Essential Elements of Environmental Scanning

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Diablo Valley College

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Environmental Scanning

- Effective environmental scanning should be based on identifying the broad trends, both internally and externally, determining which of these trends may be relevant to both present and future operations of the college, and projecting the impact of these trends on the future.

Two Components

- **The external environment** includes analysis and discussion of the forces of change external to the college, including the demographic, social and economic changes, and competition.

- **The internal profile** includes analysis and discussion of student access and progress, programs and curricula, academic productivity measures, and college resources (financial, human, facilities, equipment, and technology).

Why Environmental Scanning?

- Environmental scanning can be used as an effective tool in sharpening the focus on major issues and challenges facing a college, a district, or any organization.

- Organizations that are not in tune with their environment will soon lose their competitive edge and their ability to adapt to change will diminish.

- Environmental scanning is the first step in becoming proactive rather than reactive to change.

How will Environmental Scanning be Used?

- It provides the first step in strategic planning and for developing the educational master plan for facilities.
- It provides information for the evaluation of the institution in preparation for the accreditation self-study report.
- It provides the basis for informed and effective decision making.
- It provides for a broader understanding of the forces of change that will shape the future of the institution.

The Setting

- The focus of this environmental scanning is Contra Costa County and Contra Costa Community College District and its three colleges.

- Contra Costa County is located in Northern California. It is one of ten counties in the San Francisco Bay Area. The County has more than one million persons (2005) and is the ninth most populous among the 58 counties in the state.

The Setting

- Contra Costa Community College District is the seventh largest among 72 community college districts in California with an enrollment headcount of approximately 36,000 students in fall 2005. The District has three colleges:
  - Contra Costa College, located in San Pablo, Western side of the county, headcount: 7,380 (fall 2005).
  - Diablo Valley College, located in Pleasant Hill, Central part of the county, headcount: 20,704 (fall 2005).
  - Los Medanos College, located in Pittsburg, Eastern side of the county, headcount: 8,496 (fall 2005).

Themes

- Basic Information
- Longitudinal Changes
- Regional Differences
- Implications

External Environment

- Demographic Trends
- Educational Opportunity
- Socio-Economic Factors
- Quality of Life
- Financing of Higher Education

Internal Profile

- Student Access
- Student Achievement
- Human Resources
- Productivity
- Programs and Curricula

In Short

- **The environmental scan is about:**
  - **People**
  - **Material**
  - **Ideas**
  - **Forces of Change**

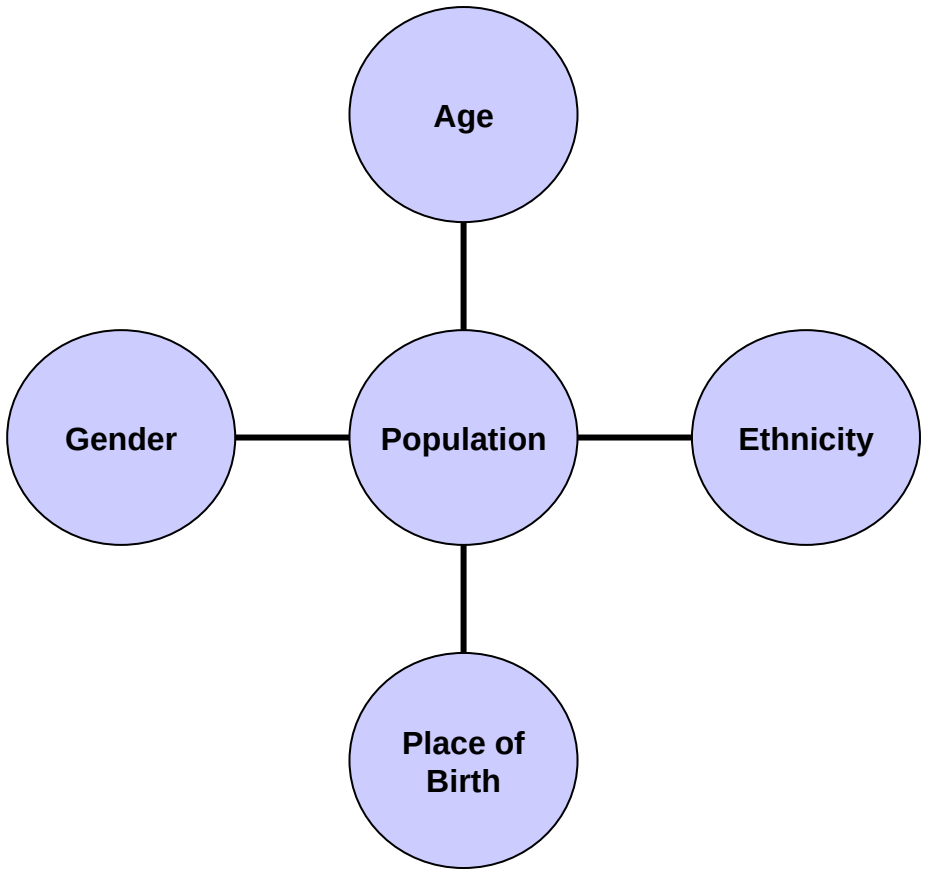
That impact the institution and shape its future destiny.

Limitations and Opportunities for Future research

- The environmental scan research does not provide discussion of the following topics:
  - District finances, facilities, and equipment.
  - Organizational effectiveness (organization structure, services, programs).
  - Student learning outcomes.

Demographic

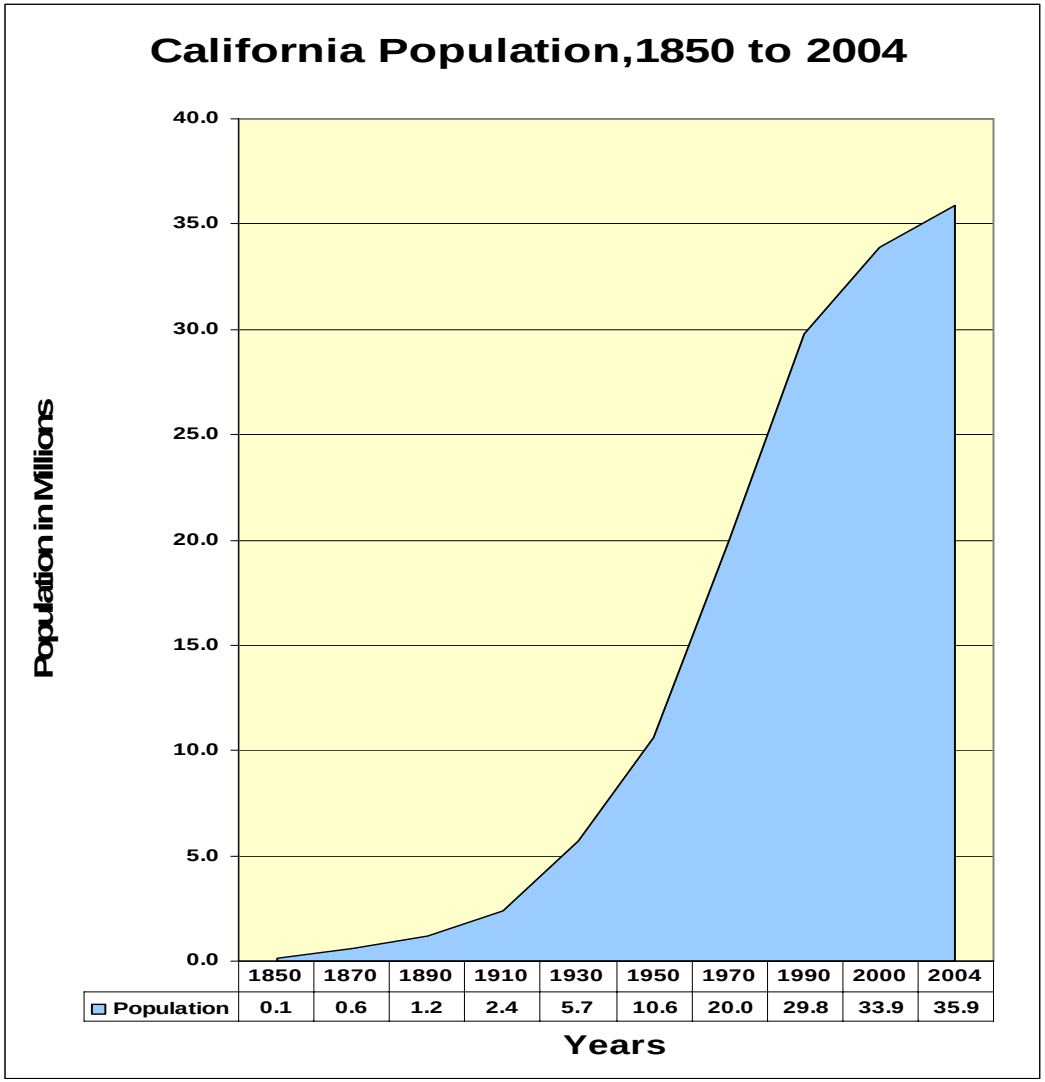
Trends



Population Growth

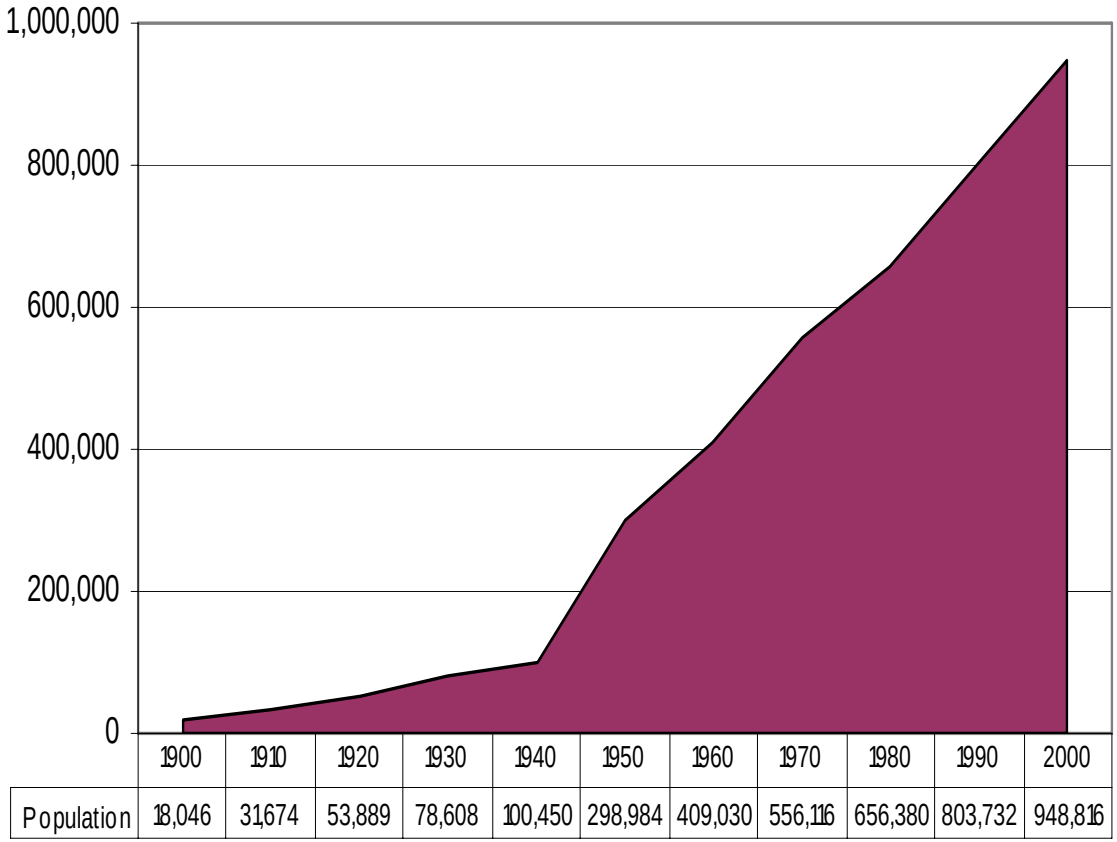
- California population grew from 1.2 million in 1890 to more than 36 million in 2005.
- Contra Costa County population grew from 18,000 in 1900 to 1,018,000 in 2005. One million persons were added in the past 100 years.
- Each 10-year period witnessed a double- digit growth rate (18% to 76%).
- Growth after WWII was a phenomenal 198%, resulting in creating the baby boomer generation.

Population Growth in California, 1850 to 2004



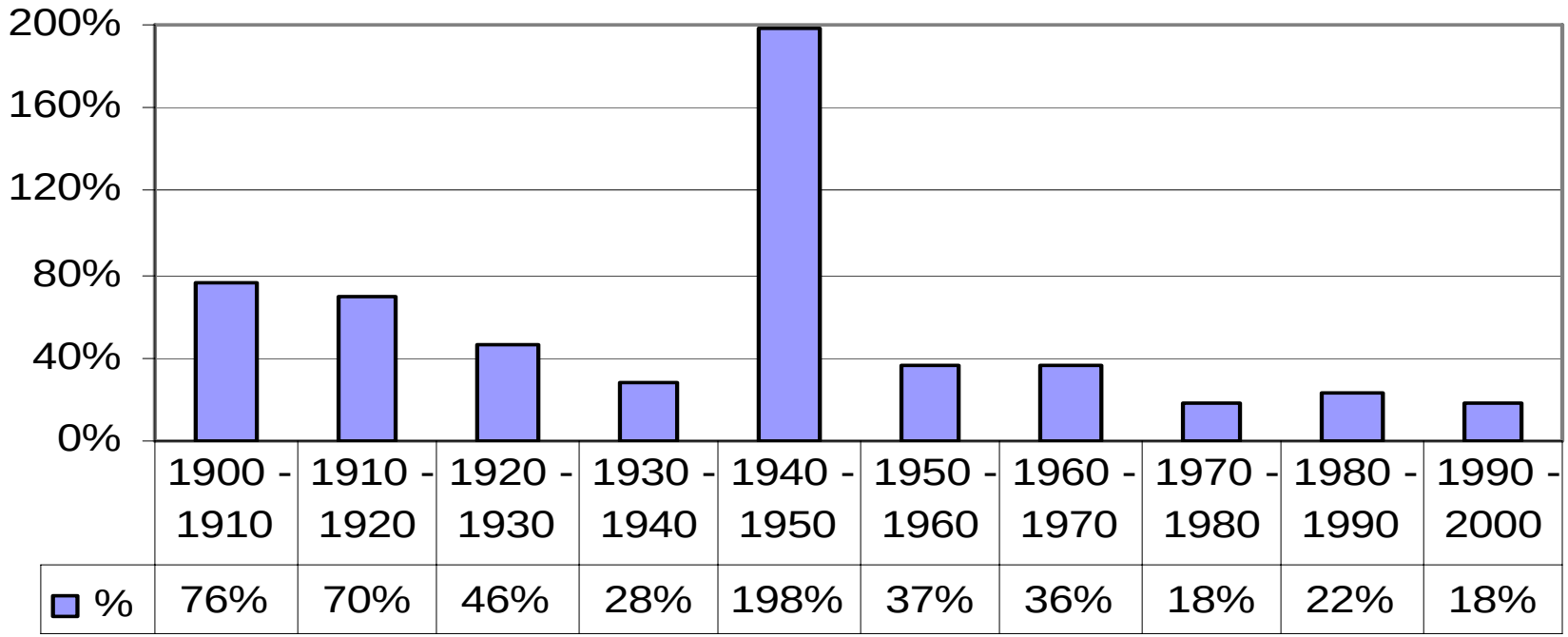
	1850	1870	1890	1910	1930	1950	1970	1990	2000	2004
Population	0.1	0.6	1.2	2.4	5.7	10.6	20.0	29.8	33.9	35.9

Population Growth in Contra Costa County, 1900 to 2000



	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000
Population	18,046	31,674	53,889	78,608	100,450	298,984	409,030	556,116	656,380	803,732	948,816

Rate of Growth, 1900 to 2000



Rate of Population Growth in Contra Costa County, 1900 to 2000

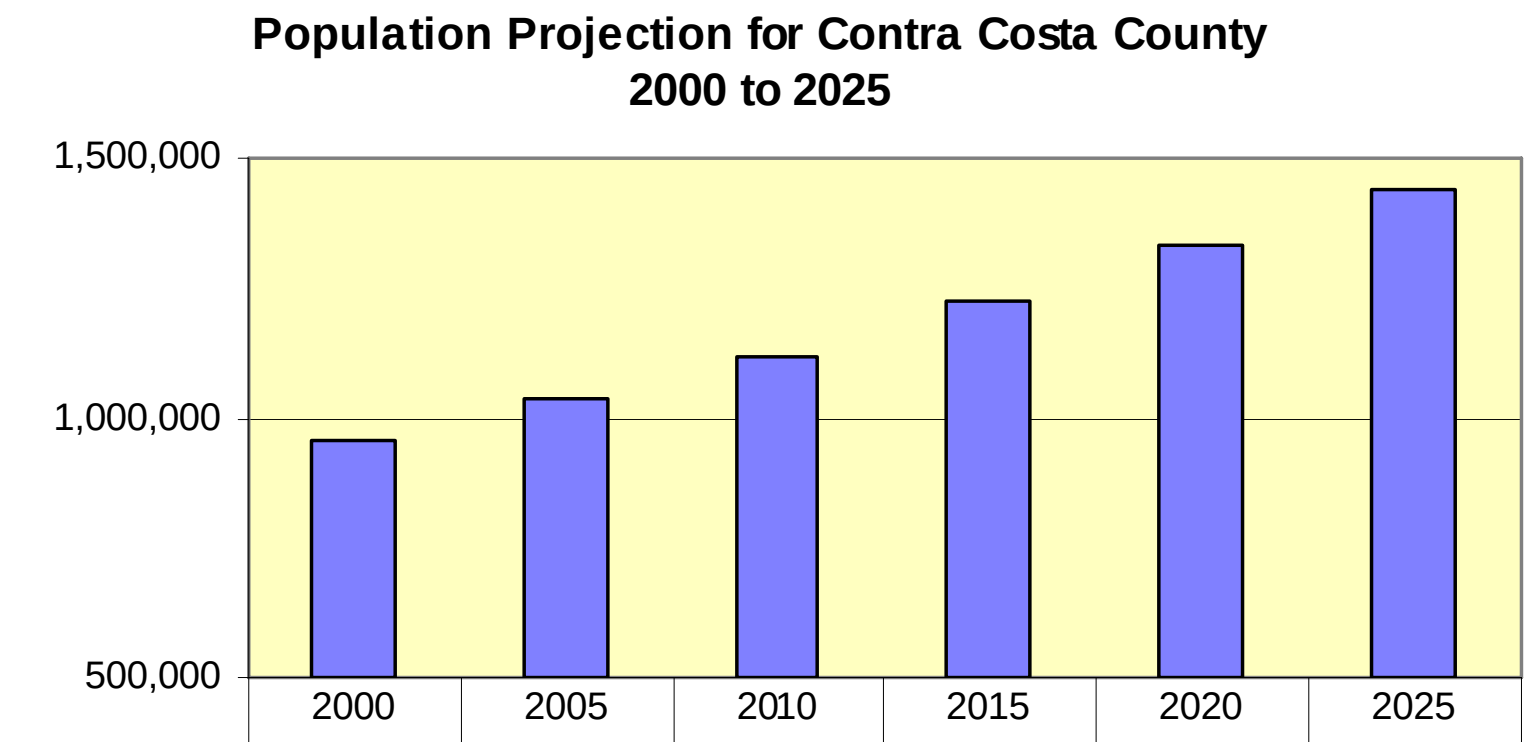
	1900 - 1910	1910 - 1920	1920 - 1930	1930 - 1940	1940 - 1950	1950 - 1960	1960 - 1970	1970 - 1980	1980 - 1990	1990 - 2000
%	76%	70%	46%	28%	198%	37%	36%	18%	22%	18%

Population Projections

- The population of Contra Costa County grew from 948,816 in 2000 to 1,017,787 people in 2005, or 7.3% during this five-year period.

- Demographers project that the county's population will continue to grow at a slower rate than it has over the past two decades, adding more than 400,000 persons by the year 2025.

Population Projections to 2025



	2000	2005	2010	2015	2020	2025
Population	948,816	1,034,834	1,116,298	1,220,021	1,327,081	1,436,048

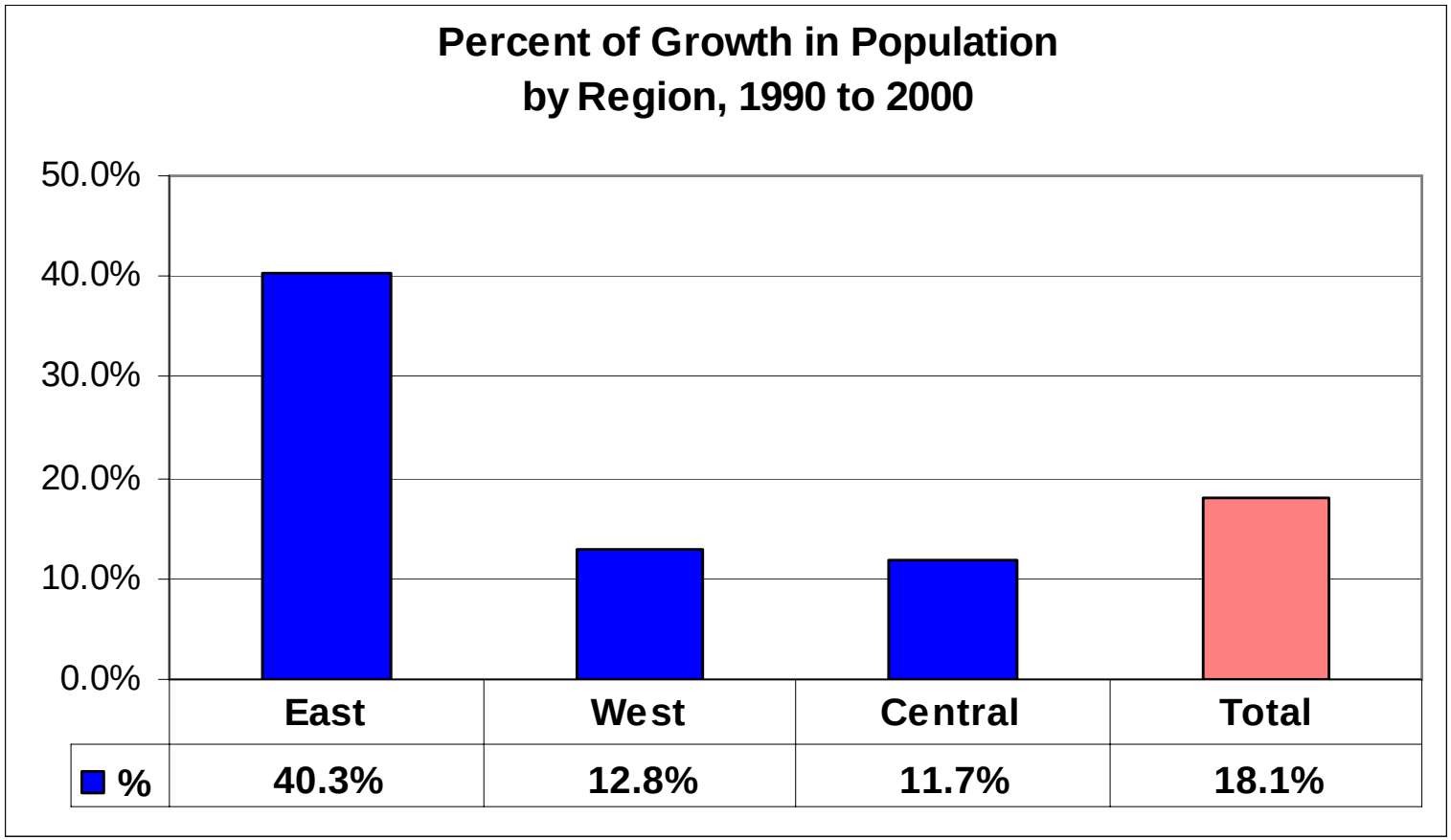
Population Growth by Region

- Between 1990 and 2000, population growth by region was:
  - East County increased by 40%
  - **West County grew by 13%**
  - **Central County increased by 12%**
- Future growth will most likely be in in the Eastern and Southern parts of the county due to land availability and housing affordability.

Population Growth in Contra Costa County by Region, 1990 to 2000

Region	1990	2000	Percent of Growth by Region: 1990 to 2000	
			Count	Percent
East	169,912	238,345	68,433	40.3%
West	216,406	244,180	27,774	12.8%
Central	417,415	466,292	48,877	11.7%
County Total	803,733	948,817	145,084	18.1%

County Regional Differences, 1990 to 2000



Share of Population Growth by Region

- Between 1990 and 2000, the population in Contra Costa County grew by 145K persons. The three county regions shared in this growth as follows:

  - **The East increased by 68K, or 47% of the total growth**
  - **The West increased by 28K, or 19% of the total growth**
  - **The Center increased by 49K, or 34%of the total growth**

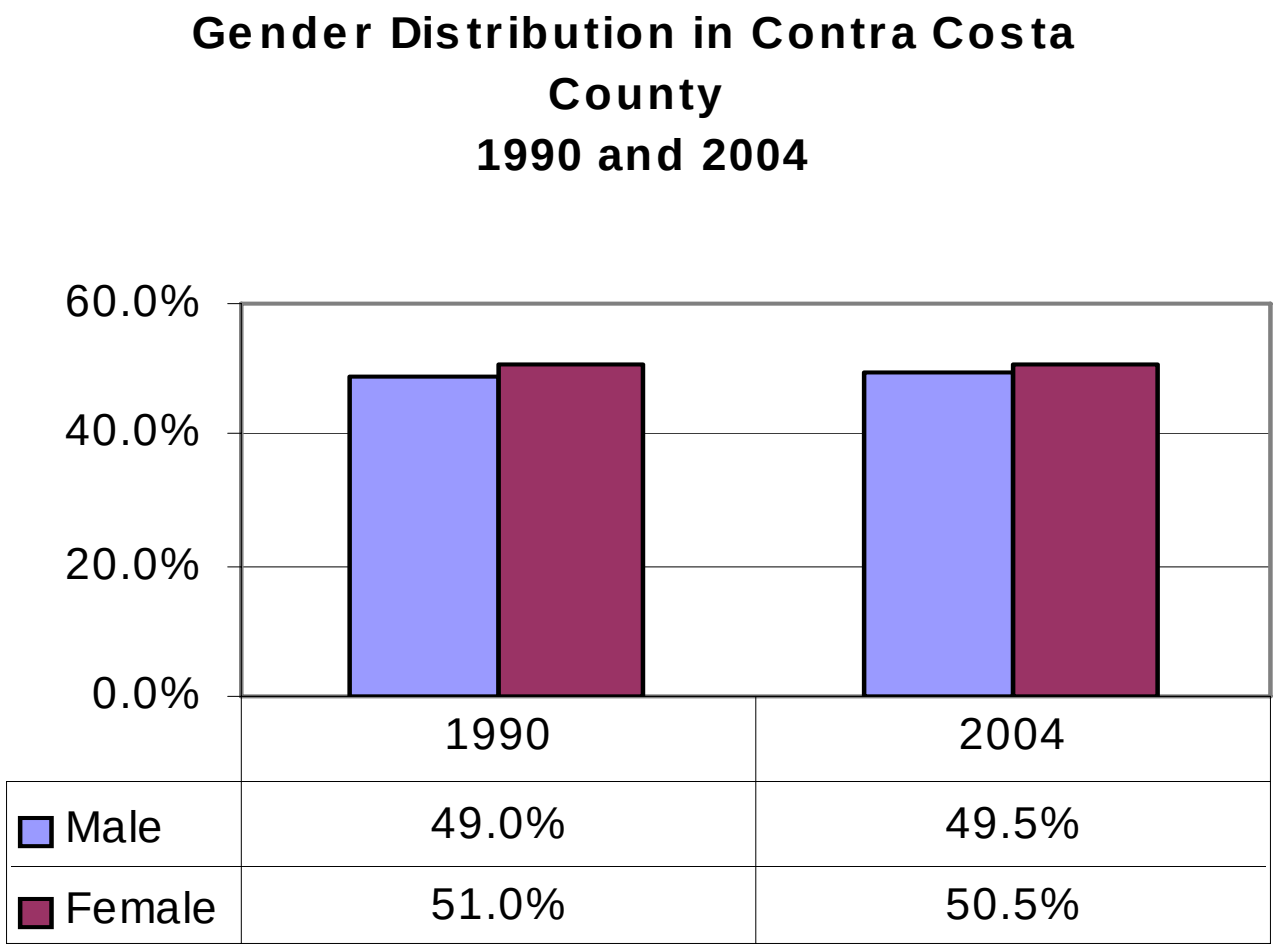
Share of County Population Growth by Region 1990 to 2000

Region	1990		2000		Population Growth	
	Count	Share of County Total	Count	Share of County Total	Count	Share of County Growth
East	169,912	21.1%	238,345	25.1%	68,433	47.2%
West	216,406	26.9%	244,180	25.7%	27,774	19.1%
Central	417,415	51.9%	466,292	49.1%	48,877	33.7%
County Total	803,733	100.0%	948,817	100.0%	145,084	100.0%

Gender

- There are more females than males in the County due to:
  - The longer life expectancy for women
  - Location of Rossmoor in central county
- The ratio of men per 1,000 women increased from 959 to 981 (1990 to 2004), due the impact of foreign immigration. Immigrants tend to be mostly males.

Gender: County Total



	1990	2004
Male	49.0%	49.5%
Female	51.0%	50.5%

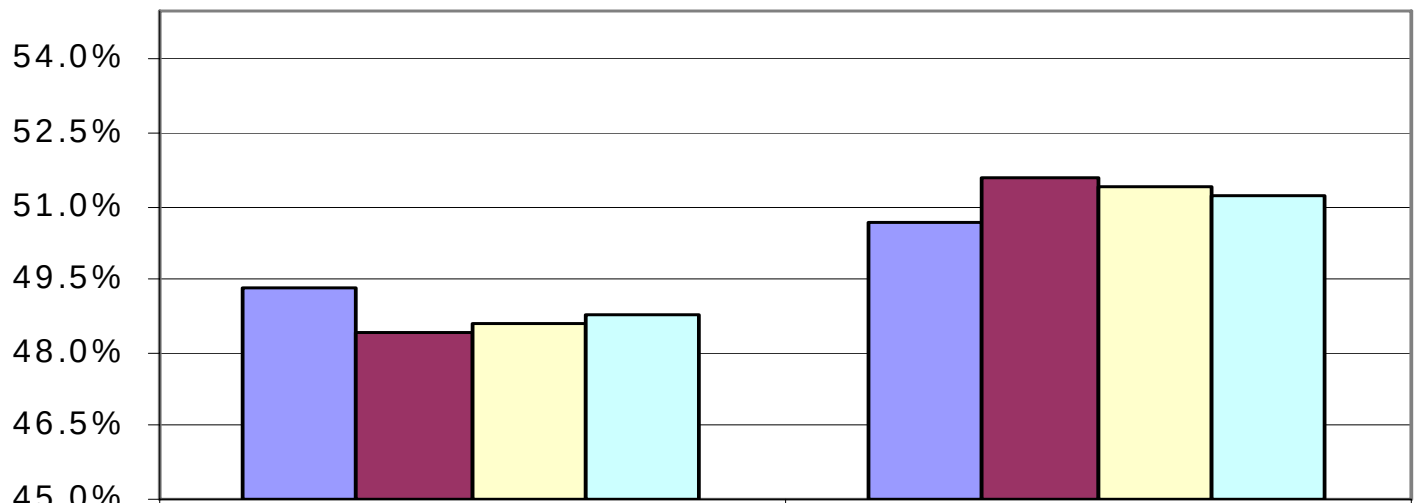
Gender Distribution in Contra Costa County, 1990 and 2004

Gender	1990		2004		Change	
	Count	%	Count	%	Count	%
Male	393,448	49.0%	494,156	49.5%	100,708	25.6%
Female	410,284	51.0%	503,687	50.5%	93,403	22.8%
Total Population	803,732	100.0%	997,843	100.0%	194,111	24.2%
Females > Males	**16,836**	**2.1%**	**9,531**	**1.0%**	**(7,305)**	**-2.8%**
Ratio of Men per 1,000 Women	**959**		**981**		**22**	

Gender by Region

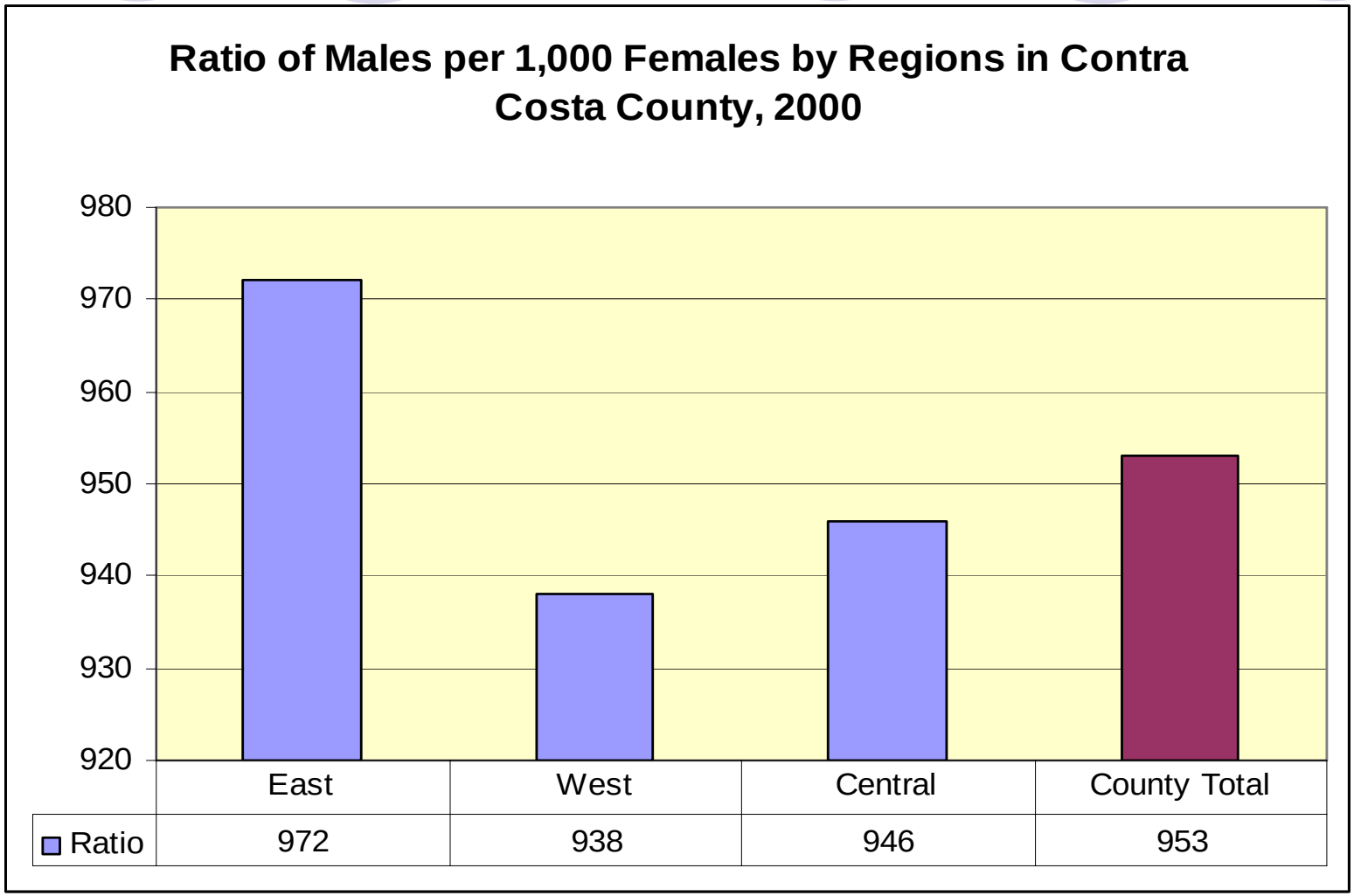
- **East County has the highest ratio of men per 1,000 women due the movement of young families to the area (husband and wife are present).**
- **West County has the lowest ratio of men to women due to population aging and the existence of a larger percentage of female households.**
- **Central County has a mix of the young in the south (San Ramon) and the old in the north (Rossmoor)**

Gender by Region, 2000



	Male	Female
East	49.3%	50.7%
West	48.4%	51.6%
Central	48.6%	51.4%
Total	48.8%	51.2%

Ratio of Men to Women by Region, 2000



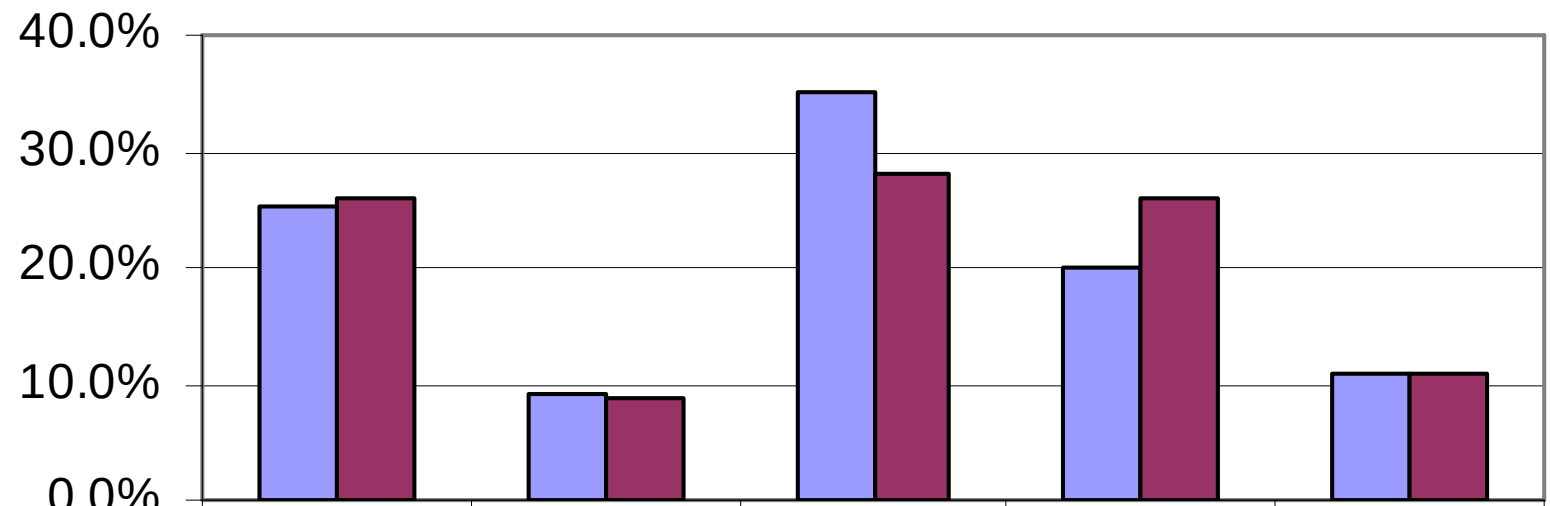
Implications

- More females on College campuses.
- There are other factors that may favor larger female enrollment in higher education. See the section on enrollment by gender.
- Gradually, males are becoming the endangered species on some college campuses.
- College recruitment and marketing policies should take this change into consideration.

Age: County Total

- This is a relatively mature county where the Median age is:
  - 37.1 years for the County
  - 34.2 years for California
  - 36.0 years for USA
- The dominant age groups represent the Baby Boomer Generation (25-44 yrs in 1990; 45-64 yrs in 2004)
- By 2030, the 65+ will increase from 11% to 18% (Baby Boomers).

Age: County Total



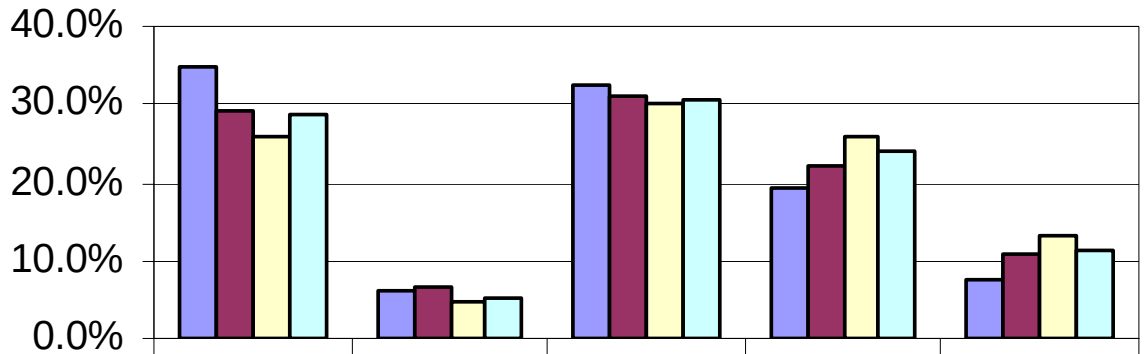
	Under 18	18 to 24	25 to 44	45 to 64	65 plus
1990	25.1%	9.0%	35.1%	19.9%	10.9%
2004	26.1%	8.7%	28.1%	26.1%	10.9%

Age by Regions

- **Youth, below 25 Years**
  - **East has more youth, 41%; new communities, young families**
  - **Center has less, 31%; older, established communities**
  - **West falls in between, 36%; proximity to UC Berkeley**

- **Middle Age and Elderly, Above 45 Years**
  - **East has less at 27%**
  - **Center has more at 38%; impact of Rossmoor**
  - **West falls in between, 33%**

Age by Regions



	Under 20	20 to 24	25 to 44	45 to 64	65 plus
East County	35.0%	5.9%	32.4%	19.1%	7.6%
West County	29.1%	6.7%	31.0%	22.2%	11.0%
Central County	26.1%	4.7%	30.0%	25.9%	13.3%
Contra Costa County	28.9%	5.3%	30.6%	23.9%	11.3%

Implications

- The population is gradually shifting toward a much older age distribution due to the significant size of the baby boomer generation, particularly in the center of the county.

- Younger families will reside mostly in the East and South, while population in the Center and West will be aging.

Implications

- Educational programs offered by each community college must change to meet the demographic make-up of the population.
- DVC remains a regional institution that attracts 40% of its students from outside its service area.

Ethnicity: County Total

- Between 1990 and 2004 there was a significant change in the number and proportionate share of ethnic groups in Contra Costa County:
  - The number of Whites declined by almost 20K or 3.5% and their relative share of the total population in the county dropped from 70% to 54%.

Ethnicity: County Total

- The number of Hispanics increased by 114k or 125%. Their share of the population almost doubled from 11% to 21%.

- The number of Asians grew by 60K, or 81%. Their share of the population in the county increased from 9% to 13%.

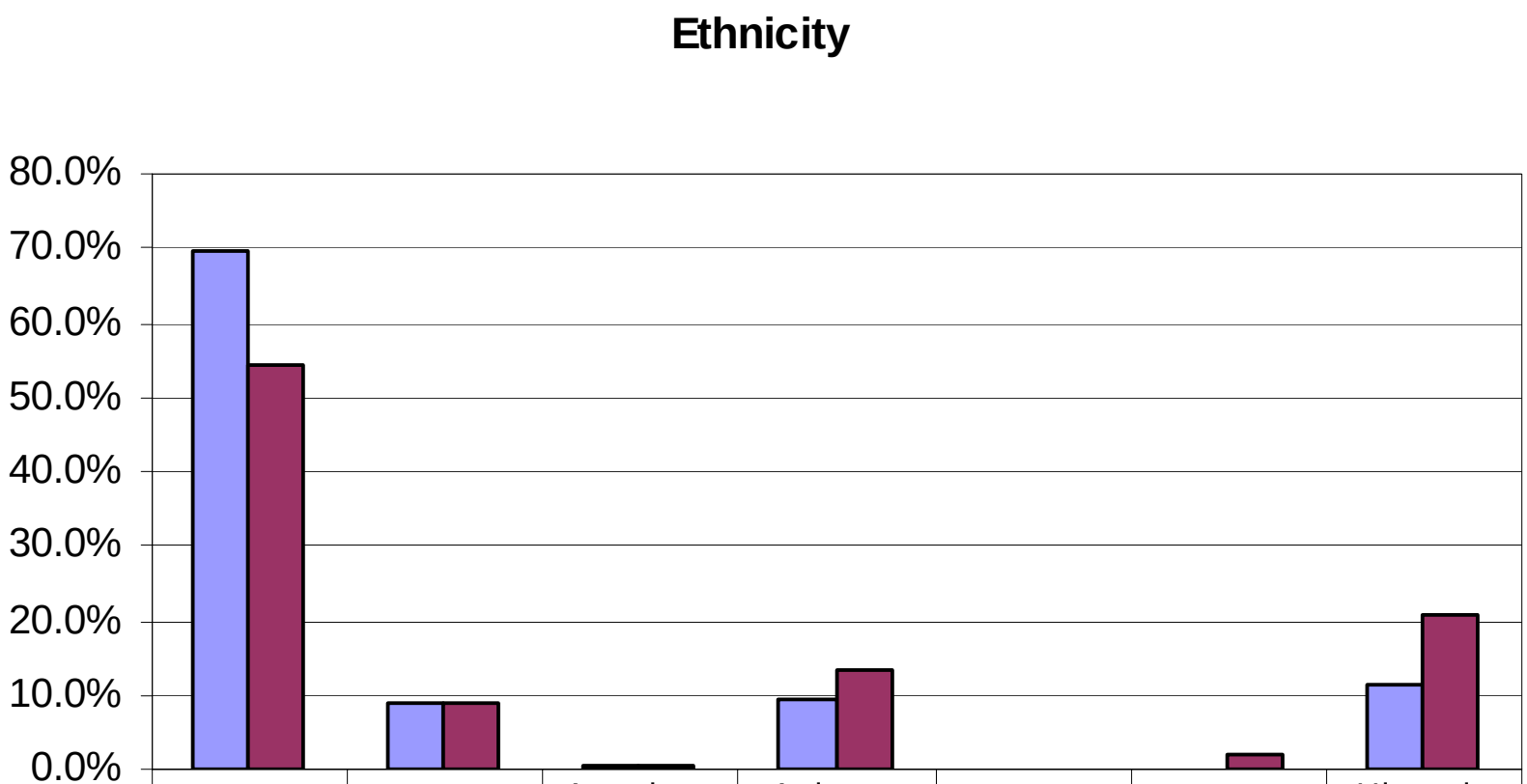
Ethnicity: County Total

- The number of African Americans increased by 18K, but their relative share of the population remained unchanged at 9%.
- The number of Native Americans increased by approximately 1,000 persons, but their relative share of the population declined from 0.6% to 0.5%.

Change in the Ethnicity of Contra Costa County Population, 1990 to 2004

Ethnic Group	1990		2004		Change: 1990 to 2004	
	Count	Percent	Count	Percent	Count	%
White	560,146	69.7%	540,349	54.2%	(19,797)	-3.5%
African American	72,799	9.1%	91,164	9.1%	18,365	25.2%
Native American	4,441	0.6%	5,439	0.5%	998	22.5%
Asian/Pacific Islander	73,810	9.2%	133,483	13.4%	59,673	80.8%
Other Race	1,254	0.2%	1,006	0.1%	(248)	-19.8%
Two or More Races			21,248	2.1%	21,248	
Hispanic (of any Race)	91,282	11.4%	205,154	20.6%	113,872	124.7%
Total	**803,732**	**100.0%**	**997,843**	**100.0%**	**194,111**	**24.2%**

Ethnicity: County Total



	White	African American	American Indian or Alaska	Asian or Pacific Islander	Other Race	Two or more races	Hispanic (of any race)
1990	69.7%	9.1%	0.6%	9.2%	0.2%	0.0%	11.4%
2004	54.2%	9.1%	0.5%	13.4%	0.1%	2.1%	20.6%

Ethnicity by Regions, 2000

- <u>Whites</u>

  represent a majority in the **East (61%)** and **Center (79%),** but the largest minority in the **West (37%)**

- <u>African Americans</u>

  account for **11% in the East**, **1.9% in the Center,** and **26% in the West**

Ethnicity by Regions, 2000

- Asians

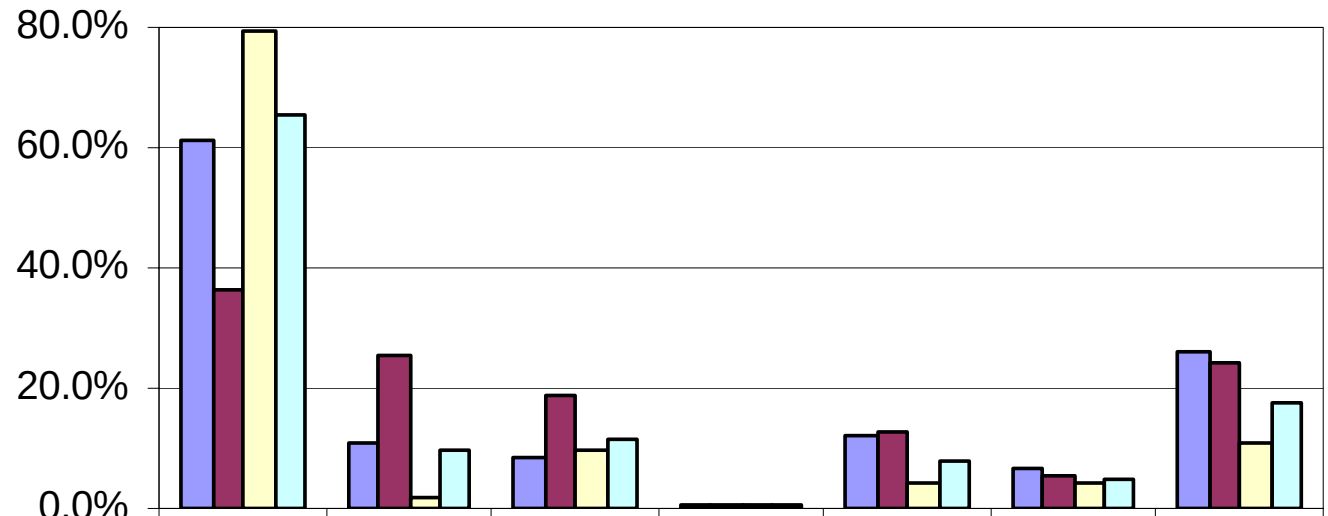
  represent **8% in the East**, **10% in the Center**, and **19% in the West**.

- Hispanics

  account for **26% in the East**, **11% in the Center**, and **24% in the West.**

In Summary, the East has majority Whites and Hispanics, the Center has majority Whites, and the West has no dominant group.

Ethnicity by Regions, 2000



	White	African American	Asian / Pac. Islander	Native American	Some Other Race	Two or More Races	Hispanic (of any Race)
East County	61.4%	10.7%	8.3%	0.8%	12.0%	6.8%	26.1%
West County	36.6%	25.7%	18.9%	0.6%	12.6%	5.6%	24.3%
Central County	79.3%	1.9%	10.0%	0.5%	4.2%	4.2%	11.0%
Contra Costa County	65.5%	9.4%	11.4%	0.6%	8.1%	5.1%	17.7%

Implications

- As the number and percentage of Asians and Hispanics continue to grow in the future, colleges should plan to address issues related to the new wave of student population, particularly in the areas of student services.

- Basic skills, ESL, and bilingual services should be enhanced and strengthened.

- Faculty and staff diversity should be enhanced to serve as role models for the new generation of students.

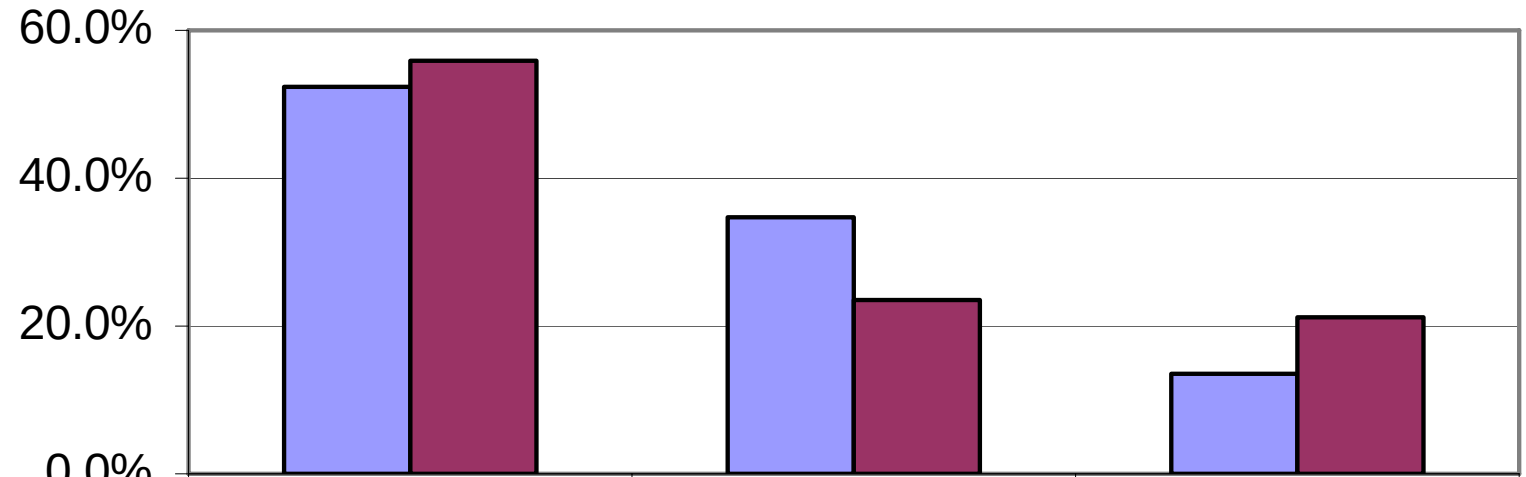
Place of Birth

- Between 1990 and 2004, there was a significant increase in the number and percentage of foreign-born residents:
  - The number of foreign–born residents almost doubled from 107K to 210K, or an increase of 103K persons. Accordingly, their proportionate share of the population increased from 13% to 21%.
  - The 103K increase in foreign-born residents represented 53% of the total 194K increase in county population during this period.

Place of Birth

- Most of the increase among foreign-born residents came from Latin America (42%), Asia (41%), and Europe (11%). Few were born in Africa or Oceania
- In contrast, the number of residents born in other US states outside of California declined by 50K. And their proportionate share shrunk from 35% to only 23%. In effect, there is a negative domestic migration out of California.

Place of Birth: County Total



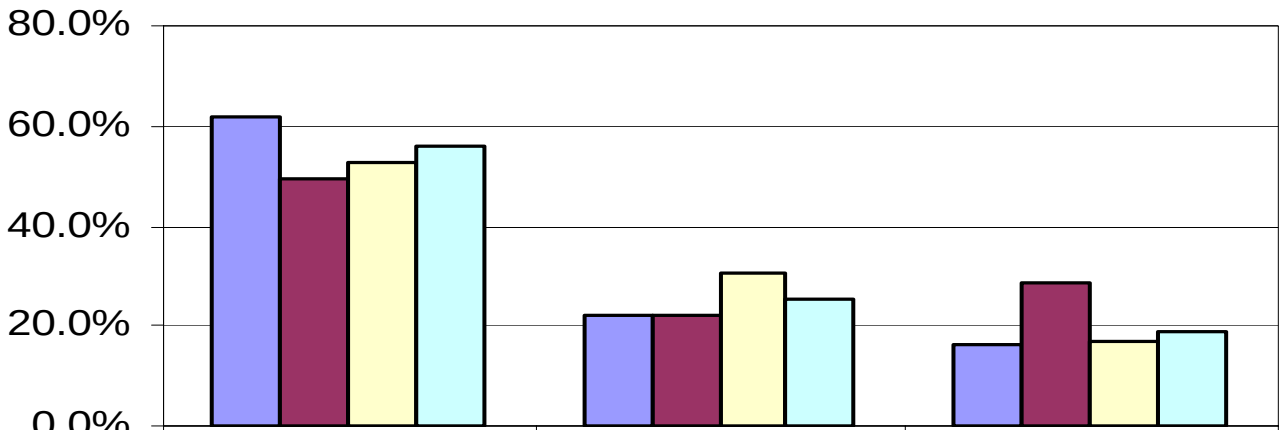
	Born in California	Born in Different State	Foreign-Born
1990	52.1%	34.5%	13.3%
2004	55.6%	23.3%	21.1%

Place of Birth by Regions

- **In the East, the majority of foreign-born (57%) came from Latin America, while 32% came from Asia, and 6% from Europe.**
- **In the West, foreign-born residents came almost equally from Latin America (47%) and Asia (44%); 5% from Europe.**
- **In the Center, 43% of foreign-born came from Asia, 24% from Latin America, and 20% from Europe.**

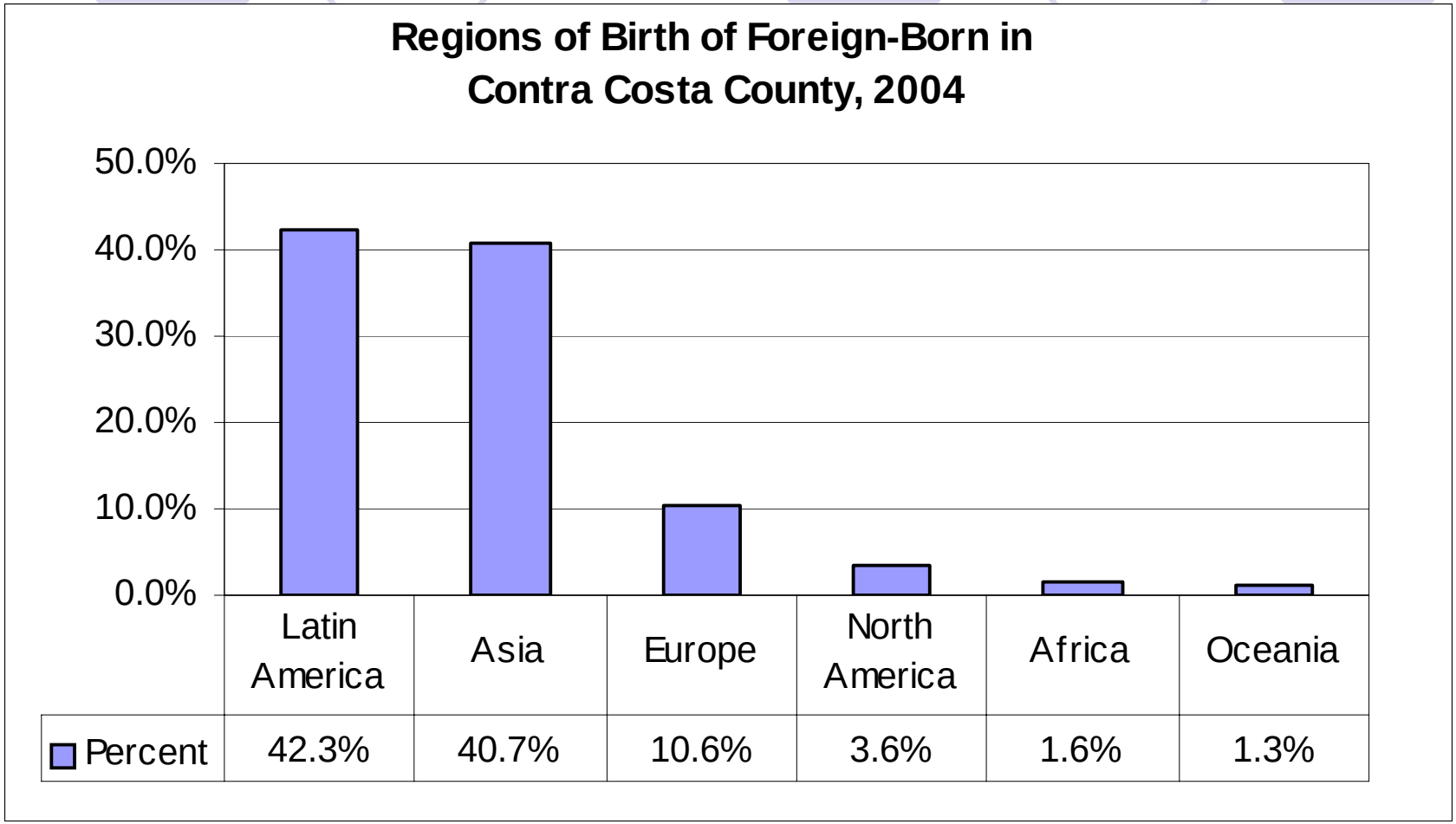
Place of Birth by Regions, 2000

Nativity and Place of Birth in Contra Costa County, 2000



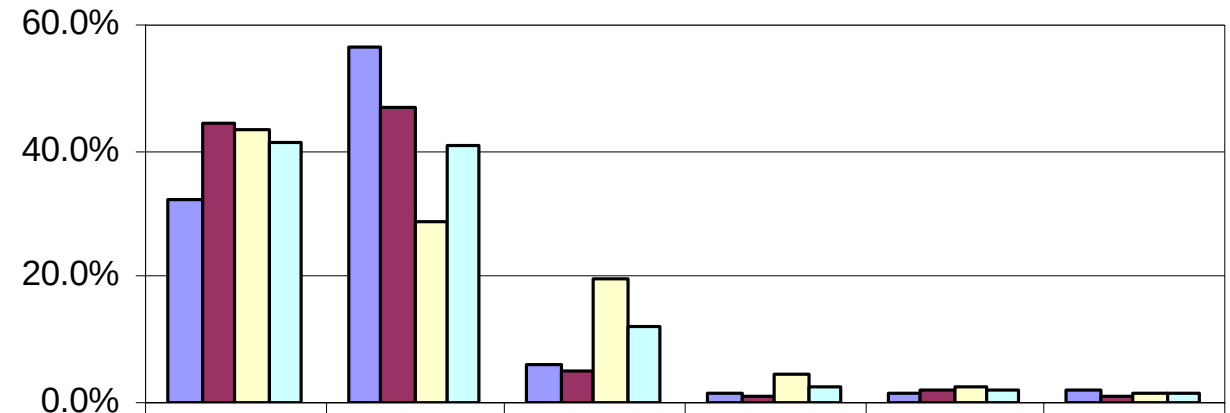
	Born in California	Born in Different State	Foreign Born
East County	61.9%	21.9%	16.2%
West County	49.6%	22.0%	28.4%
Central County	53.0%	30.3%	16.7%
Contra Costa County	55.7%	25.3%	19.0%

Region of Birth of Foreign-Born



	Latin America	Asia	Europe	North America	Africa	Oceania
Percent	42.3%	40.7%	10.6%	3.6%	1.6%	1.3%

Region of Birth of Foreign-Born



	Asia	Latin America	Europe	North America	Africa	Oceania
East County	32.1%	56.6%	6.3%	1.6%	1.6%	1.8%
West County	44.4%	46.9%	5.0%	0.9%	1.9%	0.9%
Central County	43.4%	28.9%	19.7%	4.3%	2.3%	1.4%
Contra Costa County	41.1%	40.8%	12.1%	2.6%	2.0%	1.4%

Implications

- ESL programs should be expanded on college campuses.
- Bilingual services should become accessible to students on each campus.
- Attracting the new immigrants to college education represents a major challenge for educators and for the marketing department.

Implications

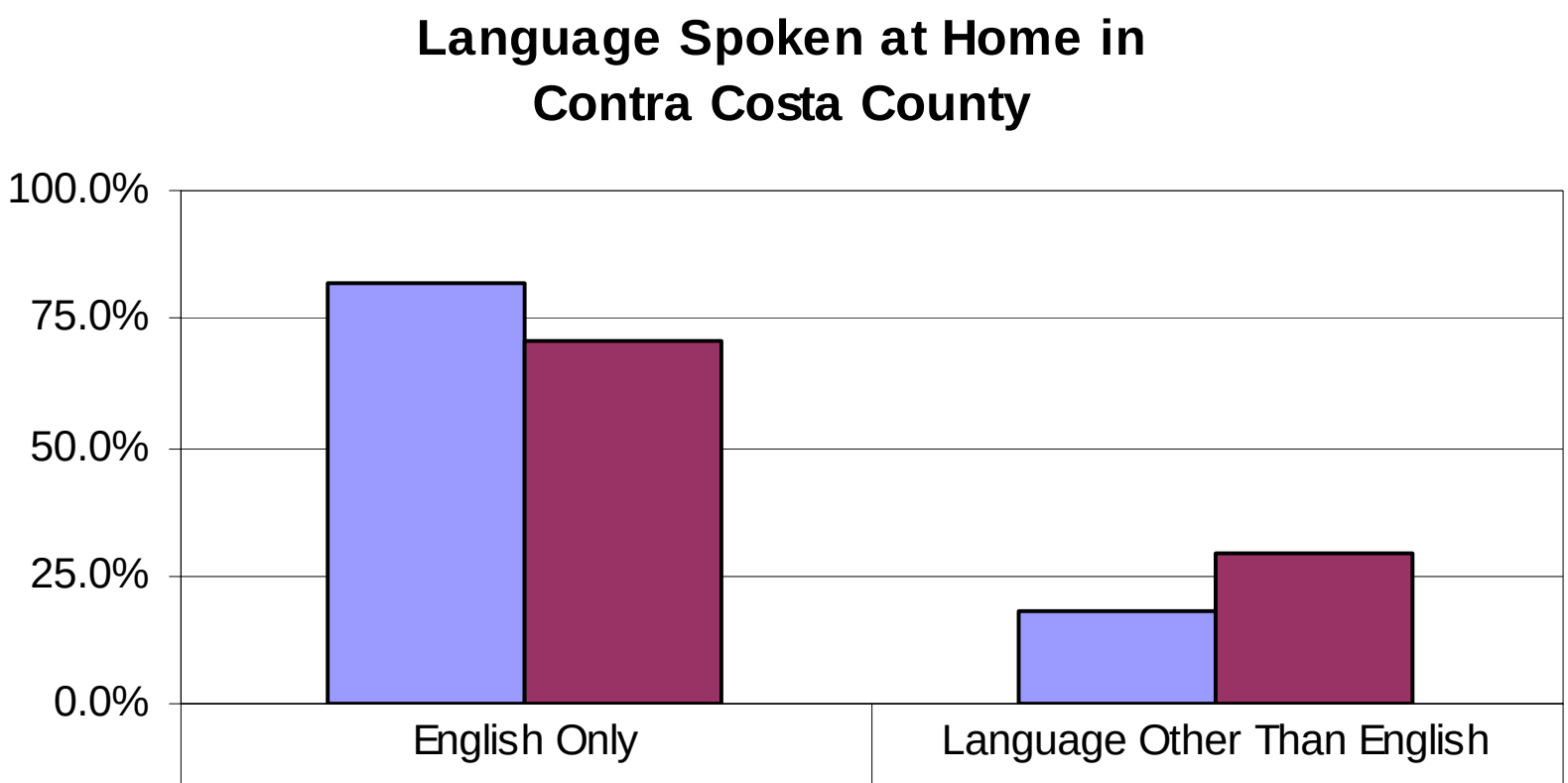
- Enhancing faculty and staff diversity is important in serving as role models for the new wave of students.

- Implementation of multicultural programs on college campuses is necessary to prepare all students to be competent, both culturally and globally.

Language Spoken at Home: County Total

- Between 1990 and 2004, the number of persons speaking a language at home other than English more than doubled (134K to 273K).
- The proportion of those who spoke languages other than English at home increased from 18% to 29%, while the percentage of those who spoke English only declined from 82% to 71%.
- Spanish is the dominant foreign language (55%), followed by Asian languages (28%).

Language Spoken at Home: County Total



	English Only	Language Other Than English
1990	82.0%	18.0%
2004	70.7%	29.3%

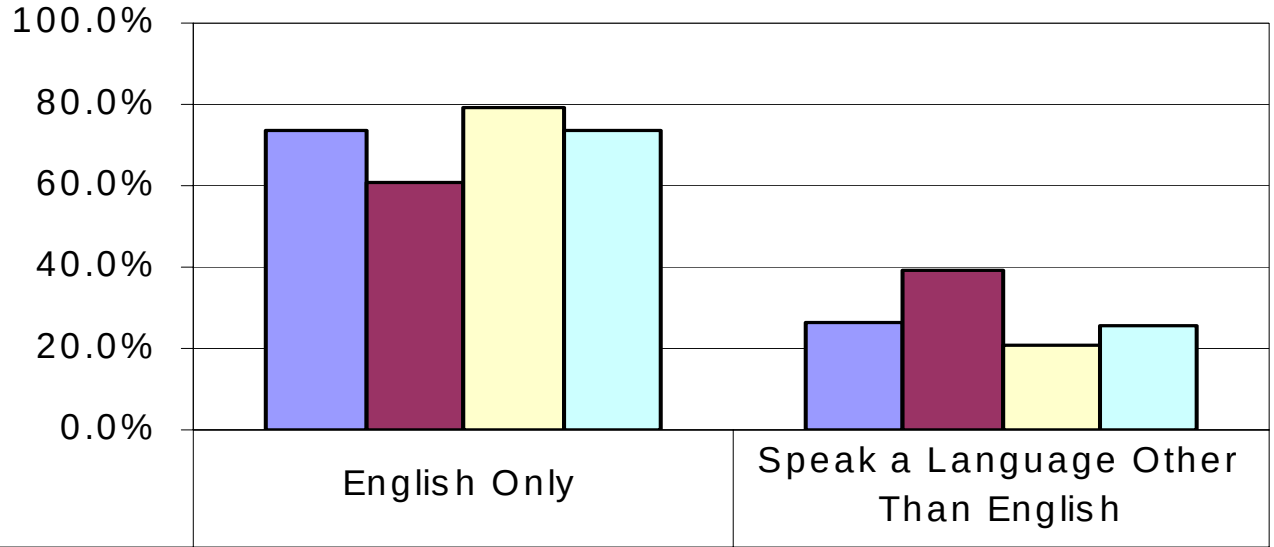
Languages Spoken at Home by Regions

- **East: 26% of the population 5 years and older spoke a foreign language at home.**

- **West: 39% spoke a language other than English at home. This is the highest percentage in the County and it approached that of the state at 41% (US 19%). In San Pablo, 58% spoke a language other than English at home.**

- **Central: 21% spoke a foreign language at home.**

Language Spoken at Home by Regions



	English Only	Speak a Language Other Than English
East County	73.6%	26.4%
West County	61.0%	39.0%
Central County	79.5%	20.5%
Contra Costa County	74.0%	26.0%

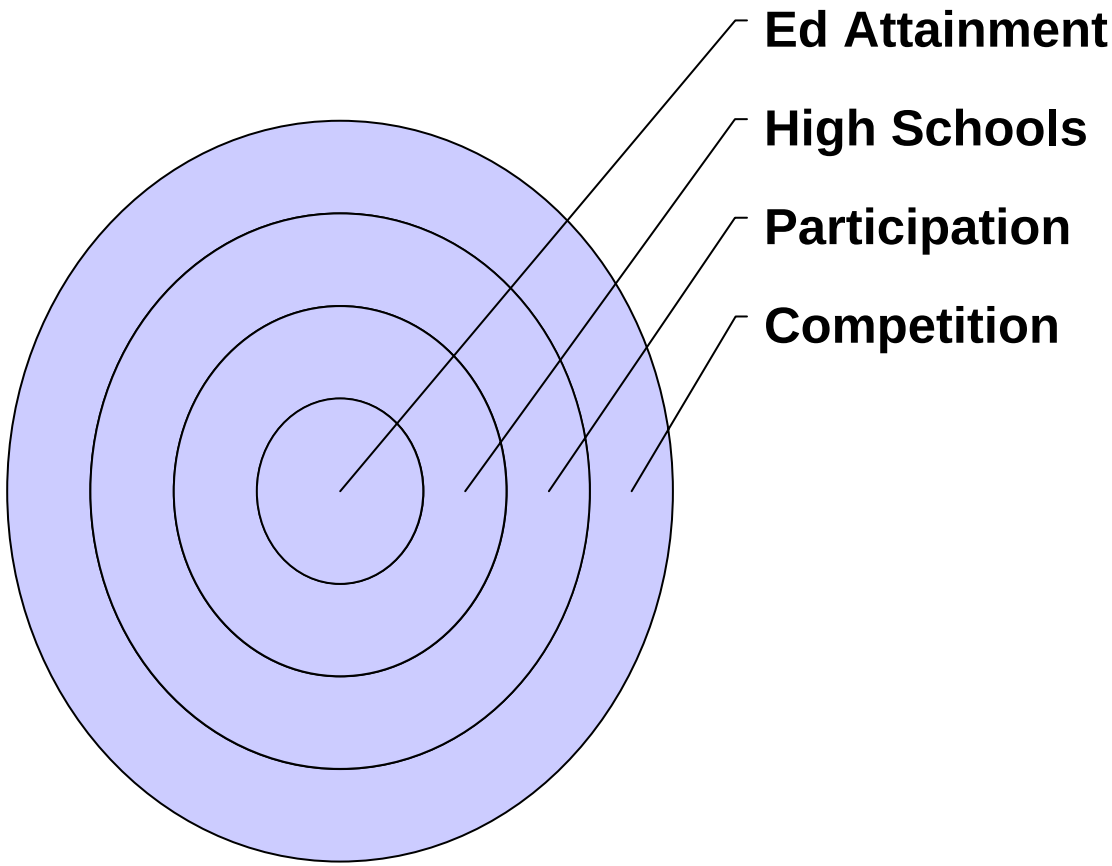
Implications

- Each college must establish programs that address the unique needs of its service area. There is no cookie cutter.

- Colleges should be prepared to absorb the new influx of students with complex backgrounds and different aspirations.

- Expansion of the ESL programs and communicating in multiple languages is no longer a luxury; it is a necessity.

Educational Opportunity



Educational Opportunity

- School Enrollment
- Educational Attainment
- High Schools
- Population Participation Rates
- Competition

School Enrollment

- Total Enrollment in county schools and colleges increased from 214K in 1990 to 281K in 2004, an increase of 67K, or 31%. The overall population growth during this period was 24%.

- The faster growth in school enrollment suggests that families with school age children have moved to the county in large numbers between 1990 and 2004.

School Enrollment

- The increase in school enrollment was uneven:
  - **<u>K-12 Enrollment:</u>**
    grew from 150K to 216K, an increase of 66K or 44%. The proportionate share of K-12 enrollment increased from 70% to 77%.
  - **<u>College Enrollment</u>**
    grew from 63K to 64K, a meager increase of 1K or 2%.The proportionate share of total college enrollment dropped from 30% to 23%.

School Enrollment

- The slower growth in college enrollment suggests one or more of the following:
  - Lower college-going rates for HS graduates
  - Adult learners are not attending college in large numbers
  - New immigrants are moving into the county but they are bypassing college altogether

School Enrollment, 1990 and 2004

School Enrollment in Contra Costa County, 1990 and 2004

School Enrollment by Level	1990		2004	
	Count	%	Count	%
K-12 Enrollment	150,252	70%	216,076	77%
College Enrollment	63,455	30%	64,447	23%
Population 3 Years and Older	213,707	100%	280,523	100%

Change in School Enrollment

Change in School Enrollment in Contra Costa County: 1990 to 2004

School Enrollment by Level	1990	2004	Change	
			Count	%
K-12 Enrollment	150,252	216076	65,824	44%
College Enrollment	63,455	64447	992	2%
Population 3 Years and Older	213,707	280523	66,816	31%

School Enrollment by Regions

- Elementary Schools (K-8)
  - East 60% (Young families)
  - West 55%
  - Central 54%

- High Schools (9-12)
  - East 21%
  - West 19%
  - Central 21%

- Colleges
  - East 19%
  - West 26% (UC Berkeley factor)
  - Central 25% (Several higher ed. institutions in the area)

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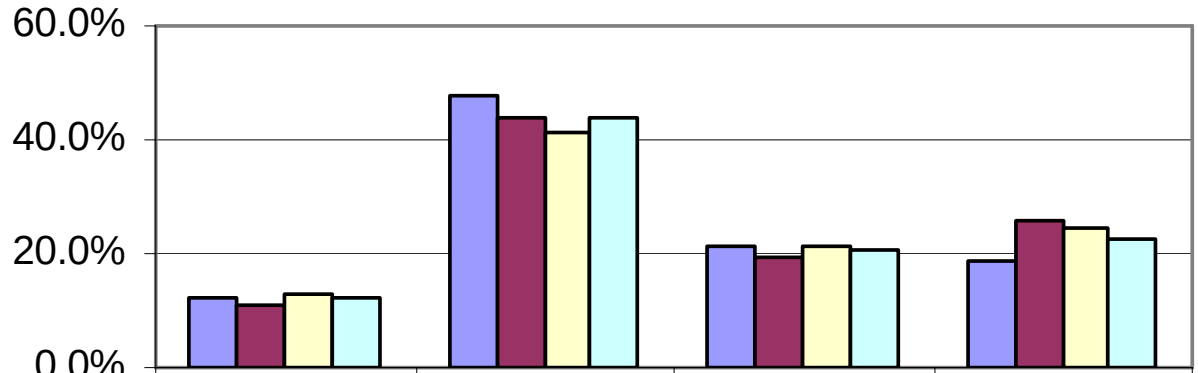
School Enrollment by Regions



	Kindergarten	Elementary School (1-8)	High School (9-12)	College / Graduate
East County	12.2%	47.8%	21.3%	18.7%
West County	11.1%	43.6%	19.3%	26.1%
Central County	12.8%	41.6%	21.0%	24.6%
Contra Costa County	12.2%	44.1%	20.7%	22.9%

School Enrollment by Regions

- **Regional differences reflect the characteristics of the community, population movement, and proximity to other institutions in the area.**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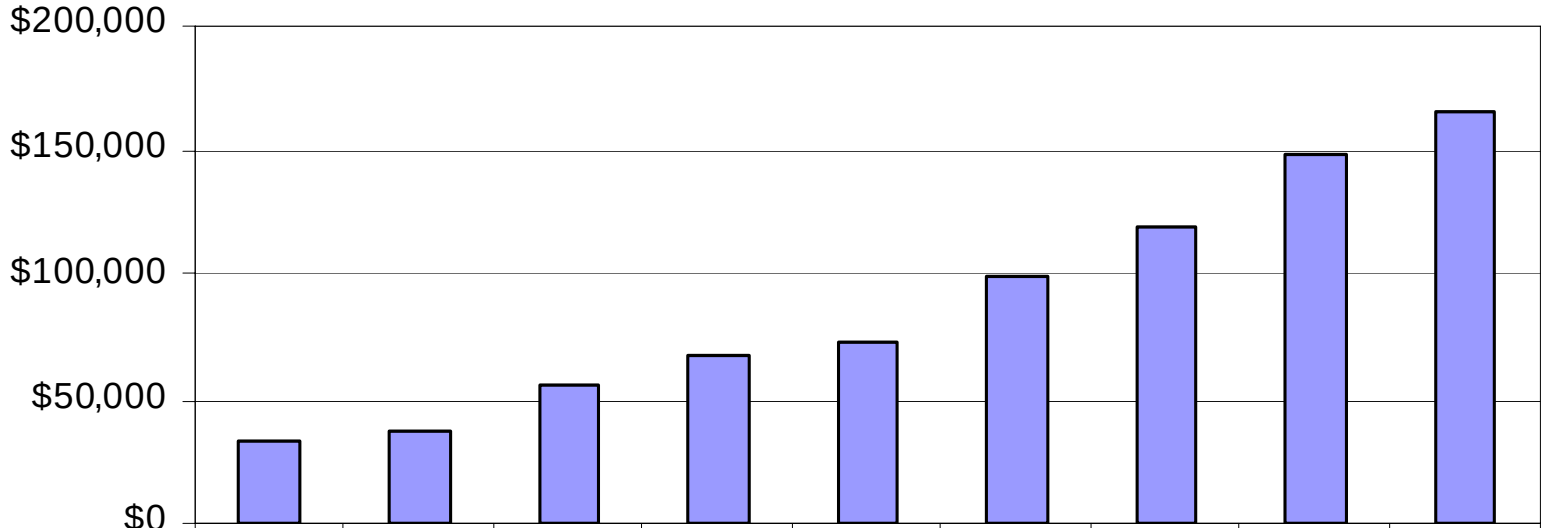
Educational Attainment

- **<u>This is the most important indicator of economic opportunity and upward mobility. It impacts the following:</u>**
  - Family income
  - Housing cost
  - Poverty rates
  - Crime rates
  - Quality of life
  - Quality of public high school education
  - Other factors

Educational Attainment and Income

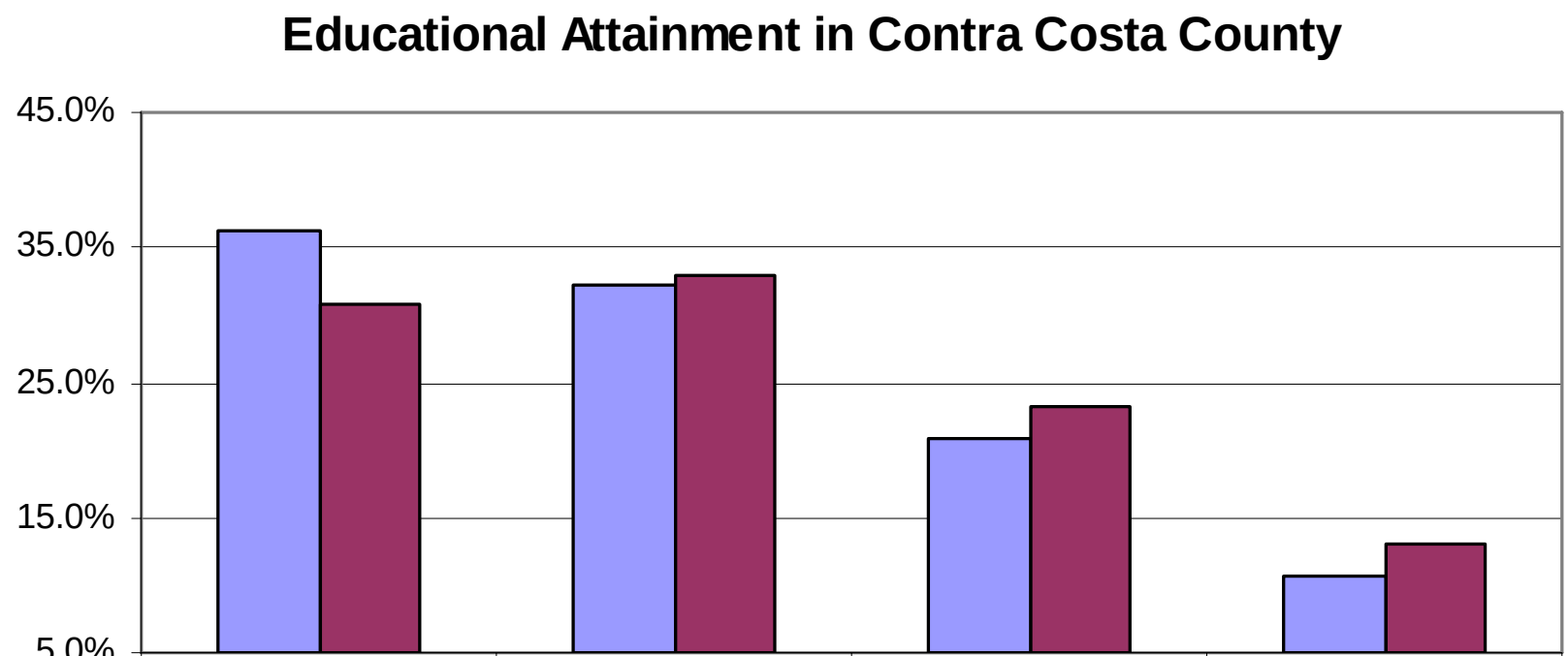


	9th Grade	9-12, No Diploma	HS Graduate	Some College, No Degree	Associate Degree	Bachelor's Degree	Master's Degree	Doctorate Degree	Professional Degree
Average Family Income	$32,324	$37,194	$55,729	$66,919	$72,097	$99,070	$119,559	$147,529	$165,079

Educational Attainment: County Total

- Bachelor's degree and higher for the population 25 years and older in 2004:
  - County 36%
  - California 29%
- Improvement in the educational attainment in the county:
  - 1990: 31%
  - 2004: 36%

Educational Attainment: County total



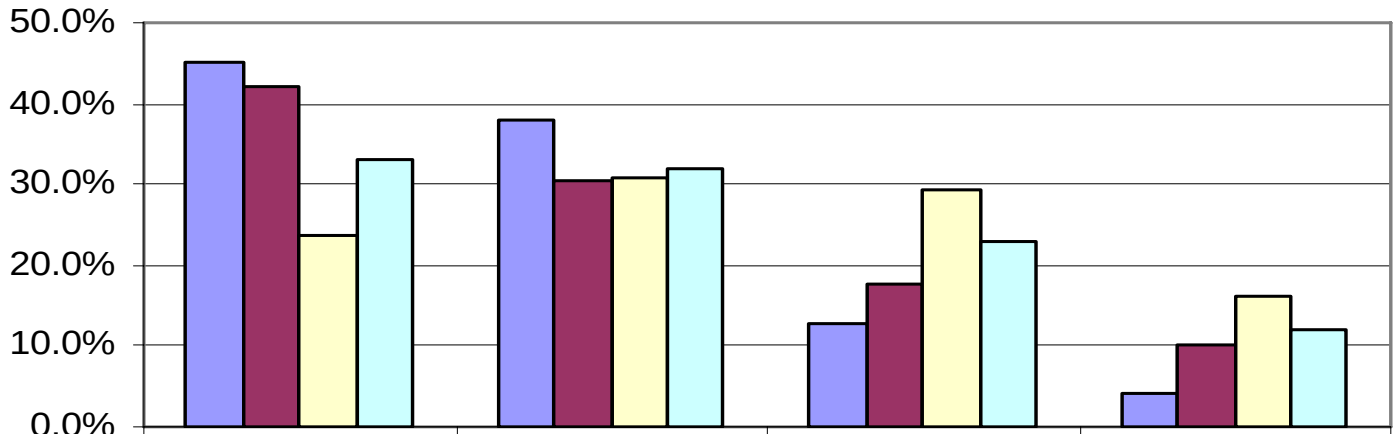
	High School or Less	Associate Degree / Some College	Bachelor's Degree	Graduate / Professional Degree
1990	36.2%	32.3%	20.9%	10.6%
2004	30.8%	33.0%	23.3%	13.0%

Educational Attainment by Regions

- <u>High School or Less</u>
  - East: 45%
  - West: 42%
  - Central: 23%

- <u>Bachelor Degree or Higher</u>
  - East: 17%
  - West: 28%
  - Central: 46%

Educational Attainment by Region



	High School or Less	Assoc Degree/Some College	Bachelor's Degree	Graduate/Professional Degree
East County	45.2%	37.8%	12.8%	4.2%
West County	42.0%	30.5%	17.5%	10.0%
Central County	23.5%	30.8%	29.5%	16.2%
Contra Costa County	32.9%	32.1%	22.8%	12.2%

Educational Attainment by Selected Cities: **B.A. and Above**:

- **Antioch 19%**
- **Pittsburg 14%**

- **El Cerrito 56% (Close to UCB)**
- **Richmond 22%**
- **San Pablo 10%**

- **Orinda 74%**
- **Lafayette/ Moraga 68%**
- **San Ramon 53%%**
- **Walnut Creek 51%**
- **Concord 26%**

Implications

- **The education attainment of the community impacts the mission of the college and provides a mandate for each college to place emphasis on certain programs and services (transfer, vocational, basic skills, life-long learning, etc.)**
- **While CCC may place emphasis on basic skills, DVC may focus on the transfer programs, and LMC may enhance its vocational programs.**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Demand for Education Services

- Community college enrollment consists of two major categories of students:
  - Traditional-age students (usually 18 to 24 years old) who attend college following their graduation from high school.
  - Adult learners (usually 25 years and older) who return to college later in life for various reasons such as retooling, updating knowledge, training for another career or for promotion on the job, or simply for life-long learning and leisure.

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Demand for Education Services

- Each one of these two groups will be examined from the perspective of the external environment.

- In the section on internal profile, we will have another opportunity to revisit these two groups from the perspective of college access.

- In the following slides we will examine
  - 1. High school graduation
  - 2. Adult participation in college education

High Schools Graduation: County Total

- The number of high school graduates and the college going rates are good predictors of enrollment in higher education.

- Contra Costa County has 71 high schools that graduate 11K students each year:
  - 27 public schools graduate 9K
  - 44 private and alternative schools graduate 2K

High Schools Graduates by Region

- The number of graduates from the 27 public high schools increased from 6,746 to 9,040, or 34% in 10 years (1995 to 2005).

- This growth reflects increased domestic and foreign immigration in the 1980s and 1990s and some natural growth.

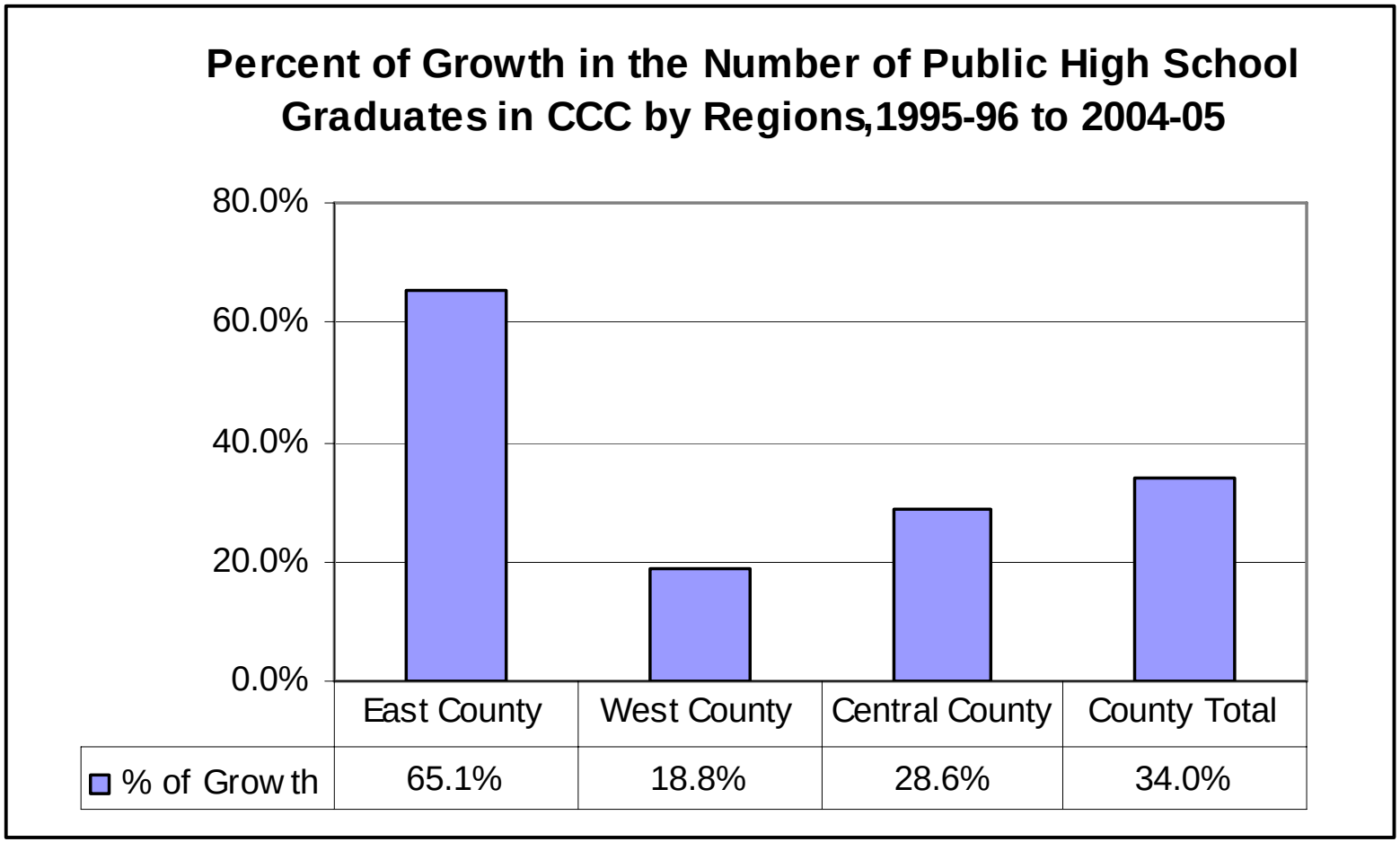
High Schools Graduates by Region

- East: 2,297 graduates in 2004-05, up by 65% since 1995-96 (5 schools) – significant population growth. Two new high schools were added in the past 10 years.

- West: 1,762 graduates in 2004-05, up by 19% (8 schools)–-slower growth.

- Central: 4,981 graduates in 2004-05, up by 29% (14 schools) -- growth in the east (Clayton) and south (San Ramon).

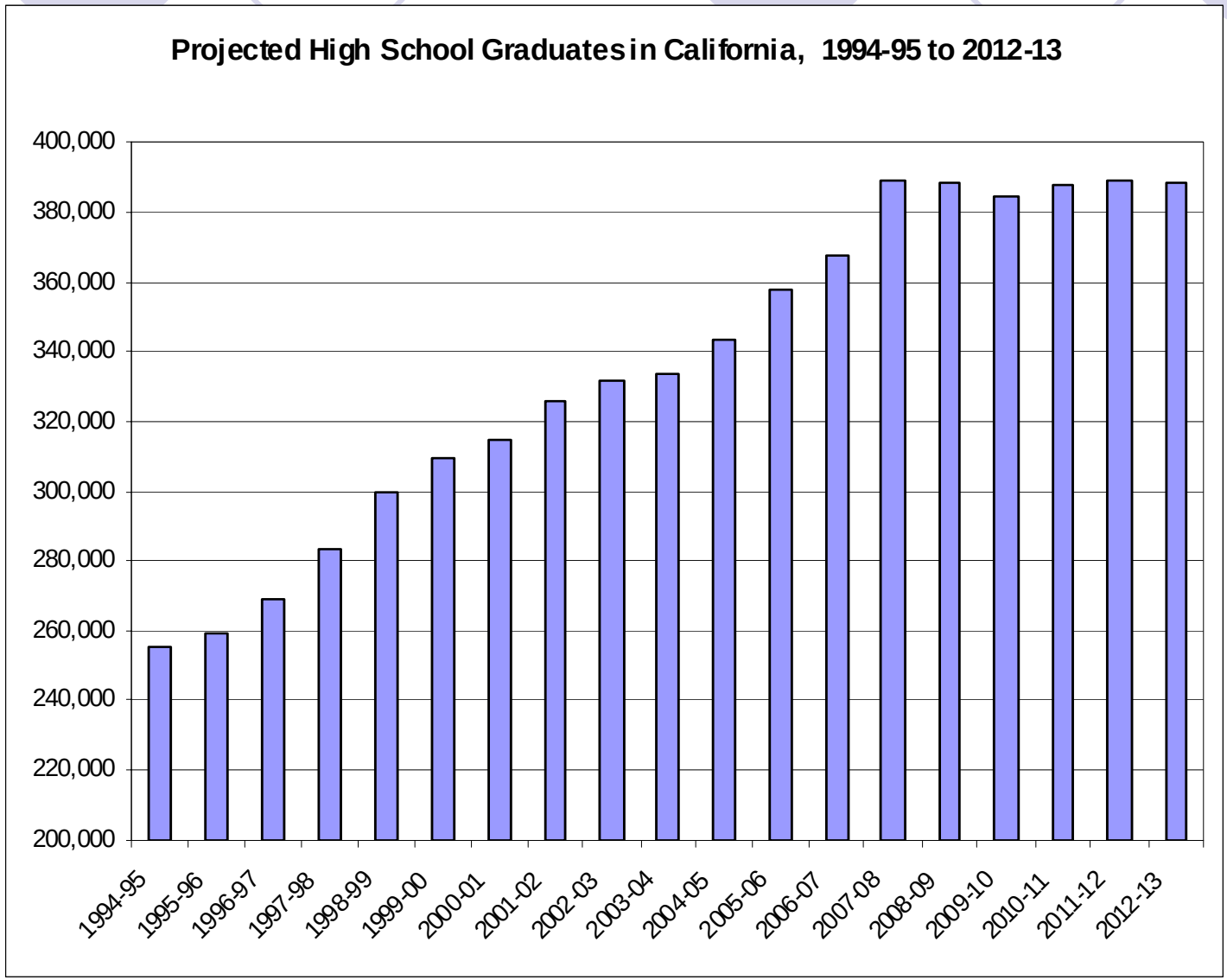
High School Graduates by Region



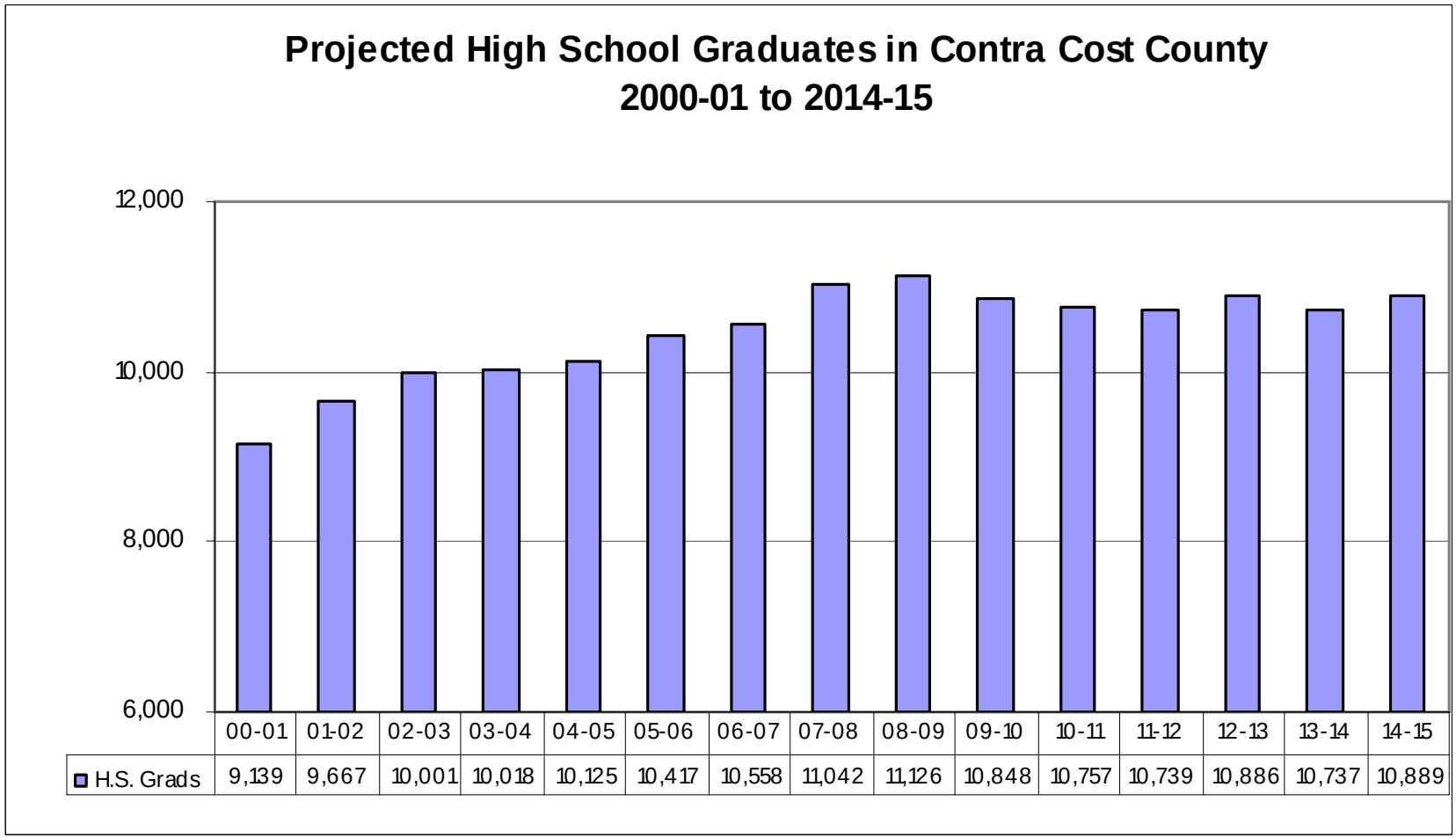
Projection of High School Graduates

- According to the California Department of Finance, the number of graduates from high schools is expected to reach its peak in 2007-08 and level off for the next five years.
- The projections for Contra Costa County are expected to follow a similar pattern.
- Actual numbers may be different due to the impact of foreign immigrations, particularly from Asia and Latin America.

High School Graduates: California



High School Graduates: Contra Costa



	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
H.S. Grads	9,139	9,667	10,001	10,018	10,125	10,417	10,558	11,042	11,126	10,848	10,757	10,739	10,886	10,737	10,889

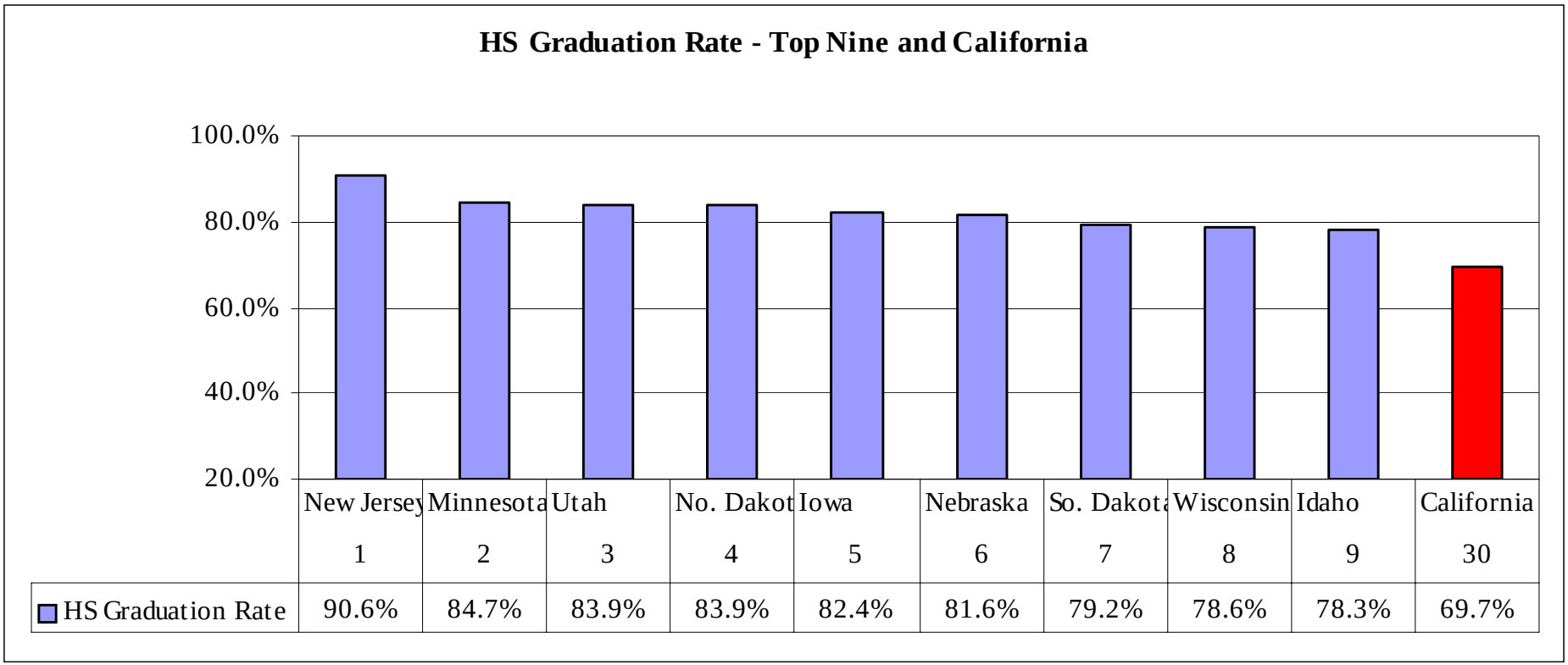
High School Graduation Rate

- HS graduation rate represents the percentage of the 9th grade student cohort who receive a high school diploma in four years.

- California HS graduation rate for the 2001-02 Cohort was 69.7%. California ranks 30th among the states in HS graduation rate.

- Contra Costa HS graduation rate for the 2001-02 Cohort was 71.7%.

High School Graduation Rate



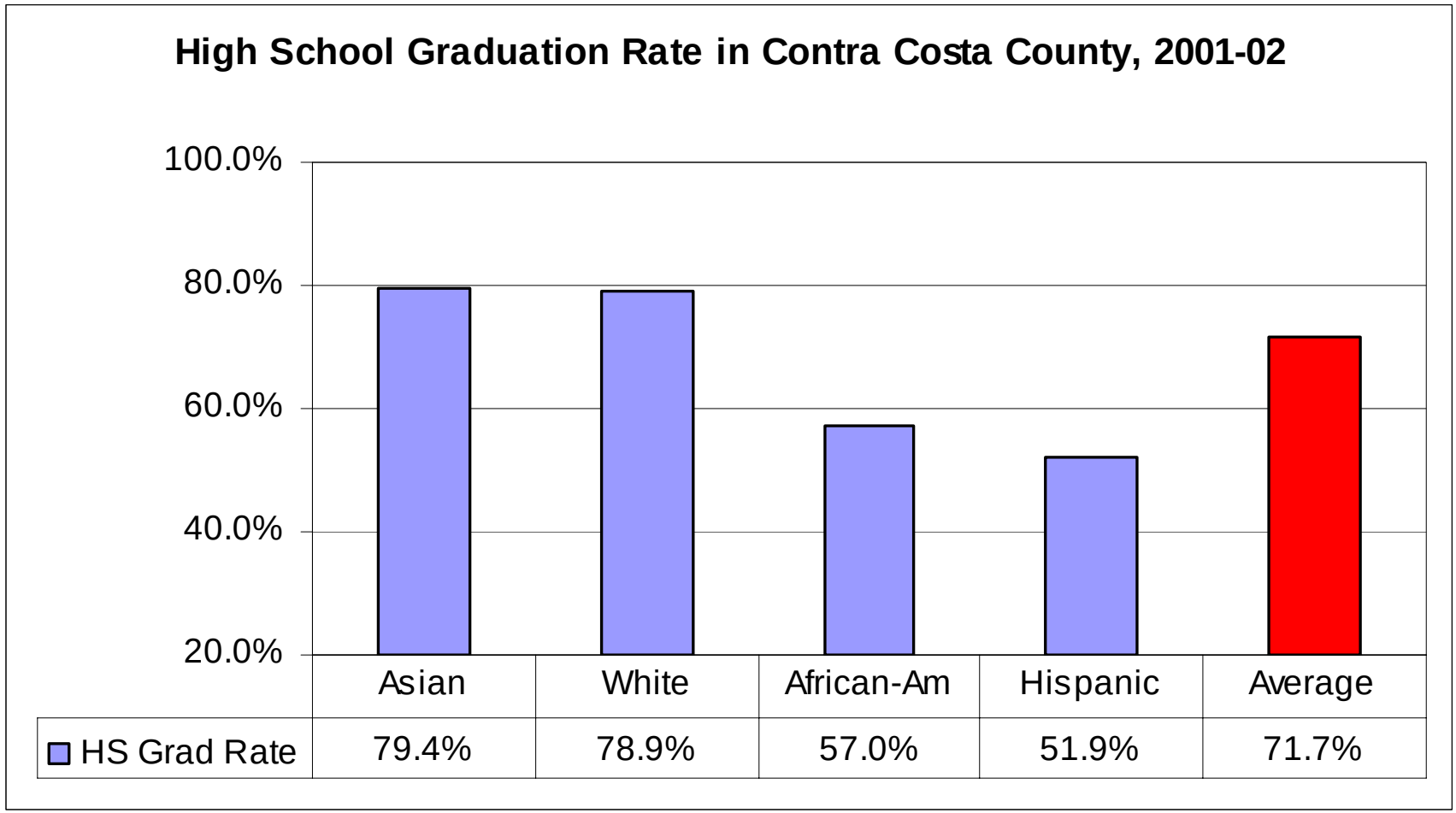
	New Jersey	Minnesota	Utah	No. Dakot	Iowa	Nebraska	So. Dakot	Wisconsin	Idaho	California
	1	2	3	4	5	6	7	8	9	30
HS Graduation Rate	90.6%	84.7%	83.9%	83.9%	82.4%	81.6%	79.2%	78.6%	78.3%	69.7%

High School Graduation Rate

- HS graduation rates vary among schools and ethnic groups.

- The graduation rates for African Americans and Hispanics in Contra Costa County is almost 20% to 30% below those of Whites and Asians.

High School Graduation Rate



Academic Performance Index (API)

- The Academic Performance Index is a good predictor of HS graduation rate and of preparation for postsecondary education. The API provides scores based on the results of the California Standardized Testing and Reporting (STAR) program. The API rating is between 200 and 1,000.

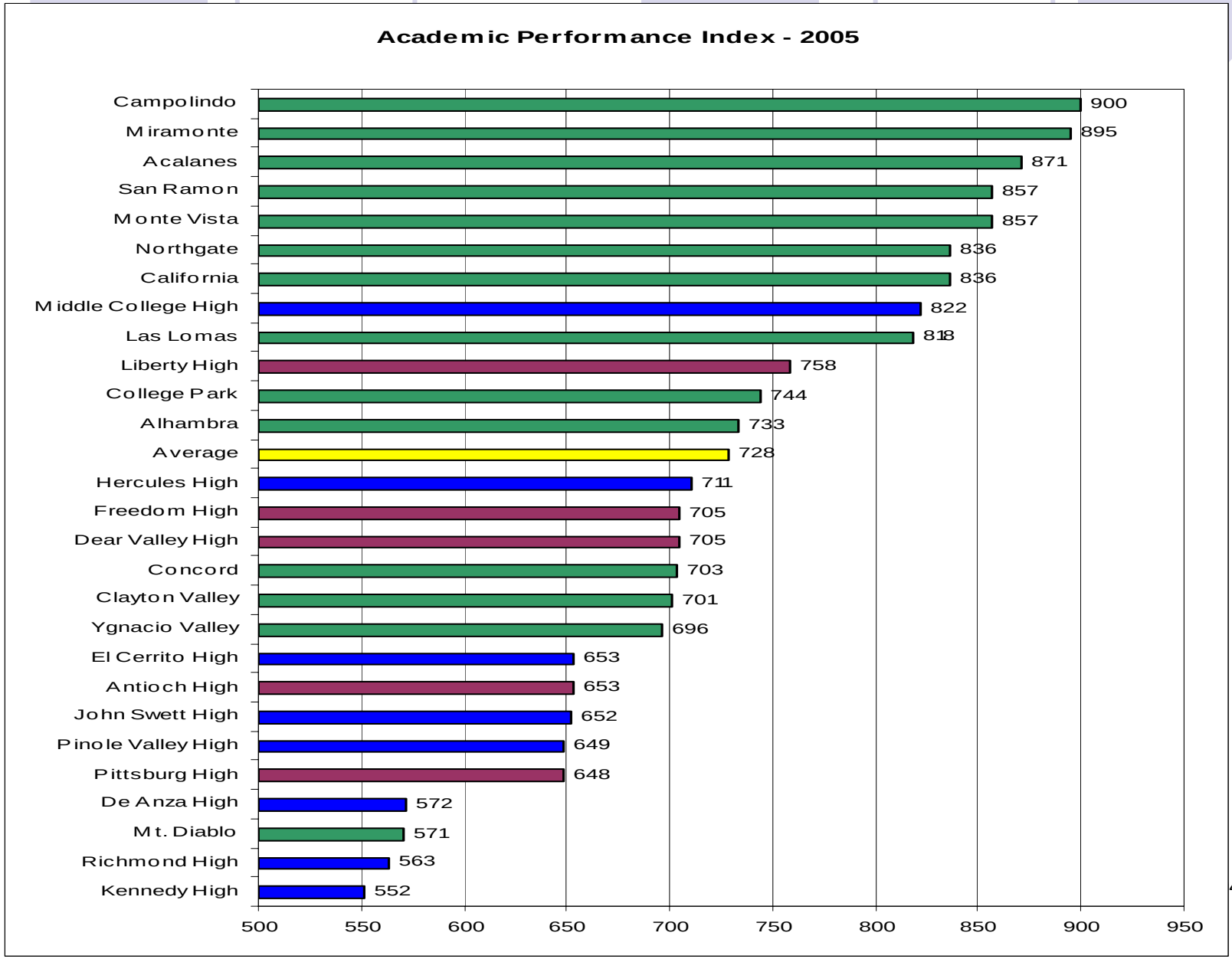
- The educational attainment of the community impacts the schools API index.

- The average API for the 27 public schools in the county was 728. There are variations by service areas, with most of central county schools scoring higher than average.

API for County HS, 2005

Legend

LMC Service Area
CCC Service Area
DVC Service Area

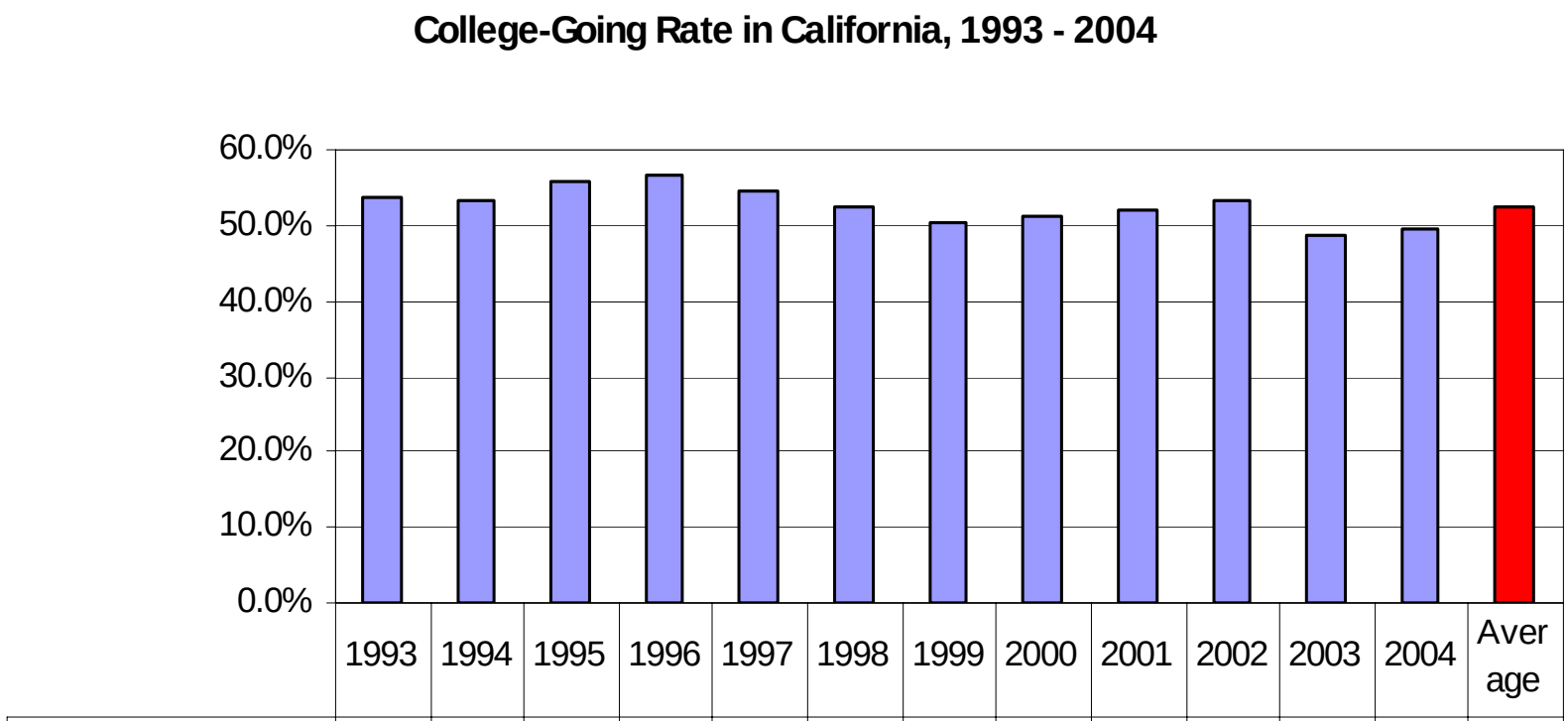


High School College-Going Rates

- The college-going rate is a measure of the percentage of high school graduates enrolled at different levels of post-secondary education within one year immediately following graduation.

- Current rates are lower than their historical averages and they do not compare well with other states. The changing demographics of the population may have impacted the college-going rates in California and in Contra Costa County.

College-Going Rates



	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	Average
College-Going Rate	53.9%	53.4%	55.7%	56.6%	54.5%	52.5%	50.5%	51.0%	52.2%	53.4%	48.6%	49.5%	52.4%

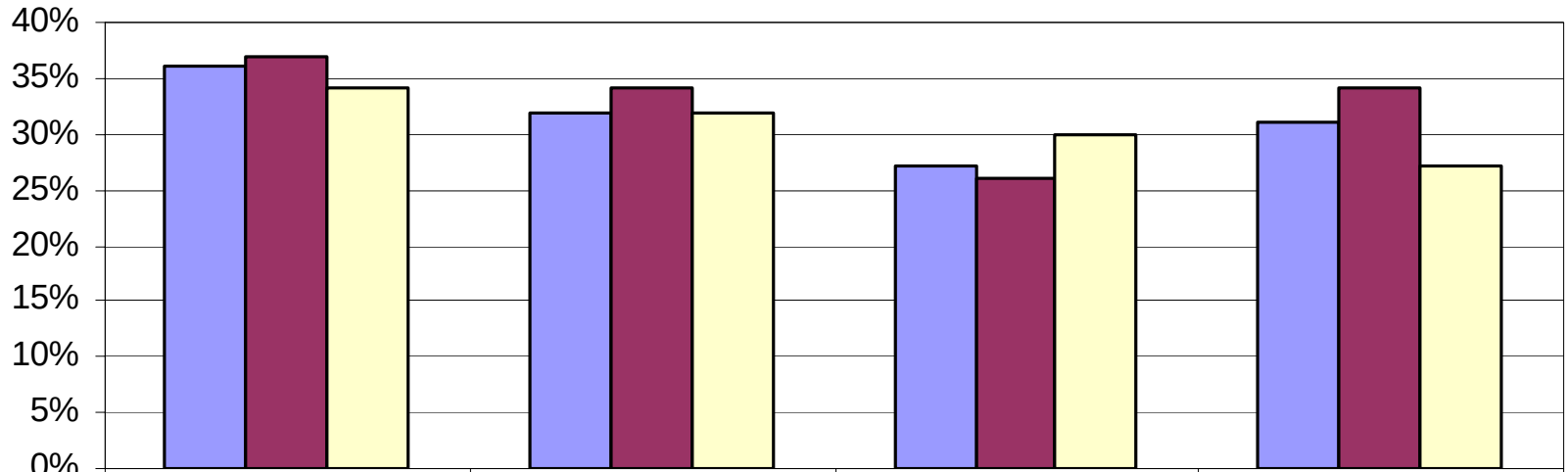
College-Going Rates for Community Colleges

- The college–going rate in California includes high school students enrolling at UC (8%), CSU (10%), CCC (32%), and private institutions (2%).

- The college-going rate for UC and CSU has increased marginally in the past 12 years, while the rate for community colleges declined from a peak of 37% to a low of 32%.

- The percentage of high school students attending CCCD declined in the past three years, with DVC showing the largest decline.

College-Going Rates at CCCCD



	CCCCD	LMC	CCC	DVC
2001-02	36%	32%	27%	31%
2002-03	37%	34%	26%	34%
2003.04	34%	32%	30%	27%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Adult Participation in College Education

- The adult participation rate is the proportion of the general population, 18 to 64 years old, who enroll in community colleges in a given term or academic year. A higher rate will translate into higher enrollment and vice-a-versa.

Adult Participation in College Education

- In fall 2004, the rate for Contra Costa County stood at 6.1%, compared to 7.3% for California as a whole. These rates represent a decline from the peaks of 7.1% and 8.2%, respectively in 2002.

- The gap between the state and the county may be due to the difference is the median age of 37.1 for Contra Costa vs. 34.2 for the state. With an aging population, there is less opportunity for participation.

- The decline in participation rates may be due to the increases in tuition and fees and the high cost of books.

Adult Participation in College Education

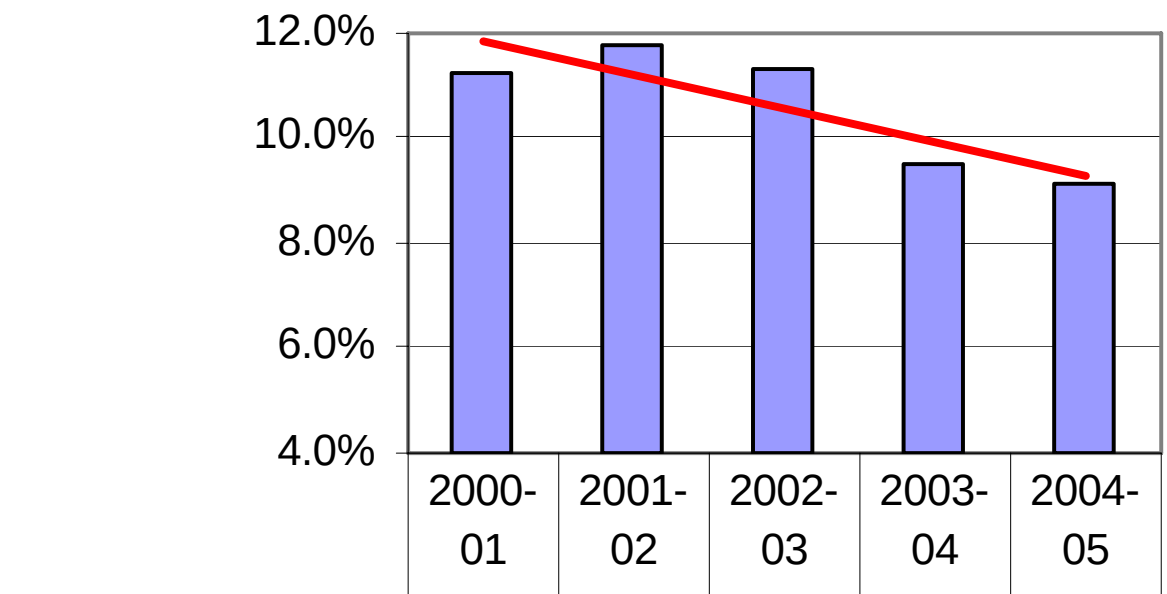
	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
% at CCCCD	6.6%	6.8%	7.1%	6.3%	6.1%
% in System	7.8%	8.2%	8.2%	7.5%	7.3%

Adult Participation by Regions

- The participation rates for county regions is only available for 2000 (US Census). In between censuses, the American Community survey does not break down the data for smaller communities.

  - **East: 8.8%, younger population, higher rate**
  - **West: 7.5%, a mix of young and old**
  - **Central: 6.9%, aging population, lower rate**

Adult Participation in College Education



	2000-01	2001-02	2002-03	2003-04	2004-05
Participation Rate	11.2%	11.8%	11.3%	9.5%	9.1%

Implications

- According to the Center for Public Policy and Higher Education, based in San Jose, California, the USA ranks 5th in terms of college participation rates, but it ranks 16th among 27 countries in terms of college completion rates.

- Tuition increases, combined with dwindling financial aid contributes to this picture. For most Americans, college affordability has continued to deteriorate.

- As the large and well-educated baby boom generation retires, the USA faces a drop off in college-trained workers to replace them.

College Participation and College Completion: An International Perspective

Participation

Rank

1. Korea 48%
2. Greece 43%
3. Finland 37%
4. Belgium 37%
5. **USA 35%**

Graduation

Rank

1. Japan 26%
2. Portugal 25%
3. U.K. 24%
4. Australia 23%
5. Switzerland 23%

16. USA 17%

Market Potential

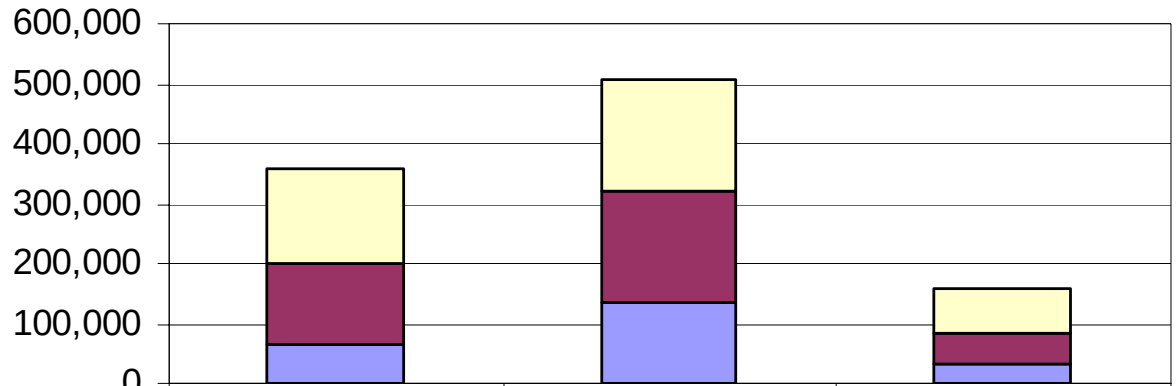
- The market potential for a community college is the total population, 25 years and older, who have an educational attainment less than an associate degre.

- The market poential may be defined broadly to include population in the neighboring counties of Alameda and Solano. Colleges in the district attract a sizable number of students (more than 5,000, or 15%) from these counties.

Market Potential: County Total

- The size of the market potential for CCCCD includes more than one million in three counties:
  - Contra Costa: 358K
  - Alameda: 509K
  - Solano: 156K
- The size of the market potential expanded marginally (2%) between 1990 and 2004 due to the rise in the educational attainment of persons with an associate degree or higher.

The Market Potential Expanded



	Contra Costa	Alameda	Solano
Some College, No Degree	158,016	186,743	72,990
High School Graduate, No College	134,022	185,963	52,205
Less Than High School	66,077	136,347	31,185

Market Potential by Regions

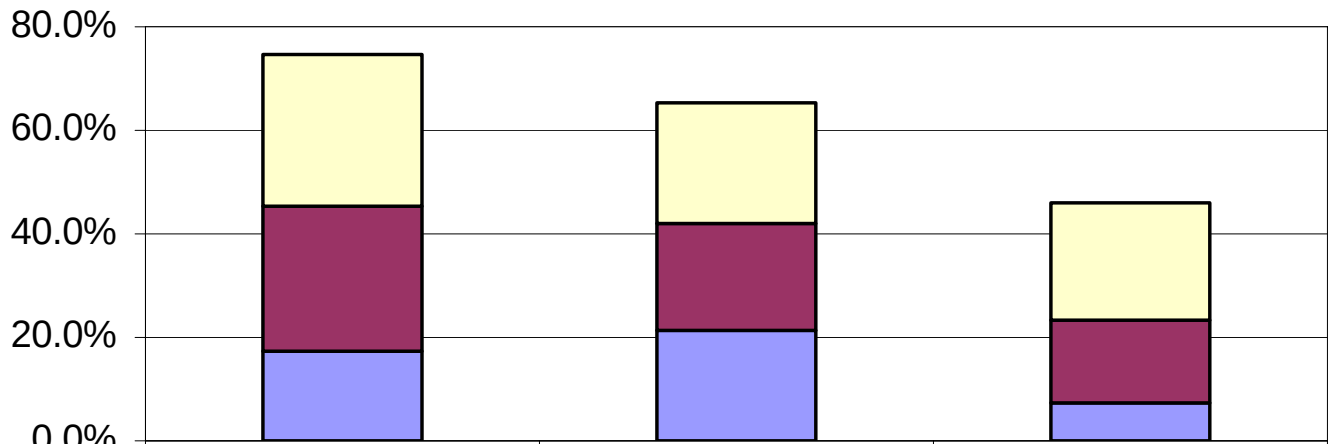
- The market potential for each region in the county is different because of the difference in the educational attainment of the population.

  - **The East has highest percentage of market potential, 75% of the population 25 years and older (87K).**

  - **The West has a sizable number of 55% of the population 25 years and older (81K).**

  - **The Center has the lowest percentage of market potential, 46% of the population 25 years and older (132K)**

Market Potential



	East	West	Central
Some College, No Degree	29.5%	23.6%	22.9%
High School Diploma	27.7%	20.9%	15.8%
Less Than High School	17.6%	21.1%	7.6%

Implications

- The decline in high school college-going rate and the population participation rate present a golden opportunity for the colleges in Contra Costa County to package and market their services to attract the hundreds of thousands of students who could benefit greatly from higher education.

Implications

- Taking the college to the people by establishing branch campuses or education centers closer to the population centers is an effective way of attracting a larger number of students. This has proven to be a far-sighted policy, in the case of LMC and DVC

Implications

- The new technologies of distance learning should also be tapped and expanded to reach a much larger student body beyond the traditional college service areas.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Competition: Supply of Education Services

- Competition from postsecondary institutions has a direct impact on student enrollment.

- Competition in Contra Costa County includes almost 100 institutions and/or their branches that are located in the county and the neighboring three counties of Alameda, Solano, and San Francisco (a driving distance of 30 to 40 miles).

Major Educational Institutions in a Four-County Area (Contra Costa, Alameda, Solano, and San Francisco)

- UC, Berkeley and San Francisco
- California State University, Hayward, Concord, Vallejo, SF
- California Community Colleges in Hayward, Alameda, Oakland, Berkeley, San Pablo, Pleasant Hill, Pittsburg, and Fairfield
- St. Mary's College in Moraga
- Golden Gate University in SF and Walnut Creek
- University of San Francisco
- University of the Pacific in SF
- Chapman University in Concord
- University of Phoenix Regional Campus in Concord
- Heald College in Concord and SF
- John F. Kennedy University in Pleasant Hill

Competition: Supply of Education Services

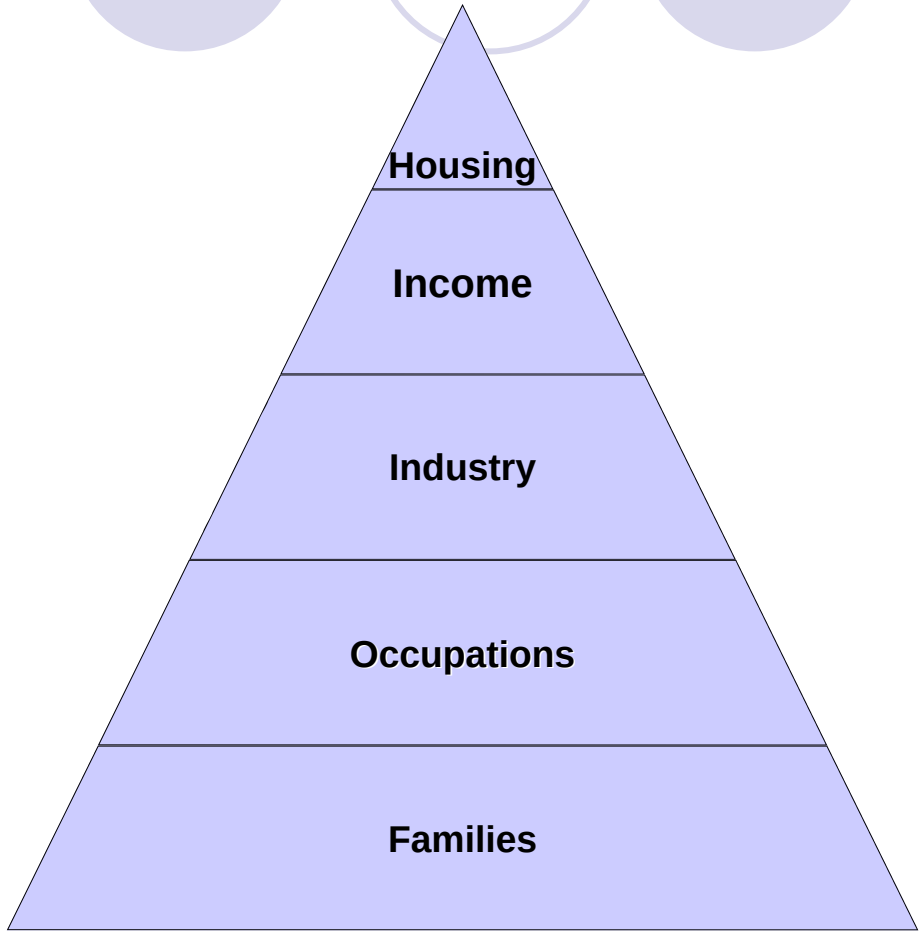
- 20% of the institutions are public and 80% have different affiliations. However, the majority of students are enrolled in public institutions.

- Keen competition for the community colleges comes from for-profit corporations that have become experts in capturing selected markets and are skillful in developing curricula and programs responsive to market demand.

Implications

- The question for the college is how to compete effectively in this abundant education market.
- The answer lies in excellence across the board: in teaching, student learning, services, administration, and accountability for measuring how well things are done.
- The broader the focus, the less likelihood of high quality. Effective competition in this market can be best achieved within the context of specifically-defined purpose or creating a niche for one's educational services.
- Ultimately, quality education is defined by the users.

Socio-economic Factors



Family Structure

- America's family structure has changed dramatically in the past 50 years.
  - In 1955, 60% of the families in the US consisted of a father, a mother, and 2 children. Today, that typical nuclear family of 4 amounts to only 7%.
  - The number of female households with no husband present, and with their own children under 18, increased.
  - The number of married couples who are separated has also increased.

Family Structure

- America's divorce rate is one of the highest in the world.
- Almost one third of all children born in the 50 states were born out of wedlock.
- 38% of grandparents living in a household with children were responsible for their grandchildren.

- Since traditional parents have been the primary educators and chief payers of college tuition, the new pattern of childrearing has had a profound impact on the life of children and on schools.

Campus Crime Statistics

CCCCD Campus Crimes	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Homicide	0	1	0	0	0	0	0	0	0	0
Rape	1	0	1	4	0	1	0	1	2	0
Robbery	16	9	9	4	6	1	7	7	5	4
Assault	21	20	15	13	15	10	15	11	8	10
Burglary	42	23	33	17	25	36	27	22	24	31
Theft	354	261	469	246	222	190	201	220	122	139
Auto Theft	20	23	17	19	8	19	31	39	36	50
Total	454	337	544	303	276	257	281	300	197	234

Implications

- Increased need for financial aid. (LMC: 37%; CCC: 50%; DVC, 19%)
- Students work longer hours (75% of all US undergraduate students work 12 to 40 hours per week to help defray the cost of education.
- Impact on success, retention, graduation, probation/suspension, drop out, and time to degree.

Implications

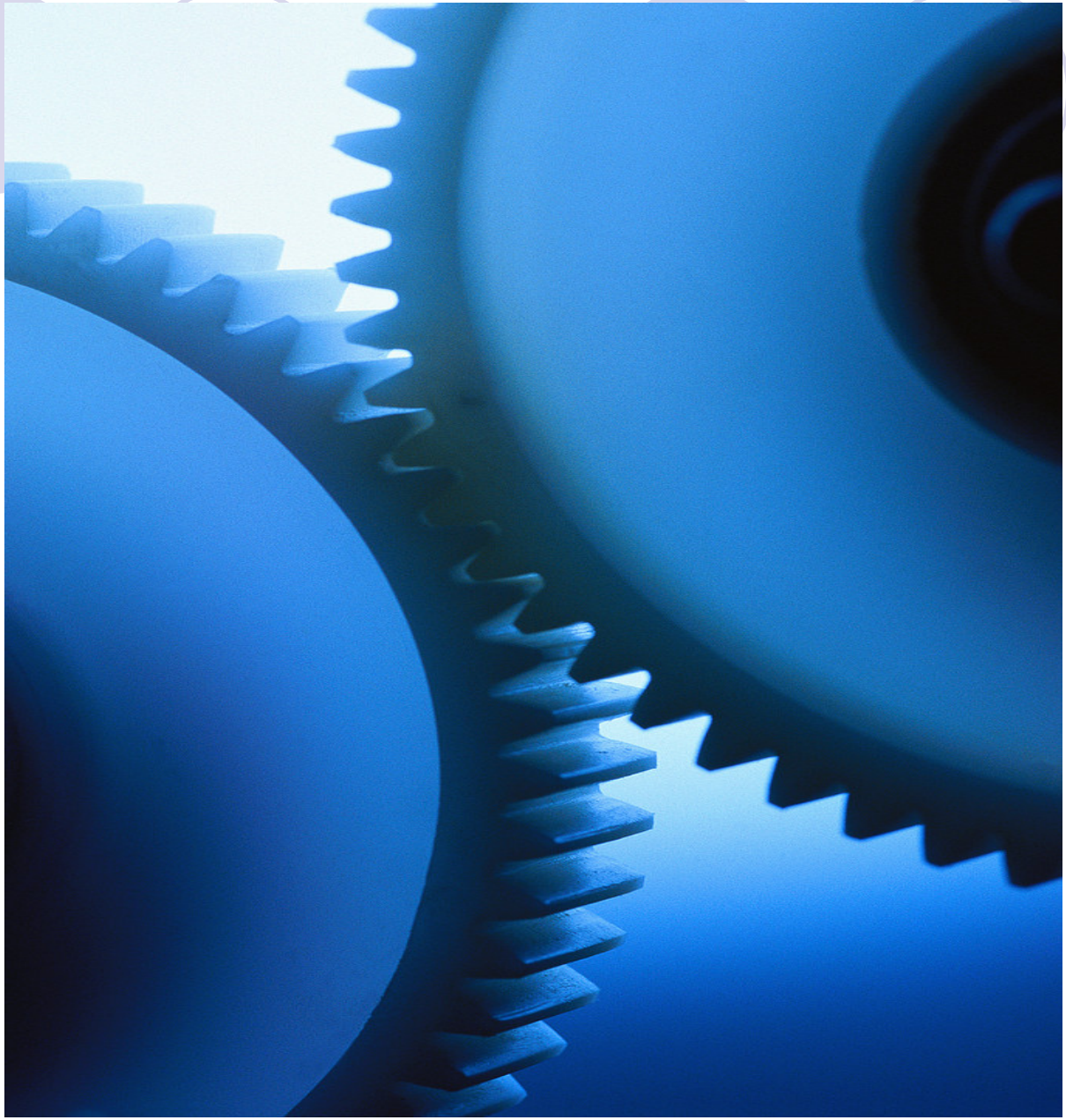
- Student counseling is impacted heavily by the changing social factors. Students need guidance, not only academically, but also socially and psychologically.

- Rising cost of establishing and maintaining security on college campuses. Rising level of campus crimes including theft and vandalism.

Implications

- Although the Campus crime rates in Contra Costa County community colleges declined, the number is still high, particularly in the area of auto theft.

- DVC Campus was closed for two days October 24 and 25 due to bomb threats.



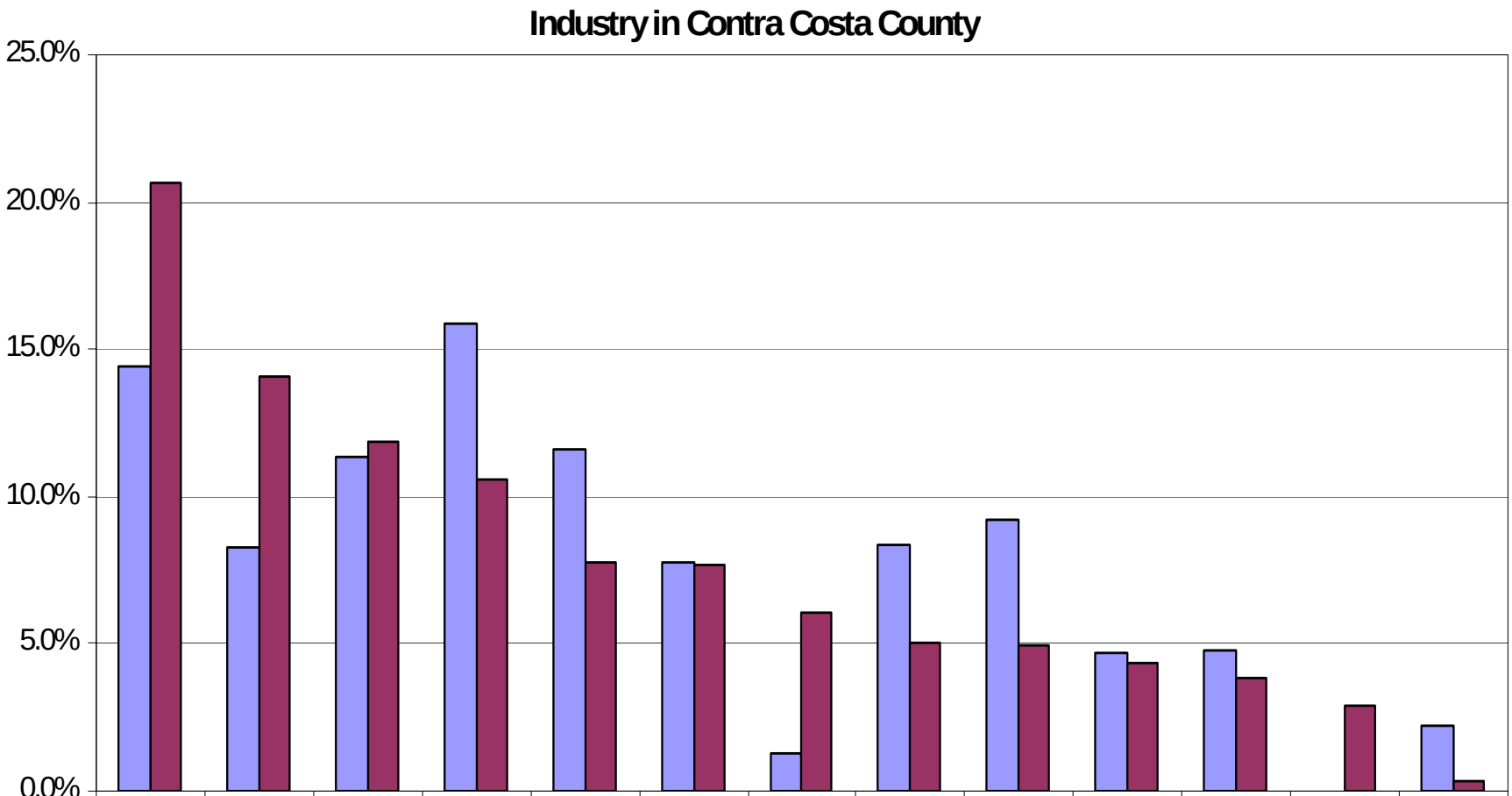
Industries

- Analysis of industry and occupations provide valuable information for developing and enhancing the occupational programs.
- The total number of employed civilian population in the county stood at 470K in 2004, compared to 410K in 1990, a 15% increase.
- Manufacturing continued to decline as many companies moved overseas to take advantage of cheap labor and lower cost of operations.

Industries

- The service sector is the major employer in Contra Costa County. Services that are labor intensive and personal have grown at a faster pace in Contra Costa County:
  - Education, Health and Social services: 21% in 2004; 14% in 1990
  - Professional and business services:14% in 2004 vs. 8% in 1990
  - Finance, Insurance, and Real Estate: 12% in 2004 vs. 11% in 1990
  - Leisure and hospitality: 6% in 2004 vs. 1% in 1990

Industries in the County, 1990 and 2004



	Educational, Health Care, and Social	Professional and Business Services	Finance, Insurance, Real Estate, Rental,	Retail Trade	Manufacturing	Construction	Leisure and Hospitality	Transportation, Warehousing, Utilities	Other Services (Except Public Admin)	Public Administration	Wholesale Trade	Information	Agriculture, Forestry, Fishing,
1990	14.4%	8.3%	11.4%	15.9%	11.6%	7.8%	1.3%	8.4%	9.2%	4.7%	4.8%		2.2%
2004	20.7%	14.1%	11.8%	10.6%	7.8%	7.6%	6.1%	5.0%	4.9%	4.3%	3.8%	2.9%	0.3%

Industries by Region

Percent of persons employed in industries

- East:
  - Education, health and Social Services 17%
  - Retail Trade, 13%
  - Professional and Business Services 11%
  - Construction 10%
  - Manufacturing 9%
- West
  - Education, health, and Social Services 21%
  - Professional and Business Services 13%
  - Construction 6.5%
  - Manufacturing 8.5%

Industries by Region

- Central

  - Education, health and Social Services 17%
  - Professional and Business Services 16%
  - Retail Trade, 12%,
  - Construction 7%
  - Manufacturing 8%

  Blue denote services that are higher in that the region compared to other regions in the county

Occupations

- Two out of five persons, 16 years and older, worked in Management, Professional, and Related Occupations, with variations among the regions: **East 28%, West 36%, Central 49%**

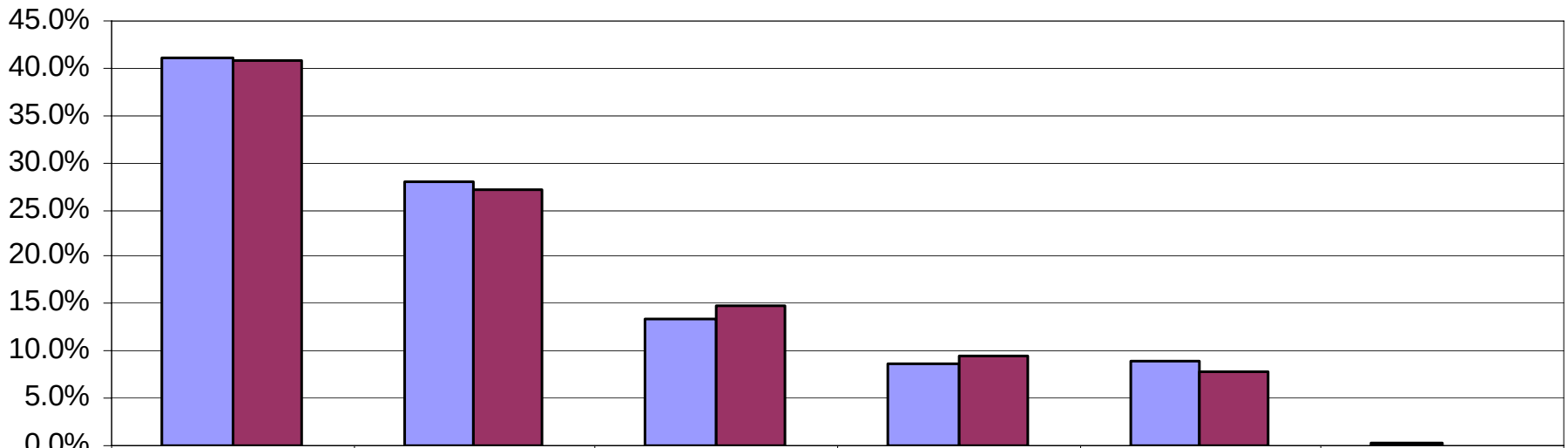
- Sales and Office Occupations accounted for 27% in the county, with no significant differences among the regions.

Occupations

- Construction, Extraction, and Maintenance Occupations accounted for 10% of the occupations in the county, with the highest percentage in the East 14%, compared to 9% for the West, and **7% for the Center**.

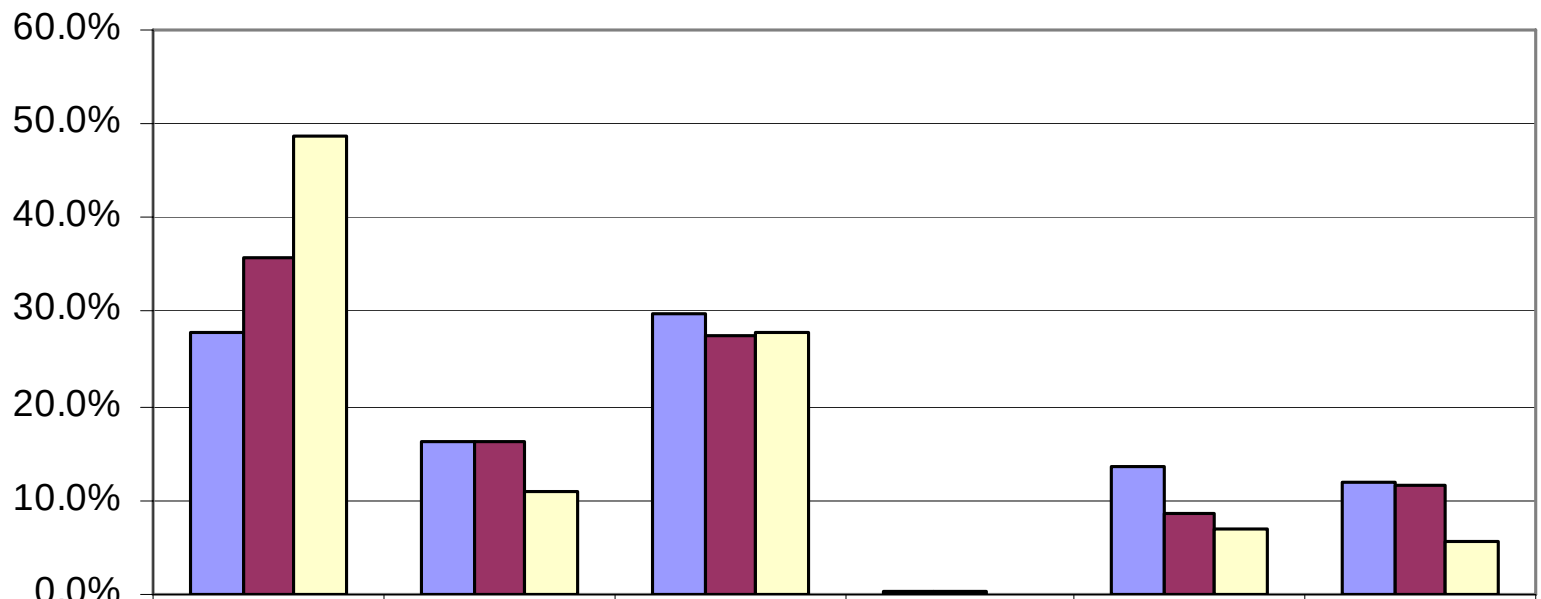
- Production and Transportation Occupations represented 8% of the total occupations in the county. The percentage of persons working in these occupations was **12% in the East**, **12% in the West**, but only **6% in the Center**.

Occupations: County Total



	Management, Professional, Related	Sales and Office	Service	Production, Transportation, Material Moving	Construction, Extraction, Maintenance, Repair	Farming, Forestry, Fishing
2000	41.0%	28.0%	13.4%	8.5%	8.9%	0.2%
2004	40.7%	27.2%	14.7%	9.5%	7.9%	0.1%

Occupations by Region



	Management & Professional	Service	Sales & Office	Farming, Fishing, Forestry	Construction, Extraction, Maintenance	Production & Transportation
East	27.9%	16.3%	30.0%	0.3%	13.6%	11.8%
West	35.9%	16.2%	27.4%	0.2%	8.6%	11.7%
Central	48.7%	10.9%	27.7%	0.1%	6.9%	5.8%

Occupational Outlook 2002 to 2012 in Alameda and Contra Costa

Fastest Growing Occupations

- Of the top 25 fastest growing occupations, 14 are in the health care and related industries, 5 are in engineering and construction, and the remaining are in other areas such as environmental cleanup, social and human services, teaching, and software engineering.

Occupational Outlook 2002 to 2012 in Alameda and Contra Costa

Fastest Growing Occupations (Top 12)

1. Hazardous Material Removal Workers
2. Respiratory Therapists
3. Veterinary Technicians
4. Social and Human Service Assistants
5. Fitness Trainers
6. Environmental Engineers
7. Architects
8. Medical Assistants
9. Teachers
10. Insurance Sales Agents
11. Medical Records
12. Home Health Aides

Occupational Outlook 2002 to 2012 in Alameda and Contra Costa

Occupations with the Most Job Openings (Top 12)

1. Cashiers
2. Retail Salespersons
3. Waiters
4. Food Preparation and Service Workers
5. Registered Nurses
6. Office Clerk, General
7. Freight, Stock, and Material Movers
8. General and operation Managers
9. Counter Attendants, Cafeteria, Food Concessions
10. Stock clerks
11. Customer Service Representatives
12. Sales Representatives

Implications

- Industrial and Manufacturing-related jobs are currently transitioning to a more service-oriented occupations.

- Programs in heath care should be strengthened and expanded, particularly for the elderly. This is important for the aging baby boomer generation in central county and for the large number of young children residing in East county. Social services are also important in meeting the needs of the population in West county.

Implications

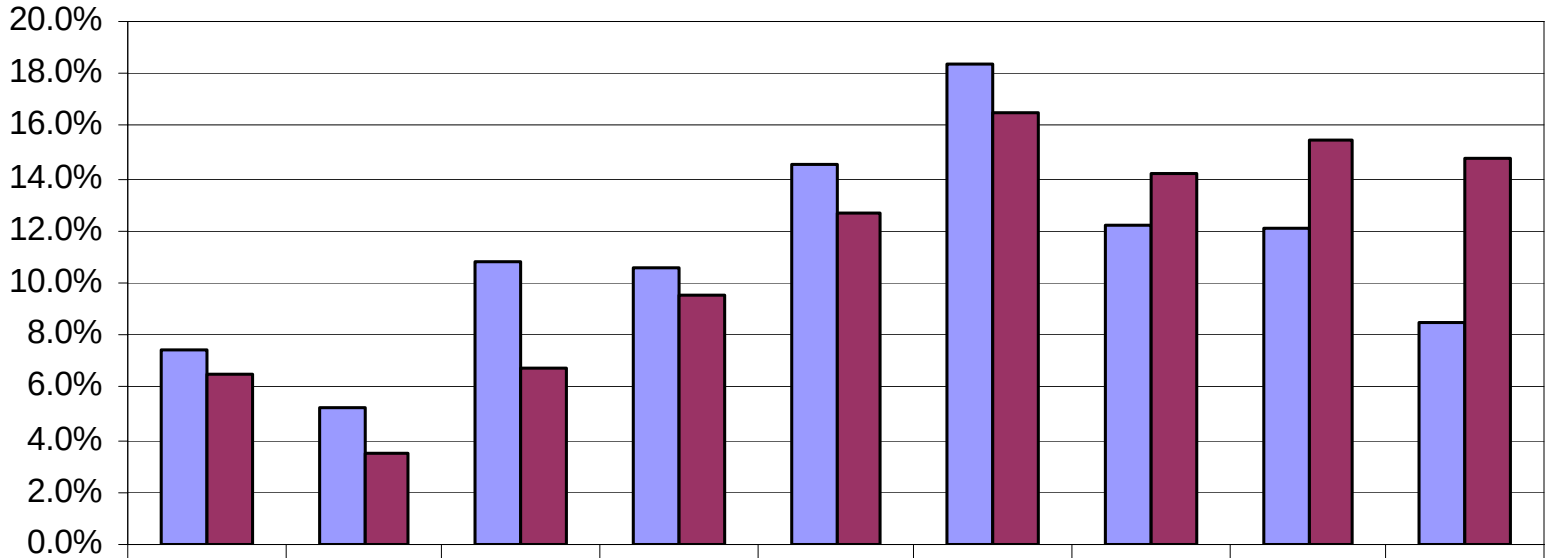
- Program in environmental protection and cleanup are important as the state leads the country and the world in reducing environmental pollution.

- Developing curricula in areas of bioscience, telecommunication, medical technology are also important in meeting the needs of the community that has become so dependent on the new technologies.

Income and Poverty

- Median household income:
  - Contra Costa County $67,823
  - California: $51,185
  - USA: $44.684
- 30% of the households in the County had incomes of $100,000 or more, compared to only 20% in California.
- The relatively high income level is a reflection of the high level of educational attainment in the county.

Household Income



	Less than $10,000	$10,000 to $14,999	$15,000 to $24,999	$25,000 to $34,999	$35,000 to $49,999	$50,000 to $74,999	$75,000 to $99,999	$100,000 to $149,999	$150,000 or more
California	7.5%	5.3%	10.8%	10.6%	14.6%	18.4%	12.2%	12.1%	8.5%
Contra Costa	6.5%	3.5%	6.7%	9.6%	12.6%	16.6%	14.1%	15.5%	14.8%

Income and Poverty

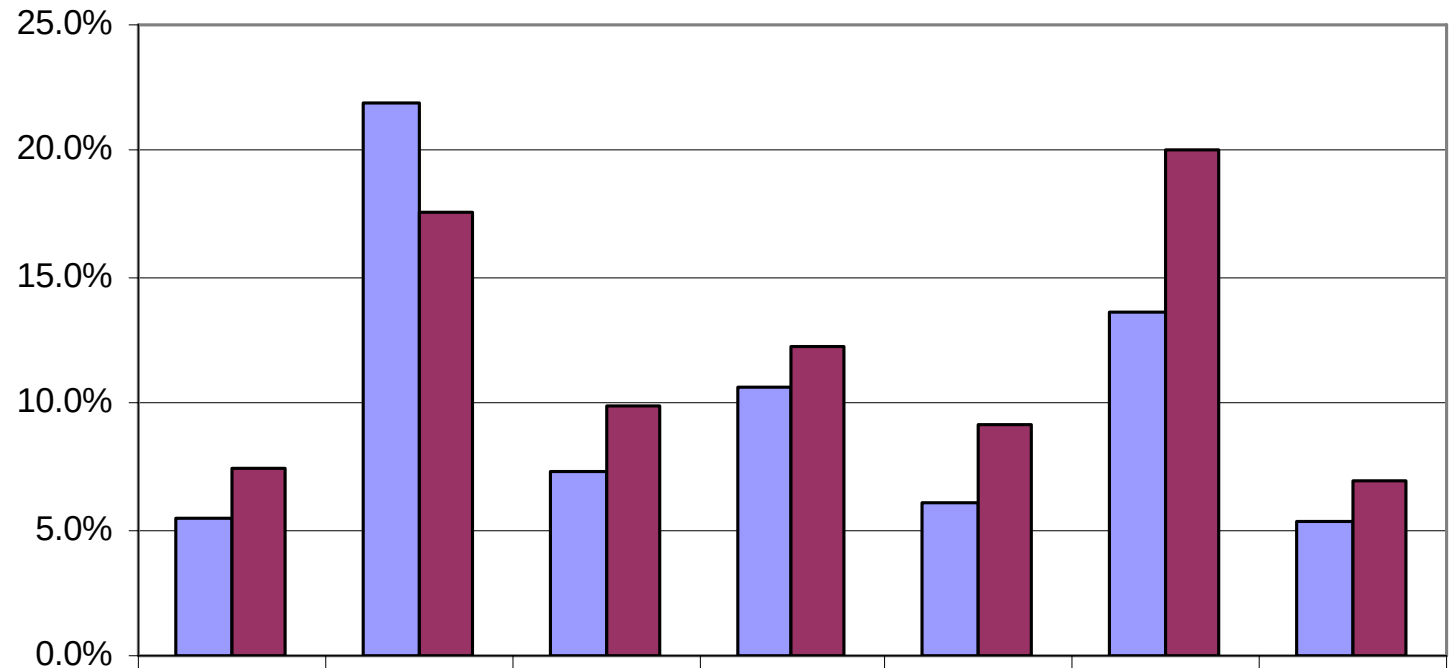
- There is a significant income disparity between the “haves” and the “have nots” in the county.
- While income for the top tier of the population increased sharply in the past 20 years, income for the bottom tier has declined in real dollars.
- Those who go to college seem to do well, while the young people who bear children at the age of 14 and 15 end up on some type of governmental assistance and probably may never finish high school.

Income and Poverty

- In 2004, the median household income for the wealthiest zip code (94528 - Diablo) was $229,508, compared to the $37,419 for the lowest income zip code (94801 – Richmond).

- While the upper middle class has grown, There is a disturbingly large unemployed, dysfunctional class, especially in the large cities.

Poverty



	All Families	Families w/ Female, No Husband	All People	Related Under 18 Years	18 Years and Over	Unrelated15 Years and Over	65 Years and Over
1990	5.5%	21.9%	7.3%	10.7%	6.1%	13.6%	5.3%
2004	7.4%	17.6%	9.9%	12.2%	9.1%	20.1%	6.9%

Implications

- A steadily large number of high income applicants go to elite colleges because the upper class wants the best for Johnny and Susie.

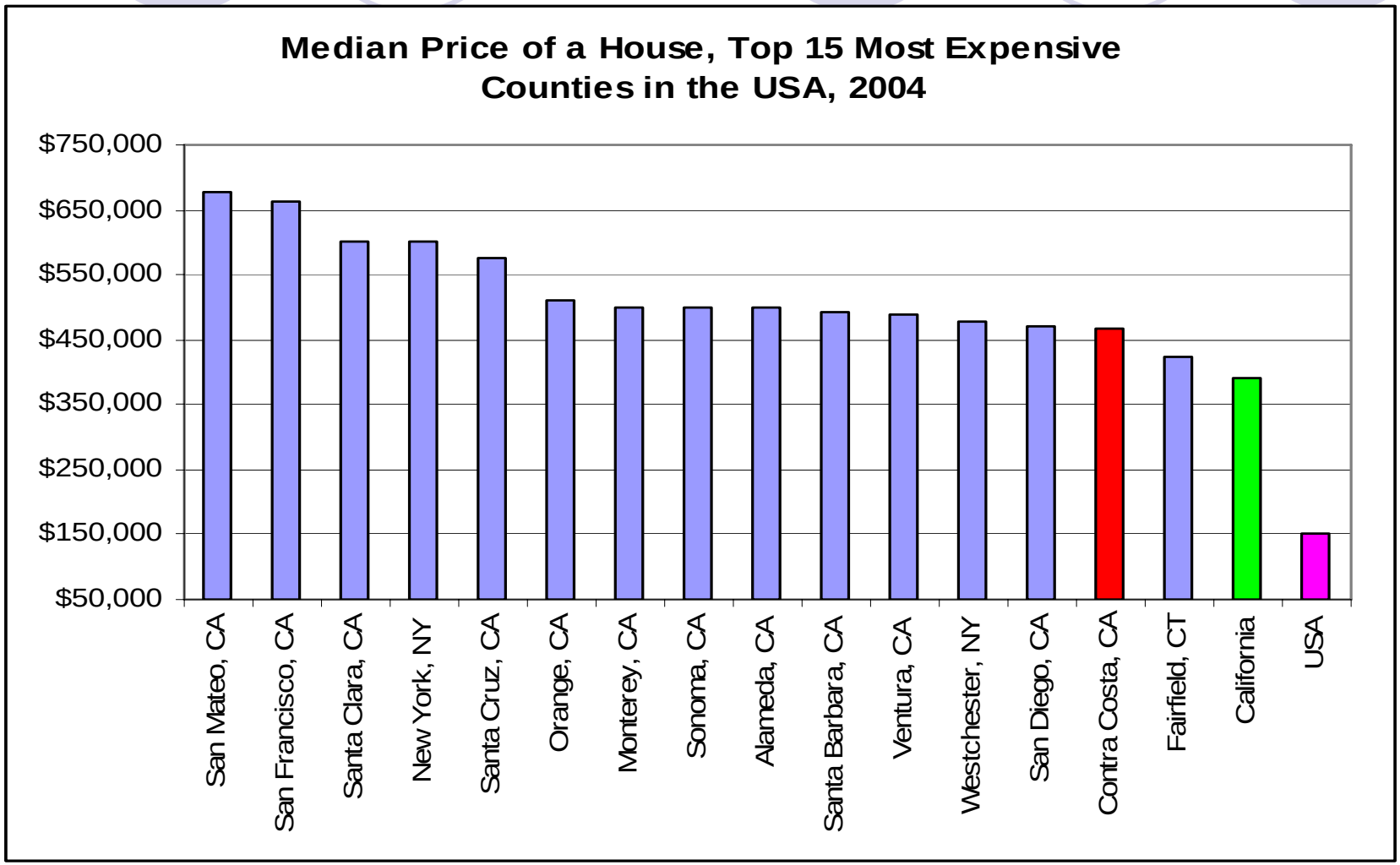
- The open admission institutions had to settle for students who are under-prepared for college, have a lower household income, or want to be closer to home or their job.

Implications

- Some families have discovered the value of community colleges in terms of the quality of teaching, the nurturing environment and the small size of classes (e.g., International students).

- Community colleges must invest heavily in basic skills education, tutoring, mentoring, and vocational education.

Housing Affordability



Housing Affordability Index

State/County	2004		Median Housing Cost/Median Household Income
	Median Housing Cost	Median Household Income	
California	$391,102	$51,185	7.6:1
Contra Costa	$465,892	$67,823	6.9:1
Difference	$74,790	$16,638	
% Difference	19.1%	32.5%	

Housing: Regional Diffrences

- Housing affordability varies by county regions:
  - East county has a lower index
  - Central county has a high index
  - West county has can index that falls in between

- The attraction of central county is due to the quality of life in general, including quality schools, availability of jobs, low crime rates, and accessibility to the highway infrastructure. This in large respect, reflects the high education attainment which in turn impacts income and cost of housing.

Implications

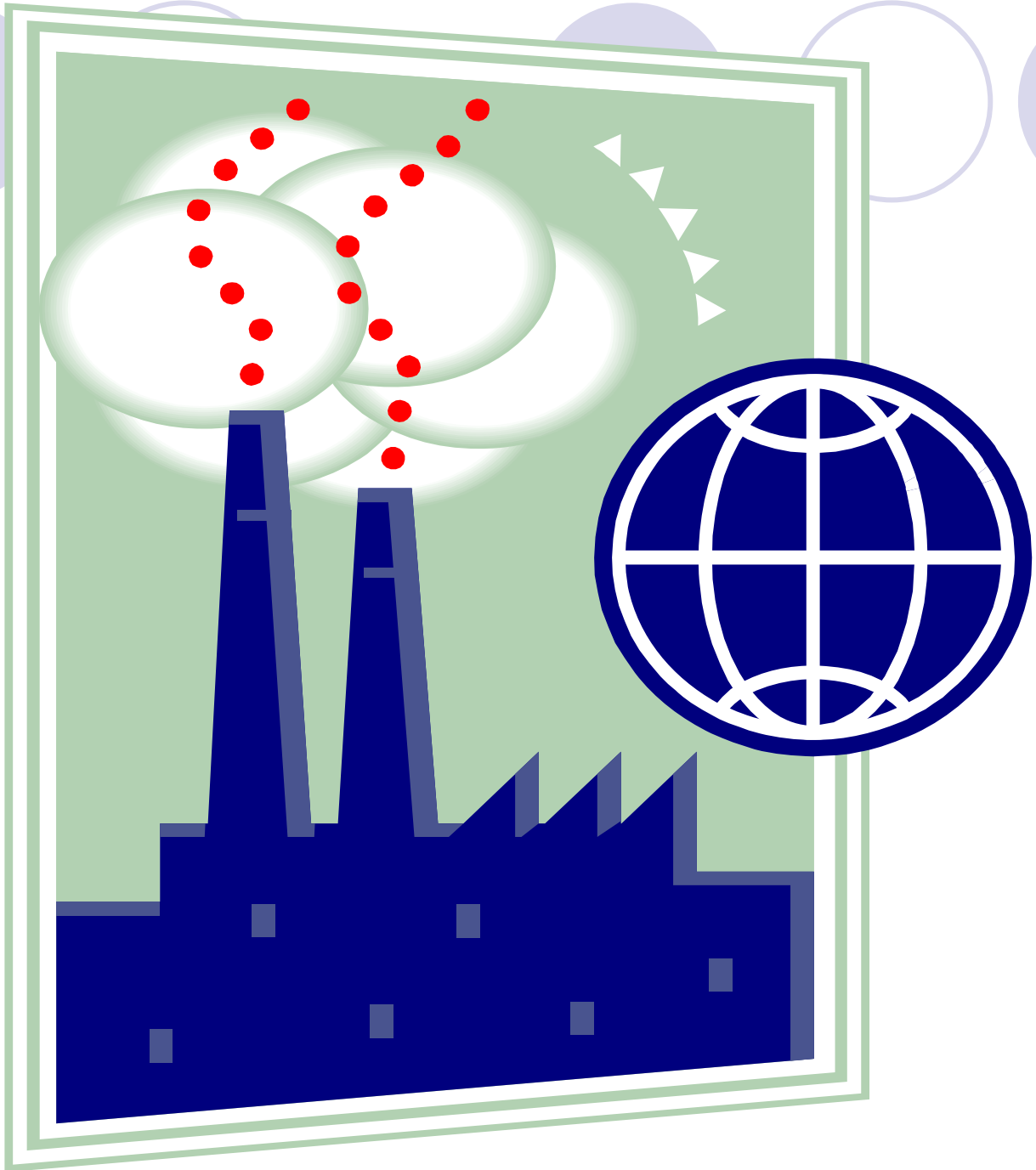
- The unaffordable housing market presents a challenge for the recruitment of professional talent to fill faculty and staff positions.

- Young people and retired persons on fixed income may not be able to afford the high mortgage payments and may have to relocate to Oregon, Nevada, Arizona, or other states. (See the section on place of birth)

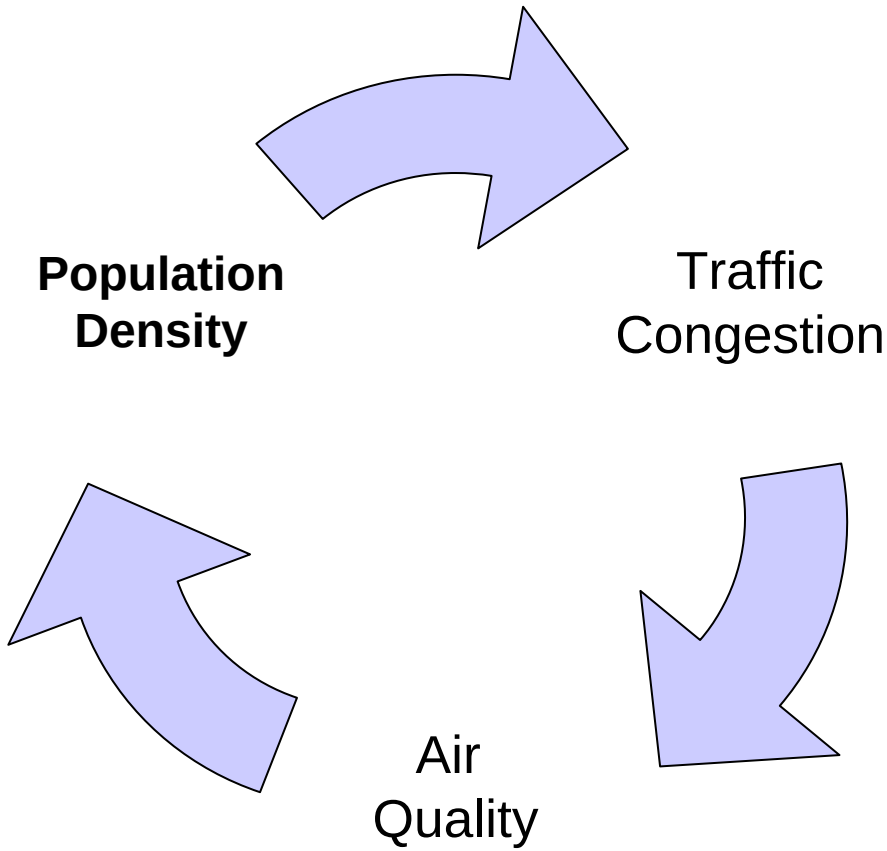
Implications

- Students who graduate from DVC or other colleges in the county and who move to other states represent a brain drain and a net loss for the state's tax payers.

- Unaffordable housing also impacts industry relocation.



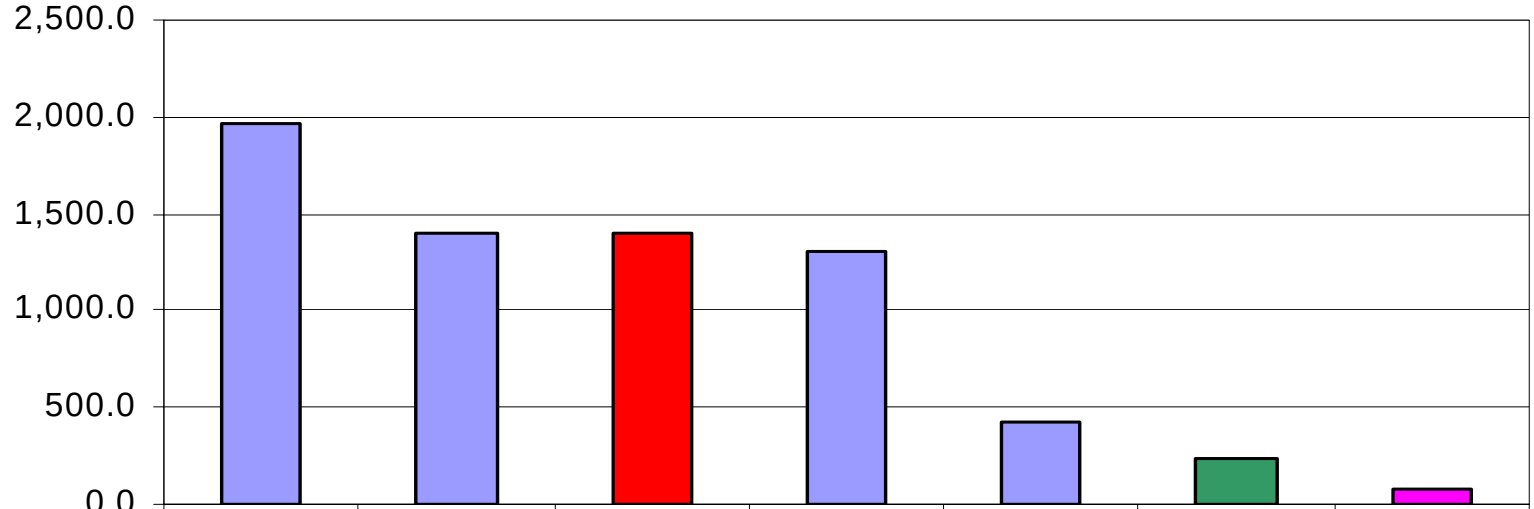
Quality of Life



Population Density

- CCC has a high population density of 1,414 persons per square mile, compared to 232 for California, and 83 for the US.
- High density impacts housing cost, the quality of life, and college enrollment.
- Major investment in infrastructure: highways, transit systems, new schools, parks, etc.

Population Density, Persons per SM, 2004



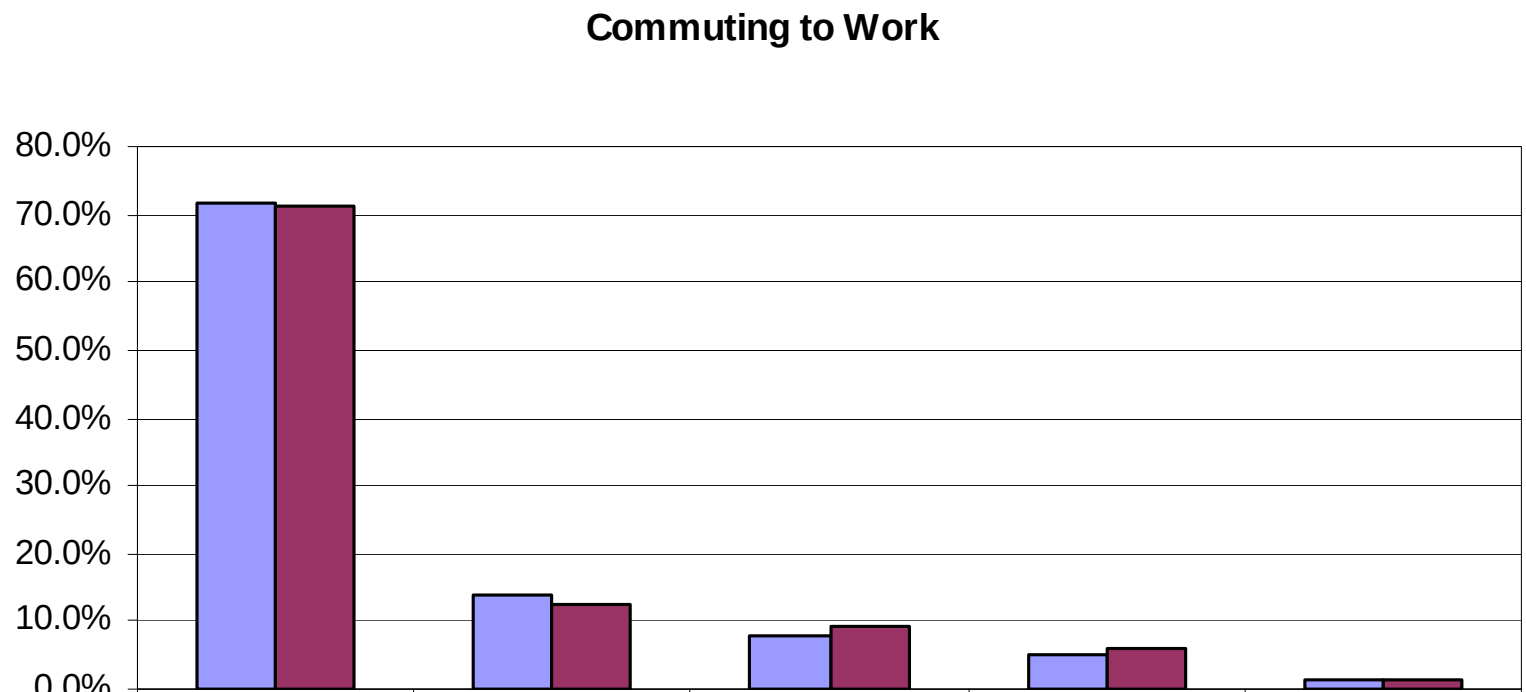
	Alameda County	Sacramento County	Contra Costa	Santa Clara	Ventura County	California	United States
Pop.per Sq.Mi	1,968.9	1,399.4	1,398.9	1,302.6	431.3	232.0	84.0

Population Density by Region

County Area and City	Population	Land Area in Sq Mi	Population Density
East			
Antioch	90,532	26.9	3,366
Brentwood	23,302	11.6	2,002
Pittsburg	56,769	15.6	3,639
West			
El Cerrito	23,171	3.7	6,348
Richmond	99,216	30.0	3,307
San Pablo	30,215	2.6	11,711
Central			
Concord	121,780	30.1	4,046
Pleasant Hill	32,837	7.1	4,631
Martinez	35,761	11.5	3,104
San Ramon	43,761	11.2	3,897
Walnut Creek	64,296	19.9	3,231

Commuting to Work

Mean Travel Time to Work in Contra Costa County in 2004: 32.2 Minutes



	Drove Alone	In Carpools	Public Transportation (excluding	Walked or Worked At Home	Other Means
1990	71.5%	13.8%	7.8%	5.2%	1.6%
2004	71.3%	12.3%	9.1%	5.8%	1.5%

Commuting to Work in Contra Costa County 1990 &2004

Commuting to Work	Contra Costa County					
	1990		2004		Change	
	No.	%	No.	%	No.	%
Workers 16 Years and Over	**401,173**	100.0%	**451,751**	100.0%	50,578	12.6%
Drove Alone	286,754	71.5%	322,103	71.3%	35,349	12.3%
In Carpools	55,488	13.8%	55,357	12.3%	-131	-0.2%
Public Transportation (excluding taxicab)	31,344	7.8%	41,128	9.1%	9,784	31.2%
Walked or Worked At Home	21,024	5.2%	26,296	5.8%	5,272	25.1%
Other Means	6563	1.6%	6867	1.5%	304	4.6%
Mean Travel Time to Work (Minutes)	29.3		32.2			

Commuting to Work: East

Commuting to Work	East Contra Contra Costa County					
	Antioch		Brentwood		Pittsburg	
	No.	%	No.	%	No.	%
Workers 16 Years and Over	**40,712**	100.0%	**9,229**	100.0%	**23,942**	100.0%
Car, truck, or van - Drove Alone	30,194	74.2%	6,844	74.2%	16,117	67.3%
Car, truck, or van - Carpooled	6,320	15.5%	1,451	15.7%	4,517	18.9%
Public Transportation	1,764	4.3%	197	2.1%	2,033	8.5%
Walked	614	1.5%	161	1.7%	366	1.5%
Other Means	680	1.7%	88	1.0%	385	1.6%
Worked at Home	1,140	2.8%	488	5.3%	524	2.2%
Mean Travel Time to Work (Minutes)	41.6		43.8		37.3	

Commuting to Work: West

Commuting to Work	West Contra Contra Costa County					
	El Cerrito		Richmond		San Pablo	
	No.	%	No.	%	No.	%
Workers 16 Years and Over	**11,867**	100.0%	**41,745**	100.0%	**10,405**	100.0%
Car, truck, or van - Drove Alone	6,884	58.0%	24,738	59.3%	6,165	59.3%
Car, truck, or van - Carpooled	1,346	11.3%	8,184	19.6%	2,533	24.3%
Public Transportation	2,428	20.5%	6,045	14.5%	1,153	11.1%
Walked	183	1.5%	774	1.9%	204	2.0%
Other Means	401	3.4%	808	1.9%	185	1.8%
Worked at Home	625	5.3%	1,196	2.9%	165	1.6%
Mean Travel Time to Work (Minutes)	32.2		34.3		33.4	

Commuting to Work: Central

Commuting to Work	Central Contra Contra Costa County									
	Concord		Martinez		Pleasant Hill		San Ramon		Walnut Creek	
	No.	%	No.	%	No.	%	No.	%	No.	%
Workers 16 Years and Over	**58,700**	100.0%	**18,820**	100.0%	**17,456**	100.0%	**25,431**	100.0%	**29,901**	100.0%
Car, truck, or van - Drove Alone	40,508	69.0%	14,575	77.4%	12,655	72.5%	20,266	79.7%	20,744	69.4%
Car, truck, or van - Carpooled	8,317	14.2%	1,960	10.4%	1,438	8.2%	2,245	8.8%	2,312	7.7%
Public Transportation	5,662	9.6%	1,082	5.7%	1,953	11.2%	1,258	4.9%	4,138	13.8%
Walked	1,015	1.7%	267	1.4%	277	1.6%	242	1.0%	601	2.0%
Other Means	1,311	2.2%	198	1.1%	256	1.5%	200	0.8%	399	1.3%
Worked at Home	1,887	3.2%	738	3.9%	877	5.0%	1,220	4.8%	1,707	5.7%
Mean Travel Time to Work (Minutes)	31.9		27.9		30.3		31.3		32.8	

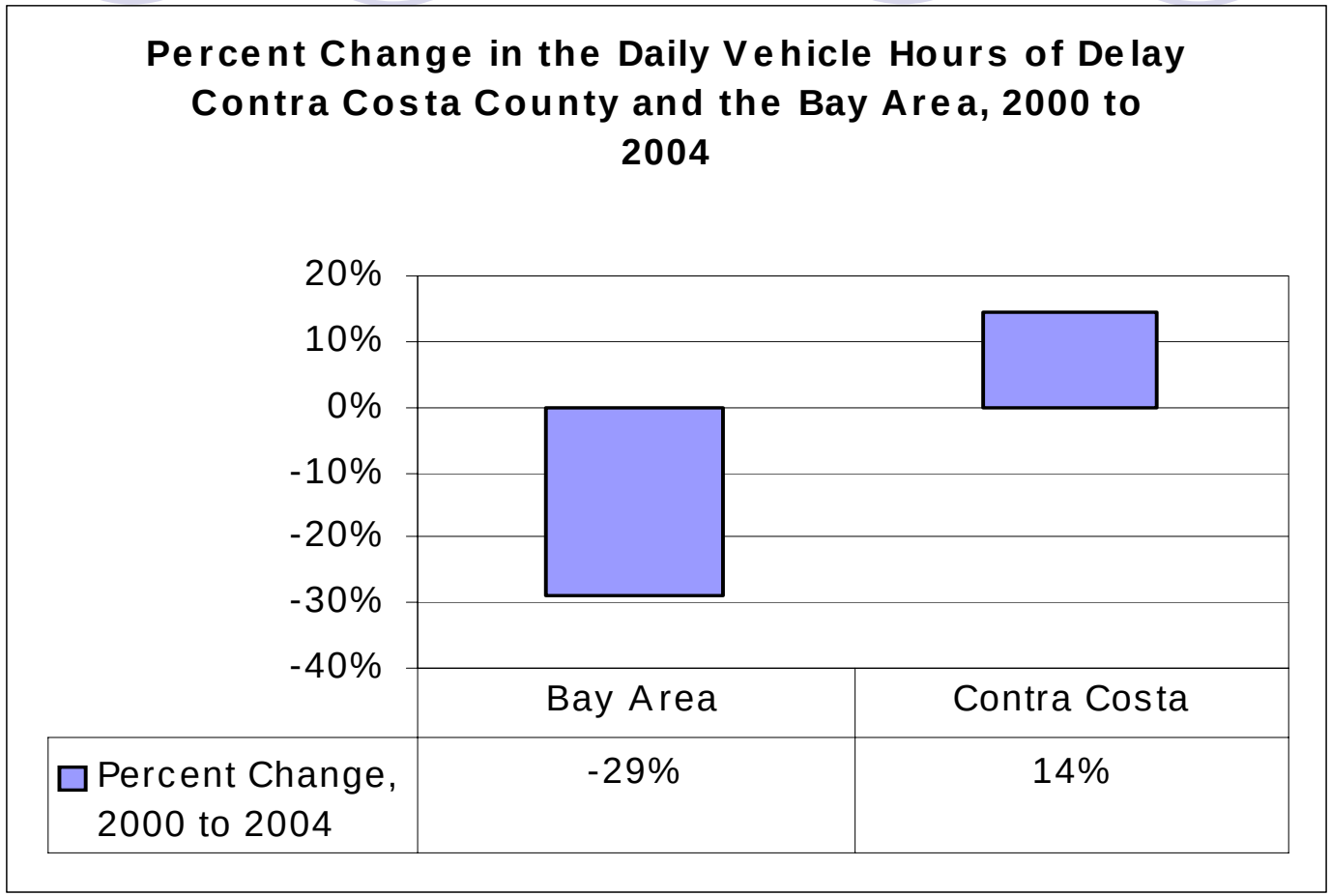
Top 10 Counties with Longest Commute, 2004

Rank	County	Average Commuting Time in Minutes
1	Queens, NY	41.7
2	Richmond, NY	41.3
3	Bronx, NY	40.8
4	Kings, NY	39.7
5	Prince William, VA	36.4
6	Prince George's, MD	35.5
7	McHenry, IL	35.1
8	Nassau, NY	33.2
9	Orange, NY	32.5
10	**Contra Costa, CA**	**32.1**
	California	27.1
	USA	24.7

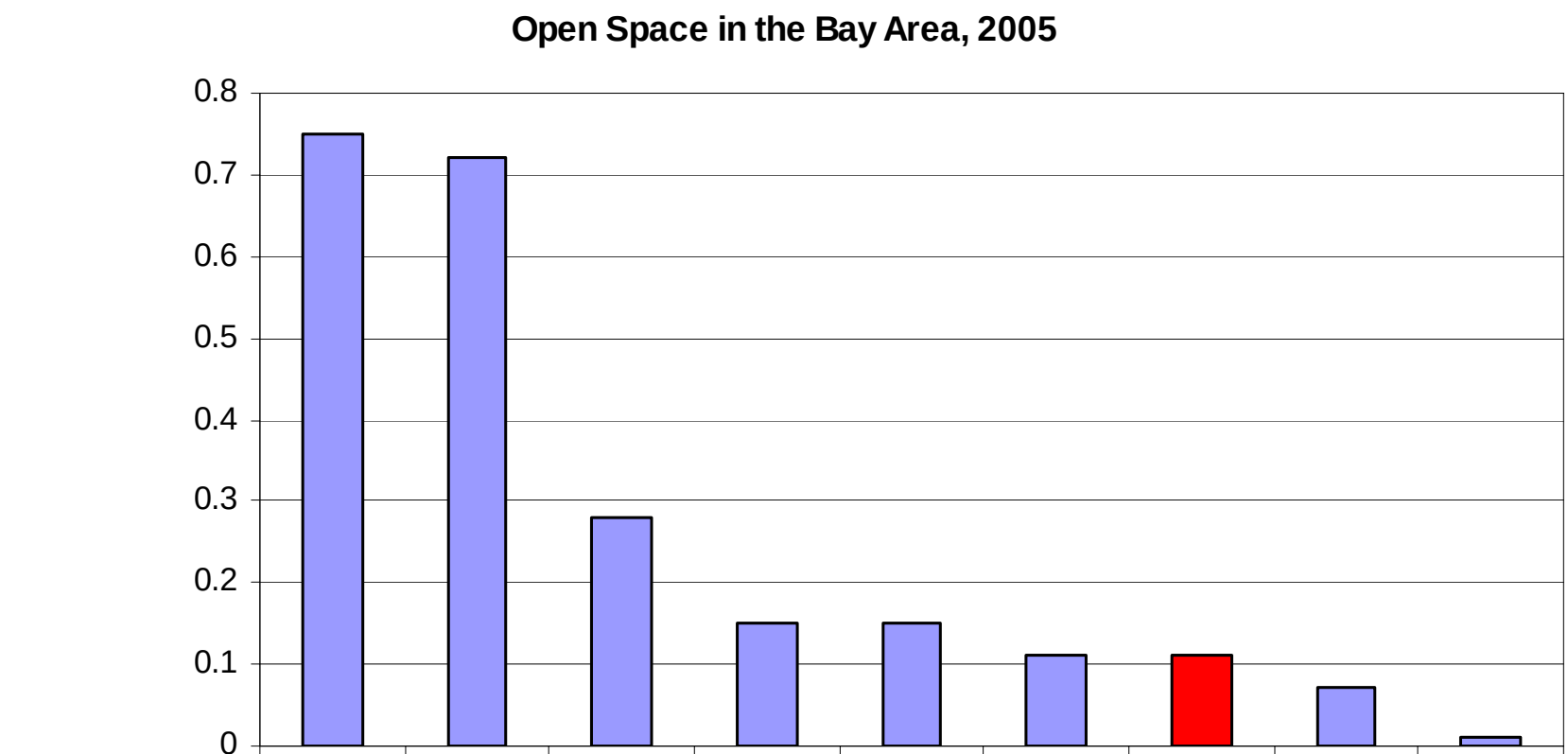
Productivity Loss from Vehicle Hours of Delay, 2000 & 2004

County	Freeway Miles in 2004	Daily Vehicle Hours of Delay		Change		Estimated Annual Loss of Productivity in 2004 (millions of $)
		2000	2004	Count	%	
Alameda	138	61,700	50,540	(11,160)	-18%	$379
Santa Clara	137	51,700	22,910	(28,790)	-56%	$172
Contra Costa	87	16,200	18,520	2,320	14%	$139
San Mateo	73	18,100	9,550	(8,550)	-47%	$72
San Francisco	19	12,500	9,490	(3,010)	-24%	$71
Marin	28	9,900	7,410	(2,490)	-25%	$56
Sonoma	55	4,300	5,320	1,020	24%	$40
Solano	79	3,200	2,830	(370)	-12%	$21
Napa	5	-	-	-	n/a	$0
Bay area	**616**	**177,600**	**126,570**	**(51,030)**	**-29%**	**$949**

Change in Daily Vehicle Hours of Delay, 2004



Open Space (Acres per Person), 2005



	Napa	Marin	Solano	Sonoma	San Mateo	Santa Clara	Contra Costa	Alameda	San Francisco
Acres per Person	0.75	0.72	0.28	0.15	0.15	0.11	0.11	0.07	0.01

Air Quality, CCC, 2005

- With respect to air pollution Contra Costa County ranks high among the 58 counties in California. Significant emissions contributing to an unhealthy environment have been reported. With respect to the EPA's six criteria of air quality, the following 2005 emissions and rank of the county in California indicated a serious challenge facing the county for many years to come:
- Carbon Monoxide emissions 193,582 tons, rank 9
- Nitrogen Dioxide emissions 49,361 tons, rank 11
- PM 2.5 emissions 9,340 tons, rank 15
- PM 10 emissions 30,265 tons, rank 15
- Sulfur dioxide 14,447 tons, rank 2

CCC Grade of Air Quality, 2005

Measures	Contra Costa
High Ozone Days Ozone Grade	D
Particle Pollution - 24 Hour	F
Particle Pollution - Annual	P

Source: American Lung Association State of the Air 2005 Report

Notes: High Ozone Grades are as follows:
A=0.0, B=0.3-0.9, C=1.0-2.0, D=2.1-3.2, F=3.3+
Particle Pollution - 24 Hour Grades are the same.
Particle Pollution - Annual Grades are:
P = Pass, F = Fail, I = Incomplete.

Implications: Why Quality of Life Matters

- Environment is a very important resource that should be maintained and enhanced.

- Learning to empathize with and extend our compassion to people in other lands, to other species, and to future generations is essential to preserving the integrity of the environment and to the survival of us all.

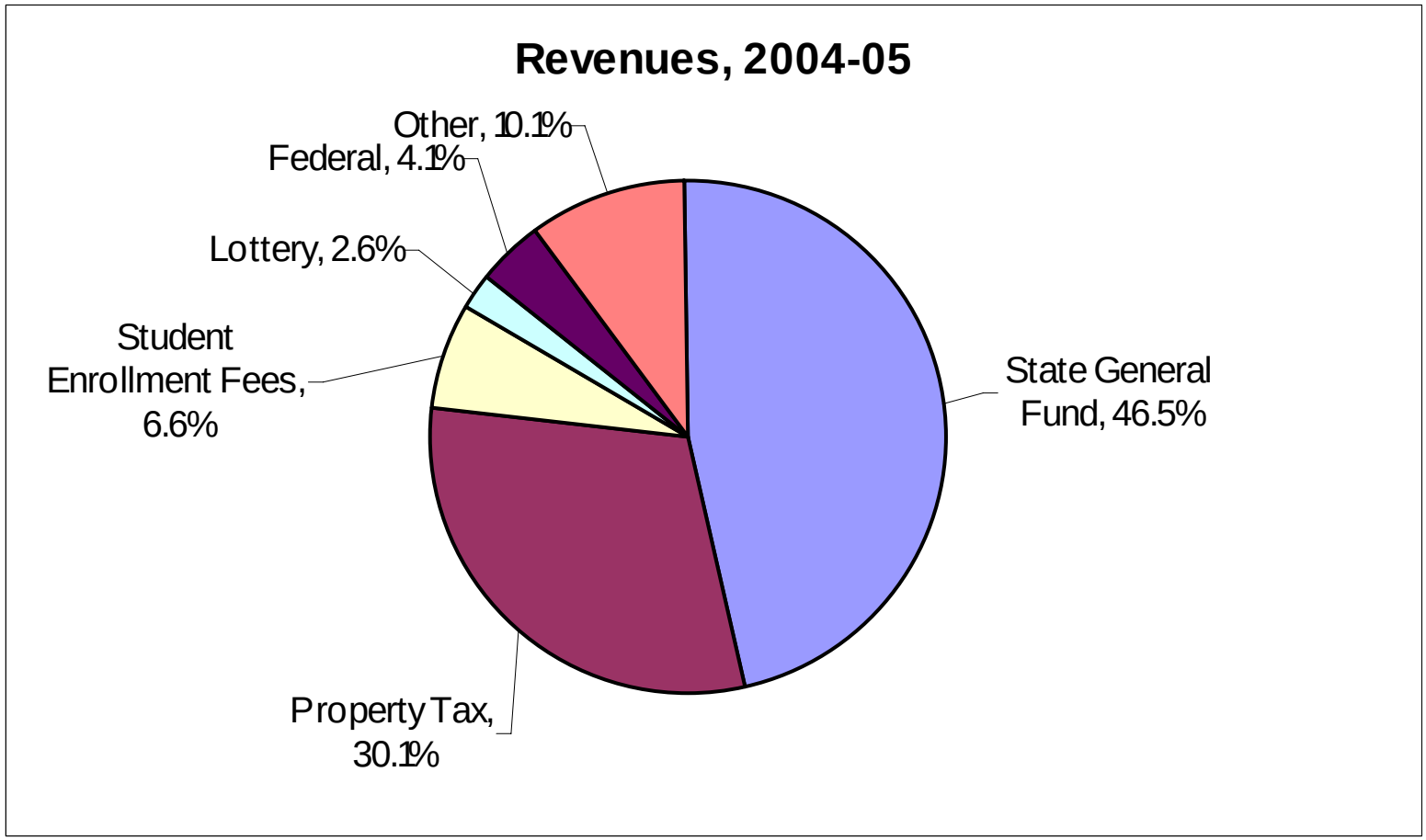
Implications: Why Quality of Life Matters

- Educating students, and staff is the first step in environmental preservation. We all must understand the importance of environmental responsibility.

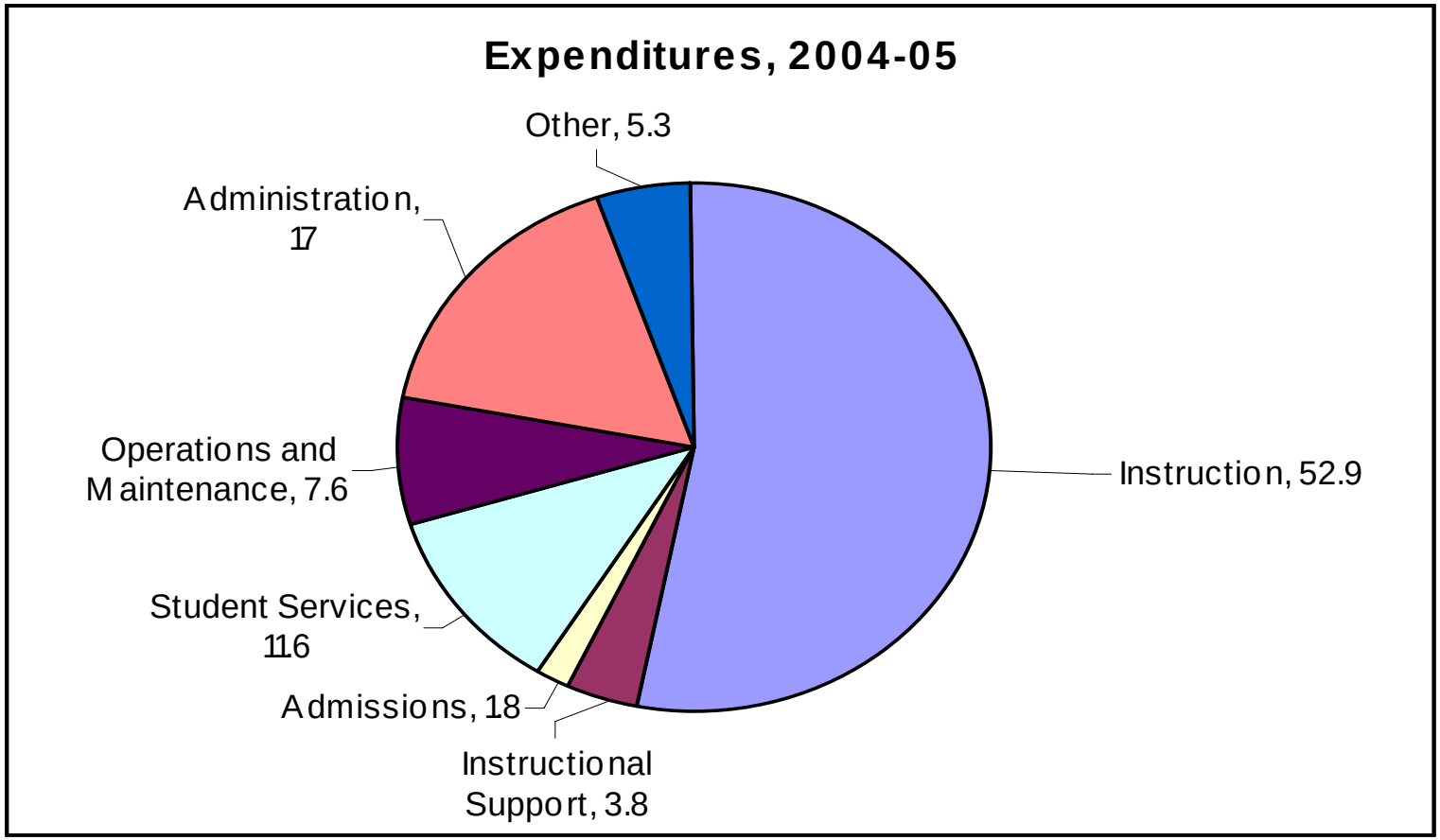
- Design of new facilities should take into consideration the creation of a “green campus” that relies on renewable sources of energy and sets examples for others in the community to follow.

Financing of Higher Education

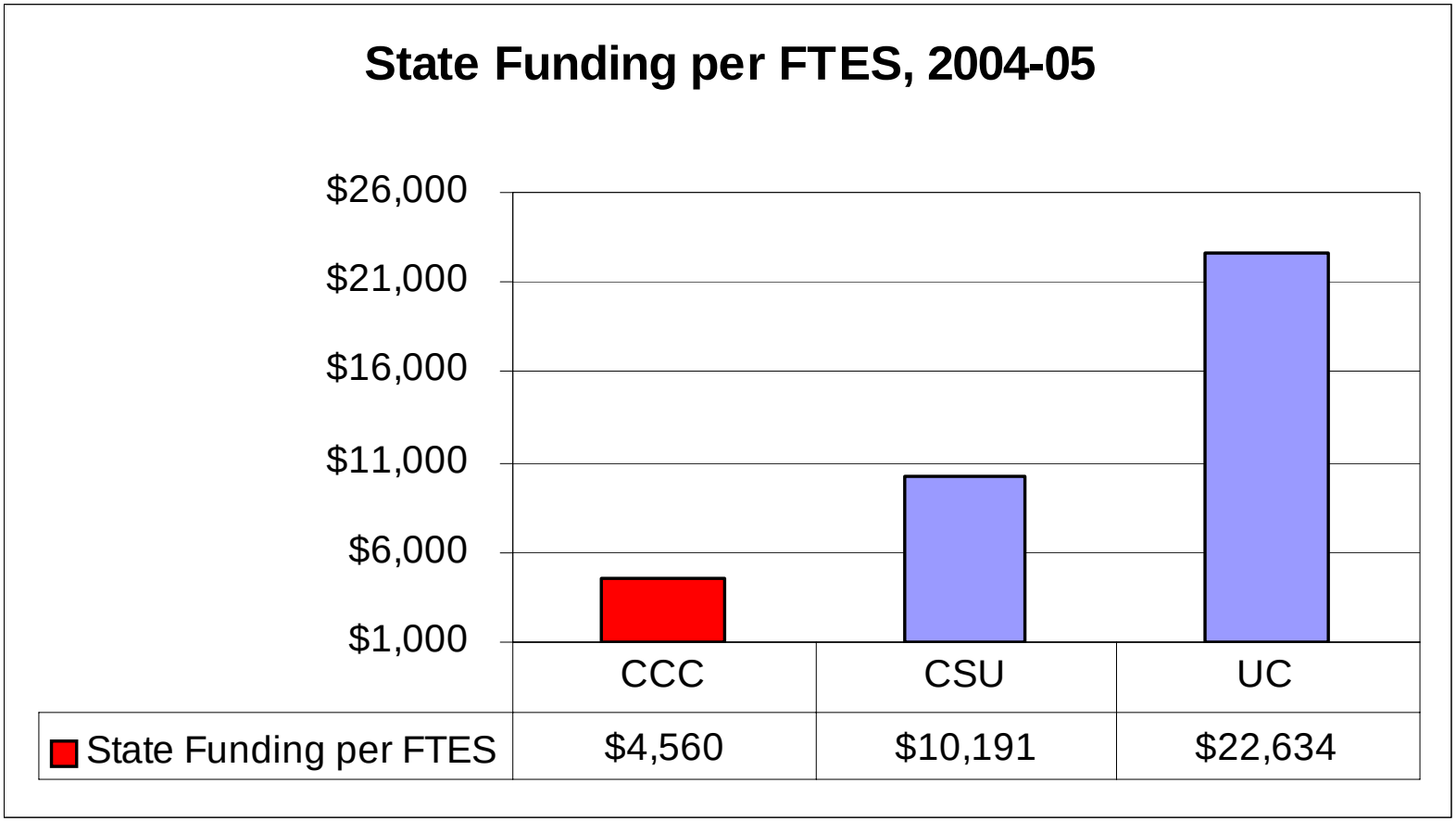
California Community College Revenues, 2004-05



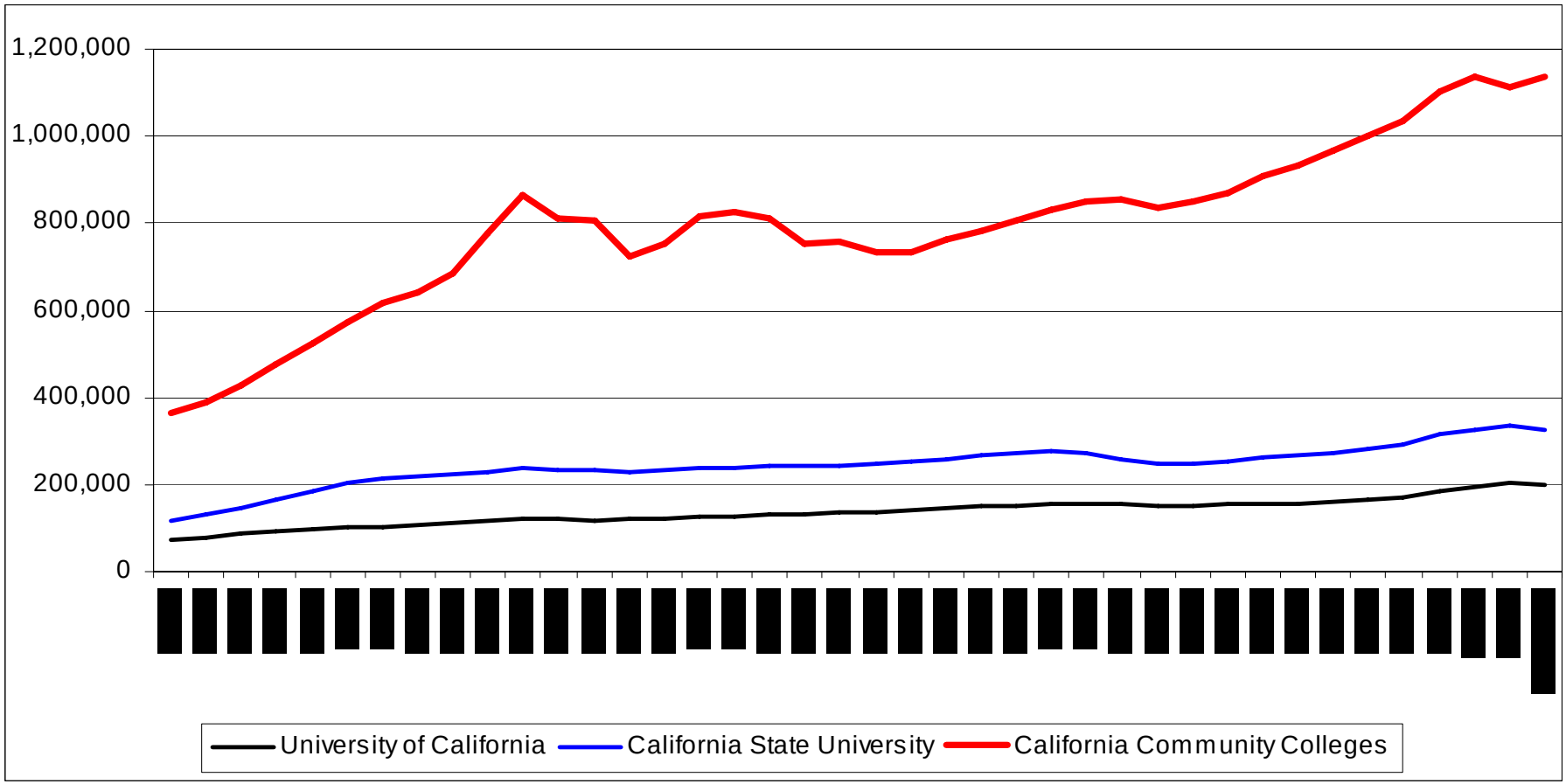
California Community College Expenditures, 2004-05



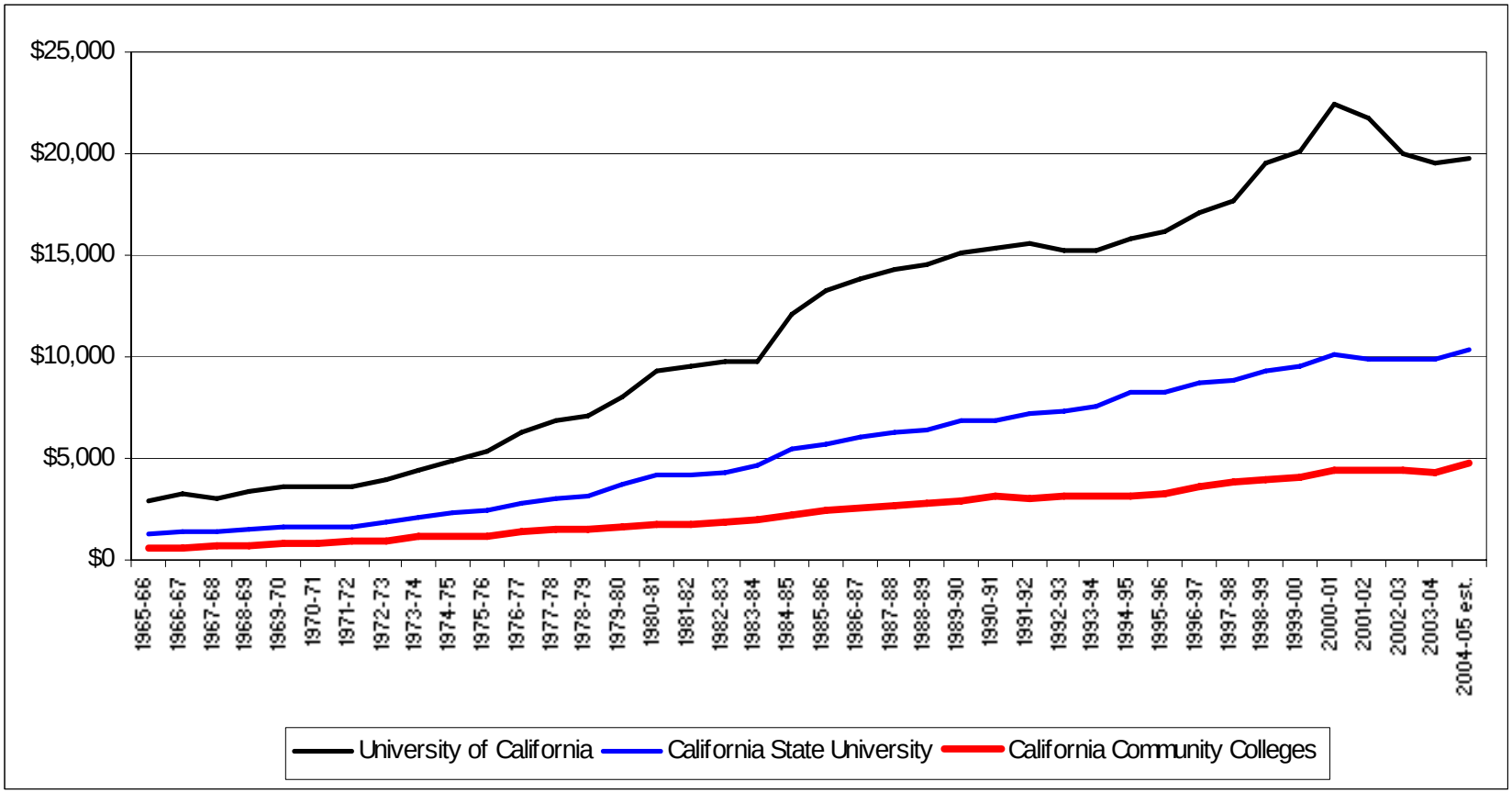
State Funding per FTES



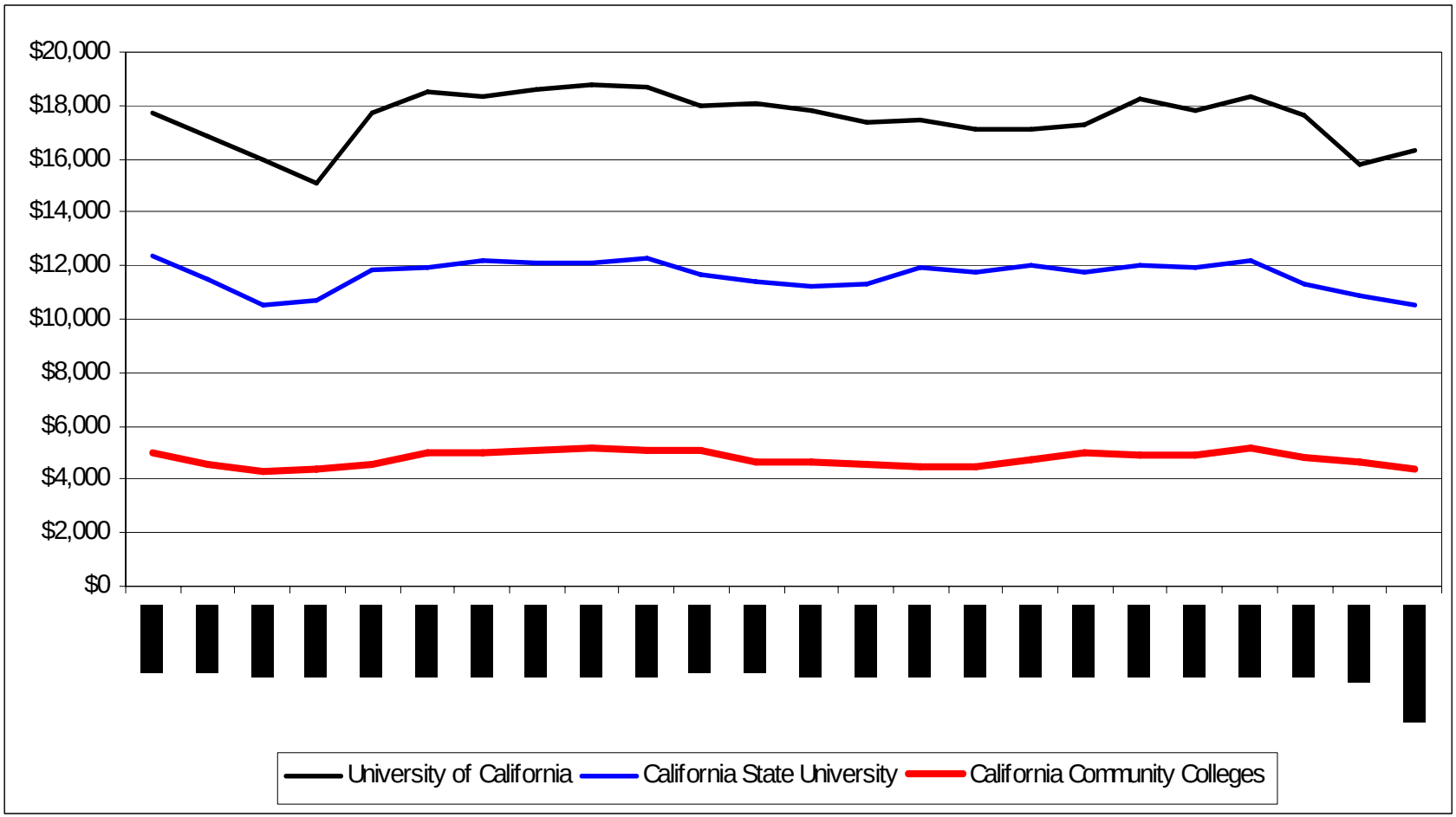
California FTES in Higher Education, 1965 to 2005



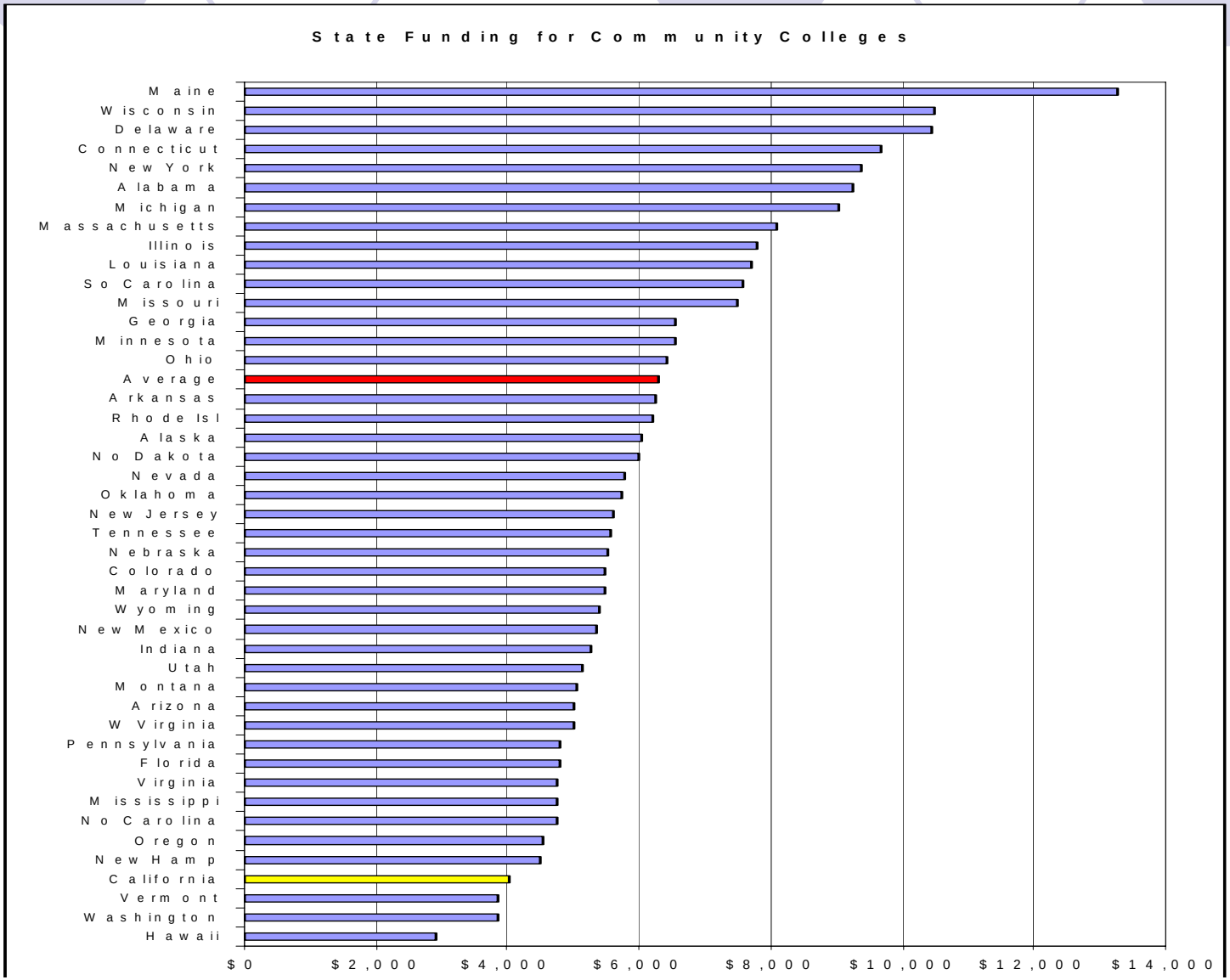
Revenue per FTES, 1965 to 2005



Revenue per FTES in Constant Dollars, 1965 to 2005



State Funding for Community Colleges



Internal Profile

Internal Profile

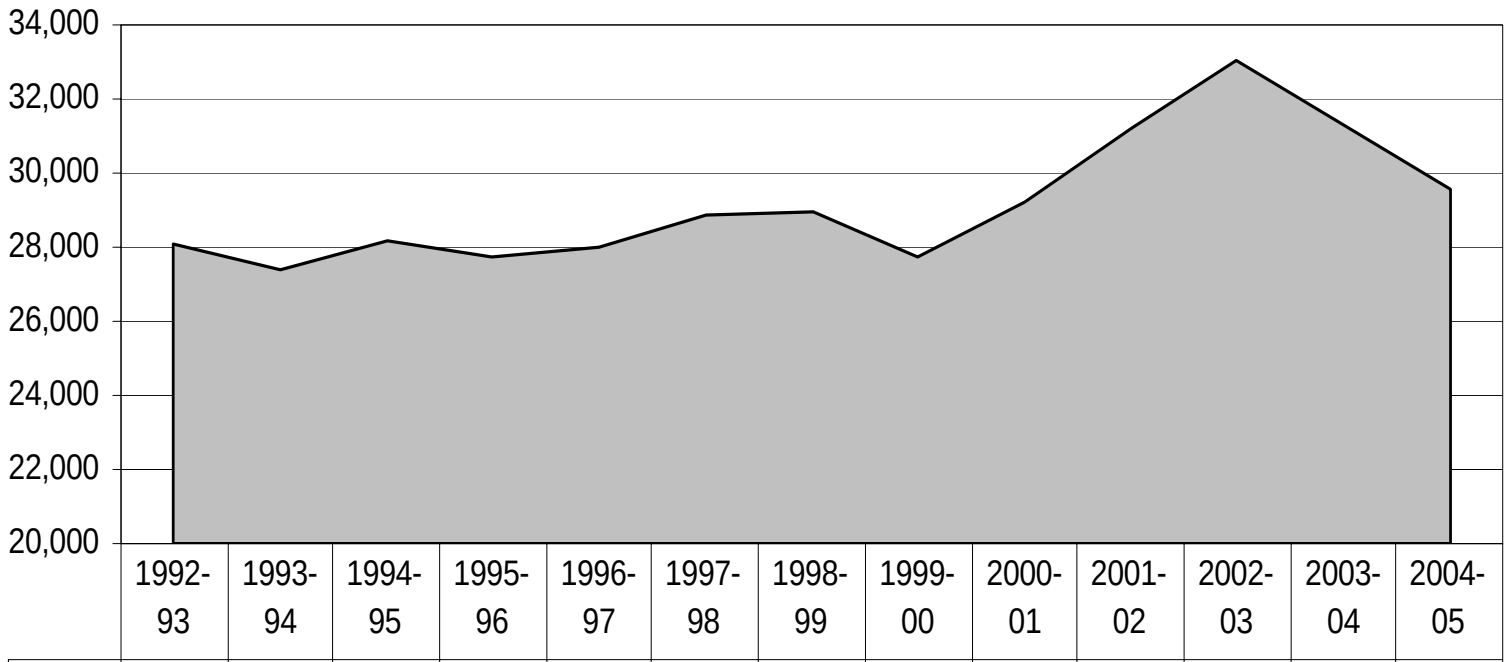
- Student Access
- Student Achievement
- Human Resources
- Productivity
- Programs and Curricula

Student Access

Student Access

- Enrollment Trends
- Gender
- Age
- Ethnicity
- Day/Evening
- Unit Load
- Zip Codes

CCCCD Enrollment by FTES, 14 yrs.

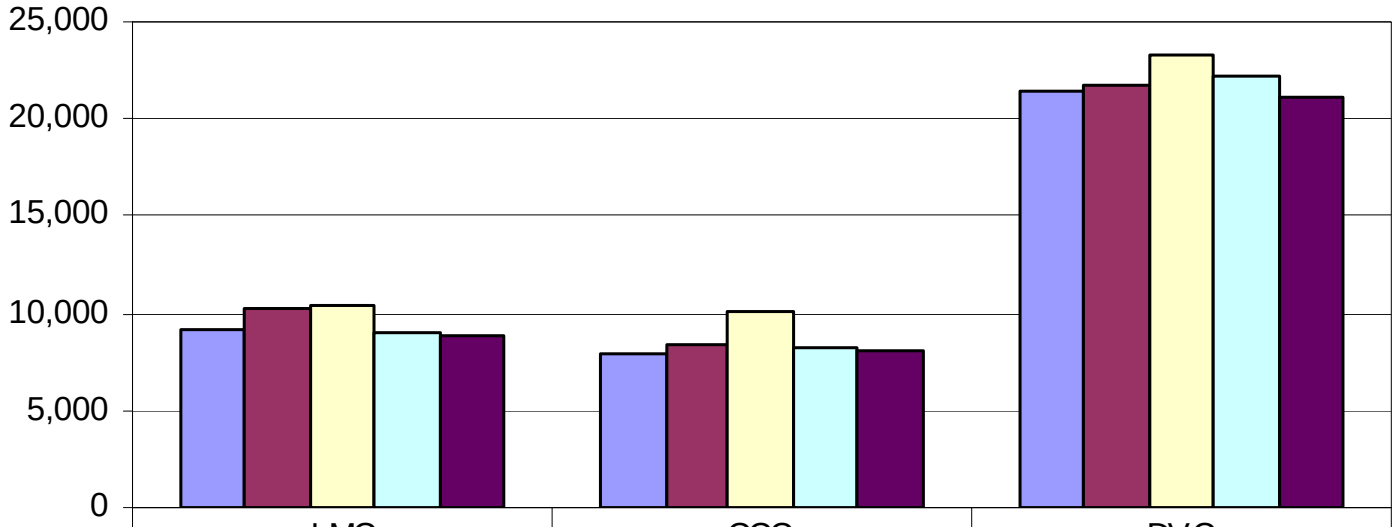


	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Total	28,087	27,414	28,192	27,740	28,009	28,834	28,925	27,718	29,239	31,233	33,071	31,297	29,602

FTES Enrollment in the Top 10 Districts in California, 2004-05

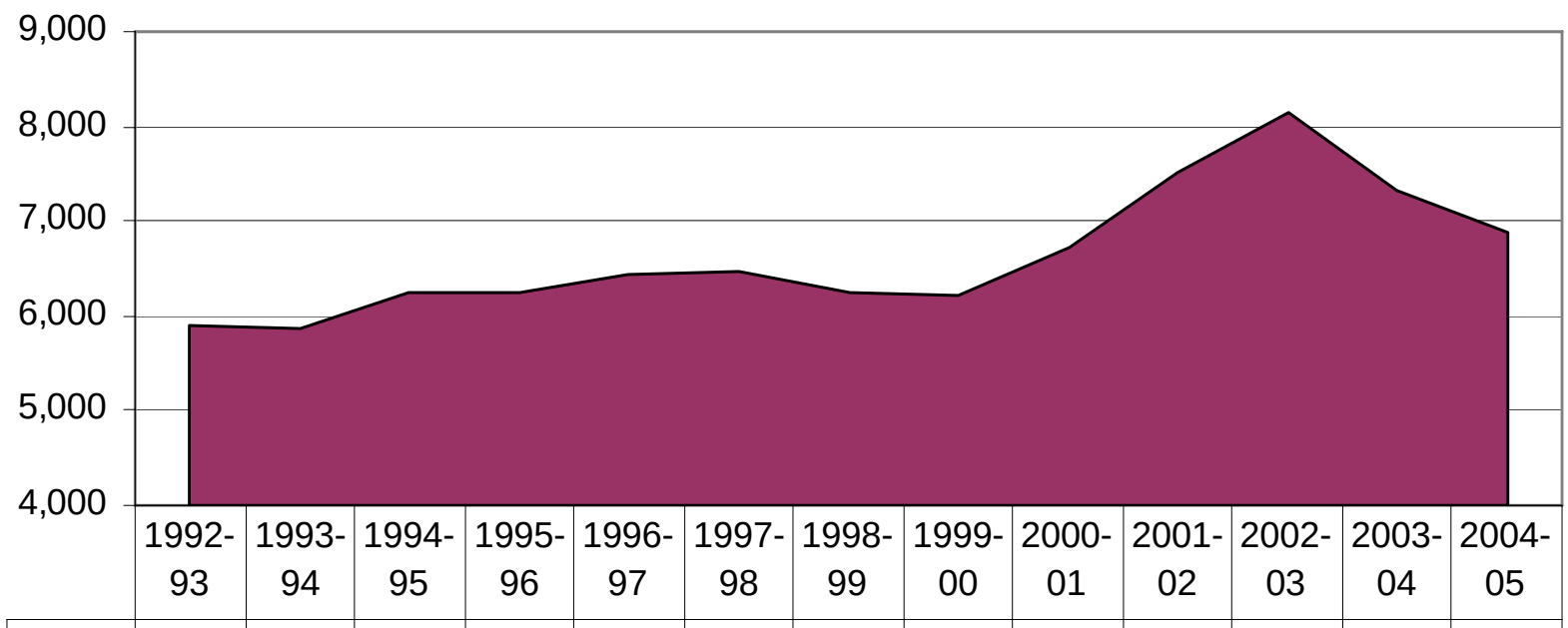
Rank	District	FTES Enrollment
1	Los Angeles	87,188
2	Los Rios	44,595
3	San Diego	40,196
4	Foothill	39,663
5	San Francisco	37,177
6	North Orange	33,765
7	**Contra Costa**	**29,792**
8	Rancho Santiago	28,879
9	Coast	26,647
10	Ventura	25,703
Total FTES for All 72 Districts		**1,088,994**
Proportionate Share of CCCCD		**2.74%**

Headcount Enrollment



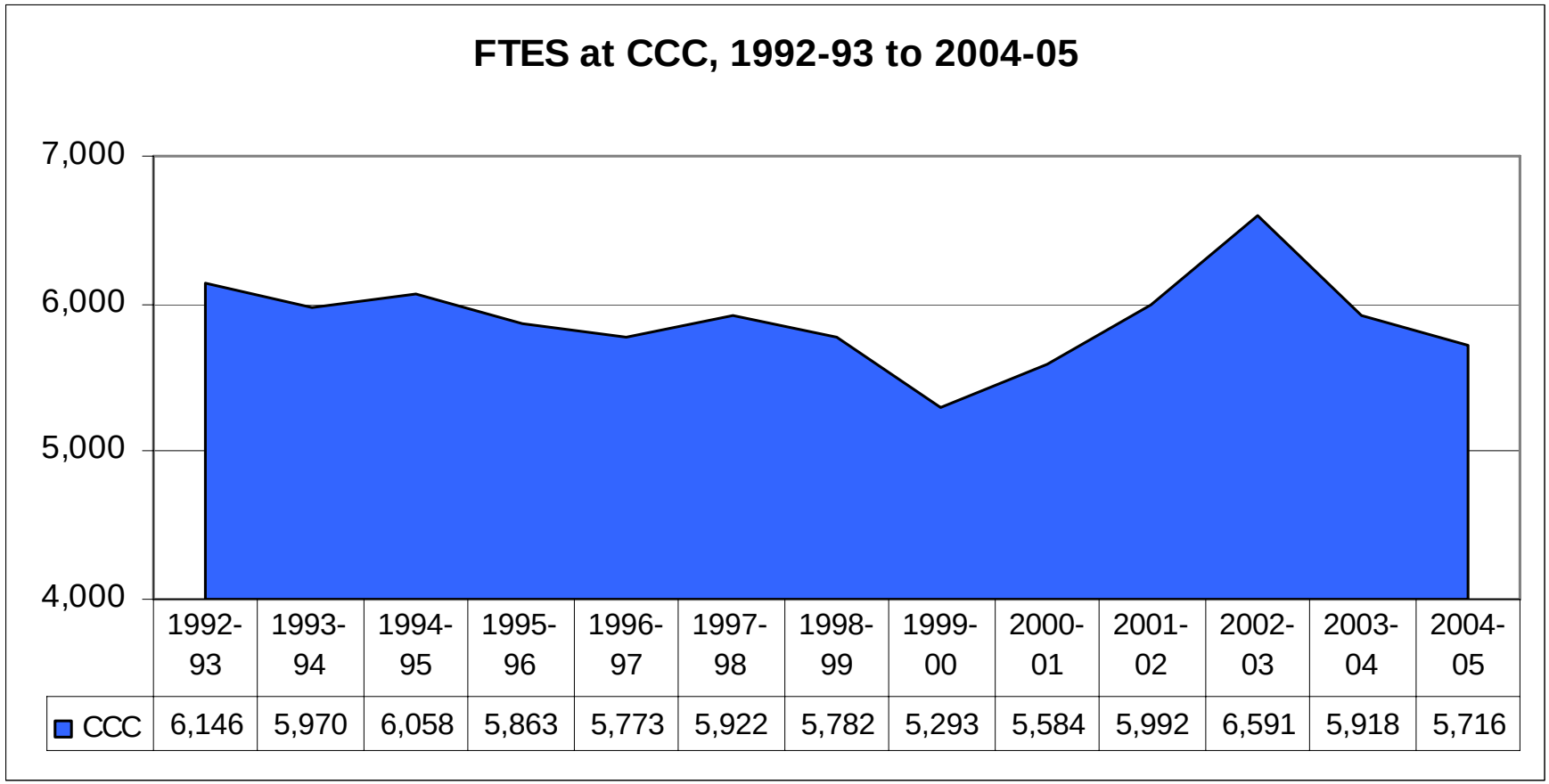
	LMC	CCC	DVC
2000	9,235	7,921	21,365
2001	10,289	8,449	21,737
2002	10,424	10,117	23,260
2003	8,977	8,210	22,137
2004	8,899	8,048	21,112

LMC Enrollment



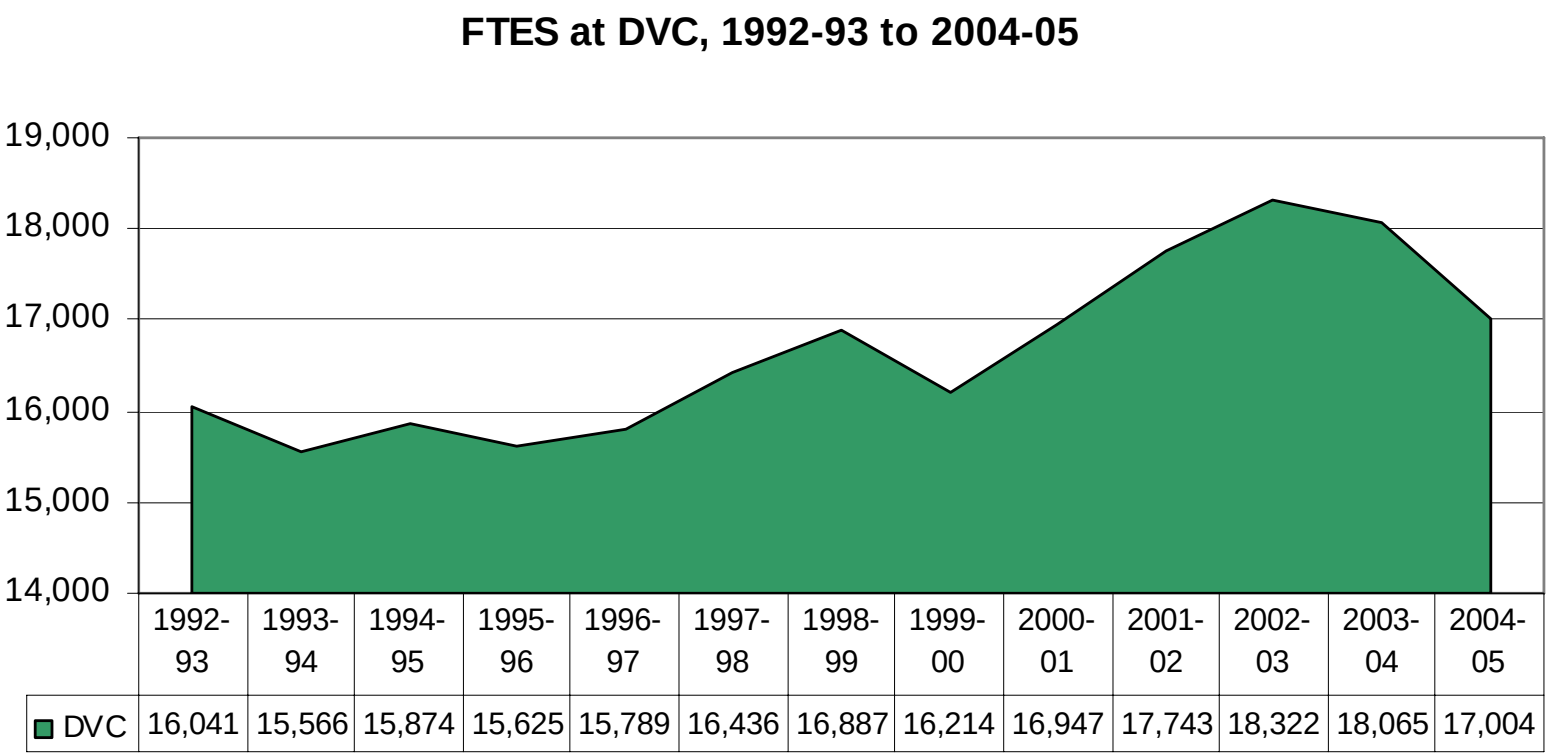
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
LMC	5,901	5,879	6,260	6,252	6,448	6,476	6,256	6,211	6,708	7,498	8,158	7,314	6,881

CCC Enrollment



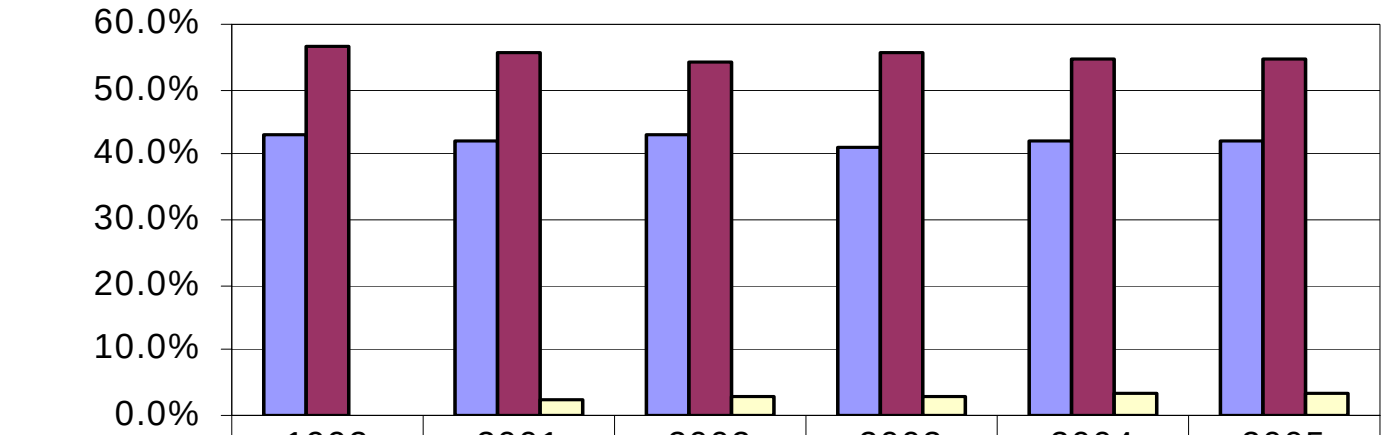
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
CCC	6,146	5,970	6,058	5,863	5,773	5,922	5,782	5,293	5,584	5,992	6,591	5,918	5,716

DVC Enrollment



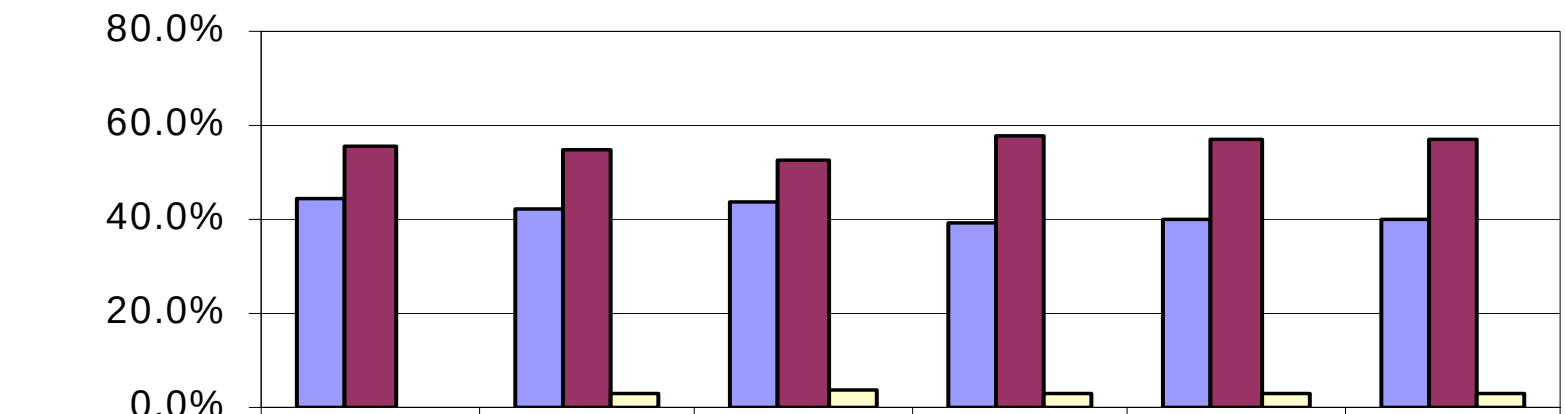
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
DVC	16,041	15,566	15,874	15,625	15,789	16,436	16,887	16,214	16,947	17,743	18,322	18,065	17,004

Gender at CCCCD



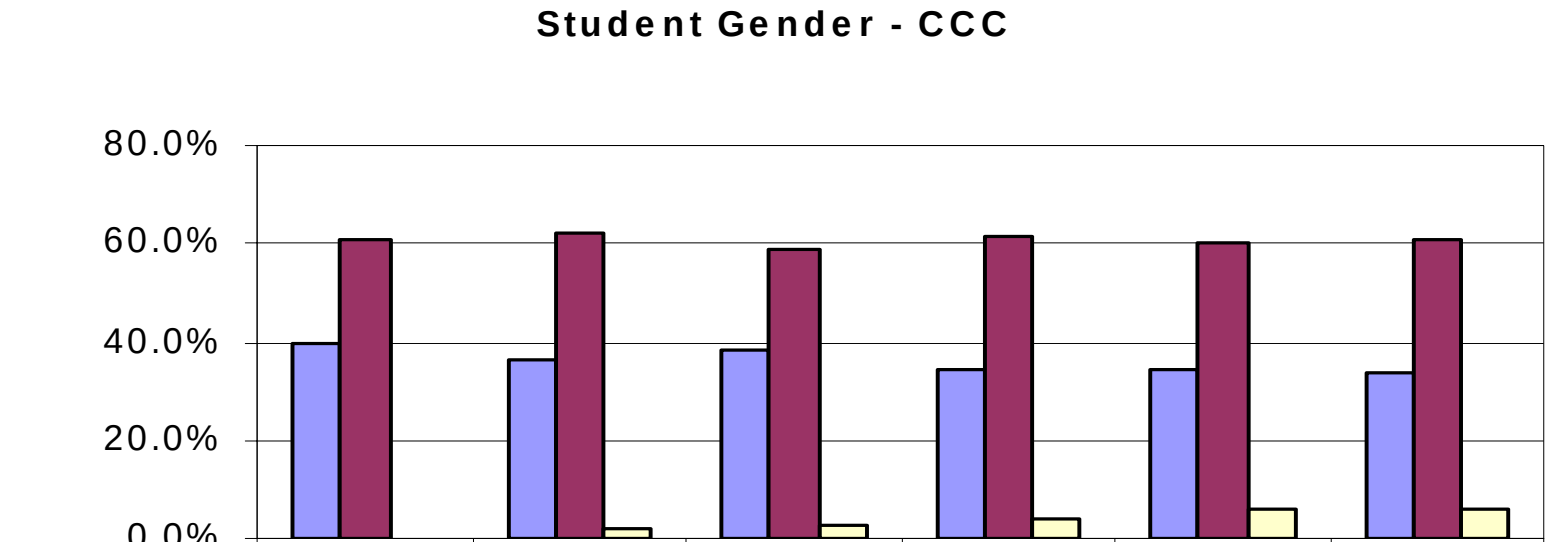
	1992	2001	2002	2003	2004	2005
Male	43.2%	42.1%	42.8%	41.4%	41.9%	41.9%
Female	56.8%	55.5%	54.3%	55.7%	54.7%	54.6%
Unknow n	0.0%	2.4%	2.9%	3.0%	3.4%	3.6%

Gender at LMC



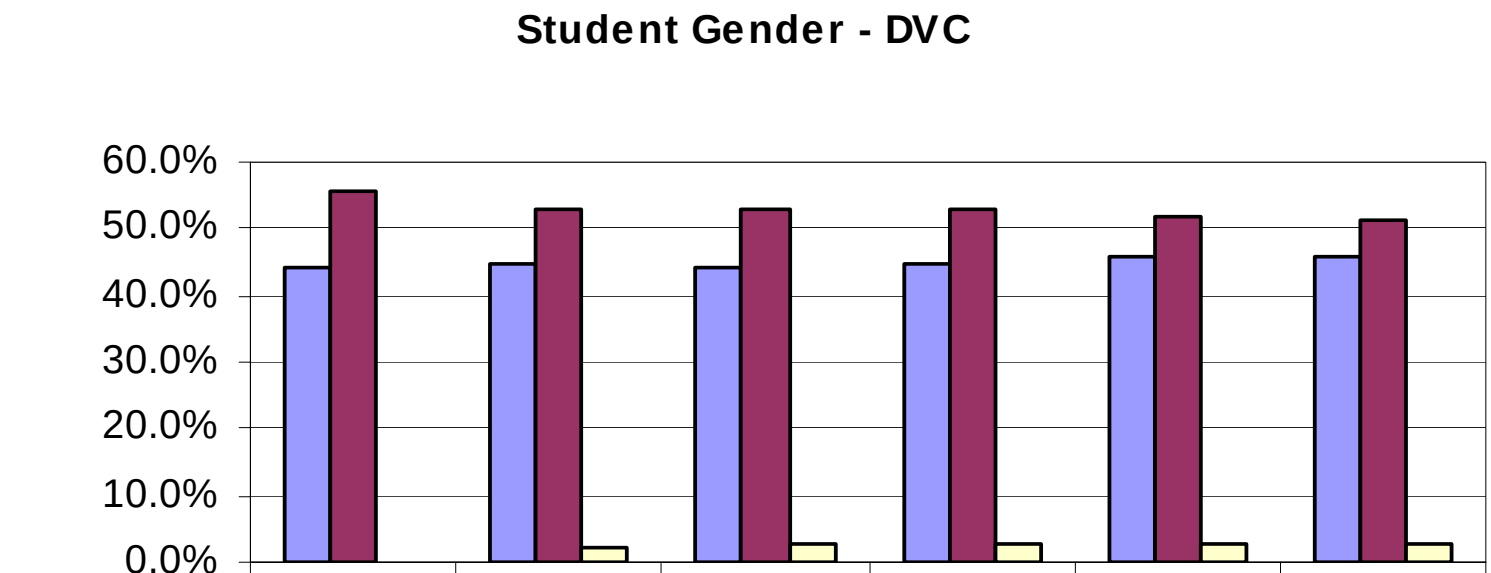
	1992	2001	2002	2003	2004	2005
Male	44.4%	42.0%	43.7%	39.2%	40.1%	39.7%
Female	55.6%	54.8%	52.9%	57.6%	57.1%	57.1%
Unknow n	0.0%	3.1%	3.4%	3.1%	2.8%	3.2%

Gender at CCC



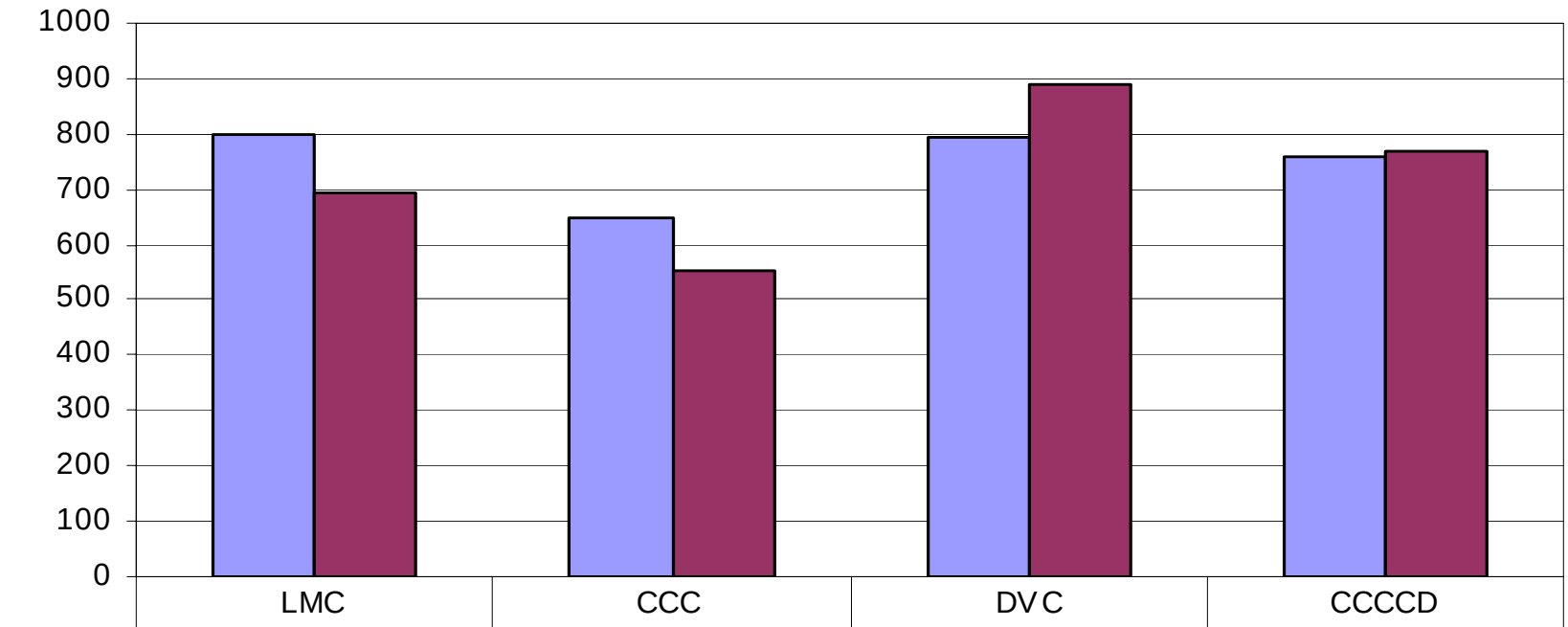
	1992	2001	2002	2003	2004	2005
Male	39.4%	36.1%	38.7%	34.5%	34.2%	33.7%
Female	60.6%	62.2%	59.0%	61.6%	60.0%	60.7%
Unknow n	0.0%	1.7%	2.3%	3.9%	5.8%	5.7%

Gender at DVC



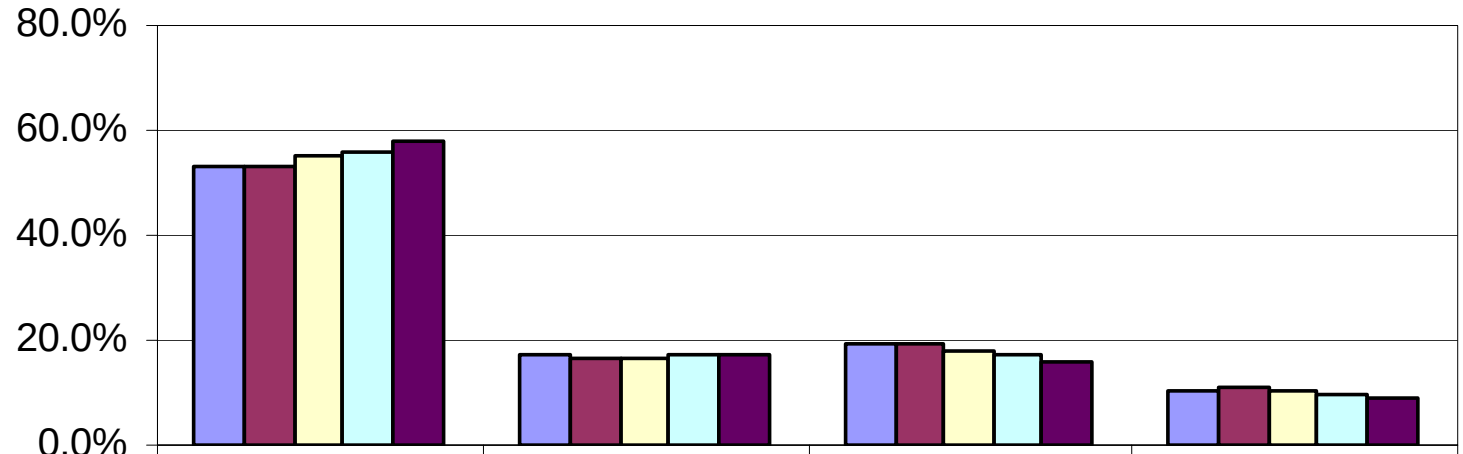
	1992	2001	2002	2003	2004	2005
Male	44.2%	44.5%	44.3%	44.8%	45.6%	45.7%
Female	55.8%	53.1%	52.9%	52.6%	51.7%	51.3%
Unknow n	0.0%	2.3%	2.8%	2.6%	2.7%	3.0%

Ratio of Men per 1000 Women



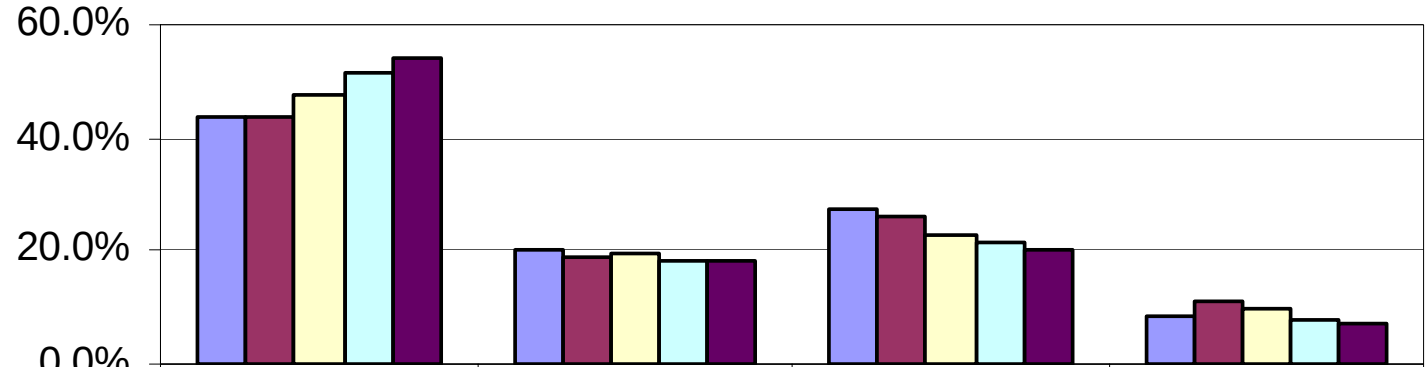
	LMC	CCC	DVC	CCCCD
1992	800	650	792	759
2005	695	555	890	767

Age at CCCCD



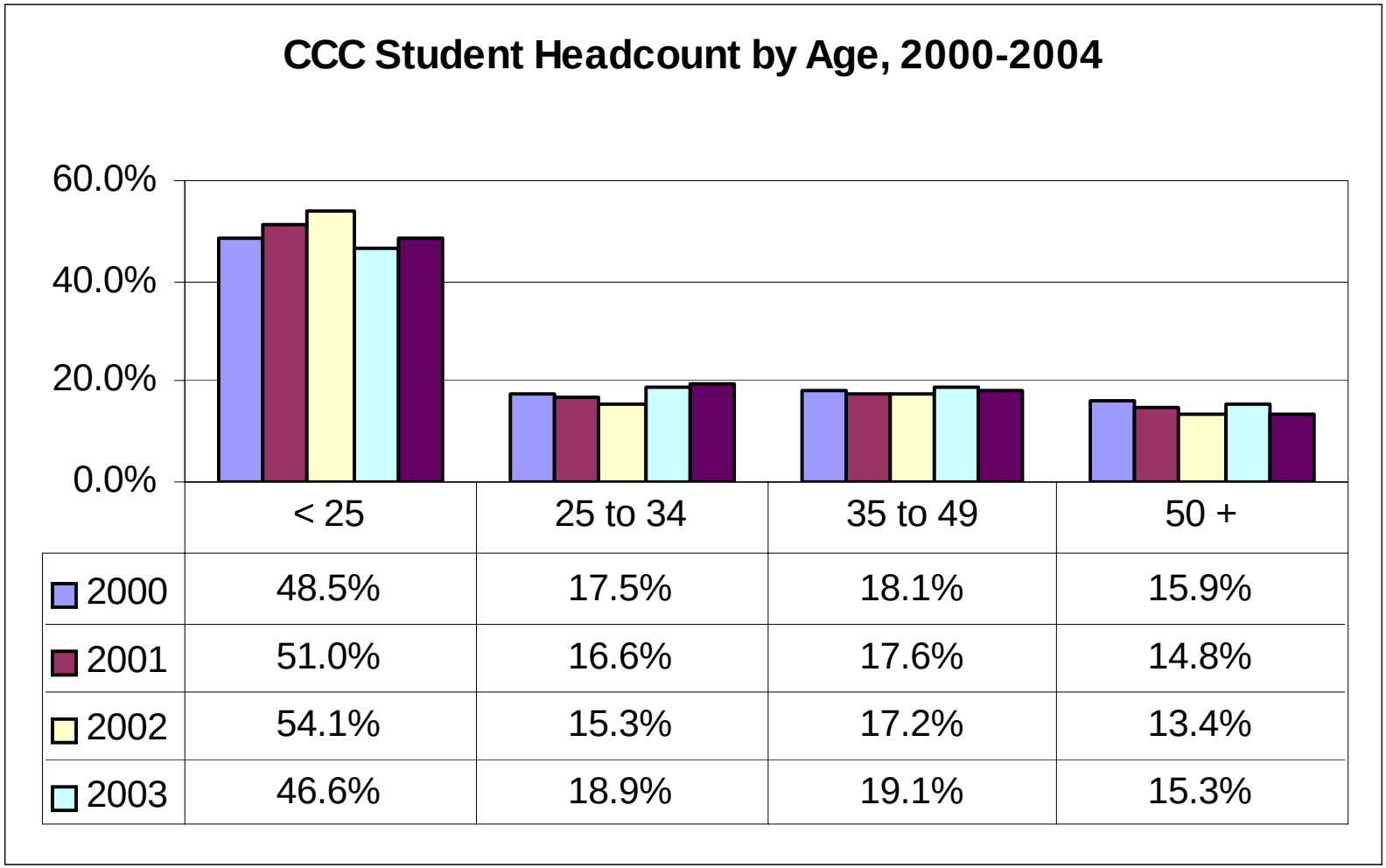
	< 25	25 to 34	35 to 49	50 +
2000	52.9%	17.5%	19.4%	10.3%
2001	53.3%	16.8%	19.1%	10.8%
2002	55.4%	16.7%	17.7%	10.3%
2003	55.9%	17.2%	17.2%	9.8%
2004	58.0%	17.0%	15.9%	9.1%

Age at LMC



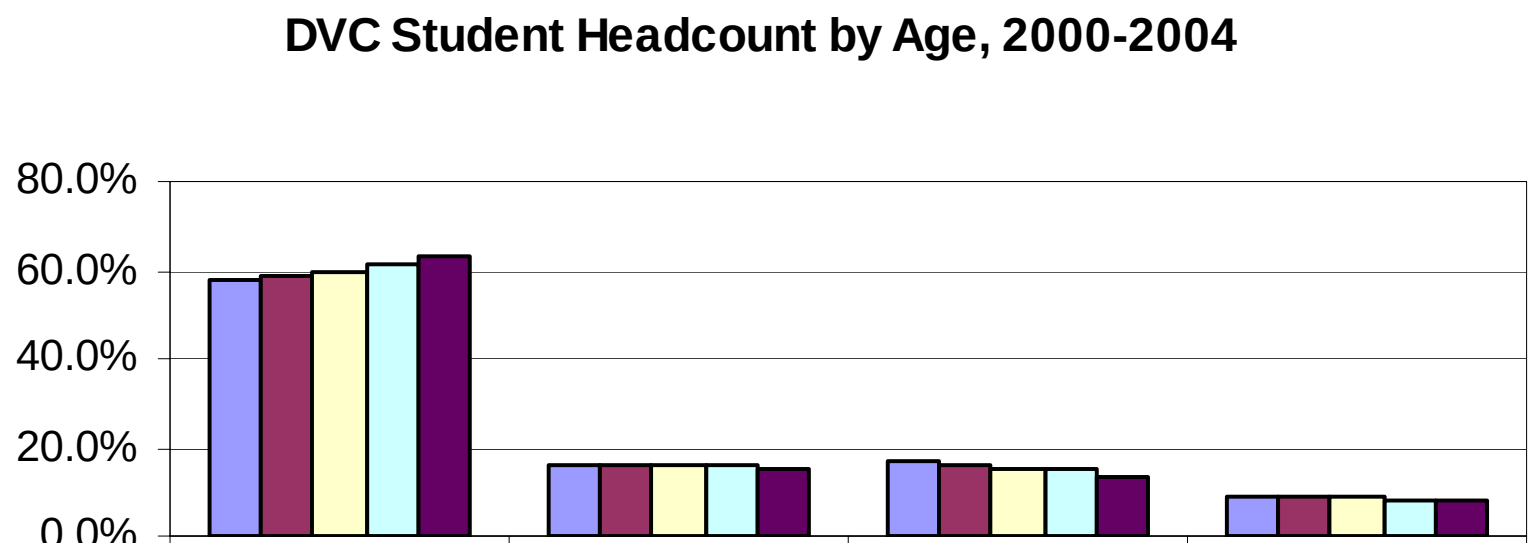
	< 25	25 to 34	35 to 49	50 +
2000	44.0%	20.1%	27.1%	8.7%
2001	43.7%	19.2%	26.2%	10.9%
2002	47.6%	19.6%	23.1%	9.6%
2003	51.7%	18.5%	21.7%	8.0%

Age at CCC

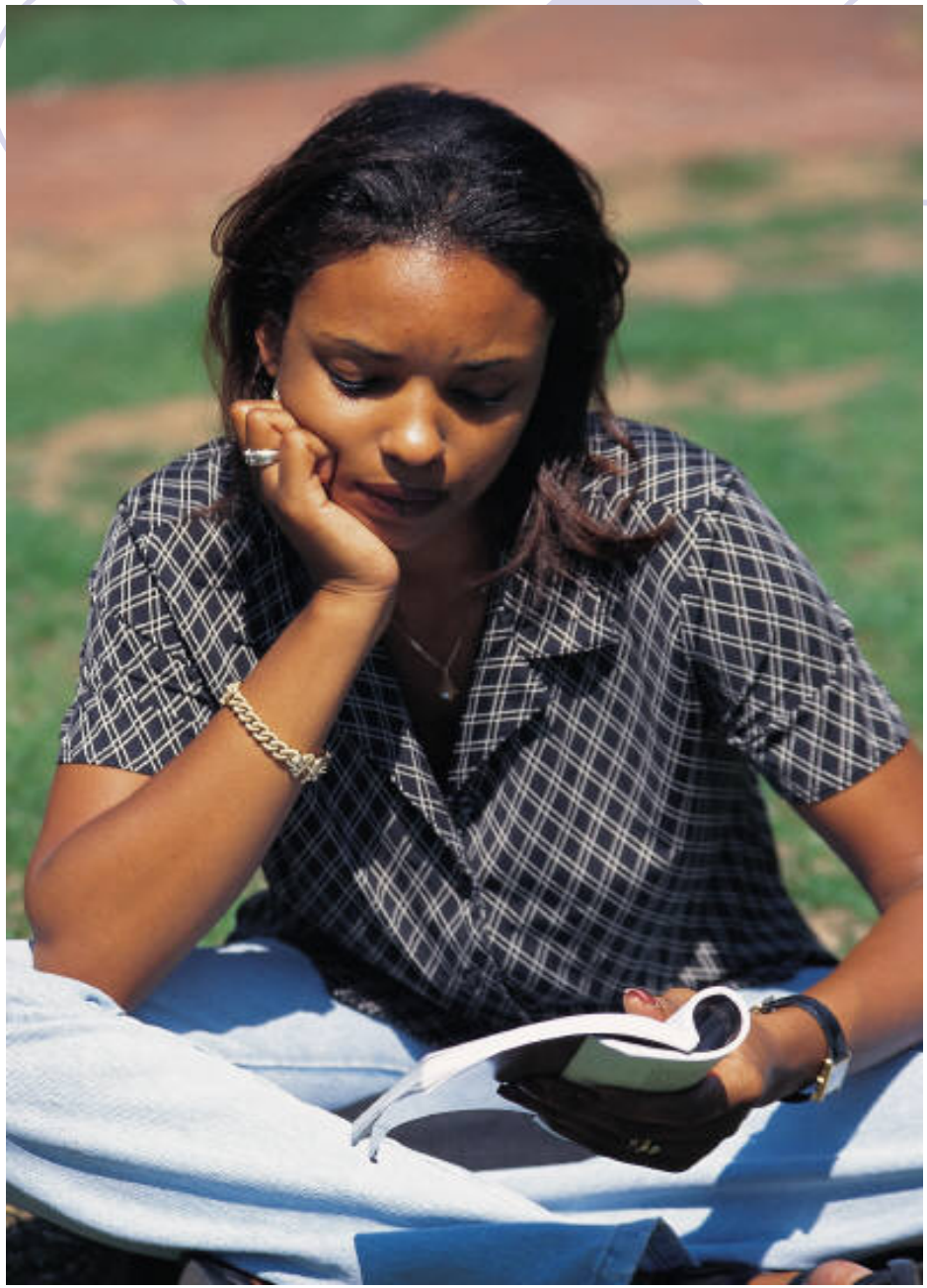


	< 25	25 to 34	35 to 49	50 +
2000	48.5%	17.5%	18.1%	15.9%
2001	51.0%	16.6%	17.6%	14.8%
2002	54.1%	15.3%	17.2%	13.4%
2003	46.6%	18.9%	19.1%	15.3%

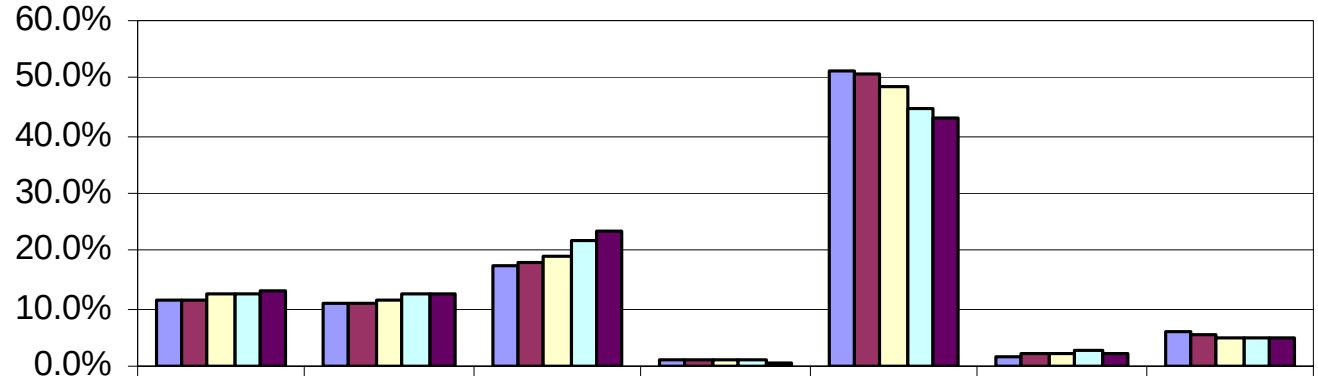
Age at DVC



	< 25	25 to 34	35 to 49	50 +
2000	58.2%	16.3%	16.6%	8.9%
2001	58.7%	15.8%	16.3%	9.1%
2002	59.4%	16.0%	15.5%	9.1%
2003	60.9%	16.0%	14.8%	8.4%

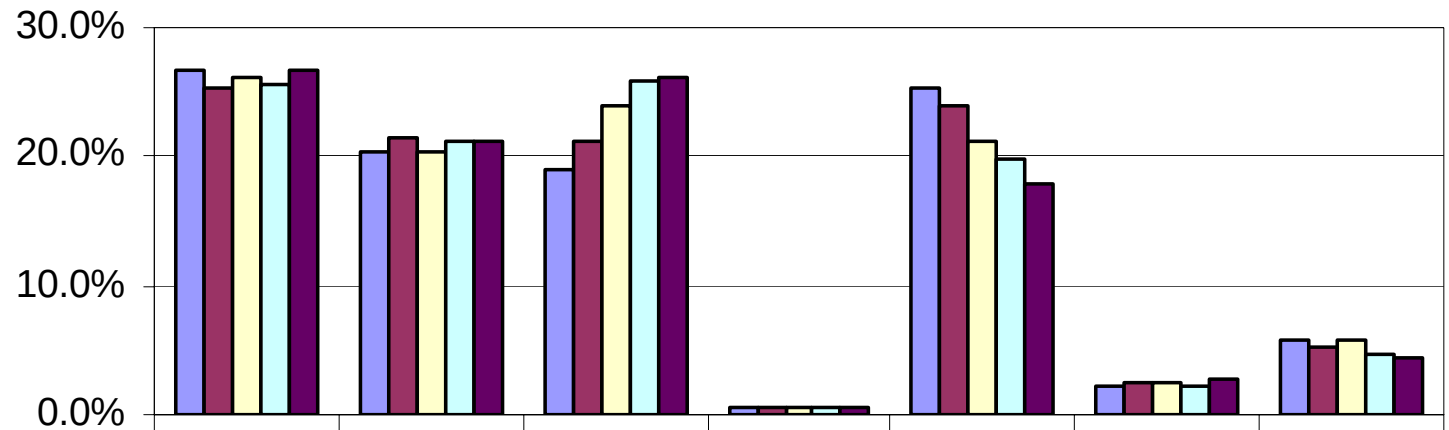


Ethnicity at LMC



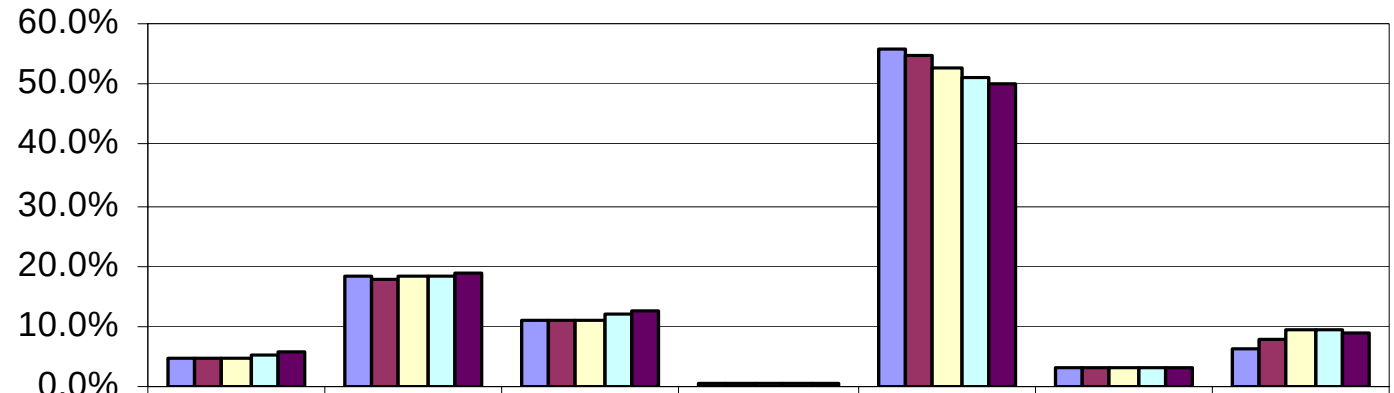
	African-American	Asian	Hispanic	Native American	White Non-Hispanic	Other Non-White	Unknown
2000	11.7%	10.8%	17.6%	0.9%	51.5%	1.7%	5.8%
2001	11.5%	11.1%	18.2%	1.0%	50.8%	2.1%	5.4%
2002	12.3%	11.7%	19.3%	0.9%	48.4%	2.4%	5.0%
2003	12.3%	12.6%	21.8%	1.0%	44.6%	2.6%	5.1%
2004	13.2%	12.6%	23.2%	0.8%	42.9%	2.4%	4.9%

Ethnicity at CCC

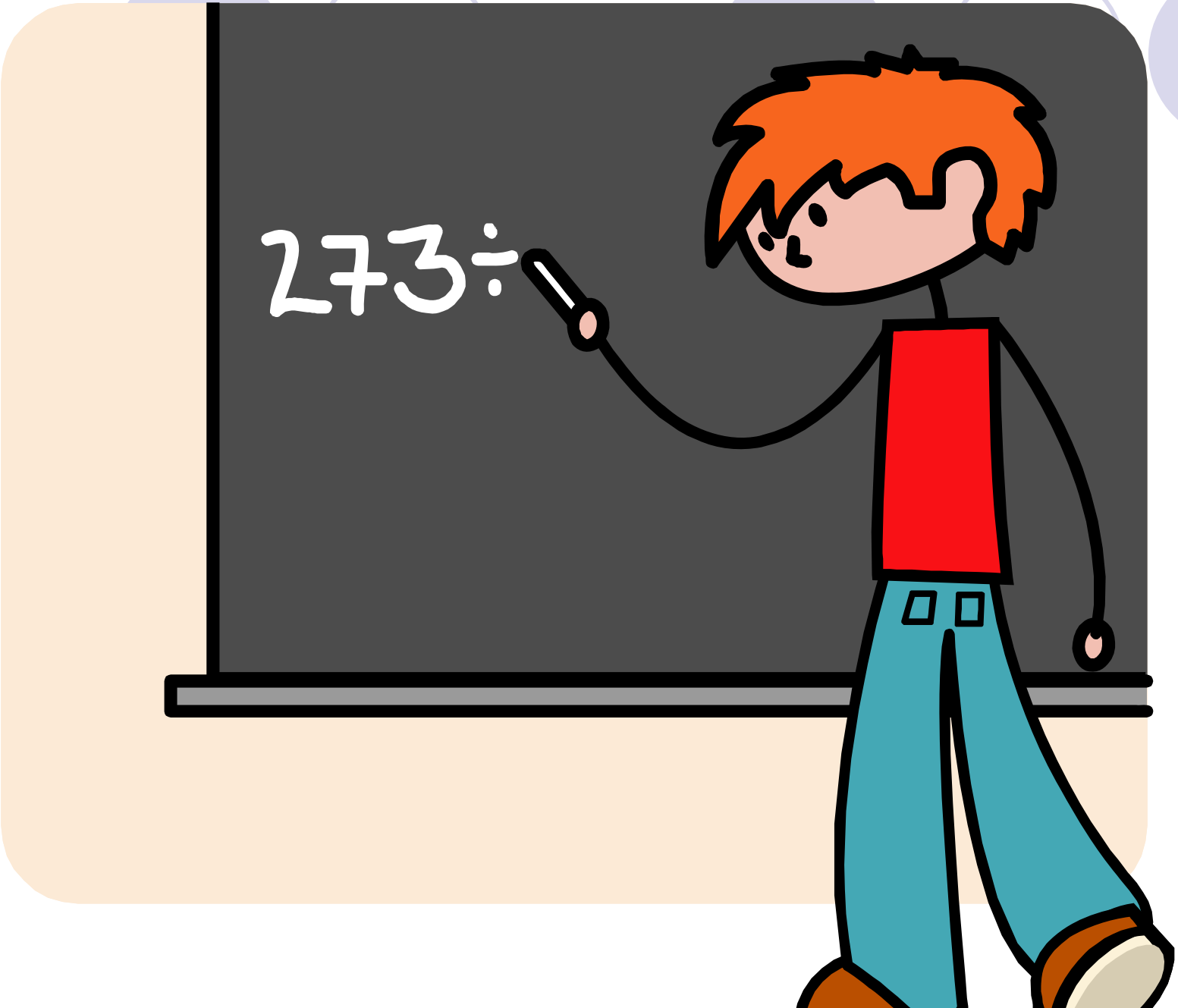


	African-American	Asian	Hispanic	Native American	White Non-Hispanic	Other Non-White	Unknown
2000	26.6%	20.4%	18.9%	0.6%	25.4%	2.3%	5.8%
2001	25.3%	21.4%	21.3%	0.6%	23.9%	2.4%	5.2%
2002	26.1%	20.3%	23.9%	0.6%	21.1%	2.4%	5.7%
2003	25.6%	21.1%	25.8%	0.5%	19.9%	2.3%	4.8%
2004	26.8%	21.3%	26.2%	0.5%	18.0%	2.8%	4.5%

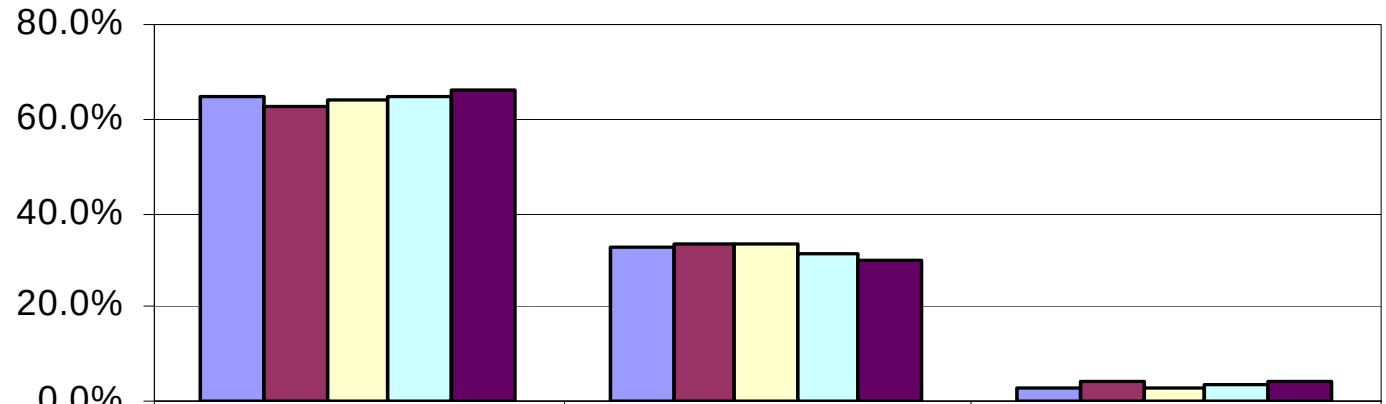
Ethnicity at DVC



	African-American	Asian	Hispanic	Native American	White Non-Hispanic	Other Non-White	Unknown
2000	4.8%	18.2%	10.8%	0.7%	55.9%	3.3%	6.3%
2001	4.8%	18.0%	10.9%	0.7%	54.6%	3.3%	7.7%
2002	4.9%	18.1%	10.8%	0.7%	52.9%	3.2%	9.4%
2003	5.3%	18.5%	11.9%	0.7%	51.1%	3.1%	9.4%
2004	5.8%	18.7%	12.3%	0.7%	50.3%	3.1%	9.1%

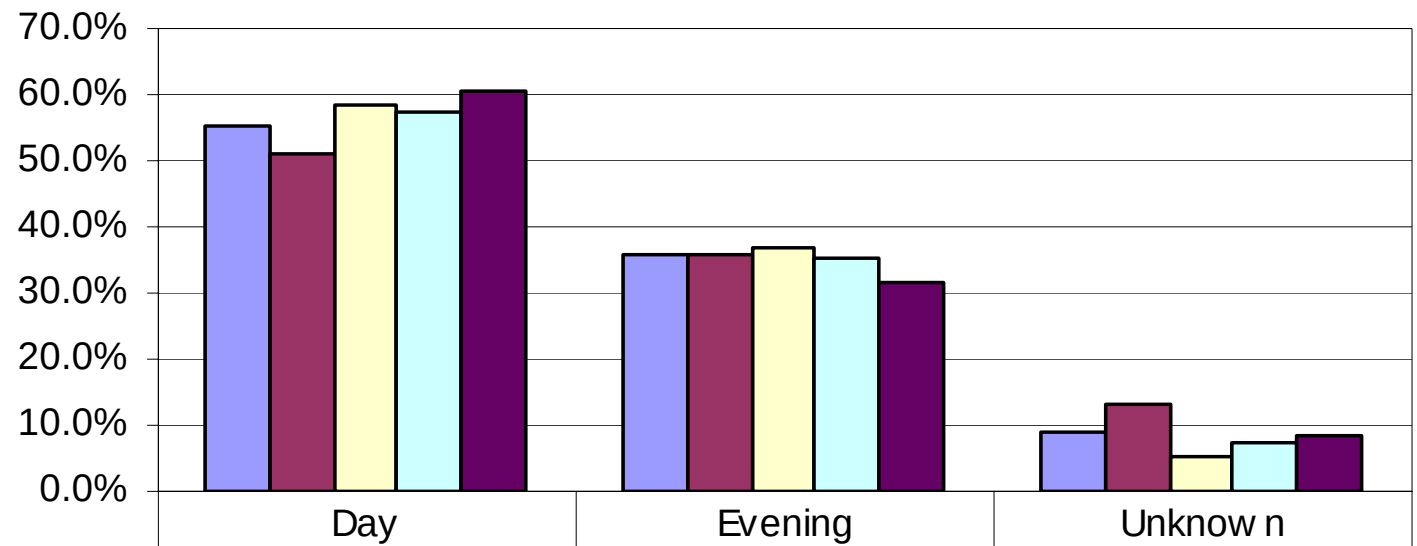

273÷

Day/Evening at CCCCD



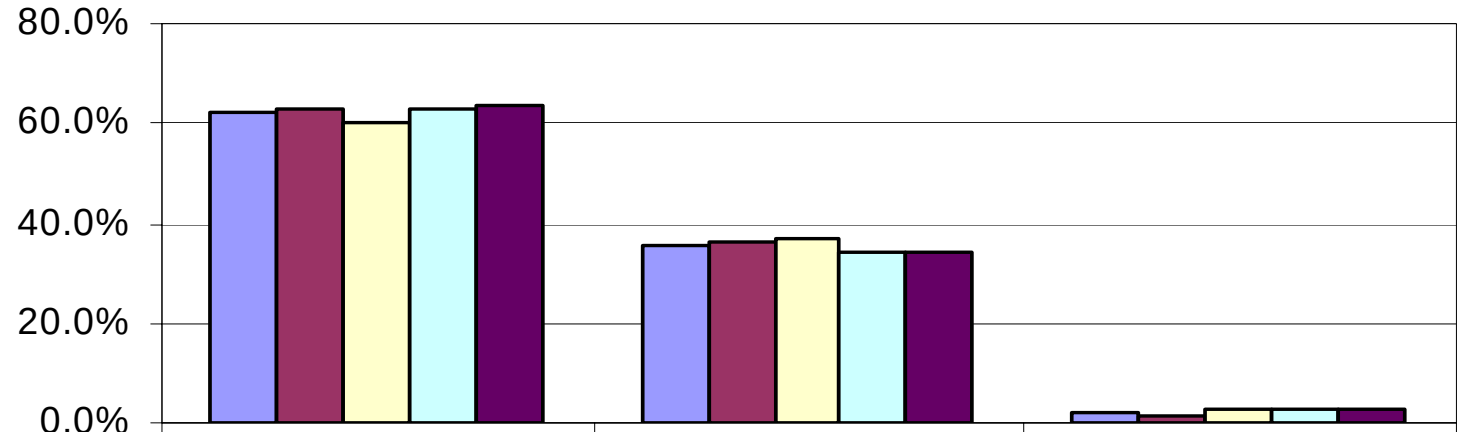
	Day	Evening	Unknow n
2000	64.5%	32.5%	3.1%
2001	62.4%	33.4%	4.2%
2002	63.7%	33.3%	3.0%
2003	65.0%	31.2%	3.8%
2004	66.2%	29.9%	4.0%

Day/Evening at LMC



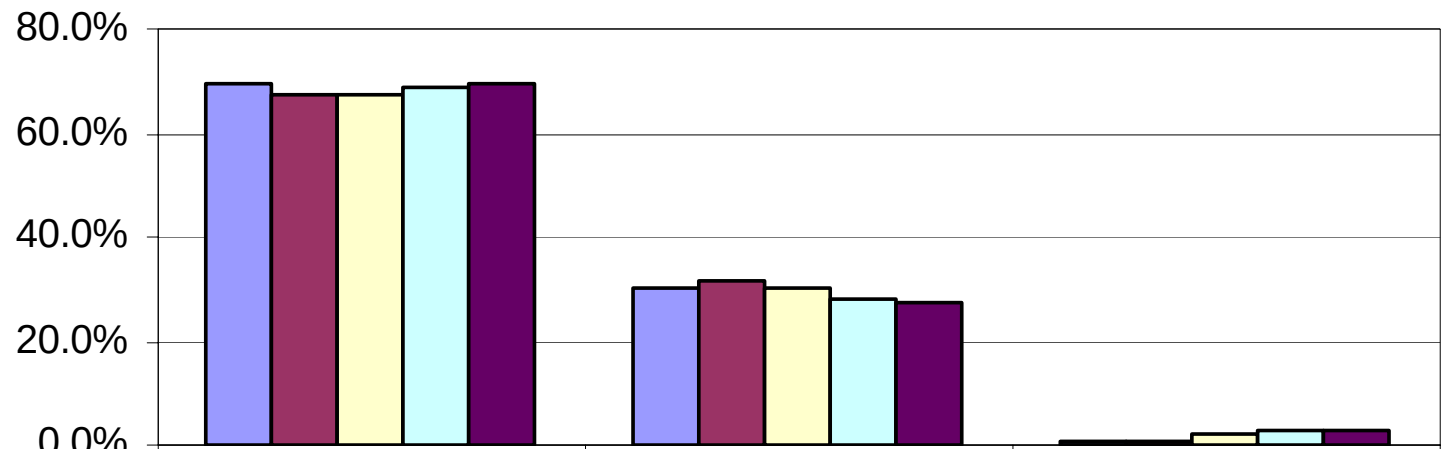
	Day	Evening	Unknow n
2000	55.3%	35.9%	8.8%
2001	51.1%	35.7%	13.2%
2002	58.3%	36.7%	5.0%
2003	57.2%	35.5%	7.3%
2004	60.4%	31.4%	8.2%

Day/Evening at CCC



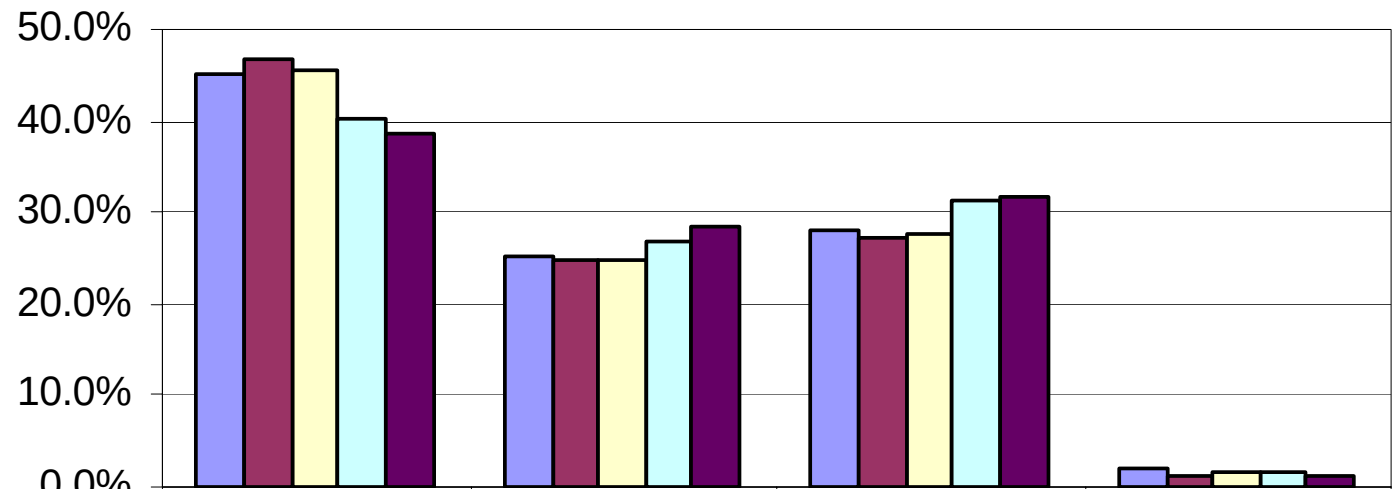
	Day	Evening	Unknow n
2000	62.3%	35.3%	2.4%
2001	62.6%	35.9%	1.5%
2002	60.4%	37.2%	2.5%
2003	63.2%	34.1%	2.8%
2004	63.4%	34.2%	2.4%

Day/Evening at DVC



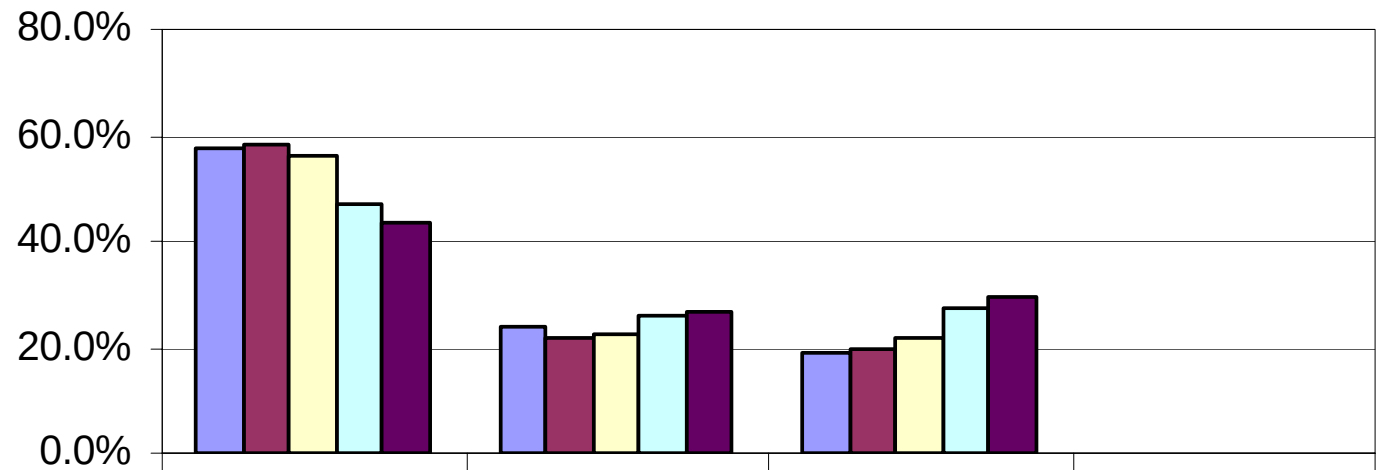
	Day	Evening	Unknow n
2000	69.2%	29.9%	0.9%
2001	67.6%	31.4%	1.0%
2002	67.6%	30.1%	2.3%
2003	68.9%	28.4%	2.7%
2004	69.7%	27.6%	2.8%

Unit Load at CCCCD



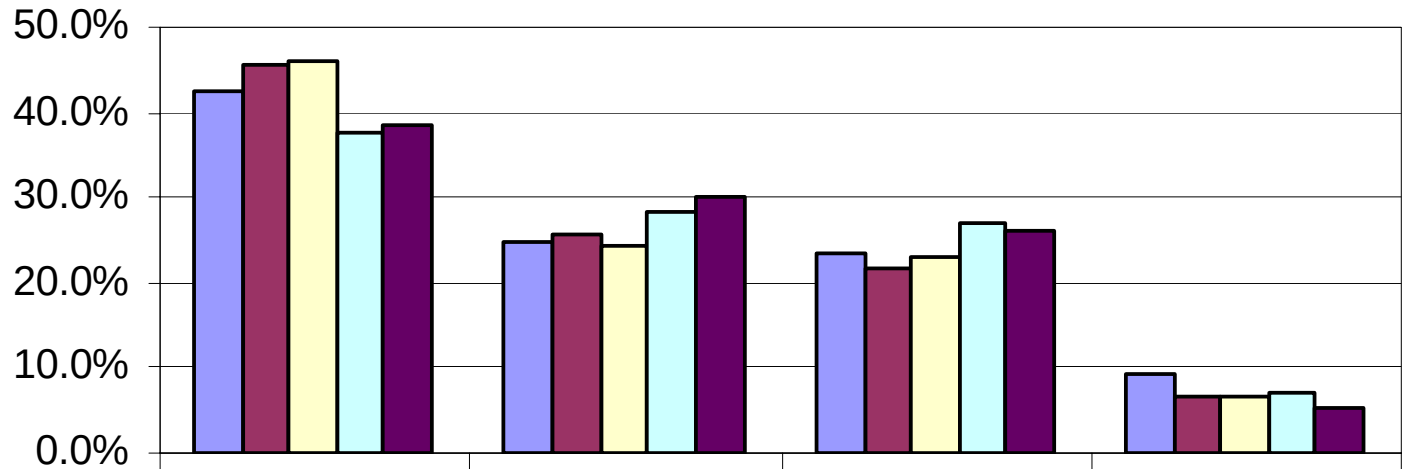
	< 6.0	6 < 12	12 or more	Non-Credit
2000	45.0%	25.3%	27.9%	1.9%
2001	46.7%	24.7%	27.1%	1.4%
2002	45.7%	24.9%	27.8%	1.6%
2003	40.1%	27.0%	31.5%	1.5%
2004	38.5%	28.4%	31.9%	1.1%

Unit Load at LMC



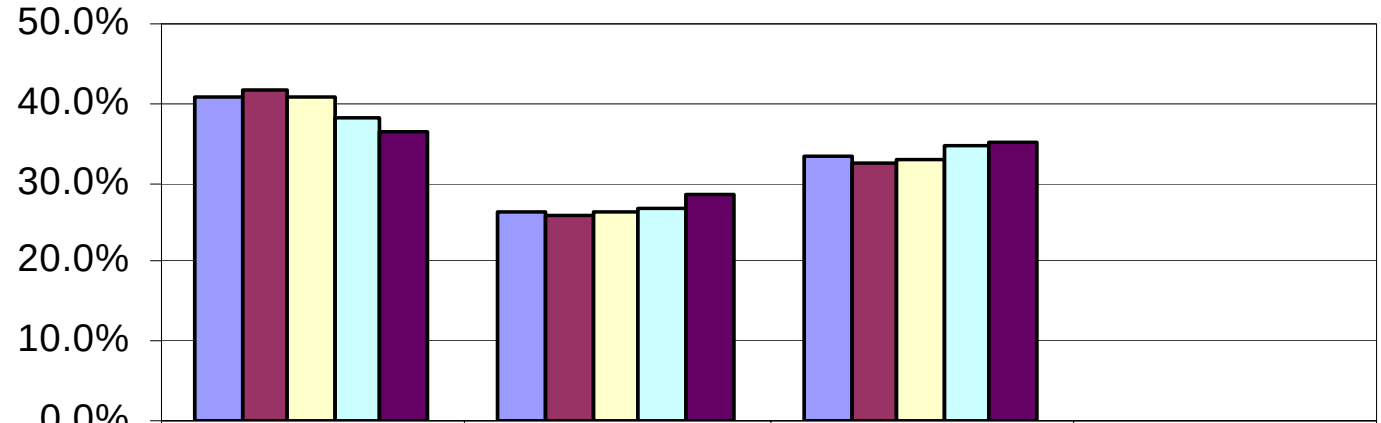
	< 6.0	6 < 12	12 or more	Non-Credit
2000	57.4%	23.6%	19.0%	
2001	58.0%	22.0%	20.0%	
2002	56.0%	22.4%	21.5%	0.0%
2003	46.8%	25.7%	27.4%	0.1%
2004	43.3%	27.0%	29.6%	

Unit Load at CCC



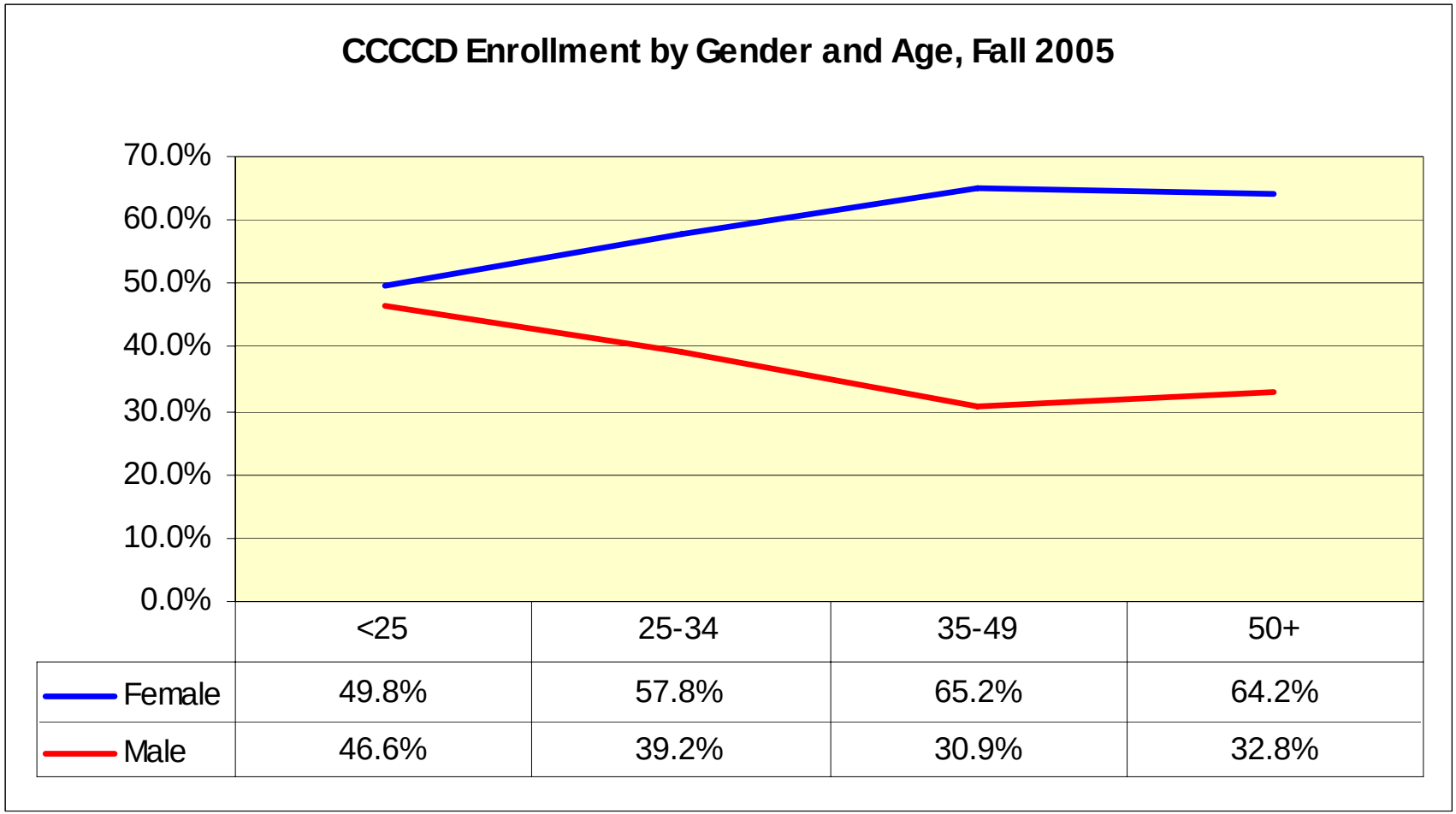
	< 6.0	6 < 12	12 or more	Non-Credit
2000	42.4%	25.0%	23.5%	9.1%
2001	45.7%	25.6%	21.9%	6.8%
2002	45.9%	24.5%	22.8%	6.8%
2003	37.4%	28.5%	27.1%	7.0%
2004	38.4%	29.9%	26.2%	5.4%

Unit Load at DVC



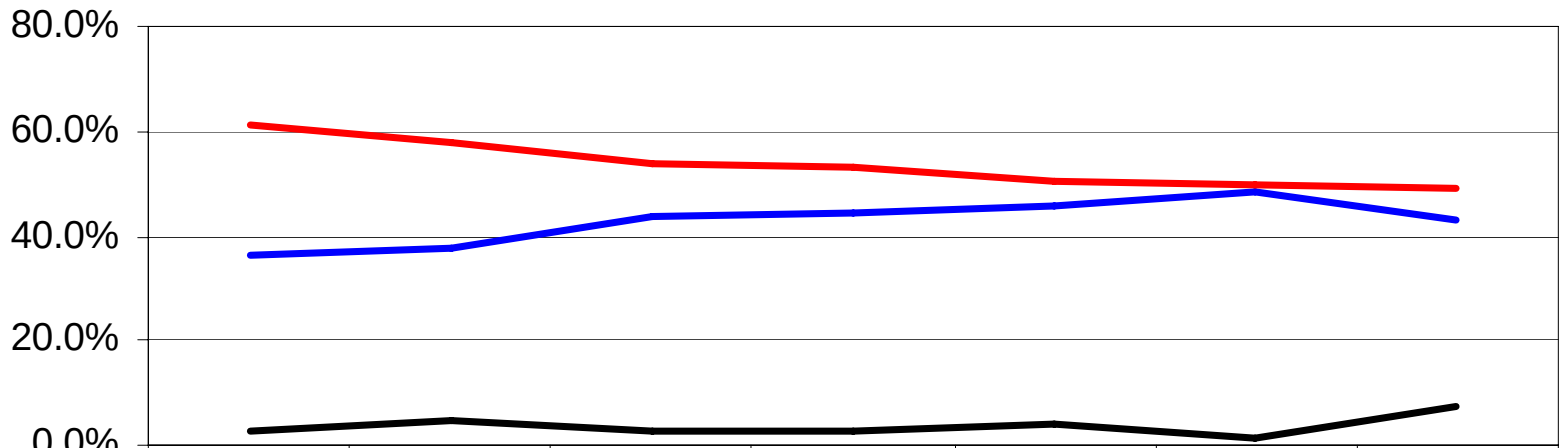
	< 6.0	6 < 12	12 or more	Non-Credit
2000	40.6%	26.1%	33.3%	0.0%
2001	41.8%	25.7%	32.5%	0.0%
2002	40.9%	26.2%	32.9%	0.0%
2003	38.3%	26.9%	34.8%	0.0%
2004	36.6%	28.4%	35.0%	0.0%

Gender and Age at CCCD



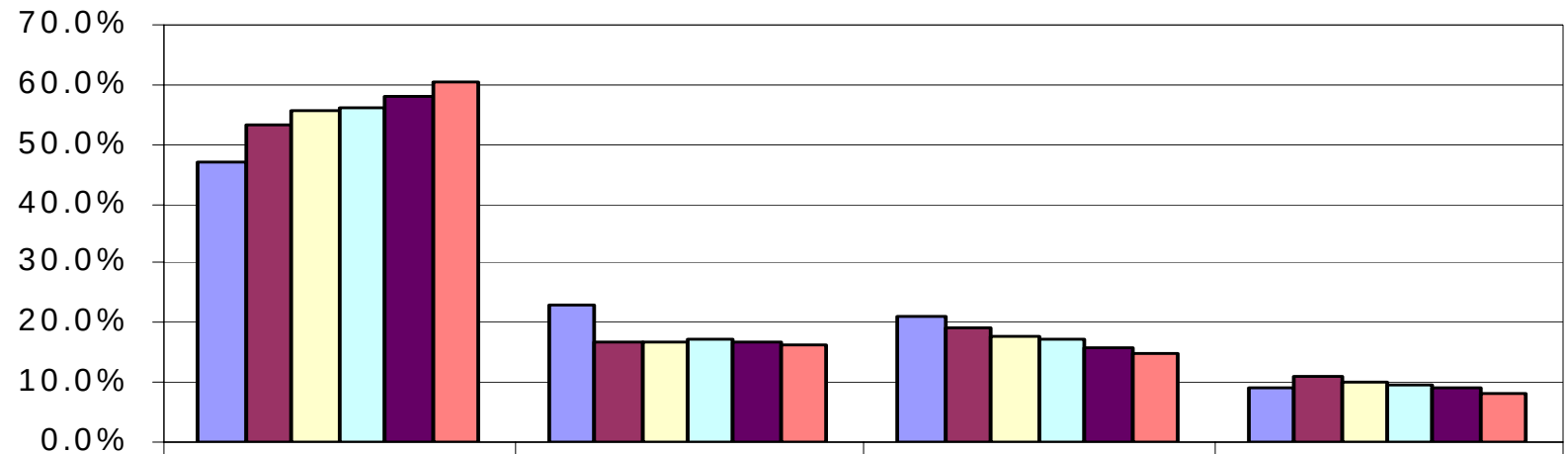
	<25	25-34	35-49	50+
Female	49.8%	57.8%	65.2%	64.2%
Male	46.6%	39.2%	30.9%	32.8%

Gender and Ethnicity



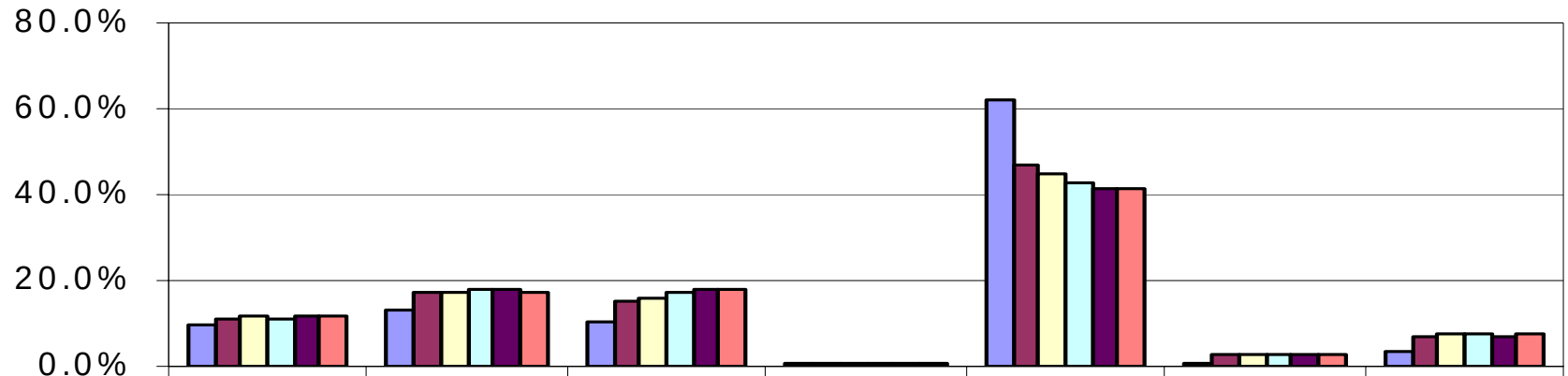
	African-Am	Hispanic	Asian/PI	White	Other	Native Am	Unknown
Male	36.3%	37.4%	43.6%	44.1%	45.5%	48.6%	43.3%
Female	60.9%	57.5%	53.6%	53.2%	50.4%	49.8%	49.1%
Unknown	2.9%	5.0%	2.8%	2.7%	4.1%	1.6%	7.6%

Age at CCCCD



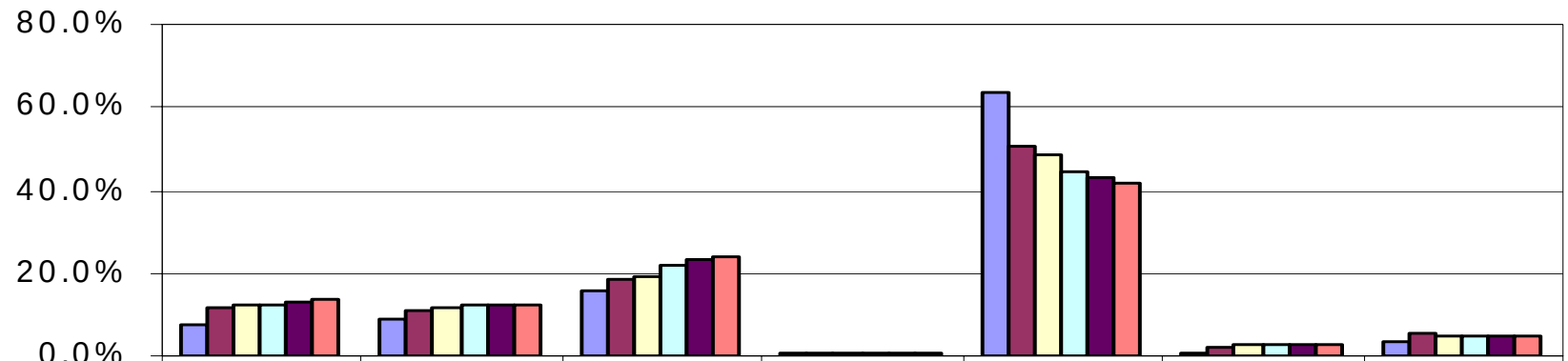
	< 25	25 to 34	35 to 49	50 +
1992	47.2%	22.8%	21.0%	8.9%
2001	53.3%	16.8%	19.1%	10.8%
2002	55.4%	16.7%	17.7%	10.3%
2003	55.9%	17.2%	17.2%	9.8%
2004	58.0%	17.0%	15.9%	9.1%
2005	60.5%	16.4%	15.0%	8.2%

Ethnicity at CCCCD



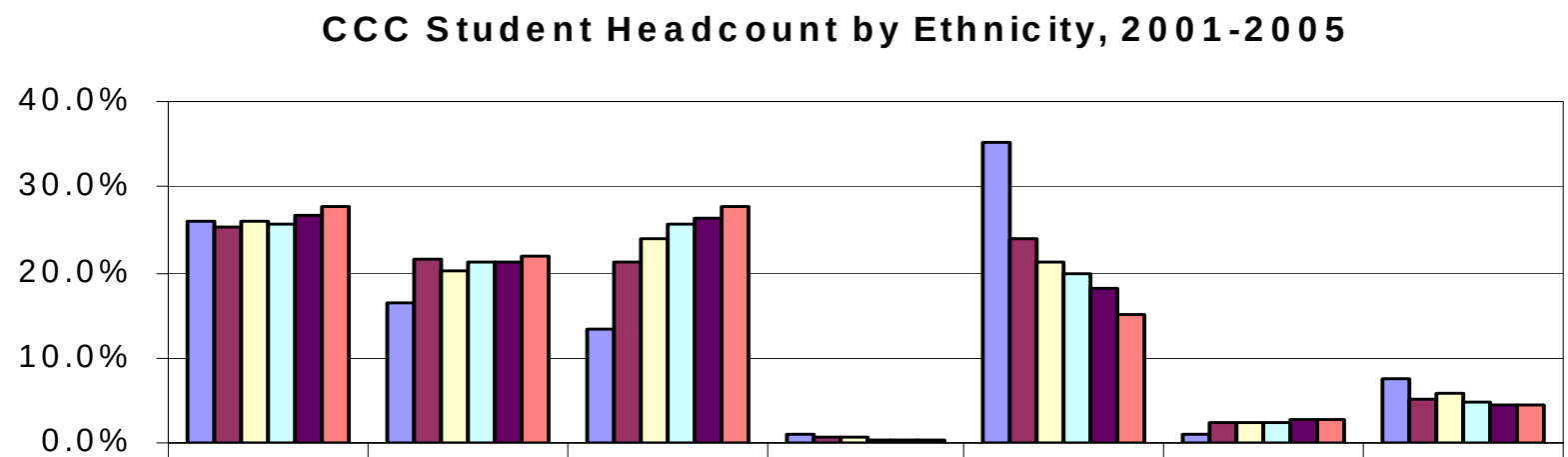
	African-American	Asian	Hispanic	Native American	White Non-Hispanic	Other Non-White	Unknown
1992	9.5%	13.2%	10.6%	0.8%	61.8%	0.9%	3.3%
2001	10.8%	16.9%	14.9%	0.7%	47.2%	2.8%	6.6%
2002	11.5%	17.1%	15.9%	0.7%	44.5%	2.8%	7.5%
2003	11.1%	17.7%	17.1%	0.7%	43.1%	2.8%	7.5%
2004	12.0%	17.8%	17.8%	0.7%	41.7%	2.9%	7.2%
2005	12.0%	17.3%	18.2%	0.7%	41.1%	2.9%	7.7%

Ethnicity at LMC



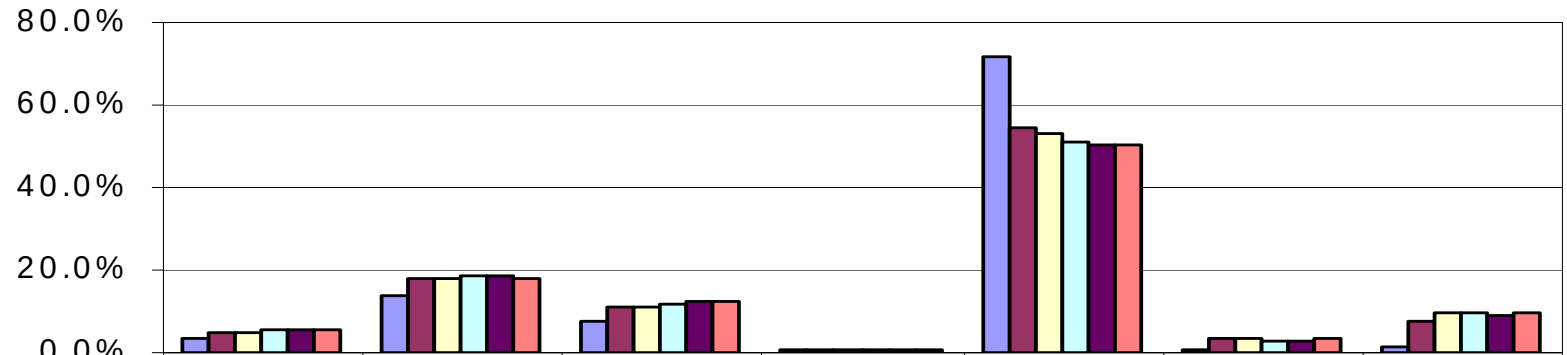
	African-American	Asian	Hispanic	Native American	White Non-Hispanic	Other Non-White	Unknown
1992	7.5%	8.7%	15.6%	1.0%	63.5%	0.6%	3.1%
2001	11.5%	11.1%	18.2%	1.0%	50.8%	2.1%	5.4%
2002	12.3%	11.7%	19.3%	0.9%	48.4%	2.4%	5.0%
2003	12.3%	12.6%	21.8%	1.0%	44.6%	2.6%	5.1%
2004	13.2%	12.6%	23.2%	0.8%	42.9%	2.4%	4.9%
2005	13.8%	12.3%	23.8%	0.8%	41.8%	2.6%	4.9%

Ethnicity at CCC



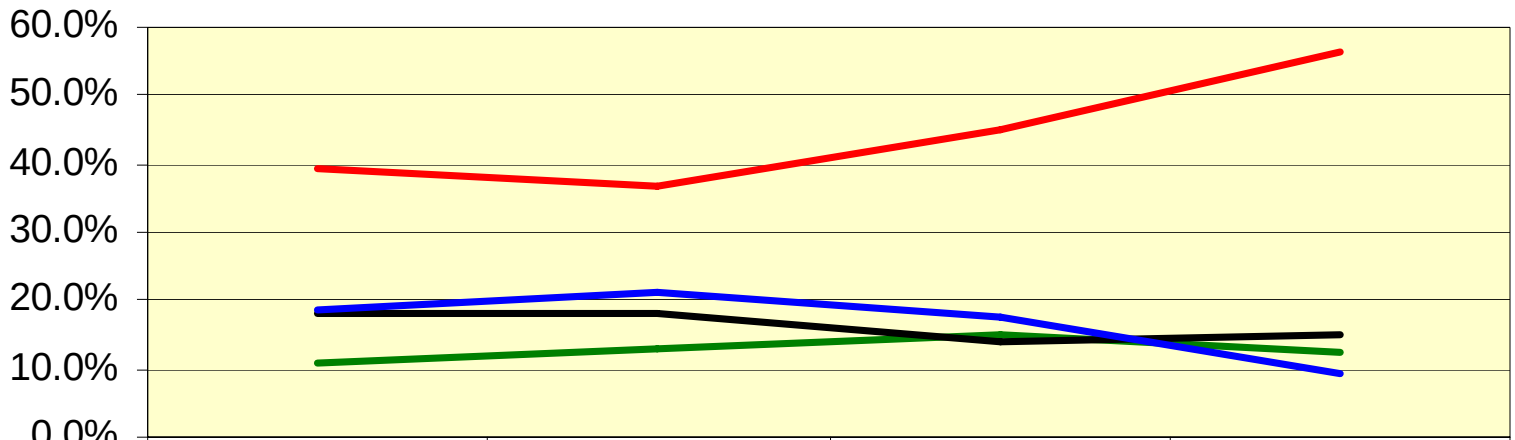
	African-American	Asian	Hispanic	Native American	White Non-Hispanic	Other Non-White	Unknown
1992	25.9%	16.3%	13.2%	1.0%	35.2%	1.0%	7.4%
2001	25.3%	21.4%	21.3%	0.6%	23.9%	2.4%	5.2%
2002	26.1%	20.3%	23.9%	0.6%	21.1%	2.4%	5.7%
2003	25.6%	21.1%	25.8%	0.5%	19.9%	2.3%	4.8%
2004	26.8%	21.3%	26.2%	0.5%	18.0%	2.8%	4.5%
2005	27.7%	21.9%	27.6%	0.5%	15.1%	2.6%	4.5%

Ethnicity at DVC



	African-American	Asian	Hispanic	Native American	White Non-Hispanic	Other Non-White	Unknown
1992	3.7%	13.6%	7.6%	0.6%	71.9%	0.9%	1.7%
2001	4.8%	18.0%	10.9%	0.7%	54.6%	3.3%	7.7%
2002	4.9%	18.1%	10.8%	0.7%	52.9%	3.2%	9.4%
2003	5.3%	18.5%	11.9%	0.7%	51.1%	3.1%	9.4%
2004	5.8%	18.7%	12.3%	0.7%	50.3%	3.1%	9.1%
2005	5.7%	17.8%	12.6%	0.7%	50.1%	3.2%	9.9%

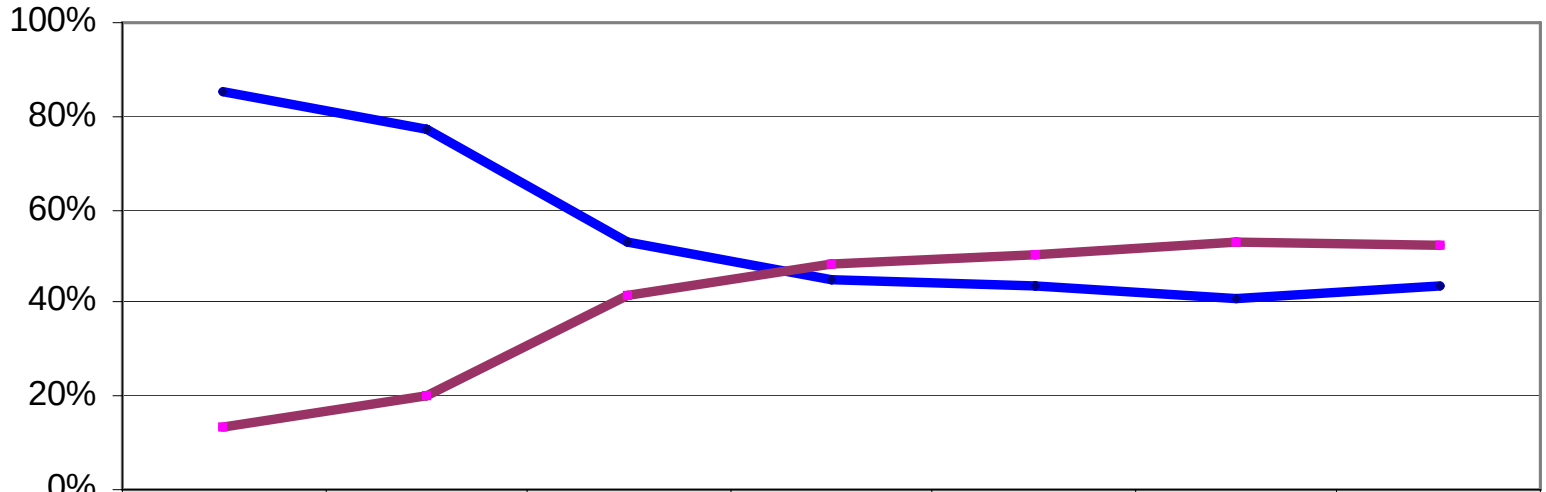
Ethnicity and Age



	<25	25-34	35-49	50+
African-Am	10.9%	13.2%	15.1%	12.3%
Asian/PI	18.3%	18.1%	13.9%	14.7%
Hispanic	18.8%	21.5%	17.4%	9.1%
White	39.3%	36.8%	44.8%	56.6%

Day and Evening Classes by Age

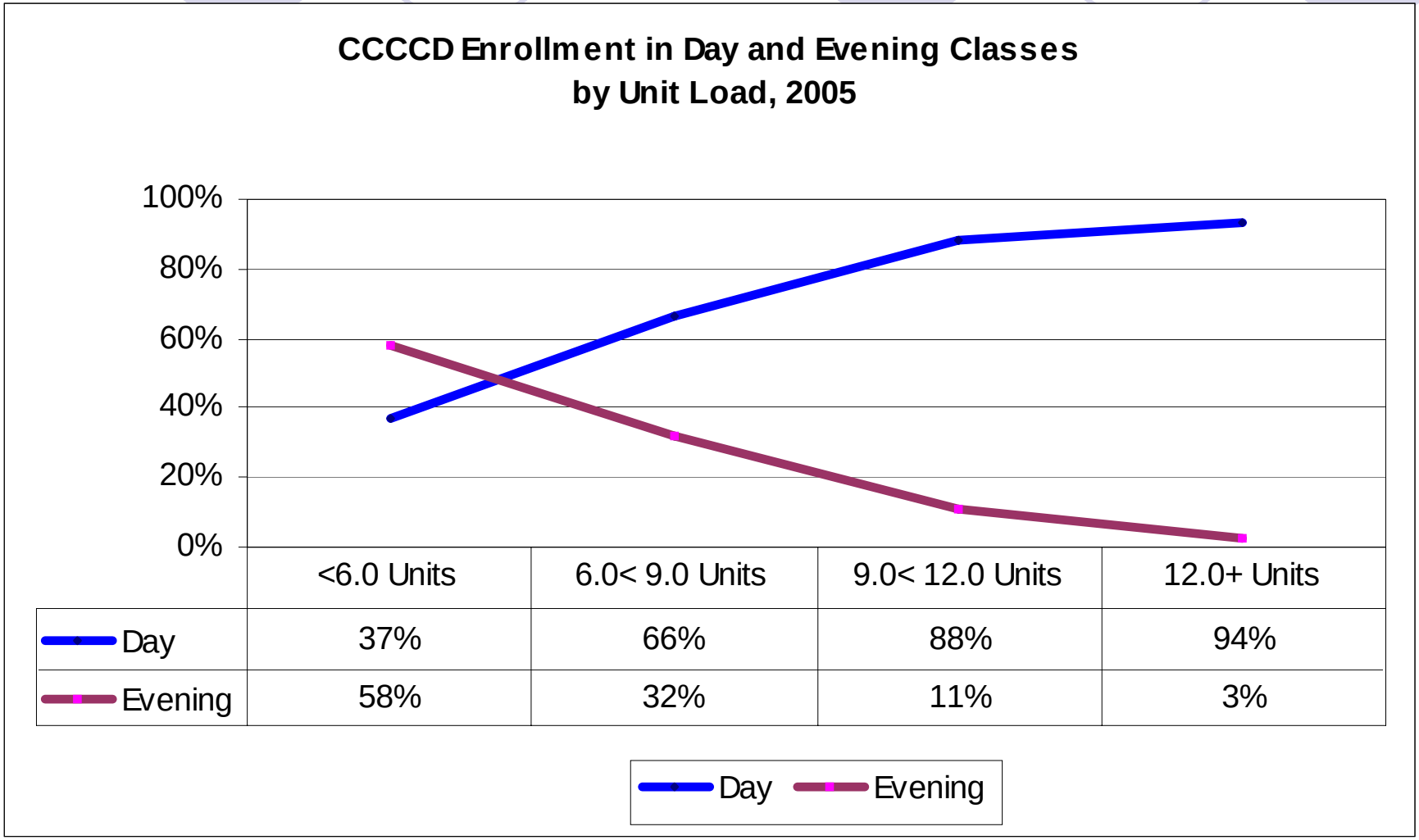
CCCCD Enrollment in Day and Evening Classes by Age, 2005



	19 or Less	20 to 24	25 to 29	30 to 34	35 to 39	40 to 49	50 +
Day	86%	77%	53%	45%	43%	41%	44%
Evening	13%	20%	41%	48%	50%	53%	52%

Day Evening

Day and Evening Classes by Unit Load



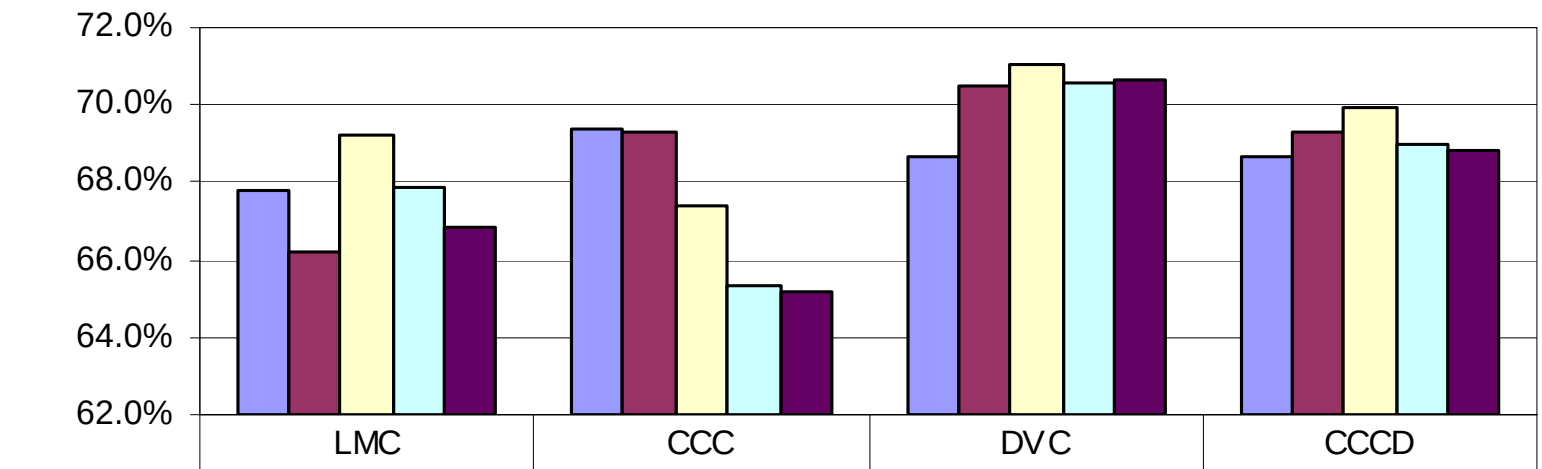
	<6.0 Units	6.0< 9.0 Units	9.0< 12.0 Units	12.0+ Units
Day	37%	66%	88%	94%
Evening	58%	32%	11%	3%

Student Achievement

Student Achievement

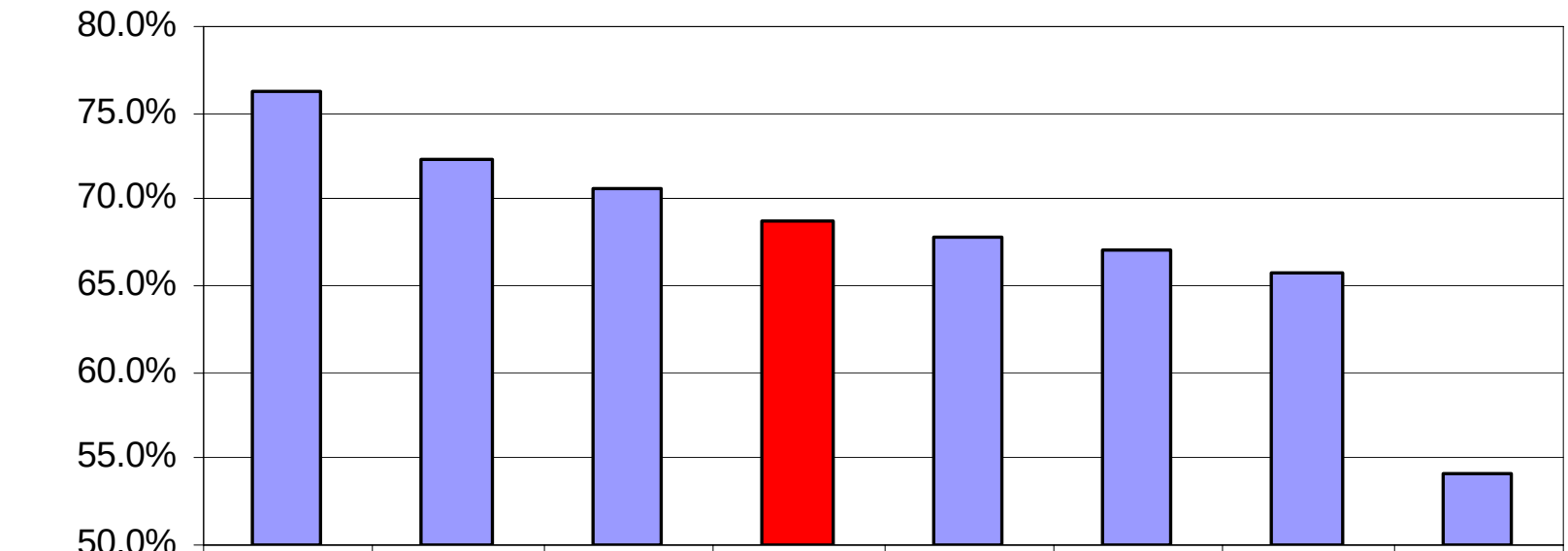
- Success and Retention
- Degrees and Certificates
- Transfer to Four-Year Institutions
- Basic Skills Improvement

Success Rates by College



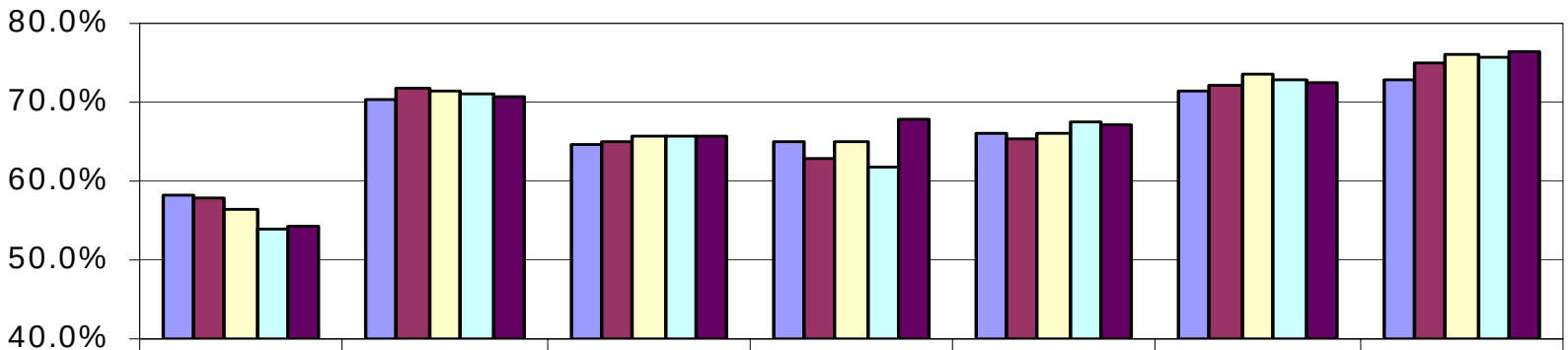
	LMC	CCC	DVC	CCCD
Fall 2001	67.8%	69.4%	68.7%	68.6%
Fall 2002	66.2%	69.3%	70.5%	69.3%
Fall 2003	69.2%	67.4%	71.0%	70.0%
Fall 2004	67.9%	65.4%	70.6%	69.0%
Fall 2005	66.8%	65.2%	70.7%	68.8%

Success by Ethnicity



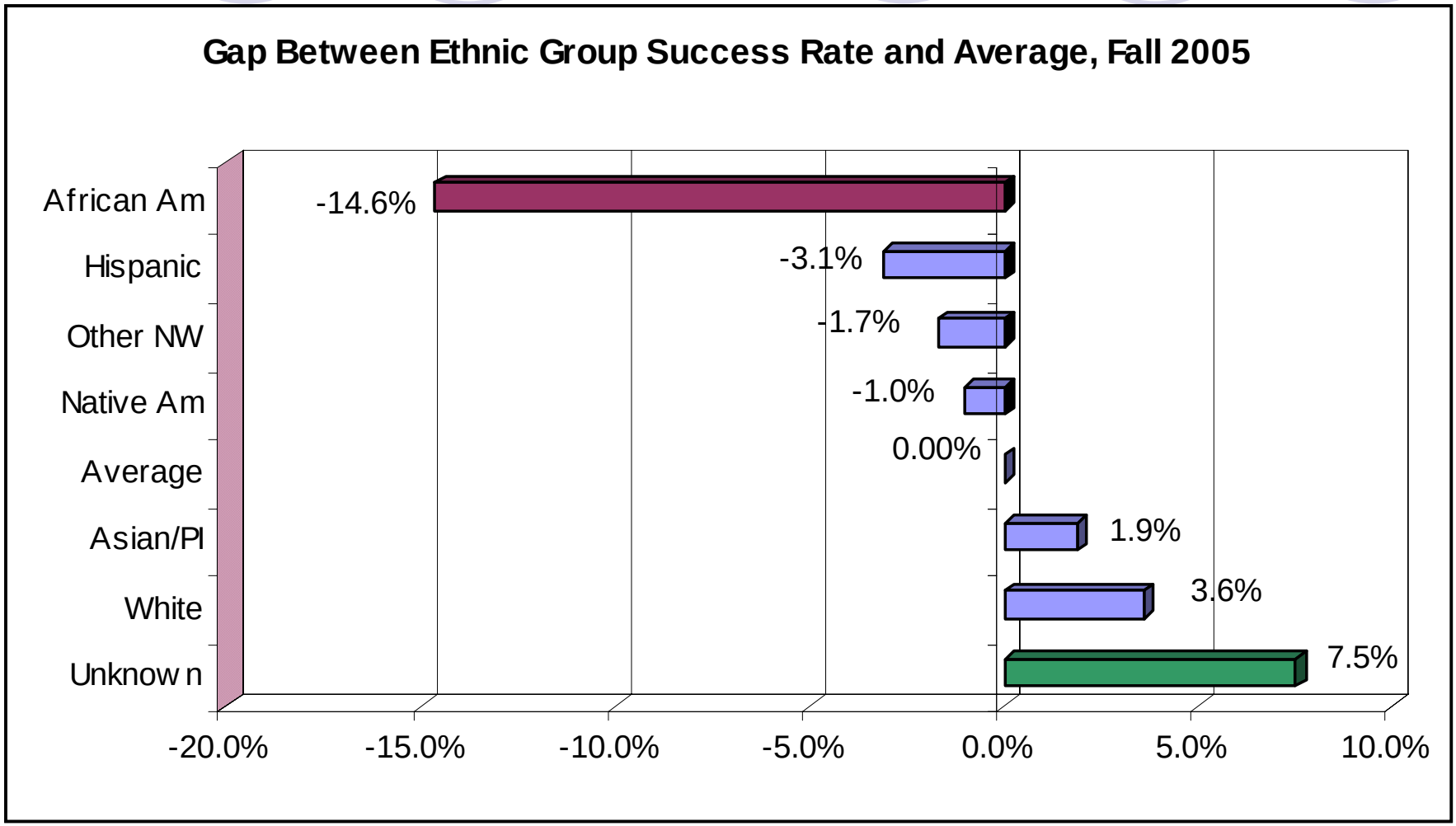
	Unknow n	White	Asian/PI	Average	Native Am	Other NW	Hispanic	African Am
Fall 2005	76.3%	72.4%	70.7%	68.8%	67.8%	67.1%	65.7%	54.2%

Success by Ethnicity

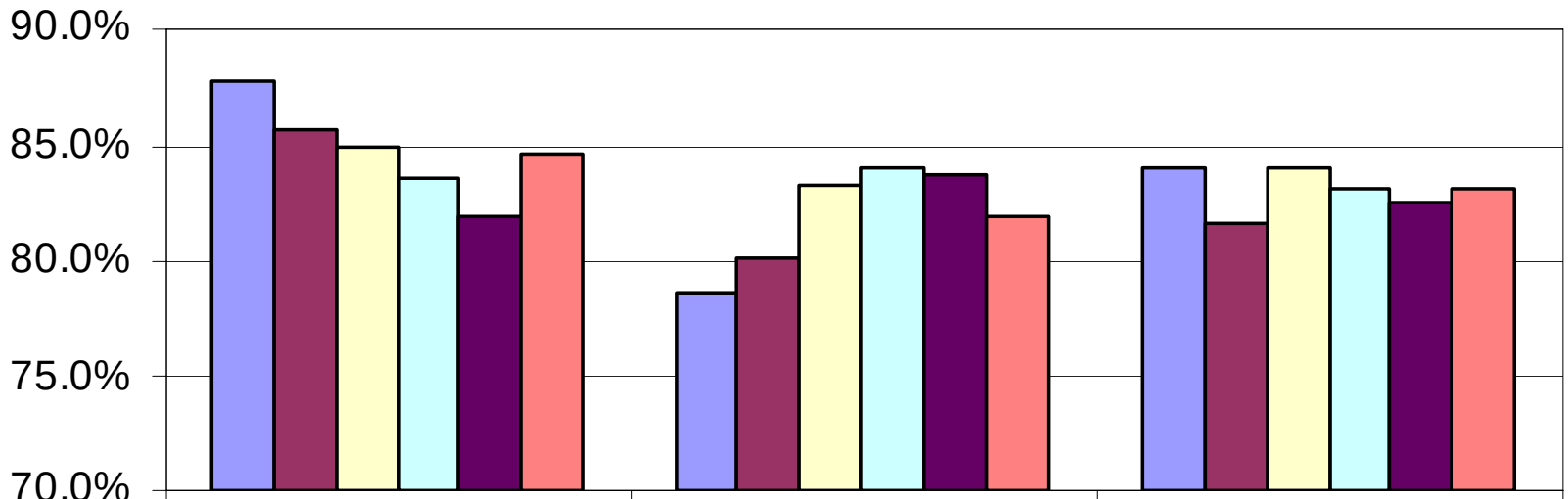


	African Am	Asian/PI	Hispanic	Native Am	Other NW	White	Unknown
Fall 2001	58.3%	70.3%	64.7%	64.9%	66.1%	71.4%	72.9%
Fall 2002	57.8%	71.6%	65.1%	63.0%	65.5%	72.3%	75.0%
Fall 2003	56.3%	71.5%	65.8%	65.0%	66.1%	73.7%	76.2%
Fall 2004	53.8%	71.0%	65.7%	61.8%	67.4%	72.9%	75.9%
Fall 2005	54.2%	70.7%	65.7%	67.8%	67.1%	72.4%	76.3%

Gaps in Success Rates

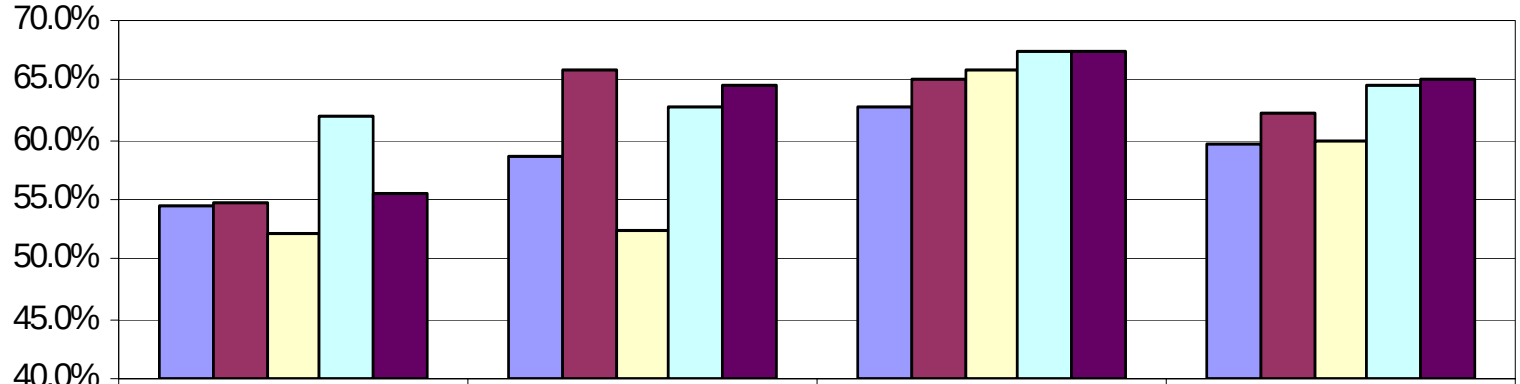


Retention Rates by College

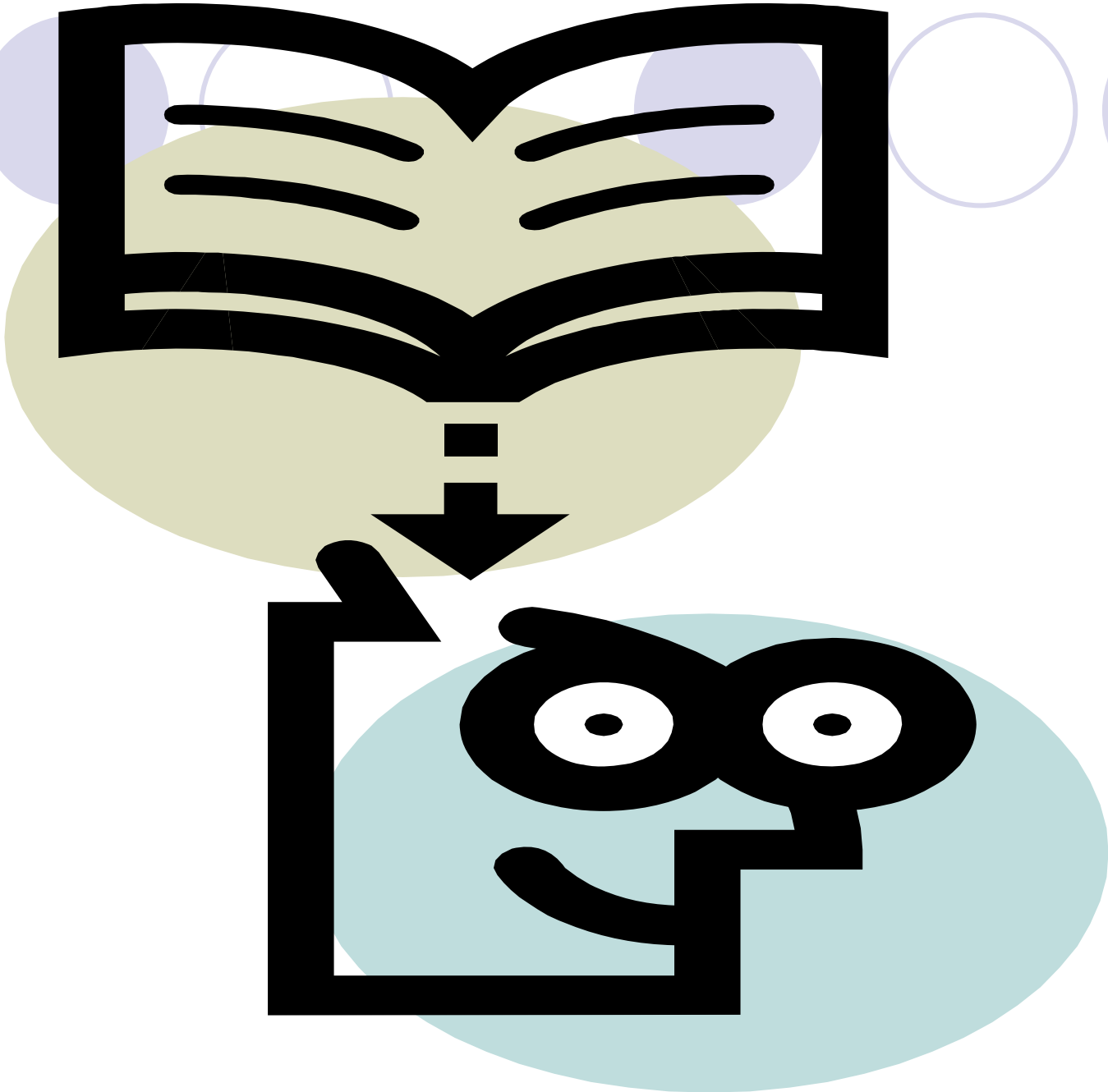


	CCC	DVC	LMC
2000-2001	87.7%	78.6%	84.0%
2001-2002	85.7%	80.1%	817%
2002-2003	85.0%	83.3%	84.0%
2003-2004	83.6%	84.0%	83.2%
2004-2005	819%	83.8%	82.6%
5 Year Average	84.7%	82.0%	83.2%

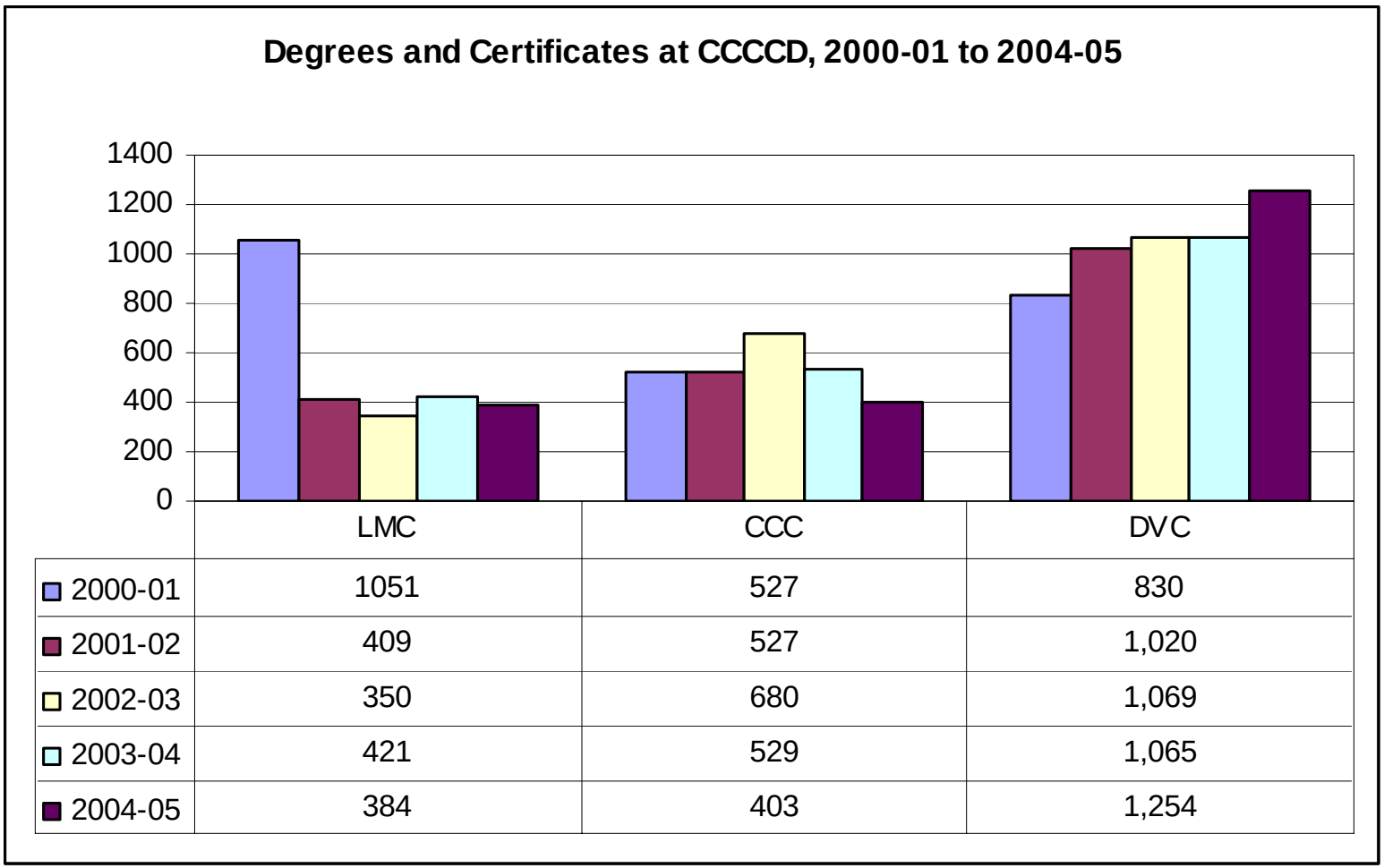
Persistence Rates by College



	LMC	CCC	DVC	CCCCD
Fall 2001	54.5%	58.6%	62.7%	59.7%
Fall 2002	54.7%	65.8%	65.1%	62.3%
Fall 2003	52.1%	52.4%	65.9%	59.8%
Fall 2004	61.9%	62.7%	67.3%	64.4%
Fall 2005	55.4%	64.5%	67.3%	65.2%

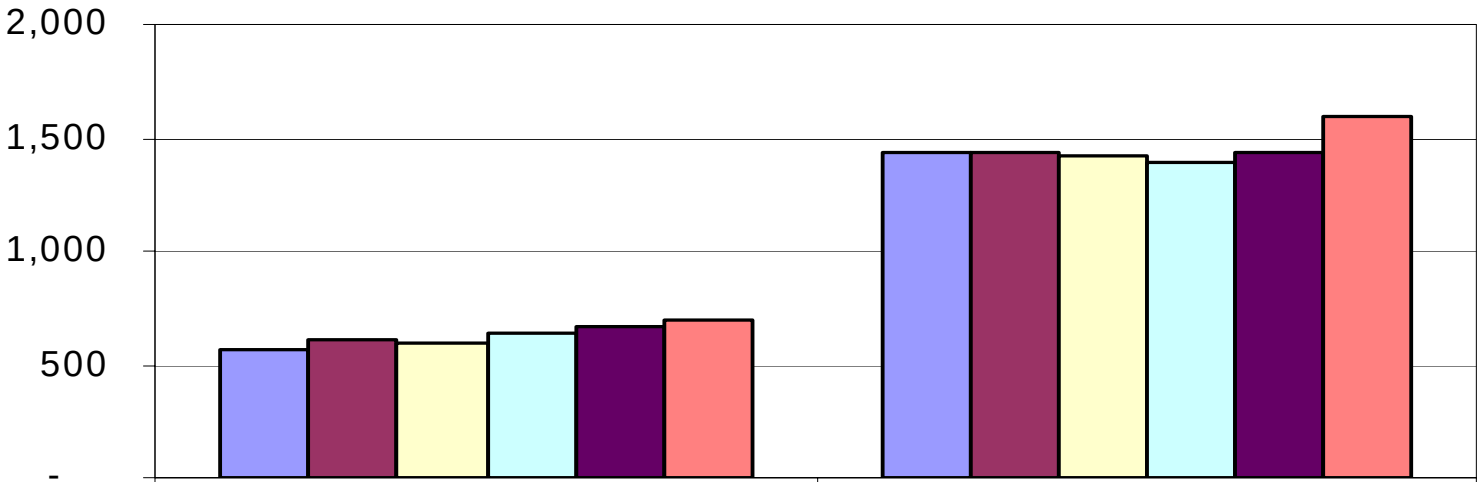


Degrees by College



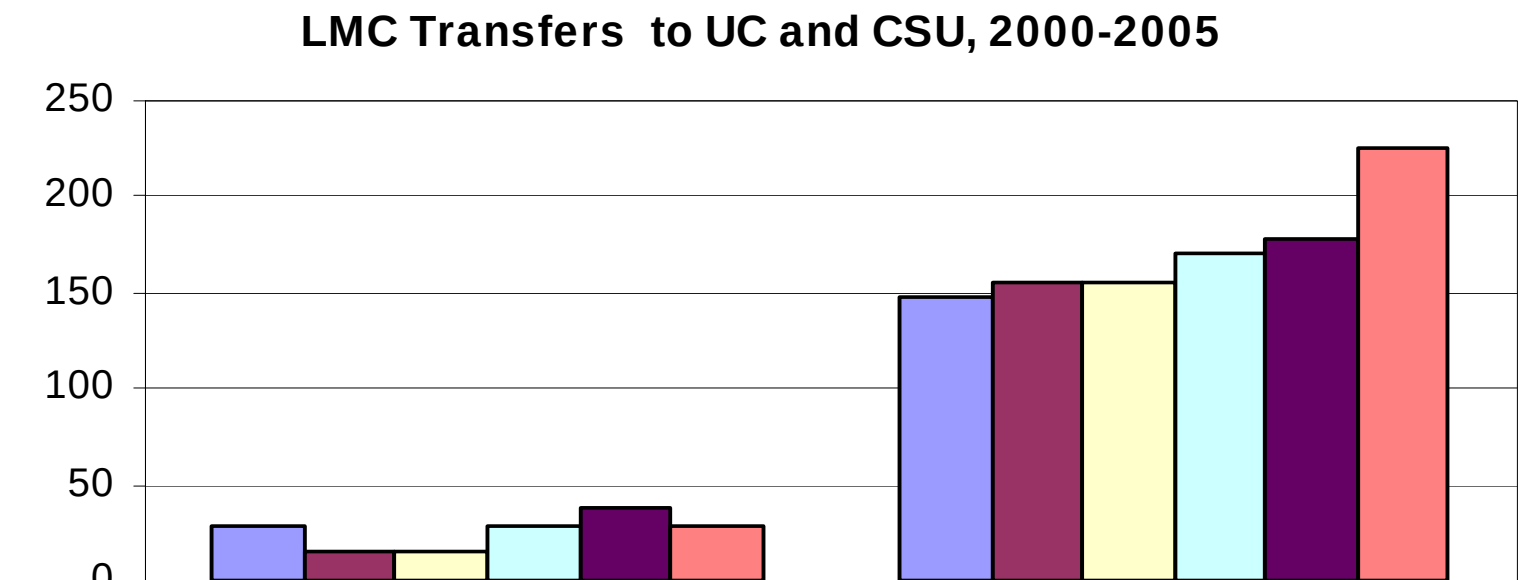
	LMC	CCC	DVC
2000-01	1051	527	830
2001-02	409	527	1,020
2002-03	350	680	1,069
2003-04	421	529	1,065
2004-05	384	403	1,254

Transfers of CCCCD Students



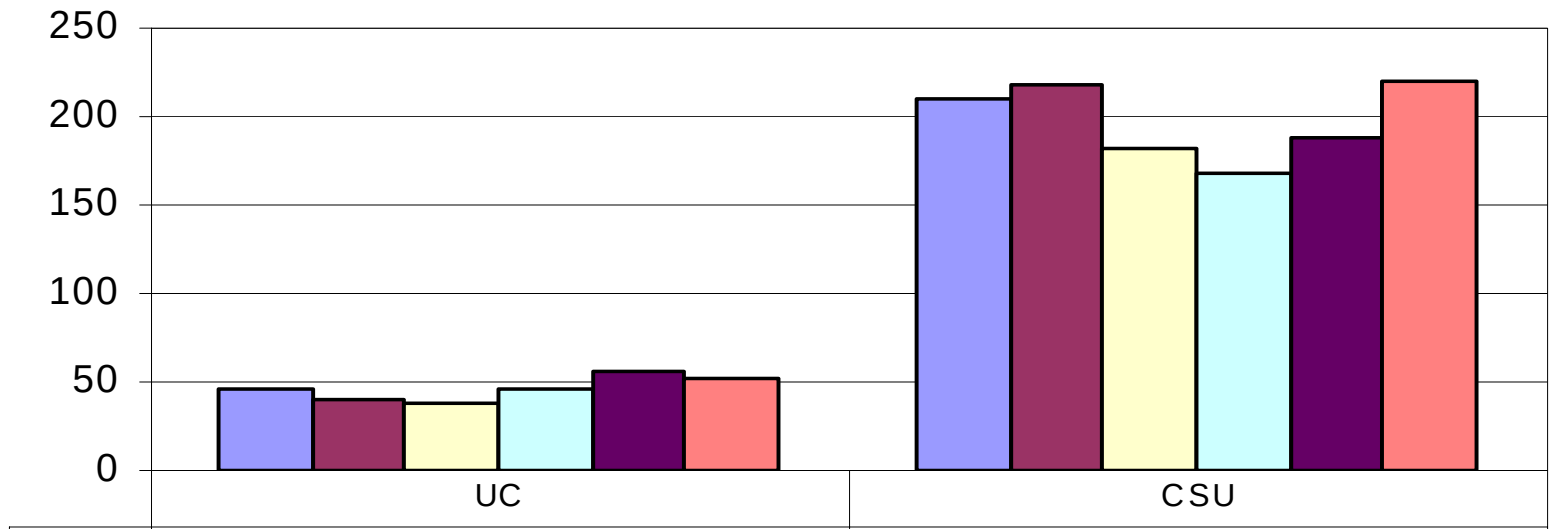
	UC	CSU
2000	565	1,436
2001	603	1,431
2002	601	1,425
2003	638	1,388
2004	673	1,434
2005	691	1,600

LMC Transfers



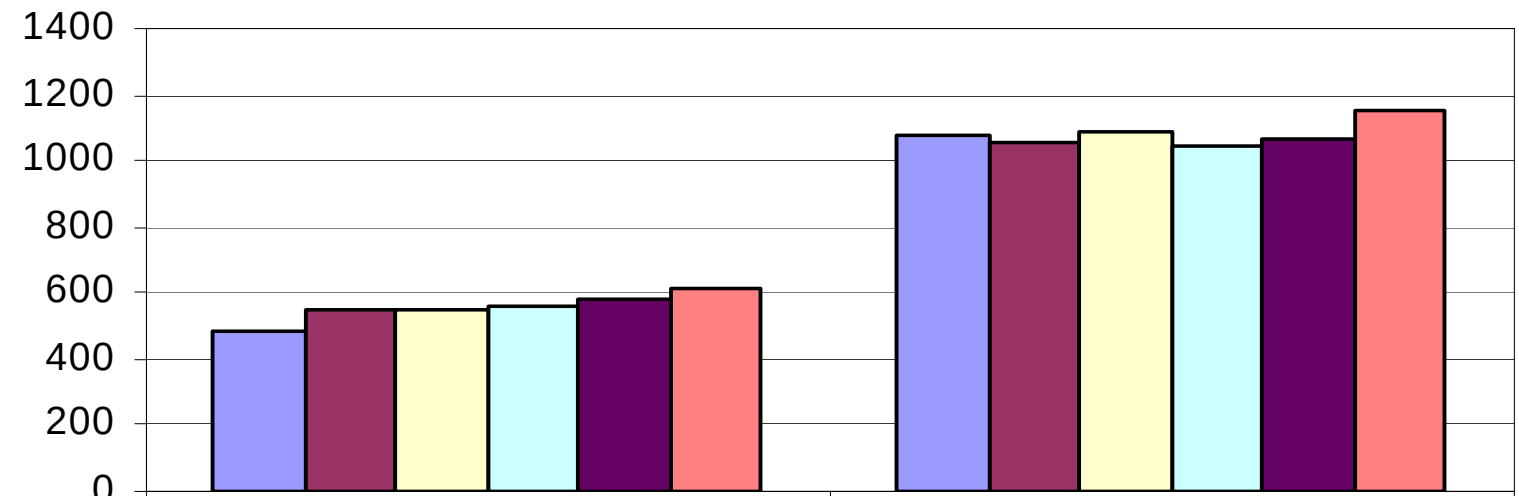
	UC	CSU
2000	29	147
2001	15	155
2002	15	156
2003	28	170
2004	38	178
2005	28	225

CCC Transfers



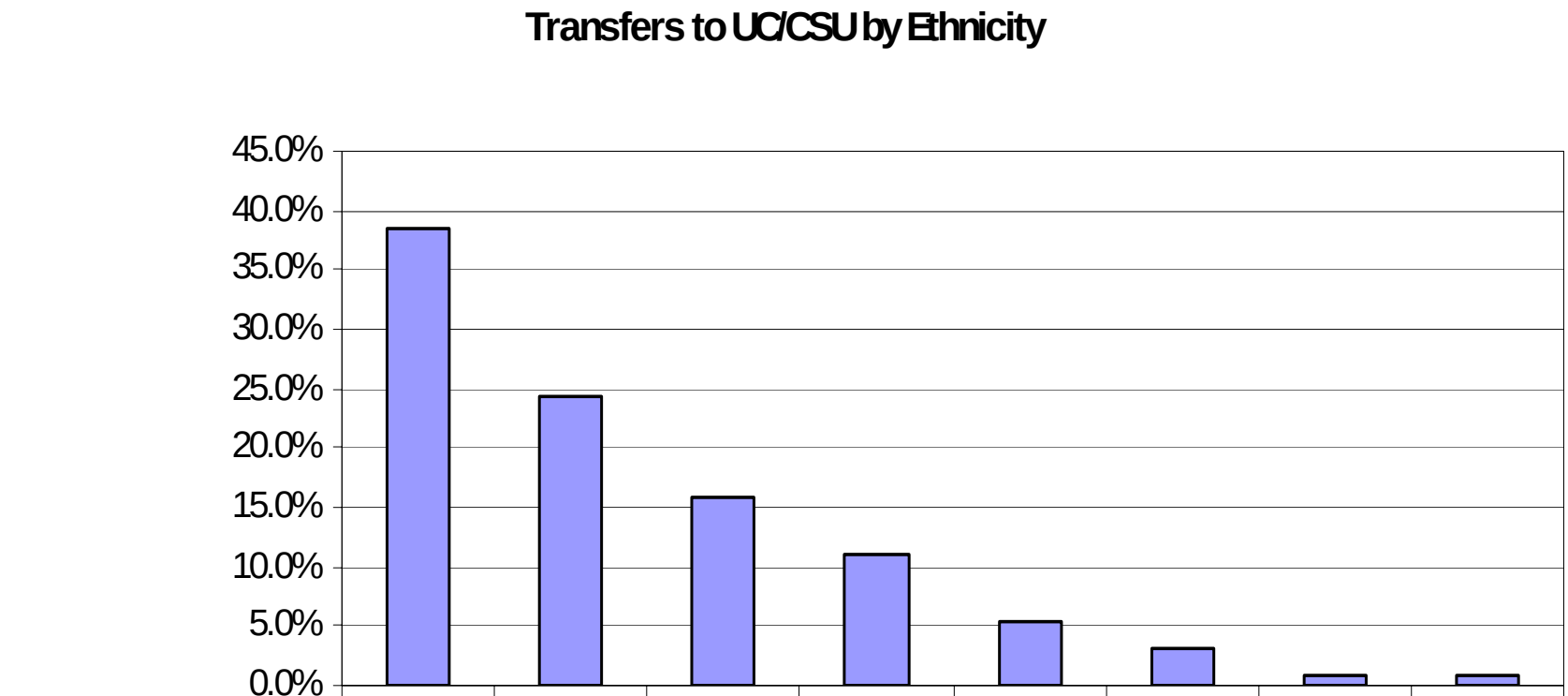
	UC	CSU
2000	47	211
2001	41	219
2002	38	182
2003	46	168
2004	56	189
2005	52	220

DVC Transfers



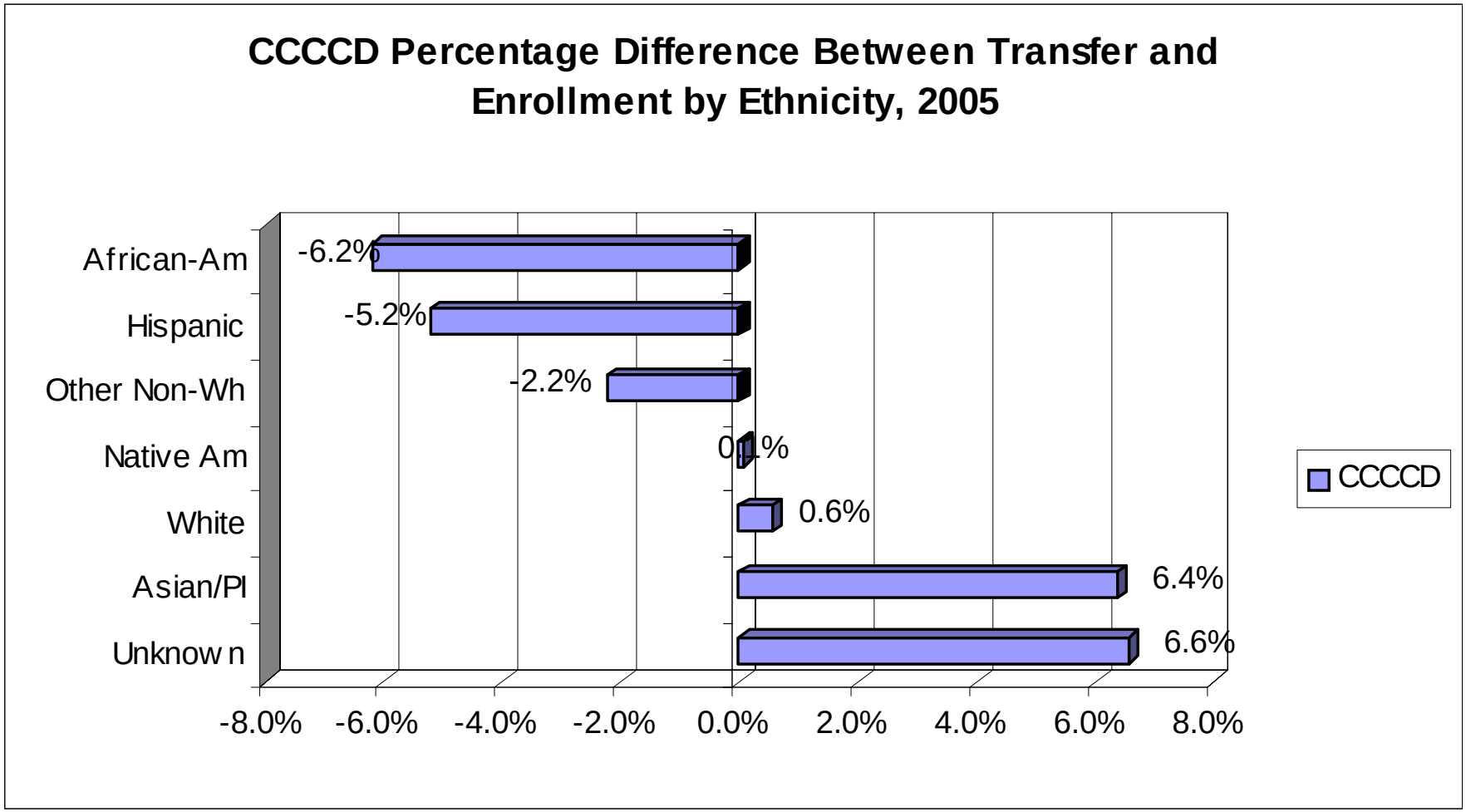
	UC	CSU
2000	489	1,078
2001	547	1,057
2002	548	1,087
2003	564	1,050
2004	579	1,067
2005	611	1,155

Transfers by Ethnicity

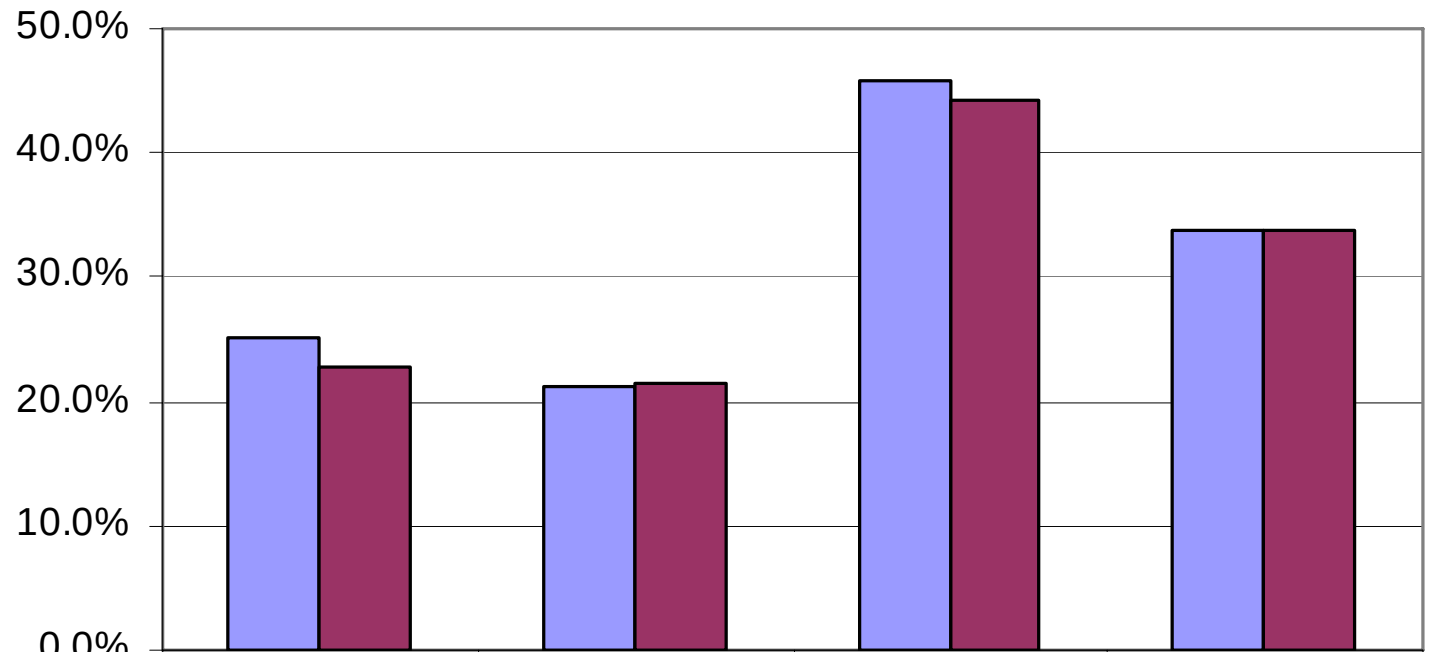


	White	Asian_PI	No Response	Hispanic	African-American	NonRes Alien	Other Non-White	Native American
Transfers to UC/CSU	38.4%	24.4%	15.8%	11.1%	5.4%	3.2%	0.9%	0.8%

Transfer by Ethnicity: Gaps

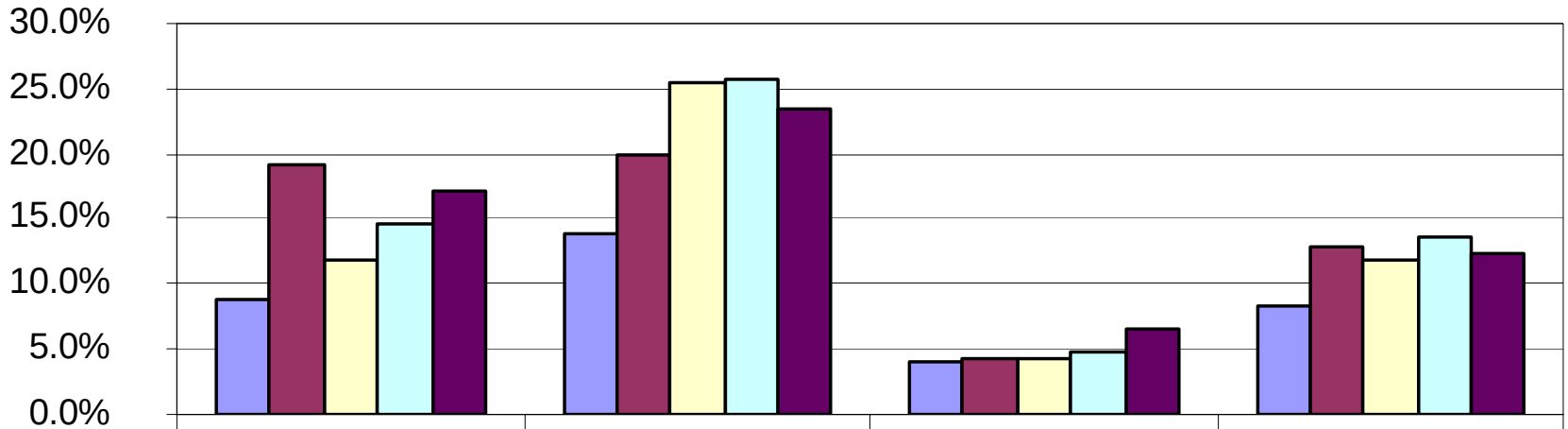


Transfer Rates by College



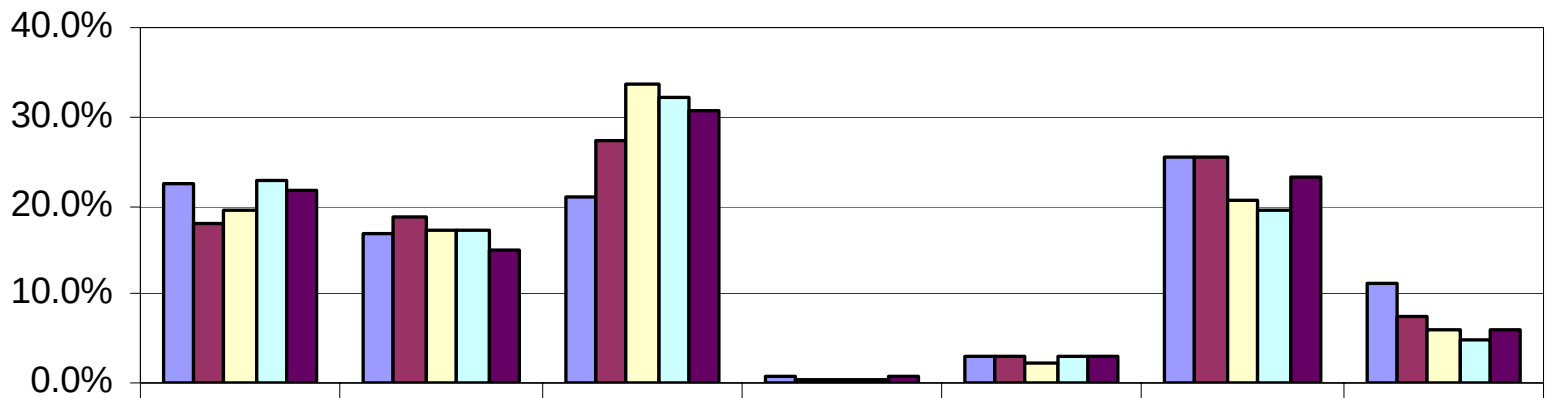
	LMC	CCC	DVC	State
1994	25.2%	21.2%	45.8%	33.7%
1995	22.8%	21.5%	44.2%	33.7%

Basic Skills by College



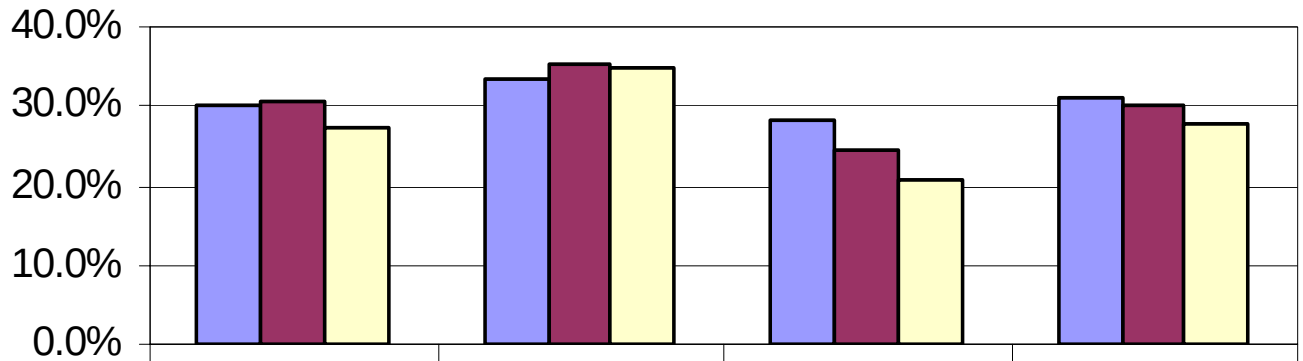
	LMC	CCC	DVC	CCCCD
Fall 2001	8.8%	13.9%	4.1%	8.3%
Fall 2002	19.1%	19.8%	4.2%	12.8%
Fall 2003	11.9%	25.6%	4.3%	11.9%
Fall 2004	14.6%	25.7%	4.8%	13.6%
Fall 2005	17.2%	23.5%	6.5%	12.4%

Basic Skills Students by Ethnicity



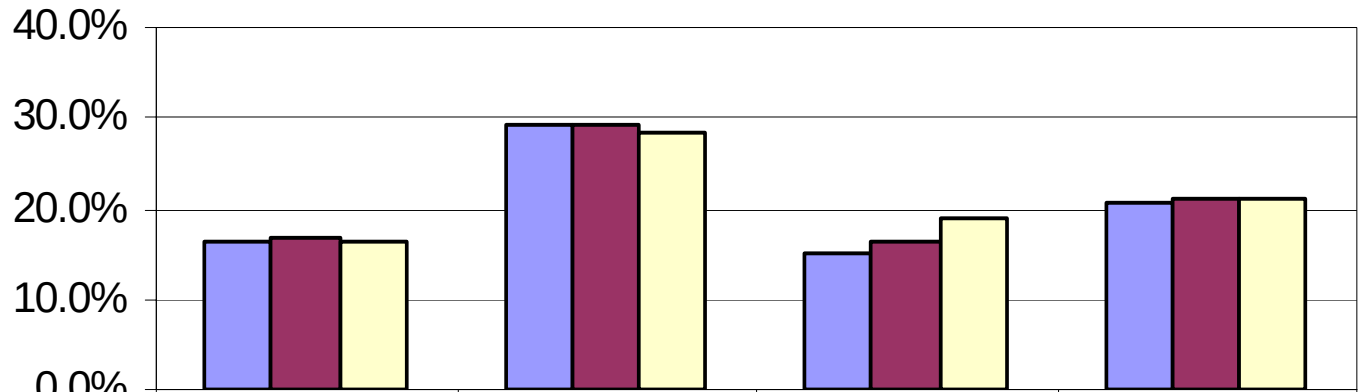
	African-Am	Asian/PI	Hispanic	Native Am	Other NW	White	Unknown
Fall 2001	22.2%	16.9%	20.8%	0.6%	3.1%	25.3%	11.1%
Fall 2002	18.0%	18.7%	27.3%	0.4%	2.8%	25.4%	7.4%
Fall 2003	19.6%	17.2%	33.7%	0.4%	2.3%	20.6%	6.1%
Fall 2004	22.9%	17.0%	32.2%	0.5%	2.8%	19.6%	4.9%
Fall 2005	21.6%	15.0%	30.6%	0.6%	2.9%	23.3%	6.0%

Basic Skills Improvement, English



	LMC	DVC	CCC	CCCCD
2000-01 to 2002-03	30.1%	33.2%	28.1%	30.8%
2001-02 to 2003-04	30.6%	35.1%	24.6%	30.0%
2002-03 to 2004-05	27.5%	34.7%	20.9%	27.7%

Basic Skills Improvement, Math



	LMC	DVC	CCC	CCCCD
2000-01 to 2002-03	16.3%	29.2%	15.2%	20.8%
2001-02 to 2003-04	16.7%	29.3%	16.5%	21.2%
2002-03 to 2004-05	16.2%	28.3%	18.9%	21.0%

Human Resources

Human Resources

This section addresses four issues, namely:

- Sufficiency of human resources at all levels
- The ratio of full-time to part-time faculty
- Diversity of employees
- Climate survey

Sufficiency

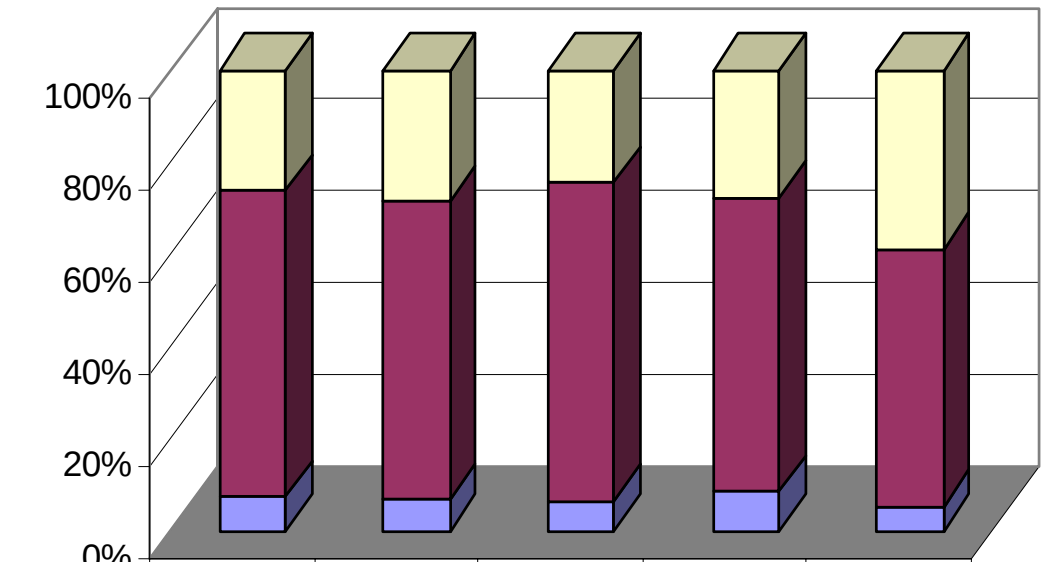
In evaluating the sufficiency of human resources for the district, the human resources data is analyzed in three ways:

- Longitudinal trends over time
- Proportionate size of each employee category
- Ratio of full-time equivalent employees per 1,000 full-time equivalent students (FTES)

CCCCD Ratio of FTES per Employee, 2005

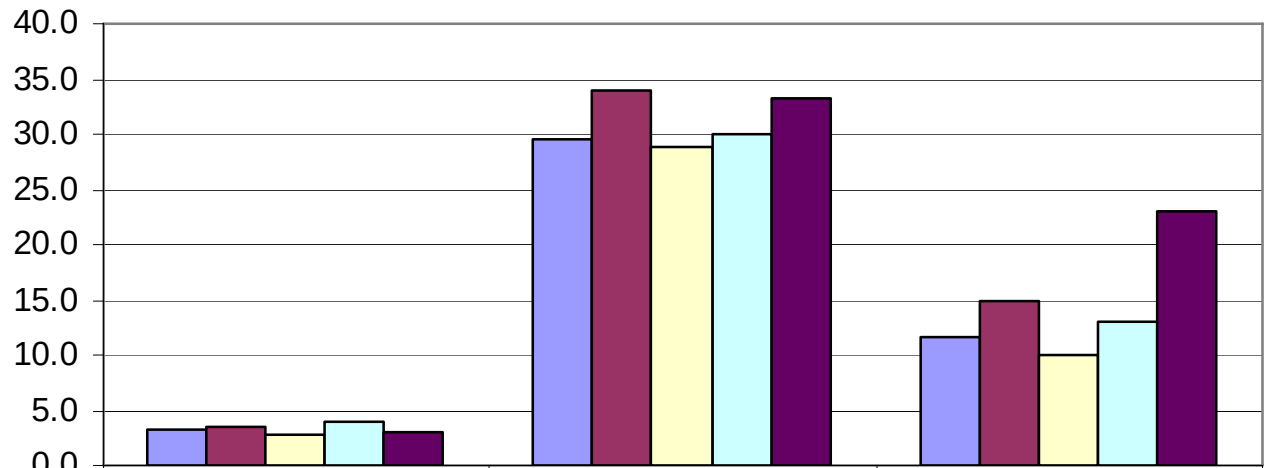
Institution	Employee Category	Number of Employees per 1,000 FTES
LMC	Academic	29.5
	Non-Academic	14.9
	Total	**44.4**
CCC	Academic	33.9
	Non-Academic	18.4
	Total	**52.3**
DVC	Academic	28.9
	Non-Academic	12.8
	Total	**41.7**
District Office	Academic	0.0
	Non-Academic	2.4
	Total	**2.4**
CCCCD	Academic	30.0
	Non-Academic	16.9
	Total	**46.9**
State	Academic	33.2
	Non-Academic	26.1
	Total	**59.3**

Sufficiency



	LMC	CCC	DVC	CCCCD	State
Staff	26.3%	28.4%	24.2%	27.6%	38.8%
Faculty	66.4%	64.8%	69.3%	64.0%	55.9%
Admin	7.4%	6.8%	6.5%	8.4%	5.2%

Sufficiency



	Admin	Faculty	Staff
LMC	3.3	29.5	11.7
CCC	3.6	33.9	14.9
DVC	2.7	28.9	10.1
CCCCD	3.9	30.0	12.9
State	3.1	33.2	23.0

Faculty Full-time Equivalency (FTE) Distribution

- The existence of a large proportion of part-time employees creates a sense of instability regarding instructional responsibility, committee service, and student advisement and guidance; and it places an undue burden on those employed on a full-time basis.

Sufficiency

- If it is accepted that a 75%/25% full-time/part-time ratio is desirable, then it is apparent that the community colleges in both the district and the state are below acceptable norms for institutions of higher education.

Faculty Full-time Equivalency (FTE) Distribution by College, District and State, Fall 2005

College	Full Time	Part Time	Total
Fall 2005			
LMC	55.7%	44.3%	100.0%
CCC	57.1%	42.9%	100.0%
DVC	53.8%	46.2%	100.0%
CCCCD	54.9%	45.1%	100.0%
State	56.5%	43.5%	100.0%

FT and PT Faculty Proportions

- Since the 1970s, there has been considerable controversy surrounding the employment of part-time faculty at community colleges.

Part-Time Faculty: Advantages

- Beneficial for instructors who have another job or family commitments
- PT faculty provide current expertise when they are employed in their field
- PT faculty cost less than full-time faculty
- PT faculty provide budget flexibility because they can be more responsive to students' requests for classes and to the needs of businesses

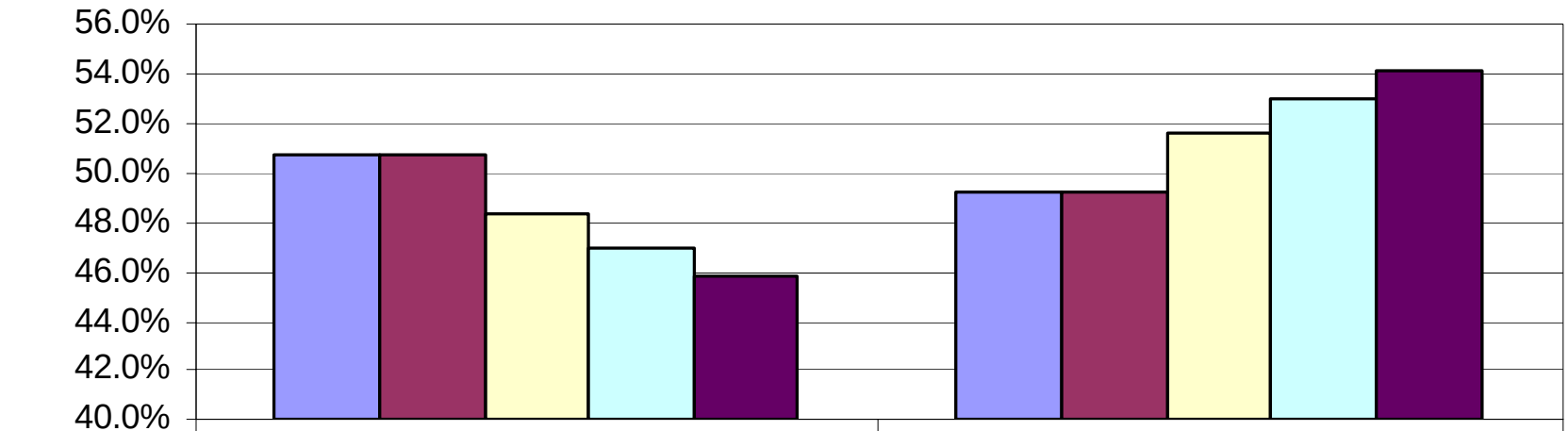
Part-Time Faculty: Disadvantages

- PT faculty teaching core courses may undermine departmental curriculum development and continuity
- PT faculty may not be able to meet with students outside of class
- PT faculty usually do not participate in curriculum review and development
- Claims that PT faculty teaching is inferior to that of FT faculty are not supported by research

Human Resources - Diversity

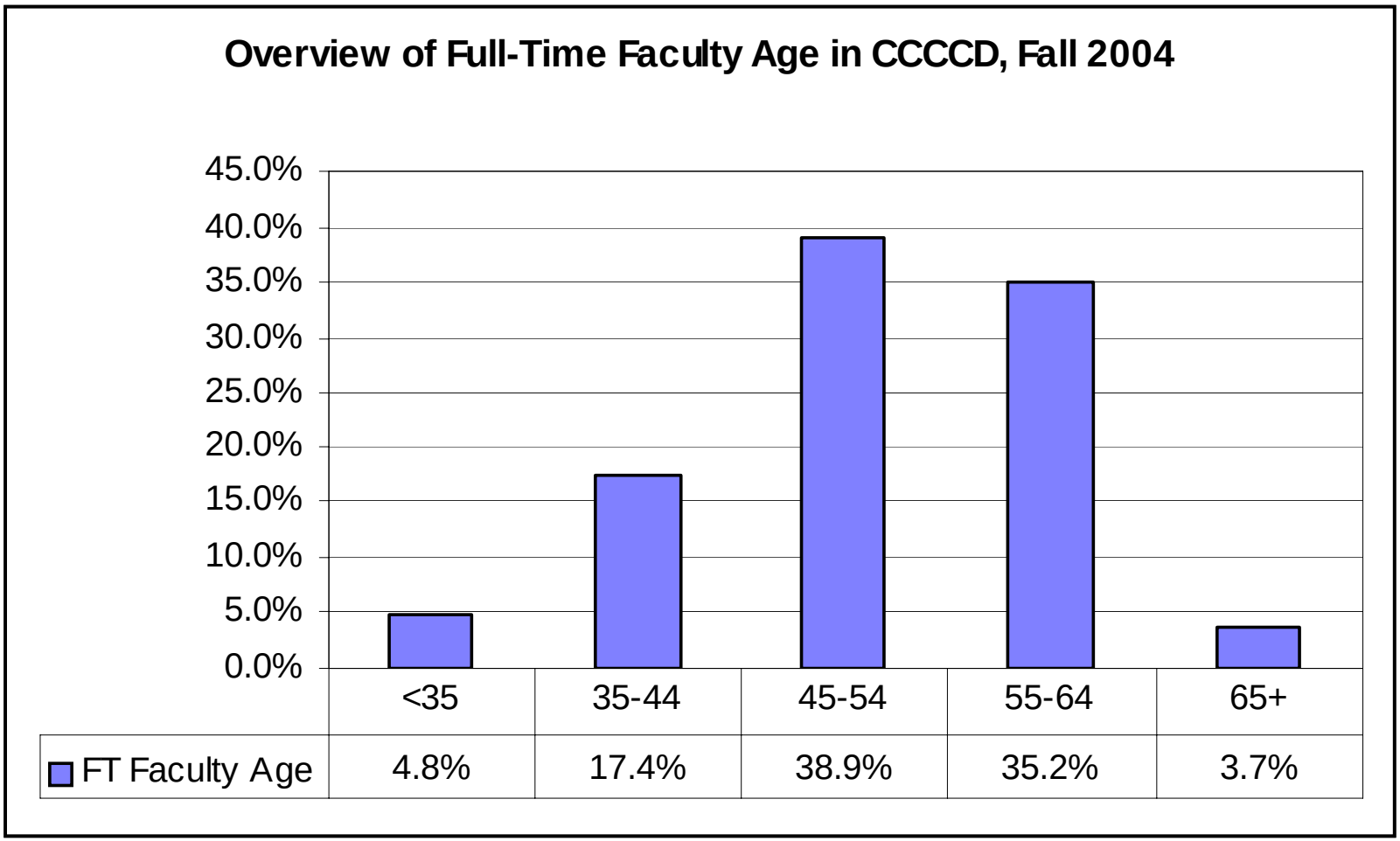
- Gender
- Age
- Ethnicity
- Overview of Ethnicity in County and College
- Climate Survey

Gender

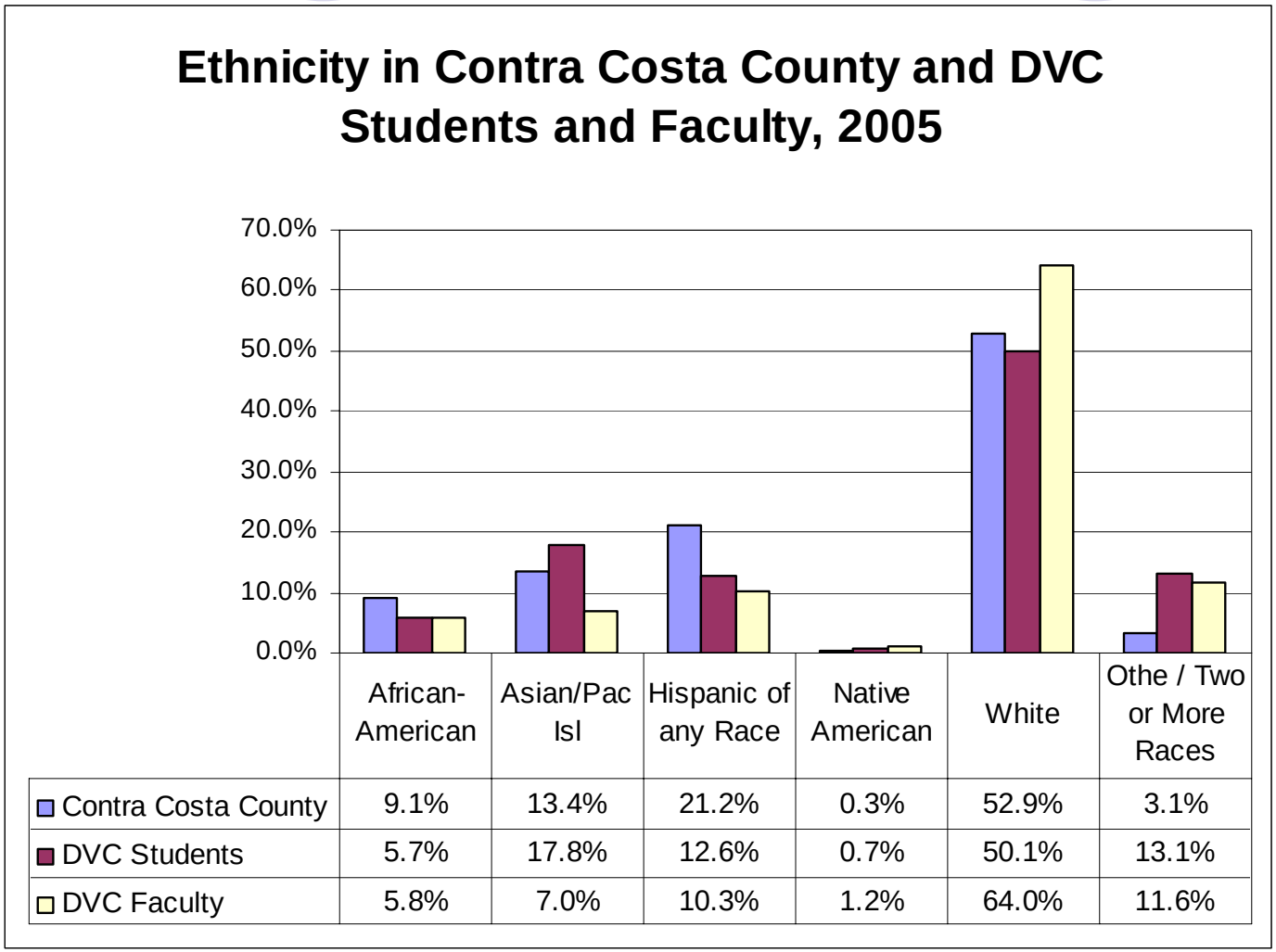


	Male	Female
Fall 2000	50.7%	49.3%
Fall 2001	50.7%	49.3%
Fall 2002	48.4%	51.6%
Fall 2003	46.9%	53.1%
Fall 2004	45.9%	54.1%

Age


Overview of Full-Time Faculty Age in CCCCD, Fall 2004
45.0%
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
<35
35-44
45-54
55-64
65+
FT Faculty Age
4.8%
17.4%
38.9%
35.2%
3.7%

Ethnicity: Population, Students, and Faculty



	African-American	Asian/Pac Isl	Hispanic of any Race	Native American	White	Othe / Two or More Races
Contra Costa County	9.1%	13.4%	21.2%	0.3%	52.9%	3.1%
DVC Students	5.7%	17.8%	12.6%	0.7%	50.1%	13.1%
DVC Faculty	5.8%	7.0%	10.3%	1.2%	64.0%	11.6%

Climate Survey

The Climate Survey consisted of nineteen questions that addressed three major issues, namely:

- General climate (clarity of communication, ethical behavior, trust, feeling values, and accountability)
- Job performance (fair rewards and recognition, responsibility to take charge, management ability and awareness)
- Quality of work life (workgroup effectiveness, resources, and work life)

Climate Survey

- In addition there was an open-ended question that solicited responses regarding the most effective action to improve morale. The survey instrument used a five-point scale that included: Strongly agree=5, Agree=4, Neutral=3, Disagree=2, Strongly disagree=1.

Climate Survey

The three responses with the highest rating were:

- Employees are expected to behave ethically (3.78)
- Employees have the skills required to do their jobs well (3.62)
- Trust and respect exist between employees and their supervisors (3.46)

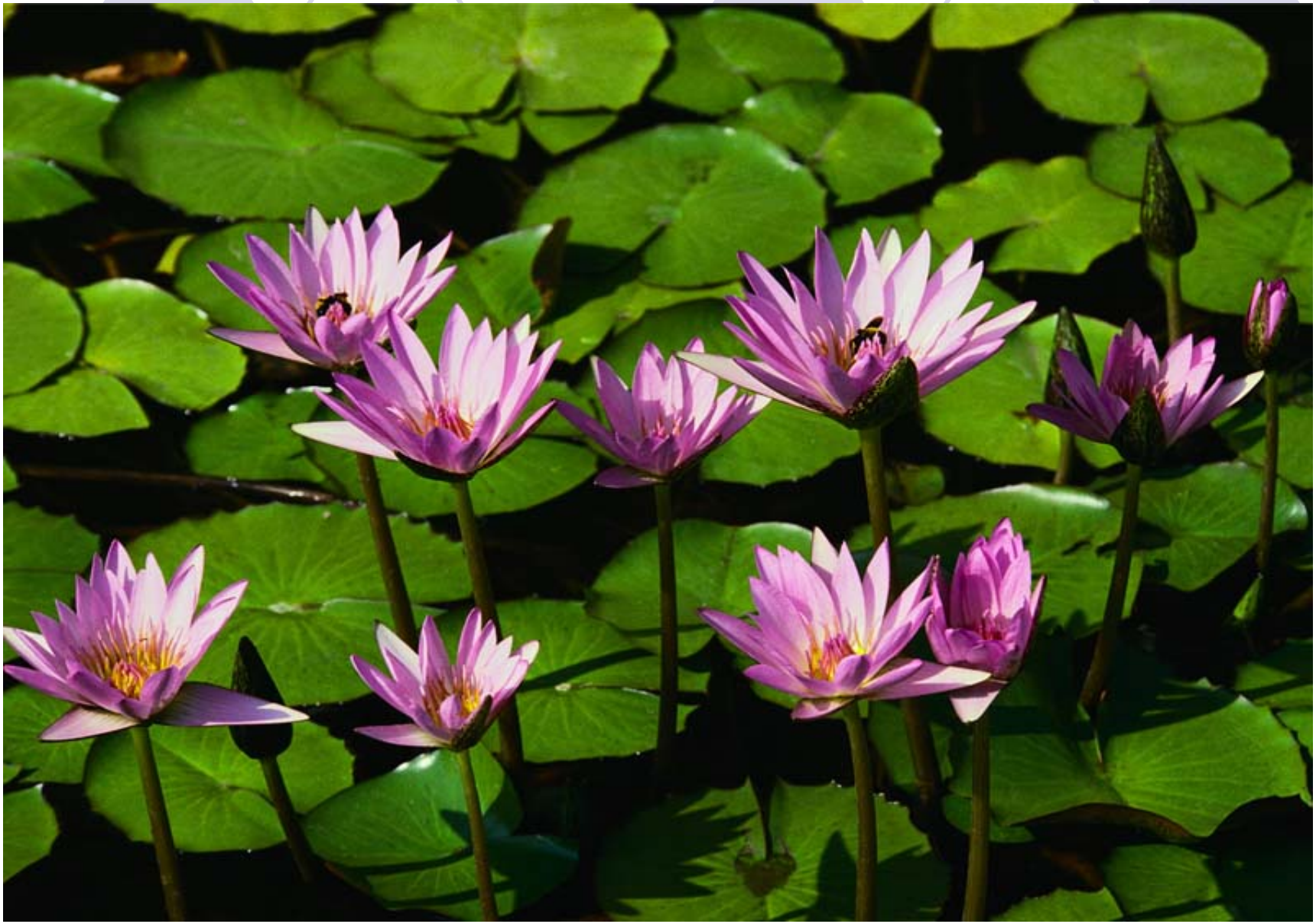
Climate Survey

The three responses with the lowest rating were:

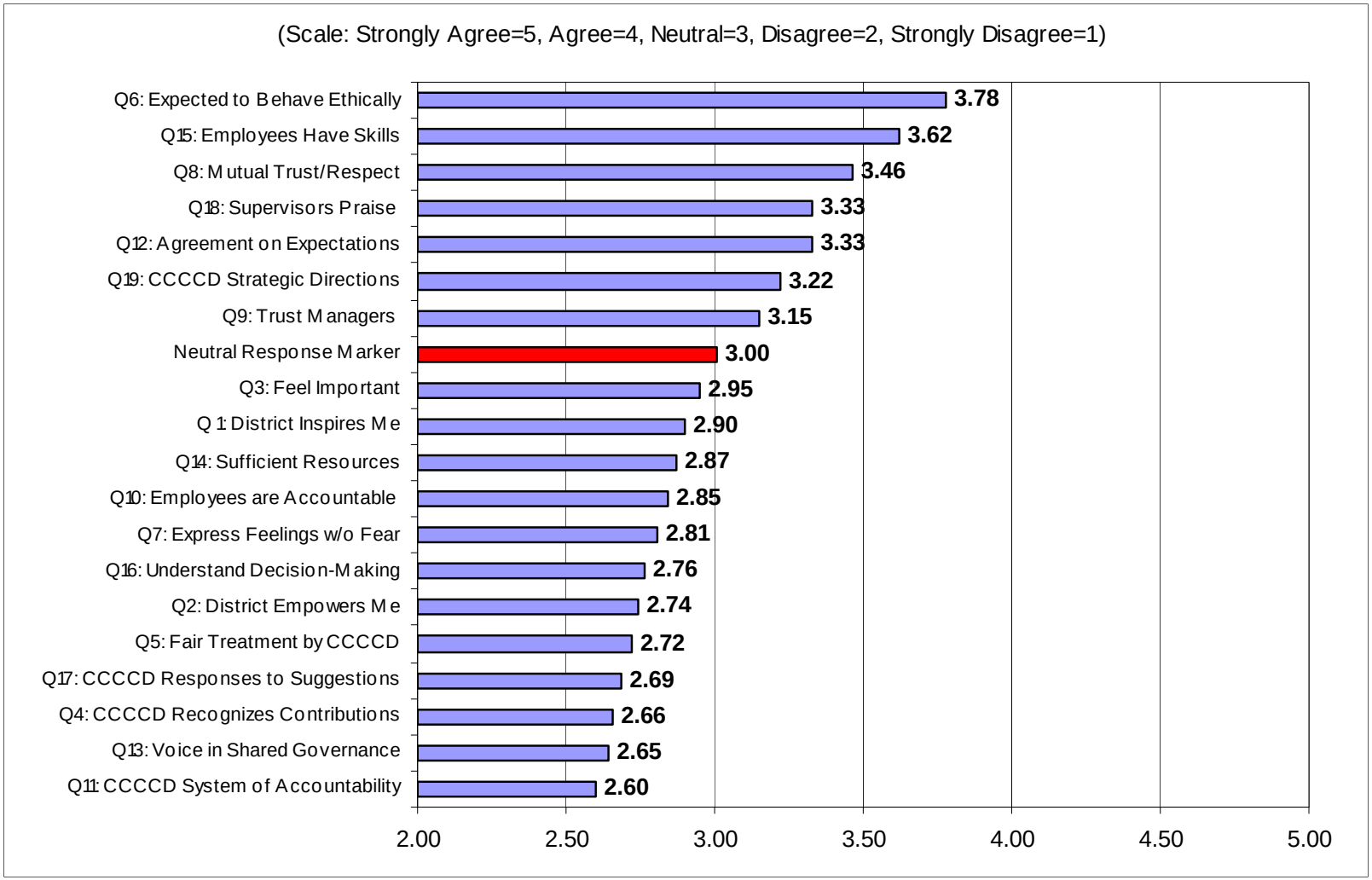
- CCCCD has a system of accountability (2.60)
- Having an effective voice through shared governance (2.65)
- CCCCD recognizes and respects my contributions as an individual (2.66)

Climate Survey

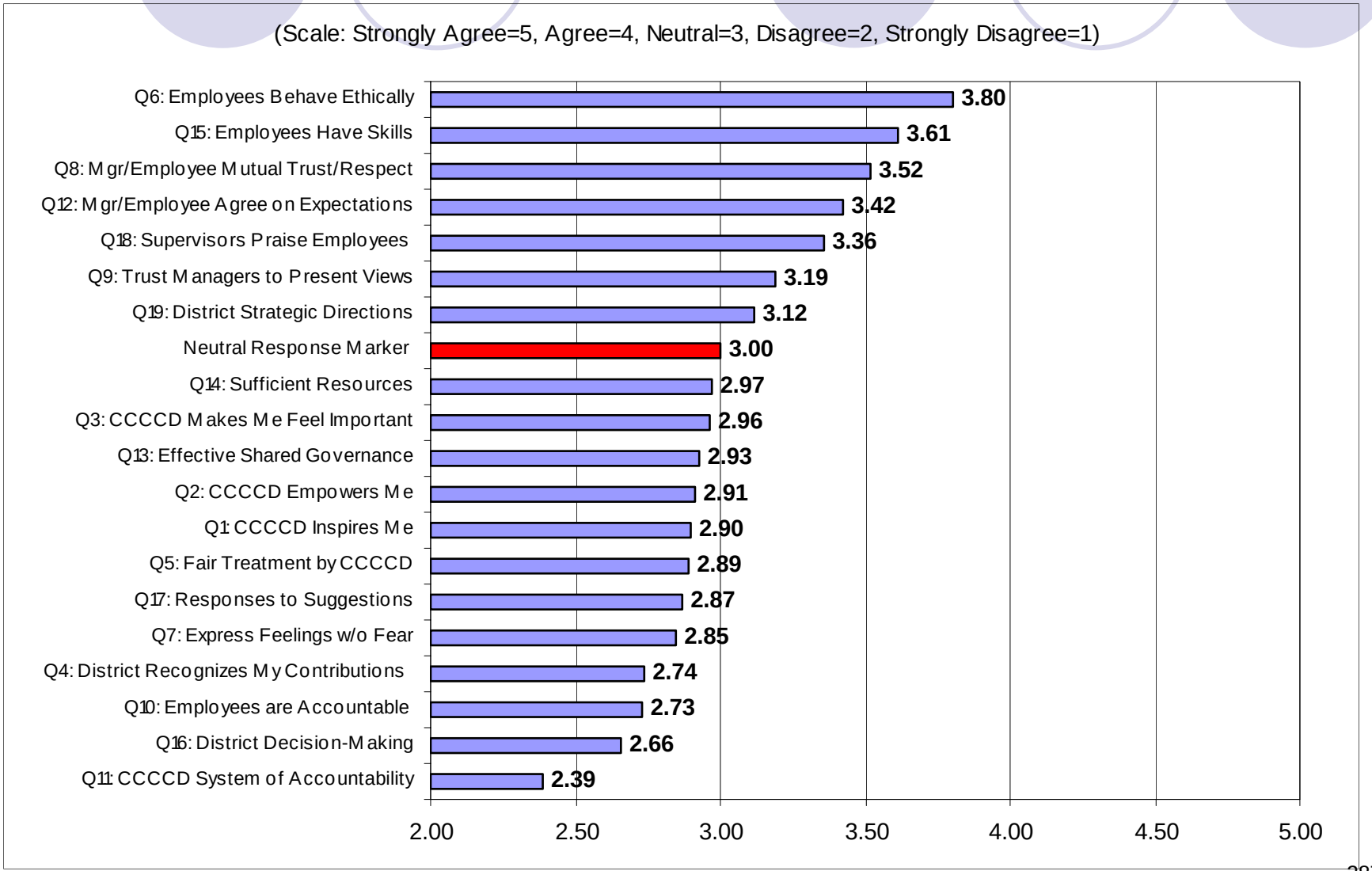
- The most critical issues that must be addressed by the district include establishing an effective system of accountability and communicating the results to all employees.



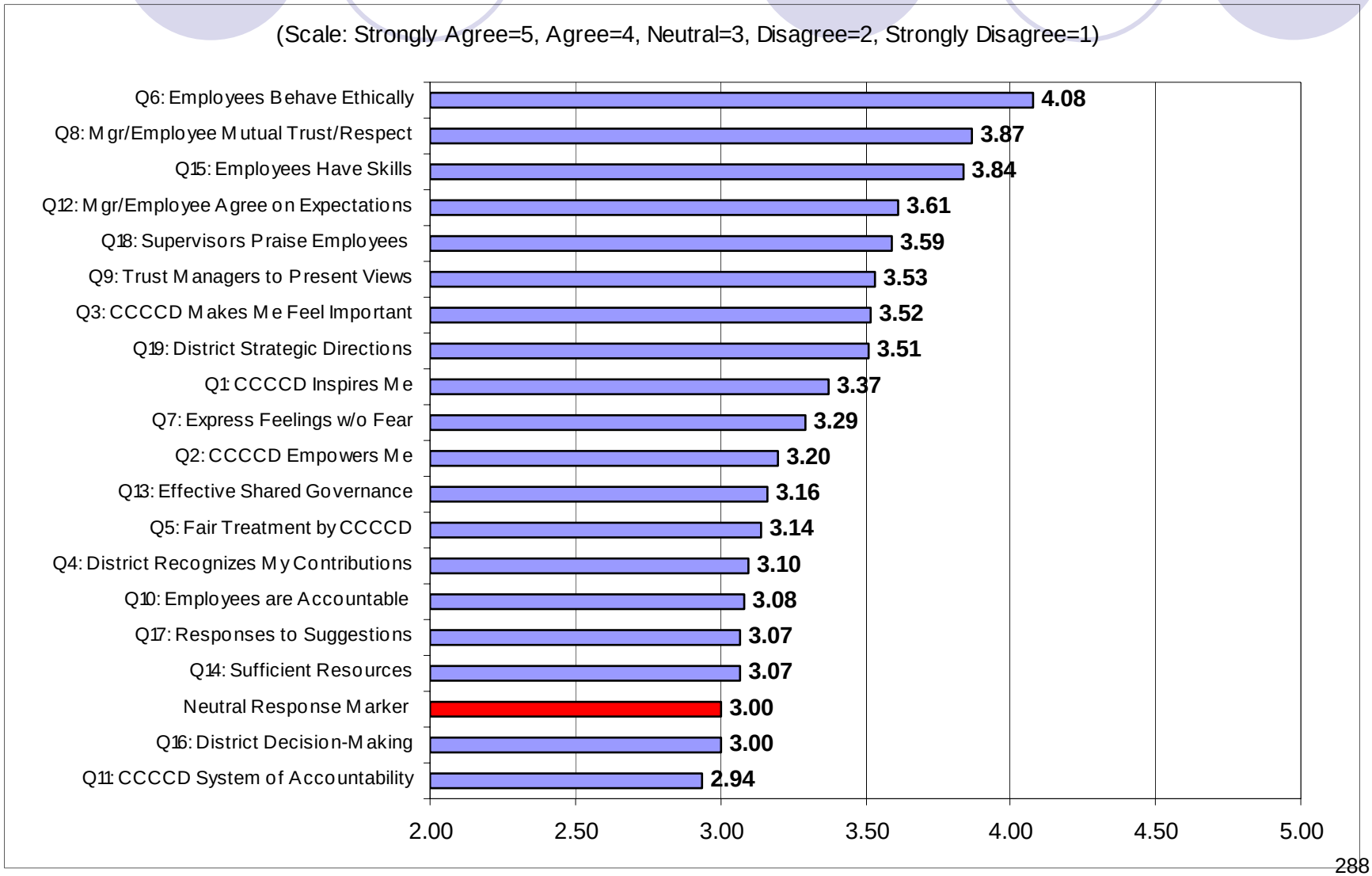
Climate Survey



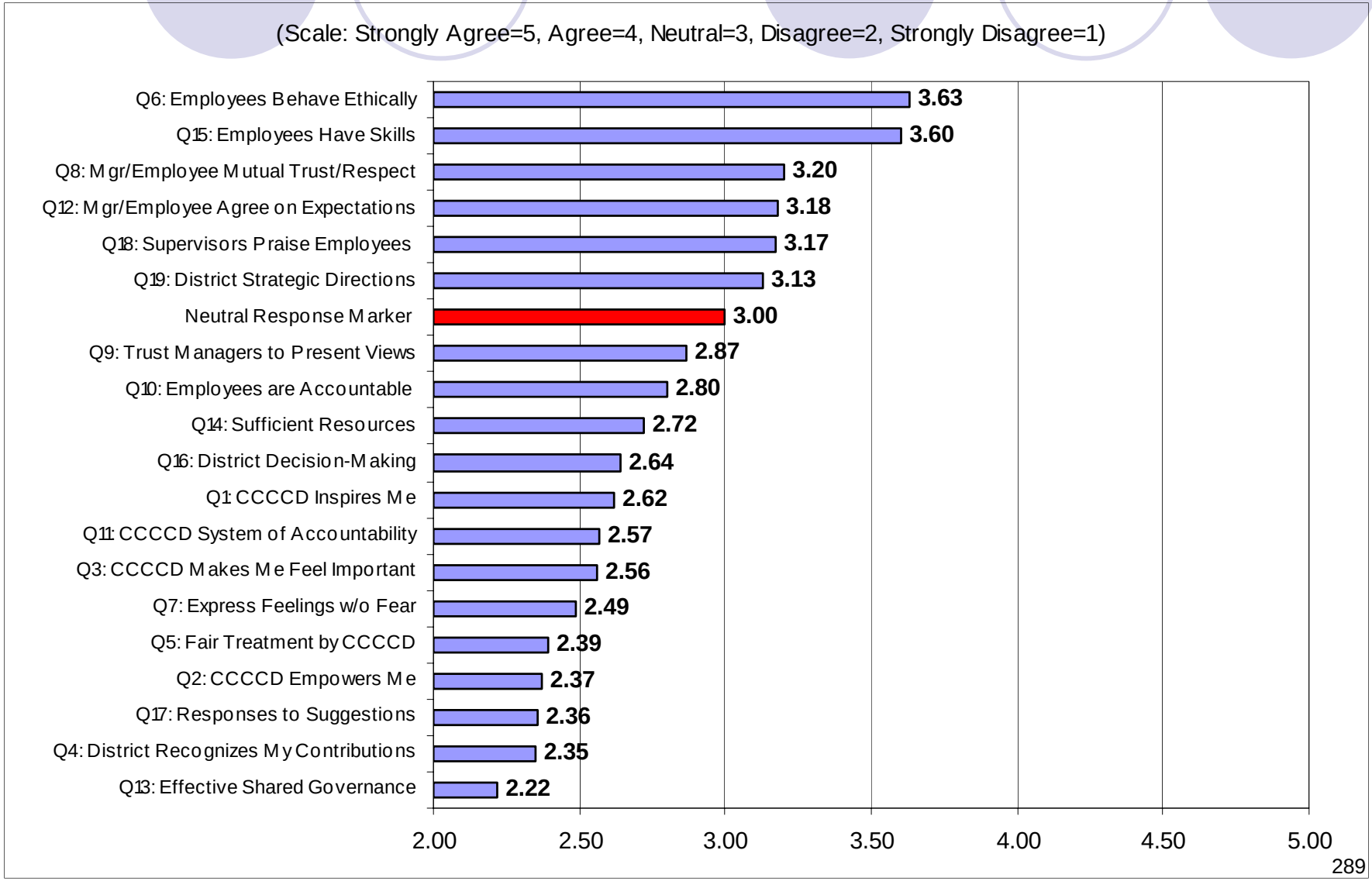
Climate Survey: LMC



Climate Survey: CCC

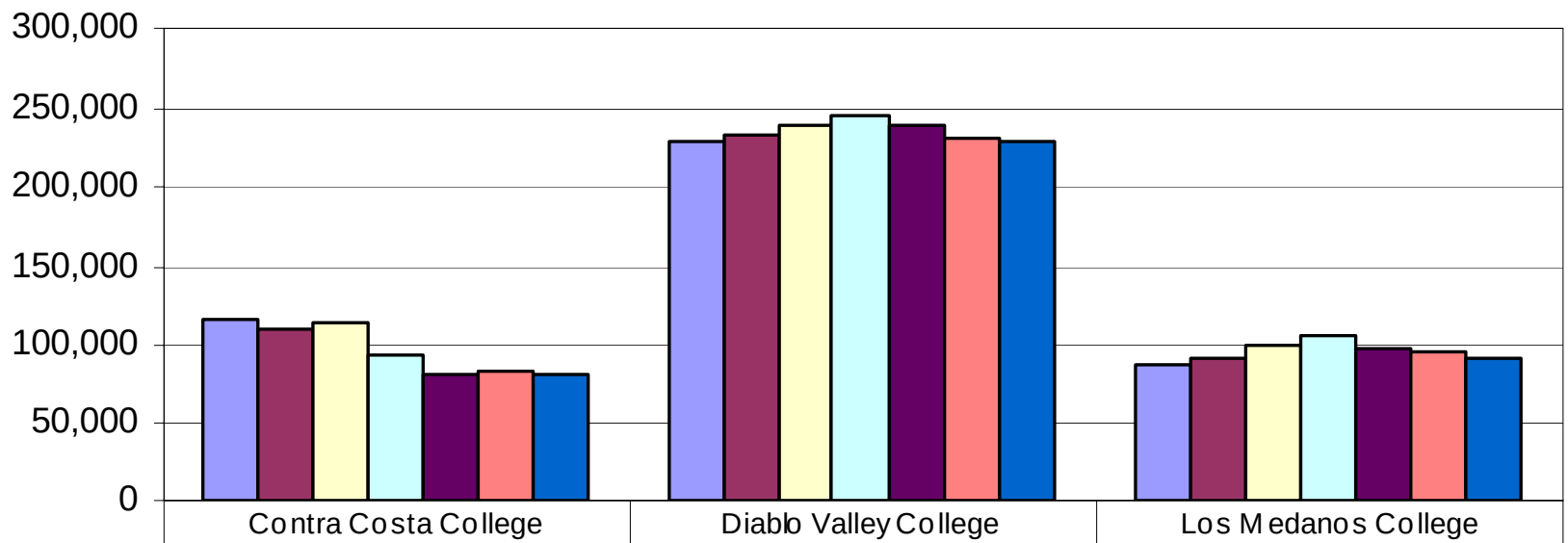


Climate Survey: DVC



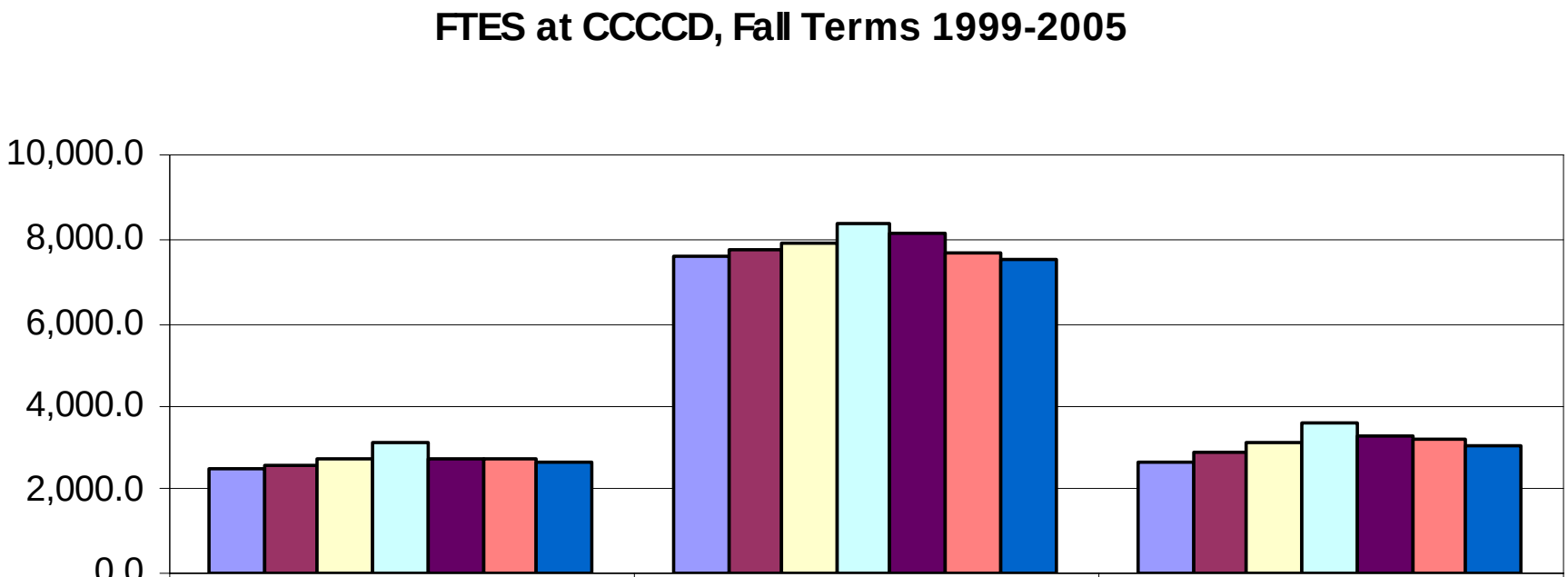
Productivity

WSCH



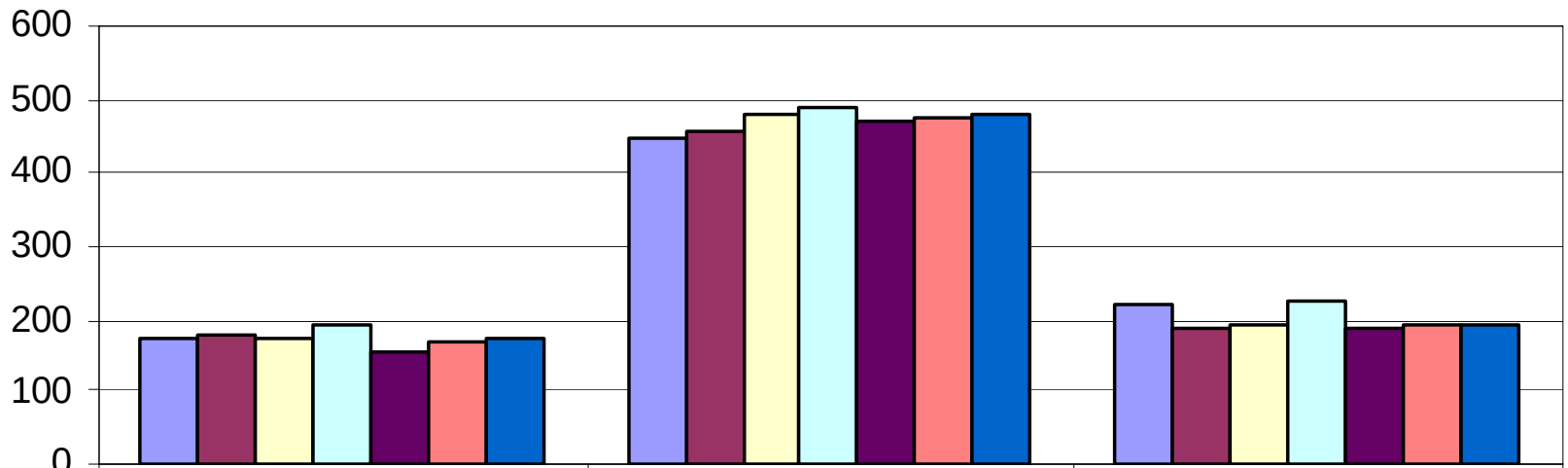
	Contra Costa College	Diablo Valley College	Los Medanos College
1999FA	115,862	228,720	87,360
2000FA	109,642	232,110	92,447
2001FA	113,657	238,035	99,747
2002FA	93,552	245,109	105,256
2003FA	80,768	237,990	97,043
2004FA	82,896	229,718	96,635
2005FA	81,190	227,822	92,515

FTES



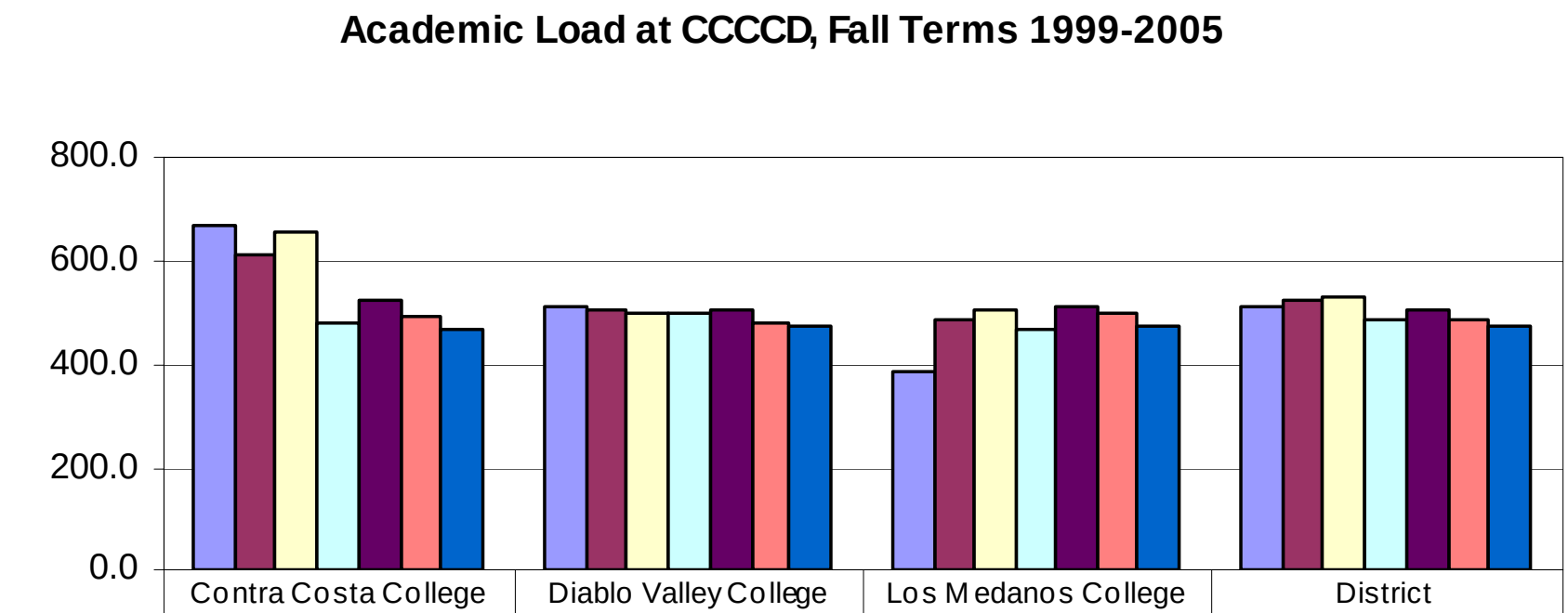
	Contra Costa College	Diablo Valley College	Los Medanos College
1999FA	2,572.1	7,610.9	2,693.6
2000FA	2,620.5	7,761.0	2,959.7
2001FA	2,801.2	7,941.7	3,169.3
2002FA	3,207.5	8,404.7	3,614.7
2003FA	2,769.3	8,159.9	3,330.4
2004FA	2,773.3	7,674.4	3,235.7
2005FA	2,712.1	7,507.9	3,086.7

FTEF



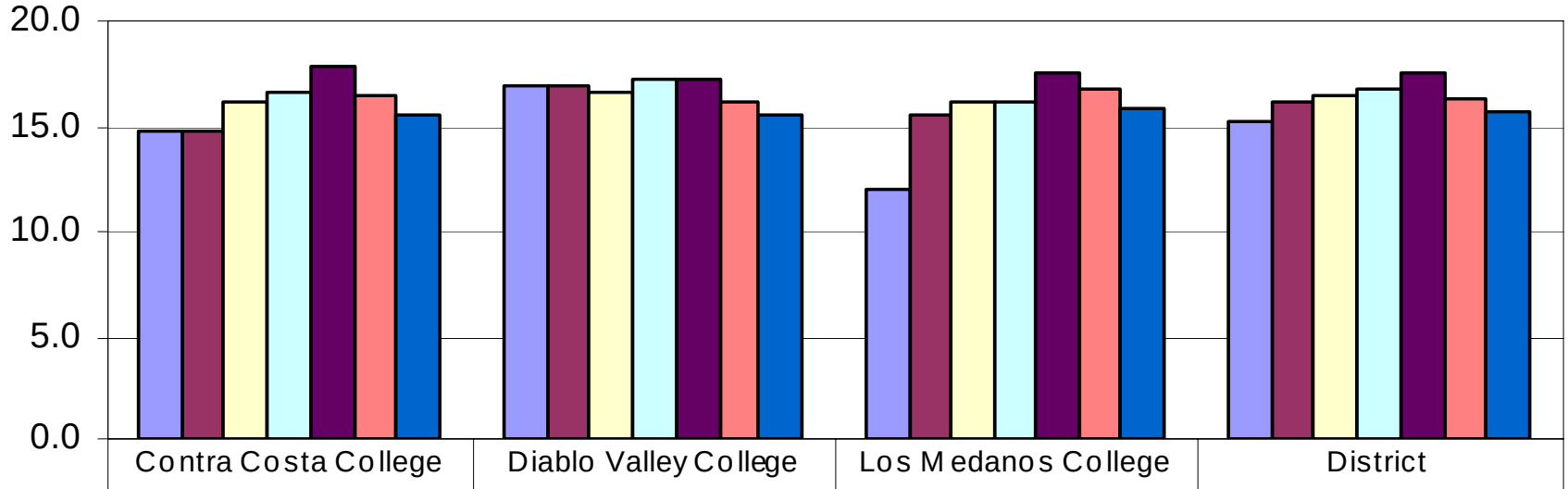
	Contra Costa College	Diablo Valley College	Los Medanos College
1999FA	173.737	447.521	223.83
2000FA	178.596	456.718	189.421
2001FA	173.855	478.777	195.922
2002FA	193.3	489.353	223.945
2003FA	154.746	472.282	189.696
2004FA	168.789	476.442	194.292
2005FA	173.473	480.742	193.865

WSCH/FTEF



	Contra Costa College	Diablo Valley College	Los Medanos College	District
1999FA	666.9	511.1	390.3	511.1
2000FA	613.9	508.2	488.1	526.5
2001FA	653.7	497.2	509.1	532.0
2002FA	484.0	500.9	470.0	489.7
2003FA	521.9	503.9	511.6	509.1
2004FA	491.1	482.2	497.4	487.5
2005FA	468.0	473.9	477.2	473.5

FTES/FTEF



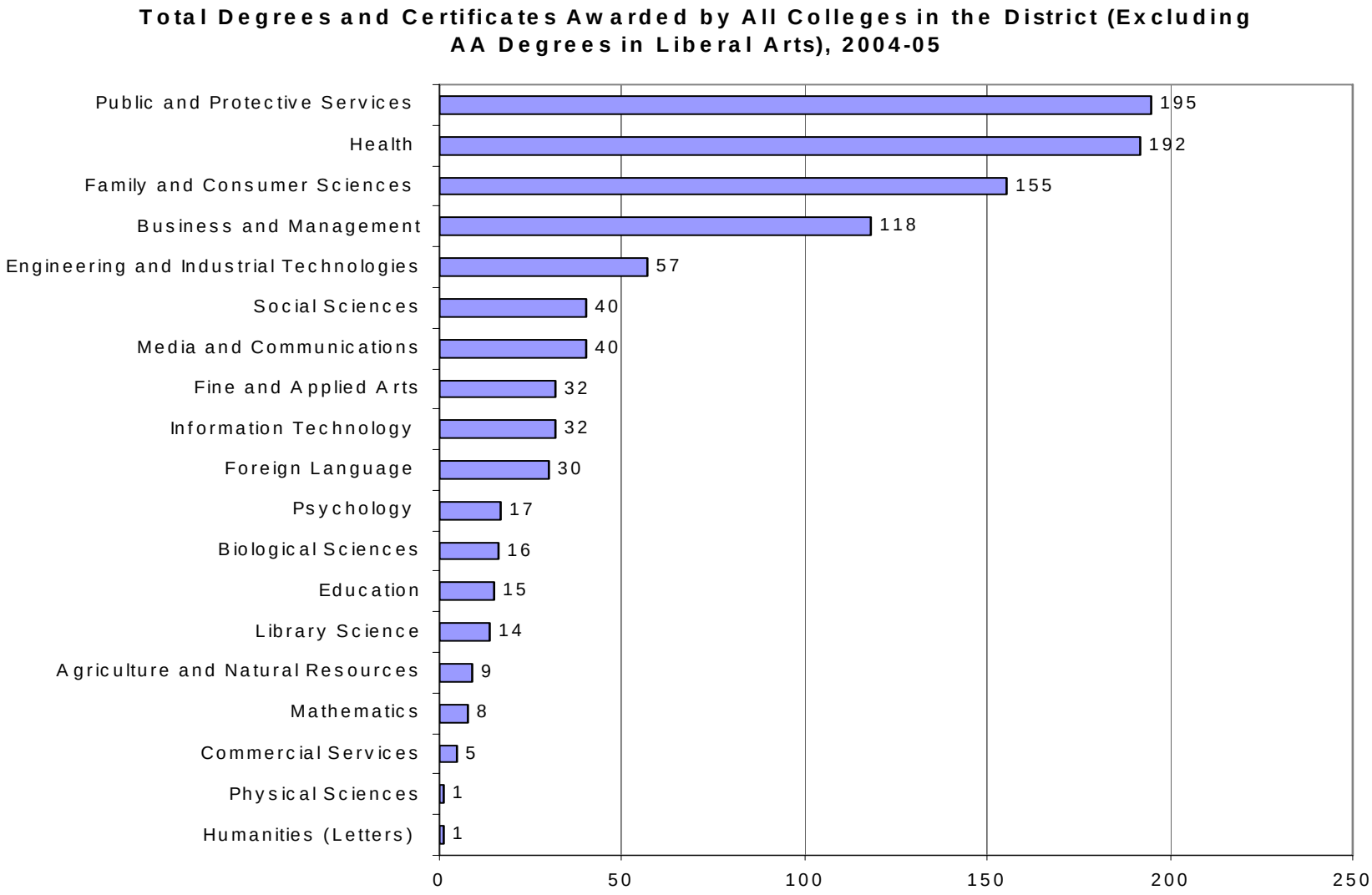
	Contra Costa College	Diablo Valley College	Los Medanos College	District
1999FA	14.8	17.0	12.0	15.2
2000FA	14.7	17.0	15.6	16.2
2001FA	16.1	16.6	16.2	16.4
2002FA	16.6	17.2	16.1	16.8
2003FA	17.9	17.3	17.6	17.5
2004FA	16.4	16.1	16.7	16.3
2005FA	15.6	15.6	15.9	15.7

Programs and Curricula

Fastest Growing Occupations in Contra Costa and Alameda Counties, 2002 – 2012 (Top 12)

1. **Hazardous Material Removal Workers**
2. **Respiratory Therapists**
3. **Veterinary Technicians**
4. **Social and Human Service Assistants**
5. **Fitness Trainers**
6. **Environmental Engineers**
7. **Architects**
8. **Medical Assistants**
9. **Teachers**
10. **Insurance Sales Agents**
11. **Medical Records**
12. **Home Health Aides**

Programs and Curricula



Programs and Curricula

Need additional programs in:

- Health-related disciplines
- Environmental Studies
- Social Services
- Technology and Related Disciplines
- Teaching

Summary and Conclusions

- By 2025, Contra Costa County population will reach 1.5 million persons. The rate of growth in the next 20 years will be slower than that of the previous 20 years. Expect a slow rise in enrollment at community colleges.

- Population will shift to the areas where land is available and the houses are affordable (Watch for East Contra Costa County, South Contra Costa County, and Solano County).

- LMC enrollment will grow at a faster rate. DVC will remain the college of choice for transfer students. It will continue to attract students from areas beyond its traditional community. CCC will place more emphasis on basic skills. Watch for inter-segmental competition among institutions.

Summary and Conclusions

- The population will be aging due to the size of the Baby Boomer Generation. Demand for health services for the elderly will increase. Developing programs in allied heath disciplines represents a wise and insightful choice for all colleges.

- The population is becoming more diverse. Hispanics and Asians will lead the change. Multicultural programs are needed for all students. Multi-lingual services are necessary in student services.

- Basic skills programs must be expanded to meet the needs of the under-prepared students.

Summary and Conclusions

- Housing affordability is a serious concern in Contra Costa County. The college may need to work closely with the local community to create new opportunities for affordable housing developments particularly in the newly vacated naval base (Concord).

- The disparity in income levels and the rising cost of education are serious challenges that necessitate re-examination of financial aid packages.

- The gradual shift from manufacturing to a service-based economy calls for re-examination of the curriculum and program mix on college campuses.

Summary and Conclusions

- Since high school graduation is leveling off, the college-going rate for community colleges is declining, and adult learners are not attending college in large numbers, there is a need to rethink the existing marketing strategies.
- Recruitment policies should consider the significant imbalance in gender enrollment on college campuses.
- Raising the success, transfer, and graduation rates of certain ethnic groups is a serious challenge.

Summary and Conclusions

- Enhancing the diversity of the faculty and staff on college campuses is a challenge.
- Increasing the ratio of full-time to part-time faculty is a challenge that can not be ignored.
- State-wide campaigns are necessary to increase funding for community colleges.
- Becoming a learning institution is a challenge.
- Rising cost of energy and health care is a challenge.

Summary and Conclusions

- Enhancing the organizational effectiveness of the district and the colleges is a challenge.
- Improving revenue sources and modernizing the facilities is a challenge.
- Improving labor relations is a challenge.
- Environmental preservation and protection are essential for future generations.

Summary and Conclusions

- Community colleges have a great opportunity to reach out to students who may never have thought of going to college. They provide education and training for the nation's workforce and offer courses for self-enrichment in flexible formats unmatched by their counterparts at the four-year institutions.

Summary and Conclusions

- Community colleges play a pivotal role in the system of higher education, since they guarantee California's historical commitment to access and opportunity, and open the door to students who would otherwise have been left behind.

- Contra Costa's three 2-year public colleges can offer educational opportunities to the over 1 million people within a 30-mile radius who do not have a college degree.

Information Sources

Data sources are provided for every table and chart in the document from which these slides were derived. The main sources were:

1. California Department of Finance
2. U.S. Decennial Census
3. American Community Survey
4. California Department of Education, Dataquest
5. National Center for Public Policy and Higher Education

Information Sources

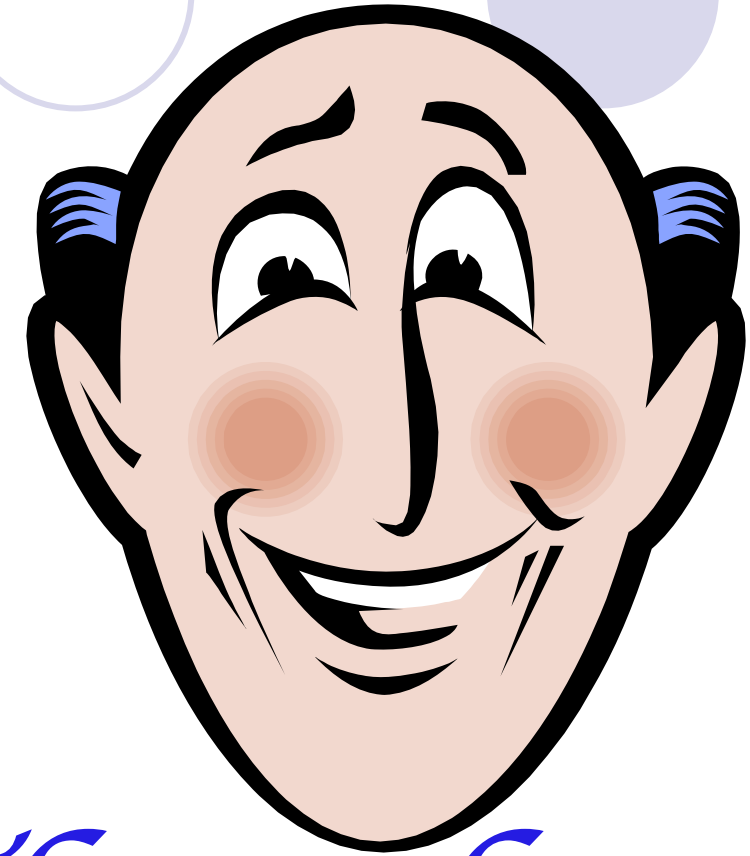
6. California Community Colleges System Strategic Plan
7. Postsecondary Education Opportunity
8. California Postsecondary Education Commission.
9. Contra Costa Community College District: Data Warehouse, Datatel, IT Research
10. California Community Colleges Chancellor's Office MIS Data Mart
11. National Center for Higher Education Management Systems (NCHEMS)

Information Sources

12. California Employment Development Department
13. Metropolitan Transportation Commission
14. U.S. Environmental Protection Agency
15. Public Policy Institute of California.
16. Diablo Valley College Geography Department
17. CCCCO System Performance on Partnership for Excellence Goals
18. Workforce Development Department, Diablo Valley College
19. Center for Community College Policy

Information Sources

20. National Center for Education Statistics
21. Association of Bay Area Governments
22. 2006 Performance Index, Contra Costa County



Thank you