

Chabot College

Educational Master Plan 2005 – 2015

January 2005

Chabot College
25555 Hesperian Boulevard
Hayward, CA 94545

Chabot College Educational Master Plan

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Chabot College Educational Master Plan

Acknowledgements

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**Chabot College
Educational Master Plan
2005-2015**

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Chabot College Educational Master Plan 2005-2015

Message from President Carlson



On behalf of Chabot College, I am pleased to share with you our *Educational Master Plan 2005-2015*. This Master Plan incorporates our core vision, values, mission which is building upon the past, while looking to the future. Founding President Dr. Reed Buffington said it best when he stated, "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." I am proud of how this institution has evolved, and even prouder of this Plan as it is being presented to our community.

Chabot College has experienced many changes and challenges since its emergence on September 11th, 1961. However, one trait that has withstood change for 4-1/2 decades is Chabot College's deep commitment to quality education. Faculty emeritus Dr. Edward Staniford stated in 1980, "As a community institution, the College endeavors to provide an educational program that meets the aspirations of most, if not all, of its constituents, and both leads and supports the cultural and educational experience of that community."

The heart and spirit of Chabot College has touched every single person in Southern Alameda County. As the College begins the next ten-year phase, Chabot will continue to reach out to its community providing world-class, quality programs and services. Through generous community support, Measure B funds will provide a state-of-the-art campus that current and future generations will enjoy and benefit from. This Master Plan incorporates the spirit and intent of the campus to move forward through newly-renovated buildings and facilities, and the development of new programs, curriculum, and disciplines. Student success will be the outcome of continued excellent service and programs provided by Chabot's committed faculty and staff.

Our projected enrollment for Fall Semester 2015 is 17,500 students, a growth of 2,500 from 2005. To meet the needs of our diverse student population, Chabot will continue its transfer mission, and also continue to address the needs of a growing job market by educating students to meet the needs of regional employers.

Chabot's service area has more people per household and a lower mean household income than the county-wide average. In response, the College will increase student awareness of financial aid services and seek grants that will help disadvantaged students meet their educational goals.

As the College looks to the coming decade and implementation of its facilities master plan, Chabot will experience great physical growth and development. This will be coupled with the challenges of working in borrowed space and shuffling curriculum to make this growth possible.

However, the fruit of this labor will provide Chabot with revitalized facilities like the new Broadcast Center that will house KCRH and radio practice rooms, the TV Studio, and enhanced facilities for the Music programs. A new Student Access and Community Center will pull together disbursed student services like counseling, admissions and records, registration, financial aid, career counseling, and job placement that are currently disbursed around campus. Repairs made to the swimming pool, Grand Court, and most existing buildings will improve the look and feel of the campus. Most importantly Chabot will present a new and contemporary face to the community as drivers pass by on Hesperian Boulevard.

I thank each one of you for your support, service, and commitment to Chabot College, our faculty, staff, administration, students, and to our community. Without you, Chabot College would not exist.

Dr. Buffington said it best with, "Quality...quality in everything we do."

Sincerely,

A handwritten signature in black ink that reads "R Carlson" with a long horizontal line extending to the right.

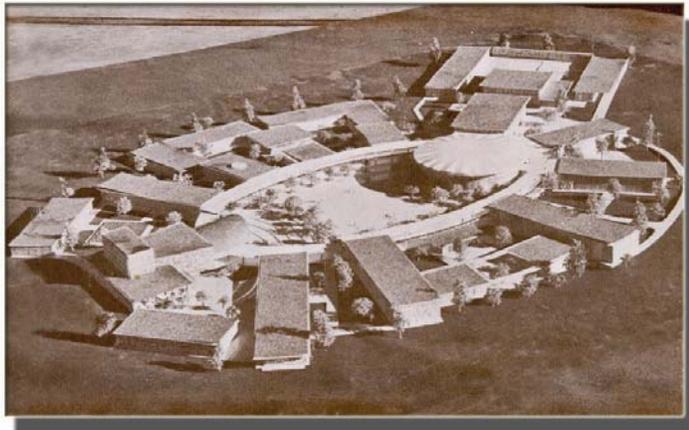
Dr. Robert E. Carlson
President

Chabot College Educational Master Plan 2005-2015

Introduction

The Chabot-Las Positas Community College District is in its 44th year of providing educational opportunities to residents of the Bay Area. Voters approved establishment of the South County Community College District, on January 10, 1961. Chabot College opened for classes on September 11, 1961, on a seven and one-half acre temporary site in San Leandro with an enrollment of 1,132 students. The current 94-acre Chabot College site on Hesperian Boulevard in Hayward opened for its first day of classes on September 20, 1965.

To serve residents of Eastern Alameda County, Chabot College opened its Valley Campus on March 31, 1975, on 147 acres in Livermore. The Valley Campus was designated a separate college, Las Positas College, in 1988. Chabot College primarily serves residents of Alameda County in the East Bay area, including Castro Valley, Hayward, San Leandro, San Lorenzo, and Union City. Las Positas College primarily serves residents of Alameda County and a portion of Contra Costa County in the Tri-Valley area, including the communities of Dublin, Livermore, Pleasanton, and Sunol. The District serves 18 public high schools and four parochial schools.



Chabot campus planning model 1965

Facilities at Chabot College originally included buildings for classrooms and laboratories, a cafeteria and student government offices, a bookstore, a Learning Resource Center, and offices for student services, administration, and faculty. A 1,432-seat Performing Arts Center was financed jointly with the Hayward Area Recreation and Park District and continues to provide a host of community and college events. Special campus facilities include a television studio equipped to cablecast programs over local cable television, a radio station, a planetarium, art gallery, gymnasium, Olympic-size pool, athletic fields, weight training facilities, and a fitness center.

Since the original campus was constructed in 1965, the College has added a new bookstore, an Emergency Medical Services building, a Reprographics and Graphic Arts building, a Children's Center, and a new Music wing. In 1999 a new Chemistry and Computer Science building was completed. To comply with the Americans with Disabilities Act, over \$6 million has been spent on facilities across the campus. Many buildings have been renovated to accommodate changes in the curriculum and new services to students, including the Writing and Reading Across the

Curriculum (WRAC) Center, the Tutorials Center, the Disabled Students' Resource Center, the Dental Hygiene Clinic, the Technology Center, and the Technology/Engineering/Graphics Communications building.

Additionally, twenty-two computer labs have been created at various sites on the campus. Major facilities modifications since 1996 include the Library remodeling project, the creation of a Workforce Development Center, renovation and expansion of the pottery /ceramics studio, conversion of the old chemistry building into modern classrooms and the college Assessment



Center, conversion of the old bookstore into a Disabled Students Center, an expansion of the Children's Center, remodeling of microbiology labs and science classrooms following a fire in Building 2100, resurfacing of the track, conversion of the men's locker room into a modern weight training room, and expansion of the main student computer lab in the library.

Chabot campus 2005

In March 2004, the district voters and property tax payers approved Measure B, the \$498 million bond measure to fund building renovations, technological upgrades and maintenance at both Chabot College and at Las Positas College in Livermore. Chabot will receive \$280 million, which will be used mainly for modernizing campus buildings, and adding new classrooms and educational space that are needed to meet the demands of higher education in the 21st century.

The Chabot Facilities Committee was charged to develop a list of projects to be funded by the bond measure. After thorough and prudent consideration, Chabot's Facilities Master Plan was finalized and presented to the Board of Trustees and approved on July 19, 2005.

Planning for Change

Planning for Change is the responsibility of the Institutional Planning and Budget Council (IPBC). The various components are illustrated on the **Strategic Planning: Educational Master Plan** flowchart on the following page.

Planning and decision-making are guided by information and analyses provided by the Office of Institutional Research. Through environmental scans, labor market information, and surveys of community groups, the IPBC develops an understanding of both internal and external “community expectations” for development of the college Vision, Mission, and Value Statements as well as the institutional and the unit goals and objectives.

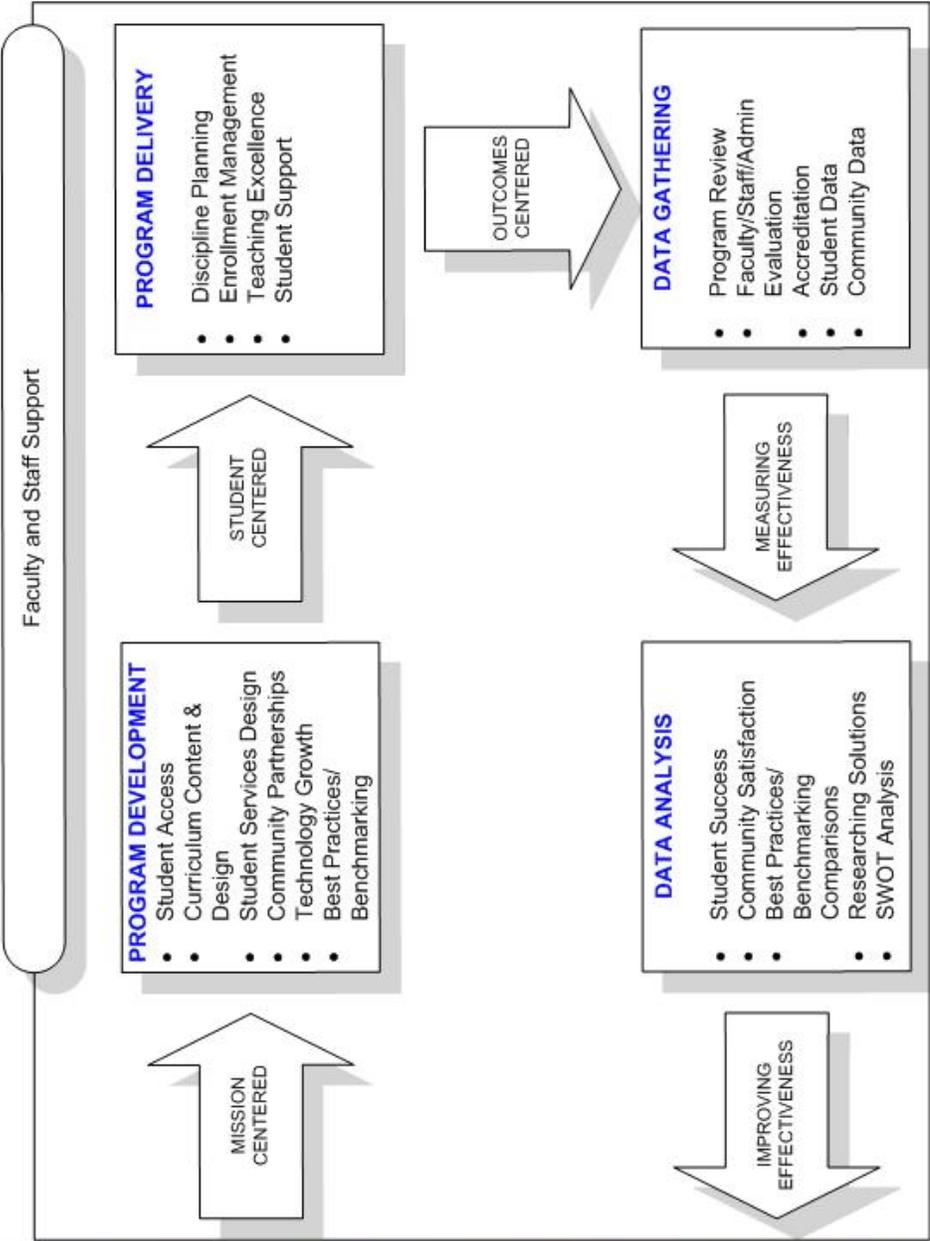
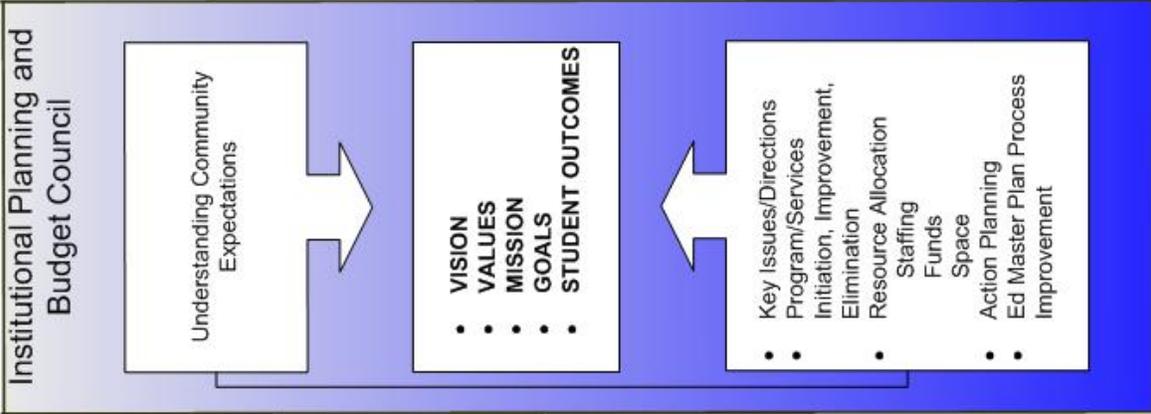
In October, 2004, Chabot identified 26 “key community advisors” in various fields in the local area and invited them to a series of focus groups about Chabot’s new vision and mission statements, college-wide learning goals, the priority strategic planning objectives, and the college’s strengths and areas for improvement. In addition, short surveys on the same subjects were collected from 50-100 local business people, advisory committee members, and representatives from other community organizations.

The community advisors felt that Chabot was doing well at fulfilling its mission, and that the college’s programs were meeting the needs of the community. Suggestions for improvement included urging the College to form more business/college partnerships in order to best train and match employers and employees. Community advisers also picked their top 12 priority objectives for the college. They supported the development of business/college partnerships. In addition, they supported focusing on basic skills improvement, and increasing the percentage of Latino students (23%) to match the local population (25%). This focus group and survey process will be repeated in future years.

Decision-making related to key issues and directions; programs and services initiation, improvement, and elimination, allocation of resources for staffing, funding, and facilities; and any action planning is facilitated through the IPBC. The cycle of planning for change requires assessment of all programs and services through program review processes, faculty, staff, and administrative evaluations, and the accreditation process to measure institutional effectiveness. Through outcomes-centered data gathering, information is analyzed and fed back into the planning process for the development of strategies and implementation of changes, with the goal of increasing overall institutional effectiveness.

STRATEGIC PLANNING EDUCATIONAL MASTER PLAN

10/11/2005



Institutional Core Values and Framework

A. Vision

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

B. Mission Statement

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

C. Values

LEARNING AND TEACHING

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

COMMUNITY AND DIVERSITY

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

INDIVIDUAL AND COLLECTIVE RESPONSIBILITY

- Taking individual responsibility for our own learning.
- Cultivating a sense of social and individual responsibility.
- Developing reflective, responsible, and compassionate citizens.
- Playing a leadership role in the larger community.
- Embracing thoughtful change and innovation.

D. Institutional Goals and Directions

The Planning Process

The planning cycle begins at the start of each academic year. Throughout the previous year, the Institutional Planning and Budget Council (IPBC) gathers information from various resources within the college and within the community:

- 1) the President and Vice Presidents are asked to give a vision and status statement to IPBC; committees which report to the IPBC are asked to give reports;

- 2) the Office of Institutional Research reports on the status of the measurable objectives in the Strategic Plan, as well as other relevant research;
- 3) the College Council is asked to give input about what the college should be doing;
- 3) every third year, an environmental scan of the community is done by the Office of Institutional Research Department, and that data is also used as background information in development of the strategic plan;
- 5) unit plans and budgets developed by each "unit" in the college are examined and analyzed by IPBC (these are produced in the late fall and early spring of the year and summarized at the division or higher level by Deans and VPs, and then IPBC reviews each unit plan in the spring and uses these as a basis for developing the new strategic plan).

All of the gathered information, plus knowledge of the college as understood by members of the college and the IPBC, is used to generate a one-year and a three-year Strategic Plan.

The IPBC uses brainstorming techniques to generate a large list of things the college needs to do (try new projects, change things that are not working, solve problems, etc.). From the top-priority items on the list, a one-year Strategic Plan is developed. The highest priority items on the three-year plan are fleshed out, and a do-able portion from each of the highest priority items is chosen to be a part of the next year's one-year Strategic Plan.

Drafts of the three-year and one-year Strategic Plans are released to the whole college, then edited as appropriate. Once the plan is in its final form, it is sent to College Council for approval, then to the President, then to the Board of Trustees.

During the spring semester, the IPBC keeps gathering information, listens to unit plans from all units, and assigns the approximately six goals in the one-year Strategic Plan to the most appropriate administrators so progress on these goals can be started. Also during the spring, the council checks on committee progress toward achievement of the current year's Strategic Plan. At least once a year, at convocation, IPBC makes a progress report to the institution.

Goals for the college

In the planning process this year, IPBC members were asked to vision the college 10-20 years into the future, and then develop goals that would bring the college to that vision. Below are the major goals the college hopes to achieve in the next 10 years. These are not in priority order.

Goals to be achieved in the next 10 years

Implement learning-centered practices throughout the institution.

- Establish a vision of a learning college and bring all faculty and staff to that vision.
- Continue ongoing dialogue about what learning-centered means for Chabot College, involving participation by the entire campus community.
- Develop student learning outcomes at the college, program, and course levels for instruction and student services, assessing students to determine if they have achieved these levels, evaluating, and making changes to improve outcomes.

- Develop a Teaching and Learning Center to include staff development efforts that support and nurture the Learning College.
- Promote and recognize effective teaching and learning strategies.
- Continue to develop the learning communities concept.

Promote an environment supporting the development of the college's human resources.

- Support staff development efforts to promote leadership, innovation, and professional growth.
- Increase support, acknowledgment, and dialogue amongst all staff.
- Promote a healthy college climate that embraces academic freedom and diverse points of view and values, practices respectful communication, and encourages pride in the institution.
- Conduct staff development activities that promote the principles of equity and diversity, and cultivate multicultural awareness in the campus community.
- Ensure that the college dedicates its hiring to the principles of equity and staff diversity in a systematic way, as designed by board policy.

Enhance the college's image in the community through increased community partnerships, collaboration, and service.

- Conduct the ongoing community needs assessments to involve internal and external groups and individuals who are all major stakeholders in the college's success.
- Expand community outreach efforts to middle schools and high schools and community-based organizations to reach potential students for educating families and educating our community at large.
- Continue to improve upon and build new partnerships with business and industry to respond to current and anticipated economic development needs.
- Establish off-campus learning opportunities at community sites.
- Increase experiential learning opportunities for students, including service learning, work experience, and internships in the local community.
- Increase programs and activities that bring the community to the campus.
- Continue strategic marketing efforts to ensure that all communities are informed of the college's educational opportunities, including Community Education.

Achieve institutional excellence through effective visionary leadership, communication, and planning for continuous improvement.

- Incorporate the college's mission, vision, and values into the culture of the college.
- Resolve issues of communication, collaboration, and responsibilities for budgeting and service levels between the District and the College.
- Integrate budget and planning to drive resource allocations according to priorities established for institutional effectiveness.
- Link various processes in the institution to avoid duplication especially in the areas of strategic planning, budgeting, program review, and learning outcomes.

- Implement the program review and assessment for instruction, student services, and administrative services and ensure that findings are effectively applied towards improving institutional effectiveness.
- Implement the policy and procedures for program introduction, and program revitalization/discontinuance .

Continue to improve the institution's response to students through programs that support student access, development, equity, and success.

- Develop specific goals for increasing success and persistence rates in basic skills coursework.
- Increase the number of students transferring to four-year colleges and universities.
- Increase the number of students completing AA/AS degrees and vocational certificate programs.
- Establish specific strategies that increase the success and persistence rates of underrepresented Latino and African-American students in basic skills coursework.
- Establish specific strategies for increasing the number of Latino students at Chabot reflecting our service area population.
- Develop an Integrated Learning Center to provide comprehensive assessment and learning support services in a centralized location.
- Develop the Student and Community Access Center to centralize services and improve access for students and community.
- Conduct a comprehensive program review and assessment of all programs and services identifying barriers that do not support student access and success.
- Continue enrollment management efforts to ensure scheduling of courses to achieve maximum efficiency and effectiveness for improving student access, equity, and success.
- Incorporate curriculum that increases understanding of a culturally-diverse population and the ethnic and gender issues that students need to be aware of for success.

E. Organization and Organizational Philosophy

The college is organized as described by the *Organizational Chart* on page 17. Additionally, the college is organized into governance groups. The *Governance Chart* on page 19 and the booklet "*Collegial Consultation Policy Governance Structure*" * describe the organization and reporting responsibility of the governance groups. However, financial constraints at this time require a reduction in administrative staff and a *temporarily contracted administrative structure* as outlined in *Chart B* on page 18.

STATEMENT OF PHILOSOPHY

TITLE 5 AND SHARED GOVERNANCE

Title 5 of the *California Code of Regulations*, which implements the legislature's intent in passing AB 1725, established relationships among the constituencies within California's community colleges to "ensure faculty, staff, and students the opportunity to express their

opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." The Chabot-Las Positas Community College District Board adopted policies 2015, 2016, 2017, and 2018 to further define the relationship.

In addition, Title 5 states that colleges are to rely on the recommendations of their academic senates in the development and implementation of academic and professional matters. (Title 5, Article 2, state statute 53200). Board policy further states that the Board of Trustees will "rely primarily" on the recommendations of the Academic Senate in the areas of:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports.

Board policy provides that other academic and professional matters like:

- Educational program development;
- Standards and policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Policies for faculty professional development activities;
- Policies for program review;
- Process for institutional planning and budget development; and
- Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate

Are to be reached through a *process* "mutually agreed" to by the College President and the Academic Senate. "Mutual agreement" means that the policy and procedures will be established jointly with the Academic Senate and ratified by the Academic Senate and the Board of Trustees.

A shared governance process outlined in the booklet "*Chabot College Collegial Consultation Policy Governance Structure*", describes Chabot's governance process as "mutually agreed" to by the College President and the Academic Senate, and honors the State and Board of Trustees requirements while providing an open and inclusive process by which the future of the College, and implementing strategies, can be mutually agreed upon and developed.

CHABOT'S APPROACH TO SHARED GOVERNANCE

Colleges may approach shared governance in these fundamental ways:

1. Administration operates the college with advice from the college's constituents. The input of the constituents is received via a committee structure.
2. The college divides itself into areas of responsibility, each of which is exclusively managed and controlled by certain constituencies.
3. Everyone governs the entire college.

Chabot College chooses to utilize the third approach, where everyone governs the college. The fundamental philosophy is one of openness. This means that all governance committees and councils conduct open meetings. Each body has a core group of representatives, who are appointed in the ways described below. Anyone, however, may attend most governance meetings and participate.

OPERATING PRINCIPLES AND GUIDELINES

There are two classic schools of administration and management:

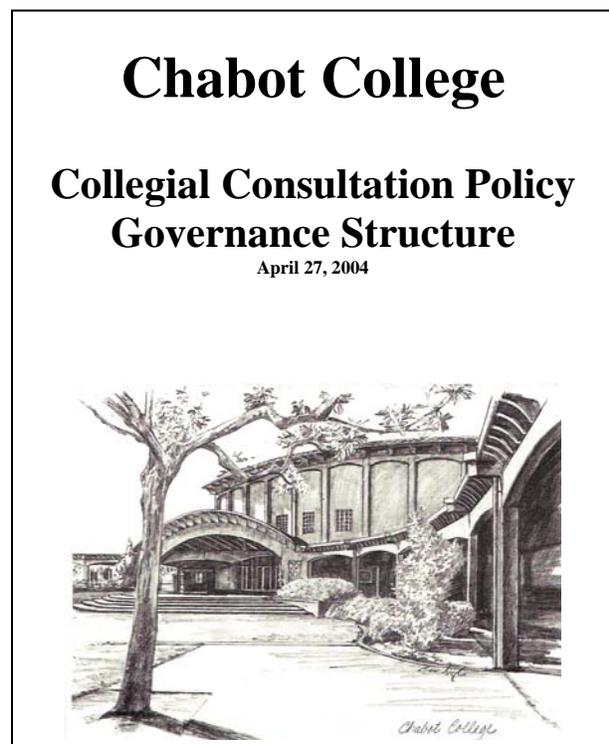
1. Traditional organization is a hierarchical order with subordinates. This model is often described as a pyramid and has the advantages of maintaining a central focus on goals and making decisions rapidly.
2. An open model encourages broad participation and ownership. At times, participants in this model can lose focus, and decision-making can be slow.

Chabot College merges these models, resulting in a structure somewhat like an hourglass. The top of the hourglass represents the governance structure, forming a funnel for ideas and recommendations. The ideas and recommendations, gathered at the top, filter to the middle of the hourglass.

The middle or "waist" of the hourglass consists of the College Council, the College President, and the Board of Trustees.

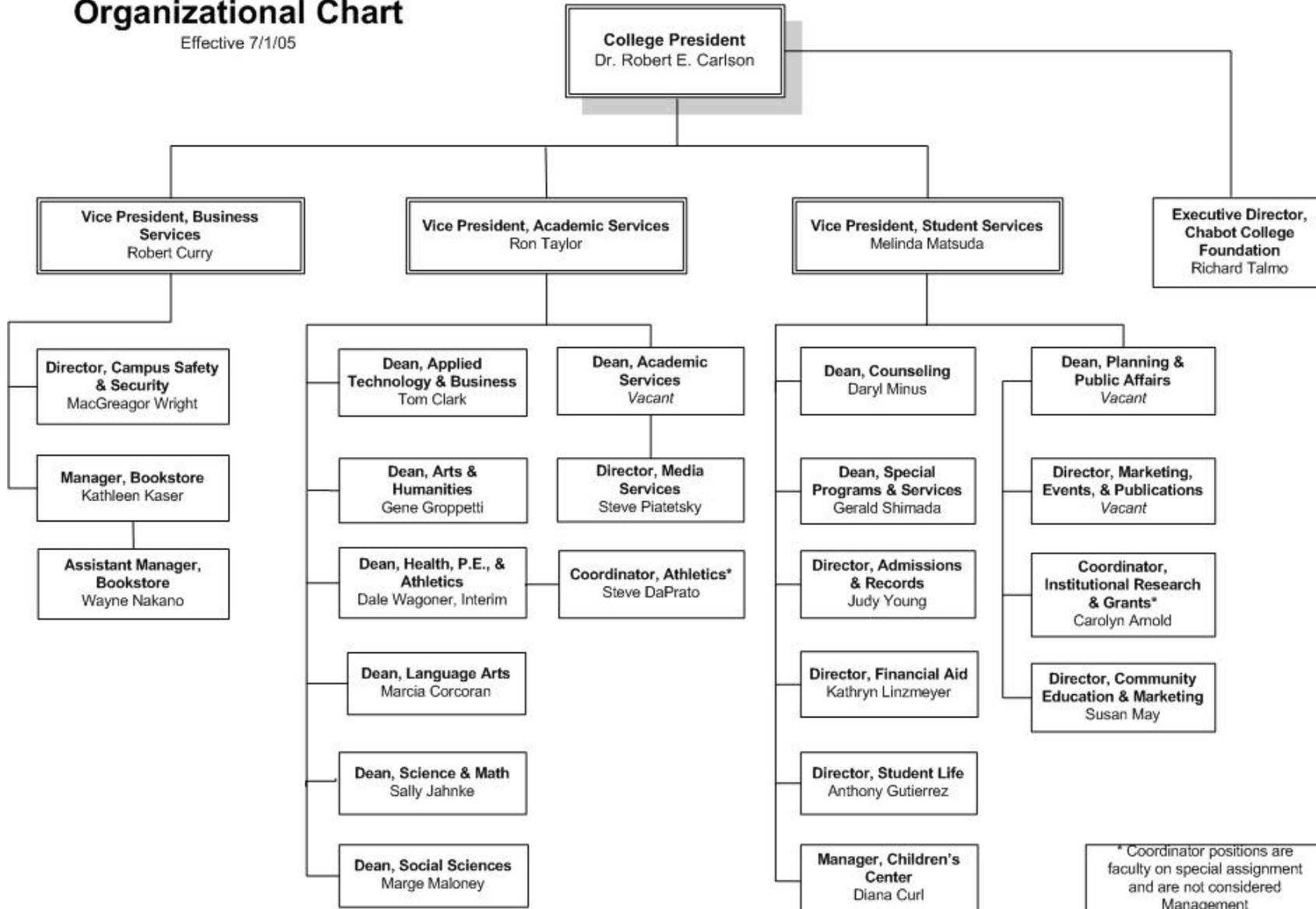
The base of the hourglass consists of the traditional administrative structure of the college. It is used to carry out the decisions reached. On occasion, the administrative structure may wholly develop and carry out a decision due to the need to respond quickly. When this occurs, the College Council will be informed and given a rationale for the action.

**The Chabot College "Collegial Consultation Policy Governance Structure", dated April 27, 2004, is available in the College Library.*



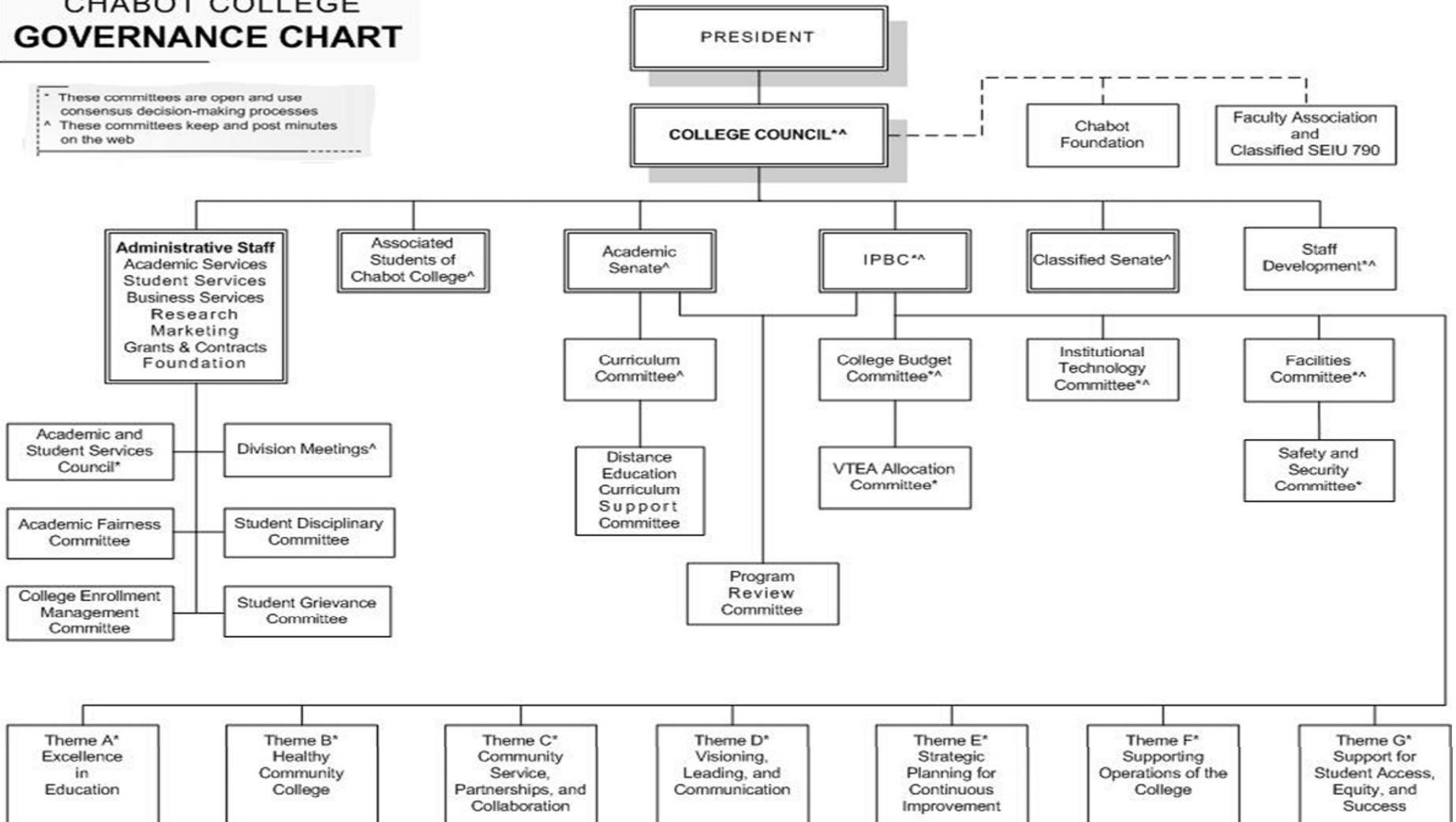
CHABOT COLLEGE Organizational Chart

Effective 7/1/05



CHABOT COLLEGE GOVERNANCE CHART

* These committees are open and use consensus decision-making processes
 ^ These committees keep and post minutes on the web



College and Community Trends

A. Student Characteristics and Projections

Overall Student Characteristics

Chabot College is a comprehensive, urban community college located in Hayward, California. The college serves about 15,000 students each term with approximately 4,000 full-time and 11,000 part-time students. Half attend during the day only, about 20% attend on evenings or Saturdays, and the rest attend during both the day and evening. Two thirds of the students live in the Chabot-Las Positas Service Area, and one third live in nearby areas. The educational goal of about 40% of the students is to transfer to a four-year college, with or without an AA/AS degree, while another 10% intend to earn an AA/AS degree only. About 15% of the students attend Chabot for occupational training or certificates of shorter duration than a degree. Less than 10% attend for their own personal development. However, over 20% do not have an educational goal (Chabot College Fall 2005 Census).

Chabot College enrolls a student body that mirrors the ethnic, age, and educational diversity of the East Bay. The student body speaks over forty different languages and is "majority-minority," with 75% of the students from race-ethnicity groups other than non-Hispanic single-race whites. The student population is 14% African American, 18% Asian American, 9% Filipino, 22% Latino, and 25% white, with the remaining population either unknown or comprised of other heritage groups. Women compose 57% of the student body and men 43%. There is even age distribution among students: 54% are youth ages 24 or younger, and 46% are adult students ages 25 or older (Fall 2005 Census). Over one third of the students are in the first generation of their family to attend college (Fall 2005 Student Survey). Clearly, the college serves students from a variety of backgrounds; in fact, it is the remarkable diversity of our student body that best characterizes Chabot as an institution. Consequently, the issues we face are more complex in nature than if a single racial, ethnic, educational background or age group were the majority.

Students attending Chabot struggle financially. According to the 2005 survey, 59% of our students live with their parents, and 57% of our students report household income levels of low or very low based on federal poverty rate guidelines. Additionally, over 50% of Chabot students work 20-40 hours per week. Moreover, although approximately 40% of Chabot students are eligible for financial aid, only 25% apply for financial aid each semester. All such indicators suggest that the majority of Chabot students (71%) attend part time primarily for economic reasons.

A significant number of students enter Chabot College under-prepared for college level work. Of new students, 79% require remediation in basic skills Math and 75% require remediation in basic skills English (Assessment Trends, Fall 2005). Students enrolled in basic skills courses are ethnically similar to the student body at large, with the exception of Latino students who comprise a noticeably higher percentage of basic skills enrollments (30%) compared to the college average (22%). Chabot's basic skills population is predominantly young and female: 69% are youth ages 24 or younger and 61% are female.

Overall, Chabot serves about one quarter of the high school graduates in its service area and impacts, to some extent, nearly every household.

Student Enrollment Projections

Enrollment at Chabot College is projected to grow in the foreseeable future. Table 1 shows the projected increases in enrollment at Chabot College between 2002 and 2015. Fall 2002 was chosen as a base year for projections because it demonstrates the highest enrollment capacity—16,339 students—of the institution and community during recent years. By Fall 2015, Chabot is expected to have a headcount of about 17,500 enrolled students.

This growth projection is based on the following factors. First, ABAG projections of population growth by 2015 for each Chabot city are added together to produce a total “Chabot Cities” population estimate for 2015 of 412,290. Then the ABAG 2015 population projections by age for Alameda County as a whole are used to estimate the population in each age group in the Chabot Cities 2015 population. Then, using the actual college participation rates by age in Chabot cities in 2002, Chabot enrollment in 2015 is estimated for each age group, and summed for a total of 11,848 students from Chabot Cities. Finally, since the Fall student headcount totals at Chabot for the years 2002 to 2004 averaged 68 percent of students from Chabot cities and 32 percent from non-Chabot cities, this proportion is used to estimate that there will be 5,576 students from non-Chabot cities in 2015. These two estimates added together sum to 17,424 students in 2015. Although economic conditions may make this student headcount difficult to achieve in the intervening years, it remains as a projection of the capacity of the college and the community to produce this number of students.

Table 1
Actual and Projected Local Population and Student Enrollment: Fall 2002 to 2015

Chabot College Service Area Chabot cities are Castro Valley, Hayward, San Leandro, San Lorenzo, and Union City.				
	Estimate: 2002 Chabot Cities Population	Fall 2002 Chabot Enrollment	Projection 2015	
			Chabot Cities Population	Chabot Enrollment
0-14	79,158	51	79,242	51
15-19	24,743	2,577	23,155	2,412
20 to 24 years	24,487	3,010	26,256	3,227
25 to 29 years	28,097	1,303	26,806	1,243
30 to 34 years	29,782	976	28,431	932
35 to 39 years	31,569	730	30,757	711
40 to 49 years	56,491	1,297	62,989	1,446
50+	96,831	1,313	134,654	1,826
Chabot Cities Total	371,157	11,257	412,290	11,848
Students from Non-Chabot Cities		5,082		5,576
Overall Headcount Total		16,339		17,424

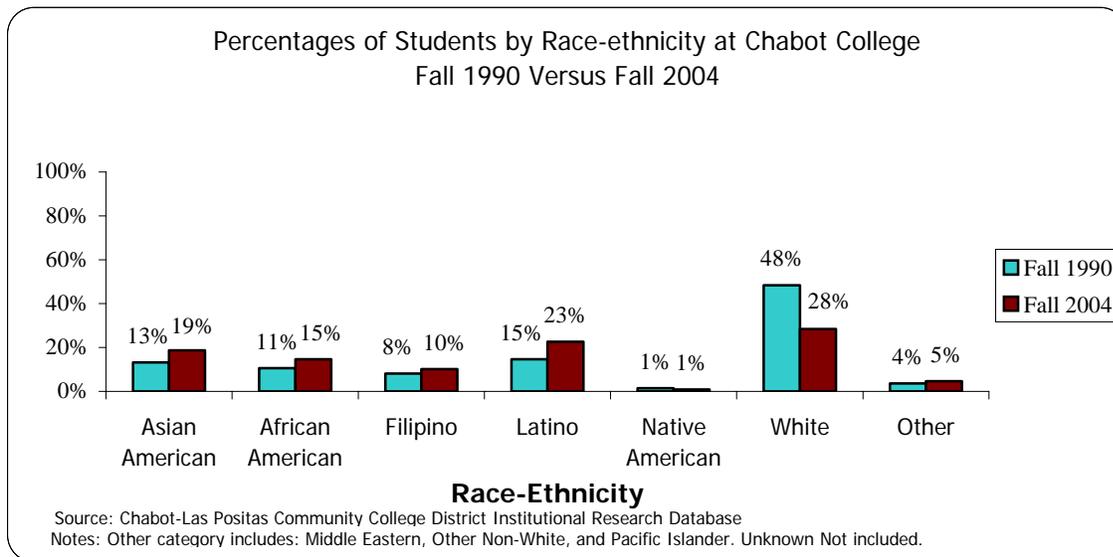
Sources: Association of Bay Area Governments (ABAG), *Projections 2005*
US Census Bureau, 2000; CA Department of Finance;
Chabot-Las Positas Community College District Institutional Research Dataset.

Race-Ethnicity Trends

In the past 15 years, Chabot’s diversity has continued to grow, reflecting a parallel growth in diversity in the East Bay. Graph 1 shows the changes in Chabot student race-ethnicity between Fall 1990 and Fall 2004. It shows that during these years, the student body became increasingly diverse, with decreases in the percentage of white students, and increases in the percentages of all other major race-ethnicity groups, especially those of Latinos. By Fall 2004, the percentage of Latinos (23%) was almost as large as the percentage of whites (28%), and Latino students were the fastest growing group on campus. Between Fall 1990 and Fall 2004,

Latino students increased by eight percentage points (or an increase of about 1,000 Latino students) to 23 percent of the student body.

Graph 1
Race-Ethnicity of Chabot Students: Fall 1990 versus Fall 2004



Other student characteristics

Most other student characteristics remain remarkably stable at Chabot. The students' educational goals and attendance status (FT/PT; day/eve) have not changed much over the last decade (data from *Student Characteristics Report, 2004-05*). In addition, the distribution of the level of income, the educational background of families, amount of paid work, and living situation have all remained stable (data from *Student Satisfaction Surveys, 1997-2005*). Even the percentages that need remedial English and Math have not changed (*Assessment Trends, Fall 2005*). However, changes in the student body are expected as the local population changes.

Student Outcomes

The major student outcomes—success rates, persistence rates, numbers of degrees and certificates, and numbers of transfers—have been tracked for over 10 years. Success and persistence rates have changed very little. Success rates have hovered around 65%, with a recent rise to 68%. Persistence rates of new students from Fall to Spring have stayed around 64%, with a recent rise to 68%. Continuing students have a 70% persistence rate, a decline from 75%.

The number of yearly degrees has risen in the last 6 years from 506 to 646, and the number of certificates has grown tremendously, from 190 ten years ago to 395 today. The numbers of transfers to UC went down to 111 in 1998-99 from a high of 161 in 1994-95, and is now back at 140, so it appears to be climbing again. However, there has been a steady decline in the numbers of transfers to CSU—from a high of 1,058 in 1994-95 to the lowest point ever of 564 in 2003-04.

During the years 1993 and 1995, the state Chancellor's Office followed three cohorts of students for six years from the community colleges to UC and CSU. They then determined a transfer rate for each college as well as an expected rate, which controlled for local factors that could affect transfer. Chabot's actual transfer rate was 35-38% for the three cohorts, and

Chabot's expected rate was 32-35%, so Chabot students were transferring at higher than the expected rate (*Student Characteristics and Outcomes, 2004-05*).

B. Local Population Characteristics and Projections

Chabot College is located in Hayward, California, on the east side of San Francisco Bay. The college serves the residents of Alameda County, specifically the East Bay communities of Hayward, San Leandro, San Lorenzo, Union City, and Castro Valley. These cities cluster along a north-south corridor just south of the city of Oakland and across the bay from San Francisco.

Population, Households, and Income

The service area is highly urbanized with a population of 365,541 in 2000 (table 2). Since the mid-1980's, the entire East Bay has been the fastest growing sub-region in the Bay Area and is estimated to have over 2.5 million residents in 2005 (East Bay Indicators, 2001; ABAG, *Projections 2005*). In 2000, compared to Alameda County, residents of cities in the Chabot Service Area had more people per household, a lower mean household income, and a lower unemployment rate (table 2).

Table 2
Households, Income, and Employment, by Alameda County and Chabot Cities: 2000

	Alameda County	Chabot Cities
Total Population	1,443,741	365,541
Number of Households	514,620	123,194
Persons per Household	2.78	2.93
Mean Household Income	\$72,525	\$67,583
Number of Employed Residents	694,600	169,633
Unemployment Rate	6.6%	5.8%
Pct of population in poverty	9%	--
Pct of children in poverty	12%	--

Source: U. S. Census Bureau, 2000

Incomes in Chabot's service area fall well below what is required to achieve a modest standard of living in the Bay Area. The high cost of housing is a particular challenge for local residents. In 2000, the median priced home in the East Bay required a yearly salary of roughly \$80,000 (East Bay Indicators 2001). When compared to the mean household income of \$67,600 in Chabot cities in 2000, this number is particularly troubling (table 2). According to the 2000 Census, the mean household income in Hayward was \$54,712, San Leandro \$56,900, and San Lorenzo \$61,787—all lower than the Alameda County mean of \$72,525 and the Bay Area mean of \$83,025. The cities served by Chabot are among the poorest in Alameda County (U.S. Census Bureau, 2000).

Population and household projections

Alameda County is projected to grow by nine percent or by just over 141,000 residents by 2015 (table 3). Within Chabot's service area, there will be a similar percentage increase in population with nearly 29,300 new residents added in the next 10 years.

Table 3
Estimated and Projected Total Populations: 2005, 2010, & 2015

	Estimated in 2005	2010	2015	Number Change 2005 to 2015	Percentage Change 2005 to 2015
Alameda County	1,507,500	1,584,500	1,648,800	141,300	9%
Service Area					
Castro Valley	58,823	61,400	62,600	3,777	6%
Hayward	146,027	152,100	157,300	11,273	7%
San Leandro	81,442	84,300	87,500	6,058	7%
San Lorenzo	22,483	22,600	22,700	217	1%
Union City	70,685	75,100	78,600	7,915	10%
Total	379,460	395,500	408,700	29,240	7%

Sources: Association of Bay Area Governments (ABAG) *Projections 2005*
US Census Bureau, CA Department of Finance

The number of households in Alameda County is also expected to increase by eight percent by 2015 (table 4). Likewise, within the Chabot service area, there is expected to be a six percent increase of households by 2015. In addition, most Chabot cities will continue to have a higher average number of persons per household than in Alameda County as a whole. It is these increases in population, households, and household size that are driving the projections of higher enrollments at Chabot during this period, as detailed in Table 1.

Table 4
Projected Households and Persons by Household: 2005, 2010, & 2015

	2005		2010		2015		Percentage Change 2005-2015
	Persons per Household	Number of Households	Persons per Household	Number of Households	Persons per Household	Number of Households	
Alameda County	2.74	542,540	2.75	564,780	2.74	590,880	8%
Chabot Service Area							
Castro Valley	2.62	22,210	2.62	22,750	2.61	23,270	5%
Hayward	3.12	46,380	3.13	47,780	3.12	49,670	7%
San Leandro	2.60	31,340	2.61	31,930	2.60	33,300	6%
San Lorenzo	2.95	7,550	2.96	7,630	2.95	7,700	2%
Union City	3.61	19,650	3.62	20,660	3.62	21,590	9%
Total	2.97	127,130	2.98	130,750	2.97	135,530	6%

Source: Association of Bay Area Governments (ABAG) *Projections 2005*

Mean Household Income Projections

The mean household income in Alameda County is expected to increase by 13 percent between 2005 and 2015, from \$78,600 to \$89,000 (table 5). The mean income in the Bay Area will also rise 14 percent to \$101,000. Chabot Cities are expected to see a similar percentage rise in mean income within the same time period. However, by 2015, some Chabot cities will still be behind in actual mean household income when compared to the county.

Table 5
Projected Mean Household Income 2005, 2010, & 2015(in constant 2000 dollars)

	2005	2010	2015	Actual Change 2005-2015	Percentage Change 2005-2015
Bay Area	\$89,100	\$94,800	\$101,200	\$12,100	14%
Alameda County	\$78,600	\$83,400	\$89,000	\$10,400	13%
Castro Valley	\$85,400	\$90,600	\$96,700	\$11,300	13%
Hayward	\$63,700	\$68,200	\$72,300	\$8,600	14%
San Leandro	\$65,800	\$70,000	\$74,800	\$9,000	14%
San Lorenzo	\$65,700	\$69,500	\$74,100	\$8,400	13%
Union City	\$87,400	\$92,700	\$99,000	\$11,600	13%

Source: Association of Bay Area Governments (ABAG) *Projections 2005*

Educational Attainment

Low educational attainment characterizes Chabot's service area. Only 17% of adult residents hold a bachelor's degree and an alarming 20% have not even graduated from high school (*US Census, 2000*). With few college-educated role models, it is not surprising that only 36% of local high school graduates are prepared for CSU or UC and 40-50% do not attend college following high school (*Report on Local High School Graduates, Fall 2004*). Students who do pursue higher education at Chabot are significantly under-prepared for college-level work. Lack of college readiness, poor basic skills, and limited exposure to a college-going culture all define Chabot's service area. These factors make progress towards a postsecondary degree difficult for low-income, first-generation college students at Chabot College.

Race-Ethnicity

Chabot College is part of an exceptionally multicultural region serving one of the ten most diverse counties in the United States. Table 6 shows the 2000 race-ethnicity distribution for Alameda County, the state, the total in the Chabot service area, and the individual cities in the Chabot service area. Most Chabot cities and Alameda County are “majority-minority” areas. There is no one race-ethnicity group that makes up more than 50 percent of the population in the state, the county, the service area as a whole, or in the cities of Hayward, San Leandro, and Union City.



Chabot cities have higher percentages of Asian and Hispanic/Latino residents, and lower percentages of African Americans and whites than Alameda County as a whole. Because of the high diversity in the community, Chabot has nurtured a culture of understanding and respect for differences, as demonstrated by positive campus climate indicators in the student satisfaction surveys conducted every two years (*Student Satisfaction Surveys, 1997-2003*).

Table 6
Race-Ethnicity in Alameda County, State of California, and Chabot Cities: 2000

Race-Ethnicity	Alameda County		State of California	
American Indian/Alaska Native	5,306	<1%		1%
African American	211,124	15%		6%
Asian	292,673	20%		11%
Hispanic/Latino	273,910	19%		32%
Native Hawaiian/Pacific Islander	8,458	1%		<1%
White	591,095	41%		47%
Mixed race (2 or more)	56,499	4%		3%
Other	4,676	<1%		<1%
Total Population	1,443,741	100%		100%

Race-Ethnicity	All Chabot Cities		Hayward		San Leandro	
American Indian/Alaska Native	1,369	<1%	570	<1%	360	<1%
African American	30,241	8%	14,846	11%	7,622	10%
Asian	84,013	23%	26,189	19%	18,064	23%
Hispanic/Latino	92,191	25%	47,850	34%	15,939	20%
Native Hawaiian/Pacific Islander	4,045	1%	2,511	2%	627	1%
White	136,619	37%	40,896	29%	33,646	42%
Mixed race (2 or more)	15,793	4%	6,476	5%	3,019	4%
Other	1,270	<1%	692	<1%	175	<1%
Total Population	365,541	100%	140,030	100%	79,452	100%

Table 6 (cont.)

Race-Ethnicity in Alameda County, State of California, and Chabot Cities: 2000

Race-Ethnicity	Union City		Castro Valley		San Lorenzo	
<i>Total Population</i>	<i>66,869</i>	<i>100%</i>	<i>57,292</i>	<i>100%</i>	<i>21,898</i>	<i>100%</i>
American Indian/Alaska Native	132	<1%	205	<1%	102	<1%
African American	4,321	6%	2,868	5%	584	3%
Asian	28,780	43%	7,649	13%	3,331	15%
Hispanic/Latino	16,020	24%	6,984	12%	5,398	25%
Native Hawaiian/Pacific Islander	577	1%	240	<1%	90	<1%
White	13,610	20%	36,992	65%	11,475	52%
Mixed race (2 or more)	3,226	5%	2,200	4%	872	4%
Other	203	<1%	154	<1%	46	<1%
Total Population	1,443,741	100%	140,030	100%	79,452	100%

Source: US Census Bureau, Census 2000

Percent Foreign-Born, Countries of Immigrants, and Primary Language

Tables 7a, 7b, and 7c show the percentage of Chabot students who are foreign-born, what countries they are likely to have immigrated from, and the percentage of students whose primary language in the home is other than English. Part of Chabot's diversity stems from the fact that in our service area, one third of all residents are foreign-born. Table 5b shows where immigrants came from between 1990 and 1998, and the diversity of this list also reflects the diversity of Chabot. Many of the foreign-born residents came from China, India, Mexico, and the Philippines, which closely mirrors our race-ethnicity count. Table 5c shows that over 40% of the homes do not speak English as the primary language.

7a. Place of Birth, Chabot College Service Area: 2000

Foreign Born	32%
U.S. Born	68%
Total	100%

7b. Legal Immigrants: Top Countries of Origin to Chabot Service Area Cities and to Alameda County: 1990 and 1998

Country of Origin	Chabot Cities*		Alameda County***	
	1990	1998	1990	1998
Afghanistan	263	87	286	91
China	339	636	1,081	1,397
Hong Kong	186	189	355	286
India	377	736	510	904
Mexico	214	841	387	1,788
Philippines	985	818	1,357	978
Taiwan	230	230	322	274
Vietnam	248	113	891	275
Total Immigrants in Alameda County (all cities & all countries):			8,690	9,512

Source: Rand Corporation, INS Demographic Statistics. <www.ca.rand.org/stats/statistics.html>

Notes: *Chabot Cities: Hayward, Castro Valley, San Leandro, San Lorenzo, Fremont, Union City

***Alameda County: Cities listed above plus Oakland, Berkeley, Pleasanton, Livermore, and Dublin.

7c. Primary Language Spoken at Home by Persons 5 Years and Over, Chabot Service Area: 2000
Language

English Only	57%
Spanish	18%
Asian/Pacific Island language	18%
Other	7%
Total	100%

Source: U.S Census Bureau, Census 2000.

Note: Majority of non-English speaking homes also speak English as a second language.

Race-Ethnicity Projections

Table 8 shows projections based upon race/ethnicity for the years 2002 and 2015 for the County of Alameda. White non-Hispanics and African Americans will have the least growth at 9% and 5% respectively. There will be large increases in the number and percentage of White Hispanics (40%) and Asians (42%). There will also be high percentage increases of non-white Hispanics (35%) and Native Hawaiian/Pacific Islanders (34%) although the numeric increases are smaller. There will also be a sizable increase in the percentage of people who are two or more races (33%). As the county of Alameda continues to increase in racial diversity, our local area will undoubtedly increase in racial diversity as well. It is important that Chabot College continue to increase its ability to meet the needs of diverse populations.

Table 8
Race/Ethnicity Projections: 2002 to 2015

	2002	2015	Change	Pct. Change
White, Non-Hispanic	593,413	645,960	52,547	9%
White Hispanic	266,140	373,589	107,449	40%
Non-White Hispanic	27,972	37,674	9,702	35%
Black or African American	212,332	222,490	10,158	5%
American Indian or Alaska Native	5,575	6,301	726	13%
Asian	331,899	471,234	139,335	42%
Native Hawaiian and Other Pacific Islander	9,135	12,267	3,132	34%
2 or more races	45,535	60,475	14,940	33%

Source: CCBenefits Inc. Strategic Planner Tool

C. Labor Market Characteristics and Projections

Overall Labor Market Characteristics

Chabot is situated in the heart of a well-diversified economy that includes a mixture of traditional manufacturing, service industries, and rapidly emerging high technology industry clusters. Many area businesses were impacted by the recent economic downturn, with the Bay Area Region losing over 190,000 jobs between 2002 and 2004. This economic slowdown impacted Chabot's service area, with Alameda County unemployment rates in 2002 rising higher than the national average (6.3% in Alameda County as compared to 5.6% nationally) and slightly higher than California (6.2%) as a whole (California Employment Development Department, January 2002). However, there are signs that the recession is ending, because unemployment rates were about 1 percent lower in the state and county in July 2005 than they were in 2002 (CA EDD, July 2005). With nearly a third of the Bay Area's workforce, strong economic diversity, and world class universities and research laboratories nearby, the East Bay

region is expected to weather the economic downturn and experience future job growth in key industry sectors (East Bay Indicators 2001).

In an area stressed by rapid growth, changing cultures, and a challenging economic environment, Chabot College plays a critical role in the economic health of our region.

Labor Market Projections: number of jobs

Knowing the number of jobs that will be created in the next decade and which industries and occupations are expected to grow helps determine the particular mix of occupational programs that we offer. Although the future cannot be perfectly foreseen, public and private agencies have developed very sophisticated methods of projecting job levels that take into account many known factors. Tables 9 through 12 provide the latest job projections from a variety of sources.

Using projections based on the U.S. Census, table 9 shows that the number of jobs is expected to increase in Alameda County and the Bay Area as a whole by 18 percent in the next 10 years.

**Table 9
Projected Total Jobs: 2005, 2010, & 2015**

	2005	2010	2015	Number Change 2005 to 2015	Percentage Change 2005 to 2015
Total Bay Area Region	3,516,960	3,836,540	4,147,250	630,290	18%
Alameda County	747,500	818,840	884,970	137,470	18%
<i>Nearest Counties</i>					
Contra Costa	373,000	406,010	439,020	66,020	18%
San Francisco	575,800	624,050	673,870	98,070	17%
San Mateo	336,460	368,390	400,000	63,540	19%
Santa Clara	903,840	992,420	1,077,050	173,210	19%
Chabot College Service Area					
Castro Valley *	12,380	13,750	13,750	1,370	10%
Hayward	74,930	85,760	85,760	10,830	13%
San Leandro	42,790	50,460	50,460	7,670	15%
San Lorenzo *	3,310	3,480	3,480	170	7%
Union City	19,920	29,010	29,010	9,090	31%
Total Service Area	150,400	182,460	182,460	29,130	19%

Sources: * Association of Bay Area Governments (ABAG) *Projections 2002*; All others: ABAG *Projections 2005*

While the total Bay Area Region will add over 630,000 jobs between 2005 and 2015, Alameda County itself is expected to add 137,470 jobs in the next 10 years. During the same period, Chabot cities are also expected to increase jobs by 19 percent or 29,130 jobs. The increase in the number and percentage of jobs varies considerably among Chabot cities. Since Chabot's service area population is projected to grow by about the same number as the growth in jobs, local residents may occupy many of these jobs. However, as mobile residents of the Bay Area, Chabot students can expect to work at jobs throughout Alameda County and the Bay Area.

Chabot College will need to educate this expanding regional and county workforce by providing occupational and transfer programs that are relevant to growing industries and occupations. In addition, the college also needs to provide general workforce skills, such as communication, critical thinking, and multicultural sensitivity that are in demand by all employers.

Labor Market Projections: number of jobs by industry

Tables 10a and 10b show projected job growth in major industry groups for Alameda County between 2002 and 2013. Industries represent types of companies, regardless of occupation.

Table 10a shows the industries with high growth projected between 2002-2013, and Table 10b shows industries expected to have medium growth during that time. In some cases certain industries are shown with sub-categories while others display only the major category total. Industries with sub-categories are of particular interest to Chabot College because they likely require post-secondary training or a college degree.

The highest growth industry is "health care and social assistance," which includes the sub-categories of ambulatory health care services, hospitals, nursing and residential care facilities, and social assistance. Several of Chabot's occupational programs train people to work in this industry —Nursing, Dental Hygiene, Medical Assisting, Health Information Technology, and Human Services.

The next highest growth industry that is relevant to Chabot is "professional and technical services," which includes the growing sub-categories of accounting and bookkeeping services, computer systems design and related services, management and technical consulting services, and other professional and technical services. Chabot programs in Accounting, Architecture, Computer Aided Design, Computer Applications Systems, Business, Marketing, and Management provide training for many of these industries.

Table 10a: Industries with High Growth, Alameda County: 2002-2013

Major Industry	Sub-Category	Number of jobs 2002	Projected jobs 2013	Change	Percent Change
Health care and social assistance		80,332	118,346	38,014	47%
	Ambulatory health care services	29,320	43,202	13,882	47%
	Hospitals	22,870	33,345	10,475	46%
	Nursing and residential care facilities	10,901	16,469	5,567	51%
	Social assistance	17,240	25,331	8,091	47%
Construction		49,172	67,826	18,655	38%
Professional and technical services		82,763	107,122	24,359	29%
	Legal services	7,183	7,674	491	7%
	Accounting and bookkeeping services	7,409	23,159	15,749	213%
	Architectural and engineering services	13,471	11,074	-2,397	-18%
	Specialized design services	2,873	2,970	97	3%
	Computer systems design and related services	18,152	23,164	5,011	28%
	Management and technical consulting services	10,179	13,787	3,608	35%
	Scientific research and development services	11,693	8,274	-3,418	-29%
	Advertising and related services	2,568	1,770	-798	-31%
	Other professional and technical services	9,234	15,249	6,015	65%

Source: CCBenefits Strategic Planner Tool, based on U.S. Census and Employment Data

Table 10b shows the industries projected to have medium growth. The “arts, entertainment, and recreation” industry will experience moderate growth, as will its sub-categories of performing arts and spectator sports, museums, historical sites, zoos, and parks, and amusements, gambling, and recreation. Related Chabot programs include Theatre Arts, Dance, Photography, Physical Education and Athletics, Fitness, and a new offering in Museum Studies.

The industry of “Information” is also expected to grow, as will some of its sub-categories such as publishing industries (except Internet), motion picture and sound recording industries, broadcasting (except Internet) and Internet publishing and broadcasting. Related Chabot programs include Digital Media, Mass Communication, with broadcasting TV and Radio stations, Journalism, and Graphic Arts. Finally, the industry of “finance and insurance” is expected to experience moderate growth. Chabot’s programs in Business, Accounting, and Real Estate prepare students to work in these types of companies.

Table 10b: Industries with Medium Growth, Alameda County: 2002-2013

Major Industry	Sub-Category	Number of jobs 2002	Projected jobs 2013	Change	Percent Change
Arts, entertainment, and recreation		22,044	27,271	5,227	24%
	Performing arts and spectator sports	13,380	17,377	3,997	30%
	Museums, historical sites, zoos, and parks	637	965	328	51%
	Amusements, gambling, and recreation	8,027	8,929	903	11%
Wholesale trade		47,977	58,889	10,912	23%
Information		25,106	30,707	5,601	22%
	Publishing industries, except Internet	8,066	10,743	2,677	33%
	Motion picture and sound recording industries	1,952	9,025	7,073	362%
	Broadcasting, except Internet	2,236	3,985	1,749	78%
	Internet publishing and broadcasting	241	579	338	140%
	Telecommunications	9,935	4,692	-5,243	-53%
	ISPs, search portals, and data processing	2,551	1,567	-984	-39%
	Other information services	126	116	-10	-8%
Administrative and waste services		50,507	61,066	10,560	21%
Accommodation and food services		47,994	56,576	8,582	18%
Finance and insurance		29,767	35,206	5,439	18%
	Monetary authorities - central bank	2	6	3	165%
	Credit intermediation and related activities	11,163	11,406	243	2%
	Securities, commodity contracts, investments	5,495	7,366	1,871	34%
	Insurance carriers and related activities	11,848	15,483	3,635	31%
	Funds, trusts, and other financial vehicles	1,259	945	-314	-25%

Source: CCBenefits Strategic Planner Tool, based on U.S. Census and Employment Data

Labor Market Projections: number of jobs by occupation

Tables 11 and 12 provide Alameda County projections by occupation. Occupations represent the actual types of jobs, regardless of industry. Table 11 shows the broad occupational groups with the highest number of projected total job openings between 2002 and 2015. Total job openings are comprised of both new and replacement jobs. Replacement jobs, which become available due to retirements, promotions, moving, etc., sometimes represent more of the job openings than new jobs. Also listed in the tables are the related programs available at Chabot College.

In most of these broad occupational groups (which include many specific occupations), Chabot offers transfer or occupational programs that provide preparation for occupations in that group. Chabot programs are not offered for three of the occupational groups—food preparation and serving related occupations, transportation and material moving occupations, and building and grounds cleaning and maintenance occupations—because they do not require post-secondary education and/or they do not provide a livable wage.



Automotive Technology Class

Table 11

Occupational groups with the highest number of projected job openings, Alameda County: 2002-2015

Occupational groups	Total Jobs		New Jobs	Replace-ment Jobs	Total Job Openings	Programs available at Chabot College
	2002	2015				
Office and administrative support occupations	150,022	161,568	11,546	47,701	59,247	Computer Application Systems
Sales and related occupations	104,960	119,561	14,601	42,622	57,223	Business, Management, Marketing
Food preparation and serving related occupations	51,884	63,419	11,535	27,084	38,619	
Construction and extraction occupations	47,453	65,802	18,349	11,901	30,250	Welding, Apprenticeships; Computer Aided Design
Business and financial operations occupations	42,323	59,427	17,104	9,690	26,794	Accounting, Business; Real Estate
Transportation and material moving occupations	61,937	70,490	8,553	18,014	26,567	
Management occupations	55,567	66,686	11,119	13,506	24,625	Business
Healthcare practitioners and technical occupations	36,901	51,846	14,946	9,165	24,111	Valley Healthcare: Nursing, Dental Hygiene, Medical Assisting, Health Information
Education, training, and library occupations	49,633	60,062	10,428	12,730	23,158	Early Childhood Education
Production occupations	57,869	56,626	-1,243	19,983	18,740	Computer Aided Design, Electronics, Machine Tool, Welding.

Table 11

Occupational groups with the highest number of projected job openings, Alameda County: 2002-2015

Occupational groups (continued)	Total Jobs		New Jobs	Replacement Jobs	Total Job Openings	Programs available at Chabot College
	2002	2015				
Arts, design, entertainment, sports, and media occupations	28,201	38,250	10,049	6,860	16,909	Graphic Arts, Mass Comm., Journalism, Technical Music, Theatre Arts, Fitness
Computer and mathematical science occupations	30,436	40,993	10,557	5,061	15,618	Computer Science; Electronics;
Installation, maintenance, and repair occupations	30,613	35,328	4,715	9,226	13,941	Apprenticeships
Healthcare support occupations	16,646	26,468	9,822	3,692	13,514	Medical Assisting, Medical Coding
Personal care and service occupations	18,444	22,578	4,134	5,755	9,889	Fitness
Building and grounds cleaning and maintenance occupations	25,381	28,055	2,674	6,588	9,262	
Protective service occupations	17,312	19,816	2,504	6,219	8,723	Administration of Justice, Fire Science
Community and social services occupations	10,985	14,936	3,951	2,825	6,776	Psychology (transfer); Human Services
Architecture and engineering occupations	22,635	22,755	120	6,063	6,183	Architecture (transfer); Engineering (transfer)
Life, physical, and social science occupations	7,863	8,428	565	2,927	3,492	Transfer

Source: CCBenefits Strategic Planner Tool, based on U.S. Census and Employment Data

Using the latest state projections of specific occupations that require community college training, Table 12 lists the occupations with the largest projected number of new positions in Alameda County between 2001 and 2008. These are positions that require an associate's degree, post-secondary vocational education, or extended training (moderate or longer on-the-job-training). The growth in positions is shown by numeric and percentage change from the 2001 levels. The corresponding occupational programs available at Chabot and/or LPC are also listed.

Table 12
Occupations with the Largest Projected Number of New Positions in Alameda County requiring an AA/AS degree, vocational education, or extended training: 2001-2008

Detailed Occupation	Employment Change		Programs available at Chabot and/or Las Positas
	Number	Percent	
Customer Service Representatives	1,810	19%	Business
Registered Nurses	1,750	18%	Nursing
Construction Laborers	1,200	22%	Welding, Apprenticeships; CAD
Carpenters	1,140	18%	LPC/union
Computer Support Specialists	1,110	35%	Computer Science; Electronics
Truck Drivers, Heavy & Tractor-Trailer	1,070	14%	(union)
Electricians	940	25%	CC/union
First-Line Sups/Mgrs of Retail Sales Workers	770	13%	Business
Sales Reps, Wholesale & Mfg, Ex Tech & Sci Pross	740	7%	Marketing
Medical Assistants	610	28%	Medical Assisting
Automotive Service Technicians & Mechanics	590	10%	Automotive
Sales & Related Workers, All Other	560	16%	LPC: Retailing
Team Assemblers	530	7%	
Police & Sheriff's Patrol Officers	480	13%	LPC: Policy Academy; Administration of Justice
Cooks, Restaurant	480	17%	
Executive Secretaries & Administrative Assistants	480	5%	Office Technology
First-Line Sups/Mgrs of Office & Admin Support	450	6%	Business
Painters, Construction & Maintenance	420	18%	(union)
Welders, Cutters, Solderers, & Brazers	400	17%	Welding, Machine Tool

Source: State of California Employment Development Department, *Employment Projections by Occupation, Long-term Projections by County*. <http://www.calmis.ca.gov/htmlfile/subject/occproj.htm>

Thus it can be seen that Chabot College provides training for most of the fastest-growing occupations that would normally be pursued by community college graduates. Of the top 19 occupations with predicted increases of 400 or more jobs, Chabot College provides related programs, courses, or training for twelve of these occupations. Of the other seven occupations, four are construction crafts, which have unionized training (two of which have apprenticeships at Chabot or LPC), one has training at LPC, and two do not provide livable

wages. Thus, Chabot College programs and courses address the most necessary training needs in the county in the areas of the labor market that are growing. Chabot students who have completed these programs and/or courses are prepared to walk into these jobs and be successful.

Some occupations for which Chabot offers programs are not the fastest growing in the county, but they are a big part of the statewide labor market projections. The fastest growing occupation in the state is Dental Hygienists, who will increase 58%, or by 10,200 jobs between 2002 and 2012. Chabot offers the only educational program for Dental Hygienists in Alameda County. Not far behind in job growth are Fitness Trainers and Aerobic Instructors, with a 49% increase, or 11,700 jobs, and Medical Records and Health Information Technicians, with a 41% increase and 6,200 new jobs (State of California, Employment Development Department, Labor Market Information Division, *California Occupational Employment Projections 2002-2012: Occupations with the Fastest Growth*). Chabot offers programs in both of these areas.

Table 13 lists the occupations with the largest projected number of new positions in Alameda County between 2001 and 2008 that require a Bachelor's Degree. Of the fourteen occupations with predicted increases of 400 or more jobs, Chabot College provides related programs for twelve of these occupations. These related Chabot transfer and Associate Degree programs prepare transfer students to succeed in Bachelor's Degree programs that will prepare them for these occupations.

Table 13
Occupations with the Largest Projected Number of New Positions in Alameda County
requiring a BA/BS Degree: 2001-08

Occupation	Employment Change		Related Chabot Program
	Number	Percent	
Computer Software Engineers, Applications	1,460	33.6	Computer Science
General & Operations Managers	1,290	9.9	Business
Business Operations Specialists, All Other	1,040	12.1	Business
Computer Software Engineers, Systems Software	970	34.4	Computer Science
Computer Systems Analysts	950	26.6	Computer Science
Sales Managers	720	27.6	Business
Accountants & Auditors	640	12.5	Accounting
Network & Computer Systems Administrators	580	31.5	Computer Science
Graduate Teaching Assistants	510	15.1	
Computer & Information Systems Managers	500	24.6	Computer Science
Management Analysts	500	22.6	Business
Postsecondary Teachers, All Other	500	15.6	
Financial Managers	460	13.6	Business
Elementary School Teachers, Except Special Ed	440	6.5	Early Child Dev.

Source: State of California Employment Development Department, *Employment Projections by Occupation, Long-term Projections by County*. <<http://www.calmis.ca.gov/htmlfile/subject/occproj.htm>>

D. Economic Impact of Chabot College

In 2003, the Chabot-Las Positas Community College District contracted with an outside company to analyze the economic impact of Chabot College on its local service area, the state, and its students. *CCbenefits, Incorporated* used a comprehensive economic model to arrive at the following conclusions:

Chabot College stimulates the regional economy

- Most Chabot operating expenses are spent locally on supplies, salaries, wage, and benefits.
- Chabot salaries spent in the local area generate additional earnings in the local economy.
- As many as 80 percent of the students stay in the region initially after they leave the college and contribute to the local economy.
- The local workforce is better trained due to Chabot—it embodies over 2.7 million credit and non-credit hours of past and present Chabot education.
- Chabot skills of current and former students in the workforce:
 1. directly increased the business sales of industries in the local economy
 2. indirectly increased sales in other local industries.
 3. both directly and indirectly increased labor earnings in the local area.

Chabot leverages taxpayer dollars for social benefits

- For every dollar appropriated by state and local government, Chabot's spending alone generated \$1.21 in earnings in the Chabot College Service Area.
- For every dollar appropriated by the state and local government, student earnings will increase by an average of \$0.52 per year, every year through the rest of their working lives.
- For every state dollar appropriated, the Chabot College Service Area will see social savings of \$0.17 per year, every year (i.e., from improved health, reduced crime, lower welfare, and unemployment).

Chabot generates a return on government investment

- Annual state and local government support for Chabot is fully recovered in 12.3 years, in the form of higher tax receipts (from increased student wages) and avoided costs (from reduced incarceration and health care expenditures, reduced expenditures on unemployment and welfare, and reduced absenteeism).
- State and local government will see a rate of return of 8.0 percent per year for Chabot, based on accounting for increased tax receipts and avoided costs.

Chabot increases individuals' earning potential

- Students earn more after attending Chabot. The average annual earnings of a student with a one-year certificate are \$26,286, or 16 percent more than a student with a high school diploma. The average earnings of someone with an Associate Degree are \$30,921, or 37 percent more than a student with a high school diploma or GED.
- Students enjoy an attractive 23.2 percent rate of return on their Chabot educational investment, and recover all costs (including wages foregone while attending Chabot) in 6.3 years.

E. Summary and Implications

While many student characteristics do not appear to be changing, the world outside the college will challenge Chabot to continue to respond to changes in population, relative income levels, and shifting labor market demands.

The population will increase steadily in Alameda County, as will the number of jobs. There will be large increases in the numbers of new jobs in the Bay Area (630,290), Alameda County (137,470) and our service area (29,130), and this does not count anticipated replacement jobs. The college is offering occupational programs that target the major areas of job growth in Alameda County and the state for the next decade. In addition, many of our transfer and degree programs lead to bachelor's degree programs that address the job needs in the local area as well. While the college will need to monitor job projections and changes in order to be prepared for the decades beyond, it appears that Chabot is providing the most needed training in our service area.

However, compared to Alameda County, residents of cities in the Chabot Service Area have more people per household and a lower mean household income, and this is not projected to improve. As a result of a widening gap in income between our service area and surrounding areas in the county, Chabot will continue to serve a growing economically and educationally disadvantaged population that will be increasingly challenged to acquire a college education. Chabot College needs to address this rising economic disparity between its cities and county by increasing student awareness of financial aid services and by modifying course offerings to serve disadvantaged students who are likely to need increased basic skills assistance. In addition, Chabot should continue to seek grants that will help ameliorate the needs of disadvantaged students and assist them in meeting their educational goals.

Racial diversity will continue to increase. New immigrants, both from other places in the world and the U.S., will continue to arrive and seek opportunities in the Bay Area through higher education. Alameda County is expected to increase in diversity, especially in the proportion of Asians and Hispanics (white and non-white). Chabot's local area will undoubtedly increase in racial diversity as well. It is important that Chabot College continue to increase its ability to meet the needs of these diverse populations.

The college has addressed many of these changes with special programs for underrepresented groups, an aggressive financial aid campaign to support more students, the discontinuance of some programs, and the development of new transfer, occupational, and student support programs. The results have been important economic contributions by Chabot and its students to the local economy and to the students' own earning power. More will need to be done to continue to support the lowest income residents in our service area, as well as address the needs of the increasing numbers of Asian and Latino residents, at a time when funding for community colleges is limited. Chabot will need to seek large federal grants in order to support many of the needed programs.

Twenty-five percent of local high school graduates choose to attend Chabot, and they join a long line of local residents who have attended Chabot and benefited enormously. Part of our charge now is to make sure that our newest students benefit as much from Chabot as their predecessors did.

Academic Services

Overall Philosophy and Goals

STATEMENT OF PHILOSOPHY

The college must regularly seek information about community needs for instructional programs, and must respond creatively and energetically to these needs. Chabot must also address the immediate learning needs of its students, as determined through regular learning assessments.

The college must continuously modify and “right-size” its instructional offerings so as to increase learning opportunities in impacted programs for which there are real transfer or occupational destinations, and must continue to develop new programs and offerings in an entrepreneurial spirit that is responsive to community needs. In order to do this, it must also phase out or cut back those programs which are no longer meeting community needs. The college’s enrollment management must be done in the context of service to community and the maintenance of a high level of student learning.

In order to foster student learning at a high level, the college intends to work toward integrated programs and services. The college seeks to create a learning environment in which different programs and services support one another through referral, refinement of support services, and shared staff development activities. The college intends to maintain a focus on intensive engagement with individual students.

In its responsiveness to the community and to the learning needs of its students, Chabot will develop a distinctive “Chabot approach” to teaching and learning, and a distinctive set of program offerings in the East Bay, including a small number of flagship programs. The college will strive to maintain this distinctive profile into the long-term future.

MISSION

Planning for the college’s academic program starts with key phrases from the college’s Mission Statement:

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



As a public community college in California, Chabot maintains a comprehensive academic program: a sufficient array of lower division general education courses; a range of occupational majors and certificate programs that is relevant and viable in the East Bay region; sufficient basic skills and ESL courses to enable our students to succeed in their lower-division/vocational goals; business and skills courses and general education courses that are responsive to the economic development needs of the immediate region. This comprehensive set of offerings is enumerated in the division summaries that follow. The goals of Chabot's Academic Services represent specific areas of emphasis for the 2005-2015 period.

PLANNING ASSUMPTIONS

- Enrollment growth from a 16,339 headcount in Fall 2002 to about 17,500 students by Fall 2015, or from a current FTES level of about 11,000 per year up to 13,000 FTES per year in 2015.
- Continuing impactedness in basic skills, general education and high-demand occupational areas.
- Continuing severe restrictions on operational funding.
- Space restrictions during 'prime time' morning hours, with approximately two instructional buildings out of service continuously through 2015 due to bond-funded construction.
- Continuing uncertainty in state apportionment funding, student fees, and financial aid.
- Continuing uncertainty in numbers of transfer openings available to Chabot students at CSU and UC campuses.

GOALS

Addressing Accreditation Recommendations & Requirements

- Complete the implementation of new program review process, and address program improvement needs identified in the program review reports.
- Develop and adopt policies and procedures for program introduction and revitalization/discontinuance.
- Formulate student learning outcomes at the college, program, and course levels, assess students to determine if they have achieved these outcomes, evaluate success, and make changes as needed in this cyclic process.

Staff Development Related to Instruction

- Promote academic freedom in Chabot classrooms.
- Provide staff development opportunities to instructors and the college as a whole about what it means to become a learning college.
- Train fulltime faculty and staff to write student learning outcomes and to assess the achievement of these outcomes by students.
- Develop a teaching and learning center to nurture the Learning College.
- Provide instructors with staff development opportunities that lead to improved student learning.
- Enhance dialogue between adjunct and fulltime faculty.
- Improve orientation, mentoring and evaluation of adjunct faculty.

- Support students and staff in their use of appropriate technology.

Program Planning, Program Development

- Develop a distinctive set of offerings in comparison with other East Bay educational institutions, including a small number of flagship programs.
- From community input and enrollment trends, determine which new programs are needed and start them. Phase out programs no longer needed.
- Establish a program in automotive body repair.
- Support the development of a certified GM-ASEP program in Automotive Technology.
- Expand the nursing program in partnership with area healthcare providers.
- Develop a rationale for the college's distance education offerings, and offer that program, along with appropriate support services; conduct evaluations of distance education formats and services, and improve offerings based on the results.

Linkages to the Community

- Establish off-campus learning opportunities at community sites.
- Form partnerships with business and industry to respond to current and anticipated economic development needs.
- Increase faculty contact with like faculty in local high schools and colleges.
- Provide opportunities for business and community leaders to serve as temporary or adjunct faculty.

Schedule of Offerings

- Develop the class schedule based on data analysis.
- Modify and "right-size" instructional offerings so as to increase learning opportunities in impacted programs, while phasing out, eliminating or cutting back programs which are no longer responsive to community need.
- Formulate a scheduling plan to address the reduction in classroom capacity during bond-funded construction, including moving offerings into the afternoon, early morning, and evening.
- Meet the curriculum and scheduling needs of populations not adequately served at present.
- Offer more short-term and late-start classes.
- Expand evening offerings.
- Expand online offerings.
- Expand concurrent enrollment opportunities.
- Develop outreach offerings at community centers, high schools, etc.

Curriculum Development to Increase Student Success and Improve Learning

- Develop courses and services to help new students figure out how to get through the college successfully and to transfer or move on the next phase in their lives.
- Develop template pathways through majors to help students finish their studies faster.
- Expand opportunities for experiential learning.

- Expand learning community offerings, including college-wide first year learning communities.
- Develop new courses as necessary to respond to the change in A.A. degree requirements, effective in Fall 2006, and any changes adopted for the A.S. degree.
- Provide coursework to increase students' understanding of the culturally diverse college population and the ethnic and gender issues that students will face in society and the workplace.
- Develop international education opportunities.

Improving Student Success, Intensifying Student Engagement at Chabot

- Increase and improve the coordination of learning assistance efforts, so that thorough and appropriate learning assistance becomes the norm for each Chabot student.
- Address issues represented by the “boulders” identified in the first year process of program review—Basic Skills, ESL, Critical Thinking, Attitude, Institutional Policies.
- Provide faculty with clear paths and means to address the “rocks” that they identify in the course of program review.
- Develop specific goals for increasing success and persistence rates in basic skills coursework.
- Improve enrollment, success and persistence rates for Latino/Hispanic students.
- Improve overall retention and persistence of Chabot students.
- Improve transfer-ready (transfer-prepared) rate of Chabot students.
- Monitor the effects on transfer opportunities of 8/19/2005 MOU between CCC and CSU.

STAFFING NEEDS

Needs for new faculty and staff are reassessed each year to take into account changing circumstances. It is not assumed that vacancies that arise due to retirements or resignations will be replaced within the area of the original position—there must be a demonstrated need. Faculty needs in particular are reassessed in a thorough data review and proposal process by the Faculty Prioritization Committee, overseen and guided by IPBC. Acknowledging that plans can change as circumstances change, the following are a set of generalized staffing goals for Academic Services for the 2005-2015 period:

- Meet fulltime faculty obligation within district planning parameters. Regional growth projections would require approximately 2% growth per year through 2015, or an additional 43 fte over the entire ten-year period (an overall increase of 17-20% from 2005 level, corresponding to the enrollment projection for 2015). However, given the level at which the State has funded growth, it is more realistic to estimate this at 30 fte overall. See tentative breakdown below.*
- Provide additional fulltime faculty positions to lead interdisciplinary efforts on college priorities—e.g., integrated learning assistance, distance education, experiential learning.*
- Provide additional fulltime faculty positions to develop or establish “flagship” programs.* These may be new or existing programs.

- Recruit, select, hire and orient appropriately qualified adjunct instructors to meet the enrollment management goals of instructional programs.
- Provide one fulltime dean and a minimum of one fulltime, year-round administrative assistant for each division office.
- Provide adequate paraprofessional learning assistants in each division/program. For the college as a whole, the needs of a thorough engagement with the individual student as described in the above goals, are likely to parallel the increase in fulltime faculty, or an increase of approximately 30 fte paraprofessional staff over the ten-year period.**
- Complete the college's organizational plan by hiring a Dean of Academic Services, and appropriate support staff and by re-assigning Community Education and related functions to the Dean of Planning and Public Affairs.

*Tentative Breakdown of Needs for Faculty Positions by Division/Goal

To meet fulltime faculty obligation given growth projection, it is reasonable to assume 30 fte added to the fulltime faculty ranks on a year-by-year basis. These positions should be distributed by the faculty prioritization process, within the above planning agenda and with direction from IPBC. What follows is based on current enrollment levels, current staffing patterns, and other pertinent data:

Interdisciplinary Leadership on College Priorities:

3 fte (2 for 2006-09, 1 for 2010-15)

Flagship Programs:

3 fte (1 in 2007-08, 2 for 2010-15)

Applied Technology & Business:

2 fte (for growing/impacted programs, likely automotive in 2006-08, other in 2008-15)

Arts & Humanities:

2 fte (for growing/impacted programs, likely humanities /philosophy/religious studies, 1 in 2008-15, and 1 in art by 2011)

Counseling (General and Special Programs):

3 fte (see Student Services section; estimate 3 fte by 2015)

Health, P.E. & Athletics:

4 fte (for growing/impacted programs, likely allied health, general health, 1-2 athletics coaches)

Language Arts:

5 fte (for growing/impacted programs, likely distributed evenly among English, ESL and Speech)

Science & Mathematics:

4 fte (for growing/impacted programs, likely biology, chemistry, mathematics)

Social Sciences:

4 fte (for growing/impacted programs, likely distributed evenly among Psychology, History, Political Science)

Total: 30 fte

**Tentative Breakdown of Needs for Classified Positions by Division/Goal

Classified support needs will be reevaluated each year as resources become available. At present several priorities have become apparent from planning at the division level, which have implications for the 2005-2015 plan:

- Explore increases or re-allocation of student and/or classified tutoring and related learning assistance, in cooperation with other academic disciplines and the college's Tutorial Center.
- Consider increasing classified learning support in science and mathematics, as resources become available.
- Seek ongoing, regular computer tech support for social sciences lab(s).
- Seek instructional aide assistance for large lecture offerings.

FACILITIES NEEDS

Facilities needs for the instructional program as a whole are described in the Facilities Plan, which was prepared for the Measure B Bond campaign in 2003, and on the subsequent campus master plan developed with the assistance of tBP Architecture in 2004-05. Facilities planning following through on those plans is ongoing, and will involve significant modifications to the following facilities housing operations of the instructional program:

100, 200, 300, 500, 800, 900, 1000, 1100, 1200, 1300, 1400, 1600, 1700, 1800, 1900, 2100, 2200, 2500, 2600, 2700, 2800, 2900, 3100, 3500/3700, 3900, the athletic fields, and the swimming pool. In most cases, these facilities will experience thorough modernization and upgrades, sometimes involving significant reconfiguration of space. In addition, the following buildings are to be demolished:

- 400 Business Education Faculty Offices
- 600 Lecture Hall
- 700 Social Sciences and Language Arts Faculty Offices
- 1500 Technology and Engineering Faculty Offices / Classrooms and Labs
- 2000 Science and Mathematics Faculty Offices

And the following additional new academic buildings are to be constructed:

- 700 Academic office space
- 1500 New classroom and academic office space
- 2000 Academic office space
- 3600 Broadcast Center classrooms and labs
- 4100 Physical Education Locker and Team Facility
Student and Community Access Center

The planning of these changes has included the square footage requirements of the instructional program, by area and at large. Generally speaking, as classroom buildings are renovated or constructed, more space will be provided for laboratory activity and less or the same for lecture activity, within the state's funding guidelines for community colleges. As each project is brought forward to the conceptual and programming stages, faculty, staff and administrators from the appropriate programs will be involved in the detail planning for the facility.

Certain specific priorities need to be kept in mind from an interdisciplinary perspective as facility planning moves forward:

- Develop model classrooms for piloting various kinds of instructional technology and classroom furniture and layout.
- Plan learning spaces for multiple uses and flexibility.
- Plan lecture/discussion rooms for a balance between maximizing capacity and meeting reasonable standards for accessibility, comfort and safety.
- Plan features such as lighting, air handling, etc., in ways that support learning.
- Plan for a sufficient number of “smart” classrooms.
- Plan for a significant increase in computer-assisted lab space.
- Plan for adequate and appropriate lab space for each curricular area that requires non-computer, specialized lab activities (not just biology, chemistry and physical science, for example, but also anthropology).
- Plan for appropriate interdisciplinary integrations—e.g., support theater and other performing arts in design of the broadcast center, integrate digital media, mass communications, photography and other arts disciplines into lab space supportive of computer-assisted drafting technology.

Academic Services

APPLIED TECHNOLOGY & BUSINESS DIVISION

STATEMENT OF PHILOSOPHY

The programs in this division are strongly committed to fostering in students a strong value for responsibility within any organization they serve, and a creative, critical and analytic approach to furthering their career potential as well as their education, so they can be critical, creative contributors to their career field and also in their life as a whole.

PROGRAM DESCRIPTIONS AND MISSIONS

Automotive Technology

We provide high quality, industry-relevant automotive training and educational opportunities for the community.

The program offers AS degrees in Automotive Diagnostic Technology and Automotive Technology, and Certificates of Achievement in Automotive Mechanics, Automotive Service, and Automotive Technology. We prepare the student for employment in many areas of the automotive field, including dealerships, independent garages, fleet shops, service stations, and specialty shops. Students receive hands-on experience in all areas of mechanical and electrical diagnostic systems of current automobiles. Automotive courses meet the needs of the beginner or do-it-yourself person, as well as the professional mechanic who seeks to update skills.

Business

We inspire our students to pursue productive careers in the business world. We provide them with high-quality learning opportunities in business and business-related topics. The program serves students pursuing transfer, certificate, and skill upgrade objectives.

The program offers an AS degree in Accounting, an AA degree in Business Administration, and AS degrees in four areas of emphasis: General Business, International Business, Management, and Marketing. The program also offers Certificates of Achievement in Accounting and in Retail Management, and a Certificate of Completion in Retailing. The curriculum offers general preparation for employment in various business roles and prepares for transfer to four-year institutions. A broad foundation of basic principles in business operation and management is provided. The Retail Management certificate has been developed in collaboration with the Western Association of Food Chains, and encompasses business essentials, including the "soft skills" of management and communication required for success in the retail industry.

Computer Applications Systems

We provide quality learning opportunities to build relevant and up-to-date business-related computer skills. Students receive individual hands-on training, and faculty work closely with business and industry to ensure relevancy.

The CAS program offers an AS degree in Computer Application Systems--Administrative Assistant, and AA degrees in CAS – Programming and CAS – Software Applications. Certificates of Achievement are offered in three areas of emphasis: Administrative Assistant, Office Technology, and Software Applications, as well as a Certificate of Completion in CAS – Office Technology. The program includes microcomputer applications, programming languages and computer support of business organizations, and offers state-of-the-art training in the use of business application software to prepare students for professional careers, transfer, and/or personal use.



Electronics & Computer Technology

We provide learning opportunities that match the requirements and dynamics of the industry and will assist students with training that leads to job entry, skill upgrade, certification, or advanced study.

The program offers an AS degree in Electronics and Computer Technology, Certificates of Achievement in Electronics and Computer Technology and in Electronics Audio/Video Technology, and a Certificate of Completion in Electronics Assembly. The AS is a two-year program, which may be applied toward a four-year degree in engineering technology and also prepares students for careers in research and development, industrial maintenance, field service, aerospace and commercial systems testing. Upon completion of the Electronics Technician Certificate the student is prepared to take the examination for a first class commercial license from the Federal Communications Commission and can be employed as an electronics technician.

Fire Technology

We provide high-quality student learning opportunities for the fire-fighting community, including both entry-level and advanced skill training.

The program offers an AA and a Certificate of Achievement in Fire Technology. Both pathways are designed for students who wish to pursue careers in fire protection, primarily for the inspection of industrial, commercial and institutional properties, environmental safety and accident prevention, and for people presently in those areas wishing to improve their skills. The program is based on the Uniform Fire Technology curriculum as approved by the State Board of Fire Services and the California Fire Chiefs Association. Successful completion of the program qualifies the pre-service student for State Firefighter-1 Certification. Classes are also offered leading to State Fire Officer Certification.

Industrial Technology

Chabot College offers an AS Degree in Industrial Technology, which is an interdisciplinary program supported by the various disciplines within this division. There are two course offerings specifically under Industrial Technology, one in manufacturing processes and one in measurements and calculations which serves as an applied mathematics class for the applied technology programs.

Machine Tool Technology

We seek to expand our established reputation with industry partners for training highly skilled people that are ready to enter or advance in the workplace. Graduates are expected to be capable of learning new skills with minimum instruction and to have an appreciation of precise work and a desire to observe the progression of complex parts.

The program offers AS degrees in Machine Tool Technology and Numerical Control, and Certificates of Achievement in Tool Maker, Machinist and Numerical Control Programmer skills. The Tool Maker program trains students for a tool and die making career. Graduates are trained in tool and die making, computerized numerical control (CNC) machining, computer-aided manufacturing, and computer-aided drafting and design. Students use computer software applications to draw, design, and program CNC machines, and projects focus on jigs, fixtures, and punch and die work. Numerical Control uses specially prepared instructions, developed by the N/C Programmer, to control the operation of manufacturing equipment such as machine tools, inspection machines, woodworking machines, laser machines, and robots.

Real Estate

We provide students with learning opportunities related to skills and knowledge required by the real estate career field.

The program provides an AA degree and a Certificate of Achievement. Our courses prepare students for the Real Estate Licensure Examination and employment as real estate salespersons, brokers, appraisers, escrow officers and planners.

Welding Technology

We seek to match industry needs with up-to-date training opportunities. Many students take single classes that prepare them for immediate employment or upgrade existing skills, while others pursue the broader goal of a certificate or degree.

The program offers an AS degree in Welding Technology and a Certificate of Achievement in Welding. Both pathways prepare students for employment in the welding trade and provide intensive preparation for welder certification. Graduates will be able to gas and arc weld in all positions as well as use gas and arc cutting equipment. With the AS degree, the student will be employable in the trade or will be able to transfer to a university for advanced study in an industrial arts program.

GOALS

- Continue to increase efficiency and quality in all division programs.
- Increase Real Estate offerings to meet community needs.
- Evaluate the Electronics and Computer Technology and Fire Technology programs for possible re-configuration in cooperation with Las Positas College.
- Explore the possibility of expanding partnerships regionally in Fire Technology.
- Evaluate the program in Industrial Technology for possible reconfiguration or phase-out as other applied technology programs absorb the IT curriculum.
- Explore the potential for re-invigorating the Technical Illustration program in collaboration with the Arts & Humanities Division.

- Achieve NATEF and GM ASEP certification for the Automotive program, and implement a re-design to allow for a targeted GM program offering.
- Develop additional online and hybrid courses, particularly in Business and CAS.
- Improve marketing of the division's programs, especially Electronics & Computer Technology, Real Estate, and Business.
- Form or re-activate advisory committees for Business, Real Estate, and Work Experience.
- Use community input to improve student learning outcomes and use community linkages to develop additional experiential learning opportunities for students.
- Develop tutorial capability especially to assist ESL students in CAS.
- Increase the use of technology to improve orientation to learning objectives and the requirements for success in the programs.
- Improve preventive maintenance for welding equipment; explore curriculum tie-in.
- Meet industry certification standards as facility and equipment plans are developed.



Chabot offers AS Degree and Certificate of Achievement in Welding Technology

Academic Services
ARTS & HUMANITIES DIVISION

STATEMENT OF PHILOSOPHY

The programs in this division are strongly committed to fostering in students an awareness of the importance of critical and aesthetic response in all aspects of learning and life, a value for diversity as revealed and engaged in the arts and humanities, and a broad understanding of the role of the arts and humanities in society.

PROGRAM DESCRIPTIONS AND MISSIONS

Architecture/Interior Design

We seek to instill in our students a deep appreciation for architecture as a Renaissance discipline, requiring a deep appreciation of art, design, and engineering. We seek to prepare students to enter transfer institutions prepared to succeed.

The program offers either AA or AS in Architecture, and AS or Certificate of Achievement in Interior Design. The architecture transfer major prepares students to enter the best architecture schools at the junior level. We provide instruction in drawing and graphics, drafting, design, digital media, and history. Our courses articulate at the program level at U.C. Berkeley and Cal Poly, San Luis Obispo, and students who transfer do well. The two-year diploma in interior design prepares students to design commercial, office, retail, institutional and residential solutions to real design problems. The program emphasizes space planning, creative problem-solving, communication skills, knowledge of building materials and construction, furnishings, presentation, conventional and computer-aided drafting, and the history of design.



Art

We seek to instill in our students a deep appreciation for art as a professional activity, as well as an opportunity for personal growth. We prepare students to enter transfer institutions prepared to succeed, to recognize the importance of art, to become exhibiting artists, and to fulfill themselves through creative expression.

The program offers an AA in Art with several possible emphases—General, Ceramics, Painting, Sculpture, an AA in Graphic Design, and a Certificate in Illustration. We provide transfer level courses to students seeking careers in the arts or who want to fulfill general education and elective requirements, as well as instruction in drawing, ceramics, painting, sculpture, graphic design, digital media, art history, and museum studies. Our new art gallery provides museum studies students with opportunities to learn about organizing exhibits and provides studio art students a venue for their first exhibitions. The Graphic Design degree provides practical, theoretical, and computer training in layout and design, preparation of reproduction art, printing processes, computer graphics, typography and illustration.

Digital Media

We seek to instill in our students a deep appreciation for digital media as an important way to communicate ideas. We prepare students to be media experts, skillful with state-of-the-art visual, graphics, and interactive software used by artists, photographers, filmmakers, and web designers.

The program provides transfer level and AA degree applicable courses to students seeking careers in digital media or who want to fulfill general education requirements. We provide instruction in Photoshop, Illustrator, Dreamweaver, Flash, and Final Cut Express.

Humanities, Philosophy, Religious Studies

We help students learn the critical thinking and analytical skills necessary to function well in academia and our multicultural society.

The program offers an AA in Humanities and courses that explore the arts through film, literature, poetry, and music, ethics, epistemology, political philosophy, and world religions, including two courses devoted exclusively to the study of Islam. All of our courses transfer to UC and CSU in fulfillment of G.E. breadth requirements.

Mass Communications

We help students look critically at broadcast and print media content and create and disseminate their own content through print and broadcast outlets, such as Chabot's student newspaper and radio and television stations. We help students become media experts, skillful with state-of-the-art visual, graphics, and interactive software used by print and broadcast journalists, studio production personnel, and photographers.

The program offers an AA in Mass Communications, an AA in Journalism, and an AA in Radio and Television Broadcasting, and provides coursework to students seeking careers in mass communications or who want to fulfill general education requirements. We provide instruction in news writing and information gathering, writing for broadcasting, advertising and media management, radio and television announcing and performance, radio and television studio production, and newspaper editorial leadership and production.

Music

We seek to instill in our students a deep appreciation for music as a professional activity, as well as an opportunity for personal growth. We seek to prepare students to enter transfer institutions prepared to succeed, to become working musicians, and to fulfill themselves through creative expression.

The program offers an AA in Music with three emphases: performance, composition, history/literature. The two-year sequence integrates theory, literature, and composition, the development of music in the context of western society, and a performance component comprised of both solo and ensemble experiences. The program provides coursework to students seeking careers in music or who want to fulfill general education requirements, including instruction in piano, woodwinds, guitar, brass, strings, percussion, and jazz.

Photography

We help students become intelligent image-makers as well as critical and analytical viewers of images.

The program offers an AA and a Certificate of Completion in Photography, and coursework to students seeking careers in photography. We teach traditional and digital forms for use in both art and industry. We provide instruction in black and white and color photography, studio lighting, special processes, digital media, portfolio development and the history of photography. The program includes hands-on work in studios, darkrooms, and computer laboratories, and students gain experience working as photographers, photographers' assistants, and electronic imagers. The degree program provides students with a thorough technical knowledge of contemporary photographic applications, digital imagery involving scanning and manipulation, and multimedia technology combining sound, text and images.

Theater

The emphasis in Theater Arts is on play-making and the whole creative process, rather than the disparate skills of acting, technical theater, etc. We provide opportunities for students to learn technical as well as performance aspects of theater, and hands-on opportunities to learn the complexities and challenges associated with production ("play-making"). Students learn the commitment that is required in theatrical productions, as well as how to be intelligent image-makers and critical and analytical participants in a creative process.

The program provides transfer level courses to students seeking careers in theater. All of our courses transfer to CSU, and several are also transferable to U.C. and meet CSU GE breadth requirements.

GOALS

- Improve thoroughness of learning in each discipline, while maintaining or improving efficiency and productivity.
- Increase the transfer rate by 5% in the division over the next ten years.
- Increase mentoring of students, either by the faculty or by professionals from the community.
- Simplify our A.A. degree offerings in Art.
- Improve articulation with transfer institutions for all disciplines in the division, at the program level where possible.
- Increase the number of students interning, performing or exhibiting in the community.
- Enhance job placement and/or transfer for graduates of the mass communications program.
- Develop a certificate program in digital media.
- Develop humanities courses dealing with Asian, Near Eastern, and Meso-American ideas to complement existing offerings.
- Explore ways to retain more students in humanities courses.

- Strengthen the music program through strategic allocation of fief, development of community connections, and recruitment in the local high schools.
- Promote student awareness of successful people from traditionally under-represented groups.
- Seek new ways to work on Basic Skills in our introduction to acting classes.
- Increase enrollments in theater classes, especially production classes.
- Improve marketing of theater productions.
- Develop technical training opportunities for theater students through cooperation with the Performing Arts Center (PAC) staff.
- Mount an annual theater production in the main theater at Chabot (PAC).
- Develop plays that bring the college community together over themes expressive of the college's strategic direction.
- Promote a college focus on a new kind of learning, involving the “embodiment” of ideas, using the body to make learning more hands-on and interactive, and to improve concentration and attentiveness.
- Expand the children’s theater program.
- Bring guest artists to Chabot for showcases and clinics.
- Expand the number of theater productions, including original student plays.

*Good morning, Chabot!
Radio Station KCRH
89.9 FM*



Art Gallery

Academic Services

HEALTH, PHYSICAL EDUCATION & ATHLETICS DIVISION

STATEMENT OF PHILOSOPHY

The programs in this division are committed to fostering in students strong habits of responsible membership in society, strong teamwork abilities, good health habits and an understanding of how these traits fit into an overall healthy lifestyle and a healthy society.

PROGRAM DESCRIPTIONS AND MISSIONS

Dental Hygiene

The Dental Hygiene program maintains standards outlined by the Commission on Dental Accreditation (CODA), providing quality education to our students, thus enabling them to be successful in their professional goals and ultimately to provide quality care to the public. Our mission is to educate students who will positively impact the oral health status of the community, and to provide the student with a foundation for lifelong learning.



The program includes courses in the basic sciences, social sciences, dental science, liberal arts and public health with emphasis on the clinical aspect of dental hygiene. Successful completion of the program confers an AA in Dental Hygiene and qualifies the student to take the National Dental Hygiene Board examination and the California Dental Hygiene State Board Licensure examination for licensure as a Registered Dental Hygienist. The Dental Hygiene Program is accredited by the Commission on Dental Accreditation of the American Dental Association.

EMT

We are committed to fostering in students strong habits of responsible membership in society, good work habits and a high level of skill in emergency response.

The college's EMS/EMT curriculum consists of several courses in emergency response skills listed under Health—a two-course introductory sequence, a course in CPR, Basic Life Support Providers; and a three course sequence for the Emergency Medical Technician—Ambulance, Patient Stabilization, Extrication & Triage, and EMT Refresher. These Health courses provide entry-level training for those seeking work in health-related occupations. The EMT sequence provides training for the prospective EMT, and skill updates and improvement for currently employed professionals in emergency response.

Health

We are committed to fostering in students strong habits of responsible membership in society, good health habits and an understanding of how these traits fit into an overall healthy lifestyle and a healthy society.

The college's health education curriculum consists of four core courses: Health 1, 4, and 8, and Nutrition 1. These courses provide transfer G.E. curriculum in CSU Area E. The Nutrition course doubles as a required course in many allied health occupational programs, including the Dental Hygiene program at Chabot. Health 1 and Health 4 meet AA/AS degree requirements, thus ensuring a broad awareness of health in the Chabot student body.

Health Information Technology

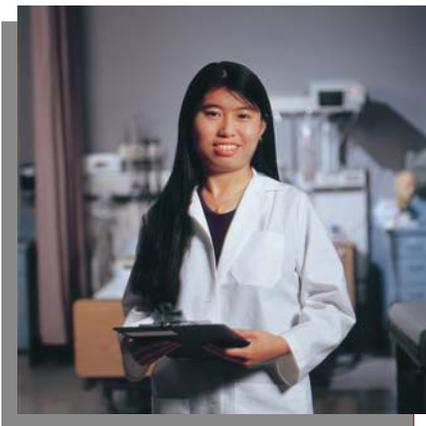
We seek to ensure, through the quality and currency of the training we provide, that Chabot HIT graduates are successful as medical coders and health care managers in various roles in the health care industry.

The program provides accredited training in preparation for the Registered Health Information Technician examination offered by the American Health Information Management Association, and offers an AS Degree in Health Information Technology, a Certificate of Completion in Health Information, and Certificates of Achievement in Health Information Coding and Medical Transcription. The Health Information Clerk certificate of completion has been designed to provide an individual the entry level skills required for success in a health information department. The AS degree program in HIT is accredited by the Commission on Allied Health Education (CAAHEP) in collaboration with the American Health Information Management Association (AHIMA). Completion of this program qualifies the student to take the AHIMA exam to become a "Registered Health Information Technologist." The program in medical transcription prepares the student to transcribe medical dictation for hospitals, medical research, teaching centers, physician offices, and transcription services.

As of October, 2005, the HIT program is being placed on inactive status with a plan to phase out after current students have completed their training.

Medical Assisting

We seek to ensure, through the quality and currency of the training we provide, that Chabot Medical Assisting graduates are successful medical assistants.



The program prepares the student with entry-level skills and knowledge that lead to employment as a medical assistant. An AA Degree and a Certificate of Achievement in Medical Assisting are offered. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Committee on Accreditation for Medical Assistant Education of the American Association of Medical Assistants' Endowment (AAMAE). Completion of this program qualifies the student to take the national certification examination (CMA).

Nursing

We maintain the high standards of the Bureau of Registered Nursing, providing quality education to our students, thus enabling them to be successful in their professional goals and ultimately to provide quality nursing care to patients. The program prepares graduates who can contribute to the advancement of nursing

science and influence changes in a variety of settings within the health care system. The graduate possesses a repertoire of knowledge, skills, and attributes that serve as the foundation for safe, competent practice and lifelong learning.

The program prepares students to become registered nurses, which involves completion of the requirements for the AA in Nursing and learning how to take care of patients as well as certain essentials of biological science, basic mathematics, clear self-expression orally and in writing, time management, and responsibility in the performance of duties. An accelerated program offers Licensed Vocational Nurses admission into the 2nd year of the major. The program is approved by the California Board of Registered Nursing. Graduates are eligible for the Registered Nurse License Examination.



Physical Education/Athletics

We are committed to fostering in students strong habits of responsible membership in society, strong teamwork abilities, good health habits and an understanding of how these traits fit into an overall healthy lifestyle and a healthy society.

The program prepares students to enter health and fitness careers, educates students on the importance of physical fitness and its effect on well being, and exposes students to a wide variety of fitness components, thus providing them with an understanding of the dynamics of health and physical wellness.

The program offers AA/AS degrees in Physical Education, and Certificates of Achievement and Certificates of Completion in three specialty areas: Aquatics, Coaching, and Fitness Instructor. The degree provides a rigorous curriculum that will ensure students have met the science and math requirements to enter the CSU and UC Physical Education/ Kinesiology and Exercise Physiology programs.

GOALS

- Increase efficiency in division programs.
- Phase out HIT program, in light of difficulty hiring instructors.
- Increase student success in all programs, but target especially the student support services associated with nursing, dental hygiene and other allied health programs.
- Meet accreditation requirements in each of the allied health programs, without unnecessarily increasing ftef or lowering the wsch/ftef level of each program.
- Ensure students entering the Dental Hygiene and Nursing programs are prepared for a rigorous program and can succeed, by maintaining adequate prerequisite/enrollment criteria and by providing thorough orientations.
- Increase dental hygiene enrollments through expansion of the clinical facility.
- Increase the number of nursing slots in partnership with area healthcare providers.

- Improve student success data tracking in healthcare programs.
- Re-format EMT curriculum, and align with Las Positas College.
- Provide expanded and more reliable instructor base for EMT.
- Increase student enrollment in EMT.
- Expand space assigned to EMT and provide the program with up-to-date equipment.
- Consider institutionalization of AHA training center for certification of Basic Life Support training.
- Increase fitness opportunities for Chabot students, including disabled students.
- Help students change unhealthy lifestyles to healthy ones; combat obesity.
- Address student equity at Chabot by providing a range of athletic opportunities.
- Ensure safety and success by replacing outdated or damaged equipment.
- Improve transfer rate among student athletes.



Join a winning team and get a great education!

Men's Sports

Baseball • Basketball • Football
 Golf • Soccer • Swimming
 Tennis • Track & Field
 Wrestling

Women's Sports

Basketball • Soccer • Softball
 Swimming • Tennis
 Track & Field
 Volleyball • Water Polo

Academic Services
LANGUAGE ARTS DIVISION

STATEMENT OF PHILOSOPHY

The programs in this division are committed to fostering in students strong communication skills, critical reasoning capabilities, information competency, a strong value for public service, and a diverse, integrative worldview.

PROGRAM DESCRIPTIONS AND MISSIONS

English

We teach skills in the context of making meaning, a process we encourage in response to texts/readings. The learning and teaching of skills proceeds through the process of making sense out of what an author has written, a fellow student has said or written, or an instructor has prompted. Our mission is to create learning environments in which our students learn skills, protocols, and academic practices while engaging in a meaningful and relevant learning experience.

The program offers an AA in English (Emphasis in Literature) and certificates in writing and creative writing. Courses range from skills courses (from developmental reading/writing/reasoning to UC transferable) to elective courses in literature. The AA degree enables students to fulfill the first two years towards a bachelors degree in English at most transfer institutions, while also fulfilling general education requirements.

ESL

We enable second-language learners to communicate in all of the linguistic skills, using a blended approach applied to both personal and academic discourse.

The ESL subdivision teaches high-beginning through advanced level courses. The curriculum is designed to serve students who have some basic vocabulary and fluency in the English language. The program's approach blends the teaching of discrete knowledge and skills—grammar, syntax, usage—with the practice of reading, speaking, listening and writing—both personal and analytical.

The Language Center provides a comfortable learning environment for ESL students and foreign language students. The Center offers drop-in tutoring, computer-assisted language learning, and a variety of text-based learning resources. Students may also enroll in ESL 127-ESL Pronunciation Lab, ESL 128 – Faculty Student Tutorial, or FORE 1L – Foreign Language Lab to make their learning plans more personalized and/or to supplement their other coursework.

Foreign Language

We emphasize a world languages approach, mirroring the diversity of the Chabot community. A World Languages department is a key component for an educational institution which strives for open, inclusive life-long learning and interdisciplinary education for its students.

The program offers lower-division courses in Chinese, French, Italian, Japanese, and Spanish. Students take these courses to meet general education requirements for

the associate degree and transfer, as well as for personal enrichment. The program also provides support for a variety of intercultural degrees and certificates (e.g., Chicano Studies and International Studies), and promotes intercultural activities on campus.

Interdisciplinary Studies in Letters & Science (ISLS)

We provide students with an adventure in the world of ideas. ISLS is a program for college students to explore the interrelationship of various fields of learning. The organizing principle is that the student is responsible for her or his own education, including a commitment to learning, an involvement in ideas, and a desire for personal growth.

The three-semester curriculum covers many lower-division general education requirements in five disciplines: humanities, English, social sciences, physical sciences, and biological sciences. The course of study emphasizes the interrelation of ideas in these areas in such a way that each semester forms an integral unit, and three semesters constitute a sequential development of ideas, skills and understanding. The program includes traditional lecture/discussion, small group work, private tutorials and weekly colloquia with guest speakers. The heart of the instructional method is careful analysis of primary source material—works by authors such as Shakespeare, Darwin, and Marx.

Library/Learning Resources

We support learning across the many disciplines and programs of the college.

The learning resources program provides professionally chosen materials which meet the needs of the educational programs; provides access to information in print, non-print, electronic and other formats; and teaches students individually at the Reference Desk and in classroom settings how to find appropriate information sources for assignments. Librarians work collaboratively with faculty members to match assignments to the resources available and to tailor library orientations to support the specific needs of assignments.



Chabot Library &
Learning Resource Center

Sign Language

We seek to instill in students sensitivity to, and understanding of, the perspective of the deaf and hard of hearing, as well as to provide quality instruction in sign language.

The program offers a two-semester sequence in beginning sign language, thus providing students with an alternative for meeting humanities or foreign language requirements for transfer or the AA/AS degree, or for personal growth.

Special Projects: CHARLIE, Service Learning and Springboard to Transfer

Each of these special projects seeks to improve student retention and success by providing the student with effective learning support, additional motivation, and a sense of community in his/her experience at Chabot.

CHARLIE (Chabot's online Resource with Links to Instruction in English) provides an online writing resource targeted directly to the needs of Chabot students, offering a dozen different writing modes for students including samples of student papers, links to useful online resources on reading, writing, grammar, and research, as well as print-friendly handouts.

Service Learning involves the coordination of efforts across the curriculum at Chabot to incorporate public service into classes in such a way that it reinforces the subject matter learning of each course. The program has an advisory committee and has formed a task force to identify ways to expand experiential learning at Chabot.

Springboard to Transfer has been designed as an efficient packaging of courses that fit in the mainstream of the transfer path to UC/CSU, pairing courses around a shared text and requiring staff development, assessment activities, research and a shared office hour. A Psychology Counseling course (PSCN 22) integrates college success strategies into the students' experience in the two main paired courses.

Speech

Communication is a necessary and lifelong skill. The Speech discipline considers all aspects of their program from Intro to Speech to Interpersonal Communication to Forensics as fostering the lifelong skill of effective oral communication.

The program offers an AA in Speech Communication and several lower-division courses in oral and written communication, oral interpretation, and group communication. All courses transfer to UC and CSU, and most meet GE breadth requirements at CSU.

Tutorials

We help Chabot students complete their coursework successfully, in ways appropriate to their learning styles.

The Tutorial Center provides individual tutoring to students in a wide range of subjects. We provide them with the skills and foundation necessary to prepare them for upper-level coursework, and we encourage them to think critically and independently when working in various class assignments. Students sign up for regular appointments, and commit to a learning assistance plan for the entire term. The college is studying ways to integrate all learning assistance functions, in preparation for the housing of these functions together in a renovated Building 100.

Writing and Reading Across the Curriculum (WRAC) Center

The WRAC Center offers a teaching and learning environment. Students who come to the center are made to feel welcome. We tailor our services to the individual student's needs.

The WRAC Center's whole language approach is effective and as much as possible we try to integrate reading, writing, speaking and listening and help students see the

relationships among them. We believe that isolated "skill and drill" tasks are not as effective as skills learned in full academic context. The WRAC Center reflects the English subdivision's pedagogy in teaching writing. While teaching grammar and helping students with their sentence-level issues both have their place, most students have other needs which we have oriented ourselves to address such as overall content and organization. We are committed to encouraging student ownership of their writing processes. We believe our students have many skills, are intelligent, and benefit from challenging, academic such as those offered in transfer-level courses.

Part of our center's mission is to help our students to improve their "studenting skills." Collaborative learning is an effective tool in the center, and we encourage and support it. We believe that students can help themselves, students can help students, tutors can help students, instructional assistants can help students, and teachers can help students. Therefore, we foster a student-centered approach.

GOALS

- Expand curriculum, adding more flexible options in the schedule, with emphasis on service learning, speech, evening courses, library skills courses, and new foreign languages.
- Expand offerings in courses that are impacted, and continue support of all division programs.
- Broaden the participation in service learning on campus.
- Expand learning communities and make them a central part of a Chabot education.
- Improve and integrate learning assistance (WRAC, Language Center, Tutorials, Math Lab, Library, Learning Skills, etc.).
- Increase technological access and support for language arts instruction.
- Increase collaboration among Language Arts units and with other campus units, with emphasis on library, technology training, ESL, and liaison with counseling.
- Raise campus awareness of the importance of foreign languages in a post 9/11 world.
- Develop learning outcomes and assessment tools in each language arts area.
- Increase staff development activities, especially with adjunct instructors.
- Improve and expand the library collection.
- Implement more courses in the online format.
- Increase student access to learning resources online.

Academic Services
MATH & SCIENCE DIVISION

STATEMENT OF PHILOSOPHY

The programs in this division are committed to fostering in students strong critical reasoning capabilities, including a value for, and understanding of, the scientific method including inductive reasoning and critical examination of premises. The disciplines in the division strive to promote creativity and an appreciation for the wide applications of responsible science in the world they live in.

PROGRAM DESCRIPTIONS AND MISSIONS

Astronomy, Geology & Physics

We provide students with high-quality preparation for transfer to four-year institutions. We foster strong critical reasoning capabilities, and we strive to instill excitement for learning about the physical world. Physics, the fundamental science, conceptualizes the basic principles of the universe and establishes the foundation for astronomy, chemistry and geology.



excitement for learning about the physical world. Physics, the fundamental science, conceptualizes the basic principles of the universe and establishes the foundation for astronomy, chemistry and geology.

The program offers an AS degree in Physics, and transfer-level courses in astronomy, geology and physical science. The physics degree and several of the program's other courses provide lower-division preparation for physical science majors at universities, and all courses satisfy GE breadth requirements at CSU campuses. We prepare students for careers in science, engineering,

computer science, and life science areas, and provide general education in science for those earning associate degrees and certificates.

Biological Science

We provide students with high-quality preparation for transfer to four-year institutions and for success in allied health care programs. Biologists study the origin, development, anatomy, physiology, ecology and other basic aspects of plants and animals. With a strong science background, students develop a basic understanding of the inter-relationships which exist between organs, tissues and cells and how microorganisms can be both beneficial and harmful to humans.

The program offers AA degrees in Biology and in Biology--Emphasis in Allied Health. We also provide general education in science for those transferring or earning a certificate, and we prepare students to enter health career education by providing prerequisite courses. We provide lower-division major preparation for students seeking bachelor's degrees in chemistry, biology, and other sciences.

Chemistry

We provide students with high-quality preparation for transfer to four-year institutions. We foster strong critical reasoning capabilities, and we strive to instill excitement for learning about the physical world.

The program offers an AS degree in Chemistry. This two-year course of study provides the student with a broad background in inorganic and organic chemistry and quantitative analysis and constitutes appropriate lower-division preparation for a chemistry major at a university. The chemistry program also supports all physical and biological science majors with co-requisite courses, and provides allied health students with the non-mathematical and applied chemistry courses they need. Chemistry courses also satisfy general education requirements for the associate degree and transfer.

Computer Science

We provide students with high-quality preparation for careers in computer science, engineering, and related fields. We provide up-to-date information in computer science, and seek to instill excellent learning habits and an excitement about the potentials of computer science.

This program satisfies lower division requirements for the computer science major, but also assists professional programmers in upgrading skills. The program offers AA/AS in Computer Science, both General and Emphasis in Mathematics, as well as introductory courses in a number of popular programming languages.

Computer science courses prepare students to go into computer-centered careers and other careers where computer programming is vital. While most of the program's courses provide specialized training leading either to transfer to a four-year college/university in computer science or to work in a technical support role in the software development industry, the program also offers a general course in computer literacy.

Engineering

We provide students with high-quality preparation for transfer to four-year institutions and for the profession of engineering. We foster strong critical reasoning capabilities, and we seek to provide students with expert guidance as they prepare to transfer.

The program provides an AS degree in Engineering and prepares students for academic success at baccalaureate degree-granting institutions. The AS in Engineering may be supplemented by additional mathematics, science, engineering, and general education courses required for specific engineering majors to form the basis for transfer to a Baccalaureate Engineering program.

Mathematics

We seek to provide students with high-quality preparation for transfer to other institutions and to support students in associate-level coursework by providing excellent math education to students in other college programs. We encourage students to think critically, and to develop their creativity in the context of mathematical study. Mathematics and related subjects play important dual roles in our culture. On the one hand, mathematics is a study in its own right; on the other hand it is an indispensable tool for expressing and understanding ideas in the sciences, engineering, and an increasing number of other fields.

The program offers AA/AS degrees in Mathematics, and provides the mathematics components of any of the college's degrees and certificates. We also provide

developmental mathematics education to help students succeed in college-level courses.

GOALS

- Continue to increase efficiency in all division programs.
- Increase introductory biology, anatomy, physiology and chemistry offerings, as possible, to meet prerequisite needs for health career majors.
- Review the computer science program to analyze whether it meets the goals of students, employers, and transfer institutions; evaluate for possible re-configuration.
- Increase engineering enrollment and the overall health of the engineering program; maximize effectiveness and efficiency; evaluate for possible re-configuration.
- Update the engineering program; keep the engineering curriculum, software and equipment current with industry standards.
- Obtain state approval for the AS degree program in engineering.
- Increase enrollments in physics classes.
- Assist in the college-wide effort to become a learning-centered college.
- Resolve schedule conflicts among division programs.
- Continue a slow to medium rate of growth in biology and chemistry.
- Improve student success in division programs.
- Increase persistence from course to course in mathematics.

Academic Services
SOCIAL SCIENCES DIVISION

STATEMENT OF PHILOSOPHY

The programs in this division are committed to fostering in students an awareness of the importance of active civic engagement and responsibility, a value for diversity within the context of a rich and complex society, and a broad understanding of the social science methods that enable informed citizens to make better choices. This value for the diverse richness and continuity of human society greatly contributes to a productive, fulfilling career and life experience.

PROGRAM DESCRIPTIONS AND MISSIONS

Administration of Justice

We seek to instill in students a deep understanding and appreciation of civic engagement and responsibility, and a thorough understanding of the American system of justice and the role individuals play in it. We seek to prepare students to enter transfer institutions fully prepared to succeed in Administration of Justice programs, or to succeed in the criminal justice workforce.

The program offers an AA in Administration of Justice and Certificates of Completion in Correctional Science and Security. The curriculum is designed to prepare students for careers in the fields of law enforcement, probation, parole, security, and related criminal justice fields along with related technical occupations. The two-year program combines instruction in corrections, law enforcement and security with general education courses. The program has been authorized by the Commission on Peace Officer Standards and Training and the Board of Corrections to offer certain technical and specialized courses.

Anthropology

We seek to provide students with excellent preparation for majors in a wide array of social and behavioral sciences and to provide the general education student with a keen awareness of, and value for, the diverse richness and continuity of human society. We seek to engage students actively in the life of the college and to demonstrate to them how learning about human behavior contributes to a productive, fulfilling career and life experience.

The program offers introductory general education courses in cultural and physical anthropology, one of which fulfills transfer requirements for a laboratory science course. The core courses also constitute typical lower division preparation for a major in anthropology, sociology, psychology or other behavioral sciences.

Economics

We seek to instill in students a broad understanding of the principles and methods of economics and their value in government and in the study of society.

The program offers introductory courses in general economics, micro- and macro-economics. These courses constitute typical lower division preparation for a major in economics, and satisfy general education in social science.

Early Childhood Development

We seek to provide ECD students with a strong foundation in the psychology and development of the young child and a strong value for diversity within the context of a rich and complex society. The care and education of young children demands a high level of personal and professional integrity and enthusiasm—we seek to inspire this enthusiasm in our students, and we demand this integrity.

The program offers an AA degree in Early Childhood Development and two Certificates: Early Childhood Development (Basic Teacher), and Early Childhood Development (Associate Teacher). The AA degree trains students to become teachers of young children in a variety of preschool and educational settings. The program is relevant for preschool and elementary school teachers, educational program directors, recreation leaders, parents and potential parents. The college has a full-service Children's Center that serves as the lab school for the ECD program.

Geography

We seek to foster in students a broad understanding of the social science methods that enable informed citizens to make better choices, and the value of these methods to government and to society in general. We seek to promote understanding of human-environment relationships, and to interest students in the field of geography as a career.

Chabot College offers an AA in Geography and several individual courses that meet general education requirements for the associate degree and for transfer. A lab course makes use of computers so that students can learn geographic information systems and how to do geographic research using online resources. The program introduces students to principles, theory, and applied methods of spatial analysis in studying both the natural and the human environment.

History

We are committed to fostering in students an awareness of the importance of active civic engagement and responsibility, a value for diversity within the context of a rich and complex society, and a broad understanding of the social science methods that enable informed citizens to make better choices.

The program offers several history courses, from the history of western civilization to American Women: A Social History. Most of the program's offerings meet GE breadth requirements for the associate degree and transfer, and the core courses in U.S. History meet the CSU American Institutions requirement. The program emphasizes a multicultural approach that seeks out the truth from a variety of perspectives.

Political Science

We are committed to fostering in students an awareness of the importance of active civic engagement and responsibility, a value for diversity within the context of a rich and complex society, and a broad understanding of the social science methods that enable informed citizens to make better choices.

The program offers several courses in political science, ranging from the core course in American government to courses in comparative government, international relations, and contemporary issues in American politics. All courses are transferable to CSU and UC, and all meet GE breadth requirements for the associate degree and

for transfer. The American government course meets the CSU American Institutions requirement.

Psychology

We seek to foster in students an understanding of the range and complexity of human behavior, and of the methods that have been used to study it. We also seek to inspire a value for diversity within the context of a rich and complex society.

In addition to the core course in General Psychology, the program offers a broad array of lower division courses, all of which are transferable to CSU (most to UC as well), and most of which meet GE breadth requirements for the associate degree and for transfer.

Sociology

We seek to foster in students an understanding of the range and complexity of human societies and social structures, and the methods that have been used to study human society. We also seek to inspire a value for diversity, and to prepare students for successful transfer.

The program offers both an AA and a Certificate of Completion in Sociology with an Emphasis in Gerontology. These programs prepare students to work with the growing numbers of older adults in the population. This degree and certificate have not seen much student demand recently, however, and the program is placing these awards on inactive status in the near future.

The program also offers introductory, lower-division courses in sociology for general education and transfer purposes, ranging from Principles of Sociology to Marriage and Family Problems. All these courses are transferable to CSU and UC, and meet GE breadth requirements for the associate degree and transfer.

Interdisciplinary Degrees, Certificates and Coordinated Offerings

The Social Sciences division also oversees various interdisciplinary degrees, certificates and programs:

AA Degree in Behavioral Science (General)

This major is provided as a pathway for transfer students because it provides a basic foundation for subsequent specialization in many fields of study. Strongly based in the international arena, the degree provides the student with career skills in communication, global understanding, public service, problem solving, and personnel management.

AA Degree in Chicano/Latino Studies

This major is designed for students who are interested in a general education as well as concentrating on important aspects of the Chicano experience in the United States through the study of the Spanish language, history, culture, and psychology. Courses explore the experience of Chicanos/Latinos within American society.

AA Degree in Ethnic Studies

The Cross Cultural Studies Program, interdisciplinary in scope, begins with a focus on the history, literature and cultures of African-Americans, Asian Americans, Chicano-Latinos, and Native Americans. Courses explore the relations of these cultures to each other and to the dominant American culture in order to foster understanding

about such topics as ethnicity, race, gender, sexuality/sexual orientation, class and religion.

AA Degree in International Studies

This major includes required courses in anthropology, geography, international relations, and foreign language, and offers options in Asian Studies, Latin American Studies, Business, and General Studies. The program is intended to provide lower-division students with broad preparation for careers in which a global perspective is essential.

AA Degree in Social Science (Emphasis in Cultural Studies)

AA Degree in Social Science (General)

These majors each provide an introduction to cultural analysis within and between cultural groups, both in the United States and throughout the world. They emphasize comparative theory and methodology, and prepare students for upper division majors in subjects where cultural analysis is relevant including education, counseling, social welfare, global studies, peace studies, multicultural and gender studies.

PACE - Program for Adult College Education

We seek to provide adult working students with a schedule of high-quality courses that will enable them to complete college within the constraints of a busy schedule.

Designed for working adults, the program is set up as an organized sequence of evening/Saturday classes chosen to meet GE requirements both for the AA/AS degree and for transfer. An individual student takes up to three classes at a time by attending 1-2 evenings a week plus every other Saturday. Courses meet specific requirements at CSU East Bay, and students are encouraged to continue in the CSU PACE program upon transfer. There is dedicated counseling support and an email networking opportunities.

QUEST

We seek to provide a stimulating, useful and rewarding set of learning experiences each term for the elder community of the Chabot service area.

Many of the classes are offered at off-campus locations, cosponsored with agencies, churches, and residences serving elders. Courses are noncredit, so students are not charged the usual enrollment fee, and the courses are designed specifically for older adults, with regular offerings ranging from travel courses to dance to computer skills.



GOALS

- Maintain robust enrollments in social science courses, thus allowing for an adequate offering of major requirement courses in each of the disciplines.

- Review gerontology offerings for continued feasibility.
- Explore options for supporting Quest program, including the possibility of conversion from noncredit to credit.
- Develop community links inherent in Quest program.
- Expand computer access for Quest students/classes.
- Explore ways to serve students who want to be police reservists (through the ADMJ Reserve Program).
- Develop additional learning community offerings through partnership in the Springboard to Transfer program.
- Develop additional distance education offerings in new discipline areas.
- Use grant funds to continue development of ECD curriculum to provide adequate teacher training for Head Start and other state-funded programs.
- Expand Spanish cohort program in ECD; find ways to encourage these students to mainstream into the AA program.
- Identify funding to enable continuation of ECD Professional Development Coordinator position.
- Develop student cohorts to meet both general education requirements for the AA degree and ECD transfer major requirements, and to meet the needs of non-English-speaking students.
- Expand evening and weekend offerings in ECD.
- Intensify and expand interaction between ECD faculty and community agencies to ensure program remains up to date and advocates effectively for public support.
- Maintain a high-quality lab school as a learning environment for ECD students.
- Explore ways to build enrollments in Geography beyond the basic intro course.
- Improve integration of counseling and support services with instruction.
- Improve tutoring services; promote the employment of academically proficient student tutors and instructional aides.
- Work with Financial Aid to see that students get texts and other instructional materials early enough in the term to be successful in their learning.
- Monitor the effects of the recent changes to the AA degree requirements.
- Promote the understanding of diversity through social sciences course offerings and extra-curricular activities and events.
- Seek support to fund a lecture series in Psychology by outside experts.
- Explore ways to ensure that students transferring in Psychology have taken and succeeded in Math 43 (statistics).

Academic Services
OFFICE OF ACADEMIC SERVICES

STATEMENT OF PHILOSOPHY

The office supports quality instruction in the college at large, and we recognize that to do this, we must continually learn about the needs of the institution and its teachers and students, and we must be prepared to modify or upgrade our systems, even while maintaining consistency. We maintain a spirit of open communication, and seek input from everyone we serve.

PROGRAM DESCRIPTION AND MISSION

The mission of Academic Services is to provide overall guidance and support for both long-term academic planning and program development, and for continuing operations of the instructional program of the college.

The office's functions comprise a wide array of processes that together ensure the smooth operation of the instructional activities of the college. The more significant of these functions are: creating the class schedule; supporting the Curriculum Committee; developing the catalog; submitting the adjunct payroll; reviewing and filing instructor evaluations; supporting the prioritization of fulltime faculty positions; supporting the Sabbatical Leave Committee; supporting the development of new policies and procedures; monitoring program approval applications; monitoring flex attendance; responding to inquiries concerning college policies and procedures; responding to complaints related to instruction; approving requisitions, grade changes, independent study applications, field trips, conferences, and notices of absence.

GOALS

- Streamline systems for the following functions:
 1. Title 5 compliance in course outlines, including noncredit courses;
 2. review of regular faculty evaluations;
 3. implementation of any changes to evaluation procedures;
 4. tracking of, and projection of, adjunct instructional expenditures;
 5. unit planning, program review, and other planning/budgeting functions;
 6. an overall learning assessment plan for the college;
 7. prompting and tracking state program approval applications;
 8. catalog development including an online version that is easy to use;
 9. updating of academic policies, including Faculty Handbook.
- Improve calendaring and linking of calendars to make efficient use of time; including development and maintenance of a master calendar of Academic Services deadlines and activities.
- Develop an improved approach to orientation of adjunct faculty.

Academic Services
INSTRUCTIONAL TECHNOLOGY

STATEMENT OF PHILOSOPHY

Instructional Technology has a commitment to provide efficient support to existing technology and processes while striving to stay current with emerging technologies in order to provide timely input for future capability.

PROGRAM DESCRIPTION AND MISSION

Instructional Technology embodies three distinct service areas that share a common mission of providing instructional support for student learning:

Computer Support

(CCS) provides computer hardware, software, and network support to the Chabot College campus. CCS maintains the desktop computers for staff, faculty, and instructional areas at Chabot College. CCS administers and maintains the Chabotcollege.edu domain for the faculty and instructional networks. CCS provides network services such as DHCP, DNS, and file storage for these subnets.

Distance Education

Provides direct support to students and faculty that use online instruction and telecourses and a webmaster for web design, maintenance, and support.

The Hub (Instructional Media Center)

An instructional technology resource computer lab for Chabot College administrators, faculty, and staff. The facility houses both PC and Macintosh computers. This unit also currently incorporates the campus webmaster, a function which will eventually transition to the Office of Planning & Public Affairs.

GOALS

- Efficient rollout of Measure B technology.
- Provide equal capability to PC and Apple users.
- Provide increased access to a wireless environment.
- Improve the capability and quality of online learning.
- Develop and maintain cutting-edge smart classrooms.

Academic Services

MEDIA SERVICES AND PRINT SHOP

STATEMENT OF PHILOSOPHY

Our knowledgeable staff assists faculty and staff in assessing their media needs: offering creative solutions, providing workable alternatives, and satisfying their diverse requirements.

PROGRAM DESCRIPTION & MISSION

The Media Services Center provides multimedia products and services designed to support and enhance instruction, class projects, and campus events. Communication of the subject matter, retention of information and a lively exchange of ideas are certainly improved when all of our senses are engaged. Services we provide include: graphic arts and desktop publishing, offset printing and digital reproduction, media circulation and installation, maintenance of audio visual systems, and videoconferencing.

GOALS

- Develop fully networked printing and copy capability, so all areas and functions can be served anywhere on campus.
- Coordinate with ITS to develop multi-point video and audio-conferencing using IP technology to support instructional advancements.
- Develop servers, databanks, etc., of audio-visual materials that may be “dialed-up” to multiple points on campus.
- Improve and expand video conferencing connections beyond current ValleyCare connections and college-district linkage to 3-party system available to the District, Chabot, LPC and other sites.

Academic Services
PERFORMING ARTS CENTER

STATEMENT OF PHILOSOPHY

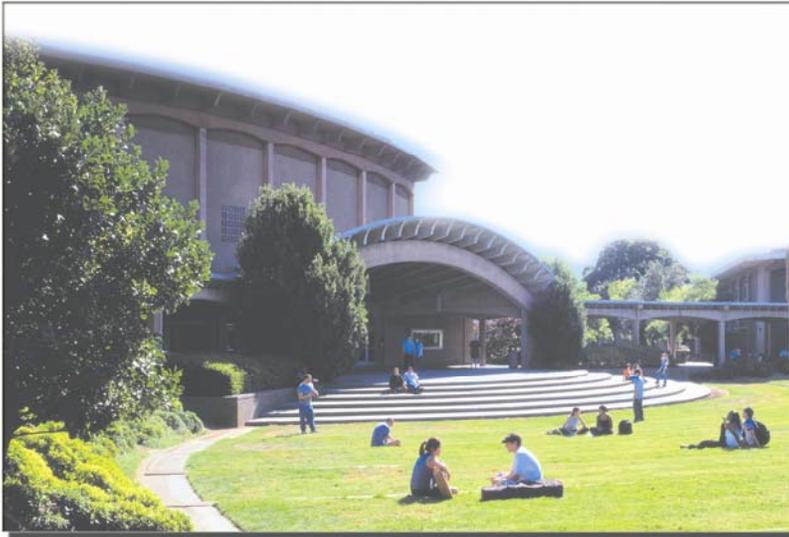
The Performing Arts Center aims to maximize the college's connection to the community.

PROGRAM DESCRIPTION & MISSION

First opened in 1967, the Performing Arts Center is a 1,432-seat auditorium, which functions as a full-featured theater. This is a landmark community facility that serves the surrounding community as well as the performing needs of the college. It is available for corporate meetings, conferences, public performances and fund-raising. Features include professional-quality stage lighting and sound system, dressing and make-up rooms, backstage video and audio monitoring, star dressing room, box office and a professional support staff. The Little Theater, located in Building 1200, is a 200-seat intimate viewing space that is ideal for meetings, movies and smaller productions.

GOALS

- Gain control of PAC accounts receivable.
- Develop a Strategic Plan for the PAC.
- Use the Strategic Plan results to assist the PAC to re-mold its operations in a way that better realizes the long-term goals of the college and the community. Presently the PAC reacts to use requests rather than responding in a prepared way designed to further a particular long-term goal.
- Conduct a College box office feasibility study.



*Chabot Performing Arts Center
main theater ~ host of quality
entertainment for our surrounding
communities.*

Student Services

Overall Philosophy and Goals

STATEMENT OF PHILOSOPHY

The student is the heart of the total educational enterprise. Student Services complement and supplement instruction, while simultaneously providing for student learning experiences and outcomes outside of the classroom experience. The responsiveness to students must incorporate a cycle of review and assessment to evaluate with key measures and identify the support services needs of all students -- including student satisfaction with services, assessment of the changing needs of student groups, and the identification of new student groups with special needs. This information must be analyzed and applied to the improvement of services in a systematic way that sets improvement goals over a period of time.

MISSION

The mission of student services is to support and facilitate student learning and success by providing a wide array of support services and special programs that are responsive to the needs of the college's diverse student population. These services assist students in formulating plans and goals and making appropriate educational decisions. A comprehensive offering of support services, which focus on the major task of assisting each student to attain his or her maximum potential, should contain inter-related elements, which contribute to the proficiency of the individual. The following pages describe these elements.

The services make it possible for the student to stay in school by providing financial, health, and psychological support systems. They assist in exploration activities, finding part-time and full-time jobs, and in working with the larger community through service learning. They provide avenues for students to learn through participation in student clubs, co-curricular activities, and institutional governance.

PLANNING ASSUMPTIONS

- Overall enrollment demand is likely to remain flat during 2005-2008 (headcount 14,000-15,000 or 10,000-11,000 ftes), with any growth during that period based on recruitment activities and program enhancement. From 2008 to 2015 the College is likely to grow due to East Bay growth and larger high school graduation numbers. Growth from 2008-2015 expected to reach headcount of 17,500, or up to 13,000 ftes.
- Continuing high demand in basic skills, general education and high-demand occupational areas with corresponding need for increased services.
- Continuing severe restrictions on operational funding.
- Ongoing facilities changes with the relocation of most student services into the Student and Community Services Building, and re-modeling of the Student Center, the Disabled Student Resource Center, and the Children's Center to remove barriers to student access.
- Continuing uncertainty in state apportionment funding, student fees, and financial aid.
- Continuing uncertainty in numbers of transfer openings available to Chabot students at CSU and UC campuses.

GOALS

- Provide overall leadership and direction for planning, organizing, and coordinating student services.
- Provide leadership to the planning and development of a comprehensive array of support programs and services to help ensure student access, equity, and success.
- Provide avenues for students to participate in various co-curricular and exploration activities and institutional shared governance.
- Uphold the Student Code of Conduct and Due Process, working with staff and students to address student behavior issues both in the classroom and on the campus-at-large.
- Ensure a climate of non-discrimination towards any students on the basis of age, disability, race, color, national origin, religion, sex, or sexual orientation.
- Implement the program review and assessment cycle for all of student services to continually examine and assess student needs, learning, and development through the identification of key performance indicators for Program Outcomes Analysis.
- Continue to enhance collaboration across student services units for improved service delivery to students through the new Student and Community Services Center, ensuring team coordination of activities and events and lessening the tendency to operate in "silos."
- Implement the comprehensive Community Outreach Plan to reach all segments of the community, promoting equal access to a college education for families and community members, especially those that are under-represented and under-served.
- Ensure collaboration between instruction and student services in all aspects of planning, development and implementation.

STAFFING NEEDS

The Office of the Vice President of Student Services is comprised of the Vice President and her Executive Assistant. In addition to the two Deans (Counseling and Special Programs) and four Directors (Admissions, Financial Aid, Children's Center, and Student Life), the Student Services Technology Specialist and the Student Services Outreach Liaison report directly to the Vice President ensuring cohesion of all student services units.

The vision for the office of Planning and Public Affairs including community outreach and marketing includes a plan for a Dean of Planning and Public Affairs responsible for the many efforts across the college which involve collaborations, partnerships, community outreach and other connections with the community. In addition to the Dean, with the expansion of Community Education and Contract Education, revenue generation will be able to fund appropriate staffing to carry out the goals and objectives for these units.

The overall staffing needs for all of the student services units continues to be a challenge as limited resources for services is an ongoing national and statewide challenge. As the ethnic composition and diversity of our student population continues to increase, along with the unique and special needs of our students, increased staffing will be essential to maintain quality.

In the area of general counseling, there is a serious concern about the quality of service, as the number of students to be served by 1 FTE is a ratio of 1500 students for each counselor or 1500:1. It is projected that based on current enrollment levels, current staffing patterns,

and other pertinent data, there may be an allocation of an additional three (3) FTE through the institutional faculty prioritization process. With the potential expansion of Special Programs through categorical funding allocations and grant-funded initiatives, it is likely that additional support programs with counseling faculty and support staff will be needed to coordinate and provide direct services to students. Through these restricted monies, the counselor and staff-to-student ratio may be kept lower to provide for learning communities and support that is more responsive, individualized, and intensive to students with the special needs.

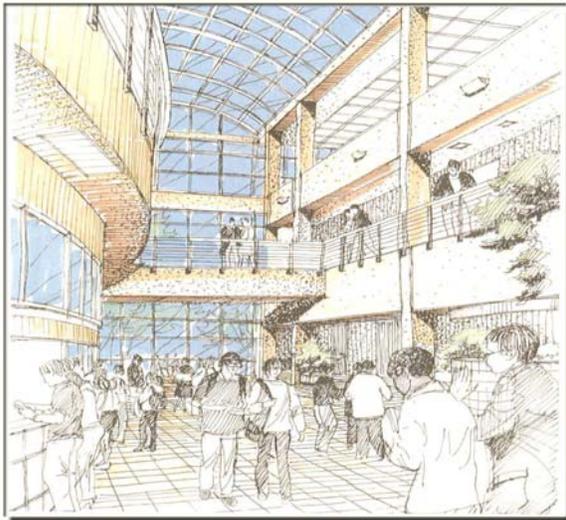
Classified staffing needs will be reevaluated each year as resources become available. Currently, there are needs in almost all student services areas, where staffing reductions have diminished either the quantity or the quality of service over a period of years.

Student services is in need of generalist classified student services positions, i.e., Student Services Specialists who become knowledgeable and well-versed across all student services units and are cross-trained to perform responsibilities in student services areas identified during peak periods, which may differ slightly for different student services areas. Such personnel will especially be effective in the new Student and Community Access Center.

FACILITIES NEEDS

The Facilities Plan for Chabot College includes a Student and Community Access Center, the new signature building at the front entrance to the college. This building is intended to centralize all student services functions and programs, except for Student Life, the Children's Center, and the Disabled Student Resource Center. This would include Admissions and Records, Counseling, Financial Aid, the Transfer Center, the Career Employment Center, Assessment and Student On-Line Center, Student Health Center, and all the Special Programs; EOPS/CARE/CalWORKs, AmeriCorps, Puente, Daraja, and TRIO Programs including ASPIRE, and eventually TRIO Talent Search Program and Upward Bound.

Additionally, the Student and Community Access Center will be the "welcoming center" for members of the community. Community outreach staff including Foundation, Marketing, and student ambassadors will be housed in this building, and the building will include hospitality areas and conference rooms for community receptions and events.



The Student and Community Access Center - the signature building of the Chabot campus

Student Services

OFFICE OF THE DEAN, PLANNING AND PUBLIC AFFAIRS*

STATEMENT OF PHILOSOPHY

Chabot College is committed to serving the community and affording the opportunity of a community college education to the community-at-large. Towards this effort, the philosophy of Planning and Public Affairs centers upon the education of families and all members of the community with the ability to benefit. In addition to establishing a stronger presence and positive image, the Office of Planning and Public Affairs facilitates collaborations and partnerships with all segments of the surrounding community through a range of coordinated efforts.

PROGRAM DESCRIPTIONS AND MISSIONS

The Office of Planning and Public Affairs is responsible for facilitating and coordinating college-wide efforts related to work with the public and the external communities of the college as they relate to planning for institutional and student success. Included in the Planning and Public Affairs unit are those institutional, academic and student services units where functions and activities involve frequent contact with the community and the coordination of the efforts would most benefit through integrated planning with community entities sharing a major stake in the college's and students' success.

This office is responsible for monitoring Alumni Relations, Community Education/Continuing Education, Contract Education/Economic Development, Employment and Career Service Center, Experiential Education, the Foundation, Grant Development, Institutional Planning Support, Institutional Research, International/High School & Community Outreach, Program Advisory Committee Liaison, Public Relations/Marketing/Event Planning, and VTEA Monitoring/Reporting.

GOALS

- Conduct ongoing community needs assessments, involving key stakeholders from internal and external groups.
- Enhance the college's role as a responsive and respected community leader and valued resource through institutional participation in community events.
- Implement strategic marketing to ensure that the community is aware of college programs and services, including Contract Education and Community Education.
- Continue to increase programs and activities that bring members of the community to the campus, exposing the full range of offerings.
- Build new partnerships with business and industry to respond to current and anticipated economic development needs.
- Increase community outreach efforts to high schools, and especially to elementary and middle schools.
- Develop partnerships with government and community-based organizations which interact with many potential students.
- Plan and implement a strategy for global outreach to expand the International Students Program.
- Develop a plan for establishing more learning opportunities at community sites.

- Develop experiential learning opportunities for students to include service learning, work experience, and internships in the local community.
- Incorporate contract education into community education offerings to better serve the local business community.

**Note: At this time, due to financial considerations, this office is unstaffed and inactive. Duties have been distributed to other administrators.*

STAFFING NEEDS

Foundation

- One Foundation CEO
- Events Planner/Coordinator
- One Administrative Assistant

Grant Development

- One Grant Developer/Writer
- One Coordinator

Institutional Research

- One Research Analyst
- One full-time or permanent half-time Programmer
- One Administrative Assistant

Marketing

- Expand Marketing Director position
- Provide support staff for Marketing

FACILITIES NEEDS

Facilities for the Foundation that permit full staffing within ten years.

ALUMNI RELATIONS

In the future, Chabot is planning to develop programs in Alumni Relations. We do not have this program at this time.

COMMUNITY EDUCATION/CONTINUING EDUCATION

STATEMENT OF PHILOSOPHY

We strive to meet the community's needs for educational and life enrichment when college credit is not an issue. We seek to extend Chabot College's learning link to all members of the regional community by offering a platform of interesting and educational course offerings.

DESCRIPTION AND MISSION

The Community Education program offers short-term, not-for-credit classes at reasonable fees to community members of all ages. Classes are offered in a wide range of topics to help them in all facets of their lives--from professional development to cultural awareness to physical well-being. Since adapting a new focus in 2003, this self-sustaining program has grown from a dozen classes to well over 100 and has brought thousands of community members to the Chabot College campus. Classes are offered in art, dance, careers, finance, hobbies, languages, music, sports, classes for children, and many other areas.

GOALS

- Increase the revenue of the Community Education Program by 5-10% per year.
- Increase the number of multilingual courses by 2-5%
- Work in partnership with community businesses and organizations to offer mutually beneficial courses.
- Increase the number of certification classes for career-minded students and for other specialty groups where there is a need.
- Streamline the curriculum of the Kids on Campus – Summer Camp program to attract an optimum number of students but to require less staffing.
- While there is not an official Contract Education Program at this time, it is part of the plan to create a program to meet the business needs of Hayward and the surrounding areas.

CONTRACT EDUCATION/ECONOMIC DEVELOPMENT

In the future, Chabot is planning to develop programs in Contract Education/Economic Development. We do not have this program at this time.

EMPLOYMENT AND CAREER SERVICE CENTER

STATEMENT OF PHILOSOPHY

Students must be prepared for a lifetime of continual learning, acquisition of new skills, and ongoing career development. With this understanding the Employment & Career Services Center offers structured activities where students and community members can learn about career development competencies, gather information about real world careers, and have the opportunity to discover their own interests, talents, and abilities. The center also provides opportunities for students and community members to test their ideas, skills, and knowledge in ways that allow them to take risks and make mistakes under the guidance of a caring professional staff.

PROGRAM DESCRIPTION AND MISSION

The primary focus of the center is to serve as a comprehensive career development resource center whereby general education, occupational training, and work with an individual's self concept can merge to prepare students for today's job market.

GOALS

- Provide job readiness, job search, and job placement assistance for students enrolled in vocational and technical education programs.
- Provide workshops and job seeking skills training specifically tailored to those students majoring in Vocational Education courses.
- Provide job placement assistance, career/major related job binders with fresh job leads within 30 days of posting.
- Provide Internet-ready computers and state-of-the-art software.

- Offer career assessment and assistance, resume development and critiquing.
- Provide phone, fax, photocopies and other office equipment, multimedia resources including books, video tapes, audiotapes, and related periodicals to assist students in employment efforts.
- Maintain partnerships with over 500 local businesses with the intent of establishing both internships and employment opportunities for students.

EXPERIENTIAL EDUCATION

In the future, Chabot is planning to develop programs in Experiential Education. We do not have this program at this time.

FOUNDATION

STATEMENT OF PHILOSOPHY

The Chabot College Foundation is a partner within the Chabot College community and is dedicated to strengthening student success through financial support for the campus. Guided by volunteer governance the Foundation provides philanthropic leadership and stewardship while maintaining accountability and integrity for all who participate.

The Chabot College Foundation operates exclusively for charitable purposes and has established its tax-exempt status under Section 501(c)(3), Internal Revenue Code. Our Employer Identification Number is 20-0027721. Although designed to become an independent organization, the Foundation currently operates as an auxiliary of the College, receiving financial support to pay salaries and operational expenses. Future expectations are that the Foundation will fund its operational costs, while contributing resources to academic programs and endowment. Yet the College will continue to support the Foundation until it can develop the unrestricted gifts necessary to support the operation.

PROGRAM DESCRIPTION & MISSION

The Chabot College Foundation operates as a nonprofit Public Benefit Corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes and is recognized by the State of California.

The specific purpose of the Chabot College Foundation is to bring resources to the Chabot College educational process and all associated programs. A volunteer board of 18 influential community and business leaders directs the Foundation.

Since being established as a non-profit in June of 2003 the Foundation has raised approximately \$250,000 in cash gifts and in-kind contributions, and has contributed over \$60,000 to campus programs and \$41,500 to the college's endowment. The organization has \$25,000 in reserve with an overall goal of establishing a reserve to cover two years operational costs. Annual operational costs are approximately \$150,000.

The 2005-06 fiscal year has a \$250,000 fundraising goal with plans for allocation to programs, endowment, scholarship and reserves. Current sources of income

identified by the Foundation are corporate and individual gifts focused on program needs, special events, campus advertising and direct mail.

An Executive Director manages the Foundation, with some administrative support provided by the President's Office.

GOALS

The Foundation was established by the Chabot College President with a mandate to achieve the following within a three year period:

- Recruit and maintain a governance board of highly influential individuals to lead and direct the overall efforts of the Foundation.
- Organize and maintain an infrastructure that provides financial accountability, donor stewardship and general management.
- Develop a high level of visibility for the college through special events and community outreach.
- Create long-term programs that will secure financial support for college programs that are not funded by the State.
- Grow the college endowment from \$400,000 to \$5M over a five-year period.
- Maintain revenue levels that will fully support the Foundation operational costs while contributing the aforementioned services and benefits to the college.

GRANT DEVELOPMENT

STATEMENT OF PHILOSOPHY

The philosophy of the Chabot College Grant Development Office is that external funding should advance the college's mission and strategic planning priorities as well as the overall financial health of the college. All potential grant proposals are reviewed for their contribution to the college strategic plan.

PROGRAM DESCRIPTION AND MISSION

The mission of the Grant Development Office is to obtain external funding that furthers the priority objectives in the Strategic Plan. The Grant Development Office facilitates funding of the college's strategic priorities by researching and advising on funding sources, designing, developing, and writing proposals, facilitating partnerships, providing the planning team with writing and editing assistance, submitting proposals for funding, and assessing processes to improve funding success rates.

GOALS

- Obtain a federal Title III Strengthening Institutions Grant: \$350,000/year for 4-5 years.
- Obtain other federal TRIO Grants: Talent Search, Upward Bound: \$220,000/year for 4-5 years.
- Identify college needs and funding priorities as guided by strategic plan.
- Research grant opportunities from federal, state, and foundation sources.

- Develop and write major college grant proposals.
- Help build community partnerships in support of grant development.
- Support faculty and staff to apply for grants.
- Conduct staff development workshops on grant preparation and writing.
- Disseminate funding resources and information to campus via periodic Email alerts and Grants newsletter.
- Maintain a grants library.
- Facilitate college/district grant approval and signature process for grants.

INSTITUTIONAL PLANNING SUPPORT

The Office of the Dean, Planning and Public Affairs, will facilitate and provide logistical support for the integration of the various planning functions of the college, including the work of IPBC on strategic planning, integration of strategic planning with facilities planning, and other plans that are produced to guide the work of the college.

In the future, Chabot is planning to develop programs in Institutional Planning Support. We do not have this program at this time.

INSTITUTIONAL RESEARCH

STATEMENT OF PHILOSOPHY

The Office of Institutional Research is an integral part of planning and accountability. The philosophy of the Office of Institutional Research (OIR) is that research guides and is guided by planning and accountability within the college planning structure and within college units. Research makes it possible to measure whether we are meeting student, staff, and community needs and expectations, and plays a crucial role in the cycle of assessment and improvement of the college.

PROGRAM DESCRIPTION AND MISSION

The Office of Institutional Research (OIR) is responsible for collecting, organizing, producing, analyzing, and disseminating information on Chabot students, staff, programs, and the local community to the Chabot community and local community. Research on students is both required by state Matriculation regulations and needed by the campus community for planning, evaluation, and improvement. In addition, the Office of Institutional Research develops and maintains accountability measures and reports, develops and maintains a staff database, conducts other needed student and staff surveys such as accreditation surveys, and serves as research and evaluation consultants to college-wide and faculty grant projects. The Office is staffed by a Coordinator of Institutional Research and Grants, a Research Analyst, and several part-time programmers and student assistants.

The mission of the Office of Institutional Research is to facilitate the collection, production, analysis, dissemination, and use of student, staff, program, and community information. This information encompasses the educational inputs, processes, and outputs of the college and is used to describe and evaluate the

quality and effectiveness of educational programs, services, and facilities. The overall goal of the office is to produce information that is meaningful and useful to the college as whole as well as to individual academic, student services, and administrative units for the purposes of planning, evaluation, accountability, and compliance. In addition, the OIR provides customized data to the disciplines and programs to help them identify the areas of concern in their area, and find ways to measure whether their efforts are making a difference, thus playing a key role in support of program review. The Office also guarantees an effective Strategic Plan by providing the data and analysis that identifies, measures, and monitors the Strategic Plan objectives.

ONGOING GOALS and OBJECTIVES

The Office of Institutional Research has four ongoing goals, which encompass all of the ongoing work of the OIR.

- Collect student, staff, program, and community data.
- Produce and analyze student, staff, program, and community information.
- Disseminate student, staff, and program information to the campus and local community.
- Provide support for the use of student, staff, and program information.

FUTURE GOALS and OBJECTIVES

Although the four ongoing goals remain the same, the following objectives have been identified for the next ten years. Some of them involve acquiring more equipment and software. All of them require more staff time.

- Collect student, staff, program, and community data.
 1. Assist faculty in identifying and measuring student learning outcomes (SLOs).
 2. Conduct follow-up surveys and interviews for vocational, transfer, and degree students after they leave Chabot.
 3. Establish a data warehouse system for current and longitudinal research data.
 4. Establish integrated data warehouse of college ITS and statewide MIS data, campus surveys, vocational and transfer follow-up data, and state wage and transfer data.
- Produce and analyze student, staff, program, and community information.
 1. Expand and automate the annual updating of the Student Characteristics Report.
 2. Design templates and automate the updating and production of periodic reports on student characteristics, retention, success, persistence, degrees, transfer readiness, and other student outcomes.
 3. Design templates and automate the benchmark and course sequences studies.
 4. Update and monitor the Student Equity data regularly to support that plan.

5. Conduct more extensive and frequently updated environmental scanning studies on external demographic, labor market, and educational trends that affect the college.
 6. Provide regular accountability reports of student inputs, processes, and outcomes.
- Disseminate student, staff, and program information to campus and local community.
 1. Improve online access to research results for campus and local community.
 2. Establish online database tools for use by OIR and the campus community.
 3. Develop more user-friendly student outcome data reports.
 4. Prepare more extensive and frequently updated environmental scanning reports.
 - Provide campus support for the use of student, staff, and program information.
 1. Establish more measurable objectives for the strategic plan.
 2. Identify and offer successful methods and formats for faculty and the college to collect, analyze, use, and disseminate course, program and college-level SLO data.

INTERNATIONAL/HIGH SCHOOL & COMMUNITY OUTREACH

The oversight and guidance of outreach and liaison relations with other institutions must be provided for in order for the college to fulfill its long-term goals and its mission. Many staff at the college are engaged in outreach and liaison activities, from counselors to instructors to assessment staff. All of these linkages need to be coordinated by a central office. Liaison that will be coordinated by the Office of Planning and Public Affairs includes establishing ongoing, productive relationships with K-12 schools (public and private) and institutions of higher education as well as public agencies that can support Chabot's enrollment of international students, as well as concurrent enrollment of students who are also attending other institutions.

In the future, Chabot is planning to develop programs in International/High School & Community Outreach. We do not have this program at this time.

PROGRAM ADVISORY COMMITTEE LIAISON

In the future, Chabot is planning to develop Program Advisory Committee Liaison. We do not have this program at this time.

PUBLIC RELATIONS/MARKETING/EVENT PLANNING

STATEMENT OF PHILOSOPHY

The Marketing Department of Chabot College is committed to promoting the programs and educational opportunities available at the college to those residing within the communities that we serve. Additionally, the department is dedicated to

creating and maintaining an image of Chabot College as an affordable and positive learning environment that is respected locally, regionally, and nationally.

PROGRAM DESCRIPTION AND MISSION

The Marketing Department functions as both a reactive and pro-active entity to support the hundreds of programs and activities underway on the campus throughout the year. All marketing collateral materials, including brochures, flyers, course schedules, posters, invitations, programs, postcards and others are conceptualized, written, and designed with oversight by the Marketing Department. The department also shares with the District Public Information office the management of the writing and distribution of press releases about college classes and programs, sports, students, and faculty. In addition to the academic courses that appeal to new and continuing students, the college has a growing Community Education program that offers a myriad of not-for-credit classes in a wide range of topic areas. The Marketing Department promotes this self-sustaining program. The Chabot College Performing Arts Center and the Chabot College Foundation also rely on the Marketing Department to promote their many events and activities.

GOALS

Over the next decade the Marketing Department has identified several primary goals that are in alignment with the overall goals for Chabot College and would assist to facilitate those broader goals. They include:

- To expand the existing position of Marketing Director to oversee only marketing functions. The current full-time Marketing Director also serves as the Director of the Community Education Program and oversees that program staff. As a result, the marketing effort for Chabot College, which is designated as only 20% of the director's duties on the organization chart, is compromised, particularly when the projected growth enrollment numbers for the college are factored in. The diversity of the student population at Chabot College remains one of its greatest strengths, yet it creates one of the largest challenges in terms of communication. Many different audiences who rely on many different sources of information must all learn about Chabot College in some way. Developing a strategy and a plan to meet all of these different communication needs requires staffing and resources.
- In order to provide a full complement of marketing services such as public and press relations, advertising, collateral development, the Marketing Department seeks to expand not only the position of Marketing Director, but to provide that Director a team to work with. Virtually all other comparably sized community colleges have a full-time position dedicated solely to Marketing, in addition to support staff such as an assistant, graphic artist, and administrative/clerical support.
- Develop a strategic marketing plan that parallels the goals of the college and provides measurable benchmarks of success.



- Develop an annual 'calendar' of college activities that require press attention and indicate dates for collecting information/ data, writing deadlines, and press distribution; share with faculty and staff.

VTEA MONITORING/REPORTING

Federal funds allocated per the Vocational-Technical Education Act must be spent according to a defined plan, and within the applicable federal regulations. The process of allocating these funds is handled by the Budget Committee, but the monitoring of expenditures and the reporting to the State of California on the expenditures, as well as the formal submission of the plan, are activities that must fall to an administrative office. Currently, these duties are performed by the Dean of Applied Technology and Business, but when the Dean of Planning and Public Affairs is funded, that office will oversee these support functions.

Student Services
OFFICE OF STUDENT LIFE

STATEMENT OF PHILOSOPHY

The Office of Student Life is committed to improving student retention by fostering an environment in which students can develop valuable leadership skills that will empower them to become successful leaders at Chabot College and in their communities.

PROGRAM DESCRIPTION AND MISSION

The Office of Student Life and Student Activities play an essential role in campus through offering a multitude of campus events and activities for students. The department collaborates with campus departments, programs, and organizations to develop, plan, and implement college activities for a diverse student population.

GOALS

- Play a vital role in establishing and maintaining a strong campus learning and social environment.
- Broaden and enhance the collegiate experience by encouraging student participation in student government and co-curricular activities.
- Provide leadership development, orientation and training programs for student government leaders.
- Encourage the formation of student clubs representing the diverse social, political and cultural interests of the college community.
- Foster meaningful peer relationships among students that enable individual growth and development using interpersonal skills.
- Provide support to the Associated Students of Chabot College.
- Develop, implement and maintain a student leadership workshop series/program.
- Provide scholarship information (internal and external) to students.
- Maximize initialization of book scholarship.
- Support monthly ASCC Flea Market that will enable students to develop business skills that will enhance their classroom experience.

Student Services
STUDENT HEALTH CENTER

STATEMENT OF PHILOSOPHY

The Student Health Center is strongly committed to providing health education, early illness intervention and continuing care to better enable students to fulfill their personal and educational goals.

PROGRAM DESCRIPTION AND MISSION

The Health Center believes that good health is essential to student success. The Center actively promotes self-care and wellness. Services are designed around a concept of wellness that integrates all the elements of a student's life: physical, emotional, social, spiritual, intellectual, and occupational. Through these services, we empower students to make positive choices that contribute to both their retention and academic success.

GOALS

- Provide comprehensive health services for students to support health and wellness as students work towards their educational goals.
- Develop health education and wellness promotional programs to include a health education library that will include books, videos and periodicals related to health issues that will empower students to become actively engaged in their health care; and educational workshops.
- Develop mental health services in collaboration with community resources for needed information and referral.
- Expand community partnerships to build networks for meeting the needs of a growing multicultural student population.

Student Services

ADMISSIONS & RECORDS

STATEMENT OF PHILOSOPHY

The Admissions and Records Office provides the link between academic policies of the college and the students. Policies are communicated effectively and judiciously. The unit is committed to serving students and staff. All staff in Admissions and Records are expected to practice a high level of ethical behavior and treat students and staff fairly and with respect. The unit is obligated to preserve the academic integrity of the College. The Director of Admissions and Records Office will provide leadership in the use of technology to improve services to students, faculty, staff and alumni while preserving the security of records. The staff in A&R strives to provide accurate, responsive and friendly services. The unit promotes open communication and mutual support that acknowledges the time and effort required to assure information integrity. The unit is committed to the development of staff, policies, procedures and technology to enhance students' learning and access.

PROGRAM DESCRIPTION AND MISSION

Admissions and Records Office is the primary point of contact for students, faculty and community from initial admission to graduation and transfer. The unit is a comprehensive delivery system that provides the following services: admission; registration; enrollment and degree verification; attendance accounting; out-going transcript requests; educational records maintenance which includes records retrieval, retention and destruction; graduation evaluation for certificates and associate degrees; commencement; issuance of diplomas and certificates; general education and IGETC certifications for transfer students; accounts receivables and cashiering. Included in this unit is the Student Online Services Center providing staff-assisted online access to services such as CCCApply (application for admission), CLASS-Web (registration, payments and financial aid information), and the FAFSA (Free Application for Federal Student Aid) in a computer laboratory setting.

GOALS

- Facilitate all activities related to admissions, registration, attendance, evaluations, certifications and educational records maintenance.
- Provide accurate, timely and friendly services to students, staff and community.
- Maintain data integrity and security of reports and records.
- Continue to improve delivery systems through technology to increase efficiency and productivity of Admissions & Records.
- Provide access to and assistance with online self-service applications for students through the Student Online Center.
- Provide information relating to admissions & registration to prospective and current students.

Student Services
VETERANS AFFAIRS

STATEMENT OF PHILOSOPHY

The Veterans Affairs office is committed to providing certification assistance and support services to all Veterans and their dependents aiding them in obtaining financial assistance as they pursue their educational goals. The Veterans Affairs Office communicates regularly with the regional Veterans Administration Offices and State Department of Consumer Affairs to ensure policies and procedures are current and comply with federal and state regulations.

PROGRAM DESCRIPTION AND MISSION

The Veterans Affairs office provides certification and services to all students eligible under Title 38, United States Code and Department of Veteran Affairs regulations. The services will include the following programs: Montgomery GI Bill Active and Selected Reserve, Veteran's Educational Assistance Program, Survivor's and Dependent's Educational Assistance Program, Restored Entitlement Program for Survivors and Vocational Rehabilitation.

GOALS

- Facilitate all activities related to certifications of students eligible for veteran's benefits which include transfer evaluations, transmission of pertinent data or documentation to Veterans Headquarters for certification, fee waivers, enrollment monitoring and records maintenance.
- Provide accurate, timely and friendly services to students, staff and community.
- Maintain data integrity and security of reports and records.
- Maintain effective working relationships with external agencies such as EDD, Bureau for Private Postsecondary and Vocational Education Department.

Student Services

OFFICE OF THE DEAN, SPECIAL PROGRAMS AND SERVICES

STATEMENT OF PHILOSOPHY

The Office of the Dean of Special Programs and Services is committed to providing educational access and opportunities for eligible low-income and/or socio-economically disadvantaged students.

PROGRAM DESCRIPTION AND MISSION

The overall mission of the Dean of Special Programs and Services is to ensure:

- Access: Educational opportunity for all; with specific emphasis on first generation college students as well as the economically-disadvantaged and students with disabilities.
- Student Success: Completion of student goals.
- Pedagogy: Support of student learning outcomes.
- Fiscal responsibility.
- Distinctiveness and innovation in the delivery of programs and services.

To realize this overall mission, the Office of the Dean of Special Programs and Services provides administrative oversight, support and linkage to the following special programs: AmeriCORPs (TRDP), CalWORKs, Daraja, DSPS, EOPS & CARE, Employment/Career Services Center, Puente and TRIO.

GOALS

- Provide administrative liaison with appropriate federal, state, district and college agencies and entities to ensure that each special program is administered in a manner that is in compliance with agency, college and district rules and regulations.
- Administer budget planning and development, expenditure monitoring, and quarterly and year-end reports for submission to college, county, state and federal agencies.
- Ensure quality of program accountability including program reviews and audits for evaluation of student outcomes and overall program quality.
- Facilitate college and community collaboration to support special program development and project planning.
- Facilitate collaborative relationships with other student services and instructional units, including coordinating with academic serves for the development and implementation of curriculum for each of the special programs.
- Develop staffing for all special program and services units including hiring, supervision, and evaluation of all full-time and part-time coordinators, instructional and counseling faculty and classified staff.
- Ensure student access to specific program services which include:
 1. community and high school outreach for promoting student access;
 2. academic, career, and personal counseling;
 3. new student assessment and orientations;
 4. curriculum development and special instructional offerings;

5. interagency collaboration for community resources and referral information and services for students;
6. academic accommodations for students with disabilities.

AmeriCORPs TEACHING AND READING DEVELOPMENT PARTNERSHIP PROGRAM (TRDP)

STATEMENT OF PHILOSOPHY

AmeriCORPs (TRDP) is committed to providing a service learning experience (primarily civic engagement, presentations and volunteer opportunities) for all students and especially for those who are considering a career in teaching.

PROGRAM DESCRIPTION AND MISSION

TRDP provides a structured service-learning/community service program for students who are interested in working in the community (primarily working with elementary school children who are reading below grade level). The one-year program is geared for students who want to become K-12 school teachers, although the program is open to all Chabot students.

GOALS

- Provide TRDP students with long-term, guided classroom experiences in local elementary school classrooms.
- Provide TRDP students with weekly meetings that include K-12 teachers, community program representatives and CSU East Bay program managers.
- Work with local elementary school representatives to ensure students are afforded the opportunity for a rich, mentored classroom experience.
- Refer TRDP students to appropriate counseling related to the teaching field.
- Provide information/access to academic workshops related to teaching.
- Provide financial aid.

CALIFORNIA WORK OPPORTUNITIES and RESPONSIBILITY to KIDS (CalWORKs)

STATEMENT OF PHILOSOPHY

CalWORKs is committed to removing the socio-economic barriers that exist for welfare recipient students and those in transition off of welfare through coordinated student services, to increasing access to the training/education available at the college, and to assisting these students to achieve long-term self-sufficiency and employability.

PROGRAM DESCRIPTION AND MISSION

The CalWORKs program supports welfare recipient students in their transition from welfare to work by focusing on student success and advocacy. CalWORKs mandates that the recipients of Temporary Aid to Need Families (TANF) must find employment or enroll in an educational program. If they enroll in an educational program, they must complete it within five years.

GOALS

- Provide CalWORKs students with academic, personal, career counseling.
- Work with the Alameda County Social Services Agency (ACSSA) to address mutual concerns.

DARAJA

STATEMENT OF PHILOSOPHY

Daraja remains committed to the goal of creating a learning community which consists of instruction, academic support services, and mentoring in an effort to increase the number of degrees awarded and transfer readiness amongst African-American students.

PROGRAM DESCRIPTION AND MISSION

The Daraja Project's mission is to increase the number of underrepresented students, especially African-American students, who successfully complete English 1A, hence placing them on track for transfer to four-year colleges and universities.

GOALS

- Improve retention rates of African-American students.
- Reduce attrition rates of African-American students.
- Increase the number of African-American students who transfer to four-year colleges and universities.
- Increase the success and persistence rates from Basic Skills English (English 102) to college level English (English 1A) among African American students.
- Include service learning as a component in the PSCN 7 (Contemporary Issues in the African-American Community) syllabus.
- Continue to fulfill the college's mission of providing direct specific efforts to support student equity.

DISABLED STUDENT PROGRAMS AND SERVICES (DSP&S)

STATEMENT OF PHILOSOPHY

DSP&S remains committed to providing support services, specialized instruction, and academic accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers.

PROGRAM DESCRIPTION AND MISSION

Disabled Students Programs and Services of Chabot College seeks to make its programs and services available to individuals with physical, communicative, psychological, and learning disabilities.

Disabled Student Programs and Services provides opportunities for individuals to achieve through education a richer and more effective life. Our goal is to encourage students with disabilities to become independent and assertive participants in their

own educational process. Accessibility in classes, facilities, extra-curricular activities and in all student support services is our ultimate objective. We believe citizens with disabilities should have a chance to realize their highest potentials. The Learning Skills Program consists of three distinct areas: Assessment, Basic Skills, and Academic Support.

Specific services include campus orientation; note-taking assistance; personal, academic, and vocational counseling; printed materials in alternate formats; priority registration; real-time captioning; sign language interpreters; specialized psychology-counseling courses; support groups; test-taking facility; assisted technology; and student educational plans (SEP).

GOALS

- Increase the success and persistence rates in Learning Skills courses: Basic Skills English (English 116, 117, 118A&B, 119, 120, and 121) to college-level language arts and mathematics courses for students with documented disabilities.
- Increase skills and accessibility for students with documented disabilities in the area of technology through CAS 100, 101, 102 and 103.
- Support students with documented disabilities to achieve their education goals by earning AA degrees and certificates.
- Support students with documented disabilities to achieve their education goal of transferring to a four-year college.
- Support students with documented disabilities to achieve their education goal of personal enrichment and self-development through the successful undertaking of PSCN 20 and 901-904.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS) & COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)

STATEMENT OF PHILOSOPHY

EOPS remains committed to the goal of encouraging the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their educational and career goals.

PROGRAM DESCRIPTION AND MISSION

EOPS is regulated by Title 5 and must implement the minimum standards set forth in the regulations. Therefore, EOPS provides academic support services specifically designed to meet the special needs of students who have been disadvantaged by educational, cultural, or other factors in their quest for higher education access and success. It remains a critical component of community college efforts to help first-generation and other academically at-risk students overcome the multiple barriers to their educational success.

CARE is also regulated by Title 5 and provides additional supplemental support services for EOPS students who were/are welfare recipients, single heads of household and in need of college-level educational and vocational training to break the cycle of welfare dependency.

GOALS

- Provide EOPS students with academic, personal, career counseling.
- Assist students to maintain satisfactory academic progress.
- Provide financial assistance.
- Offer Psychology Counseling 12 and 21.
- Offer academic support informational workshops.
- Provide CARE students with academic, personal, career counseling.
- Assist students to maintain satisfactory academic progress.
- Provide additional financial aid.
- Offer informational workshops

PUENTE

STATEMENT OF PHILOSOPHY

Puente is committed to developing and maintaining a learning community which consists of instruction, academic support services and mentoring to educationally disadvantaged students.

PROGRAM DESCRIPTION AND MISSION

The Puente Project is co-sponsored by Chabot College under the auspices of the California Community College Chancellor's Office and the University of California Office of the President. The Puente Project is an academic preparation program whose mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations.



GOALS

- Increase the access & retention of educationally-disadvantaged & under-represented students.
- Provide Psychology-Counseling and English courses that support academic persistence of Puente students through completion of transfer requirements and basic English through transfer English courses.
- Provide educationally and culturally sensitive counseling services to prepare Puente students to complete CSU and UC general education and major requirements for transfer.
- Prepare and train students to undertake a mentoring relationship.
- Maintain and coordinate Chabot's Puente Project with community organizations, public agencies, institutions and professional groups and

organizations with emphasis on Hispanic groups in order to recruit and train Puente mentors.

- Oversee the students' mentor relationships so as to maximize the benefit that career professionals can provide each student.
- Maintain & coordinate Chabot's Puente Project with the University of California Office of the President state Puente office.

TRIO – ASPIRE STUDENT SUPPORT SERVICES PROGRAM

STATEMENT OF PHILOSOPHY

The ASPIRE program is committed to developing programs and services that ensure academic and personal support for low-income, first-generation-college and disabled students to graduate and transition to four-year colleges and universities.

PROGRAM DESCRIPTION AND MISSION

The mission of the ASPIRE Student Support Services program is to provide low-income, first-generation-college, and disabled students, who have need for academic services, both academic and personal support to increase their college retention and graduation rates and facilitate their transition from one level of higher education to the next. As a federally funded TRIO Student Support Services (SSS) program, the aim of ASPIRE is to work with 160 eligible students each academic year.

Services to students will include individualized case management and mentoring; academic, financial, and personal counseling; multi-tiered academic support, i.e., College Readiness and College Success courses, Supplemental Instruction, and Tutorial & Study Groups; priority registration and enrollment assistance; career exploration workshops; cultural enrichment activities; direct financial assistance (grant aid) to current SSS participants who are receiving Federal Pell Grants; transfer assistance; and campus visits to local four-year colleges and universities.

GOALS

- 80% of participants will maintain good academic standing each semester as measured by a GPA of 2.0 or above.
- 70% of participants will succeed in developmental coursework as a result of structured academic support.
- 55% of each cohort will remain enrolled at Chabot or will graduate or transfer each year over a three-year measurement period.
- 20% of each cohort will graduate with an Associates degree and/or transfer to a four-year institution within three years.
- 90% of participants will indicate a supportive environment.

Student Services ***FINANCIAL AID OFFICE***

STATEMENT OF PHILOSOPHY

Chabot College is committed to providing financial aid to remove financial barriers thereby maximizing access to post-secondary educational opportunities for eligible low-income and disadvantaged students.

PROGRAM DESCRIPTION AND MISSION

Financial Aid is vital to student recruitment and retention, and a critical component to ensure and facilitate student learning and success. The mission of the Chabot Financial Aid Office focuses on service to students and stewardship of funds. Chabot students and the community receive exceptional service from the Financial Aid Office, and are afforded dedicated, accurate and timely financial aid information and services based on fiscally sound practices and compliance with federal, state and institutional regulations and policies.

GOALS

- Commitment to mission statement that clearly expresses staff purpose, reflects daily personal dedication, and achieves long-term office objectives. Exemplify “accurate, timely, quality, equitable and efficient” in every daily task and service provided.
- Award state and federal financial aid in compliance with applicable state and federal rules and regulations.
- Provide financial aid programs and awards to students on a fair and equitable basis, ensuring objective and impartial treatment of all students.
- Provide financial aid counseling to students for better understanding of financial aid, individual review of situations that require special consideration, and guidance with issues relating to satisfactory academic progress, or academic eligibility for financial aid.
- Continued collaboration and cooperation with campus divisions and service units for seamless support services for student retention and outreach.
- Provide input into campus policies and decisions to ensure compliance with and knowledge of institutional Title IV requirements.
- Create comprehensive and functional policy and procedure manual to provide maximum guidance to staff ranging in experience and perspective, for improved compliance and efficiency.
 1. Detail internal office policy, practice and procedure, as required from multiple state and federal publications and resources, and reflect the knowledge, strengths and experience of staff.



2. Ensure compliance with frequently changing state and federal regulations and guidance.
 3. Empower staff to gain confidence in knowledge and abilities; decrease time spent determining solutions to various and complex situations, or waiting for review or advisement of senior staff and supervisors, and reduce human error, with objective of improved accuracy and timely services to students.
- Enhance outreach opportunities in the community, including high schools, human service agencies and non-traditional prospective students, to ensure that financial concerns are not the obstacle to achieving their educational goals.
 1. Expand financial aid outreach and contact with Latino community, especially to parents and families of area high school students to ensure that language concerns are not an obstacle to achieving their educational goals; cultivate recently developed relationships with local Latino community leaders and media to bring higher education and financial assistance more firmly into the community's center of attention.
 - Utilize and incorporate available technology to improve efficiency and communication.



*Financial Aid Festival
2005*



Student Services
CHABOT COLLEGE CHILDREN'S CENTER

STATEMENT OF PHILOSOPHY

The Chabot College Children's Center staff is committed to serving all children and meeting their needs for social interaction and educational enrichment.

THE CHILD

Will be treated with respect as an individual.

Will be provided with a wide range of experiences to enhance his/her learning.

Will be provided with activities to foster his/her individual learning in all five selves: physical, social, emotional, cognitive and creative.

Will be provided with opportunities to engage in solitary, small, and large group activities.

Will be encouraged to develop social problem solving skills.

THE PARENT

Will be treated with respect as both parent and adult

Will provide goals and guidance to staff in structuring his/her child's learning experiences.

Will be encouraged to participate in classroom and Center activities.

Will be informed about his/her child's progress both formally and informally.

Will be encouraged to share his/her culture with the staff, classroom, and Center.

THE EARLY CHILDHOOD STUDENT

Will be treated with respect, encouragement and support.

Will be encouraged to contribute to children's learning through ideas, learning activities, and positive interactions.

PROGRAM DESCRIPTION AND MISSION

The Mission of Chabot College Children's Center is:

To nurture and support the whole child in a childcare program that is sensitive and responsive to the child's individual needs. We value the development of the child's self esteem, physical development, problem solving skills, communication skills, creativity, and cognitive skills.

To provide families with a consistency of care for children 0-5 years of age. We value the family as the child's First Teacher and we provide support services to families.

To support quality childcare with quality teachers. We value staff that reflect on their work and develop relationships with children, parents, lab students, and each other.

To positively impact the field of early childhood by modeling professionalism, mentoring future early childhood teachers, and educating the public about the importance of early childhood development education.

GOALS

- Support and advocate for the education and vocational advancement of student parents by providing quality child care day and evening.
- To provide resources, referrals and training to student parents in their goals as students and parents.
- Provide children with quality, developmentally appropriate childcare from birth to age 5.
- Provide staff support as they work with children and families.
- Maintain Center accreditation with the National Association for the Education of Young Children.
- Continue to seek funding to support the operation of the Children's Center.
- Continue as a community leader in early childhood in Alameda County.
- Seek and implement innovative services and programs for children and families.
- Demonstrate the Program for Infants/Toddlers Caregivers essential policies to children, families, ECD lab students, the community and visitors.
- Maintain continued collaboration with ECD faculty and ECD classes to benefit ECD students and center staff.



Taking care of future Chabot students.....

Student Services

COUNSELING INSTRUCTIONAL COMPONENT (PSCN)

STATEMENT OF PHILOSOPHY

The Instructional component endeavors to integrate the Chabot College learning goals through development of its courses. Designed primarily to engage students in learning about learning, self-exploration, and to develop life-long learning goals, the courses are many times the first course taken by a new student. Woven into our curriculum is strong commitment to an environment for growth, support and success for our students.

PROGRAM DESCRIPTION AND MISSION

The Counseling Unit provides a variety of college-level courses that are designed to offer the student opportunities for personal growth, interpersonal relationships, career/major exploration, and strategies for success. Along with these courses, the Counseling Unit has developed courses that fill an important niche for the college student, with a multicultural focus in contemporary issues, communication and the work environment. The introduction of applied psychology components into the Psychology-Counseling curriculum allow the development of two academic Certificates and a new AA/AS-Degree in Human Services, further defining the Counseling Division's role as one of support to the students and the Chabot community.

AA Degree in Liberal Studies

The AA in Liberal Studies is designed for students who desire the benefits of a general college education, and is the broadest of Chabot's majors for the associate degree. There are three options: Option I requires a sequence of at least 18 units designed to meet personal, vocational, or other academic needs. Option II is for students who plan to transfer to the California State University system and want to complete the CSU GE requirements for certification. Option III is for students who are unsure if they will transfer to a UC or CSU institution and wish to complete the Intersegmental General Education Transfer Curriculum (IGETC).

GOALS

- Continue to enrich the Psychology-Counseling curriculum to meet the needs of Chabot Students.
- Support the new AA/AS Degree in Human Services.
- Continue to create classes that meet the needs of students for personal growth and student success.
- Provide opportunities for training and sharing of classroom strategies.

Student Services

COUNSELING

STATEMENT OF PHILOSOPHY

The Counseling Unit at Chabot College values its close working relationship with the Academic Services unit. The partnership has resulted in an improved learning and teaching environment for students and staff. The Chabot Counseling unit values the uniqueness of each student. Maintaining an open and flexible approach to the needs of our diverse student body, the counseling staff strives to create a supportive environment in which students are encouraged to discover, clarify and attain their goals.

PROGRAM DESCRIPTION AND MISSION

Includes: Assessment/Orientation, Counseling, Follow-up

A significant responsibility of the Counseling Unit is to carry out the main components of Matriculation - Assessment, Orientation, Program Planning and Student Follow-up. The focus is truly on student success. The Counseling Unit offers an array of programs, classes and counseling support that are integrated into the college academic programs, which creates a network of assistance to the student. Counselors endeavor to provide options for students in choosing a program of study in relation to their educational, career, and/or personal objectives. Counselors also assist in preparing students to become self-actualizing citizens and to give back to the community by providing a variety of psychology-counseling courses, certificates and AA Degrees.

GOALS

- Prepare and participate in the Program Review Process.
- Work with other units in Student Services to design a program review component which reflects the uniqueness of our services to the college.
- Explore new ways to reach out to the area high schools. Expand Early Decision on-campus event, develop a Fall "Gladiator Day", investigate the possibility of offering PSCN courses at the high school. Continue to strengthen our relationship with our high school liaisons.
- Support the revitalization of our International Students program by extending the release time for the counselor/coordinator, reintroduce the PSCN course for International Students, and provide counseling support to International Students.
- Continue to carry out the main components of Matriculation: Assessment/Orientation, Program Planning and Follow-up and continue to research effective ways to capture and report this data.
- Explore and develop an effective online counseling component.
- Enhance articulation effectiveness as we maintain and expand relationships with other community colleges.
- Expand the utilization of the electronic student education plan which will include degree audit capability.
- Test and utilize the new online Accuplacer system along with the on line orientation and newly organized program planning process.
- Continue to monitor scheduling as related to student traffic and to design counselor scheduling to better fit the demand.

- Explore ways to offer a viable mental health counseling component to students.
- Continue to explore innovative ways for counselors to reach out to Chabot students to inform them about counseling services.
- Improve communication and training for adjunct counselors.
- Improve HS Concurrent Enrollment program/services and Early Decision coordination.
- Continue to develop innovative ways to “connect” with students like QuAC and class visits.
- Expand the Student Follow-Up component to further work with instruction to address retention issues.
- Explore ways to incorporate the “case management” concept as an effective tool in increasing student retention.



Student Services

INTERNATIONAL STUDENTS PROGRAM

STATEMENT OF PHILOSOPHY

The program is strongly committed to fostering international student admissions to the College. The program offers support services to international students throughout their learning experiences at the College. The program promotes the rich global diversity that is part of the international community.

PROGRAM DESCRIPTION AND MISSION

The mission of the International Students Program is to assist students to obtain international student status and upon entry into the U.S., to experience a positive transition into the Chabot college community and to the American educational system and culture. The program provides support services for the students, including international admissions procedures to meet compliance for the visa application process, registration assistance, compliance with immigration laws, orientation, student activities, academic and personal counseling.

GOALS

- Continue training opportunities for the new International Students counselor/coordinator in immigration laws and other specialized aspects of working with international students.
- Increase the reassignment time for the International Students Counselor to at least 50% to support the anticipated expansion of the program. If need arises, increase this position to 1 FTE.
- Maintain current application and admissions procedures.
- Develop funding resources that will allow the program to expand without impacting regular counseling budget allocations.
- Offer Orientation for International Students as a required course for new international students to help with language, customs and orientation to American society.
- Coordinate with Student Life, Admissions & Records and the ELS program to create interesting activities for international students.
- Develop a housing assistance or placement program.
- Provide counseling (academic, personal, career), transfer assistance, follow-up and "strategies for success" support.
- Provide assistance with special requests for immigration reporting requirements, i.e. program extension, requests for reduced load, etc.
- Ensure immigration reporting requirements as mandated by immigration regulations.
- Enhance recruitment activities, as the program strengthens, that will increase the awareness of Chabot College as a viable choice for international students.
- Advise the International Club.
- Ensure SEVIS recertification compliance every two years.

Student Services

TRANSFER AND ARTICULATION

STATEMENT OF PHILOSOPHY

Transfer and Articulation services at Chabot College endeavor to offer our students a seamless transition from Chabot College to the four-year institution, both in terms of support services and curriculum alignment.

PROGRAM DESCRIPTION AND MISSION

The Transfer Center and Articulation Component combine to provide up-to-date admissions and major preparation for students preparing to transfer to four-year schools. The Transfer Center hosts transfer-related workshops; and representatives from four-year colleges come to campus to meet with Chabot students. By housing a large number of college catalogs, major preparation information, admissions guidelines, computer resources, scholarship information, application and transfer admissions agreement information, the Transfer Center is a resource haven for transfer students. All efforts of the TC are geared towards providing information, resources and assistance to the student and a point of reference for counselors, staff and faculty.

The goal of the Articulation component is to provide accurate and consistent information as pertaining to curriculum and course comparability. Working with the Curriculum Committee, instructional faculty, and the articulation staff and other institutions, the articulation component endeavors to represent our curriculum effectively to transfer institutions. Providing materials for counselors, instructors and students is a vital function, and every effort is employed to insure that the information is timely and accurate.

GOALS

- Continue to offer programs and services through the Transfer Center, including Transfer Day, the Presidential Transfer Celebration and various workshops.
- Continue to host representatives from four-year colleges and universities.
- Coordinate visits to four-year colleges and universities.
- Offer admissions readiness workshops.
- Explore and implement innovative ways to reach potential transfer students.
- Increase the number of college representatives that visit Chabot on a regular basis.
- Increase the number of students that schedule appointments with college representatives.
- Increase the number of underrepresented students who transfer.
- Offer bilingual workshops on transfer.
- Redesign the Transfer Center web page, incorporating Articulation information on it.
- Increase the number of articulation agreements with schools outside the immediate area.
- Develop additional training devices for instructional faculty to become aware of articulation and articulation resources.
- Consider reconfiguring Transfer and Articulation components to better coordinate the activities of both.

Institutional Support

A. BUSINESS SERVICES

STATEMENT OF PHILOSOPHY

Business Services is dedicated to providing services which assist Academic Services and Student Services in delivering quality educational programs and services to students and members of our local community. This is will be achieved by working with faculty and staff to promote efficiency and control operating costs. We will work to provide a safe environment where staff may work and students and community members may pursue their educational goals.

MISSION

Business Services oversees and coordinates the activities of Business Operations, the Chabot College Bookstore and Campus Safety & Security. It also coordinates all business aspects of the College. Such activities include contract review, facilities development, budget development and maintenance, and oversight of college finances.

PLANNING ASSUMPTIONS

- Continued limitations on funding for operational expenses.
- Overall enrollment to remain flat through 2007, with increases thereafter, reaching headcount of 17,500 by 2015.
- Measure B funding will provide for needed or improved facilities and equipment.
- Increased use of Banner Finance System features to improve process efficiencies.

GOALS

- Complete the integration of the college's budgeting process with its overall planning process.
- Provide timely financial reports to those responsible for managing budgets.
- Continue to improve and document business processes and procedures to improve quality and efficiency.
- Continue to provide training to staff with regard to business processes and procedures and the Banner Finance System.

STAFFING NEEDS

- Currently the receipt of payments is handled by both the Admissions & Records Office and the Business Office. While the Admissions & Records Office is open in the evening, the Business Office is not. There is a need to establish a cashier or bursar's office to handle all payment collections, requiring an increase in staffing by two positions, preferably three. This would provide services in the early evening for all payment transactions.
- With the college seeking grants to supplement program development there is a need for additional accounting/budgeting staff. It is recommended that an Accounting Specialist or Accountant position be established to monitor and provide fiscal information for the grants and categorical programs the college will be engaged in.
- At one point in time Business Services provided a switchboard operator for evening coverage. Because of the current budget challenges this service was eliminated except for the first three weeks of each term. It would be beneficial to the evening

programs for this 40% position to be reinstated.

- An additional part-time Mailroom Clerk is needed to provide backup and break relief during the day. Currently, staffs from other departments are used to provide break relief, taking them away from their normal tasks. A regular part-time position would provide that break relief as well as backup in case of absences of the full-time staff.
- A Campus Safety & Security Supervisor position is recommended to address supervisory issues.
- Because of the number of students on campus there is a need to augment mid-day staffing with a regular hourly Safety Officer.
- Add student assistants / student interns to Security staff as cadets.
- Provide additional office support personnel; possibly on-call dispatchers and/or office assistants.

FACILITIES NEEDS

The passage of the Measure B Bond Initiative is bringing the opportunity for new construction and major renovations allowing for the following changes.

- Consolidate Business Services functions into one location in Building 200. This will be done when the planning for Building 200 is initiated. This will provide for better security for the staff.
- Reconsider the location of the switchboard and mailroom to improve services. The construction of the Student and Community Access Center will provide a new entry point for first-time visitors/students and may be a better location for the Switchboard Operator/Receptionist, who may act as first contact.
- Renovate and expand the mailroom will. The current space is inadequate for the number of staff being served and the work space, while adequate for 1965, is lacking by today's standards. The mail boxes in use are irreparable and need to be replaced with up-to-date units which will be more secure.
- Determine best location for the cashier/bursar's office to serve students and staff as well as to provide adequate safety and security of the cashier/bursar's staff. The office may be located in Building 200 along with the rest of the Business Services staff or located in the Student and Community Access Center, where it may be more convenient for students.
- Upgrade existing dispatch office in 2302, pending relocation to Student and Community Access Center.
- Secure a new facility to centralize security staff, as identified and outlined in the Chabot College Facilities Planning & Management report. This would include private office space, interview / administrative hearing room, secured storage space (lost & found, supplies & equipment), ACAM capabilities (access control / (fire & intrusion) alarm monitoring), break room, restroom and locker room areas.

Institutional Support/Business Services

BUSINESS OPERATIONS

STATEMENT OF PHILOSOPHY

Business Services is dedicated to providing services which assist Academic Services and Student Services in delivering quality educational programs and services to students and members of our local community. This will be achieved by working with faculty and staff to promote efficiency and control operating costs. Business Operations is committed to provide prompt and courteous response to all requests for help or information.

PROGRAM DESCRIPTION AND MISSION

The Business Operations unit of Chabot College is functionally organized into the areas of Accounting/Business Office, Switchboard and Mailroom. Services provided by this office impact virtually the entire campus population and can have a significant bearing on the general public's first impression of the College community. Major services provided by the Accounting/Business Office include management of trust and agency funds, including ASCC; receipt and deposit of payments and cash receipts; coordination of non-instructional/non-program facility usage requests; and processing of all requisitions. Services provided by the Switchboard and Mailroom include operation of the College's main switchboard; informational services to faculty, staff, students and campus visitors; and processing of incoming and outgoing campus, inter-campus and U.S. mail.

GOALS

- Manage the college's telephone and mail distribution systems to deliver excellent service in a cost-effective manner.
- Replace current mail boxes with a state-of-the-art system that would provide easy access and security.
- Distribute online processing of requisitions to department offices in order to reduce paperwork and increase efficiency.
- Automate faculty and staff time reporting to allow direct input into the Banner Payroll System.
- Expand the functions and staffing of Business Services to include a bursar's function.

Institutional Support/Business Services
CHABOT COLLEGE BOOKSTORE

STATEMENT OF PHILOSOPHY

The Chabot College Bookstore will support the academic mission of the college by conducting its business in professional manner using sound methods of financial planning, inventory management, expense control, loss prevention and standard retail accounting in order to produce a reasonable earned profit.

PROGRAM DESCRIPTION AND MISSION

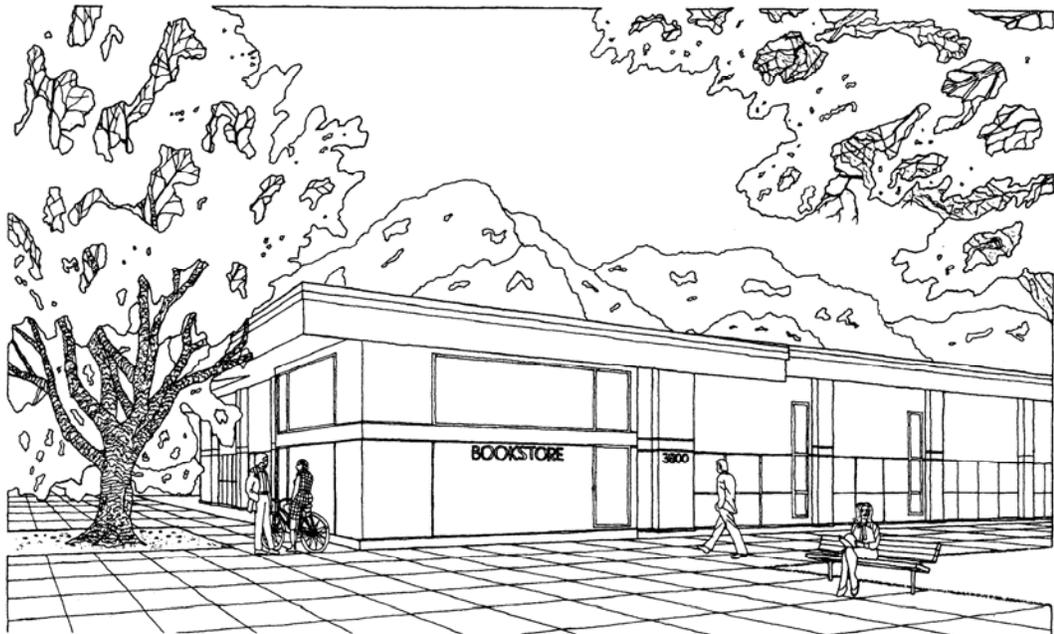
The Chabot College Bookstore is an enterprise operation providing for the sale of course books, educational materials, general books, convenience items, and supplies needed by the students, faculty, staff, and administration. Its mission is to:

- Deliver friendly, caring attention to the customer, to be responsive to the needs of the customer, and to manage problem solving as opportunities to create good will.
- Create an exciting selling environment where it is easy and convenient to shop.
- Maintain cooperative partnerships with the faculty and administration.
- Create a positive work environment in which each individual is treated with dignity and respect.

GOALS

- Achieve reasonable earnings to return to the college by maintaining sales and controlling expenses during this period of declining enrollment.
- Reduce losses from inventory shortage by improving our security systems. Replace locks and outdated camera system with one in conformance with the proposed campus safety project.
- Upgrade our website to facilitate book sales and reservations. Create a Banner link from Class Web to our book list.
- Develop business opportunities and special events to maintain sales and traffic in the store in between the high-volume back to school periods.
- Maintain audit-ready standards for all financial accounting and record keeping. Produce timely and accurate financial statements.
- Work to contain rising book prices by participating in a consortium of 16 bay area community colleges created to negotiate lower prices for textbooks using the advantage of group buying for commonly adopted books.
- Inform faculty about factors to consider when adopting books and what options may reduce the cost of textbooks.
- Hold a publisher book fair annually to offer a wider selection of book choices for faculty so they may compare content and price.
- Maintain high standards of merchandise presentation with visually attractive displays in a clean, well-organized store.
- Provide a high level of customer service and provide fast, friendly, convenient service in a pleasant shopping environment.
- Increase availability of used books in order to reduce costs to students.

- Provide custom supply kits by working with each instructor to select an assortment of supplies specially created for the class, for the convenience of students at a significant cost saving.
- Promote Chabot pride by providing an assortment of Chabot clothing and spirit items that are sold in the store, at football games, and at graduation.
- Expand our everyday gift assortment to include specialty collectible items that are promoted during the year.



Institutional Support/Business Services

CAMPUS SAFETY & SECURITY

STATEMENT OF PHILOSOPHY

Chabot College Campus Safety & Security, in partnership with the Hayward Police Department, is committed to providing a safe and secure learning and work environment for all members of the campus community and our guests. This will be done by working in partnership with the college community so that all may recognize their rights and responsibilities with regard to providing a safe environment.

PROGRAM DESCRIPTION AND MISSION

Chabot College Campus Safety & Security provides a number of services for the college community: crime prevention, emergency assistance, general information and assistance, escort service, as well as the general responsibility for the safety and well being of the college community and its guests. In addition, the department is responsible for fire & life safety management, access control / intrusion control / key control, administering the Hazardous Materials Business Plan, and developing and updating the Disaster / Emergency Preparedness Plan.

GOALS

- Provide a forum through meetings, conferences and publication media for the exchange of information and ideas on safety & security related matters.
- Explore and implement new procedures and techniques that will improve campus safety.
- Maintain a channel of communications with educational policing agencies, other community colleges, and professional consultants in order to remain current with effective safety & security practices, legal mandates and emerging issues.
- Develop a Security Master Plan (SMP) which comprehensively outlines minimum safety and security standards for planned growth under the Measure B Bond.
- Identify and provide safety training to college administrators, faculty, staff and students.
- Monitor and audit emergency equipment and safety supplies for emergency response & preparedness and order additional equipment/supplies as needed.
- Provide CPR and First Aid training for all Campus Safety staff on an annual basis.
- Update and re-write the Campus Security Procedure Manual and provide ongoing staff training.
- Relocate to a new facility on campus to centralize and improve services.
- Review the cost/benefit of contracting with the Alameda County Sheriff's office to provide both administrative (Sergeant / Lieutenant) and enforcement (deputy) coverage, as has been provided by the Hayward police department.
- Review the cost/benefit of upgrading the Department of Campus Safety and Security to a California P.O.S.T. [Peace Officers Standards and Training] certified campus police department.

Institutional Support

B. OFFICE OF THE PRESIDENT

STATEMENT OF PHILOSOPHY

The mission of the Office of the President is to provide strong visionary leadership. The President's Office is responsible for maintaining the integrity and quality of the College's instructional programs and student services. It assures community involvement in setting the direction of the College. The President's activities must maintain focus on the vision, mission and values of Chabot College.

MISSION

The Office of the President oversees all operations of the College. Through collaborative working relationships with college departments, the district office, Las Positas College, and external organizations, the Office of the President helps plan, develop, manage, and evaluate resources to foster an environment in which teaching, learning, and student success are central to attaining the college's mission of providing educational excellence.

GOALS

- Nurture relationships with external constituents and community.
- Join with the faculty, staff, students, Chancellor, and Board of Trustees to develop an effective communication process and a climate of mutual trust and respect.
- Envision and develop appropriate facilities and technologies to enable the effective delivery of instruction and support services.
- Be knowledgeable about, and advocate for, issues concerning community colleges in local, state, and national forums.
- Provide and support opportunities that encourage all staff to enhance their knowledge and skills by professional growth.
- Aggressively seek new resources for the college.
- Ensure that every constituent group has a role and function within a collegial, shared governance structure that operates effectively within the complexities of a multi-college district.

FACILITIES NEEDS

As Building 200 is renovated under Measure B plan, square footage for the President's Office will be expanded, to allow a separation between the President's conference room and executive office.

The full Chabot Facilities Master Plan plans for improvement, renovation and repair of deteriorating/outdated facilities, addressing of safety issues and concerns (lighting, security cameras, etc.), improvement for economic gains through utility savings, infrastructure upgrades to accommodate computers, internet access and other emerging technology, heating and air conditioning improvements, weather tightness, and a host of other equally important elements.

Cost of maintenance and utilities will be a consideration of the new and remodeled construction. Because the college expects to occupy these buildings for fifty years and longer, designing the facilities with consideration for their life-cycle costs helps minimize operating expenses and maximize energy efficiency. Designing highly energy efficient buildings takes into consideration: high-efficiency HVAC systems, demand control ventilation in auditoriums, gymnasiums, and theaters, cool roof systems, high-efficiency photovoltaic (solar) lighting, direct/indirect lighting, sky-lighting and photocell controls, shading classroom/office glass, using thermal mass where appropriate, and a host of other design considerations that may be applicable to each building. Architects will be requested to incorporate these and other ideas into the design or redesign of Chabot's new and existing buildings. All buildings are to be constructed to LEED silver standards.

There is also the desire to implement "Smart Classrooms" as part of Chabot's modernization. The Master Plan includes the expansion of the smart classroom concept to include smart buildings by enhancing building design to improve long-term energy efficiency. These features are a combination of automated control of various building functions, fast and flexible telecommunication systems and timesaving conveniences for building occupants. The key concept in smart buildings is that they are designed to be physically and technologically adaptable to changing conditions and are therefore easy to modify, expand and replace to meet campus needs (a.k.a. "future proofing").

The vast majority of the projects identified are also included in the District's recently adopted Five-Year Construction Plan. This plan is updated and submitted annually to the State Chancellor's Office for approval.

MISSION AND GOALS

The Facilities Committee established the following mission statement:

To achieve excellence on the Chabot campus and accessibility to facilities and programs by implementing the bond measure in a timely, economical, safe, fair, respectful and equitable manner.

The goals set by the Committee for the facilities planning were:

Create a learning-centered college by:

- Developing facilities and technology that support quality instruction and services
- Developing capacity to:
 1. Improve and expand offerings.
 2. Combine academic spaces.
 3. Bring related programs and services together.
 4. Create space for new and evolving curriculum.

- Creating buildings that will technically and physically adapt to future community needs
- Creating classroom and laboratory environments that improve teaching and learning by matching current learning theory with facilities and technology design.
- Improving accessibility.
- Increasing utility/energy efficiency.
- Creating work environments that improve efficiency and employee satisfaction.
- Keeping our students and staff safe and secure.
- Being cost effective in improving Chabot's physical facilities.

The Chabot Facilities Committee identified ten operational sub-goals, which include:

Program Support – Deliver the projects in a way that adheres to district policy and procedures and ensures that the program needs are constantly supported.

State Construction Grants – Encourage the district to participate in state funding programs and configure the delivery of the projects in a way that optimizes Chabot's eligibility for state grants.

Buildings Most in Need – Give top priority to new construction and projects identified as having the most deficiencies.

Construction Impact – Minimize the impact to staff, students and program(s) as design and construction is being carried out.

Safety – Safeguard the staff and students during the construction process.

Quick Start Projects – Deliver specific projects in the summer and fall of 2004 so that the patrons of the Chabot-Las Positas Community College District can see the bond at work immediately.

Cost Effective and Timely – Work with the Facilities Planning Department to deliver the various projects on time and within budgets defined using a Program Management Plan.

Quality – Design facilities and systems, which promote consistency, uniformity, energy efficiency and sustainable ease of maintenance.

Communicate – Work with the community's Bond Oversight Committee, Chabot's administration, and the college community to prepare them for the construction and to keep them informed on the progress of the construction and overall program delivery.

Fire Life Safety and ADA – Comply with federal and state requirements of the Americans With Disabilities Act and fire and life safety requirements of the Department of the State Architect.

In addition to the mission and these goals some basic design principles were developed. These are defined in the full Facilities Master Plan.

GENERAL INFORMATION

The original buildings of the Chabot Campus were built in the mid to late 1960's. Although adequately maintained, and in most ways still attractive, especially the exterior and grounds, recent building surveys on the Chabot campus (Facility Condition Assessment Report or FCAR) by both M&O and campus personnel readily identified many deficiencies that need correction and which were common to all the buildings due to their age. These include a need for weather-tight and energy-saving windows and doors, worn or inoperable window coverings, deteriorated flooring and ceiling tiles, modern heating, cooling and ventilation, security and entry control, lighting and lighting control, electrical and communication systems with capacity to meet modern demands, accessibility, and technology availability, to mention a few. Some buildings have had improvements made in recent years, but these improvements have not concentrated on the functionality of the buildings; these changes improved appearance and accessibility. These improvements are also now five to ten years old and, if the most of the improved buildings are scheduled near the end of the renovation cycle, these improvements will be fifteen to twenty years old then and the buildings undoubtedly would be ready for a full rebuild.

Additionally, the furnishings in most buildings at Chabot are antiquated, dysfunctional, and no longer meet the needs of the college or represent it well to the community. Classrooms lack modern design features and current/future technology proven to increase learning.

GENERAL IMPROVEMENTS

The following list provides more specific considerations for general improvement.

Renovation and repair of deteriorating, outdated facilities

- Energy efficiency projects, including:
 1. Replace, install, and repair heating, ventilation and air conditioning systems.
 2. Upgrade and replace aged electrical systems.
 3. Automate lighting.
 4. Automate watering.
 5. Upgrade windows and doors.
- Improve site and building accessibility for disabled users.
- Repair and replace aging roofs.
- Renovate restrooms and assure ADA compliance.
- Repair and paint building exteriors, interiors, replace dry rot and aged and deteriorated building siding; pressure wash the existing stone siding.
- Repair and replace underground irrigation and make improvements to the grounds.
- Replace and upgrade underground storm water drainage systems.
- Replace and relocate signage.

Rewire and upgrade systems to accommodate the next generation of technical equipment and improve Internet access

- Upgrade electrical system (all phases).
- Upgrade data network (all phases).
- Upgrade fiber optic cable (all phases).
- Upgrade telecommunications (all phases).
- Upgrade classroom/administrative/student information systems.

Improvements needed for health/safety

- Upgrade fire/life and building safety systems including installing emergency notice systems.
- Install seismic retrofit for safety.
- Remove asbestos/hazardous materials.
- Improve exterior and interior lighting for safety and security.
- Expand parking lot emergency phones.
- Repair and replace pathways, roadways, and other hard surfaces.
- Upgrade campus police/security equipment.
- Provide security cameras as needed on campus Install security phones in classrooms.
- Upgrade old, unsafe maintenance equipment.
- Replace unsafe bleachers and install handicapped accessibility.
- Improve bird control systems.
- Ensure that the colleges can adequately serve as emergency relief sites in times of disaster.
- Review/revise parking plan.

Modernization/Renovation Construction Projects

- Remodel/modernize educational buildings to improve the student-learning environment.
- Modernize/upgrade library/learning resource center and CIS (computer information services).
- Remodel college complex building areas to improve student support services and efficiency.
- Modernize science classrooms and labs.
- Modernize the theatre, art, and humanities buildings to improved student and community activities and the learning environment.
- Construct new buildings to house required and needed activities.

Furnishings and Equipment

- Upgrade and replace instructional fixtures and equipment (i.e. desks,

workstations, chairs, marker boards, tack boards, chairs, electronic presentation equipment and audio/visual media equipment).

- Replace outdated and broken equipment in the science labs and classrooms.
- Provide equipment and furniture for newly modernized and renovated classroom and buildings.
- Upgrade as necessary, planetarium, theatre, and arts equipment and furnishings.
- Upgrade or replace instructional computer/network equipment.
- Upgrade or replace vocational and occupational lab/instructional equipment.
- Upgrade Library collection.

Build permanent classrooms and structures to replace deteriorating, temporary portable buildings such as the

- Disabled Student Physical Education Center.
- Security Office.

CLASSROOMS

Since a significant amount of space scheduled for renovation is classroom space, it is important that architects familiar with current classroom design be used. Old notions of square spaces filled with seats need to be abandoned and all the design elements affecting learning, such as seating, lighting, color, arrangement, technology need consideration. The arrangement of large lecture spaces, as a subset of classrooms, also needs knowledgeable design. A template should be developed, using the best educational research, for a model classroom and this information should be subsequently provided to all potential architects or bidders.

All classrooms should be "smart." Again, there should be extensive consultation with experts in this technology to arrive at the design that would meet campus needs best. At a minimum, smart classrooms, also called electronic or technology-enhanced classrooms, create new opportunities in teaching by integrating networking, computers and audiovisual technologies.

More and more faculty are creating text, charts and graphics on their own computers and they want to bring this material into the classroom. Faculty want to show information and research data from office computers or worldwide databases and they need connectivity to outside teaching resources. Telephone lines, Ethernet connections or ISN installations make it possible to interact in real time with distant computers, databases or banks of stored text and images.

Smart classrooms offer a reliable and unique approach to the design of technology-enhanced classrooms. A simple, user-friendly interface can make it possible to show campus cable TV, VHS videotapes, as well as computer displays from IBM and Mac machines, plus workstations. Creative, sophisticated engineering makes this possible.

Finally, faculty offices should also receive a design review by the faculty and experienced architects to establish a template for their look and design that would be incorporated into all construction and renovation.

