

ARCC 2011 Report: College Level Indicators

Laney College

Peralta Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	54.3%	52.0%	54.0%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.8%	69.7%	72.5%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	68.1%	58.7%	63.0%



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Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	67.9%	64.0%	61.7%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	65.5%	60.9%	60.8%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	58.0%	58.7%	52.6%
Basic Skills Improvement Rate	40.5%	43.4%	45.9%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



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Table 1.7:
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	22,309	23,010	24,123
Full-Time Equivalent Students (FTES)*	8,218	8,389	9,041

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	22.5%	21.8%	21.1%
20 - 24	24.0%	25.3%	27.4%
25 - 49	43.2%	42.6%	42.1%
Over 49	10.3%	10.3%	9.4%
Unknown	0.0%	.%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.9%	52.1%	50.5%
Male	43.6%	41.3%	41.3%
Unknown	0.5%	6.6%	8.2%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	28.5%	25.7%	23.1%
American Indian/Alaskan Native	0.5%	0.5%	0.4%
Asian	30.1%	27.0%	22.6%
Filipino	1.9%	2.0%	1.6%
Hispanic	12.7%	11.7%	10.1%
Pacific Islander	0.7%	0.8%	0.6%
Two or More Races	.%	.%	0.6%
Unknown/Non-Respondent	9.8%	18.5%	29.4%
White Non-Hispanic	15.9%	13.8%	11.5%

Source: Chancellor's Office, Management Information System



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College Peer Grouping**Table 1.11: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.0	56.8	44.3	66.1	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	72.5	70.2	57.8	80.0	<i>B1</i>
C	Persistence Rate	63.0	61.0	47.7	74.3	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	61.7	73.8	59.7	89.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.8	56.5	41.8	71.4	<i>E1</i>
F	Improvement Rate for Credit Basic Skills Courses	45.9	52.5	30.3	67.4	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	52.6	43.0	0.0	67.2	<i>G1</i>

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



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College Self-Assessment

Laney College, in downtown Oakland, continues to experience moderate enrollment growth. From 2007/08 to 2009/10 the headcount increased by 8.1% while FTES increased by 10%. During the same time the student age distribution has had minor shifts with the greatest shift in the 20-24 year olds increasing by 14%. Although the dominant ethnic/racial groups remain Asian/Pacific Islander and African American with 23.2 and 23.1 respectively, there has been a decrease in the identification of the student body. Approximately 30% of the student body was listed as unknown/nonrespondent. The subjects with highest enrollment at Census in Fall 2010 were: English, Math, PE, ESL, and Business.

Laney has a history of working with challenged populations that come to us with a sense of expectation ripe to engage in the learning process. Laney has developed a wide variety of programs to support these students in obtaining degrees and certificates, transfer and/or entering the workforce. Examples are: The East Bay Career Advancement Academy; Project Bridge; Gateway to College; and the Exploring Pathways in Digital Media Initiative. The EDD Green Jobs Corps Program, the Bay Area Workforce Funding Collaborative, the Chancellor's Industry-Driven Regional Collaborative, the Peralta After School Initiatives, the Oakland Green Jobs Corps, the NSF-ATE and Community-based Job Training Grant programs focus on workforce development in technical areas. Transfer is supported by a transfer and career center as well as college and university recruitment events.

Student progress and achievement has remained stable at 54% while the students who earned at least 30 units within five years increased from 69.8% in the 2003/04 cohort to 72.5% in the 2004/05 cohort.

Persistence rates increased from 58.7% in Fall 2007/08 to 63.0% in Fall 2008/09. In 2009/10 Career and Technical Education course completion rates decreased to 61.7% from 64% in 2008/09.

Analysis of ARCC data also reveals the following:

- The student progress and achievement rate has fluctuated, yet returned to its highest rate of 54%.
- The percentage of students taking at least six units persisting from Fall to Fall fluctuates from year to year; however, the drop to 58% in Fall 2008 is probably due to poor data generated during the district's transition to new administrative software. The Fall 2008 to 2009 shows a return to 63%.
- From 2004/05 to 2007/08 the completion rates of students in career and technical (vocational) programs have remained steady (67% to 69%) then in 2008-09 the rate dropped to 64% and in 2009/10 the rate dropped to 61.7%.
- A similar trend is found with the successful completion of credit basic skills courses where the rate is steady but declined during the 2008/09 and then remained stable in 2009/10.
- Over the past three years, the Basic Skills improvement rate has improved from 40.5% to 45.9%.
- The ESL improvement rate is higher than that of Basic Skills and remained steady at around 58% for the last two years with a dip to 52.6% in 2007/08 to 2009/10.



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