%	0.86	1.06
Two or More	1,391	5.4%	1,283	5.4%	1,263	6%	1.13	1.13
Unknown	1,289	5.0%	1,241	5.2%	914	4%	0.88	0.85
White	4,581	17.9%	3,886	16.4%	3,768	18%	1.02	1.12
SES	**Fall 2016**		**Fall 2019**		**Fall 2020**		**FA16-FA20**	**FA19-FA20**
BOGG/Promising	12,781	50.0%	10,984	46.3%	8,698	42%	0.84	0.91
Pell	6,303	24.6%	5,227	22.0%	3,522	17%	0.69	0.78
Low Income	17,739	69.3%	14,780	62.3%	11,755	57%	0.82	0.92
1st Gen	11,646	45.5%	11,940	50.3%	10,282	50%	1.10	0.99
Special Programs	**Fall 2016**		**Fall 2019**		**Fall 2020**		**FA16-FA20**	**FA19-FA20**
DSPS	1,314	5.1%	1,208	5.1%	758	4%	0.72	0.72
EOPS	1,758	6.9%	1,794	7.6%	1,206	6%	0.85	0.77
Foster Youth	102	0.4%	99	0.4%	79	0%	0.96	0.92
Veterans	300	1.2%	243	1.0%	166	1%	0.69	0.79
UMOJA	28	0.1%	192	0.8%	362	2%	16.05	2.17
Dual Enrollment	1,059	4.1%	-	0.0%	16	0%	0.02	N/A

Source: Peralta CCD Data Dashboards (Course Completion and Retention - instructional)

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THE IMPACT OF COVID – 19 ENROLLMENT – EQUITY GAPS

Equity Gap

	Alameda					Berkeley				
Gender	Fall 2019	%	Fall 2020	%	P.I.	Fall 2019	%	Fall 2020	%	P.I.
Female	3,532	56.8%	3,595	58.8%	1.04	3,419	55.6%	3,739	57.1%	1.03
Male	2,565	41.3%	2,393	39.1%	0.95	2,544	41.3%	2,598	39.7%	0.96
Unknown	121	1.9%	125	2.0%	1.05	191	3.1%	208	3.2%	1.02
Age	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**
16-18	761	12.2%	930	15.2%	1.24	706	11.5%	967	14.8%	1.29
19-24	2,657	42.7%	2,609	42.7%	1.00	2,903	47.2%	2,864	43.8%	0.93
25-29	919	14.8%	909	14.9%	1.01	980	15.9%	1,021	15.6%	0.98
30-34	539	8.7%	555	9.1%	1.05	518	8.4%	576	8.8%	1.05
25-54	945	15.2%	827	13.5%	0.89	680	11.0%	776	11.9%	1.07
55-64	171	2.8%	129	2.1%	0.77	160	2.6%	145	2.2%	0.85
65 or+	97	1.6%	57	0.9%	0.60	131	2.1%	73	1.1%	0.52
Under 16	129	2.1%	97	1.6%	0.76	76	1.2%	123	1.9%	1.52
Ethnicity	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**
American Indian	7	0.1%	16	0.3%	2.32	12	0.2%	18	0.3%	1.41
Asian	1,923	30.9%	1,794	29.3%	0.95	1,457	23.7%	1,493	22.8%	0.96
Black/African American	1,016	16.3%	983	16.1%	0.98	934	15.2%	990	15.1%	1.00
Hispanic/Latino	1,800	28.9%	1,690	27.6%	0.96	1,650	26.8%	1,765	27.0%	1.01
Pacific Islander	29	0.5%	37	0.6%	1.30	19	0.3%	35	0.5%	1.73
Two or More	341	5.5%	377	6.2%	1.12	430	7.0%	501	7.7%	1.10
Unknown	268	4.3%	227	3.7%	0.86	269	4.4%	270	4.1%	0.94
White	834	13.4%	989	16.2%	1.21	1,383	22.5%	1,473	22.5%	1.00
Special Population	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**
BOGG/Promising	3,388	54.5%	3,130	51.2%	0.94	2,913	47.3%	2,876	43.9%	0.93
Low Income	4,168	67.0%	3,848	62.9%	0.94	3,860	62.7%	3,765	57.5%	0.92
Pell	1,750	28.1%	1,426	23.3%	0.83	1,288	20.9%	1,156	17.7%	0.84
1st Gen	3,193	51.4%	3,057	50.0%	0.97	2,794	45.4%	3,033	46.3%	1.02
DSPS	394	6.3%	260	4.3%	0.67	349	5.7%	279	4.3%	0.75
EOPS	480	7.7%	277	4.5%	0.59	192	3.1%	124	1.9%	0.61
Foster Youth	30	0.5%	15	0.2%	0.51	10	0.2%	14	0.2%	1.32
Veterans	35	0.6%	13	0.2%	0.38	66	1.1%	54	0.8%	0.77

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THE IMPACT OF COVID – 19 ENROLLMENT – EQUITY GAPS

Equity Gap

	Laney					Merritt				
Gender	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**
Female	5,888	53.2%	5,412	54.5%	1.02	4,716	64.3%	4,302	66.0%	1.03
Male	4,867	44.0%	4,208	42.4%	0.96	2,442	33.3%	2,045	31.4%	0.94
Unknown	311	2.8%	307	3.1%	1.10	182	2.5%	170	2.6%	1.05
Age	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**
16-18	1,292	11.7%	1,500	15.1%	1.29	1,072	14.6%	933	14.3%	0.98
19-24	3,873	35.0%	3,606	36.3%	1.04	2,616	35.6%	2,236	34.3%	0.96
25-29	1,714	15.5%	1,423	14.3%	0.93	1,128	15.4%	1,032	15.8%	1.03
30-34	1,133	10.2%	1,038	10.5%	1.02	767	10.4%	770	11.8%	1.13
25-54	2,013	18.2%	1,602	16.1%	0.89	1,249	17.0%	1,164	17.9%	1.05
55-64	444	4.0%	290	2.9%	0.73	243	3.3%	192	2.9%	0.89
65 or+	371	3.4%	205	2.1%	0.62	174	2.4%	112	1.7%	0.72
Under 16	226	2.0%	266	2.7%	1.31	91	1.2%	78	1.2%	0.97
Ethnicity	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**
American Indian	27	0.2%	21	0.2%	0.87	21	0.3%	10	0.2%	0.54
Asian	3,352	30.3%	2,853	28.7%	0.95	1,320	18.0%	1,208	18.5%	1.03
Black/African American	2,166	19.6%	1,801	18.1%	0.93	1,661	22.6%	1,368	21.0%	0.93
Hispanic/Latino	2,731	24.7%	2,545	25.6%	1.04	2,515	34.3%	2,123	32.6%	0.95
Pacific Islander	65	0.6%	59	0.6%	1.01	30	0.4%	30	0.5%	1.13
Two or More	557	5.0%	618	6.2%	1.24	359	4.9%	375	5.8%	1.18
Unknown	590	5.3%	439	4.4%	0.83	389	5.3%	286	4.4%	0.83
White	1,578	14.3%	1,591	16.0%	1.12	1,045	14.2%	1,117	17.1%	1.20
Special Population	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**	**Fall 2019**	**%**	**Fall 2020**	**%**	**P.I.**
BOGG/Promising	5,516	49.8%	4,592	46.3%	0.93	3,524	48.0%	2,973	45.6%	0.95
Low Income	7,190	65.0%	6,000	60.4%	0.93	4,807	65.5%	4,076	62.5%	0.96
Pell	2,959	26.7%	2,144	21.6%	0.81	1,560	21.3%	1,117	17.1%	0.81
1st Gen	5,653	51.1%	5,065	51.0%	1.00	4,001	54.5%	3,557	54.6%	1.00
DSPS	440	4.0%	335	3.4%	0.85	370	5.0%	257	3.9%	0.78
EOPS	725	6.6%	558	5.6%	0.86	385	5.2%	242	3.7%	0.71
Foster Youth	12	0.1%	28	0.3%	2.60	41	0.6%	15	0.2%	0.41
Veterans	93	0.8%	58	0.6%	0.70	53	0.7%	44	0.7%	0.94

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THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Retention Rate

- Fall 2016 Retention Rate: 81.3 %
- Fall 2017 Retention Rate: 78.2 %
- Fall 2018 Retention Rate: 82.2 %
- Fall 2019 Retention Rate: 81.8 %
- Fall 2020 Retention Rate: 83.2 %

Peralta CCD Total

Success Rate

- Fall 2016 Success Rate: 67.0 %
- Fall 2017 Success Rate: 65.5 %
- Fall 2018 Success Rate: 69.8 %
- Fall 2019 Success Rate: 69.4 %
- Fall 2020 Success Rate: 71.9 %

Peralta CCD Total
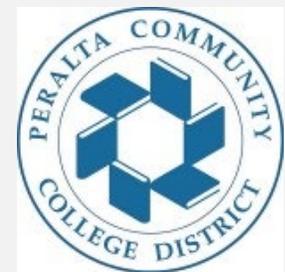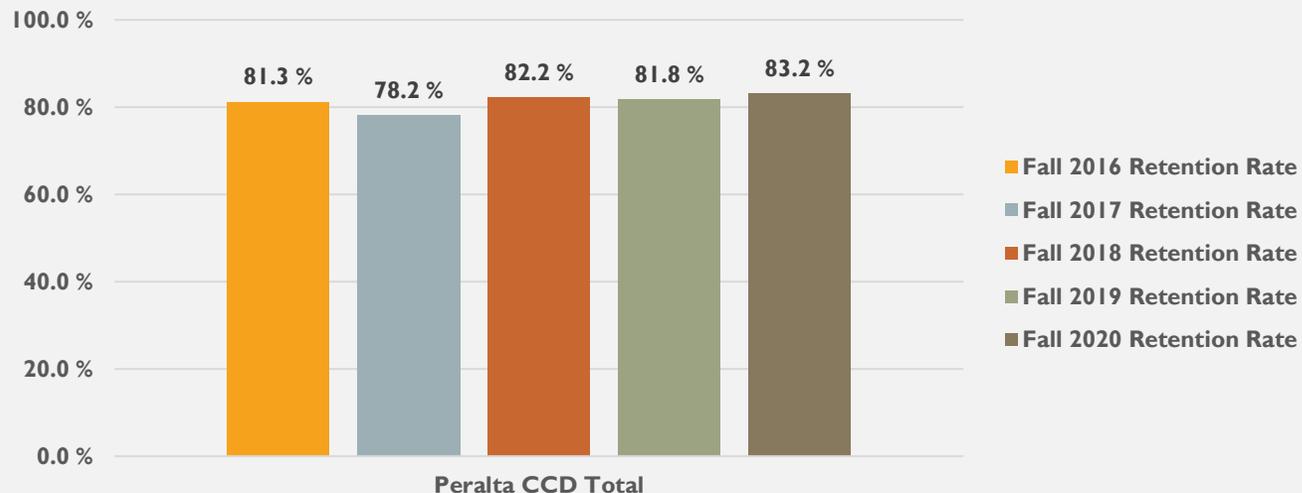
Retention rate is % of enrollments with a grade of A,B,C,D,F,P,NP,I*,IPP,INP, FW out of all students who stayed in the class as of census.
Success rate is the % of enrollments with grade of A,B,C,P,IA,IB,IC,IPP out of total all students who stayed in the class as of census.

Source: CCCCO DataMart

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THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Peralta CCD Retention and Success Rates

	Retention Rate Fall 2019	Retention Rate Fall 2020	Success Rate Fall 2019	Success Rate Fall 2020
	81.83 %	83.15 %	69.36 %	71.93 %
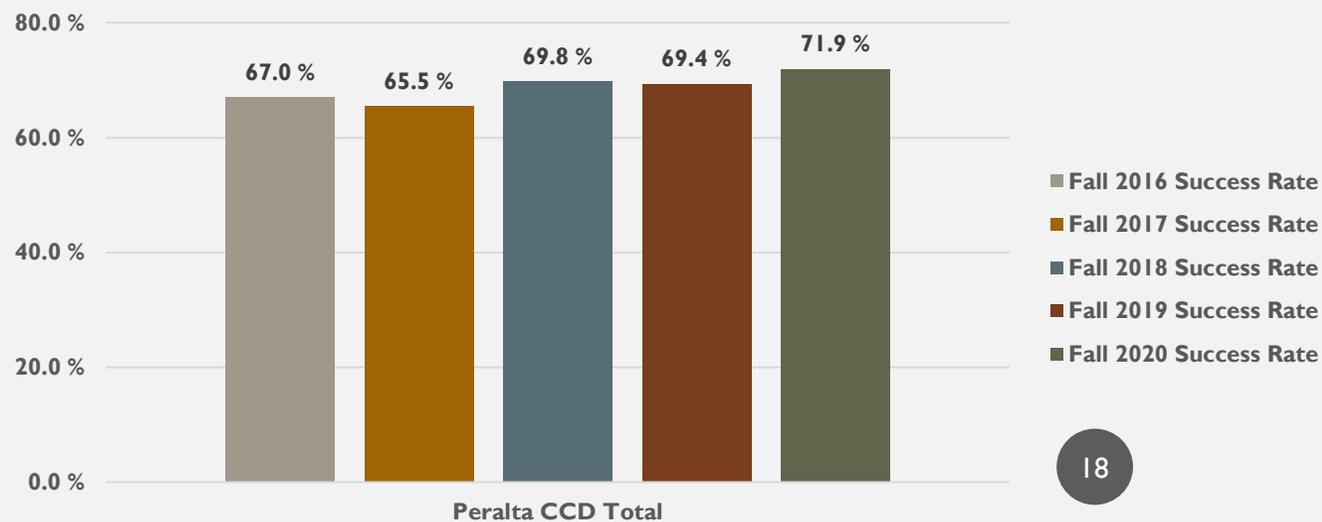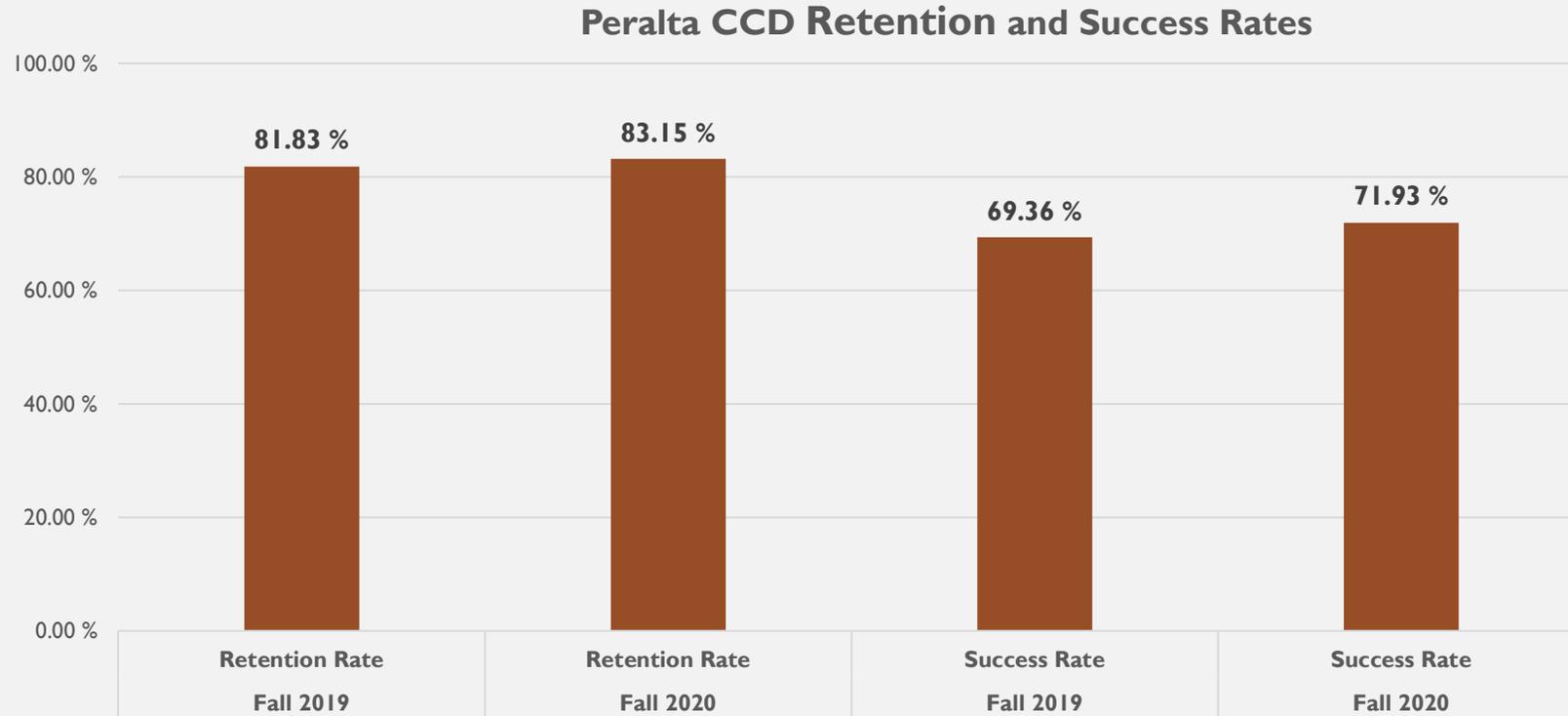
Retention: FA19-FA20 +1.3%
Success: FA19-FA20 +2.6%

Source: CCCCO DataMart

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THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Retention Rate by College

■ Fall 2019 Retention Rate   ■ Fall 2020 Retention Rate

College	Fall 2019	Fall 2020
Alameda Total	82.4 %	84.5 %
Berkeley City Total	79.4 %	82.5 %
Laney Total	82.4 %	83.6 %
Merritt Total	82.6 %	82.1 %

Success Rate by College

■ Fall 2019 Success Rate   ■ Fall 2020 Success Rate

College	Fall 2019	Fall 2020
Alameda Total	70.2 %	71.6 %
Berkeley City Total	66.7 %	72.5 %
Laney Total	71.0 %	73.4 %
Merritt Total	68.4 %	69.4 %

Source: CCCCO DataMart.

2
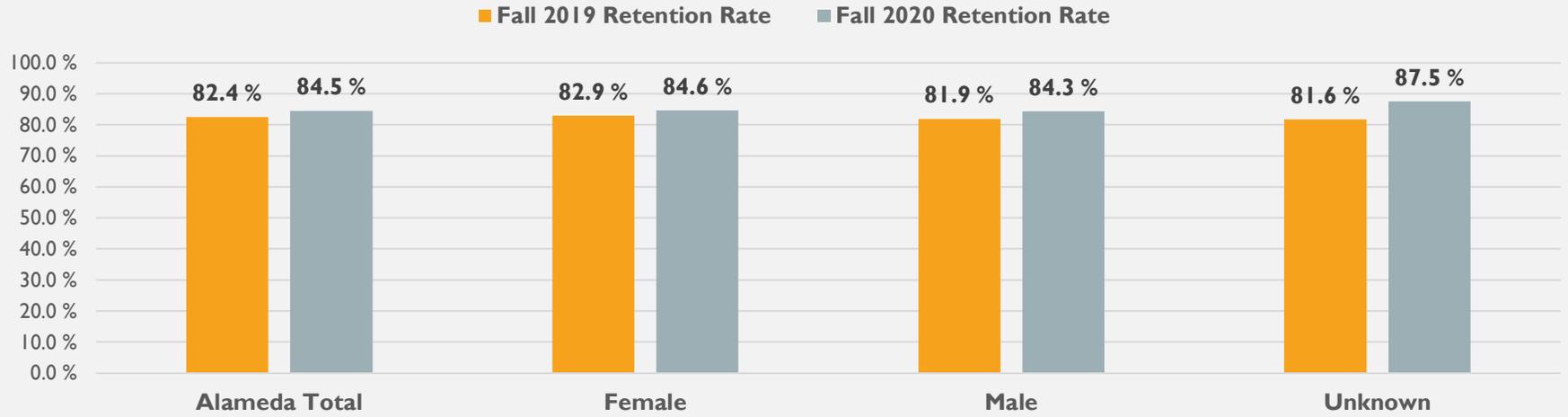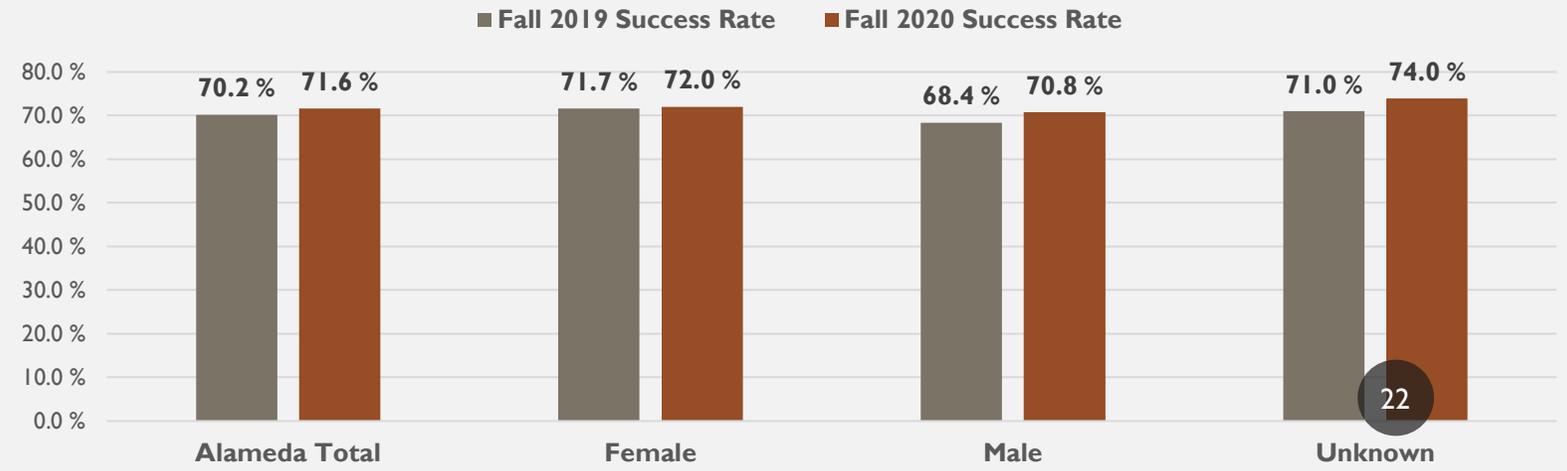
THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Berkeley Retention by Gender
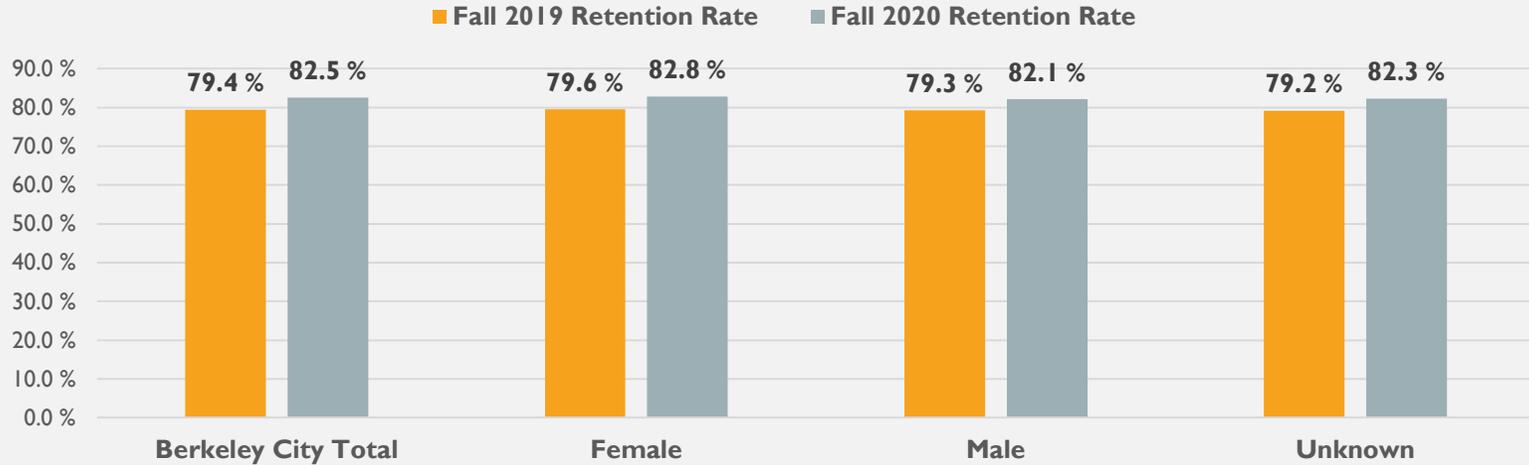
- Fall 2019 Retention Rate
- Fall 2020 Retention Rate

	Fall 2019	Fall 2020
Berkeley City Total	79.4 %	82.5 %
Female	79.6 %	82.8 %
Male	79.3 %	82.1 %
Unknown	79.2 %	82.3 %

Berkeley Success Rate by Gender

- Fall 2019 Success Rate
- Fall 2020 Success Rate

	Fall 2019	Fall 2020
Berkeley City Total	66.7 %	72.5 %
Female	68.2 %	72.7 %
Male	64.9 %	71.9 %
Unknown	66.7 %	75.7 %

Source: CCCCO DataMart.

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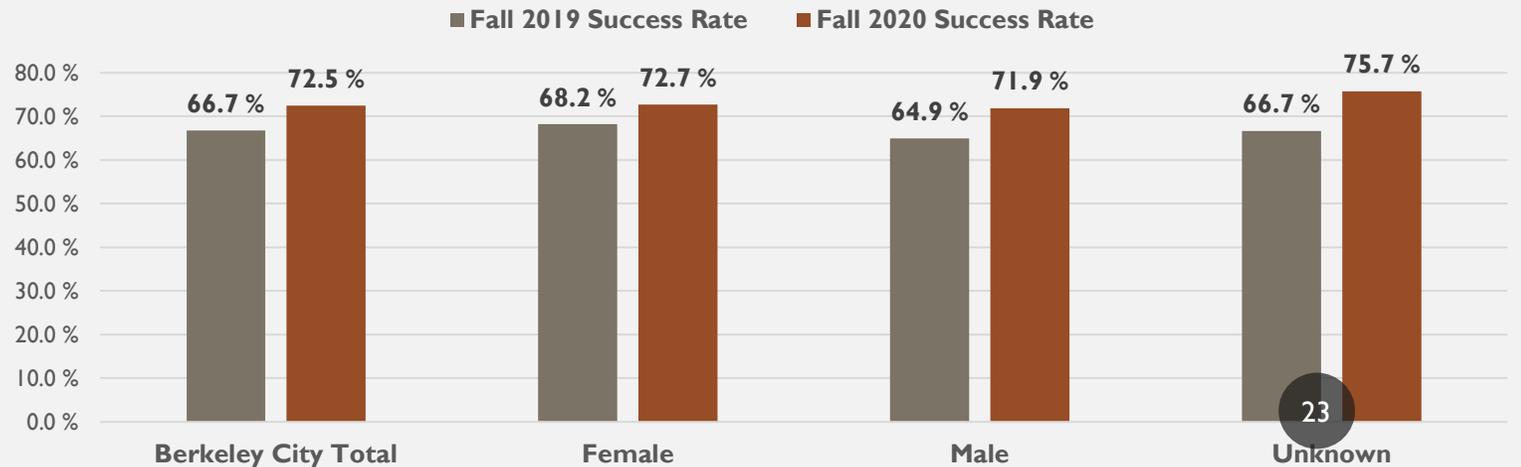
THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Laney Retention Rate by Gender
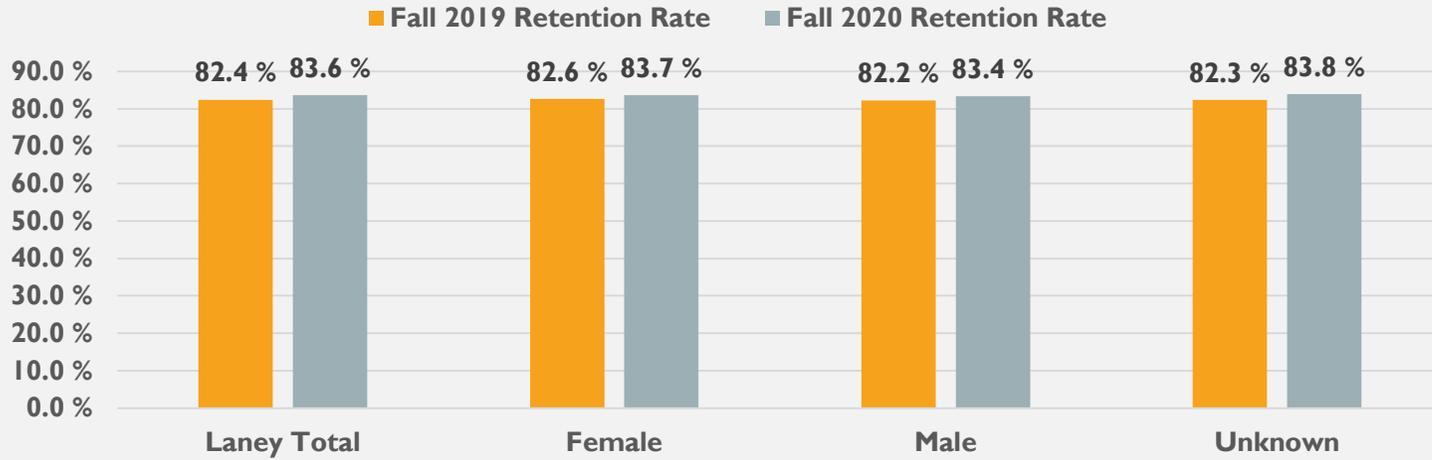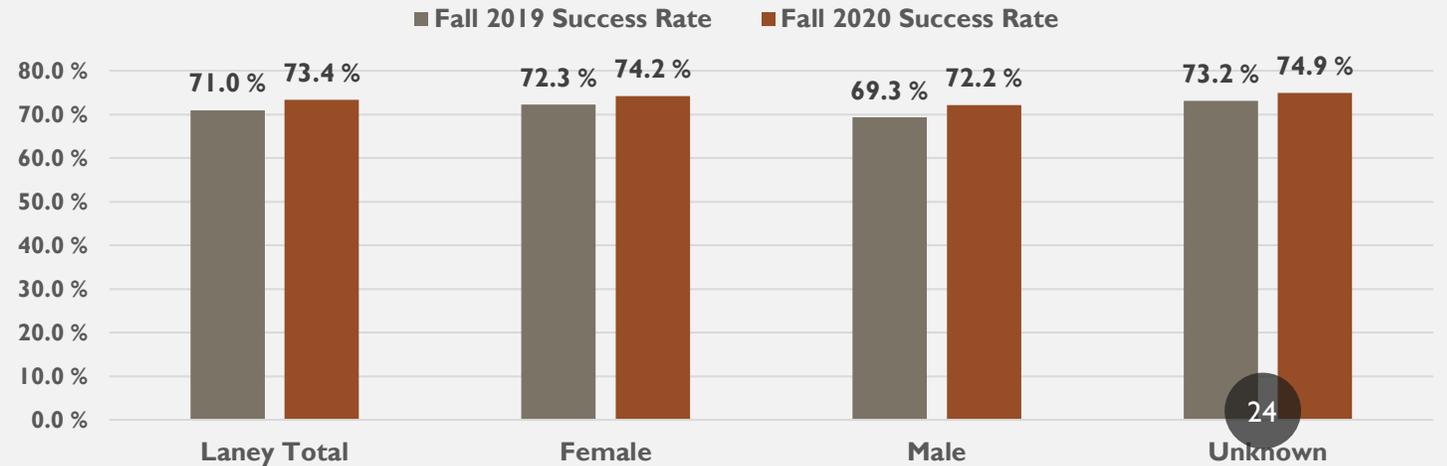
■ Fall 2019 Retention Rate   ■ Fall 2020 Retention Rate

	Laney Total	Female	Male	Unknown
Fall 2019	82.4 %	82.6 %	82.2 %	82.3 %
Fall 2020	83.6 %	83.7 %	83.4 %	83.8 %

Laney Success Rate by Gender

■ Fall 2019 Success Rate   ■ Fall 2020 Success Rate

	Laney Total	Female	Male	Unknown
Fall 2019	71.0 %	72.3 %	69.3 %	73.2 %
Fall 2020	73.4 %	74.2 %	72.2 %	74.9 %

Source: CCCCO DataMart.

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THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Merritt Retention Rate by Gender

■ Fall 2019 Retention Rate   ■ Fall 2020 Retention Rate

	Merritt Total	Female	Male	Unknown
Fall 2019	82.6 %	83.0 %	81.9 %	81.7 %
Fall 2020	82.1 %	82.2 %	81.4 %	86.5 %

Merritt Success Rate by Gender

■ Fall 2019 Success Rate   ■ Fall 2020 Success Rate

	Merritt Total	Female	Male	Unknown
Fall 2019	68.4 %	68.9 %	67.4 %	68.8 %
Fall 2020	69.4 %	70.0 %	67.8 %	71.8 %

Source: CCCCO DataMart.

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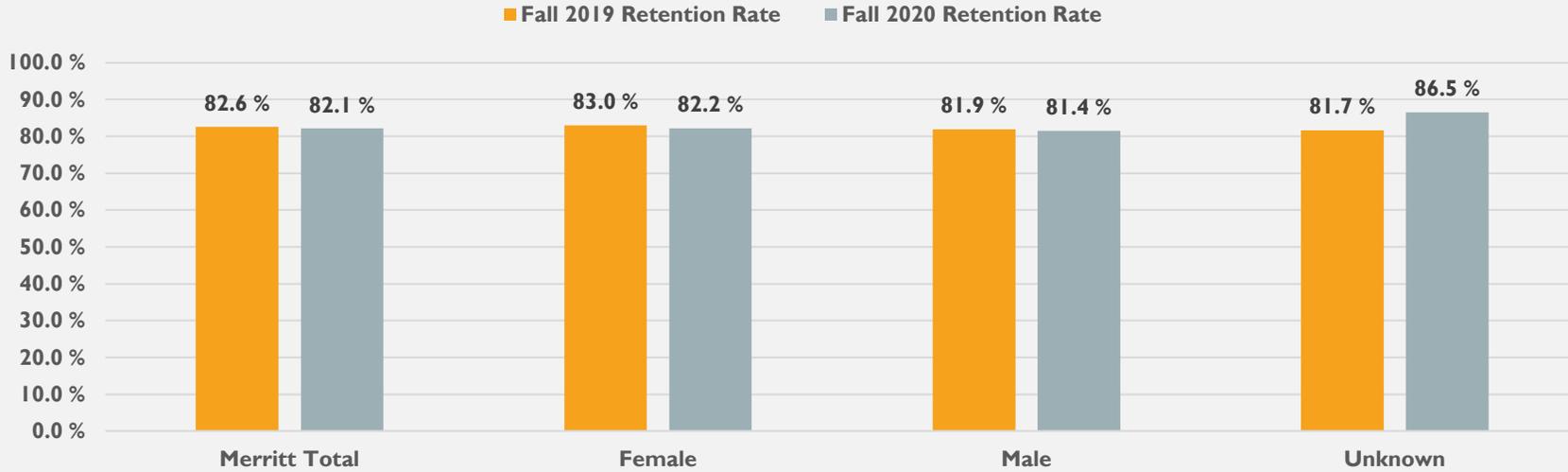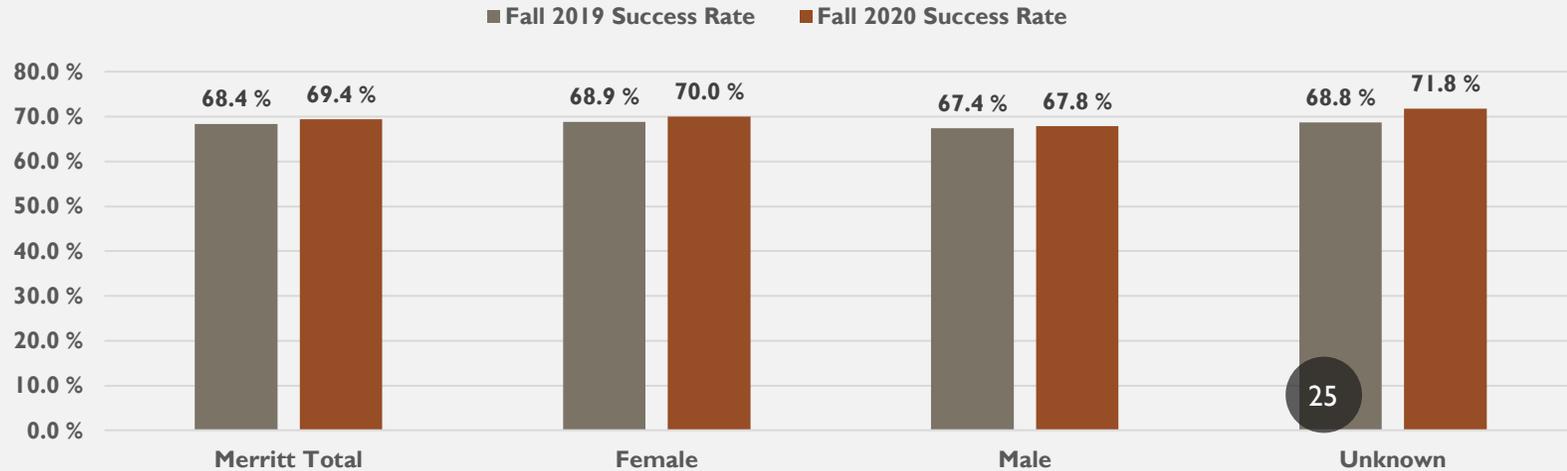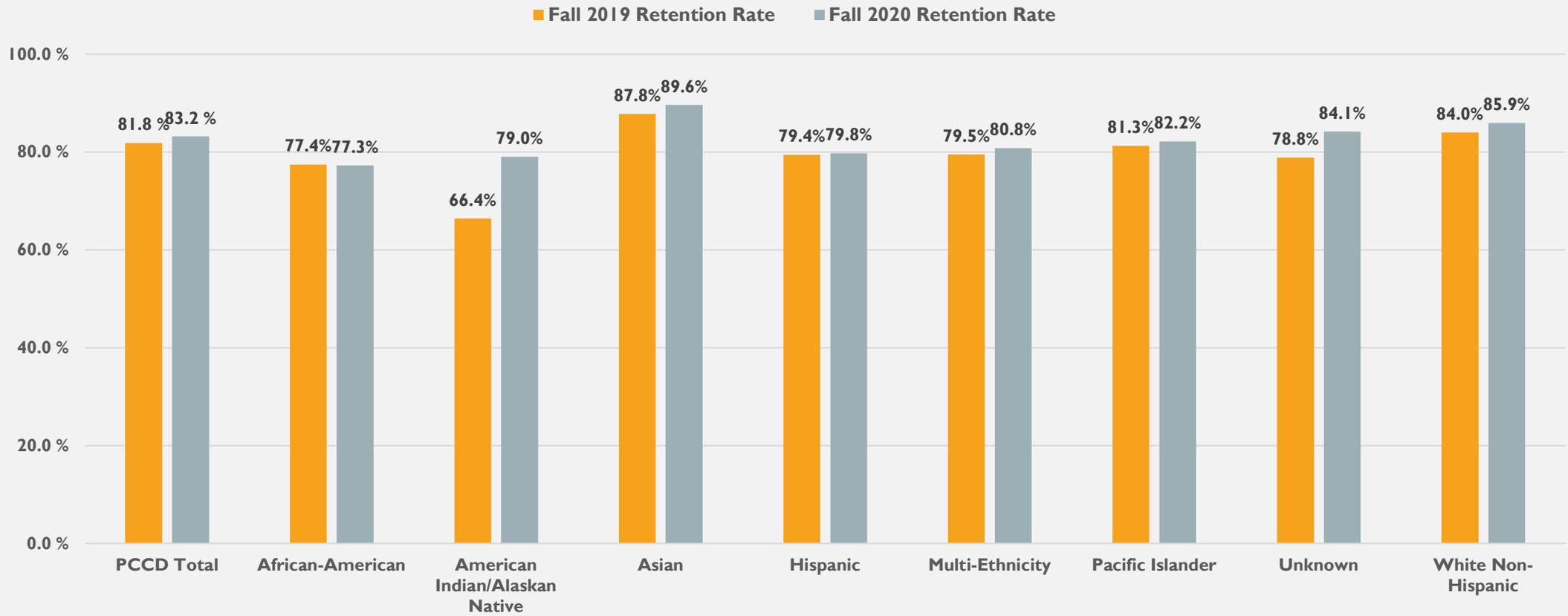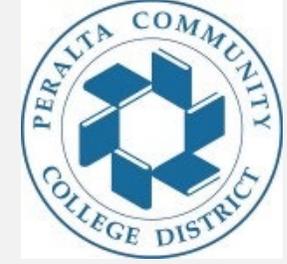
THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

PCCD Success Rate by Ethnicity

■ Fall 2019 Success Rate   ■ Fall 2020 Success Rate

Category	Fall 2019	Fall 2020
PCCD Total	69.4 %	71.9 %
African-American	60.2%	61.1%
American Indian/Alaskan Native	58.6%	54.0%
Asian	79.8%	82.9%
Hispanic	64.2%	65.7%
Multi-Ethnicity	66.9%	68.0%
Pacific Islander	65.8%	70.2%
Unknown	64.0%	73.6%
White Non-Hispanic	76.0%	78.5%

Source: CCCCO DataMart.

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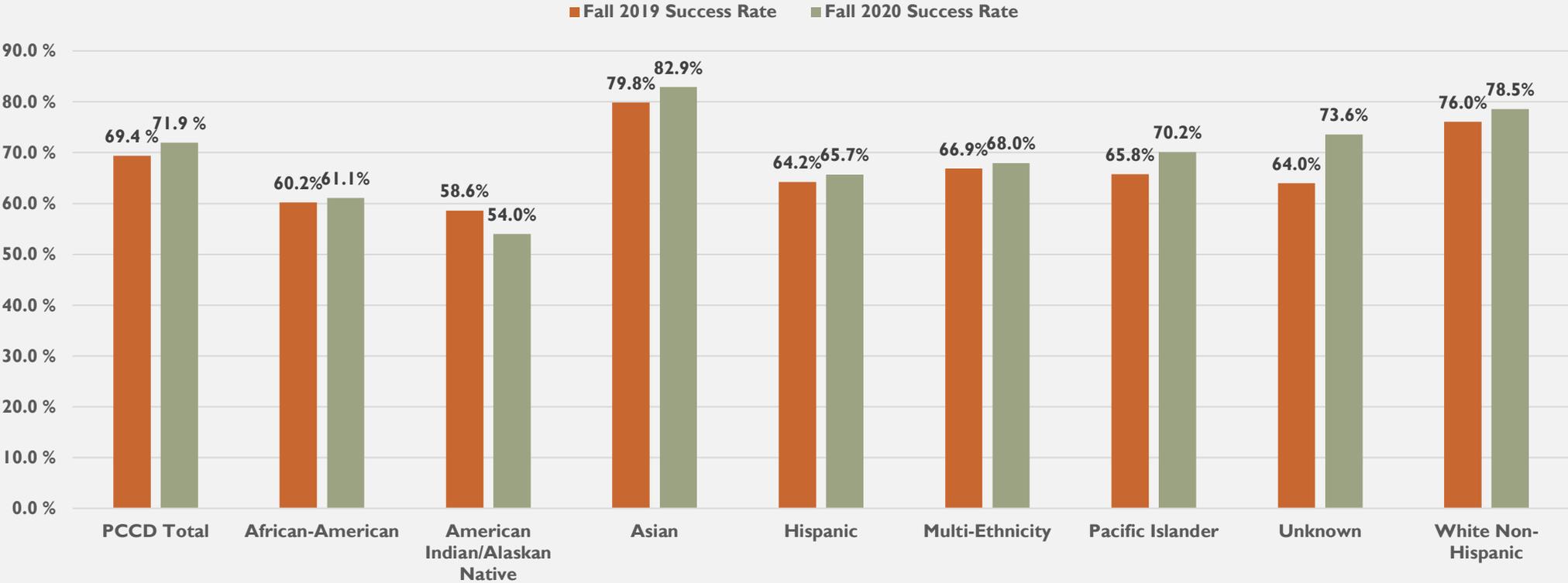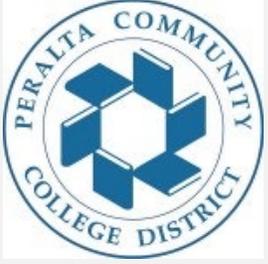
THE IMPACT OF COVID – 19
RETENTION AND SUCCESS

Alameda Retention Rate by Ethnicity

■ Fall 2019 Retention Rate   ■ Fall 2020 Retention Rate

Ethnicity	Fall 2019 Retention Rate	Fall 2020 Retention Rate
Alameda Total	82.4 %	84.5 %
African-American	77.7 %	78.0 %
American Indian/Alaskan Native	91.7 %	85.7 %
Asian	88.0 %	90.3 %
Hispanic	80.2 %	81.6 %
Multi-Ethnicity	76.7 %	81.6 %
Pacific Islander	73.0 %	87.8 %
Unknown	77.6 %	84.1 %
White Non-Hispanic	84.0 %	86.1 %

Alameda Success Rate by Ethnicity

■ Fall 2019 Success Rate   ■ Fall 2020 Success Rate

Ethnicity	Fall 2019 Success Rate	Fall 2020 Success Rate
Alameda Total	70.2 %	71.6 %
African-American	61.1 %	60.5 %
American Indian/Alaskan Native	75.0 %	33.3 %
Asian	80.5 %	82.2 %
Hispanic	64.1 %	63.5 %
Multi-Ethnicity	62.7 %	66.9 %
Pacific Islander	57.1 %	65.3 %
Unknown	62.8 %	73.2 %
White Non-Hispanic	75.1 %	78.3 %

Source: CCCCO DataMart.

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THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Berkeley Retention Rate by Ethnicity

■ Fall 2019 Retention Rate   ■ Fall 2020 Retention Rate

Ethnicity	Fall 2019	Fall 2020
Berkeley Total	79.4 %	82.5 %
African-American	72.3 %	78.9 %
American Indian/Alaskan Native	53.1 %	84.6 %
Asian	84.1 %	87.5 %
Hispanic	75.9 %	78.0 %
Multi-Ethnicity	78.9 %	80.2 %
Pacific Islander	75.6 %	81.8 %
Unknown	81.3 %	83.8 %
White Non-Hispanic	83.7 %	85.6 %

Berkeley Success Rate by Ethnicity

■ Fall 2019 Success Rate   ■ Fall 2020 Success Rate

Ethnicity	Fall 2019	Fall 2020
Berkeley Total	66.7 %	72.5 %
African-American	54.1 %	62.8 %
American Indian/Alaskan Native	53.1 %	73.1 %
Asian	74.4 %	80.5 %
Hispanic	59.9 %	66.4 %
Multi-Ethnicity	66.6 %	68.5 %
Pacific Islander	65.9 %	69.1 %
Unknown	66.1 %	76.0 %
White Non-Hispanic	75.9 %	78.4 %

Source: CCCCO DataMart.

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THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Merritt Retention Rate by Ethnicity

■ Fall 2019 Retention Rate   ■ Fall 2020 Retention Rate

Ethnicity	Fall 2019	Fall 2020
Merritt Total	82.6 %	82.1 %
African-American	81.2 %	77.6 %
American Indian/Alaskan Native	68.9 %	55.0 %
Asian	86.8 %	89.0 %
Hispanic	80.9 %	80.3 %
Multi-Ethnicity	81.5 %	83.3 %
Pacific Islander	76.5 %	73.7 %
Unknown	81.5 %	80.5 %
White Non-Hispanic	86.0 %	86.1 %

Merritt Success Rate by Ethnicity

■ Fall 2019 Success Rate   ■ Fall 2020 Success Rate

Ethnicity	Fall 2019	Fall 2020
Merritt Total	68.4 %	69.4 %
African-American	61.9 %	60.1 %
American Indian/Alaskan Native	64.4 %	20.0 %
Asian	79.3 %	83.5 %
Hispanic	65.1 %	64.8 %
Multi-Ethnicity	69.1 %	68.9 %
Pacific Islander	63.2 %	61.4 %
Unknown	63.6 %	69.5 %
White Non-Hispanic	78.6 %	78.8 %

Source: CCCCO DataMart.

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THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Alameda Delivery Mode

Legend:
- Delayed Interaction (Internet Based)
- Non Distance Education Methods

	Delayed Interaction	Non Distance Education
Retention Rate Fall 2019	78.0 %	85.5 %
Retention Rate Fall 2020	81.5 %	87.1 %
Success Rate Fall 2019	65.4 %	73.5 %
Success Rate Fall 2020	66.7 %	75.6 %
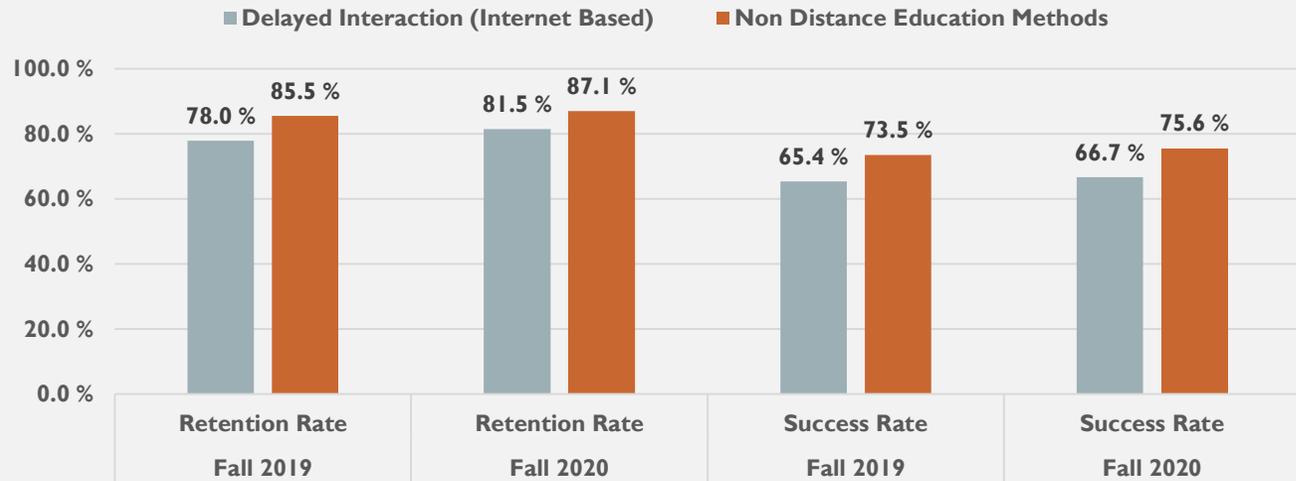
Fall 2020 Non-DE courses were mostly offered remotely due to COVID-19.

Berkeley Delivery Mode

Legend:
- Delayed Interaction (Internet Based)
- Non Distance Education Methods

	Delayed Interaction	Non Distance Education
Retention Rate Fall 2019	75.8 %	80.3 %
Retention Rate Fall 2020	82.2 %	82.6 %
Success Rate Fall 2019	63.0 %	67.6 %
Success Rate Fall 2020	72.2 %	72.5 %

Source: CCCCO DataMart.

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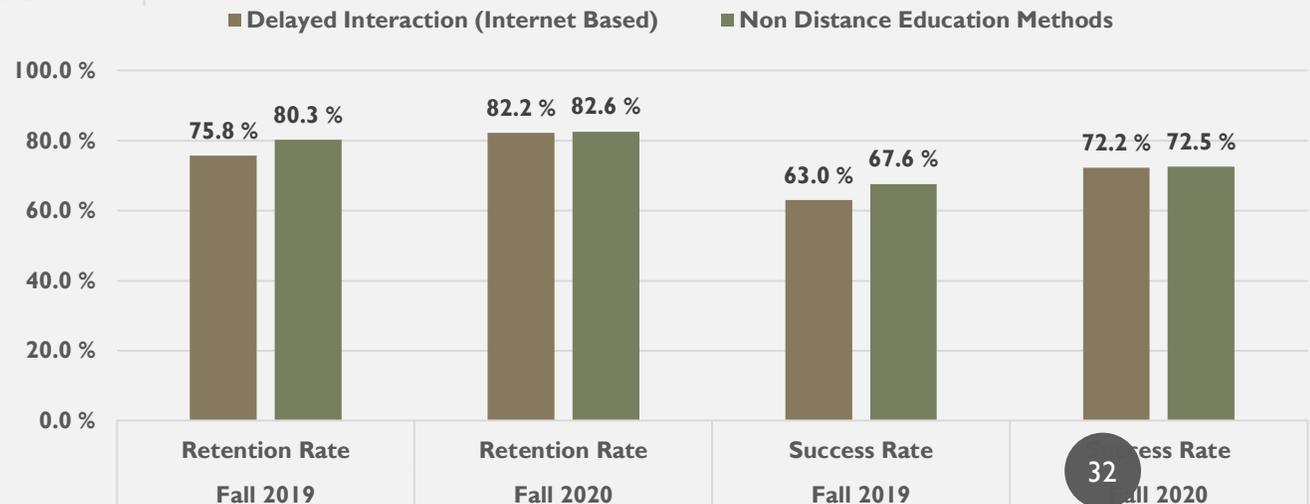
THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Laney – Delivery Mode

■ Delayed Interaction (Internet Based)   ■ Non Distance Education Methods

	Retention Rate Fall 2019	Retention Rate Fall 2020	Success Rate Fall 2019	Success Rate Fall 2020
Delayed Interaction	78.3 %	81.2 %	65.5 %	69.8 %
Non Distance Education	83.2 %	84.5 %	72.0 %	74.8 %
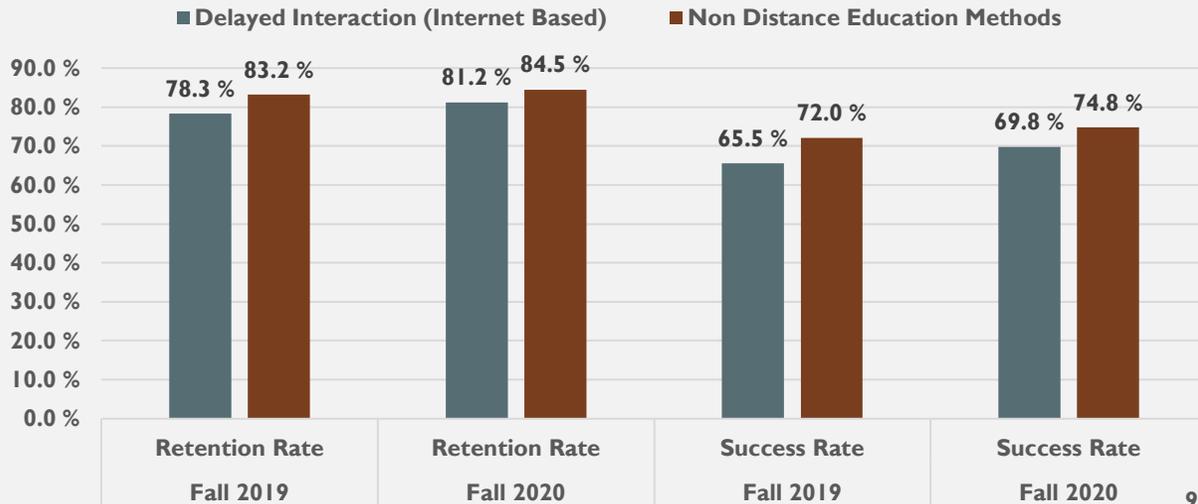
Fall 2020 Non-DE courses were mostly offered remotely due to COVID-19.

Merritt – Delivery Mode
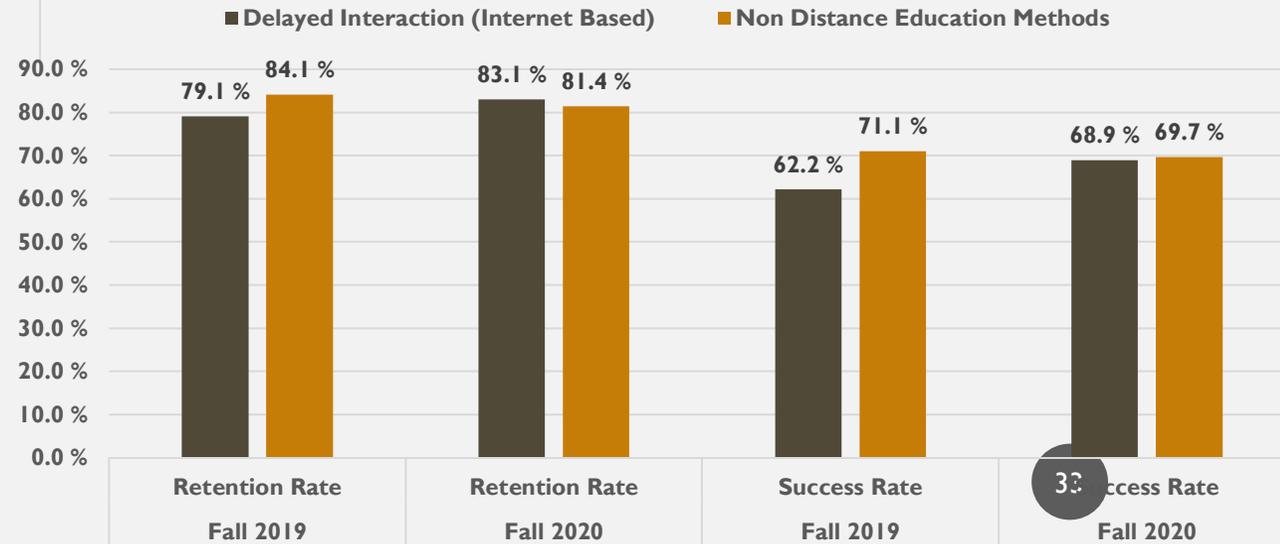
■ Delayed Interaction (Internet Based)   ■ Non Distance Education Methods

	Retention Rate Fall 2019	Retention Rate Fall 2020	Success Rate Fall 2019	Success Rate Fall 2020
Delayed Interaction	79.1 %	83.1 %	62.2 %	68.9 %
Non Distance Education	84.1 %	81.4 %	71.1 %	69.7 %

Source: CCCCO DataMart.

THE IMPACT OF COVID – 19
RETENTION AND SUCCESS

Green – increase
Red - decline

TOP CODE	Fall 2016 Enrollment#	Fall 2019 Enrollment#	Fall 2020 Enrollment#	5 Yr (Fall16 to Fall20)		Fall20-Fall19	
				#Change	%Change	#Change	%Change
Peralta CCD Total	**65,940**	**58,796**	**47,362**	**-18,578**	**-28.2%**	**-11,434**	**-19.4%**
Agriculture and Natural Resources-01	630	567	608	-22	-3.5%	41	7.2%
Architecture and Related Technologies-02	138	159	173	35	25.4%	14	8.8%
Biological Sciences-04	2,751	2,794	2,625	-126	-4.6%	-169	-6.0%
Business and Management-05	3,331	2,815	2,566	-765	-23.0%	-249	-8.8%
Commercial Services-30	847	982	427	-420	-49.6%	-555	-56.5%
Education-08	3,493	2,983	1,694	-1,799	-51.5%	-1,289	-43.2%
Engineering and Industrial Technologies-09	2,722	2,558	1,542	-1,180	-43.4%	-1,016	-39.7%
Environmental Sciences and Technologies-03	2	52	60	58	2900.0%	8	15.4%
Family and Consumer Sciences-13	2,091	1,754	1,461	-630	-30.1%	-293	-16.7%
Fine and Applied Arts-10	4,831	4,644	3,450	-1,381	-28.6%	-1,194	-25.7%
Foreign Language-11	1,549	1,312	1,257	-292	-18.9%	-55	-4.2%
Health-12	1,179	1,147	835	-344	-29.2%	-312	-27.2%
Humanities (Letters)-15	9,735	8,170	6,590	-3,145	-32.3%	-1,580	-19.3%
Information Technology-07	1,738	1,784	1,518	-220	-12.7%	-266	-14.9%
Interdisciplinary Studies-49	5,165	4,114	2,891	-2,274	-44.0%	-1,223	-29.7%
Law-14	207	320	266	59	28.5%	-54	-16.9%
Library Science-16	155	100	75	-80	-51.6%	-25	-25.0%
Mathematics-17	7,704	7,047	5,823	-1,881	-24.4%	-1,224	-17.4%
Media and Communications-06	1,773	1,203	1,401	-372	-21.0%	198	16.5%
Physical Sciences-19	2,012	1,977	1,690	-322	-16.0%	-287	-14.5%
Psychology-20	2,409	2,185	1,922	-487	-20.2%	-263	-12.0%
Public and Protective Services-21	972	872	638	-334	-34.4%	-234	-26.8%
Social Sciences-22	10,506	9,257	7,850	-2,656	-25.3%	-1,407	-15.2%

Source: CCCCO DataMart.

THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Green – increase
Red - decline

TOP CODE	Fall 2016 Retention %	Fall 2019 Retention%	Fall 2020 Retention%	5 Yr Change	Fall20-Fall19 Change	Fall 2016 Success%	Fall 2019 Success%	Fall 2020 Success%	5 Yr Change	20-Fall19 Change
Peralta CCD Total	81.3 %	81.8 %	83.2 %	1.9 %	1.3 %	67.0 %	69.4 %	71.9 %	4.9 %	2.6 %
Agriculture and Natural Resources-01	82.4 %	84.5 %	85.7 %	3.3 %	1.2 %	72.9 %	74.1 %	73.4 %	0.5 %	-0.7 %
Architecture and Related Technologies-02	87.7 %	78.0 %	69.4 %	-18.3 %	-8.6 %	60.9 %	62.9 %	53.8 %	-7.1 %	-9.1 %
Biological Sciences-04	84.0 %	86.7 %	85.4 %	1.4 %	-1.3 %	72.3 %	77.1 %	77.1 %	4.8 %	0.0 %
Business and Management-05	80.3 %	78.7 %	82.0 %	1.6 %	3.2 %	64.4 %	66.0 %	71.3 %	6.9 %	5.3 %
Commercial Services-30	81.5 %	85.1 %	70.0 %	-11.4 %	-15.1 %	75.6 %	76.2 %	66.5 %	-9.1 %	-9.7 %
Education-08	82.5 %	85.6 %	90.6 %	8.1 %	5.0 %	69.4 %	75.3 %	84.7 %	15.3 %	9.4 %
Engineering and Industrial Technologies-09	86.4 %	86.6 %	88.9 %	2.5 %	2.3 %	77.8 %	78.0 %	79.7 %	1.9 %	1.7 %
Environmental Sciences and Technologies-03	0.0 %	78.8 %	80.0 %	80.0 %	1.2 %	0.0 %	57.7 %	50.0 %	50.0 %	-7.7 %
Family and Consumer Sciences-13	81.7 %	83.5 %	86.7 %	5.0 %	3.1 %	70.9 %	74.5 %	76.4 %	5.5 %	1.9 %
Fine and Applied Arts-10	82.3 %	84.2 %	86.0 %	3.7 %	1.8 %	72.0 %	76.1 %	75.5 %	3.5 %	-0.6 %
Foreign Language-11	79.9 %	82.0 %	85.3 %	5.4 %	3.3 %	71.5 %	74.3 %	78.2 %	6.7 %	3.9 %
Health-12	92.6 %	89.5 %	90.1 %	-2.6 %	0.5 %	84.5 %	79.5 %	81.1 %	-3.4 %	1.6 %
Humanities (Letters)-15	78.0 %	78.9 %	78.2 %	0.2 %	-0.7 %	63.8 %	65.4 %	65.8 %	2.0 %	0.4 %
Information Technology-07	78.1 %	78.9 %	80.8 %	2.7 %	2.0 %	62.0 %	63.1 %	69.6 %	7.6 %	6.4 %
Interdisciplinary Studies-49	86.9 %	87.4 %	88.8 %	1.9 %	1.4 %	73.4 %	75.8 %	76.1 %	2.7 %	0.3 %
Law-14	76.8 %	75.0 %	83.5 %	6.6 %	8.5 %	54.1 %	51.3 %	61.7 %	7.5 %	10.4 %
Library Science-16	80.6 %	84.0 %	97.3 %	16.7 %	13.3 %	62.6 %	70.0 %	81.3 %	18.8 %	11.3 %
Mathematics-17	76.5 %	75.2 %	80.3 %	3.8 %	5.1 %	57.1 %	60.8 %	68.2 %	11.1 %	7.4 %
Media and Communications-06	79.0 %	81.6 %	84.0 %	5.0 %	2.4 %	70.7 %	69.2 %	74.0 %	3.3 %	4.9 %
Physical Sciences-19	77.4 %	80.0 %	84.3 %	6.9 %	4.3 %	65.8 %	71.6 %	78.2 %	12.5 %	6.6 %
Psychology-20	82.5 %	81.1 %	86.4 %	3.8 %	5.3 %	64.9 %	63.9 %	71.3 %	6.4 %	7.3 %
Public and Protective Services-21	88.8 %	85.7 %	80.6 %	-8.2 %	-5.1 %	65.8 %	70.8 %	67.9 %	2.0 %	-2.9 %
Social Sciences-22	81.9 %	82.0 %	81.4 %	-0.5 %	-0.6 %	64.7 %	66.2 %	68.4 %	3.7 %	2.2 %

Source: CCCCO DataMart.
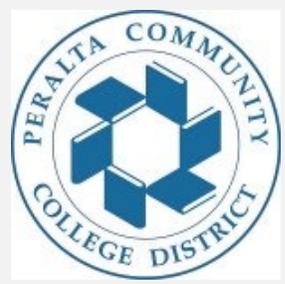
SUMMARY OF FINDINGS

- COVID-19 had a negative impact on student enrollment/FTES at PCCD colleges except Berkeley.

- Enrollment at PCCD has been declining for the past five years which is concerning as it ties closely with state funding.

- When comparing enrollment data from fall 2019 to fall 2020, the enrollment declines were observed for all age groups especially older students (age 55 and above).

- Data showed that COVID-19 had a negative impact on African American student enrollment followed by Hispanics and Asians.

- Due to COVID-19, students with low social economic status (as measured by BOGG/promising, Pell, low income, and 1st generation) experienced bigger enrollment declines from fall 2019 to fall 2020.

- In terms of special student populations, data revealed that the enrollment has declined by over 30% for DSPS, EOPS, and Veterans students from fall 2019 to fall 2020.

- Proportionality Index (P.I.) methodology was used to identify possible equity gaps in the enrollment declines. Data confirmed that student groups who were impacted disproportionally by enrollment declines were older students (55 or older), Pell grant recipients, DSPS, EOPS, and Veterans students.

- Over the past five years, there were equity gaps for enrollment declines among American Indian, African American, and Pacific Islander students as well as students with low social economic status.

- Data were also disaggregated by TOP code to examine the possible impact of COVID-19. Results showed that the disciplines that experienced more enrollment declines (1000+ students) from fall 2019 to fall 2020 were: Education, Engineering and Industry Technologies, Fine and Applied Arts, Humanities, Interdisciplinary Studies, Math, and Social Sciences. Some disciplines experienced enrollment declines prior to COVID-19.

- Course success and retention data were analyzed and results showed positive trends across the district. However, success rates of African Americans and American Indians remained relatively low for the past five years.
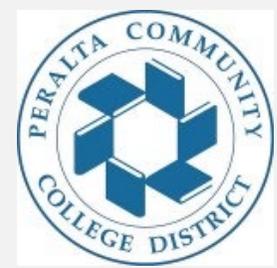
- **Principles of Enrollment Management at California Community Colleges:**

  - Within overall parameters established by the district through collaborative processes, colleges should be charged with making operational decisions such as the number of class sections to be scheduled and the distribution of these sections across the college curriculum. Class schedules should be built by those in the best position to ascertain likely student demand.

  - Student Academic Needs Should Drive Enrollment Management Decisions. As a general rule, student academic needs (curriculum balance, quality of instruction, availability of courses, etc.) should be the primary factors guiding enrollment management decisions.

  - Enrollment management decisions should be based on the principle of providing students access to courses and programs and fostering their success while optimizing the use of financial resources. Student-centered schedules should be planned, efficient and responsive to the communities served.
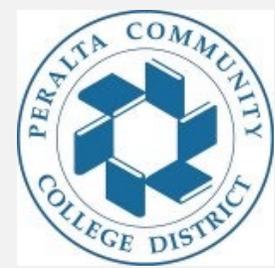
- **Develop a strategic enrollment management plan** (SWOT analysis, environmental scan etc.)

- **Form a Districtwide Enrollment Management Committee (DEMC)**
  - Suggested membership includes Academic Senate leaders, faculty members, Deans of instruction, VPAA/VPI, VP of Business, Vice Chancellor (VC) of Business, VC of Academic Affairs/Ed Services, Institutional researchers, etc.
  - Charge: FTES target allocation, monitoring enrollment, coordinating marketing/outreach efforts, sharing best practices of enrollment management, enrollment planning etc.

- **Data driven: comprehensive enrollment reporting, daily enrollment/FTES data, enrollment trend by disciplines/programs, efficiency – FTES/FTEF**

- **Coordinated marketing/outreach**

- **New programs/curriculum targeting high demand & high paying jobs**

- **Strategically grow Distance Ed.**

- **Strategically grow dual enrollment**

- **Strategically grow non-credit/adult ed./CDCP**
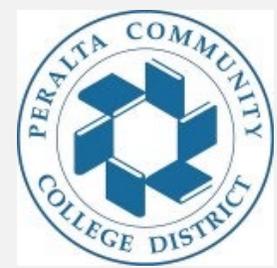
PRELIMINARY RECOMMENDATIONS

- **Advance student access, equity, and success through integrated student support/academic support/Guided Pathways efforts.**

- **Four Areas of Institutional Excellence Framework (Ruben, 2003)**

  - **Program quality: the quality of programs, services, and activities as judged by peers and professionals**

  - **Program relevance: the extent to which programs, services, and activities are perceived to meet the needs and expectations of their beneficiaries**

  - **Organizational culture: the quality of the organizational climate, and the satisfaction of faculty and staff from their perspective as employees**

  - **Process efficiency: the effectiveness and efficiency of operational and financial dimensions of the organization**

- **Other things to consider:**
  - **Nine Dimensions of organizational effectiveness (Kim Cameron, 1978):**
    - **Student educational satisfaction (students)**
    - **Student academic development (students)**
    - **Student career development (students)**
    - **Student personal development (students)**
    - **Faculty and administrator employment satisfaction (faculty/staff)**
    - **Professional development for faculty (faculty/staff)**
    - **System openness and community interaction (system)**
    - **Ability to acquire resources (system)**
    - **Organizational health (system)**

QUESTIONS?

Data Integrity Project Status Update

Presented by Cambridge West Partnership, LLC (Deborah Ludford)
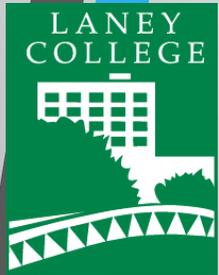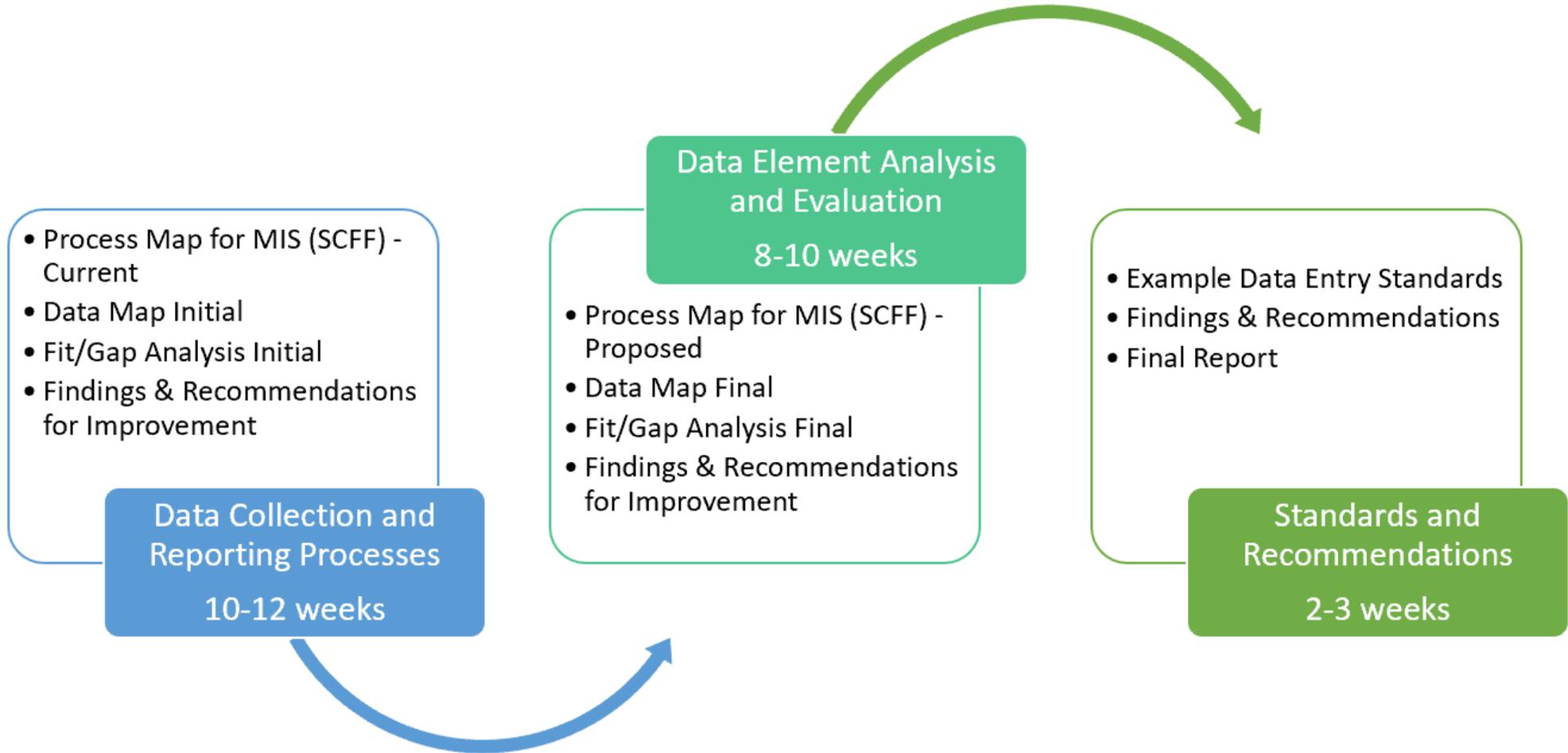
Groups Met with To Date

92 Interviews

- **Institutional Research**
- **Instruction**
  - **Staff who produce academic schedule**
  - **Staff responsible for VTEA data**
- **Student Services Offices**
  - **Admissions and Records**
  - **Counseling**
  - **DSPS**
  - **EOPS/CalWORKs**
  - **Financial Aid**
- **Human Resources**
- **Information Technology Department**
- **International Students**

CW/P

New Districtwide Systems:
AIM
CampusLogic
Curricunet Catalog

COA:
DropBox
Access
Microsoft Forms

Districtwide Systems:
Peoplesoft
Credentials
Excel
Power BI
BI Tools
ODS
CCCApply
SARS
Shared Drive
Adobe Sign
PeopleAdmin
Curricunet Meta/Assessment
Chancellor's Office Curriculum Inventory (COCI)
Terra Dotta
NG Web Solns Scholarship Mgr

Laney:
Microsoft Forms
Google Forms

BCC:
Access

Merritt:
Access
Google Forms/ Google Docs
Candidly
Microsoft Forms
Student Acccomodation Manager (SAM)

Current System Portfolio

❖ **Shared Systems – using mostly the same systems at all campuses**

❖ **Common Forms – using consistent forms for students across the District**

❖ **Common Coding – student services**

❖ **Uniform Course Numbering – using common course numbering system across the District**

Noted Good Practices

Gap Analysis Findings - Initial

	Gap Description	Reasoning	Recommendation
1	Potential under-reporting of Financial Aid data	• Statewide average is 61.5% of students receiving Financial Aid; Peralta is 41% • Peralta is only reporting students enrolled at census for Financial Aid and not capturing students who may have attended one session of a weekly or daily attendance method course • Summer reporting may not have been captured • Mismatch of "fee waiver campus" with "attendance campus" may be causing reporting to be incomplete • Reporting of $0 promise grants of up to 7% not reported	Involved Financial Aid staff in validation of MIS reporting to maximize funding Report all students who enroll and whose drop date is after the first class meeting Capture Federal Financial Aid reporting (Pell) as a trailer (Fall/Spring/Summer) Capture Promise Grant Financial Aid reporting (CCPG) as a header (Summer/Fall/Spring) When a student is granted a fee waiver at one of the four colleges, use a sync process to create the other three college fee waiver record – contact Los Rios CCD for advice on how to implement this change Report all $0 promise grants up to 7% of total

CW/P

Gap Analysis Findings - Initial

	Gap Description	Reasoning	Recommendation
2	VTEA/Perkins funding may not be maximized	• Students who enroll walk-up (not online) are not completing the "Student Enrollment Survey" and potentially not being counted if they are taking VTEA/Perkins eligible classes • Courses that are part of the CTE Degrees/Certificates may not be coded as SAM A-D • Student Enrollment Survey contains much more data collection than just VTEA/Perkins which may be causing students to improperly answer all questions	Require all students to complete the "Student Enrollment Survey" regardless of how they register Perform a detailed analysis of all CTE Degrees/Certificates to make sure they are coded as SAM A-D Streamline the Student Enrollment Survey to ask only what is needed. For example: • Ask to verify email and phone and only update if needed • Remove educational goal/major for each semester – consider once a year • Move VTEA/Perkins to the top • Don't ask what is not necessary

CW/P

Gap Analysis Findings - Initial

	Gap Description	Reasoning	Recommendation
3	Student experience is not optimized	• Staff express concerns about student processes being cumbersome and frustrating for students • Staff express concerns regarding the lack of clarity for students regarding which District or campus department supports which functions (i.e. who do I call?) • Staff express concerns that systems are cumbersome and outdated • Student frustration may be causing students to explore other options which potentially affects funding opportunities • Registration process allows registration at all four sites yet four separate schedules are produced • Students are shared across all District sites • Educational plans are not consistently collected in the system and used to determine optimal course offerings • All campuses use shared systems and forms	Continue use of shared systems and forms across the District to minimize student confusion and frustration Develop process maps of the student experience from the student perspective and streamline processes where possible, including standardizing processes across all colleges Use educational planning capabilities and system data to optimize course offerings based on need to enhance student success Consider production of a single schedule of classes or online version that encompasses all four institutions

CW/P

Gap Analysis Findings - Initial

	Gap Description	Reasoning	Recommendation
4	Lack of clarity in roles & responsibilities in departments where both campus and District departments support a function	• Lack of clarity in roles and responsibilities for functions between campus and District staff in areas with both campus and District departments (i.e. Financial Aid, Admissions & Records) • Staff express concerns that students do not know who to contact for support with shared functions • Multiple departments are performing similar functions at the District and campuses	Examine current structure of departments at both District and campuses and optimize the structure to best support students and eliminate duplicate effort Clearly define roles and responsibilities of the similar departments at District and campus and clearly communicate this to students and staff

CW/P

Diagram 1.
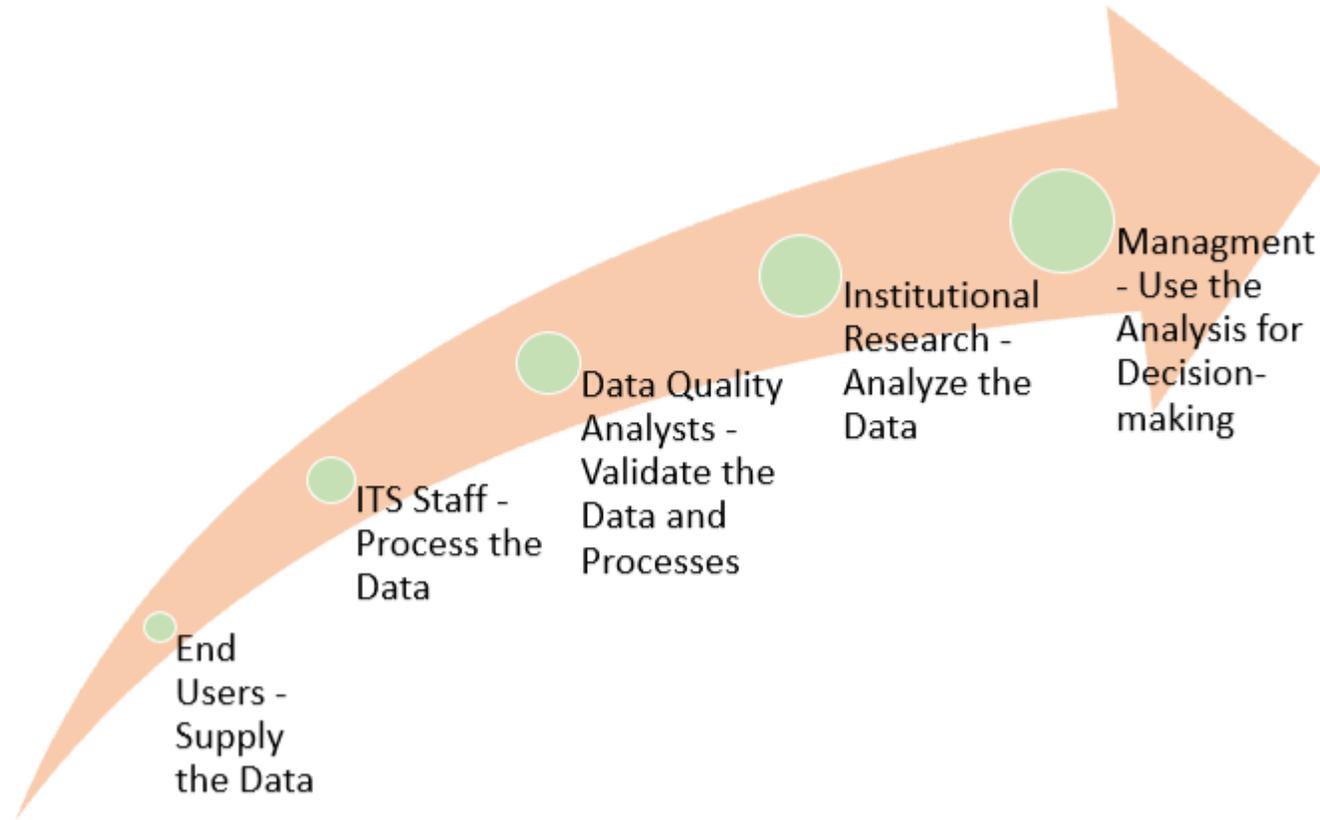
Importance of Data Quality Function

Gap Analysis Findings - Initial

	Gap Description	Reasoning	Recommendation
5	Management and coordination of data is not formalized Lack of trust in the data Data Quality is not a priority for the institution See Diagram 1	• End users report a lack of trust in the data because they do not have an opportunity to validate the data they produce before it is reported • Users not required to take responsibility for their own data; lack of clarity in roles and responsibilities regarding data collection and processing • There is no audit function prior to MIS submission in most departments; most departments report that they do not see the MIS data until after the term is over in the form of error reports and data mart results • Users report data mart outcomes do not match department collected data resulting in possible lost funding opportunities • No formal coordination of data/processes across all departments • District IR is currently responsible for all reporting activities • Departments question the need to maintain the data if funding is not affected • Enrollment records often have a grade reported of "XX"	Create district data quality analyst function for coordination of state reporting, federal reporting, and ad-hoc internal reporting Emphasize the importance of the data collection, reporting and analysis functions across the District by educating all those involved in these processes on the importance of data collection and reporting Involve users in all aspects of data collection, validation, and reporting End users should be performing data validation prior to submission of data using audit reports designed for each functional area

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Gap Analysis Findings - Initial

	Gap Description	Reasoning	Recommendation
6	PeopleSoft functionality not fully leveraged	• Staff often claim they do not understand the system functions in PeopleSoft and have not been trained in its use • Auto-awarding of degrees is not being done • Shadow systems, usually in the form of spreadsheets, are used to monitor and validate data and are more trusted than college systems • Customized system used for MIS reporting • Use of outside shadow systems creates a risk regarding the security of data	Complete an analysis to determine if PeopleSoft is used the fullest extent possible (i.e. Educational Planning, Degree Audit, Workflow, Absence Management, etc.) Implement auto-awarding of degrees/certificates to maximize funding and service students Move to Colleague MIS reporting system to eliminate need to constantly maintain and update customizations and prepare for use of the cloud
7	Multiple data stores are used for processing and reporting functions	• Currently there are three data stores: PeopleSoft, ODS Staging Database (MIS reporting), and Data Warehouse (BIDW) • Although all are connected the timing of the transfer processes may result in incomplete and inaccurate data reporting • IT must maintain multiple systems and data interfaces	Consolidate all data into one single source of truth using specialized consulting resources that can optimize performance and streamline maintenance

CW/P

Gap Analysis Findings - Initial

	Gap Description	Reasoning	Recommendation
8	Significant loss of institutional memory has occurred resulting in inadequate Training/Cross-training of staff with regards to functionality	• High turnover has caused a loss in institutional knowledge regarding data quality and maintenance • Staff report that they do not understand how the system works with regards to PeopleSoft functionality so they do not know how to best use the system • Departments report lack of support in the functionality of the systems • Departments report that they do not have subject matter experts in use of the PeopleSoft system	Develop subject matter experts in each department on system functions Use the resulting process and data maps from this report to provide functional training for department staff conducted by subject matter experts including: 1) facilitating an annual review of processes with end users, 2) cross-training of existing departmental staff and 3) training of new staff Provide system functionality training either in person or online
9	Lack of proper access to PeopleSoft and inadequate Training/Cross-training of staff with regards to functionality	• Staff report they do not have access to the system tools that would make them more responsive to student needs and more productive • Departments rely on other departments who do have access to provide them information or they wait for IT to complete reports which often has a long lead time	Develop staff FERPA/security training and conduct the training with all staff who need additional access to serve students After proper training, grant access to system functionality and reporting capabilities to better serve students Provide training that will make staff self-reliant when it comes to reporting using PeopleSoft

CW/P

Gap Analysis Findings - Initial

	Gap Description	Reasoning	Recommendation

10	Student attributes not systematically maintained	• Student groups maintained in PeopleSoft are not consistently reviewed and maintained by all departments which may affect funding
		• Home Campus is reported as an issue
		• Enrollment/Residency status is not systematically maintained in a coordinated fashion but done on a best-efforts basis in areas such as:
		    ○ Special Admit/Dual Enrollment Students
		    ○ International Students
			Develop a methodology and assign responsibility for the maintenance of all student groups in PeopleSoft
			
			Develop standards for Home Campus designation and adhere to the standard across the District
			
			Develop a methodology and assign responsibility for Enrollment and Residency status for the maintenance of these in PeopleSoft

11	Dependency on manual and paper processes NOTE: specific recommendations will be included in the full report	• Use of manual data entry and the collection of data on paper is prevalent across all departments leading to inefficient use of resources • There is no digital imaging system in place which allows easy access to student information • Workflow capabilities are not used either within a department or across departments	Eliminate manual data entry where possible Use electronic data capture such as online forms and systems to capture needed data where possible that are integrated with PeopleSoft Select and implement a digital imaging system that is integrated with PeopleSoft Implement the use of workflow where possible to streamline processes and share information

Gap Analysis Findings - Initial

	Gap Description	Reasoning	Recommendation
12	Annual MIS resubmission only by request	• Annual MIS submissions are done only by request • Data is frequently updated after initial capture to correct errors and update records which may not be captured in MIS reporting because of the very limited early audit functions in the current customized MIS system	Perform annual resubmission of MIS data to capture changes and corrections in data as a normal course of business

Discussion & Questions

Enrollment Management Review

Presented by Dr. Jim Black

SEM Works

Agenda

❖ Consulting Approach

❖ Enrollment Context

❖ Strengths and Opportunities Analysis

❖ Strategic Opportunities

✓ Peralta Enrollment & Service Experience

✓ Inquiry Capture & Prospect Cultivation

✓ Website Enhancements

✓ Closing Retention Gaps

❖ Q & A

Enrollment Management Review

CONSULTING APPROACH

Guided Pathways/Core SEM Functions

Pre-Enrollment	Initial Enrollment	Continued Enrollment	Post-Enrollment
Determining the Path Forward	**Moving In**	**Moving Through**	**Moving On**
Marketing Recruitment Admissions Financial Aid	Counseling Orientation Registration	Instruction Success Supports Student Services Financial Aid	Transition Supports Alumni Engagement Lifelong Learning

Enrollment Management Review

ENROLLMENT CONTEXT

Percent Change in Enrollment from Previous Year by Institutional Sector: 2016 to 2020
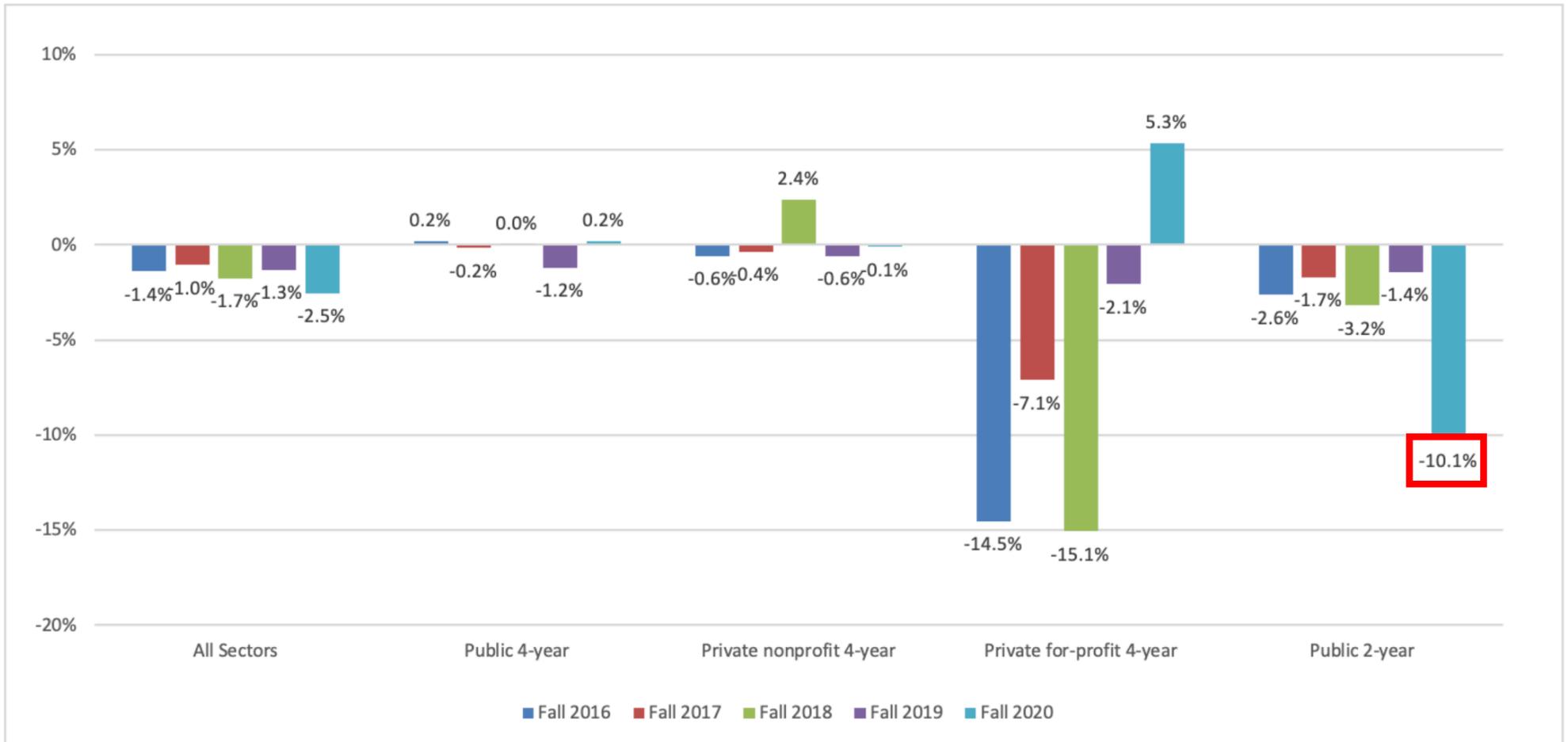
Source: National Student Clearinghouse

Census Enrollment and Productivity by Year and Campus
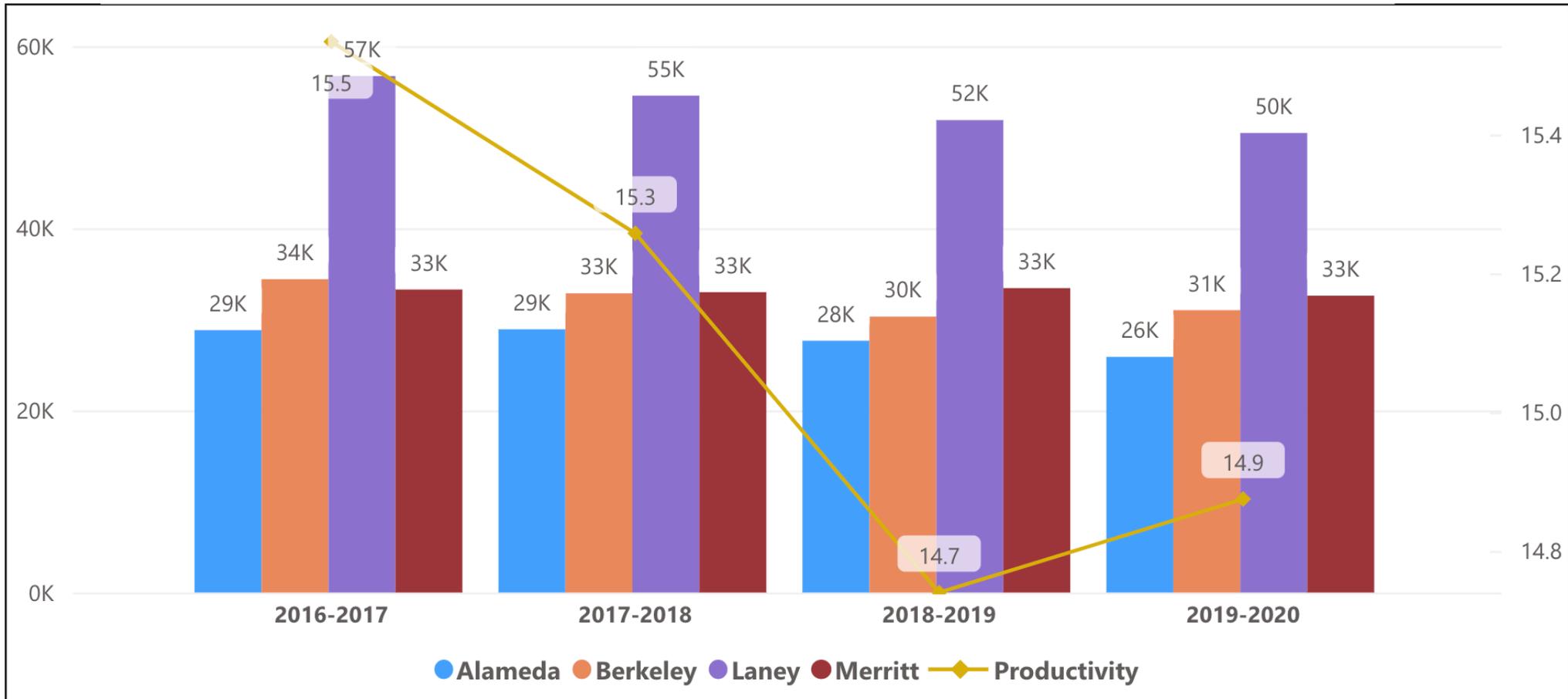
Term		Alameda	Berkeley	Laney	Merritt	PCCD
Summer 2020	Resident FTES Target	300.30	324.90	602.60	372.20	1,600.00
	Resident FTES Actual	292.34	354.11	575.49	364.12	1,586.06
	Resident FTES Deficit	-7.96	29.21	-27.11	-8.08	-13.94
	Resident FTES % of Target	97.35	108.99	95.50	97.83	99.13
	Nonresident FTES Actual	16.80	32.69	41.43	12.54	103.46
	Total FTES Actual	309.14	386.80	616.92	376.66	1,689.52
	FTEF allocation	18.50	21.40	37.60	22.60	100.10
	FTEF Staffed	18.78	25.08	39.59	22.31	105.76
	FTEF Unstaffed					
	Productivity	16.46	15.42	15.58	16.88	15.97
	Dual Enrl Sections	0	1	6	1	8
Fall 2020	Resident FTES Target	1,351.40	1,461.90	2,711.80	1,674.80	7,200.00
	Resident FTES Actual	1,154.47	1,380.03	2,084.97	1,417.83	6,037.29
→	Resident FTES Deficit	-196.93	-81.87	-626.83	-256.97	-1,162.71
→	Resident FTES % of Target	85.43	94.40	76.89	84.66	83.85
	Nonresident FTES Actual	74.18	143.47	184.49	69.73	471.87
	Total FTES Actual	1,228.65	1,523.50	2,269.46	1,487.55	6,509.16
	FTEF allocation	83.20	96.20	169.20	101.60	450.30
	FTEF Staffed	86.96	99.66	176.35	95.94	458.91
	FTEF Unstaffed			1.15		
	Productivity	14.13	15.29	12.87	15.50	14.18
	Dual Enrl Sections	16	17	28	25	86
	Dual Enrl FTES	43.40	77.11	74.48	92.87	287.85
	Dual Enrl FTEF	3.33	4.07	7.43	5.99	20.82
Spring 2021	Resident FTES Target	1,351.40	1,461.90	2,711.80	1,674.80	7,200.00
	Resident FTES Deficit	-454.90	-225.72	-1,059.11	-449.29	-2,187.00
	Resident FTES % of Target	66.34	84.70	60.94	73.18	69.62
	Nonresident FTES Actual	60.96	125.86	130.37	64.86	382.05
	Total FTES Actual	957.46	1,364.04	1,783.06	1,290.41	5,394.97
	FTEF allocation	83.20	96.20	169.20	101.60	450.30
	FTEF Staffed	84.87	102.59	172.54	103.61	463.61
	FTEF Unstaffed	0.92	0.36	3.67	2.21	
	Productivity	11.28	13.30	10.33	12.45	11.64
	Dual Enrl Sections	13	24	29	24	90
	Dual Enrl FTES	14.83	39.38	55.37	55.87	165.45
	Dual Enrl FTEF	2.75	4.03	6.79	5.23	18.80

*Dual Enrollment numbers are included in the totals

*Unstaffed FTEF is calculated for current academic year only and excluded from the productivity calculations

17.1% decline in Resident FTES compared to Fall 2019

Statewide Applicant to Enrolled

All Applicants Who Enrolled in a Community College

Among all applicants who indicated an intent to enroll in the selected year, the proportion who enrolled in a community college in the selected year or in any subsequent year.
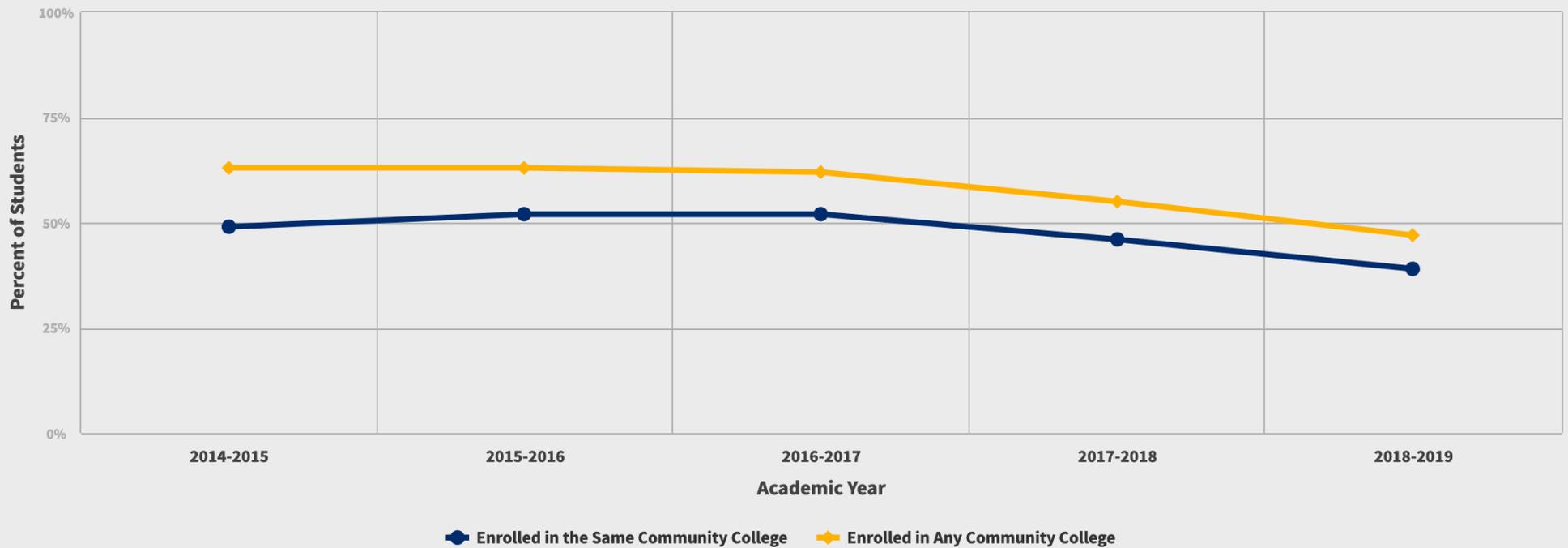
(Hover for Detailed Information)

Source: Open CCC Apply, CCC Apply International, Chancellor's Office Management Information System

Technical Definition

PCCD Applicant to Enrolled

All Applicants Who Enrolled in a Community College

Among all applicants who indicated an intent to enroll in the selected year, the proportion who enrolled in a community college in the selected year or in any subsequent year.
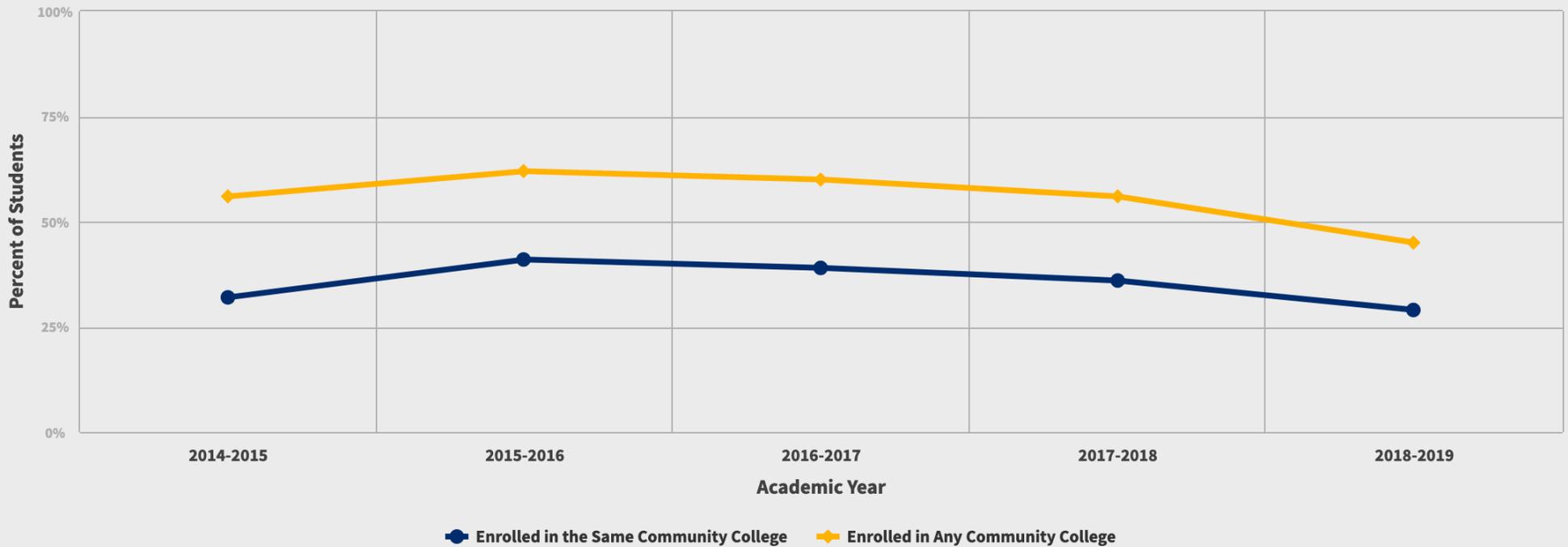
(Hover for Detailed Information)

Source: Open CCC Apply, CCC Apply International, Chancellor's Office Management Information System

Technical Definition

External Factors
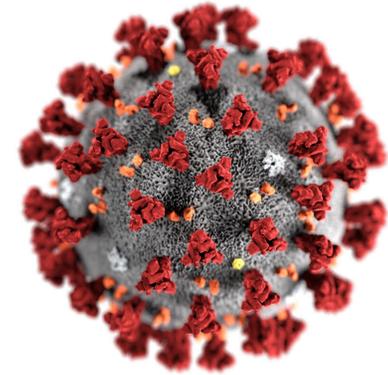
In the West, the headline in the *Los Angeles Times* was "UC's Record-Smashing Applications Put Long-Held Diversity Goals Within Reach." The story detailed the University of California's systemwide increase of 16 percent in applications. But it noted the Black applicants increased by 48 percent at both Berkeley and UCLA. Latinx applicants increased by 33 percent at UCLA and 36 percent at Berkeley. The University of California is test blind this year, meaning that it won't look at test scores in admissions.

Systemwide, applications from California Community College transfer students increased by 7.5%. UC applications also rose among students who are low-income and the first in their families to attend college, bucking a national decline in those groups.

PCCD Fall to Spring Persistence
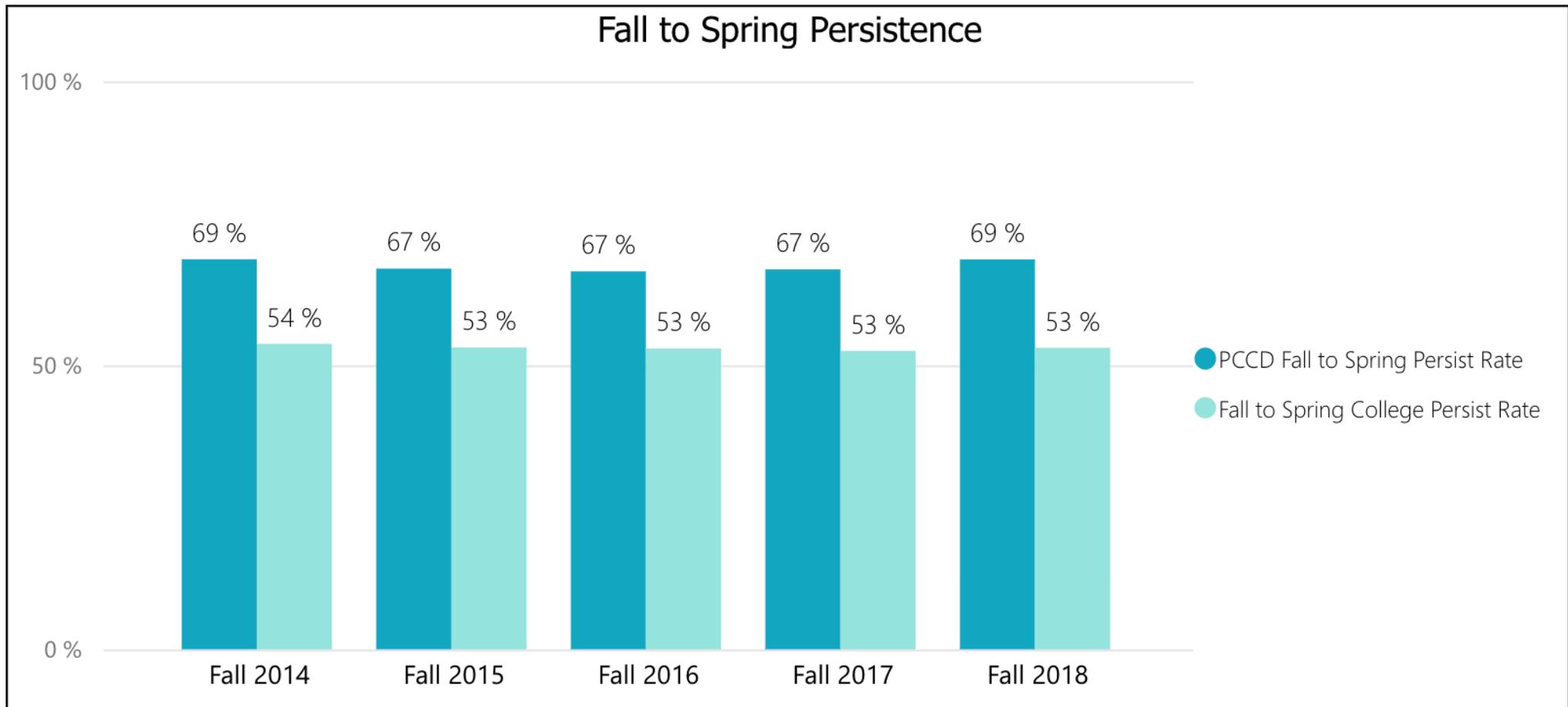
Statewide Fall to Spring Persistence

Retained from Fall to Spring

Among students in selected student journey, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution

● Retained from Fall to Spring at the Same College   ● Retained from Fall to Spring at Any Community College
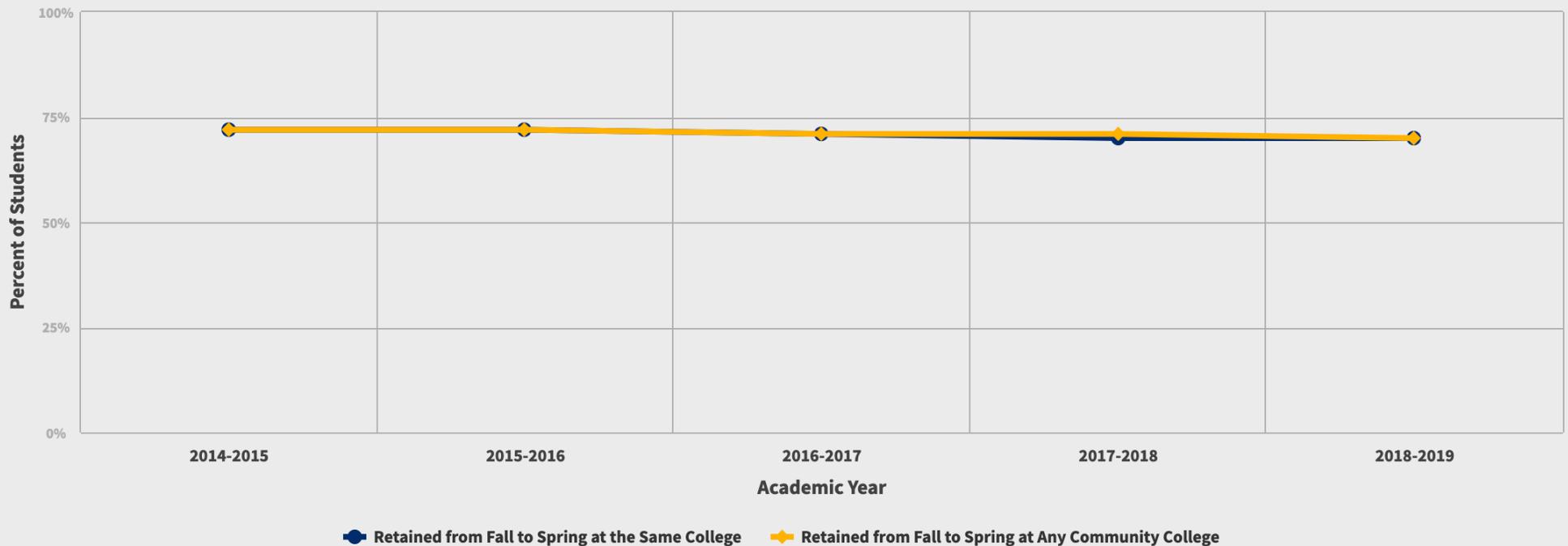
(Hover for Detailed Information)

Source: Chancellor's Office Management Information System

Technical Definition

PCCD Fall to Fall Persistence

Fall to Fall Persistence

	Fall 2015	Fall 2016	Fall 2017
PCCD Fall to Fall Persist Rate	48 %	50 %	49 %
Fall to Fall College Persist Rate	36 %	38 %	37 %
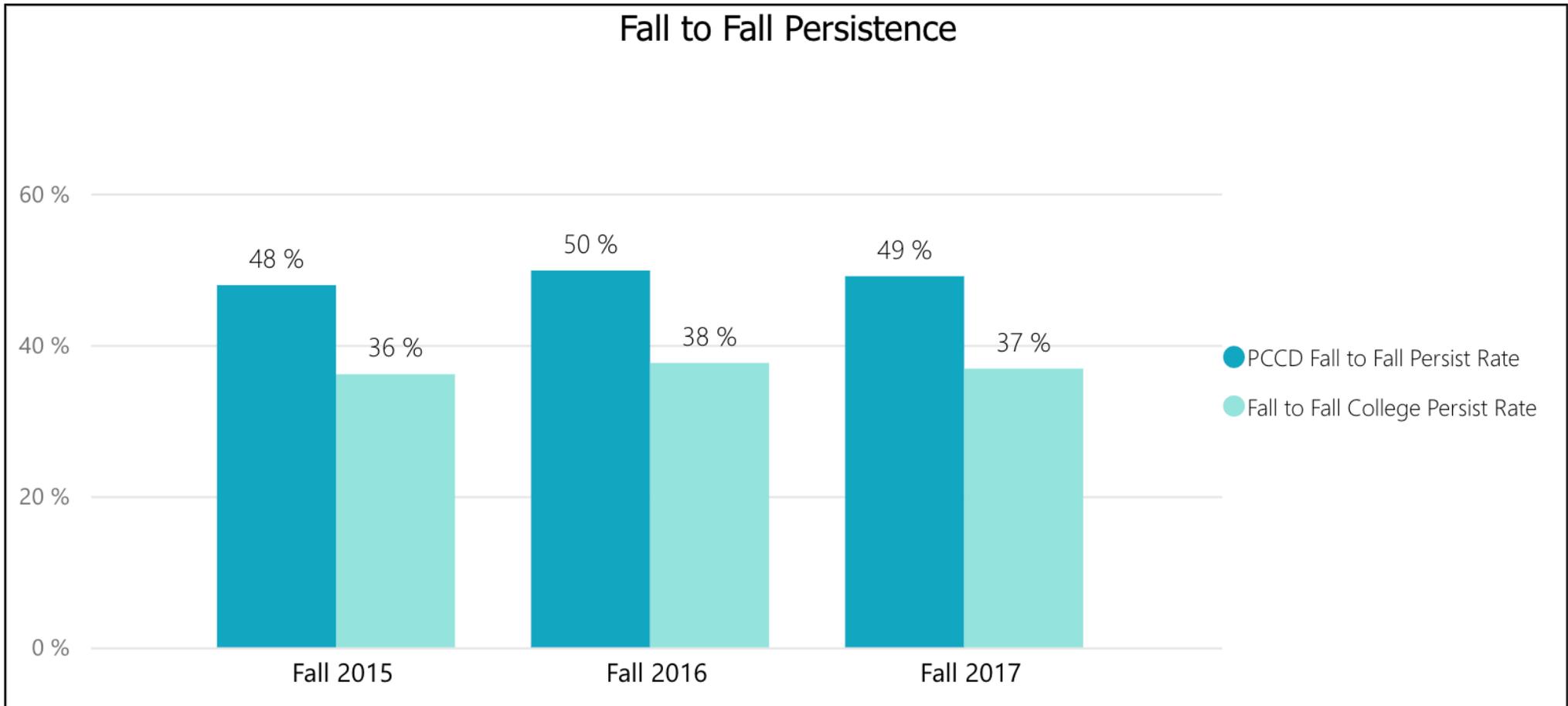
PCCD Transition Outcomes

Transitioned to Postsecondary or Earned an Award

Among students in selected student journey, the number of students who earned various types of awards in the selected year or attained apprenticeship journey status and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year
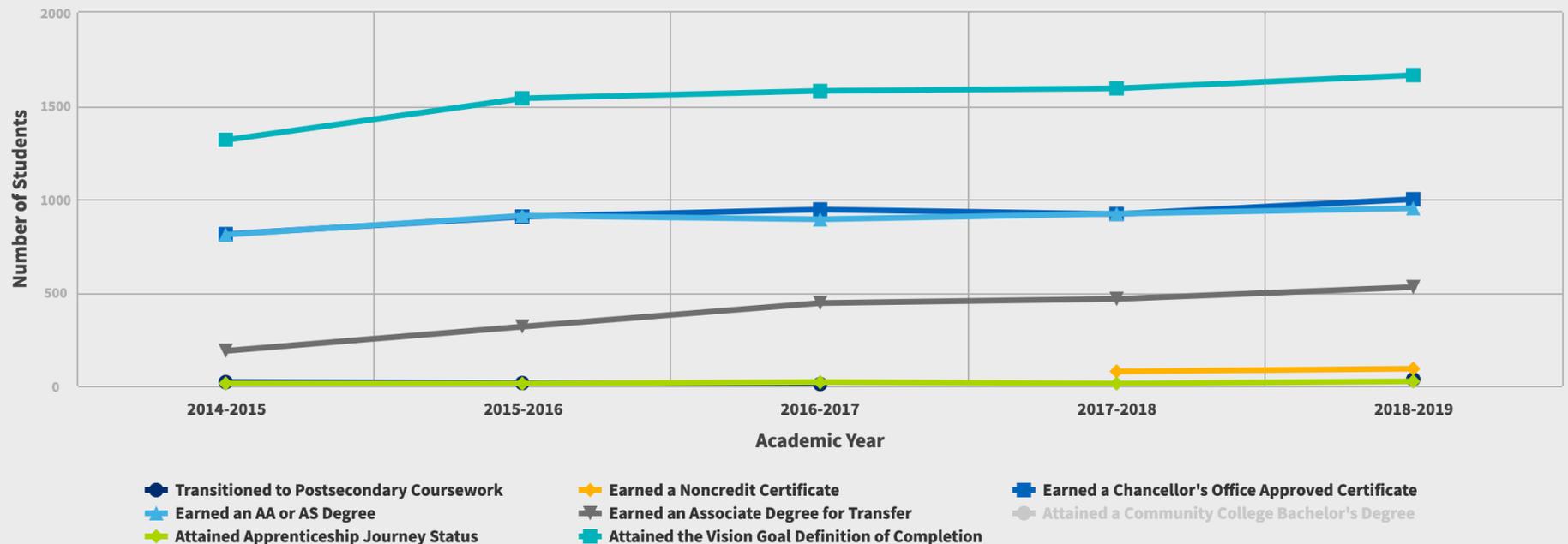
(Hover for Detailed Information)

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric.

Source: Chancellor's Office Management Information System

Technical Definition

The Competitive Landscape

Contra Costa Community College District

pathways to success

CONTRA COSTA COMMUNITY COLLEGE DISTRICT

RFQ # 4CD-85
COMPREHENSIVE ENROLLMENT RECOVERY PROGRAM
CONSULTANT SERVICES
REQUEST FOR QUALIFICATIONS

6.2   Budget

The project must not exceed an all-in total budget of $10,000,000.00 over three years. The proposed project budget must include CRM license and implementation costs, systems integration costs; web development and personalization costs; media costs; and all professional services fees. 4CD does not anticipate changing the LMS (Canvas), SIS (Ellucian Colleague), Data Visualization Platform (Tableau), case management tool (Starfish), Content Management Systems (OmniUpdate and Cascade), or Chatbot (Ocelot).

Enrollment Management Review

STRENGTHS & OPPORTUNITIES ANALYSIS

Strengths and Opportunities Analysis

Strengths ✚

Enrollment Management

- ❖ Some colleges have benefitted from having high-demand programs, offering more online courses (pre-COVID) than others, growing dual enrollment
- ❖ The District and all colleges have a SEM plan
- ❖ Most college SEM plans identified growth populations, which still appear to be relevant during COVID
- ❖ Many partnerships exist that provide potential pipelines of students (e.g., dual enrollment, EOSL classes to agencies)

Opportunities ➖

Enrollment Management

- ❖ Most SEM plans have minimal strategy details (e.g., an implementation pathway, timelines, deliverables, lead responsibility)
- ❖ Limited evidence to indicate the Student Centered Funding Formula is guiding enrollment strategies
- ❖ High turnover in key leadership positions causes frequent directional, policy, process, and practice changes and therefore, inhibits progress on many fronts
- ❖ Low yield rates possibly caused by soft applicant pools, the local economy, a disproportionate impact of COVID-related issues on the population served, residents moving due the cost of housing, and an enrollment process that is not student-friendly

Strengths and Opportunities Analysis

Strengths +

Marketing

- ❖ Transitioning to HubSpot for email, texting, and CMS
- ❖ Building mobile-friendly, ADA compliant websites
- ❖ Incorporating SEO best practices into the website redesign
- ❖ Using TV and radio stations to promote classes, feature students, and profile faculty
- ❖ YouTube channel has lots of viewers
- ❖ Social media channels in place and growing (e.g., enrollment, Zoom sessions/events, student and faculty spotlight posts)
- ❖ Digital marketing at Berkley

Opportunities −

Marketing

- ❖ The marketing budget has been flat or declining over the last five years
- ❖ Need resources for direct student marketing
- ❖ PIO positions at Laney and Berkley; Merritt and Alameda have a consultant
- ❖ Limited academic program marketing (e.g., website and social media posts)
- ❖ Need a dedicated website team (one per college or centralized at the District Office)
- ❖ The websites are not fully leveraged as a marketing tool
- ❖ No audience channels on some of the websites
- ❖ Limited calls to action on some of the websites

Strengths and Opportunities Analysis

Strengths ➕	Opportunities ➖
Marketing	**Marketing**
❖ Emphasis on districtwide brand consistency	❖ Some branded templates exist but more are needed
	❖ Current value proposition: free Chromebook and hotspot, California Promise, instructors who love to teach
	❖ Key messages: colleges are fully accredited
	❖ No virtual tours

Strengths and Opportunities Analysis

Strengths ✚

Prospective Student Communications

❖ Individual communications are customized and often include links to relevant information

Opportunities ➖

Prospective Student Communications

❖ Not capturing inquiries in a central database (HubSpot) for future cultivation (the exceptions are Berkley—Qualtrics and Merritt—Merritt Hub)

❖ There do not appear to be automated streams of communications (more ad hoc; for example, contacts to those who applied but have not enrolled)

❖ Limited frequency of communications

❖ No District contacts post application completion

❖ Most mass communications are process- or event-oriented; need more marketing- and relationship-oriented contacts

Strengths and Opportunities Analysis

Strengths ➕

Student Onboarding

- ❖ Extensive outreach by college recruiters, support programs, and some academic areas to high schools, adult schools, and community agencies (e.g., visits, Zoom sessions, presentations)
- ❖ Laney: Partnership with the Oakland Housing Authority
- ❖ Counselors mapping educational pathways
- ❖ Students receive an ID and access to the Passport portal when their application is uploaded
- ❖ General college and some program-specific orientations (online modules with competency-based assessment)
- ❖ Alameda: Onboarding services delivered in the high schools

Opportunities ➖

Student Onboarding

- ❖ Contact information is not systematically collected at outreach events (except through Merritt Hub and by Berkley and Laney but data are not in HubSpot or any centralized database)
- ❖ Need to routinely receive lists and follow up with students who fail to progress at any point during the onboarding process (e.g., those who create an Open CCC account but do not apply, application starters who never complete the application process, individuals who met with a counselor and/or completed the online orientation but did not enroll)
- ❖ No mechanism to identify applicant interest level

Strengths and Opportunities Analysis

Strengths ➕

Student Onboarding

- ❖ Laney: Enrollment how-to videos (links included in email responses, on the A&R and Steps to Enrolling web pages)
- ❖ Multiple measures exist for first term course placement using high school grades, GPAs, and courses taken
- ❖ Most holds are designed to identify and address student issues and/or force an interaction with a counselor
- ❖ Student ambassadors call prospects who applied but have not enrolled, assist with live chats, and help students with a variety of processes (e.g., selecting class sections, accessing email accounts, accessing Canvas)
- ❖ Programs provide onboarding support for special populations (e.g., Latinx students, formerly incarcerated students)

Opportunities ➖

Student Onboarding

- ❖ Sometimes difficult to get an appointment with a counselor
- ❖ Cannot schedule a counselor appointment in Passport
- ❖ Given the student data available via the CCC Applications, why is a separate self-placement questionnaire necessary
- ❖ Students are not notified when a hold is placed on their account (e.g., residency, duplicate record)
- ❖ Alameda has how-to videos but they are buried on the website
- ❖ No Passport how-to video except on the PCCD website and at Laney

Enrollment How-To Videos

The Welcome Center has created these videos to help new and returning students with the enrollment process. We hope that you find these videos helpful! If you need further assistance, contact the Welcome Center (510) 464-3540.

More videos to come.

WELCOME CENTER

Welcome Center Home

Archive

Contacts

Events

High School Concurrent Enrollment Webinar

Request A Zoom Enrollment Appointment

Enrollment How-To Videos

How to create an OpenCCC account
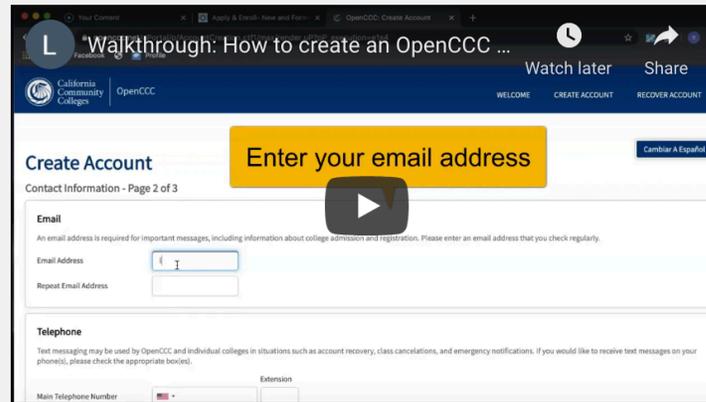
How to apply to Laney College
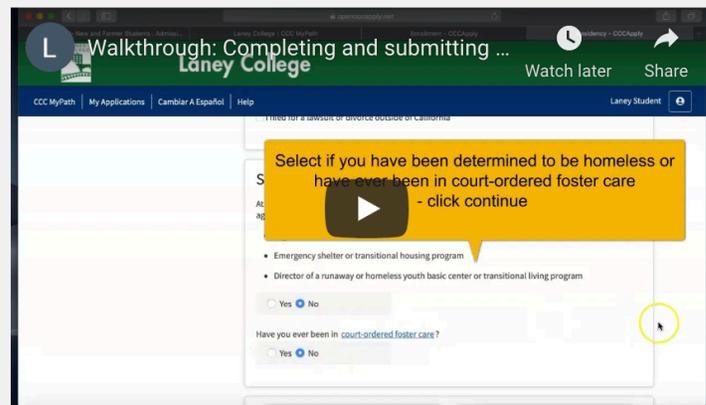
SPRING 2021 ENROLLMENT PACKAGE

LAST DAY TO ADD CLASSES

Strengths and Opportunities Analysis

Strengths ➕

Student Onboarding

- ❖ Berkley has developed a semi-automated process for prerequisite checking
- ❖ Adult student transition liaisons exist at the colleges
- ❖ College Promise counselors facilitate student transitions from dual and concurrent enrollment into credit programs

Opportunities ➖

Student Onboarding

- ❖ Prerequisites manually cleared by counselors and waivers must be submitted to the campus where the course is being taken; should be automated in PeopleSoft

Strengths and Opportunities Analysis

Strengths ➕

Customer Service

- ❖ Caring, student-centered people
- ❖ Commitment to equity and social justice
- ❖ Special populations receive extensive personal attention and support
- ❖ Virtual services align with most on-campus services and transactions and include portal services, live chats, interactive Zoom sessions, webinars, how-to videos, virtual recruitment events, etc.
- ❖ Student focus groups, surveys, and/or program reviews are completed to identify process challenges, service gaps, and program improvements
- ❖ The Welcome Centers help students navigate Passport, complete FAFSAs, assist with registration, provide language translation, etc.

Opportunities ➖

Customer Service

- ❖ Limited new staff onboarding and sporadic training thereafter (Exemplar: Gateway program at Laney); no Districtwide systematic training
- ❖ Old job descriptions that do not reflect current responsibilities or service expectations
- ❖ Lack of procedural documentation in some areas
- ❖ Lack of common service standards within or across colleges
- ❖ Some schools and departments have AI Q&A tools
- ❖ Some self-identified student problems are complex and require time to research and resolve while the student waits
- ❖ Students struggle to find information and forms on the website, including who to contact for what

Strengths and Opportunities Analysis

Strengths ➕

Customer Service

- ❖ The Merritt Hub and Laney Virtual Campus represent a one-stop for student resources
- ❖ Service areas have service outcomes, which are assessed routinely
- ❖ Extensive use of student ambassadors to support service delivery (e.g., live chats, navigating processes and forms, presence at events, language translation, peer mentoring); they receive ongoing training and some monitoring
- ❖ Campuses provide both transactional and relational services

Opportunities ➖

Customer Service

- ❖ All forms should be available in Passport to be completed online; no more PDFs, Adobe Sign, etc.
- ❖ Many students experience difficulty navigating the portal and getting into Canvas (requires the student email address)
- ❖ Many service providers do not have access to Cranium Café yet
- ❖ Would benefit from process mapping and reengineering, possibly across colleges
- ❖ District process, policy, and system changes are often not communicated effectively to college personnel—even though they have responsibility for implementation; no intentional rollout, training, or written procedures (e.g., PeopleSoft 9.2)

Strengths and Opportunities Analysis

Strengths ✚

Admissions & Records

- ❖ Dedicated, hard working staff
- ❖ Have remote access to PeopleSoft
- ❖ Operational organization is sound
- ❖ Alameda is committed to 24-48 hour response to student inquiries

Opportunities ➖

Admissions & Records

- ❖ Moving to online transfer credit evaluations and degree audits but requires enormous amounts of data entry (no document imaging and no backfilling of positions)
- ❖ Often the District responds faster and with more accurate information than the colleges to student inquiries
- ❖ Districtwide procedures are implemented differently by the colleges
- ❖ College A&R staffing levels may not reflect their enrollments or processing volume (e.g., 1 person to do residency)
- ❖ No welcome message to stop-outs with details of how to re-enroll or indication that they must use their existing password (except Alameda)

Strengths and Opportunities Analysis

Strengths ✚

Admissions & Records

Opportunities ➖

Admissions & Records

- ❖ Student completes the CCC application and then a college enrollment form (exception Alameda)
- ❖ Cannot identify students who started but have not completed the application process
- ❖ Delays in issuing Student ID #s, and students claim they never received one
- ❖ Host Express Registrations/Super Saturdays (in-person and virtually) but varying degrees of success with virtual events (event promotion?)
- ❖ Need the authority to change linked classes
- ❖ Faculty response to submitting Census roasters and grade changes is often slow

Strengths and Opportunities Analysis

Strengths +

Financial Aid

- ❖ Some automated awarding processes (e.g., Pell, SEOG) via batch processes run at the District Office
- ❖ FA presentations are delivered at outreach events, on-campus workshops, Zoom sessions, and in classrooms
- ❖ Hosted FAFSA days when the campuses were open—now done through Zoom with screen sharing
- ❖ Laney: FA open houses with labs and presentations for the Oakland Housing Authority
- ❖ Emails and text messages to prompt FAFSA, verification, etc. completion
- ❖ Online live chat to support students

Opportunities −

Financial Aid

- ❖ Need more packaging automation
- ❖ First aid awards for fall term are disseminated very late (June-July) due to system setup/testing delays
- ❖ Only .5 IT/FA person at the District to support PeopleSoft awards setup
- ❖ Need additional proactive communications with future students to prevent problems and promote progression through the FA process
- ❖ Need to expand financial literacy efforts
- ❖ No institutional budget for emergency aid (funded by Project Success)

Strengths and Opportunities Analysis

Strengths +

Financial Aid

- ❖ Only federally selected students and those with rare cases are identified for verification
- ❖ District notification to students on SAP with appeal information
- ❖ Alameda monitors SAP progress to determine if appeal-approved students are meeting the requirements stated in the letter they receive, and the College takes appropriate action to intervene with the students
- ❖ Alameda: Auto response email informing students when they should expect action

Opportunities −

Financial Aid

- ❖ Students often do not realize how dropping classes will impact SAP
- ❖ Most SAP appeals are approved; could more proactively encourage students to submit an appeal
- ❖ SAP appeal-approved students are RECOMMENDED to take advantage of an academic recovery/updated education plan and related supports at Berkley and Merritt, and Laney has no systematic supports for these students

Strengths and Opportunities Analysis

Strengths ✚

Student Payments

❖ Viewing financial assistance through an equity lens

❖ Financial aid awards and bills are available for viewing on Passport but no snapshot of net cost after financial aid is applied

Opportunities ➖

Student Payments

❖ No communication to students indicating the bill is ready for review in Passport

❖ Not monitoring student views in Passport to proactively reach out to student who have not accessed their bill

❖ No mailed or emailed bills

❖ Issues with online payment (multiple payments, payment screens freeze, browser issues); students not notified

❖ Not cancelling registrations for non-payment, and students can register for the next semester with a prior account balance (District policy)

❖ Withdrawn students have to request a refund

Strengths and Opportunities Analysis

Strengths ➕

Program Innovations

- ❖ Robust, data-informed program review process
- ❖ Program reviews are being used in a variety of ways across the colleges (e.g., to identify needed program changes, programs for discontinuation, and resource allocations)
- ❖ Center for Excellence data used to determine new program viability
- ❖ Laney: Working to offer full evening programs and exploring 8-week classes
- ❖ Alameda: Intersessions, late start 8-week classes, different length summer sessions, and CE reducing the hours required for some non-credit certificates
- ❖ The shift to online delivery due to COVID will likely result in more instructional delivery options for students post-COVID

Opportunities ➖

Program Innovations

- ❖ Program review templates have limited customization—constricting the focus on institutional priorities
- ❖ The District curriculum governance group (CIPD) can present roadblocks to program innovations
- ❖ Need to survey potential students in the service region to identify demand for new and existing programs and analyze CCC Apply data
- ❖ Difficult to mount new programs (e.g., lack of resources, already offered at another PCCD college, protracted process)
- ❖ No structured marketing plan for new program rollouts but in some cases, tapping into potential student pipelines

New Program Ideation-to-Market
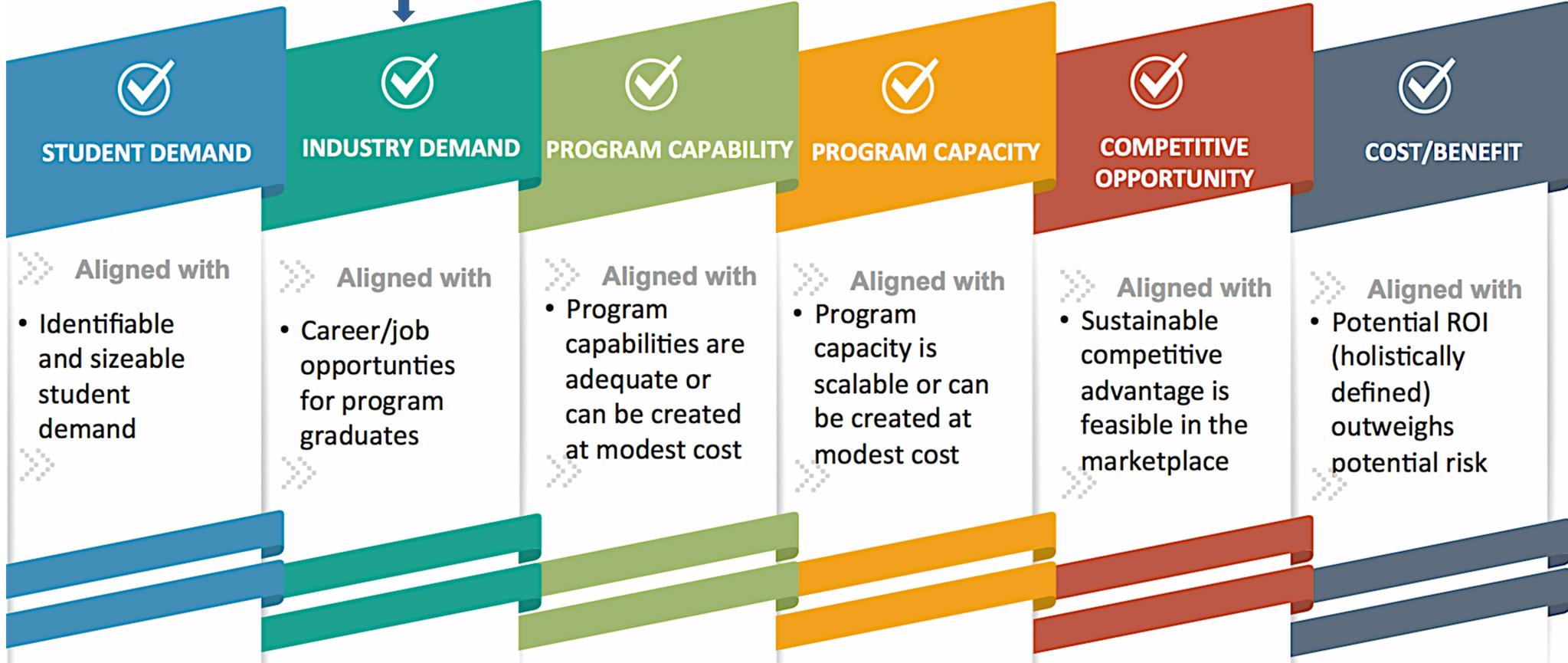
The Role of Faculty in SEM

Product/Experience

❖ Program alignment with market demand

❖ Instructional delivery modalities and scheduling aligned with student preferences and learning styles

❖ Credential pathways (e.g., stackable credentials, micro credentials)

Teaching & Learning

❖ Curriculum relevance and alignment with employment demands and student goals (new courses and programs)

❖ Consistently improve pedagogy

❖ Active and collaborative learning pedagogy to foster student engagement

❖ Experiential learning opportunities

❖ Utilization of required course materials

The Role of Faculty in SEM

Promotion

- ❖ Program content experts
- ❖ Learner outcomes
- ❖ Student and alumni success stories
- ❖ Influence "word-of-mouth" promotion

Recruitment

- ❖ Prospective student connections/ relationships
- ❖ Participation in yield events
- ❖ Create test-drive opportunities
- ❖ Post-admit contacts
- ❖ Re-recruit stop-outs

The Role of Faculty in SEM

Student Success

- Personalizing the experience
- Early academic feedback
- Risk identification
- Knowledge of student services and supports
- Proactive referrals to supports
- Frequent faculty/student interactions, especially in online courses
- Assess equity and other data with APUs and PR and shift pedagogy to improve student success

Student Success

- A welcoming and inclusive classroom environment
- Take attendance
- Foster academic and social integration
- Timely turnaround (e.g., Census rosters, grades)
- Effective, holistic advising practices
- Academic mentoring
- Career and advanced education coaching

Strengths and Opportunities Analysis

Strengths ➕
Scheduling
❖ District block scheduling deployed related to pathways for degree completion
❖ Have created 2-year program maps

Opportunities ➖
Scheduling
❖ The degree audit is not functional yet and should allow schedulers to analyze what courses have been completed by program students, what is still needed to complete a credential, and what corresponding classes are available
❖ Some colleges have not studied space/seat capacity in recent years
❖ POST system is not up-to-date, not enough training on how to use the system, not user-friendly, and consequently, most chairs are not using POST

Strengths and Opportunities Analysis

Strengths ➕	Opportunities ➖

Scheduling

❖ Spread the schedule more evenly across colleges to reduce the duplication of classes offered at the same time

Scheduling

❖ Currently, no single scheduling system to manage faculty loads, personnel action forms, stipends, etc. and reduce manual data entry

❖ The curriculum management and scheduling systems are not linked, so related data must be entered manually—creating the conditions for data entry errors to occur

❖ PCCD colleges are often competing for course enrollments and coordination could be improved (e.g., combining two or more low enrollment classes)

❖ If even one student on a class waitlist has a hold, it prevents others who are lower on the waitlist from enrolling in that class

Scheduling

1 - Time vs Day Matrix

Time	Sun	Mon	Tue	Wed	Thu	Fri	Sat
02:00 AM			1		2		
06:00 AM		3	3	3	3	2	
07:00 AM		13	9	11	8	3	
08:00 AM	1	51	43	52	48	15	16
09:00 AM	1	102	104	104	100	60	29
10:00 AM		85	91	89	84	18	10
11:00 AM		66	65	66	63	16	10
12:00 PM		40	14	46	19	10	9
01:00 PM	2	107	144	110	135	33	8
02:00 PM		43	49	47	47	8	4
03:00 PM		56	48	52	47	14	
04:00 PM		22	33	26	28	9	
05:00 PM		26	25	23	26	5	
06:00 PM		108	111	112	100	13	
07:00 PM		48	49	47	50	10	
08:00 PM		16	19	14	17	2	
10:00 PM		250	12	4	1	1	4
Total	2	870	66	671	640	178	58

❖ Scheduling driven by student demand or instructor preference?

❖ Use of enrollment trend data, fill rates, and waitlists to determine student demand but no predictive modeling.

❖ Pre-COVID the POST scheduling tool was being used to coordinate course scheduling across colleges and tweak schedules.

Strengths and Opportunities Analysis

Strengths ✚

International Student Enrollment

- ❖ Excellent staff and distribution of responsibilities
- ❖ Local partnerships with English language programs
- ❖ Effective process of cultivating and supporting agents
- ❖ Group packaging of online classes delivered to students overseas
- ❖ International transcripts evaluated by WES
- ❖ Active recruitment of international student-athletes

Opportunities ➖

International Student Enrollment

- ❖ Budget has not changed in over a decade; no international funding model
- ❖ Limited number of international institution partnerships but a number exist with agencies
- ❖ Collaboration with local high profile universities (including transfer pathways and 2+2 programs) but should explore affinity marketing opportunities
- ❖ Continuously improving the website but need assistance with SEO
- ❖ International students must have up to 4 different login credentials
- ❖ Some manual tasks (e.g., student profiles, outreach for missing documents) could be automated

Strengths and Opportunities Analysis

Strengths ✚

International Student Enrollment

- ❖ Guided self-placement for English
- ❖ Education plans and registration facilitated by counselors
- ❖ International online orientation in Canvas with competency-based quizzes
- ❖ Welcome Day focused on relational connections, critical information, intercultural communications, and Q&A
- ❖ A variety of workshops and routine communications intended to foster student retention and success
- ❖ International program managers who monitor student progression and support student success through an array of supports, communications, and interventions

Opportunities ➖

International Student Enrollment

- ❖ Multiple contacts following up on missing documents (emails and calls to agents) but no text messaging; an estimated 25% - 40% of students start but never complete the application process
- ❖ May benefit from using Cranium Café
- ❖ Contact students to coordinate arrival but need to explore expanding arrival services (e.g., airport pickup, enhanced housing information and assistance)
- ❖ No means of identifying international student risk factors

Strengths and Opportunities Analysis

Strengths ➕

Student Success

- ❖ Student-centered programs, supports, and staff
- ❖ Equity Plan and Vision for Success provide direction for student success initiatives
- ❖ A good balance exists between prevention, intervention, and recovery retention strategies
- ❖ Numerous programs tailored to support high-risk populations and address equity achievement gaps (e.g., learning communities, EOPS, Next Steps)
- ❖ Student goals are collected, stored in PeopleSoft and used in counseling sessions to develop education plans and in some cases, for SAP recovery
- ❖ Alameda: New Equity & Assess position and new call center focused on retention

Opportunities ➖

Student Success

- ❖ Most colleges do not have a lead retention champion
- ❖ Limited integration of student success efforts across programs and organizational boundaries except at Alameda
- ❖ Student goals are not leveraged in communications to current students
- ❖ Need more proactive communications
- ❖ Starfish was not successfully implemented (mostly a training and faculty adoption issue); considering PeopleSoft retention module and Cranium Café
- ❖ Interventions are all manual without a system like Starfish
- ❖ No system trigger indicating a student has dropped a class

Strengths and Opportunities Analysis

Strengths ✚

Student Success

- ❖ Many strategies to support students impacted by AB 705 have been effective (e.g., supports for English and math)
- ❖ Expansion of online services and supports during COVID
- ❖ Addressing a range of financial insecurities (e.g., zero/low cost textbooks, transportation resources, food support, supply cards, free Chromebooks and hotspots, emergency funds, job opportunities through CalWORKS)
- ❖ Free legal services for undocumented students
- ❖ Learning Resource Centers provide a one-stop for many supports (e.g., tutoring)
- ❖ EOSL counselors, tutors, and others embedded in classes

Opportunities ➖

Student Success

- ❖ Need a comprehensive strategy to re-recruit stop-outs, including leveraging the degree audit module once implemented (e.g., calling Gateway stop-outs, texting ROCK stop-outs with resources supports, Alameda sends a welcome back message)

Strengths and Opportunities Analysis

Strengths ✚	Opportunities ━
Data and Research	**Data and Research**
❖ Hired researchers for each of the colleges	❖ Conversations about data governance elements but no formal structure
❖ District team tenacity with many organizational changes	❖ Data integrity issues = distrust in the data (e.g., timing of data refreshes, limited system capabilities, lack of common data definitions)
❖ Capacity data exist at the program level	❖ Other than data for program reviews few people are using Power BI; reasons include lack of time, unsure of how to navigate the system, and perceived inability to interpret the data
❖ Using productivity data	
❖ Have conducted a swirl analysis	❖ District IR has not been asked to provide data or research regarding new program possibilities
	❖ Funnel enrollment reports do not exist
	❖ Not tracking partial applications
	❖ Only Laney is parsing student cohort data for tracking, outreach, and interventions

Strengths and Opportunities Analysis

Strengths ➕

Data and Research

- ❖ Robust BI dashboards
- ❖ Developed 15+ new data dashboards
- ❖ Made data dashboards available to all as a response to faculty requests for transparency
- ❖ Produce timely State reporting

Opportunities ➖

Data and Research

- ❖ Limited attrition causation research with the exception of some analysis through CE, student surveys, and focus groups
- ❖ Not tracking student stated goals to determine if they achieved said goals (except transfer and degree students at Alameda)
- ❖ Should survey students when they drop classes after Census
- ❖ Student course evaluations every three years (by union contract) limit continuous improvement of teaching practices
- ❖ Administer the CSSE but not using findings to take corresponding actions (except at Berkley and Alameda)
- ❖ No market analysis/research other than demographic shifts

The Use of Data Analytics

❖ Access to the right data

❖ Collect the data

❖ Analyze the data

❖ Identify implications of the data

❖ Take action

Enrollment Analyst

Market Researcher

Strengths and Opportunities Analysis

Strengths ✚

Enabling Technologies
- ❖ Cranium Café (e.g., Laney using for counseling sessions)
- ❖ Ocelot AI chatbot at some colleges

Opportunities ➖

Enabling Technologies
- ❖ Many systems are not optimized, primarily due to a lack of staff training
- ❖ Many existing systems are not integrated and too many duplicative systems (e.g., HubSpot, Qualtrics, Salesforce)
- ❖ Behind in PeopleSoft upgrades and upgrades are not systematically coordinated across the colleges; no administrative oversight group with high-level college representation
- ❖ HubSpot CRM optimization
- ❖ No phone metrics; limited real-time contact with a person by phone

Strengths and Opportunities Analysis

Strengths ➕

Enabling Technologies

Opportunities ➖

Enabling Technologies

- ❖ Campus Logic is live but not fully implemented at the colleges
- ❖ Multiple student login credentials required (LDAP) and manual password resets often with delayed responses from PCCD's Help Desk
- ❖ Websites and Passport need to translated into multiple languages
- ❖ Passport "connection is not private" warning message

Enrollment Management Review

STRATEGIC OPPORTUNITIES

SO 1: Peralta Enrollment & Service Experience

CUSTOMER SERVICE

ROADMAP

PEOPLE

PROCESSES

INFORMATION

TECHNOLOGY

SERVICE STANDARDS

PCCD **GAP**

CURRENT STATE
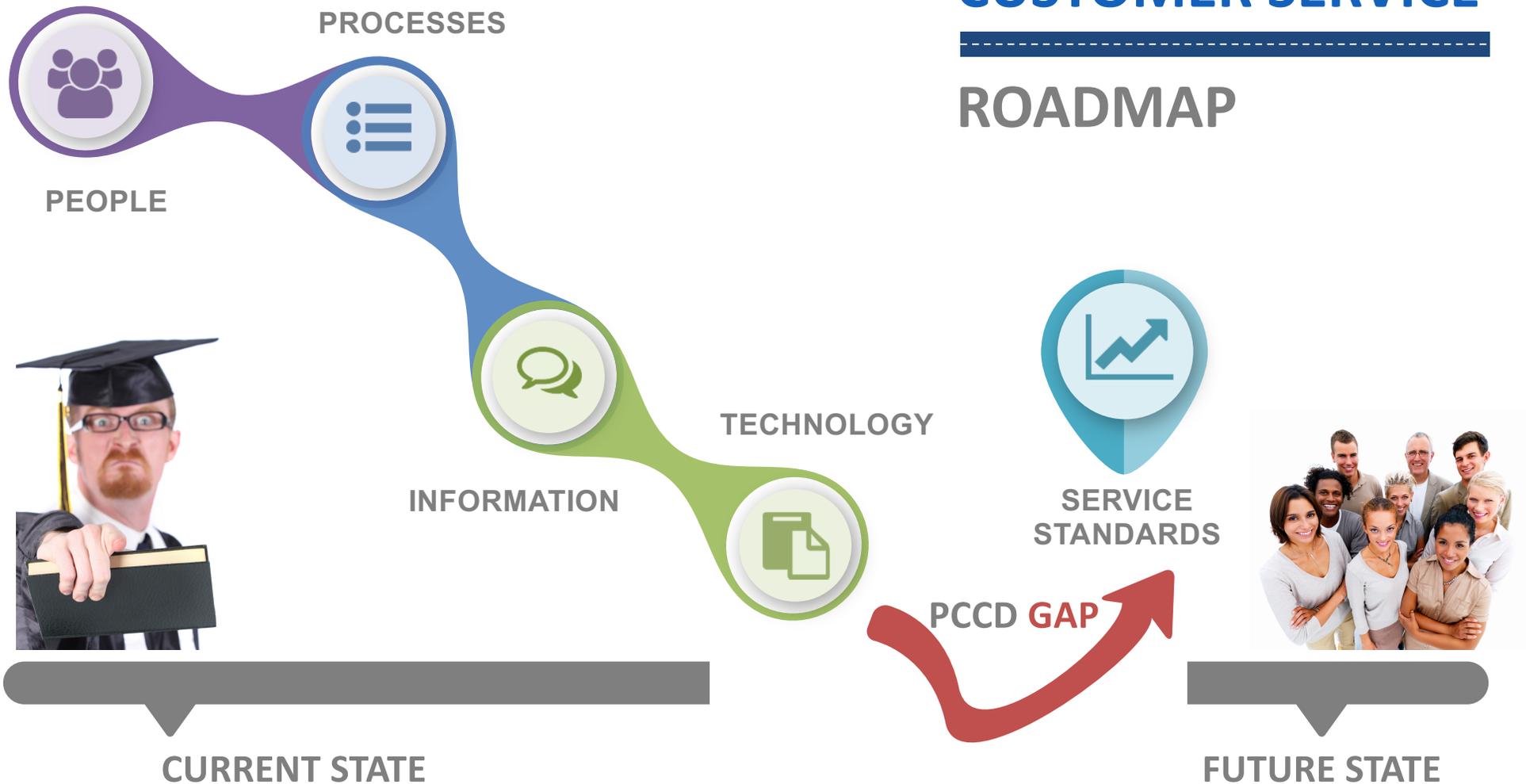
FUTURE STATE

Sample Promise
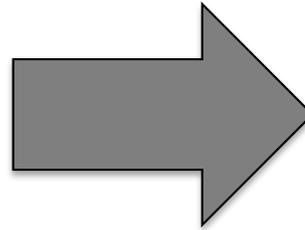
Empowering Futures

Service Philosophy
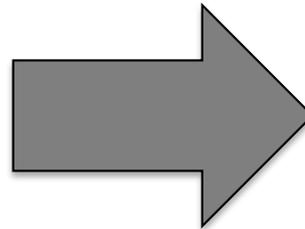
Every encounter with a student is a teachable moment to demonstrate how she can realize her future.

Service Standards

- ❖ Put the learner first in everything you do.
- ❖ Facilitate a student's journey toward self-discovery and success.
- ❖ Work diligently to remove barriers to empowering a student's future.
- ❖ Respect others regardless of their circumstances, perspectives, and backgrounds.
- ❖ Improve service efficiency and turnaround time, whenever possible.
- ❖ Always provide accurate and timely information.
- ❖ When providing a student service, go the extra mile—support her developmental needs.
- ❖ Be proactive.

Contact Center(s)

CoA CARES Call Center Annual Timeline/Activities				
Outreach/Retention/Completion Focused Activities Year Round				
Monthly	**Activity**	**2020-2021 Activities/Dates**	**Data**	**Notes**
January		January 2021	Actual Contacts/Follow up	
Week 1	*Zoom text* -Students enrolled Fall-not enrolled Spring			
	Zoom call- Students enrolled Fall- EW/W all classes/ Not enrolled Spring			
	Zoom text - students applied Spring but not enrolled			
	Zoom text - EOPS/CARE/CalWORKs/NextUp- Enrolled FA- not enrolled SP- Counseling Apt			
	Zoom call - students dropped- run daily call logs			
	Zoom call students- class cancelations (with class recommendations- provided by Instruction Deans)			
Week 2	*Zoom call* - Enrolled Spring, No FAFSA/Pell			
	Zoom call- Enrolled Spring, No Dream App			
	Zoom text - CoA Promise- SP Orientation/ 1st Counselor Apt Reminder			
	Zoom call- students dropped- -run daily call logs			
	Zoom call students- class cancelations (with class recommendations)			
	Zoom text / call- UMOJA outreach- all African Americans enrolled Fall & all enrolled Spring (exclude concurrent/dual)			
	Zoom text / call- Puente/ACCESO outreach- all Latinx enrolled Fall & all enrolled Spring (exclude concurrent/dual)			
		Call Center Launched January 19, 2021 (Week 3)		
Week 3/ Classes Begin	*Zoom call* students enrolled in 9-11 units- take 1 more class	Jan.19, 2021-CoA applied FA 2020 (District Wide)- not enrolled FA	5,800	
	Zoom call students- class cancelations (with class			

Leverage AI Technology
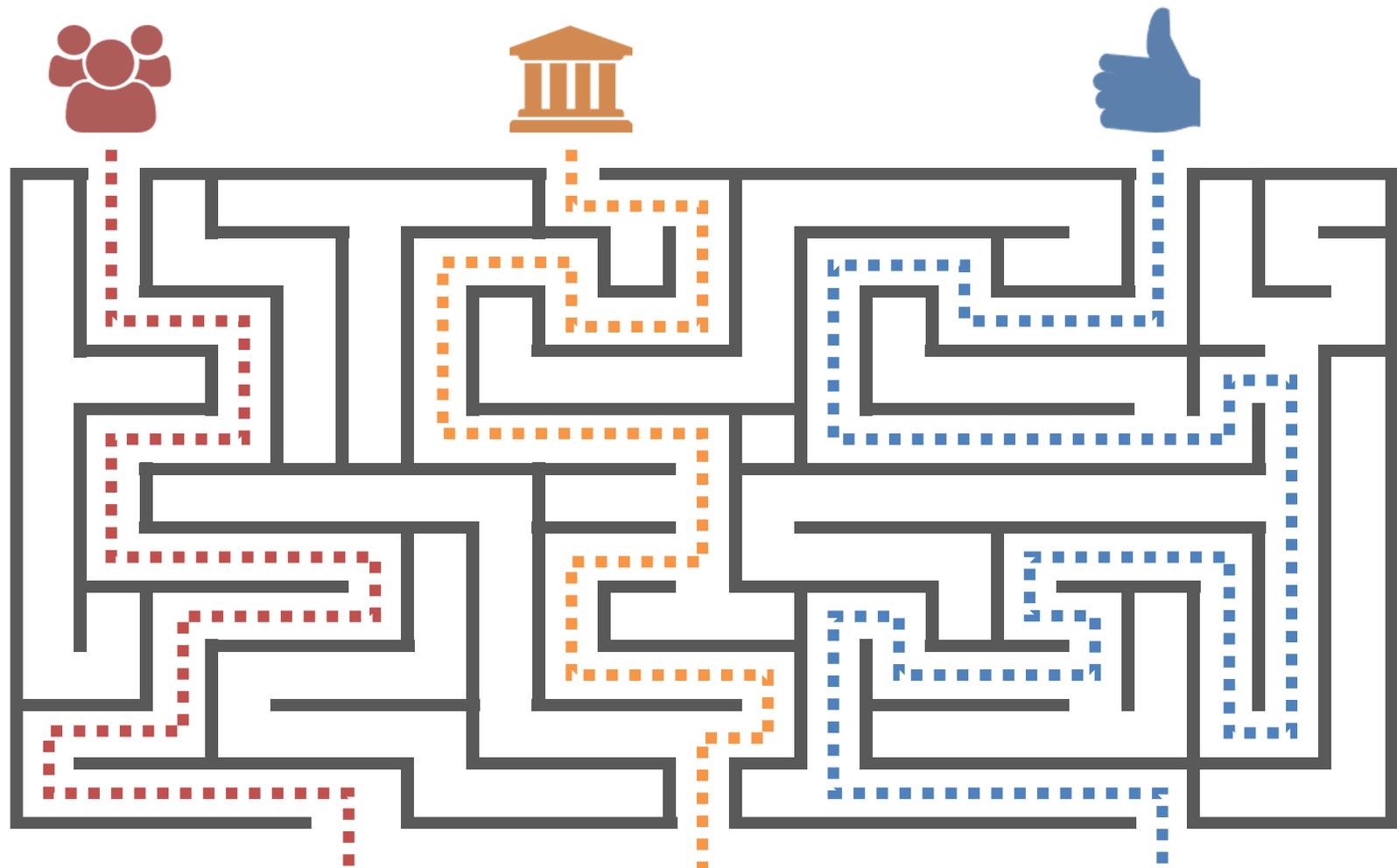
01 | BECOMING A STUDENT

1. Student ID email
2. College enrollment forms
3. Password reset
4. Processing turnaround time

02 | PAYING FOR COLLEGE

1. Timely FA awards
2. Seamless payment
3. Proactive communications

03 | GETTING INTO CLASSES

1. Counselor availability
2. Permission #s
3. Holds that add value
4. Canvas access

Operational Solutions

Admissions

- ❖ Staffing Levels?
- ❖ Process Automation
- ❖ Document Imaging

Financial Aid

- ❖ Staffing Levels?
- ❖ Technology Optimization
- ❖ Document Imaging
- ❖ Staff Training
- ❖ FA Communications

Payment

- ❖ Bill Communications
- ❖ Payment System
- ❖ Payment Incentives
- ❖ Automated Refunds

SO 2: Inquiry Capture & Prospect Cultivation

Website "Request Info" Form

Outreach Contact Forms

Digital & Social Media Responses

Expressed Interest

FROM

Inquiry Capture

TO

Increased Interest

1
2
3
4
5
6

Live Chat & Zoom Participants

FAFSA Submitters

Inbound Emails & Phone Calls

HubSpot
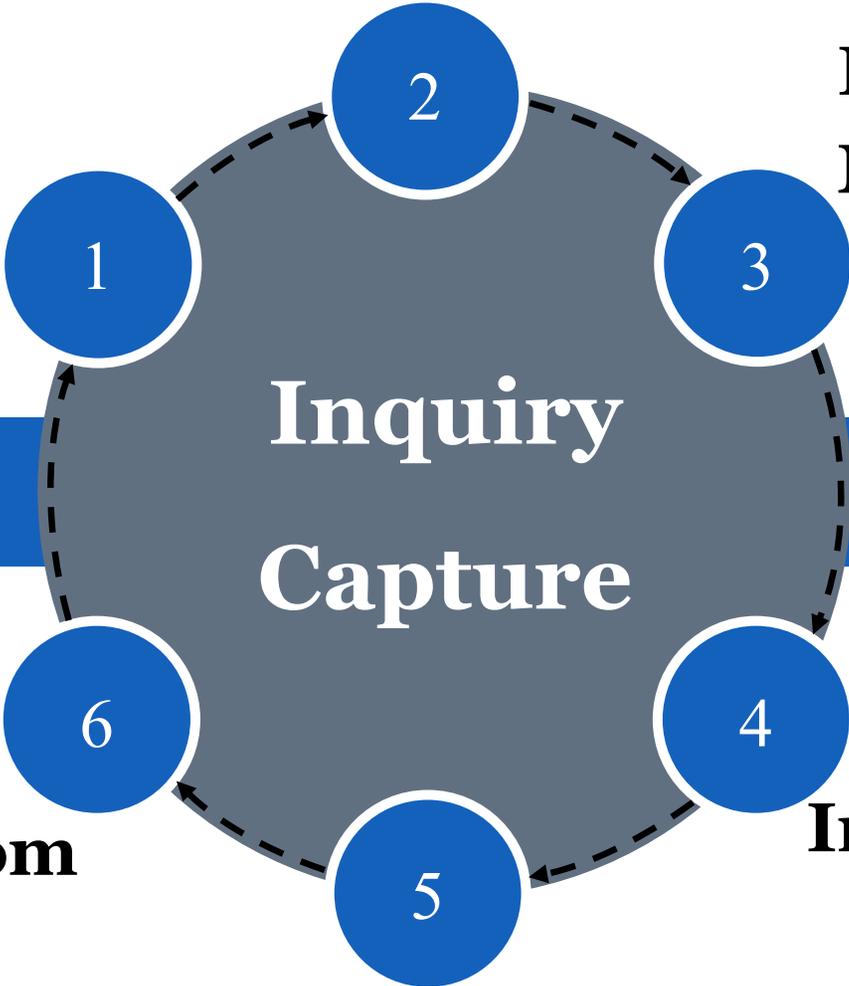
All-in-One Inbound Marketing Software for Your Entire Team

Blogging

Publish relevant, engaging, conversion-optimized content with tools that speed up creation, keep formatting consistent, and make it easy to optimize for search.

Landing Pages

Launch landing pages that look perfect across devices, add forms optimized for completion in one click, and automatically change content based on who's viewing your page.

Email

Create stunning email templates, automatically personalize subject lines and content for each recipient, and run A/B tests to improve open rates and clickthroughs.

Marketing Automation

Let your leads find their own path to purchase to close more deals. With marketing automation, you can use each lead's behavior to tailor emails, content, offers, and outreach at scale.

Lead Management

Access each contact's information and see every interaction you've already had. Use this data to create hyper-targeted campaigns that close more deals.

Analytics

Gain insight into your entire customer journey to see which marketing assets are working the hardest. Use multi-touch revenue attribution to show how marketing impacts the bottom line.

Partitioning

Separate all your marketing assets by team so every user has access to the right content.

Social Media

Monitor brand mentions and relevant conversations, track engagements automatically, and schedule your social posts to be published when the right people will see them.

SEO

Plan your content strategy around topics that will elevate your authority in search engines, get as-you-type optimization advice as you're creating content, and measure real SEO ROI with integrated analytics.

Calls-to-Action

Design CTAs visitors can't help but click, know who clicks which CTAs, and measure performance to optimize clickthrough rates over time.

Ads

Track the ROI of your Facebook, Instagram, LinkedIn, and Google advertising with precision, and stop struggling to justify your paid ad spend.

Salesforce Integration

Bi-directional sync with Salesforce means a record of every email open, CTA click, and form submission is at your fingertips. Use this data to score leads and create segmented lists.

Northeastern ILLINOIS UNIVERSITY

Top20
Reasons to Attend NEIU

You already know what makes Northeastern Illinois University special, but allow us to remind you. Here is just one of the reasons to come to NEIU. Look for more to arrive in your inbox in the coming weeks!

Professors

NEIU's professors reflect our diverse student population, and their passion for education. Our professors demonstrate a high level of scholarship and dedication. Our faculty will help you develop your critical thinking, adaptability and problem-solving skills —qualities employers seek.

Do you want to learn more about Northeastern? Create your own customized viewbook!

Are you interested in living on campus? The Nest offers anything you could want in student housing.

Get Started   **View Floor Plans**

Take the next step.
Apply to Northeastern Illinois University today!

Apply to NEIU!

Admissions | Financial Aid & Scholarship Opportunities | Academic Programs

---

Accreditation

You're in good hands at NEIU. Accredited by the Higher Learning Commission as well as other major- and program-specific accreditation bodies, Northeastern meets your high standards for a quality education.

Do you want to learn more about Northeastern? Create your own customized viewbook!

Are you interested in living on campus? The Nest offers anything you could want in student housing.

Get Started   **View Floor Plans**

Multiple locations

NEIU's Main Campus is nestled in a quiet residential neighborhood on the Northwest Side of Chicago, with other locations in the city. Check out El Centro in Avondale or the Jacob H. Carruthers Center for Inner City Studies in Bronzeville, and take advantage of our connections to explore the cultural and professional opportunities Chicago has to offer.

Do you want to learn more about Northeastern? Create your own customized viewbook!

Are you interested in living on campus? The Nest offers anything you could want in student housing.

Get Started   **View Floor Plans**

Integrated Comm Plan

Enrollment Stages
- Prospect
- Inquiry
- Applicant
- Admit
- Confirmed

Communications
- Description
- Objective
- Effectiveness Measure
- Target Audience

Marketing Strategy

Recruitment Strategy

Implementation
- Delivery Methods
- Timeline
- Action Items
- Lead Responsibility

SO 3: Website Enhancements

- ❖ Marketing-oriented external focus
- ❖ Visual impact
- ❖ Responsive design
- ❖ Value proposition
- ❖ Selling points
- ❖ Audience segmentation and relevance
- ❖ Audience engagement
- ❖ Calls to action

Value Proposition Elements
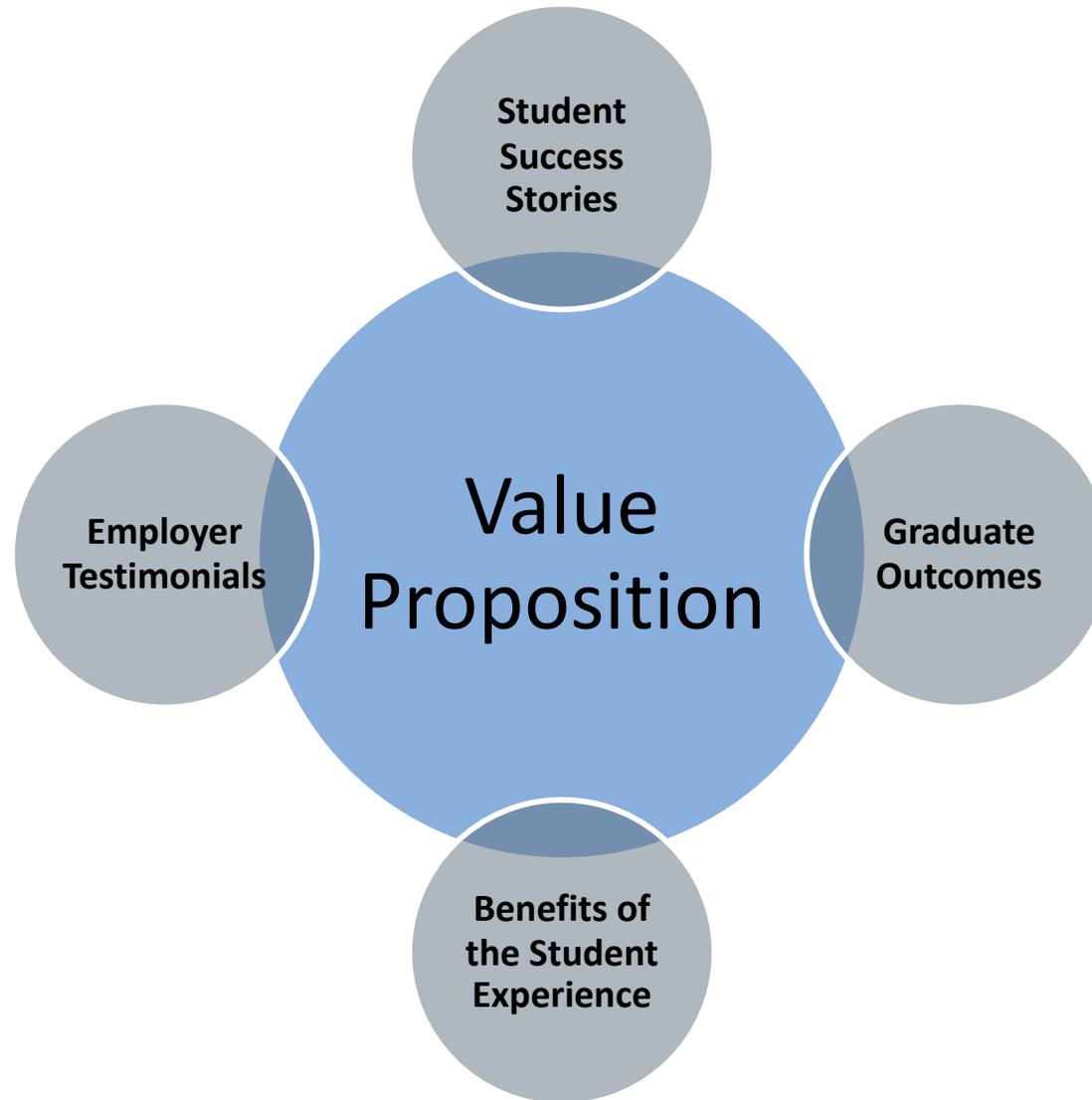
How Educational Consumers Calculate ROI
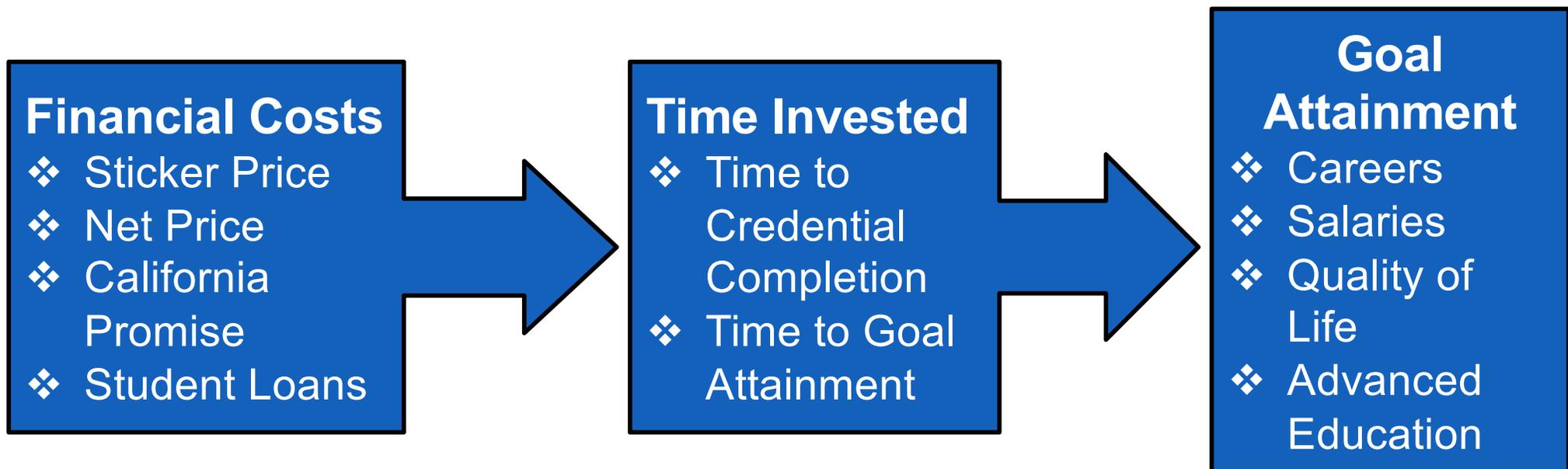
Financial Costs
- ❖ Sticker Price
- ❖ Net Price
- ❖ California Promise
- ❖ Student Loans

Time Invested
- ❖ Time to Credential Completion
- ❖ Time to Goal Attainment

Goal Attainment
- ❖ Careers
- ❖ Salaries
- ❖ Quality of Life
- ❖ Advanced Education

Value Proposition

At Vaughn, you'll g... ...e a part of the next generation that ...aviation.

...UGHN

Selling Points

- ❖ Employment opportunities for graduates
- ❖ Preparation for a chosen career and/or university study
- ❖ Quality of program
- ❖ Quality of faculty
- ❖ Hands-on learning experiences
- ❖ Program offered
- ❖ Cost/loans/availability of scholarships
- ❖ Convenience
- ❖ Flexible learning options

Why Laney

Here are a few of the reasons why Laney is a better choice than other institutions:

Laney is Affordable – California residents pay only **$46 per credit hour**! That means that one 3-unit class, only costs you $138. Private institutions and even bigger state schools are more expensive which means you have to work harder to afford the tuition or need to take out larger student loans.

Laney Offers Strong Programs – So what do you want to be when you grow up? A lawyer, computer scientist, or business man or woman? At Laney you can take courses that are transferrable to four-year institutions like University of California, Davis (or any other UC) or to San Francisco State University (or another CSU). Laney can set your foundation for what you want your career to be!

If you're interested in other career paths, then check out our Career Technical Education (CTE) programs. Do you want to be an electrician, carpenter, machinist, chef, or cosmetologist? If your answer is "Yeah!" then search no more! Laney offers the strongest CTE programs in the East Bay. Click here for a list of the degrees and certificates offered at Laney.

Laney is Convenient – Our campus is a few steps away from the Lake Merritt BART Station so getting to class is a breeze! Also, if you work in downtown Oakland, you can choose to walk or ride your bike to school.

Why Choose Merritt

Merritt College opened its doors nearly 60 years ago and today remains the heart of a thriving, diverse community where students of all ages and backgrounds can get a quality education at a very affordable price. Whether you want to get an associate degree, transfer to a four-year college or university, update your job skills, find a new career, or take a class just for personal enrichment, Merritt College is the place to be.

Cost: As a community college, Merritt provides college-level education at a fraction of the cost of four-year or private university. At only $46 per unit, a full time student spends only $552 in tuition costs for the entire semester. (Books and supplies not included).

Variety of majors: Merritt offers a wide array of certificates, associate degrees, and transfer courses that you can choose from to design a career. Some of our most sought-after programs are nursing, radiology, nutrition, microscopy, administration of justice, child development, paralegal studies, and much more.

Flexibility: We have morning and evening course offerings to accommodate your schedule as well as online courses.

Academic Support: Our Learning Center provides a quiet place to study, tutoring services to support your academic needs, and dozens of computers for you to make sure you can complete your homework assignments.

Quality of Education: Our certificate and AA degree programs train you in the skills necessary to be competitive in today's job market. Our transfer courses are recognized by all public and private universities.

Student Services: Our Admissions Office will help you resolve problems related to enrollment and our Financial Aid Office will help you with issues related to federal and state grants to finance your education. You may also use our Counseling services to explore your academic and career pathways. Additional support programs are available, including the Extended Opportunity Program & Services for first-generation college attendees with a low income, Disabled Student Services for individuals needing accommodations for disabilities, and MerrittWorks for CalWorks recipients. Many other programs are available as well to meet the needs of all students.

Audience Segmentation & Relevance

COVID UPDATES   PROGRAMS   ACADEMICS   ADMISSIONS   'VILLE LIFE   ABOUT   LINKS FOR...

UNDERGRADUATE ADMISSIONS

The Admissions Office at Millersville University strives to emulate the university's EPPIIC values in everything we do. We strive to promote and facilitate an inclusive community in which differences are welcomed and respectfully heard. We believe every member of our community deserves a sense of belonging. As the gateway to the university, it is our responsibility to foster this environment from the day a student considers joining our community.

For information about the university's commitment to diversity and inclusion, please explore our Office of Diversity and Social Justice website.

MILLERSVILLE + YOU

Experience Millersville by scheduling a campus visit.

SCHEDULE A VISIT

"I chose Millersville because I felt like more than a number on a spreadsheet. I toured here with my mom who is an alum. When I first walked in to get my prospective student packet that had my name and major in it, I felt like Millersville cared about me as a whole person. Since then, they have not disappointed. The people at Millersville are some of the nicest, most passionate people I have ever met, and I feel right at home when I step onto campus. I could tell from the moment I stepped on campus that I was meant to be here."

- Sydney Stoddart | Class of 2020

APPLY   VISIT   GIVE

UNDERGRADUATE ADMISSIONS

+ Plan Your Visit

+ Apply Now

Dual Enrollment

Request Info

Paying For Millersville

+ Admissions Requirements/FAQs

Out-of-State

+ Transfer Student Information

International

Admitted Students

Contact Us

QUICK LINKS

Student Jobs in Admissions

Hi, I'm Skully

Hi! I'm Skully! I am a virtual assistant here to answer your questions

How can I help you?

Millersville University

COVID UPDATES   PROGRAMS   ACADEMICS   ADMISSIONS   'VILLE LIFE   ABOUT   LINKS FOR...

> International Admissions

INTERNATIONAL ADMISSIONS

COME STUDY AT MILLERSVILLE!

Millersville University offers a world-class education to students from near and far. The University is one of the most highly regarded public universities in its region of the United States and is considered a destination of choice for many international students seeking a top-rated liberal arts education.

The scenic, 250-acre campus has been named one of the safest college campuses in America by BestColleges.com, and combines the resources of a large university with the support of a caring, residential learning community. With more than 130 student clubs and organizations on campus, you will be able to find your place within the university community easily. The closeness to several major cities makes the location ideal for students who want to explore the East Coast and branch out into metropolitan life after graduation.

HIGHLIGHTS

- Campus only minutes from historic downtown Lancaster
- Geographically located in south-central Pennsylvania, just 90 minutes from Philadelphia and Baltimore, 2.5 hours from Washington DC, and 3 hours from New York City, offering unique cultural and educational experiences for all students
- Modern classrooms, training facilities, and five new residence halls
- Over 100 Academic Programs for undergraduate students to choose from
- 50 master's degrees and professional certifications, as well as 3 doctoral programs in Social Work, Nursing and Educational Leadership.
- Reduced tuition eligibility for international students and graduate assistantships

WHY CHOOSE MILLERSVILLE?

Hear from six different international students who picked Millersville as their home away from home.

APPLY   VISIT   GIVE

INTERNATIONAL ADMISSIONS

+ Prospective Students

Admitted Students

Staff and Contact Information

Request Information

QUICK LINKS

Academic Programs

Apply Now - Undergraduate

Apply Now - Graduate

Costs - Tuition & Fees

Virtual Tour

EVENTS   NEWS

02/01
The Miseducation of my Blackness: An Experience, a Story, a Vibe.

LEARN MORE ⊙

Influencers Page

1970 50 2020
COLLEGE OF ALAMEDA

My Passport →

Search:
ENHANCED BY Google

New Students | Current Students | Faculty & Staff | **Parents & Families** | COVID-19 Update & Resources

About CoA ⌄ | Academics ⌄ | Become a Student ⌄ | Campus Life ⌄ | Student Services ⌄ | Library ⌄

College of Alameda > Parents & Families

Parents & Families

A Community of Excellence

For over 40 years, College of Alameda has been encouraging students to believe in themselves and reach their highest potential. We strive to provide our students with educational experiences that challenge their thinking, empower them to stretch beyond their wildest dreams, and prepare them to enter the 21st-century global marketplace.

At College of Alameda, you'll find a diverse, welcoming, and active campus community. Our students, of all ages and backgrounds, hail from over 50 countries, as well as Alameda, Oakland and the greater San Francisco Bay Area. Our unique location on the island of Alameda and our spacious campus provide a quiet, focused environment where students can learn and grow.

Learn About CoA | **Contact Us** | **Visit Us**

Their Future Begins Here

Resources

⌄

About CoA

Fees

Financial Aid

Career Opportunities

Academic Programs

Degrees & Certificates

Transfer Center

California Dream Act & AB 540

Foster Youth Resources

Student Confidentiality & Privacy (FERPA)

College Catalog

Audience Engagement

Do you need any of the following:

To checkout a Chromebook

Tech Support

Apply for a FREE hotspot

Then you need to visit the **Virtual Campus**!

This is your one-stop-shop for remote student services.

Online ≡

Welcome to Berkeley City College! Please Please fill out the form below and we will get back to you as soon as possible. Hours of operation: 8am-5pm.

Welcome to Berkeley City College. If you need help, simply reply to this message. We are online and ready to help.

BCC Agent

FOLLOW US

FACEBOOK
@berkeleycc

INSTAGRAM
@berkeleycitycollege
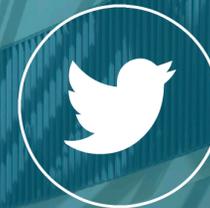
TWITTER
@berkeleycc

Academic Program Page Essentials

❖ Program description

❖ Program value proposition

❖ Program selling points

❖ What you will learn

❖ Who you will study with

❖ Unique opportunities

❖ Success beyond the classroom

❖ Program video

❖ Call to action

Learning and Career Pathways

Learning and career pathways are groups of careers that share common themes or require similar skills.

Science, Engineering, and Math
Are you naturally curious? A problem solver? Do you want a rewarding career addressing social, environmental, and civic challenges in a technologically driven world? Come study science, engineering, and math at Laney College. Let's build the future together #LaneySEM #DriveChange #BuildTogether #MyFutureMyResponsibility
EXPLORE →

Computer and Information Technology
Do you love to use Information Technology in innovative and practical ways to solve society's problems? If you want to develop both digital and team-building skills with relevant, cutting edge hands-on training, CIT can help you grow your passion for computer technology as you program your future. #LaneyCIT #ProgramYourFuture #ProblemSolversUnite #iLoveTech
EXPLORE →

Visual and Performing Arts
Do you love to tell stories, perform, or create? Let your talent and passion shine. Here in the heart of artistic Oakland, you can make your mark. Connect with industry, develop your talent, and meet others who share your passions. Imagine, visualize, compose, and jam. #LaneyVPA #ImagineAndCreate #ShineBright #CreativeArts
EXPLORE →

Building and Skilled Trades
Have you been saying " I can do it myself" since you were two years old? Did you wake up with a hammer in your hand? Do you love to DIY? Then Building and Skilled Trades need you. Be part of a career that helps create a better community. #LaneyBST #LaneyDIYers #iCanFixThat #LaneyBuilt #ToolsForSuccess
EXPLORE →

Human Services
Do you want to help people and make the world a better place? Do the ideas of collaboration, working to empower others, and serving your community excite you? Gain confidence and develop effective interpersonal skills while changing lives. #LaneyHS #ChangeLives #NowYouKnow #BeTheLight
EXPLORE →

Business, Entrepreneurship and Management
Do you enjoy solving problems? Are you a self-starter who knows the value of teamwork? Does leadership appeal to you? Are calculated risks exciting? Laney's Business Entrepreneurship and Management classes are the place to put your dreams into action. #LaneyBEM #LeadersofLaney #MindYourBusiness #WorkHardDreamBig
EXPLORE →

Culture and Society
Do you have a passion for cultural awareness, community organizing, and social justice? Fuel your curiosity while developing research and analytical skills. Learn how to connect the past with the present and turn interests and concerns into action. #LaneyCAS #Community #Perspectives #LetsMakeHistory
EXPLORE →

Language and Communication
Are you interested in using language to advocate for yourself and connect with others? In a multicultural society, it's important to connect with everyone. We want to empower you to raise your voice and help others do the same. #LaneyLC #VoicesofLaney #TellYourStory #LetsConnect #CommunityVoice #SpeakYourTruth
EXPLORE →

Associate in Science Degree

The Architecture Department offers vocational and paraprofessional programs in architectural technology as well as preparation for transfer to four- and five-year architecture programs. The curriculum provides necessary skills for employment in the design and construction fields. Students may prepare for positions as CAD drafting technicians, 3-D project renderers, and other similarly related occupations in public and private sector architecture and construction/building industry related offices. Supplemental courses offer students a broad architectural and general education background and enable them to continue their education in architecture at the university level.

Program Learning Outcomes

Salary, Growth and Careers

Salary
Careers associated with this program have a salary range from $39,000 to $86,000 with an average salary of $59,000.

$86k
High

$59k
Average

$39k
Low
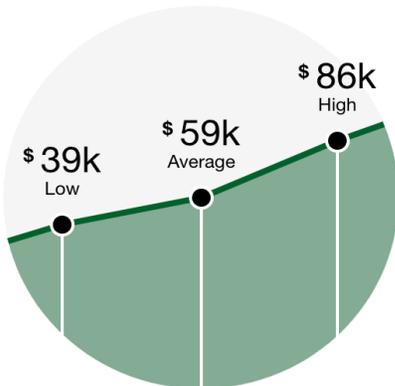
Growth
Career opportunities for this program are expected to grow nationwide from 2016 to 2026.

+8.1%
Job Growth

2026

2016
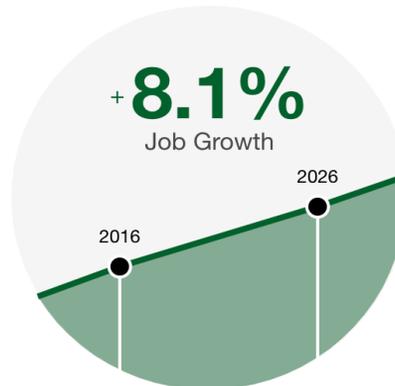
Careers
Architectural and Civil Drafters

Education Level
Associate's degree

+8.1% Job Growth

$59k
Average Salary

$86k

$39k

Education levels are meant to represent what is typical for entry into the career, based on data from the U.S. Bureau of Labor Statistics.

Program Map

Pathway:

Career ▾

Map View ⬤ List View

This program map represents one possible pathway through the program, so please make an appointment to create an education plan that is customized to meet your needs. Map is for reference only for the 2020-2021 catalog year.

Architecture

Associate in Science Degree

61.1 Units
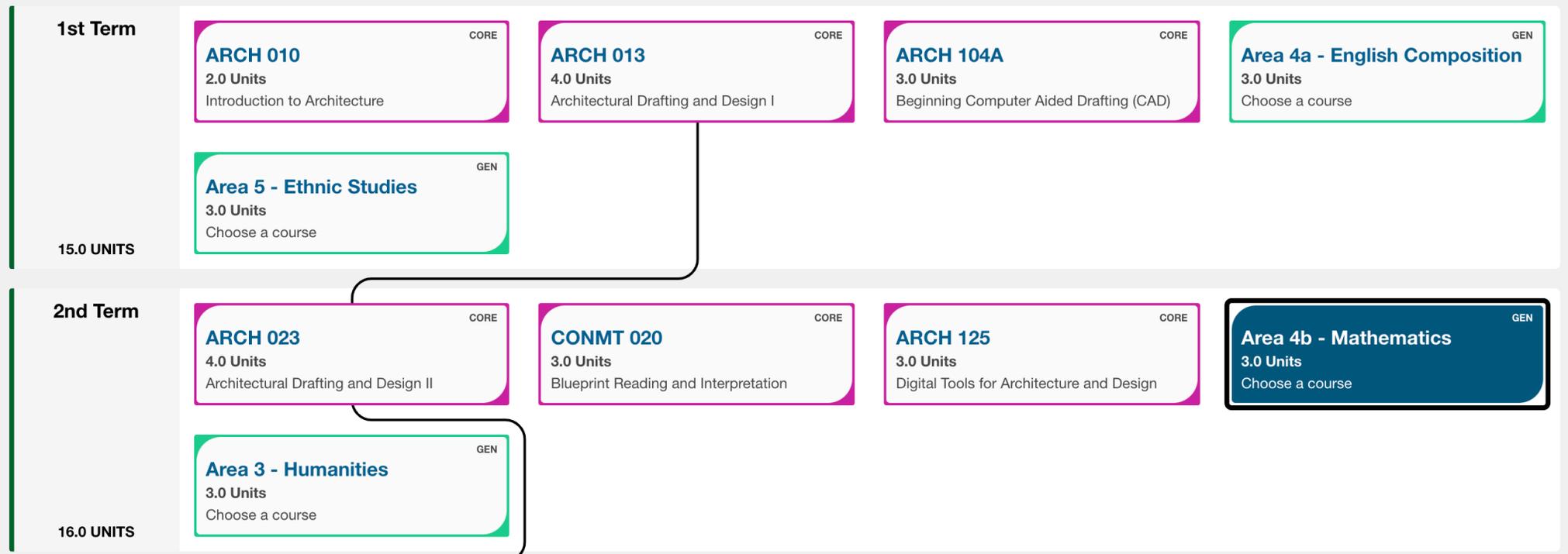
1st Term

15.0 UNITS

ARCH 010	CORE
2.0 Units	
Introduction to Architecture	

ARCH 013	CORE
4.0 Units	
Architectural Drafting and Design I	

ARCH 104A	CORE
3.0 Units	
Beginning Computer Aided Drafting (CAD)	

Area 4a - English Composition	GEN
3.0 Units	
Choose a course	

Area 5 - Ethnic Studies	GEN
3.0 Units	
Choose a course	

2nd Term

16.0 UNITS

ARCH 023	CORE
4.0 Units	
Architectural Drafting and Design II	

CONMT 020	CORE
3.0 Units	
Blueprint Reading and Interpretation	

ARCH 125	CORE
3.0 Units	
Digital Tools for Architecture and Design	

Area 4b - Mathematics	GEN
3.0 Units	
Choose a course	

Area 3 - Humanities	GEN
3.0 Units	
Choose a course	

Steps To Enroll @ Laney

⌨Welcome to Laney College! We are thrilled you have chosen to begin your education with us and understand that as a new student, you may have many questions. Rest assured that the Laney College campus community is committed to helping you each step of the way.

VIDEO: Applying To Laney College

iEnroll@Laney: Steps for Success for New Students

Download as PDF | Campus Map

Apply Online for Admission and Financial Aid

-Complete application at **web.peralta.edu/admissions/**

-Check your email for the 8-digit student ID number and passport password.

For Financial Aid
-Go to **Laney.edu/financial_aid** for information on applying for financial aid.

-Or, fill out your FAFSA directly at **www.fafsa.ed.gov**. For the California Dream Act application, visit **dream.csac.ca.gov**. **Laney's school code is 001266**

Undocumented Students Support
Non-US citizens and/or non-residents may be eligible for in-state tuition as well as some financial aid through the California Dream Act. To learn more, visit **Laney.edu/AB540**

For assistance with applications or other information, visit the Welcome Center or Financial Aid Office.

Welcome Center
Building A, Room 101
(510) 464-3540
Laney.edu/welcome_center

Financial Aid Office
Building A, Room 201
(510) 464-3414
Laney.edu/financial_aid

Complete the Online Orientation

Calls to Action

![Laney College — Dream. Flourish. Succeed.]

Virtual Campus For Students **Virtual Campus For Faculty** **Passport** **Apply Now** **Request Info** **Student Email & Canvas**

Northeastern ILLINOIS UNIVERSITY

Admissions   Visit   Our Programs   Admission Requirements   Admitted Students   Your Success

Online Viewbook
For Future Students

Apply Online
Complete Your Application
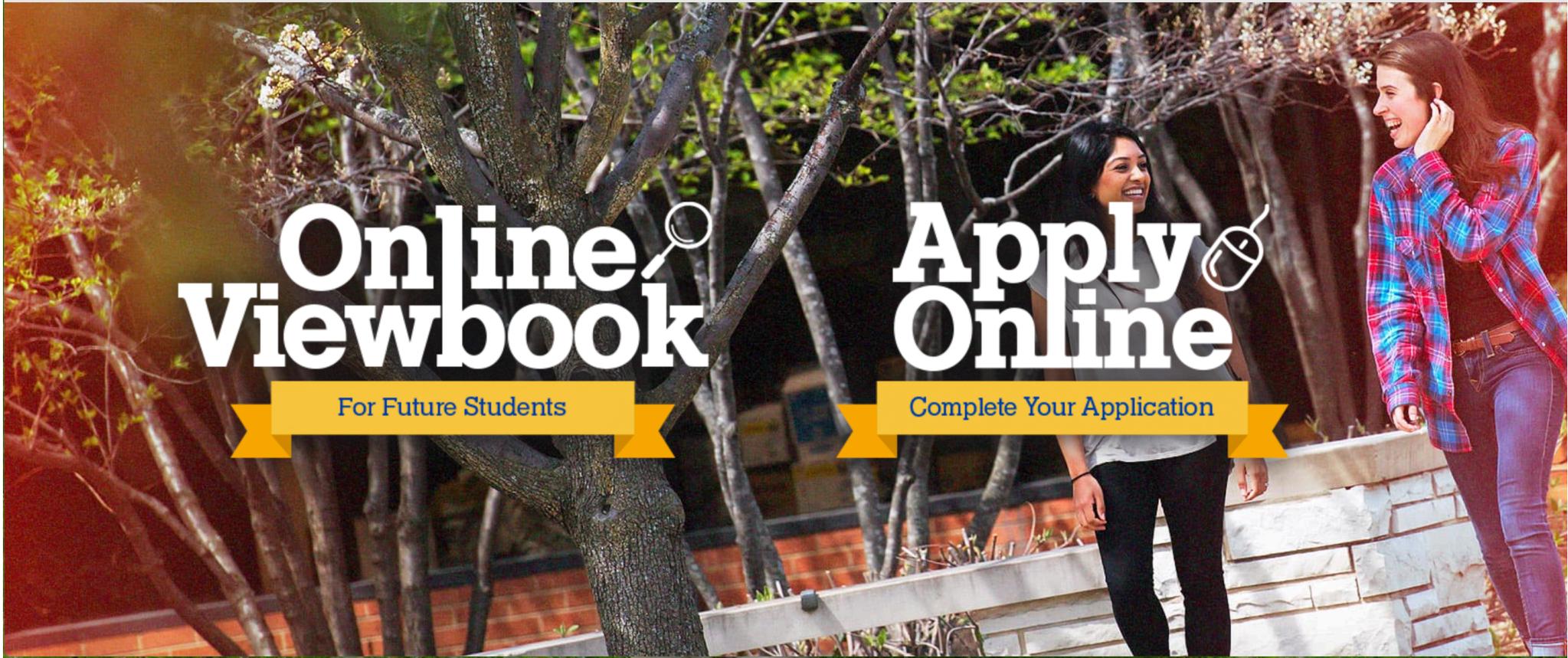
Data Capture Forms

Request More Information

Please fill out the form below and we'll be in touch with you as soon as possible.

Your First and Last Name (required)

Your Address (required)

City (required)

Your Zip Code (required)

Your Email (required)

Your Phone Number (required)

If You're Still in High School, Tell Us Which

WELCOME TO LANEY

Welcome To Laney Home

Request More Information

Book A Campus Tour

» Group Tour Information

Events

Contact

QUICK LINKS

Academic Disciplines
Career Technical Programs
Degrees & Certificates Offered
Steps To Enroll At Laney

STEPS TO ENROLL: NEW STUDENTS

Book A Campus Tour

Please fill out the form below to let us know when you'd like to visit us.

Click here for Group Tours

Your First and Last Name (required)

Your Address (required)

City (required)

Your Zip Code (required)

Your Email (required)

Your Phone Number (required)

WELCOME TO LANEY

Welcome To Laney Home

Request More Information

Book A Campus Tour

» Group Tour Information

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Academic Disciplines
Career Technical Programs
Degrees & Certificates Offered
Steps To Enroll At Laney

STEPS TO ENROLL: NEW STUDENTS

# Needed Website, CRM, & Marketing Infrastructure

Web Developer

Content Creator

CRM Coordinator

SO 4: Closing Retention Gaps
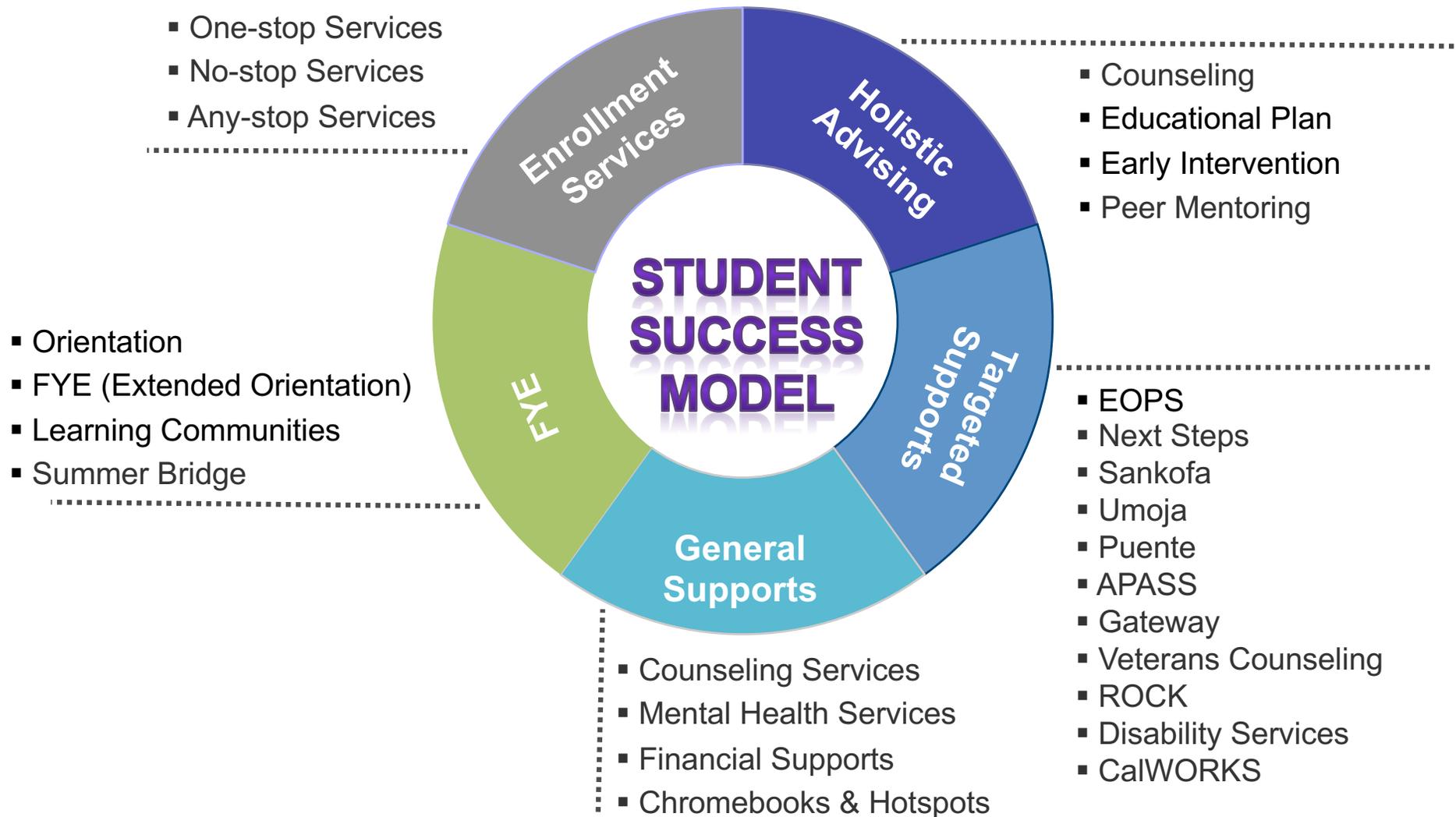
- One-stop Services
- No-stop Services
- Any-stop Services

- Orientation
- FYE (Extended Orientation)
- Learning Communities
- Summer Bridge

Enrollment Services

Holistic Advising

FYE

STUDENT SUCCESS MODEL

**Targeted Supports**

General Supports

- Counseling
- Educational Plan
- Early Intervention
- Peer Mentoring

- EOPS
- Next Steps
- Sankofa
- Umoja
- Puente
- APASS
- Gateway
- Veterans Counseling
- ROCK
- Disability Services
- CalWORKS

- Counseling Services
- Mental Health Services
- Financial Supports
- Chromebooks & Hotspots

Identified Gaps

Retention Management System

- **Data Analytics**
  - Reports
  - Risk Factors
  - Predictive Analytics
- **Communications**
  - Automated Flow
  - Individual
  - Student History
- **Student Plan Tracking**
- **Coordination**
  - Shared Notes
  - Personal Success Network
  - Student Support Integration
- **Tools**
  - Academic Planning
  - Early Alert
  - Appointment Scheduling
  - Case Management
- **Enabling Technology**
  - Ease of Use
  - Integration with Other Systems
  - Efficiency Gains
  - Referral Mechanism

Cranium Café

AVISO RETENTION

CIVITAS LEARNING
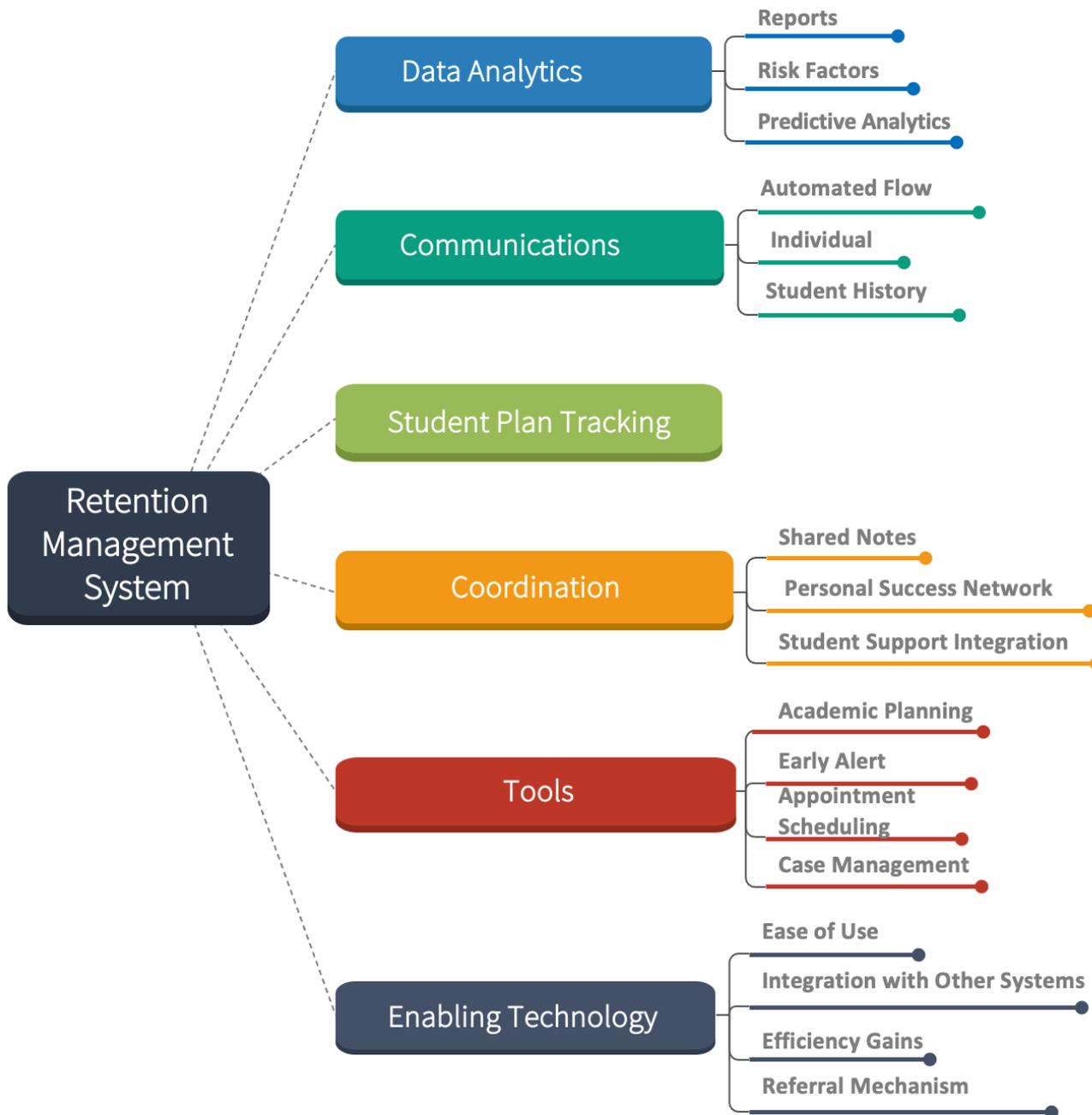
Requires a retention champion to coordinate efforts institution-wide and a data analyst.

AVISO RETENTION

Close the Equity Gap

Proactively identify the most underserved and at-risk students. Your institution can make the greatest impact, right now!

LEARN MORE

Helping Higher Ed
Improve Student Success & Equity

Ready to remove barriers and close achievement gaps? We can help.

GET NEW REPORT ON EQUITY

Transitions and Success Communications Example
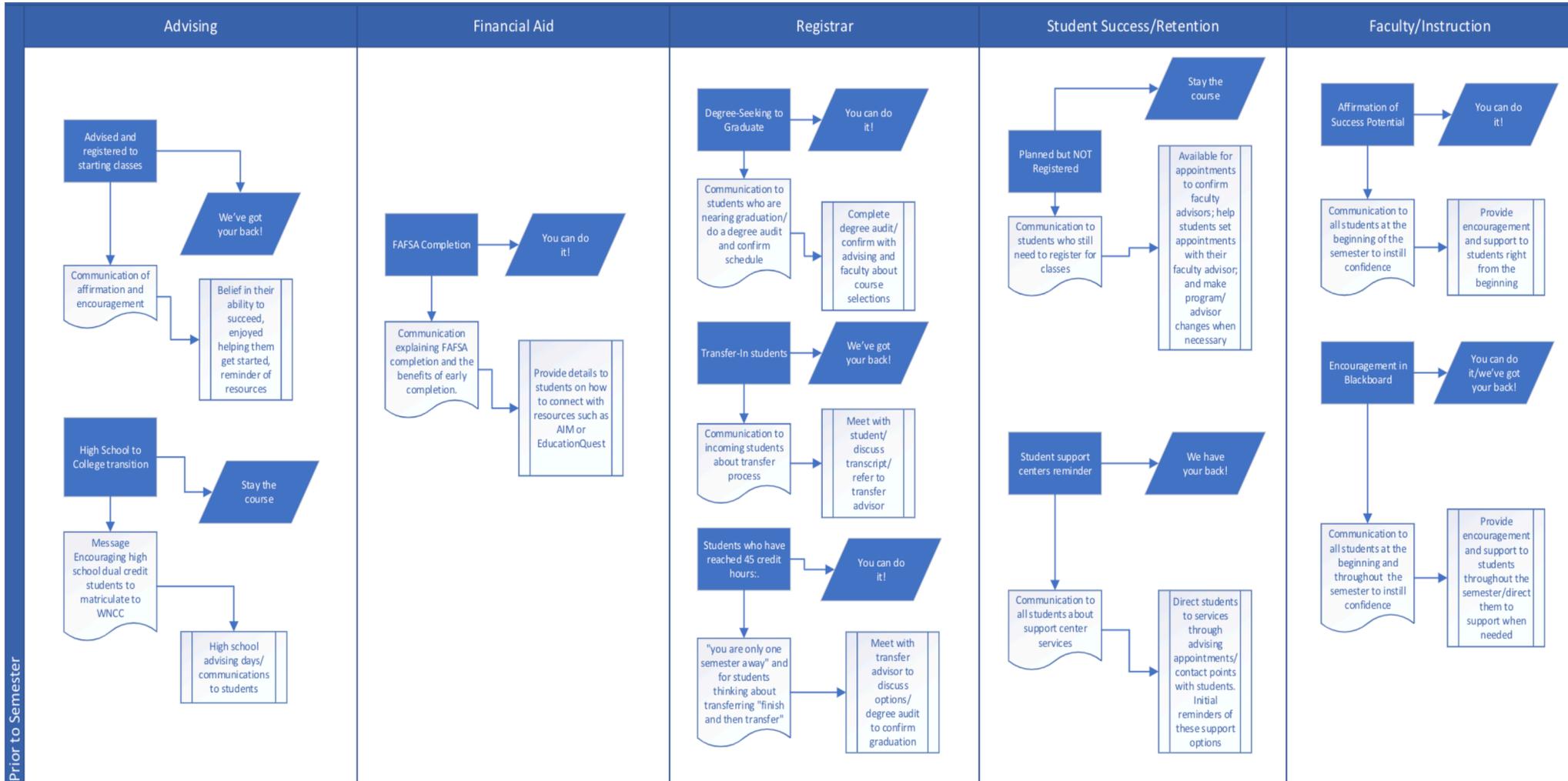
Re-recruiting Stop-outs

❖ Seamless pathways to reentry

❖ A compelling reason to return

❖ Incentives to return

❖ Reminder postcards, email campaigns, phone calls, text messages

❖ Leveraging the degree audit system and credential laddering

❖ Proactive counseling contacts

❖ Third party coaching (ReUp)

Strategic Opportunity Prioritization

Strategic Opportunity	Impact Level	Resource Implications	PCCD Priority Rating
Peralta Enrollment & Service Experience	High	Contact Center staffing and technology, PeopleSoft consultant, & document imaging	
Inquiry Capture & Prospect Cultivation	High	CRM coordinators & content creators	
Website Enhancements	High	Web developers & content creators	
Closing Retention Gaps	High	Retention Management System & CRM coordinators	

Email any questions you may have to Dr. Black at jimblack@semworks.net

Jim Black, Ph.D.
President and CEO
jimblack@semworks.net

direct: 336-324-8787
office fax: 336-644-7393
toll free: 1-800-494-3710
              www.semworks.net

▼SEM Works
STRATEGIC ENROLLMENT MANAGEMENT

407 Pebble Ridge Court
Greensboro, North Carolina 27455
USA