



THE IMPACT OF COVID-19 ON ENROLLMENT AND SUCCESS

Fall 2019 vs. Fall 2020

February 23, 2021

Presentation to Peralta CCD Board of Trustees



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**



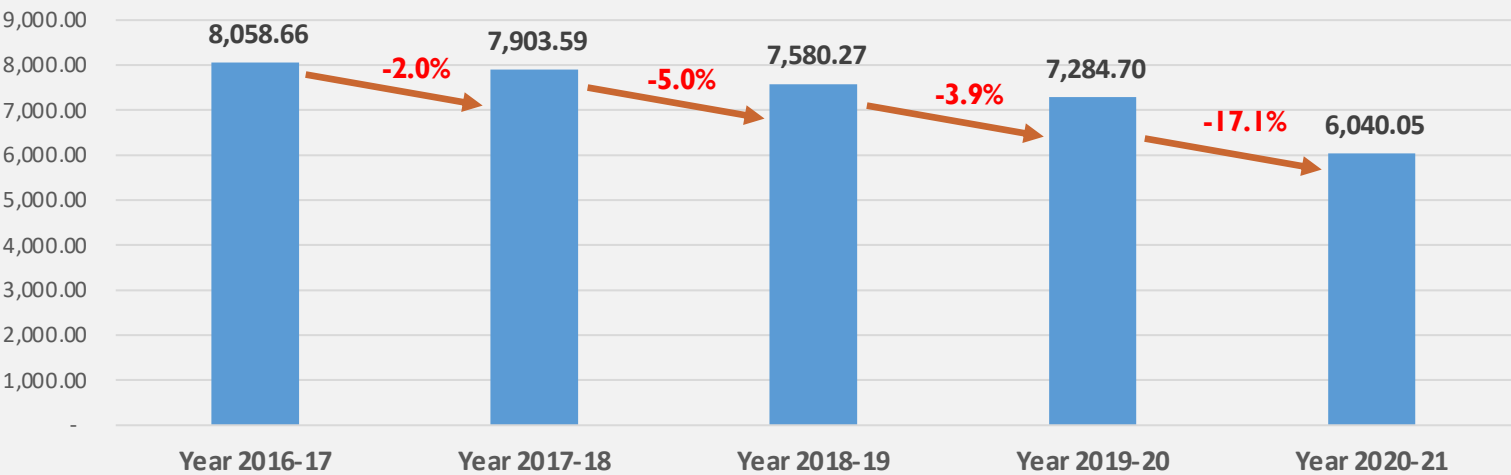
THE IMPACT OF COVID-19 ON HIGHER EDUCATION

- **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 dining, 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)

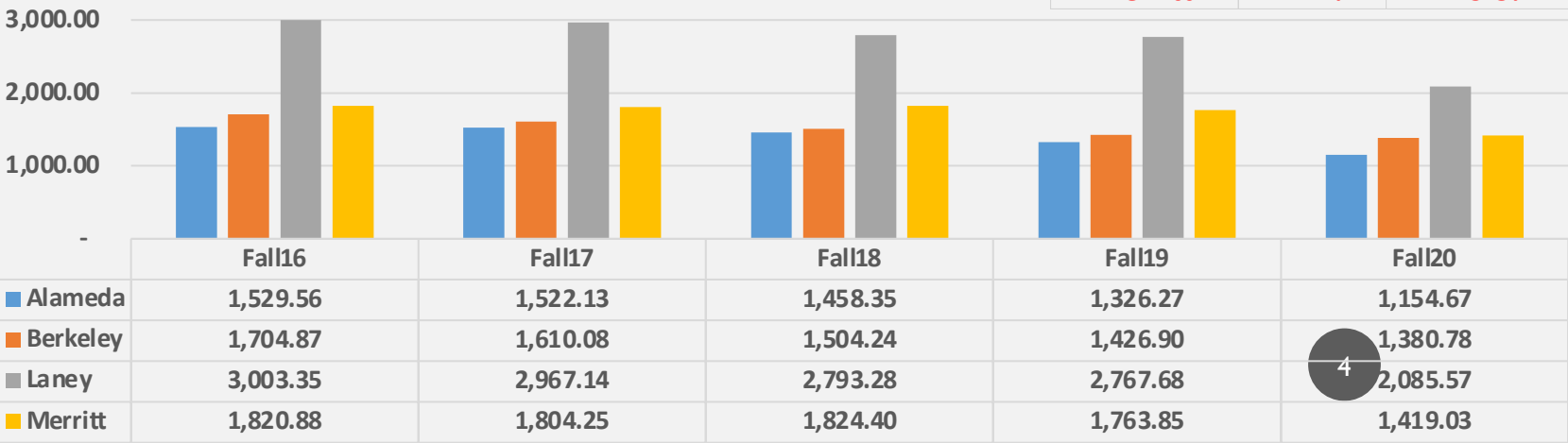


Fall 16 to Fall 20: -25.0%
Fall 19 to Fall 20: -17.1%

Resident FTES

Alameda Berkeley Laney Merritt

	5yr	FA20-FA19
Alameda	-24.5%	-12.9%
Berkeley	-19.0%	-3.2%
Laney	-30.6%	-24.6%
Merritt	-22.1%	-19.5%

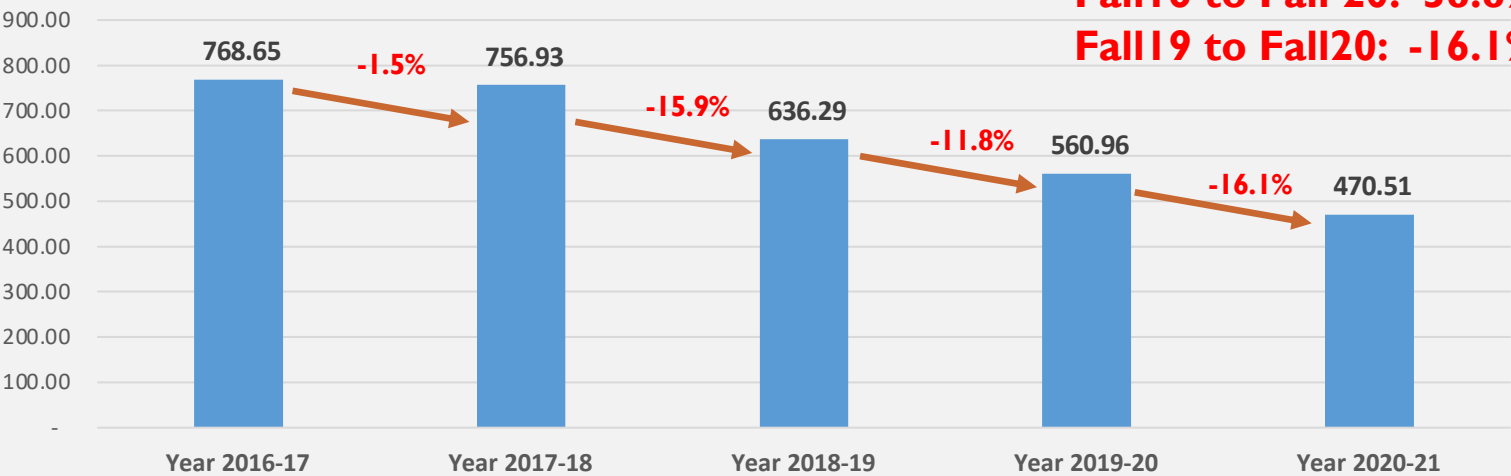


Source: Peralta CCD Data Dashboards
(Course Enrollment, FTES, FTEF Summary Report)



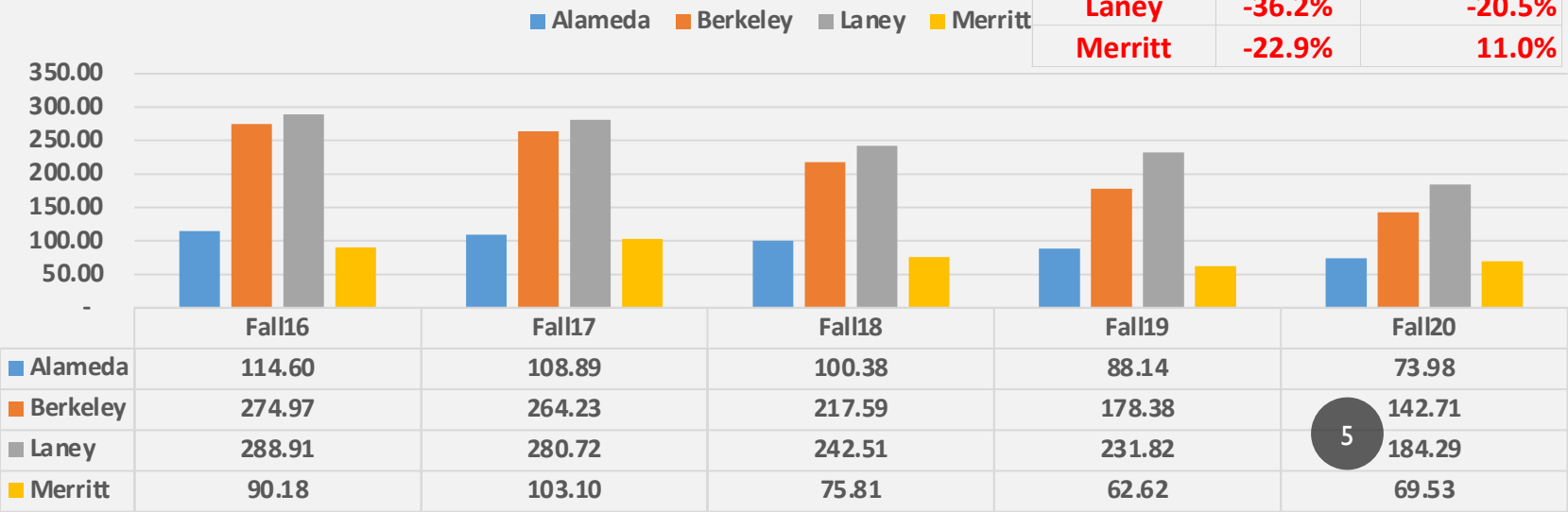
THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Non-Resident FTES (Fall only)



Fall16 to Fall 20: -38.8%
Fall19 to Fall20: -16.1%

Non-Resident FTES



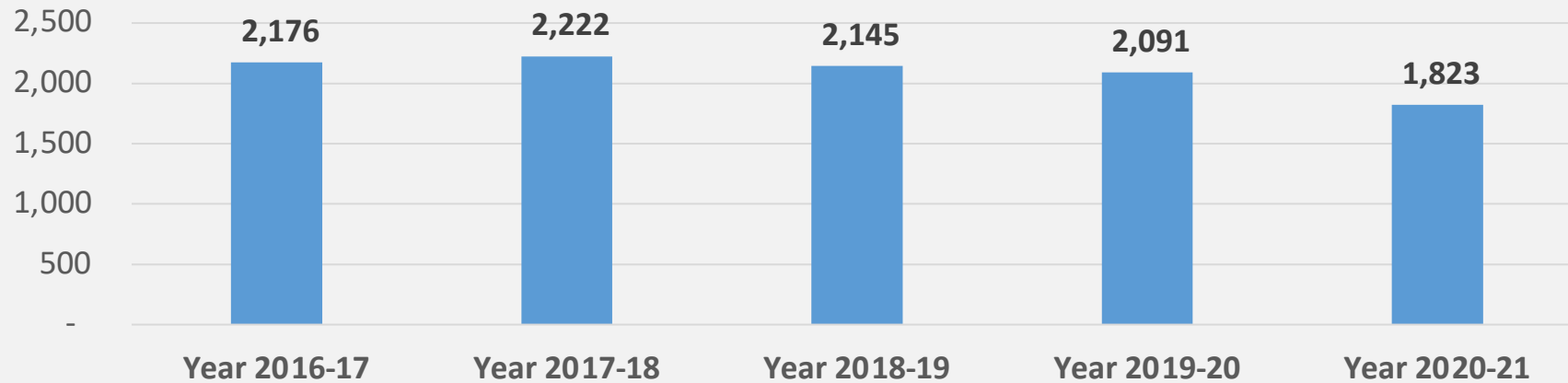
	5yr	FA20-FA19
Alameda	-35.4%	-16.1%
Berkeley	-48.1%	-20.0%
Laney	-36.2%	-20.5%
Merritt	-22.9%	11.0%

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



THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Course Sections (Fall only)

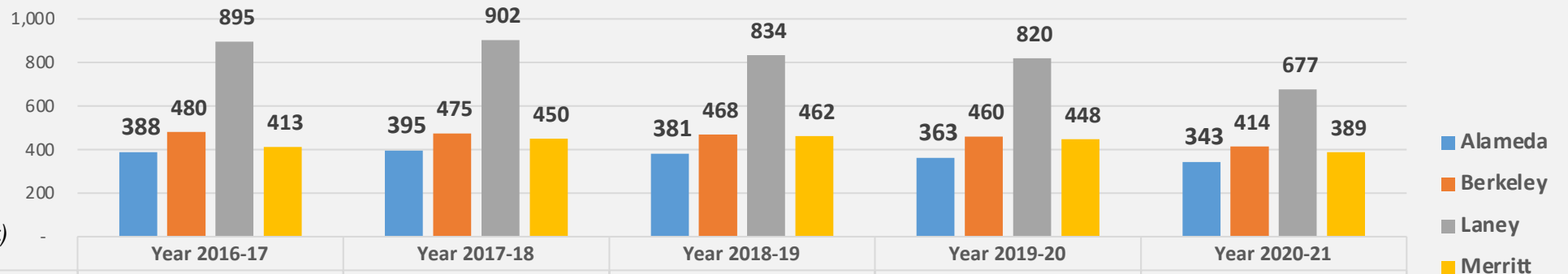


Fall 16 to Fall 20: -15.8%

Fall 19 to Fall 20: -12.8%

	5yr	Fall 19-Fall 20
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)



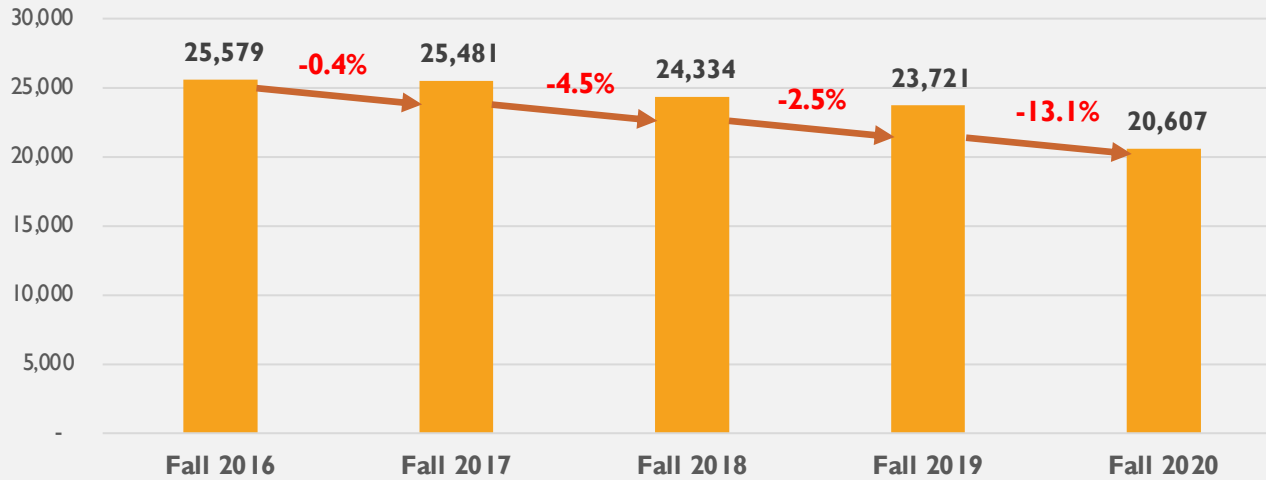
Alameda
Berkeley
Laney
Merritt

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



THE IMPACT OF COVID – 19 ENROLLMENT/FTES

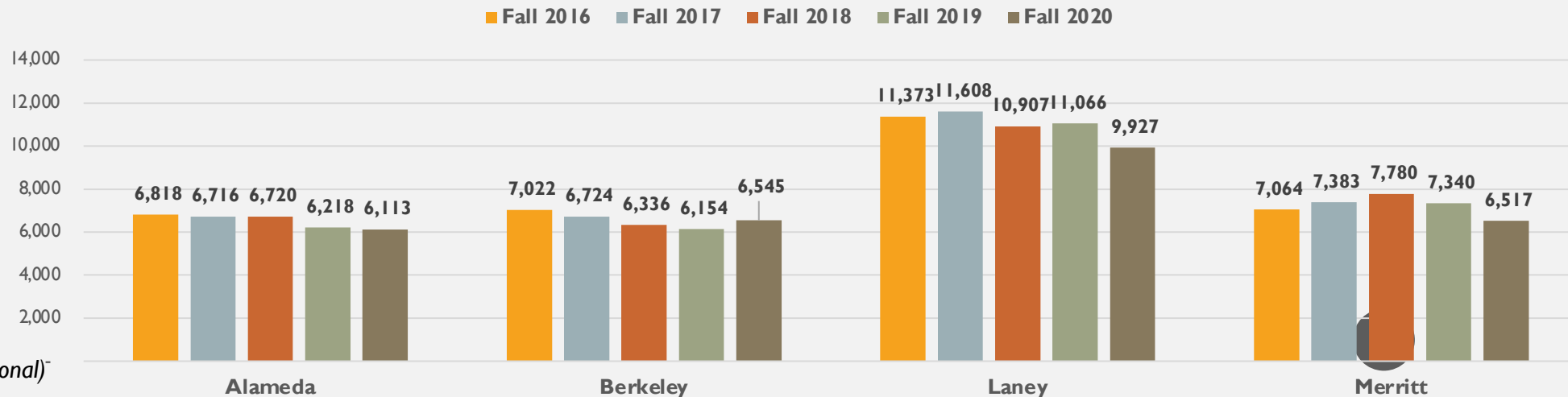
Unduplicated Student Headcount



-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

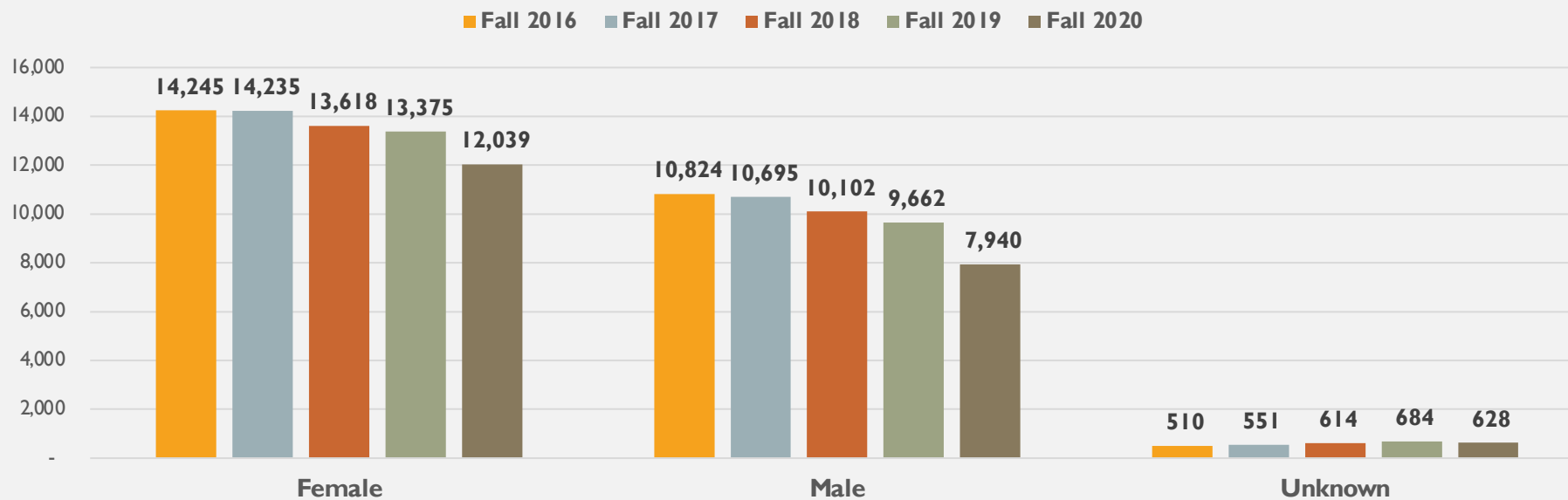


Source: Peralta CCD Data Dashboards
(Course Completion and Retention - instructional)



THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Headcount by Gender

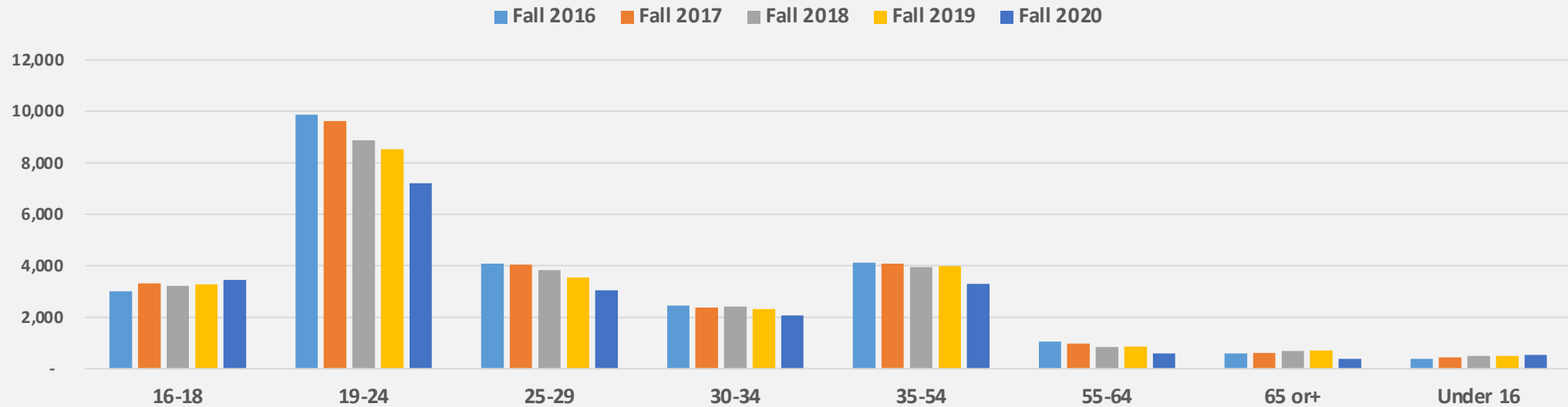


Gender	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5Yr Change	FA19-FA20
Female	14,245	14,235	13,618	13,375	12,039	-15.5%	-10.0%
Male	10,824	10,695	10,102	9,662	7,940	-26.6%	-17.8%
Unknown	510	551	614	684	628	23.1%	-8.2%



THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Headcount by Age Groups

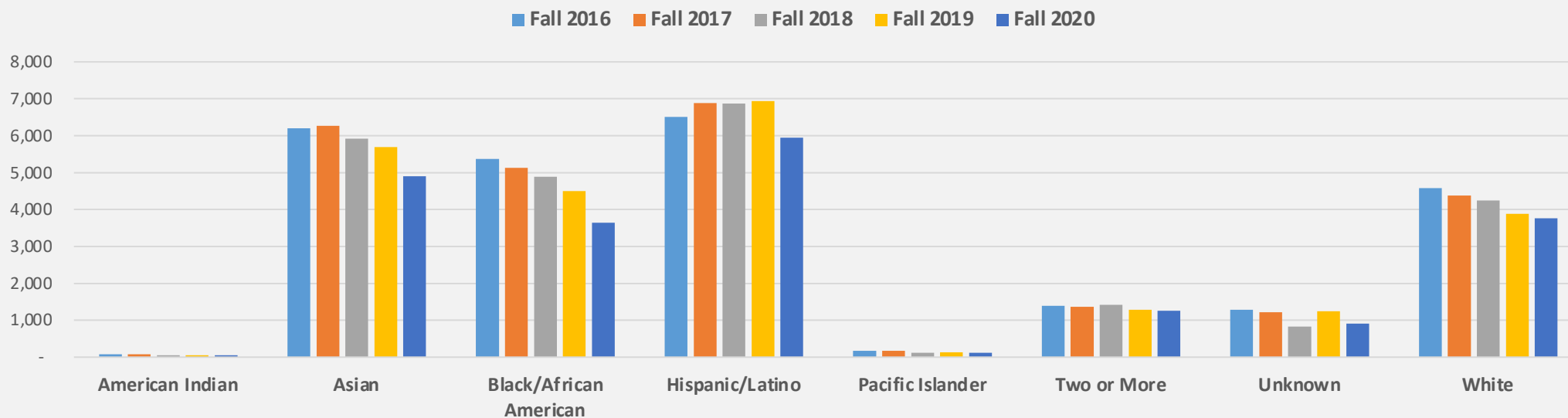


Age	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5Yr Change	FA19-FA20
16-18	3,001	3,311	3,224	3,271	3,448	14.9%	5.4%
19-24	9,881	9,620	8,877	8,530	7,217	-27.0%	-15.4%
25-29	4,075	4,041	3,842	3,554	3,049	-25.2%	-14.2%
30-34	2,451	2,387	2,413	2,315	2,064	-15.8%	-10.8%
35-54	4,127	4,082	3,944	3,981	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%



THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Headcount by Ethnicity

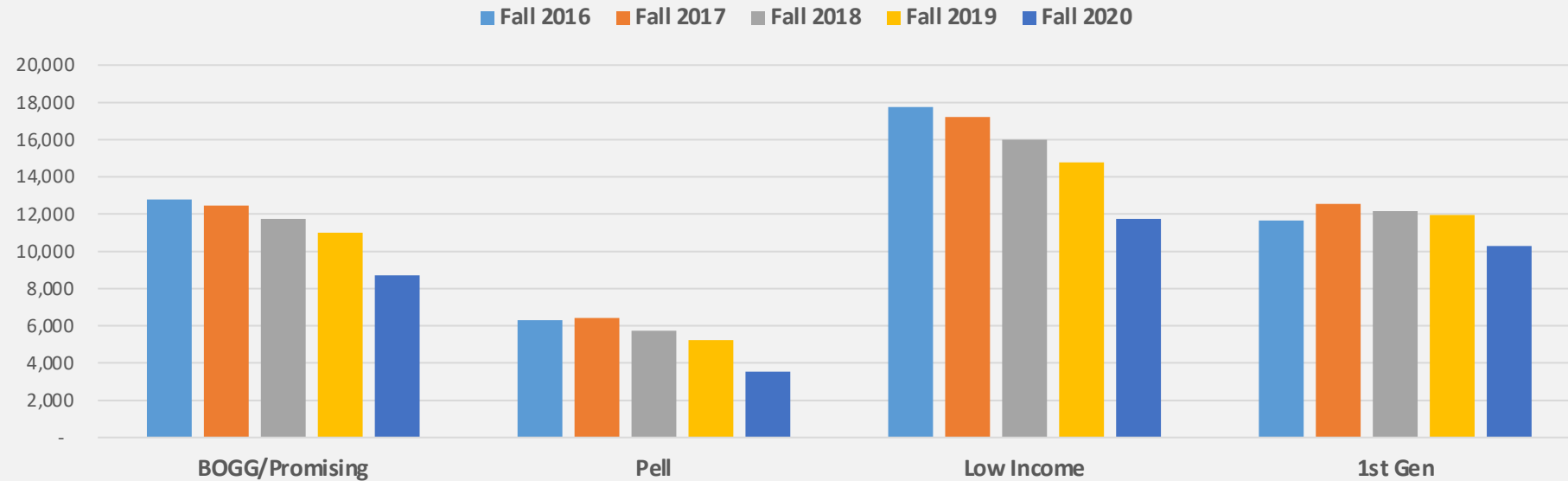


Ethnicity	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5Yr Change	FA19-FA20
American Indian	80	73	46	55	50	-37.5%	-9.1%
Asian	6,197	6,273	5,924	5,698	4,902	-20.9%	-14.0%
Black/African American	5,369	5,126	4,884	4,496	3,645	-32.1%	-18.9%
Hispanic/Latino	6,505	6,884	6,872	6,936	5,949	-8.5%	-14.2%
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%



THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Headcount by Social Economic Status

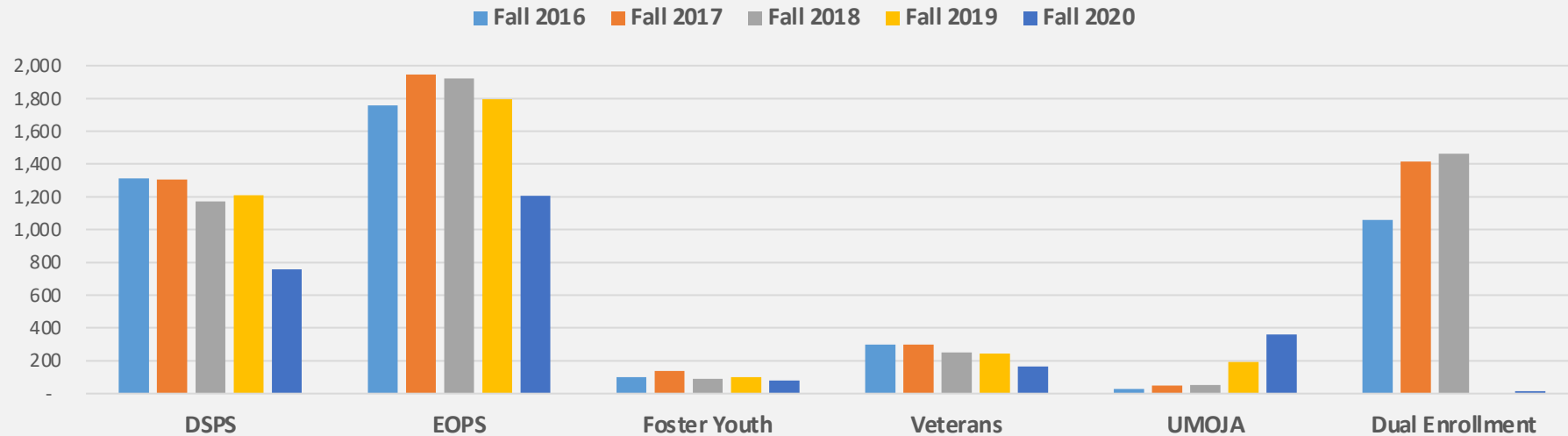


SES	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5Yr Change	FA19-FA20
BOGG/Promising	12,781	12,461	11,730	10,984	8,698	-31.9%	-20.8%
Pell	6,303	6,409	5,741	5,227	3,522	-44.1%	-32.6%
Low Income	17,739	17,204	16,003	14,780	11,755	-33.7%	-20.5%
1st Gen	11,646	12,551	12,165	11,940	10,282	-11.7%	-13.9%



THE IMPACT OF COVID – 19 ENROLLMENT/FTES

Major Special Programs



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



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**

Source: "Evaluating Disproportionate Impact," [https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section1/Section_01c.html#:~:text=The%20formula%20for%20proportionality%20is,outcome%20percentage%2Fcohort%20percentage\).&text=Dividing%206.0%25%20by%207.9%25%20we,a%20proportionality%20index%20 of%200.76.](https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section1/Section_01c.html#:~:text=The%20formula%20for%20proportionality%20is,outcome%20percentage%2Fcohort%20percentage).&text=Dividing%206.0%25%20by%207.9%25%20we,a%20proportionality%20index%20 of%200.76.)



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



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



THE IMPACT OF COVID – 19 ENROLLMENT – EQUITY GAPS

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

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

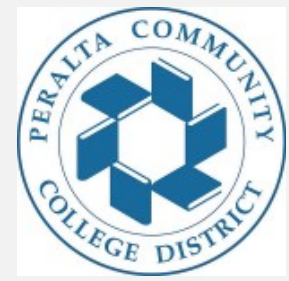


THE IMPACT OF COVID – 19 ENROLLMENT – EQUITY GAPS

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

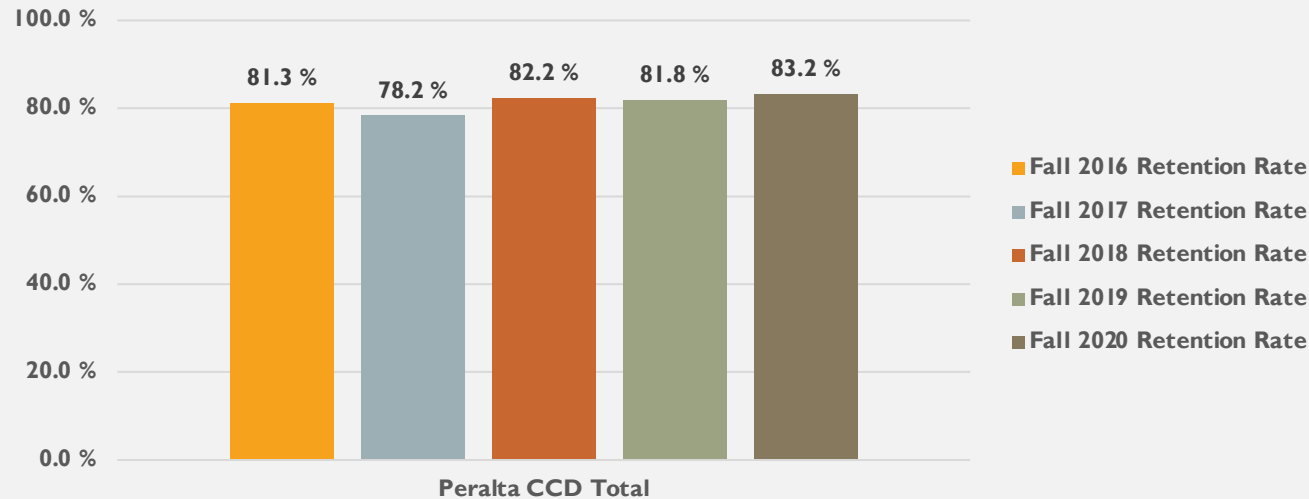
Equity Gap

Gender	Laney					Merritt				
	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.
	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.
	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.
	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



THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Retention Rate

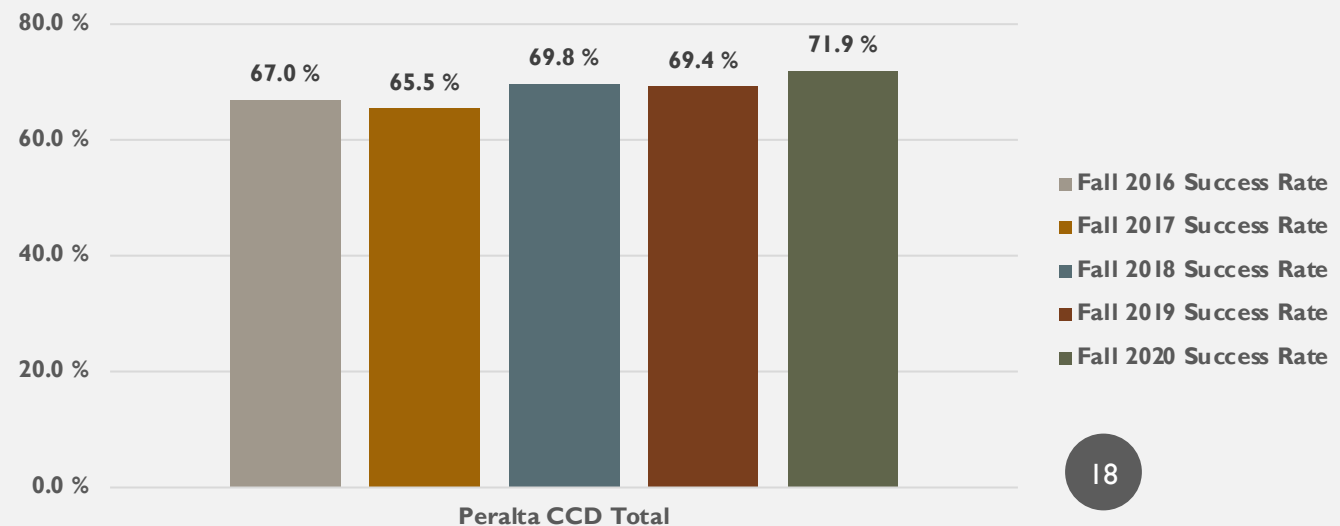


Retention rate is % of enrollments with a grade of A,B,C,D,F,P,NP,I*,IPP,INP, FW out of all students who stayed in the class as of census.

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.

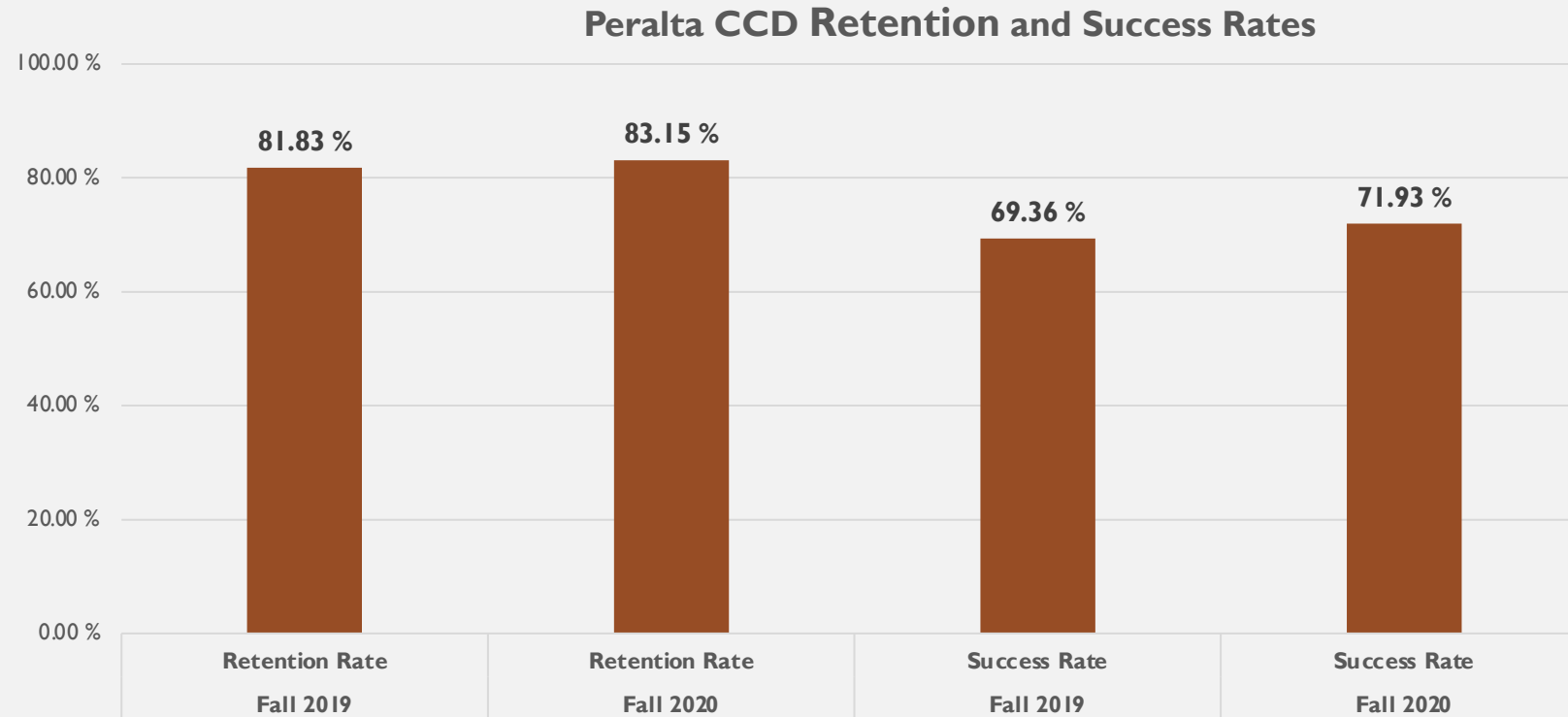
Source: CCCCCO DataMart

Success Rate





THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

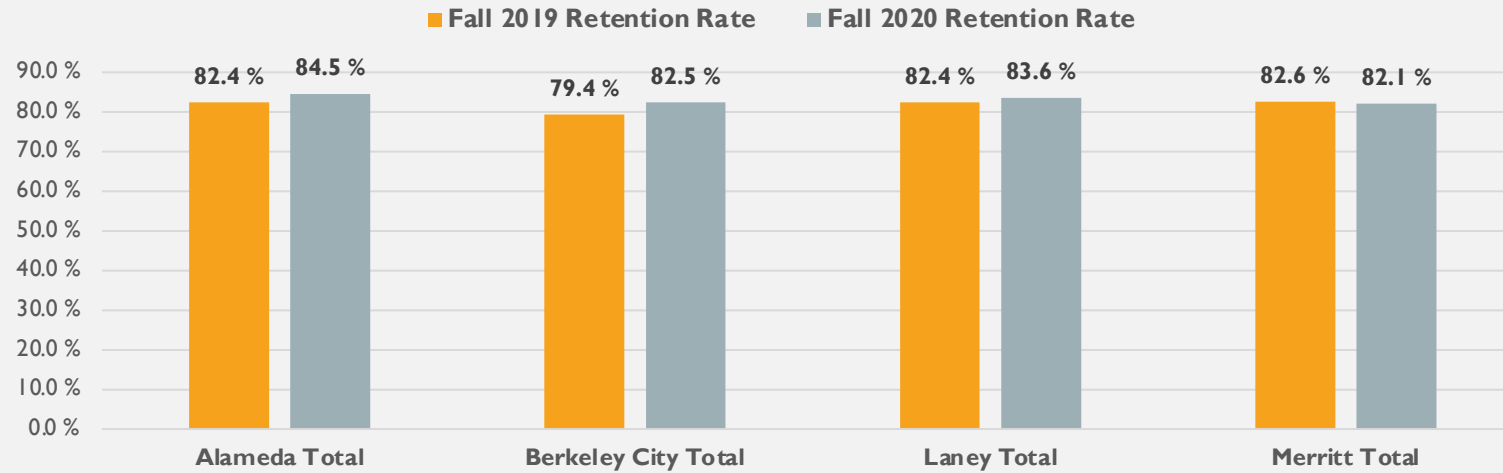


Success: FA19-FA20 +1.32%
Retention: FA19-FA20 +2.57%

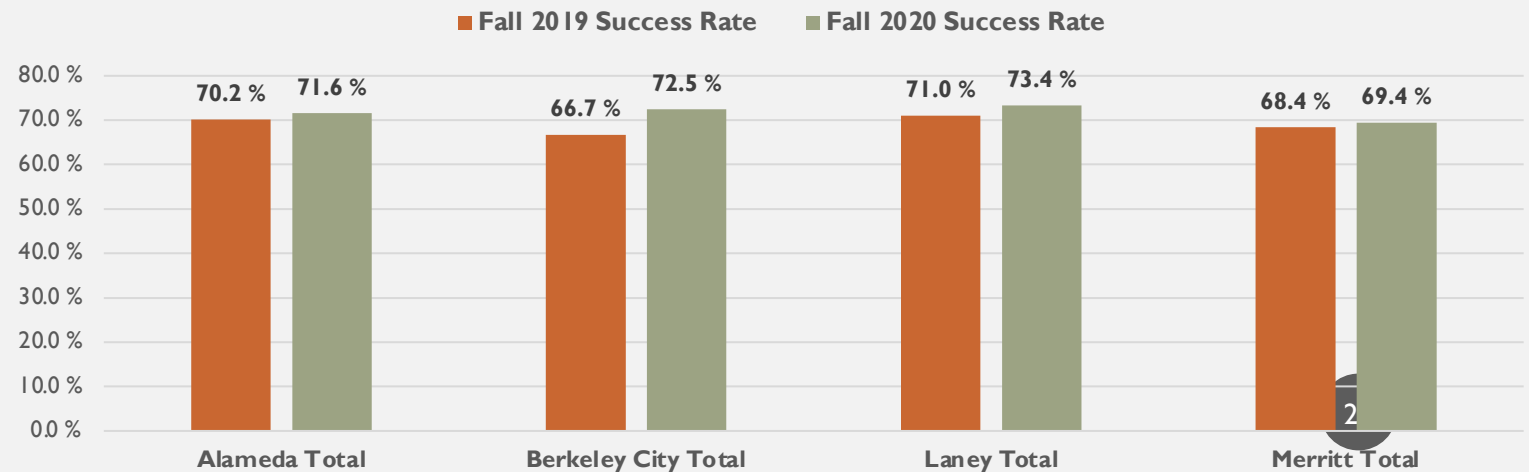


THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Retention Rate by College



Success Rate by College

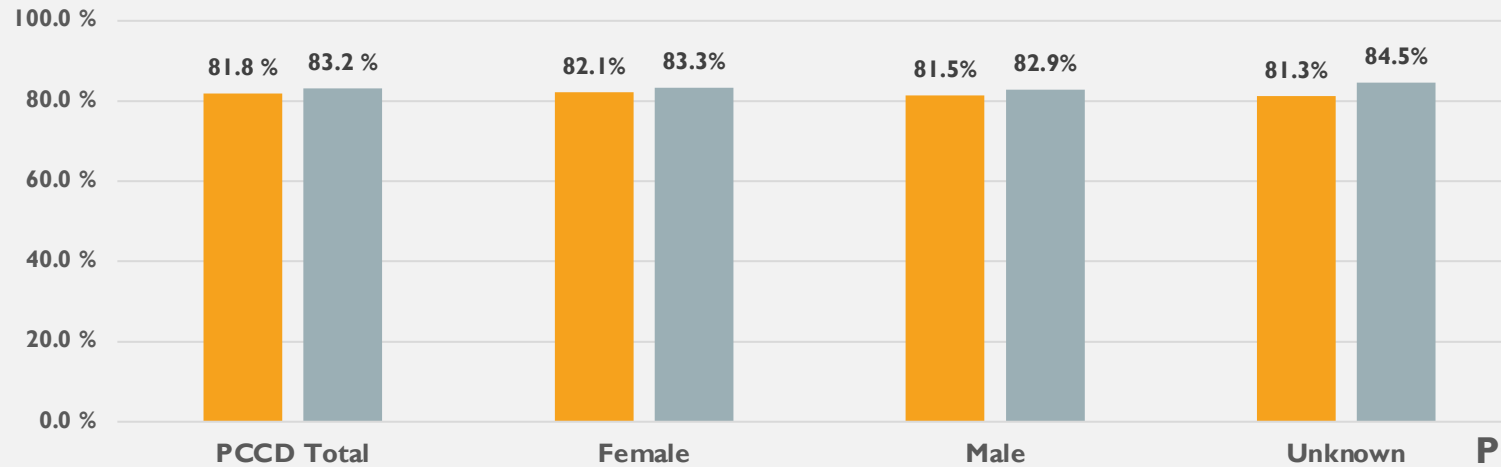




THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

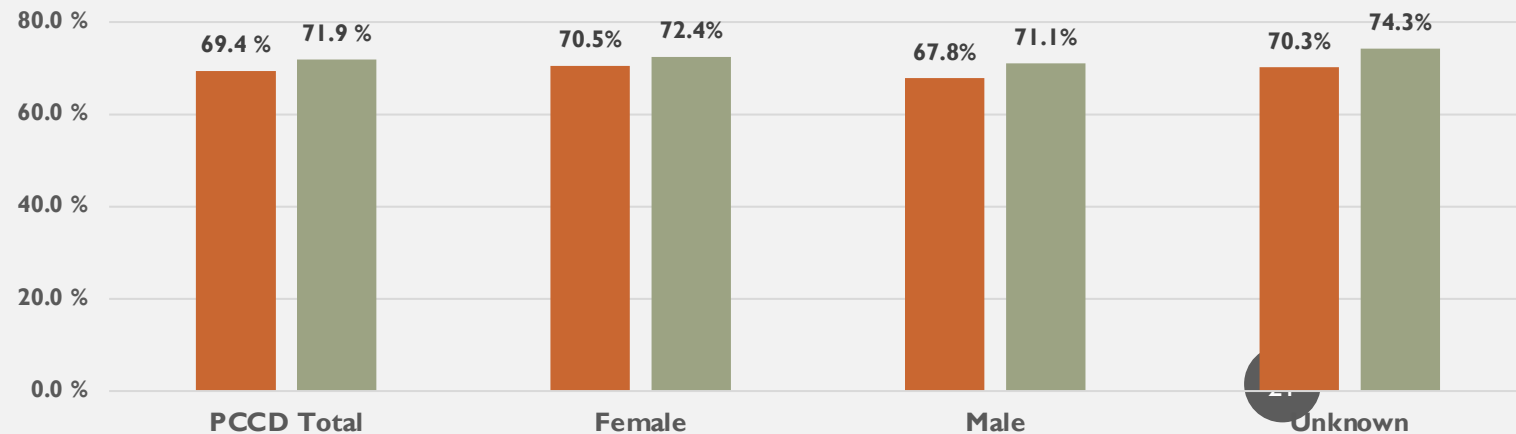
PCCD Retention Rate by Gender

■ Fall 2019 Retention Rate ■ Fall 2020 Retention Rate



PCCD Success Rate by Gender

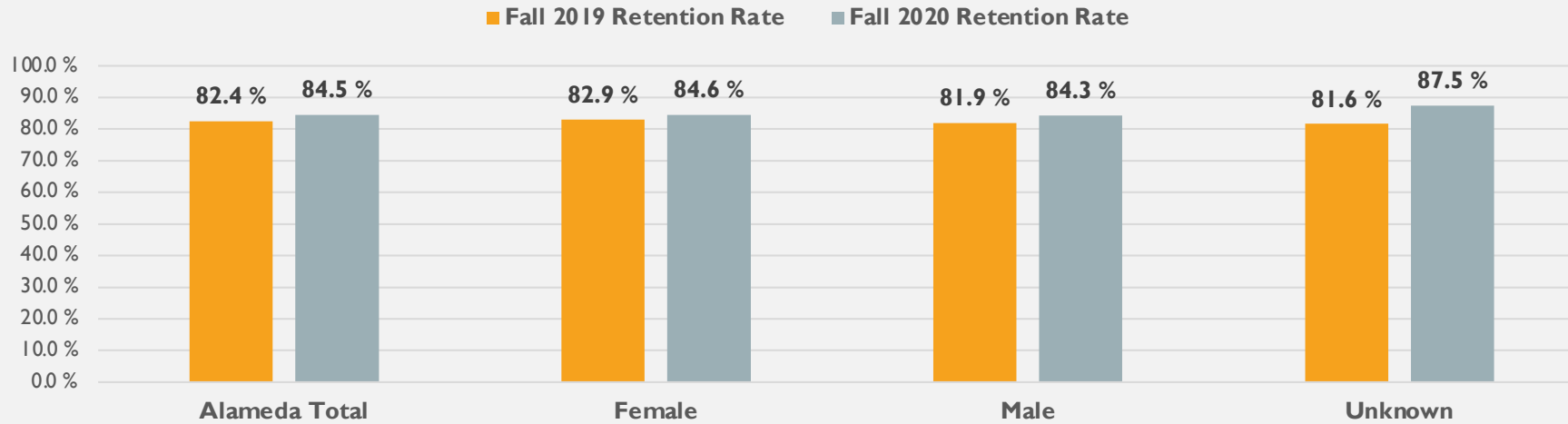
■ Fall 2019 Success Rate ■ Fall 2020 Success Rate



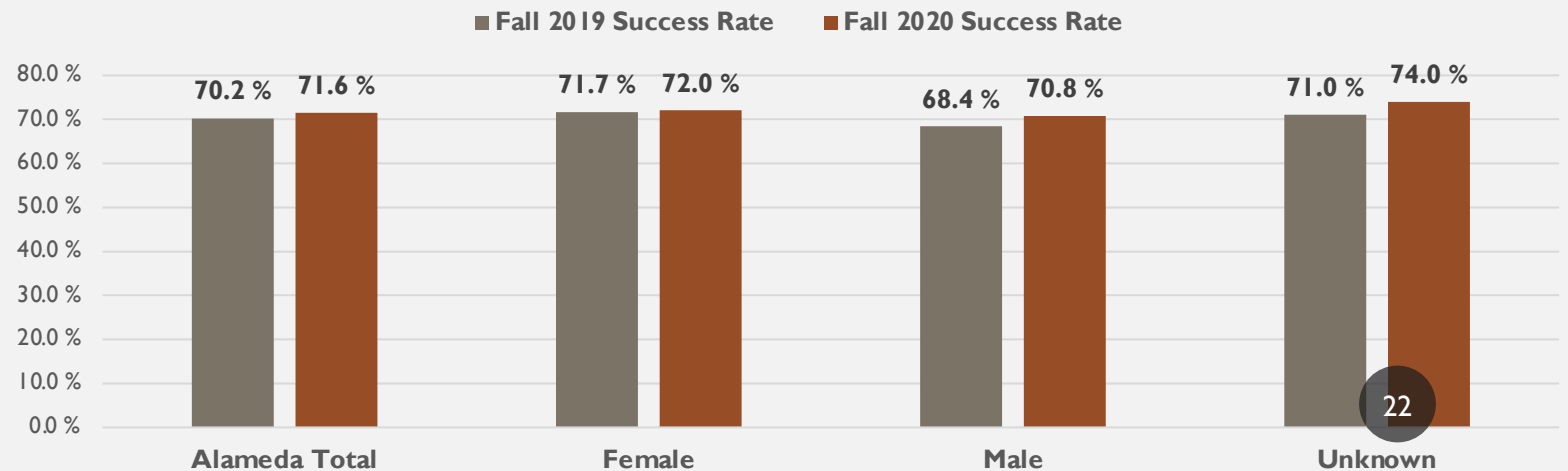


THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Alameda Retention Rate by Gender



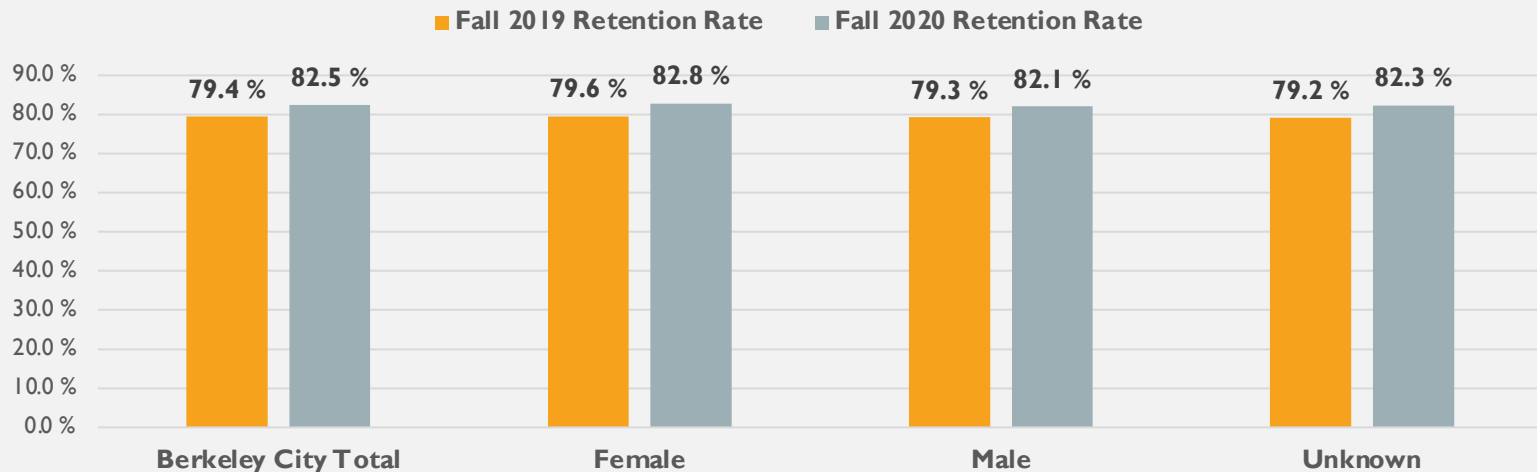
Alameda Success Rate by Gender



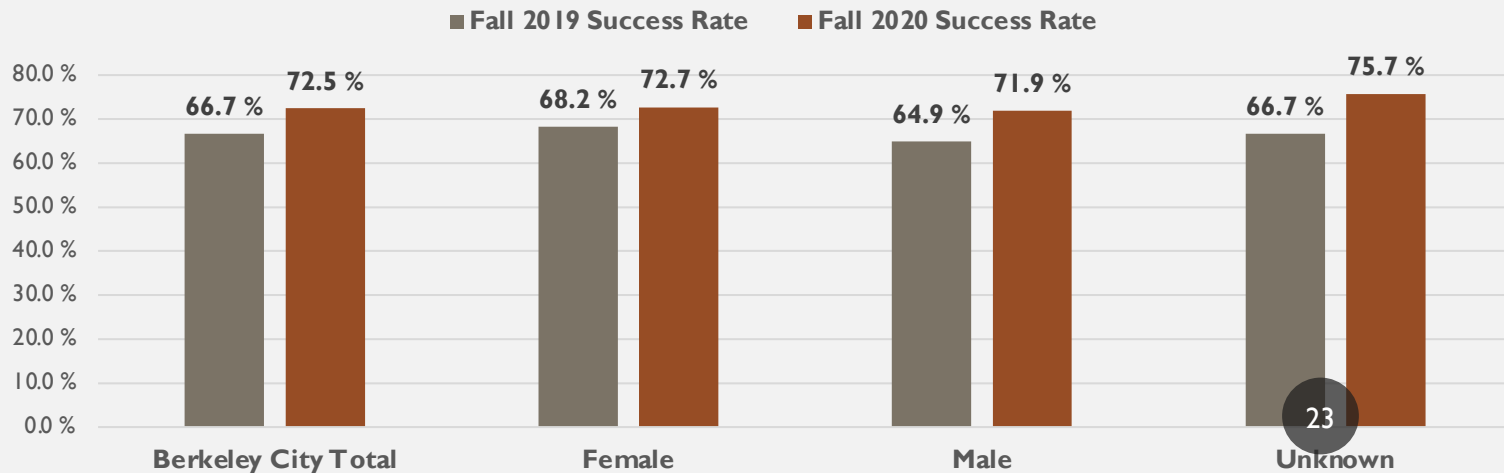


THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Berkeley Retention by Gender



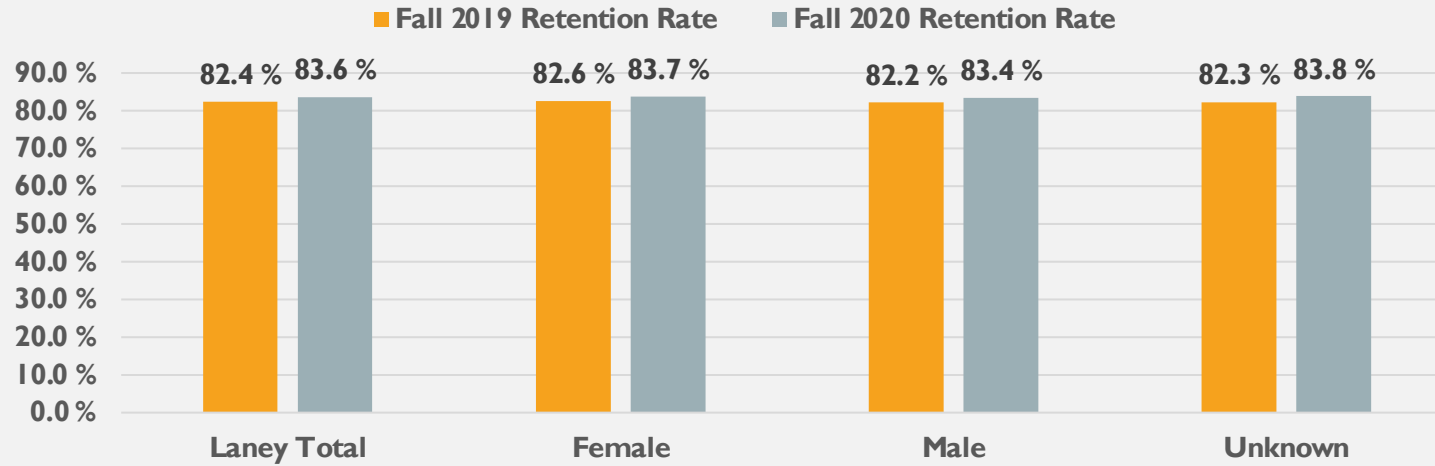
Berkeley Success Rate by Gender



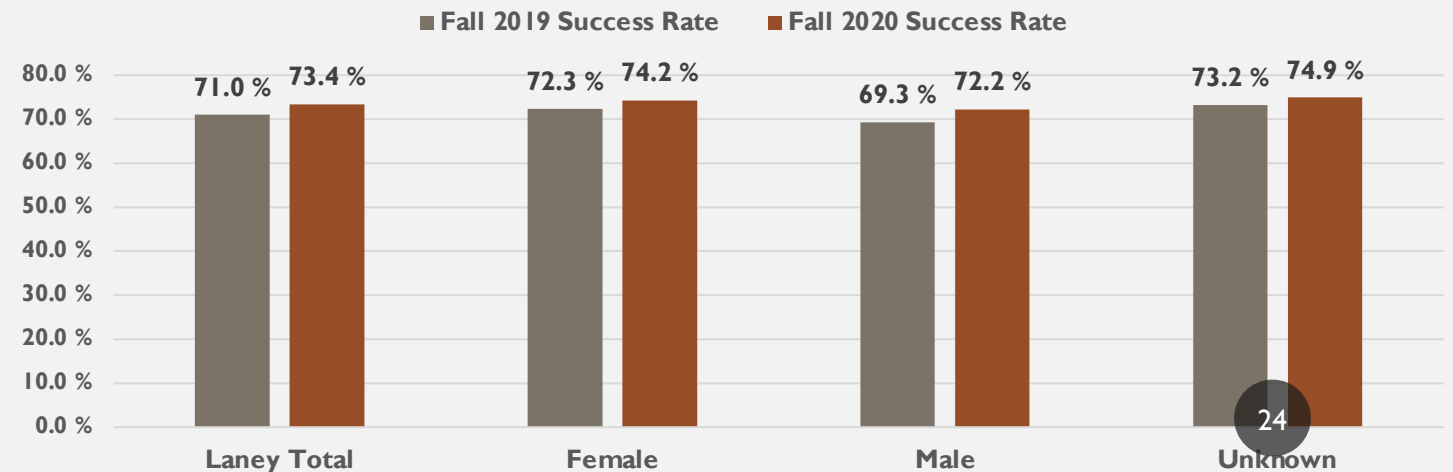


THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Laney Retention Rate by Gender



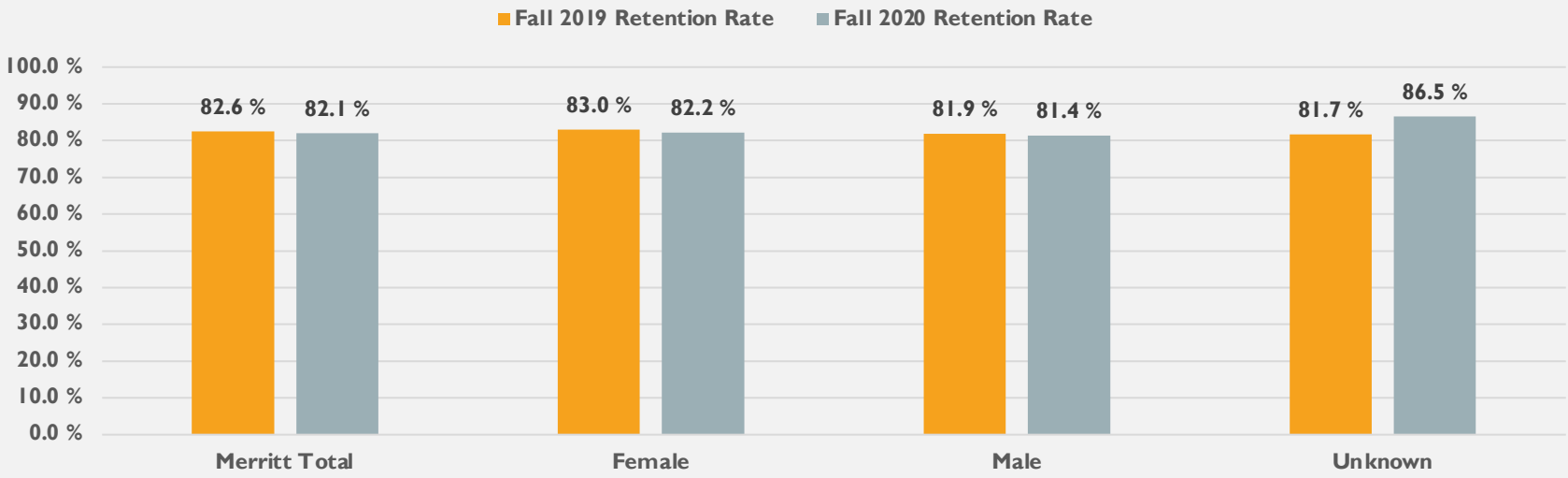
Laney Success Rate by Gender



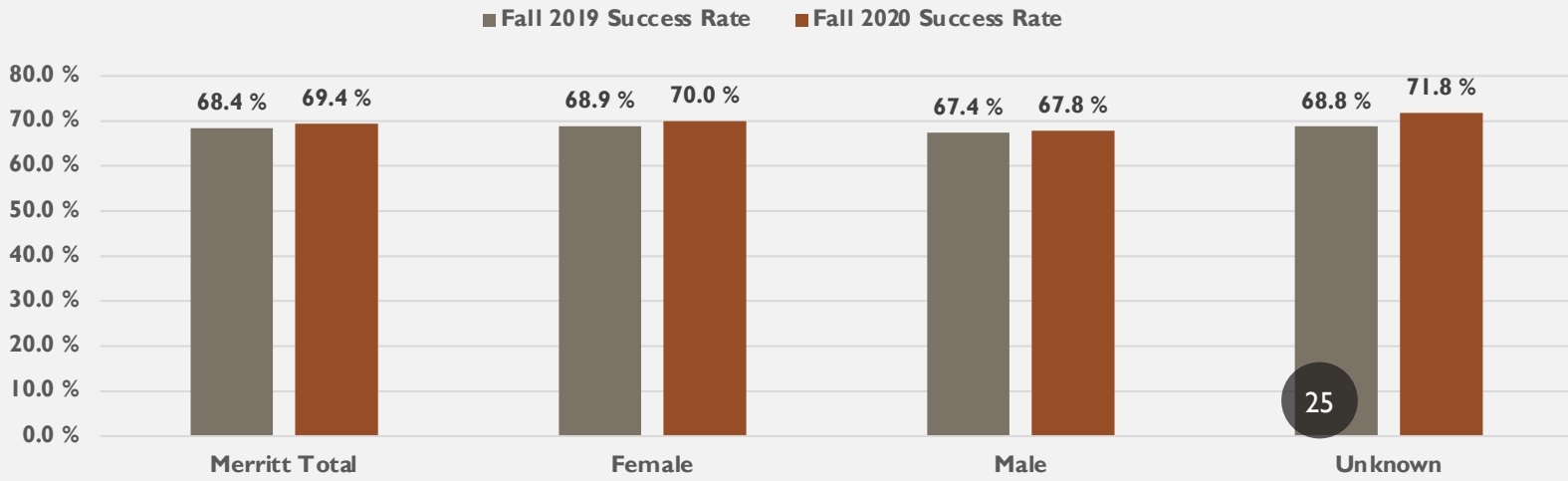


THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Merritt Retention Rate by Gender



Merritt Success Rate by Gender

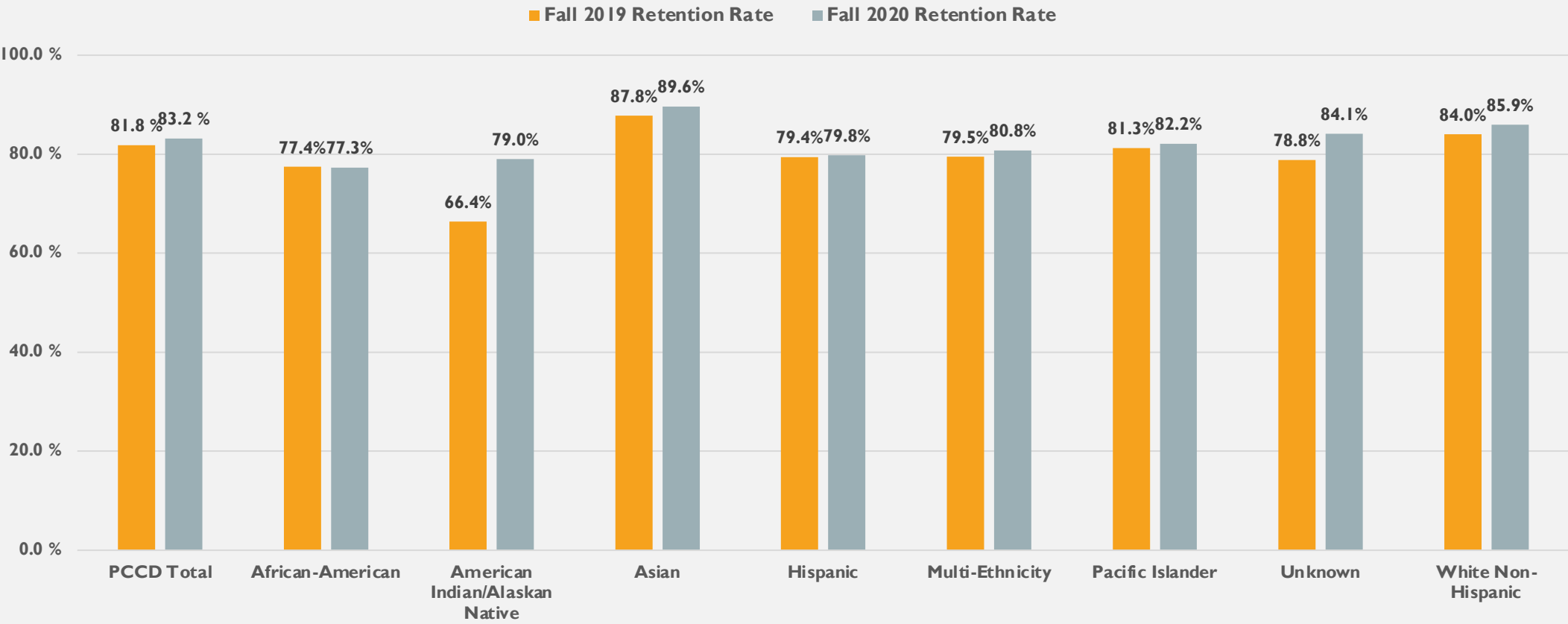


Source: CCCCCO DataMart.



THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

PCCD Retention Rate by Ethnicity

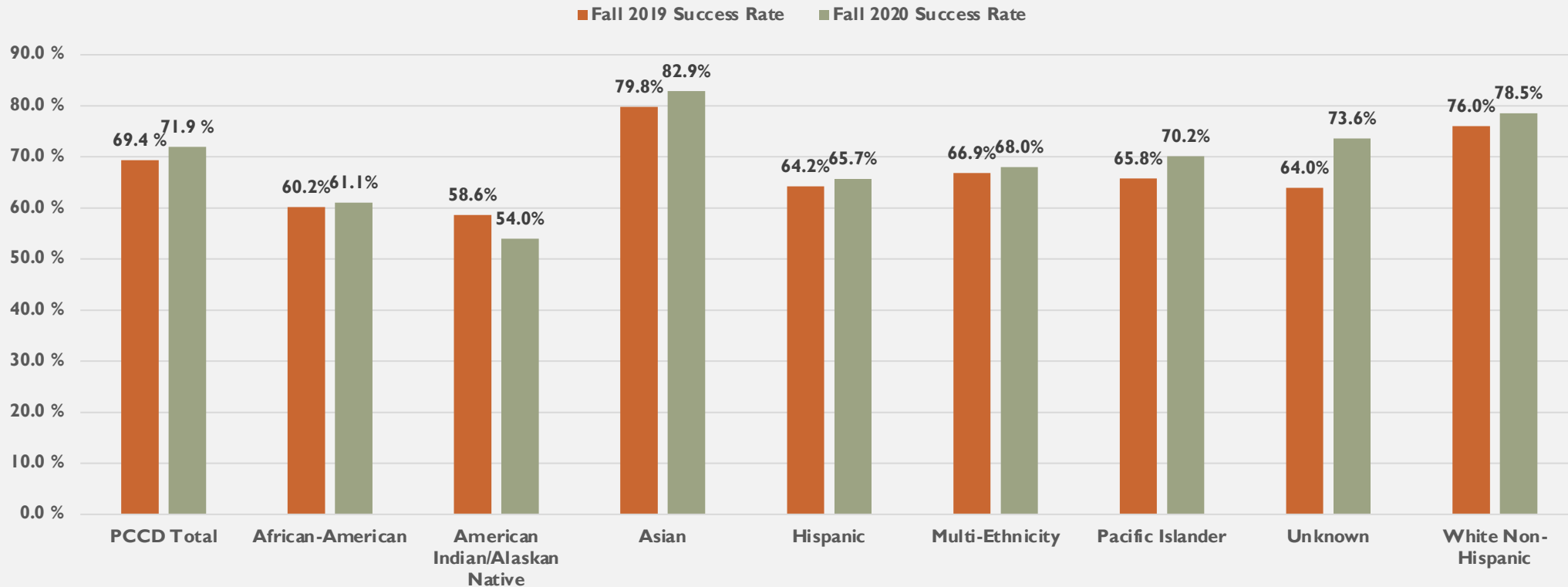


Source: CCCCCO DataMart.



THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

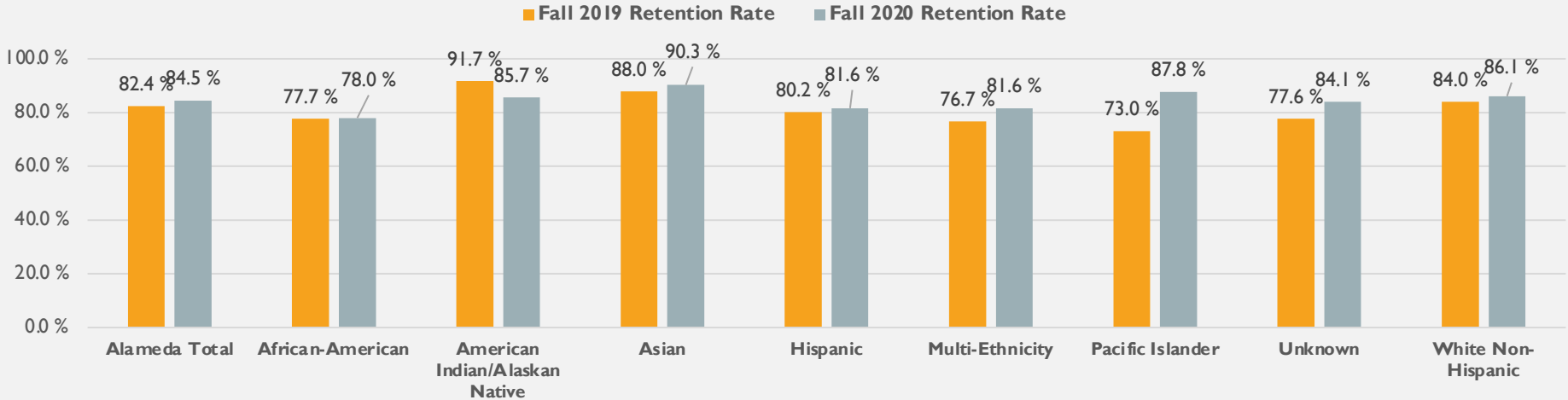
PCCD Success Rate by Ethnicity



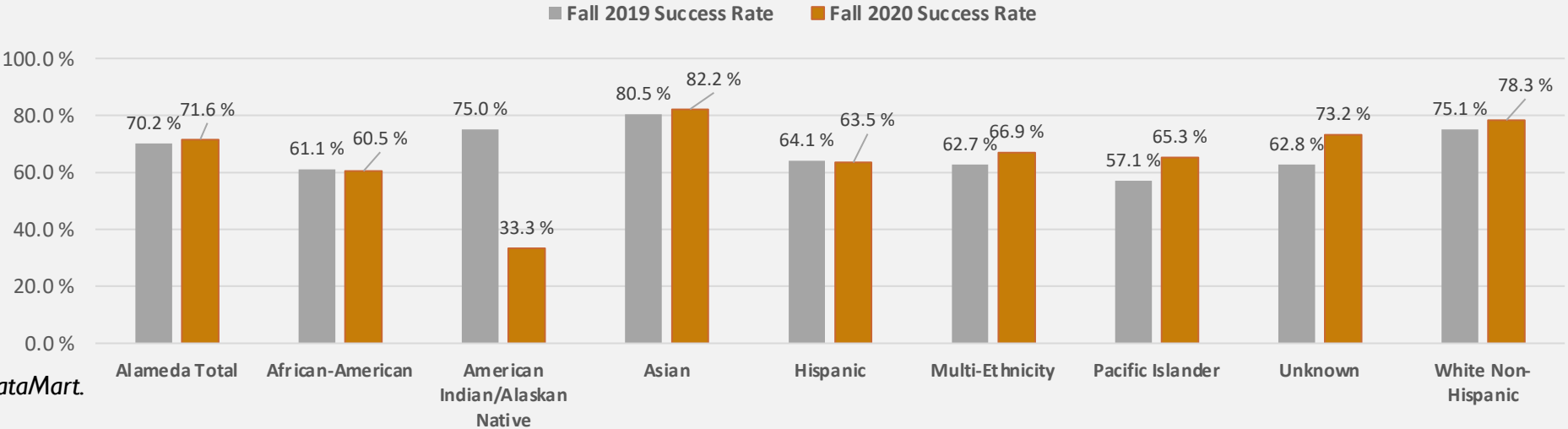


THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Alameda Retention Rate by Ethnicity



Alameda Success Rate by Ethnicity

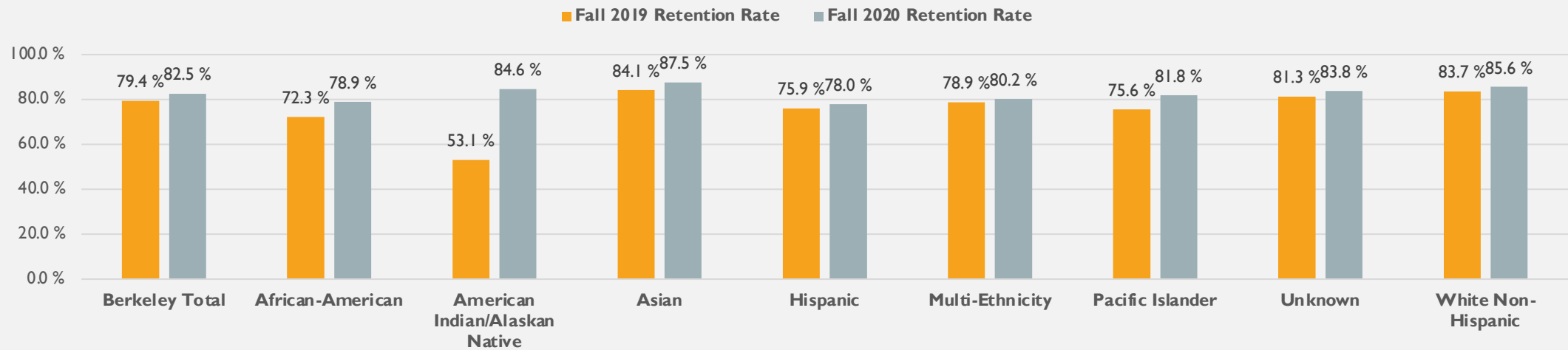


Source: CCCC DataMart.

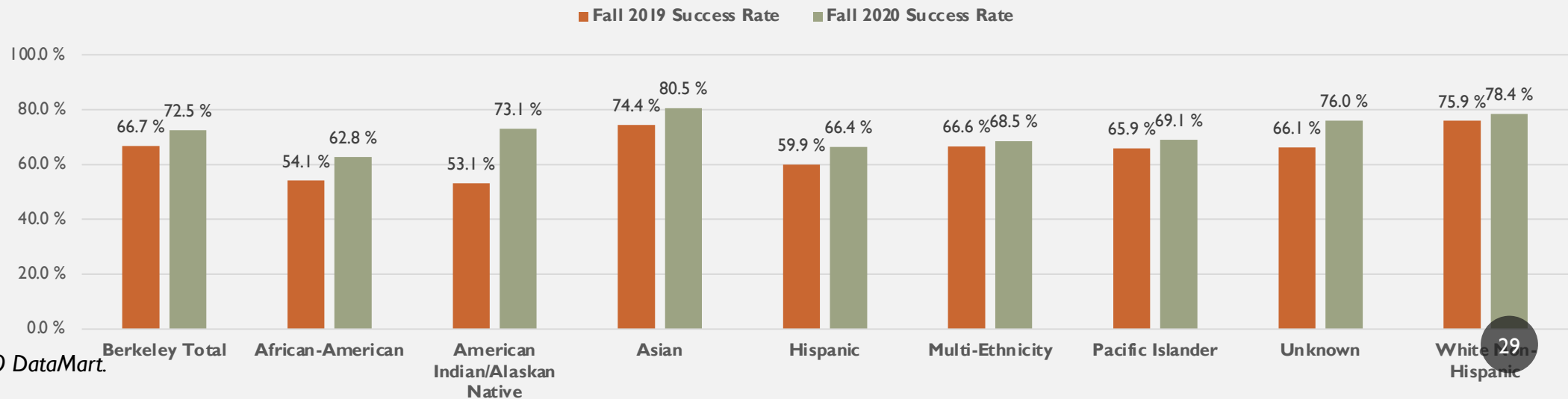


THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Berkeley Retention Rate by Ethnicity



Berkeley Success Rate by Ethnicity

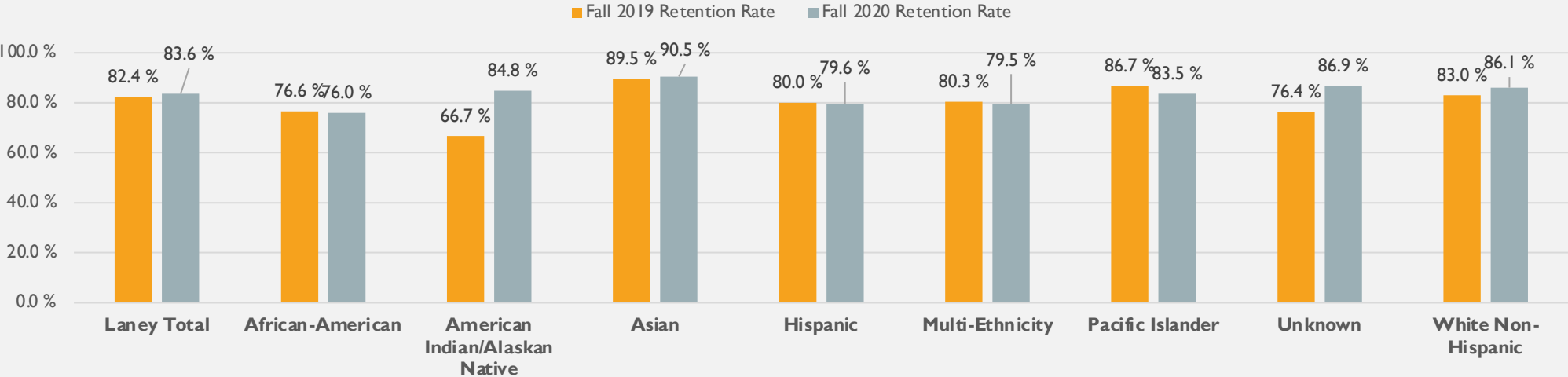


Source: CCCC DataMart.

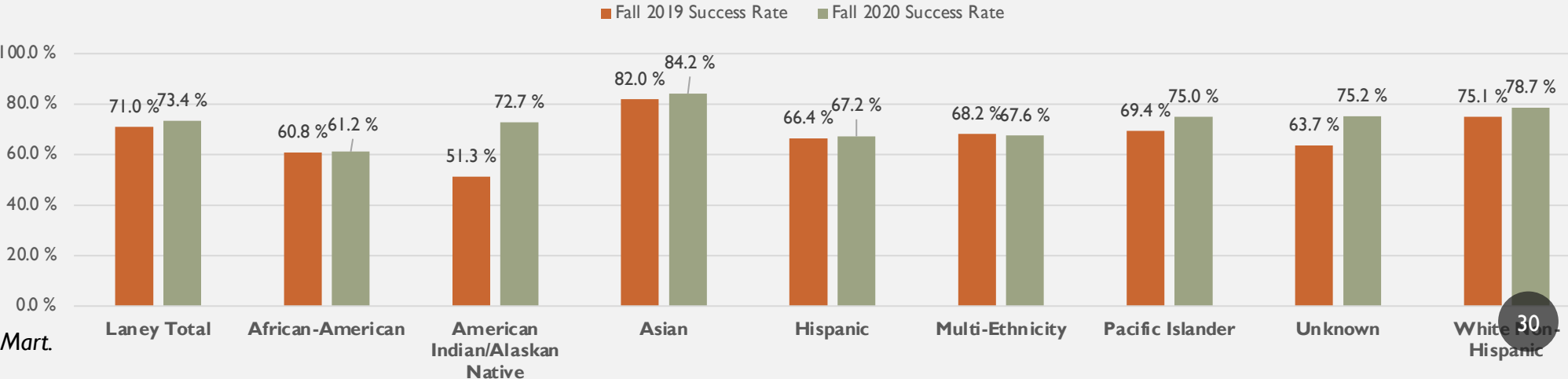


THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Laney Retention Rate by Ethnicity



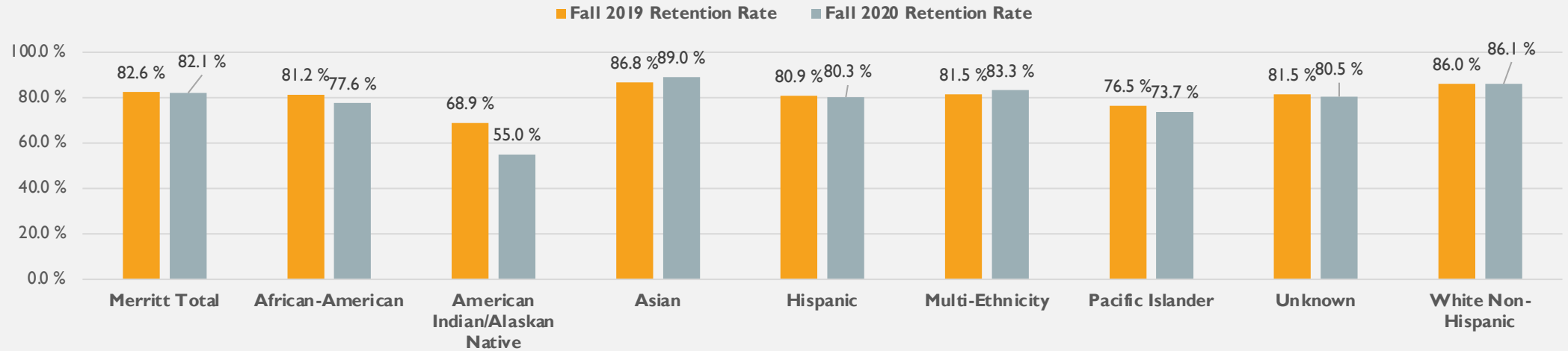
Laney Success Rate by Ethnicity



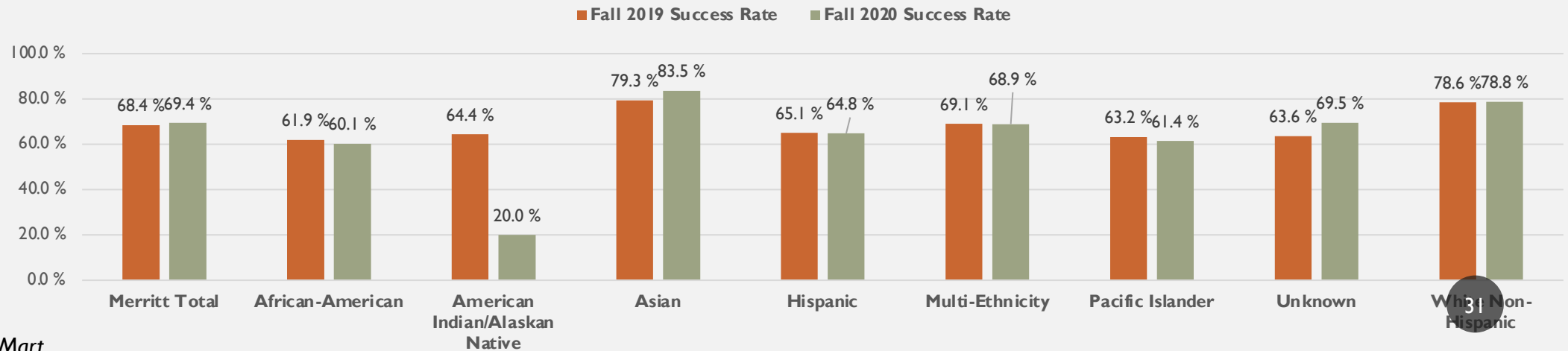


THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Merritt Retention Rate by Ethnicity



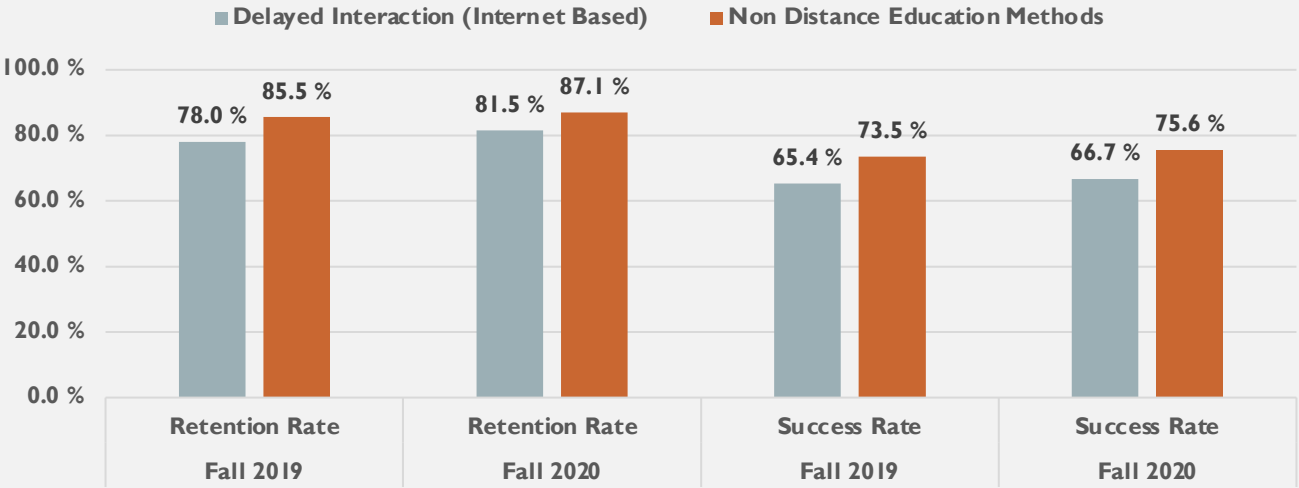
Merritt Success Rate by Ethnicity





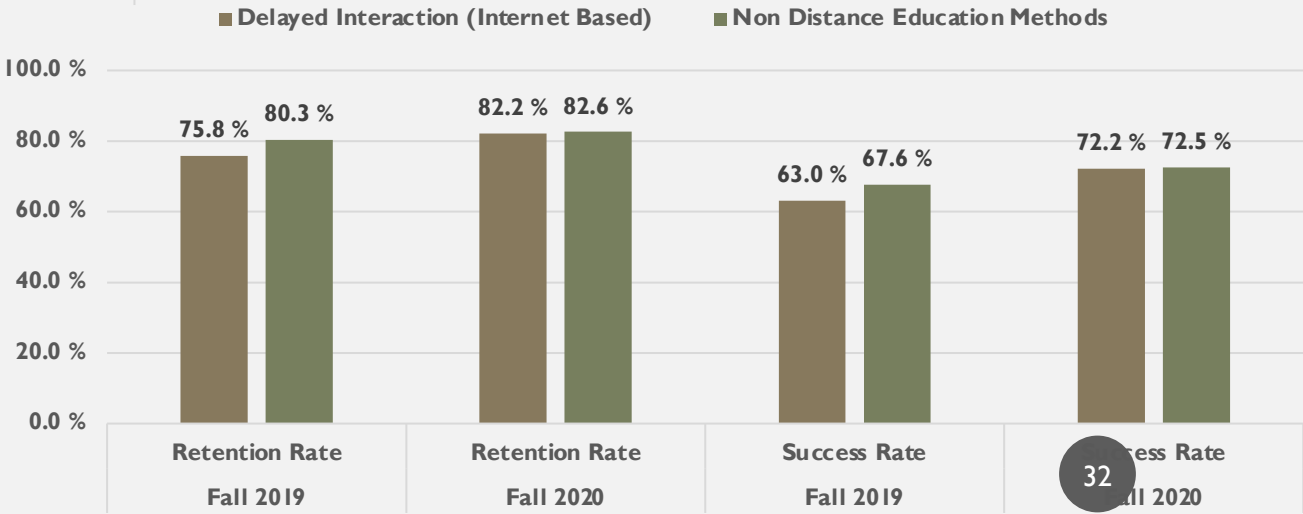
THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Alameda Delivery Mode



**Fall 2020 Non-DE courses
were mostly offered
remotely due to COVID-19.**

Berkeley Delivery Mode

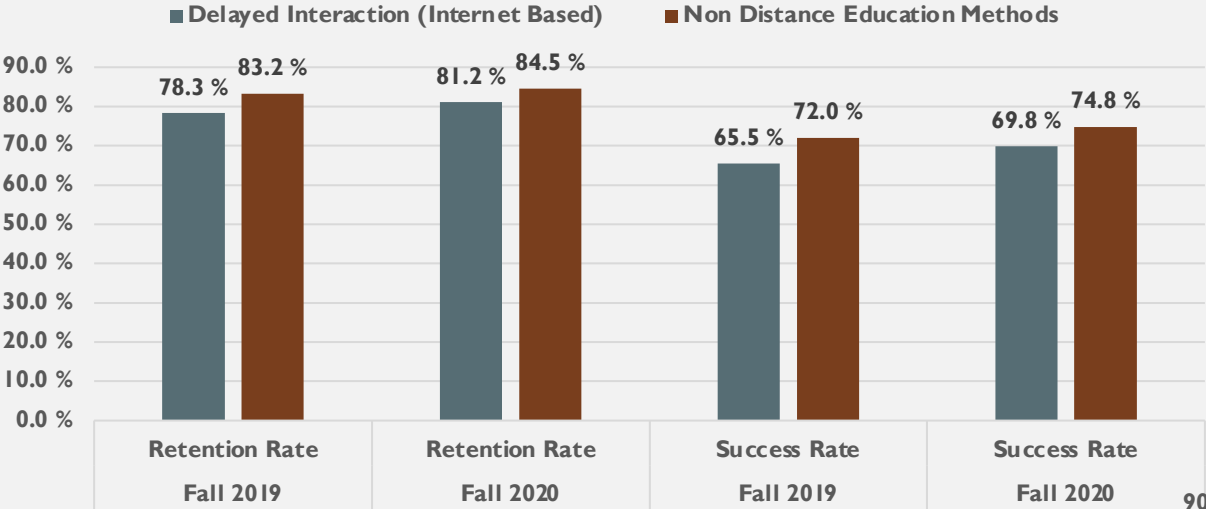


Source: CCCCCO DataMart.



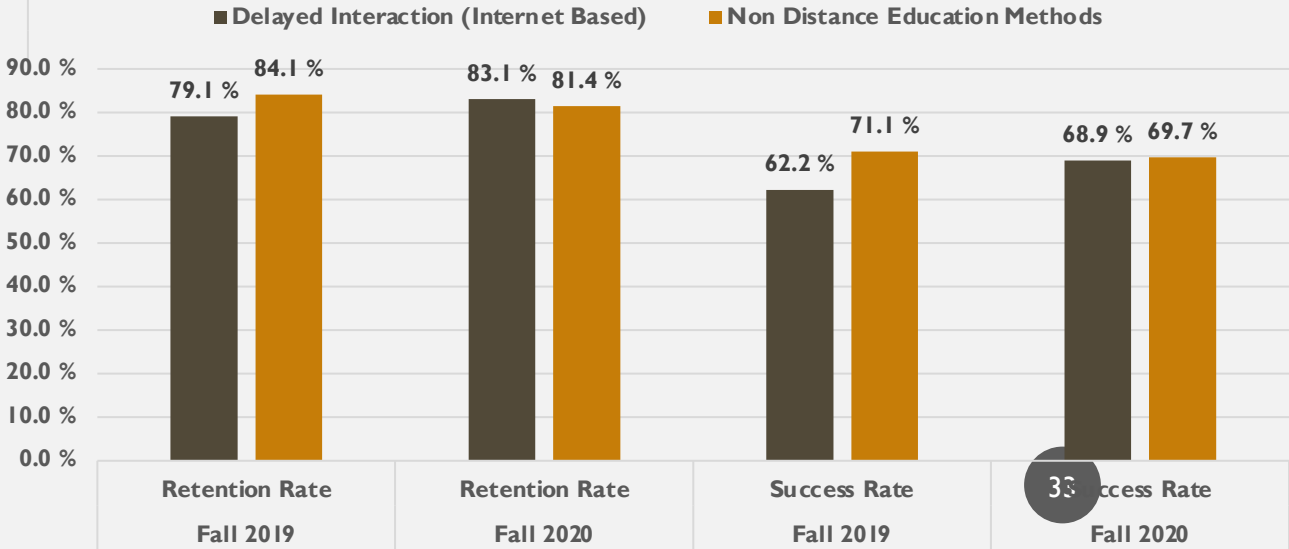
THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Laney – Delivery Mode



**Fall 2020 Non-DE courses
were mostly offered
remotely due to COVID-19.**

Merritt – Delivery Mode



Source: CCCCCO DataMart.



THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Green – increase
Red - decline

TOP CODE	Fall 2016	Fall 2019	Fall 2020	5 Yr (Fall16 to Fall20)		Fall20-Fall19	
	Enrollment#	Enrollment#	Enrollment#	#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%



THE IMPACT OF COVID – 19 RETENTION AND SUCCESS

Green – increase
Red - decline

TOP CODE	Fall 2016	Fall 2019	Fall 2020	5 Yr	Fall20-Fall19	Fall 2016	Fall 2019	Fall 2020	5 Yr	20-Fall19
	Retention %	Retention%	Retention%	Change	Change	Success%	Success%	Success%	Change	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 %



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 2020 to fall 2019, 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.



SUMMARY OF FINDINGS

- Proportionality Index (P.I.) methodology was used to identify possible equity gaps in the enrollment declines. Data confirmed that student groups who were impacted disproportionately 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.



PRELIMINARY RECOMMENDATIONS

- **Principles of Enrollment Management 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.



PRELIMINARY RECOMMENDATIONS

- **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



PRELIMINARY RECOMMENDATIONS

- **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?