



**Laney College**  
**Educational Master Plan**  
**June 2, 2016**

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# I. Introduction and Executive Summary

## Executive Summary

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During the Spring of 2016, Laney College engaged in a comprehensive effort to create a new Educational Master Plan that will guide the College for the next five years. The plan was developed in several phases with overall guidance provided by an Educational Planning Committee that was composed of members of the Institutional Effectiveness Committee with a few additions.

The planning process started with a great deal of data gathering, both quantitative and qualitative. The consultants conducted research regarding the population of the college's service area. The district and college research offices provided data on the students who attend the college, including demographics, success indicators, enrollment patterns, and transfer and completion data. Input from the college community came from an online survey, a multitude of listening sessions, feedback on draft chapters and the consultants' reviews of other college planning documents.

The Planning Committee met for an all-day workshop on April 8, 2016 to develop draft five-year goals for the college. These eight goals are as follows:

1. Raise awareness in the community of and access to programs, resources and opportunities at Laney College and manage enrollment effectively.
2. Develop an equitable and sustainable college resource allocation model that is aligned with Laney College's priorities.
3. Make all facilities clean, safe, functioning, well equipped, and attractive.
4. Build a culture of success, belonging and pride.
5. Increase student success, retention, transfer and completion.
6. Provide pathways from adult school, high school, and community based organizations, and other student populations, to careers, degrees, certificates and/or transfer.
7. Create a culture of innovation including technology where data-based decisions are made, implemented, communicated and evaluated, prioritizing sustainability.
8. Create liaisons with community based organizations and agencies, and become a hub for social and human, health, wellness and housing services to benefit the wider college community.

The plan also includes an analysis of the labor market in the Bay Area. This analysis identifies gaps between the College's programs and high-wage, high-skill occupations. The purpose is to provide this data to encourage additional dialog and investigation. The ultimate goal being that the college makes decisions about resource allocation based on solid data.

The 2016 Laney College Educational Master Plan is rooted in data, and with broad-based participation from faculty, students and staff, provides a plan for the future success of the College.

## Introduction

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### About the College

Laney College is the largest of the four Peralta Community College District campuses, serving approximately 17,000 students annually. The flagship college for Peralta, Laney College stretches across sixty acres in downtown Oakland, one of the most ethnically and economically diverse cities in America. Laney is also situated next to Chinatown and conveniently located near major transportation networks. Kaiser Convention Center is just a few blocks from Lake Merritt. Bay Area Rapid Transit (BART) and AC

Transit provide convenient public transportation to the college, while Highway 880 is adjacent to the college parking lot. Laney is also one of the oldest community colleges in the nation, celebrating 63 years this year.

The Laney College service area includes the adjacent cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont. It also draws students from the Greater Bay Area because of its reputation for diversity and high quality technical training. At the heart of Oakland, Laney College reflects and embraces the tremendous human and cultural variety that defines its location, with an ethically balanced and well-integrated student body.

The college takes its name from Joseph C. Laney (1880-1948), a journalist, businessman, and former president of the Oakland Unified School District Board of Education. In honor of his major contributions to the city's vocational education programs, the Board created the Joseph C. Laney Trade and Technical Institute in 1953.

## Educational Programs

Laney College offers associate degrees in more than 20 liberal arts and science fields; a significant number of our graduates go on to 4-year schools, including campuses in the University of California and California State University systems, local and out-of-state independent institutions, and historically Black colleges and universities. In addition to its commitment to academics, Laney continues to make career and technical education and career development critical parts of its mission, offering a wide variety of certificate programs and short-term courses.

Remaining true to its original name (see below), Laney College has preserved and continuously updated a remarkable set of career and technical education (CTE) programs. These include traditional trade areas such as Electrical Technology, Welding, Industrial Maintenance, Machining, and Carpentry. The college has also developed new programs in other advanced technical fields such as Building Automation Systems and Digital Design as well as programs in emerging fields such as Medical Device Engineering Technology, 3-D design and Rapid Manufacturing, and Advanced Lighting Technology. In addition, the college offers programs in the applied arts such as Professional Photography and Graphic Design.

Laney has one of the few Restaurant Management programs in the Bay Area and a world class Baking and Pastry program. The Electrical Technology program is a state certified, full Electrical Trainee program, one of the few complete programs in the state. The Advanced Lighting program is also unique in the state. Laney is one of two colleges in California to offer full programs in Building Automation Systems, and there are only three such programs in the entire country.

Laney College is also a national leader in sustainability education. Energy efficiency and related sustainability-themed courses can be found in many different departments including Carpentry, Environmental Control Technology, Engineering, Architecture, Construction Management, Electrical Technology, Biology, and Chemistry.

## Mission / Vision

### Mission Statement

Laney College, located in downtown Oakland, California, is a diverse, urban community college committed to student learning. Our learner-centered college provides access to quality transfer and career- technical education, foundation skills and support services. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness.

## Vision Statement

Laney College is a dynamic, diverse environment where all are encouraged to become responsible community members, leaders and world citizens.

## Values

### **Respect**

We demonstrate a commitment to the value of each individual through trust, cooperation, and teamwork. We recognize the worth of each individual and his or her ideas and treat each other and those we serve fairly, with compassion and with esteem.

### **Diversity**

We are a multicultural and diverse organization, an enriching blend of people and ideas. This college is a place for all people, an environment devoted to fostering and embracing the diversity of our staff, faculty and student body.

### **Appreciation**

We demonstrate recognition in the value of the work efforts put forth by all of our faculty, staff, administrators and students. We will foster employee growth and performance levels through and personal development.

### **Competence**

We share a commitment to performing our work assignments with excellence and continuous improvement. We emphasize doing our best in teaching and learning, student achievement, administrative practices and delivery of support services.

### **Integrity**

We are committed to nurturing campus trust by holding ourselves accountable to the highest standards of professionalism and ethics.

### **Accountability**

We are individually and collectively responsible for achieving the highest levels of performance in fulfilling our mission. We continually evaluate ourselves in an effort to improve our effectiveness and efficiency in meeting the educational needs of our community.

### **Innovation**

We encourage and support creativity, collaboration and risk-taking. We foster and promote innovation in the support, delivery and management of all programs and services.

### **Collaboration**

We work cooperatively in a shared governance environment and value individual ability and diversity in thinking as essential to promote open communication, active participation, exchange of ideas and collaborative decision-making.

## II. Data Portfolio

The following data portfolio contains quantitative and qualitative data, along with analysis provided by the consulting team. After completing their comprehensive analysis, the consultants developed a list of nine “Planning Assumptions” that are listed at the beginning of the portfolio.

### Planning Assumptions

What follows are preliminary 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 the 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 single ethnicity having a majority, and their individual distributions are 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 Laney College 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 career development and college preparation pathway programs in order to develop personal economic sustainability, Laney may want to develop non-credit pathway programs at this time. Further, non-credit career development and college preparation FTES (short-term CTE, ESL, Adult Basic Education, DSPS and Apprenticeship) now receive equal apportionment to 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 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.

## External Environmental Scan

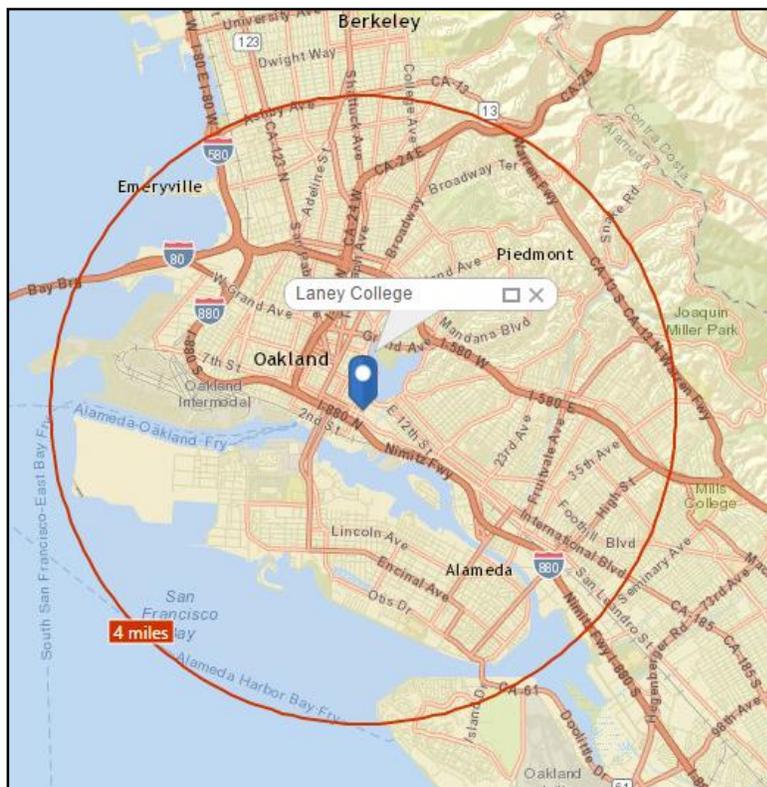
### Overview

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.

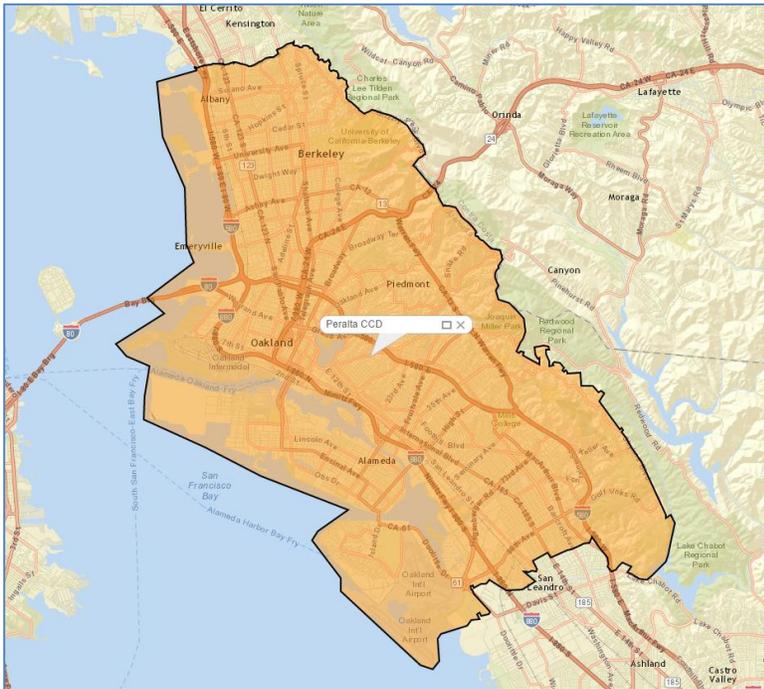
Students in California will attend a college for a variety of reasons. They do not always select the college that is closest to where they live. For the purposes of this plan, the region demarcated by the 4-mile ring is used to answer the questions, "Who lives in the area around the college?" and "In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

The 4-mile ring is not intended to represent a geographical area that includes the place of residence of all students attending the college. In fact, it most definitely does not. The area is intended only as a sample for the purpose of demographic analysis.

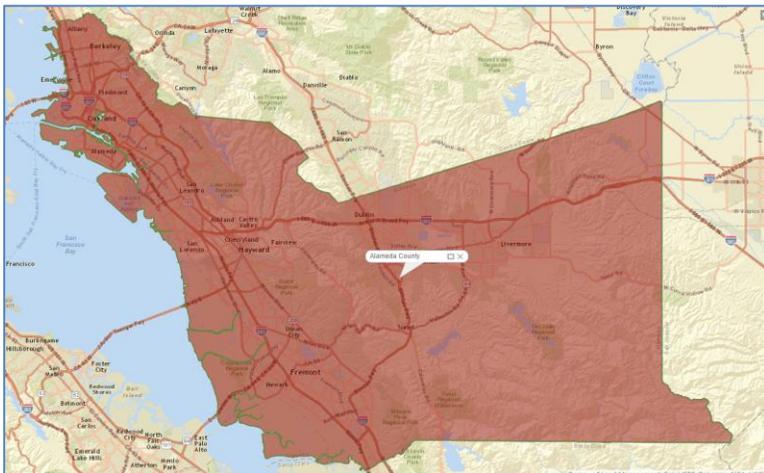
Following is a map showing the College's effective service area.



The following map shows the boundaries of the Peralta Community College District.



The following map shows Alameda County.

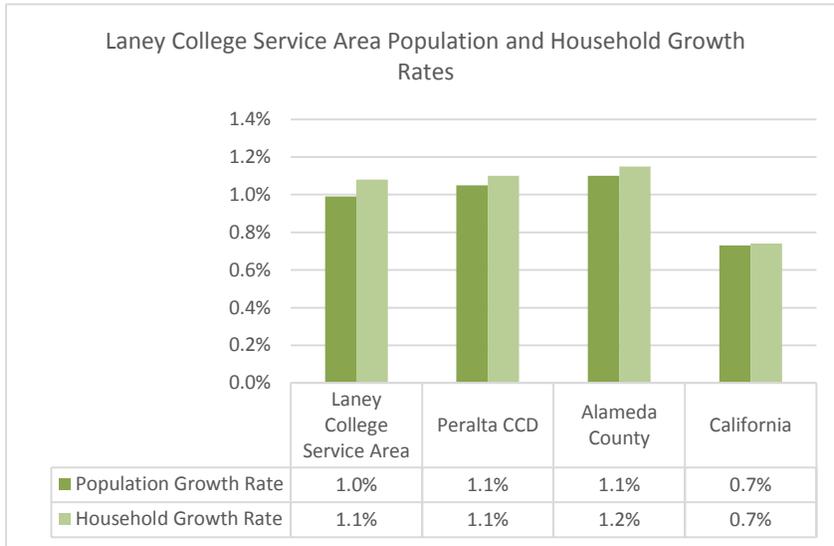


### Demographic Trends of the population

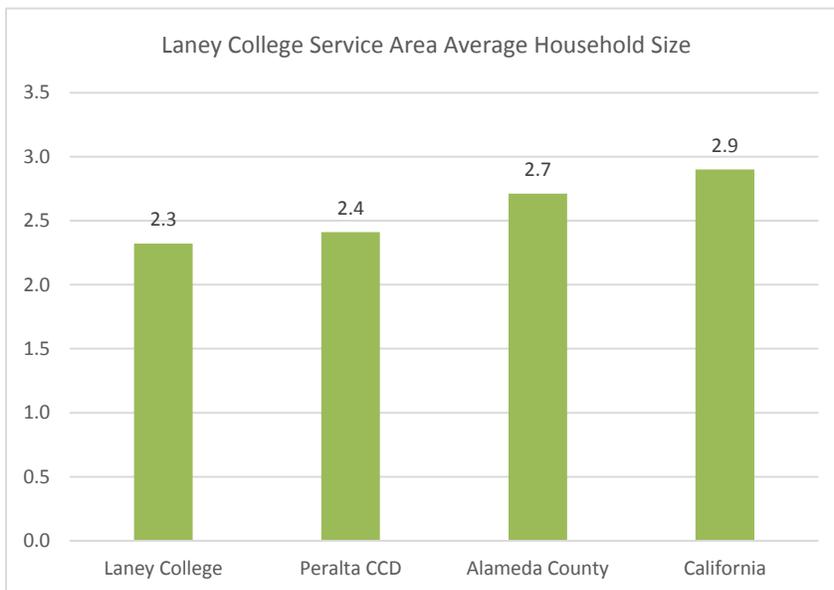
This section of the plan examines the demographic trends of the college service area population. Whenever helpful, the service area data includes comparison data for the population living in the District, the County, and the State.

**Population Growth**

The growth rates for the population and the number of households in the College service area are 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.



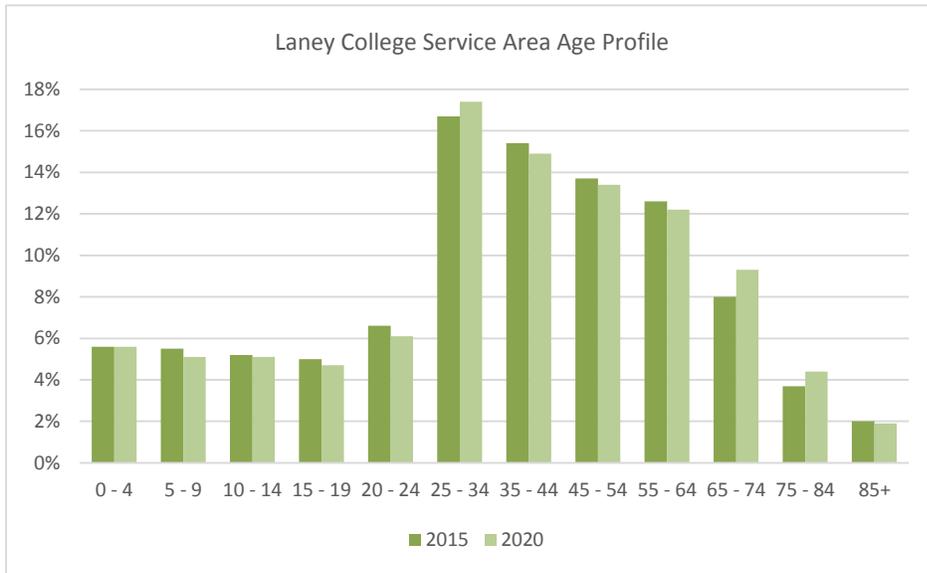
The Laney College service area has an average household size of 2.3 persons, smaller than the other areas shown in the graph.



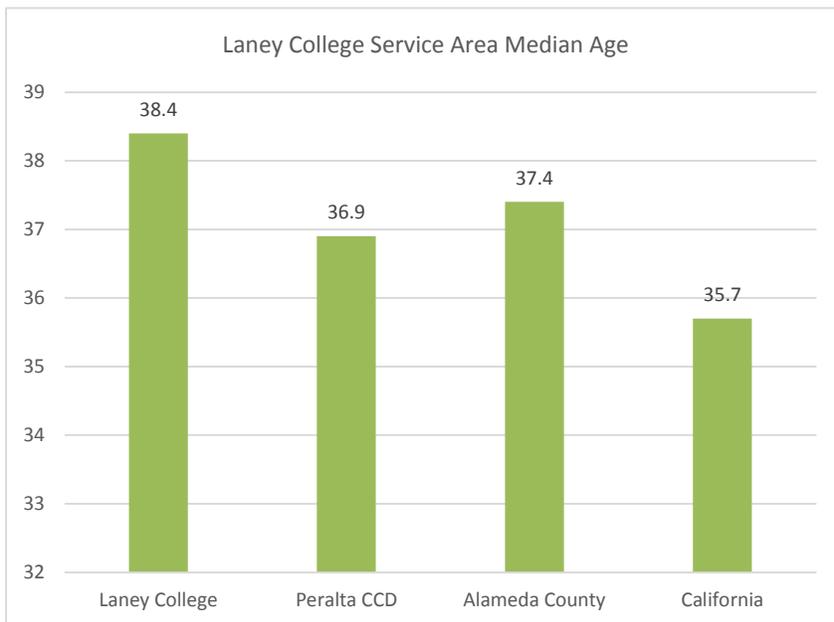
**Age Profile**

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

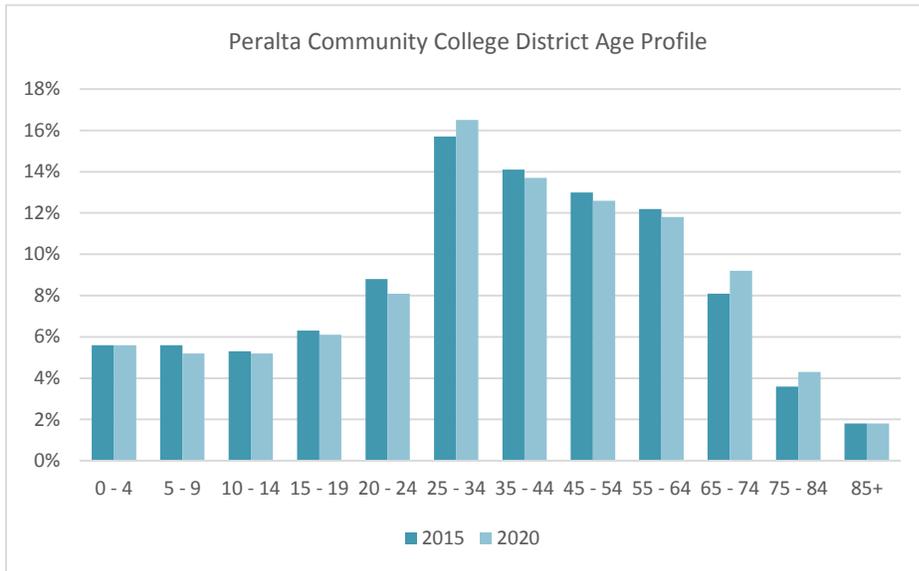
The Laney College service area shows that all the age groups younger than 25, are projected to decline as a percentage of the population. There are only three age segments projected to grow as a percentage of the population. Those are the 25-34, 65-74 and 75-84 segments. Twenty-five to 34 year olds might 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 slightly older than the populations of the District (36.9 years) and the County (37.4 years). California’s population is younger, taken as a whole, with a median age of 35.7.



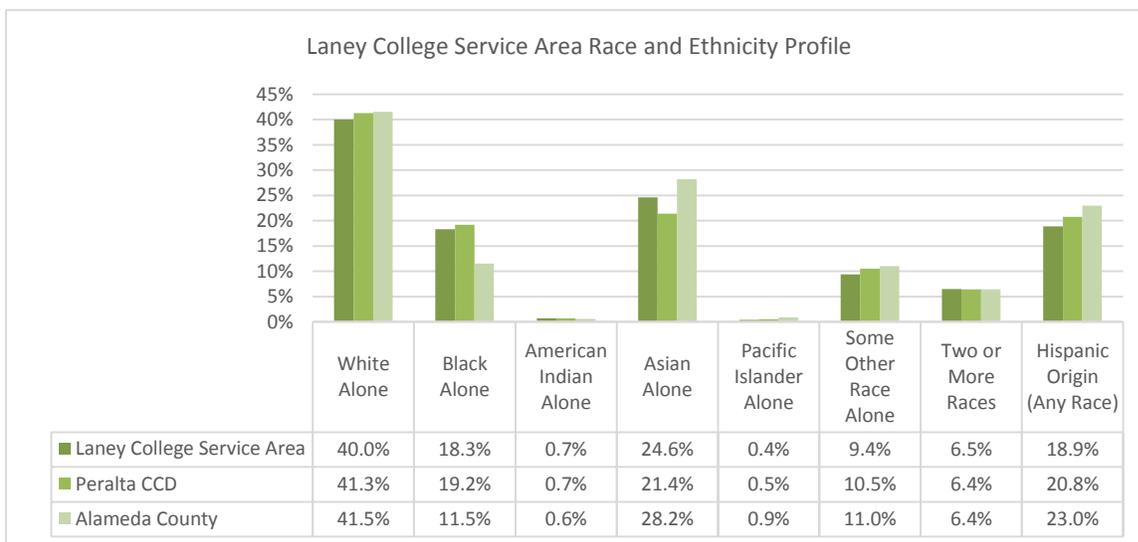
The District service area reflects the same age segmentation trend as the College with growth projected in the 25 to 34-year-old segment as well as 65-74 and 75-84 year old segments.



**Race/Ethnicity**

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

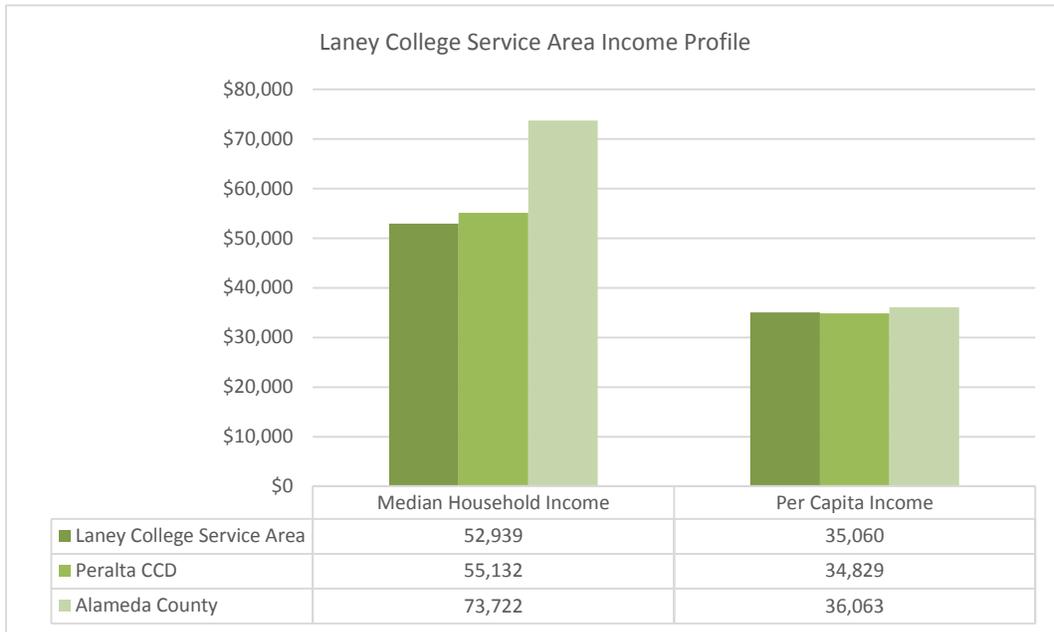
In the Laney College service area, the majority of the population (40.0%) identify themselves as “White Alone”. The next largest population segments are Asian Alone (24.6%), Hispanic (18.9%) and Black Alone (18.3%). The graph shows the race and ethnicity profile for the District and the County for comparison.



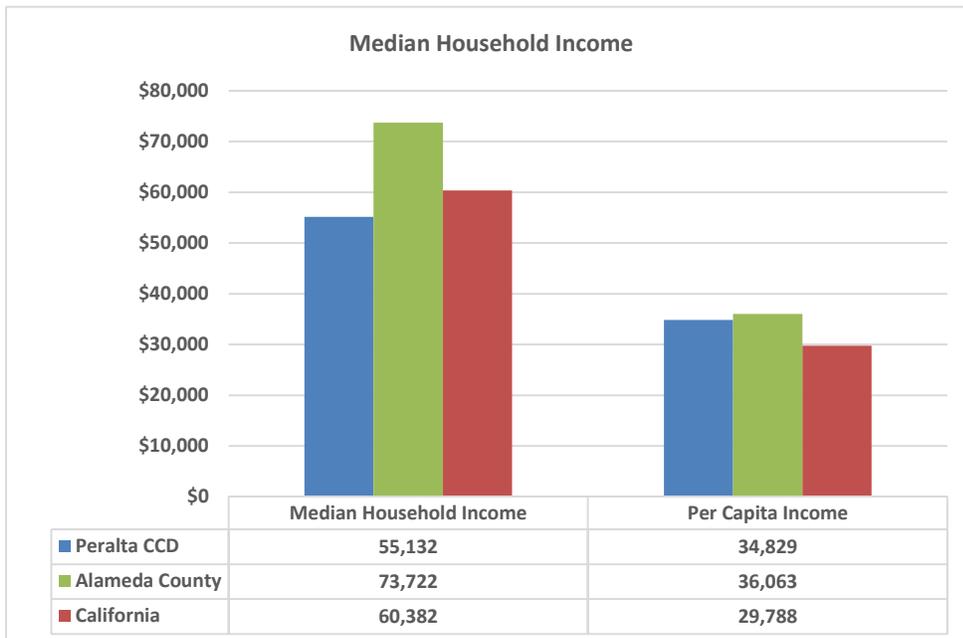
**Income Profile**

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.



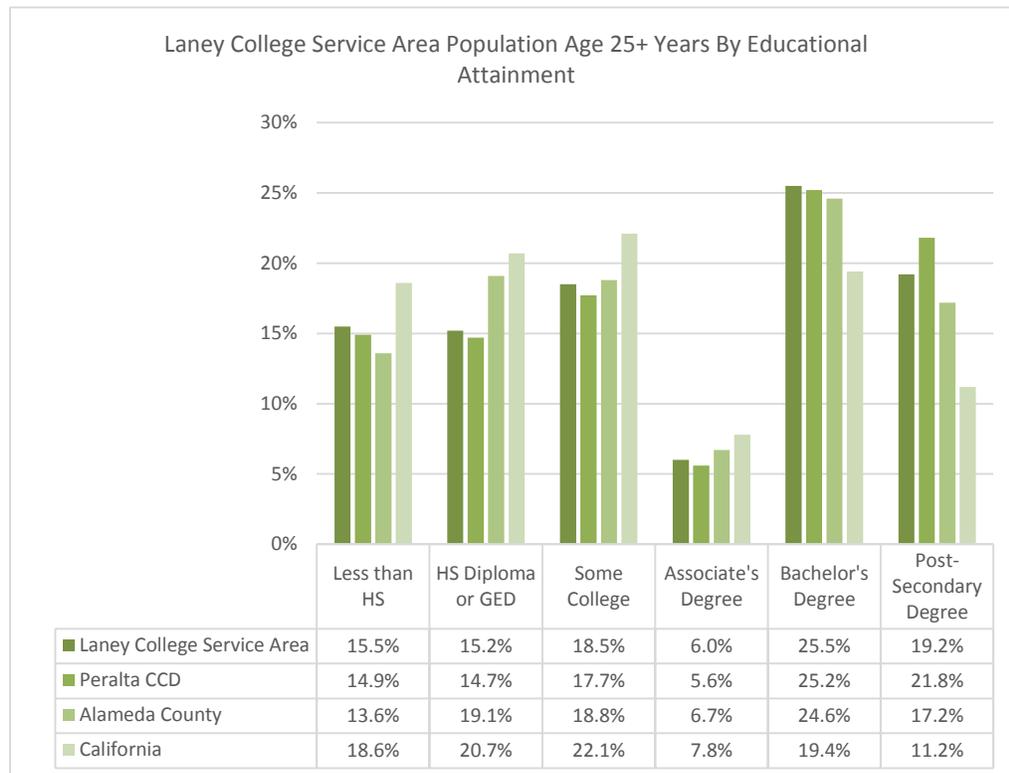
Looking at the District as a whole, median household income is lower than that of the county and the state. However, per capita income in the District is only slightly lower than the level for the County and higher than the state. This indicates a smaller average household size in the District.



**Educational Attainment**

Educational attainment data 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.



**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.

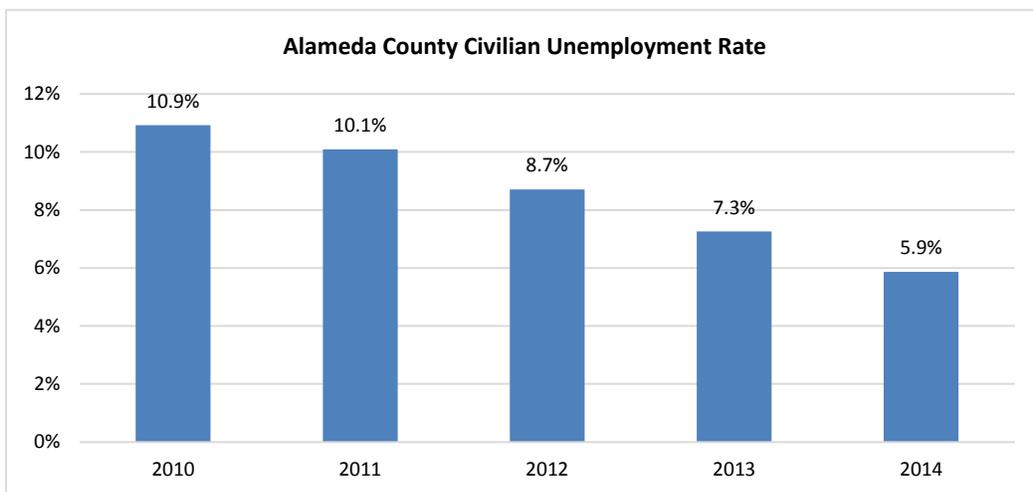
In the Laney College service area 11.4% of the population does not speak English well. The largest concentration of these individuals is between 18 and 64 years of age and lives in households where Spanish or Asian and Pacific Island languages are spoken.

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
<b>5 to 17 years</b>				
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%
<b>18 to 64 years</b>				
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%
<b>65 years and over</b>				
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%
<b>Total</b>	<b>11.4%</b>	<b>9.8%</b>	<b>9.1%</b>	<b>11.0%</b>

## Economic Data

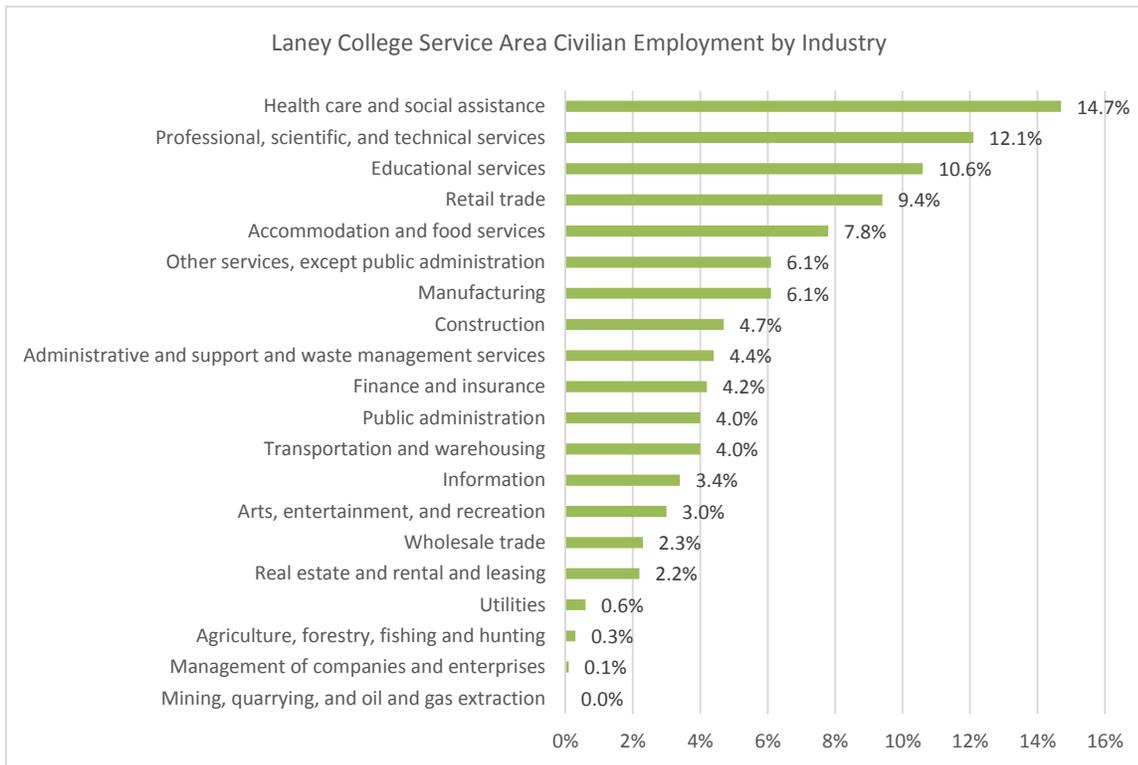
### Unemployment Rate

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



**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.



## 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 (projected).

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.

<b>Alameda County Largest Employers</b>		
<b>Employer Name</b>	<b>Location</b>	<b>Industry</b>
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

#### 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 staff increased by only one, from 91 to 92, while the number of Administrators increased by 2 over the past five years, from 10 to 12. 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, from 22 to 16. Professional and Maintenance staff have remained essentially constant at 18 and 19, respectively.

Emp Type	EEO6 Occ2	2011	2012	2013	2014	2015
Admin	Admin	10	8	11	14	12
Faculty	Faculty	113	100	112	125	134
Classified	Professional	19	18	12	18	18
	Clerical	22	19	18	16	16
	Technical	31	32	38	37	39
	Skilled	0	0	0	0	0
	Maintenance	19	19	20	19	19
	Subtotal	91	88	88	90	92
Total	Total	214	196	211	229	238

#### 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 the permanent to temporary ratio is 52% to 48%. The District as a whole has maintained a nearly constant ratio of near 50/50 over the past five years. (Note: The Overload FTEF of permanent faculty of about 18.0 is not included in this table or in the full- to part-time ratio; also, the ratio displayed here is not the official Full- to Part-time ratio but 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%	

### 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 members were 19% African-American, 15% Asian/Pacific Islander, 12% Latino, and 52% White. Over the past five years, the faculty ethnic makeup has remained constant. Among classified staff for Fall 2015, the numbers were 39% African-American, 29% Asian/Pacific Islander, 11% Latino, 10% White, and 9% Mixed/Other. Over the past five years, there has been an increase in Asian/Pacific Islander classified and a small decrease in African-American classified.

Emp Type	Ethnicity	Laney College					Change '11 to '15	District
		2011	2012	2013	2014	2015		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%

### 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 members 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.

		Laney College						District
Emp Type	Age Group	2011	2012	2013	2014	2015	Change '11 to '15	2015
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

### 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 with stable FTES numbers over the same period.

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

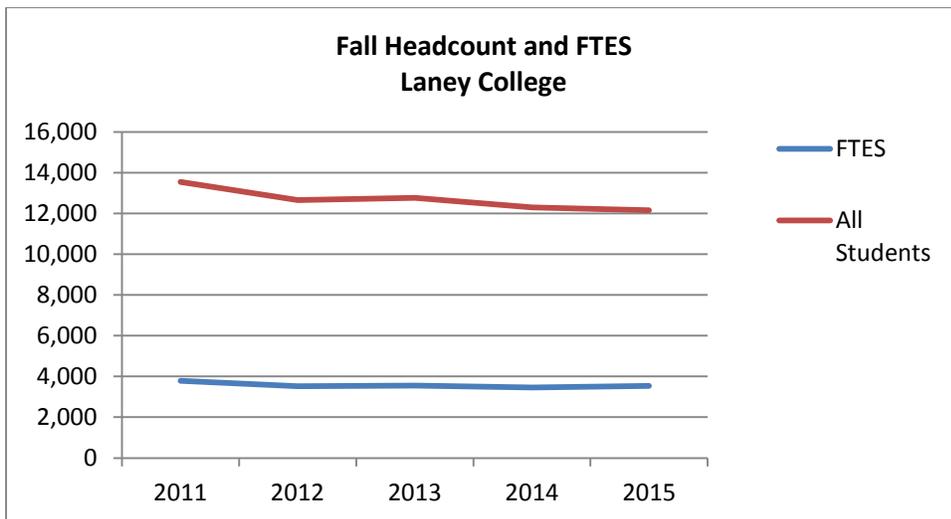
There is no majority ethnicity at the College or district-wide, with a large proportion of Other/Unknowns and Multiple ethnicities. The Multiple category has grown in recent years to 11% because students may now select more than one ethnicity on their applications and are in fact doing so. The largest proportion of students is Asian/Pacific Islanders at 26%, which is 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 over the past five years while that of the African-Americans has decreased. At 2%, there are very few Filipinos, which is the same percentage of Filipinos for the district as a whole.

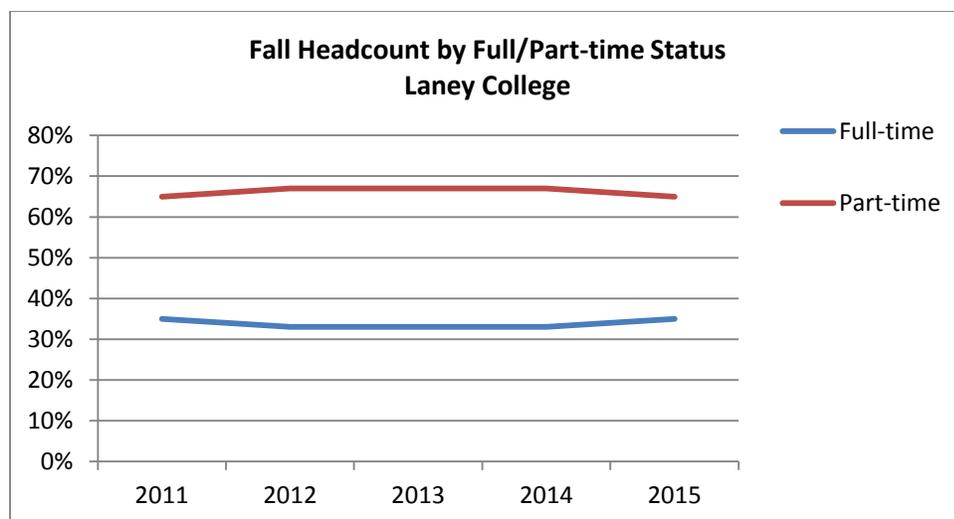
The Female to Male ratio is 53% to 44% and has essentially remained constant over the past five years.

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 three 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 for those in the Other/Undecided category.

Laney College							Change '11 to '15	District 2015
Attribute	2011	2012	2013	2014	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 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 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%.

Residency Status	Laney College					Change '11 to '15	District Change '11 to '15
	2011	2012	2013	2014	2015		
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%

**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 districts but many are coming from other 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 Odown 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	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%

### **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. Oakland Unified provides the greatest numbers of new students but large numbers also come from the Alameda, West Contra Costa, and Berkeley Unified districts. 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 other districts in the East Bay and even beyond. Area private high schools are also a substantial source of new, first-time 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%

### **Fall Census Headcount by Top 20 Zip Code of Residency**

This table displays the top 20 feeder Zip Codes of Residency for fall students at the College. Oakland and Alameda are plainly providing the greatest numbers of students but students also come from all Zip Codes in the East Bay and even beyond. The top five Zip Codes have all decreased from 2% to 13% over the past five years while attendance from others Zip Codes has decreased by 15% or more.

Zip Code	City	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change '11 to '15
94606	Oakland	1,230	1,152	1,209	1,149	1,169	-5%
94601	Oakland	919	858	899	862	903	-2%
94501	Alameda	914	861	840	817	845	-8%
94607	Oakland	708	663	678	684	642	-9%
94605	Oakland	585	526	536	541	508	-13%
94621	Oakland	506	482	485	545	551	9%
94610	Oakland	391	380	373	364	380	-3%
94608	Emeryville	428	425	420	439	420	-2%
94602	Oakland	415	388	369	356	403	-3%
94612	Oakland	411	374	410	353	352	-14%
94603	Oakland	447	426	423	413	438	-2%
94609	Oakland	382	323	344	307	316	-17%
94577	San Leandro	381	364	358	357	381	0%
94619	Oakland	348	300	300	284	290	-17%
94611	Oakland	320	272	295	263	265	-17%
94578	San Leandro	238	246	251	229	254	7%
94703	Berkeley	202	198	203	204	185	-8%
94804	Richmond	204	193	232	191	182	-11%
94530	El Cerrito	198	194	183	186	167	-16%
94702	Berkeley	200	165	164	157	140	-30%

## **Student Success, Retention, Persistence**

### **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 success rate was 67%, essentially the same as the 66% of five years ago. The rate has been quite stable, then, but plainly is not improving.

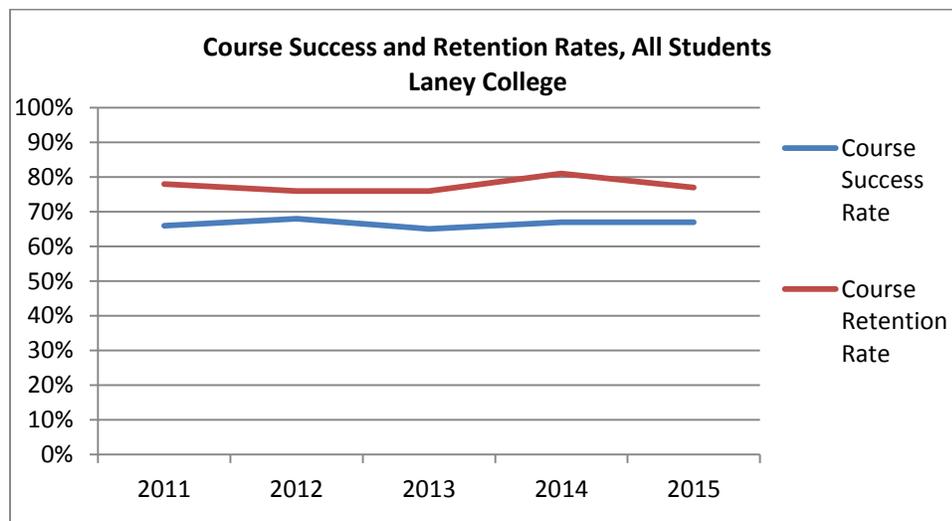
The course success rates vary by ethnicity, with Asian/Pacific Islanders having the highest rate at 77% and African-American students the lowest rate at 56%. Latinos are just under the average at 66% while Whites are over at 73%.

Students succeed at a somewhat lower rate than average in Basic Skills courses, at 63%. They do somewhat better in CTE courses at 72%, when 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 district-wide although it is clear that students do better in basic skills classes: 63% compared to 57% district-wide.

Laney College						District 2015
Dimension	2011	2012	2013	2014	2015	
<b>Course Success Rate</b>	66%	68%	65%	67%	67%	65%
<b>Course Retention Rate</b>	78%	76%	76%	81%	77%	80%
<b>Success Rates by Ethnicity</b>						
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%
<b>Success Rates for Basic Skills Courses*</b>						
BS Crs	63%	62%	56%	66%	63%	57%
<b>Success Rates by CTE/Non-CTE Course</b>						
CTE Course	68%	70%	65%	69%	72%	70%
Non-CTE Course	65%	68%	65%	66%	65%	63%
<b>Success Rates for Distance Ed Courses</b>						
Distance Ed Course	50%	52%	49%	53%	59%	58%

\* As indicated by a course basic skills flag.



**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 the 40% of five years ago. Full-time students, whether new First-time College or not, persist at substantially higher rates than do part-time students.

Dimension	Laney College					District
	2010	2011	2012	2013	2014	2014
All Students	45%	45%	48%	47%	49%	48%
First-time Students	40%	39%	45%	44%	45%	44%
<b>Full/Part-time, All Students</b>						
Fulltime, All	62%	59%	62%	60%	61%	62%
Part-time, All	42%	42%	45%	44%	46%	44%
<b>Full/Part-time, First-time College Students</b>						
Fulltime, First-time	63%	57%	65%	62%	62%	64%
Part-time, First-time	35%	35%	40%	39%	41%	36%

### 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%, which is a significant improvement over the rate of 62% of five years ago and one percentage point higher than the current district rate. First-time College students return for the following fall at a lower 62% rate, but that is up significantly from the 55% of five years ago. Full-time students persist at very substantially higher rates than part-time students. Part-time students had a rate that is two percentage points higher than the corresponding district rate of 65%.

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

## Award Data

### Annual Degrees and Certificates Awarded

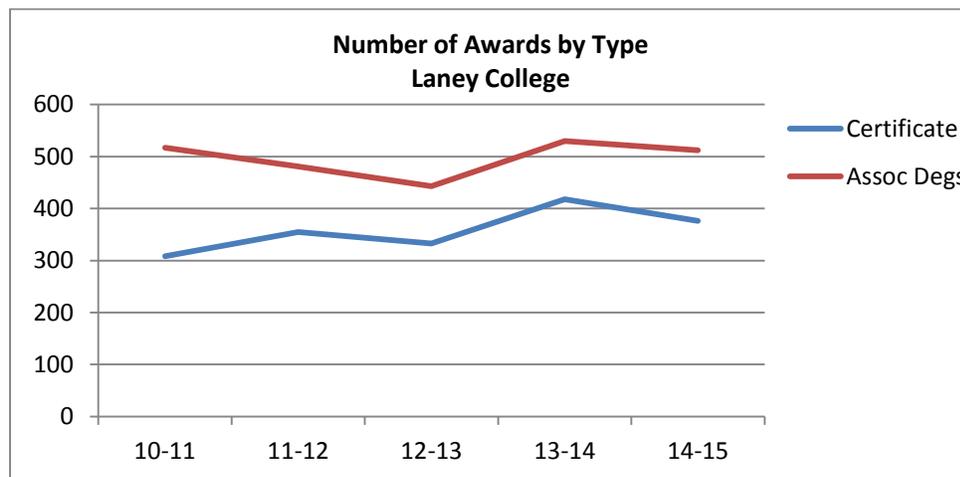
Annual awards are up substantially over the past five years. While the number of Associate Degrees decreased by 1% to 512, the number of certificates awarded increased by 22% from to 376 during 2014-15, the latest full-year available. The awards total of 888 is up 8% from five years ago and represents 31% of all 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 an Associate Degree 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 at 35% Asian/Pacific Islanders earned the greatest proportion of all degrees earned, followed by African-Americans at 27%. Whites and Latinos each earned 12% of the degrees. The proportions by ethnicity have remained steady the past five years though there has been increase of 30% among Latinos, from 9% to 12%, and a decrease of the same proportion among Asian/Pacific Islanders, although that all occurred in one year, 2014-15. Whites increased their proportion somewhat from 8% to 12%.

Certificates earned by ethnicity for unduplicated students show current proportional breakdown is similar to that for 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; Whites also earned 14%. The proportions by ethnicity have remained steady over the past five years.

Laney College							District	College as a Percent of District
Dimension	2010-11	2011-12	2012-13	2013-14	2014-15	Change '11 to '15	2014-15	
Assoc Degrees	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%
<b>Awards by Unique Students</b>								
Assoc Degrees	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%
<b>Associate Degrees by Ethnicity (Unduplicated Students)</b>								
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%	
<b>Certificates by Ethnicity (Unduplicated Students)</b>								
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%	



**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 the other 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/Diglma	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

### 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 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 Commercial	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 Bio-manufacturing Skills	4	16	17	6	0	43
CONMT Construction Management	13	10	9	6	3	41
BIOL Bio-manufacturing	4	0	0	11	25	40
BIOL Bio-manufacturing 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/Diglma	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

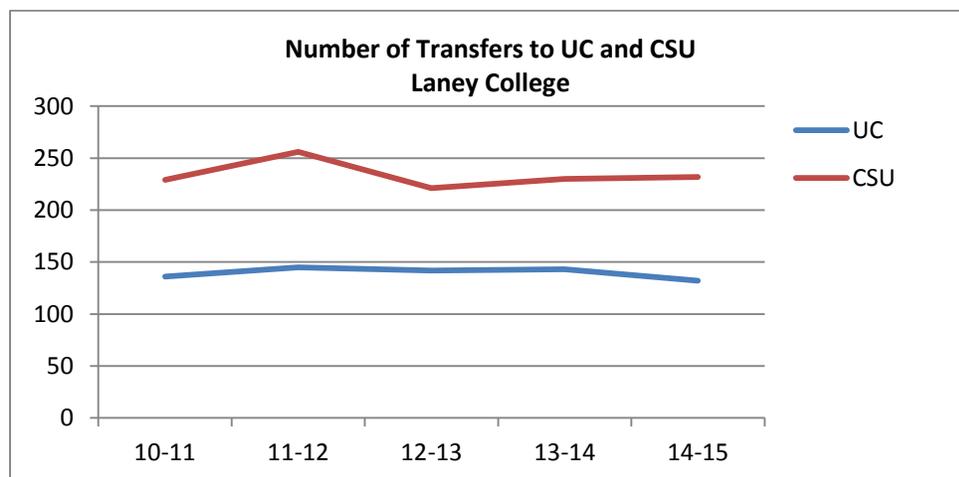
### Transfers to CSU and UC

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 in 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.

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

Dimension	Laney College						Change '11 to '15	District 2014-15	College as a Percent of District
	2010-11	2011-12	2012-13	2013-14	2014-15				
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%	
<b>Transfers to CSU by Ethnicity</b>									
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%		
<b>Transfers to UC by Ethnicity</b>									
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%		



In the future, faculty would like to include transfers to private colleges as well as out-of-state colleges to the data set.

### **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 their year of first enrollment) and had 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 from the 2007-08 to 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%

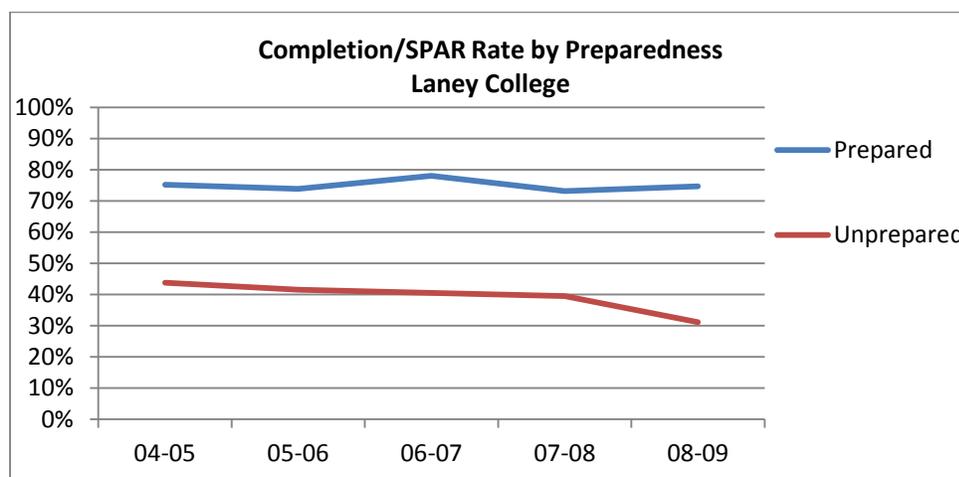
### **Six-Year Completion (aka Student Progress and Attainment Rate (SPAR))**

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  $\geq$  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 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 do show 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 a similar downward trend for the College's overall rate. At 31%, there was substantial drop in the Unprepared for College rate in the last (2008-09) cohort from a prior four-year average, which was above 40%

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%

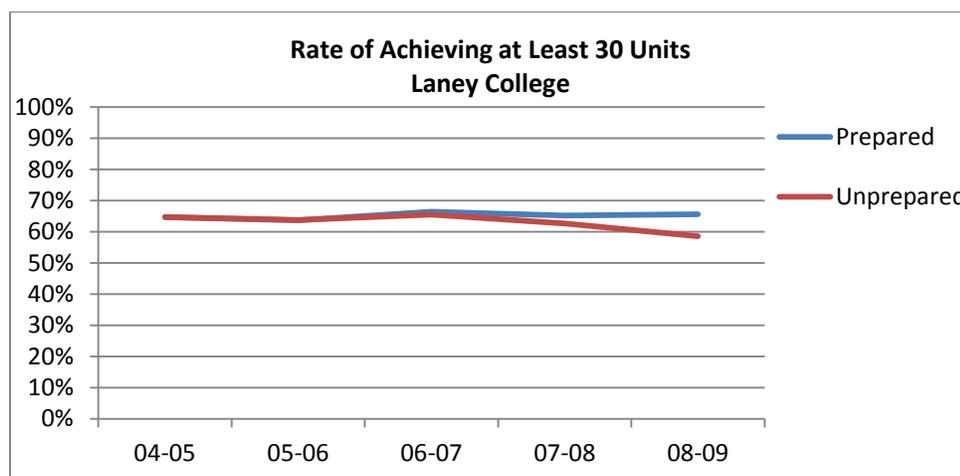


**Six-Year Rate of Achieving at Least 30 Units (Scorecard)**

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 of 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 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%

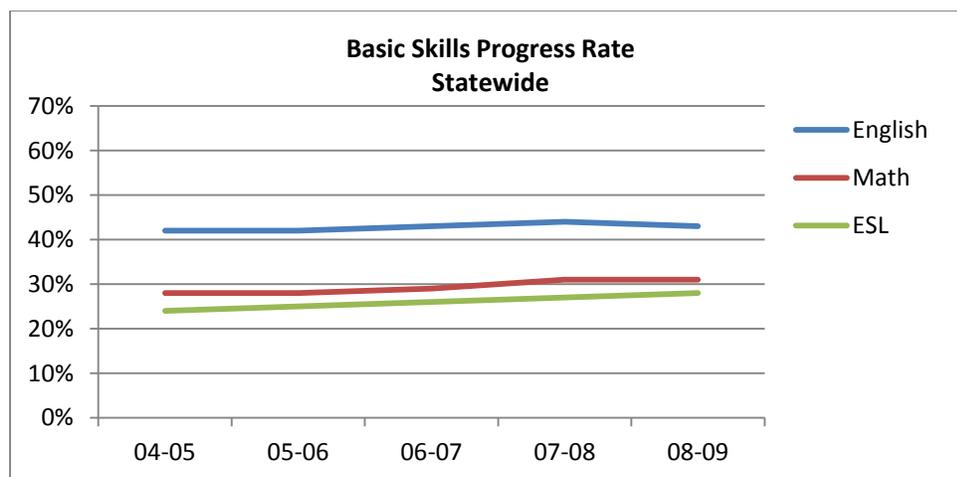
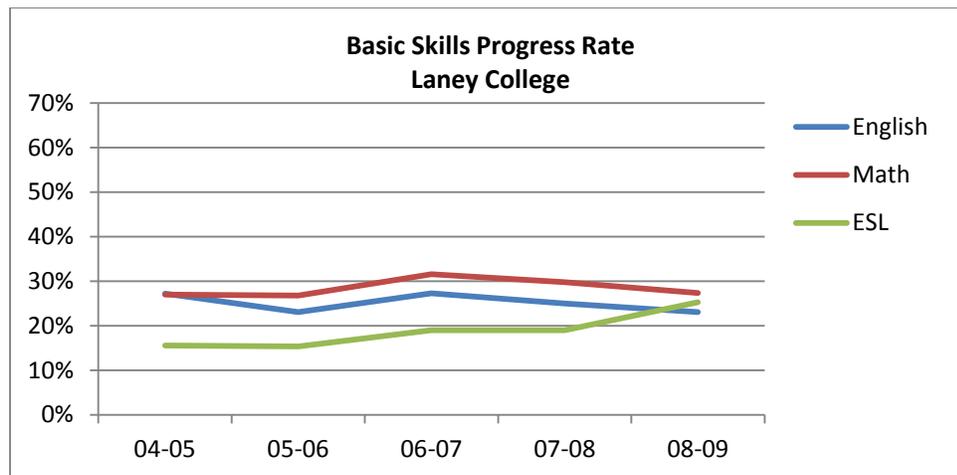


**Six-Year Basic Skills Progress Rate (Scorecard)**

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 of 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 definite upward trend. The District and the State show slight 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%



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

This metric attempts to measure the rate of completion for CTE students. As with some of the other metrics, this one uses a cohort.

**Cohort:** The members of the cohort are defined as follows: 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  $\geq$  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 but the trend appears steady. The District and the State rates have also 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 Completion Rate	46%	46%	51%	48%	46%	47%
PCCD	CTE Completion Rate	48%	47%	46%	47%	47%	47%
Statewide	CTE Completion Rate	50%	51%	51%	50%	50%	50%

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

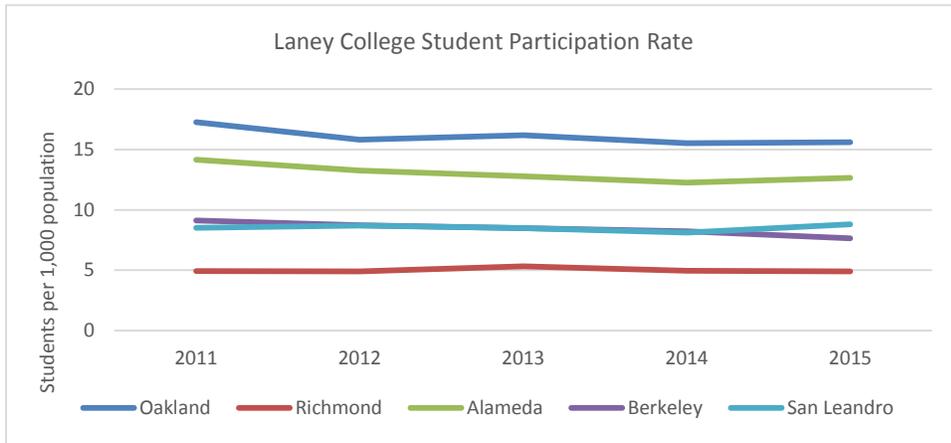
Students within the Peralta Community College District frequently attend more than one college within the district. This intra-district swirl is shown below, from Laney College's perspective for Fall 2015. That Fall, the College had a census headcount enrollment of 12,138 students. Of these, 7,645 or 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, which just across town from Laney. Seven percent of Laney students were enrolled in two other district colleges and another 1% was 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%
<b>LC_Total</b>	<b>12,138</b>	<b>100%</b>

### **Student Participation Rate Analysis**

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

At Laney College, the highest SPR was in Oakland followed by Alameda. 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%

## Labor Market Gap Analysis

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This chapter of the Educational Master plan analyzes the regional labor market in relation to the college's programs. The goal of the analysis is to identify the high-wage, high-skill jobs in the region and determine any gaps between these occupations and the College's educational programs. The analysis might reveal some programs that should be considered for expansion, addition or restructuring. The analysis is not the final word on the subject. Rather, it provides some data about which more discussion and research should be conducted.

### Defining the Parameters

#### **Geography**

Students completing their program of study at Laney College might find a job in another part of the Bay Area. With public transportation and a geographically compact area, they may be willing to commute for a job. Others could be willing to move to a different part of the region for a good job. For these reasons, a larger target region was used in this analysis. The region chosen is a 12-county area, which includes the following counties:

Alameda	Napa	Santa Clara
Contra Costa	San Benito	Santa Cruz
Marin	San Francisco	Solano
Monterey	San Mateo	Sonoma

### Industry Employment

The following tables show total industry employment data for the 12-county Bay Area region. The data is shown by Industry sector.

Data for all businesses in the 12 county Bay Area - 2014	
<b>Total Businesses:</b>	655,669
<b>Total Employees:</b>	3,901,715
<b>Total Residential Population:</b>	8,104,715
<b>Employee/Residential Population Ratio:</b>	0.48:1

By Industry Sector	Businesses		Employees	
	Number	Percent	Number	Percent
Agriculture & Mining	13,024	2.0%	72,377	1.9%
Construction	45,291	6.9%	199,898	5.1%
Manufacturing	22,513	3.4%	387,315	9.9%
Transportation	13,730	2.1%	104,503	2.7%
Communication	5,588	0.9%	65,604	1.7%
Utility	1,367	0.2%	21,291	0.5%
Wholesale Trade	25,449	3.9%	161,574	4.1%
Retail Trade Summary	75,855	11.6%	650,787	16.7%
Home Improvement	2,841	0.4%	25,375	0.7%
General Merchandise Stores	989	0.2%	140,675	3.6%
Food Stores	8,419	1.3%	88,518	2.3%
Auto Dealers, Gas Stations, Auto Aftermarket	5,180	0.8%	39,239	1.0%
Apparel & Accessory Stores	6,242	1.0%	40,231	1.0%
Furniture & Home Furnishings	7,301	1.1%	34,413	0.9%
Eating & Drinking Places	23,106	3.5%	183,022	4.7%
Miscellaneous Retail	21,777	3.3%	99,314	2.5%
Finance, Insurance, Real Estate Summary	53,606	8.2%	277,664	7.1%
Banks, Savings & Lending Institutions	5,654	0.9%	54,868	1.4%
Securities Brokers	3,357	0.5%	26,156	0.7%
Insurance Carriers & Agents	6,426	1.0%	50,256	1.3%
Real Estate, Holding, Other Investment Offices	38,169	5.8%	146,384	3.8%
Services Summary	299,956	45.7%	1,665,775	42.7%
Hotels & Lodging	3,012	0.5%	55,795	1.4%
Automotive Services	9,766	1.5%	43,465	1.1%
Motion Pictures & Amusements	14,155	2.2%	70,467	1.8%
Health Services	34,190	5.2%	260,104	6.7%
Legal Services	10,872	1.7%	51,738	1.3%
Education Institutions & Libraries	11,195	1.7%	233,385	6.0%
Other Services	216,766	33.1%	950,821	24.4%
Government	4,836	0.7%	293,210	7.5%
Unclassified Establishments	94,454	14.4%	1,717	0.0%
<b>Totals</b>	<b>655,669</b>	<b>100.0%</b>	<b>3,901,715</b>	<b>100.0%</b>

Source: Copyright 2014 Dun & Bradstreet, Inc. All rights reserved. Esri Total Residential Population forecasts for 2014.

## Target Occupations

In order to evaluate occupations in the Region, it is important to define, “high-wage, high-skill” jobs. These are jobs for which a community college can train prospective employees.

The following occupation data was obtained from the California Community Colleges Economic and Workforce Development, Centers of Excellence website<sup>1</sup>. The labor market data includes all occupations from the 12-County Bay Area region. The first task was to refine the list by using certain filters. These include three variables: annual openings, median hourly wage, and the typically required education level.

For the 12-county region, the “target occupations” are those that meet the following criteria.

- Annual openings  $\geq 75$
- Median hourly wage  $\geq \$20.00$
- Typically required education level  $\leq$  Associate’s degree<sup>2</sup>

Following is the list of these 106 target occupations, grouped by Education Level. The purpose of this extended table is to provide a comprehensive list of occupations for which the college *might* want to offer training for students.

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly <sup>3</sup>	Median Hourly	Education Level
Web Developers	15-1134	8,083	9,384	577	\$20.95	\$35.06	Associate's degree
Computer Network Support Specialists	15-1152	8,028	8,649	347	\$23.08	\$38.36	Associate's degree
Architectural & Civil Drafters	17-3011	3,525	3,566	83	\$18.79	\$29.06	Associate's degree
Electrical & Electronics Engineering Technicians	17-3023	7,124	7,238	216	\$18.50	\$28.64	Associate's degree
Chemical Technicians	19-4031	1,705	1,810	88	\$15.09	\$24.04	Associate's degree
Environmental Science & Protection Technicians, Including Health	19-4091	970	1,071	75	\$16.73	\$25.16	Associate's degree
Life, Physical & Social Science Technicians, All Other	19-4099	2,380	2,518	145	\$15.57	\$22.49	Associate's degree
Paralegals & Legal Assistants	23-2011	8,489	8,688	217	\$18.91	\$30.15	Associate's degree

<sup>1</sup> Downloaded from the California Community Colleges Economic and Workforce Development, Centers of Excellence: <http://www.coeccc.net/supply-demand/index.asp> - on April 5, 2016

<sup>2</sup> Occupations requiring “Less than High School Diploma” and those requiring “High School Diploma or Equivalent” are included in the data. Though these jobs do not typically require college classes, there are likely many individuals who may have a High School Diploma who still lack some necessary skills.

<sup>3</sup> This refers to the hourly wage for the lowest one-tenth of the wages paid in each occupation. This is provided as it might be a closer estimate for an entry level wage in the occupation.

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly <sup>3</sup>	Median Hourly	Education Level
Respiratory Therapists	29-1126	3,185	3,233	76	\$30.34	\$40.87	Associate's degree
Registered Nurses	29-1141	64,515	67,754	2,442	\$34.40	\$57.04	Associate's degree
Medical & Clinical Laboratory Technicians	29-2012	3,748	4,131	233	\$17.69	\$24.54	Associate's degree
Dental Hygienists	29-2021	5,742	6,110	279	\$35.39	\$50.39	Associate's degree
Radiologic Technologists	29-2034	3,416	3,648	130	\$26.07	\$40.91	Associate's degree
Library Technicians	25-4031	3,732	4,262	402	\$17.29	\$23.16	Postsecondary non-degree award
Audio & Video Equipment Technicians	27-4011	2,572	2,608	93	\$14.75	\$21.77	Postsecondary non-degree award
Surgical Technologists	29-2055	2,526	2,746	102	\$21.13	\$29.60	Postsecondary non-degree award
Licensed Practical & Licensed Vocational Nurses	29-2061	12,509	13,708	730	\$22.41	\$27.82	Postsecondary non-degree award
Medical Records & Health Information Technicians	29-2071	3,701	3,996	202	\$14.42	\$22.18	Postsecondary non-degree award
Dental Assistants	31-9091	10,508	10,946	380	\$12.61	\$20.26	Postsecondary non-degree award
Phlebotomists	31-9097	1,692	1,808	79	\$14.66	\$20.96	Postsecondary non-degree award
Firefighters	33-2011	7,007	7,377	323	\$28.21	\$39.16	Postsecondary non-degree award
Telecommunications Equipment Installers & Repairers, Except Line Installers	49-2022	6,625	6,380	147	\$18.08	\$30.87	Postsecondary non-degree award
Aircraft Mechanics & Service Technicians	49-3011	2,417	2,593	137	\$22.00	\$31.62	Postsecondary non-degree award
Heating, Air Conditioning & Refrigeration Mechanics & Installers	49-9021	5,910	6,656	420	\$15.03	\$25.26	Postsecondary non-degree award
First-Line Supervisors of Production & Operating Workers	51-1011	10,911	11,145	305	\$16.82	\$28.95	Postsecondary non-degree award
Heavy & Tractor-Trailer Truck Drivers	53-3032	23,705	25,313	992	\$13.53	\$20.15	Postsecondary non-degree award
Computer User Support Specialists	15-1151	23,093	25,896	1,333	\$17.00	\$29.76	Some college, no degree
Transportation, Storage & Distribution Managers	11-3071	2,653	2,761	101	\$28.33	\$45.27	HS diploma or equivalent
Farmers, Ranchers & Other Agricultural Managers	11-9013	6,692	6,138	129	\$15.24	\$25.93	HS diploma or equivalent
Food Service Managers	11-9051	11,051	11,374	395	\$15.25	\$20.89	HS diploma or equivalent
Property, Real Estate & Community Association Managers	11-9141	10,460	10,572	342	\$15.25	\$31.53	HS diploma or equivalent
Managers, All Other	11-9199	22,055	22,794	775	\$24.83	\$41.26	HS diploma or equivalent
Wholesale & Retail Buyers, Except Farm Products	13-1022	4,109	4,241	165	\$15.63	\$24.45	HS diploma or equivalent
Purchasing Agents, Except Wholesale, Retail & Farm Products	13-1023	8,846	9,188	285	\$22.22	\$34.59	HS diploma or equivalent
Claims Adjusters, Examiners & Investigators	13-1031	6,201	5,894	147	\$21.26	\$34.46	HS diploma or equivalent
Tax Preparers	13-2082	2,709	2,811	102	\$18.71	\$26.01	HS diploma or equivalent
Community Health Workers	21-1094	1,755	1,922	105	\$13.64	\$21.49	HS diploma or equivalent
Musicians & Singers	27-2042	5,663	5,507	190	\$12.22	\$20.05	HS diploma or equivalent
Pharmacy Technicians	29-2052	6,259	6,508	154	\$15.13	\$21.19	HS diploma or equivalent
Health Technologists & Technicians, All Other	29-2099	3,356	3,837	197	\$19.40	\$26.61	HS diploma or equivalent

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly <sup>3</sup>	Median Hourly	Education Level
Healthcare Support Workers, All Other	31-9099	2,937	3,059	105	\$14.39	\$21.38	HS diploma or equivalent
First-Line Supervisors of Protective Service Workers, All Other	33-1099	1,625	1,773	90	\$15.79	\$25.05	HS diploma or equivalent
Correctional Officers & Jailers	33-3012	5,275	5,419	213	\$24.18	\$36.48	HS diploma or equivalent
Police & Sheriff's Patrol Officers	33-3051	16,994	17,666	774	\$35.12	\$44.73	HS diploma or equivalent
Protective Service Workers, All Other	33-9099	3,005	3,151	262	\$11.69	\$20.48	HS diploma or equivalent
Chefs & Head Cooks	35-1011	3,594	3,833	149	\$13.62	\$22.65	HS diploma or equivalent
First-Line Supervisors of Housekeeping & Janitorial Workers	37-1011	5,239	5,615	267	\$14.12	\$20.75	HS diploma or equivalent
First-Line Supervisors of Landscaping, Lawn Service & Groundskeeping Workers	37-1012	4,150	4,337	119	\$14.38	\$21.37	HS diploma or equivalent
Fitness Trainers & Aerobics Instructors	39-9031	8,825	9,719	434	\$11.98	\$26.32	HS diploma or equivalent
First-Line Supervisors of Non-Retail Sales Workers	41-1012	9,368	9,483	258	\$18.77	\$32.56	HS diploma or equivalent
Advertising Sales Agents	41-3011	5,349	6,022	418	\$16.02	\$26.87	HS diploma or equivalent
Insurance Sales Agents	41-3021	14,703	15,387	633	\$16.26	\$29.48	HS diploma or equivalent
Sales Representatives, Services, All Other	41-3099	31,760	34,225	1,761	\$15.92	\$31.75	HS diploma or equivalent
Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	41-4012	28,182	29,999	1,287	\$14.73	\$28.78	HS diploma or equivalent
First-Line Supervisors of Office & Administrative Support Workers	43-1011	38,285	40,182	1,593	\$18.74	\$28.98	HS diploma or equivalent
Bill & Account Collectors	43-3011	6,916	7,347	363	\$14.84	\$21.10	HS diploma or equivalent
Billing & Posting Clerks	43-3021	11,614	12,452	507	\$13.96	\$21.16	HS diploma or equivalent
Bookkeeping, Accounting & Auditing Clerks	43-3031	45,958	48,739	1,386	\$14.28	\$21.81	HS diploma or equivalent
Payroll & Timekeeping Clerks	43-3051	5,702	6,048	248	\$15.40	\$23.47	HS diploma or equivalent
Procurement Clerks	43-3061	1,670	1,738	85	\$15.18	\$22.71	HS diploma or equivalent
Eligibility Interviewers, Government Programs	43-4061	3,034	3,141	99	\$21.15	\$26.47	HS diploma or equivalent
Interviewers, Except Eligibility & Loan	43-4111	6,068	6,299	203	\$13.70	\$20.79	HS diploma or equivalent
Loan Interviewers & Clerks	43-4131	4,231	4,314	95	\$12.59	\$21.43	HS diploma or equivalent
Human Resources Assistants, Except Payroll & Timekeeping	43-4161	3,958	4,106	154	\$15.20	\$23.35	HS diploma or equivalent
Information & Record Clerks, All Other	43-4199	4,910	4,980	140	\$13.87	\$21.41	HS diploma or equivalent
Cargo & Freight Agents	43-5011	1,821	1,879	87	\$16.08	\$23.70	HS diploma or equivalent
Police, Fire & Ambulance Dispatchers	43-5031	1,993	2,089	92	\$21.66	\$33.43	HS diploma or equivalent
Dispatchers, Except Police, Fire & Ambulance	43-5032	4,509	4,833	246	\$12.57	\$20.55	HS diploma or equivalent
Postal Service Mail Carriers	43-5052	7,593	7,096	258	\$25.23	\$27.15	HS diploma or equivalent
Production, Planning & Expediting Clerks	43-5061	9,251	9,577	356	\$15.70	\$25.66	HS diploma or equivalent
Executive Secretaries & Executive Administrative Assistants	43-6011	32,848	33,235	572	\$18.45	\$29.05	HS diploma or equivalent

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly <sup>3</sup>	Median Hourly	Education Level
Legal Secretaries	43-6012	7,615	7,249	89	\$16.90	\$29.47	HS diploma or equivalent
Insurance Claims & Policy Processing Clerks	43-9041	5,230	5,107	162	\$13.67	\$21.07	HS diploma or equivalent
First-Line Supervisors of Farming, Fishing & Forestry Workers	45-1011	2,820	2,890	94	\$14.73	\$22.43	HS diploma or equivalent
First-Line Supervisors of Construction Trades & Extraction Workers	47-1011	13,365	13,966	415	\$21.53	\$33.00	HS diploma or equivalent
Carpenters	47-2031	28,763	30,463	1,023	\$15.62	\$24.82	HS diploma or equivalent
Operating Engineers & Other Construction Equipment Operators	47-2073	5,175	5,257	215	\$24.98	\$32.38	HS diploma or equivalent
Electricians	47-2111	12,865	13,483	513	\$19.03	\$32.22	HS diploma or equivalent
Glaziers	47-2121	1,519	1,654	90	\$13.61	\$22.53	HS diploma or equivalent
Plumbers, Pipefitters & Steamfitters	47-2152	9,642	10,799	528	\$17.24	\$31.01	HS diploma or equivalent
Sheet Metal Workers	47-2211	3,724	4,032	182	\$15.51	\$29.70	HS diploma or equivalent
Structural Iron & Steel Workers	47-2221	1,165	1,263	78	\$17.66	\$32.65	HS diploma or equivalent
Construction & Building Inspectors	47-4011	2,943	3,093	128	\$22.12	\$35.18	HS diploma or equivalent
First-Line Supervisors of Mechanics, Installers & Repairers	49-1011	8,595	8,956	361	\$21.67	\$36.45	HS diploma or equivalent
Security & Fire Alarm Systems Installers	49-2098	2,175	2,325	106	\$15.99	\$23.37	HS diploma or equivalent
Automotive Body & Related Repairers	49-3021	3,143	3,176	92	\$13.81	\$23.07	HS diploma or equivalent
Automotive Service Technicians & Mechanics	49-3023	15,250	15,538	551	\$12.64	\$21.49	HS diploma or equivalent
Bus & Truck Mechanics & Diesel Engine Specialists	49-3031	3,639	3,820	147	\$16.50	\$25.69	HS diploma or equivalent
Industrial Machinery Mechanics	49-9041	4,274	4,625	254	\$17.72	\$28.12	HS diploma or equivalent
Telecommunications Line Installers & Repairers	49-9052	4,014	3,858	141	\$19.41	\$30.50	HS diploma or equivalent
Maintenance & Repair Workers, General	49-9071	29,454	31,137	1,160	\$12.28	\$21.51	HS diploma or equivalent
Installation, Maintenance & Repair Workers, All Other	49-9099	4,532	4,729	148	\$13.39	\$21.59	HS diploma or equivalent
Machinists	51-4041	6,433	6,708	284	\$14.00	\$23.15	HS diploma or equivalent
Welders, Cutters, Solderers & Brazers	51-4121	4,733	4,890	192	\$13.15	\$20.05	HS diploma or equivalent
Water & Wastewater Treatment Plant & System Operators	51-8031	2,320	2,457	132	\$24.46	\$34.04	HS diploma or equivalent
First-Line Supervisors of Helpers, Laborers & Material Movers, Hand	53-1021	3,920	4,099	174	\$14.17	\$23.00	HS diploma or equivalent
First-Line Supervisors of Transportation & Material-Moving Machine & Vehicle Operators	53-1031	3,961	4,215	201	\$17.96	\$29.33	HS diploma or equivalent
Bus Drivers, Transit & Intercity	53-3021	7,148	7,535	269	\$13.79	\$23.84	HS diploma or equivalent
Motor Vehicle Operators, All Other	53-3099	2,726	2,829	116	\$9.93	\$22.06	HS diploma or equivalent
Business Operations Specialists, All Other	13-1199	36,796	38,806	1,196	\$19.72	\$36.85	HS diploma or equivalents

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly <sup>3</sup>	Median Hourly	Education Level
Cement Masons & Concrete Finishers	47-2051	3,371	3,858	231	\$16.06	\$25.02	Less than HS
Construction Laborers	47-2061	31,805	33,623	1,437	\$11.97	\$20.34	Less than HS
Drywall & Ceiling Tile Installers	47-2081	4,736	4,866	175	\$15.43	\$24.88	Less than HS
Painters, Construction & Maintenance	47-2141	10,450	11,266	497	\$12.98	\$20.16	Less than HS
Roofers	47-2181	5,250	5,124	188	\$14.05	\$21.96	Less than HS
Refuse & Recyclable Material Collectors	53-7081	3,655	3,873	185	\$11.18	\$23.01	Less than HS

## Gap Analysis

This section of the Labor Market Analysis examines the target occupations for which the College is currently offering training for students. It then examines the target occupations for which the College is not offering direct training programs or classes. As stated before, the objective is NOT that the College will offer training for all of the target occupations. Rather, the data illustrates any “gaps” between the educational programs and classes at the College and the target occupations.

### Occupation Analysis

The following table shows the target occupations from the above list for which the College currently provides some level of training/qualification. For some of these occupations, the College offers a relevant degree (AS or AA). For other target occupations, the College offers a relevant certificate. And for still others, the College offers some relevant courses.

This data can be used by the College to consider evaluating various programs offered to students. All of these occupations have been identified in the target occupation list. This means that they pay a good wage, have a significant number of annual openings, and typically require an Associate’s Degree or less. The occupations below for which the College offers courses but not certificates or degrees should be examined for possible expansion. There may be some cases where the College would only need to add a small number of courses to offer a certificate. The occupations highlighted in orange are those typically requiring Associate’s Degrees.

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
<b>Degree &amp; Certificate Offered</b>							
Architectural & Civil Drafters	17-3011	3,525	3,566	83	\$18.79	\$29.06	Associate's degree
Electrical & Electronics Engineering Technicians	17-3023	7,124	7,238	216	\$18.50	\$28.64	Associate's degree
Food Service Managers	11-9051	11,051	11,374	395	\$15.25	\$20.89	HS diploma or equivalent
Managers, All Other	11-9199	22,055	22,794	775	\$24.83	\$41.26	HS diploma or equivalent
Chefs & Head Cooks	35-1011	3,594	3,833	149	\$13.62	\$22.65	HS diploma or equivalent
Electricians	47-2111	12,865	13,483	513	\$19.03	\$32.22	HS diploma or equivalent
Machinists	51-4041	6,433	6,708	284	\$14.00	\$23.15	HS diploma or equivalent
Welders, Cutters, Solderers & Brazers	51-4121	4,733	4,890	192	\$13.15	\$20.05	HS diploma or equivalent
Heating, Air Conditioning & Refrigeration Mechanics & Installers	49-9021	5,910	6,656	420	\$15.03	\$25.26	Postsecondary non-degree award
<b>Degree Offered</b>							
First-Line Supervisors of Construction Trades & Extraction Workers	47-1011	13,365	13,966	415	\$21.53	\$33.00	HS diploma or equivalent
Carpenters	47-2031	28,763	30,463	1,023	\$15.62	\$24.82	HS diploma or equivalent
<b>Certificate Offered</b>							
Bookkeeping, Accounting & Auditing Clerks	43-3031	45,958	48,739	1,386	\$14.28	\$21.81	HS diploma or equivalent
Payroll & Timekeeping Clerks	43-3051	5,702	6,048	248	\$15.40	\$23.47	HS diploma or equivalent
Construction & Building Inspectors	47-4011	2,943	3,093	128	\$22.12	\$35.18	HS diploma or equivalent
Industrial Machinery Mechanics	49-9041	4,274	4,625	254	\$17.72	\$28.12	HS diploma or equivalent
Telecommunications Equipment Installers & Repairers, Except Line Installers	49-2022	6,625	6,380	147	\$18.08	\$30.87	Postsecondary non-degree award
<b>Courses Offered</b>							
Web Developers	15-1134	8,083	9,384	577	\$20.95	\$35.06	Associate's degree
Computer Network Support Specialists	15-1152	8,028	8,649	347	\$23.08	\$38.36	Associate's degree
Chemical Technicians	19-4031	1,705	1,810	88	\$15.09	\$24.04	Associate's degree
Purchasing Agents, Except Wholesale, Retail & Farm Products	13-1023	8,846	9,188	285	\$22.22	\$34.59	HS diploma or equivalent
Tax Preparers	13-2082	2,709	2,811	102	\$18.71	\$26.01	HS diploma or equivalent
Musicians & Singers	27-2042	5,663	5,507	190	\$12.22	\$20.05	HS diploma or equivalent
First-Line Supervisors of Non-Retail Sales Workers	41-1012	9,368	9,483	258	\$18.77	\$32.56	HS diploma or equivalent
Advertising Sales Agents	41-3011	5,349	6,022	418	\$16.02	\$26.87	HS diploma or equivalent
Insurance Sales Agents	41-3021	14,703	15,387	633	\$16.26	\$29.48	HS diploma or equivalent

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
Sales Representatives, Services, All Other	41-3099	31,760	34,225	1,761	\$15.92	\$31.75	HS diploma or equivalent
Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	41-4012	28,182	29,999	1,287	\$14.73	\$28.78	HS diploma or equivalent
First-Line Supervisors of Office & Administrative Support Workers	43-1011	38,285	40,182	1,593	\$18.74	\$28.98	HS diploma or equivalent
Billing & Posting Clerks	43-3021	11,614	12,452	507	\$13.96	\$21.16	HS diploma or equivalent
Human Resources Assistants, Except Payroll & Timekeeping	43-4161	3,958	4,106	154	\$15.20	\$23.35	HS diploma or equivalent
Executive Secretaries & Executive Administrative Assistants	43-6011	32,848	33,235	572	\$18.45	\$29.05	HS diploma or equivalent
Operating Engineers & Other Construction Equipment Operators	47-2073	5,175	5,257	215	\$24.98	\$32.38	HS diploma or equivalent
Glaziers	47-2121	1,519	1,654	90	\$13.61	\$22.53	HS diploma or equivalent
Plumbers, Pipefitters & Steamfitters	47-2152	9,642	10,799	528	\$17.24	\$31.01	HS diploma or equivalent
Sheet Metal Workers	47-2211	3,724	4,032	182	\$15.51	\$29.70	HS diploma or equivalent
Security & Fire Alarm Systems Installers	49-2098	2,175	2,325	106	\$15.99	\$23.37	HS diploma or equivalent
Telecommunications Line Installers & Repairers	49-9052	4,014	3,858	141	\$19.41	\$30.50	HS diploma or equivalent
Maintenance & Repair Workers, General	49-9071	29,454	31,137	1,160	\$12.28	\$21.51	HS diploma or equivalent
First-Line Supervisors of Helpers, Laborers & Material Movers, Hand	53-1021	3,920	4,099	174	\$14.17	\$23.00	HS diploma or equivalent
Business Operations Specialists, All Other	13-1199	36,796	38,806	1,196	\$19.72	\$36.85	HS diploma or equivalents
Cement Masons & Concrete Finishers	47-2051	3,371	3,858	231	\$16.06	\$25.02	Less than HS
Construction Laborers	47-2061	31,805	33,623	1,437	\$11.97	\$20.34	Less than HS
Drywall & Ceiling Tile Installers	47-2081	4,736	4,866	175	\$15.43	\$24.88	Less than HS
Painters, Construction & Maintenance	47-2141	10,450	11,266	497	\$12.98	\$20.16	Less than HS
Audio & Video Equipment Technicians	27-4011	2,572	2,608	93	\$14.75	\$21.77	Postsecondary non-degree award
Computer User Support Specialists	15-1151	23,093	25,896	1,333	\$17.00	\$29.76	Some college, no degree

The following table shows the target occupations for which the College does not offer degrees, certificates or directly relevant courses. They are grouped by typical education level for the occupation.

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
Environmental Science & Protection Technicians, Including Health	19-4091	970	1,071	75	\$16.73	\$25.16	Associate's degree
Life, Physical & Social Science Technicians, All Other	19-4099	2,380	2,518	145	\$15.57	\$22.49	Associate's degree
Paralegals & Legal Assistants	23-2011	8,489	8,688	217	\$18.91	\$30.15	Associate's degree
Respiratory Therapists	29-1126	3,185	3,233	76	\$30.34	\$40.87	Associate's degree
Registered Nurses	29-1141	64,515	67,754	2,442	\$34.40	\$57.04	Associate's degree
Medical & Clinical Laboratory Technicians	29-2012	3,748	4,131	233	\$17.69	\$24.54	Associate's degree
Dental Hygienists	29-2021	5,742	6,110	279	\$35.39	\$50.39	Associate's degree
Radiologic Technologists	29-2034	3,416	3,648	130	\$26.07	\$40.91	Associate's degree
Library Technicians	25-4031	3,732	4,262	402	\$17.29	\$23.16	Postsecondary non-degree award
Surgical Technologists	29-2055	2,526	2,746	102	\$21.13	\$29.60	Postsecondary non-degree award
Licensed Practical & Licensed Vocational Nurses	29-2061	12,509	13,708	730	\$22.41	\$27.82	Postsecondary non-degree award
Medical Records & Health Information Technicians	29-2071	3,701	3,996	202	\$14.42	\$22.18	Postsecondary non-degree award
Dental Assistants	31-9091	10,508	10,946	380	\$12.61	\$20.26	Postsecondary non-degree award
Phlebotomists	31-9097	1,692	1,808	79	\$14.66	\$20.96	Postsecondary non-degree award
Firefighters	33-2011	7,007	7,377	323	\$28.21	\$39.16	Postsecondary non-degree award
Aircraft Mechanics & Service Technicians	49-3011	2,417	2,593	137	\$22.00	\$31.62	Postsecondary non-degree award
First-Line Supervisors of Production & Operating Workers	51-1011	10,911	11,145	305	\$16.82	\$28.95	Postsecondary non-degree award
Heavy & Tractor-Trailer Truck Drivers	53-3032	23,705	25,313	992	\$13.53	\$20.15	Postsecondary non-degree award
Transportation, Storage & Distribution Managers	11-3071	2,653	2,761	101	\$28.33	\$45.27	HS diploma or equivalent
Farmers, Ranchers & Other Agricultural Managers	11-9013	6,692	6,138	129	\$15.24	\$25.93	HS diploma or equivalent
Property, Real Estate & Community Association Managers	11-9141	10,460	10,572	342	\$15.25	\$31.53	HS diploma or equivalent
Wholesale & Retail Buyers, Except Farm Products	13-1022	4,109	4,241	165	\$15.63	\$24.45	HS diploma or equivalent
Claims Adjusters, Examiners & Investigators	13-1031	6,201	5,894	147	\$21.26	\$34.46	HS diploma or equivalent
Community Health Workers	21-1094	1,755	1,922	105	\$13.64	\$21.49	HS diploma or equivalent
Pharmacy Technicians	29-2052	6,259	6,508	154	\$15.13	\$21.19	HS diploma or equivalent
Health Technologists & Technicians, All Other	29-2099	3,356	3,837	197	\$19.40	\$26.61	HS diploma or equivalent
Healthcare Support Workers, All Other	31-9099	2,937	3,059	105	\$14.39	\$21.38	HS diploma or equivalent
First-Line Supervisors of Protective Service Workers, All Other	33-1099	1,625	1,773	90	\$15.79	\$25.05	HS diploma or equivalent
Correctional Officers & Jailers	33-3012	5,275	5,419	213	\$24.18	\$36.48	HS diploma or equivalent
Police & Sheriff's Patrol Officers	33-3051	16,994	17,666	774	\$35.12	\$44.73	HS diploma or equivalent

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
Protective Service Workers, All Other	33-9099	3,005	3,151	262	\$11.69	\$20.48	HS diploma or equivalent
First-Line Supervisors of Housekeeping & Janitorial Workers	37-1011	5,239	5,615	267	\$14.12	\$20.75	HS diploma or equivalent
First-Line Supervisors of Landscaping, Lawn Service & Groundskeeping Workers	37-1012	4,150	4,337	119	\$14.38	\$21.37	HS diploma or equivalent
Fitness Trainers & Aerobics Instructors	39-9031	8,825	9,719	434	\$11.98	\$26.32	HS diploma or equivalent
Bill & Account Collectors	43-3011	6,916	7,347	363	\$14.84	\$21.10	HS diploma or equivalent
Procurement Clerks	43-3061	1,670	1,738	85	\$15.18	\$22.71	HS diploma or equivalent
Eligibility Interviewers, Government Programs	43-4061	3,034	3,141	99	\$21.15	\$26.47	HS diploma or equivalent
Interviewers, Except Eligibility & Loan	43-4111	6,068	6,299	203	\$13.70	\$20.79	HS diploma or equivalent
Loan Interviewers & Clerks	43-4131	4,231	4,314	95	\$12.59	\$21.43	HS diploma or equivalent
Information & Record Clerks, All Other	43-4199	4,910	4,980	140	\$13.87	\$21.41	HS diploma or equivalent
Cargo & Freight Agents	43-5011	1,821	1,879	87	\$16.08	\$23.70	HS diploma or equivalent
Police, Fire & Ambulance Dispatchers	43-5031	1,993	2,089	92	\$21.66	\$33.43	HS diploma or equivalent
Dispatchers, Except Police, Fire & Ambulance	43-5032	4,509	4,833	246	\$12.57	\$20.55	HS diploma or equivalent
Postal Service Mail Carriers	43-5052	7,593	7,096	258	\$25.23	\$27.15	HS diploma or equivalent
Production, Planning & Expediting Clerks	43-5061	9,251	9,577	356	\$15.70	\$25.66	HS diploma or equivalent
Legal Secretaries	43-6012	7,615	7,249	89	\$16.90	\$29.47	HS diploma or equivalent
Insurance Claims & Policy Processing Clerks	43-9041	5,230	5,107	162	\$13.67	\$21.07	HS diploma or equivalent
First-Line Supervisors of Farming, Fishing & Forestry Workers	45-1011	2,820	2,890	94	\$14.73	\$22.43	HS diploma or equivalent
Structural Iron & Steel Workers	47-2221	1,165	1,263	78	\$17.66	\$32.65	HS diploma or equivalent
First-Line Supervisors of Mechanics, Installers & Repairers	49-1011	8,595	8,956	361	\$21.67	\$36.45	HS diploma or equivalent
Automotive Body & Related Repairers	49-3021	3,143	3,176	92	\$13.81	\$23.07	HS diploma or equivalent
Automotive Service Technicians & Mechanics	49-3023	15,250	15,538	551	\$12.64	\$21.49	HS diploma or equivalent
Bus & Truck Mechanics & Diesel Engine Specialists	49-3031	3,639	3,820	147	\$16.50	\$25.69	HS diploma or equivalent
Installation, Maintenance & Repair Workers, All Other	49-9099	4,532	4,729	148	\$13.39	\$21.59	HS diploma or equivalent
Water & Wastewater Treatment Plant & System Operators	51-8031	2,320	2,457	132	\$24.46	\$34.04	HS diploma or equivalent
First-Line Supervisors of Transportation & Material-Moving Machine & Vehicle Operators	53-1031	3,961	4,215	201	\$17.96	\$29.33	HS diploma or equivalent
Bus Drivers, Transit & Intercity	53-3021	7,148	7,535	269	\$13.79	\$23.84	HS diploma or equivalent
Motor Vehicle Operators, All Other	53-3099	2,726	2,829	116	\$9.93	\$22.06	HS diploma or equivalent
Roofers	47-2181	5,250	5,124	188	\$14.05	\$21.96	Less than HS
Refuse & Recyclable Material Collectors	53-7081	3,655	3,873	185	\$11.18	\$23.01	Less than HS

The following occupations are those that meet the “target occupation” criteria, with one difference: They typically require an education level of a Bachelor’s or Master’s Degree. The data is included as an indication of opportunities for transfer students.

Occupation Group	SOC	Description	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
<b>Community &amp; Social Services</b>						
	21-1012	Educational, Guidance, School & Vocational Counselors	301	\$16.54	\$28.22	Master's degree
	21-1013	Marriage & Family Therapists	188	\$12.27	\$21.31	Master's degree
	21-1022	Healthcare Social Workers	285	\$19.47	\$32.22	Master's degree
	21-1099	Community & Social Service Specialists, All Other	181	\$13.94	\$24.14	Master's degree
<b>Computer &amp; Mathematical</b>						
	15-2041	Statisticians	119	\$28.65	\$46.97	Master's degree
<b>Education, Training &amp; Library</b>						
	25-4021	Librarians	229	\$23.62	\$33.93	Master's degree
	25-9031	Instructional Coordinators	156	\$20.72	\$31.39	Master's degree
<b>Healthcare Practitioners</b>						
	29-1071	Physician Assistants	125	\$35.79	\$50.13	Master's degree
	29-1122	Occupational Therapists	83	\$27.99	\$43.00	Master's degree
	29-1127	Speech-Language Pathologists	101	\$28.85	\$39.05	Master's degree
	29-1171	Nurse Practitioners	136	\$32.60	\$53.18	Master's degree
<b>Life, Physical &amp; Social Science</b>						
	19-3051	Urban & Regional Planners	171	\$28.28	\$39.85	Master's degree
<b>Management</b>						
	11-9032	Education Administrators, Elementary & Secondary School	198	\$35.20	\$49.64	Master's degree
	11-9033	Education Administrators, Postsecondary	179	\$25.66	\$44.63	Master's degree
<b>Architecture &amp; Engineering</b>						
	17-1011	Architects, Except Landscape & Naval	243	\$25.00	\$37.63	Bachelor's degree
	17-2011	Aerospace Engineers	309	\$35.15	\$53.70	Bachelor's degree
	17-2031	Biomedical Engineers	139	\$34.47	\$51.46	Bachelor's degree
	17-2051	Civil Engineers	418	\$31.70	\$46.90	Bachelor's degree
	17-2061	Computer Hardware Engineers	481	\$38.98	\$60.82	Bachelor's degree
	17-2071	Electrical Engineers	279	\$35.02	\$52.70	Bachelor's degree
	17-2072	Electronics Engineers, Except Computer	323	\$35.30	\$55.92	Bachelor's degree
	17-2081	Environmental Engineers	104	\$28.37	\$44.60	Bachelor's degree
	17-2112	Industrial Engineers	332	\$32.47	\$48.99	Bachelor's degree
	17-2141	Mechanical Engineers	355	\$30.82	\$47.76	Bachelor's degree
	17-2199	Engineers, All Other	198	\$32.19	\$48.38	Bachelor's degree
<b>Arts, Design, Entertainment, Sports &amp; Media</b>						
	27-1011	Art Directors	124	\$18.69	\$32.12	Bachelor's degree
	27-1014	Multimedia Artists & Animators	151	\$15.55	\$25.12	Bachelor's degree
	27-1024	Graphic Designers	570	\$16.38	\$24.50	Bachelor's degree
	27-1025	Interior Designers	236	\$16.32	\$23.46	Bachelor's degree

Occupation Group	SOC	Description	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
	27-2012	Producers & Directors	179	\$17.18	\$32.82	Bachelor's degree
	27-3031	Public Relations Specialists	343	\$18.60	\$33.22	Bachelor's degree
	27-3041	Editors	273	\$15.83	\$24.68	Bachelor's degree
	27-3042	Technical Writers	172	\$27.70	\$44.12	Bachelor's degree
	27-3091	Interpreters & Translators	156	\$15.38	\$22.86	Bachelor's degree
<b>Business &amp; Financial</b>						
	13-1041	Compliance Officers	222	\$23.00	\$38.77	Bachelor's degree
	13-1051	Cost Estimators	361	\$19.43	\$34.32	Bachelor's degree
	13-1071	Human Resources Specialists	518	\$20.41	\$34.17	Bachelor's degree
	13-1075	Labor Relations Specialists	102	\$22.54	\$36.60	Bachelor's degree
	13-1081	Logisticians	188	\$26.50	\$39.61	Bachelor's degree
	13-1111	Management Analysts	1,642	\$25.87	\$41.01	Bachelor's degree
	13-1121	Meeting, Convention & Event Planners	191	\$16.77	\$26.82	Bachelor's degree
	13-1131	Fundraisers	122	\$15.23	\$26.28	Bachelor's degree
	13-1141	Compensation, Benefits & Job Analysis Specialists	110	\$24.08	\$34.42	Bachelor's degree
	13-1151	Training & Development Specialists	321	\$19.98	\$36.84	Bachelor's degree
	13-1161	Market Research Analysts & Marketing Specialists	1,436	\$20.80	\$40.66	Bachelor's degree
	13-2011	Accountants & Auditors	2,245	\$23.75	\$35.54	Bachelor's degree
	13-2031	Budget Analysts	159	\$25.99	\$39.69	Bachelor's degree
	13-2051	Financial Analysts	529	\$27.98	\$45.86	Bachelor's degree
	13-2052	Personal Financial Advisors	327	\$19.79	\$37.90	Bachelor's degree
	13-2072	Loan Officers	205	\$22.65	\$36.47	Bachelor's degree
	13-2099	Financial Specialists, All Other	103	\$20.53	\$40.87	Bachelor's degree
<b>Community &amp; Social Services</b>						
	21-1021	Child, Family & School Social Workers	346	\$16.10	\$23.43	Bachelor's degree
	21-1023	Mental Health & Substance Abuse Social Workers	167	\$14.65	\$22.22	Bachelor's degree
	21-1029	Social Workers, All Other	125	\$20.66	\$35.68	Bachelor's degree
	21-1091	Health Educators	124	\$18.02	\$25.75	Bachelor's degree
	21-1092	Probation Officers & Correctional Treatment Specialists	82	\$24.87	\$37.91	Bachelor's degree
	21-2011	Clergy	140	\$13.11	\$22.76	Bachelor's degree
	21-2021	Directors, Religious Activities & Education	117	\$13.14	\$21.84	Bachelor's degree
<b>Computer &amp; Mathematical</b>						
	15-1121	Computer Systems Analysts	1,430	\$27.69	\$44.03	Bachelor's degree
	15-1122	Information Security Analysts	226	\$33.33	\$50.39	Bachelor's degree
	15-1131	Computer Programmers	1,023	\$29.62	\$43.55	Bachelor's degree
	15-1132	Software Developers, Applications	2,591	\$33.88	\$52.98	Bachelor's degree
	15-1133	Software Developers, Systems Software	1,744	\$37.55	\$57.59	Bachelor's degree
	15-1141	Database Administrators	261	\$24.68	\$44.25	Bachelor's degree
	15-1142	Network & Computer Systems Administrators	660	\$26.78	\$43.05	Bachelor's degree
	15-1143	Computer Network Architects	330	\$36.88	\$57.15	Bachelor's degree
	15-1199	Computer Occupations, All Other	327	\$23.21	\$40.99	Bachelor's degree
	15-2031	Operations Research Analysts	171	\$28.00	\$42.31	Bachelor's degree

Occupation Group	SOC	Description	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
<b>Education, Training &amp; Library</b>						
	25-2012	Kindergarten Teachers, Except Special Education	188	\$20.13	\$29.86	Bachelor's degree
	25-2021	Elementary School Teachers, Except Special Education	1,149	\$21.87	\$31.37	Bachelor's degree
	25-2022	Middle School Teachers, Except Special & Career/Technical Education	507	\$23.19	\$32.38	Bachelor's degree
	25-2031	Secondary School Teachers, Except Special & Career/Technical Education	852	\$23.09	\$32.99	Bachelor's degree
	25-2052	Special Education Teachers, Kindergarten & Elementary School	109	\$20.51	\$28.99	Bachelor's degree
	25-3011	Adult Basic & Secondary Education & Literacy Teachers & Instructors	115	\$19.95	\$30.81	Bachelor's degree
	25-3099	Teachers & Instructors, All Other	555	\$15.78	\$27.17	Bachelor's degree
<b>Healthcare Practitioners</b>						
	29-1031	Dietitians & Nutritionists	97	\$23.78	\$34.21	Bachelor's degree
	29-2011	Medical & Clinical Laboratory Technologists	130	\$25.83	\$40.88	Bachelor's degree
<b>Life, Physical &amp; Social Science</b>						
	19-2031	Chemists	228	\$24.51	\$39.00	Bachelor's degree
	19-2041	Environmental Scientists & Specialists, Including Health	207	\$26.62	\$40.38	Bachelor's degree
	19-4021	Biological Technicians	224	\$15.97	\$26.26	Bachelor's degree
<b>Management</b>						
	11-1011	Chief Executives	360	\$44.24	\$85.29	Bachelor's degree
	11-1021	General & Operations Managers	2,713	\$29.23	\$58.43	Bachelor's degree
	11-2011	Advertising & Promotions Managers	82	\$27.98	\$43.90	Bachelor's degree
	11-2021	Marketing Managers	507	\$42.15	\$72.31	Bachelor's degree
	11-2022	Sales Managers	618	\$30.25	\$64.56	Bachelor's degree
	11-2031	Public Relations & Fundraising Managers	109	\$30.65	\$53.71	Bachelor's degree
	11-3011	Administrative Services Managers	331	\$27.36	\$46.69	Bachelor's degree
	11-3021	Computer & Information Systems Managers	921	\$51.17	\$75.42	Bachelor's degree
	11-3031	Financial Managers	638	\$36.84	\$65.31	Bachelor's degree
	11-3051	Industrial Production Managers	143	\$32.07	\$53.76	Bachelor's degree
	11-3061	Purchasing Managers	88	\$33.99	\$60.37	Bachelor's degree
	11-3121	Human Resources Managers	217	\$35.33	\$60.54	Bachelor's degree
	11-9021	Construction Managers	316	\$25.43	\$37.62	Bachelor's degree
	11-9031	Education Administrators, Preschool & Childcare Center/Program	155	\$16.92	\$23.13	Bachelor's degree
	11-9041	Architectural & Engineering Managers	462	\$50.21	\$77.01	Bachelor's degree
	11-9111	Medical & Health Services Managers	385	\$31.90	\$53.78	Bachelor's degree
	11-9121	Natural Sciences Managers	152	\$49.07	\$80.63	Bachelor's degree
	11-9151	Social & Community Service Managers	339	\$20.06	\$32.46	Bachelor's degree
<b>Sales &amp; Related</b>						
	41-3031	Securities, Commodities & Financial Services Sales Agents	360	\$18.21	\$40.82	Bachelor's degree
	41-4011	Sales Representatives, Wholesale & Manufacturing, Technical & Scientific Products	760	\$22.04	\$44.49	Bachelor's degree
	41-9031	Sales Engineers	205	\$31.82	\$56.72	Bachelor's degree
<b>Transportation &amp; Material Moving</b>						
	53-2011	Airline Pilots, Copilots & Flight Engineers	153	\$41.93	\$58.68	Bachelor's degree

## Data Portfolio Citations

The data in the External and Internal Scans were obtained from several third-party data sources. Those sources are listed below.

### External Scan

- Except as noted below, all of the data in the external scan came from ESRI 2016, Redlands, CA: Environmental Systems Research Institute <https://bao.arcgis.com/esriBAO/>.
- Occupation and employment data in the external scan was obtained from The United States Bureau of Labor Statistics (BLS) at <http://www.bls.gov/>.

### Internal Scan

The internal scan data came from three sources:

- The first set of data from page 22-32 is sourced from direct access to the Peralta CCD data warehouse. This is the same source the PCCD BI Tool uses. Data definitions/methods are the same as those used by BI Tool.
- The transfer counts provided on page 32-33 are sourced from the analytical studies offices of CSU and UC via their posting to their respective websites.
- The six-year cohort tracking data from pages 33-37 is from the California Community Colleges Chancellor's Office Data Mart website <http://datamart.cccco.edu/DataMart.aspx> and specifically from its Scorecard data.
- The Intradistrict Swirl analysis on page 38 is based on data from the Peralta CCD data warehouse.

## Listening Sessions

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### Key Themes

Following are the notes from the on campus listening sessions. These sessions ranged from one-on-one meetings to meetings with small groups to sessions open to the entire college community. These notes are in no particular order but are grouped by major theme for the reader's convenience.

- Laney College is not good at implementation
  - Implementation is nonexistent at Laney
  - The old EMP was good but wasn't implemented
  - Get out of reactive mode - last minute
  - Could develop a decision making manual - how are decisions made
  - Planning is happening but it isn't done strategically!
  - The college is good a planning but not at implementation
  - Not anticipating needs - they are reacting to emergencies
  - Need comprehensive planning direction with structure
  - In the past, leadership was not focused
  - They have goals but then nothing happens
  - They assign people to the goals but there is no structured follow up (e.g., enrollment plan)
  - Faculty/staff never see data
  - The president has to stand behind the goals/initiatives
  - There are no research plans
  
- Enrollment management / class scheduling / availability
  - Laney has none.
  - "They have bad scheduling and think *that* is enrollment management."
  - No enrollment management plan
  - Curriculum update process is established but there is no implementation by admin
  - We should reintroduce "weekend college" to get GE classes
  - There isn't even a calendar for schedule
  - Total rollover schedule
  - They have no information on which student aren't coming
  - Laney becomes a school that isn't intentionally addressing community needs
  - They don't have data on what local students are taking and how they are succeeding
  - Students are coming from all over the bay area for certain anatomy, calculus and other special classes
  - Need to use afternoons
  
- Not using technology systems efficiently
  - Need to implement a room scheduling system
  - Get rid of paper forms
  - Time sheets for part time workers are on paper and manually calculated
  - Adopt technology to increase efficiency
  - Implement systems for work orders and facilities rentals
  - Computerize program review and accreditation
  - Organize existing information on the website
  - Telephone system is deteriorating

- Outreach needs to be improved and coordinated
  - No outreach coordinator
  - Laney should do direct outreach with discretionary money (~\$100k/year)
  - Recruiting is happening in a decentralized ad hoc way
  - CTE open house on April 23 - 400-500 students
  - How do we connect better with high schools
  
- Work order system is broken
  - Work orders submitted - nothing happens unless you have relationship with the person
  
- Facilities are old, run down, and not well maintained
  - Facilities are terrible
  - Infrastructure is in bad shape
  - Locker rooms are gross
  - Labs have nonworking equipment
  - CTE has to repair their own equipment
  - Contractors aren't doing clean up after working on facilities
  - They are completing a facility condition index
  - Why are we building when we aren't maintaining what we have
  - Bathrooms
    - accessibility buttons aren't working
    - ADA bathrooms aren't working - work orders are not getting fulfilled
    - bathrooms are in disrepair
    - facilities funding was cancelled
  
- Need to develop stable leadership
  - High turnover of leadership
  - Institutional knowledge is leaking
  - Document some best practices
  - LC pays people till the end of contract - not held accountable
  - Stability of leadership is our top need
  - Many vacant positions
  - Missing a dean and a VP
  - We hired a couple interim deans but they left
  - Traditions are often obliterated (faculty appreciation day, when the retreat happens)
  - Need stable, calm, proactive administrative leadership and structure
  - There are many great leaders
  - Faculty and staff are disengaged because initiatives are always changing
  - Constantly chasing the new bright shiny object
  - Need a clarified system of decision-making
  
- Hiring processes must be streamlined
  - Hiring takes too long
  - Even getting hiring approved takes too long
  - On boarding process for new hires is terrible
  - Many vacant positions
  - Lacked time to do the hiring (there are hiring committees)

- Need more college staff
  - Staff members feel they are doing job of unfilled manager positions
  - Clearly define roles and responsibilities including those of faculty admin and staff
  - Under staffed in many areas
  - Idea - blended staff across SS and Instruction - but need more staff for this
  - Managers only last for 2 years or so
  - Staff manages their own budgets - normally a manager's role
  - Erratic direction from administration
  - Positions aren't matching job descriptions
  - **Many staff members are acting like managers**
  - Staff becomes scapegoat
  - Staff aren't part of planning - and they are filling the roles of managers
  - PeopleSoft is an example - users weren't part of choosing modules
  - Have to hop through bureaucratic hoops to serve students (e.g., buy food for them)
  
- More training and professional development for faculty/staff
  - Staff aren't knowledgeable to get things done - students get frustrated
  - Financial aid - delays happen and not communicated well
  - Need more in-class reviews by students
  
- Not enough parking
  - Not enough parking
  - Need full escort service
  - Emergency service
  - Need more pay phones and there are broken ones
  
- Communication
  - Shared governance committees should have open forums 1 or 2 times per semester
  - People want to get things done - need information
  - Students think they aren't being heard - get demoralized
  - Communicate with students about what is happening
  - Communication is the key
  - Staff is largely unaware of planning and college goals
  - Do away with announcements and FAS (mass email) - over used
  - Can we replace outdated system (email blast) with liaisons (managers) and regular virtual meetings
  - Need for transparent communication regarding planning
  
- Security is not good enough
  - Need more blue emergency boxes
  - Evenings are dangerous - students got robbed
  
- Student support services
  - Need a position to support students in crisis
  - Students need weekly support
  - Understaffed in mental health services
    - Laney has double the students but all colleges have one mental health specialist
  - Need a "wellness space" - the environment is intense
  - Lack of leadership
  - Students often wait 2-3 hours for a counselor meeting

- Some students told to go to COA for counseling
- Services are spread around campus
- Need a one-stop student services center
  - VPSS office is at the one-stop at COA
- There is a Welcome center
  
- Transportation is a huge problem
  - Laney gets students for whom transportation works
  - The College loses students during the semester due to lack of parking
  - Laney should be at the table at all development discussions in the community
  - Student transportation fee covers a bus pass
  
- Resource Allocation
  - The funding model isn't working for the college
  - Need more equitable allocation of resources
  - Need to pursue alternative funding streams - performance based
    - need research / data to make the case at the state level
  - Is it realistic for Peralta to have 4 colleges
  - Need to be intentional about budget
    - plan for funding opportunities
  - Committee chairs are not compensated equally
  - Give resources to administrators to do their jobs
  
- Other
  - Limited student support services in the evening and weekends
  
- Finding affordable housing is a huge problem for students
  - City housing does not allow full-time students to apply
  - Students started a housing board
  - They want to expand that
  - Maybe a housing center (modeled like career center)
  - Need to inform faculty about resources available
  
- Facilities
  - Need larger cafeteria
  
- CTE Programs
  - The department are now setting goals
  - Sectors: advanced manuf, industrial maintenance, water waste water, health, digital media, public safety
  - Having difficulty filling classes (recruiting and incumbent workers)
    - need strategy for this
  - Trying to get CWE (calif water education) certification
  - Working on re-aligning curriculum with industry
  - Instructors - difficult to find qualified instructors
  - Barely 5% of students in skilled trades are coming from HS
  - They are building a fab lab, will help recruit HS students into skilled trades
  - CTE programs will get ~\$1 million from state next year
    - now - programs are getting grant funds to buy equipment
  - CTE has weekend and evening classes

- Advisory committees are sometimes large, some virtual
- There is no career center
- Just launched new site that links students with employers for job placement
- A lot of hiring going on now
- Responsiveness on CTE programs is slow
  
- Mental Health
  - Limited mental health specialists
  - We want to hire 4 social workers
  
- Student activities and student life needs
  - More support for that group
  - Food pantry
  - Support groups
  - Transportation assistance
  - Scale up the programs they already have
  
- District issues
  - Telephone system is deteriorating - maintenance contract was suspended
    - this was done at the district level
    - who is going to pay for IT?
    - district makes decisions without consulting the users
    - there was a project to upgrade the system
    - **District, working with the college, has a plan**
  
- Research
  - Lack of data/research (e.g., ESL)
  - Research elements should be in the planning at the college
  - Planning retreat data was just overwhelming amount of data
  
- Planning
  - Planning retreats were planned haphazardly

## Survey Results

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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 5-10 minutes to answer and contained a few common questions and several other questions that differed 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 only. Like the listening sessions and other qualitative information gathering, the data should not be construed as conclusive, comprehensive or absolute. The qualitative data sources should be used to pose questions that will be topics for discussion and further investigation.**

## 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
<b><i>answered question</i></b>		<b>247</b>

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

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

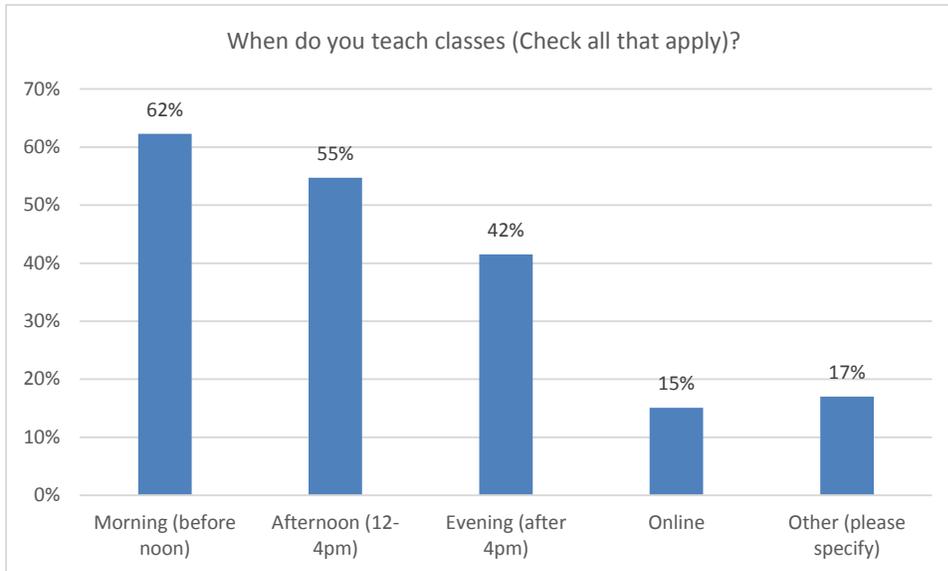
Answer Options	Response Percent	Response Count
Classified Staff	5%	11
Full Time Faculty	15%	38
Part Time Faculty	9%	22
Student	69%	171
Administrator	2%	5
Other (please specify)	2%	6
<b><i>answered question</i></b>		<b>247</b>

## 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. This adds up to more than 100% because some instructors teach in the morning and evening. The “Other” responses were either N/A, “I am faculty but don’t teach,” or “weekends.”



### *Question 4: How long have you been with College?*

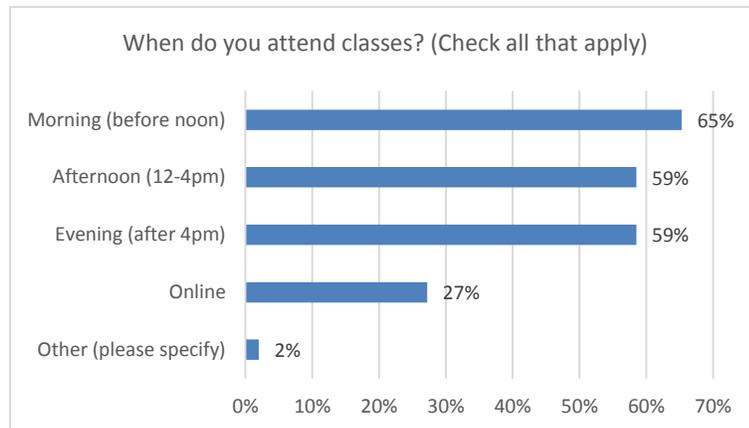
There were 25 responses to this question with an average of 19.0 years.

## 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
<b>answered question</b>		<b>145</b>

**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	<b>Total</b>	<b>139</b>

**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 preferred 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
<b>answered question</b>		<b>146</b>

**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
<b>answered question</b>		<b>146</b>

**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
<b>answered question</b>		<b>146</b>

**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
<b>answered question</b>			<b>39</b>

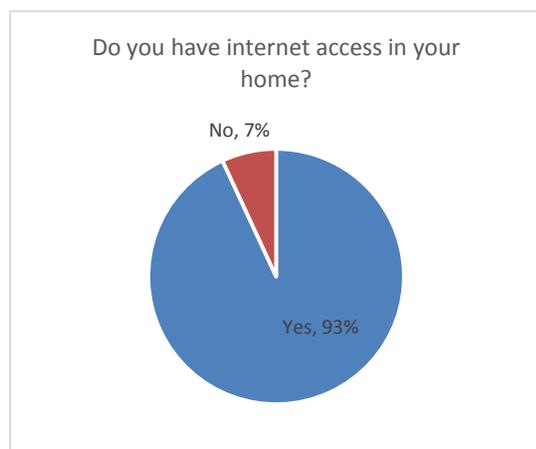
**Question 12: Which of the following devices do you have regular access to? (Check all that apply)**

This question has a 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
<b>answered question</b>		<b>146</b>

**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
<b>answered question</b>		<b>147</b>

## Non-Students

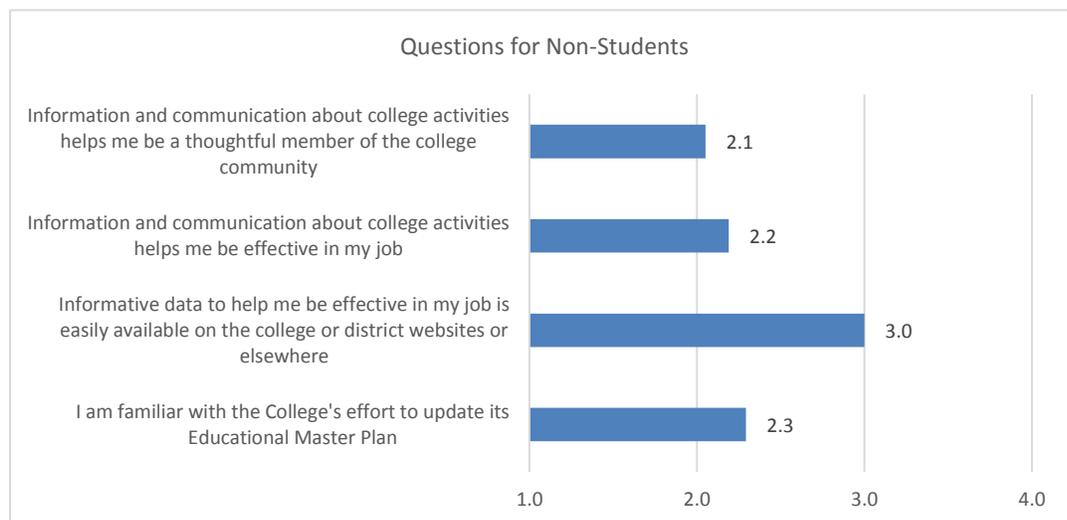
The following question was given only to respondents who identified themselves as administrators, staff or faculty.

**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

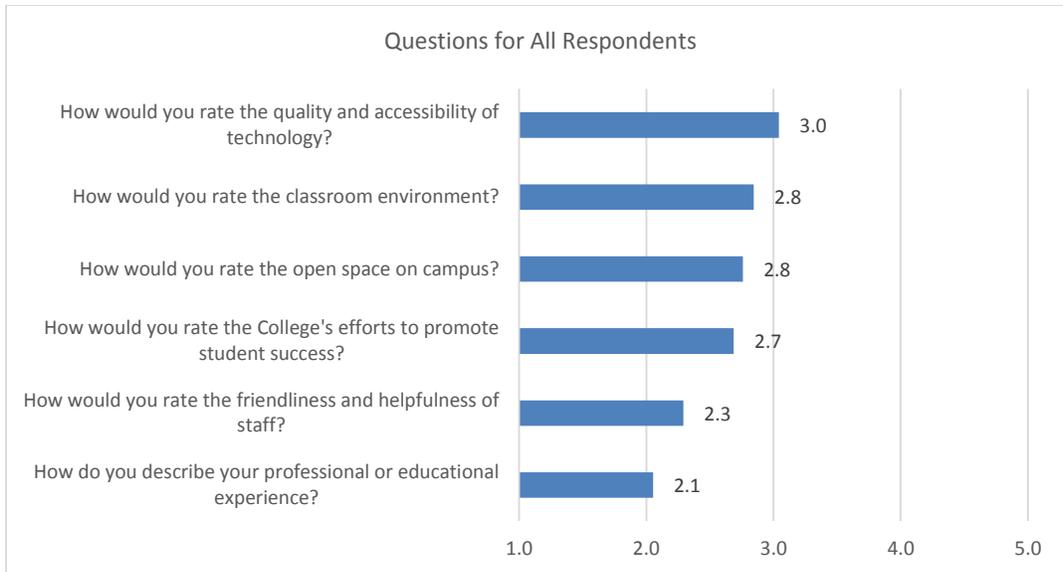
The remaining seven questions were asked of all respondents to the survey.

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

Responses to each question were as follows:

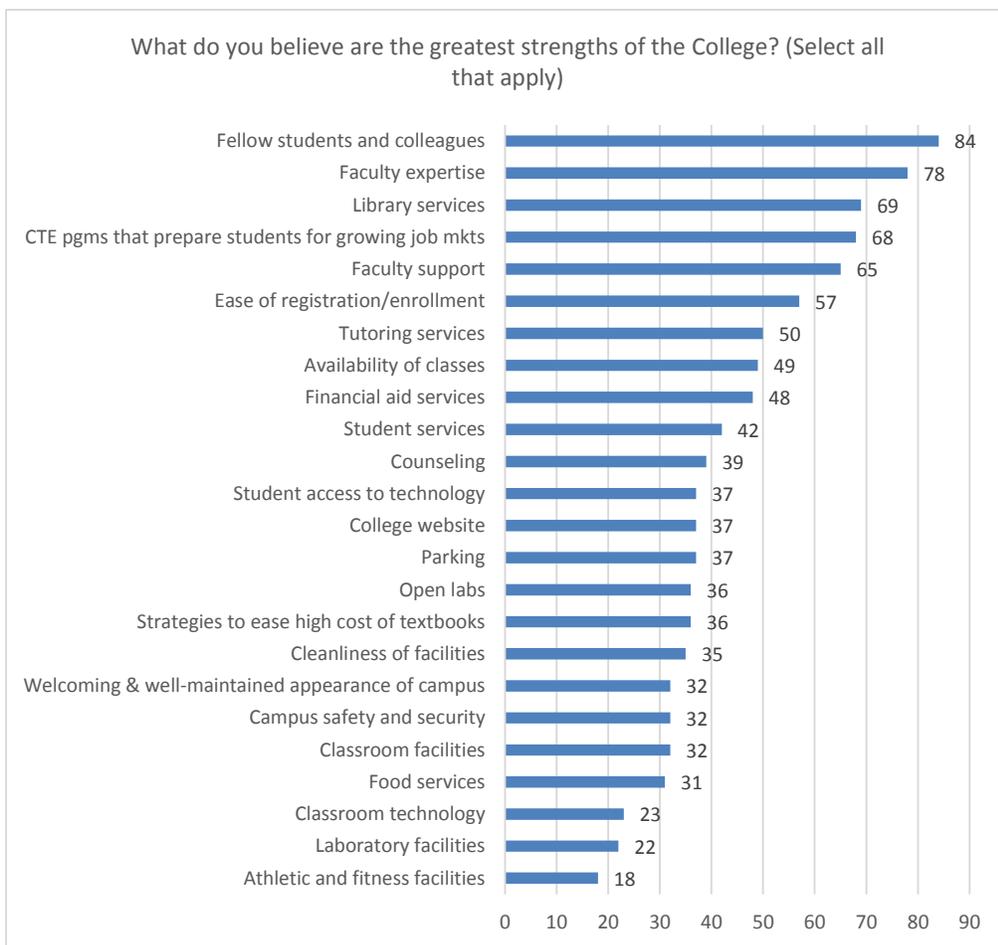
1. Excellent
2. Good
3. Average
4. Fair
5. Poor

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.



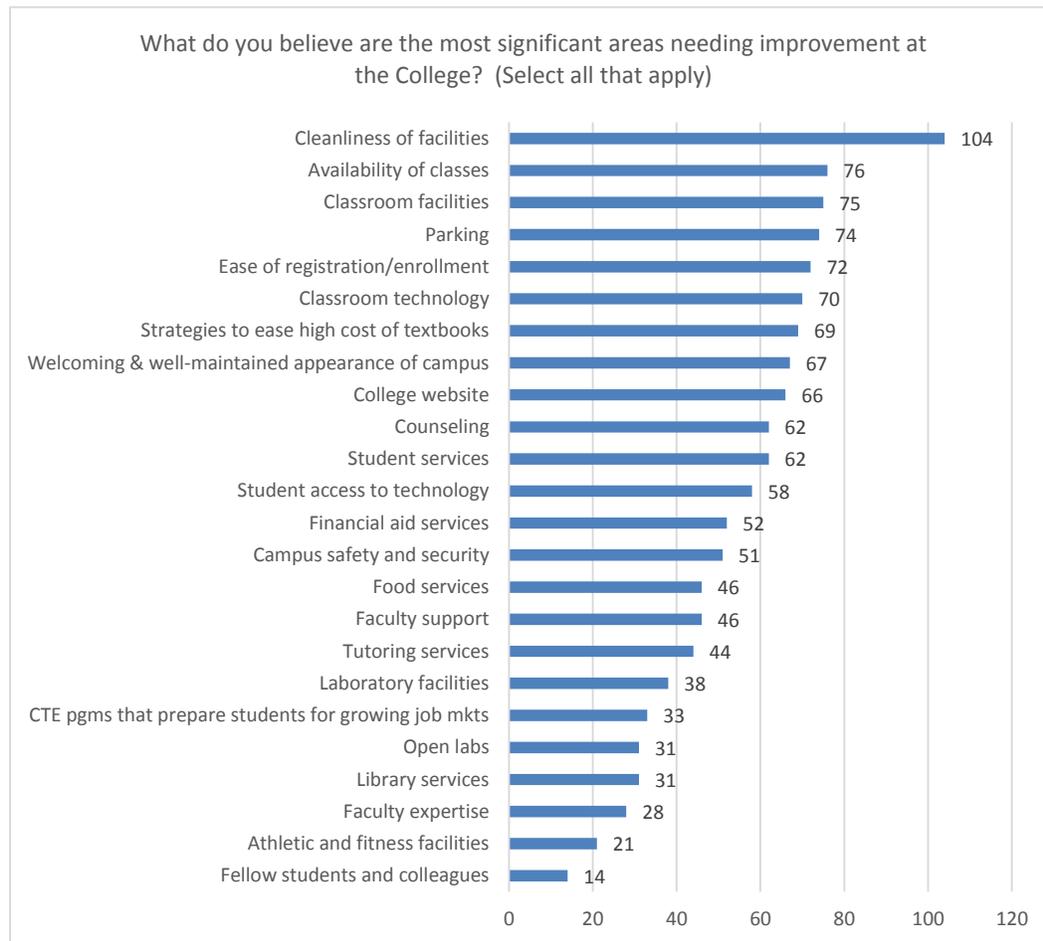
**Question 17: What do you believe are the greatest strengths of the College? (Select all that apply)**

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



**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 area needing improvement was “Cleanliness of facilities”. It was selected by 104 respondents.



**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
<b>answered question</b>		<b>189</b>

**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	<b>Grand Total</b>	<b>66</b>

**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 streamlined?
- 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 have 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?

## III. College Goals 2016-2021

### Five-Year College Goals

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#### Overview

This section of the plan lays out five-year goals for the college. These are high-level goals and were developed in a process that took into account, all of the information contained in this Educational Master Plan.

#### Process

The Planning Committee came together for an all-day workshop, to develop draft goals for this Educational Master Plan. The workshop began with a review of the data, quantitative and qualitative, developed as part of this plan. In small groups, the committee members brainstormed community and college needs. The groups prioritized these needs and shared them with the entire committee. Then, the entire committee prioritized these needs.

Next, the same process was used to brainstorm and prioritize draft five-year goals for the college. The process included selecting those goals that were most important for the institution. The committee then worked with these draft goals to merge, wordsmith and further refine the list.

Finally, these draft goals were shared with the college community for review and feedback. The committee considered all comments from the college community and arrived at the final list of goals.

#### Goals

- 1. Raise awareness in the community of and access to programs, resources and opportunities at Laney College and manage enrollment effectively.**
- 2. Develop an equitable and sustainable college resource allocation model that is aligned with Laney College's priorities.**
- 3. Make all facilities clean, safe, functioning, well-equipped and attractive.**
- 4. Build a culture of success, belonging and pride.**
- 5. Increase student success, retention, transfer and completion.**
- 6. Provide pathways from adult school, high school, community based organizations, and other student populations, to careers, degrees, certificates and/or transfer.**
- 7. Create a culture of innovation including technology where data-based decisions are made, implemented, communicated and evaluated, prioritizing sustainability.**
- 8. Create liaisons with community based organizations and agencies, and become a hub for social and human, health, wellness and housing services to benefit the wider college community.**

## IV. Next Steps in Planning and Evaluation

### Implementation

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The purpose of the five-year recommendations is to provide overarching direction for the college in the future. These are high-level recommendations and are not intended to be directly actionable in and of themselves. However, to ensure these recommendations to have a significant impact, the College will develop – starting in fall 2016 and annually thereafter – Strategic Implementation Goals (SIGs). These goals will include specific actions that will be undertaken to implement the overarching goals and recommendations. Within each SIG, every action must include a champion (or responsible person), a due date, measurable outcomes, and resource needs.

The five-year Educational Master Plan recommendations will also be the foundation of an update to the College's Facilities Master Plan, which will take place in fall 2016. The Educational/Facilities Master Planning Committee will meet again in the fall to help the facilities planning consultants create the Facilities Master Plan update. The facilities planning consultants will also be meeting with various individuals and groups to focus on the facilities needs of the College, in light of the Educational Master Plan.

### Integration with Other Plans

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The Educational Master Plan will also be the foundation for additional planning efforts at the college. These additional plans include the Facilities Master Plan, Technology Plan, Program Reviews, Strategic Implementation Plan, Accreditation Self-Study, and more. When these plans are developed or updated, they should make reference to the data, analysis and goals articulated in the EMP. This ensures a meaningful, integrated planning approach at Laney College.

## V. Opportunities and Recommendations

### Overview

The *Laney College 2016-2021 Educational Master Plan (EMP)*, similar to that of the other three Peralta Community College District colleges, has involved many hours of work by College staff and a consultant team providing external, objective support for data collection and analysis, and students. In addition to the internal and external scanning processes, interviews, and focused discussions that took place, many staff and students responded to a district-wide survey, further contributing to the development of this EMP. Participants in the EMP process explored a broad range of topics, but not all issues identified could be represented in this EMP, or perhaps they did not “rise to the level” of being included in a few selected, high-priority college-wide goals and planning priorities for the next five years. Many of these ideas will resurface and be included as action items as division and departmental planning takes place during implementation of the EMP.

In addition to the EMP provided in this document, planning leadership wanted to ensure a venue, via this chapter, to document critical challenges and opportunities that arose during the process and warrant further exploration and action planning. Some of these are at the college level and some span the Peralta District as a whole. Each of these areas is delineated and described below. The theme, “challenges and opportunities,” represents two issues that blend together. Each challenge provides an opportunity for quality improvement, and each opportunity demonstrates a challenge. Thus, the items delineated and described below aren’t distinguished as one or the other.

### District-wide Challenges and Opportunities

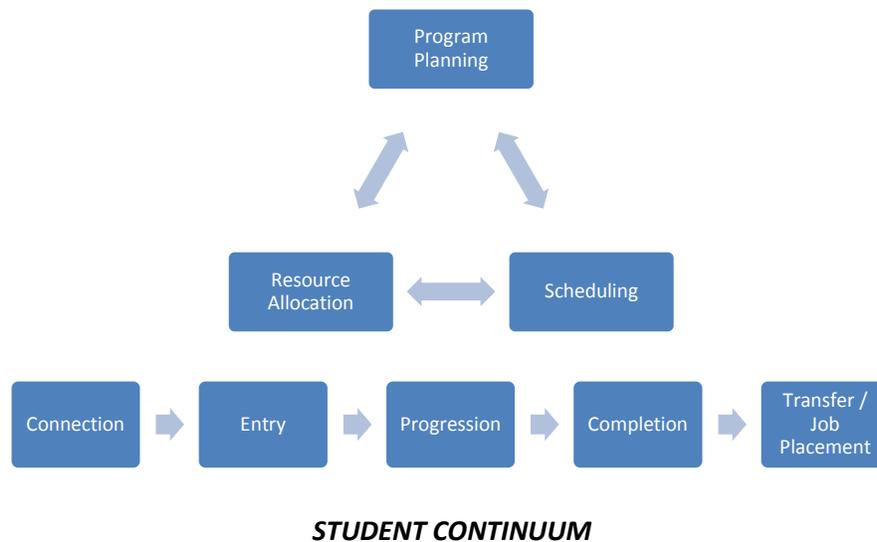
The need for District-wide Planning upon completion of the four College EMPs became apparent during the process. A systematic, coordinated review of the findings of the four Peralta District college EMPs, in the context of the district-wide environmental scanning that was conducted, is an important next step to further enhance integrated planning and budgeting to serve the region as a whole. This was particularly evidenced in the response from students, more than half of who take courses at two or more of the colleges in the District. A coordinated, district-wide planning effort avoids duplication and gaps in service delivery, and utilizes limited District resources in an effective, efficient manner. Such a systematic review would lead to comprehensive, intentional planning of programs, services, facilities, and technology that would support student and community needs across the District. The following topics represent several interwoven and essential elements of college viability and health that need to be developed via collaborative district-wide planning:

- *Enrollment forecasting* – There is a critical need for each college to forecast enrollment, but this has to be developed from a district-wide perspective, given that FTES is allocated to community college districts, from the state, and then distributed to each college via a district venue. The data portfolio work for this EMP established some basic ingredients for projecting enrollment, such as the following:
  - Population growth for the service area
  - Participation rates by zip code
  - Age ranges of projected service area population
  - High school graduation projections
  - High school graduate enrollment trends
  - Data on students concurrently enrolled in multiple PCCD colleges

Using this information for each college, along with program and services planning, data-informed decisions can be collaboratively developed about projected enrollments.

- *Coordinated academic and CTE program planning* - The EMP data portfolio identified labor market needs, including jobs and occupations that will have greater numbers of openings in the future. This was used in a gap analysis to identify growing high-wage, high-skill occupational fields for which the College does and does not offer a certificate or degree. While the PCCD colleges have developed and used such information, a concerted, comprehensive and renewed district-wide look at programs planned for the future and past performance of existing programs is timely to assist in preparation for facilities master planning and ensure that the wider community's labor and economy needs are being addressed by the College for the very dynamic projected future. This analysis must include participants from all colleges and the District.
- *District-wide scheduling of courses, programs, and their respective delivery modes* - Because data analysis revealed that a large percentage of PCCD students attend concurrently two or more colleges in the Peralta District – and perhaps other colleges in the area as well – collaborative scheduling of courses and programs is important to ensure that students can access, progress, and achieve educational goals with ease, in a smooth and timely manner. Results of the student survey conducted for the EMP showed that students attend multiple colleges for a variety of reasons. There are practices in place to provide “home” college services to students. Enhancing a broader discussion may prove helpful to college efficiency, and student access and progress along educational pathways.
- *Fiscal and facilities planning* – Enrollment management and program planning have to be evaluated and addressed within the context of stable financial planning – another district-wide topic and also an accreditation concern. While the College continues to refine its Integrated Planning and Budgeting Model and participate in the district Budget Allocation Model (BAM), long-term goals and frameworks relative to FTES distribution and planned growth will be required for realistic college program and enrollment planning, as well as facilities master planning.
- *Technology planning* – Technology planning on a district-wide basis will be an important second step to support the program and delivery modes determined in educational master planning on a district-wide level as described above. This will be an integral component of the facilities planning as well.
- *Coordinated and systematic research support* – Similarly, research must be undertaken both on a local College level as well as district-wide to serve the Peralta District region as a whole. In order to adequately plan for a state-of- the-art college in a dynamic 21st Century environment, one of the most advanced communities in the World in multiple ways, research support is critical. Throughout PCCD, institutional research struggles to keep up with the needs and requirements of a sophisticated, changing, and results-oriented organization. Further, coordination between and among the Peralta colleges and the District office is uneven even though intentions are sincere. At least one or more colleges have no Research Director/Analyst. It is critical that resources and efforts for research support – for long-term institutional planning as well as for assessing and promoting student learning success – be enhanced and assured.
- *Refinement and possible revision of the Budget Allocation Model (BAM)* – The current BAM encourages competition rather than collaboration among the four colleges of the District to best

serve its student population. Systematic coordination of programs, scheduling, and the allocation of resources based on planning priorities rather than FTES is necessary for the efficient and effective use of college resources, aligned with the progression of the student from connection to a “home” College, entry, progression (retention and persistence), completion of the educational goal, and transfer or job placement. The integration of these three important processes is depicted below.



## Laney College Challenges and Opportunities

In addition to those outlined in the EMP, several areas that represent both a challenge and an opportunity at the college level and will need to be further addressed were found during the development of this EMP and are described below.

- *Succession planning and continuity with staff changes* – Administrative, faculty, and staff turnover has been high and is projected to persist over the next ten years. Nearly two-thirds of the college’s professional staff is at retirement age. Complementary to the EMP is the need for continuity, communication, and systematic planning with anticipated staff turnover.
- *Campus enhancement* – As a component of facilities planning, campus enhancement in all areas to create safe, attractive, clean facilities with accessible technology, designed for today’s student must be considered to support teaching, learning, and campus life.
- *Image and marketing* – Based on the Branding Discovery study, image enhancement would support several EMP goals, including improved recruitment and retention of prospective students and the building of business, industry, and community partnerships.