

# Peralta Community College District

## STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2014-2015

This presents the common elements to be addressed by each student services unit/area in its annual program update. Depending on College preferences, elements may be formatted or addressed slightly differently.

### I. OVERVIEW

|  |  |                        |                        |
|--|--|------------------------|------------------------|
|  |  | <b>Date Submitted:</b> | 11/21/14               |
| <b>College</b>   | College of Alameda   | <b>Administrator:</b>  | Dr. Alexis Montevirgen |
| <b>Unit/Area</b>   | Student Success and Support, 3SP<br>(Matriculation)  |                        |                        |
| <b>Completed By:</b>   | Trulie Thompson  |                        |                        |
| <b>Mission/History and Description of Service Provided</b><br><i>Brief, one paragraph.</i> | <p>On Sept. 27, 2012, Governor Brown signed the Student Success Act 2012 which renames the Matriculation Act of 1986 as the Seymour-Campbell Student Success Act of 2012. The Student Success Act of 2012 will:</p> <ul style="list-style-type: none"> <li>• Restructure the way student support services are delivered to improve the assistance that students receive at the beginning of their educational experience. The bill targets existing student services resources to support orientation, assessment and education planning services and lays the groundwork to expand these services as more resources become available.</li> <li>• Provide that campuses using an assessment instrument for student placement utilize a statewide system of common assessment once available, to improve consistency and efficiency within the 112-campus system.</li> <li>• Require colleges receiving student support service funds to post a student success scorecard to clearly communicate progress in improving completion rates for all students and closing the achievement gap among historically under-represented students.</li> <li>• Require students whose fees are waived because of their economic need to meet minimum academic standards.</li> <li>• Delineates the Legislature’s intent for the Student Success Act: <ul style="list-style-type: none"> <li>– Aligns matriculation language to SSTF recommendations regarding services needed to support students in developing an “informed” ed goal, developing ed plans and declaration of course of study.</li> <li>– Shared responsibility between instruction and student services, based on “evidenced-based” practices of what works.</li> <li>– Targets funding on core services, such as counseling and advising, through a broad array of service delivery mechanisms.</li> </ul> </li> </ul> <p>Because the Student Success Act focuses on the “core” services of assessment, orientation, and education planning, this program review will primarily evaluate the effectiveness of these services.</p> |                        |                        |

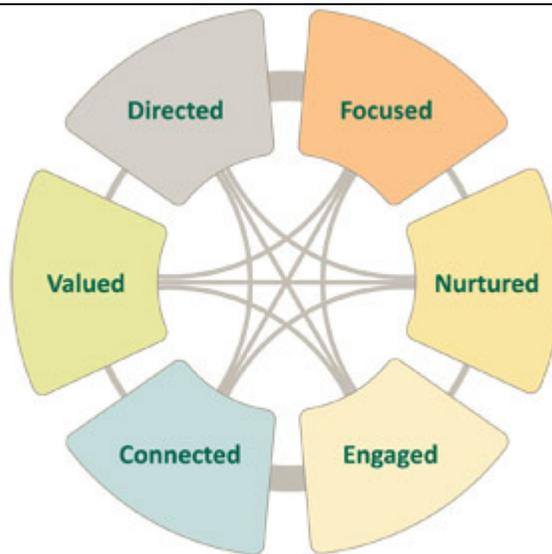
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| <p><b>Student Learning Outcomes (SLOs)</b><br/> <i>(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)</i></p> | <p>In 07-08, the District Matriculation Advisory Committee discussed Student Learning Outcomes for the components that were directly student related (Admissions, Assessment/Placement, Orientation, and Counseling). It was determined that base or “core” SLOs could be developed across the district to maintain consistency and that campuses could add additional SLOs as needed. Work began on crafting the “core” SLOs but they were never finalized and/or approved.</p> <p>With the implementation of the Student Success Act, discussion regarding SLOs for the mandated core services of Assessment, Orientation, and Education Planning should be re-visited at both a campus and District-wide level.</p> <p>Suggested Assessment Student Learning Outcomes include:</p> <ul style="list-style-type: none"> <li>• Students will be able to complete validated assessments in English reading and writing and Math.</li> <li>• Students will understand that assessment is a process using multiple measures.</li> <li>• Students will be directed to appropriate coursework when assessment is completed.</li> </ul> <p>Suggested Orientation Student Learning Outcomes include:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of college policies and procedures to solve specific issues related to student responsibilities.</li> <li>• Utilize the college catalog; class schedule and student handbook to navigate the college system.</li> <li>• Distinguish campus support resources and utilize those that are applicable.</li> </ul> <p>Please refer to the Counseling Department APU for information regarding educational planning SLOs.</p> |
| <p><b>SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)</b></p>   | <p>Assessment #1 is mapped to College ILO #1, 2<br/> Assessment #2 is mapped to College ILO #1, 2, 4<br/> Assessment #3 is mapped to College ILO #1, 2, 3, 4</p> <p>Orientation #1 is mapped to College ILO #1, 3, 4, 5<br/> Orientation #2 is mapped to College ILO #1, 2, 4<br/> Orientation #3 is mapped to College ILO #1, 3, 4, 5</p> <p>1. Problem Solving and Decision Making<br/> Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.</p> <p>2. Technology and Communication<br/> Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.</p> <p>3. Reflection, Participation, Creativity<br/> Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.</p>  |

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|  | <p>4. Interpersonal Skills<br/>Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.</p> <p>5. Civic Responsibility<br/>Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.</p> |
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## II. ASSESSMENT, EVALUATION AND PLANNING

| Quantitative Assessments  |  |
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| <p><i>Include service area data such as number of students served by your unit/area. Include data and recommendations from program review.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p> | <p><i>(see data set below)</i></p> <p>It was alarming to note that the State Chancellor’s Data Mart showed almost no students being assessed for Fall 2012 and Spring 2013. This indicates that there is a serious issue regarding MIS data and reporting to the State.</p> <p>After reviewing the data, the number of both exempt and matriculating students has declined since Fall 2009. This could be attributed to the large section cuts due to the budget crisis of recent years. COA has the highest percentage of matriculating students in the District for the past 5 years (with the exception of Fall 2012 where BCC had 71.2% to COA’s 70.1%)</p> <p>In Fall 2012, COA had one of the highest success rate percentage in the District (second only to Laney) and in Spring 2013 had the highest success rate.</p> <p>It would be helpful for the District to generate data showing a comparison of success, retention, and persistence rates of matriculating students who received core services vs. those who did not.</p> |

| Qualitative Assessments  |  |
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| <p><i>Present evidence of community need based on advisory committee input, student surveys, focus groups, etc.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p> | <p>In a recent Research and Planning Group paper, based on a survey and interviews with California Community College students, it identifies what they believe is important to their success.</p> <p>The report (“Using Student Voices...”) and the research brief (“What Students Say...”) examine current practices and consider innovations to address “six success factors” identified by the research .</p> |



At the December 4<sup>th</sup> District Academic Senate meeting, the COA 3SP Coordinator/Counselor recommended that each month of the semester be assigned a “success factor” and the college dedicates that month to activities to promote that particular “success factor”. For example:

**Spring Semester**

- January (Connected)
- February (Directed)
- March (Valued and Nurtured)
- April (Engaged)
- May (Focused)

This suggestion was well-received by the DAS and will be shared with the District Education Committee and the 3SP District-wide Committee.

**Identifying Strengths, Weaknesses, Opportunities, and Limitations**

**Strengths**  
*What are the STRENGTHS of your unit/area?*

3SP requires that all California Community College students receive assessment, attend a new student orientation, and develop a student education plan (SEP) that outlines the path to their stated academic goal. It also requires that colleges publish performance related data in the form of the Student Success Scorecard.  
 (<http://scorecard.cccco.edu/scorecard.aspx>)

The New Student SUCCESS Academy is the first step in efforts to address mandatory orientation and educational planning. During the Spring semester, at a Student Services-wide, off-site retreat the work of envisioning and developing this program began.

A task force was formed and worked many, many collaborative hours to ready the SUCCESS Academy for a Fall 2013 pilot launch.

Assessment – All new matriculating students will be directed to assessment as their first step in joining college life. The intent is to expand this part of the program going

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|   | <p>forward, and collaboration with English and Math faculty to develop prep materials that will help students understand the importance of assessment and to prepare them to do their best.</p> <p>Counseling – All new matriculating students will see a counselor to develop a first semester education plan and to select their classes. An SEP template was implemented that ensures students are being directed to courses related to their academic goal, encourages students to begin their Math and English preparation right way, and explains how each class they are registering for fits into their student education plan (SEP).</p> <p>Fabulous Friday New Student Welcome – All new students are invited (and in some cases required) to attend Fabulous Friday, a Friday-before-school-starts kickoff event. The theme of this day is Connection: through innovative ice breakers, team building activities, student panels and a faculty meet-and-greet, students will begin connecting to each other and to the campus community.</p> <p>Counseling 200: Orientation to College - All new matriculating students will be enrolled in a one unit, semester-long ‘Orientation to College’ course that will introduce them to the workings of a college campus, provide a connection to the services available to help them succeed, and assist them in the development of a complete student education plan (SEP). A semester long course will ensure that students are supported through those critical first weeks when many students may get lost or frustrated and drop-out.</p> <p>In addition, COA is the only campus in the District to distribute Student Handbook/Planners. This resource for students, staff, and a faculty provides an important function in impacting student success.</p> |
| <p><b>Weaknesses</b><br/> <i>What are the current WEAKNESSES of your unit/area?</i></p> | <p>Definite challenges remain in the implementation of mandatory core services. Assessment instruments are costly, therefore, there exists an issue of funding related to students retaking assessment.</p> <p>A question regarding the ability to provide adequate Coun 200AB classes for all new matriculating students is an extremely difficult one; made even more challenging since this is a multi-campus District and students will complete services across the campuses. How will we ensure adequate counseling faculty to meet the needs of mandatory services?</p> <p>Funding being tied to service delivery requires accurate data input and reporting to the State Chancellor’s Office—another definite challenge. In addition, the need for an online education plan is immediate and this would require input from counseling faculty, training, and implementation.</p> <p>Permanent funding for the Student Handbook/Planner needs to be identified.</p> <p>It would be helpful for the District to generate data showing a comparison of success, retention, and persistence rates of matriculating students who received core services vs. those who did not.</p>  |

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| <p><b>Opportunities</b><br/> <i>What are the OPPORTUNITIES in your unit/area?</i></p>     | <p>There are great opportunities to expand the SUCCESS Academy by creating specific cohorts by student populations or course of study/major. Also, increasing Coun 200A classes increases FTES and enables the campus to hire more counseling faculty. The implementation of the comprehensive online orientation (similar to Laney’s online orientation) is a tool that can be used to house important “new student information” that will augment the Coun 200A: Orientation to College class.</p> |
| <p><b>Limitations</b><br/> <i>What are the current LIMITATIONS of your unit/area?</i></p> | <ul style="list-style-type: none"> <li>• Need additional counseling faculty to meet the needs of mandatory orientation and education planning.</li> <li>• Need a larger space to hold Fab Friday New Student Welcome.</li> <li>• An online education plan is imperative for student success.</li> <li>• Secure permanent funding for Student Handbook/Planner</li> </ul>   |

## Action Plan for Continuous Improvement

*Please describe your plan for the continuous improvement of your unit/area.*

With the Student Success Act, planning must occur to be able to provide mandatory assessment, orientation, and education planning for matriculating students. Below are goals set for each of the core services:

### Assessment:

1. Develop Assessment Preparation Workshop
2. request funding to support mandatory assessment and assessment instruments
3. advocate for dedicated assessment lab
4. advocate for additional Assessment Staff
5. move toward year-round testing
6. increase number of students who take assessment
7. evaluate COMPASS assessment and/or alternate assessment instruments
8. validate cut-off scores
9. Create Assessment Student Survey to evaluate assessment SLOs

### Orientation:

1. Determine how mandatory orientation will occur
2. obtain permanent funding for Student Handbooks
3. increase number of students who attend Orientation
4. increase number of students who enroll and complete Coun 200AB: Orientation to College and participate in the New Student Success Academy
5. increase faculty participation in Orientation
7. explore mandatory “cohorts” for new students
8. evaluate effectiveness of online orientation
9. pilot online orientation being offered before assessment process

### Education Planning:

1. Determine when and how mandatory ONLINE education plans will be completed
2. Determine how career exploration, self-reflection, values, etc. will be done by students PRIOR to the education plan being created
3. Advocate for more tenure-track counseling faculty
4. Create workshops to address academic probation/dismissal students
6. Make workshops more accessible to students by offering them both online and in-person
7. Advocate for the District to provide data comparing success, retention, and persistence rates with those students who did not receive core services.

**Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion**

*Describe your unit/area's plan to meet district FTES target and address student success, persistence, and completion, especially for unprepared, underrepresented, and underserved students. (see Student Success Scorecard-<http://scorecard.cccco.edu/scorecard.aspx>)*

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| <p><b>Meet District FTES Target for AY2013-2014 of 18,830</b></p> | <p>Students who receive core services enroll in appropriate classes which positively impacts FTES. Assessment, Counseling, and Education Planning help students identify appropriate coursework, receive support they need to succeed, and develop an education plan to obtain their goals. These activities contribute to FTES as retention, success, and persistence increase as students receive core services.</p> <p>Counseling and Guidance courses taught by counselors increase FTES. The New Student SUCCESS Academy not only addresses 3SP mandates but also generates FTES through mandatory enrollment in Coun 200AB. In the first pilot semester, FA 13, over 200 students were enrolled.</p> <p>Also, Counseling faculty can refer students to under-enrolled courses ultimately increasing FTES.</p>  |
| <p><b>Increase Student Success</b></p>                            | <p>The Student Success and Support Program (3SP) provides the framework through which the special educational and service needs of those students are identified and provided for in a comprehensive manner and positively affect student achievement.</p> <p>At the core of student success is to increase the extent to which students attain their educational objectives by:</p> <ol style="list-style-type: none"><li>1. Enabling them to make thoughtful and relevant educational choices concerning the programs and courses to pursue based upon clear and sensitive appraisals of their skills, interests, and aptitudes in relation to the programs and courses offered.</li><li>2. Identifying the support services that students need to succeed and by assisting to meet those needs.</li><li>3. Strengthening student motivation to succeed through the above and by providing more frequent performance feedback and encouragement.</li></ol> <p>3SP establishes a specific set of services in a process linked by components reflecting the legislative and regulatory mandates students require to be assured access and success. These components are all designated services that compel the interaction between students, faculty, and staff. This interaction is central to student success because it diminishes the isolation that students often experience in the higher education environment.</p> |

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| <p><b>Increase Persistence</b><br/> <i>Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.</i></p> | <p>3SP is an excellent example of a comprehensive and integrated delivery package of services designed to enhance student retention and persistence, and thereby contribute to the educational opportunities of all students.</p>   |
| <p><b>Increase College Completion</b><br/> <i>Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.</i></p>  | <p>Students enrolled in remedial college courses, especially in Mathematics, English, and ESL, often have very low success and retention rates. They may also demonstrate a lack of critical life skills such as emotional intelligence, self-awareness, and accepting personal responsibility which play an important role in their ability to reach their desired goals.</p> <p>Core services of Assessment, Orientation, and Education Planning assist students by addressing those core issues which often negatively impact their academic and personal success.</p> |

### III. RESOURCE NEEDS

#### Human Resource/Personnel

Please describe any human resource/personnel needs for your unit/area.

| <b>Current Staffing Level:</b>   |  | <b>Headcount</b> | <b>FTE Equiv.</b> |
|--|--|------------------|-------------------|
|  | <b>Faculty (Permanent)</b>   | [#]              | [#]               |
|  | <b>Faculty (PT/Adjunct)</b>  | [#]              | [#]               |
|  | <b>Classified Staff (Permanent)</b>  | [#]              | [#]               |
|  | <b>Classified Staff (Hourly)</b>   | [#]              | [#]               |
|  | <b>Students</b>  | [#]              | [#]               |
|  | <b>ICC/Consultant/Other</b>  | [#]              | [#]               |
| <p><b>Narrative:</b><br/> <i>Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.</i></p> <p><i>Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.</i></p> <p><i>Describe implications of the current staffing level in your unit/area to overall service delivery.</i></p> | <p>At this time, there are not enough counselors to staff Coun 200AB for all new matriculating students and to meet with continuing students to provide follow-up services.</p> <p>Also, the Assessment Coordinator not only facilitates Assessment but the LRC and Tutoring services. If a FT Assessment Coordinator were available with permanent lab assignment, year-round assessment could occur.</p> <p>To meet the need to provide mandatory assessment, orientation, and education planning, more counseling faculty, FT Assessment Coordinator and Assessment Staff Assistant, and FT Counseling Staff Assistant are necessary.</p> |                  |                   |
| <p><b>Human Resource/Personnel Requests</b><br/> <i>List your human resource/personnel requests in prioritized/ranked order.</i></p> <p><i>Human resource/personnel requests will go through the established College and District planning and budgeting process.</i></p>  | <ul style="list-style-type: none"> <li>• 3 Counseling Faculty positions (Financial Aid, Athletes, General Counseling)</li> <li>• FT Assessment Coordinator and Assessment Staff Assistant</li> <li>• FT Counseling Staff Assistant</li> </ul>  |                  |                   |

## Facilities/Infrastructure

Please describe any facilities/infrastructure needs for your unit/area.

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| <p><b>Narrative:</b><br/><i>Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.</i></p> | <p>At this time there are no assigned computer labs for Assessment, insufficient office space for counseling faculty, and lack of large enough forum to accommodate Fab Friday New Student Welcome.</p> <p>Providing year-round assessment and assessment prep workshops would be possible if there were a dedicated computer lab for Assessment.</p> |
| <p><b>Facilities/Infrastructure Requests</b><br/><i>List your facilities requests in prioritized/ranked order.</i></p> <p><i>Facilities requests will go through the established College and District planning and budgeting process.</i></p>   | <ul style="list-style-type: none"><li>• Dedicated assessment computer lab</li><li>• Reservation of Gym for Fab Friday in Fall and Spring Semesters</li><li>• Additional office space for Counseling faculty</li></ul>   |

## Technology

Please describe any technology needs for your unit/area.

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| <p><b>Narrative:</b><br/> <i>Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the current state of technology in your unit/area to overall service delivery.</i></p> | <p>Technology is necessary to increase access to students for relevant educational resource materials. The development of a comprehensive online orientation and education plan will support student success.</p> <p>The use of Passport and SARS in addition to new software related to Early Alert and an online education plan will only increase student success, persistence, and retention.</p> <p>MIS Data reporting, coding of 3SP codes in Passport, and Electronic Content Management are all technological issues that need to be resolved to implement 3SP.</p>  |
| <p><b>Technology Requests</b><br/> <i>List your technology requests in prioritized/ranked order.</i></p> <p><i>Technology requests will go through the established College and District planning and budgeting process.</i></p>  | <ul style="list-style-type: none"> <li>• Implement comprehensive Online Orientation</li> <li>• Implement online education plan</li> <li>• Investigate use of SARS functionality to improve services to students</li> <li>• Identify process for Early Alert; research models and options to address early intervention.</li> <li>• Ensure that MIS data is input accurately and reported to State Chancellor's Office.</li> <li>• Request that the District generate data showing a comparison of success, retention, and persistence rates of matriculating students who received core services vs. those who did not.</li> </ul> |
| <p><b>Supplies Requests</b><br/> <i>List your technology requests in prioritized/ranked order.</i></p> <p><i>Technology requests will go through the established College and District planning and budgeting process.</i></p>  | <ul style="list-style-type: none"> <li>• request funding to support mandatory assessment and assessment instruments</li> <li>• obtain permanent funding for Student Handbooks</li> </ul>   |

#### IV. OTHER

Please feel free to provide any additional information about your unit/area below.

California Community Colleges Chancellor's Office

Matriculation Services Summary Report

|  | Fall 2012              | Spring 2013            | Summer 2013            |
|--|------------------------|------------------------|------------------------|
|  | Student Count (Credit) | Student Count (Credit) | Student Count (Credit) |
| <b>Alameda</b>   | 11,324                 | 12,360                 | 4,643                  |
| Students Count In The Term   | 6,019                  | 7,179                  | 3,269                  |
| Orientation Services Received During The Term                        | 395                    | 137                    | 13                     |
| Orientation Services Received Prior Terms                            | 726                    | 1,026                  | 401                    |
| Assessment Placement Services Received During The Term               |                        | 3                      | 0                      |
| Assessment Services Placement Received Prior Terms                   | 578                    | 616                    | 256                    |
| Counseling/Advisement Services Received During The Term              | 1,492                  | 1,685                  | 475                    |
| Student Education Plan Development Services Received During The Term | 735                    | 492                    | 26                     |
| Academic Follow-up Services Received During The Term                 | 1,258                  | 1,070                  | 143                    |
| Matriculation Services Data Not Reported In Term                     | 121                    | 152                    | 60                     |

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#### College of Alameda

| Matric Status      | Headcount   |             |             |             |             | %             |               |               |               |               |
|--------------------|-------------|-------------|-------------|-------------|-------------|---------------|---------------|---------------|---------------|---------------|
|                    | 2008 Fall   | 2009 Fall   | 2010 Fall   | 2011 Fall   | 2012 Fall   | 2008 Fall     | 2009 Fall     | 2010 Fall     | 2011 Fall     | 2012 Fall     |
| EXMPT              | 1597        | 2187        | 2028        | 1809        | 1714        | 23.4%         | 27.3%         | 28.0%         | 26.1%         | 27.2%         |
| MATR               | 4978        | 5493        | 5011        | 4897        | 4417        | 72.9%         | 68.5%         | 69.3%         | 70.8%         | 70.1%         |
| SPX                | 258         | 339         | 196         | 213         | 167         | 3.8%          | 4.2%          | 2.7%          | 3.1%          | 2.7%          |
| <b>Grand Total</b> | <b>6833</b> | <b>8019</b> | <b>7235</b> | <b>6919</b> | <b>6298</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> |

Peralta FACTS 2013

|                                    |                       |       |               |               |               |
|------------------------------------|-----------------------|-------|---------------|---------------|---------------|
| 2012 Fall                          |                       | EXMPT | 3,019         | 2,117         | 70.10%        |
| 2012 Fall                          |                       | MA TR | 10,249        | 6,499         | 63.40%        |
| 2012 Fall                          | Berkeley City College | SPX   | 149           | 104           | 69.80%        |
| <b>Berkeley City College Total</b> |                       |       | <b>13,417</b> | <b>8,720</b>  | <b>65.00%</b> |
| 2012 Fall                          |                       | EXMPT | 2,670         | 1,935         | 72.50%        |
| 2012 Fall                          |                       | MA TR | 8,217         | 5,488         | 66.80%        |
| 2012 Fall                          | College of Alameda    | SPX   | 160           | 136           | 85.00%        |
| <b>College of Alameda Total</b>    |                       |       | <b>11,047</b> | <b>7,559</b>  | <b>68.40%</b> |
| 2012 Fall                          |                       | EXMPT | 7,865         | 5,663         | 72.00%        |
| 2012 Fall                          |                       | MA TR | 18,234        | 12,242        | 67.10%        |
| 2012 Fall                          | Laney College         | SPX   | 787           | 537           | 68.20%        |
| <b>Laney College Total</b>         |                       |       | <b>26,886</b> | <b>18,442</b> | <b>68.60%</b> |
| 2012 Fall                          |                       | EXMPT | 4,020         | 2,928         | 72.80%        |
| 2012 Fall                          |                       | MA TR | 9,396         | 6,149         | 65.40%        |
| 2012 Fall                          | Merritt College       | SPX   | 101           | 84            | 83.20%        |
| <b>Merritt College Total</b>       |                       |       | <b>13,517</b> | <b>9,161</b>  | <b>67.80%</b> |
| <b>2012 Fall Total</b>             |                       |       | <b>64,867</b> | <b>43,882</b> | <b>67.60%</b> |
| 2013 Spring                        |                       | EXMPT | 3,787         | 2,539         | 67.00%        |
| 2013 Spring                        |                       | MA TR | 11,394        | 7,195         | 63.10%        |
| 2013 Spring                        | Berkeley City College | SPX   | 298           | 211           | 70.80%        |
| <b>Berkeley City College Total</b> |                       |       | <b>15,479</b> | <b>9,945</b>  | <b>64.20%</b> |
| 2013 Spring                        |                       | EXMPT | 3,304         | 2,323         | 70.30%        |
| 2013 Spring                        |                       | MA TR | 9,929         | 6,424         | 64.70%        |
| 2013 Spring                        | College of Alameda    | SPX   | 265           | 229           | 86.40%        |
| <b>College of Alameda Total</b>    |                       |       | <b>13,498</b> | <b>8,976</b>  | <b>66.50%</b> |
| 2013 Spring                        |                       | EXMPT | 8,581         | 6,000         | 69.90%        |
| 2013 Spring                        |                       | MA TR | 19,096        | 12,287        | 64.30%        |
| 2013 Spring                        | Laney College         | SPX   | 737           | 476           | 64.60%        |
| <b>Laney College Total</b>         |                       |       | <b>28,414</b> | <b>18,763</b> | <b>66.00%</b> |
| 2013 Spring                        |                       | EXMPT | 4,160         | 3,013         | 72.40%        |
| 2013 Spring                        |                       | MA TR | 9,201         | 5,816         | 63.20%        |
| 2013 Spring                        | Merritt College       | SPX   | 89            | 66            | 74.20%        |
| <b>Merritt College Total</b>       |                       |       | <b>13,450</b> | <b>8,895</b>  | <b>66.10%</b> |
| <b>2013 Spring Total</b>           |                       |       | <b>70,841</b> | <b>46,579</b> | <b>65.80%</b> |

Office of Institutional Research