What's Happening:
Reflecting on Data for the Educational Master Plan

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Director of Research, Planning, and Institutional Effectiveness

MAY 6, 2020

Town Meeting

Agenda

- Purpose of the Educational Master Plan (EMP)
- LPC Mission Statement
- Four Educational Master Plan Goals
- External Environment (outside the college)
  - e.g., Alameda County population trends
- Internal Environment (inside the college)
  - e.g., Trends in student demographics
- Breakout Group Discussions – 30 minutes
  - Pick a recorder and reporter (Google Doc – link will be given)
  - Discuss what the data may mean in the context of the 4 EMP Goals
- Group Report Out (one minute per group)

Primary Purpose of LPC's Educational Master Plan

Advance our College's Mission

LPC 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.

Four EMP Goals

- Educational Excellence – about quality academic programs and support services.

- Community Collaboration – about collaborating with community partners to provide educational opportunities.

- Supportive Organizational Resources – about fiscal stability, appropriate staffing levels, meeting technology needs, and addressing facilities.

- Organizational Effectiveness – about improving organizational processes, safety and wellness, and professional development.

EMP Goal Questions During Breakout Session (Google Doc)

Given the data:

- How do we ensure Educational Excellence?

- How can we strengthen Community Collaboration?

- What Supportive Organizational Resources should be developed?

- How can we improve Organizational Effectiveness?

- What questions do you still have?
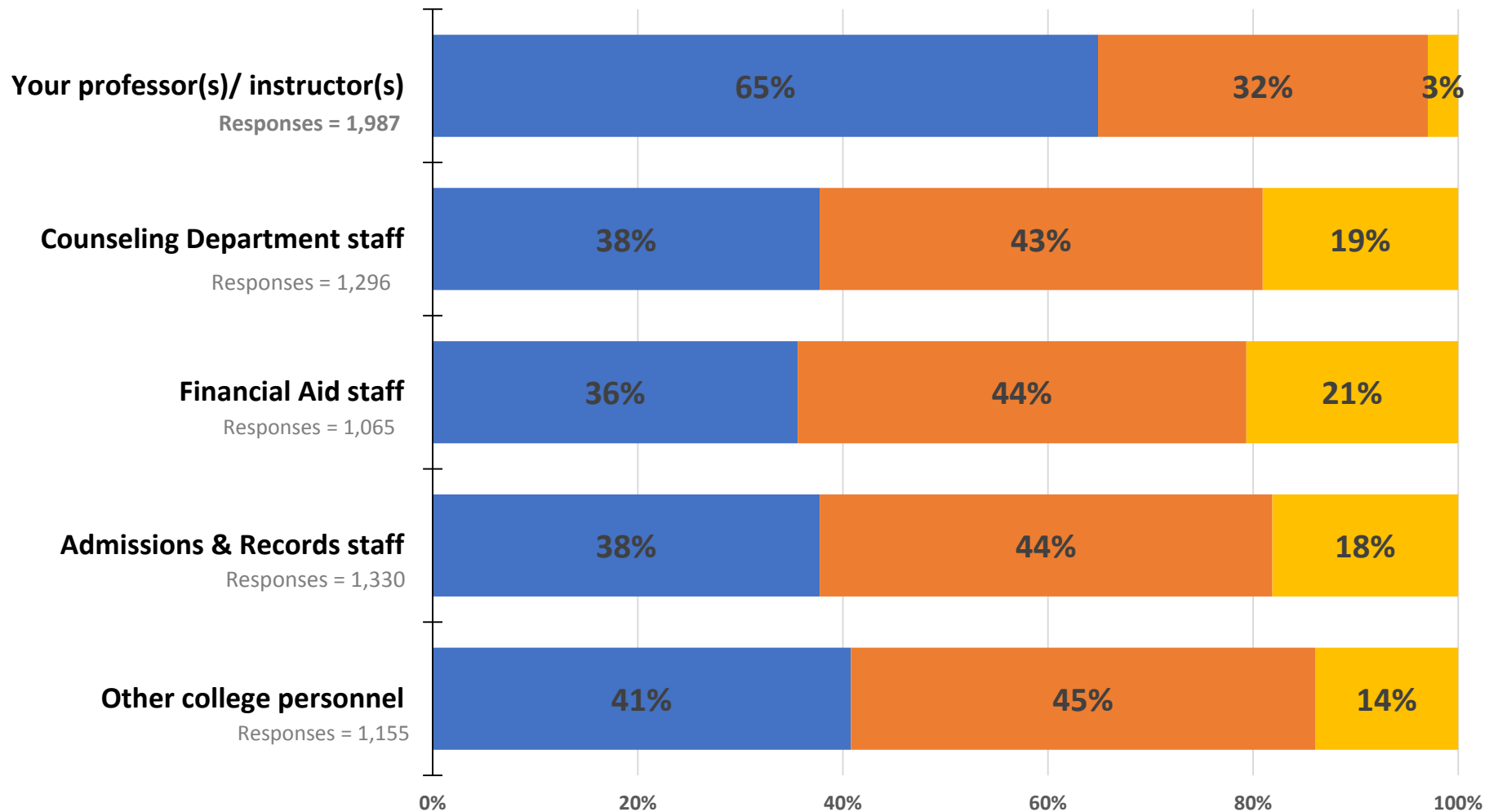
External Environment
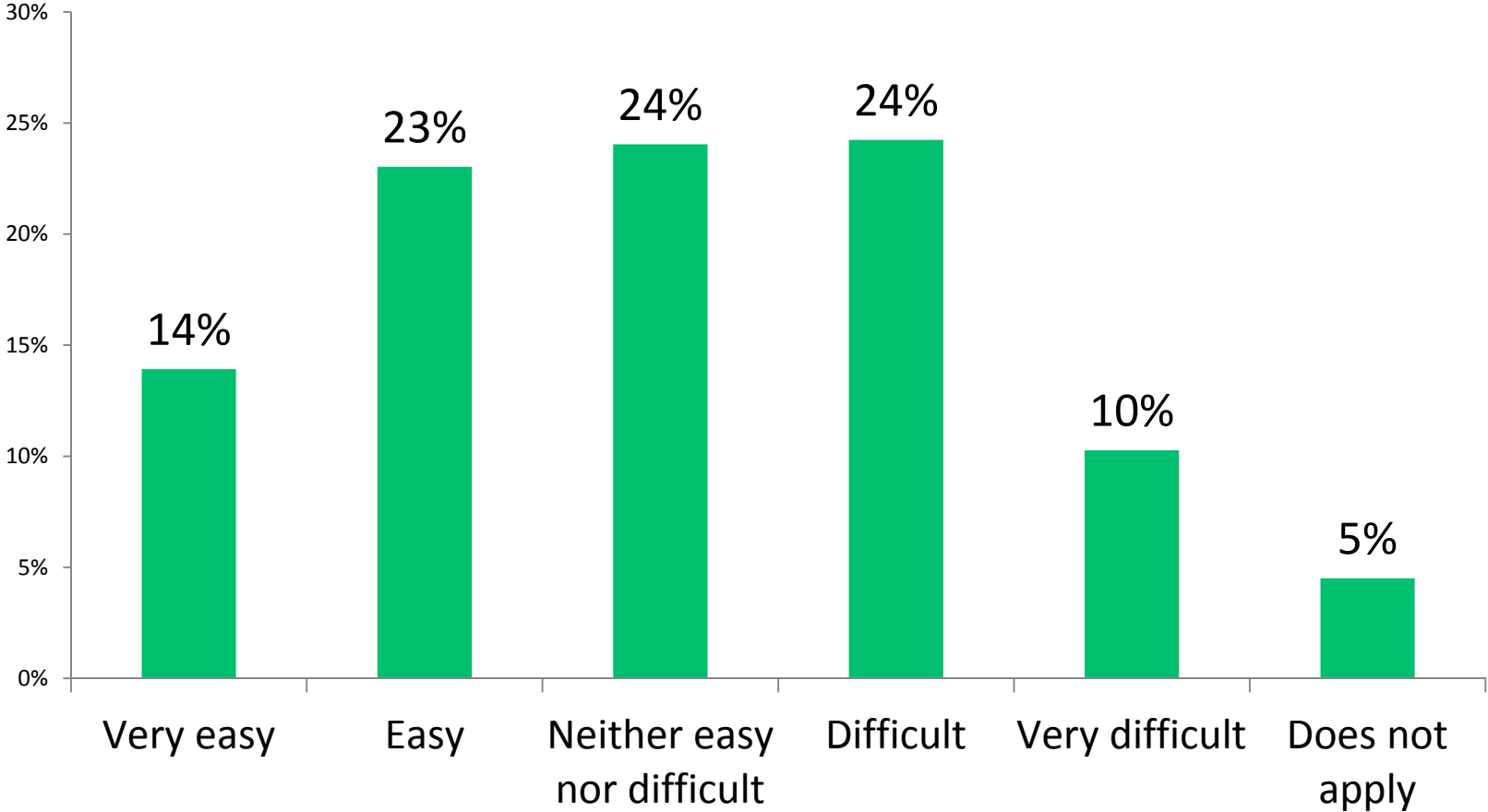
Impact of COVID-19 on Students

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

■ Very effective   ■ Somewhat effective   ■ Not at all effective

Your professor(s)/ instructor(s)
Responses = 1,987

| 65% | 32% | 3% |

Counseling Department staff
Responses = 1,296

| 38% | 43% | 19% |

Financial Aid staff
Responses = 1,065

| 36% | 44% | 21% |

Admissions & Records staff
Responses = 1,330

| 38% | 44% | 18% |

Other college personnel
Responses = 1,155

| 41% | 45% | 14% |

0%   20%   40%   60%   80%   100%

Overall, how has your transition been from face-to-face to remote online learning?

Are you experiencing or likely to experience in the near future any of the following issues? (Check all that apply)
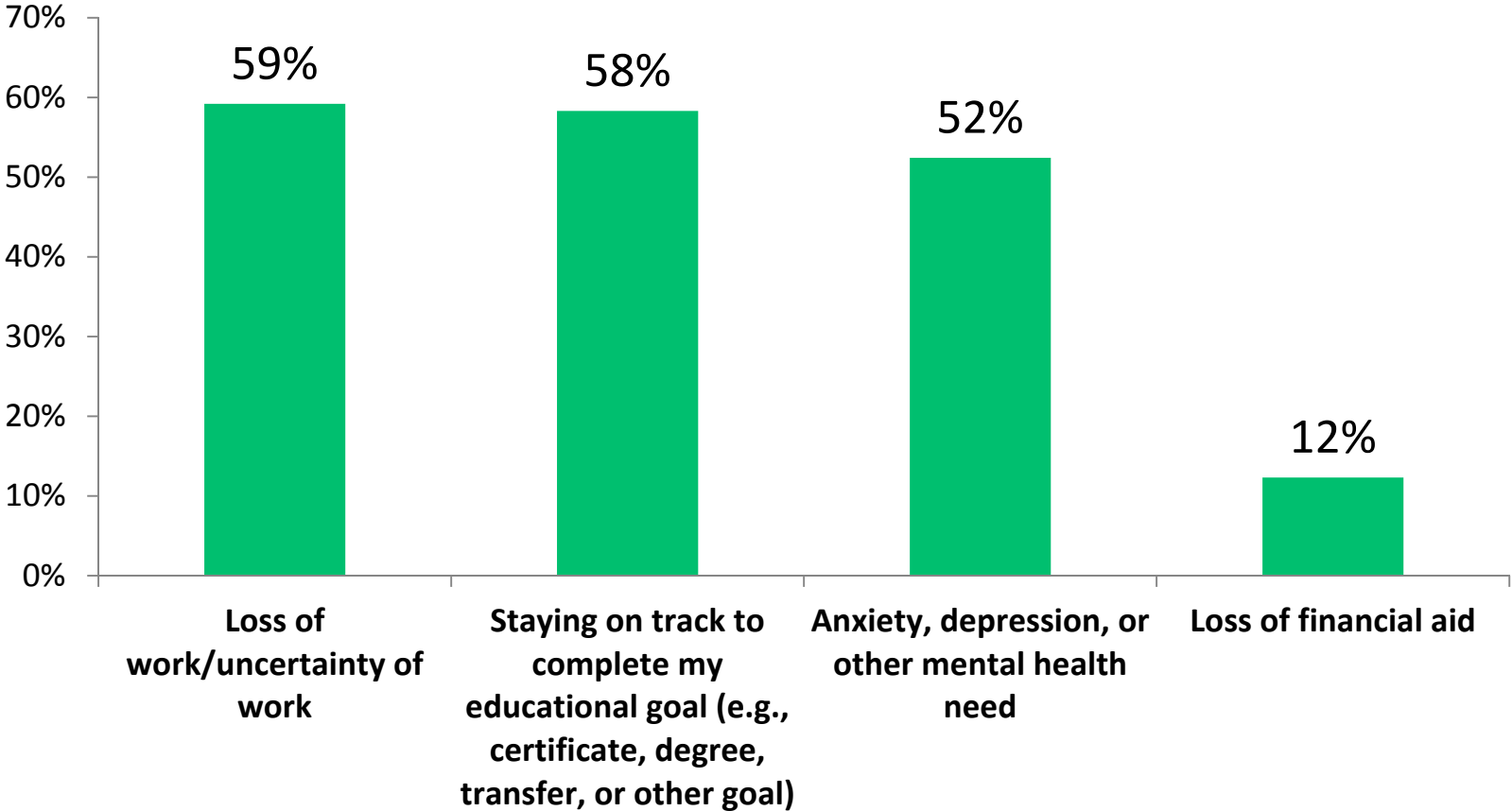
Impact of COVID-19 on Students

The most successful colleges will be the ones that best adapt to this new environment.

Alameda County Jobs Growth by Industry

Industry Group	Alameda County Jobs		
	2019	2029	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

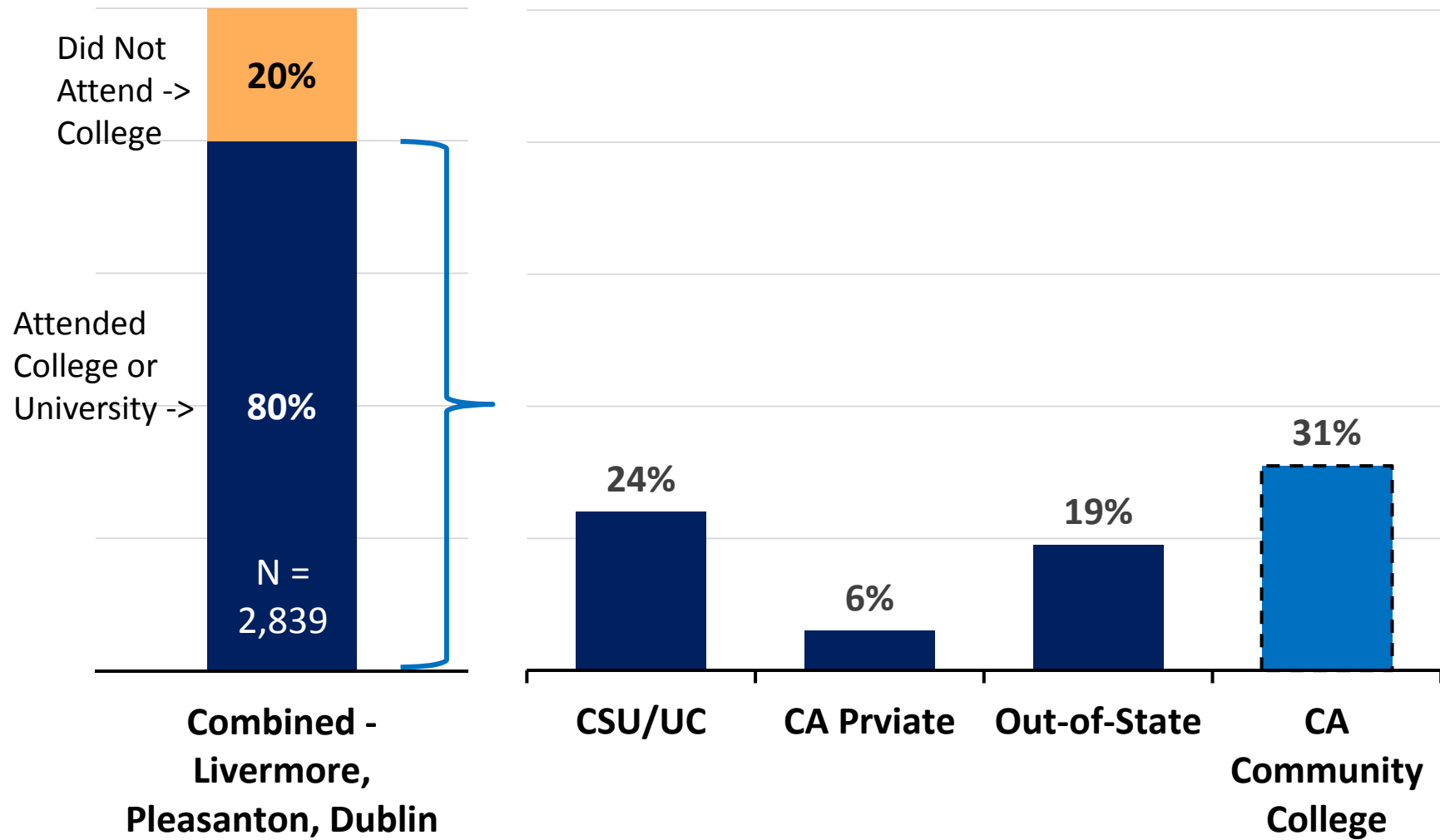# Student-Centered Funding Formula (SCFF)

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

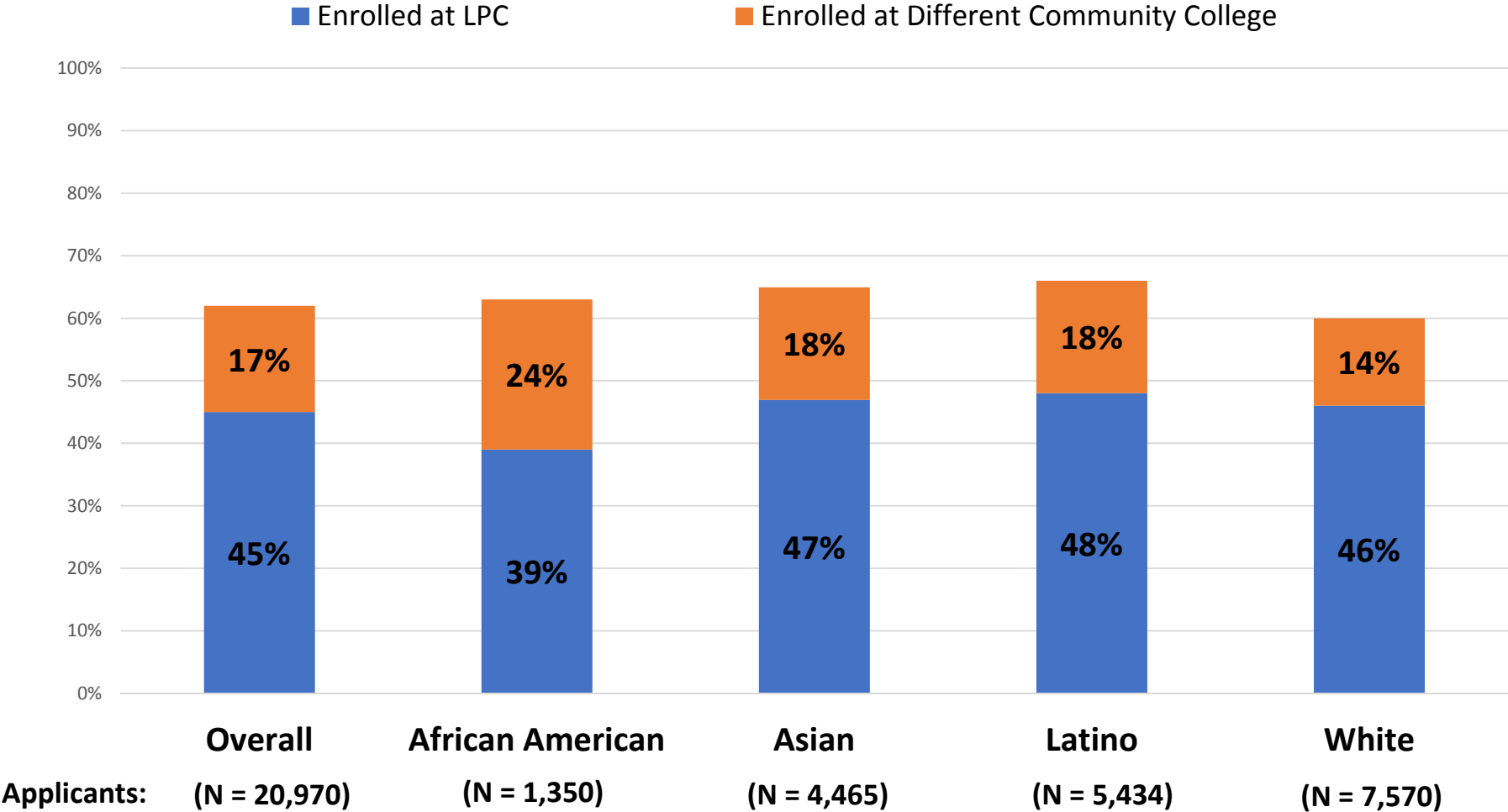# Alameda County Population by Race-Ethnicity 2019 Versus 2029 Projections

■ 2019   ■ 2029

Race-Ethnicity	2019	2029
African-American	169,545	158,310
Asian	533,051	609,287
Latino	377,399	395,033
White	517,175	500,196
Multi-Ethnic	69,479	75,732
Other	17,752	18,081
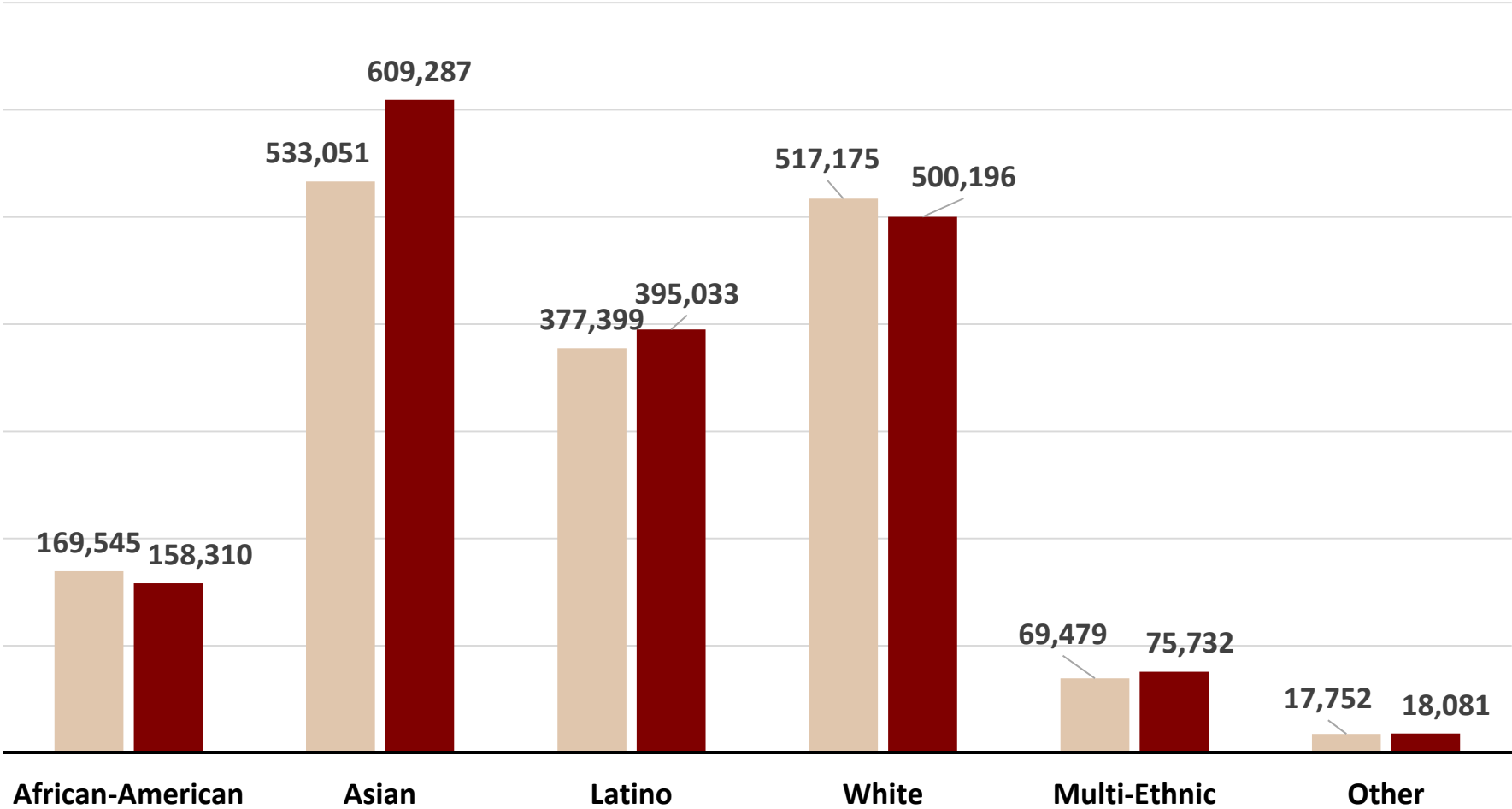
College-Going Rates of 2017-18 High School Grads (N) From Livermore, Pleasanton, & Dublin (Combined)

Did Not Attend -> College: **20%**

Attended College or University ->: **80%**

N = 2,839

Combined - Livermore, Pleasanton, Dublin

CSU/UC: **24%**

CA Prviate: **6%**

Out-of-State: **19%**

CA Community College: **31%**

Community College Going Rates
Of 2017-18 High School Grads (N) in
Livermore, Pleasanton, & Dublin (Combined)
By Race-Ethnicity
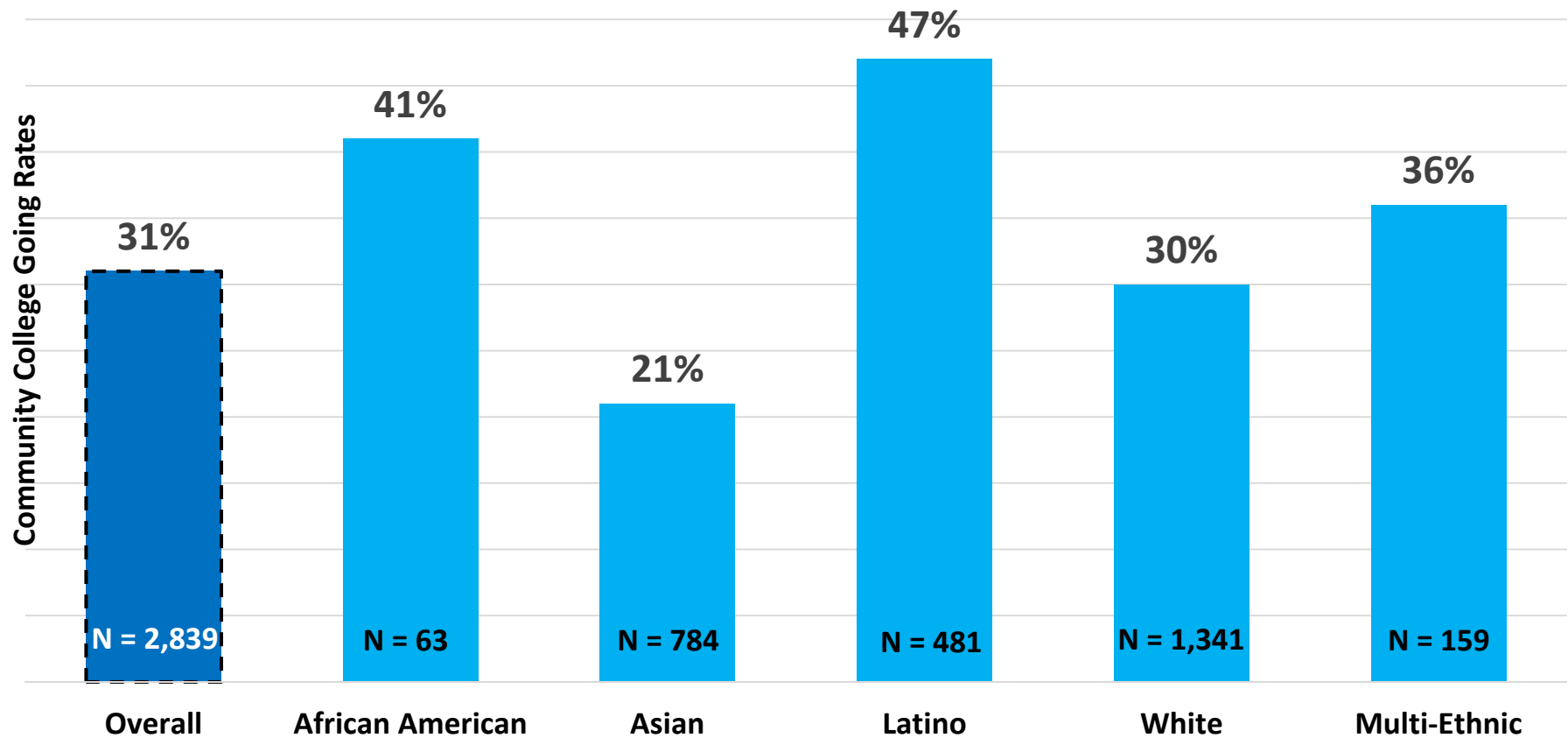
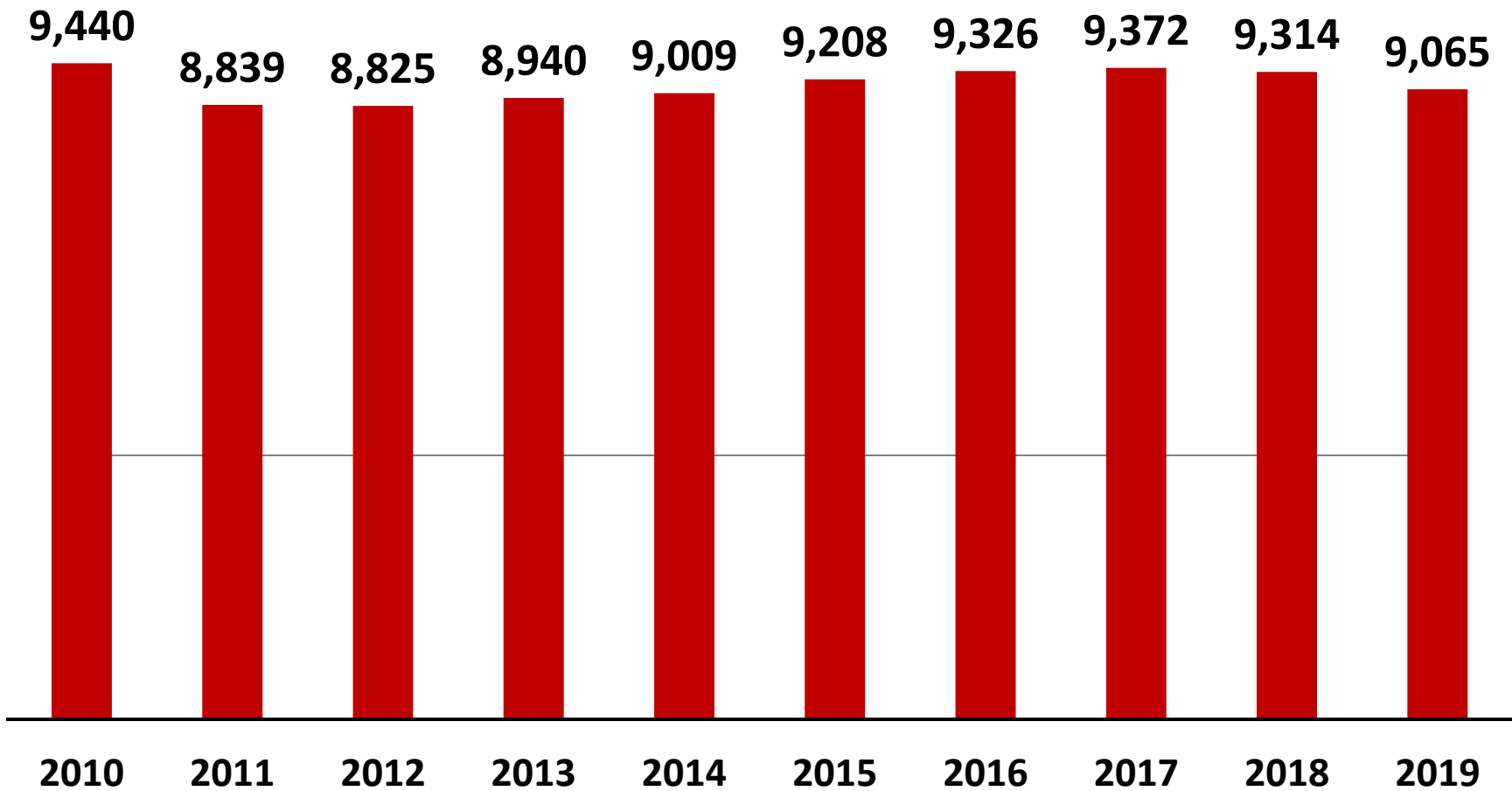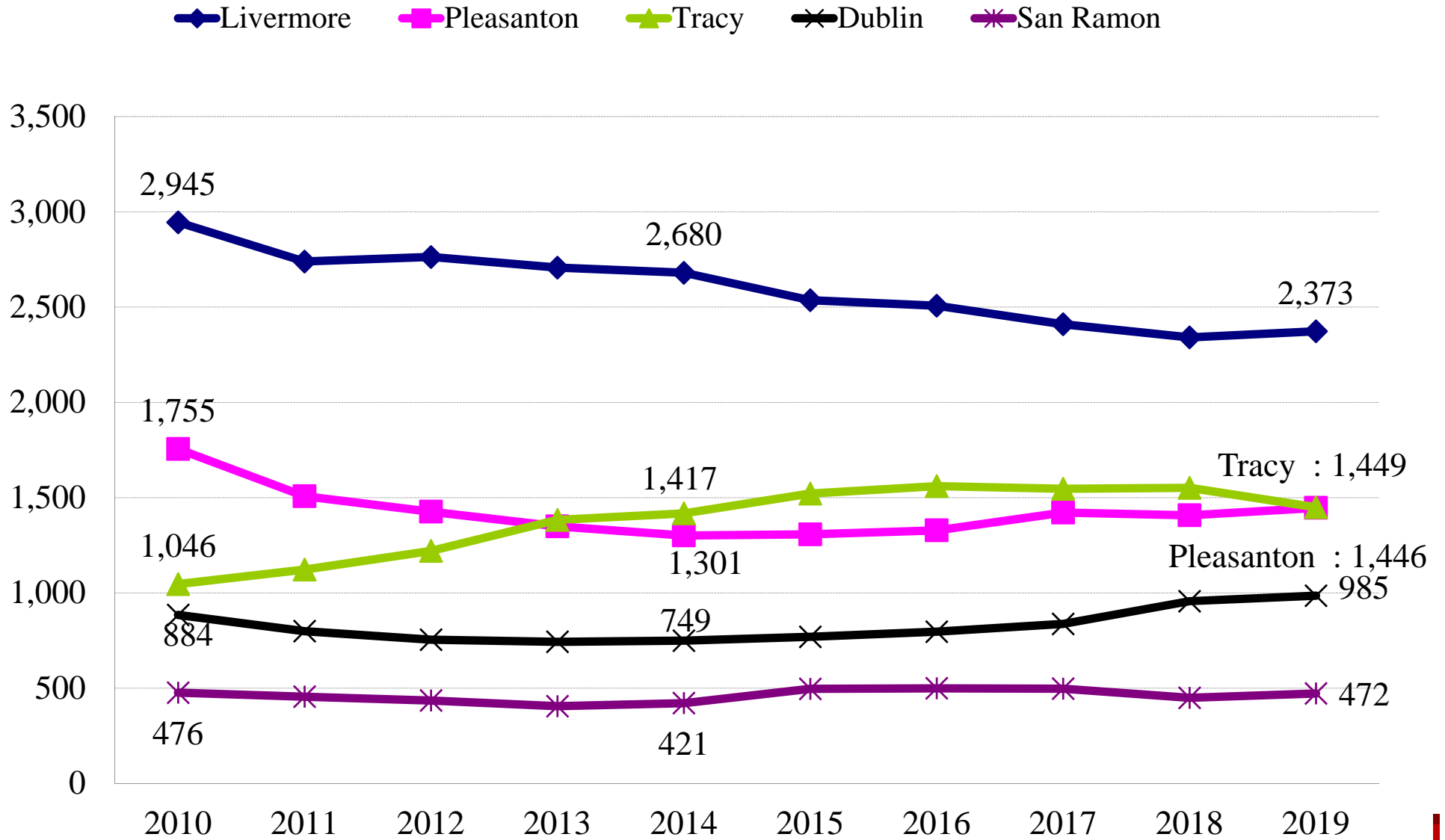Of Those Who Applied to LPC, How Many Enrolled at LPC Versus a Different Community College in 2017-18?

■ Enrolled at LPC   ■ Enrolled at Different Community College

	Overall	African American	Asian	Latino	White
Enrolled at Different Community College	17%	24%	18%	18%	14%
Enrolled at LPC	45%	39%	47%	48%	46%
Applicants:	(N = 20,970)	(N = 1,350)	(N = 4,465)	(N = 5,434)	(N = 7,570)

Internal Environment

Trends in Student Characteristics

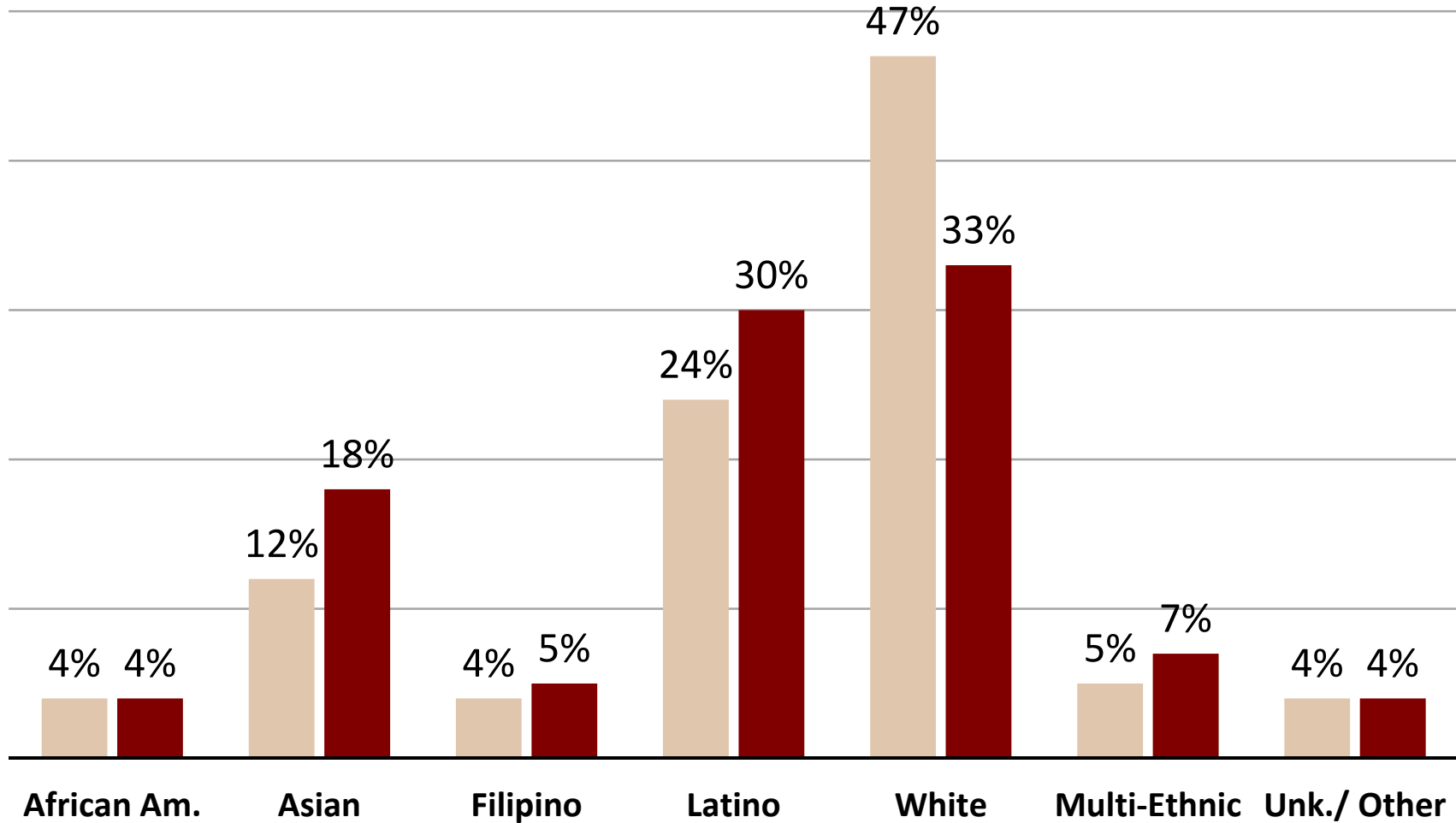**Student Headcount (unduplicated)**
Fall Semesters: 2010 to 2019

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
9,440	8,839	8,825	8,940	9,009	9,208	9,326	9,372	9,314	9,065

Top Five Cities of Residence of Students
Fall Semesters: 2010 to 2019

Livermore — Pleasanton — Tracy — Dublin — San Ramon

Livermore: 2,945 ... 2,680 ... 2,373

Pleasanton: 1,755 ... 1,301 ... Pleasanton : 1,446

Tracy: 1,046 ... 1,417 ... Tracy : 1,449

Dublin: 884 ... 749 ... 985

San Ramon: 476 ... 421 ... 472

2010 2011 2012 2013 2014 2015 2016 2017 2018 2019

Race-Ethnicity
Fall 2011 vs. Fall 2019

■ Fall 2011 ■ Fall 2019

Race-Ethnicity	Fall 2011	Fall 2019
African Am.	4%	4%
Asian	12%	18%
Filipino	4%	5%
Latino	24%	30%
White	47%	33%
Multi-Ethnic	5%	7%
Unk./ Other	4%	4%

Students by Gender
Fall 2019

Other/Unknown, 2%

Male, 47%
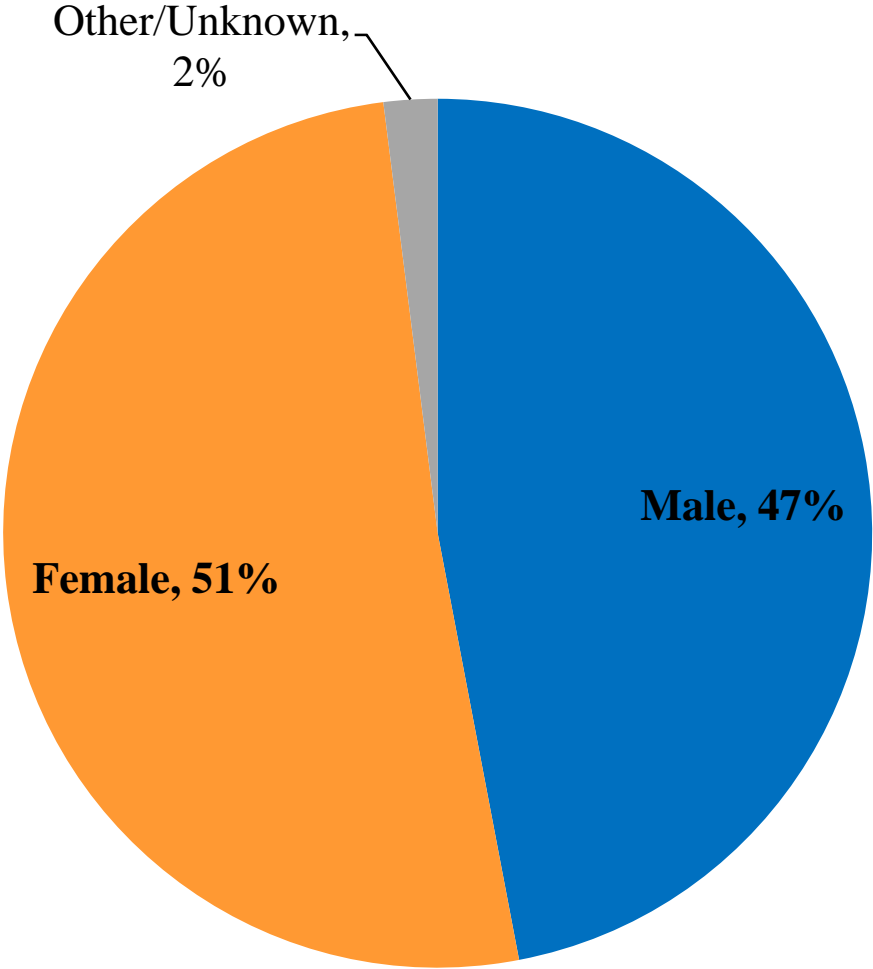
Female, 51%

Gender of Students by Age Fall 2019

■ Female ■ Male

Age	Female	Male	N
19 or Younger	48%	50%	N = 3,126
20-21	47%	51%	N = 1,766
22-24	46%	53%	N = 1,280
25-29	50%	49%	N = 1,003
30-39	61%	37%	N = 913
40-49	73%	25%	N = 573
50 or Older	67%	30%	N = 400
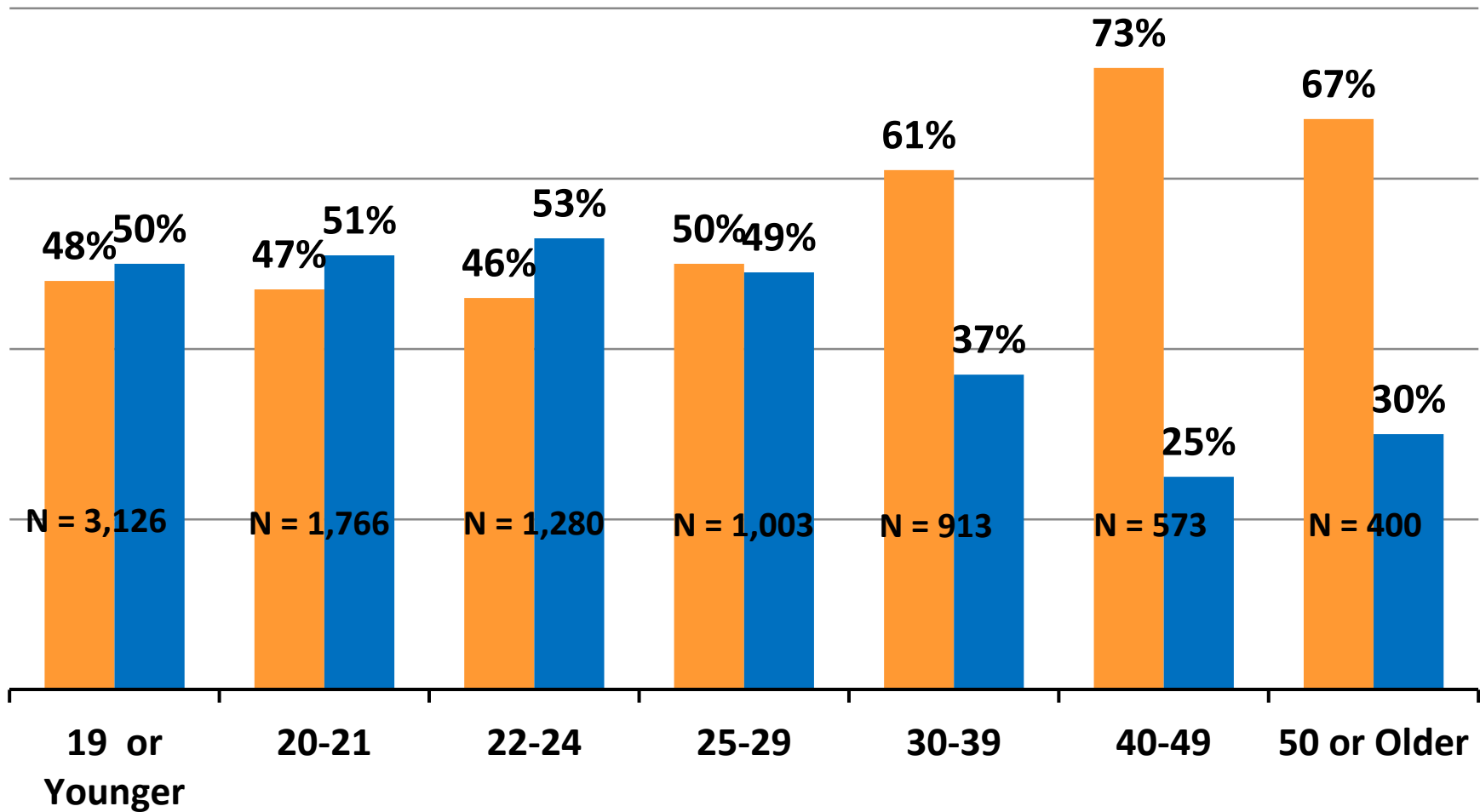
Educational Goal of Students Fall 2019

Undecided, 10%

Other/ Unk., 1%

Improve Eng/Math Skills, 3%

Personal Dev., 4%

Cert./Job Training, 12%

Associate Degree Only, 6%

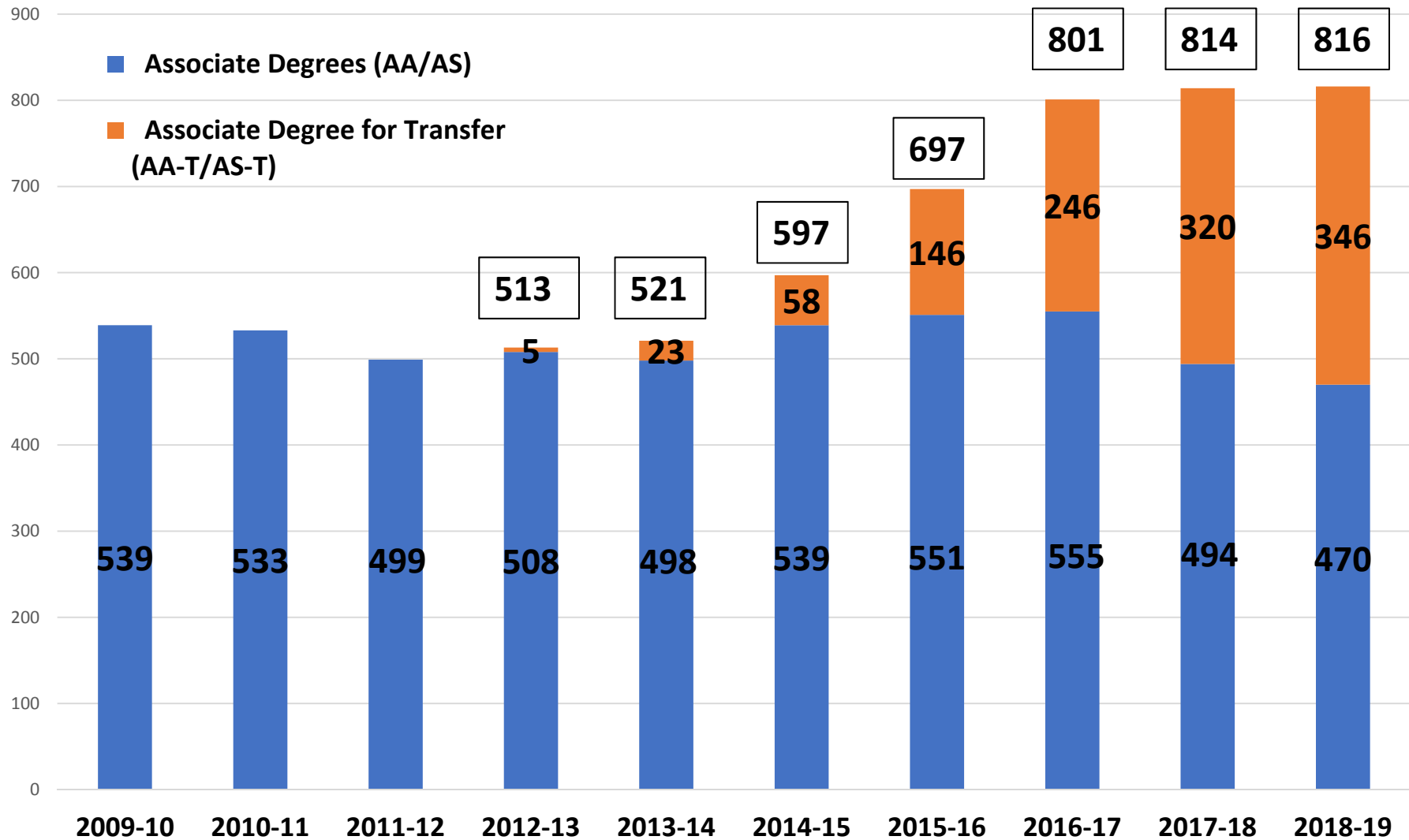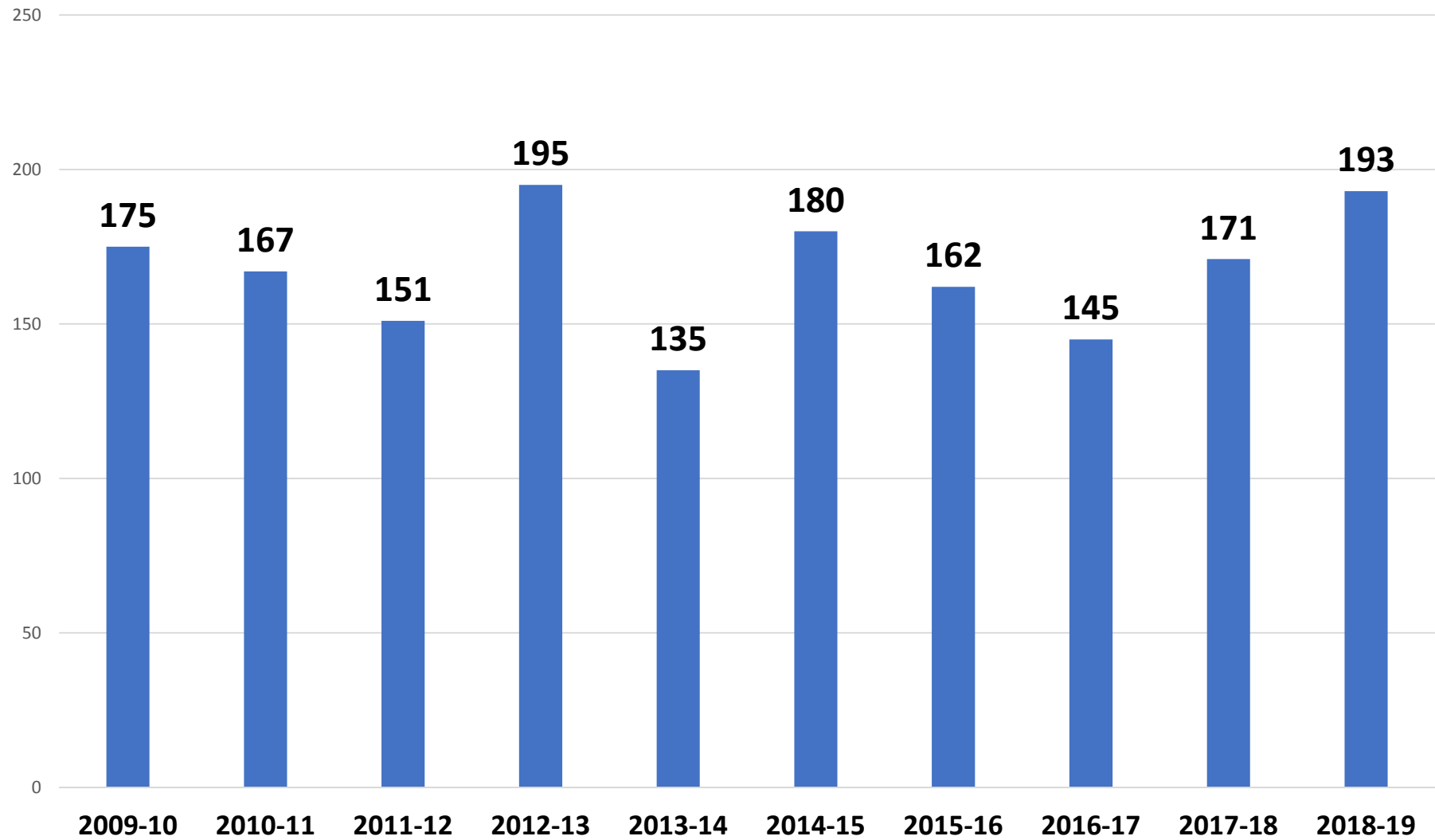Transfer (with/with Associate Degree), 64%
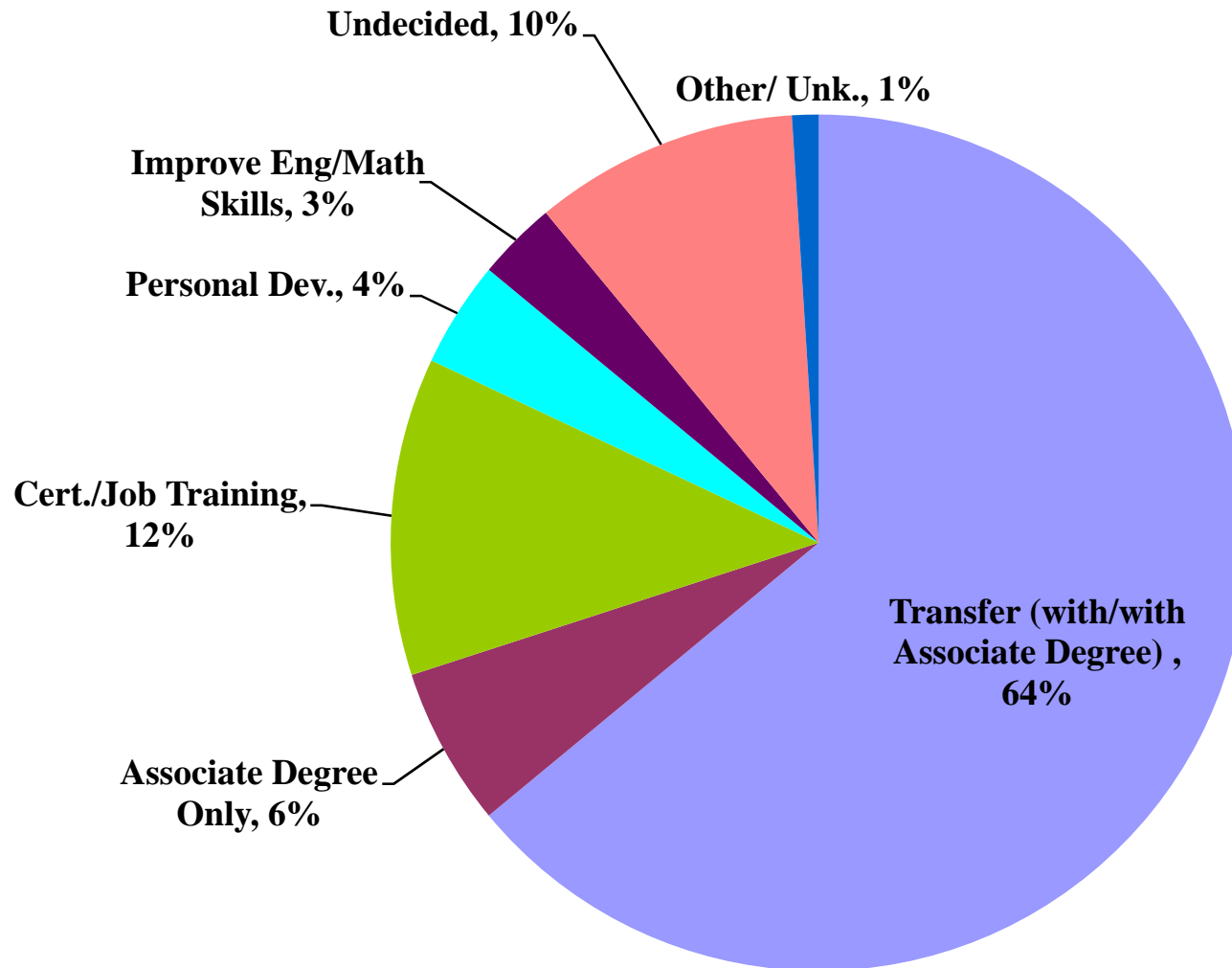
Educational Goals by Age
Fall 2019
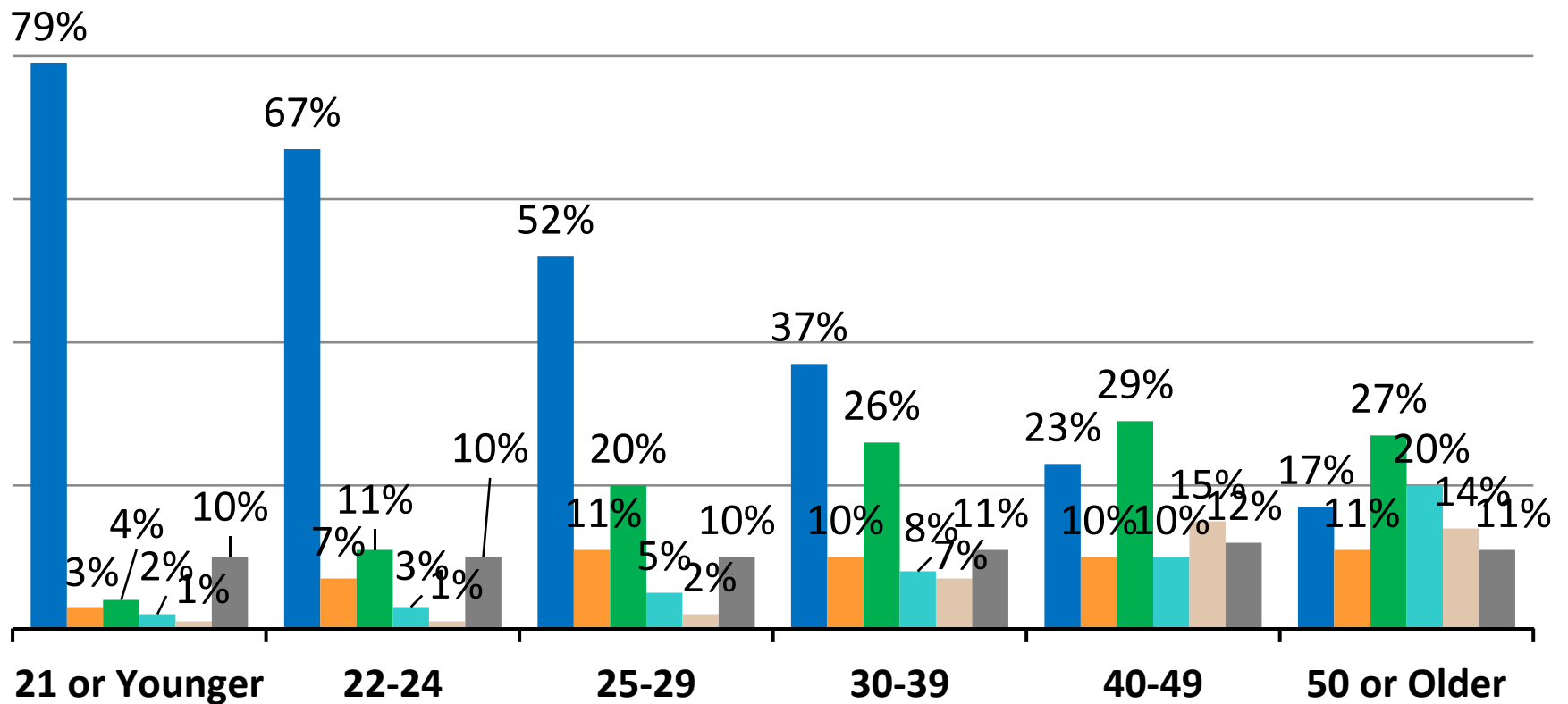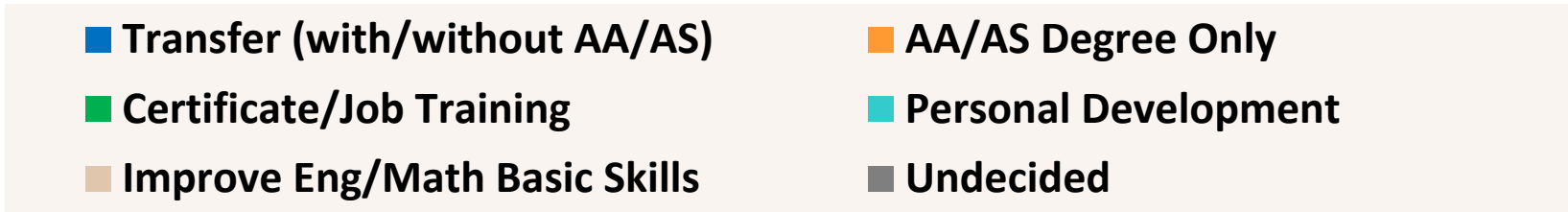
Trends in Student Success

Associate Degrees Awarded by Type
2009-10 - 2018-19

Certificates Awarded
2009-10 to 2018-19

Year	Certificates Awarded
2009-10	175
2010-11	167
2011-12	151
2012-13	195
2013-14	135
2014-15	180
2015-16	162
2016-17	145
2017-18	171
2018-19	193

LPC Transfers by Destination
2009-10 to 2018-19
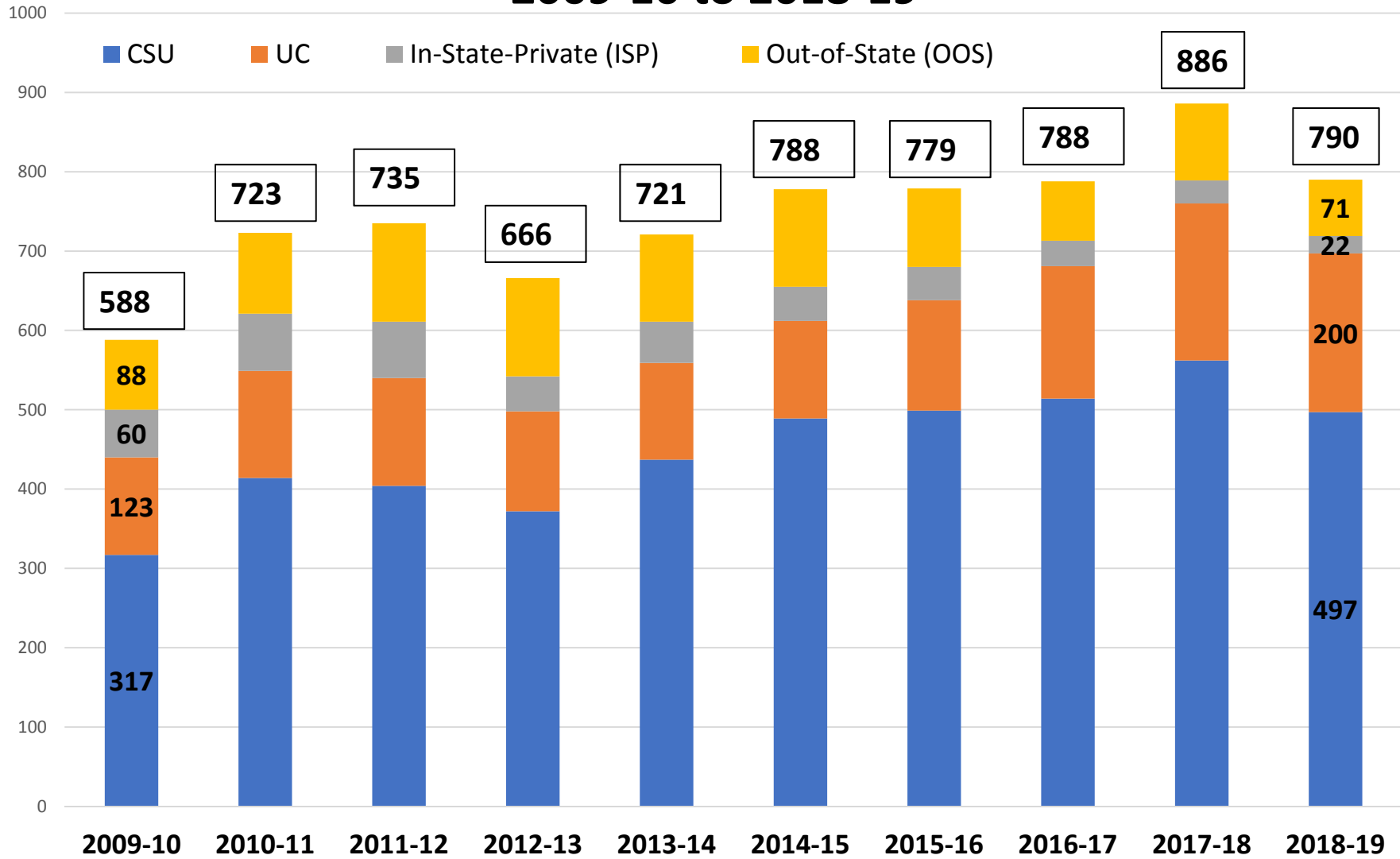
Increase in Students Finding Work Closely or Very Closely Related to Their Field of Study
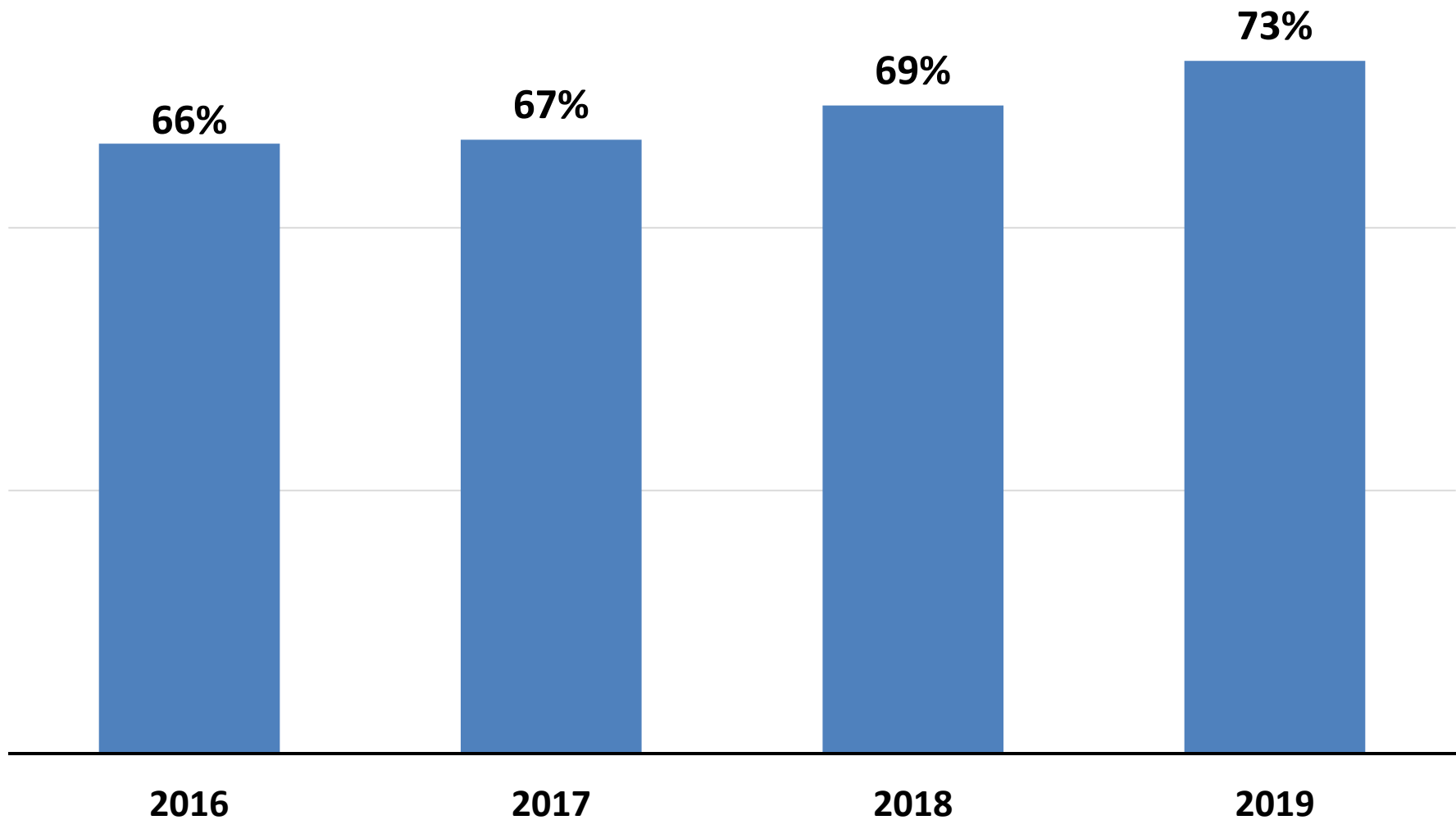
66% — 2016
67% — 2017
69% — 2018
73% — 2019

Wages Increased the Most for Students Who Found a Job that Was Closely or Very Closely Related to Their Field of Study

Hourly Wage Change (median)
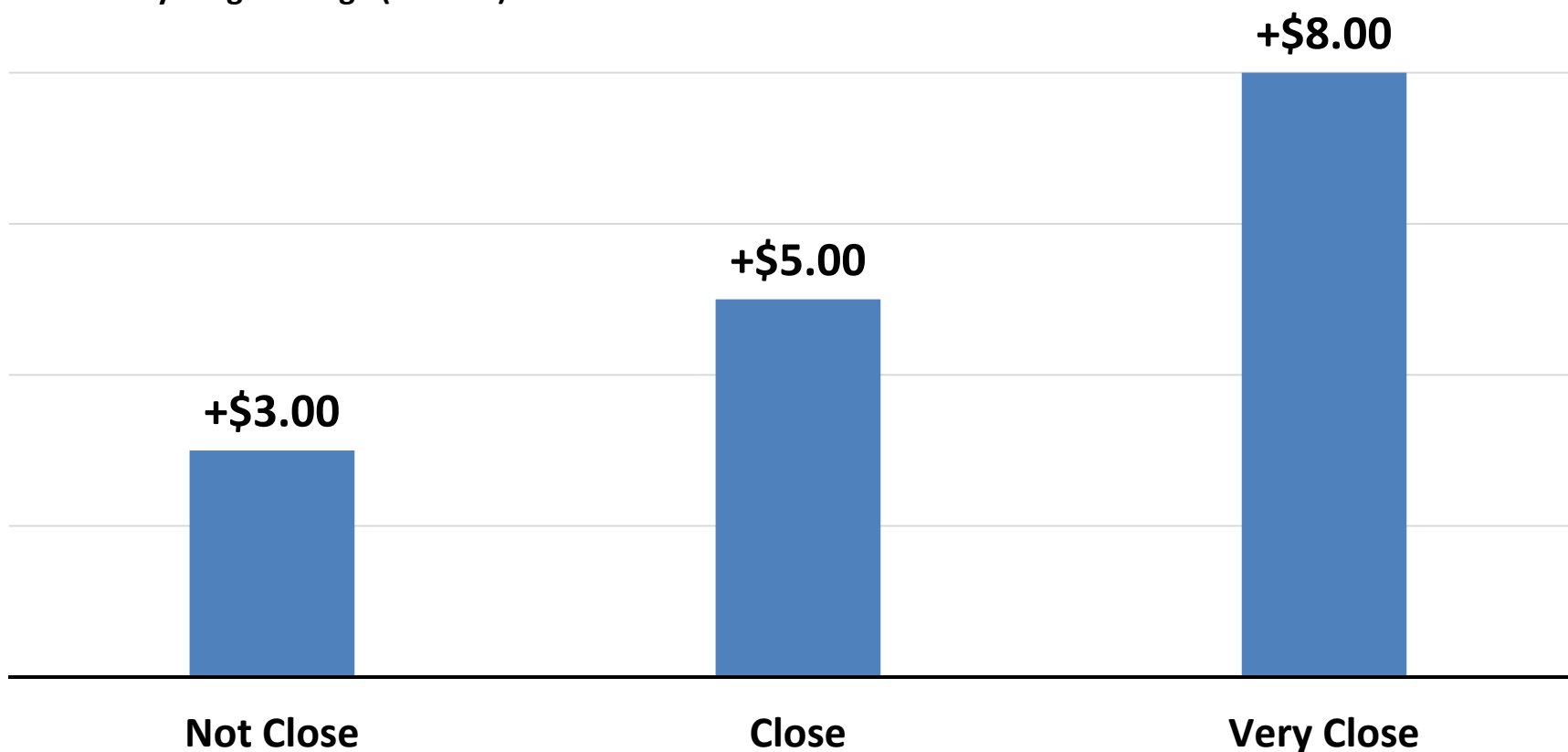
+$3.00

+$5.00

+$8.00

Not Close

Close

Very Close

Breakout Group Discussion (30 minutes)

- Pick a recorder and reporter – you will receive a google doc
- Discuss what the data may mean in the context of the 4 EMP Goals

Group Report Out