Chabot College Institutional Core Values and Framework

A. Vision

Chabot College is a learning-centered institution with a culture of thoughtfulness and academic excellence, committed to creating a vibrant community of lifelong learners.

B. Mission Statement

Chabot College is a public, comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community. The college furthers student learning and responds to the educational needs of our local population and economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. Recognizing that learning is a lifelong journey, the college provides opportunities for intellectual enrichment and physical well-being of all community members who can benefit.

C. Values

LEARNING AND TEACHING
- Supporting a variety of teaching philosophies and learning modalities.
- Providing an environment conducive to intellectual curiosity and innovation.
- Encouraging collaboration that fosters learning.
- Engaging in ongoing reflection on learning by students and by staff.
- Cultivating critical thinking in various contexts.
- Supporting the development of the whole person.

COMMUNITY AND DIVERSITY
- Building a safe and supportive campus community.
- Treating one another with respect, dignity, and integrity.
- Practicing our work in an ethical and reflective manner.
- Honoring and respecting cultural diversity.
- Encouraging diversity in our curriculum and community of learners.

INDIVIDUAL AND COLLECTIVE RESPONSIBILITY
- Taking individual responsibility for our own learning.
- Cultivating a sense of social and individual responsibility.
- Developing reflective, responsible, and compassionate citizens.
- Playing a leadership role in the larger community.
- Embracing thoughtful change and innovation.
The PACE Program’s purpose is to enable nontraditional students—primarily working adults—to earn an Associate of Arts degree and complete the lower division requirements to transfer to the CSU’s and other colleges to continue on with their education with the goal of earning a Bachelor’s degree. The Program is designed as a small learning community with PACE students having the opportunity to complete all of their Chabot courses in the Program among other PACE students. Courses are offered in a convenient format for working adults—in the evenings, on Saturdays and online.

Not usually identified as such, the PACE Program primarily serves women, with 73% female versus less than 60% for the general Chabot student population. In other demographic areas PACE students mirror the general Chabot student population with the exceptions of having: a far larger transfer goal (59% to 39%); slightly more Latina and African American students; slightly older in age. Another difference is that considerably more PACE students enroll part time but take 6-11.5 units which is consistent with PACE students being older working adults.1 Significantly, PACE students have similar Persistence and Success Outcomes to the general Chabot student population in spite of being disproportionately older and working full time with family and other commitments.2

PACE serves approximately 800 plus students. This fall we added a ECD “track” for Early Childhood majors at Chabot so that these students could complete their general education requires in PACE. Additionally, this past fall the program has partnered with Alameda County Office of Education to provide paraeducators with the courses required to transfer to CSU,EB to work towards earning a teaching credential.

PACE is unique in that its curriculum provides all but one of the requirements (P.E.) to earn an A.A. degree. Other learning communities at Chabot provide some but not all graduation requirements. In this sense, PACE was designed to be “a college within a college”. PACE offers a total of twenty seven courses each semester. Five of these courses are pre-college level preparatory courses.

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2 It would be very useful to have comparison statistics for the PACE student population and other evening/Saturday students.
in either English or Math. Four other courses are second sections of a course or a course equivalent to another course (for example we offer both Health 1 and 4 and students take EITHER, not both). PACE currently offers six online courses with a seven planned for Fall 2008 and an eighth in Spring 2009. We also offer one telecourse which will soon become an online course, bring our total online courses to nine.

Students are encouraged to complete cycles (consisting of either 3 or four courses per cycle) as cohorts. This cohort characteristic provides a potential support system among students, encourages students to work in study groups and creates a small learning community environment.

PACE is served by a dedicated staff that is either adjunct or if full-time allocates a small portion of their load to working in the program. Most of our faculty have been with the program for over ten years. Our counselor and coordinator have been with the program from its very beginnings in 1989. This continuity of staff has been a major strength of the program since it provides not only stability but also a consistency in terms of curriculum content and program structure.