
Descriptive Background & Demographics



Las Positas College is located 40 miles southeast of San Francisco, amid one of California's fastest growing regions for business, science, and technology. Gently rolling hills and picturesque vineyards provide the scenic background for the College's 147-acre campus.



HISTORY OF LAS POSITAS COLLEGE

Las Positas College is one of two accredited colleges in the Chabot-Las Positas Community College District. Las Positas College principally serves residents from the communities of Dublin, Livermore, and Pleasanton, and several unincorporated areas including Sunol and North Livermore. Chabot College, located in Hayward, serves the western portion of the district, which includes the communities of Ashland, Castro Valley, Cherryland, Fairview, Hayward, San Leandro, San Lorenzo, and Union City.

Four community college districts—Contra Costa Community College District, Peralta Community College District, Ohlone Community College District, and San Joaquin Delta Community College District—flank the Chabot-Las Positas Community College District to the north, south, and east.

The college began as an extension center of Chabot College in 1963, offering 24 classes and enrolling 820 students at Livermore High School and two other sites. By 1965, the program had expanded and moved to Granada High School in Livermore; it subsequently grew to include Amador and Dublin High Schools as well. The district purchased the 147 acre Livermore site that same year, intending to develop a comprehensive community college. However, in 1970 and again in 1972, bond issues to build the rural college failed—despite the Tri-Valley voters’ overwhelming support—because the district’s largest voting population lived outside the service area for the proposed college. Lacking funds to develop a comprehensive community college, the Board of Trustees voted to develop a small education center

at the Livermore site. On March 31, 1975, “Valley Campus” opened as the Livermore Education Center of Chabot College.

Las Positas College has since developed into an accredited, comprehensive institution. In 1988, the College was designated by the Board of Governors to be an independent college. Las Positas College received accreditation on January 7, 1991, from the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges. Accreditation was reaffirmed in 1997, 2003, and 2009.

As of January of 2015, LPC offers 25 Associate of Arts degrees, 7 Associate of Arts Transfer degrees, 15 Associate of Science degrees, 3 Associate of Science Transfer degrees, and 46 certificate programs. A majority of courses transfer, as well. In addition, the college offers community education fee based courses geared toward personal development.

On March 2, 2004, Alameda County voters and those Contra Costa County voters within the district’s boundaries approved Measure B. The \$498 million Chabot-Las Positas Community College District capital improvement (construction) bond provided the college with \$217 million dollars. The college has been fully engaged in the process of designing and building new facilities, redesigning older facilities, and utilizing these new spaces to house programs and services that meet the needs of students and the community. Most of the college projects related to the bond have been completed, but a major classroom building is currently in the planning stage.

OVERVIEW OF TRI-VALLEY AREA

Population

Table 1 displays projected populations increases to 2023 within and adjacent to the College's service area. Generally, the Las Positas College service and surrounding areas will experience a moderate increase in total population. Both Alameda County and nearby Contra Costa County are expected to experience a 7% increase in population between 2013 and 2023. In addition, Las Positas College's Key Service Area, which is comprised of cities of Dublin, Livermore, and Pleasanton, will experience a 7% increase. Dublin will experience the largest increase with 6,464 (or 13%) new residents, followed by Livermore at 4,158 (or 5%) new residents and Pleasanton at 3,801 (or 5%) new residents. Castro Valley, an unincorporated city within the College's shared service area, will experience an increase of 2,954 (or 5%) new residents. The adjacent areas of San Ramon and Tracy are expected to grow by 7,035 (or 9%) and 7,517 (or 7%) residents, respectively.

Implications

The increasing population of Las Positas College's service area and surrounding areas will likely increase the demand for higher education. Accordingly, the College will have to continue to consider how this increased demand will affect utilization of existing instructional space and the appropriateness of staffing levels.

TABLE 1: Projected Total Population 2013-2023

	2013	2018	2023	# Change (from 2013)	% Change (from 2013)
County					
Alameda County	1,572,360	1,644,391	1,678,893	106,533	7%
Contra Costa County	1,091,620	1,144,527	1,168,055	76,435	7%
Key Service Area					
Dublin	48,942	53,179	55,406	6,464	13%
Livermore	85,339	88,245	89,497	4,158	5%
Pleasanton	72,623	75,392	76,424	3,801	5%
Total	206,904	216,816	221,327	14,423	7%
Shared Service Area					
Castro Valley	58,119	60,102	61,073	2,954	5%
Adjacent Service Area					
San Ramon	75,597	80,694	82,632	7,035	9%
Tracy	108,436	113,562	115,953	7,517	7%

Source: Economic Modeling System Intl., 2014.3 Class of Worker Dataset (EMSI, 2014.3)

RACE-ETHNICITY

Table 2 shows the race-ethnic population of Alameda County and the key Las Positas College service area. Alameda County has a diverse racial-ethnic population with no single race-ethnic group constituting the majority of the population. However, the population of Las Positas College’s Key Service Area is not as diverse as the county’s. While there is variation in the race-ethnic populations by

city, the majority of residents in the Key Service Area are White. Of the 205,378 residents of Las Positas College’s Key Service Area, 117,903 (or 57.4%) are White, 42,531 (or 20.7%) are Asian, 30,281 (or 14.7%) are Latino, 6,909 (or 3.4%) are multiracial, 6,497 (or 3.2%) are African American, and 1,257 (or .6%) identify themselves with other race-ethnicity groups.

TABLE 2: Population by Race-Ethnicity, 2011-2013

Race-Ethnicity	Alameda County		Key Service Area							
	Num	Pct	Dublin		Livermore		Pleasanton		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
African Am.	180,417	11.6%	3,837	7.8%	1,380	1.6%	1,280	1.8%	6,497	3.2%
American Indian/ Alaska Native	4,647	0.3%	293	0.6%	117	0.1%	25	0.0%	435	0.2%
Asian	417,511	26.9%	15,399	31.3%	8,440	10.1%	18,692	25.8%	42,531	20.7%
Hispanic/Latino	351,763	22.6%	6,295	12.8%	16,373	19.6%	7,613	10.5%	30,281	14.7%
Native Hawaiian/ Other Pac. Island	12,693	0.8%	217	0.4%	180	0.2%	143	0.2%	540	0.3%
White	519,029	33.4%	20,857	42.4%	54,851	65.6%	42,195	58.2%	117,903	57.4%
Other race	4,035	0.3%	211	0.4%	48	0.1%	23	0.0%	282	0.1%
Two or more races	64,630	4.2%	2,116	4.3%	2,276	2.7%	2,517	3.5%	6,909	3.4%
Total Population	1,554,725	100.0%	49,225	100.0%	83,665	100.0%	72,488	100.0%	205,378	100.0%

Source: U.S. Census Bureau, 2011-2013 3-Year American Community Survey



Descriptive Background and Demographics

Table 3 shows population projections by race-ethnicity from 2013 to 2023 for Alameda County and the Las Positas College Key Service Area. Alameda County and Las Positas College's Key Service Area will grow by 106,533 (or 7%) and 14,424 (or 7%) residents, respectively. In addition, both Alameda County and the LPC Key Service Area will continue to become increasingly diverse. The race-ethnicity populations with the highest growth will be Asians, Latinos, and individuals who identify themselves as multiracial. Furthermore, while the county experiences a decrease in the number of African Americans by 3,984 (or 2%), the LPC Key Service Area will experience an increase in the number of African Americans by 162 (or 2%) residents.

Cities comprising Las Positas College's Key Service Area have grown more diverse in recent years, but are still more racially homogeneous than the county. Additionally, Las Positas College's student body is relatively more diverse than its Key Service Area; this is due in part to enrollments by a more diverse younger population in the Key Service Area as well as individuals attending the college from adjacent service areas which have more diverse populations.

Implications

As Alameda County and Las Positas College's Key Service Area continue to increase in racial-ethnic diversity, it is important that Las Positas College continue to increase its ability to meet the needs of diverse populations through its programs and services and maintain an inclusive environment.

TABLE 3: Race/Ethnicity Projections, 2013-2023

REGION	Population		Change from 2013	
	2013	2023	Number Change	Percent Change
Alameda County				
African American	183,310	179,326	-3,984	-2%
Am. Indian/ Alaska Native	4,232	3,986	-246	-6%
Asian	430,209	494,754	64,545	15%
Hispanic	360,606	404,097	43,491	12%
Nat. Hawaiian/ Pac. Island	12,907	14,331	1,424	11%
White	518,960	509,593	-9,367	-2%
Two or more races	62,134	72,805	10,671	17%
Total	1,572,360	1,678,893	106,533	7%
Key Service Area (SA)				
African American	7,002	7,164	162	2%
Am. Indian/ Alaska Native	422	412	-10	-2%
Asian	39,806	47,265	7,459	19%
Hispanic	34,533	39,662	5,129	15%
Nat. Hawaiian/ Pac. Island	635	738	103	16%
White	116,579	116,406	-173	0%
Two or more races	7,927	9,680	1,753	22%
Total	206,904	221,328	14,424	7%

Source: Economic Modeling System Intl., 2014.3 Class of Worker Dataset (EMSI, 2014.3)

Note: Las Positas College's Key Service Area is comprised of Dublin, Livermore, and Pleasanton.

LABOR MARKET

Table 4 shows the total projected number of jobs between 2013 and 2023. Alameda County is expected to add 107,837 jobs or a 14% increase. Contra Costa County, which neighbors Alameda County, is expected to add 47,027 jobs, which would be a 12% increase. Within the Key Service Area, Dublin is expected to add 4,339 (or 20%) more jobs, Livermore is projected to add 6,238 (or 14%) more jobs, and Pleasanton will add 9,720 (or 15%) more jobs. Castro Valley, San Ramon, and Tracy are expected to add 12%, 11%, and 16% more jobs, respectively.

Implications

Increase in job openings in the region, especially those requiring skilled labor, will drive demand for higher education as individuals seek a competitive advantage by improving their knowledge and skills. Las Positas College has an opportunity to leverage its programs and service to address this demand. The same flourishing innovation that has spurred economic growth in the region will provide new opportunities for the college to innovate programs and services to meet the demand.

TABLE 4: Projected Total Jobs 2013-2023

	2013	2018	2023	# Change (from 2013)	% Change (from 2013)
Region					
SF Bay Area	3,820,706	4,133,333	4,441,327	620,621	16%
County					
Alameda County	762,526	814,753	870,363	107,837	14%
Contra Costa County	384,301	405,930	431,328	47,027	12%
Key Service Area					
Dublin	21,460	23,755	25,799	4,339	20%
Livermore	43,411	46,341	49,649	6,238	14%
Pleasanton	64,364	68,903	74,084	9,720	15%
Total	129,235	138,999	149,532	20,297	16%
Shared Service Area					
Castro Valley	12,301	12,999	13,739	1,438	12%
Adjacent Service Areas					
San Ramon	42,068	43,935	46,610	4,542	11%
Tracy	29,155	31,415	33,859	4,704	16%

Source: Economic Modeling System Intl., 2014.3 Class of Worker Dataset (EMSI, 2014.3)

Descriptive Background and Demographics



Table 5 displays projected job growth by occupation from 2013 to 2023 for Alameda County. Occupations have been sorted by the highest number of job openings. Occupations with the highest expected number of job openings will be “Office and administrative support” and “Food preparation and serving related” at 37,906 and 34,829, respectively. “Sales and related” occupations are expected have 32,829 job openings. However, many of these occupations typically require less than a college education for entry level positions. The top three occupations that typically require at least some college education for entry level work are in “management,” “business and financial operations,” and “education, training, and library;” a total of 50,235 job openings are expected in these occupations.

Implications

Robust growth in new and replacement job openings will create a need for academic programs that effectively prepare individuals with the skills and knowledge to work in these occupations. Widespread growth across occupation groups provides Las Positas College with ample opportunities to develop and expand academic programs in areas that are expected to be in high demand; this may also present a challenge in requiring strategic use of limited resources to innovate or revitalize existing programs that enable the college to meet the needs of the community.

TABLE 5: Projected Jobs by Occupation for Alameda County, 2013-2023

OCCUPATION GROUPS	2013	2023	New Jobs	% New Jobs	Total Job Openings	% Job Openings
ALL OCCUPATIONS	762,526	870,363	107,837	14%	307,493	40%
Office and Administrative Support [†]	114,892	125,050	10,158	9%	37,906	33%
Food Preparation and Serving Related [†]	53,822	65,655	11,833	22%	34,829	65%
Sales and Related [†]	74,868	82,954	8,086	11%	32,985	44%
Transportation and Material Moving	47,826	54,756	6,930	14%	19,666	41%
Management ^{*†}	49,780	56,124	6,344	13%	17,606	35%
Business and Financial Operations [*]	45,848	52,312	6,464	14%	16,564	36%
Education, Training, and Library [*]	43,366	49,792	6,426	15%	16,065	37%
Personal Care and Service	28,611	36,749	8,138	28%	14,808	52%
Construction and Extraction	34,827	41,973	7,146	21%	14,356	41%
Healthcare Practitioners and Technical ^{*†}	37,903	43,248	5,345	14%	14,065	37%
Computer and Mathematical [*]	30,877	38,104	7,227	23%	12,932	42%
Production	38,688	40,520	1,832	5%	12,194	32%
Installation, Maintenance, and Repair	23,430	26,611	3,181	14%	9,204	39%
Building and Grounds Cleaning and Maintenance	25,580	28,954	3,374	13%	9,179	36%
Architecture and Engineering [*]	22,673	25,546	2,873	13%	8,758	39%
Healthcare Support [*]	18,482	22,983	4,501	24%	8,559	46%
Arts, Design, Entertainment, Sports, and Media [*]	17,791	19,789	1,998	11%	6,856	39%
Life, Physical, and Social Science [*]	13,434	15,716	2,282	17%	6,560	49%
Protective Service	14,385	16,577	2,192	15%	6,470	45%
Community and Social Service [*]	13,566	15,534	1,968	15%	5,424	40%
Legal [*]	6,741	6,860	119	2%	1,272	19%
Military	3,805	3,229	-576	-15%	812	21%
Farming, Fishing, and Forestry	1,330	1,328	-2	0%	424	32%

Source: Economic Modeling System Intl., 2014.3 Class of Worker Dataset (EMSI, 2014.3)

Note: *Occupation groups in which 50% or more projected openings are in occupations typically requiring at least some college education for an entry-level position. †Top 5 occupation groups in LPC Service Area by total job openings between 2013 and 2023; they comprise more than one third of all projected job openings in the area.

Descriptive Background and Demographics



Table 6 shows the industries with high growth projected between 2013 and 2023, measured in job contribution to the local economy. In some cases certain industries are shown with subcategories, while others display only the major category total. The “professional, scientific, and technical services” industry will experience the highest job growth by 2023, at 21,669 jobs. This industry includes the following services and their respective growth: “computer systems design and related services” will add 8,616 jobs (or 42% increase), “scientific research and development services” will add 4,817 jobs (or

33% increase), and “management, scientific, and technical consulting services” will add 4,694 jobs (or 41% increase).

The “health care and social assistance” industry trails closely with 21,804 job openings, representing a 21% increase. This industry includes the subcategories of social assistance, which will increase by 10,208 jobs (or 32%), ambulatory health care services, which will increase by 8,367 jobs (or 21%), and nursing and residential care facilities, which will increase by 2,509 jobs (or 21%).

TABLE 6: Industries with projected High* Growth in Alameda County, 2013-2023

INDUSTRY GROUPS	2013 Jobs	2023 Jobs	Change	Pct. Change
ALL INDUSTRIES	762,526	870,363	107,837	14%
Professional, Scientific, and Technical Services†	75,773	97,442	21,669	29%
Computer Systems Design and Related Services	20,679	29,295	8,616	42%
Scientific Research and Development Services	14,785	19,602	4,817	33%
Management, Scientific, and Technical Consulting Services	11,414	16,108	4,694	41%
Architectural, Engineering, and Related Services	10,383	12,179	1,796	17%
Other Professional, Scientific, and Technical Services	4,262	5,889	1,627	38%
Advertising, Public Relations, and Related Services	2,815	3,905	1,090	39%
Specialized Design Services	2,264	2,474	210	9%
Legal Services	5,806	5,475	(331)	(6%)
Accounting, Tax Preparation, Bookkeeping, and Payroll Services	3,364	2,516	(848)	(25%)
Construction	43,774	54,584	10,810	25%
Specialty Trade Contractors	29,982	37,237	7,255	24%
Construction of Buildings	10,204	12,775	2,571	25%
Heavy and Civil Engineering Construction	3,587	4,572	985	27%
Educational Services	20,574	25,169	4,595	22%
Elementary and Secondary Schools	7,570	9,694	2,124	28%
Colleges, Universities, and Professional Schools	4,432	5,887	1,455	33%
Other Schools and Instruction	5,328	5,939	611	11%
Educational Support Services	1,456	1,849	393	27%
Technical and Trade Schools	1,176	1,461	285	24%
Business Schools and Computer and Management Training	221	153	(68)	(31%)
Junior Colleges	391	186	(205)	(52%)
Management of Companies and Enterprises†	21,224	25,952	4,728	22%
Accommodation and Food Services†	53,838	65,392	11,554	21%
Food Services and Drinking Places	48,870	59,592	10,722	22%
Accommodation	4,967	5,800	833	17%
Health Care and Social Assistance†	102,718	123,802	21,084	21%
Social Assistance	33,074	43,282	10,208	31%
Ambulatory Health Care Services	39,189	47,556	8,367	21%
Nursing and Residential Care Facilities	12,163	14,672	2,509	21%
Hospitals	18,293	18,293	—	0%

SOURCE: EMSI, 2014.3 – QCEW Employees, Non-QCEW Employees, and Self-Employed

Note: *Industries with growth above 20%. †Industry groups projected to also exhibit 20% or higher growth within Las Positas Service Area from 2013 to 2023.

Implications

As various industries expand in the region, especially in Dublin, Livermore, and Pleasanton, Las Positas College will need to continue to adapt its programs and services to meet the needs of the community. Students will increasingly rely on institutions with academic programs that can afford them the knowledge and skill-sets relevant to the new job market. Las Positas College currently has partnerships with Valley Care Health System, the Lawrence Livermore National Laboratory, and Sandia National Laboratories.

As industries in professional, scientific, and technical services continue to expand in the region, Las Positas College has the opportunity to expand its partnerships in this sector. The community can benefit from partnerships that foster development of relevant curriculum and prepare students to compete in these job markets. Similarly, as many of these other industries expand, renewed and improved partnerships with key industry partners will help provide the community at large with quality up-to-date programs that can better prepare students to enter the workforce. Las Positas College's key role in the local economy will present the college with a mix of great opportunities and challenges as these industries grow rapidly in the region.

SUMMARY OF OVERVIEW OF TRI-VALLEY AREA

Between 2013 and 2023, the population of Alameda County will increase by 7%, which is similar to the growth that will occur in Las Positas College's Key Service Area. Within the Key Service Area, the population of Dublin will experience the highest growth at 6,464 (or 13% increase), followed by Livermore at 4,158 (or 5% increase) and Pleasanton at 3,801 (or 5% increase). Along with the increase in population, racial-ethnic diversity will continue to increase. The largest growing populations will be Asian, Hispanic, and individuals identifying themselves as multiracial. The increase in population, along with increased diversity, will necessitate the College sustain a concerted effort to provide appropriate programs and levels of student support services that meet the needs of this changing community.

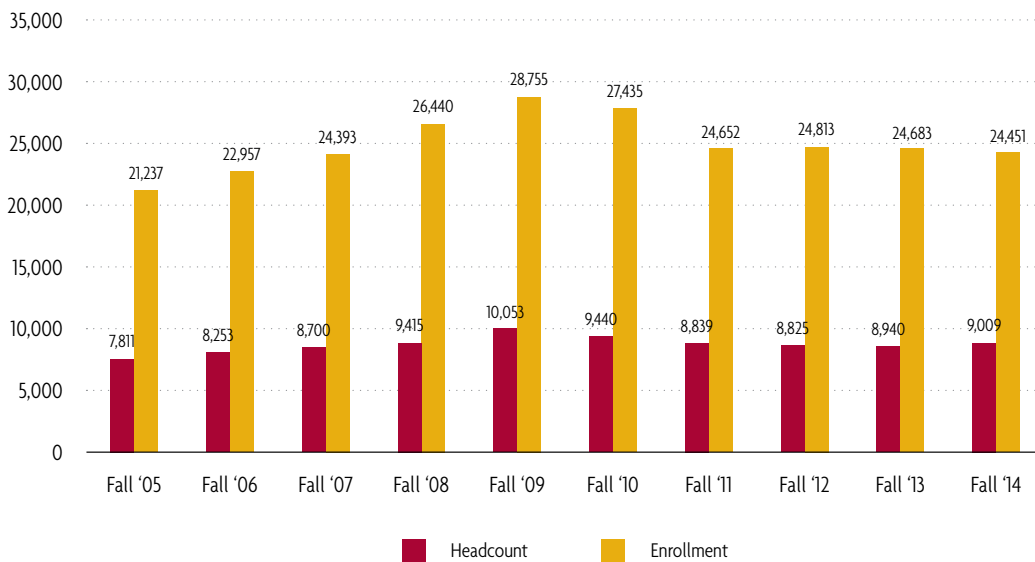
In addition to the increase in population, employment opportunities will increase by 107,837 job openings (or 14%) in Alameda County and 20,297 job openings (or 16%) in LPC's Key Service Area. Occupations that will experience particular growth and require a majority of the workers to have at least some college education will be management occupations; business and financial operations occupations; and education, training and library occupations. Industries that will experience growth are professional, scientific, and technical services; health care and social assistance; and accommodation and food services. As job openings increase, Las Positas has the opportunity to expand or create programs that meet the evolving needs of the job market.

STUDENT DEMOGRAPHICS

Chart 1 displays the headcount and enrollment of students at Las Positas College between fall 2005 and fall 2014. The headcount at Las Positas College increased steadily from fall 2005 to fall 2009 and then dropped markedly in fall 2010 and fall 2011. The headcount has been relatively stable between fall 2011 and fall 2014. Enrollments (seats filled) at the college mirror the headcount pattern. The changes in headcount and enrollment generally reflect variations in state funding levels as well as changes in the local economy.



CHART 1: LPC Headcounts and Enrollments, Fall 2005 - Fall 2014



Descriptive Background and Demographics

Chart 2 shows the race-ethnicity of LPC students. The proportion of White students has gone from 58% to 42% in 10 years. Meanwhile, the proportion of Latino students has gone up from 14% in 2005 to 29% in 2014. Additionally, the proportion of Asian students has increased slightly from 13% in 2005 to 16% in fall 2014. The proportion of African American students has remained steady at roughly 5% each semester. The multiracial category, introduced in fall 2011, has also shown a slight increase. LPC is becoming increasingly diverse primarily in the larger numbers of Hispanic and Asian students.

Implications

With the increasing diversity of students, the College may want to investigate which pedagogical approaches best meet the learning needs of a more diverse student body. In addition, the College may want to determine how to make the campus a more inclusive environment that fosters acceptance and understanding of diverse cultures and viewpoints.

CHART 2: Race-Ethnicity, Fall 2005 - Fall 2014

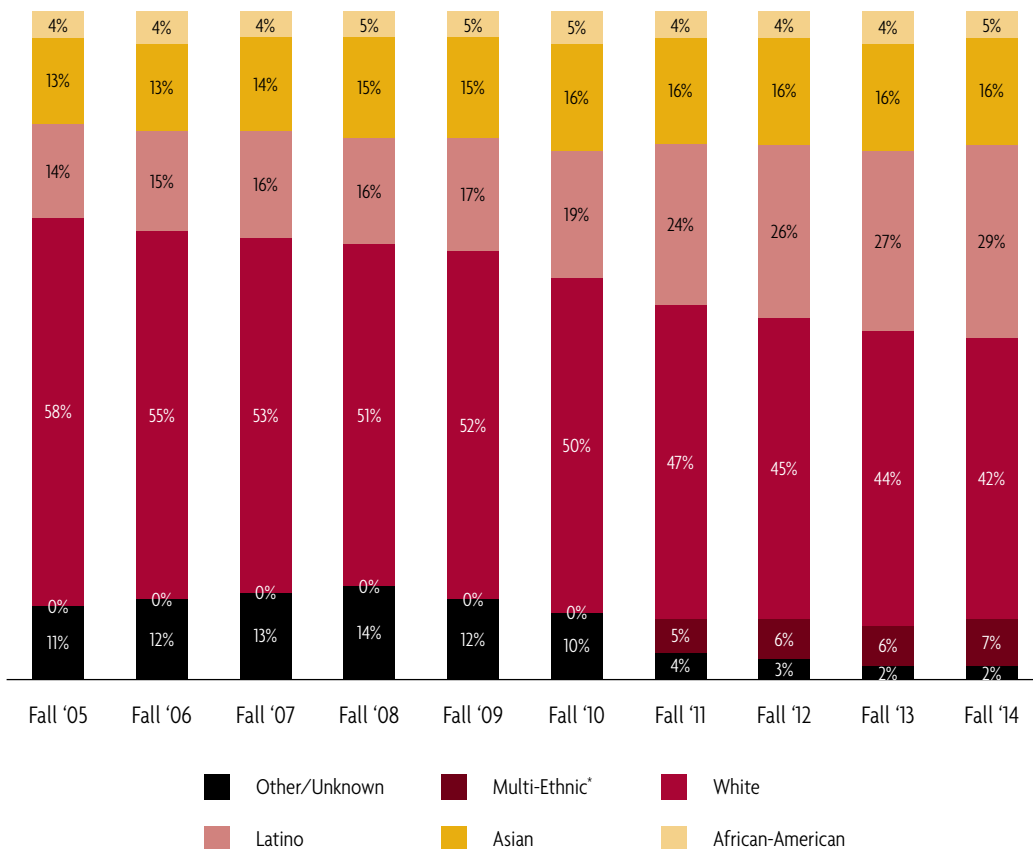
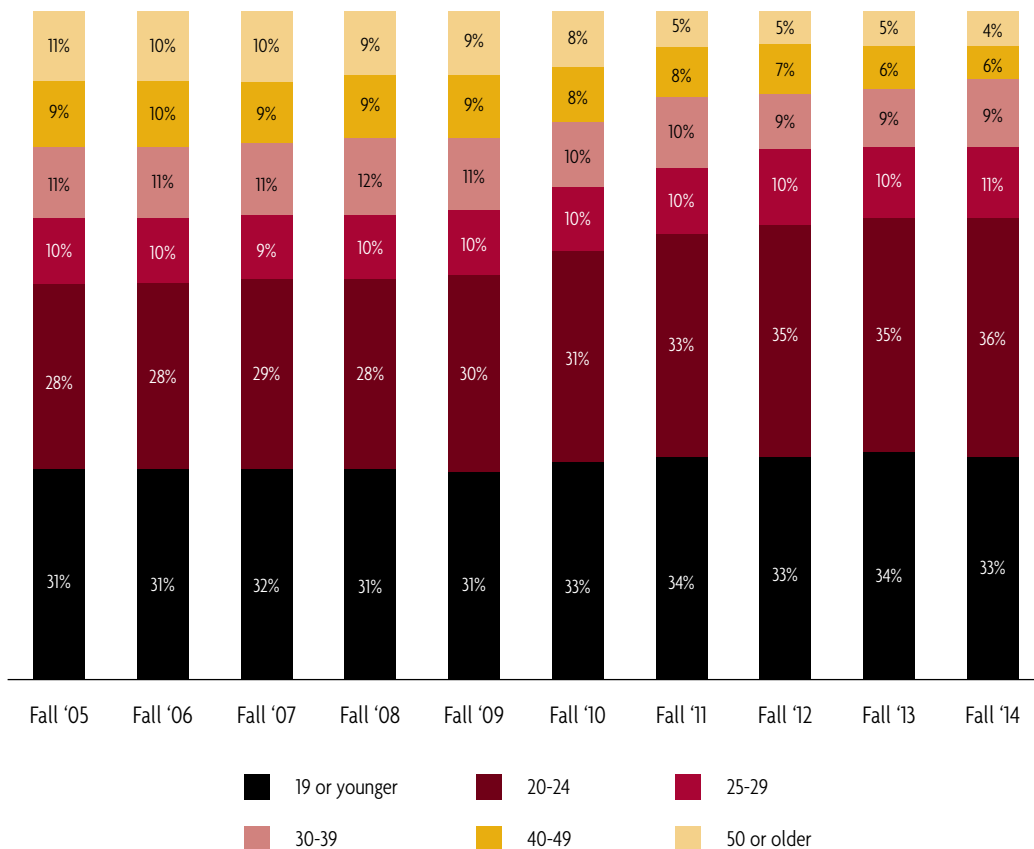


Chart 3 shows the age distribution of LPC students. The proportion of students 24 or younger has increased steadily from 59% in fall 2005 to 69% in fall 2014. During the same time period, proportion of students 40 or older decreased from 20% in fall 2005 to 10% in fall 2014.

Implications

The College may want to investigate why students age 40 or older decreased so significantly in order to make sure access is not an issue for this population.

CHART 3: Student Age Distribution, Fall 2005 - Fall 2014



Descriptive Background and Demographics

Chart 4 shows the educational goal of students. The proportion of students who plan to obtain a bachelor's degree after completing an AA degree has increased from 34% in fall 2005 to 46% in fall 2014; during the same time period, the percentage of students who want to transfer without earning an associate degree has increased slightly from 12% to 16%. The proportion of students pursuing a terminal AA degree has decreased, as has the proportion of students enrolled to gain job-related skills. The proportion of students who are undecided about the educational goal has declined by 6 percentage points to 15% in fall 2014.

Implications

An increasing number of students are seeking to transfer with or without an associate degree to a university. This goal requires a commitment of at least four years from students. The college will need to continue to assess the effectiveness of learning support and student support services that help students to transfer.

CHART 4: Student Educational Goal, Fall 2005 - Fall 2014

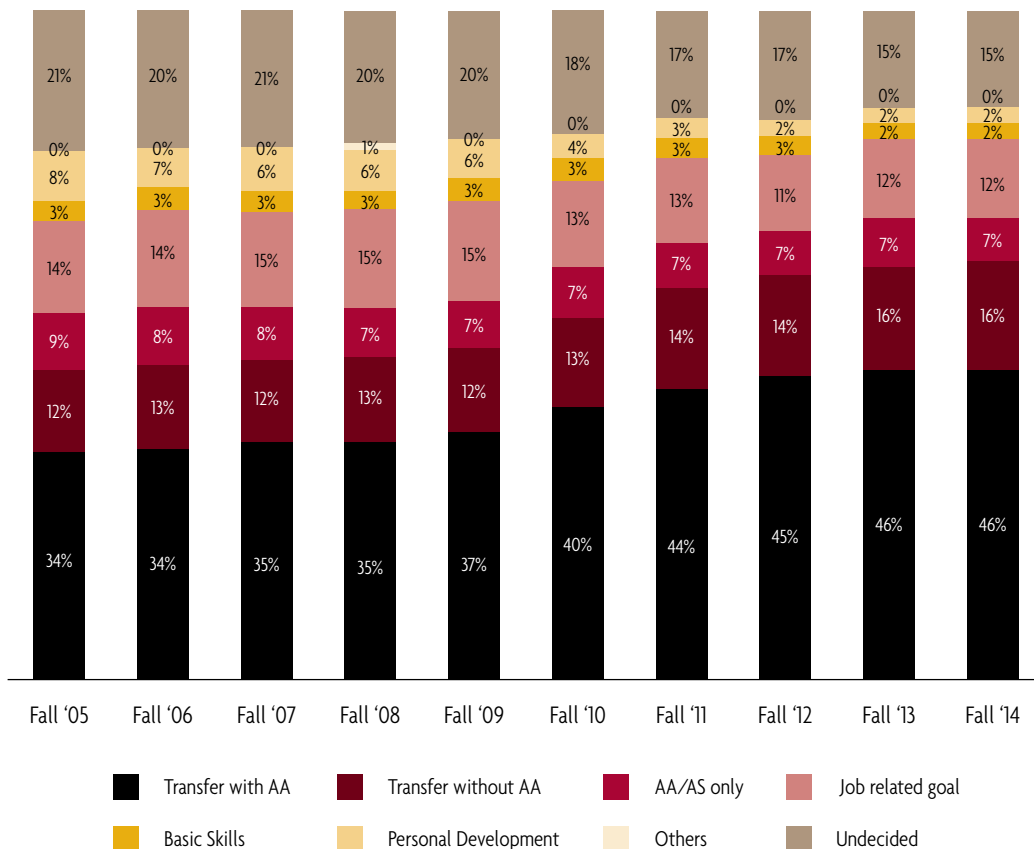
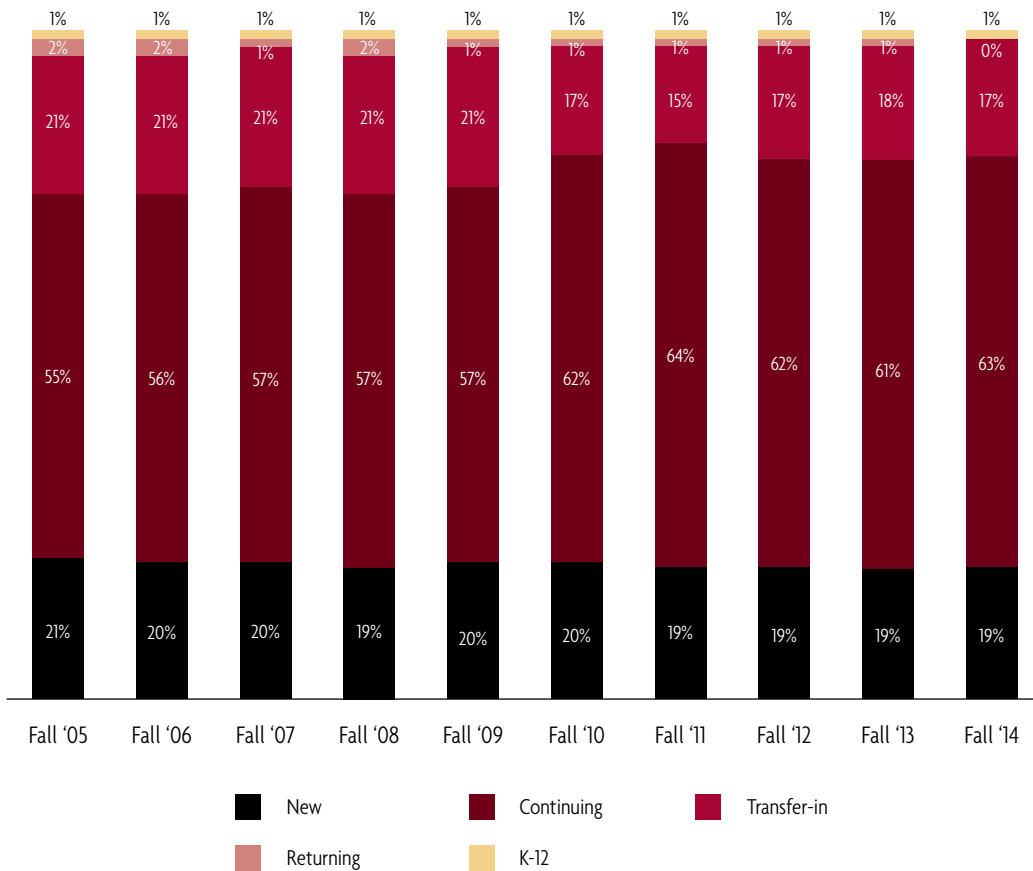


Chart 5 shows the percentage of students by type of student. The proportion of “New” students (students who have never attended college) has been relatively stable during the past 10 years. However, the proportion of “Continuing” students (students who attended LPC the prior semester) has steadily increased from 55% in fall 2005 to 63% in fall 2014. On the other hand, the proportion of “Returning” students (students who have been out of the college for at least one semester) has decreased from 21% in fall 2005 to 17% in fall 2014.



CHART 5: Student Type, Fall 2005 - Fall 2014



Descriptive Background and Demographics

Chart 6 shows that the number of students attending full-time (12 units or more) increased from 35% in fall 2005 to 40% in fall 2010 before decreasing slightly between fall 2011 and fall 2014. The number of students with high part-time units (5.6 units to 11.9 units) increased steadily from 29% in fall 2005 to 38% in fall 2014. On the other hand, student with low part-time units (up to 5.5 units) decreased from 36% to 23%. Overall, Las Positas College students are taking a higher unit load than in previous years.

Implications

As students take higher unit loads, they are increasingly likely to be on campus and utilize college resources. The college will need to continue to assess the effectiveness of learning support and student support services in meeting the needs of students. In addition, the College may want to investigate whether to increase extracurricular activities (e.g., student clubs) that engage students while they are on campus.

CHART 6: LPC Students' Unit Load, Fall 2005 - Fall 2014

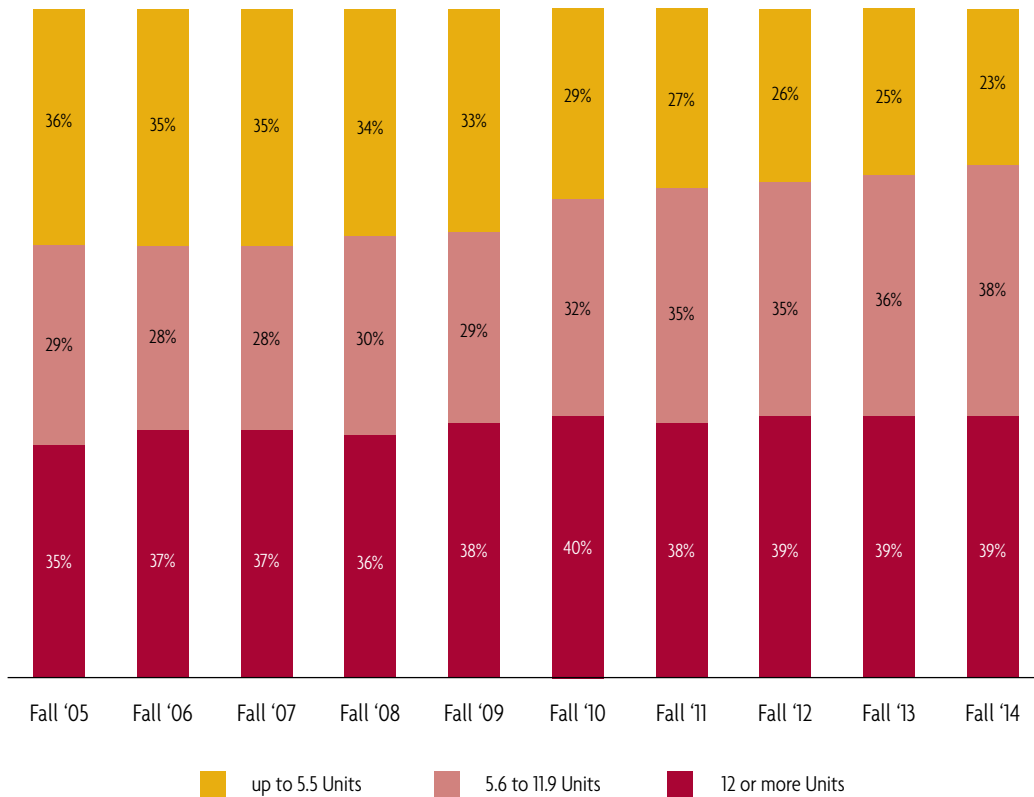
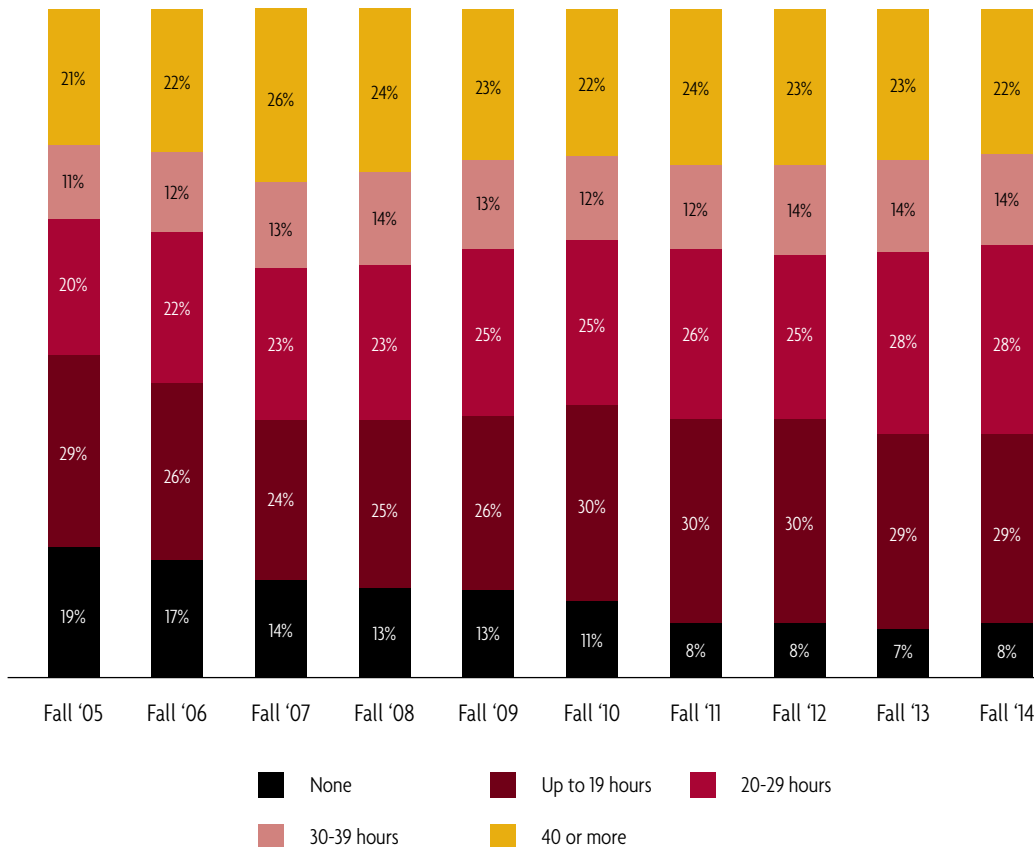


Chart 7 displays the distribution of the average amount of hours students expected to work per week. The percentage of students working while enrolled at Las Positas College has steadily increased from 81% in fall 2005 to 92% in fall 2014. In addition, the percentage of students working 20-29 and 30-39 hours has steadily increased three- and eight-percentage points, respectively. Although the percentage of students working up to 19 hours and those working 40 hours or more fluctuated between 2006 and 2010, these percentages have since stabilized and currently represent about the same share of students they did in 2005.

Implications

The increase in the number of students working has occurred at the same time as students are taking a greater number of units; the combination of these factors may adversely affect academic performance as students pursue their educational goals. Furthermore, these factors may adversely affect student engagement and campus life. The College may want to review its support services to address the needs of students as their employment rates continue to increase.

CHART 7: Student Work Hours Per Week, Fall 2005 - Fall 2014



Descriptive Background and Demographics



Chart 8 shows the top five cities of Las Positas College students. The top five cities are Livermore, Tracy, Pleasanton, Dublin and Castro Valley. All cities, except for Tracy, show a similar enrollment pattern over the years: enrollment steadily increased from fall 2005 to fall 2009 and then decreased between fall 2010 to fall 2014. The number of students from Tracy increased every fall between 2005 and 2014. In fall 2014, Tracy overtook Pleasanton to become the second top city of LPC students.

Implications

The College may want to investigate why the institution is losing students from Livermore, Pleasanton, Dublin, and Castro Valley—all cities within the College’s service area.

CHART 8: Students by City of Residence, Fall 2005 - Fall 2014

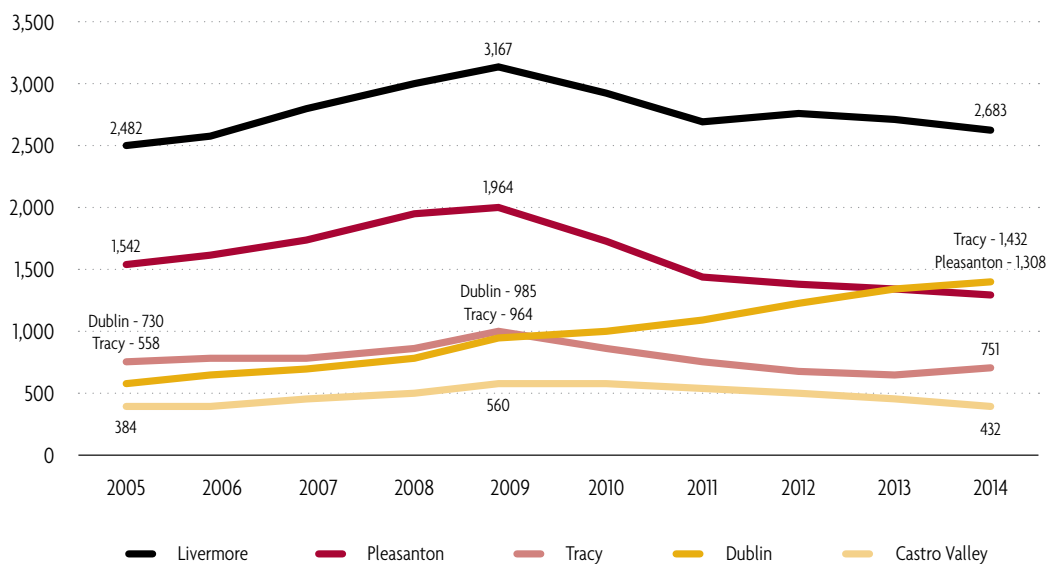
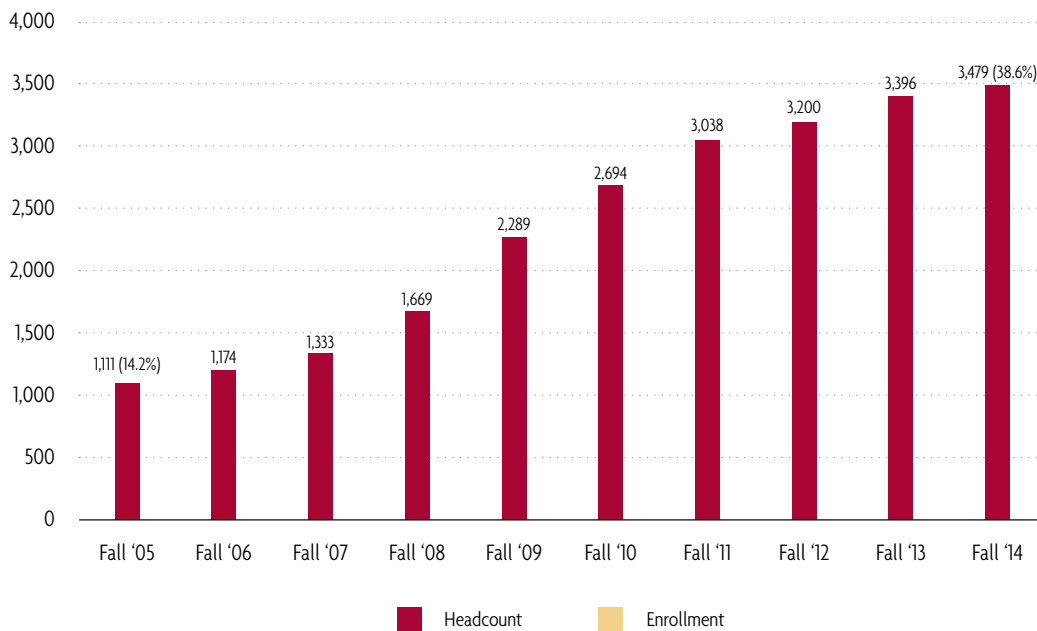


Chart 9 shows the number of low-income students attending the College between fall 2005 and fall 2014. The percentage of low-income students increased dramatically from 14.2% in fall 2005 to 38.6% in fall 2014.

Implications

The College will need to continue to address the needs of an increasingly low-income student population.

CHART 9: Low Income Students, Fall 2005 - Fall 2014



SUMMARY OF STUDENT DEMOGRAPHICS

Headcounts and enrollments at Las Positas College has steadily increased between 2005 and 2009 and then decreased and stabilized between 2010 and 2014. During the same period, the race-ethnicity of student has increased - the largest increase has been in Latino students while the number of White students has decreased significantly. The age of students has changed as well; students age 29 or younger has increased while students age 30 or older has decreased. As the age of students has decreased, higher percentage of students are seeking to transfer and fewer are seeking associate degrees only, job related goals, or personal development. As students seek their goals, a higher

percentage are continuing, taking more units, and expecting to work. With regard to residence of students, fewer students are coming from the College's Key and Shared Service Areas and a greater number are coming from Tracy, which is outside the College service area. The change in student composition has led to an increase in low income students at the College.

The changing student demographics at Las Positas College has provided the opportunity for the College to examine its educational opportunities and learning and student supportive services that can best serve students and help make the campus a more inclusive environment.

STUDENT ACADEMIC PREPAREDNESS AND OUTCOMES

Chart 10 shows the English and math assessment results of new first-time college students in fall 2014. The results indicate that a majority of students assess below transfer-level English and math. In English, a majority of the students assess into a course that is one level below transfer. However, in math, a majority of students do not assess into a single level; the numbers in math are more spread out—about a third assess into transfer-level math or two-levels below transfer-level math and almost 20% assess into one level below transfer or three levels below transfer.

Implications

The challenges of underprepared students have been documented. Unprepared students are less likely to complete their educational goal than students who enter the college prepared to do college-level work. The more under-prepared students are, the less likely they are to achieve their educational goal. The College must continue to address the needs of under-prepared students by continuing to experiment with changes in curriculum and instruction, and determine if learning support and student support services need to be expanded.

CHART 10: English and Math Assessment Recommendations, Fall 2014

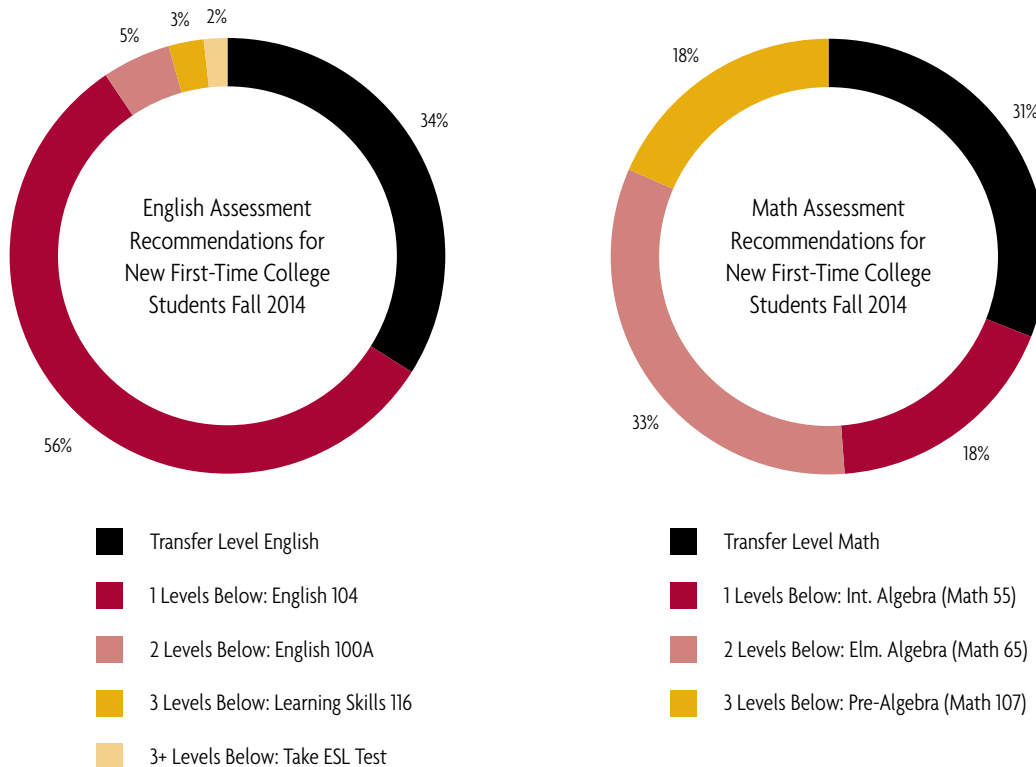
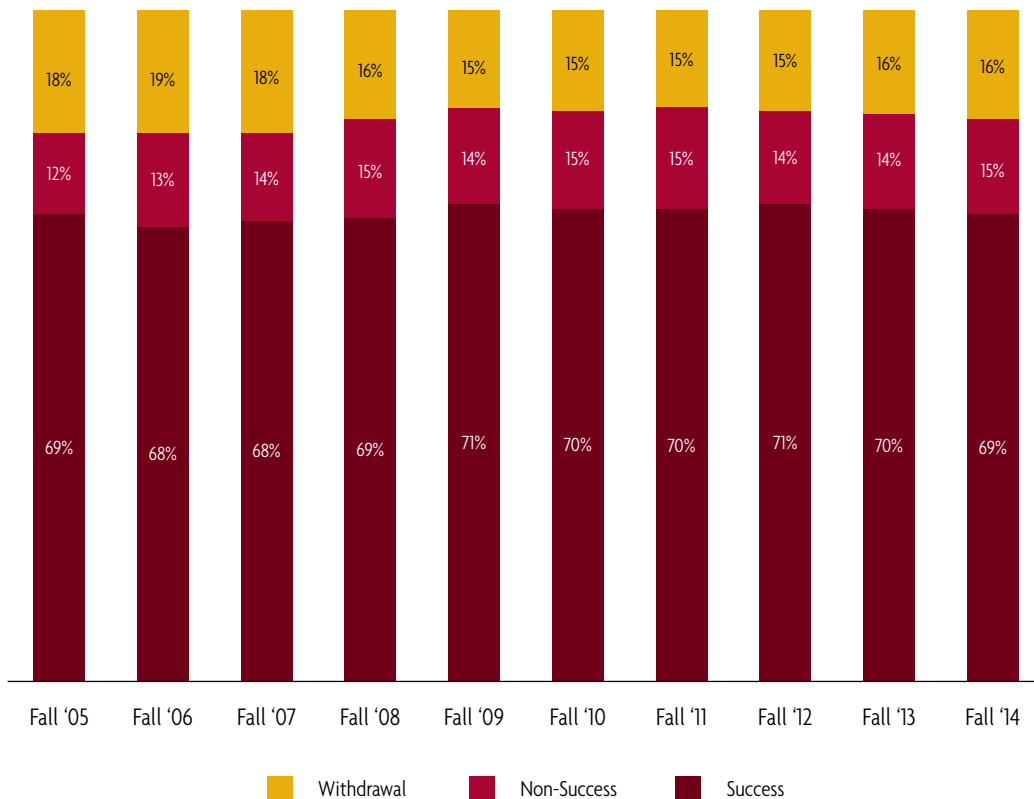




Chart 11 shows course success rates for all LPC courses. Course success is a grade of C or better. Non-success is a grade of D, F, or I. Course success rates have remained relatively stable since fall 2005 - ranging from a low of 68% to a high of 71%. In addition, there has been a slight change in non-success and withdrawal rates. Non-success rates have increased over the last 10 years by three percentage points to 15% while withdrawal rates have decreased by two percentage points to 16%.

CHART 11: Overall Course Success, Fall 2005 - Fall 2014



Descriptive Background and Demographics



Chart 12 displays success rates in Basic Skills English courses. Success rates in Basic Skills English courses have steadily increased from 71% in fall 2005 to 77% in fall 2014. During the same time, non-success rates have generally been stable and withdrawal rates have declined from 19% to 11%.

CHART 12: Course Success in Basic Skills English, Fall 2005 - Fall 2014

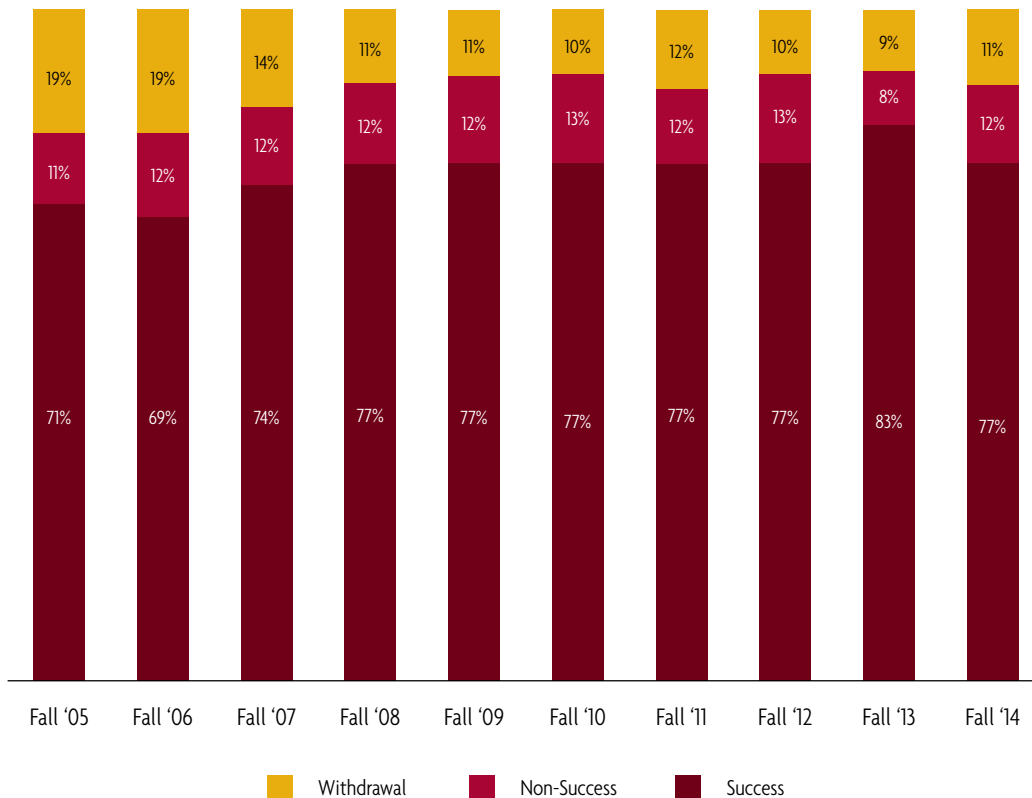


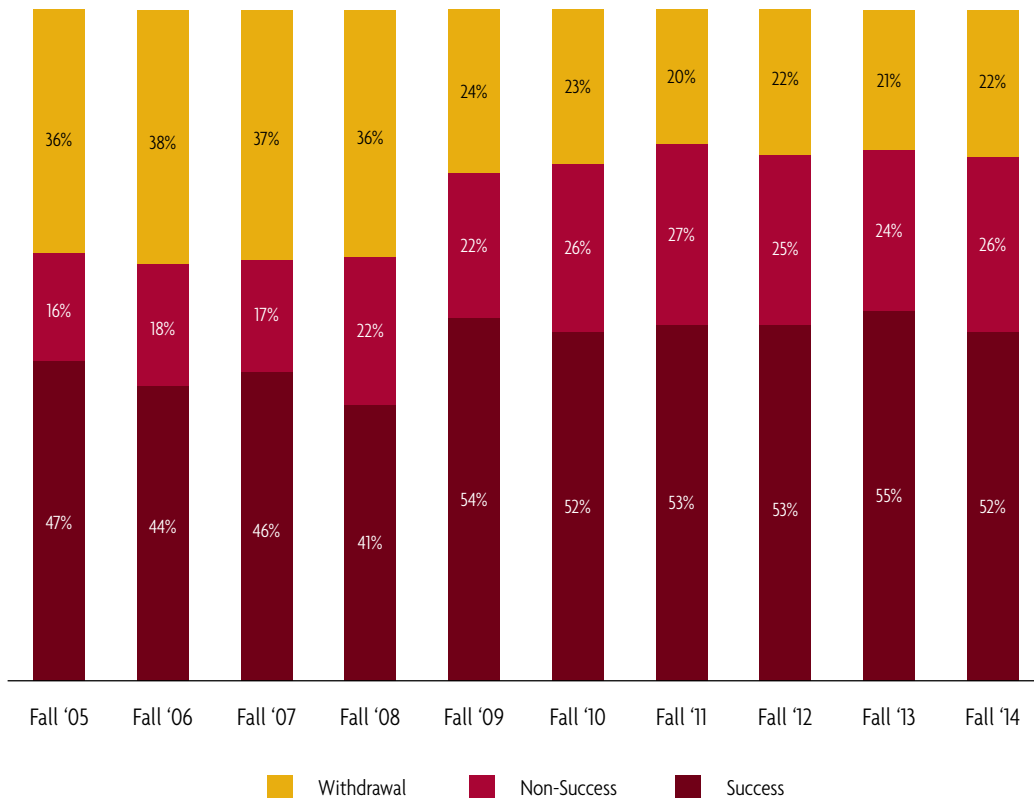
Chart 13 shows success rates in basic skills math courses. Within the last ten years, success rates have increased from the mid 40's to the low 50's. In addition, the non-success rates have increased from the mid-teens to the mid 20's. During the same time, withdrawal rates have decreased from the high 30's to the low 20's.

Implications

The increase in success rates for both basic skills English and math courses means that students are going through the sequence of basic skills courses at higher rates than in the past. In addition, with higher success rates, availability of English and math basic skills courses is higher than the past due to fewer students needing to retake a course because fewer students failed or withdrew from courses. The increase in success rates in basic skills English and math courses is likely the result of faculty developing strategies and changes to the programs to increase success and retention.



CHART 13: Course Success in Basic Skills Math, Fall 2005 - Fall 2014



Descriptive Background and Demographics

Chart 14 shows the number of degrees and certificates awarded annually. Overall, the numbers of degrees and certificates that have been awarded have increased during the last 10 years. Between 2009-10 and 2013-14, the number of degrees awarded has remained at 500 or above while the number of certificates has fluctuated.

CHART 14: Degrees and Certificates Awarded, Academic Years, Fall 2004-05 to Fall 2013-14



Chart 15 shows the number of transfers to CSU/UC. Overall, there has been a steady increase in the number of transfers to both CSU and UC. The drop in transfers in 2009-10 reflect a decrease in enrollments at CSU campuses due to statewide budgetary conditions.

CHART 15: Number of Transfers to CSU/UC, AY Fall 2004-05 to Fall 2013-14

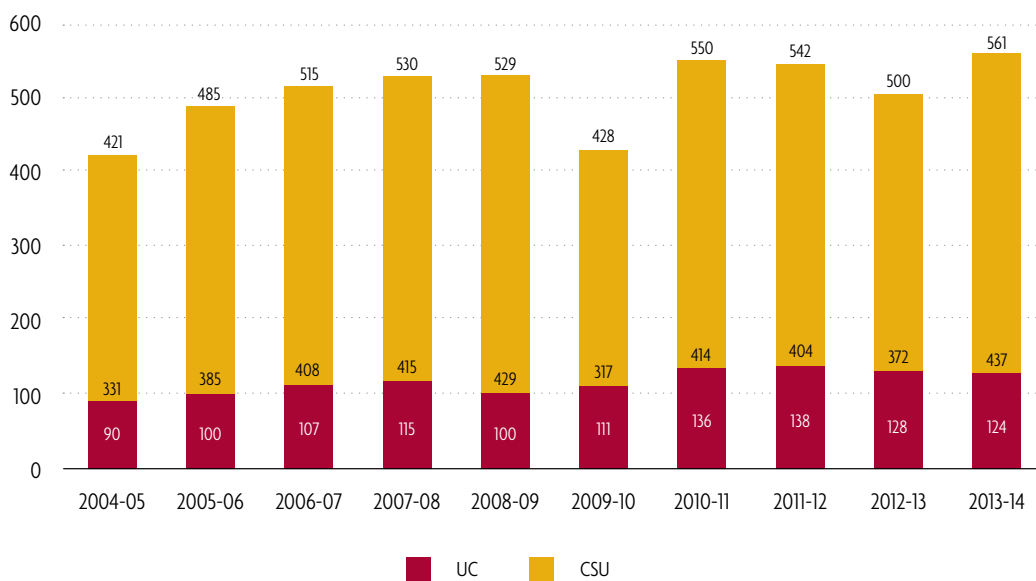
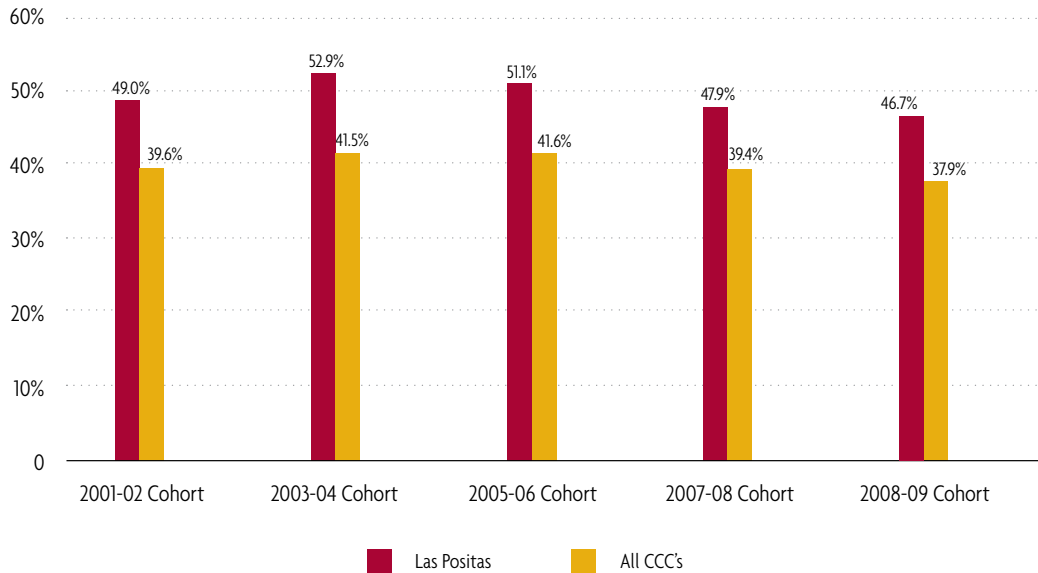


Chart 16 shows the transfer rates for Las Positas College students versus the average of all California community colleges. This data is produced by the California Community College Chancellor's Office.

Las Positas College students consistently transfer at rates above the average for California community colleges.

CHART 16: Transfer Rates, Cohort after 6 years, 2001-02 to 2008-09 Cohorts



SUMMARY OF STUDENT ACADEMIC PREPAREDNESS AND OUTCOMES

Most students come to Las Positas College unprepared to do college-level work in English and math; these students have to take basic skills English and Math courses before they can enroll in college-level courses in the aforementioned disciplines. While overall course success rates have remained stable over the last 10 years, success rates in basic skills English and math courses have increased; this is likely due faculty developing strategies addressing the needs of underprepared students.

During the last ten years, the total number of associate degrees awarded has increased while the number of certificates has fluctuated. In addition, the number of transfers to CSU/UC has increased and transfer rates remained above the average for all California Community Colleges.

INSTITUTION-SET STANDARDS FOR STUDENT PERFORMANCE

Las Positas College adopted baseline institution-set standards for five student performance outcomes: course completion rates, student retention rates, degrees awarded, certificates awarded, and number of transfers to UC/CSU. It should be noted that an institution-set standard is the “floor” that establishes a level of expectation that, if not met, triggers intentional and deliberate action to address an issue. The College seeks to consistently meet or exceed the minimum standard each year. Within each of the performance areas, the College intends to meet or exceed 95% of a rolling five year average for a given metric; the College selected

this definition in recognition that the institution is rapidly increasing the number of students from under-represented populations that have historically been more likely to be unprepared for college-level work compared to their peers. As a result, students from underrepresented populations have had lower levels of academic performance.

Annual Course Completion Rates

Chart 17 shows the course completion rate. Course completion rate is the number of successful grades (grade of ‘C’ or above) over total number of grades. The current institution-set standard for annual course completion rate is 67.3%. Las Positas College met its standard for academic year 2013-14 with a course completion rate of 71.7%.

CHART 17: Institution-Set Standard: Course Completion Rate, 2013-14

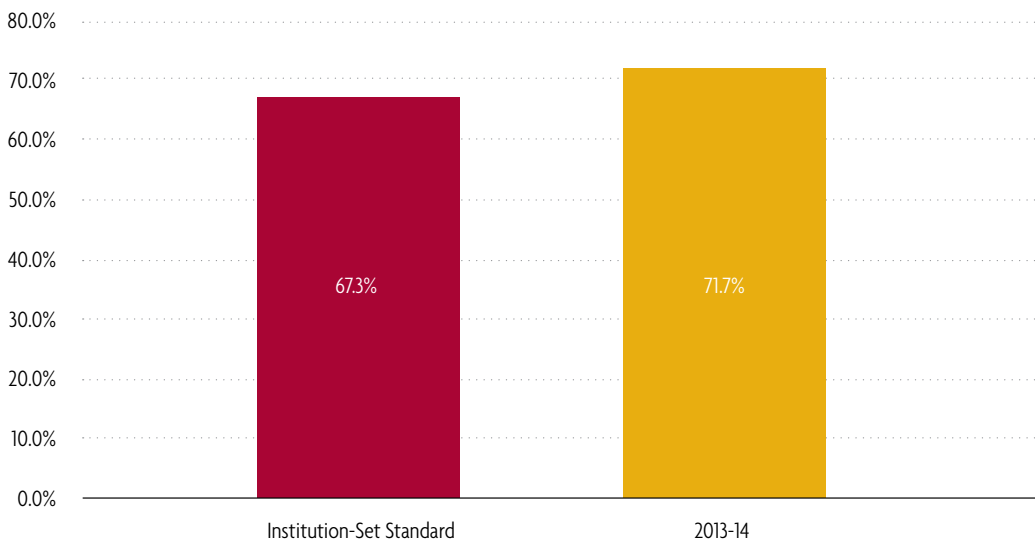
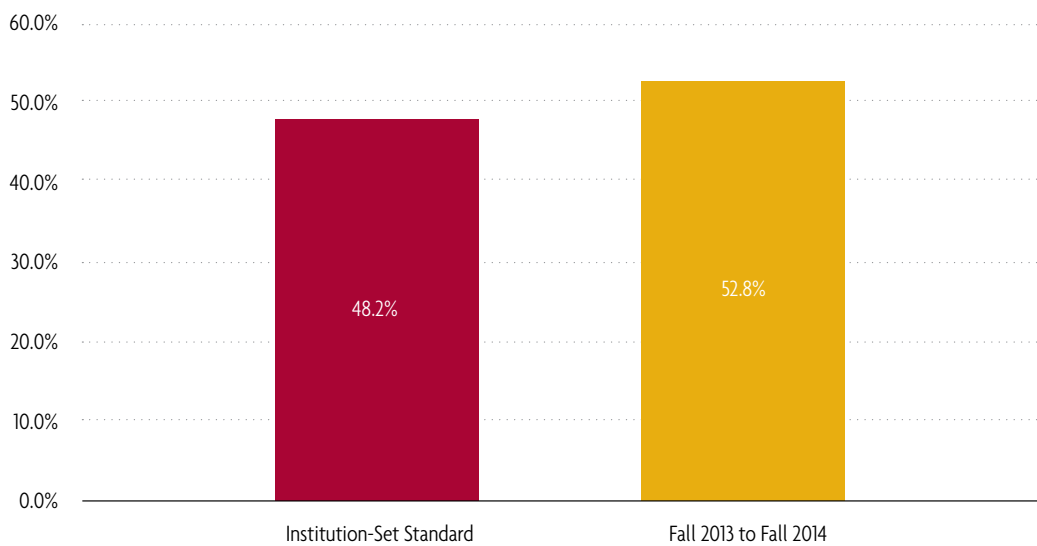




Chart 18 shows the fall-to-fall retention rates for all students. Fall-to-fall retention rate is the number of students who were enrolled in a given fall and then enrolled in the subsequent fall. The current institution-set standard for fall-to-fall retention rate for all students is 48.2%. Las Positas College met its standard for academic year 2013-14 with a retention rate for all students at 52.8%.

CHART 18: Institution-Set Standard: Retention Rates of All Students, Fall 2013 to Fall 2014



Descriptive Background and Demographics

Chart 19 shows the fall-to-fall retention rates for new students. Fall-to-fall retention rate is the number of students who were enrolled in a given fall and then enrolled in the subsequent fall. The current institution-set standard for fall-to-fall retention rate for new students is 62.0%. Las Positas College met its standard for academic year 2013-14 with a retention rate for new students at 67.2%.

CHART 19: Institution-Set Standard: Retention Rates of New Students, Fall 2013 to Fall 2014

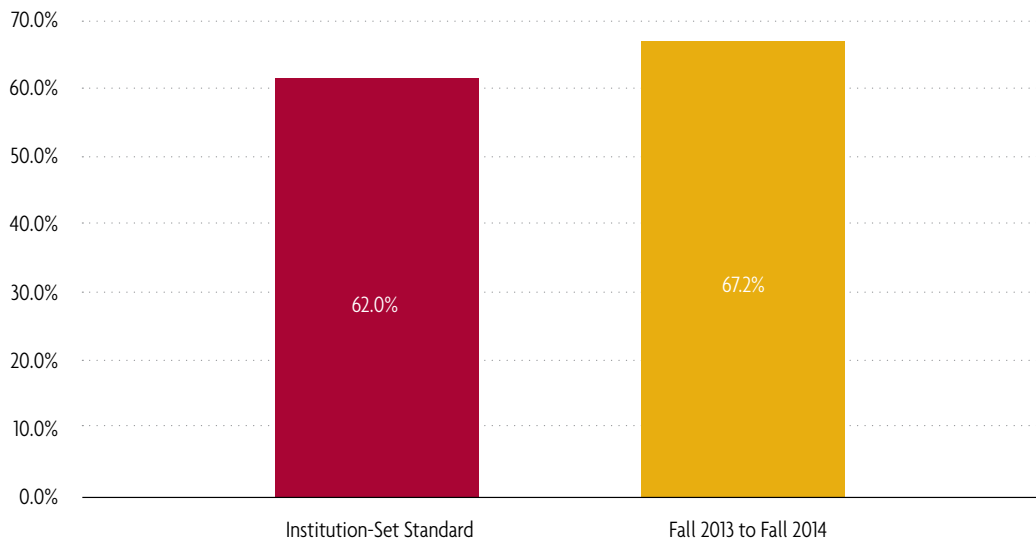


Chart 20 shows the annual number of associate degrees awarded at Las Positas College. The current institution-set standard for the number of degrees awarded is 491. Las Positas College met its standard for academic year 2013-14 with 521 degrees awarded.

CHART 20: Institution-Set Standard: Associate Degrees, 2013-14

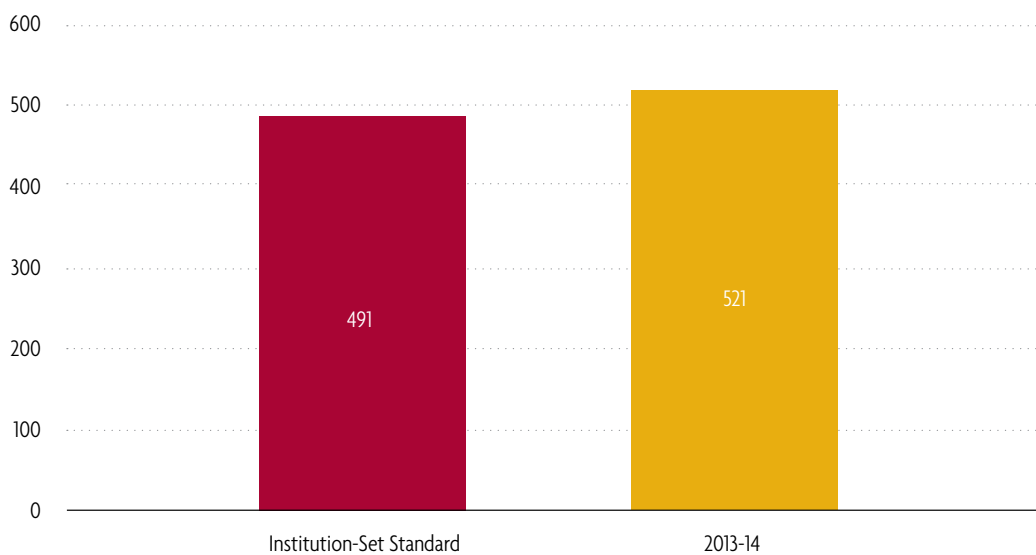
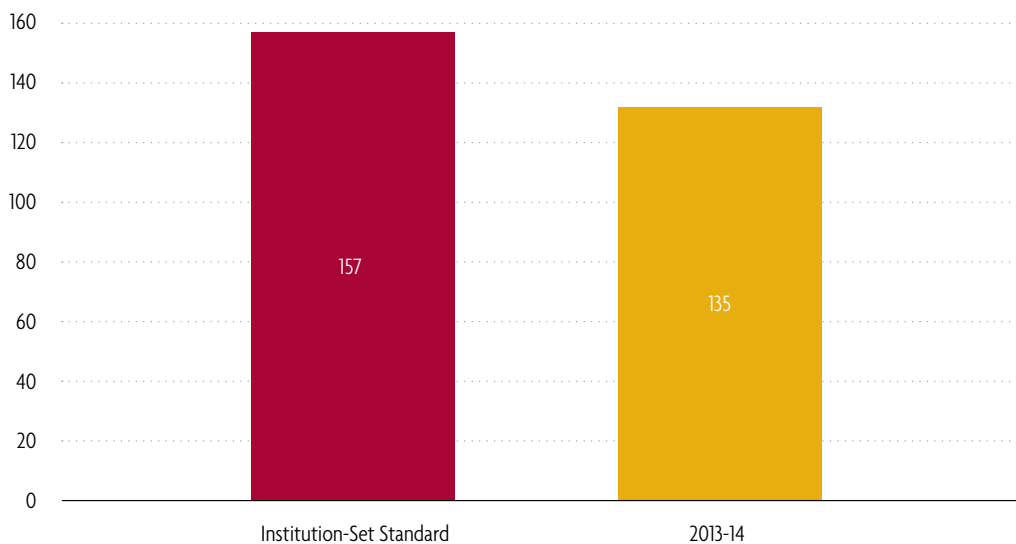




Chart 21 shows the annual number of certificates awarded at Las Positas College. The current institution-set standard for the number of certificates awarded is 157. Unfortunately, Las Positas College did not meet its standard for academic year 2013-14 with 135 certificates awarded. However, the College is determined to meet the institution-standard for certificates in 2014-15. After some research, it was determined that the main reason the College did not meet its institution-set standard in 2013-14 was because a number of students who earned a certificate did not apply for it; the College is looking into a number of solutions to meet the standard in 2014-15.

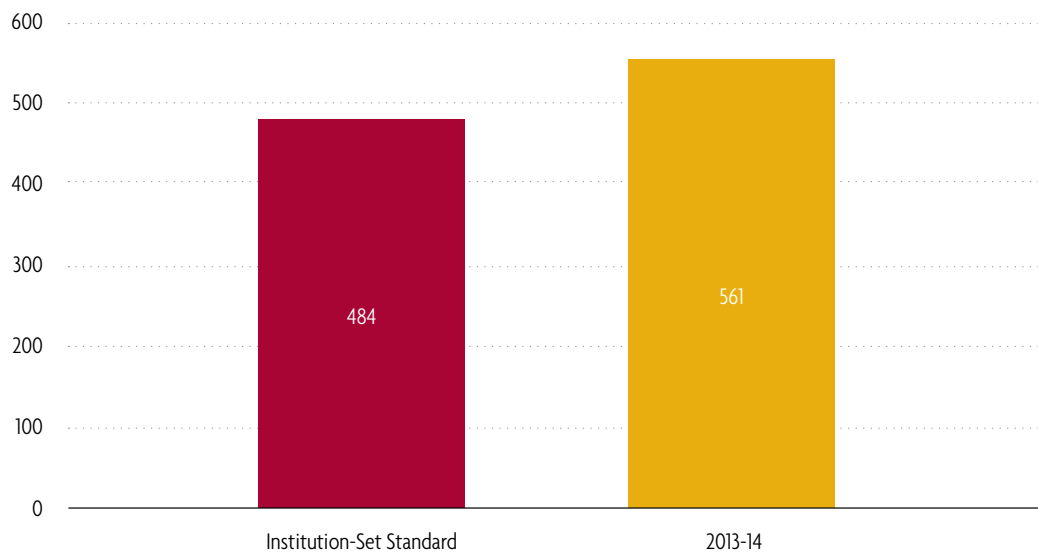
CHART 21: Institution-Set Standard: Certificates Awarded, 2013-14



Descriptive Background and Demographics

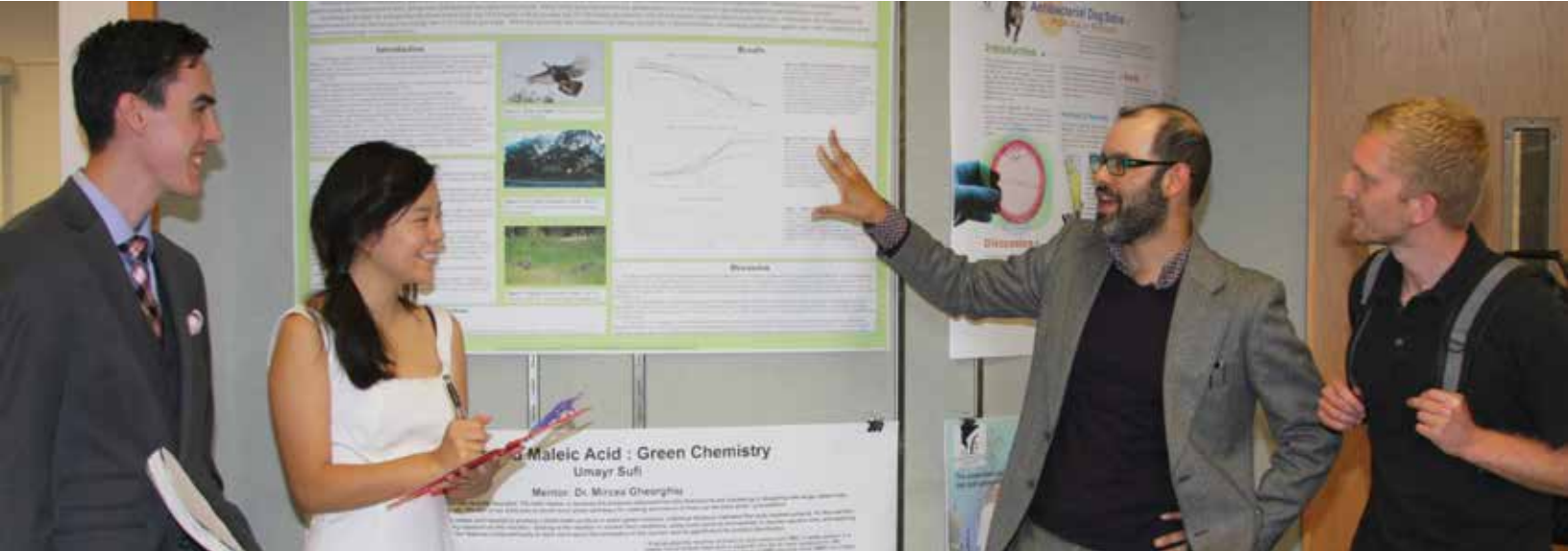
Chart 22 shows the annual number of transfer to the UC/CSU. The current institution-set standard for the annual transfers to UC/CSU is 484. Las Positas College met its standard for academic year 2013-14 with 561 transfers to UC/CSU.

CHART 22: Institution-Set Standard: Transfers to UC/CSU, 2013-14



SUMMARY OF INSTITUTION-SET STANDARDS

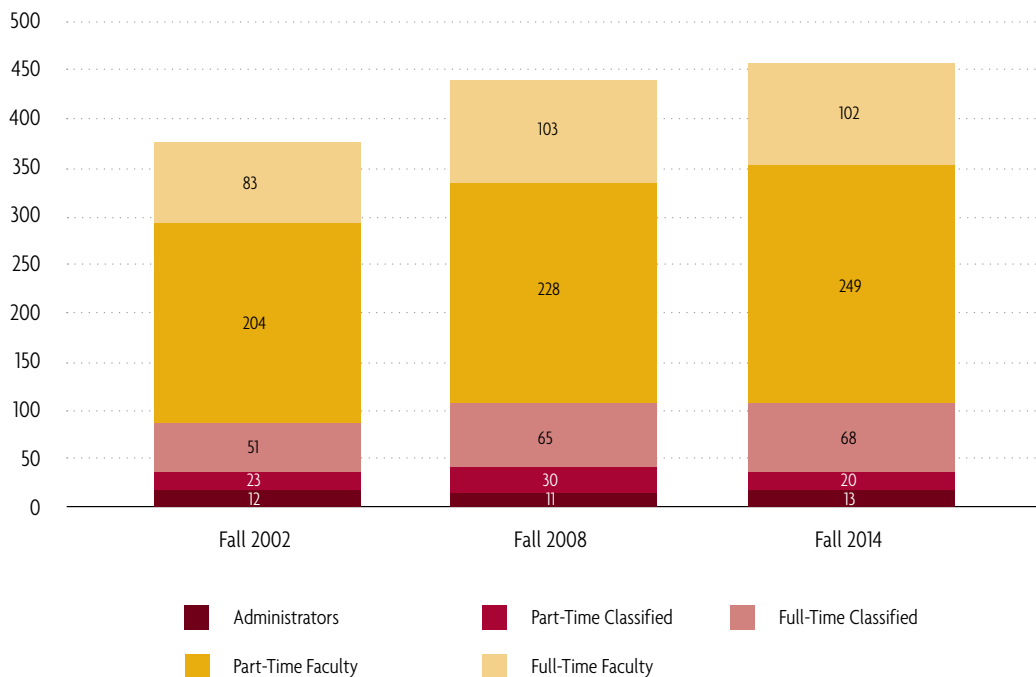
Las Positas College adopted baseline institution-set standards for five student performance outcomes: course completion rates, student retention rates, degrees awarded, certificates awarded, and number of transfers to UC/CSU. In 2013-14, the College met the institution-set standards for all outcomes, except for the annual number of awarded certificates. Las Positas College is looking into strategies to meet the institution-set standard for certificates in 2014-15.



DEMOGRAPHICS OF FACULTY AND STAFF

Chart 23 shows the number of all staff by type of position in 2002, 2008, and 2014. Nearly all staff types steadily increased between 2002 and 2014. In 2014, the highest number of full-time employees were faculty at 102, followed by classified staff at 68 and administrator at 13. During the same year, the part-time workforce consisted of 249 were faculty and 20 classified staff. The College has no part-time administrators.

CHART 23: All Staff, by Employment Position, Fall 2002, 2008, and 2014



Descriptive Background and Demographics

Chart 24 shows the race-ethnicity distribution of all staff in 2002, 2008, and 2014. Between 2002 and 2014, the proportion of White staff decreased from 77% to 69% and Latino staff decreased from 8% to 6%. During the same time period, the percentage of Asian employees increased from 8% to 10%, and African American employees increased from 2% to 5%. The percentage of Other/Unknown increased from 5% in 2002 to 11% in 2014.

CHART 24: All Staff, by Race-Ethnicity Distribution, Fall 2002, 2008, and 2014

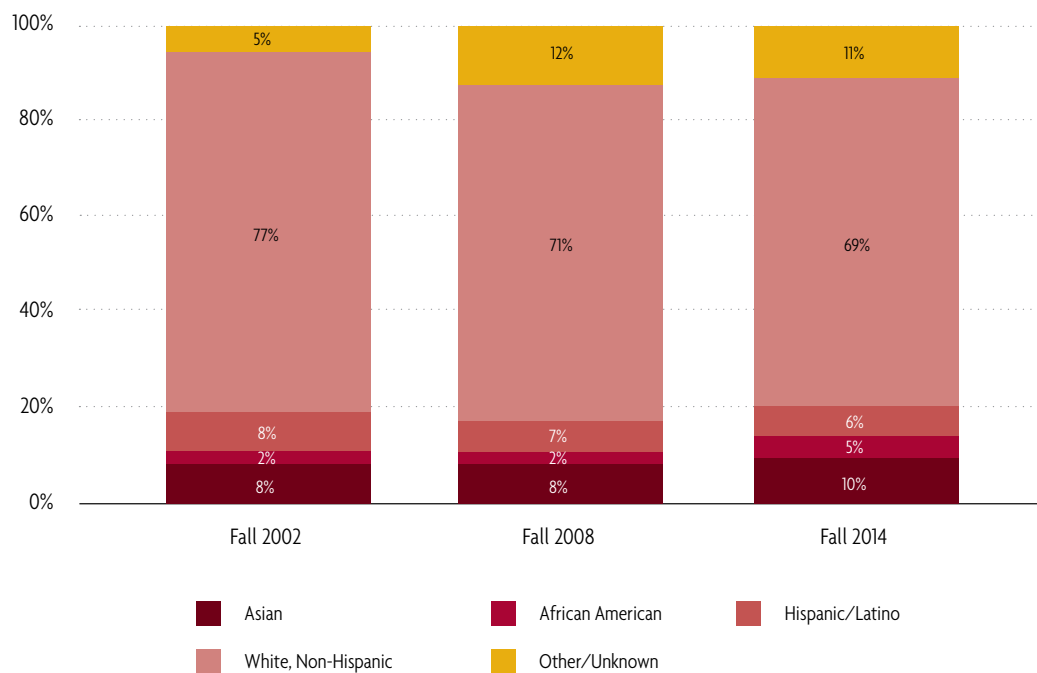
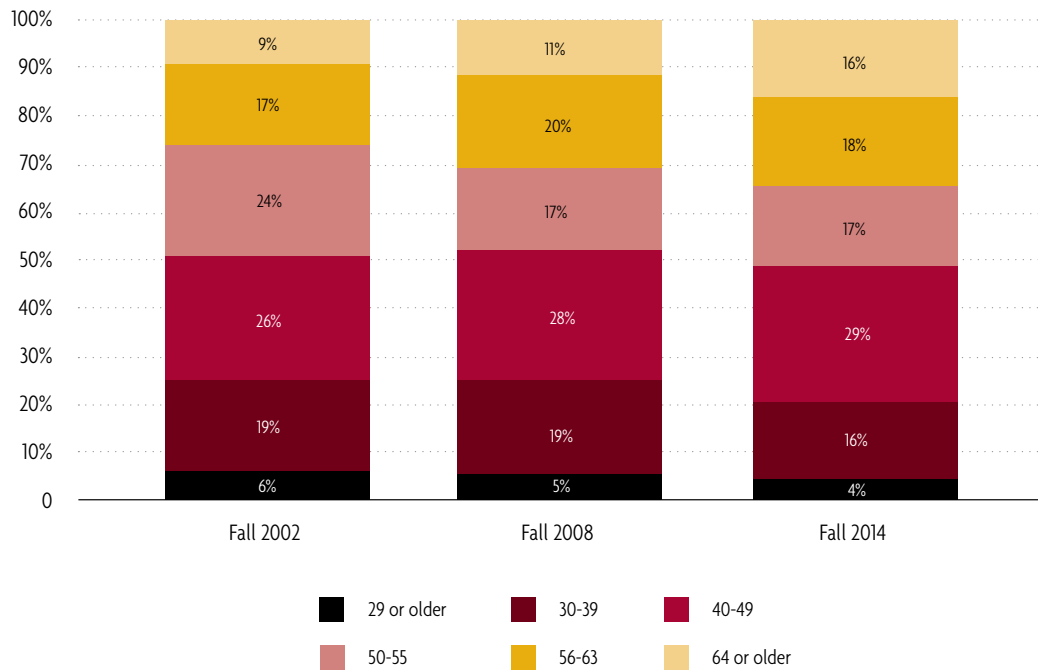


Chart 25 shows the age distribution of LPC staff in 2002, 2008, and 2014. Between 2002 and 2014, staff aged 64 or older increased from 9% to 16% while staff aged 50 – 55 decreased from 24% to 17%. This indicates that a greater proportion of LPC staff are near retirement age compared to 2002. All other age groups stayed relatively stable or declined slightly.

CHART 25: Staff Age Distribution, Fall 2002, 2008, and 2014

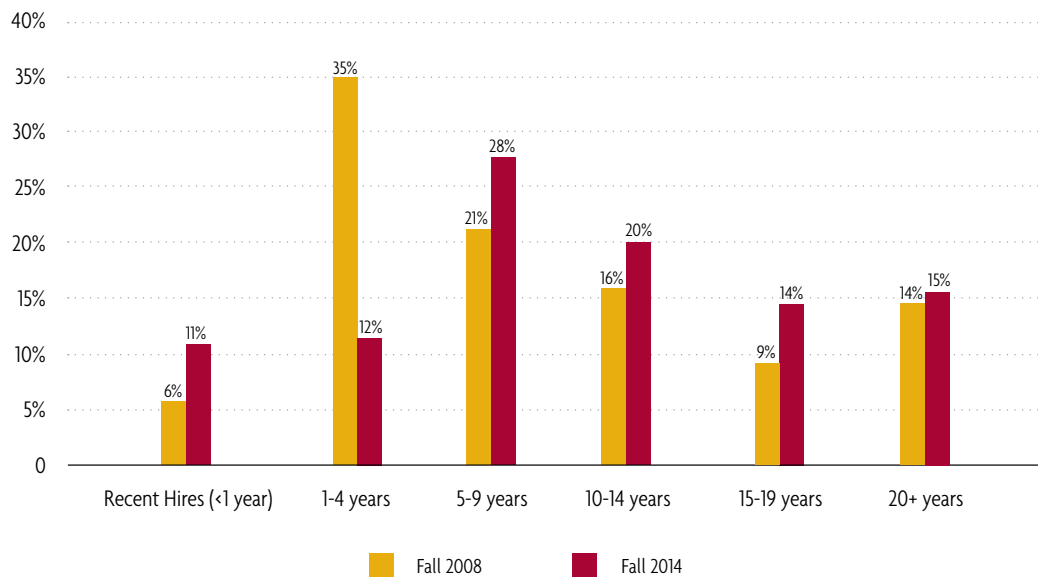


Descriptive Background and Demographics



Chart 26 shows the proportion of staff by years of employment in 2008 and 2014. Compared to 2008, staff in 2014 were employed for more years at the College. The increased years of employment may help advance the mission of the college; staff who have more experience at the institution carry greater understanding of the institution and can help improve educational practices and services to better serve our students.

CHART 26: LPC Staff by Years of Employment, Fall 2008 vs Fall 2014



SUMMARY OF DEMOGRAPHICS OF FACULTY AND STAFF

The total number of faculty, classified staff, and administrators has increased between 2002 and 2014. As personnel size has increased over the years, LPC staff has become slightly more racial-ethnically diverse. The age of employees has also increased, which coincides with the increase in length of employment of staff at Las Positas College.

MAJOR DEVELOPMENTS SINCE 2009

Facilities

- Campus Boulevard Phase I-III
- Science Building
- Mertes Center for the Performing Arts
- Central Utility Plant
- District Maintenance and Operations Facility on Las Positas Campus
- Parking Lot H and Photovoltaic (Solar) System
- Student Services and Administration Building
- Child Development Center
- Collier Creek Storm Water Outfall
- Aquatics Center and Soccer Field
- District Information Technology Building on Las Positas Campus
- Library Renovation
- Amphitheatre Renovation
- Veterans First Center
- Campus Hill Vineyard established

Instruction

- Completion of Associate Degrees for Transfer
- Anthropology, Early Childhood Education, English, Geography, Geology, History, Mathematics, Philosophy, Psychology, Sociology, and Theatre Arts
- Puente Program in 2012
- Swimming and Diving Program added to Athletics offerings in 2012
- Middle College Established Fall 2015
- Engineering Tech Program approved; internships for veterans coordinated with Lawrence Livermore National Laboratory

Student Services and Support

- Hispanic Serving Institution (HSI) designation in 2015
- 2Gen Fund created to support LPC students and their children, providing support in the LPC Early Childhood Center
- Student Success and Support Program (SSSP)
- Equity Plan developed
- Veterans First Program in 2009

