

**Chabot College Strategic Plan: 2006-08 Priority Objectives
Accomplishments as of May 2008**

Chabot College Institutional Planning and Budget Committee

PRIORITIZED LIST OF 2006-08 STRATEGIC GOALS/OBJECTIVES

Accomplishments 2007-08

Assessing Student Learning and Institutional Effectiveness

Strategic Plan	Objective	Accomplished?	Explanatory Notes	Document Sources
<p>Goal 6, Objective 6b; Lead Responsibility: IPBC</p>	<p>Integrate program review findings into planning and budgeting</p>	<p>Partially accomplished; In progress.</p>	<ul style="list-style-type: none"> • Created a better working relationship with Program Review (PR) - IPBC met with the Program Review chair (Tom Dewit) to discuss better integrating Program review with the Unit Plan and feeding program review results into strategic planning. • Program Review attended two IPBC meetings to discuss this issue – PR brought in their timeline to ensure that PR and planning timelines were aligned • Timelines of both processes seem to be aligned which should make integration easier • A summer workgroup has been formed with PR, IPBC and the Student Learning Outcomes and Assessment Committee to better integrate Program Review, unit planning, and SLO's. • We anticipate that this objective will be completed by the end of next year 	<ul style="list-style-type: none"> • IPBC minutes • Process Map • Meeting handouts

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<p>Goal 10, Objective 10c;</p> <p>Lead Responsibility: Staff Development Committee</p>	<p>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 learning assessment.</p>	<p align="center">Yes!</p>	<ul style="list-style-type: none"> • Planning, organizing, implementing Convocation and Flex Day -- August 2007 • Organizing break out sessions and activities around three major themes, Retention, SLOs, and Accreditation. (see our program for break out session details) • The rehearsals of the plays, where the content and form were explored, so that everyone further understood the issues of Retention, SLOs, and Accreditation. • Analyzing and summarizing the evaluations. • With John Parente – personal reflection on teaching and learning • Funding conferences for faculty and staff • Responding to requests for funding with immediate and accurate reporting. • Funding tech projects such as DE Training and Smart Classroom preparation. • Inviting people from all over campus to provide workshops for the day • Distributing and collecting evaluations of Convocation and Flex Day activities • Disseminating the information we collected through the Hotsheet and SD reports to College Council • The attempt to keep the membership engaging and stimulating. 	<ul style="list-style-type: none"> • Convocation Day Brochure 07 • Staff Development Meeting agendas and minutes • Lists of proposals and conference requests approved • SD Mission Statement • SD “Developments” (news) • SD biweekly Reports to College Council • Flex Day Brochure • SD Report to the State • SD Unit Plan

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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>Partially accomplished; In progress.</p>	<p>Accomplished:</p> <ul style="list-style-type: none"> • The Faculty Senate delegated this objective to sub-committee, the Committee for Student Learning and Assessment (C-CLOA) • This subcommittee and its charge received a Basic Skills grant to support this objective. This grant lasts through Fall 2007 or Spring 2008. • Using grant funds, an SLOA coordinator with release time was identified and will start in Fall 2007. • C-SLOA met almost weekly March through May with 8 to 10 faculty participating. • C-SLOA developed a common definition of student learning outcomes. • C-SLOA obtained Thursday morning of Convocation week to train faculty • C-SLOA has identified learning goals of the morning session • C-SLOA has identified possible outside trainers to lead or run the session • Meetings are planned through June to complete the planning for convocation • Planning for Spring to formulate plans for program and college-level outcomes will resume in Fall 2007 <p>Partially Accomplished:</p> <ul style="list-style-type: none"> • 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. • Course-level SLOAs were discussed at Feb Flex day, but no campus—wide plan has been formulated on how to assess them. • A plan for program-level SLOAs has been delayed until after the first round of course-level SLOAs are 	<ul style="list-style-type: none"> • Update on Priority Objectives to IPBC

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<p>Goal 24, Objective 24a; Lead Facilities Committee</p>	<p>Aggressively implement Facilities Master Plan, focusing on learning-centered college concepts as integral to the design of each new facility.</p>	<p>Partially accomplished; In progress.</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. • Each design team responsible for a project must submit continuously updated budgets as programs and design are developed. • 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. 	<ul style="list-style-type: none"> • Report to the College Council

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Increasing Enrollment and Student Retention

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<p>Goals 4&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 style="text-align: center;">Yes! Accomplished!</p> <p style="text-align: center;">well, is anything ever truly accomplished?</p>	<ul style="list-style-type: none"> • Reviewed and approved almost 50 on-line course proposals. • Developed GNST-4931, Introduction to Online Learning course for students, and two sections were piloted in Spring 08. "Mini-modules" will be derived from this course and made available this summer to any online instructor that wishes to use them. 3 sections of this course are planned for Fall 08. • Expanded Blackboard student support hours in Spring 08, particularly during the initial 3 weeks of the semester and for finals week when the need is highest. Provide Bb support from 8 a.m. to midnight M-F during first 3 weeks of Spring semester and finals week, and weekend online support throughout the semester. This expanded support will continue in Fall, and we've begun discussions with LPC about the possibility of jointly offering greatly expanded support. • Made on-campus orientations available for all online students. Twelve orientation sessions were scheduled and included in the Spring schedule, and were attended by almost 150 students. Orientations will continue this summer and fall. • Revamped the printed course schedule and Class-Web information about online courses to make it simpler for students and to help shrink the size of the printed schedule. The printed course schedule and Class-Web have been significantly revised, and a new Chabot webpage has been developed (and linked to the homepage) to provide clearer, more detailed information for online students. Working to add hyperlinks to Class-Web for online courses. The longer-term goal is to provide a "portal" for online students. 	<ul style="list-style-type: none"> • DE Update • DE committee Newsletter • DE minutes • DE committee reports to college council

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			<ul style="list-style-type: none"> • Piloted a library skills module that Norman Buchwald has developed under a Basic Skills grant, designed to provide an online equivalent of a library orientation for online students in classes which require research papers. This pilot was expanded in Spring 08, and the program will continue as an available “mini-module” for all online courses. • Conducted a survey of our online students to identify their motivation for taking online courses and to identify their needs (courses, support, class design, tutoring, etc.). Findings from the more than 1000 students that completed the survey include: students find that on-line and on-campus courses are equally difficult and require equal effort. Students often participate more in on-line than on-campus courses, students are very clear about what it takes to succeed in on-line courses, students often take on-line courses because it's difficult to take classes on campus. Full survey results at http://www.chabotcollege.edu/DECSC/newsletters • Begun a series of “Talking about Online Teaching” college hour sessions, and offering mini-grants to faculty to explore new software tools that can enhance student learning in online classes. • Upgrading our course management software, with a major upgrade from Blackboard 6.3 to version 7.3 for Summer 2008. This upgrade provides many new teaching tools to faculty, and resolves our current issues with Blackboard compatibility with the Vista and Mac operating systems. As part of this upgrade, we have adopted SafeAssign anti-plagiarism software, and are encouraging much broader use of Respondus testing and survey software. • Developing a brochure for students interested in online learning. Drafting this brochure this summer, and it should be available next Fall. • Finalized the online course evaluation process. The 	
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			<p>Spring 07 pilot of online course evaluations was assessed, and recommendations were made to the FA to improve the process. An MOU has been concluded based on these recommendations, and the new process has now been in place for two semesters, with future improvements planned. It's an important step, as it assures an evaluation of the quality of Chabot's online offerings, including the very important student feedback.</p> <ul style="list-style-type: none"> • Providing modest incentives for faculty that develop and offer an online course. The online course development incentive program has been continued this year, but the incentive was reduced from \$750 to \$400 in order to fund programs for our online students. • Providing continued support for faculty training. Continued the \$250 training incentive for faculty that take an @One course in online teaching, and also continue to offer the support of an experienced online faculty mentor. • Conducted a survey of all Chabot faculty to determine attitudes toward online learning, information needs, and training needs. The survey has been completed and analyzed, with full results available on the DE website. • Purchased a "pass" to a series of workshops about online teaching offered by the Sloan Consortium, which is now available to all Chabot faculty. • Offered "mini-grants" to current online instructors to enable them to purchase and pilot new online teaching technology. Awarded seven grants for Spring 08. The recipients purchased the software and/or hardware, piloted them in their Spring 08 online courses, and provided a report back to the DE Committee to share their learning. <p>Providing additional tools to ensure the academic integrity of online courses. Blackboard 7.3 comes</p>	
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			with a free SafeAssign, an anti-plagiarism tool. Tested in the Spring, and we have agreed with LPC to adopt this new tool.	
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Goal 8, Objective 8d; Lead Responsibility: CEMC	Maintain or increase enrollment during bond-funded construction; formulate a scheduling plan and marketing plan addressing reduced classroom capacity during construction and moving classes into afternoon, early morning and evening.	Partially accomplished, pending enrollments; In progress.	<ul style="list-style-type: none"> • Located 3 additional classrooms. • Created a 12-1:15 block on Tuesdays and Thursdays • 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. • Now just need to wait and see what happens to enrollment. 	<ul style="list-style-type: none"> • Update on Priority Objectives to IPBC

Strategic Plan	Objective	Accomplished?	Explanatory Notes	Document Sources
Goal 8, Objective 8a; Lead Responsibility: Marketing & Recruitment Committee	Expand marketing and outreach activities; improve the college's profile in the community.	YES and still expanding; we've become "victims of our own success".	<ul style="list-style-type: none"> • Expanded presence in all area high schools and middle schools to create a "college-going culture" in the schools and the community. • TRIO Educational Talent Search targets 600 middle school and high school students in Hayward and San Lorenzo and provides intensive academic and college-bound motivation, information, and services to students and parents. • Expansion of Summer Youth Sports Program for 200 youth through additional grant funding from various sources. • Outreach to Latino Youth and Families expanded through numerous efforts and activities including Latino Educational Summit at CSUEB, PREPA, and 	<ul style="list-style-type: none"> • Discussion and submission by Susan May

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			<p>Puente Outreach Day, and numerous community and campus workshops for Spanish-speaking parents and families.</p> <ul style="list-style-type: none"> • Southern Alameda County Regional Educational Alliance (SACREA), an educational collaborative involving Chabot in numerous deliberate efforts to address the African American achievement gap in Southern Alameda County, involved Chabot counselors, staff, and Daraja and Striving Black Brothers student mentors participating in numerous outreach events at the schools, the African-American Educational Summit at CSUEB and the African American Cultural Pursuits Awards event hosted by Chabot College. • Expansion of ongoing institutionalized efforts including MEGA Day, Financial Aid Festival, participation in major career fairs and college nights, counselor high school liaison efforts, and outreach to special populations including students with disabilities and international students. • Organized outreach for the San Leandro Center and other off-site classes includes extending to students currently enrolled as well as potential new students. • Successful partnership with San Leandro Unified School District for the Federal GEAR-UP Program will hire additional Chabot staff to offer intensive college preparation programs and services similar to Talent Search at the San Leandro schools. • Served as chair of Marketing & Recruitment Committee; meet with CEMC Committee as necessary • Developed fall and spring ad campaigns for billboards, bus signs, BART stations, etc. • Met with college faculty and administrators when needed to plan marketing strategy and publications. • Researched story ideas for use in press releases; keep contacts with media, 	
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			<ul style="list-style-type: none"> • Created and produced all college-wide and departmental promotional materials to recruit students and increase visibility. Includes music program, Performing Arts Center calendar brochures, art gallery opening postcard/poster, sculpture exhibit book, theater brochure, career/transfer brochure, upcoming Puente/Daraja publications, admissions postcards, etc. • Created marketing theme and design for fall and spring class schedule and catalog cover. • Worked with webmaster to consistently update website and eventually revise entire website • Worked with Swinerton, Inc to communicate details of ongoing Bond projects to campus and community. • Plan photo shoots of campus and classrooms and hire photographers for collegewide electronic photo archive for us in all publications, websites, and other uses. • Worked with Outreach Department to develop consistent messaging to the community. • Coordinate the purchasing of all promotional items for outreach and other disciplines who do outreach in the community • Direct and market the self-supporting, not-for-credit Community Education Program which brings community members to campus for not-for-credit classes while increasing college visibility and potential increase of credit enrollment. Includes sending catalog to all community members in five-city feeder area. • Held annual Open House and Registration for Community Education which brings more than 200 people to the Little Theater for performance. 	
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<p>Goal 19, Objective 19b; Lead Responsibility: Deans Council</p> <p>Goal 19, Objective 19d; 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>Increase persistence from basic skills to college-level courses.</p>	<p>Partially accomplished; In progress. Many activities completed, and most activities need to continue.</p>	<ul style="list-style-type: none"> • Retention team of callers implemented by Student Services; Learning Connection tutoring revitalized; Learning Connection pilot projects conducted in Peer Led Team Learning, Learning Assistants, & 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. • Need 06-07 persistence data to know comprehensive effect of all these efforts. • 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. 	<ul style="list-style-type: none"> • Update on Priority Objectives to IPBC

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

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<p>Goal 26, Objective 26a;</p> <p>Lead Responsibility: College Council</p>	<p>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>	<p>Learning Centered Conversation:</p> <p>Partially accomplished; In progress.</p> <p>This needs to continue, but this objective needs to be rewritten to reflect the current focus on student learning.</p>	<ul style="list-style-type: none"> • The conversation about what learning-centered means for Chabot has turned into a wider dialogue on how to improve student learning at Chabot and how to create learning-centered programs. This ongoing dialogue about the continuous improvement of student learning and what student learning means occurs at many levels of the organization. • The Program Review process is one example where ongoing dialogue about student learning is incorporated into the institutional procedures, since all programs must design a project that addresses student learning. In addition, several ad-hoc groups and ongoing committees on campus engage in dialogues on student learning. Grant proposals are the direct result of intense dialogue about what learning-centered means. This year the completion of the Carnegie grant (completed Dec 2007), the Title III grant development process (2007-08), and the Basic Skills Self-Assessment process (April 2008) have all included dialogues about the students we serve, and how we intend to serve them in the most learning-centered way. In addition, the Learning Connection development process has focused on how to improve student learning. The dialogue during the meetings of the Curriculum Committee and the Student Learning Outcomes and Assessment Committee (SLOAC) routinely center around student learning and how institutional processes can support it and encourage the writing and assessing of student learning. • Many convocation flex day programs have initiated 	<ul style="list-style-type: none"> • Update on Priority Objectives to IPBC from Celia Barberena and Carolyn Arnold • Standard 1.B.1 draft • Faculty/Staff survey • College Council Dialogue on Dialogue on 11/16/07

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			<p>dialogue on student learning among the faculty that has continued in relevant committees. Introduction to SLOs were provided at Fall 2005 and 2007 flex day workshops, and dialogue continued this year within the SLOAC committee and began in most programs on campus. A movie (produced by a Carnegie grant for Basic Skills by Chabot students and faculty) shown during convocation on how students do or don't read for their courses sparked a campus-wide dialogue about the students we do serve and how to increase their learning.</p> <ul style="list-style-type: none"> • Dialogues about improving student learning occur most frequently in informal settings. In the Spring 2008 Faculty/Staff Survey, the highest responses of "often" or "sometimes" to the statement "I participate in thoughtful, reflective dialogues about improving student learning at these places and times:" were "in meetings with one or more colleagues (83%)" and "informally, in hallways or offices (82%)" The lowest response was "in college-wide committees (46%)." This implies that even though over 80% of faculty/staff are reflective and interested in discussing and improving student learning, they do not feel this dialogue continues to the institutional level in the committees. This was confirmed at a College Council meeting about campus wide dialogue (a dialogue about dialogues), in which most participants agreed that the most dialogue on learning occurs at the division and program level rather than college-wide (College Council 11/16/07). • A college dialogue about the population that the college intends to serve is part of the continuous process of identifying the needs of underserved 	
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		<p align="center">Dialogue on Populations:</p> <p align="center">Ongoing; The dialogue on populations the college serves will occur in future discussions on the mission statement</p>	<p>populations. For example, dialogues occurred this year in College Council about whether our occupational programs reflect the labor market needs of the community. It was found that training needs for most local high demand/high wage occupation training were being addressed except for one—radiology technology. Partnerships were developed and an exploratory grant was written to provide this program; however it was not funded. Similarly, it was found that 700 high school seniors in Alameda County did not pass the high school exit exam, so a collaborative grant has been written to help the students and the support agencies who serve them to get the students through the exam and into college. More dialogue about the population that the college intends to serve will occur in the upcoming Community Need focus groups and surveys and in the next review of the mission statement, which are both scheduled for 2008-09.</p>	
<p>Goal 28, Objective 28a; Lead Responsibility: College Council</p>	<p>Increase timely communication regarding college-level planning and decision-making processes to the entire campus community.</p>	<p>In progress.</p> <p align="center">On-going</p> <p>In progress.</p>	<ul style="list-style-type: none"> • The College Council is well attended and serves as an information sharing venue. This forum for exchanging communication has been declared valuable by members of College Council. The membership and function of College Council is under discussion • One-minute reports from chairs of Shared Governance Committees are provided to College Council at every meeting. A tracking sheet of actions taken by the Shared Governance Committee has been designed and will be utilized to record actions taken by committees and reported to College Council. • IPBC embarked on a 'process mapping' exercise to record actions taken through the governance structure. This process is not complete. 	<ul style="list-style-type: none"> • Update on Priority Objectives to IPBC from Celia Barbarena and Carolyn Arnold

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		<p>Accomplished</p> <p>On-going</p> <p>On-going</p>	<ul style="list-style-type: none"> • The President’s Office has re-vamped the Hotsheet so it is more attractive and effective, including numerous informative articles and “dashboard” charts showing important college data elements on enrollments, retention and student demographics. • The new college president routinely posts weekly e-mails to the campus community to promote communication, share values and build an institutional culture that lives our mission. • Campus e-mail is utilized as a conduit for dialogue on current issues, i.e. a recent on going dialogue on a proposed compressed schedule. Many faculty have discussed this issue with their students and report through e-mail on the potential impact such a schedule would have on student learning. <p>Not completed</p> <ul style="list-style-type: none"> • Plan to develop a hot-topic electronic bulletin board, not developed. ITS has responsibility for this • Monthly forums organized by Staff Development; additional division meetings with Q&A; visits to divisions and offices by VPs & President. • Consider re-focusing into one objective with 26a. 	
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