



LAS POSITAS
COLLEGE

Educational Master Plan 2021–2026





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Letter from the College President

Dr. Dyrell Foster



On behalf of the faculty, classified professionals, students, and administration of Las Positas College, I am proud and excited to present our Educational Master Plan 2021-2026. The College's Educational Master Plan (EMP) serves as a conceptual framework that will advance the mission of the College and guide the strategic planning and direction of the institution over the next five years. I am proud of the authentic and extensive process in which our campus community engaged to develop our 2021-2026 EMP. This plan was formulated through broad-based collaboration among faculty, classified professionals, administrators and students. It draws from our proud history, accentuates our distinctive strengths, and identifies the ongoing challenges and opportunities we face.

Las Positas College (LPC) has grown from a small branch campus in the 1970s to a fully accredited college that continues to meet the educational and workforce development needs of the community. Even in these extraordinary challenging and uncertain times due to the global pandemic, economic crisis, and heightened concerns about racial injustice and disparities, the College remains committed to ensuring institutional stability, fiscal efficiency, and enhancing student equity and success.

The College understands that these extraordinary times require ongoing support for faculty, classified professionals, administrators, and students to address equity and increase student success. The College also believes that it is important to continue to collaborate with educational, business, and government partners to enhance educational opportunities and provide programs, training, and support services that best meet the needs of our students and our communities.

This plan is the work of countless hours on the part of many individuals who brought both expertise and dedication to many long meetings. I would like to thank Rajinder S. Samra, Director of Research, Planning, and Institutional Effectiveness for his leadership as the College Lead for the Educational Master Plan Task Force. I would like to also thank all of the EMP Task Force Members for their commitment, dedication, and hard work to lead the strategic planning process and to produce this plan.

This EMP should be considered a living document, which will be able to serve as a guide for the future, yet be flexible enough to help the College navigate an evolving and changing social and economic environment. Las Positas College is proud to serve the communities within the Tri-Valley and beyond, and is committed to transforming lives, through our commitment to educational access, student equity, academic excellence, and student success.

A handwritten signature in black ink that reads "Dyrell Foster". The signature is fluid and cursive, with a large, stylized initial "D" and "F".

Dr. Dyrell Foster, Ed.D.
President



EXECUTIVE SUMMARY

The Las Positas College’s Educational Master Plan (EMP) is the result of a comprehensive, college-wide effort to identify the goals and strategies of the College for the next five years. Throughout 2020, the Las Positas College EMP Task Force worked tirelessly to gather input from the institution’s stakeholders and produce the College’s Educational Master Plan (2021-2026). As the College’s seminal strategic planning document, the EMP is designed to embody and articulate its mission to provide an “inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of transfer, degree, and career-technical goals while promoting lifelong learning” for all students.

Institutional planning, if done in a thoughtful, thorough, and meaningful way, is never easy. However, it is particularly challenging when conducted in a time of great uncertainty. When the Las Positas College EMP Task Force embarked on this year-long planning effort in fall 2019, it had no idea of the unprecedented combination of challenges 2020 would bring: a global pandemic, stay-at-home orders, and campus closures; economic crisis; a renewed focus on racial injustice and related civil rights protests; and raging wildfires throughout California.

These events made developing a five-year EMP a challenging task. At the same time, these convergent crises underscored the very importance of planning and afforded the College opportunities for its faculty, classified professionals, students, and administrators to meaningfully work together, emphasize shared values, engage in thoughtful dialogue about the College’s strengths and challenges, and plan a way forward. These thoughtful and deliberate efforts will help lead the College through unpredictable terrain ahead and serve students with excellence.

The EMP provides a snapshot of Las Positas College at this critical moment in time. It represents the College’s dedicated efforts to understand the internal and external forces shaping its environment. As a two-year public college, Las Positas College is the main source and often the starting point of academic and career advancement for thousands of residents in our tri-city service area each year. As such, it is uniquely positioned to address the emerging needs of local residents and employers and respond to regional demographic, workforce, and economic trends. While it is far too early to know the full impact of the events of this last year, key information revealed in the environmental scan conducted for this planning effort will have lasting impact on the College:

- The College’s Key Service Area is becoming increasingly diverse and the demographics of the College’s students generally reflect this growing diversity;
- Certain populations with the service area are enrolling in less-than-expected numbers (e.g., Asians, older adults, residents from some key feeder cities);
- The College’s Key Service Area is home to large immigrant communities;
- More than half of the students attending Las Positas are first-generation college students; and
- COVID-19, which required LPC to move most instruction and services online, has significantly changed both instructional delivery and student supports, with long-term implications.

The information above, as well as other pertinent data, presents great opportunities for Las Positas College in the midst of uncertainty and has informed the development of the following five overarching goals:

- Educational Excellence
- Community Collaboration
- Supportive Organizational Resources
- Organizational Effectiveness
- Equity and Anti-Racism

Along with the five overarching goals, there are 29 corresponding strategies. This plan includes a section on the implementation and assessment of the EMP in order to ensure opportunities for effective planning and continuous improvement over the next five years. With this plan, the College will be better prepared to address changes ahead and take a leadership role in responding to the region’s changing needs, staying true to its mission to provide access to educational opportunity and advancement for all of its students.



**GENERAL FINDINGS
AND OPPORTUNITIES**



The following is a summary of the general findings and opportunities identified by the Las Positas EMP Task Force in its review of the EMP environmental scan data. These are presented, not as a comprehensive list, but, rather, as a starting point for further inquiry and ongoing dialogue as the college community moves forward with its goals and strategies over the next five years.

Findings

Demographic Observations (Alameda County and LPC's Key Service Area)

- Major demographic changes are expected in Alameda County and LPC's Key Service Area (i.e., Dublin, Livermore, Pleasanton) in the next 10 years, with Asian residents representing the fastest growing group, followed by Latinx residents.
- Immigrants represent a considerable percentage of the population in Alameda County and LPC's Key Service Area at 32 percent and 26 percent, respectively. Most immigrants are from Asia followed by Latin America.
- Educational attainment is relatively high in Alameda County and LPC's Key Service Area with 46 percent and 55 percent of residents having a bachelor's degree, respectively.
- The number of annual high school graduates from LPC's Key Service Area are projected to increase by about 10 percent to over 3,200. By 2023-24, the plurality of high school graduates will be of Asian descent.
- The overall college-going rate of high school completers in LPC's Key Service Area is high at 80 percent with 31 percent of completers attending a community college. Asians have the highest college-going rate at 88 percent, but the lowest community college going rate, at 19 percent. On the other hand, Latinx completers have the lowest college-going rate at 70 percent, but the highest community college-going rate, at 47 percent.

Enrollment Trends

- During the last 10 years, overall student headcounts have generally been around 9,000 students, representing about 25,000 enrollments. Of those who apply to LPC each fall, around half end up enrolling with African American students the least likely to enroll, at 45 percent.
- The percentage of students who had an educational goal of transferring increased from 56 percent in fall 2010 to 64 percent in fall 2019.
- Las Positas College (LPC) has become a majority minority institution with an increasingly diverse student population within the last 10 years.
- Fifty-four percent (54%) of students are first-generation college students, with Latinx students having one of the highest first-generation college rates at 76 percent.
- The percentage of low-income students in the last 10 years went from 29 percent in fall 2010 to a high of 39 percent in 2014 to 33 percent in fall 2019.
- The number of students enrolling from Livermore (LPC's largest feeder city) has decreased steadily over the last 10 years, while the number of students from Tracy increased significantly, leveled off, and, then, in fall 2019, decreased. The number of students from Tracy made up for nearly all of the students lost from Livermore.
- LPC is losing older students. Students age 40 or older represent 10 percent of the student population in fall 2019; this is compared to 16 percent in fall 2010.
- Among younger students, there is a higher ratio of males to females; among older students, there is a higher ratio of females to males.
- Enrollments (seats filled) in distance education classes have doubled over the last 10 years, increasing from 10 percent in 2010 to 20 percent in 2019.
- COVID-19 has had a significant impact on students and College personnel. More than a third of students found it difficult or very difficult to transition to online learning. In addition, the majority of students were concerned about anxiety, depression, or other mental health issues. Nearly all College personnel have had to teach/work remotely due to COVID-19.

Student Course Success and Persistence Rates:

- Course success rates of all students and fall-to-fall persistence rates of new first-time college students has varied, from 70 percent to 72 percent and 62 percent to 69 percent, respectively, over the last five years.

Degree Completion and Transfer Rates:

- The number of associate degrees awarded increased by 75 percent, from 532 in 2010-11 to 929 in 2019-20. In 2019-20, Associate Degrees for Transfer represented 48 percent of degrees awarded.
- The number of certificates awarded increased by 58 percent, from 116 in 2010-11 to 263 in 2019-20.
- The number of transfers from LPC to public universities in California increased by 32 percent, from 529 in 2008-09 to 697 in 2018-19. About 70 percent of these students transferred to a California State University (CSU) campus.
- Students are increasingly finding work closely related to their field of study.

Institutional Diversity:

- Despite the increasingly diverse demographics of the LPC student body, the majority of employees at LPC are White with 62 percent of full-time faculty of White/European descent. Classified professionals and administrators are the most diverse employee categories.

Opportunities

The findings and observations above point to a number of opportunities for Las Positas College to consider as it moves toward implementing the strategies and goals identified in this EMP. Opportunities include:

- Expand efforts to reach out to all categories of students in its Key Service Area, particularly the growing Asian population.
- Appeal to parents of potential students by promoting the College's high transfer rates, sharing success stories of LPC students who have been accepted at highly-competitive programs, and promoting Middle College.
- Outreach early to families at the middle school level, including campus tours.
- Promote LPC's programs and services to the 20 percent of high school graduates from the Dublin, Pleasanton, and Livermore that do not go onto higher education after graduation.
- Improve our understanding of how college-going students are thinking about/re-thinking their college options since the onset of the pandemic and consider marketing to university students who are now studying from home or staying local due to COVID-19.
- Inform immigrant parents about the American higher educational system and LPC's offerings. In addition, it could be helpful to inform immigrants who may have college degrees from their home countries about opportunities at LPC to retrain skills or explore career options.
- Continue to build transfer relationships with CSUs and UCs.
- Ease the registration process for non-traditional college-age individuals (e.g., working adults, older students) who just want to take a class for professional or personal development.
- Inquire about opportunities for targeted marketing and instructional delivery in recognition of the enrollment patterns observed by gender and age groups
- Market to older students the opportunities to earn Career Technical Education (CTE) certificates; this may especially appeal to mid-career professionals
- Streamline the enrollment process making it more user-friendly and removing barriers, particularly for students who, statistically, apply and enroll at lower rates.
- Support strategies that increase enrollments, persistence, and completion. This may include: making institutional investments in strategic scheduling (through expanded staffing and software) to better match student needs; exploring new scheduling options (e.g., expanded evening hours, weekend college, a shorter semester, winter-break classes); and providing extended hours for campus services (e.g., the library), as well as spaces for students to study and socialize.
- Continue to focus on what is working well (e.g., Guided Pathways; Associate Degrees for Transfer—ADTs; new CTE options, etc.) and build out opportunities to help students reach their educational goals.

- Focus on growing the diversity of faculty by increasing opportunities for those interested in the profession through outreaching and offering mentoring, internships, and other opportunities.
- Reconsider the role of Distance Education. Distance learning, which expanded dramatically due to the pandemic, may continue to play an increased role as an instructional delivery mode in the future. Post-pandemic, the community may increasingly see remote learning as viable alternative as they balance life demands and re-enter a recovering economy.
- Expand online mental health services for students.
- Encourage the offering of various online methods of interacting with content and fostering connection (e.g., live streamed lectures, recordings of lectures, and enhanced interaction with instructors and classmates).
- Expand learning and support services so that they are easily available to students via various remote modalities (e.g., video conferencing, phone), especially those services which extend access to unrepresented populations (e.g., disabled, low income).
- Study the continuing and lasting impact of COVID-19 on student success and persistence with a focus on equity.
- Provide college personnel professional development opportunities to enhance their effectiveness in the online environment.

CHAPTER 1: Introduction



Purpose of the Educational Master Plan

Las Positas College's Educational Master Plan (EMP) is a dynamic long-term document that serves as a conceptual framework for addressing challenges and opportunities faced by the College. The framework consists of goals and strategies that align with the College's mission, vision, and values.

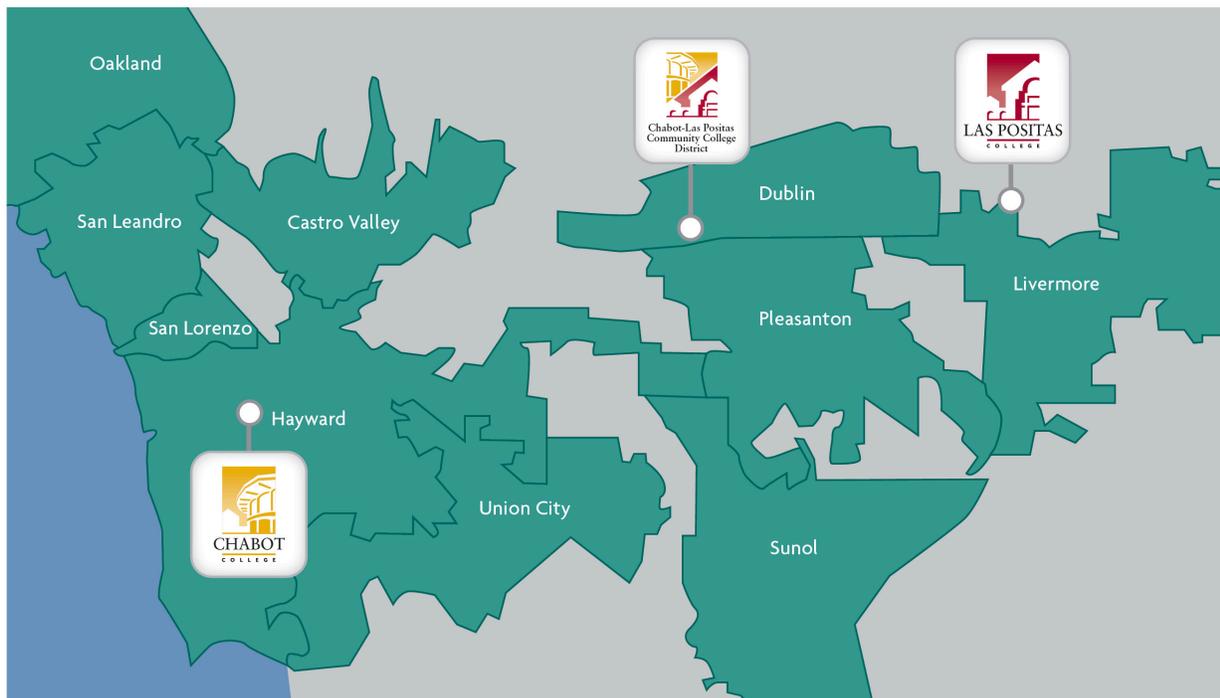
There are five overarching goals and accompanying strategies under each goal that help advance the mission of the College. These goals and strategies were ascertained from numerous engagements and thoughtful feedback from the college community, including students, faculty, classified professionals, and administrators. These strategies provide clarity of purpose while allowing for flexibility in approaches as the environment evolves and changes. Furthermore, the strategies include potential high-level performance measures to help guide the more detailed annual planning process.



About 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. 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.

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. 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 overwhelming support of tri-city voters—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 (LPC) has since developed into an accredited, comprehensive institution. In 1988, the College was designated by the Board of Governors as an independent college. Las Positas College received accreditation on January 7, 1991, from the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges.

Accreditation was reaffirmed in 1997, 2003, 2009, and 2015. In 2020, the College began work on its next ACCJC Institutional Self Evaluation Report (ISER), which is due in 2022.

LPC offers a range of educational programs to meet the needs of residents in its service areas, in keeping with its founding mission to create an environment that “offers educational opportunities and support for completion to students’ transfer, degree, and career-technical goals while promoting lifelong learning.” LPC currently (as of fall 2020) offers 27 Associate of Arts degrees, 20 Associate of Arts Transfer degrees, 30 Associate of Science degrees, 8 Associate of Science Transfer degrees, 90 credit certificate programs, and 15 non-credit certificate programs. A majority of courses transfer, as well.



The College participates in collaborative strategies with local businesses and industry to strengthen and expand community participation in the Career Technical Education (CTE) programs. Service on advisory communities by local businesses and industry representatives strengthens the curriculum and ensure its accuracy. Students directly benefit from partnerships that expand available sites for internships, worksite experiences, and service learning. An important feature of the College’s CTE programs is the integration of classroom experience with real-world work experiences in laboratories and facilities both off-campus and on-campus. These hands-on learning lessons provide students with the practical experience needed to give them a competitive advantage when seeking employment. A few examples of such specialized facilities and worksite learning locations include:

- Early Care Education students work in a laboratory classroom with young children at the LPC Childcare Center.
- Fire Service Technology students receive applied learning at the Livermore-Pleasanton Fire Department’s Fire Training Facility.
- Engineering Technology students serve in paid internships at employers such as Lawrence Livermore National Labs, Lam Research, and Sandia National Labs.
- Technical Theater students work in real-world performing arts productions at the Bankhead Theater and Livermore Performing Arts.
- Emergency Medical Technician/Paramedic students gain clinical experience at regional hospitals including Kaiser, Doctor’s, Stanford, and Oak Valley.

The College’s certificates and some of the associate of science degrees awarded in CTE majors are designed for students who are interested in immediate employment and do not intend to transfer to a four-year college or university. Other associate of science degrees awarded in CTE majors are designed for students who do intend to transfer to a four-year college or university. CTE certificates and degrees at the College include: Administration of Justice, Applied Photography, Automotive Technology, Business, Commercial Music, Computer Studies, Early Care and Education, Emergency Medical Technician/Paramedic, Engineering Technology, Fire Service Technology, Digital Media & Graphic Design, Horticulture, Interior Design, Journalism, Kinesiology, Occupational Health & Safety, Technical Theater, Viticulture & Winery Technology, and Welding Technology.

Finally, LPC recently re-inserted “lifelong learning” into its mission statement. In keeping with this commitment, the College currently offers a variety of community education fee-based courses geared toward personal development and enrichment.

CHAPTER 2:

Guiding Principles for the Educational Master Plan



Two sets of guiding principles have provided overarching direction for the new five-year Educational Master Plan (2021-2026): 1) the Las Positas College Mission, Vision, and Values Statements, and 2) the Guided Pathways Framework, with its focus on re-designing California community colleges to maximize student access, success, and equity. These guiding principles are described in the following section.

College Mission, Vision, and Values Statements

Las Positas College’s mission, vision, and values drive all institutional programming, operations, and planning at the College and serve as the guiding principles for the Educational Master Plan (EMP). The purpose of the EMP is to advance the mission of the College and articulate these guiding principles within its strategic planning framework, through mission-aligned goals and strategies. Las Positas College’s Mission, Vision, and Values Statements are presented below:



College Mission Statement

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



Vision Statement

Las Positas College strives to support and empower students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities.



Values Statement

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 and society
- 3** Demonstrating civic, social and environmental responsibility
- 4** Promoting ethical behavior, mutual trust, equity, and respect within our diverse community
- 5** Fostering a climate of discovery, creativity, personal development, and physical and mental health
- 6** Committing to anti-racist policies and practices
- 7** Ensuring that Las Positas College is a sanctuary campus for undocumented students
- 8** Holding firm to the belief that each of us makes an astonishing difference

Guided Pathways Framework



The Guided Pathways Framework is an equity-centered educational initiative introduced by the California Community Colleges Chancellor's Office (CCCCO) in 2017 for implementation by community colleges statewide. The Guided Pathways Framework requires California community colleges to take a student-centered approach to redesigning programs and services in an effort to increase the number of students earning degrees and certificates while closing equity gaps.

The Guided Pathways Framework calls for providing all students with clear curricular pathways to employment and future education. Guided Pathways supports all students in entering their pathway, staying on their pathway through comprehensive academic and student services, and ensuring they are learning and completing their educational journey in a timely manner.

Las Positas College is currently in the third year of implementation of the Guided Pathways Framework at the time of the writing of this Educational Master Plan (EMP). This year (2020) marks a year of action after two years of inquiry and planning aimed at creating a college-level Guided Pathways Work Plan.



Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

Many of the projects currently proposed through the College's Guided Pathways Work Plan will be implemented and refined over the next five years (the period covered by the EMP) and, thus, will support and align with institutional goals and strategies outlined in the EMP. Highlights of equity and access activities currently in planning include the development of:

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

Through these Guided Pathways activities, Las Positas College can express its core commitment to equity and access, support students in their educational goals, and realize its vision to “...support and empower students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities.”



CHAPTER 3: Related Plans, Policies, and Processes

The five-year Educational Master Plan (EMP) is Las Positas College's primary planning document, ensuring that all institutional planning is conducted in alignment with the College's Mission, Vision, and Values Statements. At Las Positas College (LPC), the EMP is part of a larger universe of nearly two dozen interrelated plans, policies, and processes that guide and shape the work of the College and its various programs and services. These concurrent plans and initiatives generally fall into one of two categories: 1) Frameworks, Policies, and Plans that Inform the EMP; and, 2) Plans Informed by the EMP.

The EMP is also an integral part of the College's well-established annual integrated planning and budgeting cycle, serving as a guiding reference for all phases of the cycle, as well as for the annual planning and budgeting cycle assessment process. The following section describes the various plans, policies, and processes that inform and are informed by the EMP and also details the relationship between the EMP and the steps in the annual planning and budget cycle.

Plans Informing the Las Positas College Educational Master Plan (EMP):

1) Frameworks, Policies, and Plans that Inform the EMP:

Regional Accrediting Requirements:

- Accreditation

State Frameworks, Policies, and Plans (shown alphabetically):

- AB 705
- Guided Pathways Framework
- Strong Workforce Plan
- Student-Centered Funding Formula
- Student Equity and Achievement Plan
- Vision for Success

College Frameworks, Plans, and Research:

- College Mission, Vision, and Values Statements
- College Planning and Budget Cycle
- Community Needs Assessments
- Environmental Scan (external and internal)

The Las Positas College Educational Master Plan is informed and shaped by a number of frameworks, policies, and plans. External influences include: the mandates of the Accrediting Commission of Community and Junior Colleges (ACCJC), required for accreditation purposes; statewide legislation; and the various educational reforms and the community college funding formula enacted by the California Community Colleges Chancellor's Offices (CCCCO). Internal influences informing the EMP include: the College's own guiding principles (i.e., Mission, Vision, and Values Statements), and annual integrated planning and budget development process, as well as its environmental scan and regular assessments of community needs. These various influences are summarized below:

Regional Accrediting Requirements:

- a. **Accreditation:** This refers to a process of ongoing self-evaluation, innovation, peer review, and analysis for the purpose of meeting the standards of educational quality, institutional effectiveness, and student learning, as set forth by an accrediting agency. Las Positas College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). All plans set forth in the EMP must comply with accreditation standards.

State Frameworks, Policies, and Plans (in alphabetical order):

- b. **AB 705:** Assembly Bill 705, which became law in January 2018, requires California's community colleges to maximize the probability that every student will complete transfer-level coursework in English and math within a one-year timeframe and use high school coursework, high school grades, and high school grade point average for placement. Under the law, a college cannot deny a student entry into a transfer-level English or math class unless the college can prove that a student is highly unlikely to succeed without taking a basic skills course. A key benefit of AB 705

is to help eliminate equity gaps related to the use of placement examinations and policies, which tended to over-place students of color in remedial courses, and thus slow their educational progress. The new method relies on high school performance which evidence shows is a more accurate predictor of student success.

- c. **Guided Pathways Framework:** Initiated by the California Community College Chancellor's Office (CCCCO) in 2017, the Guided Pathways Framework requires community colleges to take a student-centered approach to redesigning programs and services in an effort to increase the number of students earning degrees and certificates while closing equity gaps. The Guided Pathways framework creates pathways and helps students choose their path, stay on their path, and ensure they are learning while completing their educational journey in a timely manner by providing clear, educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes.
- d. **Strong Workforce Program and LPC Strong Workforce Plan:** California's Strong Workforce Program (SWP), launched in 2016 by the CCCCCO, is a major statewide initiative and funding stream for community college career technical education (CTE) programs, aimed at helping students who are low-wage workers achieve living-wage, skilled jobs. SWP focuses on not just more CTE but better CTE, whereby colleges employ innovative, data-driven approaches to meet regional and local workforce demands. As part of the requirements for this funding stream, colleges must create a Strong Workforce Plan.
- e. **Student Centered Funding Formula (SCFF):** This is the formula the state uses to determine general apportionment for each community college district. The formula (SCFF) contains three components, which, respectively, account for 70 percent, 20 percent and 10 percent of total apportionment: 1) base allocation (70%), determined by the district's enrollment of full-time equivalent students; 2) supplemental allocation (20%), determined by a headcount of the district's Promise Grant, Pell Grant, and AB540 students; and, 3) student success allocation (10%), determined by the number of degrees and certificates awarded, the number of students transferring to 4-year institutions, the number of students earning nine or more CTE credits, and the number of students who have attained the regional living wage.
- f. **Student Equity and Achievement Program:** The Student Equity and Achievement Program (SEA) was launched in 2018 by the California Community College Chancellor's Office and merged funding for three related initiatives - Basic Skills, Student Equity, and the Student Success and Support Program - for the purpose of allowing colleges more flexibility in spending related to equity and student services in an effort to eliminate achievement gaps for students from traditionally under-represented populations. SEA requires each college to implement a Guided Pathways Framework and to maintain a Student Equity Plan, both of which are designed to boost student success and eliminate achievement gaps.
- g. **Vision for Success:** The Vision for Success, published in 2017, outlines the state chancellor's strategic vision to increase transfers to the University of California (UC) system and California State University (CSU) system, to increase the employment of CTE students in their fields, to reduce the excessive units students often take in earning degrees, and to eliminate all equity and achievement gaps. To advance the Vision for Success, the California Community Colleges Chancellor's Office has promoted the Student-Centered Funding Formula (SCFF) and AB 705 among other initiatives and mandates. However, the state chancellor's office has indicated that the main vehicle through which the Vision for Success will be realized is through the effective implementation of Guided Pathways.

College Frameworks, Plans, and Research (in alphabetical order):

- h. **College Mission, Vision, and Values Statement:** The College's mission, vision, and values statements are each part of the strategic planning process. The mission statement is a concise description of the college's identity and purpose for existence. The vision statement looks ahead and articulates an ideal the institution wants to achieve and the values statement lists the core principles that guide and direct the college and its culture; they represent the college's moral compass. (See statements presented in Chapter 2.)
- i. **College Planning and Budget Cycle:** Las Positas College has a well-established and structured annual cycle by which it plans and allocates resources to achieve institutional goals and meet expectations. The 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 align with the state budget cycle, as well as with regulatory requirements for the adoption of the College's budget. The planning and budget cycle is comprised of four processes: 1. Program Review, 2. College Planning, 3. Budget Development, and 4. Resource Allocation. In addition, assessment of planning and budget occur throughout the whole cycle to ensure the effectiveness of the activities and processes. (See in-depth description of these components at the end of this chapter.)
- j. **College Environmental Scan:** An environmental scan is the study and analysis of various external and internal factors that influence an educational institution's overall effectiveness and is used to inform both short-term and long-term planning. External factors include data such as demographic changes in the local area/region, labor market trends, political climate, governmental decisions, technological developments, and transportation. Internal factors may include budgetary matters, enrollment data, student demographics, campus climate, and personnel statistics. Las Positas College produced an environmental scan as part of its EMP planning process.
- k. **Community Needs Assessment:** A community needs assessment typically measures the educational, workforce, and cultural and personal enrichment needs of the population served by a community college, to inform the planning of programs and services. As such needs vary by location and change over time, community colleges must engage in regular dialogue with community members and engage in continuous self-study and analyses, such as environmental scans and educational master plans. Las Positas College engages in community outreach and needs assessment as part of its EMP planning process, as well as part of its ongoing annual planning process.

Plans Informed by the Educational Master Plan (EMP):

2) Plans Informed by the EMP (in alphabetical order):

- CLPCCD Board Priorities
- College Planning Priorities
- Enrollment Management Plan
- Facilities Plan
- Guided Pathways Work Plan
- Media and Communication Plan
- Outreach Plan
- Program Review and Unit Plans
- Student Equity and Achievement Plan
- Technology Plan
- The California Virtual Campus - Online Education Initiative (CVC-OEI)

The Educational Master Plan (EMP), along with the College's Mission, Vision, and Values Statements, informs each of the following components of Las Positas College's institutional planning, resource allocation, and self-evaluation process:

- a. **CLPCCD Board Priorities:** The Chabot-Las Positas Community College District (CLPCCD) Board of Trustees establishes priorities every three years to guide its decision-making process. These priorities align with the Chabot College and Las Positas College EMPs, the District Strategic Plan, and Board Policy and Advocacy Priorities.
- b. **College Planning Priorities:** Las Positas College's annual planning priorities, which help guide

yearly budget and allocation decisions, are drafted and recommended to the College president each spring by the Institutional Planning and Effectiveness Committee (IPEC). IPEC bases its recommended planning priorities on a review of the College's Mission, Vision, and Values Statements, the Educational Master Plan (EMP), annual Program Reviews, and data provided by the College's Office of Research, Planning, and Institutional Effectiveness, as well as legal and accreditation mandates. The president reviews the recommended College planning priorities, modifies them as needed, and determines which ones to adopt. The president then announces the adopted planning priorities for the following year in May or early in the next academic year.

- c. **Enrollment Management Plan:** Las Positas College's enrollment management plan is coordinated by the College Enrollment Management Committee (CEMC), whose role is to advise and facilitate the development of annual discipline plans that faculty and administrators use to craft class schedules each term. The CEMC's primary function is to enable the college to meet or exceed the annual productivity (WSCH/FTEF) targets by providing and analyzing enrollment data and other supporting information to enable faculty in each discipline to develop discipline plans that correspond to the College's productivity/enrollment targets. Productivity targets are recommended to the CLPC-CD Chancellor by the District Enrollment Management Committee (DEMC). As an integral part of this process, the CEMC targets and maximizes student success, access, and equity. The CEMC evaluates discipline plans and recommends them to the appropriate Vice President for approval and scheduling. The roles of CEMC and DEMC are established in the contract between CLPCCD and the Faculty Association.
- d. **Facilities Master Plan:** The Las Positas College Facilities Master Plan (FMP) is a living document that is reviewed and updated approximately every six years. The FMP prioritizes projects and action steps to guide the physical development of the college campus over the next 15 years and beyond. The FMP is grounded in technical analyses, builds on extensive community comments and ideas, and draws on goals from the College's EMP and the District Strategic Plan to establish guiding design principles, location, and programming for the development of buildings, outdoor spaces, mobility and infrastructure upgrades, and other physical improvements envisioned for the campus.
- e. **Guided Pathways Work Plan:** The Las Positas College Guided Pathways Work Plan is coordinated by Student Equity and Achievement Committee and implemented by the Guided Pathways Steering Committee. The Guided Pathways work plan is to develop a college-wide integrated framework of intentionally-designed, clear, coherent, and structured learning and support experiences to help guide each student from point of entry to the attainment of specific educational goals. The plan includes developing program maps, providing early career exploration opportunities, predictable class schedules, frequent feedback, and targeted support to help students stay on track and complete their programs of study as quickly and as efficiently as possible.
- f. **LPC President's Monthly Report to the Board of Trustees, Campus, and Community:** Each month the LPC President – along with the leadership of the LPC Academic Senate and Classified Senate, the LPC Student Government, the LPC College Foundation, and their counterparts from Chabot College – presents a report to the Board of Trustees at their regular meeting. The Las Positas Connection highlights activities that have taken place across the College, showcases upcoming events, previews future initiatives, and shares successes by LPC students, faculty and classified professionals, as well as updates on planning. The newsletter is distributed electronically each month after the Board meeting.
- g. **Outreach Plans:** Las Positas College outreach planning includes both general and program-specific efforts to inform prospective students of the various educational opportunities the college provides. The Student Services division coordinates general outreach, while the Academic Services division coordinates program-specific outreach, such as that provided by the Career Technical Education (CTE) outreach team. Both general and program-specific outreach includes on and off-campus informational sessions, campus tours and orientations, career and transfer exploration opportunities, workshops, and assistance with admissions and financial aid applications. Through partnerships with local school districts, community-based organizations, employers, and local government, Las Positas College is able to work with traditional and non-traditional students who are interested in certificate and degree programs, transferring to four-year institutions of higher education, or lifelong learning opportunities.

- h. Program Review and Administrative Unit Review: Program Review and Administrative Unit Reviews are components of Las Positas College’s annual and comprehensive process of systematic self-evaluation, planning, and resource allocation, the purpose of which is to ensure continuous improvement, institutional effectiveness, and accomplishment of its mission. Program Reviews are written by faculty for each of the college’s academic disciplines and by faculty or staff for all service areas that directly support instruction or students. Program reviews are read by the Program Review Committee and the appropriate division dean. Deans write division summaries, which are reviewed by division faculty and staff and submitted to the Institutional Planning and Effectiveness Committee (IPEC), for use in the development of college planning priorities. Administrative Unit Reviews are written by administrators who oversee or manage each of the college’s primary divisions – Academic Services, Administrative (Business) Services, and Student Services – and the various units within each of the primary divisions. These reviews provide management-level perspective to the college’s overall planning process.
- i. Student Equity and Achievement Plan: Las Positas College established a Student Equity and Achievement (SEA) Plan in 2019 in response to the implementation of the Student Equity and Achievement (SEA) Program enacted by California Education Code 78222. The SEA Program’s purpose is to support the California Community Colleges in implementing activities and practices that advance the goal of boosting achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups. The Las Positas College 2019-2022 Student Equity Plan is aligned with the California Community College Chancellor’s Office (CCCCO) Student Success Metrics (SSM) and sets three-year goals for the overall student population and for each student equity population shown to have disproportionate impact in the following areas: Access (successful enrollment); Retention (fall to spring); Transfer (to a four-year institution); Completion (of transfer-level math and English); and Earned Credit (certificate over 18 units and associate degree). Las Positas College’s SEA Plan identifies new and ongoing activities and services, such as the Guided Pathways Framework, needed to assist students in making informed decisions about their educational goals, courses of study, and in developing individual education plans. The College’s Student Equity and Achievement Committee serves as the primary lead in evaluating the progress of activities toward meeting student equity and achievement goals.
- j. Technology Planning: Las Positas College Technology Committee assesses, researches, analyzes, and plans the College’s technology resources. Technology planning is based upon ongoing and systematic assessment of faculty, staff, and student technology needs, and is carried out in coordination and consultation with all campus constituencies impacted by technology-related recommendations.
- k. Technology planning is performed collaboratively with the College Technology Committee, the District Technology Coordination Committee, the College Technology Department and the District Information and Technology Systems department, including the formation of college and district-level technology master plans.
- l. Technology planning is also developed in conjunction with Measure A project planning, which funds equipment refresh, infrastructure updates and building Construction/modernization. Coordination with Measure A projects and timelines achieves a seamless transition to new standards and technologies as required for ongoing College instruction and operation.
- m. The California Virtual Campus - Online Education Initiative (CVC-OEI): The CVC-OEI is a collective effort among California Community Colleges whose goal is to guarantee that substantially more students are able to achieve their educational goals by increasing both access to, and success in, high-quality online courses. The CVC-OEI is composed of high-quality online courses, resources, and technology support for students. The CVC-OEI “represents a comprehensive and collaborative program that leverages effective practices and technology to significantly increase the opportunity for higher education degree attainment in California.” Las Positas College is looking to become of a member of the CVC-OEI Exchange within the next year.

LPC's Planning and Budget Cycle

The Las Positas College (LPC) EMP informs and is informed by a number of plans and guiding documents as stated previously. In addition, the EMP operates with the College's planning and budget cycle (please see the graphical depiction of the college's planning and budget cycle on the next page). Las Positas College's planning and budget cycle is comprised of four processes: 1) Program Review; 2) College Planning; 3) Resource Allocation; and 4) Budget Development. Assessment of planning and budgeting also occurs throughout the entire cycle to ensure the effectiveness of the activities and processes. The Educational Master Plan (EMP) informs and is used in each of the four processes and as a reference for the ongoing assessment of planning and budgeting.

1) Program Review Process

Program reviews are written each fall, summarized by division/area, and forwarded to the Institutional Planning and Effectiveness Committee (IPEC). Each program in the areas of instruction, student services, and administration completes a Program Review annually. In this review, programs describe their achievements, struggles and future plans. They draw on data from a number of sources: institutional data regarding enrollment and success, external data from the government advisory boards, and internal program data such as surveys or student interviews. As part of this process, they make sure that all proposed program plans align with the College's Mission, Vision, and Values Statements, as well as with the goals and strategies set forth in the five-year Educational Master Plan (EMP).

Program Review is a major locus for reporting and reflecting upon Student Learning Outcome data and incorporating that data into program planning. Program Reviews are read by the Program Review Committee and division deans. Each dean (or vice president, when appropriate) then 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 summaries are sent to IPEC for use in helping to create the College's planning priorities, which are aligned with the EMP.

2) College Planning Process

In the spring, the Institutional Planning and Effectiveness Committee (IPEC) determines and drafts the next year's recommended planning priorities, in alignment with the mission-based EMP. These recommendations, once finalized, are sent to the College president. Planning priorities are based on a review of guiding and planning documents (e.g., Mission, Vision, and Values Statements, and Strategic Plans), college-level assessments (e.g., Program Reviews, SLOs, institutional research), and external mandates (i.e., state, federal, and ACCJC). The College President reviews the recommended planning priorities and determines which planning priorities will be adopted by the College. The President has the discretion to modify the language contained in the planning priorities. The President announces the adopted planning priorities for the following year in May or early in the next academic year. Planning priorities help guide the budget and allocations for the following year.

3) Budget Development Process

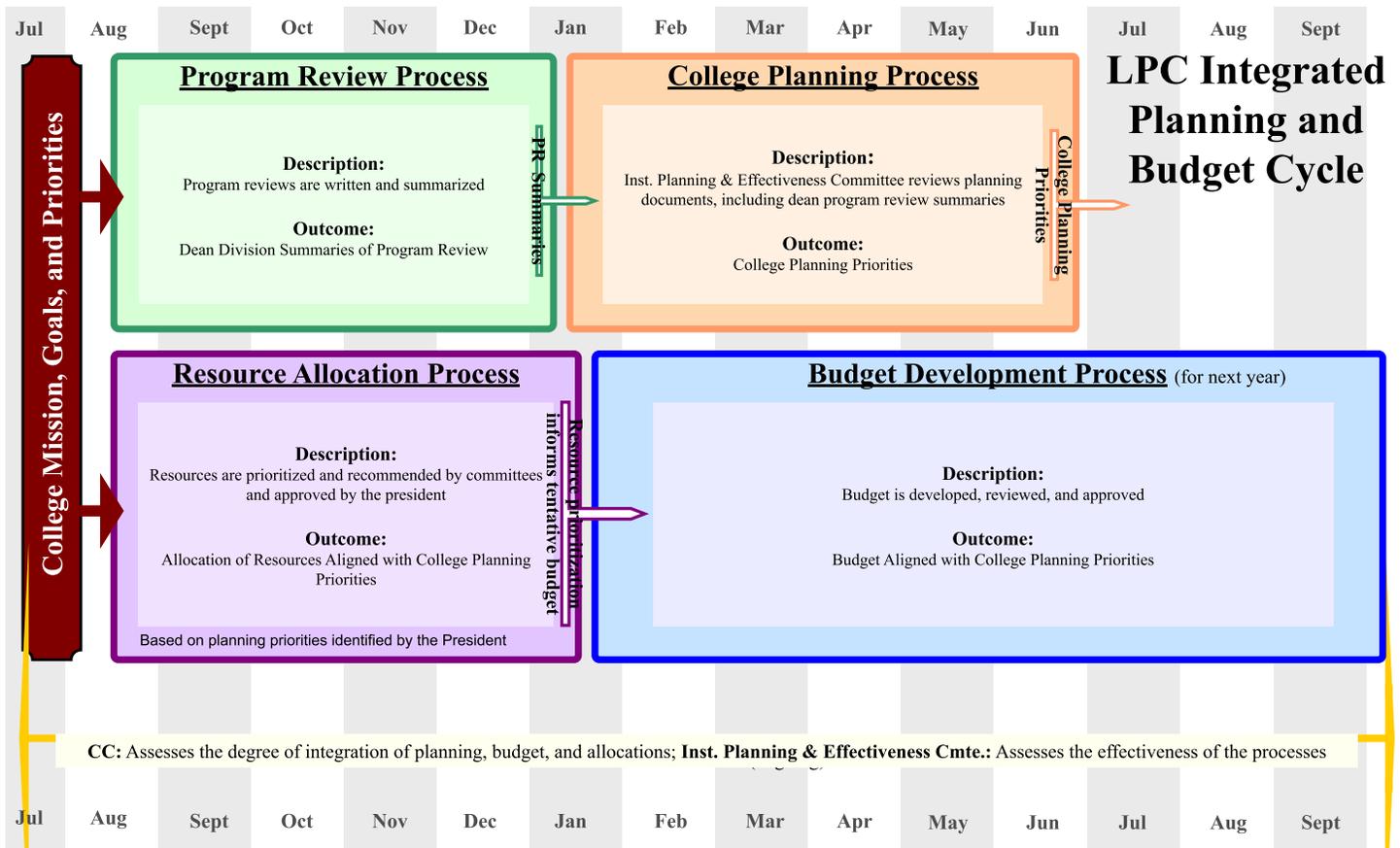
Budget assumptions are developed early in the spring on a basis of several inputs: the governor's proposed budgets, apportionment reports, resource priorities identified by the Resource Prioritization Committee, and the College's annual planning priorities; the College's Administrative Services Office uses this information to create the tentative budget. The College Council, interfacing with the executive staff, reviews the tentative budget to ensure there is integration with planning priorities. Once the College Council has provided feedback, the College president works with the executive staff to finalize the budget and forward it to the District Office for review and approval by the CLPCCD Board of Trustees. The EMP serves as a reference throughout the budget development process, helping to ensure that the College's budget reflects the strategic goals and strategies identified and agreed upon by the college community.

4) Resource Allocation Process

The College's resource prioritization committees review and prioritize resource requests aligned with the College mission, goals, and planning priorities and the goals and strategies set forth in the EMP, which were developed through a college wide planning process. Prioritized resources are forwarded to the President and executive staff for review and determination of alignment with college planning priorities; once this has occurred, the President approves the resource allocations that he or she has determined to have the greatest alignment with the College's annual priorities and that are deemed fundable.

Assessment of Planning and Budget Cycle

Budget assumptions are developed early in the spring on a basis of several inputs: the governor’s proposed budgets, apportionment reports, resource priorities identified by the resource prioritization committees, and the College’s annual planning priorities; the College’s Administrative Services Office uses this information to create the tentative budget. The Budget Development Committee, interfacing with the executive staff, reviews the tentative budget to ensure there is integration with planning priorities. Once the Budget Development Committee has provided feedback, the College president works with the executive staff to finalize the budget and forward it to the District Office for review and approval by the CLPCCD Board of Trustees. The Educational Master Plan serves as a reference throughout the budget development process, helping to ensure that the College’s budget reflects the strategic goals and strategies identified and agreed upon by the college community.





CHAPTER 4: Overview of the Educational Master Plan Planning Process

Approach to the EMP Planning Process

Las Positas College’s 2021-2026 Educational Master Plan (EMP) builds on the structure of the 2015-2020 EMP, which contained four overarching goals and 21 strategies. For the previous plan, LPC underwent an authentic and extensive process to arrive at the EMP goals and strategies, so there was a sense of ownership of the plan by the college community. For the 2021-2026 EMP, the College wanted to honor this sense of ownership and the thorough work that had been done under the 2015-2020 EMP plan by reviewing and evaluating the previous plan and building upon it to create the 2021-2026 EMP. The new EMP follows a structure similar to the previous EMP; however, it expands upon this foundation, identifying five goals, including an equity and anti-racism goal; 29 strategies; a general “findings and opportunities” section; and a timeline of activities related to ongoing and regular EMP implementation and assessment.



Outline of the EMP Planning Process

Las Positas College began preparing for its Educational Master Plan (EMP) planning process in August 2019, well in advance of the launch of the district-wide strategic planning initiative in January 2020. To ensure a strong start to the planning work, the College strategically laid the groundwork for the development of its EMP by reviewing and revising the College Mission, Vision, and Values (MVV) Statements and making revisions as needed. The MVV Statements were approved by the College's shared governance groups and College Council in early 2020.



From left to right: Rajinder S. Samra, Dr. Karin Spirn, Dr. Kristina Whalen, Dr. Stuart McElderry, Frank Polanco, David Rodriguez, Elena Cole, & Nadiyah Taylor

In December of 2019, the Las Positas College EMP Task Force was formally convened and began meeting on a weekly basis in January 2020 to determine how the College would review, evaluate, and build upon its existing EMP. The EMP Task Force's original goal was to have many of the major elements of the EMP collected by the end of the spring semester and a working EMP draft produced over the summer. This original schedule was delayed by several months due to the impact of the COVID-19 crisis, the subsequent campus closure, and the shift to online instruction and operations. Beginning in mid-March of 2020, all planning activities were conducted entirely online via Zoom.

The Las Positas College EMP Task Force was headed by Rajinder S. Samra, Director of Research, Planning, and Institutional Effectiveness, who was instrumental in preparing the College's previous plan. Altogether, there were eight task force members, including representatives from the College's Academic and Classified Senates, Student Government, and the chair of the College's Program Review Committee. Many of these individuals were actively involved in the last strategic planning effort and were very familiar with LPC's priorities and data. The EMP Task Force met on a nearly weekly basis throughout 2020 to complete the plan, holding a total of 40 task force meetings over the course of the year.

The Task Force decided that the best way to move forward with the new EMP was by honoring the existing EMP and building upon it. With this in mind, the team's early focus was to obtain feedback on the previous plan. A survey instrument was developed, piloted at the College's Institutional Planning and Effectiveness Committee (IPEC) meeting in February, and subsequently deployed college wide. In March, at least eight campus-based activity sessions were held to engage and get this initial feedback from all segments of the LPC community.

The work of LPC's EMP Task Force continued in April and May with the review and analysis of the feedback that was received from the College community's March in-person Town meeting and the development and deployment of the environmental scan presentation. The environmental scan presentation was piloted in a special IPEC meeting in April and presented via Zoom at LPC's virtual May Town meeting; these sessions included an opportunity for participants to engage in breakout sessions to discuss the information in the presentation and provide feedback with regard to how the college could address the changing environment.

Over the summer, the EMP Task Force continued its work on the plan, including incorporating the feedback that was received from the spring environmental scan presentation and discussions. The EMP Task Force gave a virtual presentation as part of the August 2020 College Day. In addition, the task force took into consideration current events to inform the EMP. The task force considered the developments in the national and local social justice movement and integrated feedback from a special forum on race and equity called by the College president in August. The end result was the addition of a fifth goal focused specifically on equity and anti-racism and revision of various strategies; these changes reflect the College's commitment to prioritizing addressing educational inequities and structural racism.

During the Fall 2020 semester, the EMP Task Force worked with the Signatures Solutions team to finalize the content, writing, and graphic design for the plan, and continue to gather input from external stakeholders where possible (note: planned outreach efforts were curtailed due to the pandemic). In all, the EMP Task Force held at least 40 meetings and countless hours throughout 2020 to internalize feedback, deliberate, and give shape to the plan. The draft EMP was distributed to the college community in October 2020 for final comments and input and the final revised draft was reviewed and approved by both the College Council and the Academic Senate. The approved EMP was then submitted to the District Board of Trustees in spring 2021 for approval prior to distribution to the wider College community and external stakeholders, in conjunction with the publication of the Chabot College EMP and the District-Wide Strategic Plan.

CHAPTER 5:

Environmental Scan – Major Findings





Overview of the Environmental Scan

The Las Positas College Education Master Plan (EMP) Task Force worked with the College’s Office of Research, Planning, and Institutional Effectiveness to conduct a comprehensive environmental scan as part of the year-long EMP planning process. The purpose of the scan was to identify and analyze internal and external factors that may impact the College’s programs and operations over the next five years, including factors that may have long-term implications for the institution.

For the scan, the Office of Research, Planning, and Institutional Effectiveness compiled data on populations in Las Positas College’s Key Service Area, on student demographics and educational outcomes, and on labor market information on regional job projections and industry trends. This data was presented to both the EMP Task Force and the wider college community to facilitate dialogue on institutional priorities. This input was instrumental in shaping the five goals and 29 strategies outlined in the EMP.

The EMP Task Force also considered feedback from surveys conducted with Las Positas College students, faculty, and staff in response to the COVID-19 pandemic. These surveys were the first steps in an ongoing monitoring of internal and external factors that will need to be monitored closely over the next few years to measure the long-term impact of the pandemic on the regional economy and current and potential students.

Environmental Scan: Major Findings

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Impact of COVID-19 on Las Positas College Students

- Chart 23: Student COVID-19 Impact Survey Results

Alameda County and Las Positas College's Key Service Area: Populations and Projections

Table 1 shows the population of Alameda County and Las Positas College's Key Service Area by race and ethnicity. Las Positas College's Key Service Area comprises the cities of Dublin, Livermore, and Pleasanton. 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 population. While there is variation in the race/ethnic populations by city, currently a small majority of residents in the Key Service Area are White or of European descent. Of the 235,543 residents of Las Positas College's Key Service Area, 118,142 (or 50.2%) are White, 68,804 (or 29.2%) are Asian, 33,474 (or 14.2%) are Latinx, 8,598 (or 3.7%) are multiracial, 5,178 (or 2.2%) are African American, and 1,346 (or .6%) identify themselves as other race/ethnicity groups.

There is variation with regard to race/ethnicity among the cities that make up LPC's Key Service Area. The plurality of residents in Dublin are Asian at 46.7 percent, while the plurality (49.8%) of the residents of Pleasanton are White and the majority (62.0%) of residents in Livermore are White. Latinx residents account for 14.2 percent of the population in LPC's Key Service Area but represent 19.4 percent of the residents in Livermore. African Americans represent 2.2 percent of the residents in LPC's Key Service Area and represent 3.3 percent of the population in Dublin and 1.8 percent of the population in Pleasanton and Livermore.

Table 1: Race/Ethnicity of Residents in Alameda County and Las Positas College's Key Service Area, 2019

Race/ Ethnicity	Alameda County		LPC Key Service Area							
			Total		Dublin		Pleasanton		Livermore	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
African Am.	169,545	10.1%	5,178	2.2%	2,048	3.3%	1,498	1.8%	1,631	1.8%
Asian	533,051	31.6%	68,804	29.2%	28,947	46.7%	28,691	34.5%	11,166	12.4%
Latinx	377,399	22.4%	33,474	14.2%	7,528	12.1%	8,469	10.2%	17,477	19.4%
Native Am.	4,175	0.2%	292	0.1%	107	0.2%	103	0.1%	82	0.1%
Pacific Isl.	13,577	0.8%	1,054	0.4%	204	0.3%	395	0.5%	455	0.5%
White	517,175	30.7%	118,142	50.2%	20,698	33.4%	41,502	49.8%	55,942	62.0%
Multiracial	69,479	4.1%	8,598	3.7%	2,509	4.0%	2,607	3.1%	3,483	3.9%
Total Population	1,684,401	100%	235,543	100%	62,042	100%	83,264	100%	90,237	100%

Table 2 displays projected population increases to 2029, within Alameda County and within the Las Positas College Key Service Area. By 2029, Alameda County is expected to see a population increase of over 72,000 (or 4.3%) and Las Positas College's Key Service Area is expected to see an increase of over 8,200 residents (or 3.4%). Within the College's Key Service Area, Pleasanton will experience the highest growth in the number of residents at 4,098 (4.9%) followed by Dublin at 3,246 (or 5.2%) and Livermore at 865 (or 1%). With regard to the College's Adjacent Area, Tracy will experience the largest growth at 6,673 (or 5.8%).

Table 2: Population Projections in Alameda County, Las Positas College's Key Service Area, Shared Service Area, and Adjacent Areas, 2019-29

Area	2019	2029	# Change (from 2019)	% Change (from 2019)
County				
Alameda County	1,684,401	1,756,640	72,239	4.3%
Contra Costa County	1,162,486	1,214,708	52,222	4.5%
LPC Key Service Area				
Dublin	62,042	65,288	3,246	5.2%
Livermore	90,237	91,102	865	1.0%
Pleasanton	83,264	87,362	4,098	4.9%
Total	235,543	243,752	8,209	3.5%
Shared Service Area				
Castro Valley	60,878	63,698	2,820	4.6%
Adjacent Area				
Brentwood	66,303	68,429	2,126	3.2%
Danville	58,810	59,966	1,156	2.0%
San Ramon	81,258	85,547	4,289	5.3%
Tracy	115,700	122,373	6,673	5.8%

Tables 3A and 3B show population projections by race/ethnicity from 2019 to 2029 for Alameda County and the Las Positas College Key Service Area, respectively. Alameda County and Las Positas College's Key Service Area are expected to grow by 72,239 (or 4.3%) and 8,209 (or 3.5%) 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, Latinx, and individuals who identify themselves as multiracial. By 2029, the population in the LPC Key Service Area will be majority minority.

Alameda County	2019	2029	# Change	% Change
African American	169,545	158,310	-11,235	-6.6%
Native American	4,175	4,016	-159	-3.8%
Asian	533,051	609,287	76,236	14.3%
Latinx	377,399	395,033	17,634	4.7%
Pacific Islander	13,577	14,065	488	3.6%
White	517,175	500,196	-16,978	-3.3%
Multiracial	69,479	75,732	6,253	9.0%
Total Population	1,684,401	1,756,640	72,239	4.3%

LPC Key Service Area	2019	2029	# Change	% Change
African American	5,178	4,888	-290	-5.6%
Native American	292	280	-12	-4.1%
Asian American	68,804	78,434	9,630	14.0%
Latinx	33,474	35,262	1,788	5.3%
Pacific Islander	1,054	1,057	3	0.3%
White	118,142	114,521	-3,622	-3.1%
Multiracial	8,598	9,311	712	8.3%
Total Population	235,543	243,752	8,209	3.5%

Implications for LPC

As the population of Asians and Latinx increases in Alameda County and Las Positas College's Key Service Area, the College must determine the needs of this growing population and offer programs and services that best accommodate them.

Immigrants in Alameda County and LPC's Key Service Area

There are substantial numbers of immigrants residing in Alameda County and LPC's Key Service Area. Thirty-two percent (32%) of residents in Alameda County and 26 percent of residents in LPC's Key Service Area are immigrants. Within LPC's Key Service Area, Dublin has the highest percentage of immigrants at 36 percent, followed by Pleasanton at 30 percent, and Livermore at 16 percent.

The majority of immigrants in the county and key service area are from Asia. In Alameda County, 63 percent of the immigrants are from Asia. In LPC's Key Service Area, the percentage of immigrants from Asia is even higher, at 70 percent. Dublin has the highest percentage of Asian immigrants, at 83 percent, followed by Pleasanton, at 76 percent, and Livermore, at 43 percent. It should be noted that a substantial percentage (38%) of immigrants in Livermore are from Latin America.

Table 4: Immigrant Populations in Alameda County and Las Positas College's Key Service Area, 2018 Estimates

Immigration Status	Alameda County		Las Positas College's Key Service Area							
			Total		Dublin		Pleasanton		Livermore	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Immigrant	532,226	32%	60,248	26%	21,260	36%	24,443	30%	14,545	16%
Non-Immigrant	1,110,447	68%	169,142	74%	37,960	64%	56,494	70%	74,688	84%
Total Population	1,642,673	100%	229,390	100%	59,220	100%	80,937	100%	89,233	100%

Table 5: Region of Origin of Immigrants in Alameda County and LPC's Key Service, 2018 Estimates

Region of Origin of Immigrants	Alameda County		LPC Key Service Area							
			Total		Dublin		Pleasanton		Livermore	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Europe	31,821	6%	6,026	10%	1,438	7%	2,533	10%	2,055	14%
Asia	333,046	63%	42,429	70%	17,538	83%	18,662	76%	6,229	43%
Africa	16,173	3%	926	2%	349	2%	375	2%	202	1%
Oceania	8,084	2%	550	1%	187	1%	245	1%	118	1%
Latin America	137,229	26%	8,874	15%	1,414	7%	2,011	8%	5,449	38%
Northern America	5,873	1%	1,443	2%	334	2%	617	3%	492	3%
Total	532,226	100%	60,248	100%	21,260	100%	24,443	100%	14,545	100%

Implications for LPC

The high number of immigrants adds enormously to the culture and vitality of Alameda County and LPC's Key Service Area. In terms of higher education, immigrants may not be aware of the role that community colleges play in the higher education system in the United States. The College should continue to do outreach to immigrant communities, especially immigrants from Asia because they represent the highest numbers in the County and the Key Service Area.

Educational Attainment Level in Alameda County and Las Positas College’s Key Service Area

As shown in Table 6, Alameda County and Las Positas College’s Key Service Area residents have relatively high levels of bachelor degree attainment, at 46 percent and 55 percent, respectively. Within LPC’s Key Service Area, bachelor degree attainment is highest for Dublin residents, at 64 percent, followed closely by Pleasanton residents, at 63 percent, and Livermore residents, at 42 percent.

Table 6: Educational Levels of Alameda County and Las Positas College’s Key Service Area Residents, 2018 Estimates

Educational Level	Alameda County		LPC Key Service Area							
			Total		Dublin		Pleasanton		Livermore	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Bachelor’s degree or higher	531,701	46%	87,024	55%	25,905	64%	35,150	63%	25,969	42%
Associate’s Degree	74,613	6%	12,790	8%	2,641	6%	3,930	7%	6,219	10%
Some college	207,018	18%	29,061	18%	5,625	14%	8,622	15%	14,814	24%
High school diploma	203,838	18%	20,962	13%	4,279	11%	6,054	11%	10,629	17%
No high school diploma	139,234	12%	8,832	6%	2,211	5%	2,115	4%	4,506	7%
Total	1,156,404	100%	158,669	100%	40,661	100%	55,871	100%	62,137	100%

Note: Data represent residents age 25 or older.

Implications at LPC

The high levels of educational attainment in Alameda County and specifically in LPC’s Key Service Area indicate the importance residents place on education as well as their access to resources that give residents the ability to attain high levels of education. However, a good number of residents in the County and the Key Service Area have only some college or only a high school diploma or no high school diploma; the College should continue to reach out to these residents to communicate the benefits from LPC programs and services.

LPC Service Area: Actual and Projected High School Graduates by Race/Ethnicity

Las Positas College’s Key Service Area is represented by the following school districts: Dublin Unified School District, Pleasanton Unified School District, and Livermore Valley Joint Unified School District. Table 7 and related graph display actual and projected trend data of high school graduates by race/ethnicity in LPC’s Key Service Area from 2016-2017 to 2026-2027. The number of high school graduates from the Key Service Area school districts has been gradually increasing, from around 2,600 per year to above 3,000 per year, and it is expected that the number of high school graduates will remain above 3,000 for the foreseeable future.

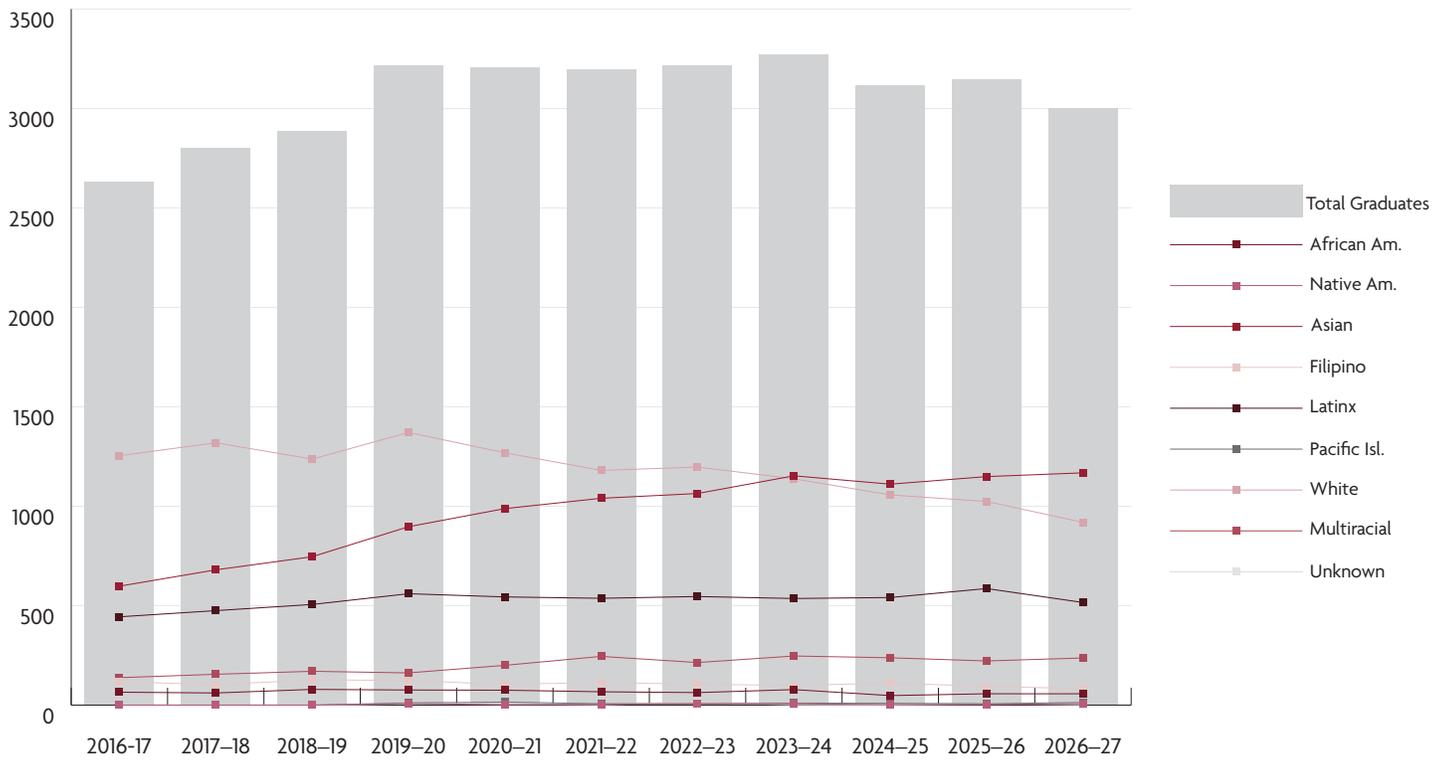
With regard to race and ethnicity, the current plurality of high school graduates is White. However, the number of Asian high school graduates is projected to surpass the number of White graduates. By 2026-27, Asian students will represent an estimated 36 percent of total high school graduates in the Las Positas College District’s Key Service Area. Dublin is projected to have the highest percentage of high school graduates of Asian descent at 57 percent, followed by Pleasanton at 48 percent, and Livermore at 10 percent.

Table 7: Actual and Projected High School Graduates by Race/Ethnicity in Las Positas College’s Key Service Area: 2016-17 to 2026-27

Race/ Ethnicity	Actual			Estimated/Projected							
	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27
African Am.	65	61	79	76	75	67	63	78	48	57	57
Asian	598	680	746	897	988	1,040	1,064	1,153	1,111	1,149	1,168
Filipino	118	103	127	124	104	114	105	99	111	94	83
Latinx	444	475	506	560	544	537	546	536	541	586	516
Native Am.	*	*	*	8	2	4	8	7	2	3	7
Pacific Isl.	*	*	*	11	15	7	7	10	9	7	13
White	1,254	1,319	1,237	1,371	1,269	1,180	1,197	1,138	1,057	1,024	919
Multiracial	138	155	170	162	200	245	214	247	238	222	237
Unknown	*	*	*	7	8	3	12	3	2	7	3
Total Graduates	2,633	2,804	2,885	3,216	3,205	3,197	3,216	3,271	3,119	3,149	3,003

Notes: “Actual” represents four-year adjusted cohort graduation rate, which includes data for 2018-19 (as opposed to college going rate, which only has high school completion data through 2017-18; “Estimated/Projected” represents annual enrollment data; * Indicates that data has been suppressed to protect student privacy.

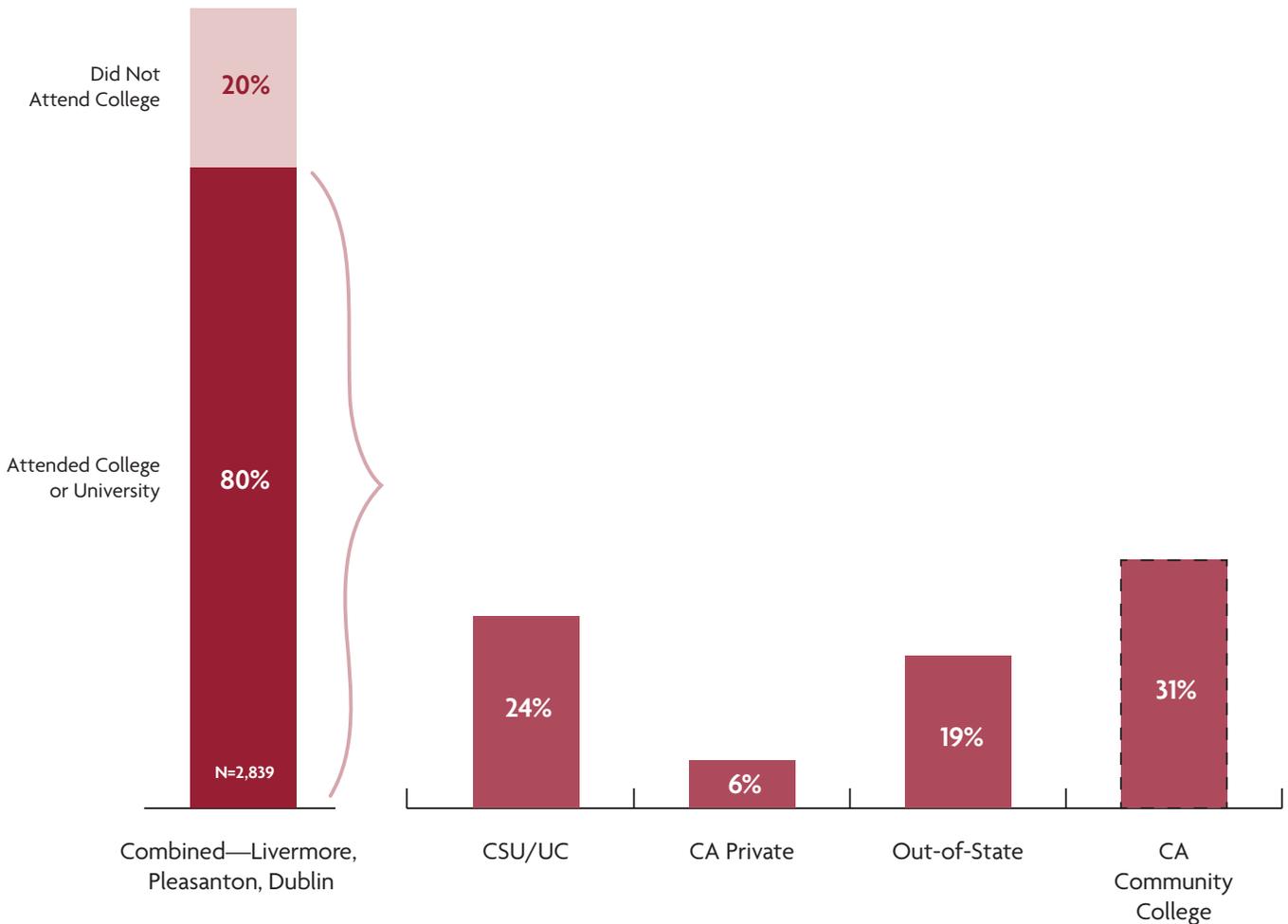
Chart 1: Actual and Projected High School Graduates by Race/Ethnicity in Las Positas College's Key Service Area: 2016-17 to 2026-27



College-Going Rates of Local High School Students

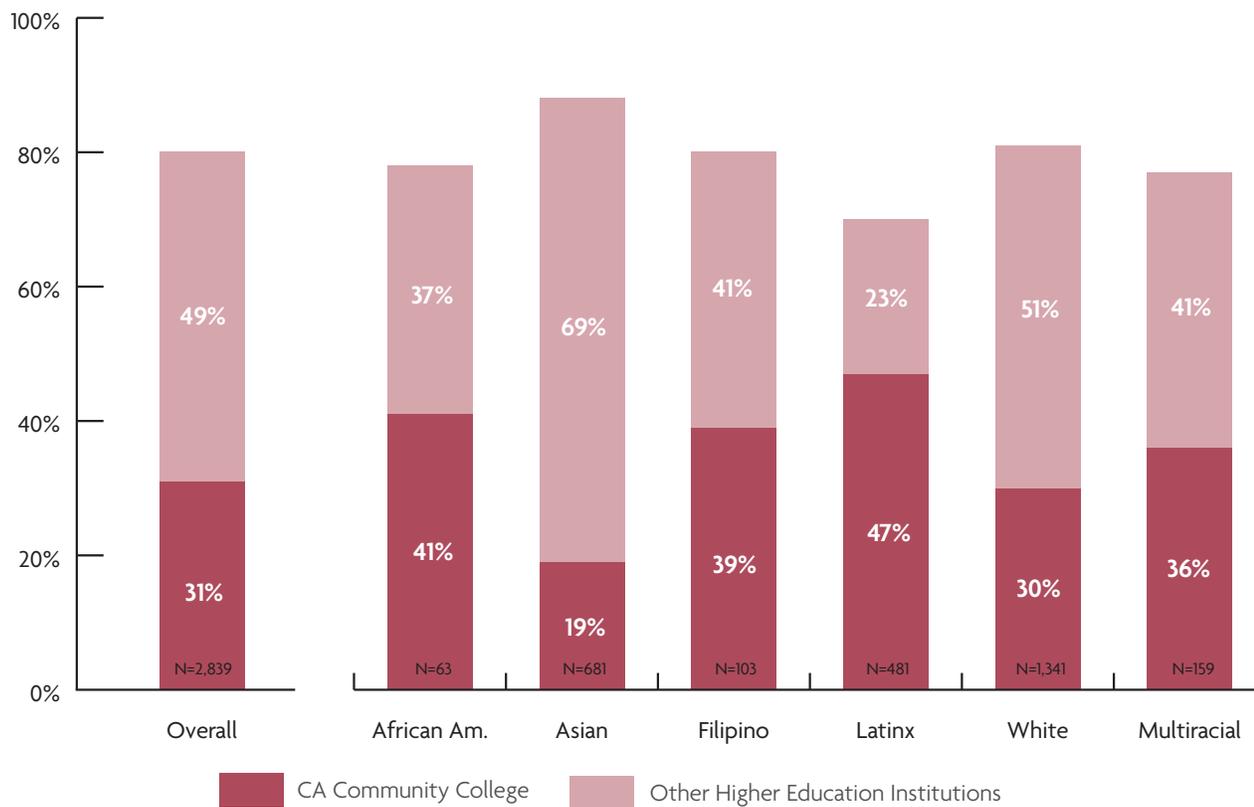
In 2017-2018, a total of 2,839 students completed high school from the three school districts in the Las Positas College Key Service Area and 80 percent of these students went on to attend a college or university. Of the total number of graduates, 24 percent went on to a California State University or University of California campus, 6 percent went to a private college or university in California, 19 percent went out of state, and 31 percent attended a California community college. Twenty percent (20%) did not attend higher education after high school graduation

Chart 2: College-Going Rates of 2017-18 High School Completers in LPC's Key Service Area



While a plurality of 2017-18 high school graduates (31%) attended a California community college, the rates of community-college attendance varied greatly by race or ethnicity. Latinx high school completers were the most likely to attend a community college (47%), followed by African Americans (41%), Filipinos (39%), Multi-Ethnic (36%), Whites (30%), and Asians (19%).

Chart 3: Community College Going Rates of 2017-18 High School Completers in LPC Service Area by Race/Ethnicity



Implications for LPC

The high percentage of college-going rates of high school Graduates in Las Positas College’s Key Service Area bodes well for the social and economic well-being of the local area. However, the majority of high school graduates who go on to higher education go directly to a university rather than a community college. Nearly one-third of high school completers go on to a community college.

Of all the race ethnicity groups, Asians are the least likely to attend a community college. As noted previously, Asians are the largest growing population in Alameda County and will soon represent the plurality of high school graduates in LPC’s Key Service Area. The College will need to determine how to best attract the growing number of high school graduates, especially those of Asian descent. In addition, there is opportunity for the College to reach out the 20 percent of high school completers who do not go on to higher education after completing high school.

Access to Las Positas College by Race/Ethnicity

Each fall, about 5,000 students apply to Las Positas College. However, typically around half (50%) of those who apply enroll at LPC. The overall access rate has been steadily declining, from 56 percent in fall 2015 to 49 percent in fall 2019. For most race/ethnicity groups, access rates have fluctuated, sometimes above the average and other times below. However, access rates for African Americans have been consistently below average for the last five falls.

Chart 4: Las Positas College Access Rates by Race/Ethnicity: Fall 2015 to Fall 2019

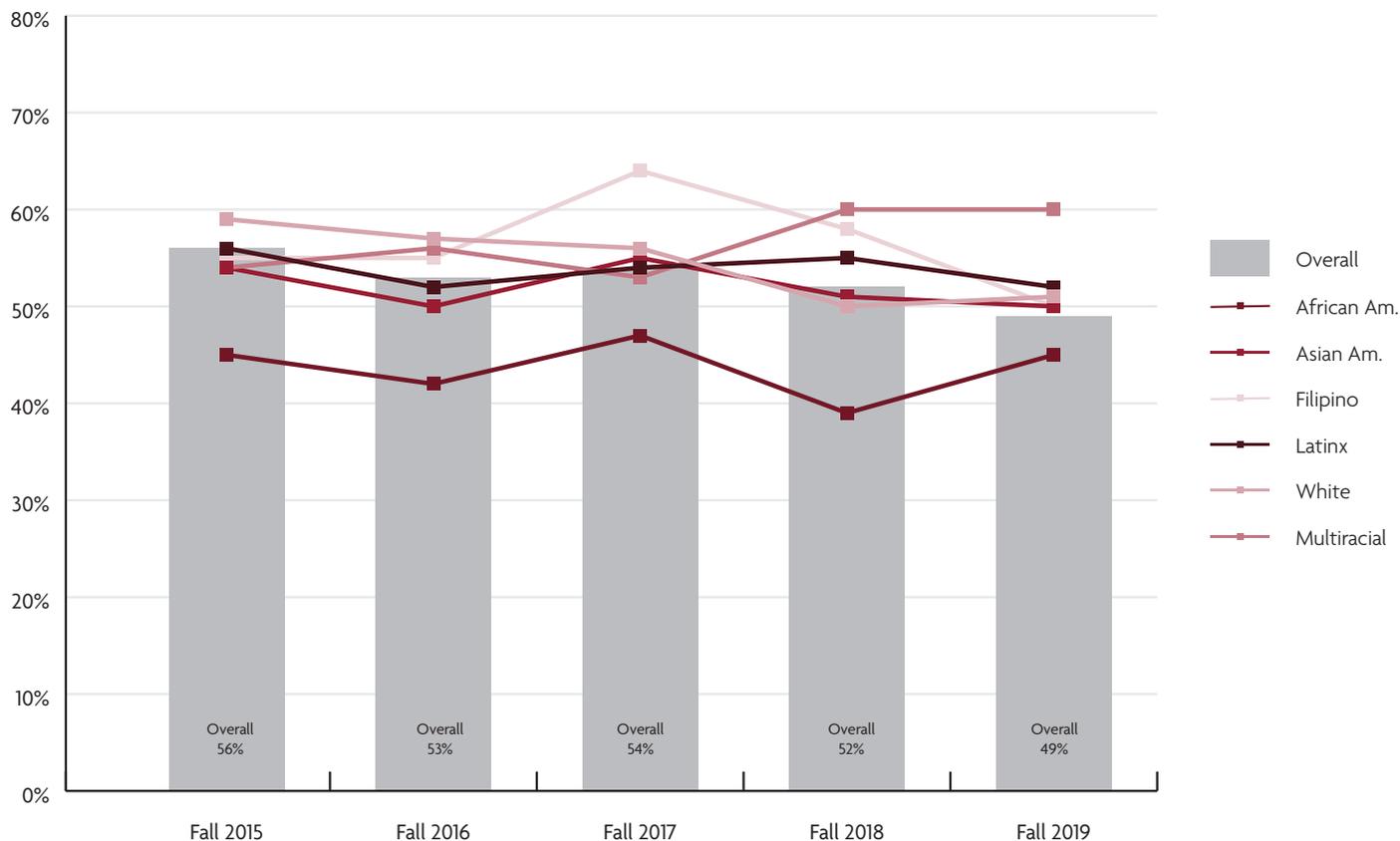


Table 8: Las Positas College Access Rates by Race/Ethnicity, Fall 2015 to Fall 2019

Race/ Ethnicity	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
	Enrolled	Applied	Rate												
African Am.	106	238	45%	90	216	42%	98	207	47%	94	239	39%	98	219	45%
Asian Am.	268	497	54%	303	611	50%	386	699	55%	407	794	51%	508	1,021	50%
Filipino	108	196	55%	114	208	55%	140	218	64%	107	185	58%	100	201	50%
Latinx	693	1,227	56%	694	1,334	52%	690	1,280	54%	664	1,201	55%	678	1,314	52%
White	1,018	1,740	59%	947	1,670	57%	854	1,536	56%	792	1,595	50%	714	1,402	51%
Multiracial	150	278	54%	150	269	56%	150	282	53%	173	290	60%	147	246	60%
Other/ Unk.	30	73	41%	35	68	51%	36	107	34%	23	60	38%	256	654	39%
Total	2,373	4,249	56%	2,333	4,376	53%	2,354	4,329	54%	2,260	4,364	52%	2,501	5,057	49%

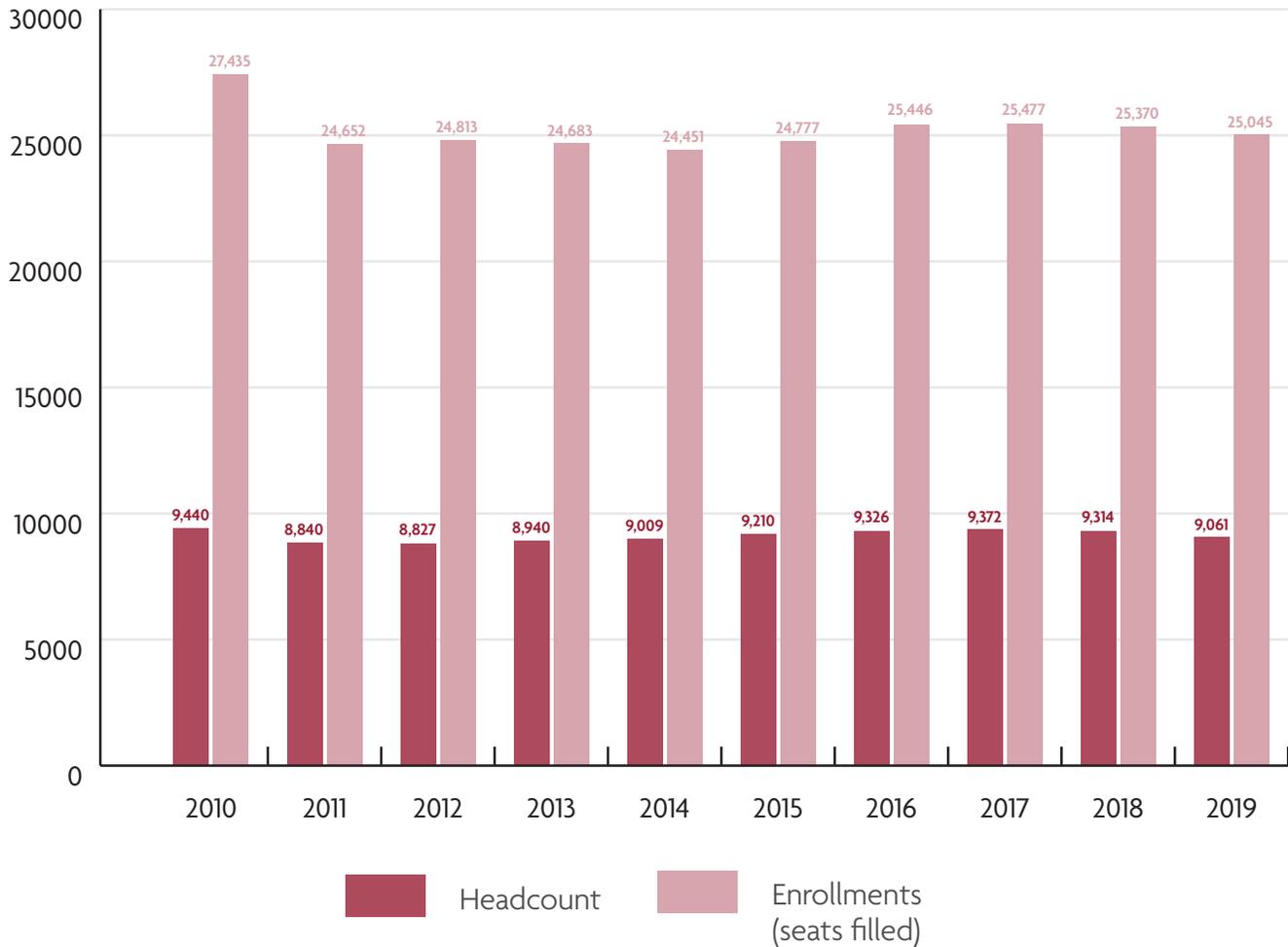
Implications for LPC

The data on access indicates that there are opportunities to improve how students navigate the admissions process. Las Positas College needs to review its admissions practices and processes and consider how they may disproportionately affect various race/ethnicity groups.

Student Demographics

Chart 5 displays the headcount and enrollment of students at Las Positas College between fall 2010 and fall 2019. The trends in headcount (unduplicated count) and enrollment (i.e., the number of students multiplied by how many classes they are taking or seats filled.) have been similar over the years. Headcount and enrollments were the highest in fall 2010, then decreased the following fall, and then increased gradually over the next few years, only to decrease in fall 2019. The changes in headcount and enrollment generally reflect variations in the local economy and changes in state funding levels.

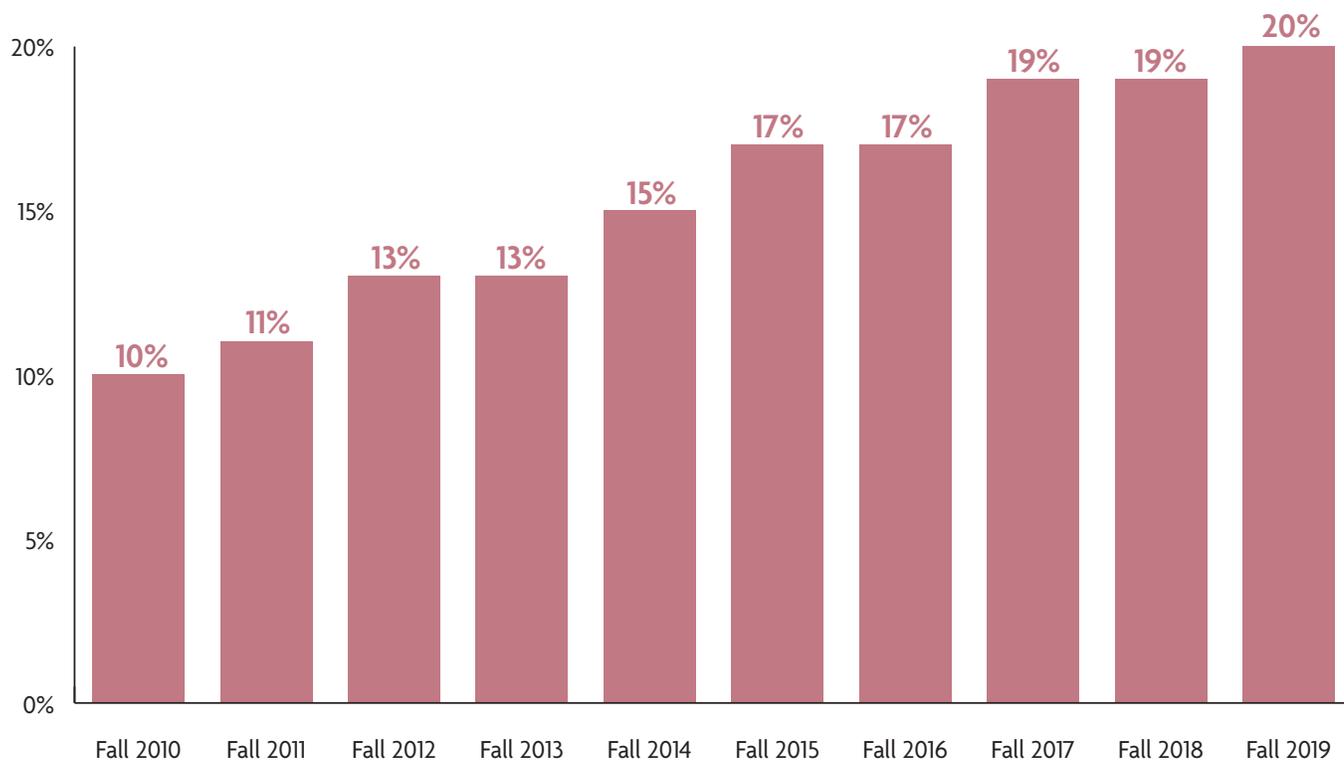
Chart 5: Las Positas College Headcount and Enrollment Count, Fall 2010-19



Enrollments in Distance Education vs. Face-to-Face Classes

Chart 6 shows the percentage of enrollments (seats filled) in Distance Education versus face-to-face classes. Each fall, LPC has about 25,000 enrollments (i.e., seats filled.). In fall 2010, 10 percent of all enrollments at the college were in distance education classes. By fall 2019, the percentage of enrollments in distance education classes increased to 20 percent of total enrollments.

Chart 6: Enrollments in Distance Education Classes, Fall 2010–19



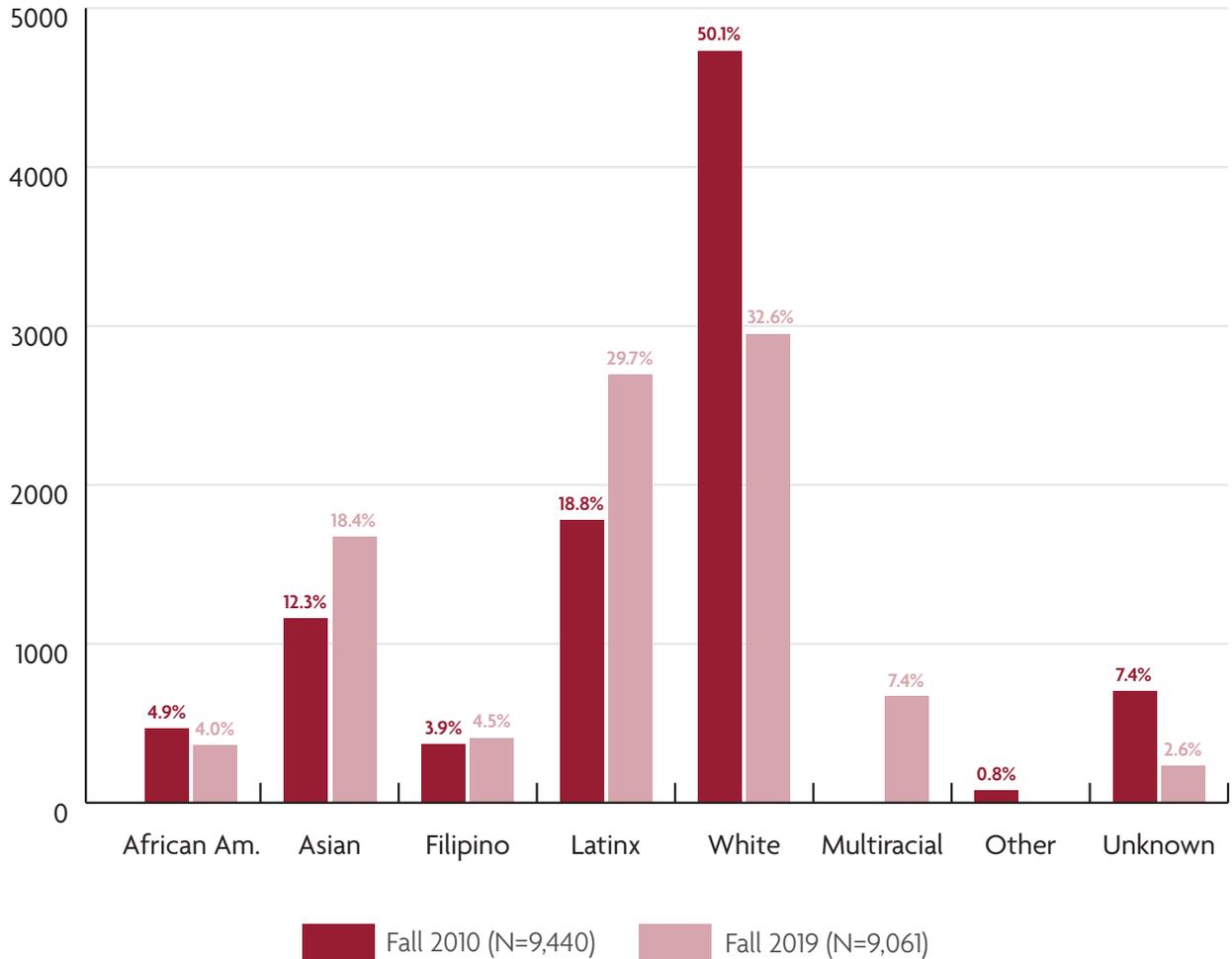
Implications for LPC

The significant increase in enrollments in Distance Education (DE) classes reflects Las Positas College’s focus on increasing access for students. Over the years, the College has provided more distance education opportunities and students have opted to take advantage of them. The College has adopted technology that can assist with helping to increase student learning, as well as provide student support services in the DE environment.

LPC’s experience with DE has helped the institution to transition to a mostly remote learning environment due to COVID-19. For professors who have taught minimally or have not taught at all in the DE format, LPC should continue to provide professional development opportunities that can enhance the effectiveness of teaching in the remote learning environment. In addition, faculty and classified professionals in Student Services should continue to receive professional development opportunities in order to enhance support for students.

Chart 7 shows the race/ethnicity of Las Positas College (LPC) students. LPC has become an increasingly diverse campus. The proportion of White students has decreased from a slight majority (50.1%) in fall 2010 to slightly under one-third (32.6 %) as of fall 2019. Meanwhile, the proportion of Latinx students during the same period has gone up, from 18.8 percent to 29.7 percent. The proportion of Asian students has increased from 12.3 percent in 2010 to 18.4 percent in fall 2019. The percentage of African American students has remained steady at around 4 percent each semester. The Multiracial category, introduced in fall 2011, has steadily increased to 7.4 percent of the student population.

Chart 7: Race/Ethnicity of Las Positas College Students, Fall 2010 vs. Fall 2019



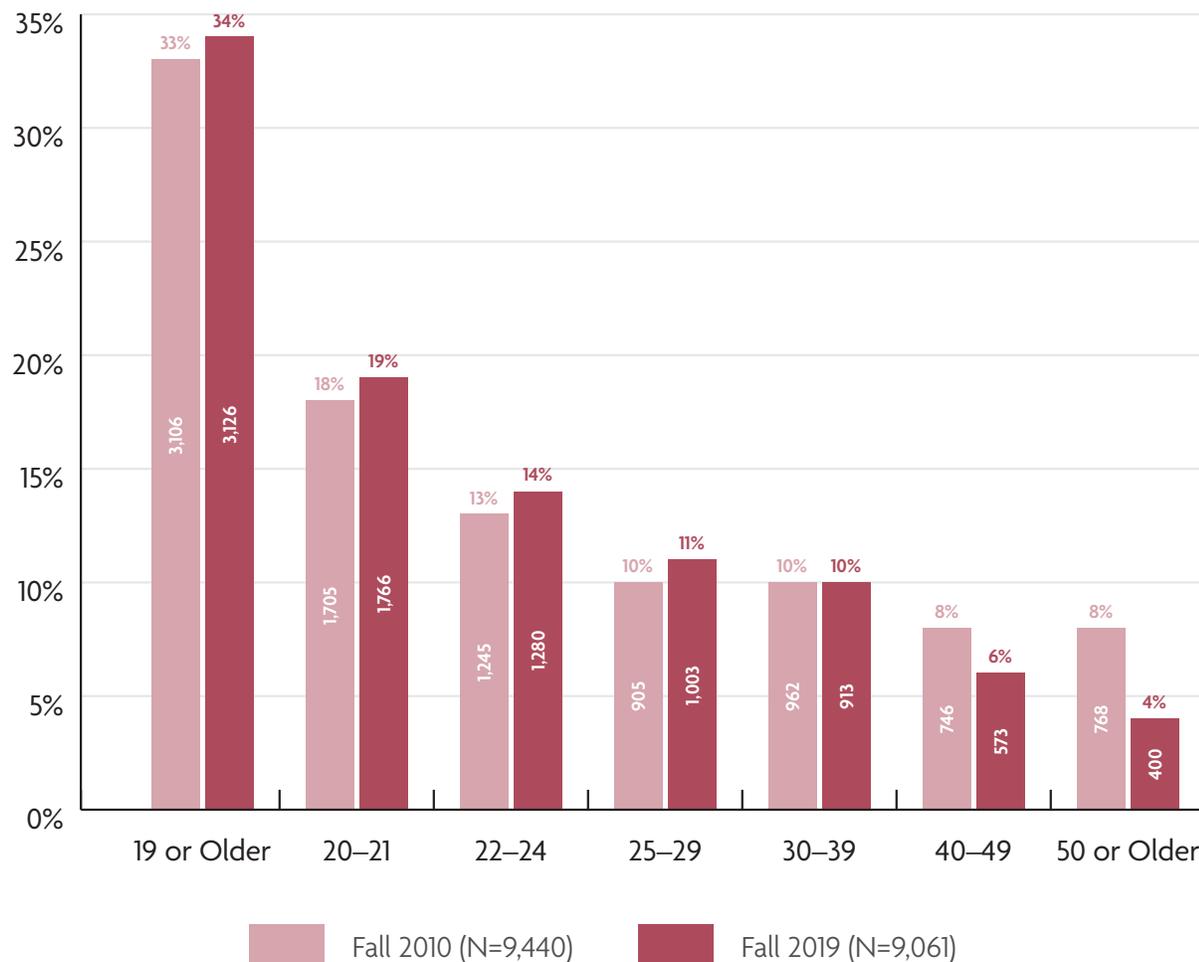
Note: Multiracial category was not available in Fall 2010.

Implications for LPC

The increasing diversity of Las Positas College (LPC) students means that there are various life experiences and expectations that are being brought to the College. LPC has responded to the increasing diversity by establishing programs and services that better support its students. For example, the Puente program was established to help address the needs of the growing Latinx population.

Chart 8 shows the changes in the ages of Las Positas College (LPC) students between fall 2010 and fall 2019. The data indicate that the LPC student population has gotten younger. For example, the percentage of students age 40 or older has decreased from 16 percent to 10 percent and the percentage of students age 24 or younger increased from 64 percent to 67 percent.

Chart 8: Age Groups of Las Positas Students, Fall 2010 vs. Fall 2019

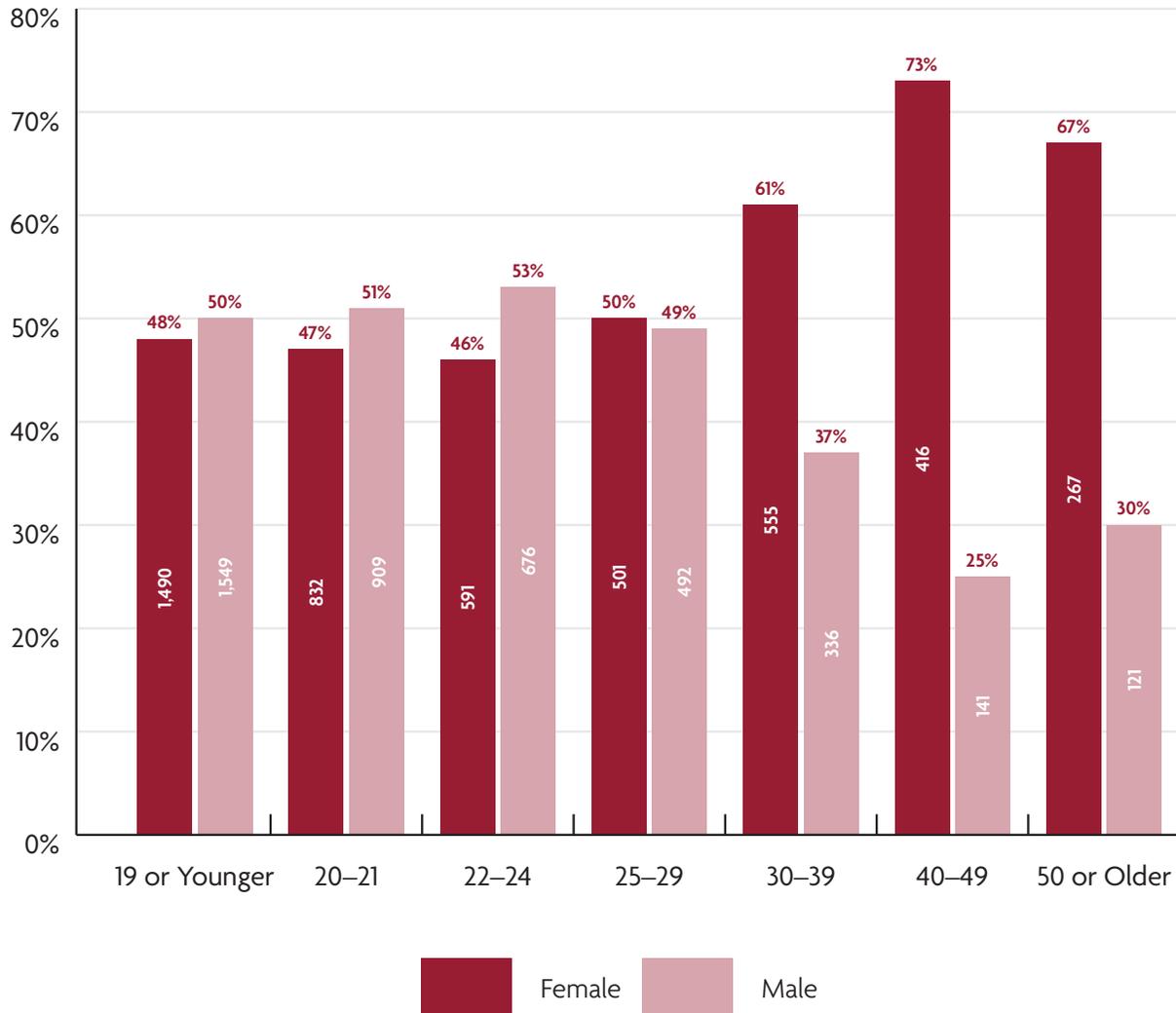


Implications for LPC

The decreasing percentage of older students represents an opportunity for Las Positas College to do outreach to mid-life and older adults in the local community in order to inform them of the opportunities at the College. The state chancellor office’s policies regarding which types of courses and programs to offer may have led to the decrease in the older population

Chart 9 shows the gender of Las Positas College (LPC) students by age group. While overall there are more females than males that attend the College, the percentages can vary greatly by age group. The majority of LPC students age 24 or younger are male. However, students age 25 or older are largely female. Of the students who are 30 or older, more than 60 percent are female. It should be noted that the median age of students in fall 2019 was 21.

Chart 9: Gender of Las Positas Students by Age, Fall 2019



Implications for LPC

The College should consider how to best serve students knowing that gender ratios can vary greatly depending on age group. For example, the vast majority of students age 30 or older are female. The needs of these students should be considered when determining the type of programs and services offered.

Chart 10 shows the educational goal of Las Positas College (LPC) students in fall 2010 versus fall 2019. The proportion of students who plan to transfer increased from 56 percent in fall 2010 to 64 percent in fall 2019; the vast majority of these students want to transfer after earning an associate degree. During the same time period, the percentage of undecided students decreased from 15 percent to 10 percent of the population. The percentage of students who have other goals (e.g., associate degree only, certificate/job training, professional development) has been relatively stable or has decreased slightly.

Chart 10: Educational Goals of Las Positas Students, Fall 2010 vs. Fall 2019

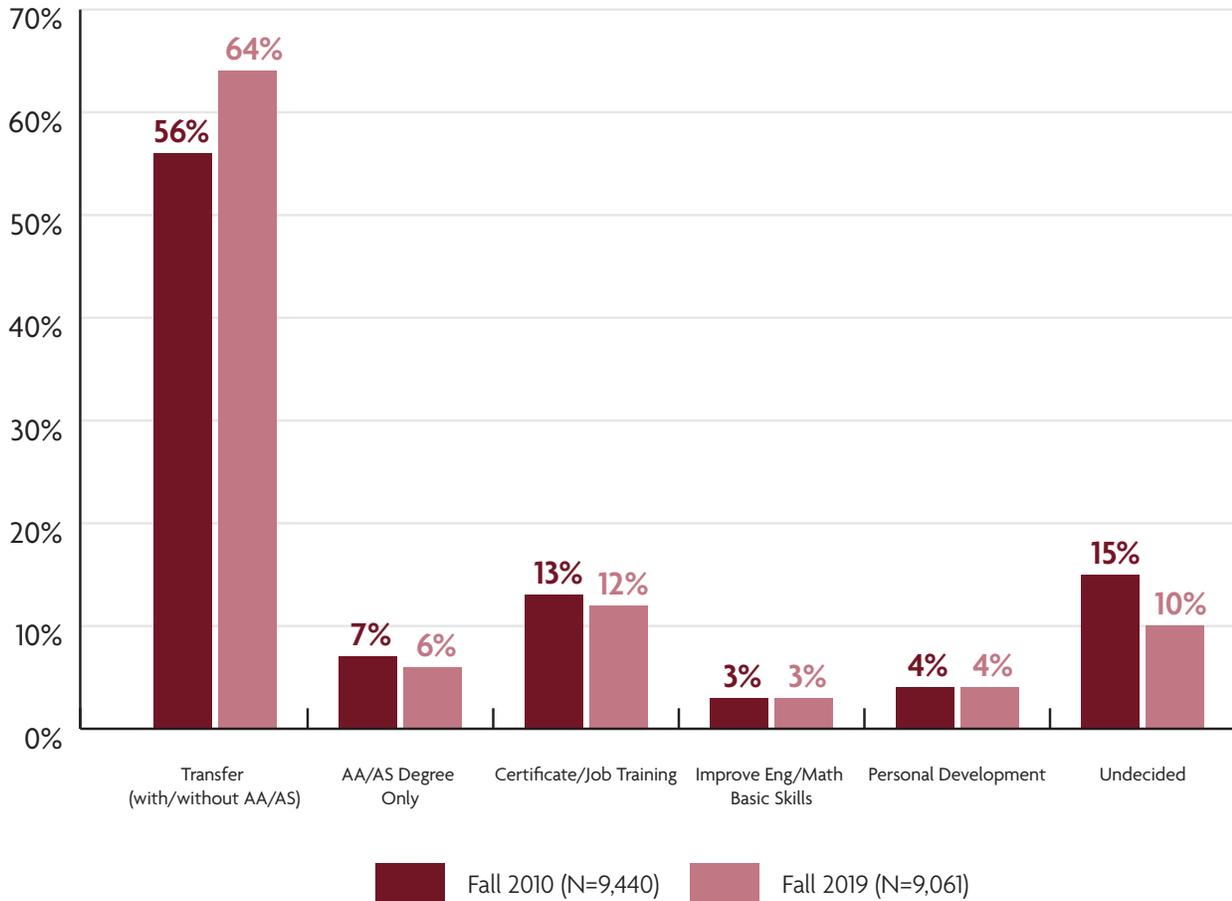
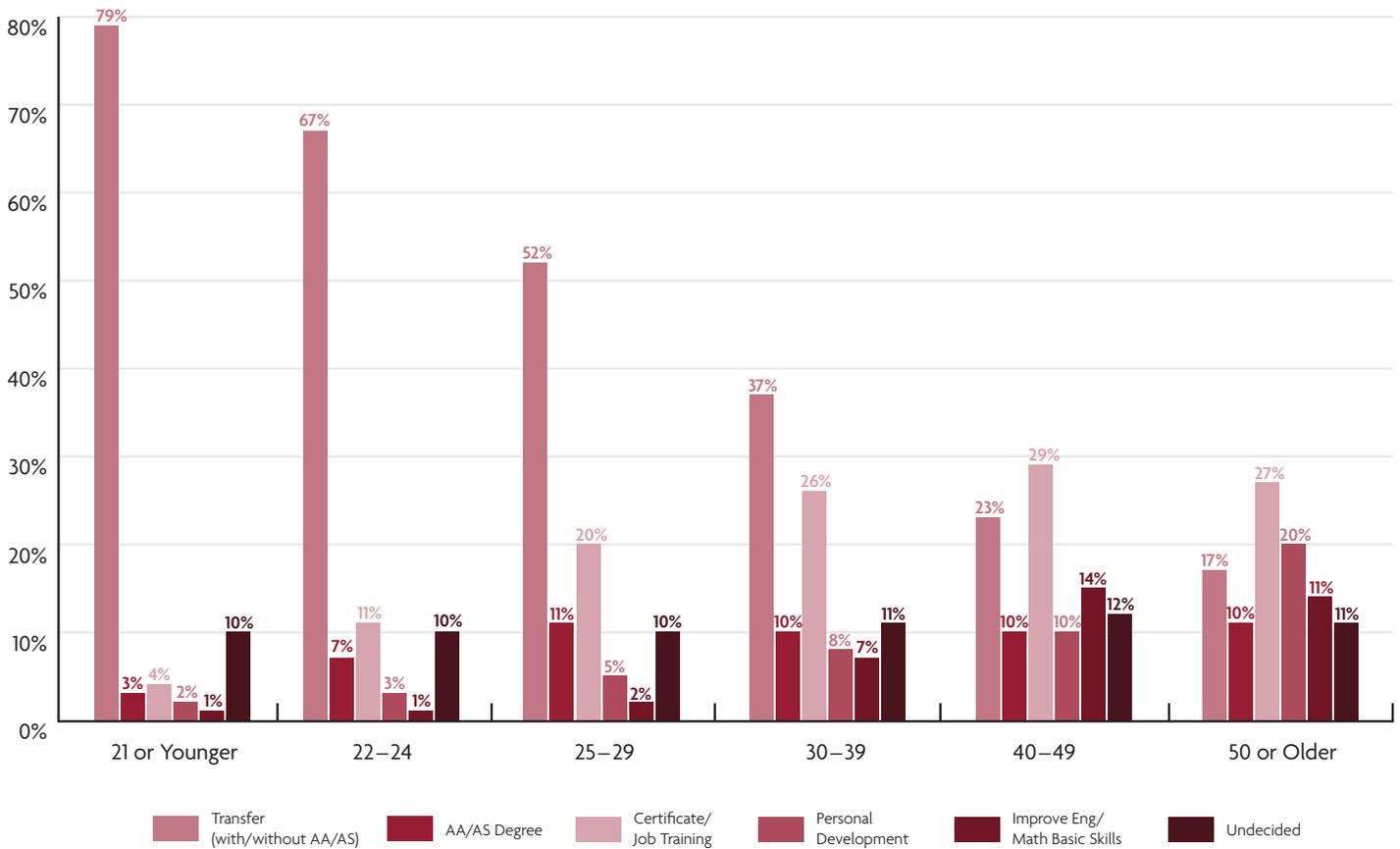


Chart 11 displays the educational goals of students by age group. The younger the students, the more likely they have goals that take at least four years to accomplish. For example, 79 percent of students age 21 or younger stated that they would like to transfer to a four-year college or university; of students age 50 or older, only 17 percent indicated that they wanted to transfer. The plurality of students age 50 or older had certificate/job training as their goal. Regardless of age, about 10 to 12 percent of students had an undecided educational goal.

Chart 11: Educational Goals of Las Positas College Students by Age, Fall 2019

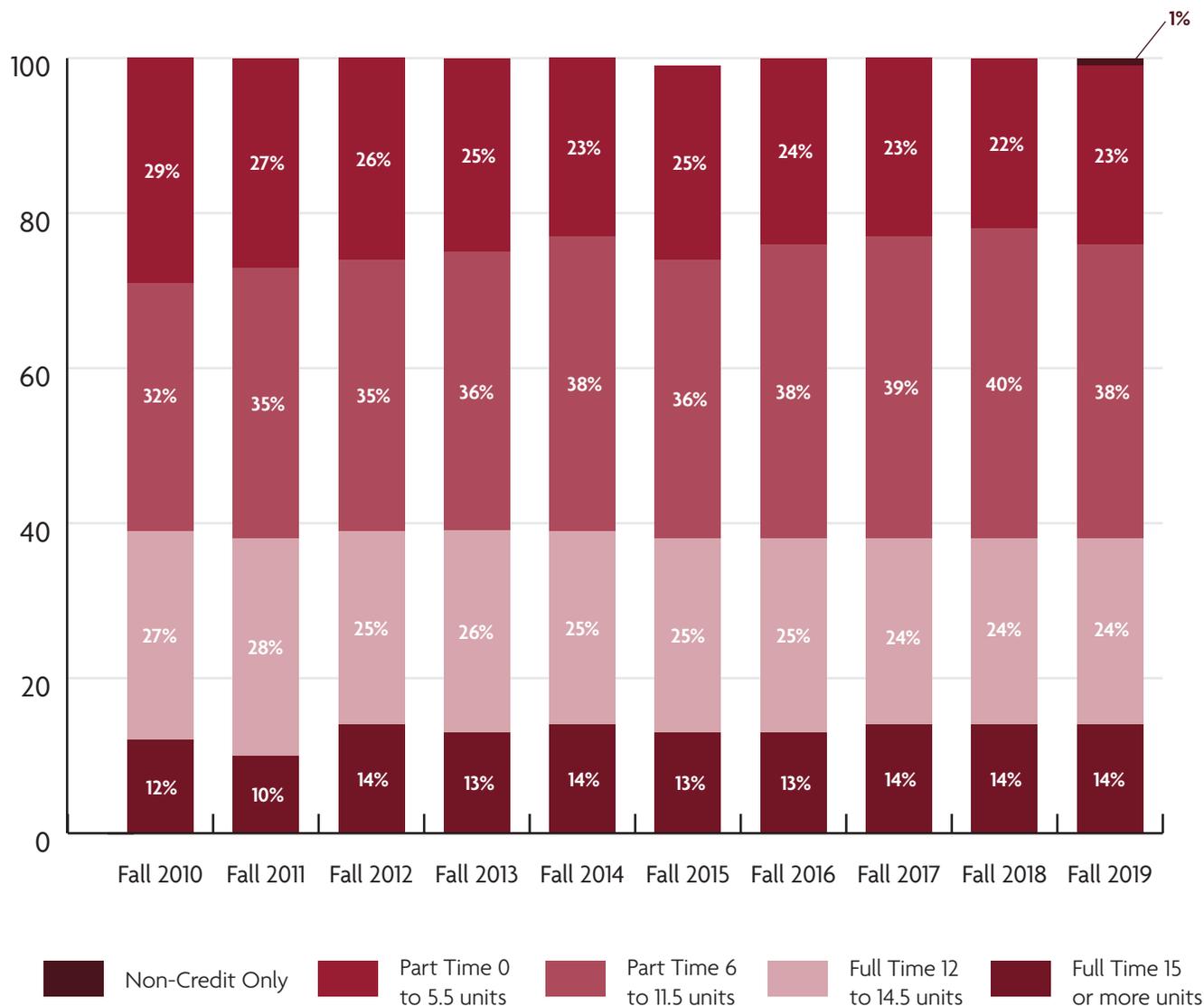


Implications for LPC

It is important for Las Positas College (LPC) to understand that educational goals can vary greatly by age group. This information can help the College determine a number of things, including how to best communicate information to students. For example, the method for communicating information related to programs and student support services may differ greatly for younger students versus older students.

Chart 12 shows the trend in the number of units taken by students over the last 10 years. There has been a steady increase in the number of units taken by students. The percentage of students taking the fewest units (e.g., .5 to 5.5 units) decreased from 29 percent in fall 2010 to 23 percent in fall 2019, while, during the same time period, the number of students taking six to 11.5 units increased from 32 percent to 38 percent. The percentage of students going full-time has stayed relatively stable. However, the percentage of full-time students taking a high number of units (i.e., 15 or more) has increased slightly, from 12 percent in fall 2010 to 14 percent in fall 2019.

Chart 12: LPC Students' Unit Load, Fall 2010-19

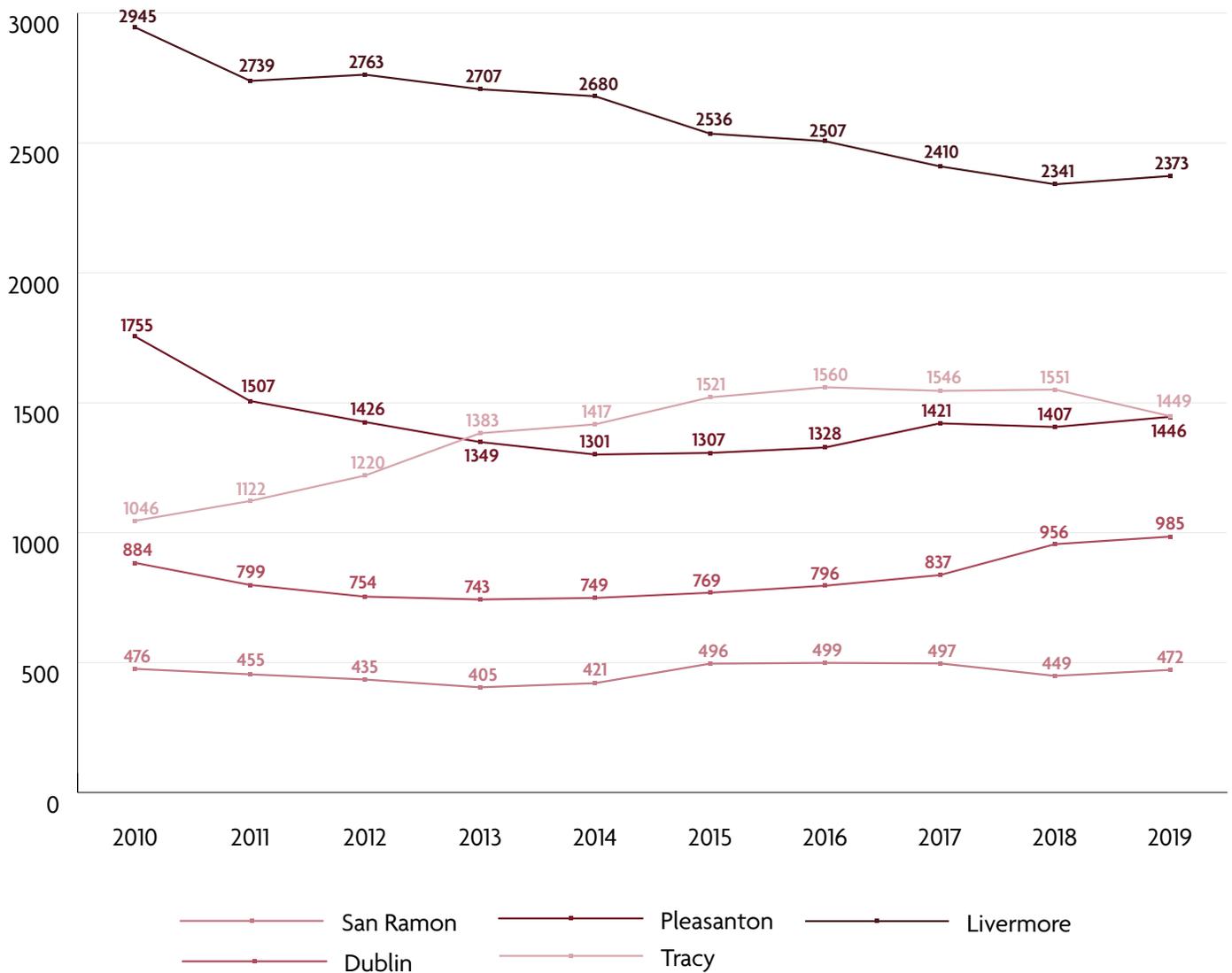


Implications for LPC

The higher the number of units that students take, the more likely they are to reach their educational goal in a shorter period of time. Las Positas College (LPC) should continue to communicate to part-time students the benefits of taking more units, particularly as it relates to goal attainment. If students cannot take more units during the fall and spring semesters, they should be encouraged to enroll in summer classes. In addition, if financial concerns are an issue for students who want to take more units, information from the financial aid office should continue to be readily available.

Chart 13 shows the top five cities of Las Positas College (LPC) students from 2010 to 2019. The top five cities were Livermore, Tracy, Pleasanton, Dublin, and San Ramon. Two of the cities (i.e., Tracy and San Ramon) are not from LPC’s service area. Students from three of the five cities have decreased over the last 10 years, with Livermore leading the decrease from 2,945 students in 2010 to 2,373 students in 2019, which represents a 19 percent decrease. Students from Tracy, on the other hand, have increased from 1,046 students in 2010 to 1,449 in 2019 – a 39 percent increase. However, the number of students from Tracy has leveled off and, in the most recent year, actually decreased. The number of students from Dublin has seen a modest increase of students, from 884 students in 2010 to 985 students in 2019 – an 11 percent increase.

Chart 13: Top Five Cities of Residence of Las Positas Students, Fall Semesters 2010-19



Implications for LPC

The number of students enrolled at Las Positas College (LPC) has decreased from 2010 to 2019. The decrease would have been significantly higher if it were not for Tracy. The number of students from Tracy has stabilized the total number of students enrolled at LPC. However, the number of students from Tracy has decreased in the most recent year. If the number of students from Tracy continues to decrease, the College will need to rely more on the local school districts for its students in the future.

First-generation college status indicates the degree to which students and their families are familiar with college culture as well as how likely they are to successfully navigate the higher education system. Overall, slightly more than half of Las Positas College (LPC) students (54%) are first-generation college students. First-generation college student status varies greatly by race and ethnicity, with Latinx students having the highest rate, at 76 percent, and Asian/Filipino students having the lowest, at 42 percent.

Chart 14: First-Generation College Students: All Students by Race/Ethnicity, Fall 2019

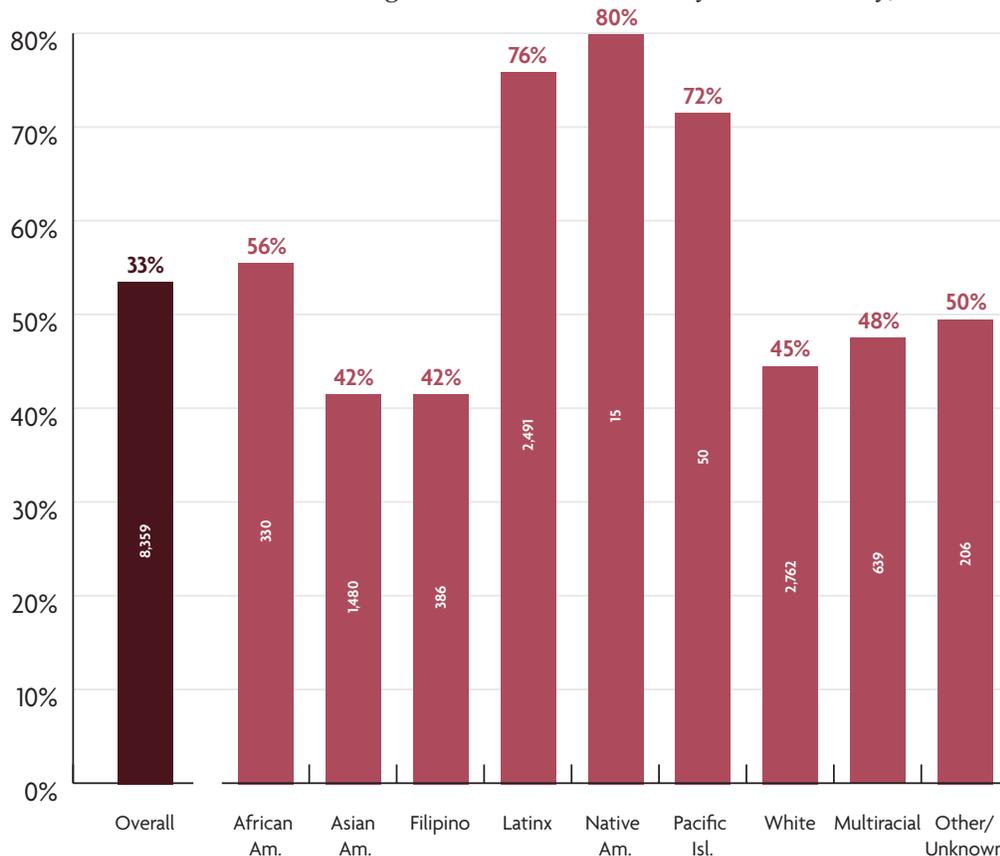


Table 9: First-Generation College Students: All Students by Race/Ethnicity Fall 2019

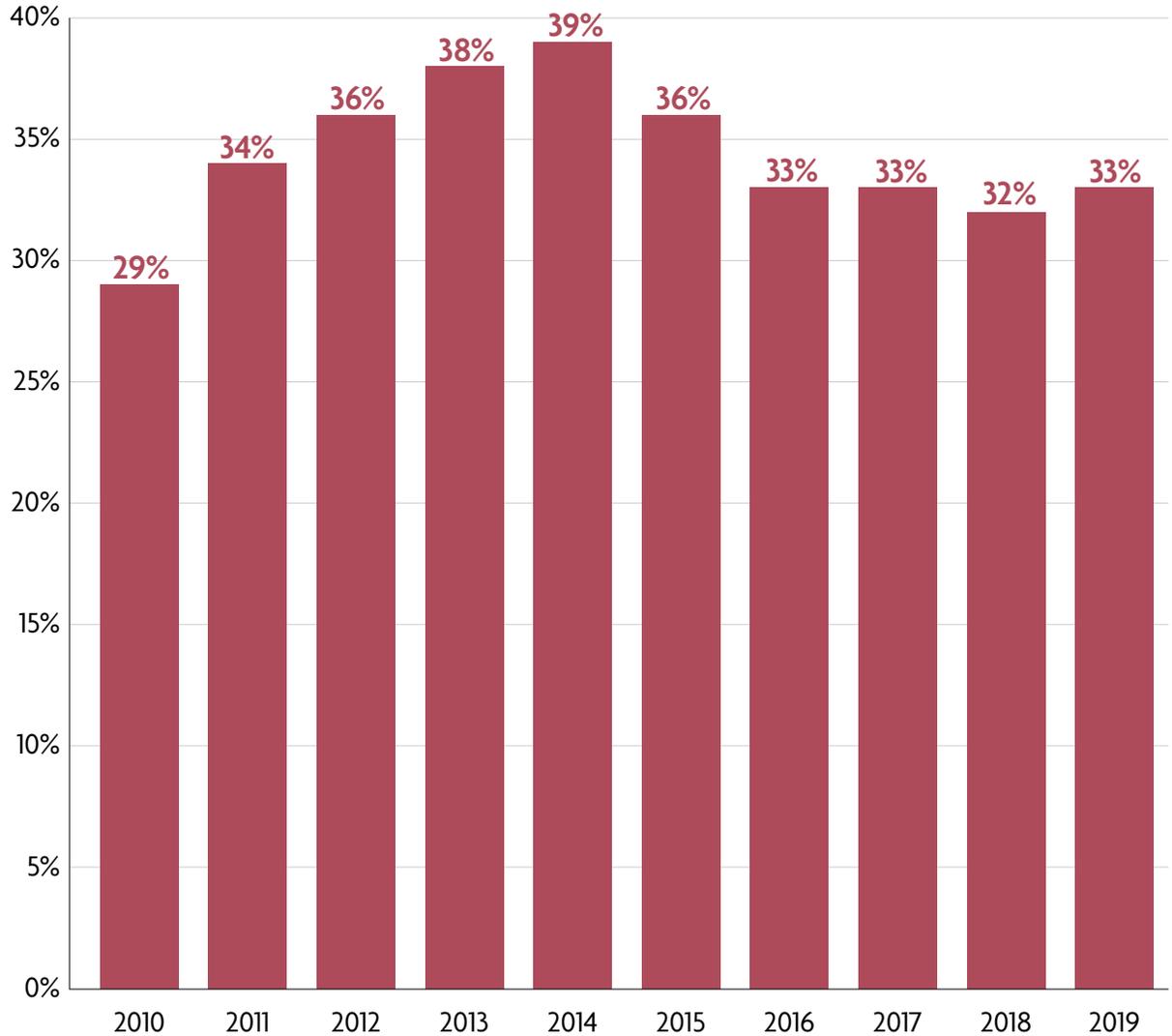
Race/Ethnicity	First Generation		Not First Generation		Total	
	Num	Pct	Num	Pct	Num	Pct
African American	184	56%	146	44%	330	100%
Asian American	615	42%	865	58%	1,480	100%
Filipino	162	42%	224	58%	386	100%
Latinx	1,886	76%	605	24%	2,491	100%
Native American	12	80%	3	20%	15	100%
Pacific Islander	36	72%	14	28%	50	100%
White	1,231	45%	1,531	55%	2,762	100%
Multiracial	307	48%	332	52%	639	100%
Other / Unknown	103	50%	103	50%	206	100%
Total	4,536	54%	3,823	46%	8,359	100%

Implications for LPC

First-generation college students typically face more challenges than students who have a parent who has completed a bachelor’s degree. First-generation students likely need much more guidance regarding how to navigate the college and succeed in their courses and programs of study. In particular, first-generation college students need to be made aware of the learning and support services offered by Las Positas College early in their college career.

Chart 15 below shows the number of low-income students attending Las Positas College between fall 2010 and fall 2019. The percentage of low-income students increased from 29 percent in fall 2010 to 39 percent in fall 2014 and then dropped to 33 percent in fall 2019.

Chart 15: Low-Income Students at Las Positas College, Fall Semester 2010-19

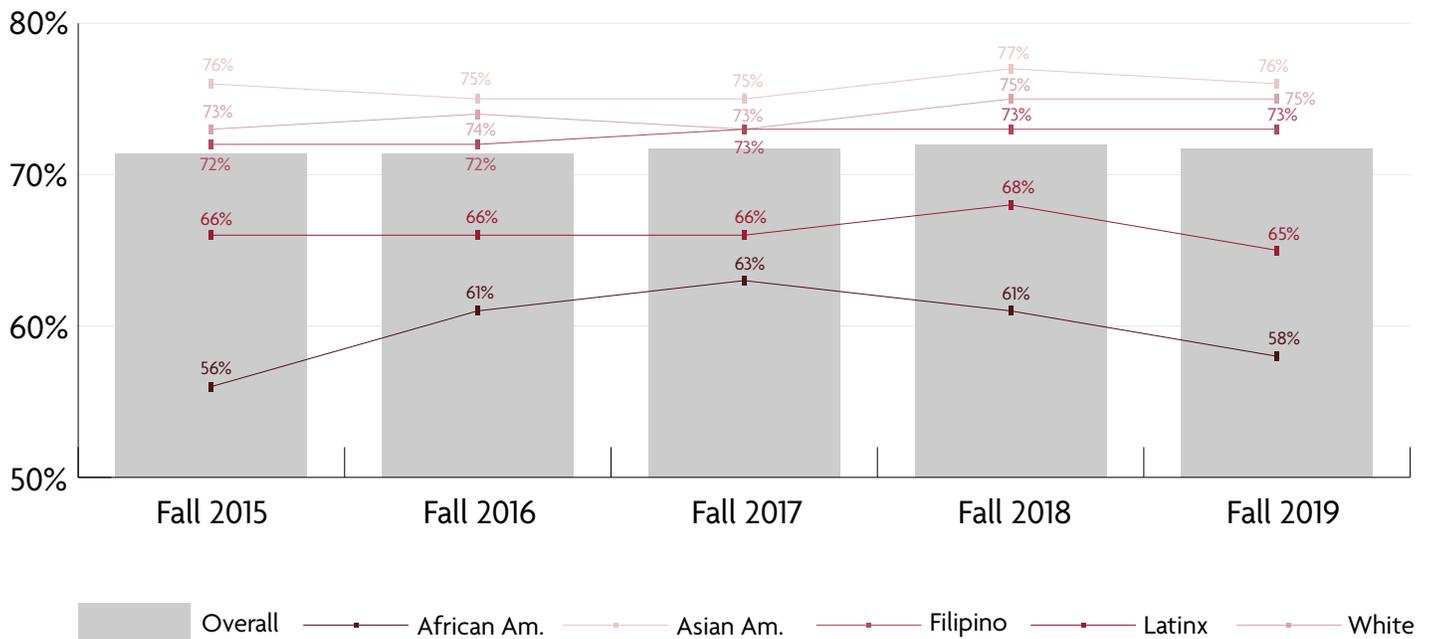


Implication for LPC

Low-income students have a multitude of challenges that may hinder their success at the college. The college should continue to provide information on financial aid opportunities and communicate the learning and student support services available to students.

Chart 16 shows course success rates for all students in all Las Positas College courses. Course success is defined as a grade of C or better. Course success rates have remained relatively stable between fall 2015 and fall 2019, ranging from a low of 70 percent to a high of 72 percent. Course success rates have remained consistently the highest for Asian students, while course success rates remained consistently the lowest for African-American students. Latinx students generally have the second lowest course success rates.

Chart 16: Course Success Rates by Race/Ethnicity for Las Positas College Students: Fall 2015 to Fall 2019



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

Table 10: Course Success Rates by Race/Ethnicity of Las Positas College Students, Fall 2015 to Fall 2019

Race/ Ethnicity	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
	Success	Total	Rate												
African Am.	655	1,165	56%	637	1,039	61%	629	997	63%	643	1,053	61%	551	954	58%
Asian Am.	2,295	3,036	76%	2,522	3,367	75%	2,747	3,640	75%	3,213	4,154	77%	3,216	4,241	76%
Filipino	784	1,095	72%	894	1,239	72%	1,023	1,403	73%	966	1,315	73%	843	1,147	73%
Latinx	4,860	7,336	66%	5,165	7,779	66%	5,131	7,724	66%	5,279	7,740	68%	4,707	7,229	65%
White	7,323	10,033	73%	7,236	9,828	74%	6,881	9,405	73%	6,506	8,715	75%	6,144	8,198	75%
Multiracial	1,071	1,639	65%	1,136	1,697	67%	1,228	1,752	70%	1,328	1,840	72%	1,339	1,902	70%
Other / Unk.	259	390	66%	208	351	59%	256	383	67%	245	328	75%	480	742	65%
Total	17,247	24,694	70%	17,798	25,300	70%	17,895	25,304	71%	18,180	25,145	72%	17,280	24,413	71%

Fall-to-Fall Persistence Rates of New First-Time College Students by Race/Ethnicity

As shown in Chart 17 and Table 8 below, the fall-to-fall persistence rate of new first-time college students has steadily increased, from 62 percent for fall 2014 to 69 percent fall 2018. Asian students have consistently the highest persistence rates while African-American students had consistently the lowest rates. Latinx students consistently had the second lowest persistence rates.

Chart 17: Fall-to-Fall Retention Rates by Race/Ethnicity of First-Time College Students, Fall 2015 to Fall 2019

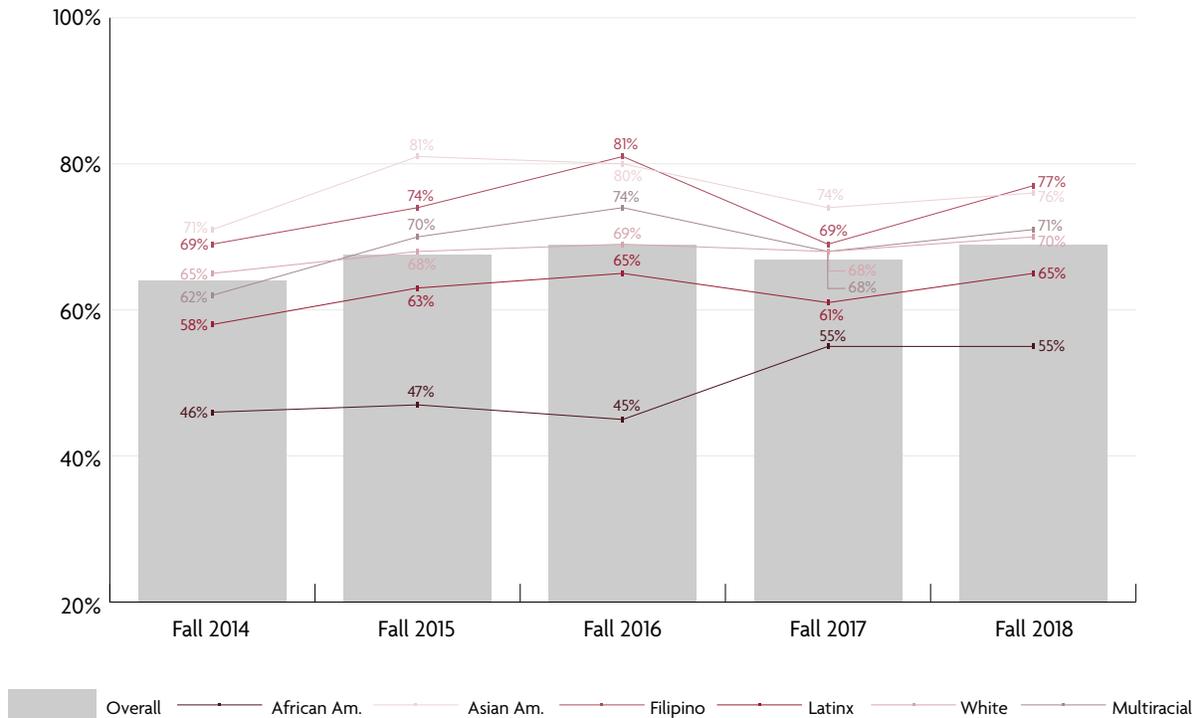


Table 11: Fall-to-Fall Retention Rates by Race/Ethnicity of First-Time College Students, Fall 2015 to Fall 2019

Race/Ethnicity	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
	Persisted	Cohort	Rate												
African Am.	45	99	45%	40	86	47%	30	67	45%	34	62	55%	36	66	55%
Asian Am.	132	185	71%	159	196	81%	160	199	80%	171	232	74%	192	254	76%
Filipino	48	70	69%	60	81	74%	77	95	81%	68	98	69%	71	92	77%
Latinx	325	558	58%	379	602	63%	387	597	65%	339	552	61%	376	575	65%
White	438	676	65%	464	683	68%	426	618	69%	374	549	68%	387	556	70%
Multiracial	81	130	62%	79	113	70%	82	111	74%	73	108	68%	90	126	71%
Other/Unk.	12	23	52%	18	22	82%	16	24	67%	15	26	58%	11	18	61%
Total	1,081	1,741	62%	1,199	1,783	67%	1,178	1,711	69%	1,074	1,627	66%	1,163	1,687	69%

Implications for LPC

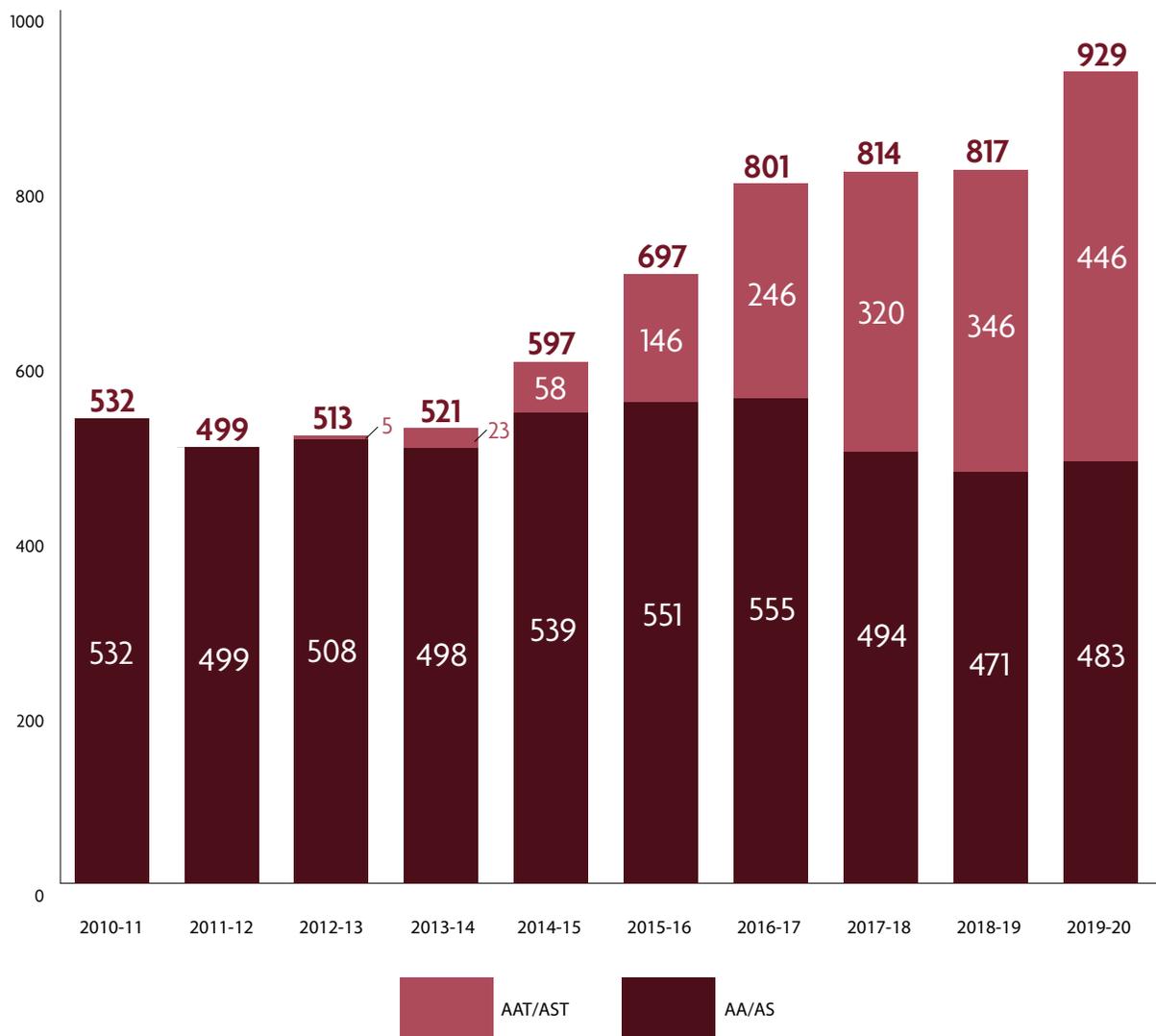
Persistence rates are early indicators of how likely students are to meet their educational goal. The higher the persistence rate, the more likely students are to meet their goal. Las Positas College (LPC) must identify and implement strategies that will help increase the persistence rates, especially for the lowest performing students.

Degrees and Certificates Awarded

Degrees Awarded

The number of associate degrees awarded increased from 532 in 2010-11 to 929 in 2019-20; this is an increase of about 75 percent. A key driver of the increase has been the Associate Degrees for Transfer (ADTs), which were first awarded in 2012-13 when five transfer degrees were awarded. Since 2012-13, the number of ADTs has increased dramatically to 446 in 2019-20 and represented 48% of all associate degrees awarded by the College.

Chart 18: Number of Associate Degrees and Associate Degrees for Transfer (ADT) Awarded, 2010-11 to 2019-20



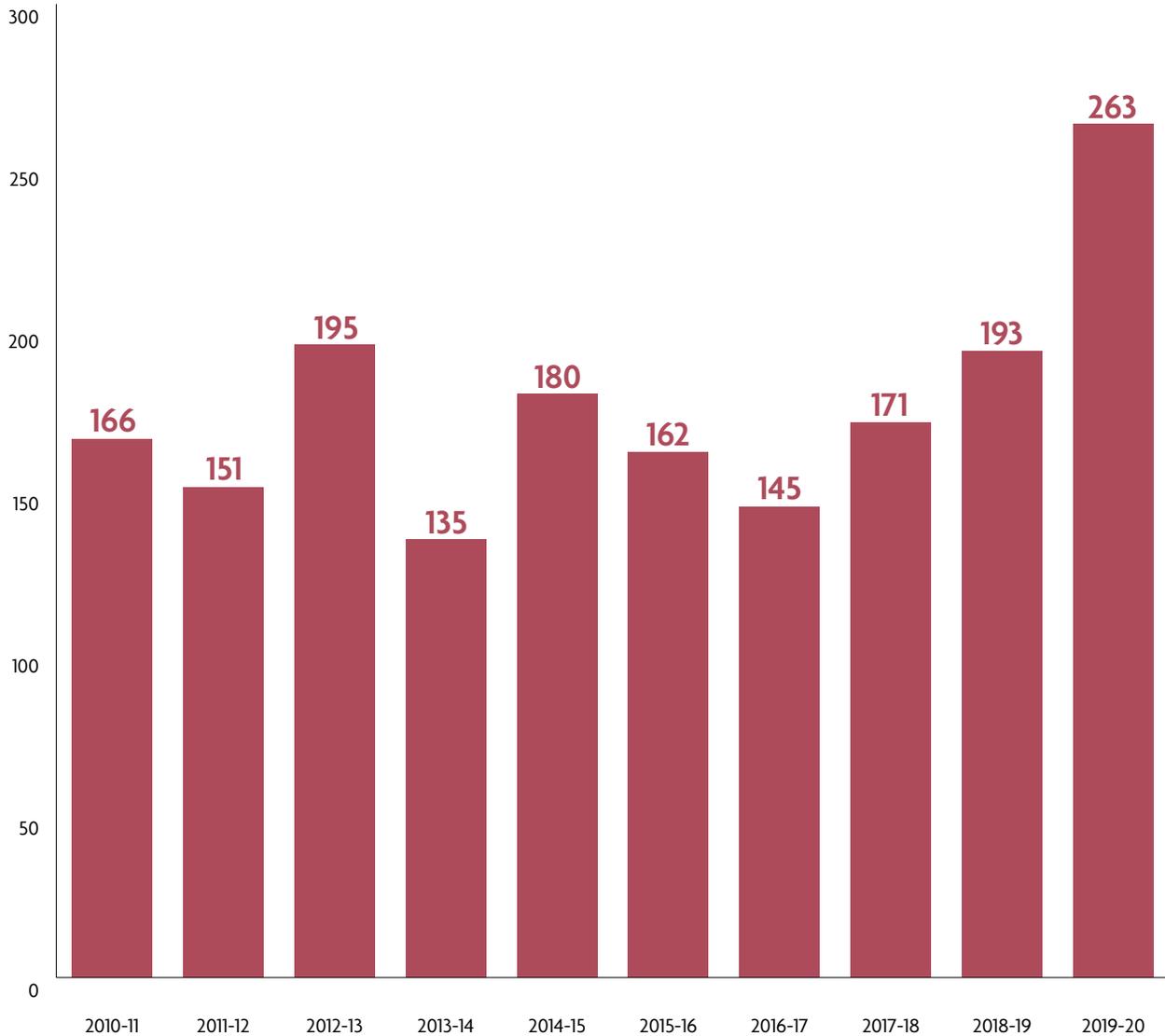
Implications for LPC

The huge increase in the number of associate degrees awarded indicates that Las Positas College is advancing on a key component of its mission. Furthermore, the increase in the number of Associate Degrees for Transfer (ADTs) indicates the increasing importance that students are putting on this type of degree. It may benefit the college to expand the number of ADTs to majors that currently do not offer this type of degree.

Certificates Awarded

The total number of certificates awarded has increased from 166 in 2010-11 to 263 in 2019-20; this represents an increase of 58 percent. The trend in certificates typically shows an increase in one year, followed by a decrease in the year after, and then an increase in the following year.

Chart 19: Number of Certificates Awarded, 2010-11 to 2019-20



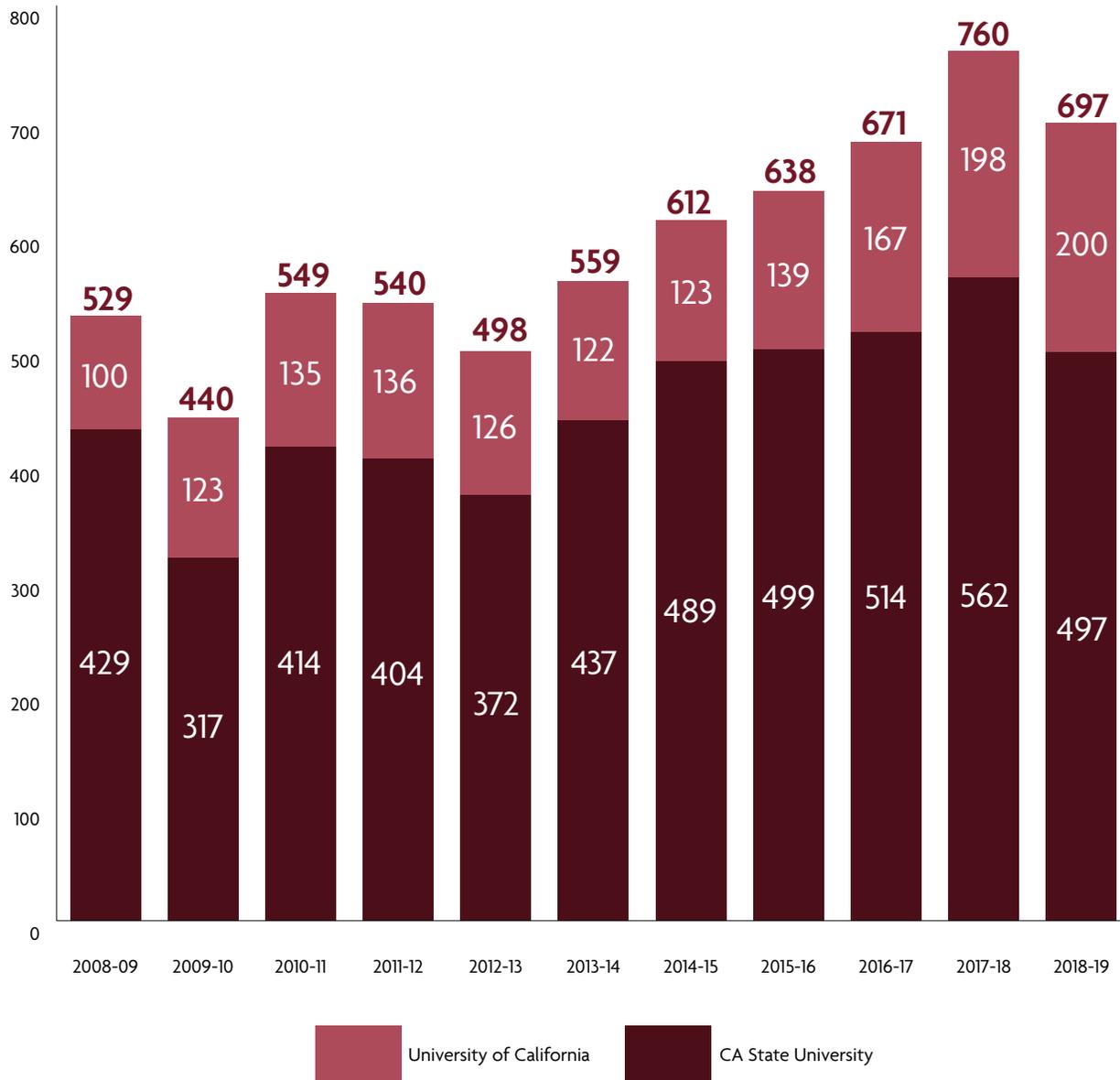
Implications for LPC

The oscillating nature of the number of certificates awarded may reflect when capstone classes that are needed to complete programs may be offered. As a result, Las Positas College should be cognizant of how capstone courses affect completion of certificates. In light of the state's student-centered funding formula, it also becomes important to understand how capstone courses may indirectly affect revenue from the state.

Transfers to Public California Universities

The number of students transferring from Las Positas College (LPC) to public universities in California increased from 440 in 2009-10 to a high of 760 in 2017-18 to 697 in 2018-19. The majority of LPC students transferred to the California State University (CSU) system, while the minority transferred to the University of California (UC) system. The plurality (about 25%) of the students who transferred to a public California university transferred to CSU East Bay.

Chart 20: Number of Transfers to Public CA Universities/Trends in Student Transfers to UC/CSU, 2008-09 to 2018-19



Implications for LPC

It is important to recognize that the vast majority of students who transfer from Las Positas College transfer to the CSU system. This information can help College personnel to better support students who want to transfer by, for example, increasing awareness of the various programs at CSUs.

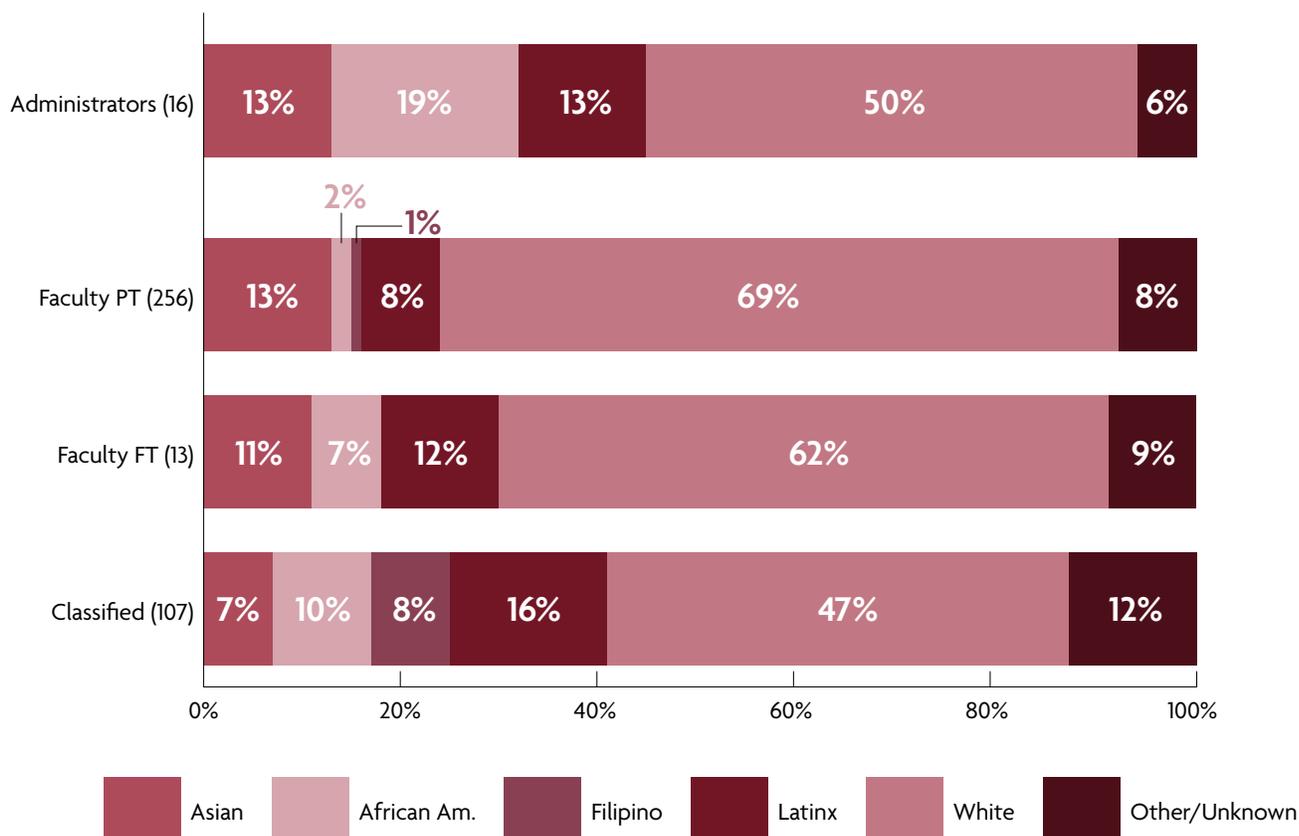
Las Positas College Employees by Job Classification and Race/Ethnicity

As of 2019, there were a total of 502 employees working at Las Positas College. The majority of employees at 62 percent were White followed by Asian and Latinx at both 11 percent and African American at 6 percent. Other or Unknown employees accounted for almost 9 percent of employees. Sixty-two percent (62%) of full-time faculty were White and 69 percent of part-time faculty members were White. About half of classified professionals and administrators were White.

Table 12: Las Positas College Employees by Job Classification and Race/Ethnicity, Fall 2019

Job Classification	African American		Asian American		Filipino		Latinx		Native American		Pacific Islander		White		Other/Unknown		Total	
Classified Professional*	11	10%	7	7%	9	8%	17	16%	0	0%	2	2%	50	47%	11	10%	107	100%
Full-Time Faculty	8	7%	13	11%	0	0%	15	12%	1	1%	0	0%	76	62%	10	8%	123	100%
Part-Time Faculty	6	2%	32	13%	2	1%	20	8%	0	0%	1	0%	177	69%	18	7%	256	100%
Administrator	3	19%	2	13%	0	0%	2	13%	0	0%	0	0%	8	50%	1	6%	16	100%
Total	28	6%	54	11%	11	2%	54	11%	1	0%	3	1%	311	62%	40	8%	502	100%

Chart 21: Las Positas College Employees by Job Classification and Race/Ethnicity, Fall 2019



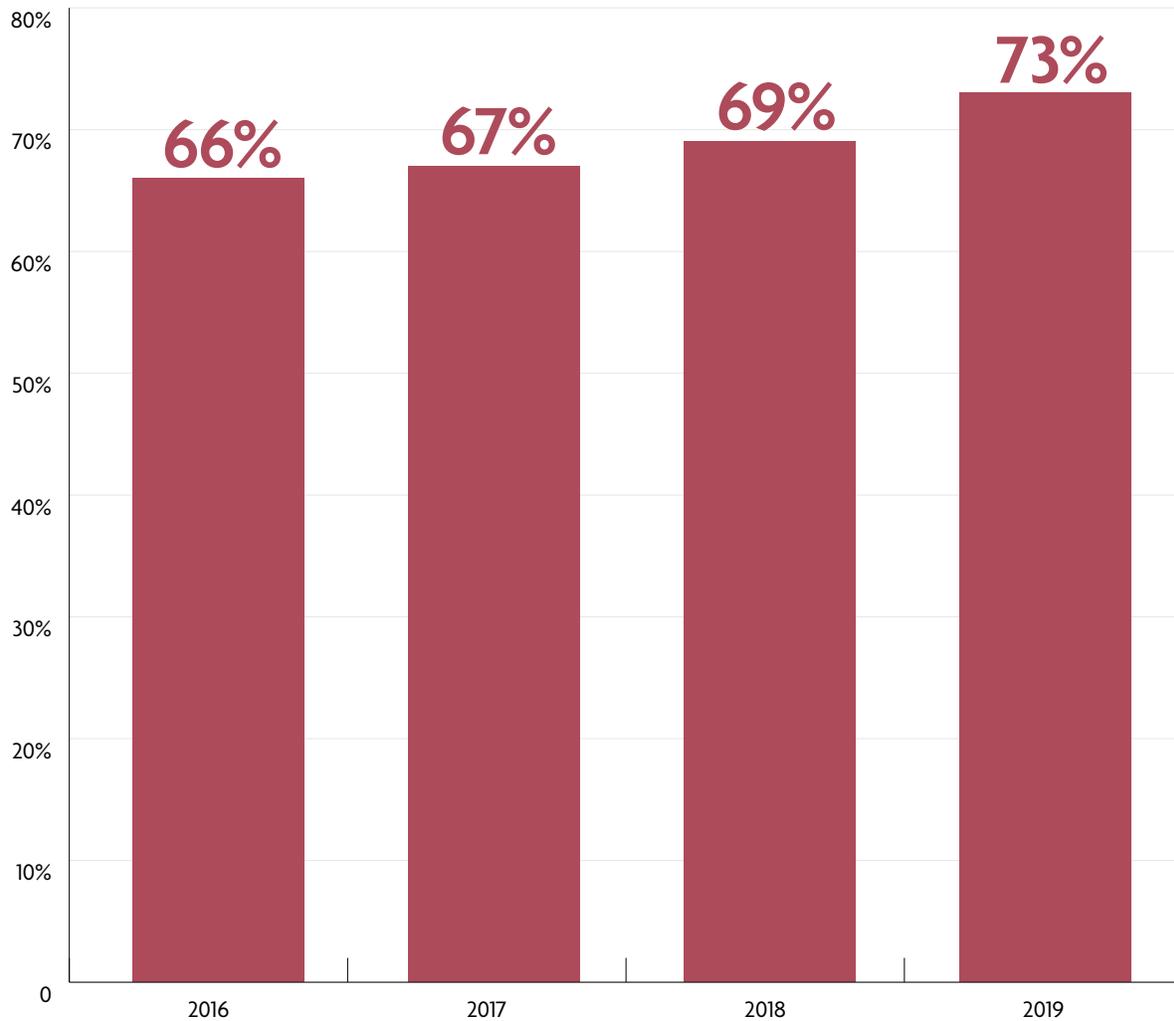
Implications for LPC

The majority of interactions that students have with Las Positas College personnel are with faculty members. While both the student body and the faculty have become increasingly diverse over the years, the degree of diversity within the faculty has lagged that of the student body. As a result, the College may want to look into ways of increasing the diversity of the faculty (e.g., offering teaching internships that could increase the diversity of the hiring pool).

Students Finding a Job Closely Related to their Field of Study

An important component of the Las Positas College mission is to advance the work related to Career and Technical Education (CTE). A key outcome that the College looks at to determine its effectiveness related to careers and CTE, and one which is part of the California Community Colleges Chancellor's Office's Vision for Success, is for students to find a job that is closely related to their field of study. Between 2016 and 2019, the percentage of students finding a job closely related to their field of study has steadily increased from 66 percent to 73 percent, respectively.

Chart 22: Increase in Students Finding Work Closely or Very Closely Related to Their Field of Study



Implications for LPC

The increase in the percentage of Las Positas College (LPC) students finding a job closely related to their field of study is very encouraging. However, the College must determine the impact of COVID-19 and the uncertainty of the economy and how that might affect job availability for students. LPC must be able to review the latest information regarding job growth and how they intersect with programs and services offered by the institution.

Job Projections by Industry in Alameda County

As of 2019, there were nearly 900,000 jobs in Alameda County. Industries with the largest number of jobs were Government; Health Care and Social Assistance; Professional, Scientific, and Technical Services; Manufacturing; and Leisure and Hospitality; these five industries represented 56 percent of the jobs in Alameda County. It was projected that in the next 10 years, Health Care and Social Assistance would add the highest number of jobs (25,094) followed Leisure and Hospitality (13,788), and Construction (10,506); these three industries represent about 59 percent of the projected job growth of 83,621 jobs for the County.

Table 13: Job Projections for Alameda County by Industry Group, Projected Growth 2019–29

Industry Group	Alameda County		
	2019 Jobs	2029 Jobs	Growth
All Industries	891,596	975,217	83,621
Government	121,091	124,449	3,358
Health Care and Social Assistance	115,997	141,091	25,094
Professional, Scientific, and Technical Services	90,183	99,713	9,529
Manufacturing	85,701	91,917	6,215
Leisure and Hospitality	83,838	97,626	13,788
Retail Trade	74,462	75,871	1,409
Construction	59,417	69,923	10,506
Administrative and Support and Waste Management and Remediation Services	48,739	51,324	2,585
Other Services, except Public Administration	40,506	42,565	2,059
Wholesale Trade	37,350	32,651	(4,699)
Transportation and Warehousing, and Utilities	36,713	41,304	4,591
Educational Services	24,294	27,433	3,138
Information	21,916	27,594	5,678
Finance and Insurance	19,958	20,284	326
Management of Companies and Enterprises	16,559	15,953	(605)
Real Estate and Rental and Leasing	13,922	14,585	662
Agriculture, forestry, fishing and hunting, and mining	949	934	(15)

Implications for LPC

The job projections by industry were made prior to the arrival of COVID-19 and are modeled on historical employment figures and incorporate a number of assumptions, including that the economy during the projected period will reflect full employment. It is too early to accurately quantify the full effects of COVID-19 on industries regionally and this will need to be monitored, however, it is likely that the top industries will remain largely unchanged for the near future.

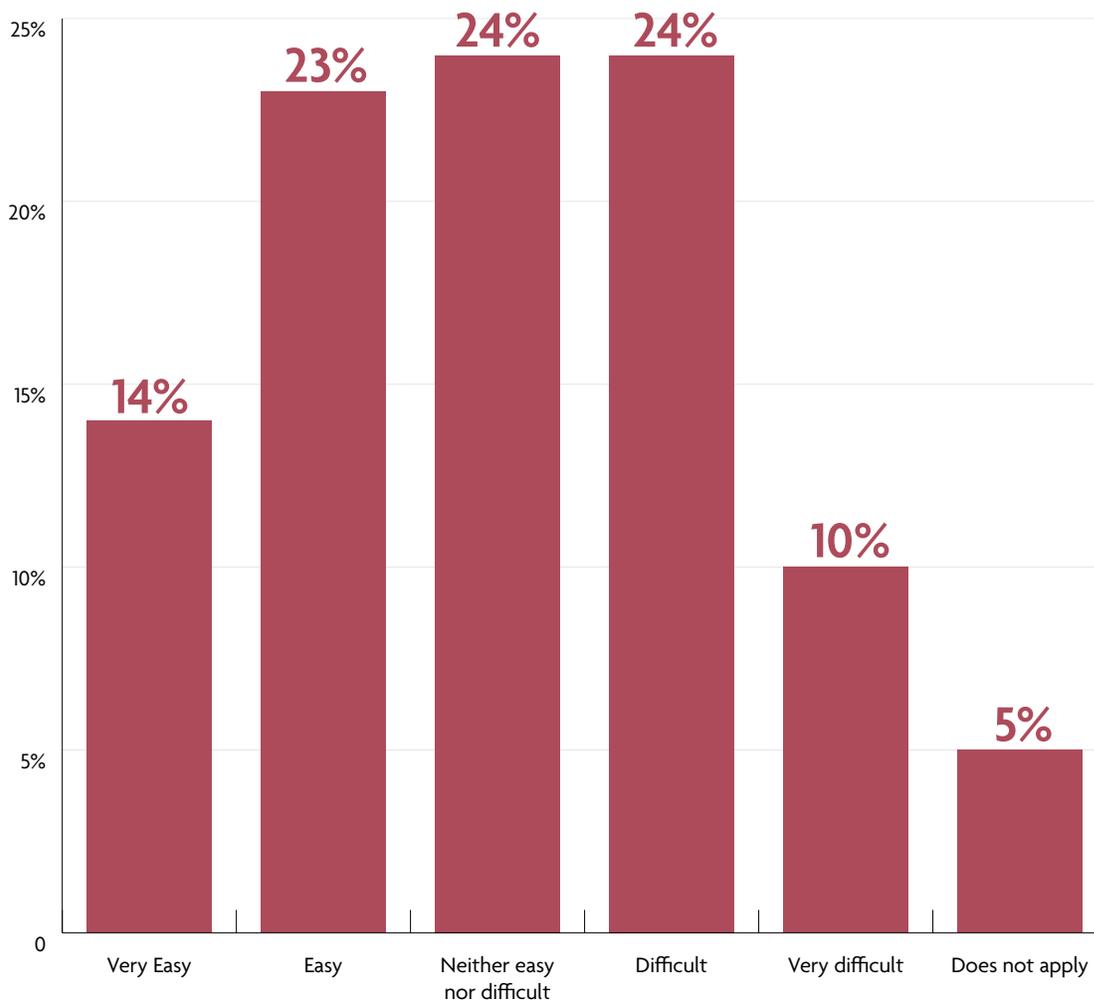
Impact of COVID-19

Assessing the Impact of the Pandemic

The preparation of this Educational Master Plan (EMP) took place during a highly unusual year, in the midst of a global pandemic. Given this extraordinary circumstance, the Las Positas College Educational Master Plan (EMP) Task Force, as part of its environmental scan, felt it was important to acknowledge the pandemic as a key external factor influencing Las Positas College (LPC) and its students and initiate a discussion, to be continued in subsequent years, about its ongoing impact. As part of the body of evidence collected for the EMP, therefore, the Task Force has compiled the findings of two surveys – one of LPC students and one of LPC faculty and classified professionals – conducted by the College in spring 2020 to measure the initial impact of COVID-19 on these core constituencies.

Impact of COVID-19 on Las Positas College Students

Chart 23: Student COVID-19 Impact Survey Results



COVID-19 has impacted students' lives in unprecedented ways. In March of 2020, nearly every face-to-face class transitioned into remote online learning. This transition has not been easy on students. According to a student survey, conducted in April/May 2020, 34 percent of students felt that the transition from face-to-face to remote online learning was difficult or very difficult, as indicated in the chart above. In addition, the survey also found that 59 percent of students indicated that they were experiencing or likely to experience loss of work or uncertainty of work due to COVID-19 and nearly the same percentage (58%) were concerned about staying on track to complete their educational goal. Fifty-two percent (52%) were considered about anxiety, depression, or other mental health issues.

As part of the spring 2020 COVID-19 survey, Las Positas College asked students, “What would help you learn your course content during this time?” Student responses show that they were greatly impacted by the sudden shift to online learning during the shelter-in-place order. Respondents expressed difficulty with their new learning environment, level of communication, course workload, and availability of additional learning resources and supports.

Key highlights of the findings from the student survey are presented below:

Difficulty with learning during the COVID-19 shelter-in-place:

- Unprepared to transition online, a strong preference for in-person learning.
- Home environment was distracting, students needing a quieter place where they could focus on their class work.
- Lack of dedicated space at home to study; space shared with other family members.
- Lack of focus on their course work due to stress and changes to their schedule.
- Could not attend synchronous meeting times; many were essential workers on modified schedules
- Crisis created stress and new demands on them due to job loss or taking care of family.

Need for improved communication:

- Increased or improved interaction with instructors in a remote learning environment.
- Ability to ask questions about concepts or assignments.
- More access to instructors to better understand the content, especially when much was primarily based on readings.
- Improved clarity of instructions related to assignments, course layout, deadlines, and new course expectations.
- Praise for the level of communication from their instructors during the transition, acknowledging the challenging environment.

Need for variety in course delivery and available resources:

- Live lectures or meetings where they could interact and ask questions, interact with the course content, have class discussions or as a way to get more explanations and examples of the concepts.
- Video recordings of either live or pre-recorded lectures which they could access outside of regularly scheduled times.
- Concept videos or step-by-step videos from proprietary sources (e.g. Chegg, Course Hero, Khan Academy), public sources (e.g. TED talks, Crash Course, YouTube videos) or created in-house.
- Supplemental study aids (e.g., lecture notes, presentation slides, outlines, study guides, handouts, use of visuals or textbook during lectures, or even ungraded practice quizzes)
- Online tutoring and library resources (note: the library was identified several times as a place many use to study away from home).
- Overwhelmed by amount of coursework and pace in remote learning; many assumed additional coursework was to compensate for in-person learning

Long-term Considerations:

- Continue to create dedicated spaces for students to focus and study.
- Promote use of a variety of resources to supplement their main course content.
- Encourage offering of various methods of interacting with content and fostering connection (e.g., live-streamed lectures, recordings of lectures, and enhanced interaction with instructors and classmates).

Impact of COVID-19 on College (Faculty and Classified Professionals' Perspectives):

College personnel were surveyed in late May 2020 to elicit feedback on the College's initial response to the COVID-19 pandemic and suggest areas to further address. The feedback tool was created using Survey monkey and emailed college wide. Overall, 182 responses were received, with 35 percent of the feedback submitted by full-time faculty, 33 percent by adjunct faculty, 24 complete from full-time regular classified professionals, and 4 complete from administrators. The analysis below captures responses to a series of open-ended questions asking respondents "What should LPC do..." to accomplish the current college educational goals during the COVID-19 pandemic, responses that may be useful to future planning efforts.

Key highlights of the findings from the faculty and staff COVID-19 survey are presented below:

1. Quality Academic Programs

In order to maintain and grow quality academic programs during the pandemic, respondents suggested methods for strengthening the online experience for students through engaging and effective distance education and other online opportunities for academic engagement and connection. Respondents also requested that campus spaces be used safely and strategically to provide services such as test proctoring and computer support. And, if able to do so safely, allow access for faculty to use offices or classrooms which have specialized technology and materials needed for teaching.

Long-term Consideration:

- Continued investment in quality online teaching and learning through dedicated trainings, encouraging best practices on Canvas, and emphasis in ongoing professional development.

2. Quality Support Services

Respondents indicated that support services need to be expanded so that they are easily available to students remotely via various remote modalities (e.g. video conferencing, phone). Responses focused on registration and counseling services and academic support services, especially those services which extend access to student populations (e.g. disabled, low income). Respondents also noted the need to include diverse student perspectives in the design of support services.

Long-term Consideration:

- Regular gathering of student input to designing and improvement of services
- Continue to transition forms and processes to digital, streamlined formats
- Continue to improve website presentation for clarity and ease of use
- Continue to integrate communication of, and access to, services via Canvas student learning management system

3. Community Collaboration

Las Positas College (LPC) should explore how local businesses and organizations might provide educational and employment opportunities for LPC students, while also determining how LPC can meet the needs of the community during this time of economic and cultural transition. Respondents also mentioned reaching out to local businesses to help provide for student technology needs during the pandemic.

Long-term Consideration:

- Nurture and develop partnerships with local business and organizations.
- Work with advisory boards to respond to the changing regional needs, especially in the aftermath of the COVID-19 pandemic.
- Work on continuous and improved communication with the community to offer support, available resources, and promote course offerings strategically.

4. Fiscal Stability

Anticipating a recession and budget cuts in 2021 and beyond, respondents indicated that the Las Positas College (LPC) should lessen expenses strategically, trying to minimize cuts to personnel, classes, or services. Instead, LPC should maximize efficiency and find creative revenue sources.

Long-term Consideration:

- Actively pursue alternative sources of revenue (e.g. grants, partnerships).
- Reduce costs strategically and thoughtfully while streamlining processes to improve efficiencies.
- Continue outreach efforts to prospective students and advocacy for improvements to the Student-Centered Funding Formula (SCFF).

5. Appropriate Staffing Levels

Facing the likely prospect of budget cuts at Las Positas College (LPC) in the next fiscal year due to the economic impact of COVID-19, respondents emphasized the need for maintained or increased staffing in areas supporting the College's ongoing pandemic response, such as technical support, distance education support, and Maintenance and Operations. Also, the College should find ways to distribute personnel to address changing needs effectively.

Long-term Consideration:

- Strategically invest in areas that could help support increased institutional efficiencies and/or meet changing needs of the institution in serving the community.

6. Evolving Technology Needs

With almost all courses and services moving fully online due to the pandemic, the need for a strong online presentation of Las Positas College (LPC) across platforms was emphasized, as was the need to provide technology supplies to LPC students and personnel.

Long-term Consideration:

- Improve integration and ease of use of website, Class-Web, and other interfaces and platforms used by students.
- Broaden awareness and use of existing technology tools across the institution to enhance student learning and improve institutional efficiencies.
- Continue to provide for the technology needs of students.
- Address the equipment and technology needs of college personnel to accomplish their duties effectively.

7. Facilities

Facilities will need to be updated in response to Covid-19 safety protocols once the Las Positas College (LPC) campus can safely re-open. Other updates may be needed to allow for multiple modalities of instruction. Measure A building initiatives from the College's Facilities Master Plan should move forward, with public relations efforts made to explain the reasoning for continuing with new construction during the pandemic.

Long-Term Consideration:

- Assess how facility or space design needs may have changed in the aftermath pandemic; especially high-traffic areas, classroom technology, study spaces, and outdoor environments.

8. Organizational Processes

Respondents indicated the need for streamlining existing internal processes to allow for fewer sign-offs and quicker turnaround times. Internal bottlenecks and limiting silos should be identified and removed. Positive encouragement from administrative supervisors is very helpful for maintaining morale for personnel working under uncertain and stressful circumstances.

Long-Term Consideration:

- Intentional promoting of healthy work relationships and supportive environments to maintain morale and productivity.
- Reinforce efforts to re-imagine process for streamlining processes and removing of bottlenecks

9. Safety and Wellness

Respondents expressed concern for the mental and emotional health of all members of the Las Positas College (LPC) campus community during this time of anxiety and mourning. They also discussed the need for safety protocols and training once campus can re-open. Finally, material supports for students, such as food and housing, will become a greater area of need given the expected long-term impact of the pandemic on the local and regional economy.

Long-Term Consideration:

- Improved mental health services for students and employees
- Regular review of areas to safeguard health and wellness
- Enhanced services to support student basic needs

10. Professional Development

Professional development should be provided to all personnel to support the shift to online classes and services. Las Positas College (LPC) should hire more support for instructional technology and Distance Education (DE) mentoring. Opportunities for employees to share knowledge and engage in collective brainstorming and troubleshooting would be valuable, as well as models of successful online courses. Trainings on specific topics, such as how to use Proctorio, would be helpful. Many respondents indicated that formal flex days will be less useful than variable flex time. LPC might consider allowing training to count towards Professional Responsibility hours this year, given the fact that these increased professional development needs are currently uncompensated for part-time faculty. The College should also promote external training opportunities, such as webinars.

Long-Term Consideration:

- Renewed and sustained investment in professional development to help the institution meet the changing needs and promote best practices.

11. Other

Additional comments commended the strong leadership by the College's administrators, technical support personnel, and DE trainers. Respondents also noted the extreme levels of stress felt by many employees and students regarding the health and job security of themselves and their loved ones. With this in mind, the Las Positas College should aim for positivity in all messaging, including campus and online signage regarding the pandemic response.

Other Data

There are other data that could be helpful to inform the EMP but are currently unavailable, unreliable, or volatile. These include data on housing and food insecurity, unemployment rates, and fee-based learning. The College will make efforts to collect these types of data to ensure College planning is informed by the best information available.

CHAPTER 6:

Goals, Strategies, and Performance Measures



Five overarching goals and 29 strategies were identified through Las Positas College's year-long Educational Master Plan (EMP) planning initiative. The goals and strategies presented are the culmination of numerous thoughtful conversations and analyses of institutional information and data trends conducted during the EMP Task Force meetings and solicited through multiple opportunities designed to engage the wider college community in planning. Together, they represent the strategic direction the College will take over the next five years.

Goal A: Educational Excellence

Ensure excellence in student learning through quality academic programs and support services.

Goal A: Strategies

- A1. Analyze and meet the educational needs of a diverse population and workforce through ongoing program support and innovation.
- A2. Design course offerings, class schedules and modalities, and support services that are accessible and inclusive for all students and promote timely completion of transfer, degree, and career-technical goals.
- A3. Comprehensively and equitably provide for the learning needs of underserved students and students with disabilities through proactive engagement and support.
- A4. Provide students with the knowledge and skills necessary for career readiness and advancement.
- A5. Institutionally support opportunities for students and the Las Positas community to engage critical issues related to ethics, social justice, globalization, and civic responsibility both inside and outside the classroom.
- A6. Develop and institutionalize a comprehensive system of tutoring and other learning support services.
- A7. Develop and promote practices and services that support student health, safety, and wellness.
- A8. Engage in efforts to safeguard continuity of instruction in career education programs aligned with industry demands or designated as critical infrastructure programs.

Goal A: Potential Performance Indicators

- 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)
- 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.

Goal B: Strategies

B1. Deepen engagement with local school districts to increase academic preparedness for high school students planning to enter Las Positas College and to promote the opportunities offered by the College.

B2. Develop and strengthen collaboration with community partners to better serve local, regional, national, and global workforce needs and to secure resources for program growth and innovation.

B3. Coordinate efforts to increase community awareness of the programs, services, and achievements of Las Positas College through a variety of approaches, especially social media, targeted outreach, and on-campus events.

B4. Increase community awareness of the college's cultural wealth, including its status as a Hispanic Serving Institution (HSI) and a sanctuary campus.

Goal B: Potential Performance Indicators

- 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.

Goal C: Strategies

C1. Strategically pursue and support initiatives that strengthen the financial stability of Las Positas College, while institutionalizing support for programs and services that have demonstrated success.

C2. Develop processes and institutional supports to pursue, coordinate and manage alternative revenue sources.

C3. Evaluate and ensure staffing levels that support student needs and institutional effectiveness.

C4. Optimize the use of technology in college processes, practices, and facilities to meet student learning needs and support institutional effectiveness.

C5. Engage in advocacy with external stakeholders to ensure appropriate funding models that support students in our communities.

C6. Optimize and continually update facilities to address student and personnel needs.

Goal C: Potential Performance Indicators

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

Goal D: Organizational Effectiveness

Ensure excellence in student learning by improving organizational processes, promoting safety and wellness, and fostering professional development.

Goal D: Strategies

- D1. Improve and communicate existing processes for students and personnel through streamlining, integration, standardization, and appropriate use of technology.
- D2. Nurture and support inclusive, transparent, and accountable decision-making processes, in order to ensure broader participation and leadership development amongst full-time and part-time faculty, classified professionals, students, and administrators.
- D3. Ensure equitable access to relevant professional development opportunities for all college personnel in support of student learning, equity, anti-racism, accessibility, organizational readiness, and institutional effectiveness.
- D4. Provide ongoing training and support to promote the design of distance education courses and support services that are user-friendly, accessible, equitable, inclusive, and pedagogically excellent.
- D5. Continually assess and analyze student data in order to develop and implement plans for institutional improvement.
- D6. Expand practices and processes that promote safety and wellness for all members of the campus community in response to ongoing and emerging community needs.
- D7. Develop communication strategies with our students that are technologically-current and equity-informed, especially for students accessing courses and services remotely.

Goal D: Potential Performance Indicators

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

Goal E: Equity and Anti-Racism

Ensure excellence in student learning by prioritizing equity and anti-racism.

Goal E: Strategies

- E1. Establish Las Positas College as a destination campus for Black students and other students of color by nurturing culturally-informed and equity-focused curriculum, strengthening access to student support services, and creating physical and virtual cultural centers.
- E2. Analyze data to take urgent action to eliminate student opportunity gaps associated with systemic racism and investigate the effects of other structural inequities.
- E3. Identify, assess and work to eliminate inequities associated with racism and implicit bias in hiring, promotions, and employee experience.
- E4. Nurture a campus-wide culture of rigorous attention to equity and anti-racist practices.

Goal E: Potential Performance Indicators

- Student satisfaction with campus climate
- Employee satisfaction with campus climate
- Student outcomes by demographics

CHAPTER 7:

Implementation and Assessment of the Educational Master Plan



The effective implementation and assessment of the Educational Master Plan (EMP) will help increase the likelihood that the College will make advancements on its mission. To this end, the EMP Task Force has developed a preliminary timeline for EMP implementation and assessment to guide the College over the next five years (see below).

The heart of the EMP is the five overarching goals, along with the 29 related strategies. Due to the nature of the various goals and strategies identified, it will take a wide range of knowledge, skills, and expertise in order to address them effectively. It is expected that individuals, disciplines, and committees will coalesce around goals and strategies in the EMP that speak to them and about which they feel most passionate.

The College will need to create opportunities for individuals to connect and form teams that can address various initiatives linked to the goals and strategies. Program review, for example, is a key vehicle through which interest can be expressed and progress can be communicated is program review. Once plans have been formed by teams, they would need to go through the college planning, budget, and allocation process in order to advance on their initiatives.

Ultimately, the College Council is the shared governance group charged with reviewing these various plans and communicating the progress being made on the EMP to the wider college community. The implementation and assessment timeline below should be directed by College Council and coordinated with other entities, including Institutional Planning and Effectiveness Committee (IPEC). The IPEC will take the EMP into consideration as it reviews material to determine if there is evidence for the creation of new college planning priorities. The plan provides opportunities to reflect on the EMP and continually integrate it into college planning.

The annual May town meetings can be used to reflect on and communicate what has occurred to date with regard to activities linked to the EMP goals and strategies. During fall Convocation Day or College Day, the results of the May town meeting activities can be shared with the wider college community in order to plan for the upcoming year. Moreover, the results can help inform the program reviews that are written in the fall. In this way, the EMP can become a living document that is utilized regularly by the college community and serves the mission and needs of the institution over time.

Educational Master Plan (2021-2026): Tentative Timeline for EMP Implementation and Assessment		
Timeline	Venue	Proposed Activities
April 2021	Town Meeting	Share 2021-2026 Educational Master Plan, with a special focus on the goals and strategies
May 2022	Town Meeting	Gather information on activities and progress to date on the EMP goals and strategies
August 2022	College Day	Share progress made on the EMP goals and strategies
May 2024	Town Meeting	Gather information on activities and progress to date on the EMP goals and strategies
August 2024	College Day	Share progress made on the EMP goals and strategies
February 2026	Town Meeting	Gather information on activities and progress to date on the EMP goals and strategies; this will help inform the next version of the EMP

References

Chart Names	Sources	
Chart 1: Actual and Projected High School Graduates by Race/Ethnicity in Las Positas College's Key Service Area: 2016-2017 to 2026-2027	California Department of Education DataQuest	California Department of Education. "2019-20 Enrollment by Ethnicity and Grade." DataQuest., California Department of Education. "2018-19 Four-Year Adjusted Cohort Graduation Rate." DataQuest.
Chart 2: College-Going Rates of 2017-2018 High School Completers in LPC Service Area	California Department of Education DataQuest	California Department of Education. "2017-18 College-Going Rate for California High School Students." DataQuest.
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Chart 20: Number of Transfers to Public CA Universities/Trends in Student Transfers to UC/CSU, 2008-09 to 2018-19	Information Center, University of California, Division of Analytic Studies, California State University	University of California. "Information Center." Explore the UC Story through Data, https://www.universityofcalifornia.edu/infocenter/ , The California State University. "Institutional Research and Analyses." Data Center, https://www2.calstate.edu/data-center/institutional-research-analyses .
Chart 21: Las Positas College Employees by Job Classification and Race/Ethnicity, Fall 2019	Chabot-Las Positas CCD Institutional Research Dataset	
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Chart 23: Student COVID-19 Impact Survey Results	Chabot-Las Positas CCD Institutional Research Dataset	

Table Names	Sources	
Table 1: Race/Ethnicity of Residents in Alameda County and Las Positas College's Key Service Area, 2019	Economic Modeling Specialist, Intl. (EMSI 2020.3 Data Set)	"Demographic Table." Emsi, 2020, www.economicmodeling.com/ .
Table 2: Population Projections in Alameda County, Las Positas College's Key Service Area, Shared Service Area, and Adjacent Areas, 2019	Economic Modeling Specialist, Intl. (EMSI 2020.3 Data Set)	"Demographic Table." Emsi, 2020, www.economicmodeling.com/ .
Table 3A: Race/Ethnicity Projections of Residents in Alameda County, 2019-2029	Economic Modeling Specialist, Intl. (EMSI 2020.3 Data Set)	"Demographic Table." Emsi, 2020, www.economicmodeling.com/ .
Table 3B: Race/Ethnicity Projections of Residents in Las Positas College's Key Service Area, 2019-2029	Economic Modeling Specialist, Intl. (EMSI 2020.3 Data Set)	"Demographic Table." Emsi, 2020, www.economicmodeling.com/ .
Table 4: Immigrant Populations in Alameda County and LPC's Key Service Area, 2018 5-Year Estimates	American Community Survey, 2018 5-Year Estimates	United States Census Bureau. "SELECTED SOCIAL CHARACTERISTICS IN THE UNITED STATES." American Community Survey, data.census.gov/ .
Table 5: Region of Origin of Immigrants in Alameda County and LPC's Key Service, 2018 5-Year Estimates	American Community Survey, 2018 5-Year Estimates	United States Census Bureau. "SELECTED SOCIAL CHARACTERISTICS IN THE UNITED STATES." American Community Survey, data.census.gov/ .
Table 6: Educational Levels of Alameda County and Las Positas College's Key Service Area Residents, 2018 5-Year Estimates	American Community Survey, 2018 5-Year Estimates	United States Census Bureau. "SELECTED SOCIAL CHARACTERISTICS IN THE UNITED STATES." American Community Survey, data.census.gov/ .

Table 7: Actual and Projected High School Graduates by Race/Ethnicity in Las Positas College's Key Service Area by Race/Ethnicity	California Department of Education DataQuest	California Department of Education. "2019-20 Enrollment by Ethnicity and Grade." DataQuest., California Department of Education. "2018-19 Four-Year Adjusted Cohort Graduation Rate." DataQuest.
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Appendices

Glossary of Terms

AA

Associate Degree of Art

AAT

Associate Degree of Art for Transfer

access

Of the students who apply to Las Positas College, the number that enroll at Las Positas College

ADT

Associate Degree for Transfer

AS

Associate Degree of Science

AST

Associate Degree of Science for Transfer

college-going rate

Percentage of high school completers who enroll in a postsecondary institution

CSU

California State University

CTE

Career Technical Education

DE

Distance Education

educational opportunities

include but are not limited to classroom and Distance Education (DE) instruction, athletics, field trips, guest speakers, student government, cultural opportunities, clubs, labs, internships, tutoring service, workshops, library research, career training, and mentoring.

enrollment

Number of enrollments (a student can be enrolled in one or more classes)

first-generation college student

A student whose parents did not complete college

headcount

Number of unduplicated students

immigrant

Anyone who is not a U.S. citizen as birth, including those who become U.S. citizens through naturalization

inclusive

welcoming of a diverse group of students including but not limited to: all race-ethnicity groups, all ages, all genders, lesbian, gay, bisexual, transgender+, first generation, students with disabilities, veterans, students with children, all socio-economic backgrounds, including those from economically disadvantaged backgrounds, undocumented, international, multicultural, religious beliefs and practices—all with varying skill levels and learning styles.

key service area

cities of Dublin, Livermore, and Pleasanton

learning-centered

refers to courses, programs, disciplines, modes of delivery, learning communities, accounting for varying skill levels and learning styles, creative and critical thinking, and having necessary and specialized facilities.

low-income student

A student receiving California Promise Grants or Pell Grants

SCFF

Student-Centered Funding Formula. Support includes tutoring services, Reading and Writing Center, learning communities, student workshop opportunities, counseling, faculty office hours, Math Learning Center, supplemental instruction, Admissions and Records, advisory boards, Health and Wellness Services, financial aid, evening services, veteran services, learning management system, online courses, online counseling, online tutoring, technology support for online students, food pantry, cafeteria, bookstore, technology, appropriate pathways, assessment, Child Development Center, Library, Computer Center, technical support, Student Services, programs for traditionally marginalized students, Administrative Services; all provided by a dedicated group of faculty, classified professionals, and administrators.

UC

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