

Convocation Week 2006



Making Visible:
Student Learning, Access and Our Work



Welcome to Convocation Week 2006!

A new school year is upon us, and it's amazing how quickly 2006 has gone.

This academic year marks my fifth year as President of Chabot College, and the College's 45th anniversary. In January 1981, founding President, Dr. Reed Buffington, wrote, "Chabot College, like every other college, is people and not things or a place. A faculty, specially qualified by its commitment, intellectual prowess and know-how, superbly supported by a devoted classified staff and creatively led by dedicated administrators are, when combined, Chabot College." Twenty-five years later, Dr. Buffington's words still stand true....it is our dedicated and professional staff that make Chabot College exemplary.

This year's Convocation theme is "Making Visible: Student Learning, Access and Our Work" which will be carried out in discussions this week. Many of the workshops have been designed to include ideas and provide dialogue for student learning outcomes and assessments. While short-term goals include increasing enrollment through an aggressive marketing plan, it is essential that conversations, informal and formal, continue to take place now and throughout the year.

All the best for a rewarding school year!

Sincerely,

Dr. Robert E. Carlson
President

Letter from IPBC Subcommittee about the Day

Our August 2006 Convocation is dedicated to the idea of “Making Visible: Student Learning, Access, and Our Work.” The phrase “making visible” is adopted from the Carnegie Foundation for the Advancement of Teaching to mean making knowledge of teaching and learning visible so that we can learn from each others’ work. As their President, Lee Shulman, explains, it is at the core of their work:

We work with teachers to analyze their pedagogy, create representations and models of it, and exchange those with others so that it can be critically reviewed, analyzed and reflected on, and ultimately built upon by peers.¹

If we opened our doors to one another, what would Chabot want to “make visible”? Our observations are that Chabot has some truly exciting activities going on in our classrooms, in our service areas, and in our governance meetings. We think we know what others are doing, and we think they know what we are doing. Yet we ask you to consider with us: How we might be more reflective, more communicative, and more systematic in “building upon the work of others” in our work—college wide—toward improving student learning?

At the May 2006 Institutional Budget and Planning Council meeting, we discussed more than 30 possible goals and objectives suggested by faculty and staff and proposed focusing our efforts on three priorities for 2006-07: (1) “assessing student learning and institutional effectiveness,” (2) “increasing enrollment and student retention,” and (3) “engaging in ongoing dialogue about learning and institutional effectiveness.” At Convocation and throughout the year, we invite you to consider how we might become more visible in these efforts: How might we make our activity visible to others? Analyze what we are doing? Create representations of it? Exchange it with others? Invite peer review? Build upon the work of our peers?

In terms of making visible our students’ learning, a highlight for Convocation is hearing from our students their perspectives about reading, both in and out of school—“making visible” what they say they need, from excerpts videotaped by student peers. What you will see is only a preview of what’s to come this year, designed to stimulate your thinking about how we might use this information and similar types of representations, to improve our teaching and support of students’ reading and learning difficulties.

We have sessions on classroom inquiry and on how you might collaborate with our institutional research office to assess your own students’ learning, whether it is in your own classroom or service area or at the program or institutional level. If you want to try out something new, you may want to learn about using iPods, designing learning communities, or optimizing uses of technology in model classrooms or in online courses.

We have planned discussions about issues of access, specifically about pathways for students, new student support services through the Learning Connection, and retention. Or join the discussion on community outreach, to think about how we can grow, or give your input on redesigning our website.

As you participate today and throughout the year, we challenge you to engage in the dialogue. You may want to become more involved in college governance. We hope you will open the doors to your own work and invite your colleagues to reflect and share with you.

From the Convocation Planning Committee:

Marcia Corcoran, Dean, Language Arts
Laurie Dockter, Faculty, Chemistry
Melinda Matsuda, Vice President, Student Services
Rachel Ugale, Staff, Student Services

¹ Shulman, L. (2004). *New Beginnings, Old Connections. 2004 Report of the President.*
<http://www.carnegiefoundation.org/about/sub.asp?key=502&subkey=1194>

Chabot College Convocation Week 2006

<i>Time</i>	<i>Event</i>	<i>Location</i>	
Monday, August 14			
8:30 AM – 3:00 PM	<ul style="list-style-type: none"> • New Faculty Orientation • Gladiator Welcome Day for New Students • BBQ Lunch with New Faculty and New Students 	Board Room, Room 200	
10:00 AM – 1:00 PM		Student Center and Cesar Chavez Mini-Court	
12:00PM – 1:00 PM		Cesar Chavez Mini-Court	
Tuesday, August 15			
8:30 AM -3:00 PM	<ul style="list-style-type: none"> • New Faculty Orientation • Adjunct Faculty Orientation 	Board Room, Room 200	
5:00 PM – 7:00 PM		Board Room, Room 200	
Wednesday, August 16			
Convocation Day			
7:30 AM	<ul style="list-style-type: none"> • Light refreshments • SEIU Chapter 790 Meeting • Chabot-Las Positas Faculty Association Meeting <ul style="list-style-type: none"> ➤ Chancellor’s State of the District Address ➤ Chancellor’s Awards ➤ Buffington Award ➤ Keynote Presentation: “What is an Associate’s Degree?” by Mark Wade Lieu, Vice-President, State Academic Senate • Faculty Breakout Sessions • Classified Staff Activity: <ul style="list-style-type: none"> ➤ Health & Wellness • Lunch by Posada’s Catering • College-wide Meeting: <ul style="list-style-type: none"> ➤ “Plans for New Facilities” Architect Firms 	LPC Gymnasium	
8:00 AM – 9:00 AM			
9:00 AM- 10:15 AM			
10:15 AM- 12:00 PM			
12:15 PM			
1:30 PM – 3:00 PM			Student Center, Building 1700 LPC Gymnasium
Thursday, August 17			
Chabot Flex Day			
8:00 AM	<ul style="list-style-type: none"> • Continental Breakfast • College-wide gathering: <ul style="list-style-type: none"> ➤ President’s Message ➤ Introduction of New Faculty & Staff ➤ “Making Visible” video excerpt • Dialogue on Shared Governance (Committee Breakouts) • President’s Staff Recognition Lunch • Workshops (Breakout Sessions) 	Performing Arts Center	
8:30 AM – 10:15 AM			
10:15 AM – 11:15 AM			
11:30 AM – 12:45 PM			Cafeteria, Building 2300
1:00 PM – 3:00 PM			
Friday, August 18			
Division Day			
8:30 AM	<ul style="list-style-type: none"> • Division & Subdivision Meetings • Committee Chairs Meeting 	Board Room, Room 200	
2:30 PM			
Afternoon	<ul style="list-style-type: none"> • Model Classroom Training Demonstrations 	See page 12	

MORE ABOUT THE ACTIVITIES

Wednesday, August 16

9:30 AM "WHAT IS AN ASSOCIATE DEGREE?"

Las Positas Gymnasium



Keynote speaker, Mark Wade Lieu is the Vice President of the Academic Senate for California Community Colleges. Professor Lieu will discuss the meaning of a California Community College degree and philosophies regarding the difference between the Associate in Arts and Associate in Science degrees. The information garnered from this presentation will provide a framework for the faculty breakout sessions.

10:15 AM **FACULTY BREAKOUT SESSION ON GENERAL EDUCATION**

Las Positas, TBA

Using a hypothetical decision tree, we will discuss our Associate in Science (AS) degree and the General Education (GE) units. The discussion questions include: If the AA/AS degrees are the same, then what are the pros and cons of adding or lowering GE units? If the GE patterns are different, then what and how are they different? For example, are Health, Science, Science-Technology, Technical, and/or Vocational disciplines AS degrees and all others AA degrees? The purpose of these sessions is to assist us in

- Determining the AS general education degree unit requirements,
- Distinguishing between the AA and AS degree, and
- Defining criteria for developing AS degrees in creating new degrees as well as evaluating current degrees.

10:15 AM **CLASSIFIED STAFF ACTIVITY ON HEALTH AND WELLNESS:
OVERCOMING OVERWHELM**

Las Positas, TBA

Feeling overwhelmed and overextended has become a very common feeling among employees who are striving for balance in their lives. There is no question that the demands of work and family often conflict. As well, it is nearly impossible to have a personal life when trying to meet the needs of everyone else.

In this seminar, participants will learn to look at ways to balance the pressures, expectations, and desires in life by identifying priorities and taking responsibility for choices. As well, we will explore how achieving and maintaining balance can improve the quality our lives.

MORE ABOUT THE ACTIVITIES

Thursday, August 17

10:00 AM

MAKING VISIBLE STUDENTS' READING—A VIDEO EXCERPT

Performing Arts Center

Listening to our students is one way for us to think about how we might best address their needs. During Spring of 2006, under the direction of English instructor Sean McFarland, student assistants videotaped Chabot students talking about their reading practices and interests, both in and out of school. We are pleased to fold out the beginnings of a video documentary with excerpts at our main session as a preview of potential activities throughout the fall semester. As we listen to our students' voices, we may want to think about what surprises us, what intrigues us, and what concerns us. Later, after we have viewed the video in its entirety with a smaller group of faculty and staff, we may explore together how we might better assist students with reading difficulties.

This project was funded by a grant called *Strengthening Pre-Collegiate Education in California Community Colleges*, from the Carnegie Foundation for the Advancement of Teaching and the William and Flora Hewlett Foundation, for work to enhance the mathematics and literacy achievement of academically under-prepared students and to increase the knowledge of how to strengthen programs that can be widely applied. Tom Dewit, the Chabot Carnegie Grant Coordinator, will introduce the video.

10:15-11:15 AM

DIALOGUE ON SHARED GOVERNANCE GROUPS

Please choose one of the following shared governance groups to join in the dialogue:

College Enrollment Management Committee	Board Room, Bldg 200
Curriculum Committee	Room 824
Distance Education Curriculum Support Committee	Room 2408
Staff Development Committee	Room 1104
Institutional Planning and Budget Council	Room 1506
College Budget Committee	Room 2345
College Safety and Security Committee	Room 2340
Facilities Committee	Room 1103
Institutional Technology Committee	Room 3902
Program Review Committee	Room 706
Marketing and Recruitment Committee	Room 311

This activity provides an opportunity for all of us to participate in dialogue on strategies to improve the effectiveness of Chabot's governance. Further, we hope this activity will help us to kick off the year with clear directions for our Committee work.

In August 2004, a College Governance Taskforce published Chabot College, Shared Governance and Collegial Consultation Process, a document reflecting our governance structure and philosophy and describing our governance groups. In the past two years, as we have implemented these ideas and approaches and addressed new needs, the various governance groups have revisited their roles, reporting structures, and memberships. Chabot governance groups are open and use consensus decision-making, and most committees keep and post minutes on the web; some note, however, that full participation is lacking. Meanwhile, the new Accreditation Standards specify that an effective institution maintains "an ongoing, self-reflective dialogue about its quality and improvement" (p. 1).

In response, one of Chabot's priority objectives for 2006-07 is "engaging in an ongoing dialogue about learning and institutional effectiveness" which includes college-wide conversations about what learning-centered means for us as well as timely communications regarding planning and decision-making with participation by 100% of full-time staff and faculty.

We have organized this activity so that we use our existing structures to begin the conversations, with each of us contributing ways we might improve our participation and effectiveness. Each group may want to consider some of the following questions:

Meetings: Are your times and place up-to-date? Are minutes posted in a timely way?

Charge: Does your committee's charge as it is written in the governance booklet accurately describe the actual work of the committee? If not, what functions are you currently not addressing and/or what additional functions might be listed?

Members: Does the listed membership include all potential stakeholders or groups who have related interests? If not, what new representation is needed? Have you elected a chair for 2006-07? Are all of your members current? If you have available slots, how do you plan to fill them?

Reporting/Recommending: How do committee members effectively communicate, both to seek input and to share action items, with constituents? How are committee activities reported to its primary governing body?

Relation to Strategic Plan: How does your committee plan to address the college's 2006-07 Priority Objectives—assessing student learning and institutional effectiveness; increasing enrollment and retention; engaging in ongoing dialogue about learning and institutional effectiveness.

Ideas should be recorded and brought by your chair to the Committee Chairs Meeting on Friday, August 18, at 2:30 in the Chabot Board Room (Rm. 200) for discussion with the other chairs, the president and other campus leaders.

AFTERNOON WORKSHOPS

Thursday, August 17

1:00-2:00 PM

Conversation with the President

.....**Rm. 824**

Robert Carlson, Chabot College President

This session is a one-hour open discussion with President Carlson. The audience will have an opportunity to ask questions about campus events, facilities, budgets, etc.

Evaluating Student Pathways

.....**Rm. 502**

Laurie Dockter, Chemistry Instructor

Identifying and evaluating student pathways across the curriculum in an effort to increase effectiveness and student success will be discussed. Data collected on students progressing through the health science pathways for Nursing and Dental Hygiene will be shared along with data on students that are transferring in majors that require Chemistry. Group discussion on how to integrate student learning outcomes, assessment and general scheduling strategies for student pathways will be encouraged.

The Learning Connection

.....**Rm. 107A**

Cindy Hicks, Chabot College English Instructor

Perhaps you've heard of the Building 100 Project. The project has a new name: "The Learning Connection." Our 2005-06 goals were more than accomplished. We ended up moving ahead faster than anticipated and will offer additional pilots in Fall 2006 that involve instructors and staff from across the campus, especially those from English, Math, ESL, Chemistry, World Languages, Social Sciences, and Special Programs. This workshop will provide an update of the Project, give us all an opportunity to discuss plans and goals for 2006-07, and share (and, hopefully generate) ideas for the many ways all those interested in the Project can become involved. You may also want to join the tour at 2:15.

Sticking Your Toe in the Online Teaching Waters: Developing a Hybrid Online Course

.....**Rm. 314**

Jan Novak, Business Instructor

Are you curious about online teaching, or the benefits you could derive from adding an online component to your on-campus course? Not yet ready to dive in? Explore opportunities to develop a hybrid online course, where a portion of the course is on campus and a portion is online. Ideas for a "short wade in the waters" (perhaps a 30-minute online discussion per week) to a more serious swim (half of the course content online) will be discussed. These hybrid options can make your courses more accessible to our busy students, and optimize the use of our limited classroom space during reconstruction of our campus.

Taking Control of Textbook Prices—What You Can Do to Remove Textbook Prices as a Barrier to Student Success

.....**Board Room, Rm. 200**

Kathleen Kaser, Bookstore Manager

Full-time Community College students expecting to transfer will spend \$2,000 or more for textbooks during the two years they study here at Chabot. Textbook prices can be the biggest barrier to student success. Textbook selection is a faculty decision. This presentation will propose some easily implemented procedures that will save students hundreds of dollars while still using the best available course materials.

The New Student Focus (Retention)

.....**Rm. 302**

Daryl Minus, Dean of Counseling & Guidance; Tammeil Gilkerson, Counselor-Instructor and TRIO Coordinator, Tram VoKumamoto, Counselor-Instructor

As enrollment continues to fluctuate, Chabot College has the opportunity to better systemize the activities and functions that guide the recruitment, retention, and success of new students. For significant impact to be made in this area, however, the entire college needs to work in sync to provide new students with comprehensive, connected learning experiences. In this workshop, Student Services will outline several key “New Student” initiatives that are currently being implemented or designed and discuss methods in which these activities and others can be enhanced with broader college preparation (as well as contribute to stronger bonds between students and the institution). At the core of the workshop, will be linkages to Swail’s Conceptual Framework for Student Retention. Swail’s framework differs from other retention approaches by placing students at the center of the model which embodies the “student learning” focus currently being discussed at various institutional levels.

Why Are so Many of my Students Not Passing?

.....**Rm. 311**

Katie Hern, English Instructor

This session will present findings from a two-semester study of a group of students in English 102 and English 1A. Conducted as part of a grant from the Carnegie Foundation, the study concludes that the biggest problem for unsuccessful students was *not ability, but sustainability*. The majority could do the kinds of writing, reading, and critical thinking they were being asked to do; however, they did not sustain the focus and effort required to pass the courses. Participants will discuss the implications of these findings: How can we help Chabot students strengthen their academic sustainability? The session provides an example of the kinds of classroom inquiry projects faculty might conduct under the new program review and accreditation processes. All are welcome.

Tour of Model Classrooms

.....**Rm. 508 & Rm. 904 (starts in Rm. 508)**

Visit one of the newly renovated, technology-enhanced classrooms and learn how the new technology and furniture interact to create a learning environment. Each model classroom is different, so if you want to see all four models, you’ll need to go to sessions for all four classrooms. These renovations have been funded by Measure B and were done in order to provide instructors with ways to evaluate the different learning environments. A few weeks into the fall term, a survey of instructors and students using these rooms will be conducted to assess their relative effectiveness.

2:15-3:15 PM

Connecting with Our Community through Recruitment Efforts

.....**Rm. 314**

Melinda Matsuda Vice President of Student Services; Roberto Mendez, Student Services Outreach Liaison; and Kari McAllister, Stage Technician

The college has received one-time monies to increase enrollment through increasing recruitment efforts to make going to college a reality for a larger part of our community. During 2005-2006, visitations were made at close to seventy (70) community agencies and other organizations, most of which have had very little contact with the college, and the requests for return visits by Chabot have escalated. This session will talk about the kinds of student outreach connections we have made in the community, and engage in dialogue about how others might become involved in promoting our college and its programs to our diverse communities.

iPods For Learning: How to use Apple Technology as a Learning Tool in the Classroom

.....**Board Room, Rm. 200**

Michael Nathan, Henry Dos Santos, and Dane Riley of Apple Computer Inc., and Kathleen Kaser, Bookstore Manager

This session will touch on iTunes U, the program, how it's being rolled out, used and adopted. We will share the tools needed for success, involvement, content creation and benefits to the higher education institution. We'll talk about how iMacs, macMinis, iPods, macBooks, macBook Pros and iTunes can be used as learning tools in the classroom.

Learning Connection Tour

..... **Tour Starts in Rm. 107A**

Cindy Hicks, English Instructor

This session will be a tour of the current Student Learning Support Programs that are part of the Learning Connection, as well as the first "home" for a center for teaching and learning (also part of the Learning Connection).

Want to Teach in a Learning Community?

.....**Rm. 311**

Katie Hern, English Instructor

This session starts with the idea that students learn more when what they encounter in one class connects to what they're learning in another. This is one of the foundations for Chabot's new learning community Springboard to Transfer, in which students take one English and one general education course each term, and the classes are connected by shared texts and themes (e.g. In Fall 2006, Springboard students will learn both U.S. History and U.S. Literature Since 1865). Participants will work in pairs to design a learning community in less than an hour. The session is intended for all interested faculty. Especially welcome: instructors from Arts, Humanities, and Social Sciences (we're recruiting for Springboard!) and past and current Springboard faculty who can share their experiences and/or work together planning their courses.

What Can the Institutional Research (IR) Office Do For You?

.....**Rm. 502**

Carolyn Arnold, Institutional Research/Grants Coordinator; Rajinder Samra, Research Analyst

This workshop is designed for faculty and staff who may have research questions about student characteristics, progress, or success in their academic or student service program or discipline and would like to know how to work with the IR Office to formulate their questions and get their questions answered. Participants will learn about the range of research questions that other programs and disciplines have asked of the IR Office and how the questions have been answered. They will then receive help in formulating research questions for their area. This workshop will be run on a drop-in format. The IR student dataset has

current and historical information on student characteristics, course enrollments, and use of student services and academic support services.

Website Redesign for Chabot

.....**Rm. 307**

Jennifer Aries, District Public Information Officer

Here's your opportunity to give some input on the navigation design of Chabot College's website. Interact Communications, Inc. is helping us design navigation appropriate to the users of the site.

Tour of Model Classrooms

.....**Rm.1814 & Rm. 2205 (starts in Rm. 1814)**

Visit one of the newly renovated, technology-enhanced classrooms and learn how the new technology and furniture interact to create a learning environment. Each model classroom is different, so if you want to see all four models, you'll need to go to sessions for all four classrooms. These renovations have been funded by Measure B, and were done in order to provide instructors with ways to evaluate the different learning environments. A few weeks into the fall term, a survey of instructors and students using these rooms will be conducted to assess their relative effectiveness.

3:15-4:30 PM

Model Classroom Training

.....**Rm. 2205**

Demonstration and interactive, hands-on tips on the use of instructional technology in this model classroom. This activity is designed particularly for instructors assigned to teach in this room, but others are welcome to sit in and see how it works. The trainer will be present briefly afterwards for questions, etc. Note that follow-up trainings are being planned for a few weeks into the fall term, so if you are interested, there will be additional opportunities.

MORE ABOUT THE ACTIVITIES

Friday, August 18

Committee Chairs Meeting

2:30-3:30 PM

Board Room, Rm. 200

Chairs and co-chairs of shared governance committees and councils should attend this meeting to discuss with Dr. Carlson the use of consensus decision making, posting of agendas and minutes, and other processes or techniques that will help ensure our shared governance system is working effectively throughout the coming year.

Model Classroom Training Sessions

1:00-2:00 PM

Rm. 904

2:15-3:25 PM

Rm. 508

3:30-5:00 PM

Rm. 1814

Demonstration and interactive, hands-on tips on the use of instructional technology in one of the model classrooms (see room listing above). This activity is designed particularly for instructors assigned to teach in the designated room, but others are welcome to sit in and see how it works. The trainer will be present briefly afterwards for questions, etc. Note that follow-up trainings are being planned for a few weeks into the fall term, so if you are interested, there will be additional opportunities.

Welcome Chabot New Employees!

These full-time employees joined the Chabot staff in these positions since last year's Convocation.

Faculty (full-time)

Denny Aye, Men's Basketball Coach/Physical Education Instructor
Bob Buell, Fire Services Technology Instructor
Kim Cristobal, Nursing Instructor
Mary Dermody, CAS Instructor
Jeff Drouin, Athletic Advisor/Physical Education Instructor/Coach
Carlos Enriquez, Microbiology Instructor (Temporary Leave Replacement)
Dara Greene, Counselor/Instructor
Dov Hassan, Technical Theater Instructor
Carmen Johnston, English Instructor (One-Year Assignment)
Todd Johnson, English Instructor
Jennifer Lange, Biology Instructor
Cristina Moon, Spanish Instructor
Andrew Pierson, Psychology Instructor
Wayne Pitcher, Chemistry Instructor
Cecelia Rosefield, Instrumental Music Instructor.
Patricia Wu, Biology Instructor

Classified

Joanne Berven, Nursing Clinical Assistant
Kim Bononcini, Administrative Assistant
Danielle M. Campi, Executive Assistant
Margaret Costello-Chevis, Early Childhood Specialist
Ana del Aguila, Professional Development Coordinator, Early Childhood Development Program
Refugio Franco, Student Services Specialist I
Ginger (Virginia) Ripplinger, Administrative Assistant
Nancy Soto, Professional Development Coordinator, Early Childhood Development Program
Theresa Soto-Patchin, Administrative Assistant
Terrance Thompson, Transfer and Career Services Center Specialist

Administrators

Daryl Minus, Dean of Counseling
Dale Wagoner, Dean of Physical Education, Health and Athletics

CHABOT COLLEGE PRIORITY OBJECTIVES, 2006-07

Under three general themes, Institutional Planning and Budget Council (IPBC) has selected the following objectives for priority attention in the coming year. Please review and provide input to IPBC members. After review, these priorities will be affirmed by College Council and Dr. Carlson as the college's focus for the year:

Assess Student Learning and Institutional Effectiveness

- *Integrate program review findings into institutional planning, evaluation and budgeting.*
(Goal 6, Objective 6b; Lead Responsibility: IPBC.)
- *Provide professional development opportunities enabling faculty and staff to develop ways to improve student learning and institutional effectiveness; focus faculty development on student learning outcomes and learning assessment.*
(Goal 10, Objective 10c; Lead Responsibility: Staff Development Committee.)
- *Formulate and execute a comprehensive plan for implementing student learning outcomes and learning assessments for courses, programs and degrees.*
(Goal 14, Objective 14d; Lead Responsibility: Academic/Faculty Senate.)
- *Aggressively implement Facilities Master Plan, focusing on learning-centered college concepts as integral to the design of each new facility.*
(Goal 24, Objective 24a; Lead Responsibility: Facilities Committee.)

Increase Enrollment and Student Retention

- *Improve the quality and scope of distance education offerings; increase response to online enrollment demand.*
(Goals 4&8, Objectives 4g, 8h; Lead Responsibility: DECSC.)
- *Maintain or increase enrollment during bond-funded construction; formulate a scheduling plan and marketing plan addressing reduced classroom capacity during construction and moving classes into afternoon, early morning, and evening.*
(Goal 8, Objective 8d; Lead Responsibility: CEMC.)
- *Expand marketing and outreach activities; improve the college's profile in the community.*
(Goal 8, Objective 8a; Lead Responsibility: Marketing & Recruitment Committee.)
- *Increase semester-to-semester persistence; develop new and enhanced support mechanisms and services to help Chabot students stay and become successful in their courses.*
(Goal 19, Objective 19b; Lead Responsibility: Deans Council.)
- *Increase persistence from basic skills to college-level courses.*
(Goal 19, Objective 19d; Lead Responsibility: Deans Council.)

Engage in an Ongoing Dialog about Learning and Institutional Effectiveness

- *Initiate a conversation about what learning-centered means for Chabot College, including college-wide dialog about the population that the college intends to serve, with participation by 100% of regular fulltime staff, and X% of hourly/adjunct staff.*
(Goal 26, Objective 26a; Lead Responsibility: College Council.)
- *Increase timely communications regarding college-level planning and decision-making processes to the entire campus community.*
(Goal 28, Objective 28a; Lead Responsibility: College Council.)



CHABOT COLLEGE

EMPLOYEE ANNIVERSARY AWARDS

AUGUST 17TH, 2006

Employee anniversary awards

Five Years of Service

2001)

Kari McAllister*
Stacey Moore
Edna Rodriggs
Dan Raveica
Vanessa Cormier
Nanda Wong
Steve DaPrato
Barbara Ogman
Judy O'Toole
Danielle Campi
Wayne Phillips
Rachel Ugale
Ron Decker
Shoshanna Tenn
Janette Aldana
Sean Shepherd
Rajinder Samra
Michelle St. Germaine
Katrin Field
Lynn Sandoval
Andrew Wells
Jordan Watt
Marcia Kolb
Michael Seaton
Miyo Harvey

Ten Years of Service (1996)

Annie Ong
Daniel Lim
Theresa Soto-Patchin
Bharati Bhatt
Adrienne Hodsdon
Patricia Posada
Katherine Bolich
Haniyyah Mujahid
Farida Abawi
Ana Del Aguila

Fifteen Years of Service (1991)

Skip Esquierdo
Debra Howell
Joan Franco
Dan Miller
Kent Uchiyama
Jane Wolford
Gloria Meads
Kaaren Krueg
Nina Kiger

Rick Moniz
Scott Hildreth

Norma Ambriz
Egl Batchelor
Ora Bigelow
Shelia Van

Twenty Years of Service (1986)

Carey Harbin
Lupe Ortiz
Sarah Black
Ramon Parada

Chris McDaniel
Rob Hughes
Julee Richardson
Cindy Hicks
Cynthia Roberts

Twenty-Five Years of Service (1981)

Laureen Dutra
Joe Gentiluomo
John Komisar
Katsushige Kajiwara

Thirty Years of Service (1976)

Nancy Cowan
Laurie Dockter
Lois Machado
Adolph Oliver
Pete Davis

Ken Williams

Thirty-Five Years of Service (1971)

Melinda Matsuda

**-anniversary in 2005;*