CHABOT
LAS POSITAS
COMMUNITY
COLLEGE
DISTRICT

ENVIRONMENTAL SCAN

D R A F T

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In consultation with the ***Planning Guidance Committee***

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1. SUMMARY AND OVERVIEW

The Environmental Scan is provided as background information and quantitative data for the updated Chabot Las Positas Community College District (CLPCCD) District Strategic Plan and Colleges' Educational Master Plans (EMP). The overarching purpose of the Educational Master Plans is to further CLPCCD educational goals and programs through a set of integrated directions and strategies for future programmatic, resource and service planning. The plans will identify the educational needs of the communities the colleges serve, articulate visions for advancing student achievement, and define goals and strategies for guiding the development of college programs.

The Strategic Plan will define the vision and mission of the District, and provide an organizing strategy for supporting the Colleges' Educational Master Plans. The Strategic Plan will also provide a framework for monitoring and reporting student achievement using measurable outcomes.

The Environmental Scan is intended to inform the EMPs and Strategic Plan by providing a clear understanding of internal and external existing conditions and trends related to population and demographics, business growth, College enrollment and success factors, and competitive educational providers. The Scan also includes a summary of College and District community input on the needs and directions of the Colleges and District. The findings of the Scan will inform the EMPs and Strategic Plan by providing a basis on which to assess how the District can continue to meet the needs of the local community and economy.

1.1. KEY FINDINGS AND IMPLICATIONS

The key findings of this Environmental Scan provide focus for the discussion of the current and future context within which the students, faculty and staff of Chabot/Las Positas Community College District will carry out their work.

CONTEXT

- Chabot and Las Positas Community Colleges serve a dense and dynamic urban region, which is home to a diversity of communities and employment opportunities and demands. This diversity requires a flexible, frequently updated approach to programming and the development of locally-specific services. *(Source: CLPCCD Community Outreach)*
- A clear, community-supported and widely implemented set of directions (including visions, missions and values) are necessary to keep this complex District and Colleges moving on a coordinated and clearly understood path. *(Source: CLPCCD Community Outreach)*

DEMOGRAPHICS

- Substantial overall population growth (30% in the years 2010-2035) will drive increased demand for traditional degree and certificate programs, as well as non-credit continuing education classes. (Source: ABAG)
- Between 2010 and 2035, the Alameda County population of people over 65 will increase between 100% (65-75) and approximately 200% (85+). Increases in the senior population will increase demand for programs suitable for older, non-traditional students. Such programs include non-credit courses taken for entertainment purposes, or degree programs suitable for retirees building a second career around a previous avocation. (Source: ABAG)
- Growth in the older population will drive demand for health care and social assistance and supportive services,

which will increase employment in those industries regionally and nationally. (Source: ABAG)

- Chabot service-area cities have a higher share of residents who identify as of Latino and Asian (31% and 31%, respectively) than the County (23% and 27%, respectively). Chabot's service-area cities also have a smaller share of residents who identify as White (26%) than the County (35%). (Source: Census)
- Chabot student enrollment does not mirror its service area in terms of ethnicity percentages. Latino and African American students represent a larger share of enrollment at Chabot College then they do in service area cities, while White and Asian students represent a smaller percentage of the student body than they do in the general population. (Source: Census, CLPCCD Institutional Research)
- Similarly, Las Positas student enrollment does not mirror its service area in terms of ethnicity percentages. Latino and White students represent a larger share of enrollment at Chabot College then they do in Chabot service area cities, while African American and Asian students represent a smaller percentage of the student body than they do in the general population. (Source: Census, CLPCCD Institutional Research)
- Residents of Chabot service area cities, particularly Hayward, are disproportionally unemployed and/or living in poverty compared to County and district levels. Students from this community face a lifetime of challenges socially and educationally, and often require significant support to succeed educationally. (Source: Census, Bureau of Labor Statistics)

FUTURE STUDENTS

- The local (geographically, not necessarily within District) population will continue to constitute the majority of students. (Source: CLPCD Institutional Research)
- Enrollment of students from Tracy at Las Positas will continue to grow as students are drawn to the growing Tri-Valley economy. Chabot College may also continue to see an increase in students coming from Tracy who are drawn by programs or previous attendance at Las Positas College. (Source: CLPCCD Institutional Research)
- Chabot and Las Positas Colleges have proven attractive to students outside the service area. Many students originate from cities north and south of the District in the East Bay, Contra Costa County, and Tracy. (Source: CLPCCD Institutional Research)
- An increase in the cost of education across the marketplace, particularly at universities, will drive an increased demand for transfer programs; however enrollment increases at CPLCCD may be counterbalanced by restrictions in state funding and consequent restrictions on enrollment or course availability. (Source: Inside Higher Ed)

ENROLLMENT TRENDS

- Enrollment at Chabot has remained relatively steady, with increases in enrollment during economic downturns. Las Positas has seen an overall increase in enrollment, with similar spikes during economic downturns. (Source: CLPCCD Institutional Research)
- Las Positas has a higher percentage of full-time students than Chabot, likely a byproduct of serving a wealthier population, where students are able to study full-time. Students at Las Positas are also younger on average. (Source: CLPCCD Institutional Research)
- While the overall number of students attending Chabot from what is traditionally Las Positas' "student shed", including Tracy, is small, the number of those students has grown rapidly 2005-2014, while the number of students attending Chabot from nearby cities has decreased. Enrollment from Hayward has risen slightly, a 5% increase. (Source: CLPCCD Institutional Research)

- Enrollment at Las Positas has grown for students from all cities 2005-2014 except Pleasanton. Students coming from Tracy have increased by 157%, and now make up 16% of the population. Students from Tracy represent a new challenge and opportunity for the College in that they have lower levels of educational attainment and preparation. (Source: CLPCCD Institutional Research)
- The percentage of white students attending District colleges has decreased significantly 2005-2013 (-8% at Chabot, -14% at Las Positas). At the same time, the Latino population has grown (+10% at Chabot, +13% at Las Positas). (Source: CLPCCD Institutional Research)

STUDENT SUCCESS

- Residents of cities in the Chabot Service Area have lower educational attainment than the County average. Las Positas serves areas where educational attainment is higher than the County average. Students from areas with overall higher levels of education are more likely to be successful in completing their educational goals. (Source: Census, CLPCCD Institutional Research)
- Preparedness is a primary, systemic problem facing the District, with Chabot and Las Positas are serving as an extension of high school for many students. (Source: CLPCCD Institutional Research)
- District students are socially, economically and educationally disadvantaged. Approximately 75% of students arriving at District colleges are unprepared for college. Students who arrive unprepared have a much lesser likelihood of achieving their educational goals. The majority of District students do not have a family history of educational attainment. Latino students, in particular, tend to be the first in their families to attend college. Greater than 70% of District students are economically disadvantaged. (Source: CLPCCD Institutional Research)
- Latino and African American students are relatively unprepared at both Colleges. Regional increases in these populations, as well as relative enrollment increases, indicates that the proportion of the student body needing intensive supportive services will increase. (Source: Census, CLPCCD Institutional Research)
- Many CLPCCD students face a lifetime of personal and educational difficulty. These students want to create positive momentum for themselves. The District provides a major opportunity for them and the region, and many students need significant support to accomplish their educational goals.
- Supporting student success for all students is a strong focus of both Colleges, which continue to refine support programs. (Source: CLPCCD website, community outreach)

EDUCATIONAL OPTIONS

- CLPCCD functions in a very rich educational environment, including 11 nearby California Community Colleges students could elect to attend, as well as nearby State and University of California institutions. These other institutions represent both competition and opportunities for programmatic partnerships. (Source: California Community College GIS Collaborative)
- The district offers 20 AA/AS programs unique to its Community College neighbors, as well as 29 unique certificate programs. (Source: MIG Research)

ECONOMIC OPPORTUNITIES

- The San Francisco Bay Area is expected to generate a 33% growth in employment 2010-2040. This growth outpaces the growth in population, and signals an overall decrease in unemployment. (Source: ABAG)

- While significant buzz and impact is generated by employment in technology and information-related jobs, this industry represents a relatively small percentage of the regional economy. Employment in professional and managerial services, health and education, arts and recreation, and government is much larger, and projected to grow more quickly. While educating students in the use and development of technology is important, there are many other sectors that will demand educated workers with other skills. Employment and growth of the tech sector is greater in Las Positas cities than in the region. (Source: ABAG)
- Manufacturing and wholesale employment is high in the Bay Area, and represents a significant opportunity for students who choose trade employment, though this employment sector is projected to decline slightly 2010-2040. (Source: ABAG)
- More than two-thirds of all jobs nationally do not require a postsecondary degree for entry, however California has a relatively demanding job market, and 20% of jobs require at least a Bachelor's Degree. (Source: U.S. Department of Labor)
- While academic skills and knowledge are vital to a successful career, a competitive employment marketplace like the Bay Area demands a wider range of skills the District can foster, including:
    - Personal management skills
    - Emotional intelligence
    - Professional and communications skills
    - Technological literacy
    - Subject area knowledge
    - Adaptability and ability to learn

OUTREACH SUMMARY

- Hundreds of students, community members, faculty and staff have provided input to the planning process in campus workshops and via an online survey. A distillation of the combined input of the community is presented as select items in this section, and a "Campus and Community Input" section.

FACILITIES*

- The community has requested increased informal gathering and community spaces for students, faculty and staff at both campuses.
- Individual programs, such as auto, dental hygiene, and fire technology, require updated equipment and space on campus. A space needs analysis will be performed at part of this planning process.
- Many institutional libraries are physically transforming and merging with tech services as information moves online and the community requires support in finding and using online information. Cabot may consider this transformation.
- WiFi systems are inadequate.

*(Source: CLPCCD Community Engagement)

INFORMATION TECHNOLOGY

- Increased demands are being placed on IT services as more and more information and processes are being

conducted or requested online, including but not limited to online education, web site maintenance, and scheduling. (Source: CLPCCD Community Engagement)

PROGRAM REVIEW

- CLPCCD has an established program review process that will be updated as part of the educational and strategic planning processes. (Source: CLPCCD Community Engagement)

STAFF AND FACULTY

- Chabot College's Student/Staff Ratio of student headcount to staff FTE is 121, meaning that there are 121 students enrolled per Full-Time Equivalent staff person. The student/Faculty Ratio of student FTE to Full-Time Faculty is 58, meaning that there are 58 students enrolled per Full-Time faculty member. Chabot's ratio of student FTE to faculty FTE is 31.). (Source: CLPCCD Institutional Research)
- Las Positas College's Student/Staff Ratio of student headcount to staff FTE is 184, meaning that there are 184 students enrolled per Full-Time Equivalent staff person. The student/Faculty Ratio of student FTE to Full-Time Faculty is 100, meaning that there are 100 students enrolled per Full-Time faculty member. Las Positas's ratio of student FTE to faculty FTE is 45.). (Source: CLPCCD Institutional Research)
- Faculty may need support updating teaching plans given technologies and information available to students, and in demand in the workplace. (Source: CLPCCD Community Engagement)
- Given the importance of student support for CLPCCD's needy students, budgeting and staffing restrictions, and difficulty mastering all subject-matter expertise for counseling staff, faculty may need to step into more formal advising and student support roles, in addition to the teaching duties. (Source: Penn State Mentor)

1.2. METHODOLOGY

This document relies on the most recent available data from a variety of sources, including CLPCCD, US Census and the California Community College System. This environmental scan makes extensive use of data that the District and Colleges have collected as part of ongoing institutional research. Additional information and reports have been gathered from national, state and private organizations. When possible, data has been compiled specifically for the District and College service areas. Where service area data is not available, county or regional data are used as a proxy. This document is further informed by a multi-faceted public outreach process that began in winter 2014.

As a part of this data collection and analysis effort, the project team has identified many sources of information that are useful not only for this update but for the ongoing implementation and updating of this plan. Where information has been extracted or generated from physical or electronic documents, the source document has been referenced directly and included in the Bibliography, along with a link to the source file. In many cases, this document has referenced information extracted from online databases. This bibliography will be further developed as the Colleges' Educational Plans and District Strategic Plan process, which will create a tool for faculty, staff and community use in ongoing planning and implementation.

2. PLANNING CONTEXT

This chapter describes demographic characteristics of the CLPCCD service area, existing planning processes, and the student population of Chabot and Las Positas Community Colleges. The purpose of this discussion is to provide a summary of the context in which the District is planning, inform CLPCCD's understanding of how closely the District's students match the makeup of the community at large, and begin to identify opportunities to enhance the reach and relevance of CLPCCD programs.

2.1. RELATED PLANNING

The Colleges' Educational Master Plans and District Strategic Plan will be extensions and updates of previous plans. These plans include:

2005 – 2015 Chabot College Education Master Plan
2012 – 2012 Chabot College Strategic Plan
2003 – 2010 Las Positas Education Master Plan
2010-2015 Las Positas Strategic Plan
2012-2016 District Education Master Plan
2012 Facilities Master Plan
Student Equity Plan (In Progress 2014)

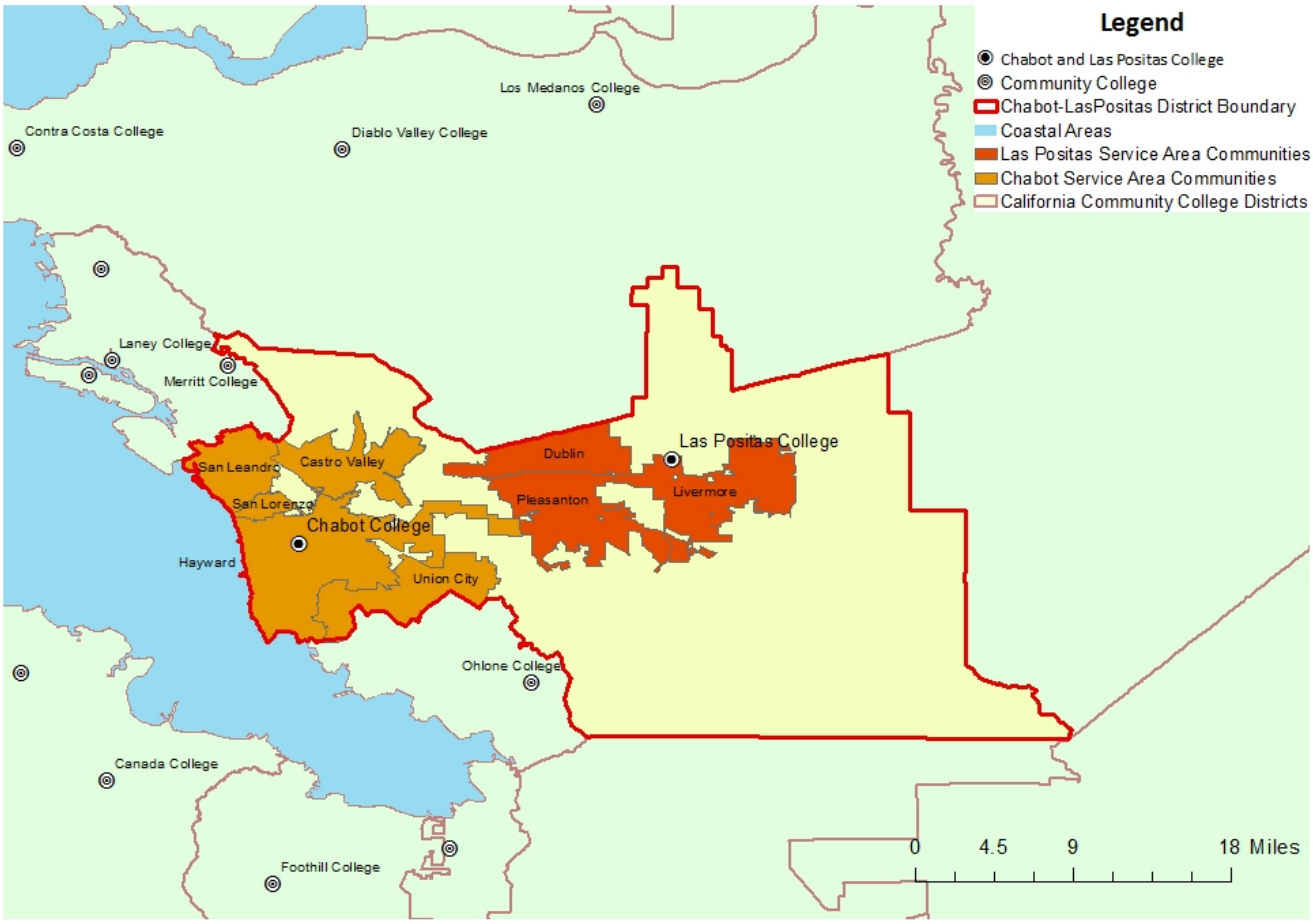
2.2. SERVICE AREA, CAMPUS LOCATIONS, AND GOALS

Chabot-Las Positas Community College District is comprised of two colleges and serves eight communities in Southern Alameda County that include Castro Valley, Dublin Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, and Union City.

Established in 1961, Chabot College Campus is located in the City of Hayward. In 1963, Las Positas was established as a

satellite campus for Chabot College to serve the Tri-Valley region, the south-eastern portion of Alameda County. In 1991, Las Positas received full accreditation to become an independent college. The Colleges are two of the seven community colleges serving Alameda County. The other colleges serving the county include the College of Alameda, Berkeley City College, Laney College, Merritt College, and Ohlone College.

MAP 1: CITIES IN THE CLPCCD



SOURCES: CLPCCD, UNITED STATES CENSUS BUREAU, CALIFORNIA COMMUNITY COLLEGE GIS COLLABORATIVE

Chabot and Las Positas Colleges both aim to provide an educational foundation for transfer to four-year college/university, career and technical education (CTE) certificates, and life-long learning opportunities. The Colleges offer Transfer Admission Guarantee (TAG) to seven UC campuses including, Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara and Santa Cruz. Students who meet specified criteria are guaranteed admission through TAG.

While the Colleges have similar goals, they are also distinct from each other. Chabot's 94-urban acre campus serves more than 13,000 students, 77 percent of which identify as an ethnic minority. Las Positas' newer 147-acre campus serves the faster growing Tri-Valley region. Of the more than 8,000 students enrolled in Las Positas, fewer than half are minority students (42 percent).

Figure 1: County and District Service Area Population, 2012

Alameda County	District Service Area	Percentage of County
1,515,136	582,911	38%

Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

- The District official serves approximately 1/3 of Alameda County, through in practice students come from a much wider area.

COMMUNITY COLLEGE DISTRICTS

The San Francisco Bay Area has a dense population and is rich with educational opportunities. There are 11 Community College Districts surrounding the San Francisco Bay, and many Community Colleges, some of which are within minutes of the CLPCCD Colleges. The region is also home to several Cal State university campuses, private institutions, and UC Berkeley. This dynamic educational environment means that students have many available opportunities for learning and certification, and presents the District with both competition for students and many opportunities for partnerships.

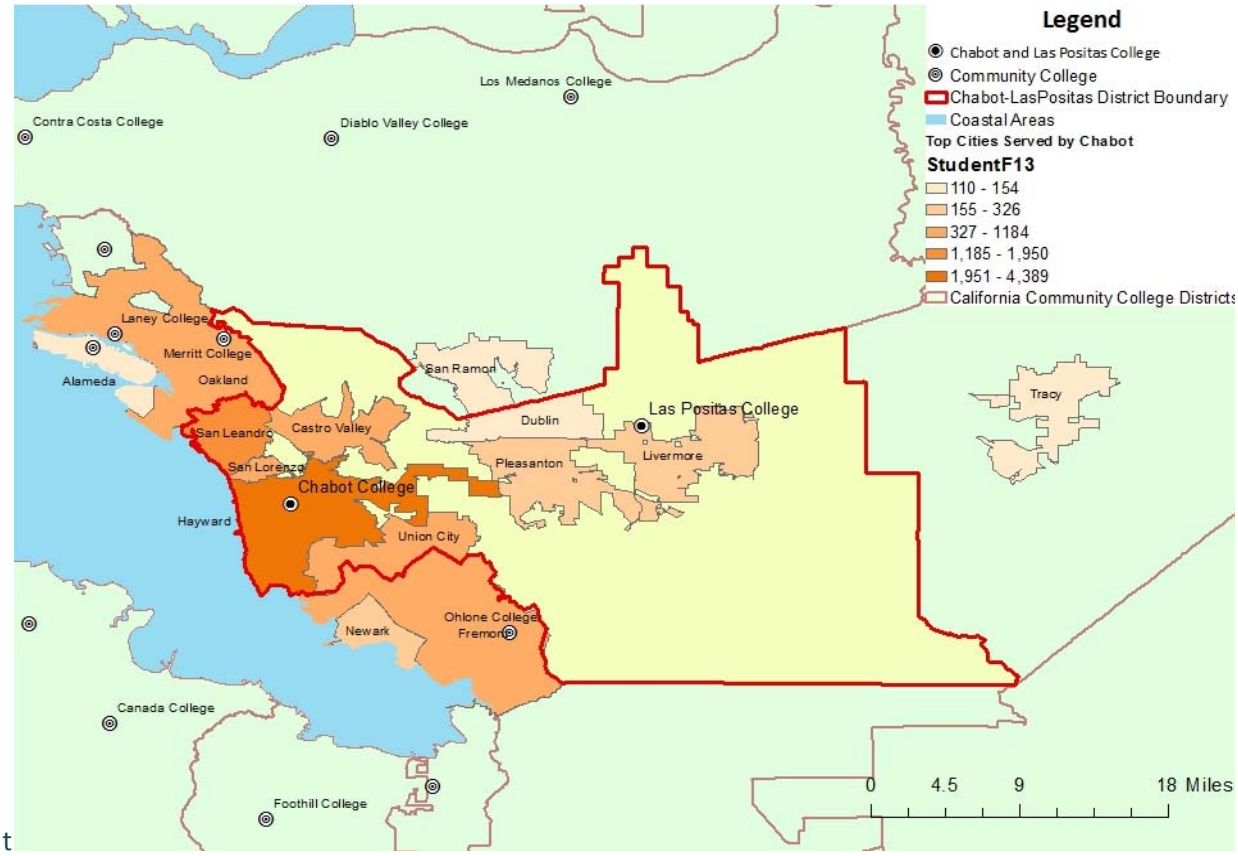
Map 2: Community College Districts in the Bay Area

Source: California Community College GIS Collaborative

Cities Served

Chabot and Las Positas College draw students from throughout the district and local region, including other Community College Districts. In many cases students from out of district come for convenience or social reasons, but some also come for particular programs. The District accommodates, plans for, and educates these students, whether or not they live in the state-prescribed service area.

Map 3: Chabot: Top Cities Served by Enrollment



Sources: CLPCCD, United States Census Bureau, California Community College GIS Collaborative

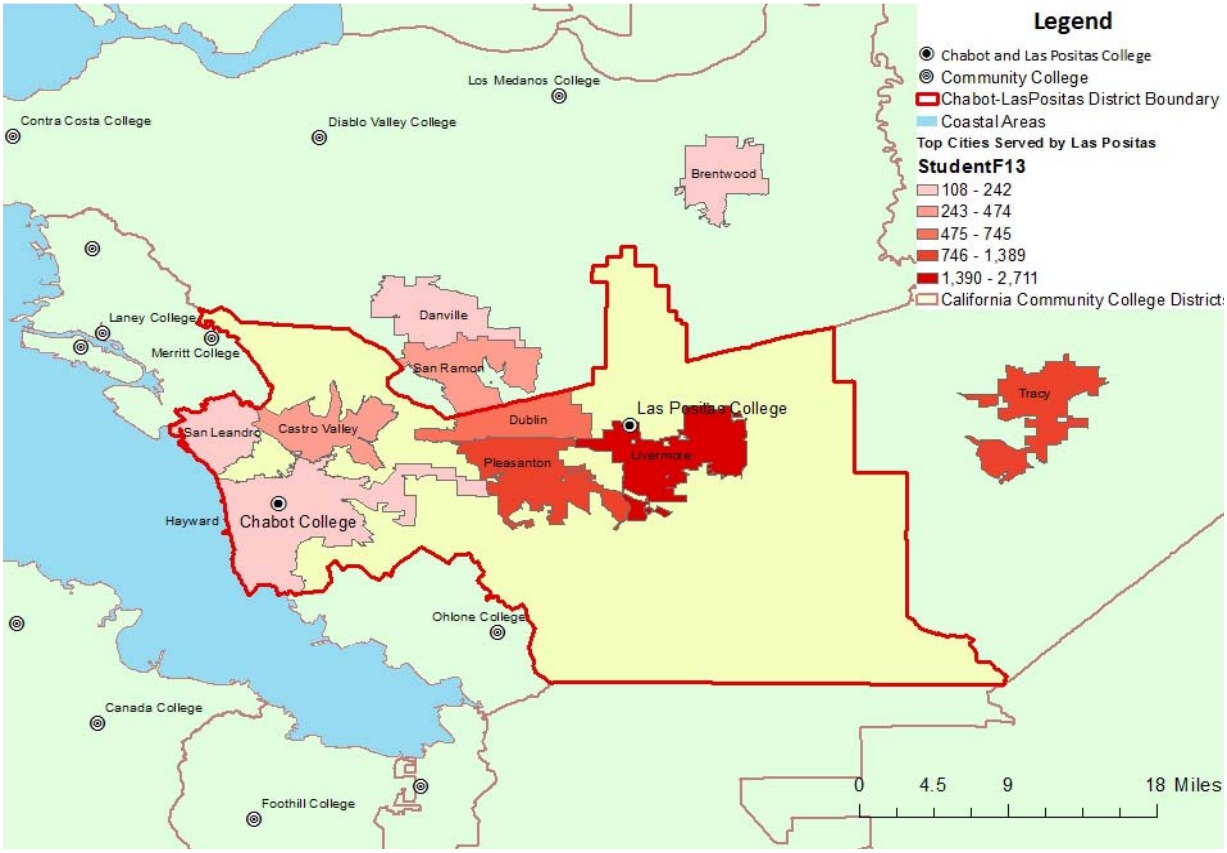
Figure 2: Chabot Enrollment by City 2005-2014

City	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	% Change
Livermore	63	103	120	128	258	231	237	224	326	316	417%
Tracy	53	61	26	74	141	129	126	107	142	175	168%
San Ramon	51	80	22	47	120	128	103	100	111	105	118%
Dublin	81	111	107	118	161	157	147	142	154	163	90%
Pleasanton	111	119	110	130	189	220	175	170	201	209	81%
Hayward	4,192	4,133	4,243	4,429	4,999	4,907	4,699	4,491	4,389	4,356	5%
Oakland	1,039	971	930	976	1,237	1,237	1,050	1,057	1,049	958	1%
San Lorenzo	776	743	743	801	915	873	799	760	780	105	1%
San Leandro	2,010	1,921	2,023	1,967	2,242	2,196	1,973	1,905	1,950	2,001	-3%
Union City	1,334	1,413	1,449	1,497	1,516	1,520	1,397	1,270	1,184	1,144	-11%
Castro Valley	1,126	1,079	1,065	1,023	1,228	1,099	933	908	911	923	-19%
Newark	372	336	314	317	319	313	295	261	273	275	-27%
Other cities	1,812	1,635	1,868	1,621	1,541	1,359	1,170	1,185	1,178	963	-35%
Fremont	1,185	1,046	1,105	1,043	1,055	1,023	912	810	754	691	-36%
Alameda	216	165	185	188	202	216	156	135	110	108	-49%
Danville	20	26	18	36	41	41	34	N/A	N/A	N/A	N/A

Sources: CLPCCD Institutional Research

- Chabot College serves students from a large area of the East Bay, particularly cities along the San Francisco Bay
- While the overall number of students attending Chabot from what is traditionally Las Positas' "student shed," including Tracy, is small, the number of those students has grown rapidly 2005-2014, while the number of students attending Chabot from nearby cities has decreased. Enrollment from Hayward has risen slightly, a 5% increase.

MAP 4: LAS POSITAS: TOP CITIES SERVED BY ENROLLMENT



Source: CLPCCD, United States Census Bureau, California Community College GIS Collaborative

Figure 3: Las Positas Enrollment Trends by Residency for Top 10 Cities, Fall 2005 - Fall 2014

City	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	% Change
Livermore	2,482	2,593	2,767	2,986	3,167	2,944	2,739	2,790	2,730	2,687	8%
Pleasanton	1,542	1,604	1,732	1,921	1,964	1,733	1,469	1,400	1,351	1,306	-15%
Tracy	558	649	730	793	964	1,025	1,103	1,203	1,382	1,433	157%
Dublin	730	803	811	872	985	869	778	734	740	749	3%
Castro Valley	384	391	438	506	560	556	511	493	473	437	14%
San Ramon	385	428	407	470	553	481	461	430	408	431	12%
Hayward	209	217	179	201	247	239	260	243	243	252	21%
Danville	151	176	169	167	172	158	150	159	167	165	9%
San Leandro	150	127	137	139	142	146	173	162	165	175	17%
Other Cities	526	557	603	589	557	516	464	460	479	488	-7%

Source: CLPCCD Institutional Research

- Las Positas college primarily serves students from the Tri-valley area, which includes Livermore, Pleasanton, Dublin, San Ramon, and Danville
- Enrollment at Las Positas has grown for students from all cities 2005-2014, except Pleasanton.
- Students from Tracy have increased by 157%, and now make up 16% of the population. Students from Tracy

represent a new challenge for the College as they have lower levels of educational attainment and preparation

2.3. SERVICE AREA POPULATION

The Bay Area and the CLPCCD service areas are dense and growing regions. Absolute population growth signals an increase in the demand for District services. Figure 6 shows significant expected growth between 2010 and 2040 with a total increase of 152,000 residents.

Figure 4: Chabot Service Area Population, 2012

Castro Valley (CDP)	Hayward	San Leandro	San Lorenzo (CDP)	Union City	Total
60,981	145,165	84,966	23,937	69,820	384,869

Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

Figure 5: Las Positas Service Area Population, 2012

Dublin	Livermore	Pleasanton	Total
45,799	81,086	70,329	197,214

Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

Figure 6: Projected Population for District Service-Area Six Cities*

City	2010	2015	2020	2025	2030	2035	2040	Number Change 2015-2040	Percent Change 2015-2040
Dublin	46,036	50,000	54,200	58,700	63,500	68,500	73,800	23,800	48%
Hayward	144,186	150,700	157,500	164,400	171,800	179,700	188,000	37,300	25%
Livermore	80,968	84,400	88,000	91,700	95,600	99,900	104,300	19,900	24%
Pleasanton	70,285	73,500	76,800	80,200	83,900	87,800	91,800	18,300	25%
San Leandro	84,950	88,300	91,700	95,300	99,200	103,300	107,600	19,300	22%
Union City	69,516	71,400	73,400	75,500	77,600	80,000	82,500	11,100	16%
Total:	495,941	518,300	541,600	565,800	591,600	619,200	648,000	129,700	25%
Alameda County	1,510,271	1,580,800	1,654,200	1,730,100	1,810,300	1,897,200	1,987,900	477,629	26%

Source: Association of Bay Area Governments, 2013 Projections

*Only service area cities are included. San Lorenzo and Castro Valley are census designated places and data is unavailable.

- On average the majority of service-area cities will experience about 25% population growth in a 25 year timeframe.
- The City of Dublin is the outlier and will experience the largest percent increase at 48% while Union City will only experience a 16% population increase.
- Hayward will experience the most growth in terms of absolute numbers, adding about 43,800 residents by 2040.

2.4. AGE

Age distribution is an important variable to consider in the development of programs and the delivery of support services. Students arriving straight from high school will have different needs than older adults.

Figure 7: District Population by Age, 2012*

	Chabot Cities	Las Positas Cities	District Service-Area	County
14 and Under	19%	21%	20%	19%
15 to 34	28%	25%	27%	29%
35 and above	52%	55%	53%	52%

*Includes CDPs

Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

Figure 8: County Population Growth by Age, 2010-2035

Age	2010	2015	2035	Percent Change
0- 1	19,010	20,800	22,400	18%
1- 4	78,642	85,100	91,000	16%
5- 9	94,546	95,000	109,800	16%
10-14	91,070	92,200	106,300	17%
15-19	100,394	99,300	115,000	15%
20-24	107,049	105,600	117,900	10%
25-29	113,597	108,200	120,600	6%
30-34	114,607	112,900	120,400	5%
35-39	115,275	113,100	124,800	8%
40-44	112,216	112,500	119,300	6%
45-49	114,111	111,200	105,100	-8%
50-54	108,506	111,400	111,300	3%
55-59	94,648	105,200	108,700	15%
60-64	78,854	91,400	104,700	33%
65-69	52,663	75,400	101,900	93%
70-74	37,774	50,400	98,500	161%
75-79	29,185	34,800	83,600	186%
80-84	23,391	25,000	62,900	169%
85+	24,733	31,300	73,000	195%
Total	1,510,271	1,580,800	1,897,200	26%
Median	36.6	38.1	40.9	

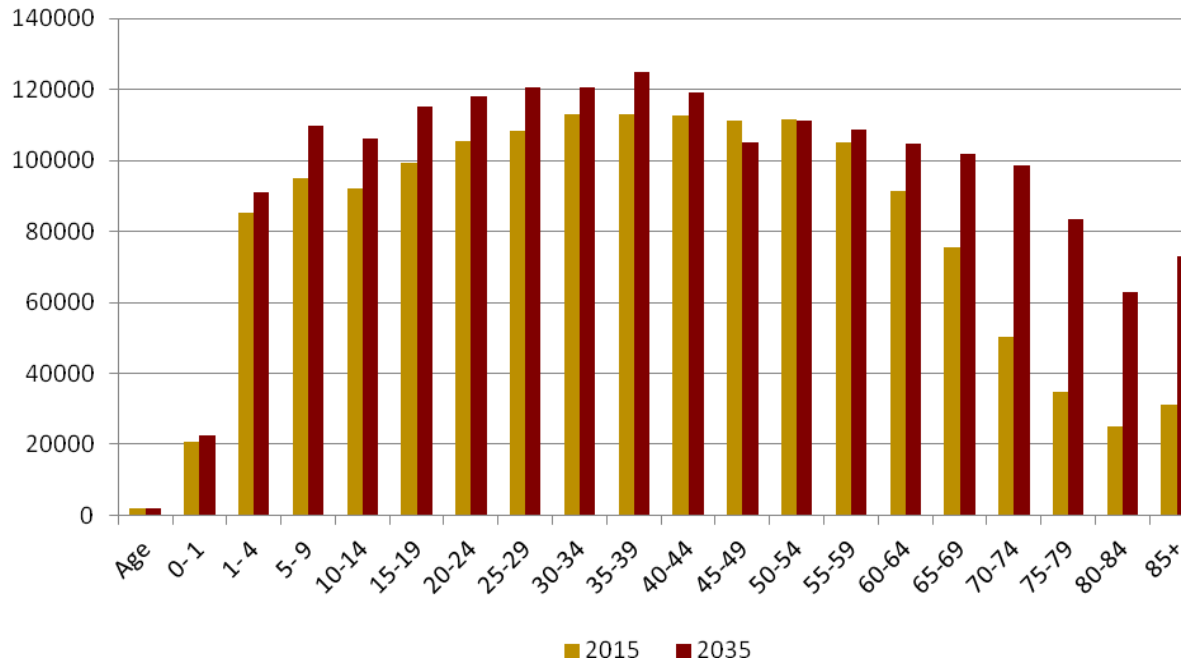
Source: Association of Bay Area Governments, 2013 Projections

- Nearly all age groups will experience an increase in residents between 2015 and 2040.
- The population is getting both older and younger. The greatest increase will come from the oldest categories of 60 years and older. The second largest age range to experience significant growth will be those 24 years of age and younger.
- Between 2010 and 2035, the Alameda County population of people over 65 will increase between 100% (65-75) and approximately 200% (85+). Increases in the senior population will increase demand for programs suitable for older, non-traditional students. Such programs include non-credit courses taken for entertainment purposes,

or degree programs suitable for retirees building a second career around a previous avocation.

- The age distribution of the District service-area roughly mirrors the County's age distribution

Figure 9: Alameda County Population by Age, 2015-2035



Source: Association of Bay Area Governments, 2013 Projections

2.5. ETHNICITY

The distribution of ethnic minorities informs the distribution of programs and services across the college.

Figure 10: Race/Ethnicity of Service-Area Population by Percent, 2012

	Chabot Cities	Las Positas Cities	District Service-Area	Alameda County
Latino	31%	22%	24%	23%
Black	10%	11%	11%	12%
White	26%	38%	36%	35%
Asian	31%	26%	27%	27%
Other*	2%	1%	1%	1%

**Includes American Indian, Alaska Native, Native Hawaiian & Other Pacific Islander, Two or More Races, and Other*
Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

- The District service-area and Las Positas service-area mirrors the overall county ethnic breakdown Chabot service-area cities have a higher share of residents who identify as of Latino and Asian (31% and 31%, respectively) than the County (23% and 27%, respectively). Chabot's service-area cities also have a smaller share of residents who identify as White (26%) than the County (35%).

2.6. EDUCATION

Educational attainment varies widely between the Colleges' service-areas and between the different cities and communities. Looking at how the student's demographic enrollment compares to the overall community is useful in understanding where students with the greatest need are coming from.

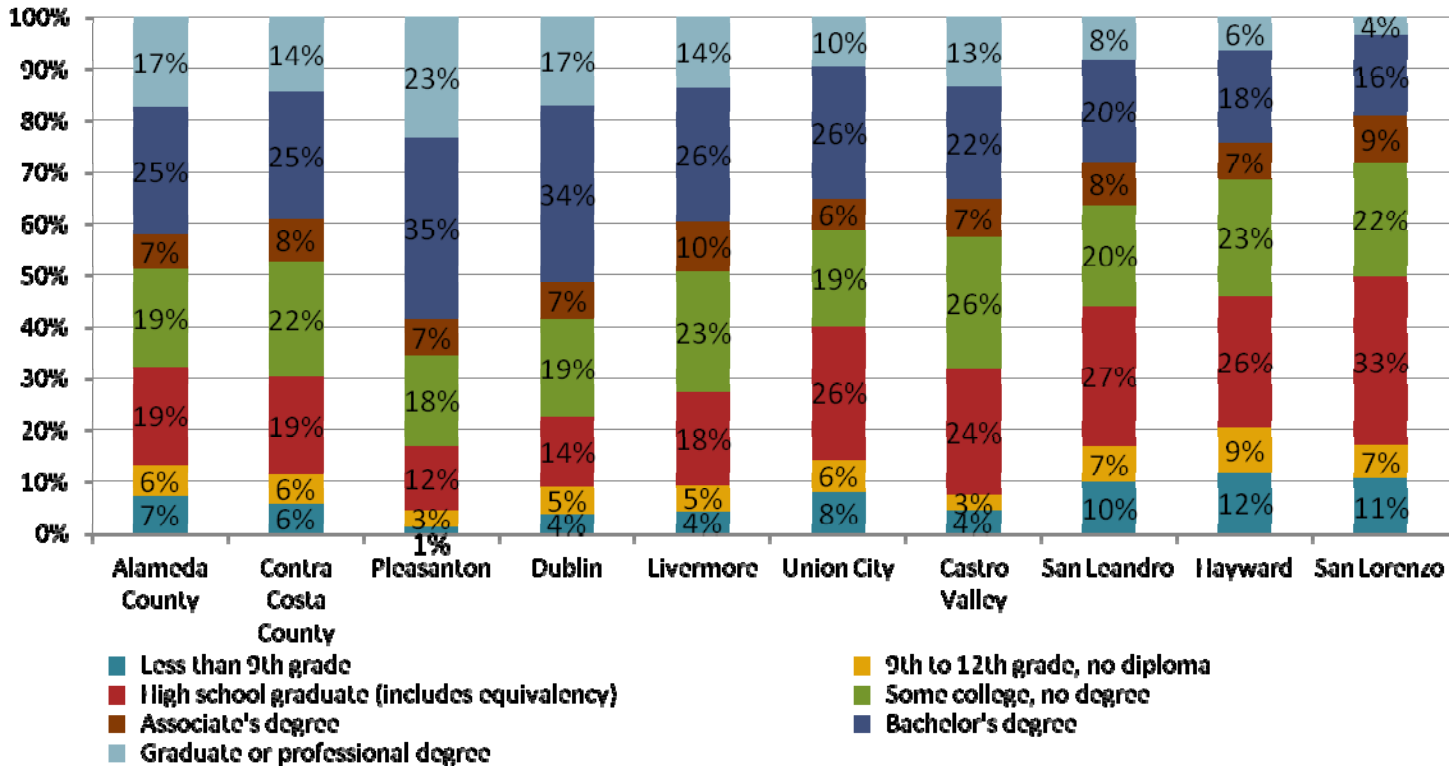
Figure 11: Educational Attainment, Service Area and County Comparison by Percent, 2012

	Chabot Cities	Las Positas Cites	District Service Area	Alameda County
No High School Diploma	17%	7%	13%	14%
High School (Equivalency) or Some College	47%	37%	44%	38%
Associate's degree	7%	9%	8%	7%
Bachelor's degree	20%	29%	23%	24%
Graduate or professional degree	8%	17%	11%	17%
Total Population 25 years and Over	257,922	133,026	390,948	1,025,190

Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

- Chabot cities have a higher percentage of residents who do not have a college degree (17%) compared to the County (14%) yet they have a higher percentage of overall high school graduates (17%) than the County (38%).Residents in Las Positas cities are more educated than the County with 29% of the population having earned a Bachelor's degree and 17% of the population having earned a Graduate degree.

FIGURE 12: EDUCATIONAL ATTAINMENT BY PERCENT, 2012



Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

- The percentage of residents with an Associate's degree is consistent at 7%-8% across all the cities and counties.

The exception is Livermore, with a 10% share of residents with an Associate's degree.

- Pleasanton and Dublin have the highest share of residents with a Bachelor's degree or higher. Hayward has the highest percentage of residents with no high school diploma.

2.7. EMPLOYMENT

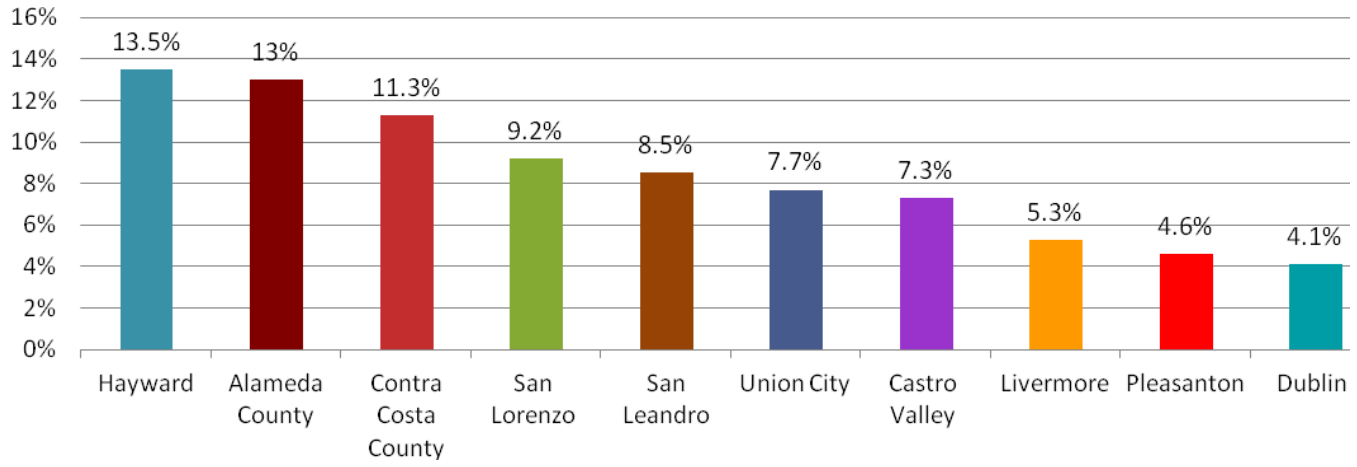
Figure 13: Employment Service-Area by Industry, 2012

Occupation	Chabot Cities		Las Positas Cities		District Service Area	
	Population	Percent	Population	Percent	Population	Percent
Educational service; health care; social assistance	36,554	20%	16,960	17%	53,514	19%
Professional, scientific, and management; Administrative and waste management services	22,442	12%	18,533	19%	40,975	14%
Manufacturing	22,415	12%	12,710	13%	35,125	12%
Retail trade	20,967	12%	10,436	11%	31,403	11%
Arts, entertainment, and recreation; Accommodation and food services	14,967	8%	8,096	8%	23,063	8%
Construction	11,508	6%	8,696	9%	20,204	7%
Finance and insurance; Real estate; Rental; Leasing	10,559	6%	7,623	8%	18,182	6%
Transportation and warehousing; Utilities	13,528	7%	3,561	4%	17,089	6%
Other services	9,379	5%	4,324	4%	13,703	5%
Public administration	7,178	4%	3,930	4%	11,108	4%
Wholesale trade	7,427	4%	3,500	4%	10,927	4%
Information	4,062	2%	3,477	4%	7,539	3%
Agriculture, forestry, fishing and hunting; mining	442	0%	225	0%	667	0%
Civilian employed population 16 years and over	181,428		98,601		283,499	

Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

- Employment in information sectors makes up only 3% of district jobs
- Educational health care, social assistance, and professional jobs employ a large proportion of the district population and are projected to grow
- Manufacturing employs 12% of the district population, but this sector will shrink or plateau in the future

Figure 14: County and Service Area Comparison: Percent of Local Households in Poverty



Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

- In Hayward, the percentage of households in poverty surpass all other service area cities and Alameda and Contra Costa County; 13.5% of Hayward residents live in poverty
- Chabot's service area cities (Hayward, San Lorenzo, San Leandro, Union City and Castro Valley) have the highest percentage of households living in poverty. Las Positas' service area cities (Livermore, Pleasanton, and Dublin) have the lowest percentage of households living in poverty.

Figure 15: Unemployment by City and County, November 2014

District Service-Area	Unemployment Rate
Hayward	6.8%
San Leandro	6.0%
Union City	5.7%
Livermore	3.9%
Dublin	3.6%
Pleasanton	3.0%
Counties	**Unemployment Rate**
Alameda County	6.1%
Contra Costa	6.0%

Source: United States Census Bureau of Labor Statistics

2.8. HOUSEHOLDS, INCOME AND POVERTY

Figure 16: Household Size, Median Income and Percent Living below Poverty by Community/City

City	Total Households	Average Household Size	Median Income	% Living Below Poverty
Castro Valley CDP	21,923	2.73	$ 82,656	7.3%
Dublin	15,191	2.73	$ 112,679	4.1%
Hayward	44,223	3.24	$ 62,313	13.5%
Livermore	28,903	2.80	$ 97,379	5.3%
Pleasanton	24,474	2.86	$ 118,129	4.6%
San Leandro	30,179	2.79	$ 62,195	8.5%

San Lorenzo CDP	7,446	3.21	$ 70,719	9.2%
Union City	20,291	3.42	$ 83,066	7.7%

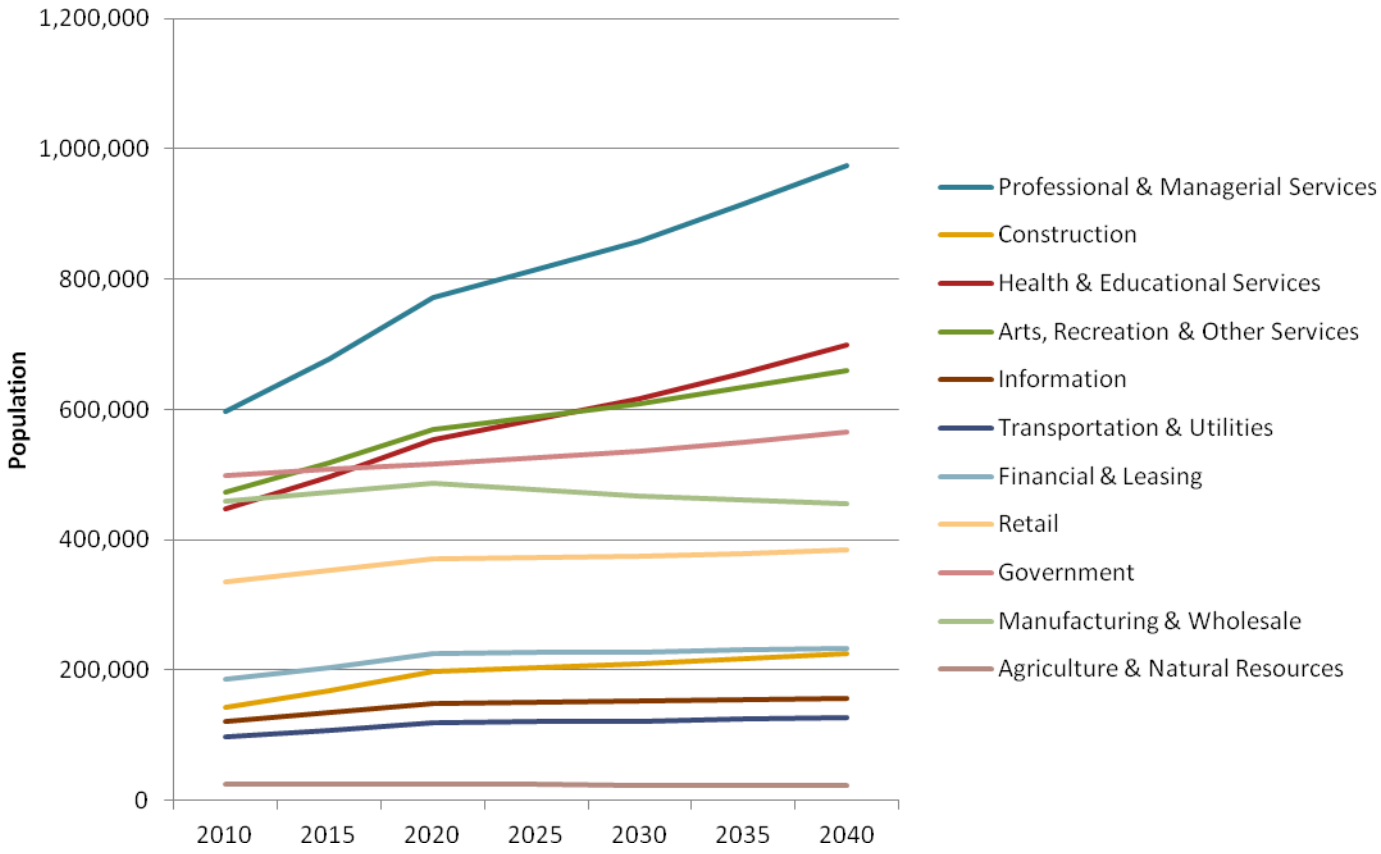
Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

- Not surprisingly, the cities/communities with higher income have a lower percentage of households living below the poverty level
- Additionally, Dublin, Livermore, Pleasanton, and Union City have the most educated populations (see Figure 12) and the highest median income

3. REGIONAL INDUSTRY AND EMPLOYMENT TRENDS

3.1. BAY AREA REGIONAL CONTEXT

Figure 17: Bay Area Employment by Sector 2010-2040 (Graph)



Source: Association of Bay Area Governments, 2013 Projections

- Professional and managerial services are expected to grow by 63% from 2010 to 2040, while health and educational services from 58%. With this rapid and accelerating growth, these industries also employ large segments of the population
- Arts and recreation and other services are expected to grow at a still outstanding 40%, again employing a large segment and the population
- While construction is expected to grow a very strong 58% the sector employs a much smaller share of the population
- Information employment is much discussed regionally and is expected to grow 20%, but employs a much smaller segment of the population then the largest and fastest growing sectors

Figure 18: Bay Area Employment by Sector 2010-2040 (Table)

	2010	2015	2020	2025	2030	2035	2040	Growth, 2010-2040
Population	7,150,739	7,461,400	7,786,800	8,134,000	8,496,800	8,889,000	9,299,100	30%
Employed Residents	3,268,680	3,547,310	3,849,790	3,949,620	4,052,020	4,198,400	4,350,070	33%
Professional & Managerial Services	596,740	678,230	771,560	814,300	859,260	914,710	973,640	63%
Construction	142,350	168,380	197,560	203,280	209,150	217,080	225,290	58%
Health & Educational Services	447,720	497,070	553,680	584,230	616,620	656,290	698,610	56%
Arts, Recreation & Other Services	472,930	519,020	570,160	589,000	608,420	633,960	660,570	40%
Information	121,070	134,550	149,640	150,890	152,130	154,720	157,330	30%
Transportation & Utilities	98,710	108,320	119,080	120,650	122,090	124,760	127,360	29%
Financial & Leasing	186,070	204,730	225,520	226,770	227,680	230,880	233,790	26%
Retail	335,930	352,550	370,260	372,210	374,060	379,210	384,420	14%
Government	498,970	508,600	517,280	526,610	536,220	550,550	565,390	13%
Manufacturing & Wholesale	460,170	473,360	486,720	476,580	467,010	461,330	456,080	-1%
Agriculture & Natural Resources	24,640	25,180	25,690	24,800	23,940	23,330	22,750	-8%
Total Jobs	3,385,300	3,669,990	3,987,150	4,089,320	4,196,580	4,346,820	4,505,230	33%

Source: Association of Bay Area Governments, 2013 Projections

Figure 19: Projected Job Openings 2012-2021 SF Bay Region for Occupations Requiring an Associate's Degree by Chabot Career and Technical Education (CTE) Disciplines[1]

Top 12 Occupations by Projected Number of Jobs Added

Occupation	SF Bay Area 2012 Jobs	SF Bay Area 2021 Jobs	Growth (2012-2021)
Registered Nurses	46,336	53,318	6,982
Computer Support Specialists	20,133	23,912	3,779
Appraisers and Assessors of Real Estate	10,969	12,530	1,561
Computer Specialists, All other	11,927	13,273	1,346
Veterinary Technologists and Techs	2,210	3,258	1,048
Interior Designers	5,877	6,559	682
Dental Hygienists	4,438	5,010	572
Medical and Clinical Lab Techs	3,524	4,069	545
Paralegals and Legal Assistants	7,731	8,275	544
Radiologic Techs	3,025	3,390	365
Medical Equipment Repairs	991	1,301	310
Medical Records and Health Info Techs	2,528	2,780	252

Top 14 Occupations by Projected Percentage of Jobs Added

Occupation	SF Bay Area 2012 Jobs	SF Bay Area 2021 Jobs	Growth (2012-2021)
Veterinary Technologists and Techs	2,210	3,258	47%
Medical Equipment Repairs	991	1,301	31%
Occupational Health and Safety Techs	146	185	27%
Computer Support Specialists	20,133	23,912	19%
Physical Therapist Assistants	762	898	18%
Occupational Therapist Assistants	285	331	16%
Medical and Clinical Lab Techs	3,524	4,069	15%
Registered Nurses	46,336	53,318	15%
Cardiovascular Techs	727	835	15%
Enviro Science and Protection Techs	1038	1,191	15%
Respiratory Therapists	1,646	1,888	15%
Appraisers and Assessors of Real Estate	10,969	12,530	14%
Environmental Engineering Techs	596	680	14%
Diagnostic Medical Sonographers	955	1,087	14%

[1] *Source: CLPCCD Institutional Research*

Figure 20: Projected Job Growth 2012-2021 in SF Bay Area Region for Graduates of Chabot College Career and Technical Education (CTE) and Other Disciplines[2]

Top 10 Disciplines by Projected Number of Jobs Added

Chabot Disciplines and CTE Programs	Regional Jobs (2012)	Regional Jobs (2021)	Growth (2012-2021)
Business Administration and Management, General	220,817	246,243	25,426
Business/Commerce, General	209,227	233,652	24,425
Real Estate	161,939	184,474	22,535
Computer Science	112,808	133,440	20,632
Sales, Distribution, and Marketing Operations, General	132,567	140,446	7,879
Child Care Provider/Assistant	52,671	60,532	7,861
Small Business Administration/Management	44,782	52,033	7,251
Registered Nursing/Registered Nurse	46,336	53,318	6,982
Human Services, General	46,714	52,101	5,387
Sport and Fitness Administration/Management	28,934	34,085	5,151

Top 14 Disciplines by Projected Percentage of Jobs Added

Chabot Disciplines and CTE Programs	Regional Jobs (2012)	Regional Jobs (2021)	Growth (2012-2021)
Computer Science	112,808	133,440	18%
Sport and Fitness Administration/Management	28,934	34,085	18%
Physical Fitness Technician	9,250	10,855	17%
Medical/Clinical Assistant	14,642	16,933	16%
Small Business Administration/Management	44,782	52,033	16%
Child Care Provider/Assistant	52,671	60,532	15%
Medical Insurance Coding Specialist/Coder	16,028	18,464	15%
Registered Nursing/Registered Nurse	46,336	53,318	15%
Biology/Biological Sciences, General	4,620	5,259	14%
Real Estate	161,939	184,474	14%
Dental Hygiene/Hygienist	4,438	5,010	13%
English Language and Literature, General	36,308	40,961	13%
Liberal Arts and Sciences/Liberal Studies	36,308	40,961	13%
Special Education and Teaching, General	5,680	6,398	13%

[2] *Source: CLPCCD Institutional Research*

Figure 21: Projected Job Openings 2012-2021 in SF Bay Region for Occupations Requiring a Certificate or extensive On-the-Job training by Chabot Career and Technical Education (CTE) Disciplines[3]

Top 11 Occupations by Projected Number of Jobs Added

Occupation	SF Bay Area 2012 Jobs	SF Bay Area 2021 Jobs	Growth (2012-2021)
Real Estate Sales Agents	90,664	103,581	12,917
Executive Secretaries and Administrative Assistants	52,384	56,671	4,287
Nursing Aides, Orderlies, and Attendants	22,888	26,883	3,995
Industrial Technology Construction and Building Inspectors	4,913	8,186	3,273
Medical Assisting Medical Assistants	13,500	15,684	2,184
Physical Education Coaches and Scouts	10,015	12,053	2,038
Nursing Licensed Practical and Licensed Vocational Nurses	11,785	13,729	1,944
Business Insurance Sales Agents	16,261	18,132	1,871
Hairdressers, Hairstylists, and Cosmetologists	13,351	15,025	1,674
Physical Education Fitness Trainers and Aerobics Instructors	9,044	10,625	1,581
Medical Secretaries	15,775	17,288	1,513

Top 13 Occupations by Projected Percentage of Jobs Added

Occupation	SF BayArea 2012 Jobs	SF Bay Area 2021 Jobs	Growth (2012-2021)
Industrial Technology Construction and Building Inspectors	4,913	8,186	67%
Skin Care Specialists	1,726	2,182	26%
Gaming Dealers	1,300	1,578	21%
Physical Education Coaches and Scouts	10,015	12,053	20%
Fire Technology Fire Fighters	5,471	6,491	19%
Massage Therapists	6,184	7,286	18%
Physical Education Fitness Trainers and Aerobics Instructors	9,044	10,625	17%
Nursing Aides, Orderlies, and Attendants	22,888	26,883	17%
Embalmers	120	140	17%
Makeup Artists, Theatrical and Performance	446	520	17%
Nursing Licensed Practical and Licensed Vocational Nurses	11,785	13,729	16%
Slot Key Persons	425	494	16%
Medical Assisting Medical Assistants	13,500	15,684	16%

[3] *Source: CLPCCD Institutional Research*

Figure 22: Projected Job Openings 2012-2021 in SF Bay Region for Occupations Requiring a Bachelor's Degree by Chabot Transfer Disciplines[4]

Top X Transfer Degree Programs by Projected Number of Jobs Added

Chabot Discipline	SF Bay Area 2012 Jobs	SF Bay Area 2021 Jobs	Growth (2012-2021)
Business	237,160	273,747	36,587
Computer Science	172,166	206,117	33,951
All Teachers	51,716	57,989	6,273
Engineering	57,080	62,278	5,198
Liberal Studies/Teacher Prep	32,405	37,158	4,753
Real Estate	34,108	38,728	4,620
Psychology Counseling/Sociology/Psychology	18,047	21,046	2,999
Art	22,334	24,670	2,336
English	22,033	24,242	2,209
Communication Studies	9,882	11,498	1,616
Business/Industrial Technology	10,049	11,301	1,252
Early Childhood Education	8,350	9,416	1,066

Top X Transfer Degree Programs Projected Percentage of Jobs Added

Chabot Discipline	SF Bay Area 2012 Jobs	SF Bay Area 2021 Jobs	Growth (2012-2021)
Biological Sciences/Engineering	1,220	1,688	38%
Nutrition	2,202	2,937	33%
Geography	450	561	25%
English/Sciences	3,703	4,455	20%
Computer Science	172166	206117	20%
Film	1,120	1,334	19%
Business/Psychology	4,909	5,823	19%
Chemistry/Biology	2,763	3,263	18%
Industrial Technology/Business	2,865	3,366	17%
Psychology Counseling	1039	1219	17%
Psychology Counseling/Sociology/Psychology	18047	21046	17%
Communication Studies	9,882	11,498	16%

[4] *Source: CLPCCD Institutional Research*

3.2. ALAMEDA COUNTY AND CONTRA COSTA COUNTY PROJECTIONS

Figure 23: County Job and Population Growth 2010-2040

	Employment				Population			
	2010	2040	2010-2040		2010	2040	2010-2040	
			Total growth	% growth			Total growth	% growth
Alameda	694,450	947,650	253,200	36%	1,510,270	1,987,950	477,680	32%
Contra Costa	344,920	467,390	122,470	36%	1,049,030	1,338,440	289,420	28%
Region	3,385,300	4,505,220	1,119,920	33%	7,150,740	9,299,150	2,148,410	30%

Source: ABAG

- County job growth is projected to grow faster than population growth.
- Alameda and Contra Costa County will experience the same growth rate (36%)
- Alameda County's population will grow faster (32%) than Contra Costa County (28%) and the rest of the region (30%)

TRI-VALLEY ECONOMIC TRENDS[5]

The Tri-Valley region encompasses the cities of Dublin, Livermore, and Pleasanton in Alameda County and the Town of Danville and the City of San Ramon in Contra Costa County. This is Las Positas' "student shed". The Tri-Valley sub-region has a very different economy and demographic profile than the East Bay, particularly the part of the East Bay that Chabot serves.

The Tri-Valley is growing at a faster rate than the Bay Area as a whole. Over the last two decades, the Tri-Valley has experienced an influx of people and jobs—population and employment are both growing faster in the Tri-Valley than in the broader region.

Between 2000 and 2012, the Tri-Valley's total population expanded by 20 percent, more than double the rate for the broader Bay Area. Over that same period, the Tri-Valley added approximately 40,000 jobs – increasing employment by 21 percent – while job growth in the Bay Area has been 3 percent.

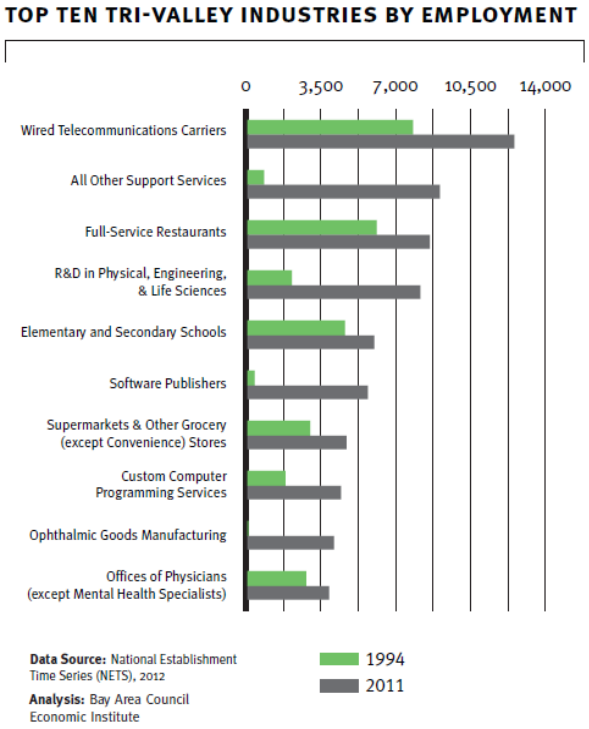
Major corporations:
Chevron Corporation; Safeway; Thoratec; Workday; Ross Stores; US Foods, Oracle Corporation; SAP; AT&T; Cisco Systems; Sage Software; Kaiser Permanente; Clorox; Pacific Gas & Electric; United Parcel Service; General Electric; Toyota; EMC; Roche Molecular Systems; Robert Half International; Epicor; IBM; and Accenture
National laboratories:
Lawrence Livermore National Laboratory

[5] *Source: Tri-Valley Rising: Its Vital Role in the Bay Area Economy*

Sandia National Laboratories' California site

Trends:

- From 1994 to 2008, the Tri-Valley added nearly 100,000 jobs across all sectors. Over this period, employment expanded by 65 percent, with strong growth in manufacturing and construction. In comparison, Bay Area employment grew by 17 percent over the same period (p. 11).
- Employment in the medical, dental, and hospital equipment sector is 2.8 times more concentrated in the Tri-Valley than in the Bay Area (p. 13).
- Since 1994, jobs in information—including those related to software, telecommunications, publishing, and data processing—have increased by 86 percent, outpacing the rate of growth for all jobs in the Tri-Valley, indicating that the information technology sector has taken a greater foothold in the region. While total Tri-Valley employment dropped 4 percent between 2008 and 2011 (with the largest losses in financial services, education, and health services), the information sector witnessed job gains of 51 percent over the three-year period (p. 11).



East Bay Economic Trends[6]

- The East Bay has a higher concentration of small businesses than other Bay Area regions. Small businesses account for 45.5% of employment in the East Bay.
- Growing sectors from 2012-13:
    - Transportation and Warehousing (4.9%)
    - Real Estate (4.2%)
    - Wholesale Trade (4%)
    - Professional Scientific and Technical Services (3.5%)
    - Health Care (3.3%)
    - Manufacturing (2.4%) [BUT EXPECTED TO CONTRACT MOVING FORWARD]
- Much of the growth in Wholesale Trade, and Transportation and Warehousing, can be attributed to increased port activity, with the value of exports (6.1%) and imports (5.5%) at the Port of Oakland increasing from 2012 to 2013.
- Payroll employment levels are forecast to grow by 13.7% (143,000 jobs) from current levels through 2020. High-wage sectors are expected to be at the forefront of this growth, with management and Professional Services forecast to grow by 25.1% (29,800 jobs) over current levels through 2020
- Unemployment in the East Bay is much higher for those with low levels of education and those who are working age but under 25 years old. According to the 2012 American Community Survey:

Unemployment for workers with Bachelor's degree	5.7%
Unemployment for workers with only high school diploma	13.2%
Unemployment for workers age 16 to 25	20.2%
Unemployment for workers age 46 to 55	7.1%

[6] *Source: East Bay Economic Outlook (2014)*

East Bay Payroll Employment Growth by Industry

Title	March 2014 (Thousands)	1-year change	2-year change
Total Nonfarm	1,046,500	1.7%	6.0%
Total Private	882,100	1.8%	6.9%
Construction	57,500	1%	15%
Health Care	151,500	3%	11%
Educational Services	23,200	2%	10%
Leisure and Hospitality	99,500	3%	10%
Wholesale Trade	46,700	4%	9%
Management	28,900	0%	9%
Prof Sci and Tech	90,900	4%	7%
Admin Support	53,900	-3%	6%
Transport, Warehouse, Util.	34,700	5%	5%
Retail Trade	106,300	0%	4%
Other Services	37,400	1%	3%
Manufacturing	79,800	2%	2%
Financial Activities	49,500	0%	2%
Government	164,400	1%	1%
Information	21,300	1%	-3%
NR/Mining	1,100	-9%	-9%

- The Health Care and Leisure and Hospitality employment sector employ the largest number of workers (151,500 and 99,500) of the industries expected to experience the most growth in the next two years. Health Care will experience a 11% employment growth and Leisure and Hospitality will experience a 10% growth.
- The Construction sector has relatively lower levels of employment (57,500) despite seeing the greatest growth in two years (15%)

4. CHABOT AND LAS POSITAS' COLLEGE DEMOGRAPHICS AND TRENDS

The composition of current students is essential to understand existing District-wide performance and provision of services. Projected demographic shifts, historical enrollment, completion trends and the impacts of the school performance data will be important factors for the District to monitor in the coming years

Unless otherwise noted, all data retrieved from:

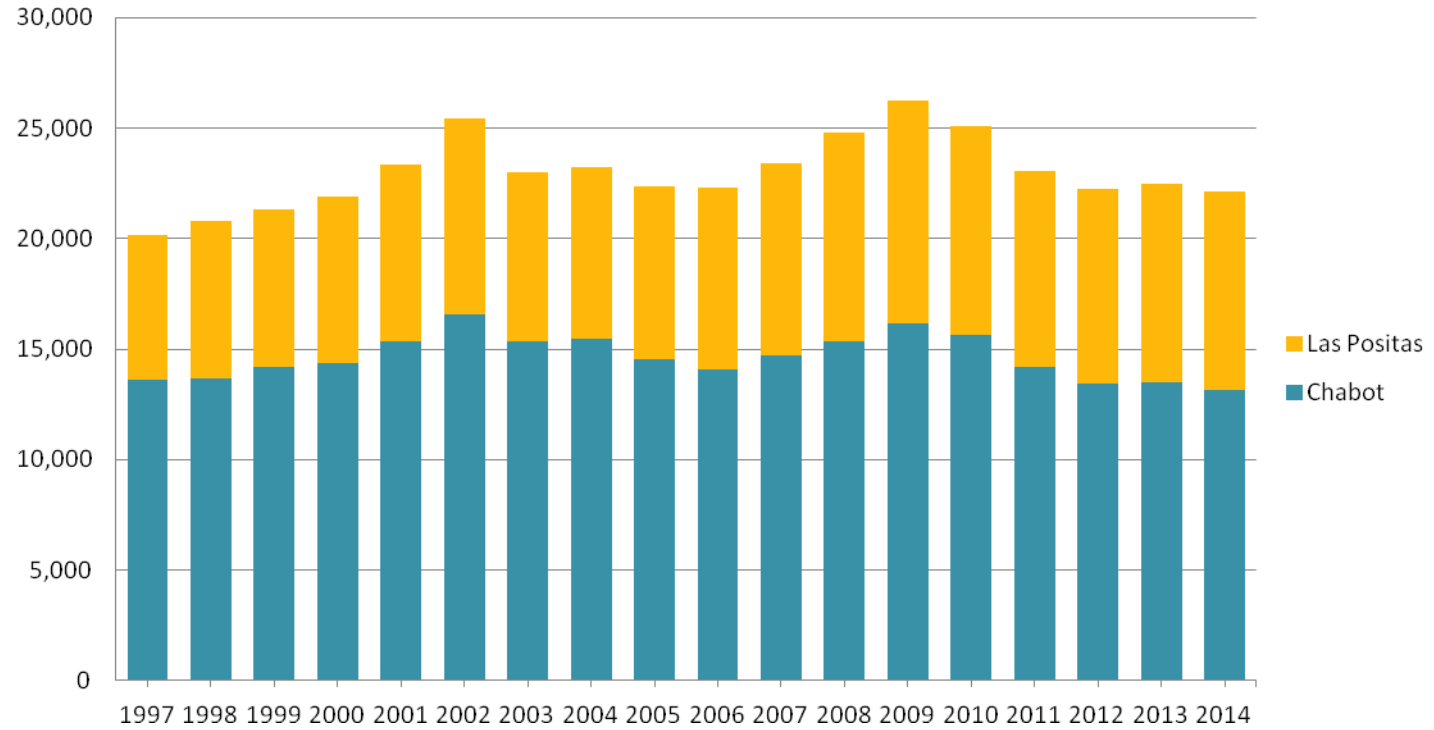
- Chabot-Las Positas Institutional Research Dataset, Fall Census, final count. Chabot college student characteristics Fall 2013 Final Census. Updated 2/19/2014 and
- Chabot-Las Positas Institutional Research Dataset, Fall Census, final count. Las Positas college student characteristics Fall 2013 Final Census. Updated 2/5/2014

Figure 24: 2014 Student Headcount

	Chabot	Las Positas	District-Wide
Headcount	13,164	8,941	22,105

4.1. ENROLLMENT TRENDS

Figure 25: Headcount of Students: Chabot and Las Positas 1997 to 2014



Source: Chabot-Las Positas Community College District. Student Characteristics and Outcomes 2010-2011 (December 2011)

Figure 26: Degrees and Certificates Awarded, 1995-2011

Calendar Year	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Chabot																			
Degrees	575	584	580	535	593	575	535	628	646	611	645	685	746	704	670	656	711	711	836
Certificates	127	119	184	152	178	187	179	282	297	257	252	303	206	265	151	212	224	294	241
Positas																			
Degrees	201	255	257	303	406	371	388	411	397	449	443	435	427	498	538	534	500		
Certificates	47	70	69	110	122	83	102	119	88	116	114	115	135	132	175	167	155		

Sources: 1. Chabot-Las Positas Community College District. Student Characteristics and Outcomes 2010-2011 (December 2011)
2. CLPCCD Institutional Research Dataset. Chabot College AA/AS Degrees and Career-Technical Certificates 1998-2014
http://www.chabotcollege.edu/IR/StudentSuccess/Degrees_Certs_Chabotonly_1998-99to2013-14.pdf

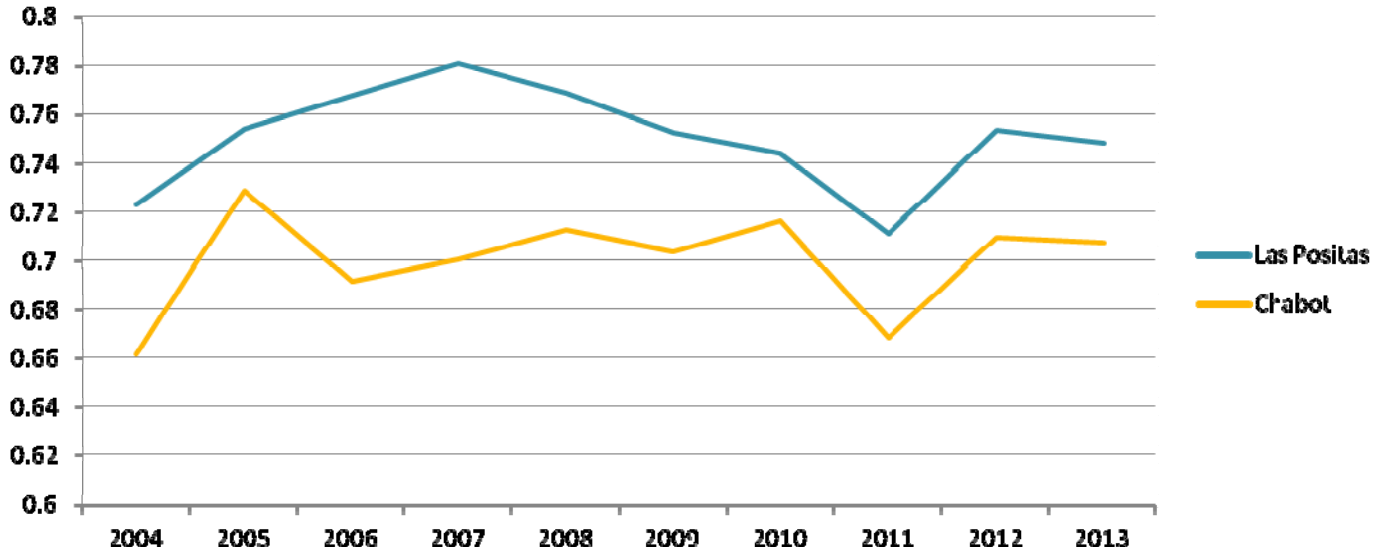
4.2. ENROLLMENT AND CREDIT LOAD

Figure 27: Headcount by Credit Load, Fall2013

	Chabot		Las Positas		District-Wide	
	Students	Percent	Students	Percent	Students	Percent
Full-Time						
12 or more units	4,405	33%	3,493	39%	7,898	35%
Part-Time						
6 to 11.5 units	4,936	37%	3,215	36%	8,151	36%
.5 to 5.5 units	4,171	31%	2,232	25%	6,403	29%
Total	13,512		8,940		22,452	

- In both colleges, the majority of students are enrolled part-time.
- Most students at Chabot College(37%) are taking between 6 and 11.5 units
- At Las Positas, students taking 12 or more units consists of the largest share of credit load at 39%.

Figure 28: FTE Factor: FTE/Headcount



- Chabot College saw a steady increase of students enrolled full-time before the recession and peaked in 2007.
- Las Positas College saw a sharp decline of students enrolled full-time from 2005 to 2006. After 2006 the College saw a steady increase of student enrollment through 2010.
- In 2011 both college saw a sharp decline in full-time student enrollment but saw an immediate recovery the following year.

4.3. RESIDENCE

Figure 29: Headcount by Residency (in-state, out-of-state, in-district), Fall 2013

Official Residence	Chabot		Las Positas		District-Wide*	
	Students	Percent	Students	Percent	Students	Percent
District Resident*	9,390	73%	5,665	63%	15,055	69%
In-State	3,351	26%	3,074	34%	6,425	30%
Out-of-State	44	<1%	41	<1%	85	0.4%
International	3	<1%	160	2%	163	1%

**Students in district include Castro Valley, Hayward, San Leandro, San Lorenzo, Union City, Dublin, Livermore and Pleasanton*

- An overwhelming majority of students, 69%, are from the District's service-area. Nearly all the other students are from another city or region of California.
- Las Positas has a higher number of students coming from outside the District service-area (34%) than Chabot (26%).

Figure 30: Chabot Local residence: Headcount of Cities with over 100 students, Fall 2013

City	Chabot	
	Students	Percent
Hayward	4,389	32%
San Leandro	1,950	14%
Union City	1,184	9%
Oakland	1,049	8%

Castro Valley	911	7%
San Lorenzo	780	6%
Fremont	754	6%
Livermore	326	2%
Newark	273	2%
Pleasanton	201	1%
Dublin	154	1%
Tracy	142	1%
San Ramon	111	1%
Alameda	110	1%
Other Local Cities	1,178	9%
Total	13,512	100%

- The largest portion of enrolled students is from Hayward (4,389 students or 32%)
- Students residing in Oakland account for the fourth largest share (8%). Oakland is the top city where students reside outside the District service-area and trumps students coming from Chabot's service-area cities of Castro Valley and San Lorenzo
- Fremont is the second top city outside the District service-area where students reside (6%)
- Only 4% of students are from Las Positas service-area cities of Livermore, Pleasanton and Dublin but this population is the fastest growing

Figure 31: Las Positas Local Residence: Headcount of Cities with Over 100 Students, Fall 2013

City	Las Positas	
	Students	Percent
Livermore	2,711	30%
Tracy	1,389	16%
Pleasanton	1,355	15%
Dublin	745	8%
Castro Valley	474	5%
San Ramon	410	5%
Hayward	242	3%
Danville	167	2%
San Leandro	167	2%
Brentwood	108	1%
Other Local Cities	1,172	13%
Total	8,940	100%

- The largest number of students attending Las Positas resides in Livermore (2,711 or 30%).
- The number of students coming from Tracy (16%) exceed those coming from nearby Pleasanton (15%)and Dublin (8%).
- 3% of students reside in Chabot's service-area in the City of Hayward

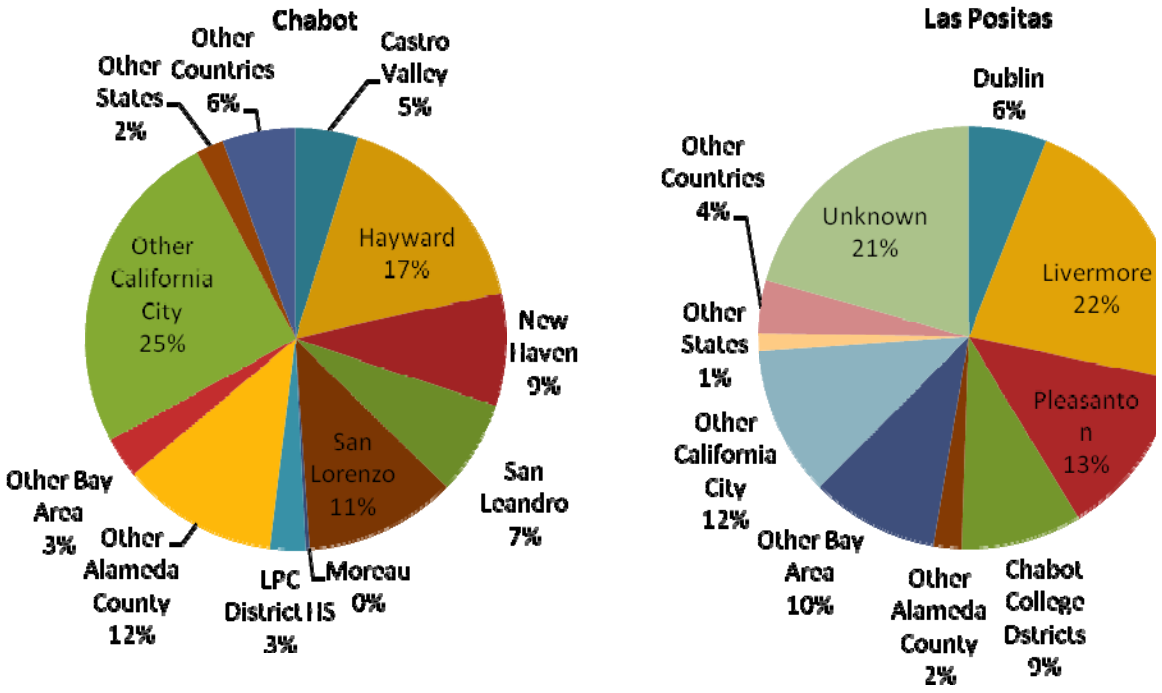
Figure 32: Headcount of Incoming Transfer Students, Fall 2013

Transfer Type	Chabot		Las Positas		District-Wide	
CA Community College	1,517	56%	858	54%	2,375	56%
California State Univ.	280	10%	145	9%	425	10%

University of California	95	4%	64	4%	159	4%
CA private colleges	121	4%	122	8%	243	6%
Out-of-State	243	9%	179	11%	422	10%
Out-of-country	166	6%	108	7%	274	6%
Unknown origin	272	10%	109	7%	381	9%
Total Transfers	2,694		1,585		4,279	
Total Number of Students	13,512		8,940		22,452	
Percent of transfers from total number of students	20%		18%		19%	

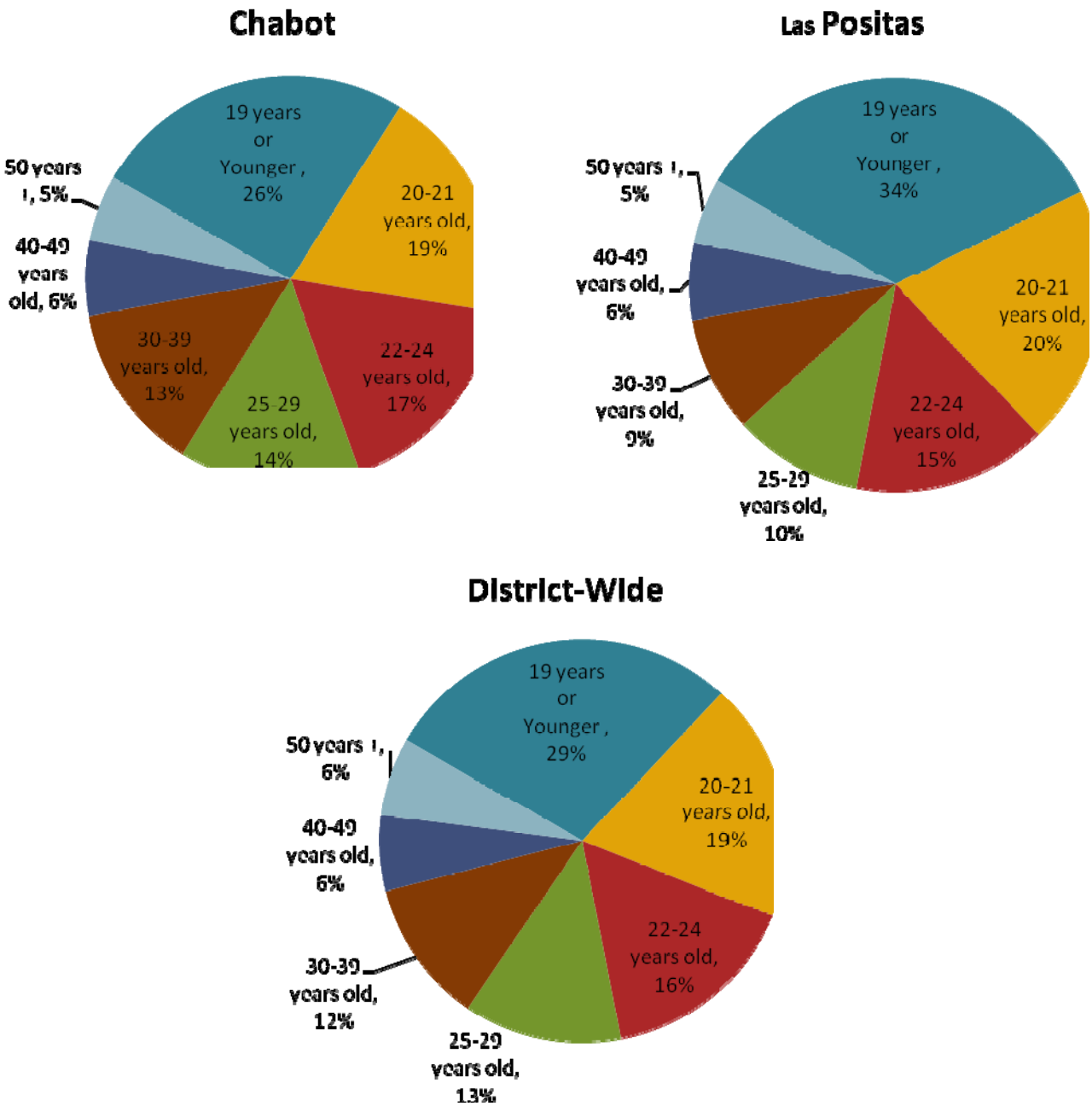
- Transfer students account for 19% of the total student body across the District's service-area
- More than half of incoming transfer students are coming from another California community college
- 14% of students are transferring from California State University or a University of California

Figure 33: School Districts of Incoming High School Students, Fall 2013



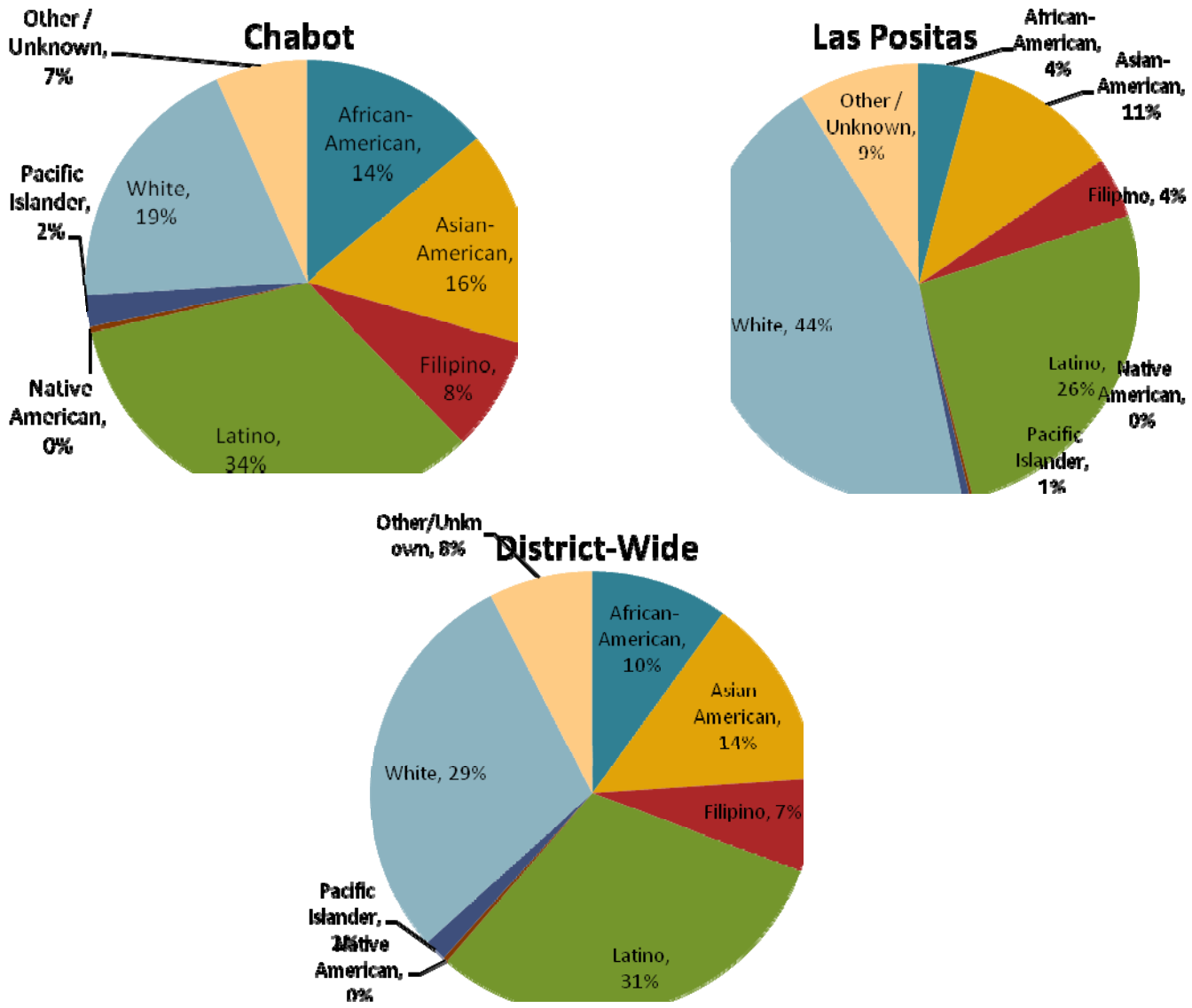
- Most high school students entering CLPCCD are from the immediate area of nearby cities
- The Bay Area population is very mobile and the Bay Area is a desirable location, which may attract students from other areas in California or abroad
- Few students enter CLPCCD from other states

Figure 34: Age by Percent, Fall 2013



- For Fall 2013, the age group with the largest share of students was 19 years of age and younger. This was true District-wide and at the individual colleges.
- Students 25 years and older represent 37% of enrollment
- The proportion of older students will likely grow as the regional population ages and retires

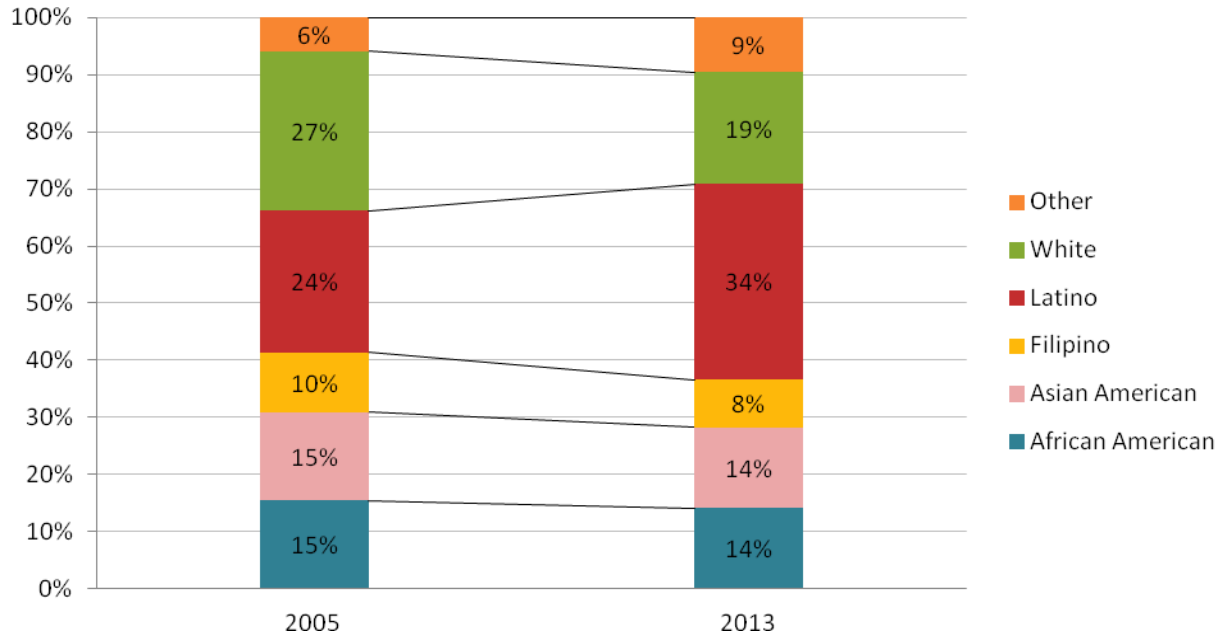
Figure 35: Chabot, Las Positas, District-Wide, Race by Percent Fall 2013



- Enrollment data indicates that the composition of students is very diverse. District-wide, Latinos represent the largest share of students (31%) followed by Whites (29%).
- Ethnic enrollment varies between Chabot and Las Positas College. At Chabot, Latinos represent the largest proportion of enrolled students (34%). At Las Positas, Whites represent the largest proportion of enrolled students (44%).
- Chabot has undergone significant shifts in ethnic composition. Since 2005 there has been an increase in the share of the Latinos, from 24% to 34% and a decrease in the share of the Whites from 27% to 19%.
- Las Positas has seen similar trends in the ethnic breakdown of student enrollment. Though Whites still compose the largest student body ethnic group, the share of students has decreased since 2005 from 58% to 44%.

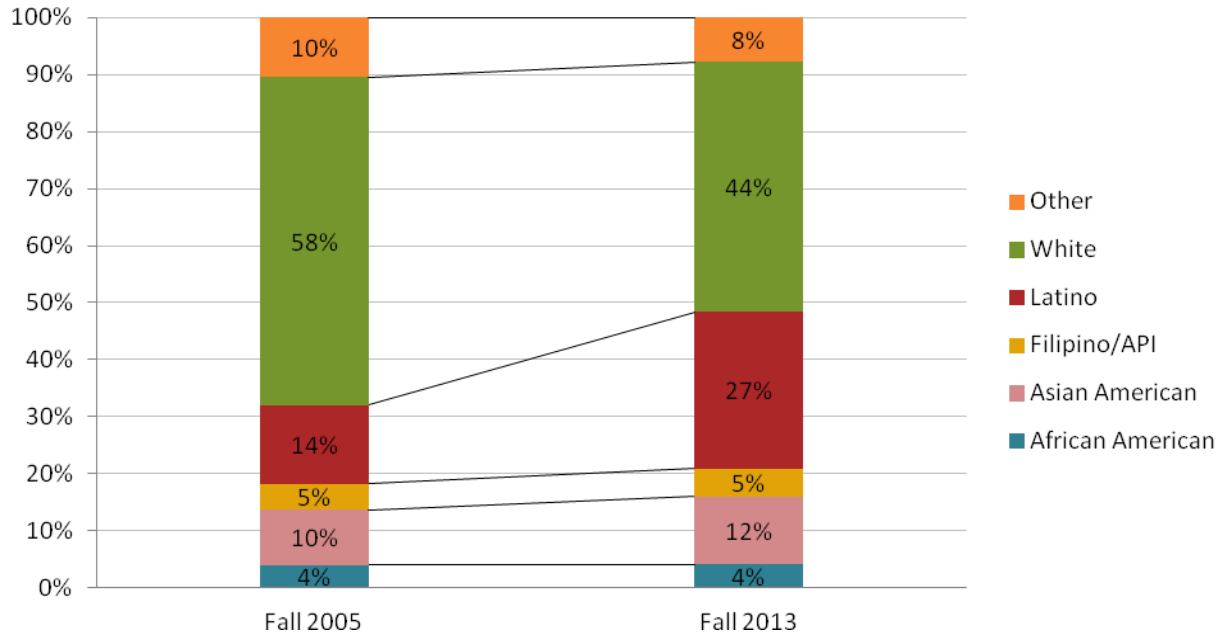
- The share of students who identify as Latino has increase from 14% to 27%. The Asian American population has also seen a slight increase in its share from 10% to 12%.

Figure 36: Chabot Race and Ethnicity by Percentage, 2005 vs. 2013 Comparison



Source: CPLCCD Institutional Research

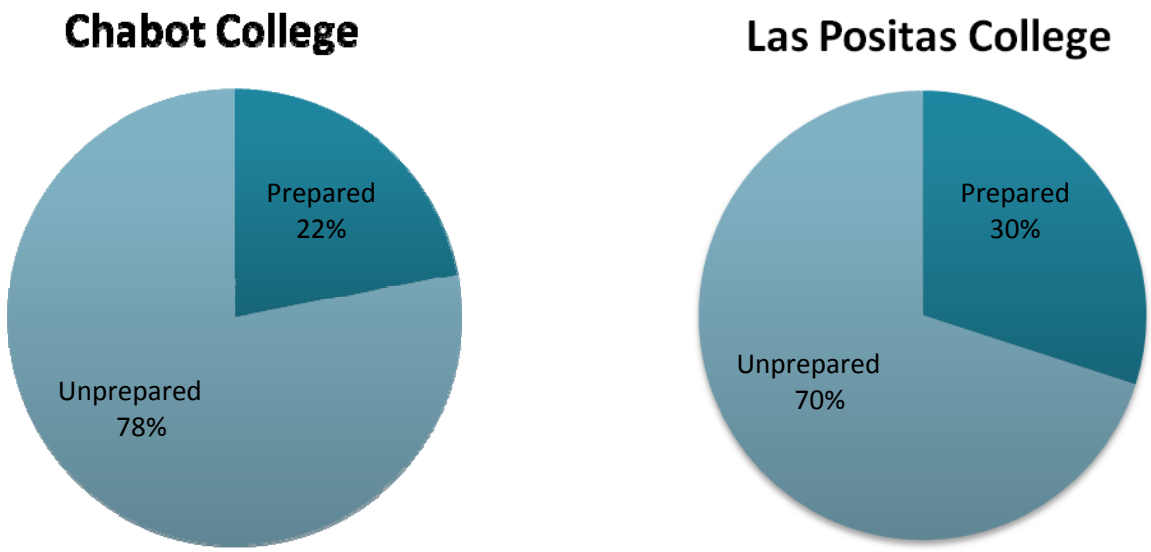
Figure 37: Las Positas Race and Ethnicity by Percentage, 2005 vs. 2013 Comparison



Source: CPLCCD Institutional Research

4.6. EDUCATION AND STUDENT PREPAREDNESS

Figure 38: Academic Preparedness Level: New First Time Students 2007-08



Prepared for College: A student who starts community college at College-level English and Math.

Source: Carolyn Arnold and Rajinder Samra, "Student Success: Who Completes?" Chabot-Las Positas Community College District. (June 2014 Presentation to the Board of Trustees on Student Success Scorecard: District Student Preparedness & Completion Rates by Race-ethnicity)

- Preparedness is a primary, systemic problem facing the District. Over 70% of entering students are not prepared to perform college-level work.
- Chabot/Las Positas are serving as an extension of high school for many students

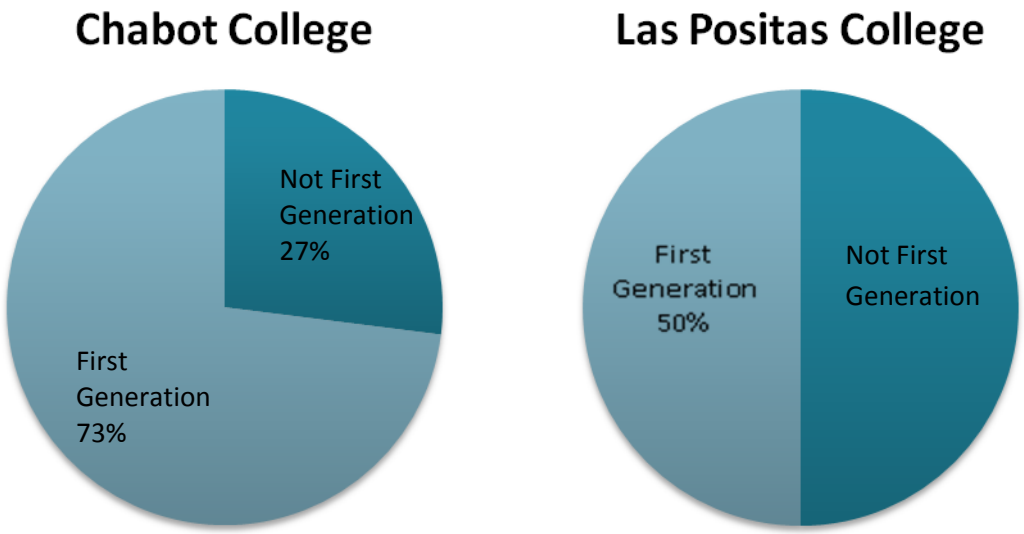
FIGURE 39: EDUCATIONAL ATTAINMENT, FALL 2013

	Chabot		Las Positas		District-Wide	
	Students	Percent	Students	Percent	Students	Percent
In High School	304	2%	145	2%	449	2%
Freshman (< 30 units)	7,409	55%	5,017	56%	12,426	55%
Sophomore (30-59 un.)	2,536	19%	1,750	20%	4,286	19%
Other undergraduate	1,817	13%	1,043	12%	2,860	13%
AA/AS degree	567	4%	328	4%	895	4%
BA/BS or higher deg.	879	7%	657	7%	1,536	7%

Source: CLPCCD Institutional Research

4.7. FIRST GENERATION INFORMATION

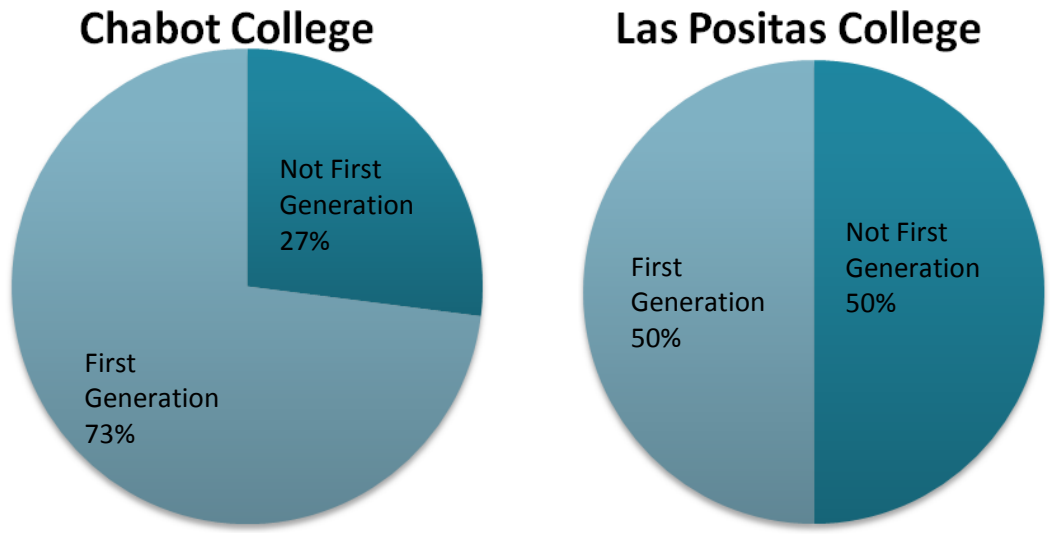
First Generation College Student* Status: All Students 2012-13



***First Generation College Student:** A student who **DOES NOT** have at least one parent with a baccalaureate degree.*

Source: Carolyn Arnold and Rajinder Samra, "Student Success: Who Completes?" Chabot-Las Positas Community College District.

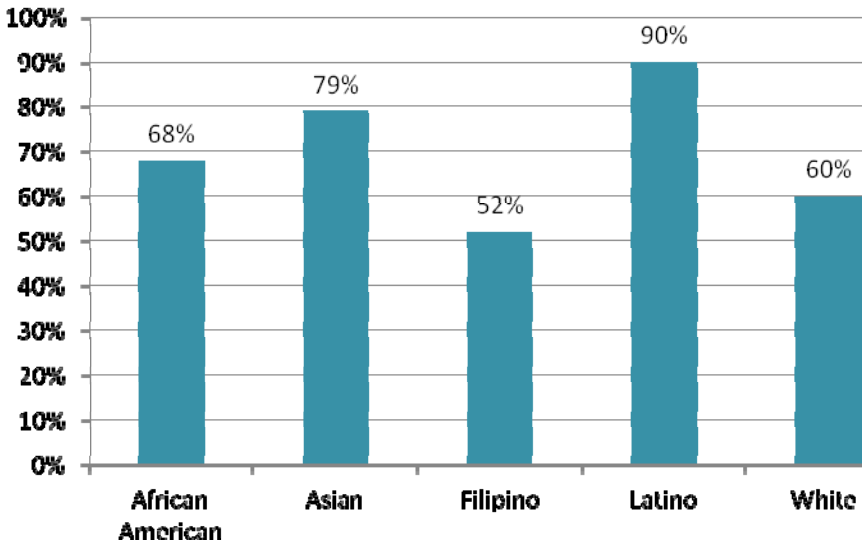
Figure 40: First Generation Status: New First Time Students 2007-08



Source: Carolyn Arnold and Rajinder Samra, "Student Success: Who Completes?" Chabot-Las Positas Community College District.

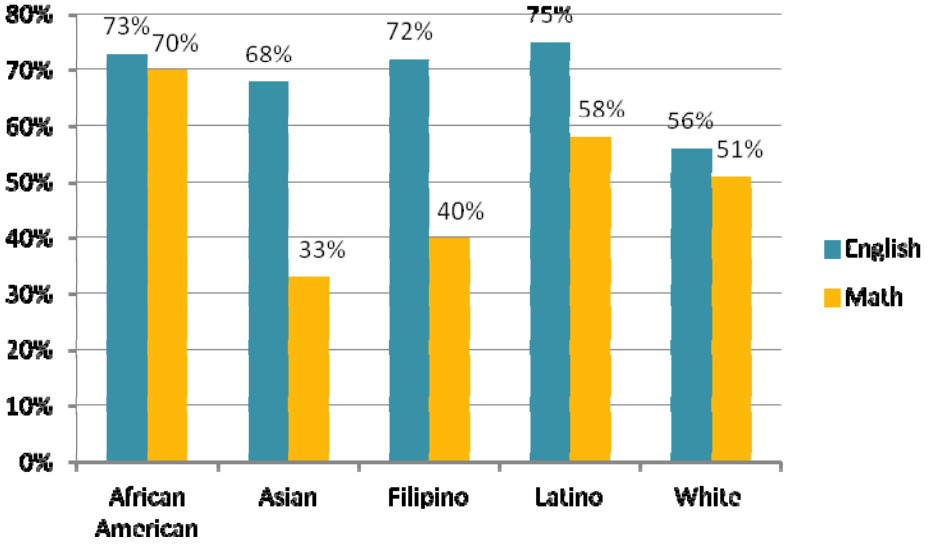
- First generation college students make up the majority of District students. These students come from an environment in which academic excellence and achievement are not the norm.

Figure 41: Percentage of first generation college students within race-ethnicity groups at Chabot College, Fall2013



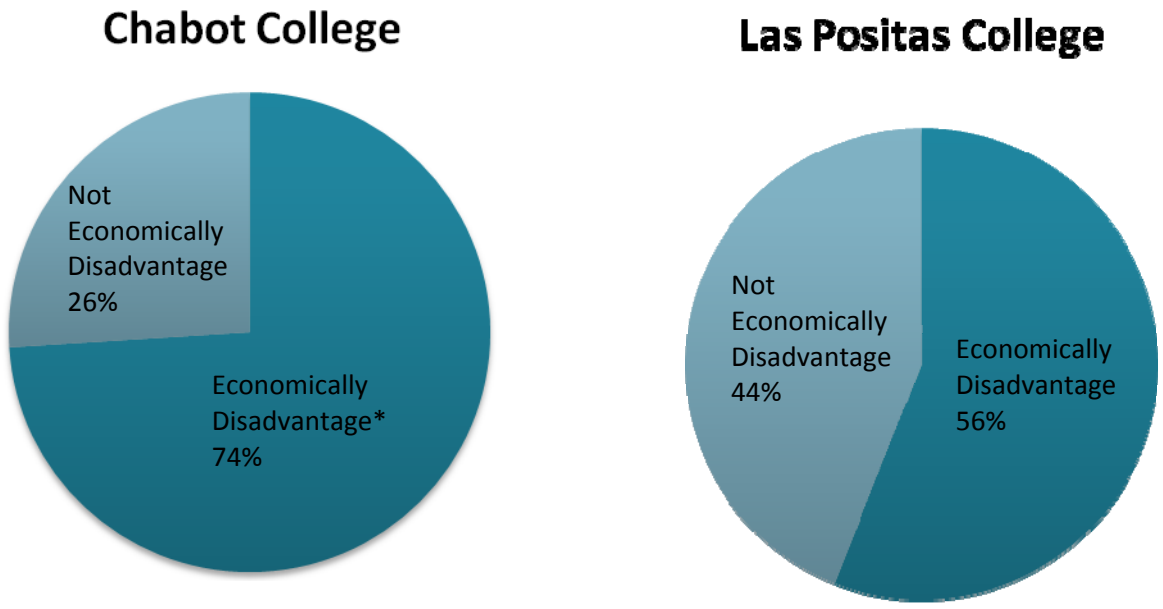
Source: Chabot College Office of Institutional Research. Chabot College Assessment into English and Math by Ethnicity, Fall 2013. http://www.chabotcollege.edu/IR/StudentCharacteristics/AssessmentRecsByEthnicityFall13.pdf

FIGURE 42: CHABOT PERCENTAGE ASSESSED INTO BASIC SKILLS ENGLISH AND MATH, FALL 2013



Source: Source: Chabot College Office of Institutional Research. Chabot College Assessment into English and Math by Ethnicity, Fall 2013. http://www.chabotcollege.edu/IR/StudentCharacteristics/AssessmentRecsByEthnicityFall13.pdf

Figure 43: Economic Status: New First Time Students 2007-08



***Economically Disadvantaged:** Student receives BOG fee waiver, Pell Grant, or other income-based aid.*

Source: Carolyn Arnold and Rajinder Samra, "Student Success: Who Completes?" Chabot-Las Positas Community College District. (June 2014 Presentation to the Board of Trustees on Student Success Scorecard: District Student Preparedness & Completion Rates by Race-ethnicity)

- Incoming students are overwhelmingly economically disadvantaged, which makes attending school an increased hardship as they are drawn to work to support themselves and their families.

Figure 44: Completion Rates by Cohort Year for Chabot, Las Positas and State (Graph)

Figure 45: Completion Rates by Cohort Year for Chabot, Las Positas and State (Table)

Cohort Year	Chabot		Las Positas		State Wide	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
2003-2004	1,480	45.7%	894	55.6%	159,586	46.9%
2004-2005	1,554	45.6%	1,060	59.6%	161,558	48.1%
2005-2006	1,617	50.5%	1,102	58.9%	169,395	48.9%
2006-2007	1,477	50.2%	1,098	61.3%	179,238	49.2%
2007-2008	1,609	49.1%	1,271	57.8%	194,050	48.1%

Source: California Community Colleges System Scorecard

FINDINGS

- In Las Positas and Chabot, Latino students are relatively underprepared (80% and 82% respectively)
- In Las Positas and Chabot, African American students are also less prepared (80% and 91% respectively) than their counter-parts
- College will need to prepare to meet the needs of future cohorts that may be even more underprepared due to demographic shifts
- Las Positas has a significantly higher program completion rate than the state average (+~ 10%)
- Chabot's completion rate is also higher than the state average, by just over one percentage point. Chabot's completion rate increased dramatically between the 2004-2005 and 2005-2006 cohorts.

Figure 46 AA/AS Degrees Awarded of Top 25 Majors from Chabot, 2003-04 to 2013-12

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Total
Liberal Studies	349	362	355	355	126	12	13	5	4	0	1	**1,582**
Liberal Arts	0	0	0	0	238	328	199	55	18	4	10	**852**
Liberal Arts-Emph Soc & Behav	0	0	0	0	0	1	68	159	161	172	203	**764**
Biology Emph Allied Health	17	21	21	52	86	74	60	57	66	49	75	**578**
Nursing	**26**	34	40	36	36	36	37	44	50	42	42	**423**
Business Administration	0	0	0	0	0	0	0	0	0	54	77	**325**
Liberal Arts-Emph Math & Sci	0	0	0	0	0	0	27	70	68	62	79	**306**
Early Childhood Development(A)	26	19	21	23	37	34	27	31	27	26	16	**287**
Administration of Justice	11	11	16	15	17	17	26	16	40	24	23	**216**
Dental Hygiene	15	15	15	19	14	16	19	15	19	13	21	**181**
Liberal Arts-Emph Arts & Human	0	0	0	0	0	0	16	27	47	38	41	**169**
Accounting	8	10	10	11	10	17	16	13	21	26	22	**164**
Behavioral Science (General)	16	13	15	9	20	14	15	9	15	7	15	**148**
Business Administration (AS-T)	0	0	0	0	0	0	0	0	0	54	77	**131**
Fire Technology	6	11	12	12	15	4	17	13	17	7	6	**120**
Health Information Tech	14	21	17	22	9	2	2	0	0	0	0	**87**
Biology	6	6	7	3	7	12	4	3	3	3	5	**59**
Business (Emph Management)	0	2	1	9	6	5	3	13	6	9	4	**59**
Medical Assisting	5	2	7	6	10	2	7	3	4	7	6	**59**
Chemistry	5	2	1	3	5	9	3	2	4	6	11	**51**
Radio and Television Radio and TV Broadcast	6	2	3	3	2	6	1	7	6	6	8	**50**
Mathematics	6	7	5	7	8	2	2			2	2	**41**
Spanish	3	2	1	2	4	2	6	9	3	3	5	**40**
Interior Design	4	3	5	2	3	5	7	2	4	1	2	**38**
Mathematics (AS)	0	0	0	0	0	6	6	4	4	9	9	**38**
Total	**523**	**543**	**552**	**589**	**653**	**604**	**581**	**557**	**587**	**624**	**760**	**6,768**

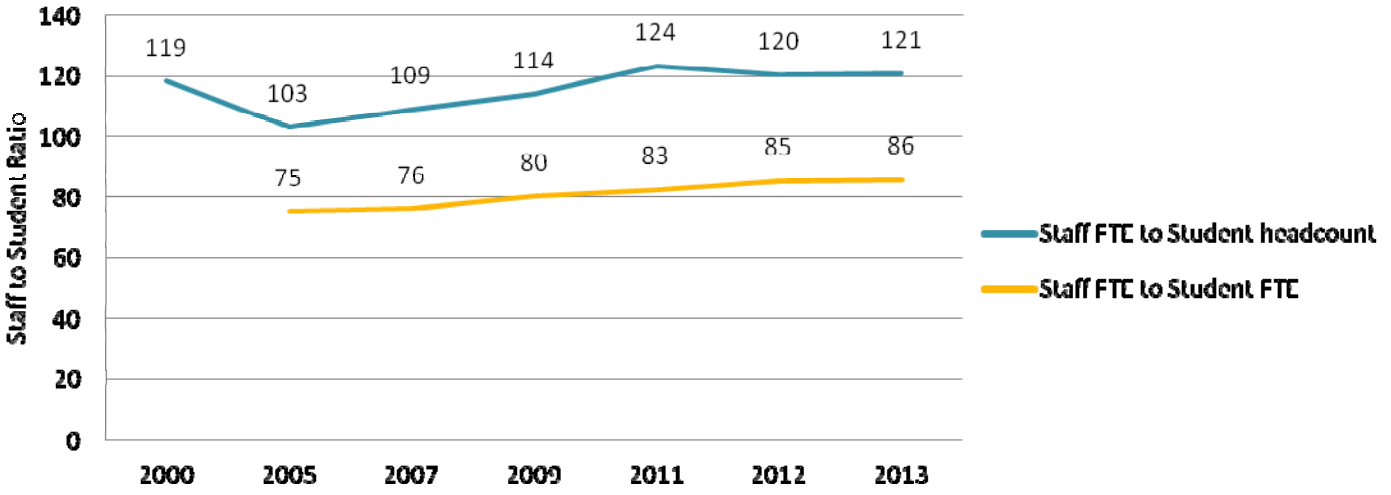
Source: Chabot College Office of Institutional Research. Chabot College Number of Degrees Awarded in Academic Years 03-04 to 13-14, by Degree and Degree Emphasis (AA/AS degrees combined). (Retrieved Monday, August 18, 2014).
http://www.chabotcollege.edu/IR/StudentSuccess/DegreesbyMajorEmphasis_03-04to13-14.pdf

Figure 47: AA/AS Degrees Awarded of Top 24 Majors from Las Positas, 2004-05 to 2013-14

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Total
Liberal Arts & Science	370	365	361	357	400	314	218	87	43	25	**2,543**
Liberal A/S: Social Science	0	0	0	0	0	58	101	176	191	199	**725**
Liberal A/S: Mathematics/Sci	0	0	0	0	1	16	29	31	34	39	**150**
Business Administration	11	11	10	7	12	21	18	18	15	19	**142**
Fire Service Technology	8	11	13	8	8	17	10	22	20	18	**135**
Early Childhood Development(A)	10	9	10	10	12	10	17	14	17	14	**123**
Administration of Justice	10	9	10	10	12	10	17	14	17	14	**102**
Liberal A/S: Language Arts	0	0	0	0	0	6	18	16	29	32	**101**
Biology: Allied Health (A)	0	0	0	0	0	0	8	25	36	24	**93**
Psychology	4	2	1	4	5	3	16	16	19	13	**83**
Liberal A/S: Humanities	0	0	0	0	0	1	13	20	15	29	**78**
Liberal A/S: Business	0	0	0	0	0	3	5	14	14	13	**49**
Visual Communications (A)	4	5	11	1	6	5	4	3	1	2	**42**
Interior Design	0	3	4	5	5	10	2	4	3	3	**39**
English (AA)	0	0	0	0	2	7	6	5	6	9	**36**
Surgical Technology (A)	0	0	0	0	0	3	11	8	5	1	**28**
Computer Information Systems	4	5	1	2	1	7	2	3	1	1	**27**
Biology	2	1	1	1	1	3	5	3	4	4	**25**
Automotive Elect. Tech. (A)	4	5	11	1	6	5	4	3	1	2	**22**
Business	4	5	11	1	6	5	4	3	1	2	**21**
Physics	4	1	0	2	2	4	2	1	1	2	**19**
Computer Science-General	4	1	3	2	2	0	2	0	2	2	**18**
Music	0	2	1	2	1	3	6	2	1	0	**18**
Network Security and Admin(AS)	0	1	0	1	3	1	5	1	4	2	**17**
Theater Arts	0	0	0	2	3	3	3	2	1	3	**17**
Total	**439**	**436**	**448**	**416**	**483**	**512**	**523**	**496**	**477**	**471**	**4,611**

Source: Las Positas College Office of Institutional Research and Planning. Las Positas College Number of Degrees Awarded By Major and Academic Year 2004-05 to 2013-14. (Retrieved Tuesday, August 12, 2014).
http://www.laspositascollege.edu/researchandplanning/documents/CertificatesAwardedbyMajorandAcademicYear-04-05to13-14.pdf

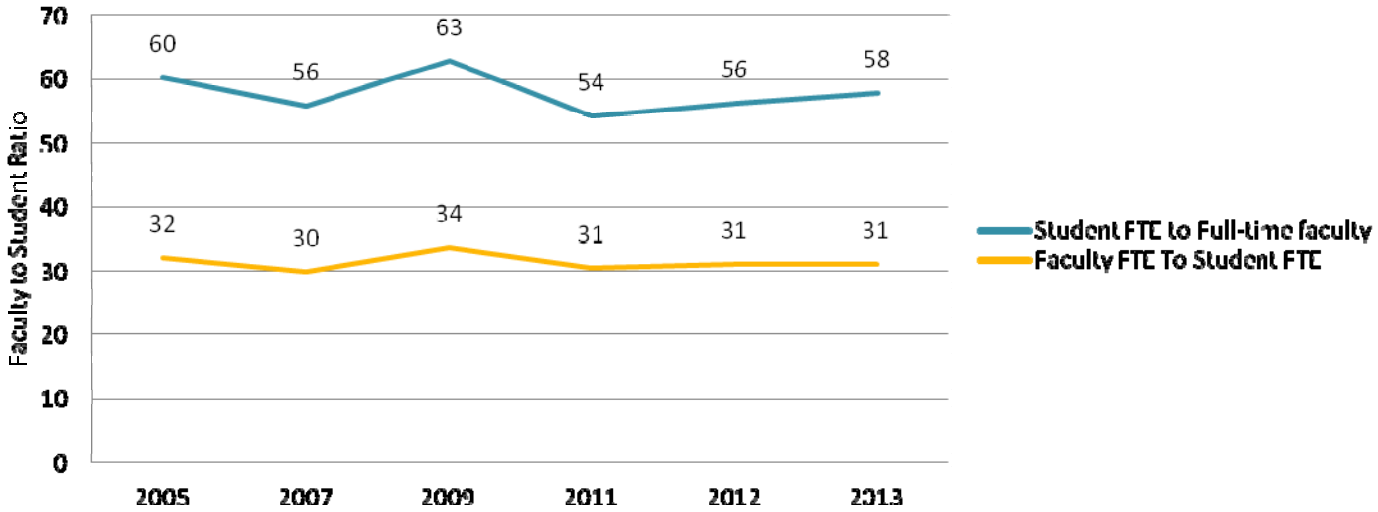
Figure 48: Chabot College Student/Staff Ratio



** Part-time staff people are counted as 0.5 FTE for this calculation.*

Source: CLPCCD Institutional Research

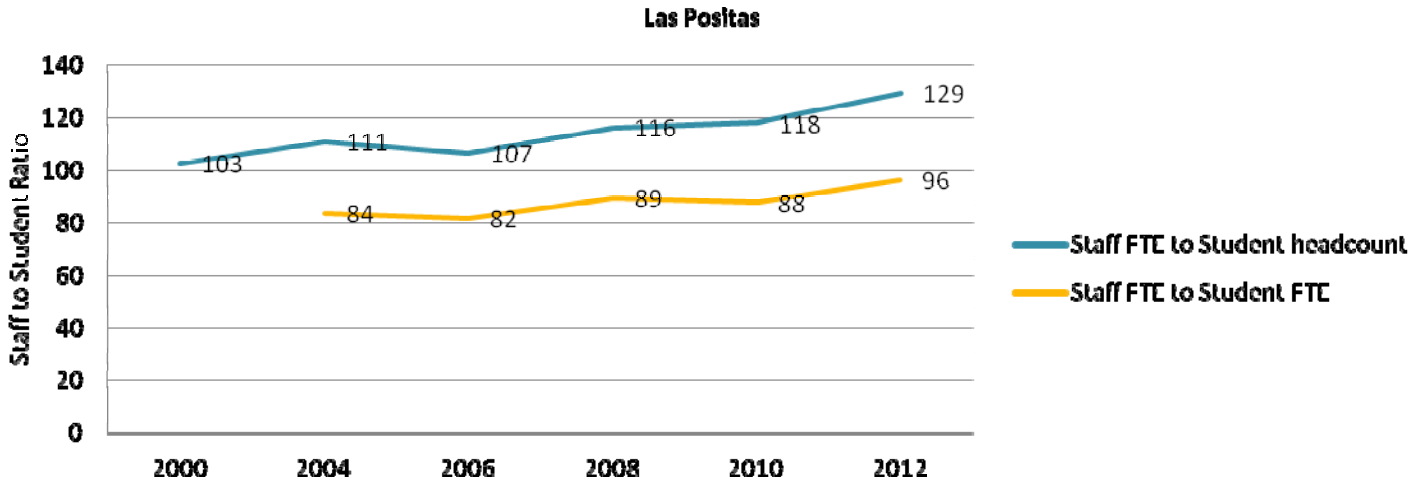
Figure 49: Chabot College Student/Faculty Ratio



** Part-time faculty members are counted as 0.5 FTE for this calculation.*

Source: CLPCCD Institutional Research

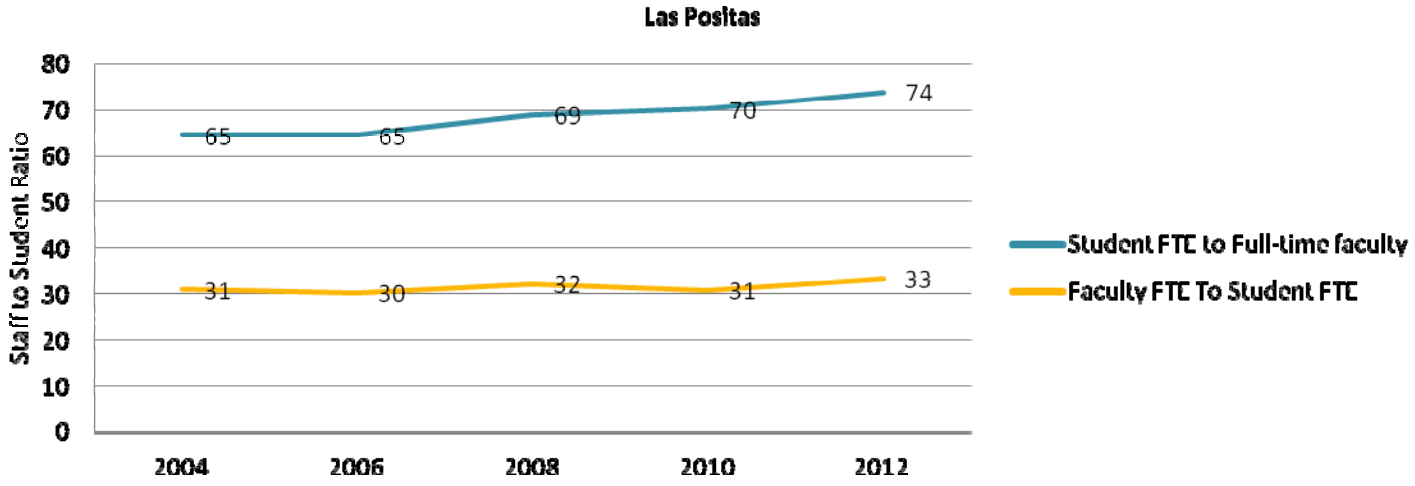
Figure 50: Las Positas College Student/Staff Ratio



** Part-time staff people are counted as 0.5 FTE for this calculation.*

Source: CLPCCD Institutional Research

Figure 51: Las Positas College Student/Staff Ratio



** Part-time faculty members are counted as 0.5 FTE for this calculation.*

Source: CLPCCD Institutional Research

- Chabot College's Student/Staff Ratio of student headcount to staff FTE is 121, meaning that there are 121 students enrolled per Full-Time Equivalent staff person.
- Las Positas College's Student/Staff Ratio of student headcount to staff FTE is 184, meaning that there are 184 students enrolled per Full-Time Equivalent staff person.
- Chabot College's Student/Faculty Ratio of student FTE to Full-Time Faculty is 58, meaning that there are 58 students enrolled per Full-Time faculty member. Chabot's ratio of student FTE to faculty FTE is 31.

- Las Positas College's Student/Faculty Ratio of student FTE to Full-Time Faculty is 100, meaning that there are 100 students enrolled per Full-Time faculty member. Las Positas' ratio of student FTE to faculty FTE is 45.
- For reference, UC Berkeley's Student/Faculty ratio is 17:1. (Source: US News and World Report)
- In 2005 the national average student/staff ratio was 21. Nationally, student/staff ratios have been increasing for decades while student/faculty ratios have plateaued. Staff have increasingly outnumbered faculty and taken administrative duties over from faculty, driving increases in educational spending. Significantly, this trend is not apparent at CLPCCD. (Source: Ginsberg)

FACULTY AND STAFF SUPPORT

- Like students, faculty and staff need support staying current in their fields and the best practices for supporting student success.
- Faculty members are transitioning from providers of information to learning coaches, because so much information is now readily available on the internet.
- In order to increase support for needy students, full-time Faculty may need to step into more formal advising and mentorship roles. This will require administrative support and possibly training.
- Staff and faculty must keep current on best practices and technology advances. This requires professional development efforts.

5. STUDENT SUCCESS

Figure 52: Completion Rates: Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes

Cohort Year	Chabot		Las Positas		State Wide	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
2003-2004	1,480	45.7%	894	55.6%	159,586	46.9%
2004-2005	1,554	45.6%	1,060	59.6%	161,558	48.1%
2005-2006	1,617	50.5%	1,102	58.9%	169,395	48.9%
2006-2007	1,477	50.2%	1,098	61.3%	179,238	49.2%
2007-2008	1,609	49.1%	1,271	57.8%	194,050	48.1%

5.1. COMPLETION FACTORS

Figure 53: New students 2007-08. Completion Rates within 6 years by prepared or unprepared within each college

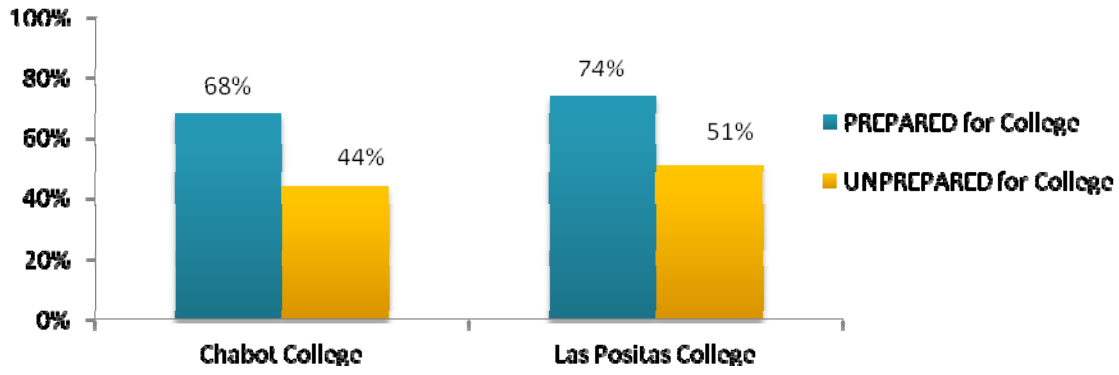


Figure 54: Prepared and Unprepared College students by Race, Chabot

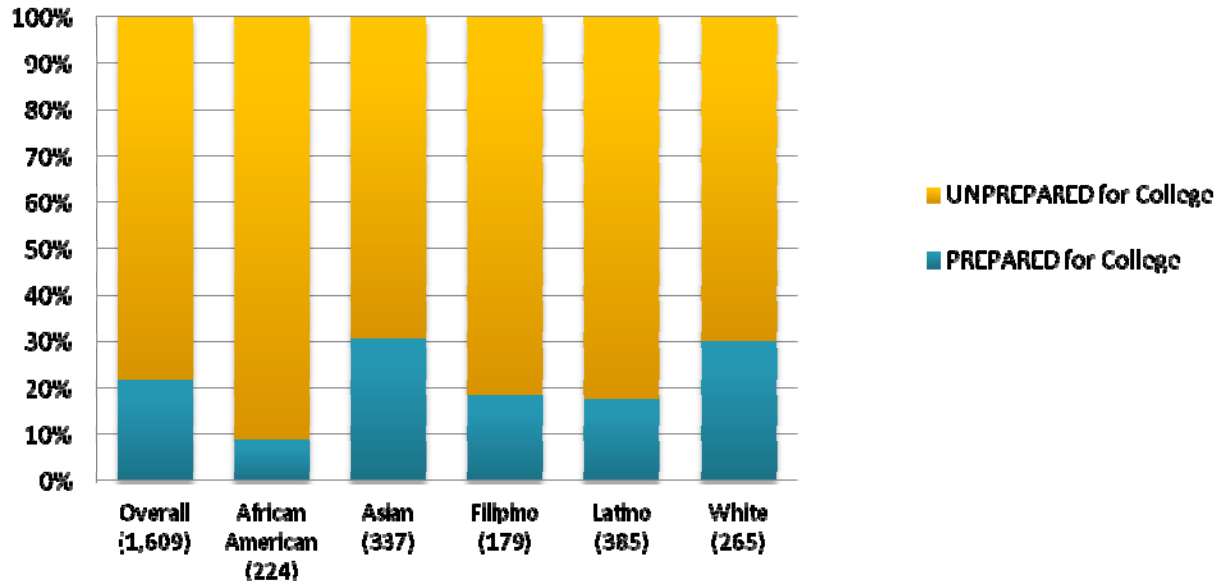
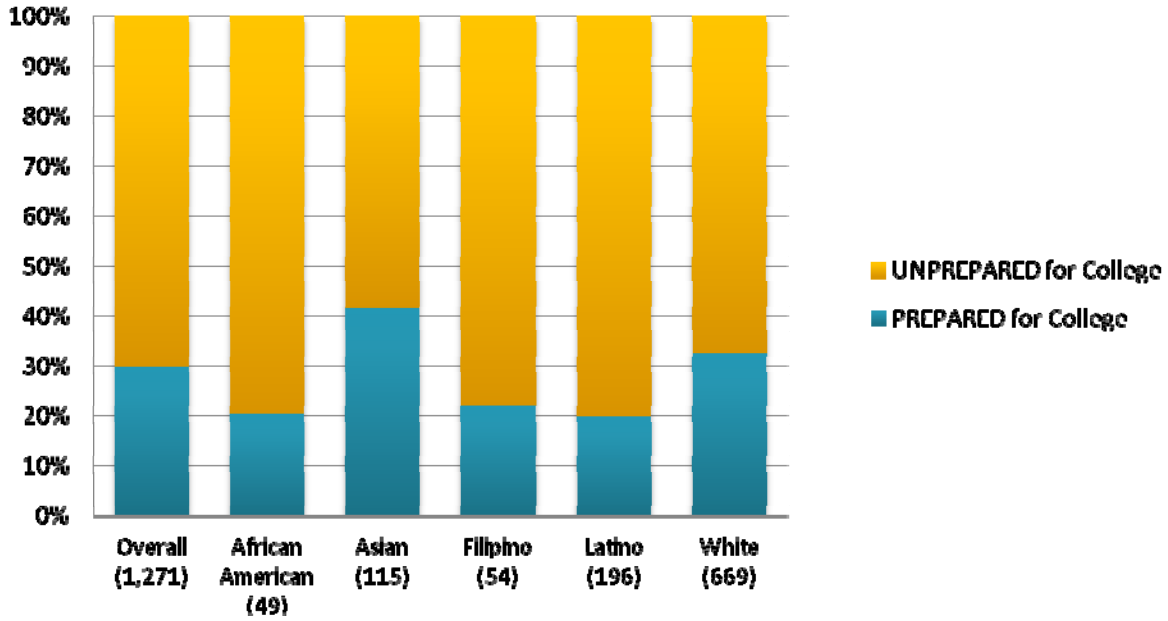


Figure 55: Prepared and Unprepared College students by Race, Las Positas



PREPAREDNESS

- Preparedness is a primary, systemic problem facing the District
- Chabot/Las Positas are serving as an extension of high school for many students
- Many students face a lifetime of personal and educational difficulty
- These students want to create positive momentum for themselves

- This is a major opportunity for them and the region, and many students need significant support to accomplish their educational goals

COMPLETION

- Completion rates are much lower for students unprepared for college (Basic Skills students)
- Most Chabot and LPC students start in Basic Skills
- Basic skills and completion rates vary by race-ethnicity
- Most Chabot students and many LPC students are also economically disadvantaged and first generation college students
- Unprepared, economically disadvantaged, and first generation students need more support to be successful in college

Studies show students leave because of a combination of underlying factors:

Limited or unrealistic expectations of college
Academic under-preparedness
Transition difficulties
Uncertainty about majors or careers
Academic boredom or irrelevance
Job conflicts
Financial hardship
Family Responsibilities
Health/Mental Health Issues

FINDINGS

- Unprepared students are significantly less likely to graduate within six years than students who are prepared
- In Las Positas and Chabot, Latino students are relatively underprepared (80% and 82% respectively)
- In Las Positas and Chabot, African American students are also less prepared (80% and 91% respectively) than their counter-parts
- College will need to prepare to meet the needs of future cohorts that may be even more underprepared due to demographic shifts

SUPPORT SERVICES

- The District and Colleges are well aware of the importance of supportive services
- The District serves some of the most challenged students in the state
- Supportive services have proven value in success rates
- Scale, staffing and finances are challenges
- Determine what programs are most successful
- Extend and expand support
- Investigate untapped resources like community mentors and faculty advisors

SUPPORTIVE SERVICES AT CHABOT:

- Counseling Office
- First Year Experience
- ASPIRE
- CalWORKs
- Disabled Students Programs and Services
- Daraja Project, Puente Project
- EOP&S/CARE
- PACE Program
- Health Center
- Learning Connection Tutorial Center
- Math and Computer Lab
- Veterans Program
- Writing and Reading across the Curriculum (WRAC) lab
- Child Development Center (Childcare)

SUPPORTIVE SERVICES AT LAS POSITAS

- Counseling Office
- Library
- Assessment Center
- Tutorial Center
- Computer Center
- Integrated Learning Center
- English Center
- Online English Lab
- Writing Center
- Extended Opportunity Programs and Services (EOPS/CARE)
- Disability Resource Center (DRC)
- Child Development Center (Child care)
- Veterans Program

FIRST YEAR EXPERIENCE

The first year has a significant impact on student success. Key factors include:

- Participation in orientation seminars
- Knowledge of student and academic services
- Caring relationship with faculty, counselors or staff
- Good peer support

First year experience programs at Chabot (Limited to 180 students total)

- STEM (Science, Technology, Engineering, & Mathematics)
- Business (Accounting, Management, Entrepreneurship, Marketing, Retail)
- Change it Now! - (Academic and leadership program for students interested in social change)
- Chabot Athletes
- Hayward Promise Neighborhood (Students from Hayward or Tennyson HS)
- Daraja (Explores African-American themes)
- Puente (Explores Latino themes)

6. DISTRICT AND REGIONAL OFFERINGS

The CLPCCD offers a wealth of programs, including AA/AS degrees and Certificates. The following degrees and certificates are unique to the district amongst its community college neighbors. This includes:

- Berkeley City College
- College of Alameda
- Contra Costa College
- Diablo Valley College
- Evergreen College
- Laney College
- Los Medanos College
- Merritt College
- Ohlone College
- San Joaquin Delta College
- San Jose City College

Figure 56: AA/AS Programs Unique to the District

Category	Academic Programs
Ag	Enology
Ag	Viticulture
Art	Art (Painting)
Art	Design Technology
Art	Visual Communications
Art	Art (Sculpture)
Auto	Automotive Technology (BMW Manufacture Training)
Business	Accounting Technician
Computers	Internetworking Technology and Cisco Administration
Computers	Software Specialist
Education	Early Childhood Intervention
Health	Behavioral Science (General)
Health	LVN to RN Nursing Program
Social Science	Mass Communications
Tech / Trades	Industrial Technology
Tech / Trades	Occupational Safety and Health
Tech / Trades	Vacuum Technology
Tech / Trades	Science Technology
Tech / Trades	Fire Prevention Inspector
Tech / Trades	Numerical Control

FIGURE 57: CERTIFICATE PROGRAMS UNIQUE TO THE DISTRICT

Category	Academic Programs
Ag	Enology
Ag	Viticulture
Art	Design Technology
Art	Visual Communications
Art	Illustration
Auto	Automotive Maintenance Technology
Auto	Automotive Technology Entrepreneur
Business	Retailing
Business	Business Workforce Proficiency
Business	Administrative Assistant Entrepreneur
Business	Business Graphics
Business	Real Estate Entrepreneur
Computers	Software Specialist
Computers	Cisco Network Professional
Education	Family Child Care
Education	Early Childhood Intervention Assistant
Entertainment	Music Industry Entrepreneur
Health	Health Care Management
Social Science	Multicultural Awareness
Sports	Physical Education: Sports Medicine
Sports	Aquatics
Tech / Trades	Occupational Safety and Health
Tech / Trades	Vacuum Technology
Tech / Trades	Electronics Telecommunications Systems
Tech / Trades	Industrial Electronic Technology
Tech / Trades	Inspection and Pipe Welding
Tech / Trades	Numerical Control (Machinist)
Tech / Trades	Tool Maker
Tech / Trades	Consumer Technology

- In a largely urban area, agricultural programs are unusual, and distinguish the district
- Highly specialized programs, particularly those requiring specific equipment, may be less common amongst community colleges in the area. Such programs are strong candidates for partnership programs with neighboring institutions and businesses.
- Community colleges often serve very local populations, and offer similar programs. The following figures list the most common degree and certificate programs offered by District neighbors. These tables address number of programs only, not enrollment.

Figure 58: Most Common AA/AS Degrees Offered, and Number of Institutions Offering Them

	Category	Academic Programs	Total AA/AS degrees
1	Business	Business Administration	13
2	Mathematics	Mathematics	12
3	Business	Accounting	11
4	Social Science	Communication Studies	11
5	Art	Art (General)	10
6	Health	Psychology	10
7	Social Science	Liberal Arts	10
8	Education	Early Childhood Development	9
9	Social Science	Administration of Justice	9
10	Business	Business	8
11	Entertainment	Music	8
12	Social Science	History	8
13	Writing	English	8
14	Science	Biology	8
15	Social Science	Humanities (General)	8
16	Business	Business (Management)	7
17	Business	Real Estate	7
18	Health	Nursing	7
19	Language	Spanish	7
20	Science	Physics	7
21	Science	Chemistry	7
22	Social Science	Social Science (General)	7
23	Social Science	Sociology	7
24	Art	Graphic Design	6
25	Computers	Computer Science	6
26	Engineering	Engineering	6
27	Entertainment	Theater Arts	6
28	Social Science	Political Science	6
29	Business	Administrative Assistant	6
30	Computers	Computer Programming	6
31	Writing	Journalism	6

Figure 59: Most Common Certificates Offered, and Number of Institutions Offering Them

	Category	Academic Programs	Total AA/AS degrees
1	Business	Business (Management)	10
2	Business	Accounting	10
3	Business	Administrative Assistant	9
4	Business	Real Estate	7
5	Business	Business Entrepreneurship	7
6	Education	Early Childhood Development (Associate Teacher)	7
7	Computers	Web Design / Production	7
8	Health	Medical Assisting	6
9	Computers	Computer Programming	6
10	Social Science	Administration of Justice	6
11	Education	Early Childhood Development (Basic Teacher)	6
12	College success	California State University General Education Breadth	6
13	College success	Intersegmental Gen Ed Transfer Curriculum	6
14	Computers	Computer Support Specialist	6
15	Computers	Computer Network Technician	5
16	Art	Graphic Design	5
17	Business	Business	5
18	Business	Retail Management	5
19	Tech / Trades	HVAC & R	5
20	Education	Early Childhood Development	5
21	Computers	Computer Programming for the Web	5
22	Business	Business (Marketing)	5
23	Sports	Kinesiology: Fitness Professional	5
24	Health	Human Services	5
25	Art	Digital Media	5
26	Auto	Automotive Engine Performance Technology	5
27	Business	Small Business Management	5

- Foundational academic programs, like Mathematics, and strongly practical programs, like Early Childhood Development, are the most common types of programs, which cater to transfer and trade students.

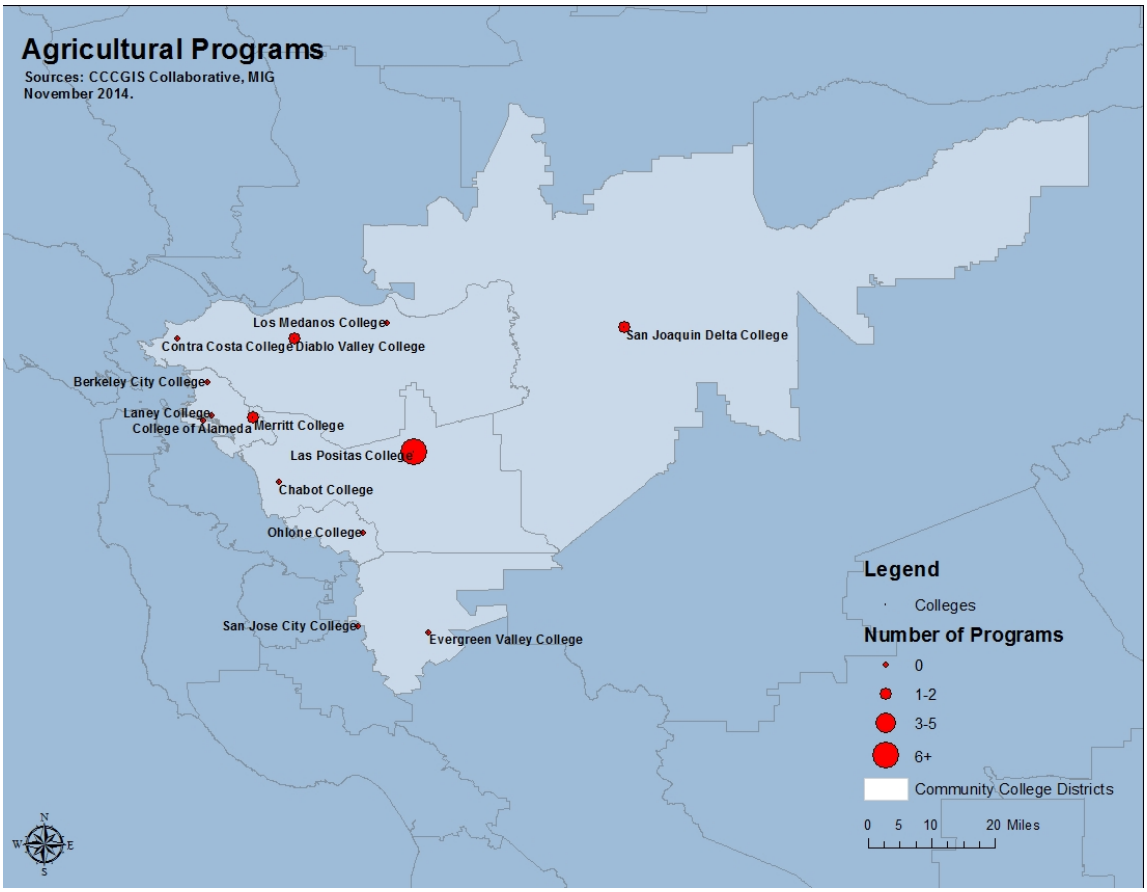
6.1. REGIONAL PROGRAM COUNT MAPS

The following maps show the number of programs in each discipline offered at neighboring Community Colleges. Red circles are shown for each college that has a program. The circle size increases in proportion to the number of programs offered. This format allows for a quick understanding of how focused particular institutions are in a given discipline, and allows comparison with peer organizations. The overall picture creates an impression of how in-demand particular subjects are in the region.

These maps track numbers of programs only, not enrollment. Enrollment data was not readily available.

Maps were made for the following subject areas. Together, they capture all programs at the Community Colleges in the area:

- Agriculture
- Art
- Auto
- Business
- College Success
- Computers
- Education
- Engineering
- Entertainment
- Health
- Languages
- Mathematics
- Science
- Sports
- Technology
- Writing


Agricultural Programs
Sources: CCCGIS Collaborative, MIG
November 2014.
Los Medanos College
Contra Costa College
Diablo Valley College
San Joaquin Delta College
Berkeley City College
Laney College
College of Alameda
Merritt College
Las Positas College
Chabot College
Ohlone College
San Jose City College
Evergreen Valley College
Legend
Colleges
Number of Programs
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Community College Districts
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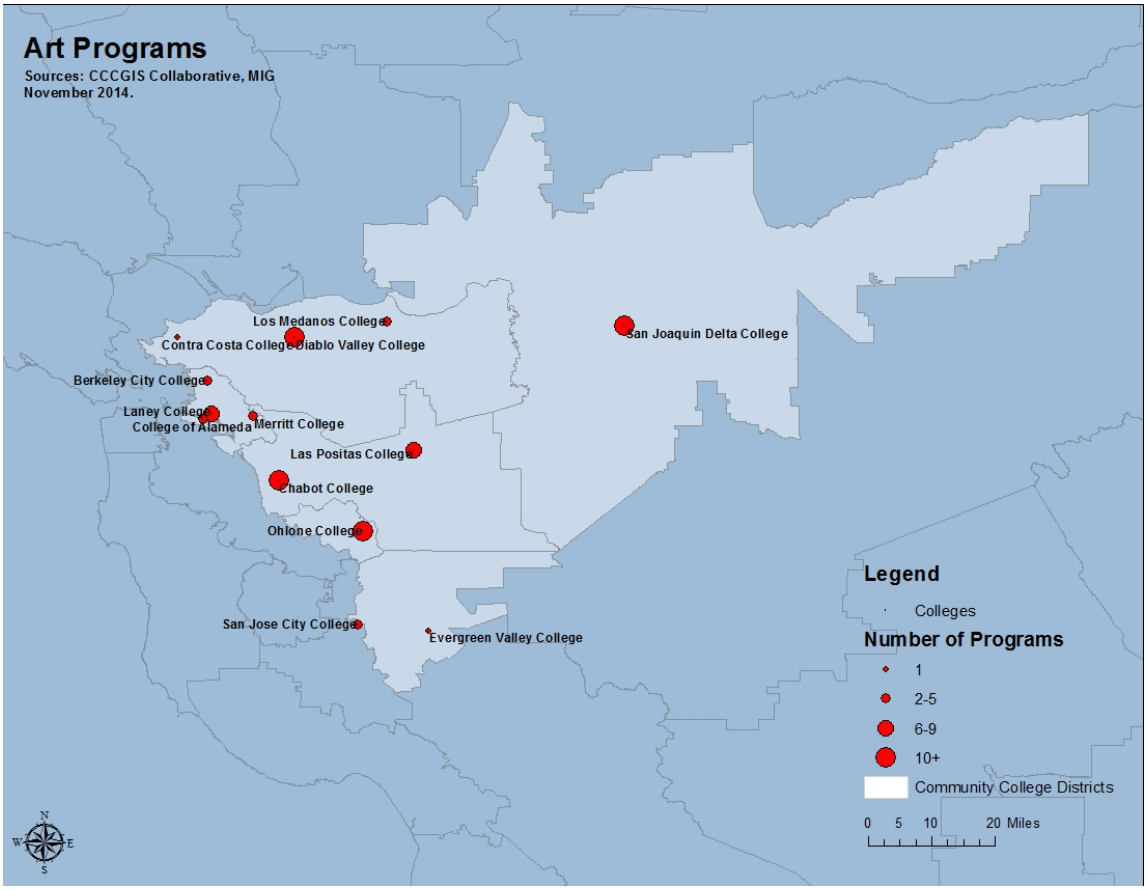
Art Programs
Sources: CCCGIS Collaborative, MIG
November 2014.
Los Medanos College
Contra Costa College
Diablo Valley College
San Joaquin Delta College
Berkeley City College
Laney College
College of Alameda
Merritt College
Las Positas College
Chabot College
Ohlone College
San Jose City College
Evergreen Valley College
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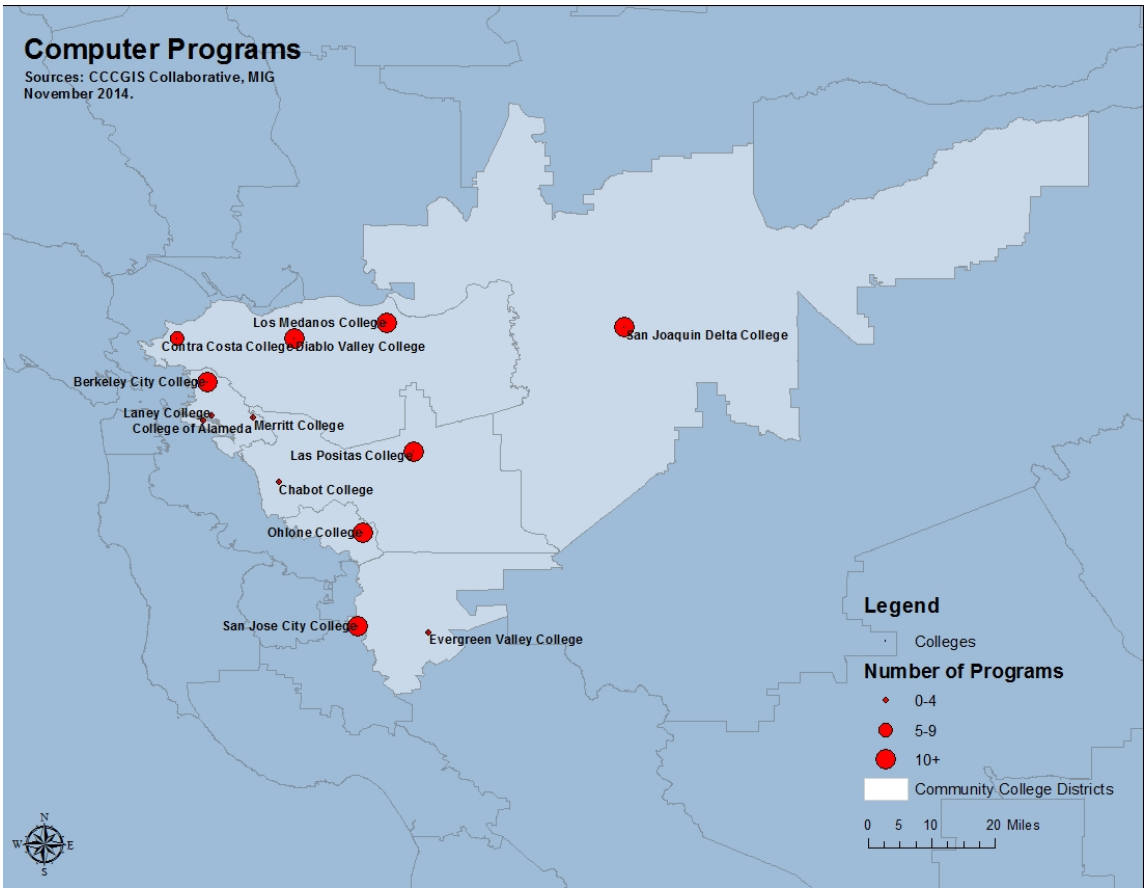
Computer Programs
Sources: CCCGIS Collaborative, MIG
November 2014.
Los Medanos College
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Berkeley City College
Laney College
College of Alameda
Merritt College
Las Positas College
Chabot College
Ohlone College
San Jose City College
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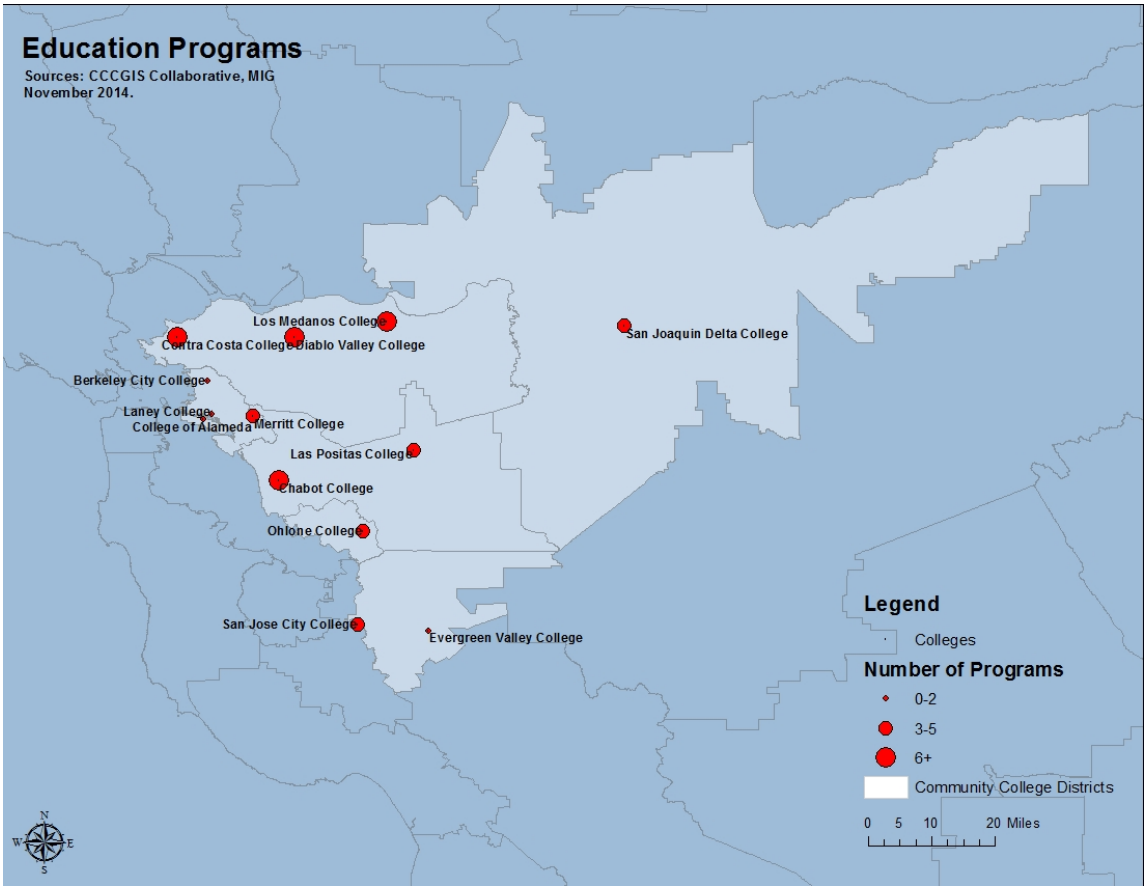
Education Programs
Sources: CCCGIS Collaborative, MIG
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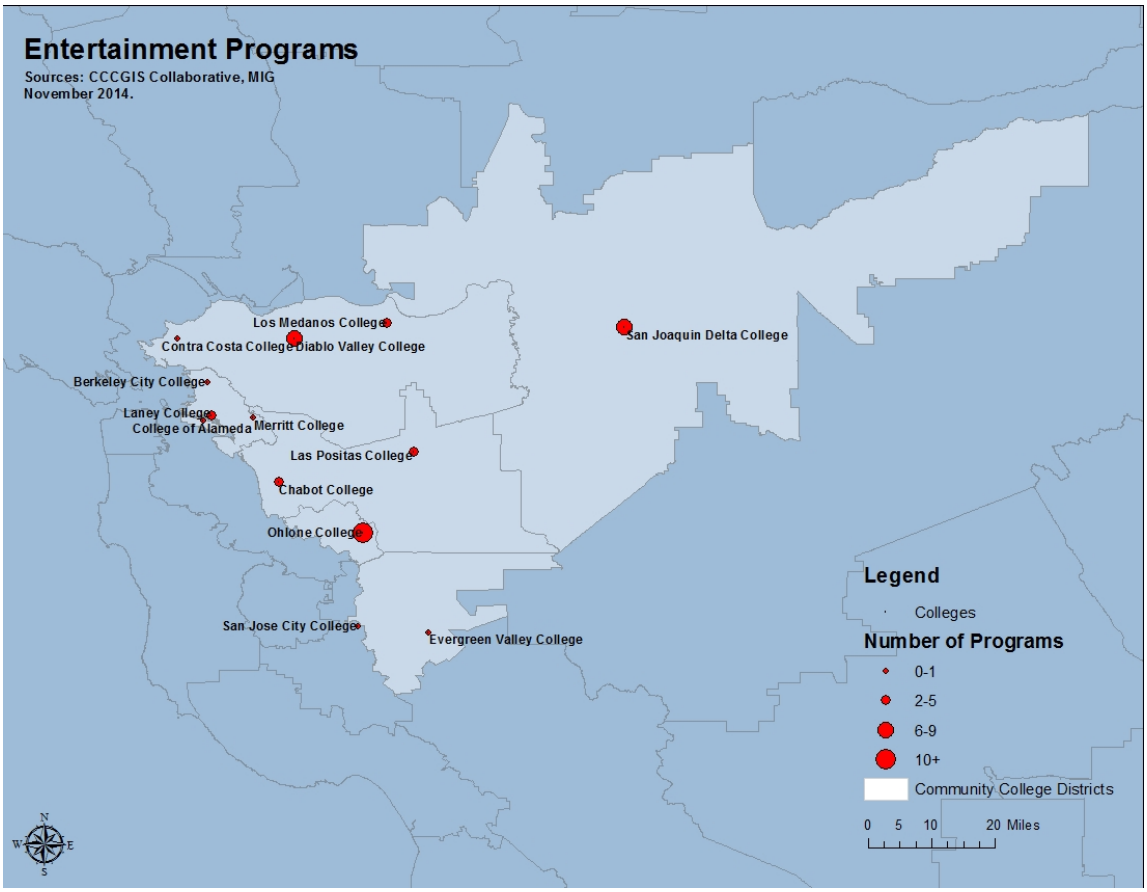
Entertainment Programs
Sources: CCCGIS Collaborative, MIG
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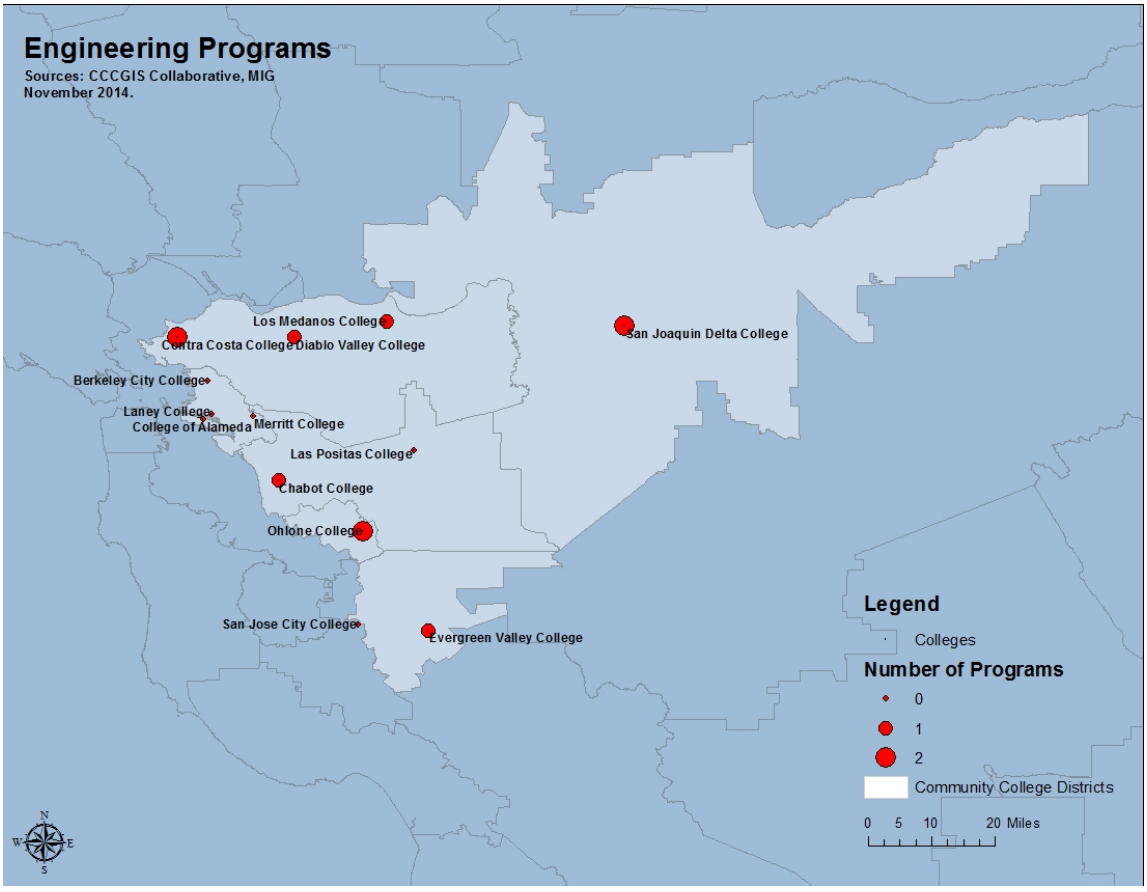
Engineering Programs
Sources: CCCGIS Collaborative, MIG
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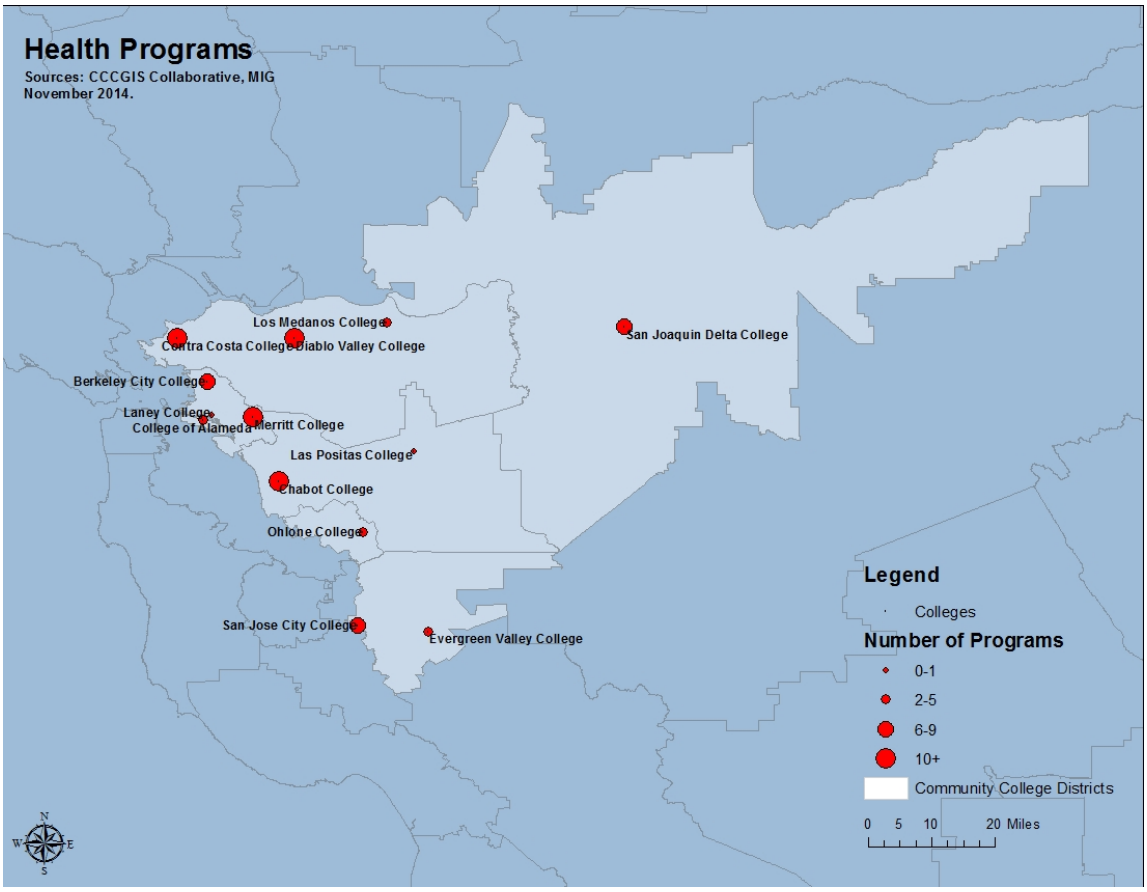
Health Programs
Sources: CCCGIS Collaborative, MIG
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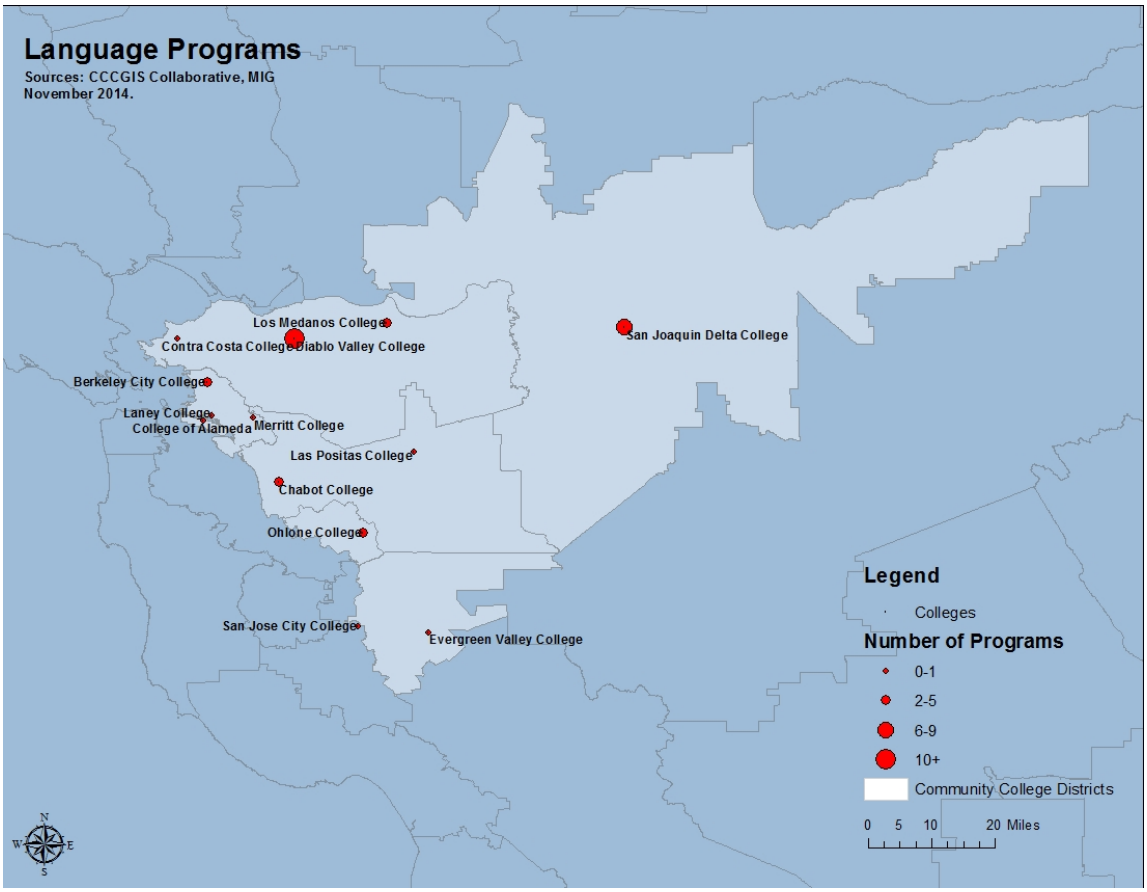
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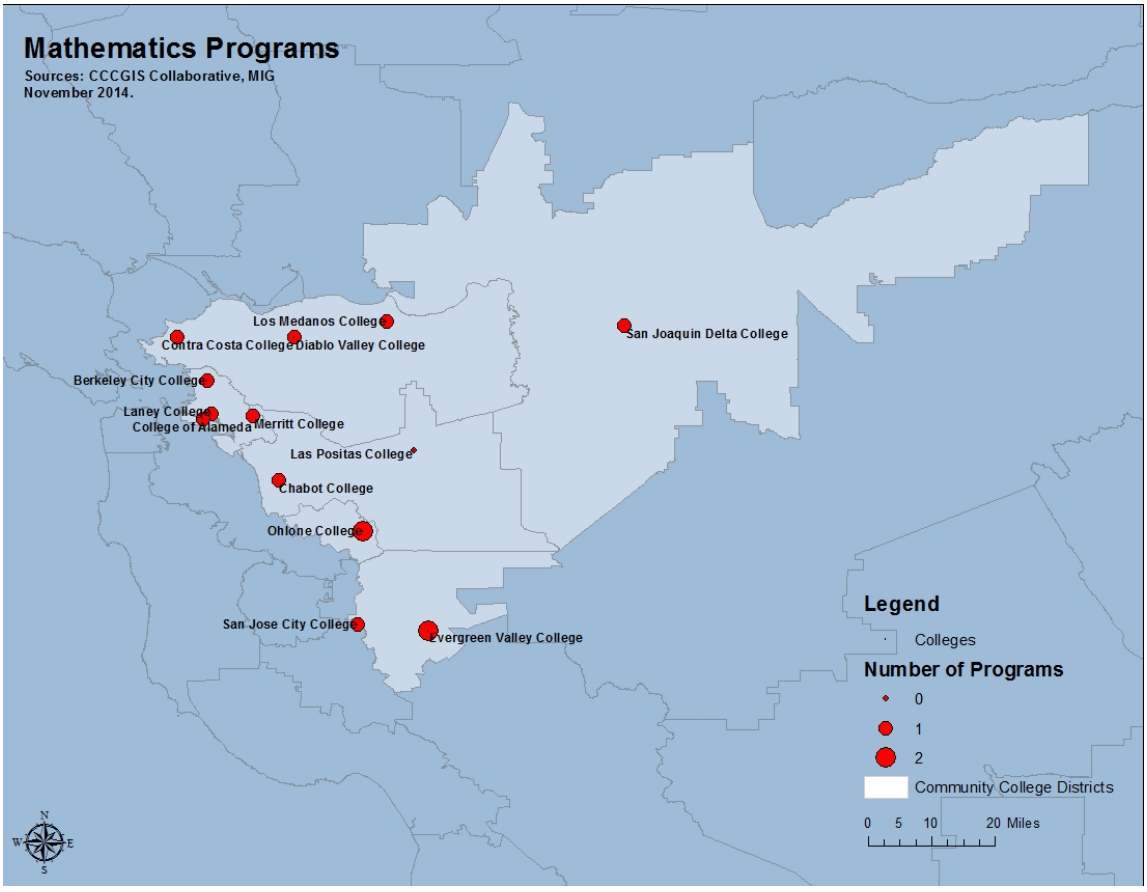
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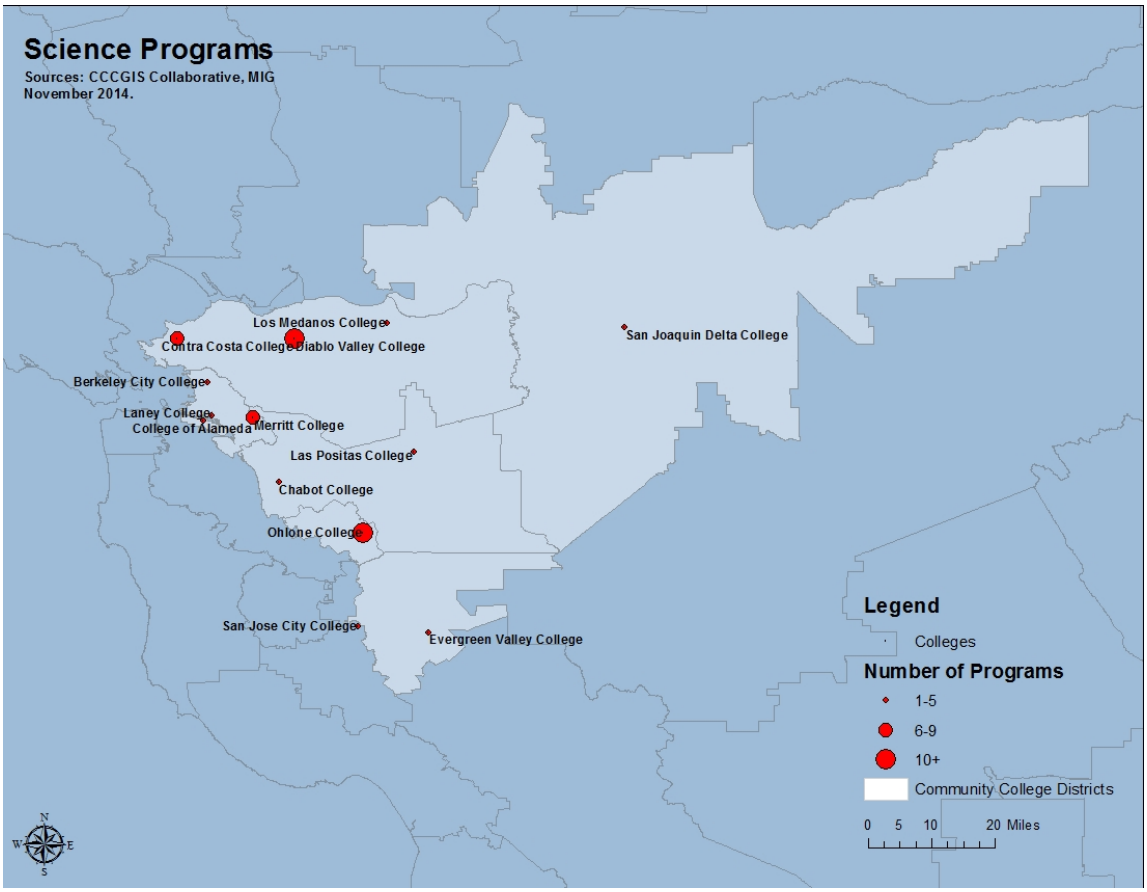
Science Programs
Sources: CCCGIS Collaborative, MIG
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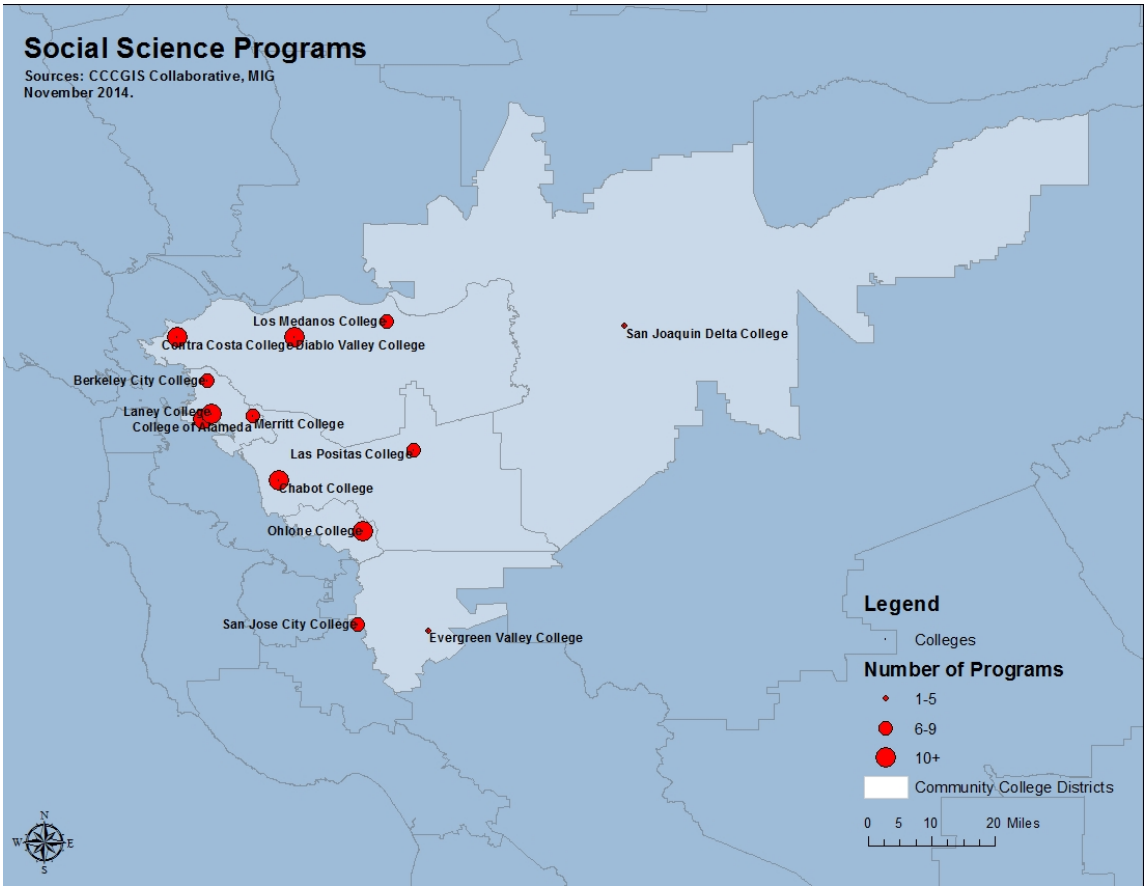
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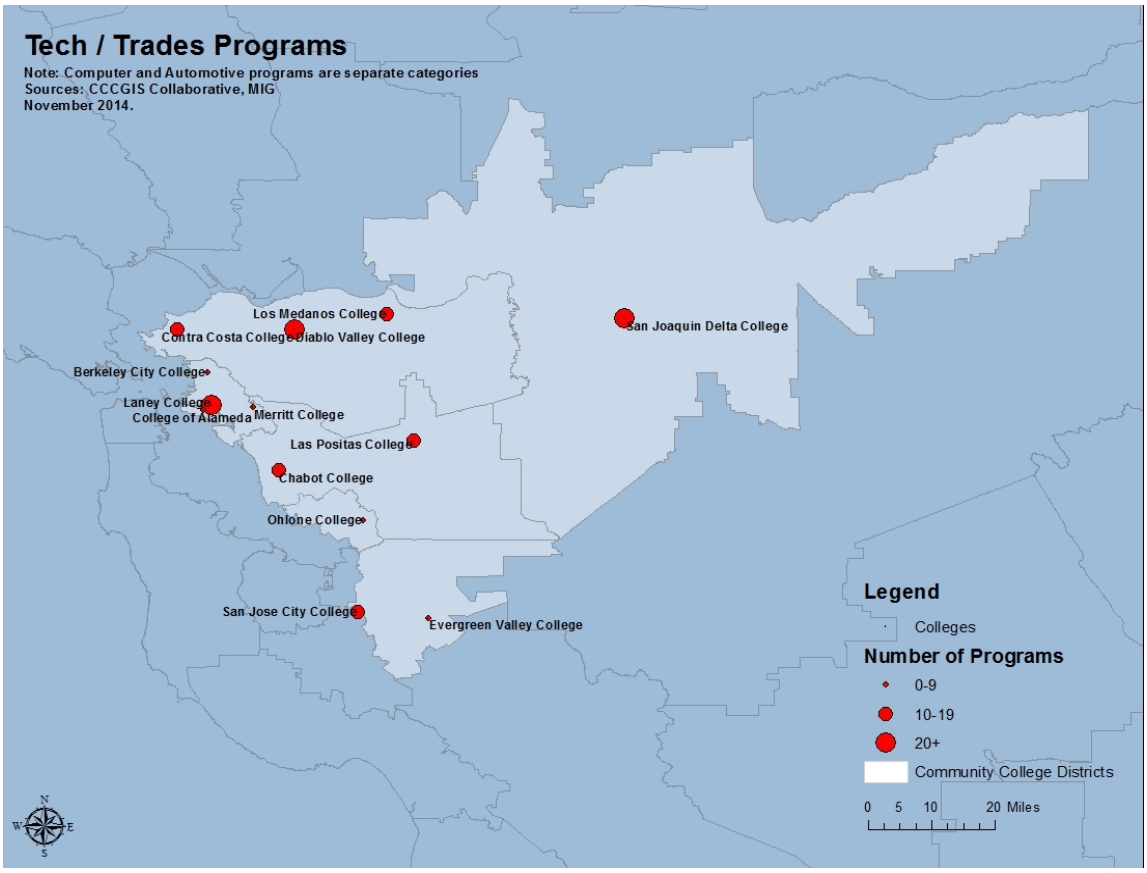
Tech / Trades Programs
Note: Computer and Automotive programs are separate categories
Sources: CCCGIS Collaborative, MIG
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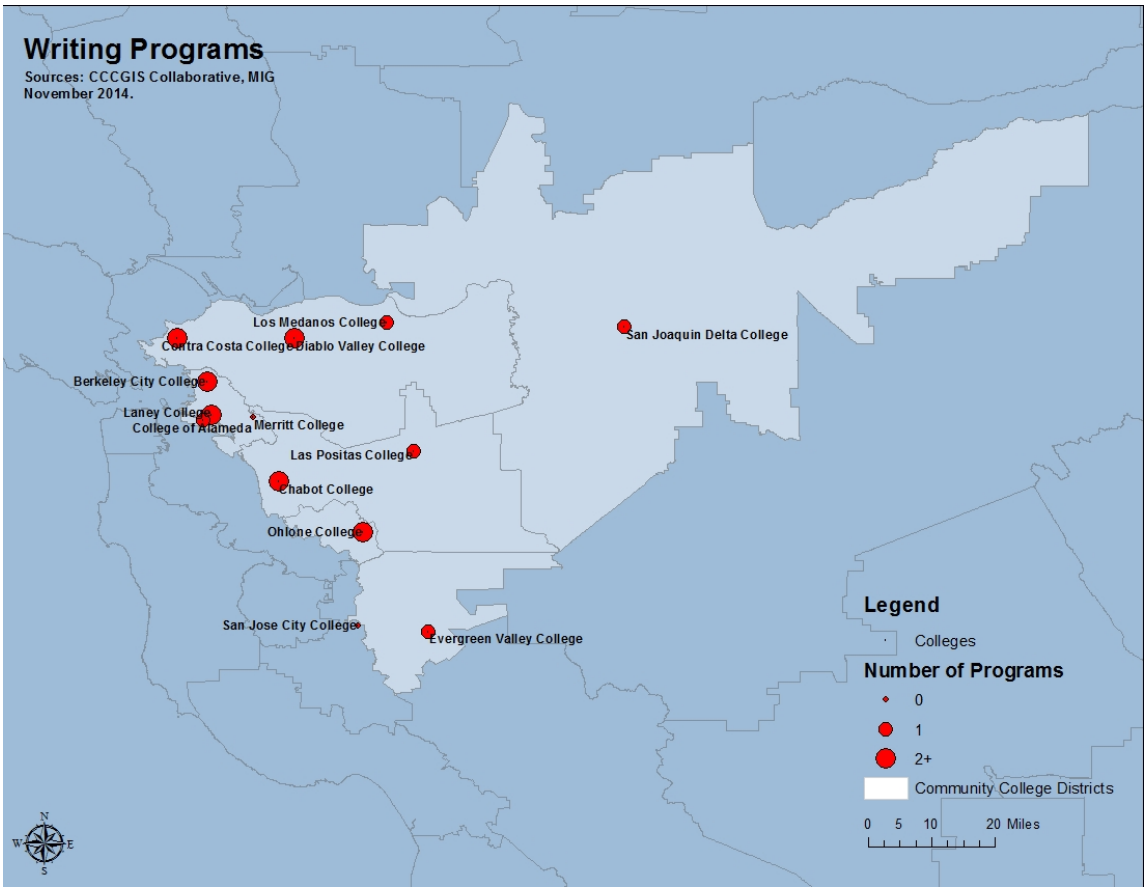
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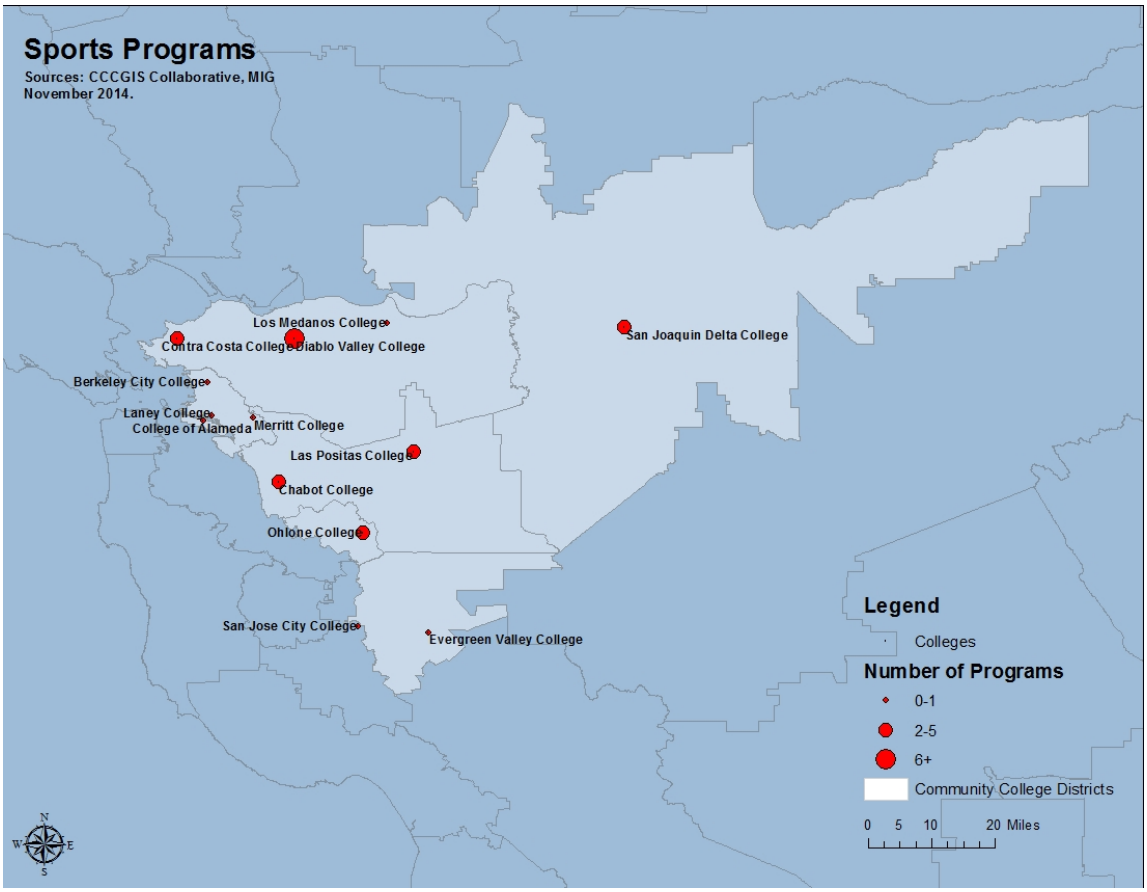
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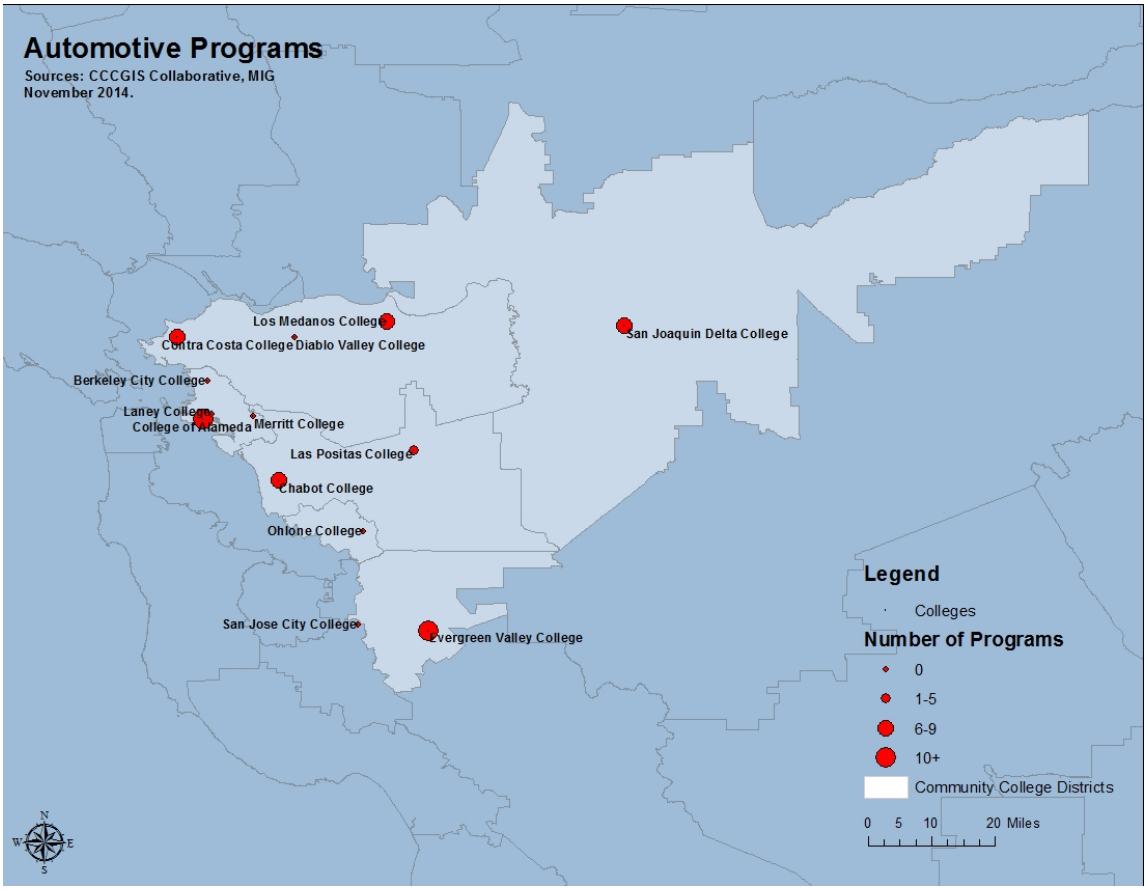
Automotive Programs
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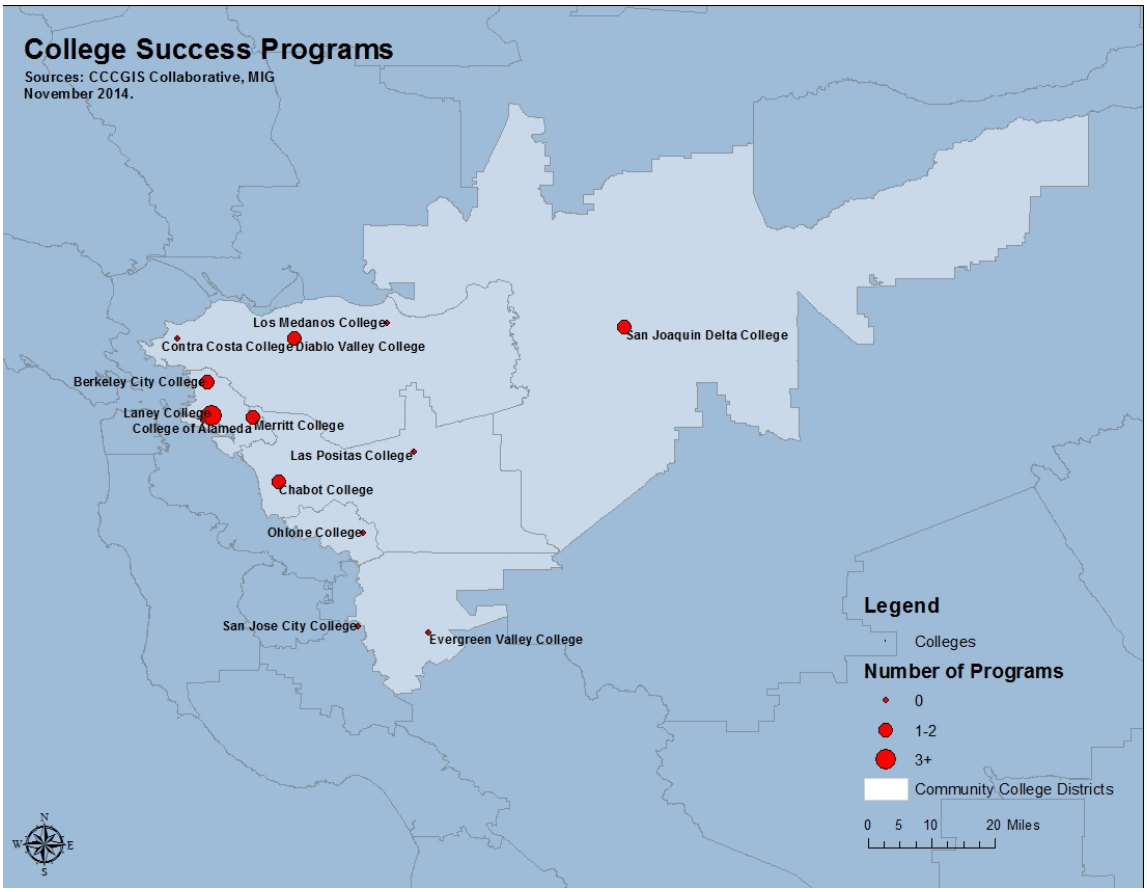

7. CAMPUS AND COMMUNITY INPUT

In late 2014, the project team conducted outreach efforts for Chabot and Las Positas College tailored to each institution's needs and preferences. On November 4, 2014 MIG facilitated an outreach workshop during Las Positas' regular monthly Town Hall. The team facilitated a series of six outreach workshops at Chabot College November 10th - 15th. Three of these workshops were held specifically on educational programs, facilities and process improvements; the fourth was convened to solicit input from deans, and a fifth was held during the faculty senate. The sixth workshop was conducted during the student government in which 30 students were in attendance. Comment cards were provided at the workshops so that community members could submit additional, detailed input. Finally, the project team also conducted interviews with each of the Trustees.

7.1. EMERGING STRATEGIC ISSUES AND OPPORTUNITIES

During the outreach process, the project team paid close attention to the similarities and differences between the colleges. Across the entire district, the key issues and opportunities can be organized into six overarching categories including:

- Staff and Faculty Investment
- Planning and Accreditation
- Educational Programs
- Facilities and IT Infrastructure
- Systems and Processes

- Supportive Services

The bolded text indicates instances where Chabot and Las Positas' community members cited similar needs or issues.

7.2. STAFF AND FACULTY INVESTMENT

Continued investment in faculty and staff is vital to positively influencing student achievement. The college communities overwhelmingly agreed that the colleges needed to provide and expand professional and personal development opportunities. Investment in faculty and staff is an investment in the student body.

In addition, outreach at both colleges revealed a consensus that the cutbacks made during the recession continue to negatively impact the ability of staff and faculty to deliver quality services. In order for faculty and staff to maximize opportunities for professional growth and service delivery, staffing levels need to be restored campus-wide.

COMMON POINTS

- Restore staffing levels across the colleges to pre-recession levels (e.g. international student's office, financial aid and tutoring center)
- Rely more on full-time faculty, less on part-time.
- Increase opportunities for professional development for current faculty and staff.
- Reclassify staff to match wages to responsibilities

7.3. PLANNING AND ACCREDITATION

A clearly defined and transparent process is necessary for accountability and self-evaluation. Faculty in both colleges craved a strong internal organizational process for program review in order to effectively determine which programs to modify and eliminate.

COMMON POINTS

- Be more methodical about program review and determining which programs to keep, modify and/or eliminate.
- Allow for long term visioning in the annual program review process.
- Anticipate and plan for the upcoming ACCJC/WASC accreditation.
- Increase transparency in the accreditation process.

7.4. EDUCATIONAL PROGRAMS

The District serves students who are underprepared for college, are first generation college students, are from low-income households and are from underrepresented groups. Community college is a stepping-stone for students to gain the skills they need for transfer to four-year colleges or to enter well-paying career-technical positions. Faculty and staff at the colleges want to expand opportunities to students through a variety of approaches. The two colleges had both overlapping and unique feedback regarding their programs.

First, both feel the need to enhance online offerings and the success rate of online learning. Online classes allow for a higher degree of flexibility that is important for students faced with not only academic hardship, but also personal challenges. Secondly, both colleges want to improve alignment of programs with industry partners. By providing a clear economic analysis of projected job growth, the colleges can anticipate and plan for the expansion of programs to meet future demand.

COMMON POINTS

CHABOT	LAS POSITAS
Enhance online offerings and establish an associate-online degree program	**Enhance online offerings**; address and improve lower success rate of online learning
Improve alignment of programs with industry partners	**Improve alignment of programs with industry partners**
Abolish standalone basic skill classes and instead integrate basic skill development into other curriculum	Expand CTE programs and increase focus on access to employment
Balance skill foundations and marketable skills within the curriculum	Expand access for low-income students to fee-based programs that have a high job placement such as EMS program, paramedic, surgical tech, and pharmacy
Restore evening classes and services to provide opportunities for working students	Hire more staff and purchase more equipment for the Smog and Auto programs
Increase integration between the technical programs and academic curriculum	Diversify the agriculture program
Serve the development of the whole person by providing and restoring classes that value other outcomes (not just job development) such as the Arts program.	Establish a better and stronger connection with the Lawrence Lab
Increase marketing and recruitment of international students.	
Expand the “safe fail” model in order to allow students to set their own pace and prevent drop outs.	
Redesign program assessments to allow room for long	

term and creative vision.

7.5. FACILITIES AND INFRASTRUCTURE

IT infrastructure does not meet the current needs of the colleges. Faculty and staff were in overwhelming agreement of the need to update technology and invest in more IT staff. Basic campus improvements in technology, such as access to WiFi, are essential if the colleges are to stay competitive. At the colleges, faculty and staff felt there was a great need for more space in most areas—classrooms, faculty offices, study spaces, places to socialize, and group meeting spaces. The desire to keep students engaged on campus by creating large, welcoming, communal spaces was a common theme among different groups. Finally, faculty and staff felt they were competing with the community for access to campus facilities. Faculty and staff agreed that the campus should remain as a resource to the community, but not at the expense of the college community.

Chabot workshops revealed a high level of concern for the safety of students in regards to decaying building infrastructure. Since the college is older, it has a number of aging buildings that are in need of major renovations and modernization for optimal and efficient use building. Building 1600 was cited repeatedly as a building of concern. Participants felt the quality of their teaching and services was compromised by the poor infrastructure of existing facilities. For instance, there was a discussion of the need to modernize and renovate the library to meet the educational needs of students by providing group work stations, and to provide accessibility to students with disabilities. Currently, students with disabilities must enter the library another building to use an elevator if they wish to move between floors. Finally, Chabot faculty and staff felt in order to address their concerns, the Facility Master Plan needed to be updated.

At Las Positas, classroom technology was a major point of discussion. The faculty wanted to see more SMART classrooms, and want to see the college develop other innovative tools. For instance, there was a discussion about how neighboring community colleges were extending using whiteboards to the learning experience into hallways. Las Positas' faculty wants to see more informal, interactive spaces where students and faculty can learn from each other and their peers outside the classroom. One existing space identified to expand student interaction was the bookstore. Faculty wanted to see the bookstore renovated to expand retail options and dining options through an attached campus café.

COMMON POINTS

CHABOT	LAS POSITAS
Provide gathering and communal space o **For casual hang out spots and other informal meeting spots** o **To increase informal interaction between students and faculty** o For group study, prayer spaces, student groups and co-curriculum o **In outdoor space**s that are currently being underutilized (such as the grand court)	**Provide gathering and communal space** o **For casual hang out spots such as café and other informal meeting spots** o **To increase informal interaction between students and faculty** o **In outdoor spaces** by providing additional seating and tables o For quiet study
Improve and expand Wi-Fi connection to the entire campus	**Establish and improve Wi-Fi connection** in new buildings
Balance the need between community use and college use of facilities	**Balance the need between community use and college use of facilities**
Provide real-time IT support to allow staff to be efficient; include nights and weekends	**Provide real-time IT support to allow staff to be efficient; include nights and weekends**
Hire additional IT maintenance staff	**Hire additional IT maintenance staff**
Renovate **faculty offices** and provide a lounge/social interaction space for faculty members	Build more **offices** for **full-time** and for **part-time faculty**
Prioritize the renovation of old buildings with unsafe and hazardous conditions (e.g. building 1600).	**Renovate outdated buildings** (e.g. 2100) and update existing classrooms, offices (furnishings, painting, fixtures)
Renovate outdated and ill-equipped buildings in order to meet demand, expand capacity, and successfully provide services. (Example: ESL labs, Mental Health, Wellness offices, Business building, Learning Resource Center, Biology building)	Provide more bathrooms on campus
Renovate the library to enhance study space, provide small group study work stations and integrate library and technology services.	Update technology in the classrooms and redesign classrooms for better learning (example: the ability to use projectors and white boards simultaneously in each classroom)
Increase facility and classroom capacity to meet demand in programs such as Fire Technology, Dental Hygiene	Redesign bookstore to maximize the space as both a space where students may gather by expanding dining options, and to generate more revenue for the college through additional retail options
Establish space for existing programs that do not have a designated place on campus such as Fire Technology and the Business Program	Redesign and modernize the website for an intuitive interface
Establish a STEM building and invest in and expand the STEM program.	Address transportation needs through Increase bike and skateboard accessibility on campus The development of a BART shuttle Creating transit options for Tracy students

Classrooms are used beyond capacity and the extra wear and tear results in shorter life-spans for classroom equipment	Establish a testing facility and establish better and more printing options for students

7.6. SYSTEMS AND PROCESSES

There is a need to enhance internal and external communications. Common improvements suggested include:

- Improve the District's responsiveness to requests. Both colleges wanted to see an improvement in the District's response to requests, such as faculty hire approvals. It was suggested that the development of an electronic tracking system to track requests at the District level would be beneficial to improve transparency and accountability.
- Implement basic technological improvements that could assist in process such as the ability for students to make counseling and financial aid appointments online. A web master charged with keeping the website up-to-date and clean would benefit both internal and external audiences.
- Implement an online scheduling system for people and facilities.
- Counseling services and admissions and records in particular expressed the need to update technology in order to improve processes. These offices felt they spent too much time on data entry than actually assisting students Increase accountability and transparency in planning processes and implementation.

At Chabot, equity was an emerging theme within this topic. Participants strongly felt that issues of equity needed to be address when distributing funds between the colleges. For instance, since Chabot has older buildings, funding for renovation does not accomplish as much at Chabot as it does in Las Positas. Additionally, faculty and staff wanted a review of system processes in all areas to reduce unnecessary procedures and paperwork, and improve services.

At Las Positas, faculty and staff wanted more accountability in regards to planning and policy. There was a sense that the product did not always reflect the process. The District and college leadership should increase transparency by establishing early on what the desired outcomes of the planning process are in order to ensure that the end product matches expectations. Faculty and staff wanted to see a reduction in the number of committees in order to develop a higher level of participation and therefore produce tangible results.

COMMON POINTS

CHABOT	LAS POSITAS
Clear up bottlenecks at the district level to improve responsiveness and efficiency of requests, particularly around faculty hires.	**Clear up bottlenecks at the district level to improve responsiveness and efficiency of requests, particularly around faculty hires.**
Establish electronic processes to replace antiquated paper records and submissions	**Establish electronic processes to replace antiquated paper records and submissions**
Establish wider use of remote meetings and video conferencing that allow for an interactive experience.	**Establish wider use of remote meetings and video conferencing that allow for an interactive experience.**
Hire a web master to maintain college website.	**Hire a web master to maintain college website.**
Improve technology for admissions and records and counseling services so that services can spend less time on data entry and more time in assisting students.	**Improve technology for admissions and records**
Develop an electronic system to track college requests to the District	**Develop an electronic system to track college requests to the District**
Review process in all areas to reduce unnecessary procedure and paperwork and improve services	**Review process in all areas to reduce unnecessary procedure and paperwork and improve services**
Establish an online system for students to make appointments for counseling and financial aid appointments	**Establish an online system for students to make appointments for counseling and financial aid appointments**
Develop a clear 'resource allocation policy' that is linked to data to help prioritize funds and create transparency	Align the deadline of expenditure reporting requirements with actual spending timeframe so faculty and staff can spend funds when needed instead of by an imposed deadline
Establish equity as a priority in the distribution of funds between the colleges.	Allocate more resources to institutional research and develop a permanent position for grant development
Establish a campus-wide electronic system to announce, request and reserve space for events.	Reduce the number of committees to increase effectiveness and participation
Establish a process to make orders and address repairs in computer labs that does not rely on faculty	Streamline a volunteer process and develop social media marketing strategy
Update and improve safety and evacuation plan. Ensure any tools (such as evacuation chairs for disabled persons) are up to safety standards.	Develop a mail distribution system for faculty
Establish a process by which donors can make a donation on the website	Ensure that desired outcomes are established before a planning process to ensure that the end product matches expectations

7.7. SUPPORTIVE SERVICES

Many students enter Chabot and Las Positas College underprepared. Faculty and staff are well aware of this challenge and would like to see supportive services expanded to meet the needs of their students. Hiring additional staff in all supportive service areas is a priority to serve more students. The support programs at the colleges are nationally renowned, but they serve a small percentage of students.

The Institutional Research Office found that the first year experience has a significant influence on whether students complete. Additionally, unprepared students are less likely to complete. Investing in supportive services through additional hires and hours of operation will significantly increase student completion rates. Financial aid services, academic counseling, health and mental health services, and tutoring services were all seen as important resources that remain understaffed.

COMMON POINTS

CHABOT	LAS POSITAS
Expand services to working students by **extending hours** to provide **evening and weekend services** (e.g. tutoring, financial aid, admissions and records, library)	**Establish longer library hours** and **weekend library hours**. Provide students with a late night study/reading room.
Hire more tutors for the Learning Resource Center	**Hire more tutors** for the Tutorial Center
Provide institutional support for collaboration among departments, programs and disciplines	**Provide institutional support for collaboration among departments, programs and disciplines**
Expand counseling services by hiring more staff. Extend appointments to one hour sessions to devote appropriate time to each student's individualized educational plan.	**Expand counseling services by hiring more staff.**
Support and expand prestigious and successful Student Service Programs that are offered to only a select number of students	Streamline admissions and services
Hire more counseling staff that have a background in both academic and mental health counseling.	Establish a full-time staff person for the tutorial center and biology center
Increase staff support for health and wellness	Expand childcare accessibility to students
Increase staff support for the learning resources center to prevent unscheduled closures due to staff shortages, and prevent tutoring disruptions.	

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