



Outcomes | Innovation | Improvement

# ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

## 2026 Annual Report Survey

### General Information

1. Confirm college name:	Laney College
2. Name of individual preparing report:	Clifton Coleman
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### Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

*For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 19.*

2022-23:	<input type="text" value="15,938"/>	2023-24:	<input type="text" value="16,456"/>	2024-25:	<input type="text" value="16,264"/>
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5a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	3.25 %	-1.17 %

5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

### Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2022-23:	<input type="text" value="14921"/>	2023-24:	<input type="text" value="15249"/>	2024-25:	<input type="text" value="15154"/>
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6a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	2.20 %	-0.62 %

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)

n/a

7. Do you offer Distance Education?

Yes	No
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*If you answered no, skip to question 8.*

7a. Total unduplicated headcount enrollment in distance education in last three years:

*Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.*

2022-23:       2023-24:       2024-25:

7b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	-4.96 %	-5.62 %

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

7d. Total unduplicated degree-applicable headcount enrollment in distance education in last three years:

*Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.*

2022-23:       2023-24:       2024-25:

7e. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	-3.93 %	-5.39 %

7f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

7g. % of all students that took at least one degree-applicable distance education course:

2022-23:  2023-24:  2024-25:

7h. % of all degree-applicable distance education courses offered online:

*This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.*

2022-23:  2023-24:  2024-25:

## Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Yes	No
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*If you answered no, skip to question 9.*

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

2022-23:  2023-24:  2024-25:

8b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	%	%

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

## Student Achievement Data

9a. Does your institution participate in Title IV funding?

Yes	No
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*\*If yes, complete questions 9b – 9c. If no, skip to question 10a.*

9b. List the current Graduation Rate per the US Education Department College Scorecard.

*The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."*

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

*The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, scroll to the Graduation & Retention drop-down. After you expand the section, you will see the "% of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."*

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

- Student Achievement Measure (SAM)
- Voluntary Framework of Accountability (AACC)
- College established dashboard
- Other (please specify)

N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

11a. Please provide a link to the exact page on your institution’s website that displays its most recent publication of disaggregated student achievement data:

*ACCJC will include a link to this page in your institution’s entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC’s recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC’s Accreditation Standards 1.1, 1.3, 1.5, and 2.9.*

11b. Please review and score your institution’s website on the [Rubric for Effective Institutional Outcome Transparency](#).

Score: 5

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution’s public website?

Following the 2025 ACCJC Annual Report, Laney College has launched a "Student Facts & Stats" page accessible from the homepage via a menu link. The page highlights key metrics and provides links to more detailed, disaggregated data through the College’s Power BI dashboards. In Spring 2026, the College’s Institutional Effectiveness Committee reviewed the site and its related data resources. The committee identified areas for improvement, particularly in reflection and storytelling. Over the next academic year, the College will refine the page using the committee’s rubric and feedback.

## Institution-Set Standards: Course Completion

*For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.*

2022-23

2023-24

2024-25

12a. Institution-Set Standard (floor):	69%	69%	69%
12b. Stretch goal (aspirational):	73%	73%	73%
12c. Actual successful course completion rate:	72%	72%	74%

### Institution-Set Standards: Certificates

13. Do you offer Certificates for 16 or more units/credits?

Yes	No
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*If you answered no, skip to question 14.*

13a. Type of Institute-set standard for certificates:  
(Please select one option from the menu)

- Number of certificates
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
13b. List your Institution-Set Standard (floor):	295	295	295
13c. List your stretch goal (aspirational):	415	415	415
13d. List actual number or percentage of certificates:	345	418	441

### Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees:  
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

2022-23	2023-24	2024-25
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14a. List your Institution-Set Standard (floor) for associate degrees:

530	530	530
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14b. List your stretch goal (aspirational) for associate degrees:

790	790	790
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14c. List actual number or percentage of associate degrees:

641	731	626
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### Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes	No
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*If you answered no, skip to question 16.*

15a. Type of Institute-set standard for baccalaureate degrees:  
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

### Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes	No
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*If you answered no, skip to question 17.*

16a. Type of Institute-set standard for a Direct Assessment Program:  
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

### Institution-Set Standards: Transfer

17. Does your college offer Transfer Programs?

Yes	No
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*If you answered no, skip to question 18.*

17a. Type of Institute-set standard for transfers:  
(Please select one option from the menu)

- Number of transfers
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	389	389	389
17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	433	433	433
17d. List actual number or percentage of students who transfer to a 4-year college/university:	437	411	n/a

### Institution-Set Standards: Licensure Examination Pass Rates

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes	No
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*If you answered no, skip to question 19.*

18a. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program	Exam Type (National, State, Other)	Institution-Set Standard (%) (Floor)	Stretch Goal (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)	2024-25 Pass Rate (%)
Cosmetology	State	72	75	52	61	53

19. Does your college offer Career and Technical Education Programs?

Yes	No
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*If you answered no, skip to question 20.*

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

*For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition – but please describe your definition and methodology in Question 19.*

Program	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
Accounting 050200	55	60	74	81	n/a
Applied Photography (101200)	60	60	n/a	n/a	n/a
Architecture & Architectural Technology (020100)	55	60	n/a	n/a	n/a
Biotechnology & Biomedical Technology (043000)	n/a	n/a	n/a	n/a	n/a
Business Administration (050500)	70	78	83	62	n/a
Carpentry (095210)	50	52	71	62	n/a
Civil & Construction Management Tech (095700)	68	75	100	73	n/a
Commercial Music (100500)	50	60	n/a	n/a	n/a
Computer Information Systems (070200)	60	70	n/a	n/a	n/a
Cosmetology & Barbering (300700)	55	70	69	87	n/a
Culinary Arts (130630)	70	80	80	94	n/a
Electronics & Electric Technology (0934**)	70	75	90	79	n/a
Engineering (090100)	50	65	n/a	n/a	n/a
Environmental Control Technology (094600)	67	71	80	100	n/a

Graphic Arts (103000)	52	72	n/a	55	n/a
Journalism (060200)	53	60	n/a	n/a	n/a
Legal & Community Interpretation (214000)	60	70	n/a	n/a	n/a
Machining & Machine Tools (095630)	70	75	94	94	n/a
Management Development & Supervision (050630)	80	90	n/a	100	n/a
Mill & Cabinet Work (095250)	60	65	n/a	69	n/a
Welding Technology (095650)	65	70	n/a	70	n/a

20. Please use the text box below to provide any comments or context regarding the data submitted in this report (optional, no word limit):

5. 2022–2023 and 2023–2024 unduplicated headcount revised based on latest CCCC Data Mart enrollment numbers. Data exclude non-apportioned contract education courses reported under accounting method "X." 7a,d,g. Headcount figures for 2022–2023 and 2023–2024 were adjusted from the prior year report due to database updates and related data corrections. Data exclude non-apportioned contract education courses reported under accounting method "X." 12. In Spring 2026, Laney College's Institutional Effectiveness Committee (IEC) approved reporting the overall course completion rate using data from the Peralta Community College District's internal database and dashboards. Previously, the College reported the credit, non-dual enrollment completion rate. This change improves consistency and makes it easier for the College to benchmark performance. In addition, after surpassing its stretch goal of 73% in 2024–2025, the IEC established a new course completion set standard and stretch goal beginning in the 2025–2026 academic year. 13. In Spring 2026, Laney College's IEC approved new standards and stretch goals for certificates beginning in the 2025–2026 academic year, following the College's substantial exceedance of its previous stretch goals. 17. In the 2024 ACCJC Annual Report and prior reports, the College used the Student Success Metrics (SSM) transfer data element to report transfer numbers. With the California Community Colleges Chancellor's Office transition from SSM to DataVista and updated MIS calculation procedures, prior goals no longer aligned with the current DataVista metric. Beginning with the 2025 report, the College transitioned to using UC and CSU data, along with CCCC Data Mart data for out-of-state and private transfers. This approach is consistent with how the Peralta Community College District defines transfer. In Fall 2025, Laney College's Institutional Effectiveness Committee (IEC) evaluated transfer metrics based on these new data sources and established a new set standard and stretch goal of 389 and 433, respectively. Transfer data for 2024–2025 are not yet available due to the customary lag in reporting transfer outcomes. 18–19. In Spring 2026, the College worked collaboratively with its Career Technical Education Advisory Committee and disciplines to update its set standards and stretch goals for licensure examination and job placement rates. Data for 2024–2025 are not yet available due to the inherent lag in employment data collection and wage matching required for CCCC Perkins Core Indicator 4 reporting. Programs noted with "n/a" in the job placement rate had no data or fewer than 10 completers. These programs remain listed to preserve their standard and stretch goals for future reporting when data become available.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved.

Of this this year is that Laney exceeded our stretch goal for course completion. While there were a number of factors that likely led to this achievement, a few contributing factors are likely, a) increasing the proportion of classes taught in-person, b) faculty investments in new/innovative pedagogies, and c) improvements in the structures that support student learning.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle?

Laney would benefit from Professional Development related to artificial intelligence. Ideally, PD might address, a) how colleges can build strong policy and practices related to AI, b) how instructors can mitigate disingenuous use of AI, and c) how instructors can learn to teach innovatively in an AI world. As always, PD related to the colleges upcoming Institutional Self Evaluation is also welcome.

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following.

- I reviewed the program listings and all of my institution's programs are correctly listed
- I have found some errors and will be reaching out to ACCJC for next steps on updating