Laney College

Data Portfolio for the Educational Master Plan

Draft March 24, 2016

Contents

External Environmental Scan

Overview

The External Scan is an analysis of the population of the college's service area. The data examines many metrics in an attempt to better understand who lives in the service area of the college. The college service area has been defined as a circular geographic area with a 4-mile radius, with the college at its epicenter. For comparison purposes, data is also provided for the Peralta Community College District, the County of Alameda and the State of California.

Students in California will attend a college for a variety of reasons. They do not always select the college that is closest to where they live. For the purposes of this plan, the region demarcated by the 4-mile ring is used to answer the questions, "who lives in the area around the college?" and, "In which ways is that population changing?"

Following is a map showing the College's effective service area.
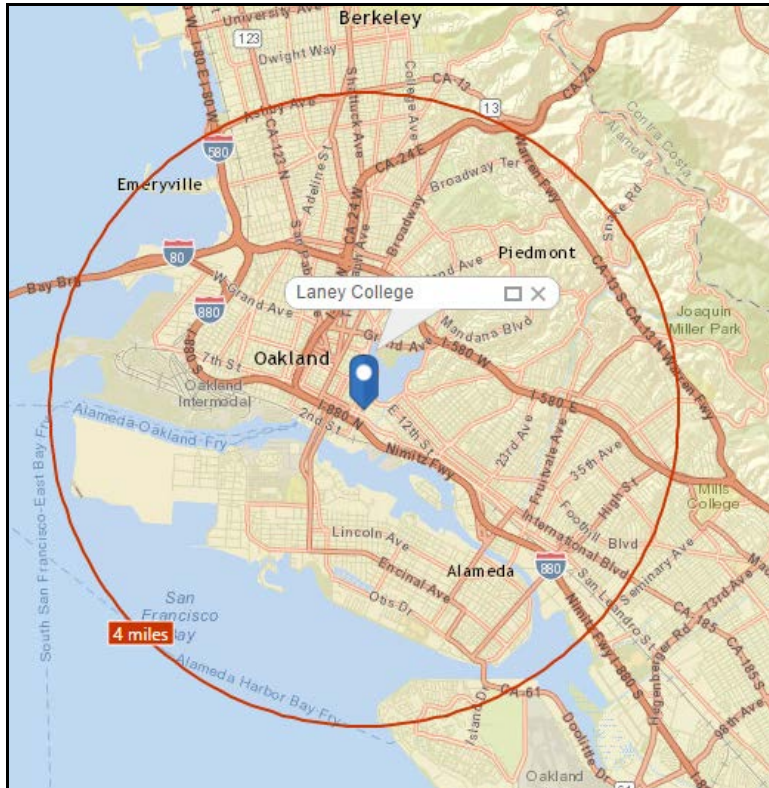
The following map shows the boundaries of the Peralta Community College District.
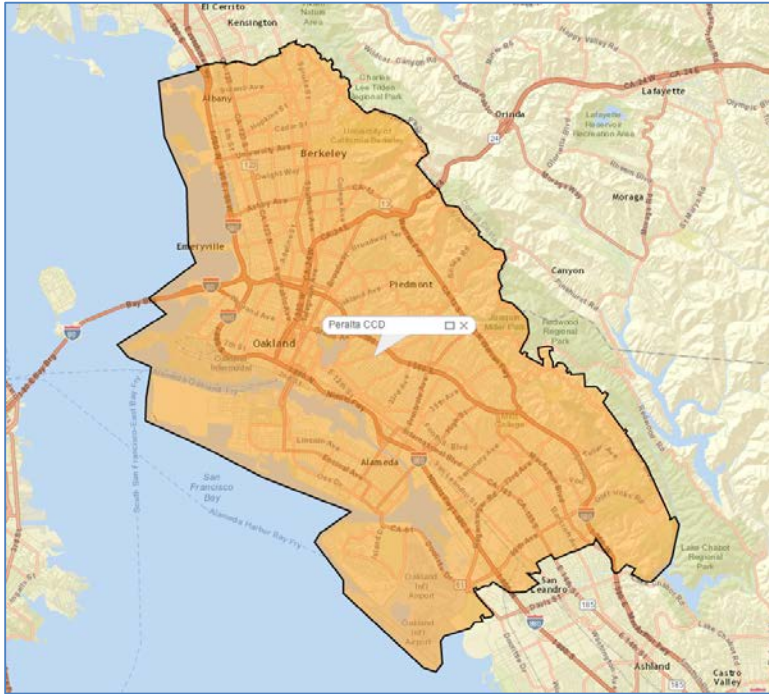
The following map shows Alameda County.
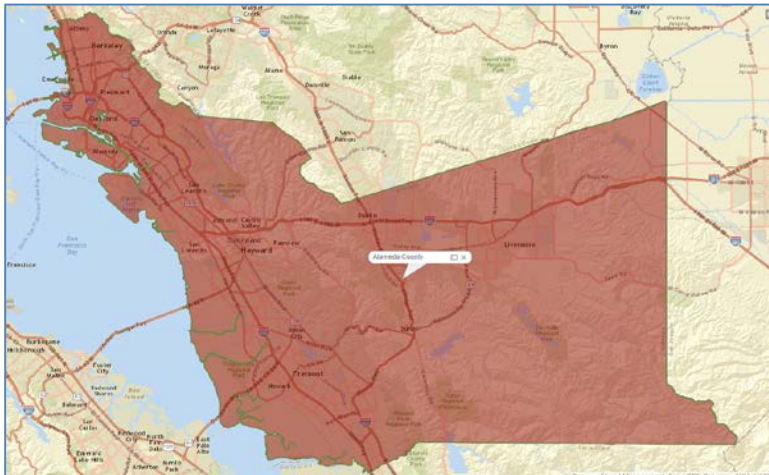
Demographic Trends of the population

This section of the plan examines the demographic trends of the college service area population. Whenever helpful, the service area data includes comparison data for the population living in the entire District, the County and in the State.

Population Growth

The rates of growth in the population and the number of households in the College service area is 1.0% and 1.1% per year respectively. These rates are approximately the same as those for the District and County populations and considerably more robust than those for the State of California.

Laney College Service Area Population and Household Growth Rates

	Laney College Service Area	Peralta CCD	Alameda County	California
Population Growth Rate	1.0%	1.1%	1.1%	0.7%
Household Growth Rate	1.1%	1.1%	1.2%	0.7%
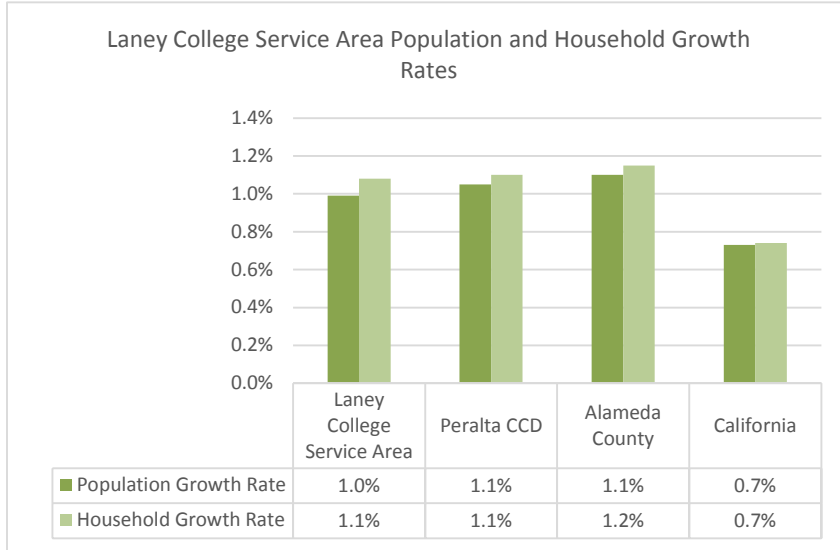
The Laney College service area has an average household size of 2.3 persons, smaller than the other areas shown in the graph.

Laney College Service Area Average Household Size

Laney College	Peralta CCD	Alameda County	California
2.3	2.4	2.7	2.9
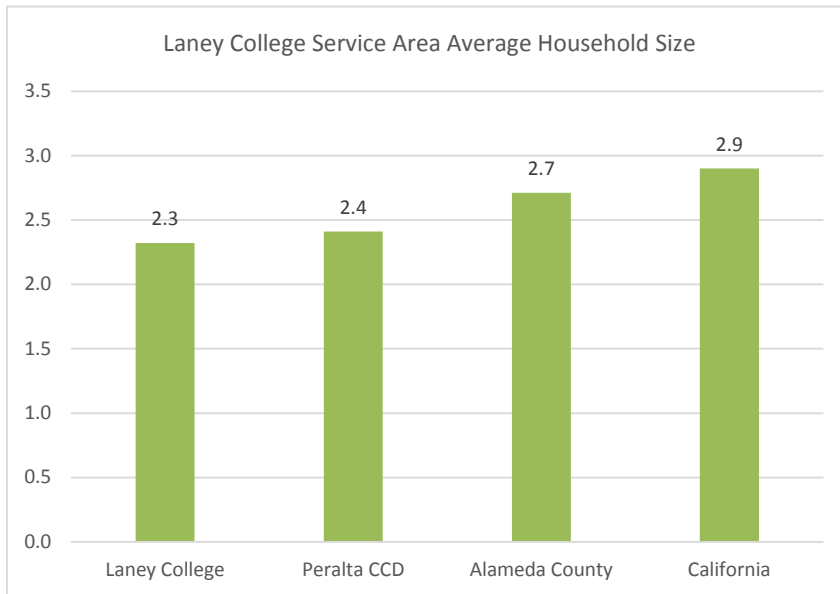
Age Profile

The age profile of the population is important for predicting future enrollment growth and for measuring the community college participation rate in the community.

Participation rate should be included in the Internal Scan

The Laney College service area shows that all the age groups younger than 25, are projected to decline as a percentage of the population. There are only three age segments projected to grow as a percentage of the population. Those are the 25-34, 65-74 and 75-84 segments. Twenty-five to 34 year olds might present the best opportunity for enrollment growth over the next five years.
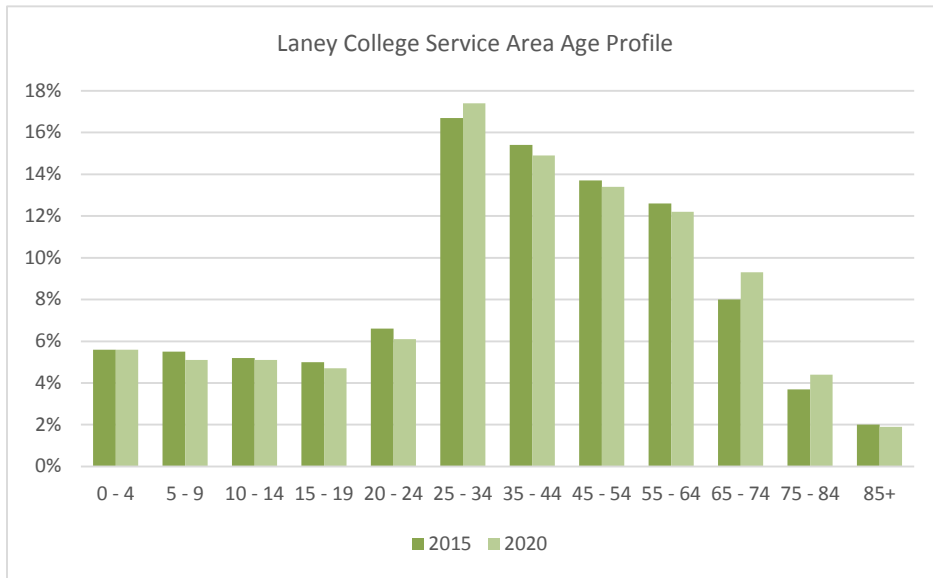
The Laney College service area has a median age of 38.4 years. This is a bit older than the populations of the District (36.9 years) and the County (37.4 years). California's population is still younger, with a median age of 35.7.
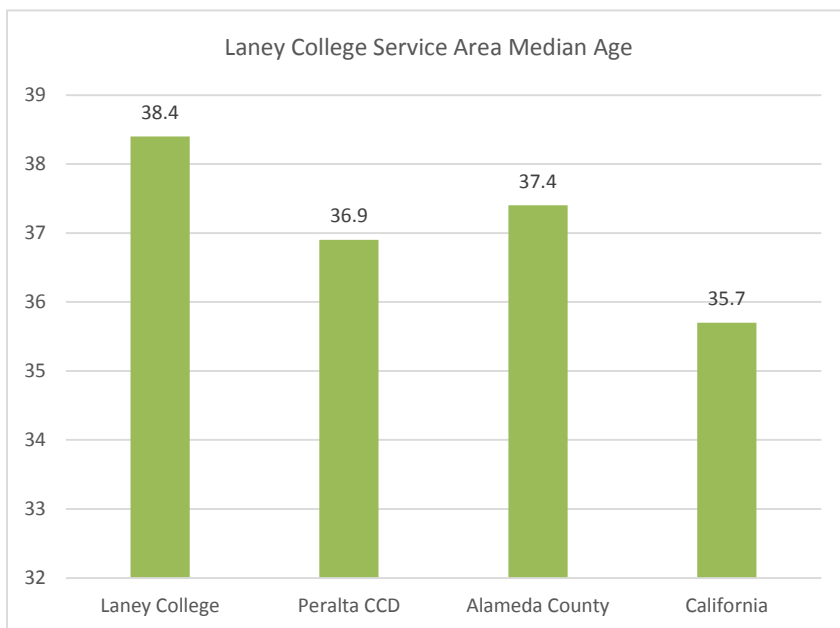
The District service area reflects the same age segmentation trend as the College with growth projected in the 25 to 34-year-old segment as well as 65-74 and 75-84 year old segments.

Peralta Community College District Age Profile
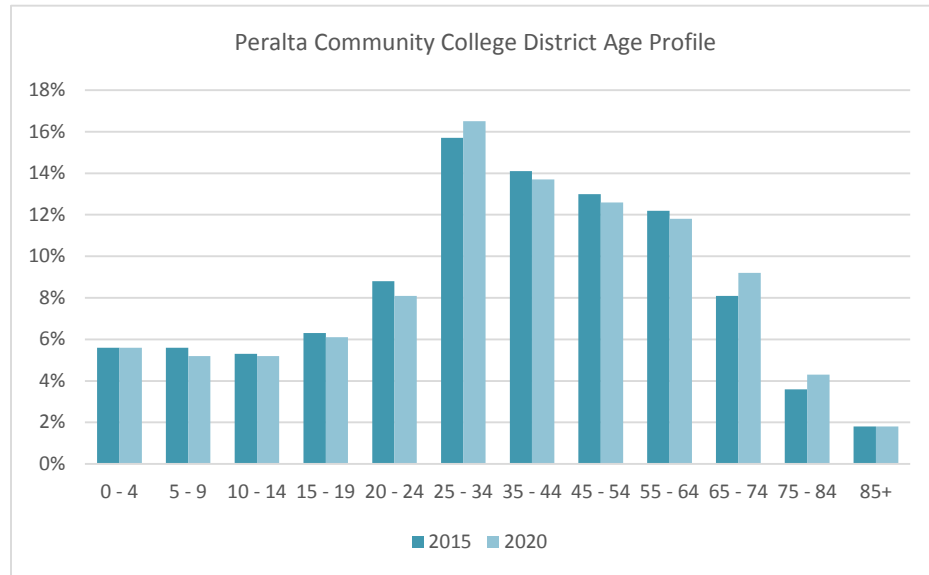
Race/Ethnicity

This section of the External Scan examines the race/ethnicity profile of the service area population. Note: people of Hispanic origin may be of any race.

In the Laney College service area, the majority of the population (40.0%) identify themselves as "White Alone". The next largest population segments are Asian Alone (24.6%), Hispanic (18.9%) and Black Alone (18.3%). The graph shows the race and ethnicity profile for the District and the County for comparison.

Laney College Service Area Race and Ethnicity Profile

	White Alone	Black Alone	American Indian Alone	Asian Alone	Pacific Islander Alone	Some Other Race Alone	Two or More Races	Hispanic Origin (Any Race)
Laney College Service Area	40.0%	18.3%	0.7%	24.6%	0.4%	9.4%	6.5%	18.9%
Peralta CCD	41.3%	19.2%	0.7%	21.4%	0.5%	10.5%	6.4%	20.8%
Alameda County	41.5%	11.5%	0.6%	28.2%	0.9%	11.0%	6.4%	23.0%
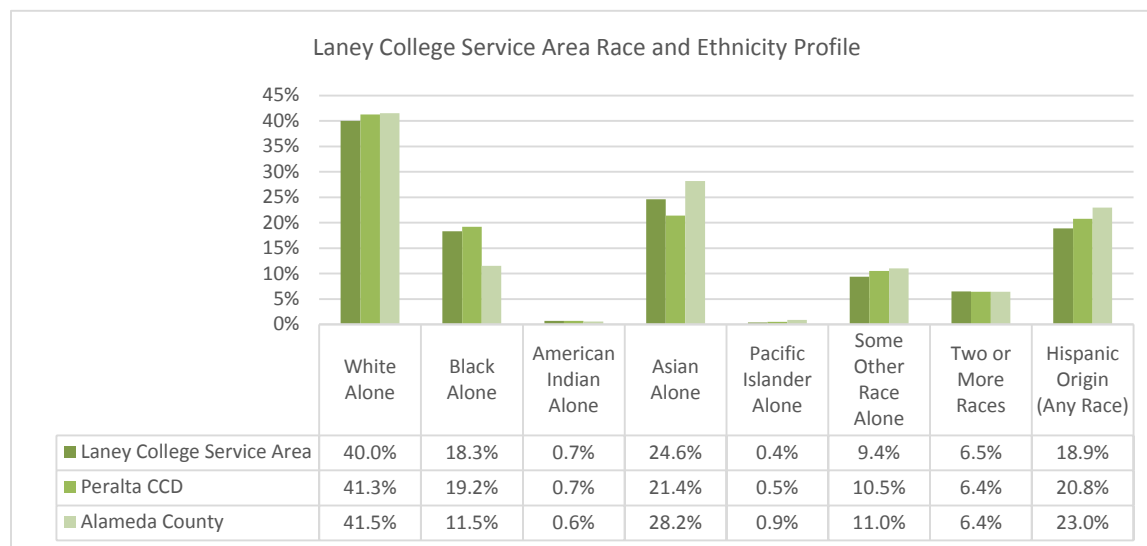
Income Profile

The income profile shows the relative income levels in the college service area compared with the population of the District and the County.

In the Laney College service area, the median household income is $52,939. This is slightly lower than the median income of the District population ($55,132) and far lower than the level for the County ($73,722). The graph also shows the relative levels of per capita income in the service area, the District and the County.

Laney College Service Area Income Profile

	Median Household Income	Per Capita Income
■ Laney College Service Area	52,939	35,060
■ Peralta CCD	55,132	34,829
■ Alameda County	73,722	36,063
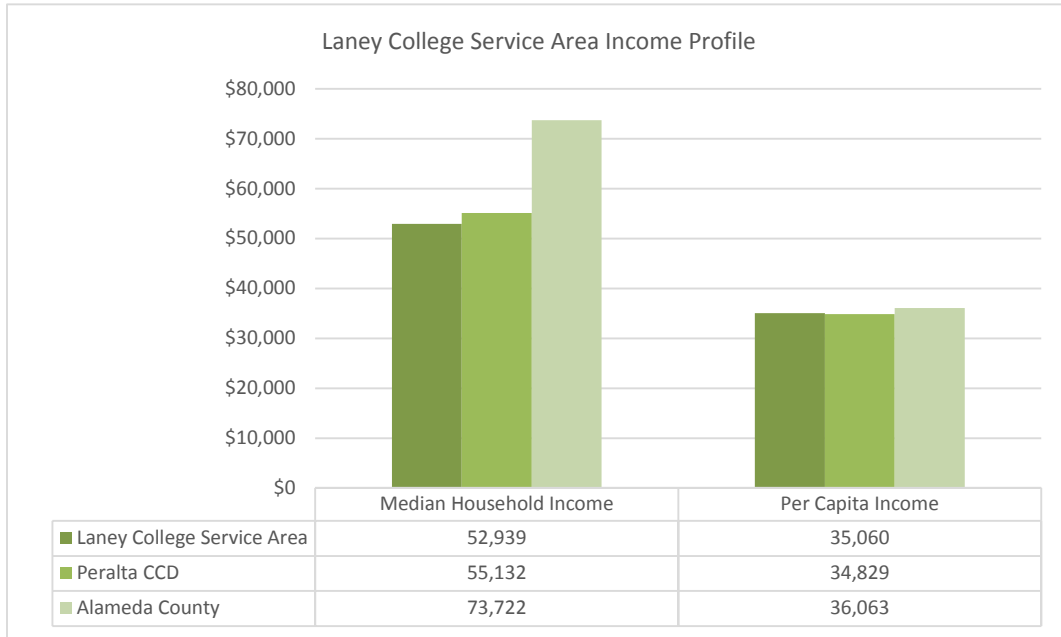
Looking at the District as a whole, median household income is lower than that of the county and the state. However, per capita income in the District is only slightly lower than the level for the County and higher than the state. This indicates a smaller average household size in the District which was previously shown to be true.

Median Household Income

	Median Household Income	Per Capita Income
■ Peralta CCD	55,132	34,829
■ Alameda County	73,722	36,063
■ California	60,382	29,788
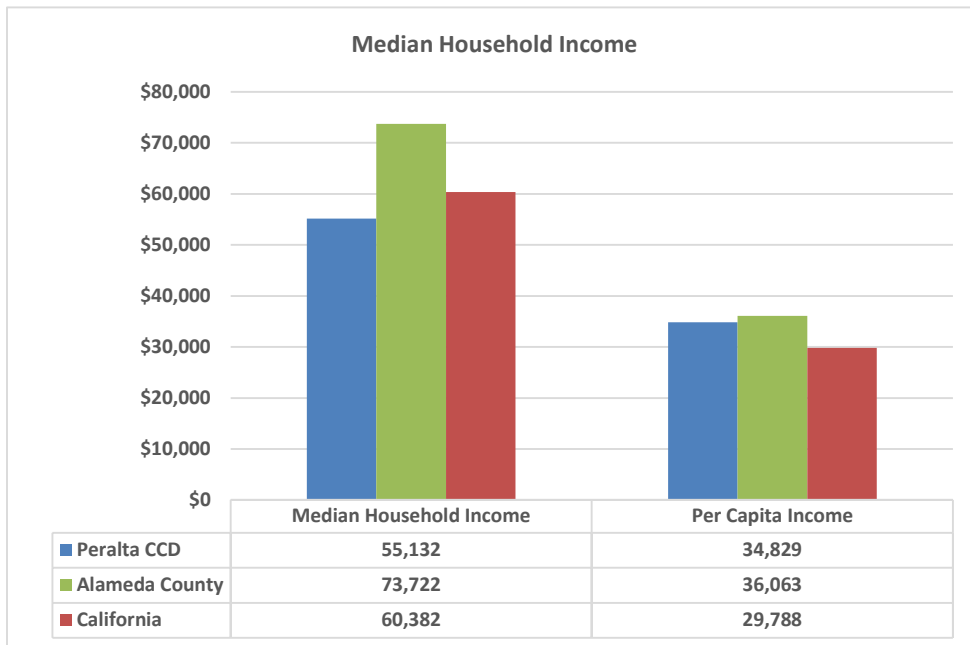
Educational Attainment

Educational attainment shows the highest level of education for the population 25 years of age and older.

In the Laney College service area, the population has approximately the same educational attainment level as the District population except when it comes to post-secondary degrees. The college service area population has a lower percentage of people in this category than does the District. The graph also shows that for nearly half (49.2%) of the college service area population the highest educational attainment is "Some College", a High School diploma or less.

Laney College Service Area Population Age 25+ Years By Educational Attainment

	Less than HS	HS Diploma or GED	Some College	Associate's Degree	Bachelor's Degree	Post-Secondary Degree
■ Laney College Service Area	15.5%	15.2%	18.5%	6.0%	25.5%	19.2%
■ Peralta CCD	14.9%	14.7%	17.7%	5.6%	25.2%	21.8%
■ Alameda County	13.6%	19.1%	18.8%	6.7%	24.6%	17.2%
■ California	18.6%	20.7%	22.1%	7.8%	19.4%	11.2%
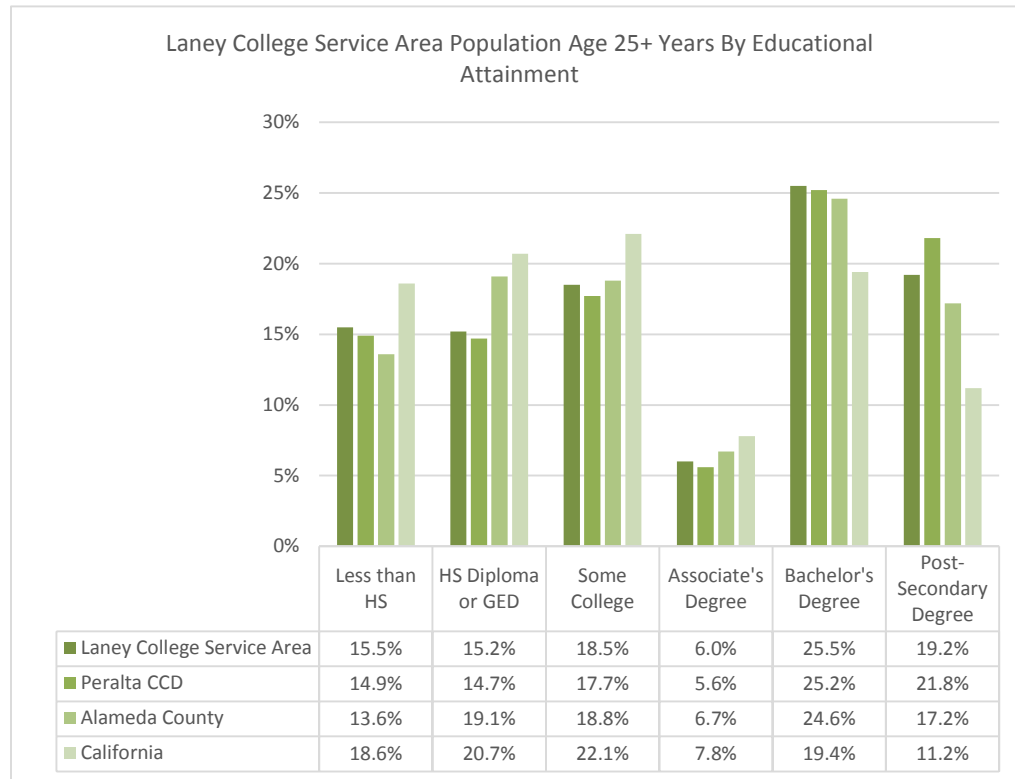
Language Spoken at Home

The following data shows the English proficiency for the population 5 years and older who live in a household that speaks another language at home. More specifically, the table values indicate the percentage of the population who do not speak English well for each of the languages spoken at home. For example, in the Peralta CCD service area, among the 18-64 age group who live in a household where Spanish is spoken at home, 4.2% of those individuals do not speak English well.

In the Laney College service area 11.4% of the population does not speak English well. The largest concentration of these individuals are between 18 and 64 years of age and live in households where Spanish or Asian and Pacific Island languages are spoken.

Laney College Service Area - Percentage of Population Who Speak the Indicated Language at Home and do not Speak English Well				
	Laney College Service Area	**Peralta CCD**	**Alameda County**	**California**
5 to 17 years				
Speak Spanish	0.1%	0.2%	0.2%	0.4%
Speak other Indo-European languages	0.0%	0.0%	0.0%	0.0%
Speak Asian and Pacific Island languages	0.2%	0.1%	0.1%	0.1%
Speak other languages	0.0%	0.0%	0.0%	0.0%
18 to 64 years				
Speak Spanish	**3.7%**	**4.2%**	**3.8%**	**6.4%**
Speak other Indo-European languages	0.2%	0.2%	0.4%	0.4%
Speak Asian and Pacific Island languages	**4.2%**	**2.9%**	**2.5%**	**1.5%**
Speak other languages	0.1%	0.1%	0.1%	0.1%
65 years and over				
Speak Spanish	0.4%	0.4%	0.4%	1.0%
Speak other Indo-European languages	0.1%	0.1%	0.3%	0.3%
Speak Asian and Pacific Island languages	**2.4%**	**1.6%**	1.3%	0.8%
Speak other languages	0.0%	0.0%	0.0%	0.0%
Total	**11.4%**	**9.8%**	**9.1%**	**11.0%**

Economic Data

Unemployment Rate

The unemployment rate in Alameda County has fallen consistently over the past six years.

Alameda County Civilian Unemployment Rate

Year	Rate
2010	10.9%
2011	10.1%
2012	8.7%
2013	7.3%
2014	5.9%
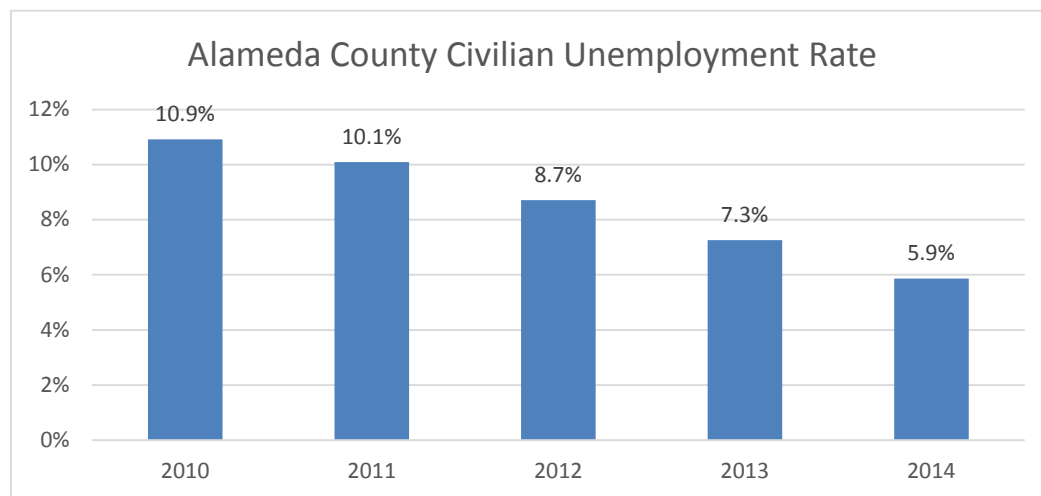
Employment by Industry

The following graph shows the percentages of the civilian workforce by Industry for the Laney College service area. The top four industries employ 46.8% of the civilian workforce. These industries are health care and social assistance, professional, scientific and technical services, educational services and retail trade.

Laney College Service Area Civilian Employment by Industry

Industry	Percentage
Health care and social assistance	14.7%
Professional, scientific, and technical services	12.1%
Educational services	10.6%
Retail trade	9.4%
Accommodation and food services	7.8%
Other services, except public administration	6.1%
Manufacturing	6.1%
Construction	4.7%
Administrative and support and waste management services	4.4%
Finance and insurance	4.2%
Public administration	4.0%
Transportation and warehousing	4.0%
Information	3.4%
Arts, entertainment, and recreation	3.0%
Wholesale trade	2.3%
Real estate and rental and leasing	2.2%
Utilities	0.6%
Agriculture, forestry, fishing and hunting	0.3%
Management of companies and enterprises	0.1%
Mining, quarrying, and oil and gas extraction	0.0%

Occupation Trends

The following data is for the Oakland-Hayward-Berkeley Metropolitan Division (Alameda and Contra Costa Counties). The first table shows the occupations with the most job openings from 2012 to 2022.

Occupational Title	Total Job Openings 2012-2022	2014 First Quarter Wages	
		Median Hourly	Median Annual
Cashiers	14,010	$10.86	$22,596
Personal Care Aides	12,580	$9.95	$20,687
Combined Food Preparation and Serving Workers, Including Fast Food	10,910	$9.19	$19,105
Retail Salespersons	10,630	$11.21	$23,312
Waiters and Waitresses	9,070	$9.09	$18,904
Registered Nurses	8,510	$62.23	$129,429
Laborers and Freight, Stock, and Material Movers, Hand	7,060	$13.50	$28,079
General and Operations Managers	5,800	$54.93	$114,245
Customer Service Representatives	5,620	$19.51	$40,584
Office Clerks, General	5,610	$18.04	$37,526
Stock Clerks and Order Fillers	5,260	$12.30	$25,588
First-Line Supervisors of Office and Administrative Support Workers	4,550	$29.09	$60,522
Construction Laborers	4,240	$22.12	$46,013
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	4,040	$20.44	$42,518
Accountants and Auditors	3,990	$35.88	$74,629
Carpenters	3,950	$31.13	$64,754
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	3,700	$14.45	$30,048
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	3,700	$9.63	$20,042
Nursing Assistants	3,510	$16.56	$34,442
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	3,330	$28.89	$60,088
Cooks, Restaurant	3,250	$10.53	$21,896
Elementary School Teachers, Except Special Education	3,230	-	$71,194
Software Developers, Applications	3,190	$51.65	$107,424
Landscaping and Groundskeeping Workers	3,040	$13.57	$28,224
Market Research Analysts and Marketing Specialists	2,960	$37.50	$77,994
Computer Systems Analysts	2,870	$43.24	$89,942
Maids and Housekeeping Cleaners	2,730	$12.98	$26,995
First-Line Supervisors of Retail Sales Workers	2,730	$20.73	$43,116

The next table shows the fastest growing occupations in Alameda and Contra Costa Counties.

Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Percent Change 2012-2022	Annual Average Percent Change	2014 First Quarter Wages [1]	
					Median Hourly	Median Annual
Pipelayers	500	870	74.0%	7.4%	$29.54	$61,435
Brickmasons and Blockmasons	560	830	48.2%	4.8%	$28.45	$59,178
Personal Care Aides	23,590	34,480	46.2%	4.6%	$9.95	$20,687
Dental Laboratory Technicians	510	730	43.1%	4.3%	$20.12	$41,837
Market Research Analysts and Marketing Specialists	5,240	7,480	42.7%	4.3%	$37.50	$77,994
Meeting, Convention, and Event Planners	610	870	42.6%	4.3%	$23.05	$47,949
Biomedical Engineers	660	940	42.4%	4.2%	$50.01	$104,014
Personal Financial Advisors	1,860	2,640	41.9%	4.2%	$36.69	$76,332
Information Security Analysts	750	1,060	41.3%	4.1%	$51.80	$107,738
Skincare Specialists	540	760	40.7%	4.1%	$17.35	$36,094
Web Developers	1,320	1,850	40.2%	4.0%	$37.00	$76,951
Painters, Construction and Maintenance	3,560	4,920	38.2%	3.8%	$21.48	$44,687
Computer-Controlled Machine Tool Operators, Metal and Plastic	420	580	38.1%	3.8%	$19.51	$40,577
Multimedia Artists and Animators	2,020	2,750	36.1%	3.6%	$39.08	$81,301
Tapers	600	810	35.0%	3.5%	$31.53	$65,584
Geological and Petroleum Technicians	660	890	34.8%	3.5%	$24.40	$50,768
Logisticians	890	1,200	34.8%	3.5%	$35.74	$74,327
Dietetic Technicians	410	550	34.1%	3.4%	$16.17	$33,619
Drywall and Ceiling Tile Installers	1,570	2,100	33.8%	3.4%	$37.03	$77,008
Cement Masons and Concrete Finishers	730	970	32.9%	3.3%	$25.16	$52,317
Grinding and Polishing Workers, Hand	400	530	32.5%	3.3%	$15.57	$32,394
Cost Estimators	2,100	2,770	31.9%	3.2%	$33.44	$69,551
Electrical Power-Line Installers and Repairers	410	540	31.7%	3.2%	$51.28	$106,655
Software Developers, Applications	7,170	9,440	31.7%	3.2%	$51.65	$107,424
Environmental Scientists and Specialists, Including Health	1,580	2,080	31.6%	3.2%	$43.85	$91,206
Occupational Health and Safety Specialists	770	1,010	31.2%	3.1%	$45.43	$94,494

The largest employers in Alameda County are listed in the table below.

Alameda County Largest Employers		
Employer Name	**Location**	**Industry**
Alameda County Law Enforcement	Oakland	Government Offices-County
Alameda County Sheriff's Ofc	Oakland	Government Offices-County
Alta Bates Summit Medical Ctr	Oakland	Hospitals
Alta Bates Summit Medical Ctr	Berkeley	Hospitals
Bayer Health Care	Berkeley	Laboratories-Pharmaceutical (mfrs)
Berkeley Coin & Stamp Foster's	Berkeley	Coin Dealers Supplies & Etc
California State-East Bay	Hayward	Schools-Universities & Colleges Academic
Coopervision Inc Advanced	Pleasanton	Optical Goods-Wholesale
East Bay Water	Oakland	Transit Lines
Highland Hospital	Oakland	Hospitals
Kaiser Permanente Medical Ctr	Oakland	Hospitals
Lawrence Livermore Natl Lab	Livermore	Small Arms Ammunition (mfrs)
Life Scan Inc	Fremont	Physicians & Surgeons Equip & Supls-Mfrs
Oakland Police Patrol Div	Oakland	Police Departments
Residential & Student Svc Prog	Berkeley	Schools-Universities & Colleges Academic
Safeway Inc	Pleasanton	Grocers-Retail
Tesla Motors	Fremont	Automobile Dealers-Electric Cars
Transportation Dept-California	Oakland	Government Offices-State
UCSF Benioff Children's Hosp	Oakland	Hospitals
University of Ca-Berkeley	Berkeley	Schools-Universities & Colleges Academic
University of California	Berkeley	Schools-Universities & Colleges Academic
Valley Care Health System	Livermore	Hospitals
Washington Hospital Healthcare	Fremont	Hospitals
Waste Management	Oakland	Garbage Collection
Western Digital Corp	Fremont	Electronic Equipment & Supplies-Mfrs

Internal Environmental Scan

Employee Data

Internal Data Table 1

Permanent Employee Counts by Category

Laney College employed 238 permanent staff in Fall 2015. Overall, the number of employees has increased by 21% in recent years mainly due to a 19% increase in the permanent Faculty ranks from 113 to 134. The number of Classified increased by only one from 91 to 92 while the number of Administrators increased by 2, from 10 to 12 over the past five years. Compared to the District as a whole, Faculty have increased at about the same rate while Administrators and Classified have increased at somewhat slower rates. The fastest increasing Classified have been among the Technical staff. They have increased by 8 over the past five years from 31 to 39 while the Clerical staff has decreased by 6 by from 22 to 16. Professional and Maintenance staff have remained essentially constant at 18 and 19, respectively.

Laney College							Change '11 to '15	District Change '11 to '15
Emp Type	EEO6 Occ2	2011	2012	2013	2014	2015		
Admin	Admin	10	8	11	14	12	20%	35%
Faculty	Faculty	113	100	112	125	134	19%	17%
Classified	Professional	19	18	12	18	18	-5%	5%
	Clerical	22	19	18	16	16	-27%	5%
	Technical	31	32	38	37	39	26%	2%
	Skilled	0	0	0	0	0	na	15%
	Maintenance	19	19	20	19	19	0%	4%
	Subtotal	91	88	88	90	92	1%	4%
Total	Total	214	196	211	229	238	11%	12%

Employee Counts by Category
Laney College
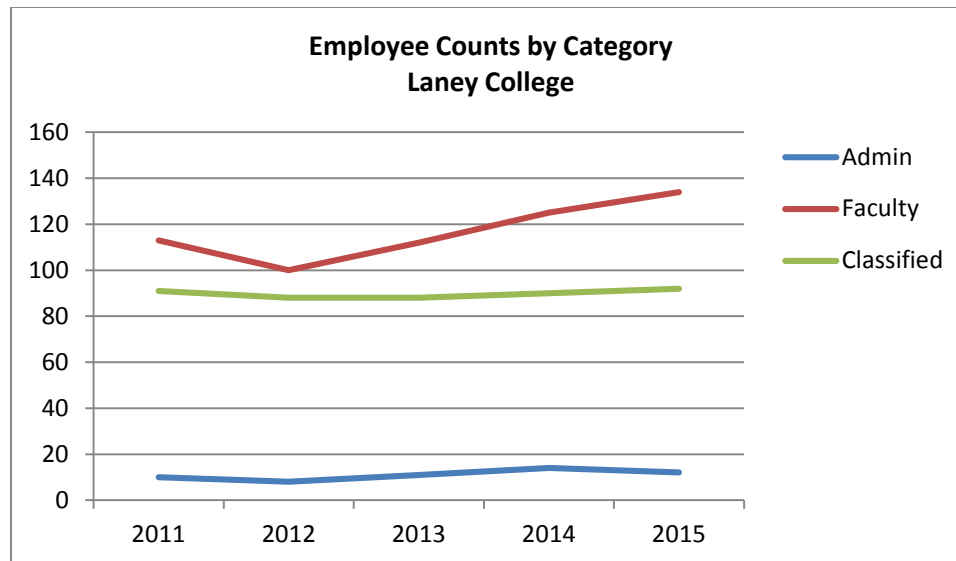
Internal Data Table 2

Full-time to Part-time Faculty FTEF Ratio

The table below shows the full-time equivalent (FTEF) count of full-time (permanent) and part-time (temporary) faculty at the Laney College. The FTEF of permanent faculty increased by 17% over the past five years while the FTEF of part-time faculty decreased by only 2%. The table also displays the ratio between the FTEF of the permanent (full-time) faculty and that of the part-time (temporary or hourly) faculty. The ratio has been improving in favor of permanent full-time faculty due to their faster growth compared to part-time faculty. Five years ago the ratio was 47% permanent to 53% temporary faculty. This year it is 52% to 48%, permanent to temporary. The District as a whole has maintained a nearly constant ratio of near 50/50 over that past five years. Note: The Overload FTEF of permanent faculty of about 18.0 is not included in this table nor in the full- to part-time ratio. Also note that ratio displayed here is not the official Full- to Part-time ratio it tracks the same trend information.

Laney College						
Employee Type	2011	2012	2013	2014	2015	Change '11 to '15
Faculty	112.5	99.2	111.9	122.4	131.5	17%
PT Faculty	125.9	115.3	142.4	132.3	123.8	-2%
Total	238.4	214.5	254.3	254.7	255.3	7%
Faculty	47%	46%	44%	48%	52%	
PT Faculty	53%	54%	56%	52%	48%	
District						
Faculty	49%	49%	47%	48%	50%	
PT Faculty	51%	51%	53%	52%	50%	

Internal Data Table 2b

Permanent Employees by Ethnicity

The table below displays the College's Fall Permanent Employees by Ethnicity with a comparison to the district as a whole for Fall 2015. For Fall 2015, the College's 12 administrators were 50% African-American, 17% Asian/Pacific Islander, 17% Latino, and 17% White. For Fall 2015, the College's 134 permanent faculty were 19% African-American, 15% Asian/Pacific Islander, 12% Latino, and 52% White. Over the past five years, there the faculty ethnic makeup has remained constant. For Fall 2015, the College's 92 classified staff were 39% African-American, 29% Asian/Pacific Islander, 11% Latino, and 10% White. Over the past five years, there has been an increase in Asian/Pacific Islander classified and a small decrease in African-American classified. In Fall 2015, Mixed/Other were 9% of the classified staff.

Laney College								**District**
Emp Type	Ethnicity	2011	2012	2013	2014	2015	Change '11 to '15	2015
Admin	African-Am	20%	25%	45%	43%	50%	150%	36%
	Asian/PI	0%	13%	18%	21%	17%	na	19%
	Filipino	10%	0%	0%	0%	0%	-100%	0%
	Latino	30%	25%	18%	21%	17%	-43%	15%
	Native Am	0%	0%	0%	0%	0%	na	0%
	White	30%	38%	18%	14%	17%	-43%	23%
	Mixed/Other	10%	0%	0%	0%	0%	-100%	7%
Faculty	African-Am	19%	17%	19%	20%	19%	0%	21%
	Asian/PI	17%	17%	13%	14%	15%	-12%	15%
	Filipino	0%	0%	0%	0%	0%	na	0%
	Latino	10%	13%	13%	11%	12%	20%	14%
	Native Am	1%	1%	1%	1%	1%	0%	0%
	White	52%	51%	53%	53%	52%	0%	45%
	Mixed/Other	1%	1%	2%	2%	1%	0%	5%
Classified	African-Am	42%	43%	42%	40%	39%	-7%	31%
	Asian/PI	23%	31%	31%	30%	29%	26%	29%
	Filipino	2%	0%	0%	0%	0%	-100%	0%
	Latino	10%	10%	10%	11%	11%	na	14%
	Native Am	1%	1%	2%	2%	2%	100%	1%
	White	13%	8%	10%	10%	10%	-23%	15%
	Mixed/Other	9%	7%	5%	7%	9%	0%	11%

Internal Data Table 2c

Permanent Employees by Age Group

The table below displays the College's Fall Permanent Employees by Age Group with a comparison to the district as a whole for Fall 2015. For Fall 2015, the College's 12 administrators were 0% Under 30, 0% 30 to 39, 33% 40 to 49, 33% 50 to 59, 17% 60 to 65, and 17% Over 65. For Fall 2015, the College's 134 permanent faculty were 2% Under 30, 14% 30 to 39, 25% 40 to 49, 32% 50 to 59, 17% 60 to 65, and 9% Over 65. For Fall 2015, the College's 92 classified staff were 5% Under 30, 18% 30 to 39, 27% 40 to 49, 28% 50 to 59, 16% 60 to 65, and 4% Over 65.

Emp Type	Age Group	2011	2012	2013	2014	2015	Change '11 to '15	District 2015
Laney College								**District**
Admin	Under 30	10%	0%	0%	0%	0%	-100%	1%
	30 - 39	10%	13%	18%	14%	0%	-100%	12%
	40 - 49	40%	25%	36%	36%	33%	-18%	22%
	50 - 59	10%	25%	27%	29%	33%	230%	39%
	60 - 65	30%	38%	9%	14%	17%	-43%	16%
	Over 65	0%	0%	9%	7%	17%	na	9%
Faculty	Under 30	0%	1%	2%	2%	2%	na	1%
	30 - 39	10%	10%	6%	9%	14%	40%	17%
	40 - 49	28%	27%	29%	26%	25%	-11%	27%
	50 - 59	35%	39%	33%	32%	32%	-9%	26%
	60 - 65	22%	17%	21%	21%	17%	-23%	19%
	Over 65	4%	6%	9%	11%	9%	125%	10%
Classified	Under 30	2%	3%	5%	4%	5%	150%	6%
	30 - 39	22%	23%	20%	20%	18%	-18%	18%
	40 - 49	31%	30%	24%	22%	27%	-13%	30%
	50 - 59	31%	30%	33%	33%	28%	-10%	30%
	60 - 65	10%	10%	15%	14%	16%	60%	12%
	Over 65	4%	5%	3%	6%	4%	0%	5%

Student Demographics
Internal Data Table 3

Fall Headcount Enrollment by Student Attributes

The table and charts below display the Fall Headcount of the College over the past five years by various student attributes. The headcount enrollment has decreased by 10% while the FTES (full-time equivalent students) has decreased by 7% over the past five years. The District as a whole has experienced a decline of 3% in headcount and stable FTES numbers over the same period.

Some 65% of the College's students are part-time the same as the 65% districtwide. The ratio between full- and part-time students has remained steady over the past five years.

There is no majority ethnicity at the College or districtwide with a large proportion of Other/Unknowns and Multiple ethnicities. The Multiple category has grown in recent years to 11% because students may now indicate more than one ethnicity on their applications and are doing so. The largest proportion of students is Asian/Pacific Islanders at 26% and 5 percentage points higher than the district as a whole. The second largest is African Americans at 24%, one percentage point higher than in the district as a whole. Latinos make up 15% of the students. The proportion of Latinos has increased some over the past five years while that of the African-Americans has decreased some. There are very few Filipinos at 2% the same percentage as in the district as a whole.

The Female to Male ratio is 53% to 44% and has been essentially constant over the most recent five years.

The exactly half of the students are 24 years old or younger. Those ages 35-54 comprise a significant group at 18%.

Most of the College's students (42%) have transfer (with or without an AA/AS degree) as their educational goal at the beginning of their academic careers. This is 3 percentage points less than in the district as a whole. The next largest group of students at 11% is undecided about their goal at that point. Some 8% are pursuing an AA/AS degree without plans to transfer while another 4% are pursuing a CTE certificate. Significantly, 14% say they are taking courses to maintain or improve their job skills while another 2% are hoping to discover their career interests. It is also noteworthy that 9% say they are four-year college students taking some of their required classes at the College. This breakdown of students' educational goals has been very stable over the past five years except for a substantial increase in those aiming to transfer and a corresponding decrease in those in the Other/Undecided category.

Laney College							
Attribute	2011	2012	2013	2014	2015	Change '11 to '15	District 2015
All Students	13,545	12,656	12,762	12,294	12,152	-10%	26,209
FTES	3,790	3,527	3,552	3,454	3,536	-7%	8,959
Full-time	35%	33%	33%	33%	35%		35%
Part-time	65%	67%	67%	67%	65%		65%

African Am	27%	25%	26%	25%	24%	23%
Asian/Pac Isl	27%	28%	26%	26%	26%	21%
Filipino	2%	2%	2%	2%	2%	2%
Latino	12%	12%	13%	14%	15%	17%
Multiple	8%	9%	11%	12%	11%	13%
Native Am	0%	0%	0%	0%	0%	0%
White	15%	16%	16%	16%	15%	18%
Other/Unkwn	10%	7%	6%	5%	6%	6%
Female	52%	52%	51%	53%	53%	56%
Male	42%	44%	44%	44%	44%	42%
Unkwn	5%	5%	5%	3%	3%	3%
Under 16	2%	1%	2%	2%	1%	1%
16 - 18	8%	9%	9%	9%	10%	12%
19 - 24	38%	38%	37%	38%	39%	38%
25 - 29	15%	16%	16%	16%	16%	16%
30 - 34	10%	11%	11%	10%	10%	10%
35 - 54	20%	19%	19%	19%	18%	17%
55 - 64	4%	4%	4%	4%	4%	4%
65 and Over	2%	2%	2%	2%	2%	2%
Transfer w or wo AA/AS	31%	34%	37%	38%	42%	45%
Earn AA/AS only	9%	9%	10%	9%	8%	7%
Earn Certificate Only	4%	3%	4%	3%	4%	3%
Prepare/Maintain/Adv in Career	16%	16%	14%	15%	14%	10%
Discover career interests	3%	3%	3%	3%	2%	3%
Improve basic skills	1%	1%	1%	1%	2%	3%
Educational Development	4%	4%	4%	4%	4%	4%
Complete HS credits/GED	1%	1%	1%	3%	4%	3%
Undecided / Other	16%	14%	11%	10%	11%	12%
4yr coll stdnt taking courses	14%	14%	14%	14%	9%	10%

Fall Headcount and FTES
Laney College

Fall Headcount by Full/Part-time Status
Laney College
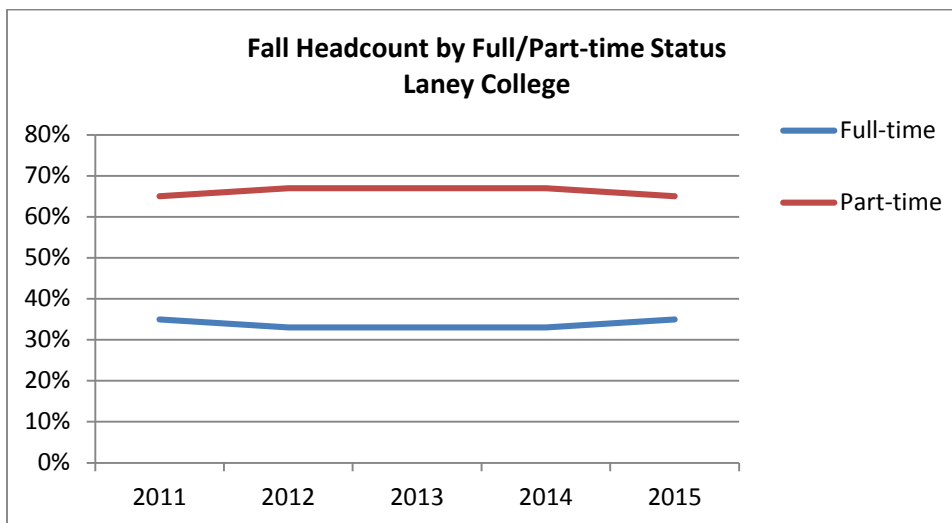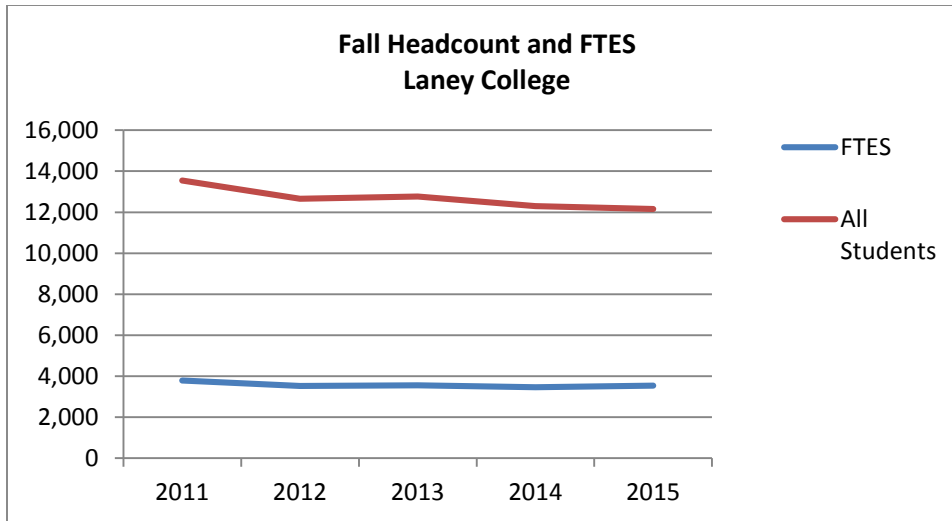
Internal Data Table 3b

Fall Headcount Enrollment Trends by Residency Status

The table below displays the College's Headcount enrollment by Residency Status over the past five years. In-state residents account for 93% of headcount enrollment in Fall 2015, while Out of State account for 3% and International students account for 4%. The number of Out of State students has increased by 42% over the last five years from 258 to 366. International student enrollment has increased by 9% while In-state students have decreased by 12%.

Laney College							District
Residency Status	2011	2012	2013	2014	2015	Change '11 to '15	Change '11 to '15
In-state	12,793	11,820	11,895	11,390	11,241	-12%	-5%
Out of State	258	341	412	427	366	42%	73%

International	494	495	455	477	538	9%	22%
Total	13,545	12,656	12,762	12,294	12,152	-10%	-3%
In-state	94%	93%	93%	93%	93%	-1%	-2%
Out of State	2%	3%	3%	3%	3%	50%	100%
International	4%	4%	4%	4%	4%	0%	0%

Internal Data Table 4

New Students at Census by Top 25 Feeder High Schools

The table below displaying the top 25 feeder high schools of new students indicates that Berkeley High School is the largest feeder school with 76, up 10% from five years ago. Most new students are coming from high schools in the Oakland Unified and Alameda Unified but many are coming from schools and districts throughout the east bay.

Laney College						
High School	**District**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Change '11 to '15**
OAKLAND HIGH	OAKLAND UNIFIED	69	84	113	73	76	10%
OAKLAND TECHNICAL HIGH	OAKLAND UNIFIED	64	68	57	58	71	11%
SAN LEANDRO HIGH	SAN LEANDRO UNIFIED	60	45	54	60	62	3%
ALAMEDA HIGH	ALAMEDA UNIFIED	44	52	52	55	53	20%
BERKELEY HIGH	BERKELEY UNIFIED	97	61	71	59	51	-47%
SKYLINE HIGH	OAKLAND UNIFIED	57	74	65	70	48	-16%
ENCINAL HIGH	ALAMEDA UNIFIED	31	46	38	40	45	45%
CASTRO VALLEY HIGH	CASTRO VALLEY UNIFIED	16	27	30	24	33	106%
DEWEY HIGH	OAKLAND UNIFIED	19	17	22	30	30	58%
SAN LORENZO HIGH	SAN LORENZO UNIFIED	12	17	21	12	25	108%
HAYWARD HIGH	HAYWARD UNIFIED	22	12	22	13	22	0%
CASTLEMONT HIGH	OAKLAND UNIFIED	3	4	12	22	21	600%
EL CERRITO HIGH	WEST CONTRA COSTA UNIFIED	27	20	36	23	20	-26%
ALBANY HIGH	ALBANY CITY UNIFIED	22	24	22	23	20	-9%
FREMONT HIGH	OAKLAND UNIFIED	1	4	7	1	19	1800%
ARROYO HIGH	SAN LORENZO UNIFIED	13	26	24	19	14	8%
MOUNT EDEN HIGH	HAYWARD UNIFIED	16	11	10	8	14	-13%
DE ANZA HIGH	WEST CONTRA COSTA UNIFIED	6	8	6	10	14	133%

BISHOP ODOWD HIGH	PRIVATE	9	13	11	9	13	44%
DEER VALLEY HIGH	ANTIOCH UNIFIED	16	15	18	9	12	-25%
ANTIOCH HIGH	ANTIOCH UNIFIED	8	5		7	12	50%
ISLAND HIGH	ALAMEDA UNIFIED	6	8	15	9	11	83%
PINOLE VALLEY HIGH	WEST CONTRA COSTA UNIFIED	10	10	12	7	10	0%
HERCULES HIGH	WEST CONTRA COSTA UNIFIED	16	7	7	8	10	-38%
PITTSBURG HIGH	PITTSBURG UNIFIED	6	7	14	5	10	67%

Internal Data Table 4a

New Students at Census by Top 20 Feeder High School Districts

This table displays the top 20 feeder high schools districts of new, first-time college students at the College. Clearly, Oakland Unified provides the greatest numbers of new students but large numbers of new students also come from Alameda, West Contra Costa, and Berkeley Unified. Those from Oakland Unified have increased by 19% over the past five years while those from Alameda Unified have increased 30%. Students also come from all the districts in the east bay and even beyond. Area private high schools are also a substantial source of new, first-time college students for the College.

Laney College					
District	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Change '11 to '15**
OAKLAND UNIFIED	313	364	394	386	374	19%
ALAMEDA UNIFIED	86	108	113	110	112	30%
WEST CONTRA COSTA UNIFIED	93	77	92	80	78	-16%
BERKELEY UNIFIED	116	69	89	74	64	-45%
PRIVATE	63	63	78	59	63	0%
SAN LEANDRO UNIFIED	67	52	60	65	69	3%
SAN FRANCISCO UNIFIED	62	42	76	58	37	-40%
SAN LORENZO UNIFIED	32	52	55	47	54	69%
HAYWARD UNIFIED	47	40	39	32	63	34%
CASTRO VALLEY UNIFIED	17	31	33	24	36	112%
FREMONT UNIFIED	25	29	20	23	15	-40%
ALBANY CITY UNIFIED	22	24	22	23	20	-9%
ANTIOCH UNIFIED	24	23	18	18	25	4%
MT. DIABLO UNIFIED	19	24	18	18	16	-16%

VALLEJO CITY UNIFIED	21	22	13	18	13	-38%
ACALANES UNION HIGH	22	16	19	18	11	-50%
NEW HAVEN UNIFIED	24	17	16	12	9	-63%
LIBERTY UNION HIGH	20	11	15	13	12	-40%
SAN RAMON VALLEY UNIFIED	9	12	11	14	18	100%
PIEDMONT CITY UNIFIED	10	15	18	10	9	-10%

Student Success, Retention, Persistence
Internal Data Table 5

Fall Course Success and Retention Rates, All Students

This table displays the course success rates for all students over the past five fall terms by selected attributes. In Fall 2015, the College's success rate was course rate was 67%, about the same as its 66% of five years ago. The rate has been quite stable but clearly is not improving.

The course success rates vary by ethnicity with Asian/Pacific Islanders having the highest rate at 77% while African-American students have the lowest rate of 56%. Latinos are just under the average at 66% while Whites are over at 73%.

Students succeed at somewhat lower rate than the overall rate in Basic Skills courses at 63%. They do somewhat better in CTE courses at 72% compared to Non-CTE courses at 65%. The success rate in distance education courses is less than the overall rate at 59%.

For the most part, these rates are consistent with those districtwide although students clearly do better in basic skills classes at 63% compared to 57% districtwide.

| **Laney College** | | | | | | Distrist |
Dimension	2011	2012	2013	2014	2015	2015
Course Success Rate	66%	68%	65%	67%	67%	65%
Course Retention Rate	78%	76%	76%	81%	77%	80%
Success Rates by Ethnicity						
African-Am	55%	57%	54%	56%	56%	54%
Asian/PI	77%	77%	76%	78%	77%	76%
Filipino	72%	68%	63%	72%	68%	68%
Latino	65%	67%	61%	63%	66%	62%
Native Am	46%	56%	52%	63%	63%	63%
Other/Unkwn	65%	68%	64%	66%	65%	63%
White	74%	76%	71%	73%	73%	71%

Success Rates for Basic Skills Courses*

BS Crs	63%	62%	56%	66%	63%	57%

Success Rates by CTE/Non-CTE Course

CTE Course	68%	70%	65%	69%	72%	70%
Non-CTE Course	65%	68%	65%	66%	65%	63%

Success Rates for Distance Ed Courses

Distance Ed Course	50%	52%	49%	53%	59%	58%

* As indicated by a course basic skills flag.

Course Success and Retention Rates, All Students
Laney College
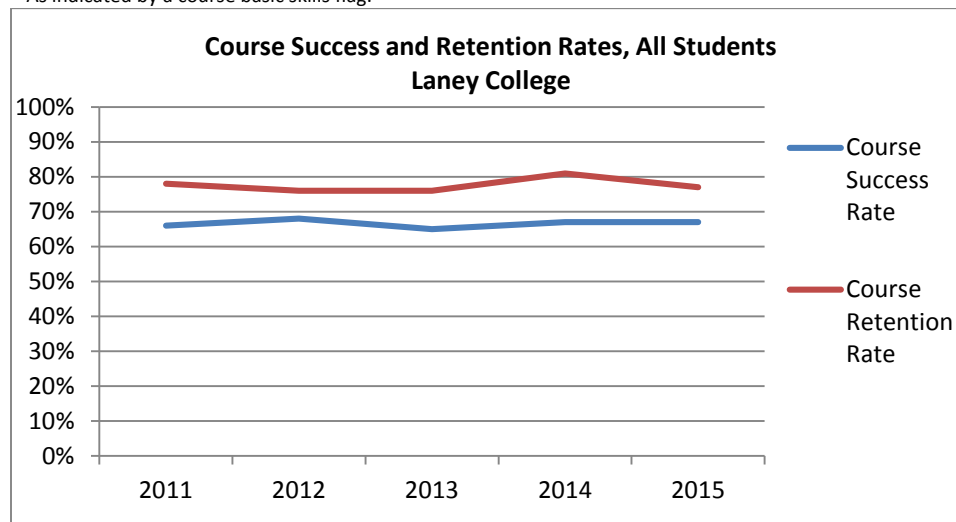
Internal Data Table 6

Fall to Fall Persistence Rates

Fall to Fall Persistence Rates are displayed in the table below by various dimensions or attributes. For all students, the rate in Fall 2015 is 49%, a significant improvement over the rate of 45% of five years ago and one percentage point higher than the district rate. First-time College students return for the following fall at a 45% rate, up significantly from 40% five years ago. Full-time students, be they everyone or new First-time College, persist at very substantially higher rates than part-time students.

Laney College						**District**
Dimension	**2010**	**2011**	**2012**	**2013**	**2014**	**2014**
All Students	45%	45%	48%	47%	49%	48%
First-time Students	40%	39%	45%	44%	45%	44%
Full/Part-time, All Students						
Fulltime, All	62%	59%	62%	60%	61%	62%

Parttime, All	42%	42%	45%	44%	46%	44%

Full/Part-time, First-time College Students

Fulltime, First-time	63%	57%	65%	62%	62%	64%
Parttime, First-time	35%	35%	40%	39%	41%	36%

Internal Data Table 7

Fall to Spring Persistence Rates

Fall to Spring Persistence Rates are displayed in the table below. For all students, the rate in Fall 2015 is 69%, a significant improvement over the rate of 62% of five years ago and one percentage point higher than the district rate. First-time College students return for the following fall at a lower 62% rate, but that is up significantly from 55% five years ago. Full-time students persist at very substantially higher rates than part-time students. Part-time students had a rate 2 percentage points higher than the corresponding district rate at 65%.

Laney College						District
Dimension	**2010**	**2011**	**2012**	**2013**	**2014**	**2014**
All Students	62%	62%	68%	68%	69%	68%
First-time Students	55%	53%	62%	61%	62%	66%
Full/Part-time, All Students						
Fulltime, All	81%	80%	84%	83%	84%	86%
Part-time, All	58%	58%	65%	64%	65%	63%

Award Data

Internal Data Table 8

Annual Degrees and Certificates Awarded

Annual awards are up substantially over the past five years. While the number of Associate Degrees decreased by 1% to 512, the number of certificates awarded increased by 22% from to 376 during 2014-15, the latest full-year available. The total awards of 888 is up 8% from five years ago and represents 31% of all the awards in the district.

The table also displays the unique number of students earning awards as some students earn more than one degree or certificate in the same year. The number of unique students earning Associate Degrees is is up 10%. In 2014-15, 385 students earned 512 degrees. The number of unique students earning Certificates is up by 21%. In 2014-15, 317 students earned 376 certificates.

A breakdown of degrees awarded by ethnicity for unduplicated students shows that Asian/Pacific Islanders earned the greatest proportion at 35% of all degrees earned followed by African-Americans at 27%. Whites and Latinos each earned 12% of the degrees earned. The proportions by ethnicity have remained steady the past five years though there has been increase of a 30% in proportion by Latinos

from 9% to 12% and some drop of the same amount by Asian/Pacific Islanders though that all occurred in the 2014-15. Whites increased there proportion somewhat from 8% to 12%.

Certificates earned by ethnicity for unduplicated students show current proportional breakdown similar to that of degrees earned. Asian/Pacific Islanders earned the greatest proportion at 33% of all certificates earned followed by African-Americans at 28%. Latinos earned 14% of the certificates while Whites also earned 14%. The proportions by ethnicity have remained steady over the past five years.

The top ten majors for degrees and certificates are also displayed. Social Science, Liberal Arts, and business are among the highest number of degrees. Business, cosmetology, and Culinary Arts are among the highest number of certificates earned.

Laney College							District	College
Dimension	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**Change '11 to '15**	**2014-15**	**as a Percent of District**
Assoc Degs	517	481	443	530	512	-1%	1,291	40%
Certificate	308	355	333	418	376	22%	1,568	24%
Total	825	836	776	948	888	8%	2,859	31%
Awards by Unique Students								
Assoc Degs	349	351	355	414	385	10%	1,040	39%
Certificate	261	313	276	355	317	21%	1,201	26%
Total Unique (not the sum)	526	554	517	653	574	9%	1,720	33%
Associate Degrees by Ethnicity (Unduplicated Students)								
African-Am	27%	26%	22%	24%	27%		22%	
Asian/PI	41%	38%	41%	40%	35%		32%	
Latino	9%	7%	9%	11%	12%		15%	
Native Am	0%	0%	1%	0%	0%		0%	
Other/Unkwn	15%	19%	17%	15%	14%		15%	
White	8%	9%	11%	10%	12%		17%	
Certificates by Ethnicity (Unduplicated Students)								
African-Am	26%	29%	24%	23%	28%		19%	
Asian/PI	35%	32%	36%	34%	33%		30%	
Latino	11%	11%	12%	16%	14%		20%	
Native Am	0%	0%	1%	0%	0%		0%	
Other/Unkwn	18%	16%	17%	13%	11%		14%	

| White | 9% | 12% | 12% | 14% | 14% | 17% |
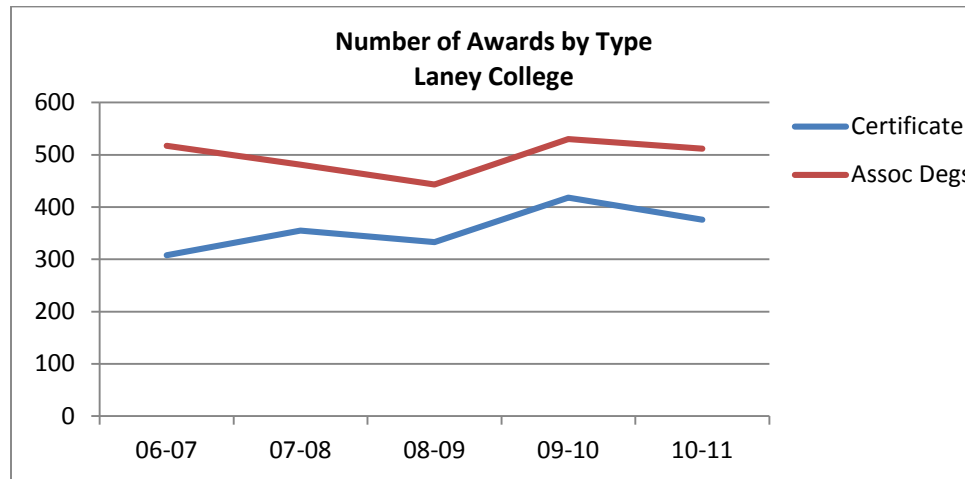
Internal Data Table 8b

Associate Degrees by Top 20 Largest Majors

The table below displays the Top 20 Majors for Associate Degrees awarded by the College over the last five years sorted by the total number over those five years. Social Sciences, Natural Sciences, and Business majors are the largest majors. Liberal Arts, Cosmetology, and Restaurant Management are also degrees with the most majors.

Laney College						
Major	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**5-yr Total**
SOCIAL SCIENCES	105	129	104	138	143	619
SCIEN Natural Sciences	76	52	80	83	66	357
Business Administration	54	65	64	63	44	290
Language Arts	39	36	23	55	52	205
HUMAN Humanities	29	47	36	27	50	189
Liberal Arts	115	53	15	4	0	187
BUS Accounting	16	10	17	20	8	71
MATH Mathematics	13	6	16	15	11	61
Business Administration-TR	0	0	0	17	37	54
CULIN Restaurant Management	4	6	8	10	11	39
COSM Cosmetology	5	7	7	8	5	32
MUSIC	8	3	4	6	8	29
CULIN Baking and Pastry	2	6	4	9	7	28
CONMT Construction Management	4	6	6	7	3	26
BUS Management and Supervision	3	8	3	6	4	24

BANKING AND FINANCE	3	4	7	5	1	20
GRART Appl Graph Design/DigIma	2	6	7	2	3	20
ECT Commercial HVAC Systems	3	1	2	7	6	19
Arts and Humanities	16	0	0	0	0	16
MACH Machine Technology	0	1	2	3	9	15

Internal Data Table 8c

Certificates by Top 20 Largest Majors

The table below displays the Top 20 Majors for Certificates awarded by the College over the last five years sorted by the total number over those five years. Business, Cosmetology, and Restaurant Management majors are among the largest majors.

Laney College					
Major	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**5-yr Total**
Business Administration	55	64	67	62	65	313
COSM Cosmetology	49	45	41	60	38	233
ECT Residential&Light Commerci	35	19	16	35	14	119
CULIN Restaurant Management	18	18	25	22	19	102
BUS Management and Supervision	23	26	20	9	22	100
CULIN Baking and Pastry	8	18	20	28	16	90
CULIN Cooking	12	23	14	26	14	89
ECT Commercial HVAC Systems	21	17	13	25	13	89
BUS Accounting	15	11	18	20	7	71
E/ET Electrical Technology	0	2	2	17	26	47
BIOL Biomanufacturing Skills	4	16	17	6	0	43
CONMT Construction Management	13	10	9	6	3	41
BIOL Biomanufacturing	4	0	0	11	25	40
BIOL Biomanufacturing Skills	0	0	0	7	31	38
MACH Industrial Maintenance	0	8	1	16	12	37
MACH Machine Technology	1	3	6	7	15	32
GRART Appl Graph Design/DigIma	4	15	6	2	3	30
CONMT Construct.Managmt (Bldg.	7	7	5	5	5	29
WDTEC Wood Technology	3	4	4	14	4	29
Biomanufacturing	0	5	13	5	4	27

Transfer and Other Student Data
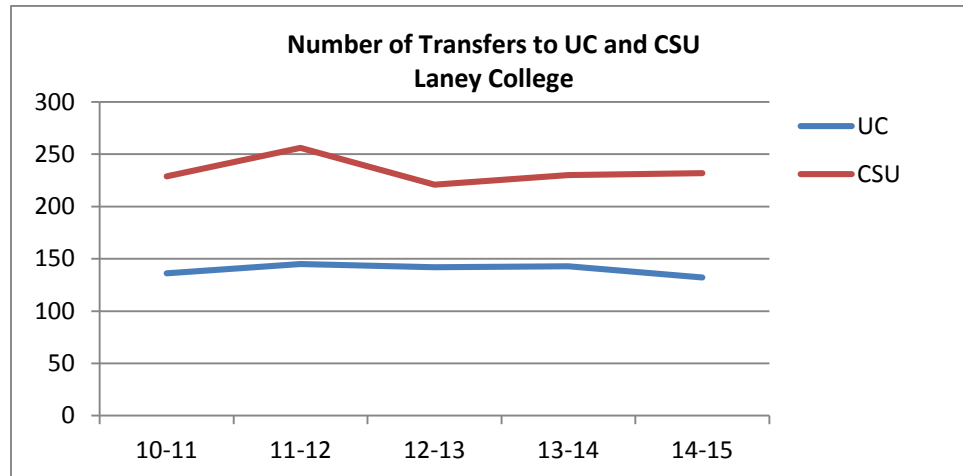Internal Data Table 9

Transfers to CSU and UC

Annual transfers to UC and CSU are up by 1% over the past five years. The number transferring to CSU increased by 1% to 232. Transfers to UC decreased by 3% from 136 five years ago to 132 during 2014-15, the latest full-year available. Total UC and CSU transfers of 364 represent 38% of all the transfers in the district.

A breakdown of transfers by ethnicity shows that Asian/Pacific Islanders transferred the greatest proportion to CSU at 40% of all transfers followed by and African-Americans at 25%. White transfers were 10% while Latino transfers were 7% of all transfers to CSU. The proportion by ethnicity has remained steady over the past five years.

A breakdown of transfers to UC by ethnicity shows that Asian/Pacific Islanders transferred the greatest proportion at 51% of all transfers followed by Whites at 17%. Latinos made up 12% of transfers and African-Americans made up 8% of all transfers to UC. The proportion by ethnicity has remained steady over the past five years. The Latino proportion may have increased but year to year variability obscures identifying a solid trend.

Laney College							**District**	**College**
Dimension	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**Change '11 to '15**	**2014-15**	**as a Percent of District**
CSU	229	256	221	230	232	1%	587	40%
UC	136	145	142	143	132	-3%	376	35%
Total	365	401	363	373	364	0%	963	38%
Transfers to CSU by Ethnicity								
Asian/PI	45%	39%	48%	40%	40%			30%
African-Am	24%	22%	16%	19%	25%			25%
Filipino	1%	0%	0%	0%	0%			0%
Latino	7%	12%	7%	13%	7%			13%
Native Am	0%	0%	0%	0%	0%			0%
White	7%	10%	7%	10%	10%			14%
Other/Unkwn	17%	16%	21%	17%	17%			17%
Transfers to UC by Ethnicity								
Asian/PI	46%	48%	51%	52%	51%			37%
African-Am	10%	8%	6%	4%	8%			11%
Filipino	0%	0%	0%	0%	0%			0%
Latino	7%	4%	11%	8%	12%			15%

Native Am	0%	0%	0%	0%	0%	0%
White	18%	21%	18%	20%	17%	24%
Other/Unkwn	20%	14%	8%	15%	10%	9%

Internal Data Table 10

Six-Year Transfer Velocity Rate

The Transfer Velocity Rate is a metric developed and calculated by the state Chancellor's Office (CCCCO) that tracks "transfer directed" first-time college students over a six year period for transfer to a four-year college including private and out-of-state colleges. Transfer directed students are those first-time students who earn at least 12 units including a transfer level English or mathematics course within six years of first enrollment.

By this measure, the College transferred 34% of the most recently tracked cohort (2008-09 year of first enrollment) and an average of 47% over the last five years. The College's rates are generally higher than those of the district as a whole over these five years. Both the College and the District experienced a substantial drop from the 2007-08 to the 2008-09 cohort. The statewide average for these same cohorts is 41% and thus the College's rate is substantially above the statewide rate. There is, however, no significant statewide drop in the rate for from the 2007-08 to the 2008-09 cohorts as there is for the College.

| Laney College					
College	2004-05	2005-06	2006-07	2007-08	2008-09
Laney	53%	51%	53%	47%	34%
PCCD	48%	48%	50%	45%	35%

Internal Data Table 11

Six-Year Completion (aka Student Progress and Attainment Rate (SPAR))

The Student Success Scorecard produced and published by the California Community Colleges Chancellor's Office (CCCCO) standardized a set of student progression or milestone metrics. Research has shown that each time a student progresses beyond one of these milestones the likelihood of the student completing a degree or certificate increases.

The Six-Year Completion rate tracks the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned a degree or certificate, transferred to a four-year institution, or achieved Transfer Readiness status within six year of initial CCC enrollment. A Transfer Ready student is one who earned 60 UC/CSU transferable units with a GPA >= 2.0. In addition, two subgroups of the first-time cohort were tracked. The College Prepared group included those whose lowest level of attempted math or English was at the transferable level. The Unprepared for College group were those who first attempted math or English at a below transferable level.

By this measure, the College has achieved an overall five-year average of 50%. This compares to a five-year average of 50% for the district as a whole and a statewide five-year average of 48%. For the College Prepared subgroup, the College's five-year average is 75% compared to a district five-year average of 74% and a statewide five-year average 70%. For the Unprepared for College subgroup, the College's five-year average is 39% compared to a district five-year average of 40% and a statewide five-year average 41%. The College's rates shown some variation from year to year However, as more clearly seen in the Chart, both the College Prepared and the Unprepared for College rates show a downward trend over these five cohorts, especially for the Unprepared for College, and hence likewise downward trend for the College's overall rate. There was substantial drop in the Unprepared for College rate in the last (2008-09) cohort from a prior four-year average above 40% to 31%.

| Laney College							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Laney							
	College Prepared	75%	74%	78%	73%	75%	75%
	Unprepared for College	44%	42%	41%	40%	31%	39%
	Overall	52%	51%	53%	49%	44%	50%
PCCD							
	College Prepared	72%	72%	76%	74%	74%	74%
	Unprepared for College	42%	40%	40%	39%	39%	40%
	Overall	50%	50%	50%	49%	49%	50%
	College Prepared	69%	71%	71%	70%	70%	70%
	Unprepared for College	40%	41%	41%	41%	40%	41%
	Overall	48%	49%	49%	48%	47%	48%
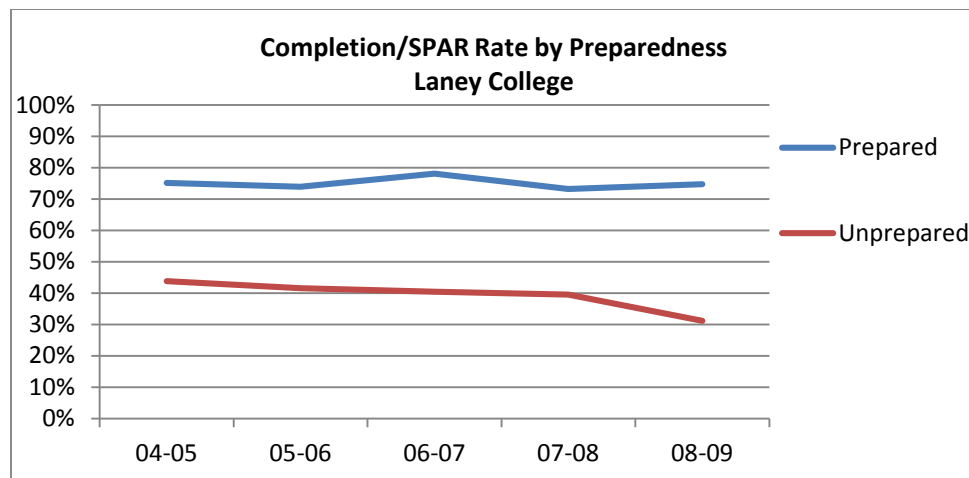
Internal Data Table 12

Six-Year Rate of Achieving at Least 30 Units (Scorecard)

The Six-Year Rate of Achieving at Least 30 Units is a CCCCO Scorecard rate that tracks the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units, at any level, within the CCC system.

By this measure, the College has achieved an overall five-year average of 64%. This compares to a five-year average of 62% for the district as a whole and a statewide five-year average of 66%. For the College Prepared subgroup, the College's five-year average is 65% compared to a district five-year average of 62% and a statewide five-year average 70%. For the Unprepared for College subgroup, the College's five-year average is 63% compared to a district five-year average of 61% and a statewide five-year average 60%. The College's rates show little variation from year to year. As more clearly seen in the Chart, the College Prepared rates show a steady trend over these five cohorts and while the Unprepared for College rates show a slight downward slope over the last three cohorts.

Laney College							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Laney							
	College Prepared	65%	64%	66%	65%	66%	65%
	Unprepared for College	65%	64%	66%	63%	59%	63%
	Overall	65%	64%	66%	63%	61%	64%
PCCD							
	College Prepared	64%	61%	63%	61%	61%	62%
	Unprepared for College	62%	63%	63%	59%	59%	61%
	Overall	63%	62%	63%	60%	60%	62%
Statewide							
	College Prepared	68%	68%	70%	70%	71%	70%
	Unprepared for College	38%	65%	65%	65%	65%	60%

Overall	65%	66%	66%	67%	66%	66%

**Rate of Achieving at Least 30 Units**
Laney College
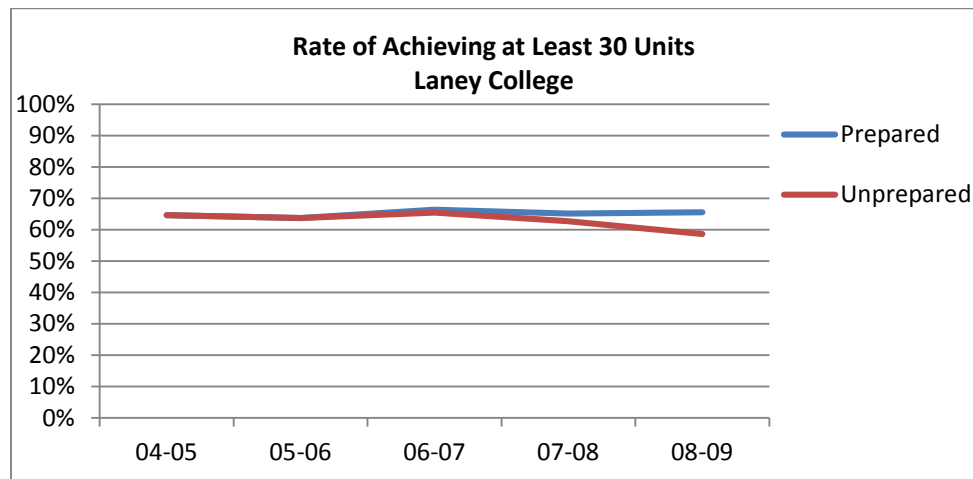
Internal Data Table 13

Six-Year Basic Skills Progress Rate (Scorecard)

The Six-Year Basic Skills Progress Rate is a CCCCO Scorecard rate that tracks the percentage of credit students who attempted for the first time a course below transfer level in Math, English and ESL and who successfully completed a college-level course in the corresponding discipline within six years. The cohort is defined as the year the student attempts for the first time a course at below transfer level in Math, English and/or ESL.

For the Remedial English group, the College's five-year average is 25% compared to a district five-year average of 28% and a statewide five-year average 43%. For the Remedial Math group, the College's five-year average is 29% compared to a district five-year average of 30% and a statewide five-year average 30%. For the Remedial ESL group, the College's five-year average is 28% compared to a district five-year average of 17% and a statewide five-year average 26%. The College's rates show some variation from year to year. As more clearly seen in the Chart, College's Remedial English and Math rates have been generally steady over the five cohorts but its Remedial ESL rates show a clear upward trend. The District and the State show slight but clear upward trends for all three remedial progressions.

Laney College							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Laney							
	Remedial English	27%	23%	27%	25%	23%	25%
	Remedial Math	27%	27%	32%	30%	27%	29%
	Remedial ESL	16%	15%	19%	19%	25%	19%
PCCD							
	Remedial English	30%	26%	28%	29%	28%	28%
	Remedial Math	28%	29%	31%	30%	30%	30%
	Remedial ESL	14%	15%	16%	19%	23%	17%
Statewide							
	Remedial English	42%	42%	43%	44%	43%	43%
	Remedial Math	28%	28%	29%	31%	31%	29%
	Remedial ESL	24%	25%	26%	27%	28%	26%

Basic Skills Progress Rate Laney College

Basic Skills Progress Rate Statewide
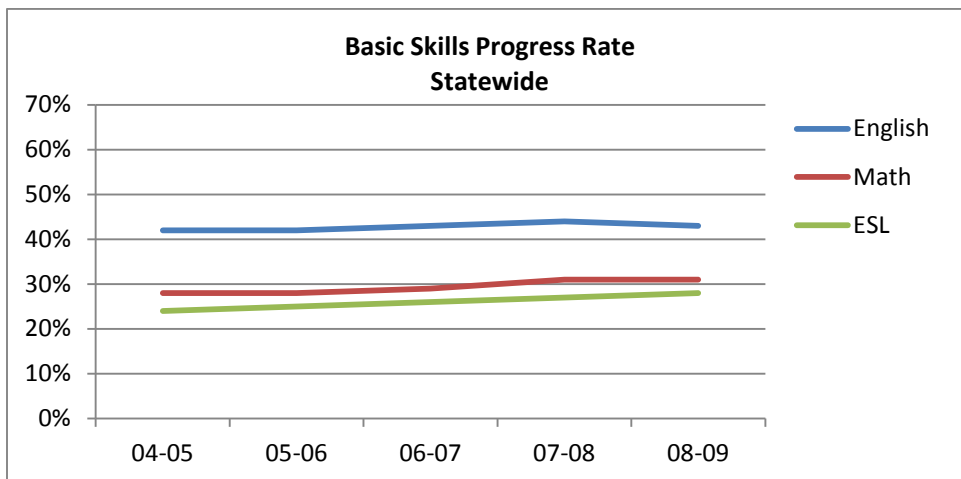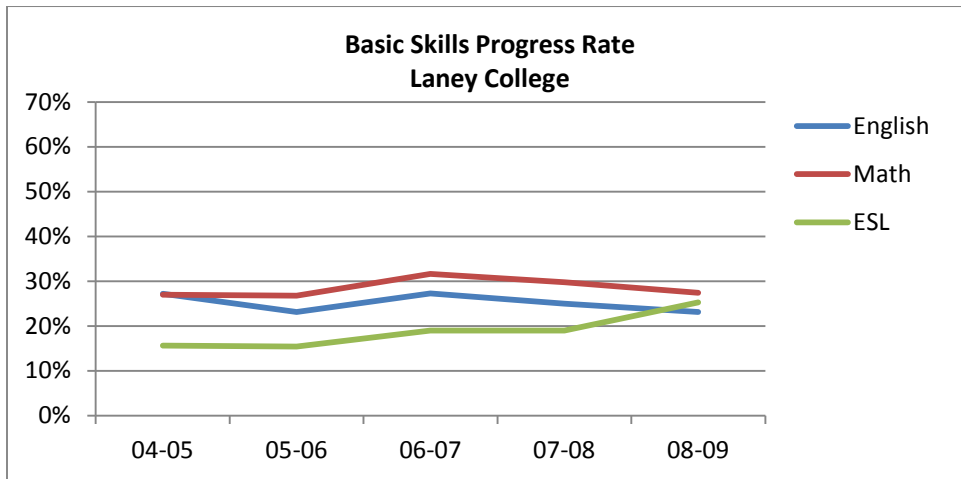
Internal Data Table 14

Six-year Career Technical Education (CTE) Completion Rate (Scorecard)

The Six-Year Career Technical Education (CTE) Completion Rate is a CCCCO Scorecard rate that tracks the percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C) and who earned a degree or certificate, transferred to a four-year institution, or achieved Transfer Prepared status within six year of initial CCC enrollment. A Transfer Prepared student is one who earned 60 UC/CSU transferable units with a GPA >= 2.0.

The College's average CTE Completion Rate of its last five cohorts is 47% compared to a district five-year average of 47% and a statewide five-year average 50%. The College's rates show some variation over the five cohorts and while the trend appears steady. The District and the State rates have been steady over these five cohorts.

Laney College							
College	Cohort Type		2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Berkeley	CTE Rate	Completion	46%	46%	51%	48%	46%	47%
PCCD	CTE Rate	Completion	48%	47%	46%	47%	47%	47%
Statewide	CTE Rate	Completion	50%	51%	51%	50%	50%	50%

Internal Data Table 15

**Fall 2015 Multicampus Headcount Enrollment (Intradistrict Swirl)**

Students within the Peralta Community College District frequently attend more than one college within the district. This Intradistrict swirl is displayed below from Laney College's perspective for Fall 2015. In Fall 2015, the College had an census headcount enrollment of 12,138 students. Of these, 7,645 or 63% were only attending the Laney while the other 37% were attending one or more of the other district colleges. For example, row two of the table shows that 1,572 or 13% of Laney students were also attending the College of Alameda and row three indicates that 1,158 or 10% were also attending the Berkeley City College just across town from Laney. Seven percent of Laney students were enrolled in two other district colleges and another 1% were even enrolled at all three of the other district colleges.

Laney College		
Campuses Students Attend	Count	Percent
LC_ONLY	7,645	63%
LC_COA	1,572	13%
LC_BCC	1,158	10%
LC_MC	891	7%
LC_COA_MC	314	3%
LC_BCC_COA	325	3%
LC_BCC_MC	158	1%
LC_COA_MC_BCC	75	1%
LC_Total	12,138	100%

Student Participation Rate Analysis

The student participation rate (SPR) measures how many students attend the college per 1,000 persons in the population. The following participation rates are disaggregated by city. The cities shown are the ones with the largest number of enrollments. For each city of residence, the table shows the SPR.

At Laney College, the highest SPR was in Oakland followed by Alamed. Over the past five years, participation rates in Oakland, Alameda and Berkeley fell by 10%, 10% and 16% respectively.
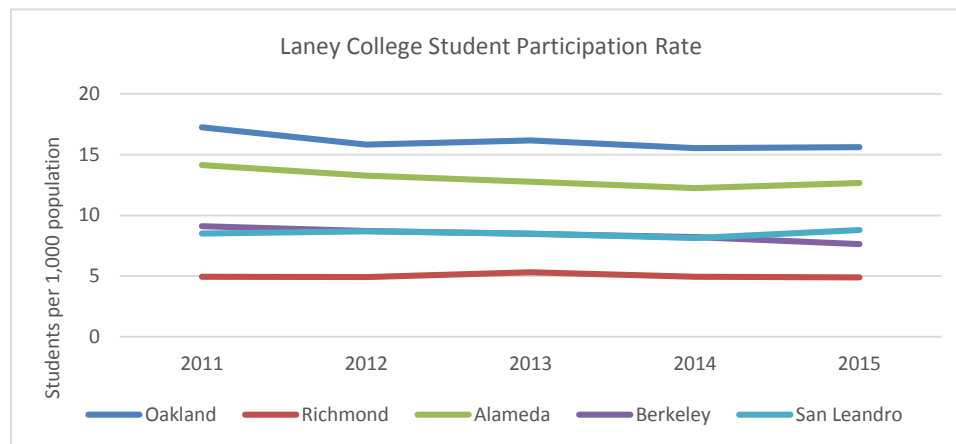
Laney College Student Participation Rate						
City	2011	2012	2013	2014	2015	% Change
Oakland	17.3	15.8	16.2	15.5	15.6	-10%
Richmond	4.9	4.9	5.3	5.0	4.9	-1%
Alameda	14.1	13.3	12.8	12.2	12.7	-10%
Berkeley	9.1	8.7	8.5	8.2	7.6	-16%
San Leandro	8.5	8.7	8.5	8.1	8.8	3%

Survey Results

In collaboration with the District, the consulting team developed a survey for faculty, staff, students and administrators. All members of these constituent groups were invited to participate. The survey took approximately 5 minutes to answer and contained a few common questions and several different questions for each group. In total, 595 people responded to the survey district-wide. The survey was not highly scientific, nor were the response numbers statistically significant. The survey provides anecdotal data that should be used appropriately.

All Respondents

The first question asked respondents to identify all of the campuses at which they teach or take classes. There is clearly a lot of "swirl" (students attending classes at more than one college) in the Peralta District. There is also some swirl among faculty.

The following section provides a summary of the results for those respondents (247 in total) who teach or take classes at Laney College.

Question 1: At which college(s) do you work or take classes? (Check all that apply.)

The response data shows that a significant number of respondents attend or work at multiple colleges in the district.

Answer Options	Response Percent	Response Count
Berkeley City College	26%	64
College of Alameda	22%	55
Laney College	100%	247
Merritt College	19%	46
Peralta District Office	2%	4
Other (please specify)	0%	1
answered question		**247**

Question 2: What is your primary role at the College(s)?

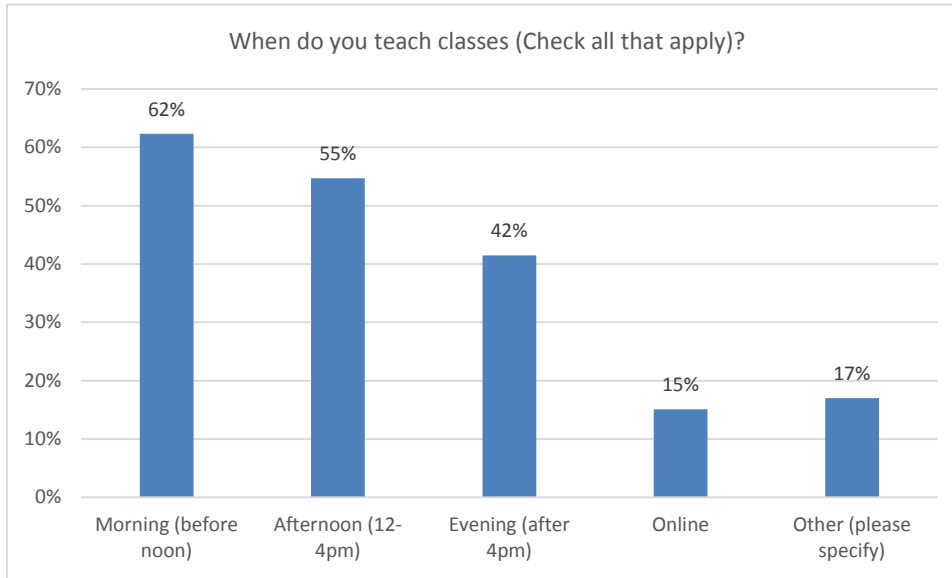Students comprised the largest number of respondents (69%).

Answer Options	Response Percent	Response Count
Classified Staff	5%	11
Full Time Faculty	15%	38
Part Time Faculty	9%	22
Student	69%	171
Administrator	2%	5
Other (please specify)	2%	6
answered question		**247**

Faculty Questions

The next two questions were only presented to respondents identifying themselves as faculty (part-time or full-time) – 25 respondents.

Question 3: When do you teach classes (Check all that apply)?

The majority of the faculty respondents (62%) teach in the morning and 42% teach in the evening. The "Other" responses were either N/A, "I am faculty but don't teach", or "weekends".

When do you teach classes (Check all that apply)?

|	Morning (before noon)	Afternoon (12-4pm)	Evening (after 4pm)	Online	Other (please specify)
	62%	55%	42%	15%	17%

Question 4: How long have you been with College?

There were 25 responses to this question with an average of 19.0 years.

Student Questions

The following five questions were presented only to respondents identifying themselves as students (86 individuals).

Question 5: When do you attend classes? (Check all that apply)

More than one-quarter (27%) of students responding to the survey are taking at least one online class. The student respondents are taking classes at all times of day.
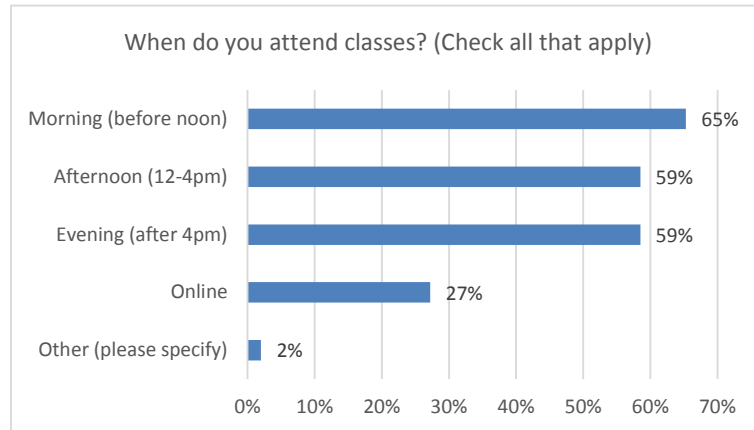
Question 6: Which of the following describes your employment status?(Check all that apply)

Students were allowed to select more than one response to this question. The response data shows that 59% of the student respondents are working at least part-time. Relatively few student respondents indicated they were recently laid off or unable to find employment. The "Other" responses included international students, and those on disability.

Answer Options	Response Percent	Response Count
Part-time job(s) 1-20 hours/week	27%	39
Part-time job(s) 21-40 hours/week	17%	25
Full-time job. Minimum of 40 hours/week	15%	22
Laid off from job during the past 12 months	5%	7
Homemaker/Caregiver	3%	5
Unable to find employment	8%	12
Not actively searching for employment	21%	31
Retired	5%	7
Other (please specify)	10%	14
answered question		**145**

Question 7: What is the zip code of your primary residence or mailing address?

There were 139 student responses with 47 zip codes. The following table shows the responses by city.

City	Response Count	City	Response Count
Oakland	68	Santa Rosa	1
Alameda	12	Concord	1
Berkeley	10	Caruthers	1
San Leandro	9	San Ramon	1
Richmond	7	Vacaville	1
Emeryville	6	Stockton	1
Hayward	5	Sacramento	1
Albany	3	Orinda	1
San Francisco	3	Martinez	1
El Sobrante	2	Rodeo	1
San Pablo	1	Pleasanton	1
Suisun City	1	**Total**	**139**

Question 8: How would you prefer to attend classes? (check all that apply)

The majority of student respondents preferred classroom based learning. Approximately one-third prefer online classes and hybrid classes.

Answer Options	Response Percent	Response Count
In a classroom	88%	128
Online	22%	32
Hybrid (online and classroom)	34%	49
Other (please specify)	3%	5
answered question		**146**

Question 9: Please indicate when you would prefer to take classes? (Check all that apply)

Students were allowed to select multiple responses on this question. The results show that among the respondents, there is significant preference for all times of day, weekends, summer classes and short sessions. Interestingly, the preferences for morning, afternoon and evening classes were nearly equal.

Answer Options	Response Percent	Response Count
Mornings	60.3%	88
Afternoons	57.5%	84
Evenings	56.8%	83
Weekends	24.7%	36
Summer	39.0%	57
Short sessions	38.4%	56
Other (please specify)	2.1%	3
answered question		**146**

Question 10: Please indicate the number of units you are taking this semester.

Thirty-nine percent of the student respondents reported attending college on a full-time basis.

Answer Options	Response Percent	Response Count
Fewer than 3 units	4.8%	7
3 to 4.9 units	13.0%	19
5 to 9.9 units	30.1%	44
10 to 11.9 units	11.0%	16
12 to 14.9 units	30.1%	44
More than 15 units	9.6%	14
Other (please specify)	1.4%	2
answered question		146

Question 11: Which of the following non-Peralta colleges have you attended for at least one course in the past two years, either online or in person? (Check all that apply)

| Answer Options	Took one or more courses online	Took one or more courses in person	Response Count
City College of San Francisco	3	8	10
Chabot College	1	3	3
San Francisco State University			3
Diablo Valley College	0	2	2
College of Marin	0	2	2
UC Berkeley Extension			2
Contra Costa College	1	0	1
Academy of Art University			1
Cabrillo College	0	1	1
UC Berkeley			1
Chaffey College	1	0	1
De Anza College			1
Foothill College			1
Fresno City College			1
Holly Names			1
IQRAA Academy			1
Las Positas College			1
Mills College			1
Mission College			1
Mt. San Antonio College	1	1	1
NVC and SRJC			1
Ohlone College			1
PHPCP			1
Skyline College	0	0	1
College of San Mateo	0	0	1
National University	0	0	1
University of Phoenix	0	0	1
answered question			39

Question 12: Which of the following devices do you have regular access to? (Check all that apply)

This question has a high degree of bias in that it was an online survey. There would naturally be a larger than average number of respondents who own or have regular access to a computer. Given that there were 146 students who responded to this question, and 355 answer options were selected, a high percentage of these students have regular access to more than one device.

Answer Options	Response Percent	Response Count
Desktop computer	45%	65
Laptop computer	79%	115
Tablet	34%	49
Smartphone	84%	123
Other (please specify)	2%	3
answered question		146

Question 13: Do you have internet access in your home?

The question has inherent bias due to the fact that the survey was delivered online.
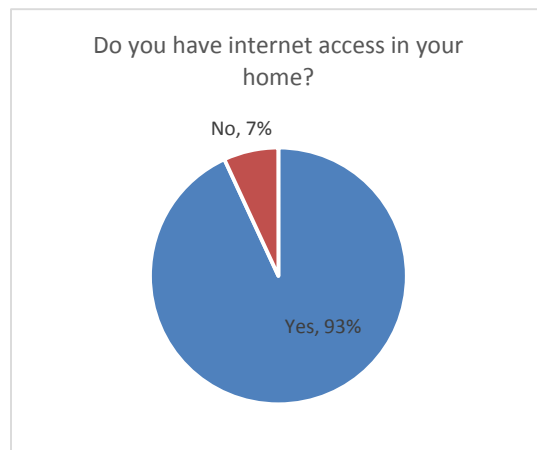
Question 14: How would you describe your technology usage? (Check all that apply)

A large percentage of students use computers and laptops.

| Answer Options	Response Percent	Response Count
I use a cell phone	91%	133
I use a tablet	37%	54
I use a computer/laptop for Internet and email	93%	136
I use a computer/laptop for Microsoft Office	71%	105
I use a computer/laptop for college coursework	83%	122
I use mobile devices for apps and games	55%	81
I use technology for college coursework	70%	103
I use social media sites (e.g., Twitter, Facebook, Instagram) once a week or more	67%	99
I use computers and/or mobile devices for photos and videos	73%	107
I feel comfortable using computers and mobile devices	75%	110
Other (please specify)	1%	2
answered question		147

Non-Students

The following question was given only to respondents who identified themselves as administrators, staff or faculty.

Question 15: This question asked respondents if they agreed/disagreed with the following four statements.

The chart below shows the weighted average response for each question. The responses are as follows:
1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

So for the first question about the college community received a weighted average score of 2.1. This indicates that the respondents as a whole agreed with the statement. The third statement garnered a weighted average response of 3.0 indicating that the respondents as a whole disagreed with the statement.
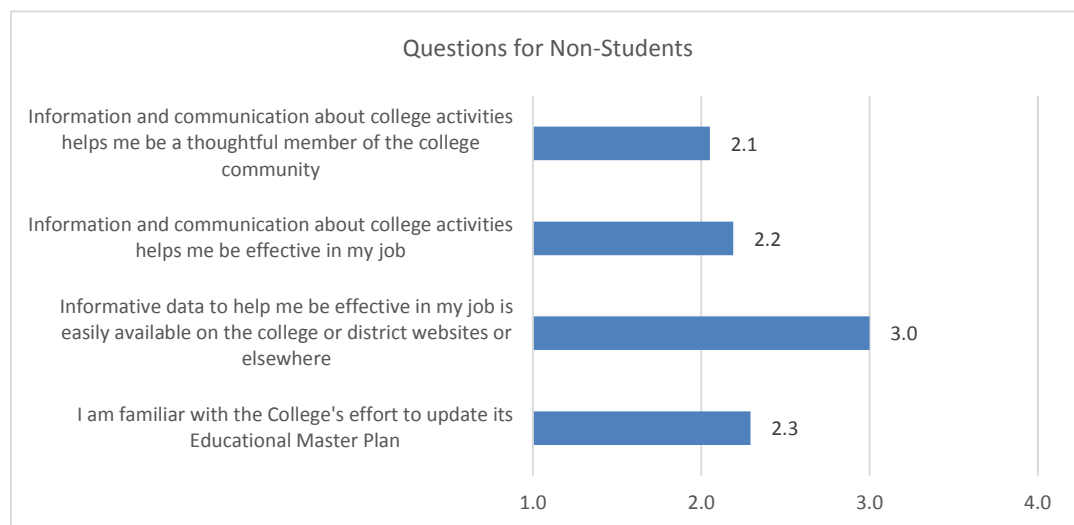
All Respondents

The remaining seven questions were asked of all respondents to the survey.

Question 16: This question asked respondents to rate six aspects of the College.

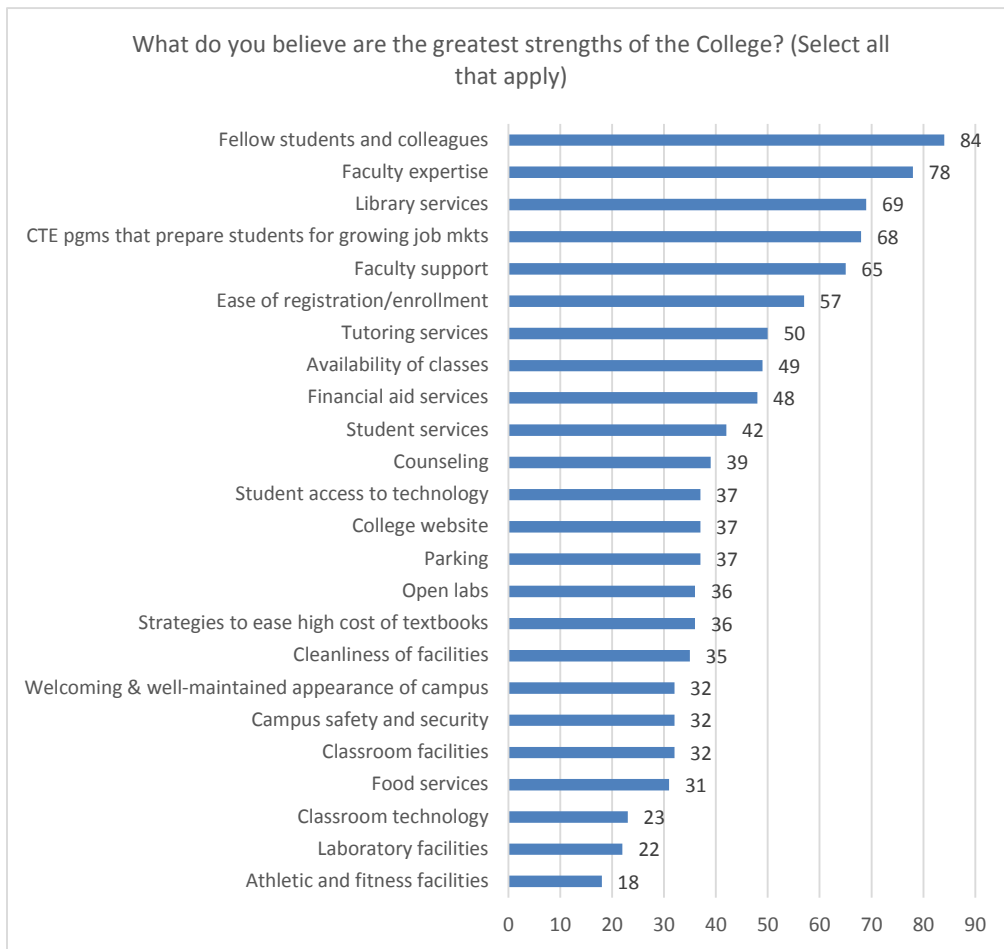Responses to each question were as follows:
1. Excellent
2. Good
3. Average
4. Fair
5. Poor

The results below include the weighted average response for each question. For example, the last question related to overall experience received a weighted average score of 2.1, or, Good.
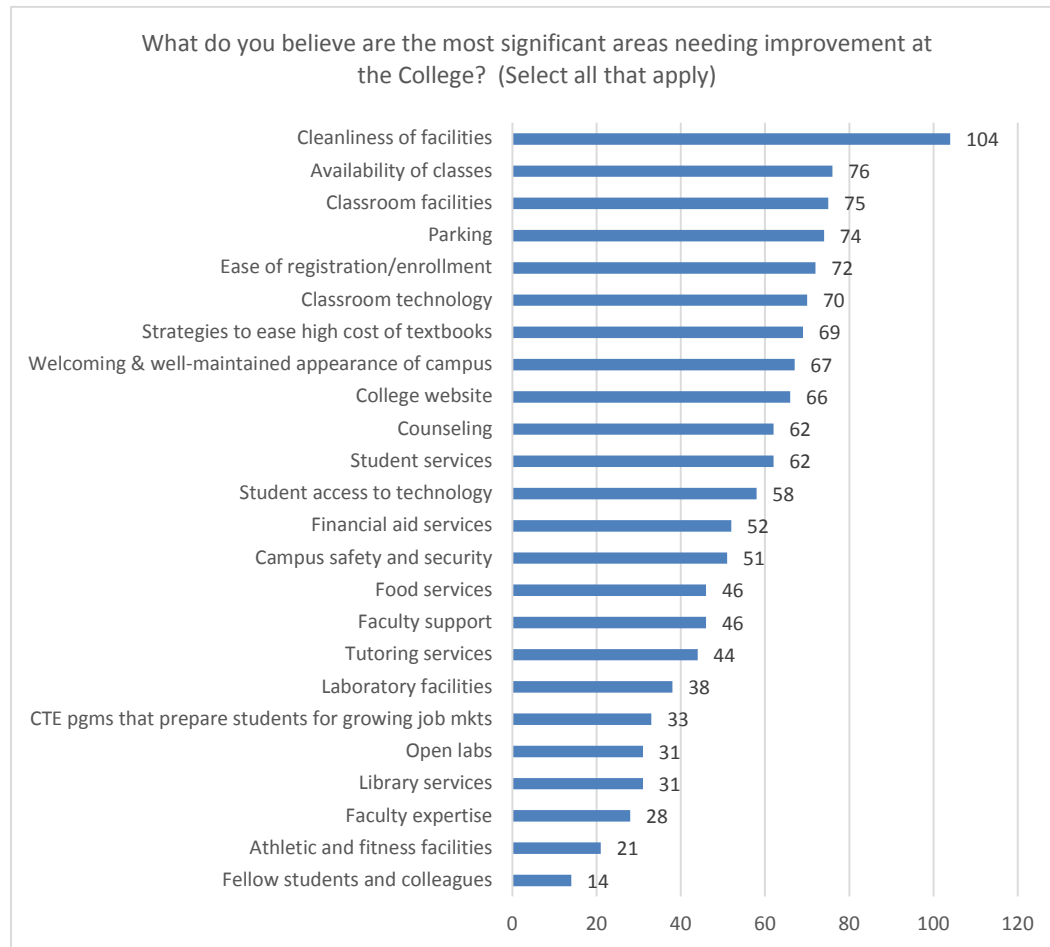
Questions for All Respondents

Question	Rating
How would you rate the quality and accessibility of technology?	3.0
How would you rate the classroom environment?	2.8
How would you rate the open space on campus?	2.8
How would you rate the College's efforts to promote student success?	2.7
How would you rate the friendliness and helpfulness of staff?	2.3
How do you describe your professional or educational experience?	2.1

Question 17: What do you believe are the greatest strengths of the College? (Select all that apply)

A total of 188 respondents answered this question. They were allowed to select as many responses as they wished.

What do you believe are the greatest strengths of the College? (Select all that apply)

Category	Count
Fellow students and colleagues	84
Faculty expertise	78
Library services	69
CTE pgms that prepare students for growing job mkts	68
Faculty support	65
Ease of registration/enrollment	57
Tutoring services	50
Availability of classes	49
Financial aid services	48
Student services	42
Counseling	39
Student access to technology	37
College website	37
Parking	37
Open labs	36
Strategies to ease high cost of textbooks	36
Cleanliness of facilities	35
Welcoming & well-maintained appearance of campus	32
Campus safety and security	32
Classroom facilities	32
Food services	31
Classroom technology	23
Laboratory facilities	22
Athletic and fitness facilities	18

Question 18: What do you believe are the most significant areas needing improvement at the College? (Select all that apply)

A total of 185 respondents answered this question. They were allowed to select as many responses as they wished. The most common are needing improvement was "Cleanliness of facilities". It was selected by 104 respondents.

What do you believe are the most significant areas needing improvement at the College? (Select all that apply)

Area	Count
Cleanliness of facilities	104
Availability of classes	76
Classroom facilities	75
Parking	74
Ease of registration/enrollment	72
Classroom technology	70
Strategies to ease high cost of textbooks	69
Welcoming & well-maintained appearance of campus	67
College website	66
Counseling	62
Student services	62
Student access to technology	58
Financial aid services	52
Campus safety and security	51
Food services	46
Faculty support	46
Tutoring services	44
Laboratory facilities	38
CTE pgms that prepare students for growing job mkts	33
Open labs	31
Library services	31
Faculty expertise	28
Athletic and fitness facilities	21
Fellow students and colleagues	14

Question 19: On average, how long does it take to commute from your home to the campus?

The majority of respondents indicated that their commute to campus is between 15 and 30 minutes.

Answer Options	Response Percent	Response Count
Less than 15 minutes	21%	39
Between 15 and 30 minutes	41%	78
Greater than 30 minutes and less than 45 minutes	18%	34
Between 45 minutes and one hour	9%	17
More than one hour	8%	15
Other (please specify)	3%	6
answered question		189

Question 20: Please list any programs or courses that are not currently offered at your College that you would like to see added.

Respondents listed programs and services they would like added and expanded. For programs that already exist, respondents indicated they wanted more classes offered (e.g., programming, languages, evening classes, etc.).

Program or Courses to be Added or Expanded			
Program or Course	**Responses**	**Program or Course**	**Responses**
Languages - Cantonese, Italian, German, Japanese)	6	Health and wellness tutoring	1
Computer programming	3	HVAC	1
Photography	3	Internships	1
Child Development - online and in class	2	Introduction to Electricity	1
Computer science	2	Introduction to skilled trades	1
Animation / web design	1	Jewelry design	1
ASL	1	Journalism - TV and social media	1
Autodesk software	1	Mock Trial	1
Biology	1	Music	1
Botany	1	Newswriting	1
Ceramics	1	Paramedic	1
Climate Change	1	Permaculture, natural building	1
Computer Information - Certificate	1	Physical therapy assistant	1
Computer trouble shooting/ hardware classes.	1	Pre law classes	1
Cosmetics	1	Psychology of Music	1
CPR	1	Quantitative analysis	1
Creative writing	1	Quilting	1
Criminology	1	Residential/Commercial writing classes	1
Dental Assisting	1	Set decoration	1
Education	1	Soccer	1
Electronics II	1	Social service courses	1
Engineering	1	Study skills for STEM	1
English for specific purposes (nurses, hotel services, technology, etc.)	1	Ultra sound	1
Environmental/Green Systems	1	Women's studies	1
Environmental/Sustainability	1	Woodworking	1
Figure drawing/painting	1	Yoga	1
Gender studies	1	Zumba	1
Guitar making	1	**Grand Total**	**66**

Question 21: What do you think is the single most critical consideration for the College planning committee as it plans for success of the College and its students for the next five years?

There were 114 ideas submitted. Following is a summary of the most common comments.

Idea
Improve cleanliness of campus
Counselors - make sure all students see a counselor, develop educational plan, don't rely solely on assessment instruments.
Comprehensive support for transfer students, identifying occupations that have openings and provide a good living wage.
Better customer service in student support services
Keeping fees low and affordable for student populations
More internships for students
Greater focus on sustainability
Increase training for instructors
Expand the diversity of students and course offerings
Keep technology current and in good working order
More and better parking
More STEM classes and support for students
More stability and longevity of administrators who work collaboratively with faculty and staff
More holistic planning relative to the service area, programs offered. Increase operational effectiveness. Reduce ad hoc approach to operations and planning.
Increase safety on campus
Focus on underrepresented students
Attract and retain older learners
Increase student success in math
Better scheduling to improve course availability for students
More evening and weekend classes
Access to college for working students, mature students, veterans, immigrants...

Question 22: Was there a question that was not asked that you would have liked to have seen in this survey? Please elaborate.

Following is a summary of the 27 responses to this question.

- How can professors be held accountable?
- Why can't the district provide clean and welcoming restrooms?
- How can the quality of instructors be increased?
- How can administrators, faculty and staff work together in a more effective way?
- How can the quality of instructors be increased?
- How can hiring procedures be streamlines?
- Mental health and physical health questions. We don't have good access to sports teams.
- Questions about the Chancellor and District duties relative to the college.
- When will the college have an enrollment management plan?
- There were no questions regarding the student health care services, which in my opinion has improved over the past year.
- What do you think of the communications between faculty, dept. chair, dean, vpi and/or president?
- How do we link our courses and programs to employer needs?
- How supportive is administration of faculty and programs?
- What is the impact of online learning -- are those strategies being fairly evaluated.
- What obstacles pose the greatest challenge to your success in the Peralta system?
- What suggestions do you for actively engaging students in student life like clubs/government/other extracurricular activities?
- Which facilities need improvement?
- What would enhance faculty experience at college?

Planning Assumptions

Following is an initial listing of conclusions that emerge from the data portfolio *and* that respond to the PCCD District Strategic Goals, which are intended provide a strategic focus for the colleges' efforts, priorities, plans and resource allocation. This listing assists to connect, or "bridge", the data and the development of goals for the College's educational master planning. Not only can the District Strategic Goals furnish a framework for college planning, additionally, the goals developed by the College can become part of a feedback loop to inform future, subsequent district planning.

Each planning assumption is preceded with the specific data finding(s) that leads to the conclusion. Most in the listing can be applied to multiple District Strategic Goals, and in fact, some "assumptions" are consistent with District 2015-16 Institutional Objectives.

District Strategic Goal A: Advance Student Access, Equity, and Success
1. *Finding – Student Success:* Of sixteen student success measures identified for inclusion in the data portfolio, including measures from the state "Scorecard", *improvement* in student success for Laney, over the last five-year timeframes, is mixed. Of the 16 measures, five showed improvement, nine were uneven or mixed, and two declined.

   Assumption: The District has prioritized student success in core educational areas as a 2015-16 number-one Strategic Focus. The College has its Student Success Plan to coordinate with, and to shed light upon, this EMP. There are no "magic bullets" for student success, but with the expertise and dedication of faculty and staff and with enhanced funding from the State, student success assessment and strategies ought to remain the visible cornerstone of educational master planning.

2. *Finding – Student Gender Disparity:* The disparity among genders in student enrollment continues, with 53% female and 44% male enrollment in Fall 2015.

   Assumption: This gender disparity is becoming wider and more prevalent across educational levels, student success measures and degrees awarded nationwide.   At community colleges, it cannot be completely justified by program mix variables. Efforts to achieve gender equity in educational access and achievement are imperative to ensure against male disenfranchisement and societal/cultural imbalance.

3. *Finding – Ethnic and Cultural Pluralities:* The ethnic and cultural distributions of the college students, the college service area population, and the college faculty and staff are remarkably varied, with no one ethnicity having a majority, and all distributions being somewhat representative of each other. The college Student Equity Plan should be integrated with the EMP's goals in this regard.

   Assumption: This plurality is remarkable in the State, the country and in the world and warrants celebration—and offers opportunities. The college is likely creating

models and strategies of how to best take advantage of the synergy that may exist and the exemplary educational- and community-building possibilities.

District Strategic Goal B: Engage and Leverage Partners

4. *Finding – Partnerships with Employers:* The Alameda County Civilian Unemployment Rate is significantly low, at 5.9% in 2014; multiple large employers exist in Alameda County (Kaiser Permanente, UC Berkeley, Tesla Motors, Safeway, Inc., UC Berkeley, and Western Digital, to name a few); and numbers for projected next-generation, skilled, living-wage job openings are great (market research analysts, environmental scientists and specialists, multi-media artists and animators, for examples). The robust economic climate in the service area provides significant advantages for the College.

   Assumption: Maximizing partnerships and innovative opportunities with large as well as specialized employers in the Bay Area can provide opportunities for existing academic and employment program enhancement and future development of unique, cutting-edge programs.

District Strategic Goal C: Build Programs of Distinction

5. *Finding – Aging of Population:* All age categories of the service area population are projected to decline between the years of 2015 and 2020, with the exception of those between 25 and 34 years of age and those over 65.

   Assumption: Identifying and developing programs to address this increasing age segment of 25-34-year-olds would provide a key service to the community. For example, second- and third-career seekers are increasingly common in this age group and in the current environment.   This group, versus the first-career and initial four-year-college transfer category of students, would benefit from enhanced and re-designed CTE and complementary CTE programming.

6. *Finding – Less-than-high-school Educational Attainment of Population:* The levels of educational attainment of the COA service area adult population are quite diverse, with similar percentages of the adult population in categories with less than high school attained, high school diploma, baccalaureate degree, and advanced degrees. The less-than-high school attainment category, almost 16%, could be an important population to address as service area populations change.

   Assumption: With the current available non-credit enhancement funds from the State and this need of the 16% of the adult population for high school subjects and GED programs in order to develop personal economic sustainability, Laney may want to enhance non-credit programs at this time. Further, non-credit FTES now provides the same income as credit programs.

7. *Finding – Campus Climate and Student Opinions:* Students (171), and faculty and staff, responded to the EMP survey conducted during March. Their responses are both helpful and perplexing. For example, it is helpful for planning to know that

students have a broad range of preferences regarding course scheduling times and methods; 88% prefer classroom-based learning, but 34% additionally prefer hybrid classes. (Students could "check" more than one response.) Many, 39% and 38% respectively, appreciate summer and short session programming. Additionally, it was confirmed that students are relatively technology-savvy, with 93% responding that they use the Internet and email. (See other technology-use indices, as well).

The ratings for some critical features of the College need further follow-up, however. While 84 of the 188 student and staff respondents identified "Fellow students and colleagues" as the *greatest strength* of the College, 104 identified "Cleanliness of the campus" as highest of *significant areas needing improvement* and "Availability of classes" as the second highest rated *needing improvement (by* 76 respondents); however, 49 respondents rated "Availability of classes" as a *greatest strength.* The positive findings might relate to the "swirl" of students among PCCD colleges, and the fact that students and perhaps respondents attend the campus that offers the classes they need at the times they need.

There were other college features identified in the survey that received mixed ratings.

Assumption: More research, including surveying, about student opinions is needed to understand whether student preferences are being adequately addressed. Student engagement is one of the most important variables contributing to student success, and these results introduce more questions than they answer about student experiences on campus. This survey was intended to provide a very initial assessment of student, faculty and staff opinions and experiences. Given that some of these results are difficult to interpret and that understanding student opinions is important for addressing student success, more research is imperative.

District Strategic Goal D: Strengthen Accountability, Innovation, and Collaboration

8. *Finding – Age Distribution of Faculty/Staff:* Twenty-six percent of permanent faculty (of 134 total), and another 34% of administrators, were over 60 years of age in Fall 2015.

   Assumption: Should the College experience the retirement of faculty and staff and the capacity to hire new faculty and staff, opportunities exist to plan for new programs and organizational structures, varied talents, and professional development. Doing so with intentional design, and re-design, provides the College with new avenues for change.

District Strategic Goal E: Develop and Manage Resources to Advance Our Mission

9. *Finding - Enrollment Development and "Swirl":* Enrollment and FTES have declined, 10% and 7% respectively, between 2010 and 2015. Typical enrollment assessment measures are included in this data portfolio and provide some insight. For example, the number of new freshmen from high schools has remained constant—a positive

indication. Non-resident students have increased in number. Additionally, of 12,152 students enrolled at Laney in Fall 2015, 27% were enrolled simultaneously at another PCCD community college, primarily either at College of Alameda and Berkeley City.   The reported experiences of survey respondents corroborated this "swirl" finding, as 69% of Laney survey respondents worked or took classes additionally at other PCCD colleges.

Assumption: An in-depth and systematic district-wide enrollment management assessment is needed to evaluate reasons for the enrollment decline and identify solutions for the College to ensure enrollment/FTES, course scheduling, and program viability.