CHABOT LAS POSITAS

COMMUNITY COLLEGE DISTRICT

CLPCCD ENVIRONMENTAL SCAN

DATA, ANALYSES, AND FINDINGS TO INFORM THE EDUCATIONAL MASTER PLANS OF CHABOT COLLEGE AND LAS POSITAS COLLEGE, WHICH GUIDES THE CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT FIVE-YEAR STRATEGIC PLAN

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CLPCCD Environmental Scan
Updated: 11/4/2020 Semi-Final Draft

SEMI-FINAL DRAFT

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ACKNOWLEDGEMENTS

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INTRODUCTION

MESSAGE FROM CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT CHANCELLOR

Thank you for taking the time to read our environmental scan report. This report provides us with data that will help inform and guide our district's five-year strategic master plan. The data included in this report is a snapshot of our region's current and projected employment, economic conditions, workforce and industry needs, opportunities, and trends. This information helps to inform our District Strategic Plan, to better understand how to add value via our curriculum and program offerings in the communities we serve.

This environmental scan is informed by campus and community insights. The findings presented highlight current external and internal trends to ensure the District and its two colleges are prepared to take advantage of the opportunities and to respond to and address the needs and strengths of our current and potential students in light of evolving social, political, health, and economic realities.

Founded in 1961, the Chabot-Las Positas Community College District (CLPCCD) has been preparing students to succeed in a global economy for nearly 60 years. CLPCCD is committed to strengthening its legacy of providing education and training – and student support services – to address current and future demands. CLPCCD's partnerships across the East Bay, in particular in our service area cities, which include Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol, and Union City, have already positioned us to meet the existing quadruple challenge facing our society today (i.e., a global pandemic, an economic recession, an ongoing struggle for civil rights and social justice, and, the devastating impact of environmental climate change) and remain steadfast in our mission to provide educational programming that will challenge students to think critically, engage socially, and acquire relevant workplace knowledge and educational skills.

Thank you for your continued support of our community college district, students and community.

Sincerely,

Ronald P. Gerhard
Chancellor

METHODOLOGY

The majority of the data and information highlighted in this report was provided by the Offices of Institutional Research at Chabot College and Las Positas College. The Signature Solutions Corporate Results (SSCR) consulting team complemented the work of the researchers by reviewing, analyzing, and summarizing existing reports, surveys, and legislation to offer material to inform the development of the District Strategic Plan (DSP) and the two colleges' Educational Master Plans (EMPs). Interviews with CLPCCD Board Members, perceptions and insights from administrators, and existing surveys of and focus groups with students at both institutions generated additional insights to shape the priorities and strategies that will guide the work of the District and its colleges over the next five years.

OUTREACH SUMMARY

A series of town halls and forums were held at each CLPCCD college to provide opportunities for the college presidents and the EMP and research leads to share highlights of this report and to collect feedback on the implications of these data findings and analyses for the work of the college. Additional insights were gathered from Educational Master Plan (EMP) Task Force members during regularly scheduled meetings and are being incorporated into the draft Education Master Plans (EMPs). Input from employers, alumni, and residents in the District's service area were gathered by members of the planning team, along with survey findings, labor market and employment trend information, economic development and workforce development reports, and strategic plans from local and regional government and research agencies.

Note: Due to the COVID-19 pandemic, much of the economic and employment trend information and data collected for this report has since changed significantly and remains in flux. During the course of outreach and pandemic precautions it was necessary for the research team to adjust outreach plans to industry, government, and educational partners. Some outreach will need to be revisited in the next year or two, once the nation, hopefully, moves into a post-pandemic recovery phase and we can see more clearly the long-term impacts of the pandemic on the region.

READERS' GUIDE

To support the use of this document as an ongoing resource for administrators, faculty, and classified staff, the content is organized by a series of overarching research questions that are often asked as part of any planning process:

- What is the environmental context in which we are working?
- Who are those we serve?
- How and how well do we serve those we were established and designed to serve?

As outlined under the section Guiding Questions (see page 4) at the beginning of this report, these overarching research questions are amplified by a series of more targeted questions for each section of the report. Figures, tables, and charts in this document are organized by subheadings that highlight information that is relevant to the overarching research questions and seeks to address the targeted questions for each section. For each question, relevant data and information is provided, along with high-level descriptions of the important takeaways for each chart, graph, or table.

To start the report, a summary of the findings, which serves as an executive summary, provides a high-level analysis of what, collectively, the internal and external information means for the work for the District and its colleges. The remainder of the report lists specific research questions, which are then explored through the various figures and analyses, as described above.

WHAT THE DATA SUGGESTS

The leadership of the CLPCCD: the Board of Trustees, Chancellor, College Presidents, and across Chabot College, Las Positas College, and the District Support Centers serve to be responsive to community priorities and evidence-based decision making. This substantial district-wide Environmental Scan includes key institutional data maintained by two offices of Institutional Research. Presented here, key pieces of data and evidence are presented to equip stakeholder discussion and analysis in order to inform the college Educational Master Plans and guide the District Strategic Plan over the next five years.

While the consultants have drawn on the data in this document to provide the following considerations, we are mindful of the intelligence that is maintained at each college within the Offices of Institutional Research and among the diverse experts who mine the data frequently. Thus, we put forward these summary statements only in order to facilitate internal discussions that are iterative in nature, minimizing any predisposition to settle on these or any other considerations. We urge the team of faculty, classified professionals, administrators, and students to engage in meaningful and sustained discussions that underscore how this information can be used to actualize the missions of Chabot College, Las Positas College, and the district as a whole.

CONSIDERATIONS

OUR COMMUNITY
- Identify how the college can offer educational opportunities that will engage and improve the economic mobility and access to thriving wage employment for the substantial percentage of service area residents who have less than a college education and who are living in poverty as the result of structural inequalities
- Collaborate with employers and businesses as they seek to recover, develop, and grow to offer programs that will help them meet demands with a focus on living wage jobs in growth occupations and sectors, such as Health and Educational Services, Construction, and Professional and Managerial Services

OUR STUDENTS
- Partner with feeder high schools to align curriculum to be sure that their graduates are prepared to succeed in transfer-level math, English, and science education
- Outline communication and marketing strategies to encourage the students from feeder high schools who choose community colleges at high rates, yet not necessarily CLPCCD colleges, to attend Chabot or Las Positas College
- Gather students' feedback on their learning and transfer experiences to understand what is and is not working with a special focus on African-American, Latino/a/x, and Pacific Islander students
- Collaborate with community partners to help students who are facing food, housing, and employment insecurity to allow them to remain focused on their education
- Explore and address the unique needs and challenges of first-generation college students to increase their enrollment, persistence, program completion, transfer (performance overall)

OUR COLLEGES - CHABOT COLLEGE AND LAS POSITAS COLLEGE
- Identify and vet candidates for hire who are committed to and have experience working to ensure equitable student outcomes and who come from backgrounds that are reflective of those of our student body

THE CALIFORNIA COMMUNITY COLLEGE POLICY ENVIRONMENT AND THE WORLD

The Chabot-Las Positas Community College District (CLPCCD) launched its five-year planning efforts at the start of 2020, a new year that, to date, has been defined by unforeseen and unprecedented change, challenge, and crisis. The COVID-19 pandemic has laid bare the pervasive and deep-seated racial and social injustices in our society and the related economic, environmental, and health disparities that exist for the communities and the residents we serve, while, at the

same time, underscoring our inextricable connection to the larger global society. CLPCCD remains committed to dismantling systemic racism and inequities.

The necessary move to distance education in the wake of COVID-19-related campus closures and shelter-in-place orders has highlighted the ongoing digital divide and its impact on the ability of students and staff to successfully study and work from home. This is especially concerning given that, for particular groups of students, the California community college system is their first experience with higher education and most could benefit from additional education given the particular challenges (and uneven opportunities) they face (California Competes, 2020). In addition, due to the pandemic, some students have lost their jobs and are struggling to afford food and housing costs; for a significant percentage of these students, these conditions pre-existed and have gotten worse (Bohn, Mejia, & Lafortune, 2020). These combined challenges have required the District and its colleges to deepen partnerships with community-based organizations to expand relevant services and offer additional resources so that students can continue to focus on their education in the midst of crisis (Goldrick-Rab, Baker-Smith, Coca, & Looker, 2018) – consistent with the District's mission to "prepare students to succeed in a diverse global society by challenging them to think critically, to engage socially, and to acquire workplace knowledge and educational skills."

The continuing civil rights uprisings in response to the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, Tony McDade, and countless others, and the recent unrest in response to the shooting by police of Jacob Blake, have brought renewed public attention to how systemic racism endangers African American lives. Pre-existing health conditions linked to poverty and racial discrimination are putting Black, Indigenous, and People of Color (BiPOC) individuals – many of whom are essential workers – at disproportionate risk of dying from the deadly novel coronavirus. In California, COVID-19 cases have disproportionately impacted members of the Latinx community – both in percent of cases and deaths (State of California, 2020). Concurrent with these conditions are the significant concerns about the treatment of undocumented people and the traumatizing of immigrants.[1] The world has begun to reckon with and move to address past wrongs and to examine data and information to be better prepared to respond and identify solutions to long-term disparities. For CLPCCD this has meant acknowledging the impact of systemic racism on the lives of our students and a renewed commitment to deepen an equity-minded approach across all of its policies, programming, and operations.

As we experience some of the hottest temperatures on record, the dire and harmful effects of climate change on people, animals, and the planet cannot be ignored (Office of Environmental Health Hazard Assessment, CEPA 2018 and Ackerly, Jones, Stacey, & Riordan, 2018). Often described as the "climate gap," environmental change continues to have a disproportionate and unequal impact on people of color and the poor, resulting in consequences to their health (e.g., higher rates of illness and death due to exposure to extreme heat and air pollution) and financial stability (e.g., increased basic living costs, decrease in tourism and agriculture jobs). California's recent rise in devastating and pervasive wildfires is a testament to how environmental change has impacted the state and the region (Williams, Abatzoglou, Gershunov, Guzman-Morales, Bishop, Balch, & Lettenmaier, 2019). A working group of Chabot College students, faculty, and staff is currently exploring how CLPCCD might better prepare students to be the environmental leaders of tomorrow. This is a first step in an ongoing effort to examine how to integrate a commitment to environmental justice and sustainability into the infrastructure, programming, and policies of the District and its colleges.

In the context of great uncertainty and challenges resulting from these converging crises – a global pandemic, economic volatility, structural racism, and the accelerating and destructive impact of climate change – this report examines data and information that will advance CLPCCD's commitment to creating and strengthening institutional infrastructure, policies, processes, and programming. CLPCCD will continue to seek input from internal and external stakeholders (including students) to ensure that the educational opportunities it offers prepare students to advance academically, socially, and economically and help create a more just, equitable, and sustainable future for us all.

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[1] The following organizations have recent reports on immigrant issues that are relevant for the California context: American Immigration Council, Migrant Policy Institute, and Public Policy Institute of California. The website URLs for each of these organizations are available in the Reference List.

WHAT YOU WILL FIND IN THIS SECTION:

This section will examine how the missions of the Chabot-Las Positas Community College District (CLPCCD) and its colleges align with statewide policies. The section will also focus on two of the most important factors currently driving change at CLPCCD: A) key state policies and educational reforms; and, B) the ongoing COVID-19 pandemic and its impact on students.

CLPCCD Mission Statements:

The missions of both the District and the colleges recognize students' strengths and commit to providing rigorous, culturally relevant, and holistic knowledge-building and academic and personal resources to ensure equitable academic and workforce outcomes that prepare students to be global citizens in the 21st century. The mission statements for each are provided below:

- District: The Chabot-Las Positas Community College District (CLPCCD) offers innovative educational opportunities and support services to prepare students to succeed in a diverse global society by challenging them to think critically, to engage socially, and to acquire workplace knowledge and educational skills.

- Chabot College: Chabot College is a **dynamic, student-centered** community college that serves the **educational, career, job skill, and personal development needs of our community**. We provide **culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity**. **Building upon students' strengths and voices**, we empower students to achieve their goals and lead us towards an equitable and sustainable world.

- Los Positas College: Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

Key Statewide Policies and Educational Reforms:

There are a number of recent and ongoing statewide policies and educational reforms that continue to impact the District and its colleges. The statewide policies and reform initiatives require monitoring and reporting on a variety of metrics focused on academic outcomes, such as completion, transfer, unit accumulation, and career and workforce indicators with different time horizons. These overlapping and, at times, completely unique data and statistics that colleges must submit often shift informed by research on promising practices, new policies, and research findings. Those who have worked for the California Community Colleges for many years can recount numerous initiatives – the Basic Skills Initiative that likely informed the Basic Skills Student Outcomes and Transformation effort, the Common Assessment Initiative that likely influenced AB 705 placement guidelines, the Student Success and Support Program that informed elements of the Student Equity and Achievement Program, and School-to-Career that likely informed the Strong Workforce Program.

The following section outlines some of the most important statewide policies and reforms currently informing CLPCCD's institutional planning, programming and operations. In some cases, the policies noted below may sunset before 2025 and a new set of efforts and legislation may require the examination of different benchmarks. As a result, the District's website and the colleges' websites will provide the latest data and information.

A. What policies have potential impacts on our district over the next five years?

In California, reform is shaped by legislative changes to the educational code. Six policies that have impacted how the California Community College (CCC) system and its colleges function are:

1. Vision for Success
2. Student-Centered Funding Formula (SCFF)
3. Assembly Bill (AB) 705
4. Student Equity and Achievement Program
5. Guided Pathways
6. Credit for Prior Learning

1. What is the Vision for Success?

In 2017, the California Community College Chancellor's Office (CCCCO) released the *Vision for Success*, a bold, aspirational plan that was developed based on research, interviews with key stakeholders, and engagement of Californians to inform and support the transformation of the CCC system. The following ongoing systemic challenges facing the CCCs served as a catalyst:

- Most California community colleges students never reach a defined end goal
- Students who do reach goals take a long time to do so
- Older and working students are often left behind
- Community colleges are more expensive than they appear
- Serious and stubborn achievement gaps persist
- High-need regions of the state are not served equitably

The *Vision for Success* outlines six goals and seven state system-level core commitments, along with a new formula to address these challenges to increase student success and to close opportunity gaps. By 2022, the CCCCO aims to realize the following system-wide goals:

1. Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Increase by 35 percent the number of California Community College students transferring annually to a University of California (UC) or California State University (CSU) institution.
3. Decrease the average number of units accumulated by California Community College students earning associate degrees.
4. Increase the percent of exiting CTE students who report being employed in their field of study.
5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.
6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

Below are the seven system-level core commitments to realize the six goals and the potential of the system to prepare students for success:

1   Focus relentlessly on students' end goals.

2   Always design and decide with the student in mind.

3   Pair high expectations with high support.

4   Foster the use of data, inquiry, and evidence.

5   Take ownership of goals and performance.

6   Enable action and thoughtful innovation.

7   Lead the work of partnering across systems.

Each CLPCCD college has selected a subset of the six *Vision for Success* goals on which to focus   for the strategic planning process. The goals selected by each college are detailed below:

COMPLETION
Increasing awards and skill sets

Systemwide Goal

+20% by 2022

By 2022, increase by at least 20 percent the annual number of CCC students who acquire associate degrees, credentials, certificates, and specific skill sets that prepare them for in-demand jobs.

CLPCCD Selected Metrics:
1. Increase all students who earned an associate degree. Example from Las Positas College: By 2022, increase by at least 20 percent the annual number of Las Positas College students who acquire associate degrees, including an Associate Degree for Transfer (ADT).
2. Increase all students who earn a Chancellor's Office-approved certificate.
3. Increase all students who attain the goal of Completion, as defined in the CCCCO's *Vision for Success*. Example from **Chabot College:** Increase all students who attain the *Vision's* goal of Completion by at least 20%.

TRANSFER
Increasing transfer

Systemwide Goal

+35% by 2022

By 2022, increase by at least 20 percent the annual number of CCC students. By 2022, increase by 35 percent the number of CCC students system-wide who transfer annually to a University of California (UC) or California State University (CSU) institution, acquire associate degrees, credential certificates, and master specific skill sets that prepare them for in-demand jobs.

CLPCCD Selected Metrics:
1. Increase all students who earned an Associate Degree for Transfer (ADT).
   a. Chabot College: Increase all students who earned an Associate Degree for Transfer by 30%.
   b. Las Positas College: By 2022, increase by 35 percent the number of students earning ADTs annually at Las Positas.

UNIT ACCUMULATION
Decreasing accumulated units of degree recipients

Systemwide Goal

79 average units
by 2022

By 2022, decrease the average number of units accumulated by CCC students earning an associate degree, from approximately 87 total units (the most recent system-wide average) to 79 total units.

CLPCCD Selected Metrics:
1. Chabot College: Decrease the average number of units accumulated by associate degree earners from 91 units in 2016-17 to 85 in 2021-22.
2. Las Positas College: By 2022, decrease the average number of units accumulated by associate degree earners from 83 units in 2016-17 to 79 in 2021-22.

WORKFORCE
Increasing students' employment in their field of study

Systemwide Goal

76% employment rate
by 2022

By 2021-22, increase the percent of existing Career Technical Education (CTE) students who report being employed in their field of study, from the most recent statewide average of 69 percent to 76 percent.

CLPCCD Selected Metrics:

1. Increase all students with a job closely related to their field of study (increase among all students who responded to the Career Technical Education-CTE Outcomes Survey and did not transfer; the proportion who reported that they are working in a job very closely or closely related to their field of study).
   a. Chabot College: Increase all students with a job closely related to their field of study from 63 percent in 2016-17 to 70 percent in 2021-22.
   b. Las Positas College: By 2022, increase the percent of existing CTE students who report being employed in their field of study, from the most recent Las Positas College average of 66 percent to 69 percent.

EQUITY
Reduce student equity gaps

Systemwide Goal 0 equity gaps within 10 years	By 2022, reduce equity gaps across all of the above measures by 40 percent within five years and close those achievement gaps for good within 10 years.

CLPCCD Selected Metrics:

1. Increase students who earned an associate degree (including ADTs).
    a. Las Positas College: By 2022, increase the percent of all students who earned an associate degree (including ADTs) by 32 percent for Asian American students and 64 percent for Black or African American students.
2. Increase students who earned an Associate Degree for Transfer (ADT).
    a. Las Positas College: By 2022, increase the percent of all students who earned an ADT by 40 percent for Black or African American students.
    b. Chabot College: Increase in Black or African American students who earned an Associate Degree for Transfer (ADT), from 26 in 2016-17 to 37 in 2021-22.
3. Increase the number of students who attained the goal of Completion, as defined in the *Vision for Success.*
    a. Chabot College: Increase foster youth students who attained the *Vision's* goal of Completion, from 11 in 2016-17 to 17 in 2021-22.

2. What is the Student-Centered Funding Formula (SCFF)? What metrics count for our funding? How might it impact our district's funding? And when?

The Student-Centered Funding Formula (SCFF) is the formula which the California Community Colleges Chancellor's Office (CCCCO) uses to fund community college districts throughout the state. In 2018-2019, the SCFF introduced a new set of calculations, as legislated by Assembly Bill (AB) 1809, for how the CCCCO Chancellor's Office allocates discretionary funds to community college districts. Previously funds were tied to the number of full-time equivalent (FTES) students in each district. With the SCFF, funds are determined by a base allocation (70%), a supplemental allocation (20%), and a student success allocation based on student outcomes (10%).

During the first three years of SCFF implementation, the state declared a "hold harmless" period that would allow districts "disadvantaged by the new formula" to maintain funding. The goal was that all districts would be funded by the 70%-20%-10% SCFF model by the 2021-22 academic year. However, due to strong advocacy by multiple districts, led by the CLPCCD Chancellor Ron Gerhard, districts are experiencing an extension to the hold harmless period until 2023-24. The box below provides more information on the SCFF:

Student-Centered Funding Formula (SCFF)

SCFF Components	Percent
Full-Time Equivalent Students (FTES)	70%
Supplemental Allocation - Promise Grants (68% - CLPCCD) - Pell Grants (28% - CLPCCD) - AB 540 (3% - CLPCCD)	20%
Student Success Allocation (additional $ for Promise and Pell Grants)	10%
Total	100%

(from Las Positas' Environmental Scan PowerPoint)

For more information on the SCFF, visit the CCCCO webpage -
https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula)

- A base allocation that is reflective of the district's enrollment - accounts for 70%

- A supplemental allocation based on student demographics correlated with potential need for additional support
(e.g., the number of students who are receiving a College Promise Grant, Pell Grant and who are covered by AB 540)
- accounts for 20%

- A student success allocation based on outcomes (e.g., number of students earning associate degrees and credit certificates, transferring to four-year colleges and universities, who complete transfer-level math and English within their first year, who complete nine or more career education units, and who have attained the regional living wage - 10%

The report, *Student Centered Funding Formula (SCFF) Impacts Equity in the San Francisco Bay Area,* authored in 2019 by an advocacy team in CLPCCD and signed onto by the 15 CCC districts in the San Francisco Bay Area, highlighted how the SCFF's supplemental allocation model will exacerbate equity gaps by failing to take into account the high cost of living in the region, compounded by the fact that students are less likely to be awarded a CCC Promise Grant and receive Pell grants.[2] Currently, monthly rental rates in the Bay Area can represent 67 percent to 85 percent of a student's expense budget, in comparison to the statewide average of 61 percent. The paper recommends that, given the inequities in financial aid access, the supplemental allocation should be adjusted to better reflect the real challenges faced by low-income students struggling to survive in areas with high cost of living.

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[2] See White Paper - Analysis, 2019, http://www.clpccd.org/business/documents/SCFFWhitePapersOct2019.pdf

3. What is Assembly Bill (AB) 705?

Assembly Bill 705 seeks to maximize the number of students who have access to and complete transfer-level coursework (i.e., classes that meet California State University or University of California entry requirements in English and math) within a one-year timeframe, an important milestone that research has found to be associated with long-term academic success. For students who are enrolled in English-as-a-Second-Language (ESL) coursework, the goal is for them to enter and complete degree and transfer requirements in English within three years. In response to the dismal completion and success rates of students who were previously assessed into often multi-semester developmental course sequences, the goal of the new policy is for colleges to identify and provide the necessary support within their transfer-level coursework to students who may need additional help and guidance based on their previous academic history. This to maximize the number of students who enroll in and successfully complete college-level courses.

The legislation authorizes the California Community College's Board of Governors to outline and manage a process aligned with suggested placement regulations using multiple measures such as one or more of the following: high school coursework, high school grades, and high school grade point average. These measures will inform student placement and access to supports, increasing the likelihood that they will complete course requirements early in their college career.

4. What is the Student Equity and Achievement Program?

The Student Equity and Achievement (SEA) Program consolidated the following three statewide initiatives focused on creating equitable opportunities and outcomes for students: the Basic Skills Initiative, the Student Equity Program, and the Student Success and Support Program (SSSP). Now colleges use funding for these efforts in an integrated way, in line with the Guided Pathways initiative's structured and coordinated framework. At Chabot College and Las Positas College, special committees were formed to complete an integrated plan for the SEA Program at each college and ensure alignment with statewide initiatives. Through these plans and efforts, the CLPCCD colleges identified strategies to be implemented over a three-year period (2019-22) to ensure more equitable student outcomes related to the five key SEA plan metrics:

- Access: Enrolled in the same community college to which one applied
- Persistence: Retained from fall to spring at the same college
- Completion: Attained the Vision Goal Completion Definition
- Transfer: Transferred to a 4-year institution
- Completed both transfer-level math and English within the District in the First Year of Attendance (AB 705 benchmark)

At both colleges, the SEA planning efforts focused on serving students from disproportionately impacted groups. Specific focus was placed, therefore, on strategies to better serve students who self-identified as African American, foster youth, Latinx/o/a, and LGBTQ+.

5. What is Guided Pathways?

Guided Pathways is an educational reform based on national data, introduced as a statewide initiative in 2017 by the California Community Colleges Chancellor's Office (CCCCO). Guided Pathways provides an institutional transformation framework that supports structured pathways, program coherence, and integrated support, to ensure students have a clear and successful path to and through college. In place of a cafeteria-style approach to selecting courses, Guided Pathways is designed to increase the likelihood that students set and meet their educational goals in an efficient and cost-effective manner. The following **four key pillars** are hallmarks of this student-centered approach that is committed to increase students' social and economic mobility and keeps students' long-term goals in mind:

- Clarify the Path – Create clear curricular pathways to employment and further education.
- Enter the Path – Help students choose and enter their pathway.
- Stay on the Path – Help students stay on their path.
- Ensure Learning – Ensure that learning is happening with intentional outcomes.

6. What is Credit for Prior Learning?

Credit for Prior Learning (CPL) is a change to the state's Education Code made in 2020. Directed by the California Community Colleges Chancellor's Office (CCCCO), California community colleges are putting policies in place to recognize students' external learning through personal experiences, community work, military learning, workplace learning, or formal education, and evaluate those learnings for academic credit. The CCCCO is asking districts to define and implement local CPL procedures as an additional equity approach to support the *Vision for Success* goals.

CPL policy encourages faculty in different disciplines to develop systems to evaluate external learning for earned college credit. According to this model, a student provides the faculty member with a body of evidence that demonstrates competency for a particular academic course. The faculty work with the student to examine and verify the examples of external learning presented in relation to course learning outcomes.

Colleges are encouraged to use a combination of methods to determine a student's eligibility to be awarded Credit for Prior Learning (CPL). These may include: credit by exam; Joint Services Transcripts; evaluation of student-created portfolios; evaluation of industry-recognized credential documentation; and standardized exams. Starting in 2022, districts will be required by the CCCCO to report on students benefiting from CPL assessment, providing disaggregated data on the number of students applying and approved for CPL, number of credits per student, retention and persistence rates, and completion data and by gender and race/ethnicity.

This change in the California Education Code is supported by Assembly Bill 1786 (Academic Credit for Prior military Experience) and Assembly Bill 3000 (Academic Credit for Students with Prior Learning). Both assembly bills require the CCCCO to conduct relevant research, to identify and collect available resources, and to provide professional development in line with promising practices regarding the use of course credit for students with prior learning (e.g., military service).

In addition to CPL, Competency-Based Education (CBE) is another new regulatory change underway at the State level that will also impact both the delivery of instruction and the awarding of academic credit. At the time of this writing, proposed Title 5 Regulations for Direct Assessment CBE were moving through the process for adoption. CBE provides yet one more equity approach to accessing higher education and earning college credit. CBE allows students to earn college credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace. CBE shifts the education paradigm from a standardized group experience to an individually-paced learning experience. CBE courses or programs explicitly outline what a student must know and demonstrate to earn college credit. As with CPL, discipline faculty will evaluate student achievement through demonstrated student proficiency.

B. How has the COVID-19 pandemic affected students?

- Figure 1: Chabot College Student Survey - COVID-19 Worries
- Figure 2: Chabot College Student Survey - Students' Preferences for Asynchronous Modalities by Race/Ethnicity
- Figure 3: Chabot College Faculty Survey
- Figure 4: Chabot College Classified Professionals Survey
- Figure 5: Las Positas College - Students' Perceptions of the Effectiveness of College's COVID-19 Communication
- Figure 6: Las Positas College - Students' Report of Ease of Transition from Face-to-Face to Remote Online Learning
- Figure 7: Las Positas College - Students' COVID-19-related Challenges

To understand the challenges facing students, classified professionals, and faculty after the county-wide COVID-19 shelter-in-place order, each CLPCCD college fielded surveys in April and May 2020. The goal of this research was for each of the colleges and the District to understand and identify the supports and resources that students might need to continue to focus on their education, as well as to identify the supports and resources that faculty and classified professionals could use to allow them to work effectively in a virtual environment.

Figure 1: Chabot College Student Survey - COVID-19 Worries

External Environment Covid 19: May Student Survey

Students' Top Three Worries in Relationship to Covid-19

N=1,114   N=1,045   N=1,046

74%   59%   56%

23%   18%   22%   21%

51%   10%   41%   20%   34%   13%

16%   5%   20%   12%   22%   8%

5%   8%

Staying on track to complete my educational goal* | Having a place free of distractions to do my schoolwork | Losing my work or having uncertain work

■ Very Often   ■ Often   ■ Sometimes   ■ Almost Never   ■ Never

*Educational goal includes completing certificate, degree, transfer, or other goals.

Source: Chabot College COVID-19 Survey

For most of the 1,536 Chabot College student survey respondents, three out of four (74%) "very often" or "often" worried about staying on track to complete their educational goals. Almost two thirds (59%) were worried about having a place free of distractions to do their schoolwork during the pandemic, and more than half (56%) were worried about losing or having tenuous employment.

Figure 2: Chabot College Student Survey - Students' Preferences for Asynchronous Modalities by Race/Ethnicity
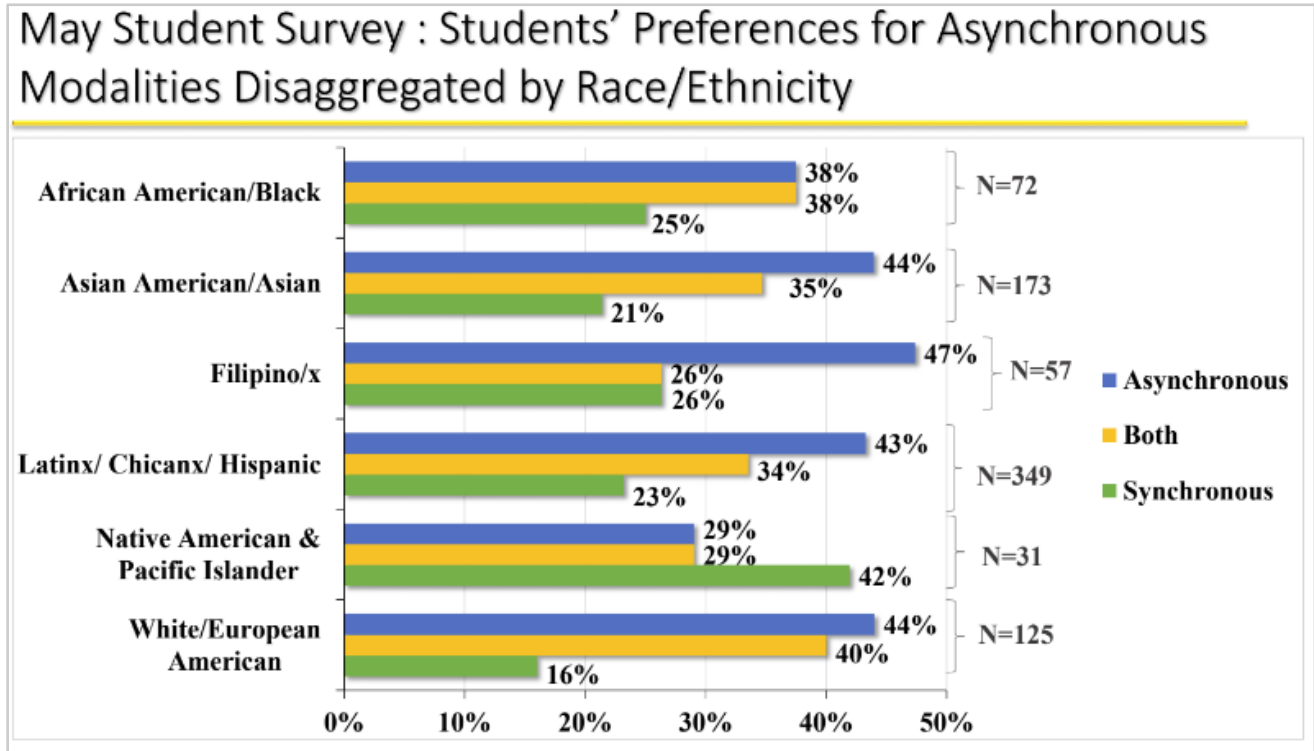
Source: Chabot College COVID-19 Survey

The Chabot College student survey also measured students' preferences regarding asynchronous vs. synchronous online learning modalities. Asynchronous essentially refers to self-paced learning, in which students can use learning elements such as audio, video, and discussion forums, at a time and place of their choice. Synchronous refers to real-time learning, in which instructors and students from different locations meet online at the same time through webinar tools such as Zoom or through virtual classroom tools such as Adobe connect.

As the chart above indicates, students surveyed who identified as Asian American/Asian, Filipino/x, Latinx/Chicanx/Hispanic, or White/European American said that they prefer asynchronous modalities, whereas respondents who identified as Native American and Pacific Islander most commonly preferred synchronous teaching. African American/Black respondents were equally split on whether they preferred asynchronous (38%) *or* both synchronous and asynchronous teaching (38%).

Figure 3: Chabot College Faculty Survey

External Environment Covid 19: Faculty Survey

Assuming the state & local shelter-in-place order is removed or modified to permit face-to-face instruction AND Chabot is able to enact protective guidelines, in Fall 2020, I want to teach …

Category	Hard-to-convert	Easy-to-convert
My regular teaching load ONLINE	5%	37%
My regular teaching load FACE-TO-FACE (physically distanced)	20%	7%
My regular teaching load in HYBRID model	22%	9%
A reduced load or not teach at all	6%	1%
My regular teaching load and I am flexible about face-to-face or hybrid or online	47%	46%

■ Hard-to-convert ■ Easy-to-convert

Source: Chabot College COVID-19 Survey

Chabot College faculty were also surveyed about their preferred mode of teaching (online, face-to-face, or hybrid) for the Fall 2020 semester, given evolving safety recommendations. The most popular response for faculty of both hard and easy to convert classes (46%-47%) was to continue with their regular teaching load and they were flexible about the mode of instruction. For faculty with courses that were easy to convert to an online format, the next most popular response was to teach their regular teaching load online (37%). Those with harder-to-convert courses next most popular responses were almost evenly split teaching face-to-face with physical distancing (20%) or in a hybrid model (22%). A small percentage of all faculty surveyed (1-6%) said that they would prefer a reduced load or not to teach at all.

Figure 4: Chabot College Classified Professionals Survey

External Environment Covid 19: Classified Professionals Survey

Work Preference in Fall 2020 based on whether Job Duties can be performed remotely:

Category	Hybrid	Either Remote or On campus, whatever is needed	Remote only	On Campus only	Total
All of my job duties can be performed remotely	10	4	18	0	32
Most of my job duties can be performed remotely	19	7	5	0	31
Some of my job duties can be performed remotely	5	10	0	1	16
None of my job duties can be performed remotely	2	1	0	3	6

■ Hybrid ■ Either Remote or On campus, whatever is needed ■ Remote only ■ On Campus only

Source: Chabot College COVID-19 Survey

The responses of classified professionals to the survey illustrated their commitment and flexibility to work for the Chabot College in whatever way was needed. Many were able to perform their jobs remotely and for those who could not, a preference was indicated to either work in a hybrid or physically distanced fashion.

Figure 5: Las Positas College - Students' Perceptions of the Effectiveness of College's COVID-19 Communication

How effective have the following college personnel communicated with you about the changes as a result of the Coronavirus (COVID-19)?

■ Very effective   ■ Somewhat effective   ■ Not at all effective

Personnel	Very effective	Somewhat effective	Not at all effective
Your professor(s)/ instructor(s) — Responses = 1,987	65%	32%	3%
Counseling Department staff — Responses = 1,296	38%	43%	19%
Financial Aid staff — Responses = 1,065	36%	44%	21%
Admissions & Records staff — Responses = 1,330	38%	44%	18%
Other college personnel — Responses = 1,155	41%	45%	14%
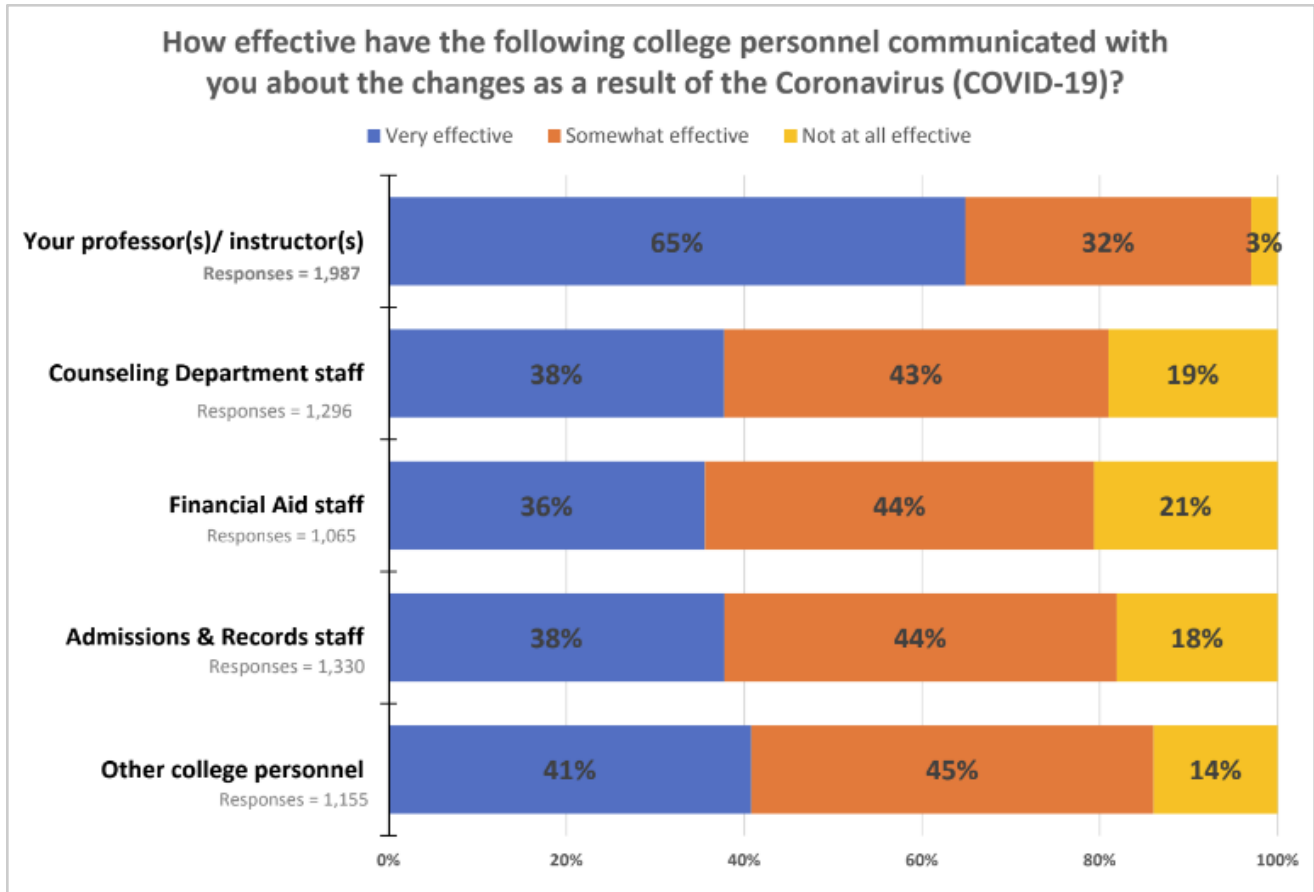
Source: Las Positas College COVID-19 Survey

Las Positas College instructors were perceived by 65 percent of student survey respondents as a "very effective" source of communication about the changes to academic programming and delivery resulting from COVID-19.

Figure 6: Las Positas College - Students' Report of Ease of Transition from Face-to-Face to Remote Online Learning
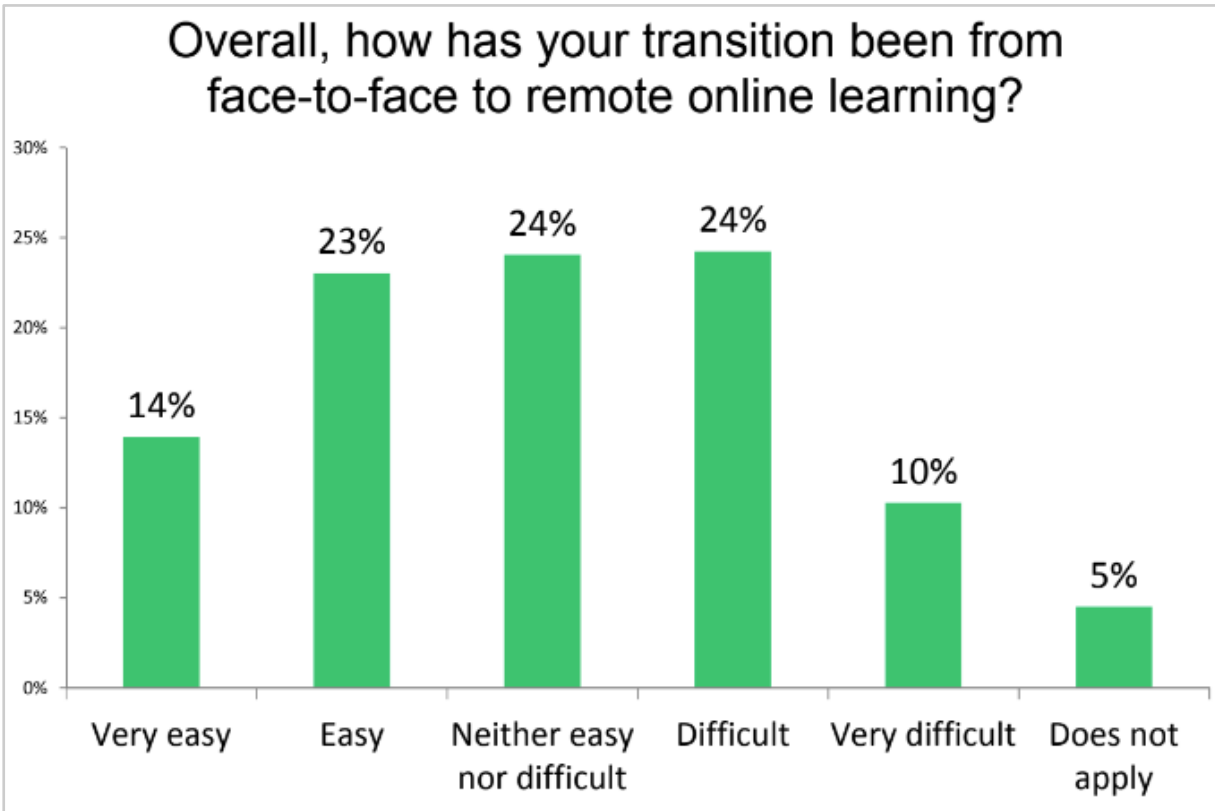
Source: Las Positas College COVID-19 Survey

About one-in-four Las Positas College student survey respondents indicated for each of the following responses that the transition to remote learning was "easy" (23%), "neither easy nor difficult" (24%), or "difficult" (24%).

Figure 7: Las Positas College: Students' COVID-19-related Challenges

Are you experiencing or likely to experience in the near future any of the following issues? (Check all that apply)
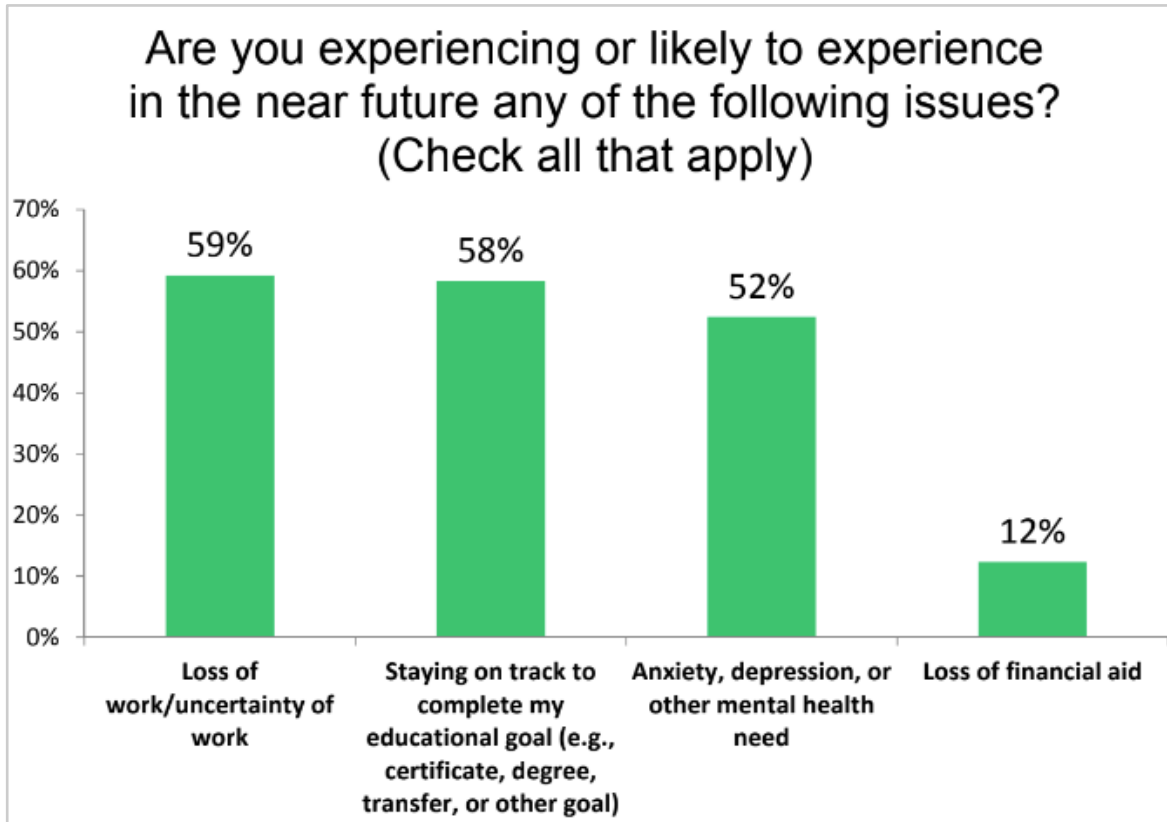
Source: Las Positas College COVID-19 Survey

The majority of Las Positas College student survey respondents reported that they were concerned about "loss of work/uncertainty of work" (59%), "staying on track to complete my educational goal" (58%), and experiencing "anxiety, depression, or other mental health need"
(52%) in the near future.

EXTERNAL FINDINGS FOR CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT (CLPCCD)

OUR DISTRICT

WHAT YOU WILL FIND IN THIS SECTION

This section will focus on the context in which the Chabot-Las Positas Community College District (CLPCCD) operates, including information on the demographics, socioeconomic status, and educational attainment of the populations in the District's service area. The section will look at economic trends and employment conditions and projections for the service area and examine higher education partners in the region and community health and other socioeconomic factors impacting the various populations served by the District and its colleges.
Note: Due to the COVID-19 pandemic, much of the economic and employment trend information and data collected for this report has since changed significantly and remains in flux.

A. How might you describe the district community, culture, climate, and geographic region?

DEMOGRAPHICS OF GEOGRAPHIC REGION

A.1: What do we know about the populations in our service area?
- Service Area Population: District and County
  - Figure 8: Population Estimates by County and District Service Area, 2018
  - Figure 9: Population for District Service Area by City, 2019-2029 Projections
  - Figure 10: Chabot Service Area Population, 2018
  - Figure 11: Las Positas College Service Area Population, 2018
- Service Area Population: Age and Race/Ethnicity Projections
  - Figure 12: District and County Population by Age, 2019-2029 Projections
  - Figure 13a: Alameda County Population by Age, 2019-2029 Projections
  - Figure 13b: Alameda County Population by Age, 2019-2029 Projections
  - Figure 14: Service Area Population by Race/Ethnicity, 2019-2029 Projections
- Enrollment by City
  - Figure 15: Chabot College Student Headcount by City, Fall 2010 - Fall 2019
  - Figure 16: Las Positas College Student Headcount by City, Fall 2010 - Fall 201
- Educational Attainment
  - Figure 17: Educational Attainment by Service Area and County, 2018
  - Figure 18a: Educational Attainment by Service Area City and County, 2018 - Part 1
  - Figure 18b: Educational Attainment by Service Area City and County, 2018 - Part 2
  - Figure 19: Projected Kindergarten-Grade 12 Enrollment for Alameda County by School Year (2019-2029)
  - Figure 20: Projected High School Graduates for Alameda County by School Year (2018-2029)
- College-Going Rate for California High School Students by Postsecondary Institution Type (2017-2018)
  - Chabot College Feeder Schools
    - Figure 21a: Castro Valley USD
    - Figure 21b: Castro Valley USD Report Totals
    - Figure 22a: Hayward USD
    - Figure 22b: Hayward USD Report Totals
    - Figure 23a: New Haven USD
    - Figure 23b: New Haven USD Report Totals
    - Figure 24a: San Leandro USD
    - Figure 24b: San Leandro USD Report Totals
    - Figure 25a: San Lorenzo USD
    - Figure 25b: San Lorenzo USD Report Totals
  - Las Positas College Feeder Schools
    - Figure 26a: Dublin USD
    - Figure 26b: Dublin USD Report Totals
    - Figure 27a: Livermore Valley JUSD
    - Figure 27b: Livermore Valley JUSD Report Totals
    - Figure 28a: Pleasanton USD
    - Figure 28b: Pleasanton USD Report Totals
    - Figure 29a: Tracy USD
    - Figure 29b: Tracy USD Report Totals

Service Area Population: District and County

Figure 8: Population Estimates by County and District Service Area, 2018

Alameda County	District Service Area	Percentage of County
1,643,700	640,667	39%

Source: United States Census Bureau, 2014-2018 American Community Survey 5-Year Estimates

In 2018, the service area of the Chabot-Las Positas Community College District (CLPCCD) had 640,667 residents – comprising 39 percent of the overall Alameda County population.

Figure 9: Population for District Service Area by City, 2019-2029 Projections

City / Region	2019	2024	2029	Change 2019 – 2029	
				Numerical	Percent
Castro Valley	60,975	62,745	63,584	2,609	4.3%
Dublin	59,877	62,124	62,455	2,578	4.3%
Hayward	193,541	199,969	202,775	9,234	4.8%
Livermore	89,455	90,181	90,468	1,013	1.1%
Pleasanton	82,330	84,903	86,297	3,967	4.8%
San Leandro	116,843	121,103	123,428	6,585	5.6%
San Lorenzo	29,815	30,827	31,265	1,450	4.9%
Union City	80,516	85,617	87,998	7,482	9.3%
Service Area	713,352	737,469	748,270	34,918	4.9%
Alameda County	1,684,401	1,736,272	1,756,640	72,239	4.3%

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

Over the next decade it is estimated that the District service area may see a 4.9 percent increase in residents, from 713,352 in 2019 and 748,270 in 2029. Economic modeling suggests that, by 2029, Union City may see the highest population growth (9.3%), followed by San Leandro (5.6%), San Lorenzo (4.9%), Hayward (4.8%), and Pleasanton (4.8%). It is anticipated that Livermore may have the smallest percentage growth (1.1%) of all of the CLPCCD service area.

Figure 10: Chabot Service Area Population, 2018

Castro Valley (CDP*)	Hayward	San Leandro	San Lorenzo (CDP*)	Union City	Total
63,288	158,241	90,103	25,388	74,601	411,621

Source: United States Census Bureau, 2014-2018 American Community Survey 5-Year Estimates

*CDP refers to Census Designated Place.

In 2018, the Chabot College service area included 411,621 residents living in the Census Designated Place areas of Castro Valley and San Lorenzo, and the cities of Hayward, San Leandro and Union City. Almost 40% of this population live in Hayward.

Figure 11: Las Positas College Service Area Population, 2018

Dublin	Livermore	Pleasanton	Total
59,172	89,027	80,847	229,046

Source: United States Census Bureau, 2014-2018 American Community Survey 5-Year Estimates

In 2018, the Las Positas College service area included 229,046 residents living in the cities of Dublin, Livermore, and Pleasanton. Approximately 39 percent of these residents lived in Livermore, 35 percent lived in Pleasanton, and almost 25 percent lived in Dublin.

Service Area Population: Age and Race/Ethnicity Projections

Figure 12: District and County Population by Age, 2019-2029 Projections

| | District Service Area | | | | | | Alameda County | |
| | Chabot College Cities | | Las Positas College Cities | | Total | | | |
Age	2019	2029	2019	2029	2019	2029	2019	2029
9 and Under	12%	12%	13%	13%	12%	12%	12%	12%
10 to 19 years	11%	10%	13%	12%	12%	11%	12%	10%
20 to 24 years	6%	6%	4%	4%	5%	5%	6%	6%
25 to 29 years	8%	7%	5%	4%	7%	6%	8%	7%
30 to 34 years	8%	6%	7%	6%	8%	6%	9%	7%
35 to 44 years	13%	14%	16%	18%	15%	16%	15%	16%
45 to 54 years	13%	13%	16%	15%	14%	15%	13%	13%
55 to 64 years	13%	13%	13%	11%	13%	12%	12%	11%
65 and over	15%	18%	12%	17%	15%	17%	15%	17%

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

Using 2020 projections from the Economic Modeling Specialist, Intl. (EMSI 2020), no major changes are anticipated in the percentages of residents in key age ranges for those residents living in the District's overall service area or in the individual service areas of the two colleges. The largest shift may be in the population of residents 65 and older, which will increase from 15 percent to 18 percent for cities served by Chabot College, and from 12 percent to 17 percent in cities served by Las Positas College.

Figure 13a: Alameda County Population by Age, 2019-2029 Projections

Age	2019	2024	2029	Percent Change
Under 5 years	99,133	108,013	103,406	4%
5 to 9 years	95,214	94,657	101,832	7%
10 to 14 years	95,595	93,289	91,623	-4%
15 to 19 years	94,506	95,912	92,546	-2%
20 to 24 years	98,707	103,941	104,256	6%
25 to 29 years	134,928	113,693	118,101	-12%
30 to 34 years	144,431	143,672	119,107	-18%
35 to 39 years	137,102	147,978	144,984	6%
40 to 44 years	118,689	132,301	141,449	19%
45 to 49 years	115,558	113,933	125,594	9%
50 to 54 years	107,153	110,985	108,282	1%
55 to 59 years	107,184	101,694	104,411	-3%
60 to 64 years	97,387	99,400	93,684	-4%
65 to 69 years	80,571	88,419	89,655	11%
70 to 74 years	61,117	72,180	78,606	29%
75 to 79 years	40,021	52,442	61,531	54%
80 to 84 years	26,527	31,887	41,598	57%
85 years and over	30,580	31,876	35,973	18%
Total	1,684,403	1,736,272	1,756,638	4%
Median	37.9	38.9	40.1	

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

Over a 10-year period (2019-2029), the following significant increases and decreases in population by age are anticipated for Alameda County. Those residents who are…

- 20 to 24 years old are expected to increase by 6% (98,707 to 104,256)
- 25 to 29 years old are expected to decrease by -12% (134,928 to 118,101)
- 30 to 34 years old are expected to decrease by -18% (144,431 to 119,107)
- 40 to 44 years old are expected to increase by 19% (118,689 to 141,449)
- 65 to 69 years old are expected to increase by 11% (80,571 to 89,655)
- 70 to 74 years old are expected to increase by 29% (61,117 to 78,606)
- 75 to 79 years old are expected to increase by 54% (40,021 to 61,531)
- 80 to 84 years old are expected to increase by 57% (26,527 to 41,598)
- 85 years old or older are expected to increase by 18% (30,580 to 35,973)

Figure 13b: Alameda County Population by Age, 2019-2029 Projections
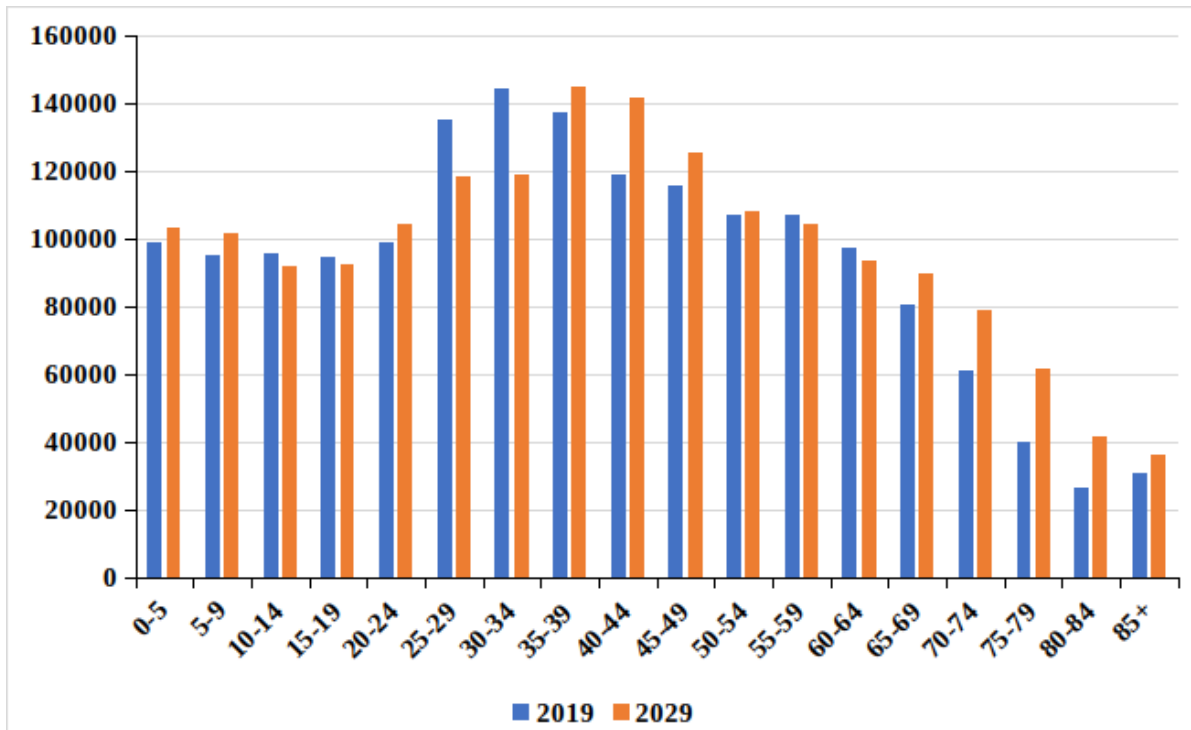
The above graph highlights the decreases and increases in the number of Alameda County residents by age range over a ten-year period between 2019 and 2029 and complements the previous table that presents the same information but as percentages for each age grouping.

Figure 14: Service Area Population by Race/Ethnicity, 2019-2029 Projections

	Chabot College Cities		Las Positas College Cities		District Service Area		Alameda County	
	2019	2029	2019	2029	2019	2029	2019	2029
Latino/a/x	31%	31%	14%	14%	26%	26%	23%	23%
African American	9%	8%	2%	2%	7%	6%	10%	9%
White	21%	20%	50%	47%	31%	29%	31%	28%
Asian American	33%	36%	29%	32%	32%	35%	32%	35%
Other*	5%	5%	4%	4%	5%	5%	5%	5%
Total	99%	100%	99%	99%	101%	101%	101%	100%

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

*Includes American Indian, Alaska Native, Native Hawaiian, Pacific Islander, and Two or More Races

Over the next 10 years, across the service area, the Asian American population is projected to increase by three to four percentage points, whereas the percentage of Latino/a/x residents is projected to remain stable. The percentage of African American residents will largely remain stable, with a decrease of one percent forecasted at the county level (from 10% in 2019 to 9% in 2029). The largest projected decrease for any population within the service area is for the White population, which will likely decrease three percent by 2029.

Enrollment by City

Figure 15: Chabot College Student Headcount by City, Fall 2010 - Fall 2019

City	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	% Change 2010 - 2019
Hayward	4,924	4,734	4,491	4,389	4,383	4,687	4,627	4,672	4,714	4,731	-4%
San Leandro	2,207	1,983	1,905	1,950	2,010	2,134	2,145	2,143	2,109	2,054	-7%
Oakland	1,223	1,023	1,031	1,030	947	1,046	1,059	1,023	988	1,009	-17%
Union City	1,522	1,393	1,270	1,184	1,137	1,139	1,132	1,128	1,041	991	-35%
Castro Valley	1,104	941	908	911	920	945	996	932	959	956	-13%
San Lorenzo	877	804	760	780	781	837	841	846	844	796	-9%
Fremont	1,025	914	810	754	690	725	787	708	669	626	-39%
Newark	315	296	261	273	270	269	285	256	266	236	-25%
Tracy	120	120	101	136	170	183	196	164	211	213	78%
Livermore	231	237	224	326	320	293	267	232	251	206	-11%
Pleasanton	220	173	170	201	209	191	201	178	190	166	-25%
Dublin	158	145	142	154	161	162	141	146	162	160	1%
Alameda	216	156	135	110	112	129	121	123	121	123	-43%
San Diego	*	*	*	*	*	*	*	99	119	117	N/A
San Jose	98	118	83	94	80	91	126	115	107	107	9%
San Ramon	128	104	96	111	104	107	115	108	112	92	-28%
Other Cities	1,267	1,059	1,034	1,105	1,025	1,220	1,262	1,529	1,638	1,637	29%
Total	15,637	14,203	13,425	13,512	13,322	14,161	14,309	14,402	14,501	14,220	-9%

Source: Chabot-Las Positas CCD Institutional Research Dataset

* Indicates fewer than 10 students

Since 2010 Chabot College's overall enrollment has ebbed and flowed, with an overall decrease of nine percent. Of the top feeder cities for Chabot College, Union City and Fremont have had the greatest decrease in enrollment, with a drop of 35 percent and 39 percent respectively over the last 10 years. The City of Hayward has remained the largest feeder city for the College.

Figure 16: Las Positas College Student Headcount by City, Fall 2010 - Fall 2019

City	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	% Change 2010 - 2019
Livermore	2,945	2,739	2,763	2,707	2,680	2,536	2,507	2,410	2,341	2,373	-19%
Tracy	1,046	1,122	1,220	1,383	1,417	1,521	1,560	1,546	1,551	1,449	39%
Pleasanton	1,755	1,507	1,426	1,349	1,301	1,307	1,328	1,421	1,407	1,446	-18%
Dublin	884	799	754	743	749	769	796	837	956	985	11%
San Ramon	476	455	435	405	421	496	499	497	449	472	-1%
Castro Valley	553	517	496	475	432	446	408	409	393	370	-33%
Mountain House	70	50	51	43	76	102	154	205	227	244	249%
Hayward	222	246	229	240	249	267	266	255	221	206	-7%
Danville	152	153	159	167	166	142	139	136	146	147	-3%
Manteca	73	53	50	96	102	149	156	146	164	138	89%
San Leandro	142	165	159	165	179	184	187	145	135	133	-6%
Lathrop	37	32	41	54	62	83	94	106	113	105	184%
Stockton	52	35	50	65	72	86	90	91	104	83	60%
Fremont	77	81	80	71	87	89	112	108	97	81	5%
Brentwood	97	93	112	109	123	115	108	97	88	73	-25%
Other Cities	859	792	800	868	893	916	922	963	922	756	-12%
Total	9,440	8,839	8,825	8,940	9,009	9,208	9,326	9,372	9,314	9,061	-4%

Source: Chabot-Las Positas CCD Institutional Research Dataset

Over the last 10 years, the majority of Las Positas College's student body has come from the City of Livermore, and that is still the case even with a 19 percent drop during this time-period. While there has been a notable increase (39%) in the number of students from Tracy during this time-period, the actual number of students coming from Tracy remains far lower than the number of students coming from Livermore.

Educational Attainment

Figure 17: Educational Attainment by Service Area and County, 2018

	District Service Area			Alameda County
	Chabot Cities	Las Positas Cities	Total	
Less than 9th grade	7%	3%	6%	6%
9th to 12th grade, no diploma	7%	3%	6%	6%
High school graduate (includes equivalency)	25%	13%	21%	18%
Some college, no degree	21%	18%	20%	18%
Associate degree	7%	8%	7%	7%
Bachelor's degree	22%	32%	25%	26%
Graduate or professional degree	10%	23%	15%	20%
Total Population 25 years and Over	290,335	158,669	449,004	1,156,404

Figure 18a: Educational Attainment by Service Area by City and County - Part 1

	Counties		Chabot Cities					Las Positas Cities		
	Alameda County	Contra Costa County	Castro Valley	Hayward	Union City	San Leandro	San Lorenzo	Dublin	Livermore	Pleasanton
Less than 9th grade	6%	6%	4%	10%	4%	9%	8%	3%	4%	2%
9th to 12th grade, no diploma	6%	5%	4%	8%	6%	9%	8%	3%	4%	2%
High school graduate (includes equivalency)	18%	18%	18%	28%	27%	25%	28%	11%	17%	11%
Some college, no degree	18%	22%	23%	21%	20%	20%	21%	14%	24%	15%
Associate degree	7%	8%	8%	7%	6%	7%	8%	7%	10%	7%
Bachelor's degree	26%	26%	28%	20%	24%	21%	20%	37%	26%	34%
Graduate or professional degree	20%	16%	15%	7%	14%	10%	7%	27%	16%	29%

Source: United States Census Bureau, 2014-2018 American Community Survey 5-Year Estimates

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Figure 18b: Educational Attainment by Service Area by City and County - Part 2
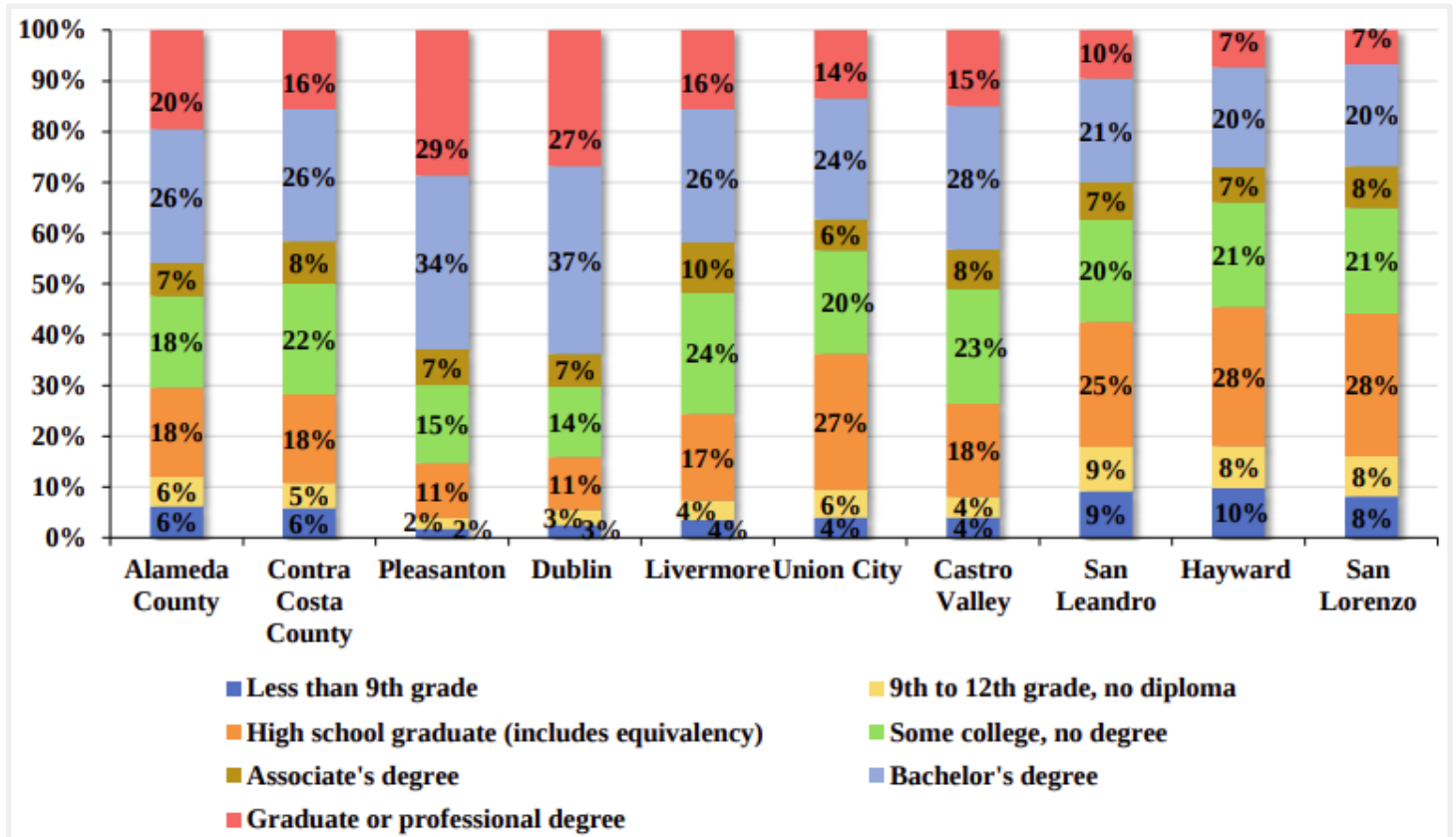
Source: United States Census Bureau, 2014-2018 American Community Survey 5-Year Estimates

Most residents in the cities served by the CLPCCD colleges and the District have not earned a postsecondary degree or credential (e.g., earned an associate, bachelor's or graduate or professional degree), except for those living in Pleasanton and Dublin, where between 70 and 71 percent have an associate, bachelor's or graduate/professional degree, respectively. At the county level, about 53 percent of residents living in Alameda County, and 50 percent of those living in Contra Costa County, have completed this same level of education.

Figure 19: Projected Kindergarten-Grade 12 Enrollment for Alameda County by School Year (2019-2029)

Projected California Public Kindergarten-Grade 12 Enrollment by County by School Year												
2019 Series												
	Actual	**Projected**										
County	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Alameda	227,687	228,721	229,077	229,166	228,678	227,202	226,340	224,949	223,561	222,460	220,857

Source: State of California Department of Finance http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/

The projections for kindergarten through 12th grade enrollment levels for 2019 – 2029 increases slightly to 229,166 by school year 2021-2022 (up by 1,479), then begins to drop significantly and to levels well below school year 2018-2019. By 2028-2029, the K-12 enrollment level is projected to drop by 6,830 (from 227,687 to 220,857).

Figure 20: Projected High School Graduates for Alameda County by School Year (2018-2029)

Projected California Public High School Graduates by County by School Year												
2019 Series												
	Actual	**Projected**										
County	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Alameda	15,696	15,710	16,048	16,423	16,297	16,643	16,775	16,466	16,235	15,950	16,202	16,256

Source: State of California Department of Finance http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/

The number of high school graduates in Alameda County is projected to increase overall during the school years 2017-18 through 2028-29, by 560. Yet there are years where the projections indicate that there may be slight declines in graduates, particularly in school years 2023-24 and 2026-27, where the projections are 16,775 and 15,950, respectively - lower than for other years.

College-Going Rate for California High School Students by Postsecondary Institution Type (2017-2018)
Chabot College Feeder Schools

Figure 21a: Castro Valley Unified School District

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
Castro Valley High	689	550	79.80%	95	123	254	25	50	*
Castro Valley Virtual Academy	*	*	*	*	*	*	*	*	*
Redwood Continuation High	62	20	32.30%	0	0	19	0	0	*

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

Figure 21b: Castro Valley Unified School District Report Totals

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
Castro Valley Unified	752	571	75.90%	95	123	274	25	50	*
Alameda	14,269	10,135	71.00%	1,742	1,868	4,566	562	1,346	51
State	391,565	257,788	65.80%	28,162	47,823	142,433	12,600	24,982	1,788

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

In 2017-18, the percentage of Castro Valley Unified School District (CVUSD) graduates who continued their education after high school was higher (76%) than the county percentage (71%) and significantly greater than the statewide (66%) percentage. Nearly one-half (46%) of Castro Valley Unified School District (CVUSD)high school completers who enroll in college attend a CCC. Another nearly one in five (22%) attend a CSU, followed by a UC (17%). Nearly all (95%) of CVUSD's Redwood Continuation High school graduates who went to college attended a CCC.

Figure 22a: Hayward Unified School District

Name	High School Graduates & Completers	Enrolled In College (All Institutions)	College-Going Rate (All Institutions)	University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
Brenkwitz High	155	41	26.50%	0	0	39	*	0	0
Hayward High	305	188	61.60%	22	57	100	*	*	*
Impact Academy of Arts & Technology	103	84	81.60%	10	51	16	*	*	0
Leadership Public Schools - Hayward	146	129	88.40%	37	68	21	*	*	0
Mt. Eden High	427	271	63.50%	28	70	165	*	*	*
Nonpublic, Nonsectarian Schools	*	*	*	*	*	*	*	*	*
Silver Oak High Public Montessori Charter	26	18	69.20%	*	12	*	0	*	0
Tennyson High	262	132	50.40%	15	25	85	*	*	0

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

Figure 22b: Hayward Unified School District Report Totals

Name	High School Graduates & Completers	Enrolled In College (All Institutions)	College-Going Rate	University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
Hayward Unified	1,425	863	60.60%	115	283	427	17	19	*
Alameda	15,841	11,230	70.90%	2,017	2,215	4,904	618	1,422	54
State	439,211	282,740	64.40%	31,023	52,988	155,852	13,914	26,952	2,011

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

In 2017-18, the percentage of Hayward Unified School District (HUSD) graduates who continued their education after high school was lower (61%) than the statewide (64%) and county (71%) percentages. About one-half (50%) of HUSD completers who enrolled in college attended a CCC, and another nearly one in three (33%) attended a CSU. The two HUSD schools with the highest percentage of graduates who continued to college - Leadership Public Schools-Hayward (88%) and Impact Academy of Arts & Technology (82%) - had a larger percentage of college-going graduates who attended CSUs (53% and 61%, respectively).

Figure 23a: New Haven Unified School District

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
Alternative Learning Academy at Conley-Caraballo High	*	*	*	*	*	*	*	*	*
Core Learning Academy at Conley-Caraballo High	59	18	30.50%	0	0	17	0	0	*
Decoto School for Independent Study	23	12	52.20%	0	0	12	0	0	0
James Logan High	841	667	79.30%	75	131	382	43	36	0

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

Figure 23b: New Haven Unified School District Report Totals

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
New Haven Unified	926	697	75.30%	75	131	411	43	36	*
Alameda	15,841	11,230	70.90%	2,017	2,215	4,904	618	1,422	54
State	439,211	282,740	64.40%	31,023	52,988	155,852	13,914	26,952	2,011

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

In 2017-18, the percentage of New Haven Unified School District (NHUSD) graduates who continued their education after high school (75%) was higher than the statewide (64%) and county (71%) percentages. The majority of the completers who enrolled in college (59%) attended a California Community College followed by a CSU (19%), and a UC (11%). At the NHUSD school with the highest percentage of graduates who continued to college - James Logan High School (79%) - the majority of college-going graduates attended a CCC (57%), followed by UC (20%). All or the majority of NHUSD's Core Academy at Conley-Caraballo High (94%) and Decoto School for Independent Study graduates (100%) who went to college attended a CCC.

Figure 24a: San Leandro Unified School District

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
Lincoln High (Continuation)	77	21	27.30%	0	0	21	0	0	0
Nonpublic, Nonsectarian Schools	*	*	*	*	*	*	*	*	*
San Leandro High	631	439	69.60%	56	73	265	20	24	*

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

Figure 24b: San Leandro Unified School District Report Totals

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
San Leandro Unified	709	461	65.00%	56	73	287	20	24	*
Alameda	15,841	11,230	70.90%	2,017	2,215	4,904	618	1,422	54
State	439,211	282,740	64.40%	31,023	52,988	155,852	13,914	26,952	2,011

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

In 2017-18, the percentage of San Leandro Unified School District graduates who continued their education after high school (65%) was on par with the statewide (64%) numbers and lower than the county (71%) percentage. The majority of the San Leandro Unified School District high school completers who enrolled in college attended a CCC (60%), followed by a CSU (16%), and a UC (13%). All (100%) of the graduates from Lincoln (Continuation) High School who went to college attended a CCC.

Figure 25a: San Lorenzo Unified School District

| Name | High School Completers | High School Completers Enrolled in College | College-Going Rate | Enrolled In-State | | | | Enrolled Out-Of-State | |
				University of California	California State University	California Community College	Private 2- and 4- Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
Arroyo High	394	292	74.10%	41	72	169	*	*	0
East Bay Arts High	29	16	55.20%	*	*	*	*	*	0
KIPP King Collegiate High	118	103	87.30%	33	37	18	*	10	0
Nonpublic, Nonsectarian Schools	*	*	*	*	*	*	*	*	*
Royal Sunset (Continuation)	92	14	15.20%	0	0	13	*	0	0
San Lorenzo High	292	168	57.50%	17	31	108	*	*	*

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

Figure 25b: San Lorenzo Unified School District Report Totals

| Name | High School Completers | High School Completers Enrolled in College | College-Going Rate | Enrolled In-State | | | | Enrolled Out-Of-State | |
				University of California	California State University	California Community College	Private 2- and 4- Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
San Lorenzo Unified	927	593	64.00%	92	145	315	21	19	*
Alameda	15841	11230	70.90%	2017	2215	4904	618	1422	54
State	439211	282740	64.40%	31023	52988	155852	13914	26952	2011

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

In 2017-18, the percentage of San Lorenzo Unified School District graduates who continued their education after high school (64%) was on par with the statewide (64%) numbers and lower than the county (71%) percentage. Overall, the majority of the San Lorenzo Unified School District high school completers who enrolled in college attended a CCC (64%), followed by a CSU (18%), and a UC (10%). The majority of Arroyo High School completers who enrolled in college attended a CCC (58%), followed by a CSU (25%) and a UC (14%). At the high school with the largest percentage of college goers (87%) - KIPP King Collegiate High - 36 percent enrolled at a CSU, 32 percent at a UC, and 17 percent at a CCC. Nearly all (93%) of the graduates at Royal Sunset (Continuation) High School who went to college attended a CCC.

Las Positas College Feeder Schools

Figure 26a: Dublin Unified School District

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
Dublin High	541	457	84.50%	70	86	167	38	92	*
Valley High (Continuation)	28	12	42.90%	0	0	10	0	0	*

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

Figure 26b: Dublin Unified School District Report Totals

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
Dublin Unified	569	469	82.40%	70	86	177	38	92	*
Alameda	15,841	11,230	70.90%	2,017	2,215	4,904	618	1,422	54
State	439,211	282,740	64.40%	31,023	52,988	155,852	13,914	26,952	2,011

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

In 2017-18, the percentage of Dublin Unified School District (DUSD) graduates who continued their education after high school (82%) was higher than the statewide (64%) and county (71%) percentages. Over one-third of the DUSD completers who enrolled in college attended a CCC (38%), followed by a CSU (18%), and a UC (15%). Over one-third of the DUSD high school completers who enrolled in college attended a CCC (37%), followed by a CSU (19%), and a UC (15%). Nearly all (83%) of the graduates of DUSD's Valley (Continuation) High School who went to college attended a CCC.

Figure 27a: Livermore Valley Joint Unified School District

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
Del Valle Continuation High	50	13	26.0%	0	*	11	*	0	0
Granada High	518	404	78.0%	32	64	181	36	86	*
Livermore High	450	342	76.0%	28	58	184	16	55	*
Nonpublic, Nonsectarian Schools	*	*	*	*	*	*	*	*	*
Vineyard Alternative	39	20	51.3%	0	*	17	*	*	0

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

Figure 27b: Livermore Valley Joint Unified School District Report Totals

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/ Private)	2-Year College (Public/ Private)
Livermore Valley Joint Unified	1058	780	73.7%	60	124	394	54	142	*
Alameda	15841	11230	70.9%	2017	2215	4904	618	1422	54
State	439211	282740	64.4%	31023	52988	155852	13914	26952	2011

Source: California Department of Education, DataQuest

In 2017-18, the percentage of Livermore Joint Unified School District (USD) graduates who continued their education after high school (74%) was higher than the statewide (64%) and county (71%) percentages. The majority of the Livermore Joint USD high school completers who enrolled in college attended a CCC (51%) followed by a CSU (16%), and a UC (8%). The two schools in the district with the highest percentage of graduates who continued to college - Granada High (78%) and Livermore High (76%) - had a larger percentage of college-going graduates who attended a CCC (45% and 54%, respectively). Nearly all (83%) of the graduates of Valley (Continuation) High School who went to college attended a CCC.

Figure 28a: Pleasanton Unified School District

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/Private)	2-Year College (Public/Private)
Amador Valley High	640	561	87.70%	96	104	156	34	165	*
District Office	22	15	68.20%	0	0	12	*	*	0
Foothill High	514	444	86.40%	89	63	137	42	111	*
Village High	36	13	36.10%	0	0	13	0	0	0

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

Figure 28b: Pleasanton Unified School District Report Totals

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/Private)	2-Year College (Public/Private)
Pleasanton Unified	1,212	1,033	85.20%	185	167	318	77	278	*
Alameda	15,841	11,230	70.90%	2,017	2,215	4,904	618	1,422	54
State	439,211	282,740	64.40%	31,023	52,988	155,852	13,914	26,952	2,011

Source: California Department of Education, DataQuest

In 2017-18, the percentage of Pleasanton Unified School District (USD) graduates who continued their education after high school (85%) was higher than the statewide (64%) and county (71%) percentages. Nearly one-third of Pleasanton USD high school completers who enrolled in college attended a CCC (31%), followed by a CSU (16%), and a UC (18%). The two schools in the district with the highest percentage of graduates who continued to college - Amador Valley High (88%) and Foothill High (86%) - had a number of college-going graduates who attended a CCC (28% and 31%, respectively). All (100%) of the graduates of Village (Continuation) High School who went to college attended a CCC.

Figure 29a: Tracy Joint Unified School District

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/Private)	2-Year College (Public/Private)
George and Evelyn Stein Continuation	108	23	21.30%	0	0	21	*	0	0
John C. Kimball High	324	231	71.30%	25	39	149	*	10	*
Merrill F. West High	442	286	64.70%	22	44	197	*	10	*
Millennium Charter	119	86	72.30%	*	27	44	*	*	0
Tracy High	494	373	75.50%	38	70	211	16	35	

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

Figure 29b: Tracy Joint Unified School District Report Totals

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/Private)	2-Year College (Public/Private)
Tracy Joint Unified	1,487	999	67.20%	92	180	622	38	59	*
San Joaquin	10,301	6,253	60.70%	440	998	4,049	413	292	61
State	439,211	282,740	64.40%	31,023	52,988	155,852	13,914	26,952	2,011

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

In 2017-18, the percentage of Tracy Joint Unified School District (USD) graduates who continued their education after high school (67%) was higher than the statewide (64%) and county (61%) percentages. Nearly two-thirds of Tracy Joint USD high school completers who enrolled in college attended a CCC (62%), followed by a CSU (18%), and a UC (9%). The three schools in the district with the highest percentage of graduates who continued to college - Tracy High (76%), Millenium Charter (72%), and John C. Kimball (71%) - had a number of college-going graduates who attended a CCC (57%, 51%, and 64.5%, respectively). The majority (91%) of the graduates of George and Evelyn Stein (Continuation) High School who went to college attended a CCC.

ECONOMIC TRENDS

A.2: How many people are living in poverty?
- Figure 30a: Percent of Population Living Under the 200% Federal Poverty Line with Density
- Figure 30b: County and Service Area Comparison - Percent of People Living Below Poverty Threshold
- 2019 Living Wage (Alameda County)
    - Figure 33: 2019 Hourly Rate by Wage Standard for Various Household Sizes
    - Figure 34: Typical Annual Living Expenses in Alameda County (2019)

Figure 30a: Percent of Population Living Under the 200% Federal Poverty Line with Density
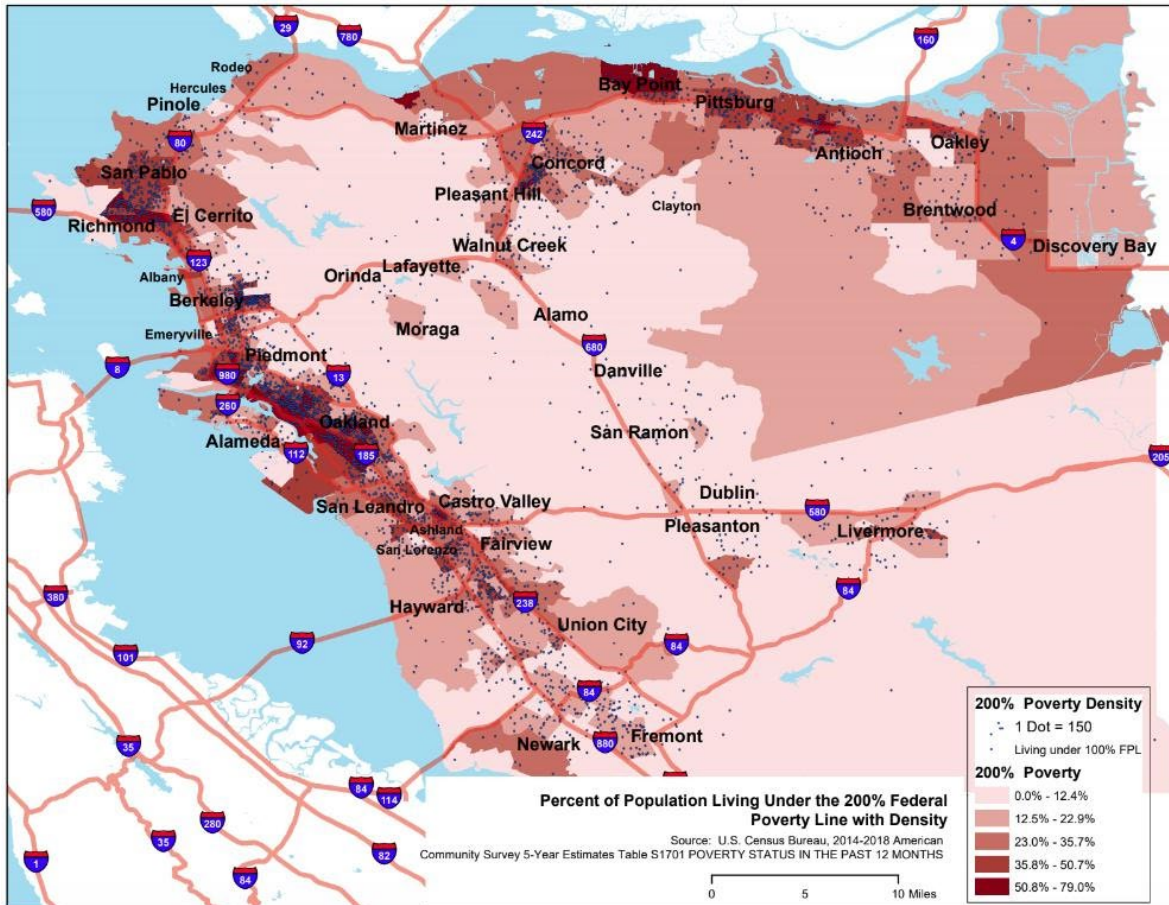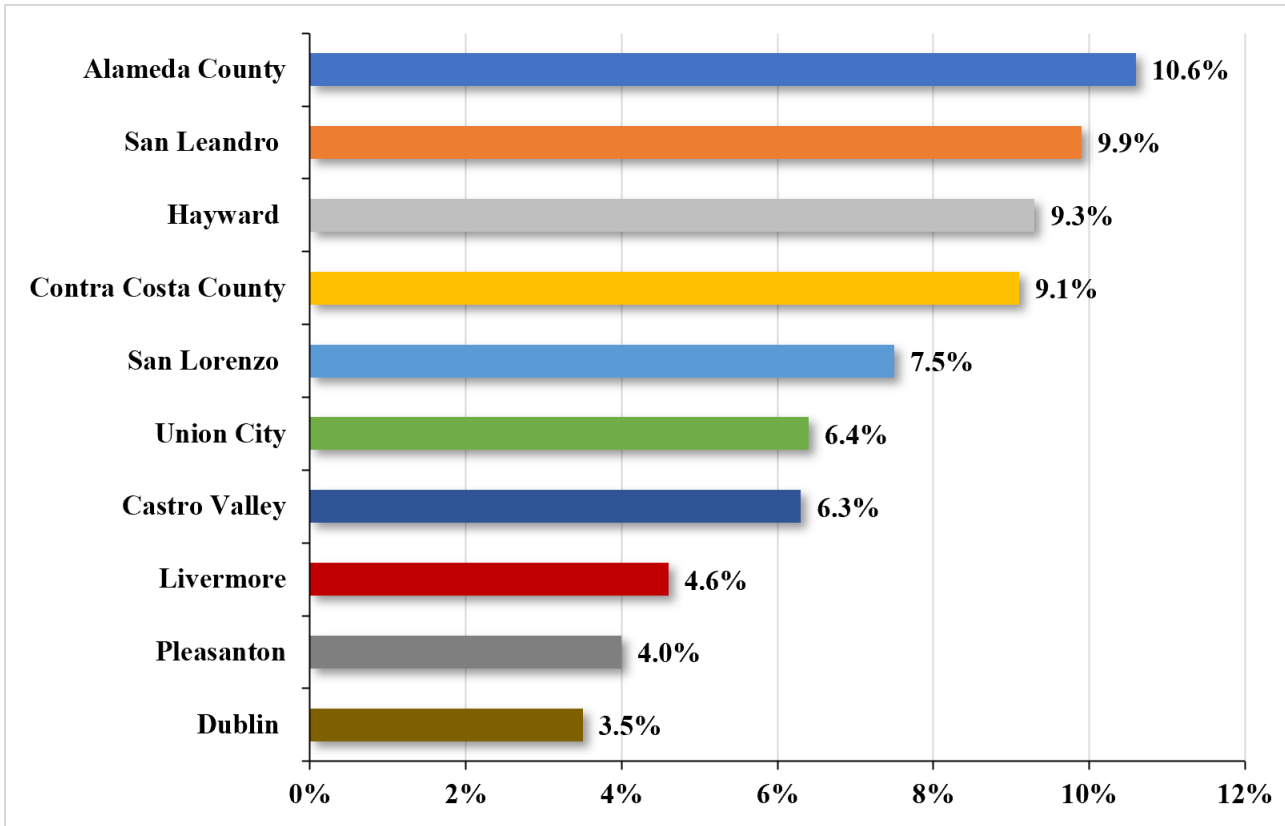

Source: U.S. Census Bureau, 2014-2018 American

This U.S. Census Bureau 2014-2018 American Community Survey 5-Year Estimates Table reveals the density of the population who are living below 200 percent of the federal poverty line across Alameda County (and Contra Costa County). The map shows the percentage of people living in poverty at the census tract level throughout the cities that Chabot College and Las Positas College serve, including Dublin, Livermore, and Pleasanton (among the Las Positas College service area cities). Poverty is especially concentrated in Hayward, San Leandro, Union City, Castro Valley, and San Lorenzo (among the Chabot College service area cities). The map has an overlay of dots, each representing 150 individuals to provide a sense of density in those census tracts. When disaggregating the data by ethnicity, the largest concentrations of poverty are disproportionately among Black and Latinx people – a greater percentage of whom reside in cities served primarily by Chabot College.

Figure 30b: County and Service Area Comparison - Percent of People Living Below Poverty Threshold

Source: United States Census Bureau, 2014-2018 American Community Survey 5-Year Estimates
Note: This is the Federal Poverty Threshold. Because the federal poverty guidelines are not adjusted for cost-of-living, these numbers underestimate the true percentage of people living in poverty.

According to the 2018 U.S. Federal Poverty threshold (i.e., $12,140/year per individual plus an additional $4,320 for each additional person in the household), around one in ten Alameda County residents live below the poverty line. For the cities in the CLPCCD service area, the percentage of individuals living below the poverty level ranges from 3.5 percent in Dublin to 9.3 percent in San Leandro. Hayward, the largest feeder city for Chabot College, has the second highest level of people living in poverty of all the CLPCCD service area cities (9.1%). (Please note: the federal poverty guidelines are not adjusted for cost-of-living, so these numbers likely underestimate the true percentage of people living in poverty in these areas.)

2019 Living Wage (Alameda County)

Figure 33: 2019 Hourly Rate by Wage Standard for Various Household Sizes

Number of Children	1 Adult				2 Adults (1 Working)				2 Adults (Both Working)			
	0	1	2	3	0	1	2	3	0	1	2	3
Living Wage	$16.48	$33.67	$39.88	$51.78	$25.38	$31.58	$34.33	$41.56	$12.69	$18.29	$21.38	$26.71
Poverty Wage	$6.00	$8.13	$10.25	$12.38	$8.13	$10.25	$12.38	$14.50	$4.06	$5.13	$6.19	$7.25
Minimum Wage	$12.00	$12.00	$12.00	$12.00	$12.00	$12.00	$12.00	$12.00	$12.00	$12.00	$12.00	$12.00

Source: Living Wage for California - **https://livingwage.mit.edu/counties/06001**

These tables use an hourly rate that an individual living in Alameda County and working full-time (2,080 hours per year) must earn to support him/her/themself and their family in 2019. Wages are also considered for households with one or two working adults which consider the state minimum wage per working adult, with and without children. The difference in the minimum wage and living wage ranges from $4.48 an hour for one adult with no children to $39.78 an hour for one adult with three children. In a household with two adults, one of whom is working, this difference is $13.38 per hour (no children) to $29.56 per hour (three children). If both adults work, there is no wage gap if there are no children, but $14.71 per hour if three children are part of the household.

Figure 34: Typical Annual Living Expenses for Alameda County (2019)

Number of Children	1 Adult				2 Adults (1 Working)				2 Adults (Both Working)			
	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children
Food	$3,592	$5,306	$7,976	$10,578	$6,586	$8,208	$10,589	$12,893	$6,586	$8,208	$10,589	$12,893
Child Care	$0	$8,448	$14,228	$20,007	$0	$0	$0	$0	$0	$8,448	$14,228	$20,007
Medical	$2,211	$7,364	$7,076	$7,196	$5,455	$7,076	$7,196	$7,097	$5,455	$7,076	$7,196	$7,097
Housing	$16,908	$25,512	$25,512	$35,100	$20,472	$25,512	$25,512	$35,100	$20,472	$25,512	$25,512	$35,100
Transportation	$4,094	$7,982	$10,126	$11,032	$7,982	$10,126	$11,032	$11,564	$7,982	$10,126	$11,032	$11,564
Other	$2,734	$4,558	$4,732	$5,953	$4,558	$4,732	$5,953	$5,955	$4,558	$4,732	$5,953	$5,955
Required annual income after taxes	$29,540	$59,170	$69,650	$89,865	$45,053	$55,654	$60,282	$72,610	$45,053	$64,102	$74,510	$92,617
Annual taxes	$4,748	$10,856	$13,293	$17,844	$7,733	$10,034	$11,115	$13,832	$7,733	$12,003	$14,423	$18,483
Required annual income before taxes	$34,288	$70,026	$82,942	$107,709	$52,786	$65,688	$71,396	$86,442	$52,786	$76,105	$88,932	$111,100

*Source: Living Wage for California - * **https://livingwage.mit.edu/counties/06001**

This table summarizes typical annual living expenses for Alameda county, taking into consideration family size (individuals versus households with one or two working adults and zero to three children), to calculate the annual income (before taxes) required to constitute a livable wage in Alameda County. At minimum, a single adult with no children would need to make $34,288 a year. Two working adults with two children would need to make $88,932 annually. Housing is the single greatest expense for residents of Alameda County.

EMPLOYMENT TRENDS

A.3:   What are the employment and unemployment rates for our communities?
- Unemployment Rates by City and County
  - Figure 35a Unemployment Rate by City and County, 2019
  - Figure 35b: Unemployment Rates in Chabot College Service Area Counties and Cities (2010-2020)
- Employment in Service Area by Sector
  - Figure 36: Employment in Service Area by Sector, 2018

Unemployment Rates by City and County

Figure 35a: Unemployment Rate by City and County, 2019*

District Service Area	Unemployment Rate
Hayward	3.2%
San Leandro	3.1%
Union City	3.0%
Dublin	2.5%
Livermore	2.5%
Pleasanton	2.5%
Counties	Unemployment Rate
Alameda County	2.9%
Contra Costa	3.1%

Source: United States Census Bureau of Labor Statistics
*This is annual data for year 2019 that was revised on April 17, 2020

Prior to the pandemic, in 2019, the annual average unemployment rate for Alameda County was 2.9 percent. For the nine communities in the CLPCCD service area, for example, the pre-COVID-19 unemployment rate ranged from 2.5 and 3.2 percent, depending on the city.

Figure 35b: Unemployment Rates in Chabot Service Area Counties and Cities (2010-2020)

Location		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	April 2020*
Alameda County, CA		10.9%	10.1%	8.7%	7.2%	5.8%	4.7%	4.3%	3.7%	3.1%	2.9%	14.1%
Chabot College	Castro Valley	10.0%	9.2%	7.9%	6.6%	5.3%	4.3%	3.9%	3.3%	2.8%	2.7%	12.9%
	Hayward	14.9%	13.8%	12.0%	10.0%	8.1%	6.6%	4.7%	4.0%	3.3%	3.2%	17.1%
	San Leandro	11.7%	10.8%	9.3%	7.8%	6.3%	5.1%	4.4%	3.8%	3.2%	3.2%	18.0%
	San Lorenzo	11.4%	10.5%	9.1%	7.5%	6.1%	5.0%	4.5%	3.8%	3.2%	3.1%	18.0%
	Union City	9.9%	9.2%	7.9%	6.5%	5.3%	4.3%	4.3%	3.7%	3.1%	3.0%	14.1%

Source: Employment Development Department. State of California: https://www.labormarketinfo.edd.ca.gov/data/unemployment-and-labor-force.html
*This column is monthly data, while other columns are annual data.

The COVID-19 crisis caused unemployment rates to soar. As shown in the chart above, by April 2020 the unemployment rate rose to 14.1 percent county wide and was even higher in Chabot College service area cities, such as San Leandro (18%), San Lorenzo (18%), and Hayward (17%).
(Note: As of the writing of this report, unemployment rates remain at historic highs and are not expected to return to pre-COVID levels in the immediate future, given ongoing economic uncertainty and volatility.)

Employment in Service Area by Sector

Figure 36: Employment in Service Area by Sector, 2018

Sector	Chabot College Cities		Las Positas College Cities		District Service Area		Alameda County	
	Population Estimate	Percent	Population Estimate	Percent	Population Estimate	Percent	Population Estimate	Percent
Educational services, and health care and social assistance	43,703	21%	21,218	18%	64,921	20%	183,906	2%
Professional, scientific, and management, and administrative and waste management services	28,985	14%	26,860	23%	55,845	17%	161,984	19%
Manufacturing	23,808	11%	13,603	11%	37,411	11%	84,427	10%
Retail trade	21,842	10%	11,651	10%	33,493	10%	75,870	9%
Arts, entertainment, and recreation, and accommodation and food services	19,047	9%	8,719	7%	27,766	8%	75,316	9%
Finance and insurance, and real estate and rental and leasing	12,371	6%	8,743	7%	21,114	6%	52,183	6%
Construction	14,839	7%	5,508	5%	20,347	6%	45,030	5%
Transportation and warehousing, and utilities	14,545	7%	4,485	4%	19,030	6%	42,669	5%
Other services, except public administration	10,569	5%	4,571	4%	15,140	5%	42,281	5%
Information	5,145	2%	4,528	4%	9,673	3%	29,583	3%
Public administration	8,131	4%	4,248	4%	12,379	4%	29,001	3%
Wholesale trade	6,440	3%	3,989	3%	10,429	3%	21,399	3%
Agriculture, forestry, fishing and hunting, and mining	760	0%	678	1%	1,438	0%	3,521	0%
All Civilians Employed*	210,185	100%	118,801	100%	328,986	100%	847,170	100%

Source: United States Census Bureau, 2014-2018 American Community Survey 5-Year Estimates
* Data are of the civilian population 16 years or older

In 2018, the top four employment sectors for the CLPCCD service area were (1) educational services and health care and social assistance; (2) professional, scientific, and management, and administrative and waste management services, (3) manufacturing, and, (4) retail trade.

REGIONAL INDUSTRY AND WORKFORCE TRENDS

A.4: What do we know about county job and population growth?

Figure 37: County Job and Population Growth 2015-2030

	Employment				Population			
			2015 - 2030				2015 - 2030	
	2015	2030	Total Growth	% Growth	2015	2030	Total Growth	% Growth
Alameda	878,975	959,745	80,770	9%	1,625,780	1,868,635	242,855	15%
Contra Costa	579,075	633,830	54,755	9%	1,093,170	1,257,790	164,620	15%
Bay Area Region*	4,027,005	4,397,866	370,861	9%	7,591,485	8,689,440	1,097,955	14%
San Joaquin**	234,859	285,095	50,236	21%	728,644	883,484	154,840	21%

Source: Association of Bay Area Governments (ABAG) and San Joaquin County Forecast Summary
*Bay Area Region includes Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Sonoma, and Solano Counties
**San Joaquin doesn't belong to Bay Area Region

The percentage population growth of Alameda and Contra Costa Counties and the Bay Area Region—an anticipated 14% to 15% for each between 2015 and 2030—will increase faster than the counties' and region's forecasted employment growth which is expected to be around nine percent. San Joaquin County where the city of Tracy is located, a city where an increasing number of Las Positas College students live, is anticipated to have a 21% population growth during the same timeframe.

A.5: What do we know about the regional industry and workforce trends?

Figure 38a: Bay Area Employment by Sector 2015-2030

Sector	2015	2020	2025	2030
Professional & Managerial Services	892,265	920,790	962,260	1,005,650
Health & Educational Services	590,035	647,675	702,615	758,840
Arts, Recreation & Other Services	522,895	530,455	544,530	561,365
Government	469,690	482,970	491,245	490,830
Manufacturing & Wholesale	423,600	421,295	420,630	417,655
Retail	356,555	364,515	372,655	380,975
Construction	214,970	223,660	234,985	253,405
Financial & Leasing	246,565	253,580	248,760	243,165
Information	167,695	164,360	163,800	165,255
Transportation & Utilities	100,875	102,025	101,545	103,370
Agriculture & Natural Resources	24,990	24,865	24,740	24,620

Source: Association of Bay Area Governments. (November 2018). Plan Bay Area Projections 2040. http://projections.planbayarea.org/

The Association of Bay Area Governments (ABAG) estimates that, between 2015 and 2030, the top three Bay Area employment sectors will continue to be following: 1) Professional and Managerial Services, 2) Health and Educational Services, and 3) Arts, Recreation and Other Services.

Figure 38b: Bay Area Employment by Sector, 2015 to 2030 Projections

Sector	2015	2020	2025	2030	Growth (2015-2030)
Health & Educational Services	590,035	647,675	702,615	758,840	29%
Construction	214,970	223,660	234,985	253,405	18%
Professional & Managerial Services	892,265	920,790	962,260	1,005,650	13%
Arts, Recreation & Other Services	522,895	530,455	544,530	561,365	7%
Retail	356,555	364,515	372,655	380,975	7%
Government	469,690	482,970	491,245	490,830	5%
Transportation & Utilities	100,875	102,025	101,545	103,370	2%
Financial & Leasing	246,565	253,580	248,760	243,165	-1%
Manufacturing & Wholesale	423,600	421,295	420,630	417,655	-1%
Information	167,695	164,360	163,800	165,255	-1%
Agriculture & Natural Resources	24,990	24,865	24,740	24,620	-1%
Total Jobs	4,010,135	4,136,190	4,267,760	4,405,125	10%

Source: Association of Bay Area Governments. (November 2018). Plan Bay Area Projections 2040.

According to ABAG, in the 15-year period between 2015 and 2030, the Bay Area may see a substantial percentage growth in employment in three key industries: 1) health and educational services (29%); 2) construction (18%); and, professional and managerial services (13%).

A.6: What are the projected job openings and their relationship to the available degree programs?

- Top Occupations in the San Francisco Bay Region (by Projected Job Openings), 2019-2029
    - Figure 39: Occupations Typically Requiring Extensive On-the-Job Training for an Entry-Level Position
    - Figure 40: Occupations Typically Requiring Some College for an Entry-Level Position
    - Figure 41: Occupations Typically Requiring an Associate Degree for an Entry-Level Position
    - Figure 42: Occupations Typically Requiring a Bachelor's Degree for an Entry-Level Position
    - Figure 43: Occupations Typically Requiring Professional or Graduate Degrees for an Entry-Level Position

Top Occupations in the San Francisco Bay Region (by Projected Job Openings), 2019-2029

Figure 39: Occupations Typically Requiring <u>Extensive On-the-Job Training</u> for an Entry-Level Position

Occupation	SF Bay Region Jobs			Annual Replacement Jobs	Median Annual Earnings
	2019	2029	Growth		
Cooks, Restaurant	43,117	52,223	9,106	6,741	$32,010
Sales Representatives, Services, All Other	49,383	57,981	8,598	6,877	$68,747
Maintenance and Repair Workers, General	32,188	35,571	3,383	3,309	$49,425
Medical Secretaries	19,461	22,697	3,236	2,370	$47,799
Assemblers and Fabricators, All Other, Including Team Assemblers	31,004	33,635	2,631	3,820	$35,293
Billing and Posting Clerks	11,335	12,997	1,662	1,333	$47,793
Police and Sheriff's Patrol Officers	15,810	17,184	1,374	1,156	$118,300
Painters, Construction and Maintenance	14,720	16,077	1,357	1,566	$51,009
Advertising Sales Agents	6,547	7,890	1,343	993	$62,034
Drywall and Ceiling Tile Installers	7,946	8,953	1,007	845	$68,521
Operating Engineers and Other Construction Equipment Operators	6,891	7,838	947	853	$82,455
Bus Drivers, Transit and Intercity	9,950	10,821	871	1,316	$59,091
Cement Masons and Concrete Finishers	5,502	6,305	803	624	$57,484
Production, Planning, and Expediting Clerks	10,617	11,349	732	1,151	$58,058
Pharmacy Technicians	7,314	8,016	702	621	$45,763
Dispatchers, Except Police, Fire, and Ambulance	4,807	5,477	670	498	$46,839
Packaging and Filling Machine Operators and Tenders	8,281	8,872	591	1,008	$31,646
Welders, Cutters, Solderers, and Brazers	4,904	5,471	567	577	$48,990
Industrial Machinery Mechanics	4,575	5,116	541	451	$69,266
Roofers	5,662	6,176	514	614	$50,309
Bakers	7,060	7,511	451	1,004	$32,368
Tax Preparers	3,733	4,162	429	453	$61,216
Insurance Sales Agents	17,320	17,747	427	1,715	$72,720
Security and Fire Alarm Systems Installers	1,934	2,361	427	260	$54,693
Solar Photovoltaic Installers	910	1,324	414	139	$45,443

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

Top 25 occupations: Require moderate- to long-term on-the-job training (no college), job growth is at least 200 jobs, and median annual earnings is at least living wage ($41,858).

The top three categories of occupations requiring extensive on-the-job training for an entry-level position (i.e., Sales Representatives, Services, All Others; Maintenance and Repair Workers; and General and Medical Secretaries) will have an unmet demand in 2029 totaling 12,020 positions. In two of these occupational categories, Maintenance and Repair Workers, and, General and Medical Secretaries, the median annual earnings are $49,425 and $47,799, respectively.

Top Occupations in the San Francisco Bay Region (by Projected Job Openings), 2019-2029

Figure 40: Occupations Typically Requiring <u>Some College</u> for an Entry-Level Position

Occupation	SF Bay Region Jobs			Annual Replacement Jobs	Median Annual Earnings
	2019	2029	Growth		
Computer User Support Specialists	31,525	39,034	7,509	2,924	$72,738
Medical Assistants	20,017	24,550	4,533	2,458	$44,388
Nursing Assistants	20,785	24,681	3,896	2,555	$38,117
Teacher Assistants	31,832	34,352	2,520	3,486	$37,189
Heavy and Tractor-Trailer Truck Drivers	24,445	26,814	2,369	2,943	$49,495
Hairdressers, Hairstylists, and Cosmetologists	16,677	18,974	2,297	2,238	$29,210
Licensed Practical and Licensed Vocational Nurses	12,100	14,355	2,255	1,008	$62,878
Health Technologists and Technicians, All Other	4,940	6,749	1,809	401	$50,086
Dental Assistants	12,412	14,092	1,680	1,490	$48,132
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	7,568	9,158	1,590	826	$58,173
Massage Therapists	5,807	7,014	1,207	747	$40,685
Bookkeeping, Accounting, and Auditing Clerks	44,037	45,222	1,185	5,260	$52,709
Manicurists and Pedicurists	8,033	9,184	1,151	987	$25,913
Phlebotomists	2,020	2,828	808	258	$50,914
Medical Records and Health Information Technicians	4,566	5,278	712	317	$52,349
Library Technicians	3,019	3,689	670	522	$52,554
Emergency Medical Technicians and Paramedics	5,217	5,874	657	368	$35,180
Firefighters	7,276	7,912	636	517	$97,640
Order Clerks	7,171	7,770	599	867	$40,305
Surgical Technologists	2,204	2,735	531	201	$67,615

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

Top 20 occupations: Require some college experience and job growth is at least 100 jobs.

Among the occupations requiring "Some College" for entry-level positions, Computer Support Specialist has the highest growth in the number of qualified candidates (with some excess supply of candidates for available positions), while having the second highest median earning. Bookkeeping, Auditing and Accounting Clerks have the highest unmet demand and their median earning is above minimum living wage.

Top Occupations in the San Francisco Bay Region (by Projected Job Openings), 2019-2029

Figure 41: Occupations Typically Requiring an <u>Associate Degree</u> for an Entry-Level Position

Occupation	SF Bay Region Jobs			Annual Replacement Jobs	Median Annual Earnings
	2019	2029	Growth		
Web Developers	10,737	13,604	2,867	936	$90,220
Preschool Teachers, Except Special Education	18,589	20,658	2,069	1,972	$39,202
Computer Network Support Specialists	6,440	7,996	1,556	597	$81,846
Paralegals and Legal Assistants	8,324	9,319	995	936	$69,245
Dental Hygienists	6,464	7,376	912	465	$112,356
Radiologic Technologists	3,902	4,671	769	237	$88,756
Respiratory Therapists	3,290	3,784	494	188	$87,864
Veterinary Technologists and Technicians	2,335	2,819	484	210	$44,093
Diagnostic Medical Sonographers	1,827	2,198	371	111	$95,796
Physical Therapist Assistants	666	1,037	371	106	$66,559
Architectural and Civil Drafters	3,961	4,271	310	428	$63,451
Life, Physical, and Social Science Technicians, All Other	1,675	1,909	234	215	$60,779
Occupational Therapy Assistants	337	552	215	48	$52,230
Engineering Technicians, Except Drafters, All Other	2,915	3,096	181	294	$69,427
Chemical Technicians	1,708	1,883	175	182	$48,526
Civil Engineering Technicians	1,608	1,782	174	165	$73,694
Magnetic Resonance Imaging Technologists	964	1,136	172	58	$94,214
Human Resources Assistants, Except Payroll and Timekeeping	3,258	3,392	134	379	$47,408
Environmental Science and Protection Technicians, Including Health	1,381	1,507	126	173	$63,806
Industrial Engineering Technicians	1,099	1,214	115	114	$59,167
Mechanical Engineering Technicians	1,012	1,122	110	105	$59,225
Dietetic Technicians	1,016	1,120	104	87	$31,045

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

Top 22 occupations: Require an associate degree and job growth is at least 100 jobs.

Among the entry-level positions with an associate degree requirement, Web Developers have the highest growth and fourth highest median annual earnings, but there is an oversupply of qualified candidates. Paralegals and Legal Assistants have the highest unmet demand and are among the top 10 occupations with highest median earnings.

Top Occupations in the San Francisco Bay Region (by Projected Job Openings), 2019-2029

Figure 42: Occupations Typically Requiring a <u>Bachelor's Degree</u> for an Entry-Level Position

Occupation	SF Bay Region Jobs			Annual Replacement Jobs	Median Annual Earnings
	2019	2029	Growth		
Software Developers, Applications	97,217	127,871	30,654	7,965	$132,058
Registered Nurses	65,434	75,770	10,336	3,756	$127,279
Market Research Analysts and Marketing Specialists	40,822	49,892	9,070	4,667	$83,847
General and Operations Managers	66,459	74,816	8,357	6,194	$133,156
Computer Systems Analysts	29,137	35,752	6,615	2,362	$116,520
Software Developers, Systems Software	46,334	52,607	6,273	3,501	$140,014
Computer and Information Systems Managers	32,599	38,586	5,987	2,805	$184,302
Accountants and Auditors	48,445	54,060	5,615	4,802	$83,380
Computer Occupations, All Other	34,013	39,500	5,487	2,707	$116,399
Management Analysts	39,090	44,523	5,433	3,959	$103,040
Business Operations Specialists, All Other	53,728	58,259	4,531	5,411	$85,686
Financial Managers	26,563	30,966	4,403	2,228	$162,092
Managers, All Other	36,253	39,927	3,674	2,909	$120,467
Network and Computer Systems Administrators	14,036	16,728	2,692	1,088	$102,640
Marketing Managers	18,165	20,461	2,296	1,735	$172,364
Medical and Health Services Managers	8,703	10,907	2,204	778	$121,366
Elementary School Teachers, Except Special Education	32,050	34,166	2,116	2,455	$78,254
Human Resources Specialists	20,228	22,288	2,060	2,143	$78,105
Teachers and Instructors, All Other	17,430	19,438	2,008	2,115	$42,302
Sales Managers	22,441	24,355	1,914	2,100	$141,812
Information Security Analysts	3,406	5,134	1,728	305	$115,915
Training and Development Specialists	9,140	10,836	1,696	1,078	$78,956
Construction Managers	12,334	13,941	1,607	953	$105,530
Social and Community Service Managers	8,785	10,336	1,551	837	$65,082
Computer Network Architects	7,756	9,286	1,530	603	$135,093

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

Top 25 occupations: Require a Bachelor's degree.

Occupations that typically need a Bachelor's degree for their entry-level positions, on average have higher median earnings. Between the 25 highest growing occupations, 10 have projected unmet demands.

Top Occupations in the San Francisco Bay Region (by Projected Job Openings), 2019-2029

Figure 43: Occupations Typically Requiring <u>Professional or Graduate Degrees</u> for an Entry-Level Position

Occupation	SF Bay Region Jobs			Annual Replacement Jobs	Median Annual Earnings
	2019	2029	Growth		
Postsecondary Teachers	37,855	40,309	2,454	3,245	$74,366
Lawyers	31,734	33,950	2,216	1,579	$158,483
Medical Scientists, Except Epidemiologists	10,635	12,015	1,380	1,020	$100,405
Nurse Practitioners	3,687	5,039	1,352	232	$131,177
Healthcare Social Workers	4,440	5,612	1,172	496	$77,373
Physical Therapists	4,876	5,982	1,106	229	$99,896
Librarians	2,442	3,410	968	295	$82,055
Computer and Information Research Scientists	3,861	4,766	905	335	$148,307
Physician Assistants	3,135	4,036	901	205	$121,469
Speech-Language Pathologists	3,090	3,940	850	187	$100,445
Statisticians	2,200	2,947	747	200	$111,445
Physicians and Surgeons, All Other	9,091	9,795	704	274	$151,293
Educational, Guidance, School, and Vocational Counselors	7,440	8,136	696	796	$66,425
Clinical, Counseling, and School Psychologists	4,427	5,063	636	334	$105,132
Mental Health and Substance Abuse Social Workers	2,961	3,539	578	320	$64,009
Instructional Coordinators	4,437	4,987	550	440	$68,309
Marriage and Family Therapists	3,956	4,497	541	434	$54,361
Occupational Therapists	2,065	2,598	533	131	$102,112
Dentists, General	5,630	6,117	487	177	$156,332
Rehabilitation Counselors	2,838	3,277	439	314	$37,114

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

Top 20 occupations: Require a Master's, Doctorate or professional degree.

Figure 43 reveals the entry-level positions for occupations requiring a "Professional or Graduate Degree" that expect growth. Among them, the category of Postsecondary Teachers, which is projected to have the highest growth in the next 10 years. The category of Medical Scientists, Except Epidemiologists is positioned third on highest growth sorted list following Lawyers.

A.7: What are the employment trends for the East Bay?

Bay Area Employment

Figure 44: Bay Area Employment by Sector, 2015 to 2030 Projections

Sector	2015	2020	2025	2030	Growth (2015-2030)
Health & Educational Services	590,035	647,675	702,615	758,840	29%
Construction	214,970	223,660	234,985	253,405	18%
Professional & Managerial Services	892,265	920,790	962,260	1,005,650	13%
Arts, Recreation & Other Services	522,895	530,455	544,530	561,365	7%
Retail	356,555	364,515	372,655	380,975	7%
Government	469,690	482,970	491,245	490,830	5%
Transportation & Utilities	100,875	102,025	101,545	103,370	2%
Financial & Leasing	246,565	253,580	248,760	243,165	-1%
Manufacturing & Wholesale	423,600	421,295	420,630	417,655	-1%
Information	167,695	164,360	163,800	165,255	-1%
Agriculture & Natural Resources	24,990	24,865	24,740	24,620	-1%
Total Jobs	4,010,135	4,136,190	4,267,760	4,405,125	10%

Source: Association of Bay Area Governments. (November 2018). Plan Bay Area Projections 2040.

Estimates suggest that between 2015 and 2030 the top three employment sectors in the Bay Area will continue to be Professional & Managerial Services, Health & Educational Services, and Arts, Recreation & Other Services. Between 2015 and 2030 the Bay Area may see a substantial percentage growth in employment in three key industries: health and educational services (29%), construction (18%), and professional and managerial services (13%).

HIGHER EDUCATION PARTNERS

A.8: What do we know about our higher education partners?
(i.e., California State University-CSU; University of California-UC; private 4-year colleges and universities; local community colleges)

- Figure 45: Most Common AA/AS Degrees Offered, and Number of Institutions Offering Them
- Figure 46: Most Common Certificates Offered, and Number of Institutions Offering Them
- Figure 47: List of all public and private colleges with campuses in Alameda County in 2019

Figures 45 and 46 below list the course titles and Classification of Instructional Programs (CIP) codes, developed by the U.S. Department of Education, for the 10 most commonly offered AA/AS degrees and certificates, according to the federal government's Integrated Postsecondary Education Data System (IPEDS). This information provides another criteria that, combined with labor market information on a sample of program graduates, can illuminate whether or not the offerings in the county exceed potential labor market demand for program graduates (and those who transfer).

Figure 45: Most Common AA/AS Degrees Offered, and Number of Institutions Offering Them

Top Code	Associate of Arts / Science Degrees	Count
150600	Speech Communication and Rhetoric	13
490100	Liberal Arts and Sciences/Liberal Studies	13
490300	Humanities/Humanistic Studies	13
170000	Mathematics, General	13
200100	Psychology, General	13
050500	Business Administration and Management, General	13
490200	Biological and Physical Sciences	12
100200	Art/Art Studies, General	12
150100	English Language and Literature, General	11
040100	Biology/Biological Sciences, General	11

Data Source: IPEDS Data / Survey Data / Custom Data Files

Art, biology, humanities, liberal arts, and math-related degrees are the most common AA/AS degrees offered by local postsecondary educational institutions in the area.

Figure 46: Most Common Certificates Offered, and Number of Institutions Offering Them

CIP Code	Certificate Title	Count
52.0302	Accounting Technology/Technician and Bookkeeping	13
24.0101	Liberal Arts and Sciences/Liberal Studies	11
19.0709	Child Care Provider/Assistant	10
47.0604	Automobile/Automotive Mechanics Technology/Technician	8
11.0201	Computer Programming/Programmer, General	8
43.0107	Criminal Justice/Police Science	8
11.0901	Computer Systems Networking and Telecommunications	7
44	Human Services, General	7
15.0401	Biomedical Technology/Technician	5

Data Source: IPEDS Data / Survey Data / Custom Data Files

According to IPEDS data, the most common certificates offered by East Bay Area postsecondary educational institutions are: Accounting Technology/Technician and Bookkeeping; Liberal Arts and Sciences/Liberal Studies; and Child Care Provider/Assistant.

Figure 47: List of all public and private colleges with campuses in Alameda County in 2019

	Institution Name
1	Academy of Chinese Culture and Health Sciences
2	Avalon School of Cosmetology-Alameda
3	College of Alameda
4	California College of the Arts
5	California State University-East Bay
6	University of California-Berkeley
7	Chabot College
8	Contra Costa College
9	Diablo Valley College
10	Evergreen Valley College
11	Laney College
12	Life Chiropractic College West
13	Lincoln University
14	Los Medanos College
15	Merritt College
16	Mills College
17	Moler Barber College
18	Ohlone College
19	Samuel Merritt University
20	San Joaquin Delta College
21	San Jose City College
22	Berkeley City College
23	The Wright Institute
24	Las Positas College
25	Acupuncture and Integrative Medicine College-Berkeley
26	SAE Expression College

Data Source: IPEDS Data / Survey Data / Custom Data Files

B. What AA/AS and certificate programs are offered in Alameda County that are unique to Chabot-Las Positas Community College District (CLPCCD)?

- Figure 48: AA/AS Programs Unique to the District
- Figure 49: Certificate Programs Unique to the District

Figure 48: AA/AS Programs Unique to the District

CIP Code	CIP Title
01.0309	Viticulture and Enology
14.1004	Telecommunications Engineering
15.0703	Industrial Safety Technology/Technician
50.0702	Fine/Studio Arts, General
50.0709	Sculpture
51.0909	Surgical Technology/Technology

Data Source: IPEDS Data / Survey Data / Custom Data Files

Figure 49: Certificate Programs Unique to the Chabot-Las Positas Community College District

CIP Code	CIP Title
15.0703	Industrial Safety Technology/Technician
15.9999	Engineering Technologies and Engineering-Related Fields, Other
50.0402	Commercial and Advertising Art
51.0909	Surgical Technology/Technologist

Data Source: IPEDS Data / Survey Data / Custom Data Files

As part of the Environmental Scan report planning process, CLPCCD conducted a review of the various AA/AS degree and certificate programs offered by public and private colleges in Alameda County, to determine the District's offerings that are not available at other Alameda County higher education institutions. Figure 48 and Figure 49 above list the AA/AS degrees and certificates that are unique to CLPCCD, according to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) Classification of Instructional Programs (CIP). As the figures illustrate, there are six AA/AS degrees and four certificates that are unique to CLPCCD.

C. How does the District support the work of each CLPCCD college?

Led by the Board of Trustees and the CLPCCD Chancellor (District CEO), the District's service to the colleges includes the alignment of the District mission statement with that of each CLPCCD college. The District mission statement reflects this alignment, clarifying the role of the District and expressing its unifying purpose to the greater community:

> *"Chabot-Las Positas Community College District offers innovative educational opportunity and support services to prepare students to succeed in a diverse global society by challenging them to think critically, to engage socially, and to acquire workplace knowledge and educational skills."*

The District is organized to ensure that Chabot College and Las Positas College educate residents of CPLCCD's service area consistent with each college's mission, as highlighted below:

> *"Chabot College is a dynamic, student-centered community college that serves the educational, career, job skill, and personal development needs of our community. We provide culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity. Building upon students' strengths and voices, we empower students to achieve their goals and lead us towards an equitable and sustainable world."*

> *"Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting life-long learning."*

The District facilitates the work of each college in multiple ways. This includes (yet is not limited to) providing organizational structures to foster achievement of the colleges' missions, administrative procedures and operational activities to support the overall effectiveness of each college, and guidance to the leadership of each college.

The Board of Trustees goals as detailed below further evidence the District's commitment to the mission of the colleges:

Board of Trustees Goals
● Develop a system of student support that provides access and equity of outcomes for all students
● Develop a system of effective communication
● Create a culture of collaboration among staff and the community
● Continue developing systems that support student achievement
● Provide effective management of District fiscal resources

Mindful of these mission statements and the Board of Trustees goals, District officials support the governance of the colleges by advocating for sound policies, systems, and resources in partnership with diverse governmental officials, business leaders, and investors throughout the CLPCCD service area and at the regional, state, and national levels. Intentionally, the Chancellor has designed the [CLPCCD organizational structure](#) into District Support Centers to ensure that key resources (i.e., technical, physical, fiscal, and human resources) are provided to Chabot College and Las Positas College to enable each to expedite the work of delivering quality educational programs and services. The District facilitates district-wide decision-making through intentional infrastructure and shared governance practices to make transparent the needs of (and opportunities at) each college in order to enhance the viability, integrity, and overall effectiveness of Chabot College, Las Positas College, and the District Service Centers.

OUR STUDENTS

WHAT YOU WILL FIND IN THIS SECTION

This section focuses on understanding more about our students, in terms of where they come from and what academic preparation they have had prior to coming to Chabot-Las Positas Community College District (CLPCCD). It also addresses how many of these students are successful once they enroll at a CLPCCD college and looks at which credentials they earn, and in which disciplines or programs they received their awards.

A. How many students attend our colleges?

Number of Students District Wide and by College

- Student Headcount
  - Figure 50: Student Headcount District Wide (Unduplicated), Fall 2019
  - Figure 51a: Student Headcount by College, Fall 2010-Fall 2019
  - Figure 51b: Student Headcount by College, Fall 2010-Fall 2019
- Number of Full-Time Equivalent Students (FTES)
  - Figure 52: Annually Generated FTES vs. FTES Goals (per College)

Student Headcount

Figure 50: Student Headcount District Wide (Unduplicated), Fall 2019

	Chabot	Las Positas	District Wide
Headcount	14,220	9,061	22,493*

Source: Chabot-Las Positas CCD Institutional Research Dataset

*Note: District Wide is the unduplicated count of students

Overall, in 2019, more than 22,000 unduplicated students attended college within the Chabot-Las Positas Community College District. Enrollment at Chabot College was 14,220 and enrollment at Las Positas College was 9,061.

Figure 51a: Student Headcount by College, Fall 2010-Fall 2019

Term	Chabot College	Las Positas College
Fall 2010	15,638	9,440
Fall 2011	14,203	8,839
Fall 2012	13,425	8,825
Fall 2013	13,512	8,940
Fall 2014	13,322	9,009
Fall 2015	14,161	9,208
Fall 2016	14,309	9,326
Fall 2017	14,402	9,372
Fall 2018	14,501	9,314
Fall 2019	14,220	9,061

Source: Chabot-Las Positas CCD Institutional Research Dataset

Over a 10-year period, from 2010 to 2019, student headcount at both CLPCCD colleges declined slightly. In Fall 2010, the headcount was relatively high following the California recession. Headcounts have ebbed and flowed since then with an overall drop in student headcount from Fall 2010 to Fall 2019 at Chabot College of 1,418 and a drop in headcount at Las Positas College of 379 students during the same period.

Figure 51b: Student Headcount by College, Fall 2010-Fall 2019

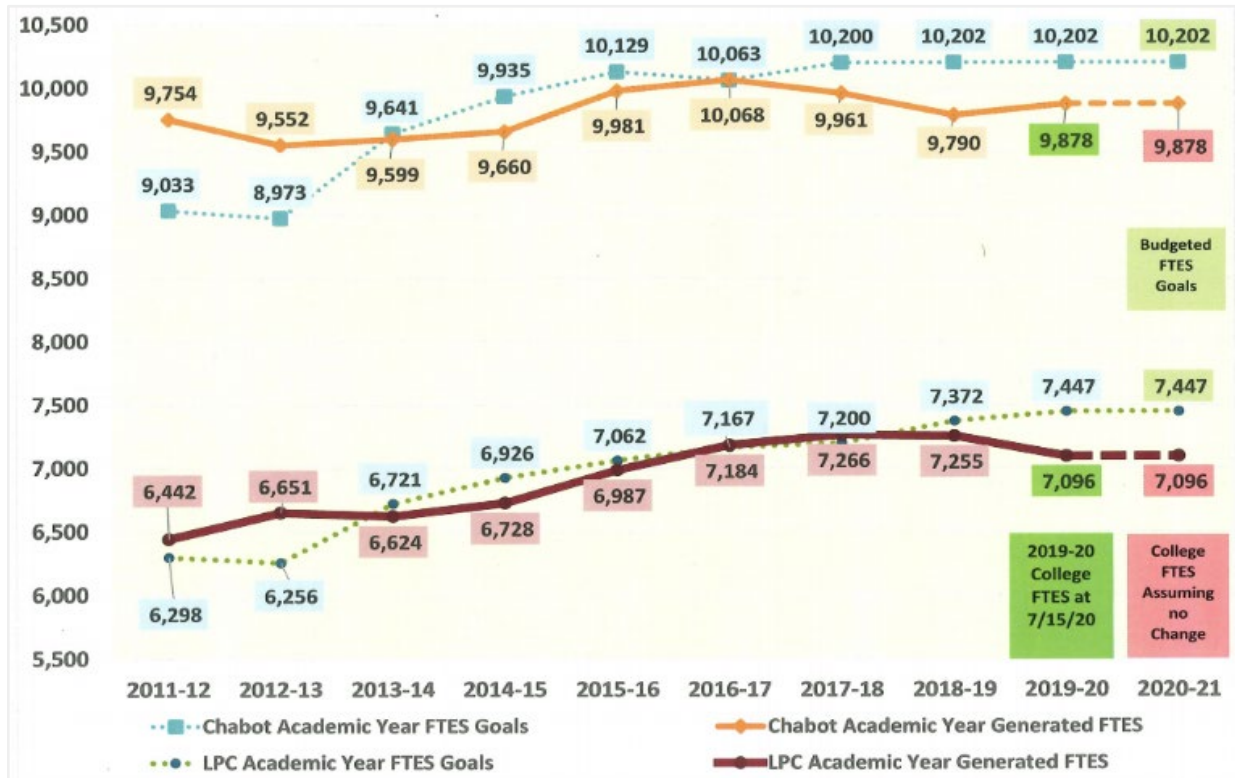## Student Headcount by College
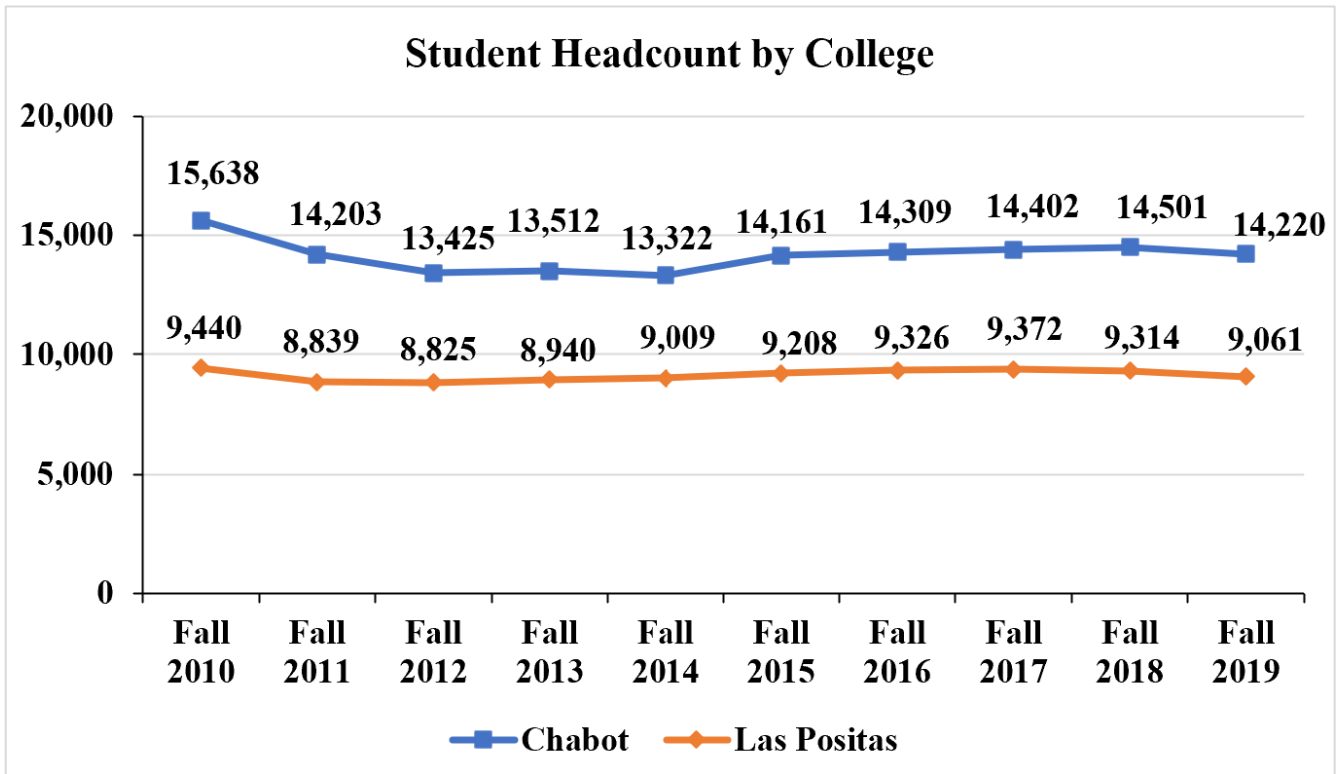
During the 10-year period from Fall 2010 to Fall 2019, fall enrollment for Las Positas College remained relatively stable. Fall enrollment for Chabot College declined slightly during this same time-period.

Number of Full-Time Equivalent Students (FTES)

Figure 52: Annually Generated FTES vs. FTES Goals (per College)

The above chart shows the annual District FTES from 2011-12 through 2020-21, by college. The chart tracks comparisons of FTES goals set in advance and the actual FTES reported to the state system. The 2020-21 actuals are estimated.

B. Who are our students?

- Incoming Students: Residency and Transfer Sources
  - Figure 53: District and College Student Headcount by Residency (In-State, Out-of-State, International), Fall 2019
  - Figure 54: Chabot College Student Headcount by City of Residence, Fall 2019
  - Figure 55: Las Positas College Student Headcount by City of Residence, Fall 2019
  - Figure 56: Incoming Transfer Student Headcount by Previous College Attended, Fall 2019
- First-Time College Students
  - Figure 57: First-Time College Students by Feeder High School District, Fall 2019
  - Figure 58: First-Time College Students by Economic Status, Fall 2019
  - Figure 59a: First-Time College Students by First-Generation Status, Fall 2019
  - Figure 59b: First-Time, First-Generation College Students by Race/Ethnicity, Fall 2019
- Student Demographics
  - Figure 60: Student Headcount by Age, Fall 2019
  - Figure 61: Student Headcount by Race/Ethnicity, Fall 2019
  - Figure 62: Chabot College Student Headcount by Race/Ethnicity, Fall 2011 vs. Fall 2019
  - Figure 63: Las Positas College Student Headcount by Race/Ethnicity, Fall 2011 vs. Fall 2019
- First-Generation College Students
  - Figure 64a: Student Headcount by Race/Ethnicity, Fall 2011 vs. Fall 2019
  - Figure 64b: Headcount of First-Generation College Students by Race/Ethnicity, Fall 2019
  - Figure 65: AB 540 Student Headcount 2017-18 to 2018-19
- **Student Education Level and Course Load**
  - Figure 66: Student Headcount by Education Level, Fall 2019
  - Figure 67: Student Headcount by Credit Load (Part-Time/Full-Time Status), Fall 2019
  - Figure 68: Student Average Unit Load by Age Group, Fall 2009-Fall 2019

Incoming Students: Residency and Transfer Sources

Figure 53: District and College Student Headcount by Residency (In-State, Out-of-State, International), Fall 2019

Official Residence	Chabot College		Las Positas College		District Wide	
	Students	Percent	Students	Percent	Students	Percent
California Resident*	13,746	97%	8,856	98%	21,822	97%
Out-of-State	293	2%	64	1%	354	2%
International	181	1%	141	2%	317	1%
Total	14,220	100%	9,061	100%	22,493	100%

Source: Chabot-Las Positas CCD Institutional Research Dataset

*Note: California resident includes students with in-state tuition waivers

Most (97%) of the students attending college within the Chabot-Las Positas Community College District are California residents.

Figure 54: Chabot College Student Headcount by City of Residence, Fall 2019

*City	Chabot College	
	Students	Percent
Hayward	4,731	33%
San Leandro	2,054	14%
Oakland	1,009	7%
Union City	991	7%
Castro Valley	956	7%
San Lorenzo	796	6%
Fremont	626	4%
Newark	236	2%
Tracy	213	1%
Livermore	206	1%
Pleasanton	166	1%
Dublin	160	1%
Alameda	123	1%
San Diego	117	1%
San Jose	107	1%
Other Cities	1,729	12%
Total	14,220	100%

Source: Chabot-Las Positas CCD Institutional Research Dataset

*Note: Includes only cities with at least 100 students

One-third (33%) of Chabot College students are residents of Hayward, followed by San Leandro (14%), which, in total, account for 6,785 students or nearly half (47%) of the students attending the college.

Figure 55: Las Positas College Student Headcount by City of Residence, Fall 2019

City*	Las Positas College	
	Students	Percent
Livermore	2,373	26%
Tracy	1,449	16%
Pleasanton	1,446	16%
Dublin	985	11%
San Ramon	472	5%
Castro Valley	370	4%
Mountain House	244	3%
Hayward	206	2%
Danville	147	2%
Manteca	138	2%
San Leandro	133	1%
Lathrop	105	1%
Other Cities	993	11%
Total	9,061	100%

Source: Chabot-Las Positas CCD Institutional Research Dataset

*Note: Includes only cities with at least 100 students

One-fourth (26%) of Las Positas College students are residents of Livermore, followed by Tracy (16%), Pleasanton (16%), and Dublin (11%). Together, these four cities, in total, account for 6,253 students or 69 percent of the students attending the college.

Figure 56: Incoming Transfer Student Headcount by Previous College Attended, Fall 2019

	Chabot College		Las Positas College		District Wide	
	Students	Percent	Students	Percent	Students	Percent
CA Community College	1,549	60%	736	52%	2,204	57%
California State University	371	14%	166	12%	519	13%
University of California	129	5%	51	4%	177	5%
CA Private Colleges	177	7%	108	8%	275	7%
Out of State	194	8%	170	12%	330	9%
Out of Country	133	5%	184	13%	315	8%
Unknown	*	<1%	*	<1%	31	1%
Total	2,561	100%	1,417	100%	3,851	100%

Source: Chabot-Las Positas CCD Institutional Research Dataset

* Indicates fewer than 10 students

Each year, about 10 percent of the incoming CLPCCD students are transferring in from other educational institutions within California, as well as out of state and abroad. The largest source of incoming college transfer students is other CCCs, followed by institutions within the CSU system.

First-Time College Students

80

Figure 57: First-Time College Students by Feeder High School District, Fall 2019

Chabot College			Las Positas College		
District/Region	Students	Percent	District/Region	Students	Percent
Castro Valley USD	164	7%	Dublin USD	151	9%
Hayward USD	538	21%	Livermore Valley JUSD	422	24%
New Haven USD	233	9%	Pleasanton USD	242	14%
San Leandro USD	241	10%	Chabot Region HS	125	7%
San Lorenzo USD	337	13%	Other Alameda County	28	2%
LPC Region HS	48	2%	Other Bay Area	206	12%
Other Alameda County	345	14%	Other California	395	23%
Other Bay Area	130	5%	Out of State	32	2%
Other California	151	6%	Out of Country	111	6%
Out of Country	168	7%	Unknown	34	2%
Out of State	62	2%	Total	1,746	100%
Unknown	89	4%			
Total	2,506	100%			

Source: Chabot-Las Positas CCD Institutional Research Dataset

Note: USD is Unified School District, JUSD is Joint Unified School District

In 2019, one-in-five (21%) first-time Chabot College students came from Hayward Unified School District, and one-in-four (24%) first-time Las Positas College students were from Livermore.

Figure 58: First-Time College Students by Economic Status, Fall 2019

	Low Income*		Not Low Income		Total	
	Students	Percent	Students	Percent	Students	Percent
Chabot College	1,449	58%	1,057	42%	2,506	100%
Las Positas College	633	36%	1,113	64%	1,746	100%

Source: Chabot-Las Positas CCD Institutional Research Dataset

*Low-Income is estimated by California College Promise grant or PELL grant recipients.

At Chabot College, 58 percent of first-time students are considered low-income. At Las Positas College, slightly over one third (36%) of first-time students are considered low-income. However, it is important to note that these figures are an "underrepresentation of the actual number of students who may experience housing and food insecurity" (Personal communication, Chabot College Institutional Researcher). This is because the only way to systemically pull data on the "income status" of students is by looking at financial aid data on who receives Promise and Pell Grants. Unfortunately, the awarding of Promise and Pell Grants disadvantages low-income students in high cost-of-living areas (like the Bay Area) because eligibility does not adequately adjust for cost-of-living. Further, some students who would qualify for aid choose not to apply due to fears surrounding their documentation status.

Figure 59a: First-Time College Students by First-Generation Status, Fall 2019

	Chabot College		Las Positas College	
	Students	Percent	Students	Percent
First-Generation	1,716	76%	821	52%
Not First-Generation	534	24%	770	48%
All Reported	2,250	100%	1,591	100%
Unknown	256		155	
Total	2,506		1,746	

Source: Chabot-Las Positas CCD Institutional Research Dataset

Note: First generation college students are those individuals who reported both parents' education level as less than a baccalaureate degree.

At Chabot College, three quarters (76%) of the first-time college students in Fall 2019 were first-generation college students. At Las Positas College, half (52%) of the first-time college students in Fall 2019 were first-generation college students.

Figure 59b: First-Time, First-Generation College Students by Race/Ethnicity, Fall 2019

Race/Ethnicity	Chabot College		Las Positas College	
	Students	Percent	Students	Percent
African American	169	69%	39	63%
Asian American	220	69%	97	37%
Filipino	87	51%	29	43%
Latino/a/x	925	90%	337	71%
Native American	*	*	*	*
Pacific Islander	38	81%	*	58%
White	124	58%	198	39%
Multiracial	81	63%	65	51%
Other/Unknown	70	80%	47	59%
Total	1,716	76%	821	52%

* Indicates fewer than 10 students

In Fall 2019, at Chabot College, 90 percent of the first-time Latino/a/x students were first-generation college students, followed by 81 percent of the first-time Pacific Islander students, and 69 percent of the Asian American and African American students, respectively. At Las Positas, 71 percent of the first-time Latino/a/x students were first-generation college students, followed by 58 percent of the first-time Pacific Islander students, and 43 percent of the Filipino students. At both colleges, a significant percentage of first-time students who self-identified as Multiracial or Other/Unknown also reported that they were first-generation college students.

Student Demographics

Figure 60: Student Headcount by Age, Fall 2019

	Chabot College		Las Positas College		District Wide	
	Number	Percent	Number	Percent	Number	Percent
19 or younger	3,957	28%	3,126	34%	6,912	31%
20-21	2,399	17%	1,766	19%	3,962	18%
22-24	2,146	15%	1,280	14%	3,261	14%
25-29	2,091	15%	1,003	11%	2,992	13%
30-39	2,030	14%	913	10%	2,855	13%
40-49	802	6%	573	6%	1,336	6%
50 or older	795	6%	400	4%	1,175	5%
Total	14,220	100%	9,061	100%	22,493	100%

Source: Chabot-Las Positas CCD Institutional Research Dataset

In the fall of 2019, more than half of CLPCCD's students were traditional college-age students, with the largest category being students age 19 years old or younger (31%), followed by students age 20 to 21 (18%) and students age 22 to 24 years old (14%).

Figure 61: Student Headcount by Race/Ethnicity, Fall 2019

	Chabot College		Las Positas College		District Wide	
Race/Ethnicity	Students	Percent	Students	Percent	Students	Percent
African American	1,412	10%	360	4%	1,716	8%
Asian American	2,328	16%	1,671	18%	3,869	17%
Filipino	1,095	8%	408	5%	1,465	7%
Latino/a/x	5,774	41%	2,695	30%	8,211	37%
Native American	34	<1%	16	<1%	48	<1%
Pacific Islander	224	2%	56	1%	267	1%
White	2,012	14%	2,950	33%	4,767	21%
Multiracial	884	6%	670	7%	1,475	7%
Unknown	457	3%	235	3%	675	3%
Total	14,220	100%	9,061	100%	22,493	100%

Source: Chabot-Las Positas CCD Institutional Research Dataset

Latino/a/x students represent the largest percentage (41%) of students attending Chabot College, followed by Asian American (16%), White (14%), and African-American (10%) students. At Las Positas College, White students (33%) and Latino/a/x students (30%) were the two largest student groups, followed by Asian American students (18%). District wide, Latino/a/x students represent more than one-third (37%) of the overall student body, followed by White (21%) and Asian American (17%) students.
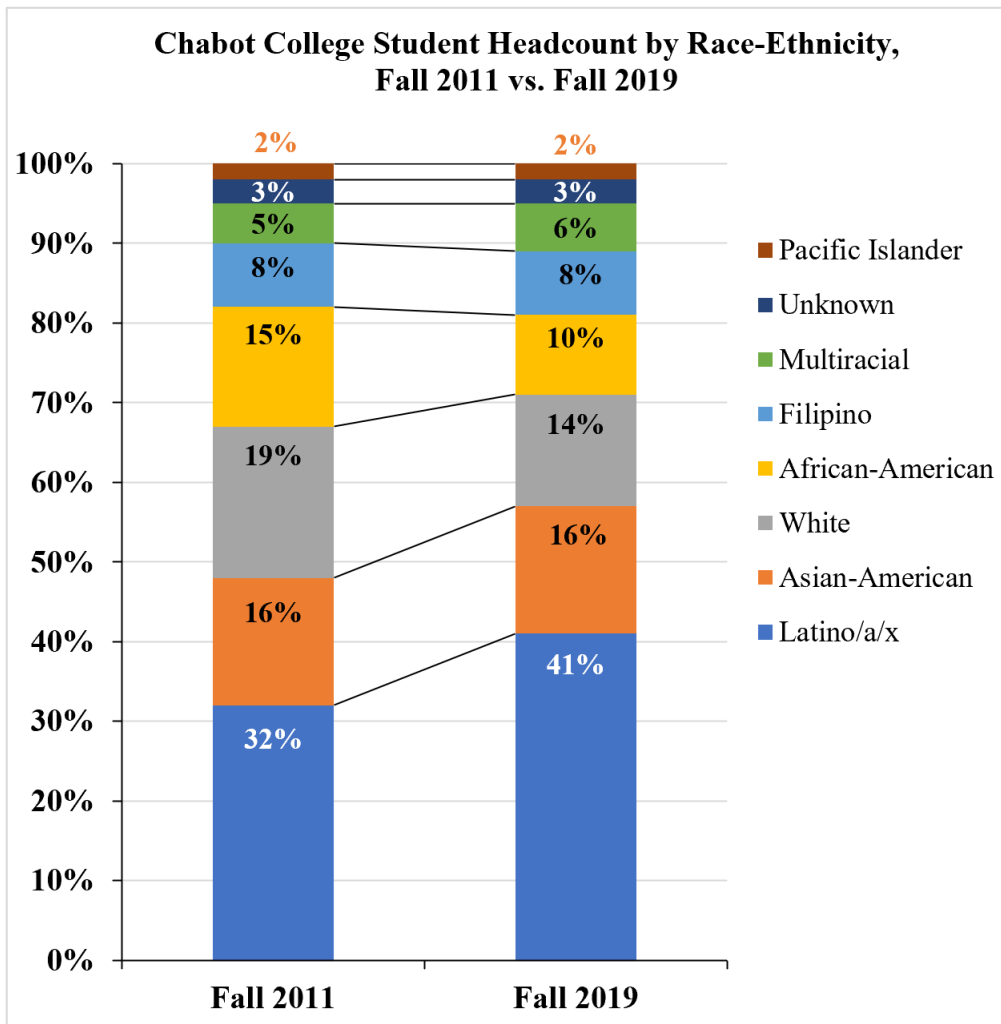
Figure 62: Chabot Student Headcount by Race/Ethnicity, Fall 2011 vs. Fall 2019

Race/Ethnicity	Fall 2011	Fall 2019
Latino/a/x	32%	41%
Asian American	16%	16%
White	19%	14%
African American	15%	10%
Filipino	8%	8%
Multiracial	5%	6%
Unknown	3%	3%
Pacific Islander	2%	2%
Native American	<1%	<1%
Total	14,203	14,220

Source: Chabot-Las Positas CCD Institutional Research Dataset

Note: The percentages for Native Americans are too small to show on the graph.

Chabot College Student Headcount by Race-Ethnicity, Fall 2011 vs. Fall 2019

Figure 63: Las Positas Student Headcount by Race/Ethnicity, Fall 2011 vs. Fall 2019

	Fall 2011	Fall 2019
White	47%	33%
Latino/a/x	24%	30%
Asian American	12%	18%
Multiracial	5%	7%
Filipino	4%	5%
African American	4%	4%
Unknown	3%	3%
Pacific Islander	1%	1%
Native American	<1%	<1%
Total	8,839	9,061

Source: Chabot-Las Positas CCD Institutional Research Dataset
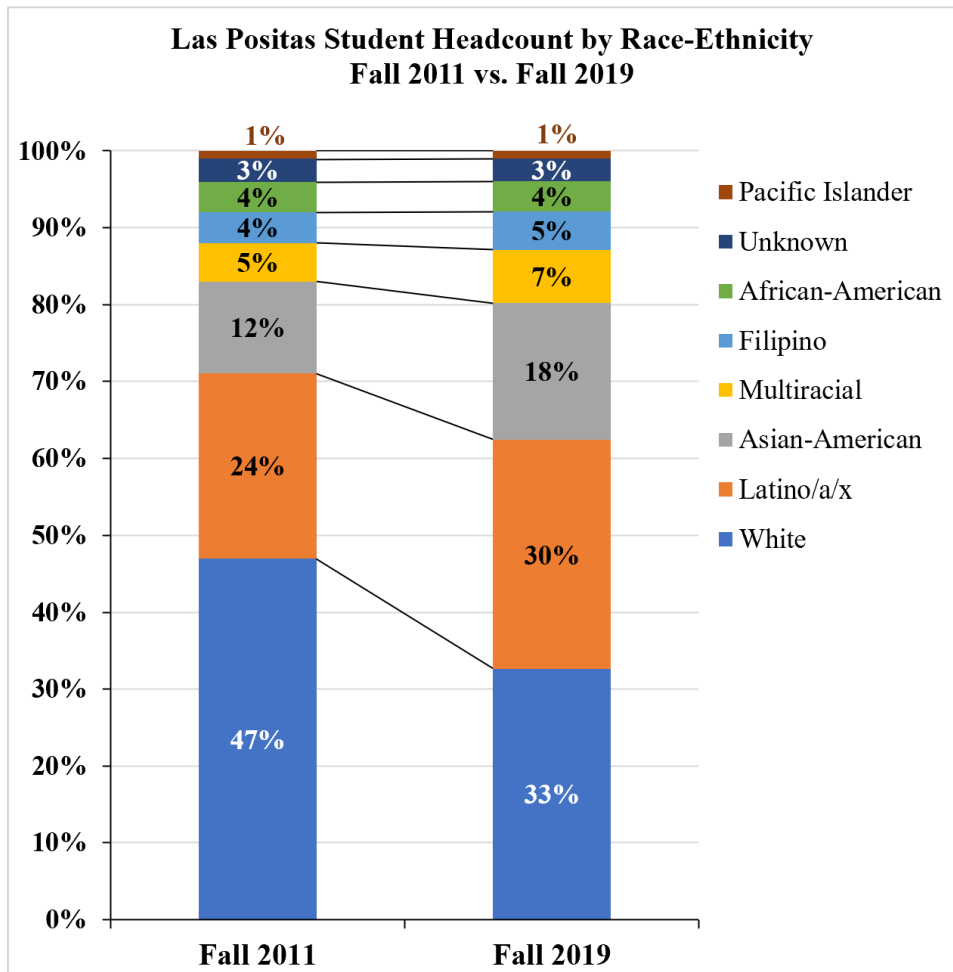
The two largest student groups at Las Positas College are White students and Latino/a/x students, which, as of Fall 2019, comprised 33 percent and 30 percent of the student body, respectively. Between Fall 2011 and Fall 2019, the percentage of White students at Las Positas College decreased by 14 percentage points (from 47% to 33%), whereas the percentage of Latino/a/x students and Asian American students have each increased by 6 percentage points, from 24% to 30% and 12% to 18%, respectively. The percentage of other racial and ethnic groups has remained stable during this period.

First-Generation College Students

Figure 64a: Student Headcount by First-Generation College Student Status, Fall 2019

	Chabot College		Las Positas College	
	Students	Percent	Students	Percent
First-Generation	9,466	73%	4,536	54%
Not First-Generation	3,434	27%	3,823	46%
All Reported	12,900	100%	8,359	100%
Unknown	1,320		702	
Total	14,220		9,061	

Source: Chabot-Las Positas CCD Institutional Research Dataset

Note: First generation college students are those individuals who reported both parents' education level as less than a baccalaureate degree.

In Fall 2019, 73 percent of students enrolled at Chabot College were first-generation college students. The percentage of first-generation students in Las Positas College was a little over 54 percent.

Figure 64b: Headcount of First-Generation College Students by Race/Ethnicity, Fall 2019

	Chabot College		Las Positas College	
Race/Ethnicity	Students	Percent	Students	Percent
African American	907	70%	184	56%
Asian American	1,397	69%	615	42%
Filipino	472	46%	162	42%
Latino/a/x	4,640	88%	1,886	76%
Native American	24	73%	12	80%
Pacific Islander	181	86%	36	72%
White	1,107	59%	1,231	45%
Multiracial	512	61%	307	48%
Other/Unknown	226	76%	103	50%
Overall	9,466	73%	4,536	54%

Three-fourths of Latino/a/x students in Las Positas College are first-generation college students, which is significantly greater than the overall ratio in the college. Latino/a/x students in Chabot College also have the highest ratio of first-generation college students.

Figure 65: AB 540 Student Headcount 2017-18 to 2018-19

	2017-18	2018-19
Chabot College	522	536
Las Positas College	174	194

Source: Chabot-Las Positas Admissions and Records Offices

Assembly Bill 540 exempts non-resident students (including undocumented students) who have attended high school in California for three or more years and who have graduated from a California high school from paying non-resident tuition. Chabot College and Las Positas College have seen a slight increase (<5%) in AB 540-exempted students in 2018-19, compared to 2017-18.

Student Education Level and Course Load

Figure 66: Student Headcount by Education Level, Fall 2019

	Chabot College		Las Positas College		District Wide	
	Number	Percent	Number	Percent	Number	Percent
In High School	644	5%	433	5%	1,069	5%
Freshman (< 30 units)	7,517	53%	4,477	49%	11,694	52%
Sophomore (30-59 un.)	2,530	18%	1,967	22%	4,254	19%
Other undergraduate	1,661	12%	975	11%	2,483	11%
AA/AS degree	641	5%	298	3%	911	4%
BA/BS or higher deg.	1,227	9%	911	10%	2,082	9%
Total	14,220	100%	9,061	100%	22,493	100%

Source: Chabot-Las Positas CCD Institutional Research Dataset

A large portion of the students attending Chabot College and Las Positas Colleges in the fall of 2019 were considered freshman (having completed less than 30 units), 53 percent and 49 percent respectively, followed by those who would be considered sophomores (completed 30 to 59 units), 18 percent and 22 percent respectively.

Figure 67: Student Headcount by Credit Load (Part-Time/Full-Time Status), Fall 2019

	Chabot College		Las Positas College		District Wide	
	Students	Percent	Students	Percent	Students	Percent
Full-Time						
15 or more units	1,462	10%	1,248	14%	2,551	11%
12 to 14.5 units	2,781	20%	2,186	24%	4,721	21%
Part-Time						
6 to 11.5 units	5,676	40%	3,460	38%	8,775	39%
0.5 to 5.5 units	4,000	28%	2,078	23%	6,056	27%
Non-Credit						
Non-credit only	301	2%	89	1%	390	2%
Total	14,220	100%	9,061	100%	22,493	100%

Source: Chabot-Las Positas CCD Institutional Research Dataset

Two-of-three (66%) CLPCCD students attend part-time and roughly one-in-three (32%) enroll full-time.

Figure 68: Student Average Unit Load by Age Group, Fall 2010 - Fall 2019

	Average Units by Age									
	Chabot College					Las Positas College				
Fall Terms	Overall	21 or younger	22-29	30-39	40 or older	Overall	21 or younger	22-29	30-39	40 or older
F 2010	8.0	9.8	7.5	6.3	5.0	8.5	10.8	7.5	6.1	4.2
F 2011	8.0	9.4	7.7	6.6	5.6	8.5	10.2	7.4	6.0	4.8
F 2012	8.1	10.0	7.4	6.4	5.2	8.7	10.3	7.6	6.2	5.2
F 2013	8.0	9.8	7.4	6.2	5.2	8.7	10.3	7.7	6.3	5.1
F 2014	8.1	10.0	7.4	6.2	5.0	8.9	10.3	8.1	7.1	5.2
F 2015	8.0	9.7	7.3	6.0	5.2	8.7	10.2	7.7	6.5	5.0
F 2016	8.1	9.9	7.3	6.2	5.4	8.8	10.3	7.8	6.8	5.3
F 2017	8.1	9.9	7.3	6.2	5.4	9.0	10.4	8.2	7.2	5.3
F 2018	7.9	9.7	7.2	5.8	5.1	9.1	10.5	8.6	7.2	5.4
F 2019	8.1	9.8	7.3	6.3	5.4	9.1	10.6	8.4	7.2	5.4

Source: Chabot-Las Positas CCD Institutional Research Dataset

Overall, students' average unit load over the past 10 years has remained fairly stable (around 8.5-9units at Las Positas, regardless of student age). Younger students – those 21 or younger – tend to take a larger unit load than those who are older, with decreases in unit load for older groups of students

C. What do we know about the preparation in math, English, and science, according to the California Assessment and Student Performance and Progress (CASSP), of students in the school districts that feed into our colleges?

- **Academic Preparedness of High School students in CLPCCD Service Area**
  - **Chabot College Standardized Assessment Test Results for Feeder High School Students**
    - Figure 69: English Language Arts Assessment Achievement Level
    - Figure 70: English Language Arts Assessment Achievement Level by Economic Status
    - Figure 71: Math Assessment Achievement Level
    - Figure 72: English Language Arts Assessment Achievement Level by Economic Status
    - Figure 73: Science Test Achievement
    - Figure 74: Science Test Achievement by Economic Status

  - **Las Positas College Standardized Assessment Test Results for Feeder High School Students**
    - Figure 75: English Language Arts Assessment Achievement Level
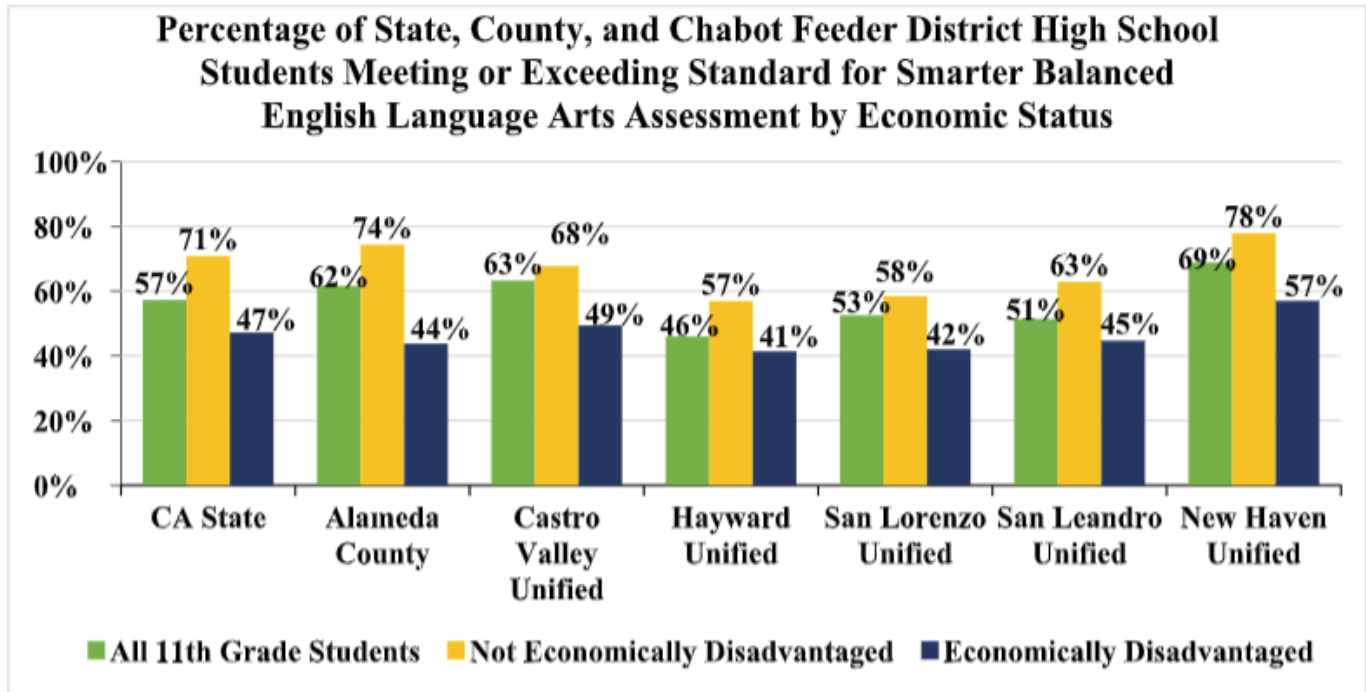   - Figure 76: English Language Arts Assessment Achievement Level by Economic Status
    - Figure 77: Math Assessment Achievement Level
    - Figure 78: Math Assessment Achievement Level by Economic Status
    - Figure 79: Science Test Achievement
    - Figure 80: Science Test Achievement by Economic Status

Academic Preparedness of High School Students in CLPCCD Service Area

The following section details the levels of academic preparedness of high school students in the service area for Chabot College and Las Positas College, as measured by student performance on three state-mandated standardized tests: the Smarter Balanced Summative Assessment for English Language Arts (ELA), the Smarter Balanced Summative Assessment for mathematics, and the California Science Test (CAST). A description of each test is provided below:

- The Smarter Balanced Summative Assessment for ELA is an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy. All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments, unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

- The Smarter Balanced Summative Assessment for mathematics is an annual measure of what students know and can do using the Common Core State Standards for mathematics. All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

- The California Science Test (CAST) measures what students know and can do using the California Next Generation Science Standards (CA NGSS). High schools have the option to test any or all students in grade ten or eleven as long as all students have been tested by the end of grade twelve.

Chabot College Standardized Assessment Test Results for Feeder High School Students

Figure 69: English Language Arts Assessment Achievement Level
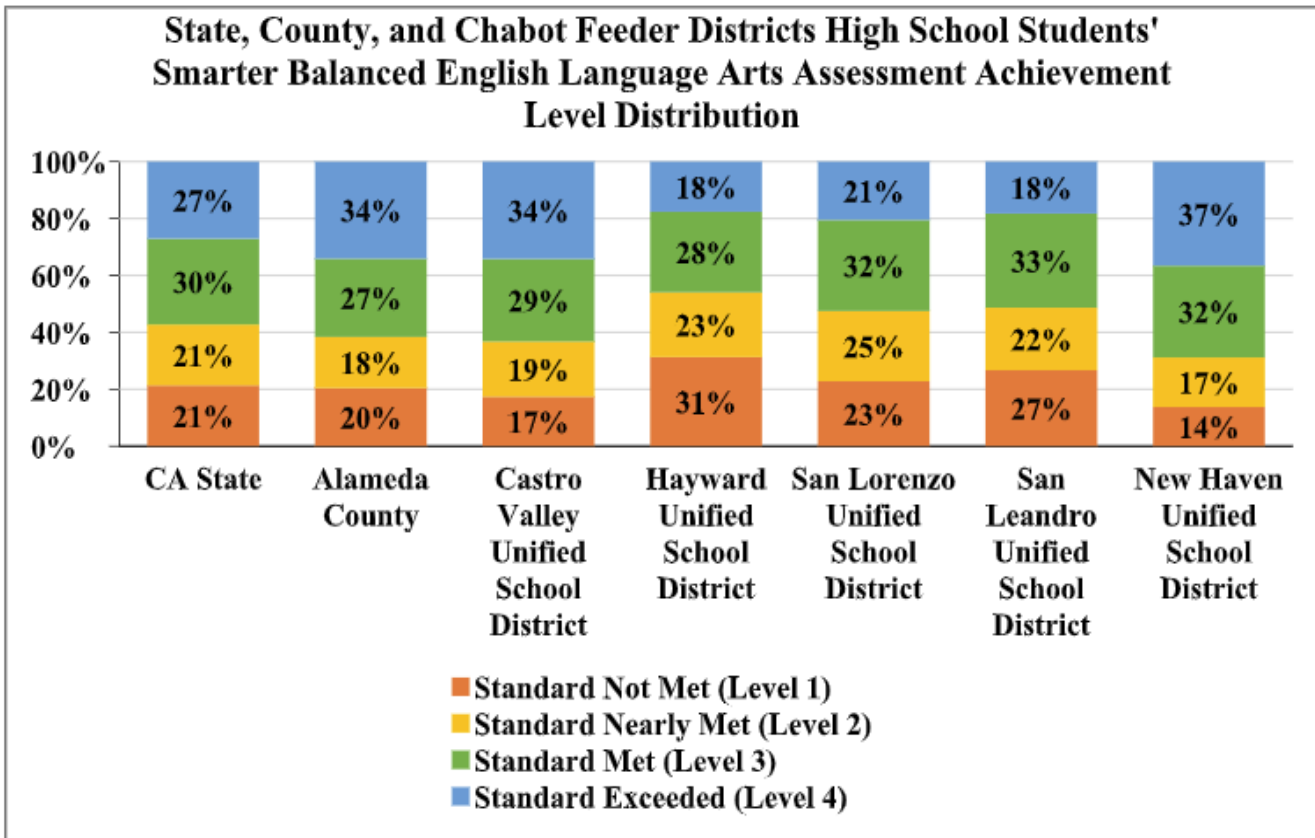
Source: 2018-19 Test Results - California Assessment and Student Performance and Progress (CAASPP) Reporting (CA Dept of Education) retrieved from https://caaspp-elpac.cde.ca.gov/caaspp/

This figure shows how all 11th grade students in California, in Alameda County, and in each of the five feeder districts for Chabot College performed on the 2018-19 English Language Arts (ELA) assessment. Across Chabot College's five feeder high school districts, between 31 percent and 54 percent of students did not meet or only nearly met the test's ELA standard, as compared to 38 percent countywide and 42 percent statewide. Among Chabot College's five feeder high school districts, Castro Valley and New Haven Unified School Districts had the highest percentage of students, 63 percent and 69 percent, respectively, who met or exceeded the ELA standard as determined by their test scores on the Smarter Balanced Summative Assessment. Over one-half (54%) of the students in the Hayward Unified School District (HUSD), Chabot College's largest feeder K-12 district, did not meet the ELA standard.

Figure 70: English Language Arts Assessment Achievement Level by Economic Status

Percentage of State, County, and Chabot Feeder District High School Students Meeting or Exceeding Standard for Smarter Balanced English Language Arts Assessment by Economic Status

Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from https://caaspp-elpac.cde.ca.gov/caaspp/

This figure shows the combined percentage of 11th grade students in California, in Alameda County, and in the five feeder high school districts for Chabot College who Met or Exceeded the Standard on the 2018-19 ELA assessment for all 11th grade students and disaggregated by economic status (Economically Disadvantaged and Not Economically Disadvantaged). Across Chabot College's five feeder high school districts, 11th grade test takers who were not economically disadvantaged met or exceeded the ELA standards at percentages that were 6 percent to 21 percent higher than those who were identified as lower income. The differences in percentage of economically disadvantaged vs. non-economically disadvantaged students who met or exceeded the ELA standard at the State level and the county level were 24 percent and 30 percent, respectively.

Figure 71: Math Assessment Achievement Level

State, County, and Chabot Feeder District High School Students' Smarter Balanced Mathematics Assessment Achievement Level Distribution

Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from https://caaspp-elpac.cde.ca.gov/caaspp/
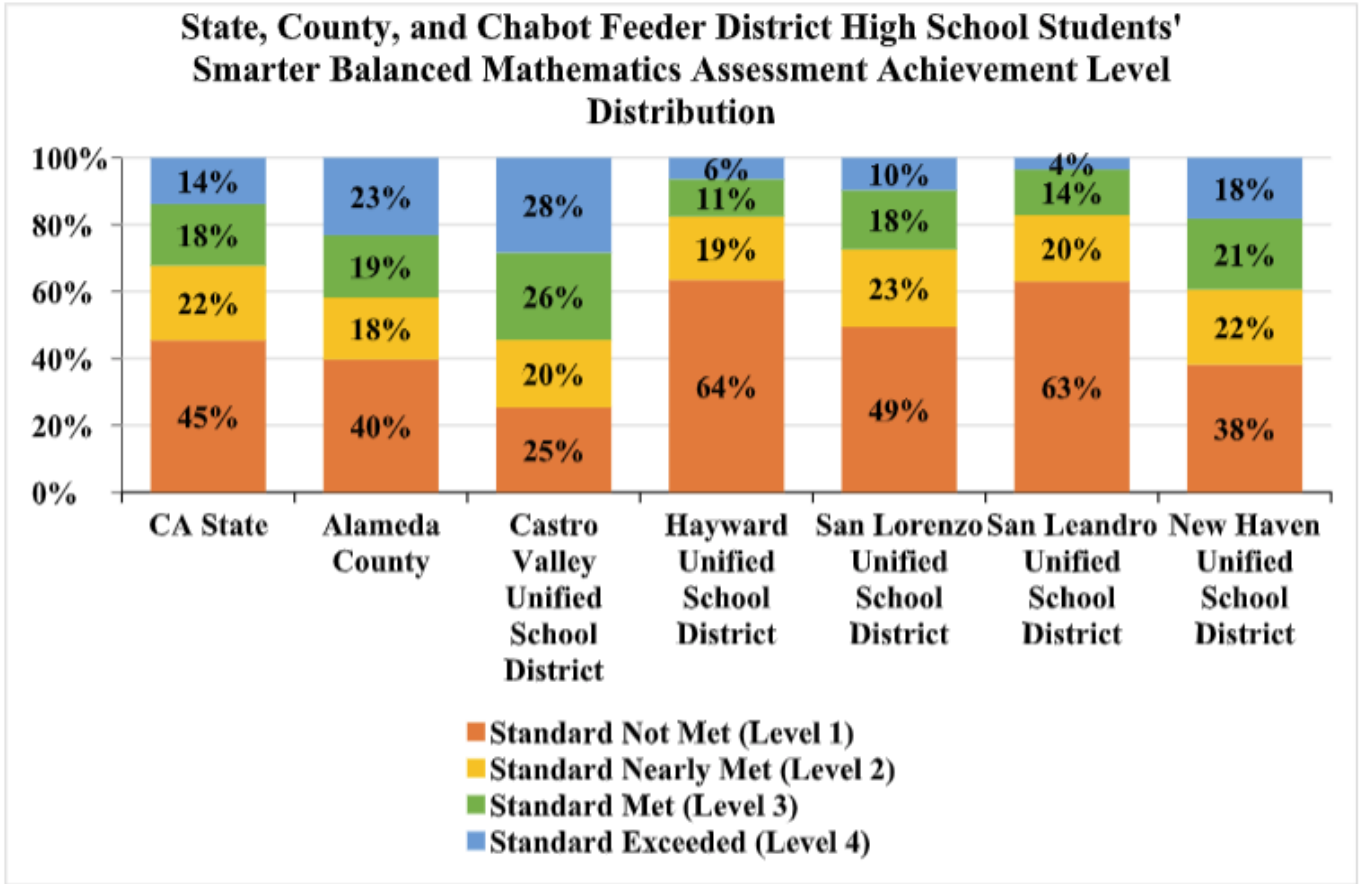
This figure shows how all 11th grade students in California, in Alameda County, and in each of the five feeder high school districts for Chabot College performed on the 2018-19 mathematics assessment. The percentages of students who met or exceeded the math standards in three of the five feeder districts for Chabot College were small and well below the overall percentages for the state (32%) and county (42%): San Lorenzo (28%), Hayward (17%), and San Leandro (18%).

Figure 72: Math Assessment Achievement Level by Economic Status
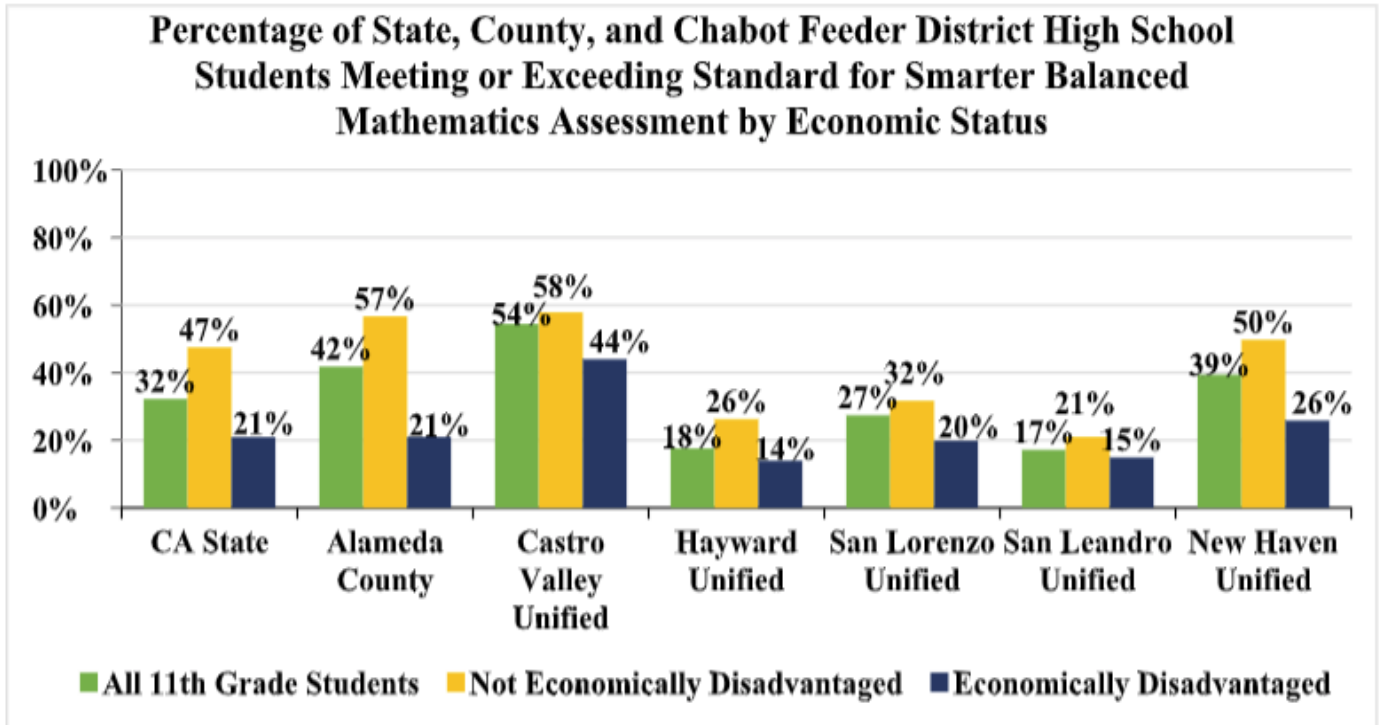
Percentage of State, County, and Chabot Feeder District High School Students Meeting or Exceeding Standard for Smarter Balanced Mathematics Assessment by Economic Status

Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from https://caaspp-elpac.cde.ca.gov/caaspp/

The figure shows that the combined percentage of 11th grade students in California, in Alameda County, and in Chabot College's five feeder districts who Met or Exceeded the Standard on the 2018-19 mathematics assessment for all 11th grade students, disaggregated by economic status (Economically Disadvantaged and Not Economically Disadvantaged). Across Chabot College's five feeder high school districts, 11th grade test takers who were not economically disadvantaged met or exceeded the science standards at percentages that were 6 percent to 24 percent higher than those who were identified as lower income. The differences in percentage of economically disadvantaged vs. non-economically disadvantaged students who met or exceeded the math standard at the state level and county level were 26 percent and 36 percent, respectively.

Figure 73: Science Test Achievement

State, County, and Chabot Feeder District High School Students'
California Science Test (CAST) Achievement Level Distribution

Legend:
- Standard Not Met (Level 1)
- Standard Nearly Met (Level 2)
- Standard Met (Level 3)
- Standard Exceeded (Level 4)

Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from https://caaspp-elpac.cde.ca.gov/caaspp/
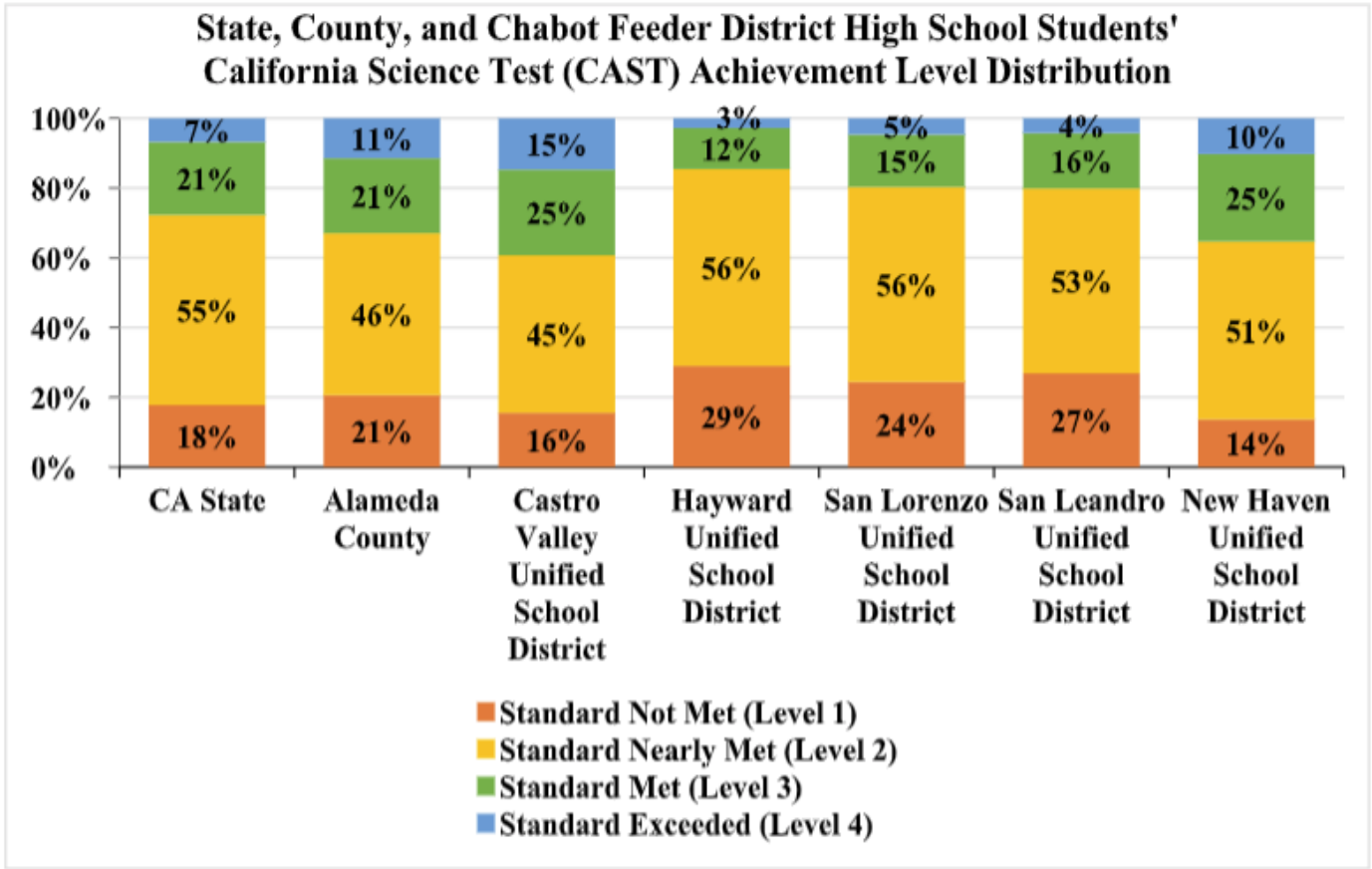
This figure shows how all high school students in California, in Alameda County, and in each of the five feeder high school districts for Chabot College performed on the 2018-19 CAST assessment. Again, smaller percentages of students in public school districts in Hayward (15%), San Leandro (20%), and San Lorenzo (20%) met or exceeded the standard, as compared to their peers in public school districts in New Haven (35%) or Castro Valley (40%). For reference, 28 percent of the test takers statewide and 32 percent of the test takers countywide met or exceeded these same standards.

Figure 74: Science Test Achievement by Economic Status

Percentage of State, County, and Chabot Feeder District High School Students Meeting or Exceeding Standard for California Science Test (CAST) by Economic Status

Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from https://caaspp-elpac.cde.ca.gov/caaspp/

This figure shows the combined percentage of high school students in California, in Alameda County, and in each of the five feeder high school districts for Chabot College who Met or Exceeded the Standard on the 2018-19 CAST assessment for all high school students, disaggregated by economic status (Economically Disadvantaged and Not Economically Disadvantaged). As with the ELA and math assessment tests, economically disadvantaged students performed significantly lower on the CAST when compared to economically advantaged students and 10th through 12th grade students overall. Across Chabot College's five feeder high school districts, 11th grade test takers who were not economically disadvantaged met or exceeded the math standards at percentages that were 6 to 19 percentage points higher than those who were identified as lower income. For reference, the differences in percentage of economically disadvantaged vs. non-economically disadvantaged students who met or exceeded the science standard at the state level and county level were 26 percent and 30 percent, respectively.

Las Positas College Standardized Assessment Test Results for Feeder High School Students

Figure 75: English Language Arts Assessment Achievement Level

State, County, and Las Positas Feeder District High School Students' Smarter Balanced English Language Arts Assessment Achievement Level Distribution

Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from https://caaspp-elpac.cde.ca.gov/caaspp/
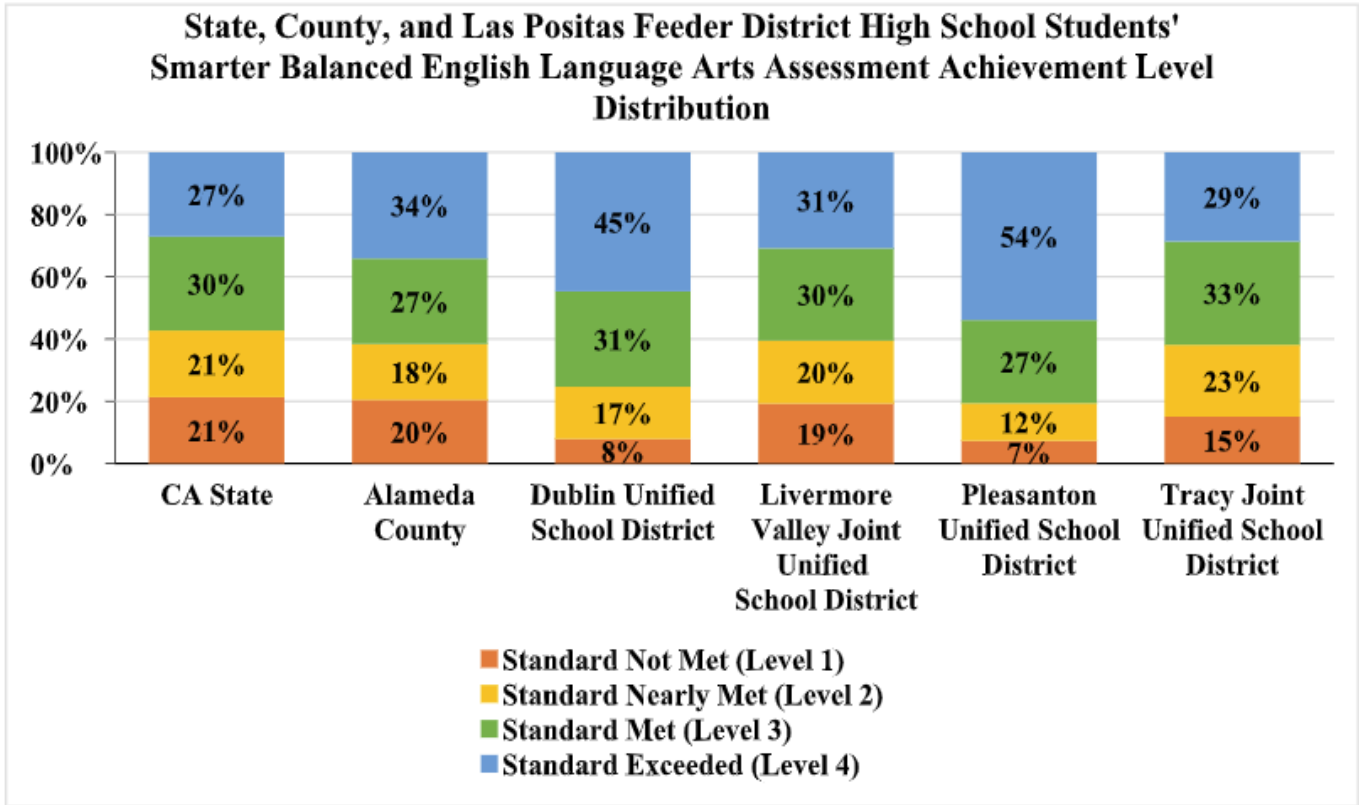
This figure shows how all 11th grade students in California, in Alameda County, and in each of the four feeder high school districts for Las Positas College performed on the 2018-19 English Language Arts (ELA) assessment. Across Las Positas College's four feeder high school districts, between 19 percent and 39 percent of students did not or nearly met the test's ELA standard, as compared to 42 percent statewide level and 38 percent countywide. Among Las Positas College's four feeder high school districts, Dublin Unified School District and Pleasanton Unified School District had the highest percentage of students, 76 percent and 81 percent respectively, who met or exceeded the ELA standard as determined by their test scores on the Smarter Balanced Summative Assessment. A total of 39 percent of the students in the Livermore Valley Joint Unified School District (the largest feeder district for Las Positas College) did not meet or only nearly met the ELA standard.

Figure 76: English Language Arts Assessment Achievement Level by Economic Status

Percentage of State, County, and Las Positas Feeder District High School Students Meeting or Exceeding Standard for Smarter Balanced English Language Arts Assessment by Economic Status

Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from https://caaspp-elpac.cde.ca.gov/caaspp/
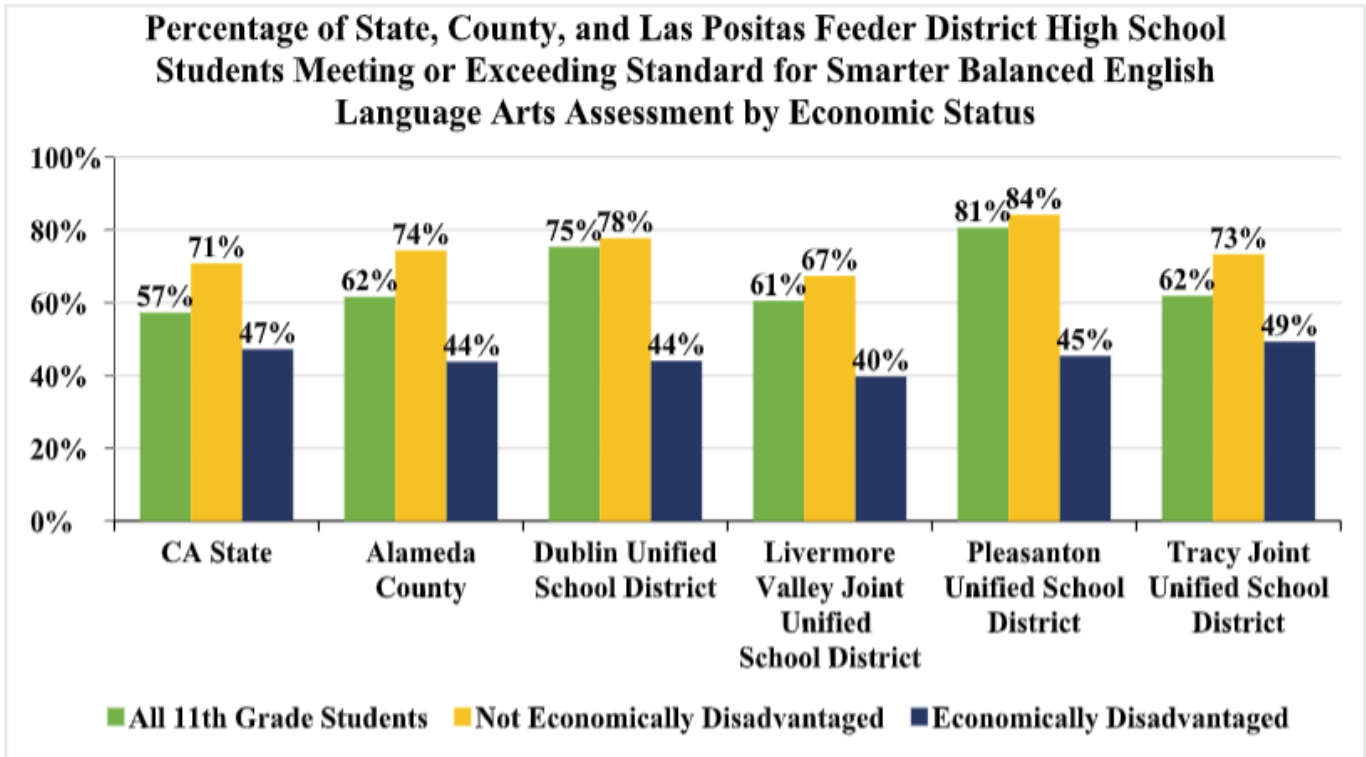
This figure shows the combined percentage of 11th grade students in California, in Alameda County, and in the four feeder districts for Las Positas College who Met or Exceeded the Standard on the 2018-19 ELA assessment for all 11th grade students and disaggregated by economic status (Economically Disadvantaged and Not Economically Disadvantaged). Across Las Positas College's four feeder high school districts, 11th grade test takers who were not economically disadvantaged met or exceeded the ELA standards at percentages that were 24 percent to 39 percentage points higher than those who were identified as lower income. In contrast, the differences in percentage of economically disadvantaged vs. non-economically disadvantaged students who met or exceeded the ELA standard at the state and the county level were 24 percent and 30 percent respectively.

Figure 77: Math Assessment Achievement Level

State, County, and Las Positas Feeder District High School Students' Smarter Balanced Mathematics Assessment Achievement Level Distribution

Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from https://caaspp-elpac.cde.ca.gov/caaspp/)
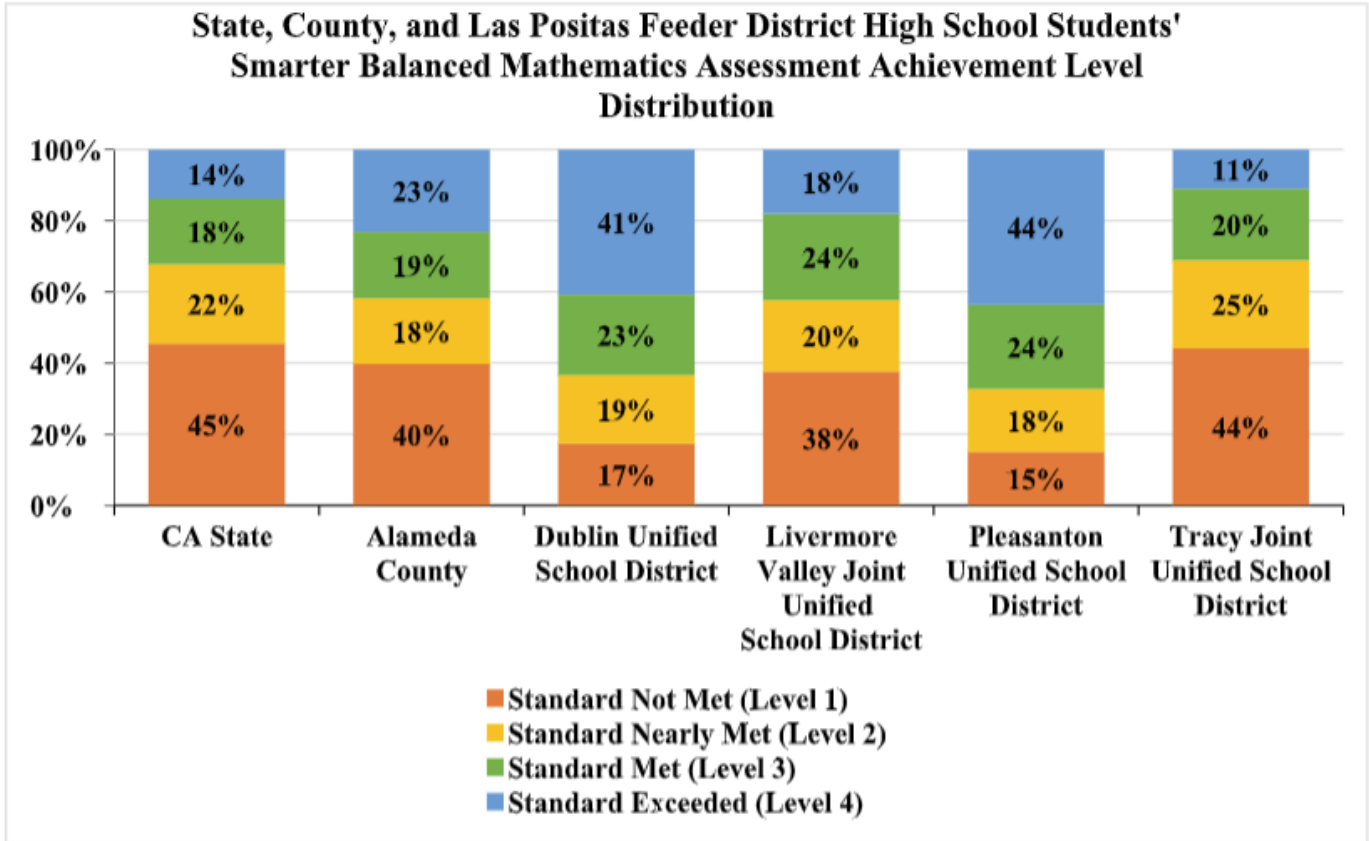
This figure shows how all 11th grade students in California, in Alameda County, and in each of the four feeder high school districts for Las Positas College performed on the 2018-19 mathematics assessment. The percentages of students who met or exceeded the math standards in the four feeder districts for Los Positas College were on par with or higher than the overall percentages for the state (32%) and in some cases, the county (42%): Pleasanton (68%), Dublin (64%), Livermore (42%), and Tracy (31%).

Figure 78: Math Assessment Achievement Level by Economic Status

Percentage of State, County, and Las Positas Feeder District High School Students Meeting or Exceeding Standard for Smarter Balanced Mathematics Assessment by Economic Status

Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from https://caaspp-elpac.cde.ca.gov/caaspp/)
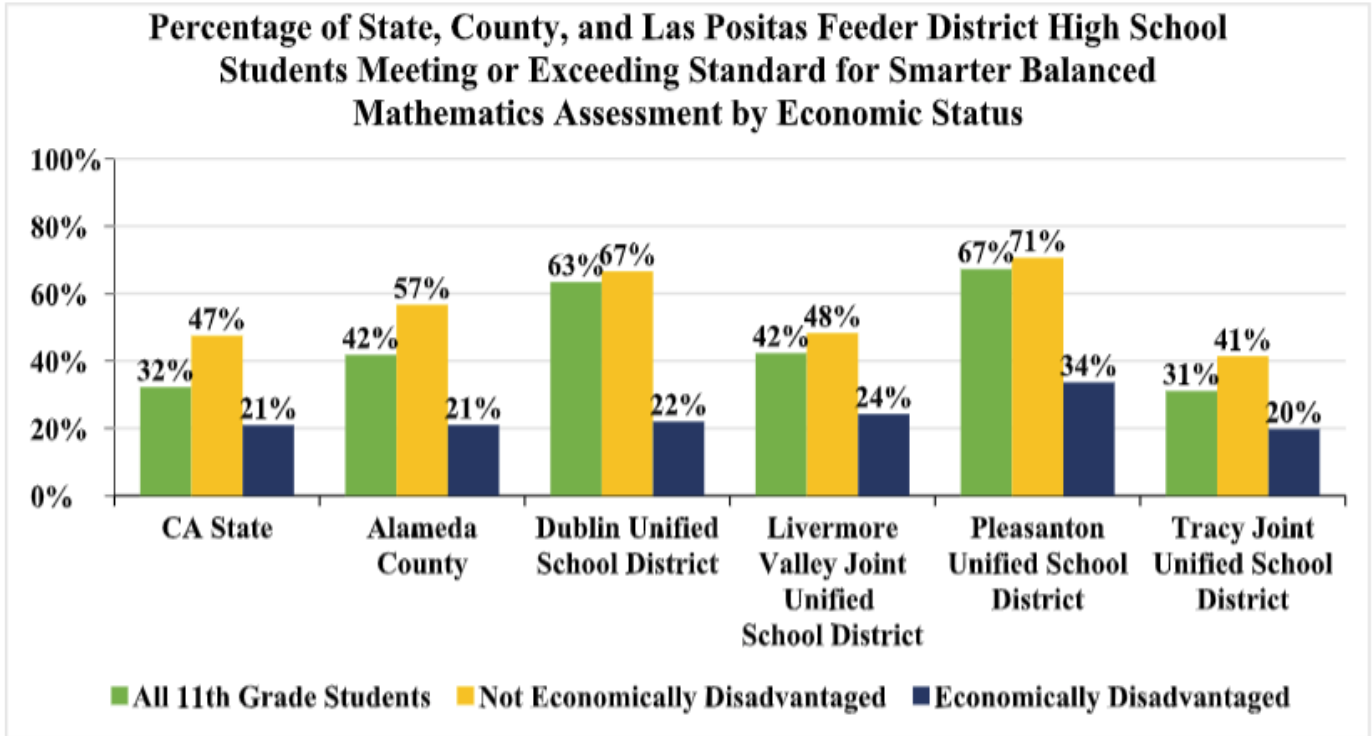
The figure shows that the combined percentage of 11th grade students in California, in Alameda County, and within Las Positas College's four feeder high school districts who Met or Exceeded the Standard on the 2018-19 mathematics assessment for all 11th grade students, disaggregated by economic status (Economically Disadvantaged and Not Economically Disadvantaged). Across Las Positas College's four feeder high school districts, 11th grade test takers who were not economically disadvantaged met or exceeded the math standards at percentages that were 21 percent to 45 percent higher than those who were identified as lower income. For reference, the differences in percentage of economically disadvantaged vs. non-economically disadvantaged students who met or exceeded the math standard at the state level and county level were 26 percent and 36 percent, respectively.

Figure 79: Science Test Achievement

State, County, and Las Positas Feeder District High School Students' California Science Test (CAST) Achievement Level Distribution

Legend:
- Standard Not Met (Level 1)
- Standard Nearly Met (Level 2)
- Standard Met (Level 3)
- Standard Exceeded (Level 4)

Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from https://caaspp-elpac.cde.ca.gov/caaspp/)
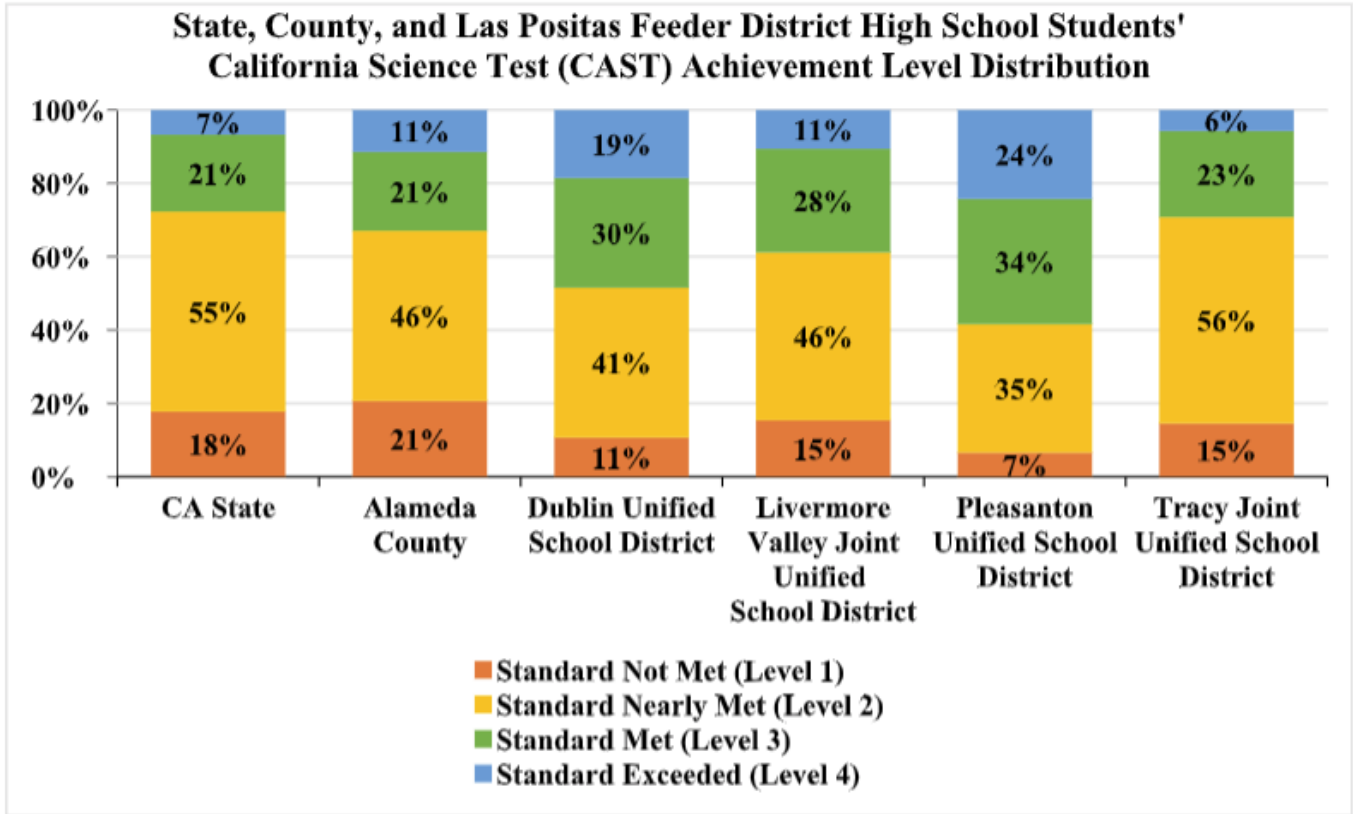
This figure shows how all high school students in California, in Alameda County, and in each of the four feeder districts for Chabot College performed on the 2018-19 CAST assessment. Dublin Unified School District and Pleasanton Unified School District had the highest percentages of students who met or exceeded the standard, at 49 percent and 58 percent respectively. Livermore Valley Joint Unified School District and Tracy Joint Unified School District had lower percentages of students who met or exceeded the standard, at 39 and 29 percent respectively. These figures are closer to the statewide percentage (28%) and countywide percentage (32%).

Figure 80: Science Test Achievement by Economic Status

Percentage of State, County, and Las Positas Feeder District High School Students Meeting or Exceeding Standard for California Science Test (CAST) by Economic Status

Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from https://caaspp-elpac.cde.ca.gov/caaspp/

This figure shows the combined percentage of high school students in California, in Alameda County, and in each of the four feeder districts for Las Positas College who Met or Exceeded the Standard on the 2018-19 CAST assessment for all high school students, disaggregated by economic status (Economically Disadvantaged and Not Economically Disadvantaged). As with the ELA and math assessment tests, economically disadvantaged students performed significantly lower on the CAST when compared to economically advantaged students and 10th through 12th grade students overall. Across Las Positas College's four feeder high school districts, 10th through 12th grade test takers who were not economically disadvantaged met or exceeded the science standards at percentages that were 13 to 31 percentage points higher than those who were identified as lower income. For reference, the differences in percentage of economically disadvantaged vs. non-economically disadvantaged students who met or exceeded the science standard at the state level and county level were 23 percent and 30 percent, respectively.

D. Who is successful in realizing their educational goals at our colleges?

- Access
  - Figure 81: Chabot College - Access: Fall 2015 to Fall 2019
  - Figure 82: Chabot College – Enrollment Rate by Race/Ethnicity, Fall 2015 to Fall 2019
  - Figure 83: Las Positas College - Access: Fall 2015 to Fall 2019

- Persistence and Retention
  - Figure 84: Units Attempted or Completed by First-Time College Students, Fall 2018 Cohort
 - Figure 85: Retention Rates of First-Time College Students, Fall 2018 Cohort

- Course Success Rates
  - Figure 86: Chabot College Course Success Rates by Race/Ethnicity, Fall 2015 - Fall 2019
  - Figure 87: Las Positas College Course Success Rates by Race/Ethnicity, Fall 2015 - Fall 2019

Access

Figure 81: Chabot College - Access: Fall 2015 to Fall 2019

Chabot College	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Applied before Term	45%	45%	41%	40%	42%
Applied during Term	28%	22%	24%	19%	19%
Overall	42%	40%	38%	37%	38%
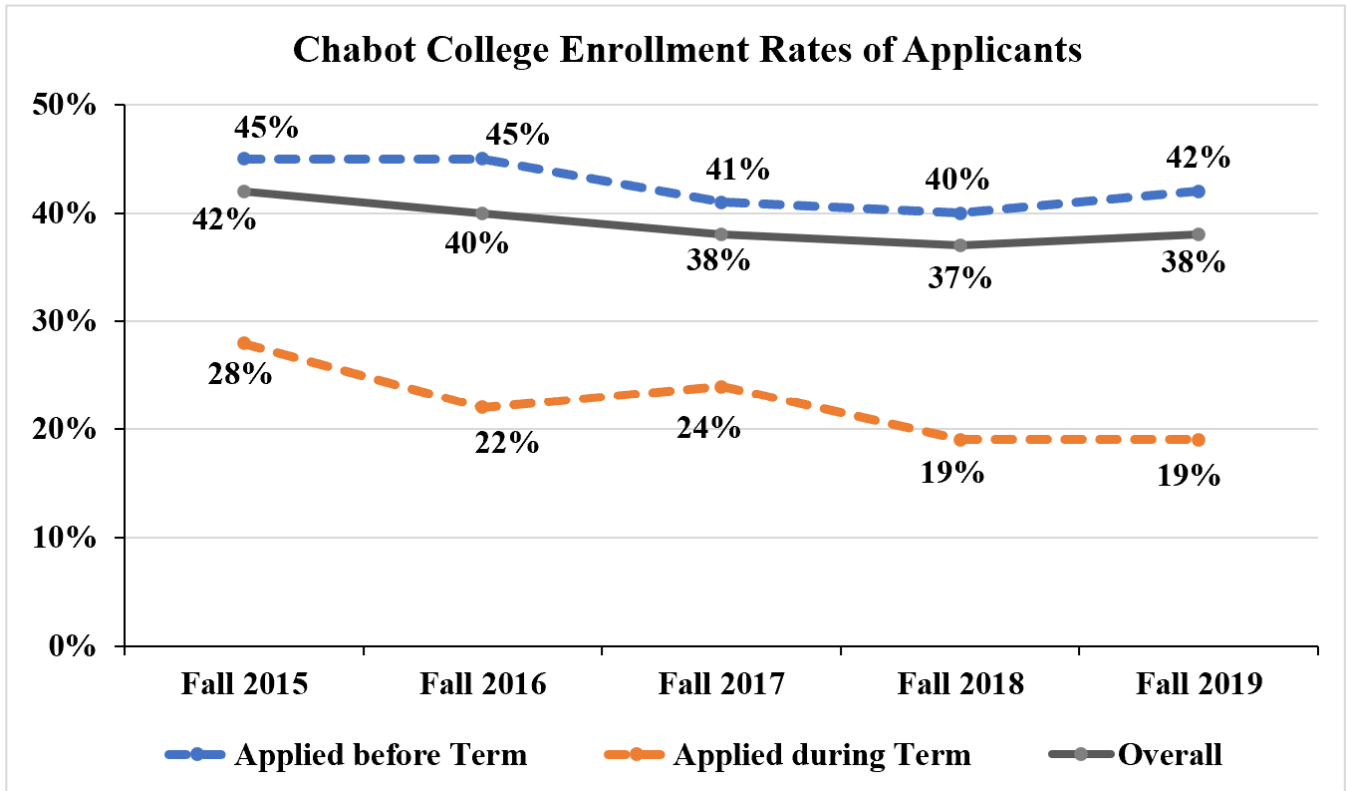
Source: Chabot-Las Positas CCD Institutional Research Dataset
Note: Unknown racial/ethnic groups were not shown in this graph.

From Fall 2015 to Fall 2019, the percentage of students who applied to Chabot College before the start of the term and then went on to enroll in Chabot College has ranged between 40-45%, whereas the percentage of those who applied to Chabot College once the term had already stated and then went on to enroll, has decreased from 28% to 19%.

Figure 82: Chabot College – Enrollment Rate by Race/Ethnicity, Fall 2015 to Fall 2019

Chabot College	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	38%	35%	38%	37%	37%
Asian American	38%	34%	38%	40%	42%
Filipino	41%	43%	46%	41%	43%
Latino/a/x	44%	43%	47%	45%	44%
Native American and Alaska Native*	32%	39%	40%	27%	50%
Pacific Islander	36%	36%	29%	39%	38%
White	28%	36%	26%	33%	44%
Multiracial	40%	40%	42%	39%	40%
Unknown	26%	6%	9%	38%	36%
Overall Enrollment Rate	38%	37%	38%	40%	42%

"Enrollment rates" (or the percentage of students who apply to a community college and then go on to enroll in that same community college) have increased for the following student groups at Chabot College over the last five years: Native American and Alaska Native (+18%), Asian American (+4%), Filipino (+2%), Pacific Islander (+2%), White (+16%), and Unknown (+10%). Enrollment rates remained level for Latino/a/x and Multiracial students and declined by one percentage point for African American students during this same period.

Figure 83: Las Positas College - Access: Fall 2015 to Fall 2019

Las Positas College	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017	Fall 2018	Fall 2018	Fall 2019	Fall 2019
Applied before term	56%	4,249	53%	4,376	54%	4,329	52%	4,364	49%	5,057
Applied during term	25%	425	13%	683	9%	803	11%	727	18%	887
Overall	53%	4,674	48%	5,059	47%	5,132	46%	5,091	45%	5,944

Las Positas Enrollment Rates by Application Time
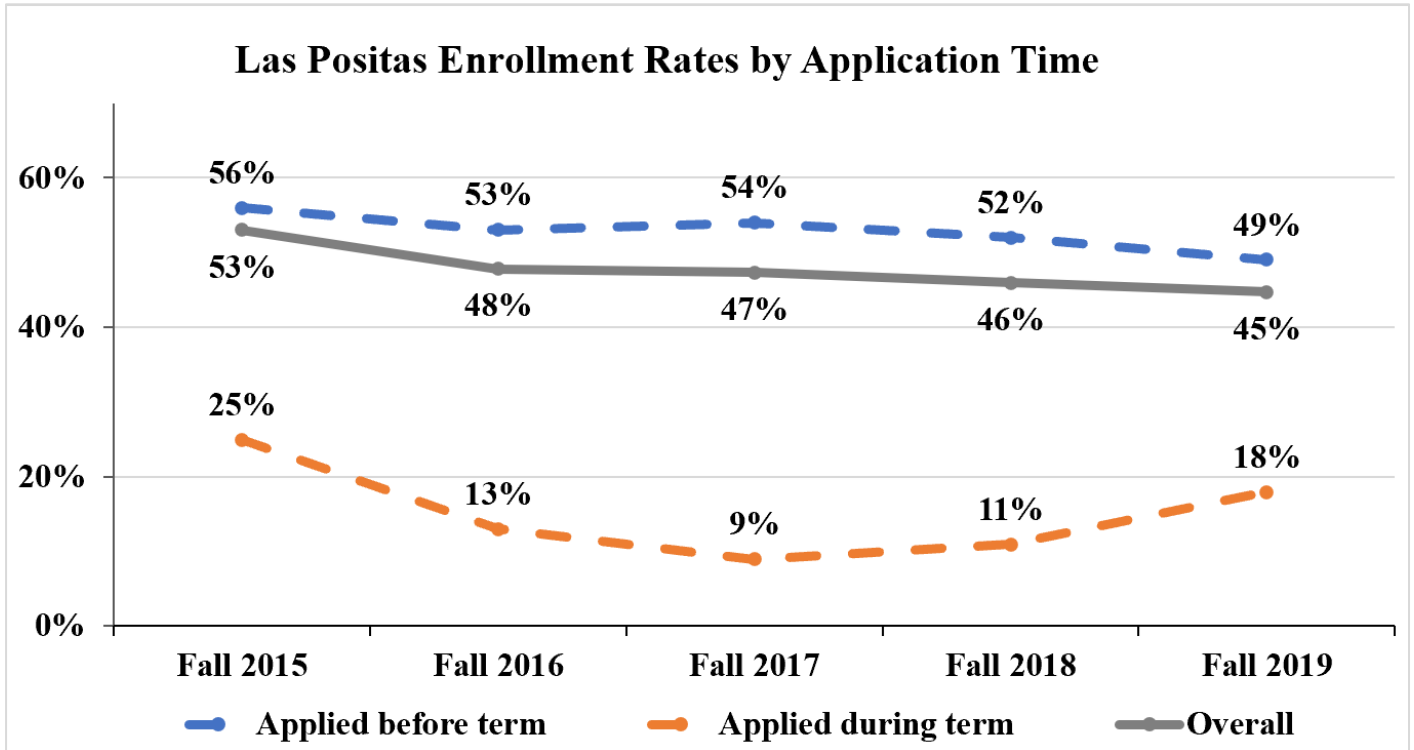
Source: Chabot-Las Positas CCD Institutional Research Database
Note: Unknown racial/ethnic groups were not shown in this graph

From Fall 2015 to Fall 2019, the percentage of student who applied to Las Positas College before the start of the term and then went on to enroll in Las Positas has decreased from 56% to 49%, whereas the percentage of those who applied once the term had already started and then went on to enroll rebounded to 18% in Fall 2019 after decreasing over the previous three years.

Persistence and Retention

Figure 84: Units Attempted or Completed by First-Time College Students, Fall 2018 Cohort

	Transfer/Degree Educational Goal	
	Chabot College	Las Positas College
Attempted >=15 Units by Fall 2018	25%	25%
Completed >=15 Units by Fall 2018	13%	15%
Attempted >=30 Units by Spring 2019	17%	18%
Completed >=30 Units by Spring 2019	8%	10%

Source: Chabot-Las Positas CCD Institutional Research Dataset

The Guided Pathways framework is designed to ensure that more students reach key "momentum points" (including unit accumulation) in order to complete their educational goals within the CA Community College Chancellor's Office's (CCCCO's) definition of a "reasonable" timeframe. It should be noted that what is "reasonable" for a community college student who is living at home with their parents with limited expenses to pay versus a timeframe that is "reasonable" for a working adult caring for a multigenerational family is not fully accounted for in the CCCCO's definition of "reasonable" (personal communication, Coordinator of Institutional Research Chabot College). By Fall 2018, among a cohort of first time Chabot College students with "Transfer/Degree" as an educational goal, 25 percent attempted 15 credit units or more, and 17 percent of the same cohort attempted 30 credit units or more, and 8 percent had completed these units by Spring 2019. For the Fall 2018 cohort of first time Las Positas College students, 25 percent attempted 15 credit units or more by Fall 2018 and 18 percent of the same cohort attempted 30 credit units or more, and 10 percent successfully completed 30 units or more by Spring 2019.

Figure 85: Retention Rates of First-Time College Students, Fall 2018 Cohort

Educational Goal	Retention Rates	Chabot College	Las Positas College
Transfer/Degree	Fall 2018 to Spring 2019	76%	82%
	Fall 2018 to Fall 2019	66%	71%
Certificate	Fall 2018 to Spring 2019	66%	71%

Source: Chabot-Las Positas CCD Institutional Research Dataset

For the Fall 2018 cohort of first-time college students, fall to spring retention rates were higher than year-to-year retention rates at both CLPCCD colleges. This is typical, at least in part due to the fact that some students choose to transfer after their first year. The retention rate for students in certificate programs was the same as the first-year retention rate at both colleges.
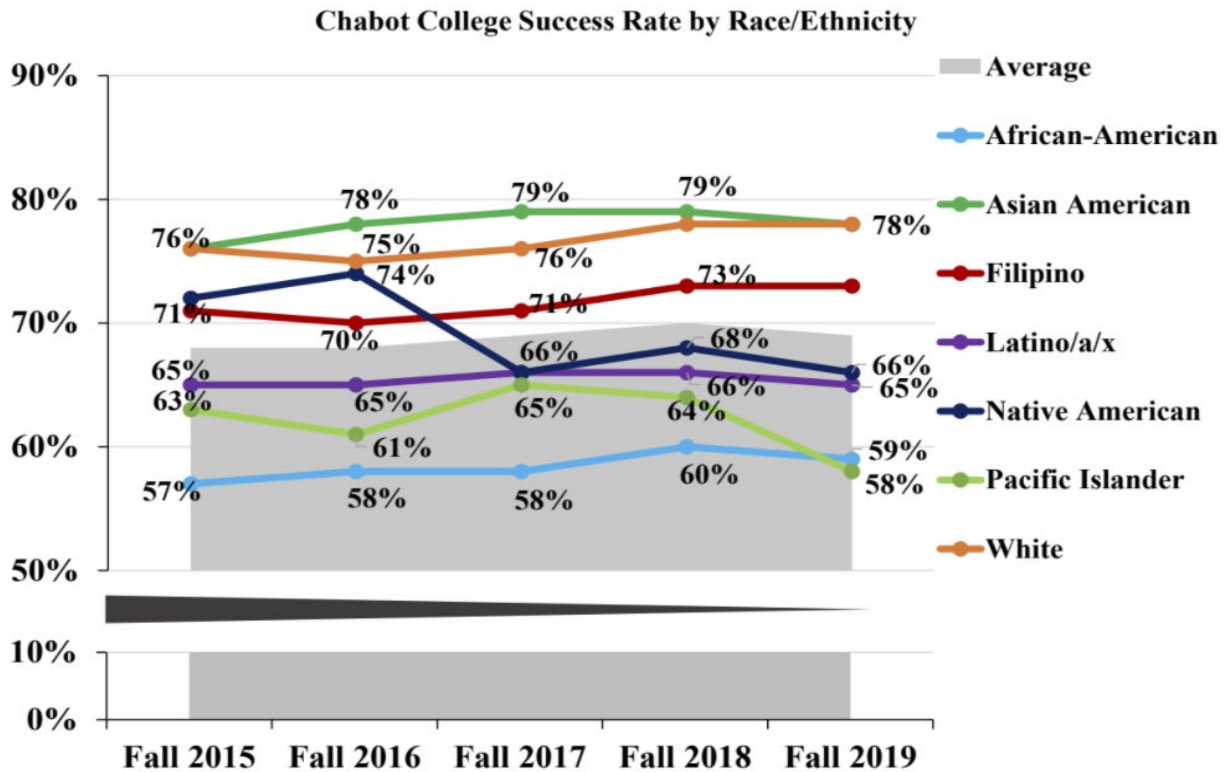
Course Success Rates

Figure 86: Chabot College Course Success Rates by Race/Ethnicity, Fall 2015 - Fall 2019

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	57%	58%	58%	60%	59%
Asian American	76%	78%	79%	79%	78%
Filipino	71%	70%	71%	73%	73%
Latino/a/x	65%	65%	66%	66%	65%
Native American	72%	74%	66%	68%	66%
Pacific Islander	63%	61%	65%	64%	58%
White	76%	75%	76%	78%	78%
Average	68%	68%	69%	70%	69%

Source: Chabot-Las Positas CCD Institutional Research Dataset

Note: The cohort size for Native Americans is *significantly* smaller than the sample sizes for other racial and ethnic groups. In general, one can expect metrics for larger group sizes to be more stable and metrics for smaller group sizes to jump around.

At Chabot College, the course success rate has been steady from Fall 2015 - Fall 2019 for most race/ethnicity groups. White and Asian American groups have had the highest course success rates, with success rates ranging between 75 percent and 78 percent. The course success rate for African American students (57-60%), even though improved over the past five years, remains the lowest of any student group, followed by the course success rate for Latinx/a/x students (65-66%).

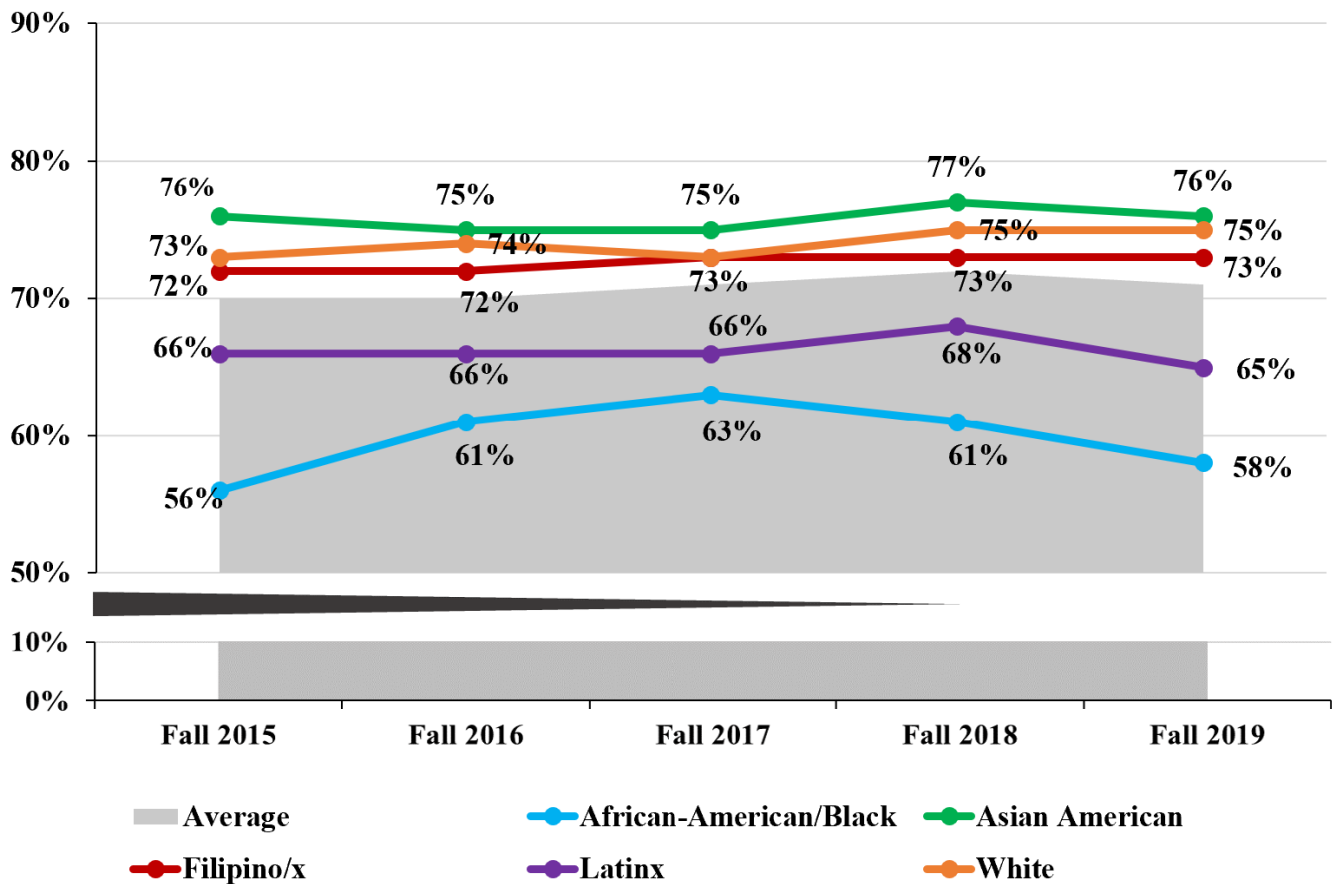**Figure 87: Las Positas College Course Success Rates by Race/Ethnicity, Fall 2015 - Fall 2019**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	56%	61%	63%	61%	58%
Asian American	76%	75%	75%	77%	76%
Filipino	72%	72%	73%	73%	73%
Latino/a/x	66%	66%	66%	68%	65%
White	73%	74%	73%	75%	75%
Average	70%	70%	71%	72%	71%

Source: Chabot-Las Positas CCD Institutional Research Dataset

Note: The cohort sizes for Native Americans and Pacific Islanders are significantly smaller than other racial/ethnic groups so we chose not to include them in the graph.

Las Positas College Success Rate by Race/Ethnicity

At Las Positas College, course success rates have been fairly stable among most racial and ethnic groups – except for African-American students – over the last five years. After an increase from 56 percent to 63 percent between Fall 2015 and Fall 2017, course success rates of African American students have dropped to 58 percent in 2019. Latino/a/x students have had an approximately 66 percent course success rate, while Asian American, White, and Filipino student groups have had the highest success rates since Fall 2015, ranging from 72 percent to 76 percent.

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AB 705: College-level Math and English Completion in First Year

- Chabot-Las Positas Community College District
  - Figure 88: One-Year Throughput Rate* of Transfer Math and English by First-Time College Students, Fall 2018 Cohort

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  - Figure 89: ENROLLMENTS - AB 705 Associated with Increased Access to Transfer-Level English and Math
  - Figure 90: ENGLISH THROUGHPUT: AB 705 Associated with Increased One-Term Throughput
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  - Figure 101: Math Success Rate by Race/Ethnicity First-Level Transfer Math

Beginning in Fall 2019, Assembly Bill (AB) 705 mandated the use of one or more of the following multiple measures for placement into math and English: high school coursework, high school grades, and high school grade point average (GPA). The purpose of AB 705 is to maximize the likelihood that students with an educational goal of degree or transfer will complete transfer-level English and math in their first year of enrollment.

Chabot-Las Positas Community College District

Figure 88: One-Year Throughput Rate* of Transfer Math and English by First-Time College Students, Fall 2018 Cohort

	Transfer/Degree Educational Goal	
	Chabot	Las Positas
Math	18%	32%
English	37%	60%
Both Math and English	15%	29%

Source: Chabot-Las Positas CCD Institutional Research Dataset

*One-Year Throughput Rate refers to completion of Transfer Math and English within one year (Summer 2018, Fall 2018, and Spring 2019).

Among the first-time college students in Fall 2018, 15% at Chabot and 29% at Las Positas, respectively, completed transfer level English and Math courses in a year. At Chabot and Las Positas 18% and 32% completed transfer level math, respectively, and the rate for transfer level English is almost double at both colleges.
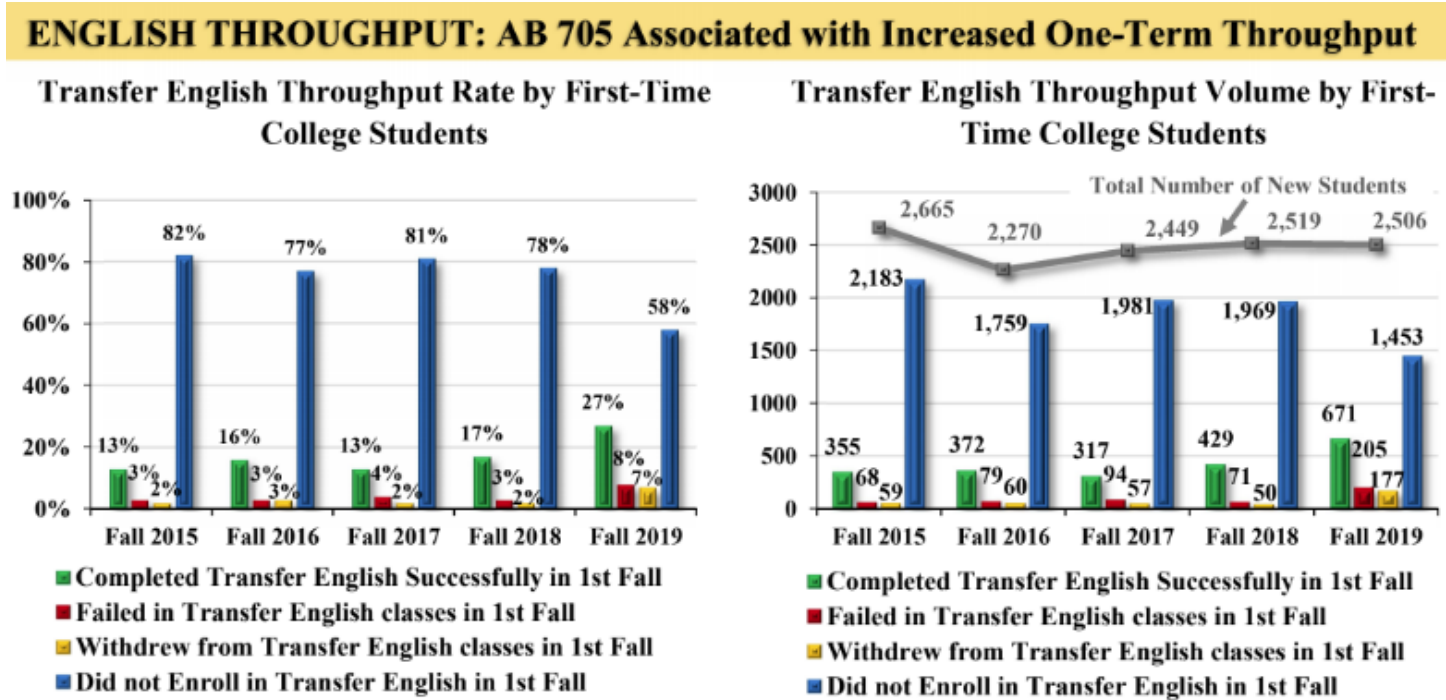
Chabot College

Figure 89: ENROLLMENTS - AB 705 Associated with Increased Access to Transfer-Level English and Math at Chabot College
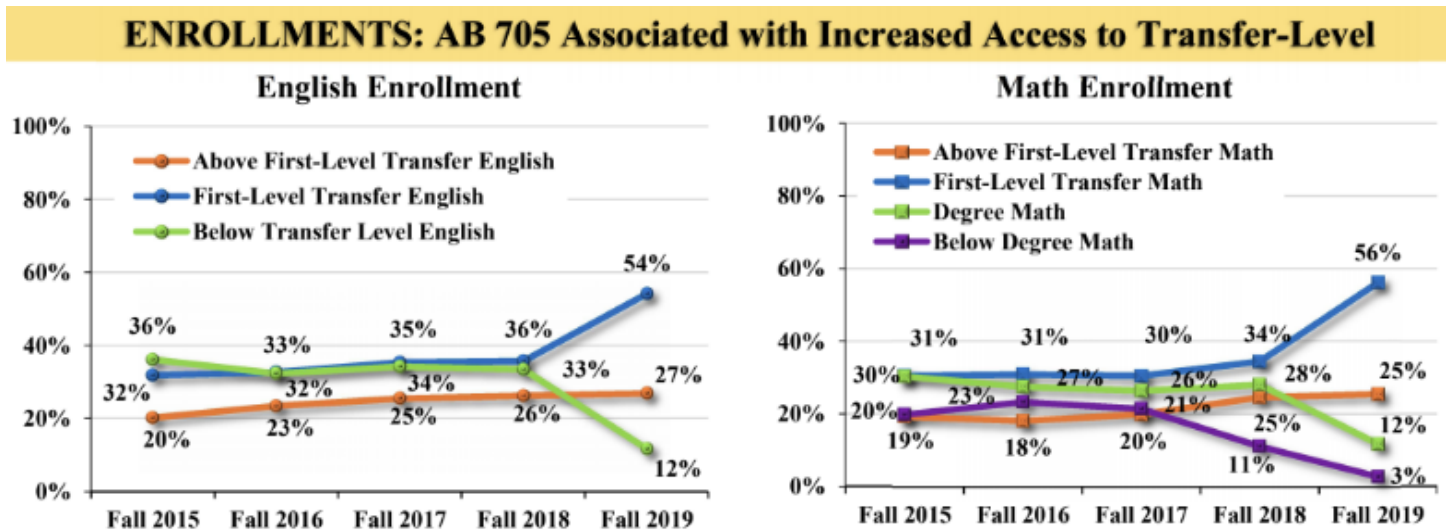
AB 705 is associated with increased access to transfer-level English and math. Whereas the percentage of enrollments at Chabot College in first-level transfer English ranged from 32 percent to 36 percent of all English enrollments from Fall 2015 to Fall 2018, in Fall 2019, enrollments in first-level transfer English jumped to 54 percent. Similarly, for math, whereas the percentage of enrollments in first-level transfer math ranged from 31 percent to 34 percent of all math enrollments from Fall 2015 to Fall 2019, in Fall 2019, enrollments in first-level transfer math jumped to 56 percent.

**Figure 90: ENGLISH THROUGHPUT: AB 705 Associated with Increased One-Term Throughput at Chabot College**

ENGLISH THROUGHPUT: AB 705 Associated with Increased One-Term Throughput

AB 705 clearly has had a positive impact on the one-term throughput at Chabot College in transfer-level English and math. "Throughput" refers to the rate (percentage) or volume (number) of students from a specified group who successfully complete a course in a given time frame (e.g., the percentage of first-time college students who complete transfer-level English in one term). Pre-AB 705, one-term throughput in transfer-level English ranged from 13 percent-17 percent. In the first fall of AB 705, one-term throughput jumped to 27 percent. In terms of the throughput volume, in the four falls pre-AB 705, only 317 to 429 students made it through transfer English. In Fall 19, 671 students completed transfer English – that is 242 more students who completed the course than ever before. However, the percentage of students who failed or withdrew from transfer-level English also increased. Pre-AB 705, only five percent to six percent (of all new students) withdrew or failed transfer-level English. In the first fall of AB 705, this number jumped to 15 percent.

Figure 91: MATH THROUGHPUT: AB 705 Associated with Increased One-Term Throughput at Chabot College
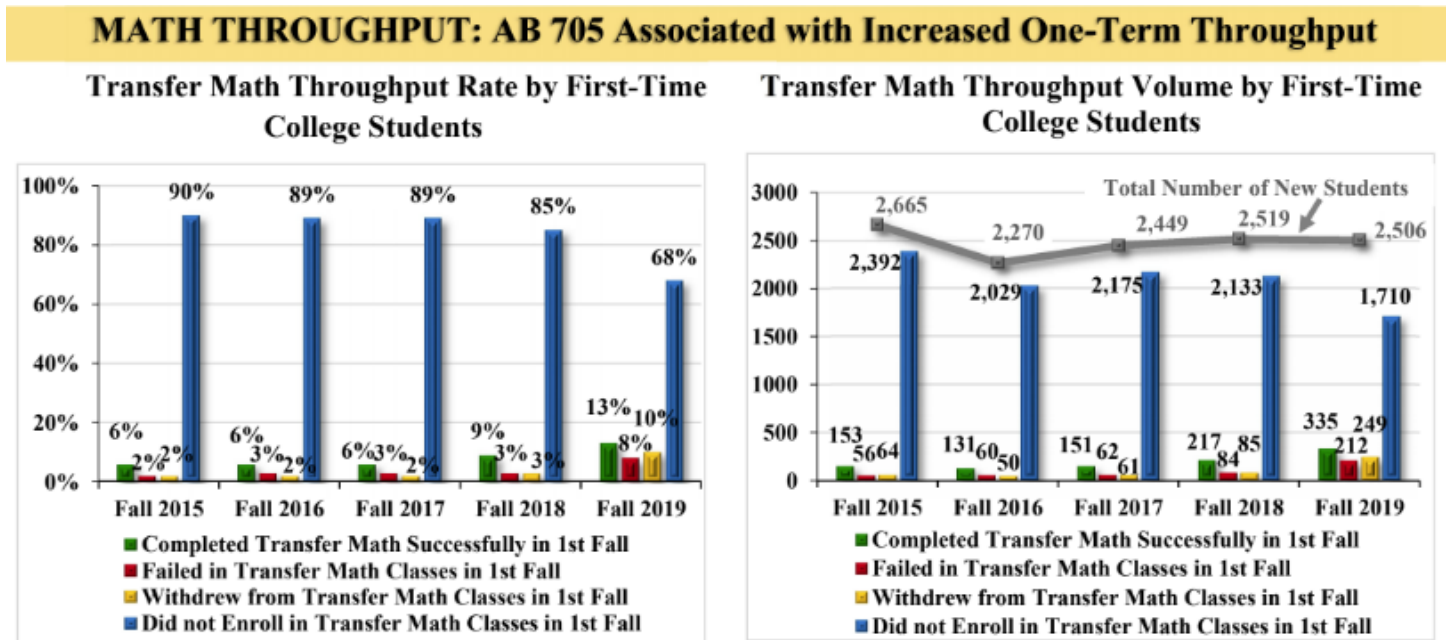

The results for math are parallel. Pre-AB 705 one-term throughput in transfer-level math ranged from 6 percent to 9 percent. In the first fall of AB 705, one-term throughput jumped to 13 percent. With regard to throughput volume, in the four falls pre-AB 705, between 131 and 217 students completed transfer math. In Fall 2019, 335 students completed transfer math – that is 118 more students than ever before. However, the percentage of students who failed or withdrew from transfer-level math also increased. Pre-AB 705, only four percent to six percent (of all new students) failed or withdrew from transfer-level math. In the first fall of AB 705, this number jumped to 18 percent.

It is important to look at throughput in conjunction with student success rates. While throughput has gone up since Fall 2015, it is still too early to say with certainty how AB 705 will impact future success rates. However, it is safe to say that so far AB 705 is not associated with increased success rates for either English or math.

Figure 92: ENGLISH SUCCESS RATES: AB 705 Not Yet Associated with Increased Success Rates at Chabot College

ENGLISH SUCCESS RATES: AB 705 Not Yet Associated with Increased Success Rates

English Success Rate by Level

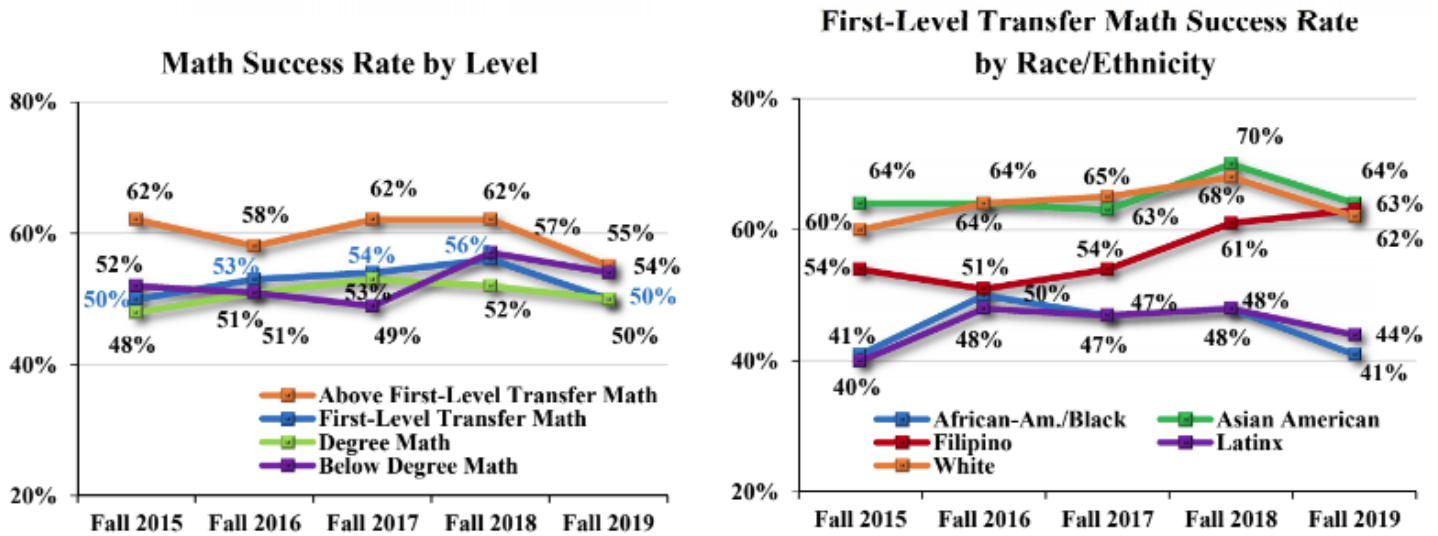**First-Level Transfer English Success Rate by Race/Ethnicity**
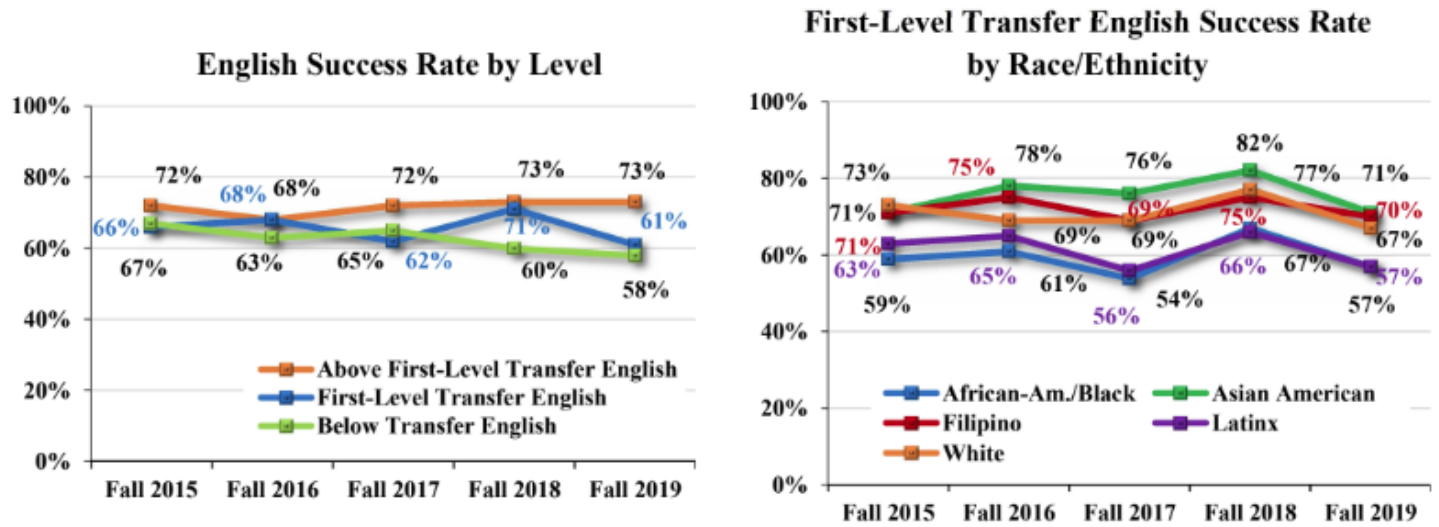
In the graph on the left, the line in blue illustrates that success rates at Chabot College for first-level transfer English have fluctuated quite a bit from Fall 2015 to Fall 2019 (i.e., from 66% to 68% to 62% to 71% to 61%). Fall 2019's success rate is the lowest in five falls, but only one percent lower than in Fall 2017. Similar to overall success rates, it's too early to say how AB 705 may impact future success rates for students from various racial and ethnic backgrounds. The difference between success rates for the lowest and highest performing racial/ethnic group has ranged from a 12 percent gap (in Fall 15 and Fall 19) to a 22 percent gap (in Fall 17). Unfortunately, there are disproportionate impacts by race/ethnicity. AB 705 has not yet rectified the inequity.

**Figure 93: MATH SUCCESS RATES: AB 705 Not Yet Associated with Increased Success Rates at Chabot College**

As with English, it is too early to say with certainty how AB 705 will impact success rates for math, but, so far, it is not associated with an increase. In the graph on the left above, the line in blue illustrates that success rates for first-level transfer math have fluctuated quite a bit from Fall 2015 to Fall 2019 (i.e., from 50% to 53% to 54% to 56%, and back to 50%). Fall 2019's success rate is one of the lowest in the past five falls. As with the overall success rates, it is too early to say how AB 705 may impact future success rates in math for students from various racial and ethnic backgrounds. The difference between success rates for the lowest and highest performing racial/ethnic groups has ranged from a 16 percent gap (in Fall 16) to a more than 20 percent gap (in Falls 15, 18 and 19). There are clear disproportionate impacts by race/ethnicity. AB 705 has not yet rectified the inequity.
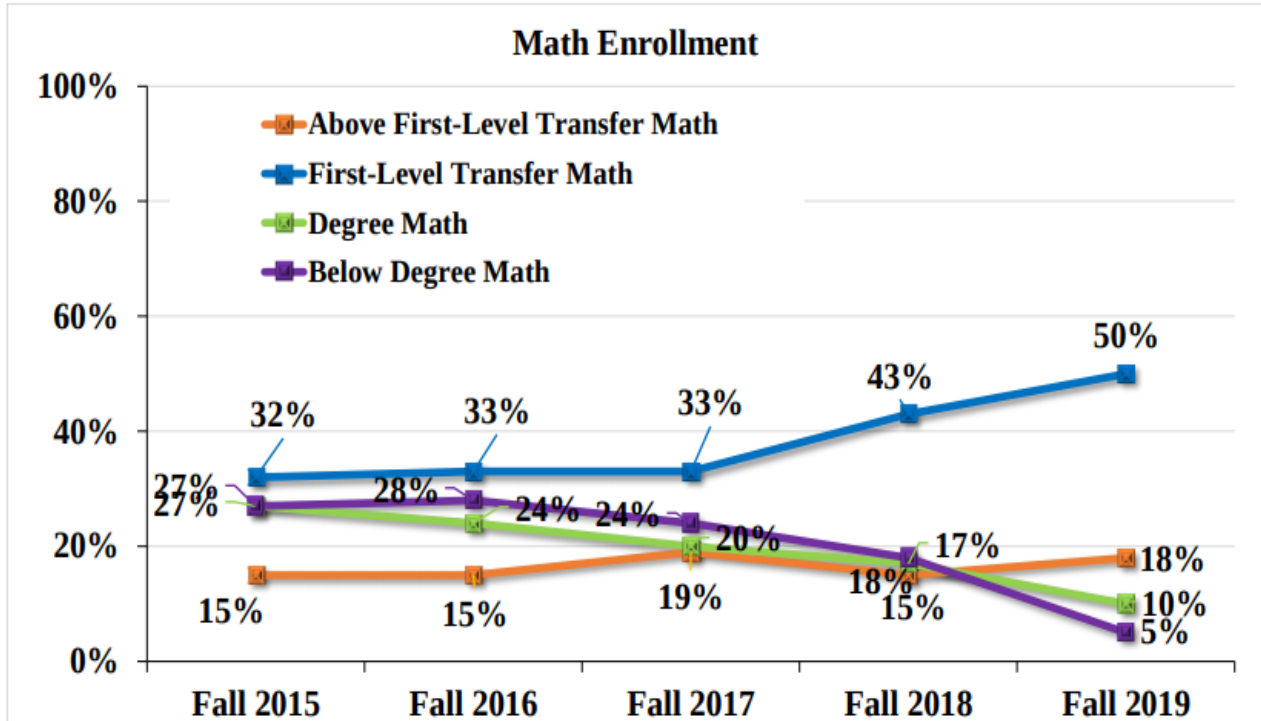
Las Positas College

Figure 94a: English Enrollment: All Students at Las Positas College
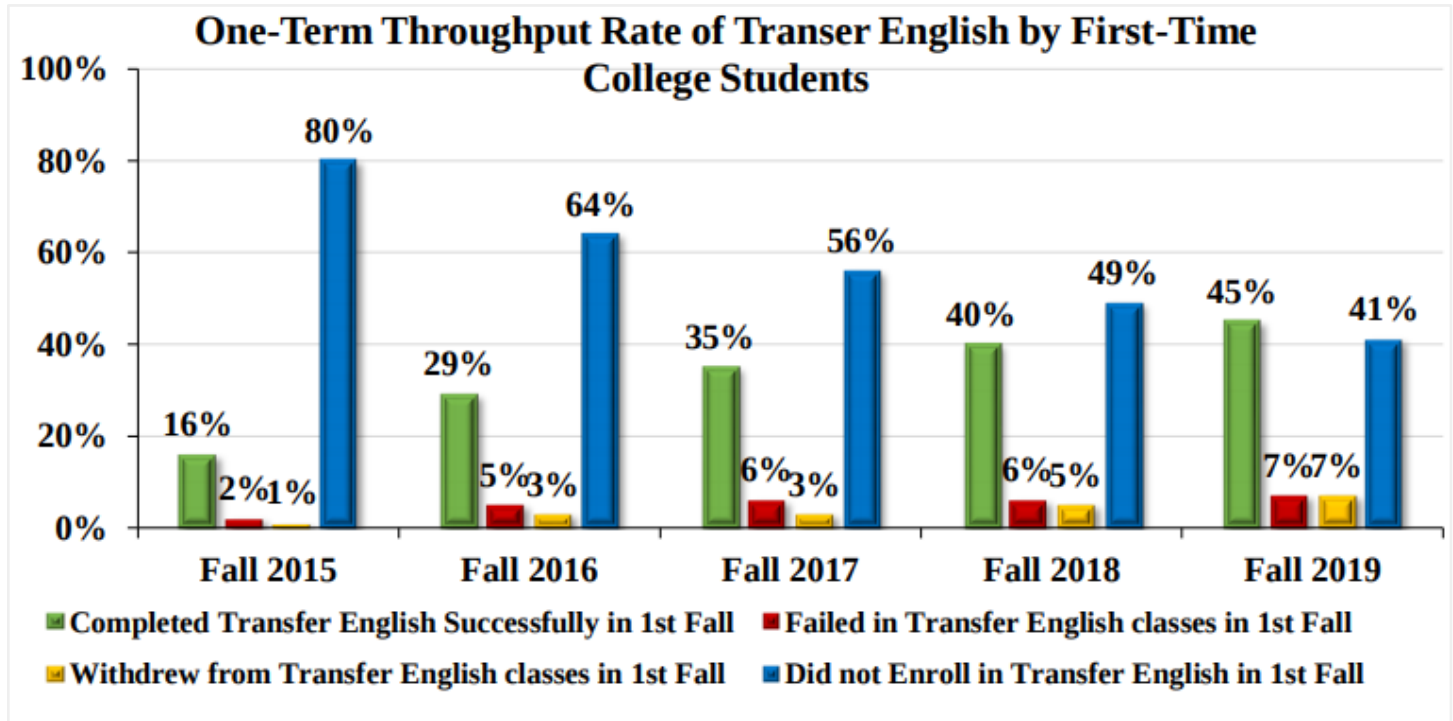

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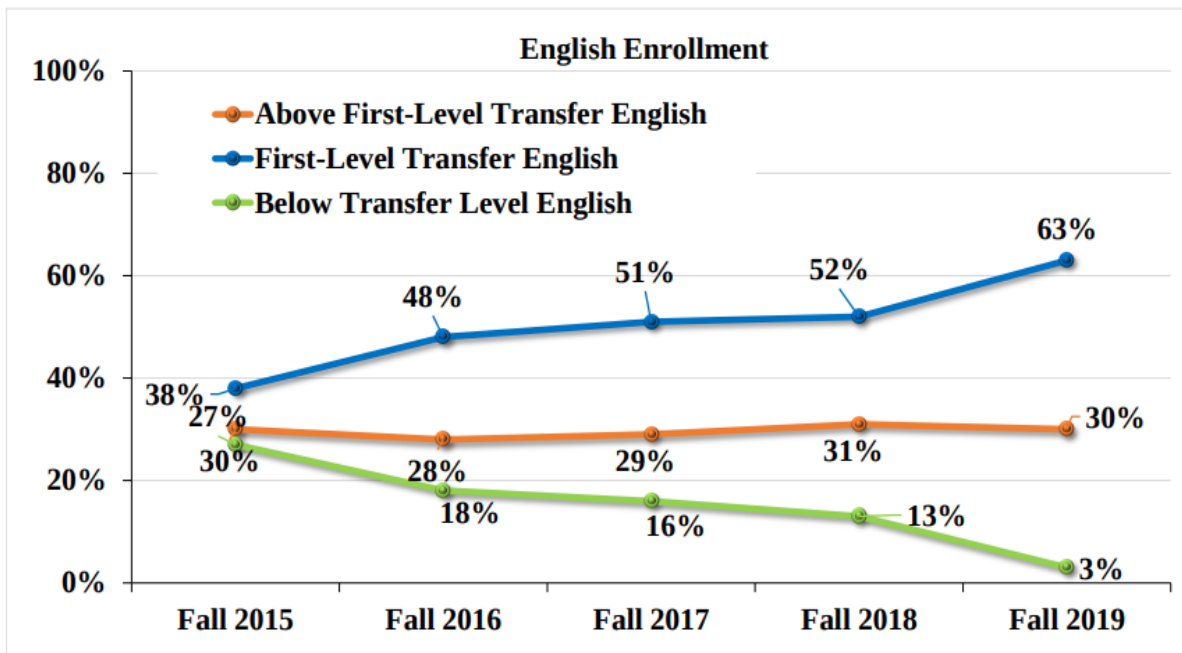
Figure 94b: Math Enrollment: All Students at Las Positas College

AB 705 is associated with increased access to transfer-level English and math. Whereas the percentage of enrollments in first-level transfer English ranged from 38 percent to 52 percent of all English enrollments in falls 2015-2018, in Fall 2019, enrollments in first-level transfer English jumped to 63 percent. While the percentage of enrollments in first-level transfer math ranged from 32 percent to 43 percent of all math enrollments in fall 2015 to 2018, in Fall 2019, enrollments in first-level transfer math jumped to 50 percent.

Figure 95: One-Term Throughput Rate of Transfer English by First-Time College Students at Las Positas College

One-Term Throughput Rate of Transer English by First-Time College Students

- Completed Transfer English Successfully in 1st Fall
- Failed in Transfer English classes in 1st Fall
- Withdrew from Transfer English classes in 1st Fall
- Did not Enroll in Transfer English in 1st Fall

|	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Completed Transfer English Successfully	16%	29%	35%	40%	45%
Failed in Transfer English classes	2%	5%	6%	6%	7%
Withdrew from Transfer English classes	1%	3%	3%	5%	7%
Did not Enroll in Transfer English	80%	64%	56%	49%	41%

Figure 96: Throughput Volume of Transfer English by First-Time College Students at Las Positas College
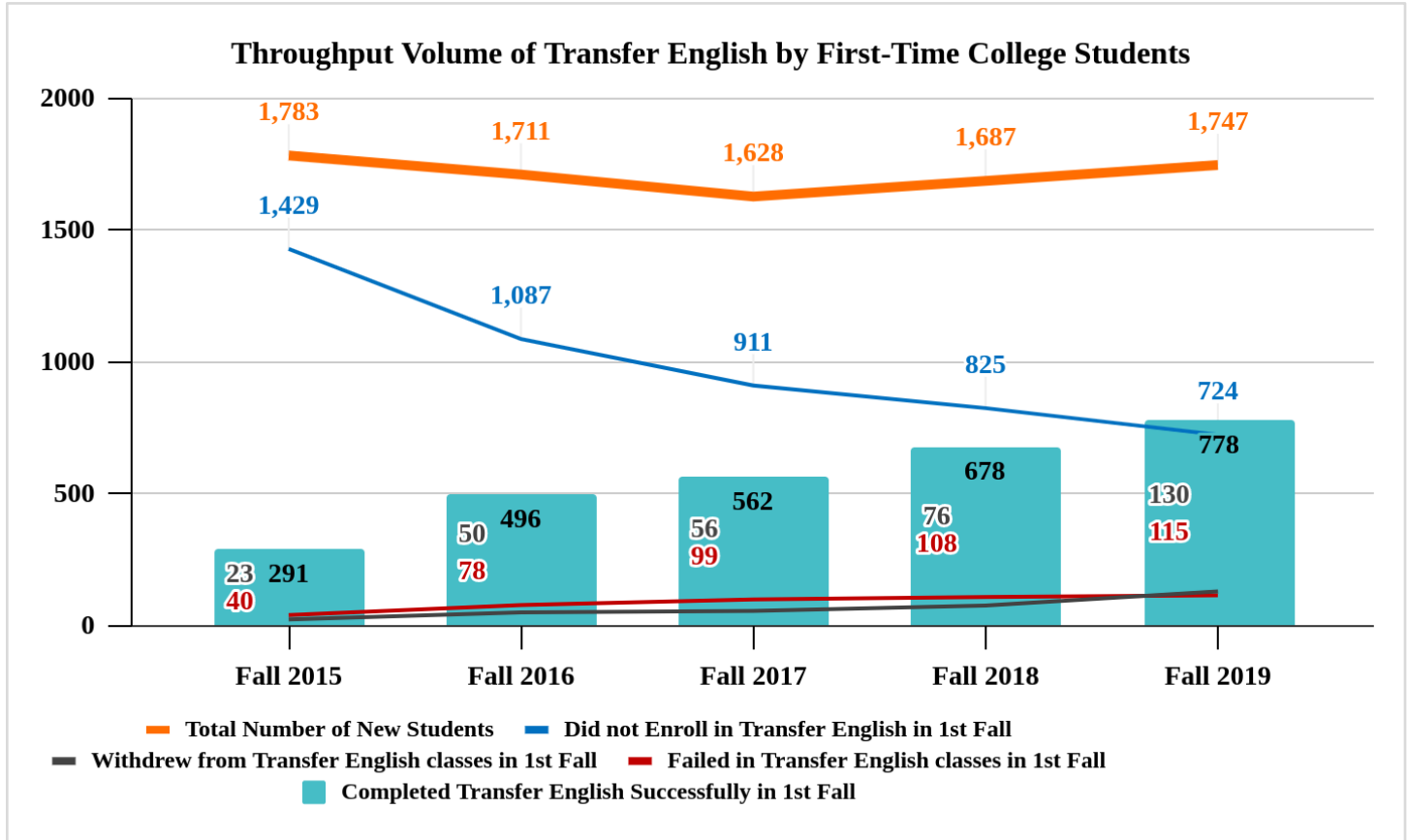
AB 705 clearly has a positive impact on the one-term throughput in transfer-level English and math. Throughput refers to the rate (percentage) or volume (number) of students from a specified group who successfully complete a course in a given time frame (e.g., the percentage of first-time college students who complete transfer-level English in one term). Pre-AB 705, one-term throughput in transfer-level English ranged from 16 percent to 40 percent. In the first fall of AB 705, one-term throughput jumped to 45 percent. In terms of the throughput volume, in the four falls pre-AB 705, only 291 to 678 students made it through transfer English. In Fall 19, 778 students completed transfer English – that is 100 more students than ever before. However, the percentage of students who failed or withdrew from transfer-level English also increased. Pre-AB 705, only three to 11 percent (of all new students) withdrew or failed transfer-level English. In the first fall of AB 705, this number jumped to 14 percent.

Figure 97a: One-Term Throughput Rate of Transfer Math by First-Time College Students at Las Positas College

One-Term Throughput Rate of Transfer Math by First-Time College Students

- Completed Transfer Math Successfully in 1st Fall
- Failed in Transfer Math Classes in 1st Fall
- Withdrew from Transfer Math Classes in 1st Fall

Figure 97b: Throughput Volume of Transfer Math by First-Time College Students at Las Positas College
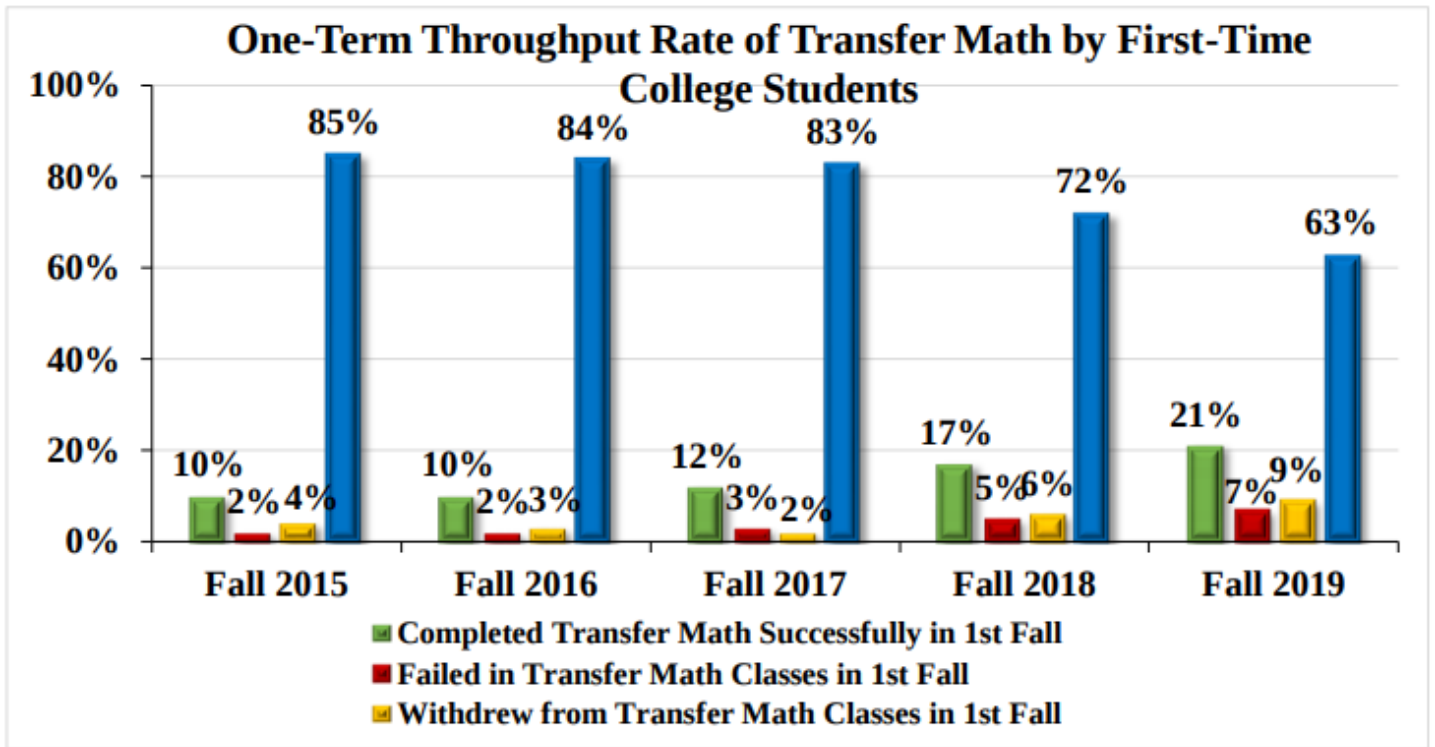
Throughput Volume of Transfer Math by First-Time College Students
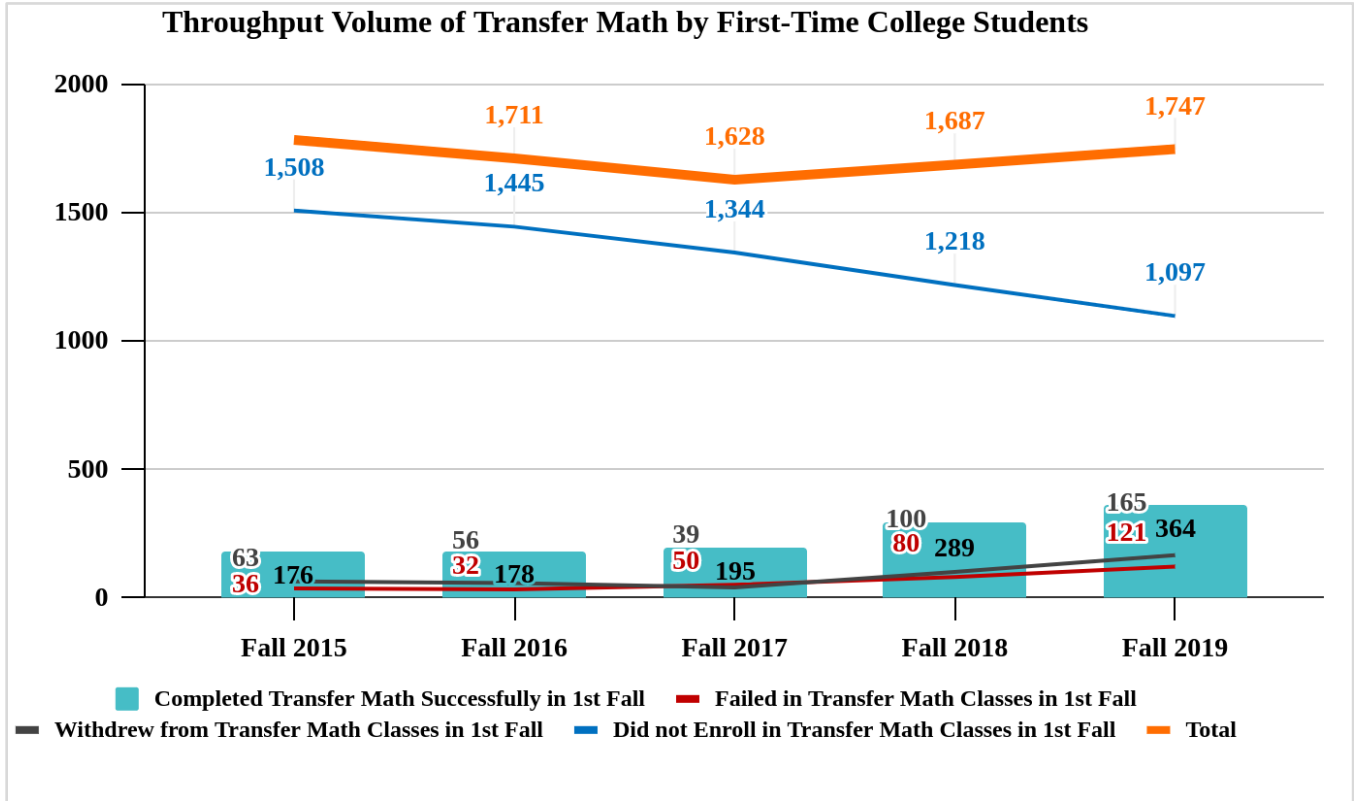
The results for math are parallel. Pre-AB 705 one-term throughput in transfer-level math ranged from 10 percent to 17 percent. In the first fall of AB 705, one-term throughput jumped to 21 percent. With regard to throughput volume, in the four falls pre-AB 705, between 176-289 students made it through transfer math. In Fall 19, 364 students completed transfer math – that is 75 more students than ever before. However, the percentage of students who failed or withdrew from transfer-level math also increased. Pre-AB 705, only five to11 percent (of all new students) failed or withdrew from transfer-level math. In the first fall of AB 705, this number jumped to 16 percent.
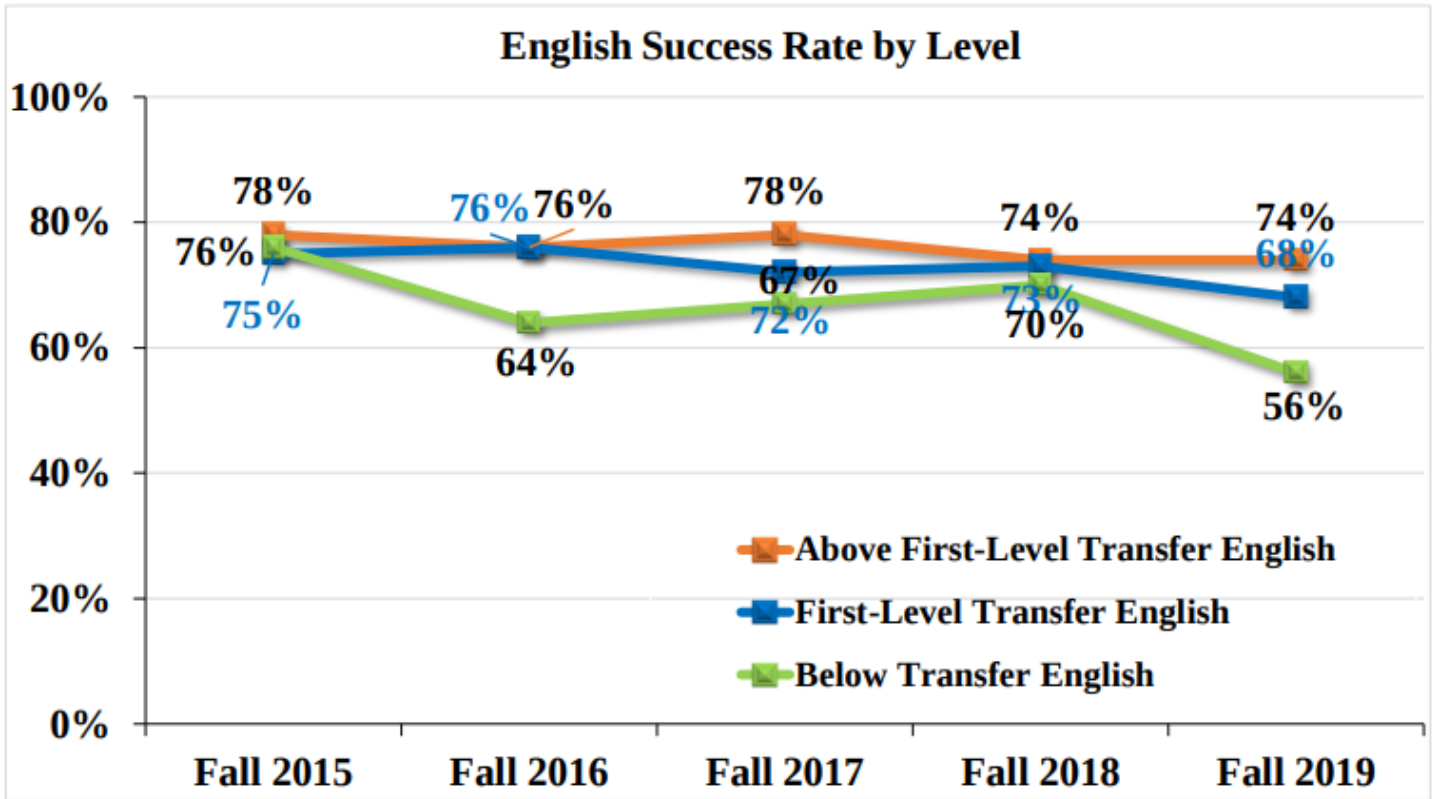
It is important to look at throughput in conjunction with success rates. While throughput went up, it is too early to say with certainty how AB 705 will impact future success rates. However, it is safe to say that so far AB 705 is not associated with increased success rates for either English or math.
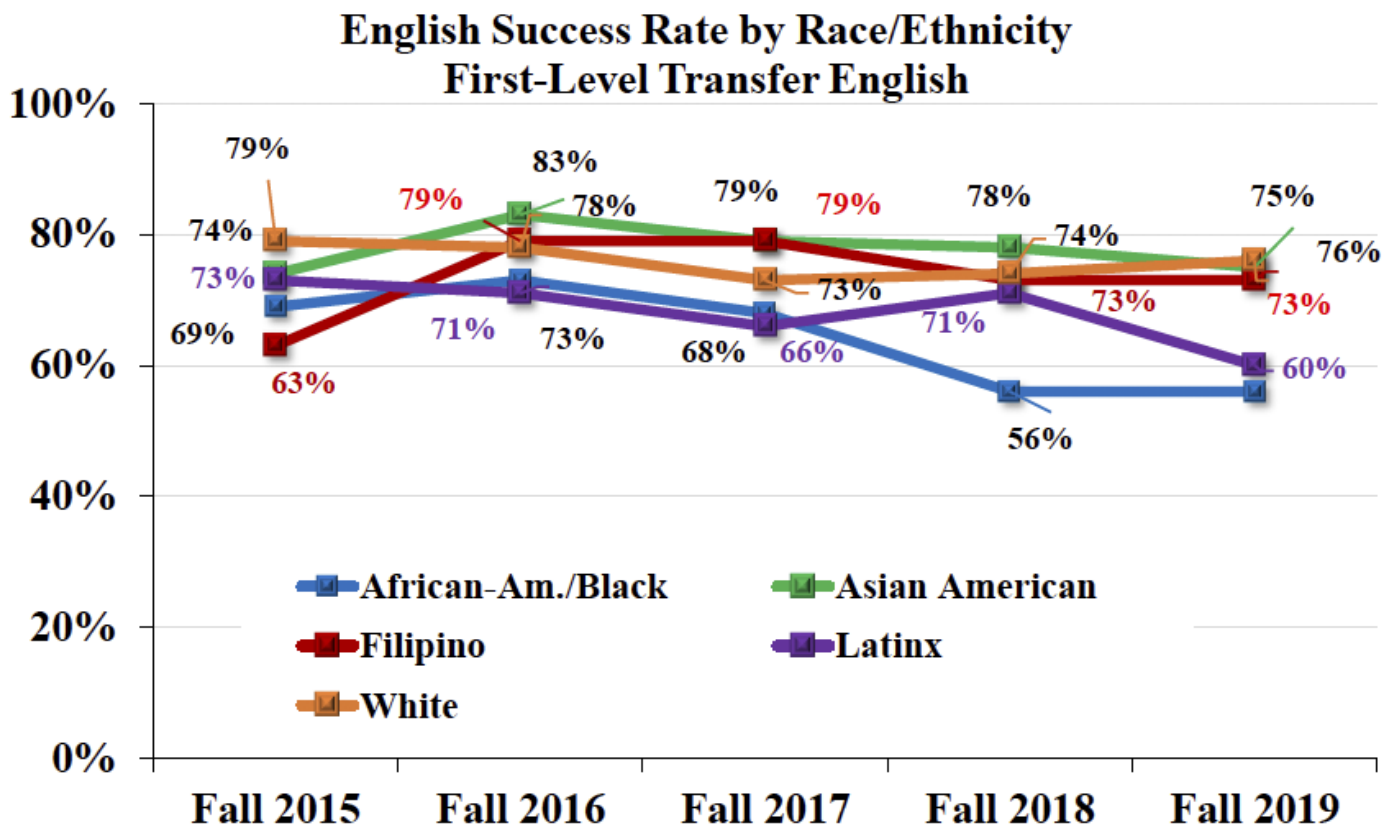
Figure 98: English Success Rate by Level at Las Positas College

Figure 99: English Success Rate by Race/Ethnicity First-Level Transfer English at Las Positas College

English Success Rate by Race/Ethnicity First-Level Transfer English

In the first of the two graphs above, the line in blue illustrates that success rates for first-level transfer English have fluctuated quite a bit from Fall 2015 to Fall 2019 (75%, 76%, 72%, 73%, and 68%). Fall 2019's success rate is the lowest it has been for five falls, but it is only 4 percent lower than in Fall 2017. It is not yet known how AB 705 may impact future success rates for students from various racial and ethnic backgrounds going forward. The difference between success rates for the lowest and highest performing racial/ethnic group has ranged from a 12 percent gap (in Fall 16) to a 22 percent gap (in Fall 18). **Unfortunately, there are disproportionate impacts by race/ethnicity.** AB 705 has not yet rectified the inequity.

Figure 100: Math Success Rate by Level at Las Positas College

Math Success Rate by Level

Legend:
- Above First-Level Transfer Math (orange)
- First-Level Transfer Math (blue)
- Degree Math (green)
- Below Degree Math (purple)

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Above First-Level Transfer Math	60%	65%	67%	61 %	57%
First-Level Transfer Math	56%	61%	60%	61%	52%
Degree Math	51%	52%	48%	54%	40%
Below Degree Math	50%	52%	49%	43%	24%
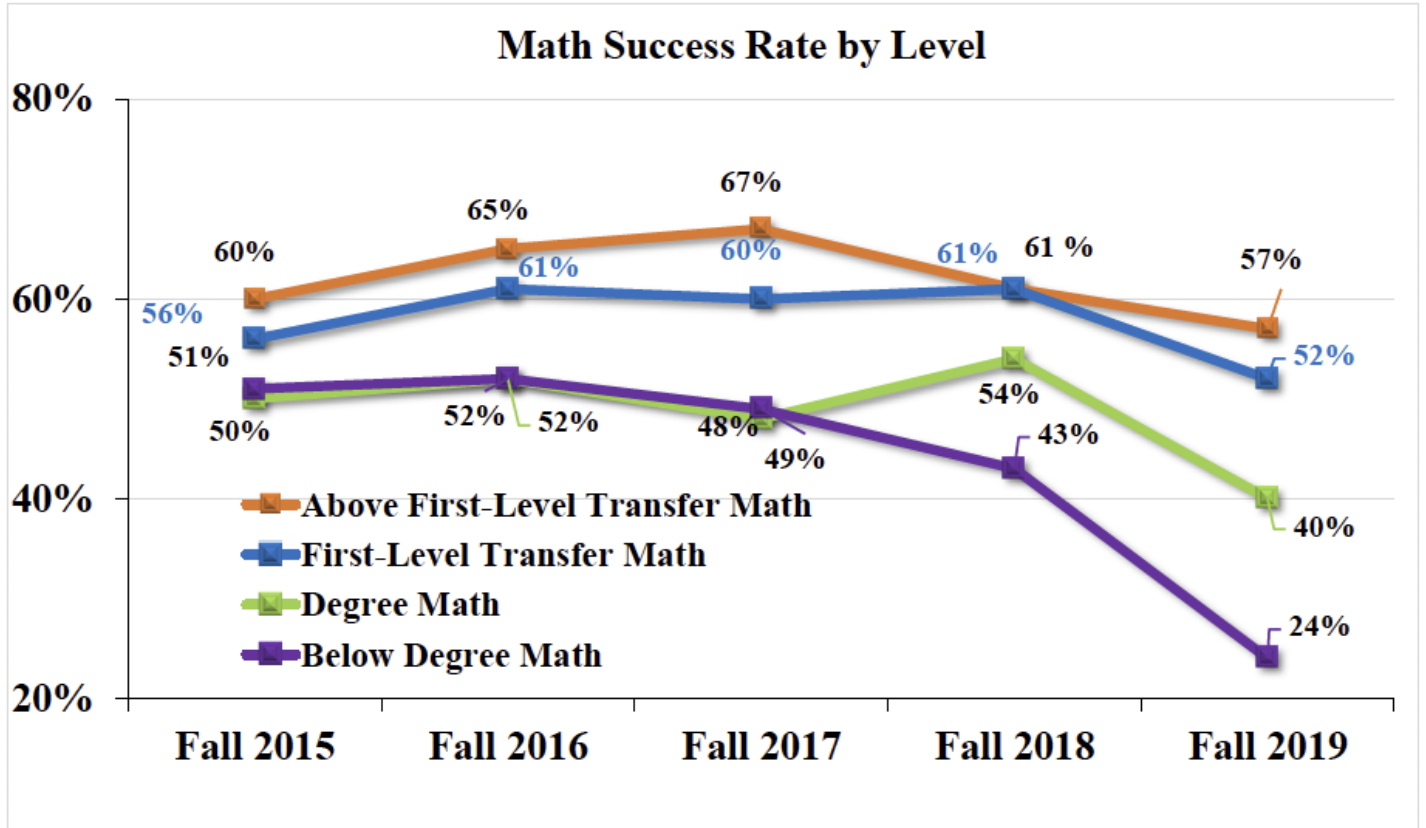
Figure 101: Math Success Rate by Race/Ethnicity First-Level Transfer Math at Las Positas College
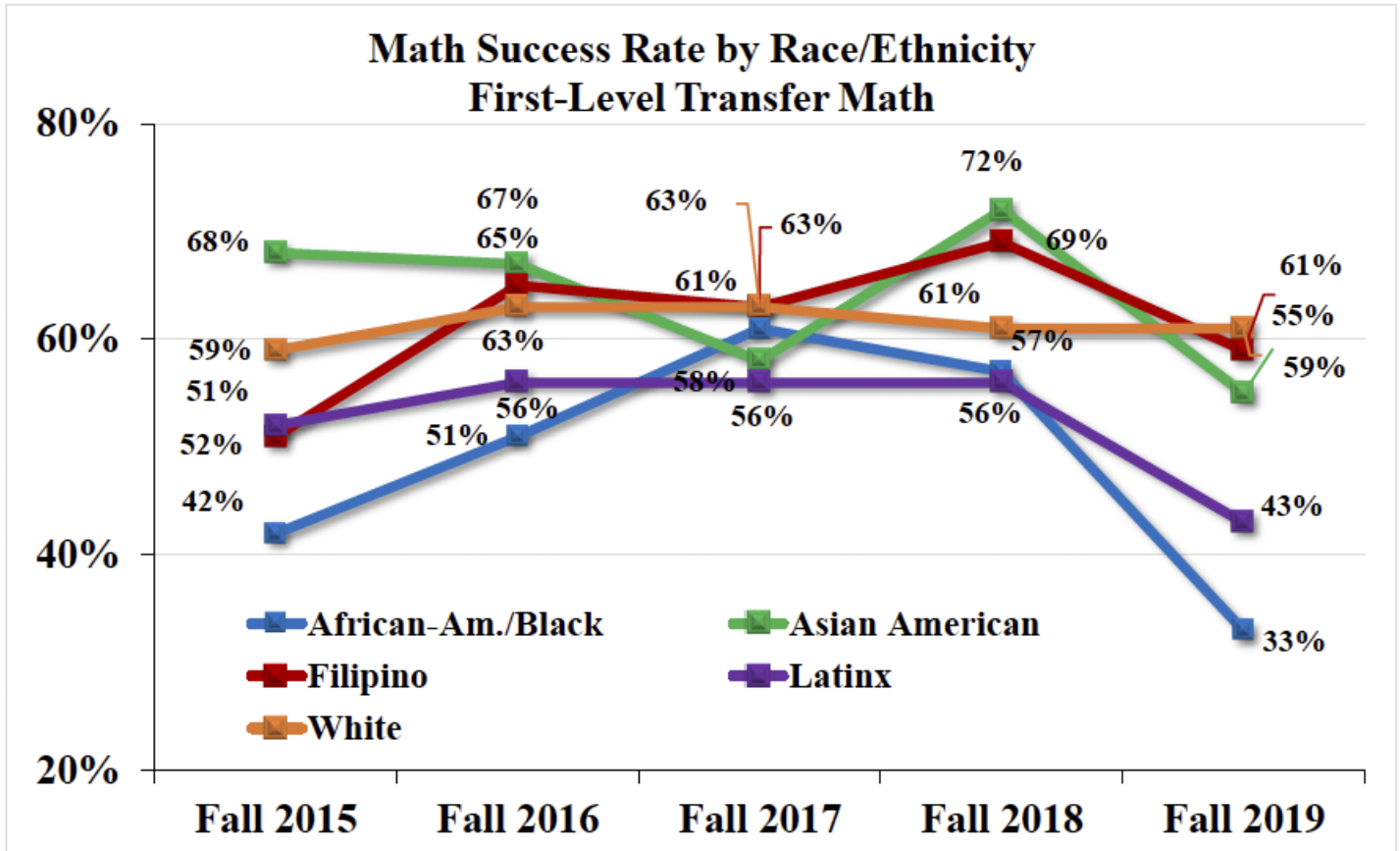
It is not possible to say with certainty at this time exactly how AB 705 will impact success rates for math, but, so far, it is not associated with an increase. In the first of the two graphs above, the line in blue illustrates that success rates for first-level transfer math has fluctuated quite a bit from Fall 2015 to Fall 2019 (56%, 61%, 60%, 61% and 52%). Fall 2019's success rate is tied for the lowest it has been for the past five falls. It is also too early to say how AB 705 may impact future success rates for students from various racial and ethnic backgrounds. The difference between success rates for the lowest and highest performing racial/ethnic groups has ranged from a 7 percent gap (in Fall 17) to a gap of more than 26 percent Fall 2015 and 28 percent in Fall 2019. There are clear disproportionate impacts by race/ethnicity. AB 705 has not yet rectified the inequity.

E. What awards do our students earn and in what majors do they earn the awards?

- Degrees and Certificates Awarded, 2009-10 to 2018-19
  -

Figure 102: Chabot College Degree Completion Rates of First-Time College Students with Transfer/Degree Educational Goal, Fall 2013 - 2015 Cohorts

Students in Cohort	By 2 Years	By 3 Years	By 4 Years	By 5 Years	By 6 Years

Fall 2013 Cohort	1,557	1%	6%	10%	13%	15%
Fall 2014 Cohort	1,554	2%	8%	13%	16%	
Fall 2015 Cohort	1,821	2%	10%	15%		
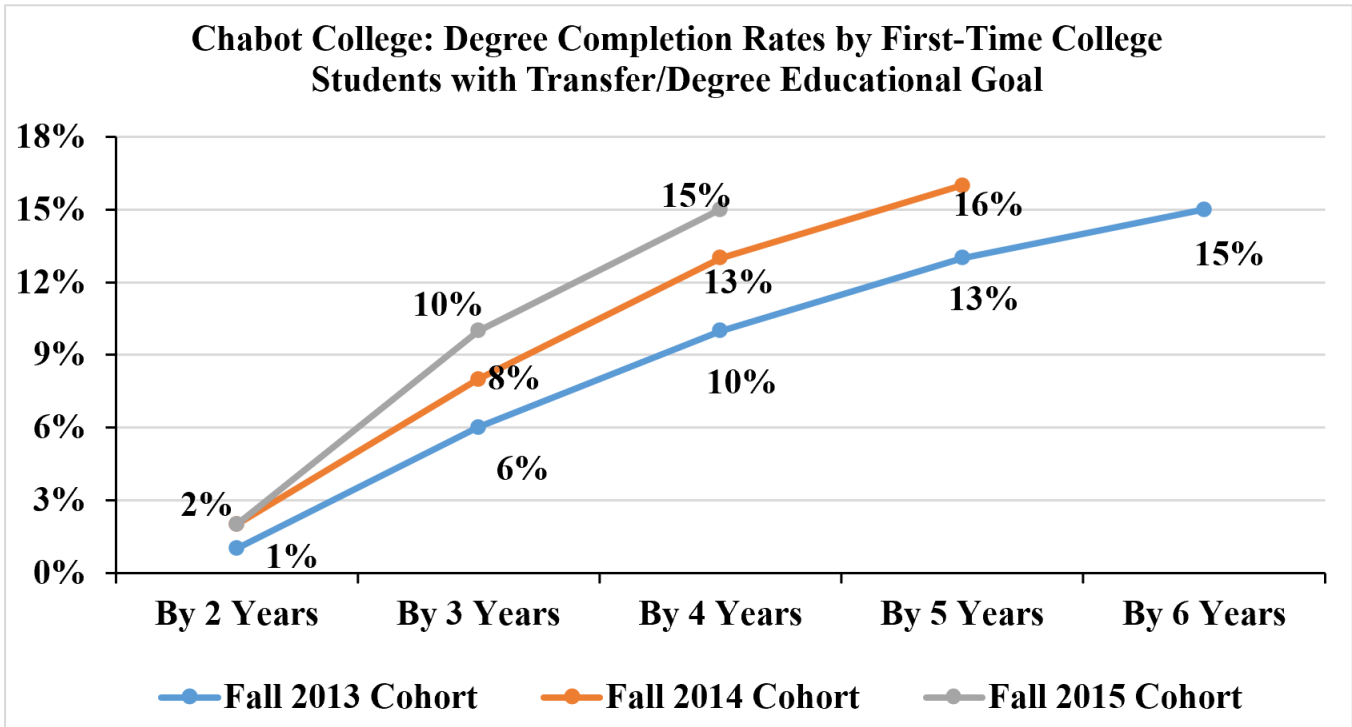
Figure 103: Chabot College Certificate Completion Rates of First-Time College Students with Certificate Educational Goal, Fall 2013 - 2015 Cohorts

	Students in Cohort	By 2 Years	By 3 Years	By 4 Years
Fall 2013 Cohort	68	1%	3%	3%
Fall 2014 Cohort	36	0%	0%	6%
Fall 2015 Cohort	120	2%	4%	5%

Source: Chabot-Las Positas CCD Institutional Research Dataset

After four years, the percentage of first-time college students with a transfer/degree educational goal who completed at increased for all three fall cohorts. The cohort sizes for students who declare an educational goal of certificate is quite small, so changes in percentages should be interpreted with caution. Further this statistic does not include certificate earners who declare a different goal (e.g., degree or professional training) and then earn a certificate.

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Figure 104: Chabot College Degrees by Type 2009-10 to 2018-19

Degree Type	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ADT				69	129	175	242	297	396	477
AA/AS	669	659	710	643	709	690	606	694	750	831
Total	669	659	710	712	838	865	848	991	1,146	1,308

Figure 105: Chabot College Certificates by Unit Count 2009-10 to 2018-19

Certificate Units	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Chancellor Approved Certificates (≥ 16 Units)	122	209	212	290	226	269	236	236	407	689
Chancellor Approved Certificates (< 16 Units)								*		
Non-Chancellor Approved Certificates*	54	162	84	94	109	173	76	177	138	151
Total	176	371	296	384	335	442	312	414	545	840

* Indicates fewer than 10 students

** At Chabot College, these are sometimes referred to as Certificates of Proficiency.

The number of associate degrees awarded by Chabot College has steadily increased and has almost doubled since ten years ago. This growth is mostly due to the introduction of Associate for Transfer (ADTs) degrees and increase in the number of ADTs, which constituted one-third of all degrees in 2018-2019. The number of certificates awarded at Chabot College has had particularly fast growth, almost tripling in the last three years.

Figure 106: Las Positas College Degree Completion Rates of First-Time College Students with Transfer/Degree Educational Goal, Fall 2013 - 2015 Cohorts

	Students in Cohort	By 2 Years	By 3 Years	By 4 Years	By 5 Years	By 6 Years
Fall 2013 Cohort	1,315	2%	10%	16%	19%	21%
Fall 2014 Cohort	1,250	2%	12%	18%	20%	
Fall 2015 Cohort	1,317	4%	12%	17%		
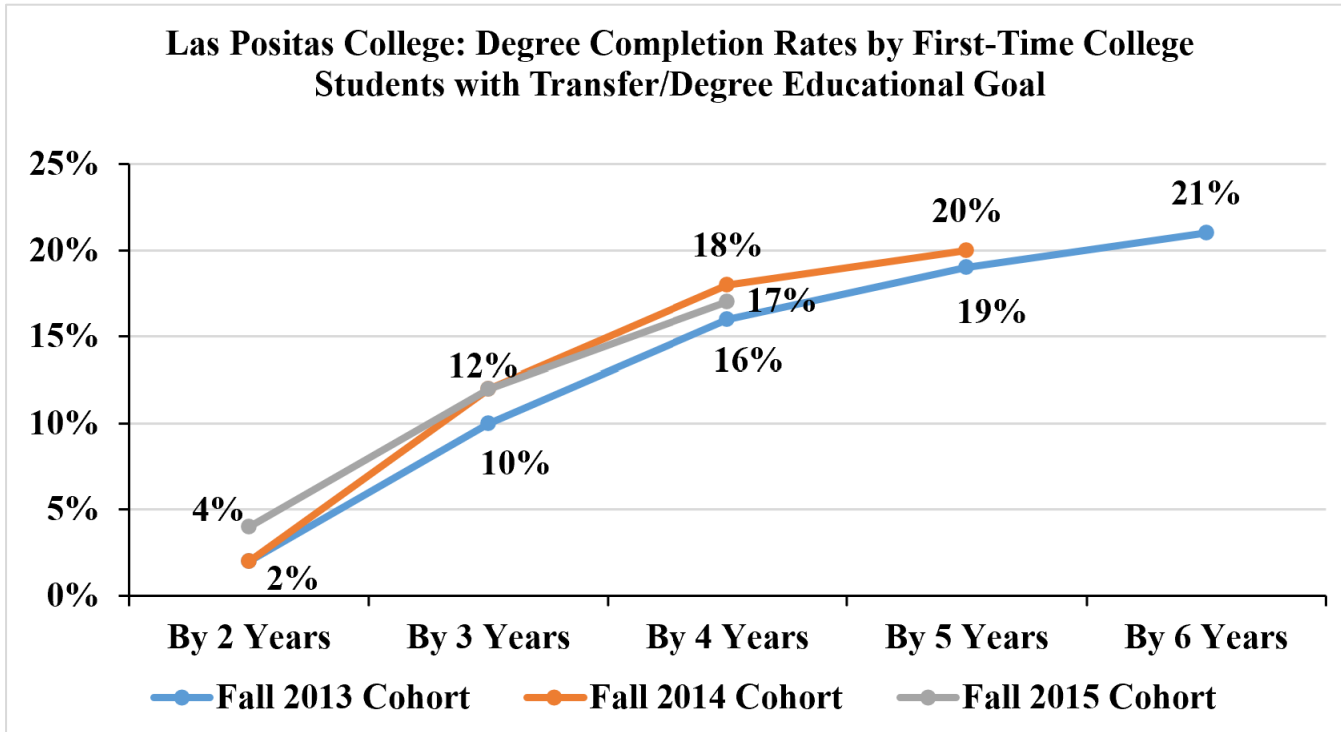
Figure 107: Las Positas College Certificate Completion Rates of First-Time College Students with Certificate Educational Goal, Fall 2013 - 2015 Cohorts

	Students in Cohort	By 2 Years	By 3 Years	By 4 Years
Fall 2013 Cohort	19	5%	5%	5%
Fall 2014 Cohort	24	8%	8%	8%
Fall 2015 Cohort	29	0%	3%	7%

Source: Chabot-Las Positas CCD Institutional Research Dataset

After four years, the percentage of first-time college students with a transfer/degree educational goal who completed at Las Positas College increased for all three fall cohorts. The cohort sizes for students who declare an educational goal of earning a certificate is quite small, so changes in percentages should be interpreted with caution. Further this statistic does not include certificate earners who declare a different goal (e.g., degree or professional training) and then earn a certificate.

Figure 108: Las Positas College Degrees by Type 2009-10 to 2018-19

Degree Type	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
ADT				*	23	58	146	246	320	346
AA/AS	539	532	499	508	498	539	551	555	494	471
Total	539	532	499	513	521	597	697	801	814	817

* Indicates fewer than 10 students

Figure 109: Las Positas College Certificates by Unit Count 2009-10 to 2018-19

Certificate Units	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Certificates (≥16 Units)	128	94	125	119	79	81	79	72	88	114
Certificates (<16 Units)	44	72	25	75	55	99	83	73	83	81
Career Certificates	*	*	*	*	*					27
Total	175	167	151	195	135	180	162	145	171	222

Source: Chabot-Las Positas CCD Institutional Research Dataset

* Indicates fewer than 10 students

At Las Positas College, even though the number of traditional associate degrees awarded has fallen compared to 2009-10, the increase in ADTs is creating an overall increase. The number of certificates awarded has also increased steadily over the last three years.

Figure 110: Chabot College Degrees Awarded by Major (Top 30), 2009-10 to 2018-19

Major	Degree	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
Liberal Arts: Emphasis in Social & Behavioral Sciences	AA	66	159	161	172	205	181	184	225	223	220	**1,796**
Liberal Arts: Emphasis in Math & Science	AA	27	70	68	63	79	93	75	106	130	150	**861**
	AA	36	34	47	32	7	2	0	0	0	0	**158**
	ADT	0	0	0	54	77	91	86	99	130	129	**666**
Business Administration	**Total**	**36**	**34**	**47**	**86**	**84**	**93**	**86**	**99**	**130**	**129**	824
Biology: Emphasis in Allied Health	AA	60	57	66	49	75	53	31	33	59	70	**553**
	AA/AS	26	16	40	24	23	16	12	*	*	*	**178**
	ADT	0	0	0	0	10	18	38	39	48	51	**204**
Administration of Justice	**Total**	**26**	**16**	**40**	**24**	**33**	**34**	**50**	**46**	**56**	**57**	382
Nursing	AA	37	44	50	42	42	46	30	28	32	29	**380**
Liberal Arts: Emphasis in Arts & Humanities	AA	16	27	47	38	41	43	35	35	42	39	**363**
Liberal Arts: Selected Studies	AA	210	62	24	*	11	*	0	*	0	0	**316**
Early Childhood Development	AA/AS	26	31	27	26	16	28	29	19	25	27	**254**
Psychology	ADT	0	0	0	0	*	16	31	50	71	68	**239**
Sociology	ADT	0	0	0	*	15	14	33	37	44	61	**208**
	AS/AA	*	*	*	11	12	17	*	14	27	38	**144**
	ADT	0	0	0	*	*	*	*	*	14	28	**64**
Mathematics	**Total**	*	*	*	**13**	**14**	**22**	**14**	**22**	**41**	**66**	208
Accounting	AS/AA	16	13	21	26	22	26	13	23	13	12	**185**
Dental Hygiene	AA	19	16	19	13	21	20	16	18	19	15	**176**
Behavioral Science	AA	14	*	15	*	15	10	10	10	14	19	**123**
Fire Technology	AS/AA	16	13	17	*	*	12	10	*	*	11	**105**
Communication Studies	ADT	0	0	0	*	10	10	12	18	16	27	**98**
Liberal Arts: Kinesiology and Wellness	AA	0	0	*	*	*	15	13	14	12	17	**80**
Medical Assisting	AA	*	*	*	*	*	12	12	10	*	*	**76**
Business: Emphasis in Management	AS/AA	*	12	*	*	*	11	*	*	*	*	**73**
	AA	0	0	0	*	*	0	0	0	0	0	*
	ADT	0	0	0	*	*	10	12	*	13	21	**70**
Political Science	**Total**	**0**	**0**	**0**	*	*	**10**	**12**	*	**13**	**21**	72
	AA	*	*	*	*	*	*	*	*	*	*	**49**
	ADT	0	0	0	0	0	0	0	*	*	*	**14**
Biology	**Total**	*	*	*	*	*	*	*	**12**	**11**	**12**	63

Radio and TV Broadcast	AA	*	*	*	*	*	*	*	*	*	*	**59**
Economics	ADT	0	0	0	0	0	0	*	*	15	32	**58**
Chemistry	AS	*	*	*	*	11	*	*	*	10	*	**56**
English: Emphasis in Literature	AA	*	*	*	*	*	*	*	*	*	10	**52**
Business	AS	*	*	*	*	*	*	*	*	*	*	**48**
Auto Tech: Emphasis in BMW Manufacture Training	AS	0	0	*	*	*	*	*	*	12	*	**44**
Computer Science	AS/AA	0	0	0	0	*	*	*	*	13	15	**40**
Kinesiology	ADT	0	0	0	0	0	*	*	10	*	*	**37**

Source: Chabot-Las Positas CCD Institutional Research Dataset
* Indicates fewer than 10 students

Among the associate degrees offered at Chabot college, "Liberal Arts: Social and Behavioral Sciences" has the highest number of awards granted – 1,796 degrees – in the past 10 years. This is almost twice as many as the next two highest awards granting majors: "Liberal Arts: Math and Science" and "Business Administration." Over the past 10 years, the overall increases in associate degrees for several majors (e.g., Administration of Justice, Business Administration, Psychology, and Sociology) have resulted from the increases in the number of Associate Degrees for Transfer (ADTs) awarded. Trends suggest that among the top 30 majors, beside the two liberal arts majors noted above, Business Administration and Biology: Emphasis in Allied Health have seen increases in awards.

Figure 111: Las Positas College Degrees Awarded by Major (Top 30), 2009-10 to 2018-19

Major	Degree	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
Liberal A/S: Social Science	AA/AS	58	101	176	191	204	228	236	270	226	196	**1,690**
Liberal Arts & Science	AA/AS	315	218	87	43	28	13	*	*	*		**714**
	AA/AS	21	18	18	15	19	25	27	10	*	11	**170**
	ADT							48	100	111	127	**386**
Bus Admin	**Total**	**21**	**18**	**18**	**15**	**19**	**25**	**75**	**110**	**117**	**138**	556
Liberal A/S: Mathematics/Sci	AA/AS	16	29	31	34	39	40	61	51	63	74	**438**
	AA/AS	*	16	16	20	13	5	*	*	*		**86**
	ADT				*	15	36	50	54	75	81	**312**
Psychology	**Total**	*****	**16**	**16**	**21**	**28**	**41**	**58**	**56**	**78**	**81**	398
Biology: Allied Health	AA/AS		*	25	36	24	41	42	35	48	40	**299**
Liberal A/S: Language Arts	AA/AS	*	18	16	29	33	36	29	36	19	*	**224**
	AA/AS	17	13	10	16	12	14	14	10	*	*	**121**
	ADT							*	19	31	26	**85**
Admin of Justice	**Total**	**17**	**13**	**10**	**16**	**12**	**14**	**23**	**29**	**37**	**35**	206
Liberal A/S: Humanities	AA/AS	*	13	20	15	29	23	22	28	24	*	**180**
Fire Service Technology	AA/AS	17	10	21	20	17	12	13	*	11	*	**134**
Early Childhood Development	AA/AS	10	17	14	17	14	23	13	12	*	*	**133**
Liberal A/S: Business	AA/AS	*	*	14	14	13	13	12	*	11	13	**106**
	AA/AS	*	*	*	*	*	*	*	*	*	*	**47**
	ADT							*	*	*	12	*	**36**
English	**Total**	*****	*****	*****	*****	*****	*****	*****	*****	**15**	**12**	83
Sociology	ADT				*	*	*	*	*	16	15	**70**
Mathematics	ADT				*	*	*	*	*	14	*	**44**
Engineering Technology	AA/AS							*	11	13	13	**42**
Interior Design	AA/AS	10	*	*	*	*	*	*	*	*	*	**37**
Automotive Elect. Tech.	AA/AS	*	*	*	*	*	*	*	*	*	*	**36**
Early Child Ed.	ADT					*	*	*	*	*	*	**36**
Visual Communications	AA/AS	*	*	*	*	*	*	*	*	*	*	**35**
	AA/AS	*	*	*	*	*	*	*	*	*	*	**33**
Biological Sciences	ADT									*		**1**

												Total
	Total	*	*	*	*	*	*	*	*	*	*	**34**
	AA/AS	*	*	*	*		*	*	*	*	*	**26**
	ADT									*	*	**6**
Music	**Total**	*	*	*	*		*	*	*	*	*	**32**
Welding Technology	AA/AS	*	*	*	*	*	*	*	*	*	*	**32**
Network Security and Admin	AA/AS											**31**
Surgical Technology	AS	*	11	*	*	*	*					**31**
History	ADT						*	*	*	*	10	**30**
Kinesiology	ADT							*	*	*	15	**29**
	AA	*	*	*	*	*	*			*		**14**
	ADT								*	*	*	**13**
Theater Arts	**Total**	*	*	*	*	*	*		*	*	*	**27**
Chemistry	AS		*	*		*	*	*	*	*	*	**27**
Physics	AS	*	*	*	*	*	*	*	*	*	*	**26**

Source: Chabot-Las Positas CCD Institutional Research Dataset
* Indicates fewer than 10 students

Among the associate degrees offered at Las Positas College, "Liberal AA/AS: Social Science" has the highest number of awards granted – 1,690 degrees – in the past 10 years. Over the last decade, the overall increases in associate degrees for students majoring in Business Administration, Psychology, and Administration of Justice have resulted from the increases in the number of Associate Degrees for Transfer (ADTs) awarded in these programs. Trends suggest that among the top 30 majors, beside the liberal arts major noted above, Business Administration and Psychology have seen increases in awards.

F. Where do our students transfer to once graduating from CLPCCD?

- Figure 112: Transfers to 4-Year Institutions
- Figure 113: Six-Year Transfer Rates by Race/Ethnicity, 2008-09 to 2012-13 Starting Cohorts
- Figure 114: Chabot College Transfers to CA Public Four-Year Universities: 2009-10 to 2018-19
- Figure 115: Las Positas Transfers to CA Public Four-Year Universities: 2009-10 to 2018-19

As shown in Figure 112 below, students transfer to 4-year degree granting institutions within and outside of California. However, the majority stay in California to attend the public institutions of the University of California and California State University systems, and a much smaller number choose in-state private colleges and universities.[3] [4] Overall, the student transfer pattern reveals that most remain within Northern California to pursue transfer goals.

During academic years 2004-2005 through 2018-2019, the majority of student transfers attended campuses of the California State University (CSU), 13,134 of 16,887: and the vast majority of these student transfers (6,869 total - 5,192 Chabot, 1,677 Las Positas) attended CSU East Bay. The next highest number of student transfers attended San Francisco State University (the second largest, at 1,907), followed by San Jose State University (at 1,619).

Among the 3,753 student transfers to UC campuses, the following institutions had the highest transfers from CLPCCD: UC Davis and UC Berkeley (with over 1,000 each) followed by UC San Diego (340), UC Los Angeles and UC Santa Cruz (with 302 each), then UC Santa Barbara (222), UC Irvine (167), UC Riverside (98), and UC Merced (the least with 16).

Figure 112: Transfers to 4-Year Institutions

Academic Year	Chabot College					Las Positas College				
	To UC	To CSU	To ISP*	To OOS*	Total	To UC	To CSU	To ISP*	To OOS*	Total
2014-15	147	558	84	133	922	123	489	43	123	778
2015-16	149	600	48	124	921	140	499	42	99	780
2016-17	162	551	43	101	857	169	514	32	75	790
2017-18	171	653	42	93	959	198	562	29	97	886
2018-19	194	622	39	100	955	202	497	22	71	792

Sources: University of California Information Center, California State University Reports and Analytics, and California Community College Chancellor's Office Data Mart.

*ISP (In-state private colleges); OOS (out-of-state colleges)

Transfer to California 4-year public institutions has increased over the last five years among the students at both CLPCCD colleges, while transfers to out-of-state and private four-year institutions have been declining. In the 2018-19 academic year, however, there is a small yet appreciable drop in transfer to California State University (CSU) institutions.

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[3] Understanding that, in all instances, access to transfer options of students is based on the degree to which these 4-year college and university options remain accessible to transfers.

[4] See additional data produced by the Offices of Institutional Research at Chabot College and Las Positas College as found in the Reference List.

Figure 113: Six-Year Transfer Rates by Race/Ethnicity, 2008-09 to 2012-13 Starting Cohorts

Chabot	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Las Positas	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Statewide Average	38.6%	38.1%	39.4%	39.2%	39.7%	Statewide Average	38.6%	38.1%	39.4%	39.2%	39.7%
College Average	37.2%	35.0%	36.8%	35.7%	38.4%	College Average	45.2%	44.5%	50.7%	47.1%	50.5%
African-American	28.0%	25.2%	21.8%	26.0%	30.8%	African-American	40.0%	46.7%	48.4%	45.5%	47.4%
Asian-American	54.9%	43.1%	55.8%	51.5%	54.5%	Asian-American	58.5%	54.5%	68.8%	61.7%	63.6%
Filipino	37.2%	36.8%	40.2%	36.0%	39.0%	Filipino	35.9%	40.0%	52.2%	47.8%	43.3%
Latino/a/x	27.8%	30.7%	27.9%	27.0%	32.0%	Latino/a/x	38.6%	43.3%	41.8%	39.7%	44.0%
White	38.2%	33.9%	41.5%	36.9%	39.2%	White	43.9%	43.1%	51.1%	47.5%	52.8%

Source: CCCCO Data Mart: https://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

Note: Native American, Pacific Islander, multi-ethnic, and unknown groups were not included due to small cohort sizes.

Chabot College's transfer rate in a six-year window is close to the statewide average (38.4% for Chabot College vs. 39.7% statewide for the 2013 cohort), while Las Positas College's transfer rate during the same period is significantly higher (50.5%). At both colleges, Asian American students by far have the highest six-year transfer rates, and the rates for White students are about the same as each college's average. At Chabot College, two groups were below the college's average transfer rate in 2013: African American students (30.8%) and Latino/a/x students (32%). At Las Positas College, three groups were below the college's average transfer rate in 2013: African American students (47.4%), Filipino students (43.3%) and Latino/a/x students (44%).

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Figure 114: Chabot College Transfers to CA Public Four-Year Universities: 2009-10 to 2018-19

Four-Year Institution	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	Total
CSU East Bay	277	282	315	293	322	341	383	332	428	385	**3,358**
San Francisco State Univ.	37	99	87	68	95	80	93	79	75	84	**797**
San José State Univ.	29	48	48	42	57	69	66	71	78	75	**583**
UC Berkeley	63	47	46	42	41	41	38	47	53	53	**471**
UC Davis	41	50	44	37	38	43	34	52	53	53	**445**
CSU Sacramento	11	16	18	12	12	22	12	20	16	15	**154**
UCLA	6	15	7	15	12	12	14	10	15	14	**120**
UC San Diego	11	12	9	8	17	26	27	17	14	20	**161**
UC Santa Cruz	7	11	8	15	7	8	12	9	9	20	**106**
UC Santa Barbara	6	0	0	6	7	4	8	16	11	11	**69**
CSU Chico	2	1	5	1	3	4	4	5	10	12	**47**
UC Irvine	4	5	7	6	5	4	7	7	5	8	**58**
CSU Stanislaus	0	12	4	0	3	8	7	5	4	6	**49**
San Diego State Univ.	1	2	1	2	2	0	1	2	1	2	**14**
UC Riverside	6	5	0	4	5	8	7	4	6	13	**58**
Humboldt State Univ.	1	6	5	3	1	5	5	3	7	1	**37**
CSU Long Beach	2	1	4	5	4	5	2	5	7	6	**41**
CSU Northridge	3	4	3	3	5	5	5	1	0	2	**31**
CA Polytechnic, San Luis Obispo	0	1	2	4	3	4	3	0	6	3	**26**
CSU Fresno	2	5	1	2	4	2	2	0	1	1	**20**
CSU Los Angeles	3	3	0	1	2	2	5	2	2	7	**27**
Sonoma State Univ.	3	2	2	1	3	0	2	4	4	3	**24**
CSU Monterey Bay	0	1	3	2	3	5	4	6	2	8	**34**
CA Polytechnic, Pomona	1	3	2	3	1	1	2	6	2	3	**24**
UC Merced	0	0	0	0	0	0	0	0	5	0	**5**
CSU Fullerton	0	1	2	4	2	2	2	3	2	5	**23**
CSU Dominguez Hills	5	2	4	2	2	2	1	4	5	1	**28**
CSU Bakersfield	2	1	2	1	0	0	0	1	1	2	**10**
CSU San Bernardino	0	2	0	0	0	0	0	1	0	0	**3**
California Maritime Academy	0	0	1	0	0	0	1	0	0	0	**2**
CSU San Marcos	0	0	1	0	0	0	0	0	1	0	**2**
CSU Channel Islands	0	0	1	0	1	1	0	1	0	1	**5**
Total*	**523**	**637**	**632**	**582**	**657**	**704**	**747**	**713**	**823**	**814**	**6,832**

Sources: Institutional Research & Academic Planning, University of California: https://www.universityofcalifornia.edu/infocenter/admissions-source-school

Institutional Research & Analyses, California State University: http://asd.calstate.edu/ccct/2018-2019/SummaryYear.asp. Note: : *Total transfers may not reflect all transfers reported for 4-year institutions for this table. University of California does not display data when there are less than 3 enrollees

Among Chabot College students who transferred to a California Public University over the past ten years, the main transfer destination was CSU East Bay. In 2018-19, the largest percent of students transferred to CSU East Bay (49%) followed by San Francisco State University (12%), San José State University (9%), UC Berkeley (7%), and UC Davis (7%).

Figure 115: Las Positas Transfers to CA Public Four-Year Universities: 2009-10 to 2018-19

CA Public Universities	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	Total
CSU East Bay	138	150	151	136	171	178	190	188	199	175	1,676
CSU San Francisco	50	103	81	64	70	66	59	61	85	59	698
San José State University	43	41	57	53	75	94	65	77	107	78	690
UC Davis	43	40	53	45	41	41	54	65	76	60	518
CSU Sacramento	16	44	32	23	37	43	47	52	42	47	383
UC Berkeley	22	33	28	31	32	23	34	34	37	40	314
CSU Chico	17	14	13	16	20	24	31	21	23	30	209
CSU Stanislaus	6	18	14	12	12	11	20	28	35	15	171
UC Santa Cruz	19	17	18	17	10	10	15	13	20	23	162
UC San Diego	10	11	10	7	18	15	12	14	25	14	136
UC Santa Barbara	14	9	10	12	7	10	7	17	11	21	118
UC Los Angeles	3	11	12	10	3	10	9	15	14	22	109
Sonoma State University	5	4	5	6	3	7	14	14	16	13	87
CSU Long Beach	9	2	5	7	3	9	3	11	12	16	77
UC Irvine	6	9	5	4	8	10	5	9	7	14	77
CSU Monterey Bay	4	4	7	8	1	14	14	9	9	6	76
San Diego State University	4	5	6	9	7	2	12	14	8	8	75
CSU Humboldt State	3	5	9	9	5	6	11	7	7	12	74
CA Polytechnic, San Luis Obispo	6	1	6	9	12	5	5	12	5	6	67
CSU Northridge	2	6	7	8	8	9	4	1	1	1	47
CSU Fullerton	3	3	2	1		8	9	6	6	7	45
CA Polytechnic, Pomona		1	2	2	1	5	4	3	2	11	31
UC Riverside	6	5			3	4	3		5	5	31
CSU Fresno	4	5	3	3	2	1	1	1		2	22
CSU Los Angeles	2	2	1	2	4	2	3	3	1	1	21
CA Maritime Academy		1	1	2	1	1	3	3		2	14
CSU Dominguez Hills	2			1	2		2			5	12
CSU Channel Islands		2			3	1	2	2	2		12
CSU San Marcos	2	1	1			1			2	2	9
UC Merced									3	3	6
CSU San Bernardino	1	1		1	2						5
CSU Bakersfield		1	1					1		1	4
Total LPC Transfers	**440**	**549**	**540**	**498**	**559**	**612**	**638**	**681**	**760**	**699**	**5,976**

Sources: Institutional Research & Academic Planning, University of California: https://www.universityofcalifornia.edu/infocenter/admissions-source-school

Institutional Research & Analyses, California State University: http://asd.calstate.edu/ccct/2018-2019/SummaryYear.asp

NOTE: *Total transfers may not reflect all transfers reported for 4-year institutions for this table. University of California does not display data when there are less than 3 enrollees.

Among Las Positas College students who transferred to a California Public University over the past ten years, the main transfer destination was CSU East Bay. In 2018-19, the largest percent of students transferred to CSU East Bay (25%) followed by San José State University (11%), UC Davis (9%), and San Francisco State University (8%).

G. What do we know about reverse transfers from CSU East Bay to Chabot College and Las Positas College?

Figure 116: Students Who Reverse Transferred From CSU East Bay to Chabot College, Fall 2011 - Fall 2019

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
All Reverse Transfers	94	119	119	98	126	108	153	159	188
Student Type									
First time transfer	65	60	63	55	58	67	96	99	108
Returning transfer	29	59	56	43	68	41	57	60	80
Race-Ethnicity									
African-American	15	24	18	16	23	19	21	21	21
Asian-American	15	17	25	11	19	17	21	23	32
Filipino	7	15	17	10	13	13	19	11	15
Latino/a/x	31	28	31	39	35	35	61	66	69
White	16	18	21	11	18	14	10	22	21
Multiracial	7	13	5	8	10	8	17	13	16
Pacific Islander/Native American/Unknown	*	*	*	*	*	*	*	*	14

Source: Chabot-Las Positas CCD Institutional Research Dataset
* Indicates fewer than 10 students

On average, from Fall 2011 to Fall 2019, 129 students transferred annually from CSU East Bay to Chabot College. In Fall 2019, the largest portion of students who reverse transferred identified as Latino/a/x (37%) followed by Asian-American (17%).

Figure 117: Students Who Reverse Transferred From CSU East Bay to Las Positas College, Fall 2011 - Fall 2019

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
All Reverse Transfers	40	40	39	29	30	45	46	49	43
Student Type									
First time transfer	19	14	21	10	10	22	20	19	23
Returning transfer	21	26	18	19	20	23	26	30	20
Race-Ethnicity									
African-American	*	*	*	*	*	*	*	*	*
Asian-American	*	*	*	*	*	*	*	*	10
Filipino	*	*	*	*	*	*	*	*	*
Latino/a/x	*	*	*	*	10	*	11	12	10
White	19	20	17	15	11	23	17	21	10
Multiracial	*	*	*	*	*	*	*	*	*
Other/Unknown	*	*	*	*	*	*	*	*	*

Source: Chabot-Las Positas CCD Institutional Research Dataset
* Indicates fewer than 10 students

On average, from Fall 2011 to Fall 2019, reverse transfers were relatively stable with some fluctuation. About 40 students transferred annually from CSU East Bay to Las Positas College. In Fall 2019, an equal percentage (23%; n = 10) of each of the following student groups who identified as Asian-American, Latino/a/x, and White reversed transferred.

G. What do we know about employment and income earning of our students?

- Employment Outcomes

  - Figure 118: Students with Jobs Closely Related to Field of Study, 2017-2019 Report Year
  - Figure 119: Student Average Hourly Wage Gains Before vs. After Training, 2017 - 2019 Report Year

Figure 118: Students with Jobs Closely Related to Field of Study, 2017-2019 Report Year

Report Year	Chabot College	Las Positas College
2017	69.6%	66.7%
2018	60.6%	69.3%
2019	71.6%	72.2%

Source: Career Technical Education Employment Outcomes Survey (CTEOS)

Note: Report year reflects when the survey was administered, which is two years after the cohorts exited.

In 2019, the Career Technical Education (CTE) Employment Outcome Survey found that 71.6 percent of CTE students at Chabot and 72.2 percent of CTE students at Las Positas indicated that they had a job which was close, or very close, to their field of study. Over the past three years, CTE students' placement rates at jobs related to their fields of study have increased for those attending both colleges.

Figure 119: Student Average Hourly Wage Gains Before vs. After Training, 2017 - 2019 Report Year

Report Year	Chabot			Las Positas		
	Before Training	After Training	**Difference**	Before Training	After Training	**Difference**
2017	$18	$25	**$7**	$16	$24	**$8**
2018	$15	$17	**$2**	$15	$22	**$7**
2019	$15	$27	**$12**	$15	$24	**$9**

Source: Career Technical Education Employment Outcomes Survey (CTEOS)

In 2019, the Career Technical Education (CTE) Employment Outcome Survey found that CTE student respondents from Chabot College reported an hourly wage gain of $12, while CTE students at Las Positas reported a $9 hourly wage increase. The responding CTE students at both colleges reported hourly wage increases between 2017 and 2019. The average statewide reports an $8.33 hourly wage increase for CTE students attending both colleges.

H. How many units are completed by Associate Degree Earners?

Figure 120: Average Number of Units Accumulated by Associate Degree Earners

	Chabot		Las Positas	
	First-Time Single Degree Earners	All Degree Earners	First-Time Single Degree Earners	All Degree Earners
2014-15	86	89	81	85
2015-16	85	88	82	85
2016-17	84	88	82	84
2017-18	82	87	81	84
2018-19	84	86	81	83

Source: Chabot-Las Positas CCD Institutional Research Dataset

On average, over the last five years, for associate degree earners at Chabot College and Las Positas College there was a decrease in the number of units earned with first-time single degree earners having lower unit accumulation than all degree earners. A minimum of 60 semester units are required for associate degrees and associate degrees for transfer. Degrees in nursing, dental hygiene, and several STEM programs require well over 60 semester units. The system-wide Vision for Success goal is to graduate students with an average of 79 units.

OUR COLLEGES - CHABOT COLLEGE AND LAS POSITAS COLLEGE

WHAT YOU WILL FIND IN THIS SECTION

This section focuses on information related to the structure/infrastructure of the District and its two colleges, including staffing, systems, and programming. The section also discusses the general alignment of Chabot College and Las Positas College with each other and with the CCCCO *Vision for Success*, including successes, challenges, and opportunities inherent in these alignments.

CHABOT
LAS POSITAS
COMMUNITY
COLLEGE
DISTRICT

A. What's happening at each of the colleges (internally)?

The Chabot-Las Positas Community College District (CLPCCD) is committed to ensuring that "students from all backgrounds succeed in reaching their goals and improving their families and communities." This mission-based commitment is framed and supported by the statewide California Community College Chancellor's Office (CCCCO) *Vision for Success*.

To this end, the District's two colleges, Chabot College and Las Positas College, currently provide a combined total of more than 300 associate degree and certificate educational programs, ranging from business, communications, the humanities, languages, engineering, science, mathematics, social sciences, health, kinesiology and athletics to career technical education (applied technology) programs. Typically, this is reflected in a combined total of 2,200 class sections offered on average each fall and spring semester.

Importantly, each college's 25+ distinct student support services combine to ensure new and continuing students enroll in classes and labs and also are able to access counseling, orientation, matriculation, tutoring, peer mentorship, assessment, instructional support, transfer, and a host of other services essential to their academic, transfer, career readiness, and employability success. Ongoing professional development for faculty and classified professionals is provided to ensure they have the tools to innovate and effectively serve students remotely and onsite, leveraging sound adult learning research to inform effective teaching and learning practices. The colleges actively leverage research and advocacy, to ensure fiscally-sound, evidence-informed delivery of services and programs to meet the needs of their core constituents – the students, employers, and greater community.

Leadership and resource management are essential to the effective functioning of the colleges. The college presidents encourage, build, and recognize leadership among all stakeholder groups, including the administrator, faculty, and classified professional teams. They employ participatory practices in particular to facilitate transparent resource allocation processes in collaboration with the District Support Centers to create a solid network of human, technical, physical, fiscal, and other resources necessary for the colleges to function and to produce desired mission-centered outcomes. Engaging as such informs ongoing operational planning for near- and future-term developments. The current bond measure A, passed in 2016, is a prime example of just such a long-term development initiative. The multi-year bond enables upgrades to classrooms and labs, retrofitting of buildings, and improvements to support facilities and educational resources for veterans, as well as improvements to facilities for those with disabilities while making safety improvements and security upgrades overall. In doing so, facilities support greater alignment with the current priorities of the colleges. [http://www.clpccd.org/facilities/clpccdmeasureabond.php]

Based on fall 2019 and 2018 student satisfaction survey data for the Chabot College and Las Positas College, respectively, there was a general view that both colleges were supportive of students and delivered high-quality programs and services. For example, at Chabot College, student survey results revealed the following:

- 85% of students are satisfied or very satisfied with their overall experience at Chabot College.
- 79% of students agree or strongly agree with: "I would encourage others to attend this college."
- 87% of students say their instructors often or very often: "made me feel respected"
- Of students who use academic or student services or learning support programs, an overwhelming majority are satisfied or very satisfied. (Check out page 4 for more details.)

A similar survey was conducted at Las Positas College and the results revealed the following[5]:

- 89% of students are satisfied or very satisfied with their overall experience at Las Positas College.
- 84% of students are satisfied or very satisfied with their overall experience with instructors.
- 86% of students agree or strongly agree with: "I feel welcome at Las Positas College"
- 91% of students agree or strongly agree with: "At LPC, I have generally been treated with respect by Instructors"

At the time of this writing, the faculty, classified professionals, and administrators district wide have exercised

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[5] Source: http://www.laspositascollege.edu/research/docs/surveys/student/StudSatisSurvF18_Results-Overall.pdf

significant effort to transition from primarily on-site methods for the delivery of programs and services to online models due to the COVID-19 pandemic.

According to CLPCCD's Spring 2020 student surveys, a significant percentage of the colleges' students who responded to surveys expressed strong sentiments regarding the move to online instruction, stating that it has been "difficult" or "very difficult." At Las Positas College, the majority (over 50%) of students who responded shared concerns about the uncertainties they are experiencing due to the pandemic, such as "loss of work/uncertainty of work", "staying on track to complete my educational goal" (e.g., certificate, degree, transfer, or other goals), "anxiety, depression, or other mental health needs."

In the first of two Spring 2020 student surveys, Chabot College students indicated that they have no reliable access to a laptop/desktop (421) or reliable Internet access (604); and for those who do, 1,315 (of the 2,402 respondents) "have significant concerns for running out of data to access the Internet" (821 students, 35%) or are "unsure if I will have enough data to access Internet" (494 students). More than half (55.4%) indicated that COVID-19 impacted their educational plans for summer and/or fall 2020 (i.e., causing their plans to change by enrolling in reduced courses, be uncertain about plans, or decide not to enroll and more.)[6] In an immediate response to mitigate technology challenges, both colleges established remedies that included a laptop lending program and ensured that the college facilities provided external wi-fi access. The second student survey demonstrated what Chabot College IR coordinator describes as "amazing work done at Chabot College to get students access to technology."[7] Less than two hundred of the 1,536 respondents (12% of Chabot College students) indicated that they either had concerns about access to technological hardware (77) or software need for their online classes (108).

Given this context, Chabot College and Las Positas College presidents expressed pride in their teams of faculty, classified professionals, and administrators. When interviewed separately in August 2020, each college president conveyed how the college communities "came together to support one another and put...students first." Throughout 2020, the colleges have steadily engaged an organized approach to planning and goal setting, and ach college team has continued to advance the agendas of each institution.

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[6] The Offices of Institutional Research (OIR) at both Chabot College and Las Positas College administer, analyze, and report on the results of student surveys. During spring 2020, each college gathered data from students on their decision and capacity to enroll in college successfully given COVID-19. Links to particular surveys and the OIR websites URLs for each college are available in the Reference List.

[7] Page three of the second Spring 2020 student survey reveals the updated numbers, http://www.chabotcollege.edu/ir/studentsatisfaction/studenttechneedsforonlinelearningsp2020.pdf

1 out of every 161 jobs in the CLPCCD Service Area is supported by the activities of CLPCCD and its students

About CLPCCD

31,172 Credit Students

304 Non-Credit Students

1,867 Employees

The CLPCCD Service Area
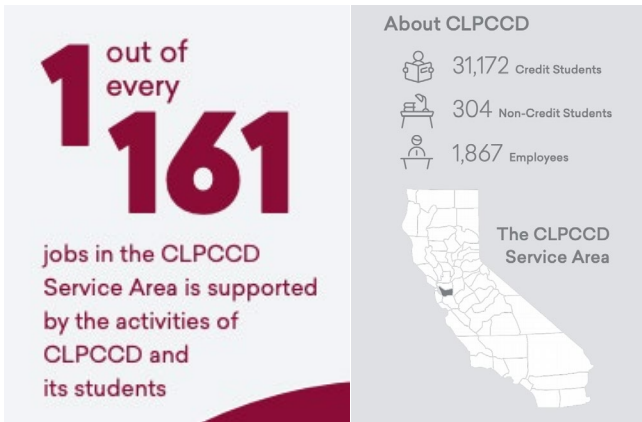
The District Wide 2020 Economic Impact Report evidenced that the activities of CLPCCD and its students support one out of every 161 jobs in the CLPCCD service area. In addition, this report finds the increased earnings of CLPCCD alumni and the businesses they work for contributed $398.2 million in added income, an economic boost similar to hosting the World Series 66 times or supporting 3,840 jobs. When district-related construction, student, and operations expenditures ($33.4M, $33.5M, and $229.5M, respectively) are added, the total impact to the service area is $694.6 million in added income or 6,851 jobs supported.[8]

Enhancing CLPCCD's impact throughout its service area is a major focus of the district-wide strategic planning effort, launched in 2020. Through this year-long comprehensive planning work,

= 100 jobs

Alumni impact

Impact of the increased earnings of CLPCCD alumni and the businesses they work for
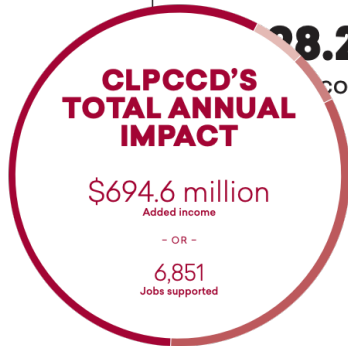
$398.2 million income

an economic boost similar to hosting the World Series **66x**

– OR – **3,840** Jobs supported

CLPCCD'S TOTAL ANNUAL IMPACT

$694.6 million
Added income
– OR –
6,851
Jobs supported

Chabot College and Las Positas College each will produce an Educational Master Plan (EMPs) to guide the college for the next five years. The EMP planning process commenced in January 2020, and, since then, pivots have occurred given the ever-changing external environment. Steady and growing engagement of stakeholder groups campus-wide has occurred, with communications via videos, website portals, Zoom.us community forums, and more, led by each college's EMP Task Force. (For mid-term status update, see https://docs.google.com/presentation/d/1jBHBw64oezVuivZSxVFSUTCBSKn8zyURljf49gLPmOw/edit#slide=id.g6 ef4e76ac3_0_51.)

Initial college planning efforts resulted in updated mission and value statements and a systematic review, over six or more months, of the internal and external data significantly contributing to this Environmental Scan Report. Together, these efforts informed the highlights described in this report and illuminated opportunities to rethink educational programs and support services, as well as the methods for delivering those programs and services.

Among the priorities that have emerged across both colleges is a widespread "focus on equity and anti-racism" work. Chabot College developed a new program, assigning multi-year funding to institutionalize the 10X10 Village, a new student-centered initiative being led by the Black Excellence Collective and informed by the college's Presidential Task Force on Black Equity and Student Success (see https://www.youtube.com/watch?v=y-nFdQexcdk&feature=youtu.be).

Las Positas College, in turn, having already embedded "equity" for all students within its enhanced institutional goals, added a new goal after being empowered by the college president during the special Presidential Town Meeting in June 2020. Subsequently, a Presidential Task Force was established to focus on obtaining racially equitable student outcomes in access, persistence/retention, and completion for Black students. The Task Force developed a multi-year Call to Action which includes 20 institutional commitments and actions that are themed under the following areas: Disaggregated Data & Inquiry, Campus Climate & Communication, Instruction & Curriculum, Programs & Support, and Professional Development with a commitment to address systemic inequities at LPC.

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[8] Source: Emsi, 2020.

When asked, "What's happening at each of the colleges (internally) that renders the college uniquely situated to meet the needs of the community? What unique systems, policies, procedures, and programs are in place to address community needs?" Chabot College and Las Positas College presidents responded,

Chabot College

- The Sparkpoint and food bank services for low-income populations to support the health and economic mobility of the community.
- The Hispanic Serving Institution (HSI) grant, El Centro One-Stop Bilingual Resource Center (https://www.chabotcollege.edu/student-services/el-centro/), and the Dream Center to support equity work for immigrant and Latinx students.
- The Disabled Student Programs and Services provide a high-tech lab, learning skills program, equipment, and support services including adapted physical education and scholars for students with disabilities.

Las Positas College

- Collaborative partnerships with K-12 districts, the middle college high school, UC Merced, and the significant number of involved community leadership organizations, including the Innovation Tri-Valley Leadership Group, the Lawrence Livermore National Laboratory, and the Sandia National Laboratory.
- The continued implementation of the College's Facilities Master Plan that guides the development of new buildings, outdoor spaces, and infrastructure upgrades that enhances academic and student life, constructs efficient, sustainable and flexible classrooms, improves access and wayfinding, and expands technology support to further transform the college environment to support student success.
- Effective student support services that meet the needs of students. The Student Health & Wellness Center at Las Positas College which is operated in partnership with Stanford Health Care – ValleyCare and offers a variety of health services and mental health counseling to students. The Market, a monthly free food distribution, in collaboration with the Alameda County Food Bank, that is open to all students, employees, and the greater community.

B. Who works throughout the District to serve students?
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The following figures describe the employees of the District across location of employment, job classification, gender, and race/ethnicity.

CLPCCD HEADCOUNT AND FTES FOR STUDENTS, CLASSIFIED PROFESSIONALS, FACULTY, AND ADMINISTRATORS

Figure 121: Student Headcount to Classified Professional FTE Ratio, Fall 2019

	Student Headcount	Classified FTE	Ratio
Chabot College	14,220	150	94.8
Las Positas College	9,061	98.5	92

Sources: Student headcount data come from Chabot-Las Positas CCD Institutional Research Dataset; Classified Professional data come from District ITS Employee Data Set.

Note: Part-time classified professionals are counted as 0.5 FTE for this calculation.

Figure 122: Student FTES to Classified Professional FTE Ratio, Fall 2019

	Student FTES	Classified FTE	Ratio
Chabot College	4,624.1	150.0	30.8
Las Positas College	3,307.1	98.5	33.6

Sources: Student FTES data come from District Argos Enrollment Management Tool; Classified Professional data come from District ITS Employee Data Set.

Note: Part-time classified professionals are counted as 0.5 FTE for this calculation.

Figures 121 and 122 illustrate the ratio of students, in terms of headcount and full-time equivalent (FTE) status, to full-time equivalent classified professionals (FTE). Figure 112 shows that there are 94.8 and 92 students to each full-time equivalent classified professional at Chabot College and Las Positas College, respectively. Whereas "headcount" refers to the actual number of students at each college, "student FTES" roughly converts the total number of units students are taking in a given timeframe (e.g., semester, academic year, etc.) into the equivalent number of full-time students that would be needed to generate this same number of units. The ratio of full-time equivalent students to full-time equivalent classified professionals (listed in Figure 113) shows that the higher student to classified professional ratio is flip-flopped with Chabot College at 30.8 and Las Positas College at 33.6. What this indicates is that while Chabot College has slightly more students per classified professional than Las Positas College (in terms of headcounts of students), on average, each student at Chabot has a lower unit load than the students at Las Positas College.

Figure 123: Student Headcount to Faculty FTEF Ratio, Fall 2019

	Student Headcount	Faculty FTEF	Ratio
Chabot College	14,220	296.2	48.0
Las Positas College	9,061	213.7	42.4

Sources: Student headcount data come from Chabot-Las Positas CCD Institutional Research Dataset; Faculty FTEF data come from District Argos Enrollment Management Tool.

Figure 124: Student FTES to Faculty FTEF Ratio, Fall 2019

	Student FTES	Faculty FTEF	Ratio
Chabot College	4,624.1	296.2	15.6
Las Positas College	3,307.1	213.7	15.5

Source: Student FTES and faculty FTEF data come from District Argos Enrollment Management Tool.

Figures 123 and 124 illustrate the ratio of students, in terms of headcount and full-time equivalent status (FTES), to full-time equivalent faculty (FTEF—a conceptual measure of workload that roughly converts the total number of units faculty members are teaching in a given timeframe (e.g., semester, academic year, etc.) into the equivalent number of full-time faculty members that would be needed to teach this same number of units). Figure 114 shows that there are 48 students (Chabot College) and 42.4 students (Las Positas College) to each full-time equivalent faculty member. In contrast, the ratios of full-time equivalent students to full-time equivalent faculty are remarkably similar across the colleges: 15.6 for Chabot College and 15.5 for Las Positas College. What this indicates is that while Chabot College and Las Positas College have, on average, similar class sizes, faculty members at Chabot College have slightly more unique students within their classes.

Figure 125: Chabot College Jobs by Classification, Fall 2019

Full-time Classified Professional	146	22%
Part-time Classified Professional	*	1%
Full-time faculty	181	27%
Part-time faculty	302	45%
Administrator	29	4%
Total	666	100%

* Indicates fewer than 10 professionals

Figure 126: Chabot College Jobs by Gender, Fall 2019

	Female		Male		Total	
Classified Professional*	108	70%	46	30%	154	100%
Full-Time Faculty	87	48%	94	52%	181	100%
Part-Time Faculty	162	54%	140	46%	302	100%
Administrator	20	69%	*	31%	29	100%
Total	377	57%	289	43%	666	100%

*Classified Professional includes both full-time (n=146) and part-time (n=8).

* Indicates fewer than 10 professionals
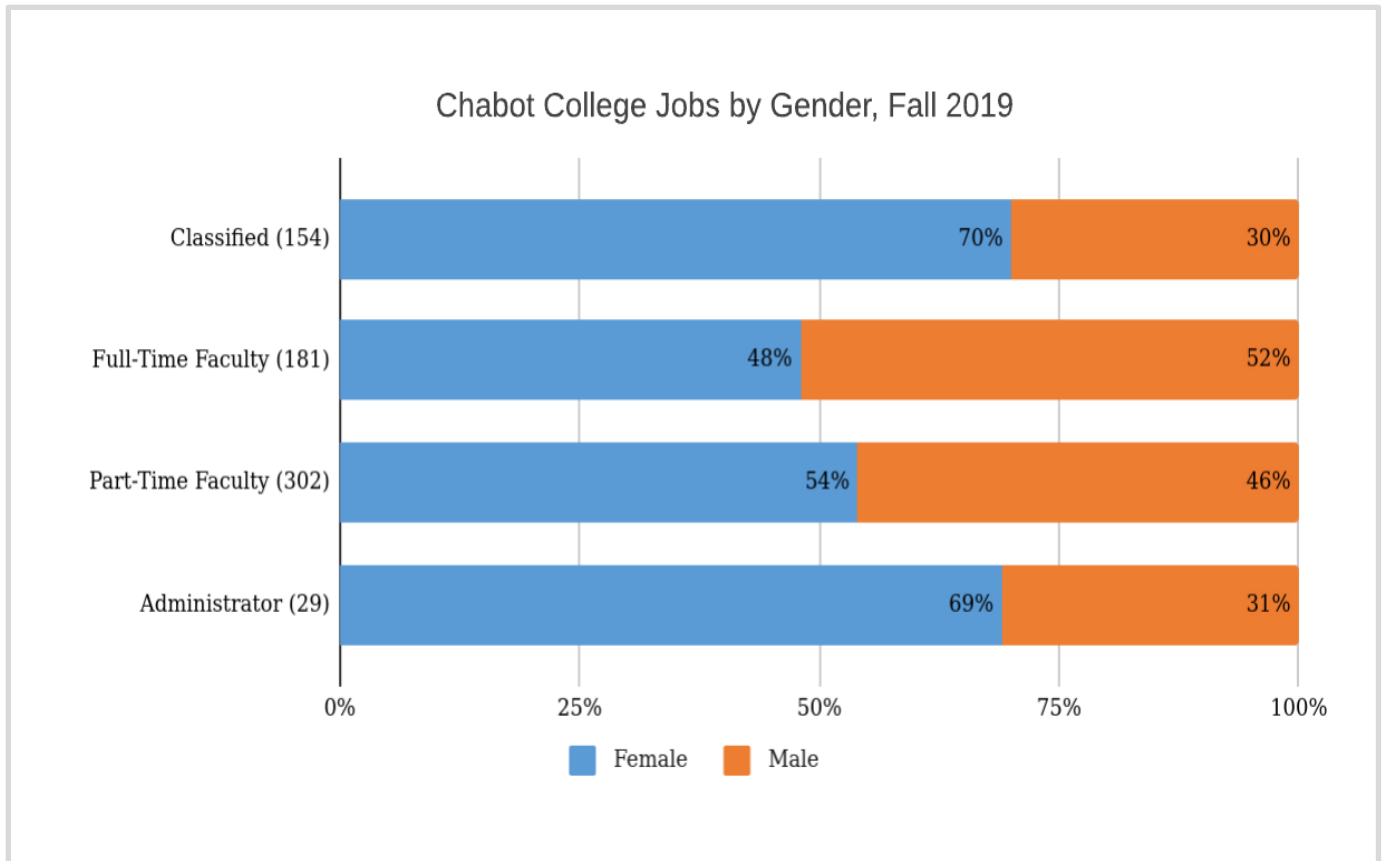
**Figure 127: Chabot College Jobs by Race/Ethnicity, Fall 2019**

	African American		Asian American		Filipino		Latino/a/x		Native American		Pacific Islander		Other/ Unknown		White		Total	
Classified Professional*	21	14%	19	12%	16	10%	33	21%	*	0%	0	0%	11	7%	54	35%	154	100%
Full-Time Faculty	15	8%	23	13%	*	2%	28	15%	*	0%	0	0%	13	7%	98	54%	181	100%
Part-Time Faculty	20	7%	50	17%	*	2%	32	11%	*	<1%	*	<1%	22	7%	169	56%	302	100%
Administrator	*	17%	*	10%	*	3%	*	10%	*	3%	*	3%	*	3%	14	48%	29	100%
Total	61	9%	95	14%	28	4%	96	14%	2	0%	2	0%	47	7%	335	50%	666	100%

Source: District ITS Employee Data Set
*Classified Professional includes both full-time (n=146) and part-time (n=8).
* Indicates fewer than 10 professionals

Chabot College Jobs by Race/Ethnicity, Fall 2019
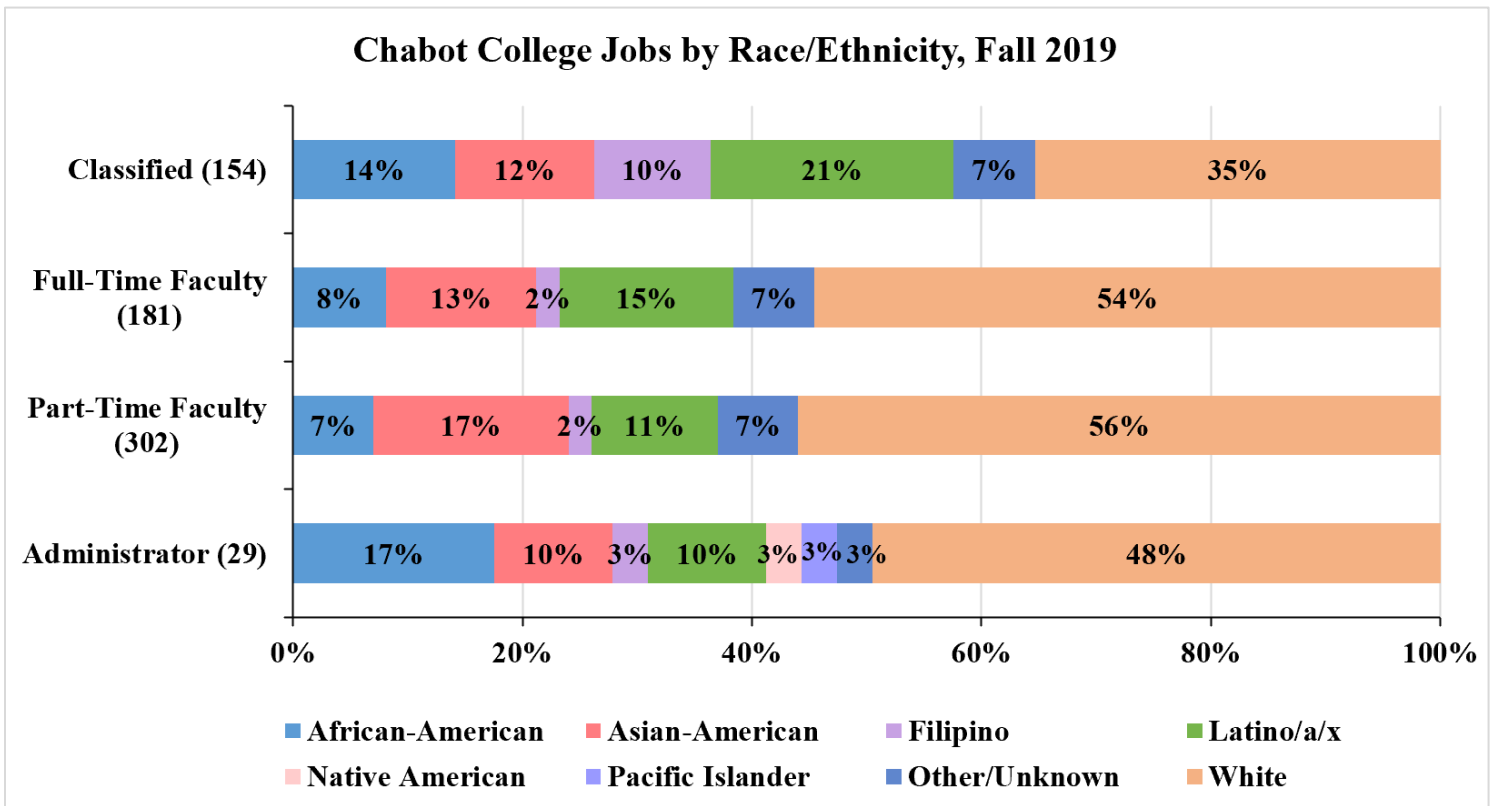
Figure 128: Las Positas College Jobs by Classification, Fall 2019

Full-time Classified Professional	90	18%
Part-time Classified Professional	17	3%
Full-time faculty	123	25%
Part-time faculty	256	51%
Administrator	16	3%
Total	502	100%

Figure 129: Las Positas College Jobs by Gender, Fall 2019

	Female		Male		Total	
Classified Professional*	74	69%	33	31%	107	100%
Full-Time Faculty	63	51%	60	49%	123	100%
Part-Time Faculty	134	52%	122	48%	256	100%
Administrator	*	50%	*	50%	16	100%
Total	279	56%	223	44%	502	100%

*Classified Professional includes both full-time (n=90) and part-time (n=17).
* Indicates fewer than 10 professionals

Las Positas College Jobs by Gender, Fall 2019
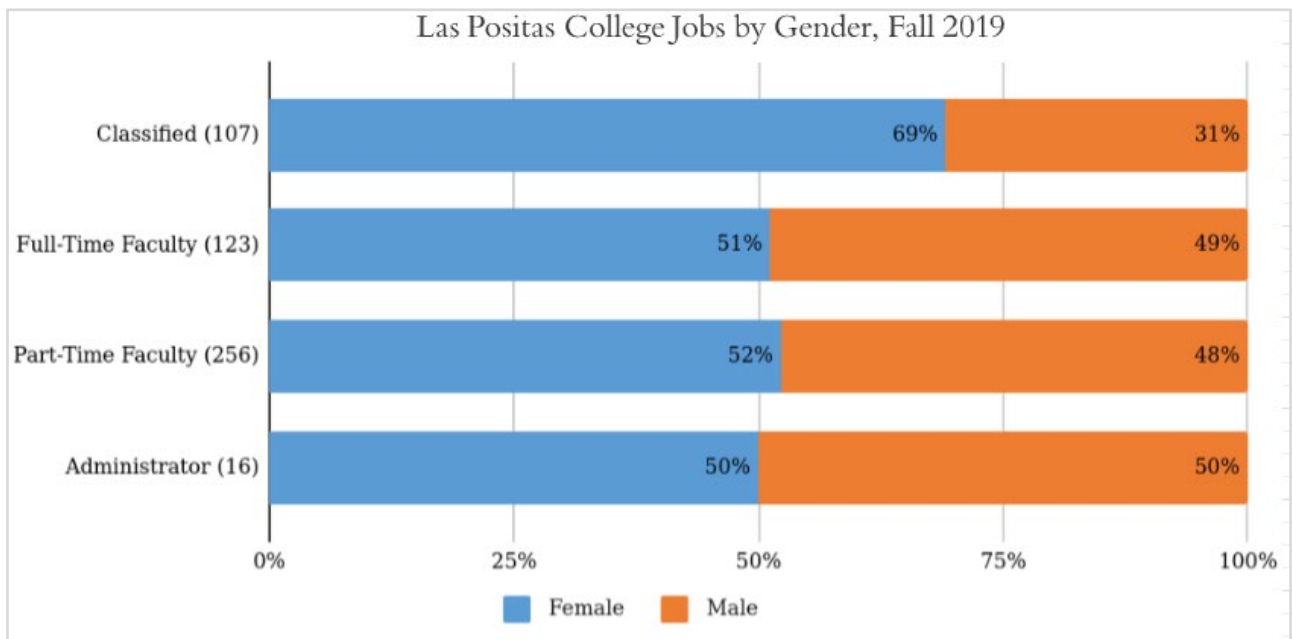
Figure 130: Las Positas College Jobs by Race/Ethnicity, Fall 2019

	African American		Asian American		Filipino		Latino/a/x		Native American		Pacific Islander		Other/ Unknown		White		Total	
Classified Professional**	11	10%	*	7%	*	8%	17	16%	*	0%	*	2%	11	10%	50	47%	107	100%
Full-Time Faculty	*	7%	13	11%	*	0%	15	12%	*	1%	*	0%	10	8%	76	62%	123	100%
Part-Time Faculty	*	2%	32	13%	*	1%	20	8%	*	0%	*	0%	18	7%	177	69%	256	100%
Administrator	*	19%	*	13%	*	0%	*	13%	*	0%	*	0%	*	6%	*	50%	16	100%
Total	28	6%	54	11%	11	2%	54	11%	1	0%	3	1%	40	8%	311	62%	502	100%

Source: District ITS Employee Data Set

* Indicates fewer than 10 professionals

**Classified Professional includes both full-time (n=90) and part-time (n=17).

Las Positas College Jobs by Race/Ethnicity, Fall 2019
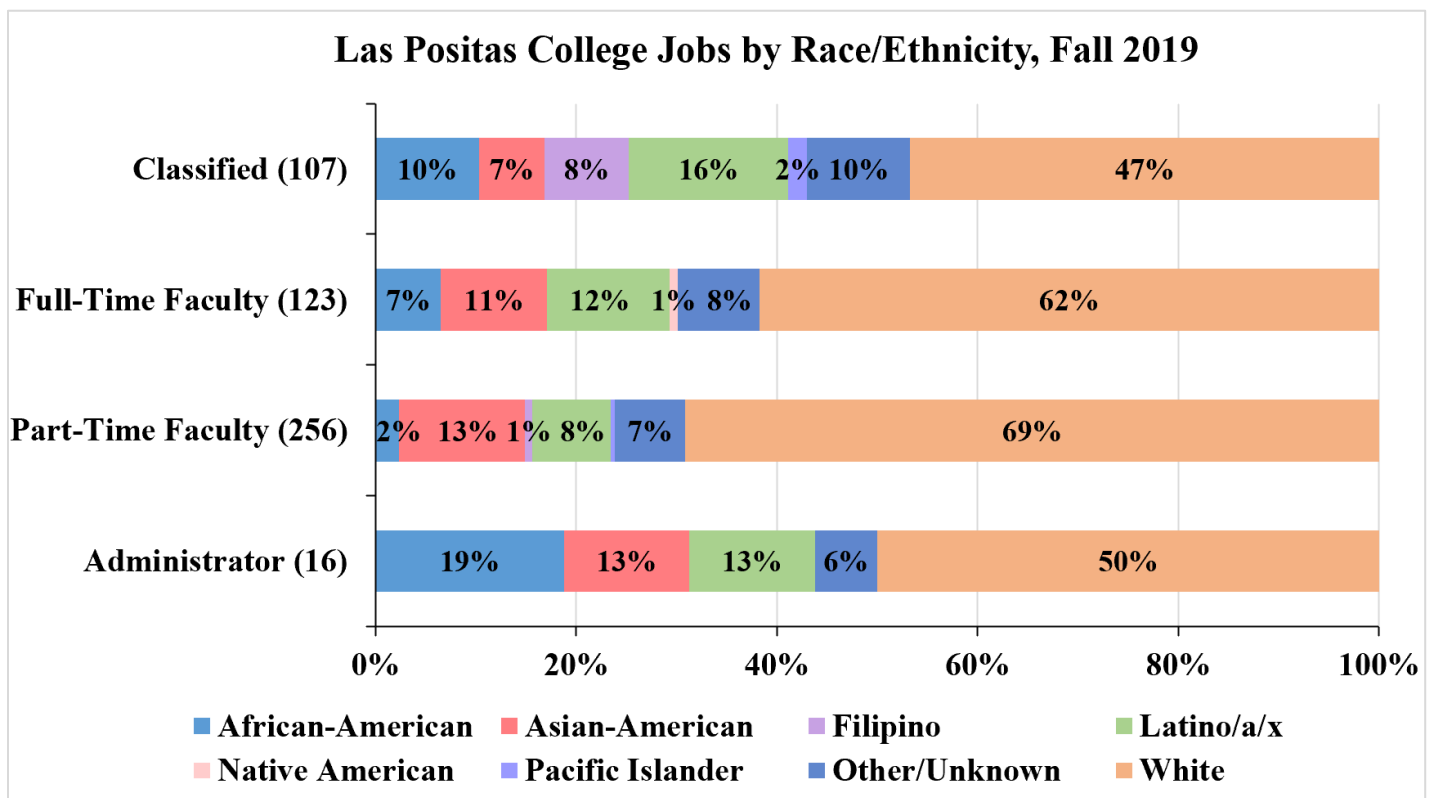
Figure 131: District Jobs by Classification, Fall 2019

Full-time classified Professional	124	83%
Part-time classified Professional	*	1%
Administrator	25	17%
Total	150	100%

 * Indicates fewer than 10 professionals

Figure 132: District Jobs by Gender, Fall 2019

	Female		Male		Total	
Classified Professional**	60	48%	65	52%	125	100%
Administrator	14	56%	11	44%	25	100%
Total	74	49%	76	51%	150	100%

*Classified Professional includes both full-time (n=124) and part-time (n=1).
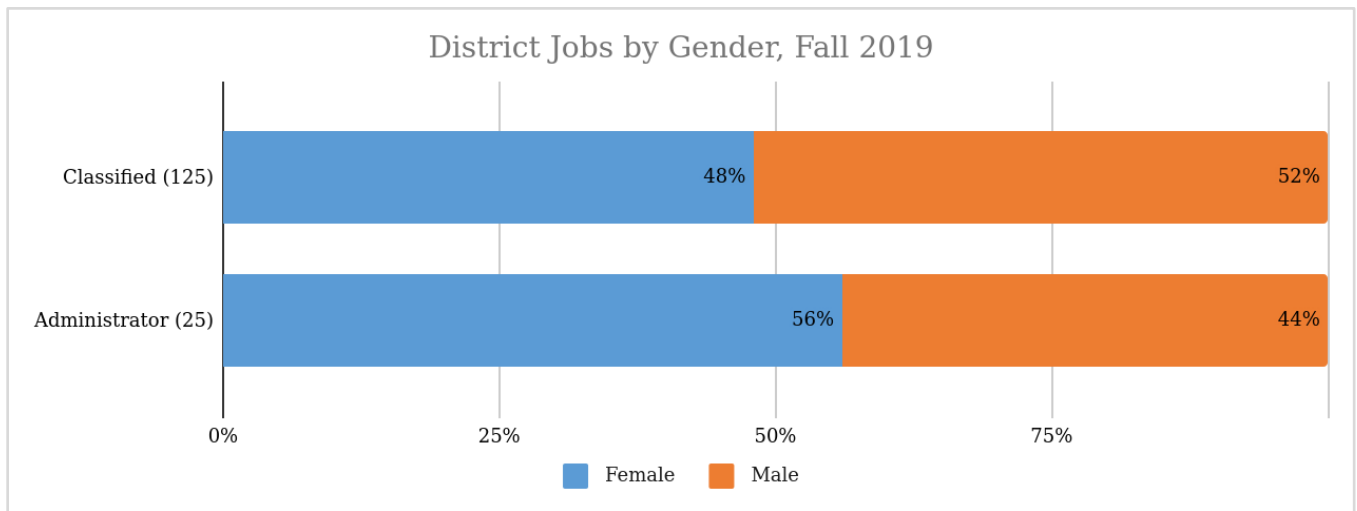
Figure 133: District Jobs by Race/Ethnicity, Fall 2019

	African American		Asian American		Filipino		Latino/a/x		Native American		Other/ Unknown		White		Total	
Classified Professional**	17	14%	10	8%	17	14%	30	24%	*	1%	13	10%	37	30%	125	100%
Administrator	*	4%	*	4%	*	8%	*	8%	0	0%	*	8%	17	68%	25	100%
Total	18	12%	11	7%	19	13%	32	21%	*	1%	15	10%	54	36%	150	100%

Source: District ITS Employee Data Set
* Indicates fewer than 10 professionals
**Classified Professional includes both full-time (n=124) and part-time (n=1).

District Jobs by Race/Ethnicity, Fall 2019

Classified (125)	14% · 8% · 14% · 24% · 1% · 10% · 30%
Administrator (25)	4% · 4% · 8% · 8% · 8% · 68%

Legend: ■ African-American ■ Asian-American ■ Filipino ■ Latino/a/x ■ Native American ■ Other/Unknown ■ White
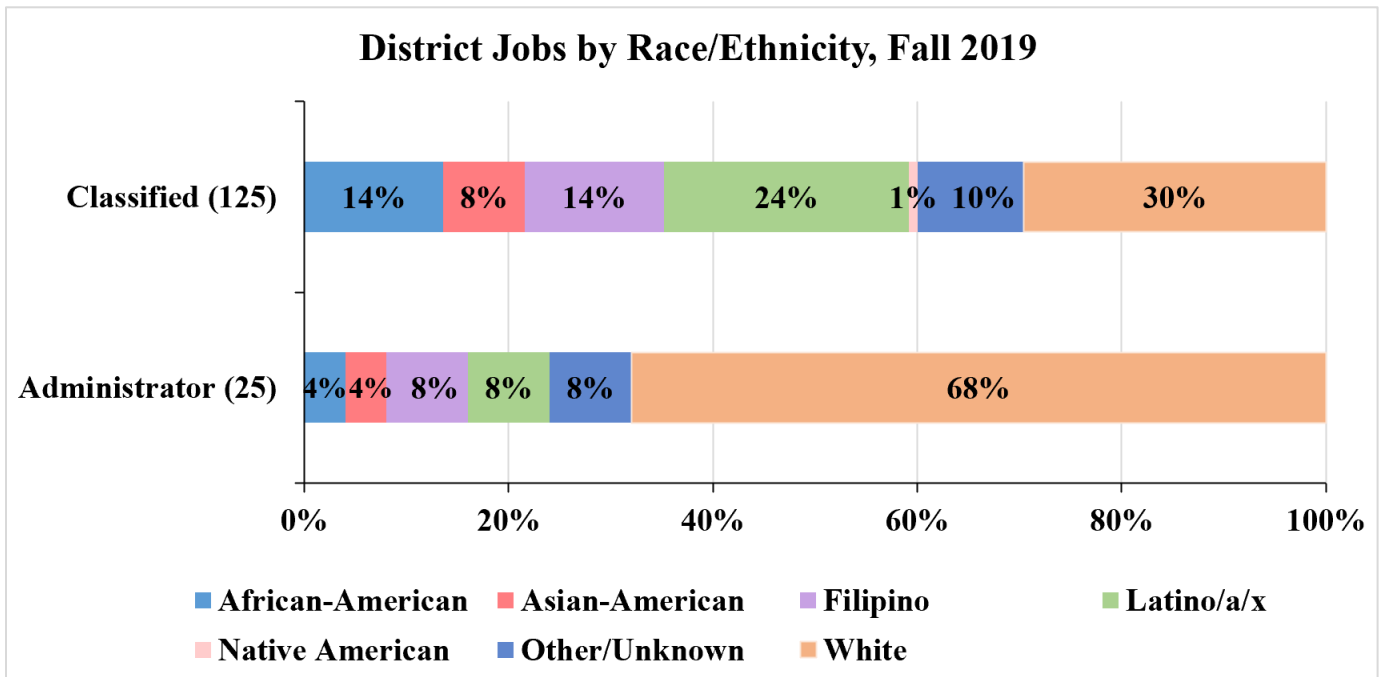
Overall, in fall 2019, there were at least 1,318 employees district-wide. At the District Support Center, employees consist of 124 full-time classified professionals, less than 10 part-time professionals, and 25 administrators. During the same period, at Chabot College there were 666 employees; and 483 were faculty (302 full-time, 181 part-time), less than 156 classified professionals (146 full-time, and less than 10 part-time), and 29 administrators. At Las Positas College, there were 502 employees, 379 were faculty (256 full-time, 123 part-time), followed by 107 classified professionals (90 full-time, 17 part-time), and 16 administrators.

While distinct differences exist at each site, overall, the workforce of the CLPCCD is diverse, in terms of ethnicity, race, and gender. Data by site reveals some outliers in terms of data points including the following:

- The District Support Center had a greater percentage of females among administrators (by 12%), and slightly higher percentage of males among the classified professionals (by 4%). The classified professionals are diverse in terms of "Race/Ethnicity" and administrators reflect gender diversity, and with 68 percent identified as White.

- Chabot College had ethnic and racial diversity among the classified professionals, nearly half (475) of the classified professionals at Chabot College are People of Color. Administrators had nearly an equal representation of People of Color to Whites. The faculty was less diverse racially/ethnically with African Americans 7% full-time, 2% part-time (Black representation in 2010 was 7% in the Chabot College service area cities of Hayward, San Leandro, Union City, Castro Valley, and San Lorenzo).[9] Asian-Americans and Latino/a/x had percentage representations ranging from 10 - 21% among the classifications. In terms of gender, most (70%) of the classified professionals and most (69%) of the administrators were female.

- Las Positas College had 56% females to 44% males overall, and 50/50 ratio administrators, and nearly the same among faculty. The percent of females among the classified professionals was 69%. Filipinos, Native Americans, and Pacific Islanders had the lowest representation across classifications. African-Americans were represented among the full-time and part-time faculty at 7% and 2%, respectively. Among classified professionals, People of Color were represented at 43%. Latino/a/x has the highest representation among People of Color with 13%, 8%, 12%, and 16% in administrative, part-time faculty, full-time faculty, and classified professional roles, respectively.

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[9] Source: Economic Modeling Specialists Inc., 2010 <http://www.economicmodeling.com/>

C. What student-focused services and resources are offered?

The college presidents, other institutional representatives, and institutional research findings, as well as formal reports, reveal many student-focused services and resources available at each CLPCCD college. These include admissions, counseling, financial aid, library services, tutoring, transfer center, special services, veteran services, bookstore services, health services (including emotional support services), transfer centers, student clubs, and cultural and socially-connected support communities.

Depending on the college, these core programs and support resources are complemented by student health care services, free food distribution on campus, grants, and technology resources to equip students for success in specific transfer education, general academic, and career education degree and certificate programs. The following bulleted notes highlight a few examples of high-demand student support services that are essential resources for students:

- Special programs, including ASPIRE TRiO, CalWORKs, DSPS, EOPS and CARE, Educational Talent Search TRiO, Excel TRiO, Guardian Scholars Program, Hayward Promise Neighborhood, MySistersKeeper, PACE, Puente, Striving Black Brothers Coalition, Umoja community, Change It Now, Asian Pacific Islander Education Association, Black Excellence Collective, C.A.R.N.A.L., Chicano Latino Education Association (at Chabot College only)
- Associate Degree for Transfer (ADT) offerings with guaranteed admissions to California State Universities-CSUs (offered at both Chabot College and Las Positas College)
- Check-out system for technologies – laptops, wi-fi in parking lots, the laptop and internet hotspot loan program (offered at both Chabot College and Las Positas College)
- Promise program grant from the state for qualified students (at Chabot College and Las Positas College)
- Strong science, technology, engineering, and mathematics (STEM) programs (at Las Positas College)
- Strong veterans program, well supported by the community, connecting vets throughout the Bay Area to work, in partnership with businesses (offered at both Chabot College and Las Positas College)
- Health services are provided leveraging high-quality resources, including mental health care, i.e., Stanford Valley Health Care (Las Positas College) and community health Tiburcio Vasquez Health Center (Chabot College)
- Market – free food distribution to the community, families, monthly (offered at both Chabot College and Las Positas College)

D. What organizational successes can and should be celebrated?

- At Chabot College:

  Special Programs and Learning Communities: Foster development of "numerous student learning outcomes." The Chabot College Special Programs and Learning Communities appear to be positively correlated with higher rates of persistence and course success, including throughput rates in transfer-level English and Math.

  - Persistence: For example, from Fall 2018 to Spring 2019, athlete students persisted at a higher rate (83%) than non-athlete students (66%). Similarly, CalWORKS students persisted at a higher rate (72%) than non-CalWORKS students (68%). EOPS/CARE students also persisted at a higher rate (87%) than non-EOPS/CARE students (68%). New FYE students persisted at a higher rate than all new students (92% vs. 73%). TRiO ASPIRE students persisted at a higher rate (89%) than a *comparable* group of non-TRiO ASPIRE students (74%) (note: the comparison group is students who are low-income, first-generation students and/or students with disabilities). TRIO EXCEL students persisted at a higher rate than a comparable group of non-TRIO EXCEL students (93% vs. 81%). These are just some examples of the impact of the successful Special Programs and Learning Communities at Chabot College.
  - Course success rates: For example, the following groups are just a few of the many Special Programs and Learning Communities associated with higher course success rates for their students, in comparison with similarly matched non-Special Program and Learning Community students: athletes, TRiO ASPIRE, TRIO EXCEL, TRiO STEM/MESA, Umoja, and Puente.
  - Higher course success rates (and also **higher throughput rates**) in transfer-level English and Math: With regards to course success rates, in Fall 2019, Umoja students in first-level Transfer-English (1A) had higher course success rates than non-Umoja African American students ((73% vs. 59%). Similarly, Puente students in first-level Transfer English (1A) had higher course success rates (80%) than non-Puente Latinx students (56%). Similar patterns appear for throughput rates. (*A throughput rate/percentage* refers to the percentage of a specified group who successfully completes a course in a given timeframe: e.g., the percentage of first-time college students who complete transfer-level English in one year). In Fall 2018, the one-year transfer-English throughput rate for FYE students (58%) was higher than that of all new students (30%), and the one-year transfer-Math throughput rate of FYE students (25%) was higher than that of all new students (14%). This pattern also holds true for cohorts of TRIO STEM/MESA students having higher one-year transfer-English and transfer-math throughput rates than a comparable group of non-MESA STEM students.

- At Las Positas College:

  Degree and Certificate Completion. Overall, Las Positas College has seen an upward trend in the number of associate degrees and certificates awarded. In 2019-20, students were awarded 1,457 degrees and certificates, the most in a single academic year; this represents over 100% increase from 2010-11. Moreover, Las Positas awarded the most Associate Degrees in its history; this is mainly due to awarding of associate degrees of transfer. In the past, certificate counts have fluctuated, this year the count more than doubled to hit a record of 530 certificates.

  Transfer Rates. Las Positas College students transfer to four-year colleges at consistently higher rates than students at all California Community Colleges. Moreover, Las Positas College African American and Latino students are more likely to transfer than their counterparts at all California Community Colleges. The Transfer Rates after 6 years for the 2012-13 entering cohort at LPC is 51% compared to 40% for all California Community Colleges. The Transfer Rates after 6 years for the 2012-13 entering cohort of African American students at LPC is 47% compared to 36% for all California Community Colleges. The Transfer Rates after 6 years for the 2012-13 entering cohort of Latino students at LPC is 44% compared to 32% for all California Community Colleges.

Guided Pathways. Las Positas College is making significant progress towards implementing the College's Guided Pathways Plan. Highlights of equity and access activities currently in planning include the development of:

- "Student facing" academic program maps which are interactive and linked to careers and academic clusters on the Las Positas College (LPC) campus; to include exploration of technology options, including collaboration with the California State University-East Bay.
- Career resources that provide recommendations to students about programs of study that match their skills and interests.
- Streamlined and clear on-boarding experience for students that supports each student, from application to registration.
- Career and Academic Communities, where new students choose an area of study based on their interests, and explore related fields, careers, pathways, programs, and courses.
- Intentional and meaningful interventions occur along the students' journey, to help them meet academic and career preparedness milestones.
- Success Teams in areas of studies, where instructional and counseling faculty, classified professionals, and peers work together to support students.
- A faculty-driven Persistence Project, dedicated to increasing student persistence, retention, engagement, and satisfaction at the course level by providing faculty with proven strategies to support students, both inside and outside the classroom. Faculty will engage in a collaborative learning community.
- Equity Audits, to occur in each program, course, and section: faculty will be supplied with a checklist of how to ensure the design of programs, curriculum, syllabi and classroom practices supports all learners, and faculty supporting the Success Teams will be provided with professional development and meaningful data to provide intentional interventions that support all of LPC's students to ensure learning has occurred.

Both Chabot College and Las Positas College recognize their colleges' Foundations for their continued fostering of relationships among alumni, the business community, and individuals of capacity (particularly as related to planned gifts), special donor organizations, i.e., other foundations, businesses foundations, and local governmental investments of spaces and other donations. (See Chabot College Foundation and The Friends of Chabot College at http://supportchabotcollege.org/, and Las Positas College Foundation at https://www.lpcfoundation.org/about-us/mission-values-statement/).

The Chabot College Foundation focuses on raising matching funds to support its Hispanic serving institution status. Overall, this Foundation has grown exponentially, according to the college president. She also stated that it "Led in raising funds for dreamers and other students not eligible for student financial aid. Distributed computers and emergency aid during COVID-19. Enhanced community outreach and partnerships…very active and forward-thinking organization."

During the 2019-2020 academic year, the "estate of Drs. Barbara and David Mertes completed the funding of their bequest to the Las Positas College Foundation. The largest gift in the history of Las Positas College was originally made in 2017 with $6.75 million announced in support of scholarships for continuing and transferring Las Positas College students as well as annual awards for members of the men's and women's basketball teams. With the completion of the liquidation of the Mertes estate, the total gift amount has grown to $7.5 million! To date, the Las Positas College Foundation has awarded over 3/4 of a million dollars in Mertes scholarship and award funds to deserving LPC students in support of their educational and career goals and dreams" according to Las Positas College President Dyrell Foster.

Other successes the college presidents celebrate are:

- Participation and engagement across the colleges' teams, which have shown great "nimbleness…through this year's transition." Of particular note are the colleges' community investment in training and development in

order to transition to online education in an accelerated timeline, in response to the COVID-19 crisis and shelter-in-place regulations.

- A renewed focus on equity and anti-racism, which, while historically important at both institutions, have emerged as top priorities among faculty and staff across the district.
- Proactive planning: Both college presidents express their gratitude for the very thoughtful, efficient, and collaborative planning process engaged in by their respective teams since the onset of the pandemic.

According to the college presidents, Chabot College and Las Positas College intentionally foster a culture where practices are to be "analyzed in order to develop and implement strategies to replicate and scale up these [and other] successful practices." Each discussed the importance of the CLPCCD comprehensive planning process in which Chabot College, Las Positas College, and the District Support Centers are engaged. They placed emphasis on the development of a comprehensive set of meaningful and widely used college-level educational master plans and a district-wide strategic plan to guide CLPCCD over the next five years in an environment of continued change and uncertainty.

E. Are there opportunities to grow departments and services?

When asked this question, the college presidents were quick to highlight the eagerness of faculty and administrators to evolve by growing in a number of strategic areas, including the following:

- At Chabot College:
    1. Apply proven strategies for achieving student retention, completion, and transfer assessed in signature Equity Programs (i.e. Daraja/Umoja; Puente; RISE; EOPS) to scale up the integration of high-touch student services and excellent academics throughout new Equity-focused programs. An example underway is the 10 X 10 Village program developed by the Presidential Task Force on Black Student Equity and Success.
    2. Develop a Sustainability/Environmental Justice Interdisciplinary Program with a CTE component that responds to workforce need shifts in sustainable technologies.
    3. Enhance spaces for student-centered initiatives across the entire campus, including study, collaboration, and student and community-initiated Public Art Projects.

- At Las Positas College:
    1. Build out career technical education (CTE) facilities per the colleges' Facilities Master Plan by being "really innovative" about the programs. Specific areas including public safety, advanced manufacturing and transportation, agricultural sciences (horticulture, viticulture), and welding. (http://www.laspositascollege.edu/measure-a/assets/docs/fmp/LPC%20Final%20FMP_08_19-2019.pdf)
    2. Expand and deepen partnerships with employers to ensure the relevance and impact of these CTE efforts.
    3. Has advanced the college's already established "whole new direction and perspective for our institution" with "practical implementation" of AB 705-related and Guided Pathways. Now, "every degree has a map for students, which is being made 'outward facing' to students."

In these ways, the CLPCCD colleges are striving to offer academic programs and students support services that maximize student success and provide the tools needed so that students can make effective decisions about their college education and career goals. The colleges remain committed to providing the support systems and technical tools (e.g., software, etc.) to help inform student's decision-making and improve student educational outcomes.

OUR DISTRICT SUPPORT CENTERS

A. What is the role of the District Support Centers in relationship to Chabot College and Las Positas College?

Under the direction of the District Chancellor, the District Office centralizes key functions to support the colleges in the form of District Support Centers. The role of the District Support Centers is to provide support services in a unifying and efficient manner so that Chabot College and Las Positas College are able to actualize their educational missions. From April 2020 interviews with the Board of Trustees, the overall intent for CLPCCD is to be "unified" and "community-centered" in its efforts. The District Chancellor represents the wishes of the board and carries out messages district wide. The college presidents and the leads for each District Support Center report directly to the Chancellor and are accountable to meet the "unified" and "community-centered" goals.

CLPCCD oversees six support centers within the District Office established to provide essential direct and indirect support to Chabot College and Las Positas College. These centers carry out their roles consistent with the modeled behaviors of the District Chancellor as he facilitates shared governance bodies. In each District Support Center, ongoing and scheduled collaboration occurs with college leaders (i.e., college presidents, faculty, administrators, and classified professionals) to facilitate and support planning and evidence-based decision-making.

Collegial engagement is a valued currency in Business Services; Human Resources; Educational Services and Student Success, Economic Development and Community Education; Facilities, Bond Management, Maintenance and Operations; Information Technology Services; Public Relations, Marketing, and Governmental Affairs. For example, Support Center Vice Chancellors and the Chief Technology Officer, facilitate participatory committees, with appointed membership by constituency groups designed to ensure engagement by stakeholders in practices that affect the ability of each college to carry out its educational mission. Collectively, these District Support Centers advance the missions of the District and the two colleges.

The CLPCCD District Support Centers advance the unifying direction of the board by:

- Aligning with district wide priorities and leading according to their defined purpose;
- Fostering a district wide identity that is welcoming to a diverse community and well-respected by its external stakeholders because of its standards and delivery on the promise of high-quality equity-centered education that demonstrates economic benefit and cultural vitality to the region;
- Establishing and strengthening district wide resource and infrastructure support, accountability mechanisms, negotiated employee contracts, and compliance with state mandates;
- Facilitating an infrastructure of institutionalized planning and development to ensure the district is on the forefront of innovation and mission-driven results;
- Leveraging the expertise of stakeholders to strengthen the district as a whole via the collegial, consultative, and shared governance processes;
- Deciding with teams of internal and external stakeholders how best to support the college missions in ways that assure the work and learning it inspires are done in healthy, energized, and collaborative environments to advance the academic, career technical education, and student life experience;
- Advancing through strategic initiatives the ability to incorporate innovation and cost-efficiencies district wide, e.g., sustainability through Bond Measures, East Bay College Agile Network (CLPCCD partnership with Cal State University East Bay), Year-to-Career programming, and Contract Education with industry partners;
- Providing historical and related contextual information, standards, guidelines, regulatory controls and reporting, administrative procedures to inform organizational behavior, ensure adherence to legal and Board Policy requirements, and advance institutional effectiveness;
- Building technology infrastructure and constructing efficient, sustainable, and flexible classroom, laboratory, and external environment facilities equipped to meet 21st century standards to address the needs of prospective and current students and those of employers and industry.

B. How are the District Support Centers positioned to serve the mission of the Colleges and District, in their district wide capacity?

CLPCCD's overarching goal is to meet the higher education needs of residents and the economic and workforce development needs of employers and businesses throughout the service area and do so in ways that elevate the quality of life for all. The District Support Centers are organized to enable the colleges and the district to meet this charge. Each center:

- Establishes core functions to address the legal (local, State, and federal, and accreditation), administrative, and procedural requirements and standards that enable the colleges and the District to sustain and enhance their institutional standing and conditions to ensure their capacity to be effective and function with integrity;
- Makes transparent those core functions so that stakeholders of the colleges and the District can use them to advance key functions of colleges and the district; and
- Provides leadership and guidance to ensure organizational systems and processes, accountability practices, and shared governance practices are in place to expedite the infrastructure and resources (i.e., human, technology, physical, fiscal) each college and the District requires.

Below are details of specific functions of the District Support Centers:

Business Services - Provides accounting, payroll, purchasing, and contract services. Conducts fiscal and cash flow analysis. Ensures risk management practices are employed. Manages key processes: the district budget development process, credit ratings, audits, actuarial studies, surplus, risk management/property/liability program, and warehouse and receiving. Provides leadership guidance for the district wide governance committee, namely the "Planning and Budget Committee."

Educational Services and Student Success (ESSS) - Provides guidance and support in the areas of district wide educational and student success planning, aligned resources to educational equity and student success, improvements through research and learning, accreditation, districtwide partnerships, and economic development initiatives, strategic planning, guides the District Enrollment Management Committee (DEMC), the Academic Calendar committee. Provides leadership guidance for the district wide governance committee, namely the "Educational Support Committee."

Economic Development and Contract Education - A unit of ESSS, EDCE helps direct business and industry partners to the colleges. Provides industry specific training (contract education), federal Occupational Safety and Health Administration (OSHA) training, customized employee training, and apprenticeship programs. Serves as a fiscal agent for the state Chancellor's Office to manage contracts.

Facilities Services - Oversees facility and maintenance technical standards and guidelines, bond program oversight and leadership, maintenance operations across all district properties, and facilities planning and construction services. Ensures development and execution of facilities master plans for each college. Provides leadership guidance for the district wide "Facilities Committee" and "Citizen's Bond Oversight Committee."

Human Resources - "Attracts, sustains, and inspires excellence" in people (i.e., administrators, faculty, and staff), to support student success. Oversees the employment process, from recruitment and hiring of academic, classified, and administrative employees, to determining job descriptions and administering employee benefits; maintains employee records; leads employee/labor relations, collective bargaining and manages agreements, classification, pay, and salary schedules; advises on professional development; resolves grievance resolutions, EEO & complaint resolution, and employee discipline. Facilitates and guides the annual district-wide Classified Leadership Institute for Professionals (CLIP).

Information Technology Services (ITS) - Provides information technology support services and applications, such as Banner and other integrated third-party systems, application development, database administration. Coordinates information access and reporting; internet/email services; video conferencing; telecommunications; network management; Help Desk/Desktop services; technology development and planning; server management; back-up and recovery; desktop support; classroom and computer lab support; maintenance standards and policies for computing resources; and media services/audio visual. Provides leadership guidance for the district-wide "District Technology Coordinating Committee" in addition to supporting each college's efforts to help ensure smooth technology planning and implementation.

Public Relations, Marketing, and Governmental Relations - Plans, organizes, directs, and evaluates a variety of activities in order to develop and maintain a strong public image for the District and advance the goals and objectives of the District at the local, state, and national levels. PRMG designs and implements communications to support the District's mission and strategic goals; direct the District wide advertising efforts for student recruitment; promote events; develop and direct strategic goals and efforts as they relate to public relations, government relations, community relations, and media relations; and oversee graphics, web design and printing activities of the District.

SEMI-FINAL DRAFT

THE DISTRICT ECONOMIC DEVELOPMENT AND CONTRACT EDUCATION (EDCE) ENTERPRISE

A. How does the EDCE enterprise unit align with the missions and programs of the CLPCCD?

EDCE's mission statement, "*We empower individuals and communities to thrive by creating career, education and economic opportunities,"* aligns with the missions of Chabot College and Las Positas College as highlighted below:

> "Chabot College is a dynamic, student-centered community college that serves the educational, career, job skill, and personal development needs of our community. We provide culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity. Building upon students' strengths and voices, we empower students to achieve their goals and lead us towards an equitable and sustainable world." – Chabot College Mission Statement

> ...provides…"*inclusive, learning-centered, equity-focused environment that offers* educational opportunities" and support students' "career-technical goals" – Text from the Las Positas College Mission Statement

EDCE's programs, like those of the colleges, are about empowerment through education and career training, and economic opportunities, by increasing workforce development skills for stronger economies. EDCE's focus is on short-term skills upgrades and certificate programs that allow students to do better at the jobs they have, or train for jobs they wish to have. In an interview with the District Executive Director of EDCE, she conveyed that she and her EDCE team believe equity can be supported through career education, and that progress by individual students very often affects many people beyond themselves, including their families and communities.

EDCE partners with the CLPCCD colleges through various apprenticeship programs. EDCE handles the creation or adoption of these apprenticeship programs, as well as program administration, and the logistics of tracking apprenticeship-student classroom hours, so that the colleges can focus on the education itself. Note: the California Apprenticeship Initiative of the Foundation for California Community Colleges by the CCCC0 highlights the growing trend (and greater demand by employers) to leverage community colleges for this learn-as-you-earn approach to securing and developing talented employees.

The District leadership ensures EDCE's success to advance partnership agreements, apprenticeships, contract education, and federally regulated programs with business, industry, governmental agencies, and other entities. The California Community Colleges Chancellor's Office subcontracts with EDCE to serve as the fiscal agent for approximately twenty-five various projects which award categorical funds. EDCE/CLPCCD processed approximately $58M on behalf of the state system in the fiscal year 2019-2020. The federal government has assigned EDCE as one of its few (28) national sites to offer OSHA training, and one of only four community colleges to do so in the nation. The performance of EDCE consistently ranks the Center in the top five of federal partners delivering OSHA training nationwide.

Additionally, EDCE partners with Chabot College and Las Positas College on specific programs, whether offering short-term training programs for credit, or collaborating with an academic department to offer credit for prior learning for skills gained through EDCE programs. EDCE is always focused on encouraging their participants to pursue certificate and degree goals at the CLPCCD colleges.

B. What opportunities are available for the community of employers, businesses, and students?

EDCE, as an enterprise unit of the CLPCCD, provides high-demand and customized training and other resources to employers and businesses in order to meet industry-specific needs for a well-trained workforce.

As a unit of Educational Services and Student Success, EDCE provides direct services to students, corporate employees, individual workforce members, and aspirant job seekers. Annually, EDCE offers training to more than 60,000 individuals who seek professional development and skills enhancement within their current jobs and others who seek industry employment, appropriate licensure, and leadership opportunities.

EDCE has six focus areas: Apprenticeship; Child Welfare Training; Contract Education; Fiscal Agency; OSHA Training Institute Education Center (OSHA); and Tri-Valley Career Center (TVCC). The following list briefly highlights the current EDCE opportunities for employers, businesses, and students.

For Employers and Businesses - Local, Regional, National, and International

1. Apprenticeship programs – Creates apprenticeship programs on-demand to meet industry needs. Note: In addition to the traditional trade programs, business and industry are "growing" employee pools and upskilling to meet new job requirements and workload changes even though retrenchment has occurred due to the COVID-19 pandemic. (See list provided below under "Apprenticeships")
2. Child Welfare Training - Provides continuing education to county social services and community-based organization staff by leveraging federal funds, thereby circumventing the use of General Funds to deliver these services.
3. Contract Education – Delivers customized training to businesses in a wide variety of training topics, including: harassment prevention; trades upskilling for new manufacturing machines; business communications; English-as-a-Learned Language for staff advancement; and leadership training as part of succession planning.
4. Fiscal Agency – Creates and manages state contracts and oversees the processing of vendor invoices to enable the public programs to run smoothly.
5. OSHA Training Institute Education Center – Provides the following services: open enrollment and contract education delivered onsite for employee upskilling; information about new regulations; responses to "findings" from the OSHA audit; training of safety or Human Resource (HR) representatives to serve in the train-the-trainer position to bring 10- or 30-hour OSHA certification to employees and the general population; and safety fairs and comparable events. Serves businesses at District Office classrooms or onsite at businesses located throughout the state, nationally, and internationally (including serving US military personnel). CLPCCD is affiliated with and receives its direction for OSHA training from the federal government via the federal OSHA program. https://osha4you.com/
6. Tri-Valley Career Center (TVCC) – Provides recruitment assistance to regional employers to identify job seekers. Coordinate a public career center linked with county public services to assist unemployed and underemployed individuals in the Dublin, Pleasanton, Livermore service area with job search services. Services include job listings, providing local labor market information, job search workshops, case management, selective job screenings and hosting recruitment events and job fairs. [https://www.trivalleycareercenter.org/]

For Students (Chabot College, Las Positas College, and EDCE program students)

EDCE works with college administrators and faculty to co-create training programs to open more opportunities for courses and certificates in support of students at both Chabot College and Las Positas College.

1. Apprenticeships – seven different programs with free, "earn as you learn" programs. Items #1 through #6 listed below are offered through Chabot College; number seven is new at Las Positas College and number eight is currently in development with both colleges involved in the new programs.
    - Fire-Life Safety (interior electrical alarm systems)
    - Residential Wiring Electrical
    - Roofing
    - Sprinkler Fitter
    - Telecommunications
    - Associated Builders and Contractors:
        a. Construction Electronic Systems
        b. Electrical Construction
        c. Plumbing
        d. Pipefitting
        e. Sheet Metal
    - Inside Shop Ironworkers
    - In process:

a. 2 new, non-traditional/trade programs in healthcare (cardiac technician, podiatrist assistant)
b. 2 electric-auto maintenance programs
c. 2 new advanced manufacturing partnerships

2. Child Welfare Training - EDCE delivers orientation and refresher courses; sponsors staff travel and registration for statewide conferences; and underwrites the cost of national and international experts to come and advise people serving out-of-home children on best practices. A unique offering within the California Community College system since 2002, EDCE contracts and partners with increasing numbers of counties to provide support and has become the subject matter experts readying in excess of 35,000 adoptive and foster parents to care for children. https://www.fostercaretraining.org/

Figure 134: Child Welfare Training Participants, FY 2020

County	Number of Hours	Number of Participants	Contract Amount
Alameda	21,295	42,281	$ 5,760,222.78
Contra Costa	814	2,505	$ 388,000.24
Humboldt	380	479	$ 186,688.99
Lake	916	1,533	$ 461,045.23
Mendocino	2,580	3,330	$ 1,122,128.26
Solano	1,235	2,657	$ 459,800.86
TOTALS	27,220	52,785	$ 8,377,886.36

The number of individuals participating in these EDCE training opportunities are in the thousands. For example, during the fiscal year 2020 (July 29, 2019 - June 30, 2020), Child Welfare Training had 52,785 participants even as all were affected by the COVID-19 pandemic.

3. Contract Education – programs delivered through employers (see above)
4. OSHA – OSHA-numbered courses and other safety courses, certificate programs (bundled classes), OSHA 10 and OSHA 30 for individuals and groups, as well as train-the-trainer classes.

Figure 135: OTIEC Outreach and Number of Students, FY 2019 and FY 2020 (October 1-September 30)

Fiscal Year (FY)	# of Students	Classroom Hours	# of OSHA Outreach Cards Distributed (Resulting from CLPCCD Classes)
FY 2019-2020	2,046	2,844	22,180
FY 2018-2019	3,522	5,339	19,068

The people trained at the OSHA Training Center delivered training to workers in local businesses. More specifically, 2,046 went through the EDCE led OSHA training in 2019-2020, yet the impact of EDCE is much greater – many of those 2,046 OSHA trained individuals took that instruction and went on to deliver safety training to 22,180 employees and members of the public. The OSHA's calendar is October to September, thus the 2020 numbers are not yet complete. Initially, COVID-19 affected the OSHA Training Institute Education Center significantly, but EDCE recovered once we were given federal approval to teach classes online.

5. TVCC – job opportunities and employment services, such as resume building and interviewing workshops, as well as one-on-one assistance; stress management and networking groups; and workforce development training programs, such as Program Management and CISCO training.

EDCE focuses its efforts with its most recent strategic planning carried out in 2019. The workforce training opportunities are delivered via multiple means, including at Chabot College, Las Positas College, community centers

(see above), and employer sites. Given the COVID-19 pandemic, EDCE has pivoted to online methods in an efficient and timely manner. The culture of EDCE encourages its team of 30, including directors, program managers, and support staff, to own the organization and innovate in order to effectively meet the growing needs of stakeholders.

LINKS TO RELEVANT STATEWIDE POLICY WEBSITES AND INFORMATION

Assembly Bill (AB) 705: https://assessment.cccco.edu/ab-705-implementation

> Chabot College: https://www.chabotcollege.edu/counseling/assessment/placement-continuing-students-chabot.php

> Las Positas College: http://www.laspositascollege.edu/assessmentcenter/guided-self-placement.php

Educational Master Plan: http://districtazure.clpccd.org/strategicplans/index.php

> Chabot College: https://www.chabotcollege.edu/planning/educational-master-plan/index.php

> Las Positas College: http://www.laspositascollege.edu/gv/masterplan.php

Guided Pathways: https://www.cccco.edu/College-Professionals/Guided-Pathways

> Chabot College: http://www.chabotcollege.edu/academics/guided-pathways/

> Las Positas College: http://www.laspositascollege.edu/gp/

Institutional Research:

> Chabot College: http://www.chabotcollege.edu/ir/

> Las Positas College: http://www.laspositascollege.edu/research/index.php

Student Centered Funding Formula:

> White Paper, 2019: http://www.clpccd.org/business/documents/SCFFWhitePapersOct2019.pdf

Student Equity and Achievement Program: https://www.cccco.edu/College-Professionals/Guided-Pathways/GP-Connect-Newsletter/Whats-New

> Chabot College: http://www.laspositascollege.edu/equityprogram/index.php

> Las Positas College: http://www.laspositascollege.edu/equityprogram/equity.php

Vision for Success: https://www.cccco.edu/About-Us/Vision-for-Success

SEMI-FINAL DRAFT

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Ackerly, D., Jones, A., Stacey, M., and Riordan, B. (University of California, Berkeley). (2018.) *San Francisco Bay Area Summary Report. California's Fourth Climate Change Assessment*. Publication number: CCCA4-SUM-2018-005. Retrieved on September 8, 2020 at https://www.energy.ca.gov/sites/default/files/2019-11/Reg_Report-SUM-CCCA4-2018-005_SanFranciscoBayArea_ADA.pdf

> Another report providing an overview of climate change with a focus on the Bay Area.

American Immigration Council, https://www.americanimmigrationcouncil.org/research/immigrants-in-california,

ACLU Research Report, 2020
https://www.hrw.org/sites/default/files/supporting_resources/justice_free_zones_immigrant_detention.pdf.

Bohn, S., Mejia, M. C., & Lafortune, J. (2020.) *The Summer of Un- and Underemployment*. San Francisco: Public Policy Institute of California. Retrieved on September 8, 2020 at https://www.ppic.org/blog/the-summer-of-un-and-underemployment/.

> Notes sectors that have suffered more than others during the pandemic. Underscores the high levels of un/underemployment in San Francisco.

California Competes. (2020.) *Postsecondary to Prosperity: Examining California's Opportunity Landscape*. San Francisco, CA: Author. Retrieved on September 8, 2020 at https://californiacompetes.org/assets/general-files/CACompetes_P2P-Full-Report.pdf

> Highlights the percentage of Californians by race who begin postsecondary education at a California Community College (CCC) and the percentages that could benefit from additional education and the challenges they face.

Chabot College and Las Positas College Student Survey Data (2018, 2019, and 2020)

Chabot, http://www.chabotcollege.edu/ir/satisfactionsurveys.asp
- Short survey focusing on technological needs.
- In depth handout that includes the obstacles students named for enrollment in summer/fall 2020
- Brief handout on students' enrollment plans.

Las Positas
- Presentation of Spring 2020 Student Needs Assessment Survey: http://www.laspositascollege.edu/research/docs/reports-presentations/LPC%20Student%20Needs%20Assessment%20Survey_05.06.20_Town%20Meeting.pdf
- Fall 2018 Student Survey Results: http://www.laspositascollege.edu/research/docs/surveys/student/StudSatisSurvF18_Results-Overall.pdf
- Demographics: http://www.laspositascollege.edu/research/docs/surveys/student/StudSatisSurvF18_Results-Demos_FINAL.pdf

Chabot College and Las Positas College - Where Student Transfer To? (2004-2005 - 2018-2019)
Chabot
- http://www.chabotcollege.edu/ir/StudentSuccess/TransferTrendsUC-CSU_04-19.pdf
- http://www.chabotcollege.edu/ir/StudentSuccess/TransfersToUC_CSUbycampusTo18-19.pdf

Las Positas
- Overall: http://www.laspositascollege.edu/research/docs/outcomes/transfer/LPC%20Transfers%20to%20UC-CSU_2008-09%20to%202018-19.pdf

- Detailed:

http://www.laspositascollege.edu/research/docs/outcomes/transfer/LPC%20Transfers%20to%20Public%20CA%20Universities_09-10_to_18-19.pdf

Economic Modelling Specialists International (Emsi), 2020. The Economic Value of Chabot-Las Positas Community College District, Main Report.

Goldrick-Rab, S., Baker-Smith, C., Coca, V., & Looker, E. (2018.) *California Community Colleges #RealCollege Survey.* (2019.) The Hope Center for College, Community, and Justice in partnership with the California Community College Chancellor's Office. Philadelphia, PA: Temple University. Retrieved California report on September 8, 2020 at https://hope4college.com/wp-content/uploads/2019/03/RealCollege-CCCCO-Report.pdf.

> Survey was completed prior to COVID-19, but highlights the housing, economic, food, etc. challenges facing CCC students attending 57 CCCs.

Migration Policy Institute, https://www.migrationpolicy.org/research/fact-sheets

Office of Environmental Health Hazard Assessment, California Environmental Protection Agency (2018). Indicators of Climate Change in California. Retrieved on September 8, 2020 at https://oehha.ca.gov/media/downloads/climate-change/report/2018caindicatorsreportmay2018.pdf

> Describes changes in 36 key indicators of climate change in CA.

Public Policy Institute of California, https://www.ppic.org/publication/immigrants-in-california/

State of California. (2020.) COVID-19 Cases – California. Retrieved on September 8, 2020 at https://public.tableau.com/views/COVID-19CasesDashboard_15931020425010/Cases?%3Aembed=y&%3AshowVizHome=no

> Shows COVID-19 cases by county and the disproportionate impact of this virus on Latinx – both % of cases and deaths.

Williams, A. P., Abatzoglou, J. T., Gershunov, A., Guzman-Morales, J., Bishop, D. A., Balch, J. K., & Lettenmaier, D. P. (2019). Observed impacts of anthropogenic climate change on wildfire in California. *Earth's Future, 7*, 892–910. Retrieved report on September 10, 2020 at https://doi.org/10.1029/2019EF001210.

> Underscores the role of climate change on the unprecedented wildfires in CA.