



ACCREDITING COMMISSION FOR
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2022 Annual Report
Final Submission
04/07/2022

Laney College
900 Fallon Street
Oakland, CA 94607

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Rebecca Opsata
3.	Phone number of person preparing report:	(510) 464-3213
4.	E-mail of person preparing report:	ropsata@peralta.edu
5.	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment for last three years:	2018-19: 18,119 2019-20: 17,964 2020-21: 15,923
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	-1% -11%

6. Additional Instructions and Data Definitions:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

7.	Total unduplicated headcount enrollment in degree applicable credit courses for last three years:	2018-19: 16,908 2019-20: 16,782 2020-21: 15,138
7a.	Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year. N/A	

7. Additional Instructions and Data Definitions:

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Distance Education and Correspondence Education

#	Question	Answer						
8.	Do you offer Distance Education?	Yes						
8a.	Total unduplicated headcount enrollment in distance education in last three years:	<table> <tr> <td>2018-19</td> <td>3,985</td> </tr> <tr> <td>2019-20</td> <td>4,906</td> </tr> <tr> <td>2020-21</td> <td>13,881</td> </tr> </table>	2018-19	3,985	2019-20	4,906	2020-21	13,881
2018-19	3,985							
2019-20	4,906							
2020-21	13,881							
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	23% 183%						
8c.	If your institution experienced more than a one-year increase (or decrease) of 50%, please explain: Distance education headcount increased by 183% from 2019-20 to 2020-21. The majority of classes were held 100% online in 2020-21 due to the COVID-19 pandemic.							
<p>8. Additional Instructions and Data Definitions: Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.</p> <p>8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.</p>								
9.	Do you offer Correspondence Education?	No						
<p>9. Additional Instructions and Data Definitions: Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).</p>								

Federal Data

#	Question	Answer
10.	List the current Graduation Rate per the US Education Department College Scorecard	17 %
<p>10. Additional Instructions and Data Definitions: The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. Enter your institutions name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."</p>		
11.	If your college relies on another source for reporting success metrics,	CCCCO Student Success Metrics

	please identify the source (select one).	dashboard (Scorecard)
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://web.peralta.edu/indev/fact-books/
<p>12. Additional Instructions and Data Definitions: ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (https://accjc.org/find-an-institution). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.</p>		

Institution Set Standards for Student Achievement

#	Question	Answer		
Course Completion Rates				
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	2018-19 68 %	2019-20 69 %	2020-21 69 %
13a.	List your stretch goal (aspirational) for successful student course completion rate:	2018-19 71 %	2019-20 73 %	2020-21 73 %
13b.	List the actual successful student course completion rate:	2018-19 72 %	2019-20 79 %	2020-21 75 %

13. Additional Instructions and Data Definitions:

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.

Certificates

14.	Type of Institute-set standard for certificates:	Number of certificates		
	If Number-Other or Percent-other, please describe:			
14a.	List your Institution-Set Standard (floor) for certificates:	2018-19 250	2019-20 250	2020-21 295
14b.	List your stretch goal (aspirational) for certificates:	2018-19 300	2019-20 300	2020-21 415
14c.	List actual number or percentage of certificates:	2018-19 270	2019-20 353	2020-21 277

14. Additional Instructions and Data Definitions:

For purposes of this report, include only those certificates which are awarded with 16 or more units.

Associate Degree (A.A./A.S.)

15.	Type of Institute-set standard for degrees awarded:	Number of degrees		
	If Number-Other or Percent-other, please describe:			
15a.	List your Institution-Set Standard (floor) for degrees:	2018-19 500	2019-20 530	2020-21 530
15b.	List your stretch goal (aspirational) for degrees:			

		2018-19	2019-20	2020-21
		700	790	790
15c.	List actual number or percentage of degrees:	2018-19	2019-20	2020-21
		739	742	684

Bachelor’s Degree (B.A./B.S.)

16.	Does your college offer a Bachelor’s Degree (B.A./B.S.)?	No
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Transfer

17.	Type of Institute-set standard for transfers:	Number of transfers						
	If Number-Other or Percent-other, please describe:							
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>N/A</td> <td>1,140</td> <td>1,140</td> </tr> </table>	2018-19	2019-20	2020-21	N/A	1,140	1,140
2018-19	2019-20	2020-21						
N/A	1,140	1,140						
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>N/A</td> <td>1,320</td> <td>1,320</td> </tr> </table>	2018-19	2019-20	2020-21	N/A	1,320	1,320
2018-19	2019-20	2020-21						
N/A	1,320	1,320						
17c.	List actual number or percentage of students who transfer to a 4-year college/university:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>1,222</td> <td>1,142</td> <td>N/A</td> </tr> </table>	2018-19	2019-20	2020-21	1,222	1,142	N/A
2018-19	2019-20	2020-21						
1,222	1,142	N/A						

Licensure Examination Pass Rates

18.	Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:						
	Program	Exam (National, State, Other)	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)
	COSMETOLOGY	State	60 %	70 %	60 %	70 %	79 %

18. Additional Instructions and Data Definitions:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Employment rates for Career and Technical Education students

19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:					
	Program	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
	Accounting 050200	50 %	60 %	44 %	N/A %	N/A %
	Biotechnology and Biomedical Technology 043000	65 %	75 %	38 %	N/A %	N/A %
	Business Administration 050500	65 %	75 %	N/A %	N/A %	N/A %
	Civil and Construction Management Tech 0957**	65 %	75 %	47 %	N/A %	N/A %
	Cosmetology and Barbering 300700	55 %	65 %	40 %	N/A %	N/A %
	Culinary Arts 130630	55 %	65 %	43 %	N/A %	N/A %
	Electronics and Electric Technology 0934**	70 %	80 %	60 %	N/A %	N/A %
	Environmental Control Technology	75 %	85 %	63 %	N/A %	N/A %

094600					
Machining and Machine Tools 095630	70 %	80 %	53 %	N/A %	N/A %
Management Development and Supervision 050630	75 %	85 %	52 %	N/A %	N/A %
Mill and Cabinet Work 095250	60 %	70 %	38 %	N/A %	N/A %
Welding Technology 095650	65 %	75 %	50 %	N/A %	N/A %

19. Additional Instructions and Data Definitions:For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

20. **6-6a. Headcount numbers are from our internal data warehouse and may differ from the official numbers displayed on the California Community Colleges Chancellor's Office (CCCCO) website and other reports.**

13-13b. Many students received "EW" or Excused Withdrawal grades in Spring 2020 as a result of the COVID-19 pandemic. Those grades are excluded from the denominator of success rates. As a result, course success rates were significantly higher in 2019-20 than in prior years. EW grades continued to be awarded at higher than average rates in 2020-21.

17-17c. Laney College uses the Student Success Metrics Dashboard for transfer student counts. The dashboard uses a different metric for student counts than used in ACCJC reports in 2018 and prior. The previous metric was a count of students who transferred to UC/CSU and whose primary campus was Laney College. The current metric is the count of students who enrolled at Laney College and transferred to any four-year institution. This metric was introduced in 2019. Therefore our previous institution-set standards (noted as "n/a" in 2018-19) do not apply. Transfer data for 2020-21 is not available as enrollment information is still being collected from four-year institutions by CCCC.

19. Job placement rates are not available for 2019-20 or 2020-21. "Civil and Construction Management Tech 0957" was previously reported as "Construction 095720". "Industrial Systems Technology and Maintenance 094500" was removed because data has not been available for multiple years.**

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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