LMC SWOT ANALYSIS

CRITERION	STRENGTHS	OPPORTUNITIES	WEAKNESSES	THREATS

(Source: Environmental Scan, 2013)

CRITERION	STRENGTHS	OPPORTUNITIES	WEAKNESSES	THREATS
LOCATION	• No matter where you live in the county, there is a community college campus within 15 minutes from you.	• Marketing and branding to demonstrate quality and value of CC education.	•	•
NATURE OF COMMUNITY COLLEGES	•	•	• Open admission institutions and community colleges get students underprepared for college and work. • Brick and mortar mentality presuming that education will be delivered on college campuses through face-to-face interactions between students and faculty. • A limited definition of student base encompassing primarily those recently graduated from high schools.	• Requires larger investment in basic skills education, tutoring and mentoring. • Funding for community colleges ($5447 in 2012-13) continues to be lower than the other 3 segments. K-12 ($7569), CSU ($12,729) and UC ($24,909) • Community Colleges do not get their fair share of high school students compared to UCs and CSUs.
DEMOGRAPHICS	• Population growth is in the east (26.6%, 2011) and south of the county due to availability of land and more affordable housing. • Fastest growing city in the county is Brentwood. Oakley also growing rapidly. • Highest concentration of under 19 years old in East County.	• Outreach and marketing to attract 25-44 year olds (27.1%, of the county. 2011) for an AA degree and/or professional/skills training • Outreach to K-12; 39% (2011) of the population is under 19 years old.	•	•

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		• Highest growth in 20-24 yr olds.		
DIVERSITY	• Highly diverse in terms of race and ethnicity. Hispanic 34% (57.3% growth between 2000-2010) Afr. Am 12.9% (48% growth) Asian/Pac Is. 9.2% (35.8% growth) White 39.2% (-7.9% growth)	• Marketing and outreach in Spanish. • Student Services. • Basic skills.	•	•
INTERNATIONAL	• Foreign born residents (21.2%, 2011) grew at 51% between 2000-2011. Come from Latin America, Asia mainly; then Africa and Europe • Residents speaking a language other than English at home (33.4%, in 2011) grew at 50.8% between 2000-2011.	• Increase diversity of faculty and staff • Median home price is lower than county average to attract employees. • ESL classes	•	•
LEVEL OF EDUCATION	• East County has the highest percentage of persons with HS diploma or less (43.4%), and the highest percentage of those with AA/AS degree or some college (37.8%).	• Potential to attract more to complete AA/AS degrees and certificates. • Impact on strategic directions and mission.	• East County has the lowest percentage of bachelor's degrees (14.1%) and graduate degree holders (5.2%)	• Impact on transfer for 4-year institutions.
HS GRADUATES	• East County had the largest increase (50%, 2000-2011) in the number of HS graduates in the county.	• Potential to work more closely with feeder higher schools.	• HS graduation rates are lower for Hispanic and African American students. • Greater demand for basic skills and remedial education in English, math or both.	• Lower graduation rates for certain ethnic groups is also reflected in lower college graduation rates. • Negative impact on student success,

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			• Average API scores for HS students in East County is 734 (State target is 800)	retention and achievement. • The number of HS graduates is anticipated to trend downwards in 2014-15.
ADULTS IN COLLEGE	• East County has the highest community college-going rate (30.6%) in the county.	• 71.2% (2011) of the population 25 years and older has no college degrees. Highest in the county. Represents 119,624 persons. This is an untapped gold mine. It is a huge outreach and marketing opportunity. • Potential to offer middle-skills and professional programs leading to jobs and career advancement. • Potential to increase completions.	•	• Large number of adults remain functionally illiterate
SOCIO-ECONOMICS		• Research shows that working 15 or fewer hours per week – ideally on campus or in a position related to ones' academic interests – has a positive impact on persistence and degree completion. • Expand paid internships.	• 1/3 of CCCCD students need financial aid – for tuition and books. • Students are working more hours while going to school. • Household income is $83K, slightly above the county average but experiencing the slowest growth in county. • Housing values below county average.	• Family unit is changing to the post-modern family. Nuclear family is now the minority.

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BUSINESS & INDUSTRY	• Growth industries in the county: health care, retail, professional/technical/scientific services, government, finance & insurance	• Businesses and political leaders expect higher education to provide training and retraining of the workforce in order to be able to compete in a global economy and maintain the standard of living. • In East County: health care, retail, professional, scientific and technical, finance and insurance, manufacturing, utilities. • Occupations include: office and admin support, Bus and Financial operations, Management, Education, Healthcare and Technical Occupations, Computer and Mathematical, Architecture and Engineering, Protective Services,	•	• Higher unemployment in East county 9.2% (2011) than in the county and the state.

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DEMOGRAPHICS 74.5% students between 19-24yrs 18% students between 25-40 yrs 49.4% Female 47.6% Male Hispanic 27.1% White 20.7% Two or more races 15.9% Af Am 11% Asian 6.8%	•	•	•	•
SOCIO-ECONOMIC 52.2% are employed; 44.7 are not employed. 42.4% of students work 16+ hours a week; 15.8% work 15 or less hours a week; 38.3% do not work, 3.5% N/A 4.9% study 0 hrs/wk 36% of students study 1-7 hrs/wk; 28.2% study 8-15 hrs/wk; 16.1% study 16-23 hrs/wk; 7.3% study 24-33 hrs/wk;	•	•	• 42.5% have parents who completed a 2 or 4 yr degree; 54.4 % did not complete; 3% N/A	•

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STUDENT GOALS 72.6% intend to complete a Cert or degree; 24.4% do not 75.4% intend to transfer; 21.1% do not 18.1% are following a CTE vocational Education major; 78.8% are not	•	•		•
EXPERIENCE	• 92.5% satisfied with academic experience; 5.3% dissatisfied • 82.3% satisfied with social experience; 12.5% dissatisfied	• 74.3% satisfied with helpfulness of campus personnel; 11.8% dissatisfied; 13.9% N/A	•	•
PHYSICAL ENVIRONMENTS	• 87.1% satisfied; 10.7% dissatisfied	•	• 7.14% satisfied with space on campus for relaxing or socializing between classes; 17.4% dissatisfied; 10.7% N/A • 57.7% satisfied with the availability of recreational opportunities or facilities on campus; 18.2% dissatisfied; 24.1% N/A	• 49.6% are satisfied with the availability of parking on campus; 40.7% are dissatisfied; 9.7% N/A
SAFETY	•	• 83.1% satisfied with safety on campus; 11.6% dissatisfied; 5.3% N/A	•	•

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REGISTRATION & ENROLLMENT	•	• 80% satisfied with the process for paying for classes; 13.2% dissatisfied; 6.8% N/A	• 65.2% satisfied with the overall process for registering for classes; 31.8% dissatisfied; 3.1% N/A • 68.1% satisfied with course placement based on assessment results (Eng, Math, ESL); 15.3% dissatisfied; 16.5% N/A	•
INSTRUCTION	• 93.4% satisfied with instructors; 4.6% dissatisfied • 86% satisfied with quality of academic programs; 7.6% dissatisfied • 90.7% satisfied with quality of instruction; 6.6% dissatisfied • 88% satisfied with info provided by instructors about course requirements; 8.7% dissatisfied • 91% satisfied with general helpfulness of instructors; 5.9% dissatisfied; 3% N/A	• 74.4% satisfied with courses in the major; 16.4% dissatisfied • 73.2% satisfied with courses outside major (GE); 17.1% dissatisfied • 79% satisfied with availability of instructors for communication outside of class; 14.2% dissatisfied; 6.8% N/A •	• 62.6% satisfied with getting courses in sequence needed; 31.6% dissatisfied	•

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ONLINE COURSES	•	•	• 34.8% satisfied; 15.1% dissatisfied; 50.1% N/A with online course experience	•
ADVISING & COUNSELING	•	• 77.5% satisfied with relevance of class to career goals, objectives & employment; 15% dissatisfied; 7.5% N/A • 75.4% satisfied with academic advising from instructor; 14.4% dissatisfied • 36.6% satisfied with counseling for personal matters, 14.1% dissatisfied, and 49.3% N/A	• 56.9% satisfied with info obtained about career and job opportunities; 26.9% dissatisfied; 16.3% N/A • 61.1% satisfied with counseling in counseling center; 20.9% dissatisfied; 18% N/A • 60.7% satisfied with accuracy of info provided by counselor about requirements in major; 20.9% dissatisfied; 18.4% N/A	•
SERVICES		• 62.8% satisfied with availability of tutoring services; 9.8% dissatisfied; 27.5% N/A • 69.2% satisfied obtaining help using computers in the labs; 9% dissatisfied; 21.5% N/A • 75.9% satisfied with getting books needed from campus bookstore; 15.1 dissatisfied; 8.8% N/A	•	•

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TECHNOLOGY		• 74.1% satisfied with quality of specially equipped labs or training facilities; 8.7% dissatisfied; 14.6% N/A • 77.9% satisfied with use of technology in the classroom; 12. 9% dissatisfied; 9.4 N/A • 80.9% satisfied with the availability of computers in labs; 8.3% dissatisfied; 10.8% N/A	•	•
LIBRARY	•	• 72.1% satisfied with the availability of needed materials in the library; 6.9% dissatisfied; 21% N/A • 71.6% satisfied with the hours of operation of the library; 13.1% dissatisfied; 15.3% N/A • 71.3% satisfied with the availability of spaces for individual and group study in the library; 12.8% dissatisfied; 15.8% N/A	•	•
COMMUNICATION & MARKETING	•	• 82.9% satisfied with LMC website; 12.3% dissatisfied; 4.8% N/A	• 68.1% satisfied with communication with LMC personnel via phone and email; 17.9% dissatisfied; 14.1% N/A	•

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DIVERSITY	• 90.2% have not experienced verbal or physical harassment due to gender; 7.4% have; 2.5% N/A • 93.7% have not experienced verbal or physical harassment due to sexual orientation; 3.2% have; 3% N/A • 90% have not experienced verbal or physical harassment due to race/ethnicity; 6.6% have; 3.4% N/A • 89.3% are satisfied with the diversity of LMC students; 6.9% are not; 3.8% N/A • 89% are satisfied with the diversity of LMC employees; 6.9% are not; 4.1%/ N/A	• 82.6% are comfortable discussing ethnic/race issues with members of the LMC community; 12.9% are not; 4.2% N/A	• 73% agree that perspectives ad contributions of their culture is included in the curriculum; 22.5% disagree; 4.4% N/A	•

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EXTRA-CURRICULAR ACTIVITIES	•	•	• 56.2% satisfied with opportunities to engage in extra-curricular activities; 14.2% dissatisfied; 19.5% N/A • 54.5% satisfied with opportunities to attend campus cultural events; 14.8% dissatisfied; 10.7% N/A	•

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(Source – SENSE and CCSSE)

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SENSE (fall 2012)	• High expectations & Aspirations (50.6% benchmarked against 56.7%) • Engaged learning (62.7% benchmarked against 60.2%) • Academic and Social Support Network 49.2% benchmarked against 57.2%)	•	• Early connections (39.4% benchmarked against 66.1%) • Clear Academic Plan & Pathway (31.1% benchmarked against 61.1%) • Effective Track to College Readiness (44.3% benchmarked against 59.1%)	•
CCSSE (spring 2013)	•	• Active & Collaborative Learning (53.6% benchmarked against 60%) • Student Effort (54% benchmarked against 57.8%) • Academic Challenge (52.3% benchmarked against 57.3%) • Student-Faculty Interaction (50.8% benchmarked against 58.3%) • Support for Learners (50.6% benchmarked against 59.7%)	•	•