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# Student Enrollment Trends in the Peralta Community College District

Andrew Kretz

Marc Beam

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# Executive Summary

At the request of the Assistant Vice Chancellor of Enrollment Management at Peralta Community College District (PCCD), the Research and Planning Group for California Community Colleges (RP Group) provides the following technical assistance in support of the Enrollment Management Task Force. In this report, we begin with a broad view of district enrollment patterns over the last nine years then bring new perspectives on various aspects of enrollment management. For example, this report examines the number of students taking online courses for the first time each year. We also examine enrollment from the five major cities within the district versus enrollments from nearby and across the state. We then provide examples for further research on high school capture rates and adult participation in postsecondary education. These examples demonstrate ways to use data to inform strategic enrollment management at PCCD.

The following set of data tables and graphs were prepared using PCCD student records provided via a secure data-sharing agreement. These tables first present the unduplicated headcount of all students enrolled at census, drawn from the internal student information systems at PCCD. These headcounts and the following enrollment trends described in this report are meant for discussion purposes among the Enrollment Management Task Force; they do not represent the California management information system (MIS) data submissions that are used for other purposes. Headcounts in this report will not match those found in the public data mart.

This report begins by providing a brief summary of student demographic patterns in the district. The following data presented indicate that PCCD enrollments have decreased from a high of 47,000 in 2009-10 to approximately 37,700 students in the current academic year, 2016-17 (calculated as of February 2017). The decline in headcount can perhaps be explained in part by the decrease in local unemployment rates—when employment is increasingly available, typically fewer individuals choose to pursue their educational goals.

Additional changes in enrollment patterns show proportionally fewer African-American students in recent years, in contrast to a consistent increase in Hispanic/Latino students, especially in the last three years. This shift may reflect changes in the local population's demographics, though there may be other reasons internal to PCCD that are worth exploring. The data also indicate an increase in the proportion of students in the 16 to 24 age range as well as a decrease in the number of students in the 35 to 64 age range.

The shift in enrolling more young students may be a result of increased dual or concurrent enrollment programs with local high schools; while the decrease in older students may be related to changes in course scheduling (fewer lifelong learning opportunities) and limitations on repeatability. Moreover, there is a notable drop in the number and percentage of students eligible for the Board of Governors (BOG) fee waiver in the past two years. This finding may be a result of new regulations that limit financial aid to students with very low grades.

Further analysis of PCCD enrollment trends reveals an exponential growth in students taking distance education (online) courses. National research like the Babson Study (2015) show that distance learning increases every year however unevenly across segments and over time. For example, the 2015 Survey of

Online Learning states that the number of students taking at least one higher education distance education course in 2015 is up 3.9% over the previous year.

In 2009-2010, when distance education was introduced at PCCD, only about 5% of students (2,300) had enrolled in these courses. In each subsequent year, however, more students enrolled in distance education for the first time. Table 5 illustrates that over 30% of the student body take at least one online course today. This increased enrollment in online courses includes students who reside in the five major cities served by the Peralta Community College District as well as students residing outside district boundaries.

Despite the expanded reach achieved through online education, the majority of PCCD students still reside in one of the five cities within the district, which include Alameda, Berkeley, Emeryville, Oakland, and Piedmont. These in-district students represent 70% of the unduplicated headcount each year, while the remaining 30% of students enroll from nearby cities and across the state.

To estimate the portion of the educational market PCCD captures, this report includes an examination of the district's High School Capture Rate, which is calculated as the percentage of graduates from local high schools who enroll in a PCCD college in the same year as they graduated. This report also includes an examination of the Adult Participation Rate, which is the number of students enrolled per 1,000 adults (age 15 to 64) who reside in these cities. Together, the High School Capture Rate and the Adult Participation Rate can be used to target geographic areas (neighborhoods) with lower participation. Tables 12 and 13 shows that the Adult Participation Rate is highest for ZIP codes adjacent to each college with some exceptions.

Finally, a graph of local unemployment rates is shown in the context of PCCD's overall enrollment patterns. These data help illustrate the relationship between unemployment and community college enrollments, which may explain some of the drop in PCCD headcount over time, as noted earlier.

These data, tables, and graphs are designed to support the Enrollment Management Task Force at Peralta Community College District in reviewing enrollment patterns at the district level over time. Although the report presents possible explanations, it is designed to point to areas for further exploration, not provide conclusions. For example, collecting information on high school capture rates or enrollment at competitor institutions would be useful to assess the size of the postsecondary market PCCD captures in the service area. However, both lists are incomplete and would benefit from further data collection by local users. Faculty and staff may have little control over local unemployment rates, but understanding the relationship and the local labor market are key to strategic enrollment management. The growth in online learning suggests the need for more focus and professional development to keep this area strong for future enrollment growth. Readers can examine adult participation rates by ZIP code to determine which areas show potential for increased enrollments. By adding US Census data to these information, members of the task force can target marketing for improving the participation rates over time.

# Introduction

## Purpose and Goals

At the request of the Assistant Vice Chancellor of Enrollment Management at Peralta Community College District (PCCD), the Research and Planning Group for California Community Colleges (RP Group) provides the following technical assistance in support of the Enrollment Management Task Force. These data, tables and graphs are designed to support the task force in its review of enrollment patterns at the district level over time. Although possible explanations are provided, this report points to areas for further exploration, and does not provide conclusions.

## Methodology

The following set of data tables and graphs were prepared using PCCD student records for the years of 2008-09 to 2016-17 provided via a secure data-sharing agreement. These tables first present the unduplicated headcount of all students enrolled at census, drawn from the internal student information systems at PCCD. External data were used to provide:

1. Number of high school graduates each year from the CA Department of Education (CDE) DataQuest
2. Total enrollment at postsecondary institutions from the Intersegmental Postsecondary Educational Data System (IPEDS)
3. US census demographic data by ZIP code from the American Communities Survey (2015)
4. City and county unemployment rates from the Employment Development Department (EDD)

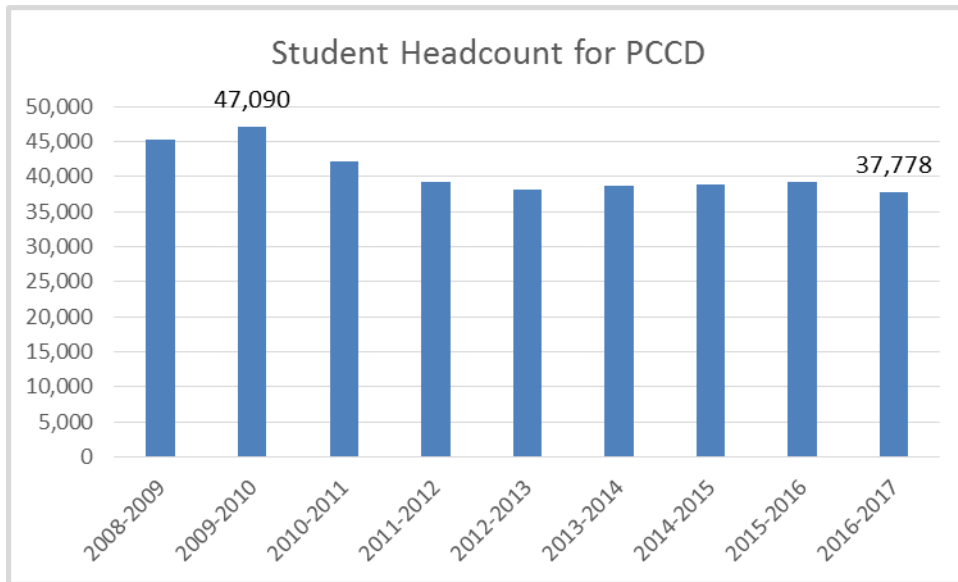
# Student Enrollment Patterns

## Changing Demographics

Figure 1 and Tables 1 through 3 on the following pages display the number of individual students enrolled in at least one course at the time of PCCD's census during each academic year from 2008-09 to 2016-17. These calculations are unduplicated, meaning that each student is counted only once at the district level, regardless of how many courses that student had taken or the number of campuses at which the student had enrolled in courses.

As indicated Figure 1, the total number of students attending PCCD has declined from a high of 47,090 students in 2009-10 to 37,778 students in 2016-17—a loss of over 9,000 students. It is important to note, though, that the headcount for 2016-17 may be underreported, as this count was conducted several months prior to the conclusion of the academic year.

Figure 1. Student Headcount<sup>1</sup> at Peralta Community College District: 2008-09 to 2016-17



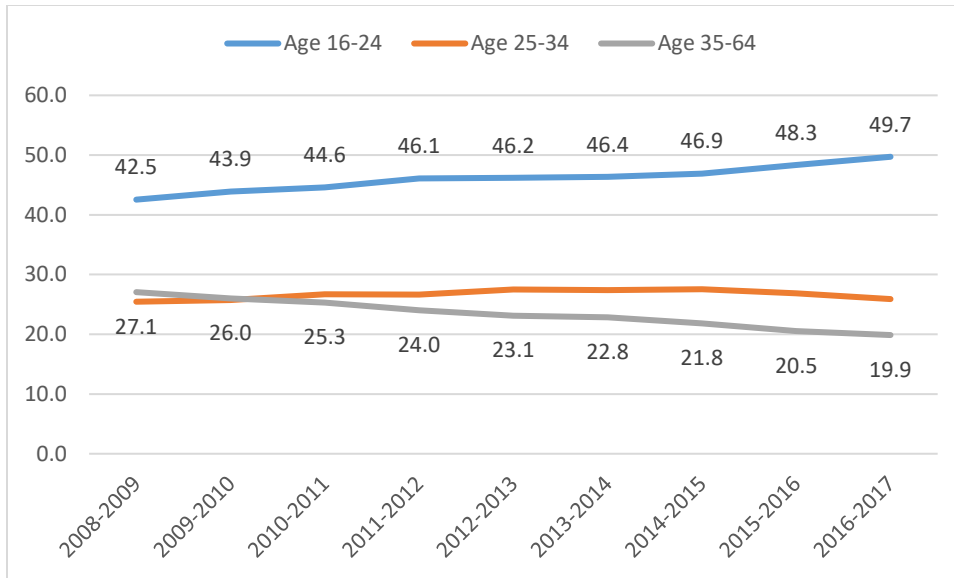
During the last nine years, there was also a decline in the proportion of students age 35 to 64, though there was an increase in younger students, age 16 to 24 (see Table 1 and Figure 2). Possible explanations include increased dual enrollment programs at local high schools and limitations on repeatability with a reduction in lifelong learning courses over the last nine years.

Table 1. Student Population by Age Group: 2008-09 to 2016-17

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

Figure 2. Percent of Student Headcount by Selected Age Groups

<sup>1</sup> As noted previously, the student population described in this figure and all subsequent figures/tables represent an unduplicated headcount of PCCD students. In other words, each individual student who enrolled at one of the district colleges was counted only once in each academic year, regardless of the number of courses in which that student enrolled and/or the number of PCCD campuses at which the student took courses.



An examination of student gender shows that the district student body averages 55% female and 41% male, with 4% unknown/other. These percentages have undergone very little change over time (see Table 2).

*Table 2. Student Population by Gender: 2008-09 to 2016-17*

Acad Year	Female	Male	Unknown	Grand	Total
	%	%	%	%	No.
2008-2009	55.2	39.5	5.4	100.0	45,273
2009-2010	54.2	39.4	6.4	100.0	47,090
2010-2011	54.1	39.5	6.3	100.0	42,190
2011-2012	54.2	39.5	6.3	100.0	39,331
2012-2013	53.7	40.8	5.6	100.0	38,181
2013-2014	53.5	41.0	5.4	100.0	38,710
2014-2015	55.0	41.8	3.2	100.0	38,823
2015-2016	55.7	41.4	2.9	100.0	39,238
2016-2017	55.7	41.9	2.4	100.0	37,778

Furthermore, PCCD enrolls a diverse student population, with an average student body composed of 24% African-American/Black, 21% Asian, 19% White, and 14% Latino students (see Table 3). During the nine-year period examined in this report, the number of students whose ethnicity was counted as “unknown” has decreased, while the number of students with multiple ethnicities has increased. This change may be more reflective of shifts in data collection methods and terminology, though, than actual changes to the composition of the PCCD student body.

Nonetheless, it is noteworthy that the data indicate that the percentage of African-American/Black students enrolled at PCCD has decreased from a high of 25.8% in 2011-12 to a nine-year low of 20.8% in the current academic year. In contrast, participation of Hispanic/Latino students was at its lowest in 2009-10 (11.4%), but is currently at its highest rate over the past nine years (18.2%). These shifts may reflect changes in the demographics of the local population that PCCD serves, or they may be the result

of other factors internal to PCCD. Given the significant amount of change that has occurred, further investigation appears warranted.

*Table 3. Student Population by Ethnicity: 2008-09 to 2016-17*

Acad Yr	Asian %	Black / African American %	Filipino %	Hispanic / Latino %	Multiple %	American Indian / Alaska Native %	Other %	Native Hawaiian / Pacific Island %	White %	Unknown %	Grand %	Total 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

Next, an analysis of students’ eligibility for financial aid (specifically the Board of Governors fee waiver) demonstrates a significant drop from almost 60% student eligibility in 2012-13 to just over 25% in 2016-17 (see Table 4). Recent changes in financial aid regulations may explain the drop.

*Table 4. Student Population by Board of Governors (BOG) Fee Waiver Eligibility: 2008-09 to 2016-17*

Acad Year	Not Eligible		Eligible		Total	
	%	No.	%	No.	%	No.
2008-2009	59.4	26,904	40.6	18,369	100.0	45,273
2009-2010	54.1	25,482	45.9	21,608	100.0	47,090
2010-2011	47.1	19,853	52.9	22,337	100.0	42,190
2011-2012	42.8	16,849	57.2	22,482	100.0	39,331
2012-2013	40.9	15,631	59.1	22,550	100.0	38,181
2013-2014	40.8	15,791	59.2	22,919	100.0	38,710
2014-2015	45.0	17,451	55.1	21,371	100.0	38,822
2015-2016	63.5	24,894	<b>36.6</b>	14,343	100.0	39,237
2016-2017	74.7	28,209	<b>25.3</b>	9,569	100.0	37,778

## Exponential Growth in Online Education

The next set of data explores student participation in distance education (online) classes. Overall, as illustrated in Tables 5 through 7, there has been exponential growth in students’ enrollment in online courses within PCCD.



As shown in Table 5 more than 11,000 students (30% of the PCCD student body) enrolled in at least one online class in 2015-16 and 2016-17. This dramatic increase in online participation has risen sharply from just 2,300 students (5%) in 2009-10 (see Table 5). These data illustrate the number and percentage of students taking online courses each year, regardless of how much online experience they have.

*Table 5. Student Population’s Enrollment in Online Courses: 2008-09 to 2016-17*

Acad Year	Not Online		Online		Total	
	%	No.	%	No.	%	No.
2008-2009	100.0	45,273	0.0	-	100.0	45,273
2009-2010	95.1	44,757	5.0	2,333	100.0	47,090
2010-2011	86.3	36,394	13.7	5,796	100.0	42,190
2011-2012	83.4	32,795	16.6	6,536	100.0	39,331
2012-2013	80.9	30,878	19.1	7,303	100.0	38,181
2013-2014	77.7	30,078	22.3	8,632	100.0	38,710
2014-2015	74.2	28,821	25.8	10,001	100.0	38,822
2015-2016	70.0	27,475	30.0	11,762	100.0	39,237
2016-2017	69.3	26,178	30.7	11,600	100.0	37,778

The growth of online education is further underscored in the next two tables that illustrate the number and percentage of students joining their online peers each academic year. Table 6 shows the number of new online learners each academic year, based on the total headcount for all students district-wide. While only 5.0% of PCCD students ventured into online education that first year in 2009-10, the percentage of students who decided to try online courses for the first time reached 19.4% in 2015-16. Note the 2016-17 year is incomplete, as of February 2017 for this report.

*Table 6. First-Time Enrollment in Online Courses: 2008-09 to 2016-17*

Acad Year	1st Time Online		All Students	
	%	No.	%	No.
2008-2009	--	--		
2009-2010	5.0	2,333	100.0	47,090
2010-2011	12.3	5,195	100.0	42,190
2011-2012	12.7	4,975	100.0	39,331
2012-2013	13.8	5,258	100.0	38,181
2013-2014	15.6	6,052	100.0	38,710
2014-2015	17.6	6,818	100.0	38,822
2015-2016	19.4	7,592	100.0	39,237
2016-2017	18.9	7,129	100.0	37,778

Additionally, the number of students residing outside of the five cities comprising PCCD’s service area (Alameda, Berkeley, Emeryville, Oakland, and Piedmont) who enrolled in one or more of the district’s online courses for the first time has increased even more substantially (see Table 7). In 2016-17, more than one third (35.6%) are attempting online courses for the first time. These data include only those students living outside of the district, as defined below.

*Table 7. First-Time Enrollment in Online Education by Out-of-District Students: 2008-09 to 2016-17*

Acad Year	1st Time Online		Students Outside PCCD	
	%	No.	%	No.
2008-2009	--	--		
2009-2010	5.7	834	100.0	14,665
2010-2011	15.5	2,127	100.0	13,687
2011-2012	18.9	2,413	100.0	12,743
2012-2013	22.3	2,798	100.0	12,526
2013-2014	27.5	3,412	100.0	12,392
2014-2015	30.7	3,771	100.0	12,281
2015-2016	35.4	4,295	100.0	12,135
2016-2017	35.6	4,029	100.0	11,309

Taken as a whole, Tables 5 to 7 illustrate the strong demand for online courses especially for students outside of the immediate district service area; currently, about one in three students take online courses from PCCD. This finding suggests the need to focus resources and professional development to maintain strategic enrollment management in this area.

## Serving the Local Community

As noted previously, the cities served by the four colleges within PCCD include Alameda, Berkeley, Emeryville, Oakland, and Piedmont. To calculate the rates at which residents of this geographic area participate in the educational opportunities provided by PCCD, each student's primary city and ZIP code were determined and then used to identify residency within or outside of the district's geographic service area.

Examination of these data reveals that a consistent 70% of PCCD students reside within the five cities comprising the immediate service area of the district (see Table 8). The remaining 30% of enrolled students come from cities adjacent to the district as well as throughout the state and across the country; moreover, some PCCD students reside outside of the United States. These enrollment figures have remained largely consistent over the past nine years.

*Table 8. Student Geographic Residence—In-District versus Out-of-District: 2008-09 to 2016-17*

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

To better understand PCCD's role in providing educational opportunities to the region it serves, it is useful to examine enrollment numbers from other postsecondary institutions in the East Bay area.<sup>2</sup> As such, a calculation of the annual student headcounts of seven peer/competitor institutions is presented in Table 9.<sup>3</sup> These institutions represent both public and private four-year colleges/universities in the PCCD service area to illustrate the number of actively enrolled students in postsecondary education overall.

Based on this partial list, PCCD enrolled about half of all college students in the service area in 2008-09 and 2009-10. This percentage is declining slightly as UC Berkeley and CSU East Bay pick up larger shares in the last three years. Some nearby institutions not shown are American International Pan Pacific

<sup>2</sup> While the addition of comparison data such as the size of the district resident population (age 15 to 64) and the percentage of district residents who hold less than a bachelor's degree would help further delve into the percentage of college-going adults that choose to enroll at PCCD, it was not possible to collect such comprehensive data for this report.

<sup>3</sup> Note that some smaller institutions are not reported, as IPEDS returned no values for annual headcount. Additional time and inquiry would be required to acquire such figures. Such a fully comprehensive table would present a grand total of postsecondary student enrollment within the district for each year.

University, Graduate Theological Union, Pacific School of Religion, Patten University, San Francisco Institute of Architecture, Saybrook University, and Zaytuna College. Readers may think of others to include in future research.

Table 9 illustrates that while PCCD enrollment numbers have decreased in recent years, as previously noted, participation of regional residents in nearby institutions has remained fairly steady, with the greatest increase seen at the University of California, Berkeley.

*Table 9. Enrollment in Other Postsecondary Institutions within PCCD Service Area: 2008-09 to 2014-15*

Nearby Postsecondary Institution	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
University of California, Berkeley	27,760	28,257	28,437	28,774	28,662	28,919	29,326
CA State University, East Bay	13,225	13,157	12,327	13,141	13,487	13,961	13,944
Holy Names University	755	802	870	990	1,016	953	832
Lincoln University	195	201	146	125	127	129	201
Mills College	1,021	1,008	1,021	1,007	1,022	1,170	1,003
Northwestern Polytechnic University	195	282	302	242	224	482	--
Samuel Merritt University	822	898	933	842	1,026	948	929
Peralta CCD	45,273	47,090	42,190	39,331	38,181	38,710	38,823

Source: The Integrated Postsecondary Education Data System (IPEDS)

Another way of looking at PCCD’s role in meeting the educational needs of local residents is to compare the total number of graduates from “feeder” high schools each year to the number of students who enroll in a PCCD college directly from high school (see Tables 10 through 14). By dividing the number of PCCD students who enrolled from a high school by the total number of students who graduated from that high school that same year, we can calculate a percentage that represents PCCD’s annual “high school capture rate.”

Among the high schools in the PCCD service area listed in Table 10, readers may notice uneven or missing data. The presence of missing data in centralized databases suggests the need for a local review of the student enrollment data. There often are staff dedicated to working with local high schools that can assist with this process including a review of how high school graduation dates are collected by the district. These counts reflect each student that enrolled in any term the next academic year in at least one course (at census) at any college within PCCD.

**Table 10. Feeder High School Capture Rates: 2009 to 2015**

High School Name	2009	2010	2011	2012	2013	2014	2015
Alameda Community Learning Center	33.3	63.0	40.5	--	37.5	61.5	30.8
Alameda High School	24.3	21.9	18.8	15.9	8.2	7.7	2.4
Alameda Science and Technology	26.9	31.0	31.6	80.5	39.0	69.4	73.0
Albany High School	14.8	25.6	12.4	9.6	11.1	13.6	8.4
Amador Valley High School	0.2	--	--	0.2	0.2	0.2	0.0
American High School	0.0	--	--	0.7	0.4	--	0.2
Aspire California College Preparatory	--	--	0.2	0.2	0.7	3.4	6.5
Aspire Golden State College Preparatory	--	--	0.0	1.7	11.1	15.3	11.7
Bay Area Technology-Baytech	0.0	2.9	2.0	3.3	3.0	--	--
Berkeley Adult School	1.7	6.9	6.3	3.9	4.9	8.5	10.0
Island High School	3.0	0.8	1.4	1.3	1.7	4.4	2.4
Leadership Public School Richmond	11.2	3.3	2.2	1.9	--	--	2.7
Lionel Wilson College Prep Academy	14.6	49.4	4.0	3.0	35.5	2.0	42.5
Mandela High School	28.6	--	--	0.0	11.1	--	7.7
Mission Senior High School	--	--	0.2	0.0	0.2	--	0.2
Oakland International High School	0.3	0.3	0.5	0.7	0.6	2.7	2.5
Oakland Military Preparatory	10.7	1.3	--	2.3	--	--	3.7
Oakland School for The Arts	8.8	10.5	5.9	1.5	4.0	2.7	5.9
Oakland Unity High School	--	--	--	--	--	0.2	0.2
Oakland/Emiliano Zapata St Academy	7.8	9.3	10.7	5.4	--	3.6	1.5
Redwood Christian Jr-Sr. High School	2.6	--	--	1.7	--	--	1.2
Royal Sunset High School	--	2.8	1.0	--	0.7	0.8	--
San Lorenzo High School	0.2	0.5	0.4	0.3	0.2	0.5	0.2

Source: PCCD student enrollment data and CA Dept. of Ed DataQuest Enrollment Reports

The following tables display the high school capture rates for secondary schools within four school districts serving the Peralta Community College District: Oakland Unified School District, Emeryville Unified School District, Albany Unified School District, and Piedmont Unified School District. The following data counts students who report a high school graduation date in the same year as the fall term they enrolled. Further inquiry is needed to determine recent graduates, such as those within the 17 to 19 age group.

Each of the following tables is organized by school district. In addition to displaying the high school capture rate for each secondary school in the district, each table displays the number of first-time students enrolling at a college with PCCD in the year they graduated from a secondary school, as well as the number of graduating students from each listed school for years 2009 through to 2015. Note that missing data is denoted with a dash and will need to be collected locally.

**Table 11. Oakland High School Capture Rates: 2009 to 2015**

		Oakland Unified School District						
School Name		Year						
		2015	2014	2013	2012	2011	2010	2009
Bishop O Dowd High	High school capture rate	-	-	-	-	-	-	-
	Number of students	9	1	4	4	4	6	6
	High school capture rate	-	-	-	-	-	-	-
Castlemont High	Number of students	0.0	2.4	1.3	0.6	-	-	-
	High school capture rate	0	3	2	1	2	1	1
	Number of students	124	125	157	155	0	-	-
Dewey Academy	High school capture rate	4.7	4.7	0.9	1.6	2.0	3.8	4.1
	Number of students	9	10	2	3	3	5	5
	High school capture rate	190	211	224	182	148	130	122
Far West High	Number of students	-	-	-	-	-	-	-
	High school capture rate	1	3	2		2	4	1
	Number of students	-	-	-	-	-	-	-
Fremont High	High school capture rate	22.4	0.7	2.0	0.6	-	-	-
	Number of students	30	1	3	1	1	-	-
	High school capture rate	134	147	146	171	-	-	-
Holy Names High	Number of students	-	-	-	-	-	-	-
	High school capture rate	2	2	4		3	8	1
	Number of students	-	-	-	-	-	-	-
Life Academy	High school capture rate	28.8	0.0	1.5	1.7	24.2	10.9	30.0
	Number of students	21	0	1	1	15	7	18
	High school capture rate	73	69	68	59	62	64	60
McClymonds High	Number of students	28.1	5.6	6.4	3.4	0.0	-	-
	High school capture rate	16	3	3	2	-	3	10
	Number of students	57	54	47	58	58	-	-
Metwest High	High school capture rate	51.2	34.2	40.0	59.4	37.5	43.3	15.2
	Number of students	21	13	10	19	15	13	5
	Number of graduates	41	38	25	32	40	30	33
Oakland High	High school capture rate	12.1	13.8	12.6	16.2	12.4	13.4	9.9
	Number of students	39	46	46	67	48	52	39
	High school capture rate	322	334	366	413	388	387	391
Oakland Int'l High	Number of students	9.8	10.0	1.9	3.4	2.9	1.3	3.6
	High school capture rate	8	9	2	3	2	1	1
	Number of students	82	90	101	87	70	75	28
Oakland Tech. High	High school capture rate	10.9	12.9	4.5	6.3	7.5	9.7	7.8
	Number of students	51	58	20	24	30	36	27
	High school capture rate	469	450	442	381	402	371	346
Ralph J Bunch High	Number of students	5.3	0.0	0.0	0.0	0.0	1.92	0.0
	High school capture rate	3	-	-	-	-	2	-
	Number of students	57	75	91	86	123	104	105

Oakland Unified School District (Continued)								
School Name		Year						
		2015	2014	2013	2012	2011	2010	2009
Rudsdale Cont.	High school capture rate	0.0	4.4	0.0	0.0	2.5	4.3	1.7
	Number of students	-	4	-	-	2	3	1
Saint Elizabeth High	High school capture rate	58	91	75	105	80	70	58
	Number of students	-	-	-	-	-	-	-
	High school capture rate	0	0	1	3	0	2	4
Skyline High	Number of students	-	-	-	-	-	-	-
	High school capture rate	8.6	10.5	7.2	8.9	10.5	7.7	9.8
	Number of students	30	41	27	37	44	33	42
Street Academy	High school capture rate	349	390	373	414	419	429	426
	Number of students	0.0	0.0	0.0	2.8	0.0	0.0	3.7
	High school capture rate	-	-	-	1	-	-	1
	Number of students	24	26	35	35	26	27	27

Source: PCCD student enrollment data and CA Dept. of Ed DataQuest Enrollment Reports

*Table 12. Emeryville High School Capture Rates: 2009 to 2015*

Emeryville Unified School District								
School Name		Year						
		2015	2014	2013	2012	2011	2010	2009
Emery Secondary	Number of students	12.0	12.8	1.8	2.1	12.2	12.5	22.8
	High school capture rate	6	6	1	1	5	7	13
	Number of students	50	47	55	47	41	56	57

Source: PCCD student enrollment data and CA Dept. of Ed DataQuest Enrollment Reports

*Table 13. Albany High School Capture Rates: 2009 to 2015*

Albany Unified School District								
School Name		Year						
		2015	2014	2013	2012	2011	2010	2009
Emery Secondary	Number of students	8.4	13.6	11.1	9.9	12.4	25.6	15.1
	High school capture rate	24	37	32	29	36	68	48
	Number of students	285	273	288	291	291	266	317
MacGregor High	Number of students	0.0	0.0	0.0	5.9	3.7	0.0	7.1
	High school capture rate	-	-	-	1	1	-	1
	Number of students	13	16	9	17	27	30	14

Source: PCCD student enrollment data and CA Dept. of Ed DataQuest Enrollment Reports

*Table 14. Piedmont High School Capture Rates: 2009 to 2015*

		Piedmont Unified School District						
School Name		Year						
		2015	2014	2013	2012	2011	2010	2009
Piedmont High	Number of students	2.2	2.0	2.3	4.0	6.3	9.7	4.1
	High school capture rate	4	4	4	7	11	19	8
	Number of students	178	198	172	175	174	196	194
Millennium High	Number of students	4.2	3.2	15.8	3.5	7.7	28.6	12.5
	High school capture rate	1	1	3	1	2	4	4
	Number of students	24	31	19	29	26	14	32

Source: PCCD student enrollment data and CA Dept. of Ed DataQuest Enrollment Reports

Although the above high school capture rates need a bit of review, readers can see which schools provide the most students to community colleges and where improvements can be made. The process of reviewing these data can lead to contacting high schools directly and renewing improved recruitment efforts.

Finally, Tables 15 and 16 display the district-wide adult participation rate (APR) by ZIP code for the academic years 2011-12 through 2015-16. In this report, the APR represents the number of students enrolled in PCCD by ZIP codes within the district’s service area per 1,000 adults (age 15 to 64) within those same ZIP codes. Additionally, Tables 15 and 16 use a “heat map” layered on top of the numerical values presented— higher APRs are colored green, lower APRs are colored red, and those near the 50th percentile are shaded yellow.

Table 15 shows the APR for cities within the district. Table 16 shows the APR for cities outside of the district. Participation in PCCD is highest among adults residing in ZIP codes within the cities of Alameda, Albany, Berkeley, and Oakland. In contrast, APRs from ZIP codes within the cities of Fremont, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol, and Union City are low. The data further indicate an overall downward trend of APRs over time, as would be expected given the decline in enrollment numbers discussed earlier, with the exception of several ZIP codes within the city of Oakland.

While Tables 15 and 16 show district-level APRs, further analysis at the college level shows relatively high APRs found from ZIP codes within the cities of Alameda, Albany, Berkeley, and Oakland. In 2015, Alameda College had its highest APR from ZIP codes in Albany and Alameda as well as select ZIP codes in Oakland. Perhaps unsurprisingly, Berkeley City College had its highest APRs among ZIP codes within the city of Berkeley, while Laney College and Merritt College had their highest APRs within ZIP codes in Oakland.



Table 15. PCCD Adult Participation Rates by ZIP Code: 2011-2016 in District

ZIP	City Name	Pop 15 to 64	2011	2012	2013	2014	2015	2016
94706	Albany	11,507	56.5	54.2	53.2	55.6	55.8	55.9
94501	Alameda	43,812	73.1	68.1	63.9	66.1	65.0	65.0
94502	Alameda	8,454	62.2	57.3	51.1	50.2	49.4	47.8
94702	Berkeley	11,802	63.6	60.0	56.4	60.4	59.7	56.8
94703	Berkeley	15,637	57.6	55.2	52.1	54.9	53.9	54.6
94704	Berkeley	25,587	26.9	23.1	22.9	25.4	29.3	29.9
94705	Berkeley	9,752	39.2	36.9	34.1	32.4	32.1	32.0
94707	Berkeley	7,709	38.7	35.0	30.4	29.6	29.2	28.8
94709	Berkeley	9,665	28.6	24.5	25.9	26.6	27.5	26.7
94710	Berkeley	7,104	53.5	49.5	47.0	45.9	46.5	51.0
94720	Berkeley	765	15.7	9.2	9.2	9.2	11.8	14.4
94608	Emeryville	20,779	63.5	58.6	57.1	61.4	60.0	61.7
94601	Oakland	35,461	64.6	60.9	59.4	64.0	67.2	69.5
94602	Oakland/Piedmont	20,247	64.2	58.2	57.0	54.5	54.9	56.7
94603	Oakland	22,173	51.6	51.1	51.6	56.1	62.6	70.0
94605	Oakland	28,671	64.0	61.2	60.9	62.2	63.2	63.0
94606	Oakland	27,279	94.6	90.1	87.0	84.5	81.0	83.8
94607	Oakland	17,433	90.6	83.1	79.3	81.6	80.5	82.5
94609	Oakland	16,687	65.6	60.5	58.3	57.8	53.8	53.8
94610	Oakland/Piedmont	22,315	51.6	44.1	43.0	43.6	43.3	43.2
94611	Oakland/Piedmont	24,068	43.5	39.4	36.5	36.7	37.3	34.5
94612	Oakland	12,158	74.6	67.9	63.5	65.1	64.8	63.3
94613	Oakland	896	15.6	11.2	13.4	8.9	11.2	12.3
94618	Oakland/Piedmont	11,567	29.3	25.8	24.2	21.7	23.8	23.9
94619	Oakland	17,008	66.9	63.6	60.2	59.0	61.9	64.1
94621	Oakland	20,590	59.9	58.8	61.1	65.9	67.5	76.6

Source: U.S. Census Bureau American Communities Survey and Peralta Community College District student data.

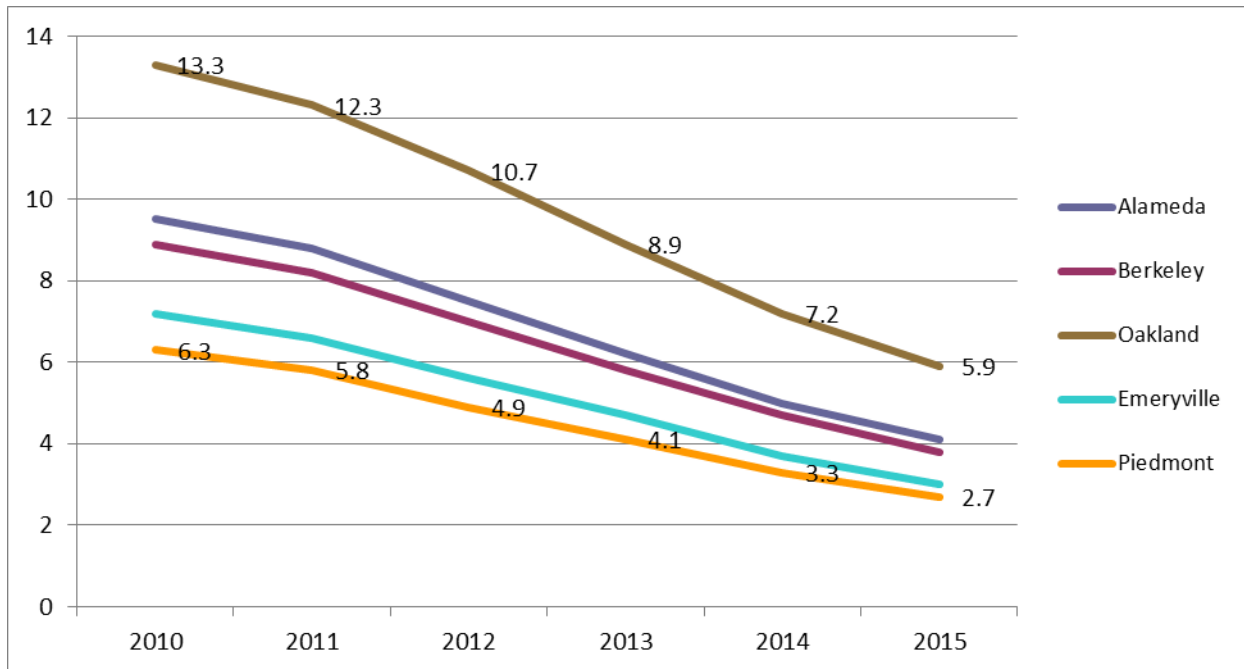
*Table 16. PCCD Adult Participation Rates by ZIP Code: 2011-2016 outside of the District*

ZIP	City Name	Pop 15 to 64	2011	2012	2013	2014	2015	2016
94546	Castro Valley	28,946	13.1	12.9	11.8	12.3	12.8	13.9
94552	Castro Valley	10,154	9.7	10.8	9.6	9.3	8.7	9.7
94568	Dublin	35,531	2.5	2.6	3.0	2.8	2.0	2.1
94536	Fremont	49,165	2.2	2.4	1.9	1.8	1.6	1.5
94538	Fremont	44,782	1.9	1.7	1.7	1.4	1.4	1.4
94539	Fremont	33,602	1.3	1.4	1.2	1.2	1.2	1.2
94555	Fremont	23,903	2.7	2.0	2.0	1.7	1.8	1.9
94541	Hayward	42,423	12.5	11.8	11.2	10.5	10.4	10.5
94542	Hayward	9,745	9.1	10.2	8.8	9.4	10.1	7.8
94544	Hayward	53,410	6.7	6.6	6.6	6.7	6.0	6.6
94545	Hayward	21,181	6.9	6.6	6.1	6.1	5.5	6.1
94550	Livermore	31,617	1.4	1.2	1.0	1.2	1.5	1.3
94551	Livermore	27,417	1.4	1.1	0.9	1.1	1.3	1.2
94560	Newark	30,278	2.5	2.4	2.1	1.8	2.0	1.9
94566	Pleasanton	28,265	1.5	1.2	1.4	1.3	1.8	1.6
94588	Pleasanton	21,798	2.2	2.0	1.6	1.4	1.5	2.1
94577	San Leandro	31,137	34.1	33.7	32.4	33.5	33.5	34.9
94578	San Leandro	27,731	25.7	25.9	27.1	25.5	24.6	25.1
94579	San Leandro	15,264	21.8	22.1	22.7	22.0	20.0	22.0
94580	San Lorenzo	20,161	16.3	15.3	15.5	14.7	15.5	15.3
94586	Sunol	558	5.4	3.6	5.4	3.6	9.0	5.4
94587	Union City	48,742	4.2	3.9	3.6	3.6	3.1	2.7

Source: U.S. Census Bureau American Communities Survey and Peralta Community College District student data.

As noted earlier, pursuit of postsecondary education is often closely tied to an area’s employment opportunities—as employment becomes increasingly available, fewer residents may choose to enroll in community college courses. An examination of unemployment rates in the five cities comprising the PCCD service area shows a steady decline from 2010 to 2015, which corresponds with the decline in PCCD enrollment (see Figure 3).

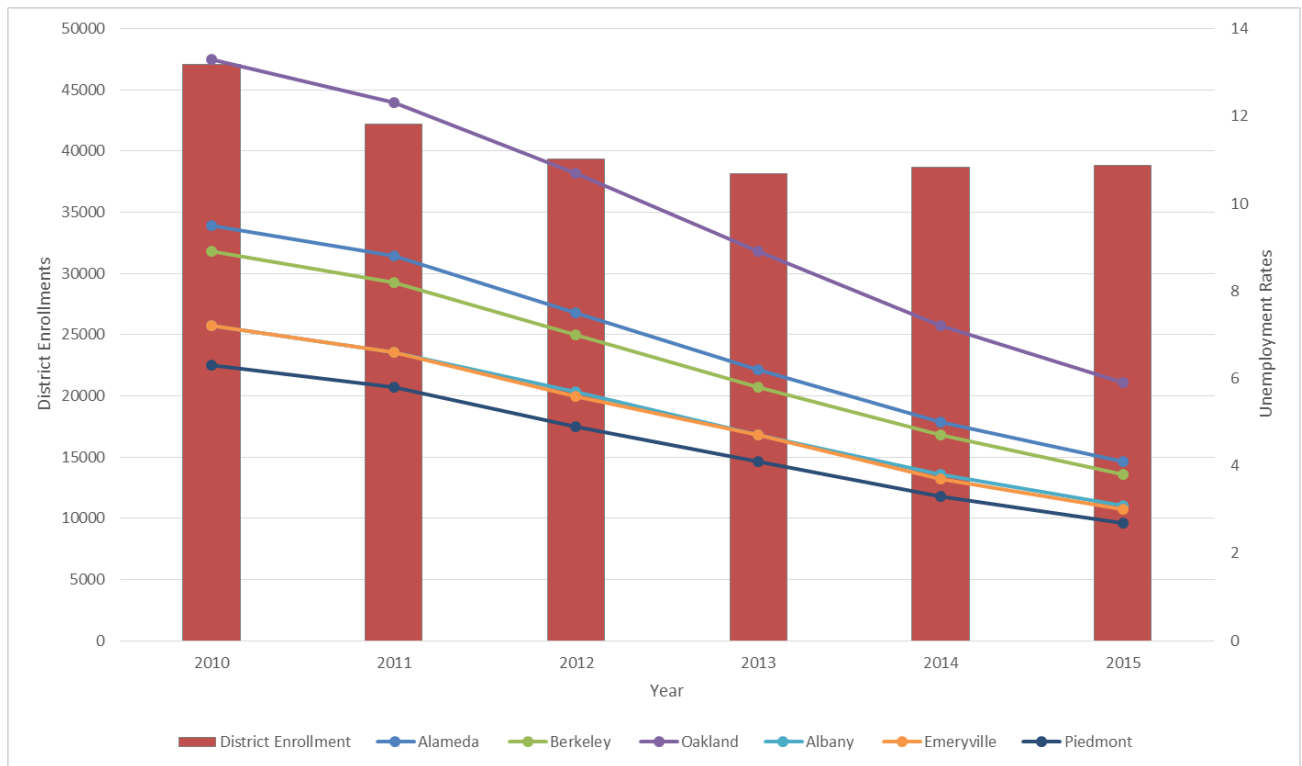
Figure 3. Annual Unemployment Rates in PCCD Cities: 2010-2015



Source: Employment Development Division, Unemployment Rates by City and County 2010-2015

This correlation between employment and PCCD enrollment is further demonstrated in Figure 4, which offers an overlapping view of the decreasing unemployment rates presented in Figure 3 above and the previously described decline in PCCD enrollment.

Figure 4. Correlation between Enrollment and Employment Trends: 2010 to 2015



## Conclusion

The above tables, figures, and charts are examples of enrollment data and trends that would inform a strategic enrollment management process for the Peralta Community College District (PCCD). These data demonstrate how student enrollment patterns have changed in demographics (more young students, fewer African Americans, etc.) as well as dramatic increases in online learning over the last nine years. The examples show readers the potential for tracking the PCCD market share of adult participation (age 15 to 64) including high school capture rates and Adult Participation Rates by ZIP code over time.

# The Research and Planning Group for California Community Colleges

The RP Group strengthens the ability of California Community Colleges to discover and undertake high-quality research, planning, and assessments that improve evidence-based decision-making, institutional effectiveness, and success for all students.

## Project Team

Andrew Kretz

Marc Beam

[www.rpgroup.org](http://www.rpgroup.org)