Chabot College
2012-15 Strategic Plan

Background

The vast majority of our students come to Chabot to achieve an educational goal. Although 19% of our students are undecided upon registration, of those that have declared a goal, almost two-thirds hope to transfer, about 30% want to earn an Associate's Degree or a certificate, and the remainder are here for personal development.

Successfully navigating through college to first define and then achieve an educational goal is very challenging. This is particularly true for our students; 42% of our students do not have a parent that has ever attended college, so the college advice isn't available at home. It's also increasingly difficult to access at Chabot as student services have been decimated by budget cuts.

The political structure is increasingly providing disincentives for students who don't achieve their goals within a "reasonable" time frame. Federal Pell Grants are now limited to six years vs. nine years. The state is also imposing repeatability and withdrawal limitations. Evidence also indicates that students that identify an educational goal and get on the pathway to that goal early are far more likely to complete that goal.

Chabot has a long history of innovating to meet the needs of our students, and we need to continue to do that as we face into huge new challenges.

The 2012-15 Strategic Plan Goal

The PRBC has committed to a single goal for our Strategic Plan. That goal is to:

> "*Increase the number of students that achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support.*"

Achieving this goal requires two fundamental shifts. First, as a college, we need to focus more on student progress along educational pathways. While student retention and success in individual courses and semester-to-semester persistence remain critically important, the ultimate achievement of educational goals is most important. Second, we need to act more in unison and less as individual parts (faculty vs. counseling vs. financial aid vs. A&R). We need to bring information and services to the students.

The Strategies and Possible Initiatives

1. Learn more about our students: their goals (and the intensity of commitment to those goals) and their timeframes for completion.
    a. Refine registration process to gain more clarity on student goals
    b. Field new student surveys to learn more about educational goals
    c. Include student majors on rosters
    d. Clarify our pathways and capacity of each pathway vs. student goals
    e. Identify ways to measure and report other forms of success, such as students recruited before degree completion
    f. Modify Class-Web to secure ongoing information about student goals and progress

2. Provide information/training to everyone in the Chabot community to help our students achieve their goals.
   a. Clarify the pathways.
   b. Identify and communicate the broad keys to student success.
   c. Consider adopting the language of the six types of students ("lasers", "seekers", etc.) and provide staff development activities to identify and then support each of these types of students.
   d. Create opportunities for pathway teams to collaborate.

3. Help the undecided to define a goal.
   a. Identify undecided students and the classes they most frequently take
   b. Use classrooms as vehicles for counseling support; use existing models on campus such as Nursing and Special Programs
   c. Work with the ASCC to incorporate this initiative into their work
   d. Schedule student convocation day with pathway options
   e. Provide students with detailed faculty list with specific areas of expertise—formal mentors
   f. Create first year experience program
   g. Build/assemble/publicize web tools to help students make career choices, including "video vignettes" of key pathways and/or pathway choices, and a great web presence for passions, disciplines, and pathways
   h. Begin by helping students to determine their passion, what careers may be possible with that passion, and then what educational goals can lead to those careers
   i. Leverage peer mentoring, perhaps including mentoring from students in various pathways at our transfer schools or asking "lasers" to peer advise the seekers and explorers

4. Get students onto their "critical path" quickly.
   a. Make matriculation mandatory
   b. Develop a facilitated online orientation
   c. Increase offerings of basic skills English and Math
   d. Improve priority number for students completing first basic skills class in English and/or Math
   e. Evaluate cohort model for key majors
   f. Communicate the Financial Aid and withdrawal changes that limit the time a student has to complete their goals; change the culture about "it's OK to drop classes" to "how to complete classes when you have challenges"

5. Help students to monitor their progress along their pathway.
   a. Provide training/professional development of faculty and professional staff
   b. Develop decision-making tools and processes to foster student completion, such as DegreeWorks
   c. Provide students with detailed faculty list with specific areas of expertise—formal mentors
   d. Provide more time between classes in the same room to informally advise students
   e. Form teams of faculty/counselor experts in key pathways. Perhaps have those teams hold joint "office hours"

6. Integrate and streamline (where possible) those pathways.
   a. Analyze "whole programs" to foster collaboration across disciplines/programs
   b. Include the time for collaboration in "professional hours" requirement
   c. Identify bottlenecks to completion and develop solutions

d. Assess scheduling patterns—timing across disciplines/programs
e. Consider three 15-week semesters
f. Offer review sessions for assessment tests, and/or second attempts at assessment test
g. Communicate to students the importance of assessment tests to time to completion
h. Investigate usage of EAP scores and/or other test scores to be used as input to placement decisions
i. Analyze possibility of direct high school articulation into English and Math
j. Accelerate our progress on the AS-T degrees, and ensure that students understand these new transfer degrees
k. Identify where online or hybrid online courses can assist our students to complete programs more quickly (based on either "bottlenecks" or courses not frequently offered)

7. Build pathway learning communities to support students.
   a. Leverage the power of peer mentoring
   b. Develop "homerooms" – ½ hour each week
   c. Leverage our existing "special programs" model of case management
   d. Offer training/professional development to learn the case management model
   e. Build social networks for top five majors
   f. Encourage faculty to collaborate on office hours to meet with students in common space
   g. Identify "mentor" spaces on campus

8. Secure funding to support this goal.
   a. Identify new funding sources, such as a revitalized Foundation, the new Alumni Association, advertising on our website, and others
   b. Develop a grants funding plan to support infrastructure building for our pathways programs
   c. Train faculty and professional staff to find and write grant proposals
   d. Identify courses that can and/or should be offered as non-credit:
      i. Basic Skills
      ii. CEU courses
      iii. Marginally "upper division" courses not required for transfer or a degree
   e. Fully engage in the political process to secure more state funding
   f. Utilize our great facilities to generate more income, or make them available "rent-free" to develop partnerships with local businesses and/or support from local organizations
   g. Leverage technology to reduce dollar and human costs of our routine processes
   h. Explore ways to offer instruction more efficiently if we can do so without sacrificing student success
   i. Focus our spending on this key goal
   j. Develop community sponsors
   k. Explore ways to make our classes more "productive"
      i. Class capacities/load factors
      ii. Large lecture classes, particularly online

OUR FOCUS FOR 2012-15:
*Increase the number of students that achieve their educational goal within a reasonable time
by clarifying pathways and providing more information and support.*

INITIATIVES FOR 2012-13 ARE:

STRATEGY	QUICK AND CHEAP PROJECTS	EXPENSIVE AND/OR TIME-CONSUMING PROJECTS
Learn more about our students	• Find ways to update student ed goal and major data this Fall • Include student majors on rosters in Spring	• **Modify Class-Web registration process to gather updated information on student goals and progress**
Provide info/training to everyone at Chabot to help our students	• **Clarify and communicate the pathways** • **Identify and communicate the broad keys to student success** • Develop a student "message of the month" program	• Develop overall "marketing plan" for both Chabot faculty/staff and students
Help the undecided to define a career/ed goal	• Pilot "pathway" days in Fall (Business) and Spring (other top majors) • Explore curricular approaches to helping students "find their passion" (assignments, PSCN-10, etc.)	• **Build/assemble/publicize web tools to help students make career choices** • Create first year experience program
Get students onto their "critical path" quickly	• **Make matriculation mandatory** • Communicate the Financial Aid and repeatability changes that limit the time a student has to complete their goals	• Increase offerings of "bottleneck" courses (Basic Skills, ENGL-1A, others?)
Help students to monitor their progress along their pathway	• Pilot faculty/staff mentoring program for students in various majors	• **Fully implement DegreeWorks, to include automatic awarding of degrees and certificates**
Integrate and streamline those pathways	• **Determine the capacity of each pathway** • **Identify bottlenecks to completion**	• Explore options to place students into higher-level Math and English classes (direct high school articulation, review sessions for assessment tests, etc.) • Accelerate development of AS-T degrees • **Explore ways to make our schedule more "productive" so we can offer more seats for bottleneck courses**
Build pathway communities to support students	• Pilot faculty/staff mentoring program for students in various majors • Leverage the power of peer mentoring (perhaps to include more clubs?)	• Build social networks for top five majors/pathways • Identify mentor/pathway community spaces on campus • Explore ways to offer low cost case management programs
Secure funding to support this goal	• Identify priorities for investment if funding becomes available	• Develop grants funding plan to support our overall strategic goal

Those in BOLD **were selected as the highest priority initiatives.**