



Chabot-Las Positas Community College District

Educational Master Plans and District-Wide Strategic Plan

Board of Trustees Update – November 18, 2014



Presentation Overview

- I. The Colleges' Educational Master Plans and District-Wide Strategic Plan
- II. Planning Process Update
- III. Campus-Community Outreach Process: Major Themes
- IV. Preliminary Environmental Scan
- V. Questions and Discussion . . .





I. The Colleges' Educational Master Plans and District-Wide Strategic Plan

The Rationale for Planning . . .

- Respond to the dynamic and ever-changing educational marketplace and update our current plans
- Increase campus and community engagement and ownership of the plans
- Prepare for ACCJC/WASC Accreditation



Products of the Planning Process

- Chabot College Educational Master Plan
- Las Positas College Educational Master Plan



Products of the Planning Process

- Chabot College Educational Master Plan
- Las Positas College Educational Master Plan

Then . . .

- District-Wide Strategic Plan in support of the Colleges' Educational Master Plans



Educational Master Plan

- Identifies **educational needs** of the communities we serve
- Articulates an overall **vision** for advancing **student achievement**
- Defines overarching goals and strategies for **guiding development** of college **programs**

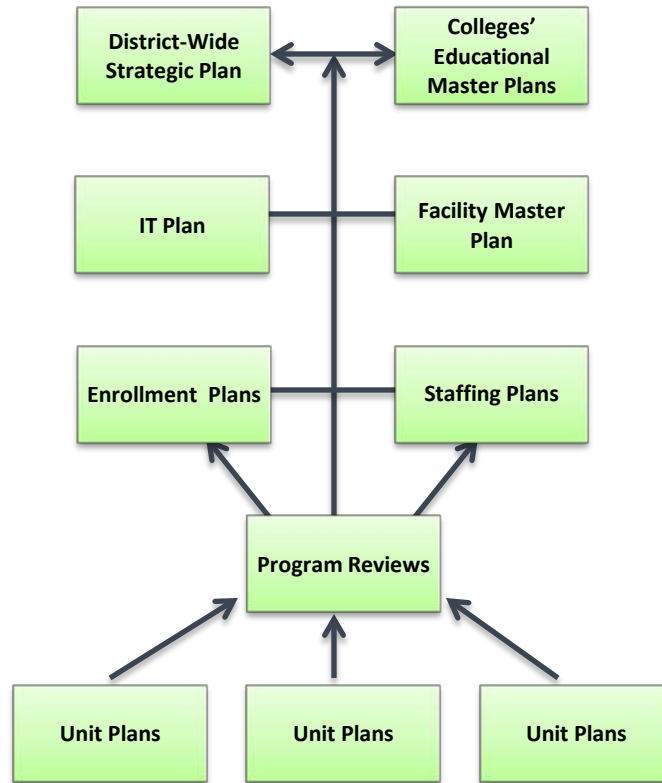


Strategic Plan

- Defines the District's **vision** and **mission**
- Develops an **organizational strategy** to support the individual Colleges' Educational Master plans
- Tracks the agreed upon **measurable outcomes** to monitor and report on student achievement



CLPCCD Family of Plans



Existing and Related Plans

- 2005 – 2015 Chabot College Education Master Plan
- 2009 – 2012 Chabot College Strategic Plan
- 2003 – 2010 Las Positas Education Master Plan
- 2010-2015 Las Positas Strategic Plan
- 2012-2016 District Education Master Plan
- 2012 Facilities Master Plan



Planning Process Guidance Committee

Committee Charge:

Provide guidance on the planning process to ensure active engagement of all College constituencies

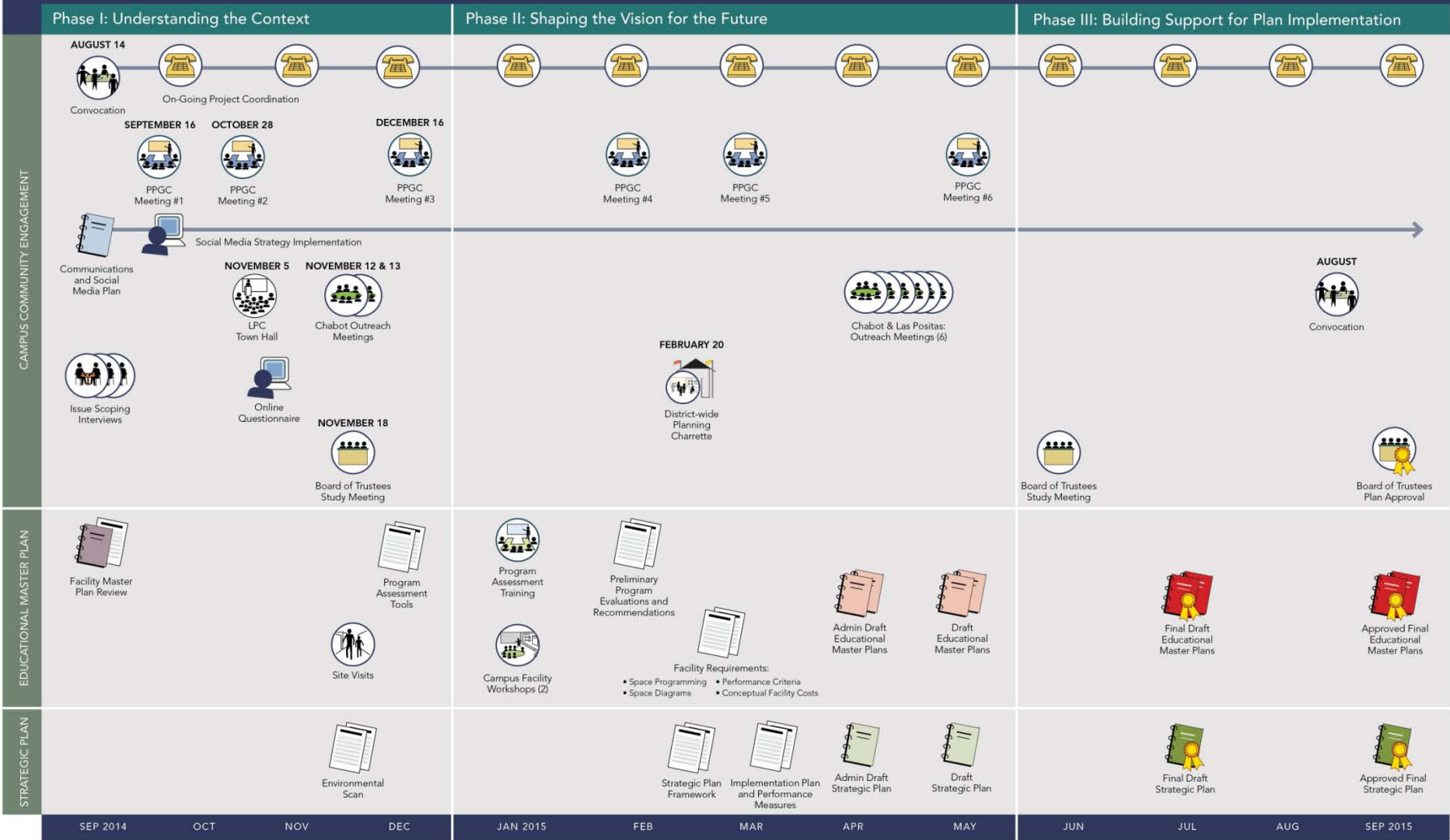
Committee Members

- Chancellor **Jannett Jackson**
- President, Chabot College, **Susan Sperling**
- President, Las Positas College, **Barry Russell**
- Academic Senate President, Chabot College, **Kathy Kelley**
- Academic Senate President, Las Positas College, **Tom Orf**
- Institutional Researcher, Chabot College, **Carolyn Arnold**
- Institutional Researcher, Las Positas College, **Rajinder Samra**



II. Planning Process Update

college's educational master plans and district-wide strategic plan



Updated August 6, 2014

Phase I: Understanding the Context

Campus Community Engagement

- Planning Process Guidance Committee Meetings
- Communications/Social Media Strategy
- Outreach Activities and Workshops
- Board of Trustees Meeting

Educational Master Plan

- Facility Master Plan Review
- Site Visits
- Program Assessment Tools and Training

Strategic Plan

- Environmental Scan



Phase II: Shaping the Vision for the Future

Campus Community Engagement

- Planning Process Guidance Committee Meetings
- Social Media
- Outreach Meetings
- District-wide Planning Charrette

Educational Master Plan

- Program Assessment and Preliminary Program Recommendations
- Facility Requirements
- Draft Education Master Plan

Strategic Plan

- Strategic Plan Framework
- Implementation Plan
- Draft Strategic Plan



Phase III: Building Support for Plan Implementation

Campus Community Engagement

- Planning Process Guidance Committee Meetings
- Board of Trustees Meeting
- Board of Trustees Plan Approval

Educational Master Plan

- Final Draft and Approved Final Master Plan

Strategic Plan

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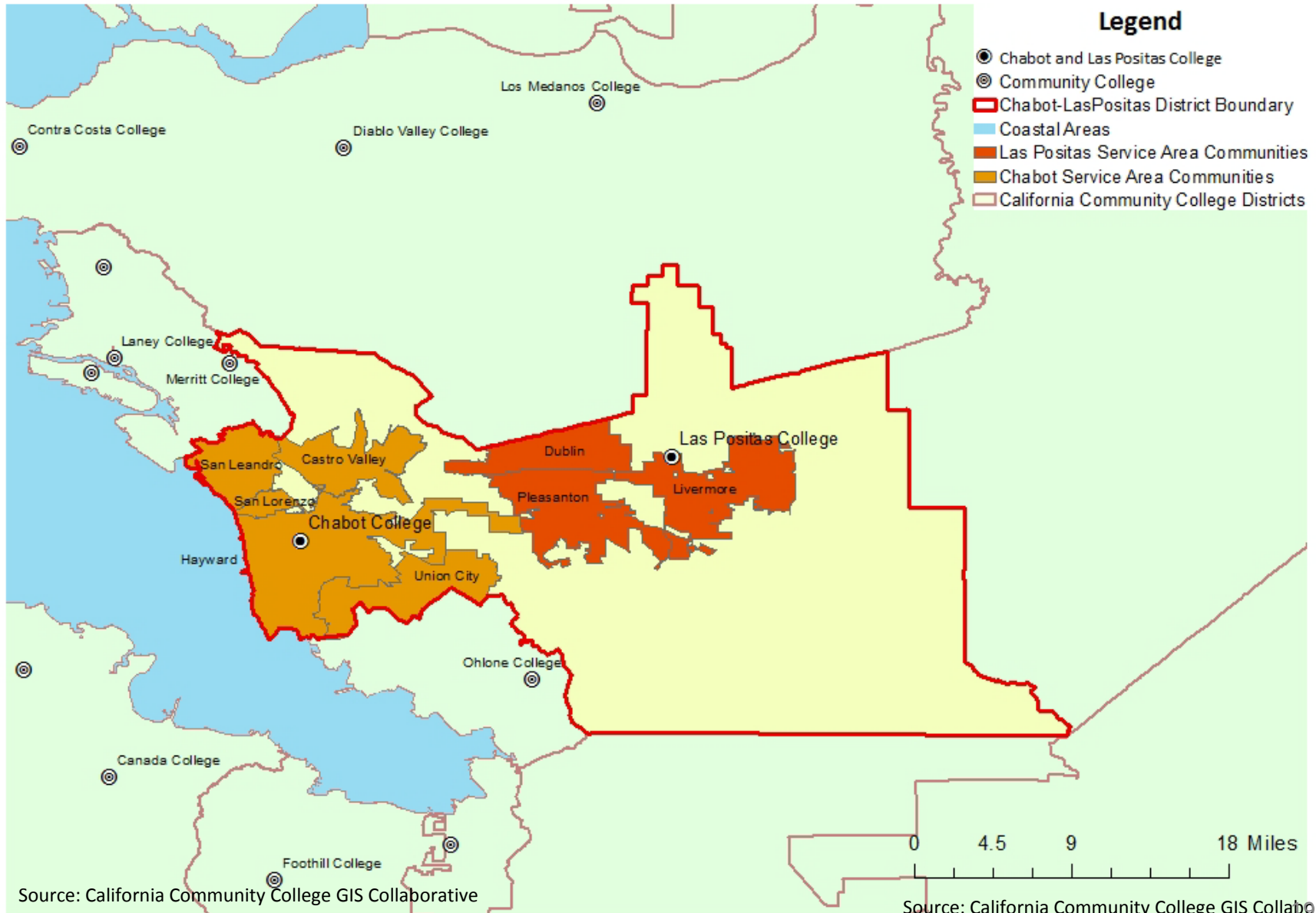
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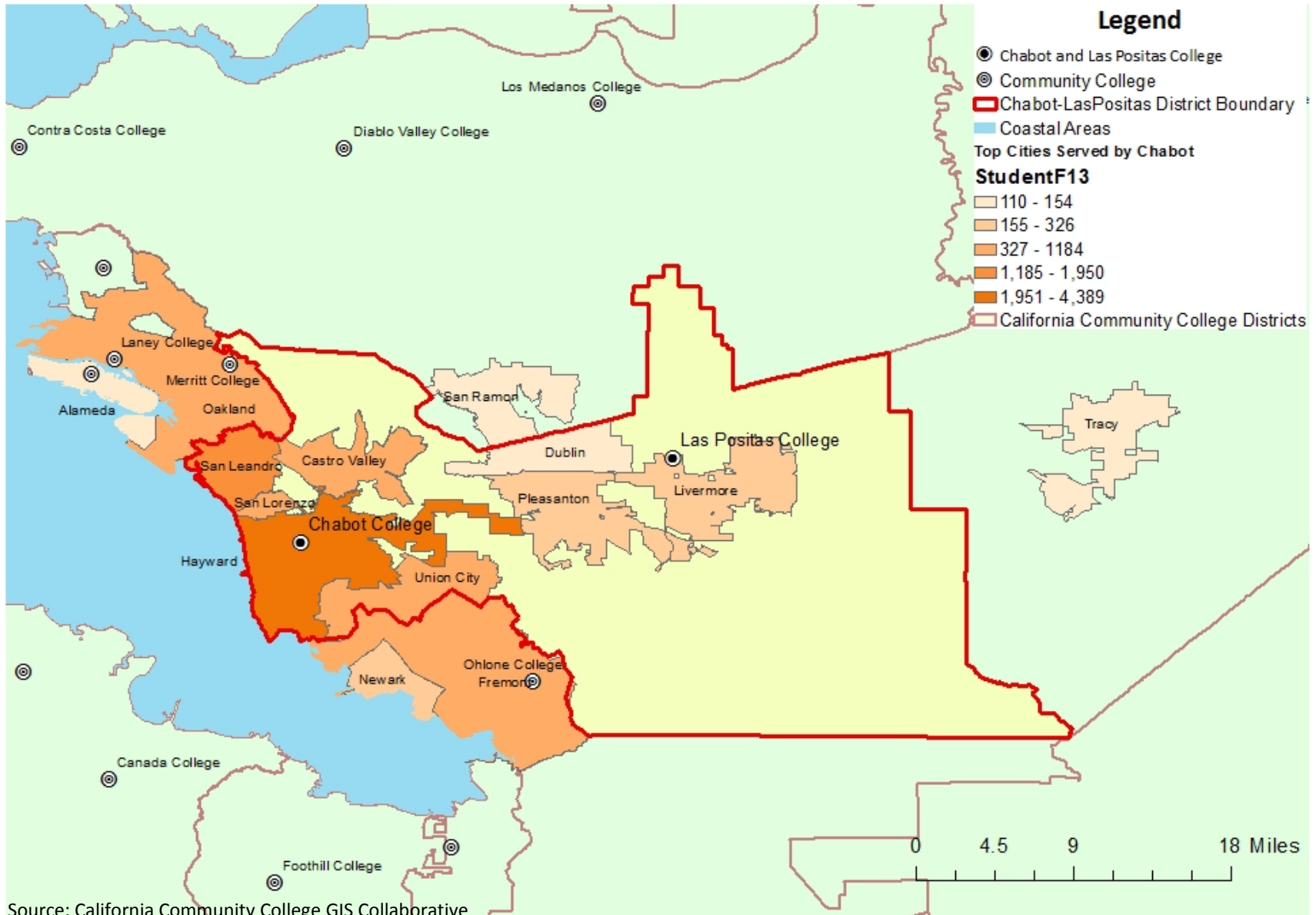
Community College District Service Areas



CLPCC District Service Area

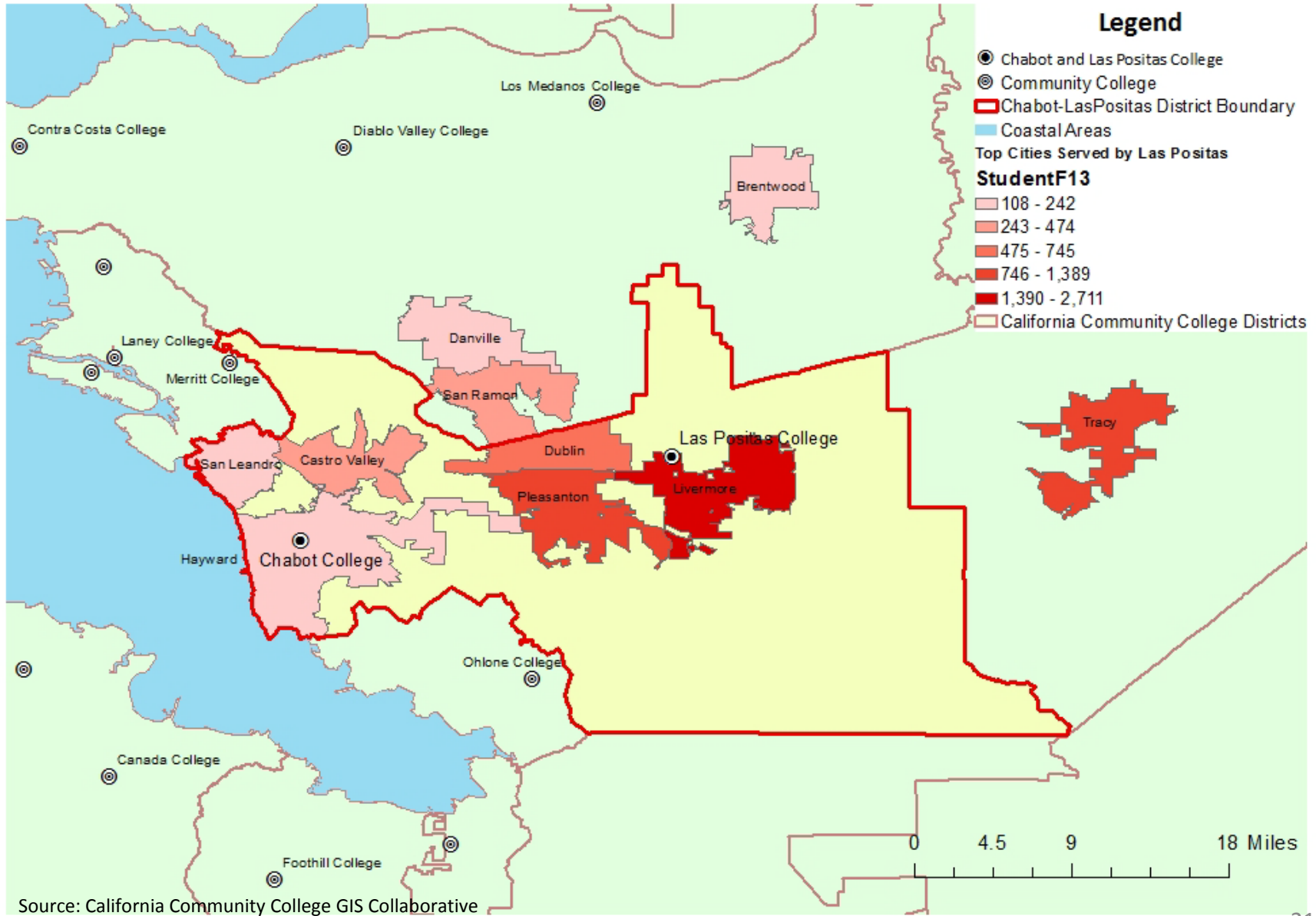


Chabot: Top Cities Served



Source: California Community College GIS Collaborative

Las Positas: Top Cities Served



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III. Campus-Community Outreach Process: Major Themes

As of November 11, 2014

Strengths

- Great faculty – “the teachers really teach”
- Dedicated classified staff
- Strong community support as evidenced by the strong support for recent bond measures
- Strong programs, especially fire science, nursing, dental hygiene, auto-tech (BMW), serving veterans, child-care, community schools, etc.
- Our reputation for innovation (e.g., Puente, Daraja, Umoja, new LPC Math Jam and other unique program offerings, etc.)
- Smooth-running District-wide operations overall



Strengths

- Good relations between administration and the bargaining units
- Athletic programs and facilities
- Student completion rate
- Guaranteed transfer program
- Family feeling
- District-wide contract education program
- Accelerated English, math and science programs
- A cohesive Board of Trustees

Issues and Challenges

Underprepared Students:

- Address the needs of under-prepared students with a special focus on math and English
- Expand ESL programs



Issues and Challenges

Investing in Staff and Faculty

- Expand in-service training for managers and others aspiring to be managers
- Rely more on full-time faculty, less on part-time
- Work toward greater leadership stability and continuity
- Develop a succession plan for all categories – faculty, staff and administrators; expand capacity of our administrative staff and systems in anticipation of future growth
- Recognizing the growing diversity of our student population at both Chabot and Las Positas

Issues and Challenges

Investing in Staff and Faculty

- Continue to diversify faculty, staff and administrators to match our student population
- Ensure that our salary and wage structure is on par with other districts



Issues and Challenges

Planning and Accreditation

- Be more methodical about program review and determining which programs to keep, modify and/or eliminate
- Anticipate and plan for the upcoming ACCJC/WASC accreditation



Opportunities

Educational Programs, Courses and Curricula

- Keep up with industry trends and continue to innovate – bring on new programs such as bio-tech, drought technology, etc., in accordance with new job sector growth
- Expand college/industry partnership opportunities; increase collaboration with four year universities
- Expand our technical programs in line with growth in regional economic sectors
- Expand program capacity to meet demand (e.g., fire tech, surgical tech, paramedic, etc.)
- Support the Hayward Promise Project



Opportunities

Educational Programs, Courses and Curricula

- Consider developing 4 year degree programs
- Expand use of industry representatives as program advisors
- Continue to maintain strong partnerships with unions for apprenticeship programs
- Consider expanding recruitment of international students – they bring needed revenue which can be used to underwrite other program needs
- Ensure that all deans have classroom teaching experience



Opportunities

Facilities

- Maximize our real estate assets
- Increase opportunities on our campuses for informal gathering of students, faculty, staff, etc.
- Expand use of our facilities as community gathering places – it provides a service and helps acquaint more people with the colleges
- Make all our facilities green and sustainable; maximize use of renewable energy systems



Opportunities

Systems and Processes

- Make more extensive use of technology in our program delivery and systems (e.g., smart classrooms, video conferencing, virtual meetings, eTablet-friendly Board member packets, etc.)
- Develop internal and external communication systems that serve both colleges equally well
- Keep web sites and social media current and up-to-date
- Institute on-line request tracking system
- Support the transfer policy for faculty, staff and students



Opportunities

Support Services

- Expand the Puente, Daraja and Umoja programs
- Consider case management as an advising concept for all students
- Provide opportunities for current staff to take in-service training to qualify them for administrative positions
- Expand professional development opportunities for faculty and staff; support creative and innovative programs and processes
- Expand outreach to K – 12 students; engage these students and find out what they need to succeed in higher education



Opportunities

Support Services

- Expand public relations, communications and marketing efforts to build our reputation and attract students; tell our stories of student success
- Maximize grant-writing opportunities
- Expand our efforts in tapping into our alumni network



Planning Process Desired Outcomes

1. Maintain a strong focus on student success
2. Continue to improve our teaching and learning processes
3. Focus on implementation – let's get things done
4. Find ways to diversify revenue-generating opportunities
5. Ensure that all decision making processes are open, transparent and inclusive
6. Provide a roadmap to where we're going and how we're going to get there



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IV. Preliminary Environmental Scan

As of November 11, 2014



Regional Demographics

Characteristics and Key Trends

The SF Bay Area: A Growing Region

- The Bay Area region population is growing
- Absolute population growth signals an increase in CLPCCD services
- Job growth will outpace population growth
- Growing knowledge-based economy further demands a trained workforce

Source: ABAG, 2013 Projections: http://onebayarea.org/pdf/final_supplemental_reports/FINAL_PBA_Forecast_of_Jobs_Population_and_Housing.pdf



Population Growth by Select Service Area Cities

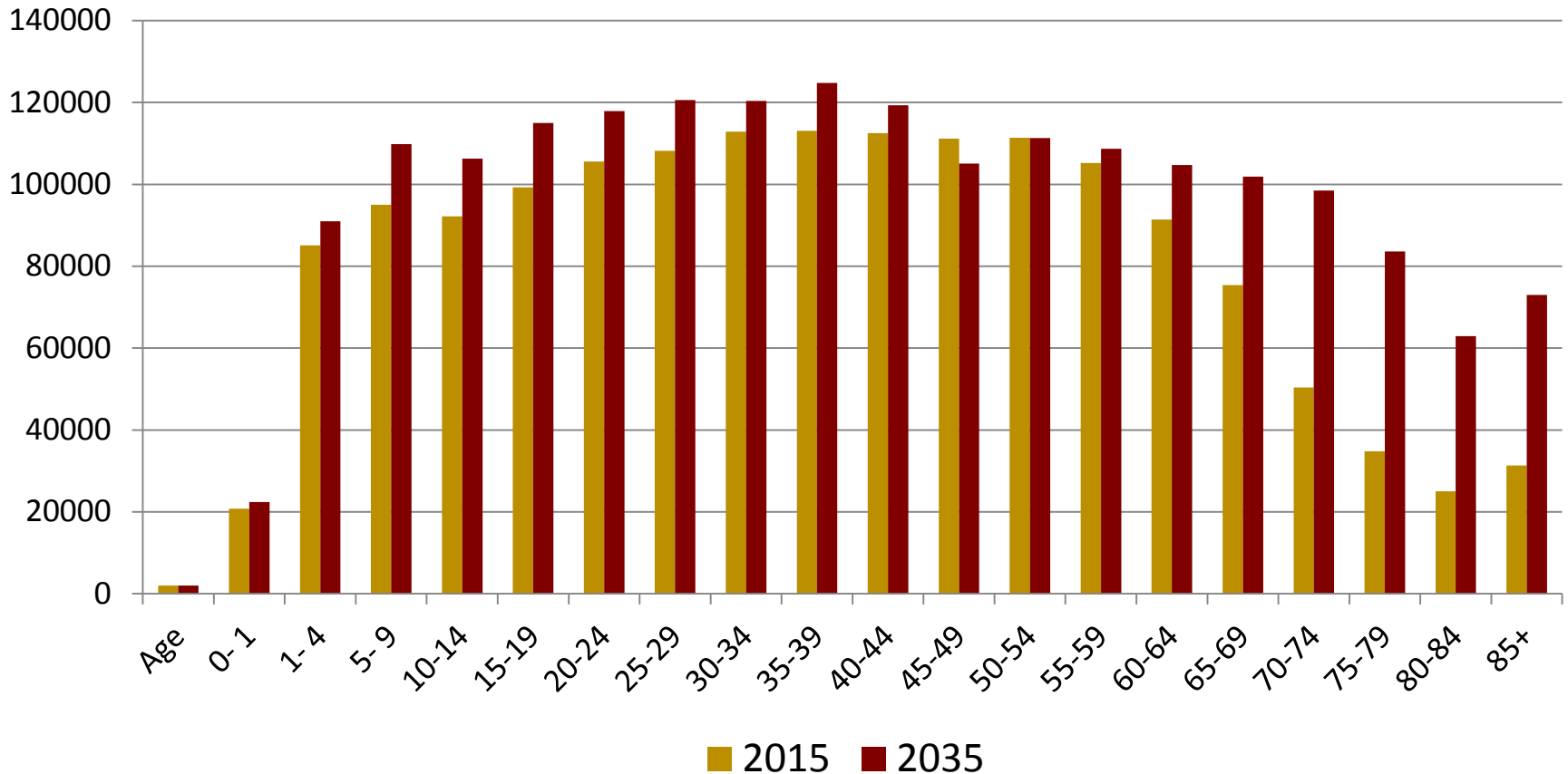
City	2010	2040	Total Growth	Percent Change 2010-2040
Dublin	46,036	73,800	119,836	60%
Hayward	144,186	188,000	332,186	30%
Livermore	80,968	104,300	185,268	29%
Pleasanton	70,285	91,800	162,085	31%
San Leandro	84,950	107,600	192,550	27%
Union City	69,516	82,500	152,016	19%
Service Area Total*:	495,941	648,000	1,143,941	31%
Alameda County	1,510,271	1,987,900	3,498,171	32%
Contra Costa County	1,049,030	1,338,440	289,420	28%
Region	7,150,740	9,299,150	2,148,410	30%

*Service Area Total does not include CDPs

Source: ABAG, 2013 Projections: http://onebayarea.org/pdf/final_supplemental_reports/FINAL_PBA_Forecast_of_Jobs_Population_and_Housing.pdf

We're getting older and younger

Alameda County Population by Age, 2015-2035



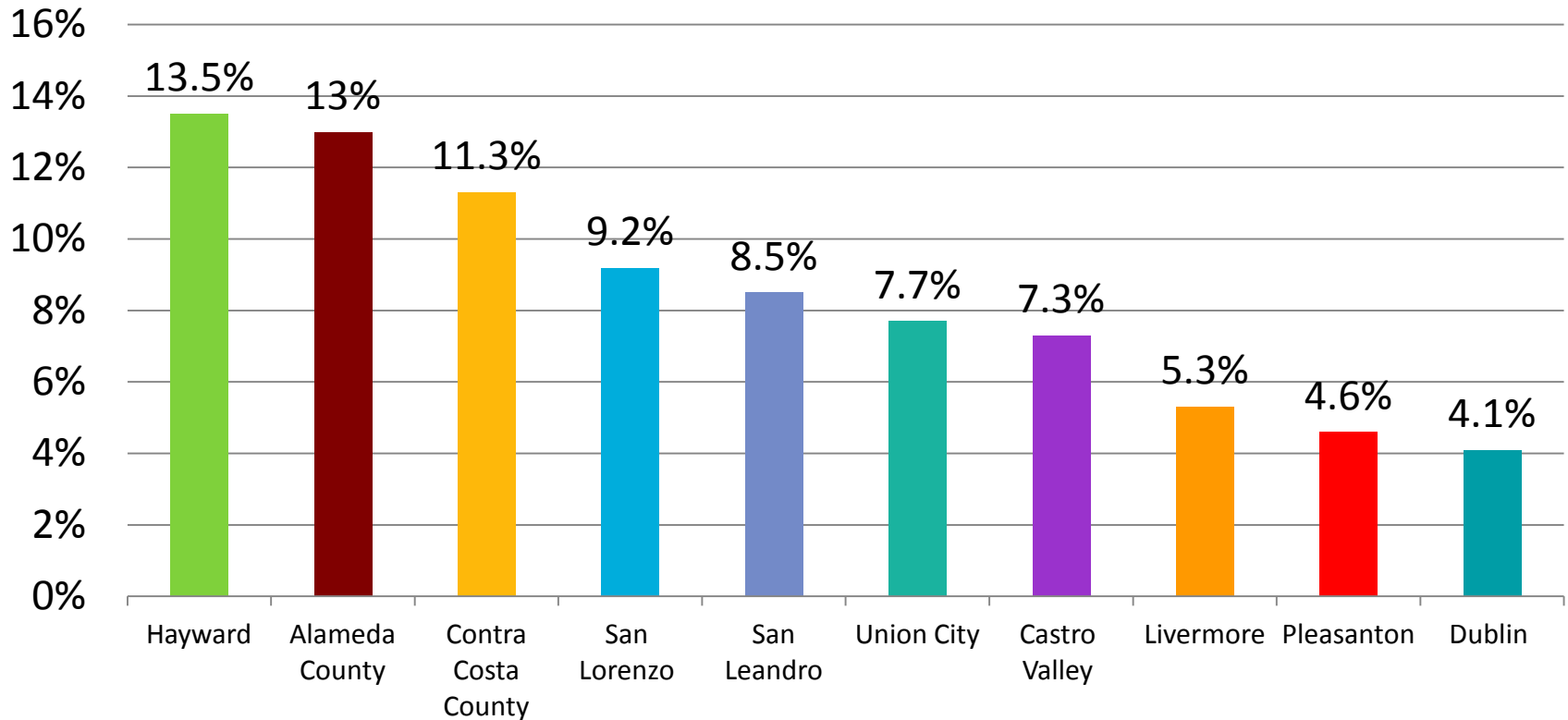
Source: ABAG, 2013 Projections: http://onebayarea.org/pdf/final_supplemental_reports/FINAL_PBA_Forecast_of_Jobs_Population_and_Housing.pdf

Race and Ethnicity of Service Area Population

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

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

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



- Socioeconomic status varies widely across the service area and between the “student-sheds” of Chabot and Las Positas

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





The Regional Economy

Characteristics and Key Trends

Living in the Bay Area

- Knowledge and service-based economy
- Skilled workforce
- National competition for jobs
- High cost of living
- Extreme housing costs
- Increasing population
- Increasing number of jobs available



Employment Growth

	2010	2040	2010-2040	
			Total Growth in Jobs	Percent Growth
Alameda County	694,450	947,650	253,200	36%
Contra Costa	344,920	467,390	122,470	36%
Bay Area Total	3,385,300	4,505,220	1,119,920	33%

Source: ABAG, 2013 Projections: http://onebayarea.org/pdf/final_supplemental_reports/FINAL_PBA_Forecast_of_Jobs_Population_and_Housing.pdf

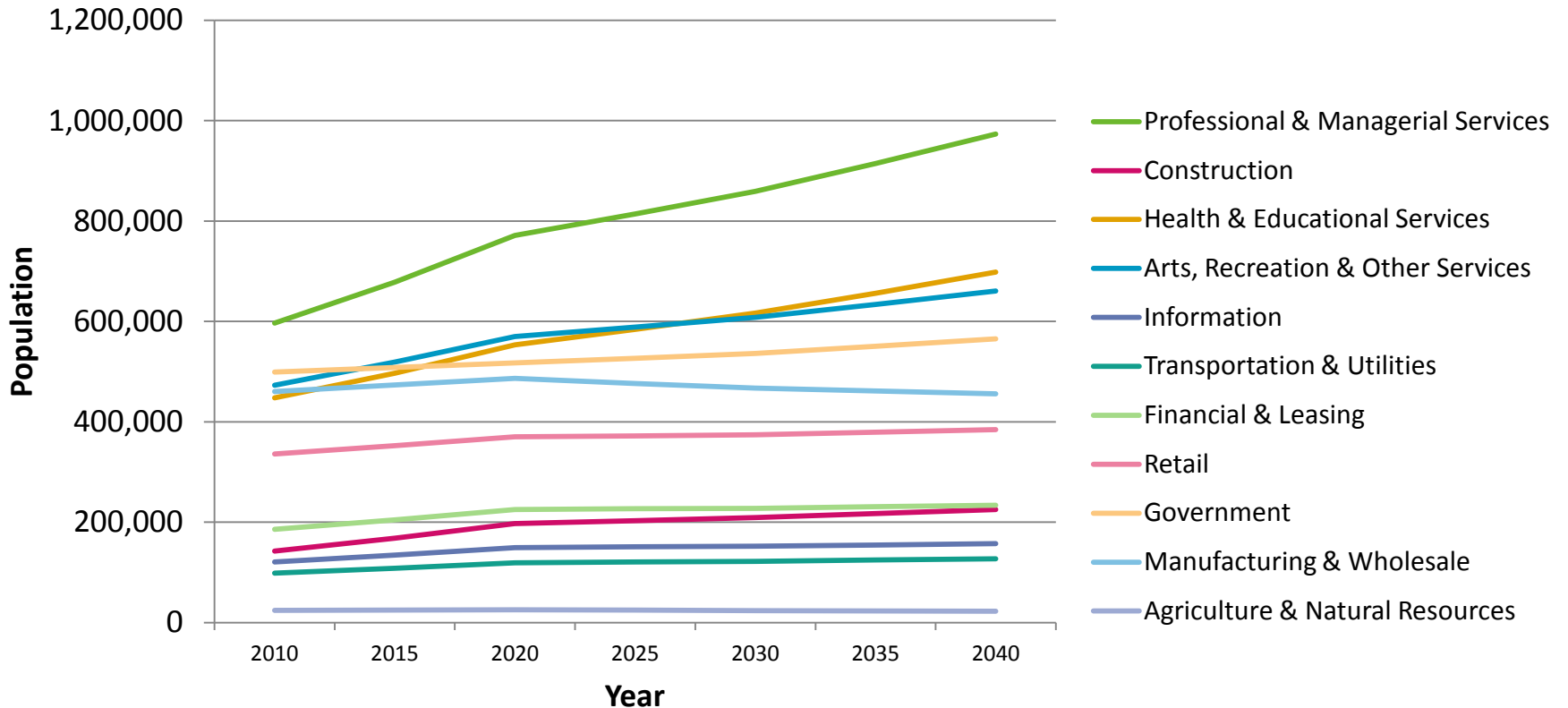
District Service-Area: Local Employment by Industry

Occupation	Chabot Cities		Las Positas Cities		District Service Area	
	Population	Percent	Population	Percent	Population	Percent
Educational service; health care; social assistance	36,554	20%	16,960	16.62%	53,514	19%
Professional, scientific, and management; Administrative and waste management services	22,442	12%	18,533	18.16%	40,975	14%
Manufacturing	22,415	12%	12,710	12.45%	35,125	12%
Retail trade	20,967	12%	10,436	10.22%	31,403	11%
Arts, entertainment, and recreation; Accommodation and food services	14,967	8%	8,096	7.93%	23,063	8%
Construction	11,508	6%	8,696	8.52%	20,204	7%
Finance and insurance; Real estate; Rental; Leasing	10,559	6%	7,623	7.47%	18,182	6%
Transportation and warehousing; Utilities	13,528	7%	3,561	3.49%	17,089	6%
Other services	9,379	5%	4,324	4.24%	13,703	5%
Public administration	7,178	4%	3,930	3.85%	11,108	4%
Wholesale trade	7,427	4%	3,500	3.43%	10,927	4%
Information	4,062	2%	3,477	3.41%	7,539	3%
Agriculture, forestry, fishing and hunting; mining	442	0%	225	0.22%	667	0%
Civilian employed population 16 years and over	181,428	100%	102,071	100%	283,499	100%

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

Employment by Industry: Bay Area

2010-2040 Employment by Sector



Source: ABAG, 2013 Projections: http://onebayarea.org/pdf/final_supplemental_reports/FINAL_PBA_Forecast_of_Jobs_Population_and_Housing.pdf

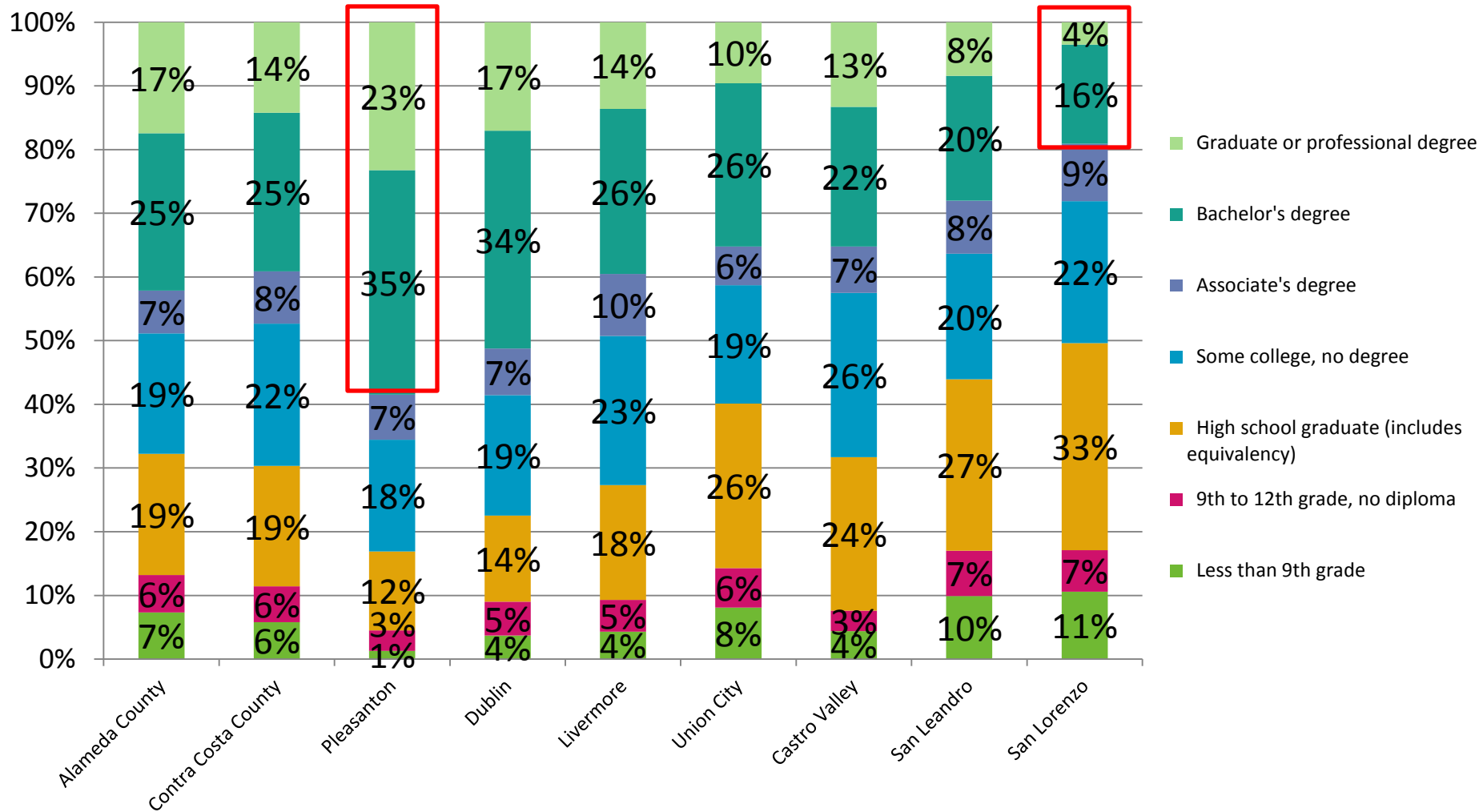
Unemployment

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

Source: US Bureau of Labor Statistics 2014



Educational Attainment



Source: United States Census Bureau, 2011-2013 American Community Survey 3-Year Estimates

Required Job Skills

- Personal management skills
- Emotional intelligence
- Professional and communications skills
- Technological literacy
- Subject area knowledge
- Adaptability and ability to learn
- Agile educational programs and curriculum management

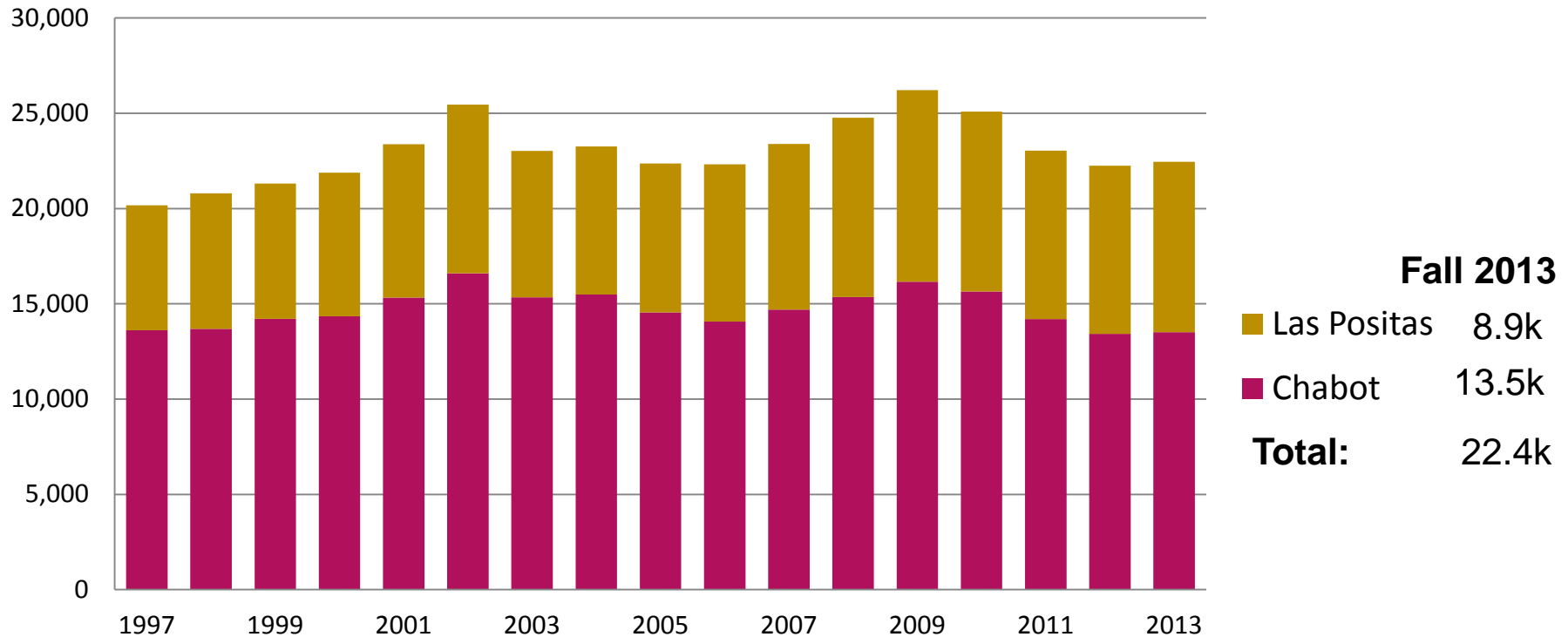




Student Demographics

Characteristics and Key Trends

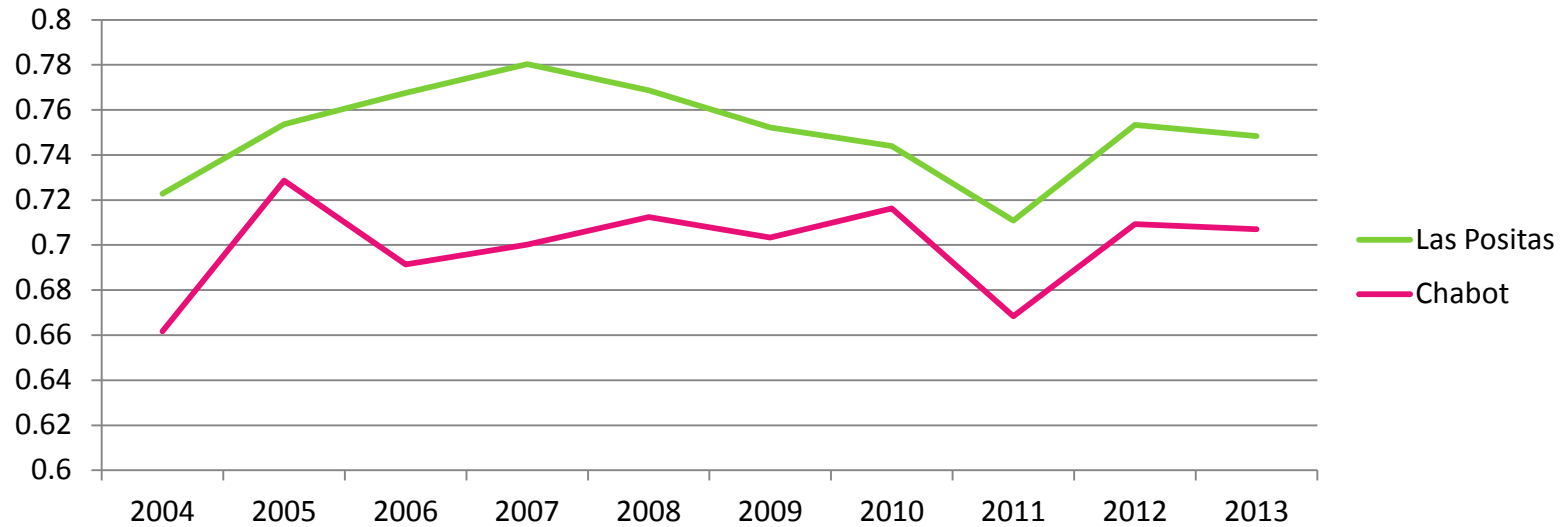
Student Headcount 1997-2013



Enrollment has been relatively steady at Chabot and has grown at Las Positas, with fluctuations that follow economic cycles

Source: CLPCCD Institutional Research

Percent of Full-Time Students

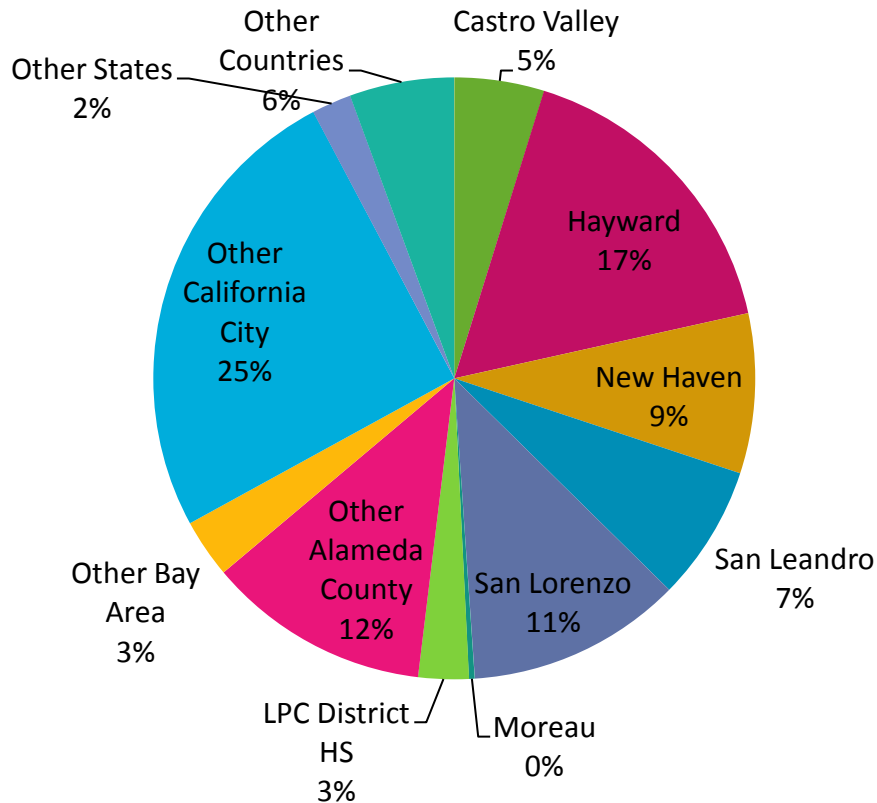


- Las Positas has a wealthier “student-shed,” more can afford to be full-time
- Students went part-time as the economy began to recover, then came back to school

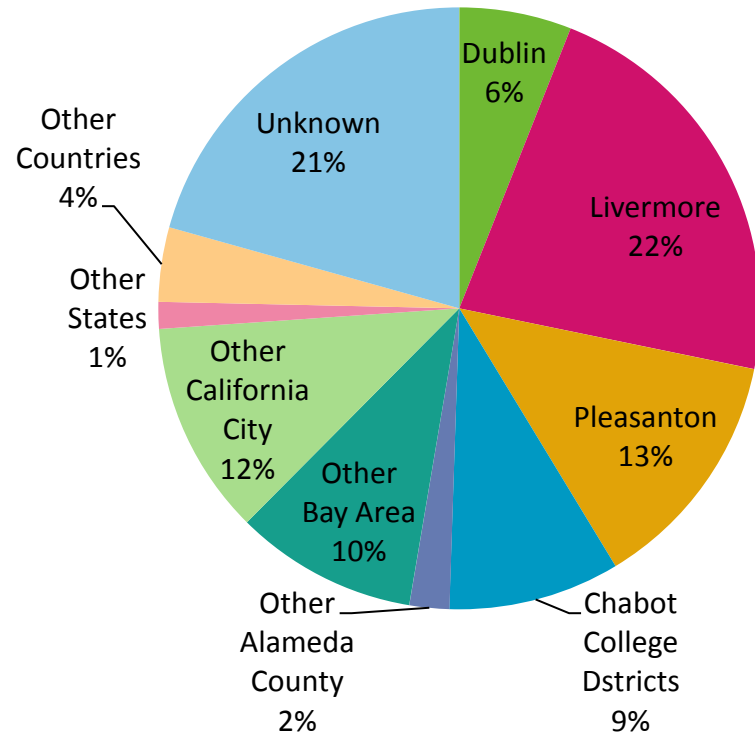
Source: CLPCCD Institutional Research

School Districts of Incoming High School Students, Fall 2013

Chabot



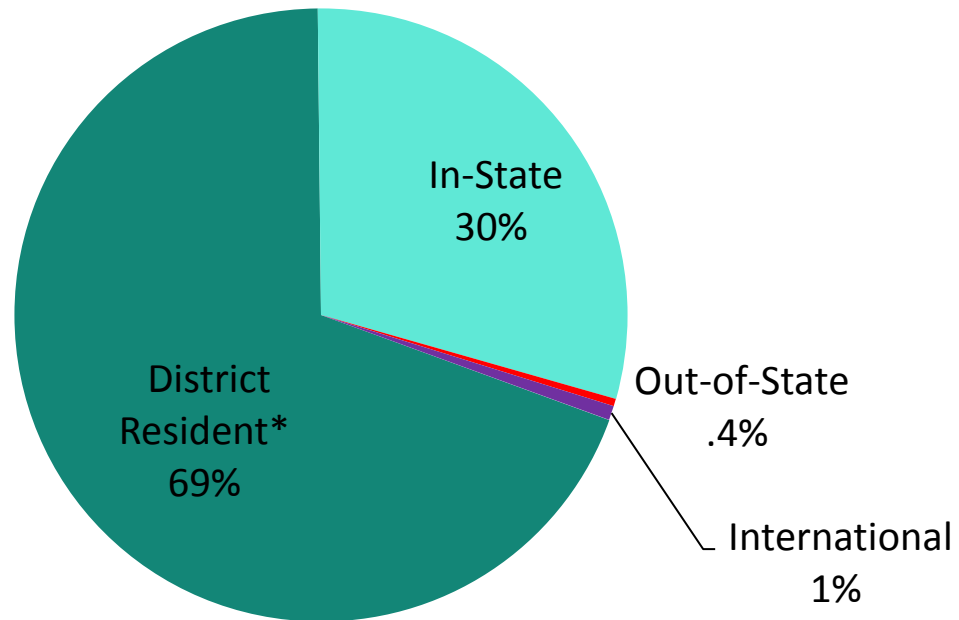
Las Positas



Source: CLPCCD Institutional Research

- 49% of Chabot students are from college service area
- 41% of Las Positas students are from college service area

District-Wide Residency, Fall 2013

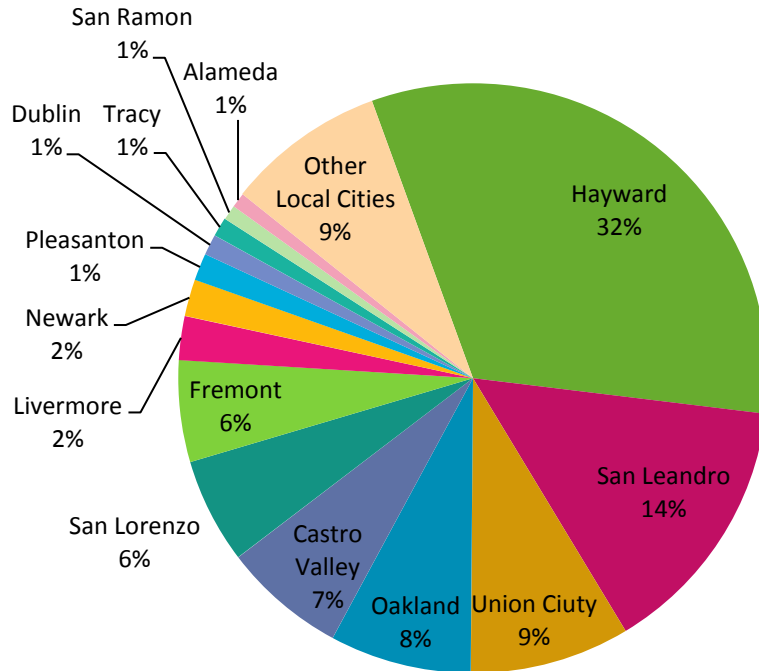


Source: CLPCCD Institutional Research

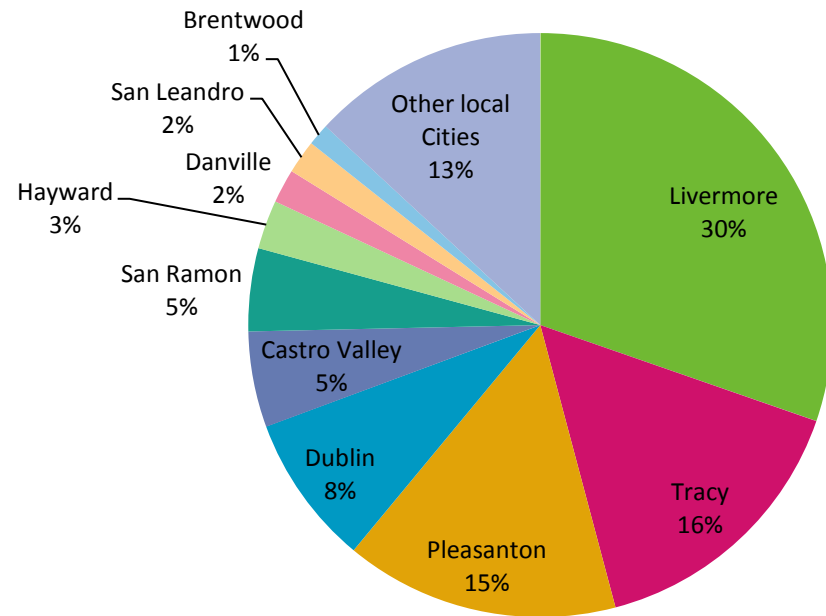


Residency Patterns, Fall 2013

Chabot Local Residence

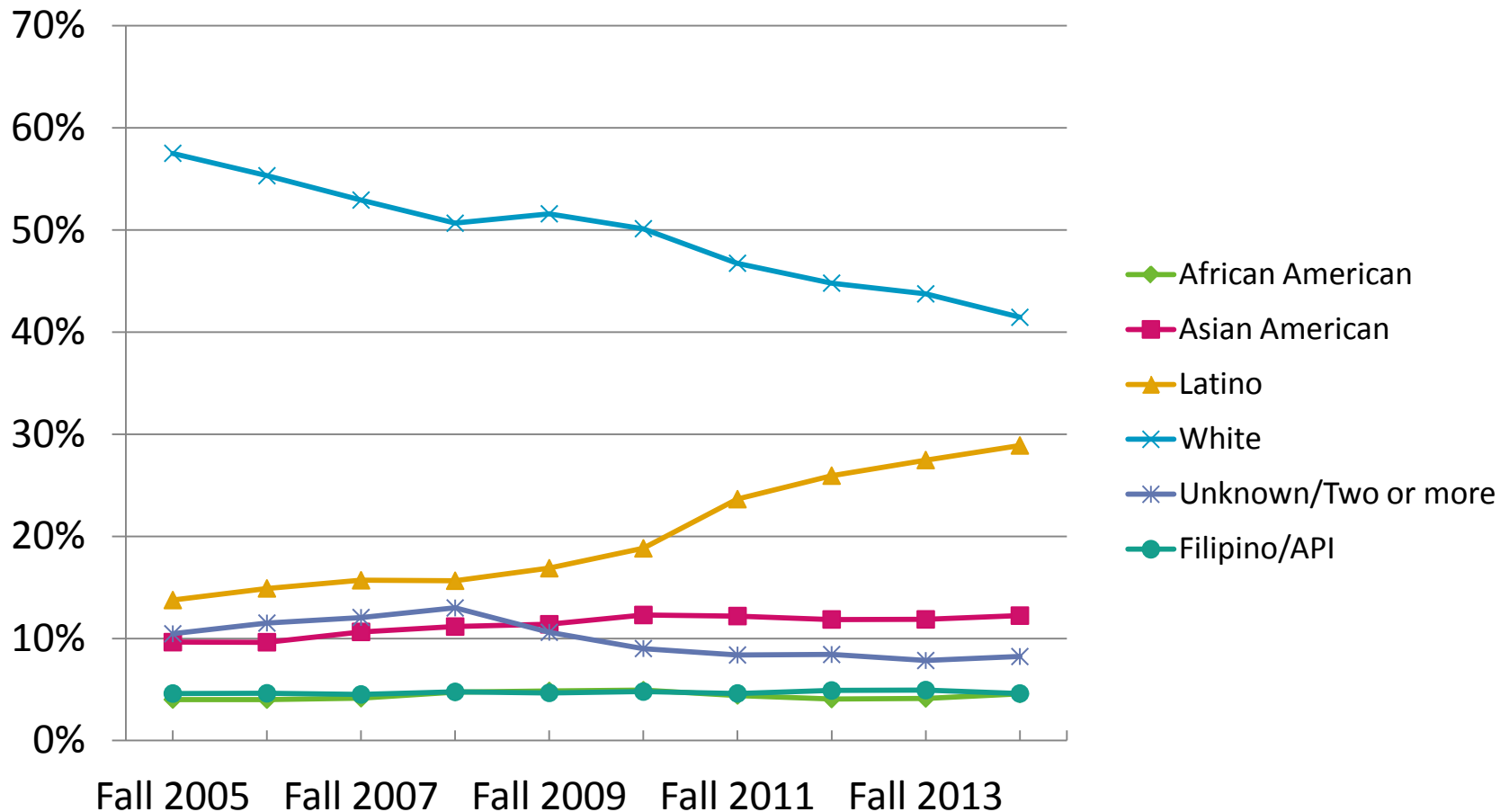


Las Positas Local Residence



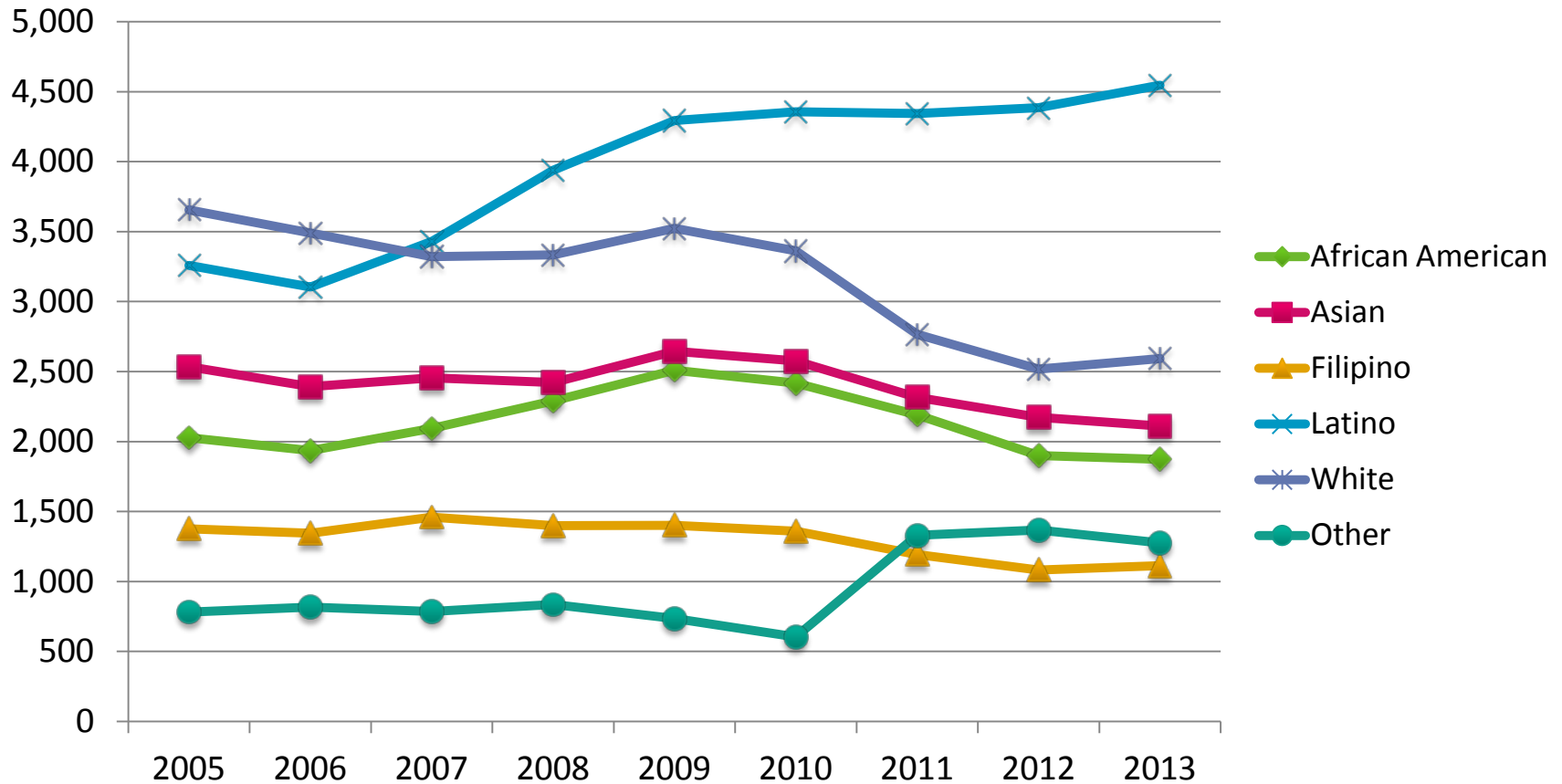
Source: CLPCCD Institutional Research

Race and Ethnicity – Las Positas



Source: CLPCCD Institutional Research

Race and Ethnicity – Chabot



Source: CLPCCD Institutional Research

Preparedness

Preparedness

- Preparedness is a primary, systemic problem facing the District
- Chabot/Las Positas are serving as an extension of high school for many students
- Many students face a lifetime of personal and educational difficulty
- These students want to create positive momentum for themselves
- This is a major opportunity for them and the region, and many students need significant support to accomplish their educational goals



Transfer Rates

Preparedness of Incoming Students

Completion Rates (Transfers)

Prepared		Unprepared		Prepared		Unprepared	
Las Positas:	30%	Las Positas:	70%	Las Positas:	73.9%	Las Positas:	51%
Chabot:	22%	Chabot:	78%	Chabot:	68%	Chabot:	43.8%

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

Unprepared for College: A student who starts community college in Basic Skills English or Math.

Source: Student Success Initiative California Community Colleges: Student Success Score Board

Transfer Rates

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

Source: Student Success Initiative California Community Colleges: Student Success Score Board

Findings

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



Summary: Who Completes?

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

Source: CLPCCD Institutional Research



Student Support Programs

Attrition and Success

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

- Limited or **unrealistic expectations** of college
- Academic **under-preparedness**
- **Transition** difficulties
- **Uncertainty** about majors or careers
- Academic **boredom** or irrelevance

Source: Las Positas Counseling Department



Attrition and Success

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

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

Source: Las Positas Counseling Department



Supportive Services at Chabot

- Counseling Office
- ASPIRE
- CalWORKs
- Disabled Students Programs and Services
- Daraja Project
- Puente Project
- EPOS/CARE
- PACE Program
- Childcare
- Health Center



First Year Experience at Chabot

Limited to 180 students

- STEM (Science, Technology, Engineering, & Mathematics)
- Business (Accounting, Management, Entrepreneurship, Marketing, Retail)
- Change it Now!
- Chabot Athletes
- Hayward Promise Neighborhood (Students from Hayward or Tennyson HS)
- Daraja (Explores African-American themes)
- Puente (Explores Latino themes)



Supportive Services at Las Positas

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



Supportive Services

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





Supportive Programs

For Faculty and Staff

Faculty and staff growth

- Faculty are transitioning from providers of information to learning coaches (information is everywhere)
- Full-time Faculty may need to step into more formal advising and mentorship roles. This will require support and possibly training.
- Staff and faculty must keep current on best practices and technology advances
- More information will come as outreach progresses





Educational Landscape

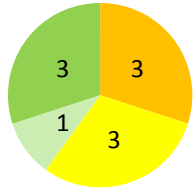
Students from other districts

- 20%-30% CLPCCD students live out of district
- Multiple factors may draw students
 - Programs (support and academic)
 - Desire for change/social reasons
 - Safety
 - Convenience
- The number of students from Tracy going to Las Positas has grown by 157% at Las Positas
- The number of students from Tracy going to Chabot have grown more than 150%
- Surveys may determine reasons for choosing CLPCCD

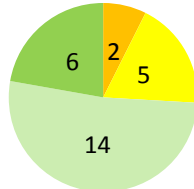


Market Share Amongst CC: Number of Programs Offered

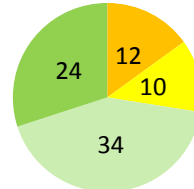
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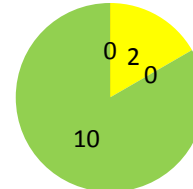
Sports



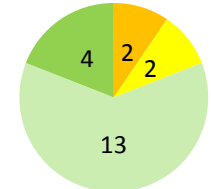
Art



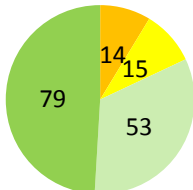
College success



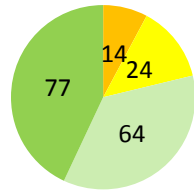
Writing



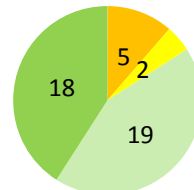
Tech / Trades



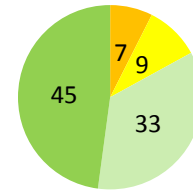
Business



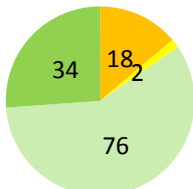
Entertainment



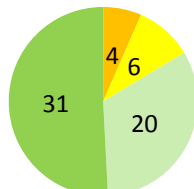
Computers



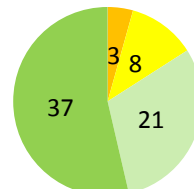
Social Science



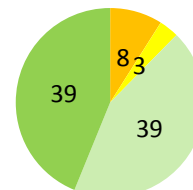
Education



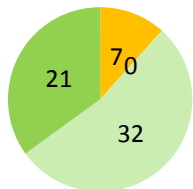
Auto



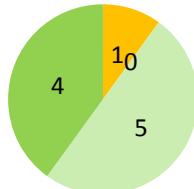
Health



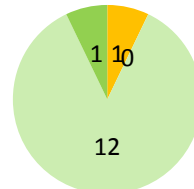
Science



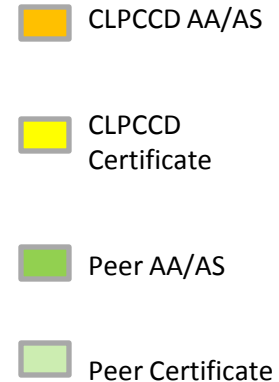
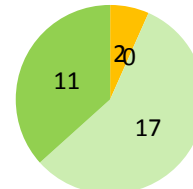
Engineering



Mathematics



Language



- Peers include:**
- Peralta Colleges
 - Contra Costa College
 - Diablo Valley College
 - Evergreen Valley College
 - Los Medanos College
 - Ohlone College
 - San Jose City College
 - San Joaquin Delta College

AA/AS Programs Unique to the District

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



Certificate Programs Unique to the District

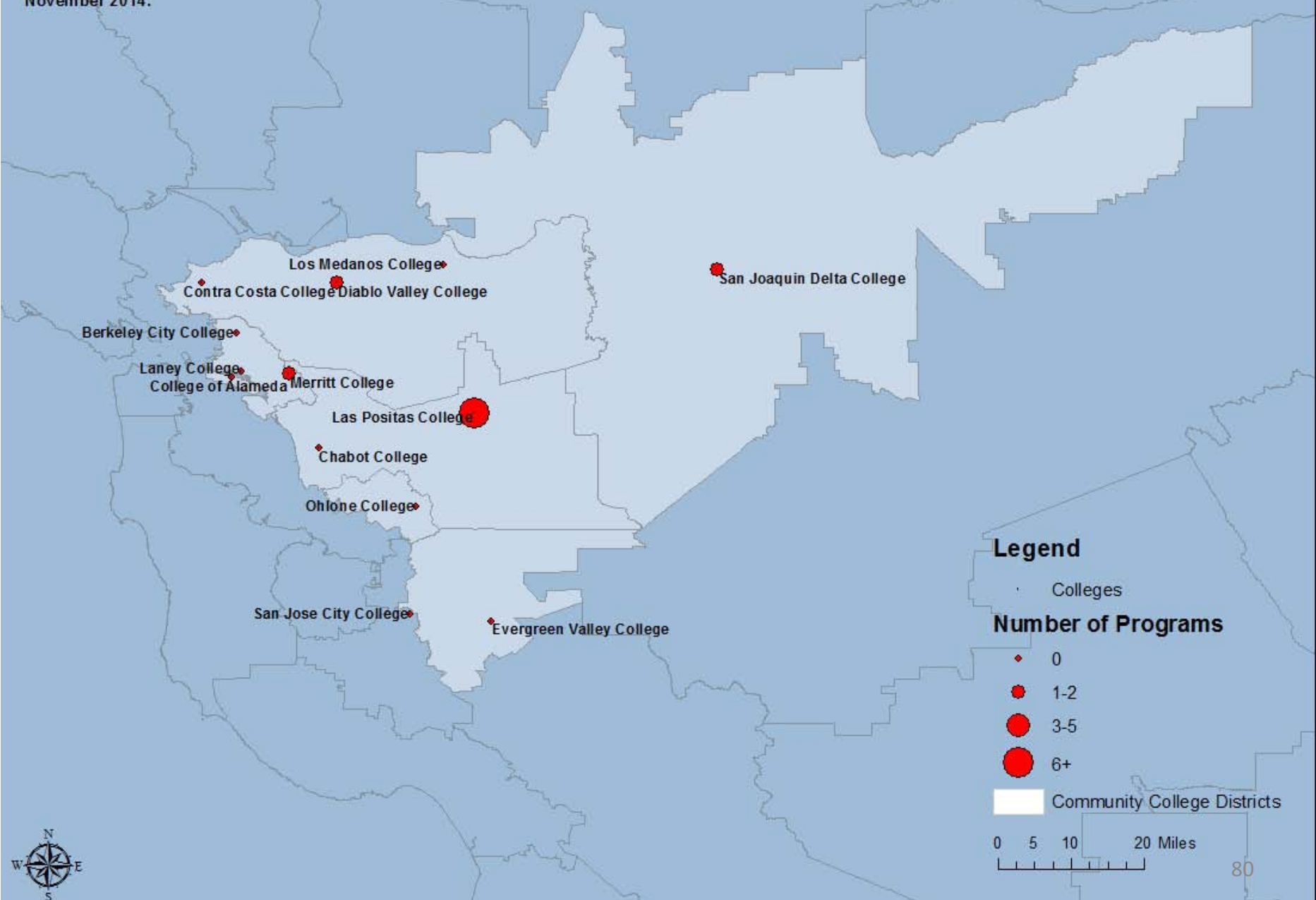
Category	Academic Programs
Ag	Enology
Ag	Viticulture
Art	Design Technology
Art	Visual Communications
Art	Illustration
Auto	Automotive Maintenance Technology
Auto	Automotive Technology Entrepreneur
Business	Retailing
Business	Business Workforce Proficiency
Business	Administrative Assistant Entrepreneur
Business	Business Graphics
Business	Real Estate Entrepreneur
Computers	Software Specialist
Computers	Cisco Network Professional
Education	Family Child Care
Education	Early Childhood Intervention Assistant
Entertainment	Music Industry Entrepreneur
Health	Health Care Management
Social Science	Multicultural Awareness

Category	Academic Programs
Sports	Physical Education: Sports Medicine
Sports	Aquatics
Tech / Trades	Occupational Safety and Health
Tech / Trades	Vacuum Technology
Tech / Trades	Electronics Telecommunications Systems
Tech / Trades	Industrial Electronic Technology
Tech / Trades	Inspection and Pipe Welding
Tech / Trades	Numerical Control (Machinist)
Tech / Trades	Tool Maker
Tech / Trades	Consumer Technology

Regional Community Colleges Relative Program Market Share

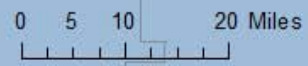
Agricultural Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



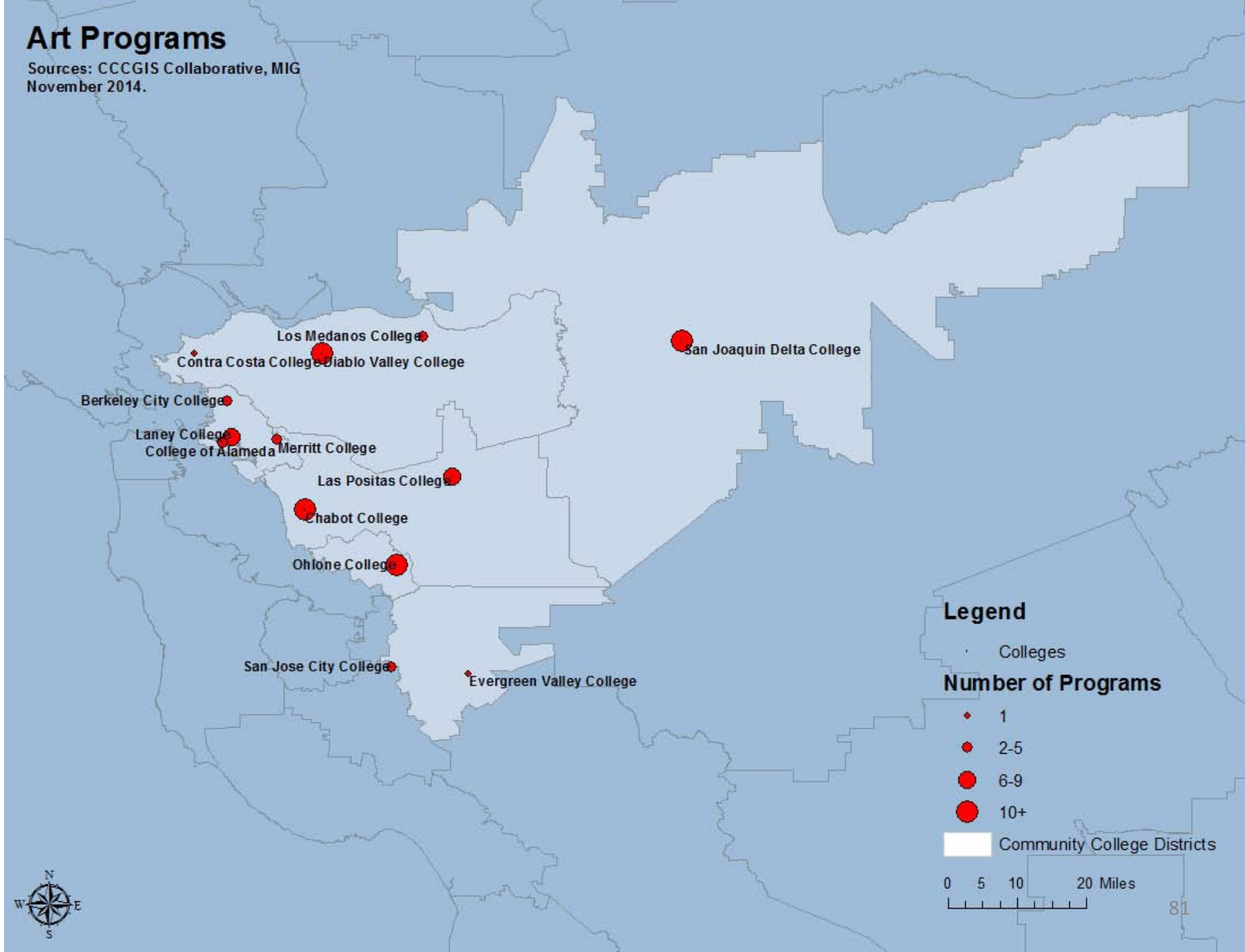
Legend

- Colleges
- Number of Programs**
 - 0
 - 1-2
 - 3-5
 - 6+
- Community College Districts



Art Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



Legend

Colleges

Number of Programs

- 1
- 2-5
- 6-9
- 10+

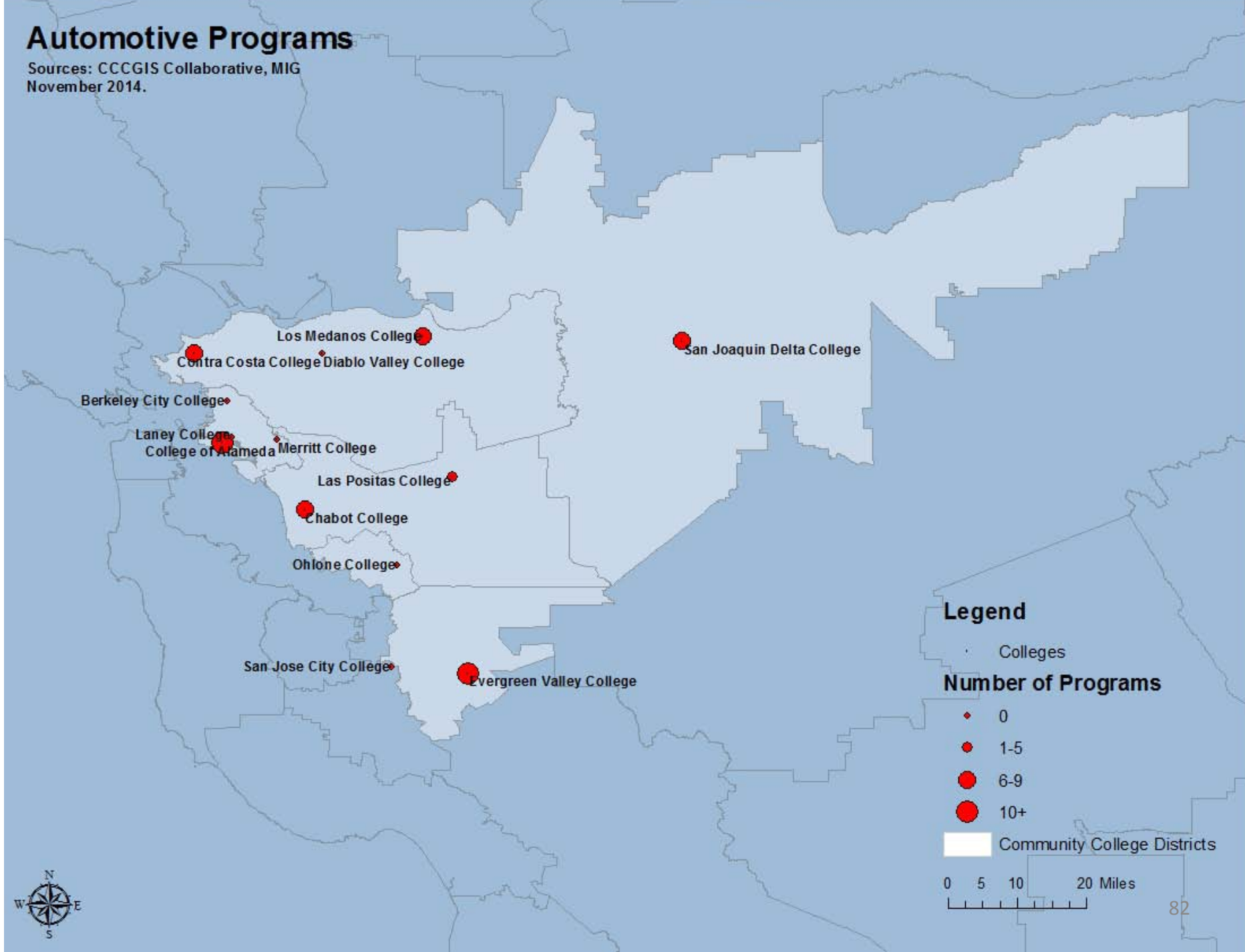
Community College Districts

0 5 10 20 Miles



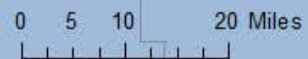
Automotive Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



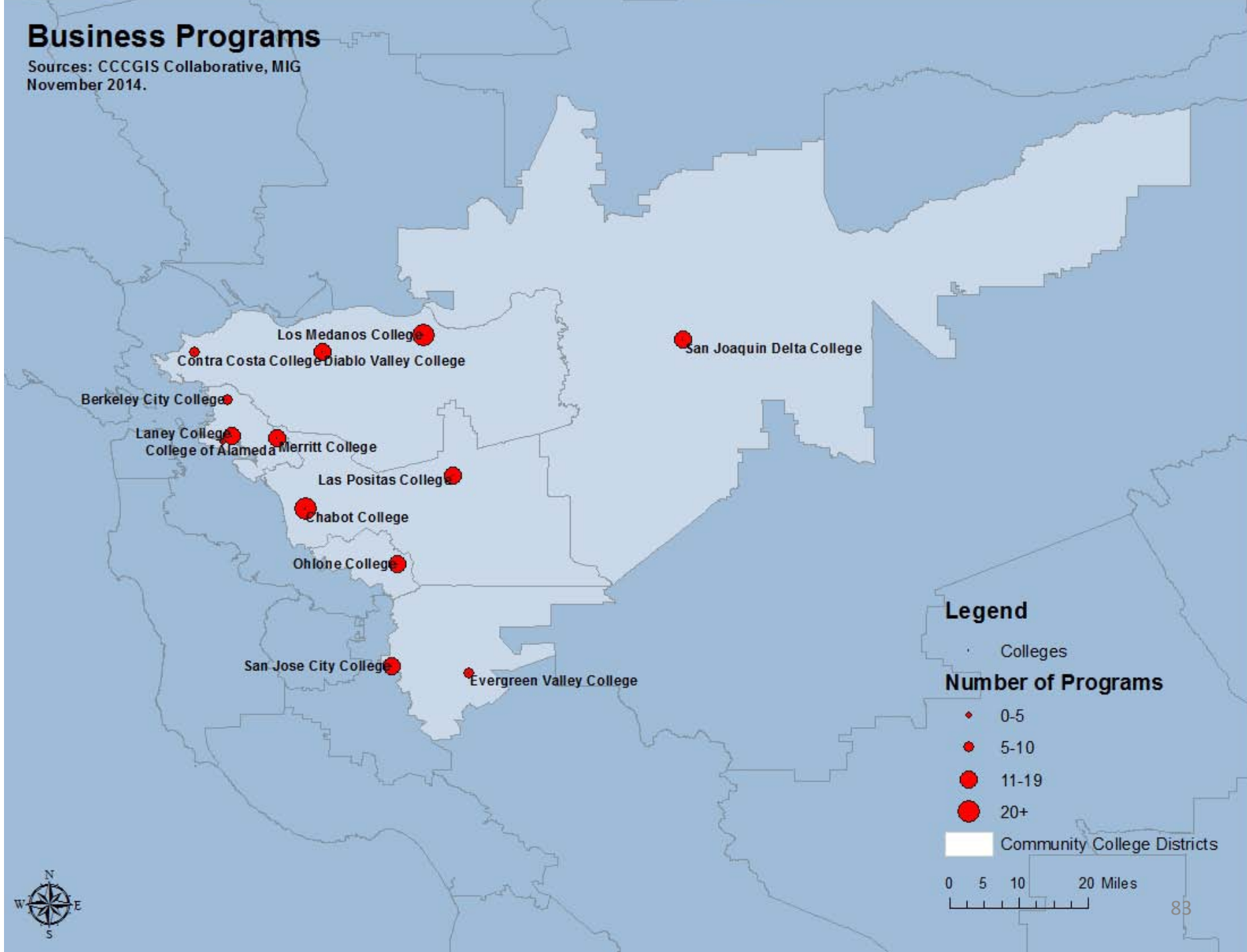
Legend

- Colleges
- Number of Programs**
 - 0
 - 1-5
 - 6-9
 - 10+
- Community College Districts



Business Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



Legend

Colleges

Number of Programs

0-5

5-10

11-19

20+

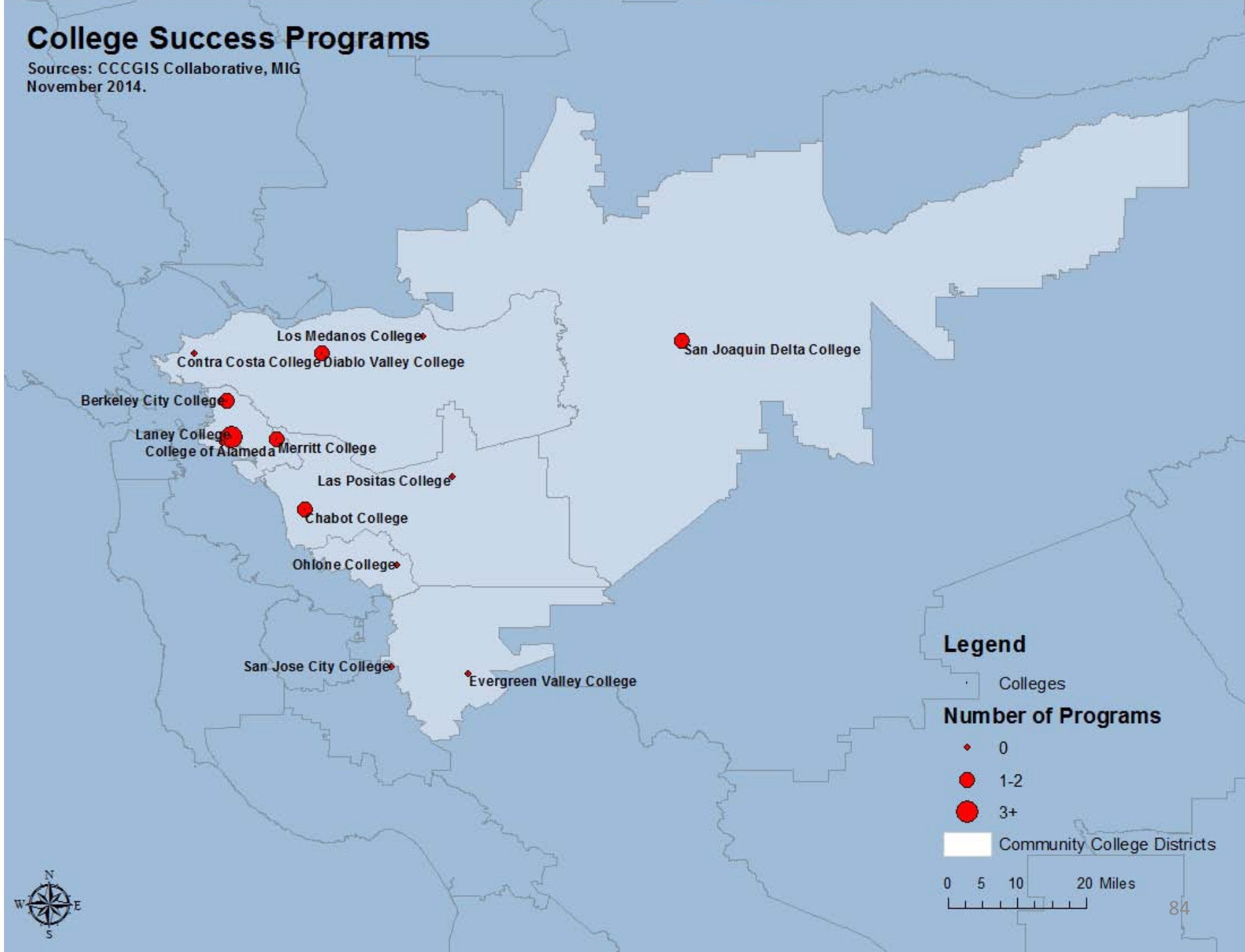
Community College Districts

0 5 10 20 Miles



College Success Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



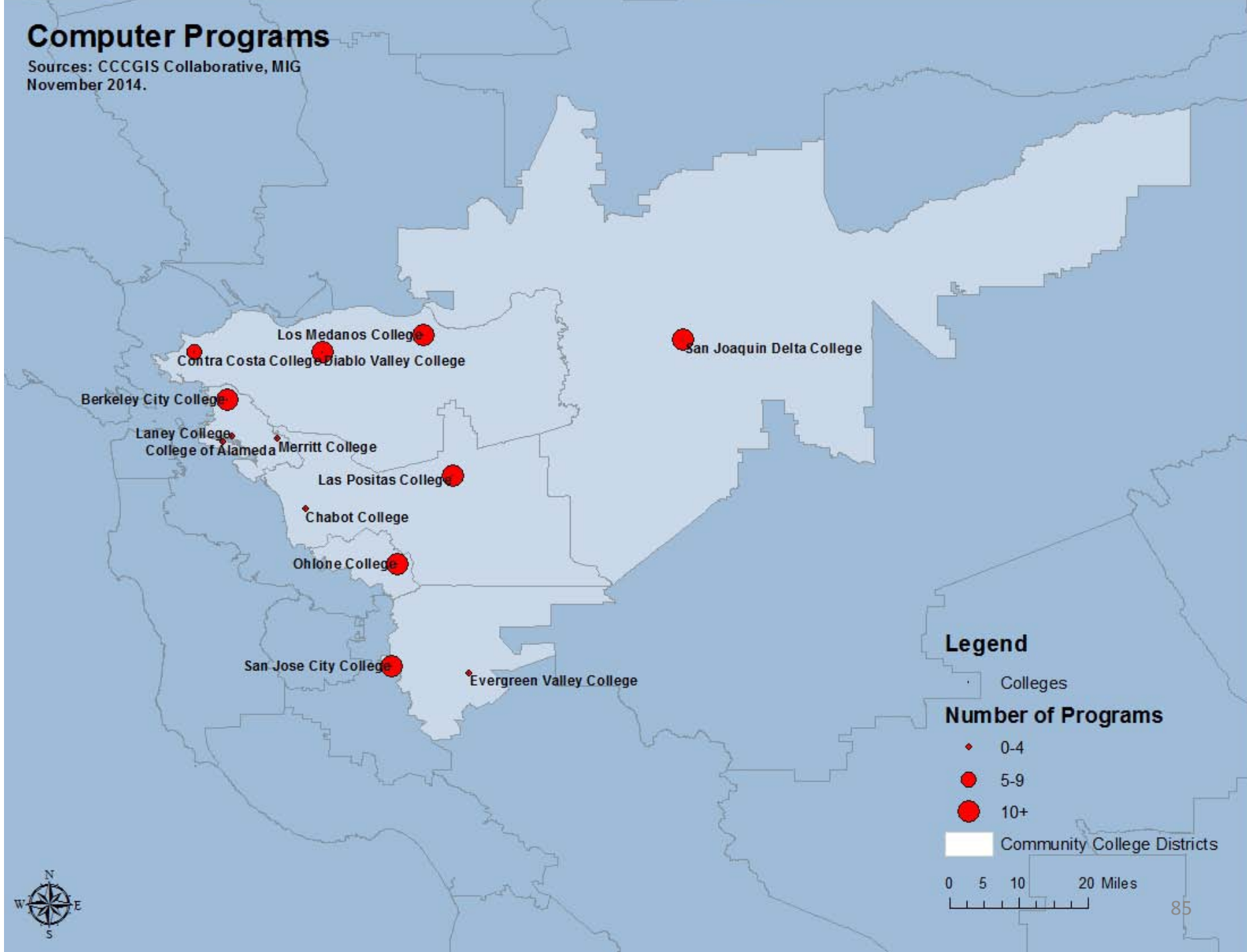
Legend

- Colleges
- Number of Programs
 - 0
 - 1-2
 - 3+
- Community College Districts

0 5 10 20 Miles

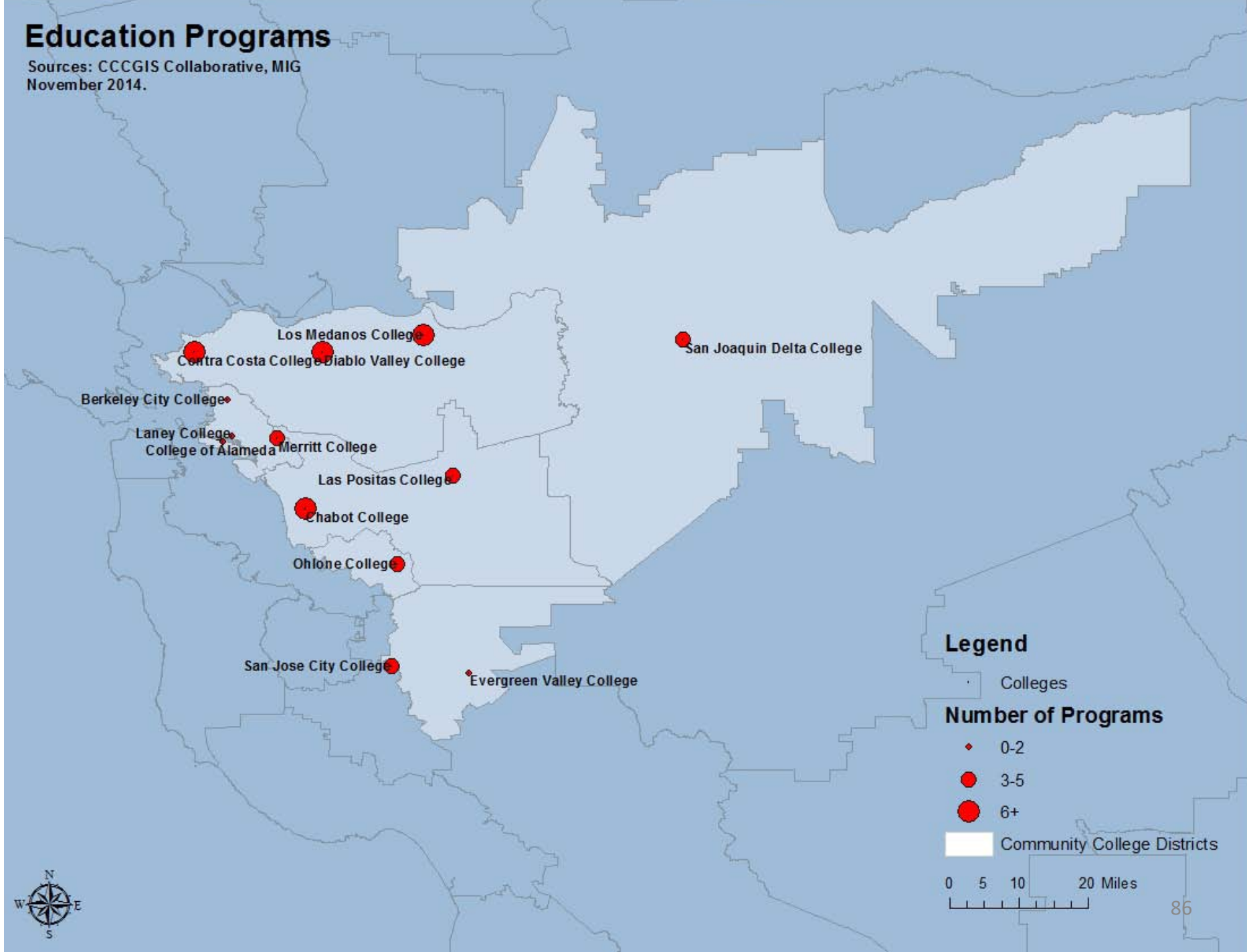
Computer Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



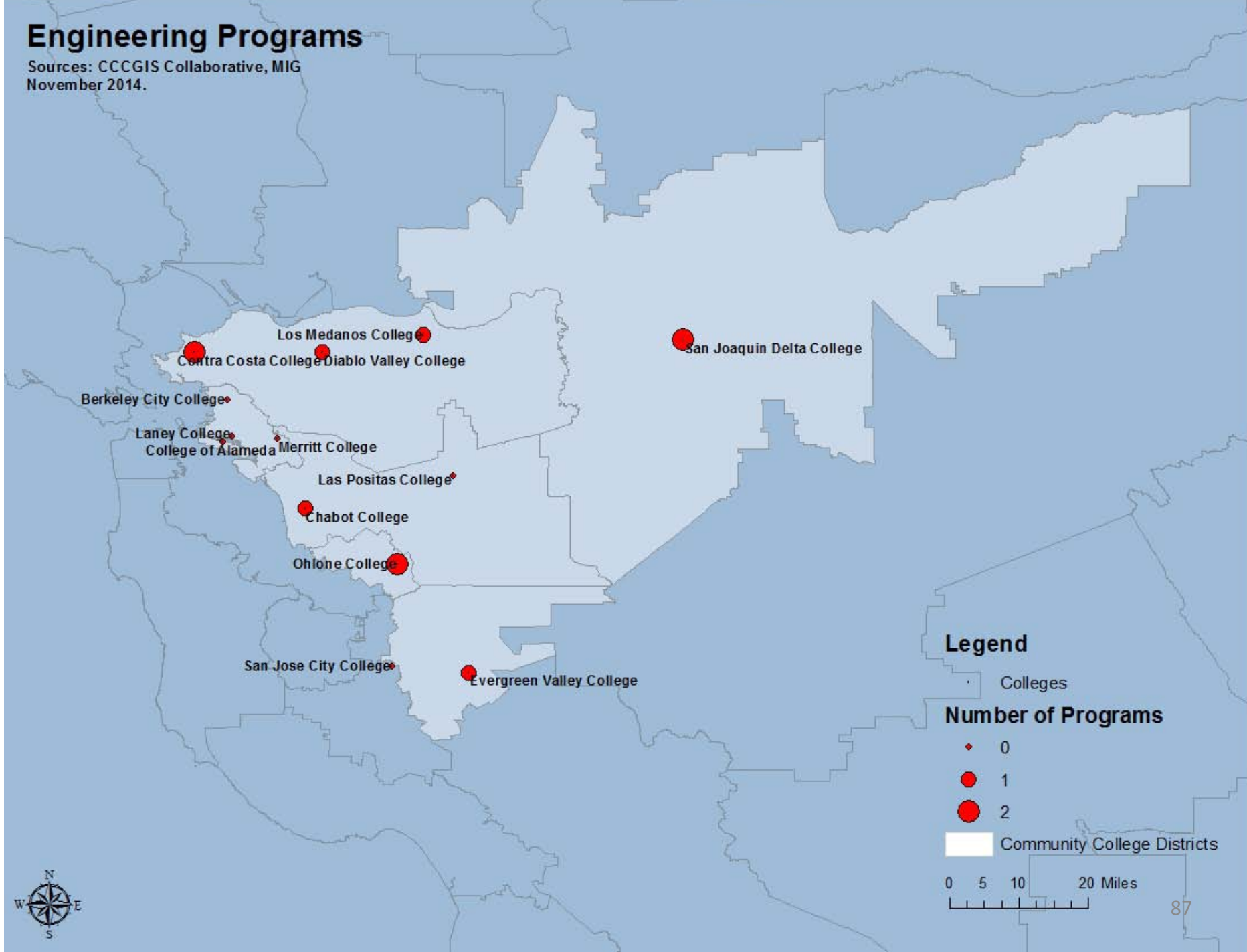
Education Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



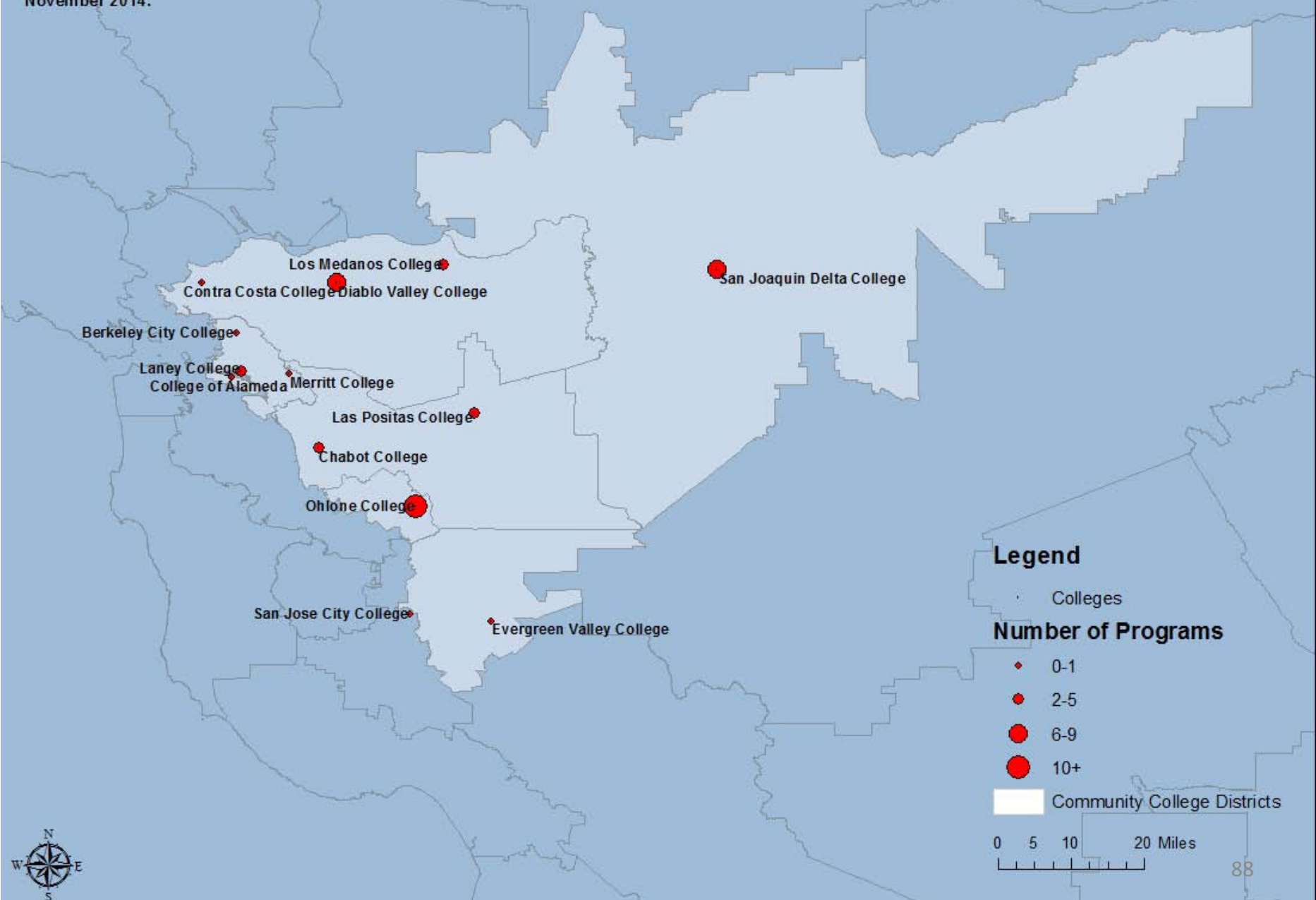
Engineering Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



Entertainment Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



Legend

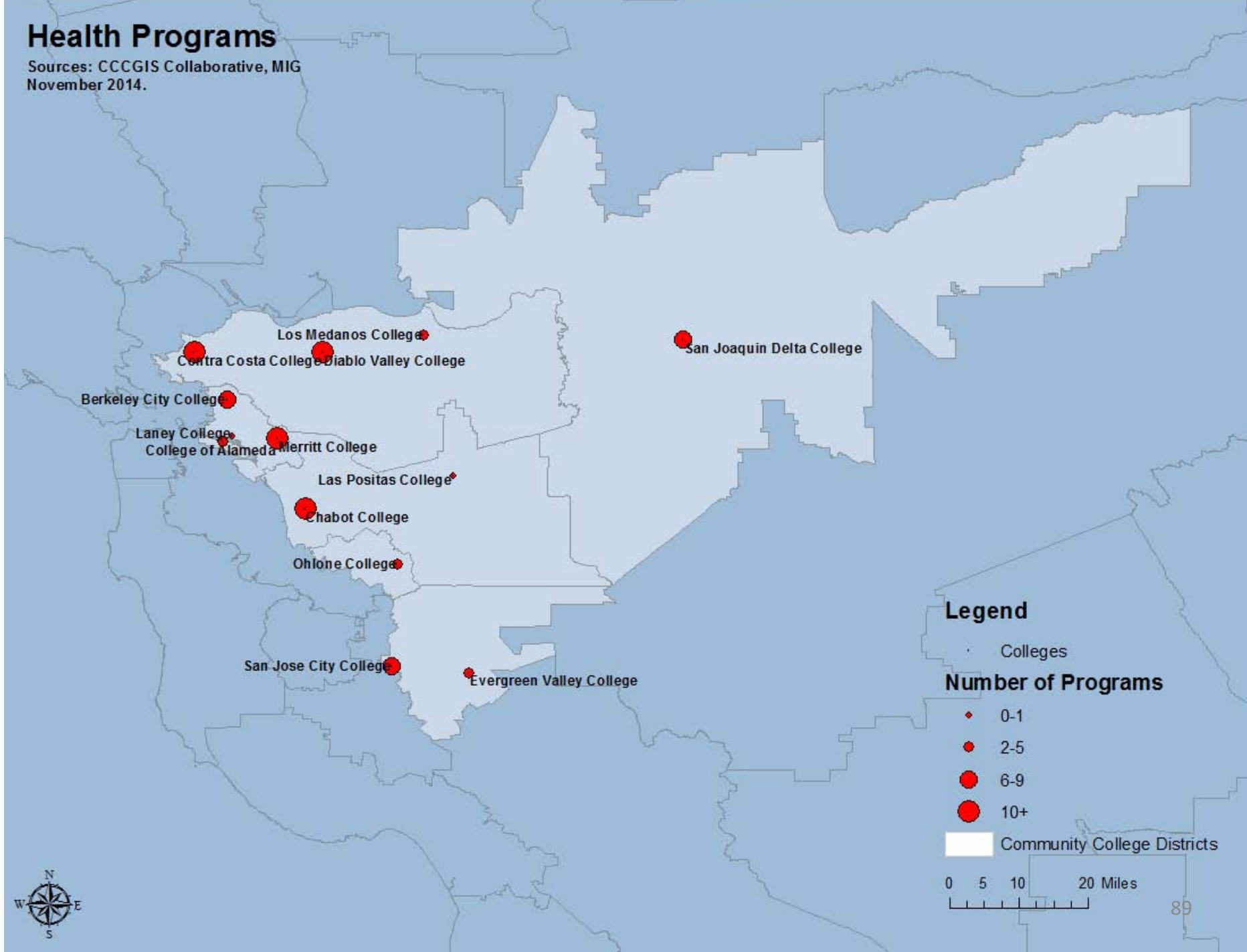
- Colleges
- Number of Programs**
 - 0-1
 - 2-5
 - 6-9
 - 10+
- Community College Districts

0 5 10 20 Miles



Health Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



Legend

Colleges

Number of Programs

0-1

2-5

6-9

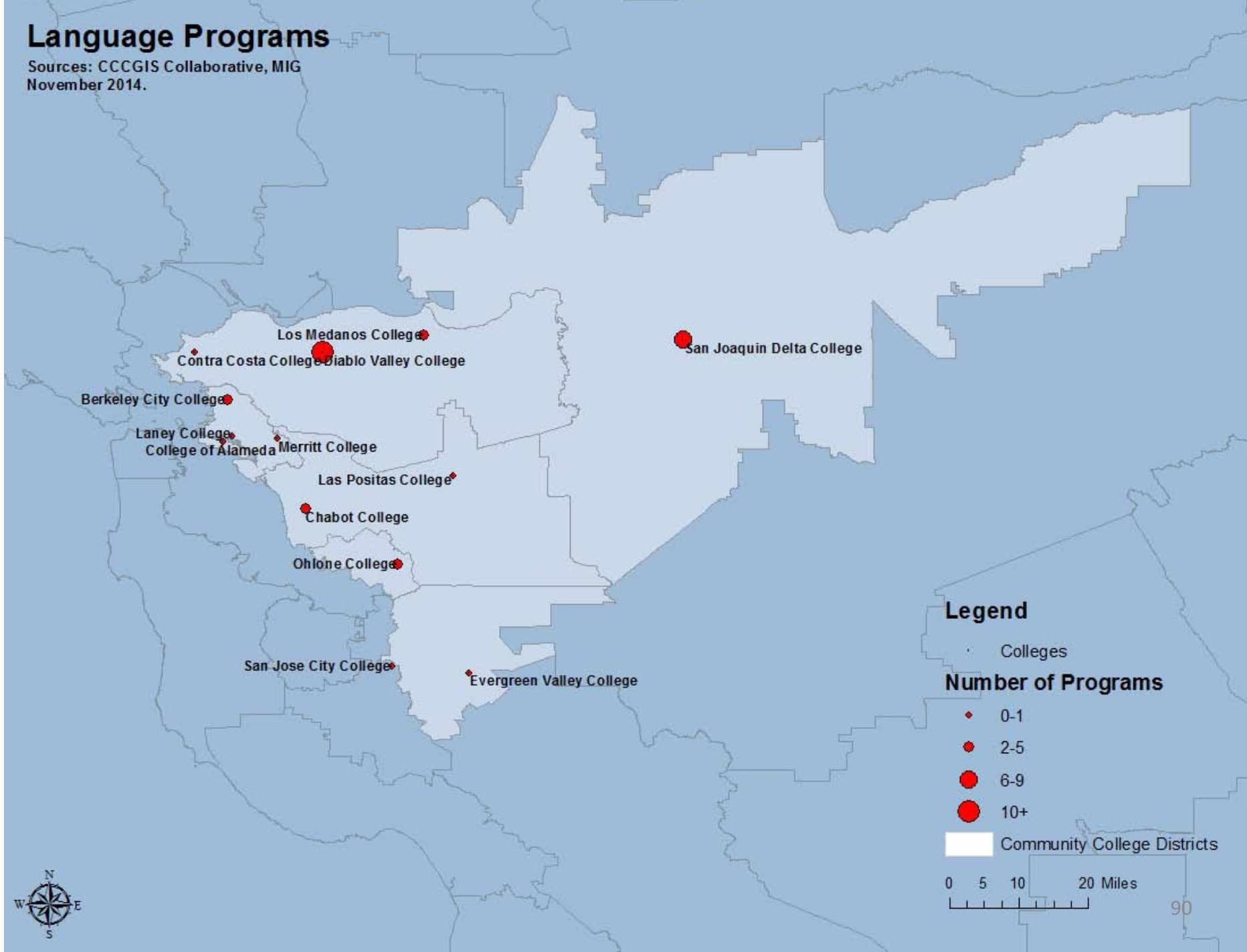
10+

Community College Districts

0 5 10 20 Miles

Language Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



Legend

Colleges

Number of Programs

0-1

2-5

6-9

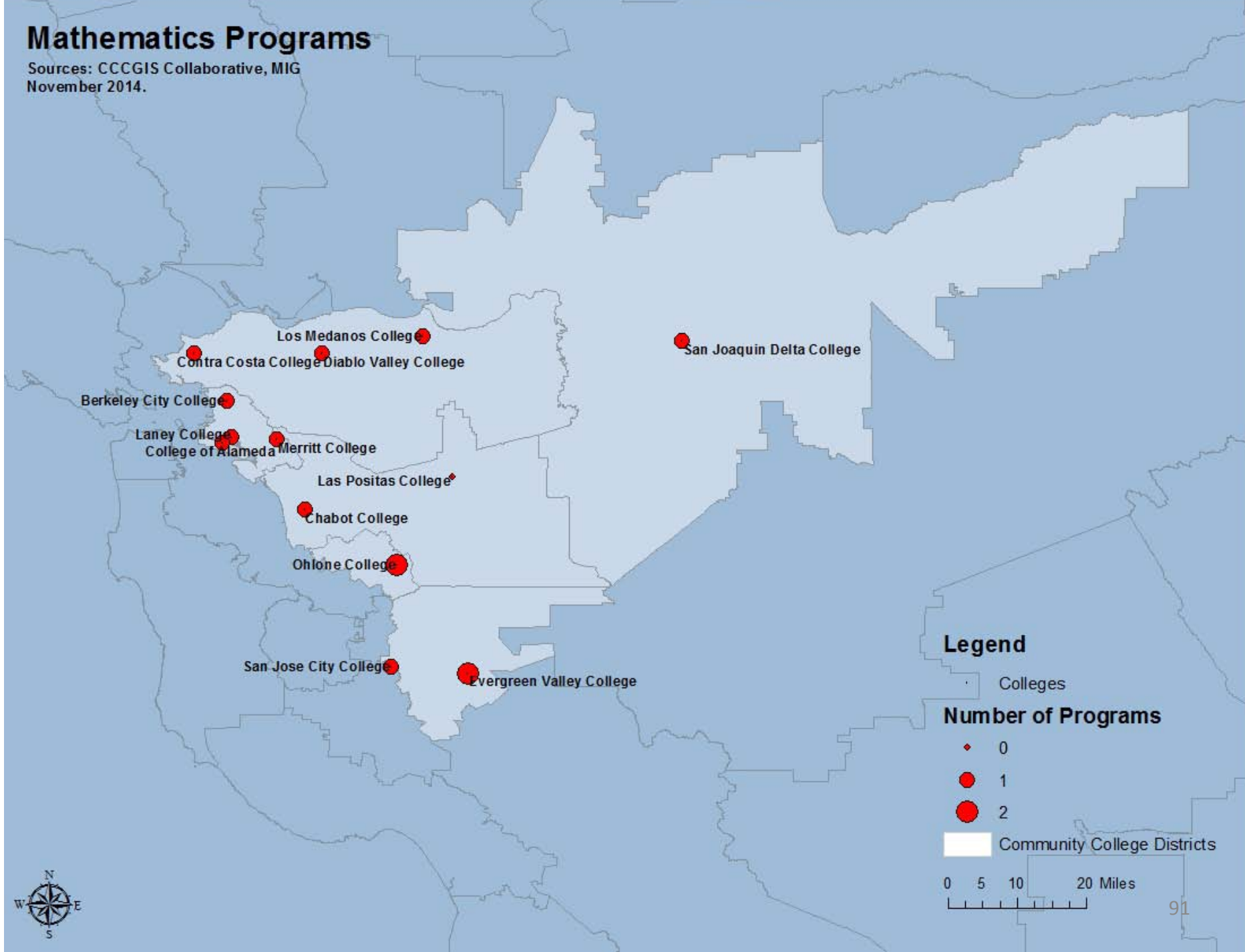
10+

Community College Districts

0 5 10 20 Miles

Mathematics Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



Legend

Colleges

Number of Programs

◆ 0

● 1

● 2

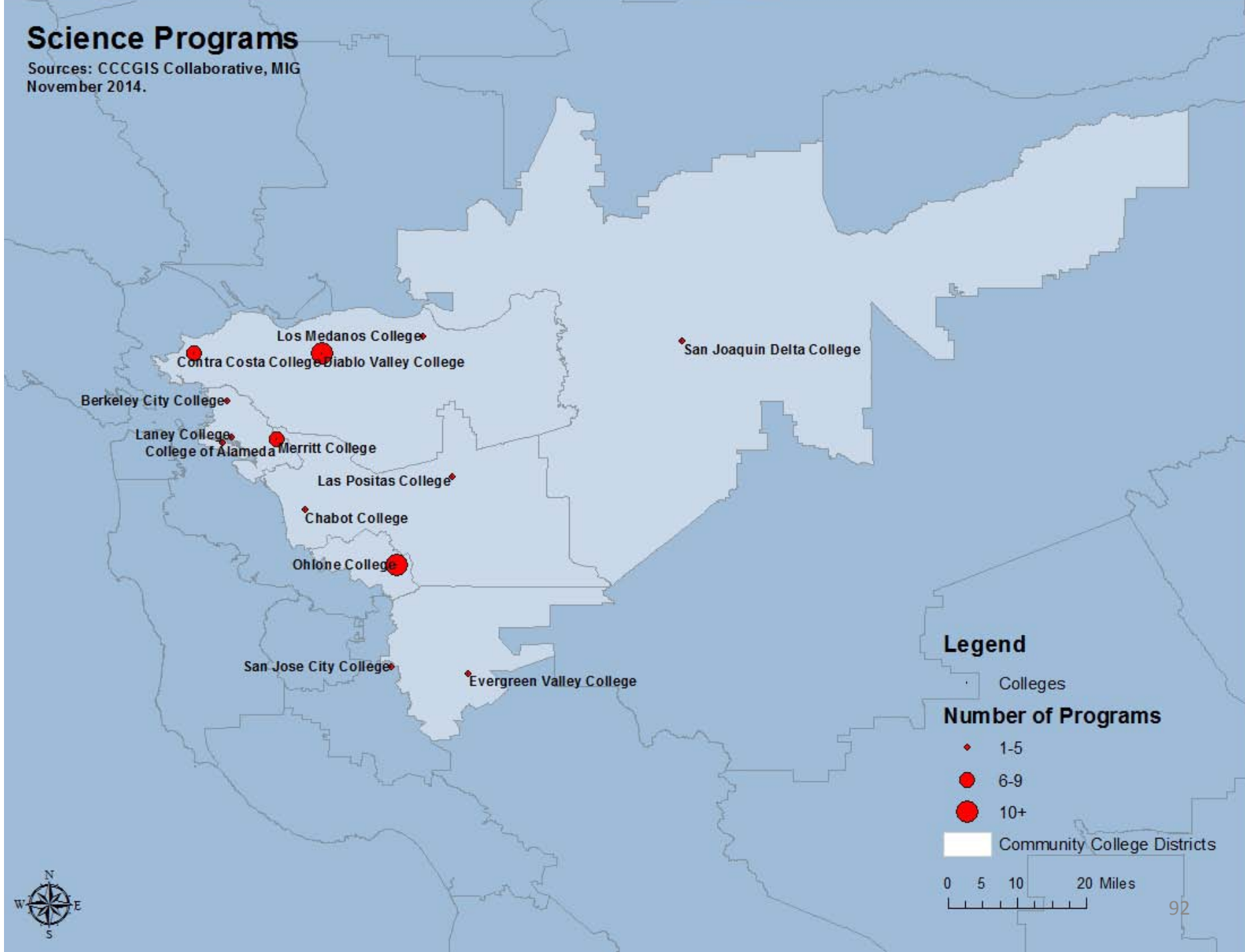
Community College Districts

0 5 10 20 Miles



Science Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



Legend

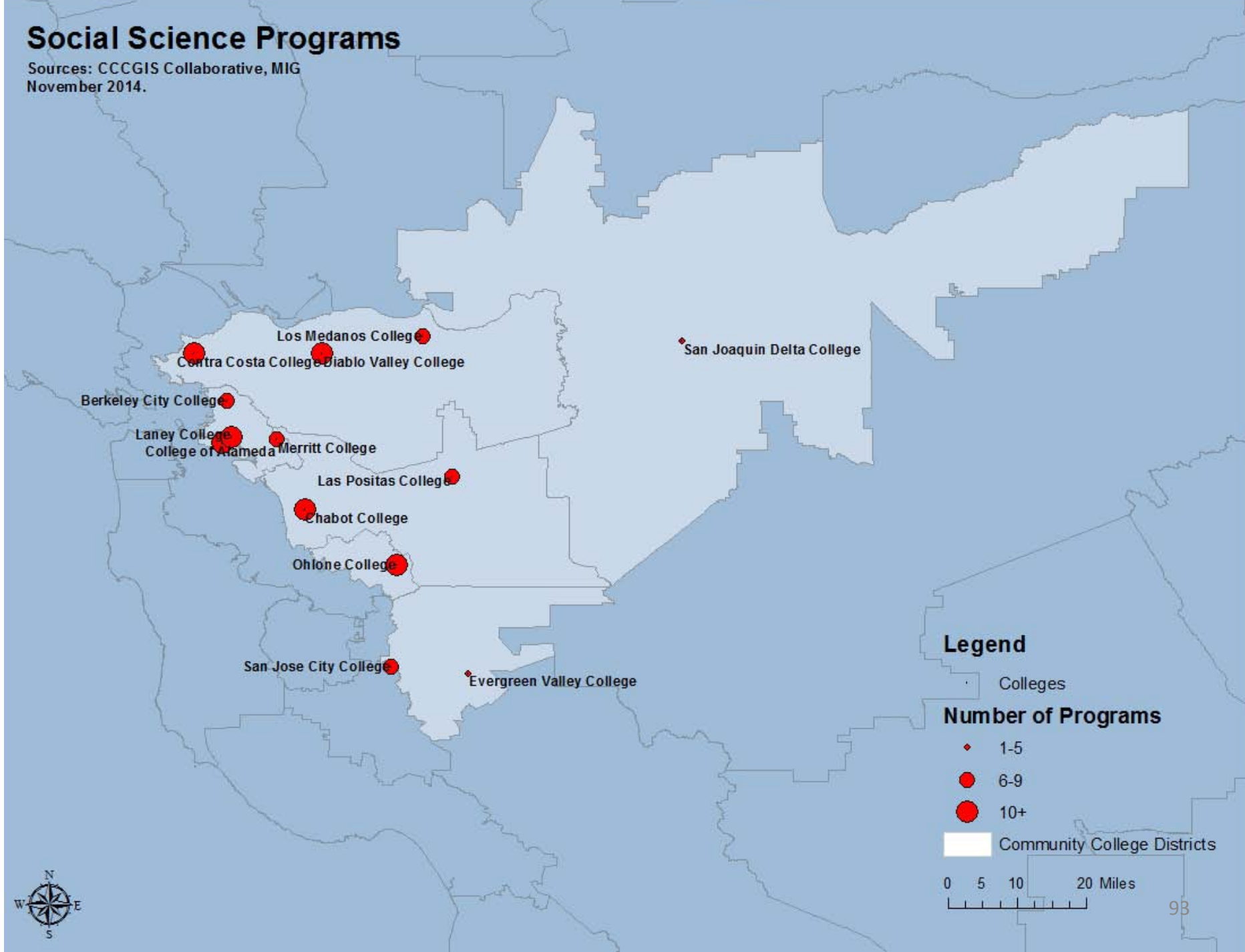
- Colleges
- Number of Programs
 - 1-5
 - 6-9
 - 10+
- Community College Districts

0 5 10 20 Miles



Social Science Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



Legend

Colleges

Number of Programs

1-5

6-9

10+

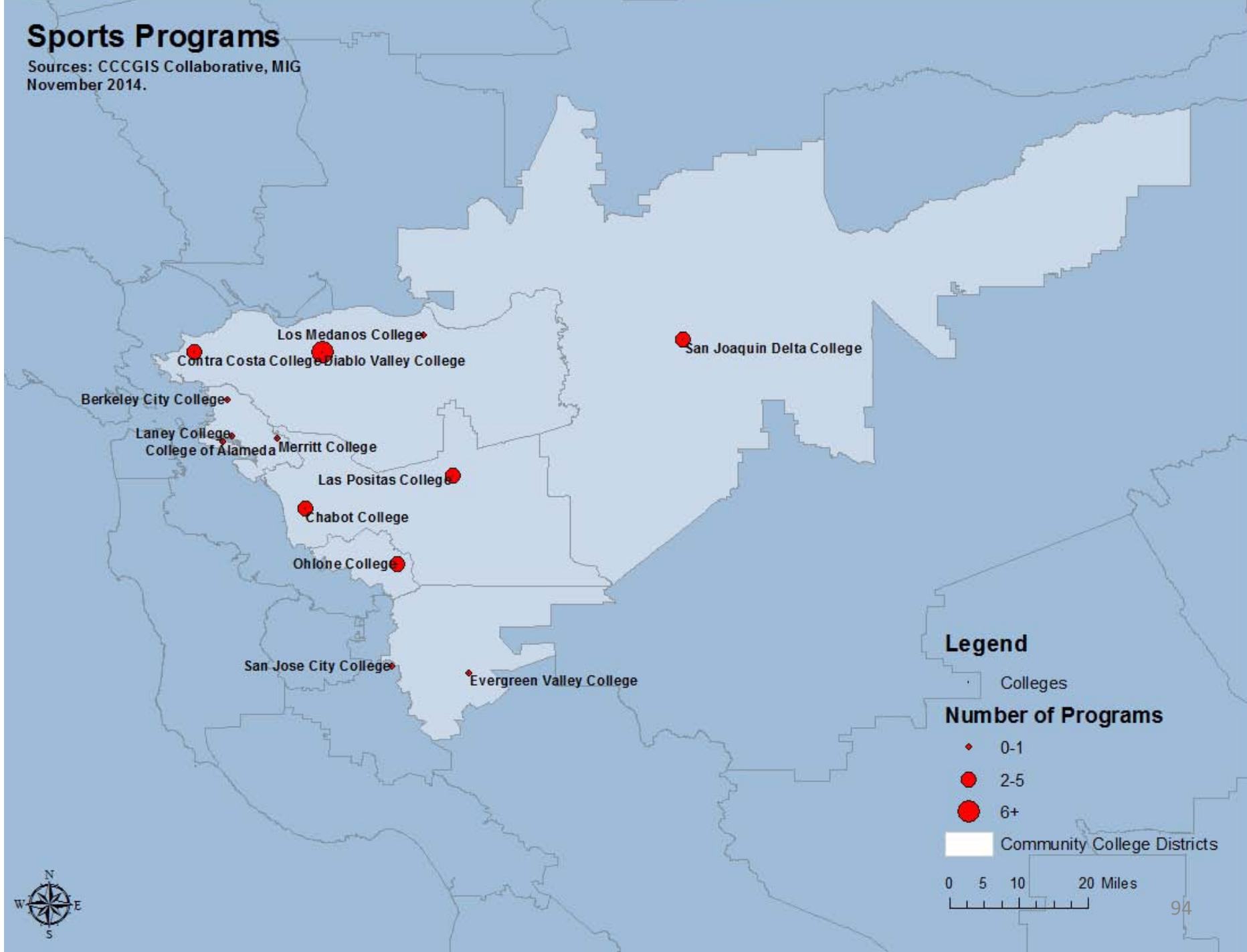
Community College Districts

0 5 10 20 Miles



Sports Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



Legend

Colleges

Number of Programs

0-1

2-5

6+

Community College Districts

0 5 10 20 Miles

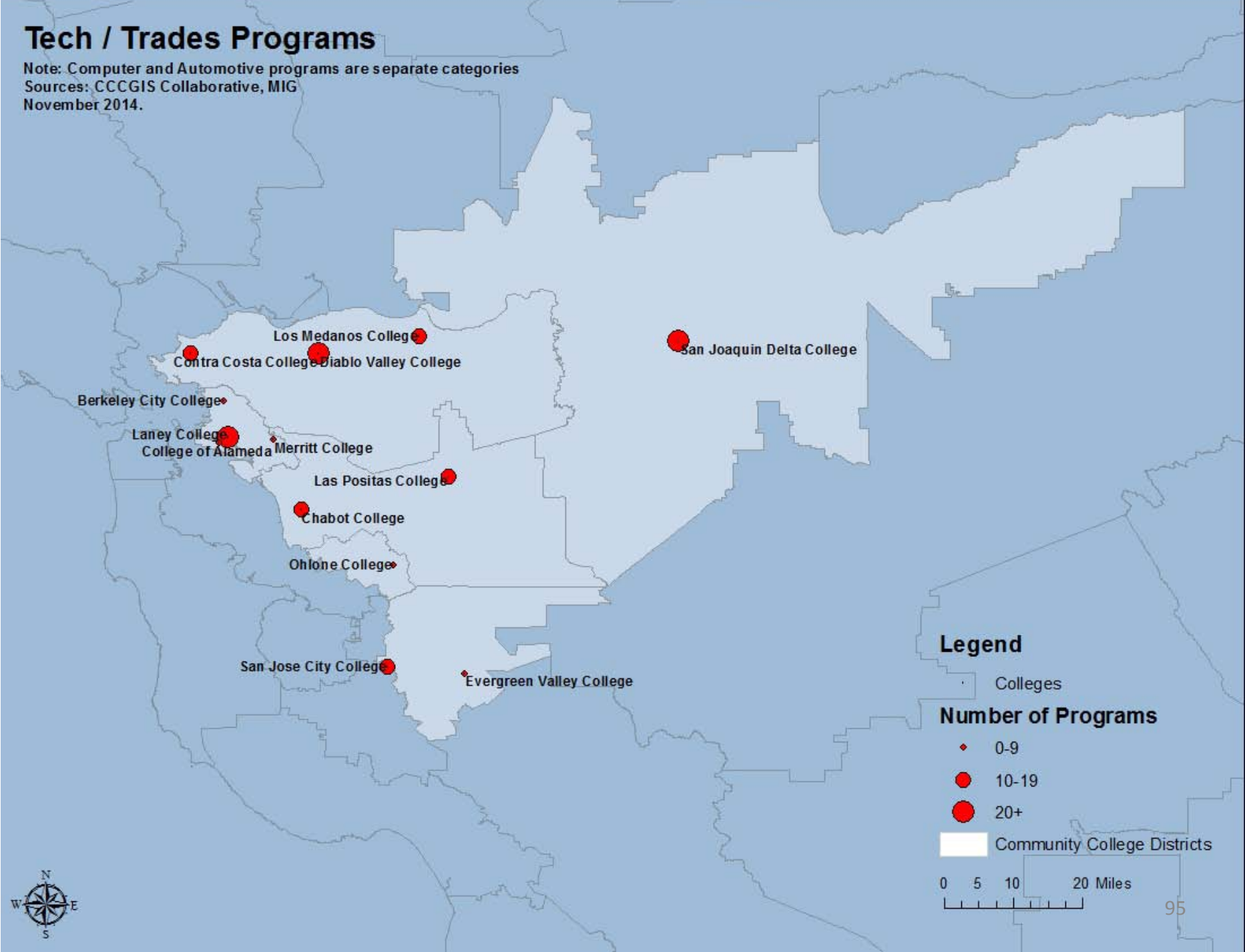


Tech / Trades Programs

Note: Computer and Automotive programs are separate categories

Sources: CCCGIS Collaborative, MIG

November 2014.



Legend

Colleges

Number of Programs

0-9

10-19

20+

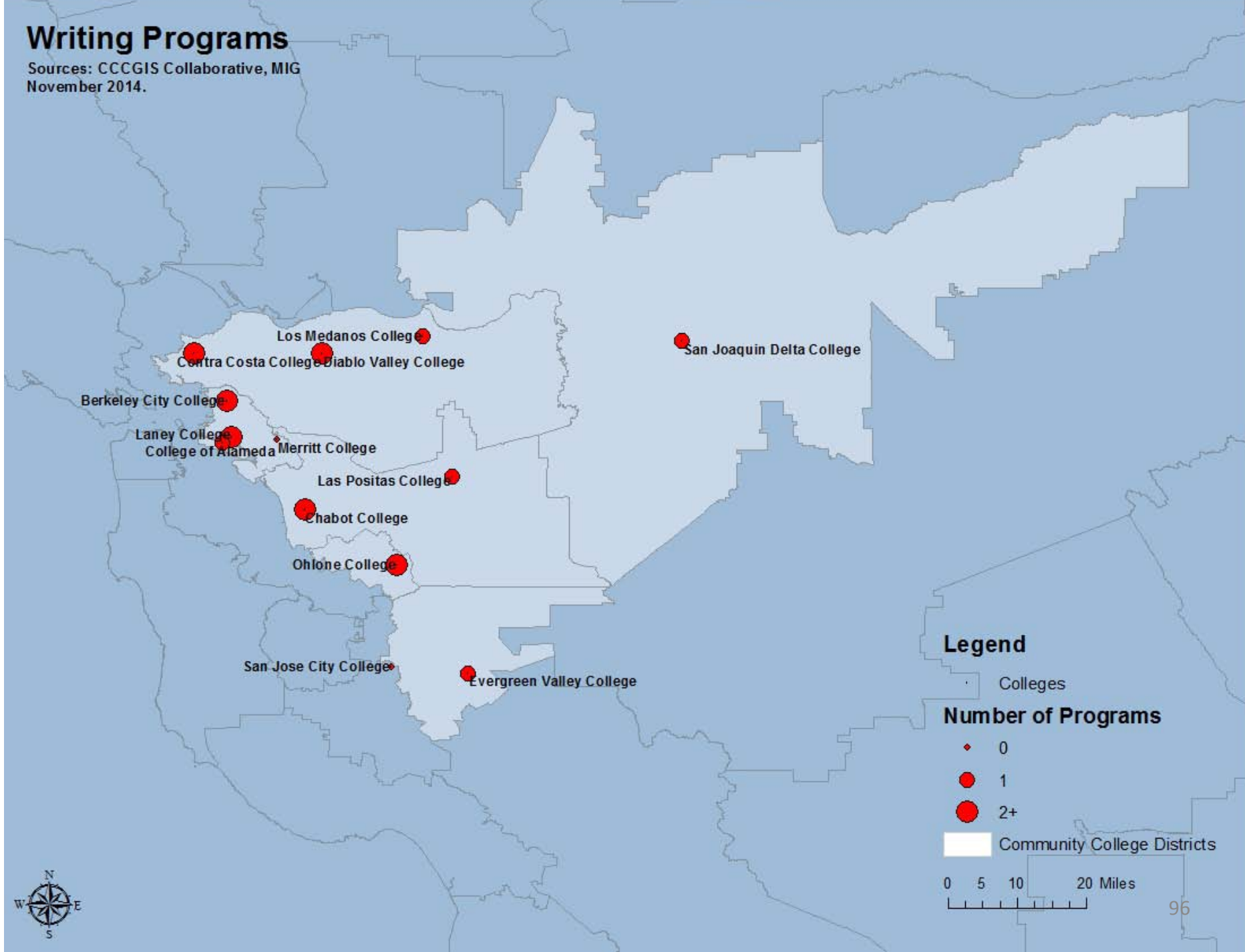
Community College Districts

0 5 10 20 Miles



Writing Programs

Sources: CCCGIS Collaborative, MIG
November 2014.



Legend

- Colleges
- Number of Programs
 - 0
 - 1
 - 2+
- Community College Districts

0 5 10 20 Miles



Next Steps . . .

1. Complete Phase One outreach activities
2. Complete environmental scan document
3. Continue program and facility assessments
4. Prepare for District-Wide Planning Charrette on February 20, 2015



V. Questions and Discussion



Chabot-Las Positas Community College District

Educational Master Plans and District-Wide Strategic Plan

Board of Trustees Update – November 18, 2014

