



2015–2020

LAS POSITAS COLLEGE

**EDUCATIONAL
MASTER PLAN**



Acknowledgments

BOARD OF TRUSTEES

Arnulfo Cedillo
Isobel F. Dvorsky
Donald L. Gelles
Hal G. Gin
William L. Macedo
Marshall Mitzman
Carlo Vecchiarelli

LAS POSITAS COLLEGE EDUCATIONAL MASTER PLAN TASK FORCE

Frances DeNisco	Zina Rosen-simon
Catherine Eagan	Rajinder Samra
Bill Eddy	Michael Sato
Tina Inzerilla	Karin Spirn
Melissa Korber	Mark Tarte
Scott Miner	Sarah Thompson
David Rodriguez	Heidi Ulrech

DISTRICT-WIDE PLANNING PROCESS AND GUIDANCE COMMITTEE

Tom Orf	Susan Sperling
Barry Russell	Carolyn Arnold
Rajinder Samra	Kathy Kelley
Celia Esposito-Noy	Laurie Dockter
Jannett Jackson	

MIG PLANNING CONSULTANTS

Daniel Iacofano
Joan Chaplick
Christina Paul
Sydney Céspedes

Noll & Tam Architects

Merideth Marschak

2015-2020

LAS POSITAS COLLEGE

**EDUCATIONAL
MASTER PLAN**



LAS POSITAS
COLLEGE

THIS PAGE LEFT INTENTIONALLY BLANK

Table of Contents

EXECUTIVE SUMMARY	i
CHAPTER ONE / INTRODUCTION	1
PURPOSE OF THE EDUCATIONAL MASTER PLAN	1
ABOUT LAS POSITAS COLLEGE	1
CHAPTER TWO / PLAN FRAMEWORK	2
MISSION	2
VISION	2
VALUES	2
EDUCATIONAL MASTER PLAN FRAMEWORK	3
CHAPTER THREE / RELATED PLANS AND PROCESSES	4
2015-2020 DISTRICT-WIDE STRATEGIC PLAN	4
2012 FACILITIES PLAN	4
2007 INFORMATION TECHNOLOGY MASTER PLAN (UPDATED IN 2014)	4
CORE COMPETENCIES	5
PLANNING AND BUDGET CYCLE	5
PROGRAM REVIEWS	5
COLLEGE PLANNING PROCESS	6
RESOURCE ALLOCATION PROCESS	6
BUDGET DEVELOPMENT PROCESS	6
ASSESSMENT OF PLANNING AND BUDGET CYCLE	6
CHAPTER FOUR / OVERVIEW OF EMP PLANNING PROCESS	8
FACULTY, STAFF AND STUDENT PARTICIPATION	8
ENVIRONMENTAL SCAN/RESEARCH	8
PLANNING CHARRETTE	9
EMP CONTENT CREATION PROCESS	10
CHAPTER FIVE / ENVIRONMENTAL SCAN: MAJOR FINDINGS	12
COMMUNITY DEMOGRAPHICS	13
ENROLLMENT TRENDS	15
STUDENT COMPOSITION	17
STUDENT PREPAREDNESS AND SUCCESS	19
ECONOMIC OPPORTUNITIES	22
CHAPTER SIX / GOALS, STRATEGIES AND PERFORMANCE MEASURES	24
GOAL A: EDUCATIONAL EXCELLENCE	26
GOAL B: COMMUNITY COLLABORATION	28
GOAL C: SUPPORTIVE ORGANIZATIONAL RESOURCES	29
GOAL D: ORGANIZATIONAL EFFECTIVENESS	30
REFERENCES	32

APPENDICES AVAILABLE ONLINE AT <http://goo.gl/9ofymS>

Executive Summary

The Las Positas College Educational Master Plan (EMP) articulates the institution's goals and strategies for advancing the college's mission. The plan will guide the college in the next five years in strengthening student achievement, planning for current and future staffing needs, transforming infrastructure, and allocating resources.

Las Positas College's EMP is primarily based on input and feedback received from faculty, staff, and students on numerous occasions. A workshop was held at the regularly scheduled Town Hall Meeting on November 4, 2014 to get initial input into the college's EMP. A planning charrette was conducted on February 20, 2015 to provide additional input into Las Positas College's EMP. During May of 2015, Las Positas College hosted seven discussion/feedback sessions on campus regarding the draft EMP framework. The EMP was also discussed at a number of committee meetings. In addition, feedback was given by faculty, staff, and administrators during the summer of 2015. In order to proactively address internal and external factors that may affect the college, environmental scans were conducted to inform the EMP.

The EMP meets student needs through long-range planning of instructional and student support programs, facilities and technology.

Through this inclusive year-long process described above, four overarching goals and multiple strategies were developed. The following goals and strategies will assist Las Positas College in resource allocation decisions.

GOALS	STRATEGIES
<p>A. EDUCATIONAL EXCELLENCE</p> <p>Ensure excellence in student learning by providing quality teaching, learning support, and student support services.</p>	<p>A1. Address the educational needs of a diverse student population and global workforce.</p> <p>A2. Support existing and new programs.</p> <p>A3. Create accessible class schedules and supportive services.</p> <p>A4. Address the needs of basic skills students.</p> <p>A5. Assist underprepared students.</p> <p>A6. Focus on workforce readiness.</p> <p>A7. Provide student opportunities to be informed, ethical, and engaged.</p> <p>A8. Expand tutoring services.</p>
<p>B. COMMUNITY COLLABORATION</p> <p>Ensure excellence in student learning by collaborating with community partners to provide educational opportunities that best serve the needs of our students and our community.</p>	<p>B1. Expand K-12 outreach.</p> <p>B2. Update programs to serve workforce needs.</p> <p>B3. Develop and strengthen private and public sector partnerships.</p> <p>B4. Publicize the strengths of Las Positas College.</p>
<p>C. SUPPORTIVE ORGANIZATIONAL RESOURCES</p> <p>Ensure excellence in student learning by strengthening fiscal stability, providing appropriate staffing levels, meeting evolving technology needs, and expanding or updating facilities.</p>	<p>C1. Strengthen financial stability.</p> <p>C2. Build infrastructure to support and implement grants.</p> <p>C3. Provide appropriate staffing levels.</p> <p>C4. Meet current and future technology needs.</p>
<p>D. ORGANIZATIONAL EFFECTIVENESS</p> <p>Ensure excellence in student learning by improving organizational processes and fostering professional development.</p>	<p>D1. Streamline existing processes.</p> <p>D2. Enhance transparency and accountability.</p> <p>D3. Expand professional development.</p> <p>D4. Provide opportunities for personnel to help each other with professional development.</p> <p>D5. Monitor and analyze student performance.</p>

Introduction

PURPOSE OF THE EDUCATIONAL MASTER PLAN

The Las Positas College Educational Master Plan (EMP) articulates the institution's goals and strategies for advancing the college's mission for the next five years. The plan will guide the college in strengthening student achievement, planning for current and future needs, transforming infrastructure, and informing the resource allocation process and staffing priorities. The goals and strategies established in the EMP are based on a year-long process conducted from October 2014 to October 2015.

The plan's goals are derived from the robust input from faculty, students, staff, and community members and data received from Las Positas College's Office of Institutional Research and Planning. The EMP will help the college accommodate the educational needs of approximately 197,000 service-area residents, and address the major demographic, economic and educational trends, opportunities, and challenges the college will face in the upcoming years.

ABOUT LAS POSITAS COLLEGE

Las Positas College is one of two accredited colleges in the Chabot-Las Positas College District. Las Positas College began as an extension of Chabot College in 1963. The college became independent in 1988 and received full accreditation in 1991. Located in Livermore on 147 acres, the college serves the Tri-valley region including the cities of Dublin, Livermore, and Pleasanton and several unincorporated areas of Alameda County, including Sunol.

As of January of 2015, Las Positas College 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 to other institutions. In addition, the college offers fee-based community education courses geared toward personal development.

Plan Framework

MISSION

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

VISION

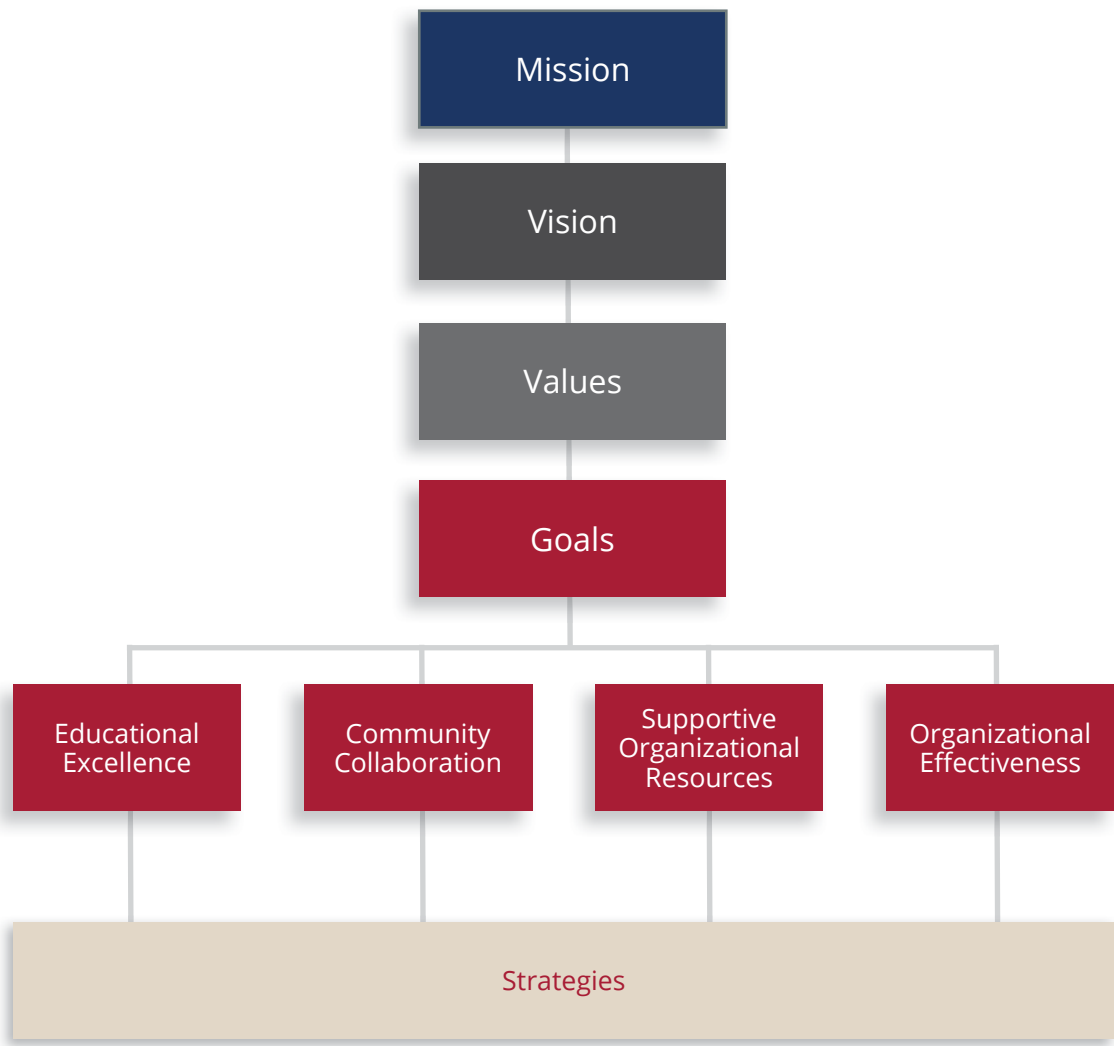
Las Positas College strives to be California's premier community college, setting the standard through opportunities for developing knowledge, skills, values, and abilities that foster engaged and contributing members of the society.

VALUES

Las Positas College thrives as a collaborative teaching and learning community committed to integrity and excellence by:

1. Encouraging and celebrating lifelong learning
2. Responding to the needs of the ever-changing workplace
3. Demonstrating civic, social and environmental responsibility
4. Promoting ethical behavior, tolerance and mutual respect in a diverse community
5. Fostering a climate of discovery, creativity and personal development
6. Holding firm to the belief that each of us makes an astonishing difference

EDUCATIONAL MASTER PLAN FRAMEWORK



Related Plans and Processes

The EMP works in conjunction with the District-wide Strategic Plan, Facility Master Plan, and Technology Plan to meet student needs through long-range planning of instructional and student support offerings, facilities, and technology.

2015-2020 DISTRICT-WIDE STRATEGIC PLAN

Concurrently developed with the Educational Master Plan update, the District-wide Strategic plan provides a framework for achieving the district's vision and mission, and support for the colleges' educational goals. The purpose of the district's Strategic Plan is to provide the district and both colleges clear operational direction and guidance on how the district can support the colleges' work.

2012 FACILITIES PLAN

The 2012 Facilities Master Plan provides an inventory and assessment for all the Chabot-Las Positas College district facilities and develops a vision and set of goals for the next ten to twenty years. Facility sites include:

- Las Positas College, Livermore
- Chabot College, Hayward
- District Office, Dublin

2007 INFORMATION TECHNOLOGY MASTER PLAN, UPDATED IN 2014

The initial Information Technology Master Plan was created in 2007 and annual updates were made in 2009, 2013, and 2014 to reflect the technology accomplishments to date and future technology plans. The plan includes a detailed description of the technology initiatives related to servers, desktops, network cabling, wireless, network switches and routers, audio visual for smart classrooms, and data connectivity. The Technology Master Plan summarizes the network infrastructure and telecommunication projects as well as new application systems to support the colleges' needs. The plan's focus continues to be to improve IT decision-making processes and identify resources to support on-going IT infrastructure capacity.

CORE COMPETENCIES

Las Positas College's Core Competencies are the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. Core Competencies guide disciplines and departments in developing student learning outcomes for courses, programs and services, and to inform the decision-making processes of the college. Las Positas College's Core Competencies are critical thinking, communication, creativity and aesthetics, respect and responsibility, and technology.

PLANNING AND BUDGET CYCLE

Las Positas College believes in a clear, transparent, and accountable planning and budget cycle. The timing of the activities and processes of the planning and budget cycle were developed to align with the State budget cycle as well as regulatory requirements for the adoption of the college's budget. The planning and budget cycle is comprised of four processes:

- Program Review
- College Planning
- Resource Allocation
- Budget Development

Assessment of planning and budget occur throughout the whole cycle to ensure the effectiveness of the activities and processes.

PROGRAM REVIEWS

Program faculty and staff use internal and external data, including Student Learning Outcomes (SLOs), to identify program strengths and opportunities for improvement. Institutional data regarding enrollment, important demographic information, success rates and other important data factors are analyzed and reviewed to identify and address key trends. Short- and long-term plans and goals are developed from the findings of this data analysis.

Program reviews are written each fall, summarized by division/area, and forwarded to the Integrated Planning Committee. Each program in the areas of instruction, student services and administration completes a Program Review at least once every three years, with updates written during intervening years. Program Reviews are read by the Program Review Committee and division deans. Each dean (or vice president when appropriate) writes a division Program Review summary, with the help of the Program Review Committee. This Dean's Summary is reviewed by the members of the division who may suggest revisions. The finalized Dean's Summary is sent to the Integrated Planning Committee for use in helping to develop college planning priorities.

COLLEGE PLANNING PROCESS

In the spring, the Integrated Planning Committee determines and drafts the following academic year's recommended planning priorities to the president. The development of planning priorities are based on a review of planning documents (e.g., mission, vision, and values statements), college assessments (e.g., Program Reviews, SLOs, institutional research) and external mandates (e.g., State, Federal, and ACCJC). The president reviews the list of recommended planning priorities and determines which planning priorities will be adopted by the college. The president typically announces the adopted planning priorities for the following year at the May college town hall meeting. The planning priorities help guide the budget and allocations for the following academic year(s).

RESOURCE ALLOCATION PROCESS

Resource requests are reviewed by the resource prioritization committees, which prioritize the requests based on Las Positas College's mission, goals, and planning priorities. The president and executive staff review the committees' recommendations to ensure that prioritized lists are in alignment with college planning priorities. The college president makes the final approval for resource allocation.

BUDGET DEVELOPMENT PROCESS

The Administrative Services uses the following information to develop a tentative budget:

- Governor's proposed budgets
- Apportionment reports
- Resource priorities based on the resource allocation process

The College Council, interfacing with the executive staff, reviews the tentative budget to ensure there is integration with planning priorities. The president reviews the College Council's feedback and works with the executive staff to finalize the budget. The board of trustees reviews and approves the finalized budget.

ASSESSMENT OF PLANNING AND BUDGET CYCLE

Assessment is important to ensure the college has an effective planning and budget cycle. The College Council conducts assessments to determine the degree of integration of planning and budget, including whether there is alignment between planning priorities and resource allocation. The Institutional Effectiveness Committee determines if the processes that make up the planning and budget cycle are effective.

THIS PAGE LEFT INTENTIONALLY BLANK

Overview of EMP Planning

The Educational Master Plan was informed by input from the college community solicited through various activities and platforms. Data analysis from the Office of Institutional Research and Planning and other sources was incorporated into the plan for current conditions analysis and in the development of goals and objectives for long-term planning.

FACULTY, STAFF AND STUDENT PARTICIPATION

District-wide Planning Process and Guidance Committee (PPGC)

The District-wide Planning Process and Guidance Committee (PPGC) provided guidance and oversight of the planning and assessment process during the plan's development. The PPGC met regularly during the 2014–2015 planning process to provide input at every stage of the plan's development.

Outreach

Las Positas College held multiple rounds of outreach sessions to receive input and feedback from faculty, staff, and students regarding Las Positas College's Educational Master Plan. A workshop was held at the regularly scheduled Town Hall meeting on November 4, 2014 to get initial input into the college's Educational Master Plan. During May of 2015, Las Positas College hosted seven discussion/feedback sessions on campus regarding the draft Educational Master Plan. The plan was also discussed at numerous college committee meetings.

Members of the community who were not able to participate in person did so by submitting written feedback via in-person and electronic comment cards. In addition, feedback was given by faculty, staff, and administrators during the summer of 2015.

ENVIRONMENTAL SCAN / RESEARCH

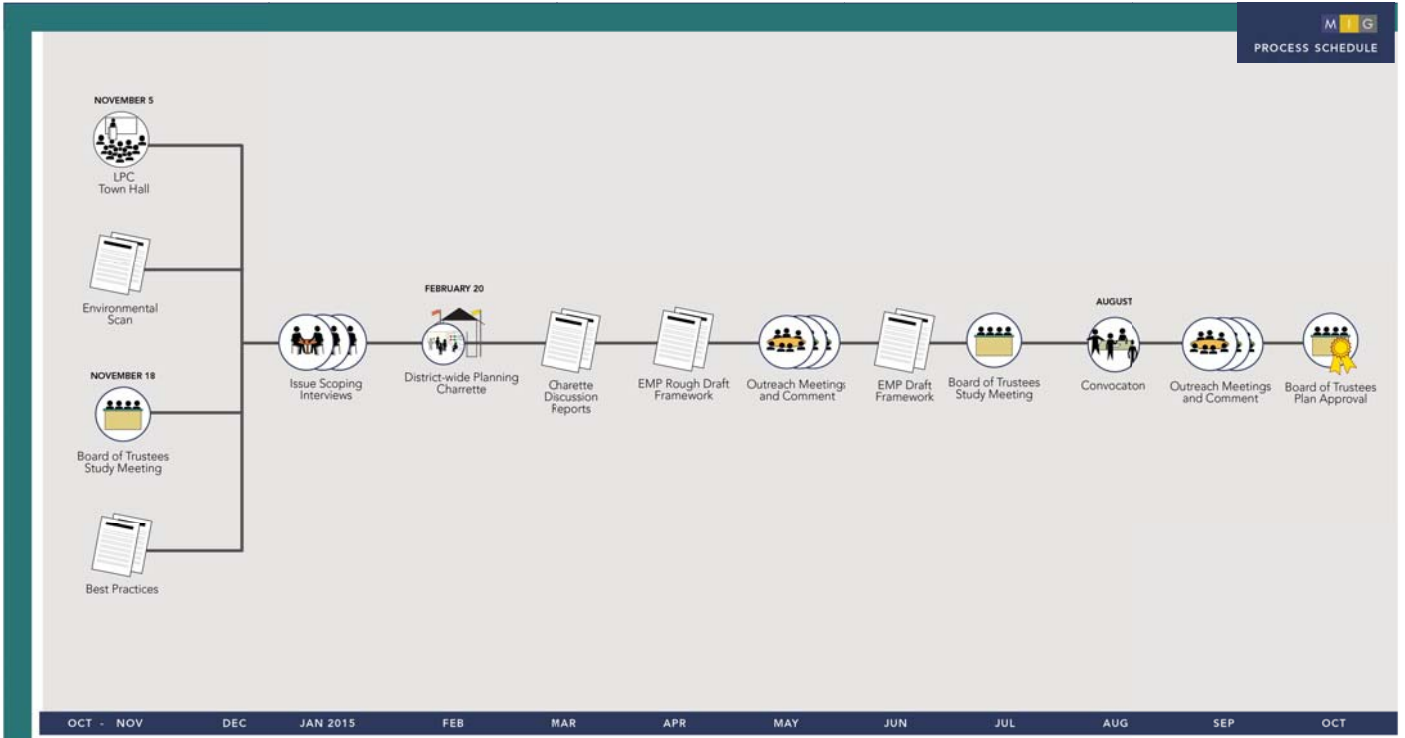
As part of the planning process for the college's EMPs, in Fall 2014 an environmental scan was developed with assistance from the Office of Institutional Research and Planning to provide background information and quantitative data on population and demographics, business growth, college enrollments, and other factors impacting internal and external conditions and trends. As part of this analysis, the Environmental Scan included a summary of the college and district community's initial input on the needs and directions of the college and district from the November outreach sessions.

PLANNING CHARRETTE

A district-wide planning charrette was held on February 20, 2015. During this event, faculty, staff, and students from Las Positas College and Chabot College, along with staff from the district and external stakeholders, assessed opportunities and challenges presented in the Environmental Scan and proposed strategies and specific actions in response. External stakeholders included local elected officials, representatives from local government, and area businesses and industry. Over 130 people participated in the full-day event. Nine strategic issues were identified for discussion at the event. They included the following:

- Issue 1. Serving the needs of a growing and diverse student populations now and in the future
- Issue 2. Addressing the needs of students under-prepared for college-level math and English
- Issue 3. Serving the local economy by educating transfer, career technical and basic skills students, and increase opportunities through industry partnerships
- Issue 4. Finding ways to expand the range and scope of student services
- Issue 5. Strengthening professional development opportunities for faculty, classified staff and administrators
- Issue 6. Expanding sources of discretionary revenue
- Issue 7. Optimizing the use of facilities and technology to improve program quality and delivery, and college-wide systems and processes
- Issue 8. Increasing public relations, communications and marketing efforts looking for new ways to “tell our story” and celebrate our successes
- Issue 9. Setting performance measures that emphasize student success and the achievement of the CLPCCD mission.

EMP PROCESS FOR CONTENT CREATION



THIS PAGE LEFT INTENTIONALLY BLANK

Environmental Scan: Major Findings

The Environmental Scan provided an internal and external current conditions report related to population and demographics, business growth, college enrollment and success factors, and other educational providers. The information provided in the Environmental Scan informed the development of the Educational Master Plan and assists the college in preparing and responding to current and anticipated changes, opportunities and challenges. This section summarizes major trends and key issues identified by the Environmental Scan that impact college and district-wide planning.

The Environmental Scan accessed a range of key data including:

- Population and demographics
- Las Positas College enrollment and student success
- Other educational providers in the region
- Employment and workforce trends

COMMUNITY DEMOGRAPHICS

The college will need to prepare for the substantial population growth expected to occur between 2015 and 2040 that will increase demand for traditional degrees and certificates. The greatest ethnic population growth will occur among the Asian and Latino population.

Findings:

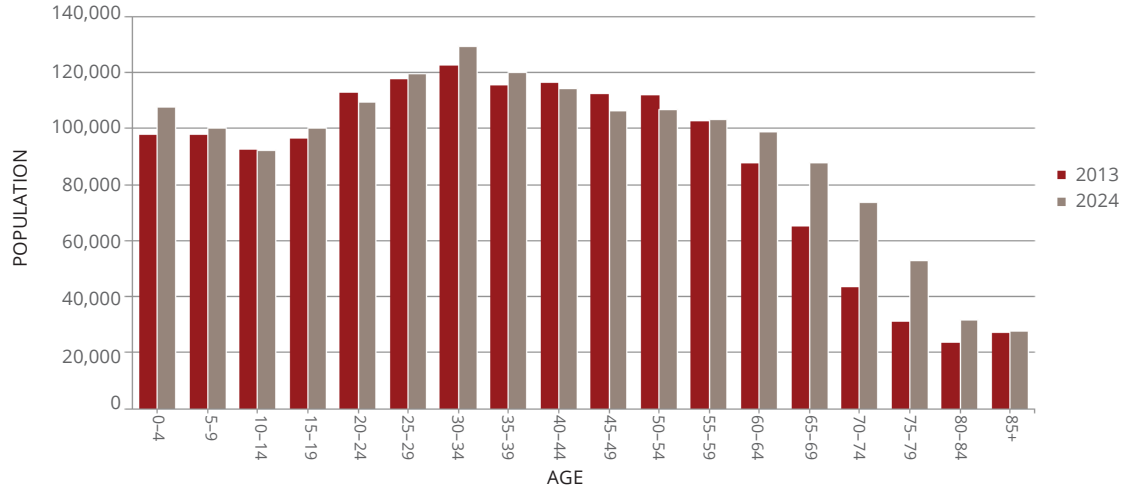
- Substantial overall population growth in Las Positas' key service-area (30% in the years 2015–2040) will drive increased demand for traditional degree and certificate programs, as well as non-credit continuing education classes. [Source: ABAG]
- Between 2013 and 2024, Alameda County residents between the ages of 65 and 85 will increase by 51%. Increases in the senior population will increase demand for programs suitable for older, non-traditional students. Such programs include non-credit courses taken for personal growth and enjoyment, or degree programs suitable for retirees building a second career around a previous avocation. [Source: EMSI]
- 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]
- In the next decade, the Asian and Latino population will see the greatest percent increase in population. From 2013 to 2024, the Asian and Latino populations are expected to grow 15% and 12%, respectively. [Source: EMSI]

TABLE 1: LAS POSITAS COLLEGE SERVICE AREA AND ALAMEDA COUNTY POPULATION PROJECTIONS

City	2015	2030	2040	Number Change 2015–2040	Percent Change 2015–2040
Dublin	50,000	63,500	73,800	23,800	48%
Livermore	84,400	95,600	104,300	19,900	24%
Pleasanton	73,500	83,900	91,800	18,300	25%
Total	207,900	243,000	269,900	62,000	30%
Alameda County	1,580,800	1,810,300	1,987,900	407,100	26%

Source: Association of Bay Area Governments

FIGURE 1. ALAMEDA COUNTY POPULATION, 2013 VS. 2024 PROJECTION



Source: Economic Modeling Specialist International, Q2 2015 Data Set

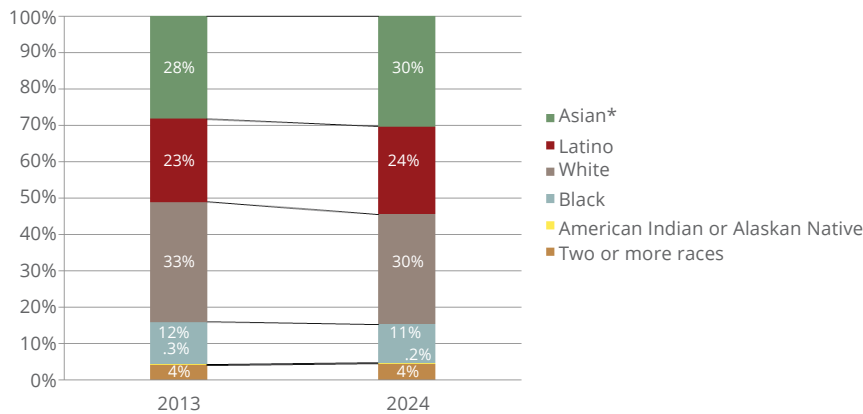
TABLE 2: ALAMEDA COUNTY ETHNIC POPULATIONS, 2013 VS. 2024 PROJECTION

Race & Ethnicity	2013	2024	Number Change	Percent Change
Asian*	443,116	510,508	67,392	15%
Latino	360,606	405,097	44,491	12%
White	518,960	509,297	(9,663)	(2%)
Black	183,310	179,240	(4,070)	(2%)
American Indian or Alaskan Native	4,232	3,982	(250)	(6%)
Two or More Races	62,134	73,035	10,901	18%
Total	1,572,358	1,681,159	108,801	7%

*Asian includes Native Hawaiian or Pacific Islander

Source: Economic Modeling Specialist International, Q2 2015 Data Set

FIGURE 2. ALAMEDA COUNTY ETHNIC POPULATIONS, 2013 VS. 2024 PROJECTION



*Asian includes Native Hawaiian or Pacific Islander

Source: Economic Modeling Specialist International, Q2 2015 Data Set

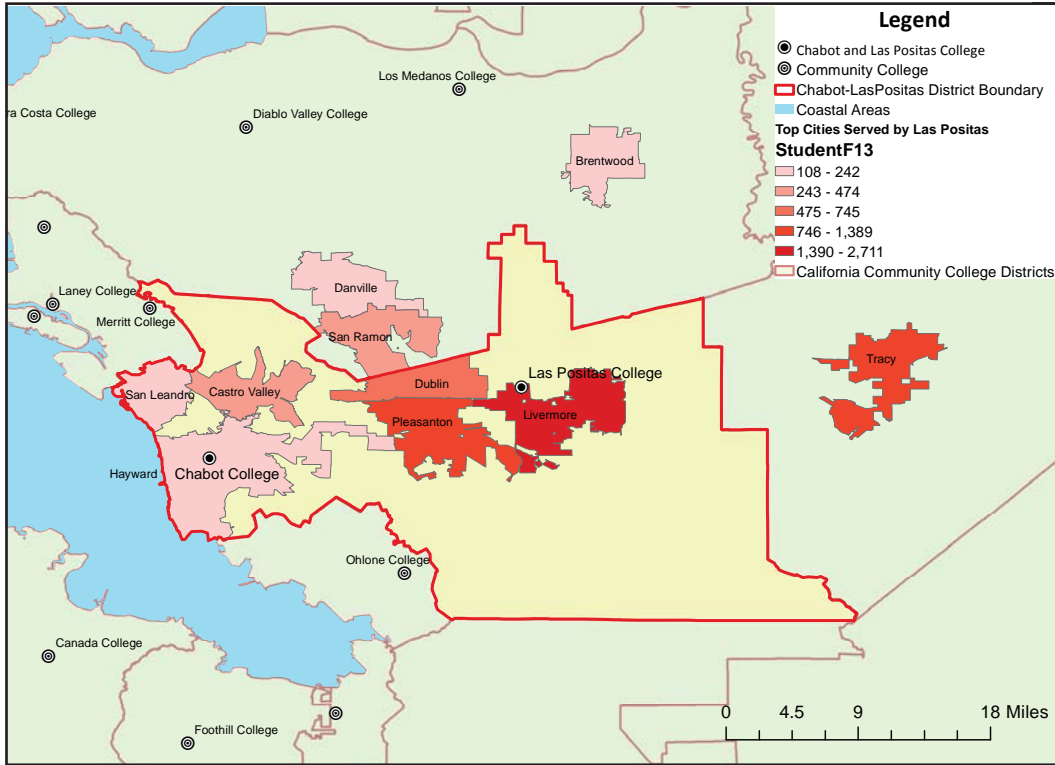
ENROLLMENT TRENDS

Las Positas College primarily serves students in the service-area cities of Livermore, Dublin, and Pleasanton. The college also serves a large number of students from nearby cities such as Tracy, San Ramon, and Danville. The college has experienced a big increase in enrollment over the last 10 years, with students taking on an increasing number of units each semester. Las Positas College must plan for the increase in demand in the future and its impact on existing instructional space and the appropriate staffing levels.

Findings:

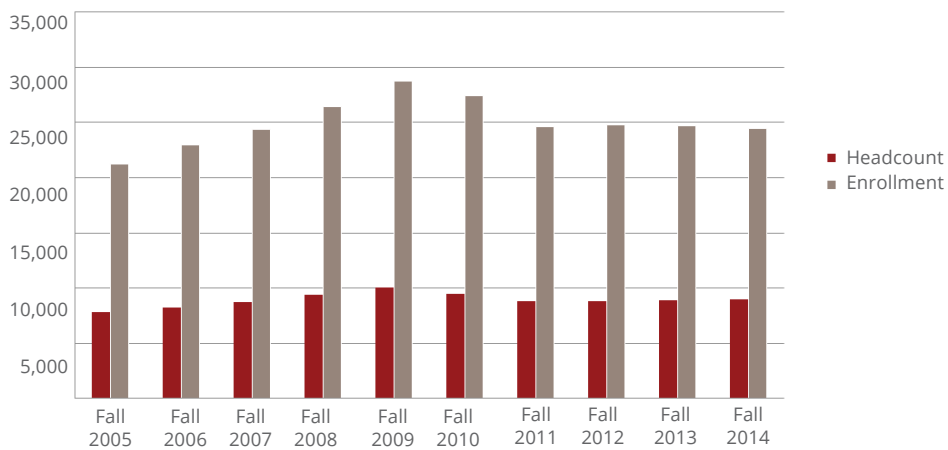
- Students coming from Tracy have increased by 157%, and now make up 16% of the population. Students from Tracy represent a new challenge and opportunity for the college in that they have lower average levels of educational attainment and preparation compared to incoming students from within the district service area. [Source: Las Positas College Office of Institutional Research and Planning]
- Overall, Las Positas College students are taking a higher unit load than in previous years. As students take more units, they are increasingly likely to be on campus and utilize college resources to a greater degree. [Source: Las Positas College Office of Institutional Research and Planning]

MAP 1. LAS POSITAS COLLEGE, TOP CITIES SERVED BY ENROLLMENT, 2014



Source: Chabot and Las Positas Institutional Research Offices, California Community College GIS Collaborative. Map produced by MIG, Inc., 2014

FIGURE 3. LAS POSITAS COLLEGE HEADCOUNT AND ENROLLMENT



Source: Las Positas College Office of Institutional Research and Planning

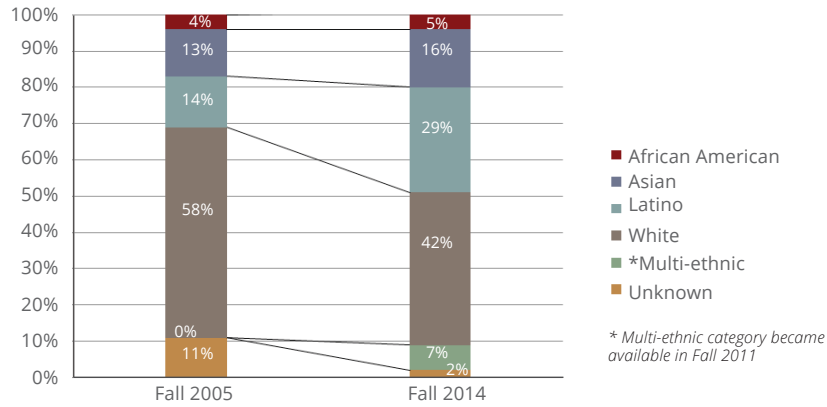
STUDENT COMPOSITION

There has been significant change in race and ethnic composition, age, and student income characteristics. Enrollment data indicates that the composition of students has become very diverse. The college has seen a population shift in student race-ethnicity distribution, with a decrease in students identifying as White and an increase of students identifying as Latino. In addition, the student body has become younger. The college will need to prepare for the changing educational needs that will accompany this shift.

Findings:

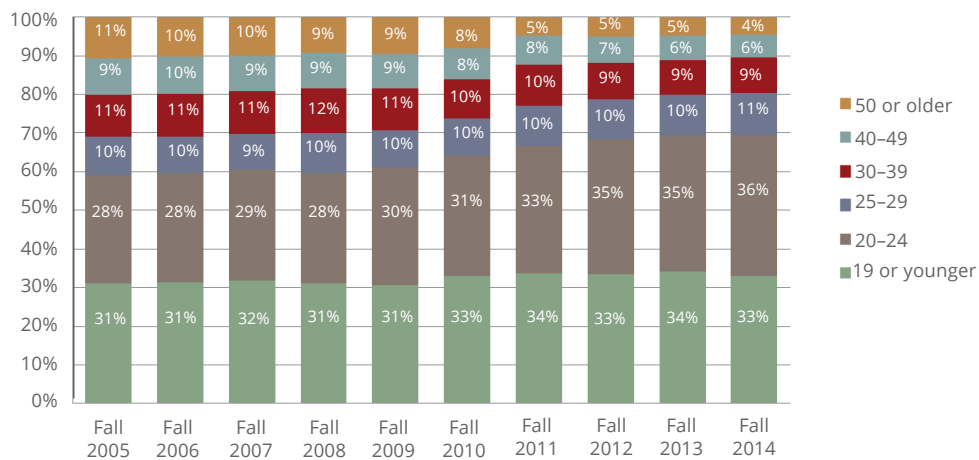
- The percentage of White students attending Las Positas College has decreased from 58% in 2005 to 42% in 2014, which is a decrease of 14 percentage points. At the same time, the Latino student population has increased from 14% to 29%, which is an increase of 15 percentage points. [Source: Las Positas College Office of Institutional Research and Planning]
- The percentage of students age 24 or younger has increased by 10 percentage points while students age 40 or older decreased by 10 percentage points.
- A higher percentage of students are seeking to transfer and fewer are seeking associate degrees only, job-related goals, or personal development. As students pursue their goals, a higher percentage are continuing, taking more units, and expecting to work.
- The change in student composition has led a dramatic increase in the percentage of low-income students at the college—from 14% in 2005 to 39% in 2015.

FIGURE 4. LAS POSITAS COLLEGE RACE AND ETHNICITY BY PERCENTAGE, 2005 VS. 2014



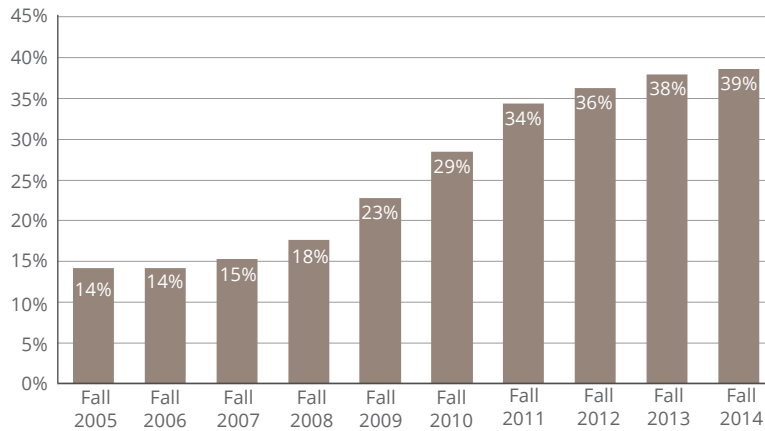
Source: Las Positas College Office of Institutional Research and Planning

FIGURE 5. LAS POSITAS COLLEGE, PERCENTAGE OF STUDENTS BY AGE, FALL 2005-FALL 2014



Source: Las Positas College Office of Institutional Research and Planning

FIGURE 6. LAS POSITAS COLLEGE, HEADCOUNT PERCENTAGE OF LOW-INCOME STUDENTS,



Source: Las Positas College Office of Institutional Research and Planning

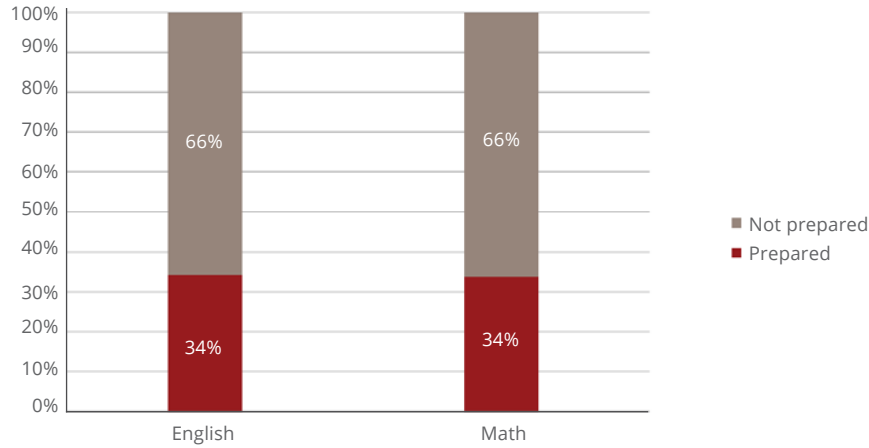
STUDENT PREPAREDNESS AND SUCCESS

Las Positas College serves many students who are socially, economically, and educationally disadvantaged.

Findings:

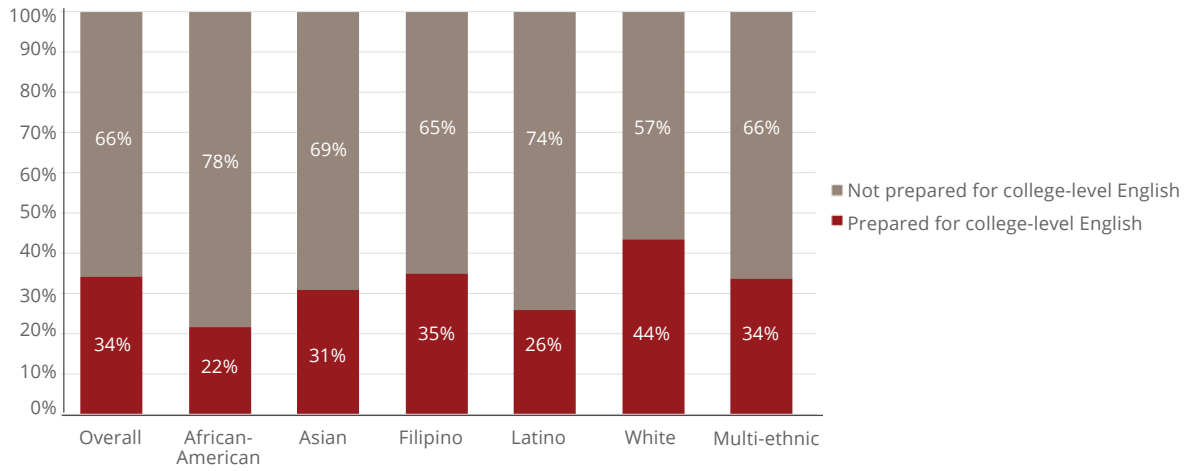
- Approximately 66% of students arriving at Las Positas College are unprepared for college in both English and math. Students who arrive unprepared have a decreased likelihood of achieving their educational goals. [Source: Las Positas College Office of Institutional Research and Planning]
- Almost 60% of students at Las Positas College are first-generation college students. Latino students, in particular, tend to be the first in their families to attend college; 78% of Latino students are first-generation college students. [Source: Las Positas College Office of Institutional Research and Planning]
- Compared to their peers, Latino and African-American students are relatively unprepared for college-level work when they arrive at Las Positas College. Regional increases in these populations, as well as relative enrollment increases, suggest that the proportion of the student body needing intensive supportive services will increase. [Source: Las Positas College Office of Institutional Research and Planning]
- A number of students at Las Positas College face a lifetime of personal and educational difficulty. These students want to create positive momentum for themselves. The college 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 at Las Positas College, which continue to refine support programs. [Source: Las Positas College website]
- Despite the challenges students face, Las Positas College has a significantly higher program completion rate than the state average. [Source: Las Positas College Office of Institutional Research and Planning]

FIGURE 7. LAS POSITAS COLLEGE PREPAREDNESS LEVEL OF NEW STUDENTS FOR COLLEGE ENGLISH AND MATH, FALL 2014



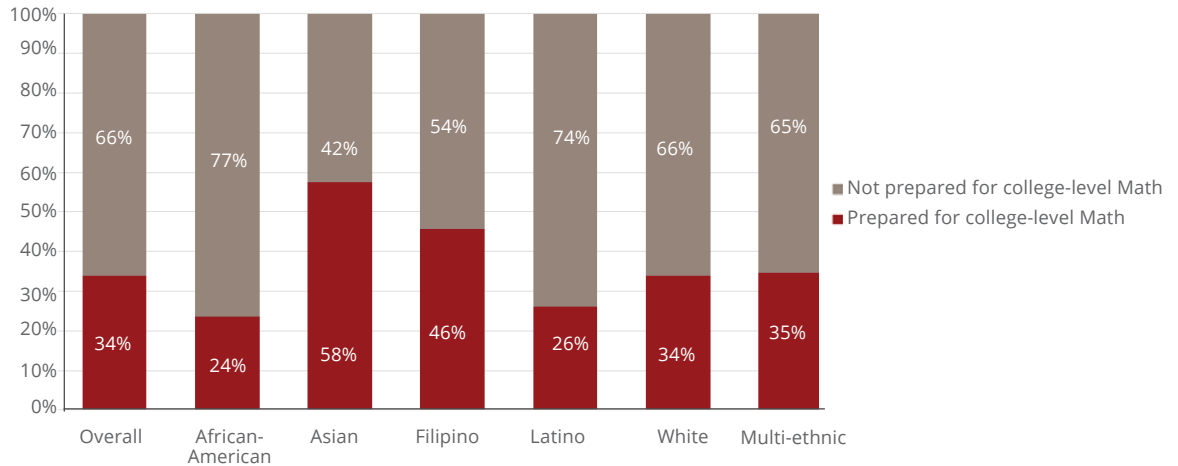
Source: Las Positas College Office of Institutional Research and Planning

FIGURE 8. LAS POSITAS COLLEGE PREPAREDNESS LEVEL OF NEW STUDENTS FOR COLLEGE ENGLISH BY MAJOR RACE/ETHNICITY GROUPS, FALL 2014



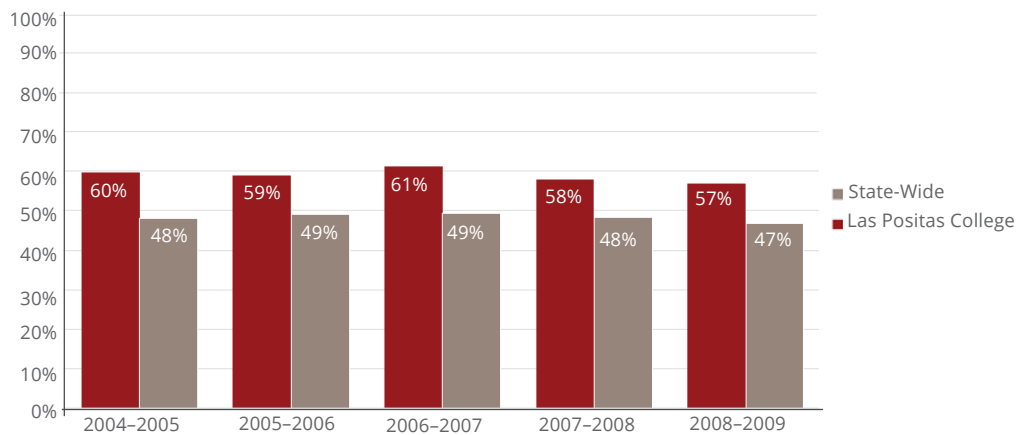
Source: Las Positas College Office of Institutional Research and Planning

FIGURE 9. LAS POSITAS COLLEGE PREPAREDNESS LEVEL OF NEW STUDENTS FOR COLLEGE MATH BY MAJOR RACE/ETHNICITY GROUPS, FALL 2014



Source: Las Positas College Office of Institutional Research and Planning

FIGURE 10. COMPLETION RATES BY COHORT YEAR FOR LAS POSITAS COLLEGE COMPARED TO STATEWIDE 2004-05 TO 2008-09



Source: California Community Colleges Student Success Scorecard

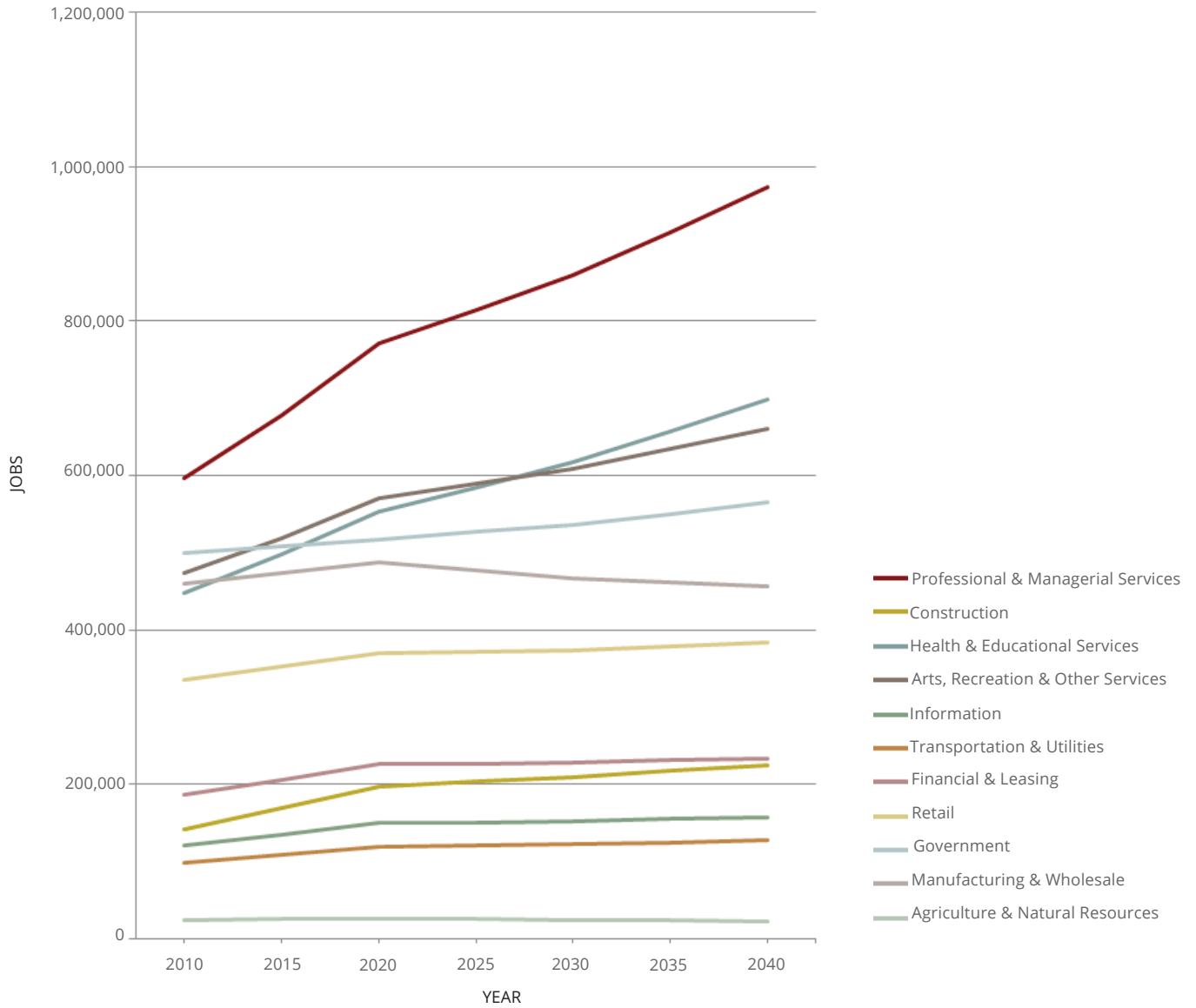
ECONOMIC OPPORTUNITIES

Las Positas College plays a pivotal role in preparing students for the workforce. The college must be kept informed of the region's growing industry sectors to strategically plan program investments and classes that teach skills necessary for professional success.

Findings:

- The San Francisco Bay Area is expected to generate a 33% growth in employment from 2010 to 2040. This growth outpaces the growth in population, and signals an overall decrease in unemployment. [Source: ABAG]
- Significant attention is generated by employment in technology and information-related jobs yet this industry represents a relatively small percentage of the total 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 a variety of 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 from 2010 to 2040. [Source: ABAG]
- While academic skills and knowledge are vital to a successful career, a competitive employment marketplace like the Bay Area demands a wide range of skills the college can foster, including:
 - Personal management skills
 - Emotional intelligence
 - Professional and communications skills
 - Technological literacy
 - Subject area knowledge
 - Adaptability and ability to learn

FIGURE 11. BAY AREA EMPLOYMENT BY SECTOR, 2010-2040



Source: Association of Bay Area Governments, 2013 Projections

Goals, Strategies, and Performance Measures

The Environmental Scan provided an internal and external current conditions report related to population and demographics, business growth, college enrollment and success factors, and other educational providers. The information provided in the Environmental Scan informed the development of the Educational Master Plan and assists the college in preparing and responding to current and anticipated changes, opportunities and challenges. This section summarizes major trends and key issues identified by the Environmental Scan that impact college and district-wide planning.

The Environmental Scan accessed a range of key data including:

- Population and demographics
- Las Positas College enrollment and student success
- Other educational providers in the region
- Employment and workforce trends

GOAL A

Educational Excellence

Ensure excellence in student learning by providing quality teaching, learning support, and student support services.

GOAL B

Community Collaboration

Ensure excellence in student learning by collaborating with community partners to provide educational opportunities that best serve the needs of our students and our community.

GOAL C

Supportive Organizational Resources

Ensure excellence in student learning by strengthening fiscal stability, providing appropriate staffing levels, meeting evolving technology needs, and expanding or updating facilities.

GOAL D

Organizational Effectiveness

Ensure excellence in student learning by improving organizational processes and fostering professional development.

GOAL A: EDUCATIONAL EXCELLENCE

ENSURE EXCELLENCE IN STUDENT LEARNING BY PROVIDING QUALITY TEACHING, LEARNING SUPPORT, AND STUDENT SUPPORT SERVICES.

Las Positas College provides educational excellence by assisting students in achieving their educational goals through quality teaching and supportive services. Many students enter Las Positas College requiring support to succeed, especially underprepared students (66%). In addition, the changing demographics of the student body will require the college to address the needs of low-income and first-generation students. Investing in supportive services through additional hires and hours of operation will significantly increase student completion rates.

GOAL A: STRATEGIES

- A1. Monitor and respond to the changing educational needs of an increasingly diverse student population and an increasingly global workforce.
- A2. Support existing programs or develop new programs to meet the needs of an increasingly diverse student population.
- A3. Develop class schedules and provide support services in ways that are accessible to all students.
- A4. Comprehensively address and provide for the needs of students requiring basic skills.
- A5. Examine and modify teaching approaches and/or curriculum pathways to assist underprepared students in learning more effectively.
- A6. Focus on workforce readiness by developing graduates with the knowledge and employable skills that employers are seeking in interns and new hires.
- A7. Provide students with opportunities, both in and outside the classroom, to become informed, ethical, and engaged participants in their increasingly diverse communities, nation and world.
- A8. Explore and implement a range of options to expand tutoring services.

GOAL A: POTENTIAL PERFORMANCE MEASURES

- Degrees and certificates awarded
- Graduation/completion rate
- Transfers to four-year institutions

- Graduate satisfaction rates
- Student satisfaction survey (supportive services, academic, etc.)
- Persistence (continuing in a class series or program)
- Retention rate (percentage of students returning year-to-year)
- Developmental education student transition rates from basic skills math/English to college level math/English
- Successful course completion rates
- Faculty and staff professional development

GOAL B: COMMUNITY COLLABORATION

ENSURE EXCELLENCE IN STUDENT LEARNING BY COLLABORATING WITH COMMUNITY PARTNERS TO PROVIDE EDUCATIONAL OPPORTUNITIES THAT BEST SERVE THE NEEDS OF OUR STUDENTS AND OUR COMMUNITY.

Las Positas College is a community resource and a locally oriented institution, serving a wide range of students and goals. Community collaboration is an integral component to the college's success. Through collaboration with local high schools, the college can work proactively to reduce under-preparedness in first-year students. In addition, Las Positas College will have the greatest beneficial impact on the local economy when its curriculum and college programs match the needs of both students and local employers.

Las Positas College serves as a stepping stone for students by providing them with the skills they need to transfer to four-year colleges or to enter well-paying career-technical positions. By offering high-quality general education and specialized training programs, Las Positas College also supports major economic sectors within its service area. Students can and should continue to benefit from internship opportunities and job placement programs fostered through established partnerships.

GOAL B: STRATEGIES

- B1.** Expand K-12 outreach to improve student preparedness.
- B2.** Continually update programs to serve the workforce needs of local, national, and international marketplaces.
- B3.** Develop and strengthen partnerships with both private and public sector interests to secure needed program resources and grow our capacity to innovate.
- B4.** Publicize the strengths of Las Positas College.

GOAL B: POTENTIAL PERFORMANCE MEASURES

- Community satisfaction rates
- Employer satisfaction with graduates/trainees
- Graduate employment
- Number of formalized community partnerships
- Number of internships

GOAL C: SUPPORTIVE ORGANIZATIONAL RESOURCES

ENSURE EXCELLENCE IN STUDENT LEARNING BY STRENGTHENING FISCAL STABILITY, PROVIDING APPROPRIATE STAFFING LEVELS, MEETING EVOLVING TECHNOLOGY NEEDS, AND EXPANDING OR UPDATING FACILITIES.

There is a need to continuously update technology in the classrooms and redesign them to accommodate current approaches to teaching and information delivery. Creating the infrastructure to develop additional sources of discretionary revenue will benefit Las Positas College by enabling it to augment variable state funding and student fees. This additional revenue can be used for a variety of expenses and needed improvements, including building improvements, staffing, technological and equipment updates, professional development, and programs.

GOAL C: STRATEGIES

- C1.** Support initiatives that strengthen the financial stability of Las Positas College.
- C2.** Create the infrastructure to support the pursuit and implementation of grants.
- C3.** Build staffing levels across the college to more effectively meet student needs and external mandates.
- C4.** Ensure that infrastructure can continue to meet current and future technology needs at Las Positas College.

GOAL C: POTENTIAL PERFORMANCE MEASURES

- Facilities utilization rates
- Number of departments reporting staffing shortages
- General fund expenditures as a percent of budget
- General fund revenues as a percent of budget
- Reserve balance
- Technology satisfaction survey
- Internet and mobile phone coverage

GOAL D: ORGANIZATIONAL EFFECTIVENESS

ENSURE EXCELLENCE IN STUDENT LEARNING BY IMPROVING ORGANIZATIONAL PROCESSES AND FOSTERING PROFESSIONAL DEVELOPMENT.

Las Positas College's organizational processes play a critical role in the college's ability to serve the greatest number of students efficiently and effectively. Staff and faculty can optimize their attention to student teaching and services when administrative tasks are streamlined and unnecessary paperwork is eliminated using updated technology and processes. Las Positas College will continually improve its organizational processes in order to enhance its institutional effectiveness and ensure its fiscal accountability and integrity. Continued investment in faculty and staff is vital to positively influencing student achievement. The college community agrees that there is a strong need to provide and expand professional and personal development opportunities. Investment in faculty and staff is an investment in the student body.

GOAL D: STRATEGIES

- D1.** Continue to streamline and simplify existing processes for students and personnel.
- D2.** Enhance transparency and accountability in decision-making processes.
- D3.** Expand professional development in support of student learning and institutional goals.
- D4.** Provide opportunities for personnel to help each other with their professional development.
- D5.** Analyze student data collected to monitor performance over time, understand the factors underlying that performance and assess how to improve it.

GOAL D: POTENTIAL PERFORMANCE MEASURES

- Professional development satisfaction survey
- Employee satisfaction and engagement
- Retention and turnover

THIS PAGE LEFT INTENTIONALLY BLANK

References

Association of Bay Area Governments, 2013 Bay Area Regional Projections (<http://www.abag.org/files/BayAreaSummaryTable.pdf>)

Association of Bay Area Governments, 2013 Projections by City

Association of Bay Area Governments; Metropolitan Transportation Commission. Draft Bay Area Plan: Final Forecast of Jobs, Population and Housing. (July 2013). (http://onebayarea.org/pdf/final_supplemental_reports/FINAL_PBA_Forecast_of_Jobs_Population_and_Housing.pdf)

Bureau of Labor Statistics, visualized by Google, Unemployment rates, accessed December 2014 (https://www.google.com/publicdata/explore?ds=z1ebjpgk2654c1_&met_y=unemployment_rate&idim=city:CT0633000000000:CT0668084000000&fdim_y=seasonality:U&hl=en&dl=en)

Economic Modeling Specialist International, Q2 2015 Data Set (<http://www.economicmodeling.com/>)

Las Positas College Office of Institutional Research and Planning

United States Census Bureau, 2008–2012 American Community Survey 5-Year Estimates (<http://www.census.gov/acs/>)

United States Census Bureau, 2013 American Community Survey 1-Year Estimates (<http://www.census.gov/acs/>)

Appendices Available Online at <http://goo.gl/9ofymS>

2015-2020

LAS POSITAS COLLEGE

**EDUCATIONAL
MASTER PLAN**



LAS POSITAS
COLLEGE