College of Alameda

Data Portfolio for the Educational Master Plan

Draft March 24, 2016

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External Environmental Scan

Overview

The External Scan is an analysis of the population of the college's service area. The data examines many metrics in an attempt to better understand who lives in the service area of the college. The college service area has been defined as a circular geographic area with a 4-mile radius, with the college at its epicenter. For comparison purposes, data is also provided for the Peralta Community College District, the County of Alameda and the State of California.

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

Following is a map showing the College's effective service area.
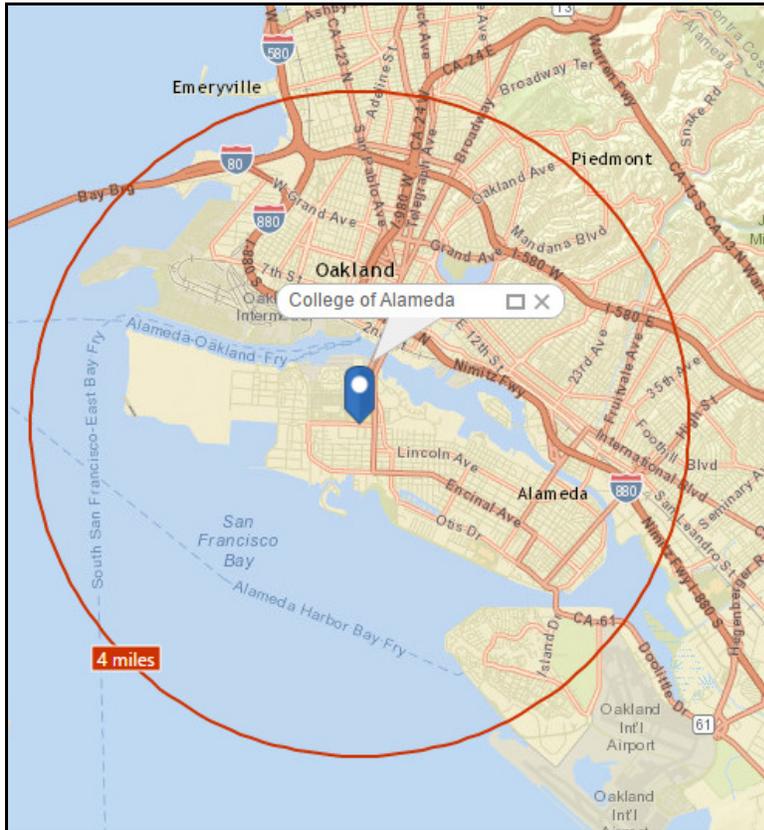
The following map shows the boundaries of the Peralta Community College District.
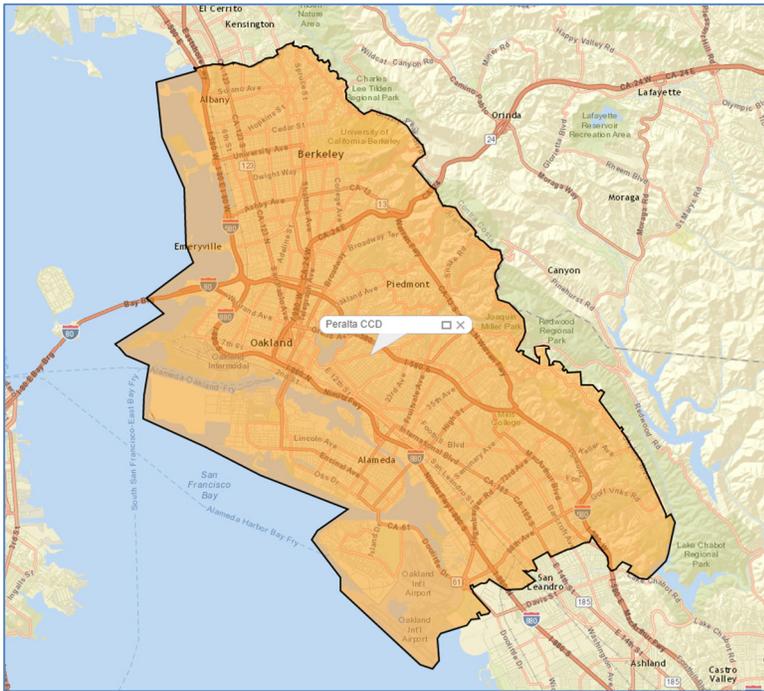
The following map shows Alameda County.
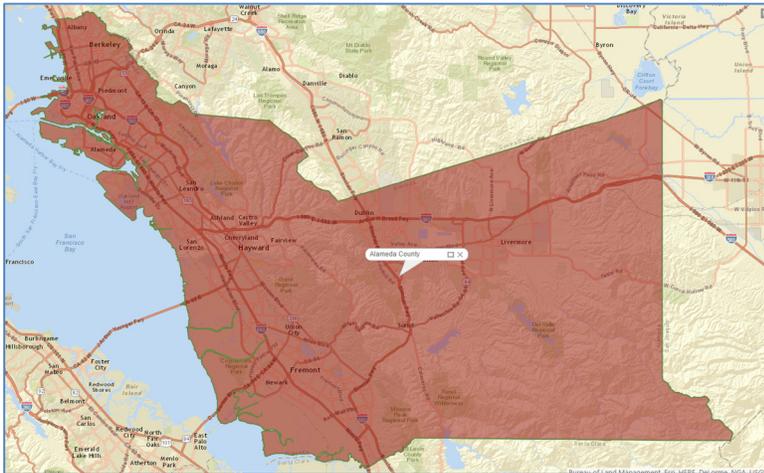
Demographic Trends of the population

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

Population Growth

The rates of growth in the population and the number of households in the College service area are each 1.1% per year. These rates are approximately the same as those for the District and County populations. The service area population is growing faster than that of the State of California.

College of Alameda Service Area Population and Household Growth Rates

	College of Alameda Service Area	Peralta CCD	Alameda County	California
Population Growth Rate	1.1%	1.1%	1.1%	0.7%
Household Growth Rate	1.1%	1.1%	1.2%	0.7%
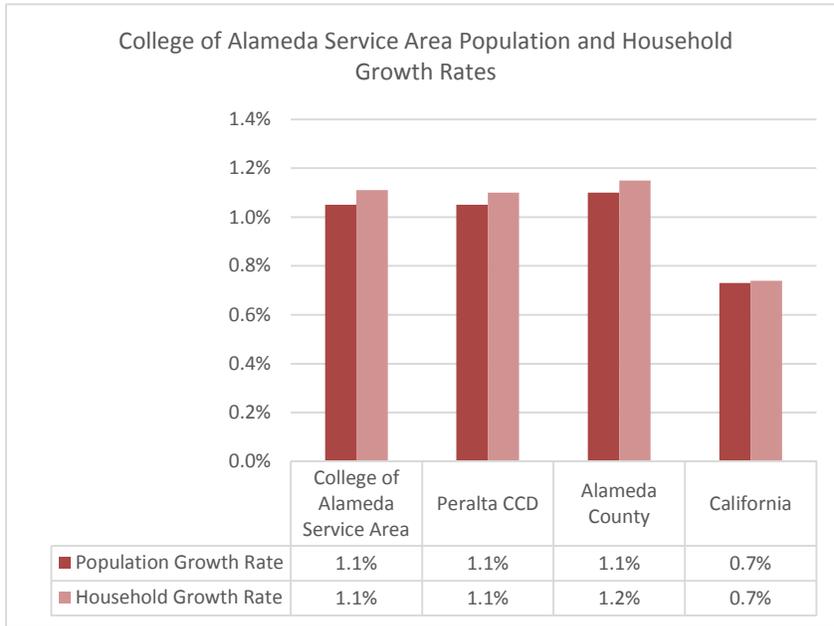
The College's service area has an average household size of 2.3 persons. This is a smaller average household size than for the District, the County and the State.

College of Alameda Service Area Average Household Size

College of Alameda	Peralta CCD	Alameda County	California
2.3	2.4	2.7	2.9
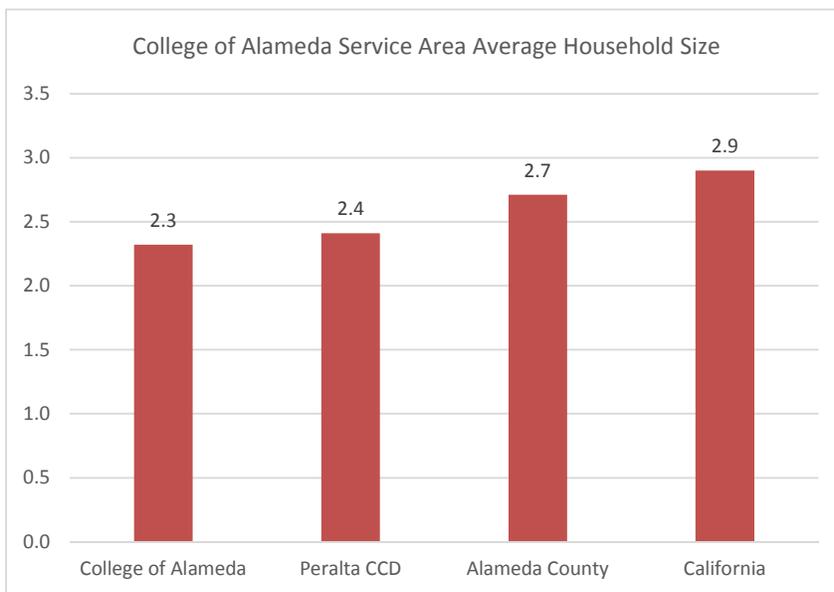
Age Profile

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

The College of Alameda service area shows that all the age groups younger than 25, are projected to decline as a percentage of the population. There are only three age segments projected to grow as a percentage of the population. Those are the 25-34, 65-74 and 75-84 segments. Twenty-five to 34 year olds might present the best opportunity for enrollment growth over the next five years.
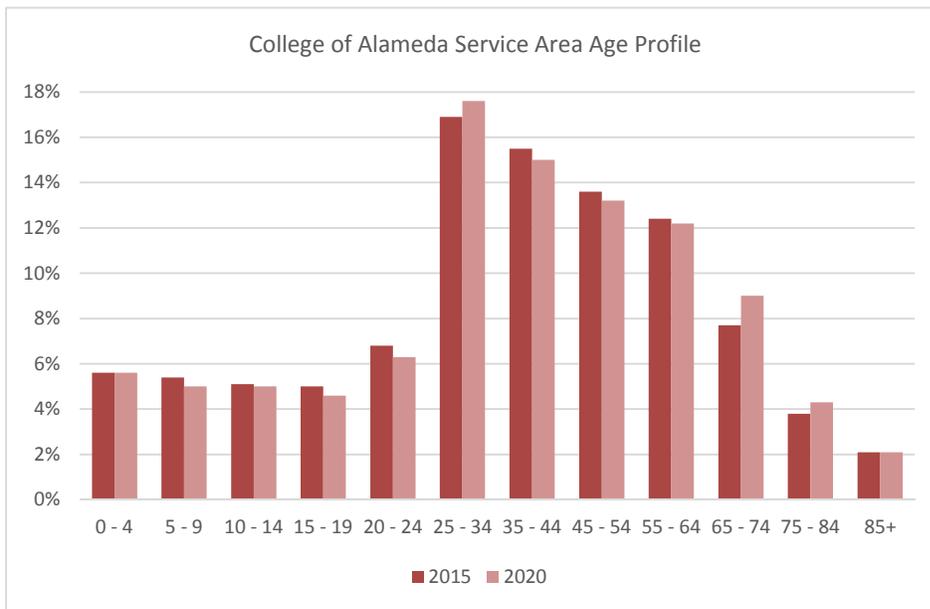
The service area has a median age of 38.2 years. This is a bit older than the populations of the District (36.9 years) and the County (37.4 years). California's population is still younger, with a median age of 35.7.
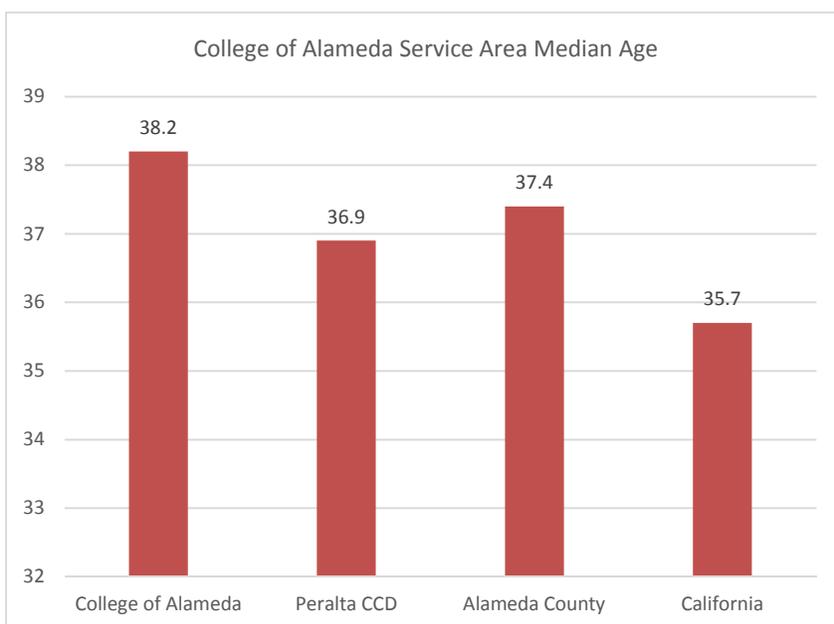
The District service area reflects the same age segmentation trend as the College with growth projected in the 25 to 34-year-old segment as well as 65-74 and 75-84 year old segments.
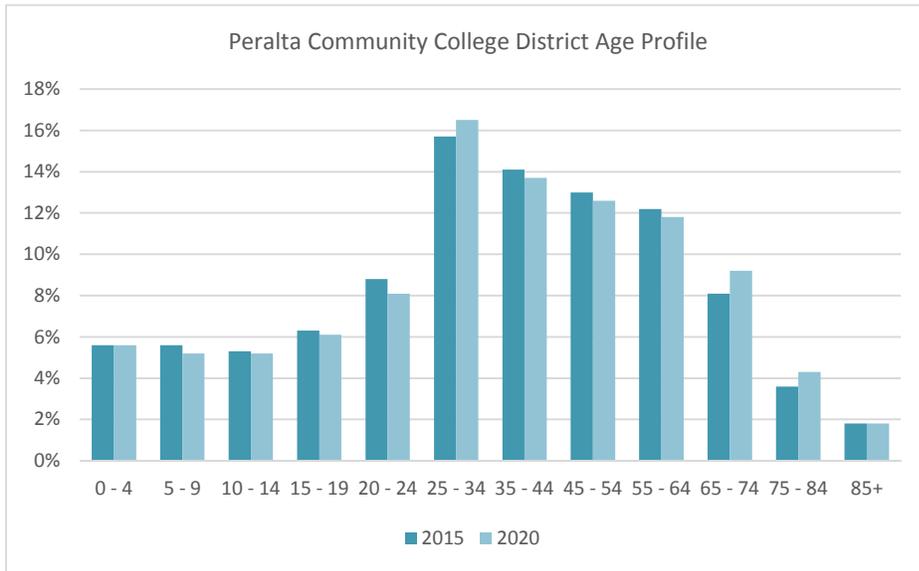
Race/Ethnicity

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

In the College of Alameda service area, the majority of the population (36.8%) identify themselves as "White Alone". The next largest population segments are Asian Alone (27.8%), Hispanic (20.2%) and Black Alone (17.6%). The graph shows the race and ethnicity profile for the District and the County for comparison.

	White Alone	Black Alone	American Indian Alone	Asian Alone	Pacific Islander Alone	Some Other Race Alone	Two or More Races	Hispanic Origin (Any Race)
College of Alameda Service Area	36.8%	17.6%	0.8%	27.8%	0.4%	10.2%	6.4%	20.2%
Peralta CCD	41.3%	19.2%	0.7%	21.4%	0.5%	10.5%	6.4%	20.8%
Alameda County	41.5%	11.5%	0.6%	28.2%	0.9%	11.0%	6.4%	23.0%
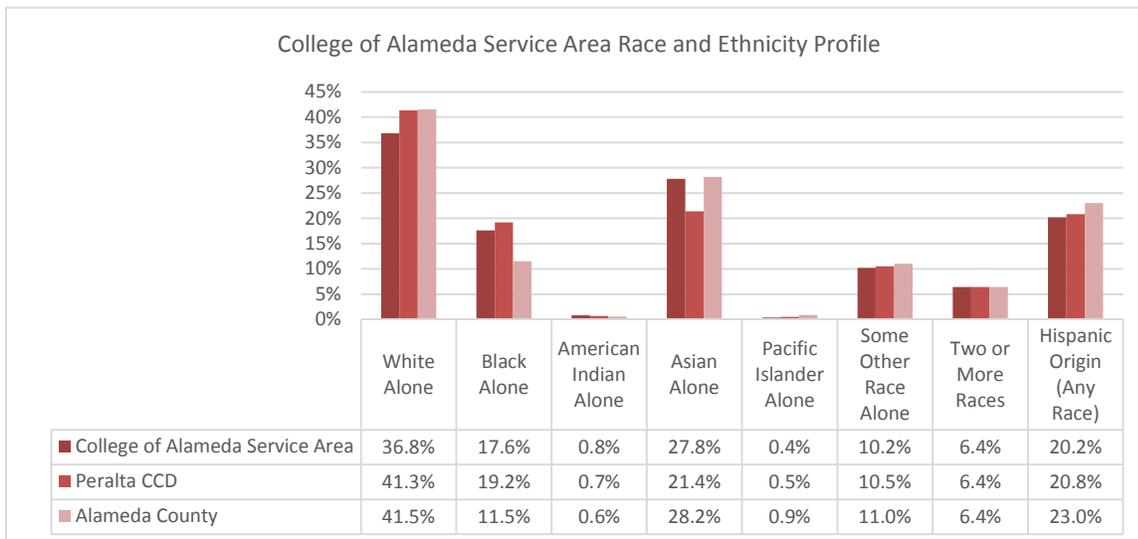
Income Profile

The income profile shows the relative income levels in the college service area compared with the population of the District and the County.

In the College of Alameda service area, the median household income is $50,169. This is lower than the median income of the District population ($55,132) and far lower than the level for the County ($73,722). The graph also shows the relative levels of per capita income in the service area, the District and the County.

College of Alameda Service Area Income Profile	Median Household Income	Per Capita Income
College of Alameda Service Area	50,169	32,090
Peralta CCD	55,132	34,829
Alameda County	73,722	36,063
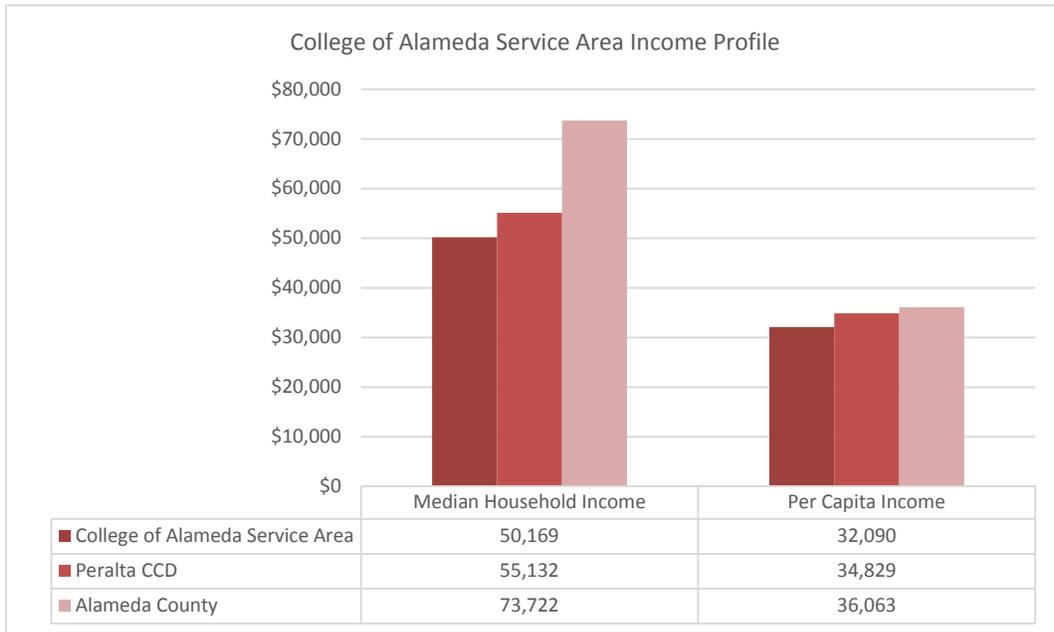
Looking at the District as a whole, median household income is lower than that of the county and the state. However, per capita income in the District is only slightly lower than the level for the County and higher than the state. This indicates a smaller average household size in the District which was previously shown to be true.

Median Household Income	Median Household Income	Per Capita Income
Peralta CCD	55,132	34,829
Alameda County	73,722	36,063
California	60,382	29,788
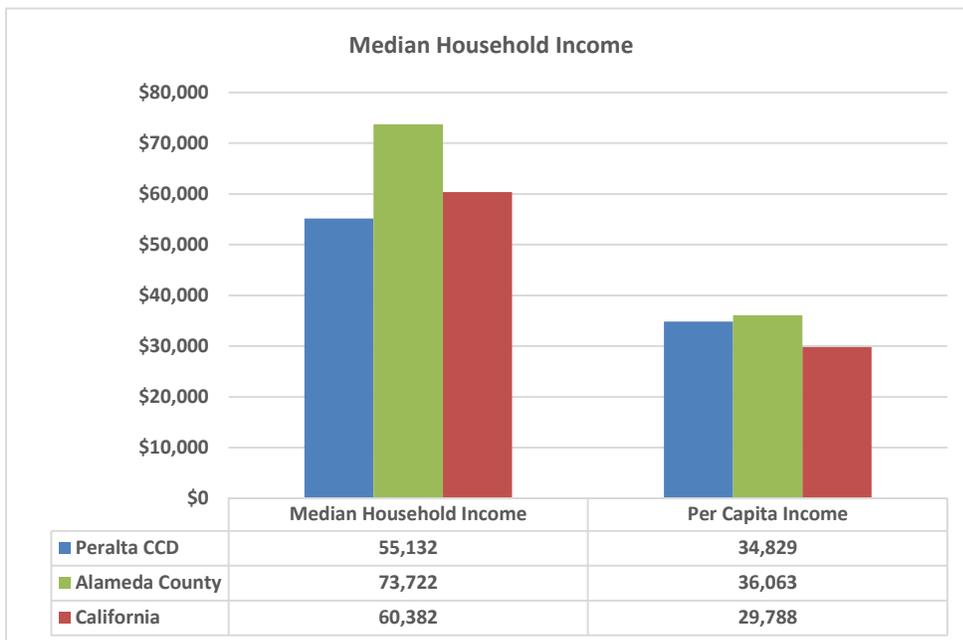
Educational Attainment

Educational attainment shows the highest level of education for the population 25 years of age and older.

In the College of Alameda service area, the population is slightly less educated than the District population. The graph shows that the percentages of the population 25 years and older holding Bachelor's and other post-secondary degrees are lower than for the District and the County. The graph also shows large percentages of the population whose highest educational attainment are "Some College", a High School diploma and lower.

College of Alameda Service Area Population Age 25+ Years By Educational Attainment

	Less than HS	HS Diploma or GED	Some College	Associate's Degree	Bachelor's Degree	Post-Secondary Degree
College of Alameda Service Area	17.3%	16.1%	19.2%	6.4%	24.4%	16.5%
Peralta CCD	14.9%	14.7%	17.7%	5.6%	25.2%	21.8%
Alameda County	13.6%	19.1%	18.8%	6.7%	24.6%	17.2%
California	18.6%	20.7%	22.1%	7.8%	19.4%	11.2%
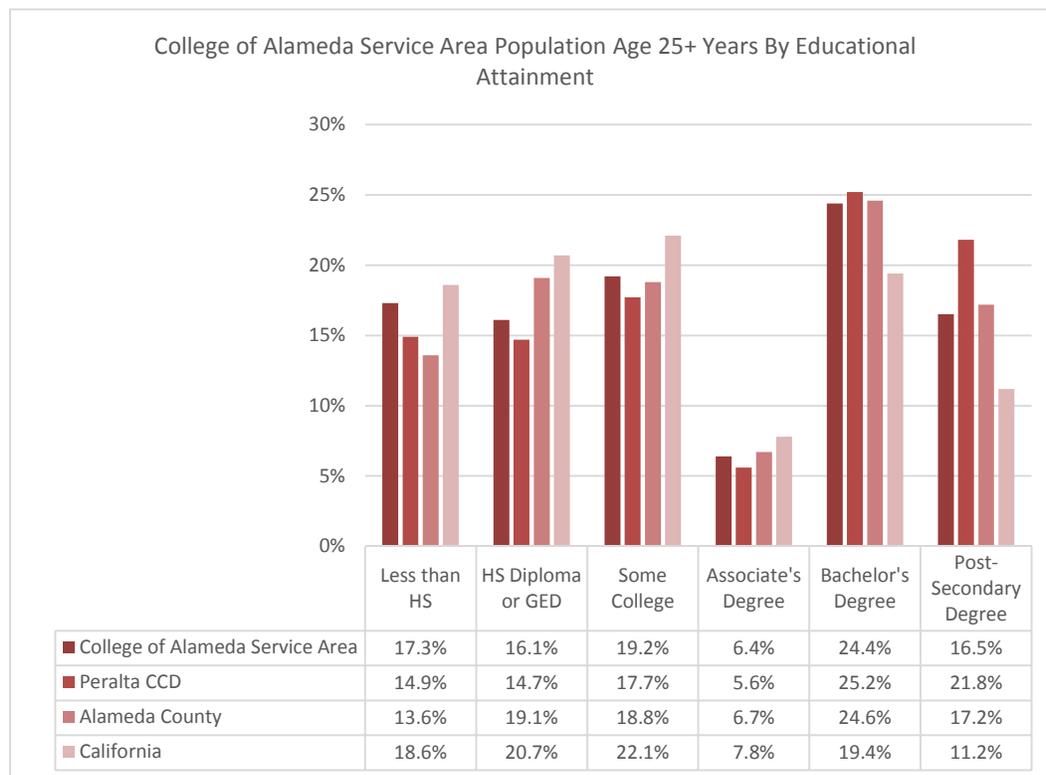
Language Spoken at Home

The following data shows the English proficiency for the population 5 years and older who live in a household that speaks another language at home. More specifically, the table values indicate the percentage of the population who do not speak English well for each of the languages spoken at home. For example, in the Peralta CCD service area, among the 18-64 age group who live in a household where Spanish is spoken at home, 4.2% of those individuals do not speak English well.

In the College of Alameda service area 13.6% of the population does not speak English well. The largest concentration of these individuals is between 18 and 64 years of age and lives in households where Spanish or Asian and Pacific Island languages are spoken.

College of Alameda Service Area - Percentage of Population Who Speak the Indicated Language at Home and do not Speak English Well				
	College of Alameda Service Area	Peralta CCD	Alameda County	California
5 to 17 years				
Speak Spanish	0.2%	0.2%	0.2%	0.4%
Speak other Indo-European languages	0.0%	0.0%	0.0%	0.0%
Speak Asian and Pacific Island languages	0.2%	0.1%	0.1%	0.1%
Speak other languages	0.0%	0.0%	0.0%	0.0%
18 to 64 years				
Speak Spanish	4.1%	4.2%	3.8%	6.4%
Speak other Indo-European languages	0.2%	0.2%	0.4%	0.4%
Speak Asian and Pacific Island languages	5.1%	2.9%	2.5%	1.5%
Speak other languages	0.3%	0.1%	0.1%	0.1%
65 years and over				
Speak Spanish	0.4%	0.4%	0.4%	1.0%
Speak other Indo-European languages	0.1%	0.1%	0.3%	0.3%
Speak Asian and Pacific Island languages	3.0%	1.6%	1.3%	0.8%
Speak other languages	0.0%	0.0%	0.0%	0.0%
Total	13.6%	9.8%	9.1%	11.0%

Economic Data

Unemployment Rate

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

Alameda County Civilian Unemployment Rate

- 2010: 10.9%
- 2011: 10.1%
- 2012: 8.7%
- 2013: 7.3%
- 2014: 5.9%
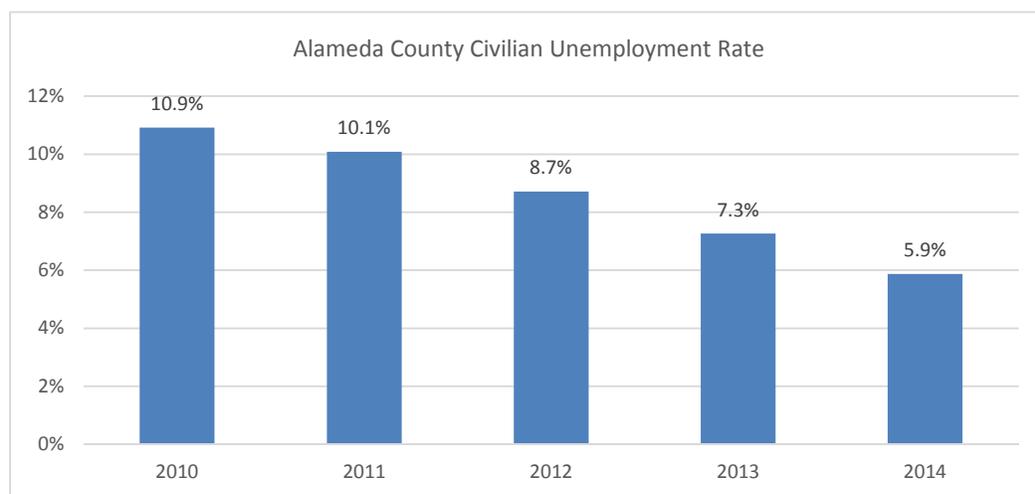
Employment by Industry

The following graph shows the percentages of the civilian workforce by Industry for the College of Alameda service area. The top four industries employ 44.5% of the civilian workforce. These industries are health care and social assistance, professional, scientific and technical services, retail trade and educational services.

College of Alameda Service Area Civilian Employment by Industry

Industry	Percentage
Health care and social assistance	14.7%
Professional, scientific, and technical services	11.2%
Retail trade	9.5%
Educational services	9.1%
Accommodation and food services	8.7%
Manufacturing	6.4%
Other services, except public administration	6.3%
Construction	5.0%
Administrative and support and waste management services	4.9%
Transportation and warehousing	4.4%
Finance and insurance	4.2%
Public administration	4.0%
Information	3.4%
Arts, entertainment, and recreation	3.0%
Wholesale trade	2.2%
Real estate and rental and leasing	2.1%
Utilities	0.6%
Agriculture, forestry, fishing and hunting	0.4%
Management of companies and enterprises	0.1%
Mining, quarrying, and oil and gas extraction	0.0%

Occupation Trends

The following data is for the Oakland-Hayward-Berkeley Metropolitan Division (Alameda and Contra Costa Counties). The first table shows the occupations with the most job openings from 2012 to 2022.

Occupational Title	Total Job Openings 2012-2022	2014 First Quarter Wages	
		Median Hourly	Median Annual
Cashiers	14,010	$10.86	$22,596
Personal Care Aides	12,580	$9.95	$20,687
Combined Food Preparation and Serving Workers, Including Fast Food	10,910	$9.19	$19,105
Retail Salespersons	10,630	$11.21	$23,312
Waiters and Waitresses	9,070	$9.09	$18,904
Registered Nurses	8,510	$62.23	$129,429
Laborers and Freight, Stock, and Material Movers, Hand	7,060	$13.50	$28,079
General and Operations Managers	5,800	$54.93	$114,245
Customer Service Representatives	5,620	$19.51	$40,584
Office Clerks, General	5,610	$18.04	$37,526
Stock Clerks and Order Fillers	5,260	$12.30	$25,588
First-Line Supervisors of Office and Administrative Support Workers	4,550	$29.09	$60,522
Construction Laborers	4,240	$22.12	$46,013
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	4,040	$20.44	$42,518
Accountants and Auditors	3,990	$35.88	$74,629
Carpenters	3,950	$31.13	$64,754
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	3,700	$14.45	$30,048
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	3,700	$9.63	$20,042
Nursing Assistants	3,510	$16.56	$34,442
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	3,330	$28.89	$60,088
Cooks, Restaurant	3,250	$10.53	$21,896
Elementary School Teachers, Except Special Education	3,230	-	$71,194
Software Developers, Applications	3,190	$51.65	$107,424
Landscaping and Groundskeeping Workers	3,040	$13.57	$28,224
Market Research Analysts and Marketing Specialists	2,960	$37.50	$77,994
Computer Systems Analysts	2,870	$43.24	$89,942
Maids and Housekeeping Cleaners	2,730	$12.98	$26,995
First-Line Supervisors of Retail Sales Workers	2,730	$20.73	$43,116

The next table shows the fastest growing occupations in Alameda and Contra Costa Counties.

Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Percent Change 2012-2022	Annual Average Percent Change	2014 First Quarter Wages [1]	
					Median Hourly	Median Annual
Pipelayers	500	870	74.0%	7.4%	$29.54	$61,435
Brickmasons and Blockmasons	560	830	48.2%	4.8%	$28.45	$59,178
Personal Care Aides	23,590	34,480	46.2%	4.6%	$9.95	$20,687
Dental Laboratory Technicians	510	730	43.1%	4.3%	$20.12	$41,837
Market Research Analysts and Marketing Specialists	5,240	7,480	42.7%	4.3%	$37.50	$77,994
Meeting, Convention, and Event Planners	610	870	42.6%	4.3%	$23.05	$47,949
Biomedical Engineers	660	940	42.4%	4.2%	$50.01	$104,014
Personal Financial Advisors	1,860	2,640	41.9%	4.2%	$36.69	$76,332
Information Security Analysts	750	1,060	41.3%	4.1%	$51.80	$107,738
Skincare Specialists	540	760	40.7%	4.1%	$17.35	$36,094
Web Developers	1,320	1,850	40.2%	4.0%	$37.00	$76,951
Painters, Construction and Maintenance	3,560	4,920	38.2%	3.8%	$21.48	$44,687
Computer-Controlled Machine Tool Operators, Metal and Plastic	420	580	38.1%	3.8%	$19.51	$40,577
Multimedia Artists and Animators	2,020	2,750	36.1%	3.6%	$39.08	$81,301
Tapers	600	810	35.0%	3.5%	$31.53	$65,584
Geological and Petroleum Technicians	660	890	34.8%	3.5%	$24.40	$50,768
Logisticians	890	1,200	34.8%	3.5%	$35.74	$74,327
Dietetic Technicians	410	550	34.1%	3.4%	$16.17	$33,619
Drywall and Ceiling Tile Installers	1,570	2,100	33.8%	3.4%	$37.03	$77,008
Cement Masons and Concrete Finishers	730	970	32.9%	3.3%	$25.16	$52,317
Grinding and Polishing Workers, Hand	400	530	32.5%	3.3%	$15.57	$32,394
Cost Estimators	2,100	2,770	31.9%	3.2%	$33.44	$69,551
Electrical Power-Line Installers and Repairers	410	540	31.7%	3.2%	$51.28	$106,655
Software Developers, Applications	7,170	9,440	31.7%	3.2%	$51.65	$107,424
Environmental Scientists and Specialists, Including Health	1,580	2,080	31.6%	3.2%	$43.85	$91,206
Occupational Health and Safety Specialists	770	1,010	31.2%	3.1%	$45.43	$94,494

The largest employers in Alameda County are listed in the table below.

Alameda County Largest Employers		
Employer Name	**Location**	**Industry**
Alameda County Law Enforcement	Oakland	Government Offices-County
Alameda County Sheriff's Ofc	Oakland	Government Offices-County
Alta Bates Summit Medical Ctr	Oakland	Hospitals
Alta Bates Summit Medical Ctr	Berkeley	Hospitals
Bayer Health Care	Berkeley	Laboratories-Pharmaceutical (mfrs)
Berkeley Coin & Stamp Foster's	Berkeley	Coin Dealers Supplies & Etc
California State-East Bay	Hayward	Schools-Universities & Colleges Academic
Coopervision Inc Advanced	Pleasanton	Optical Goods-Wholesale
East Bay Water	Oakland	Transit Lines
Highland Hospital	Oakland	Hospitals
Kaiser Permanente Medical Ctr	Oakland	Hospitals
Lawrence Livermore Natl Lab	Livermore	Small Arms Ammunition (mfrs)
Life Scan Inc	Fremont	Physicians & Surgeons Equip & Supls-Mfrs
Oakland Police Patrol Div	Oakland	Police Departments
Residential & Student Svc Prog	Berkeley	Schools-Universities & Colleges Academic
Safeway Inc	Pleasanton	Grocers-Retail
Tesla Motors	Fremont	Automobile Dealers-Electric Cars
Transportation Dept-California	Oakland	Government Offices-State
UCSF Benioff Children's Hosp	Oakland	Hospitals
University of Ca-Berkeley	Berkeley	Schools-Universities & Colleges Academic
University of California	Berkeley	Schools-Universities & Colleges Academic
Valley Care Health System	Livermore	Hospitals
Washington Hospital Healthcare	Fremont	Hospitals
Waste Management	Oakland	Garbage Collection
Western Digital Corp	Fremont	Electronic Equipment & Supplies-Mfrs

Internal Environmental Scan

Internal Data Table 1

Employee Data

Permanent Employee Counts by Category

The College of Alameda employed 132 permanent staff in Fall 2015. Overall, the number of employees has increased by 20% in recent years mostly due to a 28% increase in the permanent Classified ranks from 46 to 59. The number of Faculty increased by 5 from 47 to 62 while the number of Administrators increased by 4, from 7 to 11 over the past five years. Compared to the District as a whole, Faculty have increased at a slower rate while Administrators and Classified have increased at faster rates. The fastest increasing Classified have been among the Professional staff. They have doubled over the past five years from 9 to 18 while the Technical staff increased by 42% from 12 to 17. This has been offset by decreases among the Clerical and Maintenance staff of 7% and 10%, respectively.

	College of Alameda						District
Emp Type	EEO6 Occ2	2011	2012	2013	2014	2015	Change '11 to '15	Change '11 to '15
Admin	Admin	7	6	10	9	11	57%	35%
Faculty	Faculty	57	46	56	61	62	9%	17%
Classified	Professional	9	9	10	11	18	100%	5%
	Clerical	15	17	15	12	14	-7%	5%
	Technical	12	13	17	19	17	42%	2%
	Skilled	0	0	0	0	1	na	15%
	Maintenance	10	9	7	8	9	-10%	4%
	Subtotal	46	48	49	50	59	28%	4%
Total	Total	110	100	115	120	132	20%	12%

**Employee Counts by Category
College of Alameda**
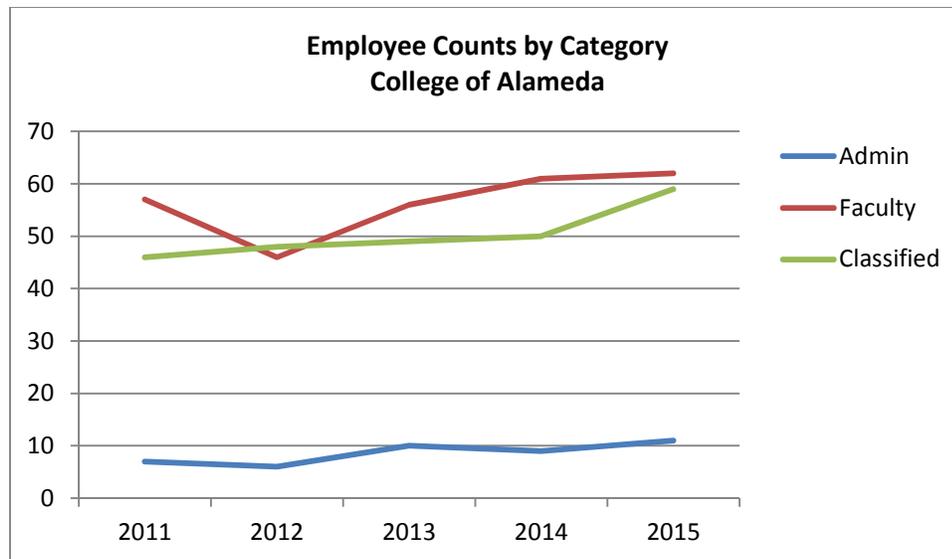
Internal Data Table 2

Full-time to Part-time Faculty FTEF Ratio

The table below shows the full-time equivalent (FTEF) count of full-time (permanent) and part-time (temporary) faculty at the College of Alameda. The FTEF of permanent faculty increased by 10% over the past five years while the FTEF of part-time faculty increased by 16%. The table also displays the ratio between the FTEF of the permanent faculty and that of the part-time (hourly) faculty. The ratio has held fairly constant over the most recent five years near a 50/50 ratio but currently stands at 52% for permanent faculty and 48% for part-time faculty. The District has a similar 50/50 ratio being exactly that currently. Note: The Overload FTEF of permanent faculty is not included in this table. Also note that ratio displayed here is not the official Full- to Part-time ratio it tracks the same trend information.

College of Alameda						
Employee Type	2011	2012	2013	2014	2015	Change '11 to '15
Faculty	57.5	46.2	53.7	61.9	63.2	10%
PT Faculty	51.2	45.7	53.8	58.9	59.5	16%
Total	108.7	91.9	107.5	120.8	122.7	13%
Faculty	53%	50%	50%	51%	52%	
PT Faculty	47%	50%	50%	49%	48%	
District						
Faculty	49%	49%	47%	48%	50%	
PT Faculty	51%	51%	53%	52%	50%	

Internal Data Table 2b

Permanent Employees by Ethnicity

The table below displays the College's Fall Permanent Employees by Ethnicity with a comparison to the district as a whole for Fall 2015. For Fall 2015, the College's 11 administrators were 36% African-American, 27% Asian/Pacific Islander, and 36% White. For Fall 2015, the College's 62 permanent faculty were 21% African-American, 21% Asian/Pacific Islander, 16% Latino, and 37% White. Over the past five years, there has been an increase in Asian/Pacific Islander faculty and small decreases in Latino and White faculty. For Fall 2015, the College's 59 classified staff were 29% African-American, 37% Asian/Pacific Islander, 7% Latino, and 17% White. Over the past five years, there has been an increase in Asian/Pacific Islander classified and small decreases in African-American and White classified. In Fall 2015, Mixed/Other were 10% of the classified staff.

	College of Alameda							**District**
Emp Type	Ethnicity	2011	2012	2013	2014	2015	Change '11 to '15	2015
Admin	African-Am	43%	50%	40%	33%	36%	-16%	36%
	Asian/PI	0%	17%	20%	33%	27%	na	19%
	Filipino	14%	0%	0%	0%	0%	-100%	0%
	Latino	0%	0%	10%	11%	0%	na	15%
	Native Am	0%	0%	0%	0%	0%	na	0%
	White	43%	33%	30%	22%	36%	-16%	23%
	Other/Unkwn	0%	0%	0%	0%	0%	na	7%
Faculty	African-Am	21%	24%	18%	18%	21%	0%	21%
	Asian/PI	9%	13%	20%	20%	21%	133%	15%
	Filipino	2%	0%	0%	0%	0%	-100%	0%
	Latino	19%	20%	18%	18%	16%	-16%	14%
	Native Am	0%	0%	0%	0%	0%	na	0%
	White	47%	41%	41%	39%	37%	-21%	45%
	Other/Unkwn	2%	2%	4%	5%	5%	150%	5%
Classified	African-Am	33%	27%	27%	26%	29%	-12%	31%
	Asian/PI	17%	31%	35%	38%	37%	118%	29%
	Filipino	11%	0%	0%	0%	0%	-100%	0%
	Latino	4%	4%	4%	6%	7%	75%	14%
	Native Am	0%	0%	0%	0%	0%	na	1%
	White	22%	23%	22%	20%	17%	-23%	15%
	Other/Unkwn	13%	15%	12%	10%	10%	-23%	11%

Internal Data Table 2c

Permanent Employees by Age Group

The table below displays the College's Fall Permanent Employees by Age Group with a comparison to the district as a whole for Fall 2015. For Fall 2015, the College's 11 administrators were 9% Under 30, 9% 30 to 39, 27% 40 to 49, 27% 50 to 59, 9% 60 to 65, and 18% Over 65. For Fall 2015, the College's 62 permanent faculty were 0% Under 30, 18% 30 to 39, 31% 40 to 49, 24% 50 to 59, 19% 60 to 65, and 8% Over 65. For Fall 2015, the College's 59 classified staff were 8% Under 30, 24% 30 to 39, 25% 40 to 49, 31% 50 to 59, 10% 60 to 65, and 2% Over 65.

College of Alameda								District
Emp Type	Age Group	2011	2012	2013	2014	2015	Change '11 to '15	2015
Admin	Under 30	0%	0%	0%	0%	9%	na	1%
	30 - 39	14%	17%	30%	33%	9%	-36%	12%
	40 - 49	14%	17%	20%	22%	27%	93%	22%
	50 - 59	43%	50%	20%	22%	27%	-37%	39%
	60 - 65	14%	0%	10%	11%	9%	-36%	16%
	Over 65	14%	17%	20%	11%	18%	29%	9%
Faculty	Under 30	0%	0%	4%	2%	0%	na	1%
	30 - 39	7%	7%	5%	13%	18%	157%	17%
	40 - 49	25%	28%	30%	28%	31%	24%	27%
	50 - 59	37%	33%	29%	30%	24%	-35%	26%
	60 - 65	25%	28%	23%	16%	19%	na	19%
	Over 65	7%	4%	9%	11%	8%	14%	10%
Classified	Under 30	9%	4%	2%	4%	8%	-11%	6%
	30 - 39	20%	23%	22%	24%	24%	20%	18%
	40 - 49	30%	35%	37%	28%	25%	-17%	30%
	50 - 59	28%	27%	27%	28%	31%	11%	30%
	60 - 65	11%	6%	10%	14%	10%	-9%	12%
	Over 65	2%	4%	2%	2%	2%	0%	5%

Internal Data Table 3

Student Demographics

Fall Headcount Enrollment by Student Attributes

The table and charts below display the Fall Headcount of the College over the past five years by various student attributes. The headcount enrollment has declined by 4% as has the FTES (full-time equivalent students) over the past five years. The District as a whole has experienced a decline of 3% in headcount while FTES has remained constant.

Some 73% of the College's students are part-time compared to 65% districtwide. The ratio between full- and part-time students has remained constant over the past five years.

There is no majority ethnicity at the College or districtwide with a large proportion of Other/Unknowns and Multiple ethnicities. The Multiple category has grown in recent years to 12% because students may now indicate more than one ethnicity on their applications and are doing so. The largest proportion of students is Asian/Pacific Islanders at 29%, 9 percentage points higher than in the district as a whole. African Americans make of 20% while Latino and Whites make up 16% and 14%, respectively. The proportion of Latinos has increased over the past five years. There are very few Filipinos though twice the percentage at the College than in the district at 4%.
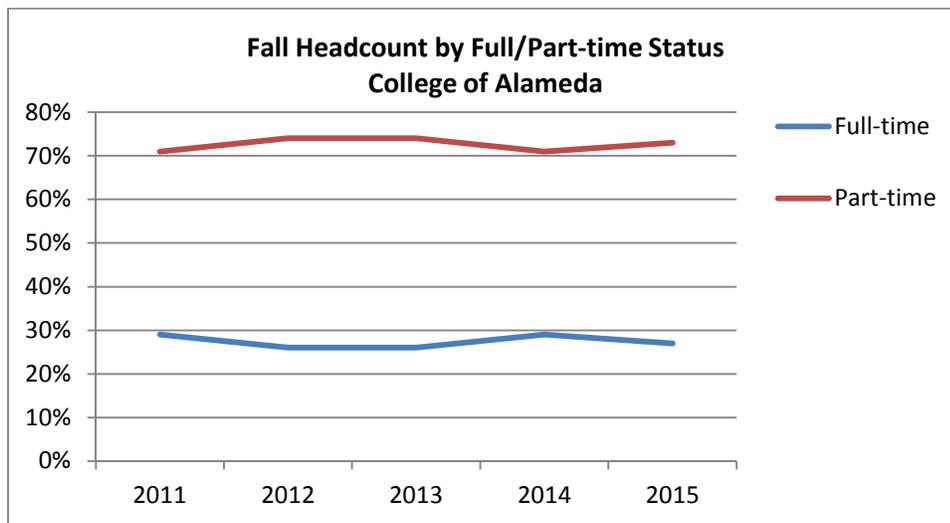
The Female to Male ratio is 55% to 44% and has been constant over the most recent five years.

The majority, 58%, of students are 24 years old or younger. Those ages 35-54 comprise a significant group at 14%.

The majority of the College's students (51%) have transfer (with or without an AA/AS degree) as their educational goal at the beginning of their academic careers. This is 6 percentage points higher than the district as a whole. The next largest group of students at 12% is undecided about their goal at that point. Some 7% are pursuing an AA/AS degree without plans to transfer while another 2% are pursuing a CTE certificate. Significantly, 8% say they are taking courses to maintain or improve their job skills while another 2% are hoping to discover their career interests. It is also noteworthy that 12% say they are four-year college students taking some of their required classes at the college. This breakdown of students' educational goals has been very stable over the past five years except for a substantial increase in those aiming to transfer and a corresponding decrease in those in the Undecided / Other category.

College of Alameda							
Attribute	2011	2012	2013	2014	2015	Change '11 to '15	District 2015
All Students	6,926	6,302	6,414	6,502	6,640	-4%	26,209
FTES	1,687	1,491	1,547	1,617	1,613	-4%	8,959
Full-time	29%	26%	26%	29%	27%		35%
Part-time	71%	74%	74%	71%	73%		65%
African Am	24%	22%	23%	22%	20%		23%
Asian/Pac Isl	29%	29%	27%	29%	29%		21%

Filipino	4%	3%	4%	4%	4%	2%
Latino	12%	13%	15%	15%	16%	17%
Multiple	7%	10%	11%	12%	12%	13%
Native Am	0%	0%	0%	0%	0%	0%
White	15%	15%	14%	14%	14%	18%
Other/Unkwn	10%	8%	5%	4%	5%	6%
Female	52%	53%	52%	54%	55%	56%
Male	44%	44%	44%	44%	44%	42%
Unkwn	4%	3%	3%	2%	1%	3%
Under 16	1%	1%	1%	1%	1%	1%
16 - 18	10%	10%	11%	11%	13%	12%
19 - 24	46%	46%	46%	46%	44%	38%
25 - 29	16%	16%	15%	16%	16%	16%
30 - 34	9%	9%	9%	8%	9%	10%
35 - 54	15%	15%	15%	14%	14%	17%
55 - 64	2%	3%	3%	3%	2%	4%
65 and Over	0%	0%	1%	1%	1%	2%
Transfer w or wo AA/AS	38%	41%	44%	46%	51%	45%
Earn AA/AS only	7%	7%	8%	7%	7%	7%
Earn Certificate Only	2%	2%	2%	2%	2%	3%
Prepare/Maintain/Adv in Career	10%	9%	9%	9%	8%	10%
Discover career interests	3%	3%	2%	2%	2%	3%
Improve basic skills	3%	2%	2%	2%	3%	3%
Educational Development	3%	2%	2%	2%	3%	4%
Complete HS credits/GED	2%	1%	1%	1%	2%	3%
Undecided / Other	14%	14%	12%	10%	11%	12%
4yr coll stdnt taking courses	19%	18%	17%	18%	12%	10%

Fall Headcount and FTES
College of Alameda

Fall Headcount by Full/Part-time Status
College of Alameda
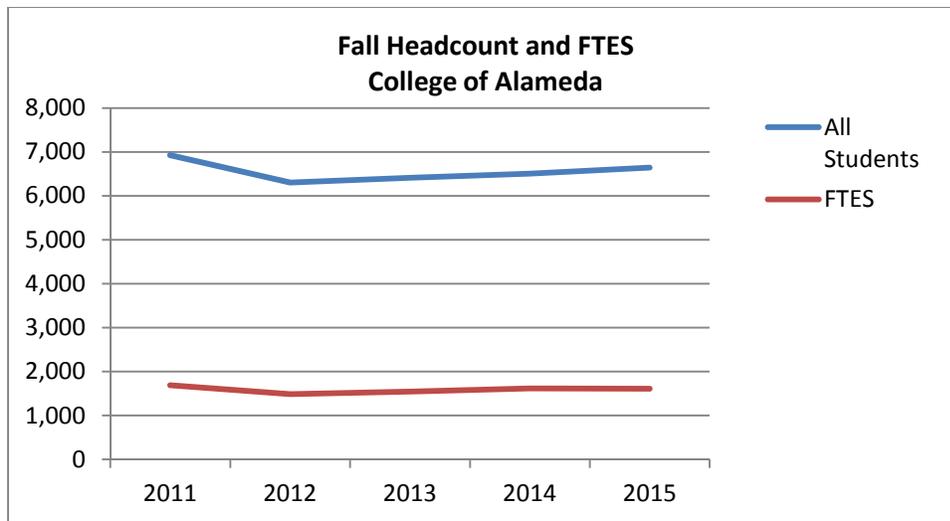
Internal Data Table 3b

Fall Headcount Enrollment Trends by Residency Status

The table below displays the College's Headcount enrollment by Residency Status over the past five years. In-state residents account for 93% of headcount enrollment in Fall 2015, while Out of State account for 3% and International students account for 4%. The number of Out of State students has nearly doubled over the last five years from 110 to 202. International student enrollment has been stable.

College of Alameda							District
Residency Status	2011	2012	2013	2014	2015	Change '11 to '15	Change '11 to '15
In-state	6,574	5,953	6,044	6,105	6,178	-6%	-5%
Out of State	110	115	154	173	202	84%	73%
International	242	234	216	224	260	7%	22%

Total	6,926	6,302	6,414	6,502	6,640	-4%	-3%
In-state	95%	94%	94%	94%	93%	-2%	-2%
Out of State	2%	2%	2%	3%	3%	50%	100%
International	3%	4%	3%	3%	4%	33%	0%

Internal Data Table 4

New Students at Census by Top 25 Feeder High Schools

The table below displaying the top 25 feeder high schools of new students indicates that Alameda High School is the largest feeder school with 104, an increase of 21% over than past five years. Most new students are coming from high schools in the Alameda Unified School District and the Oakland Unified School District. The data in the table indicates new schools have begun to feed students to the College.

College of Alameda						
High School	**District**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Change '11 to '15**
ALAMEDA HIGH	ALAMEDA UNIFIED	86	78	101	120	104	21%
ENCINAL HIGH	ALAMEDA UNIFIED	67	65	66	81	88	31%
OAKLAND HIGH	OAKLAND UNIFIED	31	28	60	36	52	68%
OAKLAND TECHNICAL	OAKLAND UNIFIED	34	33	31	30	51	50%
SAN LEANDRO HIGH	SAN LEANDRO UNIFIED	26	42	44	29	28	8%
SKYLINE HIGH	OAKLAND UNIFIED	32	44	43	38	23	-28%
ISLAND HIGH	ALAMEDA UNIFIED	12	15	23	26	22	83%
BERKELEY HIGH	BERKELEY UNIFIED	35	17	27	27	19	-46%
DEWEY HIGH	OAKLAND UNIFIED	14	13	9	13	16	14%
FREMONT HIGH	OAKLAND UNIFIED	3	2	1	0	14	367%
ARROYO HIGH	SAN LORENZO UNIFIED	10	8	16	18	13	30%
CASTRO VALLEY HIGH	CASTRO VALLEY UNIFIED	13	15	12	16	12	-8%
SAN LORENZO HIGH	SAN LORENZO UNIFIED	11	12	16	6	12	9%
EL CERRITO HIGH	WEST CONTRA COSTA UNIFIED	11	6	6	6	12	9%
HAYWARD HIGH	HAYWARD UNIFIED	5	7	10	8	11	120%
OAKLAND INTERNATIONAL	OAKLAND UNIFIED	0	1	1	3	11	na
CASTLEMONT HIGH	OAKLAND UNIFIED	0	1	3	9	9	na

ALBANY HIGH	ALBANY CITY UNIFIED	7	8	7	8	8	14%
OAKLAND SCHOOL FOR THE ARTS	OAKLAND UNIFIED	5	2	6	0	8	60%
CHINESE CHRISTIAN SCHOOLS	PRIVATE	2	4	3	3	8	300%
SAINT JOSEPH-NOTRE DAME HS	PRIVATE	11	5	7	10	7	-36%
BISHOP ODOWD HIGH	PRIVATE	7	7	12	3	7	0%
MCCLYMONDS HIGH	OAKLAND UNIFIED	5	4	3	5	7	40%
LIFE ACADEMY HIGH	OAKLAND UNIFIED	6	2	3	4	7	17%
ENVISION ACAD ARTS/TECH	ALAMEDA COUNTY OFFICE OF EDUCATION	0	1	1	2	7	na

Internal Data Table 4a

New Students at Census by Top 20 Feeder High School Districts

This table displays the top 20 feeder high schools districts of new, first-time college students at the College. Clearly Oakland Unified and Alameda Unified are providing the greatest numbers of new students but students also come from all the districts in the east bay and even beyond.

College of Alameda						
District	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Change '11 to '15**
OAKLAND UNIFIED	195	182	210	190	225	15%
ALAMEDA UNIFIED	170	161	196	229	220	29%
PRIVATE	59	43	46	39	50	-15%
SAN LEANDRO UNIFIED	31	44	46	32	30	-3%
SAN LORENZO UNIFIED	24	25	37	29	32	33%
BERKELEY UNIFIED	40	19	33	30	24	-40%
WEST CONTRA COSTA UNIFIED	38	22	29	17	26	-32%
HAYWARD UNIFIED	18	13	17	26	29	61%
SAN FRANCISCO UNIFIED	15	17	16	12	18	20%
CASTRO VALLEY UNIFIED	15	15	13	19	12	-20%
FREMONT UNIFIED	6	11	10	14	13	117%
ACALANES UNION HIGH	11	11	8	11	5	-55%
MT. DIABLO UNIFIED	8	13	6	7	5	-38%
ALBANY CITY UNIFIED	7	8	7	8	8	14%

SAN RAMON VALLEY UNIFIED	6	7	8	4	10	67%
NEW HAVEN UNIFIED	7	8	9	7	2	-71%
EAST SIDE UNION HIGH	7	3	7	5	9	29%
LIBERTY UNION HIGH	8	1	7	8	7	-13%
PIEDMONT CITY UNIFIED	5	4	8	7	5	0%
ANTIOCH UNIFIED	6	5	6	7	5	-17%

Internal Data Table 5

Student Success, Retention, Persistence

Fall Course Success and Retention Rates, All Students

This table displays the course success rates for all students over the past five fall terms by selected attributes. In Fall 2015, the College's success rate was course rate was 64%, down somewhat from its 67% of five years ago. The rate has been quite stable but clearly is not improving.

The course success rates vary by ethnicity with Asian/Pacific Islanders having the highest rate at 76% while African-American students have the lowest rate of 51%. Latinos are just under the average at 63% while Whites are just over at 69%.

Students succeed at somewhat higher rate than the overall rate in Basic Skills courses at 66%. They also do better in CTE courses at 71% compared to Non-CTE courses at 63%. The success rate in distance education courses is less than the overall rate at 59%.

For the most part, these rates are consistent with those districtwide although student do better in basic skills classes at 66% compared to 57% districtwide.

College of Alameda						Distrist 2015
Dimension	**2011**	**2012**	**2013**	**2014**	**2015**	**2015**
Course Success Rate	67%	68%	66%	64%	64%	65%
Course Retention Rate	78%	76%	76%	81%	77%	80%
Success Rates by Ethnicity						
African-Am	54%	57%	56%	49%	51%	54%
Asian/PI	76%	76%	75%	76%	76%	76%
Filipino	69%	68%	74%	69%	68%	68%
Latino	66%	68%	65%	59%	63%	62%
Native Am	76%	59%	51%	63%	62%	63%
Other/Unkwn	66%	65%	65%	60%	58%	63%
White	73%	74%	70%	71%	69%	71%
Success Rates for Basic Skills Courses*						

BS Crs	66%	70%	70%	69%	66%	57%

Success Rates by CTE/Non-CTE Course

CTE Course	67%	68%	69%	66%	71%	70%
Non-CTE Course	67%	68%	66%	63%	63%	63%

Success Rates for Distance Ed Courses

Distance Ed Course	53%		56%	57%	58%	59%	58%

*Note: For courses with a Basic Skills flag only.
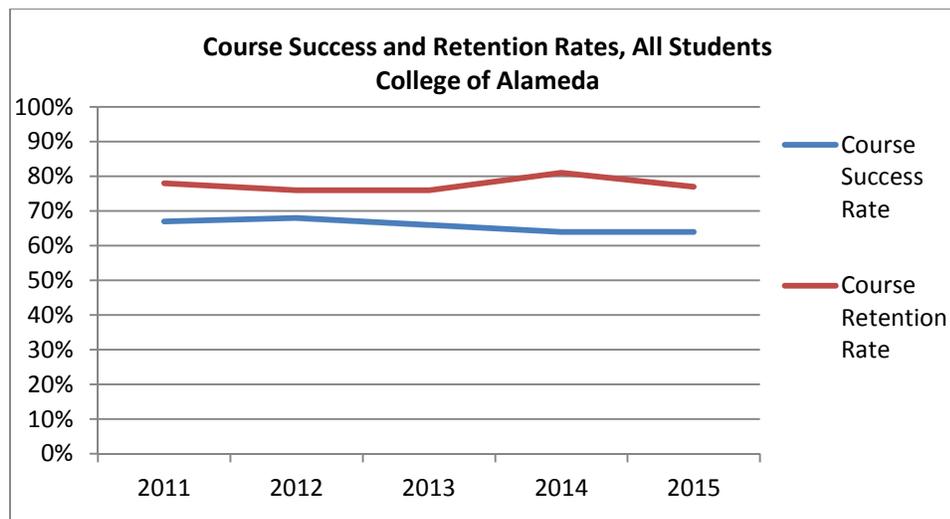
Internal Data Table 6

Fall to Fall Persistence Rates

Fall to Fall Persistence Rates are displayed in the table below by various dimensions or attributes. For all students, the rate in Fall 2015 is 51%, a significant improvement over the rate of 46% of five years ago. First-time College students return for the following fall at a 52% rate, up significantly from 43% five years ago. Full-time students, be they everyone or new First-time College, persist at very substantially higher rates than part-time students.

College of Alameda						District
Dimension	2010	2011	2012	2013	2014	2014
All Students	46%	47%	49%	51%	51%	48%
First-time Students	43%	45%	48%	50%	52%	44%

Full/Part-time, All Students

Fulltime, All	59%	59%	63%	63%	65%	62%
Parttime, All	43%	45%	47%	49%	49%	44%

Full/Part-time, First-time College Students

Fulltime, First-time	64%	61%	64%	72%	77%	64%
Parttime, First-time	38%	41%	46%	45%	45%	36%

Internal Data Table 7

Fall to Spring Persistence Rates

Fall to Spring Persistence Rates are displayed in the table below by various dimensions or attributes. For all students, the rate in Fall 2015 is 71%, a significant improvement over the rate of 66% of five years ago and 3 percentage points higher than the district rate. First-time College students return for the following fall at a lower 65% rate, but that is up significantly from 60% five years ago. Full-time students persist at very substantially higher rates than part-time students. Part-time students had a rate higher than the corresponding district rate.

College of Alameda						District
Dimension	**2010**	**2011**	**2012**	**2013**	**2014**	**2014**
All Students	66%	66%	71%	72%	71%	68%
First-time Students	60%	60%	67%	67%	65%	66%
Full/Part-time, All Students						
Fulltime, All	82%	83%	84%	83%	86%	86%
Parttime, All	63%	63%	70%	70%	68%	63%

Internal Data Table 8

Award Data

Annual Degrees and Certificates Awarded

Annual degrees and certificates are up substantially over the past five years. The number of Associate Degrees increased by 10% to 238. The number of certificates awarded almost tripled from 119 five years ago to 340 during 2014-15, the latest full-year available. The total awards of 578 is up 73% from five years ago and represents 20% of all the awards in the district.

The table also displays the unique number of students earning awards as some students earn more than one degree or certificate in the same year. The number of unique students earning Associate Degrees is up by 24%, more than double the increase in the number of degrees awarded. In 2014-15, 185 students

earned 238 degrees. The number of unique students earning Certificates is up by 173%, about the same increase in the number of certificates awarded. In 2014-15, 289 students earned 340 certificates.

A breakdown of degrees awarded by ethnicity for unduplicated students shows that Asian/Pacific Islanders earned the greatest proportion at 41% of all degrees earned. African-American, Latino, and Whites each earned about 15% of the degrees earned. The proportions by ethnicity has remained relatively stable over the past five years though there has been some increase in proportion by African-Americans and a doubling by Latinos from 7% to 14%. Correspondingly, there has been a small decreased in the Asian/Pacific Islander proportion.

Certificates earned by ethnicity for unduplicated students show current proportional breakdown similar to that of degrees earned. Asian/Pacific Islanders earned the greatest proportion at 41% while African-American and Whites each earned 12-13% of the certificates. Latinos earned 19%. As with degrees, the proportions of certificates by ethnicity for unduplicated students has remained relatively stable but with some volatility over the past five years though there may be some decrease in proportion by African-Americans and corresponding increase by Latinos.

The top ten majors for degrees and certificates are also displayed. Liberal Arts, business, and psychology are among the highest number of degrees. Business, dental assisting, and Apparel Design are among the highest number of certificates earned. [Note, there appears to be an error in coding of majors as there are many IGETC and Transfer Studies majors for certificates but none for degrees. Perhaps this major section should be left out until we can validate the coding.]

College of Alameda							**District**	**College**
Dimension	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**Change '11 to '15**	**2014-15**	**as a Percent of District**
Assoc Degs	216	256	256	297	238	10%	1,291	18%
Certificate	119	183	146	112	340	186%	1,568	22%
Total	335	439	402	409	578	73%	2,859	20%
Awards by Unique Students								
Assoc Degs	149	190	217	223	185	24%	1,040	19%
Certificate	106	146	124	87	289	173%	1,201	24%
Total Unique (not the sum)	218	303	329	299	369	69%	1,720	21%
Associate Degrees by Ethnicity (Unique Students)								
African-Am	11%	16%	13%	17%	15%			22%
Asian/PI	52%	44%	45%	39%	41%			32%
Latino	7%	11%	12%	13%	14%			15%
Native Am	1%	1%	0%	1%	0%			0%
Other/Unkwn	20%	16%	21%	17%	15%			15%

White	9%	13%	8%	13%	15%		17%

Certificates by Ethnicity (Unique Students)

African-Am	20%	25%	45%	25%	12%		19%
Asian/PI	42%	32%	23%	22%	41%		30%
Latino	11%	21%	12%	21%	19%		20%
Native Am	1%	1%	0%	0%	1%		0%
Other/Unkwn	15%	13%	14%	17%	15%		14%
White	11%	10%	6%	15%	13%		17%
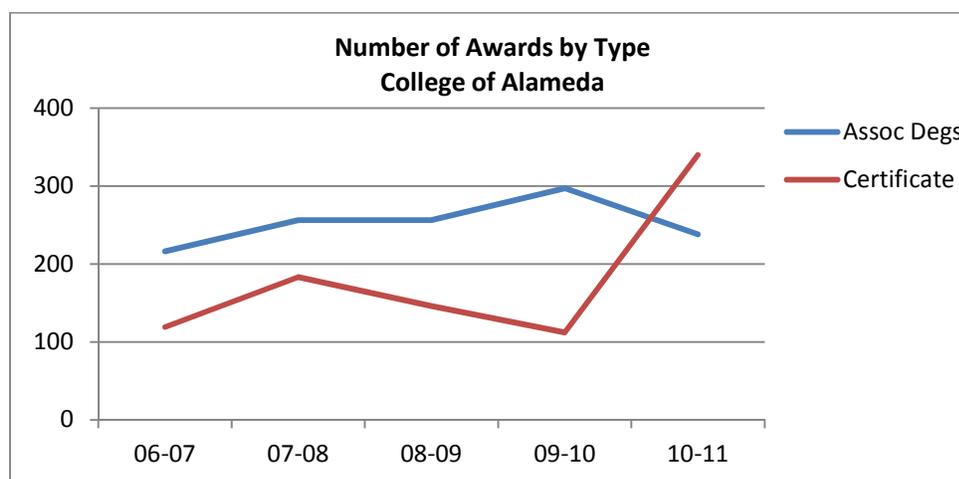
Internal Data Table 8b

Associate Degrees by Top 20 Largest Majors

The table below displays the Top 20 Majors for Associate Degrees awarded by the College over the last five years sorted by the total number over those five years. Liberal Arts and Business majors are the largest majors.   Psychology, Social Sciences/Sociology, and Computer Information Systems are also degrees among the most majors.

College of Alameda					
Major	**2010- 11**	**2011- 12**	**2012- 13**	**2013- 14**	**2014- 15**	**5-yr Total**
---	---	---	---	---	---	---
Liberal Arts/Social & Behavior	0	44	62	97	48	251
Business Administration	36	48	41	42	39	206
Liberal Arts/Arts & Humanities	0	28	31	34	27	120
Liberal Arts	87	7	8	1	0	103
PSYCHOLOGY	13	13	21	22	8	77
SOCIAL SCIENCES	49	19	5	2	0	75
Liberal Arts/Natural Sciences	0	9	23	21	19	72

BUS Accounting	8	6	8	11	11	44
Liberal Arts	0	35	4	1	0	40
DENTAL ASSISTING	5	4	9	7	9	34
SOCIOLOGY	4	7	4	9	9	33
CIS Computer Info Systems	3	4	6	5	3	21
MATH Mathematics	1	3	6	3	7	20
ATECH Engine Performance	1	5	2	6	3	17
ADAM Apparel Design & Merchand	1	3	4	3	4	15
POLSC Political Science	4	0	7	2	1	14
Communication Studies-TR	0	0	1	3	9	13
Business Administration-TR	0	0	0	3	8	11
MATH Mathematics-TR	0	0	1	2	7	10
AMT Airframe Technician	1	2	1	2	3	9

Internal Data Table 8c

Certificates by Top 20 Largest Majors

The table below displays the Top 20 Majors for Certificates awarded by the College over the last five years sorted by the total number over those five years. Business Logistics, Transfer Studies, and Dental Assisting majors are among the largest majors. [Note: there may be a coding error in assigning Transfer Studies to certificates. District IR is checking into this.}

College of Alameda					
Major	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**5-yr Total**
BUS Logistics (Clerical)	18	40	48	18	3	127
Transfer Studies/IGETC	0	0	2	0	117	119
Trans Studies/CSU GE Breadth	0	1	0	0	107	108
Business Administration	30	27	6	6	1	70
DENTAL ASSISTING	9	10	15	11	15	60
ADAM Apparel Design & Merchand	9	5	7	8	13	42
ATECH Toyota Specialist	12	10	3	4	10	39
DMECH Diesel Mechanics	8	10	2	9	8	37
BUS Office Admin for Logistics	0	13	10	9	3	35
AUTOB Auto Paint	2	16	4	5	6	33

ATECH Engine Performance	4	7	5	10	6	32
HUSV Direct Support Worker	0	7	24	0	0	31
AUTOB Auto Body	3	11	3	5	6	28
AMT Airframe Technician	1	2	2	1	19	25
BUS Accounting	10	4	1	0	2	17
CIS Desktop Support Technician	2	0	1	5	4	12
ATECH Auto Electronics Spec	2	1	1	4	4	12
ATECH Chassis Specialist	0	4	3	2	2	11
ATECH Chassis and Drivetrain	2	4	1	3	0	10
AMT Powerplant Technician	0	3	1	3	2	9

Internal Data Table 9

Transfer and Other Student Data

Transfers to CSU and UC

Annual transfers to UC and CSU are up by 4% over the past five years. The number transferring to CSU decreased by 4% from 141 to 135. Transfers to UC, however, increased by nearly a third from 45 five years ago to 59 during 2014-15, the latest full-year available. Total transfers of 194 represent 20% of all the transfers in the district.

A breakdown of transfers by ethnicity shows that Asian/Pacific Islanders transferred the greatest proportion to CSU at 40% of all transfers followed by African-Americans at 19%. White and Latino transfers were about 13% of all transfers to CSU. The proportion by ethnicity has remained fairly steady over the past five years though there has been increase of 30% in the proportion by Latino from 11% to 14% and an increase of nearly 20% by African-Americans from 16% to 19%. African-Americans and Asian/Pacific Islanders proportions remained steady.

A breakdown of transfers to UC by ethnicity shows that Asian/Pacific Islanders transferred the greatest proportion at 56% of all transfers followed by Latinos at 15%. White and African-American transfers were about 13% of all transfers to UC. The proportion by ethnicity has shifted over the past five years. There has been a doubling of African-American transfers, from 7% to 14% and a two-thirds increase in Latinos transfers from 9% to 15%.

College of Alameda							**District**	**College**
Dimension	**2010- 11**	**2011- 12**	**2012- 13**	**2013- 14**	**2014- 15**	**Change '11 to '15**	**2014-15**	**as a Percent of District**
CSU	141	176	116	150	135	-4%	587	23%
UC	45	48	50	70	59	31%	376	16%
Total	186	224	166	220	194	4%	963	20%

Transfers to CSU by Ethnicity

Asian/PI	38%	43%	45%	46%	40%	30%
African-Am	16%	16%	13%	17%	19%	25%
Filipino	7%	0%	0%	0%	0%	0%
Latino	11%	13%	15%	14%	14%	13%
Native Am	0%	0%	0%	0%	0%	0%
White	10%	16%	9%	15%	12%	14%
Other/Unkwn	18%	12%	18%	9%	16%	17%

Transfers to UC by Ethnicity

Asian/PI	49%	50%	60%	53%	56%	37%
African-Am	7%	21%	6%	13%	14%	11%
Filipino	0%	0%	0%	0%	0%	0%
Latino	9%	0%	10%	7%	15%	15%
Native Am	0%	0%	0%	0%	0%	0%
White	9%	13%	12%	14%	12%	24%
Other/Unkwn	27%	8%	10%	0%	0%	9%
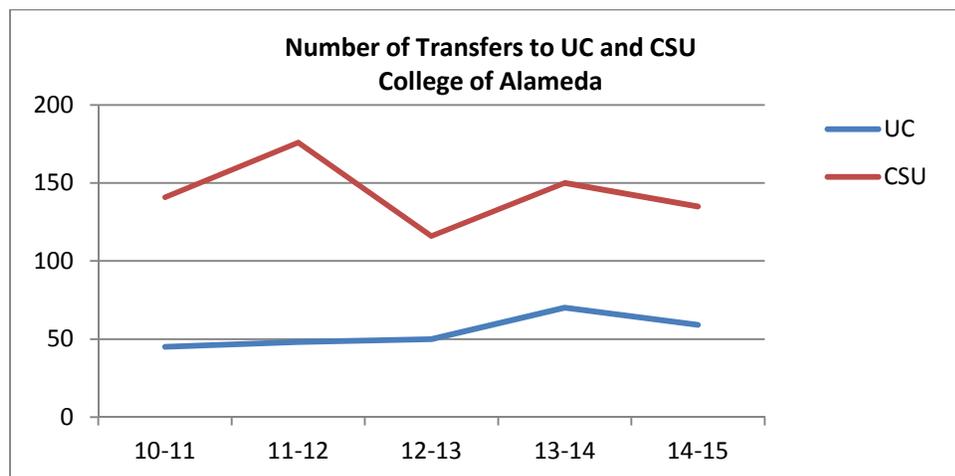
Internal Data Table 10

Six-Year Transfer Velocity Rate

The Transfer Velocity Rate is a metric developed and calculated by the state Chancellor's Office (CCCCO) that tracks "transfer directed" first-time college students over a six year period for transfer to a four-year college including private and out-of-state colleges. Transfer directed students are those first-time students who earn at least 12 units including a transfer level English or mathematics course within six years of first enrollment.

By this measure, the College transferred 35% of the most recently tracked cohort (2008-09 year of first enrollment) and an average of 45% over the last five years. The College's rates match those of the district as a whole over these five years indicating that the drop for the 2008-09 cohort to 35% affected

other in districts as well. The statewide average for these same cohorts is 41%. There was no significant statewide drop in the rate for from the 2007-08 to the 2008-09 cohort, however.

College of Alameda					
College	2004-05	2005-06	2006-07	2007-08	2008-09
Alameda	47%	49%	47%	48%	35%
PCCD	48%	48%	50%	45%	35%

Internal Data Table 11

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

The Student Success Scorecard produced and published by the California Community Colleges Chancellor's Office (CCCCO) standardized a set of student progression or milestone metrics. Research has shown that each time a student progresses beyond one of these milestones the likelihood of the student completing a degree or certificate increases.

The Six-Year Completion rate tracks the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned a degree or certificate, transferred to a four-year institution, or achieved Transfer Prepared status within six year of initial CCC enrollment. A Transfer Prepared student is one who earned 60 UC/CSU transferable units with a GPA >= 2.0. In addition, two subgroups of the first-time cohort were tracked. The College Prepared group included those whose lowest level of attempted math or English was at the transferable level. The Unprepared for College group were those who first attempted math or English at a below transferable level.

By this measure, the College has achieved an overall five-year average of 50%. This compares to a five-year average of 50% for the district as a whole and a statewide five-year average of 48%. For the College Prepared subgroup, the College's five-year average is 75% compared to a district five-year average of 74% and a statewide five-year average 70%. For the Unprepared for College subgroup, the College's five-year average is 39% compared to a district five-year average of 40% and a statewide five-year average 41%. The College's rates shown some variation from year to year with a substantial drop in the Unprepared for College for the 2008-09 cohort to 31% compared to four prior years' average of over 40%. In addition, as displayed in the Chart the Unprepared for College rate shows a downward trend over these five cohorts.

College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
College of Alameda							
Alameda							
	College Prepared	67%	76%	77%	80%	73%	75%
	Unprepared for College	44%	43%	39%	40%	31%	39%
	Overall	51%	53%	50%	52%	45%	50%
PCCD							
	College Prepared	72%	72%	76%	74%	74%	74%
	Unprepared for College	42%	40%	40%	39%	39%	40%
	Overall	50%	50%	50%	49%	49%	50%
Statewide							
	College Prepared	69%	71%	71%	70%	70%	70%
	Unprepared for College	40%	41%	41%	41%	40%	41%
	Overall	48%	49%	49%	48%	47%	48%
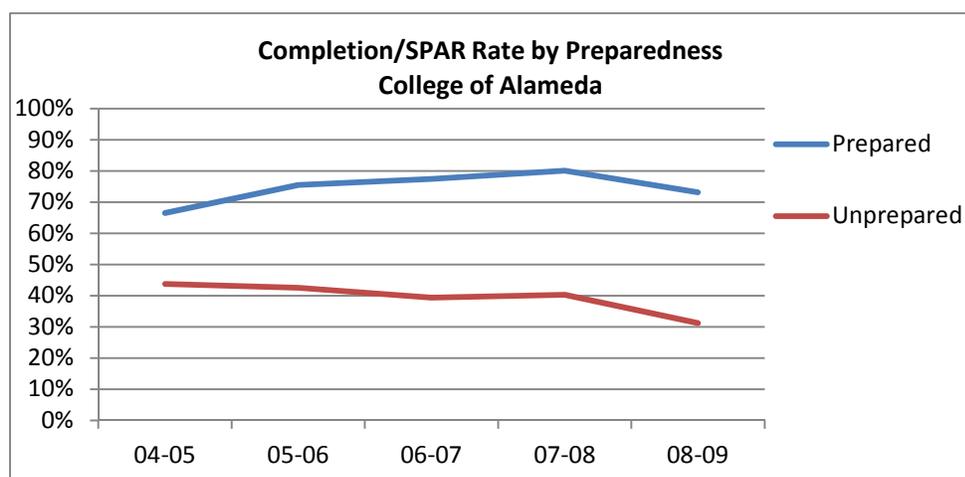
Internal Data Table 12

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

The Six-Year Rate of Achieving at Least 30 Units is a CCCCO Scorecard rate that tracks the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units, at any level, within the CCC system.

By this measure, the College has achieved an overall five-year average of 62%. This compares to a five-year average of 62% for the district as a whole and a statewide five-year average of 66%. For the College Prepared subgroup, the College's five-year average is 61% compared to a district five-year average of 62% and a statewide five-year average 70%. For the Unprepared for College subgroup, the College's five-year average is 63% compared to a district five-year average of 61% and a statewide five-

year average 60%. The College's rates show some variation from year to year. 2008-09 College Prepared in particular showed a substantial drop to 56% from 66% for the prior cohort. However, as more clearly seen in the Chart, both the College Prepared and the Unprepared for College rates show steady trend over these five cohorts, except for declines for the last cohort of 2008-09.

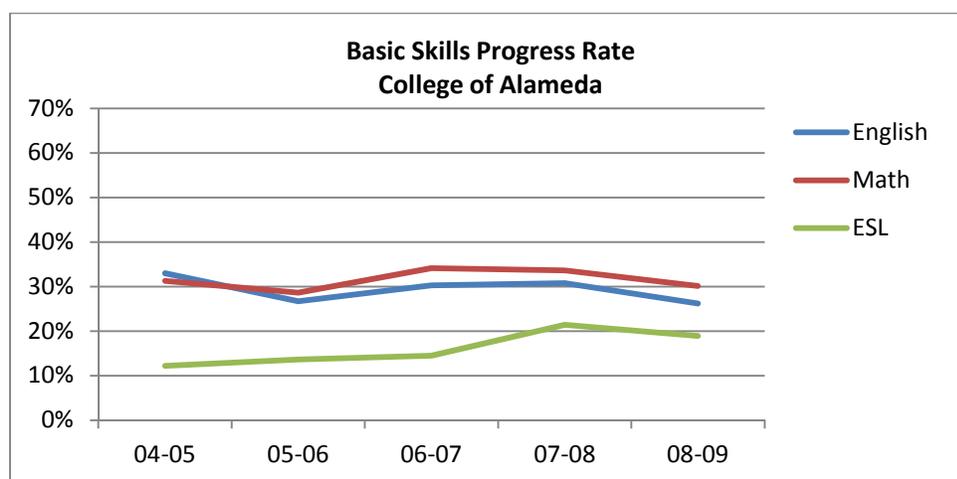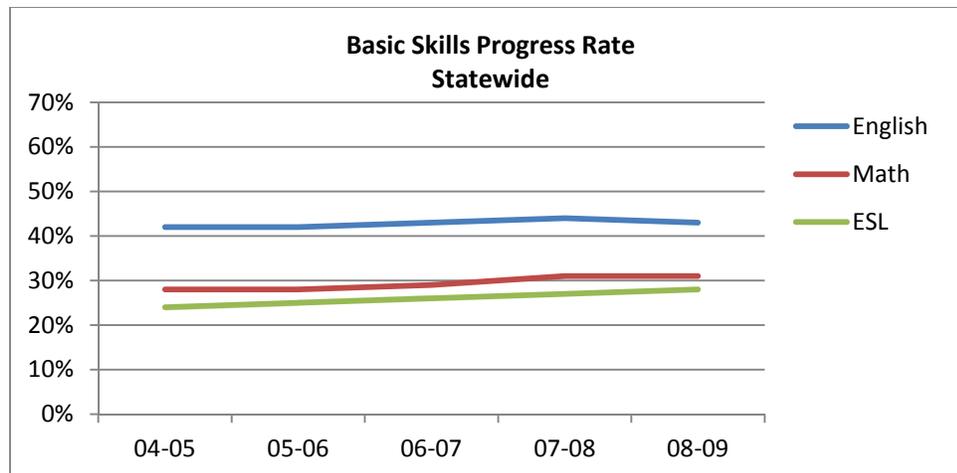| College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
College of Alameda							
Alameda							
	College Prepared	62%	58%	61%	66%	56%	61%
	Unprepared for College	63%	64%	63%	65%	61%	63%
	Overall	62%	62%	62%	65%	59%	62%
PCCD							
	College Prepared	64%	61%	63%	61%	61%	62%
	Unprepared for College	62%	63%	63%	59%	59%	61%
	Overall	63%	62%	63%	60%	60%	62%
Statewide							
	College Prepared	68%	69%	70%	70%	71%	70%
	Unprepared for College	38%	65%	65%	65%	65%	60%
	Overall	65%	66%	66%	67%	66%	66%
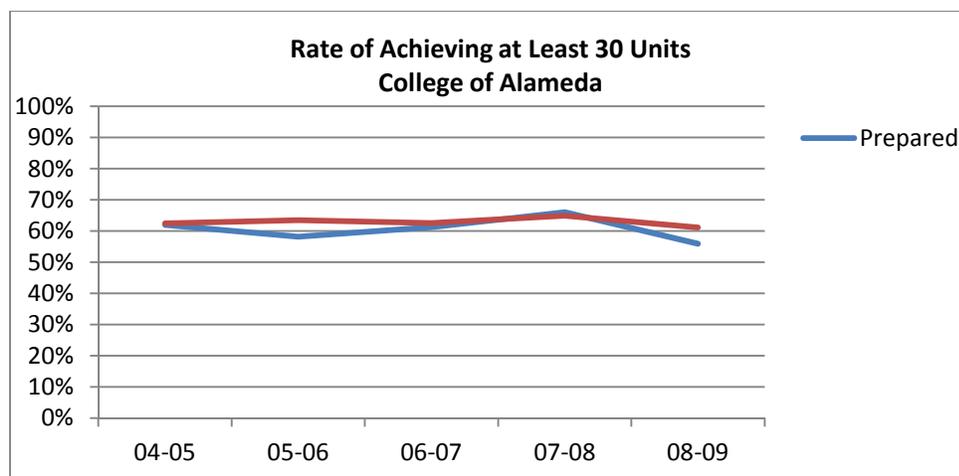
Internal Data Table 13

Six-Year Basic Skills Progress Rate (Scorecard)

The Six-Year Basic Skills Progress Rate is a CCCCO Scorecard rate that tracks the percentage of credit students who attempted for the first time a course below transfer level in Math, English and ESL and who successfully completed a college-level course in the corresponding discipline within six years. The cohort is defined as the year the student attempts for the first time a course at below transfer level in Math, English and/or ESL.

For the Remedial English group, the College's five-year average is 29% compared to a district five-year average of 28% and a statewide five-year average 43%. For the Remedial Math group, the College's five-year average is 32% compared to a district five-year average of 30% and a statewide five-year average 30%. For the Remedial ESL group, the College's five-year average is 16% compared to a district five-year average of 17% and a statewide five-year average 26%. The College's rates show some variation from year to year. As more clearly seen in the Chart, College's Remedial English and Math rates have been steady but its Remedial ESL rates show a clear upward trend over the five cohorts. The District and the State show slight but clear upward trends for all three remedial progressions.

College of Alameda							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Alameda							
	Remedial English	33%	27%	30%	31%	26%	29%
	Remedial Math	31%	29%	34%	34%	30%	32%
	Remedial ESL	12%	14%	15%	21%	19%	16%
PCCD							
	Remedial English	30%	26%	28%	29%	28%	28%
	Remedial Math	28%	29%	31%	30%	30%	30%
	Remedial ESL	14%	15%	16%	19%	23%	17%
Statewide							
	Remedial English	42%	42%	43%	44%	43%	43%
	Remedial Math	28%	28%	29%	31%	31%	29%
	Remedial ESL	24%	25%	26%	27%	28%	26%

Basic Skills Progress Rate
College of Alameda

Basic Skills Progress Rate Statewide

Internal Data Table 14

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

The Six-Year Career Technical Education (CTE) Completion Rate is a CCCCO Scorecard rate that tracks the percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C) and who earned a degree or certificate, transferred to a four-year institution, or achieved Transfer Prepared status within six year of initial CCC enrollment. A Transfer Prepared student is one who earned 60 UC/CSU transferable units with a GPA >= 2.0.

The College's average CTE Completion Rate of its last five cohorts is 55% compared to a district five-year average of 47% and a statewide five-year average 50%. The College's rates show some variation over the five cohorts and perhaps a slight downward trend. The District and the State rates have been steady over these five cohorts.

College of Alameda								
College	Cohort Type		2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Alameda	CTE Rate	Completion	57%	60%	52%	54%	51%	55%
PCCD	CTE Rate	Completion	48%	47%	46%	47%	47%	47%
Statewide	CTE Rate	Completion	50%	51%	51%	50%	50%	50%

Internal Data Table 15

Fall 2015 Multicampus Headcount Enrollment (Intradistrict Swirl)

Students within the Peralta Community College District frequently attend more than one college within the district. This Intradistrict swirl is displayed below from the College of Alameda's perspective for Fall 2015. In Fall 2015, the College had an census headcount enrollment of 6,577 students. Of these, 3,212 or 49% were only attending the College while the other 51% were attending one or more of the other

district colleges. For example, row two of the table shows that 1,572 or 24% College of Alameda students were also attending Laney College. Thirty-nine percent of COA students were enrolled in two other district colleges and another 11% were even enrolled at all three of the other district colleges.

College of Alameda		
Campuses Students Attend	Count	Percent
COA_ONLY	3,212	49%
COA_LC	1,572	24%
COA_MC	517	8%
COA_BCC	470	7%
COA_LC_MC	314	5%
COA_LC_BCC	325	5%
COA_MC_BCC	92	1%
COA_LC_MC_BCC	75	1%
COA_Total	6,577	100%

Student Participation Rate Analysis

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

At College of Alameda, the highest student participation rate was in the city of Alameda. That rate dipped and rebounded over the past five years. The participation rate for the city of San Leandro rose by 11% over the five-year period while Emeryville's fell by 17%.
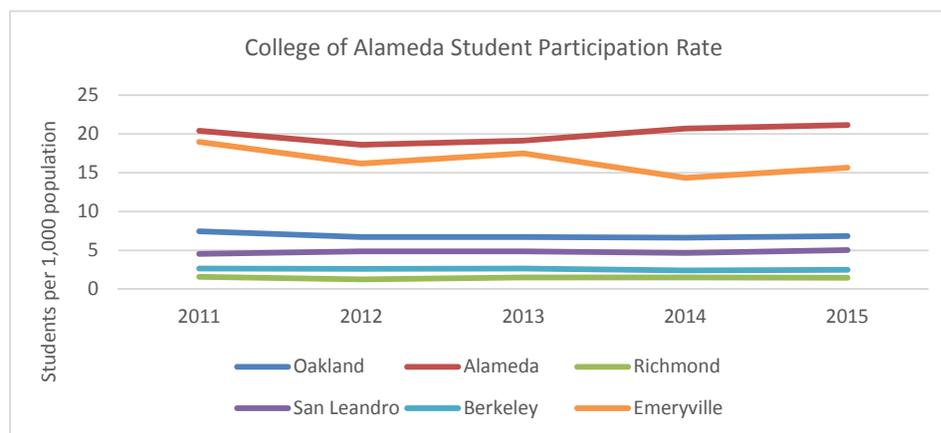
College of Alameda Student Participation Rate						
City	2011	2012	2013	2014	2015	% Change
Oakland	7.5	6.7	6.7	6.7	6.8	-9%
Alameda	20.4	18.6	19.1	20.7	21.2	4%
Richmond	1.6	1.3	1.5	1.5	1.5	-7%
San Leandro	4.6	4.9	4.9	4.7	5.1	11%
Berkeley	2.7	2.6	2.7	2.5	2.5	-7%
Emeryville	19.0	16.2	17.5	14.4	15.7	-17%

Survey Results

Overview

In collaboration with the District, the consulting team developed a survey for faculty, staff, students and administrators. All members of these constituent groups were invited to participate. The survey took approximately 5 minutes to answer and contained a few common questions and several different questions for each group. In total, 595 people responded to the survey district-wide. The survey was not highly scientific, nor were the response numbers statistically significant. The survey provides anecdotal data that should be used appropriately.

All Respondents

The first question asked respondents to identify all of the campuses at which they teach or take classes. There is clearly a lot of "swirl" (students attending classes at more than one college) in the Peralta District. There is also some swirl among faculty.

The following section provides a summary of the results for those respondents (136 in total) who teach or take classes at College of Alameda.

Question 1: At which college(s) do you work or take classes? (Check all that apply.)

The response data shows that a significant number of respondents attend or work at multiple colleges in the district.

Answer Options	Response Percent	Response Count
Berkeley City College	22.8%	31
College of Alameda	100.0%	136
Laney College	40.4%	55
Merritt College	22.1%	30
Peralta District Office	2.2%	3
answered question	*136*	**136**

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

Students comprised the largest number of respondents (71.3%).

Answer Options	Response Percent	Response Count
Classified Staff	2.9%	4
Full Time Faculty	16.9%	23
Part Time Faculty	5.1%	7
Student	71.3%	97
Administrator	3.7%	5
Other (please specify)	3	3
answered question	*136*	136

Faculty Questions

The next two questions were only presented to respondents identifying themselves as faculty (part-time or full-time) – 25 respondents.

Question 3: When do you teach classes (Check all that apply)?

The majority of the faculty respondents (61%) teach in the morning while only 18% teach in the evening. The "Other" responses were either N/A, "I am faculty but don't teach", or "weekends".
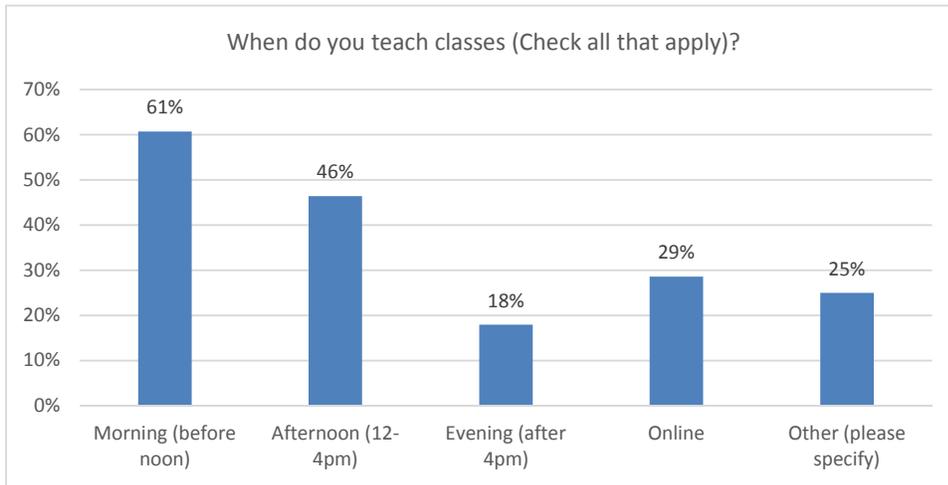

Question 4: How long have you been with College?

There were 25 responses to this question with an average of 11.7 years.

Student Questions

The following five questions were presented only to respondents identifying themselves as students (86 individuals).

Question 5: When do you attend classes? (Check all that apply)

Nearly half (45%) of students responding to the survey are taking at least one online class. Approximately half of the respondents are taking classes in the afternoon and evening, with 65% taking classes in the morning.
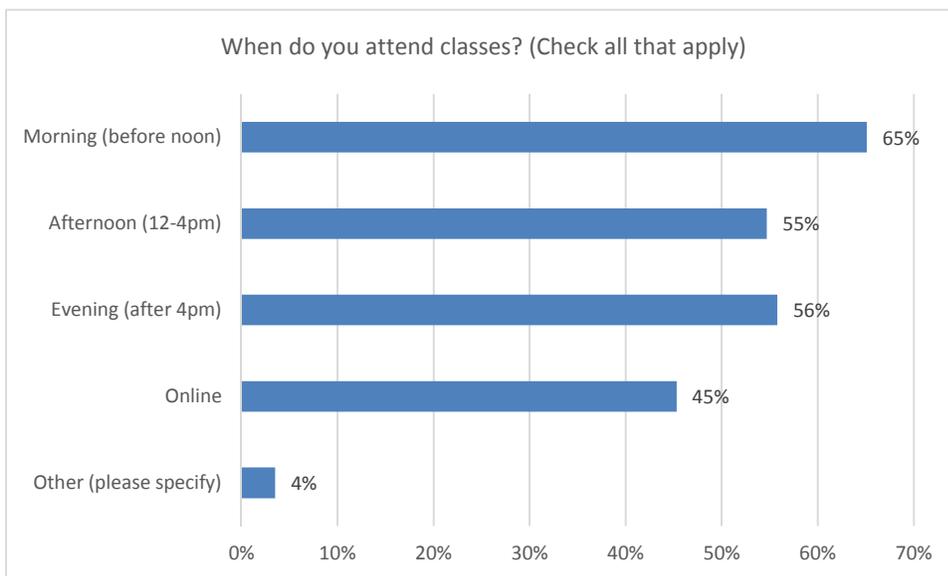
Question 6: Which of the following describes your employment status?(Check all that apply)

Students were allowed to select more than one response to this question. The response data shows that more than half (55%) of the student respondents are working at least part-time. Relatively few student respondents indicated they were recently laid off or unable to find employment. The "Other" responses included international students, and those on disability.

Answer Options	Response Percent	Response Count
Part-time job(s) 1-20 hours/week	28%	24
Part-time job(s) 21-40 hours/week	15%	13
Full-time job. Minimum of 40 hours/week	12%	10
Laid off from job during the past 12 months	4%	3
Homemaker/Caregiver	5%	4
Unable to find employment	12%	10
Not actively searching for employment	22%	19
Retired	5%	4
Other (please specify)	9%	8
answered question	*86*	*86*

Question 7: What is the zip code of your primary residence or mailing address?

There were 83 student responses with a total of 29 zip codes identified.

Zip	City	Respondents
94501	Alameda	22
94606	Oakland	5
94502	Alameda	5
94610	Oakland	4
94609	Oakland	4
94804	Richmond	4
94577	San Leandro	4
94602	Oakland	4
94704	Berkeley	3
94607	Oakland	3
94603	Oakland	3
94578	San Leandro	2
94605	Oakland	2
94601	Oakland	2
94619	Oakland	2
94518	Concord	1
93609	Caruthers	1
94705	Berkeley	1
94618	Oakland	1
94611	Oakland	1
94621	Oakland	1
94703	Berkeley	1
94519	Concord	1
94702	Berkeley	1
94541	Hayward	1
94564	Pinole	1
94608	Emeryville	1
94112	San Francisco	1
94545	Hayward	1
Total		**83**

Question 8: How would you prefer to attend classes? (check all that apply)

The majority of student respondents preferred classroom based learning. Approximately one-third prefer online classes and hybrid classes.

Answer Options	Response Percent	Response Count
In a classroom	82%	70
Online	35%	30
Hybrid (online and classroom)	31%	26
Other (please specify)	5%	4
answered question	*85*	*85*

Question 9: Please indicate when you would prefer to take classes? (Check all that apply)

Students were allowed to select multiple responses on this question. The results show that among the respondents, there is significant preference for all times of day, weekends, summer classes and short sessions. Interestingly, the preference for morning and afternoon classes was almost equal.

Answer Options	Response Percent	Response Count
Mornings	57%	49
Afternoons	52%	45
Evenings	44%	38
Weekends	30%	26
Summer	40%	34
Short sessions	44%	38
Other (please specify)	1%	1
answered question	*86*	*86*

Question 10: Please indicate the number of units you are taking this semester.

Nearly half (42%) of the student respondents were attending college on a full-time basis.

Answer Options	Response Percent	Response Count
Fewer than 3 units	5%	4
3 to 4.9 units	13%	11
5 to 9.9 units	27%	23
10 to 11.9 units	14%	12
12 to 14.9 units	28%	24
More than 15 units	14%	12
Other (please specify)	0%	0
answered question	*86*	*86*

Question 11: Which of the following non-Peralta colleges have you attended for at least one course in the past two years, either online or in person? (Check all that apply)

| Answer Options	Took one or more courses online	Took one or more courses in person	Response Count
City College of San Francisco	1	4	5
Contra Costa College	1	2	3
Skyline College	1	2	2
Diablo Valley College	1	1	2
UC Berkeley			2
Chabot College	0	1	1
De Anza	0	1	1
Fresno City College			1
IQRAA			1
SF State University			1
Santa Rosa Junior College			1
Valencia Community College			1
College of Marin			0
College of San Mateo			0
National University			0
University of Phoenix			0
answered question			**21**

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

This question has a high degree of bias in that it was an online survey. There would naturally be a larger than average number of respondents who own or have regular access to a computer. Given that there were 151 students who responded to this question, and 359 answer options were selected, a high percentage of these students have regular access to more than one device.

Answer Options	Response Percent	Response Count
Desktop computer	36%	31
Laptop computer	80%	69
Tablet	28%	24
Smartphone	86%	74
Other (please specify)	5%	4
answered question		**86**

Question 13: Do you have internet access in your home?

The question has inherent bias due to the fact that the survey was delivered online.

Do you have internet access in your home?

No, 8%

Yes, 92%
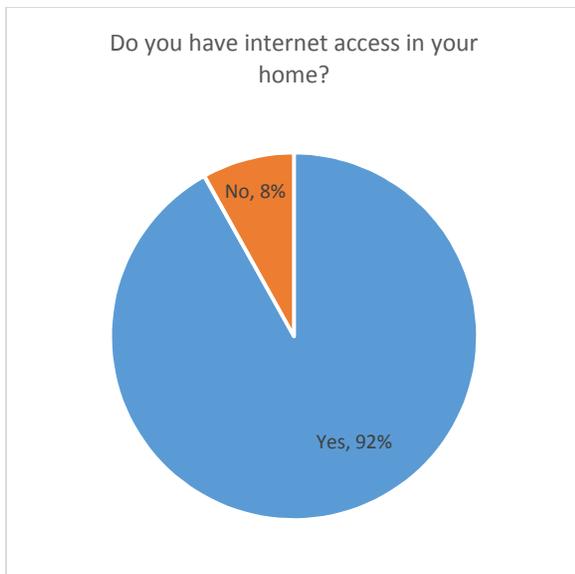
Question 14: How would you describe your technology usage? (Check all that apply)

A large number of students use computers and laptops.

| Answer Options	Response Percent	Response Count
I use a cell phone	88%	76
I use a tablet	33%	28
I use a computer/laptop for Internet and email	92%	79
I use a computer/laptop for Microsoft Office	73%	63
I use a computer/laptop for college coursework	86%	74
I use mobile devices for apps and games	59%	51
I use technology for college coursework	78%	67
I use social media sites (e.g., Twitter, Facebook, Instagram) once a week or more	66%	57
I use computers and/or mobile devices for photos and videos	67%	58
I feel comfortable using computers and mobile devices	81%	70
Other (please specify)	2%	2
answered question		**86**

Non-Student Questions

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

Question 15: This question asked respondents if they agreed/disagreed with the following four statements.

The chart below shows the weighted average response for each question. The responses are as follows:
1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

So for the first question about the college community received a weighted average score of 2.0. This indicates that the respondents as a whole agreed with the statement. The third statement garnered a weighted average response of 2.8 indicating that the respondents as a whole disagreed rather strongly with the statement.
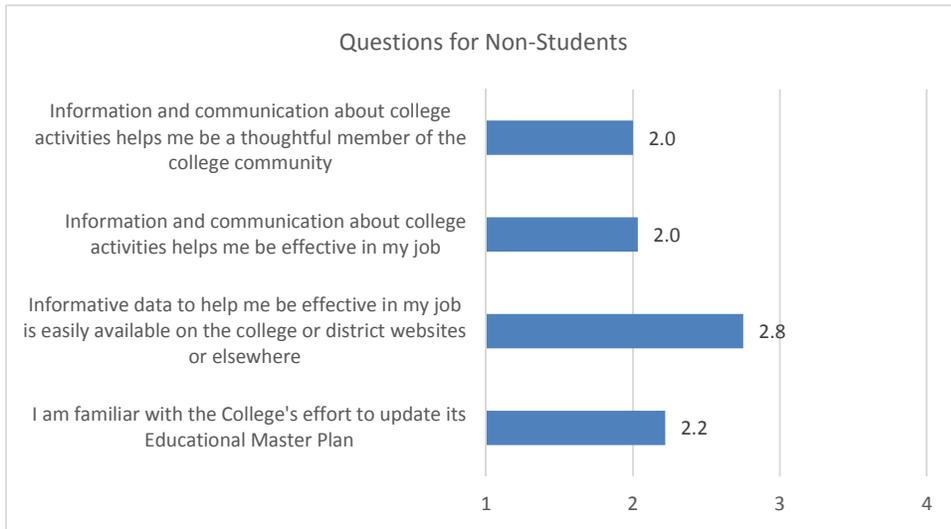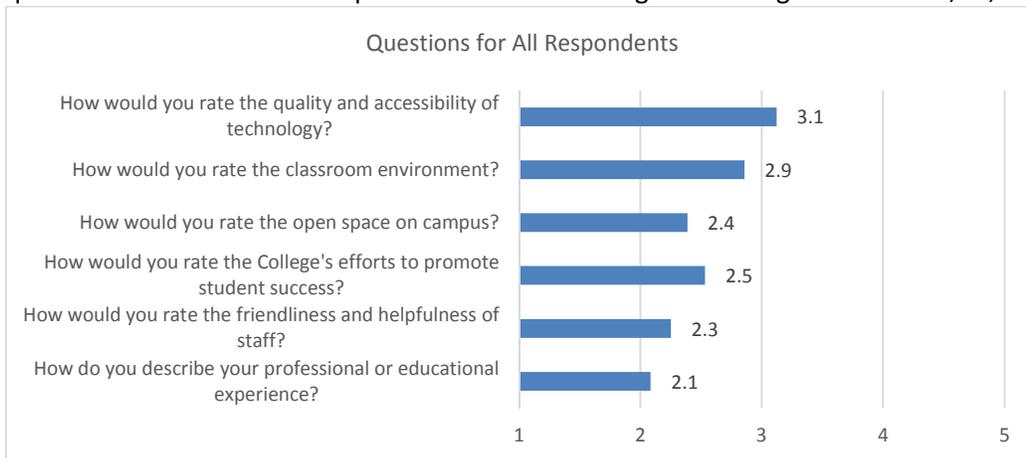

All Respondents

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

Question 16: This question asked respondents to rate six aspects of the College.
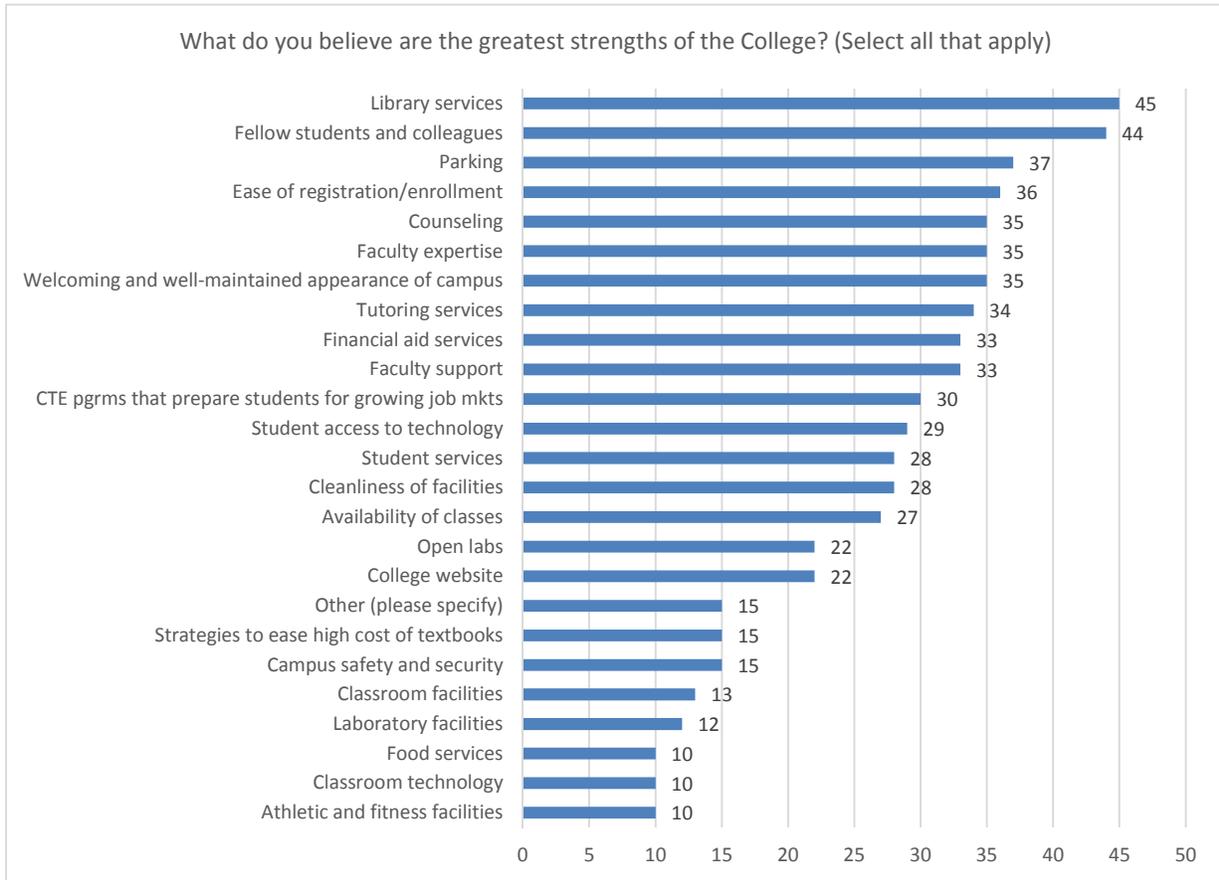
Responses to each question were as follows:
1. Excellent
2. Good
3. Average
4. Fair
5. Poor

The results below include the weighted average response for each question. For example, the last question related to overall experience received a weighted average score of 2.1, or, Good.

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

A total of 108 respondents answered this question. They were allowed to select as many responses as they wished.

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

Strength	Count
Library services	45
Fellow students and colleagues	44
Parking	37
Ease of registration/enrollment	36
Counseling	35
Faculty expertise	35
Welcoming and well-maintained appearance of campus	35
Tutoring services	34
Financial aid services	33
Faculty support	33
CTE pgrms that prepare students for growing job mkts	30
Student access to technology	29
Student services	28
Cleanliness of facilities	28
Availability of classes	27
Open labs	22
College website	22
Other (please specify)	15
Strategies to ease high cost of textbooks	15
Campus safety and security	15
Classroom facilities	13
Laboratory facilities	12
Food services	10
Classroom technology	10
Athletic and fitness facilities	10

Question 18: What do you believe are the most significant areas needing improvement at the College? (Select all that apply)

A total of 107 respondents answered this question. They were allowed to select as many responses as they wished.
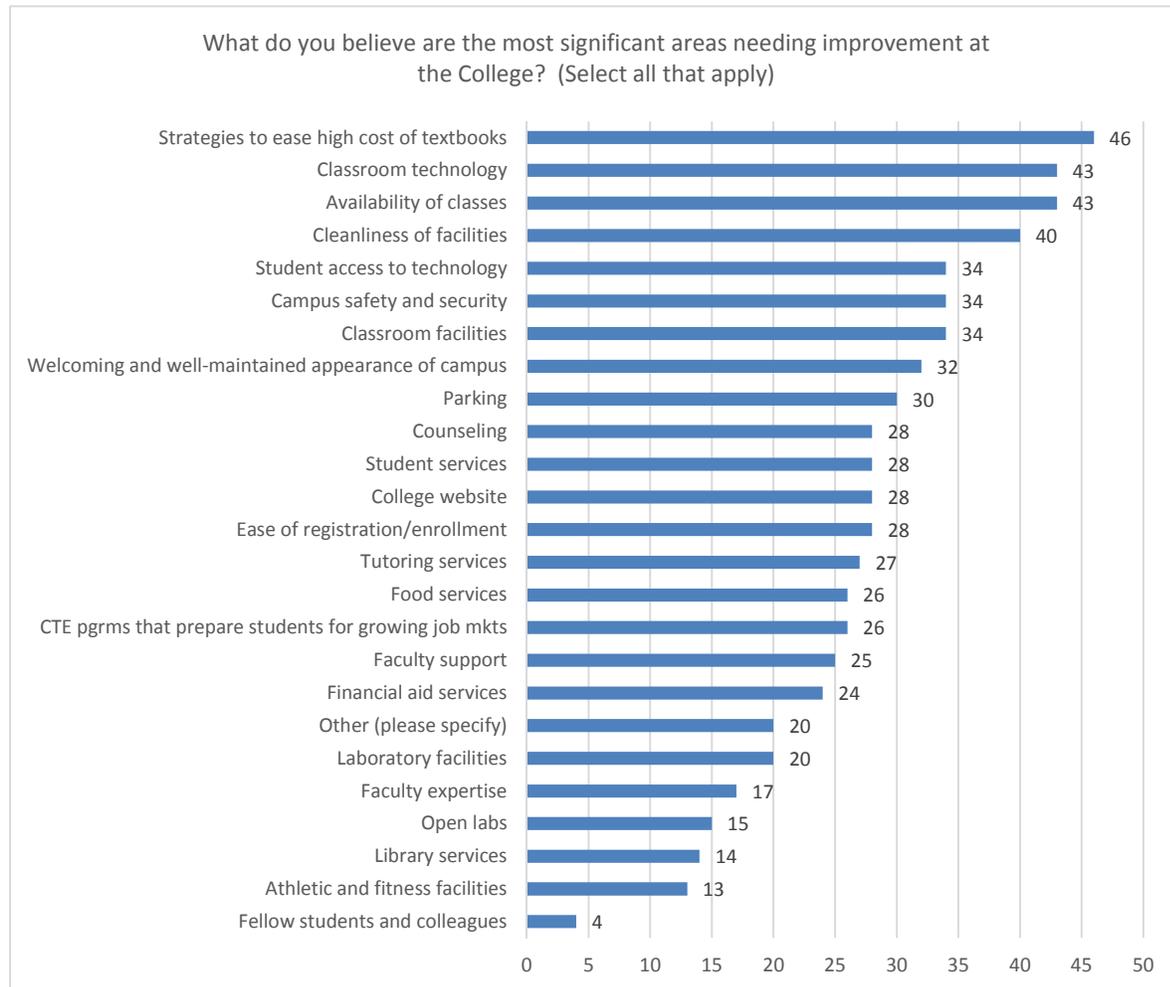
Question 19: On average, how long does it take to commute from your home to the campus?

The majority of respondents indicated that their commute to campus is between 15 and 30 minutes.

Answer Options	Response Percent	Response Count
Less than 15 minutes	28%	30
Between 15 and 30 minutes	36%	39
Greater than 30 minutes and less than 45 minutes	14%	15
Between 45 minutes and one hour	7%	7
More than one hour	13%	14
Other (please specify)	3%	3
answered question		**108**

Question 20: Please list any programs or courses that are not currently offered at your College that you would like to see added.

Respondents listed programs and services they would like added and expanded. For programs that already exist, respondents indicated they wanted more classes offered (e.g., programming, languages, evening classes, etc.).

Program or Courses to be Added or Expanded			
Program or Service	Responses	Program or Service	Responses
Computer Science	5	Expand assistance for low income students	1
Languages (Arabic, French, Italian, German, Persian, Portuguese and Russian)	5	Network Engineering	1
Quantitative Analysis	2	Guitar making	1
Healthcare interpreter	2	Ombudsman	1
Microbiology	1	Health and wellness tutoring	1
Pre-Law	1	Pharmacy Assistant	1
Nursing	1	Programming	1
Computer Desktop Support	1	Climate change	1
STEM	1	Athletics and Fitness	1
Art	1	Sculpture (not ceramics)	1
Music Ensembles	1	Improve scheduling	1
CTEC approved Taxation courses.	1	Social Justice	1
Organic chemistry	1	Trade Show Installer	1
Culinary	1	ASL	1
Soccer	1	Ultra-sound	1
Dental Hygiene	1	Yoga	1
Architecture	1	LGBT Literature	1
Education	1	Literature	1
Mock trial	1		

Question 21: What do you think is the single most critical consideration for the College planning committee as it plans for success of the College and its students for the next five years?

There were 64 ideas submitted. Following is a summary of the most common comments.

Idea
Counselors - make sure all students see a counselor, develop educational plan, don't rely solely on assessment instruments.
Comprehensive support for transfer students, identifying occupations that have openings and provide a good living wage.
Keeping fees low and affordable for student populations
Increase training for instructors
Keep technology current and in good working order
Better scheduling to improve course availability for students
More and better parking
More stability and longevity of administrators who work collaboratively with faculty and staff
Expand the diversity of students and course offerings
More STEM classes and support for students
More holistic planning relative to the service area, programs offered. Increase operational effectiveness. Reduce ad hoc approach to operations and planning.
Better customer service in student support services
Increase safety on campus
Focus on underrepresented students
Attract and retain older learners
Increase student success in math
More evening and weekend classes
More internships for students
Greater focus on sustainability
Access to college for working students, mature students, veterans, immigrants...

Question 22: Was there a question that was not asked that you would have liked to have seen in this survey? Please elaborate.

Following is a summary of the 27 responses to this question.

- How can professors be held accountable?
- Why can't the district provide clean and welcoming restrooms?
- How do we link our courses and programs to employer needs?
- How supportive is administration of faculty and programs?
- How can the quality of instructors be increased?
- How can the quality of instructors be increased?
- Which facilities need improvement?
- How can hiring procedures be improved?
- Mental health and physical health questions. We don't have good access to sports teams.
- Questions about the Chancellor and District duties relative to the college.
- When will the college have an enrollment management plan?
- There were no questions regarding the student health care services, which in my opinion has improved over the past year.
- What do you think of the communications between faculty, dept. chair, dean, vpi and/or president?
- What is the impact of online learning -- are those strategies being fairly evaluated.
- What obstacles pose the greatest challenge to your success in the Peralta system?
- What suggestions do you for actively engaging students in student life like clubs/government/other extracurricular activities?
- What would enhance faculty experience at college?
- How can administrators, faculty and staff work together in a more effective way?

Planning Assumptions

Preliminary Conclusions from the Data Portfolio

Following is an initial listing of conclusions that emerge from the data portfolio *and* that respond to the PCCD District Strategic Goals, which are intended provide a strategic focus for the colleges' efforts, priorities, plans and resource allocation. This listing assists to connect, or "bridge", the data and the development of goals for the College's educational master planning. Not only can the District Strategic Goals furnish a framework for college planning, additionally, the goals developed by the College can become part of a feedback loop to inform future, subsequent district planning.

Each planning assumption is preceded with the specific data finding(s) that leads to the conclusion. Most in the listing can be applied to multiple District Strategic Goals, and in fact, some "assumptions" are consistent with District 2015-16 Institutional Objectives.

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

1. *Finding – Student Success:* Of sixteen student success measures identified for inclusion in the data portfolio, including measures from the state "Scorecard", *improvement* in student success for COA over the last five-year timeframes is mixed. Of the 16 measures, eight showed improvement, five were uneven or mixed, and three declined.

   Assumption: The District has prioritized student success in core educational areas as a 2015-16 number-one Strategic Focus. There are no "magic bullets" for student success, but with the expertise and dedication of faculty and staff and with enhanced funding from the State, student success assessment and strategies ought to remain the visible cornerstone of educational master planning.

2. *Finding –* Student Gender Disparity: The disparity among genders in student enrollment continues, with 55% female and 44% male enrollment in Fall 2015.

   Assumption: This gender disparity is becoming wider and more prevalent across educational levels, student success measures and degrees awarded nationwide.   At community colleges, it cannot be completely justified by program mix variables. Efforts to achieve gender equity in educational access and achievement are imperative to ensure against male disenfranchisement and societal/cultural imbalance.

3. *Finding – Ethnic and Cultural Pluralities:* The ethnic and cultural distributions of the college students, the college service area population, and the college faculty and staff are remarkably varied, with no one ethnicity having a majority, and all distributions being representative of each other.

   Assumption: This plurality is remarkable in the State, the country and in the world and warrants celebration—and offer opportunities. The college is likely creating models and strategies of how to best take advantage of the synergy that may exist and the educational and community building exemplary possibilities.

District Strategic Goal B: Engage and Leverage Partners

4. *Finding – Partnerships with Employers:* The Alameda County Civilian Unemployment Rate is significantly low, at 5.9% in 2014; multiple large employers exist in Alameda County (Kaiser Permanente, Tesla Motors, Safeway, Inc., and Western Digital, to name a few); and numbers for projected next-generation, skilled, living-wage employments are great (market research analysts, environmental scientists and specialists, multi-media artists and animators, for examples). The robust economic climate in the service area provides significant advantages for the College.

Assumption: Maximizing partnerships and innovative opportunities with large as well as specialized employers in the Bay Area can provide opportunities for existing academic and employment program enhancement and future development of unique, cutting-edge programs.

District Strategic Goal C: Build Programs of Distinction

5. *Finding – Aging of Population:* All age categories of the service area population are projected to decline between the years of 2015 and 2020, with the exception of those between 25 and 34 years of age and those over 65.

   Assumption: Identifying and developing programs to address this increasing age segment of 25-34-year-olds would provide a key service to the community. For example, second- and third-career seekers are increasingly common in this age group and in the current environment.   This group, versus the first-career and initial four-year-college transfer category of students, would benefit from enhanced and re-designed CTE and complementary CTE programming.

6. *Finding – Less-than-high-school Educational Attainment of Population:* The levels of educational attainment of the COA service area adult population are quite diverse, with similar percentages of the adult population in categories with less than high school attained, high school diploma, baccalaureate degree, and advanced degrees. The less-than-high school attainment category, almost 17% and more than the PCCD service area and more than the County of Alameda, is significant.

   Assumption: With the current available non-credit enhancement funds from the State and this need of the 17% of the adult population for high school subjects and GED programs in order to develop personal economic sustainability, COA may want to prioritize non-credit programs at this time. Further, non-credit FTES now provides the same income as credit programs.

7. *Finding -- Campus Technology and Comfortable Spaces:* Students (81%) reported in the student and staff college survey that they are "comfortable using computers and mobile devices". Additionally, 86% report using a computer or laptop for college coursework. Yet, "classroom technology" was reported in the survey as the second highest area *in need of improvement*. Additionally, "the quality and accessibility of technology" was rated slightly *lower* than an "average" rating, and other survey responses indicated similar sentiments. Also often marked as needing improvement was: "Cleanliness of facilities", and "Campus safety and security", "Classroom facilities". The most highly rated in one of the survey listings, however, was, "Professional or educational experience".

   Assumption: The findings of the survey lead one to speculate that students and staff seek an advanced technology-equipped, comfortable, safe, engaging environment.   Many consumers are used to the "coffee house experience", where customers work together in clustered energetic environments. The College should further evaluate its environment and maximize strategies that attract and keep students and encourage academic exploration and engagement in warm and inviting spaces.

District Strategic Goal D: Strengthen Accountability, Innovation, and Collaboration

8. *Finding – Age Distribution of Faculty/Staff:* Twenty-seven percent of permanent faculty (of 62 total), and another 27% of administrators, were over 60 years of age in Fall 2015.

   Assumption: Should the College experience the retirement of faculty and staff and the capacity to hire new faculty and staff, opportunities exist to plan for new programs and organizational structured, varied talents, and professional development. Doing so with intentional design, and re-design, provides the College with new avenues for change.

District Strategic Goal E: Develop and Manage Resources to Advance Our Mission

9. *Finding - Enrollment Development and "Swirl":* Enrollment and FTES has remained "flat", or has slightly declined, between 2010 and 2015. Typical enrollment assessment measures are included in this data portfolio and provide some insight. For example, the number of new freshmen from high schools has remained constant—a positive indication. Additionally, of 6,577 students enrolled at COA in Fall 2015, 51% were enrolled simultaneously at another PCCD community college, primarily 24% or 1572, who were enrolled at Laney College.   The reported experiences of survey respondents corroborated this "swirl" finding, as 40% of COA survey respondents worked or took classes also at Laney College in addition to COA.

    Assumption: An in-depth and systematic enrollment management assessment is needed to evaluate reasons for slow enrollment growth and identify solutions for the College to ensure enrollment/FTES, course scheduling, and program viability.