

CHABOT COLLEGE Strategic Plan 2009-2012



Building on the past for a brighter future...

Dear Chabot College Community and Friends:

It is my pleasure to share with you Chabot College's Strategic Plan for 2009-2012. Within this publication, you'll find the goals, strategies and objectives that demonstrate our commitment to making the college accessible to all students, giving them the support they need to stay in college, and helping to assure they are successful in getting the education they deserve.

The Strategic Plan, compiled after an extensive review of data with input from community leaders, local employers, and Chabot faculty and staff, reaffirms Chabot's position as a beacon of learning in Hayward and the surrounding communities. With this direction set, the college will fulfill its mission to provide rich opportunities to educate the future workforce by preparing them for careers or for transfer to institutions of higher learning.

The plan also presents a college able to recruit and retain the excellent faculty, staff and administration who continually implement best practices in teaching and learning and who work in high-quality learning environments that are sustainable, flexible, current, and attractive.

I welcome you to join us in supporting our commitment to making Chabot College an institution at the forefront of educational excellence.

Sincerely,

A handwritten signature in black ink that reads "Celia Barberena". The signature is written in a cursive, flowing style.

Celia Barberena, Ph.D.

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Chabot College 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.



The Planning Process

The cycle of ongoing, data-driven planning and improvement is practiced at all levels of the institution. The comprehensive planning process involves 1) the program's review of aggregated and disaggregated data from student learning outcomes, service area outcomes, institutional outcomes and external scan data; 2) a summary of findings from this program review; and 3) a two-year action plan detailing how the unit/area will improve outcomes.



Program Review and Action Plan

All academic, student and administrative services units/areas complete a formal program review process. Program review activities include a review and discussion of outcomes and trends. This includes student learning outcomes and data such as retention rates, course success, next level course completion, enrollment trends and division/institutional data, service area outcomes, and user satisfaction with administrative and student services. Administrators and managers work with the faculty and staff in their areas to complete program review.

Based upon program review findings, all units and areas complete a two-year action plan. The two-year plan summarizes the findings from program review; lists past accomplishments; goals and expectations, lays out a timeline for the action plan, includes requests for additional resources for the next fiscal year; and suggestions for new initiatives or projects. Action plans are developed collaboratively within units and among colleagues. Unit plans and division summaries, along with other resources, were reviewed in the Institutional Planning and Budget Council and were the basis for developing the 2009-12 Strategic Plan and the 2005-2015 Educational Master Plan.

The Strategic Plan

The 2009-12 Strategic Plan has been aligned with our Educational Master Plan as well as the California Community College Chancellor's Office (CCCCO) Strategic Plan. It sets forth the strategies, objectives, and initiatives that the college will undertake to meet its mission and accomplish its goals. The results from the continued support and implementation of these programs and initiatives detailed in the plan will be monitored regularly by looking at various measurable indicators of success. These indicators are listed with their corresponding goals in later sections of this publication.

Trends Affecting Chabot College



The College

Chabot College is a fully-accredited, public, urban community college with over 15,000 students located in Hayward, California, on the east side of the San Francisco Bay Area. It is part of an exceptionally multicultural region and serves five cities in Alameda County, one of the ten most diverse counties in the United States. The students, staff, and programs of Chabot College reflect demographic and economic trends in the state of California and in the East Bay cities the College serves. The following characteristics and trends form the basis for this Strategic Plan. All charts cited in the text can be found in the Appendix. All sources cited in the footnotes can be found on the Chabot College Institutional Research website (www.chabotcollege.edu/IR/).

Statewide trends

Dramatic population growth is predicted for the state of California for the next 40 years, driven mostly by immigrants, most notably Latinos and Asians. The percentage of Latinos in the state will grow to 40 percent by 2020, and Latinos will be half of all state residents by 2042 (Chart 1). The largest increase of Asians will be in the San Francisco Bay Area. Another growing population segment includes senior citizens, who will double in number by 2030. Due to health and

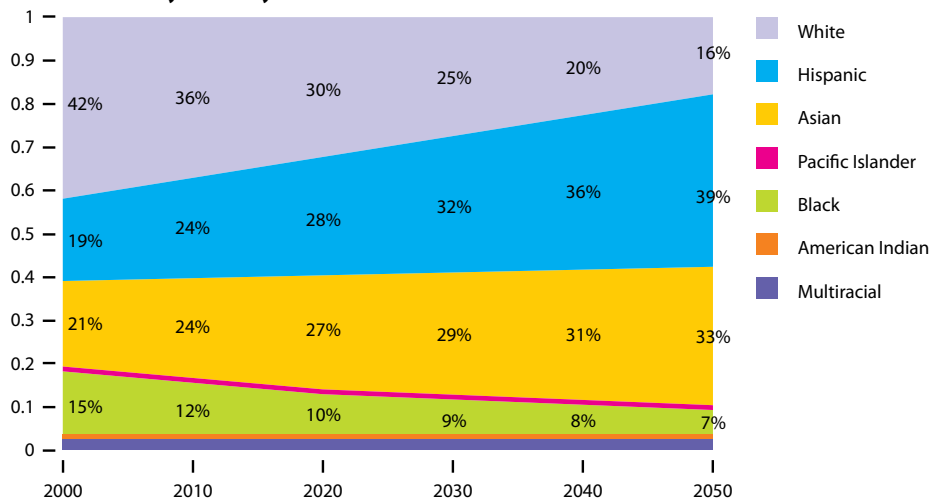
longevity, many of these baby boomer-aged seniors plan to work past retirement age.

Latinos currently have the lowest education and income levels in the state. As the Latino population grows and represents a larger portion of the state population, their educational levels will need to be raised to insure that more Latino families can make living wages and help sustain the state economy. The health of the state economy depends on all groups in the younger generation obtaining higher education, yet over half of new California Community College students need pre-college training in basic Math and English.

Local trends: East Bay and Chabot echo state trends

The East Bay population is projected to experience continued growth, especially among Latinos and Asians (Graph 1). This growth mirrors statewide trends. In 2000, Chabot area white residents were already less than half (37%) of the population, and the combined Latino (25%) and Asian (23%) residents were almost half (Chart 2). Increases in the number of immigrants and older residents statewide are expected to be echoed in the East Bay as well.

Graph 1: Alameda County Population Projections Percentages by Ethnicity



Source: State of California, Department of Finance, Population Projections for California and its Counties 2000-2050, by Age, Gender and Race/Ethnicity, Sacramento, California, July 2007

Residents of Chabot-area cities have lower average incomes, more persons per household, and lower educational levels than the cities of sister college Las Positas College (LPC) and the county overall (Charts 3-4). Only one quarter of adult residents in Chabot cities hold a bachelor's degree compared to more than one third in LPC cities and the county. About one third are foreign-born and more than 40 percent speak a primary language other than English at home (Charts 5-6). Given fewer college-educated role models and English-speaking households, it is not surprising that lower percentages of Chabot-area high school graduates are prepared for CSU/UC than those in LPC high schools and the county (Chart 7). Although a higher percentage (70%) of high school graduates in Chabot cities attended college after graduation than those in the county (62%) or the state (50%), they were much more likely to attend a community college than county or state high school graduates. In addition, 30 percent of local high school graduates did not attend college (Chart 9).

The East Bay has a diversified economy that has allowed it to weather many economic storms. Although the economic slowdown of 2008-09 may have unexpected effects, the number of jobs in the long-term is predicted to grow through 2015. Of the expected new jobs, 15 percent will require a vocational certificate or Associate's degree and 39 percent will need a Bachelor's degree or higher. Overall, more than half of new jobs will require a community college education or higher (Chart 8). Of the local occupa-

tions predicted to have the most growth and highest pay and require an AA/AS or certificate, Chabot's occupational programs provide education or training for almost all of them. Many of the new and emerging fields, such as biotechnology, nanotechnology, and alternative energy technology were developed in the Bay Area, and the college will be creating job training programs in these fields depending on the demand for, and supply of, high-paying jobs for community college graduates.

Chabot student characteristics

Chabot College serves over 15,000 students each term with approximately 4,500 full-time and 10,500 part-time students (Chart 10). Half attend during the day only, and about 20 percent attend only on evenings or Saturdays. The rest attend during both the day and evening. Two-thirds of the students live in the official Chabot service area, while one third come from surrounding cities, even though there are community colleges serving those areas. Of Chabot students who report their educational goals, almost half (46%) state that they intend to transfer to a four-year college, with or without an AA/AS degree, while another 10 percent intend to earn an AA/AS degree only. About 15 percent of the students attend Chabot for occupational training or certificates, while less than ten percent attend for their own personal development. However, 22 percent of these students are undecided about their educational goals, and about one quarter of all Chabot students do not report a goal, which suggests a lack of information of educational options (Chart 10).



Chabot College enrolls a student body that mirrors the ethnic, age, and educational diversity of the East Bay. The student population is composed of substantial numbers of African Americans (15%), Asian Americans (16%), Filipinos (10%), Latinos (24%), and whites (22%), with about 10 percent representing a variety of other heritage groups (Chart 10). Between 1978 and 2008, Chabot's student body became increasingly diverse, reflecting a parallel growth in diversity in the East Bay . During this period, the percentage of white students dropped from 67 percent to 22 percent, and there were steady increases in the percentages of most other race-ethnicity groups, especially those of Latinos. By Fall 2008, the percentage of Latinos (26%) had surpassed the percentage of whites (22%), and the college became a Hispanic-Serving Institution by having an enrollment of at least 25 percent Latino students. Women comprise a majority (57%) of the student body, although the younger age groups are more gender-balanced. Students have a median age of 23, and the age distribution is split among students 24 years or younger (56%) and adult students 25 years or older (44%) (Chart 10). With the exception of the increase in race-ethnicity diversity and a decline in the percentage of evening-only students from 33 percent to 19

percent, most student characteristics have remained remarkably stable at Chabot during the last decade .

As indicated above, the college serves students from a variety of backgrounds. In fact, it is the remarkable diversity of the student body that best characterizes Chabot as an institution. On one hand, almost forty percent of Chabot students are the first generation of their family to attend college, so their parents have little knowledge of how to attend college, let alone how to earn a degree (Graph 2). On the other hand, 30 percent of the students are in families where at least one parent has earned a Bachelor's degree (Chart 11). Students in these families benefit from a much higher knowledge base about college attendance, success, and persistence to a degree.

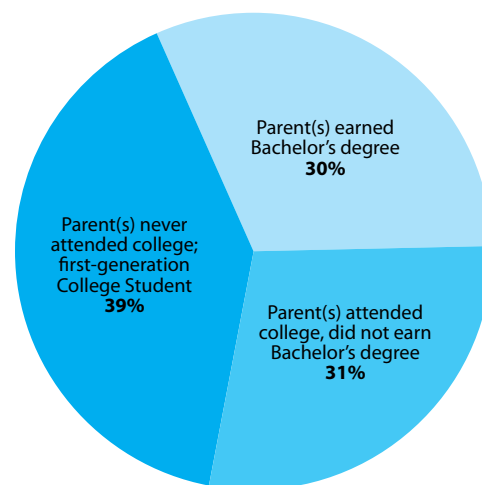
A majority of the students attending Chabot struggle financially and academically. According to the 2007 student survey, 59 percent of the students live with their parents, and 56 percent of the students report household income levels of low or very low based on federal poverty rate guidelines (Chart 11). Additionally, over 60 percent of Chabot students work 20 or more hours per week . Furthermore, the need for financial

assistance appears to be increasing as the percentage of students applying for financial aid has grown from 20 percent in Fall 2000 to 34 percent in Fall 2008 . All such indicators suggest that the majority of Chabot students who attend part time (70%) do so primarily for economic reasons. Lastly, almost all new students enter Chabot College under-prepared for college level work. Of new students, 81 percent require remediation in basic skills Math and 85 percent require remediation in basic skills English, levels which are higher than just a few years ago .

Chabot faculty and staff characteristics

Chabot employs about 700 faculty and staff. Full-time faculty represent about one-quarter of the total, part-time faculty represent nearly one half, full-time classified professionals make up almost one-fifth, with the balance being administrators or part-time staff. The faculty are composed of about half women but are over 60 percent white, so while they reflect the students in gender, they are less ethnically diverse than the students. Among full-time professional staff, three quarters are women and 40 percent are white, so while they more closely reflect the students in ethnic diversity, they represent proportionately fewer men than the students (Chart 12).

Graph 2: College Experience of Parents of Chabot Students



Source: Chabot College Student Accreditation Survey Fall 2007

Student outcomes: success and equity

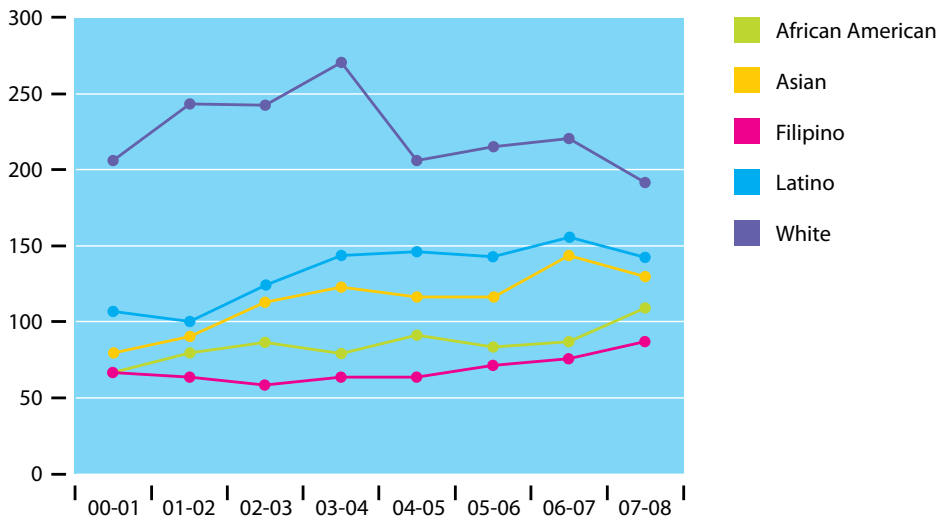
Most students enter Chabot intending to transfer or earn an AA/AS degree, but many need basic skills courses in English and Math, as referenced earlier. Therefore, success rates in basic skills courses, persistence rates into college-level courses, numbers of degrees and numbers of transfers to universities are important indicators of the college's success. In addition, in such a diverse student body, it is important to ensure that these indicators are equal among ethnic groups. According to 2008 state-wide measures, Chabot's overall basic skills success rate (59%) was lower than that of a group of peer colleges. However, Chabot's overall Fall to Fall persistence rate (74%) of new students was higher than that of the peer colleges. Examining success rates separately for English and Math basic skills courses shows that most English basic skills courses have had success rates between 50 and 65 percent since 1995. However, most Math basic skills courses have had success rates at or below 50 percent, and since 2003 they dropped to 40 percent (Charts 13-14).

In English basic skills, Latino students have had similar success rates as all students, while African American students have usually had much lower success rates (Chart

15). For those successful in English basic skills, persistence rates to College English have averaged about 50 percent for all students. For most years, Latino students have had average persistence rates but African American students had lower than average rates. In the accelerated basic skills English 102 course, more than 80 percent of the successful students persisted to College English, and African Americans had even higher persistence rates (Chart 16). In the highest basic skills Math course, the average success rate has plunged from 59 percent in 2000 to 40 percent in 2008. In this subject, African Americans had success rates below the average (Chart 17). For students who were successful in this Math basic skills course, persistence to college-level Math was more encouraging – hovering at about 70 percent for all students, and both Latinos and African Americans earned around the average (Chart 18).

The annual number of AA/AS degrees awarded by Chabot has climbed steadily since 2000, from 589 to 745 (Chart 19). This jump was driven by steady increases in Asian and Latino graduates, and in 2007-08, by increases in degrees awarded to African Americans and Filipinos (Graph 3). The number of job certificates awarded reached

Graph 3: Chabot College Trends in Number of AA/AS Degrees, for Five Largest Race-Ethnicity Groups



Source: Chabot College Institutional Research Dataset

a peak of 322 in 2003-04, but dropped to 180 by 2007-08. The drops were in all five of largest race/ethnicity groups (Chart 19).

Among the 2007 degree and certificate graduates, over half were planning to work. Of those planning to work, more than one-third were starting a new career and over 40 percent had a new job in the same career. Altogether, over 70 percent of those planning to work improved their job status by attending Chabot College.

The annual number of transfers to UC and CSU declined from over 800 before 1998-99 to under 700 in 2006-07, but rebounded to 764 in 2007-08 (Chart 20). The increase among CSU transfers came primarily from students who declined to identify their ethnicity (Chart 21). Of all new students, about 35 percent become “transfer-directed” within approximately four years, by earning 12 or more units and attempting a transfer-level English or Math course (Chart 22). This rate is lower for both Latino and African American students. Of those who were transfer directed, about 35 percent usually become “transfer-ready” within four years by taking enough transferable units to transfer and by succeeding in transfer-level English and Math. This rate is also lower for both Latinos and African Americans (Chart 23).

Programs and services that support student success

Although there are some significant differences among ethnic groups in success, persistence, degree, and transfer statistics at Chabot, students who take advantage of the many student programs and services do better. The persistence of students in all ethnic groups is higher among those who attended orientation, completed assessment tests, saw a counselor, and participated in support

and learning communities such as EOP&S, Daraja, or Puente. Another type of program that supports success is the growing number of online classes offered – from 1,300 in Fall 2004 to 4,100 in Spring 2008. Since Spring 2006, the success rates for students enrolled in online classes have been equal to campus courses. Another program that has been shown nationally to increase student retention, service-learning, is also growing at Chabot. By 2007, 25 percent of the students had participated in volunteer work as part of a course, up from 12 percent in 2005.

Summary

There is no “typical” Chabot student, as the college serves a remarkably diverse population. However, given the state and local trends, it can be said that Chabot will experience growth in the number of Latino and Asian students, many of whom will come from low-income families and be the first in their families to attend college. Most students will continue to struggle academically and financially, work 20+ hours per week while attending school part-time, and require basic skills education in order to complete degree and transfer-level programs.

Overall, Chabot students are satisfied with the academic and student services offered at the college. Most students perceive a college-wide commitment to student learning, and over 70 percent feel they have made progress on most of the college-wide learning outcomes. This evidence speaks to the effectiveness of Chabot programs and instruction. It is with this in mind that Chabot continues developing, nurturing, expanding and sustaining excellent programs while providing a diverse offering of courses and curriculum that prepares students for the multitude of life experiences they will encounter.

There is no “typical” Chabot student, as the college serves a remarkably diverse population.

- 1) California Community Colleges System Strategic Plan, 2006
- 2) San Francisco Chronicle, “Hispanics expected to be state’s majority by 2042” July 10, 2007.
- 3) California Community Colleges System Strategic Plan, 2006
- 4) California Community Colleges System Strategic Plan, 2006
- 5) California Community Colleges System Strategic Plan, 2006
- 6) Chabot College IR Office, Student Characteristics Report, 2007-08, Local employment by industry and occupation, page 5.
- 7) Chabot College IR Office, Highest projected Job Openings in Alameda County vs. Chabot College Career-Technical Ed (CTE) Programs, 2008 to 2015.
- 8) Chabot IR Office, Student Characteristics Report, 2007-08, page 44
- 9) Chabot IR Office, Student Characteristics Report, 2007-08, pages 32-53.
- 10) Chabot IR Office, Student Accreditation Survey Results, Fall 2007.
- 11) Chabot IR Office, Percentage of Students Applying for Financial Aid, Fall 2000 to Fall 2008.
- 12) Chabot, IR Office, English and Math Assessment Trends for New Students.
- 13) Accountability Reporting for the Community Colleges (ARCC) 2008: Chabot College.
- 14) Chabot, IR Office, Success Rates in English 101A, Fall 2000 to Fall 2008.
- 15) Chabot, IR Office, Persistence Rates within 2 years from English 101A to English 1A, Fall 2000 to Fall 2006 cohorts.
- 16) Chabot, IR Office, Success Rates in English 101, Fall 2000 to Fall 2008; Persistence Rates within 2 years from English 102 to English 1A, Fall 2000 to Fall 2006 cohorts.
- 16) Chabot, IR Office, Survey of Spring 2007 Degree and Certificate Graduates
- 18) Chabot IR Office, Persistence rates of new students by Student Services.
- 19) Chabot IR Office, Enrollments in Online Classes, Fall 2004 to Spring 2008; Success Rates in Online vs. Face-to-Face Classes, Fall 2004 to Spring 2008.
- 20) Chabot IR Office, Student Accreditation Survey Results, Fall 2007
- 21) Chabot IR Office, Student Accreditation Survey Results, Fall 2007

2009-2012 Strategic Plan: Goals & Strategies

STRATEGIC GOALS	STRATEGIES
<p>GOAL A Awareness & access</p> <p>Build awareness of Chabot's academic excellence, and ensure access to education for all who seek it.</p>	<ul style="list-style-type: none"> A1 Increase familiarity of Chabot and its programs throughout the community. A2 Reach out to populations underrepresented in higher education. A3 Promote early awareness and college readiness to youth and families. A4 Find multiple ways to deliver instruction and services for all.
<p>GOAL B student success</p> <p>Provide high-quality programs and services so all students can reach their educational and career goals.</p>	<ul style="list-style-type: none"> B1 Strengthen basic skills development as a foundation for success. B2 Identify and provide a variety of career paths. B3 Support programs and initiatives that increase the success for all students in our diverse community. B4 Assess student learning outcomes to improve and expand instruction and services.
<p>GOAL C Community partnership</p> <p>Work with local business and industry to support the goals of Chabot students.</p>	<ul style="list-style-type: none"> C1 Increase experiential learning opportunities. C2 Initiate and expand partnerships among the college, businesses and community organizations. C3 Promote faculty and staff involvement in college and community activities. C4 Engage the community to participate in campus programs and events.
<p>GOAL D Vision, leadership & innovation</p> <p>Be an educational leader by continuously supporting and improving learning in our diverse institution.</p>	<ul style="list-style-type: none"> D1 Set Chabot's priorities to improve institutional effectiveness. D2 Streamline academic and student support services. D3 Offer professional development to support teaching, learning, and operational needs. D4 Support effective communication both in the college and the community. D5 Provide safe, secure, and up-to-date facilities and technology.

GOAL A

Awareness & access

STRATEGY	OBJECTIVES
<p>Increase familiarity of Chabot and its programs throughout the community.</p> <p>A1</p>	<ul style="list-style-type: none"> A. Expand marketing and recruitment of students in our service area B. Use data and community input to modify course offerings to meet the needs and interests of local residents C. Continue presence at community-wide events
<p>Reach out to populations underrepresented in higher education.</p> <p>A2</p>	<ul style="list-style-type: none"> A. Target outreach and recruitment efforts to underrepresented students B. Provide comprehensive matriculation and support services for first-time and underrepresented college students (e.g., Daraja/Umoja and Puente/HSI) C. Focus efforts on increasing completion for underrepresented students
<p>Promote early awareness and college readiness to youth and families.</p> <p>A3</p>	<ul style="list-style-type: none"> A. Expand outreach to middle and high school students B. Increase faculty outreach to high schools C. Foster and support activities that increase the awareness of financial aid options and financial literacy skills for students and families D. Promote the Early Decision program to students and families
<p>Find multiple ways to deliver instruction and services for all.</p> <p>A4</p>	<ul style="list-style-type: none"> A. Increase online enrollment B. Increase evening, Saturday, and PACE program enrollment C. Evaluate the accessibility of course offerings and provide new configurations as needed.

Benchmarks/Progress Indicators:

- Overall enrollment of students (aggregated and disaggregated by various groups)
 - High school graduates
 - Hispanic students
 - New students
 - Evening and Saturday
 - Program enrollments
- Online enrollment
- Total outreach contacts
- Equity measures as compared to service area outcomes
- Financial aid applications submitted

Awareness & Access

Build awareness of Chabot's academic excellence and ensure access to education for all who seek it.



Rationale

Chabot College serves a growing population in a racially and ethnically diverse area. As documented earlier, this reflects state and regional demographic trends. An increasing percentage of residents are Latinos, a group that has been traditionally underrepresented in higher education. Chabot area residents have lower income and education levels than the rest of county, with high percentages of immigrants and those who live in bilingual or non-English-speaking households. One-third of local high school graduates do not attend college, while an increasing percentage attend Chabot. Chabot students are even more ethnically diverse and economically disadvantaged than most county residents. The majority come from low income families and almost half are in the first generation of their family to attend college at all. Most live with their parents, so their families are a big influence in their lives.

Chabot College serves the community by reaching out to local families and educating them about: the value of a college education; the accessibility of community colleges in general and Chabot in particular; and ways to encourage and support students who might not otherwise attend college.

This involves both education and outreach in the community about college, not only in the high schools, but in elementary and middle school as well as in community organizations. It also involves education and training at Chabot about how to start and navigate a successful college career. While encouraging more local students to pursue higher education, the College also recognizes that many potential students seek immediate job training or personal development, and therefore markets the variety of programs available. In addition, recognizing that many working adults cannot easily get to the campus, the College continues to increase the number of online courses.

Access to Higher Education and Support for Life-long Learning

Chabot College continues to work on being an educational institution that serves its community in an effort to strengthen the local and state economy. It is the role of the college to provide opportunities for life-long learning, as well as access to higher education so as to increase the educational level of our community and thus provide more opportunities for individuals. To this end, we have chosen to focus on increasing awareness and access to the college. In 2009-2012,

Chabot will continue to focus our efforts on populations that are underrepresented in higher education. Based on the research, we will target first-time college students and Latino families; the fastest growing population segment in our area.

To increase awareness of the college, Chabot is reaching out to our local middle schools and high schools to teach students and their families about educational opportunities at Chabot and beyond. Currently, the TRIO Educational Talent Search (ETS) program works with four middle schools and four high schools. In 2009-2012, ETS will be moving into its second phase of working with the students as the initial target groups reach their senior year and investigate and pursue available college options.

The ETS program starts in the middle school with efforts that increase knowledge about college, its options, and how to fund college education. As the students enter high school, the program provides extra support by making sure that students are enrolled in appropriate courses to ensure college readiness and educational success. Students in the program who reach their senior year are surrounded by a college-going culture and



receive support with the application process to Chabot and/or other institutions of higher education. In 2009-2012, this program will also work to strengthen the connection back to the college as it prepares its first group of students to enter college. For example, we will work on connecting students to our Financial Aid Fair and our on campus TRIO Student Success program, ASPIRE.

Efforts to increase awareness also include working with parent groups in the local school districts. For example, Chabot will focus on developing our Café program, serving parents of English Language Learners in the Hayward Unified School District. This program gives Chabot an opportunity to educate immigrant parents about the educational system in the United States. Discussions in the program have spanned topics such as college entrance requirements, funding a college education, and taking advantage of community colleges as a way to access higher education. By reaching out to parents, Chabot not only educates the decision-makers of families about the options Chabot provides, but some of these parents also become Chabot students themselves. In the case of Café, some of the parents have started taking classes at

Chabot to better their education once they know more about what Chabot can offer. Within our community, the need to connect with the entire family is very important since "family" represents a core value.

Programs that reach out to the community are then connected back to the college in several ways to increase the awareness of what Chabot College, specifically, can provide. Similar to how the Café program links parents to courses on campus, during the summers the Chabot College Summer Youth Sports Program brings youth to the campus. This program provides summer camp activities on campus at a low or no cost to the community for children between 10 and 16. Through this program, students are exposed to Chabot as an option to obtain higher education. This program provides awareness and access to the college and its programs and services in an indirect and less intimidating way. Given positive experiences, we hope to see students from this program choose to pursue higher education, and specifically choose Chabot as their vehicle to higher education. Our goal 2009-2012 is to maintain funding for this program through continued corporate and community partnerships.

Students in their senior year of high school can access the Early Decision program. This program provides students who have chosen Chabot as their higher education destination an opportunity to apply and register early to ensure best course selection. Early Decision provides a step-by-step guide to the application process and brings application services to prospective students at their high schools. The program ends with Mega Day, a comprehensive orientation program that mirrors those at four year universities. In 2009-2012, our goal is to increase the number of students who take advantage of the Early Decision program and thus increase the number of students who plan ahead. We will expand the services provided in the high schools, such as application workshops and assessment testing, to make the application process even easier to access. Expanded efforts to incorporate financial aid and other student support services will be made to highlight the amount of support Chabot offers. New in 2009-2012, the college, in collaboration with the Chabot Foundation, will establish a book rental program to support students who may not qualify for financial aid but are in need of financial support in order to afford textbooks for their classes. The high cost of required texts for our courses proves to be an issue for many students and needs to be addressed.

Chabot continues to work on strengthening our presence in community activities. In 2009-2012, we hope to reach out to the community to demonstrate how our course offerings can support continuing education as well as life-long learning opportunities. To promote the college, Chabot will work on targeting marketing toward career vocational opportunities; one of the top areas of interest in the community. In 2009-2012 Chabot will also participate in events such as the Latino Education Summit that provides

the college with more exposure throughout the county and supports our Hispanic Serving Institution initiative. County-wide activities provide opportunities to highlight unique programs and services Chabot offers, and expose Chabot to more prospective students and families while strengthening our connections with other educational institutions and community-based organizations in Alameda County. In addition to off-campus events, as our campus construction projects move toward completion, Chabot will resume its Annual Open House event in May when we invite the community on campus to showcase our new facilities, programs, and services.

Chabot College understands that students need more than the traditional face-to-face course offerings to meet their needs. To better meet the needs of students, Chabot will continue to offer more curriculum in different modalities. In 2009-2012, we hope to increase our online course offerings as well as work toward the viability of creating an online degree program. The main focus for 2009-2012 will be growing online student support services to reach more students. This includes providing counseling and tutoring services online and then increasing additional student services online in subsequent years.

In addition to expanding online programs and services, Chabot will work to increase enrollment in the PACE program. PACE is a program that helps working adults complete a college education. This program will remain a priority for 2009-2012.

In summary, educating the community about the college and its programs and services will help to increase the understanding of how Chabot can support our community's residents pursue higher education. Increasing the educational attainment of our community will strengthen the workforce and will keep our state viable through difficult economic times. Knowing that students have diverse needs, Chabot will also work toward diversifying program delivery methods, focusing on the PACE evening program and our online services. Efforts to increase access and awareness will demonstrate to the community that Chabot can be their home as they pursue a myriad of learning opportunities.

Chabot College understands that students need more than the traditional face-to-face course offerings to meet their needs.



GOAL **B**

student success

STRATEGY

OBJECTIVES

Strengthen basic skills development as a foundation for success.

B1

- a. Increase persistence from basic skills to college-level courses
- b. Improve learning and success rates in basic skills classes
- c. Strengthen and expand learning community offerings

Identify and provide a variety of career paths.

B2

- a. Expand follow-up services
- a. Increase success and persistence in key transfer pathways
- b. Provide internship and job shadowing for students
- c. Increase student awareness of career development
- d. Identify new career programs for future development

Support programs and initiatives that increase the success for all students in our diverse community.

B3

- a. Increase student success in basic skills English and math to college-level
- b. Increase the number of degrees awarded
- c. Increase the transfer-ready rate
- d. Assess and provide the appropriate number and level of basic skills courses necessary to meet students' needs.
- e. Develop alternative delivery methods for basic skills

Assess student learning outcomes to improve and expand instruction and services.

B4

- a. Develop student learning outcomes and appropriate assessments for each college-wide learning goal by 2009.
- b. Implement a comprehensive plan and timeline for developing and evaluating student learning outcomes
- c. Assess the effectiveness of student support services using relevant data, including student learning outcomes and use assessment results in making improvements.

Benchmarks/Progress Indicators:

- Successful course completion rates
- Next-level course persistence and completion rates
- Student engagement in learning
- Assessment of student learning outcomes
- Numbers of degrees and certificates
- Transfer-ready rates
- Transfer rates

student success

Provide high-quality programs and services so all students can reach their educational and career goals.



Rationale

Most students enter Chabot College needing basic skills courses in English and Math. Improvement is needed for all students in the success rates in basic skills courses and persistence rates into college-level courses. Improvement is needed even more so for African American and Latino students. With such a diverse student body, it is important to ensure that success rates and improvements are shared equally among ethnic groups. Therefore, the college has identified as a major focus strengthening basic skills courses and support services for all students. In addition, student services and programs, such as learning communities and counseling programs that have proven their ability to increase success for underrepresented students, are important ongoing initiatives. Raising success and persistence rates will also raise the number of certificates, degrees, and transfers to universities for all students. In addition, a college focus on student learning, through the assessment of student learning outcomes, ensures that learning and teaching is constantly evaluated in order to make improvements for students and to make deep learning and course success more likely.

Students enter Chabot from a range of economic backgrounds as well as with a variety of educational goals. This includes not only the pursuit of higher academic degrees but job training for both new and current careers. Therefore, the college seeks to provide a variety of programs and career paths to help students reach their goals, from PACE (working adults evening program), to the Digital Media program, to the popular Nursing and Dental Hygiene programs.

Building a Foundation for Success

Chabot serves many types of students, including: students who take courses to better themselves and gain new skills; students who take courses towards a degree or certificate; students who are coming back for retraining or making a career change; and students who intend to continue on to obtain a bachelor's degree. Whatever the educational goal of the student, Chabot will continue to focus on student success; specifically success in basic skills courses and program completion in 2009-12. This focus will not incorporate all students but will target students who are pursuing a degree, certificate or transfer to a four year university.

Almost all students entering Chabot need basic skills instruction in math and/or English. To meet the demand of these students, Chabot offers many basic skills courses to increase access to college-level curriculum. Once enrolled, Chabot students struggle to master foundational skills. Lack of success in developmental courses discourages students from persisting to an intended degree or certificate. Even among students who succeed in these courses, persistence to higher-level coursework is challenging. Therefore, increasing student success in basic math and English will be a priority in 2009-12.

Working with our Basic Skills Committee, Chabot will continue to support faculty efforts in the classroom to improve student success. For example, math faculty will focus on incorporating technology into their classes. Using computer software provides students with opportunities to practice what they learn, while getting immediate feedback on their performance. The faculty are then able to evaluate their students' efforts, acknowledge strengths and weaknesses and better focus instruction to the class if it is determined that all students are not understanding a particular unit. Other efforts

that are supported stem around the idea of developing Focused Inquiry Groups (FIGs), to bring faculty and staff together to discuss areas of improvement, research options to address issues that limit student success, and implement changes in the classroom or program when necessary.

Fortunately, Chabot was awarded a Title III grant that will enable us to focus on building infrastructure for faculty engagement and support for professional development on campus. Title III will support programs that the Basic Skills Committee cannot and will enable many areas on campus to engage in meaningful dialogue to address student success. The grant funds will also help the college as it enters the evaluation phase of student learning outcomes throughout the campus. The grant will provide opportunities for programs across campus to identify student learning outcomes, develop rubrics to evaluate student learning outcomes, as well as discuss data collected from of the student learning outcomes assessment. This opportunity to pull faculty together to discuss assessment data will directly impact the classroom as it is a meaningful part of implementing student learning outcomes.

Through our general counseling area, we hope to increase our follow-up efforts to basic skills students by reaching out to them during their first term and providing opportunities to link them to services that will help them persist from semester to semester. The goal is to be proactive in reaching out to students as opposed to waiting until they are on academic or progress probation.

In addition to working with basic skills, we hope to identify and expand our career paths. Many students in our service area are interested in learning career skills that will lead to immediate employment. For these students we hope to better define and communicate the career paths that already exist as well as develop new career paths based on industry needs like Biotechnology, Environmental Science and “green” technologies.

Strengthening and expanding career pathways will entail providing opportunities for students to connect their coursework with their actual application in the field. This will require increased collaboration with businesses and industry to support learning experiences such as internships, job shadowing and service learning.

Chabot recognizes that many of our students (46%) indicate that their educational goal is to transfer to a 4-year institution, although historically, the transfer rate has been low. To that end, Chabot strives to increase its transfer rate and has several programs and services in place that support this educational goal. This includes having transfer guarantee and articulation agreements with several 4-year institutions. Chabot is fortunate to have established learning communities like Puente, Daraja, EOP & S, and ASPIRE that specifically focus on transfer and whose students transfer at a higher rate than other Chabot students. In addition, several individual disciplines such as architecture and biology have close relationships with other 4-year institutions and have identified transfer pathways for students. The Transfer and Employment Center conducts year-round workshops where students can work on their UC Personal Statement, learn about scholarships and transfer agreements as well as meet with university representatives. Transfer Day and Transfer Night events are also held every Fall with over 40 public and private colleges and universities attending. In 2009-12, the Transfer Center will offer evening workshops and events to meet the needs of evening students.

Chabot is committed to providing academic and student support services that help all students meet their educational goals whatever they may be. These services include comprehensive counseling services, student education planning, orientation services, tutoring, formal study groups, math and language labs, peer advising, mentoring, and employment and career services. In order to continue providing high-quality and relevant services, the college must continually evaluate and improve its instruction and services. Therefore, in 2009-12, Chabot will continue to focus on developing and assessing student learning outcomes and making improvements based on the data gathered from these outcomes. This will ensure that instruction and services remain relevant and responsive to student needs for years to come.





STRATEGY	OBJECTIVES
<p>Increase experiential learning opportunities.</p> <p>C1</p>	<p>a. Expand internships, job shadowing, & cooperative education opportunities for students.</p> <p>b. Develop international educational opportunities with specific student learning outcomes (SLO's)</p> <p>c. Target businesses and community-based organizations (CBO's) to support experiential learning opportunities</p>
<p>Initiate and expand partnerships among the college, businesses and community organizations.</p> <p>C2</p>	<p>a. Target off-site partnerships with emerging businesses and COB's</p> <p>b. Create infrastructure and administrative processes that support the development of partnerships</p>
<p>Promote faculty and staff involvement in college and community activities.</p> <p>C3</p>	<p>a. Increase the engagement of student, faculty and classified professionals in the community</p>
<p>Engage the community to participate in campus programs and events.</p> <p>C4</p>	<p>a. Expand community education programs and monitor their success</p> <p>b. Increase marketing of campus events and evaluate these efforts, modifying based on results</p> <p>c. Increase marketing of college programs and evaluate the effectiveness of these efforts</p>
<p>Benchmarks/Progress Indicators:</p> <ul style="list-style-type: none"> • Increased number of networking/community events • Number of partnerships • Number of faculty and staff attending community events • Increased number of experiential learning opportunities 	

Community partnership

Work with local businesses and organizations to support the goals of Chabot students.



Rationale

Since most Chabot students attend part-time and work at least part-time, many students are already heavily involved in the community and local workforce. The balanced mix of occupations and industries in the East Bay, as well as a wide variety of community service agencies, provide a potentially rich exchange of educational and economic resources between Chabot students, graduates and staff and local businesses, organizations, and community agencies. It is through collaboration that the college can extend the reach of benefits and services that these collaborations have to offer. Chabot College understands that it is part of the community it serves and must foster active and productive partnerships. For 2009-12, the College seeks to increase these partnerships and learning opportunities for the benefit of both the community and the students.

An Education Without Walls

Chabot continues to develop partnerships with local businesses and organizations that address the needs of both the students and the community. Chabot's career and technical programs prepare students for the highest demand and highest paying jobs requiring a community college education. Most of these occupational programs, such as nursing, dental hygiene, auto technology, and machine shop technology have local advisory boards comprised of local business and organizations that support educational improvements at the college. Chabot provides well-trained workers and health care professionals for these businesses, hospitals and clinics, which in turn provide jobs for new Chabot graduates.

Chabot is also home to an award-winning dental hygiene program that has a fully operational dental hygiene clinic. The clinic

provides valuable hands-on experiences for our dental hygiene students and low-cost, affordable dental hygiene services to over 1,500 patients per year. The majority of these patients are local residents without access to dental hygiene services due to the lack of dental insurance, unemployment, and/or economic hardship. In 2009-12, the dental hygiene clinic will be completely renovated into a state-of-the-art facility that will expand dental hygiene services to the community. The college looks forward to sharing it with the community.

The Service-Learning Program is another way in which Chabot brings the community onto campus in order to enrich the educational experiences of our students. Service-learning instructors do not simply send students out into the community to volunteer; they design projects that help put specific course topics into practice. The service



learning program at Chabot has increased the number of partnerships between community based organizations and Chabot staff and students. These partnerships will continue to be developed and deepened by: increasing faculty participation; expanding the website and newsletter; continuing to improve faculty and student awards and recognition; involving participating students in recruitment; and further systematizing the partner database. With one-quarter of students having volunteered in the community as part of a course, the community has benefited tremendously from their efforts, and the students have gained valuable community and workforce experience.

In addition, the Chabot Community Education program offers a wide variety of short-term, non-credit classes to community members age 8 to 80+ to support lifelong learning. Many of the instructors are Chabot College faculty and others are community members who are experts in their fields. Community Education gives Chabot a chance to support the lifelong learning needs of members in our community.

The International Education Program gives foreign students the opportunity to study in the United States while reminding Chabot students of the ever-changing world. According to a student testimonial by Rodrigo Blanco, the program, "has revolutionized my perspective of the world and my life... The experiences that I encountered, the people I have met, and all that I learned at Chabot is something I would never change." The program has been slowly growing in the past several years due to expanded marketing and outreach campaigns. For the next several years, we will continue to expand the program by increasing recruitment activities, strengthening program content by developing specific student learning outcomes, and providing adequate resources to support its growth.

As a part of its Hispanic Serving Institution initiative, partnerships with several local school districts and adult schools have been established to increase the number of Latino students we serve, a population traditionally underrepresented in higher education. Partnerships with Cal State University, East

Bay (CSUEB), and local school districts and adult schools have resulted in a number of collaborative activities. These include the Annual PREPA High School Student Conference; the Latino Education Summit; Café parent education classes that support their children's college readiness; and efforts to align ESL curriculum in the various educational systems. In 2009-12, Chabot seeks to continue this initiative by expanding the Puente/Math Summer Bridge program and develop a First year/Freshman Experience Program.

The college also seeks to attract an increasing number of community members to the revitalized campus by expanding programs for the public such as the Performing Arts Center events, the increasingly popular Community Education program, the NEA/Hayward Public Library Big Read events and the Foundation fundraising events. These events are also drawing an increasing number of faculty and staff, who, as members of the community themselves, also serve as valuable outreach agents for the college in the community.

Chabot has off-campus sites that regularly bring academic courses, apprenticeship training, and Community Education classes into various corners of the service area. Most notably, the San Leandro Center, in collaboration with San Leandro Adult School, started offering courses in 2006, and is now serving approximately 450 students per semester.

Finally, Chabot is currently partnering with the City of Union City to establish a satellite facility at the Union City BART Transit Center. This facility will bring Chabot courses and programs to students at the farthest end of our service area, increasing student access as well as success. It is anticipated that this facility will be completed in the next three years.



Puente Mentor Program



San Leandro Center

GOAL D

Vision, & Leadership innovation

STRATEGY	OBJECTIVES
<p>Set Chabot's priorities to improve institutional effectiveness.</p> <p>D1</p>	<ul style="list-style-type: none"> a. Examine institutional outcomes and assessments to evaluate institutional effectiveness b. Integrate program review with institutional planning, evaluation and budget processes. c. Develop and implement mechanisms in the planning and resource allocation cycle to feed evaluation information into process improvement d. Conduct a systematic assessment of business practices and use of financial resources to ensure they are used efficiently and effectively to support student learning
<p>Streamline academic and student support services.</p> <p>D2</p>	<ul style="list-style-type: none"> a. Identify & implement concrete ways to ensure collaboration between academic and student services in all aspects of planning, development and implementation
<p>Offer professional development to support teaching, learning, and operational needs.</p> <p>D3</p>	<ul style="list-style-type: none"> a. Develop Center for Teaching and Learning (CTL) to provide professional development b. Promote and showcase effective teaching and learning strategies c. Provide faculty and staff development activities that cultivate multicultural understanding in the campus community d. Provide ongoing training for hiring committees to ensure equity and promote the hiring of a diverse workforce
<p>Support effective communication both in the college and the community.</p> <p>D4</p>	<ul style="list-style-type: none"> a. Promote and support a college-wide dialogue on the improvement of teaching, learning and institutional effectiveness b. Identify and implement concrete ways to increase mutual support, acknowledgement and exchange among staff c. Ensure that college publications reflect the college programs, services and outcomes accurately. d. Review and develop, as needed, effective policies & procedures on matters of ethics and institutional values
<p>Provide safe, secure, and up-to-date facilities and technology.</p> <p>D5</p>	<ul style="list-style-type: none"> a. Build out the bond projects based on the facilities master plan b. Finalize and implement Chabot's Emergency Preparedness Plan c. Finalize and implement the Technology Plan d. Improve electronic communication systems on campus to disseminate important information quickly

Progress Indicators:

- Overall enrollment
- Overall student course completion and persistence rates
- Number of staff development/CTL activities and attendance
- Overall graduation rates
- Overall transfer rates

Vision, & leadership innovation

Be an educational leader by continuously supporting and improving learning in our diverse institution.

Rationale

In order to address the many educational and economic challenges of our students and community, Chabot continues to need vision, leadership and innovation to continuously improve the institution with limited resources. Chabot faculty and professional staff constantly develop a wide variety of innovative programs that support student success and achievement. With the support of college administration and additional funding from a variety of state, federal and private sources, each project leads to insights that yield improved configurations of academic and student support services that result in improving student learning. The college is continually improving its own organization as well in order to make that vision a reality for the students and the community.

To implement and sustain the visionary and innovative programs and services, as well as the long-standing successful programs and services, effective communication about college priorities, efforts, successes, and challenges is crucial, both within the college and between the college and the community. College leaders and committees work to improve planning and evaluation processes



so the whole college is working to achieve the goals of the strategic plan. As a result, students can feel that student learning is a priority at Chabot. Most students report substantial progress on the five college-wide learning outcomes: communication, critical thinking, global and cultural involvement, civic responsibility, and development of the whole person.

Learning in the 21st Century

Chabot continues to demonstrate leadership locally and statewide by developing and sustaining many innovative programs, many



of which become part of statewide efforts. A long-standing Chabot program, the Daraja Program, has expanded to become part of a statewide Umoja Community where similar programs have been established at 23 community colleges. Through a statewide focus on improving the basic skills of students and grant funding from organizations like the Hewlett Foundation, Chabot established Focused Inquiry Groups (FIG) to support collaboration across disciplines to improve teaching and learning. This inquiry model has also been expanded and replicated at 15 community colleges statewide. Chabot has, and will continue to be, a lead organization in these efforts.

The plethora of innovation in teaching, learning, and operations requires constant exposure to the latest successful theories and techniques, as well as periods of

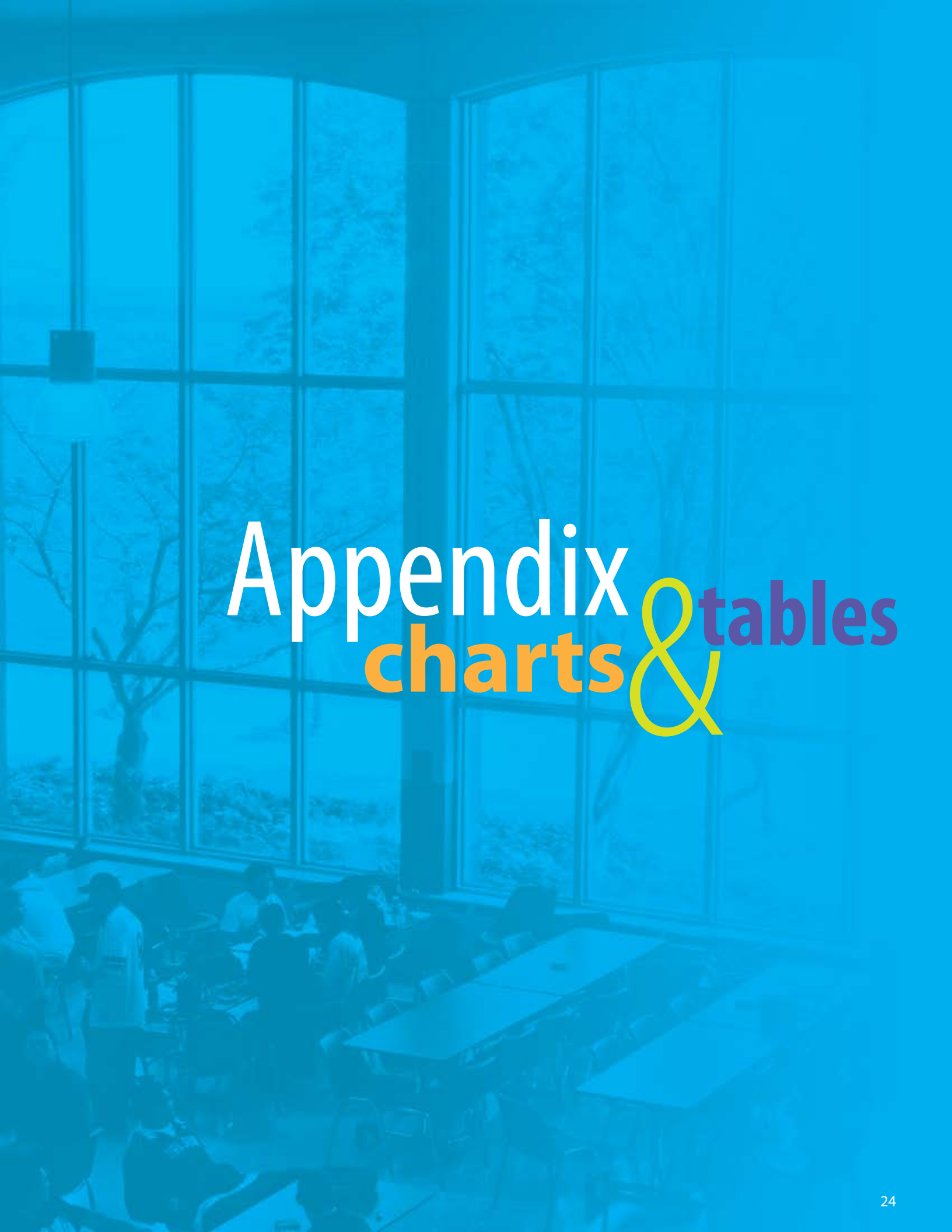
evaluation and reflection to determine the most fruitful directions. In 2009-12, we will be developing a Center for Teaching and Learning to research and support successful professional development activities as well as establishing an endowment fund to sustain these activities into the future. Also, since the Chabot faculty and professional classified staff do not reflect the ethnic or generational composition of the students, professional development to ensure equity in hiring practices will be implemented to better reflect the demographics of our students.

Chabot is utilizing new technologies to facilitate effective communication and streamlining processes throughout the college and district-wide. We recently launched The Zone that integrates college services such as registration and enrollment into one web portal. Chabot also issues email addresses to all students so that important campus events and information can be efficiently communicated to all students. We are developing and implementing several online counseling services that include educational planning, auditing of student records for goal completion, assessment and scheduling of counseling appointments. In 2009-12,

we will continue to develop, implement and refine these web-enabled technologies so that Chabot can effectively serve students.

Chabot enjoys a high approval rating among community residents, as evidenced by their support of a large facilities bond for Chabot and their positive feedback in a 2007 community survey. Chabot facilities, technology and services serve over far more than the 15,000 students enrolled at Chabot. This is accomplished through community events held at the Performing Arts Center, the biweekly Flea Market, affordable fitness courses, and Community Education classes. The college takes responsibility for maintaining a safe and up-to-date campus that contributes to the health and well-being of the community residents it serves.

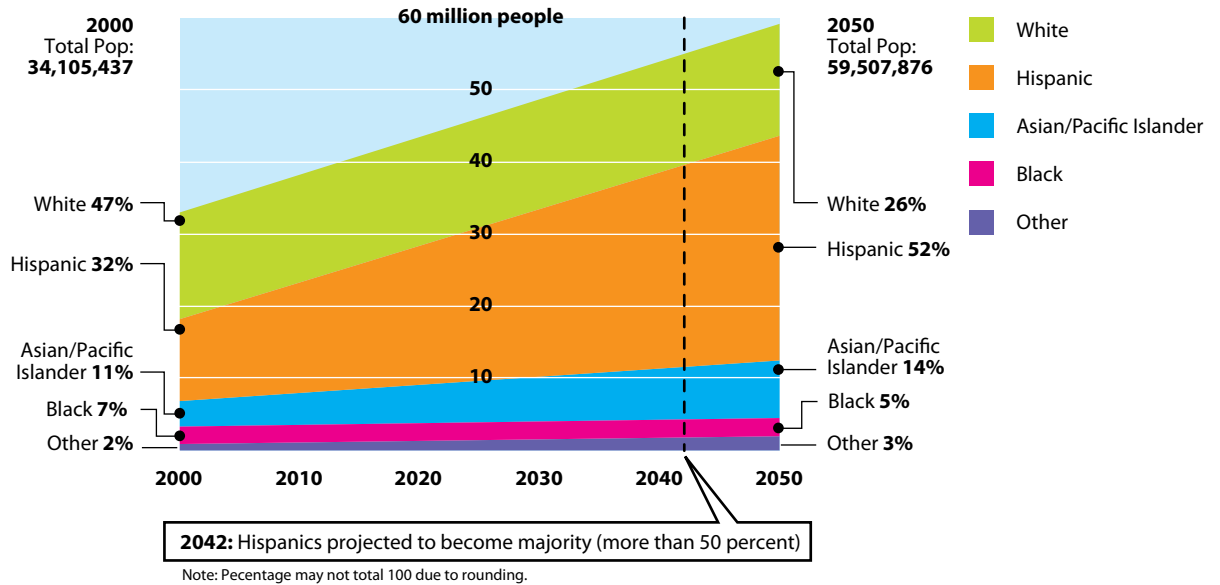
In 2004, local voters approved the Measure B Bond to support the construction and renovation of campus facilities. Construction of new buildings (such as the Community and Student Services Center and instructional office buildings) and the renovation of buildings (such as the physical education facility, the planetarium and classrooms), will ensure that the college provides the safest and most up-to-date facilities. All renovated classrooms will also be converted to technology-enabled SMART classrooms. Finally, all new buildings will be Silver LEED certified (a "green" building designation) and the addition of a co-generation plant and solar panels will satisfy 20% of the College's energy needs. These improvements serve as a model of sustainable and efficient design and construction for other colleges and will contribute to the vitality of the region for years to come.



Appendix charts & tables

Chart 1: California Population Projections

The California Department of Finance projects the state's population will be nearly 60 million by 2050, with Hispanics constituting the majority by 2042.



Source: Trumbull, Todd "California Population Projections" Chart. San Francisco Chronicle 10 July 2007: C-1

Chart 2: Population by Race-Ethnicity by College Cities, Alameda County, and California: 2000

Race-ethnicity	Chabot Cities		Los Positas Cities		Alameda Cities		State of California
American Indian/Alaska Native	1,369	<1%	618	<1%	5,306	<1%	1%
African American/Black	30,241	8%	4,934	3%	211,124	15%	6%
Asian	84,014	23%	14,608	9%	292,673	20%	11%
Hispanic/Latino	92,192	25%	19,611	12%	273,910	19%	32%
Native Hawaiian/Pacific Islander	4,045	1%	348	<1%	8,458	1%	<1%
White	136,621	37%	121,510	73%	591,095	41%	47%
Mixed race (2 or more)	15,793	4%	4,955	3%	56,499	4%	3%
Other	1,270	<1%	389	0%	4,676	<1%	<1%
Total	365,545	100%	166,974	100%	1,443,741	100%	100%

Source: U.S Census Bureau, Census 2000. <www.dof.ca.gov/html/Demograp/2000Cover.htm>
 Note: The Federal government considers race and Hispanic origin to be two separate and distinct concepts.

Chart 3: Households, Income, and Employment by College Cities and Alameda County: 2005

Race-ethnicity	Chabot Cities	Los Positas Cities	Alameda Cities
Number of Households	127,310	67,250	543,790
Persons per Household	2.94	2.75	2.72
Mean Household Income	\$82,858	\$120,263	\$88,800
Number of Employed Residents	173,810	96,410	705,900
Annual Unemployment Rate '07	4.4%	2.7%	4.4%

Sources: Association of Bay Area Government (ABAG) Projections 2007 . <www.abag.ca.gov/>
 CA Employment Development Department. <<http://www.labormarkinfo.edd.ca.gov/?pageid=164>>

Chart 4: Highest Degree Level of Persons 25 Years Old and Over in Chabot Cities: 2000

Degree Level	Chabot Cities	Los Positas Cities	Alameda Cities
Less than High School	20%	9%	18%
High School Degree	25%	18%	19%
Some college, no degree	24%	26%	22%
Associates Degree	7%	9%	7%
Bachelor's Degree	17%	25%	21%
Graduate Degree	7%	13%	14%
	100%	100%	100%

Source: U.S Census Bureau, Census 2000. <<http://censtats.census.gov/pub/Profiles.shtml>>

Chart 5: Place of Birth, by Service Area: 2000

Degree Level	Chabot Cities	Los Positas Cities
Foreign Born	32%	13%
U.S. Born	68%	87%

Source: U.S Census Bureau, Census 2000.

Chart 6: Primary Language Spoken at Home by Persons 5 Years and over, by Service Area: 2000

Language	Chabot Cities	Los Positas Cities
English Only	57%	83%
Spanish	18%	7%
Asian/Pacific Island Language	18%	5%
Other	7%	5%

Source: U.S Census Bureau, Census 2000.

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

Chart 7: Percentage of Local High School Graduates Prepared for CSU/UC, by Local High School Districts and County: 1998-99 to 2006-2007

Race-ethnicity	1998-99	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Chabot HS Districts	31%	36%	38%	36%	33%	40%	41%	41%
Las Positas HS District	37%	36%	41%	51%	45%	*49%	53%	51%
Alameda County	38%	42%	43%	41%	42%	43%	47%	48%

Source: State of California, Department of Education. <<http://data1.cde.ca.gov/dataquest>>

Notes: * Calculation includes only Livermore Unified and Pleasanton Unified.

Chart 8: Alameda County Number and Percentage of Jobs and Job Openings, by Educational Level: 2008 vs. 2015

Degree Level	2008 Jobs		2015 Jobs		Job Openings	
	Number	Percent	Number	Percent	Number	Percent
Bachelor's degree or higher	224,554	26%	249,207	27%	24,653	39%
Associate's degree/ Vocational Award	77,789	9%	87,043	9%	9,254	15%
High School or below	560,722	65%	590,443	64%	29,721	47%
Total	863,065	100%	926,693	100%	63,628	100%

Source: Economic Modeling Specialist, Inc. Complete Employment - Spring 2008 Release v. 2

Chart 9: College-going Rates of 2006-2007 Local Public High School Graduates

California, Alameda County, and Chabot College Area High School Graduates
by Type of California Public College Attended during the Fall after Graduation

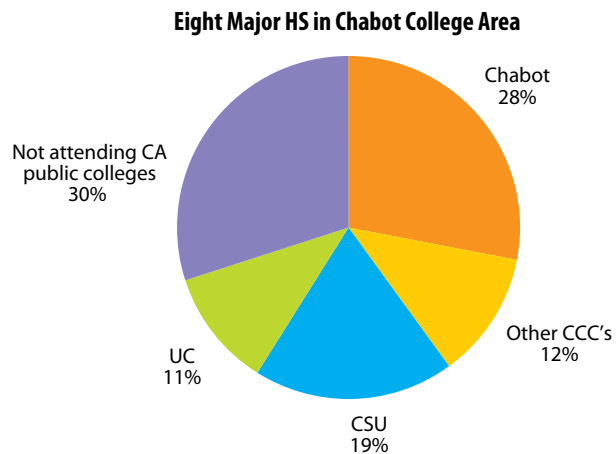
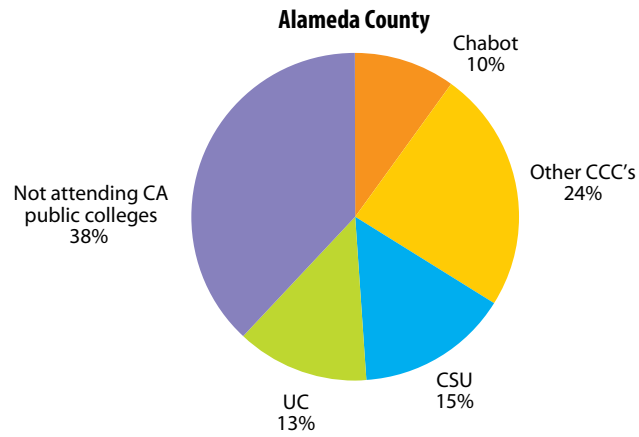
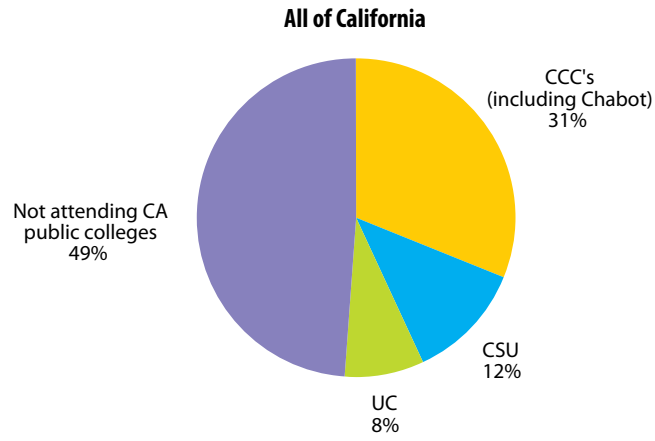
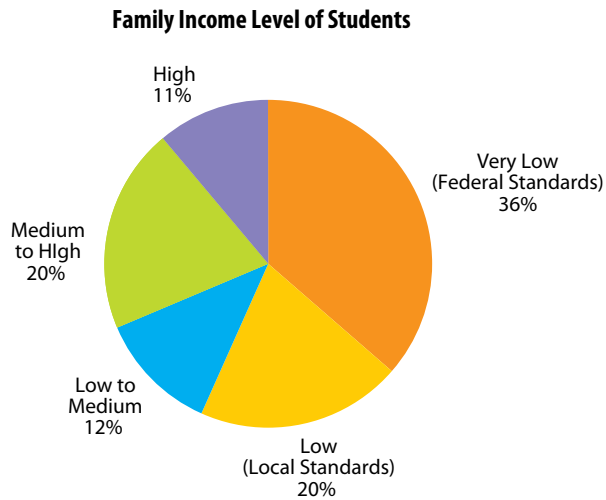
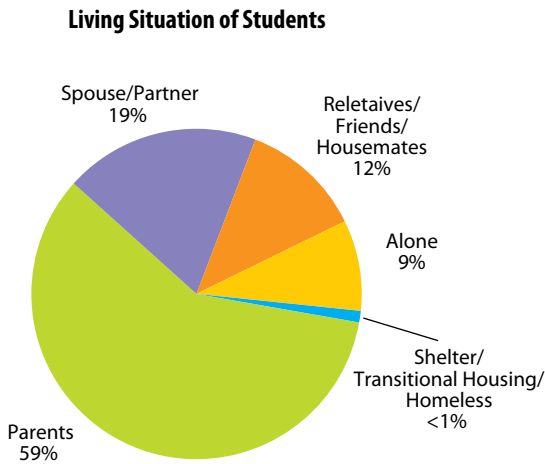
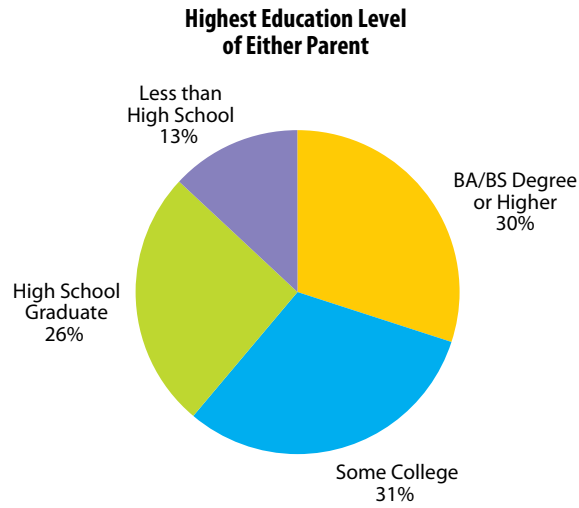


Chart 10: Chabot College Student Characteristics Fall 2008 Final Census

			Number	Percent				
Gender			Total Students	15,055	100%	Enrollment Pattern		
Female	8,133	54%				Day only	7,686	53%
Male	6,566	44%				Both Day and Eve/Sat	3,604	25%
Unknown	356	2%				Evening or Eve/Sat	2,766	19%
Race-ethnicity			Student Type			Saturday only	342	2%
African-American	2,275	15%	Full-time			Independently Scheduled	63	<1%
Asian-American	2,399	16%	12 or more units	4,365	29%	Educational Goal		
Filipino	1,391	9%	Part-time			Transfer		
Latino	3,889	26%	6 to 11.5 units	4,577	30%	(with/without AA/AS)	5,083	46%
Middle Eastern	51	<1%	.5 to 5.5 units	5,997	40%	AA/AS only not transfer)	1,063	10%
Native American	115	1%	Non-credit units only	116	1%	Occupational certificate		
Pacific Islanders	393	3%	Enrollment Status			or job training	1,555	14%
White	3,157	21%	First time any college	2,657	18%	Personal development		
Other	263	2%	First time transfer	1,421	10%	(intellectual/cultural,		
Unknown	1,122	7%	Returning transfer	1,517	10%	basic skills, GED)	885	8%
Citizenship			Returning	256	2%	Other or Undecided	2,467	22%
U.S. Citizen	12,224	85%	Continuing	8,278	57%	Total	11,053	100%
Permanent Resident	1,582	11%	In High School	330	2%	Not Reported	3,408	24%
Student Visa	115	1%	Unknown	2	<1%	New Students: High school districts		
Other	536	4%	Student Educational Level			Chabot College Districts	1,391	52%
Unknown	4	<1%	In High School	514	4%	<i>Castro Valley</i>	135	5%
Age			Freshman (< 30 units)	8,182	57%	<i>Hayward</i>	530	20%
19 or younger	3,608	25%	Sophomore (30-59 un.)	2,236	15%	<i>New Haven</i>	249	9%
20-21	2,262	16%	Other undergraduate	1,287	9%	<i>San Leandro</i>	166	6%
22-24	2,136	15%	AA/AS degree	850	6%	<i>San Lorenzo</i>	291	11%
25-29	1,990	14%	BA/BS or higher deg.	1,392	10%	<i>Moreau</i>	20	1%
30-39	1,845	13%	Official Residence			Dublin/Livermore/Pleas	53	2%
40-49	1,180	8%	District Resident	9,879	68%	Other Alameda County	218	8%
50 or older	1,440	10%	Other CA Districts	4,275	30%	Other Bay Area	131	5%
Median age	23		Other States	139	1%	Other California	649	24%
			Other States	168	1%	Other States	85	3%
			Note: Cities in the District include Castro Valley, Dublin, Livermore, Pleasanton, Hayward, San Leandro, San Lorenzo, and Union City.			Other Countries	130	5%
						Total new students:	2,657	100%
Local residence: Cities with over 100 students						Transfer students: Previous college		
Hayward	4,452	31%	San Lorenzo	806	6%	CA Community College	1,642	56%
San Leandro	1,972	14%	Newark	317	2%	California State Univ.	364	12%
Union City	1,511	10%	Alameda	186	1%	University of California	113	4%
Fremont	1,044	7%	Pleasanton	130	1%	CA private colleges	140	5%
Castro Valley	1,027	7%	Livermore	128	1%	Out of state	261	9%
Oakland	988	7%	Dublin	117	1%	Out of country	184	6%
			Other local cities	1,783	12%	Unknown	234	8%
						Total transfers:	2,938	100%

SOURCE: Chabot-Las Positas Institutional Research Dataset, Fall Census, final count.

Chart 11: Chabot College Student Accreditation Survey: Fall 2007
Family Income and Status



NOTE: All percentages have a margin of error of 2 to 4 percentage points.

Notes: Family income was self-reported and adjusted by household size. Very low income is defined by the Federal government (i.e., US Department of Health and Human Services) as income earned up to 150% of national poverty level. Low income is defined as about 50% of local median income by the US Department of Housing & Urban Development.

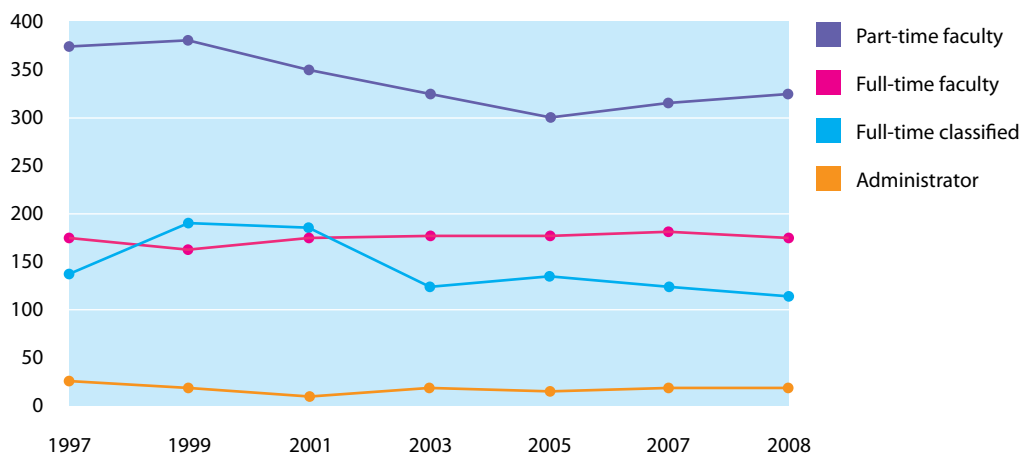
Chart 12: Chabot College Staff Characteristics Fall 2008

Type of Job	Fall 2008		Fall 1997 - Fall 2008						
	Number	Percent	Fall 97	Fall 99	Fall 01	Fall 03	Fall 05	Fall 07	Fall 08
Full-time classified	122	18%	139	196	189	133	134	125	122
Part-time classified	26	4%	12	27	14	15	26	29	26
Full-time faculty	184	27%	177	172	179	182	185	191	184
Part-time faculty	338	49%	372	377	350	330	309	321	338
Administrator	22	3%	23	17	11	20	20	19	22
Total	692	100%	723	789	743	680	674	685	692

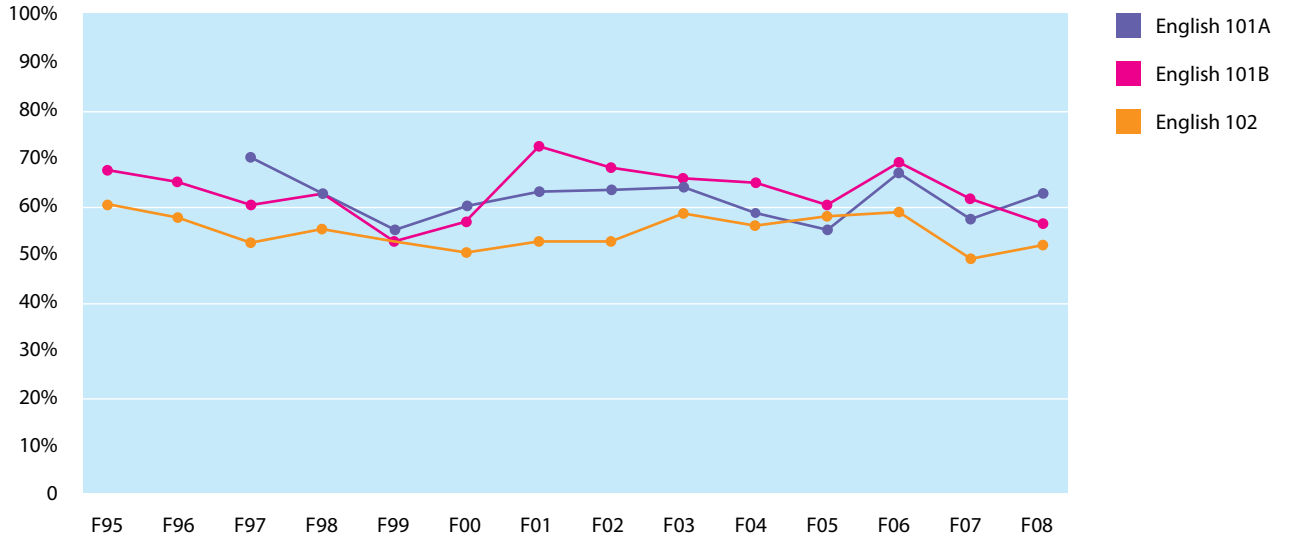
Job by Gender	Fall 2008 Number	Number of:		Percentage of:		Total Percent
		Female	Male	Female	Male	
Full-time classified	122	90	32	74%	26%	100%
Part-time classified	26	20	6	77%	23%	100%
Full-time faculty	184	96	88	52%	48%	100%
Part-time faculty	338	146	192	43%	57%	100%
Administrator	22	13	9	59%	41%	100%

Job by Race-ethnicity	Number									Total Percent
		Asian/PI	African Am.	Filipino	Latino	Nat. Am.	White	Other	Unknown	
Full-time classified	122	15%	15%	5%	19%	0%	39%	2%	7%	100%
Part-time classified	26	19%	15%	0%	15%	0%	50%	0%	0%	100%
Full-time faculty	184	8%	6%	3%	11%	0%	63%	0%	9%	100%
Part-time faculty	338	13%	6%	2%	8%	1%	58%	0%	12%	100%
Administrator	22	18%	0%	5%	5%	0%	55%	5%	14%	100%

Chabot College Number of Employees by Type of Job Fall 1997-2008



**Chart 13: English Basic Skills Course (ENGL 101A, 101B, 102) Success Rates
Fall 1995 to Fall 2008**



**Chart 14: Math Basic Skills Course (Math 105, 65, 55) Success Rates
Fall 1995 to Fall 2008**

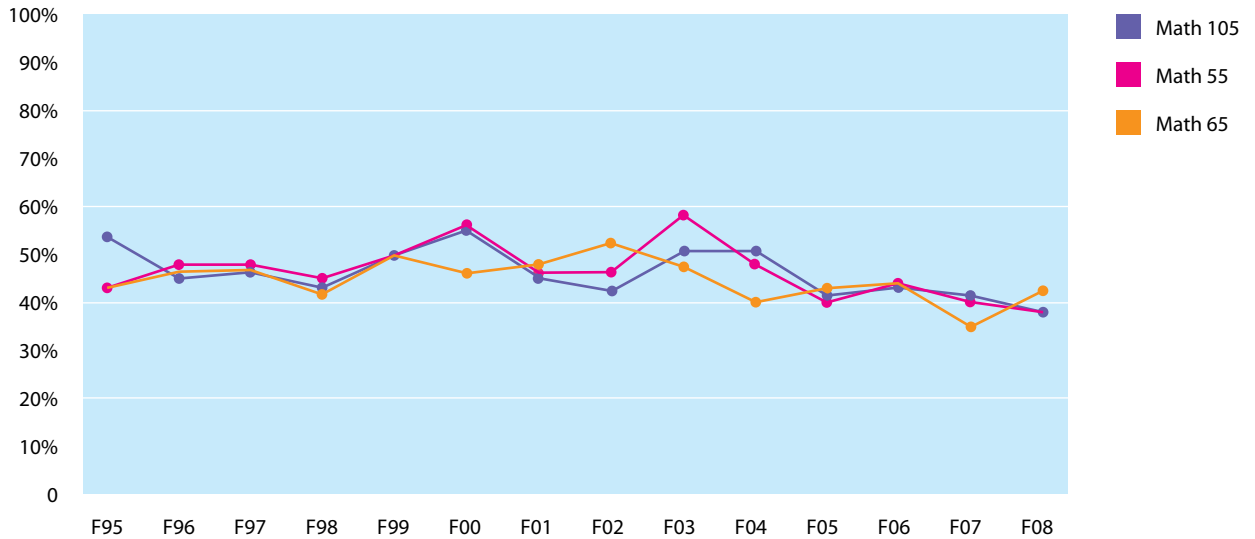
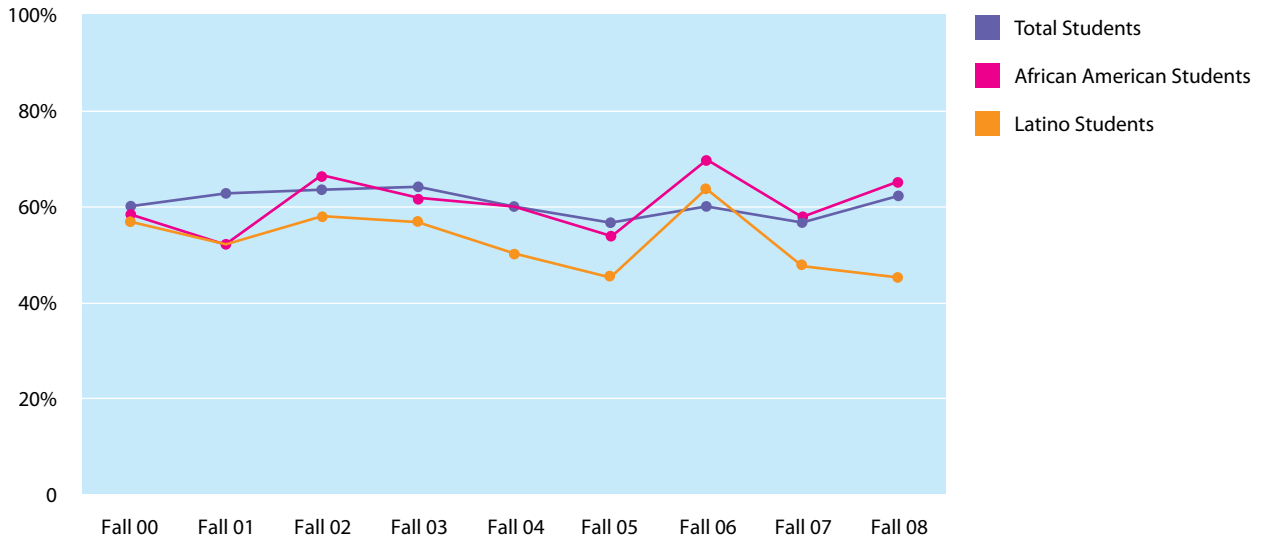
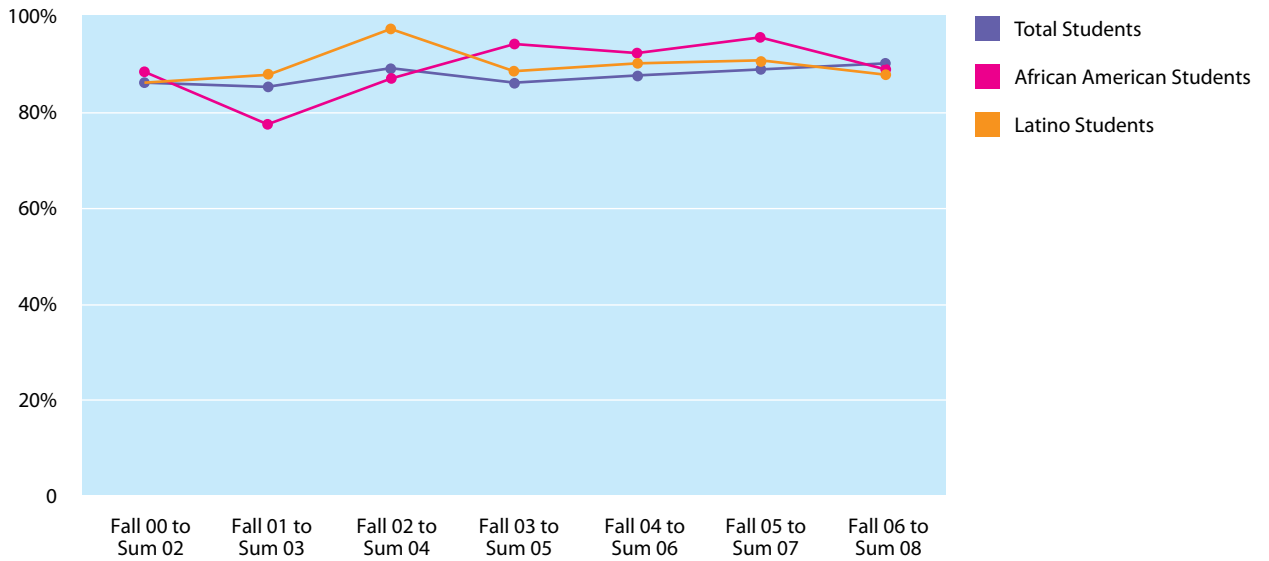


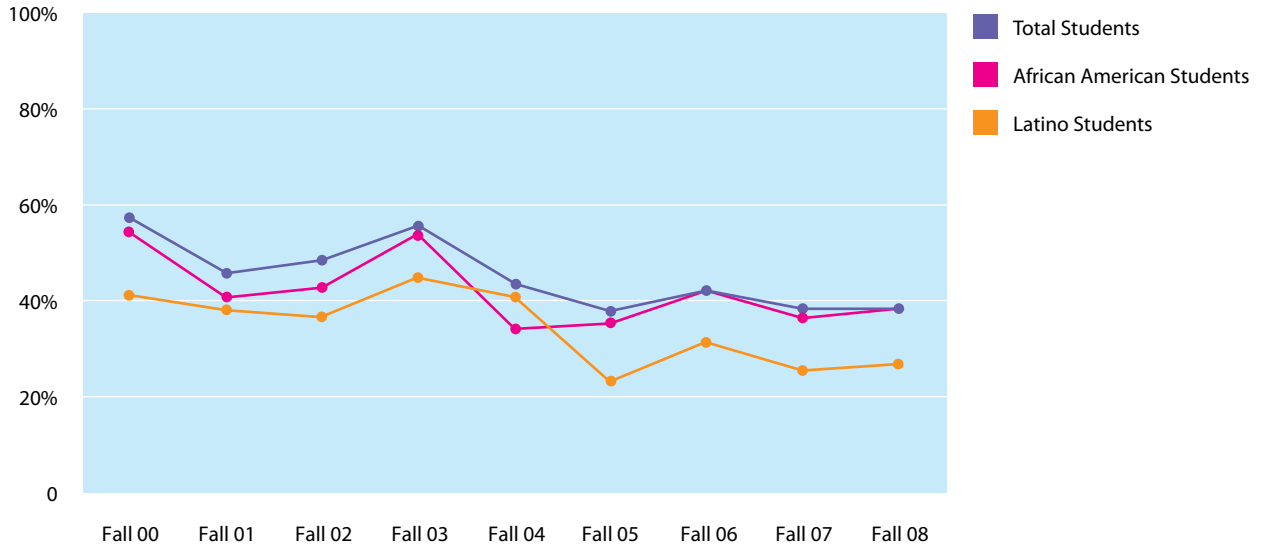
Chart 15: Success Rates in ENGL 102 Fall 2000 to 2008



**Chart 16: Persistence Rates within 2 Years from English 102 to English 1A
Fall 2000 to Fall 2006 Cohorts**



**Chart 17: Success Rates in MATH 55/55A (Intermediate Algebra)
Fall 2000 to 2008**



**Chart 18: Persistence Rates within 2 Years from
Math 55/55A to College-Level Math
Fall 2000 to Fall 2006 Cohorts**

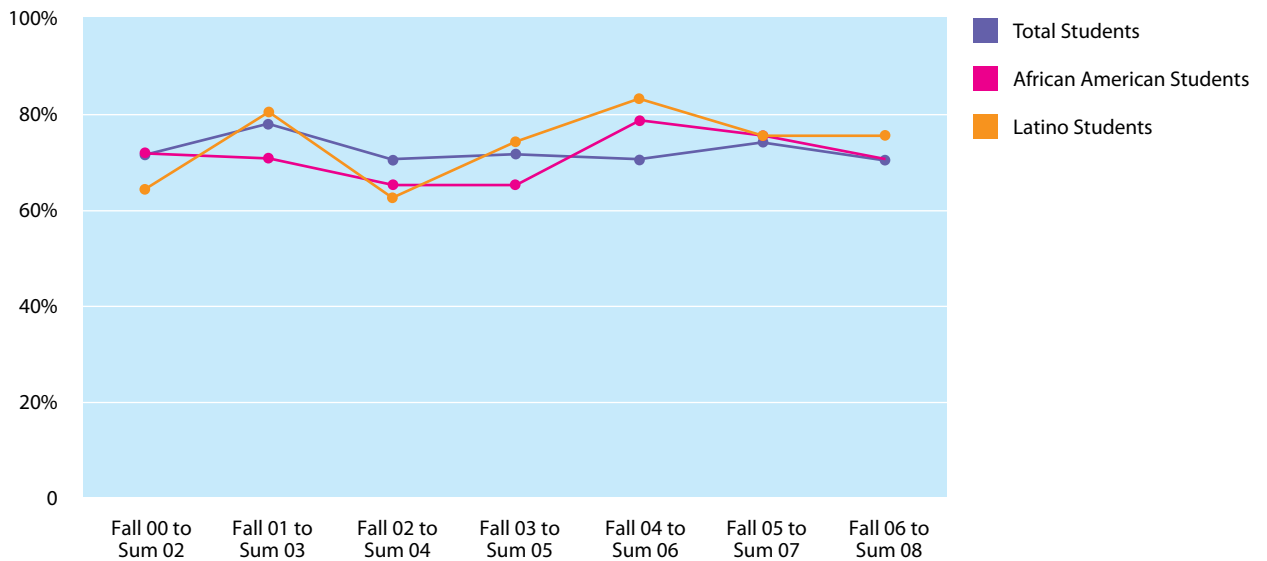
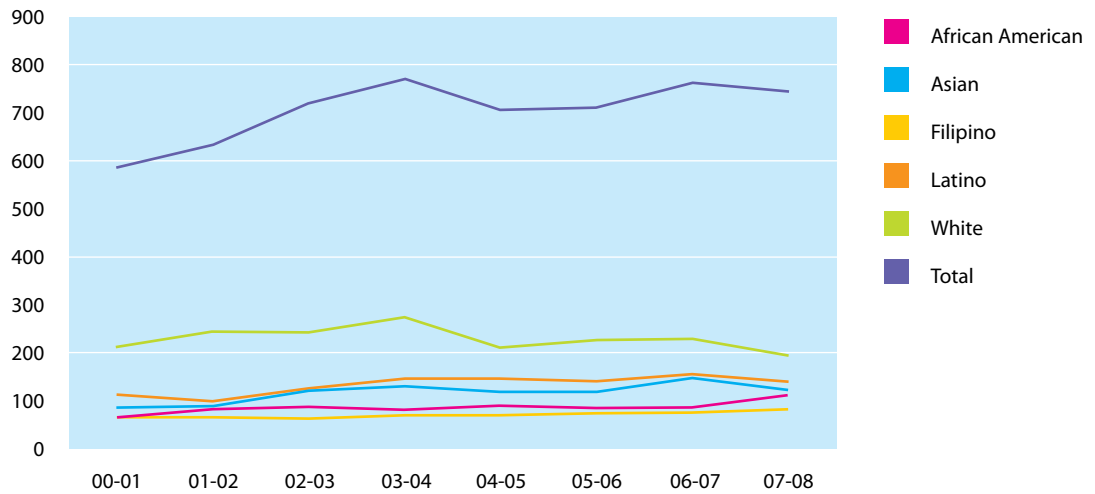


Chart 19: Chabot College AA/AS Degrees and Certificates Earned by Ethnicity, 2000-2008

	AA/AS Degrees Earned								Certificate Earned							
	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
African American	68	83	87	80	93	85	86	109	23	29	32	48	54	41	28	25
Asian	79	91	116	122	114	114	145	128	34	52	72	89	65	73	81	38
Filipino	68	66	62	68	68	72	77	87	19	14	16	22	12	12	18	15
Latino	110	100	126	145	146	141	155	139	35	54	78	56	69	68	88	40
White	206	242	239	271	205	221	223	187	75	74	89	81	87	66	47	41
Total	589	632	721	762	701	706	767	745	196	247	314	322	309	284	278	180

Chabot College Trends in Number of AA/AS Degrees, for Five Largest Race-Ethnicity Groups, 2000-01 to 2007-08



Chabot College Trends in Number Certificates, for Five Largest Race-Ethnicity Groups, 2000-01 to 2007-08

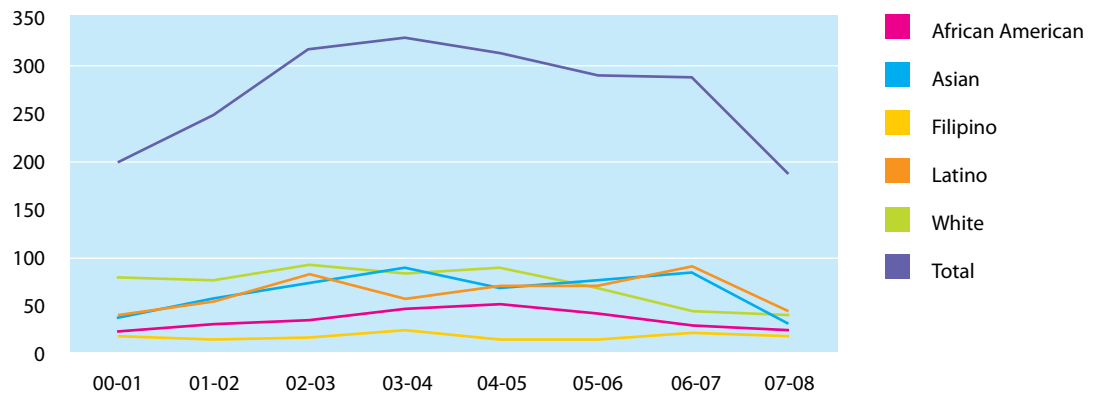
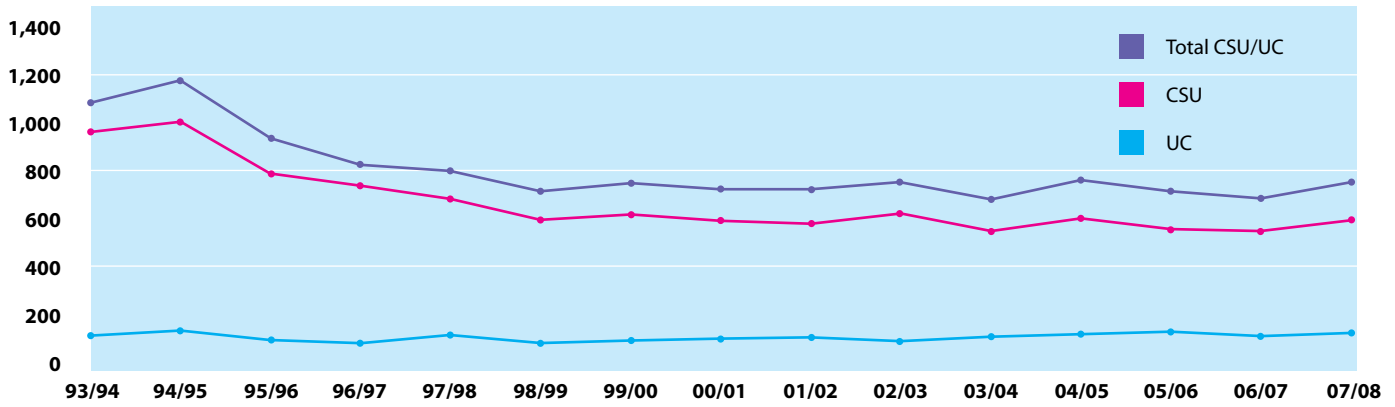


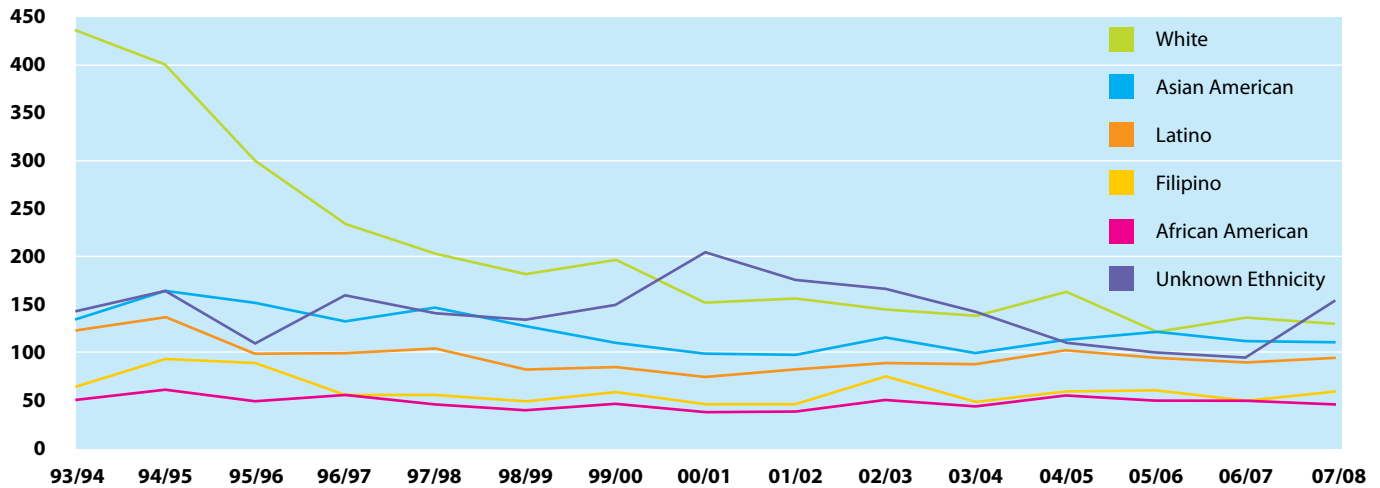
Chart 20: Chabot College Number of Full Year Transfers to CSU and UC, 1993-2008



	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
CSU	974	1,058	831	747	709	623	654	628	613	660	564	636	580	556	624
UC	144	161	135	117	131	111	120	127	132	120	140	149	153	135	140
Total CSU/UC	1,118	1,219	966	864	840	734	774	755	745	780	704	785	733	691	764

Source: California Postsecondary Education Commission, California Community Colleges' System Office.

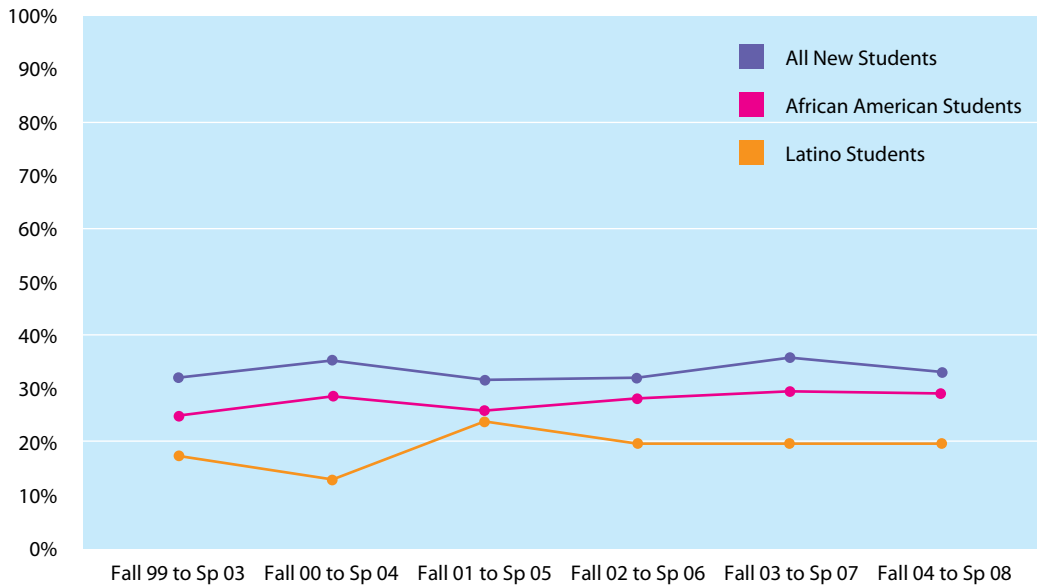
Chart 21: Chabot College Number of Full Year Transfers to CSU For Major Race-Ethnicity Groups, 1993-2008



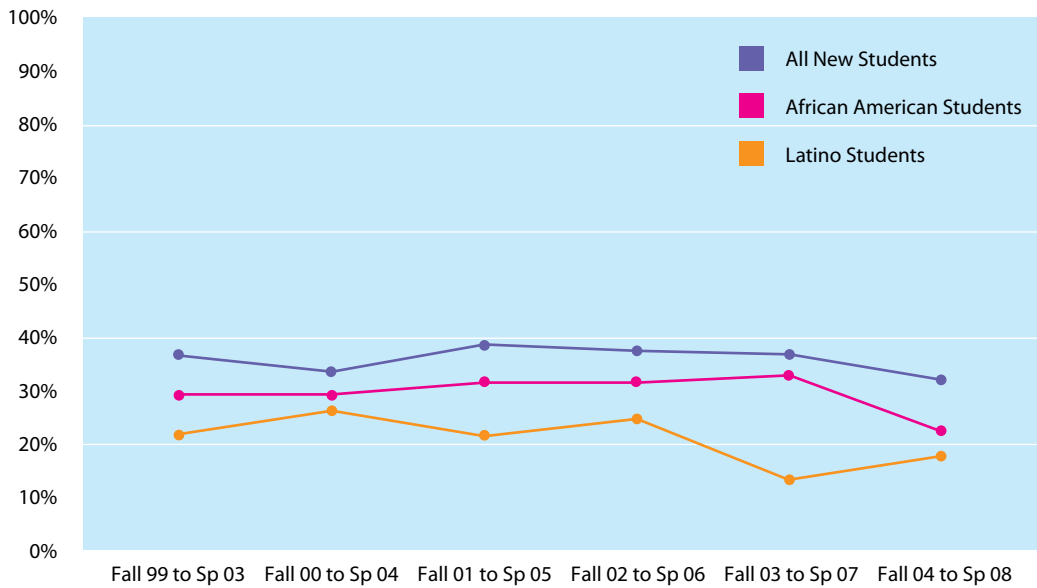
	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
African Amer.	50	62	52	55	46	38	43	37	40	53	40	59	54	55	48
ASian Amer.	133	169	155	129	142	122	113	103	97	119	102	121	123	111	111
Filipino	68	94	90	60	58	51	60	43	44	75	43	58	63	54	59
Latino	126	135	99	95	101	86	86	71	81	89	87	107	97	84	91
White	428	400	300	231	206	176	196	154	160	146	131	166	120	135	131
Unknown Ethn.	143	169	115	162	136	129	144	208	176	166	139	111	102	95	157

Source: California State University's Analytic Studies Division

**Chart 22: Chabot College Percent Transfer-Directed after 4 years
(12 earned units, attempted College English OR Math)
New Student Cohorts: Fall 1999 through Fall 2004**



**Chart 23: Chabot College Transfer-Ready Rate after 4 years
Percentage of Transfer-Ready
(56+transferable units, success in College English AND Math)
out of Transfer-Directed
New Student Cohorts: Fall 1999 through Fall 2004**



CHABOT COLLEGE

Strategic Plan 2009-2012



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