



Peralta Community
College District

Transformation Data Summit

Presented by districtwide Institutional Research Team

November 3rd, 2025, PCCD Atrium



Welcome & Overview

- **Data Summit Goal:** Provide SSEMC and Transformation Taskforces data overview in support of recommendations for Unification
- Additional data dives and a deeper dialogue will occur in committee and taskforce meetings throughout the next several months



Transformation Data Summit

- Equity Centered Transformation
- Academic Program Analysis
 - *Activity*
- Evening & Weekend College Survey and Data Analysis
- Modality Analysis
 - *Activity*
- Dual/Concurrent Enrollment Report
- Final Reflections & Next Steps





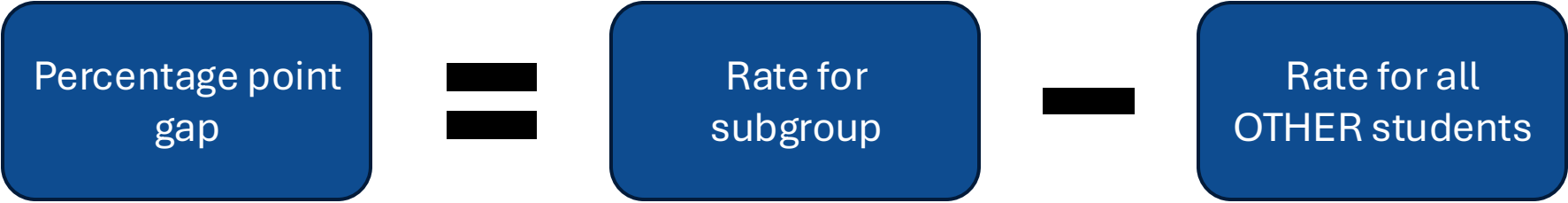
Centering Transformation in Equity

Clifton Coleman

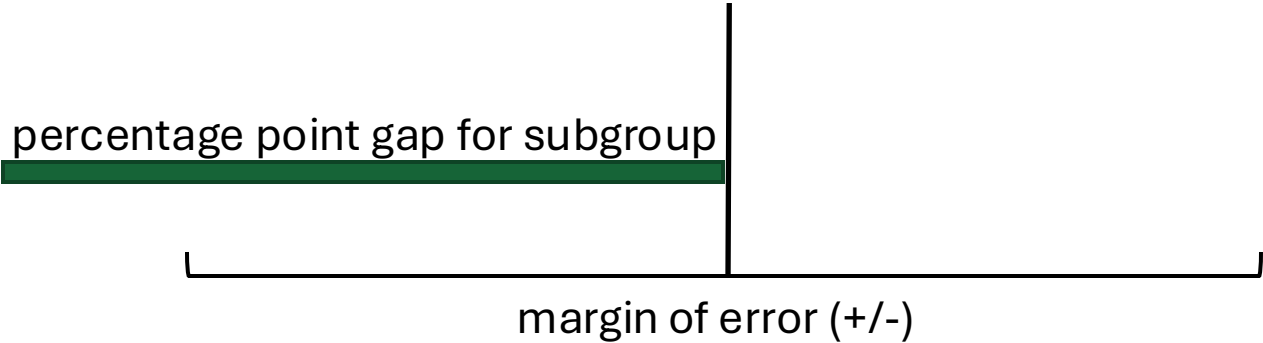


Centering Transformation in Equity

Disproportionate Impact



Percentage point gap is greater than margin of error



Successful Enrollment (2022-2023)

Cohort: applied for the first time as general-admit credit students

The proportion of cohort students who enrolled in the same college within the same academic year

Alameda	Berkeley	Laney	Merritt
11% [391]	17% [708]	13% [811]	10% [308]
Bay Area: 17%		Statewide: 23%	

Disproportionately impacted subgroups at more than one college

Alameda	Berkeley	Laney	Merritt
White 6% [90]	White 14% [190]	White 8% [137]	White 7% [62]
	Black/African Am 14% [65]	Black/Af Am Female 11% [85]	

- Districtwide, state data show that over 20,000 prospective first-time students each year ultimately do not enroll
- Application counts may be inflated by uncaught bot or fraudulent submissions during this period
- Internal data show **>45% of new applicants enrolled within PCCD**; >50% of new, first time in higher ed applicants enrolled
- This still translates to over **4,500 new prospective students who did not enroll**



Transfer-Level English and Math in First Year (2022-2023)

Cohort: enrolled for the first time in higher education as general-admit credit students
 The proportion of cohort students who completed both transfer-level math and English within the District in their first academic year

Alameda	Berkeley	Laney	Merritt
13% [159]	19% [257]	9% [172]	11% [106]
Bay Area: 17%		Statewide: 15%	

Disproportionately impacted subgroups at more than one college

Alameda	Berkeley	Laney	Merritt
Black/African Am 6% [11]	Black/African Am 8% [14]	Black/African Am 6% [22]	Black/African Am 6% [12]
Female 11% [63]	Female 16% [104]	Female 7% [56]	Female 10% [50]
Econ Disadvantage 12% [96]		Econ Disadvantage 9% [115]	
First Gen Female 9% [21]		First Gen Female 7% [22]	

- **Black/African American** students complete **math** in their first year at significantly lower rates



Persistence from First to Second Primary Term (2021-2022)

Cohort: enrolled for the first time in higher education as general-admit credit students
 The proportion of cohort students who persisted from their first primary term to the subsequent primary term at *any community college*

Alameda	Berkeley	Laney	Merritt
40% [341]	48% [506]	43% [654]	38% [391]
Bay Area: 65%		Statewide: 67%	

Disproportionately impacted subgroups at more than one college

Alameda	Berkeley	Laney	Merritt
White 27% [62]		White 29% [124]	White 25% [75]
Black/Af Am Female 30% [23]	Black/African Am 40% [57]		
	First Gen 42% [144]		First Gen Male 30% [49]

- **More than half** of PCCD first-time students **leave or stop-out** of the community college system after one term



Completion of Degrees & Certificates (2019-2020)

Cohort: enrolled for the first time in higher education as general-admit credit students

The proportion of cohort students awarded a Chancellor's Office-approved certificate or associate degree *within three years*, and had an enrollment within the District the year awarded

Alameda	Berkeley	Laney	Merritt
8% [79]	9% [111]	6% [116]	6% [59]
Bay Area: 16%		Statewide: 17%	

Disproportionately impacted subgroups at more than one college

Alameda	Berkeley	Laney	Merritt
Male 6% [30]	Male 7% [41]	Male 5% [46]	

- Average time to associate degree is roughly **3 years** for full-time students and over **7 years** for part-time students
- Average time to certificate of achievement is roughly **2.5 years** for full-time students and over **6 years** for part-time students
- Three-year cohort is partially during the height of pandemic



Transfer to a Four-Year College or University (2018-2019)

Cohort: enrolled for the first time in higher education as general-admit credit student, earned 12+ units at any community college, and exited the community college system

The proportion of cohort students who enrolled at a four-year college or university *within 4 years* of first enrollment

Alameda	Berkeley	Laney	Merritt
21% [80]	19% [93]	15% [92]	20% [66]
Bay Area: 26%		Statewide: 27%	

Disproportionately impacted subgroups at more than one college

Alameda		Berkeley	Laney			Merritt
		Asian 13% [24]	Asian 12% [30]			
Latiné 13% [12]						Latiné 13% [17]

- Asian students comprised a higher proportion of the transfer cohort than the general first-time cohort or student population
- Cohort partially during the height of pandemic



Comprehensive Student Education Plans

New, First-time, Matriculating Students (Fall 2022 – Spring 2024)

	# in Cohorts	% SEP in First Semester	% SEP in First Year
Alameda	2146	9% [185]	12% [268]
Berkeley	2040	21% [419]	27% [545]
Laney	2787	18% [488]	23% [646]
Merritt	1195	21% [249]	27% [324]

Disproportionately Impacted Subgroups

Alameda	Berkeley	Laney	Merritt
American Indian, Asian, Pacific Islander	Black/African American, Latiné, Multi-ethnic, White	Aged 25+, Asian, White female	Latiné



Equity Considerations for Transformation Recommendations

District wide transformation grounded in equity and social justice to mitigate barriers for students. Transformation to be student ready colleges fostering a sense of belonging for all student groups.

- Keep **equity and student success** at the center of transformation planning and decision-making
- Use the transformation process to **identify and reduce structural barriers** that hinder access, persistence, or completion
- Develop a cross-district approach to **increase students completing SEPs**



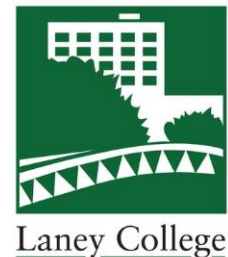
Academic Program Analysis

Dr. Helen Ku



Academic Programs at Peralta Colleges

378 current unique academic programs



Degree and Award Types

AA = Associate of Arts

AAT = Associate of Arts -Transfer

AS = Associate of Science

AST = Associate of Science –Transfer

CA = Certificate of Achievement

CP = Certificate of Proficiency



Top 12 PCCD Program (Degrees/Awards)

1. **Liberal Arts/Social & Behavior, AA (162)**
2. **Social Sciences, AA (152)**
3. **Assistant Teacher, CP (143)**
4. **Health Sciences, AS (120)**
5. **Business Administration, AST (111)**
6. **Psychology, AAT (103)**
7. **Biology, AAT (74)**
8. **Associate Teacher, CP (73)**
9. **Mathematics, AST (60)**
10. **Cosmetology, CA (53)**
11. **Emergency Med Tech I, CP (41)**
12. **Sociology, AAT (41)**

AY 2025 PCCD Total
Degrees/Awards
3,400



10 Academic Programs Offered at Every PCCCD College

1. **Anthropology (AAT)**
2. **Business/Accounting (AST)**
3. **Business Administration (AST)**
4. **Communication Studies (AAT)**
5. **Economics (AAT)**
6. **Mathematics (AST)**
7. **Psychology (AAT)**
8. **Sociology (AAT)**
9. **Transfer Studies/IGETC (CA) ***
10. **Transfer Studies/CSU GE Breadth (CA) ***



** no longer an option moving forward*



10 Academic Programs Offered at Every PCCD College

Ten Programs Offered at Every PCCD College

			Program Interest "n/a" = program not offered at college, 0 = offered at college but no students in the program					Completed Number of Awards/Degrees AY25 (highlighted = top 25 = 30 or more awards)					Average Number of Years to Completion			
Discipline	Description	Award Type	BCC	COA	LC	MC	District Total	BCC	COA	LC	MC	District Total	BCC	COA	LC	MC
ANTHR	Anthropology	AAT	61	10	49	22	142	7	1	1	1	10	4	2	8	2
BUS	Business Administration	AST	164	122	97	57	440	45	25	30	11	111	3	3	6	6
BUS	Business/Accounting	AST	62	48	61	36	207	3	3	10	14	30	6	7	6	5
COMM	Communication Studies AA-T	AAT	57	21	40	19	137	9	4	1		14	4	5	5	
ECON	Economics for Transfer AA-T	AAT	80	20	27	4	131	30	2	6	1	39	3	4	4	5
MATH	MATH Mathematics-TR	AST	115	19	29	11	174	34	8	14	4	60	3	3	5	2
PSYCH	Psychology AA-T	AAT	242	57	183	86	568	43	22	18	20	103	3	5	5	5
SOC	Sociology AA-T	AAT	86	17	83	30	216	23	4	4	10	41	6	3	3	7
TRANS STDY	Transf Studies/CSU GE Breadth	CA	15	9	10	7	41	118	68	61	61	308	4	4	6	6
TRANS STDY	Transfer Studies/IGETC	CA	13	7	7	9	36	171	54	49	15	289	3	3	3	2

Top 25



Programs Offered Only at 3 Peralta Colleges

BCC & COA & LC

- ✓ English (AAT)
- ✓ History (AAT)
- ✓ Political Science (AAT)

BCC & LC & MC (no duplicated programs)

BCC & COA & MC

- ✓ Liberal Arts/Arts & Humanities (AA)

COA & LC & MC

- ✓ African-American Studies (AA)
- ✓ Business/Accounting (CA)
- ✓ Mathematics (AS)



Programs Offered Only at 2 Peralta Colleges

BCC & COA

- ✓ Art History (AAT)
- ✓ Liberal Arts/Social & Behavior (AA)

BCC & LC

- ✓ CIS Computer Programming (AS)
- ✓ Studio Arts (AAT)
- ✓ Philosophy (AAT)
- ✓ Global Studies (AAT)
- ✓ Spanish Language (AAT)

BCC & MC (no duplicated programs)



Programs Offered Only at 2 Peralta Colleges

COA & LC

- ✓ Mexican/Latin-American Studies (AA)
- ✓ Geography (AAT)

COA & MC (no duplicated programs)

LC & MC

- ✓ Business/Business Administration (AS)



Programs Offered Only at 1 Peralta College

BCC 67 programs

COA 64 programs

LC 143 programs

MC 77 programs



Academic Programs Across Peralta Colleges

Table Discussion Activity

- 1. Examine programs across Peralta Colleges: Students majoring in each program and awards completed**
 - What do you notice? (duplication, gaps, interest vs completers, etc?)
- 2. Through your lens (as students, instructors, administrator, and classified staff at each college), what are factors to consider to help maximize program efficiency in serving students?**
- 3. What are possible environmental/community factors that should also be considered as we try to most efficiently unify Peralta Colleges?**



PCCD Evening and Weekend Survey & Course Enrollment Analysis

Phoumy Sayavong
Rhiannon Follenfant



Evening and Weekend College Survey

Research and recommend a design framework for launching an Evening & Weekend College that expands student access.

Survey Focus Areas

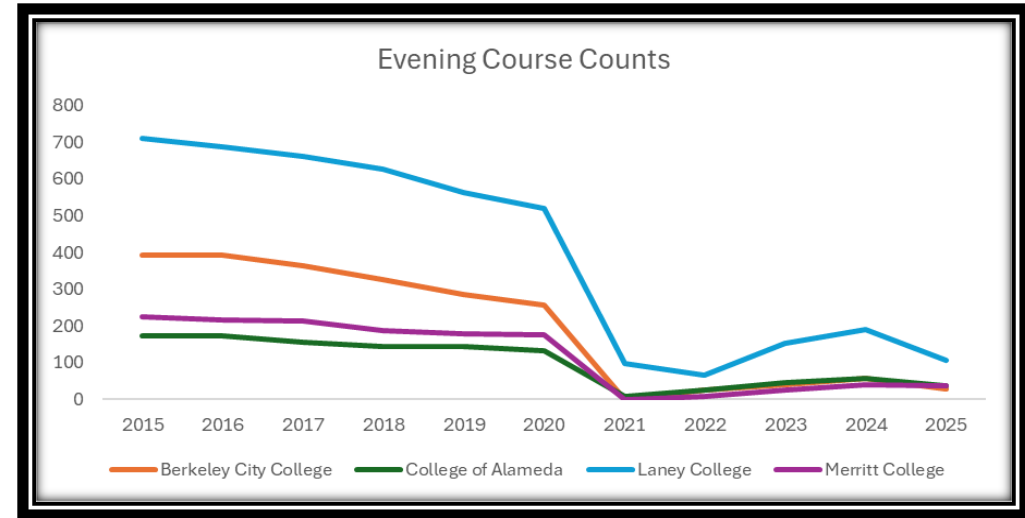
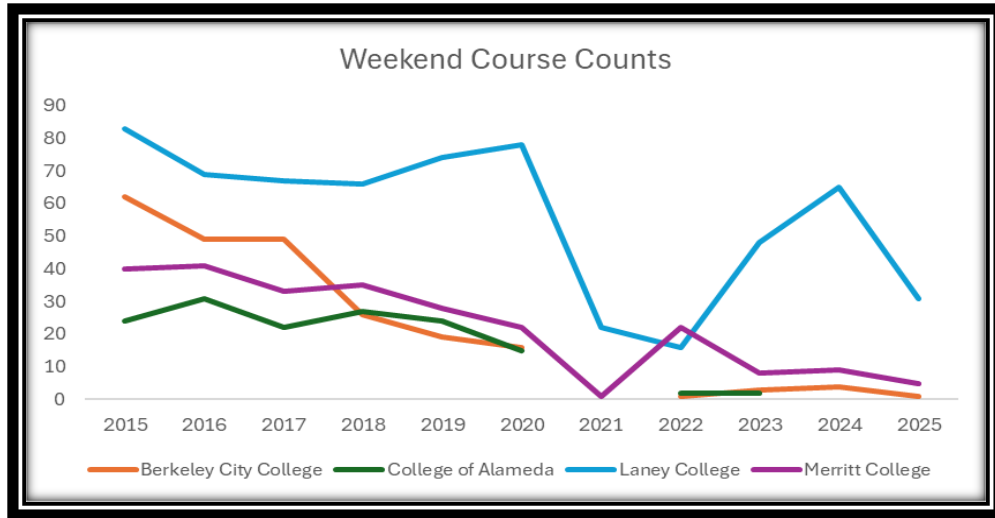
- **Student preferences for in-person evening and weekend course and program offerings**
- **Challenges that affect enrollment in evening and weekend classes**
- **Examine results by student demographics** (e.g., ethnicity, part-time, full-time, major, age group, etc.)

Survey Administration

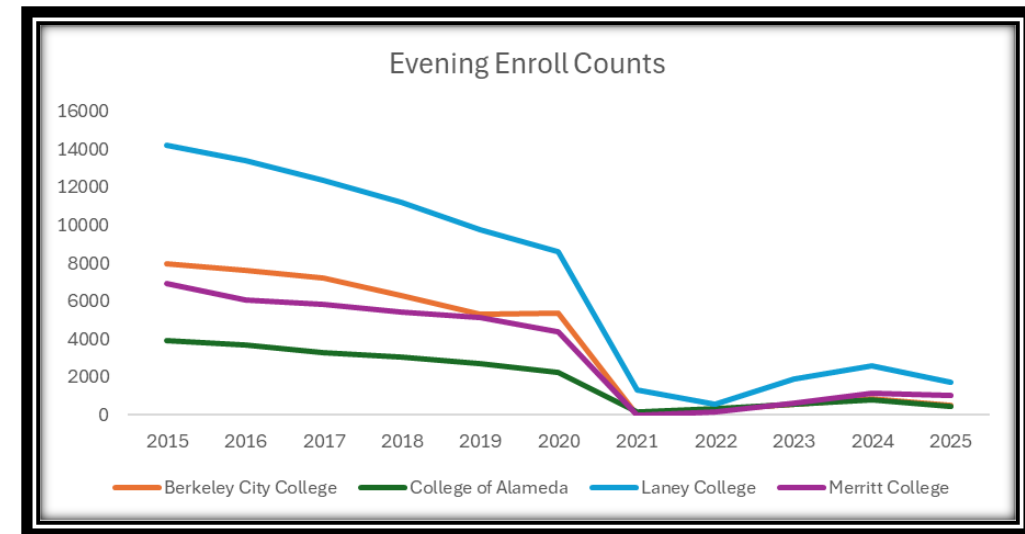
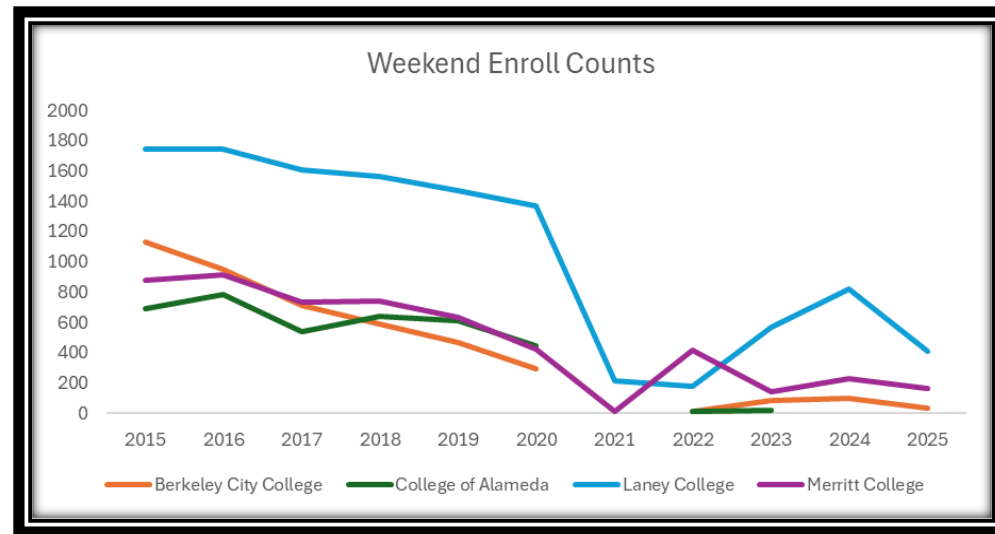
- **Nov 3 – 24, 2025 via Canvas**
- **Results will be reported on December 12th at SSEMC Meeting**



Weekend and Evening Course and Enrollment Counts



Number of courses offered, and enrollment changed dramatically after 2021.



Weekend Course Counts and Enrollment Counts

Weekend Courses	(2014-2015) to (2019-2020)Prepandemic Course Average Counts	(2020-2021) to (2024-2025) Since Pandemic Average
Berkeley City College	32	2
College of Alameda	24	2
Laney College	71	36
Merritt College	32	9
Grand Total	158	48

Weekend Enrollment Counts	(2014-2015) to (2019-2020)Prepandemic Course Average Counts	(2020-2021) to (2024-2025) Since Pandemic Average
Berkeley City College	770	57
College of Alameda	652	17
Laney College	1628	437
Merritt College	781	191
Grand Total	3830	680

- Number of courses offered, and enrollment changed dramatically after 2021.
- After 2019-20, Laney offered the most weekend courses.
- On average, weekend course offerings in Peralta dropped 70% pre- to since pandemic.
- Enrollment in weekend courses dropped 82% pre- to since pandemic.



Weekend Top Enrolled Disciplines

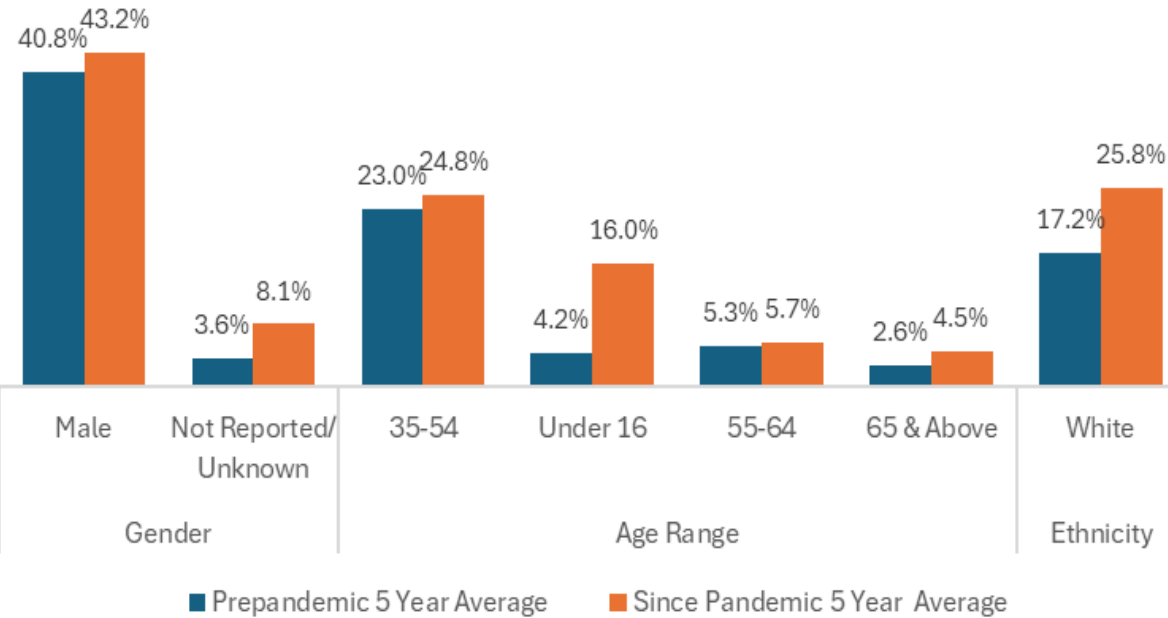
Top 10 Subjects Prepandemic (2014-2015 to 2019-2020)	Top 10 Subjects Since Pandemic (2020-2021 to 2024-2025)
Music	Music
Business	Computer Information Systems
English	Landscape Horticulture
Math	Wood Technology
Sport Fitness	Cosmetology
Computer Information Systems	Electrical and Electronics Technology
Health Professions and Occupations	Fire Science
Biology	Bioscience
Athletics	Counseling
Landscape Horticulture	Environmental Control Technology

- Music courses were offered the most pre- and since pandemic.
- Top 10 subjects offered on weekends may vary across colleges.
- English and Math are no longer in top 10 Weekend Courses
- More CE courses are in the top 10 Subject in Recent Years

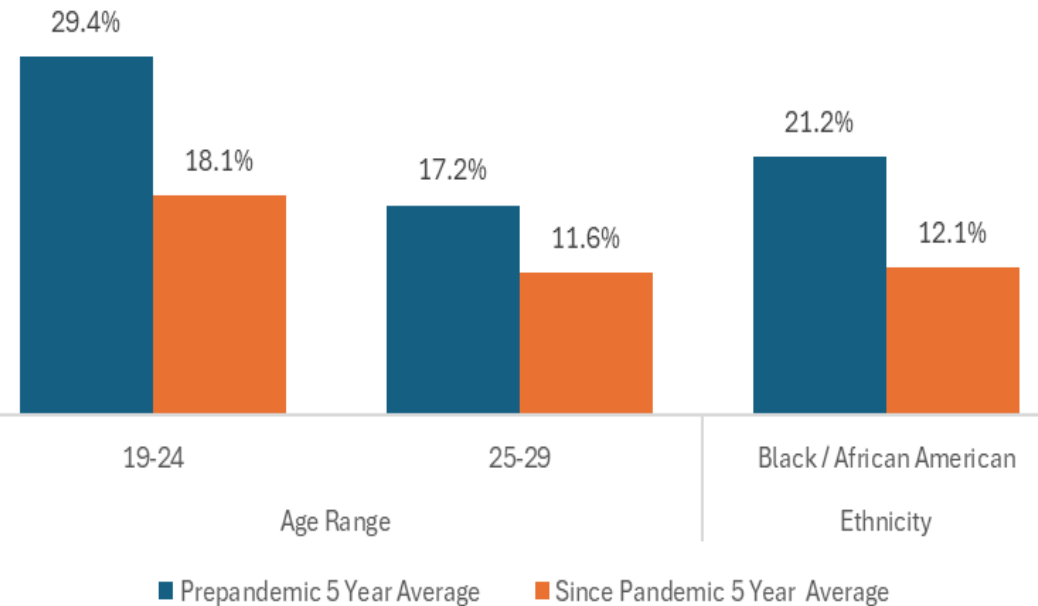


Weekend College Student Demographics

Increase Percentage of Student Demographics



Decrease Percentage of Student Demographics



A possible reason for change in percentages is decline in number of courses and/or the course types offered currently for in person weekend courses



Evening Course Counts and Enroll Counts

Evening Courses	(2014-2015) to (2019-2020)Prepandemic Course Average Counts	(2020-2021) to (2024-2025) Since Pandemic Average
Berkeley City College	336	30 -91%
College of Alameda	154	35 -77%
Laney College	628	122 -81%
Merritt College	200	23 -89%
Grand Total	1318	210

Evening Enrollment Counts	(2014-2015) to (2019-2020)Prepandemic Course Average Counts	(2020-2021) to (2024-2025) Since Pandemic Average
Berkeley City College	6633	460 -93%
College of Alameda	3169	478 -85%
Laney College	11589	1628 -86%
Merritt College	5614	593 -89%
Grand Total	27005	3159

- On average, the rate of change in the decrease in the number of courses offered pre- and since pandemic ranged between 77% and 91%.
- The rate of change in course enrollment ranged from a decrease of 85% to 93%.
- After 2019-20, Laney offered the most evening courses.



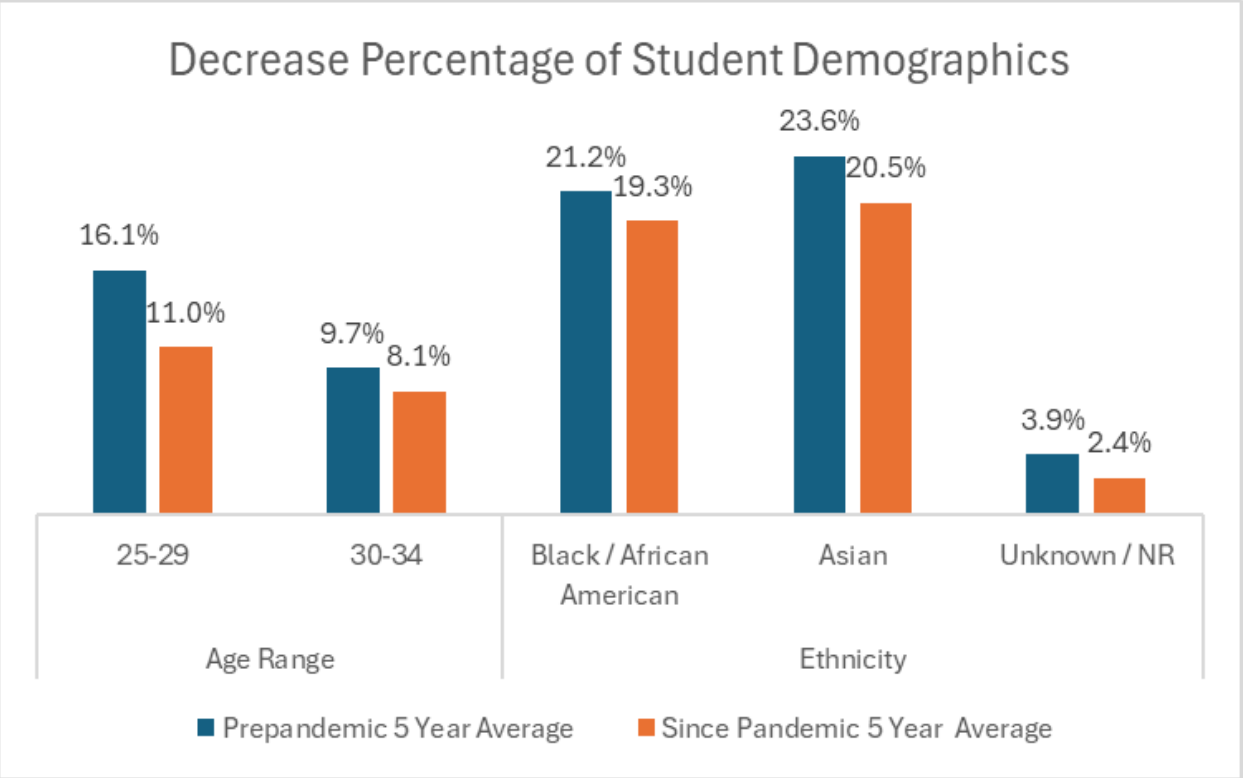
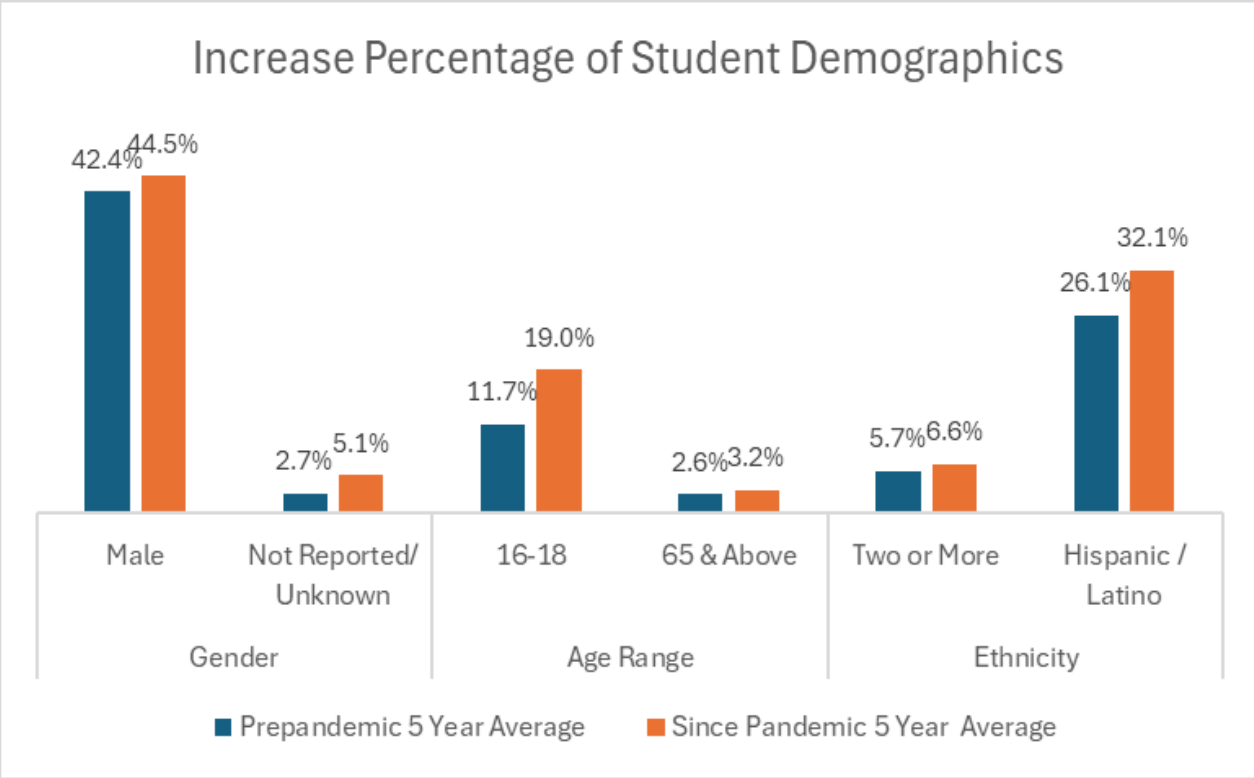
Evening Top Enrolled Disciplines

Top 10 Subjects Prepandemic (2014-2015 to 2019-2020)	Top 10 Subjects Since Pandemic (2020-2021 to 2024-2025)
Math	Dance
English	Math
Biology	Cosmetology
Child Development	Biology
Business	English
Electrical and Electronics Technology	Music
Art	Chemistry
Multimedia Arts	Aviation Maintenance Technology
Music	Construction Management
Cosmetology	Electrical and Electronics Technology

- Math, English, Biology, Electrical and Electronics Technology, Music and Cosmetology have stayed in the top 10 subjects enrolled for Evening courses.
- More CE Courses have entered the top 10 subject in recent years



Evening Courses Student Demographics



A possible reason for change in percentages is decline in number of courses and/or the course types offered currently for in person evening courses



Future Data Inquiries Possibilities



Course Offering and Enrollment Trends at Other Bay Area Colleges



Success Rates of Evening and Weekends Courses



100% Stack Bar Graph Courses (In Person Day Course/ In Person Evening Course/ In Person Weekend Course/ Online Async/ Online Sync)



Separate Data by College for Top Enrolled Courses



Any Ideas from Transformation Task Forces



PCCD Academic Program Modality Analysis

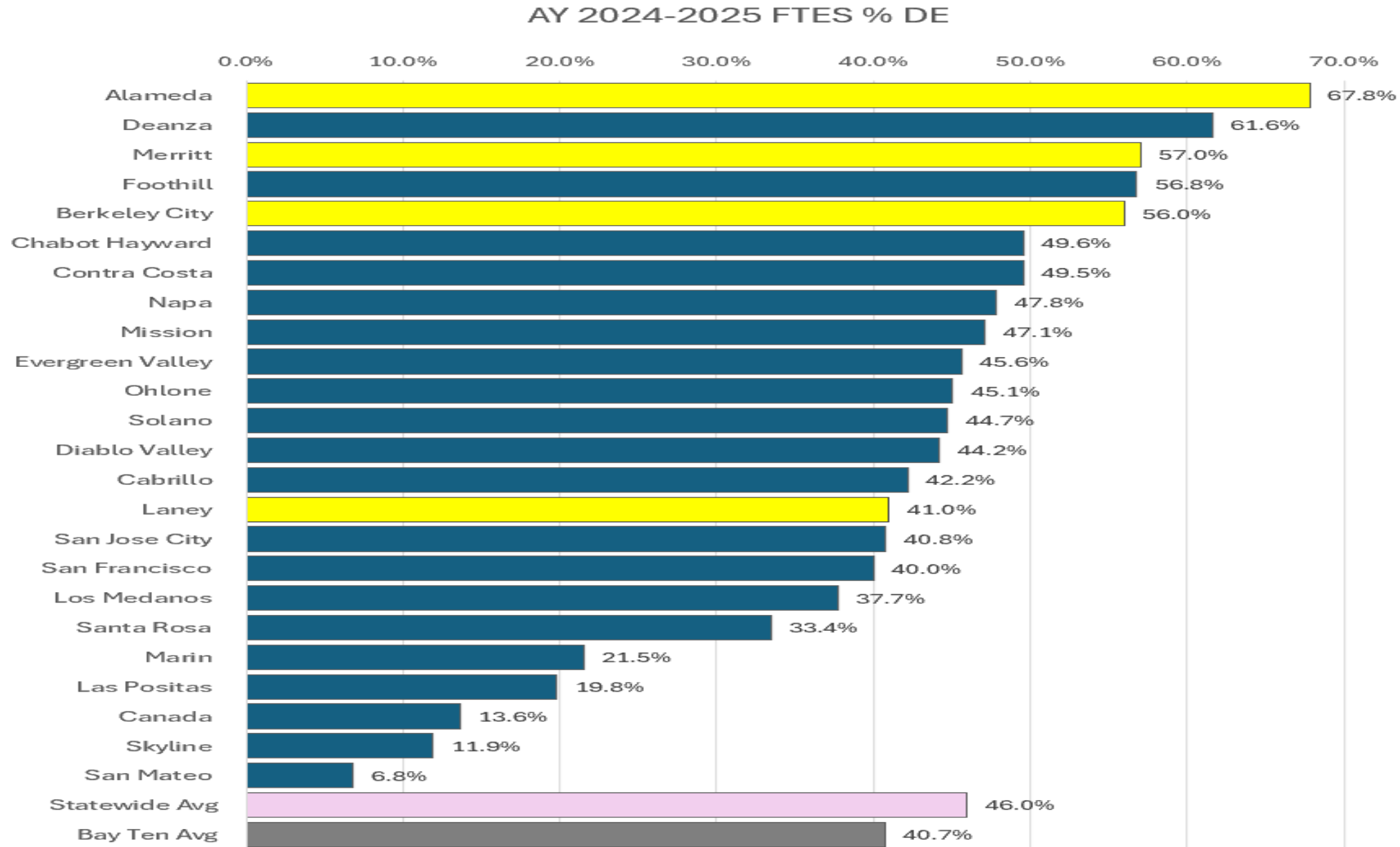
Nathan Pellegrin



College and Regional Modality Comparison

FTES % Distance Education 2024-2025

How do Peralta Colleges Compare to the Bay Ten?

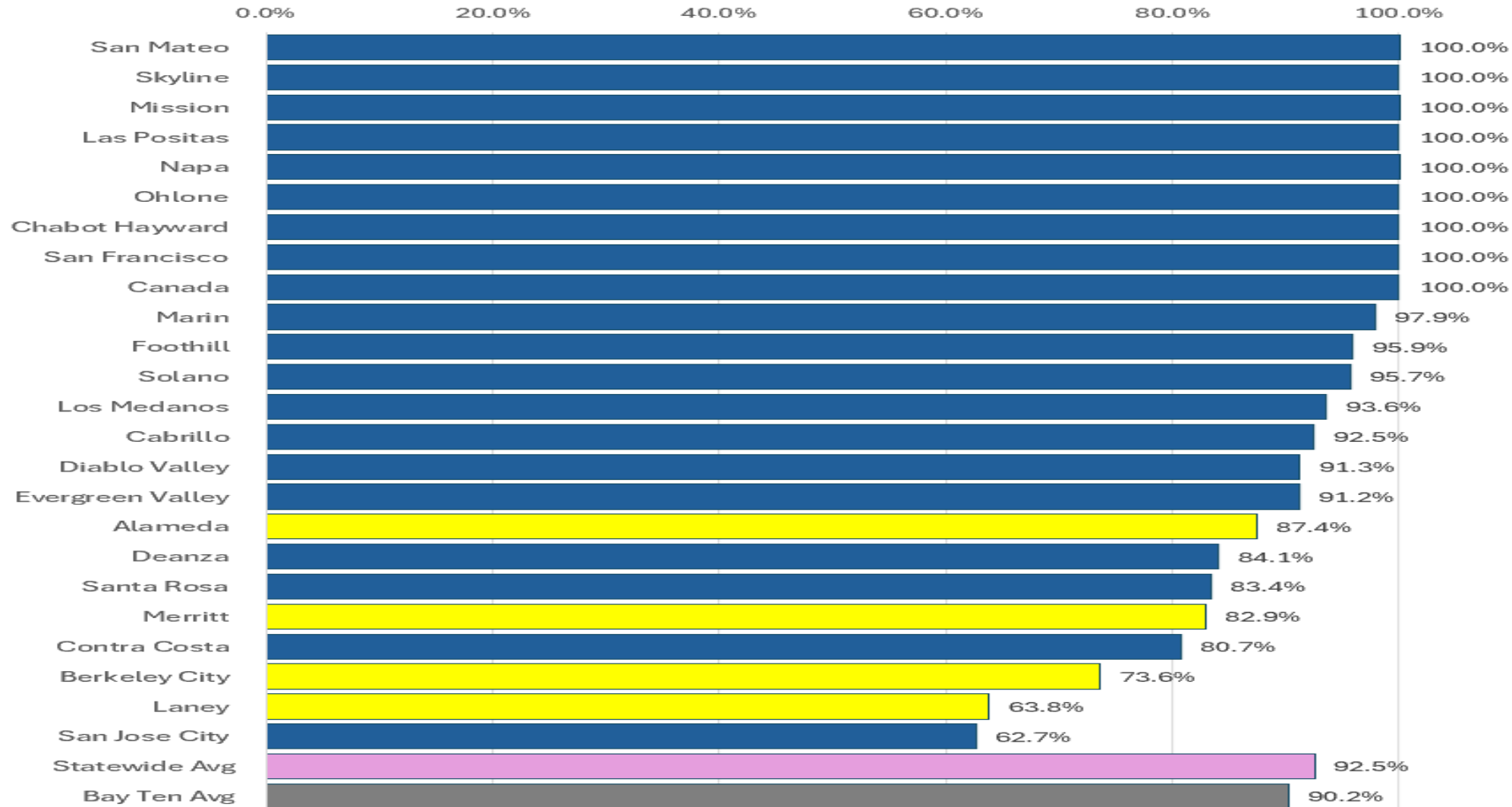


- Hybrid classes included in Non-DE category
- FTES: Full-Time Equivalent Students = 12 semester units
- Data Source: CCCCO Data Mart

FTES % of Distance Education: Asynchronous

How do Peralta Colleges Compare to the Bay Ten?

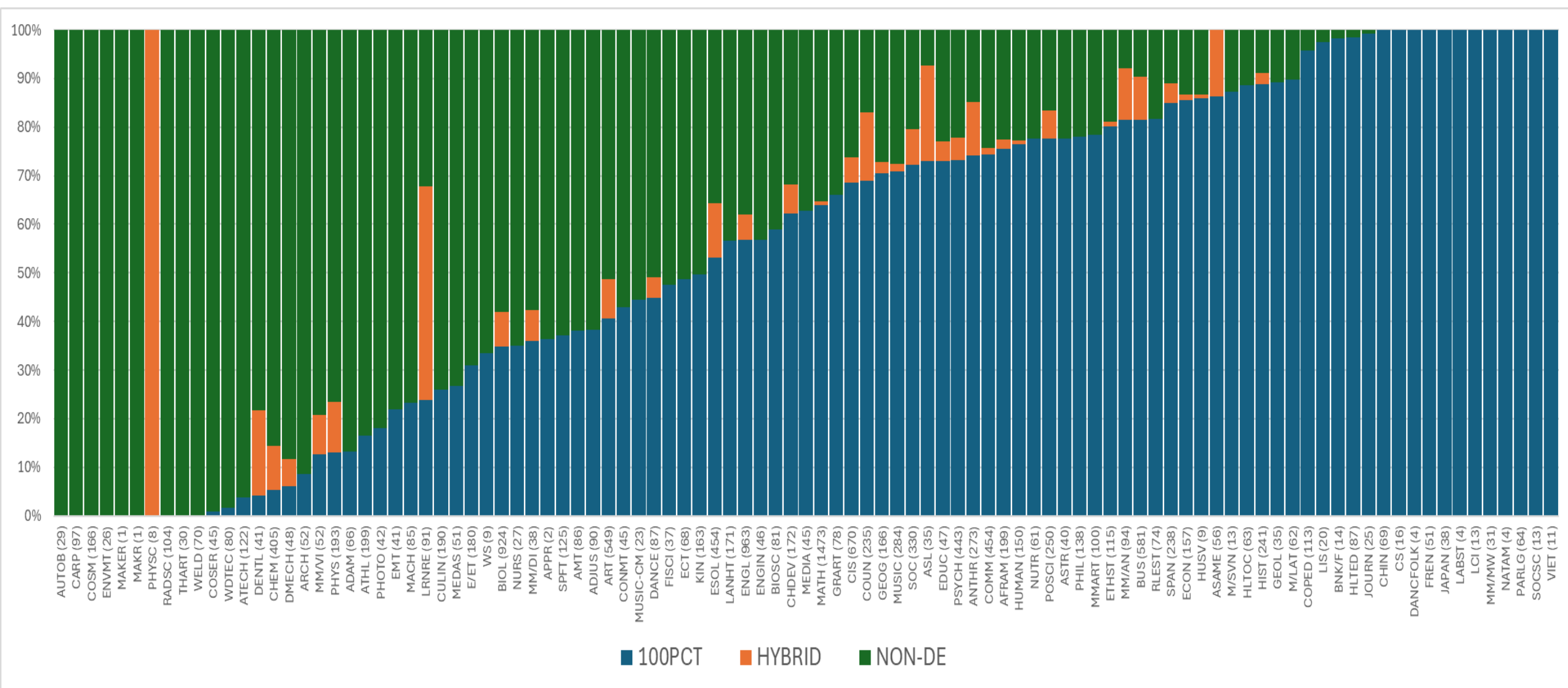
AY 2024-2025 DE FTES - % ASYNCHRONOUS



- Hybrid classes included in Non-DE category
- FTES: Full-Time Equivalent Students = 12 semester units
- Data Source: CCCCO Data Mart

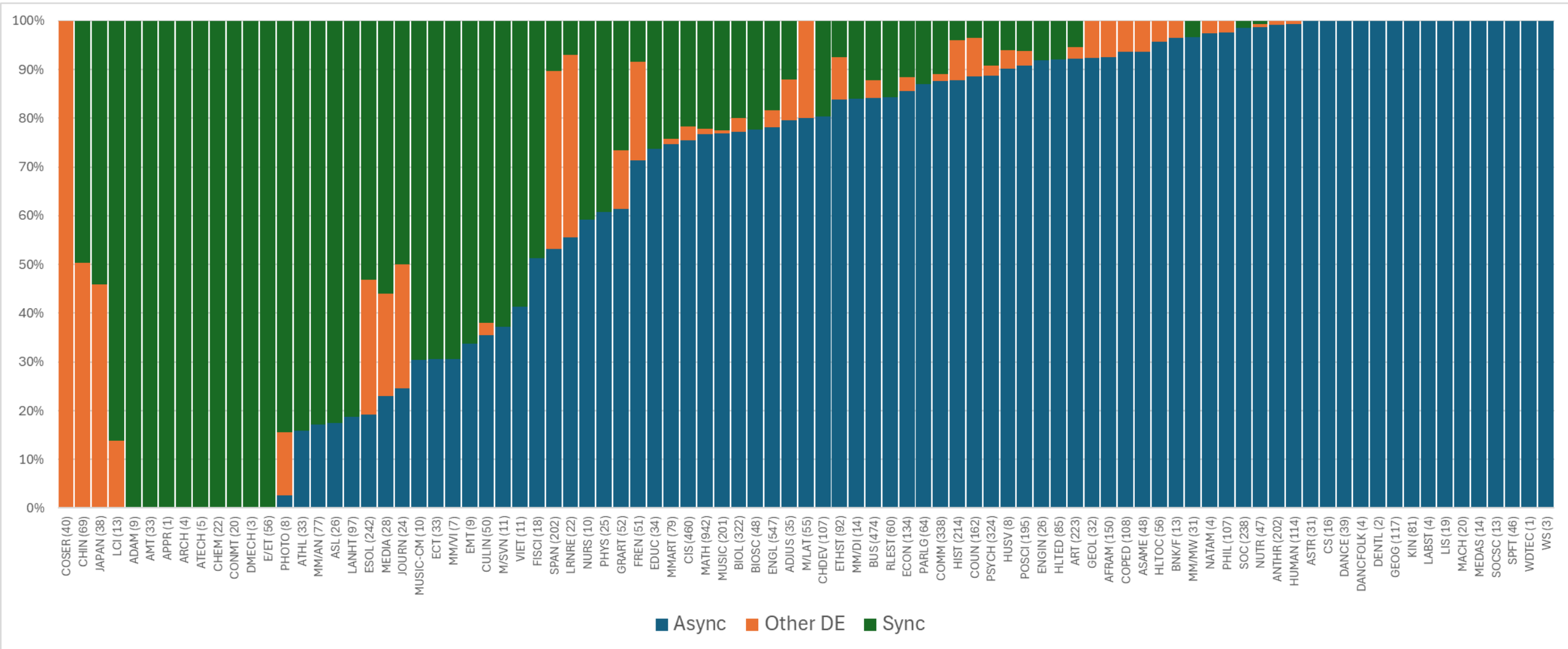
Disciplines and Modality

Percentage of FTES by Modality & Discipline



Data Source: PCCD Data Warehouse, 2024-2025 AY; FTES shown in parenthesis

Percentage of FTES by Online Modality & Discipline



Data Source: PCCD Data Warehouse, 2024-2025 AY; FTES shown in parenthesis

PCCD Disciplines by % Online FTES

100% FTES Online

Chinese
Computer Science*
Dance Folk
French
Japanese
Labor Studies
Legal Community Interpreting*
Multimedia Arts Mobile and Web*
Native American Studies
Paralegal Studies*
Social Science
Vietnamese
Journalism*

0% FTES Online

Community Social Service*
Auto Body & Paint*
Carpentry*
Cosmetology*
Environmental Management &Tech*
Physical Science
Radiologic Science*
Theatre Arts
Welding*

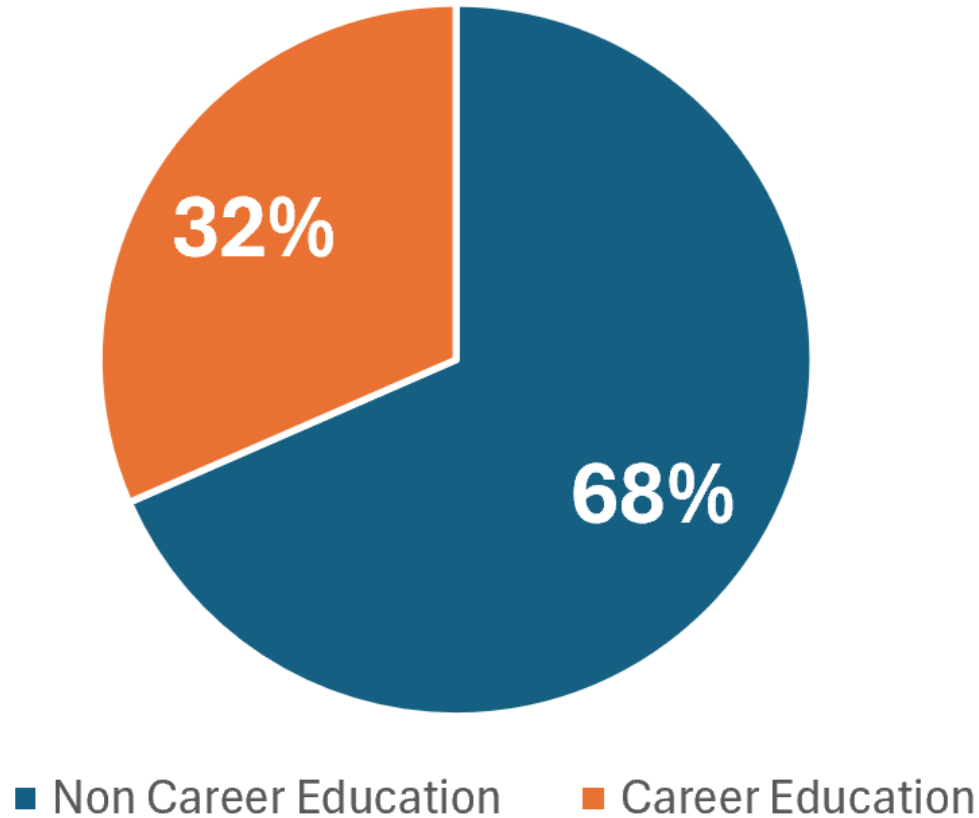
Data Source: PCCD Data Warehouse, 2024-2025 AY

* CE

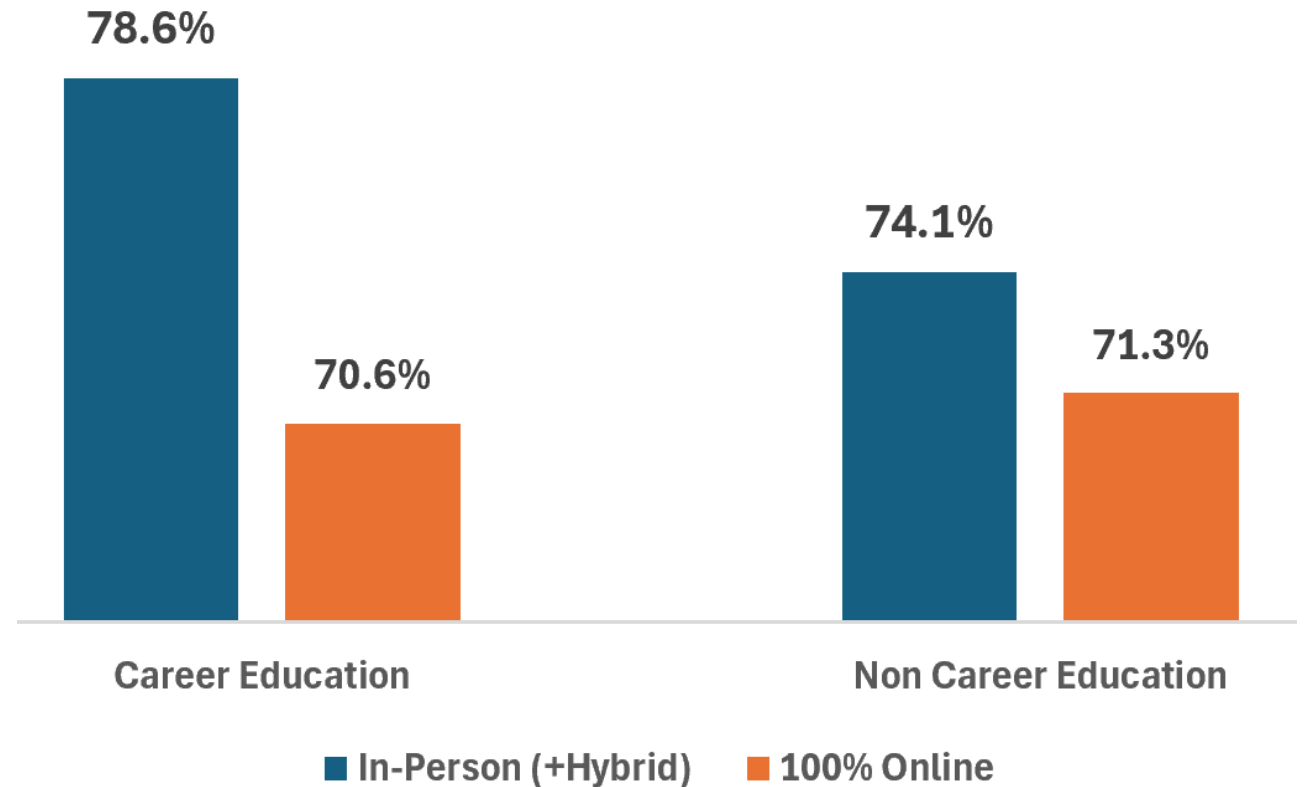
Career Education & Modality

Modality, Career Education and Course Completion

PCCD - Total FTES - AY 2024-2025



Course Successful Completion, AY 2024-2025



Student Enrollment & Completion

Analysis of Student Enrollment and Completion

SAMPLE #1: 60+ Credits (12,909)

- Attempted at least one class in the last 5 years
- Earned 60 or more degree applicable units over their entire time in Peralta

Calculation per Student

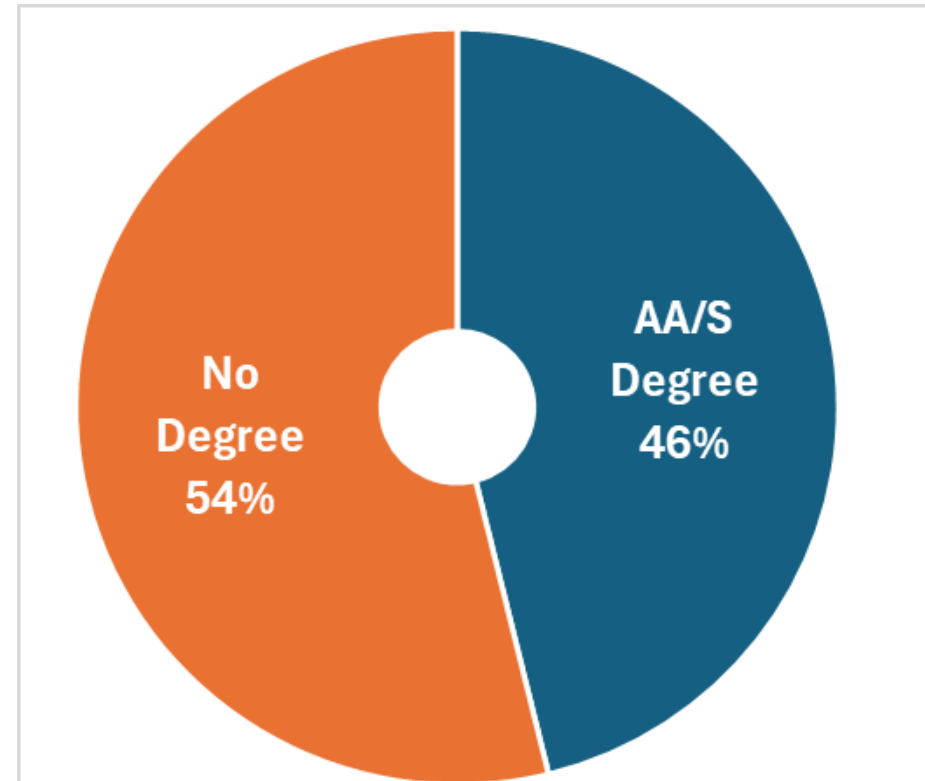
- Pull data on all classes completed in Peralta
- Calculate the % of credits earned online
- Check to see if they have been conferred an Associates

Associate Degrees Earned

What percentage of students earned an Associate degree?

SAMPLE #1: 60+ Cred's

- 12,909 Students
 - 46% with earned degrees
- Equity Lens:
 - Asian - 42%
 - White - 41%
 - Male - 41%
 - Non-Binary- 37%

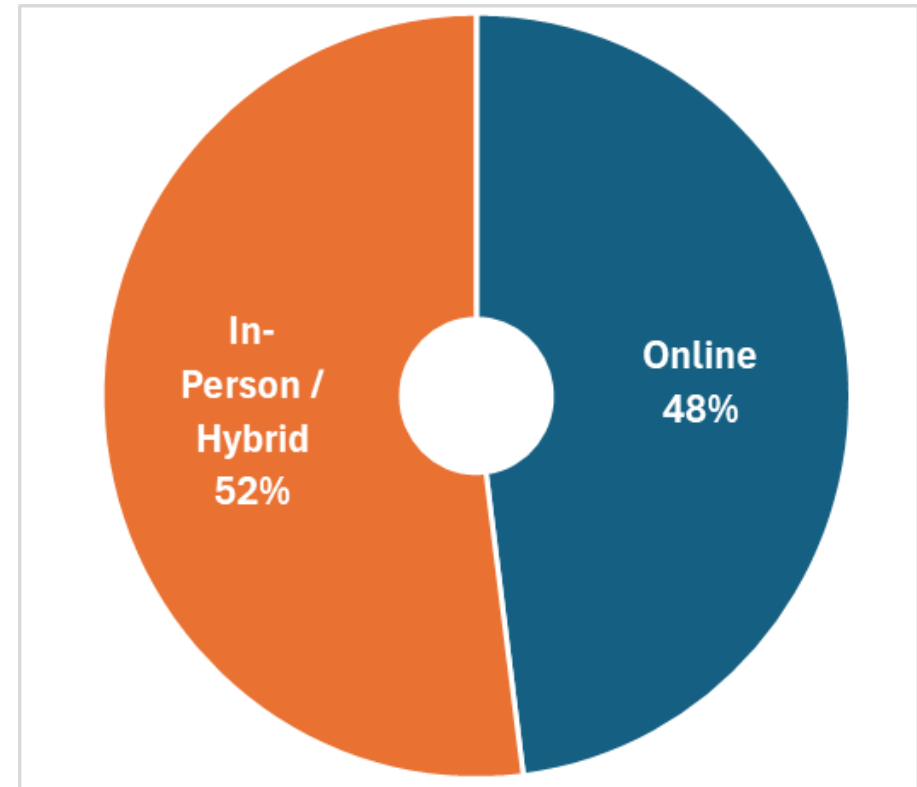


Associate Degrees Earned % Completed Online

What percentage of credits were earned online?

SAMPLE #1: 60+ Cred's

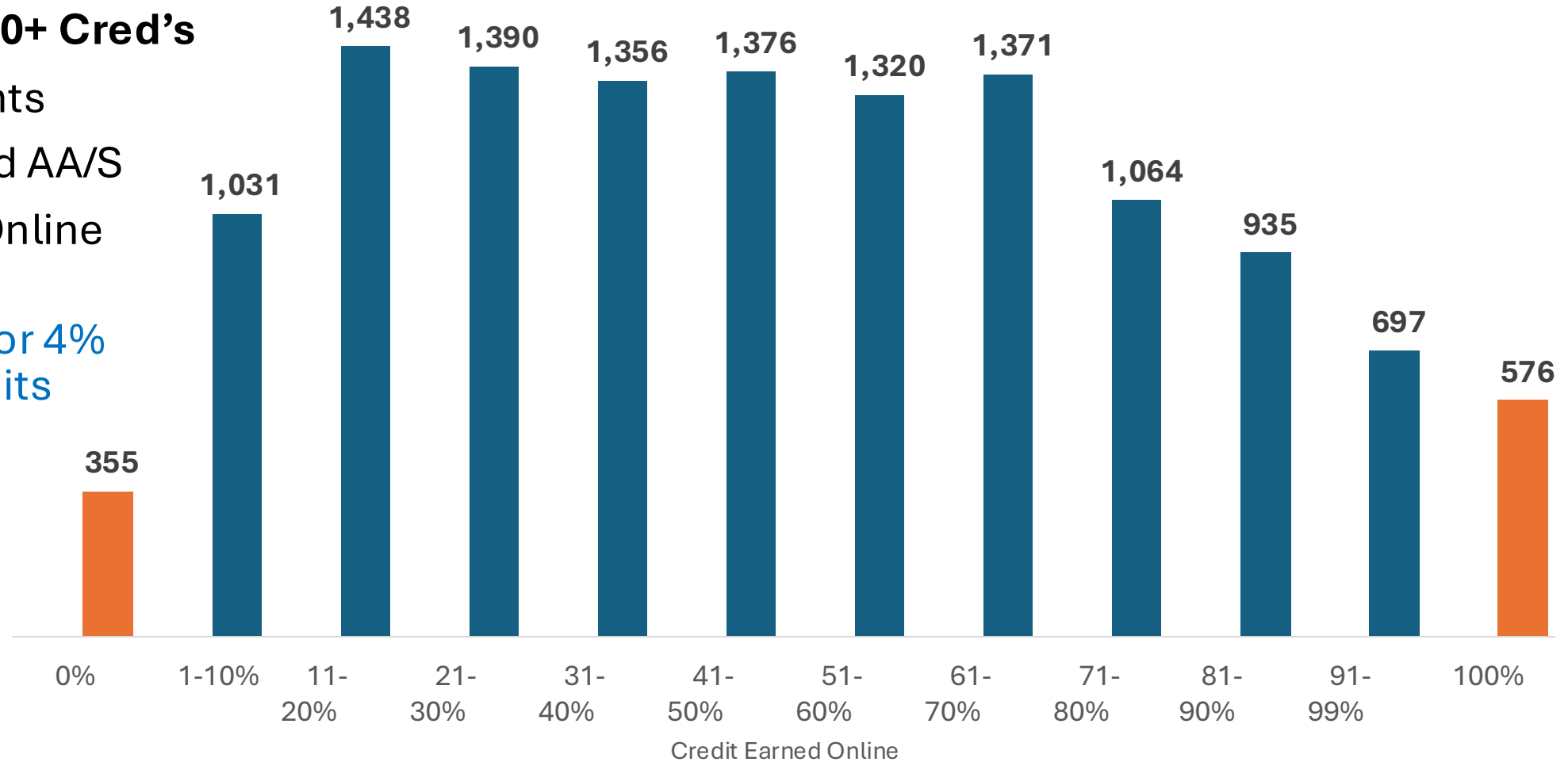
- 12,909 Students
- 46% Conferred AA/S
- **48% of Credits earned online (on average)**



Associate Degrees Earned and Percentage of Credits Completed Online

SAMPLE #1: 60+ Cred's

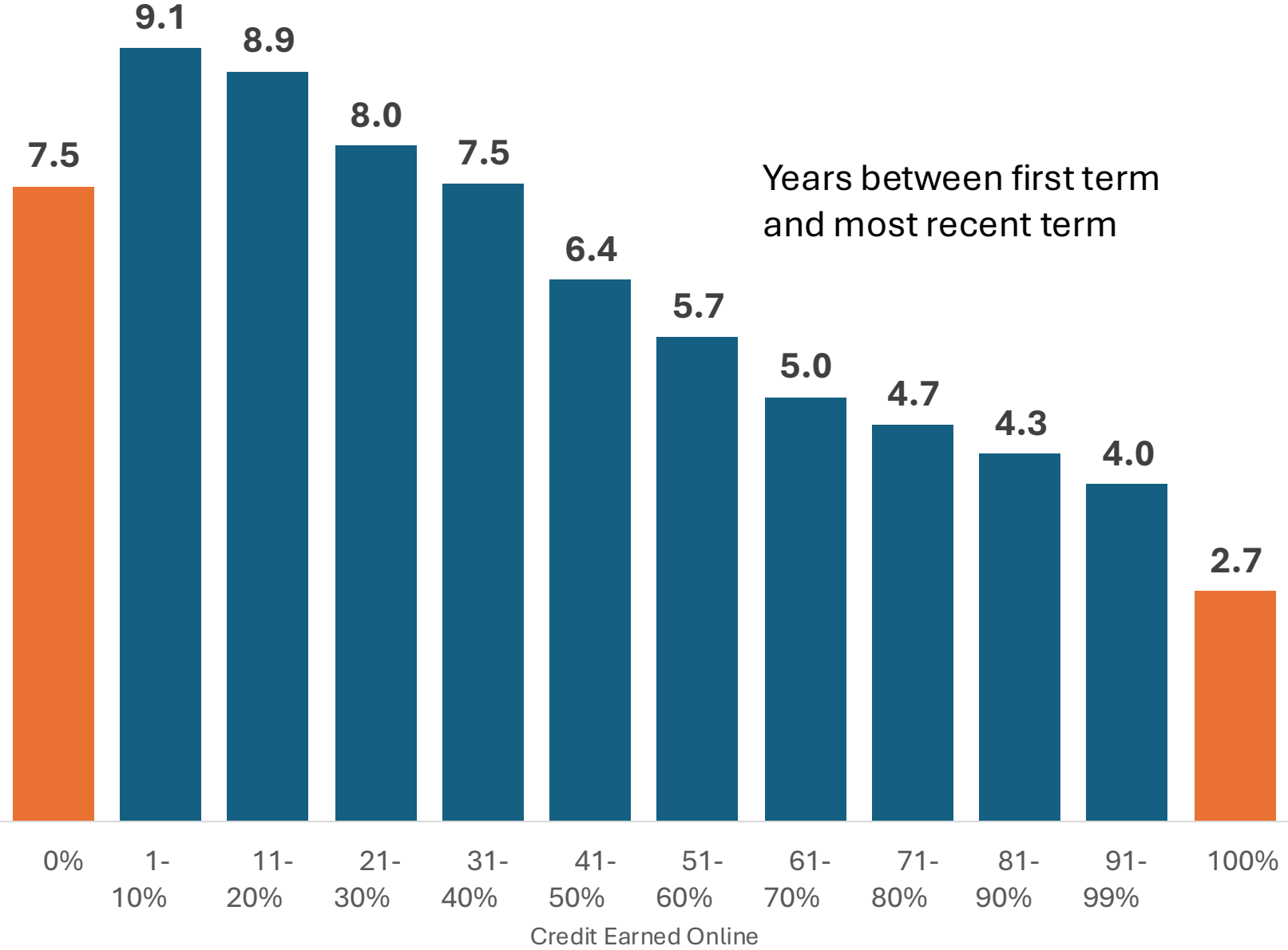
- 12,909 Students
- 46% Conferred AA/S
- 48% Credits Online (avg)
- 579 Students or 4% earned ALL units online



Relationship Between % of Credits Earned Online and Time Enrolled

SAMPLE #1: 60+ Cred's

- 12,909 Students
- 46% Conferred AA/S
- 48% Credits Online (avg)
- 4% of students completed all credits online
- **The proportion of credits taken online is inversely related to the time since starting in Peralta***

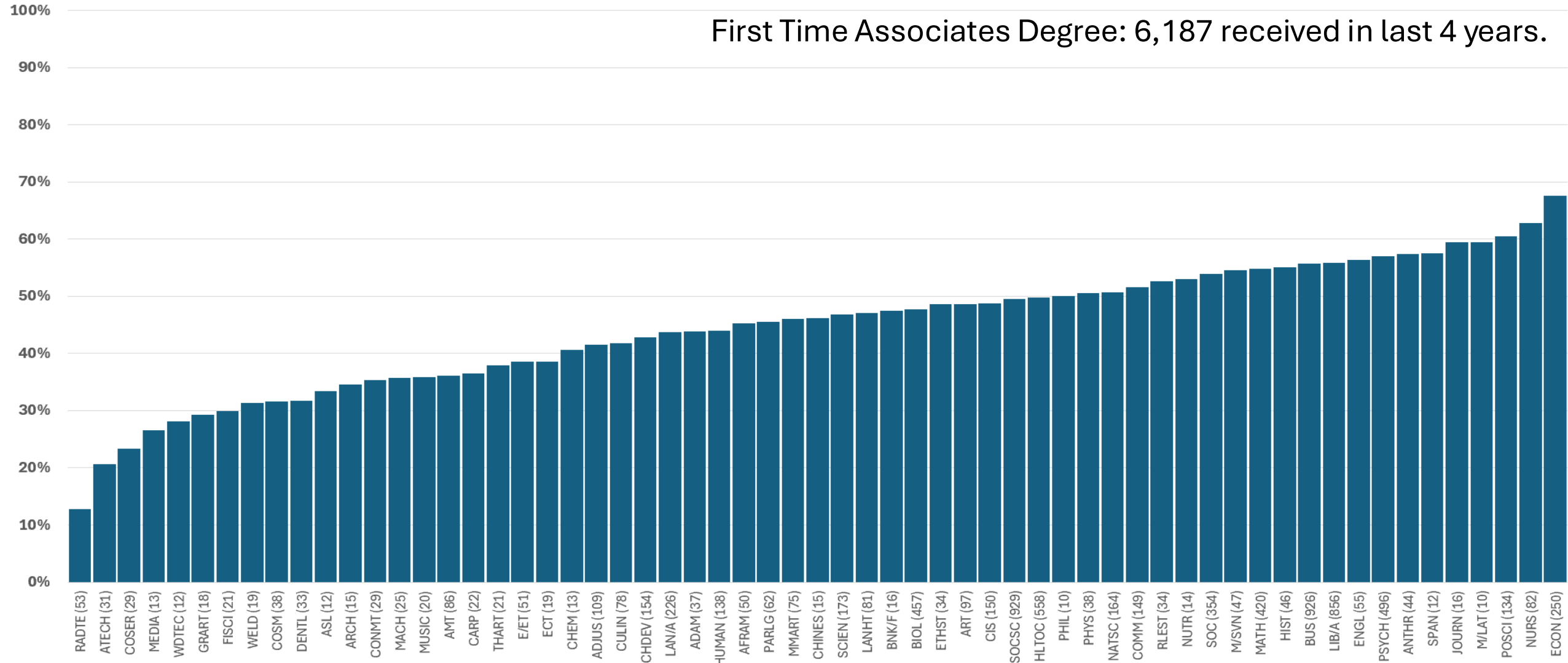


*acausal relationship

Students Completing First-Time Associates Degree

Percentage of All* Attempted Units Taken Online By Program

First Time Associates Degree: 6,187 received in last 4 years.

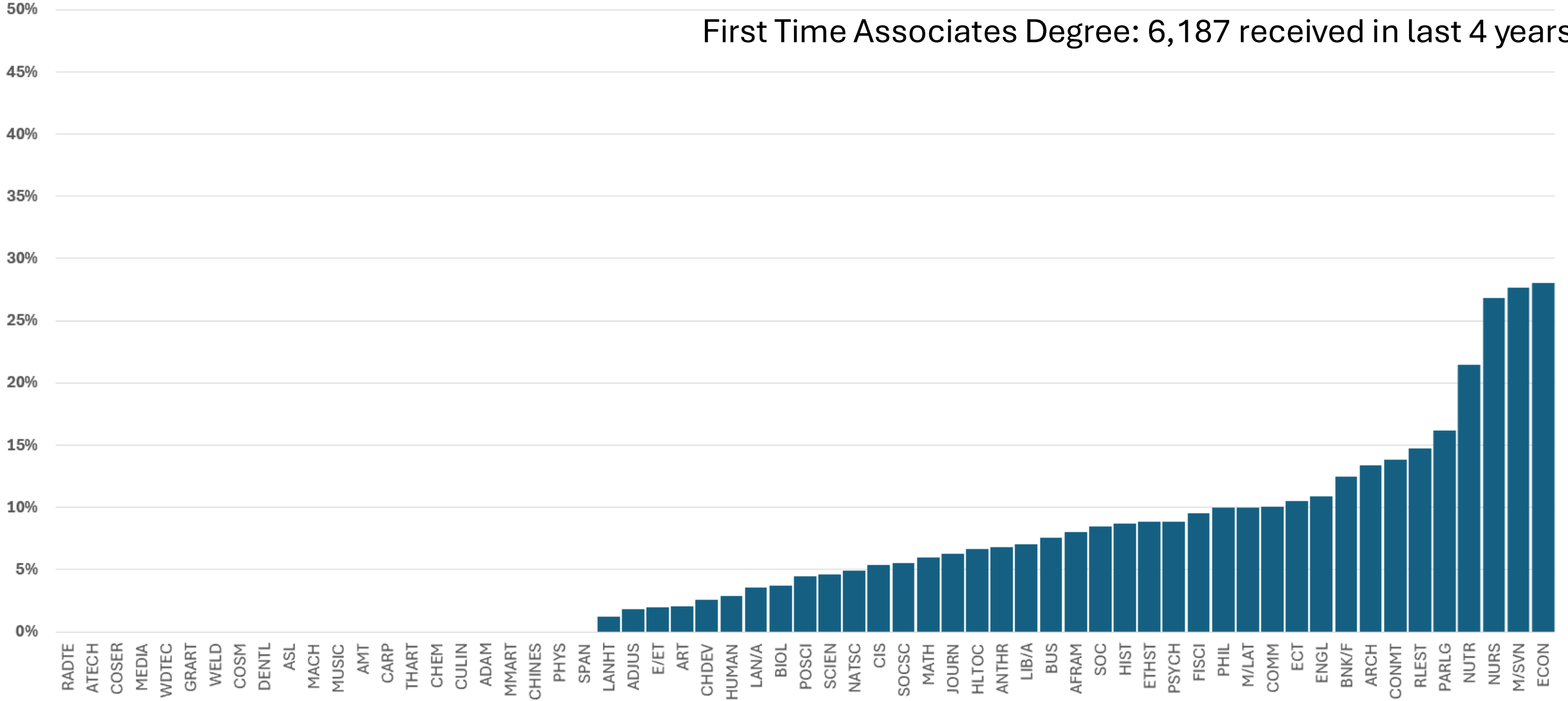


Data Source: PCCD Data Warehouse, Academic Years 2020-21 to 2024-25; * includes classes outside of degree req's.

Students Completing First-Time Associates Degree

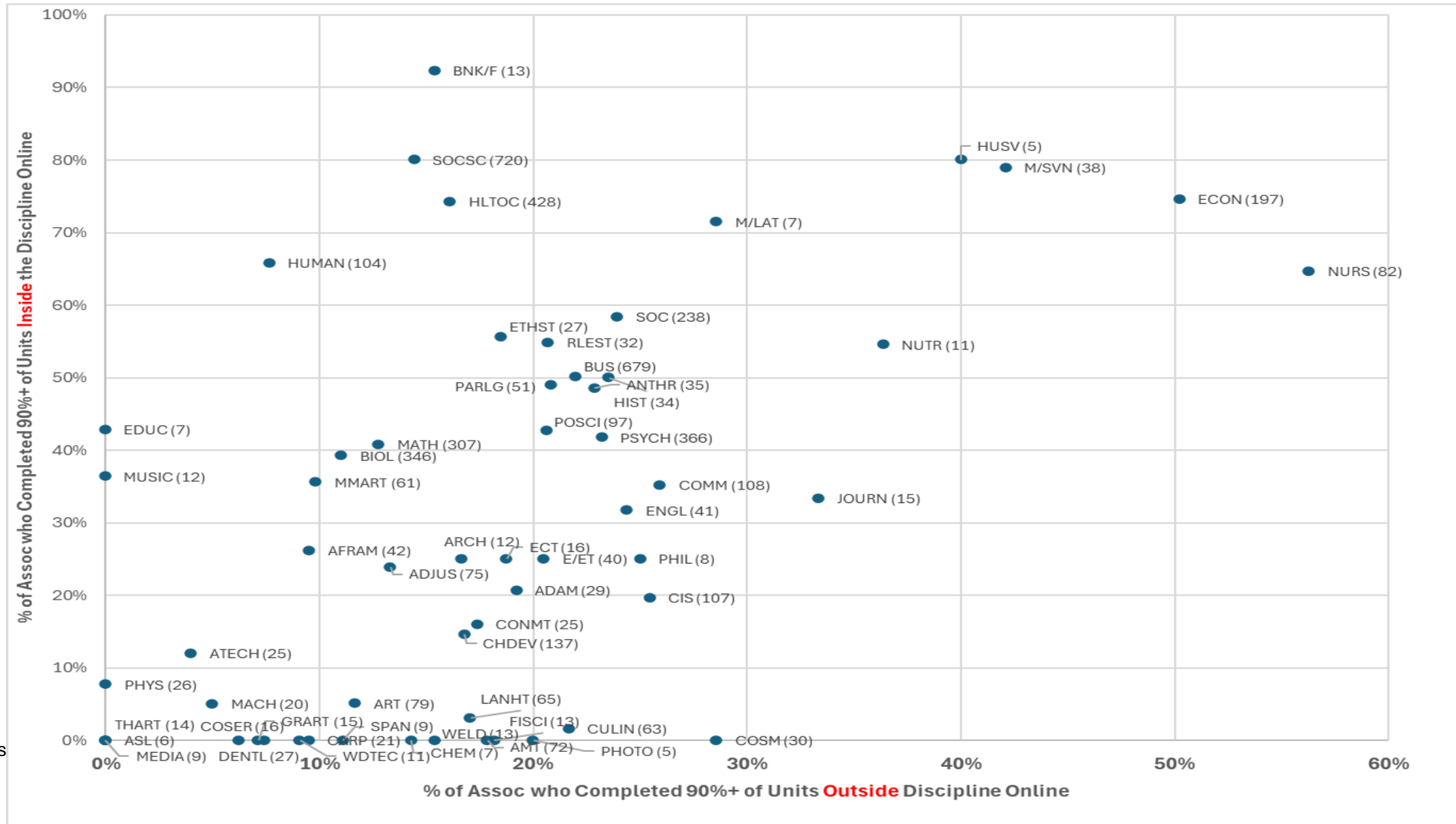
Percentage of Students whose Journey was 100% Online by Program

First Time Associates Degree: 6,187 received in last 4 years.



Students Completing First-Time Associates Degree

Percentage of Students Completing at least 90% of Credits Online (Inside vs. Outside of Program)



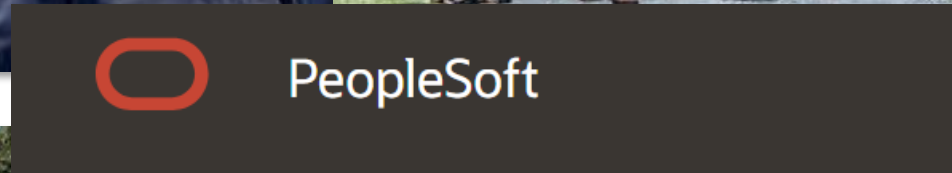
Data Source: PCCD Data Warehouse, Academic Years 2020-21 to 2024-25

The Student Journey



California
Community
Colleges

CCCApply



Campus Solutions



PCCD Academic Program Modality

Table Discussion Activity

1. Which programs appear most feasible for full online delivery, and which may face significant barriers (based on the data showing program size and the proportion of courses already offered online)
 - What considerations—such as lab components, fieldwork, or industry certifications—should guide whether a program can or should transition to being fully online?
2. The data suggest that completion rates vary by modality and that a subset of students complete their entire degree online.
 - What equity implications should we consider when expanding fully online programs?
 - For example, how might online pathways improve access for working adults or remote learners, and conversely, how might they create new barriers for students needing hands-on or community-based learning experiences?
3. What additional data would help us evaluate the student experience and success in online programs (e.g., disaggregated retention data, course pass rates by modality, student demographics)?
 - What kinds of instructional and student support systems (tutoring, counseling, technology access, orientation to online learning) are essential to ensure equitable completion in a fully online degree environment?



PCCD Dual and Concurrent Enrollment Analysis

Dr. Helen Ku
Dr. Yang Hu



Serving Middle and High School Students

Dual Enrollment and Concurrent Enrollment

- Early kick-start for college pathways and explore career trajectories
- Students earn high school and college units at the same time (weighted GPA)

Dual Enrollment: Taught at partnering high school campuses and/or online

Concurrent Enrollment: High school students from any high school can enroll in courses offered at any Peralta College on Peralta College campuses and/or online



Dual and Concurrent Enrollments Report AY 2023-2025

**Total Dual Enrollments and Concurrent Enrollments at PCCCD
Academic Year 2024-2025 **12,220****

+7% over the last three years

10% of overall PCCCD FTES

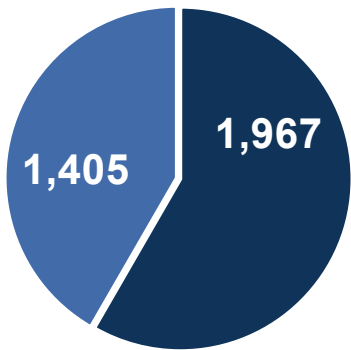


Dual Enrollments and Concurrent Enrollments across the Colleges

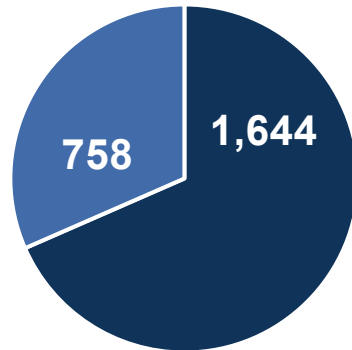
Overall, more Concurrent Enrollments than Dual Enrollments at PCCCD in AY 2025

■ Concurrent ■ Dual

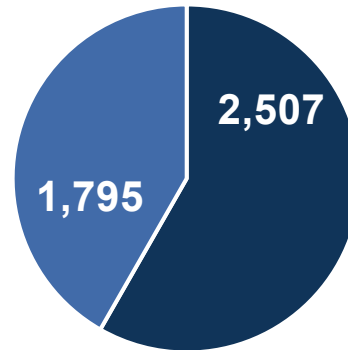
BCC



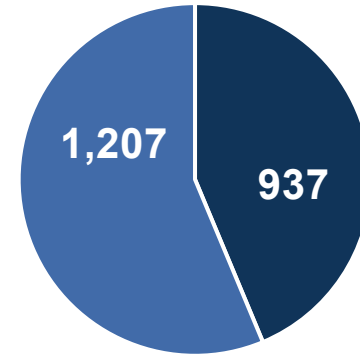
COA



LC



MC



Laney College: highest Dual Enrollments and Concurrent Enrollments



Top Five High Schools with the most Dual Enrollments for Laney College

1. **Coliseum College Prep (224)**
2. **Madison Park Academy (199)**
3. **Oakland Technical High School (169)**
4. **Young Adult Program (168)**
5. **Fremont High School (150)**

(____) = enrollments



Top Five Most Enrolled Dual Enrollment Classes at Peralta Colleges

1. Career and Life Planning (69)

Berkeley High School (BCC partner)

2. Math for Liberal Arts Students (49)

Oakland Intl High School (LC partner)

3. Orientation/College (42)

Arise High School (BCC partner)

4. Abnormal Psych (40)

Skyline High School (MC partner)

5. Intro Forensic Investigation (38)

Skyline High School (MC partner)

(___) = enrollments



Top 2 High Schools with the Most Concurrent Enrollments

BCC

1. Berkeley High School (324)
2. Alameda Science Tech Institute (115)

COA

1. Alameda Science Tech Institute (408)
2. Oakland High School (117)

LC

1. Oakland Technical High (229)
2. Coliseum College Prep (169)

MC

1. Alameda Science Tech Institute (163)
2. Oakland Technical High (98)

(____) = enrollments



Top Five Most Enrolled Concurrent Enrollment Classes

1. Work Experience (85)

Berkeley High School (BCC partner)

2. Intermediate Algebra Lab (30)

Encinal High School (LC partner)

3. Intermediate Algebra Lab (25)

Coliseum College Prep (LC partner)

4. Hip Hop Dance (23)

Richmond High School (LC partner)

5. Calculus 1 (22)

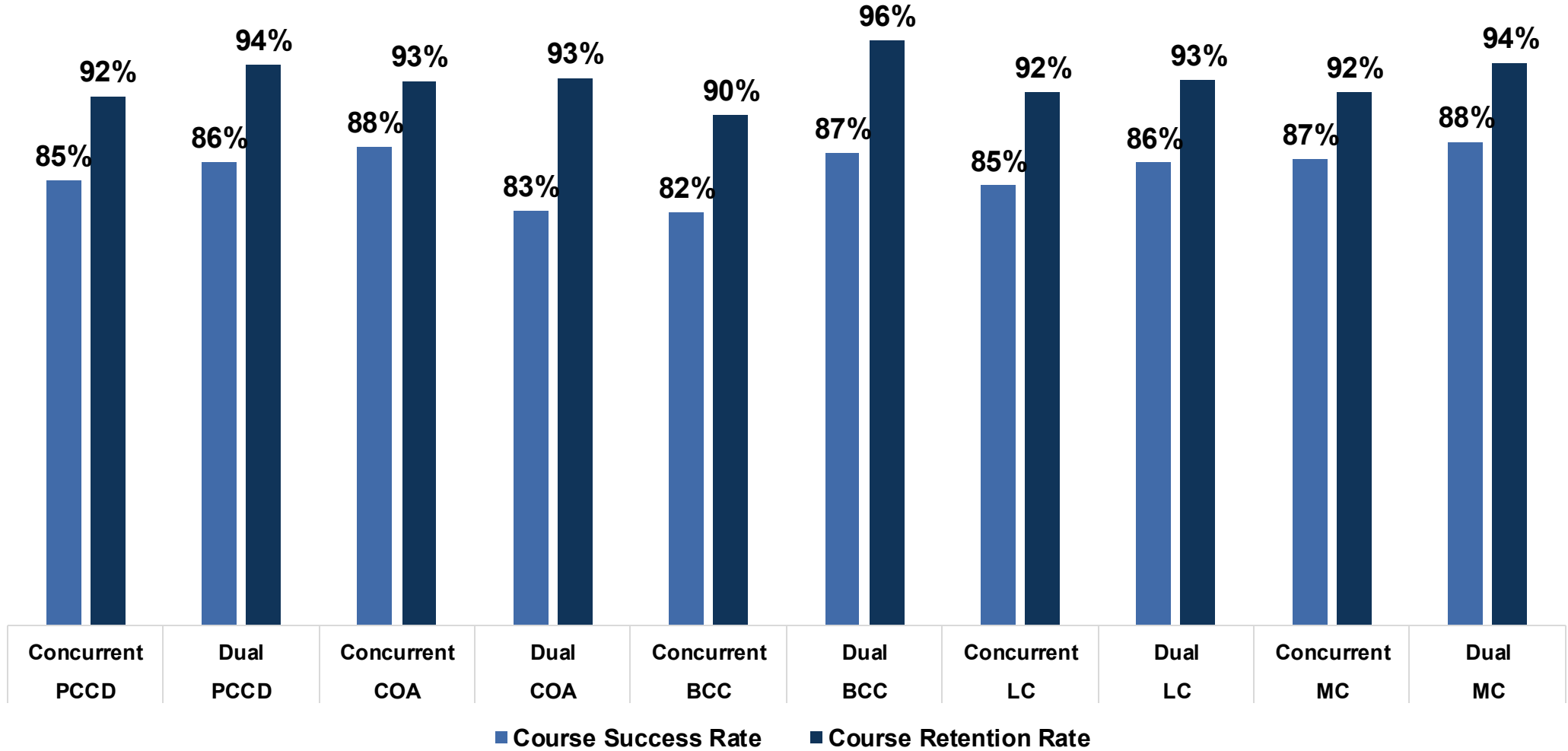
Latitude High School (LC partner)



Dual Enrollment and Concurrent Enrollment Course Success & Retention Rates

PCCD course success rate
73%

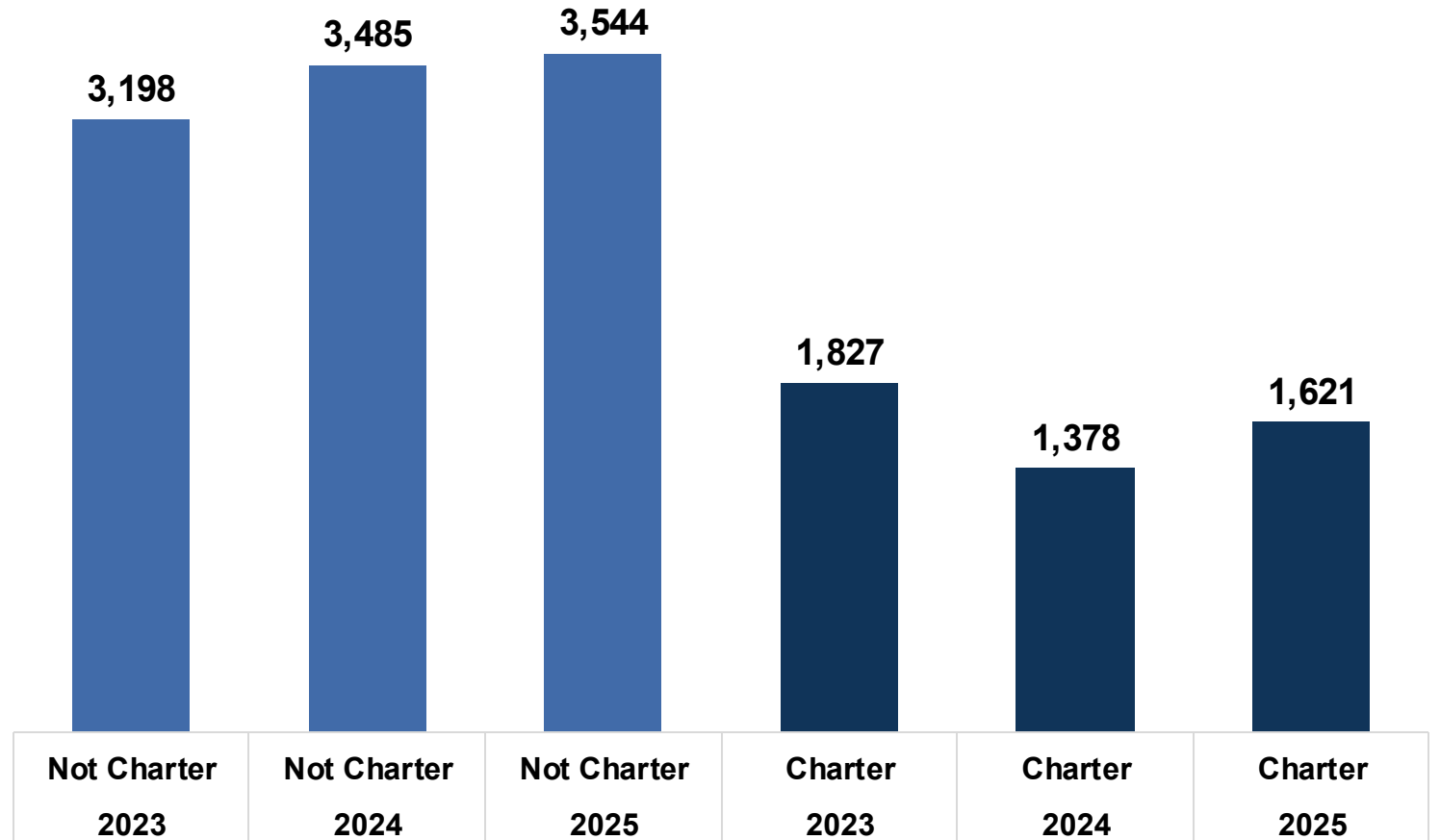
PCCD course retention rate
86%



Dual Enrollment Charter and Non-Charter School Partnerships

Number of Non-Charter
Schools
20

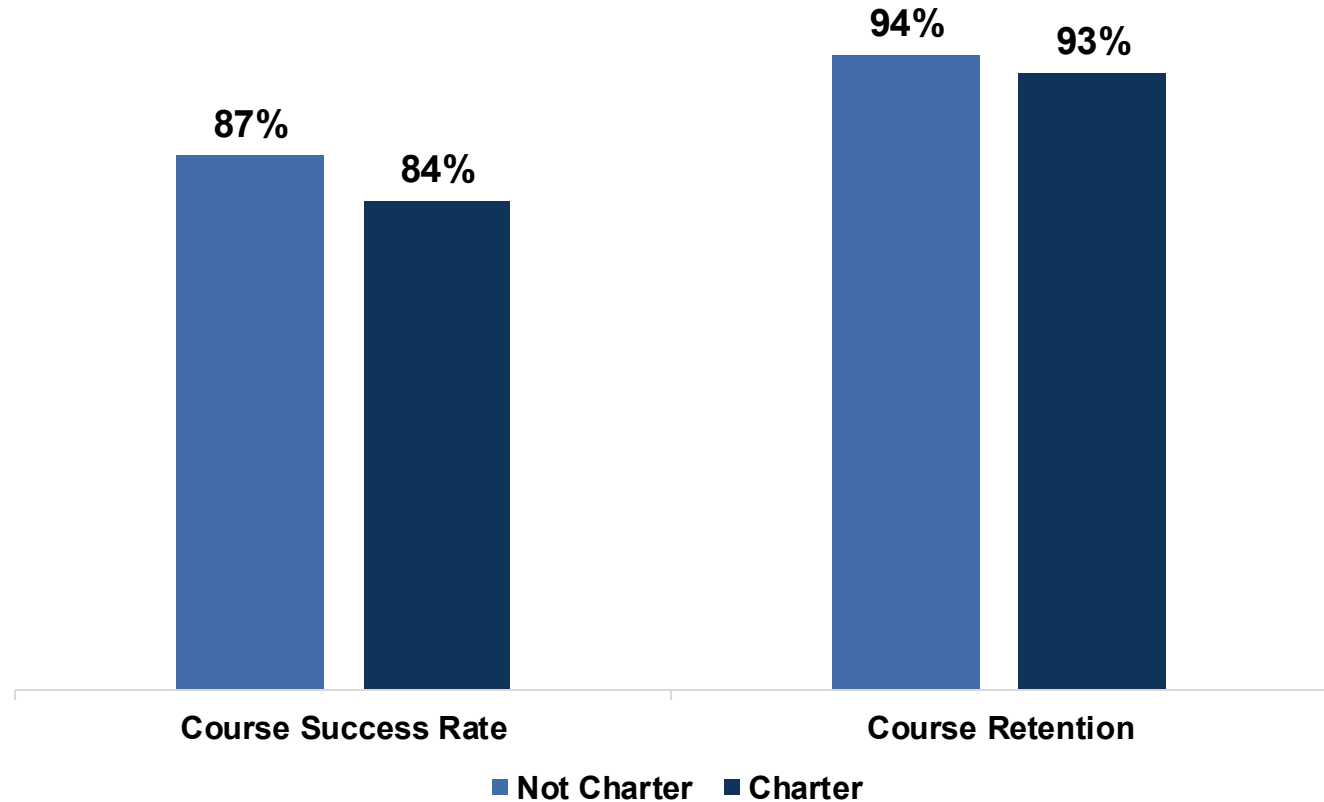
Number of Charter
Schools
14



AY 2025 Dual Enrollment Charter and Non-Charter Course Outcomes

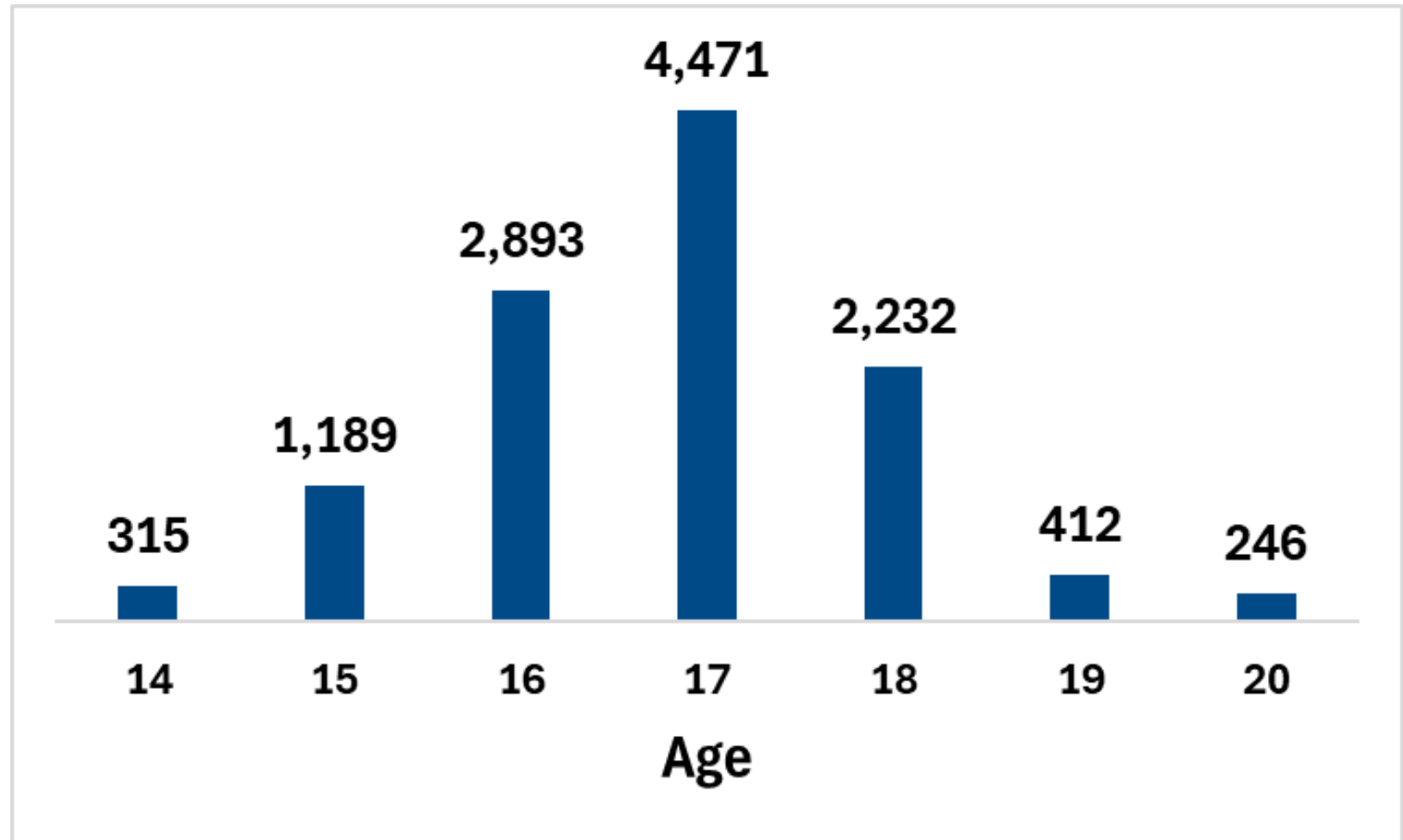
AY 2025 Dual Enrollment Non-Charter and Charter School Course Outcomes

Course success and retention rates were relatively the same across Dual enrollment courses offered at non-charter and charter schools

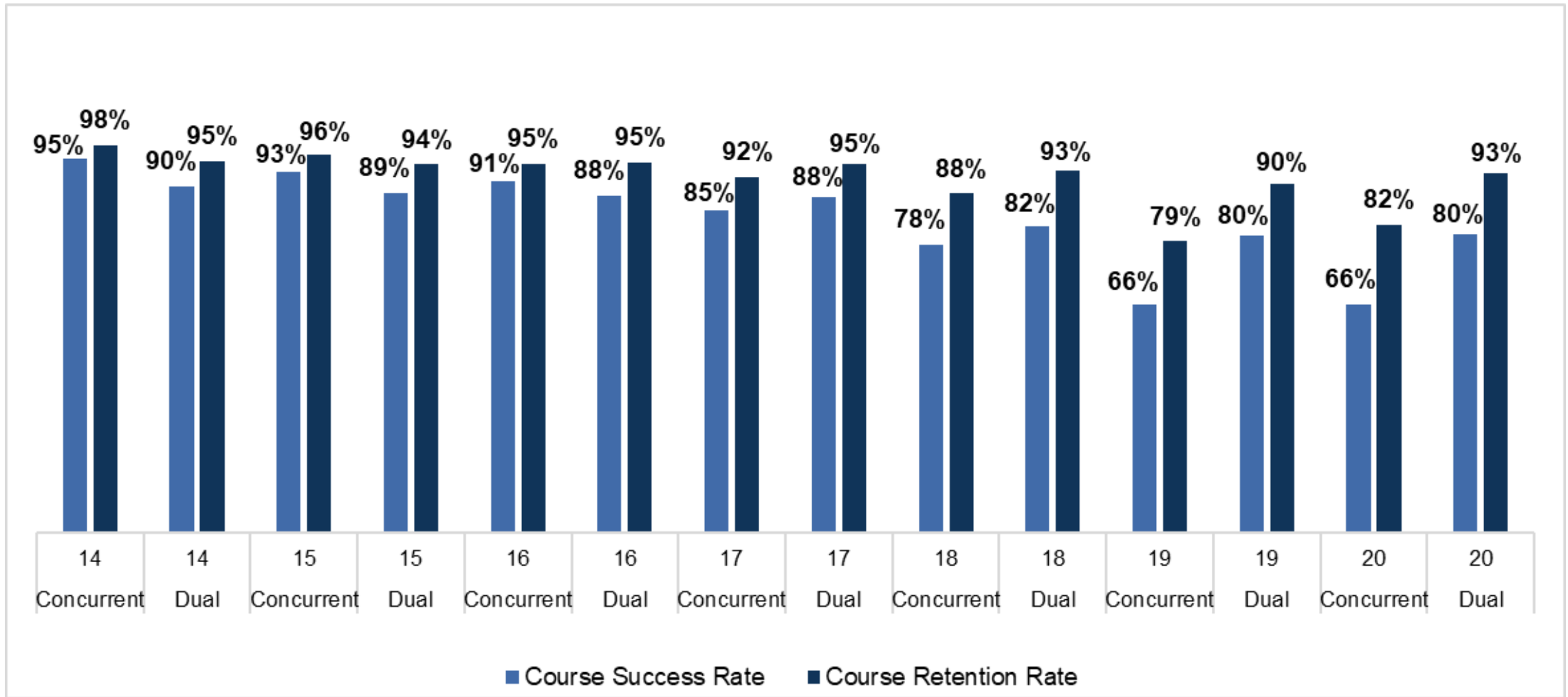


Dual and Concurrent Enrollments Student Age

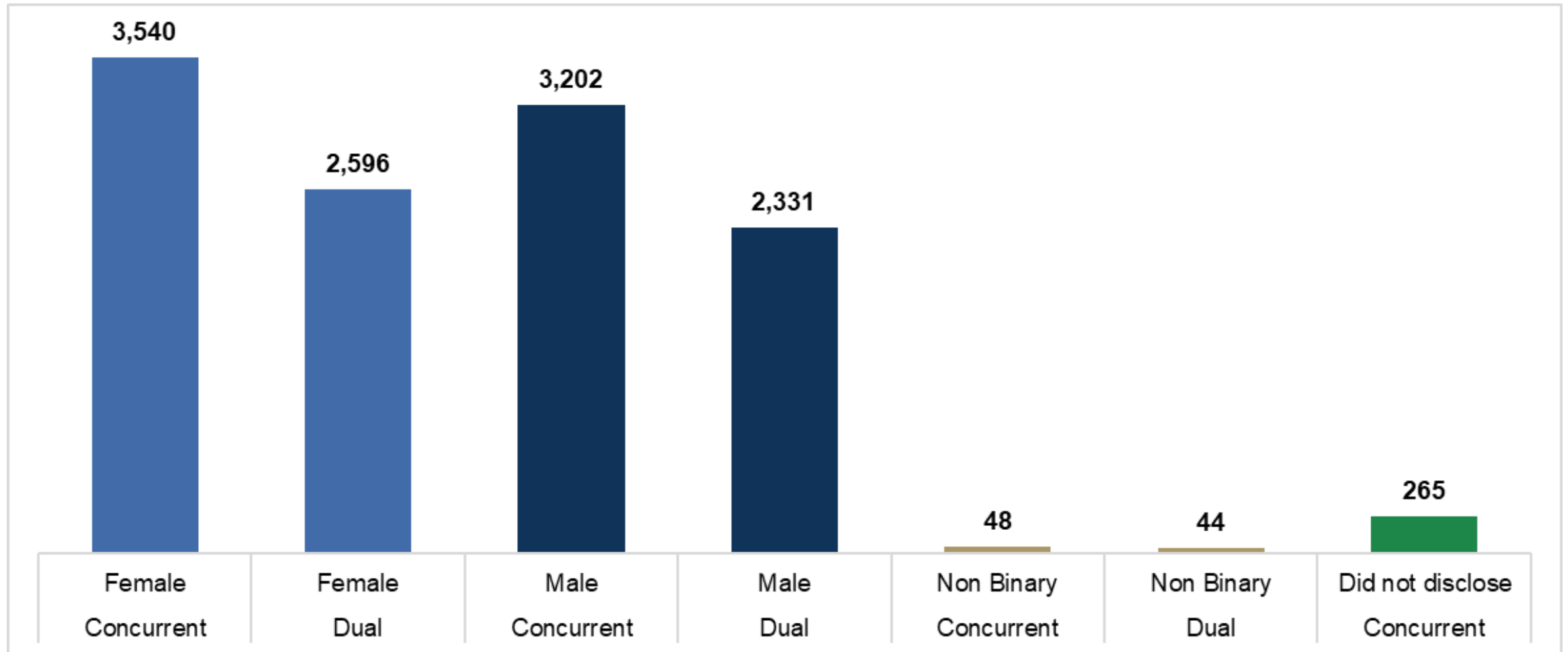
Ages 14-20
96% of
Dual and
Concurrent
Enrollments



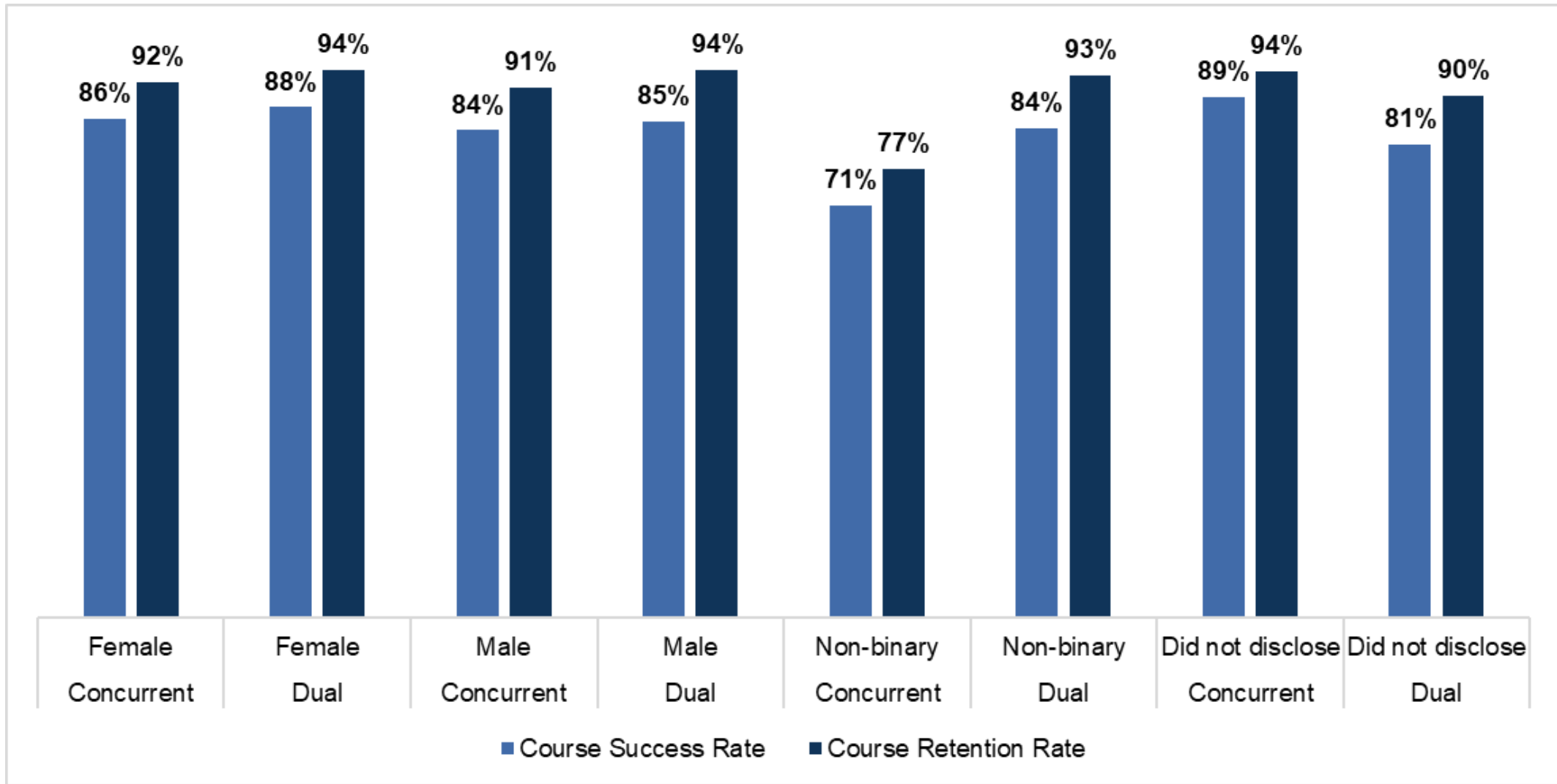
Dual and Concurrent Enrollment Course Success by Age



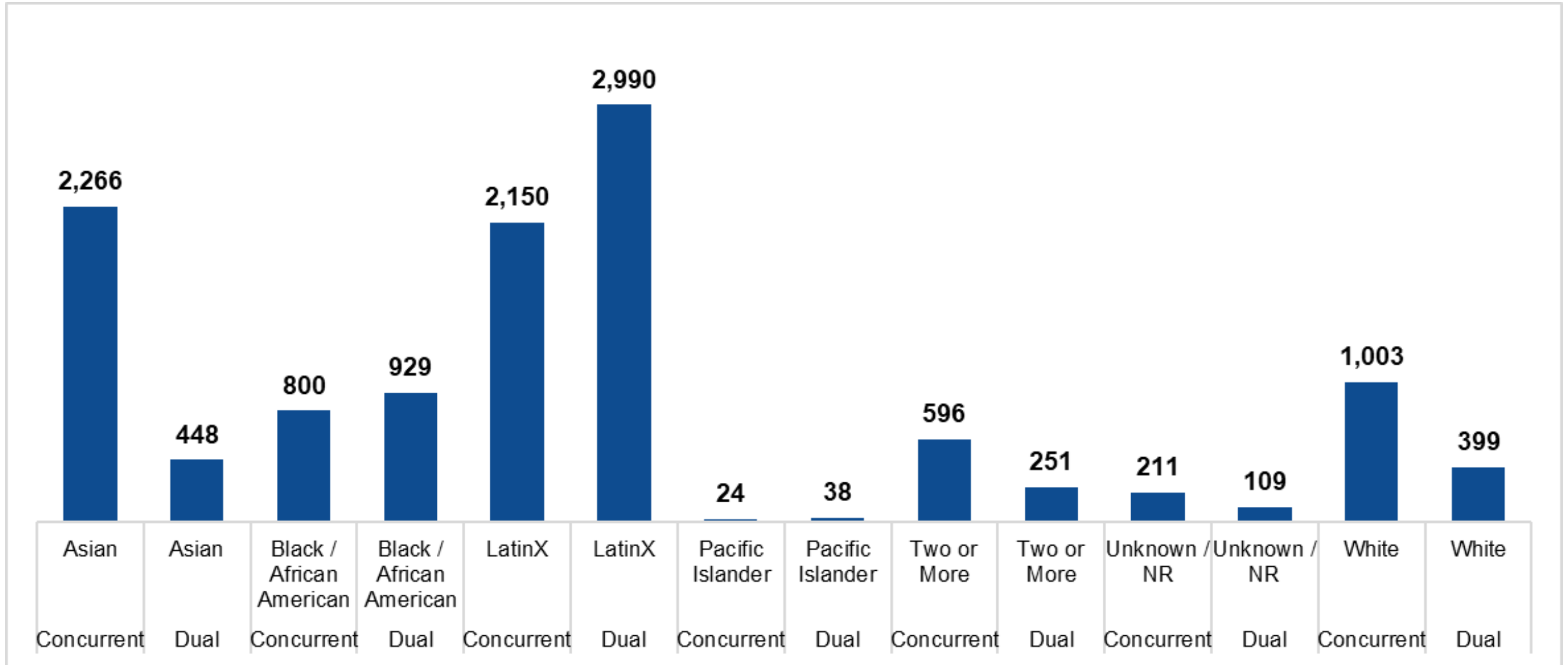
Dual and Concurrent Enrollments by Gender



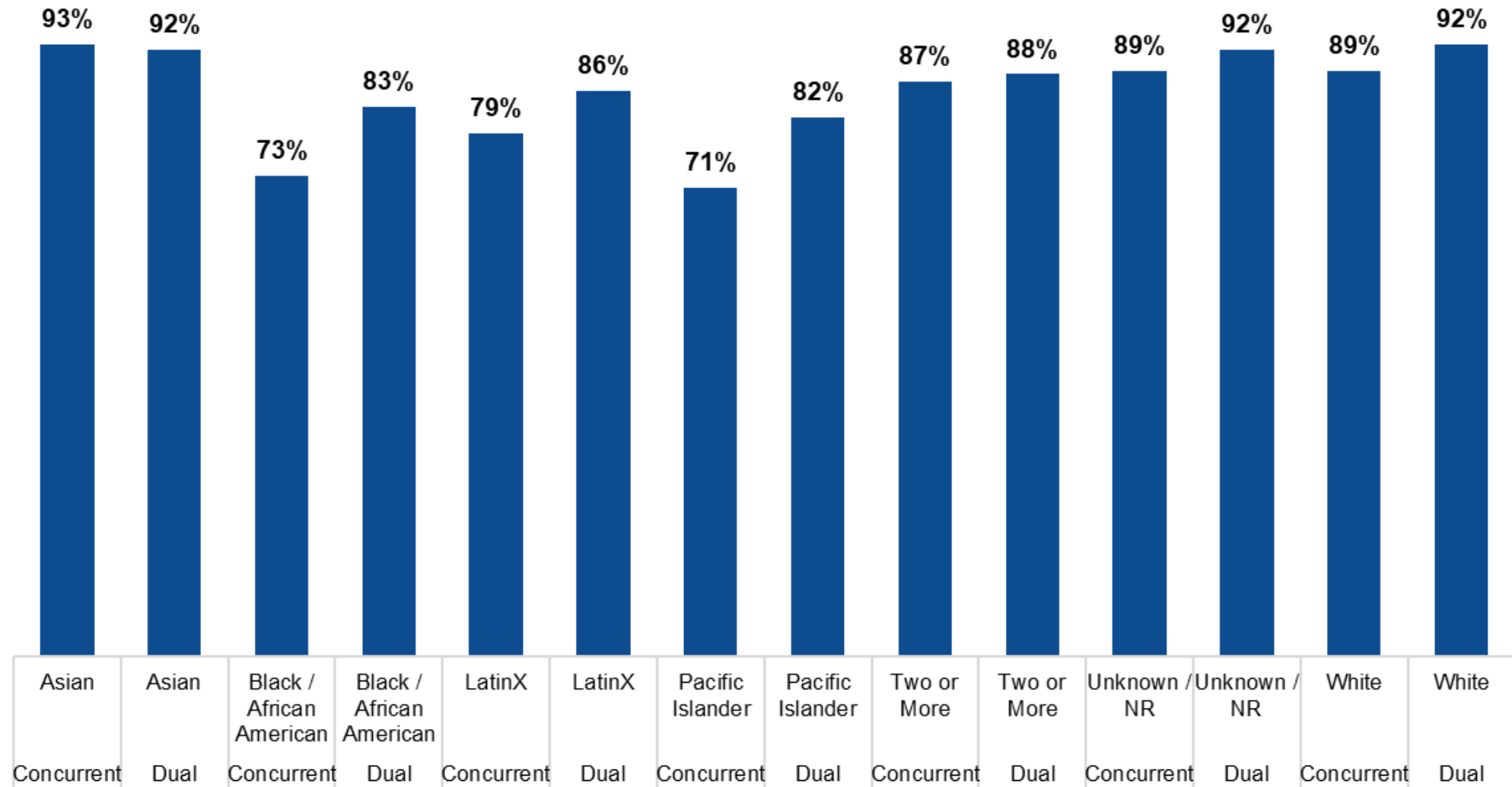
Dual and Concurrent Enrollment Course Success by Age



Dual and Concurrent Enrollment by Race/Ethnicity



Dual and Concurrent Enrollment Course Success by Race/Ethnicity



Student Groups and Course Outcomes

Course success rates are higher among younger students (14-16 yrs. old) than older students

Non-binary students in concurrent courses had the lowest rates of course success (71%) and course retention (77%)

**Black/African American
LatinX
Pacific Islander**

Lower rates of course success (both Concurrent and Dual enrollments) relative to other racial/ethnic groups



Guiding the Next Phase of PCCD Dual and Concurrent Enrollment

1. Partner with Middle Schools and Families to Expand Dual and Concurrent Enrollment Access

Begin partnering with middle schools that feed into high schools

- Offer family-facing education
- Host college readiness events at middle school campuses

2. Strengthen Supports for Non-Binary Students in Dual and Concurrent Enrollment

- Incorporate gender inclusivity into faculty training
- Foster a sense of belongingness for students Student Success Navigator training
- Partner with high school clubs for LGBTQAI+ and Wellness Staff

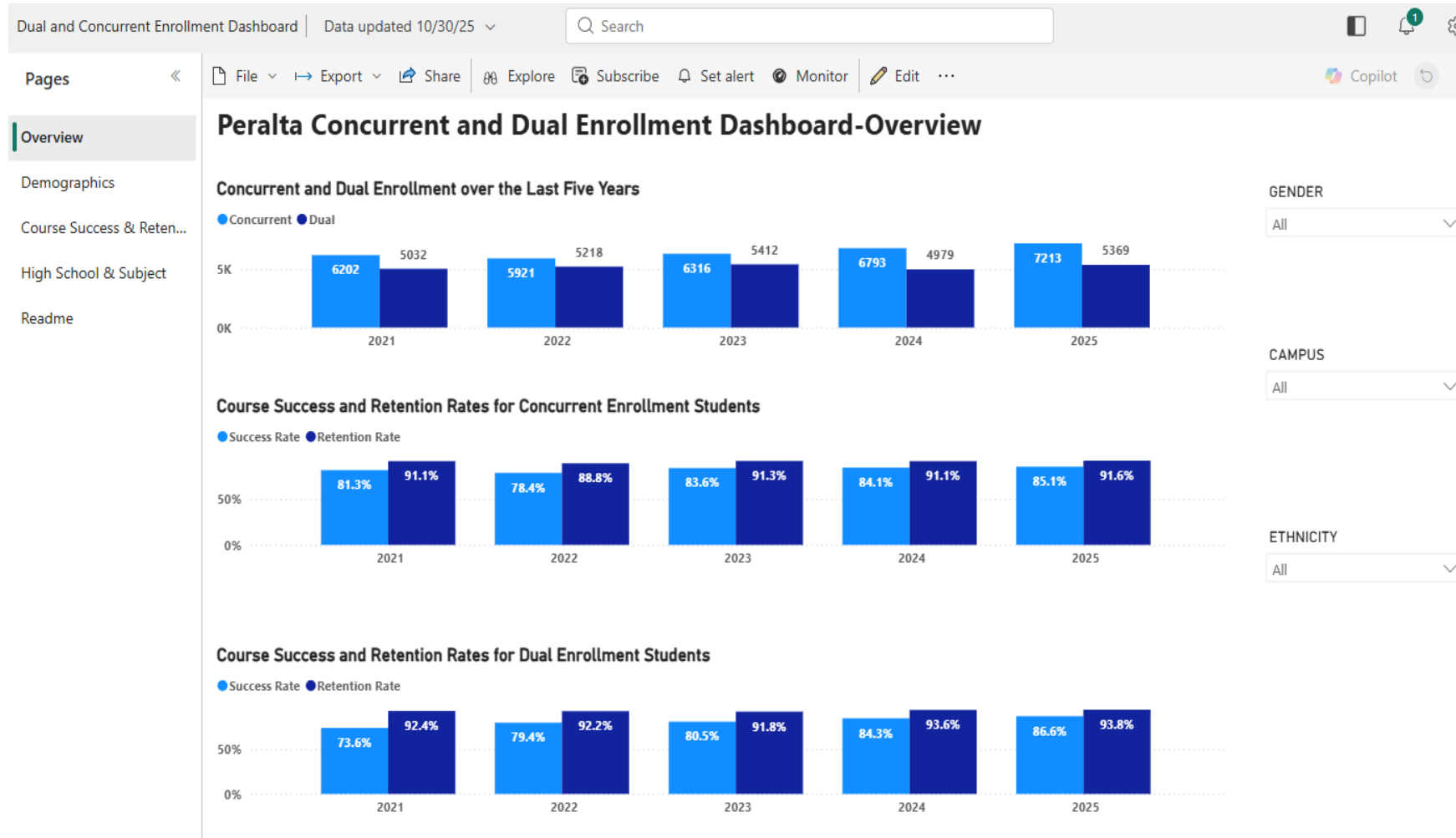
3. Increase Support for Black, Latinx, and Pacific Islander Students in Concurrent Enrollment

- Collaborate with existing equity-focused programs at Peralta Colleges: Umoja, Puente, APASS and co-design supports for concurrent enrollment for student onboarding, peer mentorship, and advising
- Foster a sense of belongingness
- Conduct focused research and listening sessions

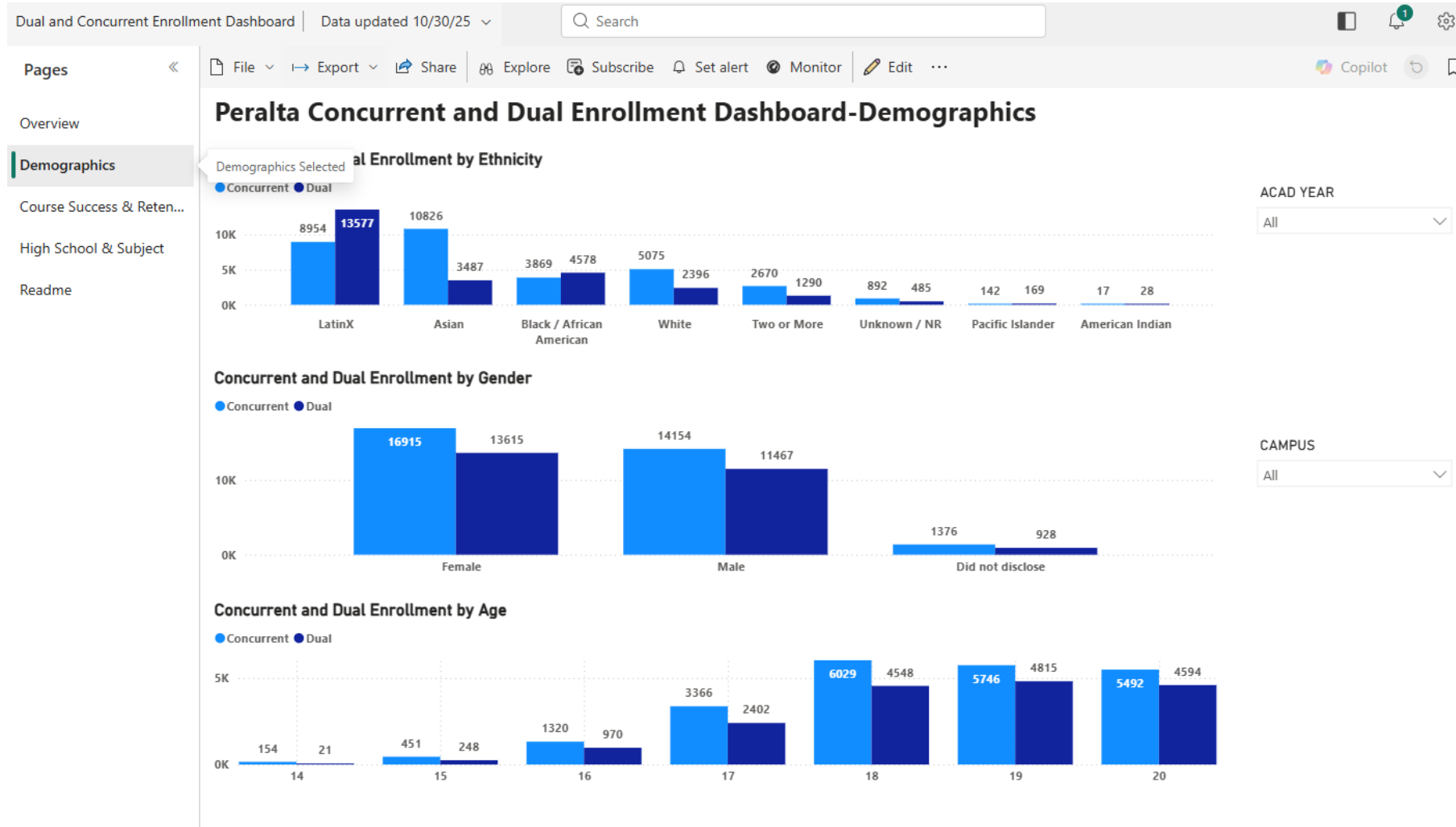


Dual and Concurrent Enrollment Dashboard

Dual and Concurrent Enrollment Dashboard



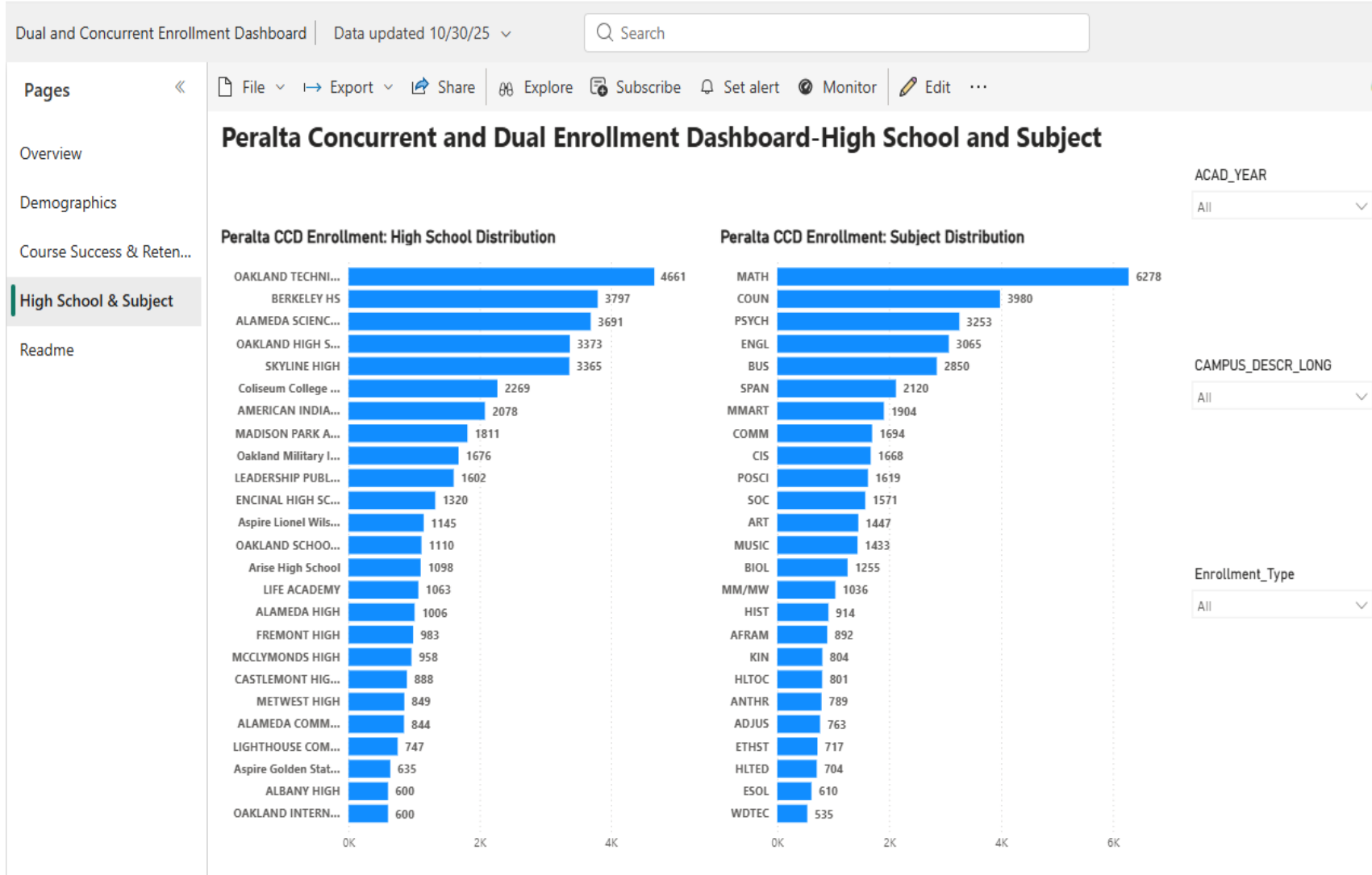
Dual and Concurrent Enrollment Dashboard



Dual and Concurrent Enrollment Dashboard



Dual and Concurrent Enrollment Dashboard



Dual and Concurrent Enrollment Dashboard

- [Overview - Dual and Concurrent Enrollment Dashboard - Power BI](#)



Final Reflections & Next Steps of Data Summit

- What is one thing you learned or noticed in the data that was unexpected or new?
- **Next Steps-** Further Data Analysis and Dialogue over next 5 months
 - SSEMC Meets November 14, 2025
 - Taskforce Meetings TBD: <https://www.peralta.edu/transformation>

