This is the latest draft. It is a work in progress, subject to review, comment and feedback from the college community. This working draft reflects the comments and directions obtained during the year-long outreach process involving the two Colleges and it incorporates the results of the planning Charrette of February of this year.
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The Chabot College Educational Master Plan (EMP) articulates the College’s vision for advancing student achievement, and will guide institutional and program development for the next five years. The plan will guide the College in advancing student achievement, planning for current and future needs, transforming infrastructure and guides the resource allocation process and staffing priorities. The goals established in the EMP are a result of a year-long process over 2014-2015.

Established in 1961, Chabot College Campus is located in the City of Hayward and is one of two accredited colleges in the Chabot-Las Positas Community College District. The College serves the communities of Hayward, San Leandro, Castro Valley, San Lorenzo and Union City. The EMP will assist Chabot in meeting the needs of the more than 13,000 students who attend the college.

The EMP works in conjunction with the District-wide Strategic Plan, Facility Master Plan and Technology Plan to meet student needs through long-range planning of instructional and student support programs, facility and site planning needs and technological needs.

The EMP was informed by input from the Chabot community solicited through various activities and platforms. Data analysis from Chabot Institutional Research Office and other sources was incorporated into the plan for current conditions analysis, and in the development of objectives and goals for long-term planning.

Through an inclusive process that included input from campus community, nine overarching goals were developed. The goals and strategies will assist Chabot College in decision-making, including resource allocation decisions.
<table>
<thead>
<tr>
<th>GOALS</th>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. SERVING A GROWING AND DIVERSE STUDENT POPULATION</strong>&lt;br&gt;Serve the needs of growing and diverse student populations now and in the future.</td>
<td>A1. Monitor the Changing Needs of an Increasingly Diverse Student Population&lt;br&gt;A2. Modify existing and new programs to meet diverse student population needs&lt;br&gt;A3. Align Class Schedules and Student Services to improve accessibility to all students</td>
</tr>
<tr>
<td><strong>B. ADVANCING BASIC SKILLS STUDENTS</strong>&lt;br&gt;Address the needs of students who are not ready for college-level Math and English.</td>
<td>B1. Address the broader needs of basic skills students&lt;br&gt;B2. Design programs to move students from basic skills to college level courses&lt;br&gt;B3. Support innovative pedagogy&lt;br&gt;B4. Collaborate with K-12&lt;br&gt;B5. Develop more accurate assessment methods&lt;br&gt;B6. Provide more academic advising and counseling</td>
</tr>
<tr>
<td><strong>C. EDUCATING STUDENTS FOR THE LOCAL AND GLOBAL ECONOMY</strong>&lt;br&gt;Educate transfer, career tech, and basic skills students by fostering critical thinking, literacy, citizenship, skills and providing a liberal arts education.</td>
<td>C1. Align curriculum with local needs&lt;br&gt;C2. Improve alignment of career and technical programs with business and industry needs&lt;br&gt;C3. Develop “whole person” graduates with critical thinking and emotional intelligence abilities&lt;br&gt;C4. Improve alignment of curriculum with four-year institutions</td>
</tr>
<tr>
<td><strong>D. PROVIDING COMPREHENSIVE STUDENT SERVICES</strong>&lt;br&gt;Expand the range and scope of student services.</td>
<td>D1. Expand services to more effectively meet the higher level of demand from students&lt;br&gt;D2. Streamline and simplify existing processes</td>
</tr>
<tr>
<td><strong>E. EXPANDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES</strong>&lt;br&gt;Strengthen professional development opportunities for faculty, classified professionals and administrators</td>
<td>E1. Support innovative teaching approaches and service delivery&lt;br&gt;E2. Provide financial support for professional development&lt;br&gt;E3. Adopt policies and practices that facilitate professional development&lt;br&gt;E4. Encourage an open and healthy dialog about professional development</td>
</tr>
<tr>
<td><strong>F. MAXIMIZING DISCRETIONARY REVENUE AND INSTITUTIONAL ADVANCEMENT</strong>&lt;br&gt;Identify and develop alternative funding and revenue streams to decrease dependence on state revenue and increase overall financial support.</td>
<td>F1. Develop and leverage private and public sector partnerships&lt;br&gt;F2. Strengthen initiatives for voter approved funding measures&lt;br&gt;F3. Expand educational programs that can be self-sufficient&lt;br&gt;F4. Aggressively obtain grants to develop innovative programs</td>
</tr>
<tr>
<td><strong>G. BUILDING AND MAINTAINING STATE OF THE ART FACILITIES</strong>&lt;br&gt;Optimize the use of facilities and technology to improve program quality and delivery, and college-wide systems and processes.</td>
<td>G1. Update the comprehensive Facility Master Plan&lt;br&gt;G2. Identify specific facility needs on campus</td>
</tr>
<tr>
<td><strong>H. BUILDING AND MAINTAINING STATE OF THE ART TECHNOLOGY</strong>&lt;br&gt;Automate manual processes to improve program and service delivery, maintain competitiveness by staying up-to-date with the latest technology.</td>
<td>H1. Update the integrated Technology Plan&lt;br&gt;H2. Meet current and future technology needs&lt;br&gt;H3. Improved IT Services for student services&lt;br&gt;H4. Maintain and update technology for programmatic needs</td>
</tr>
<tr>
<td><strong>I. EVALUATING EDUCATIONAL SUCCESS</strong>&lt;br&gt;Continually evaluate programs and student services using consistent student success measures.</td>
<td>I1. Refine and maintain of systems and methods to measure student success&lt;br&gt;I2. Analyze data collected to monitor and improve performance over time</td>
</tr>
</tbody>
</table>
1.0 INTRODUCTION

1.1 PURPOSE OF THE EDUCATIONAL MASTER PLAN

The Chabot College Educational Master Plan (EMP) articulates the College’s vision for advancing student achievement, and will guide institutional and program development for the next five years. The plan will guide the College in advancing student achievement, planning for current and future needs, transforming infrastructure and guides the resource allocation process and staffing priorities. The goals established in the EMP are a result of a year-long process over 2014-2015.

The Plan’s goals are grounded in student data from the Institutional Research Office and regional data, as well as robust input from faculty, students, staff and community members. The EMP will help the College accommodate the educational needs of approximately 384,000 service-area residents, and address the major demographic, economic and educational trends, opportunities and challenges the College will face in the upcoming years.

1.2 ABOUT CHABOT COLLEGE

Established in 1961, Chabot College Campus is located in the City of Hayward and is one of two accredited colleges in the Chabot-Las Positas Community College District. The College serves the communities of Hayward, San Leandro, Castro Valley, San Lorenzo and Union City.

Chabot’s 94-acre urban campus serves a diverse student-body of more than 13,000 students. The College’s diversity mirrors the communities it serves with over 77% of students identifying as an ethnic minority. Chabot College provides two-year accredited degrees, transfer credits, certification and life-long learning opportunities.
2.0 PLAN FRAMEWORK

2.1 MISSION

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 community. Our students contribute to the intellectual, cultural, physical and economic vitality of the region.

The College responds to the educational and workforce development needs of our regional population and economy. As a leader in higher education, we promote excellence and equity in our academic and student support services. We are dedicated to student learning inside and outside the classroom to support students’ achievement of their educational goals.

2.2 VISION STATEMENT

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

2.3 VALUES STATEMENT

The colleges’ vision and mission are supported by the following collective 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
2.4 EDUCATIONAL MASTER PLAN FRAMEWORK

**Mission**

**Vision**

**Values**

- **Goal A**: Serving a Growing and Diverse Student Population
- **Goal B**: Advancing Basic Skills Students
- **Goal C**: Educating Students for the Local and Global Economy
- **Goal D**: Providing Comprehensive Student Services
- **Goal F**: Maximizing Discretionary Revenue and Institutional Advancement
- **Goal G**: Building and Maintaining State of the Art Facilities
- **Goal H**: Building and Maintaining State of the Art Technology
- **Goal I**: Evaluating Educational Success
- **Goal E**: Expanding Professional Development Opportunities

Potential Strategic Directions and Future Actions
3.0 RELATED PLANS AND PLANNING

The EMP works in conjunction with the District-wide Strategic Master Plan, Facility Master Plan and Technology Plan to meet student needs through long-range planning of instructional and student support offerings, facility and site planning needs and technological needs.

3.1 2015 DISTRICT-WIDE STRATEGIC PLAN

Concurrently developed with the Educational Master Plan update, this District-wide plan provides an organizational strategy to successfully achieve the District’s vision and mission, and to support the Colleges’ educational goals. The purpose of the CLPCCD’s Strategic Plan is to provide the District and the member colleges clear operational direction and guidance on how the district can support the Colleges’ work.

3.2 2012 FACILITIES PLAN

The 2012 Facilities Master Plan provides an inventory and assessment for all the Chabot-Las Positas Community College District facilities and develops a vision and goals for the next ten to twenty years. Facility sites include:

- Chabot College Campus, Hayward
- Las Positas College Campus, Livermore
- District Office, Dublin

3.3 2007 INFORMATION TECHNOLOGY MASTER PLAN (UPDATED 2014)

The initial Information Technology Master Plan was created in 2007 and annual updates were made in 2009, 2013, and 2014 to reflect the technology accomplishments to-date and future technology plans. The plan includes a detailed description of the technology initiatives related to servers, desktops, network cabling, wireless, network switches and routers, audio visual for smart classrooms, and data connectivity. The Technology Master Plan summarizes the network infrastructure and telecommunication projects as well as new application systems to support the colleges’ needs. The plan focus continues to be to improve IT decision-making processes and establish resources to support on-going IT infrastructure capacity.
3.4 2012-2015 CHABOT COLLEGE STRATEGIC PLAN

The College’s Strategic Plan responds to the College’s Mission, the District’s Strategic Plan and internal and external data to identify the long term goals and strategies needed to achieve the College’s mission. Chabot College's 2012-15 Strategic Plan has one overall goal: “Increase the number of students that achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support.” This goal was developed in 2011-12 and has provided a focus for college initiatives that aim to increase student success and completion. The ideas and programs resulting from these initiatives are reflected in many of the strategic directions and future actions in the EMP.

3.5 CHABOT COLLEGE BASIC SKILLS COMMITTEE STRATEGIC PLAN (UPDATED FALL 2014)

The Basic Skills Committee (BSC) at Chabot College work together to develop, recommend, coordinate and implement strategies to help Chabot students successfully acquire the basic skills necessary for their future development. In Fall 2014 the BSC updated the BSC Strategic Plan by developing a process flow chart identifying key elements and steps recommended to improve the support, services and curriculum for basic skills students for the purpose of increasing their success, retention, and persistence to college-level courses, degrees and transfer.


Program reviews are a three year process in which Unit Action Plan is developed, updated, and results are evaluated; student data such as success rates, persistent rates and withdrawal rates are reviewed; SLOs/SAOs/PLOs are assessed; and budget requests are made based on assessments and program/college goals. Program reviews are developed every three years with updates occurring during the interval years. In Year 1 the college establishes short and long-term goals, reports the progress of accomplishing these goals in Year 2 and evaluates whether short-term goals were fulfilled in Year.
The Educational Master Plan (EMP) was informed by input from the College community solicited through various activities and platforms. Data analysis from the Institutional Research Office and other sources was incorporated into the plan for current conditions analysis and in the development of objectives and goals for long-term planning.

4.1 STAFF, FACULTY AND STUDENT PARTICIPATION

PLANNING PROCESS GUIDANCE COMMITTEE (PPGC)
The Planning Process and Guidance Committee provided guidance and oversight of the planning and assessment process during the plan’s development. The PPGC met regularly during the 2014-2015 planning process to provide input at every stage of the plan’s development. The PPGC consisted of the following members:

Chancellor
Jannett Jackson

Vice Chancellor
Celia Esposito-Noy

President, Las Positas College
Barry Russell

President, Chabot College
Susan Sperling

Academic Senate President, Las Positas College
Tom Orf

Academic Senate President, Chabot College
Kathy Kelley and Laurie Dockter

Director, Research and Planning, Las Positas College
Rajinder Samra

Institutional Researcher, Chabot College
Carolyn Arnold

OUTREACH SESSIONS
Chabot College held Fall 2014 workshops during the Planning, Review, and Budget Council (PRBC) on November 12th, in the Academic Senate on November 13th, and in the Student Senate on November 16th.

In Spring 2015, several presentations and discussions of the April drafts were held. Presentations regarding the planning process and the status of the EMP were given during the Academic Senate on April 23rd and May 14th. On April 20th, the College Council and the Planning, Review, and Budget Council held a joint open meeting. Further comments from the college community were solicited through June 15th. During July, administrators and Classified Senate met and provided extensive edits to the draft EMP based on comments received at the meetings and in writing through comment cards.
ENVIRONMENTAL SCAN / RESEARCH
As part of the planning process for the Strategic Plan and the College’s EMPs, in Fall 2014 an environmental scan was developed with assistance from the Institutional Research Office to provide background information and quantitative data on population and demographics, business growth, College enrollments and other factors impacting internal and external conditions and trends. As part of this analysis, the Environmental Scan included a summary of the College and District community’s initial input on the needs and directions of the College and District from the November outreach sessions.

PLANNING CHARRETTE
A District-wide planning Charrette was held on February 20, 2015. During this event, faculty, staff and students from Chabot College and Las Positas College, along with staff from the District and external stakeholders, assessed opportunities and challenges presented in the Environmental Scan and proposed strategies and specific actions in response. External stakeholders included local elected officials, representatives from local government, and area businesses and industry. Over 130 people participated in the full-day event (See Appendix for the list of participants). Nine strategic issues were identified for discussion.
4.2 EMP CONTENT CREATION PROCESS

Chabot College Educational Master Plan (EMP) Framework Process for Content Creation

- **NOVEMBER 12 & 13**: Chabot Outreach Meetings
- **Environmental Scan**
- **NOVEMBER 18**: Board of Trustees Study Meeting
- **FEBRUARY 20**: District-wide Planning Charrette
- **February**: EMP Rough Draft Framework
- **Outreach Meetings and Comment**
- **EMP Draft Framework**
- **Board of Trustees Study Meeting**
- **Convocation**: Outreach Meetings and Comment
- **AUGUST**: Board of Trustees Plan Approval

Date Timeline:
- OCT - NOV
- DEC
- JAN 2015
- FEB
- MAR
- APR
- MAY
- JUN
- JUL
- AUG
- SEP
- OCT
The Environmental Scan provided an internal and external current conditions report related to population and demographics, business growth, College enrollment and success factors and competitive educational providers. The information provided in the Environmental Scan informed the development of the Educational Master Plan and assists the College in preparing and responding to current and anticipated changes, opportunities and challenges. This section summarizes major trends and key issues identified by the Environmental Scan that impacts College and District-wide planning.

The Environmental Scan accessed a range of key data including:

- Population and demographics
- High school performance, enrollment and projects
- Chabot College enrollment and student success
- Competing educational providers in the region
- Employment and workforce trends
Chabot College is proud of its diverse student body. The College has developed successful programs such as Puente to cater to the needs of ethnic-minority students. The College must continue to understand the needs of its student population and anticipate changes in its service-area communities.

- Chabot service-area cities have a higher share of residents who identify as Latino and Asian (31% and 31%, respectively) than the County (23% and 27%, respectively). Chabot’s service-area cities also have a smaller share of residents who identify as White (26%) than the County (35%). [Source: U.S. Census]
- Latino and African American students represent a larger share of enrollment at Chabot College than they do in service area cities, while White and Asian students represent a smaller percentage of the student body than they do in the general population. [Source: U.S. Census]
- Between 2013 and 2024, Alameda County residents between the ages of 65 and 85 will increase by 51%. Growth in the older population will drive demand for health care and social assistance and supportive services, which will increase employment in those industries regionally and nationally. [Source: EMSI, ABAG]
- In the next decade, the Asian and Latino population will see the greatest percent increase in population. From 2013-2024, the Asians and Latino populations are expected to grow 15% and 12%, respectively. [EMSI]

### CHABOT SERVICE-AREA POPULATION, 2012

<table>
<thead>
<tr>
<th>City</th>
<th>Castro Valley (CDP)</th>
<th>Hayward</th>
<th>San Leandro</th>
<th>San Lorenzo (CDP)</th>
<th>Union City</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>60,981</td>
<td>145,165</td>
<td>84,966</td>
<td>23,937</td>
<td>69,820</td>
<td>384,869</td>
</tr>
</tbody>
</table>

*Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates*

### PROJECTED POPULATION FOR CHABOT SERVICE-AREA CITIES

<table>
<thead>
<tr>
<th>City</th>
<th>2015</th>
<th>2020</th>
<th>2025</th>
<th>2030</th>
<th>2035</th>
<th>2040</th>
<th>Number Change 2015-2040</th>
<th>Percent Change 2015-2040</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayward</td>
<td>150,700</td>
<td>157,500</td>
<td>164,400</td>
<td>171,800</td>
<td>179,700</td>
<td>188,000</td>
<td>37,300</td>
<td>25%</td>
</tr>
<tr>
<td>San Leandro</td>
<td>88,300</td>
<td>91,700</td>
<td>95,300</td>
<td>99,200</td>
<td>103,300</td>
<td>107,600</td>
<td>19,300</td>
<td>22%</td>
</tr>
<tr>
<td>Union City</td>
<td>71,400</td>
<td>73,400</td>
<td>75,500</td>
<td>77,600</td>
<td>80,000</td>
<td>82,500</td>
<td>11,100</td>
<td>16%</td>
</tr>
<tr>
<td>Total:</td>
<td>318,300</td>
<td>342,600</td>
<td>355,600</td>
<td>368,500</td>
<td>379,500</td>
<td>398,000</td>
<td>129,700</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Source: Association of Bay Area Governments, 2013 Projections*
### Race and Ethnicity of Service-Area Population by Percent, 2012

<table>
<thead>
<tr>
<th></th>
<th>Chabot Cities</th>
<th>District Service-Area</th>
<th>Alameda County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino</td>
<td>31%</td>
<td>24%</td>
<td>23%</td>
</tr>
<tr>
<td>Black</td>
<td>10%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>White</td>
<td>26%</td>
<td>36%</td>
<td>35%</td>
</tr>
<tr>
<td>Asian</td>
<td>31%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Other*</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Race by Percent, Fall 2013

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2013</th>
<th>2024</th>
<th>Number Change</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>443,116</td>
<td>510,508</td>
<td>65,942</td>
<td>15%</td>
</tr>
<tr>
<td>Latino</td>
<td>360,606</td>
<td>405,097</td>
<td>44,491</td>
<td>12%</td>
</tr>
<tr>
<td>White</td>
<td>518,960</td>
<td>509,297</td>
<td>(9,663)</td>
<td>(2%)</td>
</tr>
<tr>
<td>Black</td>
<td>183,310</td>
<td>179,240</td>
<td>(4,070)</td>
<td>(2%)</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>4,232</td>
<td>3,982</td>
<td>(250)</td>
<td>(6%)</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>62,134</td>
<td>73,035</td>
<td>10,901</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,510,224</strong></td>
<td><strong>1,608,124</strong></td>
<td><strong>108,799</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Economic Modeling Specialist International, Q2 2015 Data Set
5.2 ENROLLMENT TRENDS

Chabot College serves students in the service-area cities of Hayward, San Lorenzo, San Leandro, Union City and Castro valley. The College is experiencing an increase in the percentage of students from Livermore (417%) and Tracy (168%). Chabot should continue to monitor this trend and investigate what programs are attracting these students. In addition, the proportion of students who identify as Latino increased from 24% to 34% from 2005 to 2014. Chabot will need to prepare itself for this continuing shift in student ethnic-demographic.

- Enrollment at Chabot has remained relatively steady, with increases in enrollment during economic downturns.
- The local (geographically, not necessarily within service-area) population will continue to constitute the majority of students.
- Chabot proven attractive to students outside the service area. With the exception of Oakland, the highest number of students attending Chabot generally continues to come from service-area cities. All service area cities saw a decline in the percentage of enrollment from 2005 to 2014 with exception of Hayward, which saw a 5% increase.
## CHABOT STUDENT ENROLLMENT BY CITY, 2005-2014

<table>
<thead>
<tr>
<th>City</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Livermore</td>
<td>63</td>
<td>103</td>
<td>120</td>
<td>128</td>
<td>258</td>
<td>231</td>
<td>237</td>
<td>224</td>
<td>326</td>
<td>316</td>
<td>417%</td>
</tr>
<tr>
<td>Tracy</td>
<td>53</td>
<td>61</td>
<td>26</td>
<td>74</td>
<td>141</td>
<td>129</td>
<td>126</td>
<td>107</td>
<td>142</td>
<td>175</td>
<td>168%</td>
</tr>
<tr>
<td>San Ramon</td>
<td>51</td>
<td>80</td>
<td>22</td>
<td>47</td>
<td>120</td>
<td>128</td>
<td>103</td>
<td>100</td>
<td>111</td>
<td>105</td>
<td>118%</td>
</tr>
<tr>
<td>Dublin</td>
<td>81</td>
<td>111</td>
<td>107</td>
<td>118</td>
<td>161</td>
<td>157</td>
<td>147</td>
<td>142</td>
<td>154</td>
<td>163</td>
<td>90%</td>
</tr>
<tr>
<td>Pleasanton</td>
<td>111</td>
<td>119</td>
<td>110</td>
<td>130</td>
<td>189</td>
<td>220</td>
<td>175</td>
<td>170</td>
<td>201</td>
<td>209</td>
<td>81%</td>
</tr>
<tr>
<td>Hayward</td>
<td>4,192</td>
<td>4,133</td>
<td>4,243</td>
<td>4,429</td>
<td>4,999</td>
<td>4,907</td>
<td>4,699</td>
<td>4,491</td>
<td>4,389</td>
<td>4,356</td>
<td>5%</td>
</tr>
<tr>
<td>Oakland</td>
<td>1,039</td>
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## CHABOT RACE AND ETHNICITY BY PERCENTAGE, 2005 VS. 2013 COMPARISON

![Graph showing race and ethnicity comparison](image-url)
5.3 STUDENT PREPAREDNESS AND SUCCESS

Chabot College generally has higher completion rates than the state. This is in part to the College’s commitment to serve a diverse student body. As the proportion of Latino students increases, the College will need to pay attention to their specific needs. A high percentage of Latino students are unprepared for college and are first-generation students. Chabot will need to prepare for this demographic shift by increasing the availability of intensive supportive services.

- Students who are unprepared are less likely to complete. 78% of students arrive unprepared for college.
- Latino and African American students are relatively unprepared at Chabot College.
- 90% of students who identify as Latino are first generation students.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Chabot</th>
<th>State Wide</th>
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<tbody>
<tr>
<td></td>
<td>Cohort Size</td>
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<td>2004-2005</td>
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<td>2005-2006</td>
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<td>2006-2007</td>
<td>1,477</td>
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<td>2007-2008</td>
<td>1,609</td>
<td>49.1%</td>
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</table>

ACADEMIC PREPAREDNESS LEVEL:
NEW FIRST TIME STUDENTS 2007-08

*Prepared for College: A student who starts community college at College-level English and Math.
PERCENTAGE OF FIRST GENERATION COLLEGE STUDENTS WITHIN RACE-ETHNICITY GROUPS AT CHABOT COLLEGE, FALL 2013


CHABOT PERCENTAGE ASSESSED INTO BASIC SKILLS ENGLISH AND MATH, FALL 2013

5.4 ECONOMIC OPPORTUNITIES

Chabot College plays a pivotal role in preparing students for the workforce. The College must keep informed of the region’s growing industry sectors to strategically plan program investments and classes that teach skills necessary for professional success.

- The San Francisco Bay Area is expected to generate a 33% growth in employment 2010-2040. This growth outpaces the growth in population, and signals an overall decrease in unemployment. [Source: ABAG]

- While significant buzz and impact is generated by employment in technology and information-related jobs, this industry represents a relatively small percentage of the regional economy. Employment in professional and managerial services, health and education, arts and recreation, and government is much larger, and projected to grow more quickly. While educating students in the use and development of technology is important, there are many other sectors that will demand educated workers with a variety of skills.

- Manufacturing and wholesale employment is high in the Bay Area, and represents a significant opportunity for students who choose trade employment, though this employment sector is projected to decline slightly 2010-2040. [Source: ABAG]

- More than two-thirds of all jobs nationally do not require a postsecondary degree for entry, however California has a relatively demanding job market, and 20% of jobs require at least a Bachelor’s Degree. [Source: U.S. Department of Labor]

- While academic skills and knowledge are vital to a successful career, a competitive employment marketplace like the Bay Area demands a wide range of skills the District can foster, including:
  - Personal management skills
  - Emotional intelligence
  - Professional and communications skills
  - Technological literacy
  - Subject area knowledge
  - Adaptability and ability to learn
FIGURE 7: BAY AREA EMPLOYMENT BY SECTOR 2010-2040

Source: Association of Bay Area Governments, 2013 Projections
Goals provide direction for the long-term change and an organizing structure for the specific actions and strategies that will move Chabot College forward in the educational arena. The proposed strategic directions describe how Chabot College will address each goal area.

Performance Measures are quantifiable metrics used to determine if the College has met its goals and strategies. They indicate progress toward attaining the goals. The College will determine feasibility for the potential performance measures included in this plan.

As illustrated in the Environmental Scan, the level of need at the college given the demographics of the population differentiates Chabot from other colleges in the area. The depth of needs and diversity of interests are driving forces for the types of action that Chabot has taken and will continue to take in the future. It is continuously reflected in Chabot’s Educational Master Plan, which emphasizes a college commitment to social justice and a campus culture of collective action that uses a holistic, equity-based approach for ensuring the academic success of all Chabot students.

The following Goals are an illustration of Chabot’s recognition of the needs of our service area:

- **Goal A**: Serving a Growing and Diverse Student Population
- **Goal B**: Advancing Basic Skills Students
- **Goal C**: Educating Students for the Local and Global Economy
- **Goal D**: Providing Comprehensive Student Services
- **Goal E**: Expanding Professional Development Opportunities
- **Goal F**: Maximizing Discretionary Revenue and Institutional Advancement
- **Goal G**: Building and Maintaining State of the Art Facilities
- **Goal H**: Building and Maintaining State of the Art Technology
- **Goal I**: Evaluating Educational Success
GOAL A: SERVING A GROWING AND DIVERSE STUDENT POPULATION

SERVE THE NEEDS OF GROWING AND DIVERSE STUDENT POPULATIONS NOW AND IN THE FUTURE

Population in the service area of the college and the surrounding “student shed” is continuing to change, including a significant increase in the general population, an increase in the number of older adults, changing ethnic demographics and increasingly diverse economic situations. Chabot College will need to develop the organizational flexibility to provide programs that can serve the needs of a diverse group of current and future students including:

- First generation college students
- A growing Latino student population
- Other major ethnic groups (African Americans, Asians, Filipinos, whites)
- Re-training/re-entry students
- Returning students
- Economically disadvantaged students
- Students with physical and learning disabilities
- High school students desiring concurrent enrollment

Chabot College has a strong history of educational excellence and innovation and is a groundbreaker in the development of effective, sustainable student-centric courses of study and support programs. For example, faculty at Chabot College founded the Puente program, an academic, counseling, and mentorship program whose success is replicated in community colleges state-wide. Other notable student success based programs initiated at the college and replicated at other institutions include: Daraja, the California Acceleration Project, and Striving Black Brothers. In addition to these exemplary student support services and classroom interventions, Chabot College brings a history of successful accomplishments in the performing arts, athletics, media, business, legal studies, and much more. The college offers high quality, cost-effective education with strong support systems, a faculty that is focused on interactive, dynamic pedagogies, and support staff who provide critical, integrated services that promote the mission of the college across the campus.

Promoting Chabot College’s successes at serving a diverse student population requires telling complex stories, including a focus on the persistence and generational successes of students, who are largely first in family college attendees. Such a focus will attract
and motivate prospective students in similar circumstances, and will build community support for college programs and future funding measures. Situating the college in the mainstream of academic marketing necessitates a deep and a wide articulation of its mission and vision, as well as a public narrative that contextualizes the college history within the communities it serves so well.

POTENTIAL STRATEGIC DIRECTIONS

A1. Monitor the changing educational needs of an increasingly diverse student population as an integral part of an ongoing program review and update process

A2. Modify existing programs and develop new programs to meet the needs of a more diverse student population

A3. Align class schedules and provide support services in ways that are accessible to all students regardless of their backgrounds

POTENTIAL PERFORMANCE MEASURES

- Student success rates by race/ethnicity
- Completion rates by race/ethnicity
- The number of ethnic-minority students served by student services
- Mentorship opportunities
- First year experience programs available to ethnic-minorities
- Academic counseling
- Student services for first generation students
- Partnerships with minority-majority high schools for early enrollment applications
- Increase scholarship opportunities for first generation students
GOAL B: ADVANCING BASIC SKILLS STUDENTS

ADDRESS THE NEEDS OF STUDENTS WHO ARE NOT READY FOR COLLEGE-LEVEL MATH AND ENGLISH

Preparedness for college-level courses is a primary, systemic problem facing the College. Nearly 80% of entering Chabot students are not prepared for college-level English and/or Math, and need to take Basic Skills courses to prepare for college-level work. Only half these students will successfully complete their degree within six years (CC-LPC Institutional Research). Compared to students who are prepared for college courses, Basic Skills students are significantly less likely to achieve their educational goals, and often need much more support to do so. Chabot College has been addressing this problem for years, and continues to examine the problem and refine approaches for helping these students.

Main issues/levers to be addressed include:

- Getting students assessed correctly, using more accurate measures than tests
- Providing academic advising/counseling for more students
- Ensuring the delivery of basic skills instruction (embedded or not)
- Providing enough Basic Skills courses to meet the demand
- Providing enough tutoring/study groups/learning assistants/work outside of class
- Streamlining completion/scheduling
- Working with K-12 educators to coordinate curriculum

POTENTIAL STRATEGIC DIRECTIONS

B1. Address the broader needs of basic skills students.

B2. Design programs to move students from basic skills to college level courses

B3. Support innovative pedagogy to help basic skills students learn more effectively

B4. Collaborate with K-12 staff to improve student preparedness

B5. Develop more accurate assessment methods into English, ESL, and Math

B6. Provide more academic advising/counseling for more basic skills students
POTENTIAL PERFORMANCE MEASURES

• Basic skills students completion rates
• Basic skills students success rates
• Number of partnerships with local high schools
• Guaranteed tutoring appointments
• Availability to schedule academic advising appointments within a short time-frame
• Online tutorial videos for basic skills students
• Structured study groups
• The number of classes that incorporate basic skills curriculum into their course outlines
• Developmental Education Student transition rates from basic skills Math/English to college level Math/English
GOAL C: EDUCATING STUDENTS FOR THE LOCAL AND GLOBAL ECONOMY

EDUCATE TRANSFER, CAREER TECH, AND BASIC SKILLS STUDENTS BY FOSTERING CRITICAL THINKING, LITERACY, CITIZENSHIP, SKILLS AND PROVIDING A LIBERAL ARTS EDUCATION.

Chabot’s College’s mission statement states: “the college responds to the educational and workforce development needs of our regional population and economy.”

Chabot College can provide the greatest benefit to the local economy when the curriculum and College programs match the needs of students with those of local businesses, government and public sector agencies, and community based organizations.

Chabot College supports the major economic sectors of the service area including services, technology, auto, construction and healthcare by offering high quality general education and through classes and services. Finally, Chabot College plays a major role in regional advancement by providing transfer-targeted and basic skills education.

POTENTIAL STRATEGIC DIRECTIONS

C1. Create a process to align the curriculum with local needs

C2. Improve alignment of career and technical programs with needs of business and industry partners

C3. Develop “whole person” graduates with the critical thinking and emotional intelligence abilities that employers are seeking in interns and new hires

C4. Improve alignment of curriculum with trends in majors and bachelor’s degrees in four-year institutions.

POTENTIAL PERFORMANCE MEASURES

• The number of job placement programs
• Internship opportunities/placements
• The number of local business partnerships
• Career mentorship opportunities with community members
Many students enter Chabot College in need of support to succeed. Faculty and classified professionals are well aware of this challenge and would like to see support services expanded to meet the needs of their students. Some of the support programs at the college are nationally renowned, but they can only serve a small percentage of students. The first year experience pilot program and other support programs that target underserved populations have a significant influence on whether students reach their educational goals. Investing in support services through additional hires and hours of operation may increase student completion rates. Financial aid services, academic counseling, health/mental health services, admissions and records, assessment, library and tutoring services are important resources that need to be expanded.

Expanded internal and external communications efforts will enhance public and college awareness of the services available to students. The development and implementation of an external marketing program whose focus is the promotion of student services available at the college will serve as an enticement to prospective students, especially those for whom college is not a family tradition.

POTENTIAL STRATEGIC DIRECTIONS

D1. Expand services to more effectively meet the higher level of demand from students
D2. Streamline and simplify existing processes for staff and students

POTENTIAL PERFORMANCE MEASURES

- The number of students benefiting from student services
- Increase in hours available for students
- Online appointment scheduling
- Expansion of existing successful programs
GOAL E: EXPANDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

STRENGTHEN PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY, CLASSIFIED PROFESSIONALS AND ADMINISTRATORS

Continued investment in faculty and classified professionals is vital to positively influencing student achievement. The college community agrees that there is a strong need to provide and expand professional and personal development opportunities. Classified professionals and faculty are eager to develop and take advantage of professional development opportunities to improve the quality of the support and training they provide to students. Investment in faculty and classified professionals is an investment in the student body.

Providing faculty and classified professionals with opportunities to advance the college in the public sphere through promotional activities such as presentations before service clubs, professional networking groups, and civic organizations, is a valuable form of marketing because it is derived from workers’ every day experiences on the job. A well-considered and vigorously implemented marketing strategy must link the holistic importance of individual worker’s contributions to the college with the ways in which these unique characteristics of the workforce benefit students seeking an education at the college. To the extent that the college invests in the training of its workers to become spokespersons on behalf of the college, it provides an important human bridge between the campus and the communities it serves.

POTENTIAL STRATEGIC DIRECTIONS

E1. Expand professional development in support and implementation of innovative teaching approaches and service delivery

E2. Provide faculty and classified professionals with financial support for professional development

E3. Adopt policies and practices that will facilitate professional development

E4. Encourage faculty and classified professionals to create an open and healthy dialog about professional development
POTENTIAL PERFORMANCE MEASURES

- The number of paid professional development opportunities
- Conference scholarships
- Set a annual minimum of professors/adjuncts to benefit from a professional development opportunity
GOAL F: MAXIMIZING DISCRETIONARY REVENUE AND INSTITUTIONAL ADVANCEMENT

IDENTIFY AND DEVELOP ALTERNATIVE FUNDING AND REVENUE STREAMS TO DECREASE DEPENDENCE ON STATE REVENUE AND INCREASE OVERALL FINANCIAL SUPPORT

Developing additional sources of discretionary revenue will benefit Chabot College by enabling it to augment variable state funding and student fees. This additional revenue can be used for a variety of expenses and needed improvements including building improvements, staffing, equipment and programs. Crafting and marketing a consistent brand identity that defines Chabot College as the home of educational excellence and innovation is at the core of any long-term advancement strategy.

POTENTIAL STRATEGIC DIRECTIONS

F1. Develop and leverage partnerships with both private and public sector interests to secure needed program resources

F2. Support initiatives by the District to strengthen the financial stability of Chabot and Las Positas Colleges through locally approved voter funding measures

F3. Evaluate and enhance our ability to expand educational programs that can be self-sufficient

F4. Aggressively obtain grants to initiate or develop innovative programs and projects

POTENTIAL PERFORMANCE MEASURES

- Alumni programs/opportunities to give back
- The number of creative fundraising events
- Grant success
- Number of foundation/private partnerships
GOAL G: BUILDING AND MAINTAINING STATE OF THE ART FACILITIES

OPTIMIZE THE USE OF FACILITIES AND TECHNOLOGY TO IMPROVE PROGRAM QUALITY AND DELIVERY, AND COLLEGE-WIDE SYSTEMS AND PROCESSES.

There is a need to modernize aging and intensely used campus buildings and other facilities to more effectively meet the current and future needs of the college. This modernization process will include redesigning classrooms for versatile use and for better learning by matching facilities to the way faculty now teach today’s students.

POTENTIAL STRATEGIC DIRECTIONS

G1. Update (analyze, revise, and evaluate) the comprehensive Facility Master Plan to prioritize facility improvements and development

G2. Identify specific facility needs on campus (Specifics to be based on new Facilities Plan. See appendix for suggested list)

POTENTIAL PERFORMANCE MEASURES

- Number of facilities in need of repairs/upgrades
- Number of smart-classrooms
GOAL H: BUILDING AND MAINTAINING STATE OF THE ART TECHNOLOGY

AUTOMATE MANUAL PROCESSES TO IMPROVE PROGRAM AND SERVICE DELIVERY. MAINTAIN COMPETIVENESS BY STAYING UP-TO-DATE WITH THE LATEST TECHNOLOGY.

Significant improvements in technology, such as providing campus wide access to Wi-Fi, an essential need given the expectations and needs of today’s students, is important in the modernization process. Technology updates in the classrooms is necessary for an optimal learning environment.

POTENTIAL STRATEGIC DIRECTIONS

H1. Update the integrated Technology Plan to prioritize technology improvements and development

H2. Ensure that IT infrastructure can meet current and future technology needs at Chabot College [Specifics to be based on new Technology Plan. See appendix for suggested list]

H3. Improve IT systems for student services

H4. Maintain and update technology for programmatic needs

POTENTIAL PERFORMANCE MEASURES

- Campus-wide WiFi
- Computer labs available to students
- Electronic library resources available to students
GOAL I: EVALUATING EDUCATIONAL SUCCESS

CONTINUALLY EVALUATE PROGRAMS AND STUDENT SERVICES USING CONSISTENT STUDENT SUCCESS MEASURES.

The success of this Educational Master Plan is measured in the success and achievement of Chabot students as a result of our programs and services. Chabot College continually evaluates the successful effects of programs and services on students, and student progress towards and achievement of their educational goals. The measures Chabot College uses are based on the Strategic Plan goals and objectives, which reflect the college mission, vision and Educational Master Plan. These measures are used by college staff to evaluate and plan programs and services.

State and federal educational effectiveness indicators are also used to communicate progress to legislative bodies, accreditors, the local community, current and prospective students.

POTENTIAL STRATEGIC DIRECTIONS

I1. Refine and maintain systems and methods to measure the extent to which the college is achieving success

I2. Analyze data collected to monitor performance over time, understand the factors underlying that performance, and assess how to improve it

POTENTIAL PERFORMANCE MEASURES

- Degrees and certificates awarded
- Graduation/completion rate
- Transfers to four-year institutions
- Graduate satisfaction rates
- Graduate employment
- Student satisfaction survey (supportive services, academic, etc.)
- Student satisfaction with non-credit courses
- Persistence (continuing in a class series or program)
- Retention rate (percentage of students returning year-to-year)
- Percent of students completing/succeeding from First Year Experience programs
- Successful course completion rates
- Development of programs and curricula responding to critical learning objectives
REFERENCES

Association of Bay Area Governments, 2013 Bay Area Regional Projections
http://www.abag.org/files/BayAreasummarytable.pdf

Association of Bay Area Governments, 2013 Projections by City

Association of Bay Area Governments; Metropolitan Transportation Commission. Draft Bay Area Plan: Final Forecast of Jobs, Population and Housing. (July 2013).


Chabot-Las Positas Community College District. Institutional Research Dataset

United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates
(http://www.census.gov/acs/www/).

United States Census Bureau, 2013 American Community Survey 1-Year Estimates
(http://www.census.gov/acs/www/).
APPENDIX A: PLANNING CHARRETTE PARTICIPANTS

A full-day District-Wide planning Charrette was held on February 20, 2015. Faculty, classified professionals and students from both Chabot College and Las Positas College, along with classified professionals from the District and external stakeholders, assessed opportunities and challenges presented in the Environmental Scan and proposed strategies and specific actions. External stakeholders included local elected officials, representatives from local government, and area businesses and industry. Information about participants, separated by the issue that they spoke about, are included below.

**Issue 1: Serving the needs of a growing and diverse student populations now and in the future**

<table>
<thead>
<tr>
<th>Name</th>
<th>Program/Organization</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurie Dockter</td>
<td>Chemistry/Fac. Sen. President</td>
<td>Chabot College</td>
</tr>
<tr>
<td>Donna Gibson</td>
<td>Chemistry</td>
<td>Chabot College</td>
</tr>
<tr>
<td>Karen Metcalf</td>
<td>Counseling</td>
<td>Chabot College</td>
</tr>
<tr>
<td>Patricia Molina</td>
<td>Counseling/EOPS</td>
<td>Chabot College</td>
</tr>
<tr>
<td>Sylvia Rodriguez</td>
<td>Dean, Admissions/Records</td>
<td>Las Positas College</td>
</tr>
<tr>
<td>Bella Witt</td>
<td>Office of VP Student Services</td>
<td>Chabot College</td>
</tr>
<tr>
<td>Karen Zeigler</td>
<td>DSPS</td>
<td>Las Positas College</td>
</tr>
<tr>
<td>Danielle V'Soske</td>
<td>Office of VP Student Services</td>
<td>Chabot College</td>
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**Issue 2: Addressing the needs of students under-prepared for college-level Math and English**

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<th>Name</th>
<th>Program/Organization</th>
<th>Location</th>
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<tbody>
<tr>
<td>Jonathan Brickman</td>
<td>ESL/Sub Region Group</td>
<td>Las Positas College</td>
</tr>
<tr>
<td>Rajeev Chopra</td>
<td>Business</td>
<td>Las Positas College</td>
</tr>
<tr>
<td>Dr. Lisa Everett</td>
<td>Dean, STEMPS</td>
<td>Las Positas College</td>
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<tr>
<td>Mike Lai</td>
<td>Counseling</td>
<td>Chabot College</td>
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<tr>
<td>Michael Perrilliat</td>
<td>Student Senate</td>
<td>Chabot College</td>
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<tr>
<td>Patricia Shannon</td>
<td>School of the Arts</td>
<td>Chabot College</td>
</tr>
<tr>
<td>Rachael Tupper-Eoff</td>
<td>Learning Connection</td>
<td>Chabot College</td>
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<tr>
<td>Ken Frazer</td>
<td>Tri Valley ROP</td>
<td>Community</td>
</tr>
<tr>
<td>Lori Baptista</td>
<td>Tiburcio Vasquez Health Center</td>
<td>Community</td>
</tr>
<tr>
<td>Dr. Marcia Corcoran</td>
<td>Dean, Language Arts</td>
<td>Chabot College</td>
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</table>
### Issue 3a: Serve the local economy by educating transfer, career technical and basic skills students, and increase opportunities through industry partnerships (Chabot Group)

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<th>Program/Organization</th>
<th>Location</th>
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<tr>
<td>Deonne Kunkel</td>
<td>Language Arts/PRBC</td>
<td>Chabot College</td>
</tr>
<tr>
<td>Wayne Phillips</td>
<td>Applied Tech/Business</td>
<td>Chabot College</td>
</tr>
<tr>
<td>Ana Apodaca</td>
<td>Kaiser Permenente Com. Affairs Liaison</td>
<td>Community</td>
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<tr>
<td>Oscar Macias</td>
<td>Intern, Councilmember Sara Lamnin</td>
<td>Community</td>
</tr>
<tr>
<td>Sara Lamnin</td>
<td>Councilmember, City of Hayward</td>
<td>Community</td>
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### Issue 3b: Serve the local economy by educating transfer, career technical and basic skills students, and increase opportunities through industry partnerships (Las Positas Group)

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<tbody>
<tr>
<td>LaVaughn Hart</td>
<td>Computing</td>
<td>Las Positas College</td>
</tr>
<tr>
<td>Terry Johnson</td>
<td>Automotive</td>
<td>Las Positas College</td>
</tr>
<tr>
<td>Dr. Don Miller</td>
<td>Dean, Arts, Ltrs., &amp; Soc. Sci.</td>
<td>Las Positas College</td>
</tr>
<tr>
<td>J. David Rodriguez</td>
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<td>Dr. Barry Russell</td>
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<td>Paul Sapsford</td>
<td>Sports Medicine</td>
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<td>Chris Faber</td>
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<tr>
<td>Isabel Urbano</td>
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<tr>
<td>Marti Sutton</td>
<td>LPC Foundation</td>
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### Issue 4: Finding ways to expand the range and scope of student services

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<tr>
<th>Name</th>
<th>Program/Organization</th>
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<tbody>
<tr>
<td>Laura Alarcon</td>
<td>Counseling</td>
<td>Chabot College</td>
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<tr>
<td>Rozen Bondoc</td>
<td>Veteran’s Benefits</td>
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<tr>
<td>Frances Fon</td>
<td>Counseling</td>
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<tr>
<td>Dr. Jim Gioia</td>
<td>DSPS/TriValley Sub Region</td>
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<tr>
<td>Jim Matthews</td>
<td>Library/Accreditation</td>
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<tr>
<td>Scott Miner</td>
<td>Welding/Director, Student Life</td>
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<tr>
<td>Nadiyah Taylor</td>
<td>Early Childhood Development</td>
<td>Las Positas College</td>
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<tr>
<td>Paulina Reynoso</td>
<td>ASLPC Vice President</td>
<td>Las Positas College</td>
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<tr>
<td>Diana Rodriguez</td>
<td>V.P. Student Services</td>
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<tr>
<td>Ciera Soliz</td>
<td>Inter Club Council Secretary</td>
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<tr>
<td>Emily Duncan</td>
<td>Councilmember, City of Union City</td>
<td>Community</td>
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### Issue 5: Strengthening professional development opportunities for faculty, classified professionals and administrators

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<tr>
<th>Name</th>
<th>Program/Organization</th>
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<tbody>
<tr>
<td>Katrin Field</td>
<td>Assessment/Classified Senate</td>
<td>Chabot College</td>
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<tr>
<td>Wyman Fong</td>
<td>V.C. Human Resources</td>
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<tr>
<td>Kim Morrison</td>
<td>Library</td>
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<tr>
<td>Tom Orf</td>
<td>Geology/Academ Sen. President</td>
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<tr>
<td>Zina Rosen Simon</td>
<td>ECD/ECD Advisory</td>
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<tr>
<td>Rachel Ugale</td>
<td>ITS</td>
<td>CLPCCD</td>
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<tr>
<td>Doris Yates</td>
<td>CSUEB - HRT</td>
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### Issue 6: Expanding sources of discretionary revenue

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<tr>
<td>Bob Buell</td>
<td>Fire Technology</td>
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<tr>
<td>Frances DeNisco</td>
<td>Community Ed/Tri Valley Sub Region</td>
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<tr>
<td>William Hanson</td>
<td>Administration of Justice</td>
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<tr>
<td>Doug Horner</td>
<td>Director, Facilities</td>
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<tr>
<td>Lorenzo Legaspi</td>
<td>V.C. Business Services</td>
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<tr>
<td>Cindy Chin</td>
<td>Assemblymember Catherine Baker's office</td>
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<tr>
<td>Pamela Ott</td>
<td>City of Pleasanton</td>
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<tr>
<td>Tony Acosta</td>
<td>Int. City Manager, City of Union City</td>
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<tr>
<td>Nadine Horner</td>
<td>Lawrence Livermore National Lab</td>
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<tr>
<td>Helen Kennedy</td>
<td>New Haven Schools Foundation</td>
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<tr>
<td>Dale Wagoner</td>
<td>Interim VP Academic Services</td>
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<tr>
<td>Yvonne Wu Craig</td>
<td>Grant Developer</td>
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### Issue 7: Optimizing the use of facilities and technology to improve program quality and delivery, and college-wide systems and processes

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<tbody>
<tr>
<td>Noell Adams</td>
<td>Admissions &amp; Records</td>
<td>Chabot College</td>
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<tr>
<td>Antonio Aguilar</td>
<td>ASLPC Student Senator</td>
<td>Las Positas College</td>
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<tr>
<td>Dr. Hal Gin</td>
<td>Trustee</td>
<td>CLPCCD</td>
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<tr>
<td>Steve Gunderson</td>
<td>Instructional Technology</td>
<td>Las Positas College</td>
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<tr>
<td>Zarir Marawala</td>
<td>Biology/Tech. Committee</td>
<td>Chabot College</td>
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<tr>
<td>Jeannine Methe</td>
<td>Chief Technology Officer</td>
<td>CLPCCD</td>
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<td>Katherine Tollefsen</td>
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<td>Scott Vigallon</td>
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<tr>
<td>Paulette Lino</td>
<td>Director, Admissions &amp; Records</td>
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<tr>
<td>Chasity Whiteside</td>
<td>Science-Mathematics/Classified Senate</td>
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<tr>
<td>Mitch Sigman</td>
<td>School of Imagination</td>
<td>Community</td>
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</table>
**Issue 8: Increasing public relations, communications and marketing efforts - looking for new ways to "tell our story" and celebrate our successes**

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<th>Name</th>
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<tbody>
<tr>
<td>Corinna Calica</td>
<td>Director, Children's Center</td>
<td>Las Positas College</td>
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<tr>
<td>Julia Dozier</td>
<td>Ex. Director, Econ. Dev. &amp; Cont. Ed.</td>
<td>Chabot College</td>
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<tr>
<td>Jeff Drouin</td>
<td>PE &amp; Health/Fac. Senate</td>
<td>Chabot College</td>
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<tr>
<td>Dave Fouquet</td>
<td>Mathematics/CEMC</td>
<td>Chabot College</td>
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<tr>
<td>Mary Lauffer</td>
<td>Business/Business Advisory</td>
<td>Las Positas College</td>
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<tr>
<td>Titan Lish</td>
<td>Theater Arts</td>
<td>Las Positas College</td>
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<tr>
<td>Kirti Reddy</td>
<td>President's Office</td>
<td>Chabot College</td>
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<tr>
<td>Cheryl Sannebeck</td>
<td>Social Sciences</td>
<td>Chabot College</td>
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<tr>
<td>Carlo Vecchiarelli</td>
<td>Trustee</td>
<td>CLPCCD</td>
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<tr>
<td>Kristy Woods</td>
<td>Mathematics</td>
<td>Las Positas College</td>
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<tr>
<td>Julie Duncan</td>
<td>Superintendent, Tri Valley ROP</td>
<td>Community</td>
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<tr>
<td>María Ochoa</td>
<td>Executive Director, Office of Development and the Foundation</td>
<td>Chabot College</td>
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**Issue 9: Setting performance measures that emphasize student success and the achievement of the CLPCCD mission**

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<th>Name</th>
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<tr>
<td>Isobel Dvorsky</td>
<td>Trustee</td>
<td>District</td>
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<tr>
<td>Carolyn Arnold</td>
<td>Coordinator, Institutional Research</td>
<td>Chabot College</td>
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<tr>
<td>Jeremy Wilson</td>
<td>Institutional Research</td>
<td>Chabot College</td>
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<tr>
<td>John Hogan</td>
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<td>Las Positas College</td>
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<tr>
<td>Alexander Ivanov</td>
<td>ASLPC Parliamentarian</td>
<td>Las Positas College</td>
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<tr>
<td>Barbara Morrissey</td>
<td>Dean, Student Services</td>
<td>Las Positas College</td>
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<tr>
<td>Rajinder Samra</td>
<td>Director, Institutional Research &amp; Planning</td>
<td>Las Positas College</td>
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<tr>
<td>Susan Houghton</td>
<td>Sunflower Hill</td>
<td>Community</td>
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APPENDIX B: POTENTIAL STRATEGIC DIRECTION AND FUTURE ACTIONS

The following sections include potential future actions proposed during the outreach process and EMP’s development. The College will use the approved Goals and Strategies, along with budget considerations, to determine what actions will be appropriate to pursue.

Goal A: Serving a Growing and Diverse Student Population

*Serve the needs of growing and diverse student populations now and in the future*

**A1. Monitor the changing educational needs of an increasingly diverse student population as an integral part of an ongoing program review and update process**

A 1.1 Define how the population is growing and changing and how programming will react to specific changes

A 1.2 Redesign program assessments to allow room for long term and creative vision [November 2014 Outreach Meetings]

A 1.3 Improve alignment of programs with employment partners in industry, government, public sector, and community based organizations

A 1.4 Track and evaluate successes and accomplishments at Chabot College and share the information with CLPCCD and the community at large

A 1.5 Establish / develop an institutional advancement department

A 1.6 Develop a social media marketing strategy

**A2. Modify existing programs and develop new programs to meet the needs of a more diverse student population**

A 2.1 Examine the current mid-20th century academic model (divisions, course structures, facilities, scheduling, etc.) and re-design it to better fit 21st century realities

A 2.2 Conduct an inventory of all learning support programs and processes available to students

A 2.3 Adjust student and academic support services to help students whose economic and social environments limit their access to basic human needs and their potential to succeed academically
A.2.4 Provide faculty and classified professionals with training and first-hand experience to better understand and appreciate the challenging life circumstances facing many of their students

A 2.6 Enhance online offerings and establish an online associates degree program

A 2.7 Balance skill foundations and marketable skills within the curriculum

A 2.8 Serve the development of the whole person by providing and restoring classes that value other outcomes (not just job development or basic skills) such as the Arts program

A 2.9 Increase integration between the technical programs and academic curriculum, such as Fire Technology with Sociology or Math

A 2.10 Enhance English as a second language curriculum

A3. Align class schedules and provide support services in ways that are accessible to all students regardless of their backgrounds

A 3.1 Restore evening and weekend classes and services to provide additional opportunities for working students

A 3.2 Adjust student and academic support services to help students whose economic and social environments limit their access to basic human needs and their potential to succeed academically

A 3.3 Provide all entering students with information and support during their first weeks so they will have a firm understanding of how to access and navigate the resources available to help them succeed in college

A 3.4 Engage mentors from the community to assist new college students

A 3.5 Improve support and offerings for veterans
Figure: County and Service Area Comparison: Percent of Local Households in Poverty

Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates
**Goal B: Advancing Basic Skills Students**

*Address the needs of students who are not ready for college-level Math and English*

### B1. Address the broader needs of basic skill students.

**B 1.1** Enhance the assessment process to better place students into appropriate ESL/English/Math courses

**B 1.2** Identify and support students who struggle in critical basic skills English and Math courses [Chabot College BSC Strategic Plan: Vision for Basic Skills, Updated Fall 2014]

- Expand the range and scope of academic learning supports offered to students
- Look for and intervene with students who appear to be struggling or are too shy to ask for assistance

**B 1.3** Provide supplemental instruction in Math, English and other basic skill courses

- Determine how to coordinate “common times” so students requiring supplemental instruction can work together
- Provide shared spaces for study to facilitate personal relationships among students that need mentoring, in depth tutoring and other forms of learning support
- Ensure that there is consistent instruction across all sections in the same course to facilitate cross-section study groups

**B 1.4** Make it more comfortable for students to stay on campus to work and socialize

- Develop comprehensive plan on space usage usage and facility upgrades to Student Center (Building 2300) as a hub for social space, programming space, and student services.
- Upgrade/improve outdoor seating and social spaces to provide more comforting and useful environment.

### B2. Design programs to move students from basic skills to college level courses

**B 2.1** Redesign curriculum in English, Math & ESL to increase the percentage of basic skills students completing degree applicable courses

**B 2.2** Provide incentives which will encourage students to start and finish the required Math and English sequence early in their academic careers

- Increase the number of courses with Math or English pre-requisites
• Guarantee access to the next course in a sequence when a student succeeds in pre-requisites
• Expand the “safe fail” model in order to allow students to set their own pace and prevent drop outs
• Help students to understand the relevance of basic skills to their academic and professional success

B 2.3 Evaluate programs and class schedules regularly to ensure that courses are available in logical sequences

• Provide more strategic course scheduling so students can have timely access to the courses they need in order to complete their academic programs within a reasonable time frame
• Improve access to basic skills courses

B 2.4 Align course offerings with student educational plans (SEPs)

B3. Support innovative pedagogy to help basic skills students learn more effectively

B 3.1 Provide “contextualized instruction” that enables students to make meaningful connections with the substance of what they are being asked to learn (i.e., course content) because they see and understand how it is relevant to their lives

B 3.2 Provide faculty with professional development in contextualized instruction and the opportunity to practice this alternative way of teaching

• Provide professional development to address how to infuse contextualized basic skills courses
• Carry out consistent and ongoing collaboration with industry experts in contextualized instruction

B4. Collaborate with K-12 staff to improve student preparedness

B 4.1 Develop collaborative relationships with K-12 educators

B 4.2 Collaborate with programs that already work with K-12 students

B5. Develop more accurate assessment methods into English, ESL, and Math

B6. Provide more academic advising/counseling for more basic skills students
Goal C: Educating Students for the Local and Global Economy

Educate transfer, career tech and basic skills student by fostering critical thinking, literacy, citizenship, skills and providing a liberal arts education

C1. Create a process to align the curriculum with the needs of the local (economy/community)

C 1.1 Use economic forecasts to target potential new Chabot College programs and courses

C 1.2 Develop stronger communications and partnerships with employment partners in industry, government, public sector, and community based organizations [Best Practices]

C 1.3 Build on and expand internship partnerships with local employers [Planning Charrette]
Develop relationships and partnerships with key constituents including business and industry [Planning Charrette]

C 1.4 Provide support services and other resources to facilitate economic and educational partnerships with local communities and businesses

• Provide flexible meeting spaces in which to welcome the community for events such as Maker Days and middle school spaces

C2. Improve alignment of career and technical programs with needs of business and industry partners

C 2.2 Work with business and industry to design and implement specific training programs

• Expand vocational programs to fill the need for skilled trades people and technicians

C 2.3 Synchronize Chabot College curriculum and schedules to better align with local workforce needs

C 2.4 Improve internships and apprenticeship opportunities

C 2.5 Expand certificates to improve knowledge in existing employment sectors

C3. Develop “whole person” graduates with the critical thinking and emotional intelligence abilities that employers are seeking in interns and new hires

C 3.1 Embed basic skills, literacy and “soft skills” into all CTE courses

C 3.2 Emphasize to all CTE students the direct linkage between acquiring “soft skills” to their professional development and future success in the job market
• Scale up First Year Experience Pathways and Homerooms to align basic skills with transfer and industry requirements market

• Link Homeroom class to core First Year Experience course [Planning Charrette]

C4. Improve alignment of curriculum with trends in majors and bachelor’s degrees in four-year institutions.
Goal D: Providing Comprehensive Student Services

Expand the range and scope of student services

D1. Expand services to more effectively meet the higher level of demand from students

D 1.1 Increase staff support for the learning resources center to prevent unscheduled closures due to staff shortages and prevent tutoring service disruptions

D 1.2 Increase staffing levels in financial aid services, academic counseling, health/mental health services, admissions/records, assessment, library and learning resource center to increase the availability of services provided to students

D 1.3 Expand student support service hours to provide evening and weekend services for working students

D 1.4 Expand counseling services by hiring more staff.

D 1.5 Enhance collaboration between academic counselors and divisions

D 1.6 Expand online counseling services to ease of access

D 1.7 Enhance student peer advisor program and increase the number of tutors
  • Hire a dedicated peer advisor supervisor/coordinator.
  • Broaden peer advisor responsibilities to include: leading campus tours, presenting to service-area high schools, participating in focus groups designed to capture student input regarding new services/website features/technologies.

D 1.8 Implement an online system for students to make counseling and financial aid appointments

D 1.9 Improve career services and placement programs

D2. Streamline and simplify existing processes for staff and students

D 3.1 Re-design existing processes with the goal of reducing the number of steps involved and the number of decision-makers required to reach resolution
  • Use People Admin as a model for how to streamline processes and required documentation

D 3.2 Implement an online system for students to make counseling and financial aid appointments

D 3.3 Alleviate inefficient data entry for counseling services by updating systems to allow counselors to focus on providing services

D 3.4 Address Financial Aid backlog by updating technology and systems to efficiently expedite the processing of paperwork
D 3.5 Eliminate inefficient data entry for Admissions and Records and reduce student wait times by updating technology and systems

- Implement a fully automated, self-service online transcript request and delivery system.
- Update CLASS-Web payment feature to allow students to submit parking permit payment separately from tuition/enrollment fees payment.

D 3.6 Implement new, easy-to-use online orientation to increase student completion rates and improve student learning outcomes

D 3.7 Improve response time and consistency by implementing an online question and answer information service to automate answers to student questions

NOTE: Duplication of items in sections D and H is intentional as there is still a discussion about where student services technology concerns should be placed.
**Goal E: Expanding Professional Development Opportunities**

Strengthen professional development opportunities for faculty, classified professionals and administrators

**E 1. Expand professional development in support and implementation of innovative teaching approaches and service delivery**

**E 1.1** Provide professional development to determine how to infuse contextualized basic skills instruction into content areas

- Model, expand, institutionalize and coordinate successful practices
- Encourage faculty to share how they develop and incorporate basic skills materials in their classes

**E 1.2** Support, reward and implement effective innovations in teaching styles and service delivery

**E 1.3** Provide professional development opportunities for faculty and classified professionals to learn about new trends and approaches

**E 1.4** Develop a consistent teaching and learning environment to enable faculty and classified professionals to learn, implement, and assess effectiveness of new technology as it becomes available

**E 1.5** Encourage full and stable college funding of Faculty Inquiry Groups (FIGS)

**E 2. Provide faculty and classified professionals with financial support for professional development**

**E 2.1** Provide tuition reimbursement for professional development

- Expand tuition reimbursement funds for conferences and staff development

**E 2.2** Provide compensation and advancement opportunities for classified professionals who participate in professional development

- Create higher-level classified professional positions to promote professional development.
- Offer pay increase to classified professionals who significantly increase skill level through professional development.
- Offer compensation to classified professionals who chair/co-chair committees.

**E 3 Adopt policies and practices that will facilitate professional development**

**E 3.1** Develop a planning and development process for replacing retirees and those who are resigning

**E 3.2** Use technology to enhance opportunities for professional development

**E 3.3** Make time and space available for professional development
• Provide paid professional development for adjuncts

E 3.4 Develop and implement a comprehensive internal marketing enhancement program that provides classified professionals and faculty with opportunities to improve their public communications skills

• Begin the internal marketing enhancement program with a staff orientation

E 4 Encourage faculty and classified professionals to create an open and healthy dialog about professional development

E 4.1 Offer an extensive and formal mentoring program to enhance cross-discipline and interdisciplinary learning.

• Provide new hires with formal training and a mentor for their first year

E 4.2 Create an environment promoting health and wellness with activities designed to unite the college

E 4.3 Support the development and continuation of learning communities across disciplines, departments, colleges and the District

E 4.4 Utilize expertise of existing faculty and classified professionals for in-house professional development

E 4.5 Build collegiality within the college through shared activities across divisions/areas
Goal F: Maximizing Discretionary Revenue and Institutional Advancement

Identify and develop alternative funding and revenue streams to decrease dependence on State revenue and increase overall financial support

F 1 Develop and leverage partnerships with both private and public sector interests to secure needed program resources

F 1.1 Expand the Office of Institutional Advancement with staffing that includes a development manager, public information officer, communications strategist, alumni outreach coordinator, and special events planner—key to crafting, establishing, and implementing a successful, vigorous, and enduring advancement of the college to the general public.

F 1.2 Engage faculty, classified professionals and administrators in fostering current and cultivating new partnerships with regional and local employers to determine what is working and scaling it up

• Establish a process for initiating and developing new partnerships [Best Practices]

F 1.3 Partner with local cities to gain an understanding of workforce skills in demand by businesses

F 1.5 Identify and recruit 3rd parties who will speak on behalf of the district and the colleges

F 2 Support initiatives by the District to strengthen the financial stability of Chabot and Las Positas Colleges through locally approved voter funding measures

F 2.1 Develop community support for a parcel tax as a sustainable funding source

F 2.2 Develop community support for a general obligation bond measure (which requires a lower threshold of support from the community)

F 2.3 Partner with cities before pursuing any new funding measures requiring community support

F 3 Evaluate and enhance our ability to expand educational programs that can be self-sufficient

F 3.1 Evaluate and expand lifelong learning and other non-credit education programs for adults

F 3.2 Evaluate and expand contract education programs by partnering with local businesses, industry and unions to provide customized training in high demand areas for their employees (e.g., cost avoidance, energy efficiency, solar energy, batteries, LED lights, etc.)
F 3.3  Dedicate resources to expanding our ability to attract and recruit non-traditional students, including international students, continuing education students and recreational students

F 4  Aggressively obtain grants to initiate or develop innovative programs and projects

F 4.1  Identify college needs and funding priorities and apply for grant opportunities from federal, state, and foundation sources.
   - Improve and expand prospect research for grants

F 4.2  Support the development of faculty and classified professionals to apply for grants.

F 4.3  Clarify, strengthen, improve and communicate the Grant Approval Process and how to initiate grants.

F 4.4  Fill the vacant permanent position for a full-time grant writer.

F 4.5  Improve the grants management infrastructure by establishing systems, clarifying processes and procedures, and centralizing services (e.g., Grants Management Manual, coordinating with district and college business offices and HR, grants database, central filing system, etc.).

F 4.6  Improve communication to the campus about GDO activities and accomplishments (e.g., updating GDO website, newsletter, articles about Chabot grant programs).
Goal G: Building and Maintaining State of the Art Facilities

Optimize the use of facilities and technology to improve program quality and delivery, and college-wide systems and processes.

G 1 Update (Analyze, revise, and evaluate) the comprehensive Facility Master Plan to prioritize facility improvements and development

G 1.1 Clarify the decision-making process concerning facility improvement requests
   • Ensure the decision-making process for investments in facilities is clear and equitable

G 1.2 Address all facility needs and not just those specified by the Bond measure

G 1.3 Balance community use and college use of facilities

G 1.4 Revitalize and increase social, study, and programming spaces on campus such as Student Center (Building 2300), library, outdoor spaces

G 2 Identify specific facility needs on campus [Specifics to be based on new Facilities Plan]

G 2.2 Ensure existing facilities are as well utilized as possible
   • Address underutilization and overutilization of facilities due to class scheduling facility availability
   • Expand course schedules in order to use facilities around the clock

G 2.3 Improve or replace aging and/or intensely used facilities to ensure they meet seismic, infrastructure and other safety and usability standards
   • Prioritize the renovation of old buildings with unsafe and hazardous conditions (e.g. Building 1600)

G 2.4 Renovate outdated and ill-equipped buildings in order to meet demand, expand capacity, and successfully provide services
   • Library
   • Building 1600
   • Mental Health
   • Wellness offices
   • Learning Resource Center
   • Biology building
   • Medical Assisting (Second floor, room 2200)
   • Theater (PAC)
   • Theater 700C
• ECD Lab center
• Building 1100
• Student Center

G 2.5 Establish space for existing programs that do not have a designated place on campus such as Fire Technology and the Business Program

G 2.6 Ensure that all new and refurbished buildings meet the highest possible level of Americans with Disabilities Act (ADA) accessibility (e.g. Library)

G 2.7 Build bigger and better classrooms
• Match facilities to the way faculty teach
• Design flexible and versatile, non-territorial classrooms which can be shared by different programs because they can be configured to meet different needs

G 2.8 Ensure that the capacity of new and renovated classrooms matches the current and projected demand and level of use
• Fire Technology
• Dental Hygiene
• Wielding
• Architecture (Building 900, drafting tables)
• Theater and Green Room
• Building 1100
• Early Childhood Lab
• ESL Lab
• Nursing Simulation Lab
• Astronomy (Rooftop observatory, dark space for night-time observation)

G 2.9 Establish a STEM building and invest in and expand the STEM program

G 2.10 Provide gathering and communal space:
• Plan comprehensive upgrade and space usage plan for Student Center (Building 2300)
• For group study, prayer spaces, student groups and co-curriculum
• For casual hang out such as a café and other informal meeting spots
• To increase informal interaction between students and faculty
• In outdoor spaces that are currently being underutilized (such as the grand court)
G 2.11 Renovate the library to enhance study space, provide small group study work stations and integrate library and technology services

G 2.12 Renovate faculty offices and provide a lounge/social interaction space

G 2.13 Integrate TV and Radio stations, and PAC into respective related educational classroom programs
Goal H: Building and Maintaining State of the Art Technology

Automate manual processes to improve program and service delivery. Maintain competiveness by staying up-to-date with the latest technology.

H1. Update the integrated Technology Plan to prioritize technology improvements and development

H 1.1 Clarify the decision-making process concerning technology improvement requests

• Ensure the decision-making process for investments technology is clear and equitable

H2. Ensure that IT infrastructure can meet current and future technology needs at Chabot College

H 2.2 Define technology needs first and then find the technology to meet those needs

• Ensure new systems will be fully integrated and reduce duplication of effort
• Rethink how information is organized and deployed to better utilize the capabilities of both existing and new technologies

H 2.3 Leverage technology to automate all existing manual processes (e.g. requesting an official transcript) and improve efficiencies throughout the college

• Use a digital document management system and digital signatures to replace paper records and submissions
• Establish a campus wide electronic system to announce, request, and reserve space for events
• Utilize smart phones with scheduling software to accommodate classroom scheduling throughout the campus
• Establish wider use of remote meetings and video conferencing that allow for an interactive experience (Systems and processes)

H 2.4 Improve and expand Wi-Fi connection to the entire campus

• Expand bandwidth throughout the campus

H 2.6 Provide real-time IT support to allow staff to be efficient; include nights and weekends

• Establish a help desk
• Hire additional IT staff with the skills to run current systems and innovate to improve them
• Reinstate “The Hub.” That is, provide IT assistance on a drop-in basis for staff with specific training needs (e.g., assistance with Banner, SARS, Outlook, MS and Adobe programs).
H3. Improve IT systems for student services

NOTE: This section could also be included in new Technology Plan

H 3.1 Implement an online system for students to make counseling and financial aid appointments

H 3.2 Alleviate inefficient data entry for counseling services by updating systems to allow counselors to focus on providing services

H 3.3 Address Financial Aid backlog by updating technology and systems to efficiently expedite the processing of paperwork

H 3.4 Eliminate inefficient data entry for Admissions and Records and reduce student wait times by updating technology and systems
  - Implement a fully automated, self-service online transcript request and delivery system.
  - Update CLASS-Web payment feature to allow students to submit parking permit payment separately from tuition/enrollment fees payment.

H 3.5 Implement new, easy-to-use online orientation to increase student completion rates and improve student learning outcomes

H 3.6 Improve response time and consistency by implementing an online question and answer information service to automate answers to student questions

NOTE: Duplication of items in sections D and H is intentional as there is still a discussion about where student services technology concerns should be placed.

H4. Maintain and update technology for programmatic needs

H 4.1 Update technology in the classrooms and redesign classrooms for better learning
  - Dental Hygiene (Lasers)
  - ESL (computers)
  - World Language (video/audio files)
  - Engineering (MATLAB software)
  - Digital Media

H 4.2 Prioritize technological upgrades for programs where accreditation approval is dependent on certain technologies (e.g. HER system for Dental Hygiene)
Goal I: Evaluating Educational Success

I1. Develop systems and methods to measure the extent to which the college is achieving success

I1.1 Measure what matters by adopting performance measures that emphasize student success and the achievement of the Chabot College mission and vision

I1.2 Use existing data that is already being collected and is easily accessible to the college Institutional Research Offices

I1.3 Adopt measures that are consistent and reliable which can be quickly communicated to the community as well as faculty, classified professionals, current and prospective students and alumni

I1.4 Identify the different audiences for performance measures and what is most important for each group

- Analyze data collected to monitor performance over time, understand the factors underlying that performance, and assess how to improve it

I2.1 Establish benchmarks for program success and reevaluation or reform

- Provide real time updates on success

I2.2 Mine the data to analyze the reasons underlying trends such as student success or a decline in positive outcomes

- Determine what is working, why, and how it can be replicated in order to continue to create positive outcomes [Planning Charrette]

I2.3 Use data outcomes to develop an annual “State of the College” report

I2.4 Incorporate findings from the data trends analysis into action plans
Program reviews are completed every three years, with updates completed during the intervening years. The summaries synthesize Fall 2013 and Fall 2014 program reviews and are meant to provide an overview of the disciplines, student services and administrative services offered at Chabot College.

### Automotive and B&W

<table>
<thead>
<tr>
<th>Faculty Direction</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>- Review and revise SLO’s for all Automotive and BMW classes</td>
<td>Students in the automotive program are some of the most successful students in the college. In AY 2013-14 the success rate for Automotive Technology was 81% and the success rate for BMW was 90%. Retention rates and placement rates are also high (about 91% and 81%, respectively.)</td>
</tr>
<tr>
<td>- Review and revise all tasks and instructional materials for Automotive and BMW classes to ensure that they support learning required to meet NATEF and industry standards</td>
<td>A majority of the students participating in the automotive program are career-focused, focusing their education in preparation for a high demand, well paying, and economically resistant career with worldwide employment opportunities. As such, it is important to expand industry partnerships and increase professional memberships.</td>
</tr>
<tr>
<td>- Acquire identified vehicles, tools, equipment, and instructional aides, pending budget approval, to provide sufficient learning experiences for students to meet and maintain NATEF and industry standards</td>
<td>The automotive discipline would like to begin discussions with the other CTE disciplines to improve the working relationships with general education areas, such as Math and English, and explore ways to provide an applied learning approach to meeting general education course requirements. Numerous studies have shown students achieve greater success when learning takes place in an applied environment.</td>
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<tr>
<td>- Explore the implementation of an applied learning approach to meeting general education course requirements</td>
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<td>- Expand program professional memberships (ATRA, CAT, NACAT, other industry related)</td>
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<td>- Look to expand industry partnerships to benefit the program and students</td>
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<td>- Investigate and implement outside certification opportunities for students to increase their employability</td>
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### Business

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<tr>
<td>- Develop a Pathway program or House for business students</td>
<td>The overall success rate for Business between AY 2011-12 to AY 2013-14 is 62.3% compared to a college average of 69%. African Americans have a success rate in Business of 43.8% compared to 57% for the college overall. The overall trend for success in Business has been stable during the past three academic years. Additionally, the number of degrees and certificates in Accounting and Business are showing strong growth</td>
</tr>
<tr>
<td>- Ensure that faculty, courses, and programs are up to date</td>
<td>79 in AY 2011-12</td>
</tr>
<tr>
<td>- Build practical business skills, increase educational opportunities, and develop community business alliances through the DECA program</td>
<td>125 in AY 2012-13</td>
</tr>
<tr>
<td>- Increase the number of certificates and degrees awarded</td>
<td>115 in AY 2013-14</td>
</tr>
<tr>
<td>- Balance the mix of day, evening, on-campus, online and hybrid course offerings</td>
<td>These figures represent 11%, 18%, and 14%, respectively, of all degrees awarded at Chabot. The number of certificates awarded grew from 92 in 2011-2012 to 126 in 2013-2014.</td>
</tr>
<tr>
<td>- Improve success and retention rates in Bus 1A</td>
<td>Student skills in reading, writing and mathematics as demonstrated in coursework too often fall below that required for success, a possible explanation for the low success rates in Accounting and other courses. More than half of the enrollment in Business courses is online students. The program wants to enable students who want to take their requirements for a degree online. Currently, we have large gaps in online course availability.</td>
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<tr>
<td>- Improve success and retention rates of African-American and Latino students</td>
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<td>- Develop a College Hour Speaker that will focus on business career opportunities</td>
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<tr>
<td>- Advocate for the college to prioritize and remodel facilities in Building 1600 and increase access to Building 300</td>
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<tr>
<td>- Pilot a synchronous online course modality to improve retention and to degree completion</td>
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**Computer Application System (CAS) | Applied Technology and Business**

**Faculty Direction**

- Increase department capacity and offer more classes in Administrative and Virtual Office Technologies as well as offer a program/certificate in Virtual Office Technology
- Offer more day, evening, and hybrid classes
- Re-start Advisory Board and recruit local business community to understand future employment demands and match class offerings to skill needs
- Hire more instructors, particularly full-time staff to increase the number of students receiving CAS certificates and degrees and success rates
- Work with the business and technology community to place CAS students in internships and to stay up-to-date with changing hardware and software technology
- Collaborate with the Business Department, Entrepreneurship, and ESYS to increase our understanding of skills that are needed for students working in these fields, or who are interested in transferring into these fields

**Rationale**

Success rates within Computer Application System program have decreased from 66% in AY 2012-13 to 60% in AY 2013-14 most likely due to the fact that instructors are taking larger classes in order to meet student demand. In 2014, CAS had over 1,000 students enroll in CAS with only one full-time instructor and seven adjunct instructors.

According to the Bureau of Labor Statistics, employment of secretaries and administrative assistants is expected to grow 12% from 2010 to 2020, about as fast as the average for all occupations. CAS would like to offer more classes that meet the changing needs of employment in these fields. Students enrolled in the program seek to either attain a certificate or degree where they can develop employment skills or seek to transfer to another program where they can major in a Technology or Business-based degree.

The program wants to establish partnerships with the Business and Entrepreneur departments in order for CAS students to develop the skills needed to operate their own business.

**Electronic Systems Response | Applied Technology and Business**

**Faculty Direction**

- Explore how to expand pathways with new certificates such as the Certificate of Achievement in Information and Communication Technology Support, based upon our existing A+ certification courses (ESYS 63A & B) and the Cisco CCNA courses
- Continue ongoing partnership with Las Positas Computer Networking Technology faculty on cooperative efforts to coordinate course offerings and link online courses at both colleges
- Refine our online course offerings
- Reduce administrative overhead burden placed on a single-person department
- Secure funding to develop the Cooperative Teaching and Scheduling for Chabot and Las Positas Computer Networking Technology Certificate Programs
- Restore release time for department heads so that they may focus on program development

**Rationale**

The Electronic Systems Response program has excellent success rates, with a success rate of 82% in AY 2012-13 and a success rate of 71% in AY 2013-14. The program’s intro sections have the lowest success, and our advanced sections are typically in the 90-100% success range.

Full-time to part-time faculty ratios are 67% to 33%, but will shift as the Cisco Networking courses are moved from CAS to ESYS, most likely resulting in an 81% to 19% ratio.

Upon completion of our CLO assessments, the program has determined it should refine the online curriculum and, to a lesser extent, the in-class lab activities.

Finally, the Cooperative Teaching and Scheduling Initiative will provide additional pathways for students seeking careers in the computer networking field. It will enhance student learning by leveraging the expertise of senior faculty at Chabot and Las Positas. The increase in student exposure to the advanced certificate and degree offerings at Chabot College and Las Positas College through the cooperative project may result in students pursuing additional certificates and/or degrees.
<table>
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<tr>
<td>- Streamline and continue to improve the curriculum</td>
<td>The Entrepreneurship program has had lower success rates than many other programs at Chabot, with a success rate of 39% in AY 2012-13 and 36% in AY 2013-2014.</td>
</tr>
<tr>
<td>- Add a new 1-unit course, the Art of the Pitch, to enable students not in the Entrepreneurship program (including high school students and community members) to participate in the Business Pitch Competition</td>
<td>For a new program, Entrepreneurship is remarkably productive, and productivity is likely to continue to improve as courses are improved with experience. All courses in the program are currently taught by adjunct faculty, which creates significant issues with completing required administrative work and fostering collaboration across the college. An instructor hired to teach Entrepreneurship and Business would help to institutionalize and continue to build this program. Additionally, the advisory board is urging for the creation of a new course on &quot;The Entrepreneurial Mindset&quot; or &quot;The Psychology of Success&quot; that would meet CSU GE Breadth and possibly IGETC standards. The course requires a full-time instructor and it would be of great benefit to both Entrepreneurship students and students across the disciplines.</td>
</tr>
<tr>
<td>- Develop a new ENTR-5 course, The Entrepreneurial Mindset</td>
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<tr>
<td>- Hire a full-time Entrepreneurship/Business Instructor</td>
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</table>
### Online Learning | Applied Technology and Business

**Faculty Direction**
- Clarify the information provided to online students by improving consistency in language used in CLASS-Web for section labeling, schedule notes, technical requirements, etc.
- Continue to work collaboratively with Las Positas College’s (LPC’s) online learning support staff, LPC’s Distance Education Committee, the Committee On Online Learning (COOL), and ITS to meet the State regulations and accreditation requirements.
- Collaborate with the Distance Education Coordinator as well as IT support staff to research and assess possible methods for providing online counseling within the allotted resources.
- Continue to provide and improve access to Blackboard and other online resources through mobile-friendly platforms.
- Clarify online and hybrid course information within the course schedule, along with providing clear definitions of an online and a hybrid course.

**Rationale**
Online Learning is essential to the academic progress of Chabot students. Online Learning offers a way to meet the changing needs of the students in the community, by providing flexible learning options and access to education. The Online Learning staff provides students, faculty, and staff support for online teaching and learning needs including Blackboard and related tools used for teaching online. We foster the development of quality online and hybrid courses, as well as encouraging the use of online learning technology in face-to-face classes. The Satisfaction Survey of Chabot Faculty/Staff found that 92% Satisfaction rate of those that used Online Teaching/Blackboard Support.

### Real Estate | Applied Technology and Business

**Faculty Direction**
- Continue ongoing collaboration with colleagues in CAS and Business as complimentary fields of study.
- Hire at least two adjuncts for Business Applied Tech/Real Estate.
- Attend the California Real Estate Educators conference.

**Rationale**
Student success rates in the Real Estate program have stayed relatively constant over the last couple of years, with a 67% success rate in AY 2012-13 and a 73% success rate in AY 2013-14. Additional courses will be required to serve student demand that is increasing as the economy and real estate profession recovers from the economic downturn. The data actually shows a decrease in the total number of students enrolled (fall 2011 326 to spring 2014, 287). The addition of one or two adjuncts will assist in this effort to serve student needs. Outside sources indicate a resurgence in demand for qualified employment candidates as the real estate industry continues to improve in the future.

Additionally, the program seeks $1,750 in funds to attend the California Real Estate Educators conference necessary for the program to remain current with industry training techniques and topics.
Welding | Applied Technology and Business

**Faculty Direction**
- Build on this past year’s success and continue to increase the number of students enrolled and degree and certificate completion rates
- Increase the results of the course learned outcomes
- Install a projector in the lab for ad-hoc lectures to support student learning in the laboratory
- Increase safety and laboratory efficiency by hiring a lab assistant
- Keep the program relevant by revising its curriculum to the latest industrial information, processes, and innovations, while adhering to Chabot policy
- Add additional advisory committee that have a vested interest in the Welding program
- Increase laboratory capacity to provide more opportunity for students to enroll in program classes

**Rationale**
Success rates have steadily increased for the Welding program from 79% in AY 2011-12 to 85% in AY 2013-14.

During this past program cycle, the Welding program received 100% of its funding from the Perkins Fund (meant to advance the program’s technology) out of necessity due to zero funding support from the general fund. It is important that the program start receiving general funds to remain competitive and up to date with its technology.

Additionally, hiring a Laboratory Technician will ease constraints on faculty time and create more one-on-one student faculty contact.

In order to accommodate more students in the program, the program needs to expand laboratory capacity which currently only accommodates 24 students per class for a total of 144 students.

Administration of Justice | School of the Arts, Humanities and Social Sciences

**Faculty Direction**
- Continue to improve success rate and transfer rate for our students
- Improve FTEF ratio by hiring additional full-time faculty members
- Convene a Faculty Inquiry Group (FIG) for the purpose of establishing an Advisory Board to help develop the Chabot Center for Civic and Community Engagement’s (CCCCE) mission and vision statement and to engage in fund development to support the Center’s operations and programs
- Open the CCCCE and Public Safety center by Fall 2017
- Reconfigure our existing AA degree to focus on Pre-Law and develop a Certificate Program in Security
- Develop a Certificate Program in Home and Corporate Security
- Continue to develop and support the new Community College Pathways to Law School Initiative
- Work with the Fire Technology Program to develop a Public Safety Training Center with space for classrooms, laboratories and other training spaces to support program expansion East Bay Career Pathways Project
- Establish a Supplemental Learning Course for ADMJ 50
- Invest in professional development for faculty members

**Rationale**
The Administration of Justice program has had relatively constant success rates over the last couple of years with a 69% success rate in AY 2012-13 and a 65% success rate in AY 2013-14.

This program is the fourth largest major at Chabot. Our classes are in great demand and the data supports the need for another full-time faculty member. When enrollments dropped across all disciplines, our average enrollment during the recent program cycle never dropped below 100%. Currently, enrollments are trending upward and the impact of our new initiatives like the Career Pathways Trust grant will support that trend.

The full-time to part-time faculty ratio in Administration of Justice for the past three years is: 40:60, well-below the statutory mandate of 75:25. Data suggests that ADMJ 50, Introduction to Administration of Justice is a gateway course. Students who perform well in this class tend to perform well in other courses in the curriculum.

In year one of this review cycle, the success rate in ADMJ 50 was 46%. In Spring 2012, the success rate was 60% for the first time since Spring 2008. Similarly, the success rate for African Americans in ADMJ 50 from Spring 2008 to Spring 2010 was 46%. The success rate in Spring 2012 was 53%. The success rate for Latinos during the same period increased from 55% to 59%. Despite these modest gains, we still need to create our academic discipline support class. This supplemental learning class would be designed to accelerate the learning for our students who need to work on college readiness issues.
### Anthropology | School of the Arts, Humanities and Social Sciences

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| - Hire a full-time tenure-track faculty member in Anthropology and plan for an additional full-time faculty member within the next six years  
- Preserve and augment the breadth and number of course offerings, and offer them in various delivery formats  
- Acquire additional specimens and equipment for the Anthropology lab  
- Secure outdoor space to practice excavation and recovery methods  
- Get a joint “Social Sciences” space in building 100  
- Inform students about the approved AA degree, the proposed AA-T degree in Anthropology, and the approved AA degree in Environmental Studies through various methods including an update of the website. | Success rates and persistence rate for the Anthropology program generally mirror Chabot’s rates. In AY 2013-14 the average success rate was 69%, the same as the college as a whole. Between Fall 2011 and Spring 2014, the highest number of students in Anthropology courses in order is 1) Latinos, 2) Whites, 3) Asians, and 4) African Americans. Success and persistence rates for Latinos vary widely from semester to semester. African Americans, while comparable or higher than that of the whole college, have the lowest success rates of the four ethnic groups. Anthropology 1 and 1L satisfy the Life Science requirement and have been identified as bottleneck courses. The program over-enrolls students in Anthropology 1 and 1L to support lower-enrolled courses and preserve breadth of curriculum. |

### Architecture and Interior Design | School of the Arts, Humanities and Social Sciences

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<th>Faculty Direction</th>
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| - Continue to take students to school tours to meet with university admission officers, counselors, and professors to discuss transfer materials, financial aid and portfolio reviews to encourage students to transfer to 4 year universities  
- Connect to AEC professionals by going on company tours, providing internships and connecting students to volunteer opportunities to provide students with the opportunity to apply classroom skills in a “real” world setting  
- Replace all old and not functional drafting tables in building 900, #907 with affordable sturdy drafting/working tables to enhance student learning  
- Evaluate new hand drafting class’s impact on student success rates in later courses | Overall success rates in the Architecture program have declined from 76% to 64% from AY 2011-12 to AY 2013-14. As a CTE program, Architecture provides students with the opportunity to pursue a career in the AEC field after they earn their certificate. The program’s internship class is a great bridge for students to work with professional AEC firms and gain hands-on experience. Success rates in interior design have improved from AY 2011-12 to AY 2013-14, increasing from an average of 59% to 74.5%. The ARCH 12 course had an average capacity of 111% in the last three semesters it has been offered. In the Interior Design program, most of classes continue to grow in terms of enrollment and learning outcomes except lack of basic hand-drafting related classes. By offering a hand drafting class, students will develop the necessary drafting skills to successfully complete any certification/degree offered by Chabot College. In addition, completion of this new course would greatly enhance each student’s ability to meet the requirements of transfer to a four year college as well as address a NKBA accreditation recommendation. |
**Art | School of the Arts, Humanities and Social Sciences**

**Faculty Direction**
- Assist students in completing degrees and/or transfer in a reasonable amount of time
- Work with the Institutional Research office to identify and track studio art majors to determine their academic success
- Meet with students to identify their needs
- Hire full-time faculty members
- Advocate for evening classes

**Rationale**
With a 78% and 80% success rate over between AY 2012-13 and AY 2013-14, the program has had high and stable success rates. However, given that success, the program has undergone a devastating 14% course reduction in the past five years, which is disproportionate to the rest of the college. The program is currently at 100% capacity for the four full-time instructors and one remaining adjunct instructor teaching Art 3. The reductions have made significant impacts to the program’s ability to serve students, resulting in many bottlenecks. The program no longer offers any evening drawing and painting, or sculpture classes. The Art program has designed a transfer degree for Studio Art to comply with the new legislation from the state on transfer eligibility (SB1440). One of the program’s primary goals is to hire full-time faculty to replace the instructors who have recently retired. This is necessary in order to institute the new Studio Transfer Degree.

**Art History | School of the Arts, Humanities and Social Sciences**

**Faculty Direction**
- Secure assigned time for a gallery coordinator
- Secure ongoing operating budget for the art gallery
- Contribute to the cultural and student life of the campus through ongoing exhibits
- Contribute to revitalizing the School of the Arts through participation in the Ad Hoc Arts Committee
- Implement new minimum discipline standards for ARTH 1
- Create and schedule Art History program orientations
- Offer ARTH 8, a non-Western Art History survey, for the first time
- Continue to help students monitor their progress along their pathway

**Rationale**
Over the last two academic years, AY 2012-13 and AY 2013-14, the Art History program has had a stable success rate of 77%. Success rates by gender, race and ethnicity are also high, and higher in every instance than the college average. Art History is a successful discipline.

**Communication Studies | School of the Arts, Humanities and Social Sciences**

**Faculty Direction**
- Increase Communication Lab’s capacity through additional staff hires and increased funding
- Hire full-time faculty to improve the full-time to part-time faculty ratio
- Establish the "Great Debate" program to foster cross-discipline collaboration and provide students with an opportunity to learn about public speaking within government and policymaking
- Support student participation in tournaments through increased funding

**Rationale**
The Communication Studies program’s success rate has remained at 72% from AY 2011-12 to AY 2013-14. The program has experienced only one additional hire in the last twenty years. The full-time faculty to part-time faculty ratio (1:3) is impacting the quality of student learning. Withdrawal rates have increased from Spring 2013 to 2014 (7% to 11%). The decrease in full-time faculty also limits the department’s ability to effectively run the Communication Lab. Our research shows that students who go to the Communications Lab are dramatically better suited to pass Communications classes. However, the lab is understaffed, underfunded, and under-resourced and it needs a permanent funding stream. The program will continue to advocate for increase funding of the communications lab to better assist students and improve success rates.
### Digital Media | School of the Arts, Humanities and Social Sciences

**Faculty Direction**

- Keep the Digital Media program current with changing technology
- Rebuild the Graphic Design curriculum
- Create and implement an AA-T degree in Graphic Design.
- Secure funds to bring the new Graphic Design instructor to full-time
- Hire at least one additional FTEF to teach the courses needed for the AT-T degree
- Establish more computer lab space for classes
- Find funding to replace Measure B funds used to regularly update computers and software
- Provide training opportunities for faculty

**Rationale**

The success rates for the Digital Media program over AY 2012-13 and AY 2013-14 are 64% and 68% respectively. Careers in graphic arts and graphic design are part of the sector called ICT/Digital Media, which has been identified as an emergent sector in the East Bay by the California Community Colleges Chancellor’s Office.

The program recently established a new intro course, Graphic Design Concepts. The program will replace the outmoded Graphic Design AA degree currently on the books by rebuilding it in the form of a Transfer Model Curriculum (TMC) leading to an AA-T degree. The program can tap into funding sources such as the Career Pathways Trust grant, to help pay for the additional FTEF that will be needed to implement the TMC. As more classes are added, the program will need to expand classroom capacity.

Currently, all of our Digital Media courses are taught in room 908, a computer lab that seats only 24 students. Additionally, with the depletion of Measure B funds, the replacement of computers every four years will no longer be possible. Finally, because digital technology changes so rapidly, it’s vital for Digital Media faculty to stay abreast of developments in the industry through training opportunities.

### Early Childhood Development | School of the Arts, Humanities and Social Sciences

**Faculty Direction**

- Increase the success of underserved students in the Early Childhood program by having a dedicated Professional Development Coordinator to coordinate Learning Communities, advice, and support students, especially ESL students
- Secure funds to replace grant money, due to expire, that currently funds the professional Development Coordinator position
- Establish an Early Childhood Lab
- Increase student’s success in achieving national Early Childhood skills and competencies, which are required for the workforce.
- New career pathway for Transitional Kindergarten Teacher for Early Childhood students
- Increase student success in meeting the CLO’s for individual courses.
- Increase the number of our male student’s in ECD courses because it is predominantly female as a practice and learning community

**Rationale**

Success rates for the Early Childhood Development program are 72% for AY 2012-13 and 70% for AY 2013-14, figures that are consistent with CLO data. The dropout rate for online courses is higher than classroom courses. The majority of course have high success rates above 60% though some have shown success rates below 60%.

Our Hispanic students’ success rate has improved, likely due to our Professional Development Coordinator who works specifically with that group.

The program faces the continuing challenge of the Early Childhood Lab (EC Lab) being considered a tertiary service of the college. It is vitally important for students to have a fully functioning EC Lab which meets the needs of our students. The program cannot meet employability standards without the college financially supporting the EC Lab.
### Economics | School of the Arts, Humanities and Social Sciences

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<td>- Continue to form relationships with alumni at four-year colleges to provide mentorship and assistance to current students in the application process</td>
<td>The Economics program has a success rate at or above the Chabot average, the rates have fluctuated from 70%, 63%, and 69% between AY 2011-12 and AY 2013-14. Success rates tend to be higher in the Spring than in the Fall and for Econ2 (68%-83%) vs. Econ 1 (58%-70%). Highest rates of success among ethnic groups are for Asian-Americans excluding Filipinos (71% to 82%) and among White students (65% to 78%). Having lower success rates on average, but showing considerable variability semester to semester, are Filipinos (54%-76%), Hispanic students (51%-68%) and multiracial students (54%-75%). African American students have struggled the most in Economics classes, with success rates varying from 42% to 68%.</td>
</tr>
<tr>
<td>- Review and change the curriculum and application of economic theory to improve its relevancy to current world problems and in order</td>
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<tr>
<td>- Obtain a three year supply of Scantron tests necessary to analyze student learning</td>
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<tr>
<td>- Encourage faculty to keep current in the economics field by?</td>
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<tr>
<td>- Offer courses online so that they are accessible to a wider number of students</td>
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### Ethnic Studies | School of the Arts, Humanities and Social Sciences

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<tr>
<th>Faculty Direction</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Significantly strengthen an Ethnic Studies Pathway to graduation by</td>
<td>The Ethnic Studies program has highly variable success rates ranging from 84%, 65% and 75% between AY 2011-12 and AY 2013-14.</td>
</tr>
<tr>
<td>- Increase retention and persistence by cultivating a more multicultural and inclusive campus climate</td>
<td>This program is an interdisciplinary program leading to an Associate in Arts Degree. The majority of the courses for the Ethnic Studies degree are offered by other disciplines.</td>
</tr>
<tr>
<td>- Explore the possibility of including additional teaching expertise in Ethnic Studies in combination with another discipline for a future fulltime hire</td>
<td>It is important to ensure that the courses and programs reflect the diversity of our students.</td>
</tr>
<tr>
<td>- Develop a cross-listed course where students can learn about the demographic changes and the social issues of Chicana/os and Latina/os in the United States</td>
<td>A revitalized Ethnic Studies program and major would serve to raise the persistence, graduation and transfer rates for the targeted students.</td>
</tr>
<tr>
<td>- Implement curricular changes to some Ethnic Studies applicable courses; possibly cross-listing some courses</td>
<td></td>
</tr>
<tr>
<td>- Develop student outreach strategy in coordination with Daraja, Puente and CIN learning communities</td>
<td></td>
</tr>
<tr>
<td>- Develop curriculum for transfers to a 4-year college</td>
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</tr>
</tbody>
</table>

### Geography | School of the Arts, Humanities and Social Sciences

<table>
<thead>
<tr>
<th>Faculty Direction</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reinstate paid Instructional Assistant staff position</td>
<td>Student success rates in Geography have shown an upward trend over the last three academic years from 75% to 79%.</td>
</tr>
<tr>
<td>- Continue to improve student learning of essential geographic concepts</td>
<td>Generally, success rates in GEOG 1 are lower by 5-10 percentage points than rates for the other Geography courses. This is partly attributable to how the course challenges students’ sets of analytical skills. Very large class sizes for GEOG 1 and inconsistent attendance by large proportions of students in these classes also contribute to lower success rates. Success rates in Physical Geography Laboratory (GEOG 1L) and Geographic Information Systems (GEOG 20) are consistently very high. In GEOG 1L particularly, success rates have exceed 90% every semester since Spring 2011.</td>
</tr>
<tr>
<td>- Continue to maintain high enrollment in Geography 1</td>
<td>The program currently has only one full-time faculty member. The Geography Program at Chabot now encompasses 6 different courses that must be offered regularly in order to enable completion of an A.A. or A.A.-T. The approval of our new Geography AA-T degree program likely is necessary to attain a balance of course offerings.</td>
</tr>
<tr>
<td>- Plan for development of new geography water resource course</td>
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<tr>
<td>- Support transfer pathways for Geography students with the goal to transfer</td>
<td></td>
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<tr>
<td>- Prioritize faculty hire</td>
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</tbody>
</table>
### History | School of the Arts, Humanities and Social Sciences

<table>
<thead>
<tr>
<th>Faculty Direction</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| - Develop a plan for a history-led section for General Studies 115 to address demand of high enrollment of history students  
- Encourage a greater number of students to seek tutoring with the objective of improving student writing, critical-thinking capabilities and overall success rates  
- Restructure the course survey format | Chabot's overall success rates show gains, but the History programs rates remain flat at 63% in AY 2013-14. African American students' success rates lag behind other ethnic groups. Almost all courses have shown an increase in the number of students demonstrating success and lowering the number of students withdrawing. According to enrollment management data, the WSCH/FTEF ratio (689.17) for the History Discipline (Fall 2011–Spring 2014) is above capacity average. These numbers continue to be impressive and reflect the continued commitment of the History faculty to accommodate and teach as many students as is feasible. They also reveal the continuing enrollment trend of larger class sizes. |

### Humanities, Philosophy and Religion | School of the Arts, Humanities and Social Sciences

<table>
<thead>
<tr>
<th>Faculty Direction</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| - Develop a pathway/outreach program intended to support the over 300 students who have declared humanities, philosophy, or liberal arts studies as majors  
- Apply for pathways, equity and SSSP funding to support various aspects of the development of the pathways  
- Adjust course offerings to ensure that the majors have breadth and depth  
- Evaluate the role of the “American Cultures” requirement to determine if the course is creating bottlenecks for students | The success rates among the Humanities, Philosophy, and Religious studies programs are very high, for AY 2013-14 they are 77%, 77%, and 82% respectively. Students are generally successful in our classes, and tend to persist and succeed in greater numbers in other courses after taking courses in our disciplines. The program's fill-rate and wait-list data, generally show high levels of enrollment with full wait lists. Enrollments of under-represented populations continue to grow. |

### Mass Communications | School of the Arts, Humanities and Social Sciences

<table>
<thead>
<tr>
<th>Faculty Direction</th>
<th>Rationale</th>
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</thead>
</table>
| - Continuously monitor the resource and equipment needs of the different programs offered and refine the curriculum to provide students with the best possible training and knowledge in radio and TV broadcasting as well as journalism  
- Seek opportunities to work with local school districts to create articulation agreements in order to allow high school students to gain college credit  
- Provide workshops, and/or discussion in meetings or classes in regards to requirements needed to complete the Mass Communications program  
- Advocate and support the RTVE AA-T transfer degree pending state approval that will allow students interested in broadcasting, film and electronic media a pathway to transfer to four year schools that have matching programs and majors | For the Mass Communications program, the success rate average for the six semesters between Fall 2011 and Spring 2014 is 76.8% with a low of 74% in Fall 2012 and a high of 79% in Fall 2011. The program’s success rate has remained consistent with only a 5% variation. The Mass Communications program’s success rate for both Fall 2011 and Spring 2014 is approximately 8% above the college average of 69% (recorded from Fall 2010 to Spring 2013). Although the data comparison covers a slightly different 6-semester period, the Mass Communications success rate is consistently above the college average. Changes in the industry have required attention to the resources available for students to learn the needed skills to successfully pursue careers and higher education in the field of Mass Communications. The department, working in conjunction with the television studio on campus has been able to update the instructional production environment available for student use. With upgrades to both the studio floor and control room equipment, the TV studio currently provides an environment that is well equipped to provide students with the necessary instruction to move forward with the skills needed for success. |
<table>
<thead>
<tr>
<th>Music</th>
<th>School of the Arts, Humanities and Social Sciences</th>
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<tbody>
<tr>
<td><strong>Faculty Direction</strong></td>
<td><strong>Rationale</strong></td>
</tr>
<tr>
<td>- Develop non-credit ensemble courses for lifelong learner students and returning students seeking additional job training skills</td>
<td>In AY 2013-14, the success rates for Music Applied, Literature, and Performance were at 77%, 75%, and 93%, respectively. The music area can serve as an example for the district, college and the Chabot community at-large as one of the most successful and recognized community college music programs in the state. The data clearly illustrates the importance and need of our applied music program and the strength of our performing ensembles.</td>
</tr>
<tr>
<td>- Develop a basic skills program within the major to serve students entering at a pre-college level</td>
<td>The program has aligned the curriculum to meet the new requirements of SB-1440, developed and AA-T degree, and remodeled building 1200 to reflect the trends and industry standards of the 21st Century music program/musician.</td>
</tr>
<tr>
<td>- Improve coordination with counseling</td>
<td>The new repeatability guidelines may be a challenge to the program as many of our students enter the major at a pre-college level. A basic skills program could assist students who usually need a full year to gain the required skills. Better coordination with counseling is needed to ensure a counselor has a clear understanding of the courses, what is required of the major and our AA, AA-T and certificates, to better counsel and assist students.</td>
</tr>
<tr>
<td>- Developing a strategy to deal with studio hours, SARS tracking, instrument checkout and inventory, applied lessons loads and lab monitoring</td>
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<tr>
<td>- Seek accreditation with the National Associate of Schools of Music (NASM) by working with the college to develop a multi-year process and to allocate funds to the process</td>
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<tr>
<td>- Advocate for the college to fix remodeling work for Building 1200 to prevent major sound bleeding issues.</td>
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<tr>
<td>- Request and advocate for a Music Coordinator position starting the Spring 2015 semester at 3 units per semester</td>
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**Music Recording Technology** | School of the Arts, Humanities and Social Sciences

**Faculty Direction**

- Increase access to the Studio and Lab from 8 to 20 hours to provide more supervised access to facilities necessary to acquire music technology training
- Advocate for institutional support for equipment, software upgrades and professional development
- Continue to cultivate a strong relationship with Fantasy Studios, one of the most important audio recording facilities in the Bay Area
- Expand and develop strong industry partnerships with professional entities throughout the region
- Plan for long-term growth to expand the program's capacity to offer viable instruction in sound design and video game music
- Explore the possibility of for-profit booking of the recording studio to offer hands-on, supervised training with paying customers and profits to maintain the program, while still maintaining integrity and the prioritizing pedagogical needs of students

**Rationale**

For three semesters, Fall 2012 through Fall 2013, the Music Recording Technology (MURT) program was taught by two part-time faculty members, resulting in a decline in success rates. Overall student success went down from 63% to 50% in the first semester without a lead faculty and from 73% to 49% for Latino students. Rates remained low at 50% until Spring 2014, the first semester that the lead faculty was back full-time in the classroom, when rates resumed to 69%. For Latino students, success rates jumped dramatically back up from 53% up to 71%. A similar, but far less extreme trend happened with African-American students during that time. With the return of full-time faculty, the MURT program is currently in the best shape it has ever been in.

Enrollment numbers were very strong this semester, despite a campus-wide downturn, and all of our lab courses were maxed out at census. Pedagogically, with the return of a full-time lead faculty, there is a great deal more cohesion and integration in what is being taught across the curriculum.
PACE | School of the Arts, Humanities and Social Sciences

**Faculty Direction**
- Obtain College funding for the PACE counselor
- Redefine and streamline the program; evaluate class offerings based on enrollment figures
- Keep up with state-mandated changes in student matriculation, progress, and transfer
- Lobby for services and academic support for program students
- Hire administrative/clerical help
- Advocate for academic and support services to expand to evening and Saturday hours
- Advocate for 15 hours of counseling per week for the PACE counselor to support students with academic counseling, study plans, etc.

**Rationale**
PACE is an inter-disciplinary program for working adults, and one of three learning communities at Chabot College. The program offers all but one of the GE requirements (PE) for several AA degrees, and offers the required GE courses for transfer. According to Fall 2010 figures, about 61% of our students transfer to another institution, mostly to the PACE program at CSU East Bay, to major in either Human Development or Liberal Studies.

According to the IR data, there were 1,196 PACE-flagged students in Fall 2012. Since July 1, 2011, the program has not had adequate funding for the PACE counselor, who fulfills necessary role of tracking students to ensure they are keeping in track with their educational plan and taking the necessary GE requirements.

Photography | School of the Arts, Humanities and Social Sciences

**Faculty Direction**
- Staffing is a critical priority for the photography program.
- Hire a full-time laboratory technician
- Increase FTEF’s to hire additional adjunct instructors to offer more introductory PHOT 50 courses
- Secure reliable annual funding to provide the supplies and equipment essential for student success
- Increase student success rates
- Initiate community outreach to local high schools and art communities through service learning projects
- Update curriculum and all courses, course outlines, SLO’s, CLO’s, PLO’s to deactivate irrelevant classes as well as explore new classes in digital technologies
- Develop the Worldwide Pinhole Day initiative to increase exposure of the program on campus

**Rationale**
The success rates of the Photography program from AY 2011-12 to AY 2013-14 ranged from 66%, 75%, and 70%, respectively. This means that almost a third of all students in the program either failed to reach a minimum level of success or withdrew from the program. That is an unacceptable number for any program.

Increasing the student success rate for the photography program will be one of the primary goals for the current program review cycle.

Over the past three academic years, African American students have had a success rate of 40%, compared to the overall success rate of 69% throughout the program. To increase the success rate for all students, but especially for minority, disadvantaged, and non-traditional students it is important for the program to hire a laboratory technician.

The presence of a laboratory technician will increase access to the darkroom and digital lab by providing additional lab hours outside of class time. Furthermore, the laboratory technician will support the strategic plan of the college by providing additional support and guidance to help students achieve their educational goals within a reasonable time. With the addition of new faculty along with an increased budget allotment the photography program will be able to focus on increasing student success rates.
**Political Science** | School of the Arts, Humanities and Social Sciences

**Faculty Direction**

- Build on the successes of the Law and Democracy program over the last two years to expand its reach into the community and secure grant support of its various initiatives
- Grow the International Studies major both in numbers of students, in opportunities available, and in classes that fulfill the mission of this course of study
- Continue to work on better integrating the Chabot student government into the Political Science program by improving the Leadership Lab course that was offered for the first time this semester
- Design and participate in innovative programs, experiment with a variety of pedagogical techniques, and collaborate with faculty and staff across campus in order to improve student success in Political Science courses
- Advocate for monetary support for part-time faculty to participate in the program review process would make an important difference
- Support for faculty to attend academic conferences within their disciplines by advocating for the college’s financial support

**Rationale**

The success rates for the Political Science program have held very constant between AY 2011-12 and AY 2013-14, oscillating between 64%, 61%, and 64%. On average, this is 6% less than the Chabot average of 69%.

Female and male students had virtually identically average success rates between Fall 2009 and Spring 2012 at 61% and 62% respectively. African American students have lower success rates than other racial groups (average of 45% from Fall 2010-Spring 2012). Latino students had an average success rate of 64%, Asian students 75% and White students 73%.

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**Psychology** | School of the Arts, Humanities and Social Sciences

**Faculty Direction**

- Guide and support students through the Psychology AA-T pathway
- Develop materials and resources for outreach and support of the Psychology AA-T pathway
- Increase enrollment in courses leading to Psychology AA-T
- Develop a web page to inform and attract students to Psychology offerings
- Continue to offer supplemental instruction and tutoring to support student success

**Rationale**

The success rate for the Psychology program for AY 2013-14 was 69%, consistent with the average success rate at Chabot College.

Based on the Spring 2014 data, students from groups that have been historically underrepresented in college succeed at the same levels (within 3%) in their psychology courses compared to the average success rates of their other courses.

The Psychology discipline serves an essential role in serving transfer students to CSU, UC and other colleges and universities. The program developed a specific psychology transfer major that complies with the recently legislated SB 1440 Psychology Associate Transfer Degree (AA-T). Many of the core courses in the AA-T count for the degree and other transfer requirements.
### Sociology | School of the Arts, Humanities and Social Sciences

**Faculty Direction**
- Continue to encourage students who are interested in Sociology to pursue the pathway of the AA-T degree
- Create more research opportunities for students in classrooms
- Provide students with the opportunity to experience sociology outside of the classroom
- Bring speakers to campus to talk about their new research projects, the process of research, and expose students to four-year degree programs in sociology
- Establish a sociology website
- Hire an additional full-time faculty member to address overcrowding and improve student success rates

**Rationale**
- The Sociology program had a 71% success rate in AY 2013-14, which increased from a 66% success rate in AY 2011-12.
- The program is engaged in several practices to improve our pedagogical practices and place student learning at the center of teaching discipline plans. Instructors have been actively participating in FIGs on campus. These FIGs have focused on improving our teaching methods to better reach students. In addition, the FIGs have focused on better understanding issues students may experience in persisting in our classes. The discipline of Sociology has also was actively involved in the CIN! learning community on campus.
- The program has only one full-time instructor. More than half of the classes in Sociology are taught by adjunct instructors. Sociology classes cap at 44 students in each course, yet these classes are overcapacity. SOCI 1 had a 124% capacity at census in Fall 2012. These classes have been filled over capacity at these high levels since the budget crisis began (Spring 2011: 117%; Spring 2012: 126%). The program needs an additional full-time faculty member to address overcrowding.

### Theater | School of the Arts, Humanities and Social Sciences

**Faculty Direction**
- Continue to investigate the cost, benefits, and feasibility of becoming a vocational education program
- Continue to grow our enrollment and meet our mission of engaging each student in the art form of story-telling
- Use theater arts to better prepare students for the job market by exploring interview skills, inter-personal skills, collaboration skills, and creative thinking skills that are demanded in most jobs and professions
- Accredite the Theater program through NAST

**Rationale**
- From AY 2011-12 to AY 2013-14, the average student success rate in the Theater Program is 84%, as compared to the Chabot College average of 69% over the same period.
- In comparing enrollment statistics from 2007 to 2010, we find that success rates in almost all of our courses have gone up. In THTR 2 success rates increased 30%, from 60% to 90%. During this same time period, Latino enrollment in Theater Arts courses is up by almost 100%, from 126 to 220 students.
- The program cultivates and practices creative work, while simultaneously demanding critical thinking. The program is at an important crossroad and is in the process of evaluating the costs and benefits of converting to a vocational educational program. Goals will depend on the direction the program decides to go in.
<table>
<thead>
<tr>
<th><strong>Reed L. Buffington Visual &amp; Performing Arts Center</strong></th>
<th><strong>School of the Arts, Humanities and Social Sciences</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Faculty Direction</strong></td>
<td><strong>Rationale</strong></td>
</tr>
<tr>
<td>- Link and integrate the PAC with educational programming in theater, music, and mass communications</td>
<td>The mission of the Reed L. Buffington Visual &amp; Performing Arts Center (PAC) is to support the college mission and strategic plan, as well as remain a viable revenue center (Self-Supporting Enterprise) for the College. Therefore the majority of the PAC’s activities are community (local, regional, national, international) based as 90% of its use is through rentals and “fee for service.” The center creates enough revenue to support itself and it is a significant tool in community outreach. The usage of the facility mirrors the diverse socio-economic make-up of the surrounding community. Days of activity have grown from a little over one-hundred in January 2010 to nearly two-hundred days of annual activity in 2012. The center is in need of replacing the decade-old Lighting Console, as well as a digital mixer that will allow for the 48 channels of access now required by most touring groups. The changing over of our lighting instruments from standard to LED will save money in power usage and other cost-saving benefits.</td>
</tr>
<tr>
<td>- Continue on the path of accountability, transparency, client satisfaction, and positive growth</td>
<td>- Continue building on the center’s strategic plan to increase use days and grow net profitability in the goal to remain an Self Supporting Enterprise</td>
</tr>
<tr>
<td>- Continue building on the center’s strategic plan to increase use days and grow net profitability in the goal to remain an Self Supporting Enterprise</td>
<td>- Purchase and install equipment that benefits not only the users but also students who may train in our facility and then go out to seek employment</td>
</tr>
<tr>
<td>- Purchase and install equipment that benefits not only the users but also students who may train in our facility and then go out to seek employment</td>
<td>- Continue building on the center’s strategic plan to increase use days and grow net profitability in the goal to remain an Self Supporting Enterprise</td>
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<thead>
<tr>
<th><strong>TV Studio</strong></th>
<th><strong>School of the Arts, Humanities and Social Sciences</strong></th>
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<tbody>
<tr>
<td><strong>Faculty Direction</strong></td>
<td><strong>Rationale</strong></td>
</tr>
<tr>
<td>- Continue to provide coverage of community events and campus events</td>
<td>The TV Studio serves the entire community via three Comcast Television Channels to the entire EAST BAY and also the State of California and the world via AT&amp;T U-Verse and LIVE streaming. TV studio is a self-supporting unit and receives funds from the City of Hayward for the D.I.V.C.A. (Digital Infrastructure Video Communications Act) and P.E.G. (Public Education and Government). With just one staff member, TV studio is in need of more staff to handle the growing work load. The majority of the TV Studio’s activities are community based, with about 80% of the TV Studio usage is by the outside community, mostly P.E.G. and rentals, or “fee for service” events. As TV Studio is a significant tool in community outreach. By looking at the annual use report one can see that the usage of the facility mirrors the diverse socio-economic make-up of our surrounding community. TV Studio has also expanding our services to the Tri-Valley area to cover Las Positas College and other available areas.</td>
</tr>
<tr>
<td>- Continue to assist cities with their training needs from their Police Departments to their Libraries</td>
<td>- Add more client based hourly on-calls to Video Editing and Productions as needed until permanent positions are created using the P.E.G. funds</td>
</tr>
<tr>
<td>- Continue to serve the business community by making commercials, Public Service Announcements and studio rentals</td>
<td>- Continue building on our strategic plan to increase use days and grow our net profitability in our goal to remain an SSE (Self-Supporting Enterprise)</td>
</tr>
<tr>
<td>- Hire additional staff with defined roles as Station Direct, Chief Engineer, Professional Specialist, Editor and Animator/Artists, and Student Assistants</td>
<td>- Research and plan for the possibility of acquiring a Television Studio building with at least two Large studios, editing suites, offices, Green Rooms, Studios, and control rooms</td>
</tr>
<tr>
<td>- Staff events in ways that will enable a sustainable revenue stream</td>
<td></td>
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<tr>
<td>- Add more client based hourly on-calls to Video Editing and Productions as needed until permanent positions are created using the P.E.G. funds</td>
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<tr>
<td>- Continue building on our strategic plan to increase use days and grow our net profitability in our goal to remain an SSE (Self-Supporting Enterprise)</td>
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<tr>
<td>- Research and plan for the possibility of acquiring a Television Studio building with at least two Large studios, editing suites, offices, Green Rooms, Studios, and control rooms</td>
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<tr>
<td>Dental Hygiene</td>
<td>Health Kinesiology and Athletics</td>
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<tr>
<td><strong>Faculty Direction</strong></td>
<td><strong>Rationale</strong></td>
</tr>
<tr>
<td>- Hire a full-time faculty member</td>
<td>- The Dental Hygiene program continues to boast high success rates averaging 99% from AY 2011-12 to AY 2013-14.</td>
</tr>
<tr>
<td>- Increase the number of courses we offer to the dental community</td>
<td>- The dental hygiene faculty continues to focus on incorporating ethics into all courses in the dental hygiene program and to promote lifelong learning.</td>
</tr>
<tr>
<td>- Securing funding to purchase lasers needed to teach the laser certification course</td>
<td>- There is an opportunity for the college to partner with UCSF to offer laser certification courses for the dental hygiene community. The average profit per course would be over $3,000, which could be used to offset program costs and is in line with the program’s goal to provide continuing education for the dental community. A full-time instructor is needed for the laser certificate program and to meet other programmatic needs.</td>
</tr>
<tr>
<td>- Advocate for reopening the Chabot College Foundation to establish a separate fund within the foundation for dental hygiene courses</td>
<td>- Establish continuing education courses in laser certification to train dental professionals in the dental community and as a source for generating revenue for the program</td>
</tr>
<tr>
<td>- Establish continuing education courses in laser certification to train dental professionals in the dental community and as a source for generating revenue for the program</td>
<td>- Maintain compliance with accreditation standards by acquiring the DENTRIX Conversion to adhere to electronic storage of files and tracking information requirements</td>
</tr>
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<thead>
<tr>
<th>Emergency Medical Systems</th>
<th>Health Kinesiology and Athletics</th>
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</thead>
<tbody>
<tr>
<td><strong>Faculty Direction</strong></td>
<td><strong>Rationale</strong></td>
</tr>
<tr>
<td>- Obtain appropriate funding and coordinator for the EMS director who is also the designated clinical coordinator</td>
<td>- The EMS Program is within the Health, Kinesiology and Athletics Department, and has historically worked most closely with the nursing program in the sharing of facilities, some resources, and some faculty members. There are four main classes that are offered with the goal of training students to become Emergency Medical Technicians: 1. First Responder Course, 2. Emergency Medical Technician Course, 3. Patient Stabilization, Extrication and Triage Course, and 4. EMT Refresher Course. Classes are taught by part-time faculty who are in the industry full-time. The EMS pathway meets the minimum requirement for ambulance attendants and most entry level firefighter positions. This EMS sequence of classes is required for entry into a paramedic program.</td>
</tr>
<tr>
<td>- Improve and increase involvement in program review, curriculum development, integrating technology in the classroom, supporting students with special needs or documented accommodations, recruitment, retention, updating textbooks and other academic resources to meet the developing needs of the students, and basic instructor access through the newly funded EMS Director</td>
<td></td>
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<tr>
<td>- Increase the instructional assistant pool for weekly skills labs and the required skills testing mandated by the County (by a ratio of 1:10 of instructional assistant to student)</td>
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<tr>
<td>- Increase the EMS coordinator Office Hours</td>
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<tr>
<td>- Address safety by providing 1 P-100 masks, the minimum equipment needed</td>
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### Health Faculty Direction
- Continue to ensure faculty and courses are up to date with constantly changing health and nutrition information
- Continue to increase success and retention rates of African-Americans, Pacific Islanders, Latinos, and Native Americans in our classes
- Educate academic counselors to better assist students with recommendations on preparedness classes prior to enrollment
- Decrease the number of withdrawal rates in our courses by emphasizing the importance of basic math skills as well as basic chemistry knowledge before enrolling in the course
- Bring success rates for Nutrition 1 back to what they used to be before Fall 2009
- Consider the possibility of offering weekend courses
- Increase summer sections, bring back some of the dropped non-Health 1 courses
- Advocate for the to increase lecture capacity to provide students a library orientation class
- Provide student tutors for our classes, particularly Nutrition 1

### Health Rationale
The Health Program had a student success rate of 65% in AY 2013-14.

From 2012 to 2013, there were modest increases in the success rates in African American and Pacific Islander students (both increased 1%). Latino students had an increase success rate of 4% as compared to last year (now 5% above Chabot College average). Native American students had a success rate increase of 13% as compared to last year (now 15% above Chabot College’s average for this ethnic group).

Health and nutritional sciences are dynamic fields and new findings are constantly discovered. As a result, the program needs to stay current in order for students to learn the most current, reliable information on these fields.

While online classes provide maximum access to classes, the tradeoff is lower retention and diminished offerings for students who prefer on-campus classes. Budget cuts continue to put a strain on the program. The program would like to restore part-time faculty to full-time and address other adjunct needs in order to keep up with daytime students and expand to weekend courses.

### Kinesiology & Athletics Faculty Direction
- Support the development of the whole person and the opportunity and concept of a healthy active community, building a safe and supportive campus community
- Continue to upgrade physical activity course curriculum to ensure all students are presented information on the prevention of Adult Type II Diabetes and Metabolic Syndrome through activity and nutritional lifestyle changes
- Bring Baseball Field and Track Stadium up to current NCAA safety regulations
- Acquire needed hires such as full-time Athletic Counselor and an Event and Facility Coordinator
- Increase fund raising effort for athletics
- Update the coach athletic contract to accurately reflects classroom hours

### Kinesiology & Athletics Rationale
The AY 2013-14 success rate for students in the general, athletic, adaptive, and kinesiology were 77%, 98%, 96%, and 72%, respectively. The athletics program CLOs is exceeding targeted success rates of 50%, with nearly 100% success rates in some of its programs. Overall success rates in Fall 2013- Spring 2014 averaged at 71%, above the college’s average.

The program seeks to be at the forefront in the education and prevention of Adult Type II Diabetes and Metabolic Syndrome for the benefit of Chabot students who will be disproportionally impacted and for the benefit of the community at large.

The program will continue to refine and re-evaluate all of its coursework. Additionally, the program will work with the college and seek support to prioritize safety.
### Medical Assisting | Health Kinesiology and Athletics

<table>
<thead>
<tr>
<th>Faculty Direction</th>
<th>Rationale</th>
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</thead>
<tbody>
<tr>
<td>- Increase adjunct hours to accommodate new courses recently added</td>
<td>Student success rates in the Medical Assisting program have decreased in the last three academic years from 89% to 78% in AY 2011-12 to AY 2013-14. To improve success rate, the program would like to address student preparedness. Students who have passed ESL courses often continue to lack necessary oral skills and as a result often drop the course (approximately 25% of initial enrollment). ESL students need targeted, content tutoring relevant to the student’s career goal. The Affordable Health Care Act requires graduate proficiency in the HER system. Chabot College Medical Assisting Program in conjunction with the Bay Area Community College Consortium (BCCCC) is part of a pilot working with CalHIPSO, (The California Health Information Partnership and Services Organization) and will host the server and software (NextGen &amp; eMDs). This pilot will require more Medical Assistants and in expanded roles. Facilities and equipment do not meet current needs. The program would benefit from a new server for computer lab 2256 in order to improve computer speed connection and allow instructors to access the Electronic Health Record (HER) system. Renovation on the second floor (2200) is needed as well.</td>
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<tr>
<td>- Update equipment and modernize classrooms to optimize learning environment for students</td>
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<td>- Expand program support by obtaining administrative assistants</td>
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<tr>
<td>- Work with the college to develop a more formal support system for the allied health student such as academic and personal counseling, ESL tutoring relevant to the student’s career goal as well as content tutoring.</td>
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<tr>
<td>- Develop strategies to form an advisory committee representing all communities of concerned as required by CTE accreditation</td>
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### Nursing | Health Kinesiology and Athletics

<table>
<thead>
<tr>
<th>Faculty Direction</th>
<th>Rationale</th>
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<tr>
<td>- Hire a medical-surgical instructor and a nursing instructor</td>
<td>The Nursing program would like to improve success rates that are slightly down from Fall 2013 (93%) to Spring 2014 (89%) and withdrawal rates of African American students (50% in Spring 2014). The program would like to increase coordination with prerequisite instructors and would like the college to organize an annual meeting where a representative from science, English and Math come to a nursing faculty meeting to discuss best practices and student concerns. The program is in need of funding and the grant money used to fund simulation lab ran out as of June 2014. The use of the simulation lab enhances student learning, critical thinking, improves student abilities to respond in emergency or critical situations, and provides safe competent nursing care in the clinical unit. The program seeks support from the college to assist in absorbing the cost due to decreased grant funds in order to maintain the appropriate level of safety and care for our clients in the community.</td>
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<tr>
<td>- Work with the college to secure and maintain funding for equipment maintenance of the simulation lab</td>
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<tr>
<td>- Increase work hours for the administrative assistant</td>
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<tr>
<td>- Address technical issues to improve delivery and teleconferencing for the Theory courses in the Livermore extended campus site</td>
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<tr>
<td>- Strategize and secure funding to purchase electronic medical record system needed for students to practice computer chart documentation</td>
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<tr>
<td>- Improve communication between prerequisite course instructors and nursing faculty to discuss areas of improvement and other issues.</td>
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Change it Now! (CIN) | Language Arts

**Faculty Direction**
- Hire a CIN coordinator and program assistant
- Recruit and support new CIN! Faculty
- Complete development of Social Justice, Advocacy, Leadership and Research Certificate
- Expand CIN! core-classes
- Develop consistent program assessment methods—quantitative and qualitative
- Seek funding from the following sources: Career Pathways Trust (CPT) Grant, Chabot Student Equity Funding, Chabot SSSP Funding, Student Senate of Chabot College, EB/TVC Community Collaborative (CTE) Grant
- Build partnerships, both internally and externally to increase the program's visibility on and off campus

**Rationale**
At this time, the CIN! program serves close to one hundred students within our core classes (Eng 102, COMM 1, Eng 7, Math 43). CIN has a high persistence rate in our courses with 79% of students successfully moved from Eng 102-1a between Fall 2011-Summer 2012 and only 21% being non-successful. In order to capitalize on the success of the English classes, coordination would be helpful in recruitment and retention strategies for the additional CIN classes. Often because recruitment happens later for our other classes, students are less prepared and subsequently have lower success rates. A CIN coordinator would allow us to focus on recruitment and increase our retention and persistence strategies. Having a Coordinator and Program Assistant will allow the program to better track students.

English | Language Arts

**Faculty Direction**
- Continue collaboration efforts with the Tennyson and Hayward High Schools, which are underway to address curricular alignment and effective strategies for applying multiple measures for assessment.
- Address budget cuts with the college to expand course offerings
- Hire instructors to replace faculty that have retired and bring part-time staff back to full-time
- Seek funding from the college to invest in technical and material support work for the Learning Connections Initiative
- Reinstate stipends for adjunct faculty to attend trainings
- Continue to support and stay connected to learning service programs such as Puente, Daraja, and CIN as well as service learning programs
- Address the ESL tutor shortage
- Continue to address issues of equity to improve success rates of our African-American and Latino students

**Rationale**
Recent IR data shows that out of almost 6,000 students currently at Chabot who have earned over 48 units, about 3,000 have not yet completed English 1A. With the limits imposed by FTEF reductions over the years, the program has reduced the number of sections of 101A and 101B courses, as well as other electives. The program would like to continue to build on the momentum of overall improvements in the success rate in 2012 with 68% average student success rate across English (the highest in 6 semesters). Improvement among African-American students included an improvement from 57% to 68% success rate from Fall 2009 to Spring 2012. For Latino students the success rate rose from 63% in Fall 2009 to 67% in Spring 2012. The English department recognizes a continued need for more in-depth conversations among the ESL department; the program would also like to see more resources funneled to ESL. Currently only one ESL tutor is available to the entire college.

English as a Second Language (ESL) | Language Arts

**Faculty Direction**
- Expand course offerings and decrease overcrowding
- Improve student ability to participate in classroom discussions
- Improve student computer literacy
- Incorporate workplace computing skills into our courses
- Continue to provide adequate resources and space for students taking ESL 127, 128, and the writing workshop course
- Create a space for ESL conversation and study groups
- Explore the revision of core classes to 5 unit with 1 lab hour
- Offer support for ESL students after they leave the ESL program and enter their major/certificate program courses
- Advocate for an ESL lab with 50 computers

**Rationale**
Success rates have remained steady, averaging at 73% over the last six semesters. There is a great need for ESL collaboration with other programs and departments. With the renovation of building 100 or the re-build (administrative decision pending) the program will advocate for a fully-functioning ESL language lab with 50 computers with necessary hardware and software. The ESL language lab will serve as a place for community building among ESL students and perhaps a place where we can facilitate student-to-student mentoring. The lab can be a one-stop-shop for students taking the ESL classes and for ESL students taking other courses. The computer lab initiative provides information and support to students as they move along their pathways, leverages peer mentoring, provides space and time for informal student advising, instructor office hours, and collaboration among students and faculty and fosters collaboration among programs.
### Sign Language | Language Arts

<table>
<thead>
<tr>
<th>Faculty Direction</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>Hire a second full-time faculty member to collaborate with the current full-time faculty member. Hire an additional adjunct position</td>
<td>In 2012 the program set a goal to improve success rates from 50% to 70% of students receiving a 3 or 4 in SL 64. The overall success rate in Spring 2014 was 72%. The program would like to improve the success rate of among African American students (65%). The program has only one full-time faculty member and would like to hire an additional full-time faculty member the department in order to achieve this goal. The current full-time faculty member is teaching 5-6 classes a semester, totaling over 300 students each semester. Finally, the program seeks to support the current full-time faculty by creating opportunities to attend workshops and conferences. The American Sign Language Teachers Association has an annual conference and it is a great opportunity for the faculty to gain new knowledge about current teaching trends in ASL.</td>
</tr>
<tr>
<td>Research and create new AA-T degree in American Sign Language and create other deaf/ASL related classes such as Deaf Culture, Fingers spelling and Numbers and Introduction to Interpreting</td>
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<tr>
<td>Improve success rates of African American students</td>
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<td>Created new ASL club on campus</td>
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<tr>
<td>Increase the number of students in SL 66</td>
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<td>Create a one-unit lab for students to take in conjunction with ASL class</td>
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<td>Offer an AA degree in ASL for students to transfer to a university</td>
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<tr>
<td>Continue to planning for the creation of ASL 67, a 4th level class</td>
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<tr>
<td>Give the full-time faculty members the opportunity to attend workshops and conferences that pertain to their discipline</td>
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### World Language | Language Arts

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<thead>
<tr>
<th>Faculty Direction</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>Continue to work with and train adjunct faculty to adhere to the current course outlines and departmental teaching philosophy of using solely the target language in the classroom</td>
<td>For Fall 2009 - Spring 2012 the World Languages composed of French, Japanese and Spanish programs performed between 40%-100% overall success whereas the college fluctuated between 65%-68%. For the two larger programs (French and Spanish) the overall success has a wider range in varying degrees due to levels, the size of the courses and number of sections we offer each semester. Some of the variation may be attributed to the fact that some faculty members have not been following the department’s pedagogical teaching methodology of using solely the target language in the classroom. The program would like to increase opportunities for practice. Data indicates that students that use the World Languages lab and tutoring services in the last few years usually had higher success rates and lower withdrawal rates than students in the same language course that did not use these services.</td>
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<tr>
<td>Updated course outlines for Chinese, French, Japanese and Spanish</td>
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<td>Develop strategies for low performing students</td>
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<tr>
<td>Increase opportunities for practice—group and conversation sessions and tutoring support in Learning Connection, additional World Language Lab hours, online tools and resources such as Wimba Voice</td>
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<tr>
<td>Advocate for the college to improve technological support through new and updated software</td>
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<tr>
<td>Create better alignments with Los Positas World Languages</td>
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### Astronomy | Science and Mathematics

**Faculty Direction**
- Start Astronomy PLO review
- Fundraising for the planetarium
- Textbook/Online system evaluation
- Continue to look at the role of online tools and learning systems in the success of students
- Improve the lab experience by offering more opportunities for real-time data gathering and analysis, along the lines of the new SDO lab we developed.
- Upgrade to the planetarium projector and control software
- Find a permanent location on campus for a small roof-top observatory
- Arrange for laboratory technician support (in concert with physics) to help organize and maintain the lab courses

**Rationale**
Success rates have decreased since Fall 2011 to Spring 2014 (65% to 55%) but withdrawal rates are lower from 20% to 18% during this same time period. In the past year (Fall 2013 to Spring 2014) student success numbers declined in both semesters. Astronomy success rates (55%) trails behind other science classes such as biology, chemistry, etc. (65% and 71%, respectively). The program will continue its efforts to use the planetarium as a lever within the campus, and across the community, by running more public shows, particularly for students K-12.

In order to improve student success rates and remain competitive, the program seeks to address institutional barriers presented by a complex classroom and lab environment that must be maintained by faculty without additional support, and the lack of a rooftop observatory on a campus with shrinking dark space suitable for doing any night-time observation.

### Biology | Science and Mathematics

**Faculty Direction**
- Align Environmental Science program with community needs
- Provide safe, secure, and up-to-date facilities
- Identify and provide a variety of allied-health career options
- Increase student success through more personalized work outside of the formal class environment
- Advocate for an increase of the biology supply budget
- Provide adequate numbers of sections to meet the demand for our programs
- Provide adequate laboratory technician support for evening and weekend courses
- Begin the development of new CTE programs for our allied health students

**Rationale**
The average success rate for all BIOL classes is 69%, right on the campus average. In comparing classes however, the success rates for the entry points into our two programs are significantly lower than average – BIOL 31 average success rate is 56% and BIOL 4 average success rate is 62%. As a method to improve student success rates, starting Fall 2014, BIOL 4 will now require a prerequisite course of either BIOL 6 or CHEM 1A. Within each of the BIOL classes, the lowest performing ethnic groups are African Americans, Pacific Islanders, Filipinos and Hispanics. Physiology students have been holding their success rate consistently at 80-90% or better over the last 2 years.

The Facilities Committee granted the Biology program approval to design an Annex that would be within the $20 million budget allocated with Bond funds. This construction will provide the space desperately needed such as new laboratory and lecture space, but it would not address any of the health/safety and instructional unmet needs in Building 2100.

### Chemistry | Science and Mathematics

**Faculty Direction**
- Continue to support and increase student success in STEM courses
- Modernize labs
- Investigate supplemental learning programs
- Determine discipline coordinator duties and establish a coordinator rotation schedule
- Increase the number of students from traditionally underrepresented ethnic groups in our classes
- Continue to modify laboratory curriculum, modifying experiments, and revising lab manuals.
- Evaluate course sequencing section by section level to see how well students are prepared for the subsequent courses

**Rationale**
Faculty has successfully participated in Division-wide STEM-related grants, namely the MESA program. From AY 2011-12 to AY 2013-14 overall success rates have slightly decreased. The MESA program has increased access to Science and Math courses for traditionally underrepresented ethnic groups and increased success rates of those students. Revisions and updates to the Chem 1A lab manual features new experiments that have been added over the last three years. These experiments are intended to be up-to-date and increase student interest in the hands-on portion of chemistry. A more thorough review of the data in the next Program Review cycle will address these effects. The program will continue to rewrite course level SLOs and develop new assessment methods to parallel the Mathematics department.
Computer Science | Science and Mathematics

<table>
<thead>
<tr>
<th>Faculty Direction</th>
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<tbody>
<tr>
<td>- Increase the number of CSCI transfer students at all levels which in turn requires more course offerings</td>
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<tr>
<td>- Outreach to female students to major in the technical fields requiring computer programming skills</td>
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<tr>
<td>- Increasing Chabot’s counseling staff’s knowledge of the demands, prerequisites, and expectations for majoring in the technical fields to increase student success rates</td>
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<tr>
<td>- Outreach to minority demographic groups as to the employment opportunities of technical majors (i.e. engineering and computer science)</td>
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<tr>
<td>- Increase FTEF</td>
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<tr>
<td>- Reduce sections of non-transferable sequence courses to increase transfer sequence success</td>
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The primary emphasis and objective of Computer Science is transferring students to a four-year institution. Success rates in Transfer sequence have improved due to new prerequisites for CSCI 14 (CSCI 7, Math 54/55). In AY 2013-14 student success increased to 56% from 51% in AY 2011-12. Semester courses for Fall 2014 are full with an average of 114% fill rate.

The primary goal is the expansion of course offerings to accommodate student demand. Success rates for classes are between 92% - 100% and exceed targeted success rates of 75%. Regardless, student preparedness skills in areas such as mathematics, problem solving, etc., remain a major barrier. Additional sections of the transfer sequence could be achieved through increased FTEF and reducing sections of non-transfer sequence courses (e.g. CSCI 6 and CSCI 10).

Engineering | Science and Mathematics

<table>
<thead>
<tr>
<th>Faculty Direction</th>
<th>Rationale</th>
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<tr>
<td>- Continue to develop a “culture of connection” between Chabot Engineering and the broader Technical &amp; Educational Community.</td>
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<tr>
<td>- Secure funding to improve student access to the MATLAB software used in ENGR25. This entails the purchase of additional seats for use in an OPEN Lab1</td>
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<tr>
<td>- Developed a “culture of continuity” between Current and Past Engineering Transfer students by inviting former students to guest lecture</td>
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<td>- Diversify presentations to enhance student learning by shifting from a mostly PowerPoint oriented presentation to incorporating multi-media for a more balanced approach</td>
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<tr>
<td>- Allow for more High School Outreach</td>
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<tr>
<td>- Develop an action plan to improve articulation</td>
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<tr>
<td>- Hire additional full-time equivalent faculty members (4.3)</td>
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<tr>
<td>- Establish the ENGR40 course to greatly enhance the Engineering Transfer Pathway for students interested in transferring to UCB</td>
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<tr>
<td>- Improve student preparedness</td>
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Engineering Success rates is volatile year-over-year with an average of 56.8%, and below Chabot’s rate at 69%. The program endures higher withdrawal rates than Chabot as a whole, though over the last three years, Engineering enrollments have risen by about 78%, from 300 to 389. Students generally perform below targeted success rate of 70% in the introductory course, likely due to under-preparedness. The gap between targeted success rates and achieved success rates reduces as the courses move up in difficulty, indicating students are entering better prepared. The program seeks to stay connected with successful alumni, particularly to motivate current students and to provide mentorship opportunities for students through alumni who transfer to four-year colleges. Engineering has a high priority focus on the Engineering “Pathway” for the entire tenure of the current Engineering Instructor. Engineering transfers about 20 students per year to University Colleges of Engineering. To improve the program’s competitive advantage, Engineering will seek to establish the lower division course ME40 that is now emphasized in recent years by UC Berkeley Mechanical Engineering. The program will be the first community college to offer the UCB ME40 course.
### Mathematics | Science and Mathematics

**Faculty Direction**
- Help students meet their educational math requirements in an efficient manner
- Work with local high schools in designing program courses,
- Increase the number of workshops offered
- Increase the size of the math lab and form cohorts
- Hire additional math instructors specializing in basic skills and statistics
- Advocate for the allocation of three counselors to dedicate nine hours each during orientation in order to develop Student Education Plans (SEPs) for students

**Rationale**
Student success has slightly increased in the Mathematics program from AY 2011-12 to AY 2013-14 from 50% to 52%. The program seeks to improve success rates with students and under-performing populations. In Spring 2014 overall success rate was at 54% versus 41% for African American students. The program will continue to create pathways for students to move through their programs more efficiently through active coordination with other disciplines. The addition of several MTH 43 sections to accommodate students from other disciplines (such as applied health) will require additional faculty and tutors who are knowledgeable in statistics.

### Physics | Science and Mathematics

**Faculty Direction**
- Use our innovative building and facilities in the most efficient and productive manner
- Establish greater collaboration, partnership and idea exchange between program faculty and administration
- Rearrange the curriculum to better serve the greatest number of students to increase student learning, information retention and to facilitate efficient articulation
- Continue to lobby for and search for funding to help supplement funds for equipment and instructional aides
- Continue efforts to establish a center of Science and Engineering Excellence by recruiting multiple financial sponsors

**Rationale**
Course learning outcomes indicate that Spring 2012 courses are 75%, above the targeted goal of 55%. The program will continue to innovate the learning environment to increase student success. Physics education researchers determined that the traditional lecture-based physics course where students sit and passively absorb information is not an effective way for students to learn. As a result, faculty members are investigating how to use multimedia resources and online course tools to address program learning outcomes. Finally, the program will continue to investigate restoring physics as a major.

### Office of Development | President’s Office

**Program Direction**
- Promote the college by establishing and growing government, philanthropic, civic, educational, cultural, and business partnerships throughout the service area and beyond
- Energetically promote and expand active membership in the Alumni Association’s two affinity groups, “Went to Chabot” and Chabot G-O-L-D
- Initiate “Politics and Prose” Speakers Series on campus
- Become an engine that drives new resources to the campus and that leverages revenue for as many campus units as possible
- Create and sustain a series of communication and outreach platforms among the public for the purpose of developing relationships that result in mutually beneficial exchanges of resources
- Initiate a vigorous marketing program that brings an increase in student enrollment
- Broadcast a brand for the college that results in a more deeply understood public appreciation for the student successes and overall educational goals of the college

**Rationale**
The Office of Development and the Foundation (ODF) seeks to articulate to the general public and to the campus community a brand rooted in the experience of a community college education based on the mission, vision, and values of Chabot College, and increase funds available to students, faculty, and staff through revenue generating activities. A full-time Executive Director staffs the Office of Development and the Foundation (ODF). The unit suffers from a lack of resources that hamper its ability to grow the capital required by the campus.
Grant Development Office | President’s Office

Program Direction | Rationale
--- | ---
- Pre-award materials and processes that need to be updated and clarified include:
- Grants Workshop materials and workshops held
- Grant Approval Form with additional instructions about the vetting process, expectations and signatures required.
- Grant Alerts disseminated on a regular basis
- Grants Year-End Newsletter with articles highlighting successes of grant programs
- Grants website
- Post-award tasks include developing new systems, processes and resources to support managers and faculty coordinators in implementing and managing grants:
  - Develop a Grants Management Manual
  - Seek timely Board approvals on new and amended grants, contracts, and MOUs
  - Support for managing grant budgets and expenditures
  - Work with Marketing/Public Information departments to publicize grant-funded program accomplishments
  - Establish a grants database and centralized filing system
  - Develop processes, systems and/or procedures to better coordinate with district HR and Business offices
  - Establish a federally-negotiated indirect cost rate, working with the District Business Office

The long-term vision for the Grant Development Office (GDO) is to serve as the central clearinghouse for all college pre-award grant-seeking functions and all grant start-up/post-award grant technical assistance. Pre-award functions focus on increasing the grant-seeking capacity of the college and its faculty, staff and administrators while ensuring that all grants pursued support the Chabot Ed Master Plan and Strategic Plans.

As more grants are awarded, additional systems for managing the pre- and post-award workloads is necessary to maintain and expand Chabot’s current grant awards. In addition, collaboration with college and district offices is necessary for clarifying roles, coordinating functions and processes, and setting up new systems. These efforts will lead to building a greater capacity for Chabot to seek and lead grants.

Office of Institutional Research | President’s Office

Program Direction | Rationale
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- Obtain state-of-the-art Institutional Research programming software that also provides dashboards and other data displays for other college users
- Create dashboard reports so college community and public can easily see our progress on achieving our strategic plan goals and other college outcomes
- Obtain and produce transfer data from the national database for Chabot students by program in an expedited, routine way
- Make IR research more visible and used by the college community
- Produce and maintain up-to-date environmental scans on labor force trends that inform divisions and disciplines about which programs to add, maintain, or discontinue
- Provide more detailed narrative reports that provide in-depth analysis of issues or programs of interest, that contribute to important college discussions, outreach, accessibility, and use of services

The Institutional Research office provides a high level of accessibility to research, promotes deeper understanding of data, and continues to maintain a high level of satisfaction with our services for all members of our campus community. The office assists the college community in having more accessibility to and more participation in research so that they can evaluate and modify their own programs in order to meet the strategic plan goals of the college. The office envisions an Institutional Research Office that uses the latest software to provide on-demand, relevant data and analysis to the campus community. These analyses support data-driven decision-making at all levels of the college, from program-level development and evaluation to institutional-level goals and outcomes. The IR staff is actively involved in the asking of research questions and analysis of data with the faculty, staff, and administrators who request it.
The Administrative Services Program includes the Business Office and Accounting and seeks to provide fast and accurate services. The program would like to improve in the speed and delivery of services. The program is in the process of finalizing hiring a fiscal specialist. The program has achieved good internal and budgetary control to protect the finances and the assets of the College. The offices maintain good financial records and an accurate reporting of revenue and expenditure. Additionally, the program ensures that the college is in compliance with the Budget and Accounting Manual, Board Policies, CA Education Code and Generally Accepted Accounting Procedures. Services can be improved through improved technology, better training for staff, and converting to paperless documents.

Business Service Office | Administrative Services

- Train all Admin Assistants to process Requisition using the Banner system. Create a new procedure to limit the signing-off of all the documents submitted to the District
- Activate check-writing machine
- Develop and schedule trainings on budget monitoring and printing reports (Revenues & expenses, operating cost, and salaries)
- Research software needed to balance copy machine cash
- Obtain software to do Bank Reconciliations and Financial Statements for ASCC and Co-curricular
- Develop on-line processing of disbursements request to expedite the process, help increase efficiency and productivity
- Increase .5 (FTE) Fiscal and Administrative Services Technician increase to 2 FTE

Business Office/Accounting mission is to make sure that the college remains financially stable. The goal of our office is to provide accurate, comprehensive, and useable financial information to all of Chabot College. Business Office/Accounting wants to provide fast and accurate services. In order to improve speed, the Business Office would like to hire additional staff to support office functions. Additionally, the Business Office will work with the college to streamline other processes for speedier delivery. Currently a Disbursement Request takes too long process due the requirement of too many signatures. In addition, the Department Deans and Supervisors should strictly monitor their budgets due to major deficit of the campus-wide budget. All Faculty and Staff should be familiar the proper procedures for business processes. 

Mailroom Clerk mission is to continue providing an excellent service not only to staff, administrators and instructors but students as well by delivering the mail its final destination, to help out with questions regarding mail processing, rates, regulations, overnight packages, placing final projects, exams, homework in instructors’ mailboxes, efficient and prompt exchange of books and materials between the campuses’ libraries, just to name few examples.
Information for the Facilities Assessment portion of the Educational Master Plan was gathered from a variety of sources, and is intended to provide some general considerations to link the EMP to the next generation of the Facilities Master Plan. Our resources included:

- Meetings and conversations with District leadership
- Campus tours
- FUSION – Space Inventory and Project Planning Modules
- 2017-2021 5 YR Capital Outlay Plan (2017-2018 First Funding Year) – Chabot-Las Positas Community College District
- The 2012 Chabot College Facilities Master Plan (Steinberg Architects)
- Information Technology Measure B Bond Activities – Accomplishments and Future Plans 2005-2017
- Information Technology Update – Period: June 30, 2013 to June 30, 2015

Overview

Chabot College is the larger of the two colleges in the Chabot-Las Positas Community College District, with approximately 58% of the total student population, reflecting its more urban location and its proximity to public transportation. Built in 1965-1966, the Chabot College campus is also the older, and it retains many of its original buildings. These are organized in concentric rings around a green central quad - the Grand Court. Programs are generally grouped in wedge-shaped precincts around this central space. The continuous arcade that rings the Grand Court is slated for removal due to structural concerns, opening opportunities for a new conversation about campus access.

The 2012 Chabot College Facilities Master Plan (FMP) characterizes the master planning effort at Chabot as one of “Renewal.” However, the introduction of a new Library/Learning Connection on the short axis of the Grand Court and new axial pathways to mark main campus entrances also re-orient the campus. By placing the Library/Learning Connection so prominently, the FMP makes an important statement about the values and mission of the College.

New buildings and renovations accomplished through Measure B have moved the college forward by adding a series of new, state of the art buildings. The Bond also funded the renovation of a large number of original structures, improving the quality and performance of the instructional spaces and deploying instructional technology across the campus. Deficiencies certainly remain, but the campus environment appears to be thriving and there is a high level of constructive engagement on the part of the Chabot College community to define both major planned projects, and more focused improvements that will have positive impacts on programs and on the quality of life on campus.
The statewide Community College facilities database, FUSION, provides a consistently-presented resource to evaluate and compare community college facilities and to assess their adequacy. The 2017-2021 5 Year Capital Outlay Plan shows the capacity of each campus in terms of various categories of instructional space. The Space Inventory provides critical information about the entire portfolio of space on campus, including non-instructional support spaces essential to the successful operation of the college. The following commentary is generally organized to parallel these categories, but also includes critical infrastructure.

Facilities Assessment
CLASSROOMS AND LECTURE HALLS

Based on overall assignable square footage, general classroom capacity at Chabot College is calculated to be at approximately 150% per State Guidelines based on 5 days a week from 7AM to 7PM - 80% utilization. State assessment of capacity for Chabot College is that conventional classroom capacity is adequate for the 5 year time horizon. However, this calculated capacity does not reflect peak hour demand: Student schedules (often school + work + family) and faculty schedules create high demand for courses in peak hours. The District sees an overall need to optimize space to maximize flexibility.

It should be noted that all but three of the existing buildings at Chabot were part of the original campus construction in 1965-66. With the exception of Chemistry - Building 3900 (1999) - the new buildings have all been special-purpose structures (such as Student Services, faculty offices, and Strength/Fitness) and have not added to the inventory of classroom space. Buildings 300, 500, 800, 900, 1200, 1400, 1700, 1800, and 1900 are classroom buildings that have been renovated through Measure B. The basic configuration of the classrooms and the departmental assignment of the buildings have not been significantly affected. The renovated classrooms are all provided with instructional technology, including overhead projectors, ceiling mounted screens, and lighting with zoned control for the presentation wall. In addition, the rooms are fitted with writing and tack surfaces and have new interior finishes including room darkening shades.

45 students per class is the ideal classroom size based on negotiated contracts with faculty and instructors. Certain programs prefer smaller class sizes for pedagogical reasons, but somewhat larger “non-territorial” classrooms with a typical capacity of 45 students will maximize flexibility.

The November 2014 Outreach process identified some specific needs:

- Computers for the English as a Second Language program
- Enhancing audiovisual capabilities for World Languages

CLASS LABS
FUSION places computer labs in the same category as science and vocational labs, art studio and music performance spaces, categorizing all as “Class Labs.” This reflects a period in the very recent past when instructional computer labs were relatively specialized. Now, virtually every program uses computers extensively; and server-based instructional software enhances the ability to use instructional computer labs across multiple programs. Ongoing developments in instructional technology will continue to increase the ability to offer diverse instructional programs in shared computer lab facilities.

For many programs, contextual learning is appropriate (ex: classroom and computer lab adjoining vocational technology spaces). Due to the overall organization of the campus, and the number of smaller, program-specific buildings, the legacy facilities at Chabot College lend themselves to clusters of classrooms, labs, faculty offices, and instructional support with specific program identification.

Based on the 5 Year Capital Plan, Laboratory space is anticipated to be at around 95%. Construction of the new Bio-Sciences Building, scheduled for occupancy in 2017-2018, will increase capacity to just over 100%, adding 7,600 ASF, and providing a modern instructional setting with greatly enhanced health and safety provisions for the Bio-Science programs.

**Sciences and Engineering**
The 5 Year Plan identifies several lab projects for the sciences and engineering:

- A NEW Bio-Sciences Building – Building 2100 – planned for occupancy in 2017/2018 is currently in design
- 2017-2018 will also see a renovation of Engineering Building 1600 that will modernize but not increase capacity
- The FMP lists a future project to renovate Chemistry - Building 3900: Constructed in 1999, this building was designed and built before computer technology became deeply integrated with science instruction. The College has expressed a desire to convert the first floor classrooms and open labs to computer labs for science

The November 2014 Outreach process identified some specific needs:

- Updated technology for the Architecture program
- MATLAB computers
- Rooftop space for an Astronomy observatory

**Arts, Vocational Training and Special Programs**
In addition to sciences and engineering, purpose-built classrooms for the arts, vocational training and a variety of specialized programs are generally considered as Class Labs. The College makes an ongoing effort to align with the economic needs of the community by providing needed skills, training, and certification. At the same time, there is strong support for a diversity of programs in the arts and humanities that develop the whole person.
Arts

- Replacement of Building 1100 is planned for 2017/2018 and will house School of the Arts (SOTA) faculty offices. In addition, this proposed project includes a 200-person performance space.
- Renovation of Building 1000 is proposed for 2019/2020. This much needed project will modernize but not increase instructional space for ceramics and sculpture.
- An addition to the Theater (Building 1300), planned for occupancy in 2020/2021, will address accessibility and pre-function needs while minimizing impacts on the operations of the main auditorium. (See below under Community Facilities)
- Construction of a new mid-sized theater adjoining Building 1300 is identified in the FMP but is not currently included in the 5 Year Plan. (See below under Community Facilities)

Medical, Dental, Emergency Medicine

Renovation projects for Building 2200 Medical/Dental, and for Building 3100 Emergency Medical will provide needed technology updates.

The November 2014 Outreach process identified some specific needs:

- Address limitations in the capacity and scheduling of program areas for Nursing Simulation, Dental Hygiene, and Medical Assisting
- Provide technology and equipment upgrades on an ongoing basis (Example: Laser equipment for Dental Hygiene)

Fire Technology

Fire Tech has not been slated for any specific renovation projects. However, this program utilizes facilities across several divisions. On site, the program uses engineering classrooms in Building 1500 for general education; classrooms and training rooms in Building 2900; and physical fitness facilities in Building 4000 for strength and endurance training. Access to a training tower is provided off site in San Leandro. The program has identified a need for access for roof training (possibly roof of Building 3000).

The November 2014 Outreach process identified some specific needs:

- Address limitations in the capacity and scheduling of program areas for Fire Tech

Auto Tech and Machine Shop

Existing Auto Tech and Machine shops have not been identified for renovation or expansion in the 5 Year Plan. The existing facilities appear to be in good condition, with adequate equipment for their programs.

The November 2014 Outreach process identified some specific needs:

- Address limitations in the capacity and scheduling of program areas for Welding
In addition to a general auto repair lab, Chabot College houses the BMW Training program in Building 3400 (formerly the print shop). This program is a strong example of a successful partnership between industry/business and the College. The BMW training program allows students to obtain a certificate as an authorized BMW service technician, concurrent with an Associate of Arts degree. Future expansion of storage for the BMW training facility will add about 2000 ASF in lab space – scheduled for 2019/2020. The added secure warehouse capacity will allow the existing metal storage building behind the Theater to be demolished to make way for future construction of the mid-size theater proposed in the FMP.

**Manufacturing Technology**

Chabot offers a strong program in manufacturing technology. Its CNC Lab, located in Building 1600, offers a diversity of computer numerical control equipment to train technicians and machine operators for a range of manufacturing operations. The lab is supported by a computer classroom with viewing windows. This is a good example of contextual learning, with the instructional space immediately adjacent to the machine area. The 5 Year Plan includes a renovation of Building 1600 in 2017/2018. Expansion of the manufacturing lab is strongly recommended to improve working clearances and safety and to provide for the introduction of additional machines.

**LIBRARY**

FUSION indicates that current Library space at Chabot College (Building 100) is at about 85% of needed capacity. The quality of library space is very deficient, with inadequate lighting levels and poor access. The FMP suggests a central and highly visible location for the Library which will make it the focus of a reoriented Grand Court. Replacement of the current Library with a new and larger Library/Learning Connection is planned for occupancy in 2021/2022. The new building will provide added area to bring the College to a projected 111% of needed capacity.

In the meantime, an interim renovation is ongoing to address immediate critical needs and improve access. Admissions and Records has moved to new Building 700, freeing up some space in the lower level of Building 100 for other purposes.

**Collaboration Space**

As planned projects are constructed, certain smaller classrooms might be repurposed as collaborative spaces for instructional support. Depending on the direction of planning conversations with the College as the FMP is updated, Chabot’s approach to instructional support may be more clearly articulated. Should instructional support spaces may be part of the Library/Learning Connection – or fully integrated with classrooms and faculty offices?
Through the November 2014 Outreach process, the College identified the need to
- Support a diverse range of learning styles
- Promote collaborative learning
- Advance the needs of under-prepared students
- Provide professional development to faculty and staff

Professional Development
Training for faculty and staff combines elements of library, audio/visual, and instructional technology and the physical location of space for professional development may vary accordingly. As higher learning institutions increase their use of distance and distributed learning, there will be an ongoing need for faculty training. The need for IT-supported space for digital recording with full multi-media capability will be needed.

AV/TV
Audio Visual/Television is a FUSION category that may contain a variety of media-enabled or media-supporting activities. Based on the 5 Year Capital Plan, AV/TV is currently at about 80% of needed capacity. However, construction of the future Building 200 replacement is projected to bring the College to about 134%, attributable to the addition of the Civic Engagement Center and its media support facilities. (See below under Community Connections)

Television Broadcast
The Digital Television program is currently housed in the lower level of Building 100, Library/Learning Connection. The program puts programming on cable TV networks 24 hours a day in the Hayward and Fremont area through an agreement with Comcast. The facilities and equipment are current and professional, offering an extraordinary opportunity to students enrolled in this program.

Through the FMP process, options have been considered to retain the program’s historic association with the Library – or to relocate its studio and production facilities to the building proposed to house a future mid-sized theater (B 3600). To minimize disruption of the academic program, the future location of the program will likely depend on the detailed sequence of projects, with the new Library/Learning Connection planned for occupancy in 2021/2022, probably prior to completion of the proposed new theater.

FACULTY, STAFF AND ADMINISTRATIVE OFFICES
Faculty Offices
At Chabot, the original campus plan included separate faculty office buildings adjacent to classroom buildings. Three of these original faculty office buildings remain. According to the FMP, centralized and departmentalized faculty offices are preferred at Chabot. The 5 Year Plan indicates adequate faculty
office capacity, about 115%. While the FMP and 5 Year Plans do identify several planned or completed office projects, the overall assignable square footage appearsto maintain this ratio while replacing outdated facilities.

- NEW Instructional Offices Building 400, constructed in 2010 – houses faculty offices
- Replacement of Building 2000 is planned for 2020/2021, adding 5400 ASF of faculty office space
- Replacement of Building 1100, SOTA offices, is projected for occupancy in 2021/2022

Student Support Services
Student Services, previously housed in the lower level of Building 100, have been moved to a new building with a more accessible location:

- NEW Student Services Building 700, constructed in 2010 – provides counselling, transfers, job placement, disabled students services, Admissions and Records, Financial Aid, and associated services in a single location

The College places great emphasis on the importance of accessible and coordinated student services. The November 2014 Outreach process surfaced some specific ideas that include:

- Expanded hours for student services (evenings and weekends)
- Digitizing records, particularly for counselling and financial aid

Disabled Students Programs
Located in Building 2400, the DSP building was renovated in 1998. Its proximity to the gym and PE complex is convenient, but its standalone building suggests a certain lack of integration with the campus as a whole. Offices providing support for the program are located in Building 700. Through future planning, a more central location may be found that improves access to the full range of college activities.

RECREATION AND SPORTS
Chabot College enjoys a full complement of facilities for sports and aquatics. However, its fields are aging and improvements for accessibility and improvements to site drainage are planned.

- The Gym and Physical Education facilities, including the Olympic-sized pool, were renovated in 2013, improving and updating activity spaces and removing access barriers.
- Tennis courts have been resurfaced and re-fenced.
- Upcoming projects will include fields and pool deck renovations.
- The press box and bleachers are not accessible and are indicated to be replaced in the FMP.

STUDENT LIFE
Every college finds itself in competition for students. The availability of quality programs is the foremost consideration for students selecting a college. However, support services, access,
convenience and the overall quality of campus life play a role in helping students stay in college and accomplish their goals.

**Student Union**
Building 2300, the new Student Union, is planned for occupancy in 2020/2021. The existing Student Union is very dated and inefficient. The building has undergone some limited renovations. Food service is provided by an outside vendor. Overall, this facility falls short of the level of comfort and service that would be provided by a new facility. High costs to maintain and operate this building also mark it as a high priority project.

Student government and clubs have their designated area on the mezzanine level, and access to this upper level is not code compliant. Replacement of Building 2300 has to be sequenced in conjunction with the existing Library, since they share vertical circulation.

**Child Development Center**
The CDC is a good example of an academic program that also supports student success. Chabot’s CDC trains students in Early Childhood Education, and also provides convenient and affordable childcare. Funding for the CDC is partially provided by the Head Start program, and approximately 50% of participants are children of students. The CDC was built in 1995, and could now benefit from renovation in order to refresh the facility after 20 years of use. Its capacity is more than adequate, currently serving 72 children, but licensed for 120. The CDC has a small commercial kitchen and provides meal service.

**TRANSIT AND PARKING**

**Public Transportation**
Chabot College enjoys truly excellent connections to public transportation. Alameda County Transit reports that the Chabot transit center is the most heavily used stop in the entire countywide system, with frequent service to BART.

**Parking**
Parking is dispersed in a number of lots at the perimeter of campus, keeping the central precinct virtually vehicle-free. With occasional exceptions, available parking appears adequate to serve current and projected needs. As use of public transit increases, the college may be able to increase its population without adding parking. If parking does need to increase, a multi-level parking structure may become necessary in the future.

**OUTDOOR AND LANDSCAPE**
Usable outdoor space is an essential component of college life, as students gather, socialize, and study outdoors. No new building projects have taken place at Chabot College without the improvement of adjoining outdoor space. New Buildings 400 and 700 have been constructed on the edge of the campus that is most visible from Hesperian Boulevard. These structures create a new street presence, giving the College a strong identity that is enhanced by access to the thoroughfare, as well as accessible drop-off and parking.

A landscape master plan was developed as part of the 2012 Facility Master Plan and provides a framework for future outdoor improvements. Removal of the existing arcade around the Grand Court is necessary due to seismic safety considerations. Its removal will have a major impact, as will the development of well-defined gateways and pedestrian axes.

When the college considered options for the Grand Court as part of the FMP process, the role of this grand central quad received thoughtful consideration. The Grand Court is frequently used for community events, and rental fees are a major revenue source. As a result, the new design illustrated in the FMP continues to provide an outdoor space that can be used for community events.

With space at a premium on campus, the trend is toward concentration and toward more actively used spaces. Spaces that are perceived as too big – like the Grand Court – will be less used. The College has implemented several successful landscape projects to create more intimately scaled outdoor classrooms, sheltered by the academic buildings. These landscaped courts have distinctive qualities that help identify them with the programs that surround them. Outdoor places increase opportunities for collaborative learning, an important goal for the College.

The campus has many mature trees that have been well-maintained. The size and variety of tree specimens adds character to the outdoor spaces and helps identify the academic precincts.

Chabot College has a very successful program of art on campus. Unique ceramic tile wall elements have been installed both indoors and outdoors across campus. These features help identify the academic precincts and have been successfully incorporated in both new and renovated buildings.

COMMUNITY CONNECTIONS
Chabot College has deep connections to the community. The fact that the campus provides many opportunities for public events and activities such as summer camps and sports clubs has benefits that are both social and financial. Revenues from facilities rentals are a major source of discretionary revenue.

Community and Student Services Center
The College has recently completed Building 700, the new Community and Student Services Center. Prominently located facing Hesperian Boulevard, Building 700 includes a standalone community space with catering kitchen that can be used when other campus facilities are closed. The community space is flexibly planned to provide several sizes and configurations for a variety of uses.

**Civic Engagement Center**

In the future, the FMP and 5 Year Plan propose replacement of Building 200, Administration, with a new structure at a campus “front door” location. Through the FMP process, the project is planned to include a tiered lecture hall identified as the Civic Engagement Center. This event space will be used both by the College and the community, and can generate facility rental revenue. There is great potential for synergy with the Television Broadcast program which can provide network quality coverage through its partnership with local channels and with Comcast.

**Sports Facilities**

Chabot College has a long history of partnerships with the community for the use of its sports facilities. Income from community use of the fields, pool, and tennis courts by local teams, clubs, and summer programs supplements College revenue. Police and Sheriff’s departments use the “confidence course” for ongoing training.

The recently completed Strength/Fitness Building 4000 also has potential for use by the community. Currently, users must be enrolled in a class at the College. In the future, the College might consider a different fee structure, permitting more flexible use by the community at large.

**Performing Arts**

Like the Grand Court, Performing Arts spaces are a major asset both for the programs and activities of the College and for the community at large. Chabot has a very large theater, currently the largest in the city of Hayward. The facility is old, and bears the signs of 50 years of use. Needed ADA and other code compliance upgrades will be costly and will affect operations – including public uses which generate significant revenues. The 5 Year Plan includes a proposed renovation and addition for 2020/21 that will expand the lobby and public areas and provide additional accessible facilities, including elevator access to the balcony.

The need for smaller performance spaces is also identified in the FMP. The existing theater is too large for many of the types of events that the College must accommodate. The need for a smaller venue places demands on the recital space in Building 1200 that must be coordinated with class schedules. A future 500-700 seat theater, identified in FMP, will provide space for performances and events that will complement existing facilities and potentially increase revenue generation.
INFRASTRUCTURE
Instructional Technology

The District Data Center is located in Building 1900 at Las Positas College. Through the construction of new buildings and the implementation of extensive renovation projects at Chabot College, classroom technology has been updated throughout the campus. In addition, the renovation projects include IDF rooms and server racks in each building.

Over the next 5 to 7 years the District’s plans for major projects include:

- Server virtualization
- Completion of any remaining classrooms that lack instructional technology
- Disaster recovery planning and provisioning (UPS and generator systems)
- Power Over Ethernet (POE)
- Expansion of bandwidth

The State of California is also beginning to require a distributed antenna system to support emergency response. This type of system may eventually be required.

At Chabot, underground conduit is in place for future provision of a more robust telecommunications backbone, but cabling is still lacking. Wireless access remains a challenge. In new buildings, wireless access has been provided throughout, allowing students opportunities to connect and collaborate readily. Within existing buildings, available pathways impose limitations on the deployment of wireless technology. Providing greater speed and bandwidth are goals that will be met incrementally through renovation projects and the construction of new buildings. Wireless access for outdoor areas is less consistent, as these areas are considered to be of lower priority than the building common areas and classrooms. The College has requested provision of wireless connectivity for the athletic fields, and planning for this project is underway.

Distance Learning has become common practice. “Distributed Learning” is a newer concept that is now being defined. Site infrastructure requires a robust fiber backbone dedicated to A/V. Chabot College currently has a small prototype system that connects Buildings 1700 and 1800. The video distribution system allows streaming, recording of class sessions, and real-time video distribution through lecture capture. Through this pilot program, faculty and District IT are defining what such a system needs to deliver. In the future, the program may be deployed more broadly on both campuses.

The November 2014 Outreach process surfaced some specific ideas that need technical support for implementation and training, and may require space and infrastructure:

- Room registration and class scheduling – mobile interface
- Increased access to remote meeting and video conferencing
- Realtime IT support
Utilities
Through the Measure B program, the District made significant investments in infrastructure. These investments are crucial to preserve assets, reduce operating costs, and provide a reliable and safe setting for all activities on the campus.

Under Measure B, a new Central Utility plant and distribution system were put in place. Parking lots were improved and photovoltaics added for a significant reduction in the College’s energy costs.

Facilities Maintenance & Operations
The maintenance of grounds and facilities requires staff, vehicles, storage, and shop facilities. At Chabot, maintenance shops are located at the north end of campus, but maintenance operations also occupies Building 3600, a large metal building located immediately south of the theater. The District plans to demolish this building in order to construct a new mid-sized theater in the future. With the planned construction of a new Building 3000, projected for occupancy in 2021/2022, Maintenance and Operations functions including warehouse and vehicle maintenance, will be consolidated.

FACILITIES REVIEW REFERENCES
FUSION – Space Inventory and Project Planning Modules
2017-2021 5 YR Capital Outlay Plan (2017-2018 First Funding Year) – Chabot-Las Positas Community College District
The 2012 Chabot College Facilities Master Plan (Steinberg Architects)
Information Technology Measure B Bond Activities – Accomplishments and Future Plans 2005-2017
Information Technology Update – Period: June 30, 2013 to June 30, 2015