Contra Costa Community College District
Martinez, California

Environmental Scanning

August, 2006

Table of Contents

II. Internal Profile

Environmental Scanning

Introduction

Traditionally, colleges have relied on historical data to provide the basis upon which to build strategic plans. However, relying too heavily on historical data limits an institution's ability to anticipate change and adapt to the changing environment in a systematic manner. On the other hand, the further out one ventures in anticipating change, the less effective will be the ability to predict it. Therefore, one needs to strike a balance between over-prediction and heavy reliance on historical data. For this reason, environmental scanning is most useful when applied to the mid-range planning process which projects the future three to five years hence.

Environmental scanning is defined by Brown and Weiner as "… a kind of radar to scan the world systematically and signal the new, the unexpected, the major and the minor"[1]

The environment in which community colleges must function is a complex set of social, cultural, political, and economic conditions that affect the nature of their service areas and their internal operations. However, effective environmental scanning should not be limited to the examination of forces of change in the external environment; it should be extended to evaluating the internal environment as well. Scanning the internal environment focuses on analyzing and using information about the institutional resources (human, financial, facilities, technology), organizational climate and internal communication, enrollment trends, student demographics, student success and progress, student services, and other similar elements and processes that assist the district in determining how to proceed.

Jack Welch, the former chief executive officer of General Electric, once said, "When the rate of change on the outside exceeds the rate of change on the inside, the end is in sight"[2]. In other words, an organization that is not in tune with its environment will soon lose its competitive edge, and its ability to adapt to change will be diminished. Environmental scanning is the first step in becoming proactive rather than reactive to change.

Effective environmental scanning for the Contra Costa Community College District 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 district, and projecting the impact of these trends on the future. Environmental scanning should be used as a basis for charting the strategic directions and goals for the district.

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[1] A. Brown and Eric Weiner, Supermanaging: How to Harness Change for Personal and Organizational Success (New York: Mentor, 1985, p. ix.

[2] William A. Wojciechowski and Dedra Manes, Planning for the 21st Century: A Guide for Community Colleges (Leadwood, KS: Leathers Publishing, 2003), p.33

Forces of Change

The basic framework of higher education in California has been essentially unaltered for almost forty years, when the state's master plan for higher education was completed in the 1960s. However, specific policies have been continuously enacted regarding finance, governance, accountability, and other related topics, and these have resulted in substantial changes in the state's educational landscape. However, these changes have been anchored within a fundamental policy framework characterized by the following basic elements:

- A limited definition of the **student base** encompassing primarily those recently graduated from high schools.

- A **brick and mortar** mentality presuming that education will be delivered on college campuses through face-to-face interactions between students and faculty.

- An assumption that **educational objectives** of both students and institutions can be measured by transfer to four-year institutions and by graduation rates in terms of degrees and certificates received and granted.

- Acceptance of self-reported **quality assurance** based on traditionally defined academic processes. [3]

Many forces are emerging to challenge these basic premises and alter the parameters within which higher education operates. The new environment suggests a paradigm shift and a new conceptual understanding of the role of post-secondary education in the state.

Higher education has traditionally believed that it has three roles, namely the creation and validation of knowledge, preservation of knowledge and information, and the transmission of this knowledge to others through teaching and publications. However, with the continuous rise in the cost of education and with no apparent increase in benefits, students, young and old, are expecting a return on their investment. In effect, the public is demanding evidence of improved student learning, in addition to fulfilling the traditional roles of higher education. These demands are justified given the recent national studies pointing to an accelerating trend in the opposite direction.[4]

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[3] Dennis Jones, Peter Ewell, and Aims McGuiness, The Challenge and Opportunity Facing Higher Education: An Agenda for Policy research, The National Center for Public Policy and Higher Education, December, 1998.

[4] Justin D. Baer, Andrea L. Cook and Stéphane Baldi, The Literacy of America's College Students, American Institutes for Research (funded by the Pew Charitable Trusts), January 2006

Business and political leaders expect higher education to provide the training and retraining of the workforce in order to be able to compete in a global economy and maintain the standard of living. However, one of the largest barriers to local and statewide economic development is the area of basic skills education. A large number of adults remains functionally illiterate.

Students come to college with different backgrounds, experiences, cultures, and educational needs. They also come in a variety of races and ethnicities and different levels of competencies in the use of English. Students are also growing more diverse as ethnic and cultural diversification accelerates in the population to be served.

Another complexity is the age distribution of students. We are beyond the time when college was the domain of those between the ages of 18 to 24. Many people do not begin college until later in life. Even those who earn degrees in their twenties, return to college for further education or "booster shots" at different times in their lives. The older the students, the more diverse their experiences will have been, and the more complex the task of responding to their needs.

As the learners become more diverse, so should the learning methods. No one method of teaching works all the time. Particular methods flow from the specific type of learning needed to achieve desired results in a given course or program. Learning and understanding do not necessarily occur because one is taught. The paradigm shift from teaching to a learning focus provides a different set of lenses that will undoubtedly impact the way we view our policies, practices and our organizational architecture.

The advancement in technology represents another challenge that has significantly impacted traditional methods of delivery. The so called iPod generation is at the door demanding eye-catching visuals, interactive instructional methods, and active engagement in learning. Moreover, Eli Noam of Columbia University predicted that "…the future will witness a reversal in the historic direction of information flow. In the past, people came to the information, which was stored at the university. In the future, the information will come to the people wherever they are." [5]

The Framework

The environmental scanning framework consists of two components: The external environment and the internal profile. The external environment includes analysis and discussion of the forces of change external to the district, including the demographic, social, and economic changes and competition. The internal profile includes analysis and discussion of student access and success issues, programs and curricular offerings, human resources, and productivity. Detailed discussion of these items follows.

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[5] Noam, Eli. "Electronics and the Dim Future of the University." Science, Vol. 270, pp. 247-249, October 13, 1995. Can be found at http://www.asis.org/annual-96/noam.html

Section I: External Environment

This section provides information about Contra Costa County and its sub-regional areas. Issues discussed include demographic trends, educational opportunities, socioeconomic characteristics, quality of life, and financing of California community colleges. Information has been drawn from a variety of sources including the US Census 1990, US Census 2000, the 2004 American Community Survey, and the 2006 Performance Index of Contra Costa County.

General Overview of the County

Contra Costa County is a suburban-commercial county of more than one million residents who live in 19 cities and towns and dozen unincorporated areas. The county ranks ninth in the state (out of 58 counties) and 36th in the US (out of 3,141 counties) in terms of population size. Following are brief statements that provide summary information about the county. More details will be presented later in this report.

- In the last three decades of the 1900s, Contra Costa County's population grew by 71%, compared to 69.9% for California, and 38.4% for the US.

- The County has 720 square miles in land area (the size of Rhode Island), but it has high population density of 1,414 persons per square mile, compared to 232 for California and 83 for the US. The high population density impacts college enrollment, housing cost, and the quality of life.

- In 2004, 97.1% of the county population reported only one race, with 65.1% of the population reporting White, compared with 65.6% for the state, and 77.3% for the US. African Americans represented 9.8% in the County, compared to 6.9% in the state and 12.8% in the US. Asians and Pacific Islanders constituted 14.8% in the county, compared to 13.7% in the state, and only 5.0% in the US. The population of the county is 20.6% Hispanic (of any race), compared to 34.9% in California and 14.2% in the nation as a whole.

- In 2004, retail trade was the largest of 20 major business sectors.

- Between 1990 and 2004, median household income in the county grew at a faster rate of 50.4%, compared to that of California (43.0%) and the US (48.7%).

- Median household income in 2004 was $67,823 in the county, compared to only 51,185 in the state, and $44,684 in the US.

1. Demographic Trends

Population Growth

This study presents a discussion of several factors including population growth, gender, age, ethnicity, place of birth, and the language spoken at home. The underlying theme in this section is the presentation of tables, graphs, and narrative related to the current state of affairs, the longitudinal changes between 1990 and 2004, and the differences among the three geographical regions of the county (east, west, and central), based on the 2000 US Census. The implications of the data for strategic planning at the district and its colleges will also be highlighted.

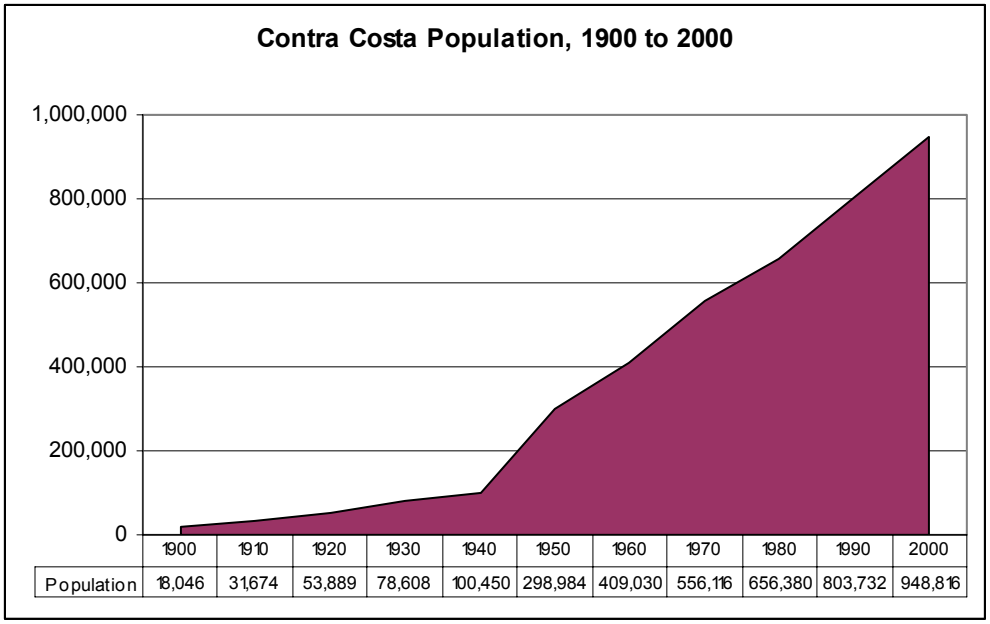
Longitudinal Changes: The population of Contra Costa County has been growing steadily over the past 100 years. The number of county residents increased from less than 20,000 persons in 1900 to more than one million in 2005. This phenomenal increase represents the gradual settlement of the county through domestic and foreign migration. With the exception of the 200% phenomenal growth following World War II, each ten-year period witnessed a double-digit growth rate. Despite the continued increase in population, the rate of growth has been slowing down. Between 1990 and 2000, the rate of growth was 18%, compared to two and three times that rate in earlier years. The population growth that followed the second world war indicated the enormous size of the baby boomers generation.

Demographers project a relatively slower rate of growth in the County's population in the next 25 years, compared to the growth level of the past. By the year 2025, more than 400,000 persons are expected to be added to the current population of the county, making the total more than 1.4 million persons. This growth will be mostly due to foreign and domestic migration. Most of the population growth is projected to take place in the eastern and southern parts of the county due to the availability of land and the more affordable housing cost. This population growth will impact the population density and quality of life, and therefore require major investments in highway construction, mass transit systems, new schools, parks, and other infrastructure needs.

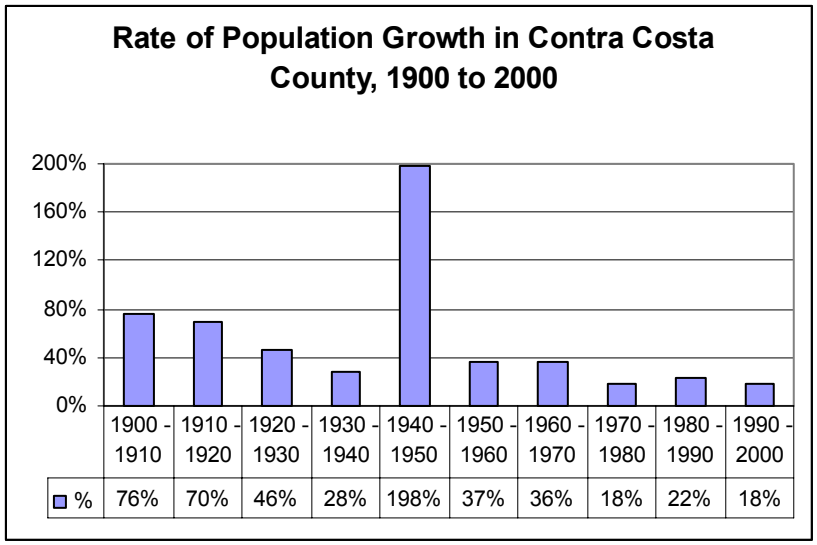
Regional Differences: In both 1990 and 2000, Contra Costa's five largest cities were Concord, Richmond, Antioch, Walnut Creek, and Pittsburg. While every place in Contra Costa grew, some grew much more than others. The top four fastest-growing places between 1990 and 2000 were all in East County: Brentwood, which grew 150 percent; and Antioch, Oakley and rural East County, which all grew over 40 percent. Not surprisingly, higher growth rates in East County have affected the distribution of population among the county's sub-areas. Both Central and West County contain a smaller percentage of the total population in 2000 than in 1990, while East County's share has jumped from 21 to 25 percent over the same period.[6]

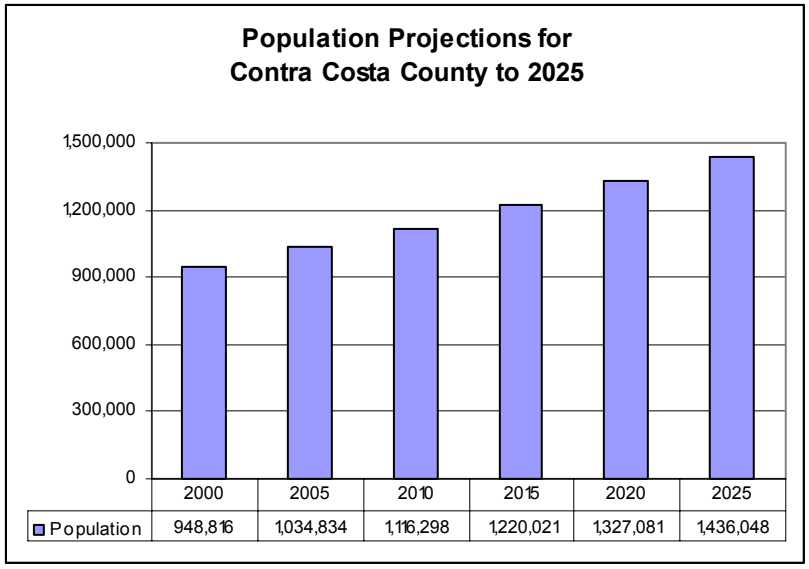
Year	East County	West County	Central County	All Contra Costa
1990	169,912	216,406	417,415	803,733
2000	238,345	244,180	466,292	948,817
% Growth	40.3%	12.8%	11.7%	18.1%

[6]"What Does the Future Hold?" Chapter Two of 2004 Update to the Contra Costa Countywide Comprehensive Transportation Plan. Contra Costa Transportation Authority. The above paragraph is quoted verbatim.



Source: California Department of Finance





Source: California Department of Finance

Demographics

Gender

Of the 997,843 persons living in Contra Costa County in 2004, 50.5% were females and 49.5% were males. This breakdown is similar to that of California, but it is slightly different from that of the US as a whole (males, 48.9%; females, 51.1%). In effect, women outnumber men since their life expectancy is usually longer than that of men. However, this relationship may be altered slightly due to other factors such as wars, immigration, and levels of educational attainment.

Longitudinal changes: The relative proportions of men and women in Contra Costa County have changed very little from 1990 to 2004. The number of females exceeded that of males by 16,836 persons in 1990, but the gap was narrowed to only 9,531in 2004. In effect, the ratio of men per 1,000 women increased from 859 in 1990 to 981 in 2004. This change was not expected given the aging of the population and the location of Rossmoor in the county. However, this change is probably due to immigration rather than natural causes of birth and longevity. Migrant workers tend to be mostly men, and there has been a considerable increase in the number of foreign-born residents in the county between 1990 and 2004.

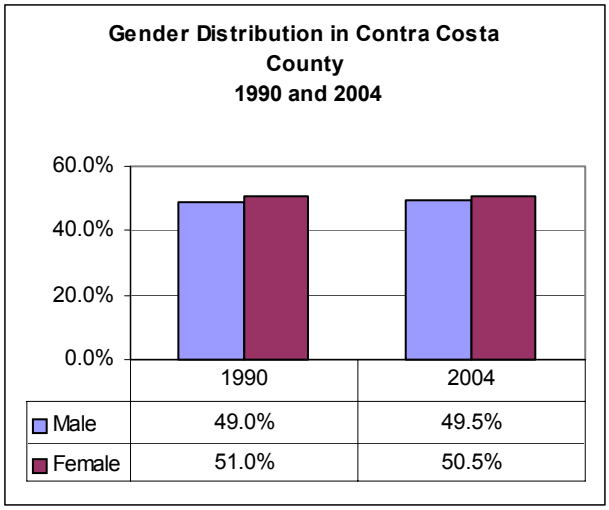
Regional Differences: There are some differences among the county's regions and these differences are reflected, to some extent, in college enrollment. East county has the highest proportion of men to women (972 men per 1,000 women) among all three regions. This is mostly due to the movement of young families in their prime age into this area. West county has the lowest proportion of men to women (938 men per 1,000 women) among all three areas of the county. This relatively lower ratio may be due to population aging (women's life expectancy is higher than men) and probably the existence of a larger percentage of female households. Central county has a mix of aging population (location of Rossmoor in Walnut Creek) and young families in the southern part of this region (San Ramon). The proportion of males to females stood at 946 men per 1,000 women, a ratio that is closer to West county.

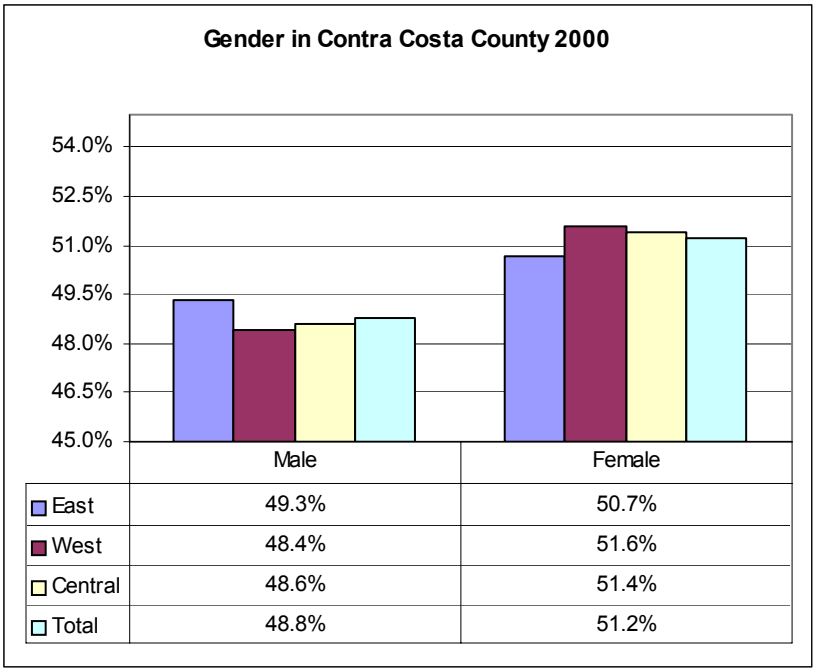
The implications of this analysis will become apparent when enrollment demographics are discussed later. However, it is important to note that as the population ages, there will be more women than men and that younger communities tend to have a more balanced distribution among the genders.

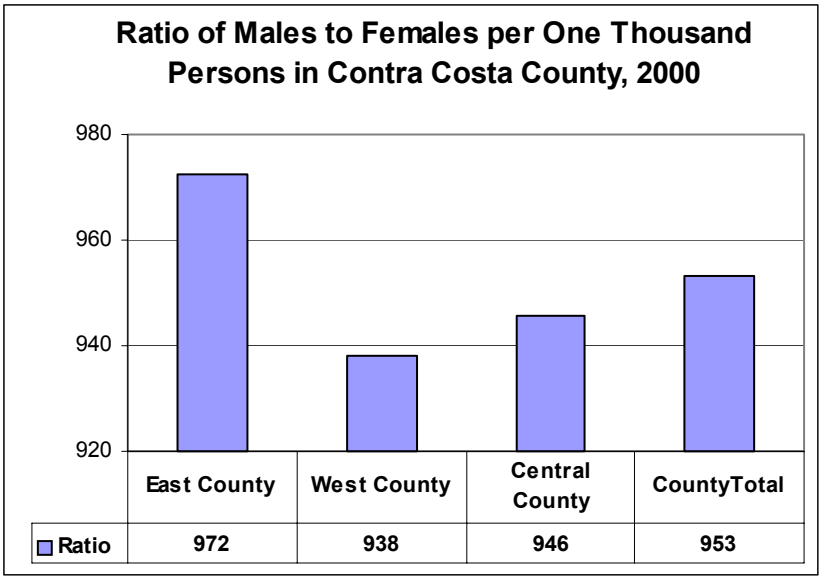
Gender Distribution in Contra Costa County, 1990 and 2004

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%
Difference: Females>Males	16,836	2.1%	9,531	1.0%	(7,305)	-2.8%
Ratio: Men per 1,000 Women	959		981		22	

Source: US Census, 1990 and American Community Survey, 2004


Gender Distribution in Contra Costa County
1990 and 2004
60.0%
40.0%
20.0%
0.0%
1990
2004
Male
49.0%
49.5%
Female
51.0%
50.5%


Gender in Contra Costa County 2000
54.0%
52.5%
51.0%
49.5%
48.0%
46.5%
45.0%
Male
Female
East
49.3%
50.7%
West
48.4%
51.6%
Central
48.6%
51.4%
Total
48.8%
51.2%


Ratio of Males to Females per One Thousand Persons in Contra Costa County, 2000
980
960
940
920
East County
West County
Central County
CountyTotal
Ratio
972
938
946
953

Age

In 2004, Contra Costa County had a population of 997,843 persons, with a median age of 37.1 years, compared to 34.2 years for California and 36.0 for the US. The age distribution is grouped into five categories. Following is the relative size of these groups in 2004:

- The school age group (under 18), 26.1% of the population
- The college age group (18 to 24), 8.7% of the population
- The young adults group (25 to 44), 28.1% of the population
- The older adults group (45 to 64), 26.1% of the population
- The elderly group (65 and older), 10.9% of the population

Longitudinal changes: The relative size of the youngest (under 18) and oldest (65 and older) age groups remained about the same in 2004 as they were in 1990. However, the size of the two adult groups (25 to 44 and 45 to 64) has changed drastically between 1990 and 2004. There is a gradual shift toward a much older age distribution, primarily due to the significant size of the Baby Boomer Generation (those born between 1946 and 1964) and to the location of Rossmoor (one the largest retirement communities in Northern California) in Central County. It is projected that by 2030, the percentage of the elderly will increase from its current level of 11% to almost 18%. On the other hand, by 2030, the percentage of school age youth (those under the age of 18) is expected to decline slightly from 26% to 25% or less of the county's population. Working age adults (age 18 to 64) represent a sizable age group (63% of the population). This group include the traditional college age students (18 to 24) and others who are in their prime career building, childbearing, and home buying years. It will have a major impact on the business outlook, the housing market, college enrollment, and adult learning within the county over the next several decades.

Regional Differences: Based on the U.S. Census data for 2000, there are some differences among the three regions of the county. (No breakdown by region is available for 2004).

- East County tends to have the most youth (35.0% under 20), the fewest elderly (7.6% above 65), and the smallest working age adults (57.4%).

- West County had 29.1% youth, 11.0% elderly, and 59.9% working adults.

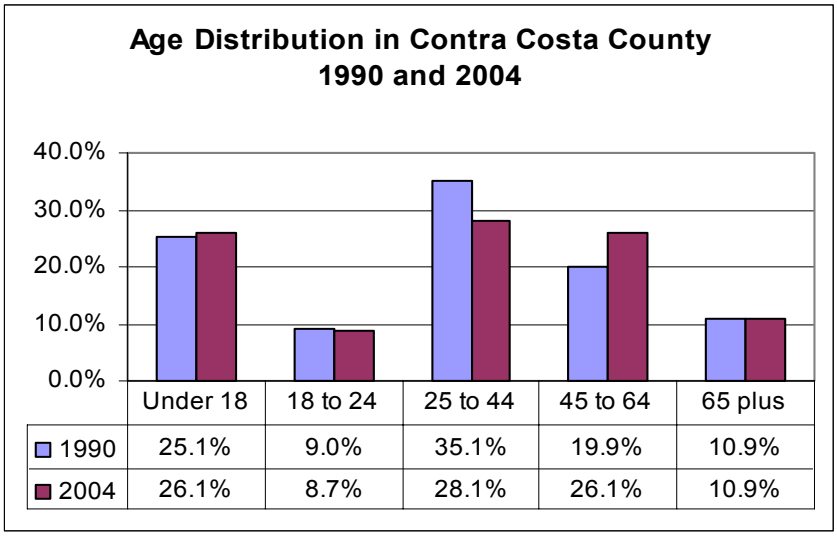
- Central County had a larger elderly population (13.3%), fewer young people (26.1% under 20), and a relatively larger percentage of working adults (60.6%).

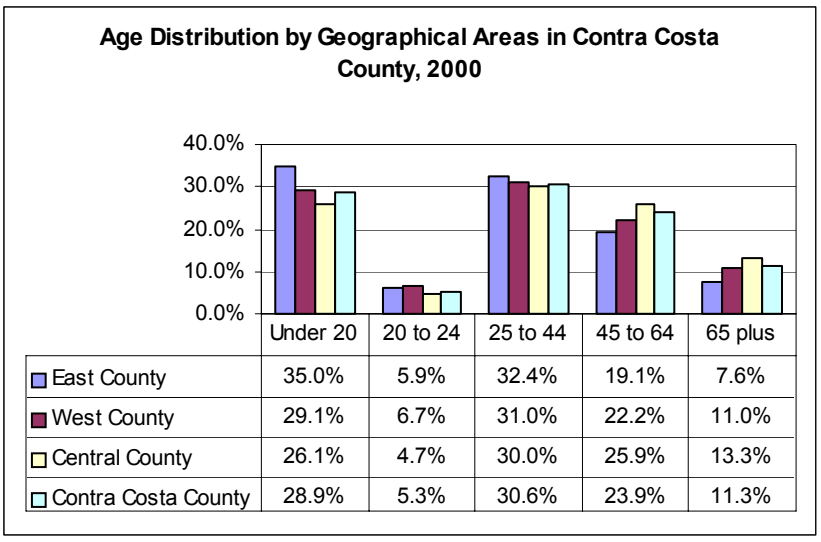
In summary, communities in east county will support a younger population with school and college age students. Communities in south county will have patterns of growth similar to that of the east. In contrast, the population in central and west county will be aging. Communities with large youth populations tend to require more social services such as schools, daycare, health care, and other services. Elderly communities also require a high level of social services including healthcare, adult learning activities, and other social services. The types of educational programs offered by community colleges must change to reflect the demographic make-up of the population.

Age Distribution in Contra Costa County

Age Group		1990		2004		Change: 1990 to 2004	
		Count	Percent	Count	Percent	Count	%
School Age	Under 18	202,088	25.1%	260,173	26.1%	58,085	28.7%
College Age	18 to 24	72,259	9.0%	87,287	8.7%	15,028	20.8%
Young Adult	25 to 44	282,171	35.1%	280,527	28.1%	(1,644)	-0.6%
Older Adult	45 to 64	159,718	19.9%	260,812	26.1%	101,094	63.3%
Old	65 plus	87,496	10.9%	109,044	10.9%	21,548	24.6%
Total		**803,732**	**100.0%**	**997,843**	**100.0%**	**194,111**	**24.2%**

Source: US Census 1990 and American Community Survey 2004





Source: U.S. Census 2000 and American Community Survey 2004

Ethnicity

Contra Costa County has a significant mix of races and ethnic groups that vary by county region.. Of the 997,843 county residents in 2004, 97.9% indicated only one race, while 2.1% cited two or more races. The county has the following ethnic breakdown in 2004:

- White Non-Hispanic accounted for 54.2%
- African Americans Non-Hispanic represented 9.1%
- Asian / Pacific Islanders Non-Hispanic accounted for 13.4%
- Hispanics of any race represented 20.6%
- Native American accounted for 0.5%
- Two or more races and other races represented 2.2%

Longitudinal Changes: Between 1990 and 2004, the population in the county grew by 194,111 persons or approximately 24%. Most of this growth was the result of the phenomenal increase in the population of Hispanics and Asians. The number of Hispanics of any race increased from 91,282 in 1990 to 205,154 persons in 2004, a 125% increase during this period. In effect, one out of every five persons in Contra Costa County in 2004 was Hispanic, compared to one out of every ten in 1990. The number of Asians/Pacific Islanders also increased sharply by 81% during the same period. On the other hand, the number of African Americans grew by 25%, approximately the same rate of growth as that of the general population. In contrast, the number of Whites declined by almost 20,000 persons, or 3.5% during this period. The implication of this population shift is clear. Two ethnic groups are leading the population growth in the county and have contributed 90 percent of that growth between 1990 and 2004. It is projected that the size of these two groups will continue to increase in future years.

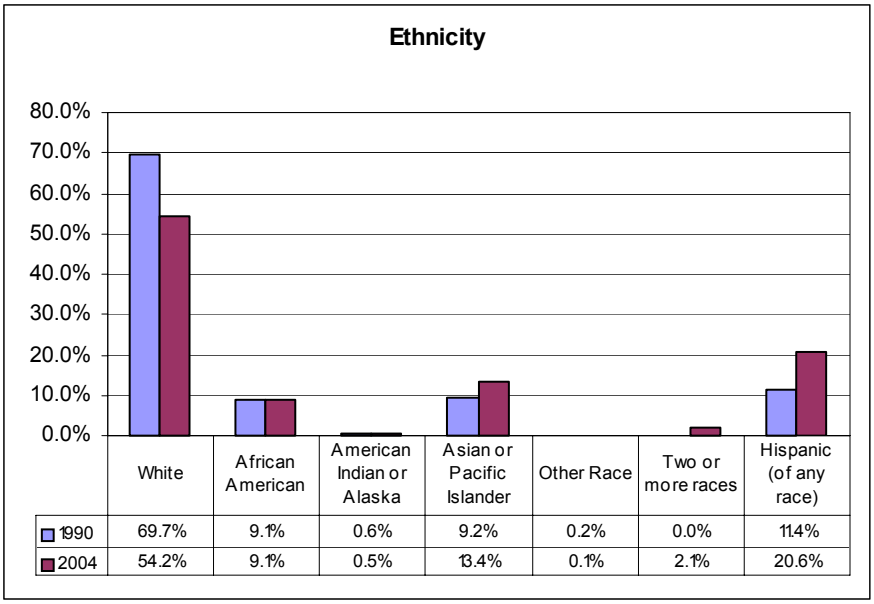
Regional Differences: The ethnic diversity of the three service areas of the county exhibits sharp contrasts. The data presented here are based on the U.S. Census 2000.

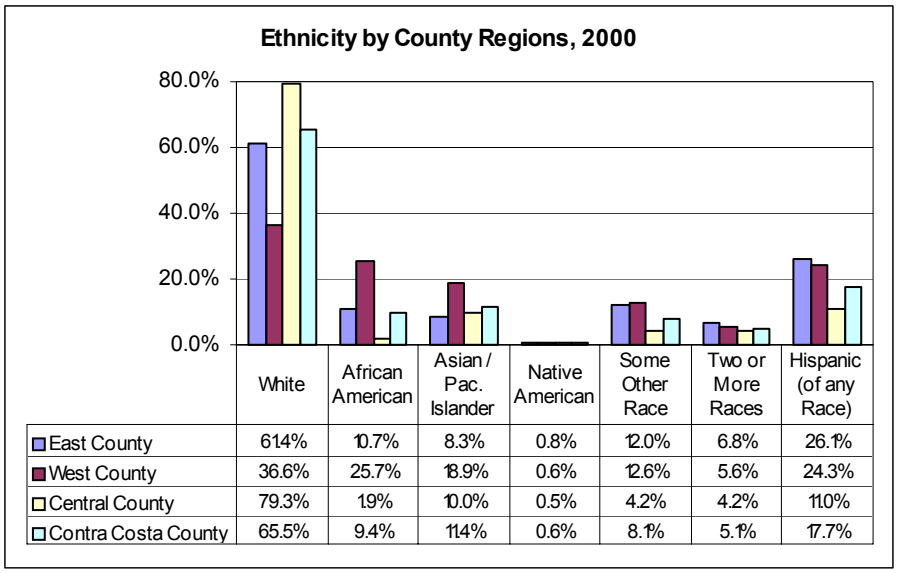
- Central county has a majority White population (79.3%) at a proportion that exceeds that of other regions. Asian/Pacific Islanders represent 10.0%, while African Americans account for a tiny minority of only 1.9% and Native American 0.5%. Two or More Races was 4.2%, as was Some Other Race. Hispanics of any race, counted separately, represent 11%.
- East county has a majority of Whites at 61.4%, while African Americans account for 10.7%, Asians/Pacific Islanders for 8.3%, and Native Americans 0.8%. Some Other Race was 12.0% and Two or more Races was 6.8%. Hispanics in east county, counted separately, represent the highest percentage among the three regions (26.1%).
- West county has no ethnic majority. Whites account for 36.6% of the population and there are sizable Asian (18.9%) and Hispanic (24.3%) populations. African Americans in west county represent the highest percentage among the three regions (25.7%). Some Other Race accounted for 12.6% and Two or More Races for 5.6%.

In summary, each college has unique student and staff diversity issues that are quite different from those of other colleges. It is as if the geography of the county has created three individual communities that are thinly or minimally related to each other.

Ethnicity of the Population in Contra Costa County

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%**





Source: US Census 1990 and American Community Survey 2004

Place of Birth

Contra Costa County has a mosaic of cultures and people who were born in six different continents. In 2004, 21% of the people living in the county were foreign-born, compared to only 13% in 1990. In contrast, 79% of the county's population were native born, including 56% who were born in California and 23% who were born in other states. In effect the county has a rich geographical and cultural mix. This cultural diversity enriches the community and contributes to a broad, rather than a parochial, view of the world. The educational needs for this heterogeneous group will be different from those of more homogeneous communities.

Longitudinal Change: The number of foreign-born residents in the county increased from 107,060 in 1990 to 210,387 persons in 2004, or 96% increase during this period. The majority of this increase was due to migration from Latin America and Asia. For the 210,387 county's foreign-born residents in 2004, Latin America (42.3%) leads the way, followed by Asia (40.7%), Europe (10.6%), North America (3.6%), Africa (1.6%), and Oceania (1.3%). Proximity to California, economic prosperity of the home country, and applicable immigration laws have an impact on the immigration figures.

Regional Differences: There are some striking differences among the three regions. The data presented in this section is based on the US Census 2000.

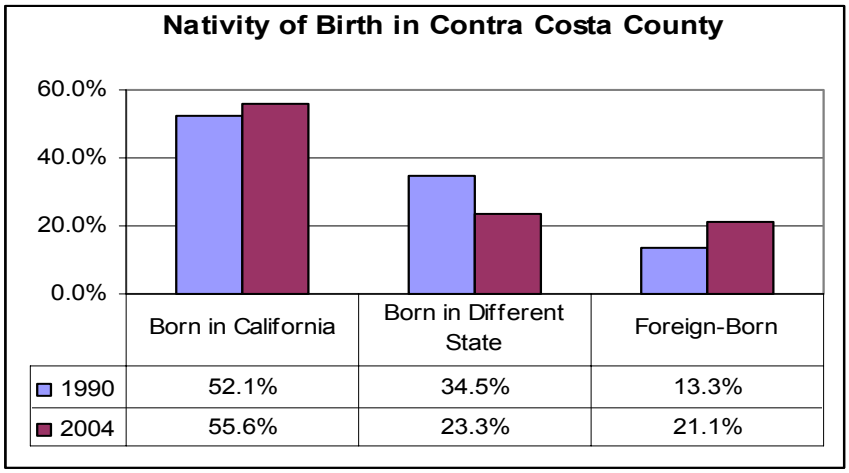
- In east county, the majority (56.6%) of foreign-born residents came from Latin America, while 32.1% came from Asia, and only 6.3% from Europe. Other continents had much smaller shares.
- West county's foreign-born residents came almost equally from Latin America (46.9%) and Asia (44.4%). Europeans accounted for a much smaller share of only 5.0%. Other continents had much smaller shares.
- Compared to other county regions, central county had by far the greatest percentage of foreign-born Europeans (19.7%). However, the largest percentage of foreign-born residents came from Asia (43.4%), followed by Latin America (23.9%).

In summary, there are different patterns of diversity based on the nativity of birth in the three county areas. The dominant immigrants in east county are mostly Hispanics; in west county, it is both Hispanics and Asians; and in central county, it is mostly Asians. Europeans seem to show a preference for central county. Three times as many foreign-born Europeans (13,400) reside in central county, compared to the other two county regions combined (4,700).

The implications of this analysis is that each college may address the issue of diversity from different perspectives. Programs in English as a Second Language (ESL) may be expanded at different rates in each region. However, bilingual student services should become more accessible to students at different locations on all three campuses. More importantly, the three colleges should make serious efforts to integrate the multi-cultural perspectives into the curriculum. Enhancing the faculty and staff diversity is also an important factor to be considered in the hiring process. All colleges must continue to develop strategies for preparing students and workers who are more competent culturally and globally.

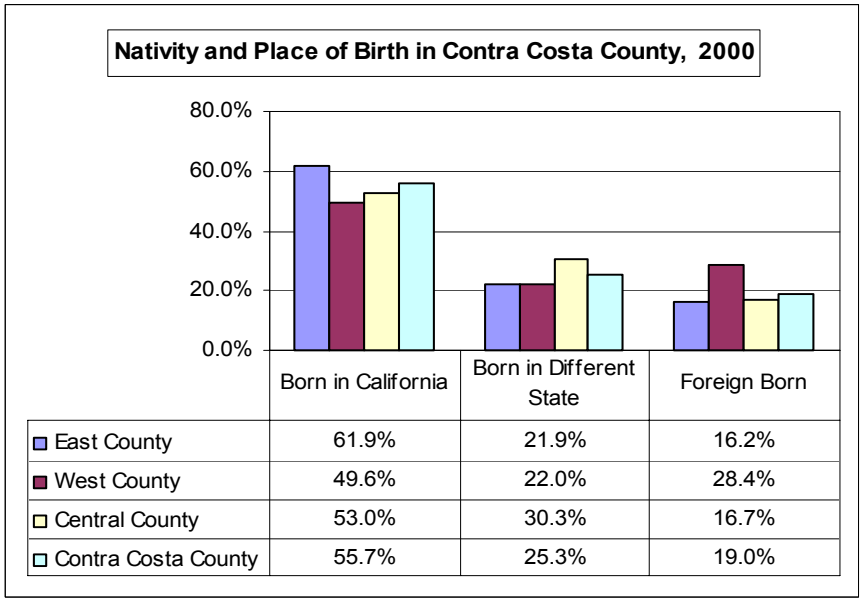
Place of Birth

Place of Birth	1990		2004		Change: 1990 to 2004	
	Count	Percent	Count	Percent	Count	Percent
Total Population	803,732	100.0%	997,843	100.0%	194,111	24.2%
Native Born in U.S.	**696,672**	**86.7%**	**787,456**	**78.9%**	**90,784**	**13.0%**
State of California	419,001	52.1%	555,094	55.6%	136,093	32.5%
Different State	267,616	33.3%	218,010	21.8%	-49,606	-18.5%
Other U.S. Born	10,055	1.3%	14,352	1.4%	4,297	42.7%
Foreign-Born	**107,060**	**13.3%**	**210,387**	**21.1%**	**103,327**	**96.5%**



Source: U.S. Census, 1990 and 2004

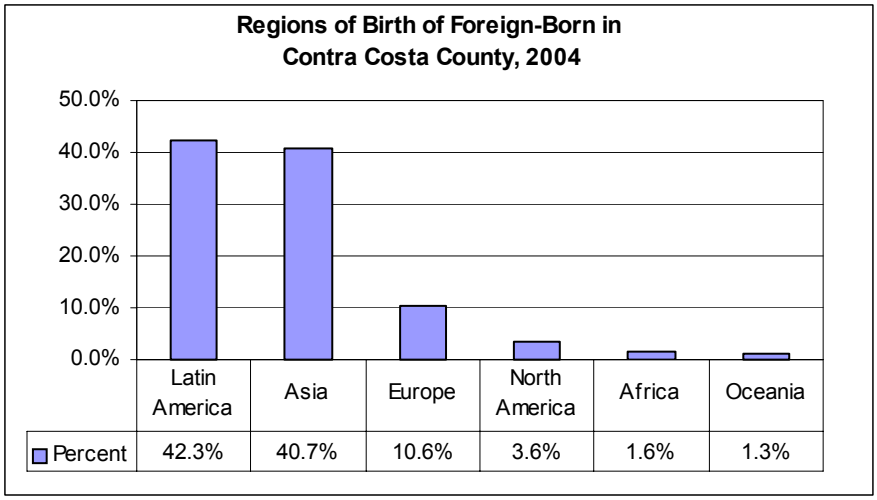
Nativity and Place of Birth	East	West	Central	Contra Costa Total
Total Population	196,222	191,129	409,775	948,816



Source: U.S. Census 2000

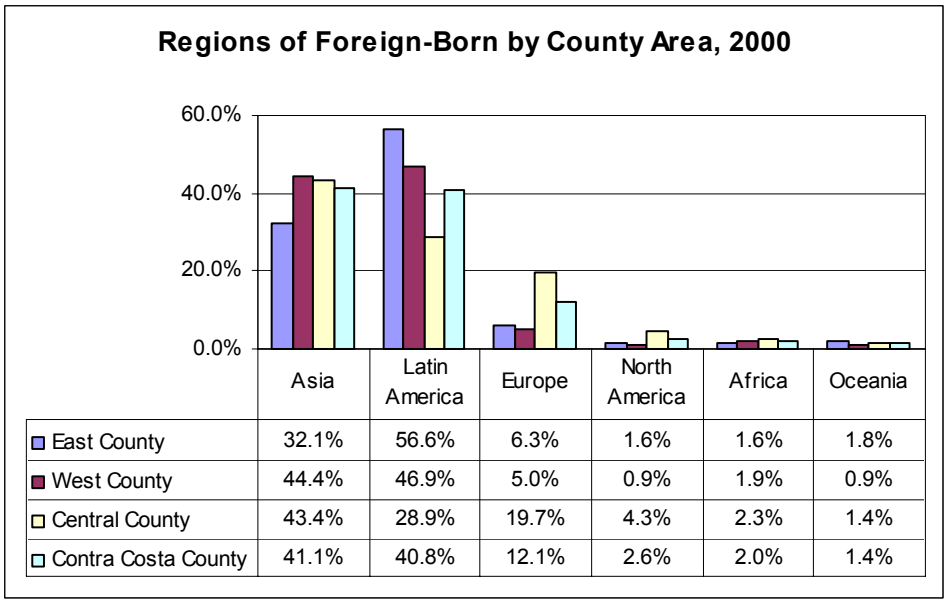
Region of Birth of Foreign Born

Region	Count	Percent
Latin America	89,045	42.3%
Asia	85,584	40.7%
Europe	22,198	10.6%
North America	7,565	3.6%
Africa	3,306	1.6%
Oceania	2,689	1.3%
Total	**210,387**	**100.0%**



Source: U.S. Census, 2004

Foreign-Born Residents in Contra Costa County, 2000	East	West	Central	Total
Count	31,867	54,550	68,361	154,778
Percent	21%	35%	44%	100%



Source: U.S. Census 2000

Language Spoken at Home

Cultural and linguistic diversity of the population may be represented by the proportion of persons (5 years and older) speaking languages other than English at home While English remains the dominant language of choice for the majority of people in California, other languages have gained some importance as several waves of immigrants arrived at shores over the past 100 years. California lies at the high end of the spectrum regarding the percentage of persons speaking languages other than English at home. In 2004, that percentage stood at 41.3%, compared to only 18.7% for the US as a whole. This is the highest percentage among all 50 states. New Mexico (36.4%), Texas (32.0%), New York (27.3%), and New Jersey (26.6%) make up the next top four states in terms of the percentage of persons speaking foreign languages other than English at home. In Contra Costa County, 29.3% of the population who were 5 years and older spoke a language other than English at home.

Longitudinal Change: Between 1990 and 2004, the number of persons speaking a language other than English at home increased from 134,159 persons to 273,076 persons, an increase of 138,917 persons or 104%, during this period. In contrast, the number who spoke English only at home increased modestly by 50,916 persons, or 8.4%. In effect, the percentage of those who spoke a language other than English at home stood at 29.3% in 2004, compared to 18.0% in 1990. In 2004, Spanish was the dominant (55%) foreign language among those who spoke other languages at home, followed by Asian languages (28%), and Indo-European languages (14%).

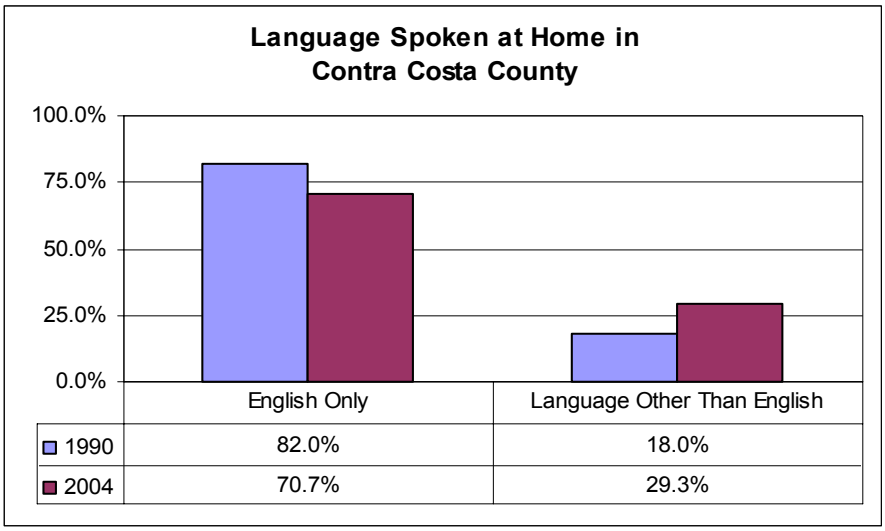
Regional Differences: The three regions of the county exhibited different patterns with respect to languages spoken at home in 2000.

- In East country, 26.4% of the population, five years and older, spoke a language other than English at home, while 73.6% spoke English.
- West county had the highest percentage of those who spoke a language other than English (39.0%). This percentage approached that of the state (41.3%).
- Central County had the lowest percentage (20.5%) of persons speaking a foreign languages other than English at home.

With respect to individual cities and towns, the range of those who spoke a foreign language at home varied between 9.8% in Clayton (central county; population, 10,792 in 2000) and 58.5% in San Pablo (west county; population 30,121 in 2000). In the large population centers of Concord, Richmond, and Pittsburg, three out of ten persons spoke a language other than English at home—primarily Asian and Spanish languages.

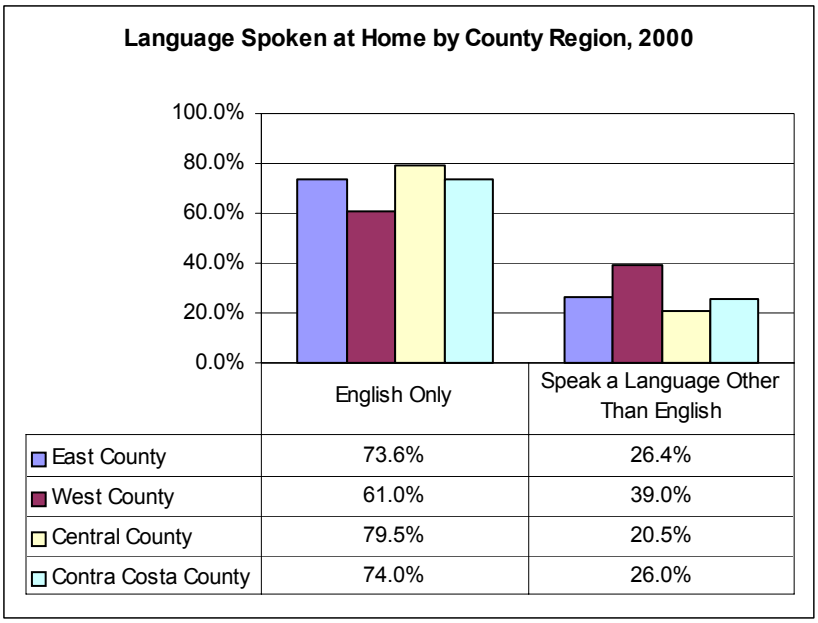
In summary, the county represents a mosaic of cultures and languages that is probably unsurpassed in other parts of the country. The challenge for the colleges is to be prepared to absorb the influx of these rich cultures and to offer the academic programs and services that meet the needs of different students. As a starting point, information concerning the colleges should be made available in the predominant languages of the people living in different regions.

Language Spoken at Home



Source: U.S. Census, 1990 and 2004

Characteristics	East	West	Central	County Total
Language Spoken At Home				
Population 5 Years and Older	179,800	178,382	384,909	883,762



Source: U.S. Census 2000

2. Educational Opportunity

School Enrollment

In 2004, Contra Costa County had a total school enrollment (population of 3 years and older) of 280,523 students, of whom 23.0% enrolled in college or graduate school, and 77.0% enrolled in kindergarten through high schools. The comparable rates for California were 25.6% for college and 74.4% for K-12 schools. For the USA, the rates were 23.4% and 76.6%, respectively.

Longitudinal Change: The total number of students enrolled at all levels of education increased from 213,707 students in 1990 to 280,523 students in 2004, representing an increase of 66,816 students or 31.3%, during this period. The rate of increase in school enrollment was much faster than the rate of increase in the overall population (24%) during this period. This disparity suggests that families with school age children have moved to the county in larger numbers between 1990 and 2004. The growth in school enrollment during this period was uneven. While college enrollment remained almost flat with a meager growth of only 1.6%, enrollment in the K-12 schools grew significantly by 44% during the same period. Considering that this is a highly educated populace generally, the decline in college enrollment suggests that the college-going rates have been altered by new immigrants moving into the county. Furthermore, there is ample evidence to suggest that the number and percentage of adult learners (25 years and older) enrolled in community colleges has declined sharply between 1990 and 2004.

In summary, the relative share of college enrollment in comparison to total enrollment at all levels of education declined from almost 30% in 1990 to only 23% in 2004. This is a significant drop that reflects a much lower level of community participation in higher education.

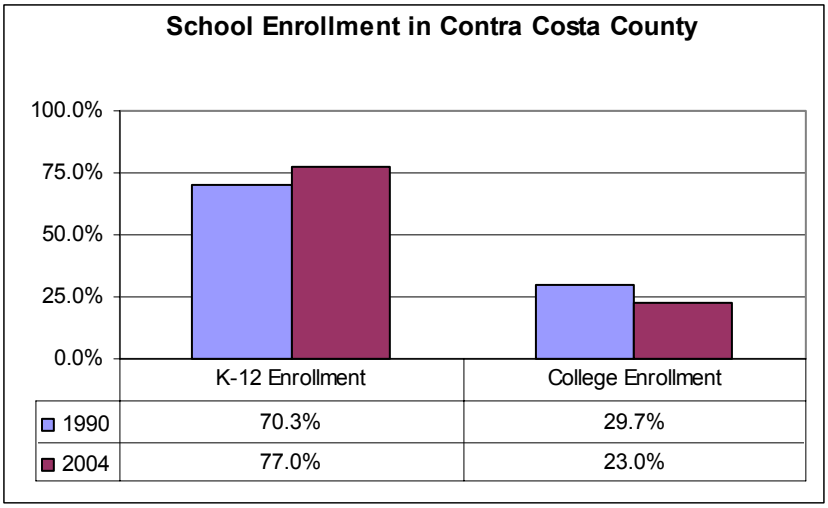
Regional Differences: School enrollment patterns in the three county regions vary.

- East county had the highest level of pre-college enrollment at 81.3%, compared to college enrollment of 18.7%. The high percentage of kindergarten through 12th grade enrollment reflects the phenomenal population growth in east county, to which families with young school-age children were attracted because of affordable housing.

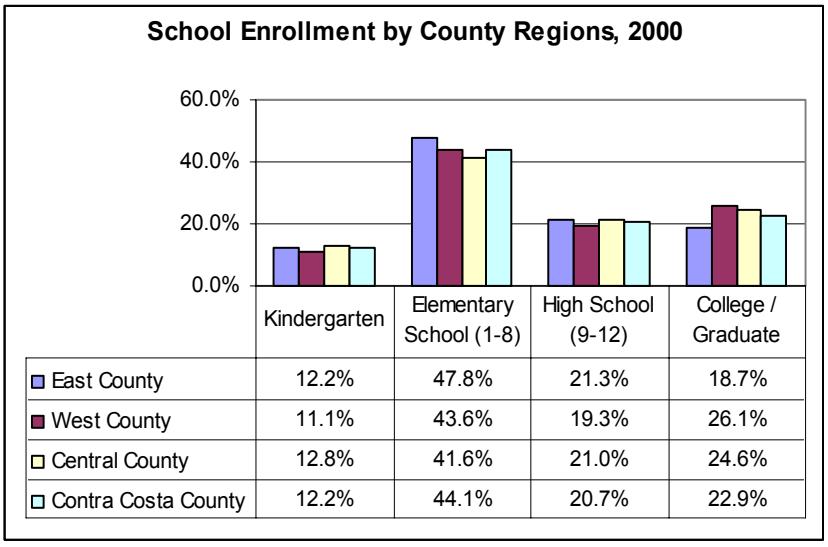
- West county, on the other hand, had the lowest rate of pre-college enrollment at 73.9%, compared to college enrollment of 26.1%. West county's college enrollment represents the highest rate among the three county regions. Apparently, the proximity of west county to the University of California at Berkeley has impacted its high percentage of college enrollment.

- Central county falls somewhere in between the two extremes of east and west counties. It has 75.4% school enrollment (k-12) and 24.6% college enrollment. College enrollment figures are impacted by the existence of several institutions of higher learning in the region including St. Mary's College, John F. Kennedy University, Golden Gate University, CSU East Bay, DVC, the University of Phoenix, and several other institutions.

School Enrollment	1990		2004		Change: 1990 to 2004	
	Count	Percent	Count	Percent	Count	Percent
K-12 Enrollment	150,252	70.3%	216,076	77.0%	65,824	43.8%
College Enrollment	63,455	29.7%	64,447	23.0%	992	1.6%
Population 3 Years and Older Enrolled in School	213,707	100.0%	280,523	100.0%	66,816	31.3%



Source: U.S. Census, 1990 and 2004



Source: U.S. Census 2000

Educational Attainment

Educational attainment is one of the most important indicators of lifetime economic opportunities. Higher educational attainment is associated with lower unemployment, higher wages, higher family income and better health. Parental education is associated with enriched environment and greater educational opportunities for the children. For the purposes of this discussion, there are four categories of educational attainment: high school or less, some college including the associate degree, bachelor's degree, and graduate or professional degrees. In 2004, the county surpassed the state in terms of higher levels of educational attainment. Comparison between the county and the state follows:

- High School or Less: 30.8% for the county vs. 41.2% for California
- Associate Degree or Some College: 33.0% for the county vs. 29.4% for California
- Bachelor's Degree, 23.3% for the county vs. 19.0% for California
- Graduate or Professional Degrees: 13.0% for the county vs. 10.4% for California

Longitudinal Change: In 2004, the population in Contra Costa County had attained a higher level of education, compared to that of 1990. Persons with the bachelor's degree and those with graduate or professional degrees increased substantially during this period. These two groups constituted 36.3% of the population 25 years and older in 2004, compared to 31.5% in 1990. In contrast, the percentage of persons with high school diploma or less declined from 36.2% of the population 25 years and older in 1990 to 30.8% in 2004. The percentage of those with associate degree or some college remained almost the same between 1990 and 2004.

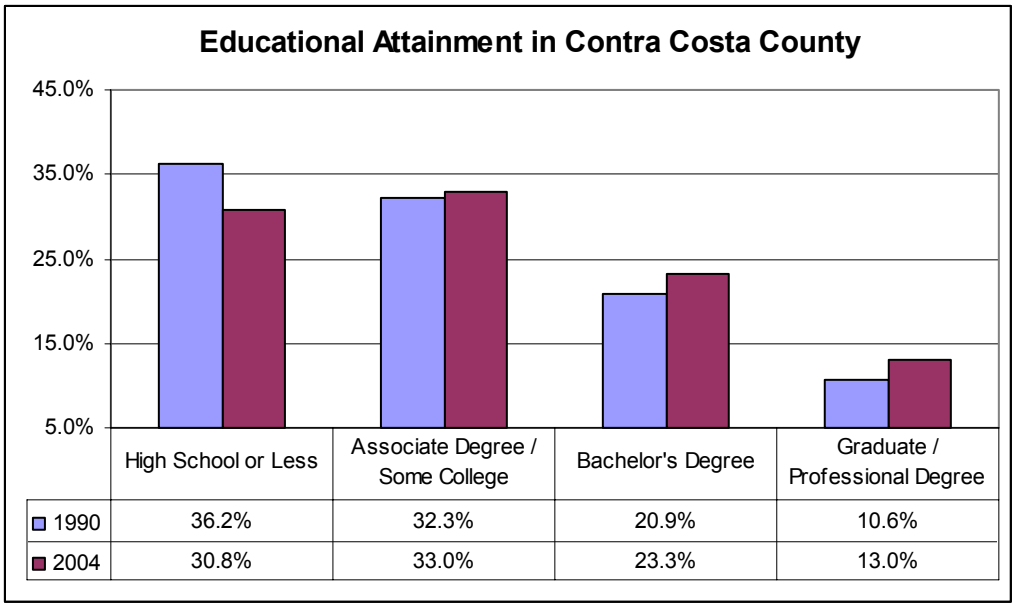
Regional Differences: There are striking differences among the county areas.

- East county has the highest percentage of persons with high school diploma or less (45.2%) and those with associate degree or some college (37.8%). However, this region has the lowest proportion of bachelor's degree (12.8%) and graduate degree holders (4.2%), compared to the other two regions.
- West county also has a high percentage (42.0%) of persons with the high school diploma or less. The percentage of persons with the bachelor's degree and graduate/ professional degrees stood at 17.5% and 10.0%, respectively.
- Central County represents has the highest percentage of persons with the bachelor's degree (29.5%) and graduate/professional degrees (16.2%), compared to the other two regions of the county. These two percentages combined (45.7%) are almost three times as much as those in east county and one and one-half times as those in west county.

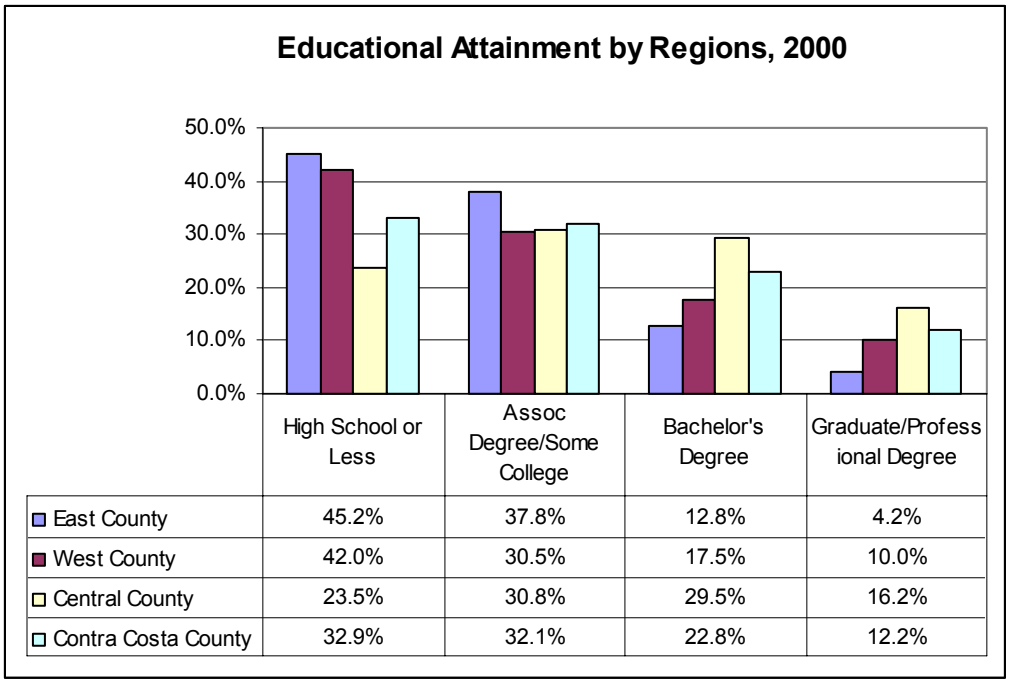
The educational differences among the three regions of the county impacts, to a large extent, the strategic directions of each college. While all colleges have a comprehensive mission to prepare students for transfer, train them for different occupations, meet their aspiration for life-long learning, and address their remedial educational needs, the educational attainment of the local community provides the mandate for each college to place emphasis on certain aspects of the mission more than others. Some have done well in transfer programs, while others have had strong basic skills and vocational programs. In summary, the educational level of the community impacts the college's educational and service programs.

Educational Attainment

Educational Attainment	1990		2004		Change: 1990 to 2004	
	Count	Percent	Count	Percent	Count	Percent
High School or Less	192,660	36.2%	200,099	30.8%	7,439	3.9%
Assoc.Degree / Some College	171,851	32.3%	214,509	33.0%	42,658	24.8%
Bachelor's Degree	111,574	20.9%	151,242	23.3%	39,668	35.6%
Graduate / Professional Degree	56,631	10.6%	84,533	13.0%	27,902	49.3%
Population 25 Years and Over	**532,716**	**100.0%**	**650,383**	**100.0%**	**117,667**	**22.1%**



US Census 1990 and American Community Survey 2004



US Census 2000

Educational Attainment in Contra Costa County by Cities and Towns, 2000

Cities or Towns	Less than HS Diploma	High School Diploma	Some College	Associate Degree	Bachelor's Degree	Master's Degree and Higher
East						
Antioch	13%	29%	30%	9%	14%	5%
Bay Point	30	25	26	7	9	3
Bethel Island	21	34	29	5	7	4
Brentwood	17	25	29	8	15	6
Discovery Bay	7	22	31	12	22	6
Oakley	16	30	32	8	11	3
Pittsburg	25	26	28	7	11	3
West						
Crockett	12%	22%	25%	12%	18%	11%
E. Richmond Heights	8	21	22	6	25	18
El Cerrito	7	13	18	6	30	26
El Sobrante	14	26	31	9	14	6
Hercules	9	17	27	11	27	9
Kensington	2	6	11	3	35	43
Pinole	2	24	28	9	19	18
Richmond	25	22	24	7	14	8
Rodeo	16	29	26	10	14	5
San Pablo	38	26	21	5	8	2
Central						
Alamo	2%	10%	19%	6%	39%	24%
Blackhawk	3	9	16	8	41	23
Clayton	2	15	23	8	36	16
Concord	15	23	27	9	19	7
Danville	4	11	19	7	38	21
Lafayette	2	9	16	5	38	30
Martinez	8	20	29	10	23	10
Moraga	3	8	16	5	37	31
Orinda	1	6	13	6	40	34
Pacheco	13	26	35	8	13	5
Pleasant Hill	7	18	24	9	29	13
San Ramon	3	12	24	8	36	17
Walnut Creek	5	13	21	7	33	21
Contra Costa County	**13%**	**20%**	**24%**	**8%**	**23%**	**12%**

Source: U.S. Census 2000

High School Graduates

The number of high school graduates is an important predictor of future enrollment in post-secondary institutions. For planning purposes, the combination of the number of high school graduates and the college-going rate is used as a basis for projecting future enrollment patterns at the community colleges. Contra Costa County has 71 high schools: 27 public and 44 other schools including private, alternative, and home schools that grant high school diplomas. Almost 90% of the graduates come from the county's public high schools.

Longitudinal Change: In 2004-05, the number of graduates from the public high schools reached 9,040 students, compared to 6,746 graduates in 1995-96, an increase of 34% during this period. This growth reflects the high birthrate among certain groups and the increased immigration in the 1980s and 1990s. The number of graduates is expected to reach its peak by 2008-09, but a declining trend will follow for the next four to five years up to 2013-14. Unless there is a surge in the number of adult learners, overall college enrollment is expected to follow a similar pattern.

Regional Differences: The change in the number of high school graduates will impact the three county regions in different ways.

- East county experienced the largest increase in the number of public high school graduates among all three areas of the county. The number of graduates increased from 1,391 graduates in 1995-96 to 2,297 graduates in 2004-05, an increase of 65.1% during this period. In this past ten years, the number of public high schools also increased from three to five schools. The growth in the number of graduates will continue due to the movement of young families to that area of the county. Land availability and housing affordability contributed to this movement.
- West county experienced the least growth in the number of public high school graduates in the past ten years. The number of graduates increased from 1,483 in 1995-96 to 1,762 in 2004-05, a lower than average growth of only 18.8%. One more high school was also opened during this time, making a total of eight schools in west county. Based on population changes, slow rates of growth are expected in the next few years.
- Central county's public high school graduates represents a mixed picture. During this ten-year period, the number of graduates from certain public high schools grew at a much faster rate than the rate of population growth. This growth was due to two factors, faster population growth in Clayton and San Ramon and the higher than average academic performance index for the schools in Orinda, Moraga, and Walnut Creek. This high academic quality served as a magnet that attracted students from other parts of the county. Other schools in this region grew at a much slower pace. In summary, the number of graduates from the 14 public high schools in central county increased from 3,872 in 1995-96 to 4,981 in 2005-06, a rate of growth of 28.6%.

In summary, the prospects for growth in community college enrollment as a result of high school graduation will vary among the three regions of the county.

Graduates from Public High School in Contra Costa County, 1995-96 to 2004-05

No.	East County	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	Change Count	Change %
1	Antioch High, Antioch	588	579	687	347	313	447	398	459	514	458	(130)	-22.1%
2	Deer Valley, Antioch				490	585	523	660	629	624	645	645	
3	Freedom, Oakley				159	218	260	309	312	358	377	377	
4	Liberty, Brentwood	460	521	452	323	311	325	368	384	412	415	(45)	-9.8%
5	Pittsburg Senior, Pittsburg	343	371	320	329	333	340	345	421	447	402	59	17.2%
	Total	1391	1,471	1,459	1,648	1,760	1,895	2,080	2,205	2,355	2,297	906	65.1%

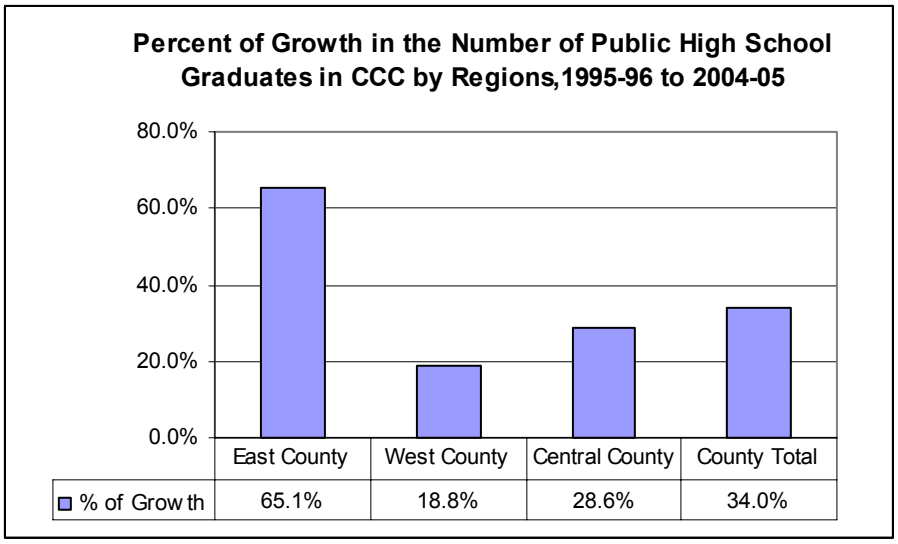
No.	West County	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	Count	%
6	De Anza Senior, Richmond	272	280	304	314	310	290	325	240	242	262	(10)	-3.7%
7	El Cerrito Senior, El Cerrito	305	308	304	288	273	300	293	278	338	287	(18)	-5.9%
8	Hercules, Hercules								182	176	254	254	
9	John Swett, Crockett	95	116	113	145	112	116	134	103	94	112	17	17.9%
10	Kennedy, Richmond	130	115	119	161	142	142	169	137	159	128	(2)	-1.5%
11	Middle College, San pablo	42	46	46	53	52	44	48	53	55	52	10	23.8%
12	Pinole Valley, Pinole	424	413	435	451	438	424	453	326	351	345	(79)	-18.6%
13	Richmond, Richmond	215	201	215	209	238	253	268	305	295	322	107	49.8%
	Total	1483	1,479	1,536	1,621	1,565	1,569	1,690	1,624	1,710	1,762	279	18.8%

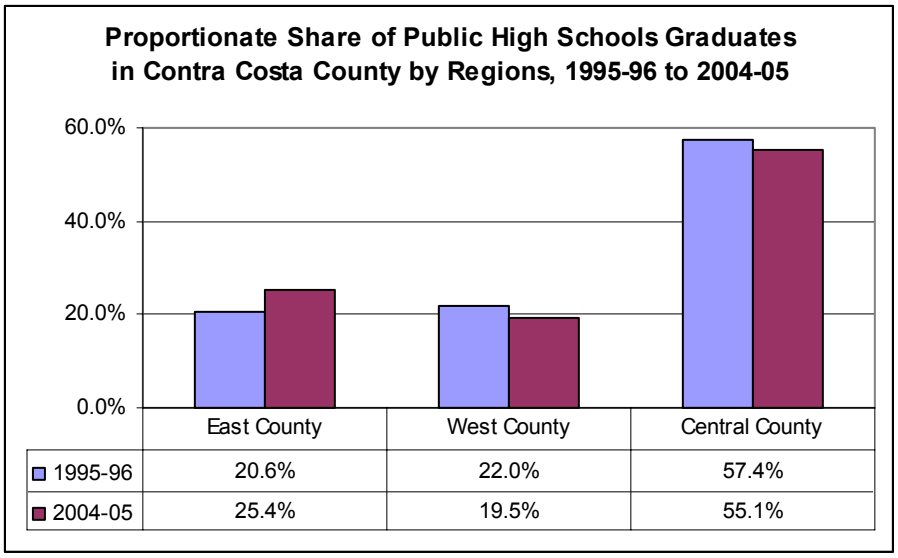
No.	Central County	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	Count	%
14	Acalanes, Lafayette	260	258	266	290	333	282	310	281	306	301	41	15.8%
15	Alhambra Senior, Martinez	235	239	220	245	282	263	286	225	280	250	15	6.4%
16	California, San Ramon	345	359	368	357	390	426	432	488	442	513	168	48.7%
17	Campolindo, Moraga	188	226	245	199	223	263	263	346	324	331	143	76.1%
18	Clayton Valley, Concord	304	299	321	385	376	351	346	434	410	448	144	47.4%
19	College Park, Pleasant Hill	340	294	337	345	339	357	347	370	402	387	47	13.8%
20	Concord, Concord	250	272	326	293	292	326	298	293	243	304	54	21.6%
21	Las Lomas, Walnut Creek	259	295	263	323	306	352	334	346	333	385	126	48.6%
22	Miramonte, Orinda	214	273	252	280	276	280	336	328	325	325	111	51.9%
23	Monte Vista, Danville	422	427	417	487	494	454	452	480	479	481	59	14.0%
24	Mt. Diablo, Concord	153	193	241	157	193	221	255	258	230	188	35	22.9%
25	Northgate, Walnut Creek	314	354	371	322	252	355	353	330	315	361	47	15.0%
26	San Ramon Valley, Danville	347	397	403	434	381	410	469	456	431	427	80	23.1%
27	Ygnacio Valley, Concord	241	287	311	276	303	294	291	324	275	280	39	16.2%
	Total	3,872	4,173	4,341	4,393	4,440	4,634	4,772	4,959	4,795	4,981	1,109	28.6%

	County Grand Total	**6,746**	**7,123**	**7,336**	**7,662**	**7,765**	**8,098**	**8,542**	**8,788**	**8,860**	**9,040**	**2,294**	**34.0%**

Source: http://data1.cde.ca.gov/dataquest/ California Department of Education

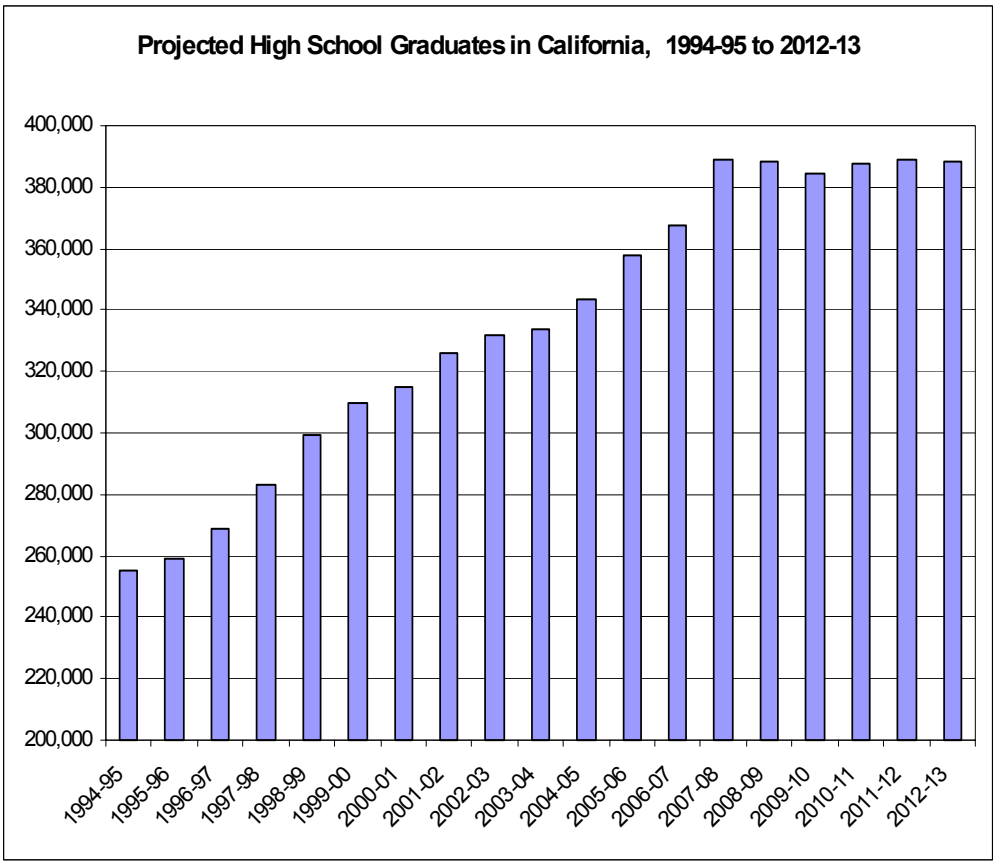
Public High School Graduates

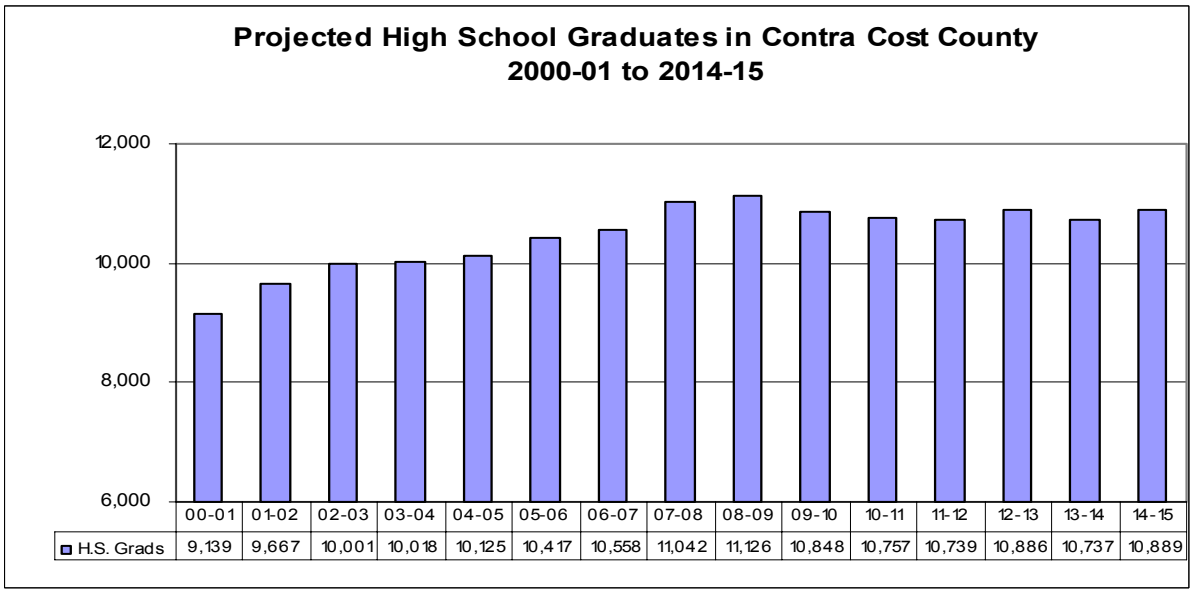




Source: California Department of Education, Dataquest

Year	Graduates
1994-95	255,200
1995-96	259,071
1996-97	269,071
1997-98	282,897
1998-99	299,221
1999-00	309,866
2000-01	315,189
2001-02	326,140
2002-03	331,730
2003-04	334,000
2004-05	343,380
2005-06	358,090
2006-07	367,420
2007-08	388,770
2008-09	388,080
2009-10	384,480
2010-11	387,710
2011-12	388,890
2012-13	388,150

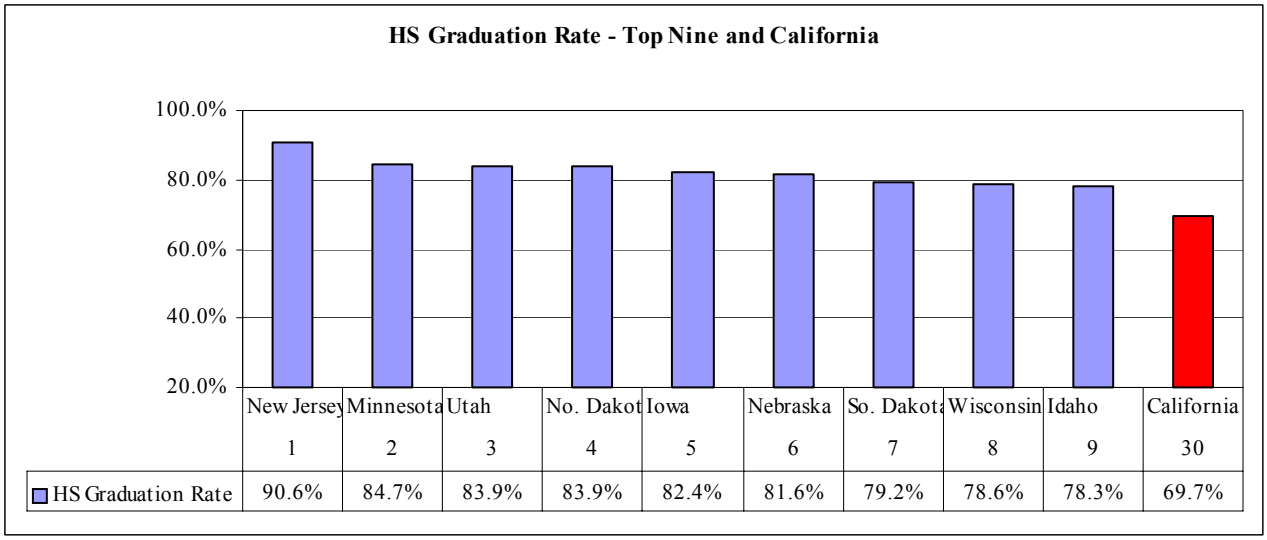




Adapted from the State of California. Department of Finance. California Public K-12 Enrollment and High School Graduate Projections by County, 2005 Series. Updated December 2005.

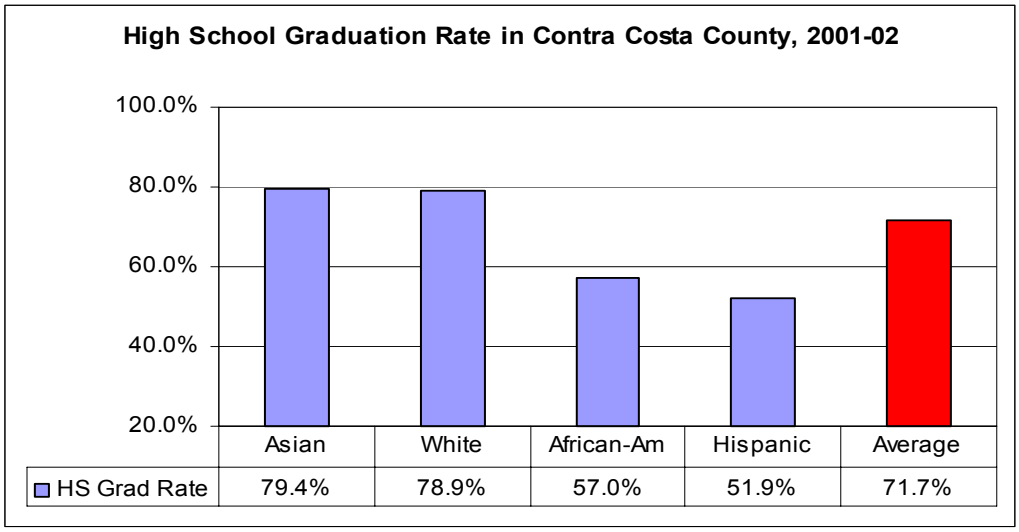
High School Graduation Rate

One of the major challenges facing Contra Costa County is the lower level of high school graduation rate, particularly among the Hispanic and African American students. The high school graduation rate is based on the percentage of ninth-grade students who receive a high school diploma in four years. The rate for the cohort of ninth-grade students of 2001-02 was 71.7%. The comparable rate for California was slightly lower at 69.7%. California ranks 30th among other states with respect to high school graduation rate.



Source: Postsecondary Education Opportunity

The high school graduation rate varies among ethnic groups. Asian and White students have graduation rates that are 20 to 30 percentage points higher than those of African American and Hispanic students. These lower high school graduation rates mean lower lifetime economic opportunity, higher unemployment rates, and lower chances for completing college.



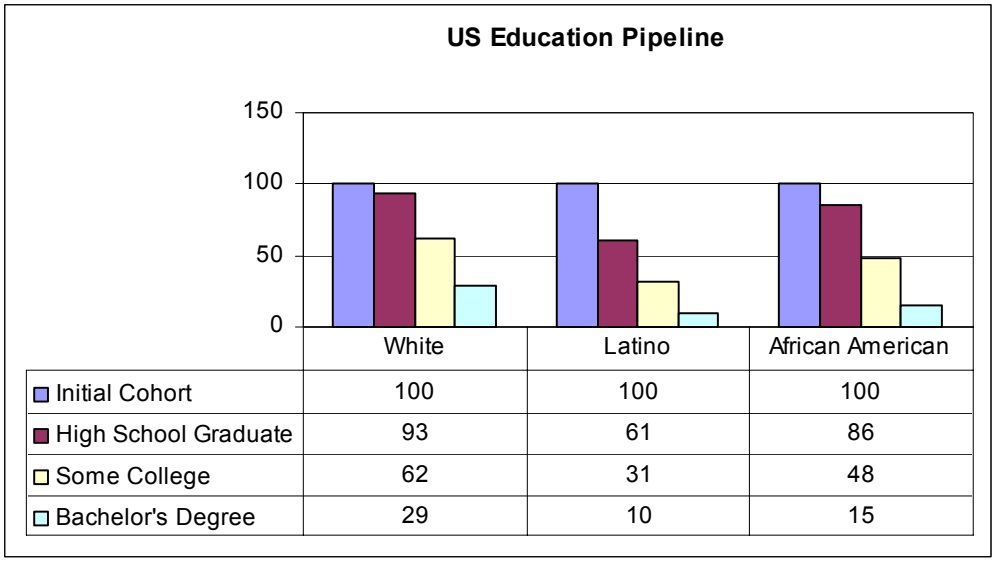
Source: The National Center for Public Policy and Higher Education, 2005

The method of calculating the high school graduation rate is that of Jay Greene, Ph.D., found in "Public School Graduation Rates in the United States." Manhattan Institute Civic Report No. 31, November 2002. Using National Center for Education Statistics data, it traces 9th graders to degree recipients four years later, while allowing for dropouts and population growth.

The Education Pipeline

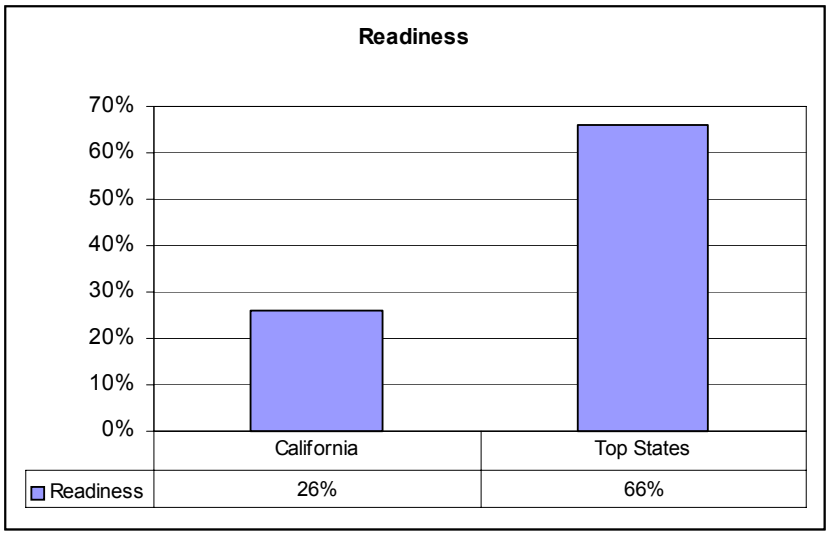
The lower high school graduation rate for certain ethnic groups is also reflected in lower college graduation rates. The following chart represents the national loss of students at key points in the educational pipeline, a pattern reflected in California and in Contra Costa County as well. As the chart indicates, the college graduation rate for ninth-grade African American students is only one-half of that for Whites, while the college graduation rate for Hispanics is a dismal one-third.

These statistics have serious implications for the district and will ultimately impact future enrollment. It will also impact the curriculum and the academic programs as more students will be in need of basic skills and remedial education in English, math or both.



Readiness

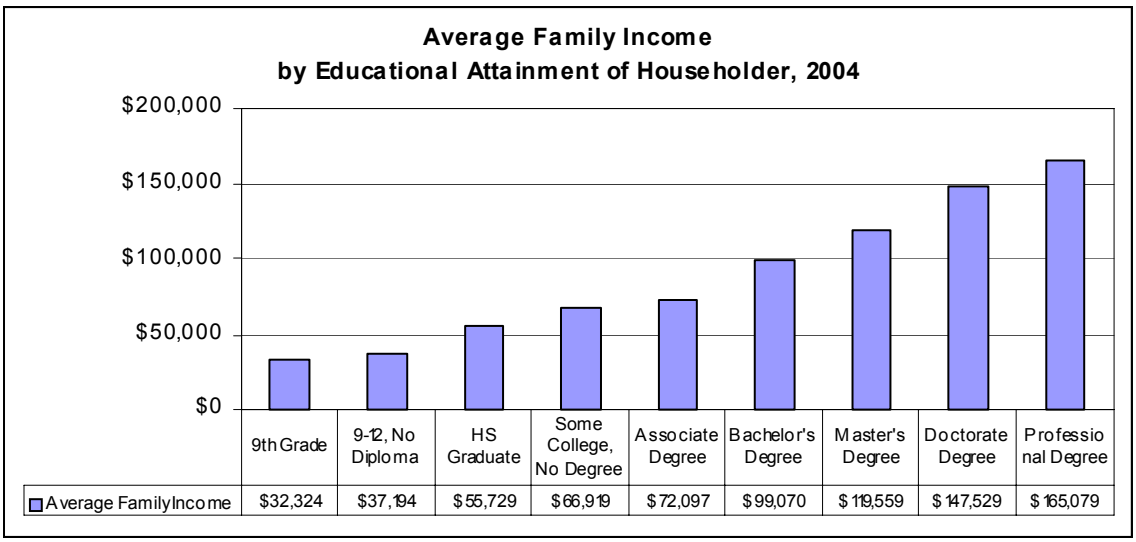
The following chart shows California ranking far below the top performing states in the percentage of students taking rigorous mathematics. Over half of the incoming community college students in the state need basic skills programs, and Contra Costa County is not much different from the state. Many teens and young adults leave the education system before attaining the necessary skills.



Source: California Department of Education. From California Community Colleges System Strategic Plan, January 2006.

Educational Attainment and Family Income

Many people who have had unpleasant experiences with formal education may not have sufficient knowledge, skills, or motivation to return later to augment their educational and career skills. The challenge of providing access to people who have become disconnected from education is great, especially among low-income students and first-generation Americans who achieved low levels of education in their home countries. As shown here, educational attainment has a direct impact on household income. The higher the educational attainment the higher the income. Persons with a bachelor's degree earn 78% higher income, compared to those who have a high school diploma. In effect, college education has become the gateway to upward mobility in American society.



Source: U.S. Census Bureau and Postsecondary Education Opportunity

Academic Performance Index, 2005

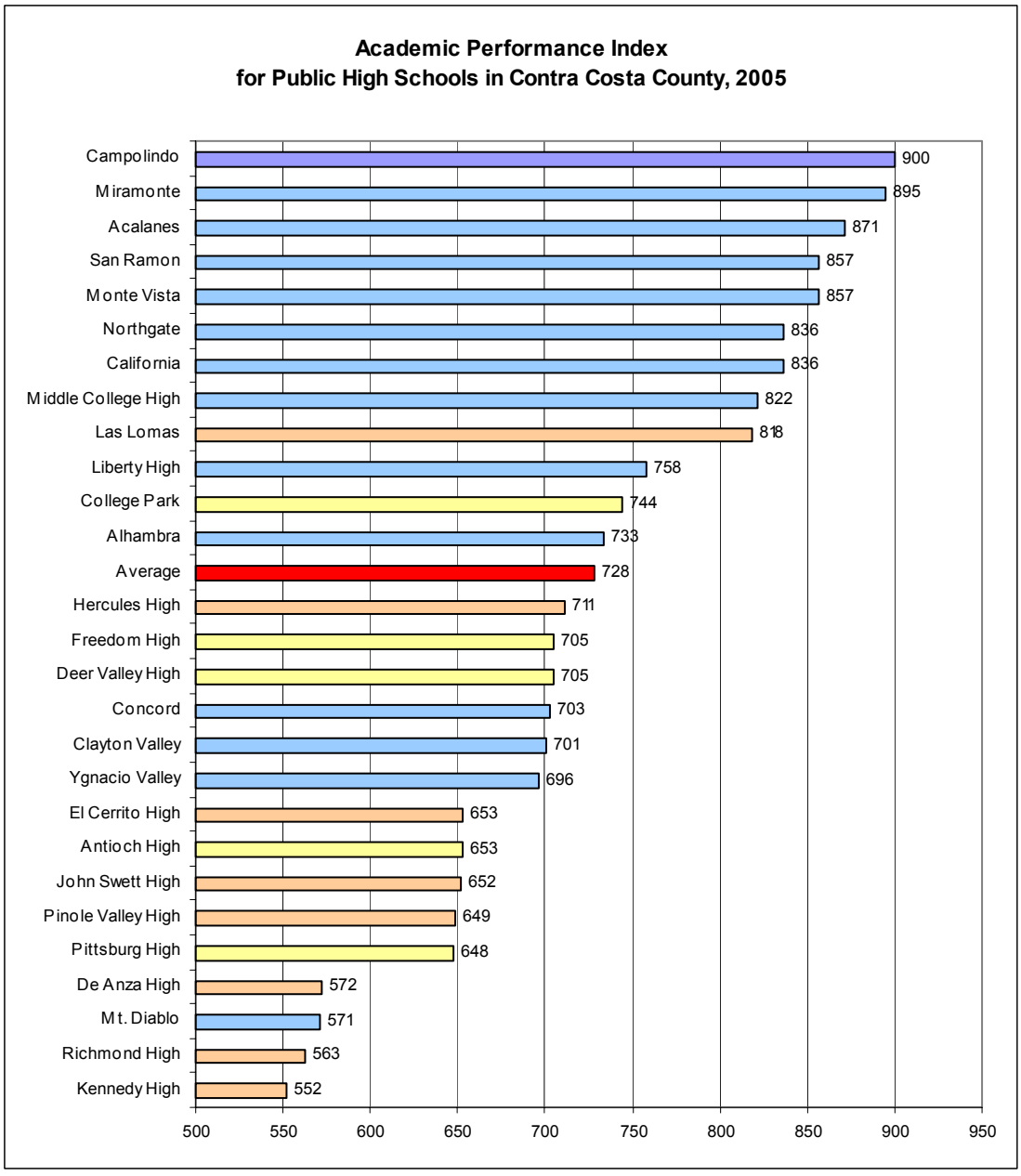
The Academic Performance Index (API) is an indicator of preparation for postsecondary education. The API provides scores based on the results of the California Standardized Testing and Reporting (STAR) program in secondary schools. The API is a rating from 200 to 1,000 and it represents how well a school performed on the spring testing. Examination of the relationship between the API and college success rates for the fall terms immediately following high school graduation indicates a high level of correlation.* On the average, graduates from high schools with higher API had higher course success rates, compared to their counterparts from schools that had lower API scores.

The academic performance index for public high schools in Contra Costa County indicates the following:

- The average API for the 27 public schools was 728; 12 schools had scores above the average and 15 schools had scores below the average.
- The range of API scores was 552 for Kennedy High School in Richmond (West county) to 900 for Campolindo High School in Moraga (Central county), a staggering gap of 63%.
- Eight of the top ten schools were located in central county, one school (Liberty High) was located in East County, and one school (Middle College High) was located in West county.
- The average API score for schools in East County stood at 694, compared to 647 for West county's schools, and 787 for Central county schools. In effect the scores in Central county were 22% higher than those in West county and 13% higher than those of East county.

The serious gap in API scores among the schools in different parts of the county is a reflection of the differences in educational attainment and the household income of the respective regions. The API index translates later to student success, retention and achievement in college. Colleges that admit students from high schools with higher API scores have enjoyed relatively higher transfer rates to four-year institutions. The challenge for the district is to work collaboratively with the K-12 System to improve the API scores for all students regardless of their location.

*Office of Planning and Research at DVC, Profile and Academic Performance of High School Students Enrolled at DVC, April 2005, p. 10. The Pearson Correlation Coefficient for the API and course success rates at DVC in 2003 indicates a very strong and positive correlation of 0.89.



Source: California Department of Education.

High School College-Going Rates

The high school college-going rate indicates the proportion of high school graduates enrolled at different levels of post-secondary education within one year immediately following their graduation. The college-going rate presented in this section includes four components that are based on college enrollment in different segments of higher education, comprising the following:

- University of California System (UC)
- California State University System (CSU)
- California Public Community Colleges System (CCC)
- Accredited private and independent institutions (AICCU)

For many years, the college-going rate data were collected, analyzed, and reported by the California Post-Secondary Education Commission (CPEC) for the state as a whole as well as for each of the 58 counties in the state. However, recently the commission's lack of funding has created serious issues regarding the integrity of the data collected from different segments. While the data from UC and CSU have been consistent, community college data since 1999 have been questionable.

Despite these difficulties, it is important to note that the average college-going rate in Contra Costa County between 1993 and 1998 stood at approximately 61%, compared to 54% for the state as a whole. These rates may have changed slightly since 1998. While the numbers for UC, CSU, and independent colleges have increased steadily, rates of high school graduate enrollment in community colleges may have dropped slightly due to several factors including the changing demographics of the population and the successive increases in tuition. However, the 7% gap between the college-going rates for the county and that of the state may have remained stable since 1998.

Despite the lack of hard data to validate these observations, data from the California Department of Education may be combined with data from the District to determine the county's college-going rate for public high schools in recent years. Once again, valid data are available for three years, 2001-02 to 2003-04. Analyses of these data indicate the following:

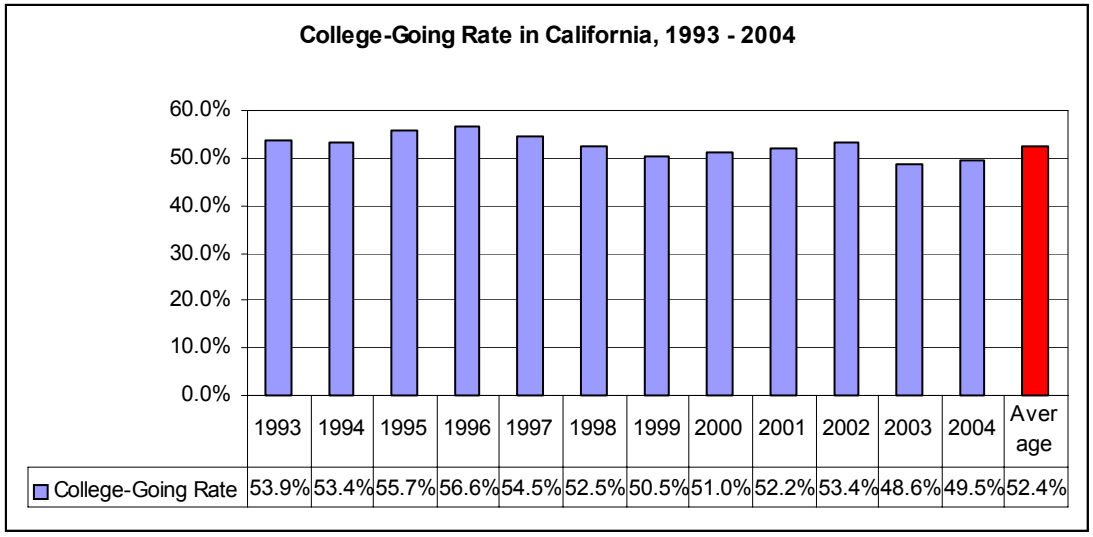
- The college-going rate for public community colleges in the county stood at 33.7% in 2003-04. East county had the highest college-going rate at 32.1%, compared to 30.2% for West county, and 27.2% for Central county.
- The college-going rate for the District exceeds that of individual colleges since some students attend more than one institution. In 2003-04, a total of 463 students attended more than one community college in the District.

In summary, while UC, CSU and independent colleges have increased their share of high school graduates, community colleges in the county appear to have some difficulty attracting their rightful share of the high school graduates. Intense marketing efforts will be needed to recruit more students at all three colleges. Furthermore, recruitment of adult learners is another piece of the enrollment puzzle.

High School College-Going Rate for California, 1993 to 2004

Fall Term	California High School Graduates	University of California		California State University		California Community Colleges		AICCU Member Institutions*		Total College-Going Rate	
		Count	%	Count	%	Count	%	Count	%	Count	%
1993	272,800	19,330	7.1%	20,619	7.6%	101,266	37.1%	5,690	2.1%	146,905	53.9%
1994	277,384	20,363	7.3%	23,516	8.5%	98,128	35.4%	6,209	2.2%	148,216	53.4%
1995	280,352	21,254	7.6%	25,746	9.2%	103,931	37.1%	5,262	1.9%	156,193	55.7%
1996	286,069	22,221	7.8%	28,233	9.9%	104,993	36.7%	6,551	2.3%	161,998	56.6%
1997	296,291	22,709	7.7%	28,912	9.8%	103,955	35.1%	5,857	2.0%	161,433	54.5%
1998	311,732	23,633	7.6%	30,320	9.7%	104,271	33.4%	5,315	1.7%	163,539	52.5%
1999	328,615	24,706	7.5%	33,188	10.1%	101,621	30.9%	6,528	2.0%	166,043	50.5%
2000	340,462	25,798	7.6%	34,367	10.1%	105,300	30.9%	8,231	2.4%	173,696	51.0%
2001	344,217	27,288	7.9%	36,768	10.7%	108,858	31.6%	6,859	2.0%	179,773	52.2%
2002	354,576	28,371	8.0%	37,990	10.7%	119,107	33.6%	3,933	1.1%	189,401	53.4%
2003	372,371	28,658	7.7%	38,242	10.3%	109,673	29.5%	4,245	1.1%	180,818	48.6%
2004	374,436	26,333	7.0%	38,877	10.4%	120,322	32.1%			185,532	49.5%
Total	3,839,305	290,664	7.6%	376,778	9.8%	1,281,425	33.4%	64,680	1.7%	2,013,547	52.4%

Source: CPEC, Student Profiles, November 2003 and CPEC Data Tool for 2003 and 2004
*Data for 2004 is not yet available. Annual figures vary due to inconsistent reporting by independent institutions.
Grey block = questionable data

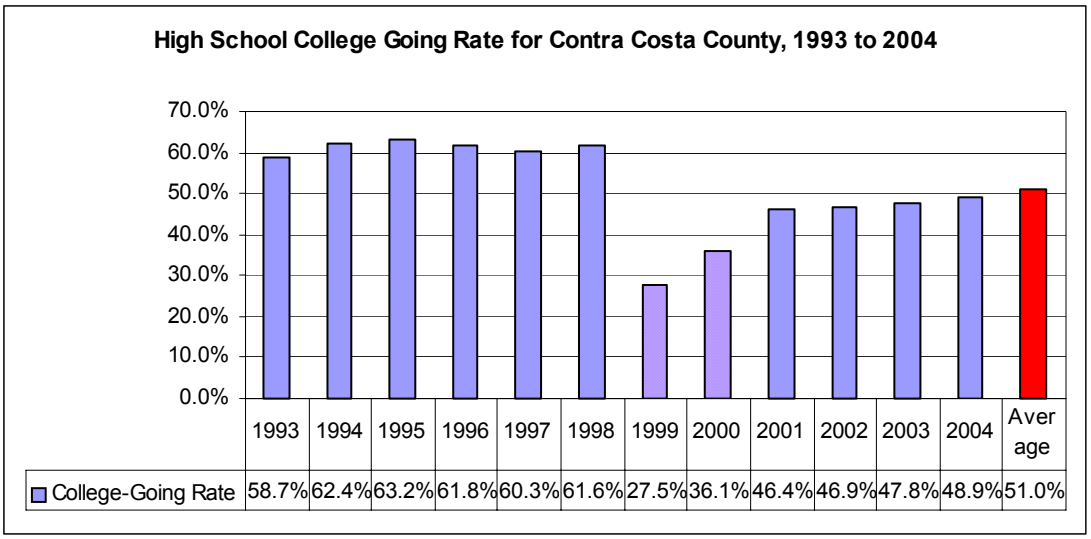


Source: CPEC, Student Profiles, November 2003 and CPEC Data Tool for 2003 and 2004

High School College-Going Rate for Contra Costa County, 1993 to 2004

Year	Graduates from Public and Private High Schools	Percentage Enrolling as Freshmen											
		UC		CSU		CCCs		Total Public Institutions		Other Independent or Private Schools		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1993	7,718	755	9.8%	508	6.6%	3,080	39.9%	4,343	56.3%	188	2.4%	4,531	58.7%
1994	7,808	759	9.7%	673	8.6%	3,217	41.2%	4,649	59.5%	220	2.8%	4,869	62.4%
1995	8,022	833	10.4%	698	8.7%	3,423	42.7%	4,954	61.8%	112	1.4%	5,066	63.2%
1996	8,334	921	11.1%	777	9.3%	3,285	39.4%	4,983	59.8%	168	2.0%	5,151	61.8%
1997	8,802	897	10.2%	763	8.7%	3,486	39.6%	5,146	58.5%	165	1.9%	5,311	60.3%
1998	9,073	985	10.9%	867	9.6%	3,591	39.6%	5,443	60.0%	146	1.6%	5,589	61.6%
1999	9,556	965	10.1%	990	10.4%	523	5.5%	2,478	25.9%	153	1.6%	2,631	27.5%
2000	9,564	1,063	11.1%	978	10.2%	1,131	11.8%	3,172	33.2%	282	2.9%	3,454	36.1%
2001	9,927	1,058	10.7%	1,120	11.3%	2,190	22.1%	4,368	44.0%	235	2.4%	4,603	46.4%
2002	10,515	1,180	11.2%	1,124	10.7%	2,625	25.0%	4,929	46.9%	0	0.0%	4,929	46.9%
2003	10,055	1,170	11.6%	1,231	12.2%	2,248	22.4%	4,649	46.2%	160	1.6%	4,809	47.8%
2004	10,303	1,078	10.5%	1,251	12.1%	2,529	24.5%	4,858	47.2%	180	1.7%	5,038	48.9%
Total	**109,677**	**11,664**	**10.6%**	**10,980**	**10.0%**	**31,328**	**28.6%**	**53,972**	**49.2%**	**2,009**	**1.8%**	**55,981**	**51.0%**

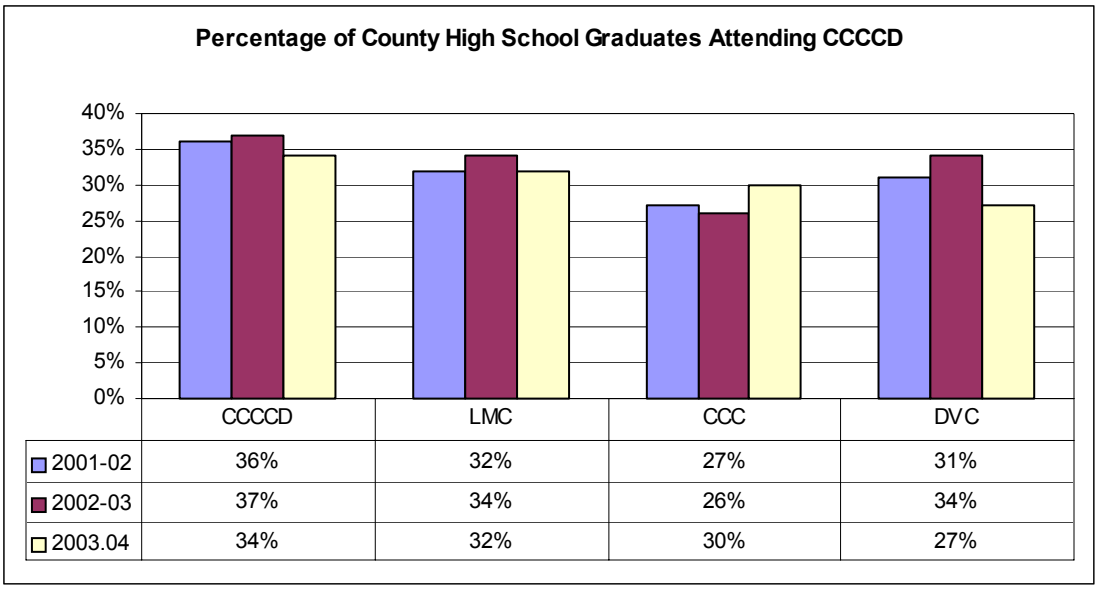
Source: California Postsecondary Education Commission.
Note: These figures do not include the number of students attending public or private colleges outside California.
Data in the shaded cells are questionable.



County Public High School Graduates Attending Public Community Colleges in the District

	District			East County			West County			Central County		
Year	High School Grads	Enrolled as Freshmen Count	%	High School Grads	Enrolled as Freshmen Count	%	High School Grads	Enrolled as Freshmen Count	%	High School Grads	Enrolled as Freshmen Count	%
2001-02	9,667	3,495	36.2%	2,476	784	31.7%	1,915	519	27.1%	5,276	1,630	30.9%
2002-03	10,001	3,673	36.7%	2,663	909	34.1%	1,855	487	26.3%	5,483	1,854	33.8%
2003-04	10,018	3,378	33.7%	2,746	882	32.1%	1,924	581	30.2%	5,348	1,452	27.2%
Total / Average	29,686	10,546	35.5%	7,885	2,575	32.7%	5,694	1,587	27.9%	16,107	4,936	30.6%

Individual college totals exceed CCCCD totals because some students attend more than one college. Totals for CCCCD first-time students from feeder high schools (excludes private schools) come from the Research Data Warehouse, run date 1/5/2006. Contra Costa County High School Graduate totals based on information from California Department of Education, Educational Demographics Office, http://data1.cde.ca.gov/dataquest/



Population Participation

Adult Participation at the Community Colleges

The adult participation rate is an indicator of the extent of community participation in the educational services provided by the district and its colleges. It represents the proportion of the general population 18 to 64 years old who enrolled at community colleges in the district within a given period. The adult participation rate consists of two components: Unduplicated headcount enrollment, and count of the general population age 18 to 64 years.

A higher participation rate reflects a larger college enrollment, a relatively younger population, or both. On the other hand, a lower participation rate reflects a lower college enrollment, aging of the population, or both.

Longitudinal Changes: In fall 2004, the adult participation rate in Contra Costa County stood at 6.1%, compared to 7.3% for the state as a whole. These participation rates represent a decline from the rates of five years earlier. They also represent a decline from the peak period of fall 2002 (7.1% for the county and 8.2% for the state). This decline is due to a lower enrollment at the district and at the state as a result of successive tuition increases, among other factors. On the other hand, the gap between the county and the state is caused by the difference in age distribution. The median age in the county stood at 37.1 years, compared to 34.2 years for the state as a whole. With an aging population and declining enrollment, the participation rate will be lower.

The adult participation rate for one single term does not reflect the overall community participation in community college education throughout the year (summer, fall and spring). Annual participation rates are more representative of enrollment throughout the year. However, duplicate enrollment among terms should be eliminated in analyses. For the district as a whole, duplicate enrollment across colleges should also be excluded from the computation. Unfortunately, the state does not report the annual unduplicated count of students, and therefore benchmarking the district with the state with respect to annual data is not possible at this time.

In 2004-05, the annual participation rate for the district stood at 9.1%, compared to 11.2% in 2000-01, reflecting the decline in enrollment resulting from factors such as tuition increases.

Regional Differences: The participation rates by county regions are only available for 2000-01 and are based on the U.S. Census 2000. The American Community Survey did not present a breakdown of county regions for years after 2000. As expected, there are regional differences due to the differences in age distribution of the community.

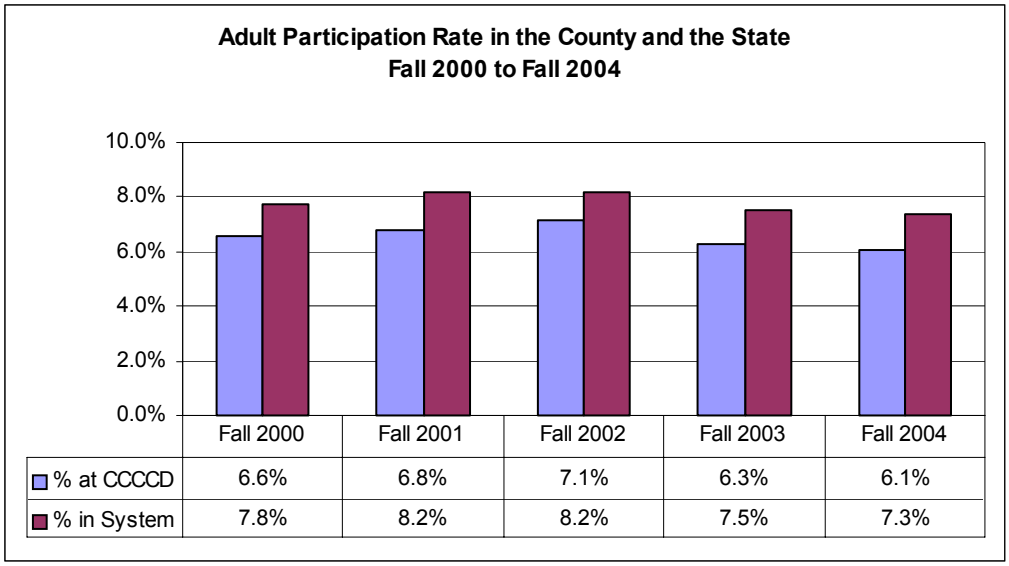
East county, with its younger population, has a higher participation rate in 2000-01 of 8.8%, compared to that of west county (7.5%) and Central county (6.9%) As the population ages, there is a proportionally larger segment of the population in the older age categories and the participation rate will decline accordingly.

The participation rate implies that a large segment of the population of 90% or more are not engaged in community college education. This large percentage creates marketing potential and great opportunity for the district to expand its educational services to meet the needs of the population for updating occupational skills, lifelong learning and even basic skills.

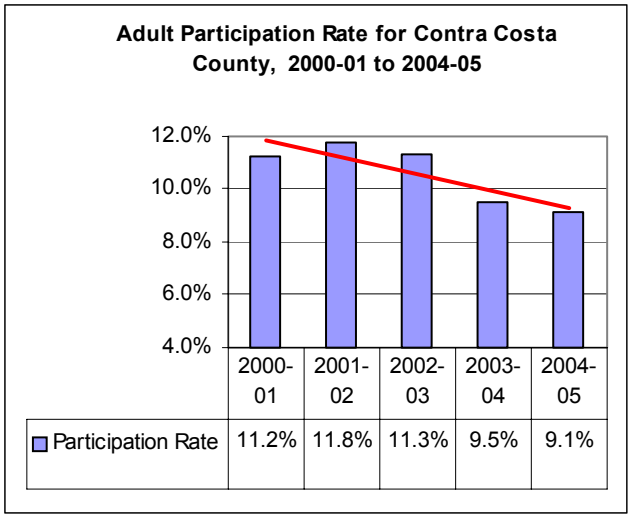
Adult Participation Rate in the County and the State, Fall 2000 to Fall 2004

Term	County Adult Population	Headcount Enrollment at CCCCD	Participa-tion Rate	Calif. Adult Population	Headcount Enrollment at the State	Participa-tion Rate
Fall 2000	584,955	38,521	**6.6%**	20,452,882	1,585,350	**7.8%**
Fall 2001	595,005	40,475	**6.8%**	20,552,831	1,686,963	**8.2%**
Fall 2002	613,074	43,801	**7.1%**	21,350,457	1,748,361	**8.2%**
Fall 2003	627,269	39,324	**6.3%**	21,708,189	1,634,550	**7.5%**
Fall 2004	628,626	38,059	**6.1%**	21,849,050	1,605,271	**7.3%**
Total/Av	3,048,929	200,180	**6.6%**	105,913,409	8,260,495	**7.8%**

State and County Adult Population figures (18-64 years old) based on U.S Census Bureau, American Community Survey findings, http://factfinder.census.gov . California Community Colleges and CCCCD population figures based on fall end-of-term headcount totals from the State Chancellor's Data Mart, http://www.cccco.edu/divisions/tris/mis/reports.htm



Year	County Adult Population	Annual Unduplicated Headcount	Participa-tion Rate
2000-01	584,955	65,679	11.2%
2001-02	595,005	70,056	11.8%
2002-03	613,074	69,225	11.3%
2003-04	627,269	59,711	9.5%
2004-05	628,626	57,344	9.1%



Market Potential

The market potential for community colleges in the district represents the population 25 years and older who have an educational attainment less than an associate degree. This segment includes persons with less than a high school diploma, persons with a high school diploma but no college, and persons with some college but no degree. The market potential for the district may also be defined geographically to include the eligible populations in the neighboring counties of Alameda and Solano. This is due to the fact that the community colleges in the district attract students from the adjacent counties.

Longitudinal changes: Based on the data from the U.S. Census, the size of the district's market potential has expanded slightly since 1990. In 2004, the market included 1,023,548 persons with less than an associate degree, compared to 1,002,371 in 1990, a growth of 2.1% during this period. This growth was the result of two opposing factors, the growth in population, and the decline in the percentage of persons with less than an associate degree. The rise in educational attainment will in effect reduce the size of market potential.

Regional Differences: Data from the U.S. Census 2000 are used in this section due to the lack of recent updates from the American Community Survey. The three areas of the county show stark differences with respect to market potential.

- East county had the least number of persons 25 years and older, compared to other regions, yet it has the highest market potential because 75% of the population has no college degree. The size of the market is 87,000 persons.
- West county had the second highest number of persons 25 years and older and it also has a relatively high percentage (55%) of persons with no college degree. The size of market in this region is 81,000 persons.
- Central county is the most populous region ,but it has the least market potential. Only 46% of the population 25 years and older has no college degree. The market size in this region stood at 132,000.

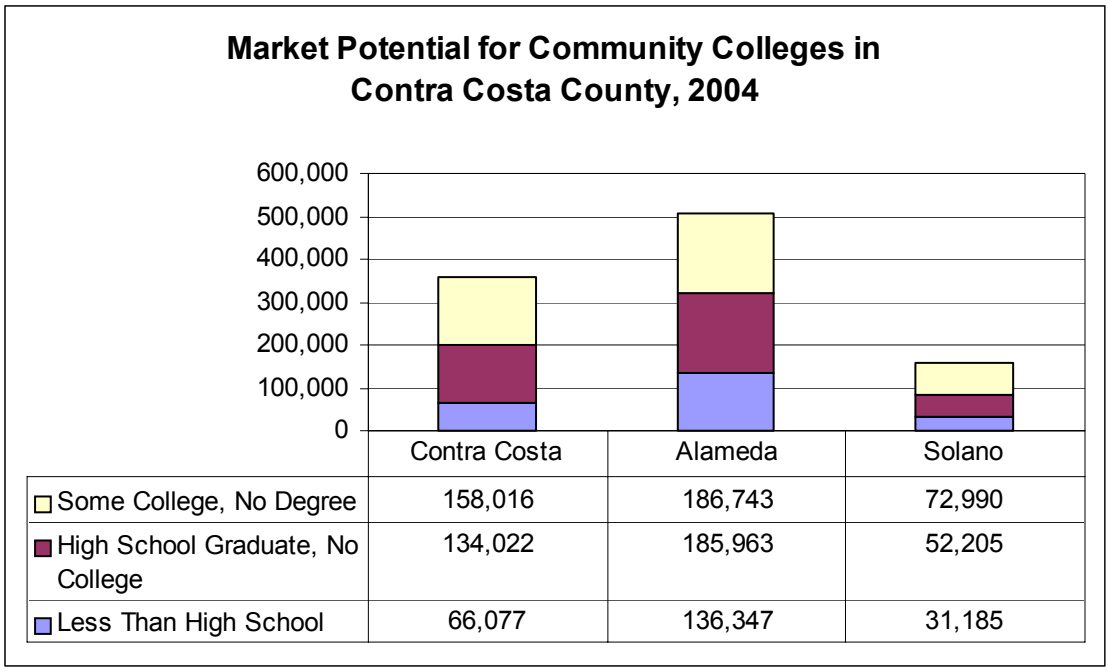
In summary, there was a potential market of 300,000 persons in Contra Costa County who could benefit from community college education. There are 700,000 other persons from the neighboring counties who may also be reached and are considered as part of this market potential for the district's community colleges. This market represents a goldmine that should be tapped by the community colleges in the district..

Market Potential: Proportion of the Contra Costa Population That Could Benefit From Community College Education, 1990 and 2004

Contra Costa	1990		2004		Change	
	No.	%	No.	%	No.	%
Population 25 Years and Over	**532,716**		**650,383**		**117,667**	22.1%
Less Than High School	72,071	13.5%	66,077	10.2%	-5,994	-8.3%
High School Graduate, No College	120,589	22.6%	134,022	20.6%	13,433	11.1%
Some College, No Degree	127,548	23.9%	158,016	24.3%	30,468	23.9%
Total Market Potential	**320,208**	**60.1%**	**358,115**	**55.1%**	**37,907**	**11.8%**

Alameda	1990		2004		Change	
	No.	%	No.	%	No.	%
Population 25 Years and Over	**838,304**		**950,129**		**111,825**	13.3%
Less Than High School	155,606	18.6%	136,347	14.4%	-19,259	-12.4%
High School Graduate, No College	190,822	22.8%	185,963	19.6%	-4,859	-2.5%
Some College, No Degree	185,321	22.1%	186,743	19.7%	1,422	0.8%
Total Market Potential	**531,749**	**63.4%**	**509,053**	**53.6%**	**-22,696**	**-4.3%**

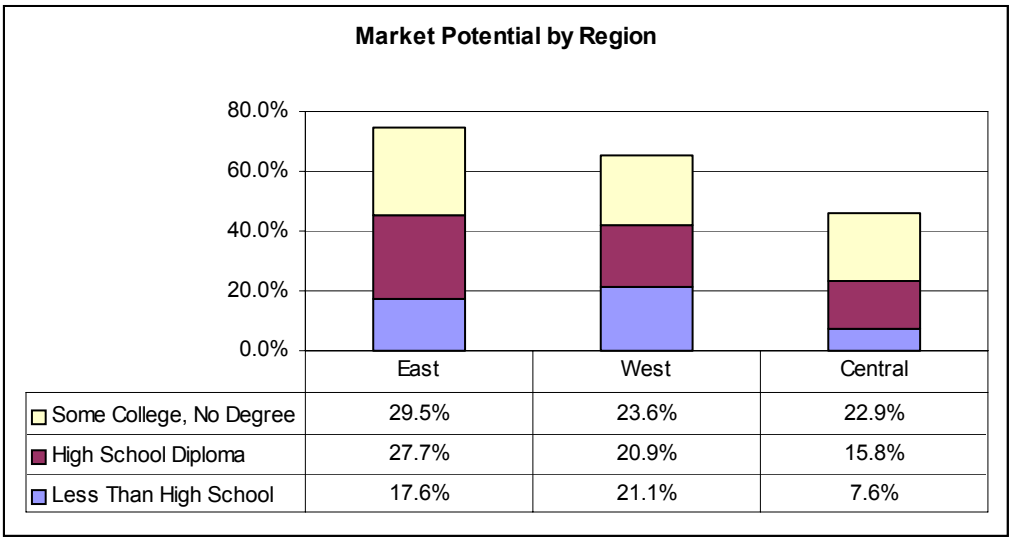
Solano	1990		2004		Change	
	No.	%	No.	%	No.	%
Population 25 Years and Over	**208,813**		**243,312**		**34,499**	16.5%
Less Than High School	36,159	17.3%	31,185	12.8%	-4,974	-13.8%
High School Graduate, No College	56,046	26.8%	52,205	21.5%	-3,841	-6.9%
Some College, No Degree	58,209	27.9%	72,990	30.0%	14,781	25.4%
Total Market Potential	**150,414**	**72.0%**	**156,380**	**64.3%**	**5,966**	**4.0%**



Source: U.S. Census 1990, American Community Survey, 2004

Market Potential by Region, 2004

	East	West	Central
Population 25 Years and Over	**116,381**	**123,436**	**284,639**
Less Than High School, No Diploma	17.6%	21.1%	7.6%
High School Diploma	27.7%	20.9%	15.8%
Some College, No Degree	29.5%	23.6%	22.9%
Total	74.8%	65.6%	46.3%
	87,053	80,974	131,788



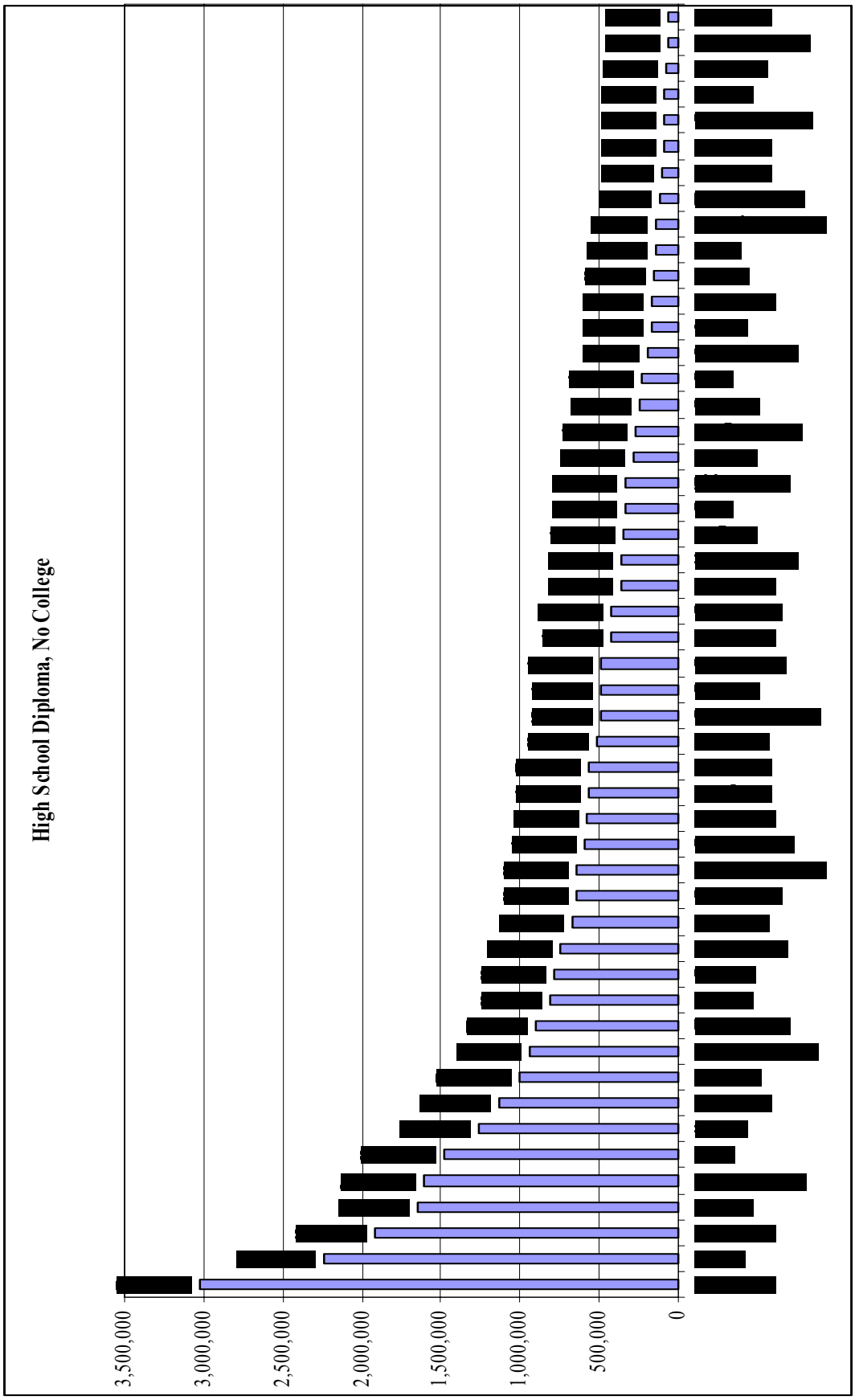
Source: American Community Survey, 2004

Market Potential by States

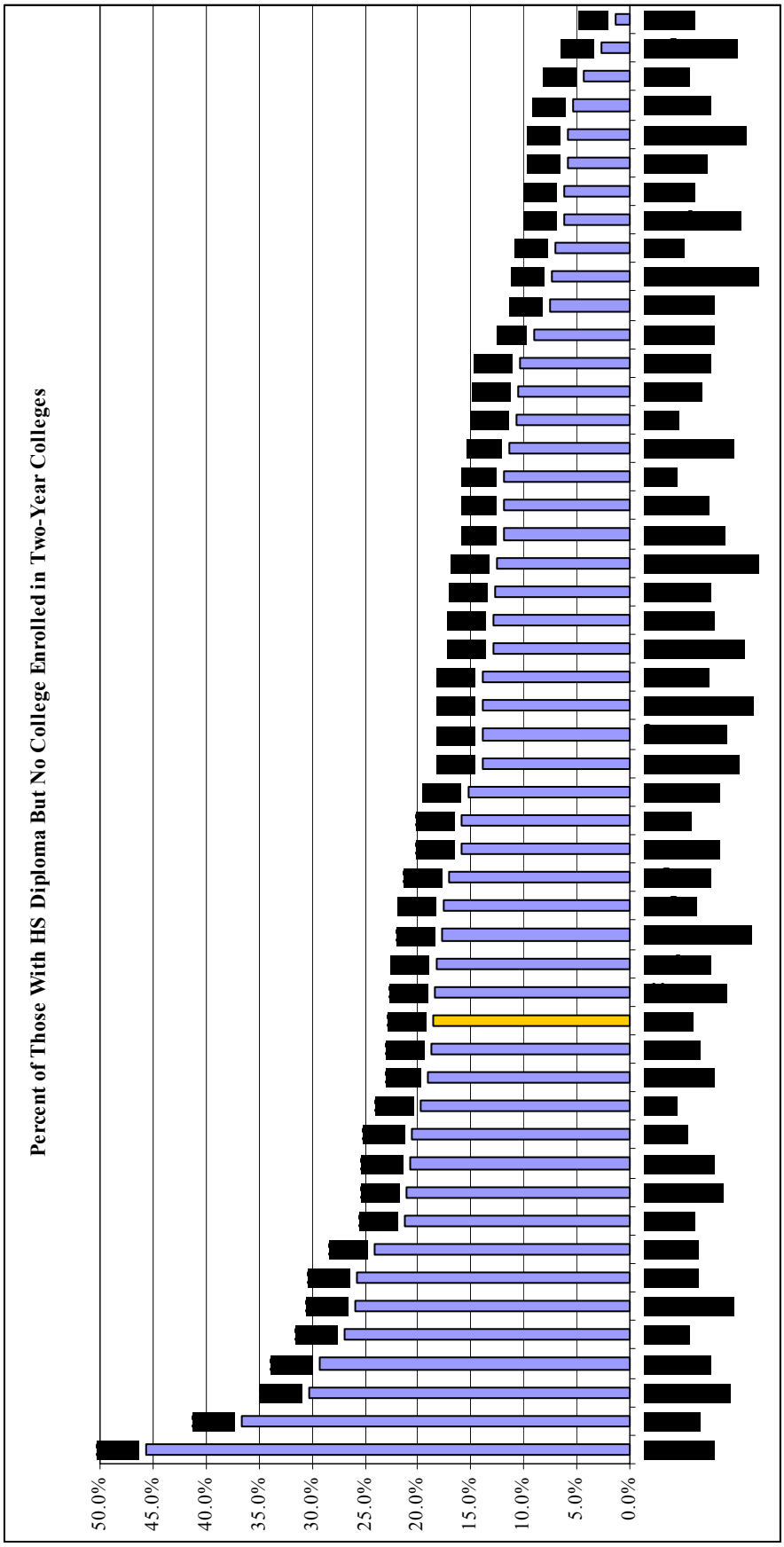
For benchmarking purposes, the following charts present the market potential for community colleges in all fifty states. The size of the market potential by states is a function of two factors: population size and educational attainment. With the leading community college system in the nation, California has the largest market potential with more than ten million persons who do not have a college degree. Other states that are in the top tier in terms of market potential include Texas, New York, Florida, and Illinois.

Following Page: Eligible Population: Number of Residents 18 to 44 with Less than a High School Diploma, a High School Diploma but No College, and Some College but No Degree, 2000.

Source: Community College Finance Seminar, Boulder, Colorado, April 2006. Presenter: Karen Paulson, Senior Associate, National Center for Higher Education Management Systems (NCHEMS).



Source: Community College Finance Seminar, Boulder, Colorado, April 2006. Presenter: Karen Paulson, Senior Associate, National Center for Higher Education Management Systems (NCHEMS).



Source: Community College Finance Seminar, Boulder, Colorado, April 2006. Presenter: Karen Paulson, Senior Associate, National Center for Higher Education Management Systems

Competition from Post-Secondary Institutions

Competition for students in the post-secondary education market has a direct impact on student enrollment at the district. While the market may seem to be limited by the geographical boundaries of the county, the proximity of institutions in neighboring counties and the new technologies of distance learning have eliminated such boundaries and rendered time and place moot in teaching and learning. While the previous section on market potential addressed the possible demand for educational services, this section on competition discusses the supply side of this market.

The age of information, with its instant and universal access to education anytime, any where, has raised the expectations of many people. In fact, there may be more demand for educational services than ever before. As is the case with many economic activities, demand for goods and services has created its own supply. In effect, higher education has been forced by circumstance into competition.

Competition in Contra Costa County includes almost 100 institutions and/or their branches that are located in the county and in the other three neighboring counties of Alameda, Solano, and San Francisco. These institutions grant degrees that range from diplomas and certificates to the doctorate or professional degrees. With respect to affiliation, only 20% of the institutions are public, while the remaining 80% have a variety of affiliations ranging from proprietary (for profit) to independent (not-for-profit) and religious. The real competition has come mostly from for-profit corporations that have become experts in capturing selected markets and are skillful in developing curricula and programs that are responsive to market demand.

The existence of almost 100 institutions within a fifty-mile radius makes the geographical area of these four counties a highly competitive market. This Mecca of educational opportunity ranks in the top tier nationally in educational attainment and income. The question for the colleges in the district 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. Ultimately, quality education is defined by the users. Excellence results from a concentration of efforts to compound all of the institution's strengths. The broader the focus, the less likelihood of high quality. Effective competition in this market can be best achieved within the context of narrowly- and specifically-defined purpose.

Postsecondary Institutions in Contra Costa County and Three Adjacent Counties, 2005

Institution	County and Location				Count
	Contra Costa	Alameda	Solano	San Francisco	
University of California	UC, Berkeley Extension, San Ramon	UC, Berkeley		UC, San Francisco	
				Hastings College of the Law	
	1	1		2	4
California State University	CSU, East Bay, Concord	CSU, East Bay, Hayward	California Maritime Academy, Vallejo	San Francisco State University	
	1	1	1	1	4
California Community Colleges	Contra Costa College, San Pablo	Chabot College, Hayward	Solano Community College, Fairfield	City College of San Francisco	
	Diablo Valley College, Pleasant Hill	College of Alameda, Alameda			
	Los Medanos College, Pittsburg	Laney College, Oakland			
		Las Positas College, Livermore			
		Merritt College, Oakland			
		Ohlone College, Fremont			
		Vista Community College, Berkeley			
	3	7	1	1	12
WASC Accredited Non-Public 4-Year Institutions	U. of San Francisco Regional Campus, Extension, San Ramon	Church Divinity School of the Pacific, Berkeley	Chapman University, Orange	American Conservatory Theater	
	John F. kennedy University, Pleasant Hill	Dominican School of Philosophy and Theology, Berkeley	Saint Mary's College of California, Moraga	California College of the Arts	
	Saint Mary's College of California, Moraga	Franciscan School of Theology, Berkeley		California Institute of Integral Studies	
	Golden Gate University Regional Campus, Walnut Creek	Graduate Theological Union, Berkeley		Golden Gate University	
	Chapman University, Concord	Holy Names University, Oakland		New College of California	
		Jesuit School of Theology at Berkeley		San Francisco Art Institute	
		Mills College, Oakland		San Francisco Conservatory of Music	
		Pacific School of Religion, Berkeley		Saybrook Graduate School and Research Center	
		Patten University, Oakland		University of San Francisco	
		Samuel Merritt College, Oakland		University of the Pacific	
		Wright Institute, The, Berkeley		Westmont College, Santa Barbara	
	5	11	2	11	29
WASC Accredited Non-Public 2-Year Institutions	Heald College, Concord	Heald College - Hayward		Fashion Institute of Design & Merchandising	
	Western Career College, Pleasant Hill	Queen of the Holy Rosary College, Mission San Jose		Heald College	
	2	2		2	6

Postsecondary Institutions in Contra Costa County and Three Adjacent Counties, 2005 (Cont.)

State Approved Institutions	U. of Phoenix Regional Campus, Concord	Academy of Chinese Culture and Health Sciences, Oakland	University of Phoenix - Sacramento	Academy of Art College	
	Silicon Valley College, Walnut Creek	Andrew University, Berkeley		Traditional Chinese Medicine	
	Argosy University, SF Bay Area Campus, Point Richmond	Armstrong University - Oakland		Art Institute of California - San Francisco	
	Christian Witness Theological Seminary, Concord	Bay Cities Bible College, Oakland		Asia Pacific International University	
	Frederick Taylor University, Moraga	California Institute for Clinical Social Work, Berkeley		Bryan College of Court Reporting	
		Center for Psychological Studies, Berkeley		California Culinary Academy	
		Coastal Valley College, Emeryville		California Recording Institute	
		Columbia College of Missouri, Alameda		DeVry University, Pomona	
		Expression Center for New Media, Emeryville		Institute for Advanced Study of Human Sexuality, The	
		Meiji College of Oriental Medicine, Berkeley		Intercultural Institute of California	
		Naropa University, Oakland		Psychoanalytic Institute of Northern California	
		Northern California Bible College, Pleasanton		Rudolf Steiner College, Fair Oaks	
		Northwestern Polytechnic University, Fremont		San Francisco Law School	
		University of Creation Spirituality, Oakland		Sonoma College, Petaluma	
		Western Institute for Social Research, Berkeley		Northern California Campus, San Jose	
		WyoTech - Fremont			
		WyoTech - Oakland			
	5	**17**		**15**	**37**
Exempt Institutions		American Baptist Seminary of the West, Berkeley	Embry-Riddle Aeronautical University, Atwater		
		Life Chiropractic College West, Hayward			
		Lincoln University, Oakland			
		Pacific Lutheran Theological Seminary, Berkeley			
		Shiloh Bible College, Oakland			
		Starr King School for the Ministry, Berkeley			
		6	**1**		**7**
Grand Total	**17**	**45**	**5**	**32**	**99**

Sources: Occupational Outlook: East Bay—Alameda and Contra Costa Counties 2003-2004, Workforce Development Board of Contra Costa County; 2004 Higher Education Directory, Higher Education Publications, Falls Church, Virginia.

3. Socio-Economic Factors

To examine the socio-economic characteristics of the community is to address a number of issues, including the changing family structure, the transformation of industry, the occupational outlook, income disparity and housing affordability.

Family

America's divorce rates are among the highest in the world. While the traditional institution of marriage has been declining steadily, almost one-third of all children born in the 50 states were born out of wedlock. In Contra Costa County, that percentage stood at in 2004. More importantly, in 1955 (50 years ago), 60% of the families in the U.S. consisted of a father, a mother and two children. Today, that typical nuclear family of four amounts to only 7%. In Contra Costa County, the percentage of married-couple families with their own children under 18 years of age was 26.6% in 2004, according to the U.S. Census American Community Survey. The number of Contra Costa County female households with no husband present, and with own children under 18, increased by 11.0% (from 22,363 to 24,820) from 2000 to 2004, according to the U.S. Census and the American Community Survey. The number of county married couples who are separated increased by 45% (from 13,383 to 19,409) from 2000 to 2004 (same sources). In 2004 38.4% of grandparents living in a household with children under 18 were responsible for their grandchildren. (American Community Survey, 2004)

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.

The implications for higher education will include an increased need for financial aid. The percent of students receiving financial aid in 2003-04 was 37.0% at LMC, 50% at CCC, and 19.0% at DVC.

Today's students tend to work longer hours per week than formerly. Almost 75% of all U.S. undergraduate students work 12 to 40 hours a week to help pay the rising cost of tuition, fees, and books. In a recent survey of public community colleges, it was found that % of the students work 12 to 40 hours per week.*

Student counseling is another college service that is impacted heavily by the social factors related to the changing family structure. More investment is needed in this vital area to address student needs for guidance, not only academically but also socially and psychologically.

Campus Security

Another major concern is the rising cost of establishing and maintaining security on campus. Campus crimes including theft and vandalism are challenges for campus leaders. Based on the Campus Crime Awareness Reports of the District, the following Actual Offenses occurred 1995-2004.

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

Industries

Analysis of the industries and occupations in Contra Costa County provides valuable information for developing and enhancing the vocational and technical programs at the district. These programs aim at meeting the workforce needs of the industry.

The 2000 U.S. Census groups industries into 13 broad categories. The analysis that follows is based on the total number of employed civilian population 16 years and older. In Contra Costa County, that number stood at almost 470,000 persons in 2004, compared to approximately 410,000 persons in 1990, a growth of 60,000 jobs or 15% during this period. The major industries in the county were in the service sector. Manufacturing, retail, and transportation declined significantly.

Longitudinal changes: The major transformations in the mix of industries in Contra Costa County have been taking place gradually in the past two decades. As manufacturing moved overseas to take advantage of cheap labor and lower cost of operations, the service industries have taken the center stage. This is expected in a global economy. Sectors that are still labor-intensive and personal -- arts, health care, police, good restaurants, auto repair, higher education, finance, real estate, and insurance -- have risen faster than the manufacturing sector which lends itself to productivity gains and robotics.

The major industries in Contra Costa County in 2004 were as follows:

- Educational, health and social services: 20.7% in 2004, compared to 14.4% in 1990
- Professional and business services: 14.1% in 2004, compared to 8.3% in 1990
- Finance, insurance, real estate, rental/leasing: 11.8% in 2004 compared to 11.4% in 1990.
- Leisure and hospitality services grew significantly in Contra Costa County during this period.

Regional differences: There are some regional differences based on the U.S. Census 2000. These differences reflect the nature and characteristics of each community and its labor force.

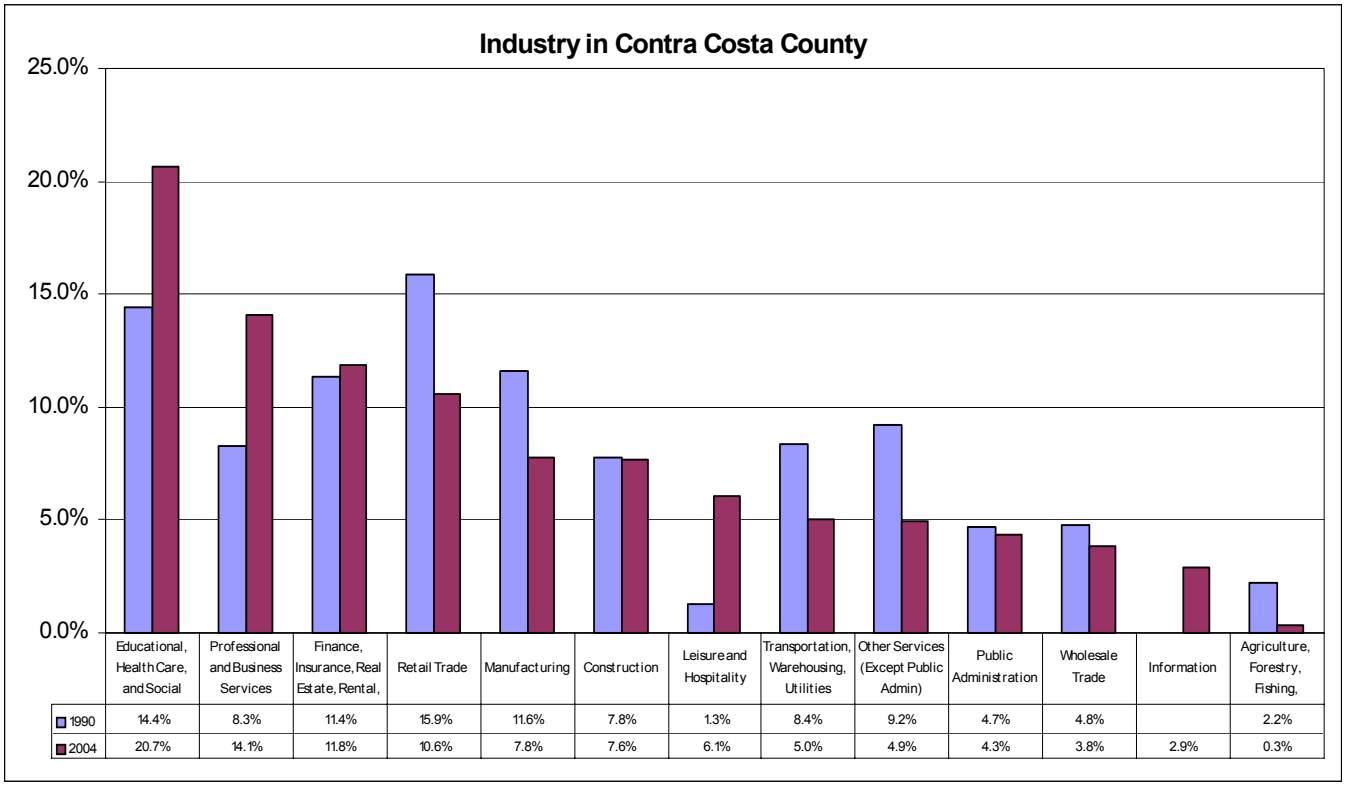
- East county's major industries were educational, health, and social sciences (16.6%), followed by retail trade (13.3%). Construction and manufacturing represented 10.4% and 9.1%, respectively.
- West county's top industries were educational, health and social services (20.9%), and professional and business services (13.0%). Construction and manufacturing were lower than those of East county at 6.5% and 8.5% respectively.
- Central county's top two industries were the same as those of West county, but finance, insurance, real estate and leasing was stronger than in the other two areas. Construction and manufacturing were not as strong as in East county.

In summary, eight out of ten jobs are in service industries, while the remaining jobs are in manufacturing, construction, agriculture, mining, transportation and utilities. The implication for higher education is clear. Future curricular designs should take into account these changes in the economy. Programs in education, health care, business and finance will remain strong in this community.

Industries in Contra Costa County, 1990 and 2004

Industry	Contra Costa					
	1990		2004		Growth Difference	%
Employed Civilian Population 16 Years and Over	**406,507**	**100.0%**	**468,697**	**100.0%**	**62,190**	**15.3%**
Agriculture, Forestry, Fishing, Hunting, Mining	9,016	2.2%	1,498	0.3%	-7,518	-83.4%
Construction	31,543	7.8%	35,841	7.6%	4,298	13.6%
Manufacturing	47,056	11.6%	36,555	7.8%	-10,501	-22.3%
Wholesale Trade	19,586	4.8%	17,998	3.8%	-1,588	-8.1%
Retail Trade	64,579	15.9%	49,489	10.6%	-15,090	-23.4%
Transportation, Warehousing, Utilities	34,150	8.4%	23,497	5.0%	-10,653	-31.2%
Information		0.0%	13,741	2.9%	13,741	
Finance, Insurance, Real Estate, Rental, Leasing	46,217	11.4%	55,511	11.8%	9,294	20.1%
Professional and Business	33,785	8.3%	65,972	14.1%	32,187	95.3%
Educational, Health Care, Social Services	58,710	14.4%	96,843	20.7%	38,133	65.0%
Leisure and Hospitality	5,304	1.3%	28,384	6.1%	23,080	435.1%
Other Services (except Public Admin)	37,533	9.2%	23,118	4.9%	-14,415	-38.4%
Public Administration	19,028	4.7%	20,250	4.3%	1,222	6.4%

Source: U.S. Census 1990 and 2004



Occupations

The U.S. Census groups all occupations into six major categories including management and professional, sales and office, service, farming and forestry, construction and extraction, and production and transportation. The first three occupations constituted more than 80% of the employed urban population 16 years and over in Contra Costa County.

Longitudinal differences: Grouping of the occupations has changed since 1990. Accordingly the longitudinal comparisons between 1990 and 2004 are not possible at this time. However, comparisons between 2000 and 2004 indicate that almost half of the jobs created during this time were in the service occupations.

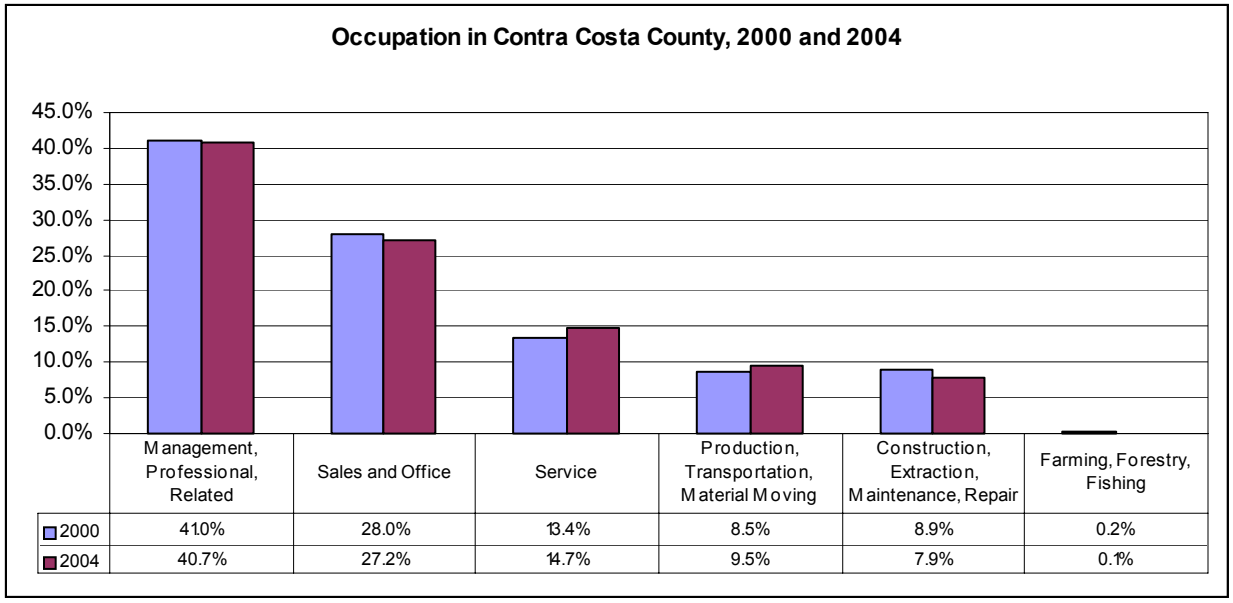
Regional differences: Data for 2000 reveal some commonalities and some differences among the three regions of the county. Management/Professional and Sales/Office occupations represent the two most dominant occupations in all three regions. However, the proportionate shares for each region vary.

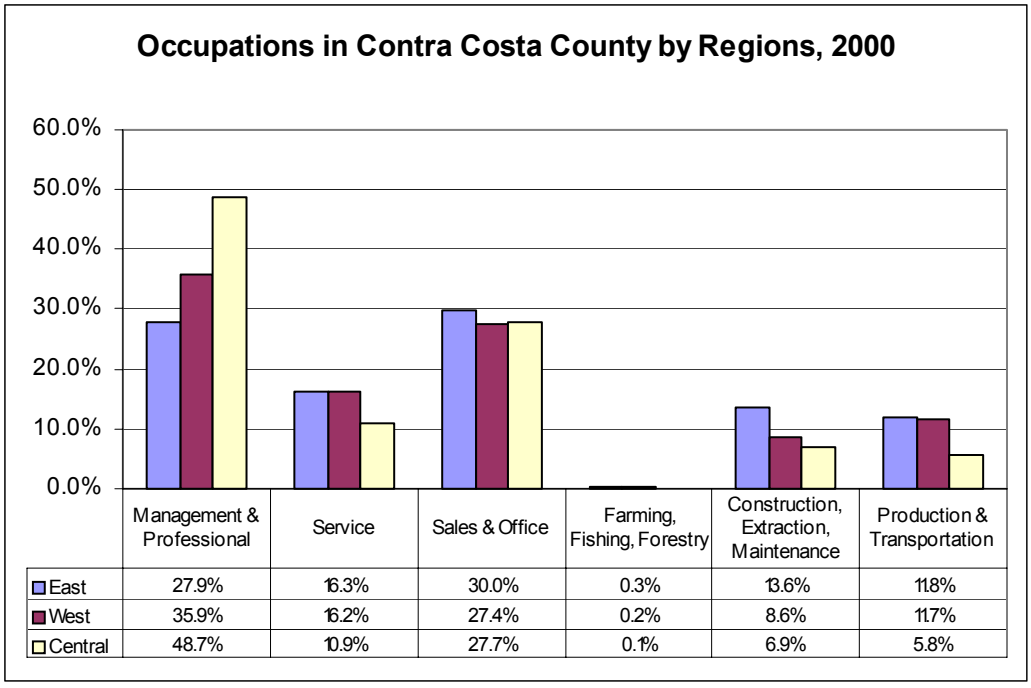
- In East county, one in every four persons (27.9%) had a management or professional occupation, compared to one in three (35.9%) in West county, and one in every two (48.7%) in Central county.
- The percentage of persons in construction and extraction in East county (13.6%) was almost twice as much as that in Central county (6.91%). West county was somewhere in between (8.6%).
- Production and transportation was low in Central county (5.81%) compared to the other regions (11.8% for the East and 11.7% for the West).

The implication for the community colleges in the district is that each college may institute different occupational programs that meet the workforce development needs of the respective community. Furthermore, each college may need to engage in an ongoing dialogue with business and industry to ensure that new technologies and business methods used in the world of work are taught and learned.

Occupation	Contra Costa				Growth Difference	
	2000		2004			
	No.	%	No.	%	No.	%
Employed Civilian Population 16 Years and Over	**451,357**	**100.0%**	**468,697**	**100%**	**17,340**	**3.8%**
Management, Professional, Related	185,100	41.0%	190,545	40.7%	5,445	2.9%
Sales and Office	126,183	28.0%	127,365	27.2%	1,182	0.9%
Service	60,299	13.4%	68,835	14.7%	8,536	14.2%
Production, Transportation, Material Moving	38,497	8.5%	44,388	9.5%	5,891	15.3%
Construction, Extraction, Maintenance, Repair	40,341	8.9%	37,035	7.9%	-3,306	-8.2%
Farming, Forestry, Fishing	937	0.2%	529	0.1%	-408	-43.5%

Source: U.S. Census 2000 and American Community Survey 2004.





Occupational Outlook/Job Opportunities

This section examines the projected job openings in Contra Costa and Alameda Counties from two perspectives:

- Fastest-growing occupations within a period of ten years (2002 to 2012)
- Occupations with the largest openings during the same period.

Of the top 25 fastest-growing occupations 14 are in 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, insurance sales, paralegal, and software engineering.

Considering the most job openings, there is a healthy industrial diversity in Contra Costa and Alameda Counties. Several industries are considered the leaders in job openings over the next ten years, including retail and wholesale sales, hospitality and restaurant, construction, teaching, computer software, and health care.

In summary, job openings in the County show continued growth and stability over the next ten years. However, reliance on manufacturing, extraction, mining and farming is currently transitioning to more service-oriented industries including healthcare, environmental technology, and software development. The implication for the community colleges is that programs for healthcare should be strengthened and expanded. Health services will continue to increase as healthcare becomes more important with the aging of the "baby boom" generation in central county and the needs of young children recently residing in East county. The colleges may want to invest their limited resources in developing curricula in the areas of telecommunication, bioscience, medical technology and environmental technology.

Top 25 Fastest Growing Occupations in Alameda and Contra Costa Counties, 2002-2012

Rank	Occupational Title	Annual Average		Percent Change	Median Hourly	Education and Training Levels [3]
		2002	2012			
1	Hazardous Materials Removal Workers	710	1,030	45.1	$15.01	1-12 MO OJT (10)
2	Respiratory Therapists	670	920	37.3	$29.12	AA DEGREE (6)
3	Veterinary Technologists and Technicians	430	590	37.2	$16.08	AA DEGREE (6)
4	Social and Human Service Assistants	1,730	2,350	35.8	$15.61	1-12 MO OJT (10)
5	Fitness Trainers and Aerobics Instructors	3,170	4,230	33.4	$13.00	POST-SEC VOC-ED (7)
6	Environmental Engineers	440	580	31.8	$37.97	BA/BS DEGREE (5)
7	Architects, Except Landscape and Naval	970	1,270	30.9	$37.04	BA/BS DEGREE (5)
8	Medical Assistants	2,140	2,800	30.8	$14.31	1-12 MO OJT (10)
9	Self-Enrichment Education Teachers	2,490	3,250	30.5	$18.15	WORK EXPER (8)
10	Insurance Sales Agents	1,310	1,700	29.8	$25.98	BA/BS DEGREE (5)
11	Medical Records and Health Information	980	1,260	28.6	$17.66	AA DEGREE (6)
12	Home Health Aides	2,200	2,810	27.7	$9.92	30-DAY OJT (11)
13	Mental Health and Substance Abuse Social	400	510	27.5	$19.86	MA/MS DEGREE (3)
14	Medical Scientists, Except Epidemiologists	1,240	1,580	27.4	$27.27	PHD DEGREE (2)
15	Surveying and Mapping Technicians	410	520	26.8	$30.20	1-12 MO OJT (10)
16	Surgical Technologists	420	530	26.2	$23.65	POST-SEC VOC-ED (7)
17	Pharmacists	1,630	2,050	25.8	$53.00	LLD/MD DEGREE (1)
18	Tapers	510	640	25.5	$30.18	1-12 MO OJT (10)
19	Paralegals and Legal Assistants	880	1,100	25.0	$26.36	AA DEGREE (6)
20	Pharmacy Technicians	1,290	1,610	24.8	$16.74	1-12 MO OJT (10)
21	Veterinary Assistants and Laboratory Animal Caretakers	450	560	24.4	$12.31	30-DAY OJT (11)
22	Drywall and Ceiling Tile Installers	1,160	1,440	24.1	$30.51	1-12 MO OJT (10)
23	Computer Software Engineers, Systems	5,410	6,690	23.7	$45.30	BA/BS DEGREE (5)
24	Registered Nurses	14,790	18,250	23.4	$38.85	AA DEGREE (6)
25	Health Specialties Teachers, Postsecondary	650	800	23.1	[2]	MA/MS DEGREE (3)

Source: California Employment Development Department

Notes:

1. Median Hourly Wage is the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from the first quarter of 2005.
2. In occupations where workers do not work full-time, or year-round, it is not possible to calculate an hourly wage.
3. Education & Training Levels:
   - (1) LLD/MD DEGREE=FIRST PROFESSIONAL DEGREE
   - (2) PHD DEGREE=DOCTORAL DEGREE
   - (3) MA/MS DEGREE=MASTER'S DEGREE
   - (4) BA/BS + EXPER=BACHELOR'S DEGREE OR HIGHER AND SOME WORK EXPERIENCE
   - (5) BA/BS DEGREE=BACHELOR'S DEGREE
   - (6) AA DEGREE=ASSOCIATE DEGREE
   - (7) POST-SEC VOC-ED=POST-SECONDARY VOCATIONAL EDUCATION
   - (8) WORK EXPER=WORK EXPERIENCE
   - (9) 12-MO OJT=LONG-TERM ON-THE-JOB TRAINING
   - (10) 1-12 MO OJT=MODERATE-TERM ON-THE-JOB TRAINING
   - (11) 30-DAY OJT=SHORT-TERM ON-THE-JOB-TRAINING

Top 25 Occupations With the Most Job Openings in Alameda and Contra Costa Counties, 2002-2012

Rank	Occupational Title	Job Openings	Median Hourly Wage	Education and Training Levels
1	Cashiers	14,770	$9.34	30-DAY OJT (11)
2	Retail Salespersons	12,680	$10.50	30-DAY OJT (11)
3	Waiters and Waitresses	7,780	$7.96	30-DAY OJT (11)
4	Combined Food Preparation and Serving Workers, Including	6,950	$8.44	30-DAY OJT (11)
5	Registered Nurses	6,560	$38.85	AA DEGREE (6)
6	Office Clerks, General	6,270	$14.05	30-DAY OJT (11)
7	Laborers and Freight, Stock, and Material Movers, Hand	6,160	$11.53	30-DAY OJT (11)
8	General and Operations Managers	4,680	$47.78	BA/BS + EXPER (4)
9	Counter Attendants, Cafeteria, Food Concession, and Coffee	4,490	$8.25	30-DAY OJT (11)
10	Stock Clerks and Order Fillers	4,310	$11.57	30-DAY OJT (11)
11	Customer Service Representatives	3,990	$16.25	1-12 MO OJT (10)
12	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	3,760	$25.98	1-12 MO OJT (10)
13	Janitors and Cleaners, Except Maids and Housekeeping	3,660	$12.71	30-DAY OJT (11)
14	Receptionists and Information Clerks	3,460	$12.88	30-DAY OJT (11)
15	Carpenters	3,410	$25.76	12-MO OJT (9)
16	Tellers	3,140	$10.94	30-DAY OJT (11)
17	Construction Laborers	3,140	$22.46	1-12 MO OJT (10)
18	Elementary School Teachers, Except Special Education	3,050	[3]	BA/BS DEGREE (5)
19	Computer Software Engineers, Applications	3,030	$40.76	BA/BS DEGREE (5)
20	Executive Secretaries and Administrative Assistants	2,930	$20.68	1-12 MO OJT (10)
21	Landscaping and Groundskeeping Workers	2,730	$12.19	30-DAY OJT (11)
22	Teacher Assistants	2,630	[3]	30-DAY OJT (11)
23	Accountants and Auditors	2,570	$28.24	BA/BS DEGREE (5)
24	First-Line Supervisors/Managers of Office and	2,570	$23.12	WORK EXPER (8)
25	Bookkeeping, Accounting, and Auditing Clerks	2,490	$18.34	1-12 MO OJT (10)

Source: California Employment Development Department

Job openings are the sum of new jobs and net replacements for the total 10 years. Some occupations may have declining employment during the projection period due to industry change, however, they have a substantial number of job openings due to the need for replacements. Net Replacement openings are an estimate of the number of job openings expected because people have permanently left an occupation. It estimates the net movement of 1) experienced workers who leave an occupation and start working in another occupation, stop working altogether, or leave the geographic area minus 2) experienced workers who move into such an opening. It does not represent the total number of jobs to be filled due to the need to replace workers.

Median Hourly Wage is the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from the first quarter of 2005.

In occupations where workers do not work full-time, or year-round, it is not possible to calculate an hourly wage.

For education and training levels, see previous page.

The top 25 occupations with the most job openings comprise 121,210 (72%) of the total job openings (168,280) in the 50 occupations listed by the EDD.

Household Income

In 2004, the median household income in Contra Costa County was $67,823, compared to $51,185 in California and $44,684 in the U.S. The relatively high income level in the county is a reflection of the higher than average level of educational attainment and the relatively high cost of living in the county. Furthermore, 30% of the households in Contra Costa County had incomes of $100,000 or more, compared to only 20% in California as a whole.

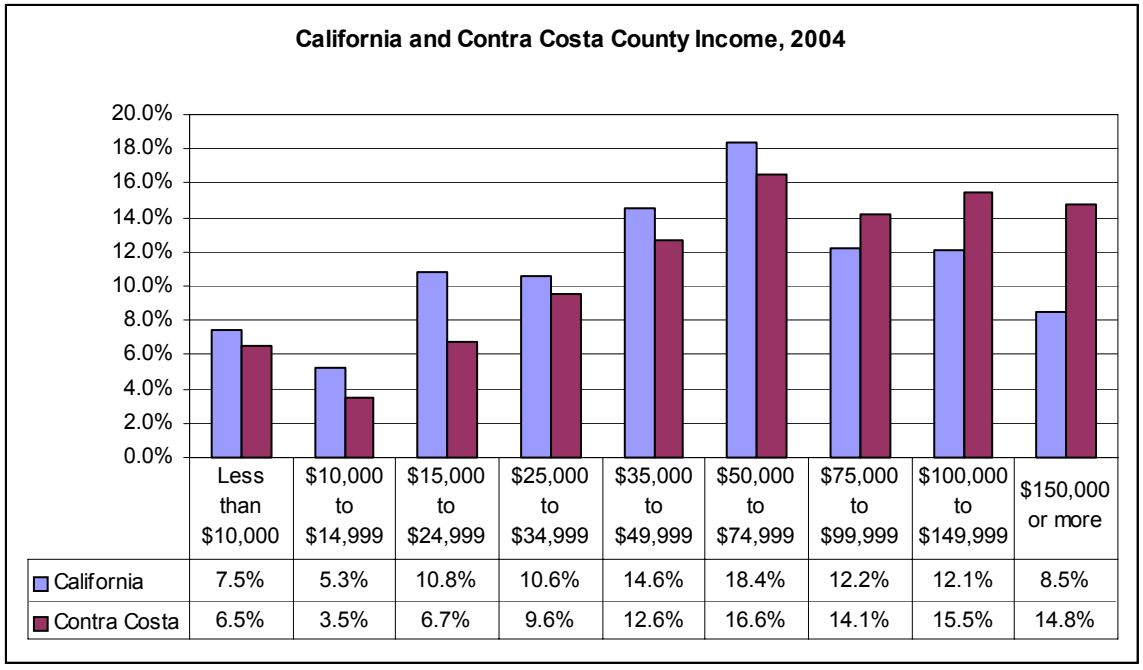
Despite the county's wealth, the poverty rate for the individuals living in the county stood at 10%, compared to 13% for California and the U.S. There are also variations in the poverty rate based on the dependency factors. Twelve percent of related children under 18 were below the poverty level, compared with 7% for persons 65 years and over, and 18% for female householder families with no husband present. (Note: the Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who is in poverty. Each person or family is assigned 1 of 48 possible poverty thresholds. The same thresholds do not vary geographically. The poverty threshold for one person is $9,645; for a family of four $22,199).

Undoubtedly 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 has increased sharply in the past 20 years, income for the bottom tier has declined. Furthermore, in 2004, the median household income for the wealthiest zip code in the county (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. The main determinants of income seem to be the strength of the family bonds, work ethics, and college education. Those who go to college seem to do very well, while the young people who bear children at the age of 14 and 15, with no claimed paternity, end up on some type of governmental assistance and probably never finish high school. The children in turn have slipped into a large underclass.

The implication for higher education is that a steadily large number of elite applicants go to elite colleges because the upper middle class wants the best for Johnny and Susie. The open admissions institutions and the community colleges had to settle for students who are underprepared for college work (compare the API index for schools in the "Lamorinda" area with those in Richmond). As a result, community colleges must invest heavily in basic skills education and in tutoring and mentoring services.

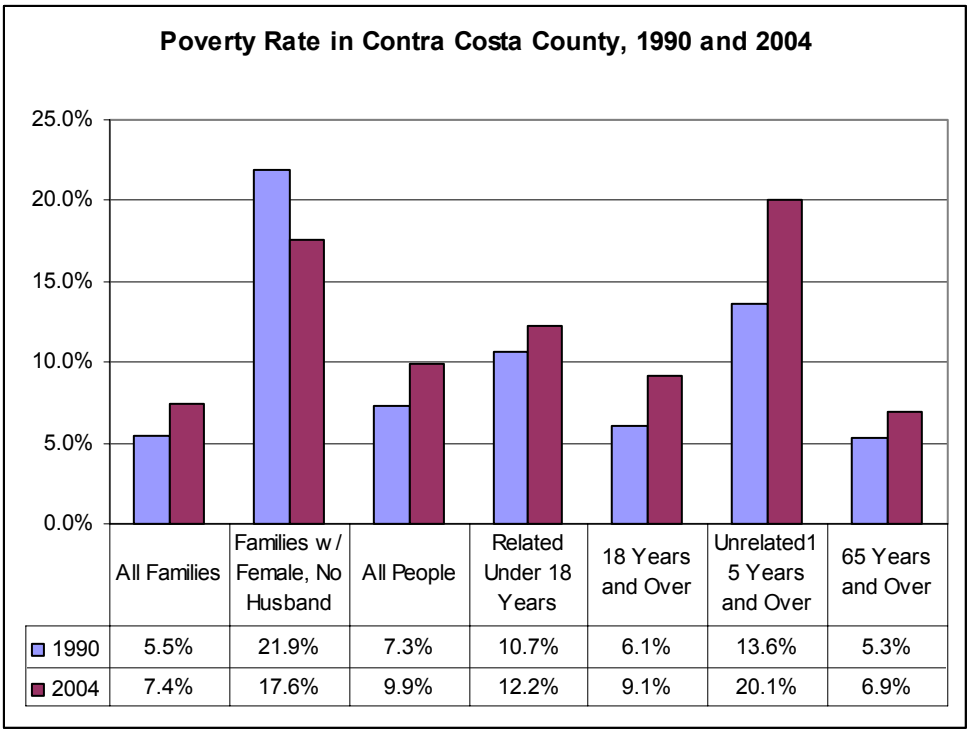
Household Income in California and Contra Costa County, 2004

Income	2004				
	California		Contra Costa County		Percentage Difference
	No.	%	No.	%	
Households	**11,972,158**		**354,495**		
Less than $10,000	897,889	7.5%	23,141	6.5%	-1.0%
$10,000 to $14,999	632,315	5.3%	12,403	3.5%	-1.8%
$15,000 to $24,999	1,289,837	10.8%	23,897	6.7%	-4.0%
$25,000 to $34,999	1,271,208	10.6%	33,921	9.6%	-1.0%
$35,000 to $49,999	1,745,856	14.6%	44,804	12.6%	-1.9%
$50,000 to $74,999	2,201,592	18.4%	58,685	16.6%	-1.8%
$75,000 to $99,999	1,464,797	12.2%	50,158	14.1%	1.9%
$100,000 to $149,999	1,448,919	12.1%	54,956	15.5%	3.4%
$150,000 or more	1,019,745	8.5%	52,530	14.8%	6.3%
Median Household Income	$51,185		$67,823		



Source: American Community Survey, 2004

Percentage of Families and People Whose Income is Below the Poverty Level, 2004		
Category	**1990**	**2004**
All Families	5.5%	7.4%
Married Couple Families		4.3%
Families with Female Household, No Husband	21.9%	17.6%
All People	7.3%	9.9%
Related Children Under 18 Years	10.7%	12.2%
18 Years and Over	6.1%	9.1%
Unrelated Individuals 15 Years and Over	13.6%	20.1%
65 Years and Over	5.3%	6.9%
Source: US Census, American Community Survey 2004		



Source: U.S. Census 1990 and 2004

Housing Affordability

In Contra Costa County, the median price of a house in 2004 was $465,892, compared to $391,102 for California, and $151,366 for the US. In effect, the housing cost in the county was more than three times as much as that for the nation as a whole. The county ranks 14th in the nation and 12th in California in terms of the median price of a house. Furthermore, 43% of the homes in the county cost more than $500,000. Henry David Thoreau once wrote that no home should cost more than what a person earns in one year. By that standard, these statistics seem to be astronomical in comparison to the median household income. To understand the relationship between housing cost and income, one needs to examine the housing-affordability index. The index measures the ratio of a median price for a house to the median household income. For the US as a whole, that ratio stood at 3.4 to 1 in 2004. In comparison, the index for California, was 7.6 to 1 and for Contra Costa County 6.9:1.

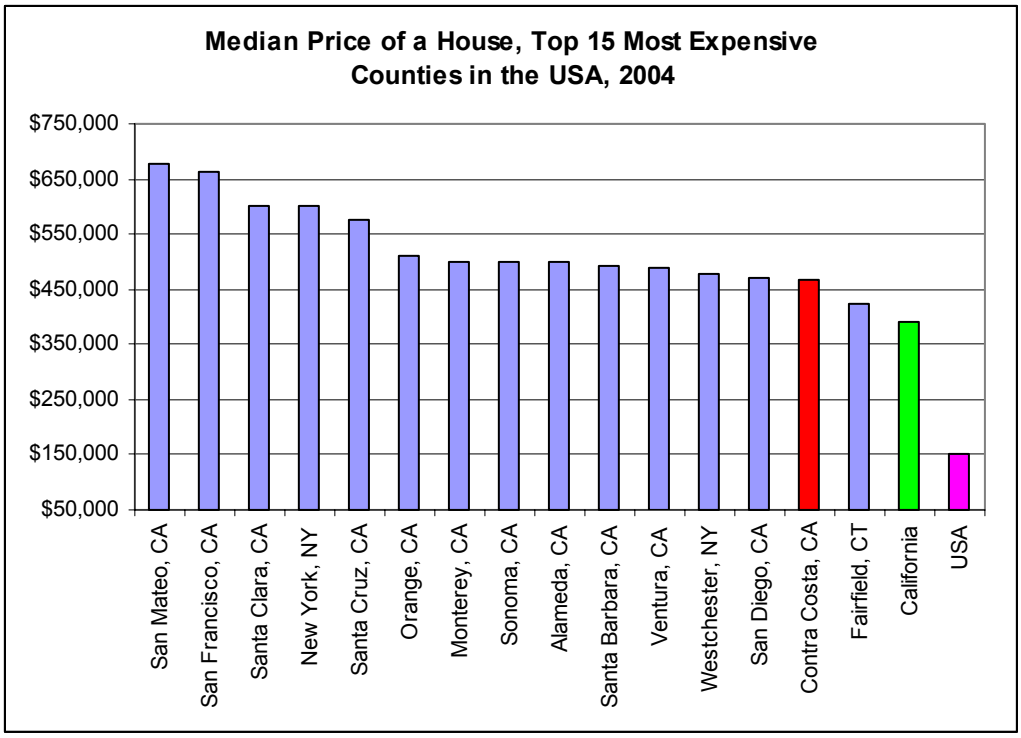
Longitudinal Changes: Between 2000 and 2004, the median price of a house in the county increased from $267,800 to its current level of $465,892, a 74% increase during this period. At the same time, the median household income increased by a modest 6.5% (from $63,675 to $67,823). This phenomenal increase in housing cost, was due to the high demand for housing, lower than average mortgage rates, and the shortage of land for expansion in many communities. As a result, the housing affordability index almost doubled between 2000 and 2004, from 3.7:1 to 6.9:1.

Regional Differences: This housing affordability index varies by location. Due to the lack of recent statistics for different regions in the county, one may examine the latest available data for 2000. Although the data is far away from reality, it provides a glimpse into the difficult housing picture. In 2000, the index for cities in East county fell between 2.7 and 3.3. In West county, it was between 2.9 and 4.2, and in central county, it was between 3.3 and 4.8. In effect, Central county was more expensive than the other two regions. The attraction of central county was due to the quality of life in general, including quality schools, availability of jobs in professional fields, low crime rates, and accessibility to the highway infrastructure. Undoubtedly, the high educational attainment and high income has impacted the demand for housing in this area.

The implications of this unaffordable housing market is that recruitment of professional talent to fill faculty and staff positions becomes a serious challenge. Many people have given up the idea of ever owning a home. Industry relocation in the area becomes extremely difficult. Retired people on fixed income may not be able to afford the high mortgage payment and may have to relocate in Oregon, Arizona or Nevada. More importantly, students who graduate from CCCCD will be facing a tough housing market and may have to locate elsewhere. Students who are educated in California but locate in other states represent a brain drain and a net loss for the state's taxpayers.

Median Price of a House for the 15 Most Expensive Counties in the USA, 2004

Rank	County	Median Price of a House	Median Household Income	Housing Affordability Index
	USA	**151,366**	**44,634**	**3.4**
	California	**391,102**	**51,185**	**7.6**
1	San Mateo County, CA	$678,433	$68,782	9.9
2	San Francisco County, CA	$661,904	$60,031	11.0
3	Santa Clara County, CA	$602,727	$74,509	8.1
4	New York County, NY	$600,250	$50,731	11.8
5	Santa Cruz County, CA	$577,139	$60,705	9.5
6	Orange County, CA	$512,208	$64,416	8.0
7	Monterey County, CA	$500,161	$50,127	10.0
8	Sonoma County, CA	$498,990	$62,206	8.0
9	Alameda County, CA	$498,227	$59,325	8.4
10	Santa Barbara County, CA	$493,969	$50,848	9.7
11	Ventura County, CA	$487,961	$65,260	7.5
12	Westchester County, NY	$476,462	$70,095	6.8
13	San Diego County, CA	$471,132	$51,012	9.2
14	**Contra Costa County, CA**	**$465,892**	**$67,823**	**6.9**
15	Fairfield County, CT	$422,495	$73,110	5.8



Source: American Community Survey, 2004

4. Quality of Life

Up to this point, analysis of the external environment has been focused on addressing issues related to people living in the community with respect to their demographics, their educational attainment, and their socio-economic status. However, it is equally important that the health of the physical environment be included in environmental scanning. Quality of life issues address elements of the physical environment in Contra Costa County.

In order to maintain a high quality of life, one of the most important priorities should be to maintain viable and flourishing ecosystems. These ecosystems are very complicated and interconnected, and almost no action is isolated. 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.

Quality of life is related to several issues including the following:

- Mobility in terms of commute time, traffic congestion, and transit ridership.
- Preservation of a balanced ecosystem through maintenance of open space.
- Maintenance of air quality
- Population density

By educating students about the environment and serving as an example to the community, the district will be playing a vital role in the preservation and sustenance of its environment. Achieving conservation is difficult because it will require changing the behavioral patterns of the 60,000 to 70,000 individuals who are on the three college campus every year. In order for the graduates to be prepared to participate meaningfully in our society, they must understand the importance of environmental responsibility. Designs of new facilities should take into account the creation of a "green campus" with "green buildings." Our ability to adjust our practices can help to restore the viability of the environment and set an example for both our students and our community.

Commuting Time

Longitudinal Change: In 2004, the majority (71.3%) of workers 16 years and older in Contra Costa County drove to work alone, a percentage little changed since 1990. However, due to the increase in population, there were 35,349 more drivers in 2004, compared to 1990. The number of persons using public transportation also increased by 9,784 or 31.2% and the number who walked or worked at home increased by 5,272, or 25.1%. In contrast, car pooling declined slightly during this period. The net effect of this mixed picture is a 10% increase in the average travel time to work from 29.3 in 1990 to 32.2 minutes in 2004.

This relatively long travel time places Contra Costa County as number one in California, and in the top ten counties in the nation with respect to commuting time to work. The comparable commuting time in California was 27.1 minutes, and in the US 24.7. In effect Contra Costa County has the longest commute of any county in the Western United States.

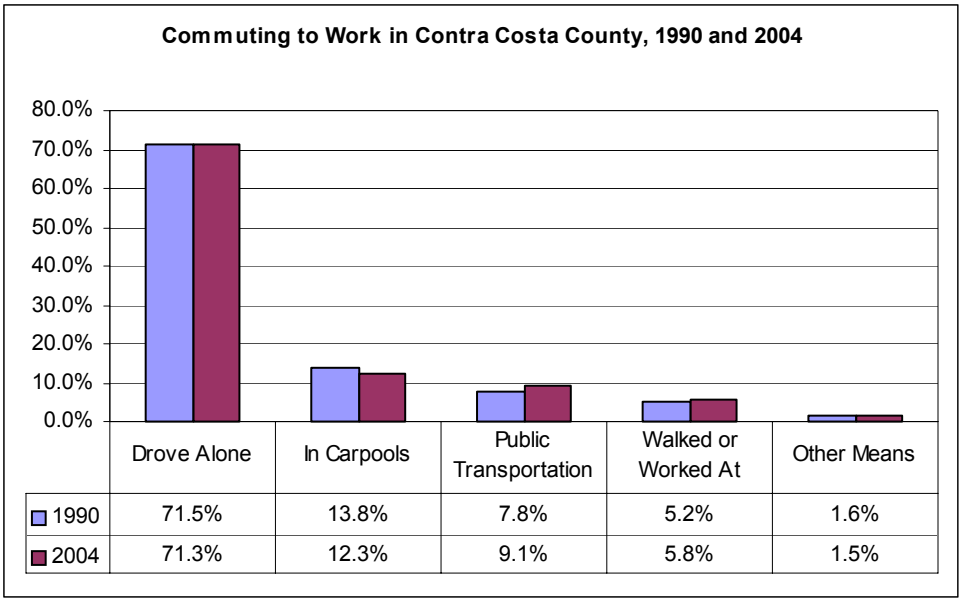
The time spent commuting to and from work impacts an individual's quality of life since it affects the amount of time available for both family and personal activities. Longer commutes also have a financial impact, particularly in light of the increasing price of fuel.

Regional Differences: There are significant differences among the three county regions with regard to commuting time to work. East county has five of the cities with the longest commute: Discovery Bay, Bethel Island, Oakley, Brentwood, and Antioch. Commuters from these areas have an average commuting time of 41 minutes or longer (50 minutes in the case of Discovery Bay). These areas also have lower rates of public transit usage. West County has some of the shortest average commutes: El Cerrito 32.2, Richmond 34.3, and San Pablo 33.4. Central county also has shorter commutes than East county: Concord 31.9, Martinez 27.9, Pleasant Hill 30.3, San Ramon 31.3, and Walnut Creek 32.8.

Commuting to Work in Contra Costa County, 1990 and 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			

Source: U.S. Census 1990 and American Community Survey 2004



Source: U.S. Census 2000 and American Community Survey 2004

Commuting to Work in 2000: Contra Costa County Representative Cities

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 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	

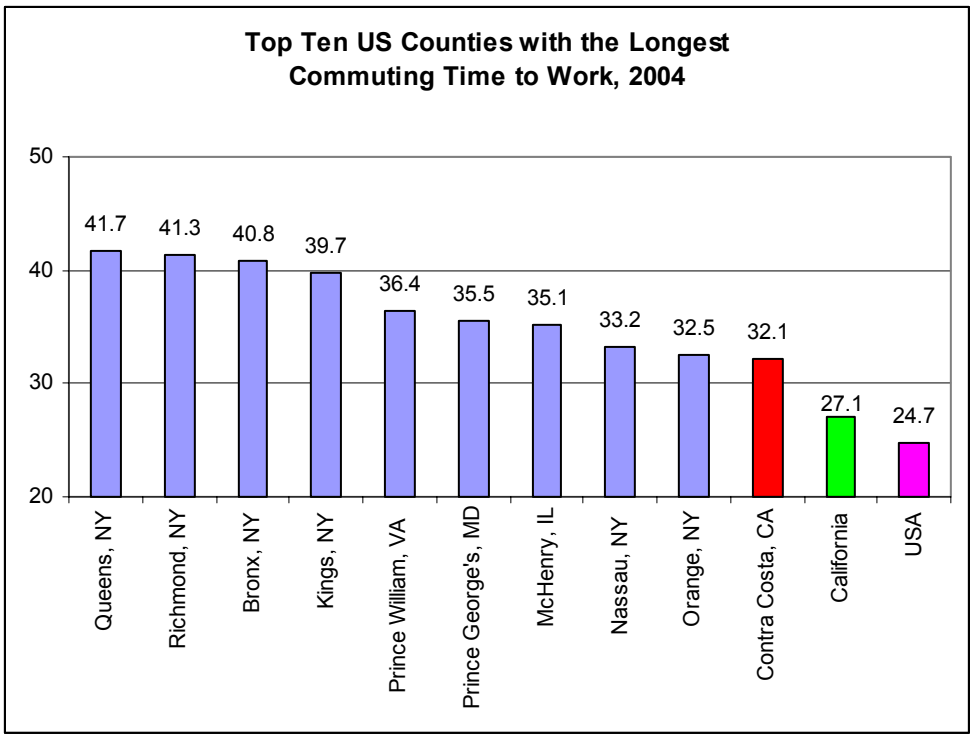
Commuting to Work	Central Contra Contra Costa County									
	Concord		Martinez		Pleasant Hill		San Ramon		Walnut Creek	
	No.	%	No.	%	No.	%	No.	%	No.	%
Workers 16 Years and Over	**58,700**	100.0%	**18,820**	100.0%	**17,456**	100.0%	**25,431**	100.0%	**29,901**	100.0%
Car, truck, or van - Drove Alone	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	

Source: U.S. Census 2000

Top Ten U.S. Counties With Longest Commutes, 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

Source: Contra Costa County: Competing in a Global Economy, 2006; U.S. Census



Traffic Congestion

Traffic congestion is measured by the number of daily vehicle hours of delay. Traffic congestion impacts the quality of life and the economic vitality of the community. Traffic delays place a heavy burden on the community in terms of wasted fuel, loss of productivity, and increased air pollution. These delays are mostly caused by several factors including lack of efficient highway infrastructure, too many single drivers, lack of high-paying jobs in the local communities, and lack of affordable housing closer to one's work.

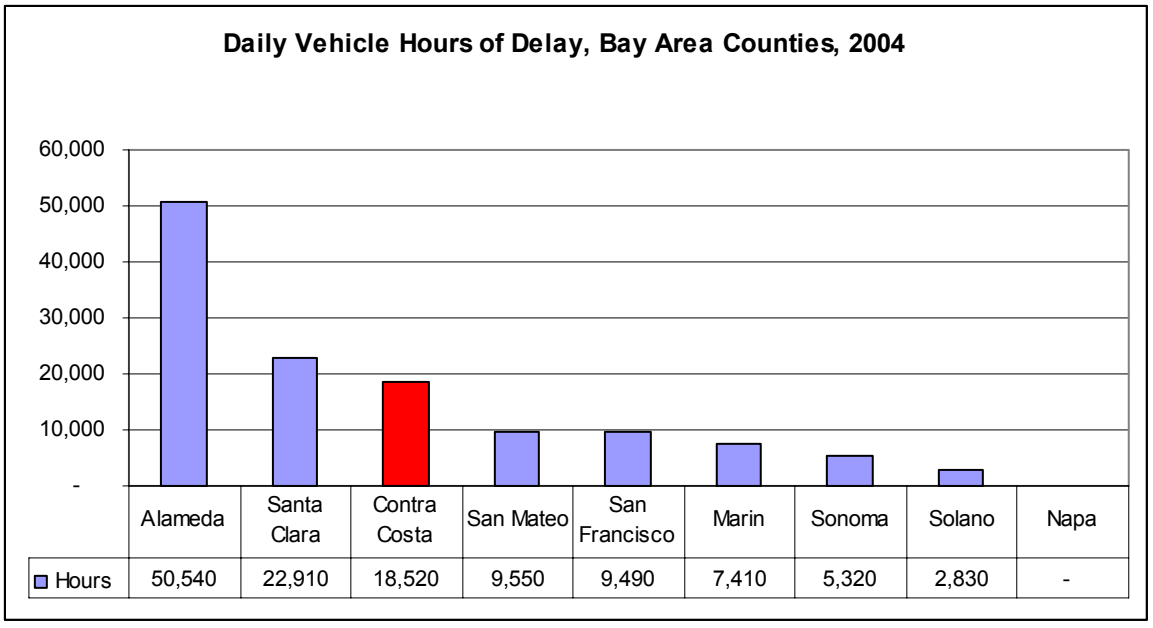
Since the year 2000, traffic congestion on the highways in Contra Costa County increased from 16,200 daily vehicle hours of delay to 18,520. The county had the third worst record of daily vehicle hours of delay in the Bay Area. While the delays in the Bay Area as a whole declined sharply by 29% between 2000 and 2004, the vehicle delays in the county increased by 14%. The 2004 vehicle delays in the county represent a considerable loss of productivity of almost 4.63 million hours annually, valued conservatively at $140 million. For the Bay Area as a whole, the productivity loss reached one billion dollars in 2004. Reducing traffic congestion would be beneficial to the economy and to the environment. It would certainly enhance the quality of life in the community. The Contra Costa Community College District can contribute to this improvement by offering courses in alternative formats at different times during the day and during the weekends when traffic congestion would be minimal. Offering courses through distance education and at a variety of locations that are near student concentrations would certainly be steps in the right direction.

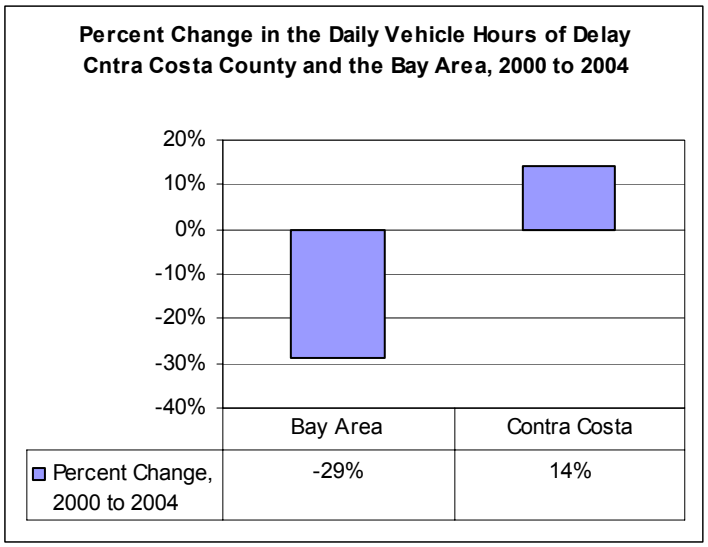
Productivity Loss from Vehicle Hours of Delay in the Bay Area, 2000 and 2004

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**

Source: Metropolitan Transportation Commission
Http;//www.automotive.com/feature/90/auto-news/15168

Note: Estimated loss of productivity assumes 250 working days at an hourly rate of $30





Source: Metropolitan Transportation Commission

Transit Ridership

Use of high-occupancy vehicles such as BART, buses and car pools help reduce the amount of traffic congestion during the commute hours. Persons who walk to their jobs or work at home (telecommute) also help reduce the daily volume of vehicle hours of delay. The pattern of travel behavior for people living in Contra Costa County changed slightly in the past fifteen years (1990 to 2004). While solo driving remains the favorite mode of transportation in the county (71.3%), there has been a slight increase in transit ridership and walking or working at home.

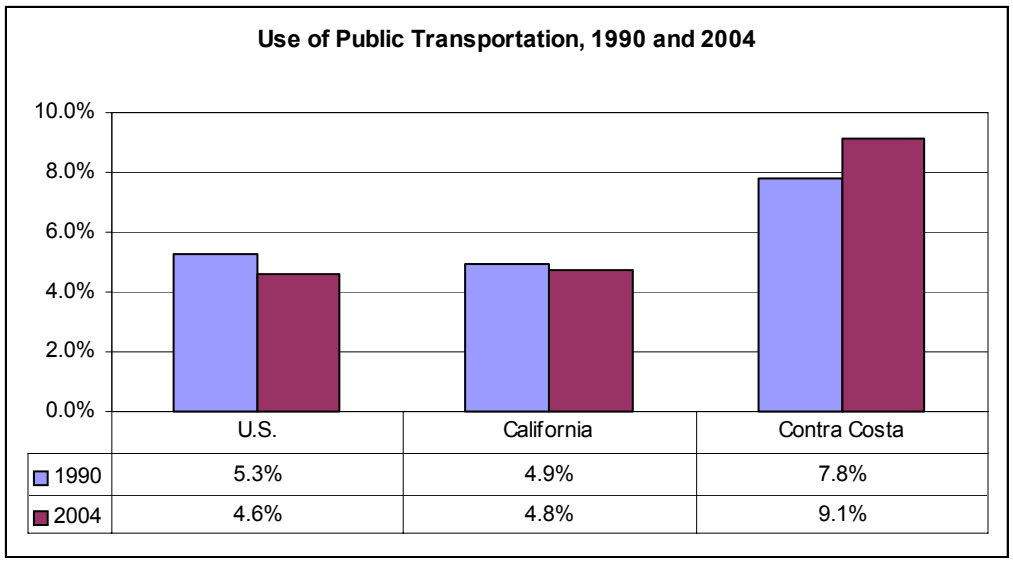
Longitudinal Changes: In the past fifteen years (1990 to 2004), there was a modest improvement in the use of public transit and the number of persons walking or working at home. The increase in these measures reduces traffic congestion, delays and air pollution. The number of workers using the public transit system increased from 31,344 in 1990 to 41,128 in 2004, an increase of 31%. In effect, the percentage of workers using public transit increased from 7.8% to 9.1%. Persons working at home or walking to their jobs also increased from 21,024 in 1990 to 26,296 in 2004, an increase of 25%. In effect. the percentage of those who worked at home or walked to their jobs increased from 5.2% to 5.8%. These modest advances surpassed the rate of population growth during this period. With the increase in the cost of gasoline, public transportation is a safety net for commuters in the county, and particularly for students, elderly citizens and people with disabilities.

Regional Differences: Different parts of the county have very different patterns of commuting. According to the 2004 Update of the Contra Costa Countywide Comprehensive Transportation Plan (Contra Costa Transportation Authority), San Ramon Valley, Oakley and Bethel Island in East county, and Crockett in West county had the highest rates of solo commuting. Richmond, San Pablo and El Cerrito in West county, and the area around Pleasant Hill BART station, on the other hand, had the lowest rates of solo commuting. Commuting by transit is closely associ-

ated with ready access to BART. Rates of transit use were highest where BART service was available: Richmond, El Cerrito and Kensington in West county; Orinda and Moraga in Lamorinda; and Walnut Creek in Central county. The highest rate of commuting by transit is found in the area surrounding the Pleasant Hill BART station. High transit usage is more likely associated with limited or expensive parking at the work site, such as in San Francisco, Oakland, or Berkeley.

The dominant commute pattern in Contra Costa County is from the north and east to the south and west. While some who live in Central county work in East county, many more East county residents work in Central county and places farther west and south. According to Contra Costa Transit Authority, the farther east one goes, the fewer people there are who commute outside of Contra Costa to work. For example, more than 60% of workers in Richmond, El Cerrito, Kensington, and Hercules in West county, and around Pleasant Hill BART station leave Contra Costa for their jobs, while in the Lamorinda and San Ramon Valley areas, a lesser percentage of workers (45% to 60%) commute out of the county.

Transit ridership has several implications for Contra Costa Community College District. The district should encourage increased ridership in BART and the County Connection buses to reduce traffic congestion and alleviate the tight parking on different college campuses. In almost every student survey in the past six years, students have expressed frustration with campus parking, particularly during peak class hours. Increasing student and staff ridership might be accomplished through special reduced fares and direct connections from BART stations to different college campuses. Improving the transportation connections for students will have a direct impact on student enrollment and student retention. It will also impact the quality of life and reduce air pollution in the area.



Source: Metropolitan Transportation Commission

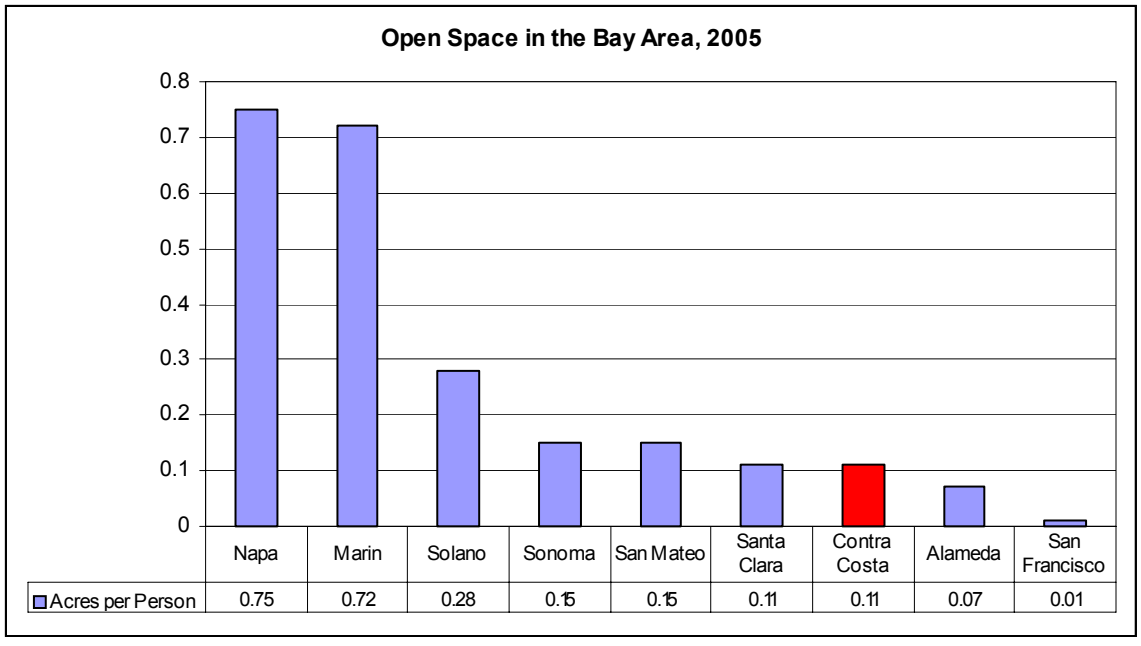
Open Space

Contra Costa is rippled by hills and valleys, bordered on three sides by water, and dominated in the middle by the majestic Mt. Diablo, 3,849 feet high. In the winter, the mountain often dons a mantle of snow that delights the eye from many miles away. Two ranges of hills and low mountains run north to south, dividing the county into three geographical regions, popularly called east, west and central. The Central region divides into two valleys: Diablo, north of Walnut Creek, and San Ramon, south of Walnut Creek. East of Mt. Diablo, the land gradually flattens into the Delta of the Sacramento and San Joaquin Rivers.

There is a variety of open space in Contra Costa County, including natural parks, shorelines, rural hiking trails, creeks and reservoirs. Preservation of these resources for recreational purposes and habitat protection contributes to the county's overall quality of life and enhances the economic vitality of the region.

Contra Costa County has over 176,000 acres of dedicated permanent open space, which represents 38% of the county's land area. Recently, serious efforts have been made by citizens and foundations to add more acreage to the county's open space inventory. However, increasing the acreage of dedicated open space represents a challenge, as housing and urban uses compete for a finite number of acres. Despite the efforts to preserve and maintain open space in the county, the dedicated open space per capita has declined gradually due to population growth. In terms of open space per capita, the county ranks low compared to other counties in the Bay Area. The open space per capita was below the average for the Bay Area and stood at barely above one-tenth of an acre, compared to three-fourths of an acre for Napa and Marin Counties. In other words, Contra Costa County is the Bay Area's third most developed county behind Alameda and San Francisco. Future population growth will undoubtedly have a negative impact on open space.

The implication for higher education is that geography matters. A caring district should consider the quality of life for its employees and its students. Meeting the needs of human capital for recreational and open space contributes to creativity and productivity.



Source: 2006 Performance Index, Contra Costa County

Air Quality

Air contains elements that are vital to life on Earth. Humans and animals breathe air in, absorb some of the oxygen, and then breathe out carbon dioxide. In contrast, plants breathe in carbon dioxide and breathe out oxygen. When contaminants enter the picture, however, nature's cycle is disrupted and public health and agriculture can be harmed.

The US Environmental Protection Agency (EPA sets national standards for pollutants considered harmful to public health and the environment. There are air quality standards for six principal pollutants which are called criteria pollutants, including:

- Carbon monoxide (CO)
- Lead (Pb)
- Nitrogen dioxide (NO_2)
- Ozone (O_3)
- Particulate matter (PM 2.5 and PM 10)
- Sulfur dioxide (SO_2)

Since the establishment of these standards, air quality has improved. The air concentrations of lead have declined sharply in recent years.

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

In summary, the air quality in Contra Costa County is seriously unhealthy. According to the American Lung Association State of the Air, 2005 Report, the county received a grade of "D" for high ozone days, a grade of "F" for particle pollution-24 hour, and a grade of "P" for passing) for particle pollution-Annual.

Regional Differences: In Contra Costa County there are four EPA stations that collect data on air quality in different parts of the county. These stations are located in Bethel Island and Pittsburg (East county), San Pablo (West county) and Concord (Central county). Air pollution varies among the four stations. East county has high levels of ozone, compared to the other two regions. West and central counties have relatively high levels of carbon monoxide and nitrogen dioxide, compared to those of East county.

Air pollutants impact the quality of life in the county and present a challenge to the district. Despite recent advances in reducing the pollutants from the six major elements identified in the EPA standards, more needs to be done. The district can contribute toward improving the air quality by

insisting on the design of "green buildings" that use solar energy and work collaboratively with local oil refineries in Richmond and Martinez to minimize the emission of harmful pollutants. Students and staff should be encouraged to carpool, ride bicycles and use the public transit system.

Environmental Protection Agency's Air Quality Index for Contra Costa County

Year	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Number Days With AQI	366	365	365	365	366	365	365	365	366	365
Number of Days When Air Quality Was:										
Good	336	354	334	299	294	308	259	293	299	326
Moderate	25	11	23	53	63	51	87	67	62	35
Unhealthy for Sensitive Groups	5	0	7	11	9	5	18	5	4	4
Unhealthy	0	0	1	2	0	1	1	0	1	0
AQI Statistics										
Maximum	140	92	161	195	125	153	157	119	156	118
90th Percentile	48	40	48	67	64	64	80	69	67	53
Median	31	29	30	34	35	34	38	37	34	33
Number of Days When AQI Pollutant Was:										
CO-Carbon Monoxide	46	34	33	26	2	2	2	2	2	3
NO2 - Nitrogen dioxide	0	0	0	0	0	0	0	0	0	0
O3 - Ozone	311	313	324	259	250	254	192	249	276	272
SO2 - Sulfur dioxide	0	0	0	1	0	0	0	0	0	0
PM2.5 - Particulate matter smaller than 2.5 micrometers	0	0	0	70	111	104	168	109	86	86
PM10 - Particulate matter smaller than 10 micrometers	9	18	8	9	3	5	3	5	2	4

Source: U.S. Environmental Protection Agency at www.epa.gov

Air Quality Index

Good	The AQI value for your community is between 0 and 50. Air quality is considered satisfactory, and air pollution poses little or no risk
Moderate	The AQI for your community is between 51 and 100. Air quality is acceptable; however, for some pollutants there may be a moderate health concern for a very small number of people.
Unhealthy for Sensitive Groups	When AQI values are between 101 and 150, members of sensitive groups may experience health effects.
Unhealthy	Everyone may begin to experience health effects when AQI values are between 151 and 200.
Very Unhealthy	AQI values between 201 and 300 trigger a health alert, meaning everyone may experience more serious health effects.
Hazardous	AQI values over 300 trigger health warnings of emergency conditions. The entire population is more likely to be affected.
Maximum	The highest daily AQI value in the year. The highest possible AQI value is 500, except on rare occasions.
90th Percentile	90 percent of daily AQI values during the year were less than or equal to the 90th percentile value
Median	Half of daily AQI values during the year were less than or equal to the median value, and half equaled or exceeded it.

Rankings of Contra Costa County for Emissions of Criteria Air Pollutants

Type of Emissions	Contra Costa Rank Among California Counties
Carbon Monoxide Emissions	9
Nitrogen Oxides Emissions	11
Nitrogen Oxides Emissions, Ozone Season Daily Average	11
PM-10 Emissions	15
PM-2.5 Emissions	15
Sulfur Dioxide Emissions	2
Volatile Organic Compound Emissions	10
Volatile Organic Compound Emissions, Ozone Season Daily Average	10

Source: Scorecard: The Pollution Information Site: www.scorecard.org

Contra Costa's Grades for Air Quality

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

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.

Source: American Lung Association State of the Air 2005 Report

2005 Air Quality Statistics: Representative Cities in Contra Costa County

Pollutant	Units	East				West		Central	
		Bethel Island		Pittsburg		San Pablo		Concord	
		Max	Avg	Max	Avg	Max	Avg	Max	Avg
CO-Carbon Monoxide	pptm	11	3	33	4	28	4	20	5
NO2 - Nitrogen dioxide	ppb	38	7	58	11	54	12	55	13
O3 - Ozone	ppb	89	23	94	24	66	20	98	20
SO2 - Sulfur dioxide	ppb	17	2	30	2	25	2	26	1

Ranking of Selected California Counties by Air Pollution Emissions,

County	Carbon Monoxide Emissions	Nitrogen Oxides Emissions	PM -2.5 Emissions	PM -10 Emissions	Sulfur Dioxide Emissions
Los Angeles	1	1	1	2	1
Orange	2	3	8	14	9
San Diego	3	2	2	1	7
Santa Clara	4	7	5	4	15
San Bernadino	5	4	3	7	6
Riverside	6	8	4	3	14
Alameda	7	10	11	11	10
Sacramento	8	12	22	19	17
Contra Costa	**9**	**11**	**15**	**15**	**2**
Fresno	10	13	7	5	13
Kern	11	5	6	8	8
Vetura	12	6	25	23	3
San Mateo	13	16			
San Francisco	14	14			11
San Joaquin	15	15	18	18	16

Source: Scorecard, The Pollution Indicator Site
http://www.scorecard.org/emv-releases/cap/rank-counties-emissions

Population Density

Population density is a measure of the number of inhabitants per unit area (square kilometer or square mile). Density figures are usually based on the land area including inland water bodies such as rivers and lakes. Population density is a function of two variables: the size of the land and the population within that area. This measure may be calculated for a city, county, state, country, or the entire world.

Density within a given geographical area may vary dramatically from one location to another. This is true for counties, states, nations and the world. In fact 90% of the earth's people live on only 10% of the land. Additionally, 90% of the people live north of the equator. Similarly, there are states in the USA with high population density and others with low density. For California and Contra Costa County there are similar patterns. San Francisco had the second highest population density among large metropolitan areas in the USA (15,914) in 2004. For Contra Costa County, the population density was relatively high in comparison to other counties in the Bay Area. In 2004, the county had the third highest density (1,400) in the Bay Area after San Francisco and Alameda, and it was almost in parity with Sacramento. In contrast, the population density stood at 232 in California and 84 for the USA.

Longitudinal Changes: The population density in the county has been rising gradually as the population increased within a finite land area. Density has increased dramatically by almost tenfold since the 1940s. In the past 15 years, the county added another 284 persons per square mile, or 25%.

Regional Differences: There are some differences among the three county regions.

- East county: Major cities have population densities that fall below those of West and Central counties. With only 2000 persons per square mile, Brentwood has the lowest density among the major cities in the county. Further opportunities for growth are evident in this part of the county.
- West county: The cities of San Pablo and El Cerrito had the highest population densities at 11,700 and 6,300 persons per square mile, respectively. Apparently, the relatively smaller land area for these two cities (2.6 for San Pablo and 3.7 for El Cerrito) has impacted the density of the population in these two cities.
- Central county: Density of the population fell between the other two regions with Pleasant Hill having the highest density (4,600) due to the relatively small land area.

The population density of the county and its regions presents some interesting opportunities and challenges for Contra Costa Community College District. The growing density of the population in a given area has given the impetus for taking the college to the people. Hence the expansion represented by the San Ramon Valley Center (formerly the Center for Higher Education) a generation ago and the Brentwood Center in the past few years. Increased density of the population in the future may prompt the offering of classes in new locations throughout the county. However, the ever-increasing population density presents many challenges. Population density impacts the quality of life, including commuting time to work; traffic congestion; and land, air and water quality. Housing cost will continue to rise as many communities place re-

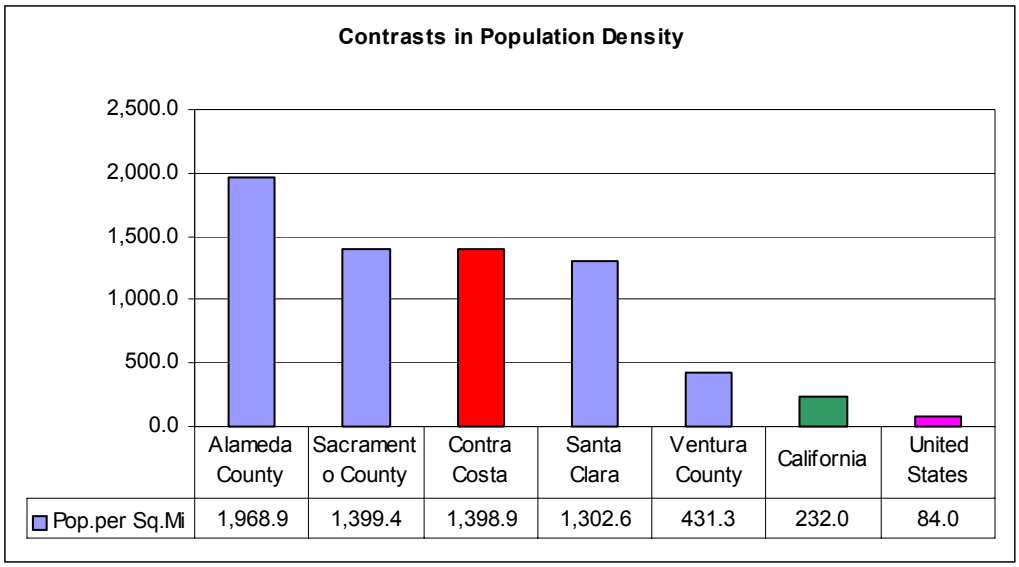
strictions on commercial expansion and development.

In summary, future leaders need to strike a balance between quantity and quality. Should we cheer for enrollment expansion at the expense of the quality of life, or should we plan ahead to maintain and enhance the quality of life for all citizens, knowing well that population growth and density will take place despite our wishes to the contrary?

Population Density of Comparable California Counties

County	Population 7/1/2004	Sq.Mi	2004 Pop.per Sq.Mi
Santa Clara County	1,681,980	1291.2	1,302.6
Alameda County	1,452,096	737.5	1,968.9
Sacramento County	1,351,428	965.7	1,399.4
Contra Costa County	**1,007,606**	**720.3**	**1,398.9**
Fresno County	865,620	5,963.2	145.2
Ventura County	796,165	1,845.9	431.3
San Francisco County	743,193	46.7	15,914.2

Sources: www.census.gov/population/censusdata/90den_stco.txt
American Factfinder: Data Set: 2005 Population Estimates



Population Density: Contra Costa County Representative Cities

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

Sources: www.demographia.com/DB-USCity98.htm; U.S. Census 2000 Table GCT-PH1.Population, Housing Units, Area, and Density: 2000

Top Twelve States with Highest Population Density, 2005

State	Population Density Per Sq. Mile
New Jersey	1,180
Rhode Island	1,041
Massachusetts	816
Connecticut	725
Maryland	577
Delaware	432
New York	408
Florida	331
Ohio	280
Pennsylvania	278
California	**232**
Illinois	230

Sources: American Factfinder, American Community Survey 2005

5. Financing of California Community Colleges

California community colleges occupy a unique place in the state's public education landscape. These colleges offer instruction that overlaps both K-12 and the four-year institutions, in addition to offering their own curricula. Composed of 109 colleges and operated by 72 local districts, community colleges offer services that range from academic instruction and occupational training to economic development and services to welfare recipients. Collectively, these colleges are a $6 billion dollar enterprise serving 1.6 million state residents. This is the largest system of its kind in the nation.

Given the scale of these colleges and their special location between high school and university education, they do contribute significantly to the development of human capital and the training of the state's workforce. The amount of financial resources available to community colleges has a direct impact on student access and the quality of instruction and services.

The analysis in this section focuses on the following issues:

- Sources and allocation of funds
- Funding trends
- Comparison with other segments of education
- Comparison with other states
- District funding

The discussion in this section relies on a recent (2004) publication by Patrick J. Murphy, entitled "Financing California's Community Colleges," published by the Public Policy Institute of California. Murphy's report describes funding trends for community colleges and assesses their ability to meet future challenges.

Sources of Funds

Two sources generate most of the revenue for California's community colleges: the state general fund and the local property taxes. Together these two sources account for over three-quarters of all resources flowing to the state's community colleges in 2004-05, a pattern that has been sustained for over half a century. Federal resources provide 4% of total revenue in 2004-05. Enrollment fees contributed 6.6%, a significant change from 2000-01 (3.0%) that was due to two successive increases in student tuition in 2003-04 and 2004-05. State lottery revenue, several small state and local sources and other charges account for the balance of resources.

The role of property taxes in the financing of community colleges has changed dramatically since Proposition 13 (1978). Prior to Proposition 13, property taxes provided almost two-thirds of total community college revenues. Passage of Prop 13 altered the equation. As of 2004-05, the relative share of property taxes reached only 30%. The General fund and other sources increased significantly to fill the gap left by the property taxes.

In terms of expenditures, the majority of community college funds (57%) are devoted to providing instruction and instructional support. Student services and admissions expenditures account

for 13% of total outlays in 2004-05. In effect 70% of community college funds provide direct services for students. The balance is devoted to administrative services (17%), operations and maintenance (8%), and other expenses (5%). This pattern of expenditure has not changed much in the past five years except for folding some instructional support services into instruction.

Funding Trends

Funding in nominal dollars has risen considerably since the early 1970s. According to Murphy, the state general fund and local property taxes provided community colleges with slightly less that $0.5 billion dollars. By 2004-05, that amount has increased to almost $6 billion dollars. After adjusting for inflation, the growth is significant, with total revenues nearly doubling over the period measured in constant dollars. Modest increases also took place in the past four years. Between 2000-01 and 2004-05, total revenues flowing to community colleges increased from $5.3 billion to more than $6 billion, an increase of 13% during this period.

Despite these impressive increases over the past 35 years, community colleges enjoyed only two periods of prosperity, the first five years of the 1970s (prior to Prop 13) and the last five years of the 1990s (before the dot-com bust). Revenues jumped by almost 38% (Murphy, p. 15) during each of these periods. However, other than these two periods, total revenues for community colleges had difficulty keeping pace with inflation. In some years, revenues in constant dollars declined, as was the case following the energy crises in the state (early 2000s).

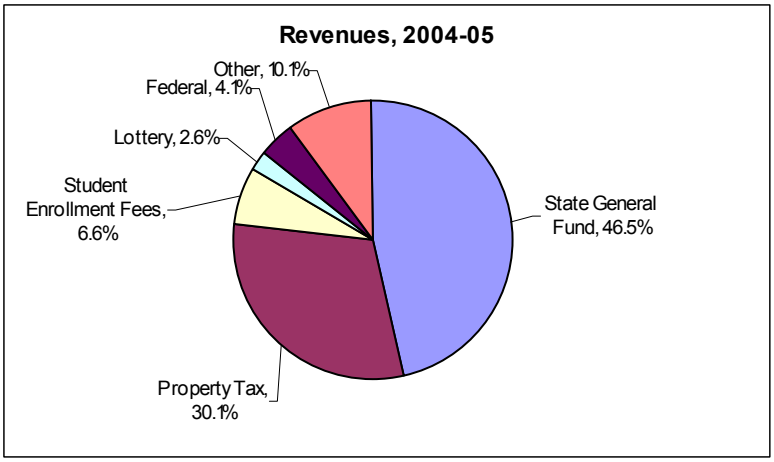
To understand the meaning of these trends, one needs to place these figures in the context of comparison with other segments of education in California and with similar institutions in other states. It is also important to examine the relative change in enrollments in comparison to changes in revenues.

Total Revenues and Expenditures for California Community Colleges, 2000-01 and 2004-05

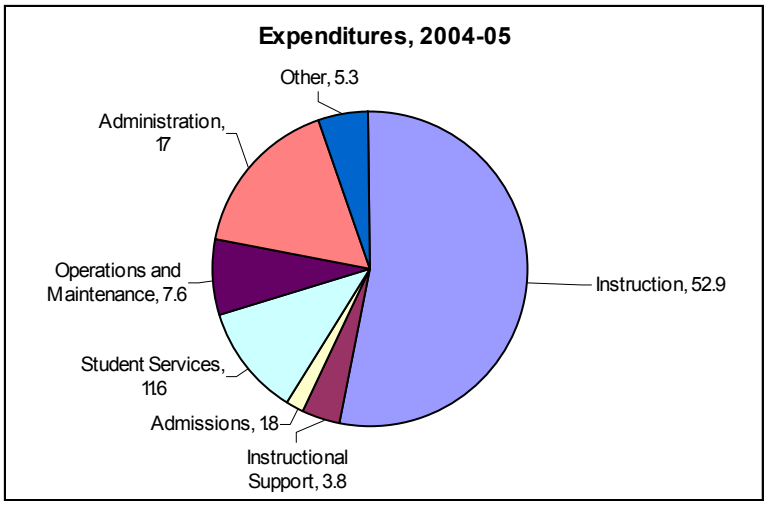
California Community Colleges	2000-01 Millions of Dollars	2000-01 Percent of Total	2004-05 Millions of Dollars	2004-05 Percent of Total
Revenues				
Federal				
Vocational and Technical Education Act	48.1	0.9	53.7	0.9
Higher Education Act	35.9	0.7	54.4	0.9
Workforce Investment Act	12.7	0.2	18.5	0.3
Student financial Aid	8.5	0.2	7.0	0.1
Temporary Assistance for Needy Families	4.3	0.1	6.4	0.1
Other Federal Revenues	88.0	1.7	104.1	1.7
Subtotal, Federal	197.5	3.7	244.1	4.1
State				
General Apportionment (PBF)	1,709.1	32.2	2,206.7	36.7
Other Apportionments	267.7	5.0	231.2	3.8
Extended Opportunity Prog. and Services	62.8	1.2	78.6	1.3
Disabled Students Prog. and Services	72.3	1.4	81.2	1.3
Temporary Assistance for Needy Families	15.2	0.3	3.4	0.1
CalWORKs	55.1	1.0	33.0	0.5
Other Categorical Apportionments	278.9	5.3	169.7	2.8
State Lottery Proceeds	143.4	2.7	155.7	2.6
Other State Revenues	195.7	3.7	225.4	3.7
Subtotal, State	2,800.2	52.8	3,184.9	52.9
Local				
Property Taxes	1,713.4	32.3	1,812.4	30.1
Contributions, Gifts, Grants, Endowments	8.3	0.2	16.4	0.3
Contract Services	26.3	0.5	31.9	0.3
Interest and Investment Income	61.9	1.2	26.0	0.4
Student Enrollment Fees	158.7	3.0	401.2	6.6
Nonresident Tuition	118.1	2.2	119.1	2.0
Other Charges and Fees	118.2	2.2	60.6	1.0
Other Local	103.0	1.9	121.9	2.0
Subtotal Local	2,308.0	43.5	2,589.5	43.0
Total Revenue	5,305.7		6,018.5	
Expenditures				
Instruction	2,314.5	46.7	3054.2	52.9
Instructional Support	491.2	9.9	217.9	3.8
Admissions	93.1	1.9	103.1	1.8
Counseling and Student Services	555.8	11.2	668.6	11.6
Operations and Maintenance	404.8	8.2	441.7	7.6
Administrative Services	787.4	15.9	981.9	17.0
Other Expenses and Transfers	304.1	6.1	306.4	5.3
Total Expenditures	4,950.9		5,773.8	

Source: CCCCO Fiscal Standards and Information, http://www.cccco.edu/divisions/cffp/fiscal/standards/fiscal_data_abstract.htm

California Community Colleges Revenues, 2004-05



California Community Colleges Expenditures, 2004-05



Comparison With Other Higher Education Segments

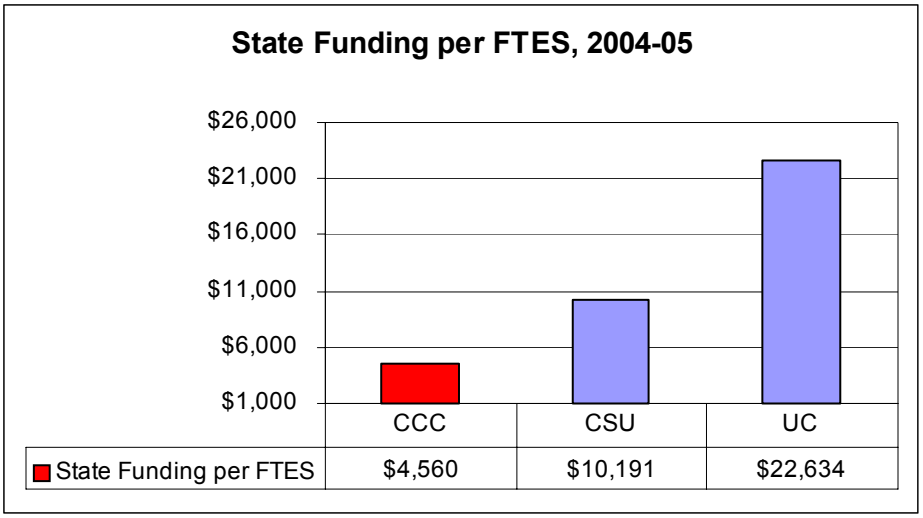
Funding for public education in California reflects a great disparity among the four segments of education in the state: K-12, community colleges, California State University, and the University of California. While total revenues for California community colleges have grown over time, they have essentially kept pace with growing enrollment that has reached its zenith of almost 1,750,000 students in 2002. Murphy argued that over 30 years (1970 to 2000) revenue per FTES for California community colleges has grown from $4,402 to $4,560 in constant 2001-02 dollars, an increase of only 4% in real terms.

In contrast, funding per FTES for the state's other higher education segments is much higher in absolute terms and has increased at a far greater rate. According to Murphy, state general funds for the UC system were $22,634 per FTES in 2001-02, while the CSU system had $10,191 per FTES. The revenue gap between community colleges and the other two systems has been growing steadily over time. Between 1970-71 and 2001-02, per-FTES revenue for community colleges grew by 4%, compared to a growth rate of six times as much for UC (23%) and CSU (24%) in real terms after adjusting for inflation. In other words, funding per FTES for community colleges is only 45% of that for CSU and 20% of that for UC. While it is not expected that funding per FTES should be the same for all systems of higher education, it is difficult to explain why the rate of funding growth of one system is only one-sixth of the rate for the other two systems. The implication of this funding disparity is clear: community colleges in California do not constitute an educational priority for the state despite their large scale and their impact on millions of state residents. However, this disparity should not be allowed to continue if the state plans to maintain a high quality system of education.

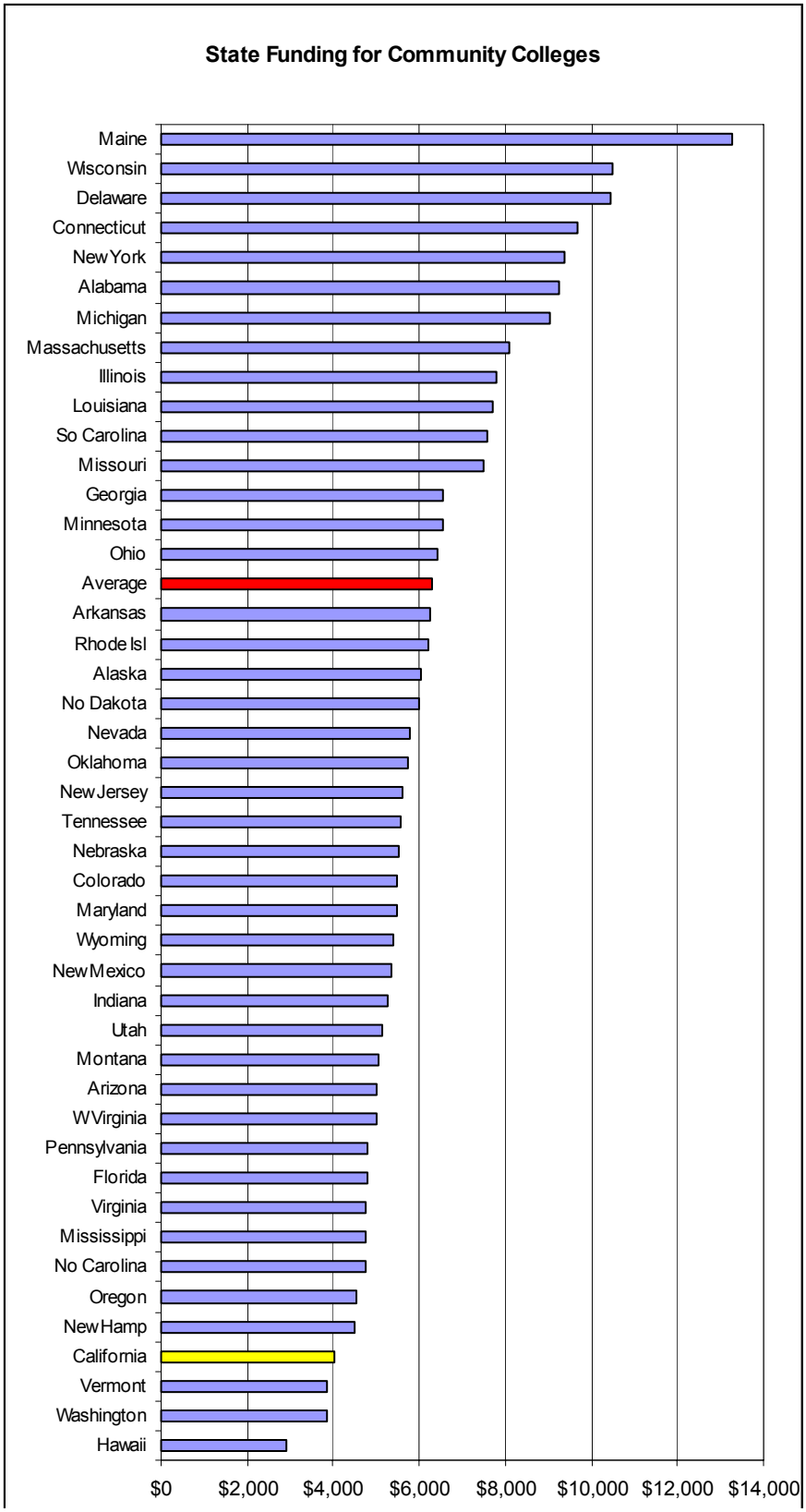
State Funding Per Full-Time Equivalent Student (FTES), 2001-02

Education Segment	State Funding per FTES	Ratio of Funding for Other Segments to Community College Funding
California Community Colleges (CCC)	**$4,560**	**100%**
California State University (CSU)	$10,191	223%
University of California (UC)	$22,634	496%

Source: California Governor's Budget, as quoted in Patrick J. Murphy, "Financing California's Community Colleges," Public Policy Institute of California, 2004
Note: includes General Fund, local property tax, and student fee revenues

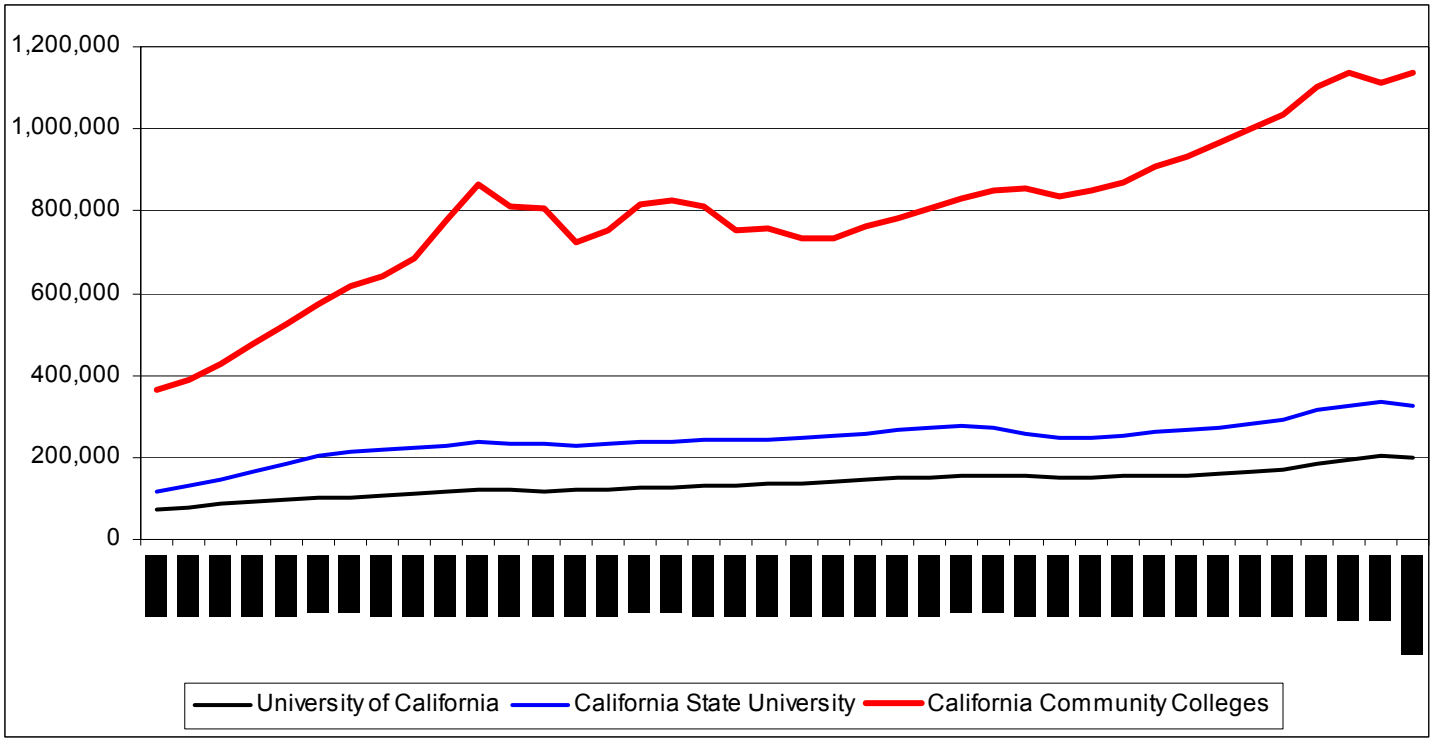


State Community College Funding per FTES, 1998-99



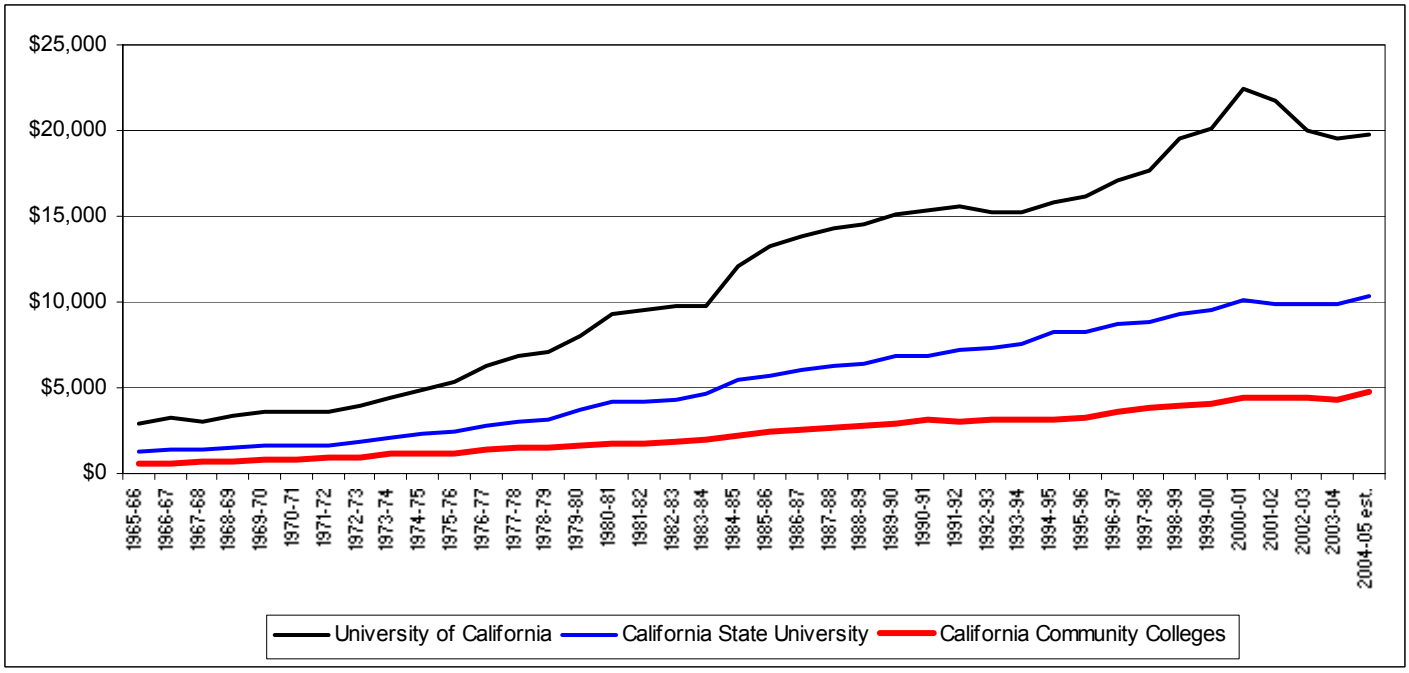
Source: **State Funding for Community Colleges: A 50-State Survey**
Center for Community College Policy, Education Commission of the States, November 2000
Note: The 1998-99 survey defined state FTE expenditure as the total Education and General budget divided by the total number of FTES

California Full-Time Equivalent Students in Higher Education, 1965-2005



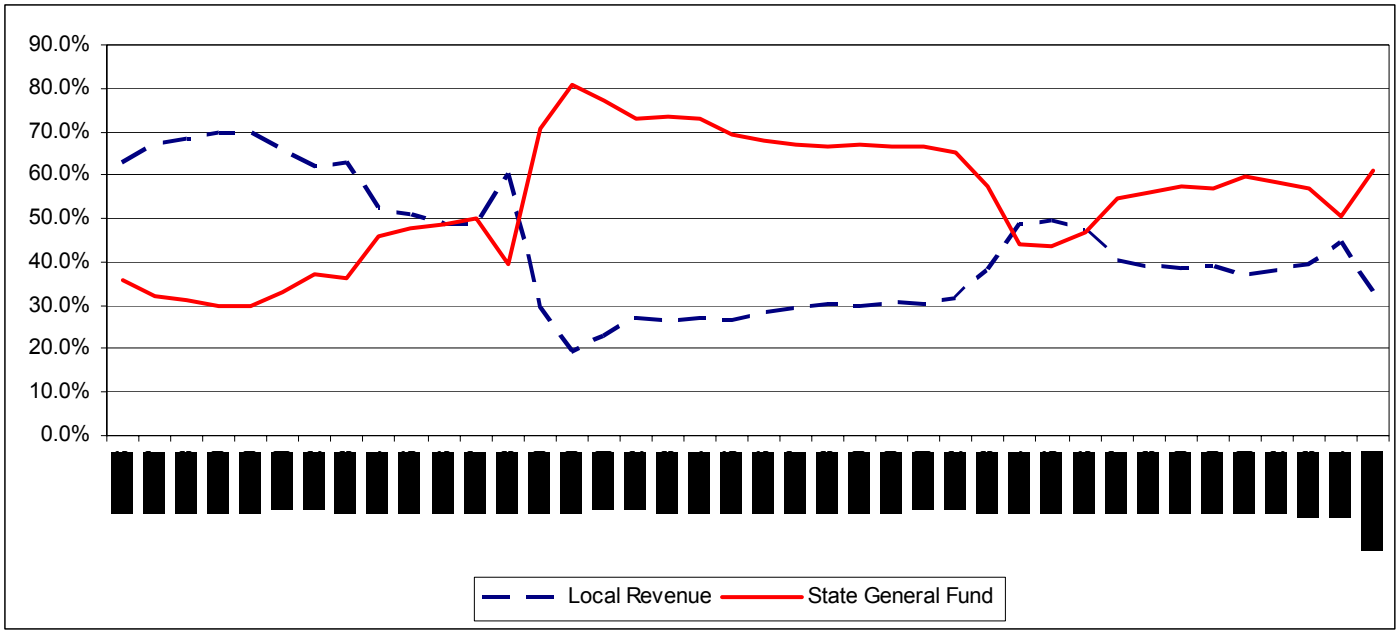
Source: California Postsecondary Education Commission: Fiscal Profiles, 2004, Displays 13-15

State and Local Revenue per FTES for California Higher Education, 1965-2005



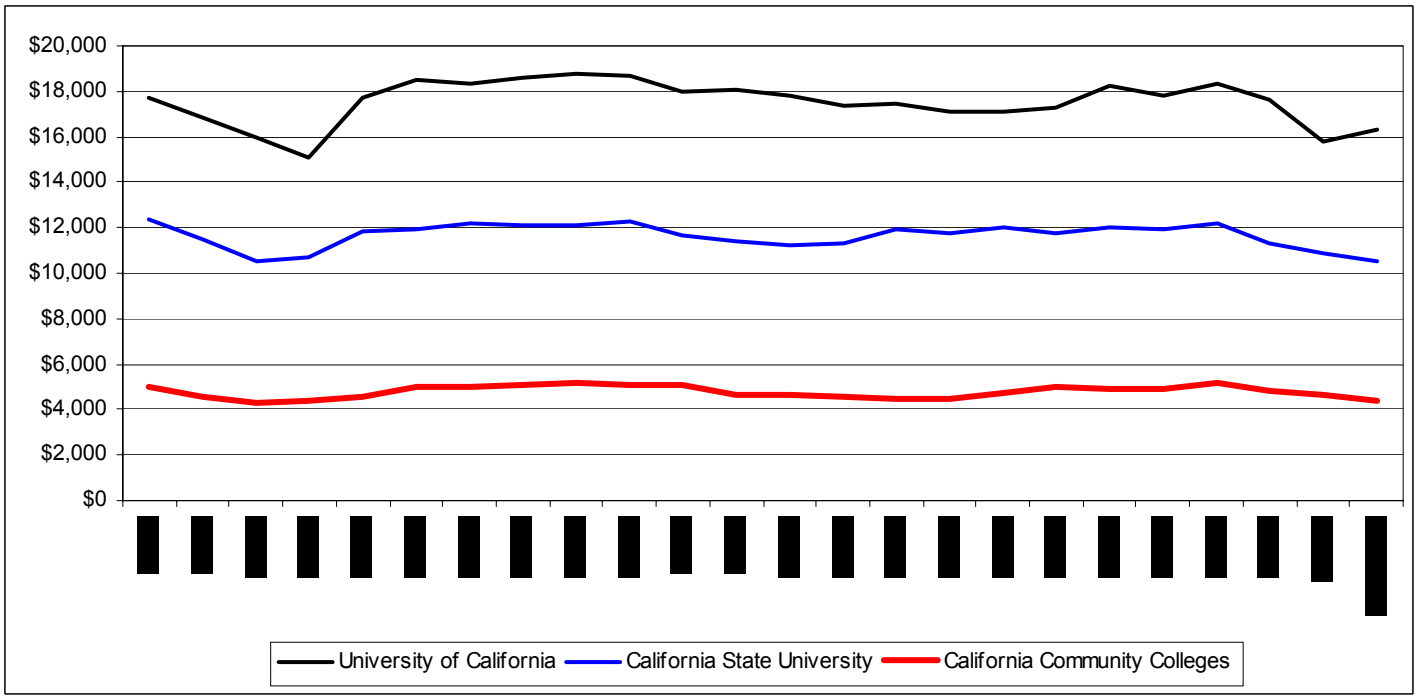
Source: California Postsecondary Education Commission: Fiscal Profiles, 2004, Displays 13-15

Relative Composition of California Community Colleges Revenue, 1965-66 to 2004-05



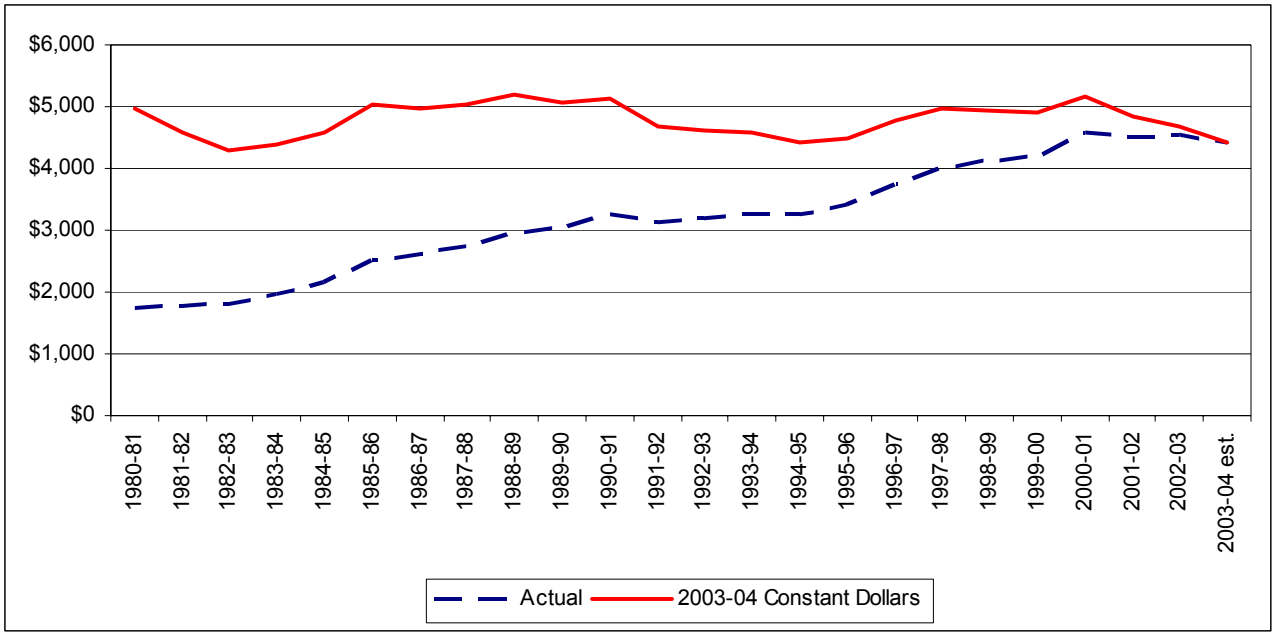
Source: CPEC: Fiscal Profiles, 2004, Display 15. Combined Revenues includes state general funds, combined general fund, local revenues, and state enrollment fees revenues. The above local and state general fund percentages are out of Combined Revenues.

State and Local Revenue per FTES for California Higher Education, in Constant Dollars, 1980-81 to



Source: CPEC: Fiscal Profiles, 2004, Displays 16-18.

California Community Colleges Total Actual and 2003-04 "Constant Dollars," 1980-81 to 2003-04

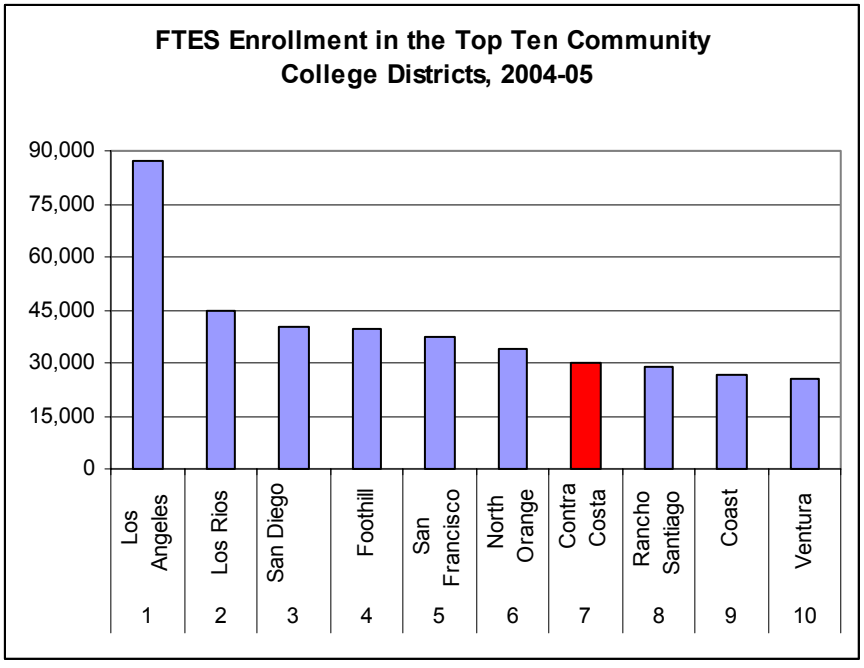


Source: CPEC: Fiscal Profiles, 2004, Display 18.

FTES Enrollment in the Top Ten California Community College Districts, 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%**

Source: Data Mart



External Environment
Executive Summary and Implications for Planning

The population of Contra Costa County has been growing steadily over the past 100 years. The number of county residents increased from fewer than 20,000 persons in 1900 to more than one million in 2005. Demographers project a relatively slower rate of growth in the county's population in the next 25 years. By the year 2025, more than 400,000 persons are expected to be added to the current population of the county, making the total more than 1.4 million persons.

Working age adults (age 18 to 64) represent a sizable county age group (63% of the population). This group includes the traditional college age students (18 to 24) and others who are in their prime career building, childbearing, and home buying years. This group will have a major impact on the business outlook, the housing market, college enrollment, and adult learning within the county over the next several decades.

Between 1990 and 2004, the population in the county grew by 194,111 persons or approximately 24%. Most of this growth was the result of the phenomenal increase in the population of Hispanics and Asians. These two ethnic groups are leading the population growth in the county and have contributed 90 percent of that growth between 1990 and 2004.

The number of foreign-born residents in the county increased from 107,060 in 1990 to 210,387 persons in 2004, or 96% increase during this period.

Between 1990 and 2004, the number of county persons speaking a language other than English at home increased from 134,159 persons to 273,076 persons, an increase of 138,917 persons or 104%, during this period.

The relative share of Contra Costa County college enrollment in comparison to total enrollment at all levels of education declined from almost 30% in 1990 to only 23% in 2004. This drop in college enrollment suggests that the college-going rates have been altered by new immigrants moving into the county. Also, the number and percentage of adult learners (25 years and older) enrolled in community colleges has declined sharply between 1990 and 2004.

The number of high school graduates is expected to reach its peak by 2008-09, but a declining trend will follow for the next four to five years up to 2013-14. Unless there is a surge in the number of adult learners, overall college enrollment is expected to follow a similar pattern.

The high school graduation rate for the Contra Costa County cohort of ninth-grade students of 2001-02 was 71.7%. Asian and White students have graduation rates that are 20 to 30 percentage points higher than those of African American and Hispanic students. These lower high school graduation rates mean lower lifetime economic opportunity, higher unemployment rates, and lower chances for completing college.

Educational attainment has a direct impact on household income. Persons with a bachelor's degree earn 78% higher income compared to those who have a high school diploma. Contra Costa residents with the bachelor's degree and those with graduate or professional degrees con-

stituted 36.3% of the population 25 years and older in 2004, compared to 31.5% in 1990.

The serious gap in the Academic Performance Index (API) among the schools in different parts of the county is a reflection of the differences in educational attainment and the household income of the respective regions. The challenge for the district is to work collaboratively with the K-12 system to improve the API scores for all students regardless of their location.

While UC, CSU and independent colleges have increased their share of high school graduates, community colleges in the county appear to have some difficulty attracting their rightful share. Intense marketing efforts will be needed to recruit more students at all three colleges.

Recruitment of adult learners is another piece of the enrollment puzzle. The adult participation rate represents the proportion of the general population 18 to 64 years old who enrolled at community colleges in the district within a given period. A higher participation rate reflects a larger college enrollment, a relatively younger population, or both. In 2004-05, the annual participation rate for the district stood at 9.1%, compared to 11.2% in 2000-01, reflecting the decline in enrollment resulting from factors such as tuition increases.

The market potential for community colleges in the district represents the population 25 years and older who have an educational attainment less than an associate degree. In 2004, the market included more than one million persons who are located in three neighboring counties. Examining the market potential from these wider lenses enhances the opportunity for increasing college participation rates and expanding enrollment beyond its traditional boundaries.

The existence of almost 100 institutions within a fifty-mile radius makes the geographical area of these four counties a highly competitive market. The question for the colleges in the district is how to compete effectively in this abundant education market. Effective competition in this market can be best achieved within the context of narrowly- and specifically-defined purposes.

Job openings in the County show continued growth and stability over the next ten years. However, reliance on manufacturing, extraction, mining and farming is currently transitioning to more service-oriented industries including healthcare, environmental technology, and software development. The implication for the community colleges is that programs for healthcare should be strengthened and expanded. The colleges may want to invest their limited resources in developing curricula in the areas of telecommunication, bioscience, medical technology and environmental technology.

In 2004, the median household income for the wealthiest zip code in the county (94528 - Diablo) was $229,508, compared to the $37,419 for the lowest income zip code (94801 - Richmond). The implication for higher education is that a steadily large number of elite applicants go to elite colleges because the upper middle class wants the best for Johnny and Susie. The open admissions institutions and the community colleges had to settle for students who are under-prepared for college work.

The implication of the unaffordable housing market is that recruitment of professional talent to fill faculty and staff positions becomes a serious challenge. Industry relocation in the area be-

comes extremely difficult. Students who graduate from the colleges in the district will be facing a tough housing market and may have to locate elsewhere. Students who are educated in California but locate in other states represent a brain drain and a net loss for the state's taxpayers.

The relatively long travel time (32.2 minutes in 2004) places Contra Costa County as number one in California, and in the top ten counties in the nation with respect to commuting time to work. Reducing traffic congestion would be beneficial to the economy and to the environment. The Contra Costa Community College District can contribute to this improvement by offering courses in alternative formats at different times during the day and during the weekends when traffic congestion would be minimal. Offering courses through distance education and taking the college to students would certainly be steps in the right direction.

The district should encourage increased ridership in BART and the County Connection buses to reduce traffic congestion and alleviate the tight parking on different college campuses. Increasing student and staff ridership might be accomplished through special reduced fares and direct connections from BART stations to different college campuses. Improving the transportation connections for students will have a direct impact on student enrollment and student retention. It will also impact the quality of life and reduce air pollution in the area.

Air pollutants impact the quality of life in the county and present a challenge to the district. The district can contribute toward improving the air quality by insisting on the design of "green buildings" that use solar energy and work collaboratively with local oil refineries to minimize the emission of harmful pollutants. Students and staff should be encouraged to carpool, ride bicycles and use the public transit system.

The growing density of the population in certain county areas has given the impetus for taking the college to the people by building or sharing several new satellite centers.

Over 30 years (1970 to 2000) revenue per FTES for California community colleges has grown from $4,402 to $4,560 in constant 2001-02 dollars, an increase of only 4% in real terms. In contrast, funding per FTES for the state's other higher education segments is much higher in absolute terms and has increased at a far greater rate. Funding per FTES for community colleges is only 45% of that for CSU and 20% of that for UC, despite much high rates of enrollment growth in community colleges.

Internal Profile

Internal Profile

This section provides information about Contra Costa Community College District (CCCCD) and its three colleges. The district is centrally located in Martinez, California, while the three colleges are located in Pittsburg (East County), San Pablo (West County), and Pleasant Hill (Central County). CCCCD is the seventh largest community college district in California, with annual full-time-equivalent student enrollment (FTES) in 2005-06 of nearly 30,000 students, and a total annual unduplicated head count of 56,000 students. The district was established on December 14, 1948. The publicly supported CCCCD provides students with many program options including the associate of arts or the associate of sciences degree, transfer credit to four-year colleges, occupational training, and personal improvement opportunities. The district is currently governed by a five-member board of governors who represent the county's five precincts. Since its inception, the district has been headed by eight executive officers (CEO). In the mid 1970's, the title of the CEO was changed from superintendent to chancellor. The current chancellor, Helen Benjamin, has been in office since 2005.

Five issues are discussed in this section, including student access, student achievement, human resources, program and curricular offerings, and academic productivity. Information in this section has been drawn from various sources, including the State's MIS Data Mart, the district's Datatel, the district's climate survey, and other sources.

1. Student Access

Student total enrollment is one of the best indicators of access to higher education, particularly when such a measure is accompanied by analysis of student demographics (gender, age, ethnicity, etc.). In this segment of the report, two measures of student enrollment are presented: full-time equivalent students and student head count. Data in this section are derived mostly from the state chancellor's office MIS Data Mart.

Enrollment Trends

Full-Time Equivalent Students (FTES)

Data for FTES are based on annual enrollment and are provided for a period of thirteen years, 1992-93 (earliest available data in the Data Mart) to 2004-05 (latest complete year of reported data). During these 13 years, enrollment at CCCCD increased by a modest 5.4%. However, in the intervening years, there were major fluctuations. This period may be further divided into three distinct sub-periods:

- The four years between 1992 and 1998: enrollment was stagnant and fluctuated in the narrow range of less than 3%
- The seven years between 1996 and 2003: enrollment grew steadily during this period with the exception of the anomaly in 1999-2000 resulting from changes in the IT system at the district. The numbers reported to the state understated the actual enrollment for that year. By 2002-03, enrollment reached a peak of 33,071 FTES, a growth of

5,331 FTES or 19.2% of the FTES in 1995-96. This was the most prosperous period in recent memory. This growth was due to several factors including the popularity of courses in technology and telecommunications, expansion of the dot-com industry, increased concurrent high school enrollment, and the enrollment of adult learners.

The last two years a declining trend in FTES enrollment that has been heavily impacted by two consecutive increases in tuition from $12 to $26 per unit. (It will probably be moved back to $20 in Spring 2007.) Furthermore, there was a change in the state's policy regarding concurrent enrollment and a decline in college-going rate for Contra Costa high school graduates as a result of the changing demographics of the community served by the district.

Unless there are drastic changes in the environment of higher education, enrollment may continue to decline or fluctuate in the narrow range for the next several years. This projection reflects the current realities of program offerings and changing demographics. The following rationale provides the basis for this projection.

- The district does not have a set of new programs that can attract adult learners as did the technology courses a generation ago. Despite much talk about health-related programs, they are too costly and require longer time periods to develop and flourish.
- The "baby boom echo" generation or baby boomleters, the first cohort of which was born in 1977 and began to matriculate in college in 1995, is running its course. By 2009, the last cohort will reach college age, beginning the first sustained decline in the number of graduating high school students in nearly two decades.
- The growing Latino and Asian student population in Contra Costa County means that the county probably will fare better than others. However, the college-going rate among Latinos and other minorities is lower than that among majority students. Furthermore, these students are usually under-prepared and would require remedial education; and their persistence and retention rates are traditionally lower than majority students.
- The fall-off in enrollment will take place despite this influx of Latinos and Asians. The decline will be particularly steep among white students, who historically have been more likely that minority students to attend college.
- In recent years, public four-year institutions in the state (UC and CSU) have expanded their freshman class. With fewer college-going students, the preference will be for four-year colleges. Granted, community colleges remain a bargain since they have lower tuition and fees and smaller class sizes; but given the rising educational attainment of the parents, there will be a tendency to send Johnny and Susie to the nearby CSU or UC campus at the expense of community college enrollments.

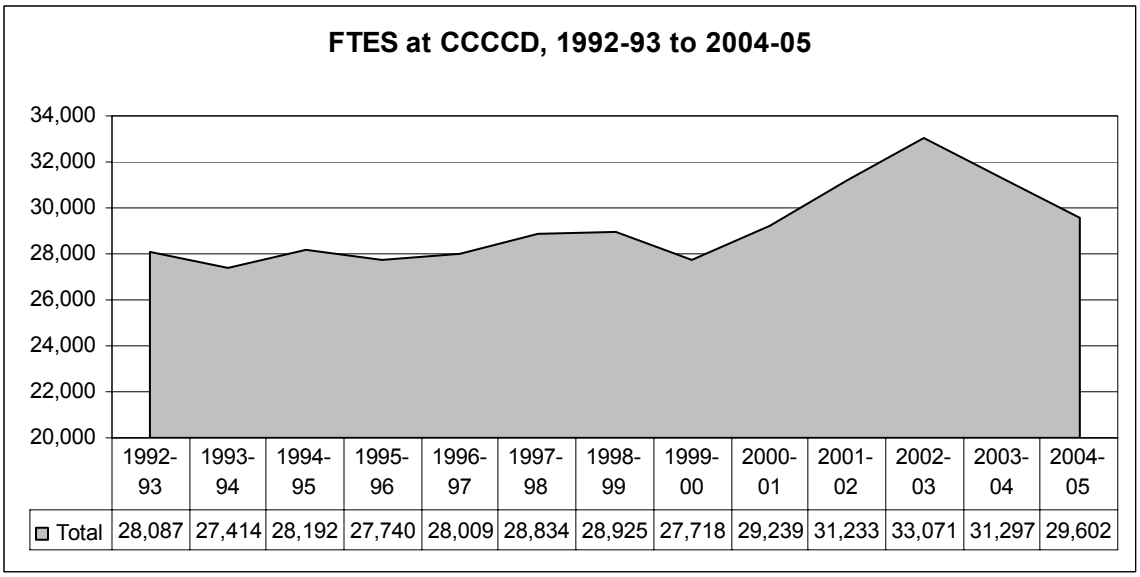
In summary, enrollment growth over the next few years will present a serious challenge to the district and its three colleges.

Differences Among Colleges

The overall enrollment trends for each of the three colleges resembles that of the district as a whole. However, there are some variations that reflect population shifts and regional status.

- LMC had the highest absolute and proportional increase in FTES enrollment between 1992 and 2005. During these years, FTES increased by 981, or almost 17%.
- CCC experienced a net decline of 430 FTES or 9% during these 13 years.
- DVC's enrollment increased by 964 FTES or 6%. With the exception of the data reporting issues of 1999-00, DVC's enrollment growth and declines were not as drastic as at the other two colleges. This may be explained by the fact that DVC does not depend completely on its service area for enrollment. Almost forty percent of the students reside outside the college's defined service area.

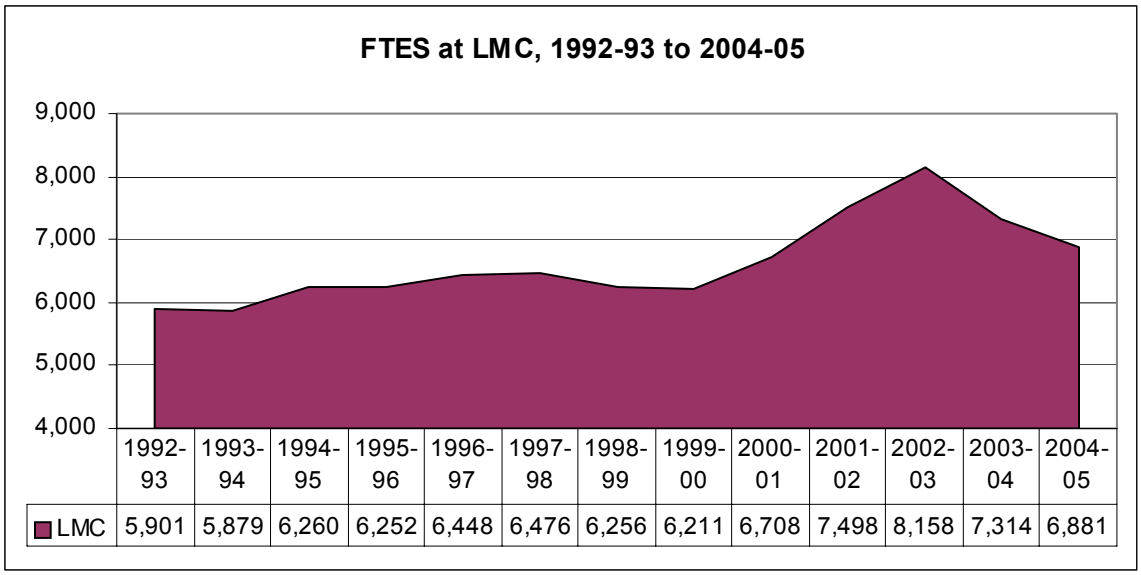
The implications of this analysis will become more apparent when enrollment demographics are discussed in the next section.



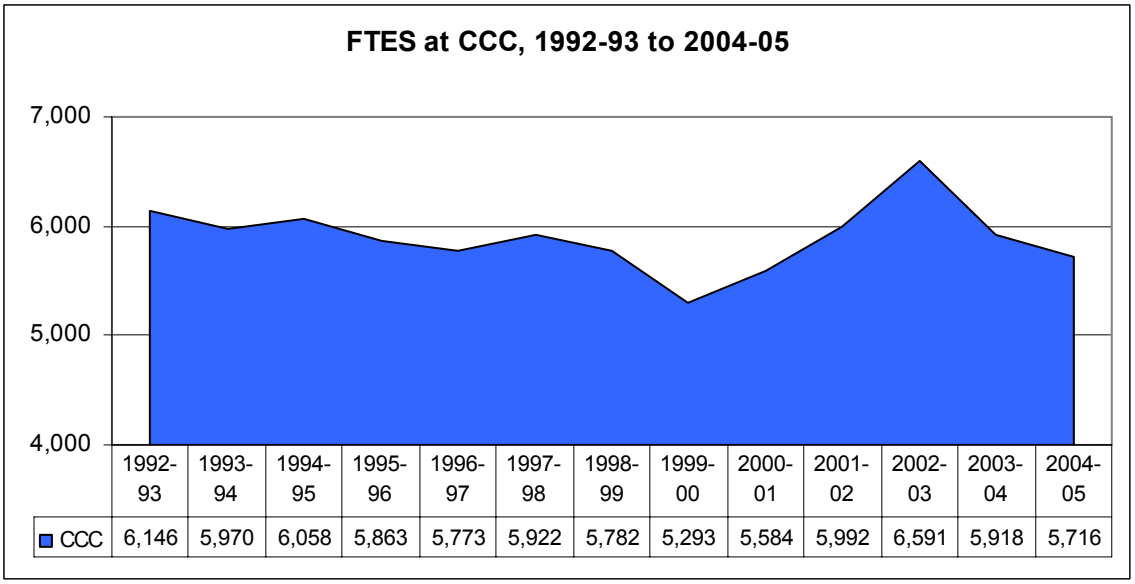
FTES Enrollment, 1992-03 to 2004-05				
Year	LMC	CCC	DVC	Total
1992-93	5,901	6,146	16,041	28,087
1993-94	5,879	5,970	15,566	27,414
1994-95	6,260	6,058	15,874	28,192
1995-96	6,252	5,863	15,625	27,740
1996-97	6,448	5,773	15,789	28,009
1997-98	6,476	5,922	16,436	28,834
1998-99	6,256	5,782	16,887	28,925
1999-00	6,211	5,293	16,214	27,718
2000-01	6,708	5,584	16,947	29,239
2001-02	7,498	5,992	17,743	31,233
2002-03	8,158	6,591	18,322	33,071
2003-04	7,314	5,918	18,065	31,297
2004-05	6,881	5,716	17,004	29,602
Change from 1992-93 to 2004-05				
Count	**980.52**	**-429.76**	**963.71**	**1,514.47**
%	**16.6%**	**-7.0%**	**6.0%**	**5.4%**
Average and Proportionate Share				
Average	**6,634**	**5,893**	**16,655**	**29,182**
Share	**22.7%**	**20.2%**	**57.1%**	**100.0%**

Annual Percentage Change in FTES			
LMC	CCC	DVC	Total
-0.37%	-2.86%	-2.96%	-2.40%
6.49%	1.48%	1.98%	2.84%
-0.13%	-3.21%	-1.57%	-1.60%
3.13%	-1.55%	1.05%	0.97%
0.44%	2.59%	4.10%	2.95%
-3.39%	-2.37%	2.74%	0.31%
-0.72%	-8.45%	-3.98%	-4.17%
8.01%	5.50%	4.52%	5.49%
11.77%	7.30%	4.70%	6.82%
8.80%	9.99%	3.27%	5.89%
-10.35%	-10.20%	-1.40%	-5.36%
-5.91%	-3.42%	-5.87%	-5.42%

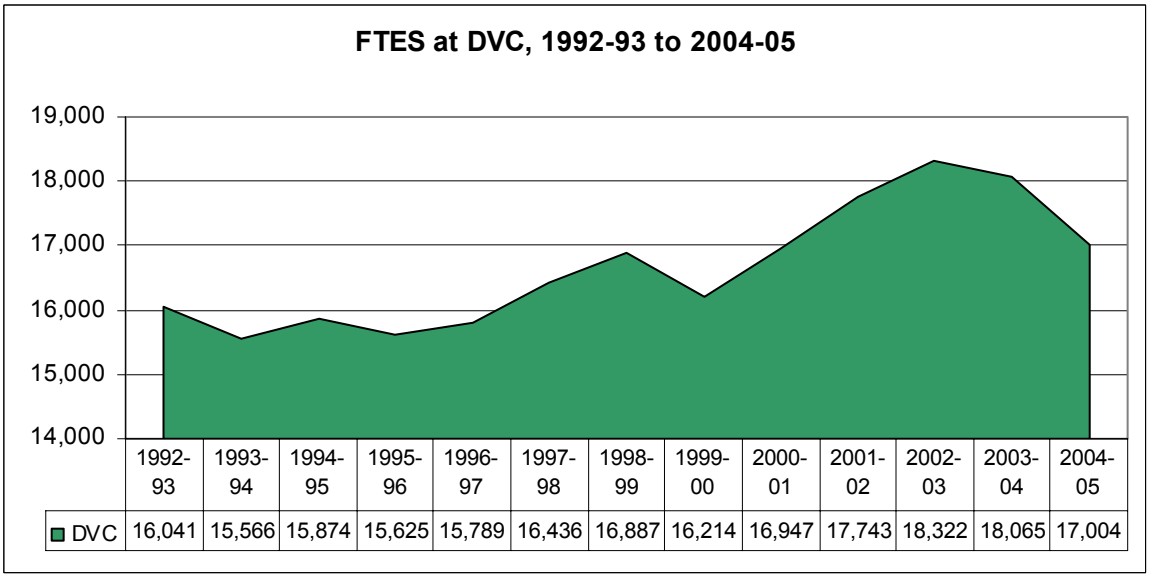
Source: CCCCO MIS Data Mart



	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



	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



	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

Annual CCCCD Student Headcount

Over five years, LMC student headcount enrollment declined by 3,532 or 20.5%; CCC's by 2,244 or 15.7%; and DVC's by 3,413 or 9.5%.

When unduplicated student headcounts at each college are summed, there are duplicates between campuses, that is students who enrolled at more than one campus. These students totaled 13,330 over this period, an average of 3.4% of the total district headcount over this six-year period. There was a steady increase in the percentage of students studying at more than one campus within the district, from 2.8% in 2000-01 to 4.6% in 2005-06, or 1.8% total change.

Annual CCCCD Student Headcount, 2001-02 to 2005-06

Year	College Headcounts Unduplicated Across Terms			District Headcount Duplicated Across Campuses But Not Across Terms	District Headcount Unduplicated Across Campuses and Terms*	Difference: Students Who Enrolled at More Than One Campus	%
	LMC	CCC	DVC				
2001-02	19,233	15,395	37,665	72,293	70,056	2,237	3.1%
2002-03	18,254	15,451	37,805	71,510	69,225	2,285	3.2%
2003-04	14,077	12,629	35,221	61,927	59,711	2,216	3.6%
2004-05	14,159	12,211	33,016	59,386	57,344	2,042	3.4%
2005-06	13,727	12,034	32,601	58,362	55,684	2,678	4.6%
Total/Avg	96,709	81,998	212,322	391,029	377,699	13,330	3.4%
6-Year Change	-3,532	-2,244	-3,413	-9,189	-9,995	806	1.8%
% Change	-20.5%	-15.7%	-9.5%	-13.6%	-15.2%	43.1%	

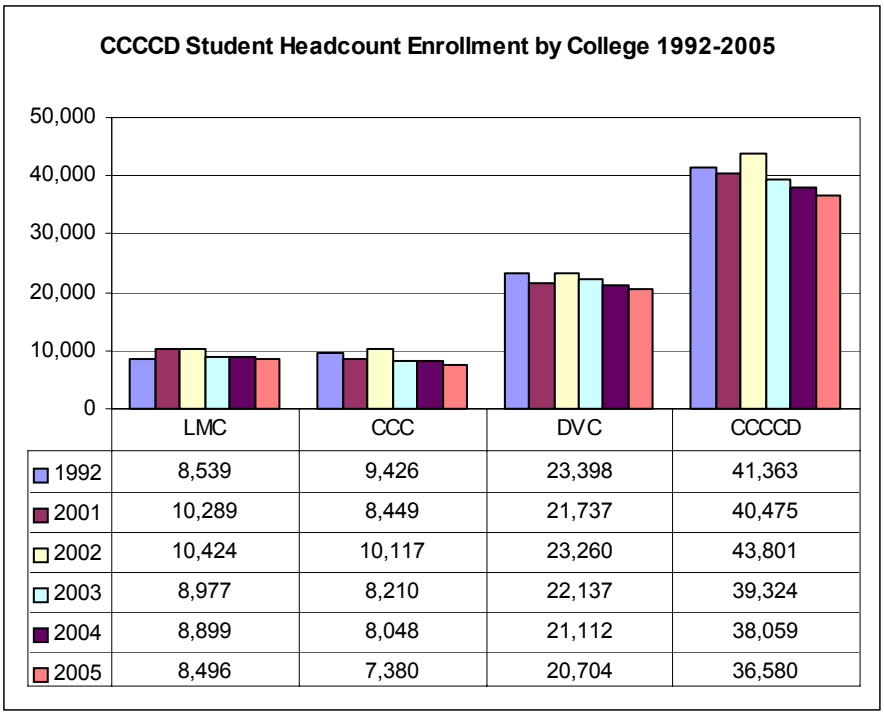
*Definition: Students who earned any grade, including 'W,' in each academic year (summer, fall, spring), with the head count unduplicated for the whole district. Students who attended more than one campus are counted as one person.
Source: Datatel

District Student Headcount Enrollment by College

The demographics of student enrollment are based on head count over a period of 14 fall terms, 1992 to 2005. Although the head count data are not aggregated for a full year, fall enrollment figures have traditionally been used as a dependable indicator of annual enrollment trends. The state chancellor's office MIS Data Mart is the major source of information in this section. The following discussion addresses six areas, namely gender, age, ethnicity, enrollment by time of day, enrollment by unit load, and geographical residence of students by zip codes.

District Student Headcount Enrollment by College, 1992 and 2001-2005 Fall Terms

Fall Term	LMC		CCC		DVC		CCCCD	
	Count	%	Count	%	Count	%	Count	%
1992	8,539	20.6%	9,426	22.8%	23,398	56.6%	41,363	100.0%
2001	10,289	25.4%	8,449	20.9%	21,737	53.7%	40,475	100.0%
2002	10,424	23.8%	10,117	23.1%	23,260	53.1%	43,801	100.0%
2003	8,977	22.8%	8,210	20.9%	22,137	56.3%	39,324	100.0%
2004	8,899	23.4%	8,048	21.1%	21,112	55.5%	38,059	100.0%
2005	8,496	23.2%	7,380	20.2%	20,704	56.6%	36,580	100.0%



Source: CCCCO MIS Data Mart

Student Gender

The relative proportion of men to women has changed over the past 14 years. During this period, several major trends have taken place.

- For the district as a whole, the ratio of men to women has remained almost the same in 2005 as it was in 1992. In 2005 there were 767 men for every 1000 women, compared to 759, fourteen years earlier.
- Two colleges (LMC and CCC) experienced a significant drop in the ratio of men to women in the past fourteen years. In 1992, LMC had 800 men for every 1000 women, compared to 695 in 2005. For CCC, the comparable ratios were 650 and 555, respectively.
- DVC's proportionate share of men to women increased from 792 in 1992 to 890 in 2005. In other words, the loss of enrollment in the past few years impacted women more severely than men.
- The ethnic classification of students tends to impact the gender behavior. With LMC and CCC, having a higher degree of minority participation than DVC, the impact on genders was different.
- Since 1999, there is a relatively growing number of students who do not report their gender. Almost 4% of the reported data indicated an unknown gender.

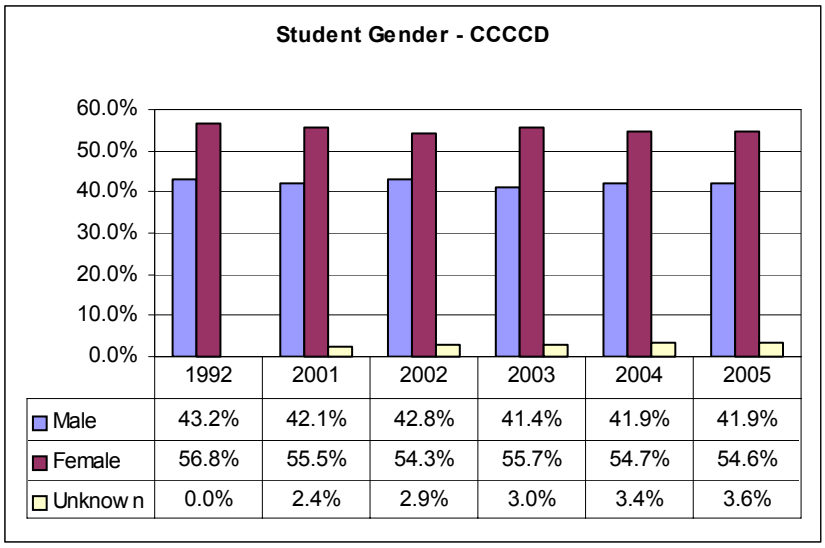
In summary, enrollment of men on college campuses has lagged behind that of women for the past 30 years. However, the gap between genders is growing faster at colleges that have a high proportion of ethnic minorities. Only three out of ten students at CCC are males, while LMC is not far behind, with 4 out of ten being males. DVC still maintains a steady population of men on campus.

The implication of these observations is that college recruitment policies should aim at establishing a gender balance on the campus.

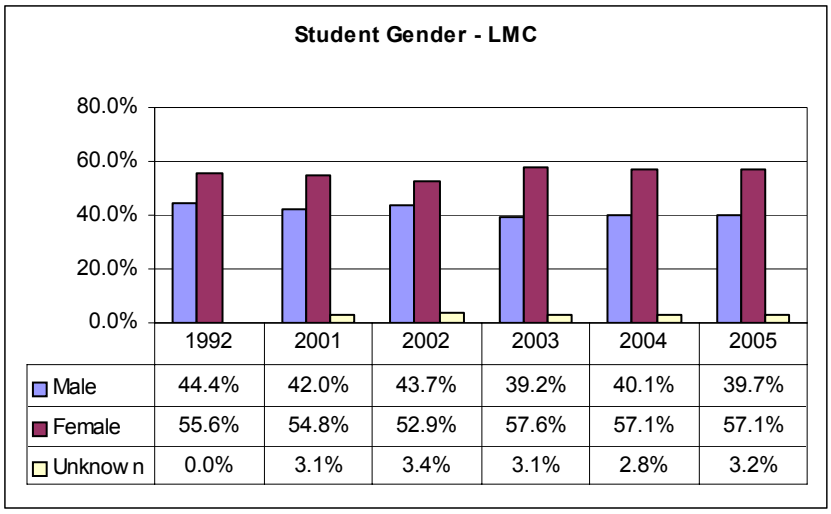
District Student Headcount by Gender and by College, 1992 and 2001-2005 Fall Terms

Fall Term	Gender	LMC		CCC		DVC		CCCCD	
		Count	%	Count	%	Count	%	Count	%
1992	Male	3,794	44.4%	3,714	39.4%	10,344	44.2%	17,852	43.2%
	Female	4,745	55.6%	5,712	60.6%	13,054	55.8%	23,511	56.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2001	Male	4,325	42.0%	3,048	36.1%	9,674	44.5%	17,047	42.1%
	Female	5,640	54.8%	5,254	62.2%	11,553	53.1%	22,447	55.5%
	Unknown	324	3.1%	147	1.7%	510	2.3%	981	2.4%
2002	Male	4,554	43.7%	3,912	38.7%	10,298	44.3%	18,764	42.8%
	Female	5,512	52.9%	5,970	59.0%	12,304	52.9%	23,786	54.3%
	Unknown	358	3.4%	235	2.3%	658	2.8%	1,251	2.9%
2003	Male	3,521	39.2%	2,829	34.5%	9,915	44.8%	16,265	41.4%
	Female	5,174	57.6%	5,057	61.6%	11,655	52.6%	21,886	55.7%
	Unknown	282	3.1%	324	3.9%	567	2.6%	1,173	3.0%
2004	Male	3,571	40.1%	2,749	34.2%	9,624	45.6%	15,944	41.9%
	Female	5,078	57.1%	4,832	60.0%	10,912	51.7%	20,822	54.7%
	Unknown	250	2.8%	467	5.8%	576	2.7%	1,293	3.4%
2005	Male	3,372	39.7%	2,485	33.7%	9,459	45.7%	15,316	41.9%
	Female	4,855	57.1%	4,476	60.7%	10,625	51.3%	19,956	54.6%
	Unknown	269	3.2%	419	5.7%	620	3.0%	1,308	3.6%

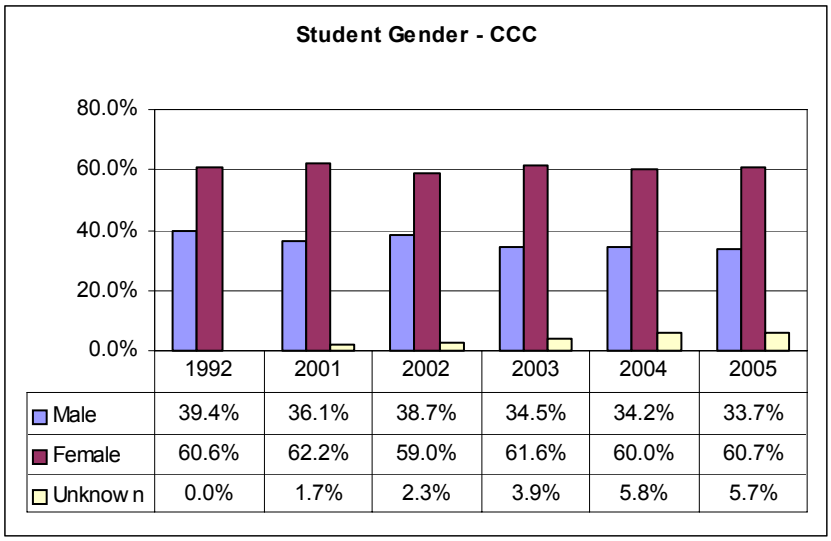
District Student Headcount by Gender and by College, 1992 and 2001-2005 Fall Terms



	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%
Unknown	0.0%	2.4%	2.9%	3.0%	3.4%	3.6%

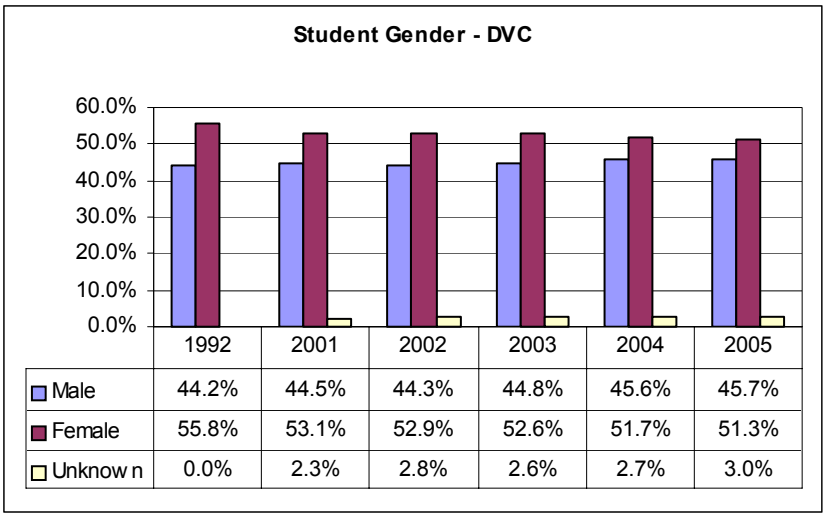


	1992	2001	2002	2003	2004	2005
Male	44.4%	42.0%	43.7%	39.2%	40.1%	39.7%
Female	55.6%	54.8%	52.9%	57.6%	57.1%	57.1%
Unknown	0.0%	3.1%	3.4%	3.1%	2.8%	3.2%



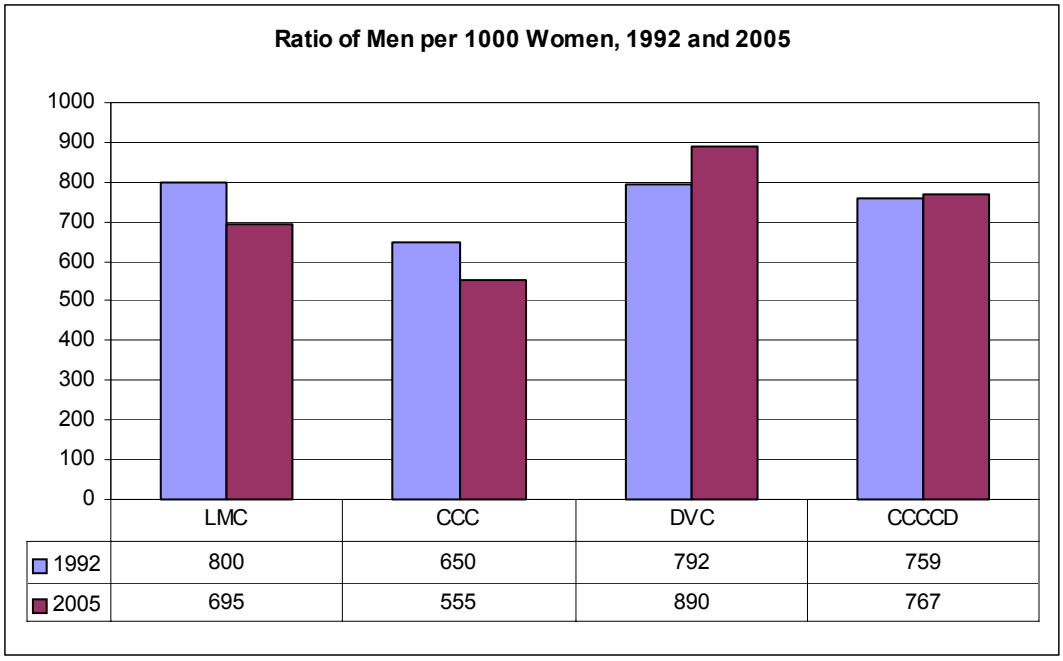
	1992	2001	2002	2003	2004	2005
Male	39.4%	36.1%	38.7%	34.5%	34.2%	33.7%
Female	60.6%	62.2%	59.0%	61.6%	60.0%	60.7%
Unknown	0.0%	1.7%	2.3%	3.9%	5.8%	5.7%

District Student Headcount by Gender and by College, 1992 and 2001-2005 Fall Terms



	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%
Unknown	0.0%	2.3%	2.8%	2.6%	2.7%	3.0%

Source: CCCCO MIS Data Mart



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

Declining Representation of Men on College Campuses

In an February 11, 2006 San Francisco Chronicle article entitled "Colleges need a few good men," C.W. Nevius looked at the national trend of declining male presence on campuses. The following is a summary.

> In a well-established trend, men have become a minority group on college campuses. The average student body across the country is 58 percent female. Sixty-three percent of USF students and 62.6 percent of Sonoma State students are women. Fifty-four percent of U.C. Berkeley students are women, compared to 46 percent men. The proportion is different because of Cal's strong engineering and computer sciences programs, which attract male students.
>
> Nationally, African American women outnumber African American men on campus by a 2-to-1 ratio. The numbers for Latinos are similar.
>
> Feminists say these statistics are fine, that women need to be encouraged to attend college, graduate, and move into white-collar jobs. Those who are worried about the trend say that women have already won the gender war on campus. Girls are doing better than boys in elementary, middle and high school. Young women dominate honor societies and are more apt to be valedictorians and go to elite colleges.
>
> Some think that the main problem is young male attitudes toward education. Their role models tend to be sports or action movie stars.

Gender + Age Two-Way Analysis

The older the CCCCD student, the more likely this student will be female. 49.8% of students under 25 years of age are female, 57.8% of students in the 25-34 age group are female, 65.2% of females in the 35-49 age group are female, and 64.2% of students 50 and above are female. Among CCCCD students who are 25 or younger, the percentage of women is only 3.2% more than that of men (49.8%). Among CCCCD students who are 50 or older, the percentage of women is 31.4% more than that of men (32.8%).

The charts on pp. 106-7 show very clearly that the same phenomenon is shared by the three colleges.

District Student Headcount by Gender + Age and by College, 2001-2005 Fall Terms

CCCCD Student Headcount by Gender and Age, Fall 2001-Fall 2005											
Fall Term	Gender	<25		25-34		35-49		50+		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%
2001	Male	10,015	46.5%	2,803	41.1%	2,772	35.9%	1,403	33.1%	54	43.2%
	Female	10,974	50.9%	3,867	56.7%	4,818	62.3%	2,746	64.8%	42	33.6%
	Unknown	571	2.6%	149	2.2%	142	1.8%	90	2.1%	29	23.2%
2002	Male	11,575	47.7%	3,050	41.7%	2,677	34.6%	1,417	32.4%	45	40.5%
	Female	11,935	49.2%	4,091	55.9%	4,871	62.9%	2,848	65.2%	41	36.9%
	Unknown	750	3.1%	172	2.4%	198	2.6%	106	2.4%	25	22.5%
2003	Male	10,278	46.8%	2,591	38.3%	2,164	31.9%	1,207	32.1%	25	39.1%
	Female	11,000	50.1%	3,962	58.6%	4,439	65.5%	2,460	65.4%	25	39.1%
	Unknown	680	3.1%	206	3.0%	178	2.6%	95	2.5%	14	21.9%
2004	Male	10,423	47.2%	2,472	38.3%	1,904	31.5%	1,127	32.9%	18	41.9%
	Female	10,928	49.5%	3,767	58.3%	3,922	64.9%	2,186	63.8%	19	44.2%
	Unknown	739	3.3%	218	3.4%	217	3.6%	113	3.3%	6	14.0%
2005	Male	10,298	46.6%	2,346	39.2%	1,688	30.9%	972	32.8%	12	31.6%
	Female	11,011	49.8%	3,460	57.8%	3,566	65.2%	1,903	64.2%	16	42.1%
	Unknown	811	3.7%	183	3.1%	216	3.9%	88	3.0%	10	26.3%

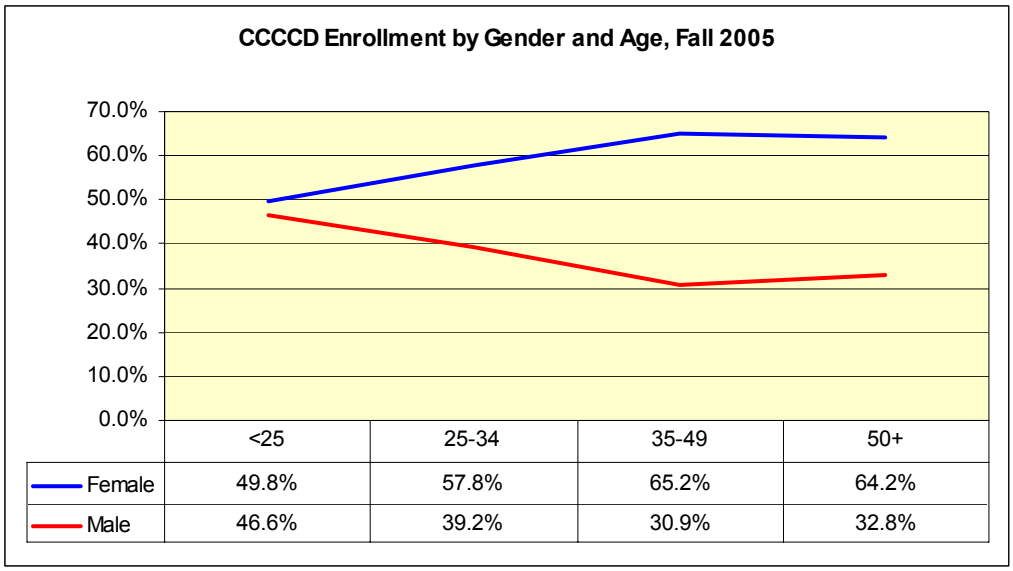
LMC Student Headcount by Gender and Age, Fall 2001-Fall 2005											
Fall Term	Gender	<25		25-34		35-49		50+		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%
2001	Male	1,969	43.8%	806	40.9%	1,107	41.0%	420	39.3%	23	41.1%
	Female	2,351	52.3%	1,114	56.5%	1,537	57.0%	626	58.6%	12	21.4%
	Unknown	175	3.9%	53	2.7%	53	2.0%	22	2.1%	21	37.5%
2002	Male	2,361	47.5%	890	43.6%	959	39.9%	330	33.6%	14	56.0%
	Female	2,421	48.7%	1,083	53.0%	1,375	57.1%	629	64.0%	4	16.0%
	Unknown	185	3.7%	70	3.4%	72	3.0%	24	2.4%	7	28.0%
2003	Male	2,021	43.5%	613	36.8%	643	33.0%	237	33.7%	7	50.0%
	Female	2,442	52.6%	1,006	60.3%	1,264	64.9%	457	64.9%	5	35.7%
	Unknown	180	3.9%	48	2.9%	42	2.2%	10	1.4%	2	14.3%
2004	Male	2,189	45.3%	593	36.3%	552	30.9%	234	36.7%	3	37.5%
	Female	2,494	51.6%	991	60.7%	1,192	66.7%	396	62.2%	5	62.5%
	Unknown	152	3.1%	48	2.9%	43	2.4%	7	1.1%	0	0.0%
2005	Male	2,107	43.5%	544	37.2%	511	32.3%	206	34.6%	4	33.3%
	Female	2,559	52.8%	884	60.5%	1,028	65.1%	378	63.5%	6	50.0%
	Unknown	182	3.8%	33	2.3%	41	2.6%	11	1.8%	2	16.7%

District Student Headcount by Gender + Age and by College, 2001-2005 Fall Terms

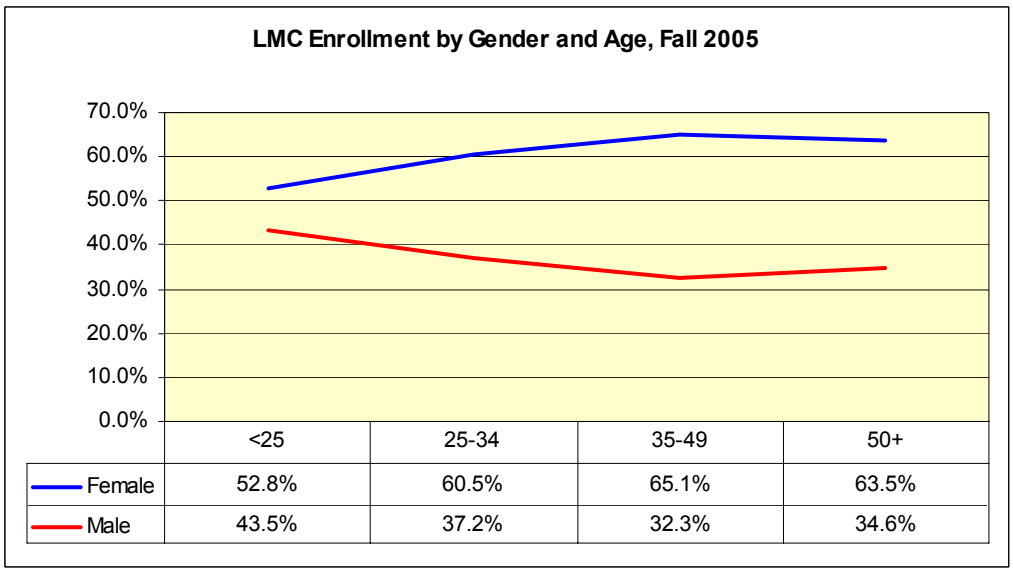
CCC Student Headcount by Gender and Age, Fall 2001-Fall 2005											
Fall Term	Gender	<25		25-34		35-49		50+		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%
2001	Male	1,833	42.6%	469	33.5%	418	28.0%	313	25.7%	15	40.5%
	Female	2,397	55.7%	904	64.6%	1,056	70.8%	880	72.4%	17	45.9%
	Unknown	76	1.8%	26	1.9%	17	1.1%	23	1.9%	5	13.5%
2002	Male	2,497	45.6%	500	32.4%	511	29.4%	383	29.5%	21	34.4%
	Female	2,834	51.8%	1,017	65.9%	1,201	69.0%	889	68.5%	29	47.5%
	Unknown	143	2.6%	26	1.7%	29	1.7%	26	2.0%	11	18.0%
2003	Male	1,625	42.5%	438	28.1%	438	27.8%	317	26.0%	11	36.7%
	Female	2,060	53.8%	1,040	66.8%	1,082	68.7%	863	70.7%	12	40.0%
	Unknown	143	3.7%	79	5.1%	54	3.4%	41	3.4%	7	23.3%
2004	Male	1,627	41.4%	447	28.5%	400	27.3%	267	25.1%	8	33.3%
	Female	2,083	53.0%	1,022	65.1%	974	66.5%	741	69.7%	12	50.0%
	Unknown	217	5.5%	100	6.4%	91	6.2%	55	5.2%	4	16.7%
2005	Male	1,579	40.3%	416	28.9%	311	23.8%	175	24.8%	4	30.8%
	Female	2,116	54.1%	933	64.9%	917	70.1%	505	71.4%	5	38.5%
	Unknown	219	5.6%	88	6.1%	81	6.2%	27	3.8%	4	30.8%

DVC Student Headcount by Gender and Age, Fall 2001-Fall 2005											
Fall Term	Gender	<25		25-34		35-49		50+		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%
2001	Male	6,213	48.7%	1,528	44.3%	1,247	35.2%	670	34.3%	16	50.0%
	Female	6,226	48.8%	1,849	53.6%	2,225	62.8%	1,240	63.4%	13	40.6%
	Unknown	320	2.5%	70	2.0%	72	2.0%	45	2.3%	3	9.4%
2002	Male	6,717	48.6%	1,660	44.5%	1,207	33.5%	704	33.7%	10	40.0%
	Female	6,680	48.3%	1,991	53.4%	2,295	63.8%	1,330	63.6%	8	32.0%
	Unknown	422	3.1%	76	2.0%	97	2.7%	56	2.7%	7	28.0%
2003	Male	6,632	49.2%	1,540	43.6%	1,083	33.2%	653	35.5%	7	35.0%
	Female	6,498	48.2%	1,916	54.2%	2,093	64.2%	1,140	62.1%	8	40.0%
	Unknown	357	2.6%	79	2.2%	82	2.5%	44	2.4%	5	25.0%
2004	Male	6,607	49.6%	1,432	44.0%	952	34.1%	626	36.3%	7	63.6%
	Female	6,351	47.7%	1,754	53.9%	1,756	62.9%	1,049	60.8%	2	18.2%
	Unknown	370	2.8%	70	2.1%	83	3.0%	51	3.0%	2	18.2%
2005	Male	6,612	49.5%	1,386	44.8%	866	33.6%	591	35.6%	4	30.8%
	Female	6,336	47.4%	1,643	53.2%	1,621	62.8%	1,020	61.4%	5	38.5%
	Unknown	410	3.1%	62	2.0%	94	3.6%	50	3.0%	4	30.8%

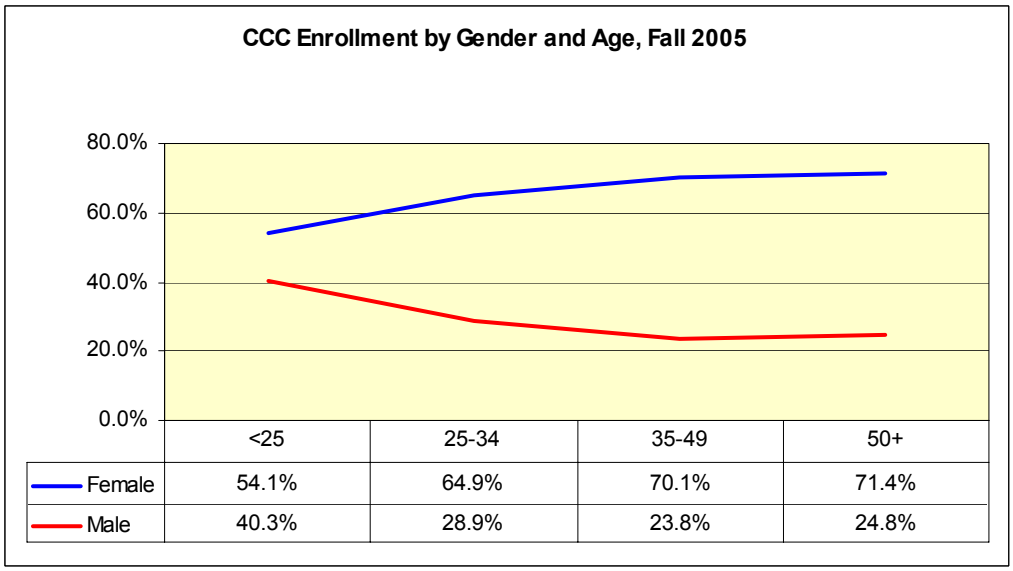
Source: CCCCO MIS Data Mart



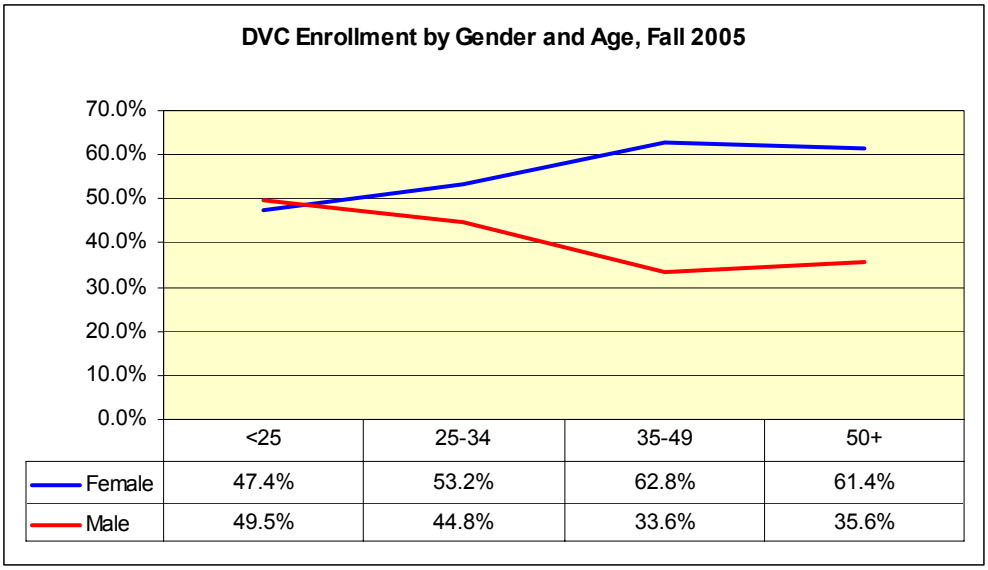
	<25	25-34	35-49	50+
Female	49.8%	57.8%	65.2%	64.2%
Male	46.6%	39.2%	30.9%	32.8%



	<25	25-34	35-49	50+
Female	52.8%	60.5%	65.1%	63.5%
Male	43.5%	37.2%	32.3%	34.6%



	<25	25-34	35-49	50+
Female	54.1%	64.9%	70.1%	71.4%
Male	40.3%	28.9%	23.8%	24.8%



	<25	25-34	35-49	50+
Female	47.4%	53.2%	62.8%	61.4%
Male	49.5%	44.8%	33.6%	35.6%

Gender + Ethnicity Two-Way Analysis

At CCCCD, the greatest proportion of women (60.9%) is evidenced among African-American students, followed by Hispanic (57.5%), Asian/PI (53.6%), White (53.2%, Other (50.4%), Native American (49.8%), and Unknown (49.1%). Men follow approximately the opposite pattern: Among African-American students, men comprise 36.3%, then among Hispanic students 37.4%, among Asian/PI students 53.6%, among White students 44.1%, among Other Nonwhite students, 45.5%, among Native American students 48.6%. There is a higher proportion of unknown ethnicity among Unknown gender.

The same general pattern is seen at LMC and CCC. At DVC, however, the gaps between the proportion of men and the proportion of women are much closer. Whereas at the district the gap between African-American women and men is 24.6%, at DVC it is 7.2%. This closeness of the gender gap at DVC is true for all other ethnic groups. See pp. 110-111.

District Student Headcount by Gender + Ethnicity and by College, 2001-2005 Fall Terms

LMC Student Headcount by Gender and Ethnicity, 2001-2005

Fall Term	Gender	African-Am		Asian/Pac Isl		Hispanic		Native Am		Other		White		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2001	Male	430	36.4%	472	41.5%	747	39.9%	52	51.5%	101	46.5%	2,318	44.4%	205	36.6%
	Female	714	60.5%	638	56.1%	1,066	57.0%	47	46.5%	105	48.4%	2,776	53.2%	294	52.5%
	Unknown	37	3.1%	27	2.4%	58	3.1%	2	2.0%	11	5.1%	128	2.5%	61	10.9%
2002	Male	459	35.7%	537	43.9%	854	43.0%	35	39.3%	131	52.0%	2,326	46.1%	212	40.9%
	Female	779	60.6%	653	53.4%	1,088	54.8%	53	59.6%	113	44.8%	2,565	50.9%	261	50.4%
	Unknown	47	3.7%	33	2.7%	45	2.3%	1	1.1%	8	3.2%	151	3.0%	45	8.7%
2003	Male	386	35.0%	428	37.9%	735	37.5%	37	42.5%	101	43.7%	1,666	41.6%	168	36.8%
	Female	684	62.0%	668	59.2%	1,151	58.7%	50	57.5%	122	52.8%	2,264	56.5%	235	51.4%
	Unknown	34	3.1%	33	2.9%	75	3.8%	0	0.0%	8	3.5%	78	1.9%	54	11.8%
2004	Male	419	35.5%	433	38.6%	766	37.1%	27	40.3%	99	46.9%	1,669	43.7%	158	36.2%
	Female	724	61.4%	663	59.1%	1,226	59.4%	37	55.2%	107	50.7%	2,081	54.5%	240	55.0%
	Unknown	36	3.1%	25	2.2%	72	3.5%	3	4.5%	5	2.4%	71	1.9%	38	8.7%
2005	Male	420	35.8%	399	38.3%	737	36.5%	32	45.7%	91	41.2%	1,536	43.3%	157	37.6%
	Female	718	61.2%	615	59.0%	1,222	60.5%	36	51.4%	122	55.2%	1,923	54.2%	219	52.5%
	Unknown	36	3.1%	28	2.7%	62	3.1%	2	2.9%	8	3.6%	92	2.6%	41	9.8%

CCC Student Headcount by Gender and Ethnicity, 2001-2005

Fall Term	Gender	African-Am		Asian/Pac Isl		Hispanic		Native Am		Other		White		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2001	Male	733	34.3%	659	36.5%	668	37.2%	21	42.9%	91	45.5%	724	35.8%	152	34.5%
	Female	1,376	64.4%	1,124	62.3%	1,098	61.1%	26	53.1%	107	53.5%	1,260	62.3%	263	59.6%
	Unknown	26	1.2%	22	1.2%	31	1.7%	2	4.1%	2	1.0%	38	1.9%	26	5.9%
2002	Male	1,000	37.9%	756	36.8%	979	40.5%	22	34.9%	107	44.4%	805	37.7%	243	42.5%
	Female	1,584	60.1%	1,271	61.9%	1,396	57.7%	38	60.3%	128	53.1%	1,284	60.2%	269	47.0%
	Unknown	52	2.0%	27	1.3%	43	1.8%	3	4.8%	6	2.5%	44	2.1%	60	10.5%
2003	Male	652	31.0%	609	35.2%	744	35.1%	16	37.2%	74	39.4%	606	37.1%	128	32.8%
	Female	1,391	66.1%	1,077	62.3%	1,251	59.0%	27	62.8%	104	55.3%	991	60.6%	216	55.4%
	Unknown	60	2.9%	44	2.5%	127	6.0%	0	0.0%	10	5.3%	37	2.3%	46	11.8%
2004	Male	695	32.2%	636	37.1%	682	32.4%	21	51.2%	79	35.4%	515	35.6%	121	33.2%
	Female	1,372	63.6%	1,014	59.2%	1,229	58.4%	20	48.8%	128	57.4%	878	60.8%	191	52.5%
	Unknown	90	4.2%	62	3.6%	195	9.3%	0	0.0%	16	7.2%	52	3.6%	52	14.3%
2005	Male	642	31.4%	586	36.3%	668	32.7%	17	43.6%	81	42.9%	385	34.4%	106	31.6%
	Female	1,340	65.6%	972	60.2%	1,173	57.5%	21	53.8%	98	51.9%	695	62.2%	177	52.8%
	Unknown	62	3.0%	57	3.5%	199	9.8%	1	2.6%	10	5.3%	38	3.4%	52	15.5%

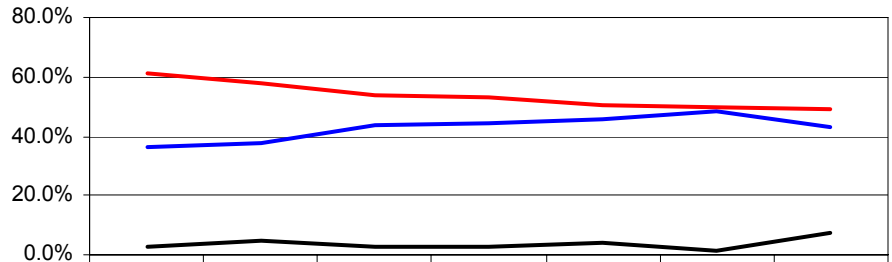
District Student Headcount by Gender + Ethnicity and by College, 2001-2005 Fall Terms (Cont.)

DVC Student Headcount by Gender and Ethnicity, 2001-2005															
Fall Term	Gender	African-Am		Asian/Pac Isl		Hispanic		Native Am		Other		White		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2001	Male	530	50.6%	1,861	47.6%	1,002	42.4%	74	50.0%	328	45.2%	5,092	42.9%	787	47.2%
	Female	498	47.6%	1,954	49.9%	1,311	55.5%	72	48.6%	383	52.8%	6,515	54.9%	820	49.2%
	Unknown	19	1.8%	97	2.5%	51	2.2%	2	1.4%	14	1.9%	267	2.2%	60	3.6%
2002	Male	518	45.7%	1,986	47.3%	1,090	43.3%	64	40.3%	356	47.3%	5,278	42.9%	1,006	45.9%
	Female	594	52.4%	2,101	50.0%	1,353	53.7%	90	56.6%	374	49.7%	6,723	54.6%	1,069	48.7%
	Unknown	22	1.9%	114	2.7%	75	3.0%	5	3.1%	23	3.1%	301	2.4%	118	5.4%
2003	Male	519	44.4%	1,950	47.6%	1,106	41.9%	67	44.7%	309	45.1%	5,024	44.4%	940	45.1%
	Female	621	53.2%	2,036	49.7%	1,468	55.6%	81	54.0%	354	51.7%	6,074	53.7%	1,021	48.9%
	Unknown	28	2.4%	108	2.6%	66	2.5%	2	1.3%	22	3.2%	216	1.9%	125	6.0%
2004	Male	562	46.0%	1,861	47.1%	1,086	41.8%	76	50.3%	292	44.8%	4,857	45.7%	890	46.2%
	Female	636	52.0%	1,988	50.4%	1,432	55.2%	71	47.0%	339	52.0%	5,498	51.8%	948	49.2%
	Unknown	25	2.0%	98	2.5%	77	3.0%	4	2.6%	21	3.2%	262	2.5%	89	4.6%
2005	Male	533	45.2%	1,776	48.3%	1,094	41.9%	75	51.4%	316	47.7%	4,712	45.4%	953	46.3%
	Female	617	52.4%	1,805	49.1%	1,444	55.2%	70	47.9%	320	48.3%	5,386	51.9%	983	47.8%
	Unknown	28	2.4%	94	2.6%	76	2.9%	1	0.7%	26	3.9%	274	2.6%	121	5.9%

CCCCD Student Headcount by Gender and Ethnicity, 2001-2005															
Fall Term	Gender	African-Am		Asian/Pac Isl		Hispanic		Native Am		Other		White		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2001	Male	1,693	38.8%	2,992	43.7%	2,417	40.1%	147	49.3%	520	45.5%	8,134	42.5%	1,144	42.9%
	Female	2,588	59.3%	3,716	54.2%	3,475	57.6%	145	48.7%	595	52.1%	10,551	55.2%	1,377	51.6%
	Unknown	82	1.9%	146	2.1%	140	2.3%	6	2.0%	27	2.4%	433	2.3%	147	5.5%
2002	Male	1,977	39.1%	3,279	43.8%	2,923	42.2%	121	38.9%	594	47.7%	8,409	43.2%	1,461	44.5%
	Female	2,957	58.5%	4,025	53.8%	3,837	55.4%	181	58.2%	615	49.4%	10,572	54.3%	1,599	48.7%
	Unknown	121	2.4%	174	2.3%	163	2.4%	9	2.9%	37	3.0%	496	2.5%	223	6.8%
2003	Male	1,557	35.6%	2,987	43.0%	2,585	38.5%	120	42.9%	484	43.8%	7,296	43.0%	1,236	42.1%
	Female	2,696	61.6%	3,781	54.4%	3,870	57.6%	158	56.4%	580	52.5%	9,329	55.0%	1,472	50.2%
	Unknown	122	2.8%	185	2.7%	268	4.0%	2	0.7%	40	3.6%	331	2.0%	225	7.7%
2004	Male	1,676	36.8%	2,930	43.2%	2,534	37.5%	124	47.9%	470	43.3%	7,041	44.3%	1,169	42.9%
	Female	2,732	59.9%	3,665	54.1%	3,887	57.5%	128	49.4%	574	52.9%	8,457	53.2%	1,379	50.6%
	Unknown	151	3.3%	185	2.7%	344	5.1%	7	2.7%	42	3.9%	385	2.4%	179	6.6%
2005	Male	1,595	36.3%	2,761	43.6%	2,499	37.4%	124	48.6%	488	45.5%	6,633	44.1%	1,216	43.3%
	Female	2,675	60.9%	3,392	53.6%	3,839	57.5%	127	49.8%	540	50.4%	8,004	53.2%	1,379	49.1%
	Unknown	126	2.9%	179	2.8%	337	5.0%	4	1.6%	44	4.1%	404	2.7%	214	7.6%

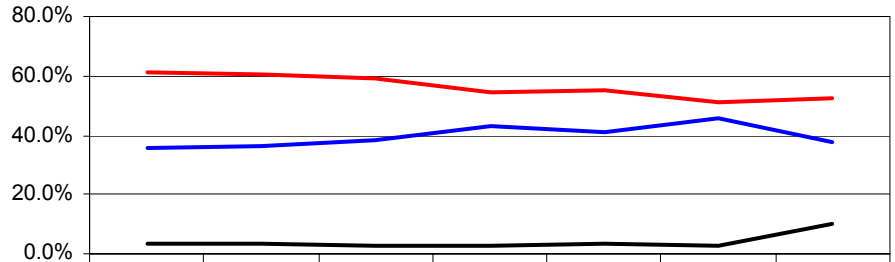
Source: CCCCO MIS Data Mart

CCCCD Gender and Ethnicity, Fall 2005



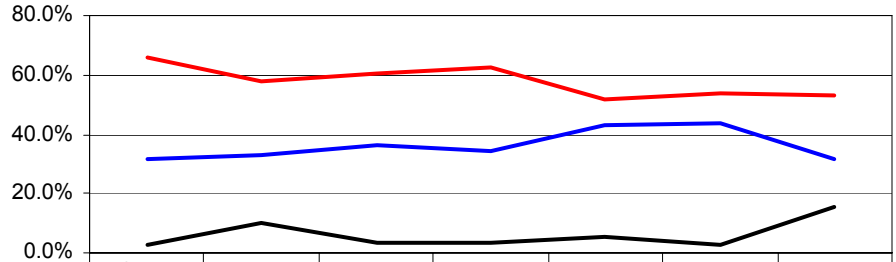
	African-Am	Hispanic	Asian/PI	White	Other	Native Am	Unknown
Male	36.3%	37.4%	43.6%	44.1%	45.5%	48.6%	43.3%
Female	60.9%	57.5%	53.6%	53.2%	50.4%	49.8%	49.1%
Unknown	2.9%	5.0%	2.8%	2.7%	4.1%	1.6%	7.6%

LMC Gender and Ethnicity, Fall 2005

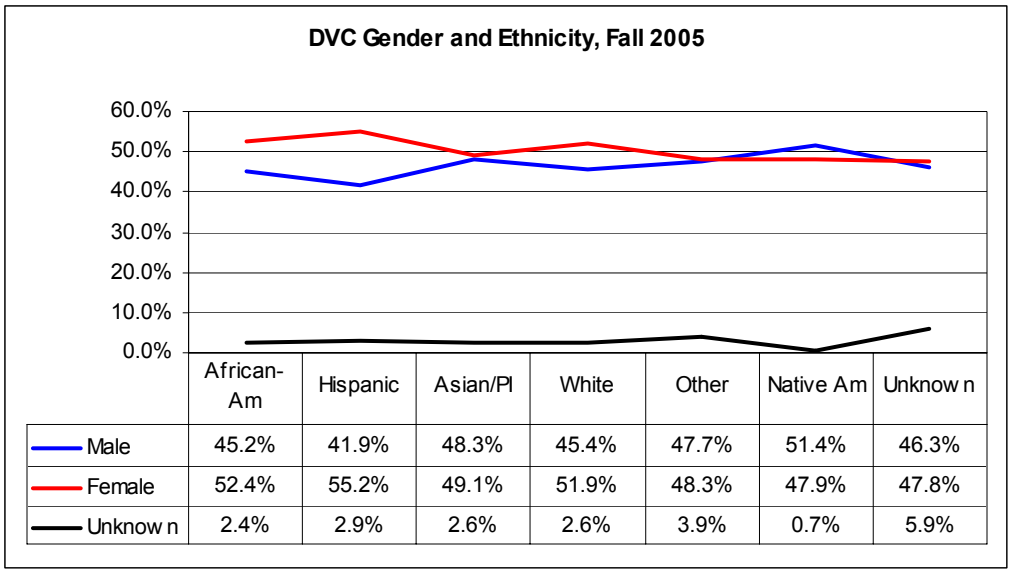


	African-Am	Hispanic	Asian/PI	White	Other	Native Am	Unknown
Male	35.8%	36.5%	38.3%	43.3%	41.2%	45.7%	37.6%
Female	61.2%	60.5%	59.0%	54.2%	55.2%	51.4%	52.5%
Unknown	3.1%	3.1%	2.7%	2.6%	3.6%	2.9%	9.8%

CCC Gender and Ethnicity, Fall 2005



	African-Am	Hispanic	Asian/PI	White	Other	Native Am	Unknown
Male	31.4%	32.7%	36.3%	34.4%	42.9%	43.6%	31.6%
Female	65.6%	57.5%	60.2%	62.2%	51.9%	53.8%	52.8%
Unknown	3.0%	9.8%	3.5%	3.4%	5.3%	2.6%	15.5%



	African-Am	Hispanic	Asian/PI	White	Other	Native Am	Unknown
Male	45.2%	41.9%	48.3%	45.4%	47.7%	51.4%	46.3%
Female	52.4%	55.2%	49.1%	51.9%	48.3%	47.9%	47.8%
Unknown	2.4%	2.9%	2.6%	2.6%	3.9%	0.7%	5.9%

Student Age

The age distribution of students falls into two major categories: traditional college-age students (less than 25 years old) and adult learners (25 years and older). Adult learners may be subdivided further into three age groups: young adults (25 to 34 years), middle-age adults (35 to 49 years) and older adults (50 years and older).

Three major developments took place in the past fourteen years (1992 to 2005):

- The number and percentage of traditional college-age students increased across the board for all three colleges, albeit at different rates.
  - ⇒ At the district, the percentage increased from 47.2% in 1992 to 60.5% in 2005.
  - ⇒ At LMC the percentage of students in this category increased from 38.5% in 1992 to 57.1% in 2005, an increase of almost 19 percentage points.
  - ⇒ At CCC, the comparable rates were 41.5% in 1992 and 53.0% in 2005, an 11.5 percentage point gain.
  - ⇒ At DVC, the change was from 52.6% to 64.5%, or an 11.9% percentage point increase.

  In effect, by 2005 all three colleges had a majority of traditional college-age students with DVC enrolling the higher percentage, CCC having the lower ratio, and LMC falling in between.

- In contrast, the number and percentage of adult learners have declined at all three colleges between 1992 and 2005, with LMC leading the percentage of decline, followed by DVC, and then CCC. As of 2005, adult learners represented a relatively smaller number and percentage compared to fourteen years earlier.

- Compared to the total adult student population at the district, DVC accounts for almost one-half of these students, while the other two colleges account for one-fourth each.

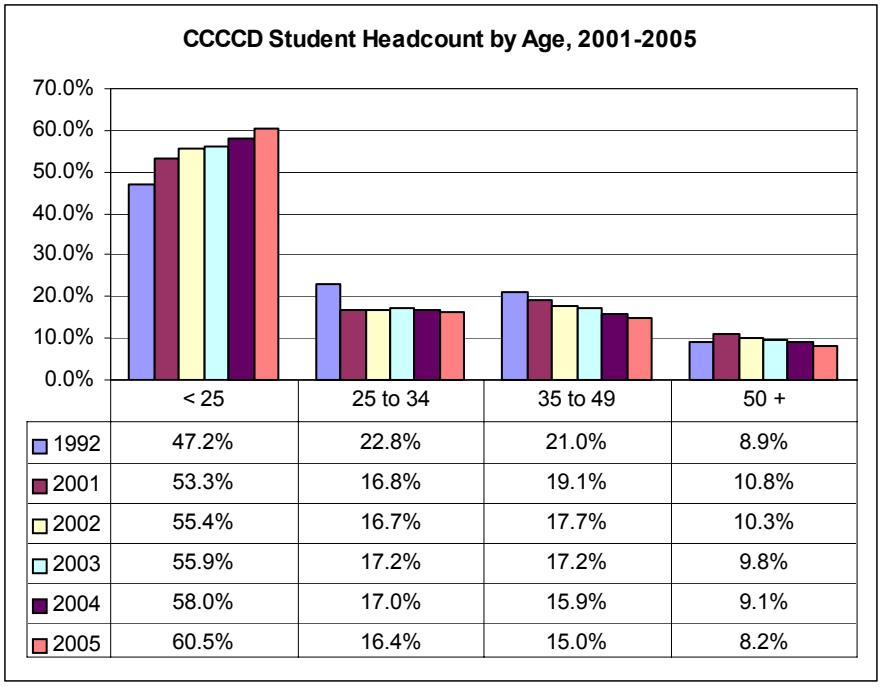
The implication of this analysis is that future enrollment growth will depend largely on two strategies: increase the college-going rate and therefore attract a larger share of traditional-age students; and at the same time expand the opportunities for adult learners to return to college for further enhancement and re-tooling.

District Student Headcount by Age and by College, 2001-2005 Fall Terms

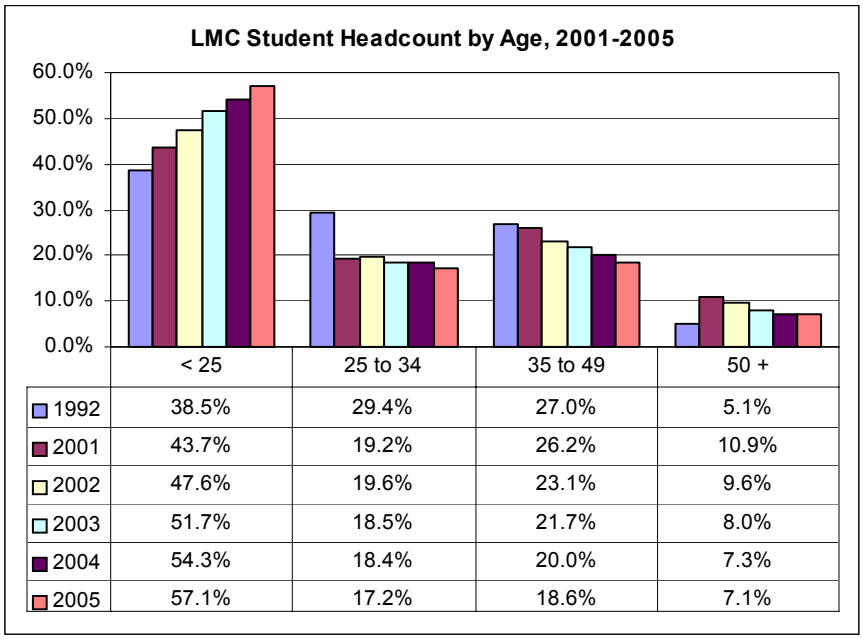
Fall Term	Age	LMC		CCC		DVC		CCCCD	
		Count	%	Count	%	Count	%	Count	%
1992	<25	3,289	38.5%	3,912	41.5%	12,316	52.6%	19,517	47.2%
	25-34	2,513	29.4%	2,202	23.4%	4,704	20.1%	9,419	22.8%
	35-49	2303	27.0%	1934	20.5%	4,467	19.1%	8,704	21.0%
	50 +	433	5.1%	1,323	14.0%	1,909	8.2%	3,665	8.9%
	Unknown	1	0.0%	55	0.6%	2	0.0%	58	0.1%
2001	<25	4,495	43.7%	4306	51.0%	12,759	58.7%	21,560	53.3%
	25-34	1,973	19.2%	1399	16.6%	3,447	15.9%	6,819	16.8%
	35-49	2,697	26.2%	1491	17.6%	3,544	16.3%	7,732	19.1%
	50 +	1,068	10.4%	1,216	14.4%	1,955	9.0%	4,239	10.5%
	Unknown	56	0.5%	37	0.4%	32	0.1%	125	0.3%
2002	<25	4,967	47.6%	5,474	54.1%	13,819	59.4%	24,260	55.4%
	25-34	2,043	19.6%	1,543	15.3%	3,727	16.0%	7,313	16.7%
	35-49	2,406	23.1%	1,741	17.2%	3,599	15.5%	7,746	17.7%
	50 +	983	9.4%	1,298	12.8%	2,090	9.0%	4,371	10.0%
	Unknown	25	0.2%	61	0.6%	25	0.1%	111	0.3%
2003	<25	4,643	51.7%	3828	46.6%	13,487	60.9%	21,958	55.8%
	25-34	1,667	18.6%	1557	19.0%	3,535	16.0%	6,759	17.2%
	35-49	1,949	21.7%	1574	19.2%	3,258	14.7%	6,781	17.2%
	50 +	704	7.8%	1,221	14.9%	1,837	8.3%	3,762	9.6%
	Unknown	14	0.2%	30	0.4%	20	0.1%	64	0.2%
2004	<25	4,835	54.3%	3927	48.8%	13,328	63.1%	22,090	58.0%
	25-34	1,632	18.3%	1569	19.5%	3,256	15.4%	6,457	17.0%
	35-49	1,787	20.1%	1465	18.2%	2,791	13.2%	6,043	15.9%
	50 +	637	7.2%	1,063	13.2%	1,726	8.2%	3,426	9.0%
	Unknown	8	0.1%	24	0.3%	11	0.1%	43	0.1%
2005	<25	4,848	57.1%	3914	53.0%	13,358	64.5%	22,120	60.5%
	25-34	1,461	17.2%	1437	19.5%	3,091	14.9%	5,989	16.4%
	35-49	1,580	18.6%	1309	17.7%	2,581	12.5%	5,470	15.0%
	50 +	595	7.0%	707	9.6%	1,661	8.0%	2,963	8.1%
	Unknown	12	0.1%	13	0.2%	13	0.1%	38	0.1%

Source: CCCCO MIS Data Mart

District Student Headcount by Age and by College, 2001-2005 Fall Terms

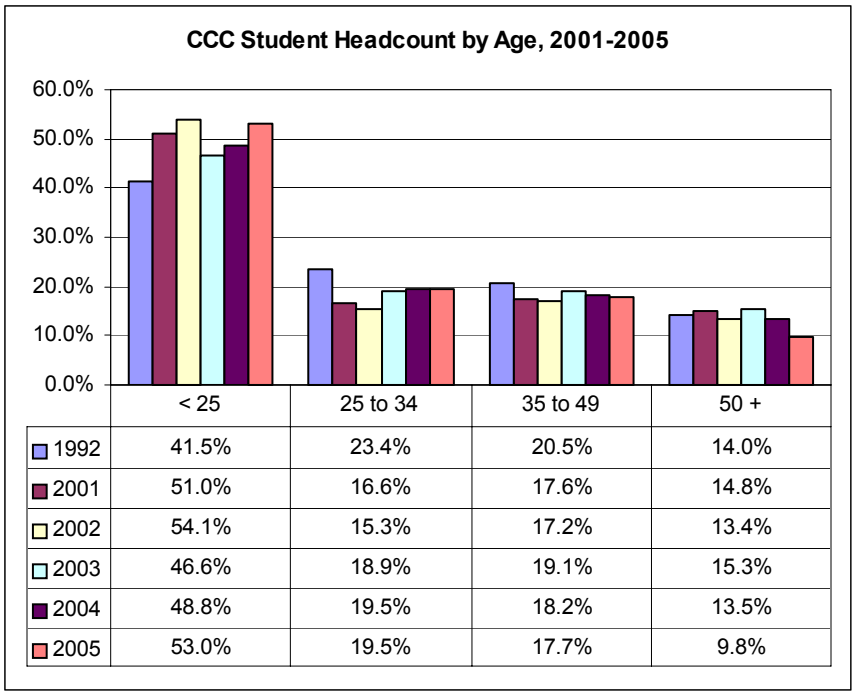


	< 25	25 to 34	35 to 49	50 +
1992	47.2%	22.8%	21.0%	8.9%
2001	53.3%	16.8%	19.1%	10.8%
2002	55.4%	16.7%	17.7%	10.3%
2003	55.9%	17.2%	17.2%	9.8%
2004	58.0%	17.0%	15.9%	9.1%
2005	60.5%	16.4%	15.0%	8.2%

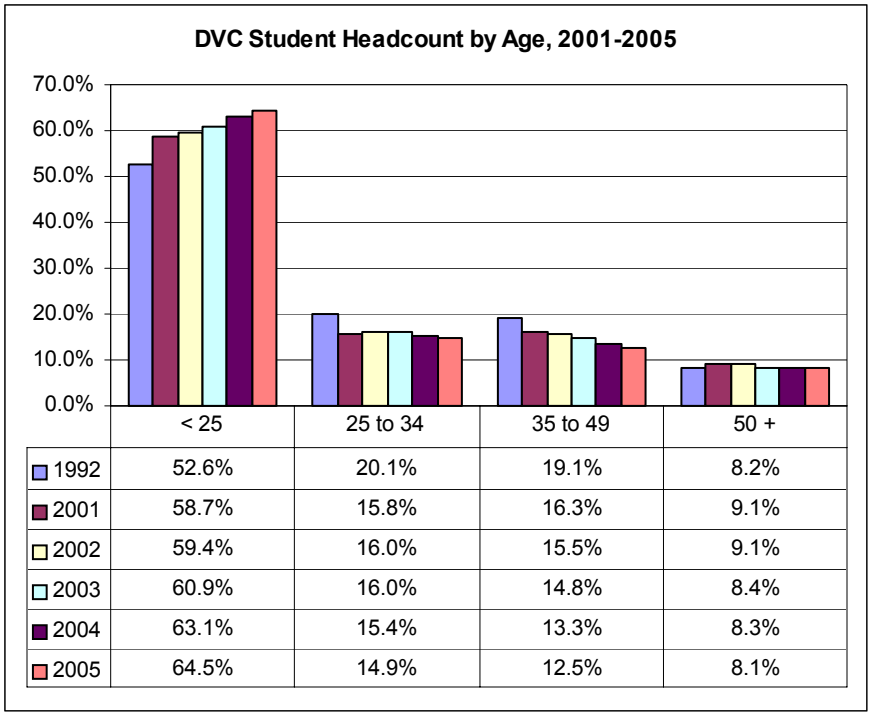


	< 25	25 to 34	35 to 49	50 +
1992	38.5%	29.4%	27.0%	5.1%
2001	43.7%	19.2%	26.2%	10.9%
2002	47.6%	19.6%	23.1%	9.6%
2003	51.7%	18.5%	21.7%	8.0%
2004	54.3%	18.4%	20.0%	7.3%
2005	57.1%	17.2%	18.6%	7.1%

District Student Headcount by Age and by College, 2001-2005 Fall Terms (Cont.)



	< 25	25 to 34	35 to 49	50 +
1992	41.5%	23.4%	20.5%	14.0%
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%
2004	48.8%	19.5%	18.2%	13.5%
2005	53.0%	19.5%	17.7%	9.8%



	< 25	25 to 34	35 to 49	50 +
1992	52.6%	20.1%	19.1%	8.2%
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%
2004	63.1%	15.4%	13.3%	8.3%
2005	64.5%	14.9%	12.5%	8.1%

Source: CCCCO MIS Data Mart

Student Ethnicity

The Contra Costa Community College District has a significant mix of races and ethnic groups that reflects for the most part the ethnic mix of the community. The most important change taking place in the past fourteen years has been the decline in the number and percentage of white students. Between 1992 and 2005, the number of White students on the college campuses at CCCCD declined by more than 10,000. In contrast, the number and percentage of all ethnic groups (except Native Americans) have increased sharply, in one case (Hispanics) by more than 50%.

The following observations may be made about the ethnic diversity of CCCCD students.

- White students at CCCCD accounted for 41.1% in 2005 compared to 61.8% in 1992 . DVC has the highest percentage of these students among the three colleges (50% in 2005 compared to 71.9% in 1992). The comparable numbers for LMC were 41.8% in 2005 and 63.5% in 1992. CCC had the least number and percentage in both years (15.1% in 2005 versus 35.2% in 1992).
- Hispanic students represent the second largest ethnic group at CCCCD (18.2% in 2005). CCC had the highest percentage of Hispanics (27.6%) and African-Americans (27.7%) in 2005, and DVC had the least of both groups (Hispanics 12.6%, African-Americans 5.7%). LMC falls in between (Hispanics 23.8%, African-Americans 13.8%).
- Asians represent the third largest ethnic group at 17.3% for CCCCD in 2005, followed African Americans at 12.0%. The largest concentration of Asians is at CCC (21.9%), followed by DVC (17.8%) and LMC (12.3%).

In summary, no ethnic group constituted a majority at CCCCD. Hispanics represent the fastest-growing ethnic group, while the number of Whites has steadily declined in the past fourteen years. The implications of these observations are clear. Future growth will depend largely on increasing the college-going rate for all groups, especially those of Latino background. Basic skills and remediation programs will continue to grow in order to address any academic shortcomings for various groups.

Age and Ethnicity, Fall 2005

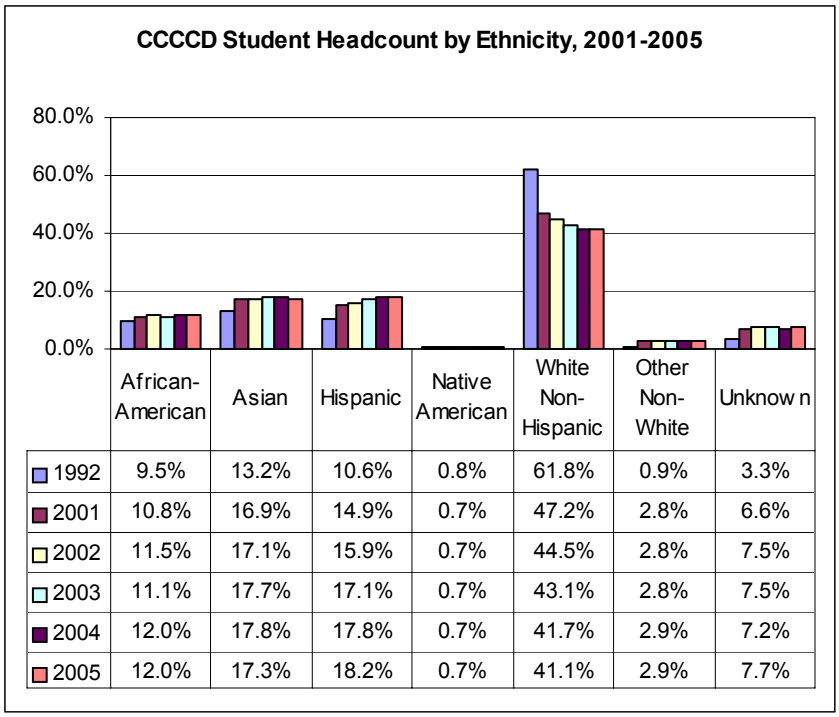
At CCCCD in fall 2005, White students comprised 39.3% of the 25 and under age group, then 44.8% of the 35-49 age group, and finally 56.6% of the 50+ age group. There is a dramatic rise in the percentage of White students among older students, as can be seen from the charts on pp. 122-3. African-American students' percentage rises from 10.9% among the 25 and under age group, to 12.3% of the 50 and over age group.

Hispanic students have a very different pattern which falls as students enter the older age brackets. Hispanic students comprise 18.8% of the 25 and younger age group of CCCCD students, but only 9.1% of students aged 50 and over. Asian students also have a higher percentage among the 25 and younger age group (18.3%) than they do among the 50 and over age group (14.7%).

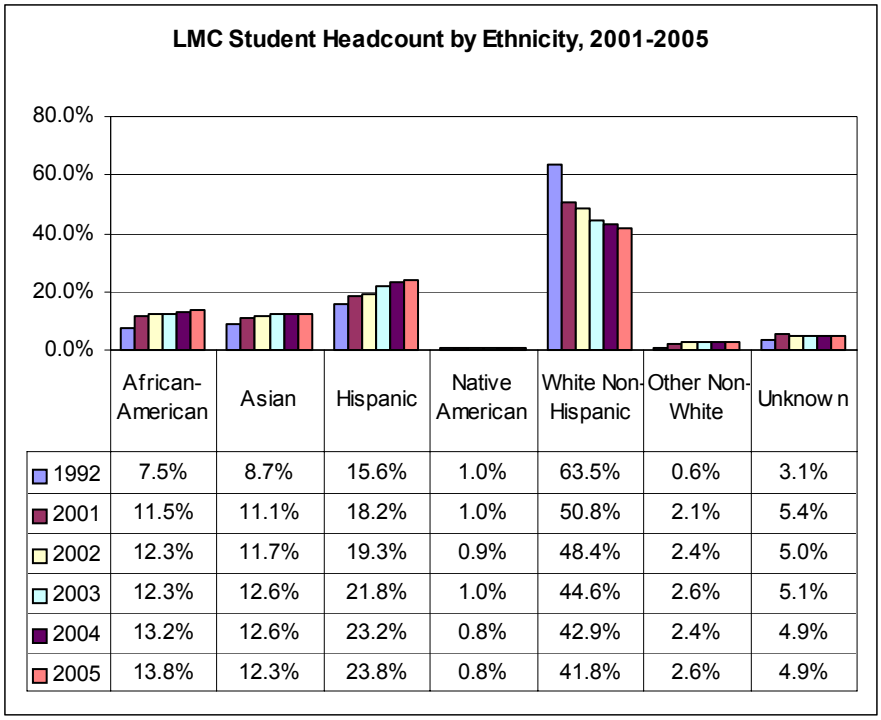
District Student Headcount by Ethnicity and by College, 1992 and 2001-2005 Fall Terms

Fall Term	Ethnicity	LMC		CCC		DVC		CCCCD	
		Count	%	Count	%	Count	%	Count	%
1992	African-American	637	7.5%	2,438	25.9%	860	3.7%	3,935	9.5%
	Asian/PI	744	8.7%	1539	16.3%	3,184	13.6%	5,467	13.2%
	Hispanic	1,332	15.6%	1,248	13.2%	1,789	7.6%	4,369	10.6%
	Native American	85	1.0%	97	1.0%	148	0.6%	330	0.8%
	White Non-Hispanic	5,424	63.5%	3,321	35.2%	16,817	71.9%	25,562	61.8%
	Other Non-White	50	0.6%	90	1.0%	212	0.9%	352	0.9%
	Unknown	267	3.1%	693	7.4%	388	1.7%	1,348	3.3%
2001	African-American	1,181	11.5%	2,135	25.3%	1,047	4.8%	4,363	10.8%
	Asian/PI	1,137	11.1%	1,805	21.4%	3,912	18.0%	6,854	16.9%
	Hispanic	1,871	18.2%	1,797	21.3%	2,364	10.9%	6,032	14.9%
	Native American	101	1.0%	49	0.6%	148	0.7%	298	0.7%
	White Non-Hispanic	5,222	50.8%	2,022	23.9%	11,874	54.6%	19,118	47.2%
	Other Non-White	217	2.1%	200	2.4%	725	3.3%	1,142	2.8%
	Unknown	560	5.4%	441	5.2%	1,667	7.7%	2,668	6.6%
2002	African-American	1,285	12.3%	2,636	26.1%	1,134	4.9%	5,055	11.5%
	Asian/PI	1,223	11.7%	2,054	20.3%	4,201	18.1%	7,478	17.1%
	Hispanic	2,015	19.3%	2,418	23.9%	2,518	10.8%	6,951	15.9%
	Native American	89	0.9%	63	0.6%	159	0.7%	311	0.7%
	White Non-Hispanic	5,042	48.4%	2,133	21.1%	12,302	52.9%	19,477	44.5%
	Other Non-White	252	2.4%	241	2.4%	753	3.2%	1,246	2.8%
	Unknown	518	5.0%	572	5.7%	2,193	9.4%	3,283	7.5%
2003	African-American	1,104	12.3%	2,103	25.6%	1,168	5.3%	4,375	11.1%
	Asian/PI	1,129	12.6%	1,730	21.1%	4094	18.5%	6,953	17.7%
	Hispanic	1,961	21.8%	2,122	25.8%	2,640	11.9%	6,723	17.1%
	Native American	87	1.0%	43	0.5%	150	0.7%	280	0.7%
	White Non-Hispanic	4,008	44.6%	1,634	19.9%	11,314	51.1%	16,956	43.1%
	Other Non-White	231	2.6%	188	2.3%	685	3.1%	1,104	2.8%
	Unknown	457	5.1%	390	4.8%	2,086	9.4%	2,933	7.5%
2004	African-American	1,179	13.2%	2,157	26.8%	1,223	5.8%	4,559	12.0%
	Asian/PI	1,121	12.6%	1,712	21.3%	3,947	18.7%	6,780	17.8%
	Hispanic	2,064	23.2%	2,106	26.2%	2,595	12.3%	6,765	17.8%
	Native American	67	0.8%	41	0.5%	151	0.7%	259	0.7%
	White Non-Hispanic	3,821	42.9%	1,445	18.0%	10,617	50.3%	15,883	41.7%
	Other Non-White	211	2.4%	223	2.8%	652	3.1%	1,086	2.9%
	Unknown	436	4.9%	364	4.5%	1,927	9.1%	2,727	7.2%
2005	African-American	1,174	13.8%	2,044	27.7%	1,178	5.7%	4,396	12.0%
	Asian/PI	1,042	12.3%	1,615	21.9%	3,675	17.8%	6,332	17.3%
	Hispanic	2,021	23.8%	2,040	27.6%	2,614	12.6%	6,675	18.2%
	Native American	70	0.8%	39	0.5%	146	0.7%	255	0.7%
	White Non-Hispanic	3,551	41.8%	1,118	15.1%	10,372	50.1%	15,041	41.1%
	Other Non-White	221	2.6%	189	2.6%	662	3.2%	1,072	2.9%
	Unknown	417	4.9%	335	4.5%	2,057	9.9%	2,809	7.7%

District Student Headcount by Ethnicity and by College, 2001-2005 Fall Terms (Cont.)

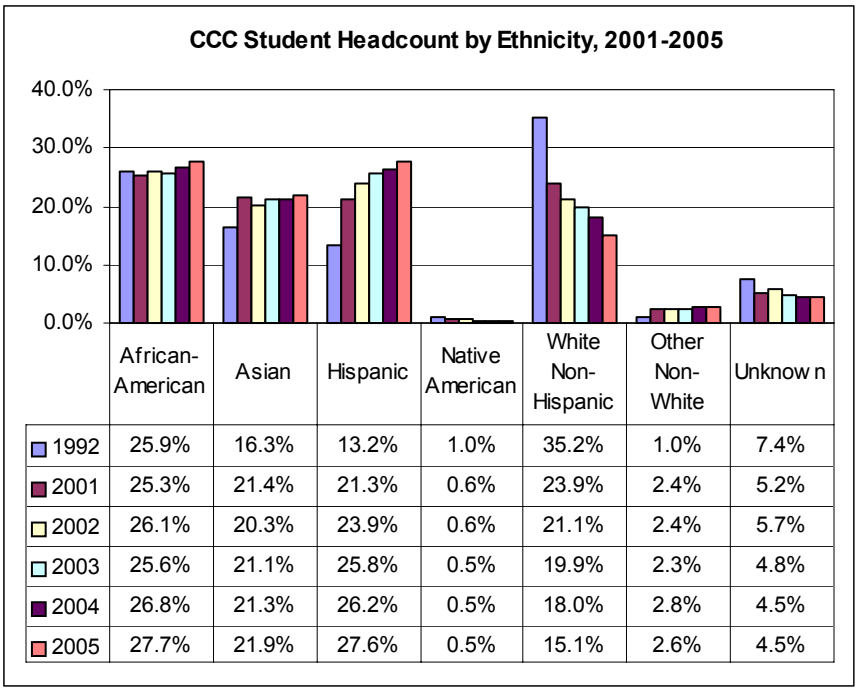


	African-American	Asian	Hispanic	Native American	White Non-Hispanic	Other Non-White	Unknown
1992	9.5%	13.2%	10.6%	0.8%	61.8%	0.9%	3.3%
2001	10.8%	16.9%	14.9%	0.7%	47.2%	2.8%	6.6%
2002	11.5%	17.1%	15.9%	0.7%	44.5%	2.8%	7.5%
2003	11.1%	17.7%	17.1%	0.7%	43.1%	2.8%	7.5%
2004	12.0%	17.8%	17.8%	0.7%	41.7%	2.9%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

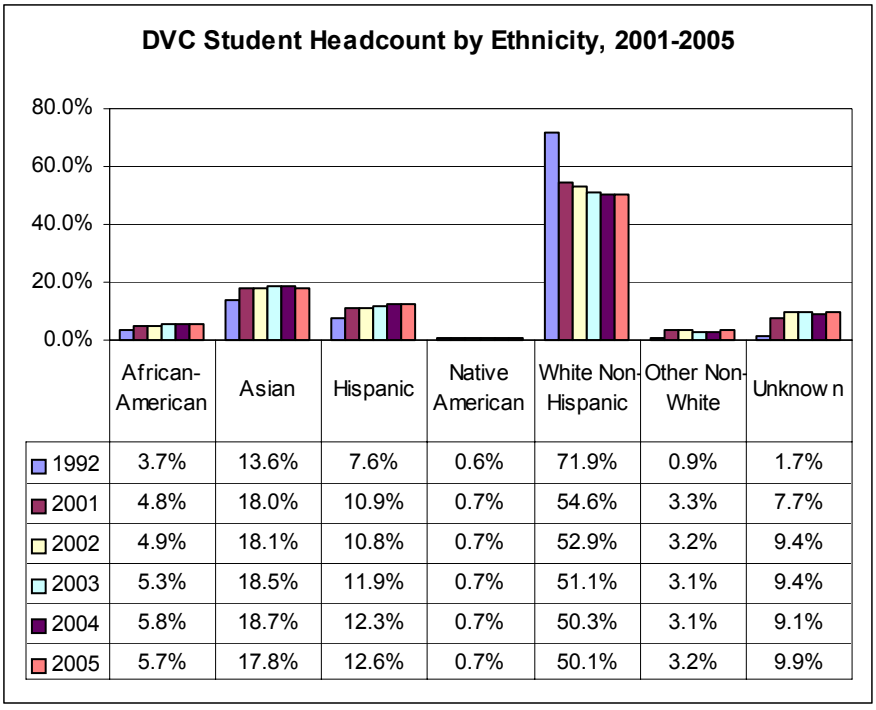


	African-American	Asian	Hispanic	Native American	White Non-Hispanic	Other Non-White	Unknown
1992	7.5%	8.7%	15.6%	1.0%	63.5%	0.6%	3.1%
2001	11.5%	11.1%	18.2%	1.0%	50.8%	2.1%	5.4%
2002	12.3%	11.7%	19.3%	0.9%	48.4%	2.4%	5.0%
2003	12.3%	12.6%	21.8%	1.0%	44.6%	2.6%	5.1%
2004	13.2%	12.6%	23.2%	0.8%	42.9%	2.4%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

District Student Headcount by Ethnicity and by College, 2001-2005 Fall Terms (Cont.)



	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%



	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%

Source: CCCCO MIS Data Mart

CCCCD Student Headcount by Age and Ethnicity, Fall 2001-Fall 2005											
Fall Term	Ethnicity	<25		25-34		35-49		50+		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%
2001	African-Am	2,152	10.0%	795	11.7%	967	12.5%	438	10.3%	11	8.8%
	Asian/PI	4,153	19.3%	1,150	16.9%	1,036	13.4%	505	11.9%	10	8.0%
	Hispanic	3,341	15.5%	1,340	19.7%	1,065	13.8%	281	6.6%	5	4.0%
	Native Am	157	0.7%	57	0.8%	59	0.8%	25	0.6%	0	0.0%
	Other Non-Wh	808	3.7%	173	2.5%	120	1.6%	35	0.8%	6	4.8%
	White	9,256	42.9%	2,960	43.4%	4,136	53.5%	2,728	64.4%	38	30.4%
	Unknown	1,693	7.9%	344	5.0%	349	4.5%	227	5.4%	55	44.0%
2002	African-Am	2,655	10.9%	897	12.3%	1,000	12.9%	487	11.1%	16	14.4%
	Asian/PI	4,537	18.7%	1,233	16.9%	1,133	14.6%	561	12.8%	14	12.6%
	Hispanic	3,976	16.4%	1,475	20.2%	1,183	15.3%	305	7.0%	12	10.8%
	Native Am	169	0.7%	53	0.7%	60	0.8%	29	0.7%	0	0.0%
	Other Non-Wh	865	3.6%	194	2.7%	131	1.7%	50	1.1%	6	5.4%
	White	9,836	40.5%	3,052	41.7%	3,861	49.8%	2,690	61.5%	38	34.2%
	Unknown	2,222	9.2%	409	5.6%	378	4.9%	249	5.7%	25	22.5%
2003	African-Am	2,148	9.8%	891	13.2%	896	13.2%	432	11.5%	8	12.5%
	Asian/PI	4,209	19.2%	1,199	17.7%	1,033	15.2%	512	13.6%	0	0.0%
	Hispanic	3,916	17.8%	1,411	20.9%	1,062	15.7%	326	8.7%	8	12.5%
	Native Am	147	0.7%	45	0.7%	68	1.0%	20	0.5%	0	0.0%
	Other Non-Wh	736	3.4%	201	3.0%	113	1.7%	53	1.4%	1	1.6%
	White	8,900	40.5%	2,598	38.4%	3,245	47.9%	2,191	58.2%	22	34.4%
	Unknown	1,902	8.7%	414	6.1%	364	5.4%	228	6.1%	25	39.1%
2004	African-Am	2,323	10.5%	929	14.4%	841	13.9%	458	13.4%	8	18.6%
	Asian/PI	4,258	19.3%	1,159	17.9%	884	14.6%	476	13.9%	3	7.0%
	Hispanic	4,091	18.5%	1,363	21.1%	1,029	17.0%	275	8.0%	7	16.3%
	Native Am	147	0.7%	36	0.6%	58	1.0%	18	0.5%	0	0.0%
	Other Non-Wh	731	3.3%	174	2.7%	120	2.0%	59	1.7%	2	4.7%
	White	8,738	39.6%	2,396	37.1%	2,782	46.0%	1,954	57.0%	13	30.2%
	Unknown	1,802	8.2%	400	6.2%	329	5.4%	186	5.4%	10	23.3%
2005	African-Am	2,414	10.9%	789	13.2%	827	15.1%	363	12.3%	3	7.9%
	Asian/PI	4,046	18.3%	1,085	18.1%	760	13.9%	437	14.7%	4	10.5%
	Hispanic	4,164	18.8%	1,285	21.5%	950	17.4%	271	9.1%	5	13.2%
	Native Am	131	0.6%	59	1.0%	48	0.9%	17	0.6%	0	0.0%
	Other Non-Wh	757	3.4%	171	2.9%	111	2.0%	33	1.1%	0	0.0%
	White	8,697	39.3%	2,206	36.8%	2,451	44.8%	1,677	56.6%	10	26.3%
	Unknown	1,911	8.6%	394	6.6%	323	5.9%	165	5.6%	16	42.1%

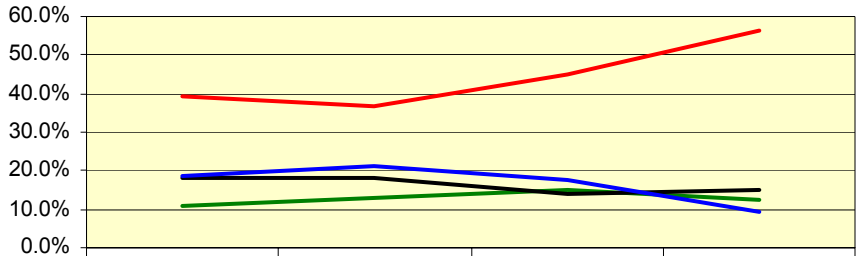
LMC Student Headcount by Age and Ethnicity, Fall 2001-Fall 2005											
Fall Term	Ethnicity	<25		25-34		35-49		50+		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%
2001	African-Am	443	9.9%	248	12.6%	343	12.7%	142	13.3%	5	8.9%
	Asian/PI	511	11.4%	244	12.4%	272	10.1%	107	10.0%	3	5.4%
	Hispanic	927	20.6%	451	22.9%	396	14.7%	95	8.9%	2	3.6%
	Native Am	46	1.0%	17	0.9%	27	1.0%	11	1.0%	0	0.0%
	Other Non-Wh	130	2.9%	42	2.1%	34	1.3%	8	0.7%	3	5.4%
	White	2,149	47.8%	903	45.8%	1,510	56.0%	645	60.4%	15	26.8%
	Unknown	289	6.4%	68	3.4%	115	4.3%	60	5.6%	28	50.0%
2002	African-Am	539	10.9%	293	14.3%	322	13.4%	130	13.2%	1	4.0%
	Asian/PI	601	12.1%	243	11.9%	260	10.8%	117	11.9%	2	8.0%
	Hispanic	1,113	22.4%	424	20.8%	389	16.2%	86	8.7%	3	12.0%
	Native Am	46	0.9%	13	0.6%	25	1.0%	5	0.5%	0	0.0%
	Other Non-Wh	162	3.3%	44	2.2%	36	1.5%	10	1.0%	0	0.0%
	White	2,224	44.8%	946	46.3%	1,277	53.1%	581	59.1%	14	56.0%
	Unknown	282	5.7%	80	3.9%	97	4.0%	54	5.5%	5	20.0%
2003	African-Am	517	11.1%	231	13.9%	264	13.5%	91	12.9%	1	7.1%
	Asian/PI	589	12.7%	205	12.3%	252	12.9%	83	11.8%	0	0.0%
	Hispanic	1,138	24.5%	420	25.2%	314	16.1%	87	12.4%	2	14.3%
	Native Am	45	1.0%	13	0.8%	25	1.3%	4	0.6%	0	0.0%
	Other Non-Wh	147	3.2%	45	2.7%	29	1.5%	10	1.4%	0	0.0%
	White	1952	42.0%	690	41.4%	974	50.0%	385	54.7%	7	50.0%
	Unknown	255	5.5%	63	3.8%	91	4.7%	44	6.3%	4	28.6%
2004	African-Am	569	11.8%	265	16.2%	254	14.2%	90	14.1%	1	12.5%
	Asian/PI	623	12.9%	195	11.9%	230	12.9%	72	11.3%	1	12.5%
	Hispanic	1221	25.3%	414	25.4%	355	19.9%	73	11.5%	1	12.5%
	Native Am	33	0.7%	5	0.3%	21	1.2%	8	1.3%	0	0.0%
	Other Non-Wh	144	3.0%	33	2.0%	24	1.3%	10	1.6%	0	0.0%
	White	1989	41.1%	648	39.7%	829	46.4%	353	55.4%	2	25.0%
	Unknown	256	5.3%	72	4.4%	74	4.1%	31	4.9%	3	37.5%
2005	African-Am	616	12.7%	216	14.8%	258	16.3%	84	14.1%	0	0.0%
	Asian/PI	626	12.9%	190	13.0%	155	9.8%	69	11.6%	2	16.7%
	Hispanic	1259	26.0%	361	24.7%	316	20.0%	83	13.9%	2	16.7%
	Native Am	33	0.7%	14	1.0%	15	0.9%	8	1.3%	0	0.0%
	Other Non-Wh	152	3.1%	37	2.5%	24	1.5%	8	1.3%	0	0.0%
	White	1910	39.4%	588	40.2%	744	47.1%	306	51.4%	3	25.0%
	Unknown	252	5.2%	55	3.8%	68	4.3%	37	6.2%	5	41.7%

CCC Student Headcount by Age and Ethnicity, Fall 2001-Fall 2005											
Fall Term	Ethnicity	<25		25-34		35-49		50+		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%
2001	African-Am	1,090	25.3%	360	25.7%	448	30.0%	233	19.2%	4	10.8%
	Asian/PI	1,097	25.5%	279	19.9%	266	17.8%	160	13.2%	3	8.1%
	Hispanic	1,012	23.5%	405	28.9%	296	19.9%	81	6.7%	3	8.1%
	Native Am	27	0.6%	8	0.6%	7	0.5%	7	0.6%	0	0.0%
	Other Non-Wh	140	3.3%	30	2.1%	21	1.4%	7	0.6%	2	5.4%
	White	733	17.0%	237	16.9%	389	26.1%	648	53.3%	15	40.5%
	Unknown	207	4.8%	80	5.7%	64	4.3%	80	6.6%	10	27.0%
2002	African-Am	1,454	26.6%	404	26.2%	471	27.1%	294	22.7%	13	21.3%
	Asian/PI	1,256	22.9%	306	19.8%	297	17.1%	186	14.3%	9	14.8%
	Hispanic	1,385	25.3%	493	32.0%	424	24.4%	109	8.4%	7	11.5%
	Native Am	39	0.7%	4	0.3%	8	0.5%	12	0.9%	0	0.0%
	Other Non-Wh	145	2.6%	39	2.5%	39	2.2%	13	1.0%	5	8.2%
	White	840	15.3%	238	15.4%	424	24.4%	613	47.2%	18	29.5%
	Unknown	355	6.5%	59	3.8%	78	4.5%	71	5.5%	9	14.8%
2003	African-Am	940	24.6%	430	27.6%	440	28.0%	288	23.6%	5	16.7%
	Asian/PI	944	24.7%	331	21.3%	268	17.0%	187	15.3%	0	0.0%
	Hispanic	1,130	29.5%	474	30.4%	394	25.0%	118	9.7%	6	20.0%
	Native Am	23	0.6%	4	0.3%	8	0.5%	8	0.7%	0	0.0%
	Other Non-Wh	96	2.5%	38	2.4%	27	1.7%	26	2.1%	1	3.3%
	White	538	14.1%	207	13.3%	364	23.1%	518	42.4%	7	23.3%
	Unknown	157	4.1%	73	4.7%	73	4.6%	76	6.2%	11	36.7%
2004	African-Am	976	24.9%	447	28.5%	427	29.1%	300	28.2%	7	29.2%
	Asian/PI	1001	25.5%	324	20.7%	226	15.4%	160	15.1%	1	4.2%
	Hispanic	1177	30.0%	461	29.4%	359	24.5%	104	9.8%	5	20.8%
	Native Am	22	0.6%	4	0.3%	10	0.7%	5	0.5%	0	0.0%
	Other Non-Wh	112	2.9%	35	2.2%	42	2.9%	32	3.0%	2	8.3%
	White	505	12.9%	221	14.1%	314	21.4%	397	37.3%	8	33.3%
	Unknown	134	3.4%	77	4.9%	87	5.9%	65	6.1%	1	4.2%
2005	African-Am	1024	26.2%	384	26.7%	416	31.8%	217	30.7%	3	23.1%
	Asian/PI	976	24.9%	313	21.8%	209	16.0%	116	16.4%	1	7.7%
	Hispanic	1193	30.5%	443	30.8%	326	24.9%	75	10.6%	3	23.1%
	Native Am	20	0.5%	8	0.6%	8	0.6%	3	0.4%	0	0.0%
	Other Non-Wh	112	2.9%	43	3.0%	25	1.9%	9	1.3%	0	0.0%
	White	424	10.8%	182	12.7%	251	19.2%	260	36.8%	1	7.7%
	Unknown	165	4.2%	64	4.5%	74	5.7%	27	3.8%	5	38.5%

DVC Student Headcount by Age and Ethnicity, Fall 2001-Fall 2005											
Fall Term	Ethnicity	<25		25-34		35-49		50+		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%
2001	African-Am	619	4.9%	187	5.4%	176	5.0%	63	3.2%	2	6.3%
	Asian/PI	2,545	19.9%	627	18.2%	498	14.1%	238	12.2%	4	12.5%
	Hispanic	1,402	11.0%	484	14.0%	373	10.5%	105	5.4%	0	0.0%
	Native Am	84	0.7%	32	0.9%	25	0.7%	7	0.4%	0	0.0%
	Other Non-Wh	538	4.2%	101	2.9%	65	1.8%	20	1.0%	1	3.1%
	White	6,374	50.0%	1,820	52.8%	2,237	63.1%	1,435	73.4%	8	25.0%
	Unknown	1,197	9.4%	196	5.7%	170	4.8%	87	4.5%	17	53.1%
2002	African-Am	662	4.8%	200	5.4%	207	5.8%	63	3.0%	2	8.0%
	Asian/PI	2,680	19.4%	684	18.4%	576	16.0%	258	12.3%	3	12.0%
	Hispanic	1,478	10.7%	558	15.0%	370	10.3%	110	5.3%	2	8.0%
	Native Am	84	0.6%	36	1.0%	27	0.8%	12	0.6%	0	0.0%
	Other Non-Wh	558	4.0%	111	3.0%	56	1.6%	27	1.3%	1	4.0%
	White	6,772	49.0%	1,868	50.1%	2,160	60.0%	1,496	71.6%	6	24.0%
	Unknown	1,585	11.5%	270	7.2%	203	5.6%	124	5.9%	11	44.0%
2003	African-Am	691	5.1%	230	6.5%	192	5.9%	53	2.9%	2	10.0%
	Asian/PI	2,676	19.8%	663	18.8%	513	15.7%	242	13.2%	0	0.0%
	Hispanic	1,648	12.2%	517	14.6%	354	10.9%	121	6.6%	0	0.0%
	Native Am	79	0.6%	28	0.8%	35	1.1%	8	0.4%	0	0.0%
	Other Non-Wh	493	3.7%	118	3.3%	57	1.7%	17	0.9%	0	0.0%
	White	6410	47.5%	1701	48.1%	1907	58.5%	1288	70.1%	8	40.0%
	Unknown	1490	11.0%	278	7.9%	200	6.1%	108	5.9%	10	50.0%
2004	African-Am	778	5.8%	217	6.7%	160	5.7%	68	3.9%	0	0.0%
	Asian/PI	2634	19.8%	640	19.7%	428	15.3%	244	14.1%	1	9.1%
	Hispanic	1693	12.7%	488	15.0%	315	11.3%	98	5.7%	1	9.1%
	Native Am	92	0.7%	27	0.8%	27	1.0%	5	0.3%	0	0.0%
	Other Non-Wh	475	3.6%	106	3.3%	54	1.9%	17	1.0%	0	0.0%
	White	6244	46.8%	1527	46.9%	1639	58.7%	1204	69.8%	3	27.3%
	Unknown	1412	10.6%	251	7.7%	168	6.0%	90	5.2%	6	54.5%
2005	African-Am	774	5.8%	189	6.1%	153	5.9%	62	3.7%	0	0.0%
	Asian/PI	2444	18.3%	582	18.8%	396	15.3%	252	15.2%	1	7.7%
	Hispanic	1712	12.8%	481	15.6%	308	11.9%	113	6.8%	0	0.0%
	Native Am	78	0.6%	37	1.2%	25	1.0%	6	0.4%	0	0.0%
	Other Non-Wh	493	3.7%	91	2.9%	62	2.4%	16	1.0%	0	0.0%
	White	6363	47.6%	1436	46.5%	1456	56.4%	1111	66.9%	6	46.2%
	Unknown	1494	11.2%	275	8.9%	181	7.0%	101	6.1%	6	46.2%

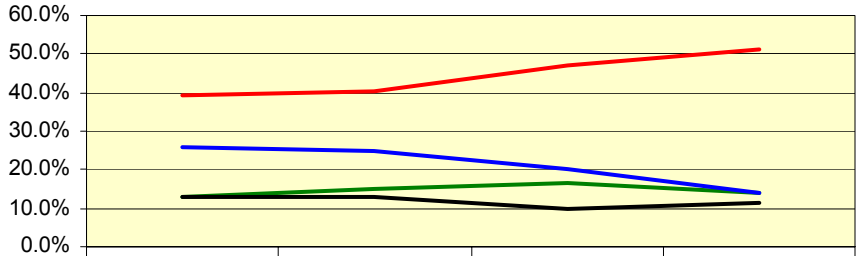
Source: CCCCO MIS Data Mart

CCCCD Age and Ethnicity, Fall 2005



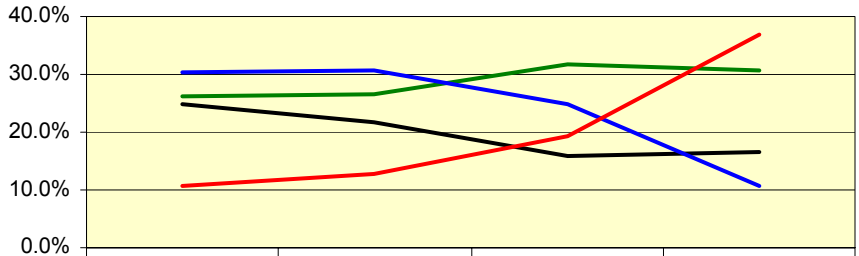
	<25	25-34	35-49	50+
African-Am	10.9%	13.2%	15.1%	12.3%
Asian/PI	18.3%	18.1%	13.9%	14.7%
Hispanic	18.8%	21.5%	17.4%	9.1%
White	39.3%	36.8%	44.8%	56.6%

LMC Age and Ethnicity, Fall 2005

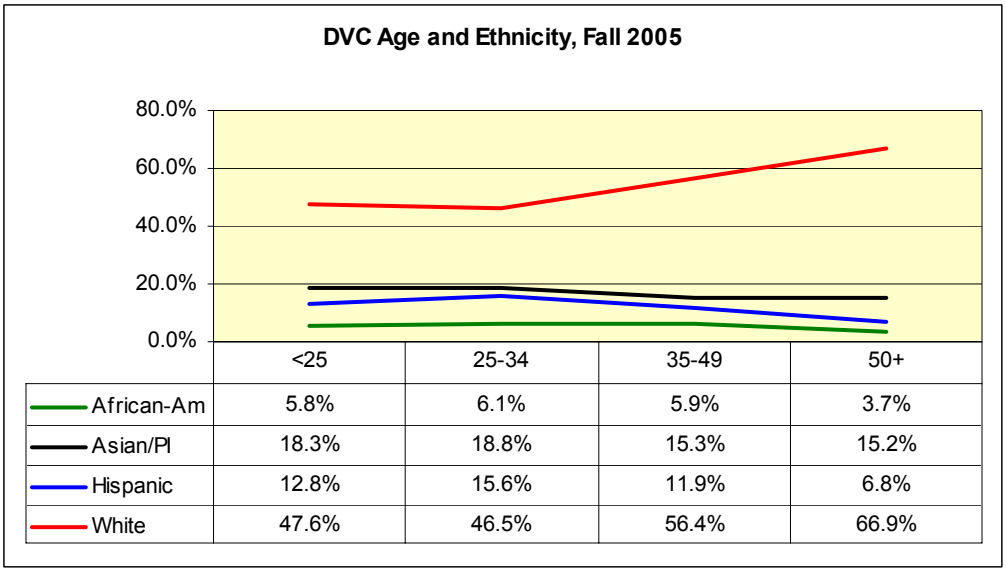


	<25	25-34	35-49	50+
African-Am	12.7%	14.8%	16.3%	14.1%
Asian/PI	12.9%	13.0%	9.8%	11.6%
Hispanic	26.0%	24.7%	20.0%	13.9%
White	39.4%	40.2%	47.1%	51.4%

CCC Age and Ethnicity, Fall 2005



	<25	25-34	35-49	50+
African-Am	26.2%	26.7%	31.8%	30.7%
Asian/PI	24.9%	21.8%	16.0%	16.4%
Hispanic	30.5%	30.8%	24.9%	10.6%
White	10.8%	12.7%	19.2%	36.8%



	<25	25-34	35-49	50+
African-Am	5.8%	6.1%	5.9%	3.7%
Asian/PI	18.3%	18.8%	15.3%	15.2%
Hispanic	12.8%	15.6%	11.9%	6.8%
White	47.6%	46.5%	56.4%	66.9%

Day and Evening Classes

Enrollment in day and evening classes[1] remained almost constant during the past fourteen years. However, recently (since 2001) there have been signs of a slight change to a preference for day classes. This change reflects to some extent the increasing number of young college-age students (under 25 years of age).

It is no accident that traditional college-age students tend to prefer day over evening classes. The younger the students, the more likely they will be enrolled in day classes and vice-versa. This pattern of preference has remained almost the same in the past fourteen years. Examination of this pattern indicates the following for 2005:

- Age 19 years or less: 86% enroll in day classes and 12 % enroll in evening classes. The remainder enroll in classes that fall between day and evening.
- Age 20 to 24 years: 77% enroll in day classes and 20% enroll in evening classes.
- Age 25 to 29 years: 53% enroll in day classes and 41% enroll in evening classes.
- Age 30 to 34 years: 49% enroll in day classes and 43% enroll in evening classes.
- Age 40 to 49 years: 45% enroll in day classes and 41% enroll in evening classes.
- Age 50 and above: There is a slight reverse for this age group because many may be retired and have no job responsibilities during the day. For this age group there is a slight preference for day classes where 54% enroll during the day and 44% enroll during the evening hours.

With respect to the preference for day and evening classes by gender, females tend to prefer evening classes (31%) compared to male students.

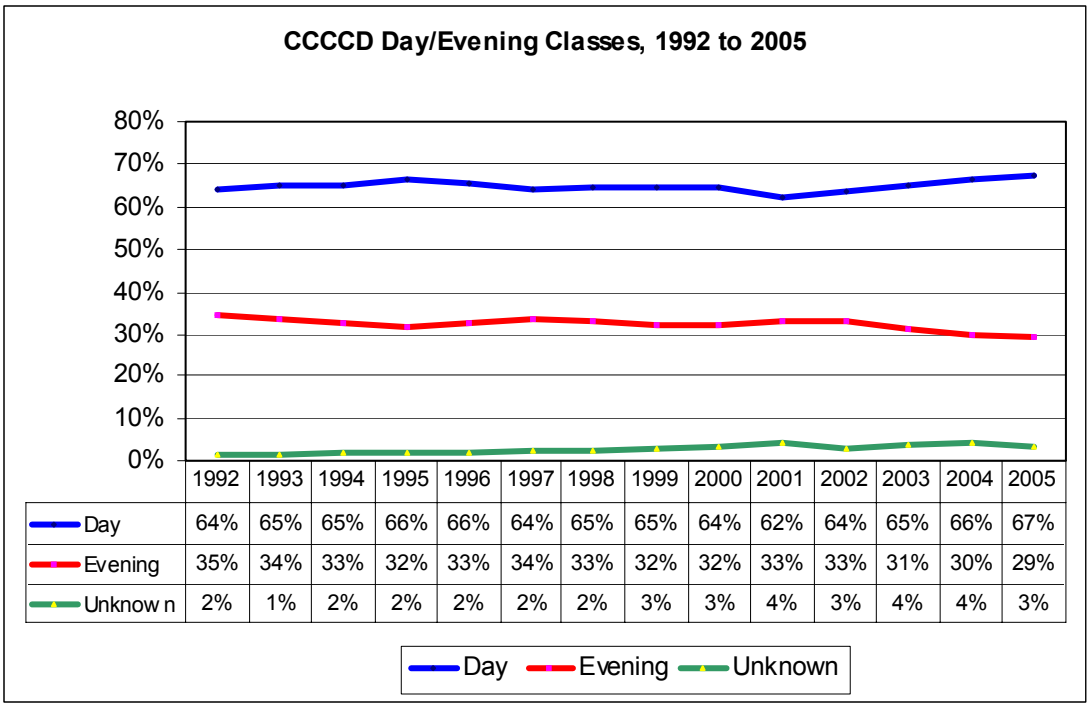
The relationship of day and evening enrollment to ethnicity indicates a slight variation with Hispanics showing a preference for evening classes compared to other groups. The category of Unknown gender includes international students who are typically of young age and carry a full course load (12+ hours).

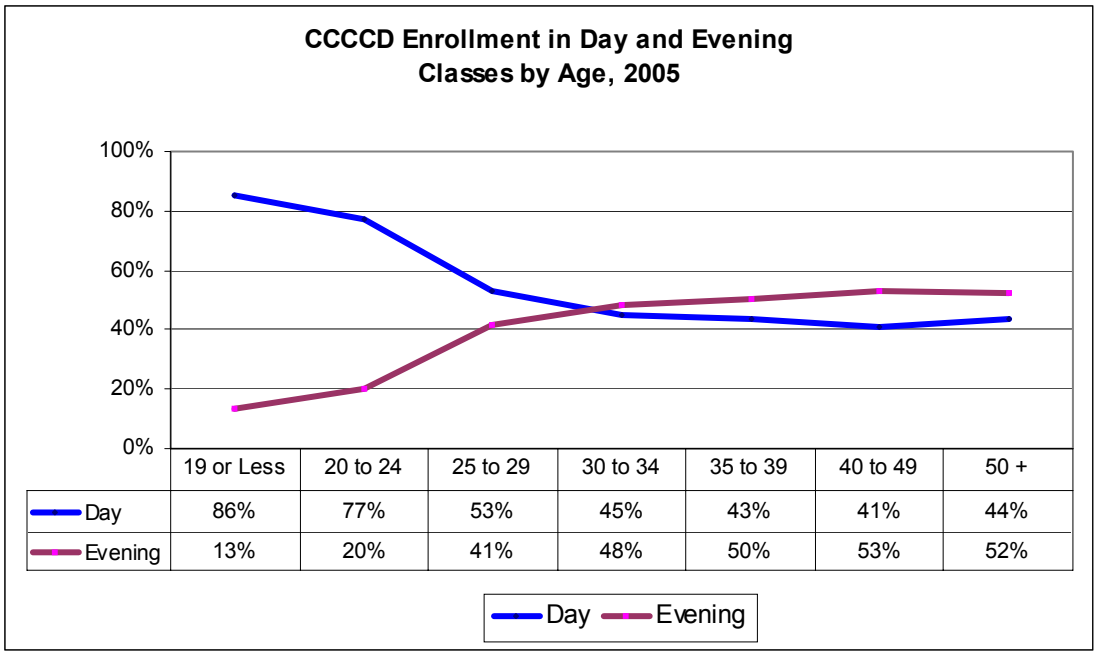
In summary, expansion of the evening program will depend greatly on the age, gender, ethnic background and unit load of students.

[1]The definitions of day and evening students in the California Community Colleges MIS Data Element Dictionary:
Day Student: The student is enrolled in one (or more) sections that have a "Day Class" designation. These are sections where at least one session record has a start time beginning on or after 6:00 a.m. and before 4:30 p.m. and has days scheduled of Monday through Friday, Irregularly Scheduled, or To Be Arranged. The class can be scheduled to meet on Saturday/and or Sunday in addition to the days just mentioned. Note: the student can also enroll in sections that are designated as "Evening Class" or "Unknown".
Evening Student: The student is enrolled in at least one section that has an "Evening Class" designation and the student did not meet the preceding criteria of Day Student. These are sections where at least one session record meets the following criteria and was not coded as a Day Class: (1) The session meets on Saturday and/or Sunday regardless of the session start time; and (2) The session has a start time beginning on or after 4:30 p.m. and before 6:00 a.m. regardless of the days scheduled.
Unknown: All sections in which the student is enrolled have "Unknown" designations. These are sections that have session records that meet the following criteria: all sessions have start times that are irregularly scheduled or to be arranged and do NOT meet exclusively on Saturday and/or Sunday. If sessions in this category met exclusively on Saturday and/or Sunday, they would have been coded as an Evening Class.

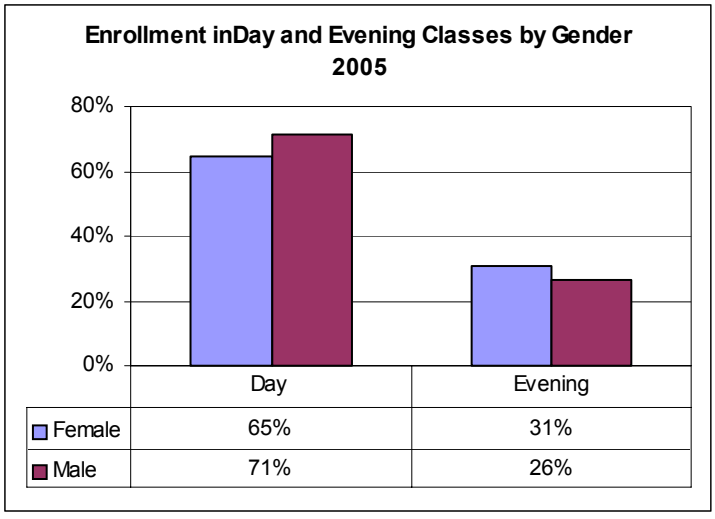
District Student Headcount by Day/Evening and by College, 1992 and 2001-2005 Fall Terms

Fall Term	Class Time	LMC		CCC		DVC		CCCCD	
		Count	%	Count	%	Count	%	Count	%
1992	Day	5,029	58.9%	5,634	59.8%	15,753	67.3%	26,416	63.9%
	Evening	3,189	37.3%	3,565	37.8%	7,565	32.3%	14,319	34.6%
	Unknown	321	3.8%	227	2.4%	80	0.3%	628	1.5%
2001	Day	5,260	51.1%	5,289	62.6%	14,696	67.6%	25,245	62.4%
	Evening	3,675	35.7%	3,033	35.9%	6,815	31.4%	13,523	33.4%
	Unknown	1,354	13.2%	127	1.5%	226	1.0%	1,707	4.2%
2002	Day	6,075	58.3%	6,108	60.4%	15,732	67.6%	27,915	63.7%
	Evening	3,824	36.7%	3,759	37.2%	6,997	30.1%	14,580	33.3%
	Unknown	525	5.0%	250	2.5%	531	2.3%	1,306	3.0%
2003	Day	5,135	57.2%	5,185	63.2%	15,253	68.9%	25,573	65.0%
	Evening	3,183	35.5%	2,796	34.1%	6,292	28.4%	12,271	31.2%
	Unknown	659	7.3%	229	2.8%	592	2.7%	1,480	3.8%
2004	Day	5,374	60.4%	5,100	63.4%	14,707	69.7%	25,181	66.2%
	Evening	2,796	31.4%	2,751	34.2%	5,819	27.6%	11,366	29.9%
	Unknown	729	8.2%	197	2.4%	586	2.8%	1,512	4.0%
2005	Day	5,076	59.7%	4,900	66.4%	14,655	70.8%	24,631	67.3%
	Evening	2,726	32.1%	2,440	33.1%	5,550	26.8%	10,716	29.3%
	Unknown	694	8.2%	40	0.5%	499	2.4%	1,233	3.4%



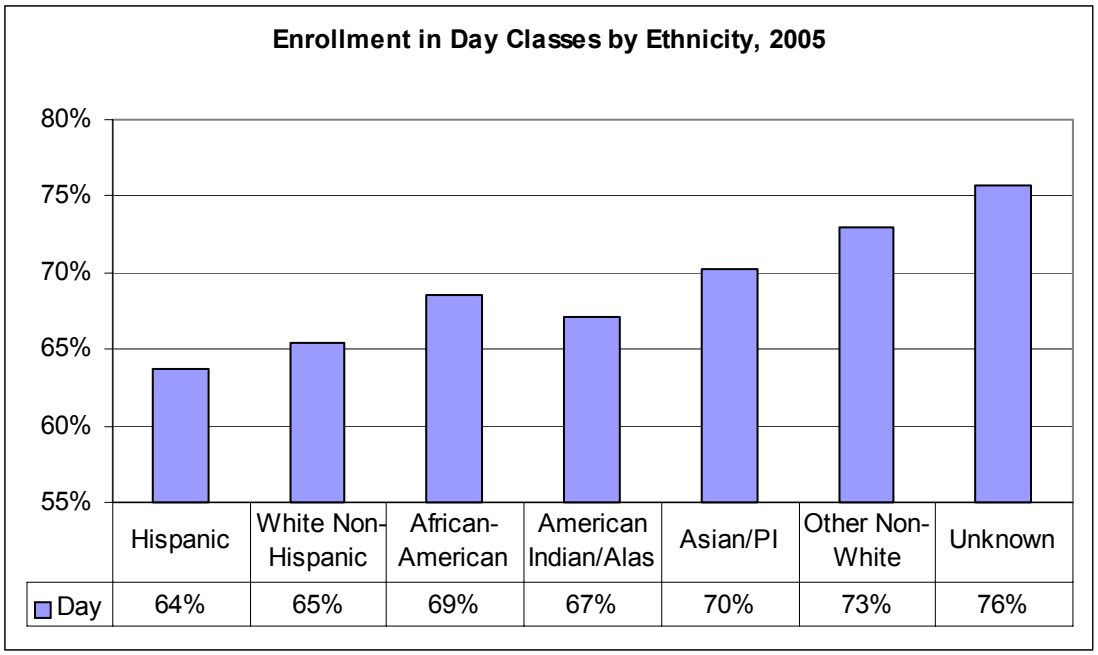


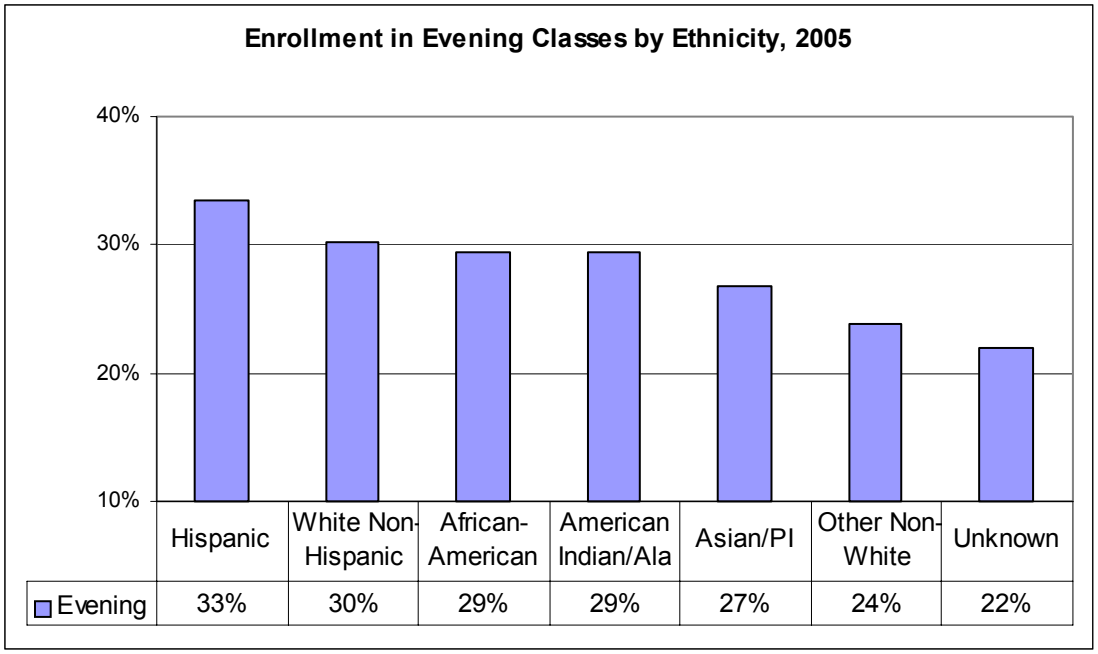
	19 or Less	20 to 24	25 to 29	30 to 34	35 to 39	40 to 49	50 +
Day	86%	77%	53%	45%	43%	41%	44%
Evening	13%	20%	41%	48%	50%	53%	52%



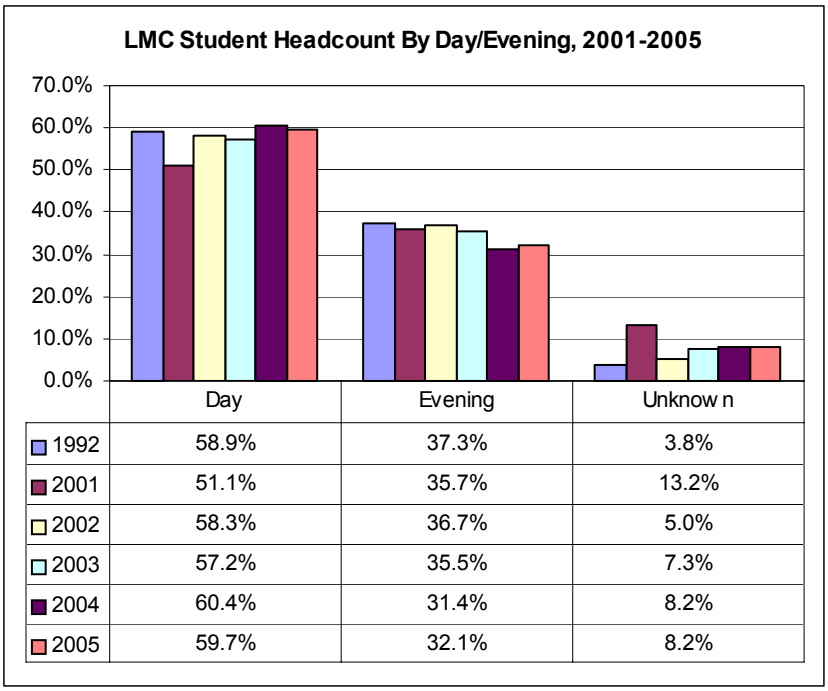
	Day	Evening
Female	65%	31%
Male	71%	26%

Source: CCCCO MIS Data Mart

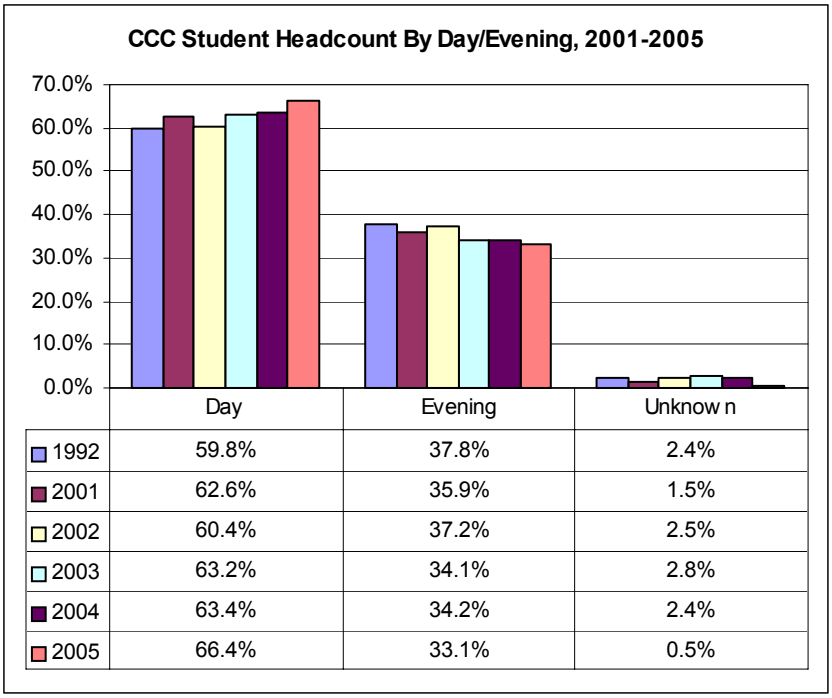

Enrollment in Day Classes by Ethnicity, 2005
80%
75%
70%
65%
60%
55%
Hispanic
White Non-Hispanic
African-American
American Indian/Alas
Asian/PI
Other Non-White
Unknown
Day
64%
65%
69%
67%
70%
73%
76%


Enrollment in Evening Classes by Ethnicity, 2005
40%
30%
20%
10%
Hispanic
White Non-Hispanic
African-American
American Indian/Ala
Asian/PI
Other Non-White
Unknown
Evening
33%
30%
29%
29%
27%
24%
22%

District Student Headcount by Day/Evening and by College, 1992 and 2001-2005 Fall Terms

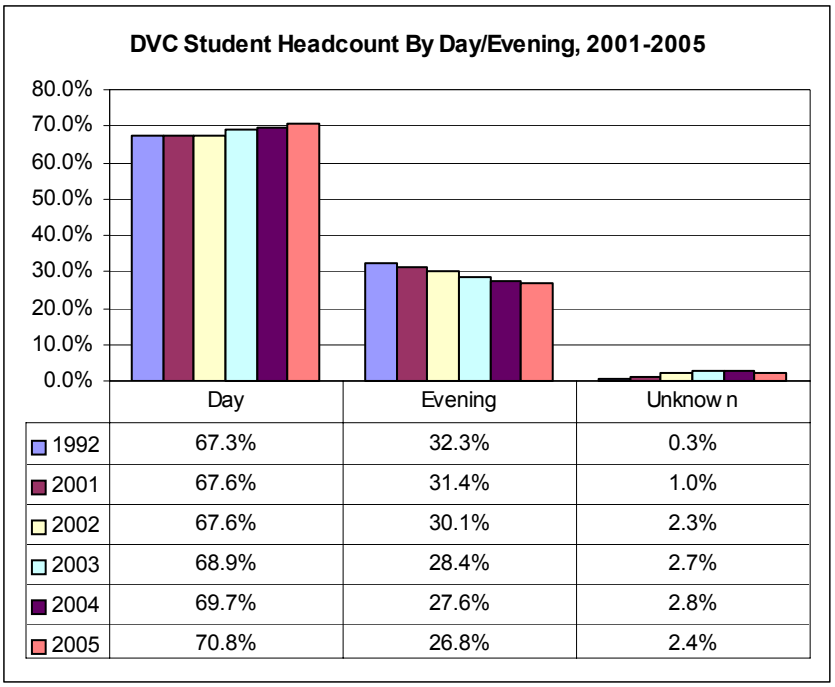


	Day	Evening	Unknown
1992	58.9%	37.3%	3.8%
2001	51.1%	35.7%	13.2%
2002	58.3%	36.7%	5.0%
2003	57.2%	35.5%	7.3%
2004	60.4%	31.4%	8.2%
2005	59.7%	32.1%	8.2%



	Day	Evening	Unknown
1992	59.8%	37.8%	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%
2005	66.4%	33.1%	0.5%

District Student Headcount by Day/Evening and by College, 1992 and 2001-2005 Fall Terms



	Day	Evening	Unknown
1992	67.3%	32.3%	0.3%
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%
2005	70.8%	26.8%	2.4%

Unit Load

Enrollment by unit load falls into three categories:

- Full-time load (12 or more units): 33.8% at CCCCD in 2005
- Middle-time load (6 to <12 units): 28.5% at CCCCD in 2005
- Part-time load (<6 units): 37.8% at CCCCD in 2005

Students who carry a part-time load of less than six units represent the largest segment of student enrollment (47% in 2001 and 38% in 2005). However, the proportionate share of this group has declined in the past five years. This decline amounted to 15% at LMC, 9% at CCC, 5% at DVC and 9% at the district.

The tuition increases in 2003 and 2004, along with the rising cost of textbooks, have either discouraged prospective part-time students from continuing; OR may have encouraged many of them to carry a relatively higher academic load to justify making the trip to the campus. It is also possible that increased awareness of the availability of financial aid for full-time students may have impacted the behavior of students. Finally, the decline in the number of adult learners may have contributed to this change.

This enrollment pattern is not limited to any of the three colleges. The direction of the change is similar, albeit at different rates. LMC and CCC experienced a 13% drop in the percentage of students carrying a lower load (<6 units) and a corresponding increase in the other two categories. DVC, on the other hand, lost 5% of this group at the expense of increased enrollment of other groups.

The demographic characteristics of students in these three categories indicate that part-time students are mostly female older students, while full-time students are mostly male younger students. More specifically:

- Females: 32% carry a full load (12+ hours) compared to 36% of the males.
- Young students: (<25 years): 47% carry a full load, compared to 5% of the students 50 years and older. Adult learners tend to enroll in part-time and middle-time course loads.

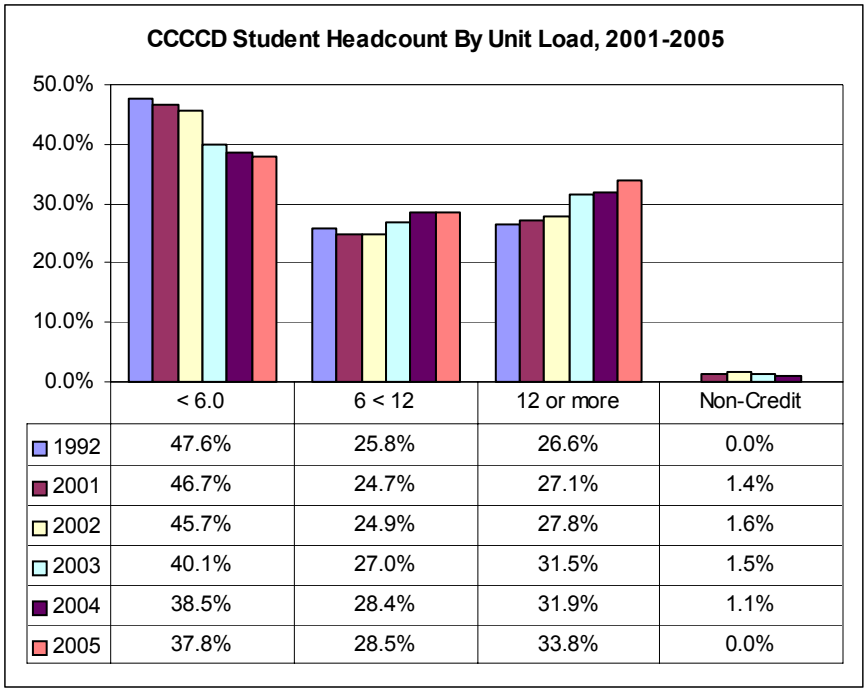
Regarding unit load by ethnicity and by day/evening:

- International students (the majority of Unknown ethnicity) tend to carry a full load of courses, while part-timers are mostly Whites, Native Americans, and Hispanics.
- A sizable majority (94%) of full-time students enroll in day classes, while part-time students enroll mostly (58%) in evening classes.

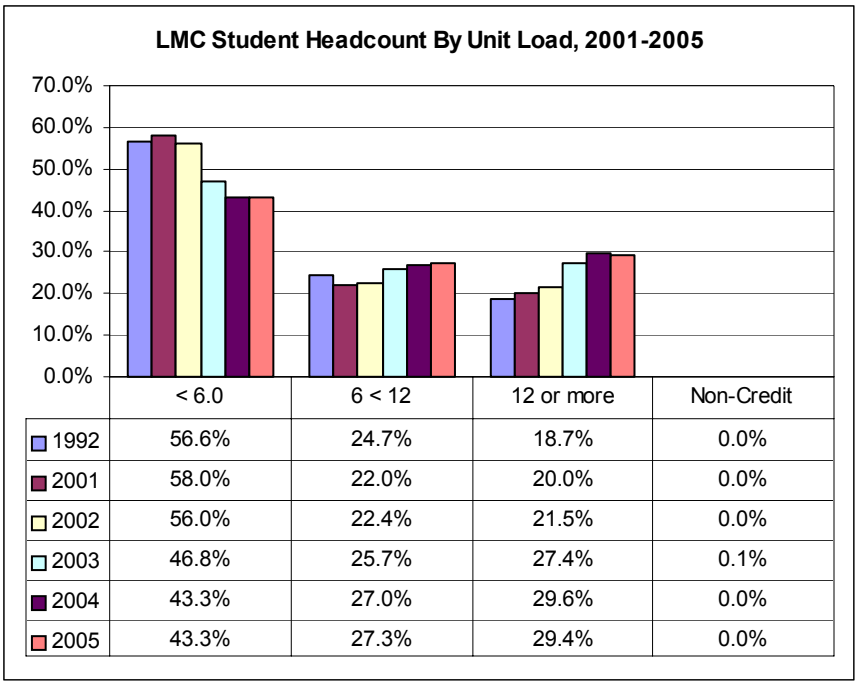
In summary, the analysis of enrollment by unit load re-affirms what is already known about the educational behavior of students. Enrollment and retention policies should take these factors into consideration. The gradual disappearance of adult learners as reflected in the decline of part-timers in the past five years is an important factor in designing future plans for enrollment growth.

District Student Headcount by Unit Load and by College, 1992 and 2001-2005 Fall Terms

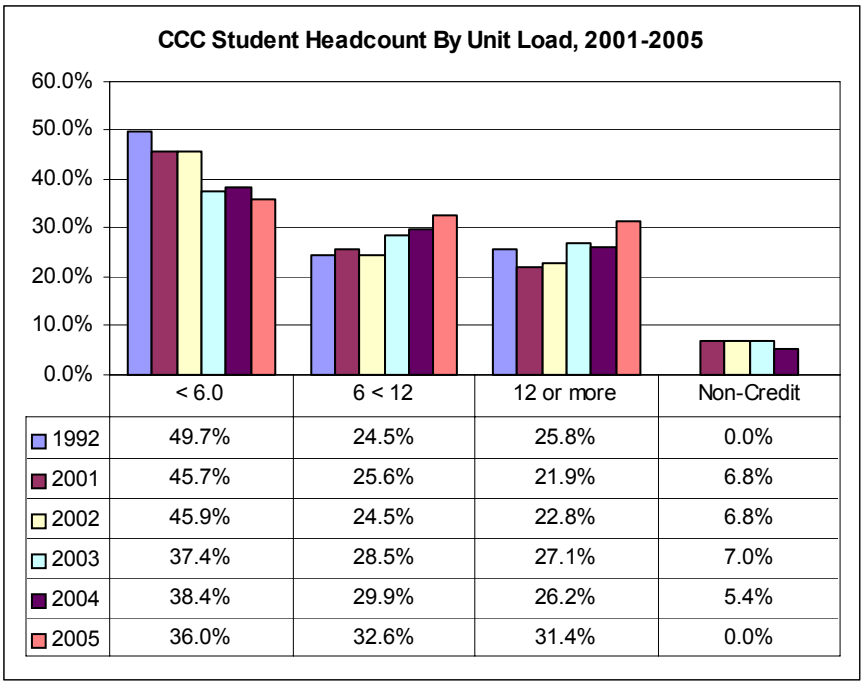
Fall Term	Unit Load	LMC		CCC		DVC		CCCCD	
1992	< 6.0	4,831	56.6%	4,457	49.7%	10,181	43.5%	19,469	47.6%
	6 < 12	2,107	24.7%	2,196	24.5%	6,230	26.6%	10,533	25.8%
	12 or more	1,601	18.7%	2,310	25.8%	6,987	29.9%	10,898	26.6%
	Non-Credit		0.0%	-	0.0%		0.0%	-	0.0%
2001	< 6.0	5,965	58.0%	3,863	45.7%	9,083	41.8%	18,911	46.7%
	6 < 12	2,263	22.0%	2,162	25.6%	5,579	25.7%	10,004	24.7%
	12 or more	2,061	20.0%	1,851	21.9%	7,075	32.5%	10,987	27.1%
	Non-Credit			573	6.8%			573	1.4%
2002	< 6.0	5,856	56.2%	4,646	45.9%	9,519	40.9%	20,021	45.7%
	6 < 12	2,330	22.4%	2,477	24.5%	6,093	26.2%	10,900	24.9%
	12 or more	2,237	21.5%	2,304	22.8%	7,648	32.9%	12,189	27.8%
	Non-Credit	1	0.0%	690	6.8%			691	1.6%
2003	< 6.0	4,199	46.8%	3,071	37.4%	8,480	38.3%	15,750	40.1%
	6 < 12	2,308	25.7%	2,340	28.5%	5,963	26.9%	10,611	27.0%
	12 or more	2,464	27.4%	2,221	27.1%	7,694	34.8%	12,379	31.5%
	Non-Credit	6	0.1%	578	7.0%			584	1.5%
2004	< 6.0	3,857	43.3%	3,093	38.4%	7,719	36.6%	14,669	38.5%
	6 < 12	2,407	27.0%	2,407	29.9%	6,001	28.4%	10,815	28.4%
	12 or more	2,635	29.6%	2,111	26.2%	7,392	35.0%	12,138	31.9%
	Non-Credit			437	5.4%			437	1.1%
2005	< 6.0	3,677	43.3%	2,660	36.0%	7,477	36.1%	13,814	37.8%
	6 < 12	2,323	27.3%	2,404	32.6%	5,691	27.5%	10,418	28.5%
	12 or more	2,496	29.4%	2,315	31.4%	7,536	36.4%	12,347	33.8%
	Non-Credit			1	0.0%			1	0.0%



District Student Headcount by Unit Load and by College, 1992 and 2001-2005 Fall Terms



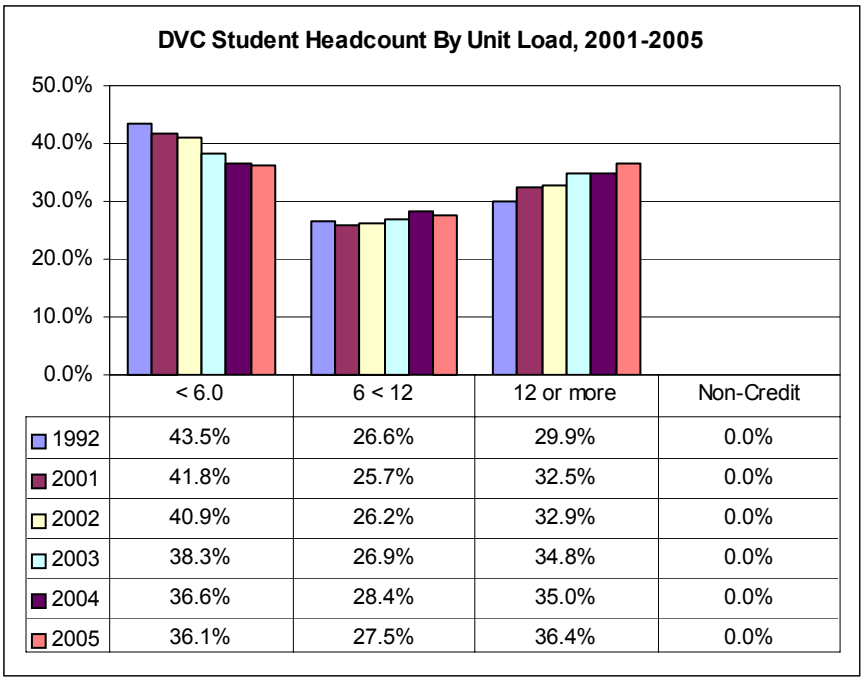
	< 6.0	6 < 12	12 or more	Non-Credit
1992	56.6%	24.7%	18.7%	0.0%
2001	58.0%	22.0%	20.0%	0.0%
2002	56.0%	22.4%	21.5%	0.0%
2003	46.8%	25.7%	27.4%	0.1%
2004	43.3%	27.0%	29.6%	0.0%
2005	43.3%	27.3%	29.4%	0.0%



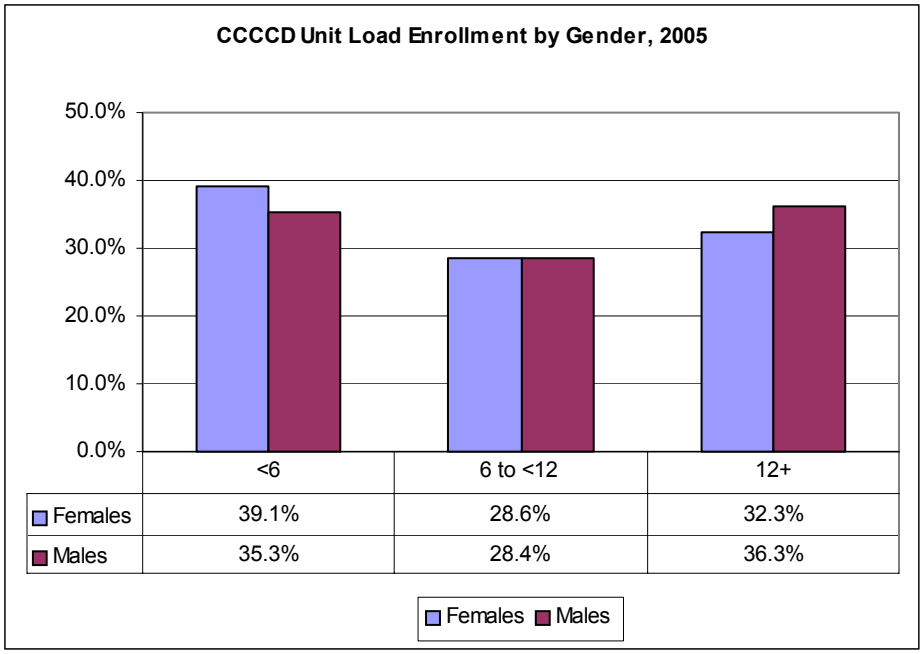
	< 6.0	6 < 12	12 or more	Non-Credit
1992	49.7%	24.5%	25.8%	0.0%
2001	45.7%	25.6%	21.9%	6.8%
2002	45.9%	24.5%	22.8%	6.8%
2003	37.4%	28.5%	27.1%	7.0%
2004	38.4%	29.9%	26.2%	5.4%
2005	36.0%	32.6%	31.4%	0.0%

Source: CCCCO MIS Data Mart

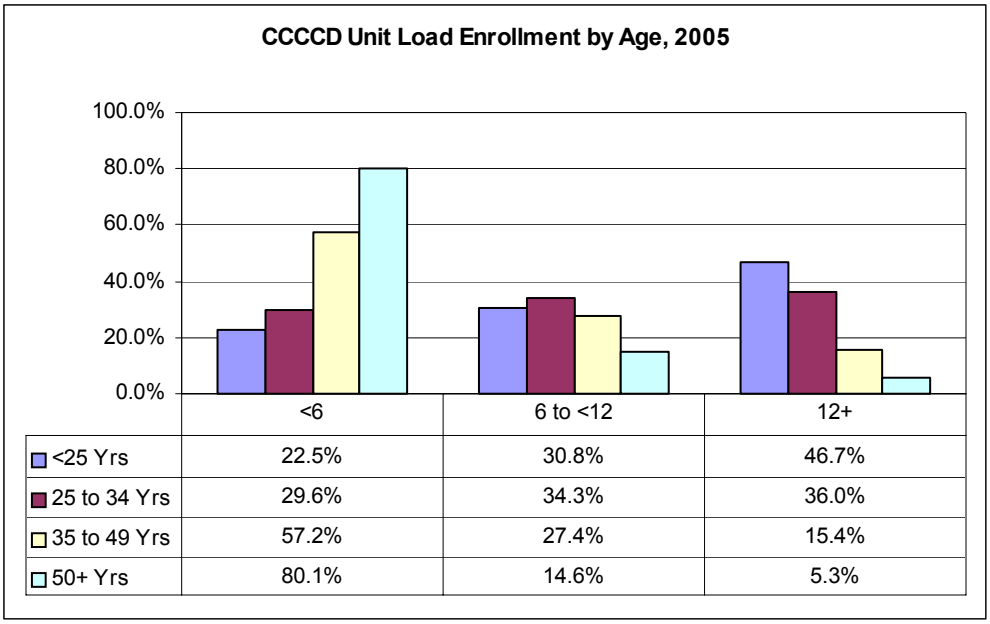
District Student Headcount by Unit Load and by College, 1992 and 2001-2005 Fall Terms



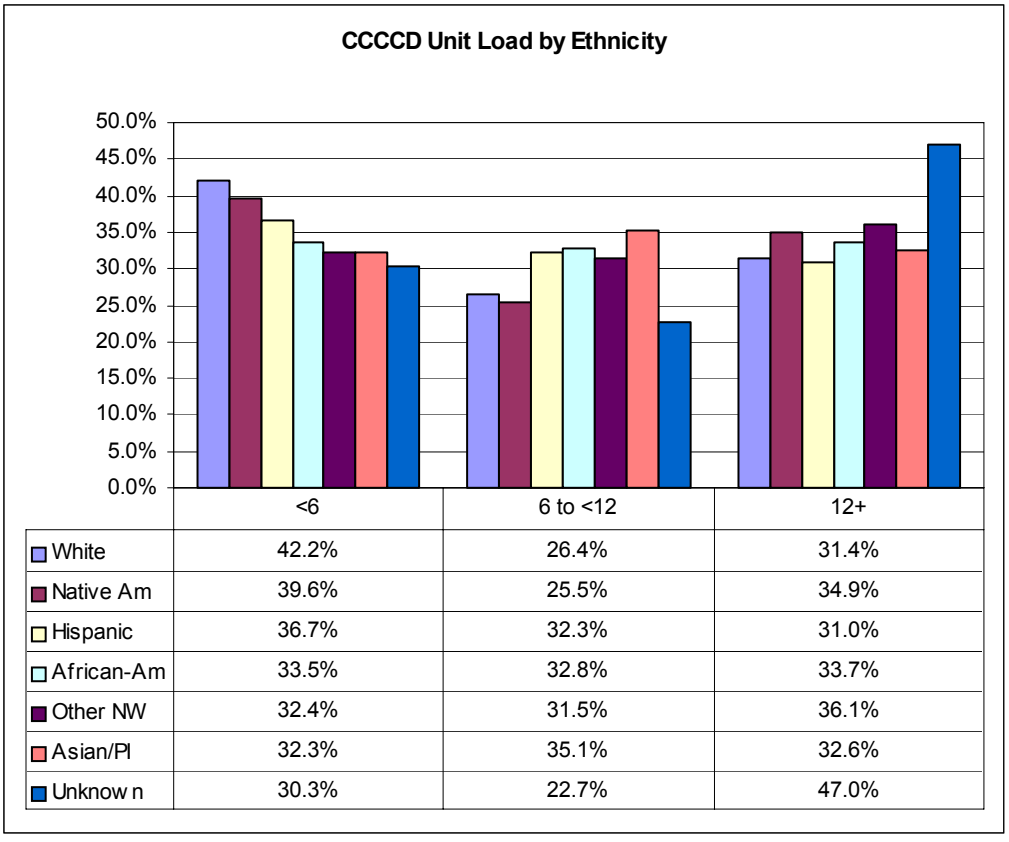
	< 6.0	6 < 12	12 or more	Non-Credit
1992	43.5%	26.6%	29.9%	0.0%
2001	41.8%	25.7%	32.5%	0.0%
2002	40.9%	26.2%	32.9%	0.0%
2003	38.3%	26.9%	34.8%	0.0%
2004	36.6%	28.4%	35.0%	0.0%
2005	36.1%	27.5%	36.4%	0.0%



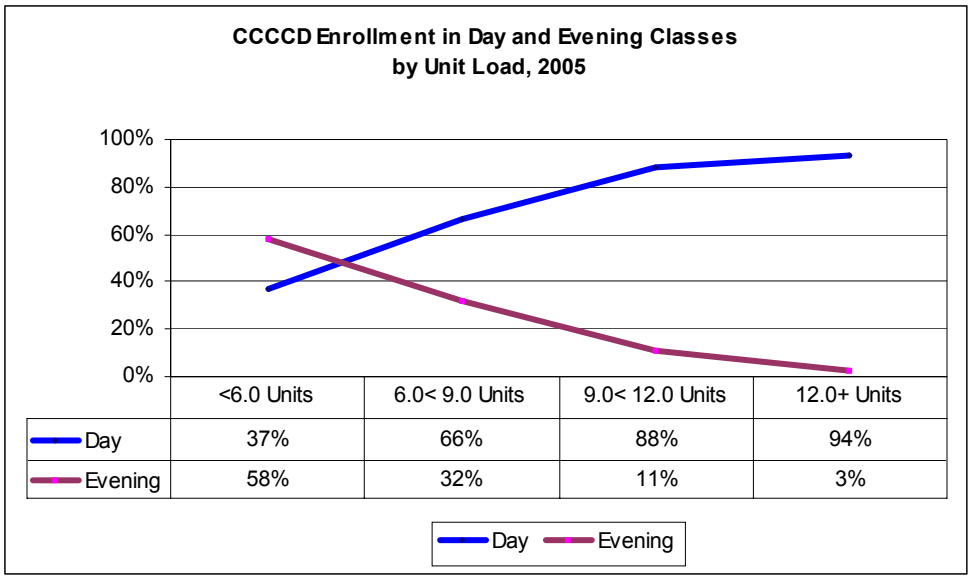
	<6	6 to <12	12+
Females	39.1%	28.6%	32.3%
Males	35.3%	28.4%	36.3%



	<6	6 to <12	12+
<25 Yrs	22.5%	30.8%	46.7%
25 to 34 Yrs	29.6%	34.3%	36.0%
35 to 49 Yrs	57.2%	27.4%	15.4%
50+ Yrs	80.1%	14.6%	5.3%



	<6	6 to <12	12+
White	42.2%	26.4%	31.4%
Native Am	39.6%	25.5%	34.9%
Hispanic	36.7%	32.3%	31.0%
African-Am	33.5%	32.8%	33.7%
Other NW	32.4%	31.5%	36.1%
Asian/PI	32.3%	35.1%	32.6%
Unknown	30.3%	22.7%	47.0%



Source: CCCCO MIS Data Mart

Geographical Location of Students

Analysis of students' geographical location sheds light on the extent of educational services provided by the district and its three colleges. This analysis is limited in scope to only the fall term of 2004. The sum of the totals shown in the following table include the duplicated count of students who are concurrently enrolled in more than one college in the district.

The majority of the students enrolled at the three colleges reside in Contra Costa County (85.7%). Another 14.3% reside in the neighboring counties of Alameda, Solano, and other counties. This breakdown varies among the three colleges.

LMC attracts the highest percentage (94.0%) from Contra Costa County, compared to 86.6% for CCC and 81.8% for DVC. Furthermore, the percentage of students residing in the respective college service areas varies. For CCC, 81.1% of the students reside in West county, compared to 78.8% for LMC in East county and 62.5% for DVC in Central county.

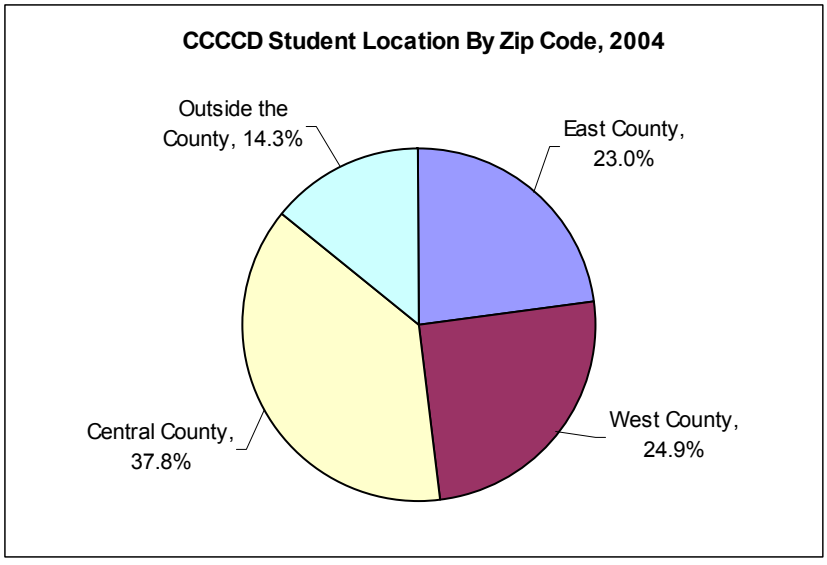
In summary, DVC attracts the largest percentage of students from outside its own service area (37.5%), followed by LMC (19.0%) and CCC (17.1%). The significance of this analysis is that each college has a different marketing mix that will probably require different recruitment strategies.

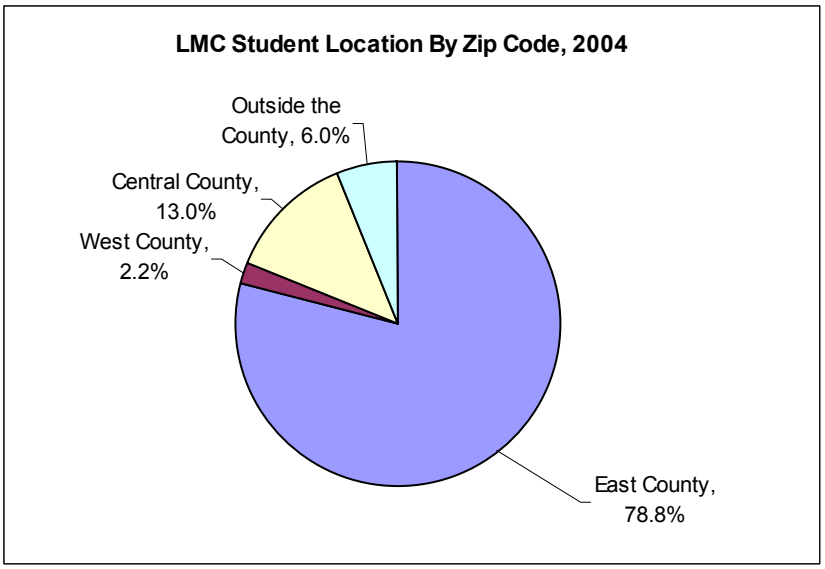
Count of Student Locations by Zip Codes, 2004

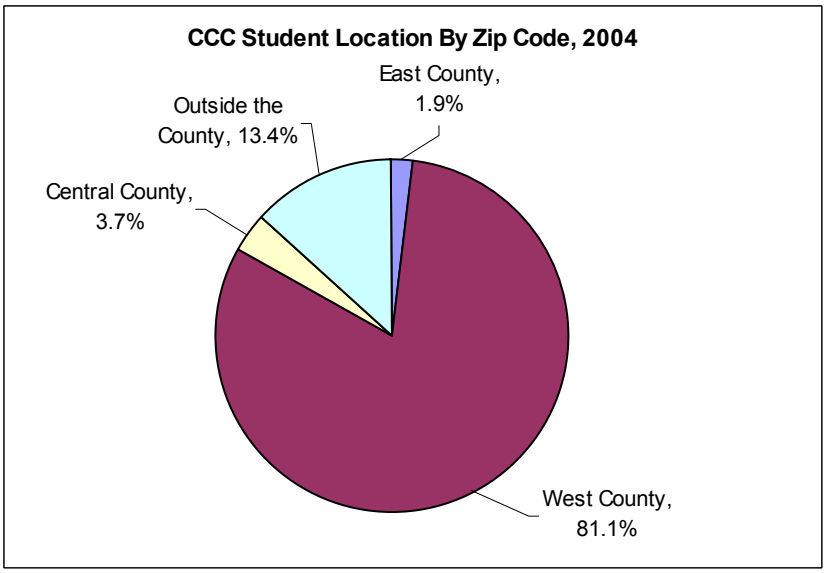
Institution	East County	West County	Central County	Total from Contra Costa County	Alameda County	Solano County	Other Counties	Outside CCC	Total
LMC	8,015	226	1,319	9,560	196	181	238	615	10,175
CCC	189	7,958	359	8,506	810	347	155	1,312	9,818
DVC	1,873	2,694	14,835	19,402	2,041	1,625	660	4,326	23,728
CCCCD	10,077	10,878	16,513	37,468	3,047	2,153	1,053	6,253	43,721

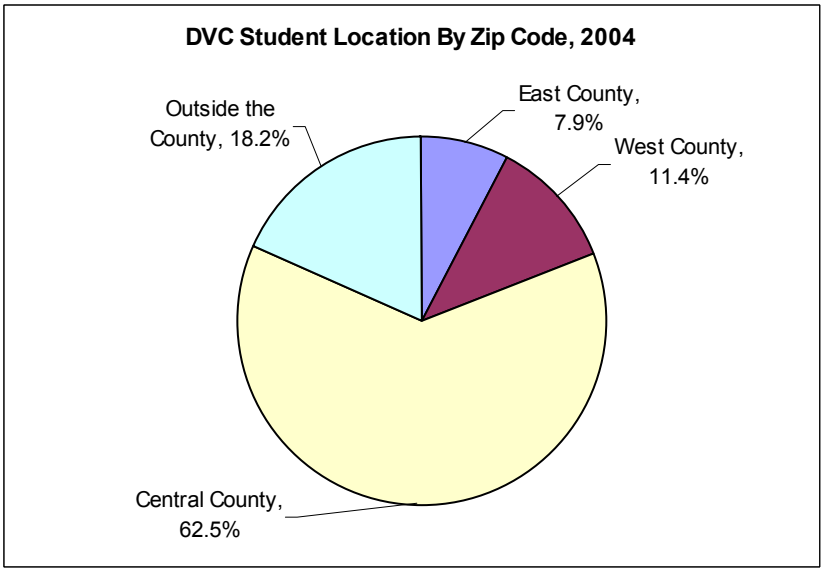
Percentage of Student Locations by Zip Codes, 2004

Institution	East County	West County	Central County	Total from Contra Costa County	Alameda County	Solano County	Other Counties	Outside CCC	Total
LMC	78.8%	2.2%	13.0%	94.0%	1.9%	1.8%	2.3%	6.0%	100.0%
CCC	1.9%	81.1%	3.7%	86.6%	8.3%	3.5%	1.6%	13.4%	100.0%
DVC	7.9%	11.4%	62.5%	81.8%	8.6%	6.8%	2.8%	18.2%	100.0%
CCCCD	23.0%	24.9%	37.8%	85.7%	7.0%	4.9%	2.4%	14.3%	100.0%

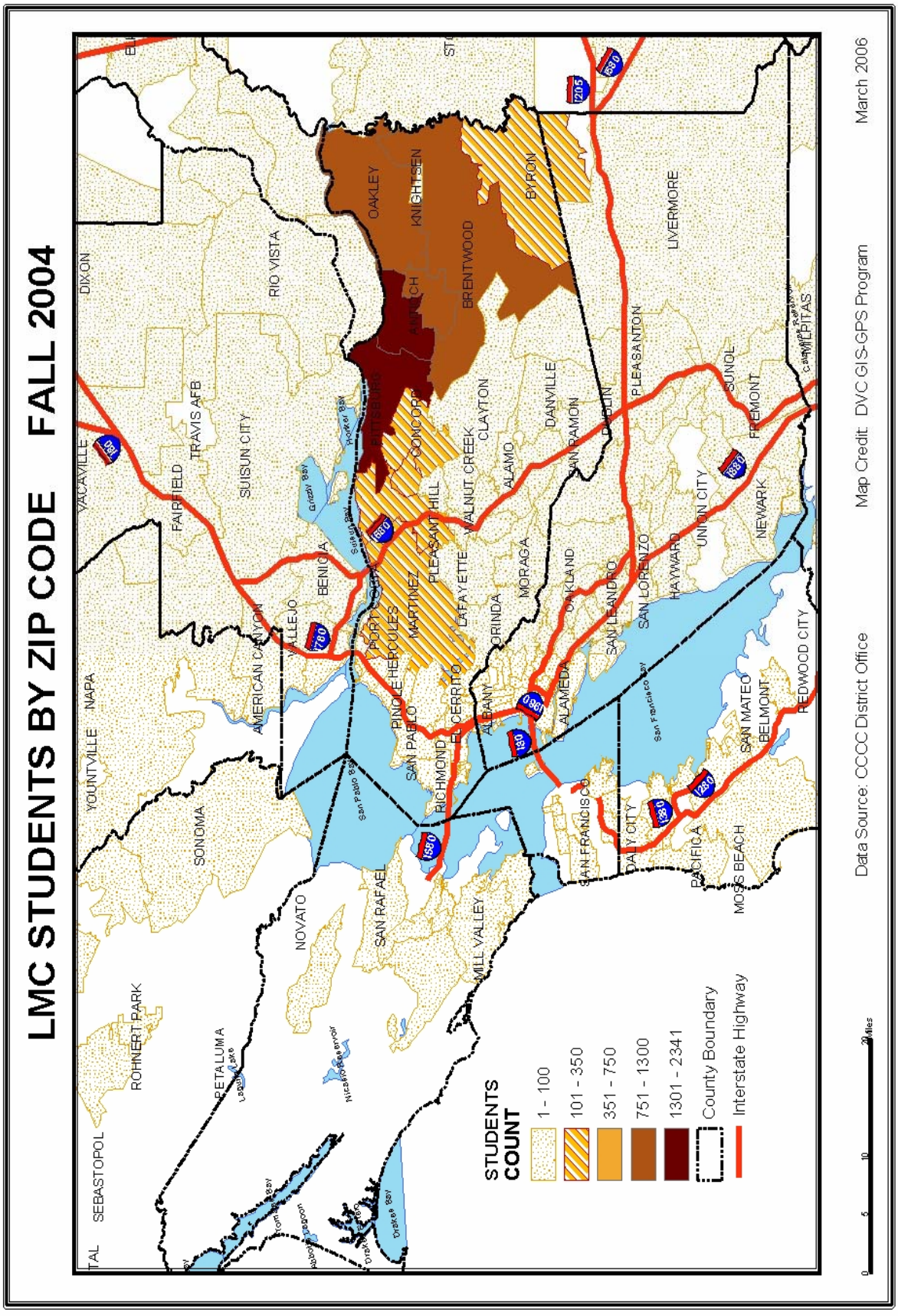




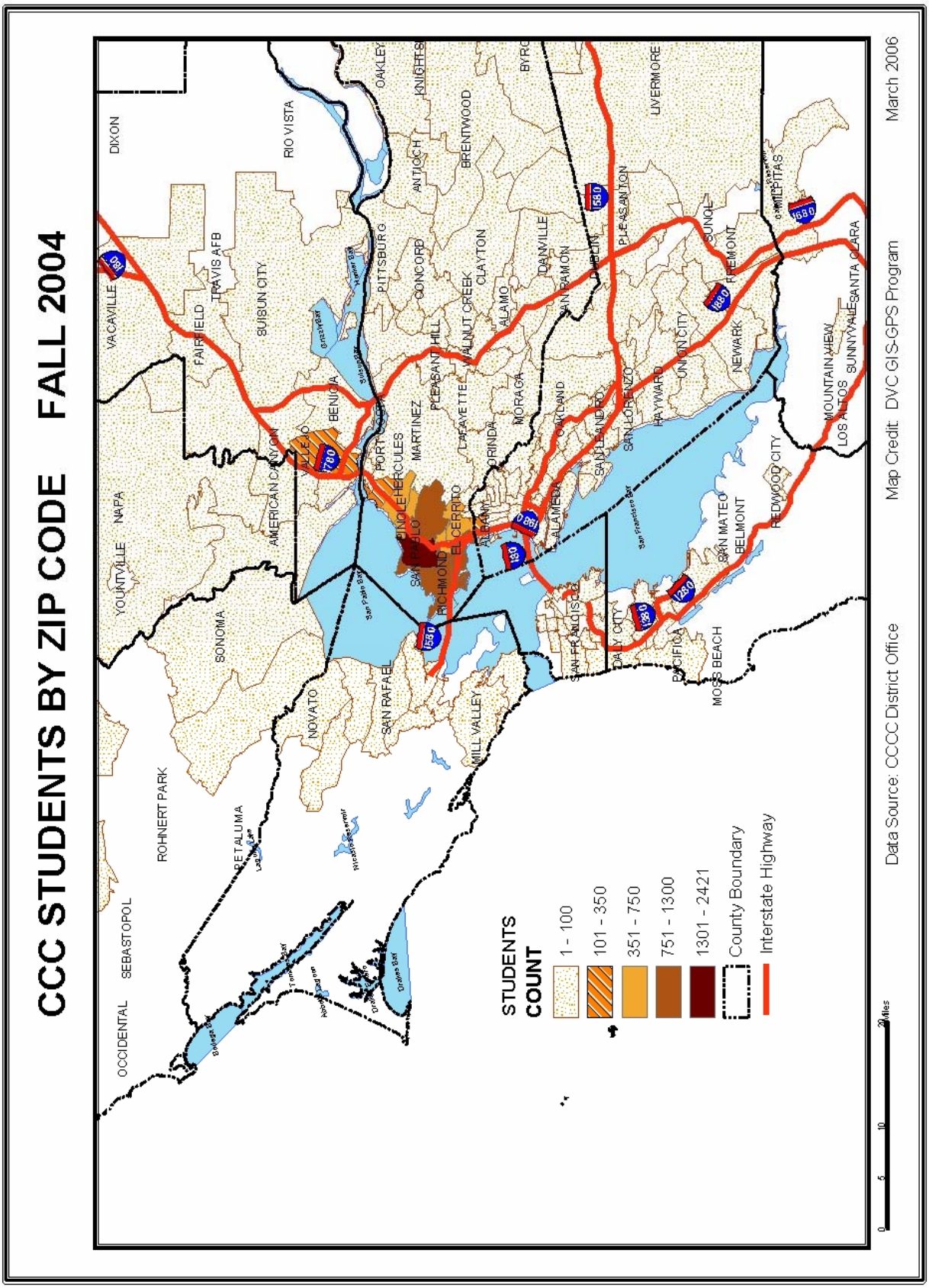




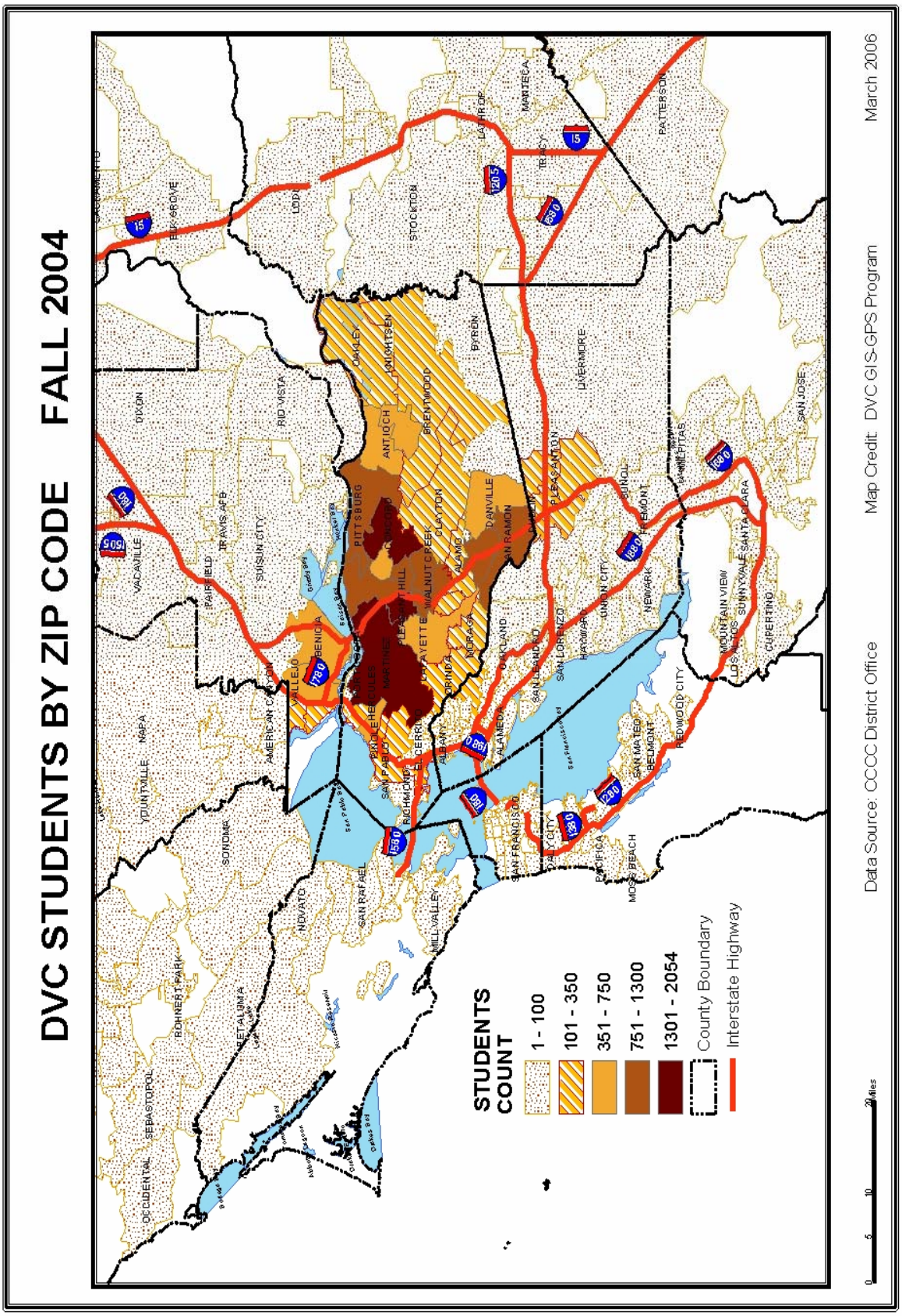
Source: Contra Costa Community College District, IT Research



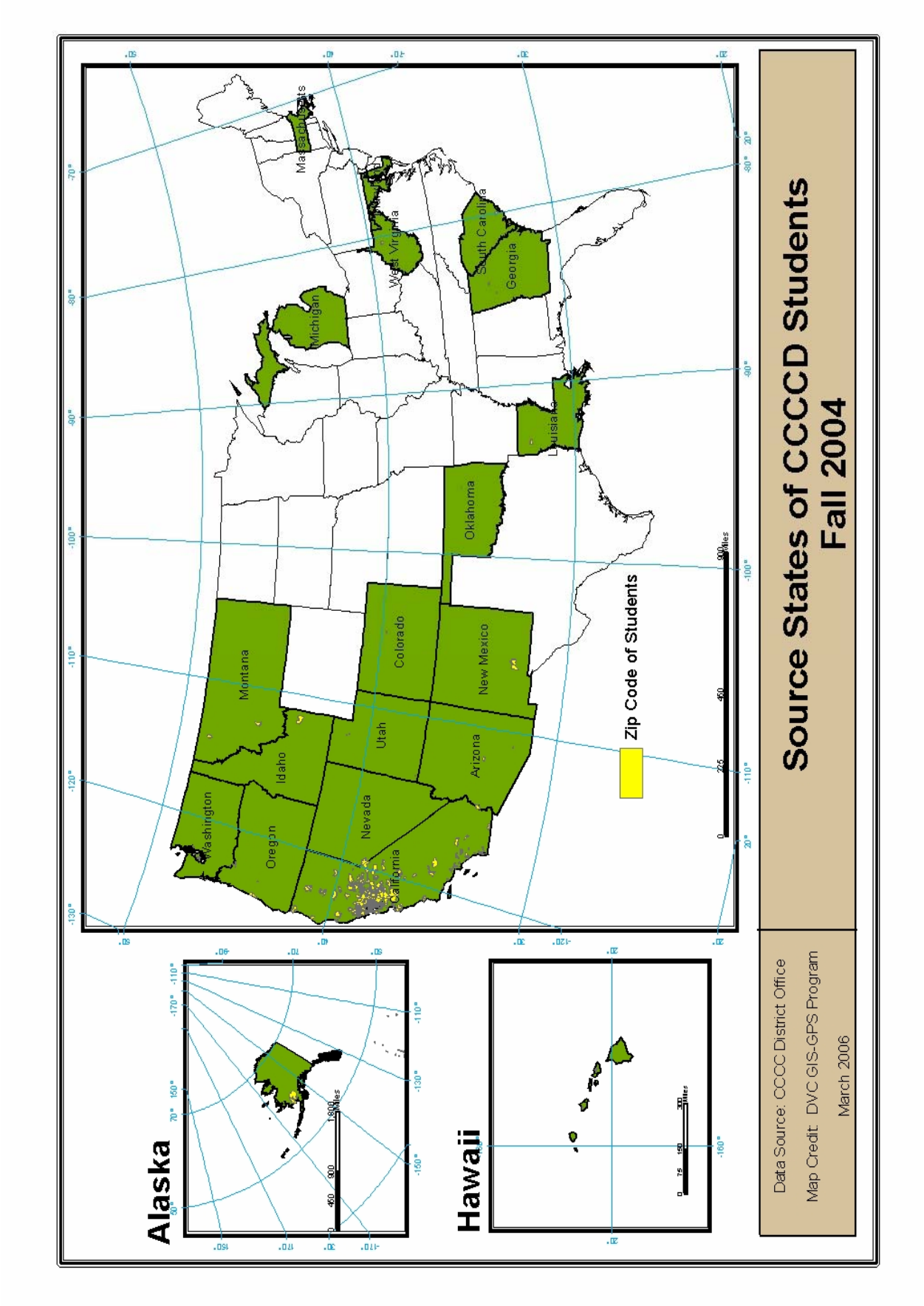
Source: Benita Sinha, Diablo Valley College Geography Department



Source: Benita Sinha, Diablo Valley College Geography Department



Source: Benita Sinha, Diablo Valley College Geography Department



Source: Benita Sinha, Diablo Valley College Geography Department

2. Student Achievement

Providing student access to higher educational opportunity is a key component of the mission of CCCCD. Of equal importance is enhancing students' academic progress throughout their academic career. While community colleges have succeeded in opening the doors for educational opportunities for all segments of society, these institutions face a greater challenge for ensuring that students succeed, graduate, and transfer to four-year institutions. A much greater challenge is to ensure that all student groups regardless of age, gender, ethnicity, or disability have an equal opportunity for success during their matriculation.

A few of the important current issues facing the district and the colleges include the following:

- Increasing the institutions' success and retention rates for all groups while maintaining the highest standard of educational quality
- Increasing the institution's graduation rates
- Increasing transfer rates to four-year institutions
- Reducing time-to-graduation
- Closing the gap between under-represented students and other students
- Increasing basic skills improvement rates
- Implementing efficient and effective retention programs
- Establishing and maintaining effective measures for assessment of student learning outcomes and using the results of assessment for future improvement.

This section provides information about five indicators of student achievement including success, retention, persistence, graduation, transfer to four-year institutions, and basic skills improvement.

Success and Retention

Discussion in this section focuses on course success and retention as defined by the State Community Colleges Chancellor's Office. Data are presented for five fall terms, 2001 to 2005 and are derived from the state's MIS Data Mart.

Success Rates

The course success rate is the percent of students who were successful in completing courses out of the total enrolled in these courses. The success rate is calculated by dividing the number of enrollments with grades of A, B, C, and CR over the total number of enrollments at the end of term with grades of A, B, C, D, F, CR, NC, W, and I.

- The success rate for all students at CCCCD was 68.8% in fall 2005 with some variations among colleges as follows:
  - ⇒ LMC had an average success rate of 66.8%
  - ⇒ CCC had an average success rate of 65.2%
  - ⇒ DVC had an average success rate of 70.7%
- Success rates vary among ethnic groups with African Americans having the lowest success rate (54.2%), followed by Hispanics at 65.7%. Whites, Asian/PIs, and Interna-

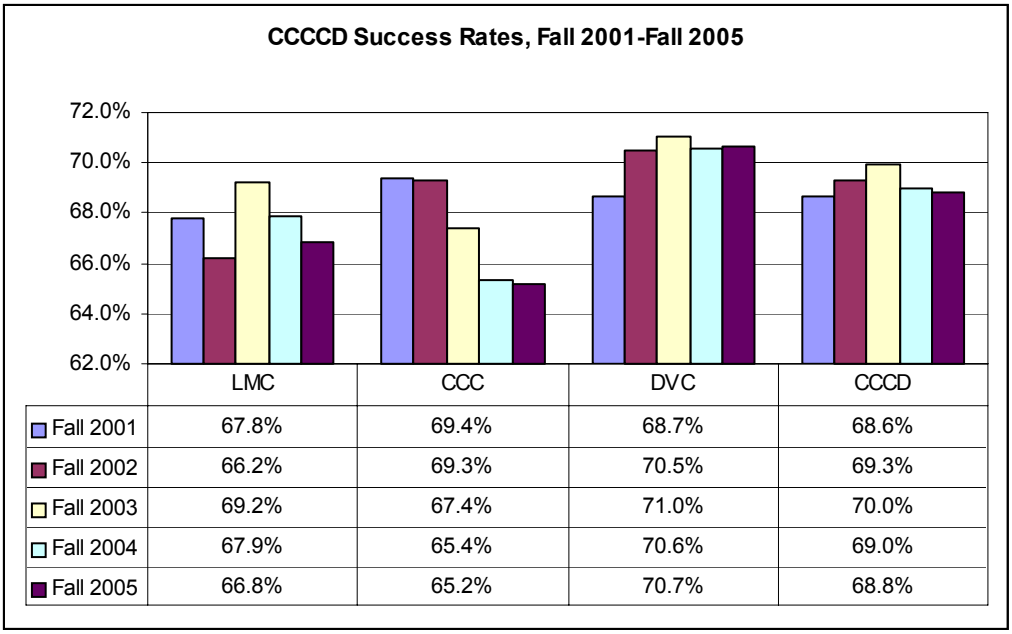
tional students fared better than other groups with success rates that were 10% to 20% higher than those of African Americans and Hispanics.

- In the past five years, success rates fluctuated in all three colleges. However, the widest fluctuation took place at CCC (from 69.4% in 2001 to 65.2% in 2005) and the narrowest range was at DVC (68.7% in 2001 compared to 71.0% in 2003). LMC's range of fluctuation was between 66.2% in 2002 and 69.2% in 2003.
- Success rates reflect, for the most part, the students' pre-collegiate academic preparation. Students from high schools with high scores in the Academic Performance Index (API) tend to be more successful than others from schools with low API scores. As was discussed earlier in the section on External Environment, there was a high degree of correlation between college success rates and the API scores. In general students from Central county graduate from schools with high API scores. Since the majority of students who attend DVC come from these schools, the course success rates at that college are usually higher than those at the other two institutions of CCCCD.

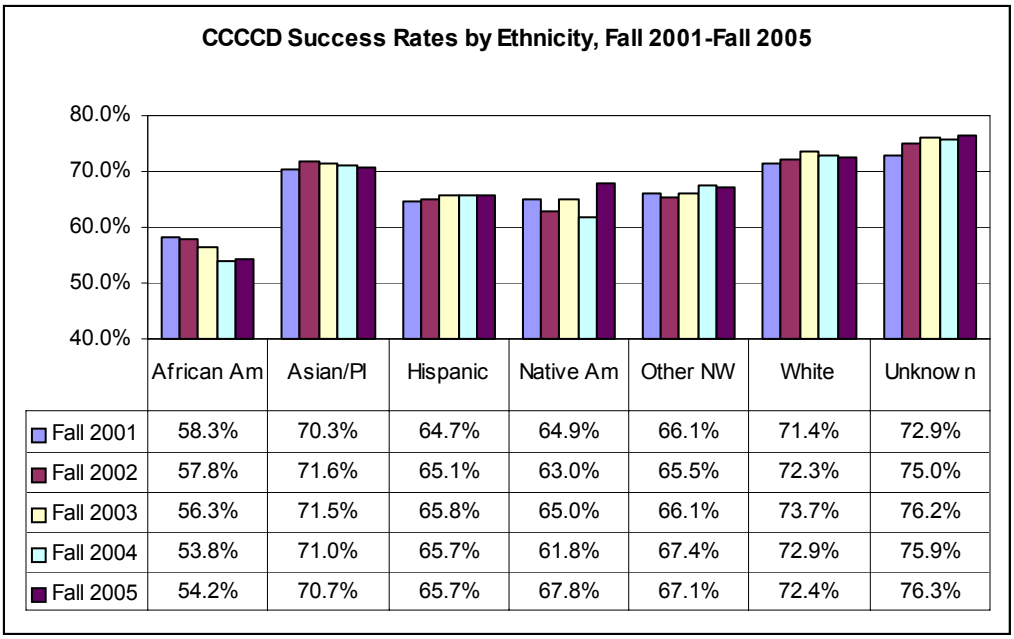
Success Rates in Credit Courses by Ethnicity, Fall 2001-Fall 2005

Site/Ethnicity	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Number	Success Rate	Number	Success Rate	Number	Success Rate	Number	Success Rate	Number	Success Rate
LMC Total	**15,733**	**67.8%**	**16,083**	**66.2%**	**14,654**	**69.2%**	**14,806**	**67.9%**	**13,751**	**66.8%**
African American	1,588	55.5%	1,697	49.2%	1,445	53.2%	1,554	50.6%	1,652	51.9%
Asian/PI	1,882	69.5%	2,071	69.8%	1,905	70.9%	1,991	72.1%	1,829	71.7%
Hispanic	2,861	66.0%	3,817	66.9%	3,059	66.8%	3,326	67.3%	3,149	65.5%
Native American	152	64.7%	92	64.3%	137	68.8%	93	59.6%	107	67.7%
Other Non-White	348	61.8%	368	59.9%	382	65.1%	358	67.7%	354	63.9%
White	8,013	71.5%	7,942	71.7%	6,998	75.1%	6,712	72.7%	5,996	71.7%
Unknown	889	67.5%	798	65.8%	728	66.7%	772	68.7%	664	68.3%
CCC Total	**13,788**	**69.4%**	**16,472**	**69.3%**	**13,268**	**67.4%**	**12,883**	**65.4%**	**12,298**	**65.2%**
African American	3,708	63.3%	4,222	62.6%	3,285	57.9%	3,214	55.5%	3,144	55.4%
Asian/PI	3,405	73.8%	4,056	75.1%	3,376	73.7%	3,133	70.5%	2,986	72.4%
Hispanic	2,780	66.7%	3,817	66.9%	3,318	66.4%	3,479	67.0%	3,371	66.1%
Native American	89	69.5%	92	64.3%	55	52.4%	53	52.0%	58	62.4%
Other Non-White	374	71.4%	416	65.3%	329	71.1%	394	70.4%	340	68.0%
White	2,750	77.2%	3,009	75.4%	2,356	76.8%	2,096	74.2%	1,841	72.8%
Unknown	682	67.0%	860	75.6%	549	69.4%	514	64.3%	558	65.3%
DVC Total	**42,824**	**68.7%**	**45,981**	**70.5%**	**44,021**	**71.0%**	**41,970**	**70.6%**	**41,446**	**70.7%**
African American	1,623	51.6%	1,813	56.8%	1,802	56.0%	1,902	53.8%	1,894	54.4%
Asian/PI	8,267	69.2%	8,677	70.6%	8,441	70.8%	8,020	70.9%	7,266	69.7%
Hispanic	4,226	62.6%	4,518	64.1%	4,596	64.7%	4,626	63.8%	4,733	65.5%
Native American	272	63.6%	255	60.0%	250	66.5%	281	64.9%	279	69.1%
Other Non-White	1,503	65.9%	1,595	67.0%	1,315	65.2%	1,273	66.4%	1,298	67.8%
White	22,430	70.6%	23,264	72.2%	22,081	73.0%	20,714	72.8%	20,357	72.5%
Unknown	4,503	75.1%	5,859	76.4%	5,536	78.4%	5,154	78.5%	5,619	78.7%
CCCCD Total	**72,345**	**68.6%**	**78,536**	**69.3%**	**71,943**	**70.0%**	**69,659**	**69.0%**	**67,495**	**68.8%**
African American	6,919	58.3%	7,732	57.8%	6,532	56.3%	6,670	53.8%	6,690	54.2%
Asian/PI	13,554	70.3%	14,804	71.6%	13,722	71.5%	13,144	71.0%	12,081	70.7%
Hispanic	9,867	64.7%	11,389	65.1%	10,973	65.8%	11,431	65.7%	11,253	65.7%
Native American	513	64.9%	500	63.0%	442	65.0%	427	61.8%	444	67.8%
Other Non-White	2,225	66.1%	2,379	65.5%	2,026	66.1%	2,025	67.4%	1,992	67.1%
White	33,193	71.4%	34,215	72.3%	31,435	73.7%	29,522	72.9%	28,194	72.4%
Unknown	6,074	72.9%	7,517	75.0%	6,813	76.2%	6,440	75.9%	6,841	76.3%

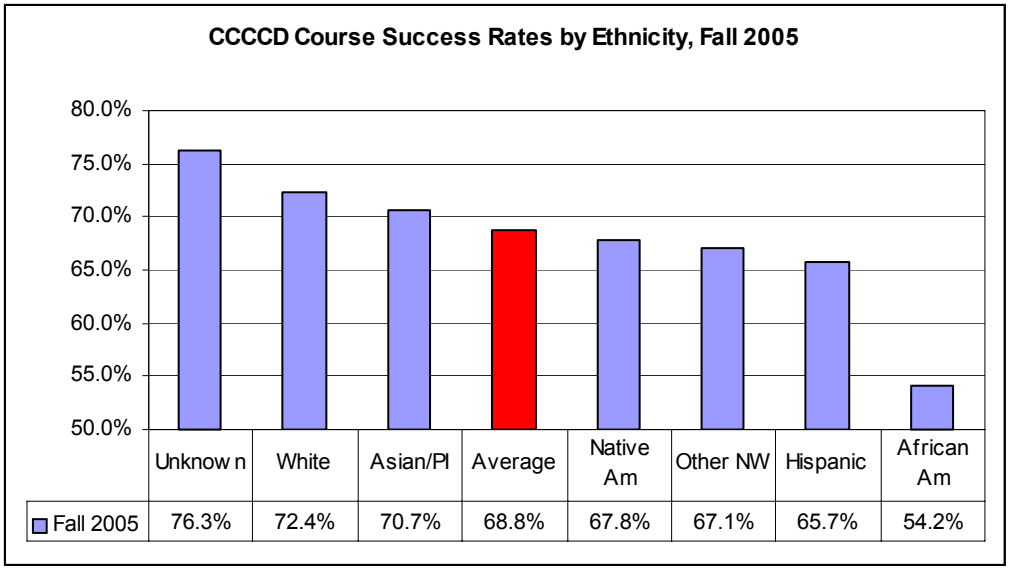
Source: State Chancellor's Data Mart. Credit courses only.

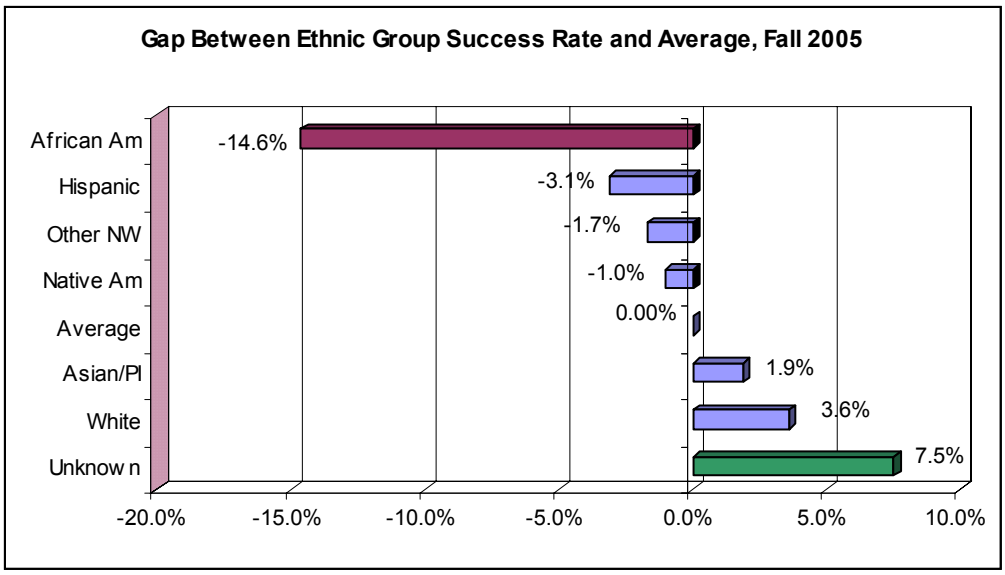


	LMC	CCC	DVC	CCCD
Fall 2001	67.8%	69.4%	68.7%	68.6%
Fall 2002	66.2%	69.3%	70.5%	69.3%
Fall 2003	69.2%	67.4%	71.0%	70.0%
Fall 2004	67.9%	65.4%	70.6%	69.0%
Fall 2005	66.8%	65.2%	70.7%	68.8%



	African Am	Asian/PI	Hispanic	Native Am	Other NW	White	Unknow n
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%


CCCCD Course Success Rates by Ethnicity, Fall 2005
80.0%
75.0%
70.0%
65.0%
60.0%
55.0%
50.0%
Unknown
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%


Gap Between Ethnic Group Success Rate and Average, Fall 2005
African Am
Hispanic
Other NW
Native Am
Average
Asian/PI
White
Unknown
-14.6%
-3.1%
-1.7%
-1.0%
0.00%
1.9%
3.6%
7.5%
-20.0%
-15.0%
-10.0%
-5.0%
0.0%
5.0%
10.0%

Retention Rates

The course retention rate is the percent of students retained in the course at the end of term out of the total enrolled in those courses. The retention rate is calculated by dividing the number of enrollments with grades of A, B, C, D, F, CR, NC, or I over the total number of enrollments with grades of A, B, C, D, F, CR, NC, W, and I. The following observations may be made:

- The retention rate for all students at CCCCD stood at 82.8% in fall 2005 with slight variations among the colleges:
  - ⇒ LMC had an average retention rate of 82.7%
  - ⇒ CCC had an average retention rate of 80.6%
  - ⇒ DVC had an average retention rate of 82.6%

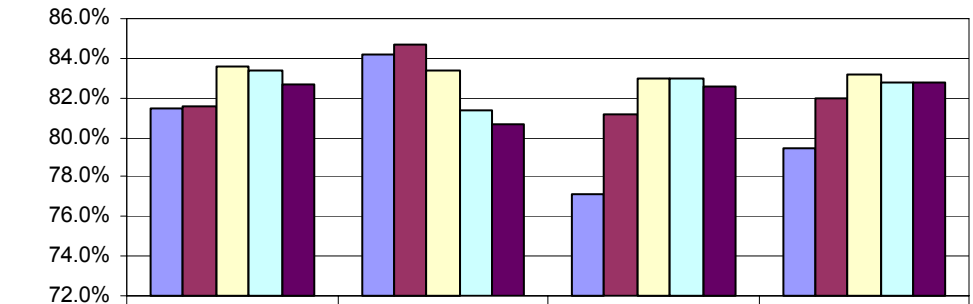
- In fall 2005 the retention rate for African-American students (74.9%) was almost 10 percentage points below that of the White students (84.5%). Native Americans also had a relatively low retention rate (78.9%). International students ("Unknown") registered a consistently higher rate of retention compared to all groups (86.7%). The high rate of retention for international students is consistent with other data presented earlier regarding unit load. These students are a select, self-directed group who are highly motivated to succeed and transfer to four-year institutions.

Retention Rates in Credit Courses by Ethnicity, Fall 2001-Fall 2005

Site/Ethnicity	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Number	Retention Rate	Number	Retention Rate	Number	Retention Rate	Number	Retention Rate	Number	Retention Rate
LMC Total	**18,917**	**81.5%**	**19,806**	**81.6%**	**17,693**	**83.6%**	**18,189**	**83.4%**	**17,014**	**82.7%**
African American	2,161	75.6%	2,461	71.3%	2,078	76.6%	2,269	73.9%	2,381	74.7%
Asian/PI	2,252	83.2%	2,476	83.4%	2,267	84.4%	2,367	85.8%	2,207	86.5%
Hispanic	3,528	81.4%	3,863	81.6%	3,766	82.3%	4,162	84.2%	3,976	82.8%
Native American	186	79.2%	180	79.7%	165	82.9%	122	78.2%	138	87.3%
Other Non-White	450	79.9%	502	81.8%	468	79.7%	429	81.1%	454	81.9%
White	9,275	82.8%	9,359	84.5%	8,045	86.3%	7,889	85.5%	7,063	84.5%
Unknown	1,065	80.8%	965	79.6%	904	82.9%	951	84.6%	795	81.8%
CCC Total	**16,748**	**84.2%**	**20,271**	**84.7%**	**16,521**	**83.4%**	**16,050**	**81.4%**	**15,217**	**80.6%**
African American	4,786	81.6%	5,510	81.1%	4,447	78.1%	4,359	75.3%	4,268	75.2%
Asian/PI	3,980	86.2%	4,710	87.2%	3,972	86.6%	3,731	83.9%	3,501	84.9%
Hispanic	3,466	83.1%	4,887	84.6%	4,232	83.8%	4,337	83.6%	4,159	81.6%
Native American	107	83.6%	117	81.3%	79	74.5%	72	70.6%	76	81.7%
Other Non-White	451	86.1%	508	79.8%	402	86.6%	462	82.5%	410	82.0%
White	3,109	87.3%	3,507	87.5%	2,720	87.7%	2,441	86.5%	2,131	84.3%
Unknown	849	83.3%	1,032	87.7%	669	84.3%	648	81.0%	672	78.7%
DVC Total	**48,068**	**77.1%**	**52,986**	**81.2%**	**51,410**	**83.0%**	**49,370**	**83.0%**	**48,426**	**82.6%**
African American	2,035	64.7%	2,351	73.6%	2,435	75.7%	2,650	75.0%	2,635	75.7%
Asian/PI	9,310	77.9%	10,018	81.5%	9,911	83.1%	9,405	83.2%	8,514	81.7%
Hispanic	4,889	72.4%	5,449	77.3%	5,671	79.8%	5,790	79.9%	5,751	79.5%
Native American	317	74.1%	315	74.1%	299	79.5%	351	81.1%	337	83.4%
Other Non-White	1,724	75.7%	1,891	79.4%	1,615	80.1%	1,529	79.8%	1,546	80.8%
White	24,858	78.3%	26,400	81.9%	25,280	83.6%	23,887	84.0%	23,409	83.4%
Unknown	4,935	82.4%	6,562	85.5%	6,199	87.8%	5,758	87.7%	6,234	87.3%
CCCCD Total	**83,733**	**79.4%**	**93,063**	**82.0%**	**85,624**	**83.2%**	**83,609**	**82.8%**	**80,657**	**82.2%**
African American	8,982	75.7%	10,322	76.8%	8,960	77.1%	9,278	74.9%	9,284	75.2%
Asian/PI	15,542	80.6%	17,204	83.2%	16,150	84.1%	15,503	83.8%	14,222	83.2%
Hispanic	11,883	77.9%	14,199	80.9%	13,669	81.7%	14,289	82.2%	13,886	81.1%
Native American	610	77.1%	612	77.0%	543	79.7%	545	78.9%	551	84.1%
Other Non-White	2,625	78.0%	2,901	79.9%	2,485	81.0%	2,420	80.5%	2,410	81.2%
White	37,242	80.1%	39,266	83.0%	36,045	84.5%	34,217	84.5%	32,603	83.7%
Unknown	6,849	82.2%	8,559	85.1%	7,772	86.9%	7,357	86.7%	7,701	85.9%

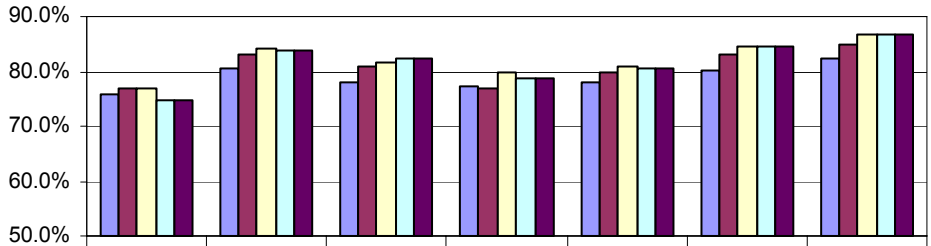
Source: State Chancellor's Data Mart. Credit courses only.

CCCCD Retention Rates by College, Fall 2001-Fall 2005

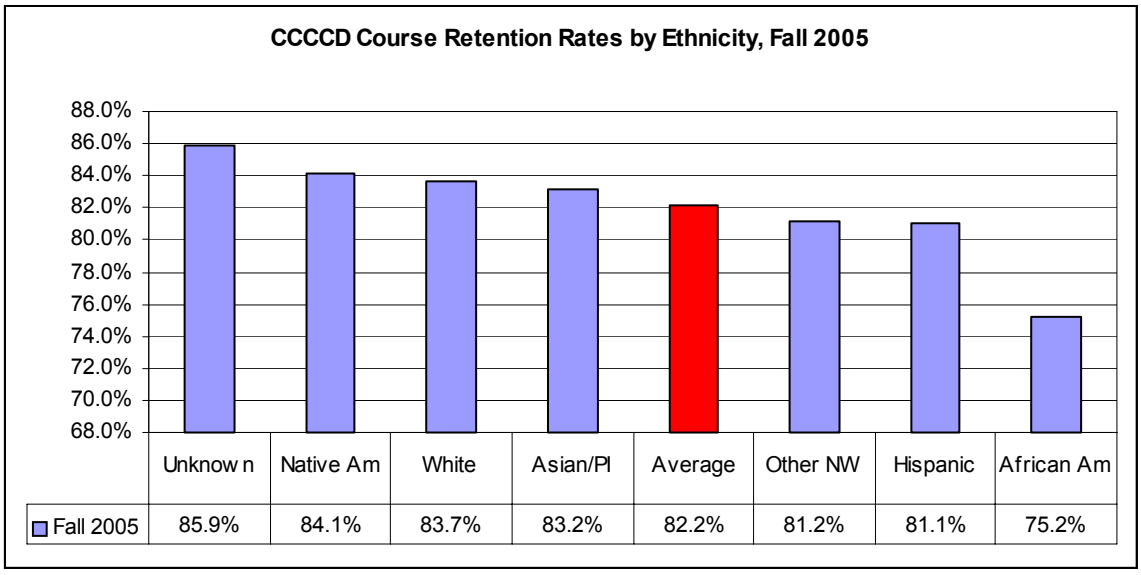


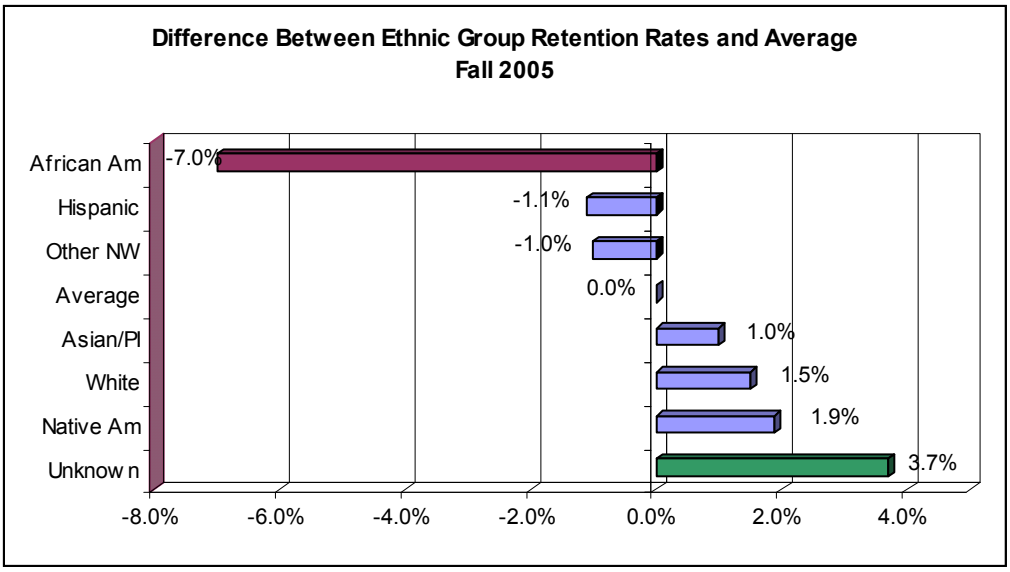
	LMC	CCC	DVC	CCCCD
Fall 2001	81.5%	84.2%	77.1%	79.4%
Fall 2002	81.6%	84.7%	81.2%	82.0%
Fall 2003	83.6%	83.4%	83.0%	83.2%
Fall 2004	83.4%	81.4%	83.0%	82.8%
Fall 2005	82.7%	80.6%	82.6%	82.8%

CCCCD Retention by Ethnicity, Fall 2001-Fall 2005



	African-Am	Asian/PI	Hispanic	Native Am	Other NW	White	Unknow n
Fall 2001	75.7%	80.6%	77.9%	77.1%	78.0%	80.1%	82.2%
Fall 2002	76.8%	83.2%	80.9%	77.0%	79.9%	83.0%	85.1%
Fall 2003	77.1%	84.1%	81.7%	79.7%	81.0%	84.5%	86.9%
Fall 2004	74.9%	83.8%	82.2%	78.9%	80.5%	84.5%	86.7%
Fall 2005	74.9%	83.8%	82.2%	78.9%	80.5%	84.5%	86.7%


CCCCD Course Retention Rates by Ethnicity, Fall 2005
88.0%
86.0%
84.0%
82.0%
80.0%
78.0%
76.0%
74.0%
72.0%
70.0%
68.0%
Unknow n
Native Am
White
Asian/PI
Average
Other NW
Hispanic
African Am
Fall 2005
85.9%
84.1%
83.7%
83.2%
82.2%
81.2%
81.1%
75.2%


Difference Between Ethnic Group Retention Rates and Average
Fall 2005
African Am
Hispanic
Other NW
Average
Asian/PI
White
Native Am
Unknow n
-7.0%
-1.1%
-1.0%
0.0%
1.0%
1.5%
1.9%
3.7%
-8.0%
-6.0%
-4.0%
-2.0%
0.0%
2.0%
4.0%

Persistence

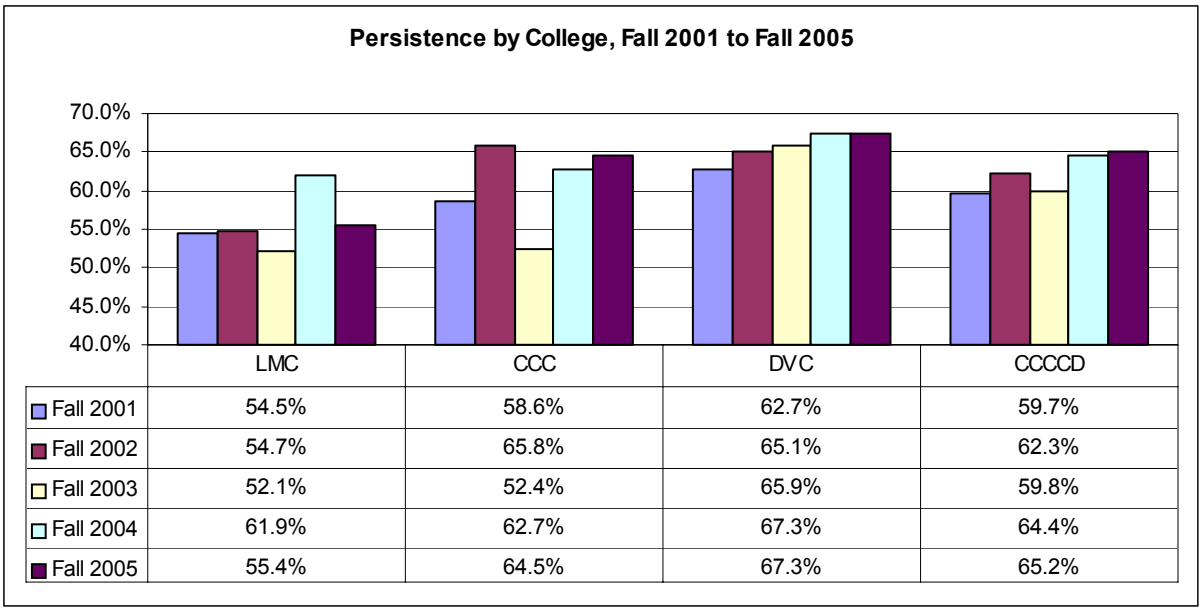
Fall to Spring persistence is another indicator of student achievement that measures student perseverance in pursuing their academic goals. This rate is computed by dividing end-of-term enrollments in the spring term over end-of-term enrollments in the immediately preceding fall term. Student academic performance is not a direct part of this computation. However, students who are placed on academic suspension will naturally be eliminated from the computation. Students who enroll in a part-time course load may not persist from one term to the next since they may have reached their goals. Analysis of the persistence rates over the past five years reveals the following.

- The overall persistence rate for the district stood at 65.2% for fall 2004/Spring 2005.
- Persistence rates vary among colleges with DVC having the highest rate of 67.3%, followed by CCC at 64.5% and LMC at only 55.4%.
- While persistence rates fluctuated widely (10% to 14%) for CCC and LMC, they remained relatively stable and steadily increasing for DVC.

Fall-to-Spring Persistence Rates for CCCCD Students

Institution	Terms	Fall 2000 to Spring 2001	Fall 2001 to Spring 2002	Fall 2002 to Spring 2003	Fall 2003 to Spring 2004	Fall 2004 to Spring 2005
	Fall	10,519	11,313	11,972	10,137	10,172
	Spring	5,731	6,185	6,240	6,275	5,635
LMC	**Persistence Rate**	**54.5%**	**54.7%**	**52.1%**	**61.9%**	**55.4%**
	Fall	9,359	9,747	11,477	9,634	9,818
	Spring	5,489	6,410	6,012	6,045	6,332
CCC	**Persistence Rate**	**58.6%**	**65.8%**	**52.4%**	**62.7%**	**64.5%**
	Fall	25,186	25,271	25,985	24,657	23,722
	Spring	15,784	16,446	17,114	16,596	15,974
DVC	**Persistence Rate**	**62.7%**	**65.1%**	**65.9%**	**67.3%**	**67.3%**
	Fall	44,010	45,144	48,008	42,989	42,175
	Spring	26,267	28,137	28,723	27,702	27,483
CCCCD	**Persistence Rate**	**59.7%**	**62.3%**	**59.8%**	**64.4%**	**65.2%**

Persisting students are those who enrolled in the fall semester and re-enrolled in the following spring term. Student numbers are as of end of term.



Source: Contra Costa Community College District, IT Research

Degrees and Certificates

Total awards by the three colleges in the district were 9,803 in the past five years. Associate degrees require 60 or more units, while the requirements for a certificate may vary from six units to more than 60 units. The following observations may be made about degrees and certificates:

- Associate degrees awarded represented 65% (6,366) of all awards, compared to only 35% for the certificates
- The proportionate share of degrees and certificates varies among the three colleges:
  - ⇒ LMC had 1,899 awards, consisting of 69% associate degrees and 31% certificates
  - ⇒ CCC had 2,666 awards, consisting of 53% associate degrees and 47% certificates.
  - ⇒ DVC had a total of 5,238 awards, representing 70% associate degrees and 30% certificates.
- The total number of awards increased in the past five years from 1,692 in 2000-01 to 2,041 in 2004-05, a 21% increase during this period. This trend may not continue in the short term due to the decline in enrollment in the past three years.
- With respect to the disciplines in which the degrees and certificates are granted, the analysis presents a breakdown by TOP (Taxonomy of Programs) code. The following observations may be made about the awards for 2004-05.
  - ⇒ The district awarded 2,041 degrees and certificates in twenty different disciplines ranging from Business Management and Information Technology to Engineering, Health, and Foreign Languages.
  - ⇒ The largest number of awards were given in five disciplines representing Interdisciplinary Studies (1,064 or 52%), Public and Protective services (195 or 9.5%), Health (192 or 9.4%), Family and Consumer Services (155 or 7.6%), and Business Management (118 or 5.8%). While these five disciplines awarded 84% of the total degrees and certificates, the remaining fifteen disciplines granted only 16% of the awards.
  - ⇒ The three colleges share the offering of degrees and certificates in ten disciplines, while two colleges share offerings in three disciplines, and the remaining seven disciplines represented unique offerings by certain institutions. Unique offerings were in the following areas:
    - ◊ DVC (TOP 01), Agriculture and Natural Resources
    - ◊ DVC (TOP 08), Education
    - ◊ DVC (TOP 11), Foreign Languages
    - ◊ DVC (TOP 16), Library Studies
    - ◊ CCC (TOP 15), Humanities
    - ◊ CCC (TOP 19), Physical Sciences
    - ◊ LMC (TOP 30), Commercial Services
- Several areas awarded a small number of degrees and certificates. These areas should be examined more closely in order to utilize the academic resources more effectively. Careful analysis and review of these disciplines should take into consideration the needs of the community.

In summary, the district has enjoyed a period of expansion during the late 1990s and early 2000s. This expansion is reflected in the 21% increase in the number of degrees and certificates in the past five years. However, the declining enrollment of the past two to three years could bring this expansion to a halt. There are several areas of duplication among the colleges. The district can play a significant role in establishing effective collaborations among the colleges to minimize competition and utilize resources more effectively.

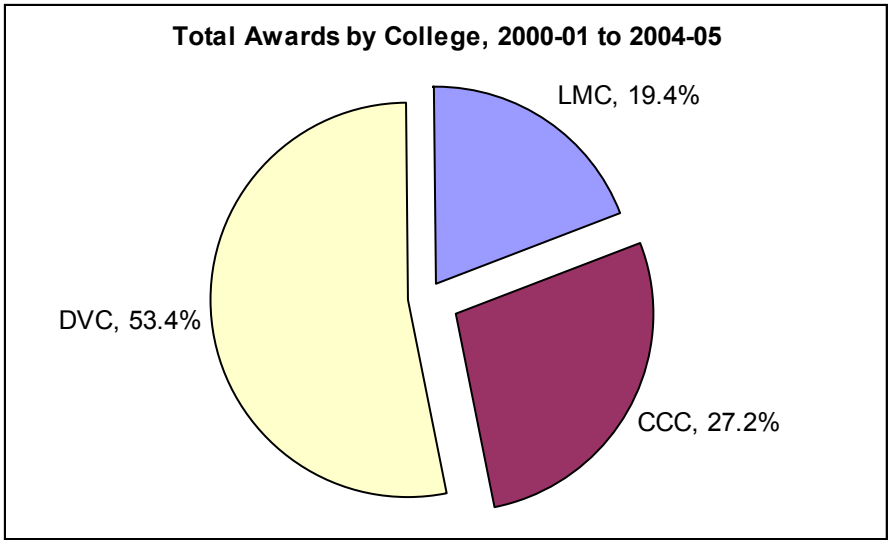
Degrees and Certificates Awarded, 2000-01 to 2004-05

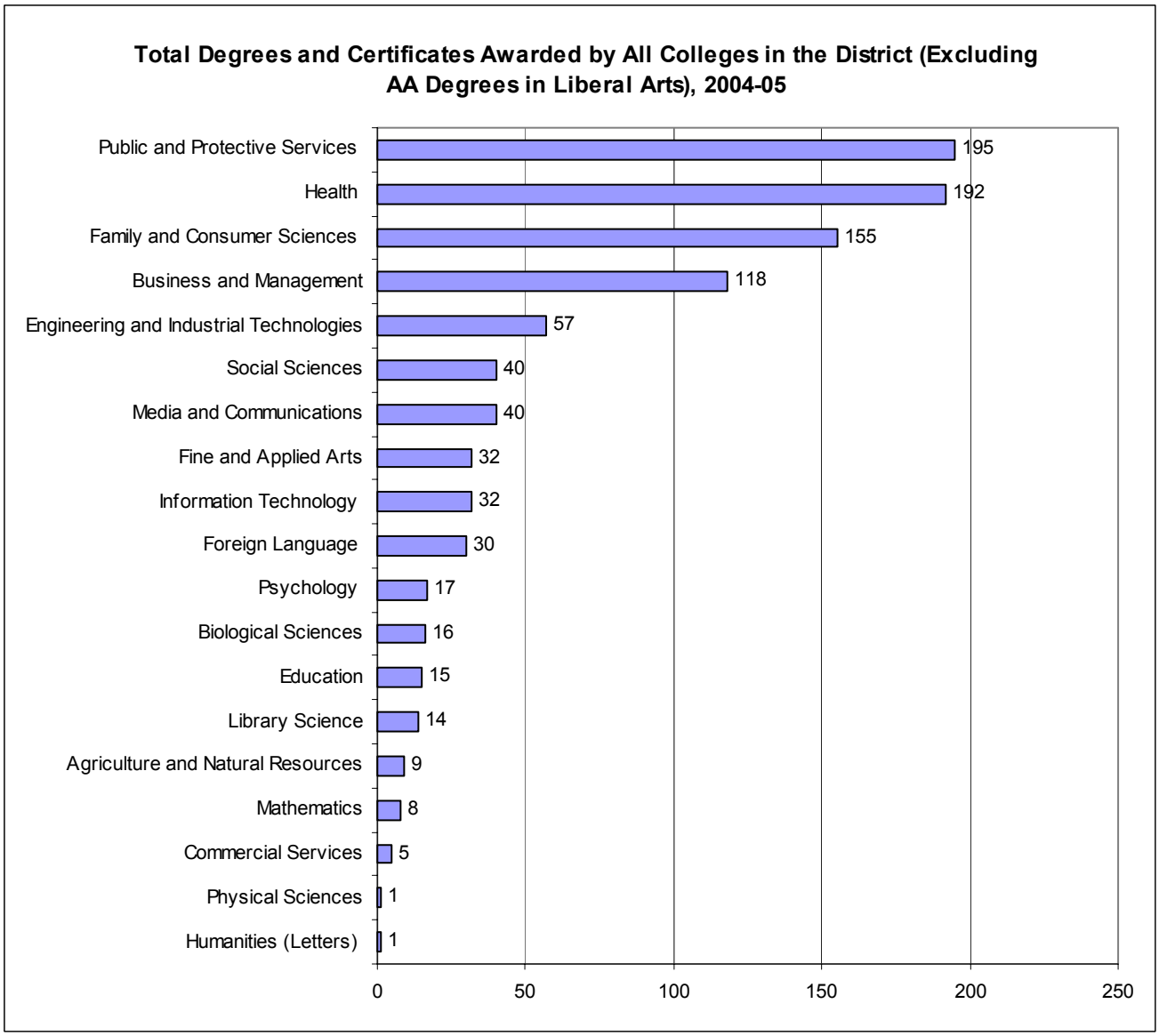
Year	Awards	LMC		CCC		DVC		CCCCD	
		Count	%	Count	%	Count	%	Count	%
	Degrees	206	61%	258	49%	670	81%	1,134	67%
	Certificates	129	39%	269	51%	160	19%	558	33%
2000-01	Total	**335**	100%	**527**	100%	**830**	100%	**1,692**	100%
	Degrees	274	67%	267	51%	709	70%	1,250	64%
	Certificates	135	33%	260	49%	311	30%	706	36%
2001-02	Total	**409**	100%	**527**	100%	**1,020**	100%	**1,956**	100%
	Degrees	260	74%	301	44%	782	73%	1,343	65%
	Certificates	90	26%	379	56%	287	27%	756	35%
2002-03	Total	**350**	100%	**680**	100%	**1,069**	100%	**2,099**	100%
	Degrees	292	69%	299	57%	712	67%	1,303	65%
	Certificates	129	31%	230	43%	353	33%	712	35%
2003-04	Total	**421**	100%	**529**	100%	**1,065**	100%	**2,015**	100%
	Degrees	277	72%	285	71%	774	62%	1,336	65%
	Certificates	107	28%	118	29%	480	38%	705	35%
2004-05	Total	**384**	100%	**403**	100%	**1,254**	100%	**2,041**	100%
	Degrees	1,309	69%	1,410	53%	3,647	70%	6,366	65%
Five-Year	Certificates	590	31%	1,256	47%	1,591	30%	3,412	35%
Total	Total	**1,899**	100%	**2,666**	100%	**5,238**	100%	**9,778**	100%
	Proportionate Share by College	**19%**		**27%**		**54%**		**100%**	

Total Degrees and Certificates Awarded by College and TOP Code, 2004-05

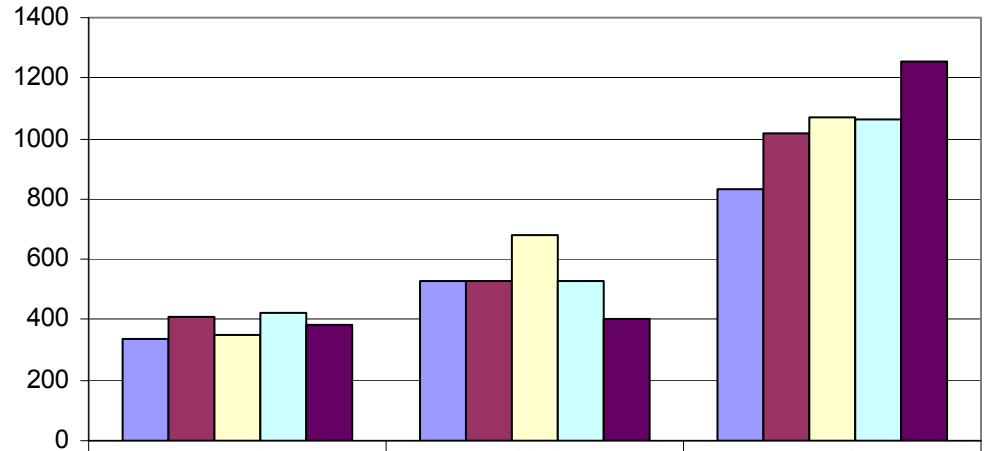
Discipline	TOP Code	LMC		CCC		DVC		CCCCD Total	
		Count	%	Count	%	Count	%	Count	%
Agriculture and Natural Resources	01					9	100%	9	100%
Biological Sciences	04	6	38%	10	63%			16	100%
Business and Management	05	23	19%	63	53%	32	27%	118	100%
Media and Communications	06	2	5%	2	5%	36	90%	40	100%
Information Technology	07	3	9%	7	22%	22	69%	32	100%
Education	08					15	100%	15	100%
Engineering and Industrial Tech.	09	9	16%	29	51%	19	33%	57	100%
Fine and Applied Arts	10	8	25%	2	6%	22	69%	32	100%
Foreign Language	11					30	100%	30	100%
Health	12	66	34%	58	30%	68	35%	192	100%
Family and Consumer Sciences	13	9	6%	26	17%	120	77%	155	100%
Humanities (Letters)	15			1	100%			1	100%
Library Science	16					14	100%	14	100%
Mathematics	17	3	38%	5	63%			8	100%
Physical Sciences	19			1	100%			1	100%
Psychology	20	9	53%	8	47%			17	100%
Public and Protective Services	21	78	40%	20	10%	97	50%	195	100%
Social Sciences	22	10	25%	20	50%	10	25%	40	100%
Commercial Services	30	5	100%					5	100%
Interdisciplinary Studies	49	153	14%	151	14%	760	71%	1064	100%
Total		**384**	**19%**	**403**	**20%**	**1,254**	**61%**	**2,041**	**100%**

Source: CCCCO MIS Data Mart


Total Awards by College, 2000-01 to 2004-05
LMC, 19.4%
DVC, 53.4%
CCC, 27.2%


Total Degrees and Certificates Awarded by All Colleges in the District (Excluding AA Degrees in Liberal Arts), 2004-05
Public and Protective Services 195
Health 192
Family and Consumer Sciences 155
Business and Management 118
Engineering and Industrial Technologies 57
Social Sciences 40
Media and Communications 40
Fine and Applied Arts 32
Information Technology 32
Foreign Language 30
Psychology 17
Biological Sciences 16
Education 15
Library Science 14
Agriculture and Natural Resources 9
Mathematics 8
Commercial Services 5
Physical Sciences 1
Humanities (Letters) 1
0
50
100
150
200
250

Degrees and Certificates Awarded, 2000-01 to 2004-05



	LMC	CCC	DVC
2000-01	335	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

Transfer to Four-Year Institutions

Student transfer to four-year institutions is an effective indicator of student academic performance at community colleges. Transfer data compliments the success/retention rates and graduation data. Available transfer data are generated mainly by the California Post-secondary Education Commission (CPEC). Data are also available from the National Student Clearing House (NSC). However, the latter source is not complete and depends on institutional membership and data sharing.

In the past five years (2001-05), the three colleges in the district transferred a total of 10,484 students to the University of California (UC) and to California State University (CSU), with an average annual transfer of approximately 2,100 students. The following observations may be made about these data.

- Of the total number of transfers, 7,278 students or 69.4% attended CSU, while 3,206 students or 30.6% attended UC.
- Transfer to UC and CSU varied among the colleges in the district.
  - ⇒ DVC transferred the most students to UC and CSU (8,265 students or 78.8%), followed by CCC (1,211 students, or 11.6%) and LMC (1,008 students or 9.6%).
- The rate of growth in transfer over the past five years shows variation among the colleges.
  - ⇒ LMC increased its transfer to UC from 15 in 2001 to 28 students in 2005, a growth of 86.7%; its transfer to CSU grew from 155 to 225, a growth rate of 45% during this period.
  - ⇒ CCC's comparable numbers were 41 and 52 or a 26.8% growth rate for UC and almost no growth (219 and 220) for CSU.
  - ⇒ DVC's transfer totals also increased at a modest rate of 14.6% for UC (from 603 in 2001 to 691 in 2005); and 9.3% for CSU (1,431 to 1,600 respectively).

In summary, the district as a whole increased the number of transfers to UC and CSU by 257 students or 13% between 2001 and 2005, with LMC enjoying the fastest growth in transfer during this period.

Transfer to Four-Year Institutions

CCCCD Transfers to UC and CSU, 2000-2005

Year	Receiving Institution	LMC		CCC		DVC		CCCCD	
		Count	%	Count	%	Count	%	Count	%
2001	UC	15	8.8%	41	15.8%	547	34.1%	603	29.6%
	CSU	155	91.2%	219	84.2%	1,057	65.9%	1,431	70.4%
	Total	170	100.0%	260	100.0%	1,604	100.0%	2,034	100.0%
2002	UC	15	8.8%	38	17.3%	548	33.5%	601	29.7%
	CSU	156	91.2%	182	82.7%	1,087	66.5%	1,425	70.3%
	Total	171	100.0%	220	100.0%	1,635	100.0%	2,026	100.0%
2003	UC	28	14.1%	46	21.5%	564	34.9%	638	31.5%
	CSU	170	85.9%	168	78.5%	1,050	65.1%	1,388	68.5%
	Total	198	100.0%	214	100.0%	1,614	100.0%	2,026	100.0%
2004	UC	38	17.6%	56	22.9%	579	35.2%	673	31.9%
	CSU	178	82.4%	189	77.1%	1,067	64.8%	1,434	68.1%
	Total	216	100.0%	245	100.0%	1,646	100.0%	2,107	100.0%
2005	UC	28	11.1%	52	19.1%	611	34.6%	691	30.2%
	CSU	225	88.9%	220	80.9%	1,155	65.4%	1,600	69.8%
	Total	253	100.0%	272	100.0%	1,766	100.0%	2,291	100.0%
Grand Total	**UC**	**124**	**12.3%**	**233**	**19.2%**	**2,849**	**34.5%**	**3,206**	**30.6%**
	CSU	**884**	**87.7%**	**978**	**80.8%**	**5,416**	**65.5%**	**7,278**	**69.4%**
	Total	**1,008**	**100.0%**	**1,211**	**100.0%**	**8,265**	**100.0%**	**10,484**	**100.0%**

Source: California Postsecondary Education Commission

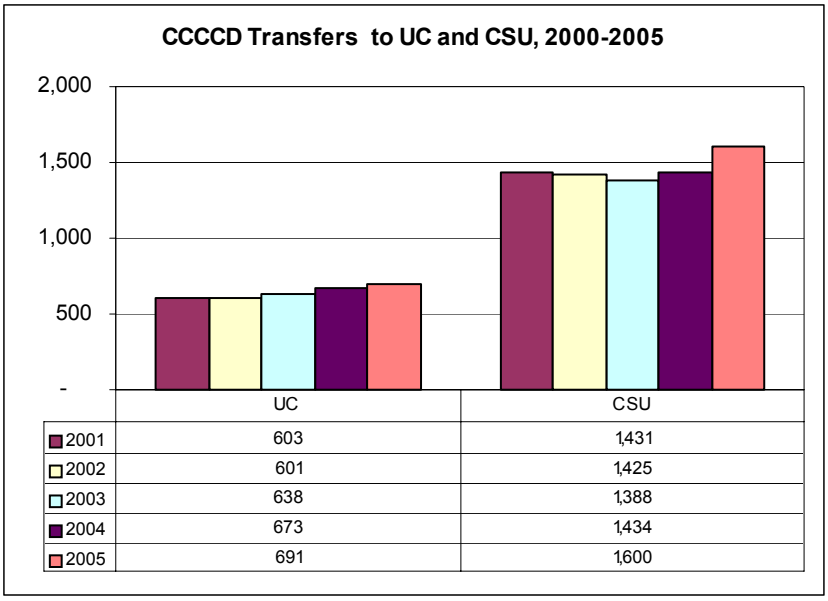
Rate of Growth in Transfer to UC and CSU by College, 2001 to 2005

Years	Receiving Institution	LMC	CCC	DVC	CCCCD
2001 to 2005	UC	86.7%	26.8%	11.7%	14.6%
	CSU	45.2%	0.5%	9.3%	11.8%
	Total	48.8%	4.6%	10.1%	12.6%

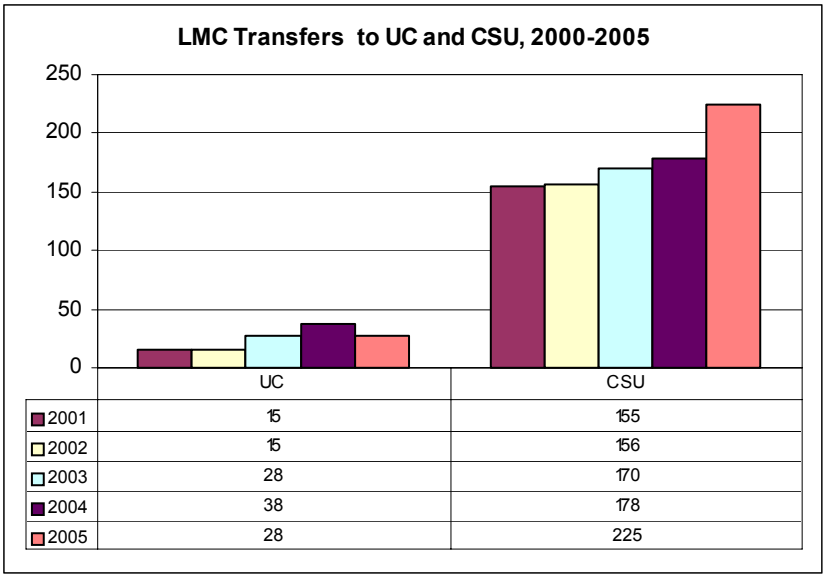
Proportionate Share of Transfer to UC and CSU by College, 2001 to 2005

Years	Receiving Institution	LMC	CCC	DVC	CCCCD
2001 to 2005	UC	3.9%	7.3%	88.9%	100.0%
	CSU	12.1%	13.4%	74.4%	100.0%
	Total	9.6%	11.6%	78.8%	100.0%

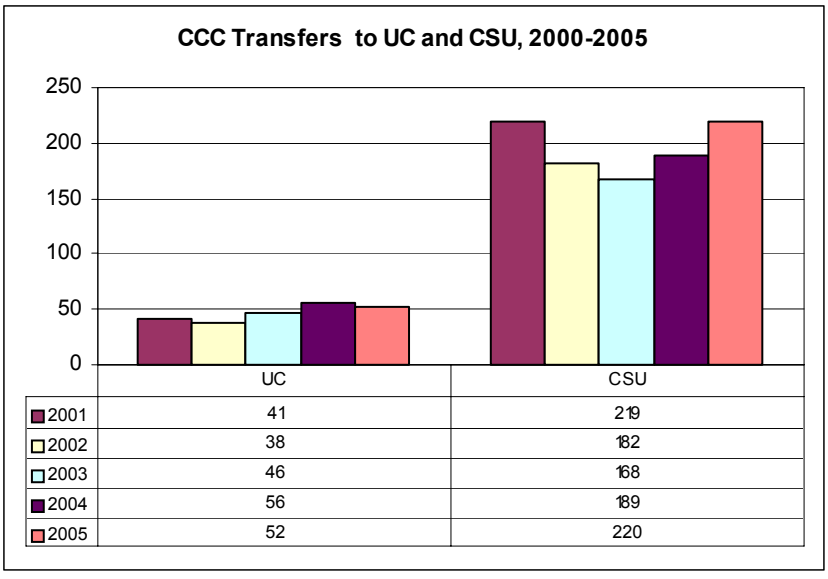
CCCCD Transfers to UC and CSU, 2000-2005 (Cont.)



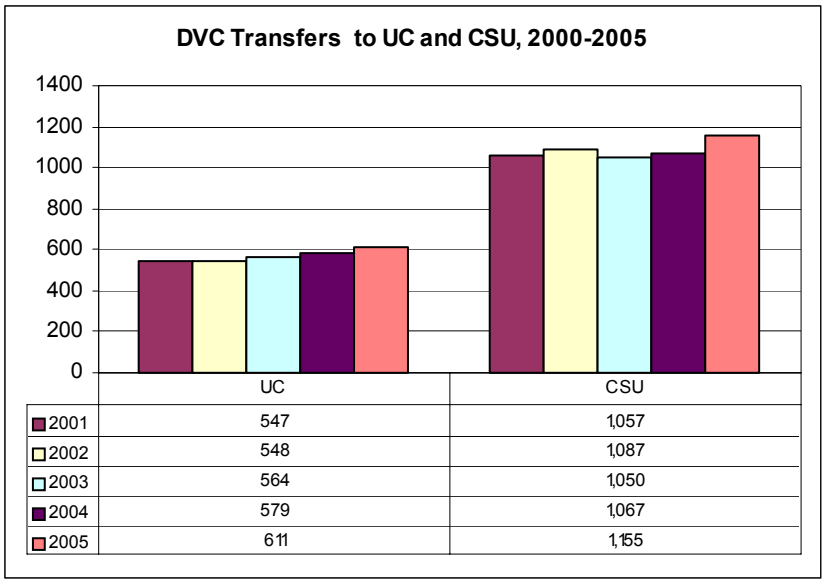
	UC	CSU
2001	603	1,431
2002	601	1,425
2003	638	1,388
2004	673	1,434
2005	691	1,600



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



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



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

Transfer by Ethnicity

Analysis of student transfer by ethnicity presents an opportunity for reflection on the issue of student equity and the responsibility of the district and its colleges to promote and enhance equal success for all groups of students regardless of their background or culture.

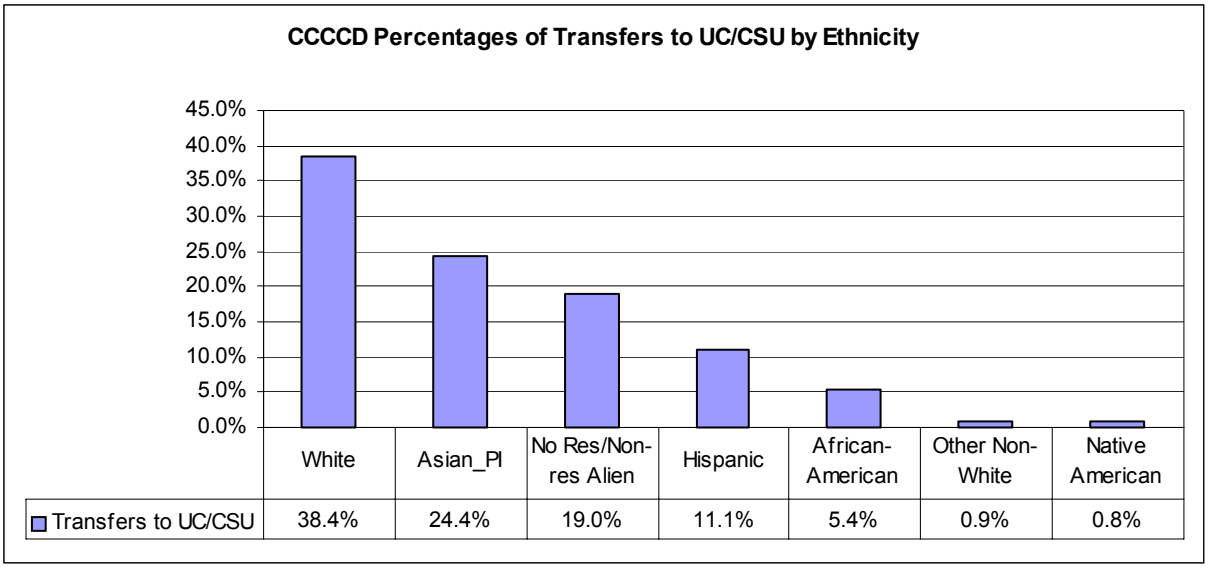
Comparison between the proportionate shares of students by ethnicity among enrolled and transfer students reveal serious discrepancies that should be addressed by individual colleges and the district. Enrollment data are based on full-time students (12 or more units) who attend college in the fall term. Full-time status is used as a basis for comparison since transfer students tend to carry a full-time load. The comparison for 2005 reveals the following for CCCCD.

- African Americans accounted for 5.8% of the total transfers to UC and CSU, compared to 12.0% of full-time enrollment. This group has historically been under-represented in the transfers to UC and CSU. The gap in representation is even wider for UC (3.0%) compared to CSU (7.0%)
- Asians/Pacific Islanders accounted for 24.8% of the transfers to UC and CSU, compared to 18.4% of the full-time enrollment. This ethnic group has traditionally been over-represented in the transfer to UC where they account for 41.2% of the total transfers to that institution.
- Hispanics represented 11.6% of the transfers to UC and CSU, compared to 16.8% of the enrollment. Historically, this group has been under-represented in transfers to both UC and CSU.
- Native Americans represented less than 1% of transfers and also 1% of the enrollment. Since the numbers are usually too small, no definite conclusion can be drawn about this group.
- White students accounted for 38.8% of transfers to UC and CSU and 28.3% of the full-time enrollment at the district. For this group, there is parity between the enrollment and transfer proportions.
- The Unknown ethnicity group includes international students and those with multiple ethnicity. International students have traditionally been over-represented in the transfers to UC and CSU, compared to their proportionate representation in the general population. No specific figures can be cited since there are no accurate separations between international students, those of multiple ethnicity, and those who chose not to respond to the ethnic classification.
- Regional differences also exist among the three colleges as indicated in the accompanying tables and charts.

In summary, there are two ethnic groups that are under-represented (African-Americans and Hispanics), one group that is over-represented (Asians/PI), and one group with almost equal representation (Whites). The efforts of the district and colleges should aim at enhancing the transfer opportunities for the under-represented groups.

CCCCD Transfers to UC and CSU by Ethnicity, 2002-2005

Year	College	Higher Ed	Asian_ Pac	African-American	Hispanic	Native American	Other Non-White	White	NonRes Alien	No Response	Total
2002	CCC	UC	22	4	3	0	0	9	0	0	38
		CSU	39	42	27	2	0	29	6	37	182
	DVC	UC	195	11	39	4	20	222	0	57	548
		CSU	183	31	103	6	0	446	48	270	1087
	LMC	UC	4	1	2	0	0	7	0	1	15
		CSU	21	8	23	2	0	62	2	38	156
2003	CCC	UC	14	8	5	0	6	11	0	2	46
		CSU	40	37	25	2	0	32	5	27	168
	DVC	UC	238	8	42	6	15	210	0	45	564
		CSU	186	29	97	11	0	452	48	227	1050
	LMC	UC	9	1	8	0	1	7	0	2	28
		CSU	26	11	35	2	0	68	3	25	170
2004	CCC	UC	18	8	15	0	3	7	0	5	56
		CSU	48	43	34	0	0	30	7	27	189
	DVC	UC	238	10	58	3	14	213	0	43	579
		CSU	196	49	114	8	0	456	66	178	1067
	LMC	UC	4	5	9	1	0	13	0	6	38
		CSU	17	15	32	1	0	77	1	35	178
2005	CCC	UC	22	5	13	0	1	9	0	2	52
		CSU	54	52	43	3	0	33	13	22	220
	DVC	UC	255	14	53	3	19	220	0	47	611
		CSU	211	42	103	9	0	519	70	201	1155
	LMC	UC	8	2	4	0	1	8	0	5	28
		CSU	18	18	49	3	0	101	5	31	225
Total			2066	454	936	66	80	3241	274	1333	8450
%			24.4%	5.4%	11.1%	0.8%	0.9%	38.4%	3.2%	15.8%	100.0%



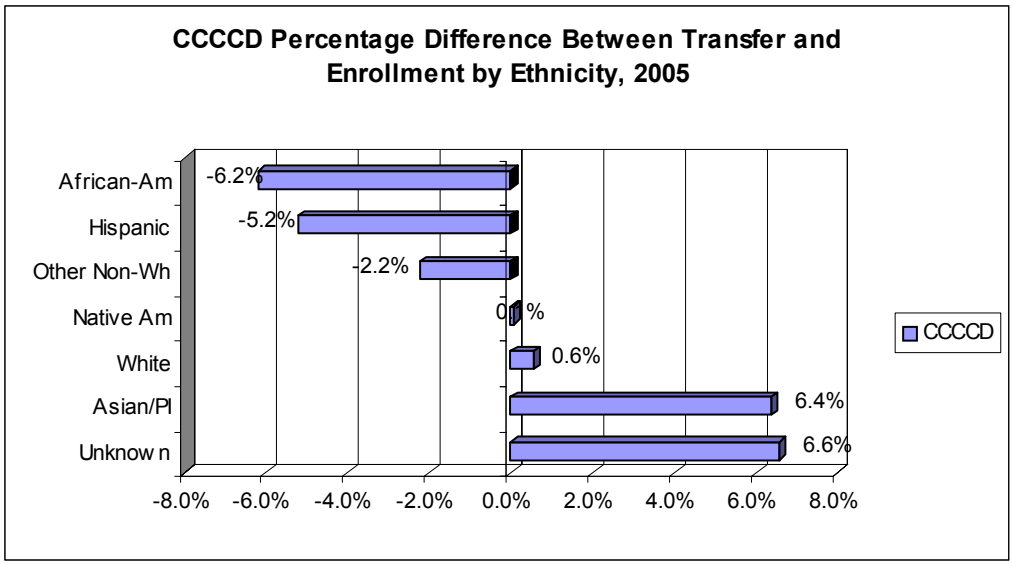
Source: California Postsecondary Education Commission as of August 8, 2006

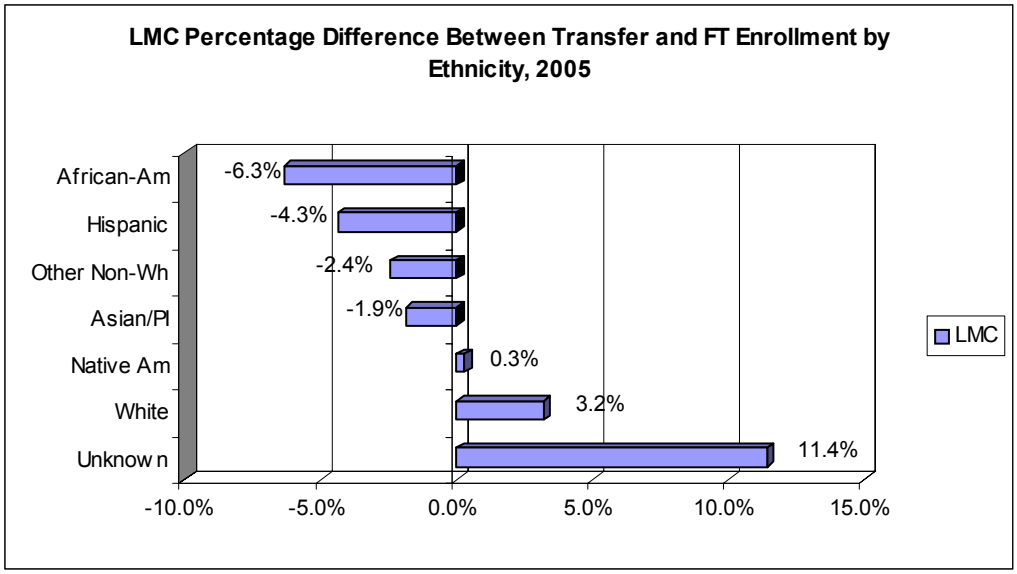
Ethnicity of CCCCD Transfer Students vs. Ethnicity of Full-Time Students, 2005					
	Transfer 2004-05		Full-Time Enrollment Fall 2005		Percentage Difference
	Count	%	Count	%	
African-Am	133	5.8%	1483	12.0%	-6.2%
Asian/PI	568	24.8%	2274	18.4%	6.4%
Hispanic	265	11.6%	2069	16.8%	-5.2%
Native Am	18	0.8%	89	0.7%	0.1%
Other Non-Wh	21	0.9%	387	3.1%	-2.2%
White	890	38.8%	4725	38.3%	0.6%
Unknown	396	17.3%	1320	10.7%	6.6%
Total	2291	100.0%	12347	100.0%	

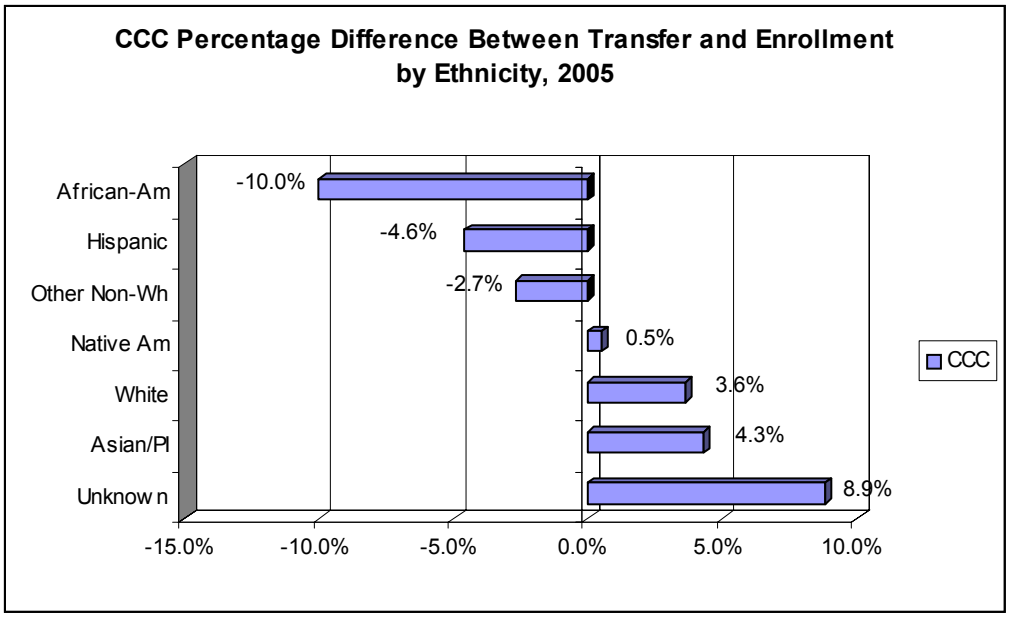
Ethnicity of LMC Transfer Students vs. Ethnicity of Full-Time Students, 2005					
	Transfer 2004-05		Full-Time Enrollment Fall 2005		Percentage Difference
	Count	%	Count	%	
African-Am	20	7.9%	355	14.2%	-6.3%
Asian/PI	26	10.3%	303	12.1%	-1.9%
Hispanic	53	20.9%	631	25.3%	-4.3%
Native Am	3	1.2%	22	0.9%	0.3%
Other Non-Wh	1	0.4%	70	2.8%	-2.4%
White	109	43.1%	995	39.9%	3.2%
Unknown	41	16.2%	120	4.8%	11.4%
Total	253	100.0%	2496	100.0%	

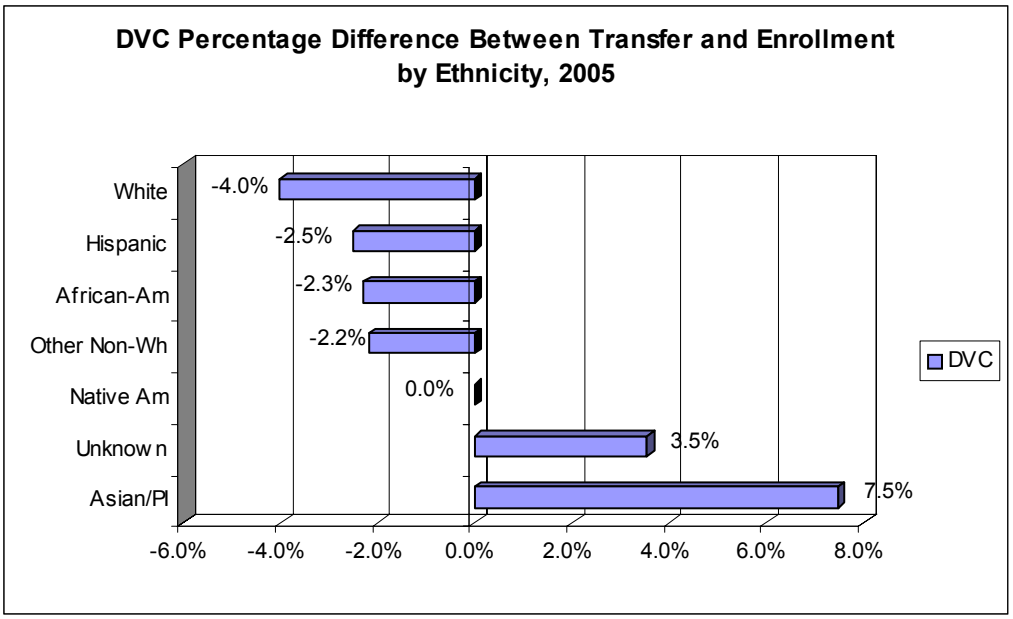
Ethnicity of CCC Transfer Students vs. Ethnicity of Full-Time Students, 2005					
	Transfer 2004-05		Full-Time Enrollment Fall 2005		Percentage Difference
	Count	%	Count	%	
African-Am	57	21.0%	717	31.0%	-10.0%
Asian/PI	76	27.9%	547	23.6%	4.3%
Hispanic	56	20.6%	583	25.2%	-4.6%
Native Am	3	1.1%	14	0.6%	0.5%
Other Non-Wh	1	0.4%	71	3.1%	-2.7%
White	42	15.4%	273	11.8%	3.6%
Unknown	37	13.6%	110	4.8%	8.9%
Total	272	100.0%	2315	100.0%	

Ethnicity of DVC Transfer Students vs. Ethnicity of Full-Time Students, 2005					
	Transfer 2004-05		Full-Time Enrollment Fall 2005		Percentage Difference
	Count	%	Count	%	
African-Am	56	3.2%	411	5.5%	-2.3%
Asian/PI	466	26.4%	1424	18.9%	7.5%
Hispanic	156	8.8%	855	11.3%	-2.5%
Native Am	12	0.7%	53	0.7%	0.0%
Other Non-Wh	19	1.1%	246	3.3%	-2.2%
White	739	41.8%	3457	45.9%	-4.0%
Unknown	318	18.0%	1090	14.5%	3.5%
Total	1766	100.0%	7536	100.0%	


CCCCD Percentage Difference Between Transfer and Enrollment by Ethnicity, 2005
African-Am
Hispanic
Other Non-Wh
Native Am
White
Asian/Pl
Unknown
-6.2%
-5.2%
-2.2%
0.6%
6.4%
6.6%
-8.0% -6.0% -4.0% -2.0% 0.0% 2.0% 4.0% 6.0% 8.0%
CCCCD


LMC Percentage Difference Between Transfer and FT Enrollment by Ethnicity, 2005
African-Am
Hispanic
Other Non-Wh
Asian/Pl
Native Am
White
Unknown
-6.3%
-4.3%
-2.4%
-1.9%
0.3%
3.2%
11.4%
-10.0% -5.0% 0.0% 5.0% 10.0% 15.0%
LMC


CCC Percentage Difference Between Transfer and Enrollment by Ethnicity, 2005
African-Am
Hispanic
Other Non-Wh
Native Am
White
Asian/Pl
Unknown
-10.0%
-4.6%
-2.7%
0.5%
3.6%
4.3%
8.9%
-15.0% -10.0% -5.0% 0.0% 5.0% 10.0%
CCC


DVC Percentage Difference Between Transfer and Enrollment by Ethnicity, 2005
White
Hispanic
African-Am
Other Non-Wh
Native Am
Unknown
Asian/PI
-4.0%
-2.5%
-2.3%
-2.2%
0.0%
3.5%
7.5%
-6.0%
-4.0%
-2.0%
0.0%
2.0%
4.0%
6.0%
8.0%
DVC

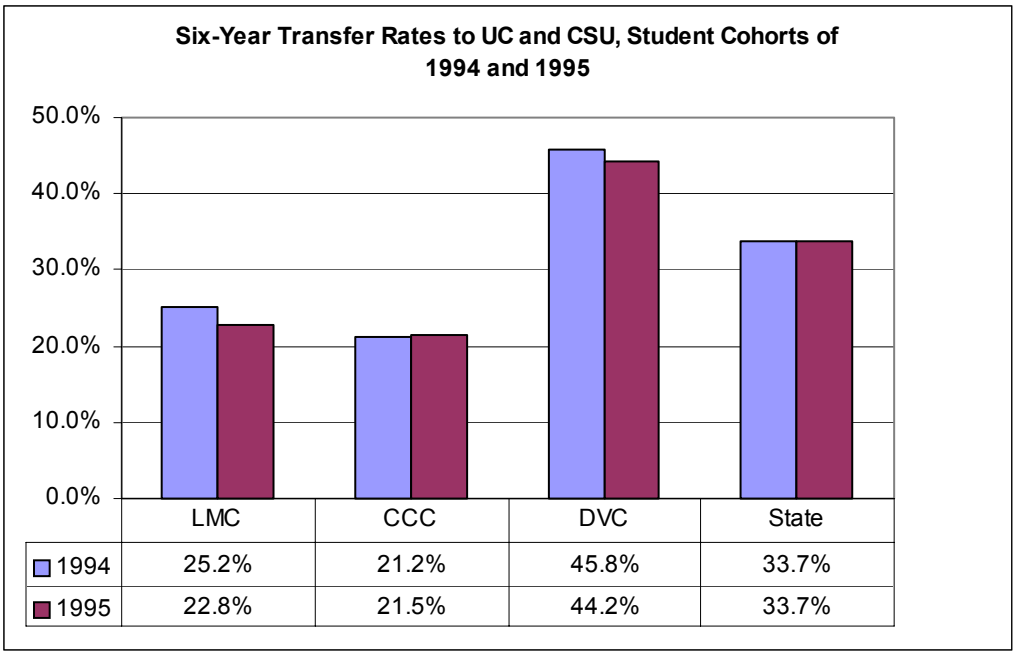
Transfer Rates

The transfer rate for community colleges in California includes students who had an intent to transfer. Students with an "intent" are those who began their collegiate courses as first-time students in a fall term and who within a period of six years attempted transfer-level math or English (regardless of outcome) and who completed at least 12 units in the community college system. Data for 1995 were collected up to 2001. All computations for transfer rates were completed by the state chancellor's office.

The transfer rates for the three colleges in CCCCD are presented in the following table and chart. Analysis of data indicates that DVC had a transfer rate in 1994 (45.8%) and 1995 (44.2%) that exceeded those of the state (33.7%) and other colleges in the district. The transfer rates for LMC were 25.2% and 22.8% for the 1994 and 1995 cohorts, respectively. The comparable rates for CCC were 21.2% and 21.5%. The differences of the transfer rates among the colleges are reflections of the students' profile and academic preparation.

Six-Year Transfer Rates for the Student Cohorts of 1994 and 1995

Institution	Six-Year Actual Transfer Rate 1994 Cohort	Six-Year Actual Transfer Rate 1995 Cohort
LMC	25.2%	22.8%
CCC	21.2%	21.5%
DVC	45.8%	44.2%
All Public Community Colleges in California	33.7%	33.7%



Basic Skills

The past few years witnessed a significant increase in basic skills courses. Basic skills courses are two levels below college-level courses in English and Mathematics. The enrollment growth in basic skills courses represents a serious challenge to community college educators. While this growth is an indication of open access and greater educational opportunity, it places enormous pressure on the limited resources available to accommodate the influx of students in this area. The expanded access is accompanied by a greater responsibility to maintain educational quality. Maintenance of such quality is important in ensuring the success of basic skills students in achieving their goal of transfer, earning a degree or certificate, or updating one's skills in preparation for future employment.

This section consists of three parts: basic skills enrollment, ethnic background, and improvement. The following observations may be made about the data in this section.

- CCCCD enrollment in basic skills increased from 3,367 students in 2001 to 4,530 in 2005, an increase of 1,163 students or almost 35%. This growth took place at a time when the overall head count enrollment at all colleges in the district declined by almost 10%.
- The percentage of students enrolled in basic skills increased from 8.3% in fall 2001 to 12.4% in fall 2005. The proportionate share of enrollment varies among colleges as follows:
  - ⇒ LMC increased from 8.8% to 17.2%
  - ⇒ CCC increased from 13.9% to 23.5%
  - ⇒ DVC increased from 4.1% to 6.5%
- Peak enrollment in basic skills was reached earlier in fall 2004 (5,158). However, due to the sensitivity of basic skills students to the higher college tuition of 2003 and 2004, enrollment in these courses declined temporarily; it is, however, expected to grow again in the near future.
- Enrollment growth in basic skills varies among colleges with LMC experiencing the fastest growth in five years (47%), followed by CCC (31%) and DVC (28%).
- Enrollment breakdown by ethnicity indicates the following in descending order in fall 2005: Hispanics 31%, Whites 23%, African Americans 22%, Asian/PI 15%, Other Nonwhite 9%. The number of Hispanic students enrolled in basic skills doubled in five years (700 students in 2001 vs. 1,385 in 2005). Enrollment of other ethnic groups also took place, albeit at a slower pace.
- The basic skills improvement rate represents the percentage of students advancing to a subsequent higher level course within two years. The overall rate of improvement is generally low, with only one-fourth of the students moving forward to higher-level courses. The rate of improvement for math (21%) is lower than that of English (28%).
- Basic skills improvement rates varied among colleges: LMC, 27.5% for English and 16.2% for math in 2004-05. CCC 20.9% for English and 18.9% for math in 2004-05. DVC 34.7% for English and 28.3% for math in 2004-05.

In summary, as the demographics of the population change, there will be more students enrolled in basic skills courses. The most important responsibility for community colleges in the future is to ensure the success of these students and their enhanced contributions to the community and the economy of the region.

Students Enrolled in Basic Skills Courses, Fall 2001-Fall 2005

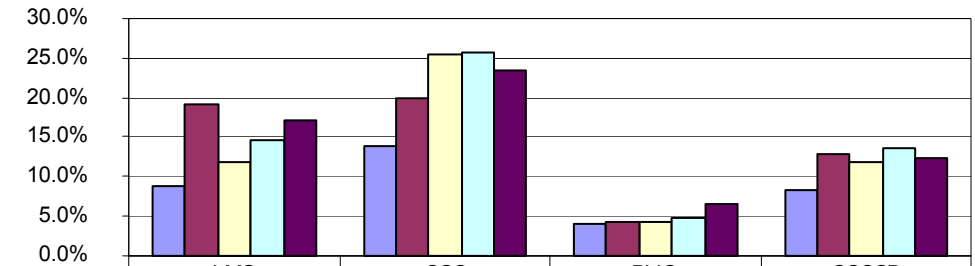
College	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Count	%	Count	%	Count	%	Count	%	Count	%
Los Medanos	994	8.8%	2,281	19.1%	1,205	11.9%	1,486	14.6%	1,460	17.2%
Contra Costa	1,329	13.9%	2,235	19.8%	2,432	25.6%	2,526	25.7%	1,734	23.5%
Diablo Valley	1,044	4.1%	1,093	4.2%	1,055	4.3%	1,146	4.8%	1,336	6.5%
CCCCD	3,367	8.3%	5,609	12.8%	4,692	11.9%	5,158	13.6%	4,530	12.4%

Ethnic Composition of Students Enrolled in Basic Skills Courses, Fall 2001-Fall 2005

College/Ethnicity	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Count	%	Count	%	Count	%	Count	%	Count	%
LMC Total	**994**	**100.0%**	**2,281**	**100.0%**	**1,205**	**100.0%**	**1,486**	**100.0%**	**1,460**	**100.0%**
African American	154	15.5%	337	14.8%	195	16.2%	266	17.9%	307	21.0%
Asian/PI	99	10.0%	414	18.1%	168	13.9%	225	15.1%	199	13.6%
Hispanic	268	27.0%	474	20.8%	383	31.8%	489	32.9%	440	30.1%
Native American	7	0.7%	6	0.3%	8	0.7%	8	0.5%	8	0.5%
Other Non-White	27	2.7%	64	2.8%	28	2.3%	37	2.5%	39	2.7%
White	348	35.0%	816	35.8%	347	28.8%	401	27.0%	401	27.5%
Unknown	91	9.2%	170	7.5%	76	6.3%	60	4.0%	66	4.5%
CCC Total	**1,329**	**100.0%**	**2,235**	**100.0%**	**2,432**	**100.0%**	**2,526**	**100.0%**	**1,734**	**100.0%**
African American	506	38.1%	571	25.5%	627	25.8%	779	30.8%	499	28.8%
Asian/PI	282	21.2%	433	19.4%	430	17.7%	429	17.0%	265	15.3%
Hispanic	272	20.5%	869	38.9%	984	40.5%	961	38.0%	724	41.8%
Native American	7	0.5%	8	0.4%	7	0.3%	14	0.6%	11	0.6%
Other Non-White	34	2.6%	63	2.8%	49	2.0%	66	2.6%	48	2.8%
White	140	10.5%	189	8.5%	225	9.3%	181	7.2%	102	5.9%
Unknown	88	6.6%	102	4.6%	110	4.5%	96	3.8%	85	4.9%
DVC Total	**1,044**	**100.0%**	**1,093**	**100.0%**	**1,055**	**100.0%**	**1,146**	**100.0%**	**1,336**	**100.0%**
African American	89	8.5%	103	9.4%	98	9.3%	138	12.0%	172	12.9%
Asian/PI	189	18.1%	201	18.4%	209	19.8%	225	19.6%	215	16.1%
Hispanic	160	15.3%	189	17.3%	215	20.4%	212	18.5%	221	16.5%
Native American	5	0.5%	6	0.5%	5	0.5%	5	0.4%	9	0.7%
Other Non-White	44	4.2%	32	2.9%	32	3.0%	43	3.8%	45	3.4%
White	363	34.8%	418	38.2%	394	37.3%	428	37.3%	552	41.3%
Unknown	194	18.6%	144	13.2%	102	9.7%	95	8.3%	122	9.1%
CCCCD Total	**3,367**	**100.0%**	**5,609**	**100.0%**	**4,692**	**100.0%**	**5,158**	**100.0%**	**4,530**	**100.0%**
African American	749	22.2%	1,011	18.0%	920	19.6%	1,183	22.9%	978	21.6%
Asian/PI	570	16.9%	1,048	18.7%	807	17.2%	879	17.0%	679	15.0%
Hispanic	700	20.8%	1,532	27.3%	1,582	33.7%	1,662	32.2%	1,385	30.6%
Native American	19	0.6%	20	0.4%	20	0.4%	27	0.5%	28	0.6%
Other Non-White	105	3.1%	159	2.8%	109	2.3%	146	2.8%	132	2.9%
White	851	25.3%	1,423	25.4%	966	20.6%	1,010	19.6%	1,055	23.3%
Unknown	373	11.1%	416	7.4%	288	6.1%	251	4.9%	273	6.0%

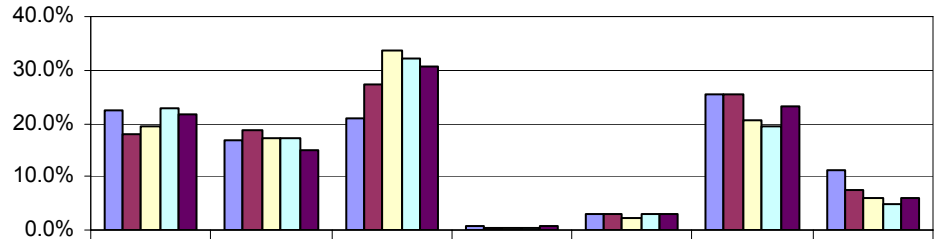
Source: Contra Costa Community College District, IT Research

CCCCD Students Taking Basic Skills Courses, 2001 to 2005



	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%

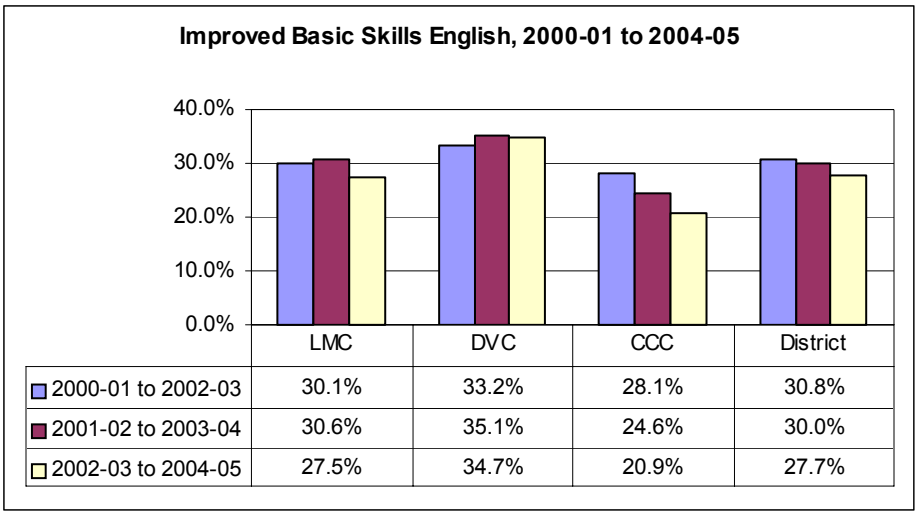
Ethnicity of Basic Skills Students at CCCCD, 2001 to 2005



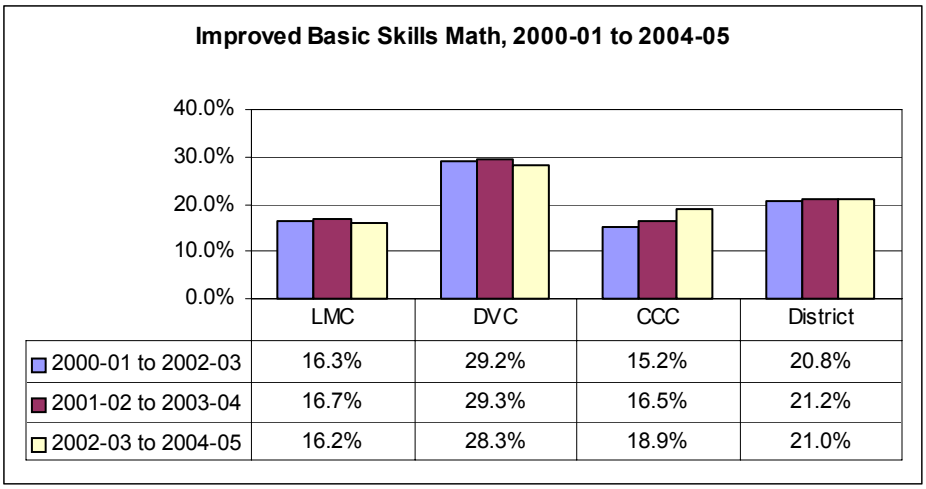
	African-Am	Asian/PI	Hispanic	Native Am	Other NW	White	Unknow n
Fall 2001	22.2%	16.9%	20.8%	0.6%	3.1%	25.3%	11.1%
Fall 2002	18.0%	18.7%	27.3%	0.4%	2.8%	25.4%	7.4%
Fall 2003	19.6%	17.2%	33.7%	0.4%	2.3%	20.6%	6.1%
Fall 2004	22.9%	17.0%	32.2%	0.5%	2.8%	19.6%	4.9%
Fall 2005	21.6%	15.0%	30.6%	0.6%	2.9%	23.3%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

Basic Skills Improvement

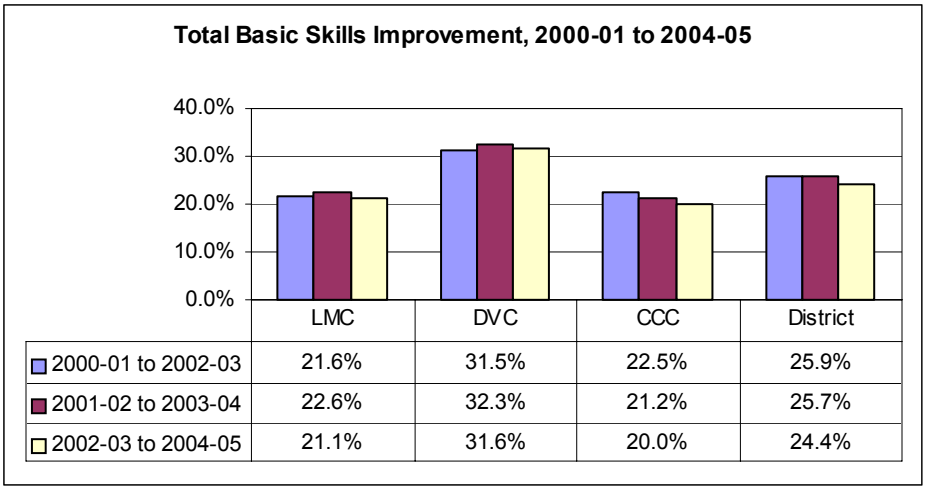
Improvement of Basic Skills English and Math



	LMC	DVC	CCC	District
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%



	LMC	DVC	CCC	District
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%



	LMC	DVC	CCC	District
2000-01 to 2002-03	21.6%	31.5%	22.5%	25.9%
2001-02 to 2003-04	22.6%	32.3%	21.2%	25.7%
2002-03 to 2004-05	21.1%	31.6%	20.0%	24.4%

Source: System Performance on Partnership for Excellence Goals, April 2005

3. Human Resources

Human Resources is an integral component of the internal profile of the district. These resources consist of three groups of constituents, namely faculty, managers and staff.

For fall 2005, the district employed at total of 2,046 persons at four main locations (the three colleges and the district office). The total number of employees at the district are presented in the following table by location and by constituency group.

The three major issues facing the district include:

- Sufficiency of human resources, particularly full-time employees
- Diversity of human resources in terms of gender, age, and ethnicity
- Satisfaction of various groups with the district and with their respective colleges as well.

Each of these issues will be explored in the following few pages.

Sufficiency

In order to evaluate the sufficiency of human resources, one needs to compare the district with the average at the state or at peer institutions. 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. The measure of comparison used here is the ratio of FTE full-time to FTE part-time faculty with respect to instructional responsibility.

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 2001-Fall 2005

Fall 2002			
LMC	114.5	90.1	204.6
CCC	108.9	93.6	202.5
DVC	303.6	229.5	533.1
CCCCD	527.0	413.2	940.2
State	19,349.6	14,493.7	33,843.3
Fall 2003			
LMC	148.4	76.6	225.0
CCC	156.3	65.5	221.8
DVC	366.1	209.5	575.6
CCCCD	670.8	351.6	1,022.4
State	19,128.2	12,779.0	31,907.2
Fall 2004			
LMC	117.6	85.1	202.7
CCC	119.2	74.8	194.0
DVC	255.9	235.2	491.1
CCCCD	492.7	395.1	887.8
State	19,156.7	14,174.8	33,331.5
Fall 2005			
LMC	113.6	90.5	204.1
CCC	111.4	83.8	195.2
DVC	273.9	234.9	508.8
CCCCD	498.9	409.2	908.1
State	19,338.1	14,902.5	34,240.6

Fall 2002			
LMC	56.0%	44.0%	100.0%
CCC	53.8%	46.2%	100.0%
DVC	56.9%	43.1%	100.0%
CCCCD	56.1%	43.9%	100.0%
State	57.2%	42.8%	100.0%
Fall 2003			
LMC	66.0%	34.0%	100.0%
CCC	70.5%	29.5%	100.0%
DVC	63.6%	36.4%	100.0%
CCCCD	65.6%	34.4%	100.0%
State	59.9%	40.1%	100.0%
Fall 2004			
LMC	58.0%	42.0%	100.0%
CCC	61.4%	38.6%	100.0%
DVC	52.1%	47.9%	100.0%
CCCCD	55.5%	44.5%	100.0%
State	57.5%	42.5%	100.0%
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%

Source: CCCCO MIS Database

Diversity

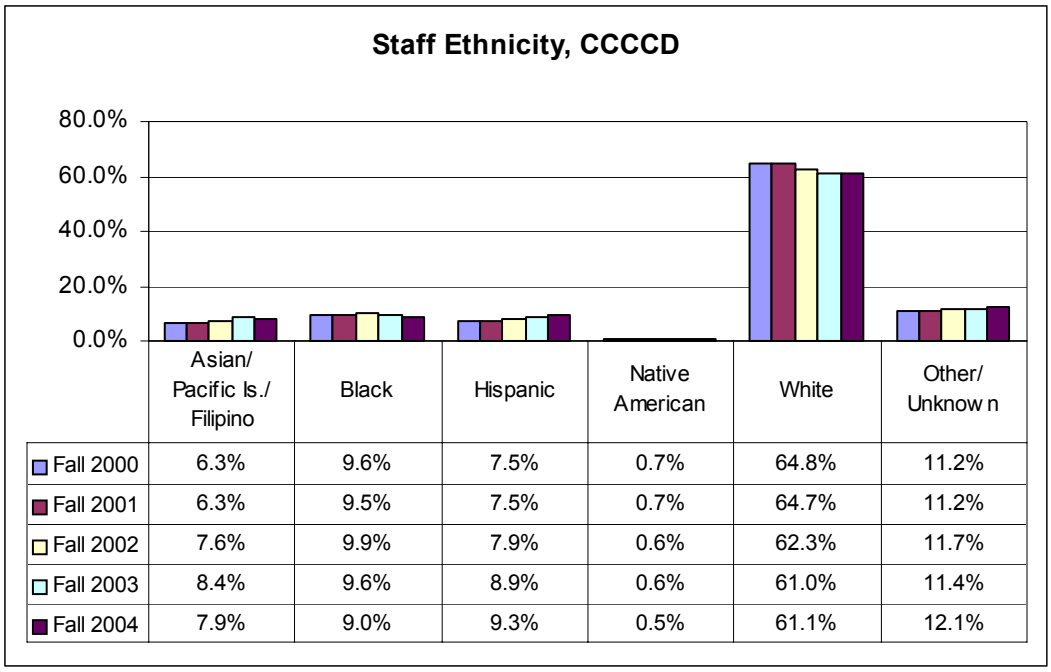
Diversity of colleges and universities enriches student educational experiences and enhances awareness of other people and cultures. The past few years witnessed dramatic changes in the diversity of students and faculty at CCCCD. These changes reflect, to a large extent, the changing face of California and that of Contra Costa County. CCCCD's enhanced diversity reflects the district's belief in the merits of inclusion and its contribution to the enrichment of student learning at all levels.

In discussing the diversity issues, there are several dimensions that cannot possibly be addressed at this point. These include diversity of gender, age, ethnic background, culture, geographical locations, socioeconomic status, languages spoken at home and other factors that may distinguish different groups of people. Most of these dimensions of diversity have been discussed under the profile of Contra Costa County and the profile of students enrolled in various colleges. Therefore the focus of this discussion will be on the diversity of faculty (the largest group of employees) in relationship to students. Diversity of the faculty is examined from three perspectives, namely gender, age, and ethnicity.

Staff Ethnicity at Contra Costa Community College District, Fall 2000 to Fall 2004

Term	Asian/ Pacific Is./ Filipino	Black	Hispanic	Native American	White	Other/ Unknown	Female	Male	CCCCD Head-count
	161	184	189	11	1,242	247	1,101	933	2,034
Fall 2004	8%	9%	9%	1%	61%	12%	54%	46%	
	172	197	181	13	1,247	233	1,084	959	2,043
Fall 2003	8%	10%	9%	1%	61%	11%	53%	47%	
	154	201	161	13	1,269	238	1,050	986	2,036
Fall 2002	8%	10%	8%	1%	62%	12%	52%	48%	
	102	154	121	11	1,045	181	795	819	1,614
Fall 2001	6%	10%	8%	1%	65%	11%	49%	51%	
	101	154	121	11	1,044	181	794	818	1,612
Fall 2000	6%	10%	8%	1%	65%	11%	49%	51%	

Staff Ethnicity at Contra Costa Community College District, Fall 2000 to Fall 2004

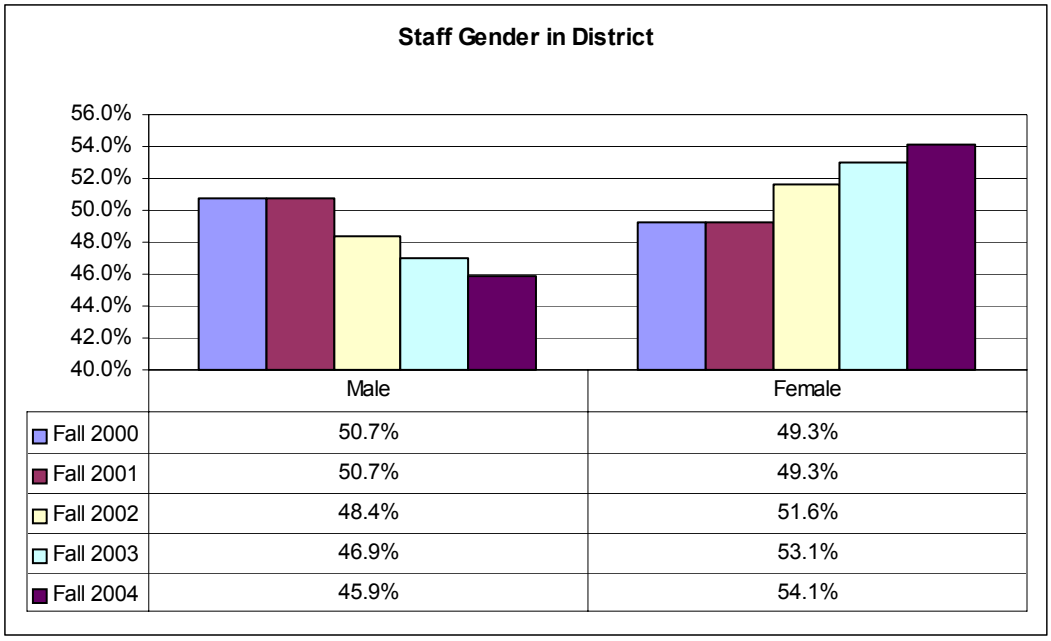


	Asian/ Pacific Is./ Filipino	Black	Hispanic	Native American	White	Other/ Unknow n
Fall 2000	6.3%	9.6%	7.5%	0.7%	64.8%	11.2%
Fall 2001	6.3%	9.5%	7.5%	0.7%	64.7%	11.2%
Fall 2002	7.6%	9.9%	7.9%	0.6%	62.3%	11.7%
Fall 2003	8.4%	9.6%	8.9%	0.6%	61.0%	11.4%
Fall 2004	7.9%	9.0%	9.3%	0.5%	61.1%	12.1%

Source: Contra Costa Community College District, IT Research

Staff Gender at Contra Costa Community College District, Fall 2000 to Fall 2004

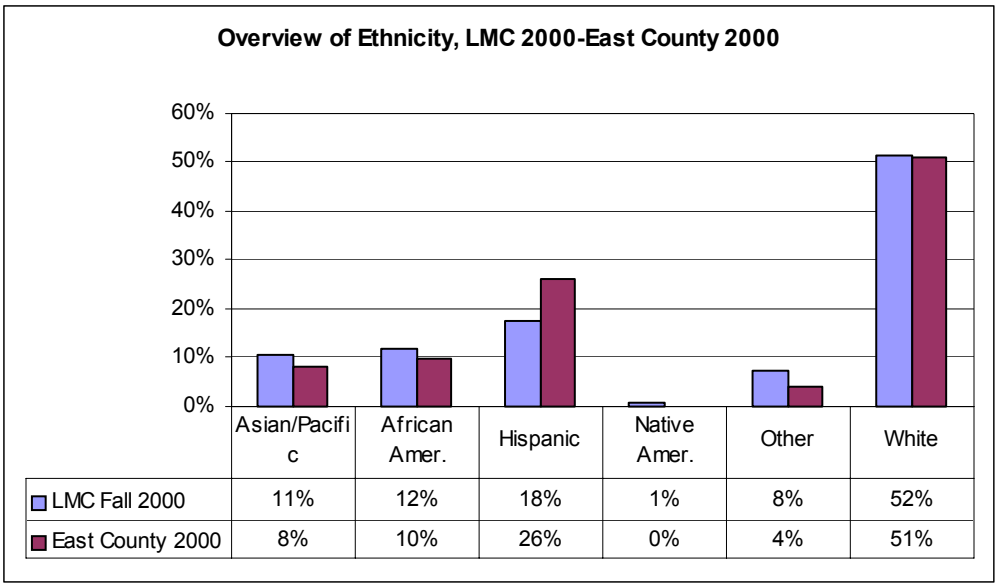
Fall Term	Male	Female
Fall 2000	818	794
Fall 2001	819	795
Fall 2002	986	1,050
Fall 2003	959	1,084
Fall 2004	933	1,101



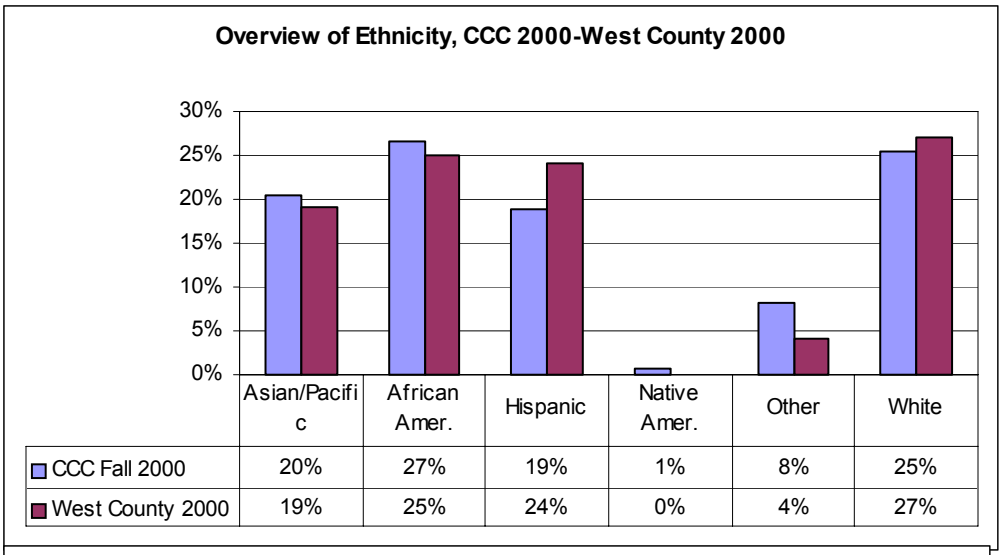
	Male	Female
Fall 2000	50.7%	49.3%
Fall 2001	50.7%	49.3%
Fall 2002	48.4%	51.6%
Fall 2003	46.9%	53.1%
Fall 2004	45.9%	54.1%

Source: Contra Costa Community College District, IT Research

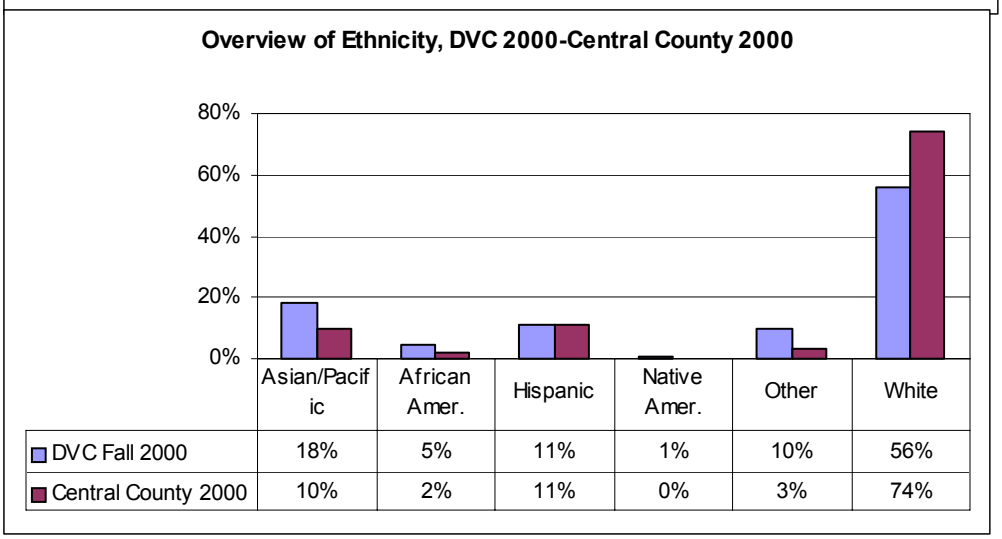
Overview of Ethnicity in County and District



	Asian/Pacific	African Amer.	Hispanic	Native Amer.	Other	White
LMC Fall 2000	11%	12%	18%	1%	8%	52%
East County 2000	8%	10%	26%	0%	4%	51%

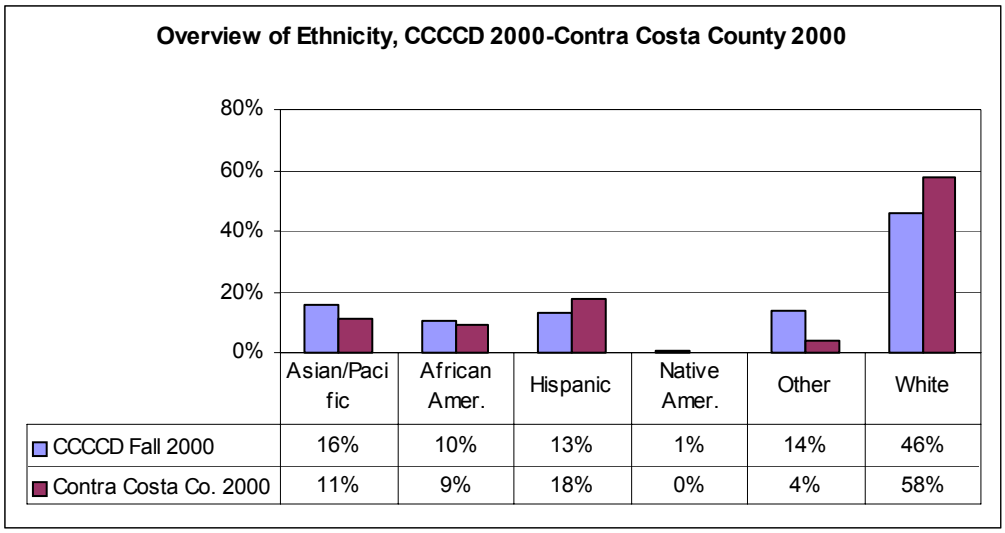


	Asian/Pacific	African Amer.	Hispanic	Native Amer.	Other	White
CCC Fall 2000	20%	27%	19%	1%	8%	25%
West County 2000	19%	25%	24%	0%	4%	27%

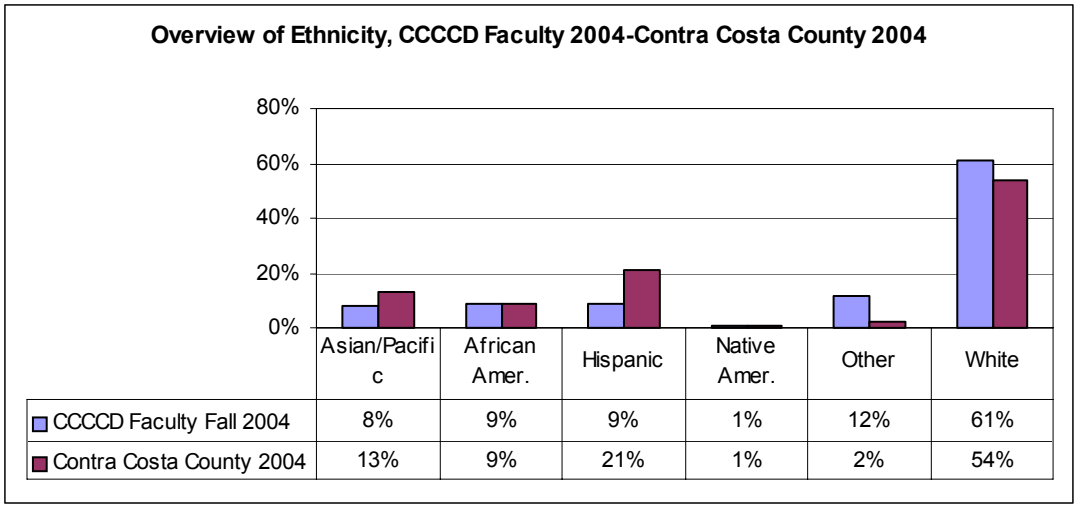


	Asian/Pacific	African Amer.	Hispanic	Native Amer.	Other	White
DVC Fall 2000	18%	5%	11%	1%	10%	56%
Central County 2000	10%	2%	11%	0%	3%	74%

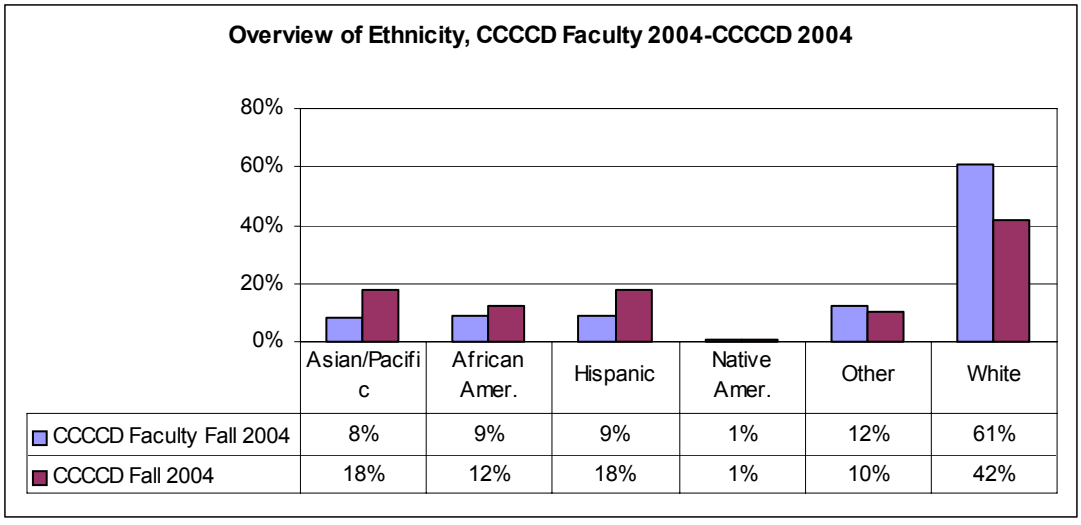
Source: CCCCO MIS Data Mart; U.S. Census 2000



	Asian/Pacific	African Amer.	Hispanic	Native Amer.	Other	White
CCCCD Fall 2000	16%	10%	13%	1%	14%	46%
Contra Costa Co. 2000	11%	9%	18%	0%	4%	58%



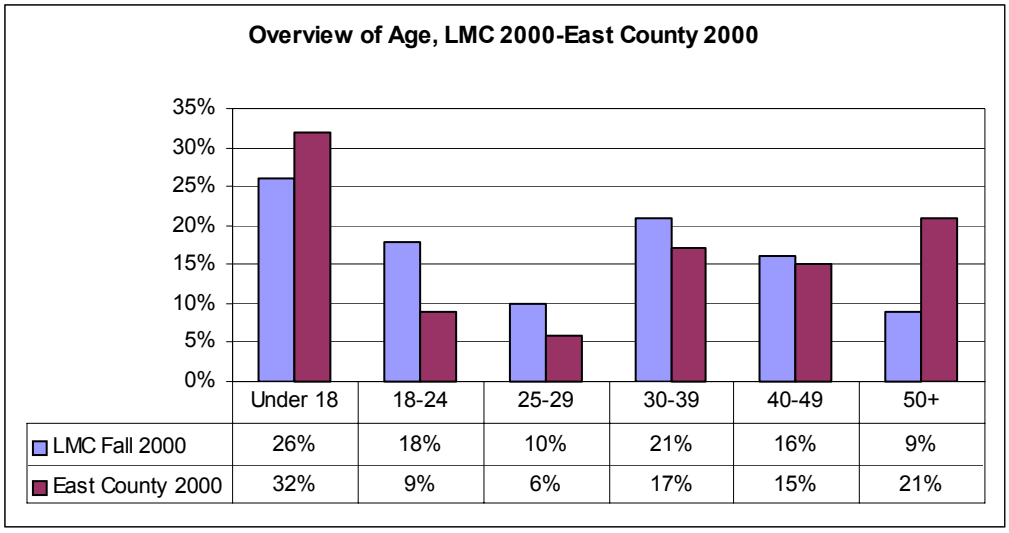
	Asian/Pacific	African Amer.	Hispanic	Native Amer.	Other	White
CCCCD Faculty Fall 2004	8%	9%	9%	1%	12%	61%
Contra Costa County 2004	13%	9%	21%	1%	2%	54%



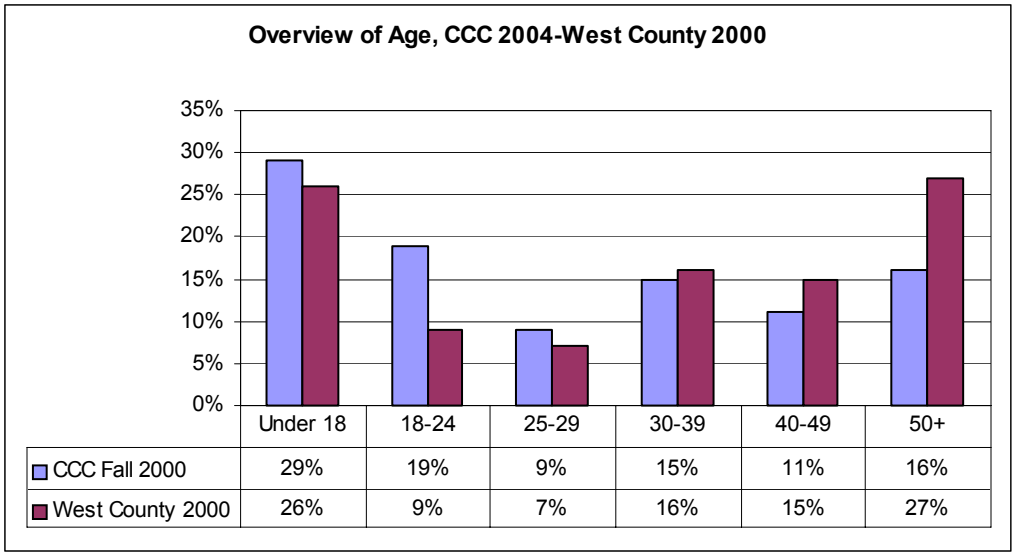
	Asian/Pacific	African Amer.	Hispanic	Native Amer.	Other	White
CCCCD Faculty Fall 2004	8%	9%	9%	1%	12%	61%
CCCCD Fall 2004	18%	12%	18%	1%	10%	42%

Source: CCCCD Human Resources

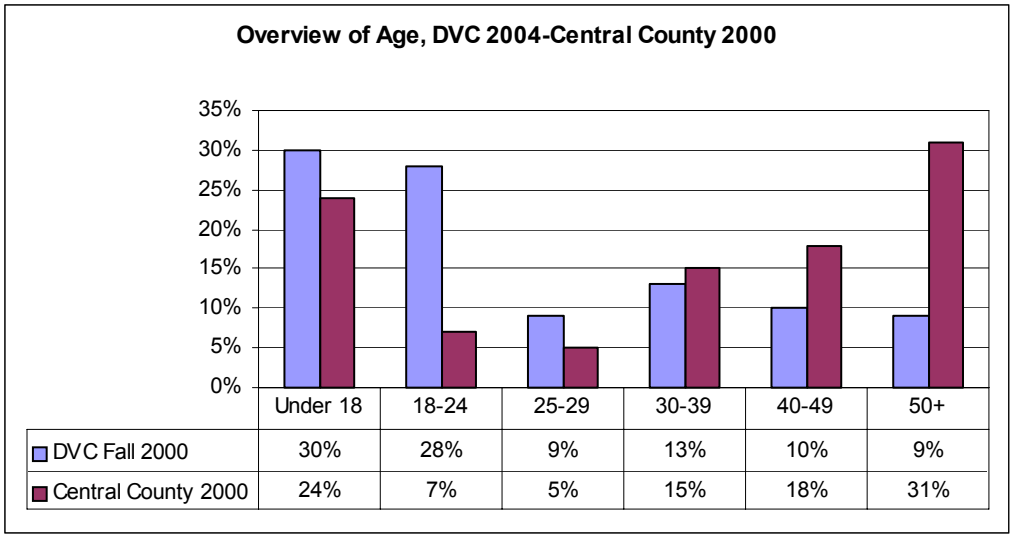
Overview of Age in County and District



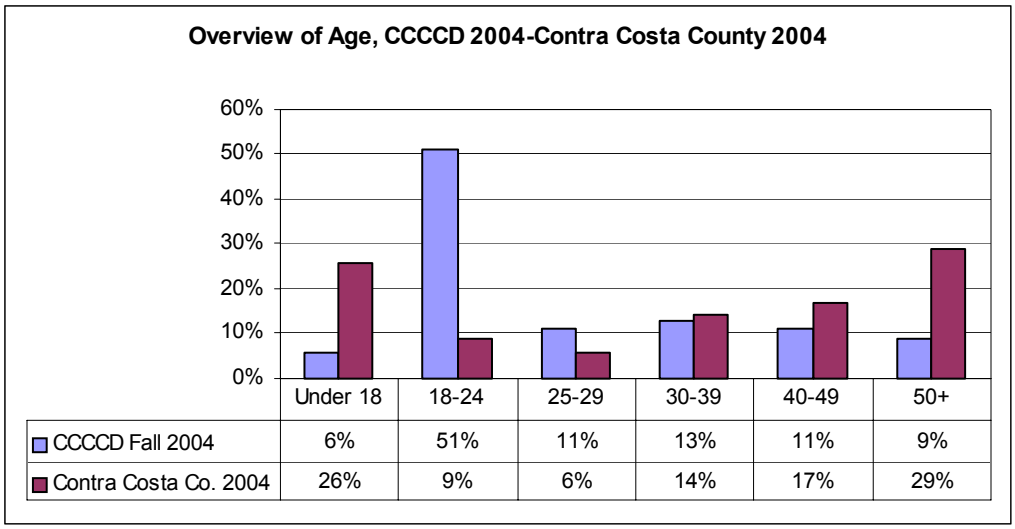
	Under 18	18-24	25-29	30-39	40-49	50+
LMC Fall 2000	26%	18%	10%	21%	16%	9%
East County 2000	32%	9%	6%	17%	15%	21%



	Under 18	18-24	25-29	30-39	40-49	50+
CCC Fall 2000	29%	19%	9%	15%	11%	16%
West County 2000	26%	9%	7%	16%	15%	27%



	Under 18	18-24	25-29	30-39	40-49	50+
DVC Fall 2000	30%	28%	9%	13%	10%	9%
Central County 2000	24%	7%	5%	15%	18%	31%

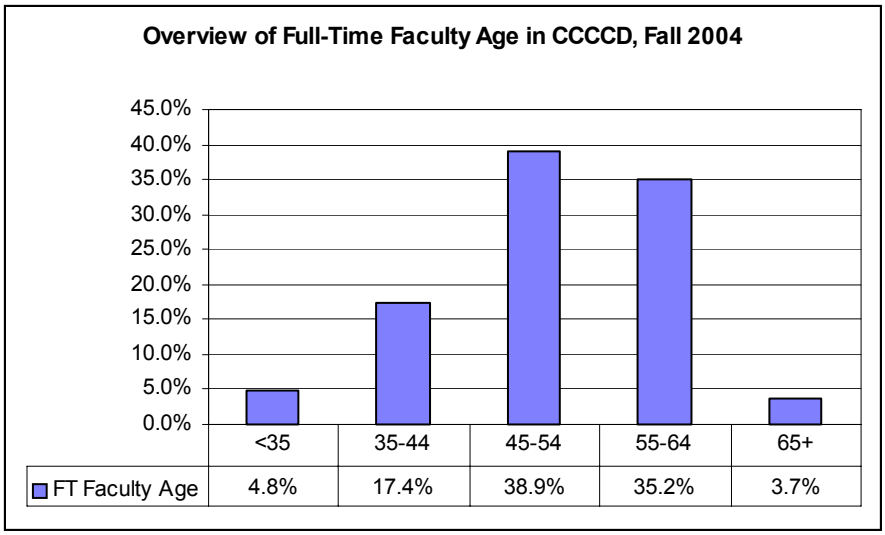


Source: CCCCO MIS Data Mart; U.S. Census 2000

Overview of Full-Time Faculty Age in District, Fall 2004

Age	No.	%
<35	22	4.8%
35-44	79	17.4%
45-54	177	38.9%
55-64	160	35.2%
65+	17	3.7%
Total	455	100.0%
Median Age	52	

Overview of Full-Time Faculty Age in District, Fall 2004



Source: CCCCD Human Resources

Organizational Climate

Climate Survey

Surveys are quick and relatively inexpensive ways to gather information about a particular topic of interest. The topic of interest in this case is the morale of the employees at the district. After assuming responsibilities in August 2005, the new Chancellor of CCCCD, Dr. Helen Benjamin, asked the District Research Council to develop an organizational climate survey to help understand more clearly the opinions of employees with respect to their work environment.

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)

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.

The survey was administered electronically to all of the employees of the district, with the provision for anonymity of the responses. Hard copies were also made available at various locations. A total of 610 responses were received, representing more than 30% of the district's employees. The profile of the responses received appears in the following table. The majority of the responses came from the faculty (46%), followed by Classified/Confidential Staff (39%), and Managers and Board Members (15%). DVC provided 45% of the responses, followed by LMC (23%), CCC (22%), and the district office (10%). The majority of the respondents were full-time employees (84%), while only 16% of the respondents were employed part-time.

Analysis of the survey results reveals the following for the district as a whole. There were some variations among colleges and constituent groups.

- The response ratings were relatively low, with no question attaining a score at 4 or above.
- Of the nineteen items, 7 (37%) had scores between 3 to less than 4, while 12 (63%) had scores between 2 and 3. Maximum score is 5.
- 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)
- 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)

- Faculty members had the lowest number (5 or 26%) of items with response scores above 3. Their major concerns were effective shared governance, responsiveness to suggestions, and fair treatment. The range of responses was 2.34 to 3.76.
- Classified/Confidential Staff had 10 (53%) items with response scores above 3, and 9 (47%) below 3. Their main concern is the system of accountability, recognition for their contributions, and expressing feeling without fear. The range of responses was 2.60 to 3.87.
- Managers were the most positive group with only one item (5%) with a response score below 3. Their main concerns were the system of accountability, holding employees accountable, and sufficiency of resources. The range of responses was 2.59 to 4.00.
- Contra Costa College had the highest number of items with response scores above 3 (17, or 89%). The major concerns at CCC were CCCCD's system of accountability, understanding the decision-making process at the district, and sufficiency of resources. The range of responses was 2.94 to 4.08.
- Diablo Valley College had the most critical responses to the survey, with only 6 out of 19 questions (32%) scoring above 3. The major concerns were shared governance, recognition of employees' contributions, and response to suggestions. The relatively large number of faculty responses (153 out of 273, or 55%) impacted the overall results for the college. The range of responses was 2.22 to 3.63.
- Responses from Los Medanos College were also critical of the district. Only 7 out of 19 (37%) questions had responses with scores above 3. The major issues were accountability, the decision-making process, and accountability of employees. The range of responses was 2.39 to 3.80.

Responses with the highest rating speak well of the high expectations for ethical behavior and of the success of the hiring process. However, responses with the lowest ratings present several challenges to the district, and the colleges as well. In many respects, people reflected their perceptions rather than the reality of the situation. The apparent schism between management and employees over the past few years may have contributed to the low response scores for 12 of the 19 questions.

In summary, faculty members at all colleges, and Diablo Valley College as a whole, were the most critical of the organizational climate at the district. Managers, and Contra Costa College as a whole, were the least critical. Classified Staff and Los Medanos College fell in between.

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. The district deficit and reduction of employee salaries and benefits have had a negative impact on employees' morale in the past two to three years. No wonder respondents to the survey indicated that the most important factor in improving morale would be the restoration of salaries from reductions of the past. That there was much more to be done to improve communications and restore a sense of trust at the district and its colleges was understood by the new Chancellor Dr. Helen Benjamin, and she made these her first priorities during her first year in office (2005-06).

CCCCD Climate Survey: Campus Differences from the Districtwide Mean

Top and Bottom Five Responses Districtwide

TOP FIVE DISTRICTWIDE						
Item No.	Item	Districtwide	District Office	LMC	CCC	DVC
Q6	Expected to Behave Ethically	3.78	3.68	3.80	4.08	3.63
Q15	Colleagues Have Necessary Skills	3.62	3.21	3.61	3.84	3.60
Q8	Mutual Trust/Respect	3.46	3.61	3.52	3.87	3.20
Q18	Supervisors Praise	3.33	3.37	3.36	3.59	3.17
Q12	Agreement on Expectations	3.33	3.11	3.42	3.61	3.18

BOTTOM FIVE DISTRICTWIDE						
Item No.	Item	Districtwide	District Office	LMC	CCC	DVC
Q11	CCCCD System of Accountability	2.60	2.33	2.39	2.94	2.57
Q13	Effective Shared Governance	2.65	2.70	2.93	3.16	2.22
Q4	CCCCD Recognizes My Contributions	2.66	2.79	2.74	3.10	2.35
Q17	CCCCD Responds to Suggestions	2.69	2.82	2.87	3.07	2.36
Q5	Fair Treatment by CCCCD	2.72	2.86	2.89	3.14	2.39

In Fall 2005 the Contra Costa Community College District administered a web-based survey using SurveyMonkey software. There were a total of 615 respondents: 57 from the District Office, 142 from LMC, 134 from CCC, and 273 from DVC. Of the respondents, 512 were full-time and 97 were part-time. 278 were faculty, 236 were classified/confidential, and 91 were managers. The following analysis is of part one of the survey, which asked 19 questions.

The top five in degree of agreement, as seen from points out of a possible total of five for each question, were those shown in the first table above, "Top Five Districtwide":

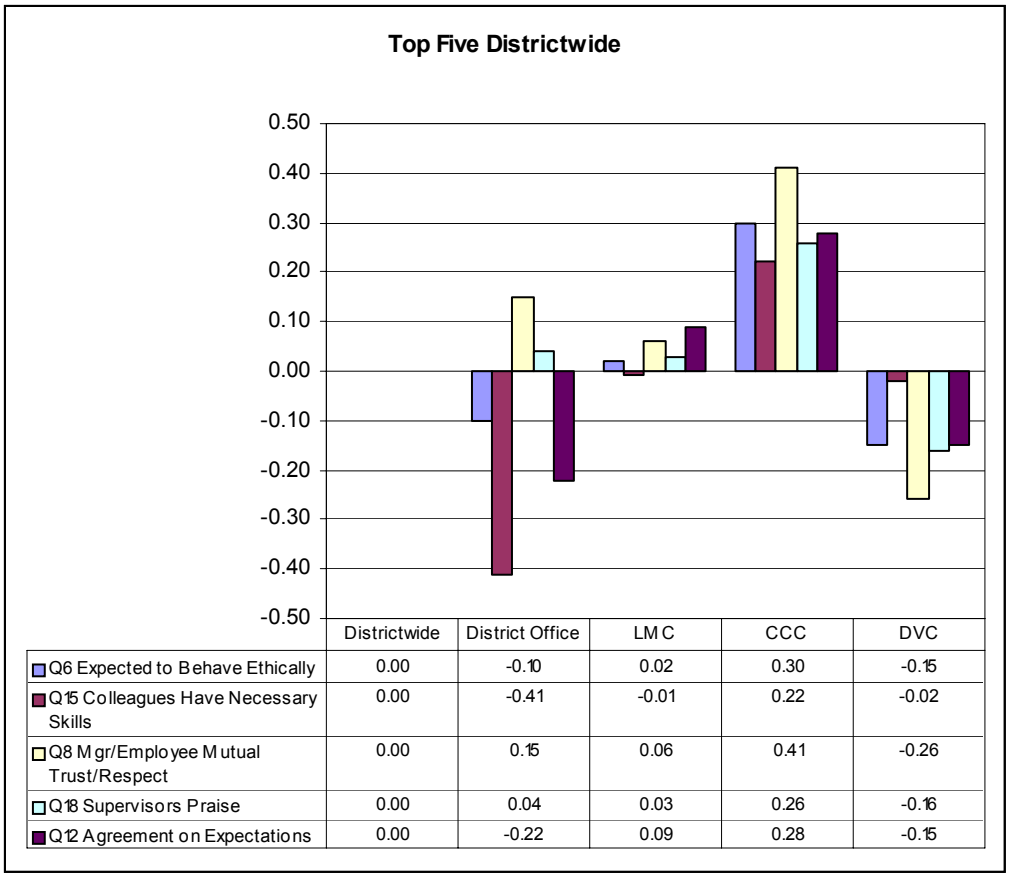
Item 6: CCCCD employees are expected to behave ethically
Item 15: The people I work with have the skills required to do their jobs well
Item 8: Trust and respect exist between me and my manager
Item 18: My supervisor praises people for a job well done
Item 12: My supervisor and I have agreed on what exactly is expected of me in my job

The bottom five in degree of agreement were those shown in the second table above, "Bottom Five Districtwide."

Item 11: CCCCD has systems in place to hold people accountable for performance toward measurable goals
Item 13: I have an effective voice through shared governance
Item 4: CCCCD appropriately recognizes and respects my contributions as an individual
Item 17: Management responds to ideas and suggestions
Item 5: Generally speaking, CCCCD treats its employees fairly

Actions to improve the district administration would logically begin with the responses in the bottom five.

Top Five Responses Districtwide in CCCCD Climate Survey

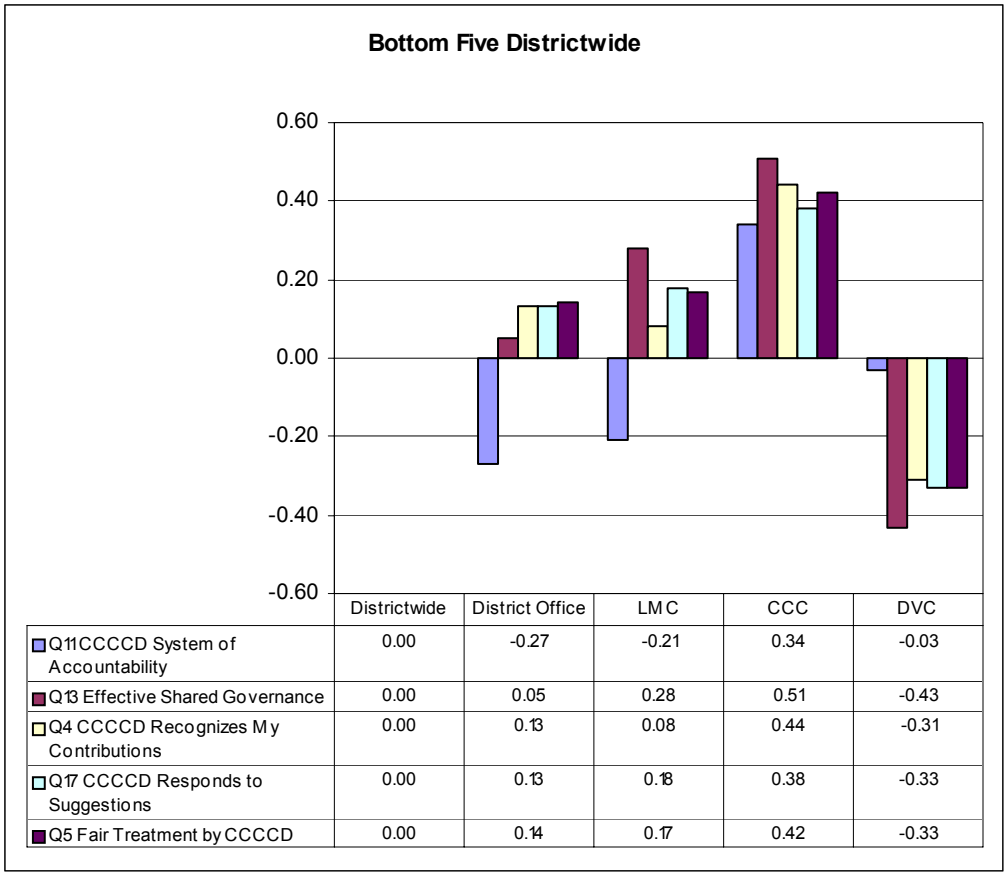


	Districtwide	District Office	LMC	CCC	DVC
Q6 Expected to Behave Ethically	0.00	-0.10	0.02	0.30	-0.15
Q15 Colleagues Have Necessary Skills	0.00	-0.41	-0.01	0.22	-0.02
Q8 Mgr/Employee Mutual Trust/Respect	0.00	0.15	0.06	0.41	-0.26
Q18 Supervisors Praise	0.00	0.04	0.03	0.26	-0.16
Q12 Agreement on Expectations	0.00	-0.22	0.09	0.28	-0.15

As can be seen in the table on the previous page, the degree of agreement differed between locations within the district. Among the **top** five items in terms of degree of agreement, LMC and CCC in general had more positive responses as measured by their differences from the mean, while the district had more negative responses and DVC had the most consistently negative responses by the same comparative measure. In addition, the following may be noted:

- Item 6: Concerning expectations of ethical behavior, the district office scored 0.10 below the districtwide mean, and DVC 0.15 below; while CCC was .30 above.
- Item 15: Concerning whether colleagues have necessary skills, the district office scored 0.41 below the mean and CCC 0.22 above.
- Item 8: Concerning mutual trust and respect between managers and employees, DVC scored 0.26 below the mean, while CCC was 0.41 above and the district office was 0.15 above.
- Item 18: Concerning supervisors' praise for jobs well done, DVC scored 0.16 below the mean while CCC scored 0.26 above.
- Item 12: Concerning agreement on expectations, the district office scored 0.22 below the districtwide mean and DVC 0.15 below, while CCC scored 0.28 above.

Bottom Five Responses Districtwide in CCCCD Climate Survey



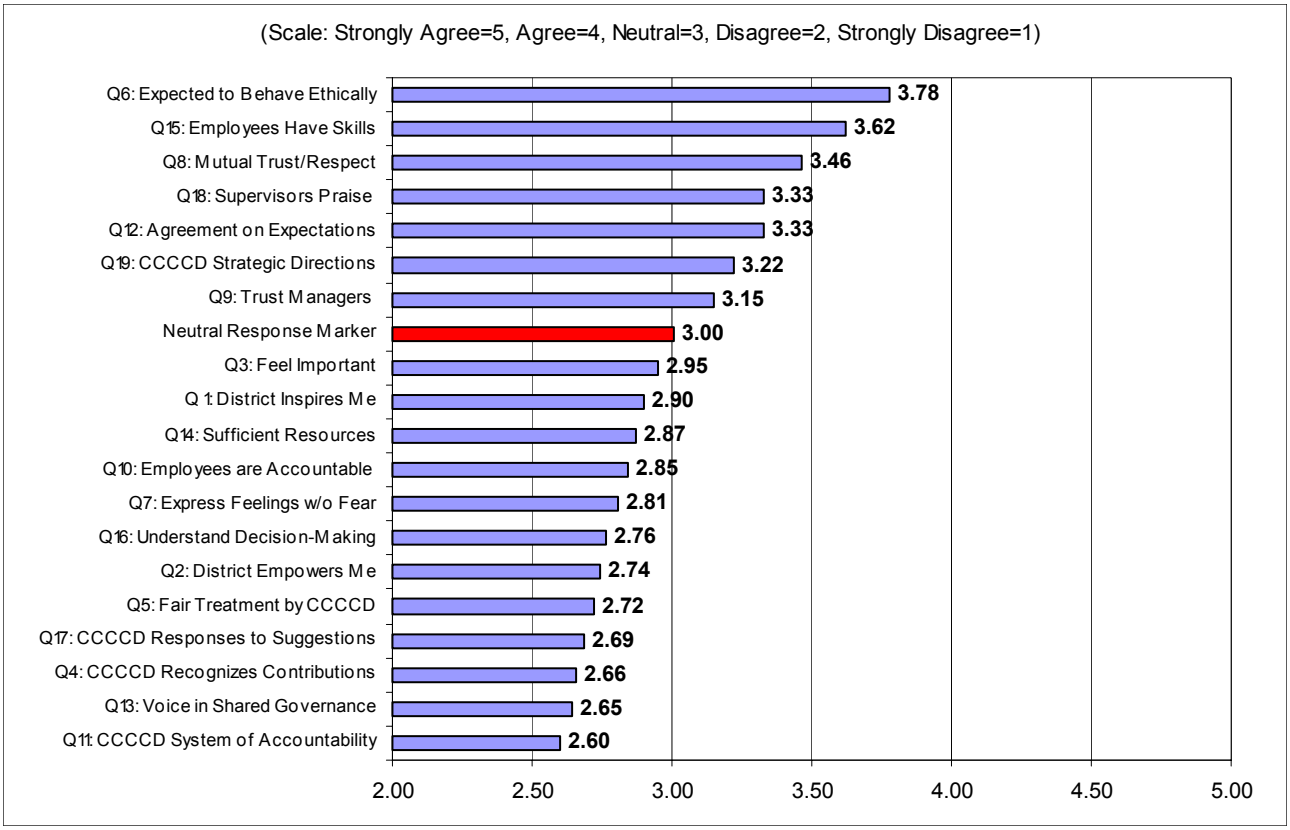
	Districtwide	District Office	LMC	CCC	DVC
Q11CCCCD System of Accountability	0.00	-0.27	-0.21	0.34	-0.03
Q13 Effective Shared Governance	0.00	0.05	0.28	0.51	-0.43
Q4 CCCCD Recognizes My Contributions	0.00	0.13	0.08	0.44	-0.31
Q17 CCCCD Responds to Suggestions	0.00	0.13	0.18	0.38	-0.33
Q5 Fair Treatment by CCCCD	0.00	0.14	0.17	0.42	-0.33

As can be seen in the table on page 129, the degree of agreement differed between locations within the district. Among the **bottom** five items in terms of degree of agreement, CCC in general had more positive responses as measured by differences from the mean, while the district office and LMC had a negative response on Item 11 but were otherwise positive; and DVC had the most consistently negative responses by the same comparative measure. In addition, the following may be noted:

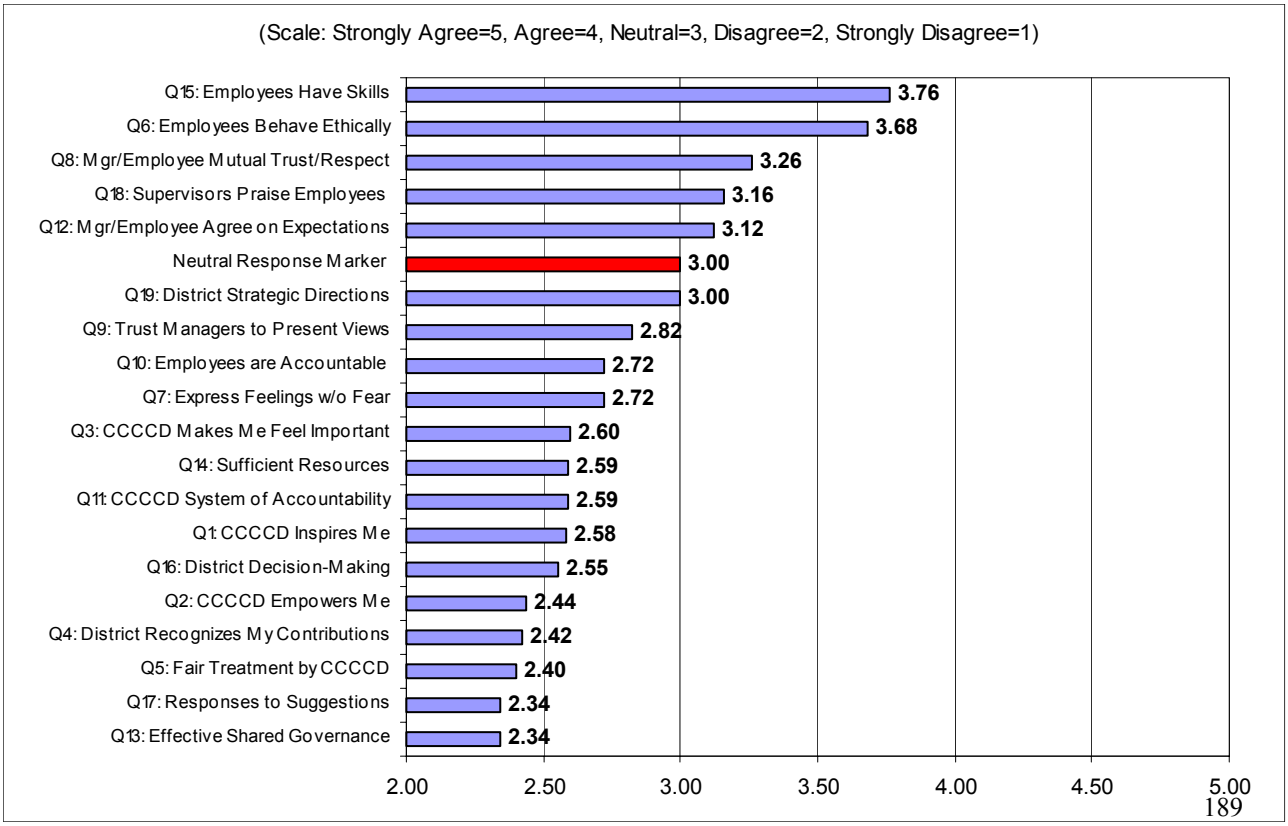
- Item 11: Concerning CCCCD's system of performance accountability, the district office was 0.27 below the mean and LMC was 0.21 below, while CCC was 0.34 above.
- Item 13: Concerning effective shared governance, DVC was 0.43 below the mean while CCC was 0.51 above and LMC was 0.28 above.
- Item 4: Concerning whether CCCCD recognizes employee contributions, DVC was 0.31 below the districtwide mean while CCC was 0.44 above and the district office was 0.13 above.
- Item 17: Concerning whether management responds to employee suggestions, DVC scored 0.33 below the mean while CCC was 0.38 above, LMC was 0.18 above, and CCC was 0.13 above.
- Item 5: Concerning whether CCCCD treats its employees fairly, DVC scored 0.33 below the mean while CCC scored 0.42 above, LMC 0.18 above, and the district office 0.13 above.

Where there are markedly negative differences from the districtwide mean, both the district and the location/entity involved should explore the reasons why this occurred and take steps to address the particular issues.

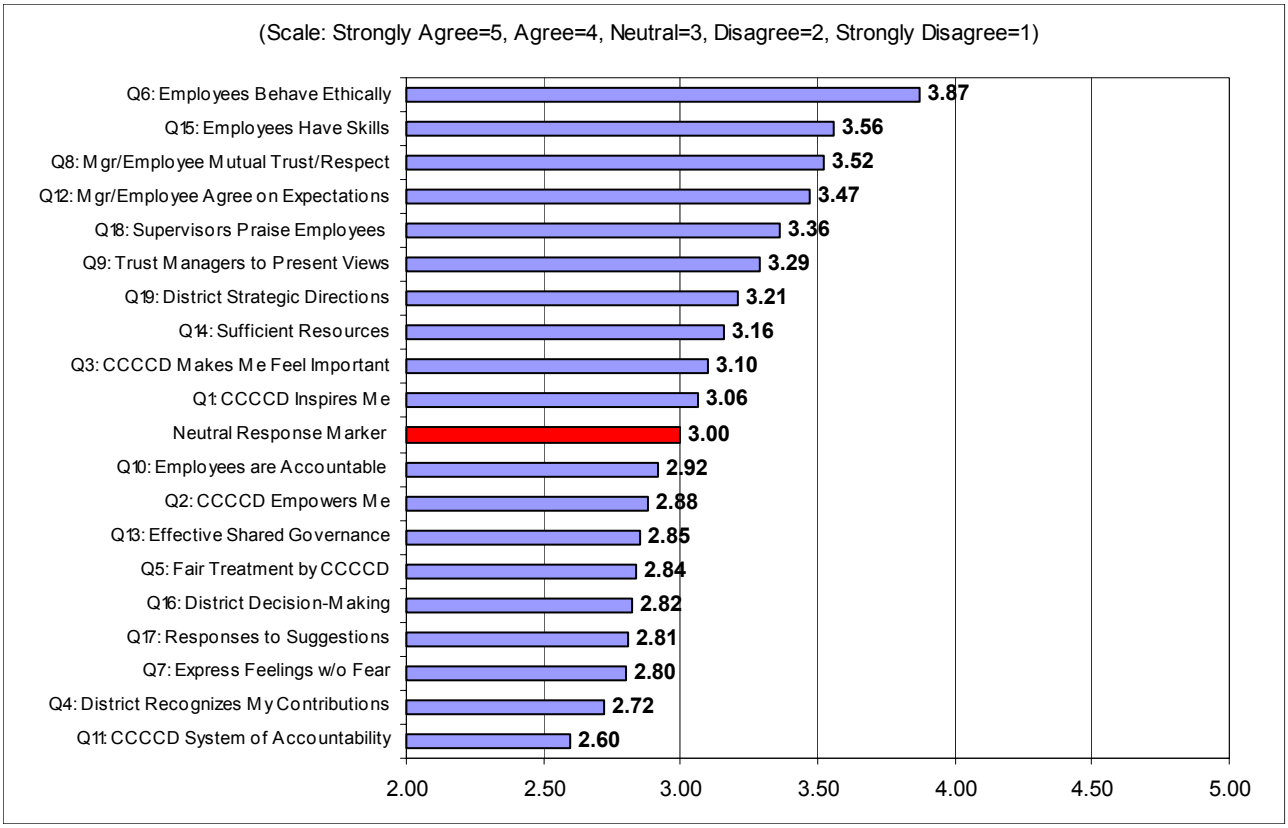
All Groups at CCCCD—Questions Ranked by Mean Response Score



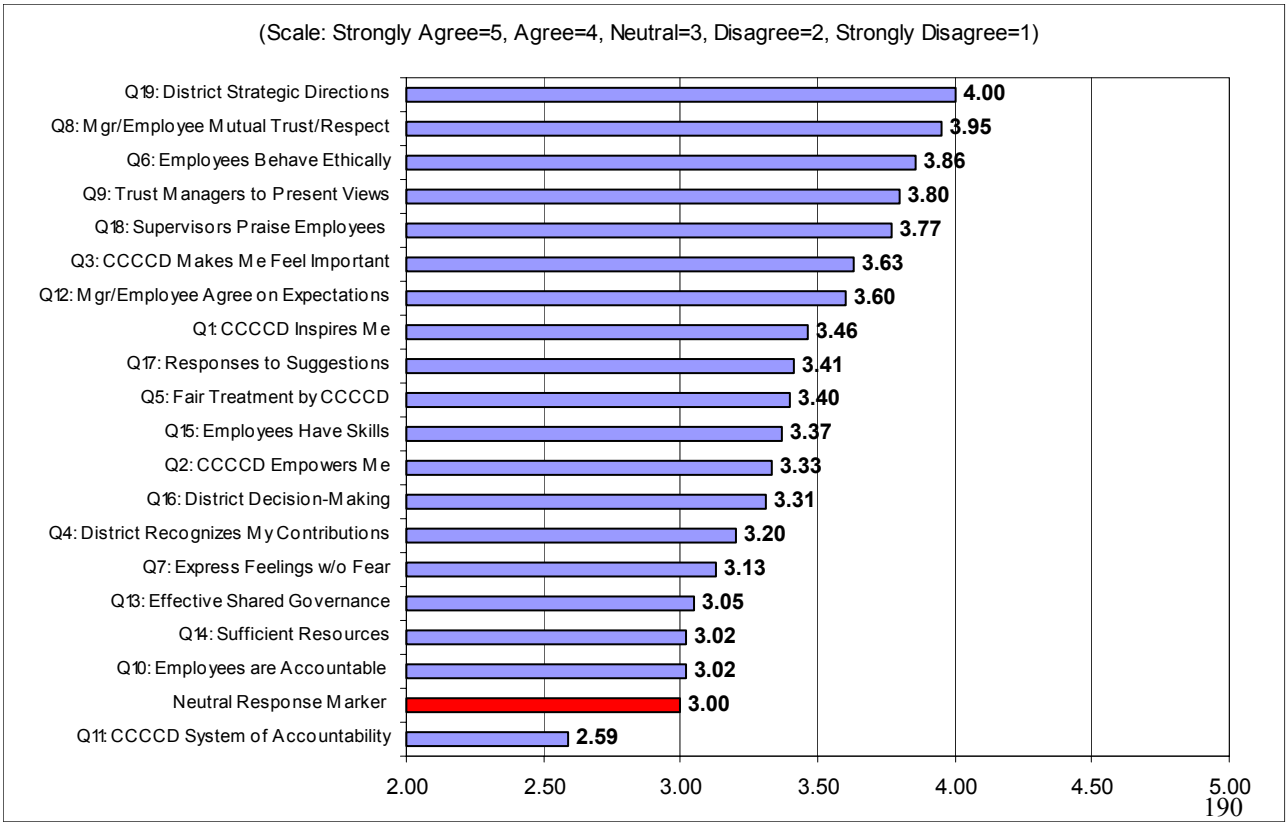
Faculty at CCCCD—Questions Ranked by Mean Response Score



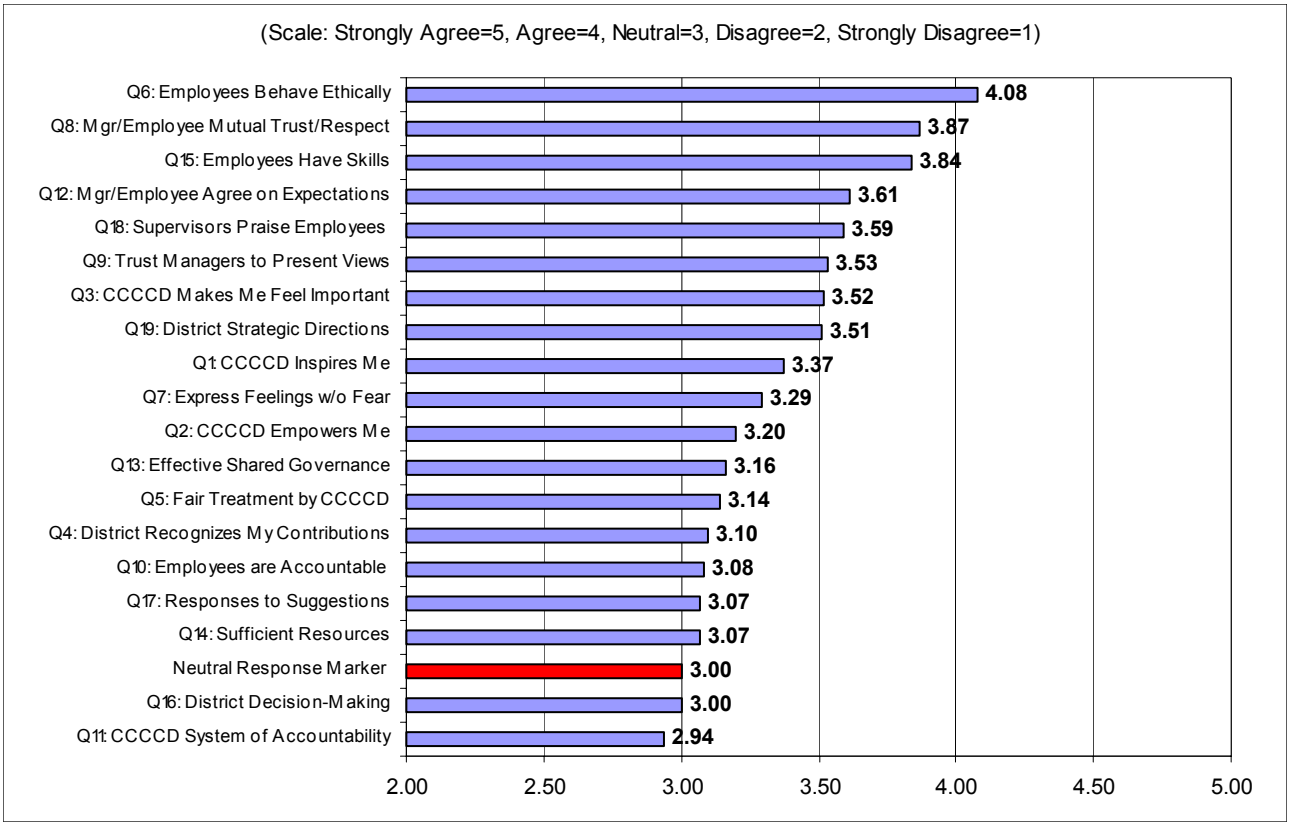
Classified/Confidential at CCCCD—Questions Ranked by Mean Response Score



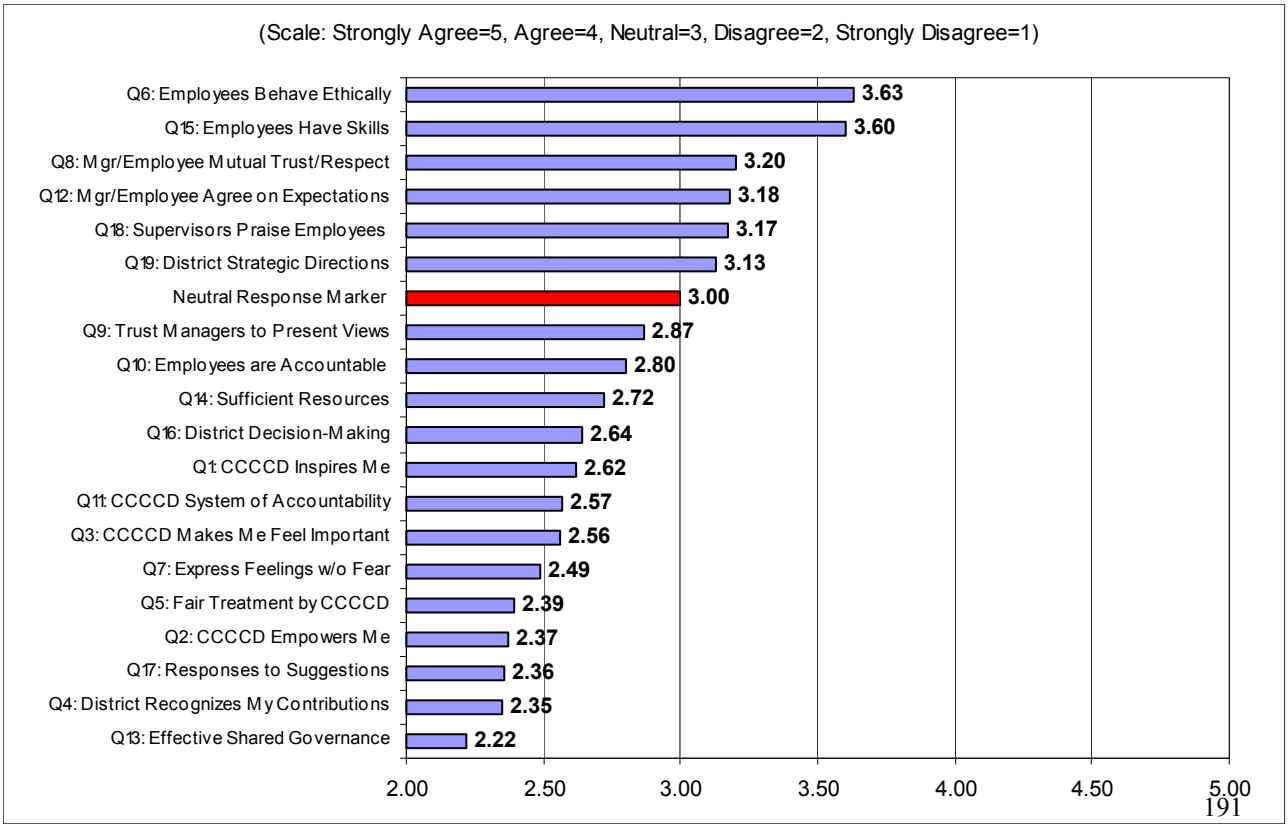
Managers/Supervisors at CCCCD—Questions Ranked by Mean Response Score



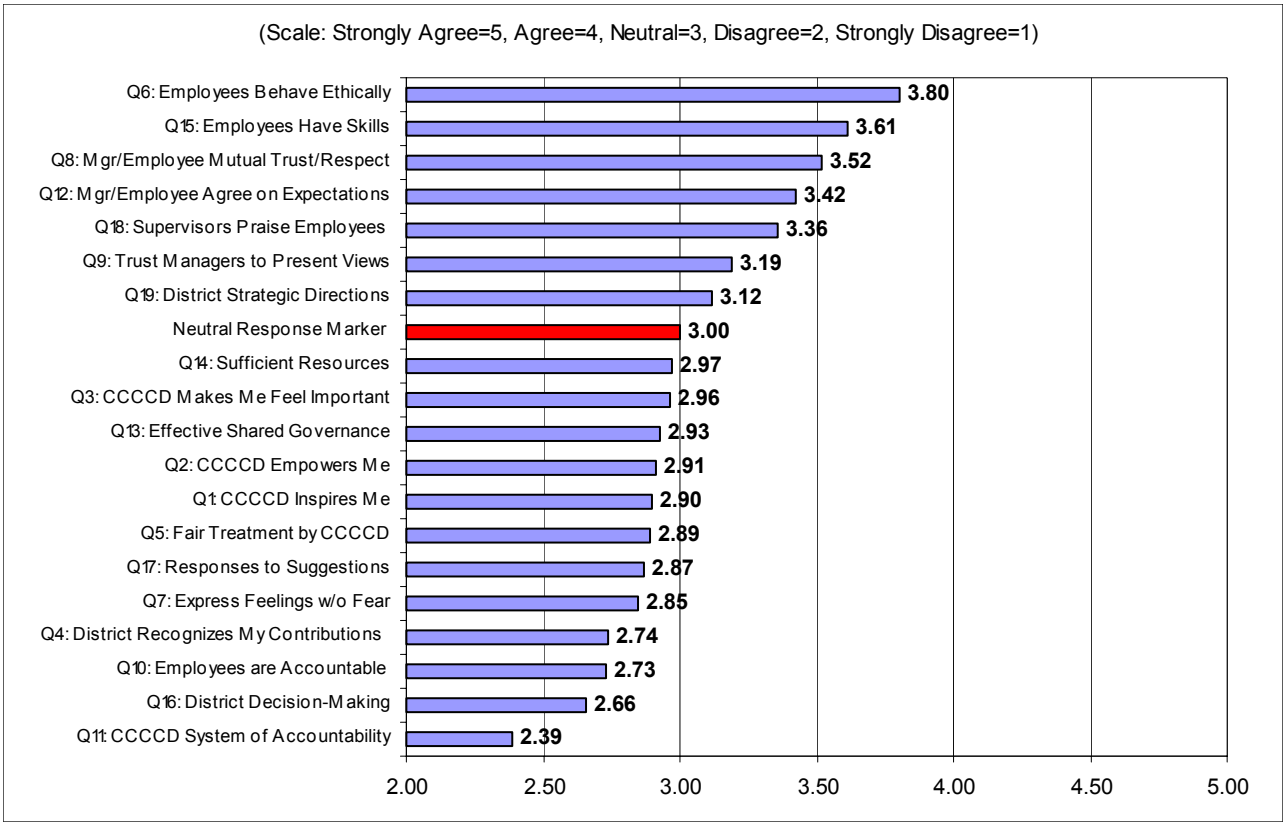
All Groups at Contra Costa College—Questions Ranked by Mean Response Score



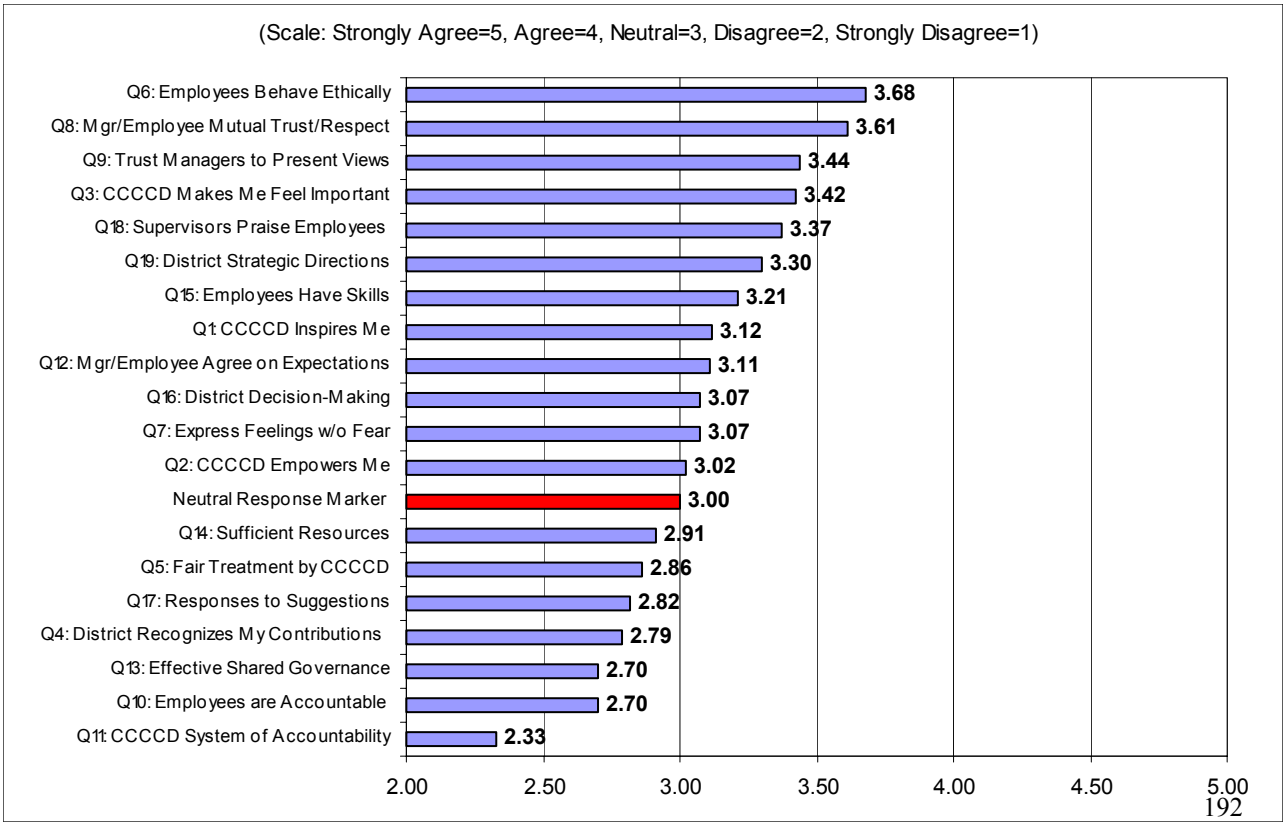
All Groups at DVC/SRVC—Questions Ranked by Mean Response Score



All Groups at LMC/Brentwood—Questions Ranked by Mean Response Score



All Groups at District Office/RTI—Questions Ranked by Mean Response Score



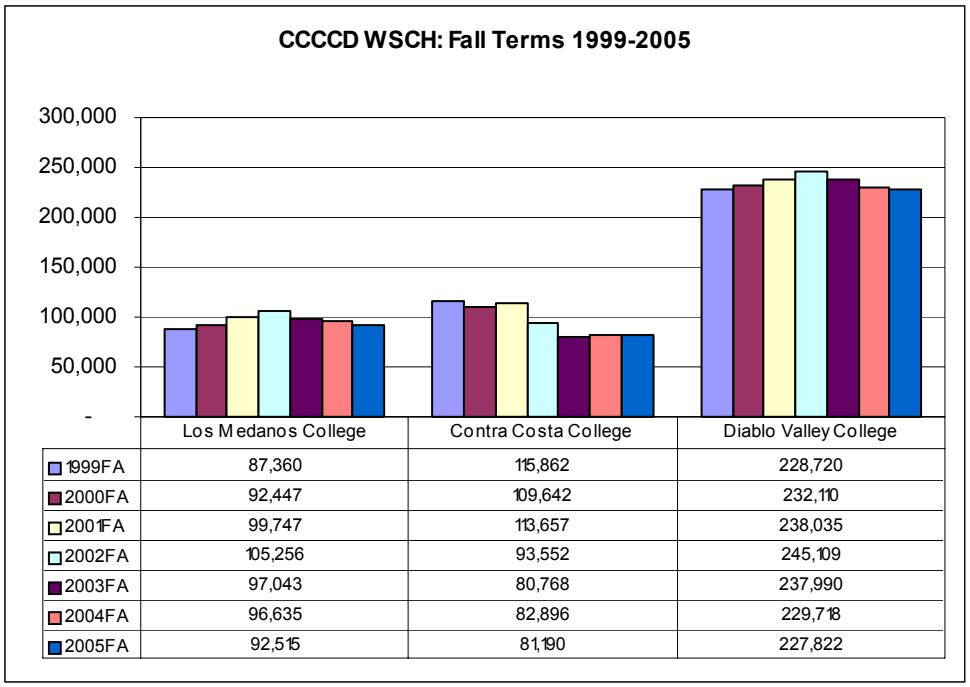
Source: CCCCD Climate Survey, Fall 2005

4. Productivity and Programs

Academic Productivity

WSCH

Weekly Student Contact Hours in the Contra Costa Community College District: Fall Terms, 1999-2005

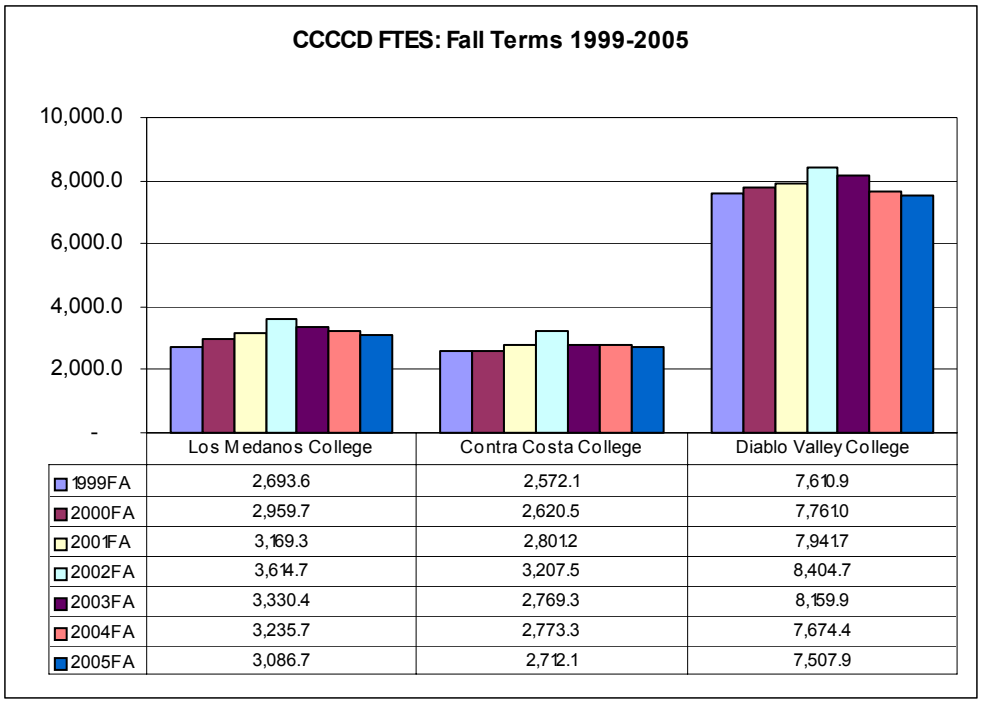


	Los Medanos College	Contra Costa College	Diablo Valley College
1999FA	87,360	115,862	228,720
2000FA	92,447	109,642	232,110
2001FA	99,747	113,657	238,035
2002FA	105,256	93,552	245,109
2003FA	97,043	80,768	237,990
2004FA	96,635	82,896	229,718
2005FA	92,515	81,190	227,822

Source: CCCCD Cognos

FTES

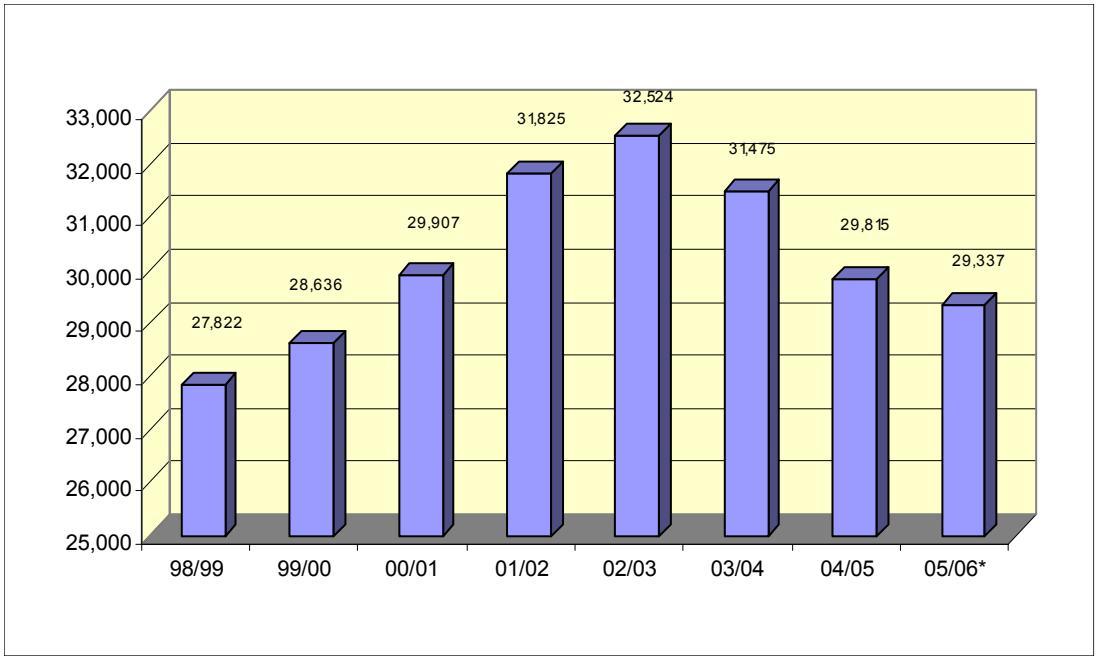
Full-Time Equivalent Students in the Contra Costa Community College District: Fall Terms, 1999-2005



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

Source: CCCCD Cognos

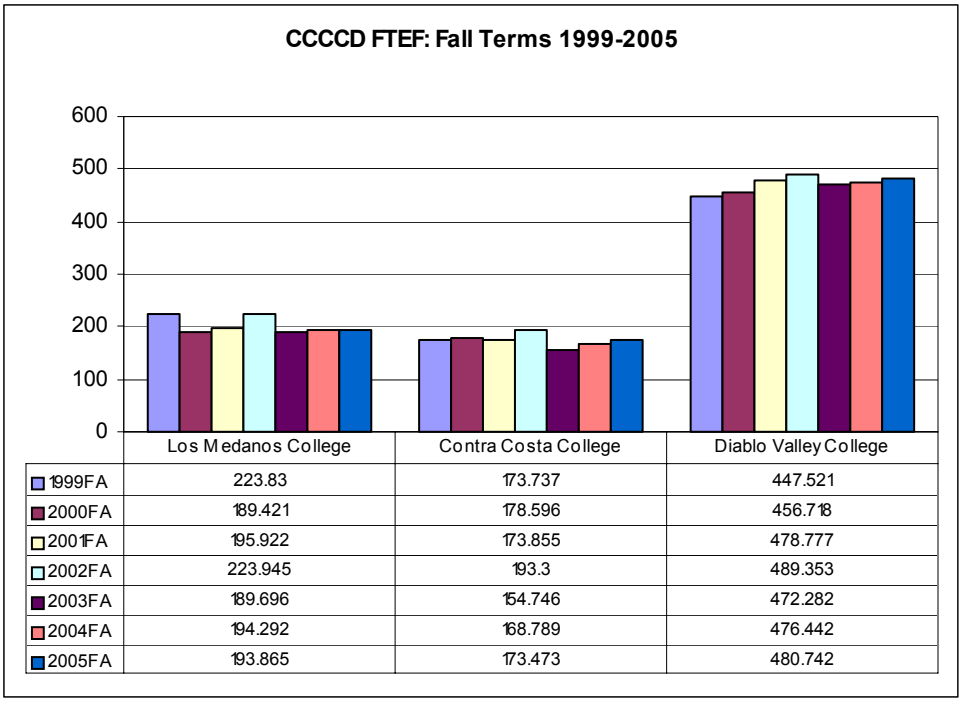
Total District (Resident and Nonresident) FTES



Source: CCCCD Accounting Department

FTEF

Full-Time Equivalent Faculty in the Contra Costa Community College District: Fall Terms, 1999-2005

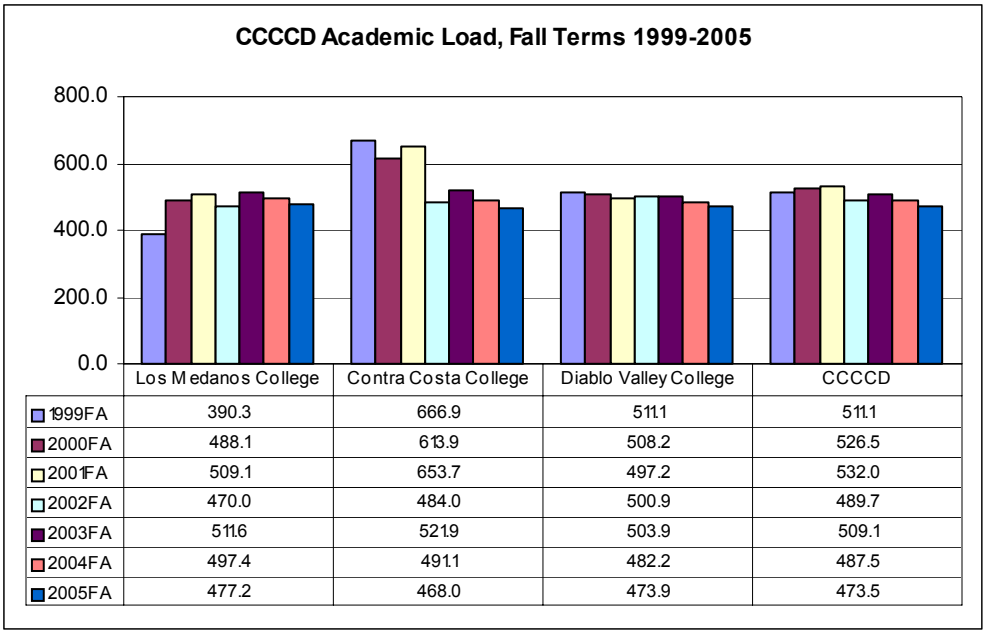


	Los Medanos College	Contra Costa College	Diablo Valley College
1999FA	223.83	173.737	447.521
2000FA	189.421	178.596	456.718
2001FA	195.922	173.855	478.777
2002FA	223.945	193.3	489.353
2003FA	189.696	154.746	472.282
2004FA	194.292	168.789	476.442
2005FA	193.865	173.473	480.742

Source: CCCCD Cognos

WSCH/FTEF

Academic Load in the Contra Costa Community College District: Fall Terms, 1999-2005

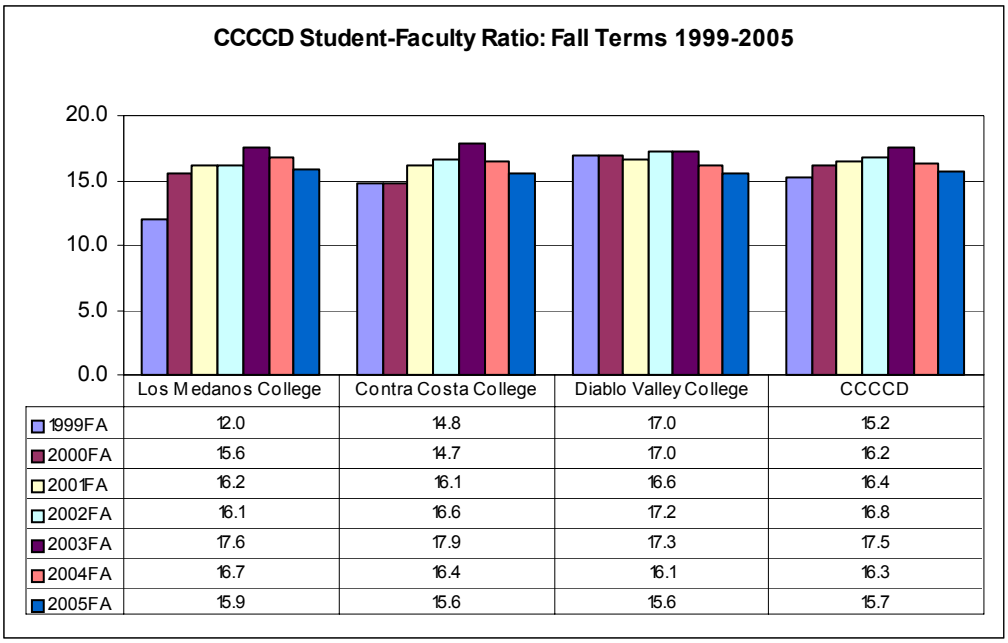


	Los Medanos College	Contra Costa College	Diablo Valley College	CCCCD
1999FA	390.3	666.9	511.1	511.1
2000FA	488.1	613.9	508.2	526.5
2001FA	509.1	653.7	497.2	532.0
2002FA	470.0	484.0	500.9	489.7
2003FA	511.6	521.9	503.9	509.1
2004FA	497.4	491.1	482.2	487.5
2005FA	477.2	468.0	473.9	473.5

Source: CCCCD Cognos

FTES/FTEF

Student-Faculty Ratio in the Contra Costa Community College District: Fall Terms, 1999-2005



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

Source: CCCCD Cognos

Fill Rate for Classes in the Contra Costa Community College District, 2002-03 and 2004-05

Top Code	Discpline	LMC		CCC		DVC	
		2002-03	2004-05	2002-03	2004-05	2002-03	2004-05
		Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %
10900	Ornamental Horticulture					76%	79%
10910	Landscape					62%	65%
20100	Architectural Technology					46%	47%
40100	General Biology			84%	82%	67%	64%
40110	Biology	83%	85%			11%	
40300	Bacteriology	82%	100%			78%	88%
40800	Natural History					64%	
41000	Physiology (incl. Anatomy)	74%	100%			81%	84%
43000	Biotechnology			54%	45%		
50100	Business/ Commerce	66%	69%	40%	42%	5%	2%
50200	Accounting	48%	47%	44%	44%	60%	62%
50210	Tax Studies					60%	69%
50400	Banking/Finance					42%	60%
50500	Business Administration			54%	53%	63%	61%
50600	Business Management	50%	61%	21%	61%	64%	58%
50630	Management Studies					78%	64%
50640	Small Business			40%	48%	44%	47%
50650	Retail Store Operations and Management					45%	45%
50800	International Business and Trade						69%
50900	Marketing			25%			
51100	Real Estate	90%	85%	64%	90%	118%	87%
51400	Secretarial	49%	55%	45%	46%	59%	62%
51420	Medical Office Technology					33%	
60100	Communications, General	62%	73%				
60200	Journalism	58%	60%	42%	24%	57%	56%
60300	Radio/Television					40%	57%
60301	Media and Communication						34%
60400	Radio and Television			25%	13%	63%	69%
60420	Television			23%	28%		
61200	Film History and Criticism			59%	48%	66%	63%
61400	Digital Media			46%	59%		
61410	Radio					67%	72%
61460	Computer Graphics			35%	30%		
69900	Other Media and Communications					67%	
70100	Computer/Info Science, General	53%	67%	61%	53%	44%	57%
70200	Computer Information Systems					71%	76%
70210	Software Applications			81%	80%	64%	68%
70600	Computer Science (transfer)			8%	5%	57%	63%
70700	Computer Software Development					60%	24%

Fill Rate for Classes in the Contra Costa Community College District, 2002-03 and 2004-05

Top Code	Discpline	LMC		CCC		DVC	
		2002-03	2004-05	2002-03	2004-05	2002-03	2004-05
		Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %
70710	Computer Programming			25%	24%	53%	52%
70720	Database Design and Administration					46%	35%
70800	Computer Infrastructure and Support					58%	39%
70810	Computer Networking			60%	42%	59%	50%
70820	Computer Support					79%	68%
79900	Comp. Network Training Prog.	57%	54%		44%		58%
80100	Education, General	53%	47%	50%	32%	57%	54%
80200	Education Aid/Classroom Ass't	14%	23%	30%	34%		
80900	Special Education Srvc/Aide						46%
83500	Phys. Ed. Physical Fitness	64%	66%	59%	47%	57%	49%
83510	Physical Fitness& Body Movement			55%	62%		
83520	Fitness Trainer					41%	63%
83550	Intercollegiate Athletics	79%	46%	79%	52%	18%	19%
83560	Coaching					59%	64%
83570	Aquatics and lifesaving				60%		
83700	Health Education			72%	80%	72%	67%
85000	Sign Language					81%	74%
89900	Other Education					40%	
90100	Engineering, General	22%	17%	18%	18%	74%	69%
92400	Engineering Tech, General					49%	54%
93400	Electronics/ Electric Tech.	55%	35%	60%	51%	59%	61%
93401	Computer Electronics					47%	59%
93510	Appliance Repair Tech	46%	36%	45%	54%		
94500	technology and maintenance				46%		
94800	Automative Tech	100%	100%	50%	47%		
94900	Automotive Collision Repair			70%	95%		
95231	Plumbing, Pipefitting and Steamfitting					47%	44%
95232	Plumbing, Pipefitting and Steamfitting					43%	48%
95300	Drafting Technology			27%	27%	58%	63%
95630	Machine Tool/Machine Shop					60%	49%
95650	Welding	33%	36%				
95680	Industrial Quality Control			36%			
95700	Construction Technology					65%	77%
95720	Construction Inspection					110%	114%
100100	Fine Arts, General			72%	70%		
100200	Art	47%	58%	21%	28%	59%	59%
100400	Music	52%	49%	53%	48%	47%	50%
100500	Recording Arts	79%	73%			66%	67%
100600	Technical Theater					73%	68%

Fill Rate for Classes in the Contra Costa Community College District, 2002-03 and 2004-05

Top Code	Discpline	LMC		CCC		DVC	
		2002-03	2004-05	2002-03	2004-05	2002-03	2004-05
		Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %
100700	Dramatic Arts	65%	60%	74%	72%	65%	67%
100800	Dance					45%	40%
101100	Photography			28%	17%	76%	73%
103000	Graphic Arts	49%	40%	24%	24%	73%	69%
110100	Foreign Languages, General			57%			
110200	French	39%	35%	34%		37%	39%
110300	German					27%	24%
110400	Italian		63%			37%	39%
110500	Spanish	39%	51%	40%	45%	62%	48%
110600	Russian					44%	45%
110700	Chinese		26%	59%		54%	57%
110800	Japanese			61%	49%	57%	56%
110900	Latin		31%			43%	46%
111710	Filipino					123%	86%
119900	Other Languages-Persian					40%	33%
120100	Health Professions	100%	91%	60%	58%		
120800	Medical Assisting			65%	72%		
122800	Athletic Training and Sports Medicine					64%	64%
123010	Nursing, RN	95%	97%	40%	42%		
123020	Nursing, LVN	66%	54%				
123030	Certified Nurse Assistant			49%	36%		
124010	Dental Assistant			60%	39%	80%	94%
124020	Dental Hygienist					92%	92%
124030	Dental Laboratory Technician					76%	117%
125000	Emergency Medical Services	86%	100%	74%	81%		
129900	Other Health Occupations					42%	
130500	Lifespan Child Dev, Family	59%	48%	52%	46%	66%	63%
130520	Children with Special Needs					80%	36%
130550	The School Age Child					33%	
130560	Parenting and Family Education						119%
130570	Foster and Kinship Care			52%	69%	69%	58%
130580	Child Development Adminstration and Mgmt					51%	40%
130590	Infants and Toddlers					29%	61%
130600	Nutrition & Food	1%	100%		50%	79%	88%
130630	Culinary Arts Chef, Catering	76%		20%	35%	83%	77%
130710	Restaurant & Food Svc Mngmt.					70%	77%
130720	Lodging Management					65%	74%
150100	English	70%	84%	70%	64%	76%	72%
150101	English						50%

Fill Rate for Classes in the Contra Costa Community College District, 2002-03 and 2004-05

Top Code	Discpline	LMC		CCC		DVC	
		2002-03	2004-05	2002-03	2004-05	2002-03	2004-05
		Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %
150300	Comparative Literature	56%	66%			49%	49%
150600	Speech, Debate/Forensics	71%	82%	55%	53%	74%	81%
150700	Creative Writing	31%	72%	48%	43%	65%	63%
150900	Philosophy	59%	69%	70%	63%	65%	68%
151000	Religious Studies	43%	72%	51%	48%		
159900	Other Humanities			76%	68%		
160100	Library Science, General	27%	23%	33%	50%	38%	83%
160200	Library Technician (Aide)					57%	63%
170100	Mathematics	41%	58%	65%	57%	63%	58%
190100	Physical Sciences, General	44%	43%			66%	59%
190200	Physics	57%	62%	60%	41%	77%	64%
190500	Chemistry	64%	69%	79%	77%	67%	69%
191100	Astronomy	89%	100%	67%	67%	77%	66%
191400	Geology			86%	95%	76%	79%
191900	Oceanography			33%	40%	75%	73%
200100	Psychology, General	69%	87%	91%	98%	77%	75%
210400	Social Work	52%	55%			30%	44%
210440	Alcohol and Drug Studies					52%	57%
210500	Administrative of Justice	54%	40%	66%	55%	75%	77%
210510	Corrections			78%	61%		
213300	Fire Control Technology	86%	76%				
220100	Social Sciences, General	78%	73%	70%	55%	67%	74%
220200	Anthropology	61%	87%	59%	57%	67%	69%
220301	African American Studies, Ethnic Studies			53%	53%		
220302	La Raza Studies, Ethnic Studies			62%	63%		
220400	Economics	73%	71%	72%	85%	70%	68%
220500	History	58%	62%	78%	61%	76%	73%
220600	Geography			63%	47%	71%	68%
220610	Geographic Information Systems					38%	65%
220700	Political Science			68%	68%	77%	70%
220800	Sociology	63%	78%	104%	88%	80%	75%
300700	Cosmetology	35%	45%	30%	21%		
300900	Travel Services & Tourism	51%	50%				
490100	Liberal Arts & Sciences, General						
490300	Humanities					73%	75%
493009	Supervised Tutoring				48%		
493010	Guidance					38%	56%
493011	Interpersonal Skills			43%	75%		
493012	General Coop	10%	8%				

Fill Rate for Classes in the Contra Costa Community College District, 2002-03 and 2004-05

Top Code	Discpline	LMC		CCC		DVC	
		2002-03	2004-05	2002-03	2004-05	2002-03	2004-05
		Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %	Current/Maximum Enr. %
493013	Academic Guidance	77%	80%	127%	49%	75%	76%
493020	General Studies Comm. Skills					61%	62%
493021	General Studies Writing	76%	79%			70%	54%
493032	Learning Skills-Learning Dis	55%	71%	53%	67%	102%	80%
493040	Computational Skills					100%	34%
493041	Pre-Algebra	20%	42%	68%	53%	67%	61%
493070	Reading Skills, Comm. Skills					77%	52%
493071	Reading Skills, Coll Lvl (incl Speed Reading)			94%			
493072	Skill Development			217%	137%		
493080	ESL	63%	77%	71%	78%	94%	79%
493200	General Work Experience			20%	26%	4%	1%
499900	Other Interdisciplinary Studies			62%	83%	10%	9%

Source: CCCCD IT Performance Indicators

Programs and Curricula

CCCCD Certificates and Degrees: 2006-07 Catalog

	Diablo Valley College				Contra Costa College				Los Medanos College			
	Certificates		AA/AS	Transfer	Certificates		AA/AS	Transfer	Certificates		AA/AS	Transfer
	CC	CA			CC	CA			CC	CA		
Addiction Studies		●	AS									
Administration of Justice	●	●	AS			●	AS	●	●	●	AS	
African American Studies							AA	●				
Anthropology							AA	●			AS	
Appliance Service									●	●	AA	
Architecture							AS	●				
Architecture Technology		●										
Art - Fine Arts							AA	●			AA	
Art - Graphic Communications										●	AA	
Art - Digital Publishing										●		
Automotive Collision/Mechanics						●	AS					
Automotive Technology										●	AS	
Biological Science							AS	●			AS	
Biotechnology					●	●	AS					
Broadcast Communications		●	AA									
Business - General									●			
Business - Accounting		●				●				●	AS	
Business - Administration						●	AS	●				
Business - Management Studies		●				●	AS			●	AS	
Business - Office Professional/Office Technology		●				●	AS			●	AS	
Business - Real Estate	●	●				●	AA			●	AS	
Business - Retailing		●										
Business - Small Business Management		●								●	AS	
Chemistry							AS	●			AS	
Child Development									●	●	AS	
Computer Networking Technologies		●	AS			●	AS		●			
Computer Repair Technology					●							
Computer Operations						●	AS					
Computer Programmer						●	AS					
Computer Science		●	AS				AS	●	●	●		
Computer Technical Support	●	●	AS									
High Performance Computing							AS					
Microcomputer Software Support		●										
Construction - Building Inspection		●										
Construction -Management		●										
Construction - Supervision & Superintendency		●										
Cosmetology						●				●		
Dental Assisting		●	AS			●	AS					
Dental Hygiene		●	AS									
Dental Laboratory Technology		●	AS									
Drafting Technology	●	●	AS			●	AS					
Early Childhood Education - Basic		●				●	AS					
American Montessori Education						●	AS					
Associate Teacher	●				●							
Teacher		●	AS									
Master Teacher		●										
Site Supervisor		●										
Foster Care/Family Day Care Provider		●			●							
Violence Intervention/Counseling					●							
Earth Science							AS					
Economics							AA					
Electrical/Electronics Technology		●								●	AS	
Emergency Medical Services/Paramedic									●	●	AS	
Engineering/Engineering Technology								●				
Civil Drafting	●	●	AS									
Mechanical Drafting	●	●	AS									

CCCCD Certificates and Degrees: 2006-07 Catalog (Cont.)

	Diablo Valley College				Contra Costa College				Los Medanos College			
	Certificates		AA/AS	Transfer	Certificates		AA/AS	Transfer	Certificates		AA/AS	Transfer
	CC	CA			CC	CA			CC	CA		
English							AA	●				
Fire Technology/Academy									●	●	AS	
Foreign Language - French	●						AA	●				
Foreign Language - German	●											
Foreign Language - Italian	●											
Foreign Language - Japanese	●											
Foreign Language - Mandarin Chinese	●											
Foreign Language - Russian	●											
Foreign Language - Spanish	●						AA	●	●			
Geographic Information Systems	●	●	AS									
Geography							AA	●				
History							AA	●				
Horticulture - Basic		●										
Horticulture - Landscape Construction		●										
Horticulture - Landscape Design		●										
Horticulture - Landscape Maintainence		●										
Hotel Restaurant Management												
Baking and Pastry		●				●	AS					
Culinary Arts		●			●	●	AS					
Restaurant Management		●										
Industrial Technology						●	AS					
Journalism						●	AA	●			AA	
La Raza Studies							AA	●				
Liberal Arts											AA	
Liberal Studies - General							AA	●				
Liberal Studies - Transfer							AA	●				
Library and Information Technology		●	AS									
Machine Technology		●										
Mathematics			AA				AS	●			AS	
Medical Assisting						●	AS					
Multimedia - Basic	●											
Multimedia - Advanced		●	AA									
Music							AA	●			AA	
Music - Commercial	●									●		
Music - Recording Arts	●									●	AA	
Nondestructive Examination						●	AS					
Nursing - Registered Nursing							AS		●	●	AS	
Certified Nursing Assistant					●							
Acute Care for the Nursing Assistant					●							
Physical Education							AA	●				
Baseball Officiating					●							
Coaching		●	AS									
Fitness Instruction/Personal Training		●	AS		●							
Sports Medicine/Athletic Training			AS	●								
Physics							AS	●				
Political Science							AA	●				
Psychology							AA	●			AA	
Radiological Science							AS					
Refrigeration and Appliance Repair						●	AS					
Household Survival: Maintenance and Repair					●							
Respiratory Therapy			AS*									
Sign Language									●			
Sociology							AA	●			AS	
Special Education Paraprofessional		●	AA									
Transfer Studies - CSU/IGETC			AA	●								
Travel Marketing									●	●	AS	
Welding Technology					●	●	AS			●	AS	
Women's Services		●										

*This program is offered in collaboration with Ohlone College, which grants the degree.

Source: Kim Schenk, Workforce Development Department, Diablo Valley College

Internal Profile
Executive Summary and Implications for Planning

- CCCCD is the seventh largest community college district in California, with annual full-time-equivalent student enrollment (FTES) in 2005-06 of nearly 30,000 students, and a total annual unduplicated head count of 56,000 students.

- Unless there are drastic changes in the environment of higher education, enrollment may continue to decline or fluctuate in the narrow range for the next several years. This projection reflects the current realities of program offerings and changing demographics. The following rationale provides the basis for this projection.

  ⇒ The district does not have a set of new programs that can attract adult learners as did the technology courses a generation ago. Despite much talk about health-related programs, they are too costly and require longer time periods to develop and flourish.

  ⇒ The "baby boom echo" generation or baby boomleters, the first cohort of which was born in 1977 and began to matriculate in college in 1995, is running its course. By 2009, the last cohort will reach college age, beginning the first sustained decline in the number of graduating high school students in nearly two decades.

  ⇒ The growing Latino and Asian student population in Contra Costa County means that the county probably will fare better than others. However, the college-going rate among Latinos and other minorities is lower than that among majority students. Furthermore, these students are usually under-prepared and would require remedial education; and their persistence and retention rates are traditionally lower than majority students.

  ⇒ The fall-off in enrollment will take place despite this influx of Latinos and Asians. The decline will be particularly steep among white students, who historically have been more likely than minority students to attend college.

  ⇒ In recent years, public four-year institutions in the state (UC and CSU) have expanded their freshman class, and enrollments exceeded housing capacity in fall 2006. With fewer college-going students, the preference will be for four-year colleges. Granted, community colleges remain a bargain since they have lower tuition and fees and smaller class sizes; but given the rising educational attainment of the parents, there will be a tendency to send Johnny and Susie to the nearby CSU or UC campus at the expense of community college enrollments.

- Enrollment of men on college campuses has lagged behind that of women for the past 30 years. However, the gap between genders is growing faster at colleges that have a high proportion of ethnic minorities. Only three out of ten students at CCC are males, while LMC is not far behind, with 4 out of ten being males. DVC still maintains a steady population of men on campus. College recruitment policies should aim at establishing a gender balance on the campus.

- The number and percentage of traditional college-age students increased across the board for all three colleges, albeit at different rates.

- In contrast, the number and percentage of adult learners have declined at all three colleges between 1992 and 2005, with LMC leading the percentage of decline, followed by DVC, and then CCC. As of 2005, adult learners represented a relatively smaller number and percentage compared to fourteen years earlier.

- Future enrollment growth will depend largely on two strategies: increase the college-going rate and therefore attract a larger share of traditional-age students; and at the same time expand the opportunities for adult learners to return to college for further enhancement and retooling.

- The most important ethnicity change taking place in the past fourteen years has been the decline in the number and percentage of white students. Between 1992 and 2005, the number of White students on the college campuses at CCCCD declined by more than 10,000. In contrast, the number and percentage of all ethnic groups (except Native Americans) have increased sharply, in one case (Hispanics) by more than 50%.

  ⇒ White students at CCCCD accounted for 41.1% in 2005 compared to 61.8% in 1992 .
  ⇒ Hispanic students represent the second largest ethnic group at CCCCD (18.2% in 2005).
  ⇒ Asians represent the third largest ethnic group at 17.3% for CCCCD in 2005, followed African Americans at 12.0%. No ethnic group constituted a majority at CCCCD. Hispanics represent the fastest-growing ethnic group.

- Future growth will depend largely on increasing the college-going rate for all groups, especially those of Latino background. Basic skills and remediation programs will continue to grow in order to address any academic shortcomings for various groups.

- The younger the students, the more likely they will be enrolled in day classes and vice-versa. This pattern of preference has remained almost the same in the past fourteen years. Females tend to prefer evening classes compared to male students. Hispanics show a preference for evening classes compared to other groups. Expansion of the evening program will depend greatly on the age, gender, ethnic background and unit load of students.

- Part-time students are mostly female older students, while full-time students are mostly male younger students. The gradual disappearance of adult learners as reflected in the decline of part-timers in the past five years is an important factor in designing future plans for enrollment growth.

- DVC attracts the largest percentage of students from outside its own service area (37.5%), followed by LMC (19.0%) and CCC (17.1%). LMC attracts the highest percentage (94.0%) from Contra Costa County, compared to 86.6% for CCC and 81.8% for DVC. Each college has a different marketing mix that will probably require different recruitment strategies.

- A few of the important current issues facing the district and the colleges include the following:

  ⇒ Increasing the institutions' success and retention rates for all groups while maintaining the highest standard of educational quality
  ⇒ Increasing the institution's graduation rates
  ⇒ Increasing transfer rates to four-year institutions
  ⇒ Reducing time-to-graduation
  ⇒ Closing the gap between under-represented students and other students
  ⇒ Increasing basic skills improvement rates
  ⇒ Implementing efficient and effective retention programs
  ⇒ Establishing and maintaining effective measures for assessment of student learning outcomes and using the results of assessment for future improvement.

- The success rate for all students at CCCCD was 68.8% in fall 2005 with some variations among colleges. Success rates vary among ethnic groups with African Americans having the lowest success rate (54.2%), followed by Hispanics at 65.7%. Whites, Asian/PIs, and International students fared better than other groups with success rates that were 10% to 20% higher than those of African Americans and Hispanics.

- The retention rate for all students at CCCCD stood at 82.8% in fall 2005 with slight variations among the colleges. In fall 2005 the retention rate for African-American students was 7 to 10 percentage points below those of other groups including Asian, Hispanics, and White students. Native Americans also had a relatively low retention rate (78.9%). International students registered a consistently higher rate of retention compared to all groups (86.7%).

- The overall fall-to-spring persistence rate for the district stood at 65% for fall 2004/Spring 2005.

- Associate degrees represented 65% of all awards, compared to 35% for certificates of varying requirements (6 units to over 60 units).

- 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. 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.

- In the Fall 2005 CCCCD Climate Survey of all employees, 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)

- 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)

- The Climate Survey made it clear that 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.

Appendix

State Community College Funding per FTES, 1998-99

Rank	State	Community/Technical Colleges	4-Year State Colleges and Universities	4-Year Research Universities
1	ME	$13,292		
2	WI	$10,475		
3	DE	$10,441		
4	CT	$9,685	$11,101	$17,561
5	NY	$9,383	$18,131	$25,579
6	AL	$9,253	$17,286	
7	MI	$9,055	$12,869	
8	MA	$8,081	$9,078	$13,327
9	IL	$7,774	$6,364	$6,019
10	LA	$7,712		
11	SC	$7,578	$11,167	$28,671
12	MO	$7,497	$10,072	$9,036
13	GA	$6,571		
14	MN	$6,536	$6,611	
15	OH	$6,434	$11,280	
16	AR	$6,272	$8,187	$11,827
17	RI	$6,202	$9,396	$11,424
18	AK	$6,057	$6,138	
19	ND	$5,995		
20	NV	$5,796	$8,880	
21	OK	$5,725	$6,345	$10,695
22	NJ	$5,614	$11,124	$15,905
23	TN	$5,560	$13,201	
24	NE	$5,503	$6,504	
25	CO	$5,474	$6,691	$10,509
26	MD	$5,473	$16,077	
27	WY	$5,378		
28	NM	$5,347	$8,528	$9,316
29	IN	$5,287	$7,164	$10,281
30	UT	$5,120	$5,980	$8,000
31	MT	$5,045	$6,657	$6,657
32	AZ	$5,018		
33	WV	$5,002	$5,700	$7,289
34	PA	$4,813	$11,817	$21,673
35	FL	$4,810	$8,421	
36	VA	$4,762		
37	MS	$4,752		
38	OR	$4,525		
39	NH	$4,500		
40	**CA**	**$4,017**	**$9,510**	**$19,574**
41	VT	$3,869	$9,230	$15,000
42	WA	$3,863	$5,479	$9,275
43	NC	$4,748	$10,494	
44	HI	$2,902	$13,120	
	Average	**$6,300**		

Source: **State Funding for Community Colleges: A 50-State Survey**
Center for Community College Policy, Education Commission of the States, November 2000
Note: The 1998-99 survey defined state FTE expenditure as the total Education and General budget divided by the total number of FTES