

# District Strategic Plan

Spring 2023-Fall 2028

## Peralta Community College District







# Contents

|   |           |
|---|-----------|
| <b>Supporting Peralta Colleges in 2023 and Beyond</b>   | <b>2</b>  |
| <b>External Environmental Scan</b>  | <b>4</b>  |
| Alameda County Demographic Information  | 4         |
| Alameda County Labor Market Information   | 6         |
| <b>Internal Environmental Scan</b>  | <b>11</b> |
| Overall Enrollment  | 11        |
| College-Going Patterns Among Local K–12 Students  | 15        |
| <b>Student Equity and Success</b>   | <b>16</b> |
| Completion: Taxonomy of Program Code  | 16        |
| Completion: Racial Composition  | 17        |
| Completion: Retention and Success   | 18        |
| <b>Input From Institutional and Community Partners</b>  | <b>20</b> |
| Strengthening K–16 Partnerships in Alignment With Guided Pathways                             | 21        |
| Developing Sustainable and Healthy College Communities  | 22        |
| Growing Strategic Workforce Partnerships That Strengthen and Expand Career Education Pathways | 23        |
| Improving Community and Campus Public Safety  | 23        |
| <b>The Board Goals</b>  | <b>25</b> |
| <b>Peralta Community College District Support for the Colleges</b>                            | <b>28</b> |
| Enrollment and Retention  | 28        |
| Student Equity and Success  | 29        |
| Campus Culture and Climate and Teaching and Learning  | 31        |
| Infrastructure and Fiscal Sustainability  | 32        |
| <b>Appendix</b>   | <b>34</b> |





## Supporting Peralta Colleges in 2023 and Beyond

For more than 50 years, the Peralta Community College District (PCCD) has provided outstanding educational opportunities to residents of the East Bay, students from out of state, and students from other countries. A majority of PCCD East Bay students are from communities of color, are from low-income backgrounds, and are the first in their families to attend higher education. The Peralta colleges' students are working adults, parents, and those seeking lifelong learning and economic mobility or self-sufficiency. More than just education, the Peralta colleges deliver opportunities for our students to pursue their dreams, launch careers, and contribute to their families and communities.

The Peralta district and colleges have dealt with some serious challenges over the last several years. As we reflect back, we have tackled these challenges with courage, collaboration, and transparency. By working together and prioritizing the needs of our students, we have successfully accomplished the following:

- *Addressed financial issues and received a clean audit.* In 2019, PCCD requested assistance from the state's Fiscal Crisis Management and Assistance Team (FCMAT). During a 2-year period, district personnel worked diligently to address its findings, and in 2021, Peralta submitted a response to nearly 100 recommendations. The results of actions taken are improved fiscal practices and accountability.



- *Received reaffirmation of accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC). In January 2023, Peralta colleges received a full accreditation reaffirmation from ACCJC after moving from a status of Probation in 2021 and Warning in 2022. Improvements made over the 2 years were accomplished by districtwide collaboration and will lead the district on a successful path forward.*

In addition to working through and successfully addressing these challenges, PCCD, like all institutions of higher education, dealt with additional challenges during the COVID-19 pandemic. The pandemic forced the colleges to move swiftly to a fully online teaching and student service model, contributing to a decline in enrollment. In addition, the district faces the challenge of balancing public safety needs with a call to engage in a more community-focused approach to keeping the colleges safe and welcoming. Through it all, the guiding light has remained serving our students and meeting community needs. As we settle into a new post-pandemic reality, PCCD and the colleges are committed to moving forward with students at the center of all decisions. In addition, PCCD is committed to becoming an institution that embraces, promotes, and enacts diversity, equity, inclusion, accessibility, and anti-racism. Our mission statement articulates this commitment:



*“The Peralta Community College District is a collaborative of colleges advancing social and economic transformation for students and the community through quality education, rooted in equity, social justice, environmental sustainability and partnerships.”*

Further, we owe it to our taxpayers, as good stewards of the public trust, to keep Peralta fiscally sustainable, so the district may continue to provide outstanding educational opportunities to our diverse communities. We take our responsibility to be innovative seriously. We continue to find efficient and effective ways to achieve the goals and strategies laid out in our colleges’ Educational Master Plans (EMPs) and to support the colleges’ efforts to meet their individual missions. The district strategic plan supports each college’s EMP by aligning all missions, goals, and outcomes with the Board of Trustees’ goals. Accordingly, district resources will be identified



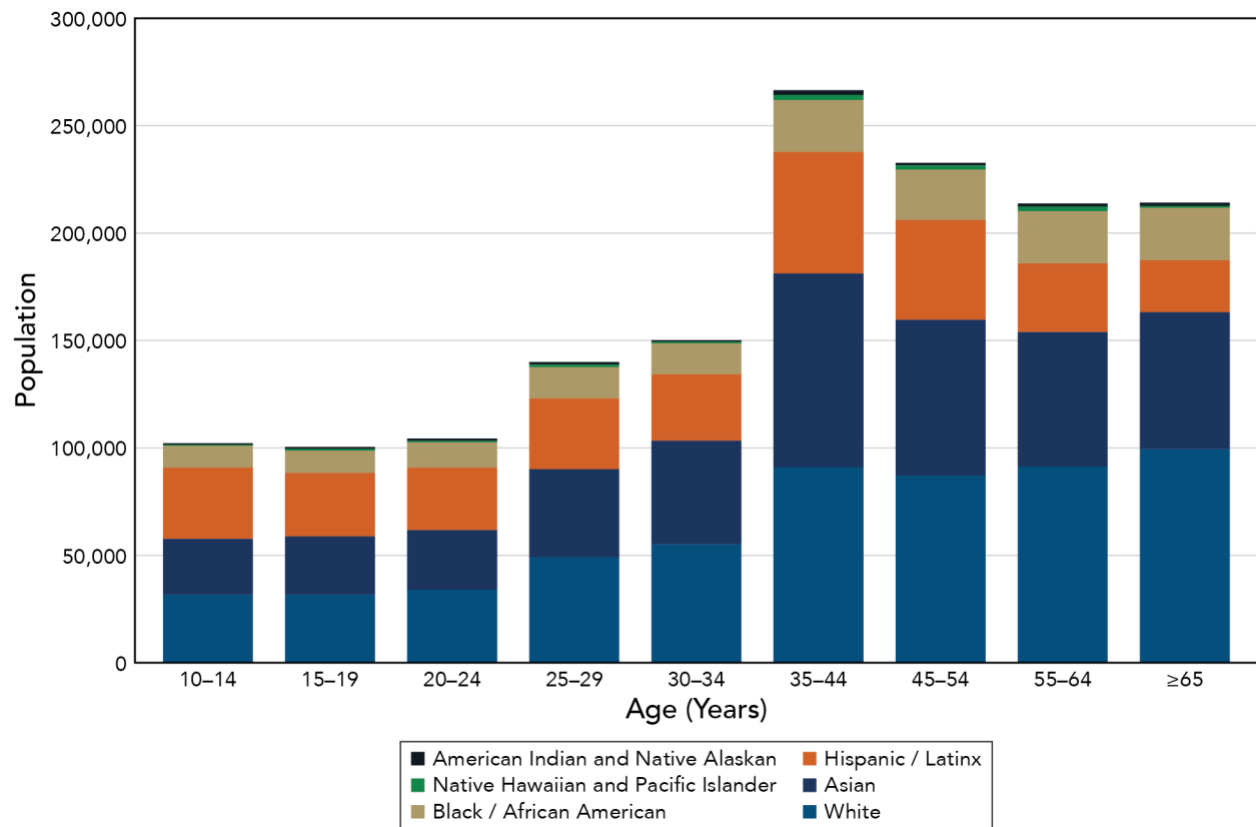
and utilized to support planning and improvements at each college to help them realize the goals included in their EMP. This plan is designed to be reviewed regularly as a part of the district’s integrated planning process.

# External Environmental Scan

## Alameda County Demographic Information

As of 2020, a plurality of Alameda County residents were between 35 and 44 years old, with the next-highest age band being 45- to 54-year-olds (see Figure 1). These age bands accounted for roughly 500,000 residents in the county. With that said, the younger age bands (the age bands most often served by community colleges) also represent a large share of the county population. In 2020, there were roughly 200,000 residents ages 15 to 24. Two of the largest demographic groups in the county are Hispanic/Latinx residents and Asian residents. Collectively, these groups make up the majority of residents within all age bands in the county.

**Figure 1. Population by Age and Race/Ethnicity, 2020**

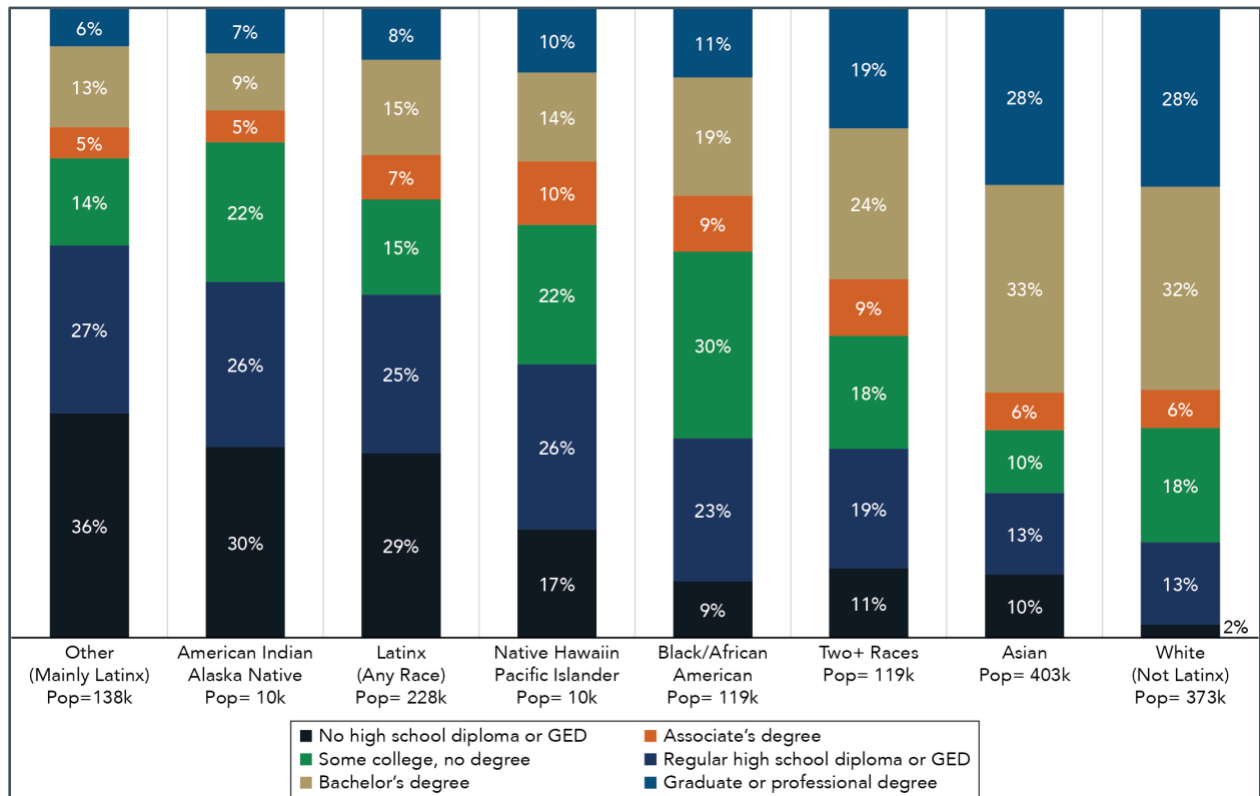


Source: U.S. Census American Community Survey, 2020. 5-Year Estimates.



Educational attainment in the county varies significantly across racial and ethnic demographic groups (see Figure 2). The majority (61%) of Asian and White adults in the county have earned a bachelor’s degree or a higher degree, compared to 23 percent of Latinx adults, and 30 percent of Black/African American adults. Residents of the county who only have a high school degree or who have completed some college are the residents most likely to enroll at PCCD colleges.

**Figure 2. Educational Attainment by Race and Ethnicity in Alameda County, 2020**



Source: U.S. Census American Community Survey, 2020. 5-Year Estimates.

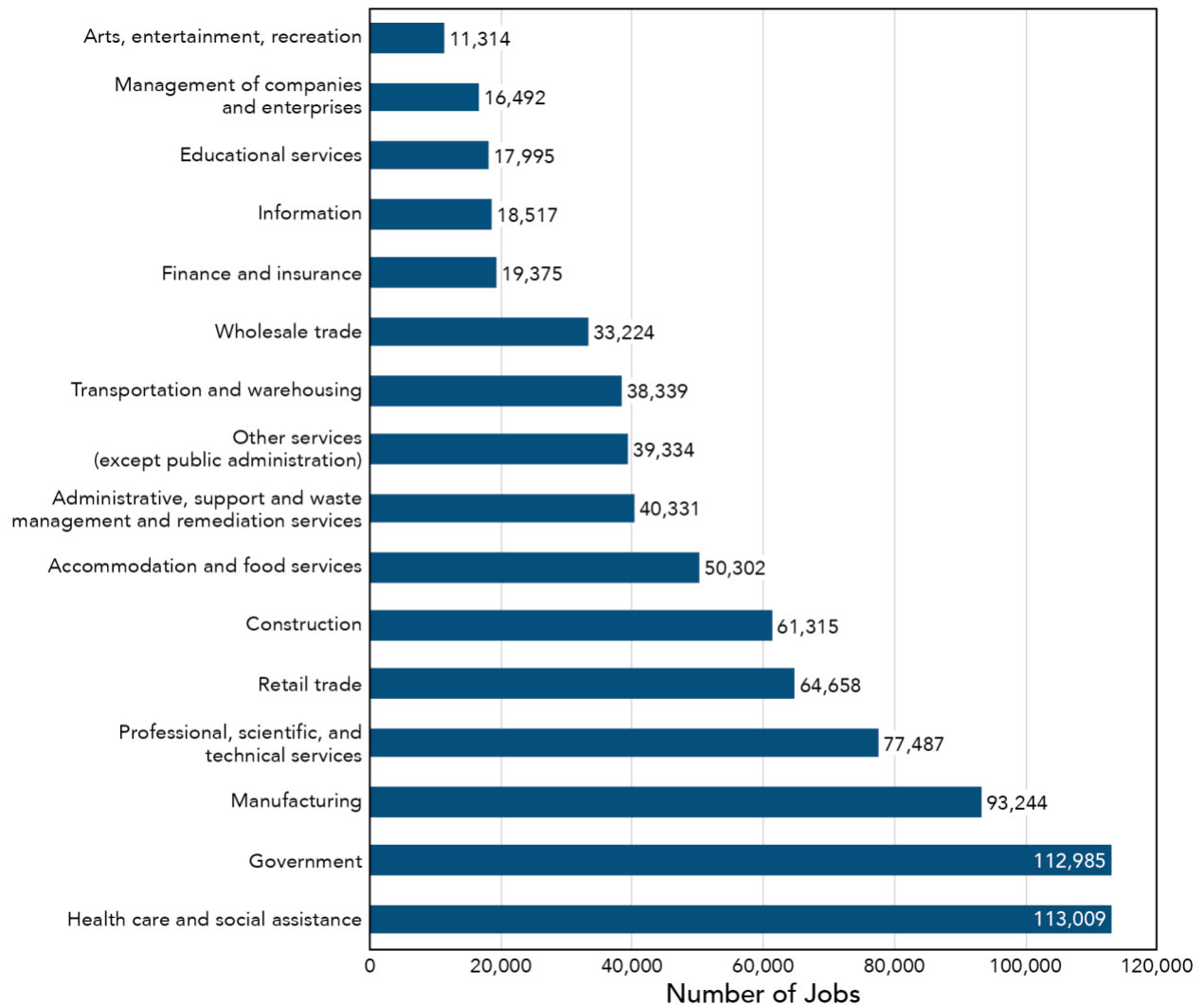




## Alameda County Labor Market Information

The largest industry sectors for Alameda County describe demand for products and services in the region and, thus, the demand for contextualized skills across fields of study. In Alameda County, the largest sectors are Health Care and Social Assistance, Government, and Manufacturing.

Figure 3. Largest Industry Sectors, 2021



Source: Lightcast Regional Economy Report 2021, QCEW, US BLS.





Table 1 displays the occupations PCCD students most often pursue upon graduation—those requiring some college, a credential, or an associate degree. Among these, the category of heavy and tractor-trailer truck drivers is projected to be in the highest demand and also pays a living wage: more than \$27 per hour. There are projected to be over 1,000 job openings within this category each year between 2022 and 2027. The nurse and nursing assistant occupations and similar health care occupations also pay relatively high wages and, critically, will be some of the fastest-growing occupations in the next 5 years. High-wage occupations for which PCCD colleges provide training, such as automotive service technicians and mechanics, as well as heating, air conditioning, and refrigeration mechanics and installers are also projected to be in high demand.

**Table 1. High-Demand Occupations That Don't Require a Bachelor's Degree, 2022**

| Description   | Average annual openings from 2022 to 2027 | 2021 median hourly earnings |
|---|---|-----------------------------|
| Heavy and Tractor-Trailer Truck Drivers                               | 1,026                                     | \$27.27                     |
| Bookkeeping, Accounting, and Auditing Clerks                          | 903                                       | \$24.86                     |
| Medical Assistants  | 862                                       | \$25.26                     |
| Nursing Assistants  | 721                                       | \$20.64                     |
| Teaching Assistants, Except Postsecondary                             | 718                                       | \$20.86                     |
| Hairdressers, Hairstylists, and Cosmetologists                        | 441                                       | \$15.28                     |
| Preschool Teachers, Except Special Education                          | 425                                       | \$19.89                     |
| Manicurists and Pedicurists   | 340                                       | \$15.43                     |
| Dental Assistants   | 335                                       | \$25.81                     |
| Licensed Practical and Licensed Vocational Nurses                     | 331                                       | \$34.02                     |
| Automotive Service Technicians and Mechanics                          | 331                                       | \$29.03                     |
| Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 226                                       | \$32.74                     |
| Computer User Support Specialists                                     | 220                                       | \$31.97                     |
| Massage Therapists  | 178                                       | \$23.12                     |
| Paralegals and Legal Assistants                                       | 151                                       | \$31.61                     |
| Health Technologists and Technicians, All Other                       | 145                                       | \$27.76                     |
| Dental Hygienists   | 121                                       | \$57.72                     |
| Electrical and Electronic Engineering Technologists and Technicians   | 117                                       | \$33.15                     |
| Firefighters  | 112                                       | \$46.16                     |
| Order Clerks  | 103                                       | \$19.57                     |
| Emergency Medical Technicians   | 103                                       | \$18.56                     |
| Life, Physical, and Social Science Technicians, All Other             | 98  | \$26.21                     |
| Skincare Specialists  | 87  | \$16.33                     |
| Legal Support Workers, All Other                                      | 77  | \$25.67                     |
| Architectural and Civil Drafters                                      | 76  | \$33.30                     |
| Medical Records Specialists   | 76  | \$27.16                     |



| Description   | Average annual openings from 2022 to 2027 | 2021 median hourly earnings |
|---|---|-----------------------------|
| Human Resources Assistants, Except Payroll and Timekeeping                    | 72  | \$23.89                     |
| Veterinary Technologists and Technicians                                      | 71  | \$22.42                     |
| Telecommunications Equipment Installers and Repairers, Except Line Installers | 71  | \$30.97                     |
| Engineering Technologists and Technicians, Except Drafters, All Other         | 66  | \$21.14                     |

Source: Lightcast Q4 2023 [Dataset].

Like the previous table, Table 2 displays jobs that do not require a bachelor's degree or higher and focuses in particular on the highest-paying subset of these jobs. The occupations of air traffic controller, radiation therapist, and nuclear medicine technologist pay extremely well and do not require advanced degrees. Dental hygienists are also paid very well and are projected to be in higher demand by 2027.

**Table 2. High-Wage Occupations Among Occupations That Don't Require a Bachelor's Degree, 2022**

| Description   | Average annual openings from 2022 to 2027 | 2021 median hourly earnings |
|---|---|-----------------------------|
| Makeup Artists, Theatrical and Performance                              | 4   | \$82.59                     |
| Ship Engineers  | 19  | \$82.49                     |
| Air Traffic Controllers   | 12  | \$76.40                     |
| Radiation Therapists  | 2   | \$72.23                     |
| Commercial Divers   | 8   | \$71.03                     |
| Nuclear Medicine Technologists  | 3   | \$65.60                     |
| First-Line Supervisors of Firefighting and Prevention Workers           | 24  | \$61.14                     |
| Court Reporters and Simultaneous Captioners                             | 21  | \$58.12                     |
| Dental Hygienists   | 121                                       | \$57.72                     |
| Electrical and Electronics Repairers, Powerhouse, Substation, and Relay | 4   | \$56.43                     |
| Diagnostic Medical Sonographers   | 23  | \$56.09                     |
| Magnetic Resonance Imaging Technologists                                | 8   | \$55.93                     |
| Respiratory Therapists  | 30  | \$53.88                     |
| Radiologic Technologists and Technicians                                | 64  | \$52.90                     |
| Captains, Mates, and Pilots of Water Vessels                            | 40  | \$51.79                     |
| Avionics Technicians  | 11  | \$46.37                     |
| Firefighters  | 112                                       | \$46.16                     |
| Civil Engineering Technologists and Technicians                         | 36  | \$44.83                     |
| Nuclear Technicians   | 5   | \$44.82                     |
| Fire Inspectors and Investigators                                       | 5   | \$43.10                     |



| Description   | Average annual openings from 2022 to 2027 | 2021 median hourly earnings |
|---|---|-----------------------------|
| Electrical and Electronics Installers and Repairers, Transportation Equipment | 4   | \$42.70                     |
| Aircraft Mechanics and Service Technicians                                    | 51  | \$41.33                     |
| Funeral Home Managers   | 3   | \$40.28                     |
| Occupational Therapy Assistants   | 15  | \$40.27                     |
| Surgical Assistants   | 3   | \$39.34                     |
| Health Information Technologists and Medical Registrars                       | 12  | \$38.75                     |
| Computer Numerically Controlled Tool Programmers                              | 24  | \$37.04                     |
| Surgical Technologists  | 46  | \$36.48                     |
| Cardiovascular Technologists and Technicians                                  | 11  | \$35.81                     |
| Tool and Die Makers   | 23  | \$35.22                     |

Source: Lightcast Q4 2023 [Dataset].

Table 3 tells a similar story as the preceding tables and underscores the importance of building strong pathways that support transitions across educational systems. Again, many of the highest-paying and fastest-growing occupations in the county are those in health care. Registered nurses earn more than \$70 per hour, and this occupation is projected to be the third highest-demand occupation in the service area by 2027. Technology occupations also pay well and are projected to grow: software developers earn nearly \$70 per hour, and there are projected to be over 1,000 job openings within this occupation in the next 5 years.

**Table 3. High-Demand Occupations Among Occupations That Require Only a Bachelor’s Degree, 2022**

| Description  | Average annual openings from 2022 to 2027 | 2021 median hourly earnings |
|--|---|-----------------------------|
| General and Operations Managers                      | 1,286                                     | \$55.11                     |
| Software Developers                                  | 1,032                                     | \$69.81                     |
| Registered Nurses                                    | 973                                       | \$72.76                     |
| Business Operations Specialists, All Other           | 900                                       | \$37.61                     |
| Managers, All Other                                  | 777                                       | \$62.68                     |
| Management Analysts                                  | 649                                       | \$49.31                     |
| Accountants and Auditors                             | 648                                       | \$42.49                     |
| Tutors   | 624                                       | \$16.69                     |
| Market Research Analysts and Marketing Specialists   | 593                                       | \$41.49                     |
| Project Management Specialists                       | 502                                       | \$52.47                     |
| Human Resources Specialists                          | 499                                       | \$38.90                     |
| Elementary School Teachers, Except Special Education | 498                                       | \$43.15                     |



| Description  | Average annual openings from 2022 to 2027 | 2021 median hourly earnings |
|--|---|-----------------------------|
| Computer and Information Systems Managers                                | 454                                       | \$88.66                     |
| Financial Managers   | 453                                       | \$72.07                     |
| Sales Managers   | 405                                       | \$69.67                     |
| Medical and Health Services Managers                                     | 362                                       | \$67.97                     |
| Secondary School Teachers, Except Special and Career/Technical Education | 345                                       | \$46.91                     |
| Marketing Managers   | 320                                       | \$82.67                     |
| Computer Occupations, All Other  | 305                                       | \$54.14                     |
| Buyers and Purchasing Agents   | 273                                       | \$34.66                     |
| Mechanical Engineers   | 245                                       | \$54.96                     |
| Industrial Engineers   | 241                                       | \$51.98                     |
| Construction Managers  | 235                                       | \$50.21                     |
| Computer Systems Analysts  | 221                                       | \$54.86                     |
| Architectural and Engineering Managers                                   | 219                                       | \$87.53                     |
| Civil Engineers  | 203                                       | \$49.28                     |
| Compliance Officers  | 197                                       | \$41.74                     |
| Data Scientists  | 187                                       | \$68.87                     |
| Middle School Teachers, Except Special and Career/Technical Education    | 180                                       | \$47.40                     |
| Chief Executives   | 162                                       | \$92.19                     |

Source: Lightcast Q4 2023 [Dataset].





# Internal Environmental Scan

## Overall Enrollment

Peralta has experienced an overall decline in enrollment and full-time equivalents (FTEs) per head count that mirrors statewide and nationwide trends (see Table 4). Head count has declined by 26 percent since 2017–18, while FTEs enrollment has declined slightly less than that. As a result, the number of FTEs per head count has actually increased by 3 percent, meaning that on average, students are taking slightly more classes compared with 2017–18.



**Table 4. Head Count and FTEs Enrollment, 2017-18 to 2021-22**

| Category              | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 |
|-----------------------|---------|---------|---------|---------|---------|
| Head count enrollment | 37,338  | 35,982  | 35,293  | 29,643  | 27,607  |
| FTEs enrollment       | 20,307  | 19,916  | 19,287  | 16,382  | 15,443  |
| FTEs per head count   | 0.54    | 0.55    | 0.55    | 0.55    | 0.56    |

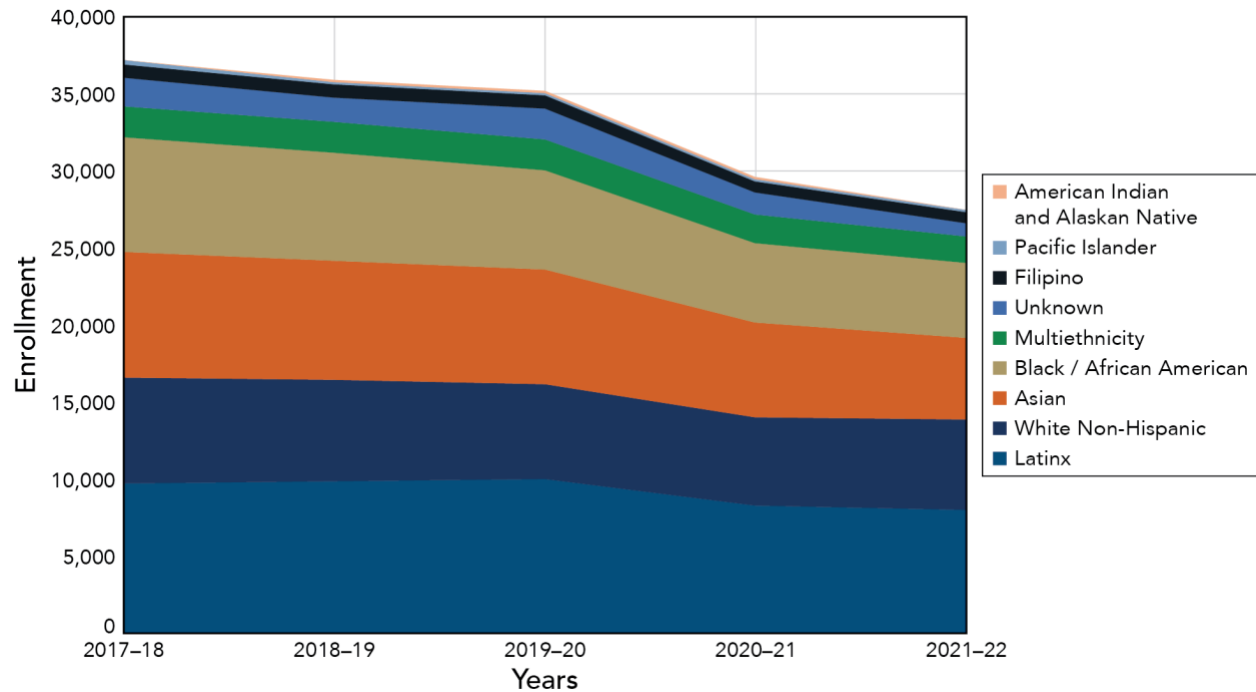
Source: California Community Colleges Chancellor’s Office Management Information Systems Data Mart.

## Enrollment: Racial Composition

Figure 4 shows the racial and ethnic composition of the student body over the past 5 years. The largest population the district serves is Latinx students: They represent 3 in 10 Peralta students. The next largest groups are White and Asian students, who each represent roughly a fifth of the population, followed closely by Black/African American students with 18 percent of the population.



**Figure 4. Enrollment, Racial Composition, 2017-22**



Source: California Community Colleges Chancellor’s Office Management Information Systems Data Mart.

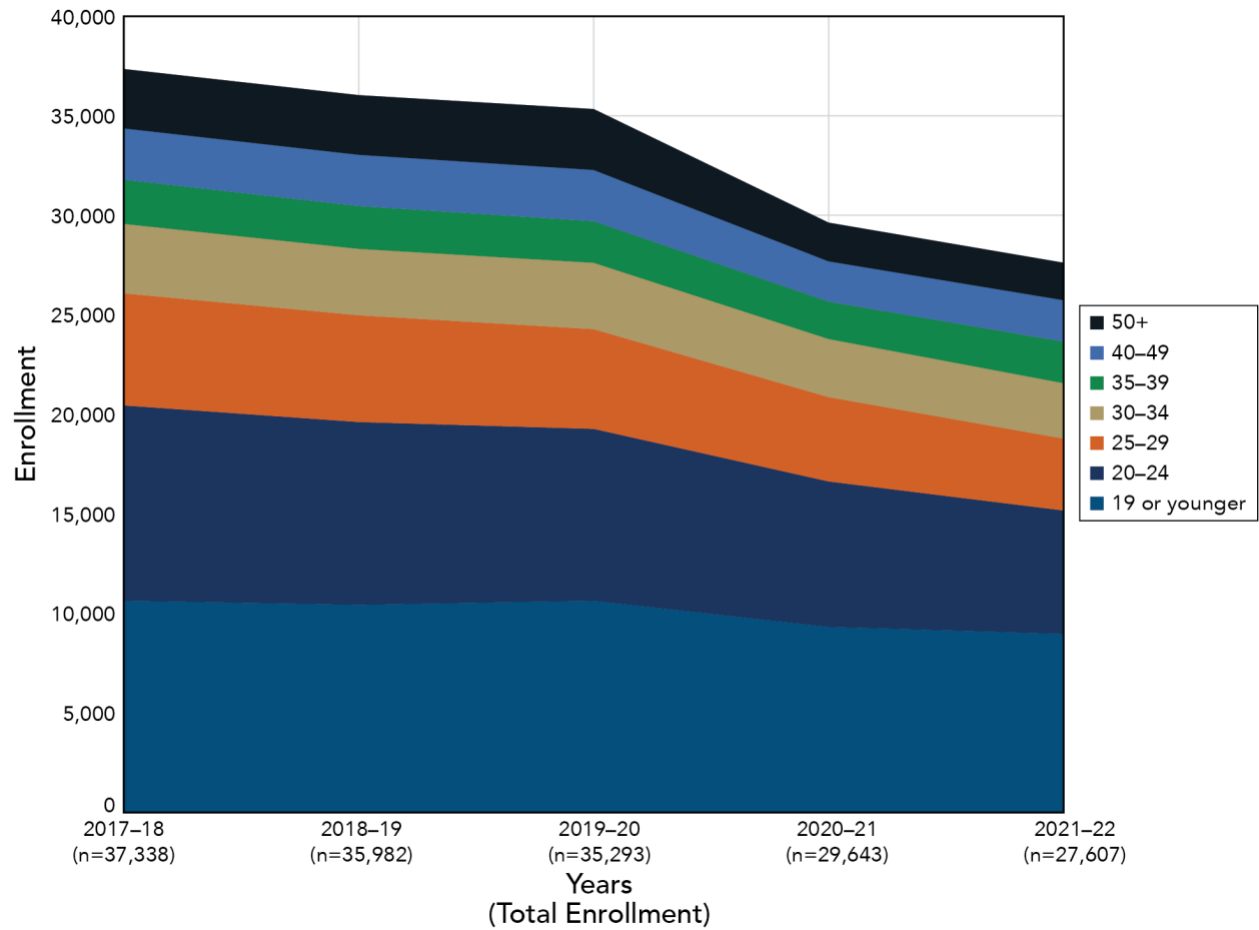
The decline in student enrollment between 2017–18 and 2021–22 has impacted students disproportionately across racial and ethnic groups. Although all racial and ethnic groups have experienced declining enrollment, the White student population has declined only by 13 percent, while enrollment among Latinx and multiethnic students has declined by 18 percent. The largest declines in enrollment have occurred among Asian students, Black students, and American Indian/Alaska Native students. Enrollment has declined by 35 percent or more for each of these student groups in the past 5 years.

### Enrollment: Age Composition

A plurality of Peralta students (32%) are younger than 19, and most Peralta students (54%) are younger than 25. Over the past 5 years, enrollment peaked at 37,338 students in 2017–18 (see Figure 5). Since then, enrollment has declined across all age groups, though the 35–39 age band has experienced the smallest decline in enrollment (3%). Enrollment among 20- to 29-year-olds, a demographic that represented two fifths of the student body in 2017–18, has declined by 37 percent in the past 5 years.



Figure 5. Enrollment, Age Composition, 2017-22



Source: California Community Colleges Chancellor’s Office Management Information Systems Data Mart.



## Enrollment and Equity: Credit Type Across Race and Ethnicity

At Peralta, Hispanic/Latinx students and Asian students make up roughly half of all FTEs enrolled in credit courses and a larger share of all students enrolled in noncredit courses. Asian students make up a disproportionately high share of all adult education enrollment: 53 percent of FTEs enrolled in adult education courses are Asian (see Table 5). Hispanic/Latinx students make up a plurality of all FTEs enrolled in credit, noncredit, and career technical education (CTE) courses.

**Table 5. Credit Type Across Race and Ethnicity, 2021-22**

| Fall 2021   | Credit enrollment | Noncredit enrollment | Adult education enrollment | CTE enrollment |
|---|-------------------|----------------------|----------------------------|----------------|
| Hispanic/Latinx                                   | 29%               | 34%                  | 18%                        | 29%            |
| Asian   | 22%               | 29%                  | 53%                        | 20%            |
| Black/African American                            | 18%               | 16%                  | 14%                        | 17%            |
| White non-Hispanic                                | 18%               | 21%                  | 12%                        | 21%            |
| Multiethnicity                                    | 6%                | *                    | *                          | 6%             |
| Filipino  | 3%                | *                    | *                          | 3%             |
| Unknown   | 3%                | *                    | 4%                         | 3%             |
| Pacific Islander                                  | 1%                | *                    | *                          | 1%             |
| American Indian and Alaska Native/Native Hawaiian | 0%                | *                    | *                          | *              |
| <b>Total FTEs</b>                                 | <b>6,668</b>      | <b>73</b>            | <b>352</b>                 | <b>2,184</b>   |

Source: Peralta Community College District Institutional Research.

\* Groups with < 10 students or FTEs





## College-Going Patterns Among Local K-12 Students

Among local high school districts in the East Bay, Oakland Unified School District (OUSD), and West Contra Costa Unified School District (WCCUSD) are some of the largest feeder districts for California Community Colleges (CCCs), due mainly to these districts' size and large number of high school completers. However, only 21 percent and 32 percent of graduates from OUSD and WCCUSD, respectively, attend a CCC (see Table 6).

**Table 6. Feeder High School Districts' College Enrollment, 2019-20**

| 2019-20               |                     | College enrollment rates |     |     |     |         |              |
|-----------------------|---------------------|--------------------------|-----|-----|-----|---------|--------------|
| School district       | Total HS completers | Overall                  | CCC | CSU | UC  | Private | Out of state |
| Oakland Unified       | 2,114               | 50%                      | 21% | 13% | 9%  | 2%      | 5%           |
| Alameda Unified       | 729                 | 75%                      | 32% | 9%  | 22% | 4%      | 8%           |
| Piedmont City Unified | 202                 | 80%                      | 10% | 9%  | 16% | 7%      | 38%          |
| Berkeley Unified      | 758                 | 70%                      | 24% | 8%  | 19% | 4%      | 16%          |
| Albany Unified        | 246                 | 83%                      | 30% | 10% | 25% | 4%      | 14%          |
| Castro Valley Unified | 739                 | 74%                      | 32% | 16% | 16% | 4%      | 8%           |
| San Leandro Unified   | 642                 | 61%                      | 39% | 10% | 7%  | 3%      | 3%           |
| San Lorenzo Unified   | 764                 | 56%                      | 30% | 15% | 9%  | 1%      | 1%           |
| West Contra Costa     | 1,844               | 59%                      | 32% | 10% | 11% | 2%      | 3%           |
| Emery Unified         | 58                  | 69%                      | 36% | 10% | 14% | 5%      | 3%           |

Source: California Department of Education, DataQuest.

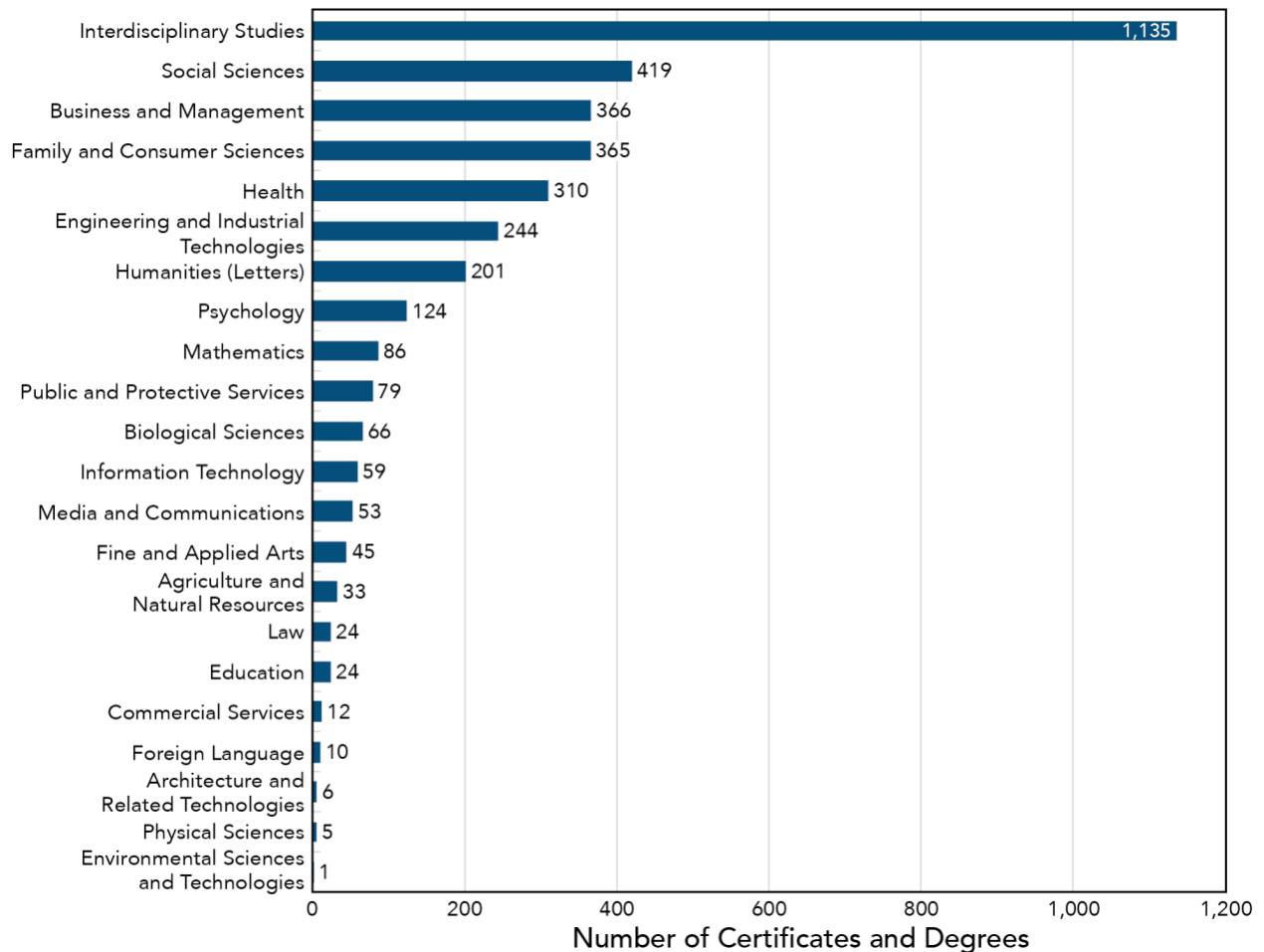


# Student Equity and Success

## Completion: Taxonomy of Program Code

A plurality of all certificates and degrees awarded in 2021–22 were categorized under the Interdisciplinary Studies Taxonomy of Program (TOP) code (see Figure 6). More than half of certificates and degrees awarded were categorized under interdisciplinary studies, social sciences, and business and management. Many of these awards translate to degrees for transfer, but less commonly awarded certificates and degrees such as those in engineering and industrial technologies provide training relevant to high-paying jobs that don't require additional education.

**Figure 6. Completion by TOP Code, 2021-22**



Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.



## Completion: Racial Composition

The share of Peralta students who received credit awards or certificates upon completion was generally similar to overall enrollment for Latinx students, Filipino students, and Asian students (see Table 7). Black/African American students were slightly underrepresented among students receiving credit awards and certificates and very underrepresented among students earning noncredit awards. White students were highly overrepresented among students receiving credit awards or certificates.

**Table 7. Completion by Type by Race and Ethnicity, 2020–21**

| 2020–21                          | Overall enrollment (head count) | Credit awards | Certificates | Noncredit awards |
|----------------------------------|---------------------------------|---------------|--------------|------------------|
| Latinx                           | 29%                             | 25%           | 27%          | 34%              |
| Black/African American           | 22%                             | 17%           | 21%          | 14%              |
| White                            | 19%                             | 30%           | 30%          | 22%              |
| Asian                            | 18%                             | 18%           | 14%          | 24%              |
| Two or more races                | 6%                              | 7%            | 6%           | 6%               |
| Filipino                         | 3%                              | 3%            | 3%           | *                |
| American Indian/Alaska Native    | 2%                              | *             | *            | *                |
| Pacific Islander/Native Hawaiian | 0.6%                            | 1.0%          | *            | *                |
| Unknown                          | 0.2%                            | *             | *            | *                |
| <b>Total</b>                     | <b>29,643</b>                   | <b>1,751</b>  | <b>1,371</b> | <b>175</b>       |

Sources: California Community Colleges Chancellor’s Office Management Information Systems Data Mart (enrollment); Peralta Community College District Institutional Research (awards and certificates).

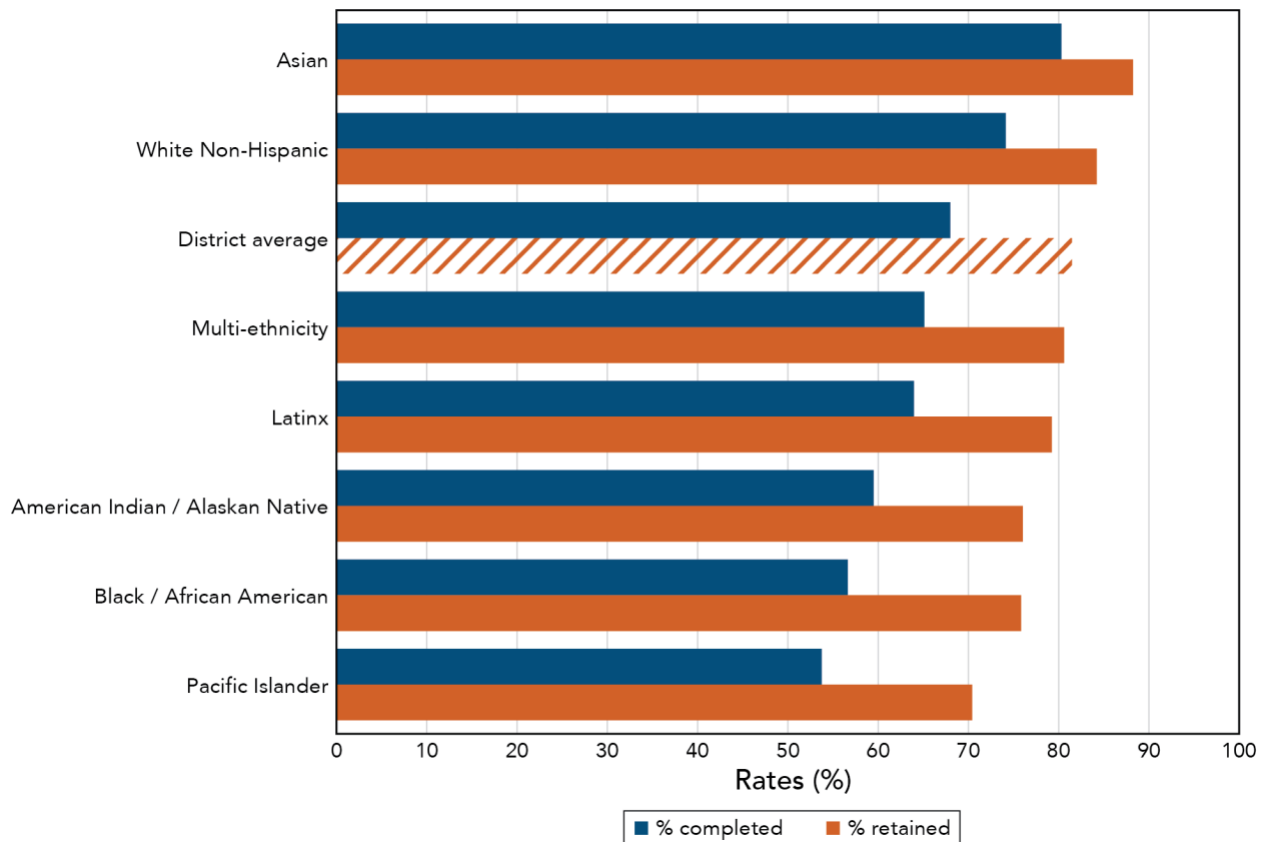
\*Groups with < 10 students or FTEs



## Completion: Retention and Success

In fall 2022, just over 80 percent of Peralta students were retained in courses throughout the term, while 68 percent of students completed their courses with passing grades. Asian and White students had higher retention and completion rates than the districtwide average and were the only racial/ethnic groups for which this was true. Seventy-nine percent of Latinx and 76 percent of Black/African American students were retained in courses, but only 64 percent and 57 percent, respectively, completed courses with passing grades. Figure 7 displays retention and completion rates across all racial/ethnic student groups.

**Figure 7. Retention and Completion by Race and Ethnicity, Fall 2022**



Source: California Community Colleges Chancellor’s Office Management Information Systems Data Mart.

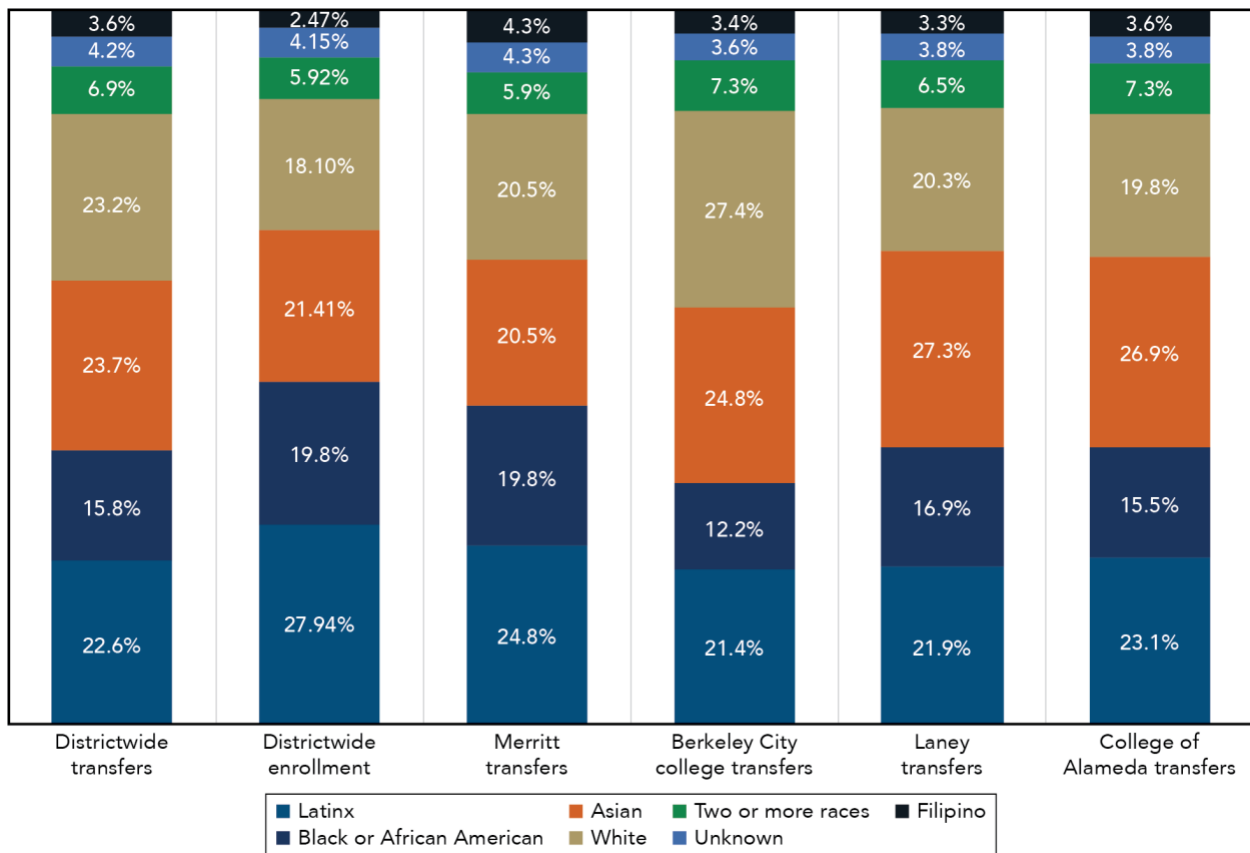




## Transfers to 4-Year Institutions

Examining which students transfer from Peralta to 4-year institutions highlights disproportionalities and opportunities for improvement (see Figure 8). White and Asian students made up 47 percent of all students transferring from Peralta to 4-year institutions but just 40 percent of the district’s overall enrollment. Black/African American students and Hispanic/Latinx students made up roughly 48 percent of districtwide enrollment but less than 40 percent of all students transferring from Peralta to a 4-year institution.

**Figure 8. Transfer to 4-Year Institutions, Peralta Community College District, 2018-19**



Sources: California Community Colleges Chancellor’s Office Management Information Systems Data Mart (enrollment); California Community Colleges LaunchBoard: Community College Pipeline (transfers).



# Input From Institutional and Community Partners



To help guide our efforts over the next 5 years to strengthen the district’s work—including our support for the Peralta colleges—on November 10, 2022, the district hosted a community-wide charette, a campus forum held at Laney College that drew a diverse group of institutional and community partners. More than 250 people registered to attend the charette, representing the colleges; the District Office; public, charter, and private K–12 education agencies; workforce development and community

agencies; and faculty, staff, students, and administrators. After an overview of data on student enrollment and success, as well as labor market information, input was collected during two rounds of discussion sessions focused on the district’s four priority areas:

1. Strengthening K–16 pathways
2. Sustainability and healthy college communities
3. Strategic workforce partnerships and expanding career education pathways
4. Improving community and college safety

The breakout discussions were facilitated by the Peralta college presidents, who engaged partners in robust discussions on what the district is doing well and what could be improved, as well as providing opportunities for additional written input on each of the four topic areas. The charette provided an important opportunity to host internal and external partners on campus; to engage in discussions about planning for the next 5 years; and to discuss opportunities for improving student access, opportunity, and outcomes over the next 5 years—grounded in the needs of the community.

Across all four discussion sessions, three overarching themes emerged. First, community members desired more student engagement in decision-making processes. Second, participants urged the Peralta colleges to build more community and institutional partnerships to create more opportunities and better support students. Finally, community members sought holistic and “whole-student” approaches that were responsive to the diverse needs of the communities served by Peralta colleges.



## Strengthening K-16 Partnerships in Alignment With Guided Pathways

Session attendance at the charette and post-event survey responses indicate that strengthening K-16 partnerships is a top priority for internal and external partners. When asked what the district and colleges are currently doing well when it comes to K-16 partnerships, participants described efforts by the colleges to actively expand and develop partnerships with K-12 institutions, resulting in strengthened dual enrollment, outreach, and programming. Participants noted that this partnership development work has also led to the development of a summer career exploration academy, on-campus tours, and experiential activities to build relationships with prospective K-12 students. Additional strengths included that Peralta colleges offer access to high-quality educational programs and instructors, provide supportive counseling, and are more affordable per unit than 4-year universities. As one participant noted, “Colleges have clear pathways, quality programming, and once students enter pathways, the supports are there so students are successful, as well as enrolled.” However, participants also noted clear areas of need and suggested that the Peralta colleges should engage in the following strategic actions to strengthen K-16 partnerships:



- strengthen messaging to K-12 partners that conveys the value of community colleges and addresses the misperception that community colleges are inferior to 4-year universities
- continue to deepen and grow partnerships with 4-year universities, employers, and nonprofit programs to develop aligned goals and effectively leverage all available resources for students
- increase K-12 matriculation through collaborative student-centered efforts and data sharing
- engage students to provide input on ongoing K-12 efforts

As one participant noted, the district and colleges should work together to “roll out the red carpet every time a prospective student comes to campus. When high school students come onto campus at any PCCD campus, it should feel like a big event!” Another participant noted the need to strengthen communication between PCCD, local school district leaders, and 4-year colleges and to develop sustainable structures for collaboration that can withstand staff turnover: “Communication structures are positive, but isolated. How can we get all local



organizations together in a way that is not person-dependent? Turnover among staff can prevent sustained growth.”

## Developing Sustainable and Healthy College Communities



Participation in charette sessions and survey responses indicated that the next highest priority for institutional and community partners is the development of sustainable and healthy college communities. This focus on the need to support students beyond academics echoes one of the overarching themes from the charette regarding the need for additional comprehensive “whole-student” support. Session participants noted several areas where the Peralta colleges are currently doing an

effective job at developing sustainable and healthy college communities, including efforts such as providing food pantries, meal programs, and food distribution for students; beginning to bridge the digital divide by offering computers, hot spots, and resources for discounted internet; expanding flexible online tutoring, counseling, and course options; and offering mental health services and wellness centers.

When it comes to areas of improvement, participants suggested that the district and colleges should consider the following strategic actions:

- focus on effectively communicating all the resources and services available to students, including developing a resource hub platform
- engage students more to provide input on decisions related to housing and basic needs
- expand wellness centers to be a “one-stop” service center capable of addressing all needs
- build community partnerships and leverage available funds to support the construction of affordable housing near each campus
- offer transitional housing opportunities to foster youth, system-impacted, and housing-insecure students
- continue to strengthen the “whole-student” approach to address students’ basic needs, including transportation and childcare





## Growing Strategic Workforce Partnerships That Strengthen and Expand Career Education Pathways

Another priority for PCCD is growing strategic workforce partnerships to strengthen career education pathways. Participants in these discussion sessions noted that the Peralta colleges are currently working to strengthen career education pathways by providing cohort-based curriculum, apprenticeships, and transition liaisons for adult education; summer bridge programs for career exploration (experimental models), focused on finding students early and connecting to pathways in this region; and counselors who are trained to ensure noncredit coursework is nonrepetitive. In addition, participants reported that the Peralta colleges are strategically engaging with employers and building connections with K–12 education systems.

Participants suggested a range of different actions that the district and colleges could take to further grow workforce partnerships, including the following:

- developing outreach strategies that better appeal to prospective students facing barriers to attend school
- deepening employer and community engagement to expand job, internship, and apprenticeship opportunities
- building a centralized workforce development district strategic plan and a system that external partners can use to engage all the colleges
- contextualizing general education content so that students can articulate core transferable skills in the workforce

As one participant noted, the district needs more “participation and representation in the community. Do people know about our programs?” This comment highlights suggestions from several participants about strengthening communication and enhancing relationships with industry partners.

## Improving Community and Campus Public Safety

Participants also engaged in robust discussions at the charette about how to improve community and campus public safety. For example, several participants appreciated that the colleges are working toward a holistic approach to public safety. Others noted that the presence of the current security firm made them feel safer on campus, and leaders noted that colleges are training their security teams to respond to a broad range of safety scenarios on campus and are working to differentiate roles and responsibilities. Participants also felt it was positive that the colleges are reimplementing the Student Safety Aide program and utilizing a Behavioral Health Intervention Team. One participant noted that part of the reason PCCD moved away



from a partnership with the county sheriff was “to embrace a more holistic understanding and approach to safety.”

Participants suggested a range of actions that the district and the colleges could take to continue to improve public safety, including the following:

- collaboratively engaging students through focus groups and other approaches to develop public safety strategies and to understand students’ sense of safety
- building stronger relationships with the community, between teachers and students, and with municipal or other governmental entities to address basic needs and root causes of safety issues
- improving immediate responses to nearby violence and better communicating the safety measures being taken after incidents occur
- tailoring public safety strategies to meet the needs of the different colleges
- increasing conversations about how the colleges can continue long-term policy shifts toward holistic safety while ensuring daily safety on campuses for all

Participants urged the district to focus on the preconditions for community safety and address systemic and pervasive issues such as mental health issues, poverty, and other factors that can underlie crime: “PCCD has a role in addressing the systemic problems, and should focus on this, as opposed to hyper-policing or excessive criminalization.”



# The Board Goals

The district’s strategic plan and its support for the goals included in each college’s EMP are aligned with the goals of PCCD’s Board of Trustees. Table 8 provides an overview of district actions to support the goals outlined by PCCD’s Board of Trustees. In addition, as part of the EMP development process, each of the four colleges aligned their goals to the PCCD Board goals and the goals outlined in the Chancellor’s Office Vision for Success goals.

**Table 8. District Actions to Support the Board’s Mission-Driven Goals**

| Mission-driven board goals   | District key actions to support the goals, 2023–28   |
|--|--|
| <p><b>1. Educational quality and student success</b></p> <p>The Board is committed to fulfilling the mission of the district and will ensure that students have a quality learning experience that maximizes their opportunities for success.</p> <ul style="list-style-type: none"> <li>• Advance student access, equity, and success</li> <li>• Build programs of distinction</li> <li>• Engage and leverage partners</li> </ul> | <p>Conduct a feasibility study for student housing and apply for all appropriate funding sources to develop housing options for students as aligned with the district’s Facilities Master Plan.</p> <p>In fall and spring, provide disaggregated reports on student progress (retention, completion, graduation data, etc.), including how students are supported, and regularly engage in meaningful discussions about students and their success.</p> <p>Develop targets for increasing student performance and Student Centered Funding Formula (SCFF) outcomes (retention, completion, graduation data, etc.) over time.</p> <p>Use annual student climate survey to inform program planning and district strategic plan development.</p> <p>Develop PCCD strategic marketing plan and provide results of marketing strategies employed by the district.</p> <p>Provide data and present for Board’s study session, “Enrollment Academy,” each spring. Include longitudinal reports comparing fall to fall in various forms and modalities, including online versus on-campus and disaggregated data by TOP code, race/ethnicity, gender identity, economic status, and sexual orientation.</p> <p>Submit follow-up report to ACCJC for full reaffirmation of accreditation.</p> <p>Comply with city, county, state, and federal COVID-19 regulations.</p> |



| Mission-driven board goals   | District key actions to support the goals, 2023–28  |
|--|---|
| <p><b>2. Diversity, Equity, Inclusion, and Social Justice (DEISJ)</b></p> <p>The Board is aware of the importance of a safe and welcoming teaching, learning, and working environment for students and employees and will promote equal access to educational achievement through collaborations that value diversity, equity, and inclusion. Related district goal:</p> <ul style="list-style-type: none"> <li>Advance student access, equity, and success</li> </ul> | <p>Develop and implement the district’s approach to DEISJ in collaboration with the colleges and implement annual equity audits.</p> <p>Compile and present annual DEISJ reports from the colleges and the District Office.</p> <p>Develop and implement the Professional Development Learning Center (PDLC) as part of the Institutional Effectiveness Partnership Initiative (IEPI) and provide for sustainable funding.</p>  |
| <p><b>3. Fiscal affairs</b></p> <p>It is imperative that the district has a secure and sustainable economic future; therefore, the Board will ensure financial accountability, responsibility, and stability that aligns with the SCFF. Related district goals:</p> <ul style="list-style-type: none"> <li>Strengthen accountability, innovation, and collaboration</li> <li>Develop and manage resources to advance our mission</li> </ul>                            | <p>Develop budget priorities, based on the Board’s policies, and provide a balanced budget for the Board’s approval. Ensure sound fiscal management by receiving clean audits and providing the Board with reports on schedule development in relation to availability of funds and other financial issues.</p> <p>Develop and implement plans and strategies on enrollment management to ensure goals are realistic and realized in relation to apportionment funding and other financial revenue streams and are aligned with the SCFF.</p> <p>Ensure colleges have appropriate and sufficient resources to support all programs and services.</p> <p>Evaluate and review college and district structure and the PCCD Functional Map to ensure efficiency and effectiveness.</p> <p>Work with the facilities bond and parcel tax citizen oversight committees to ensure compliance with stated goals by providing detailed updates on construction projects, technology, and related items contained in the bond/parcel tax language.</p> <p>Ensure district spending is within budget and meets the needs of the district.</p> <p>Implement fiscal reforms as recommended by the accrediting commission and State Chancellor’s Office to develop and maintain fiscal stability for the district.</p> |



| Mission-driven board goals   | District key actions to support the goals, 2023–28  |
|--|---|
| <p><b>4. Board effectiveness</b></p> <p>Realizing the serious work facing the district and the need for the Board to improve its culture to achieve district and Board goals, the Board will continue to take bold actions to transform itself into a high-functioning unit. Related district goals:</p> <ul style="list-style-type: none"> <li>• Strengthen accountability, innovation, and collaboration</li> <li>• Develop and manage resources to advance our mission</li> </ul> | <p>Implement a cycle for regular review and revision of all Board policies so that each policy is reviewed a minimum of once every 5 years, except when required by rules or regulations. Ensure that all Board policies and procedures are reviewed through the appropriate participatory governance process(es).</p>  |
| <p><b>5. Organizational effectiveness</b></p> <p>Support the Chancellor’s leadership in improving the effectiveness of college and districtwide planning, organization, operations, and decision-making.</p>   | <p>Develop, approve, and regularly review the PCCD Strategic Master Plan (SMP) for 2023–28, with strong input from internal and external communities.</p> <p>Regularly review the PCCD Functional Map for clear delineation of roles and responsibilities between the district and colleges.</p>  |
| <p><b>6. Safety and security</b></p> <p>Board decisions will be strongly guided by considerations of health, safety, security, and environmental sustainability.</p>   | <p>Support policies, procedures, and practices to ensure that the physical safety and mental health of students, employees, and the community remains one of the highest priorities.</p> <p>Provide regular updates on the implementation of PCCD’s Health and Safety Resolution 20-21-33.</p> <p>Provide an annual update on the district’s efforts regarding sustainability initiatives, green projects, and community collaborations.</p> <p>Provide resources so that all district facilities are maintained in a manner conducive for learning, teaching, and working.</p> |





# Peralta Community College District Support for the Colleges

*The PCCD District Office is a service center providing centralized support for the four Peralta colleges. In addition, the district acts as a convenor, facilitator, and collaborator, in partnership with the colleges, to build and enhance systems in support of student learning and achievement. The district is committed to supporting each of the four colleges in achieving its EMP goals and mission.*

District support over the next 5 years will be aligned with the colleges' goals and will focus on the following:

- enrollment and retention
- student equity and success
- campus culture and climate
- teaching and learning
- infrastructure and fiscal sustainability

The ways that the district will support the colleges in each of these areas are outlined in more detail in the sections that follow.

## Enrollment and Retention

To support colleges in expanding their enrollment, the district will lead and facilitate the colleges in holistic strategic enrollment management. The PCCD Marketing, Communication and Public Relations (MCPR) department, in collaboration with college personnel, will develop and implement a districtwide strategic marketing plan to enhance branding and brand recognition and to facilitate strategic marketing and advertising by leveraging districtwide advertising contracts. The marketing plan will include comprehensive district and college-specific marketing and advertising activities with timelines and anticipated outcomes to impact student *enrollment and retention*. In addition, in collaboration with the colleges, the MCPR will lead the development of marketing collateral in alignment with branding and the marketing plan. Given



that one of the goals of Berkeley City College (BCC) is to increase early outreach and engagement with high school and adult learners and that one goal of College of Alameda (CoA) is to increase enrollment by expanding CoA outreach and in-reach specifically focused on Asian American and Pacific Islander (AAPI) populations, PCCD will collaborate on developing marketing materials and early outreach support specific to these audiences.



The strategic marketing and advertising plan will also support Laney College's focus on disseminating clear information targeted toward specific audience groups to attract new students but also retain current students in support of success. Through more effective marketing materials, Laney College strives to reach more currently enrolled students and connect them to valuable resources and opportunities that will support their success. The district will also support the colleges to expand awareness of financial aid opportunities among current and prospective students. Finally, the strategic marketing plan will support Merritt College's goal of expanding equitable opportunities for adults and youth in detention and individuals impacted by the justice system.

PCCD Educational Services will convene districtwide discipline meetings for faculty collaboration on student-centered course scheduling to increase enrollment opportunities for students and to ease academic and career goal attainment. To support all of the colleges' efforts to increase the number of dual enrollment students who enroll in classes after they graduate from high school, PCCD Educational Services will facilitate enhanced onboarding for dual enrollment students and support streamlined processes to increase access for high school students to PCCD college courses and to create a greater sense of belonging between dual enrollment students and the PCCD colleges. Further support from the District Office will include facilitation and collaboration for expanded pathway-focused dual enrollment partnerships.

Educational Services, in collaboration with the colleges, will also expand partnerships and develop early outreach to middle school students and their parents, promoting concurrent and dual enrollment opportunities as well as early access to Career Education (CE) pathways and other guided pathways with a focused approach targeting African American and Latinx students.

## Student Equity and Success

PCCD efforts to support increased enrollment and retention will be closely linked to actions to support student equity and success. The district is committed to streamlining and enhancing systems to ease the student journey in support of increased enrollment, and goal attainment.



PCCD Educational Services and MCPR will convene and collaborate with the colleges to enhance student communication, community outreach, and districtwide enrollment campaigns. District Educational Services and the Institutional Research and Information Technology (IRIT) department will provide leadership and collaboration to evaluate and improve the student journey, focused on loss points, to facilitate changes needed to improve student access and retention. For example, to support BCC's efforts to increase enrollment for adult learners and Latinx and AAPI students, IRIT will provide disaggregated enrollment and retention data, conducting deeper data dives and highlighting trends in enrollment for these specific student groups. In addition, to support BCC's efforts to improve retention rates between fall and spring terms and to increase Free Application for Federal Student Aid (FAFSA) and CA Dream Act applications and awards, IRIT, in collaboration with college researchers, will ensure that data dashboards and data pulls provide timely and accurate data on student financial aid awards and fall-to-spring retention. This work supports Laney College's focus on simplifying the enrollment process, beginning with CCCApply, thereby easing new student navigation of the state-level registration system. The collaborative student journey project will also support the colleges by streamlining the enrollment process, improving the websites and registration processes to mitigate student fatigue and frustration. By collaborating with college research offices, IRIT will update business intelligence (BI) tool technology for increased data access for enhanced, more in-depth, and projective analysis to improve course offerings to meet student needs. In support of CoA's goals, IRIT will improve the use of student-facing technology systems to increase student enrollment, retention, and completion and will improve web design to be culturally inclusive and promote the colleges' multicultural learning communities.



The student journey project also supports Merritt College's goal of creating clear navigation for students both online and on campus and conducting regular assessments of what students need to be successful. This districtwide collaboration will work to remove both physical and virtual barriers to access to the Merritt College campus. Included will be technology assessment in support of Merritt's goal of maintaining upkeep and evaluation of on-campus technology to improve education delivery in part through increasing HyFlex learning environments.

In support of Laney College's goal of continuing its rich, deep investment in cultivating pathways for high school students, graduates, and adult education learners, Educational Services will facilitate enhanced onboarding for dual enrollment students and support streamlined processes to increase access for high school students and adult learners to PCCD college courses and to create a greater sense of belonging between dual enrollment students and the PCCD colleges.



Further support from the District Office will include facilitation and collaboration for expanded pathway-focused dual enrollment partnerships. Additionally, the executive director of grants in Educational Services will support Laney College's focus on acquiring additional financial resources, including Title III and Title V funding.

## Campus Culture and Climate and Teaching and Learning

The district is committed to equitable student outcomes and will support the colleges by providing data for informed decision-making; professional development focused on diversity, equity, inclusion, accessibility, and anti-racism (DEIAA); and DEIAA-driven collaboration with external partners.



To support improved teaching and learning across the district and to enhance campus climate and culture, the district's PDLC will convene faculty, classified professionals, and administrators for workshops and training dedicated to DEISJ, with the goal of advancing anti-racist curriculum and programs and services. Topics may include the following:

- strategies for creating and incentivizing curriculum to achieve Black student success
- personal and professional knowledge development regarding systemic racism and intersectionality
- engaged pedagogy for dual enrollment instructors at high schools

These offerings will help support BCC's goal to provide culturally responsive and equity-focused professional development for all staff, faculty, and administration that is anti-racist and resists anti-Blackness policies and practices, as well as to provide professional learning opportunities for classified staff. These offerings will also support BCC's goals to increase the number of Black students who complete a certificate, degree, and/or transfer and to reduce or eliminate the equity gap in awards and completion. The PDLC offerings and future DEISJ-rooted professional development will help support CoA's goal to provide and promote equity-focused professional development opportunities for all employees and to form a community of practice for invested classified professionals and faculty with the goal of developing and implementing a course-level strategy to support the persistence of Black/African American and Latinx students. These offerings will also support CoA's goals to strengthen teaching pedagogy and engage in innovative teaching and learning practices that are culturally responsive. Also supported is CoA's commitment to providing teaching and learning environments that are diverse, inclusive,





and welcoming to all students, regardless of ethnicity, culture, nationality, language, gender, sexual orientation, disability, or religion.

The professional development offerings will also help support Laney College's focus on cultivating a culture of belonging and pride. The PDLC will also support Laney College's goal of promoting professional development across the organization, engaging in projects such as Caring Campus to bring student-centered employee enrichment training. Also supported will be training and professional development to increase culturally sensitive hiring practices to ensure representation and diversity among staff, faculty, and administration. The PDLC will foster Laney College's focus on offering student- and industry-responsive curriculum and programs and the goal of providing employees with professional development in pedagogy and related technologies and services required to meet today's academic and industry standards.

Finally, these offerings will help support Merritt College's goal to build a student-centered culture of caring and belongingness. The PDLC will also support Merritt College's goal of ongoing and continuous improvement in teaching with high quality standards and to increase accountability and responsibility of faculty, expanding optional evaluations of teaching and providing opportunities for distance education training and professional development.

## Infrastructure and Fiscal Sustainability



To improve and enhance learning and work environments, District General Services (DGS) will focus on attending to current facility issues in a timely manner. In addition, DGS will support all the colleges in all phases of new building construction and with all Measure G projects. To support Laney College's focus on infrastructure to support student learning, District IRIT will collaborate with college personnel to ensure the college remains current with adequate technology refresh cycles including wired and physical technology resources. Additionally,

to improve and enhance learning and work environments, DGS will focus on attending to current facility issues in a timely manner. DGS will also support Laney College to create systematized scheduling for facilities repairs and renovations as well as an ongoing scheduled maintenance tracking system accessible by the college and DGS. DGS's dedicated focus will support CoA's goal to improve safety in buildings and to develop sufficient space for all employees. Further collaboration and coordination will include continuous safety and emergency preparedness training for faculty, staff, administrators, and students in support of CoA's goal to improve emergency readiness across campus.





DGS will also support Merritt College with deferred maintenance and facility infrastructure issues to ensure greater collaboration, learning, and student supports. DGS will also support Merritt College's goal of reimagining the campus, which will include feasibility and sustainable studies to determine the viability of campus housing for students, faculty, and classified professionals.

To create strong infrastructure and fiscal practices that support improved outcomes and long-term sustainability, PCCD's Financial Services department will implement the participatory governance approved Resource Allocation Model (RAM) for 2024–25. The RAM will provide the colleges with greater autonomy in aligning planning efforts and resource allocation strategies to achieve their goals. To ensure the RAM is comprehensive and effective, the district will lead a review of the PCCD Functional Map. As part of this process, centralized and decentralized functions will be delineated, and resources aligned accordingly. Additional support for colleges from the District Office will include the development and launch of a SCFF calculator for the colleges to use in integrated planning and budgeting. The RAM and the SCFF calculator will support the colleges in their efforts to engage in transparent and data-driven decision-making processes to best leverage resources to meet students' needs.

For more information on the college plans, please visit the following:

**Berkeley City College:** <https://www.berkeleycitycollege.edu/prm/files/2023/05/BCC-EMP-approved-by-Board-of-Trustees-05-23-23.pdf>

**College of Alameda:** [https://alameda.edu/wp-content/uploads/2023/05/2023-05-17-COA-EMP-DRAFT\\_for-Board-Approval-05-23-23.pdf](https://alameda.edu/wp-content/uploads/2023/05/2023-05-17-COA-EMP-DRAFT_for-Board-Approval-05-23-23.pdf)

**Laney College:** [https://laney.edu/president/wp-content/uploads/sites/76/2023/07/Laney-EMP-Final\\_Board-Approved-05232023\\_v2.pdf](https://laney.edu/president/wp-content/uploads/sites/76/2023/07/Laney-EMP-Final_Board-Approved-05232023_v2.pdf)

**Merritt College:**

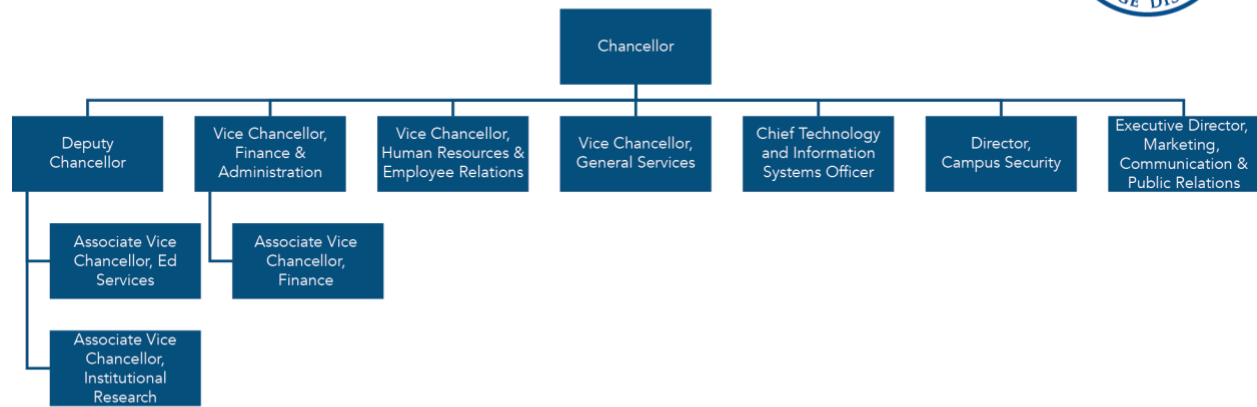
<https://peralta4.sharepoint.com/sites/MerrittCollegeWeb/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FMerrittCollegeWeb%2FShared%20Documents%2FMerritt%20Website%20Files%2FEEMP%2F1232%2DSp23%5FLate%2DStart%2DClasses%5F1%2D30%2D23%2Epdf&parent=%2Fsites%2FMerrittCollegeWeb%2FShared%20Documents%2FMerritt%20Website%20Files%2FEEMP&p=true&ga=1>



# Appendix

Figure 9. District Organization Chart

## Peralta CCD District Administration



Updated: April 30, 2023

Source: PCCD.