

SEM DATA COMPENDIUM

Peralta Community College District

November 2017



Prepared by:

Cathy Hasson, Ed.D. , SEM Planning Consultant

PCCD MISSION STATEMENT

We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees of Arts and Science, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;
- Supportive, satisfying, safe and functional work environment for faculty and staff; and
- Preparation for an environmentally sustainable future

PURPOSE OF STRATEGIC ENROLLMENT MANAGEMENT

The purpose of SEM planning at PCCD is to align outreach and recruitment, admissions, financial aid, class scheduling, instruction, student support services, and efficient pathways to student success and completion that will help students move in and move on, as well as enrollment growth and fiscal viability.

TABLE OF CONTENTS

County Demographics...	pg. 3
High School Pipeline...	pg. 12
Student Characteristics...	pg. 18
Enrollment Trends...	pg. 26
Workforce Trends...	pg. 38
Competitive Landscape...	pg. 50
Student Outcomes...	pg. 55



COUNTY DEMOGRAPHICS



PLANNING ASSUMPTIONS & IMPLICATIONS

1. The population of Alameda County as a whole is projected to increase by 6% in the next ten years. In contrast, due to the geographic constraints of a built-out urban area, population growth projections for the PCCD service area cities are projected to grow at a lesser rate. **Considering other programming and scheduling options for students (e.g., more online, accelerated courses) as well as marketing and recruiting non-traditional aged students for other types programming (e.g., non-credit) and other target populations (non-traditional age students) will help to counter the restricted growth in Alameda County.**
2. As is true throughout California, the greatest growth in Alameda County is projected to be in the Hispanic, Asian and Pacific Islander ethnic groups. In contrast, African-American, Native American, and White ethnic groups are projected to decline in the next ten years. **Shifts in diversity will necessitate shifts in practice in order to ensure equity and meet the needs of the changing student population.**
3. The primary age group for first time students (15-24 year-olds) is not projected to increase. At the same time, due to increasing longevity and the size of the baby boom generation, the percentage of the population in the oldest age group (60 + year old) is rapidly increasing. **This suggests that recruiting new students and retaining traditional age students will take on new importance and require new strategies, as well as more focus on second career students who are returning for re-tooling or adding new skills to current skill sets.**
4. Shifts in demographics will continue to be a key determinant in planning for the future in California community colleges. Programs that lead to employability, as well as support services that focus on retention and success, and partnerships that engage community and business will continue to be vitally important to the successful completion of low-income students of color. **Classes, and scheduling options, as well as services and support for students will be vitally important in order to accommodate diverse needs of students and the community. Fundamental to this will be accessible pathways that lead to degrees and certificates.**
5. According to the Association of Bay Area Governments (ABAG) the Bay Area 30 percent of the 2013 population was foreign born, up from 27 percent in 2000. The region has among the largest shares of immigrants in its population nationwide with the larger segments in Alameda, San Francisco, San Mateo and Santa Clara counties. **This influx and growth of immigrant populations speaks to the need to programs, courses and services geared toward middle-skills employment including career technical programs and English-as-a-second language.**

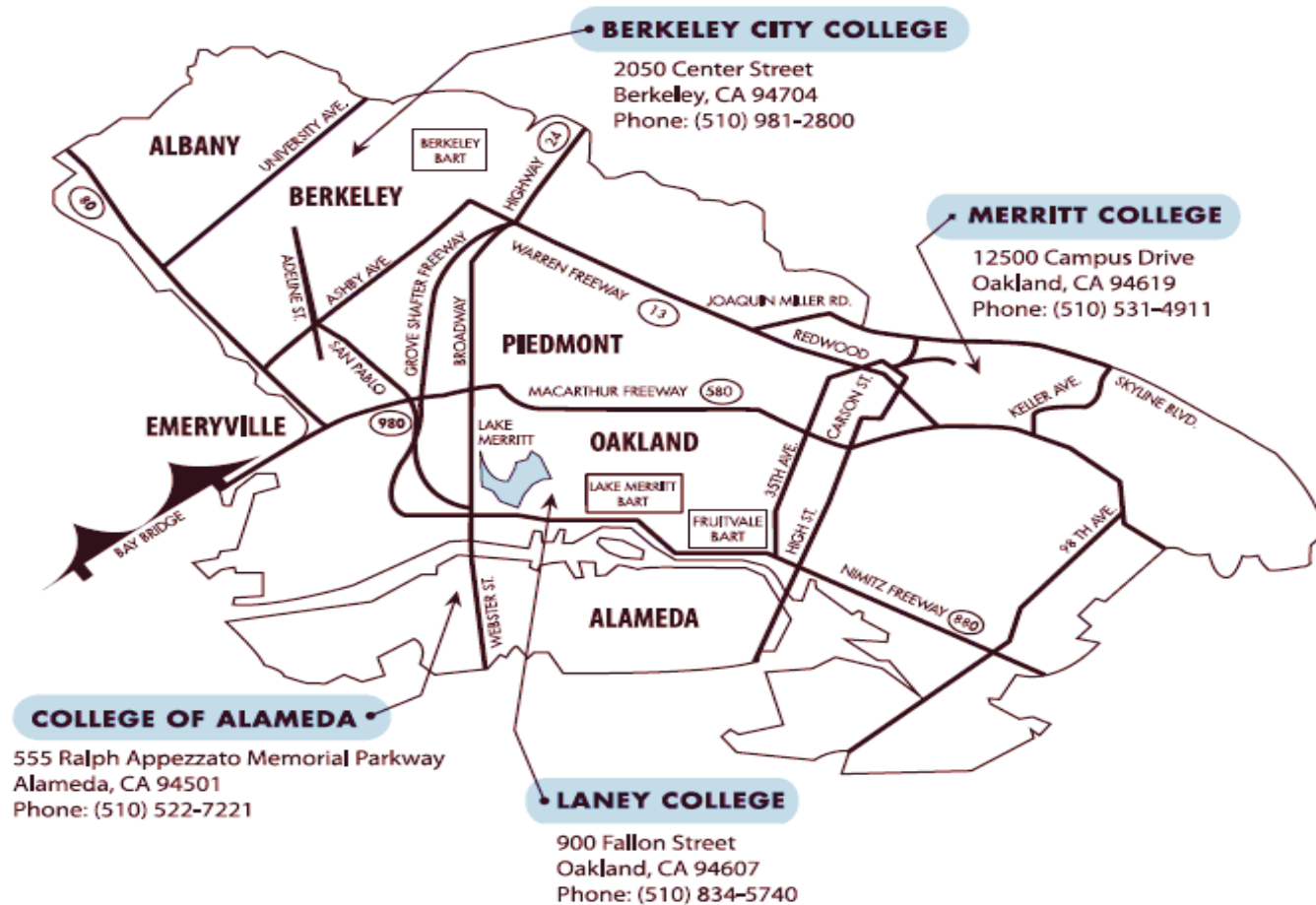
PLANNING ASSUMPTIONS & IMPLICATIONS

1. In 2016, approximately 26,000 more people left the Bay Area than migrated. San Francisco's net migration went from 16,000 positive in 2013 to 12,000 negative in 2016. The great domestic out-migration is surging in the Bay Area, and the surrounding metropolitan areas, including Oakland are experiencing the influx of new and higher-income city dwellers, while at the same time losing long-time lower income residents. This shift is a direct result of the tech boom in San Francisco and the surrounding Bay Area, which provides the highest median tech wage in the country. It has become a uniformly wealthy area of the country pushing lower income and even middle income residents out of the metropolitan areas and into the less costly suburbs. At the same time this influx of wealth has intensified the shared economy full of contingency workers finding unsustainable income through companies like Uber, Lyft and Airbnb.

Recent census estimates confirm that the rate of migration to both the suburbs and smaller cities, away from densely populated, high cost cities, is the highest it's been in over a decade. The out-migration of middle and low-income city dwellers, in particular people of color to the suburbs (e.g., from Oakland to Antioch) is driving up the cost of housing and living expenses in general even further.

The out-migration could mean either people will be looking for educational opportunities at an institution near their new area of residence. However, given the opportunity to continue with PCCD via an online learning platform, or alternative scheduling (e.g., accelerated classes or weekend classes) could increase the retention possibilities for students migrating away from Alameda county.

PCCD COLLEGE SERVICE AREAS



POPULATION GROWTH BY CITY

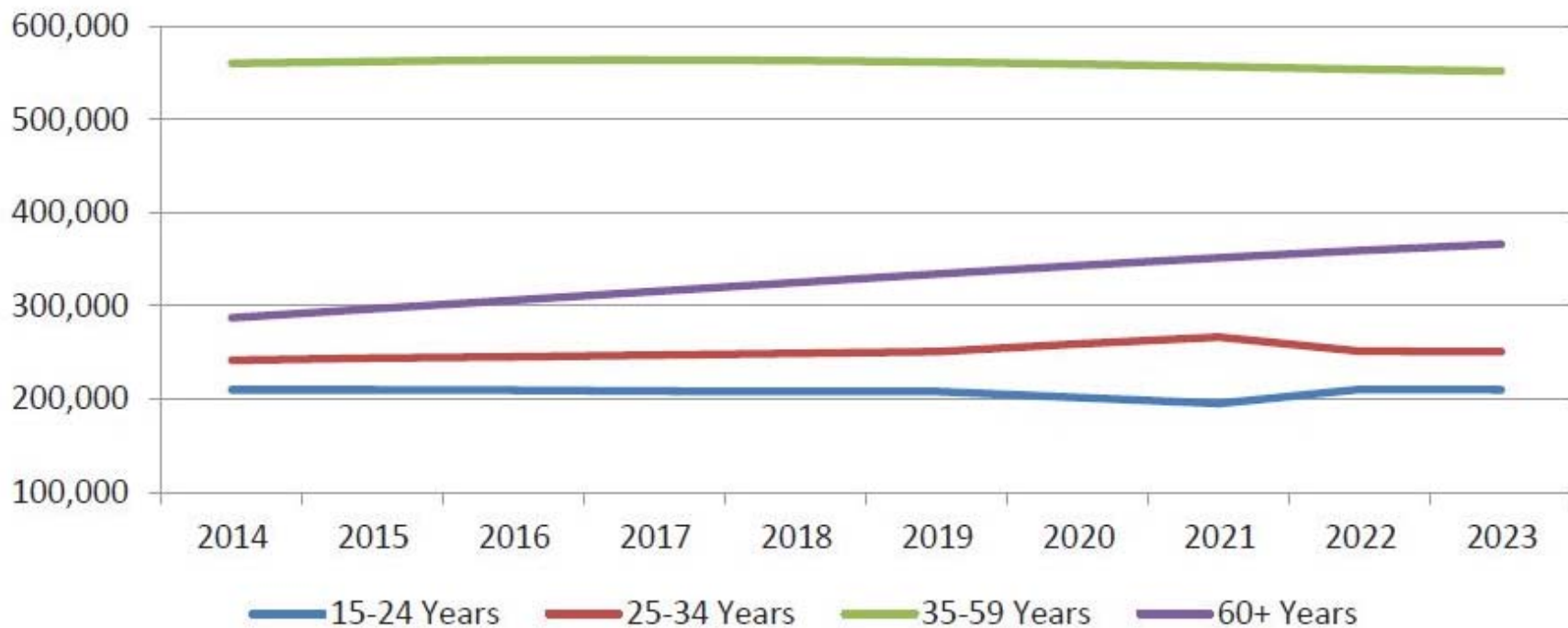
	2014	2015	2016	2017	2018	2019
Alameda	75,811	76,609	77,179	77,780	78,267	78,606
Berkeley	125,265	124,127	125,107	124,583	124,171	126,155
Oakland	398,241	401,471	404,182	406,939	409,132	410,625
Albany/Emeryville/ Piedmont	51,971	52,641	53,200	53,719	54,091	54,309

	2020	2021	2022	2023	% Change 2014-2023
Alameda	78,959	79,213	79,374	79,493	4.86%
Berkeley	126,050	125,991	127,111	127,403	1.71%
Oakland	412,299	413,581	413,929	414,365	4.05%
Albany/Emeryville/ Piedmont	54,651	54,892	54,914	55,014	5.86%

Source: EMSI (% Change = average change)

Alameda County population is projected to increase by 6% between 2014-2023 (approximately 10,000 per year until 2020)

ALAMEDA COUNTY POPULATION GROWTH BY AGE



Alameda county demographic projections show that the two age groups that make up the majority of enrollment in the Peralta Community College District (15 – 24 year-olds and 25 – 34 year-olds) is projected to grow minimally. Notably, the primary age group for first time students (15-24 year-olds) is not projected to increase at all. At the same time, due to increasing longevity and the size of the baby boom generation, the percentage of the population in the oldest age group (60 + year old) is rapidly increasing. This suggests that recruiting new students and retaining traditional age students will take on new importance and require new strategies.

ALAMEDA COUNTY ETHNICITY TRENDS

Ethnic Group	2014-2023 % Change
African American	-2%
American Indian	-5%
Asian	12%
Hispanic	10%
Pacific Islander	9%
White	-1%

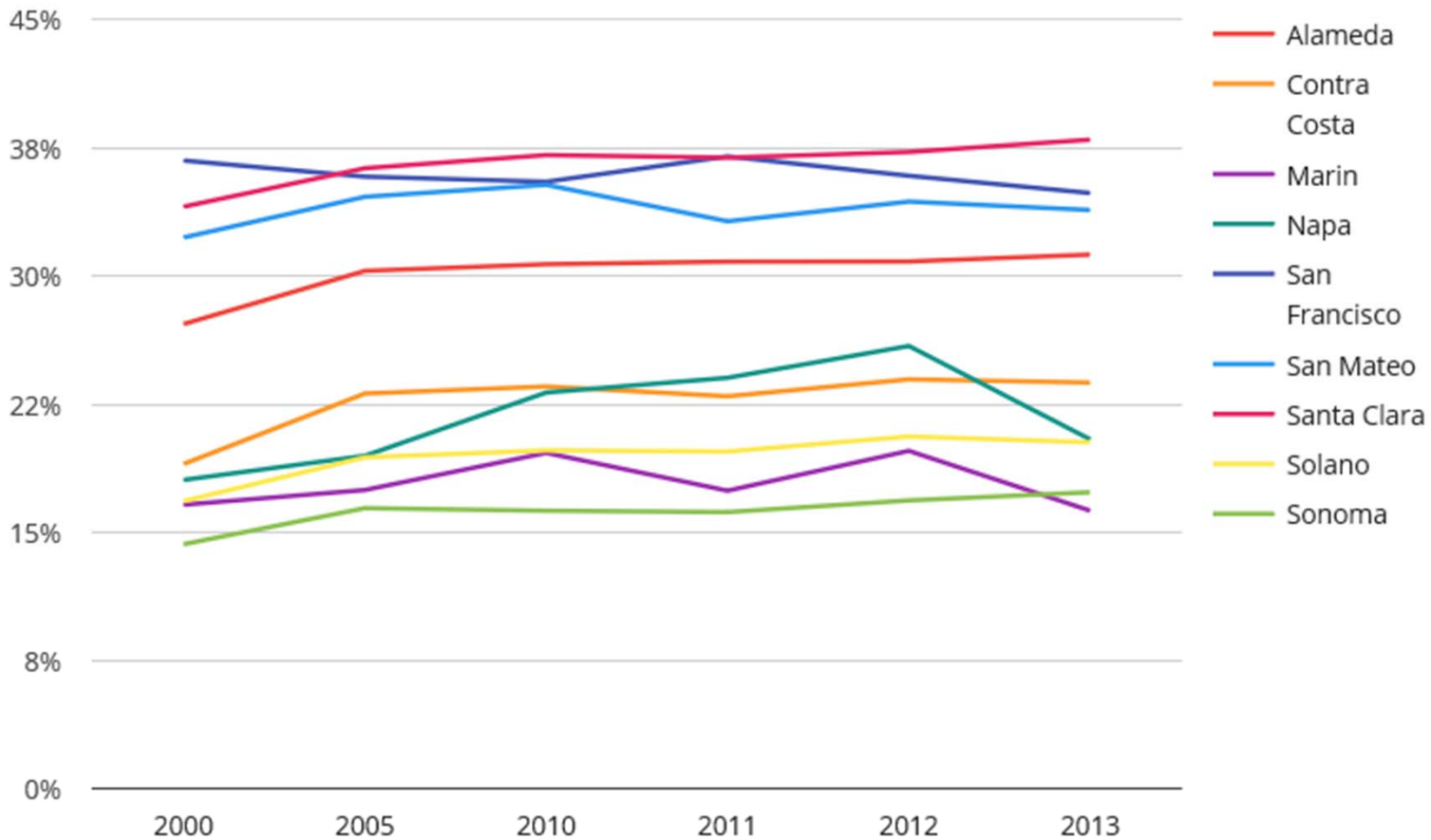
Growth in Alameda County is projected to be in the Hispanic, Asian and Pacific Islander ethnic groups. In contrast, African-American, Native American, and White ethnic groups are projected to decline in the next ten years.

18 to 24 Years: population = 149,083

Education Level	Percentage
Less Than High School	12.4%
High School Graduate	24.4%
Some College	46.0%
Associate's Degree	3.9%
Bachelor's Degree	12.4%
Graduate or Professional Degree	0.8%

The majority adult aged 18-24 in Alameda County has graduated high school and has at least some college experience.

FOREIGN BORN BY COUNTY



Source: ABAG from US Census and American Community Survey

BAY AREA OUT-MIGRATION

U.S. Metro	Share of Households Currently Residing in Top 10 Metro That Earn \$30,000 Or Less	Share of Households Leaving From Top 10 Metro That Earn \$30,000 Or Less	Move-Away Rate Relative To Expectation For Those Earning \$30,000 Or Less	Share of Households Currently Residing in Top 10 Metro That Earn \$60,000 Or Less	Share of Households That Moved Away From Top 10 Metro That Earn \$60,000 Or Less	Move-Away Rate Relative To Expectation For Those Earning \$60,000 Or Less
San Jose, CA	11.0%	17.9%	62.3%	27.4%	48.6%	77.2%
Silver Spring, MD	8.7%	17.7%	103.5%	26.0%	41.7%	60.5%
Orange County, CA	13.1%	24.3%	85.9%	33.9%	50.7%	49.7%
Washington, DC	10.1%	18.8%	86.4%	28.1%	42.0%	49.5%
San Francisco, CA	12.4%	19.7%	59.2%	29.5%	43.0%	45.6%
Oakland, CA	14.6%	28.0%	91.5%	33.9%	44.3%	30.8%
San Diego, CA	15.8%	23.8%	50.9%	40.5%	50.0%	23.5%
Chicago, IL	18.4%	27.1%	47.8%	43.0%	51.2%	19.3%
Los Angeles, CA	21.5%	32.2%	49.7%	47.5%	56.3%	18.6%
New York, NY	19.2%	25.9%	35.1%	42.0%	49.6%	18.0%

Trulia

Source: Trulia



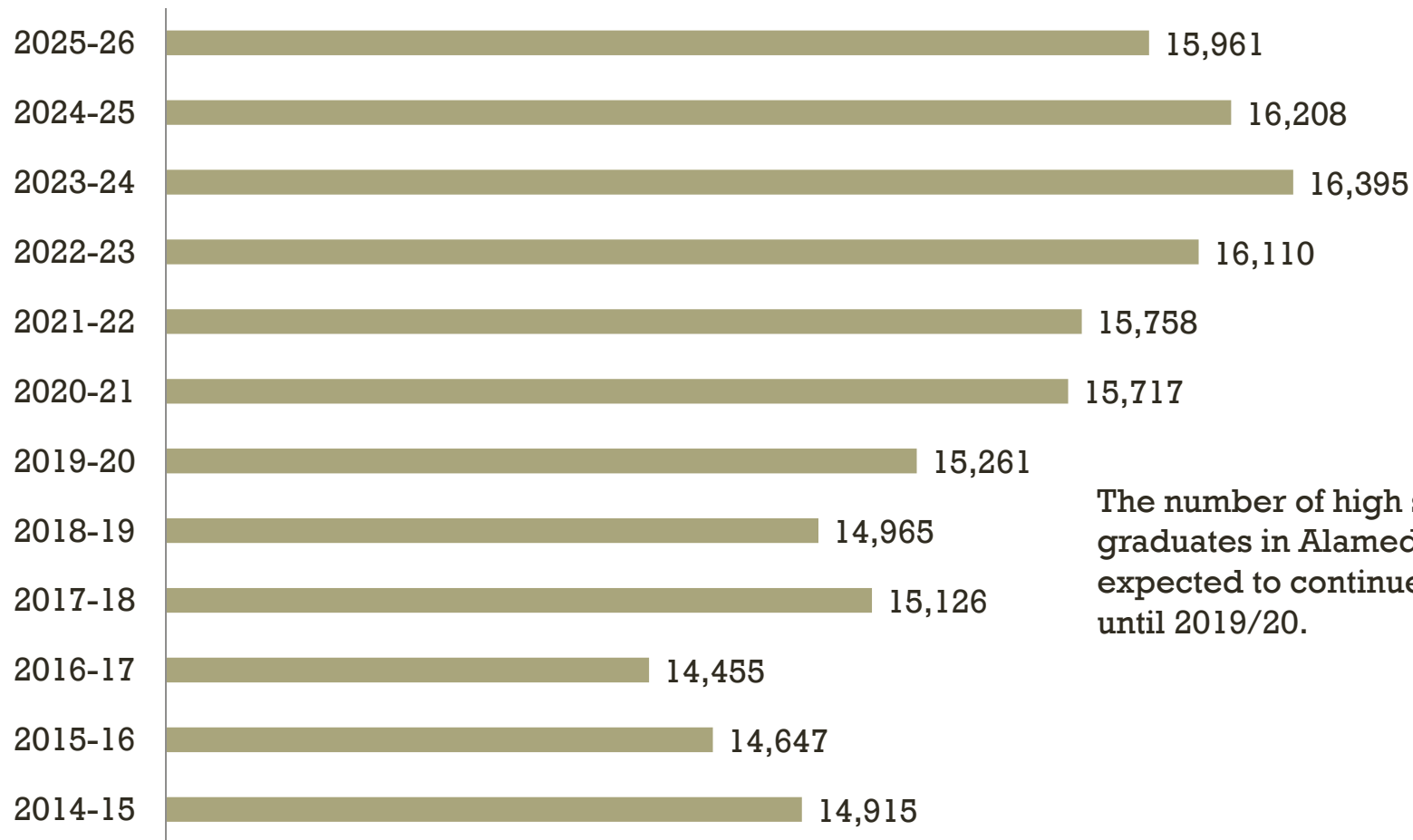
HIGH SCHOOL PIPELINE



PLANNING ASSUMPTIONS & IMPLICATIONS

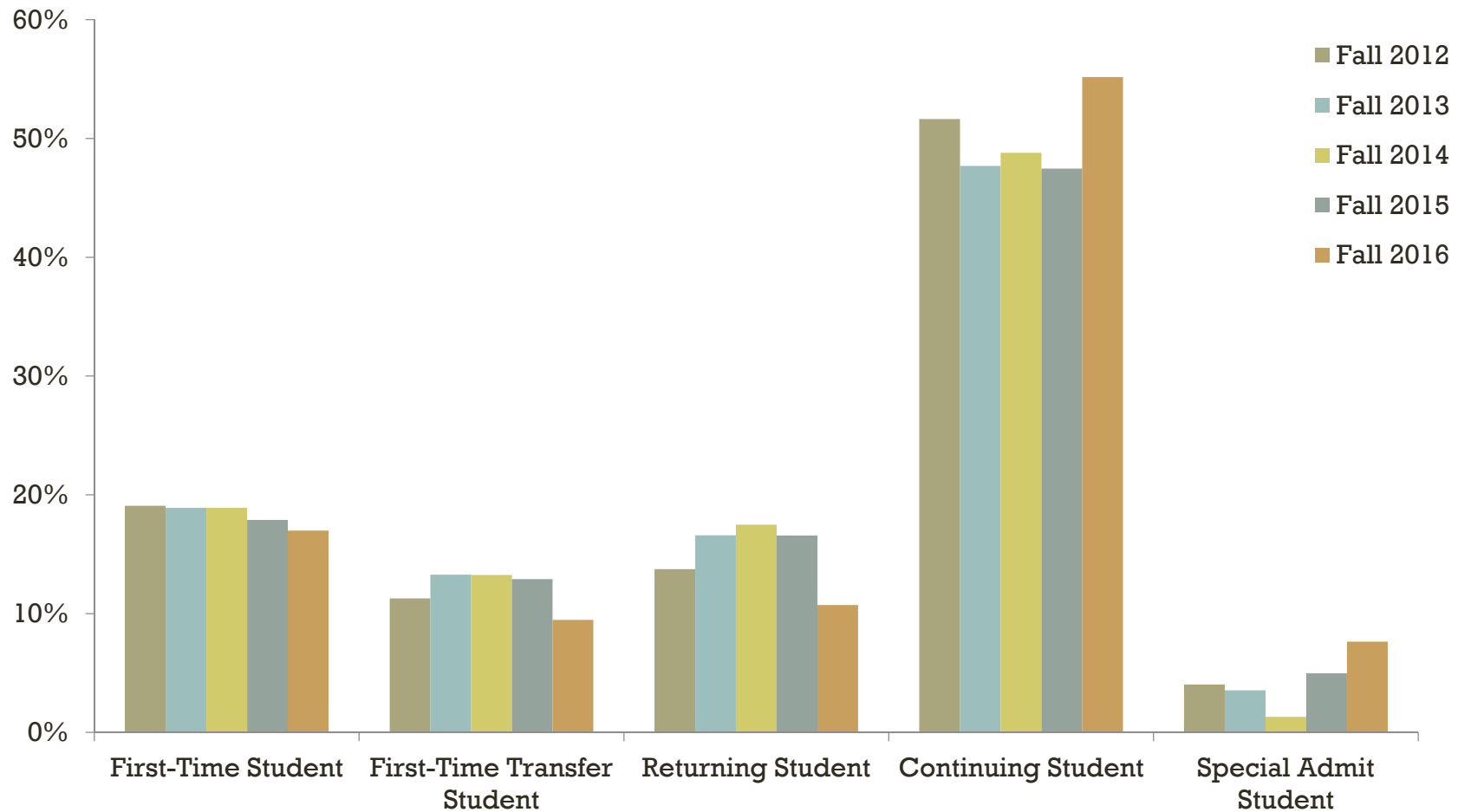
1. The local feeder and non-feeder high school graduate population is expected to continue declining for the next several years, through 2020. **The diminishing first-time to college pipeline will require a shift in focus from recruitment to retention practices, and an increase in middle school to high school to college pathways (e.g., leveraging dual enrollment and no-credit to credit pathways).**
2. On average, approximately half of all students who took the English placement between 2011-2014 placed in Transfer level English. However, African American students on average placed below the threshold of the 80% Disproportionality Index, indicating an equity gap. Math placements, on average showed a different trend and equity gap. Approximately 24% on average placed at transfer-level math, and both African American and Latino students showed large equity gaps when measured against the 80% Disproportionality Index. **Subsequently, the need to examine and improve placement protocols and policies has become increasingly important in order to move students in, through and on to completion.**
3. Future college students will not only be more diverse, but could well have different education aspirations and different expectations of what a college education should provide. It is likely that they will be more employment oriented. And, while they are likely to be equally, if not more, academically motivated compared to students of the past decade, it is possible that they may be less prepared academically, with many coming from first-generation households in which English is a second language. **As a result, there will be a dramatic increase in the need for enhanced basic skills programs and academic and student support services.**

ALAMEDA COUNTY HIGH SCHOOL GRADUATE PROJECTIONS



The number of high school graduates in Alameda county is expected to continue declining until 2019/20.

PCCD STUDENTS BY ENROLLMENT STATUS



Source: Chancellor's Office Datamart

ENGLISH PLACEMENT BY ETHNICITY FALL 2011-2014

Ethnicity	Transfer Level	1 Level Below	2 Levels Below	Total	Percent
African American	1,528	1,350	1,700	4,578	33.6
Asian	1,257	638	453	2,348	17.2
Hispanic	1,015	841	630	2,486	18.2
Multiple	1,063	428	361	1,852	13.6
Native American	14	13	14	41	0.3
Pacific Islander	45	41	21	107	0.8
White	1,197	211	164	1,572	11.5
Unknown	338	180	140	658	4.8
Total	6,457	3,702	3,483	13,642	100

Note: Transfer level = English 1A; 1 level below = English 201A; 2 levels below = English

Ethnicity	Transfer Level	Gap from Benchmark
African American	33.4%	-27.5%
Asian	53.5%	-7.4%
Hispanic	40.8%	-20.1%

MATH PLACEMENT BY ETHNICITY-FALL 2011-2014

Ethnicity	Transfer Level	1 Level Below	2 Levels Below	3 Levels Below	4 Levels Below	Total	Percent
African American	472	460	1,099	1,052	1,429	4,512	30.9%
Asian	1,211	412	512	312	263	2,710	18.6%
Hispanic	444	363	756	561	496	2,620	18.0%
Multiple	404	265	506	343	334	1,852	12.7%
Native American	7	3	13	8	13	44	0.3%
Pacific Islander	19	21	28	14	23	105	0.7%
White	715	355	462	201	170	1,903	13.0%
Unknown	278	175	177	109	107	846	5.8%
Total	3,550	2,054	3,553	2,600	2,835	14,592	100%

Ethnicity	Transfer Level	Gap from Benchmark
African American	10.5%	-19.6%
Asian	44.7%	14.6%



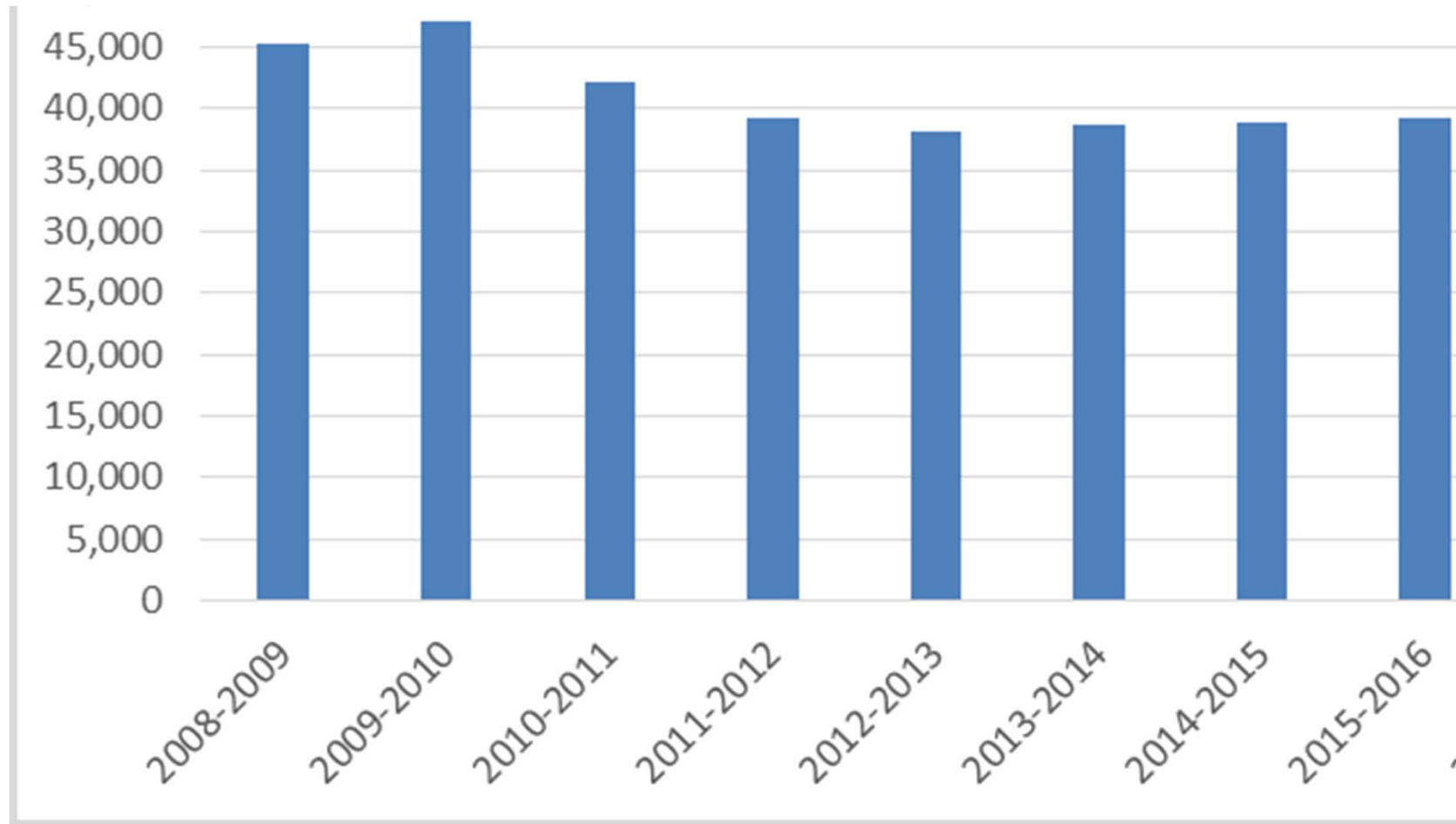
STUDENT CHARACTERISTICS



PLANNING ASSUMPTIONS & IMPLICATIONS

1. Future college students will not only be more diverse, but could well have different education aspirations and different expectations of what a college education should provide. It is likely that they will be more employment oriented. And, while they are likely to be equally, if not more, interested in earning a degree, certificate or transfer compared to students of the past decade, it is possible that they may be less prepared academically, with many coming from first-generation households in which English is a second language. **As a result, there will be a dramatic increase in the need for enhanced basic skills programs and associated academic support services.**
2. Between Fall 2008 and Fall 2014, over 11,000 PCCD students completed at least one transfer level course and subsequently enrolled in a four-year college or university. The largest percentage of those students enrolled in either a CSU or UC institution. The majority of transfer students on average are female. Approximately 29% are Asian, 20% are African American, 20% are White, and 10% are Hispanic. **Not only is there is a growing need to close the achievement gaps through improved success and retention strategies for targeted student populations, but also a need to close the gaps in access to education (e.g., increase the number of men of color seeking transfer and degrees).**
3. The Student Success & Support Programs (SSSP), the Basic Skills Transformation grant and the Equity Plan requirements are just three statewide initiatives that have provided not only an infusion of funding for general education and matriculation services (i.e., orientation, placement, counseling, and education planning), but also has cast a hard light on the majority of students who attend the community colleges underprepared. These initiatives are intended to improve student retention, and success through gateway courses, while closing equity gaps. The impact on resources of these additional and now mandatory services will be felt largely in the student services areas of the colleges. **Prioritizing services that are high impact and scalable will be critical for managing resources even in the best of times.**
4. California community colleges have recently begun to recognize a large segment of the career technical student population they serve: Skills Builders. These students seek to improve a narrowly focused set of skills or knowledge by attending a minimal number of classes without pursuing a degree or certificate. Merritt College in particular has a high percentage of this student population. **Targeting these students with stackable certificates and options for taking a few key courses by industry may prove to be a very viable strategy for meeting this untapped demand.**

PCCD HEADCOUNT



PCDD STUDENTS BY AGE

Acad Year	Under 16	16-18	19-24	25-29	30-34	35-54	55-64	65+	Grand	Total
	%	%	%	%	%	%	%	%	%	No.
2008-2009	2.6	9.4	33.1	15.8	9.7	21.6	5.4	2.3	100.0	45,273
2009-2010	2.2	8.5	35.4	15.8	9.9	20.8	5.2	2.3	100.0	47,090
2010-2011	1.3	6.6	38.0	16.4	10.3	20.3	5.0	2.1	100.0	42,190
2011-2012	1.5	7.0	39.1	16.2	10.4	19.5	4.5	1.9	100.0	39,331
2012-2013	1.3	6.8	39.4	16.9	10.6	18.6	4.5	1.9	100.0	38,181
2013-2014	1.5	7.5	38.9	17.0	10.5	18.6	4.3	1.9	100.0	38,710
2014-2015	1.6	8.6	38.3	17.4	10.2	17.7	4.2	2.1	100.0	38,822
2015-2016	2.2	10.1	38.2	16.9	9.9	16.6	4.0	2.1	100.0	39,237
2016-2017	2.4	12.5	37.2	16.2	9.7	16.0	3.9	2.2	100.0	37,778

Over the past nine years, there was a decline in the proportion of students age 35 to 64, though there was an increase in younger students, age 16 to 18 as a result of the increase in dual enrollment.

PCCD STUDENT BY ETHNICITY

	Asian	Black / African American	Filipino	Hispanic / Latino	Multiple	American Indian / Alaska Native	Other	Native Hawaiian / Pacific Island	White	Unknown	Grand	Total
Acad Yr	%	%	%	%	%	%	%	%	%	%	%	No.
2008-2009	22.5	25.4	2.4	13.2	2.3	0.6	1.6	0.7	19.0	12.3	100.0	45,273
2009-2010	19.8	23.9	2.0	11.4	3.8	0.4	1.1	0.5	17.0	20.1	100.0	47,090
2010-2011	20.8	25.0	2.4	11.8	7.1	0.4	0.7	0.5	19.6	11.7	100.0	42,190
2011-2012	21.0	25.8	2.3	12.2	9.0	0.3	0.6	0.5	19.2	9.1	100.0	39,331
2012-2013	21.1	25.1	2.2	13.2	10.7	0.3	0.4	0.5	19.6	7.0	100.0	38,181
2013-2014	20.3	24.3	2.3	14.4	11.9	0.3	0.3	0.5	20.2	5.5	100.0	38,710
2014-2015	20.1	23.3	2.3	15.5	12.4	0.3	0.2	0.5	19.6	5.7	100.0	38,823
2015-2016	20.4	22.1	2.4	17.0	12.5	0.3	0.3	0.6	18.9	5.5	100.0	39,238
2016-2017	21.4	20.8	2.5	18.2	12.7	0.3	0.2	0.6	18.4	4.8	100.0	37,778

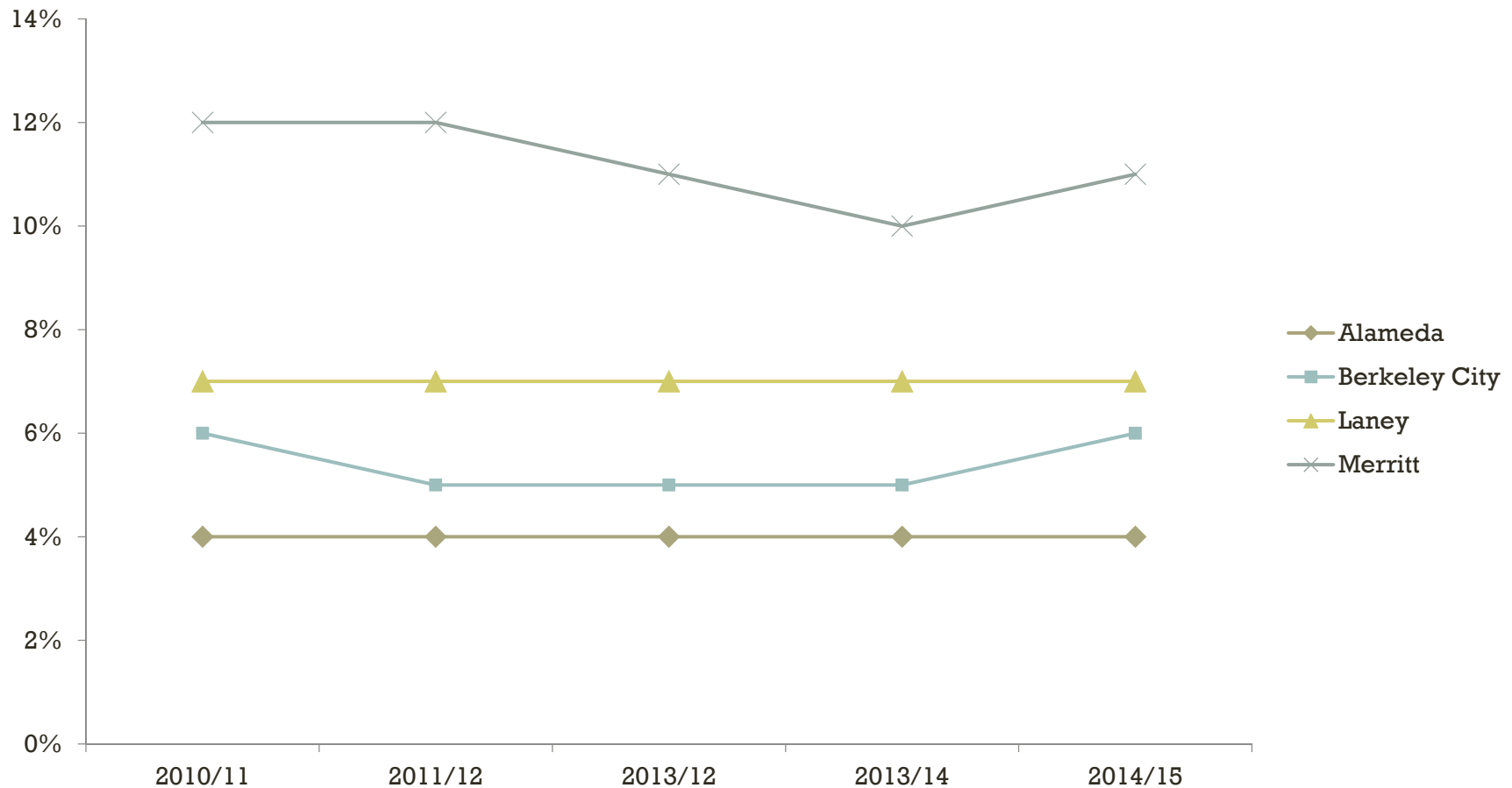
Latino students have become the fastest growing student population at PCCD, which is consistent with the service area demographics. Asian, African American and White student population groups continue to decline in proportion to the total student population.

PCCD STUDENTS BY DISTRICT RESIDENCY

Acad Year	Not In District		In District		Total	
	%	No.	%	No.	%	No.
2008-2009	30.3	13,729	69.7	31,544	100.0	45,273
2009-2010	31.1	14,665	68.9	32,425	100.0	47,090
2010-2011	32.4	13,687	67.6	28,503	100.0	42,190
2011-2012	32.4	12,743	67.6	26,588	100.0	39,331
2012-2013	32.8	12,526	67.2	25,655	100.0	38,181
2013-2014	32.0	12,392	68.0	26,318	100.0	38,710
2014-2015	31.6	12,281	68.4	26,542	100.0	38,823
2015-2016	30.9	12,135	69.1	27,103	100.0	39,238
2016-2017	29.9	11,309	70.1	26,469	100.0	37,778

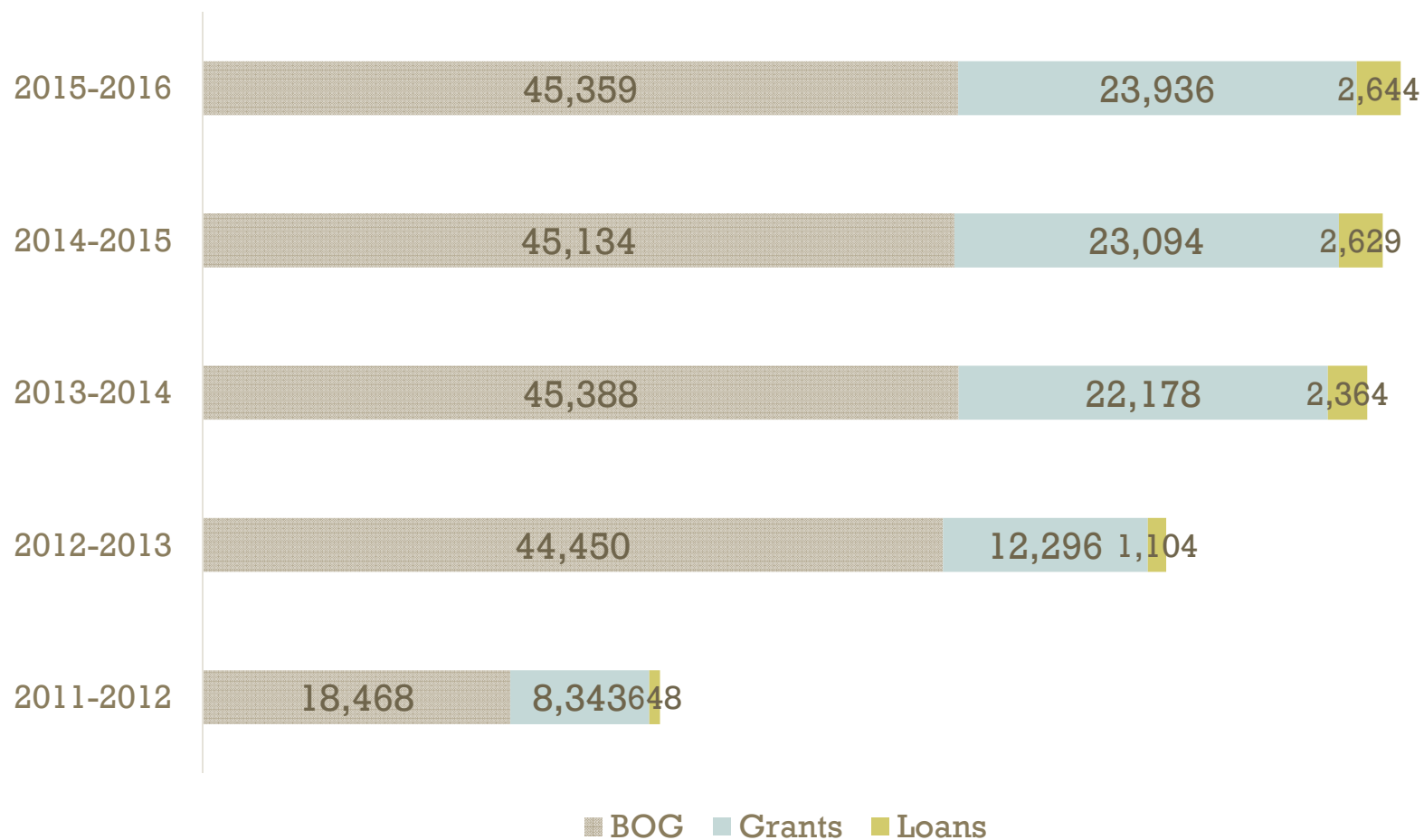
The majority of PCCD students reside within the five cities comprising the immediate service area of the district. The remaining 30% of enrolled students come from cities adjacent to the district, as well as throughout the state and across the country.

SKILLS BUILDERS-PERCENT OF CTE HEADCOUNT



Skills Builders are the percentage of the total CTE student population who took at least .5 or more non-introductory CTE credit units and passed, did not receive a degree or certificate, and did not enroll in any credit or noncredit community college or four-year university the following year.

PCCD STUDENTS WITH FINANCIAL AID



Source: Chancellor's Office Datamart



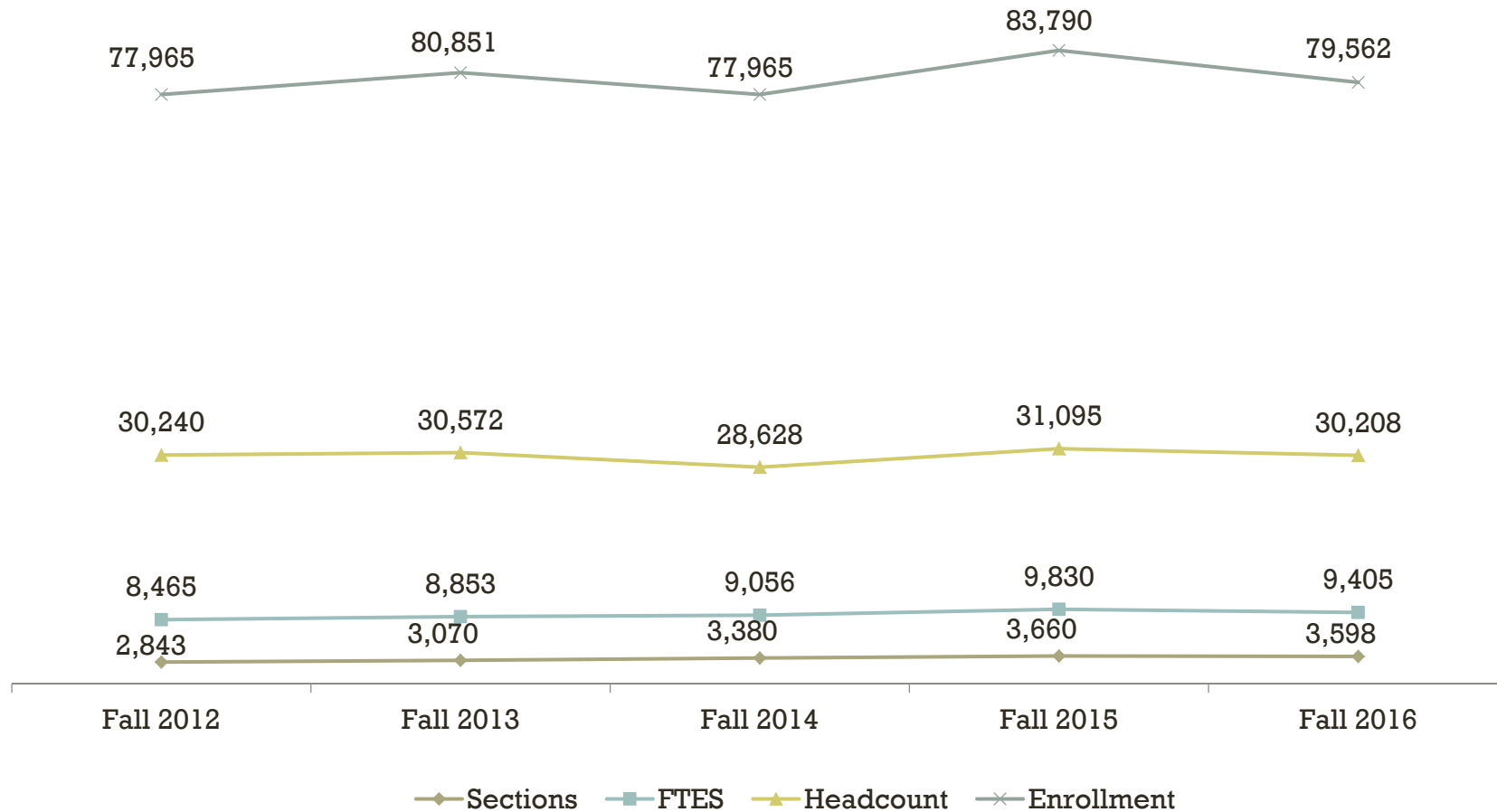
ENROLLMENT TRENDS



PLANNING ASSUMPTIONS & IMPLICATIONS

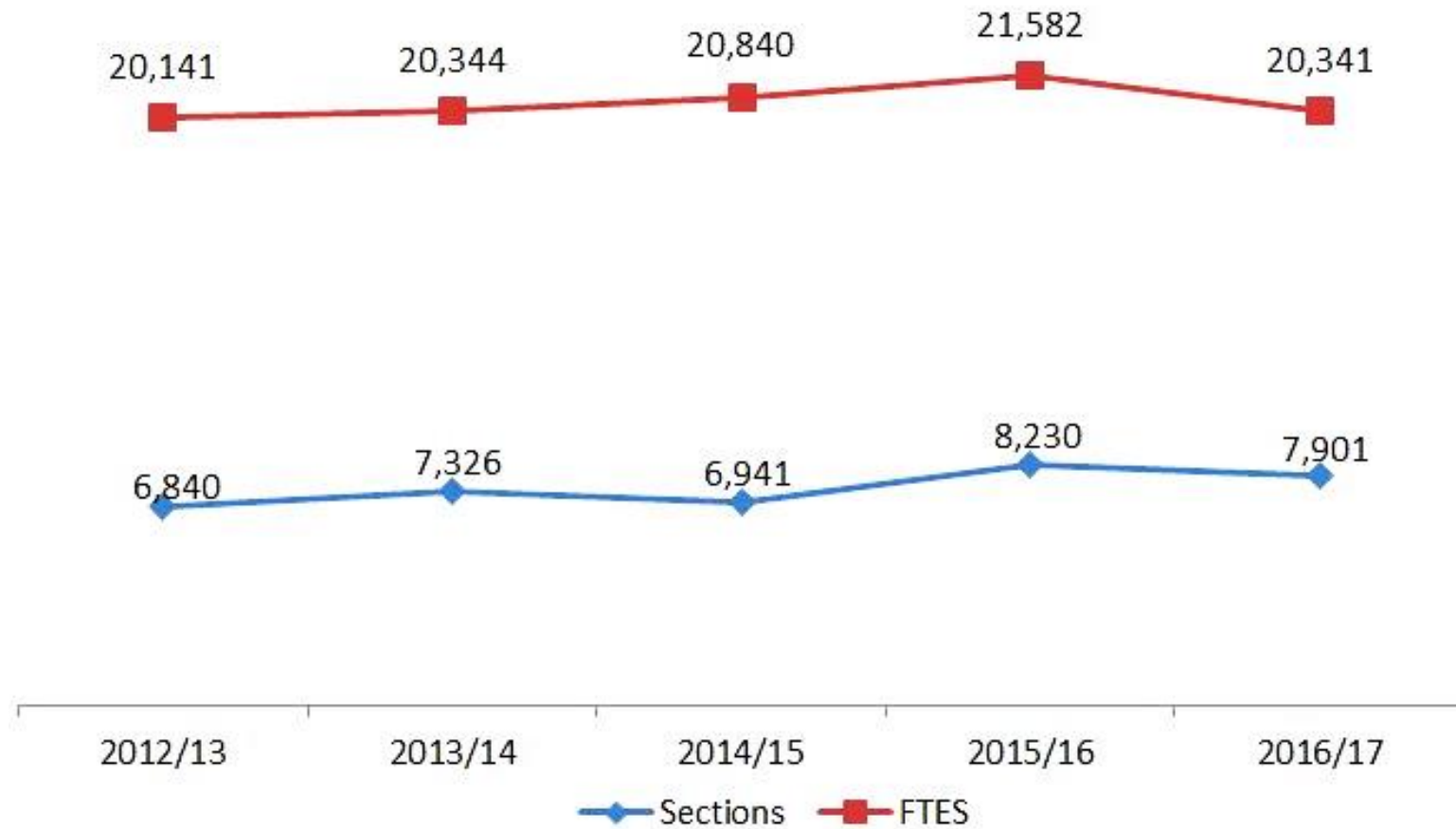
1. The four colleges in PCCD are relatively close in proximity which means that students can access options at any of the four colleges without traveling great distances. The result is that the college service areas are largely overlapping, and there is significant student swirl (nearly 50% of students in PCCD attend more than one college in PCCD). **Providing consistent and seamless admissions practices, including placement protocols are critical for capturing student enrollments, as well as aligning curriculum and programming where possible, and eliminating redundancies in program offerings throughout the District will become increasingly important in order to maintain growth and student persistence.**
2. The ratio of on-campus to online class sections offered has increased over the past five years to approximately 12% of the total number of class sections offered are 100% online or hybrid. **The number of students in these classes has also increased by approximately 50% indicating the demand for online class offerings, as well as the need for support and training in online teaching for faculty and online learning for students.**
3. Although class sections have been restored in many program areas at PCCD, enrollments have only just started to recover. The impact of the extended class reductions along with an improved job market have resulted in a slow enrollment recovery and relatively little growth in most programs. **There are many things that the colleges are doing and can be doing to help grow their programs strategically and manage enrollments, including:**
 - Offering relevant courses and programs that meet the market demand for (middle) skilled workers in targeted industries and fields by closely examining and tracking labor market trends in the region.
 - Implementing programs, courses, and support services that close equity gaps of underrepresented minority populations. In addition, scheduling classes at days and times that are convenient to the targeted student populations (e.g., working professionals, older students, single-parents), and allow students to complete their programs in reasonable amount of time.
 - Making pathways to degrees, certificates, and transfer clear, and accessible to all via education planning with counselors or advisors, and technologies for students to help them manage their academic and career pathways.
 - Providing effective outreach, retention, and success strategies that are sustainable, scalable and wide-reaching (e.g., learning communities, early alert, and accelerated learning course and program options).
 - Administering accurate English and math placement protocols so that students may begin at transfer level rather than being placed inappropriately at basic skills are both excellent enrollment management strategies as well.
 - Offering programs that are competitive within the region rather than programs that are offered at numerous regional colleges, and/or within low-growth fields and industries.
 - Ensuring there is curricular cohesion across the colleges to accommodate the student swirl.
 - Offering a suitable mix of on campus and online course section offerings.
 - Articulating course and program offerings between credit and non-credit to widen the pipeline of potential students.

ENROLLMENT & SECTIONS



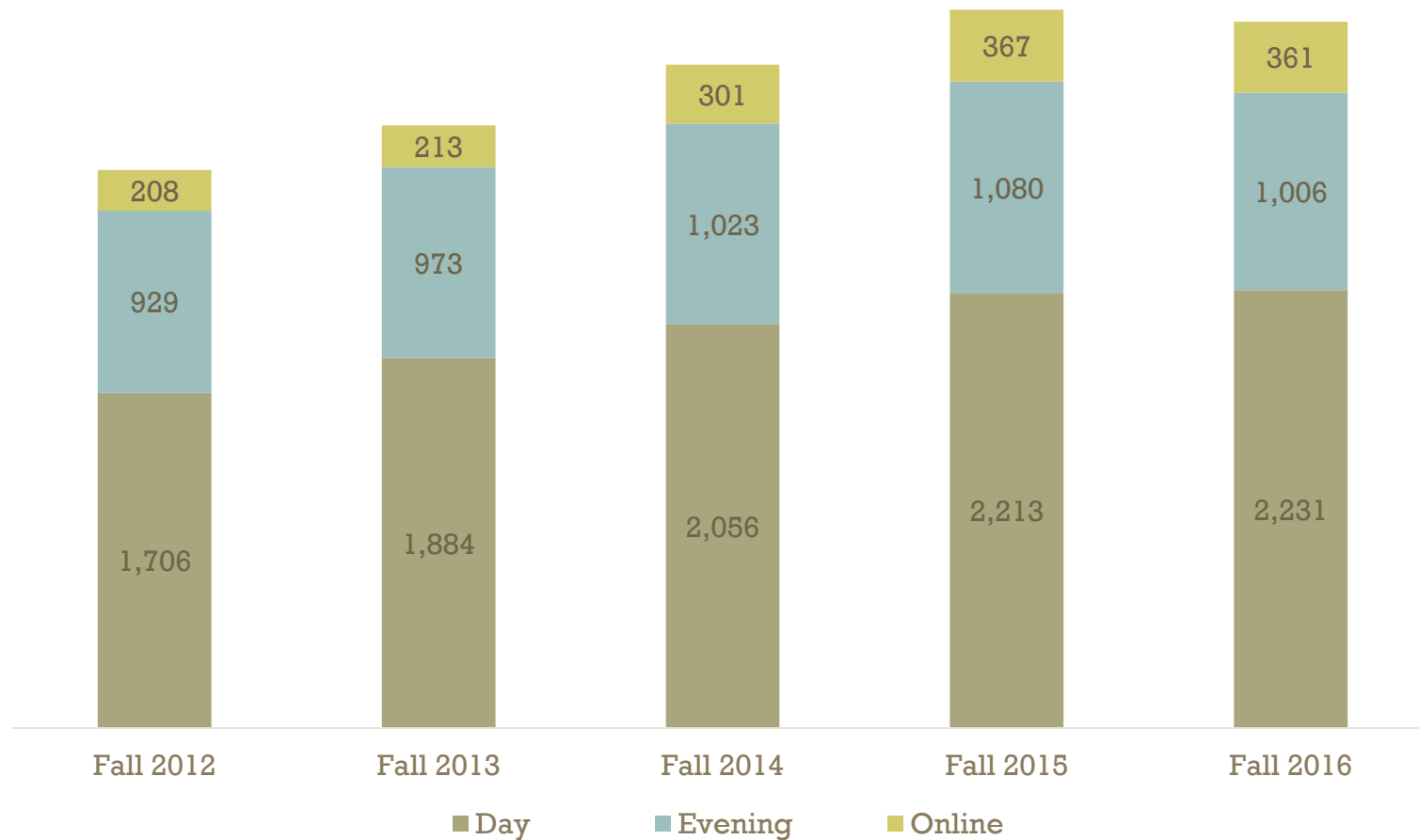
Source: Chancellor's Office Datamart

PCCD SECTIONS AND FTES



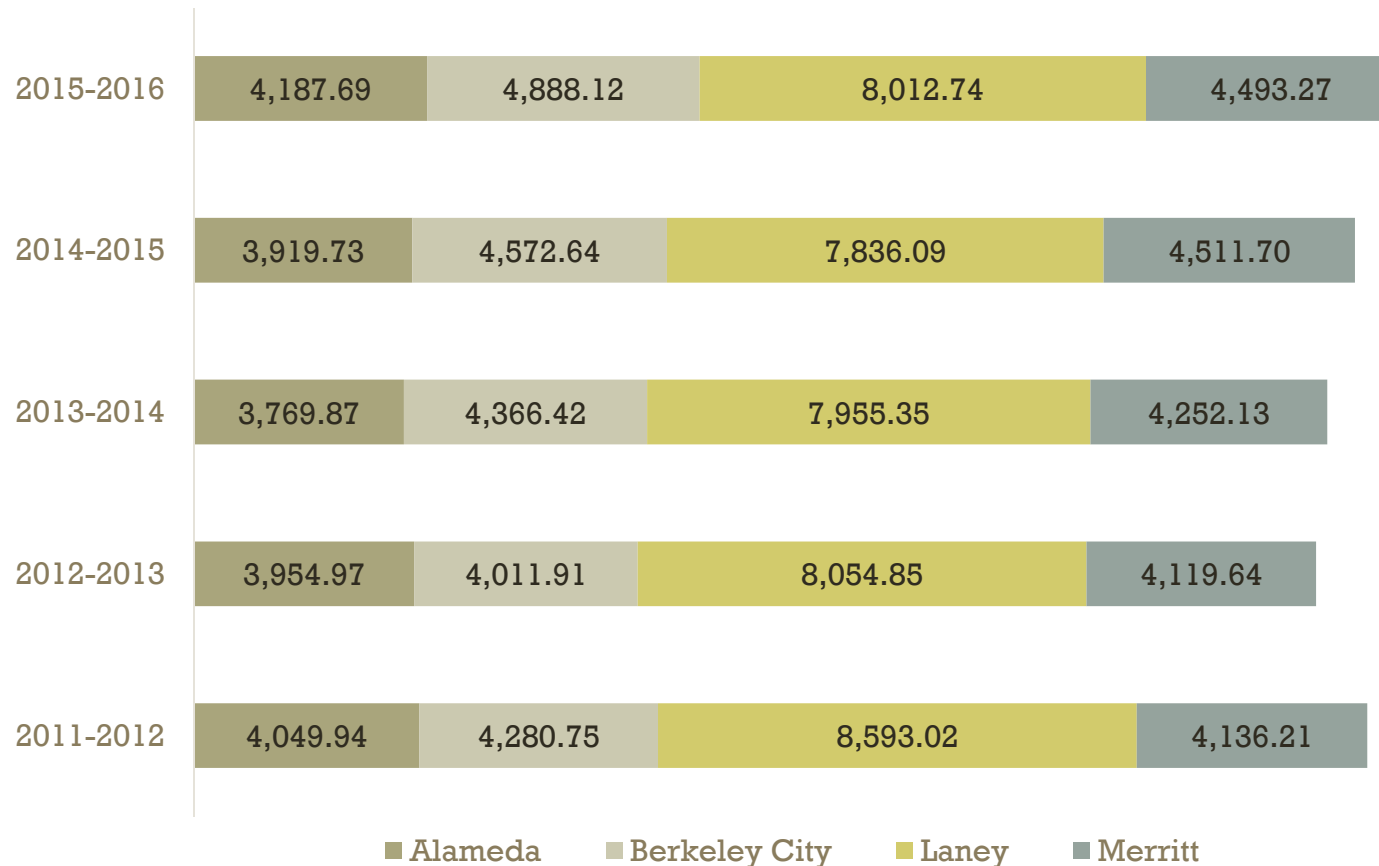
Source: Chancellor's Office Datamart

SECTIONS BY DAY/EVE/ONLINE



Source: Chancellor's Office Datamart

FTEs BY COLLEGE



There was a 3% increase in FTEs districtwide between 2014/15 and 2015/16.

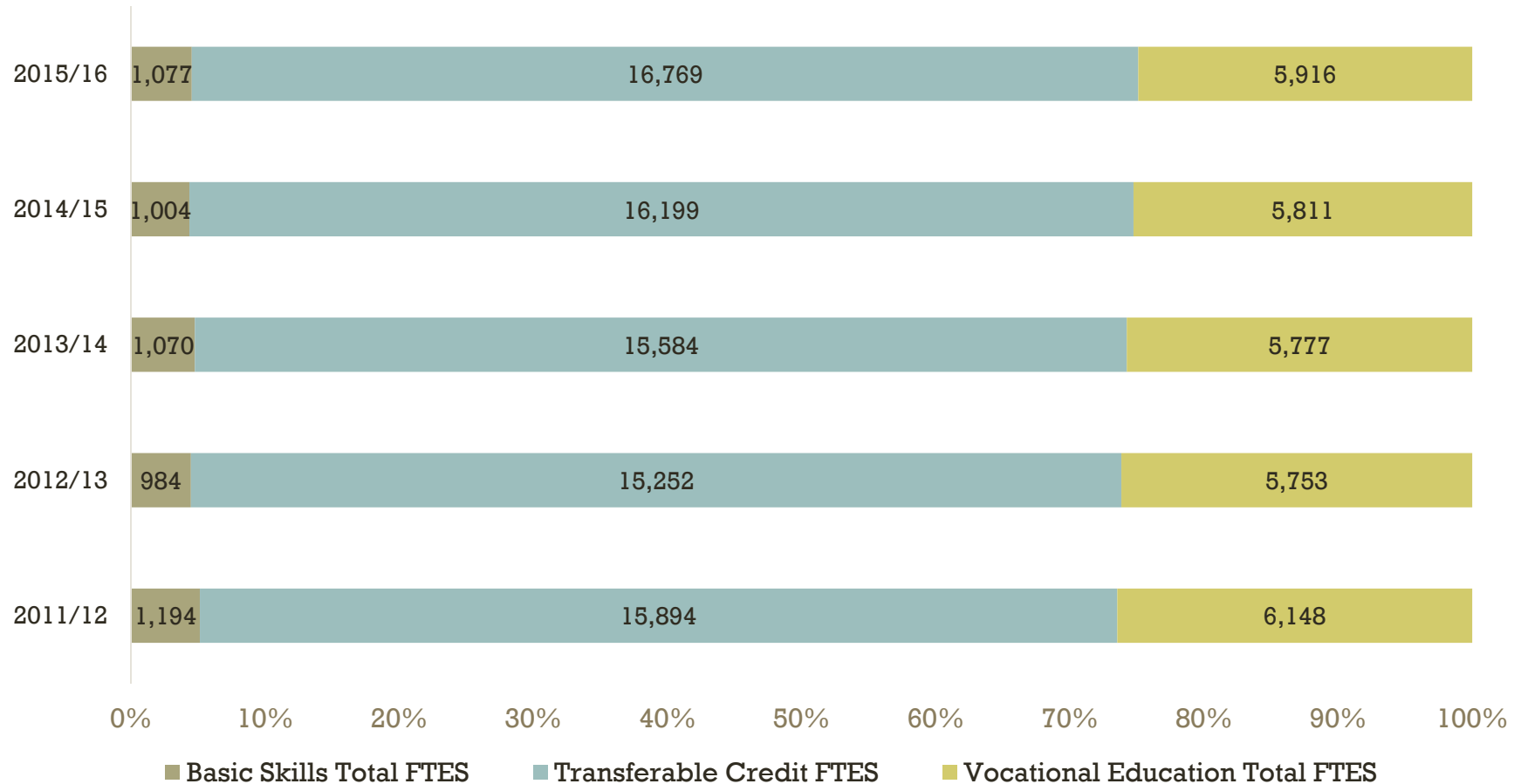
STUDENT SWIRL

From Fall 2008 to Spring 2014

Number of Colleges	Number of Students	Percentage
1	77,724	52.87%
2	34,743	23.63%
3	21,834	14.85%
4	12,705	8.64%

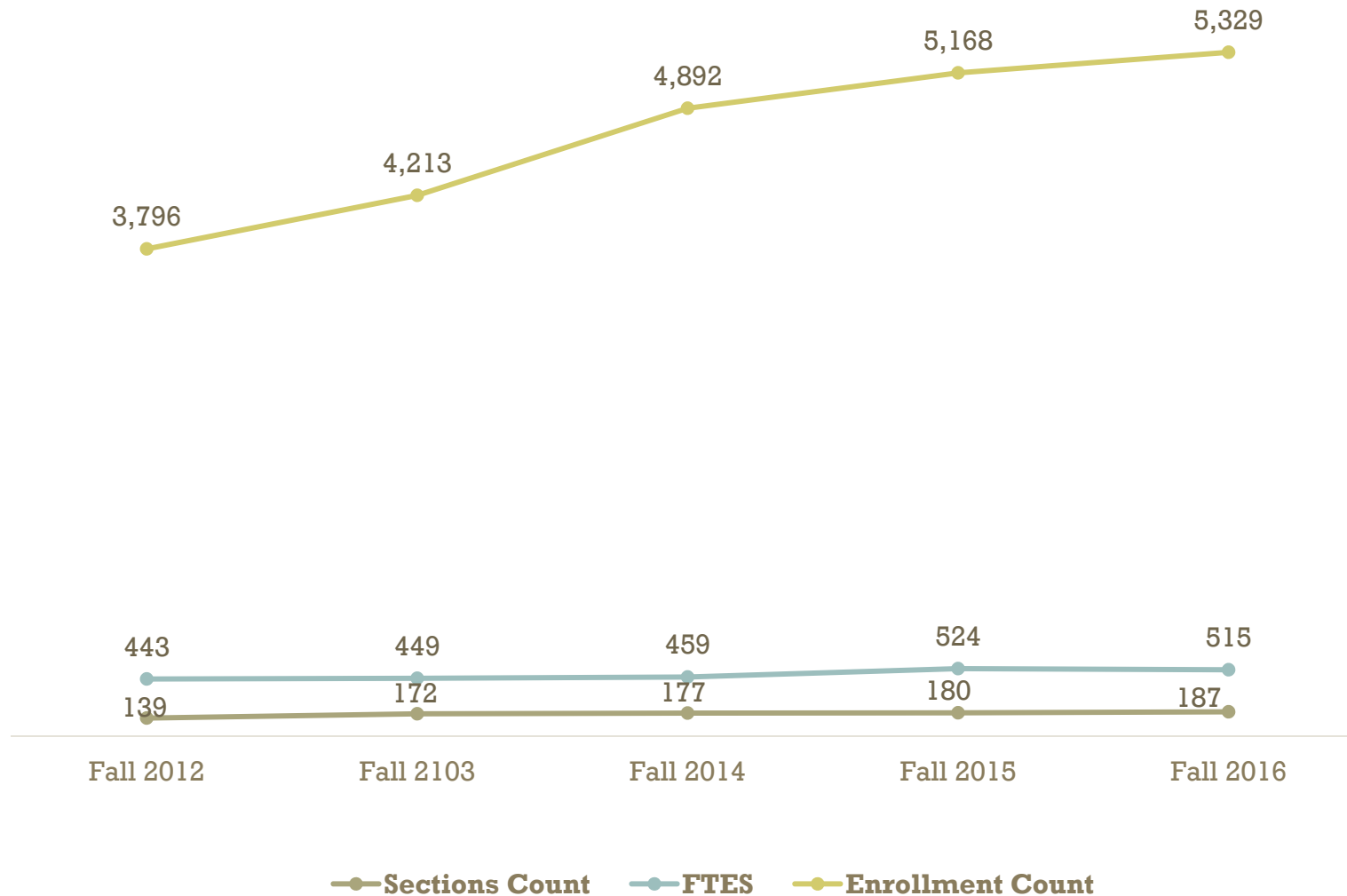
Close to half of the PCCD students on average attend more than one of the PCCD colleges. Implications for standardizing placement, admissions, and other policies, as well as curriculum and prerequisites where possible.

FTEs BY COURSE CATEGORY



Source: Chancellor's Office Datamart

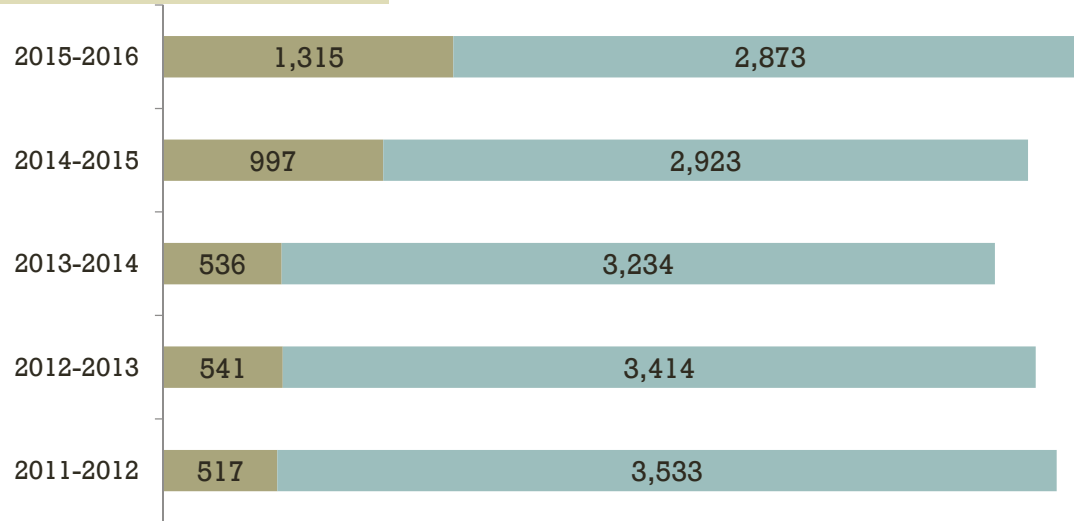
BASIC SKILLS ENROLLMENTS & SECTIONS



Source: Chancellor's Office Datamart

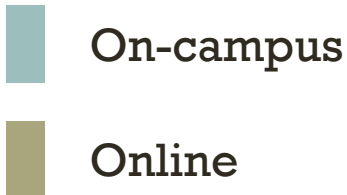
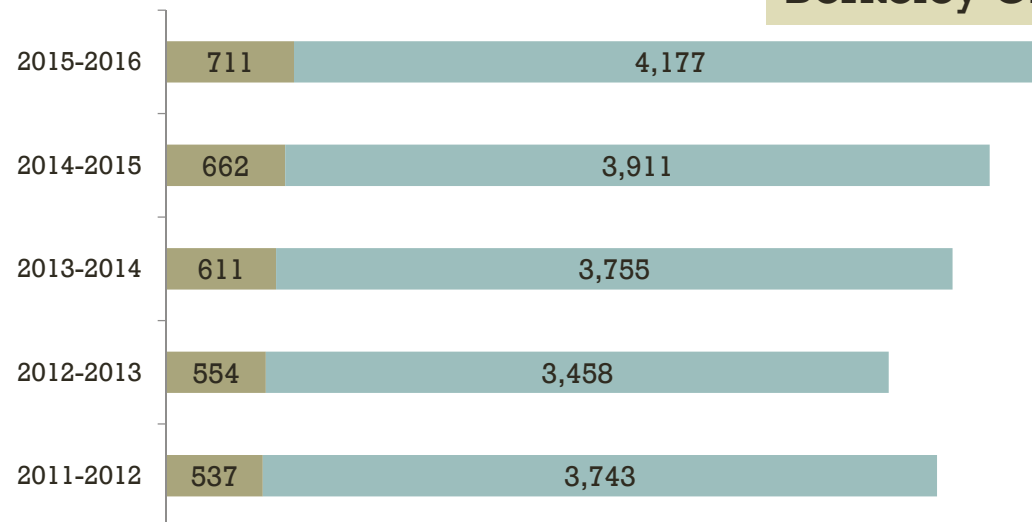
ON-CAMPUS & ONLINE FTES

Alameda



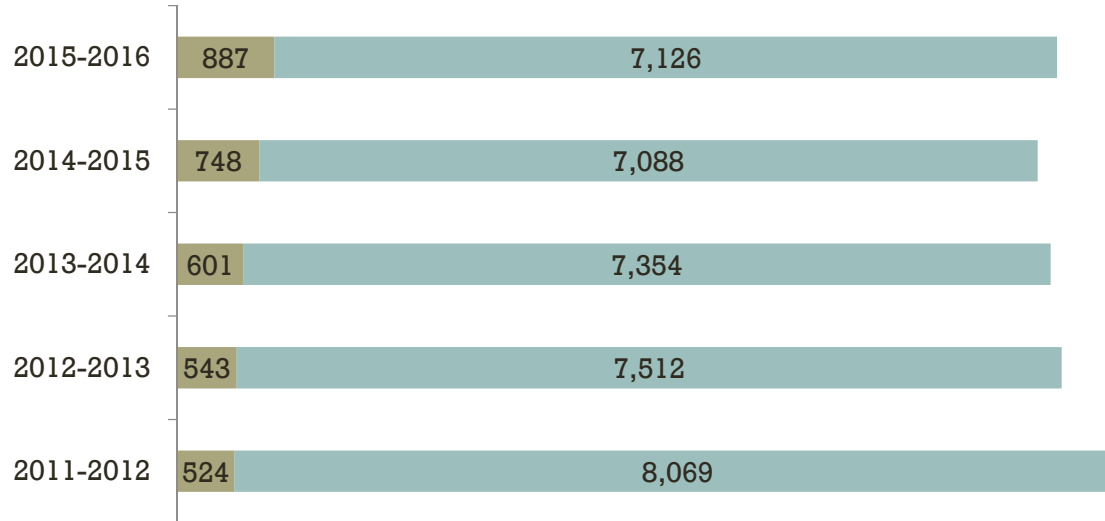
There was an 18% increase in online FTES across all four colleges, and a 1% increase in on-campus FTES between 2014/15 and 2015/16.

Berkeley City

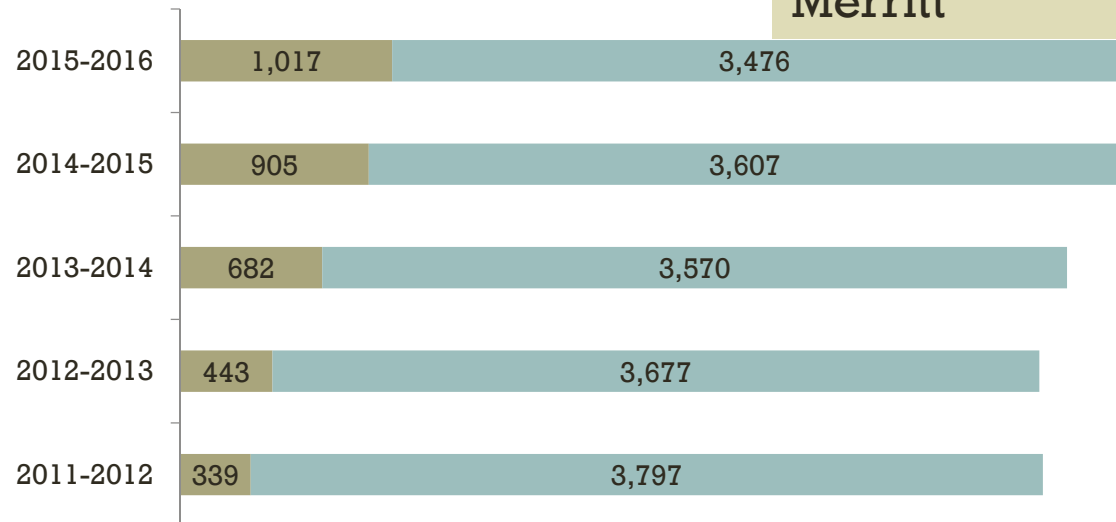


ON-CAMPUS & ONLINE FTES

Laney



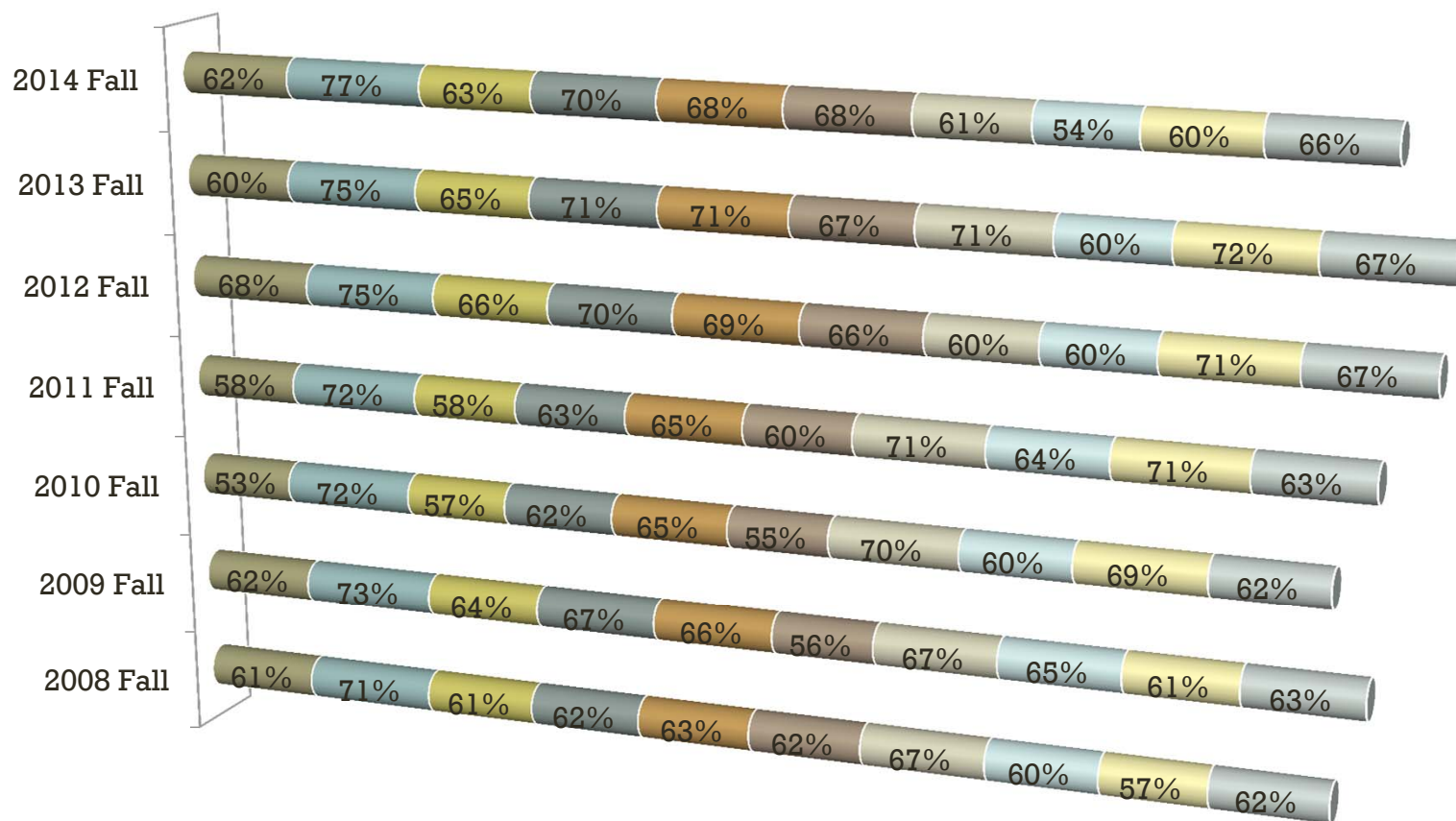
Merritt



On-campus

Online

TERM PERSISTENCE RATES BY ETHNICITY



- American Indian/Alaskan Native
- Asian
- Black/African American
- Filipino
- Hispanic
- Multiple
- Other Non white
- Pacific Islander
- Unknown/Non Respondent
- White Non Hispanic

Note: Term Persistence Rates include any student enrolled in at least one course in a fall term and then enrolled in at least one course the subsequent spring term.



WORKFORCE TRENDS

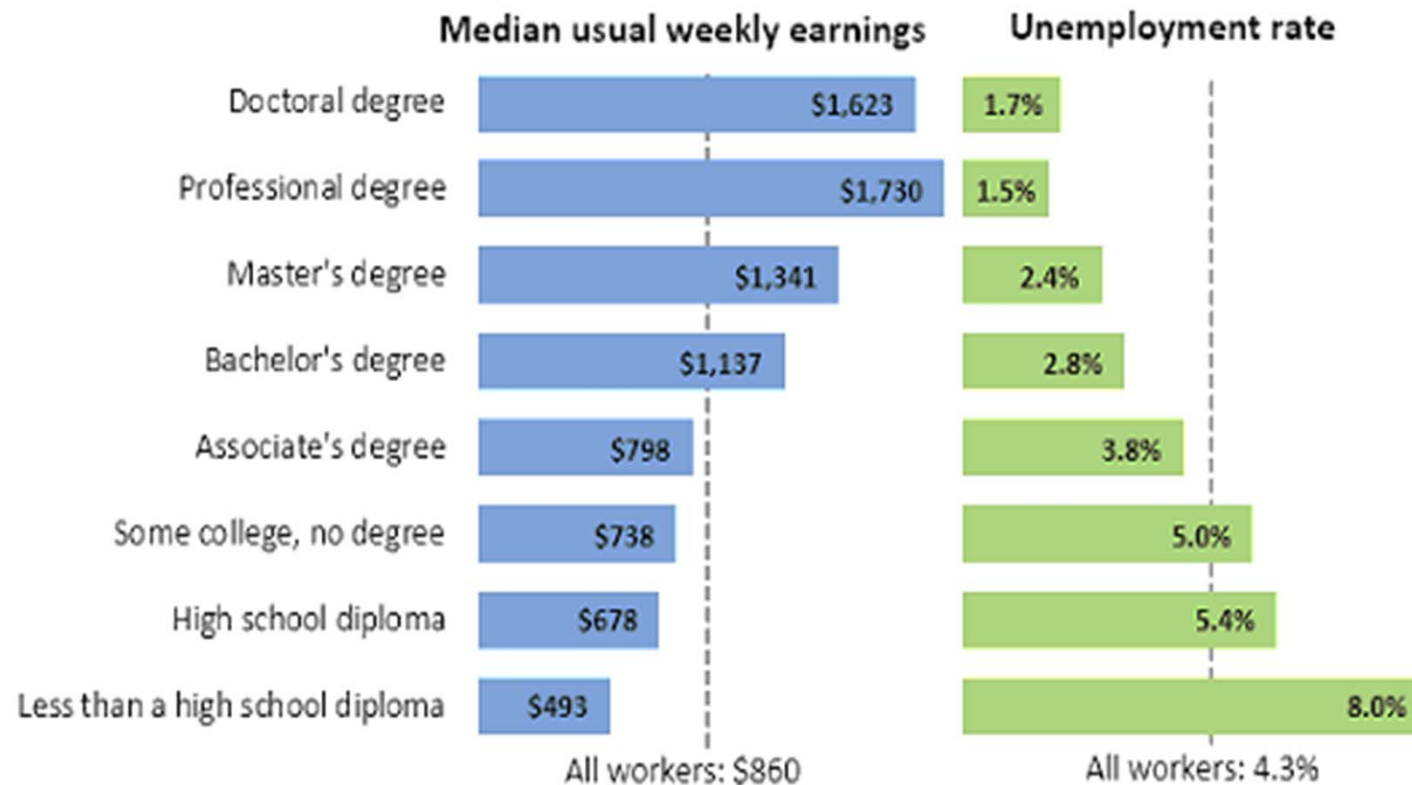


PLANNING ASSUMPTIONS & IMPLICATIONS

1. Although educational attainment will improve for all major ethnic groups, as the demand for higher-skilled workers increases, the employment prospects for individuals with low education levels will be even lower than they are now. We cannot easily address the projected shortfall of college graduates, but we can narrow the gap. **An obvious way to get more college graduates is to increase and retain the number of students who go to college.**
2. The rate of change is accelerating. This is most evident in the rise of the “mobile” society. Use of the Internet, smart phones, text messaging, video on demand, electronic social networking and other technological applications and devices has produced new modes of connection and interaction. We are now living within a “mobile” society. Change is so accelerated that the U.S. Department of Labor estimates 25% of workers have been in their jobs for less than one year and 50% have been in their jobs for less than five years. **Answering and acting on the following questions are key to keeping up with the rate of technological change: 1) How will changes in the use of technology change the way students expect to learn? 2) What does the rapid rate of change mean for our organizational structure and decision making processes? 3) What is our capacity for change? 4) How do we respond to emerging needs?**
3. In the next ten years, job growth in the Bay Area is expected to increase by approximately 13% overall. Employment in service-related industries will increase while jobs in manufacturing will decline. **This shift to service-related industries will increase the need for more middle-skilled workers who receive training and education at the community colleges, particularly in the CTE fields.**

EARNINGS & EMPLOYMENT BY EDUCATION

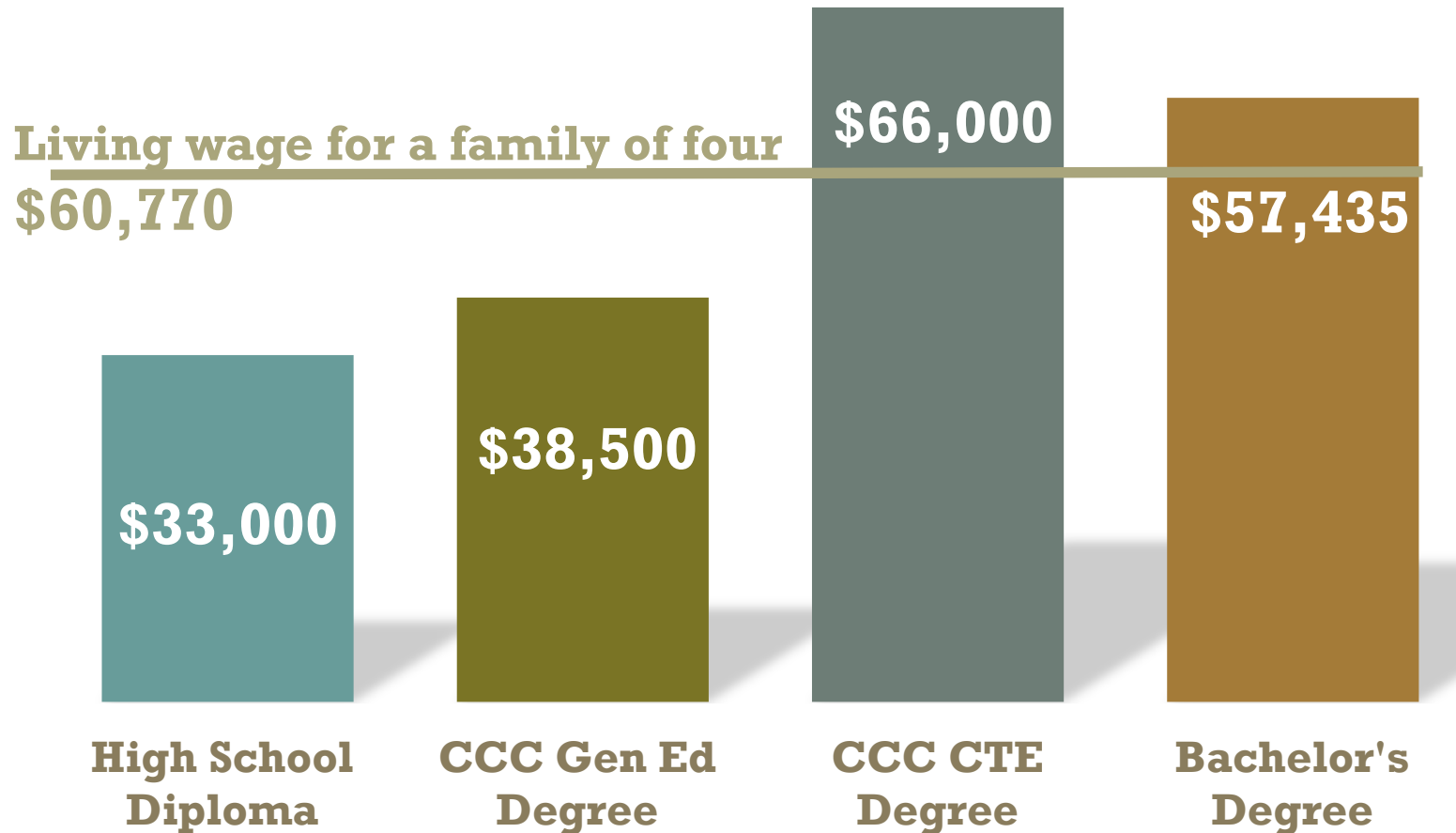
Earnings and unemployment rates by educational attainment, 2015



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

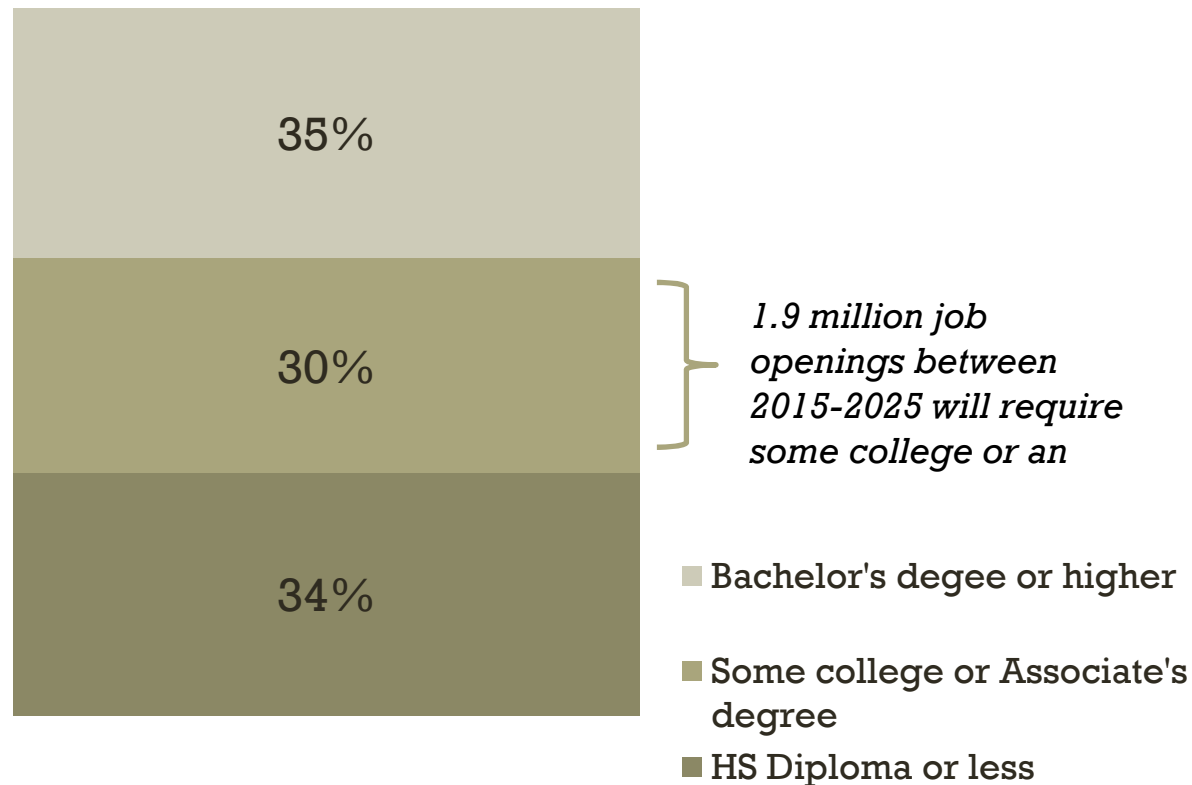
Source: U.S. Bureau of Labor Statistics, Current Population Survey

EARNING COMPARISONS IN CALIFORNIA



Source: NCHEMS Information Center and California Community Colleges Chancellor's Office

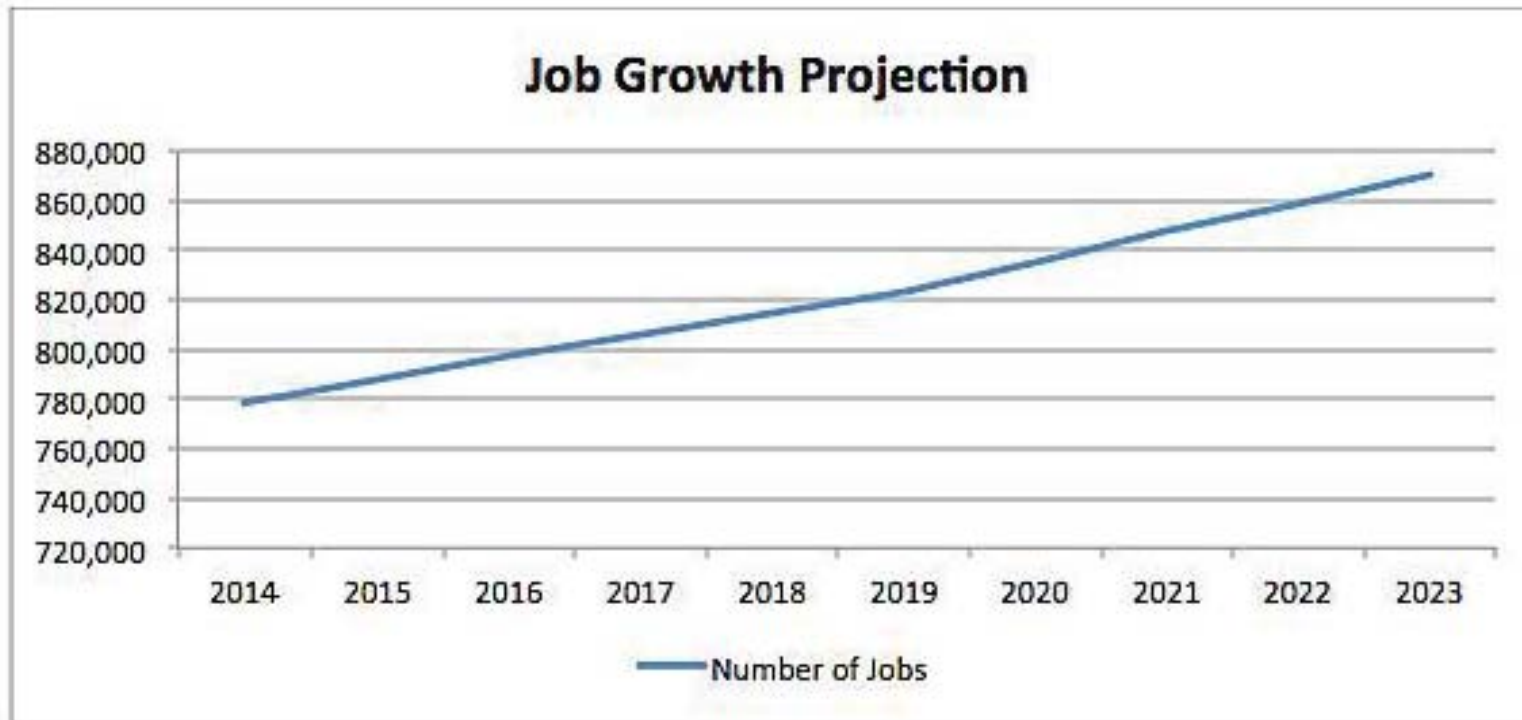
CALIFORNIA JOB OPENINGS BY EDUCATION



Data source: Georgetown University Center on Education and the Workforce, "Recover: Job Growth and Education Requirements Through 2020," State Report, June 2013. Analysis: Collaborative Economics

California's job growth in 2015 posted year-over-year gains in 10 of 11 major industries.

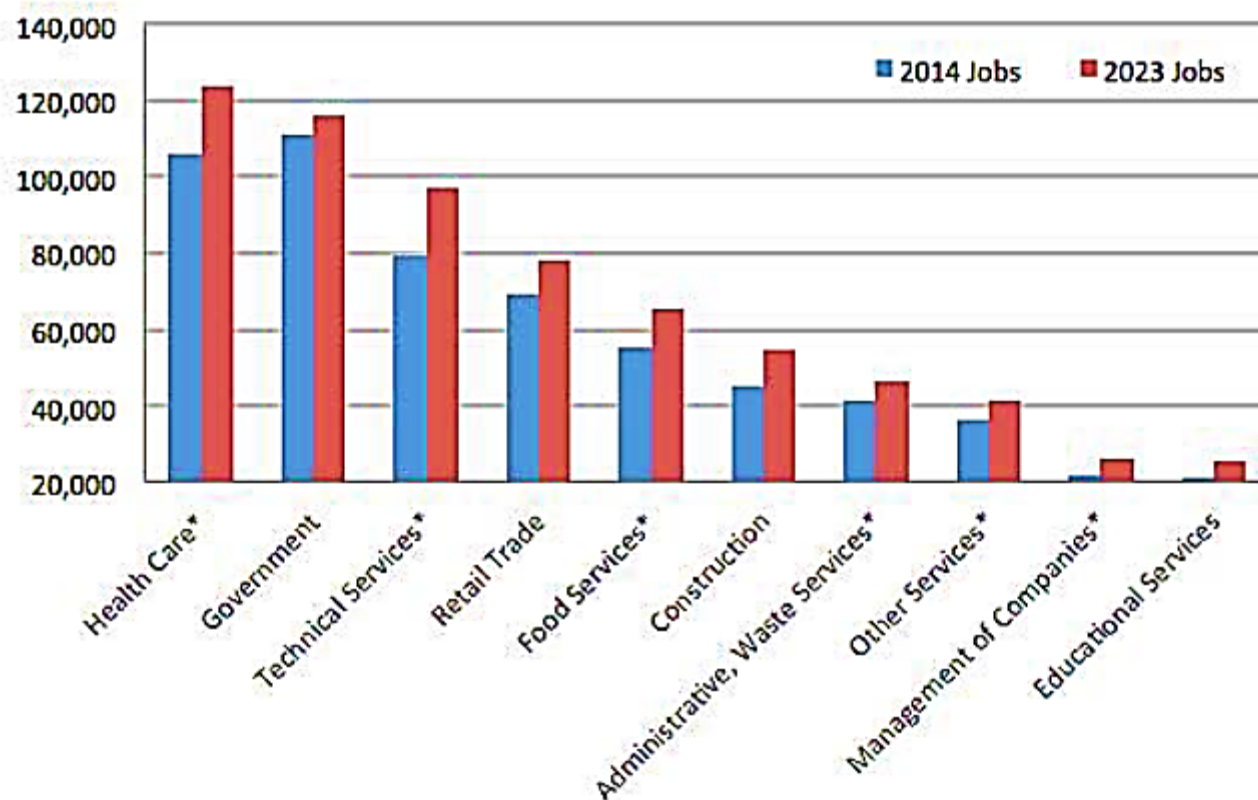
JOB GROWTH-ALAMEDA COUNTY



2014 Jobs	2024 Jobs	Change (2014-2024)	% Change (2014-2024)
717,143	813,916	96,773	13.5%

Source: EMSI

PROJECTED EMPLOYMENT BY INDUSTRY



Source: EMSI

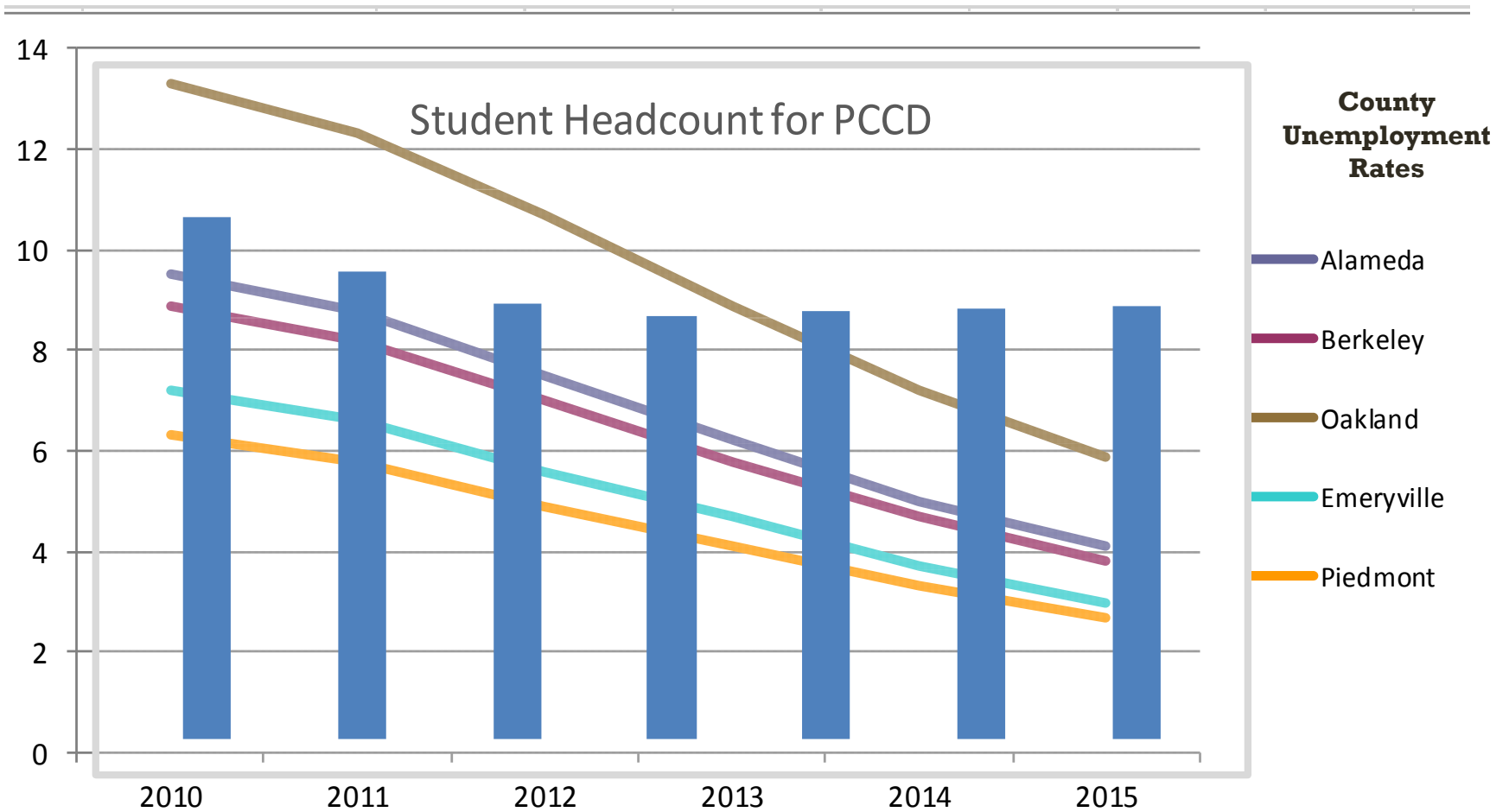
*Refers to: Health Care and Social Assistance; Professional, Scientific, and Technical Services; Accommodation and Food Services; Administrative and Support and Waste Management and Remediation Services; Other Services (except Public Administration); Management of Companies and Enterprises

BAY AREA FIVE-YEAR JOB PROJECTIONS

Employment by Major Group* (Number of occupations in group in parentheses)	2015 Jobs	5-Yr Job Change	5-Yr % Change	Replace- place- ments	Annual Job Openings	Median Wages
Office & Administrative Support (21)	309,906	20,833	7%	28,884	9,944	\$23.76
Healthcare Practitioners & Technical (21)	126,124	14,439	11%	14,987	5,887	\$45.88
Sales & Related (11)	158,762	9,505	6%	19,571	5,815	\$26.76
Healthcare Support (13)	82,377	15,989	19%	10,114	5,220	\$18.08
Personal Care & Service (12)	91,446	8,980	10%	14,010	4,598	\$13.67
Computer & Mathematical (6)	77,271	14,361	19%	5,886	4,049	\$43.86
Construction & Extraction (14)	97,721	10,121	10%	8,812	3,786	\$30.87
Business & Financial Operations (11)	80,903	5,403	7%	8,571	2,795	\$37.65
Installation, Maintenance & Repair (27)	65,320	4,626	7%	8,218	2,569	\$28.13
Education, Training, & Library (4)	52,596	4,120	8%	7,998	2,424	\$16.82
Management (10)	64,616	2,494	4%	7,873	2,073	\$37.09
Arts, Design, Entertainment, Sports, & Media (19)	42,475	4,519	11%	5,838	2,072	\$25.10
Transportation & Material Moving (13)	52,978	4,655	9%	5,476	2,026	\$23.17
Production (23)	57,365	842	1%	8,763	1,921	\$21.63
Food Preparation & Serving (3)	29,178	4,098	14%	4,218	1,664	\$17.26
Protective Service (12)	32,948	2,631	8%	5,392	1,605	\$46.43
Architecture & Engineering (12)	26,871	1,336	5%	3,083	884	\$30.69
Community & Social Service (2)	13,955	2,234	16%	1,583	763	\$18.53
Life, Physical, & Social Science (8)	11,168	836	7%	2,339	635	\$24.69
Legal (4)	12,929	492	4%	1,587	416	\$30.70
Building/Grounds Cleaning & Maintenance (2)	4,843	223	5%	499	144	\$20.91
Farming, Fishing, & Forestry (1)	2,392	20	1%	351	74	\$19.12
Total, All Selected Occupations	1,494,143	132,759	9%	174,051	61,364	\$28.23

Source: Centers of Excellence, *Regional Labor Market Assessment, 2016*

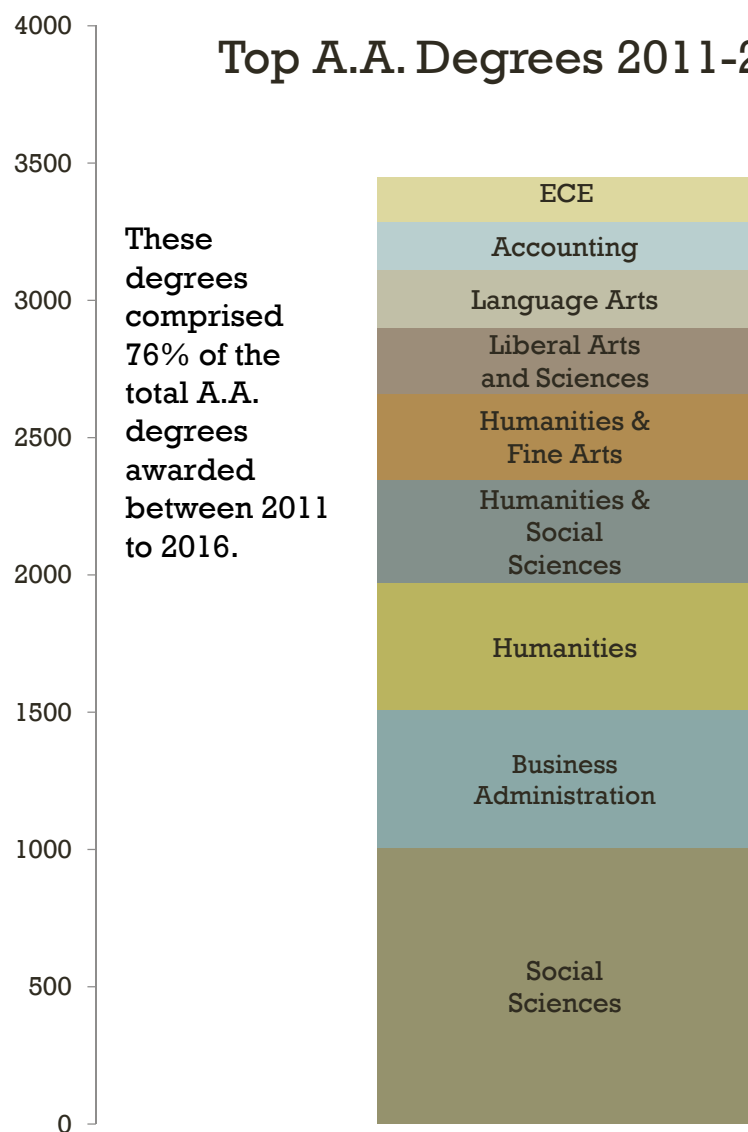
HEADCOUNT & UNEMPLOYMENT RATES



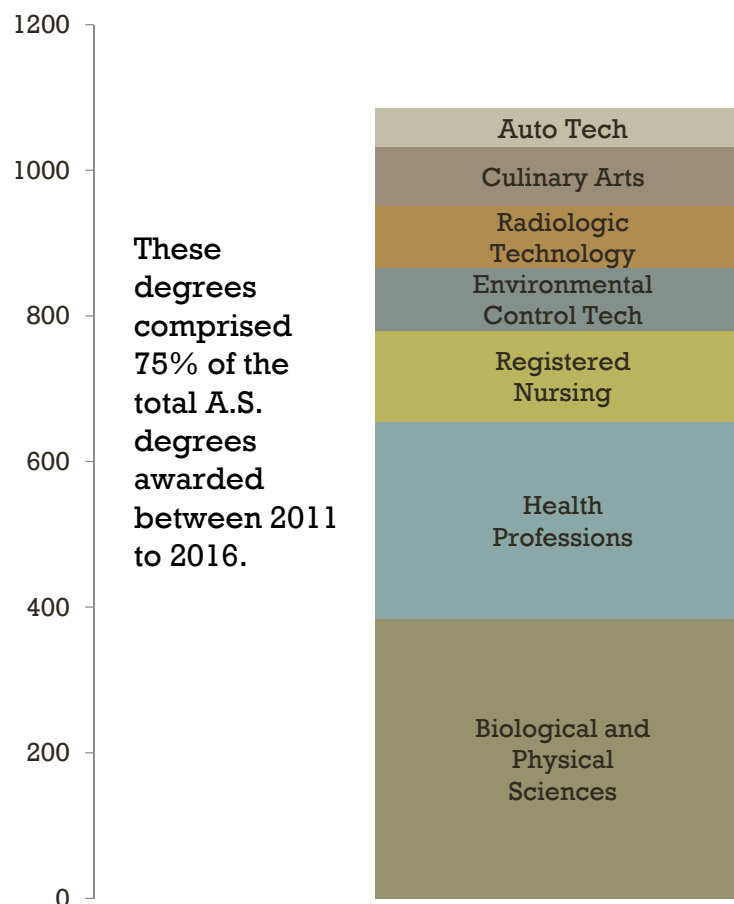
Source: EDD and PCCD Institutional Research Office

PCCD TOP DEGREE PRODUCERS

Top A.A. Degrees 2011-2016



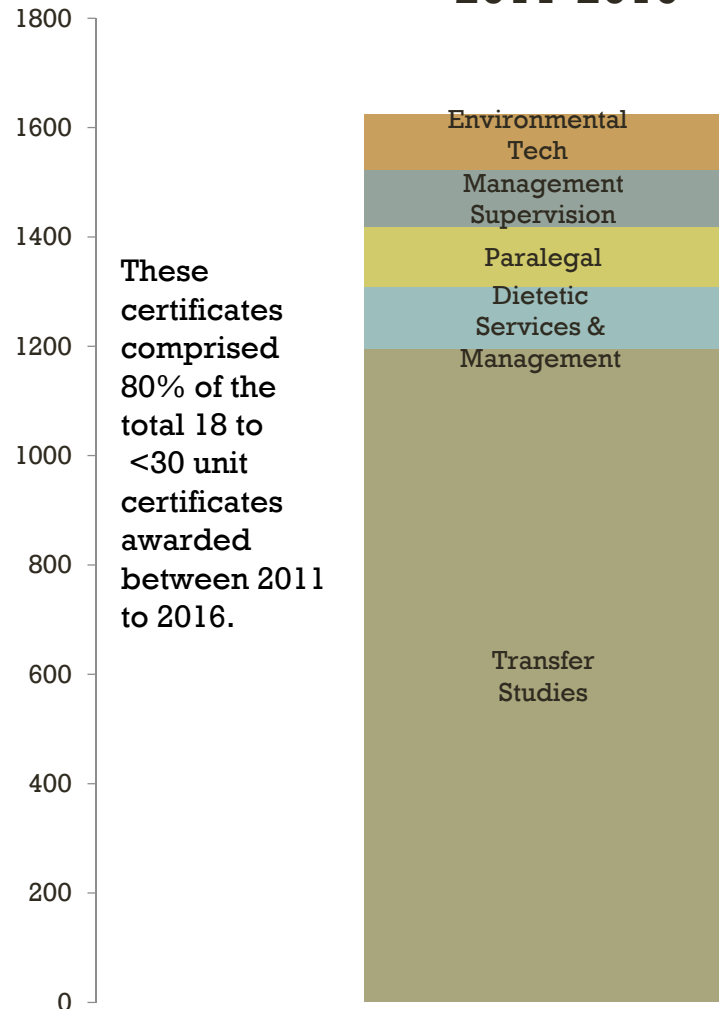
Top A.S. Degrees 2011-2016



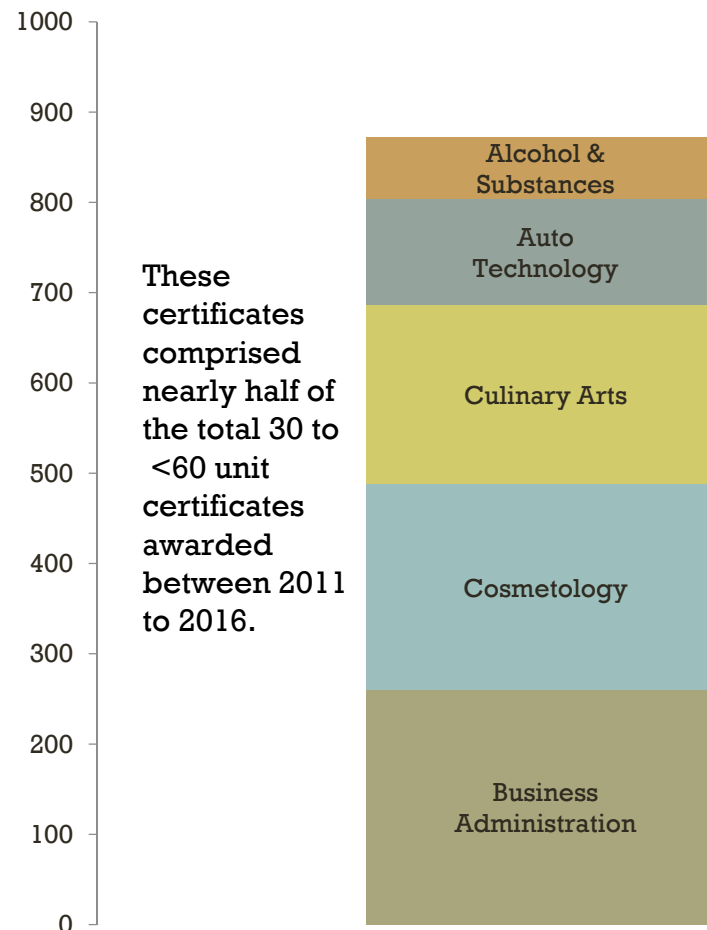
Source: Chancellor's Office Datamart

PCCD TOP CERTIFICATE PRODUCERS

Top 18 to <30 Unit Certificates
2011-2016



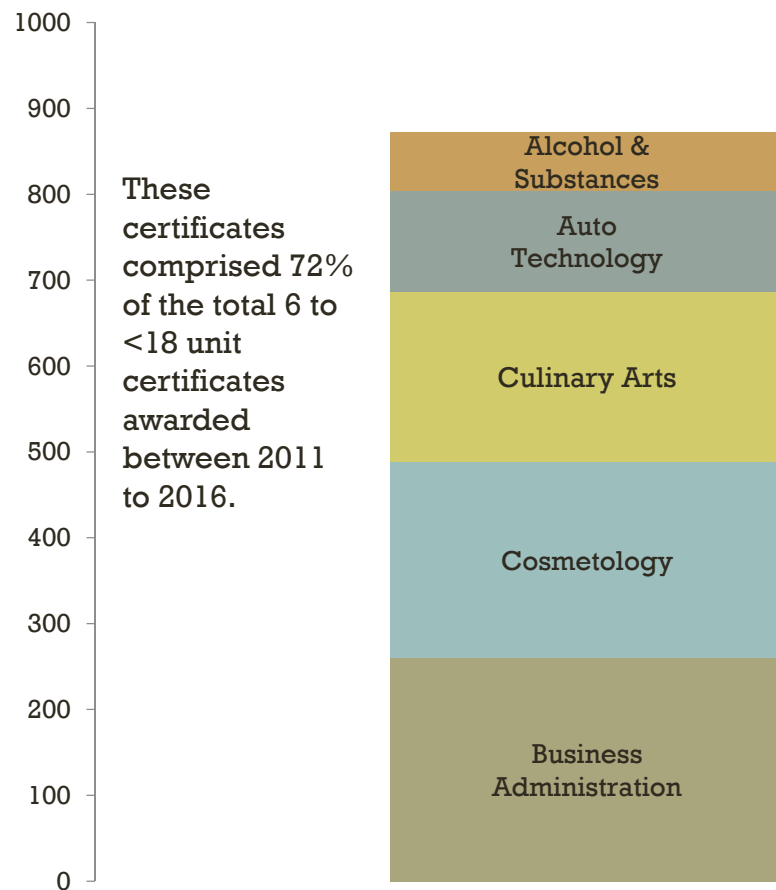
Top 30 to <60 Unit Certificates
2011-2016



Source: Chancellor's Office Datamart

PCCD TOP CERTIFICATE PRODUCERS

Top 6 to < 8 Unit Certificates 2011-2016





COMPETITIVE LANDSCAPE



PLANNING ASSUMPTIONS & IMPLICATIONS

1. Prospective learners have choices. Convenience is critical as is quality learning. Learners will find other options when the college cannot meet their needs. This increased competition particularly in online learning space means that the **colleges will need to intensify efforts to recruit and retain students, and offer alternative learning schedules such as accelerated classes, weekend classes and distance learning options.**
2. Colleges will continue to require and use data that are timely and relevant for managing enrollment and scheduling of classes, and student and community demand. **The need for just-in-time data and tools for accessing real time data will continue in scope and importance, along with the need to train managers and others to use the data.**
3. Technology will continue to increase in importance in order to attract and retain millennials, and to ensure that students are prepared for the demands of the job market. **The growing number of millennials will require deeper evaluation of the program offerings, and how and when classes and services are offered.**
4. Community college students have become more sophisticated consumers of education, using available technology and responding to the fast-paced, ever changing economy. Consequently, the community colleges in the Bay Area and the Alameda/Contra Costa region will continue to compete for students not only during times of organic enrollment declines (e.g., due to a more robust economy), but as a result of the increase in online/distance learning options. **There is a heightened need to offer programs that are truly responsive to the labor market demand, as well as offering programs that fill the supply/demand chain (e.g., that are not offered in the region).**

TOP PRODUCING DEGREES IN THE REGION

TOP	Associate of Arts Degree Programs	# of Colleges Awarding Degrees 2011-2016	# of Degrees Awarded 2011-2016
490100	Liberal Arts and Sciences	8	3,393
220100	Social Sciences	6	2,511
490200	Biological and Physical Sciences	6	2,377
490110	Transfer Studies	3	1,721
490310	Humanities & Fine Art	7	1,432
050500	Business Administration	7	1,003
490300	Humanities	8	670
050100	Business and Commerce	5	588
040100	Biology	3	473
200100	Psychology	6	464
130500	Child Development	4	396

*Degree **not** awarded at a PCCD college between 2011-2016

TOP	Associate of Science Degree Programs	# of Colleges Awarding Degrees 2011-2016	# of Degrees Awarded 2011-2016
126000	Health Professions	2*	932
123010	Registered Nursing	4	684
490200	Biological & Physical Sciences	3	682
040100	Biology	5	456
130500	Child Development/ECE	5*	248
050200	Accounting	3*	237
210500	Administration of Justice	3*	205
213300	Fire Technology	3*	205

Source: Chancellor's Office Datamart

TOP PRODUCING ADTs IN THE REGION

TOP	Associate of Arts Degree for Transfer (A.A.T) Programs	# of Colleges Awarding Degrees 2011-2016	# of Degrees Awarded 2011-2016
220400	Economics	5	97
220700	Political Science	5	193
200100	Psychology	9	1,087
220800	Sociology	10	400
150600	Speech Communications	9	428

TOP	Associate of Science for Transfer Degree (A.S.T.) Programs	# of Colleges Awarding Degrees 2011-2016	# of Degrees Awarded 2011-2016
210500	Administration of Justice	6	340
050500	Business Administration	8	1,227
170100	Mathematics	10	274

TOP PRODUCING CERTIFICATES IN THE REGION

TOP	Certificate 30 to <60 Unit Programs	# of Colleges Awarding Certificates 2011-2016	# of Certificates Awarded 2011-2016
490110	Transfer Studies	3	2,865
130630	Culinary Arts	3	508
130500	Child Development/ECE	5	324
050500	Business Administration	1	260
300700	Cosmetology and Barbering	2	229
094800	Automotive Technology	3	180
096400	Electronics and Electric Technology	2	150
21044	Alcohol and Controlled Substances	2	138

TOP	Certificate 18 to <30 Unit Programs	# of Colleges Awarding Degrees 2011-2016	# of Degrees Awarded 2011-2016
490110	Transfer Studies	5	1,227
130500	Child Development/ECE	6	592
050200	Accounting	8	504
094800	Automotive Technology	3*	270
050630	Management Development & Supervision	5	256
050600	Business Management	4	219
213300	Fire Technology	3*	189
050100	Business and Commerce	3*	140

TOP	Certificate 12 to <18 Unit Programs	# of Colleges Awarding Certificates 2011-2016	# of Certificates Awarded 2011-2016
050200	Accounting	1*	106
490200	Biological and Physical Sciences	1*	403
070710	Computer Programming	1*	447
130540	Preschool Age Children	1*	161

Source: Chancellor's Office Datamart

*Certificate **not** awarded at a PCCD college between 2011-2016



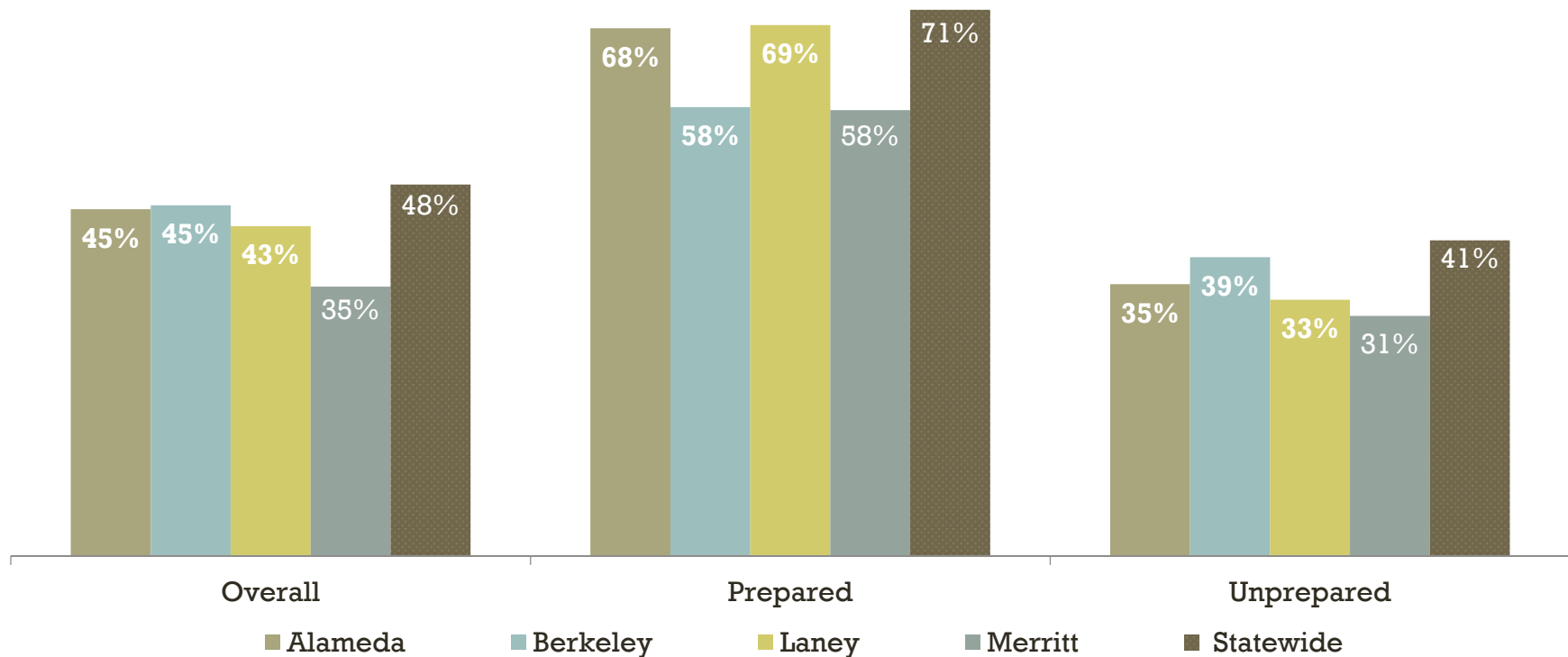
STUDENT OUTCOMES



PLANNING ASSUMPTIONS & IMPLICATIONS

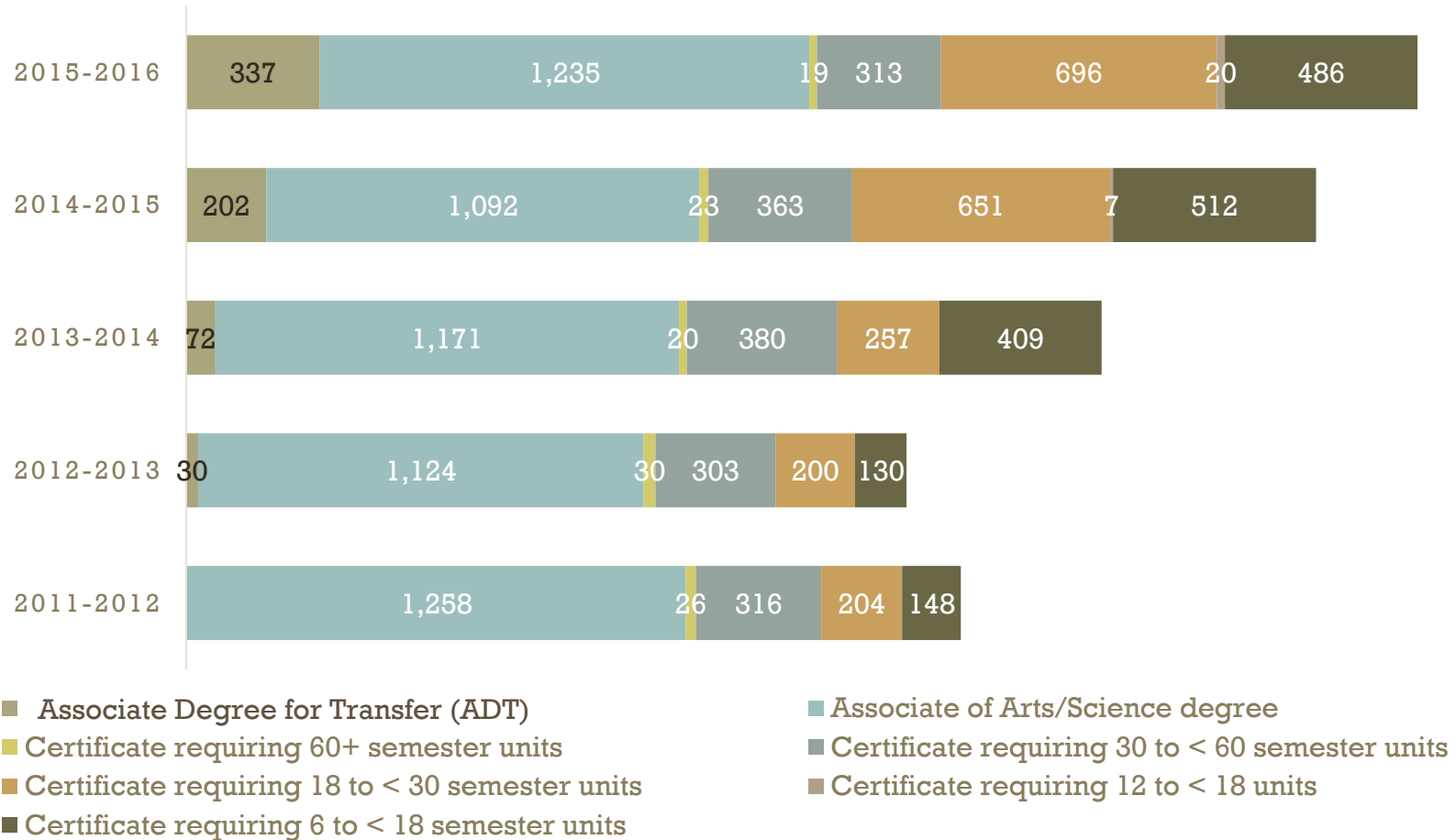
1. According to the Institute for Higher Education and Leadership and Policy (IHELP), in order to reach the education levels of the most competitive economies, the number of students earning college degrees each year in California (associate and bachelor's degrees) would have to increase by more than fifty percent. Between 2009/10 and 2013/14, the number of Associate Degrees awarded in PCCD has increased by 10% (from 1,996 to 2,468). **Consequently, the need to create clear pathways to completion has become the new imperative in order to shorten the time to completion and increase the number of successful students.**
2. Between Fall 2008 and Fall 2014, over 11,000 PCCD students completed at least one transfer level course and subsequently enrolled in a four-year college or university. The largest percentage of those students enrolled in either a CSU or UC institution. The majority of transfer students on average are female. Approximately 29% are Asian, 20% are African American, 20% are White, and 10% are Hispanic. **There is a growing need to close the achievement gaps through improved success and retention strategies for targeted student populations.**
3. The 2015 Equity Plans at each of the PCCD colleges showed disproportionate impact for several student groups (e.g., male/female, ethnic groups, DSPS and low-income) in the basic skills English and math completion metrics. Many of the ethnic groups were well below the 80% Index. **This implies there is a critical need for strategies that will help close the equity gaps and improve retention and completion.**
4. Student Success & Support Programs (SSSP) has provided an infusion of funding for the traditional matriculation services (i.e., orientation, placement, counseling, and education planning) for all first time to college students. These mandatory services are intended to improve student retention, and success. The impact on resources of these additional and now mandatory services will be felt largely in the student services areas of the colleges. **Prioritizing services that are high impact and scalable will be critical for managing resources even in the best of times.**

COMPLETION RATES: DEGREE, CERTIFICATE, TRANSFER AND TRANSFER-PREPARED



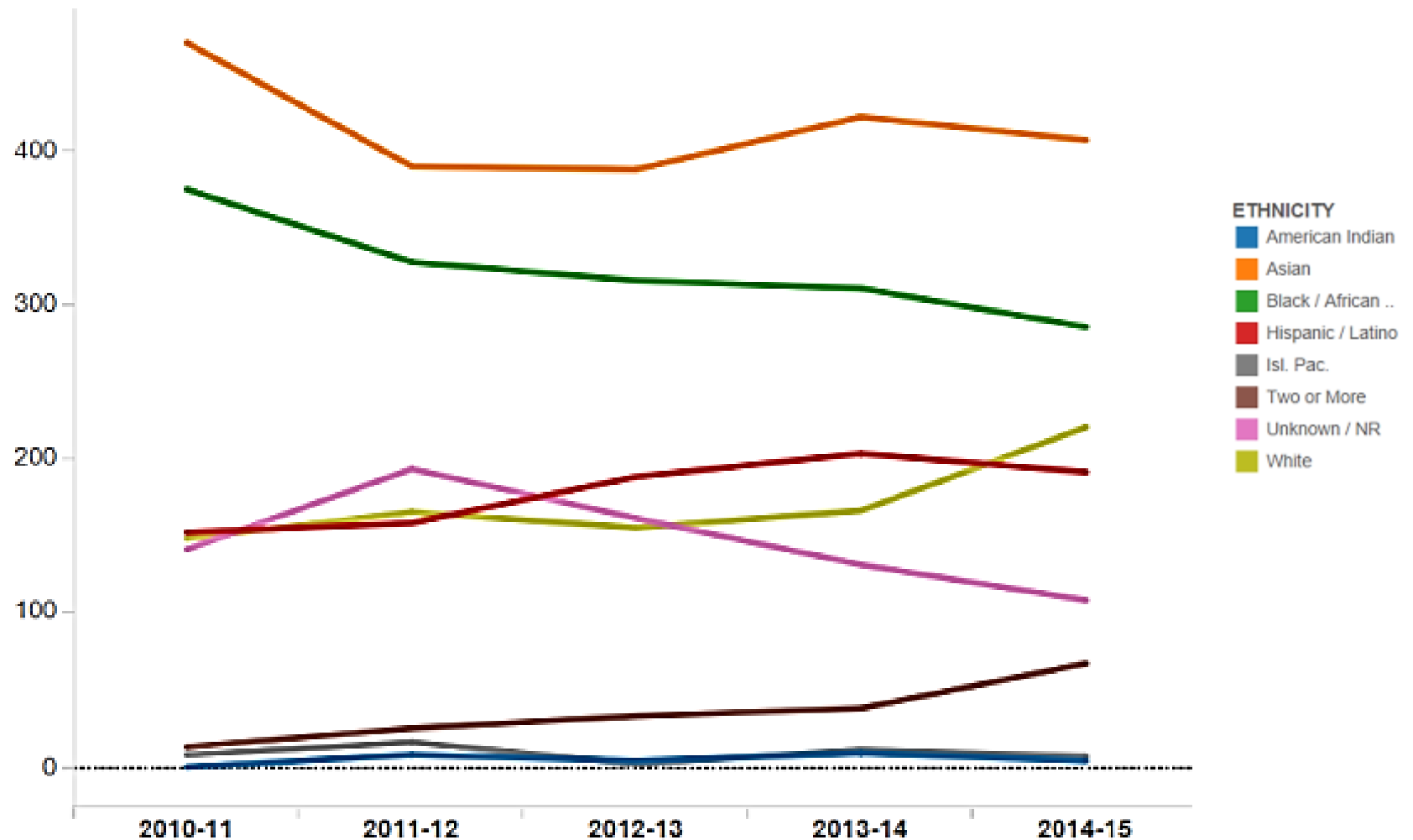
Percentage of first-time degree, certificate and/or transfer-seeking students tracked for six years through completion of a degree or certificate, or transfer or transfer prepared.

PCCD AWARDS CONFERRED



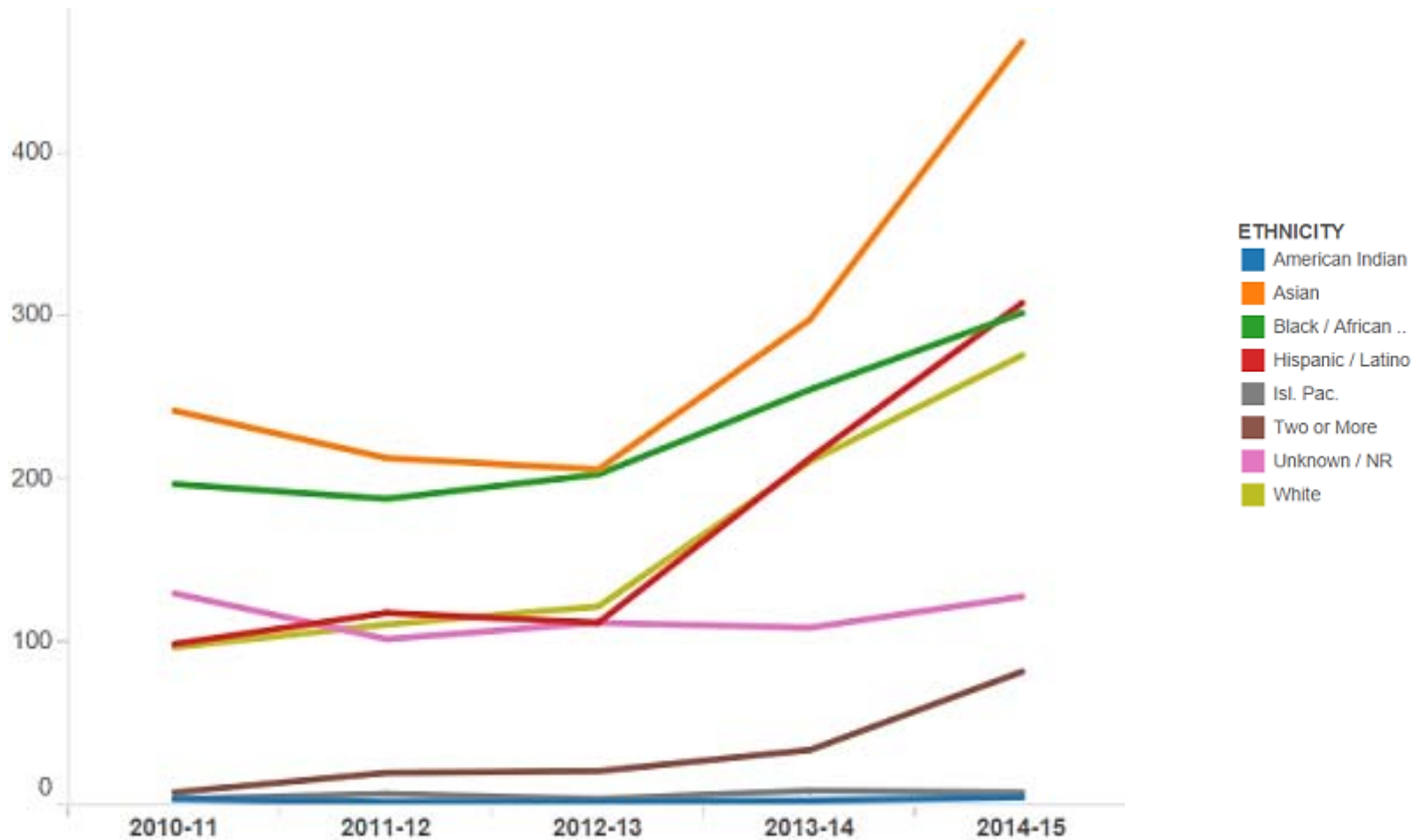
Source: Chancellor's Office Datamart

PCCD DEGREES CONFERRED BY ETHNICITY



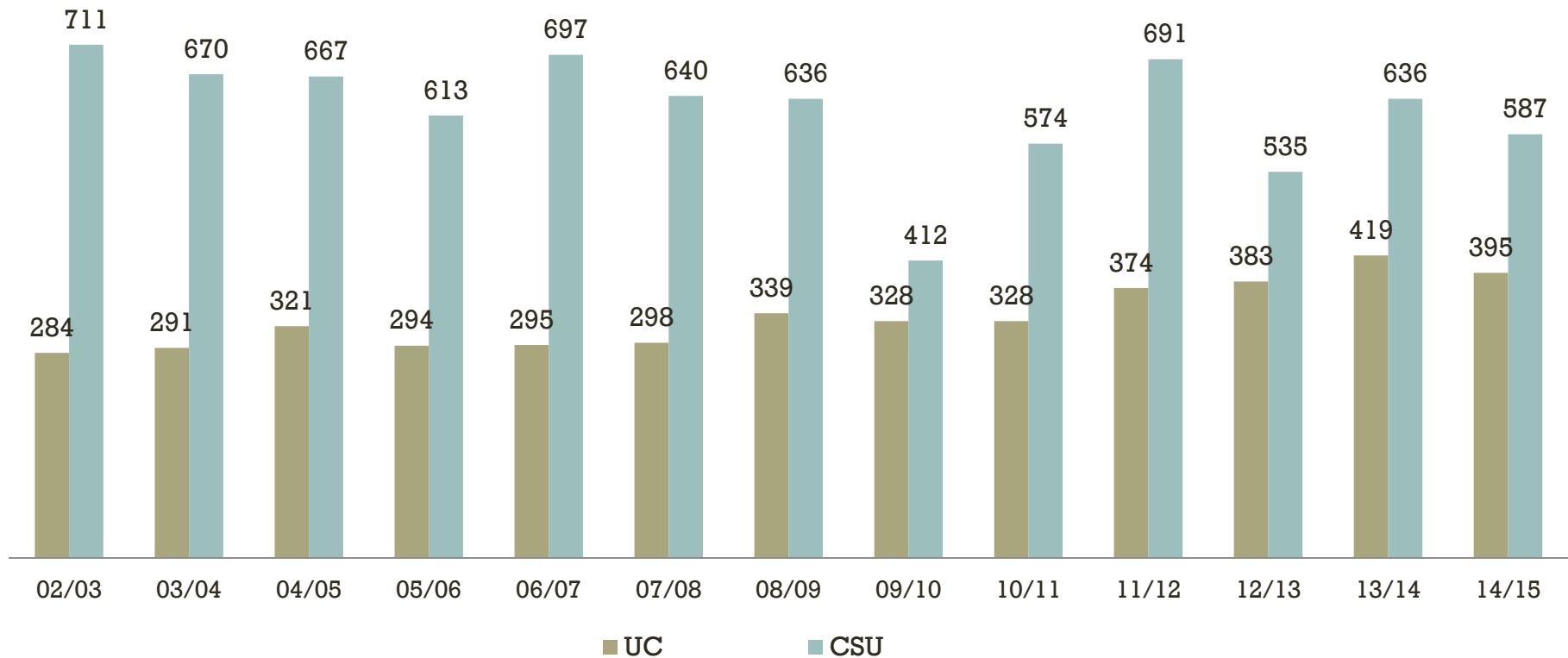
Source: PCCD Office of Institutional Research

PCCD CERTIFICATES CONFERRED BY ETHNICITY

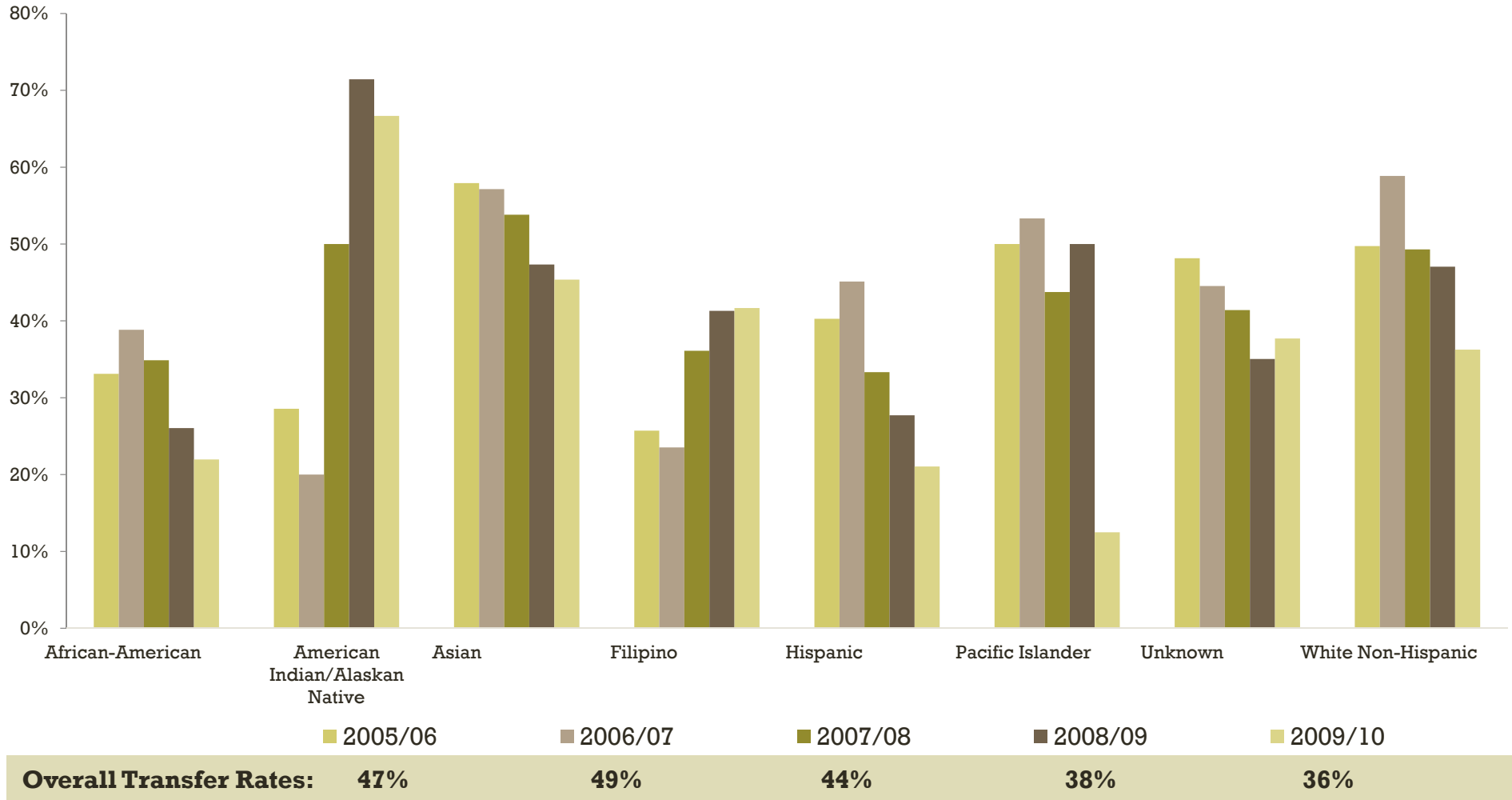


Source: PCCD Office of Institutional Research

PCCD ANNUAL TRANSFERS TO UC & CSU



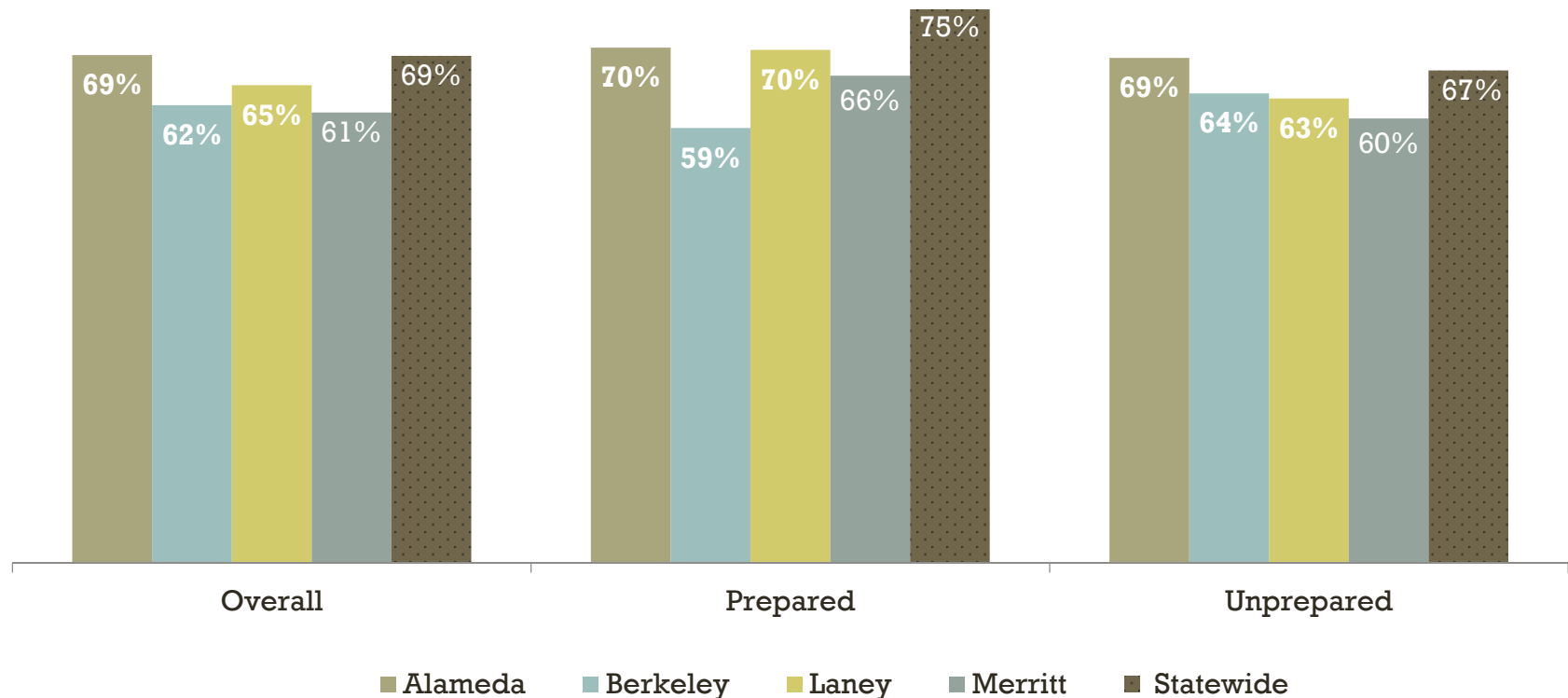
PCCD TRANSFER RATES BY ETHNICITY



Transfer rates are calculated for cohorts of students who are first-time to college, completed at least 12 units and attempted a transfer-level English or math class, Cohorts are tracked over six years.

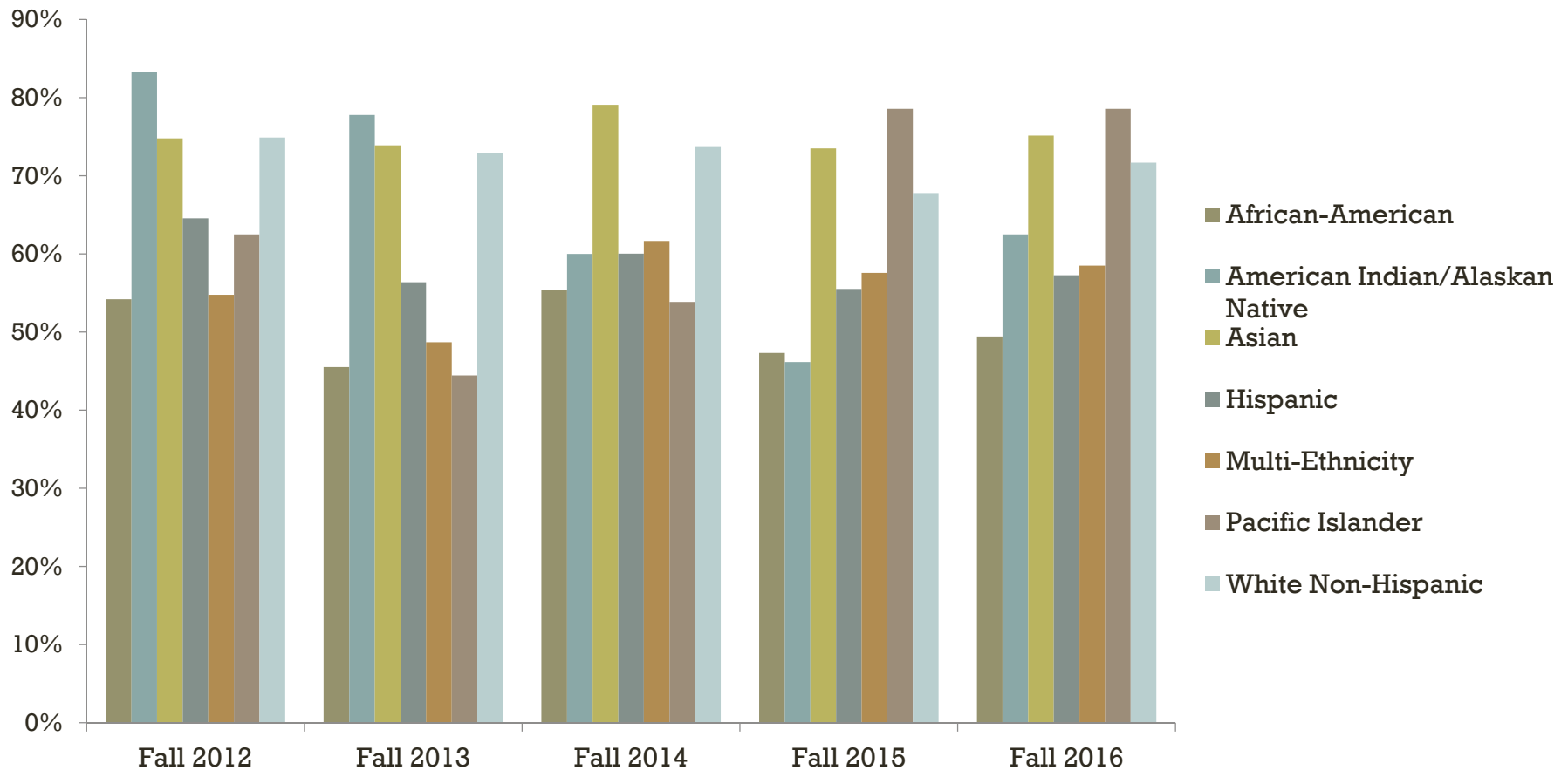
Source: Chancellor's Office Transfer Velocity Report

30 UNITS COMPLETION RATE



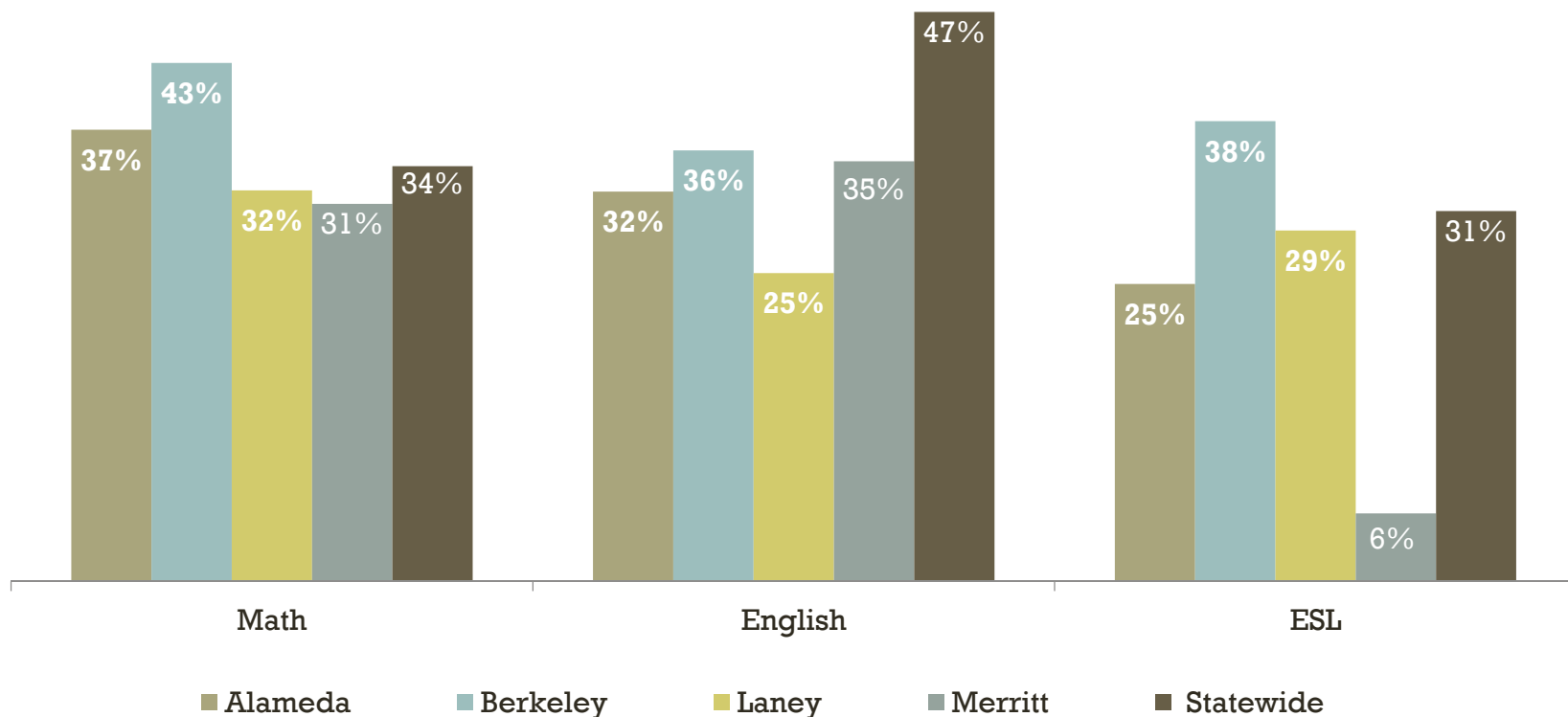
The percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years, and who earned at least 30 units anywhere in the California community college system within six years of entry.

BASIC SKILLS SUCCESSFUL COURSE COMPLETION RATES



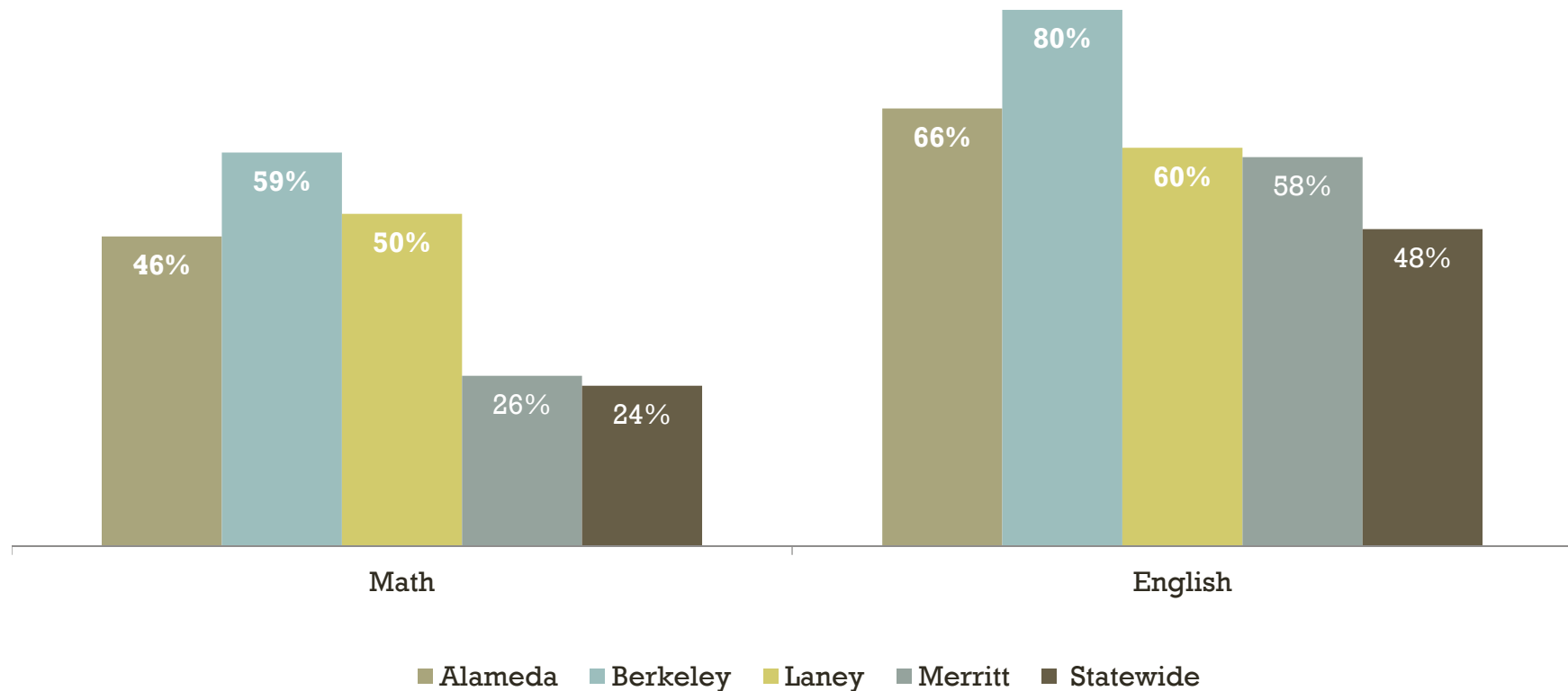
The average overall success rate for basic skills courses is 62% compared to 66% for non-basic skills courses. African American and Hispanic students continue to show lower success rates than other groups.

REMEDIAL IMPROVEMENT RATES



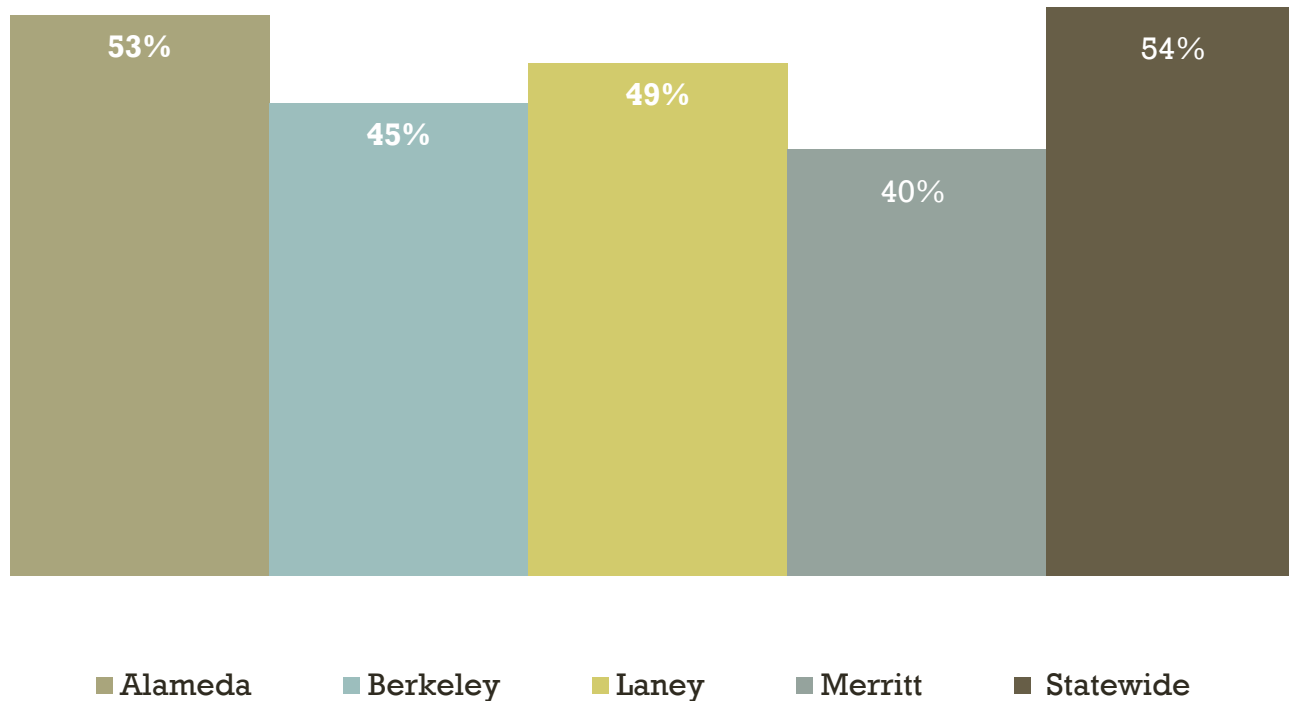
Percentage of credit students tracked for six years who first enrolled in a course below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

TRANSFER ACHIEVEMENT RATES



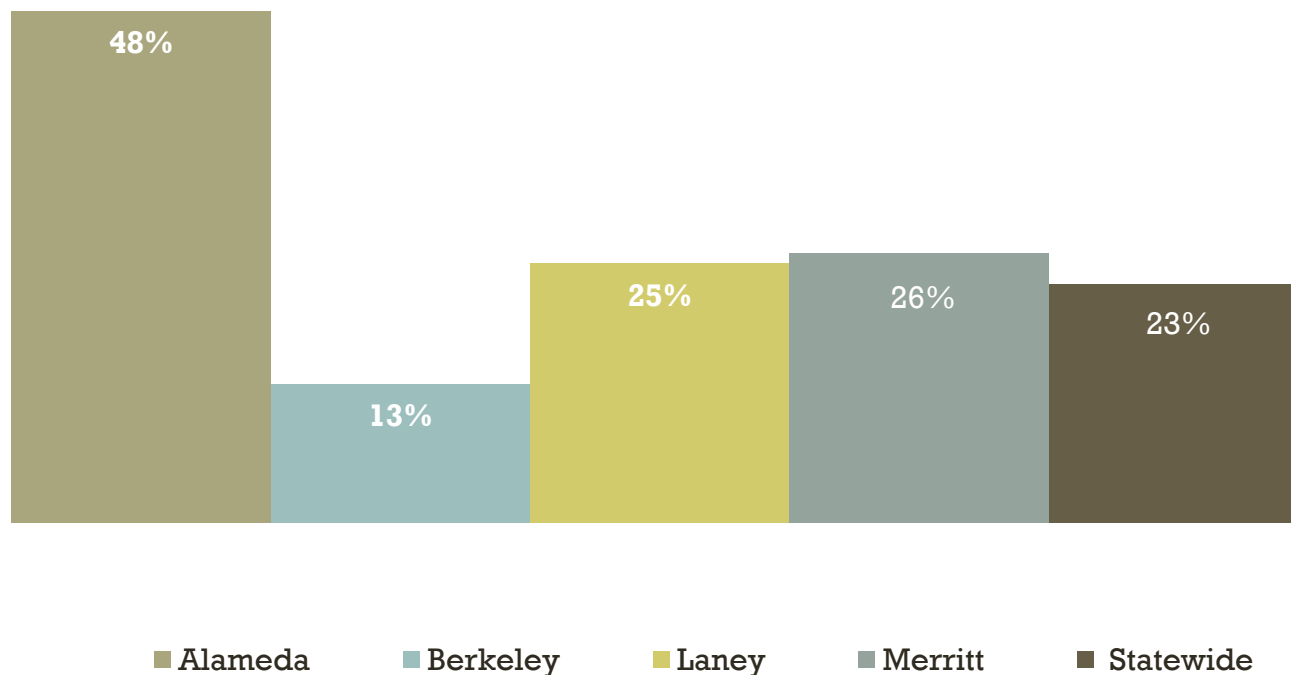
The percent of first-time students who complete 6 units and attempt any math or English in their first year, and who complete a transfer-level course in math or English in their first or second year. The reported rate is a cumulative rate including year 1 and year 2 cohorts.

CAREER TECHNICAL EDUCATION RATES



Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time, and tracked for six years to completion of a degree, certificate, transfer-related outcomes.

SKILLS BUILDERS WAGE GAINS



The median inflation adjusted wage gain after the year of enrollment for students who completed a SAM A, B, or C course of at least .5 units and passed all CTE coursework in a given academic year. These students were no longer enrolled anywhere in the system the following academic year and did not earn an award or transfer to a four year college this year of enrollment or the following year.



ENVIRONMENTAL CANVAS



County Demographics

1. The population in Alameda County is projected to increase 6% in the next ten years, but the PCCD service area will grow at a lesser rate.
2. The adult population in Alameda County is aging (fewer traditional college aged population).
3. The population is becoming increasingly diverse, (i.e. more Latinos).
4. The majority of adults aged 18-24 in Alameda County have graduated high school and some college experience.

High School Pipeline

1. The feeder and non-feeder high school pipeline is expected to continue to shrink for at least another three to five years.
2. More students are first generation to college students.

Technology

1. The use of technology will continue to increase as will its importance in enrolling, teaching, and retaining future students.
2. The need for just-in-time data and tools for accessing these data has become the new normal.

Student Characteristics

1. Overall student headcount has declined or remained flat over the last five years.
2. Approximately one-third of the student population continues to be 19-24 years old with some increase in the 16-18 years old, and declines in 35-54.
3. Increasing number of continuing students, and fewer first-time students.
4. The student population remains diverse, although there are fewer African Americans and more Latino students.
5. Students are enrolling for reasons other than transfer and degree/certificate completion, i.e., skills builders.

Workforce Trends

1. Job growth in the Bay Area is expected to increase by 13% in the next ten years.
2. The demand for higher skilled workers will increase.
3. Healthcare and Technology continue to be the highest growth industries.

Competitive Landscape

1. Students have become more mobile, more robust users of technology accessing education when /where they want to. Competition is more fierce.
2. Many programs in the region are duplicated making it increasingly difficult to attract and retain students.

Enrollment Trends

1. There is a significant amount of student 'swirl' within the District, which is likely to continue.
2. The demand for online classes is clear as evidenced by enrollments; continue to increase as more online sections are added.
3. Enrollment growth is sluggish due to a stronger labor market, and lag effect from section reductions in prior years.
4. FTES from CTE classes continue to comprise 20% of the total, while Basic Skills comprises less than 10%.

Student Outcomes

1. The number of degrees conferred continues to increase proportionally, particularly with the advent of ADTs, as well as certificates requiring 18 to <30 units.
2. The achievement gaps (transfer and awards conferred) show large disparities among African American and Latino students.
3. The 30 unit completion milestone overall and by prepared and unprepared student groups is on par or below the statewide average.
4. Basic Skills improvement rates (enrolled in transfer) for English remain relatively low compared to the statewide average and math is about on par with the statewide average.