



Laney College

Educational Master Plan

Spring 2023–Fall 2028

Laney College





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Acknowledgments

Laney College would like to extend its appreciation to all faculty, staff, students, community leaders, administrators and the Educational Master Plan Advisory Team and President's Cabinet for their contributions to the Educational Master Plan, with special thanks to the Classified and Faculty Senates, and the Associated Students of Laney College. Advisory Team members were:

- Alejandro Acosta
- Cynthia Alvarado
- Omolola Atolagbe
- Mallory Barkdull
- Leslie Blackie
- Jean Carey
- Alex Cervantes
- Clifton Coleman
- Diana Davaasuren
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- Nathan Failing
- Marlon Hall
- Lita Hernandez
- Francis Howard
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- Arlene Lontoc
- Amy Marshall
- Shanice Millican
- Becky Opsata
- Bala Sampathraj
- Katrina Santos
- Heather Sisneros
- Ally Tomas
- Karen Tellegen
- Yiping Wang
- Chris Weidenbach
- Raya Zion

Thanks as well to all who attended planning sessions dating back to March 2022.



Executive Summary

Laney College's Educational Master Plan (EMP) was developed through a collegewide planning process that included extensive research and review of college and regional data, input from all institutional partners (administrators, faculty, classified professionals, students, and community leaders), and alignment of district and state planning efforts. The 5-year plan identifies Laney's strategic goals and objectives to (1) assist students in the achievement of their educational goals; (2) promote equity for disproportionately impacted students; (3) offer students curriculum responsive to student need and industry standards through ongoing institutional self-reflection and continuous improvement; (4) cultivate a culture of belonging and pride; (5) promote institutional equity in operations, processes, and governance; and (6) promote a collaborative institutional culture of communication, governance, and decision-making. The EMP forms the foundation and will serve as a guide to the other college plans.

Trends from Laney's environmental scan and feedback sessions with the college community have provided the EMP Advisory Team and President's Cabinet with objectives and strategies to establish a roadmap for the next 5 years. Grounded in the college's mission, vision, and values, Laney seeks to empower the community and to promote student success and social justice.

Each section of the EMP outlines a specific area of focus for Laney, current activities, and planned efforts to more effectively serve students. These five focus areas align with Laney's strategic goals and objectives for 2023–28.



President's Message



As the president of Laney College, I am pleased to share that our Educational Master Plan is one that honors our mission, committing us to being a college that “educates, supports, and inspires students to excel in an inclusive and diverse learning environment rooted in social justice.”

Beyond the mission, our Educational Master Plan resonates with the vision and values of the college while aligning with our strategic goals and objectives, most recently refined in fall 2022 through a series of collegewide discussions. Embedded in our vision to help students dream, flourish, and succeed in their educational pathways toward career and transfer opportunities, we hold fast to our core values of equity, respect, diversity, appreciation, competence, integrity, accountability, innovation, collaboration, and civility. These values represent the pillars we espouse in supporting students, fellow colleagues, and treasured members of our communities.

This Educational Master Plan for 2023–28 charts a path whose destination is the success of our students and the great communities we serve. It is informed by the planning and work to date of our campus and includes data shared about the needs of our community. Engaging in this environmental scan of our service area was WestEd, a partner throughout the process of studying our community’s needs, which used its vast experience and resources to assist with the finalization of the Laney 2023–28 Educational Master Plan.

Throughout this plan’s drafting, we remained committed to an inclusive, consultative, and collaborative process. We began in March 2022, when we revisited our strategic goals and objectives, revising them as a campus in fall 2022. There were several meetings to discuss our vision, review data about our region, and draft the report, and my sincere appreciation is extended to the students and employees who gave of their time to engage in the process.

The plan is an extension of our employees and our participatory governance committees. I extend special thanks to the College Council—which makes direct recommendations to me as the president, along with the Institutional Effectiveness Committee, the Strategic Enrollment Management Committee, the Student Equity and Achievement Committee, the Laney Management Council, Executive Council, and our Classified and Faculty Senates for their input on the Plan.



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It is truly an honor to serve as the president of Laney College, an epicenter of learning that honors diversity, equity, inclusion, access, and success for our students. The future is bright in the community of Oakland, and with this Educational Master Plan, we now have the blueprint that will open the doors to tomorrow.

Sincerely,

RJ Besikof

Dr. Rudy Besikof
President, Laney College



Introduction

Purpose and Scope of the Educational Master Plan

The Laney College 2023–28 Educational Master Plan (EMP) provides the college and its community with strategic direction for improving Laney’s educational programs and services over the next 5 years. The EMP serves as the core component of integrated planning for the college. The EMP is also the principal plan for aligning the college’s annual and operational plans, programs, grants, and initiatives with its mission, vision, and values, as well as the California Community College Chancellor’s Office Vision for Success. This Educational Master Plan will serve as a guide for other Laney planning processes.

Through a review and analysis of data, the EMP highlights strengths and opportunities for improving student outcomes and institutional effectiveness. The EMP includes information on current efforts underway to address opportunity areas and outlines goals for addressing gaps between current performance and the college’s vision for the next 5 years. Laney’s subsequent strategic planning process will be used to identify strategic actions that can be taken to meet the goals outlined in the EMP.

College History

Laney College is the largest of the four Peralta Community College District (PCCD) colleges, serving approximately 16,000 students annually. The college stretches across sixty acres near the center of downtown Oakland, one of the most diverse cities in America. It is also conveniently located near major transportation networks and cultural epicenters such as Chinatown. As one of the oldest community colleges in the nation, Laney has a long history of serving the regions’ learners with excellent education opportunities and facilities. The college opened its doors to students 53 years ago, in September 1970, after completing the construction of its new buildings. When it created the city’s first public trade school in 1915, the Oakland Unified School District (OUSD) held that “the modern school system should serve the needs of all the children of all the people.” Oakland’s Vocational High School, perhaps the first recognizable ancestor of the Peralta Community College District, was the OUSD’s attempt to modernize its educational offerings. The OUSD Board created the Joseph C. Laney Trade and Technical Institute in 1953., to honor Joseph C. Laney (1880–48), a journalist, businessman, and former president of the OUSD Board of Education, who championed the city’s vocational education programs. Today, about half of the college courses at Laney focus on career



education, and students are trained for immediate careers. As part of its goal to assist students in achieving their educational goals, Laney has set an objective to increase completion of career education programs and completion of nine or more career education units.

At the heart of Oakland, Laney College today reflects and embraces the tremendous human and cultural variety that characterizes its location. Among major cities in the United States, Oakland ranks second for ethnic diversity.¹ It has become a center for the African American population of Northern California. The city also has the third-largest Lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual/aromantic/agender (LGBTQIA) community among the 50 largest cities, following San Francisco and Seattle. The Laney College service area includes the adjacent cities of Alameda, Albany, Berkeley, Emeryville, Hayward, Piedmont, and San Leandro. The college's technical training and reputation for diversity attracts students and faculty from across the Greater Bay Area.

Current Context

In 2023, Laney College is proud that it has grown to nearly 16,000 in enrollment, with nearly 400 faculty, and offers more than 100 programs; 23 associate degrees in liberal arts, sciences, business, and career technical education; more than 44 associate degrees in the liberal arts and science fields; and associate degrees for transfer.



As of 2022–23, the largest populations Laney serves are Latinx students, 29 percent; Asian students, 22 percent; and Black / African American students, 21 percent. A majority of students are female and younger than 25 (56%). The college experienced a slowing of enrollments in 2019–20, only to see greater declines with the onset of the global pandemic. As the college reconciles online demand with society's return to face-to-face engagement, Laney needs to stay current with student learning needs and demands. Simultaneously, issues of college affordability remain as great a focus as Laney works to increase enrollment and improve student outcomes. The college's Fall '22 Free and Spring '23 Free enrollment campaigns have shown positive increases in student enrollment and retention.

¹ Katelyn Newman, "America's Most Racially Diverse Big Cities," *U.S. News and World Report*, January 22, 2020, <https://www.usnews.com/news/cities/slideshows/the-10-most-racially-diverse-big-cities-in-the-the-us?slide=10>.



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The college values its vibrant, diverse community and honors the commitment to equity found in its mission, vision, and values by ensuring that each student and employee feels a sense of belonging. Part of ensuring that includes advocating for needed resources. As an institution, the focus on resources has expanded to include the real cost of attendance as well as basic needs for students.

Mission, Vision, and Values

Mission

Laney College's mission is to empower our community and to promote student success and social justice. We welcome and embrace Laney's diversity through serving the community's needs by providing certificates, degrees, transfer pathways, career education, and lifelong learning opportunities.

Vision

Dream:

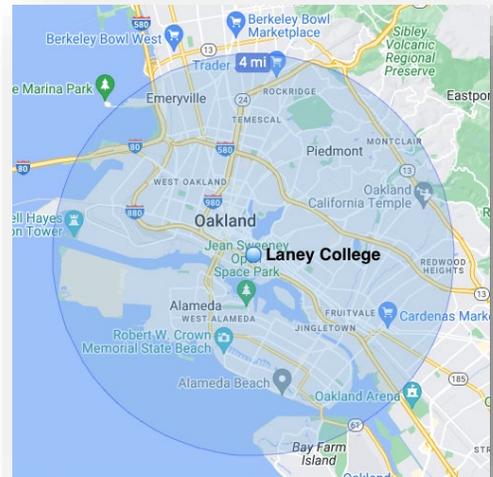
- Students will be encouraged to envision a reality of empowerment that makes a difference in the community.
- Students will have access to career and major exploration experiences to illuminate their path toward achieving their specific goals.

Flourish:

- Students will be provided with an opportunity to make their dreams into reality.
- Students will be celebrated when they persevere and persist.
- Students will have access to intellectual and personal development experiences that increase their understanding of their potential to impact their local and global communities and promote social justice.

Succeed:

- Students will acquire relevant skills. They will earn degrees and certificates that promote personal success and economic mobility that enriches the lives of students, their families, and their local communities.
- Students will share learning and knowledge with their families and communities.





Values

Accountability: We are individually and collectively responsible for achieving the highest levels of performance in helping students acquire the necessary skills and abilities to earn associate degrees, certificates, transfer, and careers. We continually evaluate ourselves in an effort to improve our effectiveness and efficiency in meeting the educational needs of our community.

Appreciation: We recognize the value of the efforts of all our students and employees. We foster student and employee growth through professional and personal development.

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.

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.

Diversity: We are a multicultural and diverse organization with an enriching blend of people and ideas. Laney is a place for all people and has an environment devoted to fostering and embracing the diversity of our students and employees.

Equity: We work to provide every student and employee with what they need to succeed, and work to remove structural barriers to education.

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

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

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



College Strategic Goals and Objectives

Approved by the College Council, October 26, 2022

Goal 1: Assist students in the achievement of their educational goals.

Objectives:

1. Continue implementation and assessment of Student Success Team (GP, SOAR) efforts.
2. Implement strategic outreach and marketing plans.
3. Increase rate of students completing Student Education Plans (SEPs).
4. Increase FAFSA (Free Application for Federal Student Aid) application rates.
5. Create a seamless application, enrollment, and onboarding process for new and returning students.
6. Design and deliver purposeful and seamless student support.
7. Align and simplify technology required to improve the student experience.
8. Develop mentoring program for students.
9. Increase course completion rates.
10. Increase completion of career education programs and completion of nine or more career education units.
11. Increase the number of students who earn degrees and certificates.
12. Increase student job placement in jobs that earn a living wage.
13. Increase the number of students who transfer to 4-year institutions.

Goal 2: Promote equity for disproportionately impacted students.

Objectives:

1. Conduct extensive outreach to communities with high numbers of prospective, disproportionately impacted students.
2. Align the demographic makeup of students with that of the community.
3. Bring disaggregated student achievement data to the forefront of campus efforts to increase student success.
4. Increase the number of veterans, foster youth, undocumented students, and formerly incarcerated students and increase their educational achievement.



5. Improve the quality of the college experience for LGBTQIA students.
6. Develop and implement outreach strategies for targeted populations in the community.
7. Grow and maintain stronger relationships with community-based organizations.

Goal 3: Offer students curriculum responsive to student need and industry standards through ongoing institutional self-reflection and continuous improvement.

Objectives:

1. Improve the capacity for the development and assessment of curriculum.
2. Support collaboration between industry and academic programs.
3. Offer curriculum that is meaningful to industry and transfer partners.
4. Ensure students can articulate how skills they learned in class transfer to skills needed for employment.
5. Students will effectively express and exchange ideas through various modes of communication.
6. Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings, and implementing effective solutions.
7. Students will show technical skills in keeping with their field of study's demands.
8. Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice, and cultural diversity.
9. Students will develop their knowledge, skills, and abilities for personal and/or professional growth, health, and well-being.

Goal 4: Cultivate a culture of belonging and pride.

Objectives:

1. Ensure all the facilities are clean, safe, functioning, welcoming, well-equipped, and attractive.
2. Restructure current professional development activities to provide regular and ongoing professional development for all employees.
3. Develop mentoring program for employees.
4. Foster cultural humility and inclusion within programs and services.
5. Develop and provide a student first-year experience program to promote greater student engagement.



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Goal 5: Promote institutional equity in operations, processes, and governance.

Objectives:

1. Align the budget and resource allocation process with the college's mission.
2. Ensure and promote diversity in hiring, committee participation, and professional development.
3. Define equity as a college, then apply the definition to college practices, including hiring and program review.

Goal 6: Promote a collaborative institutional culture of communication, governance, and decision-making.

Objectives:

1. Increase understanding of and participation in the college's governance and decision-making.
2. Implement assessment of governance and decision-making processes.
3. Improve collaboration between faculty and staff.
4. Consistently seek student input and respond to student input.



Laney College Institutional, Community, and Regional Data

Enrollment and Retention

Overall Enrollment

Laney College experienced a decline in enrollment by full-time equivalent students (FTEs) and by head count, similar to national trends, from 2017–19 to 2020–22. Head count enrollment declined 21.5 percent during that period, and FTEs enrollment fell 41.4 percent. Overall, students are taking fewer units as well. The average course load per student has fallen from roughly 0.4 to 0.3 of a full load. However, Laney’s Fall ’22 Is Free and Spring ’23 Is Free initiatives and comprehensive student support have increased enrollment by an estimated 11 percent from 2021–22 to 2022–23. Overall enrollment data are listed in Table 1.

Table 1. Head Count and FTEs Enrollment, 2017–18 to 2022–23

Category	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
Head Count Enrollment	18,339	17,769	17,794	15,633	14,398	15,986
FTEs Enrollment	7,695	6,660	6,492	4,899	4,509	4,870
FTEs per Head Count	0.41	0.37	0.36	0.31	0.31	0.30

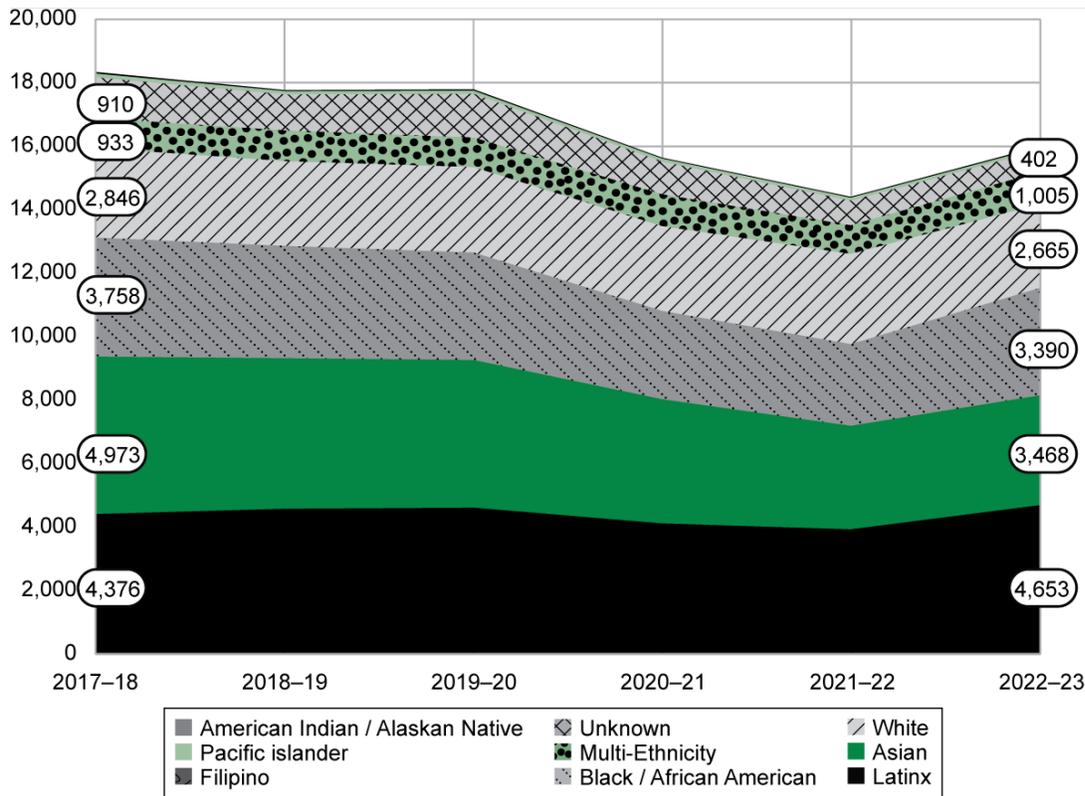
Source: California Community Colleges Chancellor’s Office Management Information Systems Data Mart

Enrollment: Racial Composition

Figure 1 shows the racial and ethnic composition of the student body over the past 6 years. As of 2022–23, estimates show that the largest populations Laney serves are Latinx, Asian, and Black / African American students. They each make up 29 percent, 22 percent, and 21 percent of the student population, respectively. The next largest group is White students, who constitute 17 percent of the population.



Figure 1. Head Count Enrollment by Race and Ethnicity, 2017–18 to 2022–23



To ensure that all data labels were legible, data labels for some races or ethnicities were not included in the figure. In 2017–18, there were 372 Filipino students, 119 Pacific Islander students, and 52 American Indian / Alaskan Native students enrolled at Laney College. In 2022–23, there were 277 Filipino students, 86 Pacific Islander students, and 40 American Indian / Alaskan Native students enrolled at Laney College.

Source: California Community Colleges Chancellor’s Office Management Information Systems Data Mart

This composition has shifted over the years as enrollment declined. The largest enrollment declines between 2017–18 and 2021–22 were among American Indian / Alaskan Native (–42%), Asian (–34%), and Black / African American (–31%) students. The COVID-19 pandemic heavily and disproportionately impacted enrollments from 2019–20 to 2020–21, with Black / African American and Asian enrollments falling 18 and 16 percent, respectively, and continuing to decline through the next year, while the population of White students experienced almost no enrollment decline (–1%) and grew in the following year, and multiethnic students increased enrollment by 8 percent, followed by a 10 percent decline in the next year. While the overall enrollment fell only 21 percent, this was driven by highly disproportional declines among students of color.

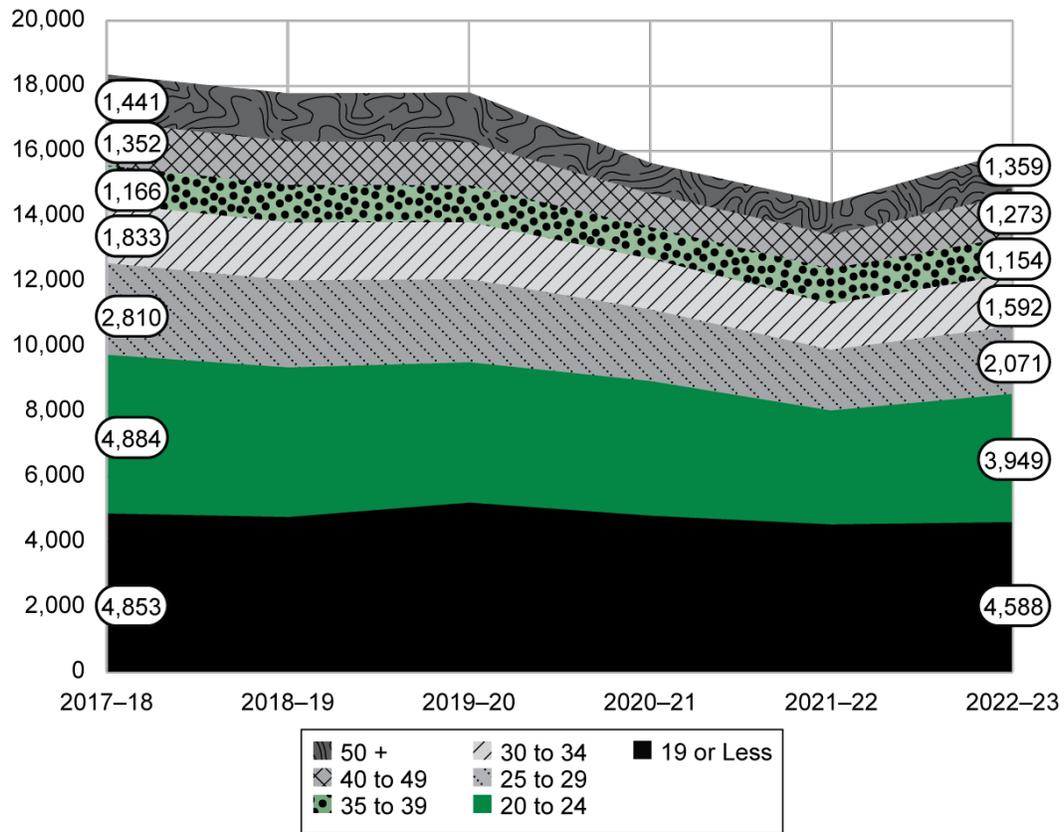


The Fall '22 Is Free and Spring '23 Is Free campaigns led to increased enrollment for all racial and ethnic groups and significant increases in some of these populations. Between 2021–22 and 2022–23, Black / African American head count increased by 31 percent and Latinx head count increased by 19 percent. Multiethnic and Asian students also saw increases of 13 percent and 6 percent, respectively.

Enrollment: Age Composition

Figure 2 shows enrollment by age group over the past 6 years. Most (54%) of Laney's students are younger than 25. Enrollment across all age groups has declined, but disproportionately. Students 35 to 39 have seen the smallest decline, –1 percent. Students 19 and younger had the next smallest decline at –5 percent, followed by 40- to 49-year-olds and students 50 or older at –6 percent. The sharpest decline has been among 25- to 29-year-olds at –26 percent; 20- to 34-year-olds combined declined by –25 percent. These changes have affected the age composition of the student body so that the youngest students (19 or younger) have a larger share than they did 5 years ago, increasing from 26 percent to 29 percent of the population.

Figure 2. Enrollment by Age Group, 2017–18 to 2022–23



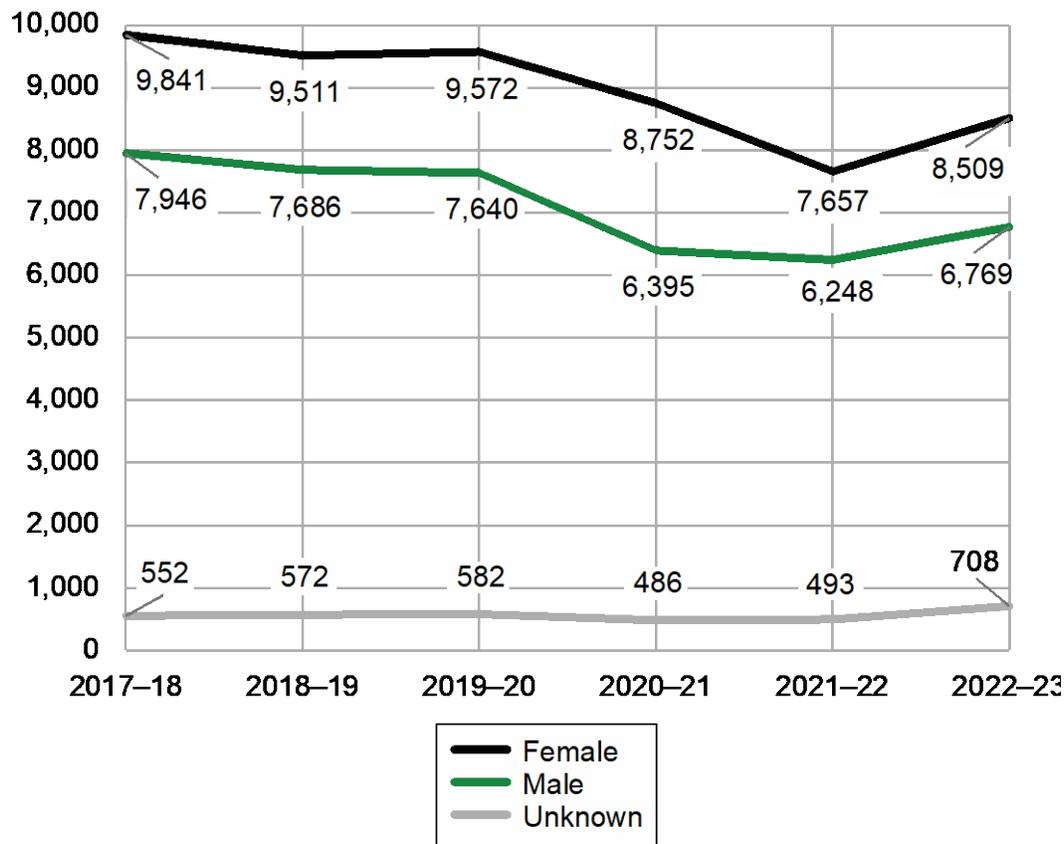
Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart



Enrollment: Gender Composition

See Figure 3.

Figure 3. Enrollment by Gender, 2017–18 to 2022–23



Source: California Community Colleges Chancellor’s Office Management Information Systems Data Mart

Enrollment and Equity Participation Rates Across Enrollment Types Across Race and Ethnicity, 2022–23

At Laney, there are relatively few disparities in credit type by race and ethnicity for credit and career education enrollments. Table 2 shows the variation in participation rates for credit types across various racial and ethnic groups in 2022–23. Laney College is doing well at ensuring equitable enrollment in credit courses. Most of the student population (97%) participates in credit enrollment. There is not a large difference in the likelihood of different groups participating in credit enrollment, with the greatest difference among groups being only 6 percentage points. Noncredit enrollment is below 10 percent for all ethnic/racial groups. Asian students and



students with other/unknown race/ethnicity participate in noncredit enrollment at the highest rates, 9 percent and 7 percent respectively. This is likely driven by overrepresentation of Asian students in English as a second language (ESL).

There are gaps in participation in career education. On average, 36 percent of students participate in a career education course. American Indian / Alaska Native and Pacific Islander students are the most likely to participate at 45 percent and 41 percent respectively. Multiethnic students are the least likely to participate, at 31 percent. There is a 14-percentage-point difference between the highest and lowest participating groups. Comparing the highest and lowest participation rates, American Indian / Alaska Native students are about 45 percent more likely than multiethnic students to participate in career education.

Table 2. Enrollment by Race and Ethnicity Across Credit Types, 2022–23

Race / Ethnicity	Credit	Noncredit	Career Education
Latinx	97%	4%	35%
Asian	94%	9%	34%
Black / African American	99%	2%	38%
White	98%	3%	38%
Multiethnicity	99%	-	31%
Unknown	95%	7%	34%
Filipino	100%	-	36%
Pacific Islander	99%	-	41%
American Indian / Alaskan Native	100%	-	45%
Average Participation Rate	97%	4%	36%
Headcount	15,493	658	5,708

Source: Laney College Institutional Research



Enrollment: Feeder High Schools

See Table 3.

Table 3. Top Feeder High School Enrollment, 2017–18 to 2022–23

High School	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
Oakland High School	47	67	50	36	54	60
Alameda High School	48	39	44	47	58	54
Berkeley High School	42	36	25	60	44	41
Skyline High School	44	51	43	17	21	38
Oakland Technical High School	58	59	60	60	41	32
Encinal High School	39	32	24	38	28	32
Castlemont High School	17	13	13	13	13	32
San Leandro High School	46	40	36	36	24	26
El Cerrito High School	16	11	20	25	29	23
Albany High School	17	10	13	28	17	18
Total	278	284	246	258	246	257

Source: Laney College Institutional Research

College-Going Patterns Among Local K–12 Students

Among local high school districts in the East Bay, Oakland Unified School District (OUSD) and West Contra Costa Unified School District (WCCUSD) are two of the largest feeder districts into California Community Colleges (CCCs), due mainly to the districts' size and large number of high school completers. However, only 21 percent and 32 percent of graduates of OUSD and WCCUSD attend a CCC, respectively. Comparatively, 39 percent of graduates from San Leandro Unified School District attend a CCC. See Table 4.



Table 4. College Completion and College-Going Rates by College Type, 2019–20

2019–20		College Enrollment Rates					
School District	Total High School Completers	Overall	CCC	CSU	UC	Private	Out of State
Oakland Unified	2114	49.8%	21%	13%	9%	2%	5%
Alameda Unified	729	75.3%	32%	9%	22%	4%	8%
Piedmont City Unified	202	79.9%	10%	9%	16%	7%	38%
Berkeley Unified	758	70.4%	24%	8%	19%	4%	16%
Albany Unified	246	82.9%	30%	10%	25%	4%	14%
Castro Valley Unified	739	74.3%	32%	16%	16%	4%	8%
San Leandro Unified	642	60.9%	39%	10%	7%	3%	3%
San Lorenzo Unified	764	56.0%	30%	15%	9%	1%	1%
West Contra Costa	1,844	58.7%	32%	10%	11%	2%	3%
Emery Unified	58	69.0%	36%	10%	14%	5%	3%

Source: California Department of Education; DataQuest

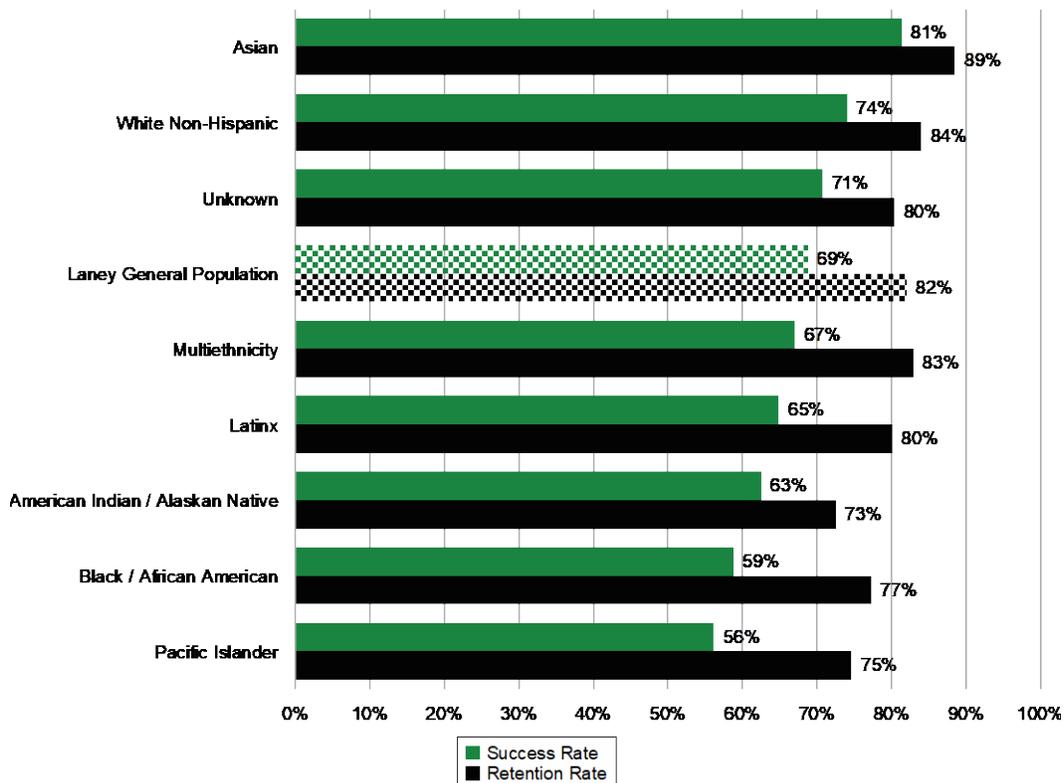
Student Equity and Success

In fall 2022, 82 percent of Laney students remained enrolled in courses through the end of the academic term, and 69 percent passed their courses in that academic term. These retention and success rates varied across racial and ethnic groups (see Figure 4). Asian students at Laney had the highest rates of retention and success: roughly 89 percent and 81 percent of Asian students were retained in, and passed, their courses, respectively. White students also performed better than the general population, with 84 percent retained and 74 percent passing their classes. Retention and success rates for Latinx and Black / African American students (the largest and third-largest groups at Laney) fell behind those of the general population. The



largest gaps between retention rates and success rates were seen among Black / African American students at Laney. Success rates were roughly 18 percentage points lower than retention rates.

Figure 4. Course Completion and Retention Rates by Race and Ethnicity, Fall 2022



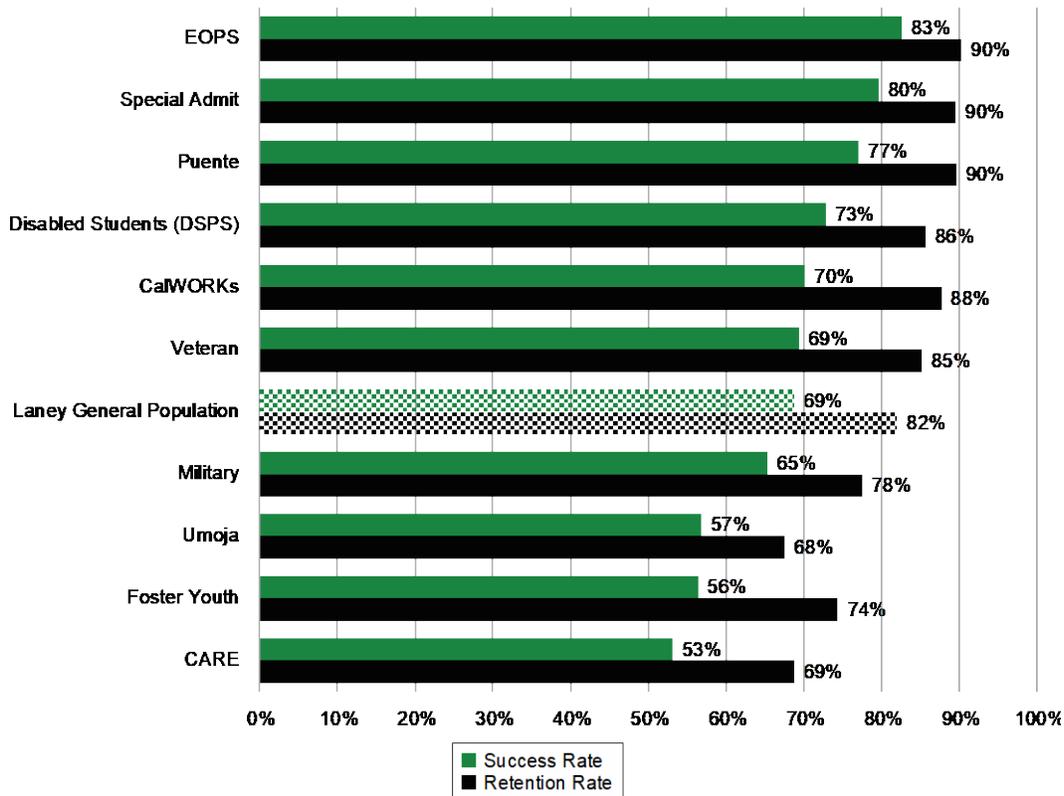
Source: California Community Colleges Chancellor’s Office Management Information Systems Data Mart



Course Completion and Retention Rates: Special Populations

See Figure 5.

Figure 5. Course Completion and Retention Rates by Special Populations, Fall 2022

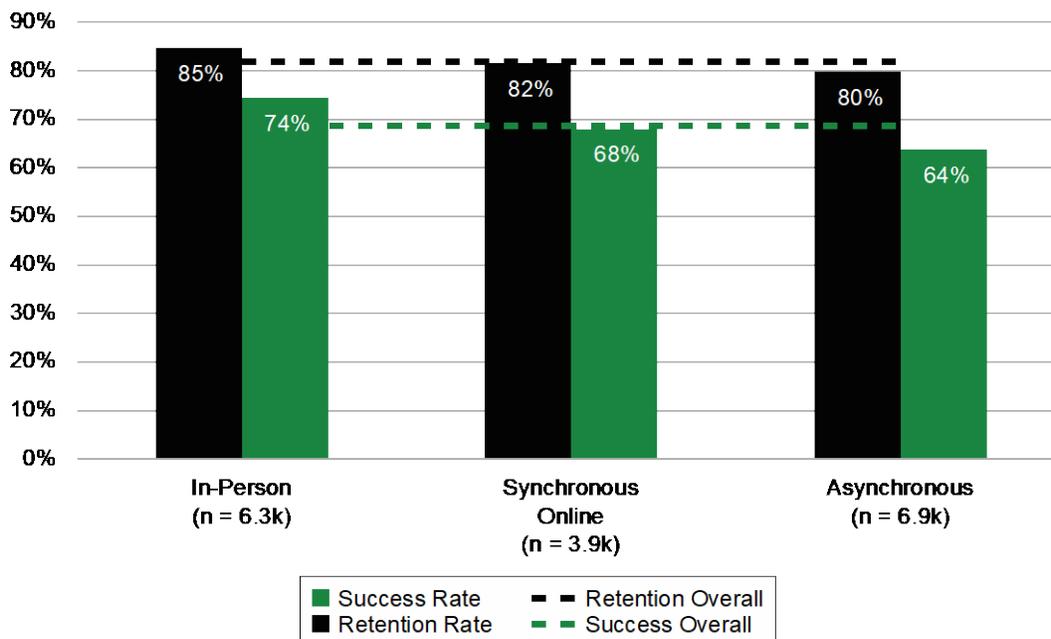


Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart

Course Completion and Retention by Modality

In fall 2022, most students were enrolled in asynchronous online courses (6,900) or in-person courses (6,300), while a minority of students were enrolled in synchronous online courses (3,900) (see Figure 6). Students enrolled in in-person courses had the highest retention rates and the highest success rates across all modalities. Conversely, students enrolled in asynchronous courses had the lowest retention and success rates: 80 percent of these students remained enrolled through the semester, and only 64 percent passed courses that semester.

Figure 6. Course Completion and Retention Rates by Modality, Fall 2022



Source: California Community Colleges Chancellor’s Office Management Information Systems Data Mart



Completion: Racial Composition

Table 5 shows completion via credit awards, certificates, noncredit, and transfers by race and ethnicity. Asian students make up the majority of the population in all categories and have the highest rates of transfer. Black / African American students are slightly overrepresented in credit awards and transfers and underrepresented in certificate completion. Latinx students are underrepresented in credit awards and certificate completions, but only slightly underrepresented in transfers.

Table 5. Completion by Type by Race and Ethnicity, 2021–22

2021–22	Overall Enrollment (Head Count)	Credit Awards	Certificates	Noncredit	Transfers
Latinx	27%	13%	19%	13%	24%
White	20%	15%	21%		23%
Asian	23%	32%	29%	88%	30%
Black / African American	18%	20%	12%		19%
Multiethnicity	6%	13%	13%		
Unknown	3%	4%	4%		
Filipino	2%	2%	2%		4%
Pacific Islander / Native Hawaiian	0.7%	0.6%	0.6%		
American Indian / Alaskan Native	0.2%	0.2%	0.6%		
Total	14,398	650	356	8	1,306

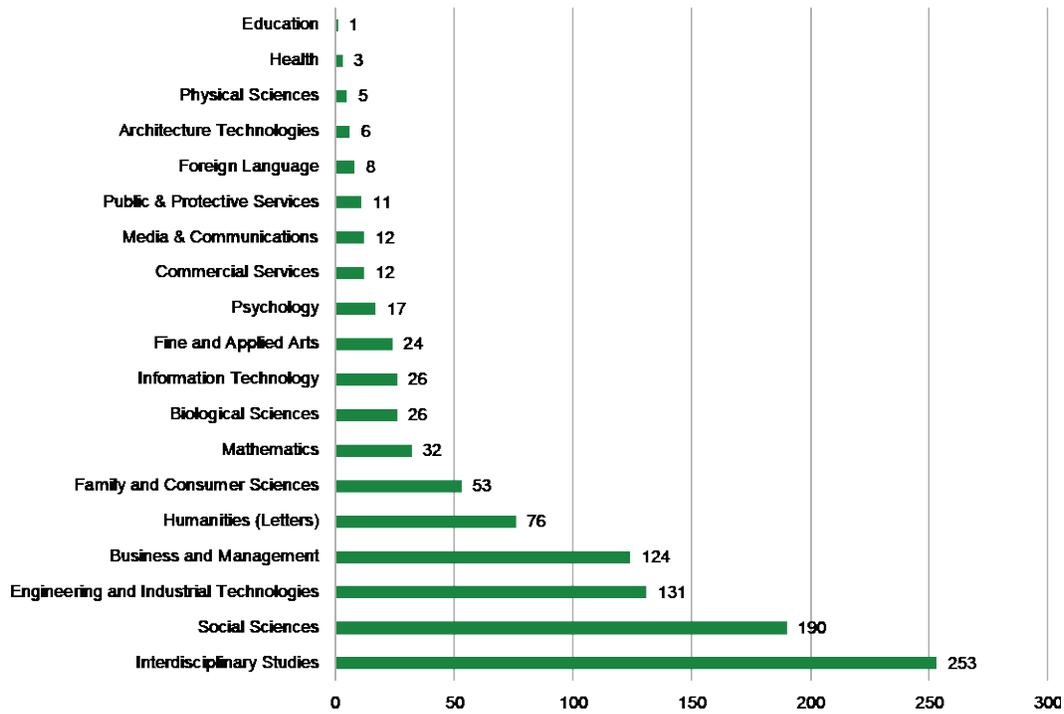
Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart; California Community Colleges LaunchBoard: Community College Pipeline



Degrees and Certificates by TOP Code

See Figure 7.

Figure 7. Degrees and Certificates by TOP Code, 2021–22



Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart



Laney College Educational Master Plan Areas of Focus

The following sections are the five areas of college focus planned for 2023–28. These areas align with the college’s strategic goals and objectives. For each area, there is a description of current efforts to meet the goal as well as plans for continued work in the future.

Area of Focus #1: Supporting Students’ Achievement of Their Educational Goals

Laney College’s efforts to support students’ achievement of their goals are grounded in earlier planning and activities from both the Strategic Enrollment Management Plan and the Student Equity Plan. Additionally, the college is continuing to complete projects stated as part of its Quality Focus Essay, which was submitted in 2021 to the Accrediting Commission for Community and Junior Colleges. Area of Focus #1 comprises three areas of the Strategic Enrollment Management Plan: marketing and outreach, clarifying programs of study and maintaining student-centered scheduling, and providing effective student support from application to completion.

1. Marketing and Outreach

Current efforts: Marketing and outreach increase Laney brand awareness and educate current and prospective students on available programs, classes, and support services. Laney College provides information to the community in ways ranging from personal face-to-face services to asynchronous virtual options. In addition to informing the campus community, Laney also works to engage and update the broader community through its communications. Student successes are shared through Student Spotlights, district and college social media Success Stories, and student awards and scholarships. Some current examples of communication include the following:



- Student Activities and Campus Life Student Resource Guide
- Advertising on local television and other media
- Public service announcements in multiple languages
- Easily accessed and identifiable pathways program maps on the website
- Publication of student testimonials to promote positive experiences

The college works collectively to develop intentional marketing to students about campus events, including on-campus outreach and support events for prospective and currently enrolled students. For instance, on the two Saturdays before the start of fall and spring terms, the college holds one-stop enrollment events that allow students to apply, see counselors, select courses, enroll, receive support applying for financial aid or completing Dream Act paperwork, receive laptops, and purchase books and supplies.

Furthermore, college staff attend community events, often sponsoring tables to meet prospective students, to perform outreach. Through community partnerships, potential students are informed about opportunities to attend Laney. For example, Adult Education Program works with its partner adult schools, with similar efforts taking place with Oakland Unified School District and other secondary partners. This multipronged approach is designed to increase the college's connection with the entire Oakland community.

Once students choose Laney, the college works to support them through the application and enrollment processes, both in person and virtually. The college continues to provide needed information to students, through direct emails, the website and social media. Across all of its marketing campaigns and internal communications, Laney also always works to provide multilingual opportunities for engagement. This includes offering printed and social media, as well as billboards in various languages.



Future plans: The college will continue to promote itself to audiences that include the greater Oakland community, high school students, currently enrolled Laney students, and community partners. As part of Objective 1.2, “implement strategic outreach and marketing plans,” and Goal 2, “promote equity for disproportionately impacted students,” the college is committed to disseminating clear information that is targeted toward specific audience groups, utilizing enrollment data by race, ethnicity, and age, and high school completers by feeder school districts. The college should continue to assess the best ways to reach potential students, since



students who are not currently at Laney are unlikely to be following the college's social media accounts.

The college will continue its intentional efforts to bring college opportunities to high school students in the Oakland community. Since fall 2018, the college increased its dual enrollment offerings, but over the next 5 years, it will continue the intentionality of its programming to provide area high school students with the opportunity to complete certificates or at least reach a milestone point that will encourage them to continue their educational experience on a college campus. This intentionality is especially important for secondary students who may not otherwise consider higher education as an option.

While attracting new students and meeting enrollment goals remain a priority for the college, retaining and guiding currently enrolled students toward completion is also a priority. Through more effective marketing materials, the college may reach more currently enrolled students and connect them to valuable resources and opportunities that will support their success.

The college will continue its tradition of partnerships with diverse community stakeholders, such as chambers of commerce and community-based organizations. To date, Laney maintains strong relationships with such business leaders, and many local support agencies extend their services to students. The existing dynamics have resulted in bringing visibility of Oakland and Laney resources to students.

2. Clarifying Programs of Study and Maintaining Student-Centered Scheduling

Current efforts: Laney College will continue its efforts to emphasize a schedule of programs that responds to student needs and that clearly aligns with the industry and employment demands and academic programs. The college is invested in the statewide Guided Pathways initiatives, having built its own Guided Pathways plan and completed the statewide Program Mapper Project in 2020. Two-year degree and certificate attainment maps for students are now on the college website, with a readily identifiable link on the home page.

Laney College programs are designed to meet student and community industry needs, and scheduling efforts continue to be responsive to students. Courses are offered on campus, online, and in a hybrid mode that blends both on-campus and online classes.

Future plans: As part of Goal 1, "assist students in achieving their educational goals"; Goal 3, "offer students curriculum responsive to student need and industry standards through ongoing institutional self-reflection and continuous improvement"; and Objective 6.4, "Respond to



student input,” the college will continue to be intentional about fully implementing projects that have already been initiated, including Guided Pathways.

Along with the college’s investment in innovations such as its SOAR program is the need to evaluate student success in a changing educational landscape using data. Analyses of fall 2022 data on course completion and retention by modality show that success rates are currently lower in asynchronous (64%) and synchronous (68%) online courses than in in-person courses (78%). Retention rates remain relatively high across modalities, though they still remain lower for asynchronous (80%) and synchronous (82%) classes. In addition to continuing the commitment to Peer Online Course Review (POCR), the college values its investment in Distance Education Professional Development and the Open Educational Resources / Zero Textbook Cost efforts, as well as tutoring enhancements, and commits to furthering those efforts.

3. Student Support from Application to Completion

Current efforts: The college meets student needs with a wide variety of programs and services. The SOAR program provides personalized student support through targeted messaging and phone support. The Counseling Department provides individualized support and educational planning, in addition to teaching college success and career discovery courses. Laney has also increased marketing for the SuperStrong career assessment to encourage and expand student usage. The assessment helps students clarify their interests early in the onboarding process and guide their schedule planning. Student Services including the Welcome Center, Admissions and Records, Student Accessibility Services, and the Financial Aid Office also offer students several types of assistance throughout their educational journey.



The college offers several specialized programs. Through the learning communities of Umoja-UBAKA, Asian Pacific American Student Success (APASS), Gateway to College, the Puente Program, Restoring Our Communities, and EOPS/CARE/CalWORKs/NextUp, students receive more personalized attention in a cohort setting. In promoting a greater sense of community with fellow students and Laney employees, these programs support student success.

Students receive career advisement and employment placement support. Internships, workshops, and career assistance are available in the Employment Services office. To support



students needing assistance, the Tutoring Center and Welcome Center are housed in the same area of campus.

Future plans: As part of the college's effort to "assist students in the achievement of their educational goals" (Goal 1), Laney will continue to streamline programs, services, and supports to students.

- Financial aid. In fall 2022, roughly 2,000 more students applied for financial aid and completed Dream Act applications, and the need to increase those numbers continues. Aligned with the college's objective to "increase FAFSA application rates" (Objective 1.4), the college will continue to conduct awareness campaigns and provide support workshops to expand awareness of financial aid opportunities and provide ongoing support to students in the completion of the application and personalized follow-up in the administration of aid.
- Simplifying the enrollment process, beginning with CCCApply. Aligned with the college's objective to "create a seamless application, enrollment and onboarding process for new and returning students" (Objective 1.5), the need to ease the process of navigating the state-level registration system and going through the enrollment process remains critical. The college will improve its website and registration process to avoid experiences that are both frustrating and time-consuming.
- Improving communication with online information outlets. The website needs to be maintained and navigation streamlined. Faculty are encouraged to publish informational resources within their Canvas shells (online course pages), ensuring that students will see the information, whether they are taking one class or are full-time students. The college continues to evaluate and update the website to ensure that information is easily accessible and navigation supports effective use of the site by the target student populations. In 2023, the college will begin a website redesign project.
- Tutoring. Ongoing efforts to improve communication should result in increased student use of support resources such as tutoring. Aligned with the college's objective to "design and deliver purposeful and seamless student support" (Objective 1.6), the first step has been to create a multidisciplinary Tutoring Center, located near the College Welcome Center.
- Enhancing college employment/internship services. Aligned with the college's objective to "increase student job placement in jobs that earn a living wage" (Objective 1.12), the Employment Services Center will continue to place students in the workforce. The Employment Services Center engages the community through workshops, campus tours, and special events that connect Laney with Oakland while featuring many career programs both on campus and in the community. The Employment Services Center will



continue to work synergistically with faculty and staff to build new and strengthen existing employment pathways in collaboration with industry.

Area of Focus #2: Equitably Meeting the Range of Student Needs

As a campus, Laney considers students' needs beyond the classroom. The college recognizes that success depends on students having their basic human needs met, feeling they belong to a community, and having access to educational opportunities from high school through adulthood that meet their unique needs. Area of Focus #2 comprises these three areas: meeting student basic needs, supporting learning communities and affinity groups, and continuing support of dual enrollment and adult education.

1. Meeting Student Basic Needs

Current efforts: A 2017 survey of about 200 Laney College students concluded that 6 in 10 students experienced food insecurity, and many reported troubles making full rent. This research revealed that financial insecurity impacted students beyond food and housing by hindering their ability to fully participate as students and members of the Laney community. Students with housing and food insecurities missed classes and study sessions, did not become involved in campus life through extracurricular activities, and commonly (7 in 10 students) did not buy required textbooks. Among this group reporting housing or food insecurities, at least 1 in 2 students did not complete their classes, and 9 in 10 reported the insecurities led to what they believed was a lower grade than they could have achieved.

Even before the pandemic, the college provided weekly produce and pantry boxes for students. During the pandemic, this was expanded to include free lunch, wi-fi hotspots, and Chromebooks. The Basic Needs Center and its coordinator aim to eliminate barriers and support students by developing initiatives, streamlining communication with campus partners, and connecting students to campus and community resources. The Eagle's Nest in the Student Center fosters a culture of holistic well-being by working to eliminate food, housing, and economic injustice, all of which jeopardize student's academic and personal success. The college provides mental and physical health support as well.





In 2022–23, Laney College saw a dramatic increase in enrollment, thanks in part to its Free College initiative for the fall and spring semesters. In both semesters, the college supported students by paying all fees, providing free lunch and food pantry items, paying textbook costs and parking costs, providing transit passes, and supplying each student a Chromebook for checkout. All students needed to do to access the free items was complete an application for financial aid or a California Dream Act application. Enrollment increases were 15 percent and 18 percent for fall and spring, respectively, with 33 percent more African American students and 21 percent more Latinx students enrolling than the prior year. Covering these associated costs and addressing students' basic needs reflected an awareness of and an attempt to alleviate conditions of poverty and decrease the total associated costs of attending college that impact student success.

Future plans: As Laney College moves forward, it will continue to address students' basic needs and promote student success in alignment with the college's goals to "assist students in the achievement of their educational goals" (Goal 1) and "promote equity for disproportionately impacted students" (Goal 2) and the college's objective to "grow and maintain stronger relationships with community-based organizations" (Objective 2.6).

- The college will make every effort to replicate the Fall '22 Is Free and Spring '23 Is Free support, including fees, technology, food, parking, transportation, textbooks, and health services.
- The college will build a grocery-like food pantry in the Student Center thanks to grant funds secured with external partners.
- The college will continue to offer free and low-cost textbook options for students, including providing library services that support students.
- The college will join the district in addressing housing insecurity among students and will seek funding for emergency student housing.

2. Supporting Learning Communities and Affinity Groups



Current efforts: Learning communities and affinity groups create a sense of belonging and community for students and reinforce ethnic, cultural, or linguistic connections. They assist students in acquiring college resources, including academic support, financial aid, and basic needs services. Learning communities support an inclusive Laney, as experienced through celebrations of cultural events on campus. Existing learning communities are the Puente Program, Umoja/UBAKA, and

Restoring our Communities. APASS, the Latinx Cultural

Center, the Undocumented Community Resource Center, and the Lavender Project provide support for students in their affinity groups. The SOAR Student Success Team, the new Basic Needs project, and the Undocumented Community Resource Center will be effective in streamlining access to vital programs and creating new hubs for students.

Future plans: Aligned with the college’s goal to “cultivate a culture of belonging and pride” (Goal 4), the college commits to continuing the following activities:

- Streamlining of communication to increase student awareness of college resources, including learning communities
- Continued expansion of outreach to the campus community about opportunities to join or support learning communities and affinity groups
- Evaluation of learning community and affinity group program elements that contribute to successful outcomes for students
- Coordination of comprehensive service efforts across the campus that support an optimal student experience
- Expansion of in-reach support, including the SOAR Student Success Team and Basic Needs Support Program, as well as the services and support of the Undocumented Community Resource Center, all of which need to be fully institutionalized by 2025

Acquiring additional financial resources is critical to these efforts. In February 2023, the college was notified that it received Title III and Title V status acceptance and can move forward in 2023–24 with applying for financial support as a Hispanic-Serving Institution (HSI)–eligible college. This grant could potentially support the needs of the Puente Program learning community. The college currently has a grant as an Asian American and Native American Pacific Islander–Serving Institution (AANAPISI) that services the Asian American and Pacific



Islander (AAPI) community. Services provided include mental health support in multiple languages, as well as job placement coaching sessions such as job interviewing workshops.

3. Continuing Support of Dual Enrollment and Adult Education



Current efforts: To provide equitable access to college and aligned with the college’s goal to “promote equity for disproportionately impacted students” (Goal 2), Laney recognizes the need to provide opportunities for secondary students to earn college credit and for adults in the East Bay to obtain education that places or advances them in the workforce. Laney College has been a leader in both efforts and will continue to do so deliberately.

Since 2017–18, Laney has had a fivefold increase in the number of classes it teaches in high schools and charter schools as dual enrollment courses. The growth has been intentional and interactive with K–12 partners. In partnership, the college is focusing on pathway programs for students, rather than isolated courses, such as career education pathway courses. Under the OUSD / Peralta District College and Career Access Pathways (CCAP) agreement, secondary students are not encumbered by college costs when participating, and many leave high school having taken transfer-level courses. The expansive work of providing such opportunities needs to continue, but with the goal of increasing the rate of high school students who continue their studies on the Laney campus.

The East Bay Adult Education consortium serves roughly 4,500 adults per year. Many take courses through adult education to learn English as another language, to pursue citizenship courses, or to acquire career skills. Through adult education and noncredit courses, learners study tuition-free as they prepare to take Laney courses that support their ability to enter or progress in a career field. Adult education and noncredit coursework also provide college experience and access to the college’s full catalog of offerings.

Future plans: As stated in a previous section, the college will continue its investment in high school and adult education learners.



Area of Focus #3: Offering Student and Industry-Responsive Curriculum and Programs

Current efforts: Laney College offers curriculum in a vast array of disciplines, from African American studies to wood technology, with 160 different degrees and certificates available across 35 different academic departments. About half of the

college courses are career-education-focused, and students are trained for immediate careers. The other half of the courses are transfer-focused, for students who plan to transfer to a 4-year institution after completing at Laney. Twenty-six associate degrees for transfer are available at the college.

Laney College's curriculum is assessed regularly to ensure that the courses' learning objectives are being learned by students. Career education departments meet regularly with industry advisory boards, who discuss their needs with discipline faculty. This collaboration allows faculty to ensure they are teaching what is most useful for students when the students join the workplace. Internships and workplace learning opportunities connect students with potential employers.

Future plans: Aligned with the college's objectives to "support collaboration between industry and academic programs," and "offer curriculum that is meaningful to industry and transfer partners" (Objectives 3.2 and 3.3), the college recognizes the importance of community partnerships in promoting student success. Accordingly, the college will continue to establish partnerships with local businesses and organizations to provide students with real-world learning opportunities and help them develop the skills they need to succeed in their chosen fields.

Ongoing analysis of Laney's current pathways through program review college processes and how they meet industry needs will continue to inform additions and revisions to career course offerings and program awards to ensure currency and provide students with qualifications and skills to attain sustainable employment and advancement in their chosen fields.



Area of Focus #4: Cultivate a Culture of Belonging and Pride

Laney College works to create a student-centered environment that promotes community and an inclusive campus culture through five key activities. These activities are informed by feedback from the campus community, including feedback reported in fall 2022 by a Peer Review Team that visited Laney as part of the Institutional Effectiveness Partnership Initiative.

Current efforts: *Providing comprehensive services to students.* In recognition that there is a need to provide students with comprehensive programs and services before and after class, the college needs to have high quality facilities and services. Support areas include the Counseling Office, the library, the multidisciplinary Tutoring Center, and the High-Tech Center. As more personal attention is often needed for students, the college must continue to support and highlight resources provided by areas such as Student Accessibility Services, the Basic Needs Center, the Wellness Center, and student clubs and student leadership organizations found within the Student Center.



- Improving communication across the Laney community. Streamlined communication across the campus is important to daily operations to create efficiency. The college provides up-to-date campus information via social media platforms, the college website, and departments. Informing students and employees about campus activities allows them to participate and become more tied to the college community.
- Investing in professional development for all Laney employees. The college works to create training for employees that promotes diversity and equity best practices. The college and district will ensure that employment opportunities are advertised in a variety of job announcement media to ensure rich, diverse applicant pools. Laney strives to establish a climate that welcomes, celebrates, and promotes respect for the contributions of all students and employees and has a diverse array of staff and faculty organizations that offer opportunities to engage in collective communities with shared interests.
- Establish and maintain partnerships with external partners, including industry and community-based organizations. Laney will continue to build relationships and resources to assist with student enrollment and success. Laney will work toward providing more on-campus basic needs support in collaboration with external partners to provide housing, food security, and employment services for students.



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- Continue supporting a vibrantly diverse campus that reflects our community and welcomes, engages, and empowers students, employees, and the community. The campus supports student affinity groups that include African American students, AAPI students, Latinx students, LGBTQIA students, students who have English as another language, students who were formerly incarcerated, and veterans. Campus student life is enhanced through a broad range of clubs that create belonging by serving needs and promoting wellness through community building.

Future plans: Aligned with the college’s goal to “cultivate a culture of belonging and pride,” (Goal 4) and objective to “grow and maintain stronger relationships with community-based organizations” (Objective 2.6), Laney will work to continue efforts that create a comfortable and supportive environment for students and employees. In the future, the college will expand current efforts to openly publicize its various support resources for students, especially those identifying themselves with affinity groups. As student needs vary, support will be equally responsive and measure achievement through annual evaluative work such as program review. The college will continue to update the website to highlight relevant resources and programs for groups of students and will work to create partnerships with community organizations such as SparkPoint, Rotary Club of Oakland, the Gay/Straight Alliance, and the Lao Foundation. The college believes that the standard for supporting affinity groups includes necessities such as gathering space, employee support, and programming.

The college will promote professional development across the organization, engaging in projects such as Caring Campus to bring student-centered employee enrichment training. Employees serving on hiring committees will benefit from training and professional development on culturally sensitive hiring practices to ensure representation and diversity among staff, faculty, and administration.

Area of Focus #5: Infrastructure to Support Student Learning

To serve students effectively, the college plans to maintain and upgrade as needed its existing fiscal, physical, and technology infrastructure and resources.

1. Fiscal Responsibility



Current efforts: The college consistently works to enhance campuswide awareness of transparent budgets, promote fiscal competency, provide resources to support learning, align resources to support learning, leverage both general and special fund resources to maximize benefits for student, and conduct business in a manner that includes balanced spending over each fiscal quarter.

Sound fiscal operations are critical for the college to foster and sustain an efficient and pleasant organizational culture. The college provides effective budget training, does monthly budget reporting to department managers, has strong business practices as validated by audits, adopts standard operating procedures, and has created operating manuals.

Responsible fiscal management is practiced through shared governance committees, which have student, faculty, classified professional, and administrator representation. The Budget Advisory Committee is charged with effective oversight, management, and allocation of college funds to support Laney's educational programs and services in accordance with its mission, vision, and values.

Future plans: Laney holds fast to the belief that fiscal knowledge and accountability across the college results in greater opportunity for students and stability for the organization. Aligned with the college's goal to "promote institutional equity in operations, processes, and governance" (Goal 5) and objectives to "align the budget and resource allocation process with the college's mission" and "increase understanding of and participation in college's governance and decision-making" (Objectives 5.1 and 6.1), the college will continue with transparency in budgeting, professional development opportunities, and collective decision-making through existing governance processes.

2. Facilities / Infrastructure Projects



Current efforts: To meet the needs of the student population, the college strives to provide a safe, clean, and welcoming environment accessible for all. Facilities are kept clean and maintained to support learning environments.

With each completed or updated facility project, the college's hope is to create a welcoming environment and provide adequate space for all learners and employees.

Future plans: Aligned with the college's goal to "cultivate a culture of belonging and pride," (Goal 4) and objective to "ensure all the facilities are clean, safe, functioning, welcoming, well-equipped, and attractive" (Objective 4.1), the college expects construction and modernization of areas currently in the Bond Spending Plan, such as the Odell Johnson Theater, locker rooms, the Learning and Academic Resource Center, the STEM (Science, Technology, Engineering, and Mathematics) Building, the Student Center, the Art Building, and FabLab to be completed by 2028.

3. Campus Technology

Current efforts: Technological upgrades are in progress at the college, including improvements to wireless and Wi-Fi capabilities and the Learning Management System. Despite the ever-changing nature of technology, Laney must remain vigilant to ensure student learning needs are met.

Technology purchases and upgrades must be made only after examining how user-friendly and systems-compatible potential acquisitions are, since products and applications need to be usable and even attractive for the user. The college must work to ensure that the use of multiple modes of technology is both a seamless experience and up to date.

Laney College is committed to providing students with the best possible education, and this includes incorporating technology into instructional teaching methods. The college invests in the latest educational technologies and tools and provides professional development for faculty to use them effectively in the classroom. The college recognizes the importance of bridging the technology gap for students. To this end, the college provides access to technology and technical support to ensure that all students have the tools they need to succeed both at home and on campus.



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Future plans: Staying current requires the financial resources and employee capacity to maintain an adequate technology refresh cycle. Aligned with the college’s goal to “assist students in the achievement of their educational goals” (Goal 1) and objective to “align and simplify technology required to improve the student experience” (Objective 1.7), the college’s program review and resource allocation processes afford the Information Technology Office the ability to keep pace with the trends existing in courses that are online or web-enhanced, especially so that they may be accessed both across campus and while studying or working remotely. This will aid in improving student success rates overall, but particularly in synchronous and asynchronous courses where they are lower (refer to Figure 6).





District Support for Laney College

As part of the EMP development process, each of the four Peralta colleges aligned its goals to the PCCD [Board Goals](#) and the goals outlined in the Chancellor’s Office [Vision for Success](#). Table 6 outlines the alignment between Laney’s goals and the district’s goals. These goals form the foundation for the district’s support to colleges.

Table 6 Alignment Between the District’s Goals and Laney’s Goals

PCCD Board Goal	Corresponding Laney Strategic Goal
<p>Board Goal I: Educational Quality and Student Success</p> <p>The Board is committed to fulfilling the mission of the district and will ensure that students have a quality learning experience that maximizes their opportunities for success.</p>	<p>Goal 1: Assist students in the achievement of their educational goals.</p> <p>Goal 3: Offer students curriculum responsive to student need and industry standards through ongoing institutional self-reflection and continuous improvement.</p>
<p>Board Goal II: Diversity, Equity, Inclusion/Social Justice (DEISJ)</p> <p>The Board is aware of the importance of a safe and welcoming teaching, learning, and working environment for students and employees and will promote equal access to educational achievement through collaborations that value diversity, equity, and inclusion.</p>	<p>Goal 2: Promote equity for disproportionately impacted students.</p> <p>Goal 4: Cultivate a culture of belonging and pride.</p>



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PCCD Board Goal	Corresponding Laney Strategic Goal
<p>Board Goal III: Fiscal Affairs</p> <p>It is imperative that the district has a secure and sustainable economic future; therefore, the Board will ensure financial accountability, responsibility, and stability that aligns with the Student-Centered Funding Formula (SCFF).</p>	<p>Goal 5: Promote institutional equity in operations, processes, and governance.</p> <p>Goal 6: Promote a collaborative institutional culture of communication, governance, and decision-making.</p>

Peralta Community College District Support for Laney College

The PCCD District Office is a service center providing centralized support for the four Peralta colleges. In addition, the district acts as a convenor, facilitator, and collaborator, in partnership with the colleges, to build and enhance systems in support of student learning and achievement. The Peralta Community College District is committed to supporting Laney College in achieving its Educational Master Plan goals and achieving its mission. Laney has five areas of college focus for 2023–28, which are aligned with its strategic goals and objectives. The district will support the college in achieving the outcomes in the EMP.

District support over the next 5 years will be aligned with the college’s goals and will focus on the following:

- Enrollment and retention
- Student equity and success
- Campus culture and climate
- Teaching and learning
- Infrastructure and fiscal sustainability

The ways that the district will support Laney College in each of these areas are outlined in more detail in the sections that follow.

In order to support colleges in expanding their enrollment, the district will lead and facilitate the colleges in holistic strategic enrollment management. The PCCD Marketing, Communication and Public Relations (MCPR) department, in collaboration with college personnel, will develop and implement a districtwide strategic marketing plan to enhance branding and brand recognition and to facilitate strategic marketing and advertising leveraging districtwide advertising contracts. The marketing plan will include comprehensive district and college-specific marketing and advertising activities with timelines and anticipated outcomes to impact



student enrollment and retention. The strategic marketing and advertising plan will support Laney College's focus on disseminating clear information targeted toward specific audience groups to attract new students but also retain current students in support of success. In addition, in collaboration with the colleges, the MCPR department will lead the development of marketing collateral in alignment with branding and the marketing plan. Through more effective marketing materials, Laney College strives to reach more currently enrolled students and connect them to valuable resources and opportunities that will support their success. In particular, the college will work to expand awareness of financial aid opportunities among current and prospective students.



PCCD efforts to support increased enrollment and retention will be closely linked to actions to support student equity and success. The Peralta Community College District is committed to streamlining and enhancing systems to ease the student journey in support of increased enrollment and goal attainment. The district's Educational Services and MCPR departments will convene and collaborate with the colleges to enhance student communication, community outreach, and districtwide

enrollment campaigns. PCCD's Educational Services, Institutional Research, and Information Technology departments will provide leadership and collaboration to evaluate and improve the student journey, focused on loss points, to facilitate changes needed to improve student access and retention. This work supports Laney College's focus on simplifying the enrollment process, beginning with CCCApply, thereby easing new student navigation of the state-level registration system. The collaborative student journey project will also support the college by improving the enrollment process and improving the website and registration processes to mitigate student fatigue and frustration. By collaborating with college research offices, the district's Institutional Research and Information Technology departments will support updated business intelligence tool technology for increased data access. This access is intended to enhance and deepen projective analyses to improve course offerings and better meet student needs.

PCCD Educational Services will convene districtwide meetings of faculty by discipline for collaboration on student-centered course scheduling to increase enrollment opportunities for students and to ease academic and career goal attainment. In support of Laney College's goal of continuing its rich, deep investment in cultivating pathways for high school students, graduates, and adult education learners, Educational Services will facilitate enhanced onboarding for dual enrollment students and support streamlined processes to increase access for high school students and adult learners to PCCD college courses and to create a greater



sense of belonging between dual enrollment students and the PCCD colleges. Further support from the District Office will include facilitation and collaboration for expanded pathway-focused dual enrollment partnerships. Additionally, the executive director of grants hire in the Educational Services department will support the Laney focus of acquiring additional financial resources, including Title III and Title V funding.

The district is committed to equitable student outcomes and will support the colleges by providing data for informed decision-making; diversity, equity, inclusion, accessibility, and anti-racism (DEIAA)–focused professional development; and DEIAA-driven collaboration with external partners. To support improved teaching and learning across the district and to enhance campus climate and culture, the PCCD Professional Development Learning Center (PDLC) will convene faculty, classified professionals, and administrators for workshops and training dedicated to diversity, equity, inclusion and social justice, with the goal of advancing anti-racist curriculum and programs and services. Topics may include the following:

- Strategies for creating and incentivizing curriculum to achieve Black Student Success
- Personal and professional knowledge development regarding systemic racism and intersectionality
- Engaged pedagogy for dual enrollment instructors at high schools
- Cultivating industry responsive partnerships and curriculum

These professional development offerings will help support Laney College’s area of focus to cultivate a culture of belonging and pride. The PDLC will also support Laney’s goal of promoting professional development across the organization, engaging in projects such as Caring Campus to bring student-centered employee enrichment training. PCCD will also support training and professional development to increase culturally sensitive hiring practices that ensure representation and diversity among staff, faculty, and administration. The PDLC will foster Laney’s focus of offering student- and industry-responsive curriculum and programs and the goal of providing employees professional development in pedagogy and related technologies and services required to meet today’s academic and industry standards.



To support Laney College’s focus on infrastructure to support student learning, the district’s Information Technology office will collaborate with college personnel to ensure the college remains current with regard to adequate technology refresh cycles, including wired and physical



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technology resources. Also, to improve learning and work environments, District General Services (DGS) will focus on promptly attending to current facility issues. In addition, DGS will support Laney College in all phases of new building construction and with all Measure G projects and will create systematized scheduling for facilities repairs and renovations as well as an ongoing scheduled maintenance tracking system accessible by the college and DGS.

To create strong infrastructure and fiscal practices that support improved outcomes and long-term sustainability, PCCD's Financial Services department will implement the participatory governance approved Resource Allocation Model (RAM) for 2024–25. The RAM will provide the colleges with greater autonomy in aligning planning efforts and resource allocation strategies to achieve their goals. To ensure the RAM is comprehensive and effective, the district will lead a review of the PCCD Functional Map. As part of this process, centralized and decentralized functions will be delineated, and resources will be aligned accordingly. Additional support for colleges from the District Office will include the development and launch of a Student-Centered Funding Formula (SCFF) calculator for the colleges to use in integrated planning and budgeting.



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Appendices



Appendix A. Budget Information

Table A1 shows the total budget of the college, which goes through its shared governance process to ensure that all constituents participate in budget development. Laney College budget planning operates in accordance with the fiscal calendar set by the district for all four colleges.

Table A1. Laney College Budget Overview

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Discretionary	1,412,396.00	1,609,995.00	1,424,534.00	1,424,534.00	1,424,534.00	1,424,534.00
Utilities	1,653,328.00	1,468,930.00	1,822,140.00	1,858,582.80	1,895,754.46	1,990,542.18
Nondiscretionary	30,961,684.00	33,228,257.00	33,171,388.00	34,142,907.20	36,356,318.54	TBD
Total	34,027,408.00	36,307,182.00	36,418,062.00	37,426,024.00	39,676,607.00	TBD

As Laney develops its budget for general unrestricted funds, it consistently leverages the resources available from the State Chancellor's Office. Table A2 shows the compendium of resources compiled and our participation not only as a college but districtwide.

Table A2. Resource Compendium

California Community College Chancellor's Office CCCC Description—Project Description	Direct to College Allocation	Districtwide Allocation	Laney Budget Allocation Model (BAM) %: 35.59%	Project Number
Basic Needs Center (ongoing)	280,271.00			2109
Basic Needs Services— one-time payment: Phase Two funding	226,482.00			2109
California College Promise (Assembly Bills 19 and 2)	276,814.00			2065
CalWORKs	313,132.00			1093



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California Community College Chancellor's Office CCCC Description—Project Description	Direct to College Allocation	Districtwide Allocation	Laney Budget Allocation Model (BAM) %: 35.59%	Project Number
Cooperative Agencies Resource for Education (CARE)	294,706.00			1009
Disabled Student Programs and Services (DSPS)	1,340,439.00			1060
Dreamer Resource Liaisons Support Funds (Undocu-Liaisons)	82,457.00			2098
Extended Opportunity Programs and Services (EOPS)	1,356,547.00			1010
Financial Aid Technology	33,845.00			2067
Guided Pathways		847,941.00	301,782.20	2054
Mental Health Program	211,917.00			2110
NextUp	335,659.00			1095
Retention and Enrollment Outreach		2,518,176.00	896,218.84	2105
Student Equity and Achievement		8,694,322.00	3,094,309.20	2080
Student Financial Aid Administration (SFAA) and Board Financial Aid Program (BFAP)				1008
Student Financial Aid Administration (SFAA) and Board Financial Aid Program (BFAP)				1026



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California Community College Chancellor's Office CCCCCO Description—Project Description	Direct to College Allocation	Districtwide Allocation	Laney Budget Allocation Model (BAM) %: 35.59%	Project Number
Student Success Completion Grant (SSCG)	1,197,179.00			2068
Veterans Resource Center	50,692.00			2106
Zero Textbook Costs (ZTC) Program	20,000.00			2045
Emergency Financial Aid Assistance Grants (SFRF*)		1,977,090.00	703,646.33	2103
COVID Recovery Block Grant		8,842,125.00	3,146,912.29	2126
Full-Time Faculty Hiring Funds		2,271,046.00		
Campus Childcare Tax Bailout		455,929.00		
Perkins V: 1B—Regional Consortia Allocations				
Perkins V: 1C—Local Assistance Allocations		818,407.00		
Preparation for Allocation of FY (Fiscal Year) 2022–23 Information Technology and Security Funding				
2022–23 Physical Plant and Instructional Support—Certification and Allocations		11,517,915.00	Proj.1017 Lottery/ Proj.0897IEM	
Emergency Financial Aid Grants (Supplemental)	TBA— Unknown if Laney College / PCCD Qualifies			



Laney College

California Community College Chancellor's Office CCCCO Description— Project Description	Direct to College Allocation	Districtwide Allocation	Laney Budget Allocation Model (BAM) %: 35.59%	Project Number
Foster and Kinship Care Education (FKCE)	Not Awarded to Laney College / PCCD			
Homeless and Housing Insecurity Pilot Program	Not Awarded to Laney College / PCCD			
Part-Time Faculty Compensation	TBA—Unknown if Laney College / PCCD Qualifies			
Part-Time Faculty Office Hours	TBA—Unknown if Laney College / PCCD Qualifies			



Appendix B. Largest Industry Sectors and High-Demand Occupations

Regional data table and summary are provided by WestEd for Peralta Community College District and service area.

The largest industry sectors for Alameda County describe demand for products and services in the region and, thus, the demand for contextualized skills across fields of study. In Alameda County, the largest sectors are health care, government, and manufacturing.

Among high-demand occupations that don't require a bachelor's degree, the occupations PCCD students most often pursue upon graduation are those requiring some college, a credential, or an associate degree. Among these, the category of heavy and tractor-trailer truck drivers is projected to be the largest occupation and also pays a living wage. The nurse and nursing assistant occupations and similar health care occupations also pay relatively high wages and, significantly, will be some of the fastest-growing occupations in the next 5 years. See Table B1.

Table B1. Alameda County's Largest Occupations That Require Some College Through An Associate Degree

Largest Occupations Some College to Associate's Level	2022 Jobs	2027 Jobs	Change in Jobs (2022–27)	% Change	2021 Median Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	8,889	8,894	5	0%	\$27.18
Bookkeeping, Accounting, and Auditing Clerks	6,829	6,646	(182)	(3%)	\$24.84
Medical Assistants	5,082	5,586	504	10%	\$25.28
Teaching Assistants, Except Postsecondary	4,839	4,903	64	1%	\$20.95
Nursing Assistants	4,078	4,343	265	7%	\$20.70
Automotive Service Technicians and Mechanics	3,547	3,479	(68)	(2%)	\$28.90
Preschool Teachers, Except Special Education	3,061	3,141	80	3%	\$19.85
Licensed Practical and Licensed Vocational Nurses	2,921	3,138	218	7%	\$34.09
Computer User Support Specialists	2,650	2,718	68	3%	\$31.77



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Largest Occupations Some College to Associate's Level	2022 Jobs	2027 Jobs	Change in Jobs (2022- 27)	% Change	2021 Median Hourly Earnings
Hairdressers, Hairstylists, and Cosmetologists	2,584	2,610	26	1%	\$15.51
Dental Assistants	2,183	2,270	87	4%	\$25.84
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	2,010	2,094	83	4%	\$32.46
Paralegals and Legal Assistants	1,713	1,781	68	4%	\$31.53
Firefighters	1,385	1,416	32	2%	\$46.09
Electrical and Electronic Engineering Technologists and Technicians	1,379	1,404	24	2%	\$32.94
Manicurists and Pedicurists	1,374	1,346	(28)	(2%)	\$15.39
Health Technologists and Technicians, All Other	1,323	1,458	135	10%	\$27.74
Emergency Medical Technicians	1,251	1,303	51	4%	\$18.54
Dental Hygienists	1,210	1,254	45	4%	\$57.79
Order Clerks	938	866	(73)	(8%)	\$19.41
Radiologic Technologists and Technicians	929	977	47	5%	\$52.81
Massage Therapists	916	959	44	5%	\$22.26
Life, Physical, and Social Science Technicians, All Other	905	917	11	1%	\$26.16
Web and Digital Interface Designers	894	917	22	3%	\$49.56
Web Developers	856	882	26	3%	\$38.48
Architectural and Civil Drafters	849	850	1	0%	\$33.30
Medical Records Specialists	799	831	32	4%	\$27.20
Engineering Technologists and Technicians, Except Drafters, All Other	792	803	11	1%	\$21.12
Respiratory Therapists	654	662	8	1%	\$53.76
Telecommunications Equipment Installers and Repairers, Except Line Installers	624	550	(75)	(12%)	\$30.62

Source: Lightcast Q3 2022 Data Set



Like the previous table, Table B2 displays jobs that do not require a bachelor’s or higher degree and focuses in particular on the fastest-growing subset of these jobs. The medical field has the most jobs and is growing fastest; these jobs also tend to pay a living wage. These are followed by technical jobs and teaching.

Table B2. High-Wage Occupations Among Occupations That Don’t Require a Bachelor’s Degree

Fastest-Growing Occupations Some College to Associates Level	2022 Jobs	2027 Jobs	Change in Jobs (2022– 27)	% Change	2021 Median Hourly Earnings
Medical Assistants	5,082	5,586	504	10%	\$25.28
Nursing Assistants	4,078	4,343	265	7%	\$20.70
Licensed Practical and Licensed Vocational Nurses	2,921	3,138	218	7%	\$34.09
Health Technologists and Technicians, All Other	1,323	1,458	135	10%	\$27.74
Dental Assistants	2,183	2,270	87	4%	\$25.84
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	2,010	2,094	83	4%	\$32.46
Preschool Teachers, Except Special Education	3,061	3,141	80	3%	\$19.85
Veterinary Technologists and Technicians	498	567	69	14%	\$22.50
Computer User Support Specialists	2,650	2,718	68	3%	\$31.77
Paralegals and Legal Assistants	1,713	1,781	68	4%	\$31.53
Physical Therapist Assistants	306	372	66	22%	\$34.90
Teaching Assistants, Except Postsecondary	4,839	4,903	64	1%	\$20.95
Emergency Medical Technicians	1,251	1,303	51	4%	\$18.54
Phlebotomists	448	496	48	11%	\$24.10



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Fastest-Growing Occupations Some College to Associates Level	2022 Jobs	2027 Jobs	Change in Jobs (2022– 27)	% Change	2021 Median Hourly Earnings
Tool and Die Makers	219	267	48	22%	\$34.96
Radiologic Technologists and Technicians	929	977	47	5%	\$52.81
Dental Hygienists	1,210	1,254	45	4%	\$57.79
Massage Therapists	916	959	44	5%	\$22.26
Captains, Mates, and Pilots of Water Vessels	321	363	42	13%	\$50.87
Industrial Engineering Technologists and Technicians	250	288	38	15%	\$31.74
Medical Records Specialists	799	831	32	4%	\$27.20
Firefighters	1,385	1,416	32	2%	\$46.09
Audio and Video Technicians	431	457	26	6%	\$26.39
Computer Network Support Specialists	552	578	26	5%	\$33.55
Diagnostic Medical Sonographers	342	368	26	8%	\$56.03
Hairdressers, Hairstylists, and Cosmetologists	2,584	2,610	26	1%	\$15.51
Web Developers	856	882	26	3%	\$38.48
Occupational Therapy Assistants	78	103	25	32%	\$40.23
Surgical Technologists	564	589	25	4%	\$36.49
Electrical and Electronic Engineering Technologists and Technicians	1,379	1,404	24	2%	\$32.94

Source: Lightcast Q3 2022 Data Set



Table B3 reflects trends similar to what is seen in the preceding tables and underscores the importance of building strong pathways that support transitions across educational systems. Again, the highest-paying and fastest-growing occupations in the service area are often those in health care. Registered nurses earn over \$70 per hour, and this occupation is projected to be the highest-demand occupation in the service area by 2027. Technology occupations also pay well and are projected to grow. Software developers earn nearly \$70 per hour, and the number of these employees is projected to grow by 8 percent in the next 5 years.

Table B3. High-Demand Occupations Among Occupations That Require Only a Bachelor's Degree

Largest Occupations Bachelor Level	2022 Jobs	2027 Jobs	Change in Jobs (2022–27)	% Change	2021 Median Hourly Earnings
Registered Nurses	15,237	15,518	281	2%	\$72.75
General and Operations Managers	14,687	14,893	205	1%	\$55.09
Software Developers	14,154	15,091	937	7%	\$69.67
Business Operations Specialists, All Other	9,340	9,452	111	1%	\$37.59
Managers, All Other	8,567	8,764	197	2%	\$60.53
Accountants and Auditors	7,227	7,285	58	1%	\$42.32
Computer and Information Systems Managers	6,022	5,963	(60)	(1%)	\$88.56
Management Analysts	6,010	6,231	221	4%	\$49.16
Market Research Analysts and Marketing Specialists	5,906	6,188	282	5%	\$41.40
Financial Managers	5,413	5,594	181	3%	\$71.99
Elementary School Teachers, Except Special Education	5,368	5,404	36	1%	\$43.28
Computer Occupations, All Other	5,168	5,089	(79)	(2%)	\$54.11
Project Management Specialists	4,947	5,066	118	2%	\$52.32



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Largest Occupations Bachelor Level	2022 Jobs	2027 Jobs	Change in Jobs (2022–27)	% Change	2021 Median Hourly Earnings
Sales Managers	4,927	4,753	(174)	(4%)	\$69.51
Human Resources Specialists	4,839	4,946	108	2%	\$38.66
Secondary School Teachers, Except Special and Career/Technical Education	4,449	4,480	31	1%	\$47.07
Civil Engineers	3,627	3,696	69	2%	\$49.32
Computer Systems Analysts	3,408	3,400	(8)	(0%)	\$54.69
Medical and Health Services Managers	3,131	3,575	444	14%	\$67.73
Marketing Managers	3,108	3,100	(8)	(0%)	\$82.42
Construction Managers	2,833	3,007	173	6%	\$49.38
Educational Instruction and Library Workers, All Other	2,764	2,715	(49)	(2%)	\$24.99
Buyers and Purchasing Agents	2,611	2,577	(34)	(1%)	\$34.65
Architectural and Engineering Managers	2,506	2,602	96	4%	\$87.49
Financial and Investment Analysts	2,257	2,257	(0)	(0%)	\$44.97
Compliance Officers	2,167	2,214	48	2%	\$41.65
Chief Executives	2,109	2,067	(42)	(2%)	\$89.95
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	2,075	2,006	(69)	(3%)	\$49.70
Mechanical Engineers	2,051	2,303	251	12%	\$54.87
Electrical Engineers	2,006	2,105	99	5%	\$55.76

Source: Lightcast Q3 2022 Data Set



Appendix C. Administrators, Faculty and Classified Staff Demographic Information

Table C1. Administrators, Faculty and Classified Staff by Ethnicity, Fall 2022

Category	Race	Total
Educational Administrator		12
	African American	2
	Asian	3
	Hispanic	1
	Unknown	2
	White Non-Hispanic	4
Academic, Tenured / Tenure Track		126
	African American	24
	Asian	21
	Hispanic	16
	Multiethnicity	3
	Unknown	5
	White Non-Hispanic	57
Academic, Temporary		201
	African American	42
	American Indian / Alaskan Native	1
	Asian	28
	Hispanic	24
	Multiethnicity	3
	Pacific Islander	1
	Unknown	38
	White Non-Hispanic	64



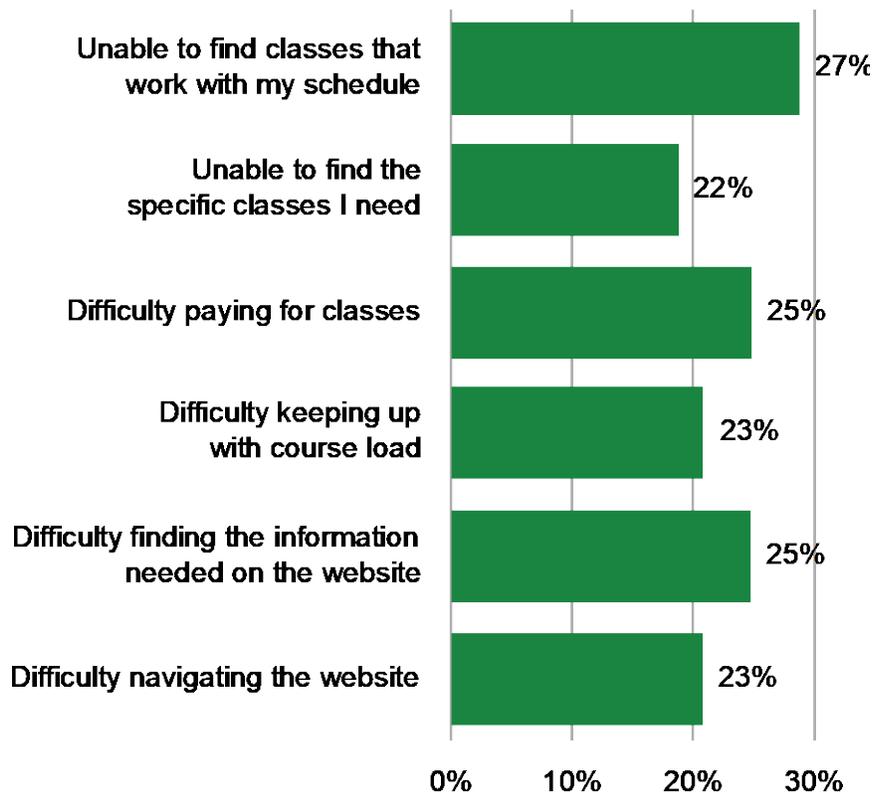
Category	Race	Total
Classified		121
	African American	46
	American Indian / Alaskan Native	2
	Asian	31
	Hispanic	20
	Multiethnicity	3
	Pacific Islander	1
	Unknown	11
	White Non-Hispanic	7

Table C2. Administrators, Faculty and Classified Staff by Gender, Fall 2022

Category	Race	Total
Educational Administrator		12
	Female	6
	Male	6
Academic, Tenured/Tenure Track		126
	Female	69
	Male	57
Academic, Temporary		201
	Female	114
	Male	85
	Nonbinary	2
Classified		121
	Female	70
	Male	50
	Nonbinary	1

Appendix D. Survey Responses on Students' Self-Reported Challenges

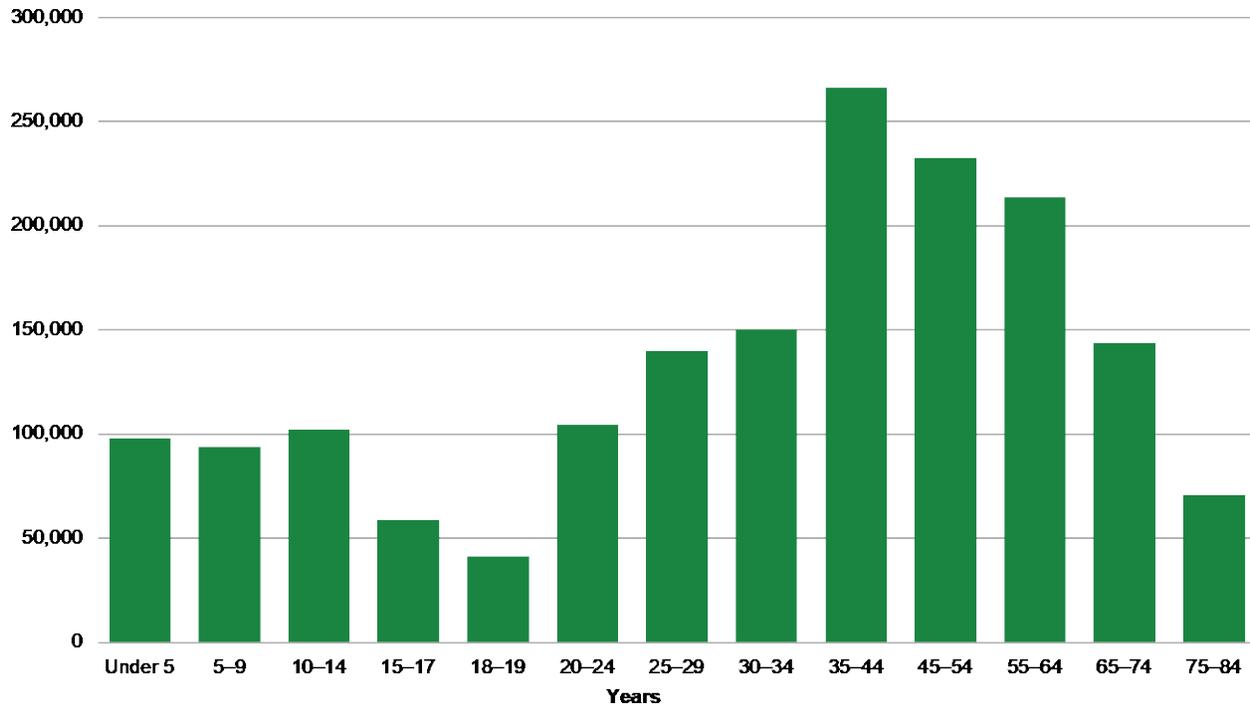
Figure D1. Self-Reported Student Challenges, Summer 2022 and Fall 2022



Source: Laney College Institutional Research

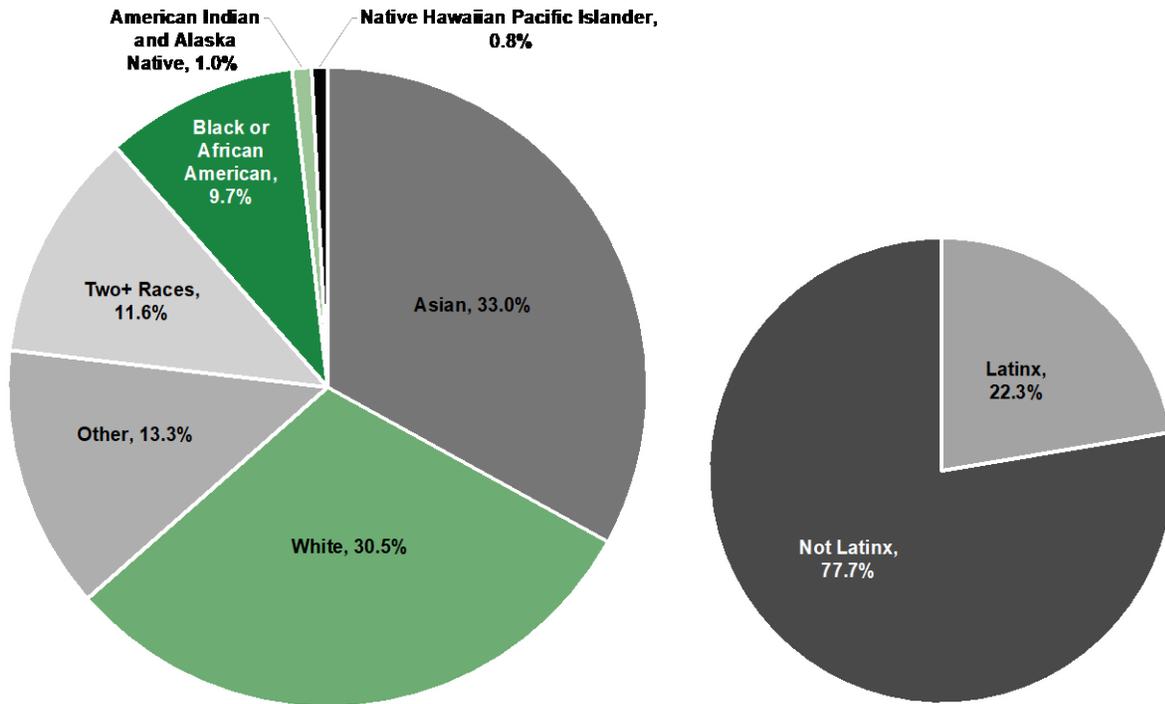
Appendix E. Environmental Scan Data

Figure E1. Alameda County Population by Age



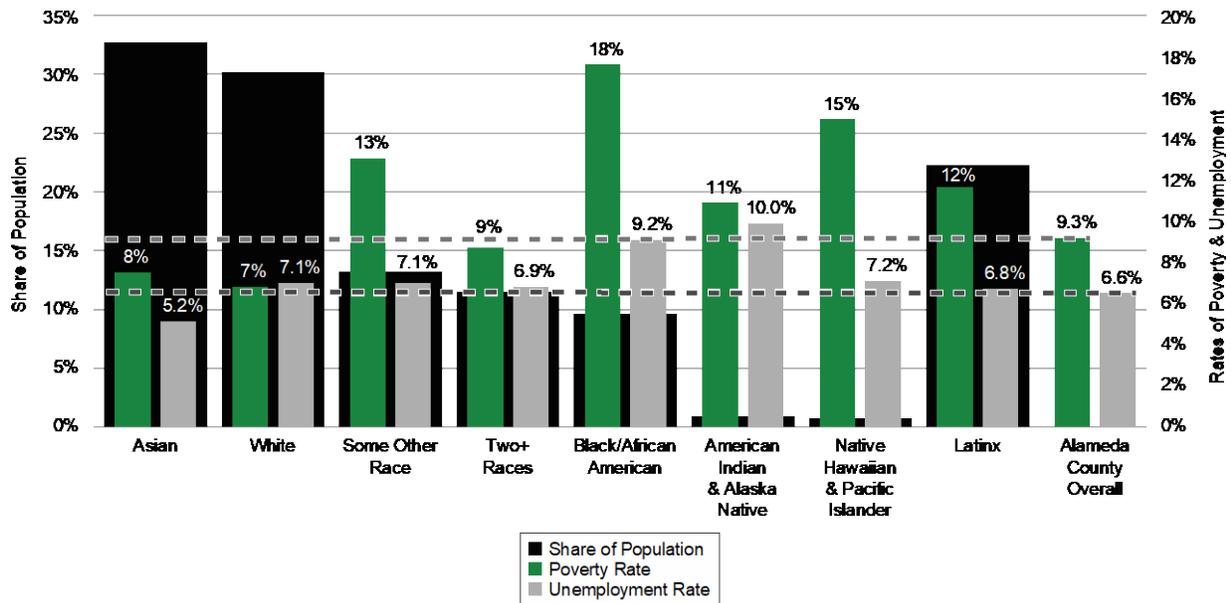
Source: US Census American Community Survey 2020 5-Year Estimates

Figure E2. Alameda County Race and Ethnicity



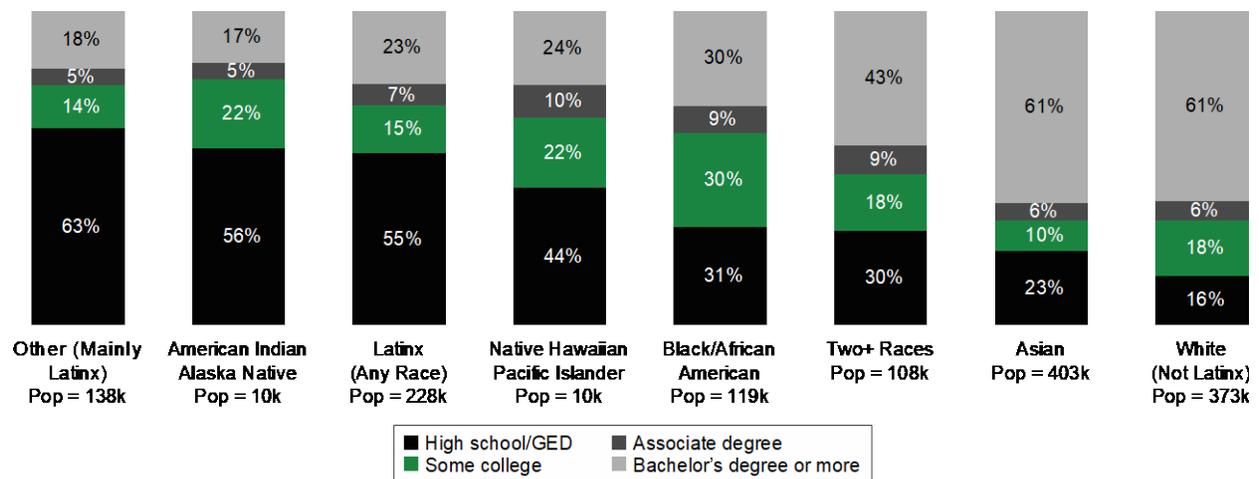
Source: US Census American Community Survey 2020 5-Year Estimates

Figure E3. Share of Population Unemployed and in Poverty by Race and Ethnicity



Source: US Census American Community Survey 2021

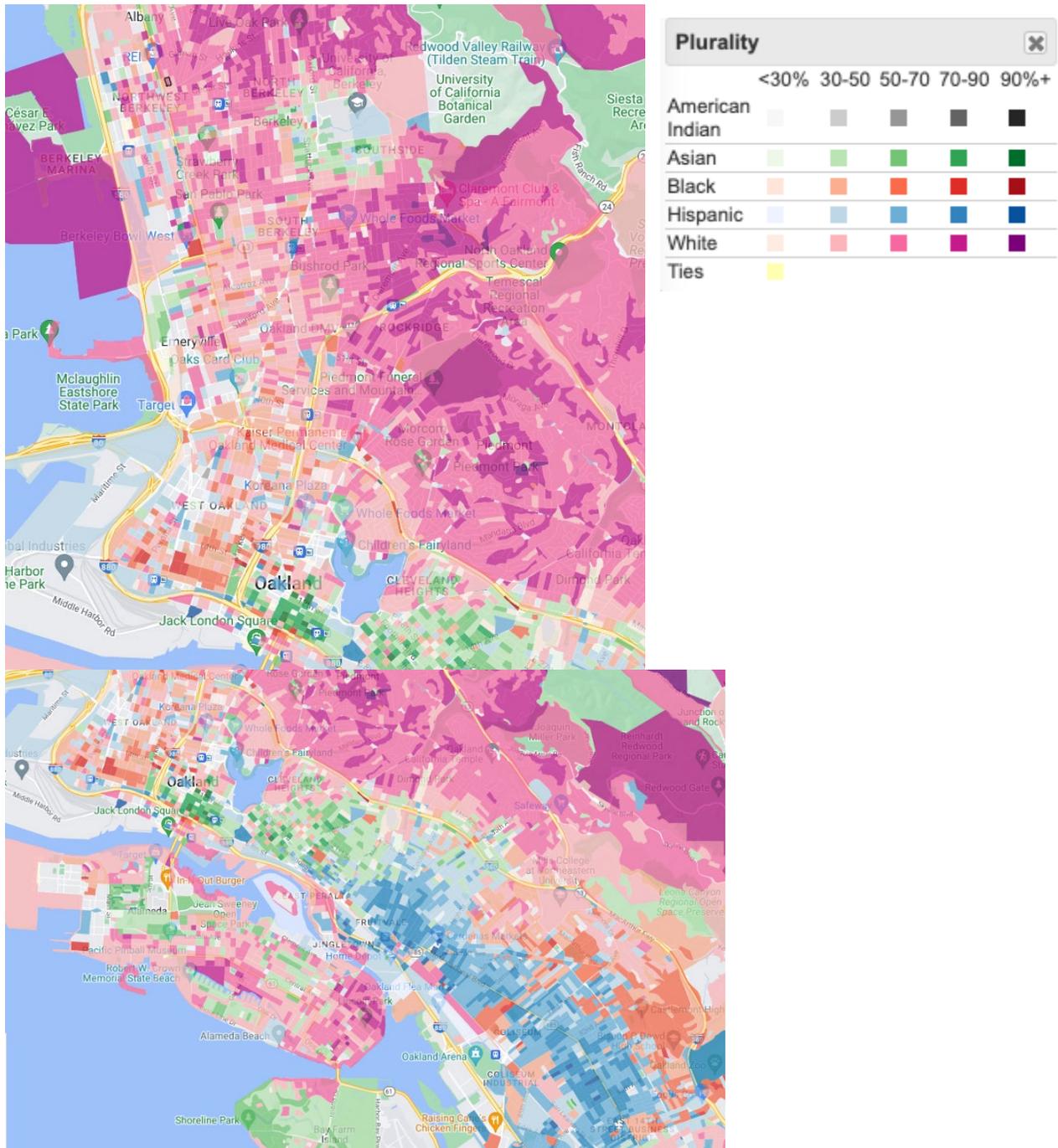
Figure E4. Educational Attainment by Race and Ethnicity



Source: US Census American Community Survey 2020 5-Year Estimates

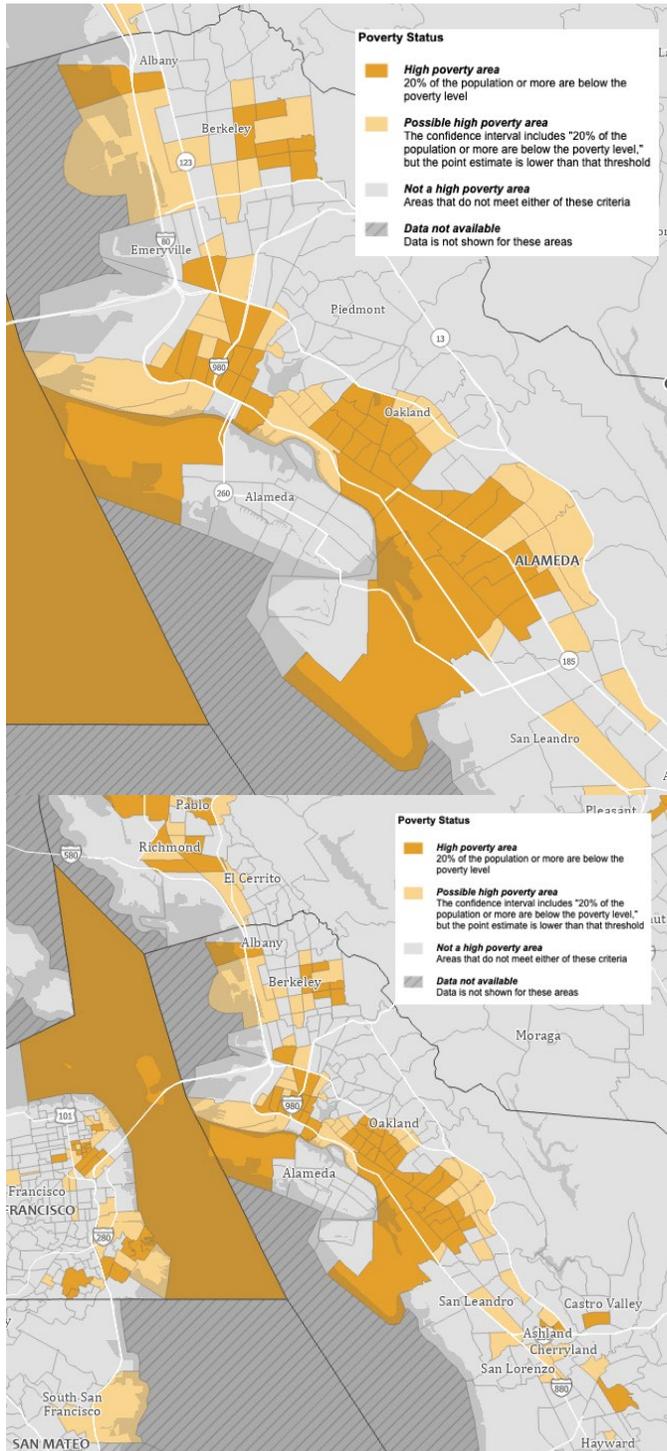
Appendix F. Service Area Demographics

Figure F1. Racial and Ethnic Plurality



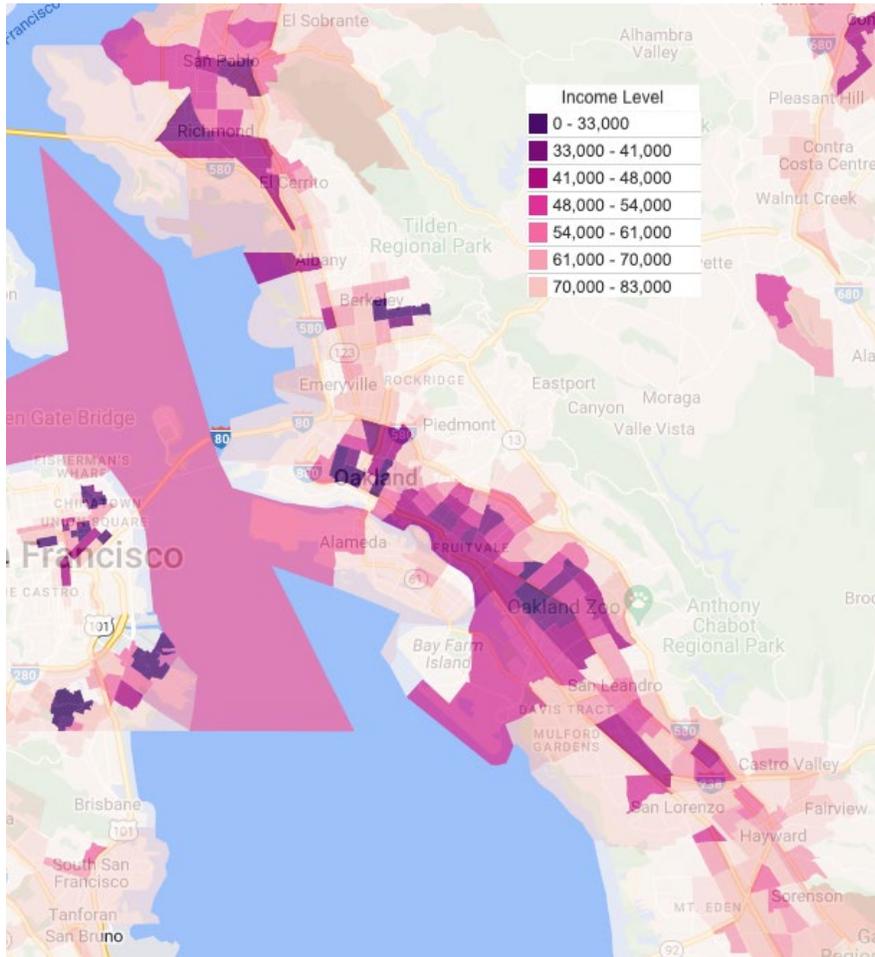
Source: Justice Map, Data from US Census 2020

Figure F2. Poverty by Census Area



Source: Census Poverty Status Viewer, 2015–2019 American Community Survey 5-Year Estimates

Figure F3. Income Distribution



Source: Justice Map, Data from US Census 2020

Educational Master Plan

Spring 2023–Fall 2028

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