

# ARCC 2012 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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
<b>Student Progress and Achievement Rate</b>	51.9%	54.0%	53.5%

**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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
<b>Percent of Students Who Earned at Least 30 Units</b>	69.7%	72.5%	71.0%

**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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
<b>Persistence Rate</b>	59.4%	63.0%	66.7%



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### College Performance Indicators

#### 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.

	2008-2009	2009-2010	2010-2011
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	64.0%	61.7%	67.5%

#### 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.

	2008-2009	2009-2010	2010-2011
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	60.9%	60.8%	68.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
<b>ESL Improvement Rate</b>	58.7%	52.6%	53.6%
<b>Basic Skills Improvement Rate</b>	43.4%	45.9%	42.1%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
<b>CDCP Progress and Achievement Rate</b>	.%	.%	.%



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### College Profile

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

	2008-2009	2009-2010	2010-2011
<b>Annual Unduplicated Headcount</b>	23,010	24,123	22,240
<b>Full-Time Equivalent Students (FTES)</b>	8,389	9,041	7,957

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

**Table 1.8:**  
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
<b>19 or less</b>	21.8%	21.1%	19.4 %
<b>20 - 24</b>	25.3%	27.4%	29.1 %
<b>25 - 49</b>	42.6%	42.1%	42.5 %
<b>Over 49</b>	10.3%	9.4%	9.1 %
<b>Unknown</b>	.%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2008-2009	2009-2010	2010-2011
<b>Female</b>	52.1%	50.5%	50.9%
<b>Male</b>	41.3%	41.3%	40.7%
<b>Unknown</b>	6.6%	8.2%	8.4%

Source: Chancellor's Office, Management Information System



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### College Profile

**Table 1.10:**  
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
<b>African American</b>	25.7%	23.1%	26.5%
<b>American Indian/Alaskan Native</b>	0.5%	0.4%	0.4%
<b>Asian</b>	27.0%	22.6%	25.5%
<b>Filipino</b>	2.0%	1.6%	1.9%
<b>Hispanic</b>	11.7%	10.1%	13.4%
<b>Pacific Islander</b>	0.8%	0.6%	0.6%
<b>Two or More Races</b>	.%	0.6%	2.5%
<b>Unknown/Non-Respondent</b>	18.5%	29.4%	13.9%
<b>White Non-Hispanic</b>	13.8%	11.5%	15.2%

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	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	53.5	56.9	40.5	68.3	A4
B	Percent of Students Who Earned at Least 30 Units	71.0	69.7	57.8	80.0	B1
C	Persistence Rate	66.7	61.2	35.8	72.0	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.5	73.3	64.0	88.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.2	58.5	40.8	70.2	E4
F	Improvement Rate for Credit Basic Skills Courses	42.1	52.8	32.6	67.3	F1
G	Improvement Rate for Credit ESL Courses	53.6	45.6	.0	78.6	G1

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, a diverse urban community college in downtown Oakland, is adjusting its enrollment to meet the fiscal realities of state funding. During the 2010-11 year, the headcount decreased by 7.8% and FTES decreased by 12%.

The demographic makeup of the student body experienced minor shifts with continuing increases in the 20-24 and 25-49 year olds increasing from 27.4 to 29.1% of the student body, respectively. Students in the 19 years or less group dropped in percentage.

The dominant ethnic/racial groups are African American and Asian/Pacific Islander with 26.5 and 26.1%, respectively. There has been an increase in all groups, due to increased self-identification by the student body. The Unknown/Non-Respondents have been reduced from approximately 30% to 13.9%. The subjects with the highest enrollment at census in Fall 2011 were: ESL, Math, English, Culinary Arts, PE, Biology, Business, Music, Cosmetology, Art, CIS and Chemistry.

Laney's history of working with challenged populations has required the college to develop a wide variety of programs and services to support these students in obtaining degrees and certificates, transfer and entering the workforce. Examples are Career Advancement Academy; Project Bridge; Gateway to College; and Exploring Pathways in Digital Media Initiative. The Green Jobs Corps Program, the NSF-ATE and community-based Job Training Grant programs focus on workforce development in technical areas. Transfer is supported by a transfer center and college/university events sponsored by EOP/S, TRIO, Puente, APASS, learning communities and the CTE Advisory Council.

Student progress and achievement rates continues to remain relatively stable at 54% while the percentage of students earning at least 30 units within 5 years experienced a slight dip from 72.5% in 2004-05 class to 71% in 2005-06 class. Persistence levels have consistently increased from 59.4% in 2007-08 to 63% in 2008-09 to 66.7% in 2009-10.

For students in basic skills courses, the completion rate rose significantly from 60.8% in 2009-10 to 68.2% in 2010-11. In that same period, the ESL improvement rate is higher than that of Basic Skills and increased from 52.6% during the last 2 years to 53.6% in 2008-09 -- 2010-11.

The completion rates of students in Career and Technical Education programs have experienced a significant jump from 61.7% in 2009-10 to 67.5% in 2010-11.



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