



College Planning Initiatives for 2018-2019

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Introduction

Our intrepid Program and Area Review committee

<http://www.chabotcollege.edu/governance/program-area-review-committee/index.php> requested that I develop a white paper or “vision statement” for college planning this academic year. I view my role as college president as *articulating* rather than *inventing* a collective “vision” for our extraordinary community, one in which the college’s direction evolves and is refined through democratic processes of governance, supported and implemented by administration.

Looking back on where we have been and where we are going, a number of themes emerge. Chabot has played an historic role through the development of signature cohort programs focused on equity, social, and economic justice, in support of disenfranchised and marginalized communities, including undocumented students. Our academic and career technical programs, student services, student life, and athletics continue to reflect this coherent focus that is deeply rooted in the work we do. While changing state mandates and new educational fads and lexicons come and go with the current legislative zeitgeist, our fundamental mission to educate for equality of access and the betterment of individuals and communities is clear. Our current planning must engage new state mandates in such a way that we further these historic commitments while meeting the challenges of a new funding model. To do so, we will need novel processes of integration of teaching and support functions, sometimes breaking down conventional boundaries between “academics” and “student services.” This will require our patience, mutual respect, and solidarity of purpose.

Coupled with evolving processes of shared governance, the insights of our many new colleagues http://www.chabotcollege.edu/ir/staffchars_surveys.asp#Staff_Characteristics and an increasingly active student leadership provide an extraordinary opportunity for this work. “Student success” will continue to be defined at Chabot College as many things, from “timely completion” and “workforce readiness” to the development of ethical perspectives, community service, social change, and the nurturing of lifelong inquiring minds. In meeting the challenges of maintaining stable funding under the newest set of metrics <https://www.mercurynews.com/2018/05/30/opinion-browns-community-college-plan-could-hurt-bay-area-students/>, we cannot abandon our complex mission; this is our challenge as we enter the 2018-2019 planning cycle.

Chabot's shared governance consensus *Strategic Plan Goal* for 2016-2019 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, while ensuring equitable outcomes among student groups." As we configure college program and area reviews for the 2018-2019 cycle, we will of necessity need to integrate our planning with new state budget legislation bringing fundamental changes to the funding metrics upon which our ability to best serve our students depends. I address below our ongoing objectives within the context of these new mandates, as we strive to meet with integrity our college's shared vision of education and service as well as new funding realities.

I. Student Access, Retention, and Success

Objective: Continue to improve and refine the sequencing of basic skills curricula and the college's support of basic skills students through outreach, counseling, learning resources, and best practices in assessment.

Objective: Provide relevant, real-time exposure to learning and career opportunities through internships, mentoring, and partnerships within the career, business, and technology communities to all students able to benefit from these opportunities.

Objective: Strengthen and increase student participation in pathways and our other learning communities; continue to refine outreach and counseling that expands student access to these programs.

Objective: Work effectively with service areas unified school districts to better align curriculum; work with university partners to develop and refine student pathways to transfer.

II. Funding and Resource Allocation

Objective: Successfully meet new funding formula criteria to maintain the strongest levels of district and college revenue without compromising the integrity of our programs:

- Increase outreach to students regarding financial aid and grant applications;
- Where appropriate, increase certificate offerings, including "stackable certificates"; increase and refine outreach to educate students about certificate completion opportunities; refine certificate completion recording and reporting protocols;
- Achieve more effective linkage between program review planning, external funding applications through grants, and college resource allocation;
- Achieve effective linkage between overall college planning and enrollment management;
- Achieve effective staffing through better linkages between position prioritization processes (classified professional, faculty, and administrative) with budgeting/ resource allocation.

III. Facilities Planning

Objective: Insure that college and district Measure A allocations fully meet educational, student life, and student access needs consistent with our institutional research and student demographics.

Objective: Insure that program and college-wide planning goals are intentionally and clearly articulated in facilities planning processes/recommendations; maximize input from college constituencies in prioritization processes.

Objective: Insure that newly incorporated security and safety measures and policies reflect the prioritized needs and culture of the Chabot campus.

IV. Civic Engagement

Objective: Continue to strengthen and refine equity, social justice, sustainability foci across curriculum and support programs; improve coordination of student leadership curricula.

Objective: Expand current equity focus on race, gender, ethnicity to effectively include issues of socio-economic disenfranchisement cutting across demographics.

Objective: Continue to strengthen and refine Chabot's democratic structures of shared governance consultation through better communication and better articulated linkages between committees.

Objective: Expand effective participation in shared governance to all college stakeholders.

Conclusion

Many of our objectives for 2018-2019 call for more intentional integration of academic and student support services in each arena of our work as we strive to meet the college's strategic planning goal. This will require that we engage in collaboration across traditional bifurcations in ways that are not necessarily habitual or familiar. As we see new literal structures rise across the campus through Measure A funding, we may also witness novel "structures" of interaction and decision-making as we work to meet our collective objectives.