Building Communities, Transforming Lives, Creating Leaders

PERALTA
COMMUNITY COLLEGE DISTRICT

DISTRICT-WIDE STRATEGIC PLAN UPDATE

2010-2011

BERKELEY CITY COLLEGE | COLLEGE OF ALAMEDA | LANEY COLLEGE | MERRITT COLLEGE

Mission of the Peralta Community College District

We are a collaborative community of Colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals.

In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

Student preparation for transfer to baccalaureate institutions;

Articulation agreements with a broad array of highly respected Universities;

Achievement of Associate Degrees of Arts and Science, and certificates of achievement;

Acquisition of career-technical skills that are compatible with industry demand;

Promotion of economic development and job growth;

Remedial and continuing education;

Lifelong learning, life skills, civic engagement, and cultural enrichment;

Early college programs for community high school students;

Supportive, satisfying, safe and functional work environment for faculty and staff; and

Preparation for an environmentally sustainable future.

(Board Policy 1.24)

MESSAGE FROM THE CHANCELLOR

We live in a knowledge based society. What does that mean? It means that more jobs are requiring employees to have greater amounts of formal education than at any time in the past. No longer can we get by with just manual skills, regardless of how well developed they are. Almost every job these days requires using a computer, for example.

We have to be able to think, to process information accurately, and to use knowledge to solve programs. We must be creative and innovative as we look for solutions to the issues that confront us in our career. Every single human being has the potential to be creative. It is the lack of knowledge that too often holds us back from reaching this potential.

The Peralta Colleges – our community colleges – are here to help community members to achieve their career and personal goals. Whether it's learning a new job-related skill, launching a new career, transferring to a four-year college, or just taking a class for fun and personal enrichment, we are here for our community.
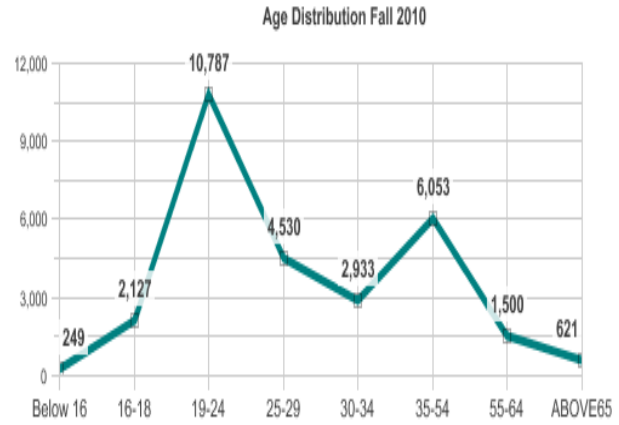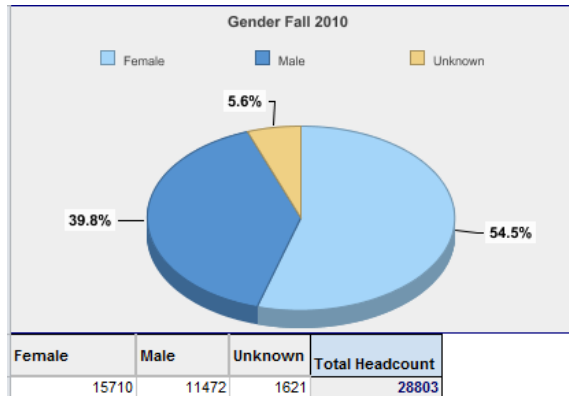
In order to provide the best possible educational opportunities for our students, strategic planning is key. Strategic Planning is essential to achieve our mission and to provide access, high-quality instruction, support services, technology, facilities, and other benefits for our students and community. That planning has to be both long-term and short-term/annual planning. we live in an ever changing environment where change is a constant variable. As we know, one of the major changes we now are addressing seriously is the economy which affects our communities, our state, and our funding. And so strategic planning is essential.

We take planning seriously in the Peralta Community College District – college-level planning at our four colleges (Berkeley, College of Alameda, Laney, and Merritt) and district-level planning, we benefit from the Planning and Budgeting Integration Model and the committees assisting in annual district-wide planning. We benefit from faculty, staff, and administrators taking planning seriously and working to provide quality.

The Governing Board and I are committed to our planning efforts. We are committed to addressing all issues and concerns and to see that the Peralta Community College District is one of the premier districts in California.
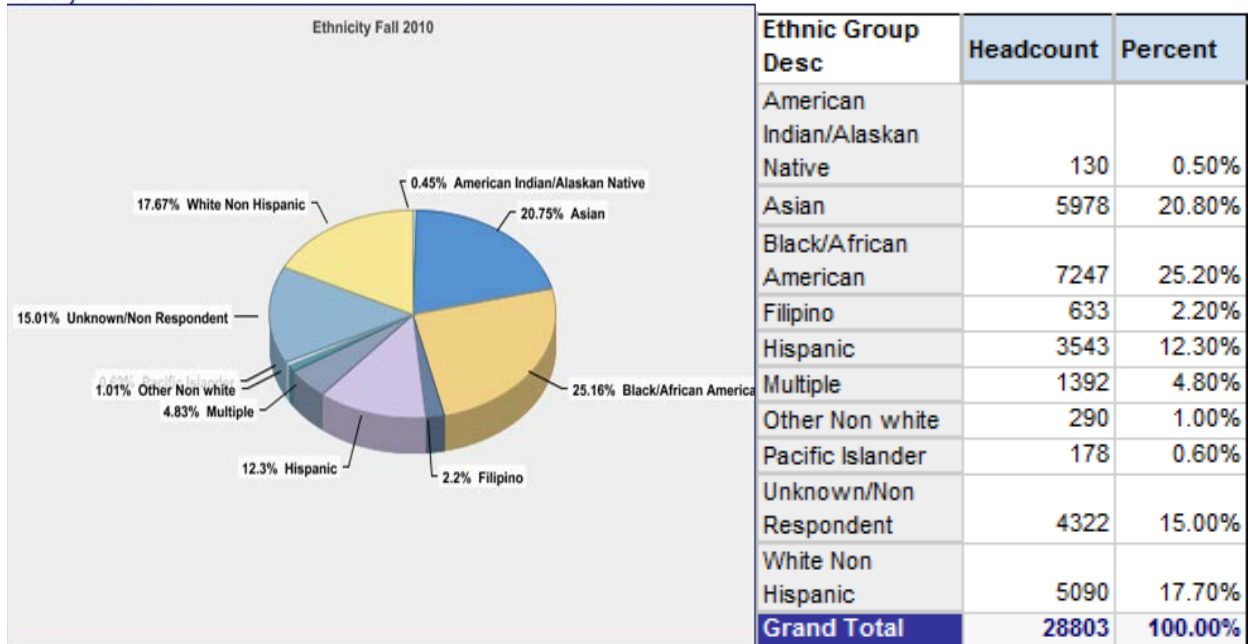

Wise E. Allen, Ph.D.
Chancellor

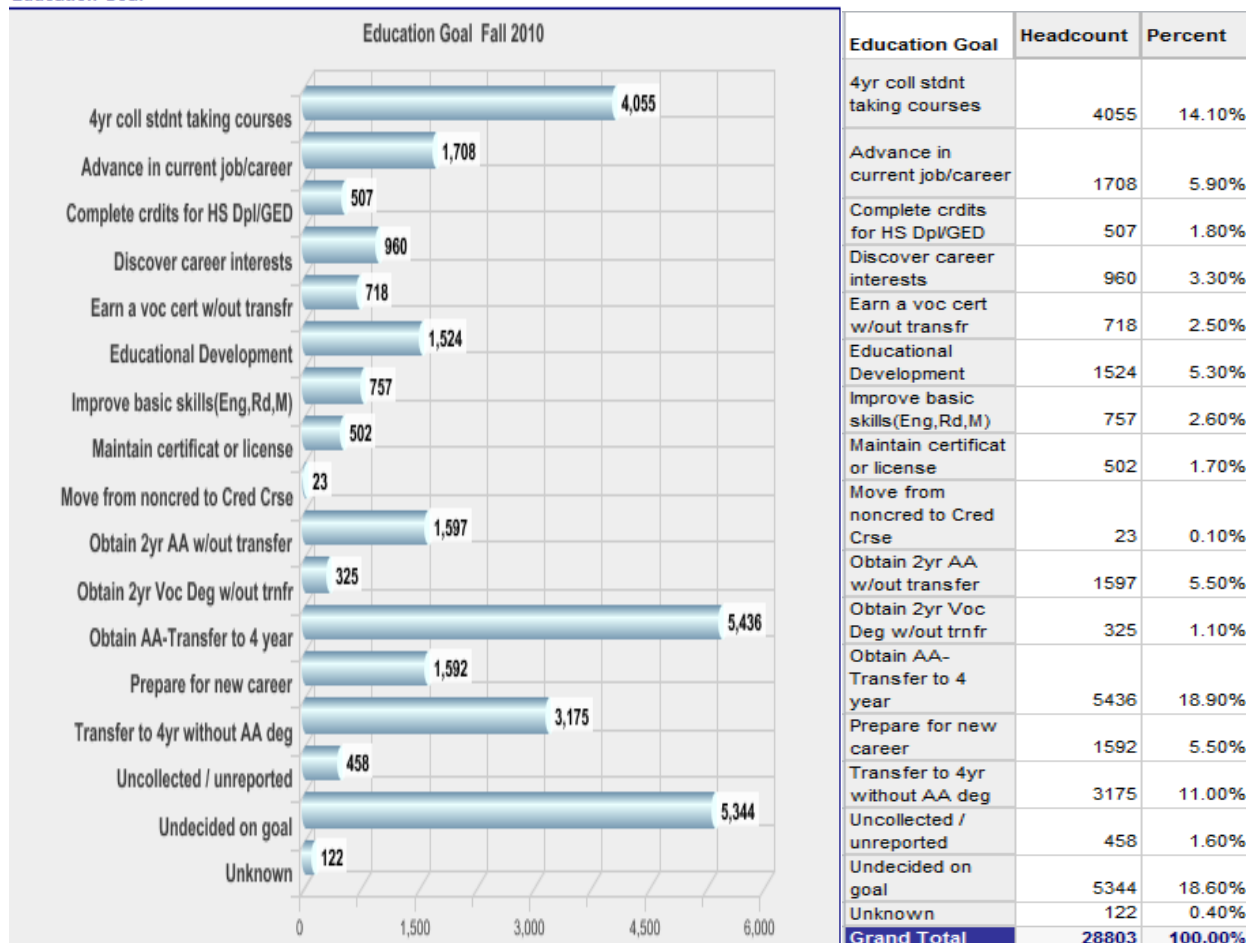# DEMOGRAPHIC of the Peralta Community College District: Fall 2010

Gender Fall 2010

- Female
- Male
- Unknown

5.6%
39.8%
54.5%

Female	Male	Unknown	Total Headcount
15710	11472	1621	28803

Age Distribution Fall 2010

10,787 • 6,053 • 4,530 • 2,933 • 2,127 • 1,500 • 621 • 249

TERM	HEADCOUNT	Below 16	16-18	19-24	25-29	30-34	35-54	55-64	ABOVE65	Avg_Age
2010 Fall	28803	249	2127	10787	4530	2933	6053	1500	621	30

Ethnicity 2010 fall

Ethnicity Fall 2010

- 0.45% American Indian/Alaskan Native
- 20.75% Asian
- 25.16% Black/African America
- 2.2% Filipino
- 12.3% Hispanic
- 4.83% Multiple
- 1.01% Other Non white
- 0.60% Pacific Islander
- 15.01% Unknown/Non Respondent
- 17.67% White Non Hispanic

Ethnic Group Desc	Headcount	Percent
American Indian/Alaskan Native	130	0.50%
Asian	5978	20.80%
Black/African American	7247	25.20%
Filipino	633	2.20%
Hispanic	3543	12.30%
Multiple	1392	4.80%
Other Non white	290	1.00%
Pacific Islander	178	0.60%
Unknown/Non Respondent	4322	15.00%
White Non Hispanic	5090	17.70%
Grand Total	**28803**	**100.00%**

Education Goal

Education Goal Fall 2010

Education Goal	Headcount	Percent
4yr coll stdnt taking courses	4055	14.10%
Advance in current job/career	1708	5.90%
Complete crdits for HS Dpl/GED	507	1.80%
Discover career interests	960	3.30%
Earn a voc cert w/out transfr	718	2.50%
Educational Development	1524	5.30%
Improve basic skills(Eng,Rd,M)	757	2.60%
Maintain certificat or license	502	1.70%
Move from noncred to Cred Crse	23	0.10%
Obtain 2yr AA w/out transfer	1597	5.50%
Obtain 2yr Voc Deg w/out trnfr	325	1.10%
Obtain AA-Transfer to 4 year	5436	18.90%
Prepare for new career	1592	5.50%
Transfer to 4yr without AA deg	3175	11.00%
Uncollected / unreported	458	1.60%
Undecided on goal	5344	18.60%
Unknown	122	0.40%
Grand Total	**28803**	**100.00%**

FTES Fall 2010 and Spring 2011

Campus	Year 10-11	
	Fall	Spring
	FTES Total	FTES Total
Alameda	1,788.81	1,765.94
Berkeley	1,906.86	1,890.79
Laney	3,836.26	3,732.08
Merritt	2,018.70	1,778.23
Grand Total	**9,550.63**	**9,167.04**

Units Taken Fall 2010

Term	Headcount	Total Units Taken	Avg Units
2010 Fall	28803	233,378	8.1

Enrollment Status Fall 2010

Enrollment Status	Total Headcount	Percent
Continuing Student	13920	48.30%
First Time Transfer Student	1846	6.40%
First-Time Student	7330	25.40%
Returning Student	4419	15.30%
Special Admit	1108	3.80%
Uncollected/Unreported	180	0.60%
Grand Total	**28803**	**100.00%**

Guiding Framework for Strategic Planning

The plan's guiding framework provides the concepts and principles that are the foundation of the plan.

Mission and Vision

The mission/vision statement presents the shared future the District is committed to creating.

We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals.

Values

Our values represent the core commitments and beliefs that will guide our actions and our efforts to realize the vision of the Strategic Plan.

STUDENT AND OUR COMMUNITIES

> *Student Success and Equity* – The colleges and services centers evaluate all decisions in light of how they will equitably support student and community success and empowerment.

> *Diversity* – We recognize and celebrate the strengths of our diverse students, communities, and colleagues.

EXCELLENCE AND INNOVATION

> *Excellence* – We promote the highest level of quality in all programs and services.

> *Innovation* – The colleges and service centers support creative approaches to meet the changing demographics, economic and educational needs of our communities.

> *Financial Health* – We effectively manage resources.

> *Environmental Sustainability* – We engage in model environmental sustainability practices.

COMMUNICATION AND COLLABORATION

> *Collaboration* – The colleges and service centers use a consultative decision-making process based o trust, communication and critical thinking.

> *Trust* – We support on another's integrity, strength and ability.

> *Employee Development* – We promote the development of all employees.

> *Communication* – We seek first to understand, then be understood.

> *Respect* – We treat one another with care and respect.

Strategic Planning Principles

These principles provide guidance for planning, decision-making, and institutional process:

Educational Needs are Primary – Educational needs and activities drive the enterprise.

Planning Drives Resources – Resources will be allocated on the basis of information-based, strategic planning processes.

Shared Governance – The Strategic Plan will be implemented using a clear, structured, and participatory processes with the goal of promoting effective participation of students, faculty, staff, and administrators in developing well-informed decisions on a timely basis." (Shared governance has also been termed as "participatory governance.")

Diversity and Shared Strengths – Colleges autonomy and district-wide collaboration are mutually supportive and create the highest levels of student and community success.

Organizational Development – The Colleges and service centers provide ongoing attention to building the capacity effectiveness of all organizational processes.

Collaboration – The colleges and services centers are committed to collaborating as a team and coordinating programs and services to maximize the benefits to students and the community.

Future Orientation – We strive to anticipate change and provide leadership for the human and social development of our communities.

Environmental Sustainability – The colleges and service centers are committed to environmentally sustainable practices which all meet the needs of the present generation without compromising the ability of future generations to meet their own needs.

The Services Center Role – The term "district service centers" was adopted by Peralta to indicate that central functions support the effectiveness of educational programs and services, which are predominantly delivered at the four colleges. The service centers provide a range of services to the colleges, including human resource, fiscal management, legal, educational planning, facilities management, and marketing. At the same time, the service centers also provide guidance, support and leadership to the colleges in administrative and compliance areas. A distinctive role for the service centers is to support collaboration across the four institutions to form a "community of colleges."

Community and Individual Empowerment – The welfare of our communities and of our students are better served when they have the skills & knowledge to control their economic destinies and also to engage effectively in the process of governance, self-governance, and participation in their communities.

Strategic Planning Goals

The guiding framework will be implemented through efforts to achieve five strategic goals. The goals provide broad guidance and direction for planning at all levels and across the colleges and service centers. In addition, all Peralta employees, units, and programs can contribute to the achievement of these goals through discretionary and decentralized action.

A   **Advance Student Access, Equity, and Success**
Actively engage our communities to empower and challenge all current and potential students to succeed.

B   **Engage Our Communities and Partners**
Actively engage and partner with the community on an ongoing basis to identify and address critical needs.

C   **Building Programs of Distinction**
Create a cohesive program of unique, high-quality educational programs and services.

D   **Create a Culture of Innovation and Collaboration**
Implement best practices in communication, management, and human resource development.

E   **Develop Resources to Advance and Sustain our Mission**
Ensure that resources are used wisely to leverage resources for student and community success in a context of long-term environmental sustainability.

Strategic Goals & Institutional Objectives 2010-2011

Approved SMT (8/5/10)

The following are the Peralta Community College District's short-term objectives set by the Strategic Management Team for Academic Year 2010-11 (July 1, 2010 – June 30, 2011) which will be evaluated in Summer 2011.

Strategic Focus for 2010-2011: Given the state of the economy and State budget, our focus this year will be on student success in the core educational functions of basic skills, transfer, and CTE by encouraging transparency and communication and on spending within an established budget.

Strategic Goal
A: Advance Student Access, Equity, and Success

A.1 Access: Strategically focus access to programs and course offerings in the essential areas of basic skills, CTE, and transfer and manage enrollment to 19,950 FTES to stay within range of the state funded allocation. In addition, increase access to educational opportunities by leveraging contract education, fee based instruction, distance learning, and international and out-of-state enrollments.	Three of the four colleges stayed within range of their FTES targets and exceeded their productivity targets. BCC: Res Target 3850 Actual 3981 Prod: 17.65 Alameda: Res Target 3850 Actual 3894 Prod: 17.97 Laney: Res Target 8300 Actual 8107 Prod: 17.15 Merritt: Res Target 3950 Actual: 4240 Prod: 18.66 District: Res Target 19,950 Actual: 20,224 Prod 17.7 Total Enrollment 21,366 Total Prod 18.7 with Non Res District-wide increased the number of classes offered through distance learning to 1,287 FTES district. College of Alameda and Berkeley City College significantly increased fee base instruction and distance learning. Laney College has successfully prepared hundreds of displaced workers for different green technology career paths in solar design, installation, sales, residential energy efficiency, residential energy auditing, and residential energy efficiency sales; and experienced the highest number of graduates and completion of degrees and certificates ever with over 850 graduates and Laney's Environmental Control

		Technology Department awarded 63 degrees and certificates this year.

Merritt College implemented a computer-based algebra course to improve retention and persistence through the mathematics sequence; established an enrollment development team to coordinate outreach and recruitment activities focused on the Latino population; organized outreach with many community-based organizations; created an Early Warning process to improve academic success for student athletes. |
| **A.2** | **Success:** Identify institutional, instructional, and student support changes and develop an implementation plan to improve by 10 percentage points, student success rates and movement through basic skills/foundation course sequences by 2014-15. | The district and the colleges identified focus areas for increasing student success through early entry into a program of study.

District-wide there were an increased number of students participating in the textbook rental program in order to increase access to funds for textbooks

The colleges began exploring acceleration models for English, mathematics, and ESL.

Berkeley City College piloted an acceleration model for English 201/1A to assist in increasing student success. BCC also is exploring acceleration models for mathematics. There was an increased completion rate among basic skills students from 43% to 53% (2011 ARCC report).

College of Alameda expanded Student Success Learning Communities to increase completion of basic skills courses; consolidated EOPS, CARE, and CalWORKS programs to maximize student support services which are essential to student success; increased student participation in a textbook rental program in order to increase affordable access to textbooks.

Laney College experienced the highest number of graduates and completion of degrees and certificates (over 850); 63 degrees and certificates were in the Environmental Control Technology program. |

	Laney College sponsored a Professional (Flex) Development Day Series to Strengthen Student Performance Outcomes: "Note to Educators: Hope Required When Growing Roses in Concrete" (Speaker: Jeff Duncan-Andrade, Ph.D. from San Francisco State University) Three of the four colleges began the District-wide "Learning That Matters" project, an answer to the needs of students to accelerate and succeed Merritt College in collaboration with Title III, Puente, and the Basic Skills Initiative, designed 6 learning communities for fall 2011; improved pass rate on NCLEX by AD Nursing students to 100%; increased the number of student athletes transferring and receiving scholarships.
A.3 Equity: Identify and plan for design and structural changes to reduce to fall to fall persistence gap among major ethnic groups to less than 2 percentage points by 2014-15.	District-wide there is a culture of using data for decision making Identified that three of our 4 major ethnic groups are within 2 percentage points for fall to fall persistence: African American, Latino and White. Only Asians are the outlier with significantly higher persistence. By increasing student support and encouraging all students into an early entry into a program of study, the district/colleges began increasing persistence and completion among all groups with the most significant difference seen among African Americans and Latinos. This will assist in closing the opportunity/ achievement gap. Berkeley City College secured a TRIO grant which in part focuses on student equity and persistence. Berkeley City College participated in the All Equity Task Force for Vision 2020 and participates in the Vision 2020 Planning Committee. College of Alameda expanded Student Success Learning Communities: Amandla, Adelante, and APASS. Laney College began the district-wide "Learning That Matters" project to provide a way for students to accelerate

	and succeed; Carpenteria Fina won the Excellencia in Education Award; the college was awarded a AANAPISI grant focused on enrollment, persistence and academic success of Asians, Native Asians and Pacific Islanders; launched a b2b Learning Community for Emancipated Foster Youth. Laney's new degree and certificate programs in Building Automation Systems were launched this year with state approval. The ECT department held a ribbon cutting for its one-of-kind multi-vendor commercial-scale HVAC laboratory equipped with all major features including automated control systems, capacity to simulate a wide range of outside air conditions, and tied together with servers and computer lab. The department seeks to build a state-of-the-art multi-purpose instructional lab for teaching building controls, control systems programming, system networking, lighting efficiency, lighting control systems and programming, and building control systems integration. Merritt College designed a First-Year Experience program for incoming students; designed a Foundation for College Success program; increased the number of African American students transferring to four-year colleges/universities; increased the participation among all students in ASMC.

Strategic Goal

B: Engage and Leverage Partners

B.1	**Partnerships:** Leverage, align, and expand partnerships for improved student learning and success in core educational functions.	District-wide there were over 25 partners and over $30,000,000 in grant awards. Berkeley City College continued partnerships with four-year universities; partnered with career academies at high schools in Berkeley and Emeryville; participated in Leadership East Bay; linked the BCC website with business and civic websites; and worked with Rebuild America. College of Alameda expanded partnerships with the Alameda County Workforce Investment Board, Alameda Family Services, the Alameda Unified School District (ASTI), Alameda Hospital, WABA, Department of Veterans Affairs, Employment Development Department, and other city, county, and state agencies. Atlas, TWX, TUC, Oakland Army Base.

		Laney College partnered with Assemblyman Swandre Swanson to offer a Youth Health Fair, which included the Oakland School for the Arts Jazz Band and the Academy of Chinese Culture and Health Services. The college also partnered with Congresswoman Barbara Lee to offer a Jobs and Career Expo in conjunction with numerous local, state, and federal employers. Laney College was contracted by Alameda County WIB to develop and implement a new multi-disciplinary program in Medical Device Engineering. The program operates with a partnership with UC Berkeley's Bioengineering Department which allows Laney students to use one of Berkeley's nanotechnology laboratories. The program is providing retraining for displaced NUMI workers. Merritt College partnered with various groups including: Unity Council, Community Health Clinics, the Black Firefighters Association, Oakland Airport, OUSD, First Five of Alameda County, Alameda County Mental Health, and with other groups and organizations.
Strategic Goal		
C:	**Build Programs of Distinction**	
C.1	**Implement Assessment of SLO's:** Ensure timely progress in implementing the assessment of SLO's to enable the measurement and improvement of student learning and student success.	A district-wide Assessment Summit was held on April 8, 2011 to continue the focus on achieving ACCJC "proficiency" by fall 2012. Laney College launched an initiative to increase assessment rates dramatically throughout the month of June and is progressing institutionally via Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs). College of Alameda completed 92% of all course level Student Learning Outcomes and 83% of assessments of SLOs in all instructional and student services areas; revised Institutional Learning Outcomes to five (5) descriptive statements; and include assessment data in Annual Planning Updates; implemented and trained faculty and staff in the use of TaskStream to implement SLOs and assessments. Berkeley City College: 95% of active courses have learning

		outcomes defined; 100% of the departments are engaged in program and course assessment; created an assessment committee for student services and timelines for the assessment cycle; created a college assessment committee to address course, program, and institutional outcomes assessment. Planned "First-Year Experience" in human services, PACE, global studies, and basic skills.
		Merritt College designed and implemented a plan for faculty to assess course outcomes and identify course and program changes based on program results; student services focused on EOPS/CARE, DSPS, and the MAP program.
C.2	**Extend the Use of Program Reviews:** Use program reviews in instruction and student services to identify factors for improving student success.	District-wide there was an increased use of assessment in the annual program update and program reviews. FTE were identified per campus and a planning process to attempt parity among campuses has begun.

Berkeley City College piloted and assessed innovative practices for at risk students in the PACE and EOPS learning communities and incorporated this process in program review. Berkeley City College through program review created a Spanish Medical Interpreting Program, new Public and Human Services Programs, and a Game Design program.

College of Alameda synthesized goal and objectives of each program review to develop action plans/ unit plans according to the COA integrated budget and planning process.

Laney College through program review made planning decisions to enhance various CTE programs: Building Automation Systems, Industrial Maintenance, Medical Device Engineering, and skills in the plumbing trades.

Merritt College's Annual Program Review Update (APU) includes student success data and program plans to improve student outcomes-- thus closing the achievement gap |

C.3	**Accreditation:** Respond proactively to all accreditation requests and achieve compliance with all standards.	The district filed the required Follow-Up Report in fall 2010 and filed an additional Follow-Up Report in spring 2011. In each instance, a district team went to the two ACCJC meetings to update the Commission on progress the district is making. All four colleges filed follow-up reports and met with an ACCJC visiting team in April 2011.
C.4	**Create Alternatively Designed Programs:** At each college, create or expand a program exemplifying an alternative design with promise for substantially improving student success; engage the campus community to stimulate out-of-the-box thinking and action for student success.	Berkeley City College began planning a "First Year Experience" in Human Services, PACE, and Global Studies to increase student success; there will be five initial cohorts. College of Alameda continued implementation of the ATLAS program; implemented a Violence Prevention Program and had 16 graduates in Spring 2011; received job development incentive funds to create a Direct Service Workers certificate program. Toyota is second in the country Laney College is one of the first US colleges to become a Building Performance Institute (BPI) affiliate offering training, as well as written and field exams, for certification in various residential energy efficiency credentials. Laney College was contracted by Alameda County WIB to develop and implement a new multi-disciplinary program in Medical Device Engineering. The program operates with a partnership with UC Berkeley's Bioengineering Department which allows Laney students to use one of Berkeley's nanotechnology laboratories. The program is providing retraining for displaced NUMI workers. Merritt College created programs in the areas of Medical Assistant certification, Chronic Care Assistant, Homeland Security training, Genomics, and Fire Science; has an established Maximum Achievement Program (MAP) designed to increase success of African American men; has implemented a Peak Enrollment Counseling Triage.

C.5	**Leverage Technology:** Adapt and expand the use of technology as a means for improving student access, learning and success.	There were district-wide Student Services meetings which had a major impact on the development of online counseling, the Degree Audit/Academic Advising (PeopleSoft Module), and increasing functions district-wide.
		Berkeley City College is piloting online counseling services; Multimedia Arts has created a Game Design Program; the college has increased computer stations on the first floor for student use.
		College of Alameda successfully implemented online counseling services; implemented the use of "swipe and smart card technology" to enhance customer service and tracking at the initial point of contact in Student Services.
		Laney College is upgrading numerous classrooms as Smart Classrooms.
		Merritt College will upgrade 50 classrooms as Smart Classrooms; implemented a new college website.

Strategic Goal

D: Create a Culture Innovation and Collaboration

D.1	**District-Wide Collaboration:** Implement improvements to the Planning-Budgeting Integration Model: a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges; b) ensure PBI committees set and achieve key milestones; and c) maintain a strategic-level focus on improving student learning and success.	There have been district-wide discussions on Accelerated Instruction and early entry into a program of study.
		Berkeley City College continues to work with District IT to complete a district strategic technology plan; assists in achieving PBI committee milestones; strongly participated in the creation of a district budget allocation model.
		College of Alameda faculty, staff, and administrators actively engaged at all levels of district-wide PBI committees.
		Laney College faculty, staff, and administration have actively participated in the PBI process and have assisted in facilitating committee meetings. Laney college developing Flex day activities. Combining Student services and instruction.
		Merritt College has participated actively in the PBI committees; has provided all request data; conducted three

		Customer Service Institutes; a college-wide master calendar is being developed.
D.2	**Lower Structural Barriers to Faculty Collaboration:** Identify and implement ways to reduce structural silos to enable faculty collaboration and innovation teams.	Berkeley City College supported Faculty Inquiry Groups to exchange pedagogical best practices; sponsored inclusive classroom workshops through Title III; created a year-long collaboration between ESL and Global Studies. College of Alameda supported Faculty Inquiry Groups to exchanges best practices. Merritt College established collaboration among student services and instructional faculty in the design of Learning Communities, the First Year Experience, and Foundations for College Success initiatives. Laney College designed a solid re-organization plan for Laney College in consultation with all stakeholders at the College, and in ways that are expected to increase productivity and reduce fiscal expenditures for 2011-12 significantly. Laney College sponsored Professional (Flex) Development Day Series to Strengthen Student Performance Outcomes: "Note to Educators: Hope Required When Growing Roses in Concrete" (Speaker: Jeff Duncan-Andrade, Ph.D., from San Francisco State University) The Planning and Budgeting Council established Budget Development Principles and Guidelines to encourage dialogue and equity among the colleges.
D.3	**Use Technology in Redesign of Educational Experiences:** Enable more efficient and deeper student learning and student success through the creative use of technology.	District-wide all colleges participated with the PeopleSoft Resolution Team to implement the technological changes that support student success such as degree audit PeopleSoft module and smart classrooms. Berkeley City College created a Game Design Program with input from industry advisors; is piloting online counseling; expanded online library resources; and significantly increased

	online course offerings; is working with district services on implementing the Smart Classroom project.

College of Alameda participated with the PeopleSoft Resolution Team to implement the technological changes that support student success, such as the degree audit module.

Laney College established new programs in Building Automation Systems, Industrial Maintenance, Medical Device Engineering, and Plumber trades.

Merritt College increased implementation of hybrid and online classes in Real Estate, CIS, Medical Assistant, and transfer classes. |

Strategic Goal

E: Develop and Manage Resources to Advance Our Mission

E.1 **FTES Target**: Achieve state allocated FTES target for the district of 19,950 FTES and attain a productivity level of at least 17.5 FTES/FTEF.	BCC: Res Target 3850 Actual 3981 Prod: 17.65

Alameda: Res Target 3850 Actual 3894 Prod: 17.97

Laney: Res Target 8300 Actual 8107 Prod: 17.15

Merritt: Res Target 3950 Actual: 4240 Prod: 18.66

District: Res Target 19,950 Actual: 20,224 Prod 17.7

Total Enrollment 21,366 Total Prod 18.7 with Non Res

District-wide there were an increased number of classes offered through distance learning to 1,287 FTES district wide.

Three of the four colleges met or exceeded their enrollment targets and productivity targets. |

E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes: Respond to projected deficits and budget cuts by designing budgets that a) are based on program review and strategic directions; b) improve student success through support for high-impact structural changes; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; e) consider the total cost of programs and support activities; and f) shift resources to core educational functions.	The College of Alameda implemented a reorganization of Student Services with an emphasis on core enrollment services and established a Dean of Enrollment Services position. Laney College has designed a solid reorganization plan in consultation with all stakeholders at the college, and in ways that are expected to increase productivity and reduce fiscal expenditures for 2011-2012 and beyond. Merritt College consolidated budget costs by decreasing FTEF in instruction, defunding vacant positions, and reducing administration from 7 to 4 managers. Merritt college increased revenue through fcil8tes rental and continued its writing and receipt of grants to increase student success.
E.3 Accreditation: Bring into compliance with standards all aspects in the finance and budgeting area.	The four colleges assisted District leadership with compliance issues in finance and budgeting. The district and the colleges implemented the integrated planning process.
E.4 Alternative Resources: Increase alternative funding by 20% over 2009-10 through a variety of methods including gifts and grants, contract education, fee based, fundraising, international and out-of-state enrollments, and focus this funding on improving student success.	The district collaborated with the Contra Costa Community College District reapplied for and received the Career Advancing Academy Grant and will receive $600,000 per year. Berkeley City College received grant awards totaling $765,000 (Title III, CIRM, TRIO); obtained funding for service learning in collaboration with UC Berkeley; received SB70 funding for digital media; obtained a CAA Career Advancement Academy grant; generated $40,000 annually in contract education College of Alameda established the President's Roundtable to increase alternative funding; obtained a Foster Youth grant to

		serve adults emancipated from foster youth; received a $752,000 grant from the Department of Rehabilitation to serve students with intellectual disabilities; received a Career Advancement Academy grant. Laney College received a TRIO grant of $1.1 million; a $1.67 million AANAPISI grant (focus on Asians, Native Asians, and Pacific Islanders). Merritt College increased financial capacity with over 12 funded grants and 3 pending grants; grant funding includes $2.9 million from the Department of Labor; $300,000 from workforce development and LISC; and $225 from Alameda County.
E.5	**Fiscal Stability:** Implement comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal skateholders.	All colleges provided finance/budget meetings for faculty, staff, and students to meet with college and district staff regarding budget issues.
E.6	**Balance the Budget:** Create a balanced budget and ensure that expenditures for all cost centers stay within the established budget.	All colleges provided assistance to faculty, staff, and students on managing budget expenditures; and worked to create a balanced budget ensuring that expenditures for all cost centers stay within the established budget.

The full reports of the planning accomplishments of each college (Berkeley City College, College of Alameda, Laney College, and Merritt College) are provided at the end of this planning update.

Berkeley City College
Accomplishments for 2010-2011

	ADVANCING STUDENT ACCESS, EQUITY, AND SUCCESS
A.1	1. Attain resource parity for BCC to maintain student access and success. • Approved resource allocation model at Planning and Budget Committee (PBC) in April 2011. • Secured $44K for counseling. • Secured $50K additional resources for department chair stipends. • Obtained approximately 20K for Student Ambassadors. • Roundtable completed study on district-wide resources and allocation process. • Transferred one faculty to BCC (transfer completed in April 2011.)
A.1	2. Implement best practices from the basic skills inventory and other research in order to support the whole student from point of entry to goal completion across the curriculum. • Piloting acceleration model in English 201/1A courses. • Exploring acceleration models for mathematics.
A.2	3. Begin two student success projects cosponsored by instruction and student services. ► Co-sponsored TRIO and grant project and new location of computer laboratory through the Title III.
A.1	4. Implement strategies to achieve goals of increasing the number of students in developmental math and English who receive an AA/AS or transfer by 2% and increase the number of students who complete a course at least one level higher by 3%. • Expanded orientation and began working with CIS to contextualize classes. • Increased completion rate among basic skills students rose from 43% to 53% (Source: 2011 ARCC report.)
A.2	5. Pilot and assess innovative practices for at risk students in the PACE and EOPS learning communities. • Completed program reviews for PACE and EOPS.

A.3	6. Complete and document assessment cycles for program, institutional, and course outcomes in all core courses and for all core services. • Created an assessment committee for student services and timelines for assessment cycle • Created an assessment committee which has pioneered efforts in general education and program assessment this past year, as well as helping departments at the college to further assessment activities. • Over 95% of active courses have learning outcomes defined. • Demonstrated 100% of the departments are engaged in program and course assessment and 95% of the active courses have SLOs. • Closed the assessment loop: English and Math. • Planned "First-Year Experience" in human services, PACE, global studies, and basic skills.
A.3	7. Implement and apply assessment plans for the improvement of learning outcomes for courses, programs, general education courses, and services. • Developed process for program assessment, general education and institutional outcomes. • Created Spanish medical interpreting program with input from industry advisors. • Created public and human services program majors with input from industry advisors. • Created game design program with input of the industry advisors.
C.3	8. Pilot specific activities to create learning networks across instructional and support programs through Title III and BSI. • Planned First-Year Experience with five initial cohorts for fall 2011.
A.1	9. Support academic programs related to transfer mission. • Implemented SB1440 with two AA transfer degrees in Sociology and Psychology. Math and English are moving through the approval process. • Continued partnership with four year universities. • Successfully conducted transfer night to facilitate the educational pipeline. • Implemented two AA degrees and created new courses to fulfill AA degrees.
	ENGAGING OUR COMMUNITIES AND PARTNERS
B.1	1. Continue partnership with Berkeley's Vision 2020 aligning to basic skills initiatives. • Participated in all equity Tasks Force for Vision 2020.

	• Completed recommendations on best practices to address the achievement gap: Year one implementation includes Berkeley High and the City of Berkeley. • Participated in Vision 2020 planning committee. • Partnered with career academies at high schools in Berkeley and Emeryville. • Conducted ten visits to middle schools and high schools to let students know about college pathways.
B.1	2. Represent the College in the cities of Berkeley, Emeryville, and Albany. • Coordinated Dear Berkeley neighbor campaign. • Visited a number of high schools and junior high schools as part of ambassador program. • Participated in Mayor's breakfast, Chamber of Commerce events in Berkeley and Emeryville. • Participated in Leadership East Bay. • Sponsored youth works internships at BCC. • Represented BCC at the Alameda County Workforce Investment Board. • Linked BCC website with business and civic websites. • Conducted advisory committees for BCC's occupational programs, EOPS and DSP&S programs. • Presented at City Councils and School Boards. • Worked with Rebuild America. • Developed connections between the Science Department and Lawrence Berkeley Laboratory. • Linked college strategic marketing plan with BCC education plan. • Participated in planning educational offerings in West Berkeley neighborhood plan. • Participated in Senator Lori Hancock press conference.
B.1	3. Meet twice per year with industry advisory committees for BCC's CTE programs. • Developed Spanish Medical Interpreting Program with input from industry advisors. • Expanded Public and Human Services Program which resulted in creation of medical internship. • Created Game Design Program with input of the industry advisors.
B.1	4. Host and co-sponsor community activities to showcase BCC's programs and services. • Participated in Hands Across California.

	- Participated in Cal Day. - Hosted Sorrow of War lecture series. - Worked with Rebuild America. - Hosted arts and poetry showcases. - Hosted film series. - Presented to City Council and Boards. - Participated in foundation's presentation at Piedmont-Montclair Rotary Club. - Participated in UC Berkeley shadow day with representation from student ambassadors. - Hosted ASBCC International Education Week. - Hosted ASBCC food drive. - Planned ASBCC Japan relief fund. - Planned ASBCC bone marrow and blood drive. - Hosted Lunar Year celebration. - Celebrated Cinco de Mayo. - Celebrated Black history month. - Celebrated Women's history month. - Initiated Club Rush day. - Hosted ASBCC Latino Week. - Hosted ASBCC Thanksgiving Day. - Hosted ASBCC March on March, Staff, Civic Engagement, Global Studies. - Hosted Milvia Street Readings at community venues.

BUILDING PROGRAMS OF DISTINCTION

D.3	1. Expand distance learning course offerings to ensure a full general education component is offered each year, along with the degrees approved for online instruction. - Piloted online counseling at BCC. - Expanded online library resources. - Offered more classes online- 196 FTES in spring and summer of 2010 as compared to 298 FTES in fall 2010 and spring.

	• Strengthened partnership with CSUEB to meet undergraduate online requirements for four year degree.
C.4	2. Implement service learning as a component in the social sciences. • Incorporated service learning as part of the Civic Engagement Club and Global Studies. • Placed ASBCC legislative interns in Mayor's office in Berkeley and in the office of Assemblymember Nancy Skinner. • Included service learning as an element in planning assessment. • Supported faculty inquiry groups to exchange pedagogical best practices. • Sponsored inclusive classroom workshops through Title III (24 faculty members participated.) • Designed a year-long collaboration between ESL and global studies (50 students participated.) • Implemented service learning as part of public art program and mural installations. • Strengthened service learning component of the curriculum as part of the social justice research of the Persist Program. • Participated in March in March to Sacramento to protest state budget cuts to education.
	CREATING A CULTURE OF INNOVATION AND COLLABORATION
C.5	1. Work with district to complete Technology Plan. • Still working with District to complete technology strategic plan.
C.2	2. Work with District as representative on Career and Technical Education Coordinating Council. • Advised the district on implementing the Smart Classroom project. • Ensured Career and Technical Education (CTE) program needs were prioritized at the College and submitted to District's Technology and Education Committees.
	DEVELOPING RESOURCES TO ADVANCE AND SUSTAIN PERALTA'S AND BERKELEY CITY COLLEGE'S MISSIONS
E.4	1. Expand contract education to include relationships with area high schools. • Held courses at Emery High. • Developed partnership with Aspire High School. • Involved high schools in class through English Shakespeare program. • Taught classes at Berkeley High School – (counseling classes.) • Provided paid internships at Children's Hospital, UCSF and UC Berkeley as part of the California Institute of Regenerative Medicine (CIRM) grant.

E.4	2. Leverage alternate funding projects to advance the College mission.
	 • Received grant awards totaling $765,000. (Title III, CIRM, TRIO). • Received funding for service learning in collaboration with the University of California at Berkeley. • Secured SB70 funding for digital media. • Received Trio Grant. • Initiated, implemented and received outstanding evaluation of Fulbright orientation program at BCC (college will receive 2nd year contract for 2011). • Received CAA Career Advancement Academy grant. • Maintained 8% non-resident FTES to enhance global awareness and generate additional resources. • Generated $40,000 annually in contract education.
E.1	3. Meet resident FTES enrollment targets set by the District office.
	 • Exceeded enrollment targets for each semester this year: (Summer and Fall 2010 3,936.44 FTES). • Effectively supported student retention and success through DSPS /EOPS.
E.2	4. Work with District to develop a timeline for implementing the resource parity plan for BCC that begins in 2010-2011 including hiring of full-time faculty and staff.
	 • Developed PBC Resource Allocation Model (model confirmed – implementation roll-out 2011-2012) • Initiated voluntary faculty transfer requests (Received 6 applications for faculty transfers).
E.4	5. Host fundraising events.
	 • Recruited 9 community members to be part of President's Circle. • Held President's Circle fund raising event in December, 2010 generating $28,850. • Conducted weekend sales event of artwork to benefit Digital Art Clubs and programs. • Supported student scholarships through the Peralta Foundation including Osher scholars as well as Peralta Association of African American Affairs (PAAA) and Peralta Association of Chicano/Latinos de Aztlan (PACLA) scholarships.

College of Alameda
Accomplishments for 2010-11

Strategic Goals & Short-term Institutional Objectives 2010-2011

The following are the Peralta Community College District's short-term objectives set by the Strategic Management Team for Academic Year 2010-11 (July 1, 2010 – June 30, 2011), which will be evaluated in Summer 2011.

Strategic Focus for 2010-2011: Given the state of the economy and State budget, our focus this year will be on student success in the core educational functions of basic skills, transfer, and CTE by encouraging transparency and communication and on spending within an established budget.

Strategic Goals	2010-2011 Annual Institutional Objectives
A: Advance Student Access, Equity, and Success	**A.1** **Access:** Strategically focus access to programs and course offerings in the essential areas of basic skills, CTE, and transfer and manage enrollment to 19,950 FTES to stay within range of the state funded allocation. In addition, increase access to educational opportunities by leveraging contract education, fee based instruction, distance learning, and international and out-of-state enrollments. • **Met FTES goal of 3650** • **Increased fee based instruction and distance learning** • **Increased numbers of students served in the One Stop Career Center: dislocated workers and adults** • **Increased Learning Communities (basic skills courses provide foundation of these LC's) and Accelerated Learning Opportunities to include three (3) LC's that are now being institutionalized, and an additional LC to begin this fall 2011 making four (4) successful Learning Communities at our College** **A.2** **Success:** Identify institutional, instructional, and student support changes and develop an implementation plan to improve by 10 percentage points, student success rates and movement through basic skills/foundation course sequences by 2014-15. • **Vice President of Instruction and Vice President of Student Services continue to work in shared vision and collaboration to implement a College-wide plan that will continue to advance student success rates beyond the goal of 10% to reach approximately 15% increase by 2014-2015 via the following ongoing actions:**

	o **Increase support and efficiencies within One Stop Services to expand number of students served**
	o **Expansion of Learning Communities from three (3) to four (4) this coming Academic Year; will expand to six (6) by 2014-2015**
	o **Creation of three (3) new Career Technology Education (CTE) Business Technology Certificates (funded by Career Academy grant monies) to move students forward on a short term certificated academic to career path**
	o **Expanded Student Success Learning Communities to increase completion of basic skills courses.**
	• **Consolidated EOPS, CARE, and CalWORKs programs to maximize student support services.**
	• **Implemented on-line counseling and group counseling/orientation.**
	• **Implemented Foster Youth grant to serve adults emancipated from foster youth.**
	• **Increased numbers of students participating in the rental textbook program in order to increase access to funds for textbooks.**
	• **Streamlined petition process for students on warning for financial aid**.
	A.3 **Equity:** Identify and plan for design and structural changes to reduce the fall-to-fall persistence gap among major ethnic groups to less than 2 percentage points by 2014-15.
	• **Expanded Student Success Learning Communities, Amandla, Adelante, and APASS serving our African American, Latino/Latina, and Asian Pacific student populations respectively**
B: Engage and Leverage Partners	**B.1** **Partnerships:** Leverage, align, and expand partnerships for improved student learning and success in core educational functions.
	• **Expanded partnerships with the Alameda County Workforce Investment Board, the Alameda Family Services, the Alameda Unified School District (ASTI), Alameda Hospital, WABA; the Social Services Agency of Alameda County; Department of Rehabilitation; Alameda County Department of Behavioral Services; Department of Veterans Affairs, Employment**

	Development Department; college Advisory groups, and the City of Alameda.
	• **Received a $750,000 grant from the Department of Rehabilitation to serve students with intellectual disabilities**
	• **Collaborated with district management to implement health care services for Peralta students**
	• **Received a $203,000 grant from Career Advancement Academy for Career Technical Education related teaching and learning opportunities, resulting in the development of three (3) new Business Technology Certificates in collaboration with the Alameda Transportation and Logistics Sector (ATLAS) Program**
	• **Served 125 new students through the ATLAS Program via a $600,000 grant from an Education Department Division (EDD) state grant training participants in logistics and technology related business practices and trades skills such as welding and preventative maintenance in diesel mechanics field**
	• **Hosted and co-sponsored over 50 community activities to showcase COA's programs in celebration of 40th anniversary. Each activity was attended by all College constituencies: students, staff, faculty, administrators, and most notably, community members from the City of Alameda and City of Oakland.**
C: Build Programs of Distinction	**C.1 Implement Assessment of SLO's:** Ensure timely progress in implementing the assessment of SLO's to enable the measurement and improvement of student learning and student success.
	• **Completed 92% of all course level Student Learning Outcomes and 83% of assessments of SLOs in all instructional and student services areas.**
	• **Revised Institutional Learning outcomes from 18 general points to five (5) descriptive and unique statements that let College of Alameda students know what they will be able to do outside of the College as a result of what we are responsible for teaching and providing them inside their academic and student services experiences**
	• **Implemented and fully trained faculty and staff in the use of Taskstream to document and have evidence of implementing**

SLOS and assessments at the service area, course and program levels.

C.2 **Extend the Use of Program Reviews:** Use program reviews in instruction and student services to identify factors for improving student success.

- **Synthesized programmatic data, Student Learning Outcomes evidence of assessment, and service area data and outcomes of each program review to develop Annual Planning Update (APU) documents in alignment with the College's integrated budget planning process.**

- **APU's and their action plans that included fiscal and human resource related requests were reviewed and vetted in all applicable shared governance committees and served to drive overall budgetary expenditures for the College to assure appropriate allocation of funding at the course and program level. In this way, students receive the most direct benefits of the College's planning and budget integration process and allocation; therefore improving overall student success, e.g., instructional labs have adequate supplies and materials, or student service areas have hours during the summer months.**

C.3 **Accreditation:** Respond proactively to all accreditation requests and achieve compliance with all standards.

- **Established the Institutional Effectiveness Committee to coordinate all aspects of institutional outcomes development, assessment, and alignment with the Colleges' planning and budgeting.**

- **Successfully completed the October 15, 2010 Accreditation Follow-up Report and a March 15th Follow-up Report to address prior year's recommendations as identified by ACCJC.**

- **Successfully provided all electronic, hard-copy, and in-person interview evidence to two (2) Accreditation visiting teams in November 2010 and April 2011.**

- **Per written response in January 2011 and in May 2011 from both Visiting Team written responses, College of Alameda was found to have met and exceeded all Accreditation Standards. It is hoped and expected that COA will therefore be taken off any type of sanction and have its accreditation status fully restored.**

- **Revised and implemented the new Planning, and Budgeting Integration Model (PBIM) at College of Alameda.**

C.4 **Create Alternatively Designed Programs:** At each college, create or expand a program exemplifying an alternative design with promise for substantially improving student success; engage the campus

community to stimulate out-of-the-box thinking and action for student success.

- **Continued implementation of the ATLAS Program.**

- **Implemented the Violence Prevention Program.**

- **Received Career Advancement Academy grant.**

- **Received Job Development Incentive funds to create a new certificate program, the Direct Services Workers Program.**

- **Implemented SB1440 with two AA Transfer degrees in Communication.**

- **Explored use of Acceleration in Context model in basic skills classes.**

C.5 **Leverage Technology:** Adapt and expand the use of technology as a means for improving student access, learning and success.

- **Implement the use of "swipe and smart card technology" to enhance customer service and tracking at the initial point of contact in Student Services areas.**

D: Create a Culture Innovation and Collaboration	**D.1** **District-Wide Collaboration:** Implement improvements to the Planning-Budgeting Integration Model: a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges; b) ensure PBI committees set and achieve key milestones; and c) maintain a strategic-level focus on improving student learning and success. - **Faculty, staff, and administrators actively engaged at all levels of district-wide PBI committees.** **D.2** **Lower Structural Barriers to Faculty Collaboration:** Identify and implement ways to reduce structural silos to enable faculty collaboration and innovation teams. - **Supported Faculty Inquiry groups to exchange best practices.** **D.3** **Use Technology in Redesign of Educational Experiences:** Enable more efficient and deeper student learning and student success through the creative use of technology. - **Participated with the PeopleSoft Resolution Team (PRT) to implement the technological changes that support student success such as the degree audit query.**
E: Develop and Manage Resources to Advance Our Mission	**E.1** **FTES Target**: Achieve state allocated FTES target for the district of 19,950 FTES and attain a productivity level of at least 17.5 FTES/FTEF. - **Worked with college and district leadership teams, using the**

	principles of enrollment management, to support enrollment to meet COA goals of 3650, while maintaining productivity.
	E.2 **Focus Budgeting on Improving Student Success through Support for Structural Changes:** Respond to projected deficits and budget cuts by designing budgets that a) are based on program review and strategic directions; b) improve student success through support for high-impact structural changes; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; e) consider the total cost of programs and support activities; and f) shift resources to core educational functions.
	Implemented Student Services reorganization with an emphasis on core enrollment services; established new position of Dean of Enrollment Services. **Consolidated the Transfer Center and the Counseling Department to create a Transfer Program to increase the number of students transferring by 2%/year; support the implementation of SB1440.**
	E.3 **Accreditation:** Bring into compliance with standards all aspects in the finance and budgeting area.
	Implemented integrated budget planning process **Established quarterly budget reviews to maintain compliance**
	E.4 **Alternative Resources:** Increase alternative funding by 20% over 2009-10 through a variety of methods including gifts and grants, contract education, fee based, fundraising, international and out-of-state enrollments, and focus this funding on improving student success.
	Established President's Roundtable to increase alternative funding
	E.5 **Fiscal Stability:** Implement comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders.
	E.6 **Balance the Budget:** Create a balanced budget and ensure that expenditures for all cost centers stay within the established budget.

Laney College
Accomplishments for 2010 - 2011

	ADVANCING STUDENT ACCESS, EQUITY, AND SUCCESS
A.1	Access: • Met the Laney's FTES goals for Summer and Fall 2011
A.2	Success: • Experienced the highest number of graduates and completion of degrees and certificates (over 850). • Laney College's Environmental Control Technology Department awarded 63 degrees and certificates this year, almost as many liberal arts degrees awarded across the college. The department is carried by only one full time instructor. • Hosted an impressive Historically Black College Fair with hundreds of attendees from high schools and colleges throughout the Bay Area (September) • Professional (Flex) Development Day Series to Strengthen Student Performance Outcomes: "Note to Educators: Hope Required When Growing Roses in Concrete" (Speaker: Jeff Duncan-Andrade, Ph.D.) • Carpenteria Fina won an Exellencia in Education Award at the 2010 Celebration de Excellencia event in Washington, D.C. • Began the District-wide "Learning That Matters" project, an answer to the needs of students to accelerate and succeed • Successfully launched the b2b Learning Community for Emancipated Foster Youth (August) • Professional Development Series to Strengthen Student Performance Outcomes: Weaving through Change – Identifying Intersections between Education, Health and Economics Conference featuring Assemblyman Swanson, KPFA and publisher and founder, Aimee Allison, Drs. Anthony Iton, Antwi Akon, Joi Lewis and Victor Corral. Conference delved deeply to uncover the roots of disease, economic strife and poor education preparation while identifying solutions to those problems. (November) • Completed Phase I of Standard Operating Procedures of the College • Established Budget Development Principles and Guidelines.
	ENGAGING AND LEVERAGING PARTNERS
B.1	Partnerships: • Held a successful Laney Week, the week-long open house series highlighting educational excellence and sustainability via the career, technical, science and fine and performing arts of the College as part of Laney's 40 years at Fallon Street Celebration • Awarded the Oakland Shines Grant – Energy Savings Lighting Project (Federal fund from the City of Oakland) • Dean Peter Crabtree was a featured speaker at the American Chemical Society's annual

meeting this year speaking on the topics of energy policy and energy efficiency efforts in the U.S.

- Laney's new degree and certificate programs in Building Automation Systems were launched this year with state approval. The ECT Department held a ribbon cutting for its one-of-kind multi-vendor commercial-scale HVAC laboratory equipped with all major features including automated control systems, capacity to simulate a wide range of outside air conditions, and tied together with servers and computer lab. The department seeks to build a state-of-the-art multi-purpose instructional lab for teaching building controls, control systems programming, system networking, lighting efficiency, lighting control systems and programming, and building control systems integration.

- This year Laney College was contracted by Alameda County WIB to develop and implement a new multi-disciplinary program in Medical Device Engineering. The program operates with a partnership with UC Berkeley's Bioengineering Department which allows Laney students to use one of Berkeley's nanotechnology laboratories. The program is providing retraining for displaced NUMI workers.

- Laney piloted a new program this year to prepare displaced workers to prepare for entry into East Bay Municipal Utility District's plumber trades. 25 students graduated from the program.

- This year Laney has prepared hundreds of displaced workers for different green technology career paths including solar design, installation, and sales, residential energy efficiency, residential energy auditing, and residential energy efficiency sales.

- Partnership with Assemblyman Sandré Swanson to offer a Youth Health Fair at Laney College – a part of his Healthy Life Initiative. It included free medical and dental examinations and screenings for obesity, blood pressure, cholesterol, asthma, and vision; performances by the Oakland School for the Arts Jazz Band and the Academy of Chinese Culture and Health Sciences; and stilt-walking, face-painting, and juggling performance by the Prescott Circus. (February)

- Partnership with Congresswoman Barbara Lee to offer Jobs and Career Expo which featured employers from a wide range of industries that are presently seeking to fill vacant positions. Participating employers from federal agencies, high-tech firms, green industries, transportation, banking, health care and construction trades were on site to conduct interviews and provide career information for constituents seeking employment opportunities. (March)

- Partnership with increasing numbers of businesses, community-based and governmental organizations to use the facilities of the College to promote education, health and wellness, and social justice initiatives

- Laney College and our Power Pathway Program partnership with PG&E were mentioned by the President in his speech on the new White House initiative, Skills for America's Future.

- Professional Development Series to Strengthen Student Performance Outcomes: Weaving through Change – Identifying Intersections between Education, Health and Economics Conference featuring Assemblyman Swanson, KPFA and publisher and founder, Aimee Allison, Drs. Anthony Iton, Antwi Akon, Joi Lewis and Victor Corral. Conference delved

	deeply to uncover the roots of disease, economic strife and poor education preparation while identifying solutions to those problems. (November) • Began creation of a new website for Laney retirees, honoring their contributions to the College and the District. (Once complete, this website will be at the following link http://www.laney.edu/retirees) • Laney College President, Dr. Elnora T. Webb, honored by First Place for Youth with the "Community Hero of the Year Award" • Successfully launched the b2b Learning Community for Emancipated Foster Youth (August)
BUILDING PROGRAMS OF DISTINCTION	
C.1	Implement Assessment of SLOs: • Launched an initiative to increase our assessment rates dramatically throughout the month of June. Progressing institutionally via Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs).
C.3	Accreditation: • Organized and coordinated a high quality, smooth and sound accreditation visit
C.4	Create Alternatively Designed Programs: • A successful Laney Week, the week-long open house series highlighting educational excellence and sustainability via the career, technical, science and fine and performing arts of the College as part of Laney's 40 years at Fallon Street Celebration • Laney College became one of the first colleges in the U.S. to become a Building Performance Institute (BPI) affiliate and offering training as well as written and field exams for BPI certification for an array of residential energy efficiency credentials. Field exams are performed on campus in a 2-story house built by students in the Carpentry Department and equipped with a heating system designed and installed by green technology students in the ECT Department. • Laney's new degree and certificate programs in Building Automation Systems were launched this year with state approval. The ECT Department held a ribbon cutting for its one-of-kind multi-vendor commercial-scale HVAC laboratory equipped with all major features including automated control systems, capacity to simulate a wide range of outside air conditions, and tied together with servers and computer lab. The department seeks to build a state-of-the-art multi-purpose instructional lab for teaching building controls, control systems programming, system networking, lighting efficiency, lighting control systems and programming, and building control systems integration. • This year Laney launched a new program in Industrial Maintenance. The unique multi-disciplinary program is supported by industries throughout the Bay Area including water

	districts, oil refineries, and other industry sectors.
	• This year Laney College was contracted by Alameda County WIB to develop and implement a new multi-disciplinary program in Medical Device Engineering. The program operates with a partnership with UC Berkeley's Bioengineering Department which allows Laney students to use one of Berkeley's nanotechnology laboratories. The program is providing retraining for displaced NUMI workers.
	• Laney piloted a new program this year to prepare displaced workers to prepare for entry into East Bay Municipal Utility District's plumber trades. 25 students graduated from the program.
	• This year Laney has prepared hundreds of displaced workers for different green technology career paths including solar design, installation, and sales, residential energy efficiency, residential energy auditing, and residential energy efficiency sales.
	• Professional (Flex) Development Day Series to Strengthen Student Performance Outcomes: "Note to Educators: Hope Required When Growing Roses in Concrete" (Speaker: Jeff Duncan-Andrade, Ph.D.)
	• Partnership with Congresswoman Barbara Lee to offer Jobs and Career Expo which featured employers from a wide range of industries that are presently seeking to fill vacant positions. Participating employers from federal agencies, high-tech firms, green industries, transportation, banking, health care and construction trades were on site to conduct interviews and provide career information for constituents seeking employment opportunities. (March)
	• Spectrum International Beauty Expo (SIBO) named Laney Cosmetology program Best Beauty School 2011.
	• Awarded the AANAPISI grant to ensure the enrollment, persistence and academic success of Asian, Native Asians and Pacific Islanders ($1.67 million)
C.5	Leverage Technology: • Laney College became one of the first colleges in the U.S. to become a Building Performance Institute (BPI) affiliate and offering training as well as written and field exams for BPI certification for an array of residential energy efficiency credentials. Field exams are performed on campus in a 2-story house built by students in the Carpentry Department and equipped with a heating system designed and installed by green technology students in the ECT Department. • Laney's new degree and certificate programs in Building Automation Systems were launched this year with state approval. The ECT department held a ribbon cutting for its one-of-kind multi-vendor commercial-scale HVAC laboratory equipped with all major features including automated control systems, capacity to simulate a wide range of outside air conditions, and tied together with servers and computer lab. The department seeks to build a state-of-the-art multi-purpose instructional lab for teaching building controls, control systems programming, system networking, lighting efficiency, lighting control systems and programming, and building control systems integration. • This year Laney launched a new program in Industrial Maintenance. The unique multi-disciplinary program is supported by industries throughout the Bay Area including water

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	CREATING A CULTURE OF INNOVATION AND COLLABORATION
D.2	Lower Structural Barriers to Faculty Collaboration: • Designed a solid re-organization plan for Laney College in consultation with all stakeholders at the College, and in ways that are expected to increase productivity and reduce fiscal expenditures for 2011-12 significantly. • Professional (Flex) Development Day Series to Strengthen Student Performance Outcomes: "Note to Educators: Hope Required When Growing Roses in Concrete" (Speaker: Jeff Duncan-Andrade, Ph.D.) • Established Budget Development Principles and Guidelines.
D.3	Use Technology in Redesign of Educational Experience: • Laney's new degree and certificate programs in Building Automation Systems were launched this year with state approval. The ECT department held a ribbon cutting for its one-of-kind multi-vendor commercial-scale HVAC laboratory equipped with all major features including automated control systems, capacity to simulate a wide range of outside air conditions, and tied together with servers and computer lab. The department seeks to build a state-of-the-art multi-purpose instructional lab for teaching building controls, control systems programming, system networking, lighting efficiency, lighting control systems and programming, and building control systems integration. • Working diligently with the District General Services on the Smart Classrooms Upgrade to Laney Classrooms, which will bring technology to the classroom to aid in student success and learning. • Worked with the District on beginning the implementation of the new Library Management System
	DEVELOPING AND MANAGING RESOURCES TO ADVANCE PERALTA'S AND LANEY COLLEGE'S MISSIONS
E.2	Focus Budgeting on Improving Student Success through Support for Structural Changes: • Designed a solid re-organization plan for Laney College in consultation with all stakeholders at the College, and in ways that are expected to increase productivity and reduce fiscal

	expenditures for 2011-12 significantly.
	• Laney Food Services Department improved its cash transactions to achieve an all-time high of $165,000 in the Student Center alone, exceeded overall projected sales of $505,000 by $60,000 (Student Center plus the Laney Bistro), will repay the District loan of $238,000 for the second year in a row by June 30, 2011, and worked in conjunction with Sustainable Peralta to produce the first student chef's competition with local grown/organic farm table on April 28.
	• Completed Phase I of Standard Operating Procedures of the College
	• Established Budget Development Principles and Guidelines.
E.3	Accreditation: • Organized and coordinated a high quality, smooth and sound accreditation visit
E.4	Alternative Resources: • Awarded the AANAPISI grant to ensure the enrollment, persistence and academic success of Asian, Native Asians and Pacific Islanders ($1.67 million) • Awarded the TRIO grant to improve the academic achievement of students ($1.1 million) • EOP&S recipient of the Community College Partnership grant for Foster Youth (July) • Oakland Shines Grant – Energy Savings Lighting Project (Federal funds from the city of Oakland)
E.5	Fiscal Stability: • Produced a Sound Mid-Year Financial Report • Had a Clean Financial Audit
E.6	Balance the Budget: • Designed a solid re-organization plan for Laney College in consultation with all stakeholders at the College, and in ways that are expected to increase productivity and reduce fiscal expenditures for 2011-12 significantly. • Laney Food Services Department improved its cash transactions to achieve an all-time high of $165,000 in the Student Center alone, exceeded overall projected sales of $505,000 by $60,000 (Student Center plus the Laney Bistro), will repay the District loan of $238,000 for the second year in a row by June 30, 2011, and worked in conjunction with Sustainable Peralta to produce the first student chef's competition with local grown/organic farm table on April 28.
	OTHER ACCOMPLISHMENTS
	• The 40th @ Fallon Anniversary year-long celebration with over 40 events and hundreds of attendees from through-out the East-Bay community. (See the Website at http://www.laney.edu/laney40). • The Laney Bistro was surveyed and entered into Oakland Magazine as a place to dine. • Supported by District General Services to ensure smooth transition out of the Laney Tower into swing space for the next year to facilitate Tower renovation.

	• Supported by District General Services to complete construction projects such as the Athletic Field, Welding Lab remodel, DSPS remodel, and Financial Aid/Cashier Suite in Upper A.

MERRITT COLLEGE

ACCOMPLISHMENTS FOR 2010-2011

Strategic Goals	2010-2011 Annual Institutional Objectives
A: Advance Student Access, Equity, and Success	**A.1** **Access:** Strategically focus access to programs and course offerings in the essential areas of basic skills, CTE, and transfer and manage enrollment to 19,950 FTES to stay within range of the state funded allocation. In addition, increase access to educational opportunities by leveraging contract education, fee based instruction, distance learning, and international and out-of-state enrollments. • Achieved a 15% reduction in the class schedule from Fall 2009 to Fall 2010 with only a 5% reduction in FTES, and a 1.67 increase in productivity (to 19.46). • Implemented a computer-based algebra course to improve retention and persistence through math sequence. • Designed and implemented a new program – Chronic Care Assistant – in partnership with the Unity Council and community health clinics funded by DOL grant funds. • Designed and implemented an online Medical Assistant certification prep course for incumbent workers, funded by DOL grant funds. • Designed and implemented Homeland Security training for TSA employees at Oakland Airport, funded by TSA and in partnership with Global Corporate College and California Corporate College. • Implemented contract education classes for students at Oakland Charter High School. • Implemented SB 1440 with an AA transfer degree in Communications and Landscape Architecture (pending). • Suspended LVN program until curriculum is updated and employment opportunities improve. • Established an enrollment development team to coordinate outreach and recruitment activities which focus on the Latino population at target feeder high schools. The Latino youth leadership conference was expanded (175 attended). The goal is for Merritt to be designated as a Hispanic Serving Institution (HSI). • Developed bilingual publications through translation of existing materials, designated bilingual staff to facilitate access and transition of

bilingual students to assist in their completion of educational objectives.

- Outreach to community based organizations including Youth Uprising, Allen Temple, Men of Valor, Unity Council, Workforce Collaborative, social service, law enforcement, parole agencies, and the Private Industry Council.

- Created an Early Warning process to improve the academic success for student athletes.

- Started monthly guidance workshops for Child Development program.

A.2 **Success:** Identify institutional, instructional, and student support changes and develop an implementation plan to improve by 10 percentage points, student success rates and movement through basic skills/foundation course sequences by 2014-15.

- In collaboration with Title III, Puente, and the Basic Skills initiative, designed 6 Learning Communities for implementation in Fall 2011.

- Improved pass rate on NCLEX by AD Nursing students to 100% (class of 2010).

- Increased the number of CalWORKS recipients (224 - 18% increase).

- EOPS counselors facilitated nine EOPS new student orientation sessions. 250 students were accepted for the Fall semester; a total of 214 students attended orientation.

- Increase in the number of student athletes transferring and receiving scholarships.

- Conducted EOPS/CARE Student Satisfaction Survey. Results indicate high degree of satisfaction with services provided.

- Conducted Individual counseling sessions with returning CARE students; examined eligibility data and administrated benefits.

- Implemented health and wellness workshops.

A.3 **Equity:** Identify and plan for design and structural changes to reduce the fall to fall persistence gap among major ethnic groups to less than 2 percentage points by 2014-15.

- Through the Title III grant, designed and planned implementation (Fall 2011) of a First Year Experience program for entering freshmen.

- Through the Title III grant, designed a Foundation for College Success program for implementation Fall 2011.

- Increased the number of African American students transferring to four-year colleges and universities.

- Provided EOPS/CARE and CSP book vouchers - $200.00 per student.

- Provided Spring semester parking permits for CARE students who drive.

	• Provided EasyPasses (\$31.00 fee) for each CARE student enrolled in 9 or more units.
	• Provided supplementary child care assistance (\$80.00 per week, per child) to cover study time hours, which county CalWORKS typically does not offer.
	• Recruited/provided orientation and information to new CARE students, including simultaneous application for EOPS services (closed to all other students).
	• Increased the participation among all students in ASMC.
	• Expanded assessment offerings.
B: Engage and Leverage Partners	**B.1 Partnerships:** Leverage, align, and expand partnerships for improved student learning and success in core educational functions.
	• Partnership with Unity Council and Community Health Clinics on DOL grant to expand employment opportunities for low income, bi-lingual, and bi-cultural workers.
	• Partnership with Black Firefighters Association and Bay Area Youth EMT program on CAA grant to develop career path into EMT and Fire Science for Bay Area youth.
	• Partnership with Oakland Airport, TSA, Global Corporate College, and California College to design and offer curricula in homeland security for TSA employees.
	• Partnership with OUSD to provide microscopy instruction to high school seniors (SB 70).
	• Partnership with UC Berkeley Transfer Alliance Project on a Bridges to Baccalaureate grant for students interested in biomedical sciences at UC.
	• Partnership with First Five of Alameda County to design cohorts to assist child development students in completing certificates and degrees.
	• Partnership with City of Oakland on Oakland Green Job Corps for Coliseum Works Development Program on green construction training for Oakland youth.
	• Partnership with Landscape Horticulture Program, McGee Avenue Baptist Church, and Clausen House for developmentally disabled adults to distribute fresh produce and feed needy families of the community.
	• Implemented a \$2.9 million US Department of Labor Grant which targets students who are recently paroled, displaced/under-employed, and English-language learners.
	• **Peralta Achievement Collaborative (PAC)** – a consortium-driven steering committee implementing the DOL grant. The Collaborative

	includes Private Industry Council (PIC); Workforce Collaborative; Allen Temple Baptist Church; Men of Valor, Berkeley Youth Alternatives; County Supervisors' Office; and the College of Alameda.
	• Collaboration with **Alameda County Mental Health** to develop an MOU and support education for Merritt's students.
	• Solicited and procured a grant for $225,000 from **Alameda County Mental Health** to create career pathways in mental health professions for African-American males.
	• Secured a $160,000 grant from **Local Initiatives Support Corporation (LISC).** The grant provides $160,000 to implement a Financial Opportunity Center model as part of a comprehensive model to redesign Student Services. Services include access to income supports, financial services, and financial/workforce coaching.
	• Met with school district officials and local area counselors (Oakland and Emery Unified School Districts, and ASPIRE Charter Schools).
	• Met with local elected officials, clergy and business leaders.
	• Partnership with "Single Stop" to provide Merritt students with access to social services on-site.
C: Build Programs of Distinction	**C.1 Implement Assessment of SLO's:** Ensure timely progress in implementing the assessment of SLO's to enable the measurement and improvement of student learning and student success.
	• Fall 2010 designed and implemented a plan for faculty to assess course outcomes and identify course and program changes based on assessment results.
	• Planned assessment and Taskstream training for Fall 2011 Flex Days.
	• Hired staff to input assessment results into Taskstream.
	• **Student Learning Outcomes**
	1. EOPS/CARE student learning outcomes were established and as a result, students are able to meet their educational goals in a timely manner.
	2. DSPS developed a directory and brochure to help faculty understand the accommodations policy and process. Additionally, DSPS conducted sessions for students to help them articulate and advocate for their needs.
	3. MAP students, through their Learning Communities, were able to complete their educational plans and meet their course objectives.
	C.2 Extend the Use of Program Reviews: Use program reviews in instruction and student services to identify factors for improving student success.

- Merritt College's Annual Program Update (APU) includes student success data, and program plans to improve student outcomes.

C.3   Accreditation: Respond proactively to all accreditation requests and achieve compliance with all standards.

- Completed required Follow-Up Report due October 15, 2010.

- Collaborated with district leaders on Special District Report due to ACCJC.

C.4   Create Alternatively Designed Programs: At each college, create or expand a program exemplifying an alternative design with promise for substantially improving student success; engage the campus community to stimulate out-of-the-box thinking and action for student success.

- Developed online certification prep course for incumbent Medical Assistants desiring certification.

- Developed hybrid curriculum for seasoned Medical Assistants wishing promotion to Chronic Care Assistant.

- Designed homeland security curriculum for TSA employees at Oakland Airport.

- Adopted computerized mathematics curricula to improve retention and persistence in mathematics sequence.

- Developed Genomics sequence of courses, and in the process of completing development of Genomics AS degree to submit for state approval.

- Developing pathway to Police and Fire Science through Department of Justice grant.

- Designed 6 Learning Communities for Fall 2011.

- **MAP** – The Maximum Achievement Program is designed to facilitate the academic, personal and career success of African-American men specifically and, men of color in general. MAP has distinguished itself at the National Congressional Black Caucus in Washington DC (September 2009); was featured in Essence magazine and the Oakland and San Francisco Post newspaper; and, was recognized by the US Secretary of Education as exemplary during his visit to the campus in September 2010. MAP students have increased their overall grade point average and course completion. Specifically designed Learning Communities and MAP designated classes are the key reasons for their academic success. A Leadership Academy provides the emotional support and inculcates an ethic of leadership and service. There are more African-American men selected to participate in Phi Theta Kappa Honors Program (6) than previously. MAP has evolved to include a women's component, a "Green" Academy and opportunities for internships and

	entrepreneurship.
	• **Peak Enrollment, Counseling Triage –** Student Services Group Leaders streamlined counseling services particularly during peak enrollment and with fewer resources in categorical funds. All Student Services offices prepared for peak enrollment by mailing students a notice the previous semester before the opening of Spring registration to see a Counselor early to schedule classes and accommodations for the next semester. A triage system was implemented that included an in-take station with computer access to provide immediate assistance to facilitate the enrollment process. A drop-in counselor was available to assist students with quick advising questions (5 minutes). Students who needed to see a counselor for more complex counseling needs (reinstatement, probation holds, completing an educational plan) were given 15-20 minute appointments. Thus the Peak Enrollment rush went smoothly with less crowding for appointments.
	• **Health Awareness** – Developed a "Campus Readiness Plan" to respond to the H1N1 epidemic by working with campus and district personnel to: 1. Hold briefings with campus and district leadership. 2. Update the campus Health Services website with current H1N1 information. 3. Develop and distribute announcements re: flu shot program and resources available on website. 4. Institute the Seasonal Flu Shot Program November 10, 2011, 9-12 noon.
	C.5 Leverage Technology: Adapt and expand the use of technology as a means for improving student access, learning and success.
	• Granted approval to upgrade 50 classrooms as smart classrooms.
	• Implemented new website for Merritt College.
D: Create a Culture of Innovation and Collaboration	**D.1 District-Wide Collaboration:** Implement improvements to the Planning-Budgeting Integration Model: a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges; b) ensure PBI committees set and achieve key milestones; and c) maintain a strategic-level focus on improving student learning and success.
	• Participate on District-wide Committees.
	• Provide College Resource Requests gleaned from Program Review and Annual Program Updates.
	• Review and support Budget Allocation Model.
	• Conducted three Customer Service Institutes (two campus-wide; one district).

	• Evaluation of Title III and implementation of programs such as Freshmen Year Experience.
	• Developed plan to re-organize Student Services and establish a comprehensive Career Center.
	• Reorganized the Business Services Office in a manner that effectively and efficiently serves the faculty, staff, and students.
	• A college-wide master calendar is being developed.
	D.2 **Lower Structural Barriers to Faculty Collaboration:** Identify and implement ways to reduce structural silos to enable faculty collaboration and innovation teams.
	• Established collaborations among student services and instructional faculty in design of Learning Communities, First Year Experience, and Foundations for College Success initiatives.
	D.3 **Use Technology in Redesign of Educational Experiences:** Enable more efficient and deeper student learning and student success through the creative use of technology.
	• Increased implementation of hybrid and online classes in Real Estate, CIS, Medical Assistant, and transfer classes.
E: Develop and Manage Resources to Advance Our Mission	**E.1** **FTES Target**: Achieve state allocated FTES target for the district of 19,950 FTES and attain a productivity level of at least 17.5 FTES/FTEF.
	• Met Merritt's FTES target while reducing FTEF and increasing productivity.
	E.2 **Focus Budgeting on Improving Student Success through Support for Structural Changes:** Respond to projected deficits and budget cuts by designing budgets that a) are based on program review and strategic directions; b) improve student success through support for high-impact structural changes; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; e) consider the total cost of programs and support activities; and f) shift resources to core educational functions.
	• Consolidated College and District budget costs by decreasing FTEF in instruction, defunding vacant positions, and reducing administration from 7 to 4 managers.
	E.3 **Accreditation:** Bring into compliance with standards all aspects in the finance and budgeting area.
	• Assisted District leadership with compliance issues in finance and budgeting.
	E.4 **Alternative Resources:** Increase alternative funding by 20% over

2009-10 through a variety of methods including gifts and grants, contract education, fee based, fundraising, international and out-of-state enrollments, and focus this funding on improving student success.

- Significantly increased Merritt's financial capacity with over 12 funded grants, and 3 pending grants.

- Revised satellite contracts (Sprint, Nextel, AT&T, and T-Mobile).

- Revised contract with Montclair Soccer.

- Procured extramural grants to pursue workforce development initiatives and to develop a comprehensive career center. Illustrative of resources procured are:

  1. $2.9 million from Department of Labor
  2. $300k from workforce development and LISC
  3. $225k Alameda County

- DSPS secured 2 **Measure A Funding Requests** – one for 2 adjustable tables with chairs for each Merritt classroom, and another for a tram to assist students with mobility impairments. We also secured a mini-grant for a DSP Student Handbook, and a Faculty and Staff DSP Handbook.

- Leveraged Title III, Basic Skills and DOE funds to provide counseling services by hiring adjunct counselors to off-set cuts in categorical programs (Matriculation 55% reduction; EOPS 45% reduction; DSPS 35% reduction). Funding for the counselors were from the following areas:

  ➡ Title III - 2.0 FTE

  ➡ Basic Skills - 1.0 FTE

  ➡ MAP - 1.75 FTE

- Due to reductions in categorical funds, staff worked to institute eligibility requirements for EOPS, MAP and DSPS students to receive book scholarships for Fall. Requirements: 3 counseling appointments in spring and enrollment in a minimum of 9 units for Fall. 138 continuing students met the criteria. A total of 378 students were authorized to receive Book Vouchers in the amount $200 for the Fall semester.

- **Counseling 57:** DSPS found the money in its instructional budget to pay for the class by canceling one of the Computer Access classes. This created a crowding in the Computer Access class, but saved the Counseling 57 class, which eventually enrolled 40 students. This is an important orientation class for DSPS students.

E.5   Fiscal Stability: Implement comprehensive improvements to the

	financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders.
	• Provided finance town hall meetings for faculty, staff and students to meet with college and district staff regarding budget issues.
	• Implementing fiscal control (policies and procedures) for use of ASMC funds.
	E.6 Balance the Budget: Create a balanced budget and ensure that expenditures for all cost centers stay within the established budget.
	• Provided assistance to faculty, staff and students on managing budget expenditures.
	• Create a balanced budget and ensure that expenditures for all cost centers stay within the established budget.

Strategic Goals & Institutional Outcomes 2011-2012

August, 2011

The following are the Peralta Community College District's strategic goals and institutional outcomes for the Academic Year 2011-12 (July 1, 2011 – June 30, 2012) which will be evaluated in Summer 2012.

Strategic Focus for 2011-2012: Given the state of the economy and State budget, our focus this year will be on student success in the core educational functions of basic skills, transfer, and CTE by encouraging high-leverage structural innovation and transparency and communication on spending within an established budget.

Strategic Goals	2011-2012 Institutional Outcomes	
A: Advance Student Access, Equity, and Success	**A.1**	**Access:** Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing enrollment to 18,500 FTES. In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.
	A.2	**Success:** Implement identified institutional, instructional, and student support changes to improve by 10 percentage points student movement through basic skills/foundation course sequences by 2014-2015.
	A.3	**Equity:** Plan, design and implement structural changes to increase fall to fall persistence among major ethnic groups and bring all groups to within 2 percentage points of the highest group by 2014-15.
B: Engage and Leverage Partners	**B.1**	**Partnerships:** Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.
C: Build Programs of Distinction	**C.1**	**Assess SLO's and SAO's and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates:** Close the assessment loop by using program reviews and annual program updates in instruction and student services to improve student learning and student success.
	C.2	**Create Alternatively Designed Programs:** Continue to create or expand programs exemplifying alternative and innovative designs with promise for substantially improving student success.

D: Create a Culture Innovation and Collaboration	D.1	**District-Wide Collaboration and Innovation:** 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Improve the Planning-Budgeting Integration Model in order to a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges and b) ensure PBI committees set and achieve key milestones/goals.
	D.2	**Use Technology in Redesign of Educational Experiences:** Enable more efficient and deeper student learning and student success through the creative use of technology.
E: Develop and Manage Resources to Advance Our Mission	E.1	**FTES Target**: Achieve FTES target within the state allocation for the district of 18,500 FTES and attain a productivity level of at least 17.5 FTES/FTEF. *(to be re-evaluated if state budget triggers further reductions).
	E.2	**Focus Budgeting on Improving Student Success through Support for Structural Changes:** Respond to projected state deficits and budget cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on program review and strategic directions; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.
	E.3	**Fiscal Stability:** Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.

Integration of Four Planning Processes into One District Framework

Berkeley City College, College of Alameda, Laney College and Merritt College have their own planning processes; however, they do share common characteristics.

There are four common major components/activities which emerged to form the district framework:

1. Establish strategic planning goals based on mission, vision, and values of the institution and establish annual objectives.
2. Develop/ update plans based on existing operational considerations and mechanisms (college and district master plans, college and district educational master plans, program reviews, annual program updates, college shared governance committee process, district planning and budgeting integration process [Planning and Budgeting Council, District Education Committee, District Technology Committee, District Facilities Committee]).
3. Implement action plans to achieve goals and objectives
4. Assess/evaluate progress toward goals and objectives (performance indicators) and assess factors of influence (environmental scan, etc.) based on qualitative and quantitative research and assessment data ("culture of evidence).
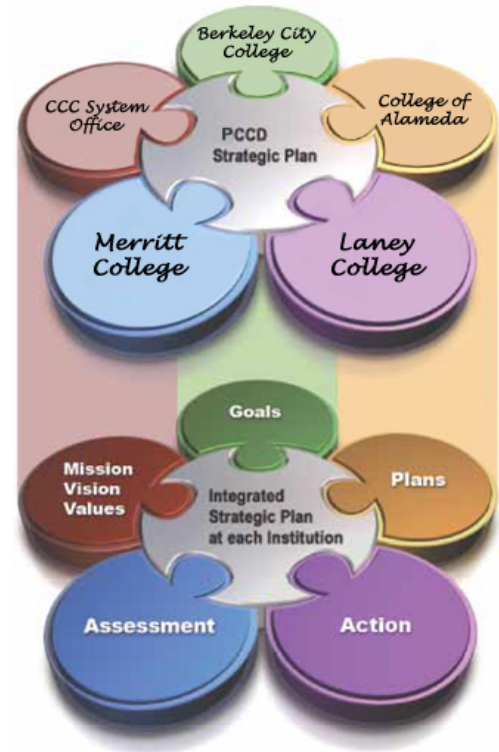
Annual District Strategic Planning Process
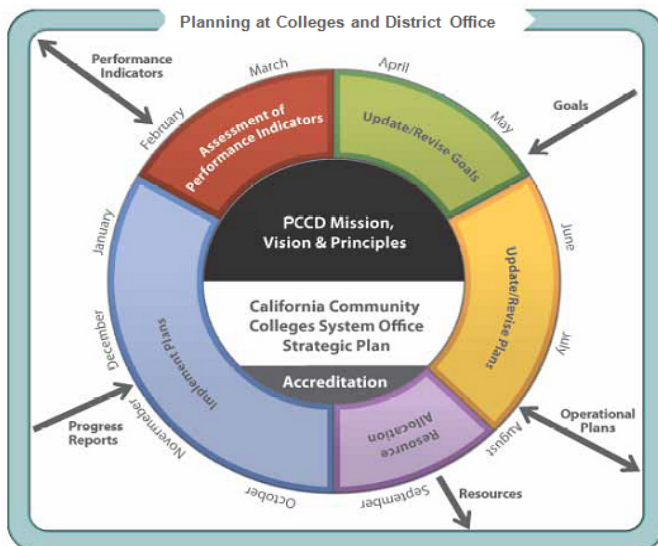
On an annual basis, there are specific times and mechanisms for input from the colleges and subsequent integration into the district strategic planning. Similarly, there are interface points when resources, research data, and other information flow to the institutions.

The overarching characteristic in the district planning framework is that these common components form a continuous cycle of sustainable quality improvement grounded in data and evaluated on a regular basis.

Annual Milestones

Phase 1: Assessment and Research

Winter/Spring Term

- According to their respective planning calendars, the colleges initiate planning activities in winter or spring. The initial planning activities vary between the colleges regarding the specific timing of events, but the four colleges use common planning models. Specifically, the colleges use a common unit-planning template. The focus of this phase of work is to review institutional research results and the implementation status of prior unit plans.

August

- Chancellor and Vice Chancellor, Education, provide overview of major planning and budgeting issues at Fall flex day.

Phase 2: College and District-wide Planning

September

- There is a retreat to initiate the annual planning-budgeting process, including a canvass of critical budget and planning issues and any common directions or parameters for the coming year.
- College Councils and/or educational committees review status of prior educational master plans, program reviews, and unit plans and identify preliminary areas of focus for future planning.
- District service centers review status of prior institutional reviews and unit plans and identify preliminary areas of focus for future planning.
- The Planning-Budgeting Council and subject matter committees hold initial meetings.

October

- College Councils (or educational committees) and District service centers review district wide planning and budget guidelines and modify/adapt to fit circumstances. College VP's and District Vice Chancellors prepare templates to update existing accelerated program review/unit planning and distribute to instructional, student service and administrative programs.
- Units update unit plans. These include program and service initiatives, and resource requests (faculty, staffing, professional development, equipment, facilities)
- PBC and subject matter committee meetings

November

- Colleges review recommendations from the college community, including faculty and staff hires, and statutory cost increases based on Educational Master Plan priorities.
- PBC and subject-matter committees review compiled college and service center requests to identify any areas of potential collaboration or overlap between colleges, or between colleges and service centers. PBC and subject-matter committees recommend hiring priorities to the Chancellor.

Phase 3: Budget Development

January

- Governor's proposed budget published

- Informational memorandums on the governor's budget proposal to all constituent groups (board of trustees, academic senate, budget advisory committee, faculty union, classified unions); SMT meet to review proposed budget.
- PBC meets to review the governor's proposed budget and begins to develop budget assumptions.
- Subject matter committee meetings.

February

- Review colleges' actual FTES, review college/district expenditures for the first half of the fiscal year. Prepare estimate of spring/intercession FTES and expenditures.
- Chancellor approves targeted FTES to realize growth and over cap funding.
- Propose board of trustees' budget workshop (February or March).
- Colleges' budget priorities submitted to district office.
- District office begins preparation of preliminary budget allocation.
- PBC and subject-matter committees make recommendations on non-hiring priorities.
- PBC and subject-matter committees work together with colleges to finalize integrated recommendations.

March

- Initial proposals submitted to chancellor for the district budget.
- Review status of budget development with the academic senate and faculty union. Academic senate submits recommendation on budget process.

April

- Budget proposals reviewed by budget advisory committee.

May

- Discuss carry-over fund priorities and colleges submission of justification
- Governor presents May revise to budget (May 15).
- Draft tentative budget submitted to chancellor

June

- Tentative budget submitted to board of trustees at last June meeting (California Code of Regulations, section 589305[a]).

July

- Legislature approves and governor signs state budget by Jul 1.
- California Community Colleges State Chancellor's budget workshop in Sacramento.
- Informational memorandums issued on proposed budget revenues to all constituent groups (board of trustees, academic senates, faculty union, and classified unions).
- Colleges meet with academic senates, faculty union, and classified unions on budget priorities.
- Colleges' revised budget priorities submitted to chancellor.
- Approved tentative budget input into financial accounting system

August

- Preliminary adopted budget available August 15 for chancellor's review.
- Comply with Title 5, section 58301 by publishing dates, time and locations where the public can review proposed adopted budget (budget must be available at least three days prior to public hearing).

- Adopted budget available for public review at the district office, each college library, and the offices of each college president.

September

- Board of trustees holds public hearing and final budget is presented for approval (on or before September 15) [California Code of Regulations, section 58305 (c)].
- Completed annual financial report and adopted budget to be submitted by September 30th to the State Chancellor's Office, with a copy filed with the County of Alameda Office of Education [California Code of Regulations, section 58035 (d)].

In following this planning-budgeting development calendar, it is further proposed first to provide each college with a base budget which would include funding for fixed costs funding determined necessary to meet FTES goals for the academic year. This funding would be available by July 1st. If the state chancellor's office in any given fiscal year makes cuts in funding or provides additional funding, this could affect the base budget. Second, beyond providing a base budget for each college, the proposal is to determine annually the availability of discretionary monies that could be divided among the colleges. The distribution of these discretionary funds would be based on priorities set in the educational master plans (i.e., faculty positions, classified positions, funds for new program start up) and determined through a review process wherein the district-wide educational master planning committee and the district budget advisory committee would make recommendations to the Strategic Management Team with a final decision by the chancellor on the allocation of the discretionary fund.

Board of Trustees

Draft Initiatives

Chancellor / SMT

Draft Initiatives

Integrated Planning and Budget Priorities

District Planning and Budgeting Council

Charge
The PBC shall have the authority to make recommendations to the chancellor and shall receive a response from the chancellor before the chancellor pursues any significant course of action. The committee shall also receive draft policy initiatives and considerations from the chancellor and the board and make recommendations on those before any significant action is taken by the chancellor.

Recommendation Accountability
The PBC is responsible for providing oversight on the implementation of the Strategic Plan. The PBC also ensures accountability for follow-through on recommendations; the PBC will track their recommendations and determine which of two results occurred: 1) the recommendation was implemented including any modifications or 2) the recommendation was not implemented and the reasons for it not being implemented.

Process Accountability

The PBC also ensures accountability for follow-through on process steps: Did constituencies, colleges, district service centers, committees, etc., perform the agreed upon steps in the process.

Integrated Priorities and Unresolved Issues

District Technology Committee

Responsibilities:
- Web site
- PROMPT
- Passport
- Smart classroom (technology aspects)
- Catalog (technology aspect)
- Technology related HR recommendations

District Education Committee

Responsibilities:
- Educational planning Outreach
- Program planning Services
- Staffing priorities
- Academic calendar
- Education related HR recommendations
- Marketing /
- Student
- Catalog

District Facilities Committee

Responsibilities:
- New, modernization, rehab of facilities / Measure A
- Infrastructure
- Maintenance
- Facilities master planning
- Safety and emergency preparedness
- Facilities related HR

College Education & Resource Priorities

Instruction / Service Goals
- Staffing Priorities
- Fiscal Priorities
- IT and Equipment
- Facilities

Berkeley City College

College of Alameda

Laney College

Merritt College

The Planning and Budget Council

The Planning and Budget Council (PBC) recommends integrated educational and resource priorities to the Chancellor from a district-wide perspective. At times when there are unresolved issues, particularly unresolved issues in the Educational Committee, Technology Committee, and the Facilities Committee, the PBC recommends resolution for those issues where there is not agreement, i.e., issues between the colleges and district office, between or among the colleges, between or among the district Service Centers, or any other set of parties in disagreement. For shared governance items, the PBC performs the following functions:

- affirms consistency with strategic and education plans
- recommends a coordinated planning approach across education, facilities, IT, fiscal, etc. and across colleges and initiatives
- recommends a prioritization of plans across subject areas and colleges
- identifies funding approaches to support the priorities

The PBC also ensures accountability for follow-through on process steps: Did constituencies, colleges, district Service Centers, committees, etc., perform the agreed upon steps in the process.

The District Education Committee

The Education Committee is charged with developing a set of integrated district recommendations on matters related to educational planning. The committee has clearly stated that "all" is driven by educational planning:

- Schedule management
- Assessment
- Curriculum and program development
- Data driven decision making
- Standardized course content among the colleges
- Assessment of the needs of the community served by the colleges, as well as student needs as they relate to their educational goals
- Marketing: identifying strengths and weaknesses
- Integration of instruction and student services
- Articulation: transfer and career path
- Environmental scans

The Education Committee is committed to functioning as a collaborative body and each member has pledged to take information back to their constituencies and share information and decisions in an effort to keep everyone informed.
Emphasis has been placed on updating unit plans.

The District Technology Committee

The mission of the District Technology Committee is to:

- *Focus on technology services;*
- *Identify technology issues; and*
- *Develop plans in order to enhance technology in the support of student learning by addressing instructional, administrative and business services functions.*

The District Technology Committee also provides recommendations on technology; and, prioritizes technology requests in order to be results-oriented, promote transparency, and facilitate communication amongst and between the colleges and the district.

The District Facilities Committee

The District Facilities Committee is charged with developing district-wide recommendations that best serve students and the community using evidence-based processes and criteria. The committee will work toward consensus solutions that are based on the results of these processes and criteria and the "shared decision" model.

The District Facilities Committee is committed to focusing on

- New, modernization, and rehabilitation of facilities through Bond Measures
- Infrastructure
- Maintenance
- Facilities master planning
- Safety and emergency preparedness
- Facilities and related HR recommendations
- Procurement
- Other emerging topics

The committee unanimously agrees that issues and items, which have not been properly vetted through the college's consultation processes, should not be brought to the District Facilities Committee for discussion until this process is completed.

Institutional Effectiveness Data

First-time College Cohort Tracking F04 by
Entry to Program of Study

College of Alameda

Percentages of the Fall 2004 First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Count and Percentage Tracking of the Fall 2004 Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/Cert or Transfer	Percent of Cohort Who Earn a Deg/Cert or Transfer
Yes	303	37%	72	24%	78	26%	128	42%
No	610	63%	30	5%	57	9%	76	12%
Totals	**913**	**100%**	**102**	**11%**	**135**	**15%**	**204**	**22%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student ID's of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.

College of Alameda

Number of the Fall 2004 First-time College Cohort by Program of Study Entered within First Year

Count of the Fall 2004 First-time College Cohort by Entry/Non-Entry to Program of Study within First Year

Program	Did Not Enter in First Year	Entered in First Year	Total
Allied Health	12	4	16
Apparel Design & Merch	2	3	5
Auto & Aviation Tech	37	41	78
Business & Marketing	15	7	22
Computer Info Science	10	6	16
English, Languages & Humanities	84	51	135
Environmental Studies	1	0	1
Fine and Performing Art	23	2	25
Landscape Horticultue	1	0	1
Math & Science	93	49	142
Paralegal	1	0	1
Physical Education	26	29	55
Protective Services	2	0	2
Social & Behavioral Sciences	116	110	226
Travel Services	0	1	1
Other	187	0	187
Total	**610**	**303**	**913**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

College of Alameda

Percentages of the Fall 2004 African-American First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Count and Percentage Tracking of the Fall 2004 African-American Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/Cert or Transfer	Percent of Cohort Who Earn a Deg/Cert or Transfer
Yes	43	21%	11	26%	11	26%	18	42%
No	161	79%	5	3%	10	6%	13	8%
Totals	**204**	**100%**	**16**	**8%**	**21**	**10%**	**31**	**15%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student ID's of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.

College of Alameda

Percentages of the Fall 2004 Asian/Pacific Islander First-Time College Cohort Who Earn an AA/ AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Count and Percentage Tracking of the Fall 2004 Asian/Pacific Islander Cohort Who Earn an AA/ AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/ AS or Certificate	Percent of Cohort Who Earn an AA/ AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	132	46%	25	19%	39	30%	55	42%
No	172	54%	10	6%	28	16%	35	20%
Totals	**304**	**100%**	**35**	**12%**	**67**	**22%**	**90**	**30%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student ID's of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.

College of Alameda

Percentages of the Fall 2004 Filipino First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Count and Percentage Tracking of the Fall 2004 Filipino Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/Cert or Transfer	Percent of Cohort Who Earn a Deg/Cert or Transfer
Yes	16	39%	6	38%	3	19%	8	50%
No	43	61%	0	0%	2	5%	2	5%
Totals	**59**	**100%**	**6**	**10%**	**5**	**8%**	**10**	**17%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student ID's of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.

College of Alameda

Percentages of the Fall 2004 Latino First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year
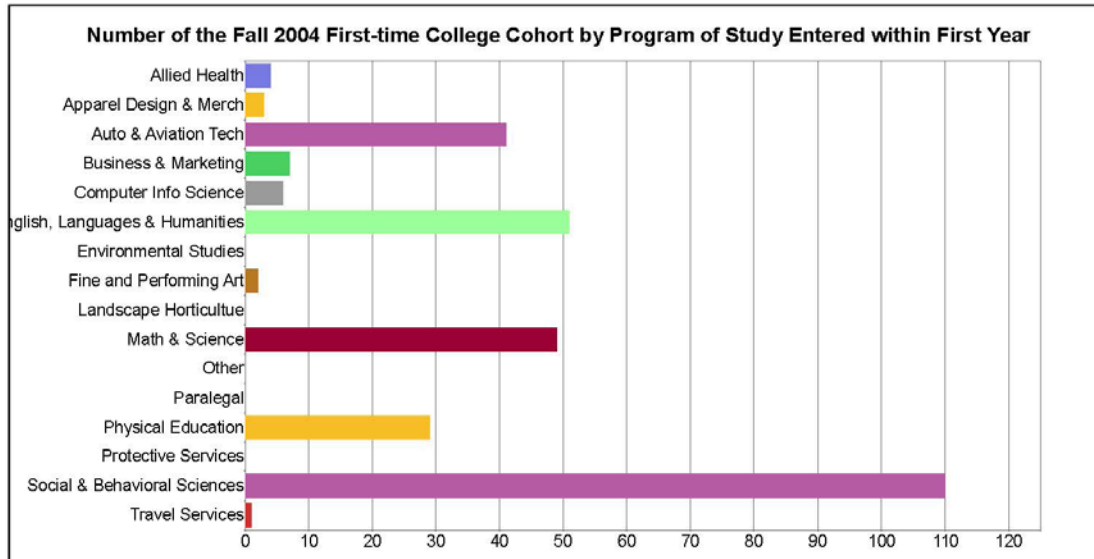

Count and Percentage Tracking of the Fall 2004 Latino Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/Cert or Transfer	Percent of Cohort Who Earn a Deg/Cert or Transfer
Yes	35	30%	12	34%	5	14%	15	43%
No	93	70%	8	9%	3	3%	9	10%
Totals	**128**	**100%**	**20**	**16%**	**8**	**6%**	**24**	**19%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student ID's of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.
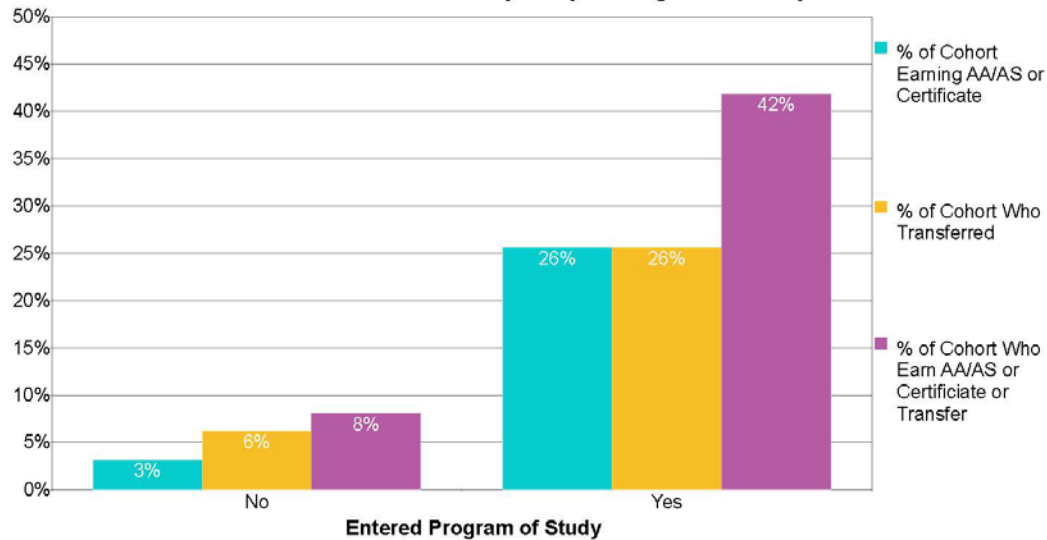
College of Alameda

Percentages of the Fall 2004 White First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Count and Percentage Tracking of the Fall 2004 White Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/ AS or Certificate	Percent of Cohort Who Earn an AA/ AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	53	44%	10	19%	10	19%	19	36%
No	87	56%	4	5%	8	9%	10	11%
Totals	**140**	**100%**	**14**	**10%**	**18**	**13%**	**29**	**21%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student ID's of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.

Berkeley City College

Percentages of the Fall 2004 First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year
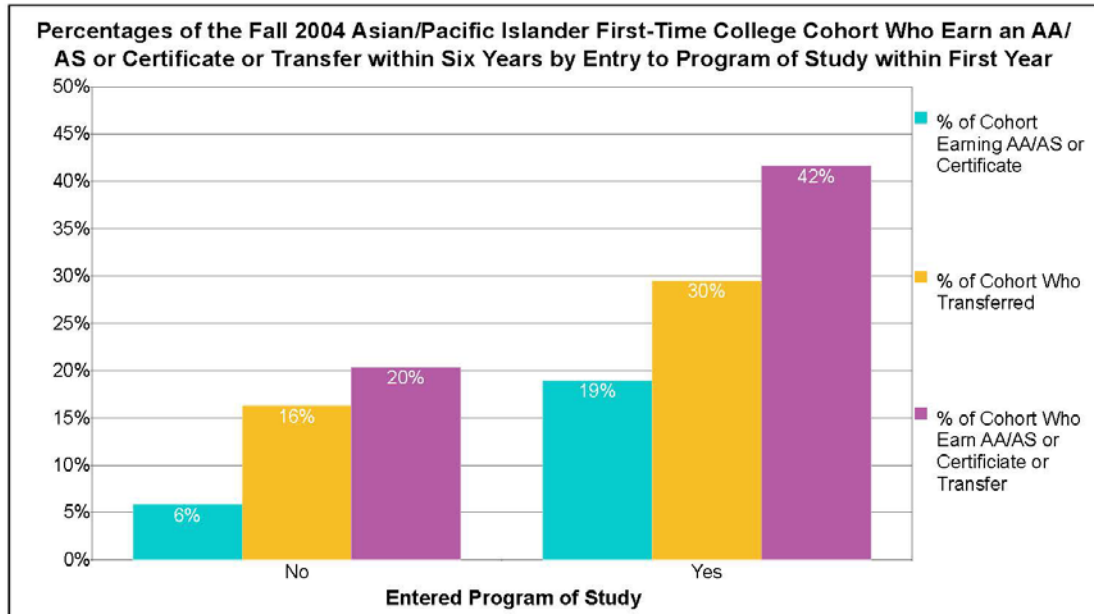

Count and Percentage Tracking of the Fall 2004 Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/ AS or Certificate	Percent of Cohort Who Earn an AA/ AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	196	31%	30	15%	35	18%	58	30%
No	474	69%	9	2%	23	5%	31	7%
Totals	**670**	**100%**	**39**	**6%**	**58**	**9%**	**89**	**13%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student ID's of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.
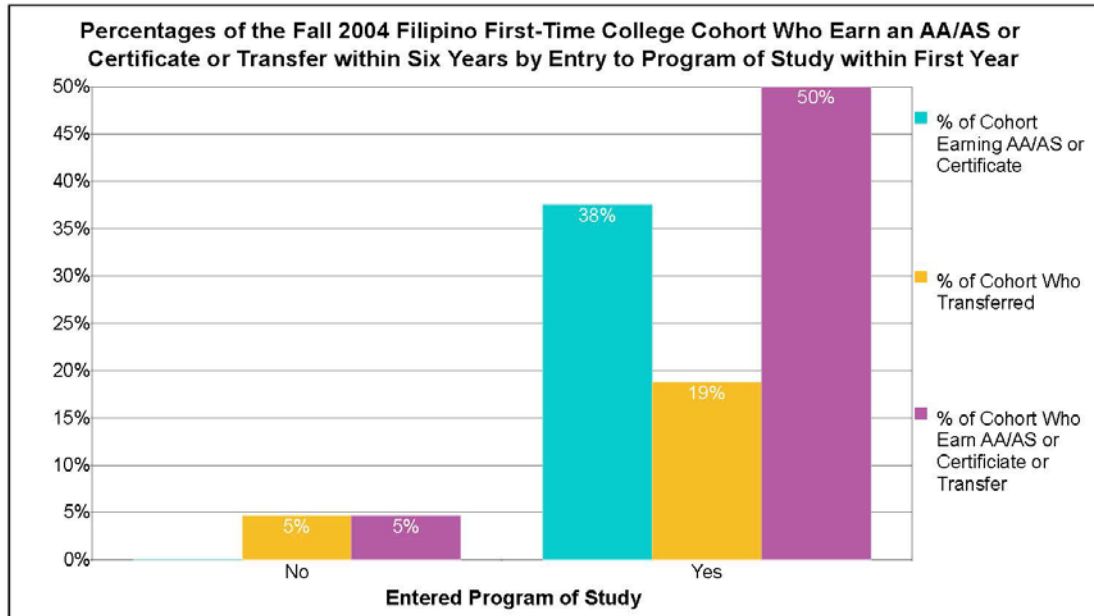
Berkeley City College
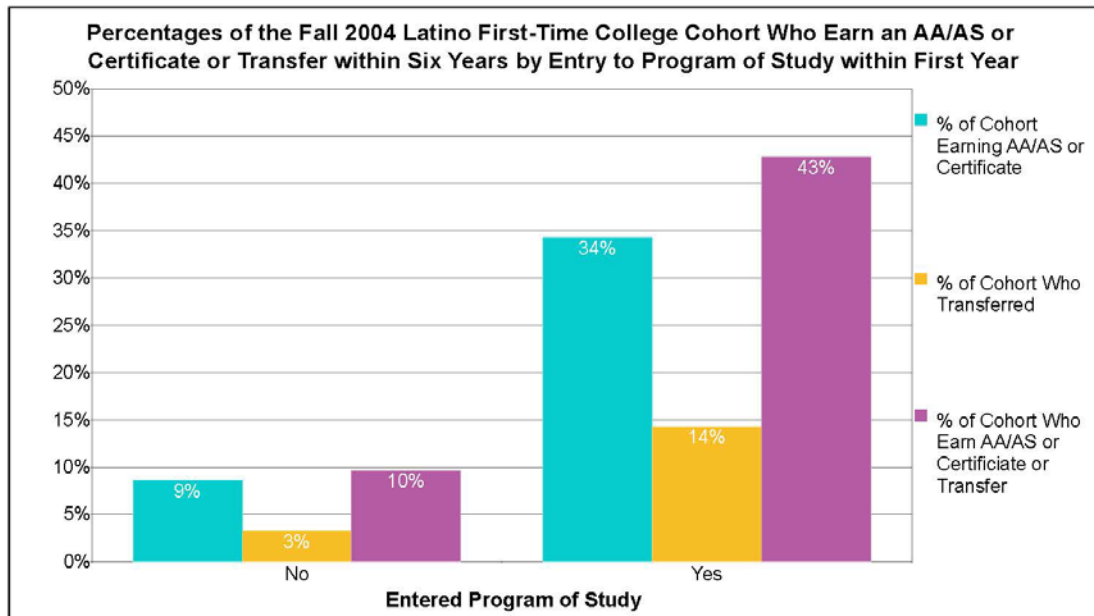
Number of the Fall 2004 First-time College Cohort by Program of Study Entered within First Year

Count of the Fall 2004 First-time College Cohort by Entry/Non-Entry to Program of Study within First Year

Program	Did Not Enter in First Year	Entered in First Year	Total
Allied Health	2	0	2
Business & Marketing	10	11	21
Community & Human Services	3	0	3
Computer Info Science	9	3	12
Culinary Services	1	0	1
English, Languages & Humanities	108	58	166
Fine and Performing Art	35	16	51
Math & Science	97	26	123
Paralegal	2	0	2
Physical Education	2	0	2
Social & Behavioral Sciences	111	78	189
Travel Services	0	4	4
Other	94	0	94
Total	474	196	670

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Berkeley City College

Percentages of the Fall 2004 African-American First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Count and Percentage Tracking of the Fall 2004 African-American Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/Cert or Transfer	Percent of Cohort Who Earn a Deg/Cert or Transfer
Yes	30	21%	7	23%	6	20%	12	40%
No	117	79%	2	2%	4	3%	6	5%
Totals	**147**	**100%**	**9**	**6%**	**10**	**7%**	**18**	**12%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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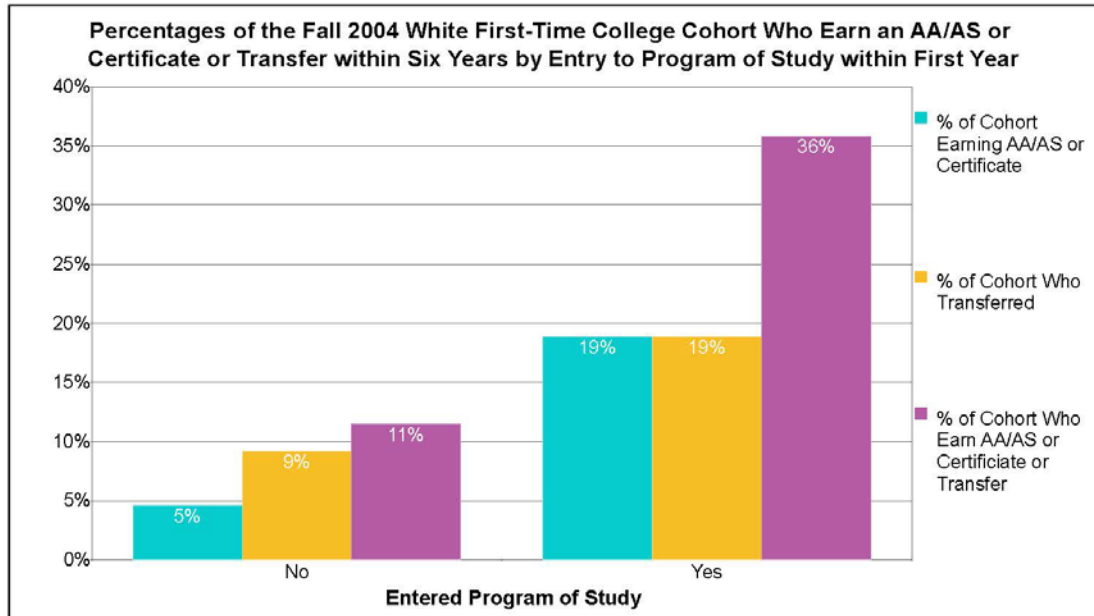
Berkeley City College

Percentages of the Fall 2004 Asian/Pacific Islander First-Time College Cohort Who Earn an AA/ AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Legend:
- % of Cohort Earning AA/AS or Certificate
- % of Cohort Who Transferred
- % of Cohort Who Earn AA/AS or Certificiate or Transfer

Count and Percentage Tracking of the Fall 2004 Asian/Pacific Islander Cohort Who Earn an AA/ AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/ AS or Certificate	Percent of Cohort Who Earn an AA/ AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	25	25%	4	16%	9	36%	10	40%
No	73	75%	3	4%	4	5%	6	8%
Totals	**98**	**100%**	**7**	**7%**	**13**	**13%**	**16**	**16%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student ID's of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.

Berkeley City College

Percentages of the Fall 2004 Latino First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Count and Percentage Tracking of the Fall 2004 Latino Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year
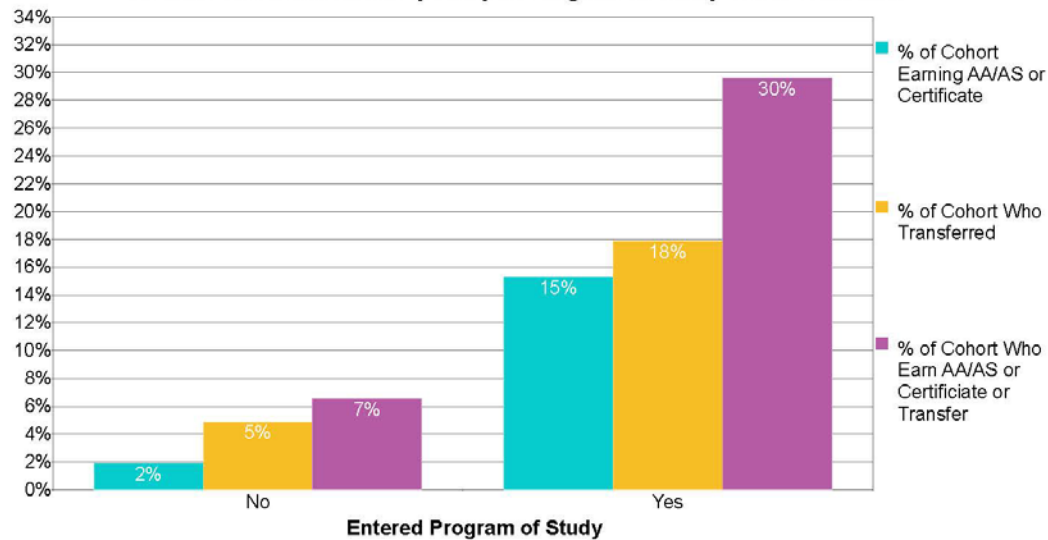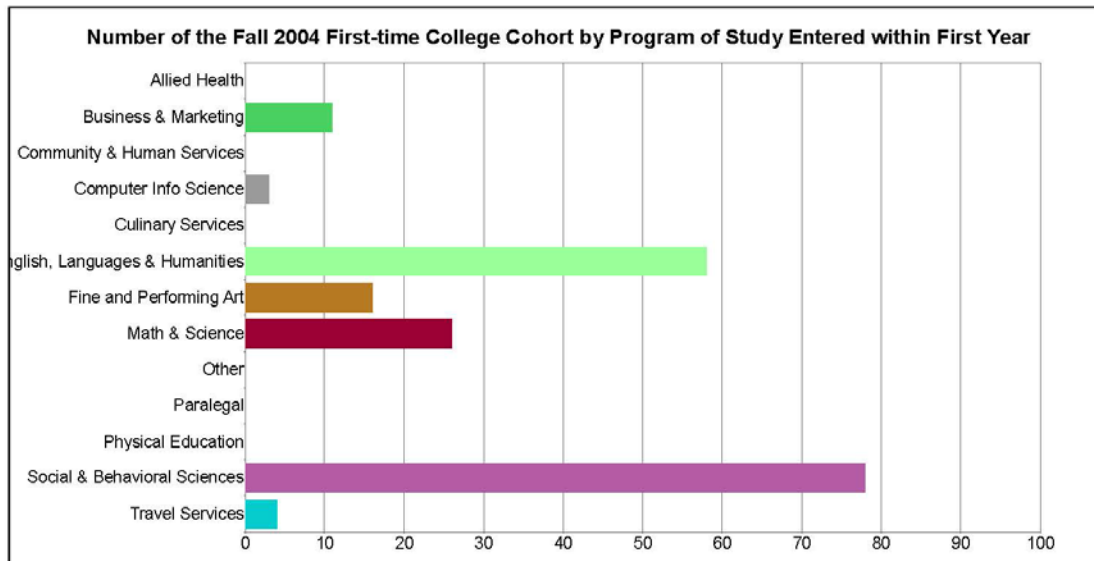
Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/Cert or Transfer	Percent of Cohort Who Earn a Deg/Cert or Transfer
Yes	43	45%	9	21%	7	16%	15	35%
No	65	55%	2	3%	3	5%	5	8%
Totals	**108**	**100%**	**11**	**10%**	**10**	**9%**	**20**	**19%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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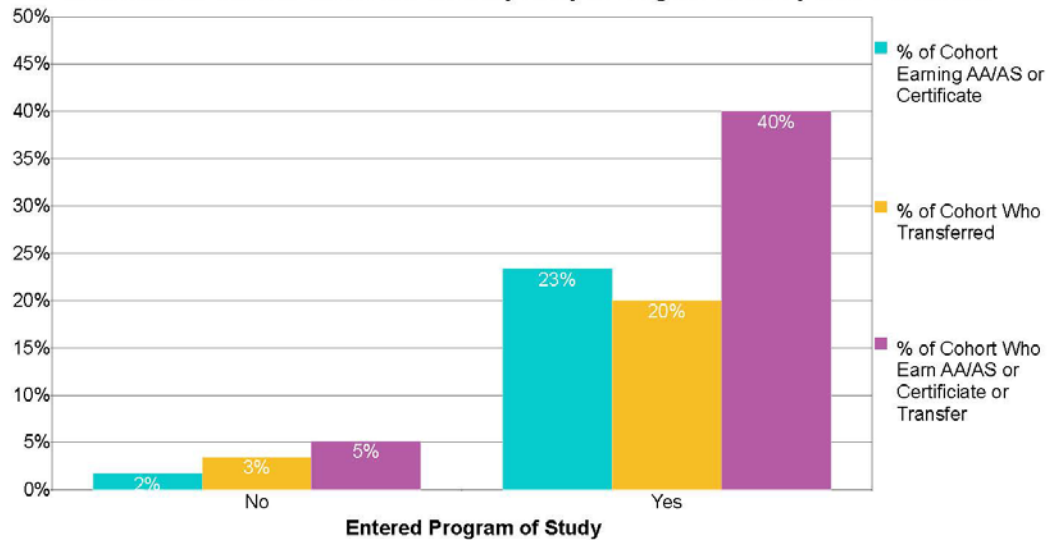
Berkeley City College

Percentages of the Fall 2004 White First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Count and Percentage Tracking of the Fall 2004 White Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/Cert or Transfer	Percent of Cohort Who Earn a Deg/Cert or Transfer
Yes	57	31%	5	9%	7	12%	11	19%
No	130	69%	2	2%	8	6%	10	8%
Totals	**187**	**100%**	**7**	**4%**	**15**	**8%**	**21**	**11%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student ID's of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.

Laney College

Percentages of the Fall 2004 First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

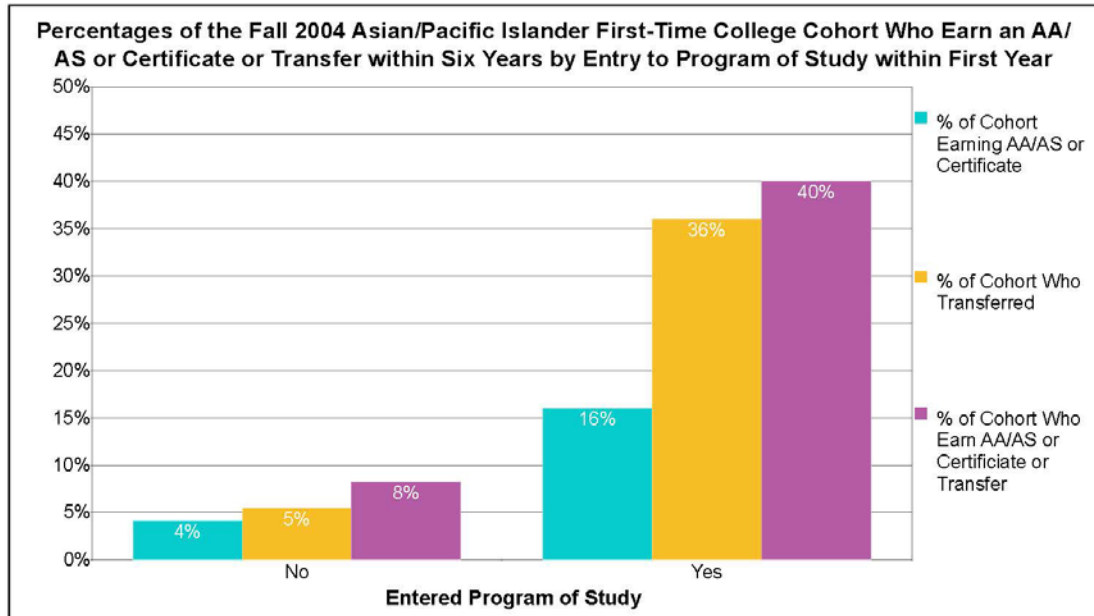### Count and Percentage Tracking of the Fall 2004 Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/Cert or Transfer	Percent of Cohort Who Earn a Deg/Cert or Transfer
Yes	527	26%	114	22%	112	21%	185	35%
No	1,552	74%	64	4%	86	6%	131	8%
Totals	**2,079**	**100%**	**178**	**9%**	**198**	**10%**	**316**	**15%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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Laney College

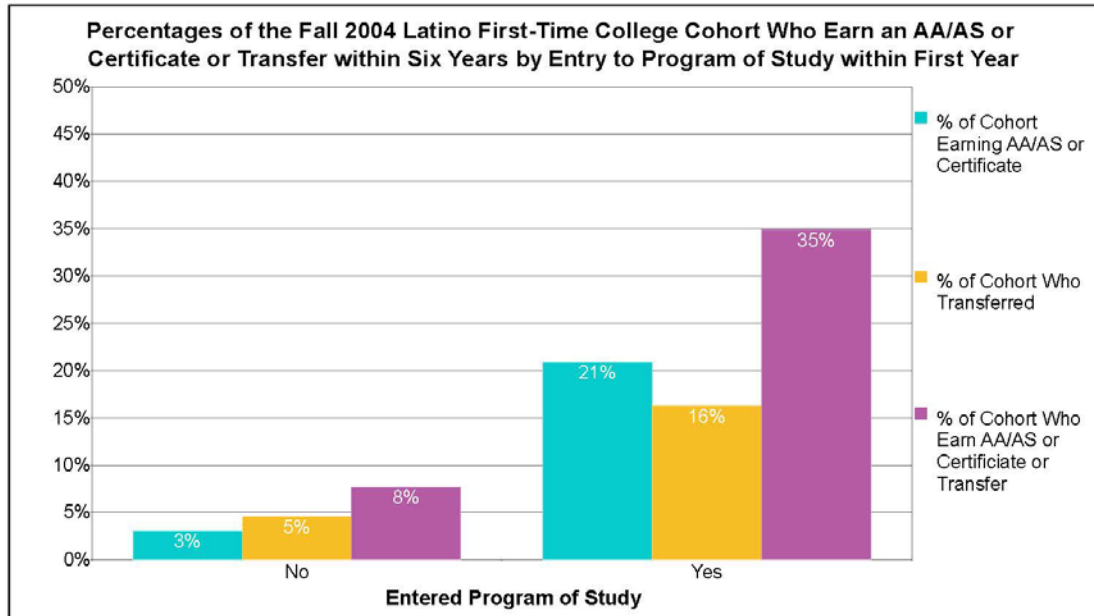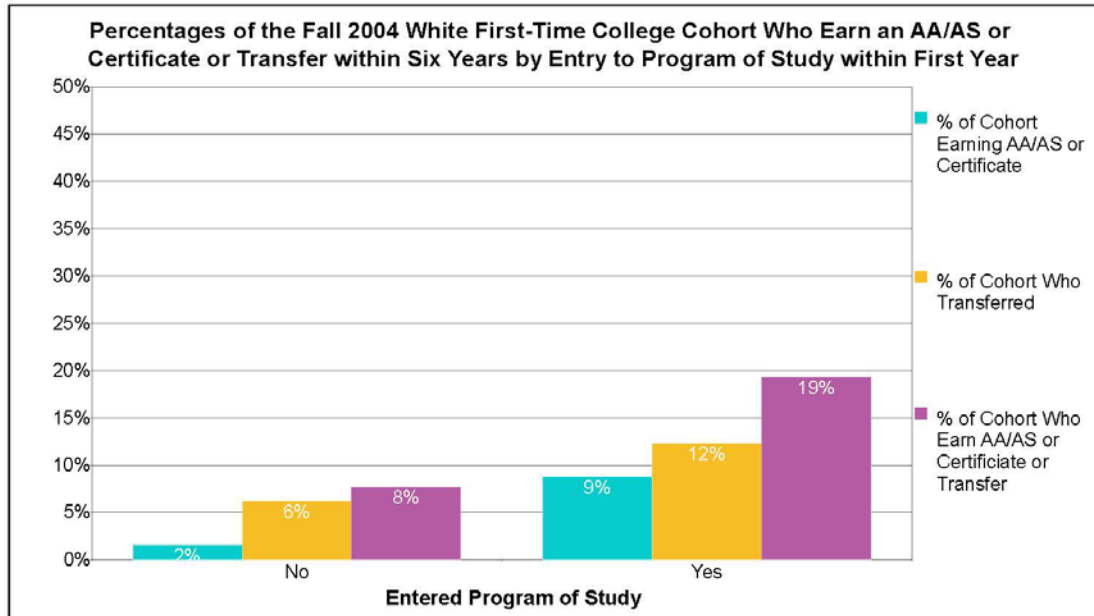### Number of the Fall 2004 First-time College Cohort by Program of Study Entered within First Year

Count of the Fall 2004 First-time College Cohort by Entry/Non-Entry to Program of Study within First Year

Program	Did Not Enter in First Year	Entered in First Year	Count Distinct
Allied Health	9	1	10
Arch & Engr Tech	4	4	8
Auto & Aviation Tech	4	4	8
Business & Marketing	58	26	84
Carpentry & Wood Tech	41	9	50
Child Development & Educ	1	1	2
Community & Human Services	1	1	2
Computer Info Science	23	6	29
Cosmetology	20	25	45
Culinary Services	12	8	20
English, Languages & Humanities	288	76	364
Engr Technologies	21	3	24
Environmental Studies	1	11	12
Fine and Performing Art	80	36	116
Math & Science	192	117	309
Paralegal	5		5
Physical Education	95	77	172
Protective Services	2		2
Social & Behavioral Sciences	237	121	358
Travel Services		1	1
Other	458		458
Count Distinct	1,552	527	2,079

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Laney College

Percentages of the Fall 2004 African-American First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Count and Percentage Tracking of the Fall 2004 African-American Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year
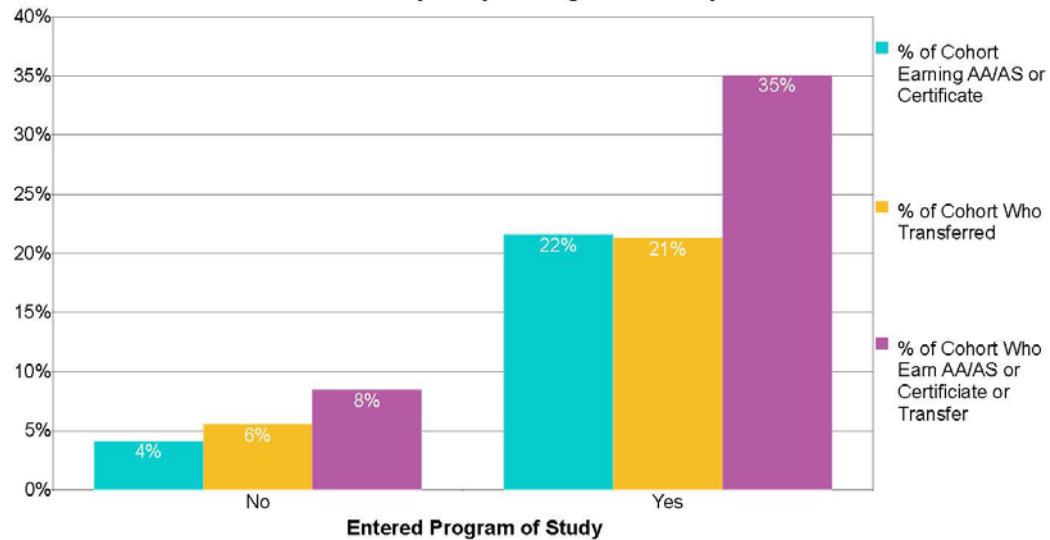
Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/ AS or Certificate	Percent of Cohort Who Earn an AA/ AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	133	21%	39	29%	14	11%	47	35%
No	545	79%	10	2%	18	3%	27	5%
Totals	**678**	**100%**	**49**	**7%**	**32**	**5%**	**74**	**11%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student ID's of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.

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Laney College

Percentages of the Fall 2004 Asian/Pacific Islander First-Time College Cohort Who Earn an AA/ AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Count and Percentage Tracking of the Fall 2004 Asian/Pacific Islander Cohort Who Earn an AA/ AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/ AS or Certificate	Percent of Cohort Who Earn an AA/ AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	182	28%	38	21%	61	34%	81	45%
No	464	72%	44	9%	47	10%	76	16%
Totals	**646**	**100%**	**82**	**13%**	**108**	**17%**	**157**	**24%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student ID's of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.

Laney College

Percentages of the Fall 2004 Filipino First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

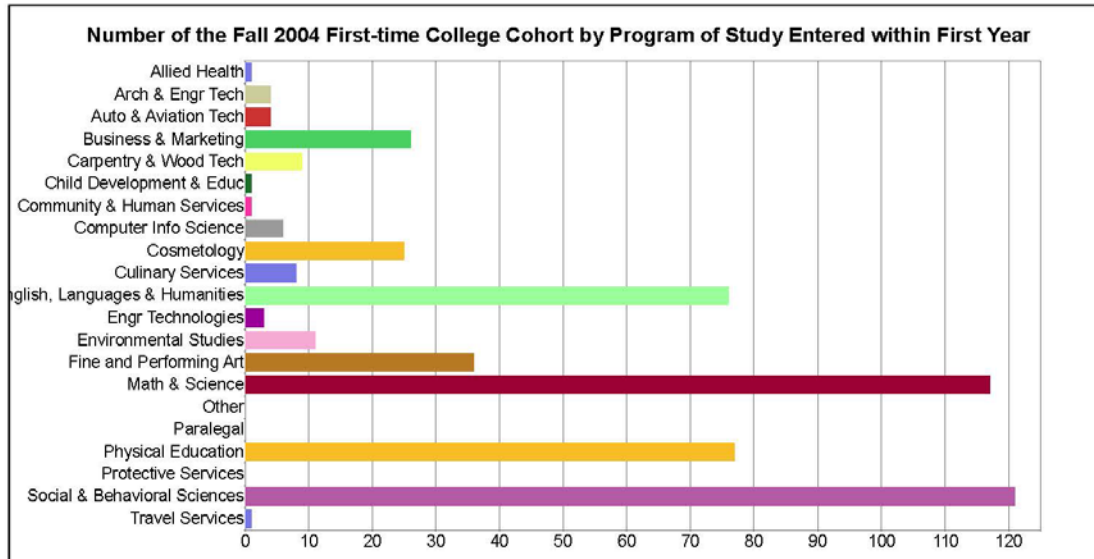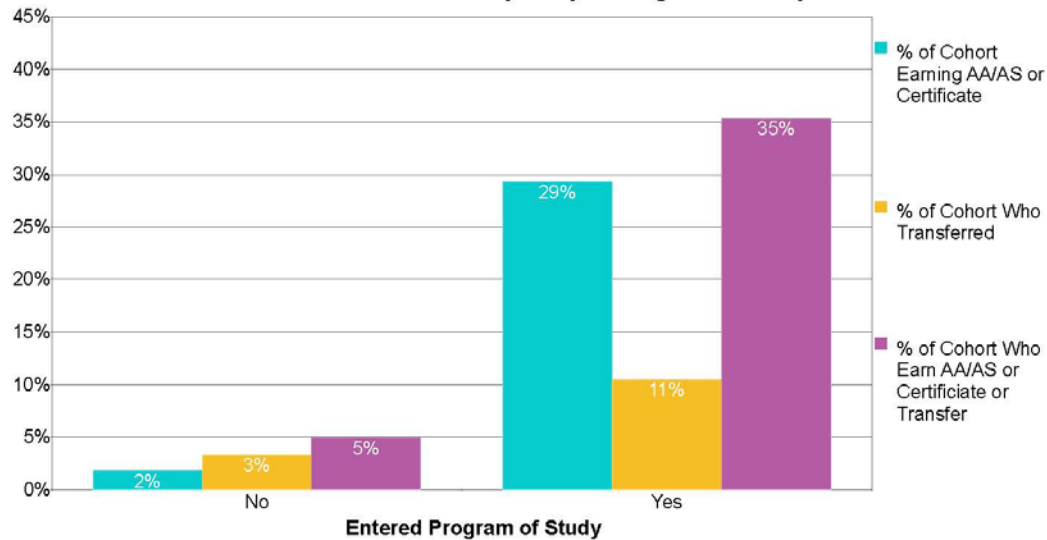### Count and Percentage Tracking of the Fall 2004 Filipino Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	18	34%	3	17%	3	17%	4	22%
No	38	66%	1	3%	0	0%	1	3%
Totals	**56**	**100%**	**4**	**7%**	**3**	**5%**	**5**	**9%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student ID's of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.

Laney College

Percentages of the Fall 2004 Latino First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

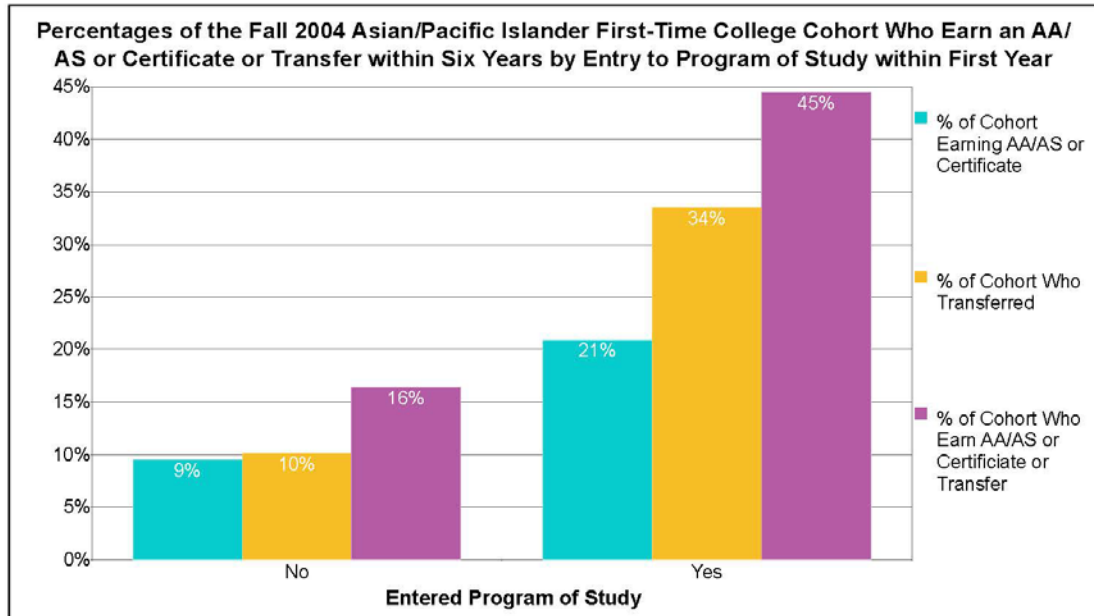### Count and Percentage Tracking of the Fall 2004 Latino Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	71	24%	15	21%	14	20%	23	32%
No	241	76%	5	2%	7	3%	10	4%
Totals	**312**	**100%**	**20**	**6%**	**21**	**7%**	**33**	**11%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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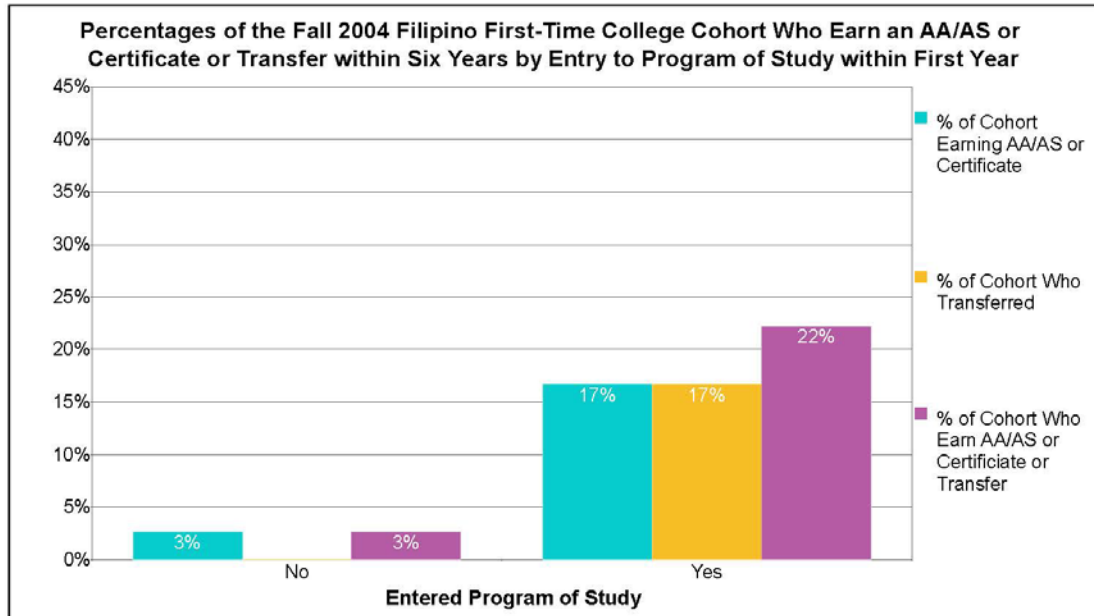
Laney College

Percentages of the Fall 2004 White First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered Program of Study

Legend:
- % of Cohort Earning AA/AS or Certificate
- % of Cohort Who Transferred
- % of Cohort Who Earn AA/AS or Certificiate or Transfer

Count and Percentage Tracking of the Fall 2004 White Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/ AS or Certificate	Percent of Cohort Who Earn an AA/ AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	72	34%	9	13%	11	15%	15	21%
No	140	66%	4	3%	9	6%	12	9%
Totals	**212**	**100%**	**13**	**6%**	**20**	**9%**	**27**	**13%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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Merritt College

Percentages of the Fall 2004 First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year
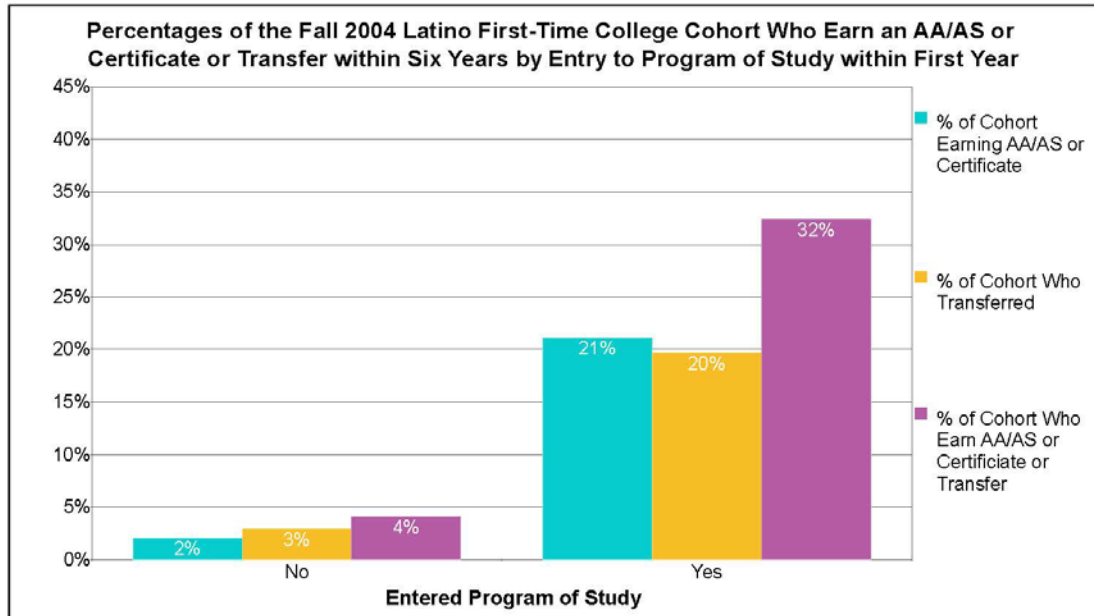

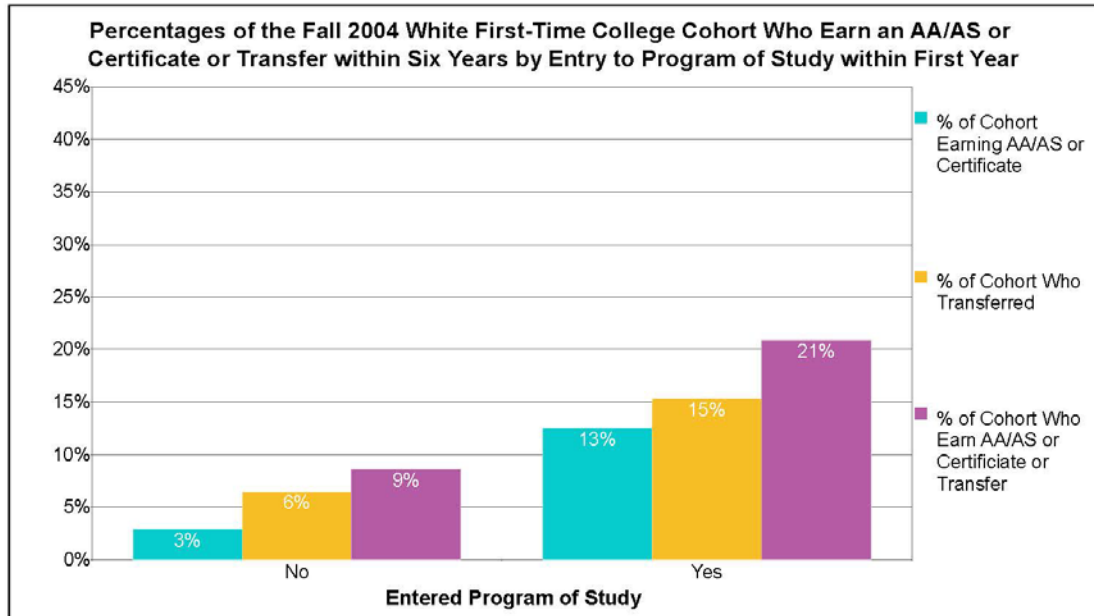### Count and Percentage Tracking of the Fall 2004 Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/ AS or Certificate	Percent of Cohort Who Earn an AA/ AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	224	26%	51	23%	44	20%	82	37%
No	763	74%	34	4%	33	4%	61	8%
Totals	**987**	**100%**	**85**	**9%**	**77**	**8%**	**143**	**14%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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Merritt College

Number of the Fall 2004 First-time College Cohort by Program of Study Entered within First Year

Count of the Fall 2004 First-time College Cohort by Entry/Non-Entry to Program of Study within First Year

Program	Did Not Enter in First Year	Entered in First Year	Total
Allied Health	34	0	34
Auto & Aviation Tech	2	0	2
Business & Marketing	45	20	65
Carpentry & Wood Tech	3	0	3
Child Development & Educ	27	12	39
Community & Human Services	15	22	37
Computer Info Science	5	0	5
Cosmetology	1	1	2
Culinary Services	4	4	8
English, Languages & Humanities	77	33	110
Environmental Studies	2	0	2
Fine and Performing Art	14	7	21
Landscape Horticultue	6	3	9
Math & Science	125	43	168
Nursing	3	0	3
Paralegal	10	3	13
Physical Education	28	24	52
Protective Services	14	1	15
Social & Behavioral Sciences	129	49	178
Travel Services	0	2	2
Other	219	0	219
Total	**763**	**224**	**987**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Merritt College

Percentages of the Fall 2004 African-American First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Count and Percentage Tracking of the Fall 2004 African-American Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year
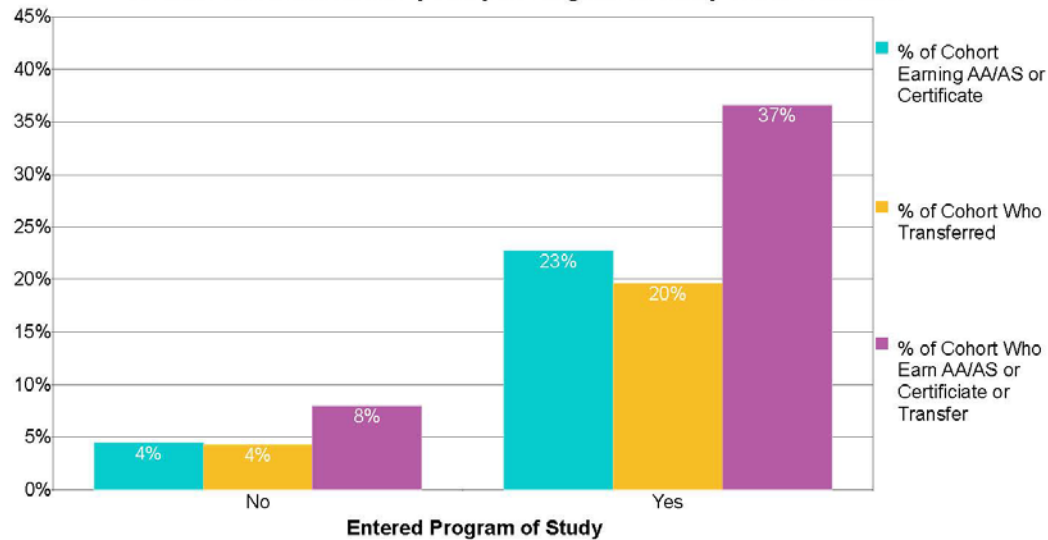
Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	77	21%	17	22%	13	17%	29	38%
No	336	79%	17	5%	20	6%	34	10%
Totals	**413**	**100%**	**34**	**8%**	**33**	**8%**	**63**	**15%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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Merritt College

Percentages of the Fall 2004 Asian/Pacific Islander First-Time College Cohort Who Earn an AA/ AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year
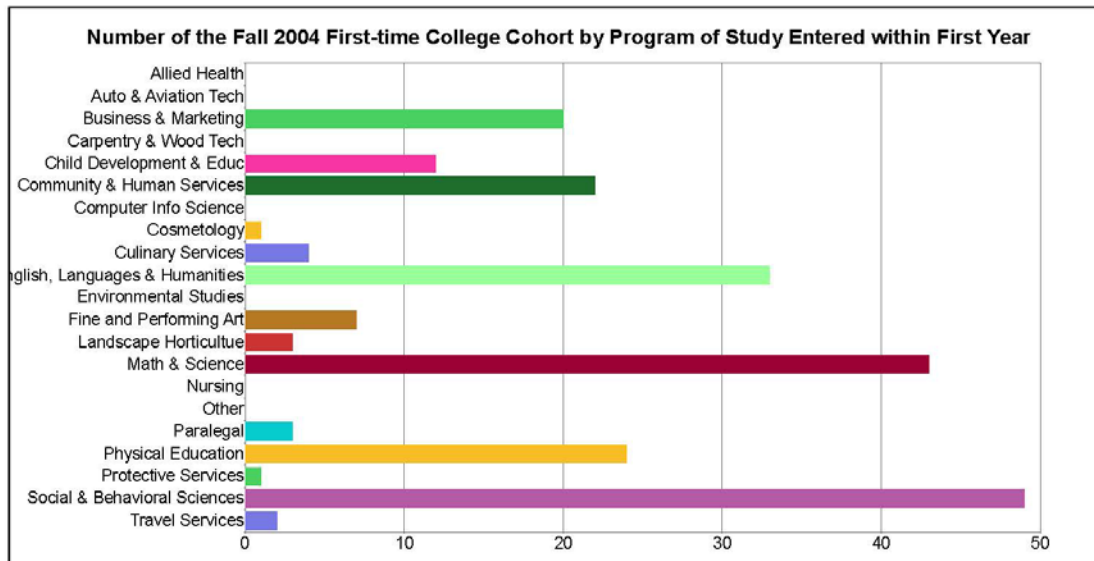

Count and Percentage Tracking of the Fall 2004 Asian/Pacific Islander Cohort Who Earn an AA/ AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/ AS or Certificate	Percent of Cohort Who Earn an AA/ AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	45	40%	12	27%	14	31%	22	49%
No	85	60%	6	7%	5	6%	10	12%
Totals	**130**	**100%**	**18**	**14%**	**19**	**15%**	**32**	**25%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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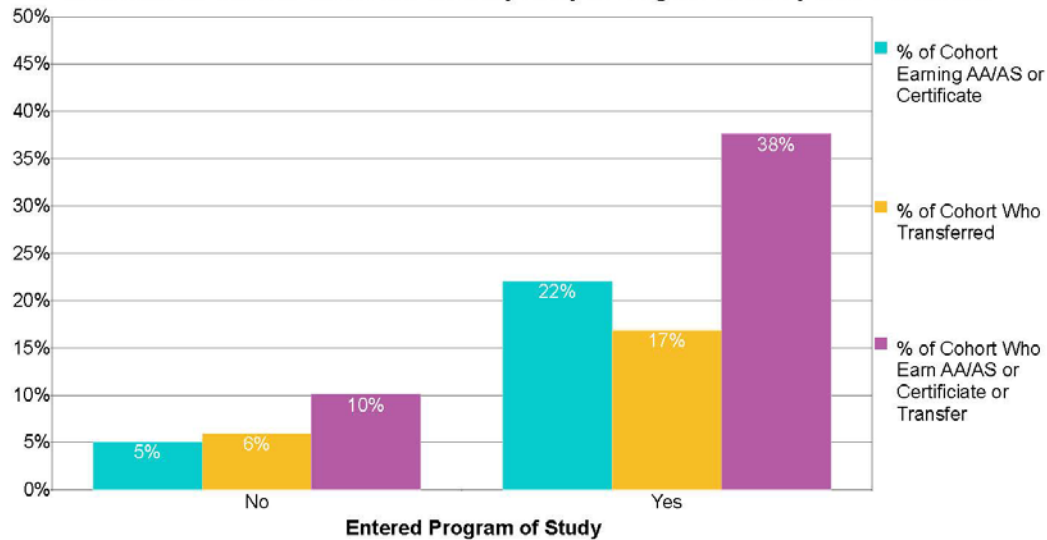
Merritt College

Percentages of the Fall 2004 Latino First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year
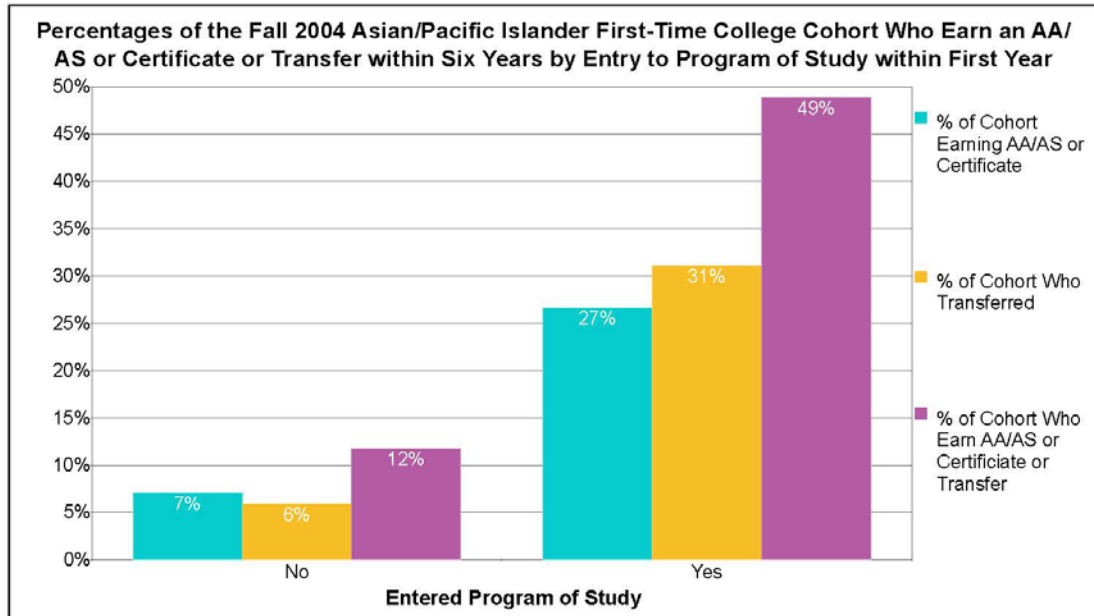

Count and Percentage Tracking of the Fall 2004 Latino Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/Cert or Transfer	Percent of Cohort Who Earn a Deg/Cert or Transfer
Yes	33	18%	7	21%	7	21%	12	36%
No	175	82%	5	3%	3	2%	7	4%
Totals	**208**	**100%**	**12**	**6%**	**10**	**5%**	**19**	**9%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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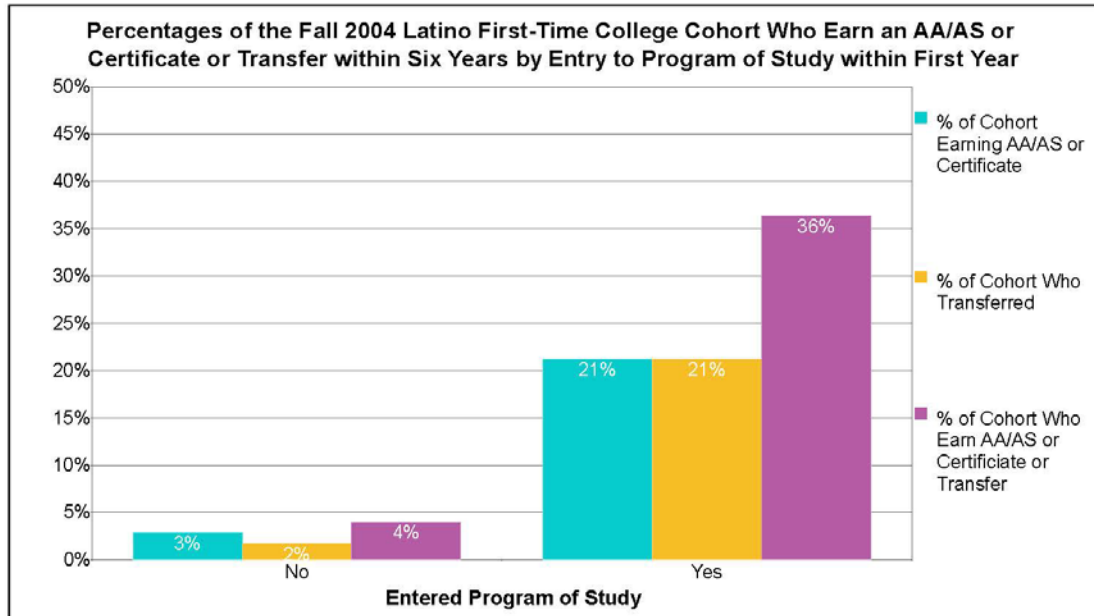
Merritt College

Percentages of the Fall 2004 White First-Time College Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Legend:
- % of Cohort Earning AA/AS or Certificate
- % of Cohort Who Transferred
- % of Cohort Who Earn AA/AS or Certificiate or Transfer

Entered Program of Study

Count and Percentage Tracking of the Fall 2004 White Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/Cert or Transfer	Percent of Cohort Who Earn a Deg/Cert or Transfer
Yes	32	30%	7	22%	6	19%	11	34%
No	84	70%	5	6%	1	1%	6	7%
Totals	**116**	**100%**	**12**	**10%**	**7**	**6%**	**17**	**15%**

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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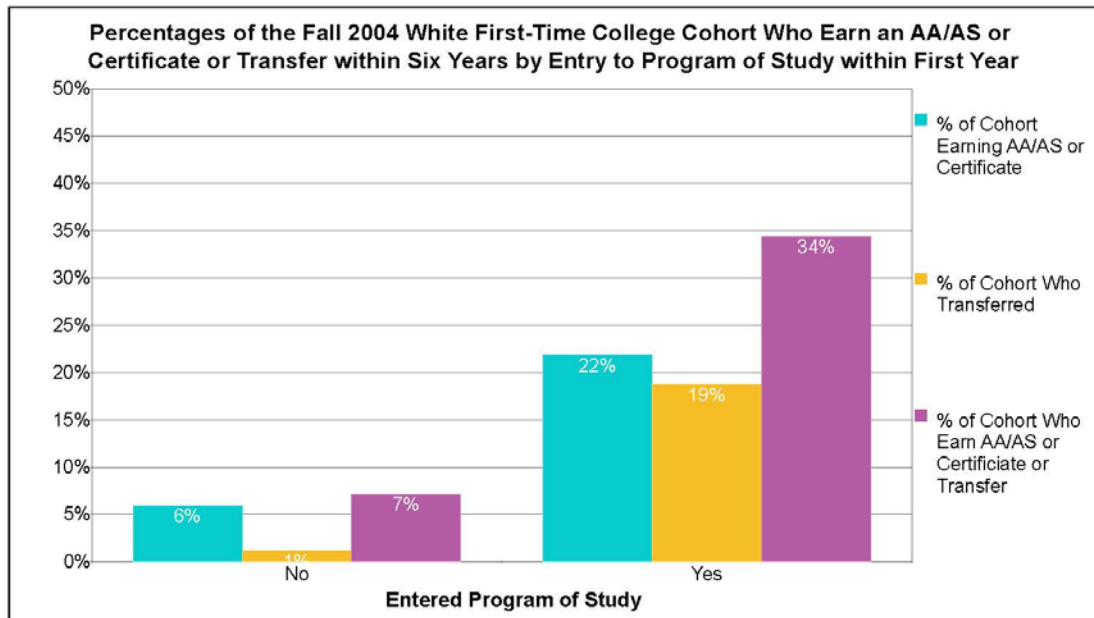# Fall to Spring Persistence Rates

College of Alameda

Fall to Spring Persistence Rates - All Students
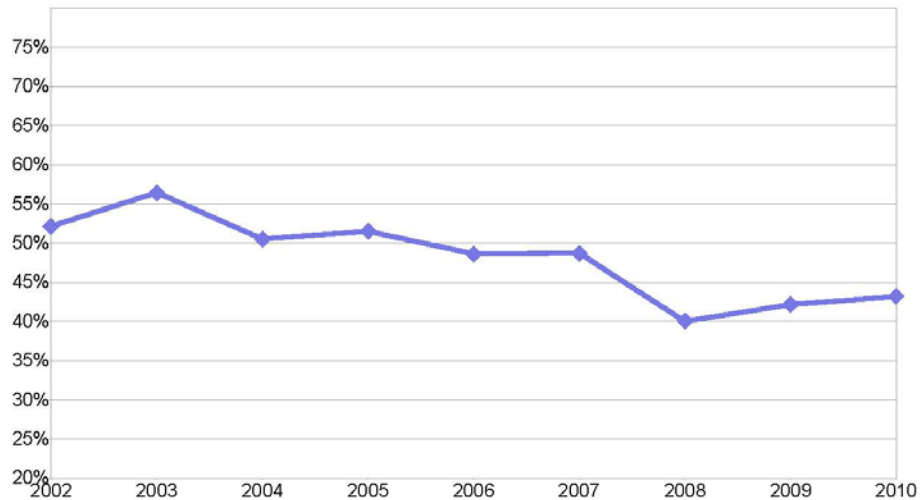
Number Enrolled at Fall Census - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	6,177	5,973	5,578	5,718	6,193	6,504	6,845	7,978	7,190

Number of Fall Persisting to Spring Opening Day - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	3,222	3,369	2,819	2,945	3,010	3,166	2,739	3,362	3,106

Fall to Spring Persistence Rates - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	52%	56%	51%	52%	49%	49%	40%	42%	43%

Berkeley City College

Fall to Spring Persistence Rates - All Students
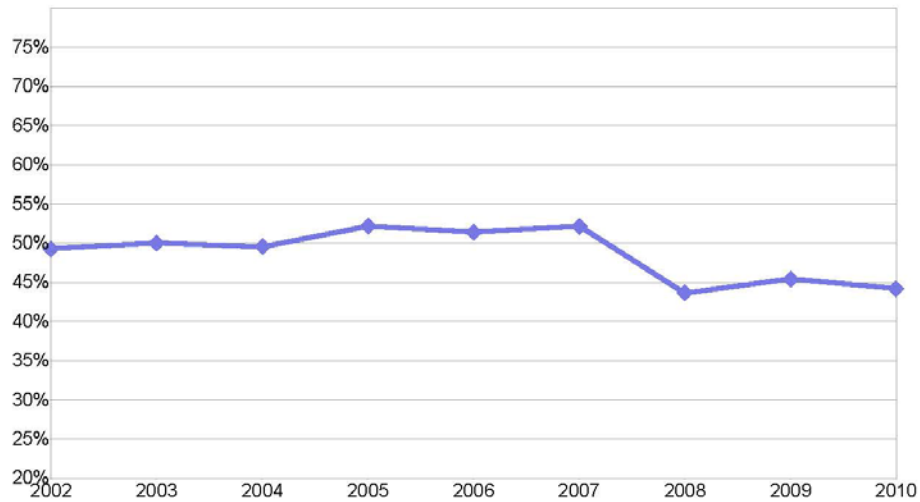
Number Enrolled at Fall Census - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	4,473	4,050	4,007	3,848	4,562	5,420	6,454	7,631	7,461

Number of Fall Persisting to Spring Opening Day - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	2,204	2,025	1,984	2,008	2,345	2,826	2,817	3,467	3,296

Fall to Spring Persistence Rates - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	49%	50%	50%	52%	51%	52%	44%	45%	44%

Laney College

Fall to Spring Persistence Rates - All Students
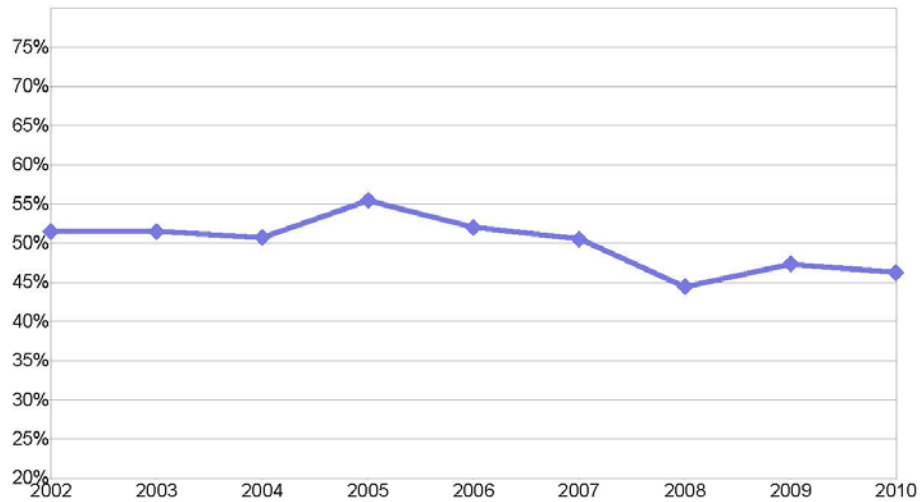
Number Enrolled at Fall Census - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	13,992	13,778	12,690	11,908	12,274	12,772	13,634	15,293	13,972

Number of Fall Persisting to Spring Opening Day - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	7,201	7,095	6,436	6,599	6,382	6,454	6,057	7,237	6,460

Fall to Spring Persistence Rates - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	51%	51%	51%	55%	52%	51%	44%	47%	46%

Merritt College

Fall to Spring Persistence Rates - All Students
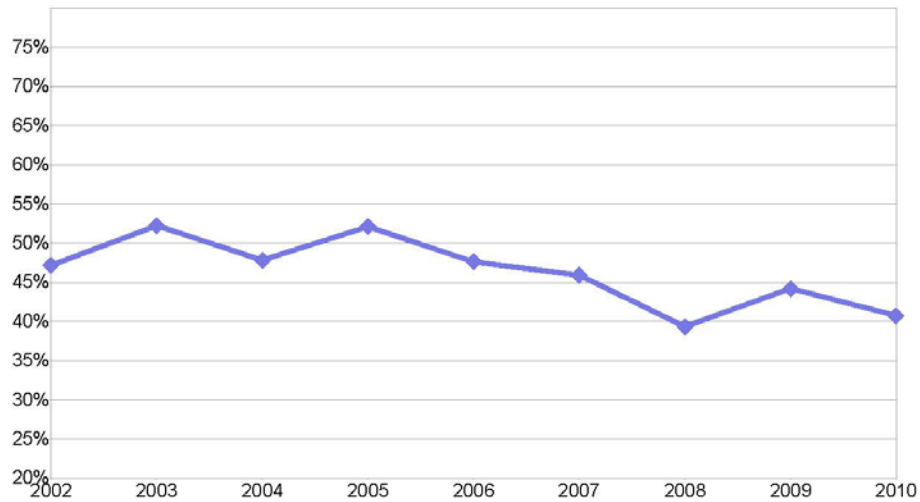
Number Enrolled at Fall Census - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	7,895	8,147	7,504	7,460	7,785	7,500	7,573	8,278	7,687

Number of Fall Persisting to Spring Opening Day - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	3,723	4,255	3,586	3,888	3,707	3,445	2,978	3,656	3,129

Fall to Spring Persistence Rates - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	47%	52%	48%	52%	48%	46%	39%	44%	41%

Peralta Community College District

Fall to Spring Persistence Rates - All Students
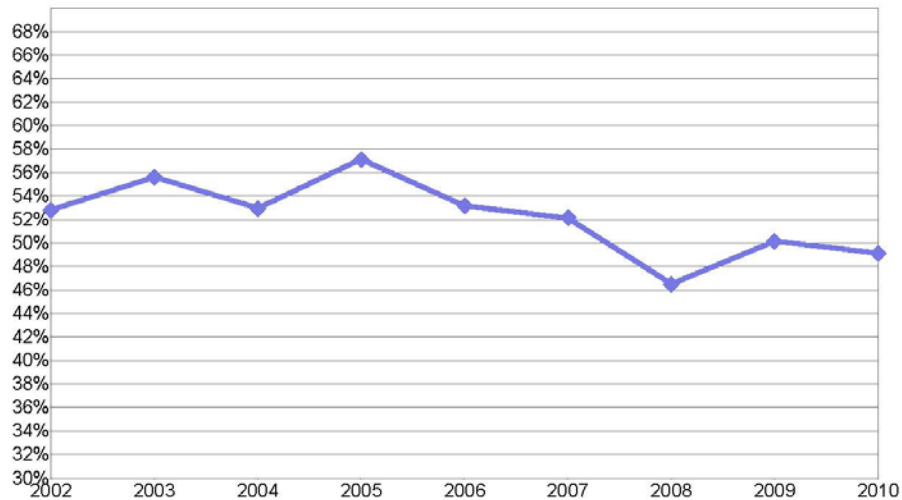
Number Enrolled at Fall Census - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	28,373	26,807	24,937	24,351	26,161	27,347	28,568	31,758	28,705

Number of Fall Persisting to Spring Opening Day - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	14,982	14,907	13,207	13,915	13,914	14,261	13,291	15,928	14,098

Fall to Spring Persistence Rates - All Students

Dimension	2002	2003	2004	2005	2006	2007	2008	2009	2010
All Students	53%	56%	53%	57%	53%	52%	47%	50%	49%

Fall to Fall Persistence of All Fall
Students

College of Alameda

Fall to Fall Persistence of All Fall Students
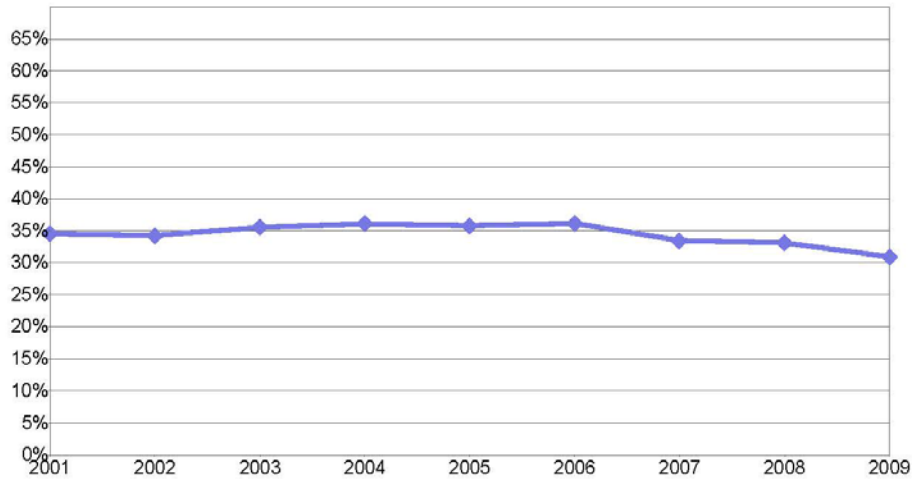
Fall to Fall Persistence Rates of All Fall Students at College of Alameda

Fall Term Cohort	Number of Students Enrolled at Fall Census at the College	Number Persisting to the Following Fall Opening Day at the College	Percentage Persisting to the Following Fall Opening Day at the College
2001	5,820	2,013	35%
2002	6,177	2,115	34%
2003	5,973	2,124	36%
2004	5,578	2,015	36%
2005	5,718	2,047	36%
2006	6,193	2,239	36%
2007	6,504	2,175	33%
2008	6,759	2,240	33%
2009	7,877	2,436	31%

Note: Persistence Rate is defined as the percentage of students enrolled in at least one class at fall census of the cohort year who were then enrolled in at least one class on the following fall opening day at the same college.

Berkeley City College

Fall to Fall Persistence of All Fall Students

Fall to Fall Persistence Rates of All Fall Students at Berkeley City College

Fall Term Cohort	Number of Students Enrolled at Fall Census at the College	Number Persisting to the Following Fall Opening Day at the College	Percentage Persisting to the Following Fall Opening Day at the College
2001	4,228	1,260	30%
2002	4,473	1,299	29%
2003	4,050	1,263	31%
2004	4,007	1,193	30%
2005	3,848	1,213	32%
2006	4,562	1,495	33%
2007	5,419	1,643	30%
2008	6,237	1,993	32%
2009	7,286	2,345	32%

Note: Persistence Rate is defined as the percentage of students enrolled in at least one class at fall census of the cohort year who were then enrolled in at least one class on the following fall opening day at the same college.

Laney College

Fall to Fall Persistence of All Fall Students
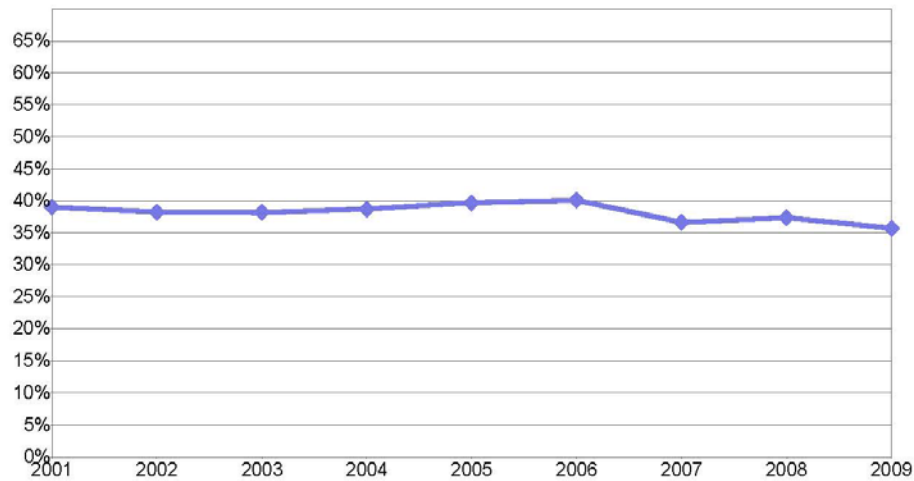
Fall to Fall Persistence Rates of All Fall Students at Laney College

Fall Term Cohort	Number of Students Enrolled at Fall Census at the College	Number Persisting to the Following Fall Opening Day at the College	Percentage Persisting to the Following Fall Opening Day at the College
2001	12,637	4,930	39%
2002	13,992	5,347	38%
2003	13,778	5,258	38%
2004	12,690	4,907	39%
2005	11,908	4,723	40%
2006	12,274	4,922	40%
2007	12,772	4,680	37%
2008	13,408	5,013	37%
2009	14,735	5,261	36%

Note: Persistence Rate is defined as the percentage of students enrolled in at least one class at fall census of the cohort year who were then enrolled in at least one class on the following fall opening day at the same college.

Merritt College

Fall to Fall Persistence of All Fall Students
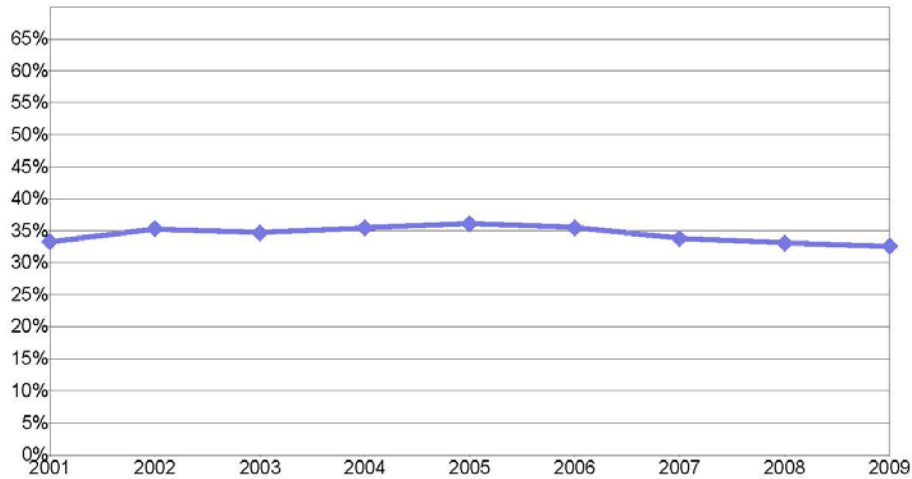
Fall to Fall Persistence Rates of All Fall Students at Merritt College

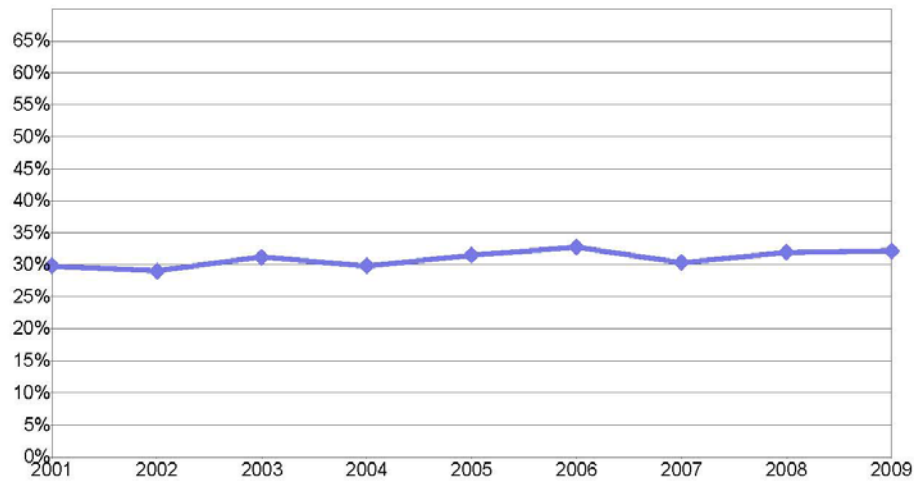| Fall Term Cohort	Number of Students Enrolled at Fall Census at the College	Number Persisting to the Following Fall Opening Day at the College	Percentage Persisting to the Following Fall Opening Day at the College
2001	7,262	2,416	33%
2002	7,895	2,788	35%
2003	8,147	2,826	35%
2004	7,504	2,661	35%
2005	7,460	2,698	36%
2006	7,785	2,764	36%
2007	7,500	2,535	34%
2008	7,415	2,453	33%
2009	7,623	2,483	33%

Note: Persistence Rate is defined as the percentage of students enrolled in at least one class at fall census of the cohort year who were then enrolled in at least one class on the following fall opening day at the same college.

Peralta Community College District

Fall to Fall Persistence Rates of All Fall Students
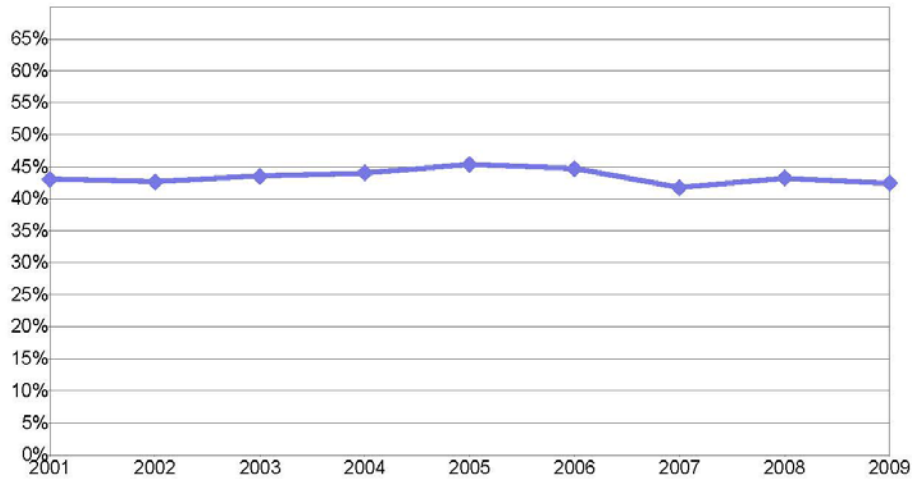
Fall to Fall Persistence Rates of All Fall Students at Peralta CCD

Fall Term Cohort	Number of the Cohort of Students Enrolled at Fall Census at a PCCD College	Number of the Cohort Persisting to the Following Fall Opening Day at any PCCD College	Percentage of the Cohort Persisting to the Following Fall Opening Day at any PCCD College
2001	26,189	11,294	43%
2002	28,374	12,105	43%
2003	26,807	11,678	44%
2004	24,937	10,978	44%
2005	24,351	11,048	45%
2006	26,161	11,699	45%
2007	27,347	11,416	42%
2008	28,231	12,204	43%
2009	30,575	12,971	42%

Note: Persistence Rate is defined as the percentage of students enrolled in at least one class at fall census of the cohort year who were then enrolled in at least one class on the following fall opening day at any district college.

Basic Skills English 201A Sequence
by Cohort

College of Alameda

Percentage Flow Success Rates of Student Cohorts in the Basic Skills English 201A Course Sequence Tracked for Four Years

Cohort Flow Counts and Flow Success Rates in the Basic Skills English 201A Course Sequence Tracked for Four Years

| Cohort | 1st Level Course | | | 2nd Level Course | | | | 3rd Level Course | | | |
	Attmp Engl 201A	Succ Engl 201A	Succ Rate	Attmp Engl 201B / ESL21B	Succ Engl 201B / ESL21B	Succ Rate	Flow Succ Rate	Attmp Engl 1A	Succ Engl 1A	Succ Rate	Flow Succ Rate
2002-03	300	169	56%	107	72	67%	24%	137	98	72%	33%
2003-04	305	182	60%	114	77	68%	25%	143	107	75%	35%
2004-05	298	173	58%	116	67	58%	22%	131	97	74%	33%
2005-06	288	137	48%	98	71	72%	25%	114	82	72%	28%
2006-07	255	144	56%	89	60	67%	24%	104	69	66%	27%
Combined	**1,365**	**769**	**56%**	**499**	**337**	**68%**	**25%**	**602**	**441**	**73%**	**32%**

Note: All flow success rates are the number of individual students earning a grade of C or Pass or better at least once at each sequence level as a percentage of the initial cohort, that is, the number of students attempting and receiving a grade (including the W grade) in the initial first-level course during the cohort year.

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4. Students are tracked for classes after the initial college-based, first-level attempt at all four colleges.
5. Combined Cohorts is the aggregation of all available annual cohorts. See report page "Sequence by Cohort" for details of each cohort.

Berkeley City College

Percentage Flow Success Rates of Student Cohorts in the Basic Skills English 201A Course Sequence Tracked for Four Years

Cohort Flow Counts and Flow Success Rates in the Basic Skills English 201A Course Sequence Tracked for Four Years

Cohort	1st Level Course			2nd Level Course				3rd Level Course			
	Attmp Engl 201A	Succ Engl 201A	Succ Rate	Attmp Engl 201B / ESL21B	Succ Engl 201B / ESL21B	Succ Rate	Flow Succ Rate	Attmp Engl 1A	Succ Engl 1A	Succ Rate	Flow Succ Rate
2002-03	151	95	63%	64	49	77%	32%	62	39	63%	26%
2003-04	153	96	63%	64	38	59%	25%	71	49	69%	32%
2004-05	182	117	64%	77	51	66%	28%	67	37	55%	20%
2005-06	183	108	59%	67	48	72%	26%	73	36	49%	20%
2006-07	235	152	65%	99	76	77%	32%	79	51	65%	22%
Combined	**869**	**555**	**64%**	**355**	**255**	**72%**	**29%**	**342**	**211**	**62%**	**24%**

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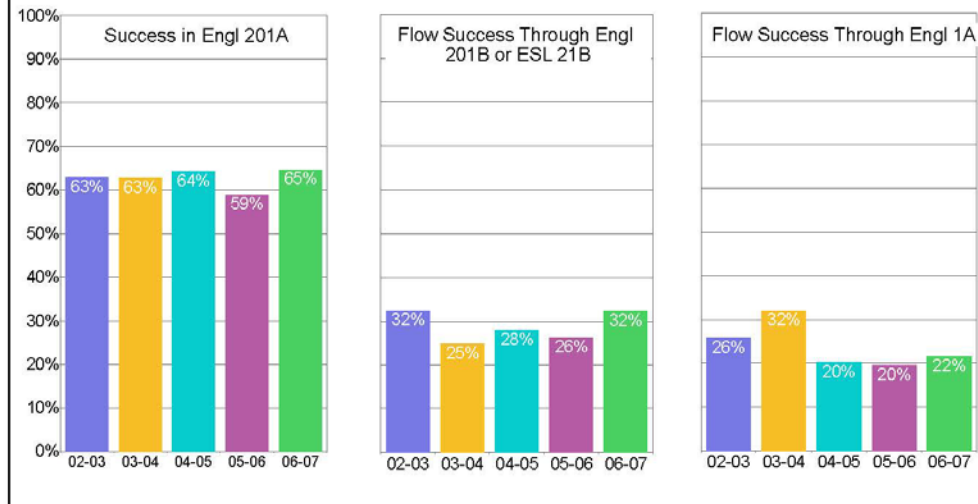
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Laney College

Percentage Flow Success Rates of Student Cohorts in the Basic Skills English 201A Course Sequence Tracked for Four Years

Cohort Flow Counts and Flow Success Rates in the Basic Skills English 201A Course Sequence Tracked for Four Years

Cohort	1st Level Course			2nd Level Course				3rd Level Course			
	Attmp Engl 201A	Succ Engl 201A	Succ Rate	Attmp Engl 201B / ESL21B	Succ Engl 201B / ESL21B	Succ Rate	Flow Succ Rate	Attmp Engl 1A	Succ Engl 1A	Succ Rate	Flow Succ Rate
2002-03	620	388	63%	201	138	69%	22%	264	157	59%	25%
2003-04	550	321	58%	183	132	72%	24%	226	121	54%	22%
2004-05	526	315	60%	169	112	66%	21%	231	156	68%	30%
2005-06	538	330	61%	160	108	68%	20%	231	148	64%	28%
2006-07	500	303	61%	156	99	63%	20%	219	145	66%	29%
Combined	**2,569**	**1,581**	**62%**	**818**	**564**	**69%**	**22%**	**1,116**	**707**	**63%**	**28%**

Note: All flow success rates are the number of individual students earning a grade of C or Pass or better at least once at each sequence level as a percentage of the initial cohort, that is, the number of students attempting and receiving a grade (including the W grade) in the initial first-level course during the cohort year.
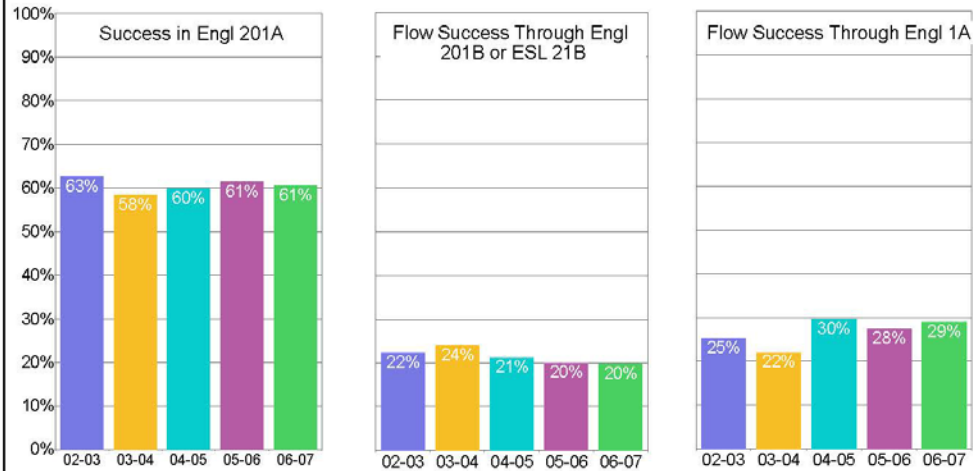
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Merritt College

Percentage Flow Success Rates of Student Cohorts in the Basic Skills English 201A Course Sequence Tracked for Four Years

Cohort Flow Counts and Flow Success Rates in the Basic Skills English 201A Course Sequence Tracked for Four Years

Cohort	1st Level Course			2nd Level Course				3rd Level Course			
	Attmp Engl 201A	Succ Engl 201A	Succ Rate	Attmp Engl 201B / ESL21B	Succ Engl 201B / ESL21B	Succ Rate	Flow Succ Rate	Attmp Engl 1A	Succ Engl 1A	Succ Rate	Flow Succ Rate
2002-03	320	199	62%	117	74	63%	23%	133	75	56%	23%
2003-04	402	233	58%	101	66	65%	16%	156	91	58%	23%
2004-05	254	151	59%	110	70	64%	28%	127	80	63%	31%
2005-06	268	143	53%	96	48	50%	18%	98	56	57%	21%
2006-07	241	103	43%	69	49	71%	20%	84	58	69%	24%
Combined	**1,404**	**800**	**57%**	**458**	**297**	**65%**	**21%**	**573**	**352**	**61%**	**25%**

Note: All flow success rates are the number of individual students earning a grade of C or Pass or better at least once at each sequence level as a percentage of the initial cohort, that is, the number of students attempting and receiving a grade (including the W grade) in the initial first-level course during the cohort year.
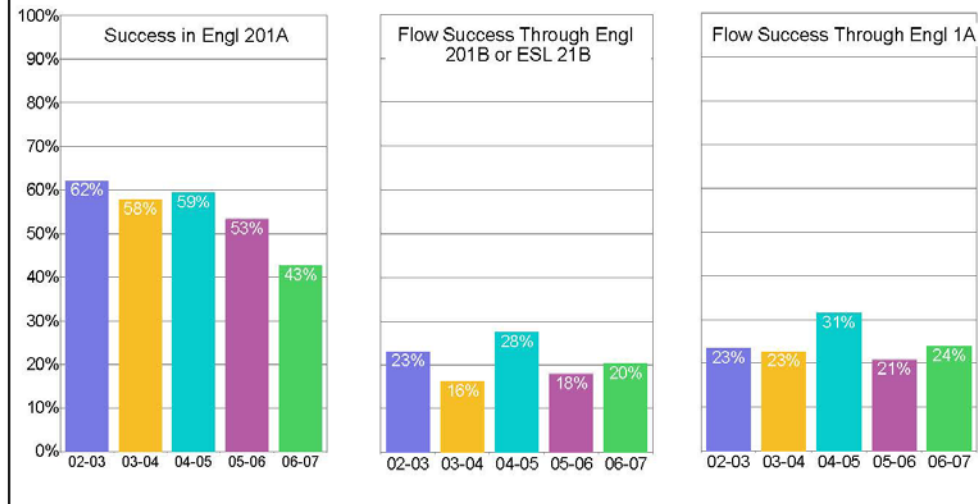
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Basic Skills Math 253 Sequence by
Cohort

College of Alameda

Percentage Flow Success Rates of Student Cohorts in the Basic Skills Math 253 Course Sequence Tracked for Four Years

Success in Math 253

Cohort	Value
02-03	55%
03-04	56%
04-05	66%
05-06	63%
06-07	59%

Flow Success Through Math 201

Cohort	Value
02-03	24%
03-04	23%
04-05	30%
05-06	35%
06-07	27%

Flow Success Through Math 203

Cohort	Value
02-03	7%
03-04	11%
04-05	11%
05-06	15%
06-07	14%

Cohort Flow Counts and Flow Success Rates in the Basic Skills Math 253 Course Sequence Tracked for Four Years

Cohort	1st Level Course			2nd Level Course				3rd Level Course			
	Attmp Math 253	Succ Math 253	Succ Rate	Attmp Math 201	Succ Math 201	Succ Rate	Flow Succ Rate	Attmp Math 203	Succ Math 203	Succ Rate	Flow Succ Rate
2002-03	239	131	55%	118	57	48%	24%	44	17	39%	7%
2003-04	189	106	56%	91	43	47%	23%	43	21	49%	11%
2004-05	166	109	66%	96	49	51%	30%	34	18	53%	11%
2005-06	196	124	63%	108	69	64%	35%	54	30	56%	15%
2006-07	171	101	59%	83	46	55%	27%	41	24	59%	14%
Combined	**916**	**544**	**59%**	**471**	**258**	**55%**	**28%**	**211**	**108**	**51%**	**12%**

Note: All flow success rates are the number of individual students earning a grade of C or Pass or better at least once at each sequence level as a percentage of the initial cohort, that is, the number of students attempting and receiving a grade (including the W grade) in the initial first-level course during the cohort year.

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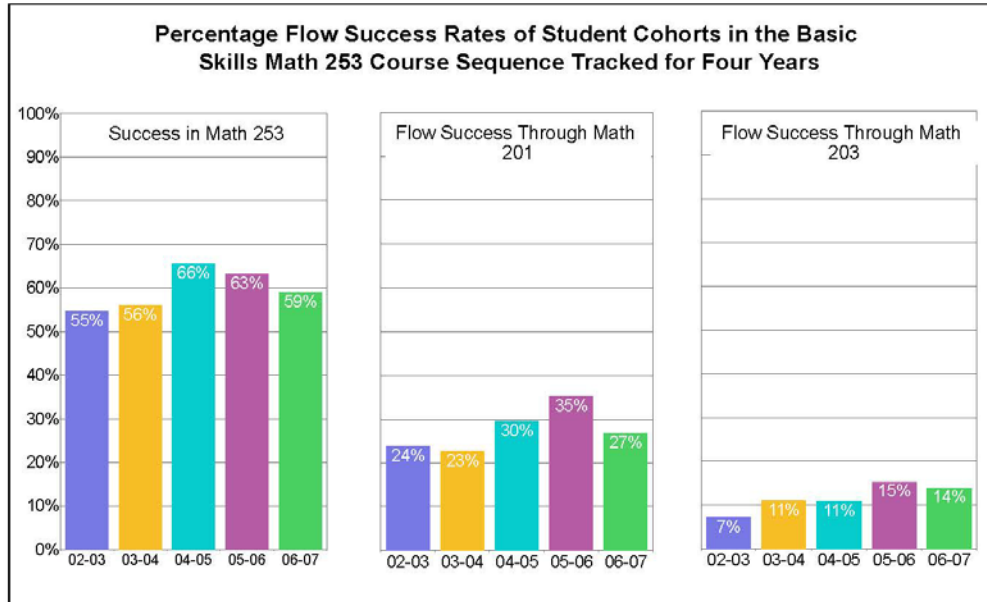
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Berkeley City College

Percentage Flow Success Rates of Student Cohorts in the Basic Skills Math 253 Course Sequence Tracked for Four Years

Cohort Flow Counts and Flow Success Rates in the Basic Skills Math 253 Course Sequence Tracked for Four Years

Cohort	1st Level Course			2nd Level Course				3rd Level Course			
	Attmp Math 253	Succ Math 253	Succ Rate	Attmp Math 201	Succ Math 201	Succ Rate	Flow Succ Rate	Attmp Math 203	Succ Math 203	Succ Rate	Flow Succ Rate
2002-03	101	53	52%	58	29	50%	29%	20	9	45%	9%
2003-04	100	56	56%	58	28	48%	28%	25	14	56%	14%
2004-05	104	68	65%	63	24	38%	23%	18	13	72%	13%
2005-06	112	63	56%	59	35	59%	31%	28	23	82%	21%
2006-07	129	69	53%	64	41	64%	32%	33	23	70%	18%
Combined	**515**	**298**	**58%**	**284**	**152**	**54%**	**30%**	**117**	**81**	**69%**	**16%**

Note: All flow success rates are the number of individual students earning a grade of C or Pass or better at least once at each sequence level as a percentage of the initial cohort, that is, the number of students attempting and receiving a grade (including the W grade) in the initial first-level course during the cohort year.
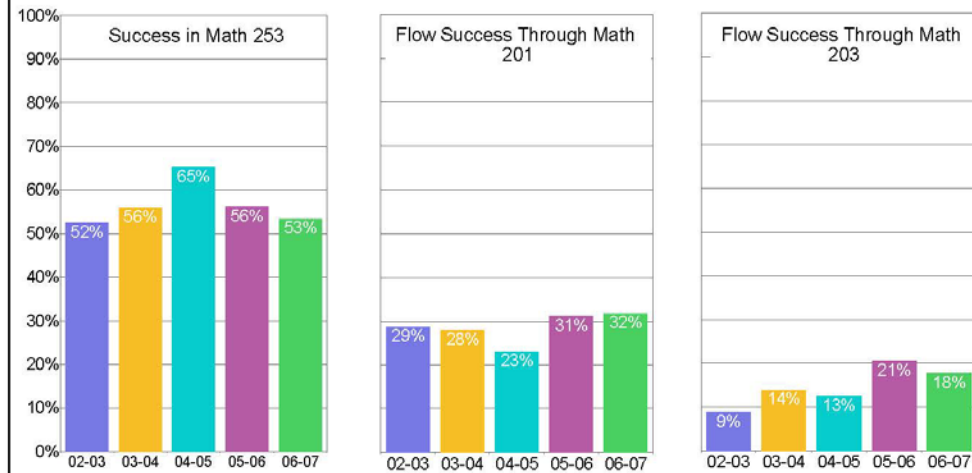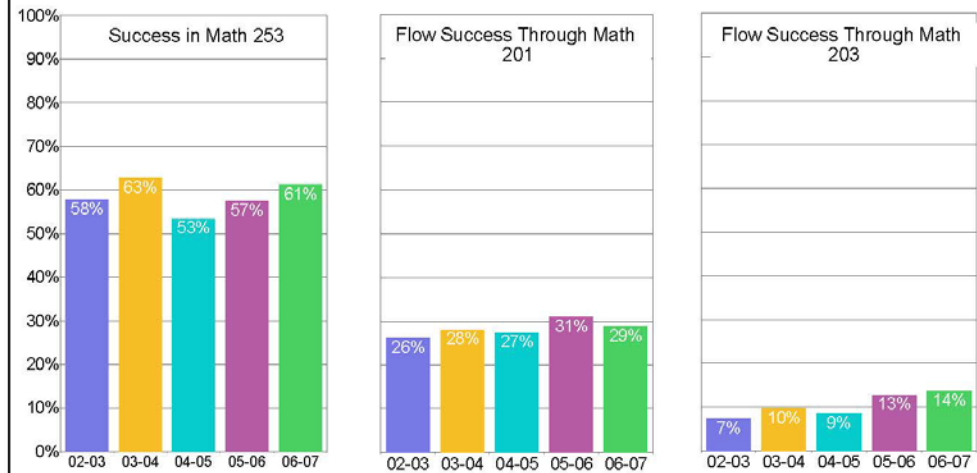
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5. Combined Cohorts is the aggregation of all available annual cohorts. See report page "Sequence by Cohort" for details of each cohort

Laney College

Percentage Flow Success Rates of Student Cohorts in the Basic Skills Math 253 Course Sequence Tracked for Four Years

Cohort Flow Counts and Flow Success Rates in the Basic Skills Math 253 Course Sequence Tracked for Four Years

Cohort	1st Level Course			2nd Level Course				3rd Level Course			
	Attmp Math 253	Succ Math 253	Succ Rate	Attmp Math 201	Succ Math 201	Succ Rate	Flow Succ Rate	Attmp Math 203	Succ Math 203	Succ Rate	Flow Succ Rate
2002-03	483	280	58%	259	126	49%	26%	98	36	37%	7%
2003-04	431	270	63%	237	121	51%	28%	91	42	46%	10%
2004-05	444	237	53%	228	122	54%	27%	86	38	44%	9%
2005-06	400	230	58%	215	124	58%	31%	88	51	58%	13%
2006-07	457	280	61%	229	132	58%	29%	98	63	64%	14%
Combined	**2,096**	**1,250**	**60%**	**1,103**	**605**	**55%**	**29%**	**438**	**227**	**52%**	**11%**

Note: All flow success rates are the number of individual students earning a grade of C or Pass or better at least once at each sequence level as a percentage of the initial cohort, that is, the number of students attempting and receiving a grade (including the W grade) in the initial first-level course during the cohort year.
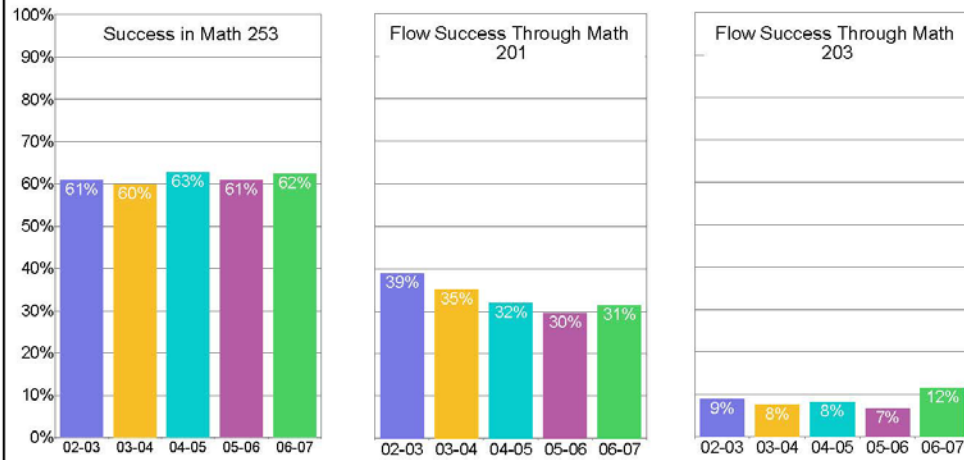
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Merritt College

Percentage Flow Success Rates of Student Cohorts in the Basic Skills Math 253 Course Sequence Tracked for Four Years

Success in Math 253
- 02-03: 61%
- 03-04: 60%
- 04-05: 63%
- 05-06: 61%
- 06-07: 62%

Flow Success Through Math 201
- 02-03: 39%
- 03-04: 35%
- 04-05: 32%
- 05-06: 30%
- 06-07: 31%

Flow Success Through Math 203
- 02-03: 9%
- 03-04: 8%
- 04-05: 8%
- 05-06: 7%
- 06-07: 12%

Cohort Flow Counts and Flow Success Rates in the Basic Skills Math 253 Course Sequence Tracked for Four Years

	1st Level Course			2nd Level Course				3rd Level Course			
Cohort	Attmp Math 253	Succ Math 253	Succ Rate	Attmp Math 201	Succ Math 201	Succ Rate	Flow Succ Rate	Attmp Math 203	Succ Math 203	Succ Rate	Flow Succ Rate
2002-03	375	228	61%	228	146	64%	39%	84	33	39%	9%
2003-04	399	239	60%	226	140	62%	35%	82	30	37%	8%
2004-05	367	230	63%	202	117	58%	32%	71	30	42%	8%
2005-06	325	198	61%	167	96	57%	30%	52	22	42%	7%
2006-07	319	199	62%	170	100	59%	31%	69	37	54%	12%
Combined	**1,685**	**1,046**	**62%**	**943**	**583**	**62%**	**35%**	**343**	**150**	**44%**	**9%**

Note: All flow success rates are the number of individual students earning a grade of C or Pass or better at least once at each sequence level as a percentage of the initial cohort, that is, the number of students attempting and receiving a grade (including the W grade) in the initial first-level course during the cohort year.

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DISTRICT-WIDE STRATEGIC PLAN

PERALTA COMMUNITY COLLEGE DISTRICT

333 EAST EIGHTH STREET • OAKLAND, CA 94606

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