

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	50.6%	53.3%	50.2%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	67.2%	68.1%	68.1%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	65.1%	68.6%	58.3%



ARCC 2010 Report: College Level Indicators

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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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	68.2%	68.0%	64.0%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	66.7%	65.5%	60.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	58.3%	58.5%	57.4%
Basic Skills Improvement Rate	33.1%	32.2%	32.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

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College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	21,220	22,309	23,010
Full-Time Equivalent Students (FTES)*	8,239	8,218	8,389

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	21.6%	22.5%	21.8%
20 - 24	24.5%	24.0%	25.3%
25 - 49	44.3%	43.2%	42.6%
Over 49	9.7%	10.3%	10.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	56.5%	55.9%	52.1%
Male	42.6%	43.6%	41.3%
Unknown	0.8%	0.5%	6.6%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	29.0%	28.5%	25.7%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	30.8%	30.1%	27.0%
Filipino	2.0%	1.9%	2.0%
Hispanic	11.9%	12.7%	11.7%
Pacific Islander	0.7%	0.7%	0.8%
Unknown/Non-Respondent	9.7%	9.8%	18.5%
White Non-Hispanic	15.3%	15.9%	13.8%

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	50.2	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	68.1	68.3	52.2	77.3	B1
C	Persistence Rate	58.3	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	64.0	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.8	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	32.9	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	57.4	33.8	0.0	67.0	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, in downtown Oakland, is experiencing medium-low enrollment growth. From 2006/07 to 2008/09 its headcount increased by 8% while FTES increased by 2%. During this same time period, the student age distribution has been holding steady. The dominant ethnic/racial groups are Asian/Pacific Islander and African American with 31% and 28% of the student body, respectively.

With the exception of English and mathematics, the highest enrolled subjects in Fall 2009 (course enrollments of 1000 or more students) were: physical education, ESL, business, music, culinary arts, biology, and art. There is a balance of enrollment between vocational and non-vocational classes. Over the past few years, through external funding including grants, Laney has developed a number of new programs to support students in obtaining degrees and certificates, attaining transfer and/or directly entering the workforce. Some of these programs are: The East Bay Career Advancement Academy; Project Bridge; Gateway to College; and the Exploring Pathways in Digital Media Initiative supporting pre-collegiate youth and special populations. The EDD Green Job Corps Program, the Bay Area Workforce Funding Collaborative, the Chancellor's Industry-Driven Regional Collaborative, the Peralta After School Initiatives, the Oakland Green Job Corps, the NSF-ATE and Community-based Jobs Training Grant programs all focus on workforce development in technical areas. The transfer function is supported by a transfer and career center as well as several college and university recruitment days. Laney was awarded accreditation renewal in 2009.

A six-year trend analysis of ARCC data performed by the Peralta Community College District institutional research office reveals the following:

- The student progress and achievement rate for the past five years has fluctuated between 50% and 54%.
- However, over the past six years the percentages of student cohorts earning 30 or more credits has steady increased by five percentage points.
- But the percentage of students taking at least six units persisting from Fall to Fall had been fluctuating from year to year from 64% to 68%. However, the rate dropped to 58% Fall 2008 period. The drop is so large and so sudden that it is probably due to poor data generated during the district's transition to new administrative software.
- From 2004-05 to 2007-08, student successful completion in vocational courses remained steady (67% to 69%) then in 2008-09 the rate dropped to 64%. This could be a one-time drop due to poor data or could be an outcome of external factors.
- A similar trend is found with the successful completion of basic skills courses where the rate is steady but with a one-time drop in during the 2008-09 year.
- Over the past three years, the proportion of students advancing from lower- to higher-level basic skills courses has remained steady at around 33%. This rate is, on average, ten percentage points lower than those of other three Peralta CCD colleges.
- The ESL improvement rate is higher than that of basic skills and has remained steady at around 58% for the past three years.

