

**Chabot College Strategic Plan: 2006-07 Priority Objectives  
Accomplishments as of May 2007**

Chabot College Institutional Planning and Budget Committee

**PRIORITIZED LIST OF 2006-08 STRATEGIC GOALS/OBJECTIVES**

**Accomplishments 2006-07**

**Assessing Student Learning and Institutional Effectiveness**

Strategic Plan	Objective	Accomplished?	Explanatory Notes	Document Sources
Goal 6, Objective 6b;  Lead Responsibility: IPBC	Integrate program review findings into planning and budgeting	<b>Partially accomplished; In progress.</b>	<ul style="list-style-type: none"> <li>• Worked on IPBC planning timeline-two year cycle integrating Budget, Unit Plans and strategic plan. Not formally implemented yet. Still some issues with Budget and program review.</li> <li>• Met with Program review (Tom Dewitt) to gather info for new strategic plan and learn about program review process and how to integrate it into strategic planning.</li> <li>• Created clearer forms for unit plan process, discussion of moving unit plans to the two year cycle and also to have them completed in the spring rather than fall. Still not formally approved that change.</li> </ul>	<ul style="list-style-type: none"> <li>• IPBC meeting notes</li> <li>• IPBC planning subcommittee meetings notes/ proposed calendar.</li> </ul>

Strategic Plan	Objective	Accomplished?	Explanatory Notes	Document Sources
Goal 10, Objective 10c;  Lead Responsibility: Staff Development Committee	Provide professional development opportunities enabling faculty and staff to develop ways to improve student learning and institutional effectiveness; focus faculty development on student learning outcomes and	<b>Accomplished; Ongoing.</b>	<ul style="list-style-type: none"> <li>• Development of cross-disciplinary and representative, energetic membership</li> <li>• Development of new mission statement to include "updating in education research and theory, in discipline knowledge" and in "professional contacts and visibility..."</li> <li>• Establishment of 06-07 yearly focus on reading</li> <li>• Preview of video on "Reading Between the Lives" shown at convocation</li> <li>• Theme of Convocation on "Making Visible: Student Learning, Access and Our Work" with dialogue on shared governance and workshops on student pathways, learning support services, online instruction, retention, sustainability, learning</li> </ul>	<ul style="list-style-type: none"> <li>• Convocation Day Brochure 06</li> <li>• Staff Development Meeting agendas and minutes</li> <li>• Lists of proposals and conference requests approved</li> <li>• SD Mission</li> </ul>

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	learning assessment.		<p>communities, institutional research</p> <ul style="list-style-type: none"> <li>• 40 Conference proposals approved, e.g., NISOD focus on Teaching and Leadership Excellence, Strengthening Student Success, Service Learning, Assessment of Student Needs and Retention Strategies, Ensuring Transfer Success, Umoja (for African American student retention), and discipline-specific conferences</li> <li>• Workshops approved for dental hygiene and English faculty on SLOs</li> <li>• November 06 Showing and Discussion of full video on reading and its implications for instruction</li> <li>• Focus on "Talk Matters" at February Flex Day with breakout sessions on reading processes; accountability; relevance to all staff; expectations of students; anxiety; relations to technology, math, and diversity</li> <li>• Flex Day breakout sessions on student learning outcomes in art, biology, learning communities, critical thinking, dental hygiene, history, math, physics/astronomy, speech, and world languages</li> <li>• Visibility for Basic Skills projects and Technology Infrastructure (TTIP) projects</li> <li>• Support for faculty counselor Work Experience Grant (funded by the CCCC) to develop new multimedia program</li> <li>• Planning for 07-08 Convocation with foci on Retention, Student Learning Outcomes, and Accreditation</li> <li>• Updated forms for efficiency of processing</li> <li>• Collaboration with Coordinator of New Faculty Development Learning Community</li> <li>• SD "Developments" newsletter distributed campus wide and one-minute reports to College Council</li> <li>• Report to the State</li> <li>• SD Unit Plan with Budget Augmentation Requests for 07-08</li> </ul>	<p>Statement</p> <ul style="list-style-type: none"> <li>• SD "Developments" (news)</li> <li>• SD biweekly Reports to College Council</li> <li>• Flex Day Brochure</li> <li>• SD Report to the State</li> <li>• SD Unit Plan</li> </ul>
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<p>Goal 10, Objective 14d;</p> <p>Lead Responsibility: Academic/ Faculty Senate</p>	<p>Formulate and execute a comprehensive plan for implementing student learning outcomes and learning assessments for courses, programs and degrees.</p>	<p><b>Partially accomplished; In progress.</b></p>	<p><b>Accomplished:</b></p> <ul style="list-style-type: none"> <li>• The Faculty Senate delegated this objective to sub-committee, the Committee for Student Learning and Assessment (C-CLOA)</li> <li>• This subcommittee and its charge received a Basic Skills grant to support this objective. This grant lasts through Fall 2007 or Spring 2008.</li> <li>• Using grant funds, an SLOA coordinator with release time was identified and will start in Fall 2007.</li> <li>• C-SLOA met almost weekly March through May with 8 to 10 faculty participating.</li> <li>• C-SLOA developed a common definition of student learning outcomes.</li> <li>• C-SLOA obtained Thursday morning of Convocation week to train faculty</li> <li>• C-SLOA has identified learning goals of the morning session</li> <li>• C-SLOA has identified possible outside trainers to lead or run the session</li> <li>• Meetings are planned through June to complete the planning for convocation</li> <li>• Planning for Spring to formulate plans for program and college-level outcomes will resume in Fall 2007</li> </ul> <p><b>Partially Accomplished:</b></p> <ul style="list-style-type: none"> <li>• A plan has been formulated to introduce faculty to course-level SLOS during Fall 07 convocation, require one SLO and assessment plan for at least one course per discipline by the end of Fall 07, and to assess that SLO during Spring 2008.</li> <li>• Course-level SLOAs were discussed at Feb Flex day, but no campus—wide plan has been formulated on how to assess them.</li> <li>• A plan for program-level SLOAs has been delayed until after the first round of course-level SLOAs are</li> </ul>	<ul style="list-style-type: none"> <li>• Update on Priority Objectives to IPBC</li> </ul>

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			completed.	
Strategic Plan	Objective	Accomplished?	Explanatory Notes	Document Sources
Goal 24, Objective 24a;  Lead Facilities Committee	Aggressively implement Facilities Master Plan, focusing on learning-centered college concepts as integral to the design of each new facility.	<b>Partially accomplished; In progress.</b>	<ul style="list-style-type: none"> <li>• Continue on-going work of pre-programming new or modernized facilities, and providing advice and consent to the design phases of programming, schematic design, design development, and preparation of construction documents.</li> <li>• Bond Measure B activities are organized into numerous smaller groups and are ongoing. User Groups work with the design professionals to develop the programming and designs for each project. Subcommittees tackle specialized issues, such as classroom and office standards, relocation issues, and in the past, Quick Starts. The Facilities Committee as a whole reviews the findings, recommendations and designs for major project as they reach design phase milestones.</li> <li>• The primary resource needed for stakeholders to participate in the process is time. Many people across the campus have generously committed great time and effort to this cause and are often overextended trying to meet the aggressive schedule of project implementation.</li> <li>• Each design team responsible for a project must submit continuously updated budgets as programs and design are developed.</li> <li>• Progress on the Measure B is generally easy to assess. A timetable set forth by DMJM establishes key dates for the completion of each phase of work. To date, most projects are on schedule. Only the planetarium project is 6 months behind schedule, and that can in part be attributed to the need to change design teams midstream.</li> </ul>	<ul style="list-style-type: none"> <li>• Report to the College Council</li> </ul>

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**Increasing Enrollment and Student Retention**

Strategic Plan	Objective	Accomplished?	Explanatory Notes	Document Sources
<p>Goals 4&amp;8, Objectives 4g,8h;</p> <p>Lead Responsibility: DECSC</p>	<p>Improve the quality and scope of distance education offerings; increase response to online enrollment demand</p>	<p><b>Yes! Accomplished! But more still can be done.</b></p>	<ul style="list-style-type: none"> <li>• Developed and implemented a highly successful incentive program to encourage faculty to develop new online courses, to enroll in training programs to build online teaching skills.</li> <li>• Recruitment of a group of 9 experienced online instructors serving as paid mentors for new online faculty.</li> <li>• Development of a mini-online teaching library, available for all Chabot faculty.</li> <li>• Held several orientation sessions for faculty interested in teaching online, developed an online teaching library.</li> <li>• Prepared first Online Learning Newsletter to begin a broader dialogue on campus about online teaching.</li> <li>• Initiated program review for DE and developed its first unit plan. Major program review efforts included an extensive analysis of online student data, an assessment of the "cannibalization" of on-campus courses by online courses, and the development of 5 "rocks" we will tackle over the next 2-3 years.</li> <li>• Efforts have <u>paid off</u>, with online enrollments increasing 70% in spring 2007 vs. spring 2006 (vs. about a 35% trend line in growth of online enrollment. generally)</li> <li>• Added 178 FTES to enrollment this academic year from online courses, generating about \$750,000 in incremental funding (based on \$4200 FTES)</li> <li>• Scheduled more than twice as many online classes for fall 2007 vs. fall 2006.</li> <li>• Received and reviewed 65 online course proposals this year vs. 18 last year</li> <li>• Change in campus conversation about DE. Two years ago, that conversation in many disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• Jan Novak response to IPBC questions</li> <li>• DE committee Newsletter</li> <li>• DE minutes</li> <li>• Discussion with Jan</li> </ul>

**Chabot College Strategic Plan: 2006-07 Priority Objectives  
Accomplishments as of May 2007**

			<p>seemed to be dominated by concerns about online education, the conversation now seems to be about opportunities and potential approaches to resolve concerns about online teaching.</p> <ul style="list-style-type: none"> <li>• Evolution of the DE Committee to an energetic, positive, larger (almost double in size), more representative, and more productive team. Have three adjunct faculty members, important given how many new online courses are being developed by adjuncts.</li> <li>• Expect to have a short film about online students (for faculty viewing and discussion) completed this summer for Fall 2007</li> <li>• Developed course outlines for two online faculty training courses that we hope to offer in Fall 2007, and have plans for two additional courses for future semesters.</li> <li>• <b>Yet</b>, Chabot still lagging behind comparable Bay Area CC's in on-line course offerings.</li> <li>• Have proposed a new faculty incentive plan, expanded online student support, student training courses/tutorials, faculty workshops, and support for faculty to pilot new online teaching techniques and tools (podcasting, Camtasia, Articulate, Turnitin) for next year. These are all contingent on significant funding from the college.</li> </ul>	
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<b>Strategic Plan</b>	<b>Objective</b>	<b>Accomplished?</b>	<b>Explanatory Notes</b>	<b>Document Sources</b>
Goal 8, Objective 8d;  Lead Responsibility: CEMC	Maintain or increase enrollment during bond-funded construction; formulate a scheduling plan and marketing plan addressing reduced	<b>Partially accomplished, pending enrollments; In progress.</b>	<ul style="list-style-type: none"> <li>• Located 3 additional classrooms.</li> <li>• Created a 12-1:15 block on Tuesdays and Thursdays</li> <li>• Used room charts to develop a schedule for Fall 2007 and Spring 2008. It is a larger schedule than previously. The schedule was entered for Fall 2007 and nearly done for Spring 2008.</li> <li>• Now just need to wait and see what happens to</li> </ul>	<ul style="list-style-type: none"> <li>• Update on Priority Objectives to IPBC</li> </ul>

**Chabot College Strategic Plan: 2006-07 Priority Objectives  
Accomplishments as of May 2007**

	classroom capacity during construction and moving classes into afternoon, early morning and evening.		enrollment.	
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Goal 8, Objective 8a;  Lead Responsibility: Marketing & Recruitment Committee	Expand marketing and outreach activities; improve the college's profile in the community.	<b>Accomplished; Ongoing.</b>	<ul style="list-style-type: none"> <li>• Met with representatives from various areas of the college, including Admissions, Student Services, IT, and others to assess technology systems, business processes, and customer service and make recommendations on how to better market the college through those areas.</li> <li>• Worked with outreach coordinator in finding ways to promote Chabot and register students at off-campus sites. Successfully began programs at five key community sites. Also helped to develop classes at off-campus sites.</li> <li>• Created a "5 Step" brochure to clearly explain how to apply and register for Chabot. Brochure has been distributed throughout the community and that information is also currently used on the website.</li> <li>• Helped increase enrollment of evening and weekend classes through promotional 8-page tabloid inserted into newspapers.</li> <li>• Contributed to major marketing campaign (billboard, bus station, BART ads).</li> <li>• Evaluated District marketing survey in preparation for creating and implementing integrated marketing plan for Chabot in the fall.</li> <li>• Began process for graphic and editorial standardization of publications.</li> <li>• Helped plan and implement college events, including spring's Open House 2007 which brought more than 2,000 community members to campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion and submission by Susan May</li> </ul>

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<p>Goal 19, Objective 19b;  Lead Responsibility: Deans Council</p>	<p>Increase semester-to-semester persistence; develop new and enhanced support mechanisms and services to help Chabot student stay and become successful in their courses.</p>	<p><b>Partially accomplished; In progress. Many activities completed, and most activities need to continue.</b></p>	<ul style="list-style-type: none"> <li>• Retention team of callers implemented by Student Services; Learning Connection tutoring revitalized; Learning Connection pilot projects conducted in Peer Led Team Learning, Learning Assistants, &amp; Supplemental Instruction, and training/exploration of Reading Apprenticeship instructional techniques; Carnegie-funded projects in learning communities and making learning visible – leading to student-conducted study of reading and video project; Basic Skills Initiative project initiated in several academic disciplines; New Faculty Learning Community activities continued.</li> </ul>	<ul style="list-style-type: none"> <li>• Update on Priority Objectives to IPBC</li> </ul>
<p>Goal 19, Objective 19d;  Lead Responsibility: Deans Council</p>	<p>Increase persistence from basic skills to college-level courses.</p>		<ul style="list-style-type: none"> <li>• Need 06-07 persistence data to know comprehensive effect of all these efforts.</li> <li>• Suggest re-casting objective into a long-term goal, and making short-term objective more activity-oriented, such as: establish central, interdisciplinary coordination of basic skills, persistence and learning support activities under Learning Connection.</li> </ul>	

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**Engaging in an On-going Dialog about Learning and Institutional Effectiveness**

Strategic Plan	Objective	Accomplished?	Explanatory Notes	Document Sources
Goal 26, Objective 26a;  Lead Responsibility: College Council	Initiate a conversation about what learning-centered means for Chabot College, including college-wide dialog about the population that the college intends to serve, with participation by 100% of regular fulltime staff, and x% of hourly/adjunct staff.	<p style="text-align: center;"><b>Partially accomplished; In progress. Needs to continue.</b></p>	<ul style="list-style-type: none"> <li>• “What learning-centered means,” numerous discussions in Academic/Faculty Senate on student learning outcomes, IPBC review of student demographics and college-readiness data, and sessions in staff development days on global needs of the community and college</li> </ul>	<ul style="list-style-type: none"> <li>• Update on Priority Objectives to IPBC</li> </ul>
Goal 28, Objective 28a;  Lead Responsibility: College Council	Increase timely communication regarding college-level planning and decision-making processes to the entire campus community.	<p style="text-align: center;"><b>Partially accomplished; In progress. Needs to continue.</b></p>	<p><b>Completed and continuing</b></p> <ul style="list-style-type: none"> <li>• Continue one-minute reports in College Council, VP reports, committee reports. The College Council has been better attended, more productive, and more representatives than in past years, turned into an effective communication venue.</li> <li>• Examine and analyze the shared governance structure, streamlining committee charges &amp; eliminating overlaps. Produce new chart of governance structure, linking to programs and service areas.</li> </ul> <p><b>Not completed</b></p> <ul style="list-style-type: none"> <li>• Plan to develop a hot-topic electronic bulletin board, not developed.</li> <li>• Monthly forums organized by Staff Development; additional division meetings with Q&amp;A; visits to divisions and offices by VPs &amp; President.</li> </ul>	<ul style="list-style-type: none"> <li>• Update on Priority Objectives to IPBC</li> </ul>

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			<ul style="list-style-type: none"><li>• Consider re-focusing into one objective with 26a.</li><li>• Additional Note: President's Office has re-vamped the Hotsheet to make it more attractive and effective, including numerous informative articles as well as "dashboard" charts showing important college data elements (enrollment, retention, student demographics, etc.).</li></ul>	
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