

Internal Scan Findings

Enrollment Trends (Impact of Student-Centered Funding Formula):

Over a 10-year period, from 2010 to 2019, both CLPCCD colleges faced slightly declining enrollment rates. In Fall 2010, the enrollment was higher following the recession. Since then, enrollment has ebbed and flowed. From Fall 2010 to Fall 2019, Chabot College experienced a drop in student headcount of 1,418 students, and Las Positas College saw a drop in headcount of 379 students during the same period.

In addition to these fluctuations, the District faces another potential impact on enrollment due to the new state-adopted Student Centered Funding Formula (SCFF) recently introduced by the California Community Colleges Chancellor’s Office (CCCCO). The new formula, which goes into effect for the District in 2024–2025, aggravates student inequities by not considering the high cost of living in the Bay Area and putting the CLPCCD colleges at an operating budget disadvantage. The District has joined with the 14 other community college Districts in the Bay Area to advocate for an adjusted SCFF to better consider challenges faced by low-income students and the colleges serving them in high-cost areas.

Approximately one third to one half of CLPCCD students are considered low-income (58% at Chabot College and 36% at Las Positas College), based on financial aid applications. However, it is likely the actual number of students who are low-income is far greater because eligibility (the way awards are determined) for Promise and Pell Grants disadvantages low-income students in high cost-of-living areas. Moreover, some students who would qualify for aid may choose not to apply due to fears surrounding their documentation status.

Student Preparedness, Success, and Completion (Alignment with Vision for Success and AB 705):

Student Preparedness: A large percentage of first-time students enter CLPCCD academically underprepared for college-level work. For example, among the first-time college students in Fall 2018, only 15 percent at Chabot College and 29 percent at Las Positas College completed both transfer-level English and Math courses within their first year. At Chabot College and Las Positas College 18 percent and 32 percent completed transfer-level math, respectively. The completion rate for first-time students taking transfer-level English was almost double the completion rate for transfer-level math.

Table 1: One-Year Throughput Rate* of Transfer Math and English by First-Time College Students, Fall 2018 Cohort

	Transfer/Degree Educational Goal	
	Chabot	Las Positas
Math	18%	32%
English	37%	60%
Both Math and English	15%	29%

Source: Chabot-Las Positas CCD Institutional Research Dataset, can be referenced to Figure 88 in the 2020 District-wide Environmental Scan
 *One-Year Throughput Rate refers to completion of Transfer Math and English within one year (Summer 2018, Fall 2018, and Spring 2019).

With the passage of California state Assembly Bill 705 in Fall 2019, the CLPCCD colleges started to incorporate the use of one or more of the following multiple measures for placement into math and English: high school coursework, high school grades, and high school grade point average (GPA). Both Chabot College and Las Positas College report increased access to transfer-level English and math for first-time college students since the implementation of these measures. Institutional data records for the 2019–2020 academic year also show that AB 705-supported approaches appear to be positively associated with one-term “throughput” (successful completion) for first-time college students in gateway transfer-level English and math courses. The District will continue to monitor the impact of AB 705 over the five-year period covered by this strategic plan.

Student Success: In terms of student success, overall, course success rates at both colleges have been fairly stable among most racial and ethnic groups. However, across the District, the success rates for African American students (57–60%) and Latino/a/x students (65–66%) are consistently lower than the success rates for Asian American, Filipino, and White students (72–78%).

Degree Completion: Over the last ten years, from 2009–2010 to 2018–2019, the number of associate degrees awarded by Chabot College has steadily increased and has almost doubled. This growth is mostly due to the introduction of Associate for Transfer (ADTs) degrees and the related increase in the number of ADTs awarded. By 2018–2019, ADTs constituted one-third of all degrees awarded. (See Table 2 below.)

Table 2: Chabot College Degrees by Type 2009–10 to 2018–19

Degree Type	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
ADT				69	129	175	242	297	396	477
AA/AS	669	659	710	643	709	690	606	694	750	831
Total	669	659	710	712	838	865	848	991	1,146	1,308

Source: Chabot-Las Positas CCD Institutional Research Dataset, can be referenced to Figure 104 in the 2020 District-wide Environmental Scan

At Las Positas College, even though the number of traditional associate degrees awarded has fallen since 2009–10, the increase in ADTs is creating an overall increase. (See Table 3 below.)

Table 3: Las Positas College Degrees by Type 2009–10 to 2018–19

Degree Type	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
ADT				*	23	58	146	246	320	346
AA/AS	539	532	499	508	498	539	551	555	494	471
Total	539	532	499	513	521	597	697	801	814	817

* Indicates fewer than 10 students

Source: Chabot-Las Positas CCD Institutional Research Dataset, can be referenced to Figure 108 in the 2020 District-wide Environmental Scan

Transfer: Overall, the transfer pattern for CLPCCD students reveals most remain within Northern California to pursue transfer goals, and most transfer to neighboring institutions of higher education, such as California State University East Bay (CSUEB), San Francisco State University (SFSU), San Jose State University (SJSU), University of California (UC) Berkeley, or University of California (UC) Davis.

At both colleges, Asian American students achieve the highest transfer rates, and the rates for White students are about the same as each college’s average. At Chabot College, two groups were below the college’s average transfer rate in 2013: African American students (30.8%) and Latino/a/x students (32%). At Las Positas College, three groups were below the college’s average transfer rate in 2013: African American students (47.4%), Filipino students (43.3%) and Latino/a/x students (44%).

Employee Demographics:

As of Fall 2019, CLPCCD had more than 1,300 employees. At the District Office, there were 159 employees, including 124 full-time classified professionals, 10 part-time professionals, and 25 administrators. Chabot College employs 668 individuals, including 483 faculty, 156 classified professionals, and 29 administrators. Las Positas College had 502 employees, including 379 faculty, 107 classified professionals, and 16 administrators. CLPCCD is committed to measuring diversity indicators, such as tracking employee demographics and changes by site, race, ethnicity, and gender in order to inform planning and practice within the District. In Fall 2019, People of Color comprised nearly half of the District’s classified professionals and 30 to 50 percent of administrators, depending on the site. The faculty, however, was much less diverse—an area for improvement.