



Chabot College
Institutional Planning and Budget Council
Community Focus Group Summary Notes
October 25-27, 2004
Comments on Priority Objectives from focus groups

Strengthen existing partnerships

- Like this one here better than initiate.....:
- Strengthen existing partnerships with local employers, but the point is not McDonalds – inroads into meaningful career paths, with livable wages.–innovative educational partnerships.

Promote multicultural understanding in curriculum

- Liked promoting awareness of diversity

Initiate innovative industry-education partnerships

Initiate X number of innovative industry-educational partnerships in response to current and anticipated economic [and social justice] development needs. (Bracketed text was a recommended addition.)

- If you have good partnerships, you should have:
 - Occupational certificates and degrees that benefit students and are up to date
 - Need a dynamic between the college and employers that leads to good jobs
 - Class schedules supporting this.

Basic Skills

- “This area is a real problem in the community”
- Students come from local high school districts aren’t performing well
We are in an odd position: We want to provide their remedial work,
- However, Chabot attracts students due to our reputation for academic excellence,
So there is a tension between that and our need to remediate.
- Basic Skills diminishes our reputation for academic excellence.
- Chabot wants to be a place where people WANT to come.
Say so long to people who aren’t ready to be working, and just want to float.
- We should say: we are not interested in solving Hayward Unified’s problems.

Increase transfers and degrees

- Transfer is purpose of a community college
- For degrees and transfer, if they don’t finish, they float.

Increase Percent Latino to 25%

- Because we qualify for Hispanic serving institutional money- levy federal money for campus wide. Reword it to put language that this is in order to make College reflective on the community.
- Latino drop out rate is 50% in Hayward (most by 9th grade)
- Include active outreach to underrepresented students- This should be explicit.
building strong relationships between K-12 and higher end...also key.

Themes A and F

- What is the difference between theme A and F?
(Student success should be under Educational excellence)
- Where are the objectives about test scores, and persistence?

Feedback about Distant Ed

- Why few picked distant ed: 1: didn’t like “evaluate;” 2: accessibility of courses without priorities about types of courses, don’t offer all to everyone 3: distant ed not an issue

Theme B:

- Develop the staff – interesting that you want to do this but it is not mandatory.
To improve the quality of staff in any way, make it mandatory,
Such as multicultural awareness, ...if they elect not to improve themselves,
it should be noted on their yearly review...
- Promote incentives for good work.
- Compensation: must be matched with marketplace, so staff feel valued,
- And recognition for jobs well done: to give incentives for people to work harder
- Hiring alumnae – do we put a priority on hiring them?
Do we have the awareness as a college that we recognize our alumnae
Enough to hire them for faculty, and classified positions?
Create an alumnae list; add policies for the hiring of current and former students.

Theme C: Outreach and reaching out

- The whole notion that the educational segments are separate: K-12/CCC/4-years
CCC;'s need to work with K-12, and not be so separate.
Be in the high school, not have high school in CCC, programmatically (the 800 lb. Gorilla)
- Going to the community is good. Outreach important, and many communities, such as low income Latinos in UC, would not come to campus, so imp to offer programs off campus, for those who can't or won't come to campus.
So expanding internships is good
- Career fairs, to help students connect their major to different careers, and the steps they need to take. Info about both employers and majors, and what it takes to get to that point
- Include non-profit and govt. Agencies.
- Favor partnership-non profit, business, employees.

Theme F: Student Equity

- Maintain the standard but address the difficulty students are encountering. Assist students achieve the standard
- In relation to equity, don't drop the standard but teach in another way so students can make it -redirecting how they learn. Don't teach over their heads. The standard is the level of achievement necessary to be successful in the course.
- Why only 5% increase in Basic Skills success. If it is higher than 5%, will that make it a priority?

Other top priorities/suggestions

- Class times are too traditional, need alternative times for working parents, esp for ECD.
Example: Nursing: too full-time.
- Getting resources to teach, and outside funding to pay instructors.
- Increase service learning
- Increase the number of students who use Employment Career Services Center for Career counseling, job prep, and job search skills.
- Architect-facilities "learning centered College design" "new faculties"
- Train 90% of full time faculty and staff to develop student learning outcomes (SLOs) within 3 years. : Why only 90% on SLOs?
- Introduce at least one new learning community.... annually"
Like this idea or learning community group supports each student so they are not just fish in a big sea. But not sure annually is reasonable objective.
- One training workshop/semester for hiring committees re equity and diversity
- Establish means of collecting info on what the community wants from college:
Critical to overall and objectives in year one.

Overall Comments on Strategic Plan

- Clarify vocation and academic intentions on the Goals/Objectives.
- Too much verbage, jargon
- What would average parent or student be able to understand?

- Teaching HOW to learn
- Timelines are needed – by when and who will do it