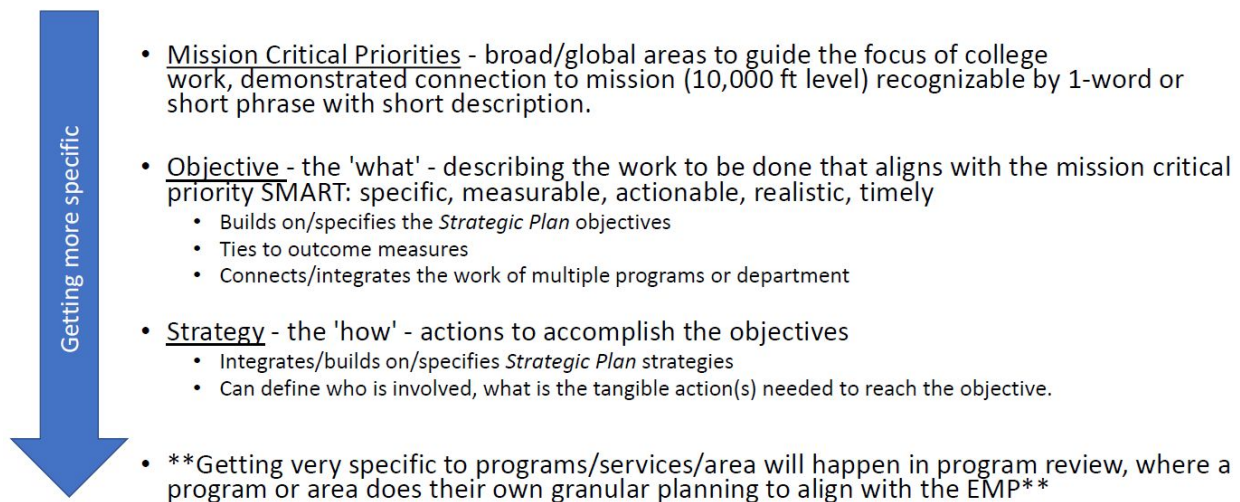


## Definitions



1. Mission Critical Priority: **Equity** for Black and Disproportionately Impacted Students and Employees

Each student and employee will receive the support, guidance, and/or education s/he/they need to achieve her/his/their goals and thrive in the Chabot Community.

Populations of Focus: Black students and employees, disproportionately impacted students and employees, students and employees with intersecting needs because of lived experiences, disability, socioeconomic status, social, or cultural backgrounds

### Objectives:

- Ensure a welcoming and anti-racist campus and community that creates a sense of belonging for each student, faculty, and staff member.
- Offer proactive, integrated, and comprehensive student, faculty, and staff supports.

### Strategies:

- Special programs
- Culturally relevant, responsive, and revitalizing curriculum and pedagogy
- Support services and resources to address academic challenges and non-academic needs
- Safe, accessible, and inviting campus spaces
- Diversity in hiring faculty, classified professionals, and administrators
- Professional development and mentoring for students, faculty, classified professionals, and administrators

### Activities:

- Learning communities, cultural and social affinity groups
- Inclusive teaching, learning, communication, and media
- Proactive counseling, and integrated student supports with academics
- Audit of physical space ADA compliance
- Comprehensive financial resources (aid, food, technology, etc.)
- Collaboration with HR in employee recruitment
- Campus climate surveys
- Diverse hiring committees
- Ongoing equity training and career advancement support for faculty, classified professionals, and administrators

### Metrics and Measures of Success:

- Decreased equity gaps and disproportionate impact across all primary college metrics: enrollment, retention, success, persistence, math and English throughput, completion, and transfer
- Increased student satisfaction and improved campus climate (student survey items)
- Increased employee diversity, satisfaction, and improved campus climate (employee survey items)

2. Mission Critical Priority: **Access**: Removing barriers from application through enrollment and expanding opportunities for a strong start at Chabot.

The community chooses Chabot as their pathway to higher education and viable career options.

Populations of Focus: Residents of the service area, feeder high school students, under and unemployed, low-wealth, underrepresented student populations

### Objectives:

- Provide supportive onboarding experiences based on student interest, need, and goal.

- Establish pathways for all matriculating students.

#### Strategies

- Interest and goal-oriented marketing
- Collaborative and coordinated outreach, welcoming, and orientation activities between academics and student services
- Integrated coursework, enrollment, and support services at feeder high schools and adult schools
- Industry and career training partnerships
- Established Learning and Career Pathways
- Navigable campus
- Incoming holistic needs assessment and educational planning
- Comprehensive mobile friendly online services

#### Activities

- Website revisions, app-based service capabilities, GladiatorBot
- Dual and concurrent enrollment, CCAP agreements, MOU's with local employers and agencies
- Signage, campus maps, gathering, and cultural learning spaces
- Program maps
- Success teams for pathways and student populations
- Comprehensive Welcome Center/concierge for current and future students including: application, enrollment, and financial aid and FAFSA workshops
- Summer Bridge and accelerated preparation 'boot camp' opportunities
- Non-credit courses and certificates
- SparkPoint (basic needs, financial guidance, non-academic needs support)
- Expanded campus wifi and connectivity

#### Metrics and Measures of Success:

- Increased enrollment, enrollment rate, persistence, and success
- Increased non-credit CDCP
- Increased financial aid and basic aid recipients
- Increased sense of belonging and student satisfaction

3. Mission Critical Priority: **Critical Pedagogy and Praxis**: Engaging teaching and learning for developing content knowledge, critical thinking, and skill development

Students learn the skills needed to thrive in continued education, the workforce, and in serving the community.

Populations of Focus: Students, Faculty, Classified Professionals and Administrators who support teaching and learning

#### Objectives:

- Develop and embed culturally relevant, revitalizing, and sustaining pedagogy across the curriculum.
- Expand opportunities for experiential learning through internships, externships, community-based and project-based learning.

Strategies:

- Equitable and effective evaluation and grading practices
- Professional development and training: online and face to face teaching practices, grading, classroom practice, assessment, and praxis
- Utilizing or developing diverse/non-traditional teaching and learning environments, learning spaces, conceptualize spaces beyond classroom for learning
- Contextualizing math, English, and general education to field of study or pathway
- Aligned course, program, and institutional learning outcomes
- Leverage partnerships with employers, local industry, and organizations for hands-on and work-based learning

Activities:

- Participatory Action Research and developing students as researchers, creators, and producers of knowledge
- Employee mentoring and inquiry groups
- Use of Global and Local Data Feeds to learn about climate sustainability, integrate environmental justice education, and teach using local community data
- Integrating financial education: financial literacy teaching and student preparation
- Integrating information literacy
- Use of simulations, apps, and CANVAS features for teaching and learning
- Center for Teaching and Learning
- Cultural learning centers, sustainability center

Metrics and Measures of Success:

- Increased course retention and success, program completion, transfer, job in field related to study
- Institutional Learning Outcome achievement

4. Mission Critical Priority: Holistic and integrated support for student **Success.**

Systems and processes adequately support the campus community and are responsive to student needs, relevant to student academics, and ensure learning.

Populations of Focus: Students, Faculty and Staff

Objectives:

- Reduce barriers to academic and non-academic support services.
- Increase program completions and transfers.

Strategies

- Reduce non-tuition program costs
- Support for parent and caregiver students
- Normalized mental health and basic needs support
- Expanded campus and service access to evening, weekend, and online
- Stable email and technology systems
- Student-centered class scheduling
- Learning Connections, embedded tutors, and Library/research workshops within pathways or disciplines
- Collaborative learning, social, and maker spaces
- Designated Career and Transfer Center with job placement

#### Activities

- Grant, scholarship, and partnership opportunities for funding
- Adopt, develop, and expand Open Educational Resources (OER)
- Revised hold policies for non-payment
- Credit for prior learning, course waivers, pre-req challenges
- Faculty advising
- Embedded tutoring and student assistance
- Outreach and support for students on probation
- Peer to Peer outreach
- Enhanced Student Services Hub, tools, and resources in Canvas
- Strategic Enrollment Management Plan
- Expanded DegreeWorks usage and training
- Expanded online service, text, and mobile capabilities
- Professional development and training for faculty, classified professionals, and tutors

#### Metrics and Measures of Success

- Decreased excess units
- Increased course retention and success, program completion, transfer, job in field related to study
- Increased student satisfaction
- Increased faculty and staff satisfaction

5. Mission Critical Priority: **Community and Partnerships**: Strategic relationships that support the needs and goals of the college community.

Chabot collaborates with internal and external partners to offer support and experiences students need for their education and beyond.

**Populations of Focus:** Students with non-academic needs, Career Education faculty and students, transfer-bound students, faculty in transfer or general education programs, local employers and community based organizations

#### Objectives:

- Leverage internal and external stakeholders to enhance programs, opportunities, and support for students, faculty, and staff.
- Expand opportunities for Chabot to connect to the external community.

#### Strategies:

- Web/online presence for external stakeholders: high schools, community ed populations, adult populations
- Increased Dual and Concurrent-Enrollment at feeder high schools.
- Increased industry partners participating in advisory groups and established advisory boards for non CE-programs
- Community Education Program
- Aligned transfer pathways
- Industry partnerships for work-based learning, experiential opportunities, and other student resources

#### Activities:

- Revised marketing materials, videos, media
- Workshops via Tri-Valley Career Center
- Open house events and community events on campus
- Pathway leadership meetings

#### Metrics and Measures of Success:

- Program completions, transfers, Job in field of study