

Last year, our forecast was to return to pre-pandemic enrollment and success levels within three years, with the first-year projection to be flat at best. That optimistic forecast was before the appearance of the Delta and Omicron variants, which led to further loss for the 2021-2022 academic year.

PC implemented strategies to support students and increase their persistence and retention. These efforts translated into our ability to award degrees at a rate consistent with pre-pandemic numbers, despite the loss of enrollment. This success is mainly due to faculty engagement with students via innovative pedagogies and teaching modalities that support the quality education PC delivers. Our classified professionals also contributed to this success by being an integral part of the student onboarding process. The participation of Student Success Teams in the Guided Pathways work added positively to each student's experience.

Our last report also included specific, long and short-term strategies to assess local and national movements in academia, workforce development, and potential student behavioral and mindset patterns. These strategies, aimed at reversing enrollment trends and returning PC to pre-pandemic numbers and success levels, bore some fruit starting in the Summer of '22.

For the 2022-23 academic year, we are adding intentional strategies and tactics focused on increasing growth and revenue in the Base and Supplemental portion of the SCFF. We are optimistic that the losses we experienced in the last two years have leveled and that enrollment will show modest recovery starting in the Fall semester. We will achieve this growth by expanding Dual-Enrollment, offering our first-ever Inmate Education courses, and by increasing engagement with adult populations and English learners through Non-Credit. Financial Aid and Student Services will expand their reach to qualifying AB540 and Pell Grant recipients.

Despite the enrollment recovery, we expect to see a decline in the SCFF/Student Success section over the next couple of years. This is the delayed manifestation of a two-year loss in freshman enrollment. Therefore, student awards will recover with a two-year lag as enrollment recovers.

PC looks forward to the upcoming years with optimism. By implementing strategies that will allow us to achieve more significant educational equitable outcomes, strengthening Intersegmental partnerships, and fostering industry collaborations, we will enhance opportunities and preparedness for our students to join the workforce.

### FTE TARGETS & TACTICS

| FTE                           | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22         | 2022-23         | 2023-24         |
|-------------------------------|---------|---------|---------|---------|-----------------|-----------------|-----------------|
| <b>Regular</b>                | 2,902   | 2,819   | 3,024   | 2,362   | <b>2,063.38</b> | 2,373<br>(+15%) | 2,800<br>(+18%) |
| <b>Special Admit</b>          | 119     | 146     | 195     | 305     | 323.45          | 362<br>(+12%)   | 380<br>(+5%)    |
| <b>Incarcerated Inmate Ed</b> |         |         |         |         | N/A             | N/A             | N/A             |
| <b>CDCP</b>                   | -       | 37      | 38      | 20      | <b>16.87</b>    | 19<br>(+15%)    | 22<br>(+15%)    |
| <b>Non-Credit</b>             | -       | -       | -       | 0       | 0               | 5               | 8<br>(+60%)     |

## Enrollment Expansion:

- **Special Admit: Expansion of Dual Enrollment & Early College**

Our engagement and collaborative efforts with K/12 partners in the last two years are substantially expanding with the offering of dual courses starting in 9th grade. We are adding sections in multiple disciplines based on student needs, interests, and college and career aspirations. Utilizing an equity lens, we determine which students do not currently have access but would benefit from dual enrollment. Concurrently, we have developed a support infrastructure in partnership with the high schools to ensure student success.

- **Inmate Education: New Partnerships**

A new partnership with Bakersfield College will open opportunities to join efforts to serve the inmate population. A multi-year development will allow PC to grow from offering courses to supporting full programs that could complement BC's offerings.

In addition, PC will pursue opportunities to support our local youth and vulnerable populations such as the justice-involved or previously incarcerated, through educational and "Clean-Slate" Programs.

- **CDCP/Non-Credit: Adult Learners engagement:**

Educational attainment in Tulare County as it relates to Highest levels of education for those 25 years and older, reflects that 21.3% have a Post-secondary Degree, and 31.8% have no High School diploma. There is a population of non-traditional learners to serve and tangible opportunities to engage adult learners in college education and workforce preparation.

We are developing a college-wide strategy of enhancing and/or developing innovative programs to serve the non-traditional student market. Opportunities exist to work closely with industry, business, and community partners, such as ZeroNox Inc, Walmart and the CA Farmworkers Foundation, to create and invest in programs in CTE that meet the needs of the regional economy. Focus areas include Hospitality Management, Culinary Arts, Agriculture Production, and Industrial Maintenance.

This expansion would require infrastructure, appropriate instructional labs, equipment, and faculty. This investment will also support the implementation of Credit for Prior Learning and Competency-Based Education.

## SUPPLEMENTAL TARGETS & TACTICS

| Supplemental   | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23         | 2023-24        |
|----------------|---------|---------|---------|---------|---------|-----------------|----------------|
| AB540          | 213     | 219     | 210     | 163     | 131     | 151<br>(+15%)   | 169<br>(+12%)  |
| Pell Recipient | 2,240   | 2,380   | 2,371   | 1,723   | N/A     | 2,102*<br>(22%) | 2,375<br>(13%) |
| CCPG Recipient | 3,745   | 4,013   | 3,937   | 3,339   | 3,193   | 3,353<br>(5%)   | 3,520<br>(5%)  |

\* Forecast based on 2020-21

## Expansion of aid to qualifying students

The Financial Aid office will double efforts to ensure all eligible students apply and receive financial services. We will implement strategies to effectively reach AB540/Dreamer populations who may also benefit from free legal services. Intentional support to address students' basic needs and mental wellness to help them stay enrolled.

## Supporting the needs of our student Demographics

We are a designated HIS institution serving 80% LatinX students, with 68% qualifying for some form of financial aid. Support Services and academic offerings are designed to close the achieving gaps affecting our First-Generation students. As our enrollment grows, we will continue our efforts to support every student.

- Financial Literacy for HS Freshman
- Bilingual Community Workshops
- First-Gen Engagement Campaign
- HS students and their families Workshops
- Expansion of Pell recipients and AB540 students

## STUDENT SUCCESS TARGETS & TACTICS

| Student Success All Students                | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23       | 2023-24      |
|---------------------------------------------|---------|---------|---------|---------|---------|---------------|--------------|
| Associates Degree for Transfer              | 112     | 176     | 251     | 241     | 244     | 244<br>(+0%)  | 249<br>(+2%) |
| Associates Degree                           | 264     | 337     | 330     | 257     | 283     | 283<br>(+0%)  | 289<br>(+2%) |
| Bachelor's Degree                           |         |         |         |         | N/A     | N/A           | N/A          |
| Credit Certificate                          | 68      | 86      | 47      | 45      | 74      | 75<br>(+2%)   | 77<br>(+2%)  |
| Completion of Transfer Level Math & English | 122     | 185     | 220     | 128     | 148     | 151<br>(+2%)  | 154<br>(+2%) |
| Successful Transfer to 4-year school        | 163     | 156     | 236     | 282     | N/A     | 288*<br>(+2%) | 293<br>(+2%) |
| 9+ CTE Units Completed                      | 581     | 635     | 616     | 457     | 439     | 448<br>(+2%)  | 457<br>(+2%) |
| Attainment of Regional Living Wage          | 540     | 600     | 696     | 812     | N/A     | 828*<br>(+4%) | 844<br>(+4%) |

\* Forecast based on 2020-21

## Supporting the Student Journey to successful completion

- **Increase the number of degree completion and transfers in proportion with enrollment growth:**
  - Focus on increasing the percentage of high school students earning more college units and degrees through dual enrollment.
  - Guided Pathways implementation will provide a more structured, relevant program to each student. We expect to see increased year-to-year retention and graduation rates and reduced graduations with excess credits.
  - Completion rate increases will be supported by Comprehensive Student Educational Plans, Intrusive Counseling and “15-to finish” campaigns, implemented to support students through their academic journey.
  - Progress reports and academic supports will be utilized as an intervention to keep students on-track to complete their English and Math requirements.
  - Investment in technology to support degree-awarding automation will ensure we capture all certificates and degrees.
- **Intersegmental Partnerships that establish pathways to programs that address workforce needs:**
  - Partnership with CSUs, such as “the University Transfer Scholars Program” at Fresno State and with CSU Bakersfield’s “Finish in 4 Pathways” will increase transfer admissions rates
  - Training of counselors and advisors on UC and CSU admissions policies, financial aid, and student support programs.

