



2015-2020
CHABOT COLLEGE
EDUCATIONAL
MASTER PLAN



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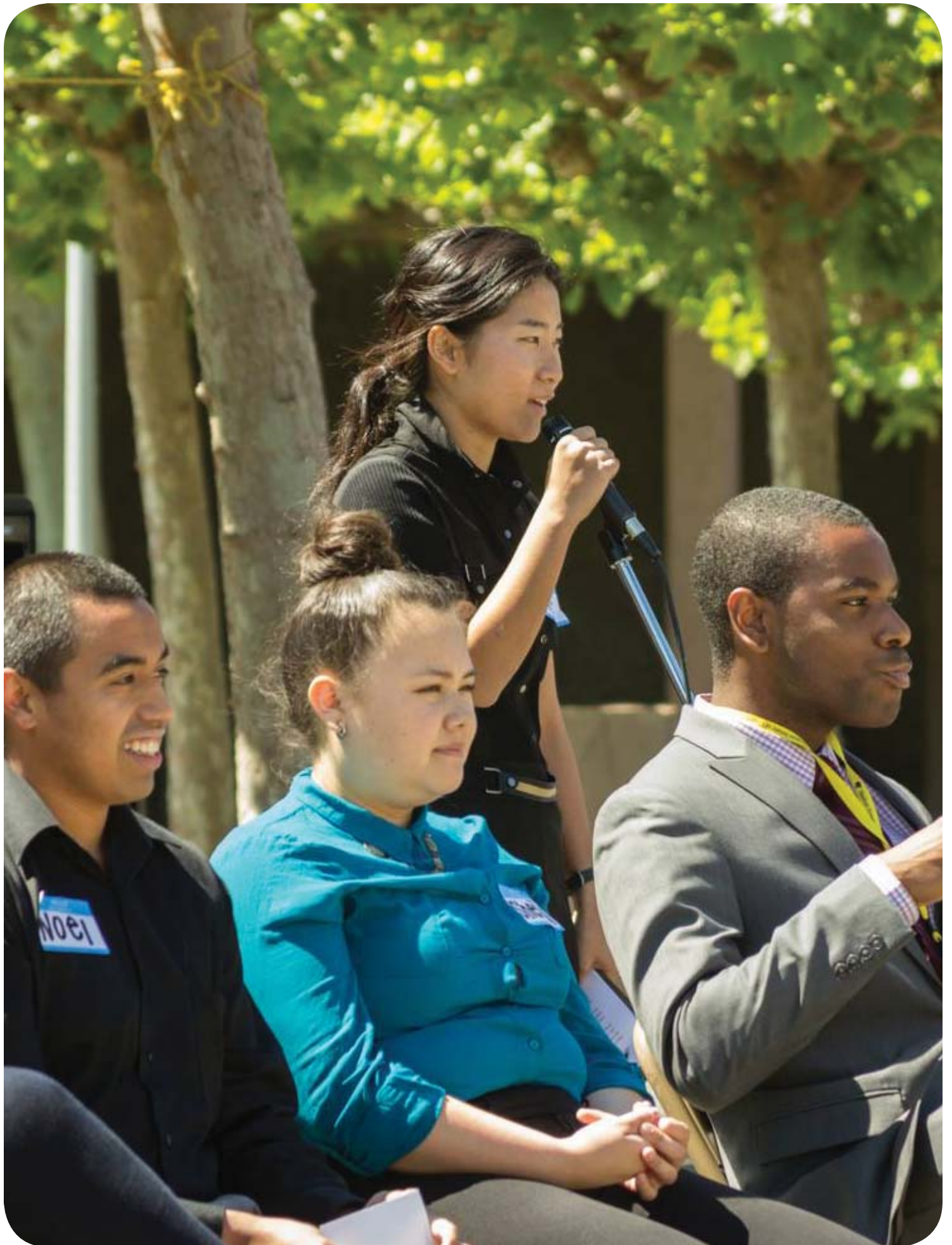
MASTER PLAN





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Executive Summary

The Chabot College Educational Master Plan (EMP) articulates the college's vision for advancing student achievement, and will guide institutional and program development for the next five years. The plan will guide the college in advancing student achievement, planning for current and future needs, staffing, transforming infrastructure, and allocating resources. The goals established in the EMP are a result of a year-long process conducted from October 2014 to October 2015.

Established in 1961, the Chabot College campus is located in the City of Hayward and is one of two accredited colleges in the Chabot-Las Positas Community College District. The college serves the communities of Hayward, San Leandro, Castro Valley, San Lorenzo, and Union City. The EMP will assist Chabot in meeting the needs of the more than 13,000 students who attend the college.

The EMP works in conjunction with the district-wide Strategic Plan, Facility Master Plan, and Technology Plan to meet student needs through long-range planning of instructional and student support programs, facilities and technology.

The EMP was informed by input from the Chabot community solicited through various activities and platforms. Data analysis from the Chabot Institutional Research Office and other sources was incorporated into the current conditions analysis, and in the development of goals and objectives for long-term planning.

Through an inclusive process that included input from the campus community, nine overarching goals were developed. The goals and strategies will assist Chabot College in resource allocation decisions.

GOALS	STRATEGIES
<p>A. SERVING A GROWING AND DIVERSE STUDENT POPULATION</p> <p>Serve the needs of growing and diverse student populations now and in the future.</p>	<p>A1. Monitor the changing educational needs of an increasingly diverse student population as an integral part of an ongoing program review and update process.</p> <p>A2. Modify existing programs and develop new programs to meet the needs of a more diverse student population.</p> <p>A3. Align class schedules and student services to improve accessibility to all students.</p> <p>A4. Align on-campus programs with online programs to meet the needs of a diverse student population.</p> <p>A5. As a federally-designated Hispanic-Serving Institution, address the needs of local Latino students and their families.</p> <p>A6. Close the equity gap for targeted populations identified in the Student Equity Plan.</p>
<p>B. ADVANCING BASIC SKILLS STUDENTS</p> <p>Address the needs of students who are not ready for college-level math and English.</p>	<p>B1. Address the broader needs of basic skills students.</p> <p>B2. Design programs to move students from basic skills to college level courses.</p> <p>B3. Support innovative pedagogy to help basic skills students learn more effectively.</p> <p>B4. Collaborate with K-12 to improve student preparedness.</p> <p>B5. Develop more accurate assessment methods into English, ESL, and math.</p> <p>B6. Provide more academic advising and counseling for basic skills students.</p>
<p>C. EDUCATING STUDENTS FOR THE LOCAL AND GLOBAL ECONOMY</p> <p>Educate transfer, career tech, and basic skills students by fostering critical thinking, literacy, citizenship, skills, and by providing a liberal arts education.</p>	<p>C1. Develop a process to align curriculum of career and technical programs with needs of local business, industry, government, and other community partners.</p> <p>C2. Create and support alignment of curriculum with local community partners to cultivate community service and provide learning opportunities.</p> <p>C3. Develop “whole person” graduates with the critical thinking, emotional intelligence, cultural competence, and other abilities needed for the current and future workforce.</p> <p>C4. Improve alignment of curriculum with trends in majors and bachelor’s degrees in four-year institutions.</p>
<p>D. PROVIDING COMPREHENSIVE STUDENT SERVICES</p> <p>Expand the range and scope of student services.</p>	<p>D1. Modify existing services and create new services to meet diverse student population needs.</p> <p>D2. Streamline and simplify existing processes.</p> <p>D3. Educate and inform students of available services on campus (including learning centers, library resources, dental hygiene clinic, student health, etc.).</p>

GOALS	STRATEGIES
E. EXPANDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES	
<p>Strengthen professional development opportunities for faculty, classified professionals, and administrators.</p>	<p>E1. Support innovative pedagogies and service delivery.</p> <p>E2. Provide financial support for professional development.</p> <p>E3. Adopt policies and practices that facilitate professional development.</p> <p>E4. Encourage an open and healthy dialog about professional development.</p> <p>E5. Institutionalize professional development for all staff on the latest software and other job technologies.</p>
F. MAXIMIZING DISCRETIONARY REVENUE AND INSTITUTIONAL ADVANCEMENT	
<p>Identify and develop alternative funding and revenue streams to decrease dependence on state revenue and increase overall financial support.</p>	<p>F1. Develop and leverage private and public sector partnerships.</p> <p>F2. Strengthen district initiatives for voter-approved funding measures to strengthen the financial stability of Chabot College.</p> <p>F3. Evaluate and enhance our ability to expand educational programs that can be self-sufficient.</p> <p>F4. Aggressively seek grants to develop innovative programs and projects.</p>
G. BUILDING AND MAINTAINING STATE-OF-THE-ART FACILITIES	
<p>Optimize the use of facilities and technology to improve program quality and delivery, and college-wide systems and processes.</p>	<p>G1. Update the comprehensive Facility Master Plan to prioritize facility improvements and developments.</p> <p>G2. Identify specific facility needs on campus.</p> <p>G3. Maintain the cleanliness and repair of all facilities.</p> <p>G4. Develop a program review process for Maintenance and Operations.</p>
H. BUILDING AND MAINTAINING STATE-OF-THE-ART TECHNOLOGY	
<p>Automate manual processes to improve program and service delivery; maintain competitiveness by staying up-to-date with the latest technology.</p>	<p>H1. Update the Information Technology Plan to prioritize technology improvements and development.</p> <p>H2. Meet current and future technology needs.</p> <p>H3. Maintain and update technology for programmatic needs.</p>
I. EVALUATING EDUCATIONAL SUCCESS	
<p>Continually evaluate programs and student services using consistent student success measures.</p>	<p>I1. Refine and maintain systems and methods to measure the extent to which the college is achieving success.</p> <p>I2. Analyze data collected to monitor and improve performance over time and assess how to improve it.</p>



Introduction

PURPOSE OF THE EDUCATIONAL MASTER PLAN

The Chabot College Educational Master Plan (EMP) articulates the college's vision for advancing student achievement, and will guide institutional and program development for the next five years. The plan will guide the college in advancing student achievement, planning for current and future needs, transforming infrastructure, and guides the resource allocation process and staffing priorities. The goals established in the EMP are a result of a year-long process conducted from October 2014 to October 2015.

The Plan's goals are derived from the Institutional Research Office, regional data, and from the robust input from faculty, students, staff, and community members. The EMP will help the college accommodate the educational needs of approximately 384,000 service-area residents, and address the major demographic, economic and educational trends, opportunities, and challenges the college will face in the upcoming years.

ABOUT CHABOT COLLEGE

Established in 1961, the Chabot College campus is located in the City of Hayward and is one of two accredited colleges in the Chabot-Las Positas Community College District. The college serves the communities of Hayward, San Leandro, Castro Valley, San Lorenzo, and Union City.

Chabot's 94-acre urban campus serves a diverse student body of more than 13,000 students. The college's diversity mirrors the communities it serves with over 77% of students identifying as an ethnic minority. Chabot College provides two-year accredited degrees, transfer credits, certification, and life-long learning opportunities.





Plan Framework

MISSION

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 community. Our students contribute to the intellectual, cultural, physical, and economic vitality of the region.

The college responds to the educational and workforce development needs of our regional population and economy. As a leader in higher education, we promote excellence and equity in our academic and student support services. We are dedicated to student learning inside and outside the classroom to support students' achievement of their educational goals.

VISION

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





VALUES

The college's vision and mission are supported by the following collective 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

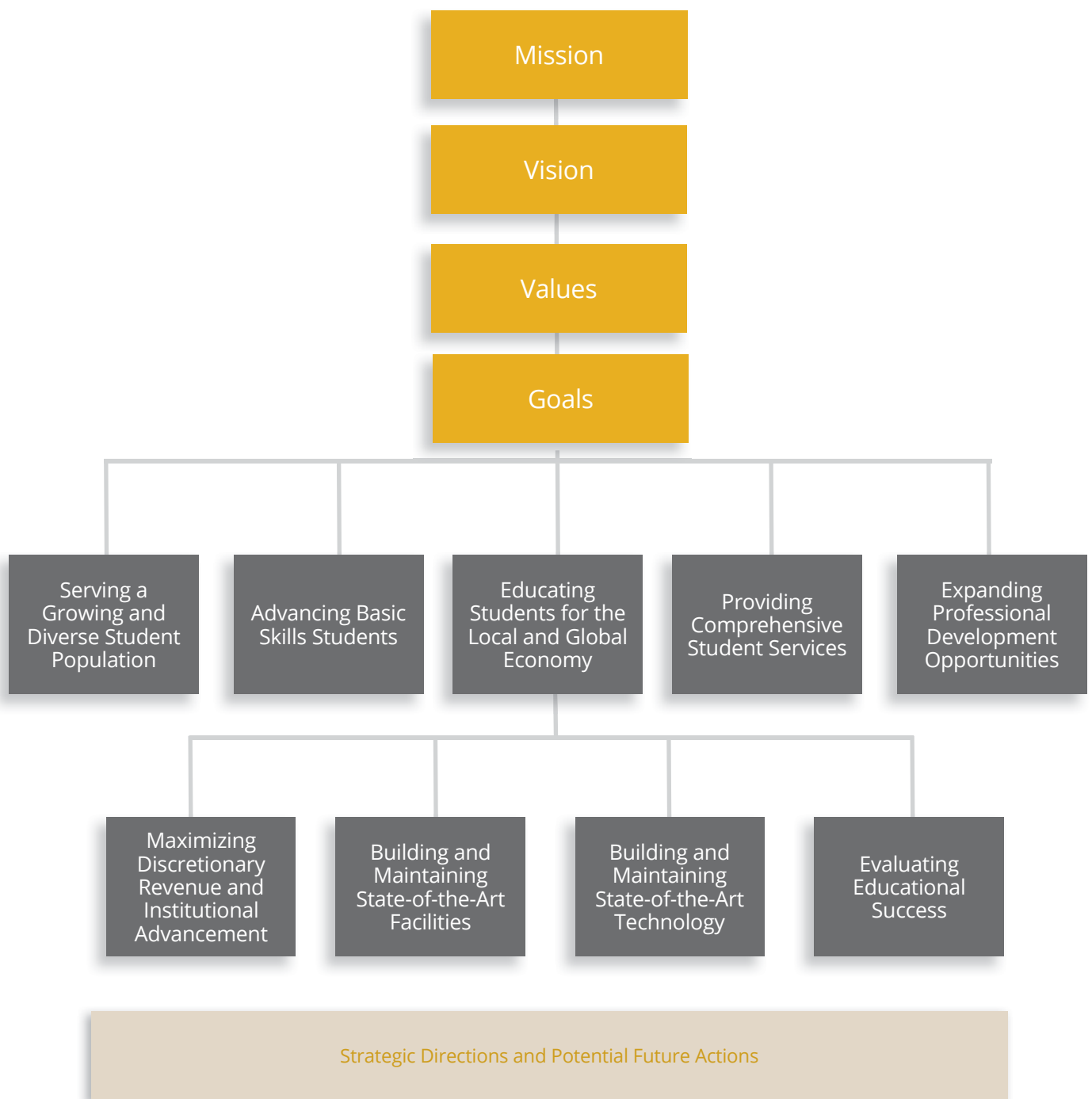
Community and Diversity

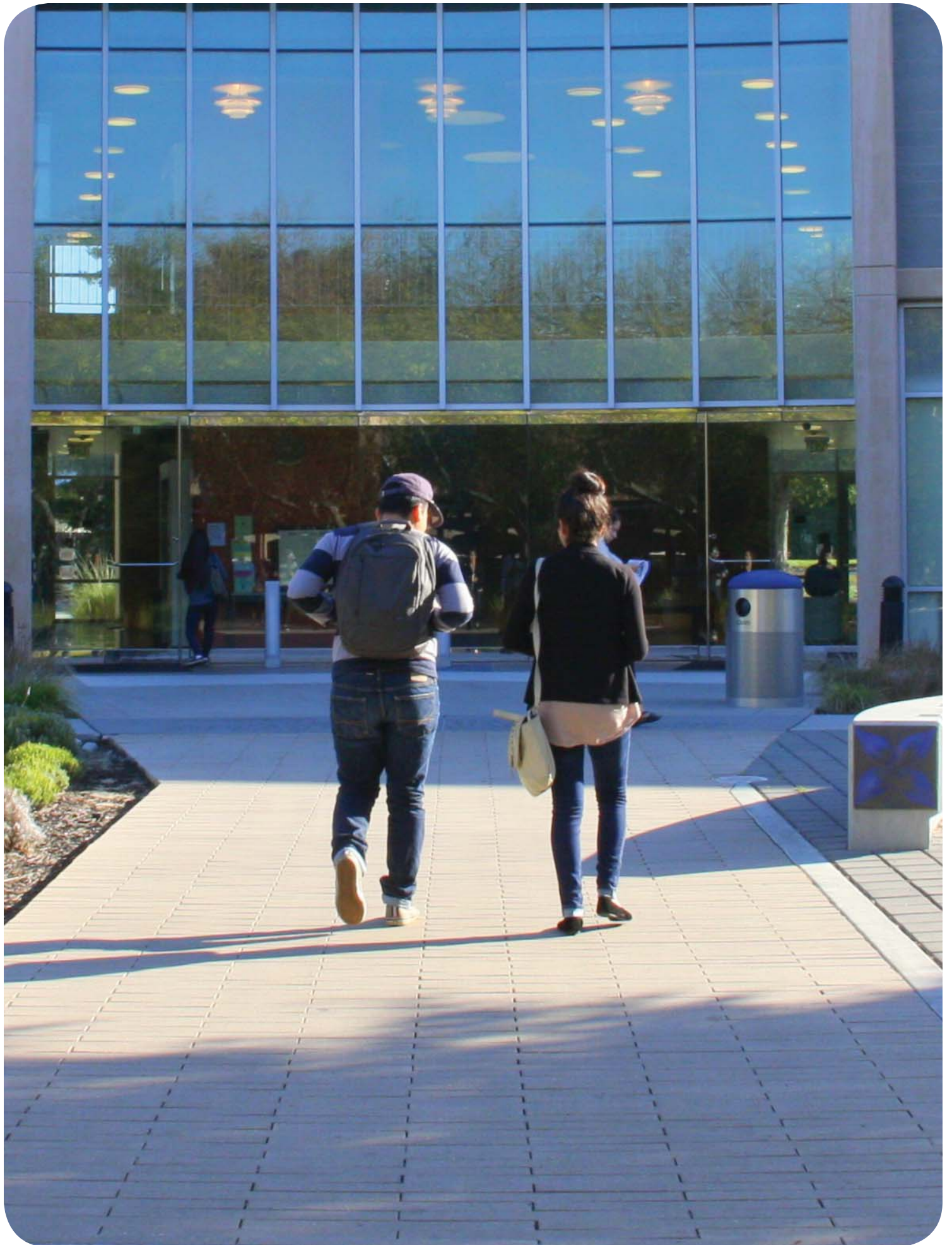
- Building a safe and supportive campus community
- Treating one another with respect, dignity and integrity
- Practicing our work in an ethical and reflective manner
- Honoring and respecting cultural diversity
- Encouraging diversity in our curriculum and community of learners

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

EDUCATIONAL MASTER PLAN FRAMEWORK





Related Plans and Processes

The EMP works in conjunction with the district-wide Strategic Plan, Facility Master Plan, and Technology Plan to meet student needs through long-range planning of instructional and student support offerings, facilities, and technology.

2015 DISTRICT-WIDE STRATEGIC PLAN

Concurrently developed with the Educational Master Plan update, the district-wide plan provides a framework for achieving the district's vision and mission, and support for the colleges' educational goals. The purpose of the CLPCCD's Strategic Plan is to provide the district and the member colleges clear operational direction and guidance on how the district can support the colleges' work.

2012 FACILITIES PLAN

The 2012 Facilities Master Plan provides an inventory and assessment for all the Chabot-Las Positas Community College District facilities and develops a vision and set of goals for the next ten to twenty years. Facility sites include:

- Chabot College Campus, Hayward
- Las Positas College Campus, Livermore
- District Office, Dublin

2007 INFORMATION TECHNOLOGY MASTER PLAN (UPDATED 2014)

The initial Information Technology Master Plan was created in 2007 and annual updates were made in 2009, 2013, and 2014 to reflect the technology accomplishments to date and future technology plans. The plan includes a detailed description of the technology initiatives related to servers, desktops, network cabling, wireless, network switches and routers, audio visual for smart classrooms, and data connectivity. The Information Technology Master Plan summarizes the network infrastructure and telecommunication projects as



well as new application systems to support the colleges' needs. The plan focus continues to be to improve IT decision-making processes and identify resources to support on-going IT infrastructure capacity.

2012-2015 CHABOT COLLEGE STRATEGIC PLAN

The college's Strategic Plan responds to the college's Mission, the college's previous Educational Master Plan, and internal and external data to identify the long-term goals and strategies needed to achieve the college's mission. Chabot College's 2012-15 Strategic Plan has one overall goal: "Increase the number of students who achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support." This goal was developed in 2011-12 and has provided a focus for college initiatives that aim to increase student success and completion. The ideas and programs resulting from these initiatives are reflected in many of the strategic directions and future actions in the EMP.

CHABOT COLLEGE BASIC SKILLS COMMITTEE STRATEGIC PLAN (UPDATED FALL 2014)

The Basic Skills Committee (BSC) at Chabot College works together to develop, recommend, coordinate, and implement strategies to help Chabot students successfully acquire the basic skills necessary for their future development. In Fall 2014 the BSC updated the BSC Strategic Plan by developing a process flow chart identifying key elements and steps recommended to improve the support, services, and curriculum for basic skills students for the purpose of increasing their success, retention, and persistence to college-level courses, degrees and transfer.



PROGRAM REVIEWS (2014–2015 AND 2015–2016)

Program reviews are a three-year process in which goals and action plans are developed and updated, and results are evaluated. Student data such as success rates, persistent rates and withdrawal rates are also reviewed. SLOs/SAOs/PLOs are assessed and budget requests are made based on assessments and program/college goals. Program reviews are developed every three years with updates occurring during the interval years. In Year 1 the program establishes short- and long-term goals, reports the progress of accomplishing these goals in Year 2 and evaluates whether short-term goals were fulfilled in Year 3.

 Congratulations 

CHABOT COLLEGE



Overview of EMP Planning Process

The Educational Master Plan (EMP) was informed by input from the college community solicited through various activities and platforms. Data analysis from the Institutional Research Office and other sources was incorporated into the plan for current conditions analysis and in the development of goals and objectives for long-term planning.

STAFF, FACULTY AND STUDENT PARTICIPATION

Planning and Process Guidance Committee (PPGC)

The Planning Process and Guidance Committee provided guidance and oversight of the planning and assessment process during the plan's development. The PPGC met regularly during the 2014–2015 planning process to provide input at every stage of the plan's development. The PPGC consisted of the following members:

Chancellor

Jannett Jackson

President, Chabot College

Susan Sperling

Academic Senate President, Chabot College

Kathy Kelley and Laurie Dockter

Coordinator, Institutional Research, Chabot College

Carolyn Arnold

Vice Chancellor

Celia Esposito-Noy

President, Las Positas College

Barry Russell

Academic Senate President, Las Positas College

Tom Orf

Director, Research and Planning, Las Positas College

Rajinder Samra



Outreach Sessions

Chabot College held Fall 2014 workshops during the Planning, Review, and Budget Council (PRBC) on November 12th, in the Academic Senate on November 13th, and in the Student Senate on November 16th.

In Spring 2015, several presentations and discussions of the early EMP framework drafts were held in April. Presentations regarding the planning

process and the status of the EMP were given during the Academic Senate on April 23rd and May 14th. On April 20th, the College Council and the Planning, Review, and Budget Council held a joint open meeting. Further comments from the college community were solicited through June 15th. During July, administrators and Classified Senate met and provided extensive edits to the draft EMP based on comments received at the meetings and in writing through comment cards.

ENVIRONMENTAL SCAN/RESEARCH

As part of the planning process for the Strategic Plan and the college's EMPs, in Fall 2014 an environmental scan was developed with assistance from the Institutional Research Office to provide background information and quantitative data on population and demographics, business growth, college enrollments, and other factors impacting internal and external conditions and trends. As part of this analysis, the Environmental Scan included a summary of the college and district community's initial input on the needs and directions of the college and district from the November outreach sessions.

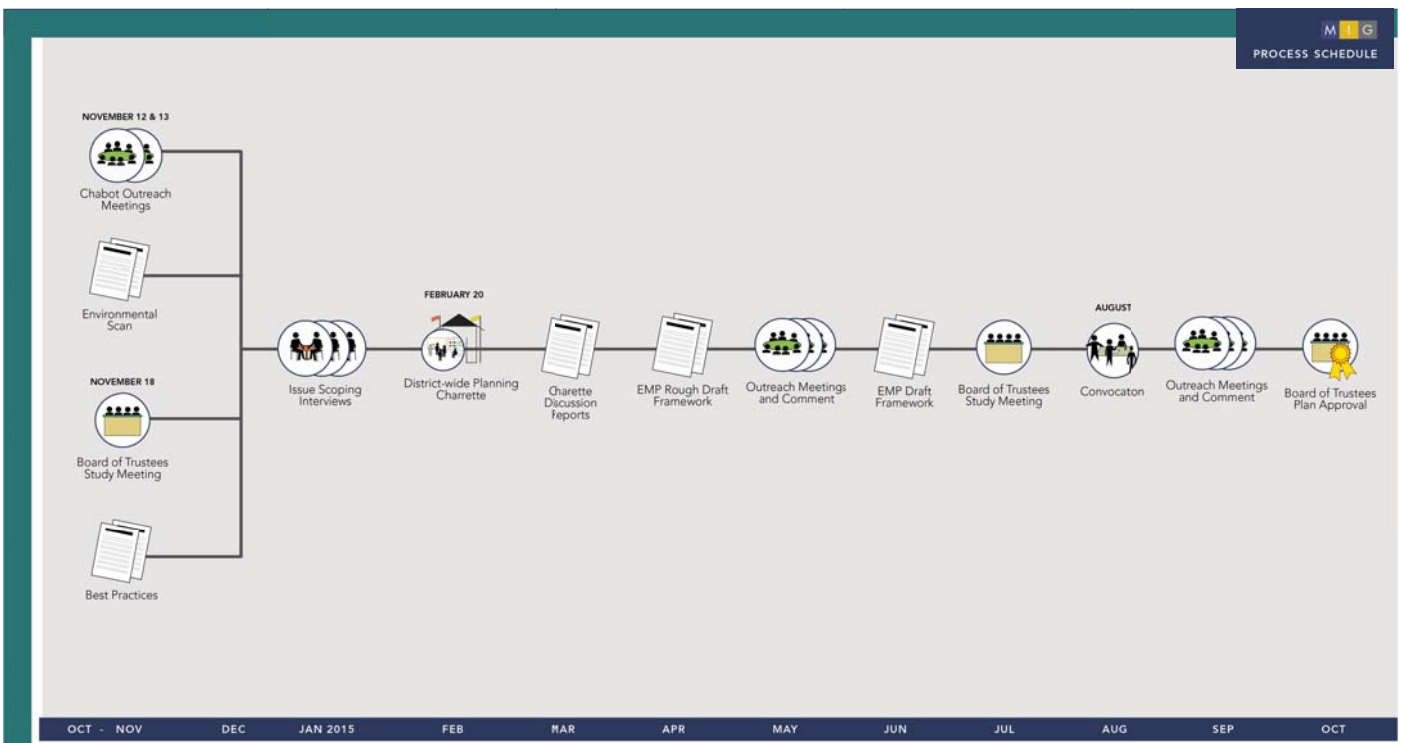
PLANNING CHARRETTE

A district-wide planning charrette was held on February 20, 2015. During this event, faculty, staff, and students from Chabot College and Las Positas College, along with staff from the district and external stakeholders, assessed opportunities and challenges presented in the Environmental Scan and proposed strategies and specific actions in response. External stakeholders included local elected officials, representatives from local government, and area businesses and industry. Over 130 people participated in the full-day event (See the Appendix for the list of participants). Nine strategic issues were identified for discussion:

- Issue 1. Serving the needs of a growing and diverse student populations now and in the future
- Issue 2. Addressing the needs of students under-prepared for college-level math and English
- Issue 3. Serve the local economy by educating transfer, career technical and basic skills students, and increase opportunities through industry partnerships

- Issue 4. Finding ways to expand the range and scope of student services
- Issue 5. Strengthening professional development opportunities for faculty, classified staff and administrators
- Issue 6. Expanding sources of discretionary revenue
- Issue 7. Optimizing the use of facilities and technology to improve program quality and delivery, and college-wide systems and processes
- Issue 8. Increasing public relations, communications and marketing efforts looking for new ways to “tell our story” and celebrate our successes
- Issue 9. Setting performance measures that emphasize student success and the achievement of the CLPCCD mission

EMP PROCESS FOR CONTENT CREATION





Environmental Scan: Major Findings

The Environmental Scan provided an internal and external current conditions report related to population and demographics, business growth, college enrollment and success factors, and other educational providers. The information provided in the Environmental Scan informed the development of the Educational Master Plan and assists the college in preparing and responding to current and anticipated changes, opportunities, and challenges. This section summarizes major trends and key issues identified by the Environmental Scan that impacts college and district-wide planning.

The Environmental Scan accessed a range of key data including:

- Population and demographics
- High school performance, enrollment, and projects
- Chabot College enrollment and student success
- Other educational providers in the region
- Employment and workforce trends

COMMUNITY AND STUDENT DEMOGRAPHICS

Chabot College is proud of its diverse student body. The college has developed successful programs such as Puente to cater to the needs of ethnic-minority students. The college must continue to understand the needs of its student population and anticipate changes in its service-area communities.

- Chabot service-area cities have a higher share of residents who identify as Latino and Asian (31% and 31%, respectively) than the county (23% and 27%, respectively). Chabot's service-area cities also have a smaller share of residents who identify as White (26%) than the county (35%). [Source: U.S. Census]
- Latino and African American students represent a larger share of enrollment at Chabot College than they do in service area cities, while White and Asian students represent a smaller percentage of the student body than they do in the general population. [Source: U.S. Census]

- Between 2013 and 2024, Alameda County residents between the ages of 65 and 85 will increase by 51%. Growth in the older population will drive demand for health care and social assistance and supportive services, which will increase employment in those industries regionally and nationally. [Source: EMSI, ABAG]
- In the next decade, the Asian and Latino population will see the greatest percent increase in population. From 2013–2024, the Asian and Latino populations are expected to grow 15% and 12%, respectively. [Source: EMSI]

TABLE 1. CHABOT SERVICE-AREA POPULATION, 2012

Castro Valley (CDP)	Hayward	San Leandro	San Leandro (CDP)	Union City	Total
60,981	145,165	84,966	23,937	69,820	384,869

Source: U.S. Census Bureau, 2008–2012 American Community Survey 5-Year Estimates

TABLE 2. PROJECTED POPULATION FOR CHABOT SERVICE-AREA CITIES

City	2015	2020	2025	2030	2035	2040	Number Change 2015–2040	Percent Change 2015–2040
Hayward	150,700	157,500	164,400	171,800	179,700	188,000	37,300	25%
San Leandro	88,300	91,700	95,300	99,200	103,300	107,600	19,300	22%
Union City	71,400	73,400	75,500	77,600	80,000	82,500	11,100	16%
Total	518,300	541,600	565,800	591,600	619,200	648,000	129,700	25%
Alameda County	1,580,800	1,654,200	1,730,100	1,810,300	1,897,200	1,987,900	477,629	26%

Source: Association of Bay Area Governments, 2013 Projections

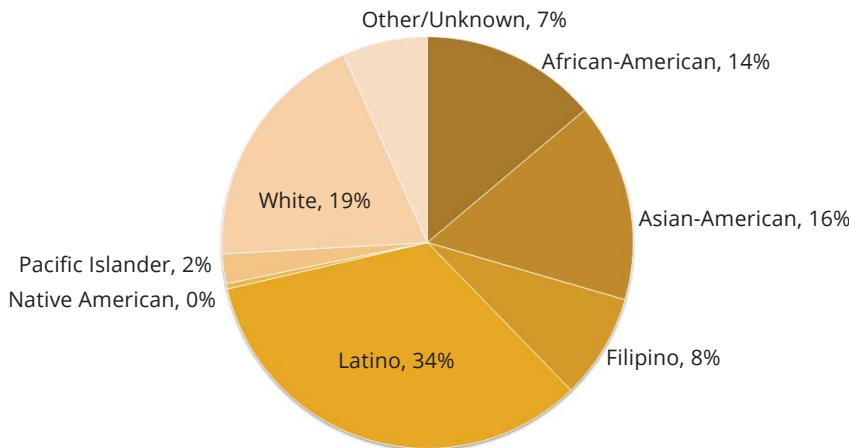
TABLE 3. RACE AND ETHNICITY OF SERVICE-AREA POPULATION BY PERCENT, 2012

	Chabot Cities	District Service-Area	Alameda County
Latino	31%	24%	23%
Black	10%	11%	12%
White	26%	36%	35%
Asian	31%	27%	27%
Other*	2%	1%	1%

*Includes American Indian, Alaska Native, Native Hawaiian & Other Pacific Islander, Two or More Races, and Other

Source: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

FIGURE 1. RACE AND ETHNIC DEMOGRAPHIC OF CHABOT STUDENTS BY PERCENT, FALL 2013



Source: Chabot College Office of Institutional Research

TABLE 4. ALAMEDA COUNTY ETHNIC POPULATIONS, 2013 VS. 2024 PROJECTION

Race/Ethnicity	2013	2024	Number Change	Percent Change
Asian	443,116	510,508	65,942	15%
Latino	360,606	405,097	44,491	12%
White	518,960	509,297	(9,663)	(2%)
Black	183,310	179,240	(4,070)	(2%)
American Indian or Alaskan Native	4,232	3,982	(250)	(6%)
Two or More Races	62,134	73,035	10,901	18%
Total	1,510,224	1,608,124	108,799	

Source: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

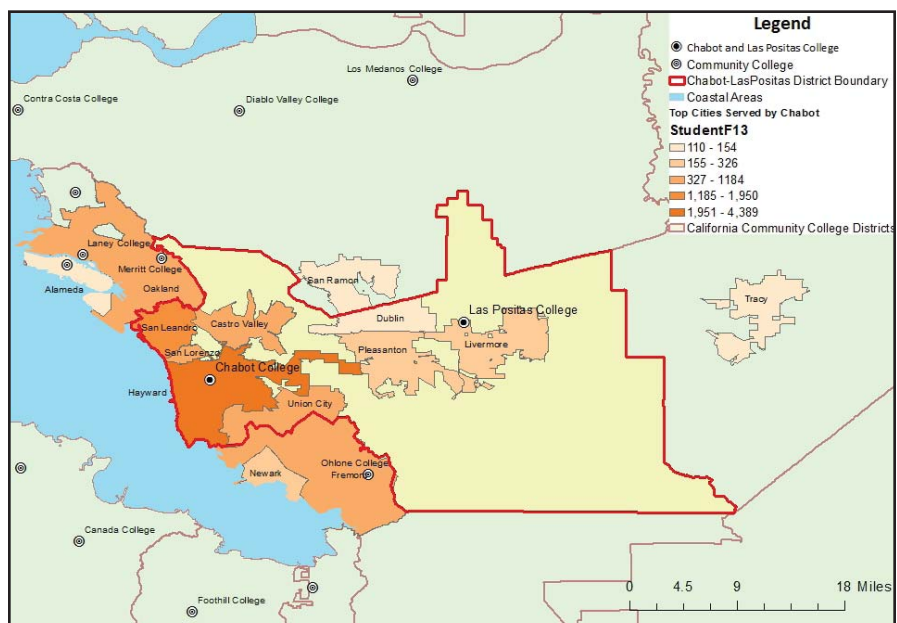
ENROLLMENT TRENDS

Chabot College serves students in the service-area cities of Hayward, San Lorenzo, San Leandro, Union City, and Castro Valley. Chabot has proven attractive to students outside the service area. However, with the exception of Oakland, the highest number of students attending Chabot generally continues to come from service-area cities.

There has been an increase in the Latino student population at Chabot. The College will need to prepare itself for the continuing student ethnic-demographic shift. Chabot, as a federally-designated Hispanic-Serving Institution, will need to prepare to address the needs of local Latino students and the families who support them to be in college.

- Although service area cities saw a decline in the percentage of enrollment from 2005 to 2014 (with exception of Hayward, which saw a 5% increase), these cities are the largest source of Chabot students.
- Enrollment at Chabot has remained relatively steady, with increases in enrollment during economic downturns.
- The local as well as adjacent service area will continue to constitute the majority of students.
- The proportion of students who identify as Latino increased from 24% to 34% from 2005 to 2014.

MAP 1. CHABOT, TOP CITIES SERVED BY ENROLLMENT, FALL 2014



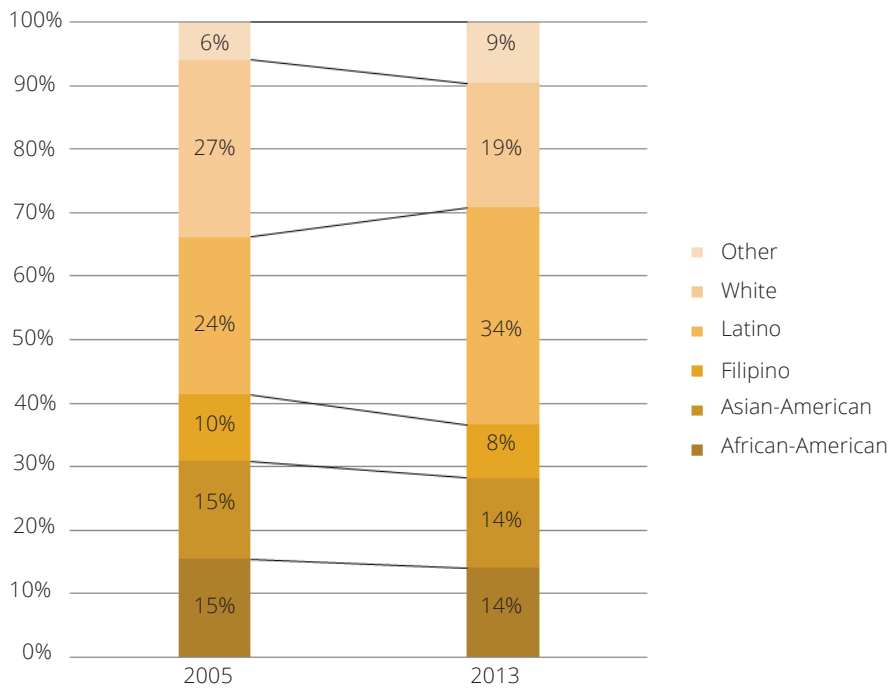
Sources: CLPCCD, U.S. Census Bureau, California Community College GIS Collaborative

TABLE 5. CHABOT STUDENT ENROLLMENT BY CITY, 2005-2014

City	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	% Change
Livermore	63	103	120	128	258	231	237	224	326	316	417%
Tracy	53	61	26	74	141	129	126	107	142	175	168%
San Ramon	51	80	22	47	120	128	103	100	111	105	118%
Dublin	81	111	107	118	161	157	147	142	154	163	90%
Pleasanton	111	119	110	130	189	220	175	170	201	209	81%
Hayward	4,192	4,133	4,243	4,429	4,999	4,907	4,699	4,491	4,389	4,356	5%
Oakland	1,039	971	930	976	1,237	1,237	1,050	1,057	1,049	958	1%
San Lorenzo	776	743	743	801	915	873	799	760	780	105	1%
San Leandro	2,010	1,921	2,023	1,967	2,242	2,196	1,973	1,905	1,950	2,001	-3%
Union City	1,334	1,413	1,449	1,497	1,516	1,520	1,397	1,270	1,184	1,144	-11%
Castro Valley	1,126	1,079	1,065	1,023	1,228	1,099	933	908	911	923	-19%
Newark	372	336	314	317	319	313	295	261	273	275	-27%
Other cities	1,812	1,635	1,868	1,621	1,541	1,359	1,170	1,185	1,178	963	-35%
Fremont	1,185	1,046	1,105	1,043	1,055	1,023	912	810	754	691	-36%
Alameda	216	165	185	188	202	216	156	135	110	108	-49%
Danville	20	26	18	36	41	41	34	N/A	N/A	N/A	N/A

■ Chabot Service-Area cities

FIGURE 2. CHABOT RACE AND ETHNICITY BY PERCENTAGE, 2005 VS. 2013 COMPARISON



STUDENT PREPAREDNESS AND SUCCESS

Chabot College generally has similar completion rates compared to the state as a whole despite a student body largely unprepared for college. This is due in part to the college’s commitment to serve a diverse student body. As the proportion of Latino students increases, the college will need to pay even greater attention to their specific needs. A high percentage of Latino students are unprepared for college and are first-generation students. Chabot will need to prepare for this demographic shift by increasing the availability of intensive supportive services.

- Students who are unprepared are less likely to complete. 78% of students arrive unprepared for college.
- Latino and African-American students are relatively unprepared at Chabot College.
- 90% of students who identify as Latino are first-generation students. Support for first-generation Latino students must include outreach to their families as well.

TABLE 6. COMPLETION RATES BY COHORT YEAR FOR CHABOT

Cohort Year	Chabot		State-Wide	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
2003–2004	1,480	45.7%	159,586	46.9%
2004–2005	1,554	45.6%	161,558	48.1%
2005–2006	1,617	50.5%	169,395	48.9%

FIGURE 3. ACADEMIC PREPAREDNESS LEVEL: NEW FIRST-TIME STUDENTS, 2007–08

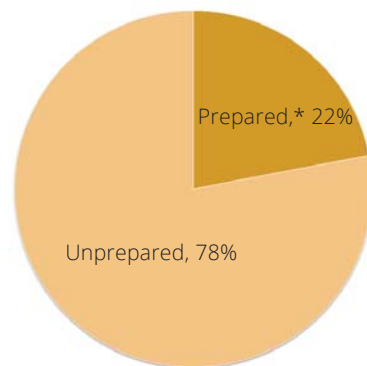
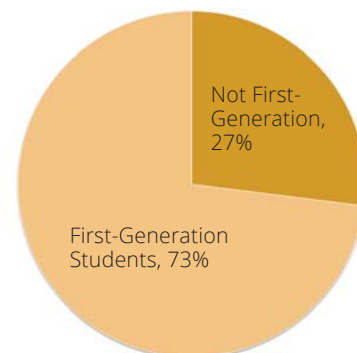
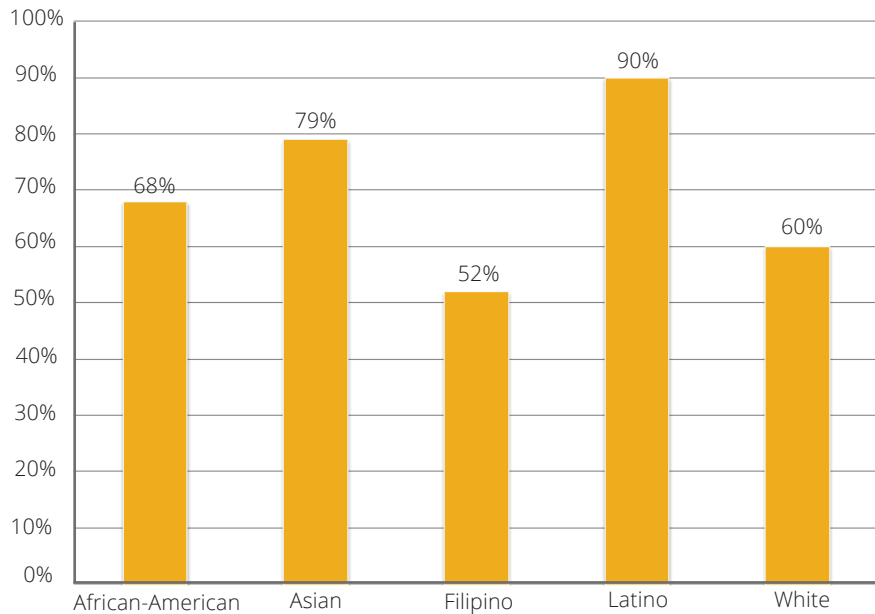


FIGURE 4. FIRST-GENERATION COLLEGE STUDENT STATUS: ALL STUDENTS, 2012–13



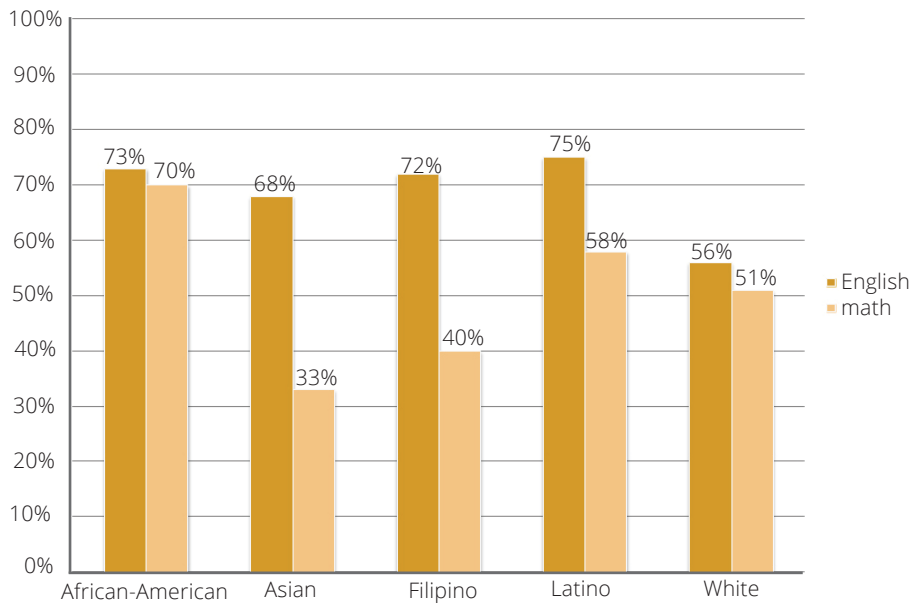
*Prepared for college: a student who starts community college at college-level English and math.

FIGURE 5. PERCENTAGE OF FIRST-GENERATION COLLEGE STUDENTS WITHIN RACE-ETHNICITY GROUPS AT CHABOT COLLEGE, FALL 2013



Source: Chabot College Office of Institutional Research. Chabot College Assessment into English and Math by Ethnicity, Fall 2013.

FIGURE 6. CHABOT PERCENTAGE ASSESSED INTO BASIC SKILLS ENGLISH AND BASIC MATH,* FALL 2013



*Basic skills math here refers to basic math, the lowest level. Beginning Algebra is also regarded as basic skills, while Intermediate Algebra is regarded as degree-level but still below transfer-level math. Basic skills English is everything but transfer-level English.

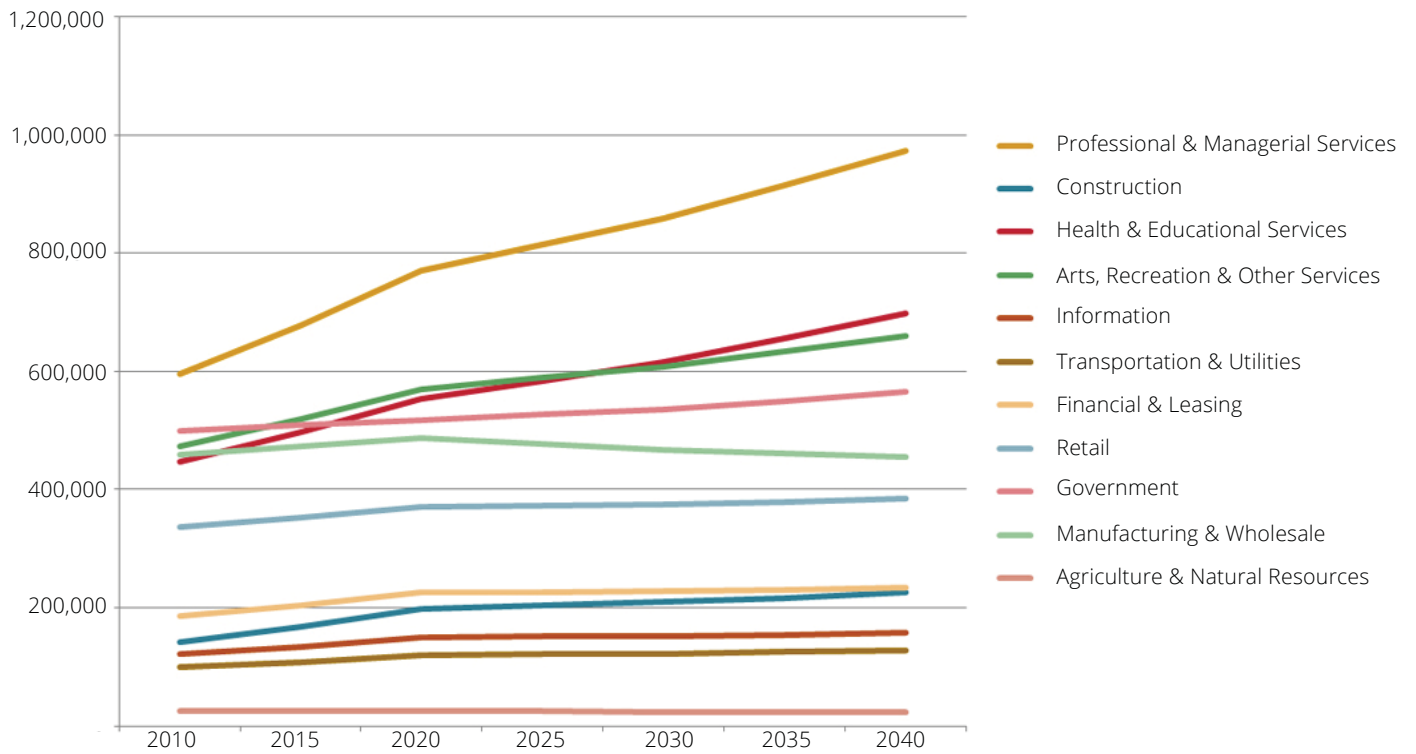
Source: Chabot College Office of Institutional Research. Chabot College Assessment into English and Math by Ethnicity, Fall 2013.

ECONOMIC OPPORTUNITIES

Chabot College plays a pivotal role in preparing students for the workforce. The college must keep informed of the region's growing industry sectors to strategically plan program investments and classes that teach skills necessary for professional success.

- The San Francisco Bay Area is expected to generate a 33% growth in employment from 2010 to 2040. This growth outpaces the growth in population, and signals an overall decrease in unemployment. [Source: ABAG]
- Significant attention is generated by employment in technology and information-related jobs, yet this industry represents a relatively small percentage of the total regional economy. Employment in professional and managerial services, health and education, arts and recreation, and government is much larger, and projected to grow more quickly. While educating students in the use and development of technology is important, there are many other sectors that will demand educated workers with a variety of skills.
- Manufacturing and wholesale employment is high in the Bay Area, and represents a significant opportunity for students who choose trade employment, though this employment sector is projected to decline slightly 2010–2040. [Source: ABAG]
- More than two-thirds of all jobs nationally do not require a postsecondary degree for entry. However, California has a relatively demanding job market, and 20% of jobs require at least a bachelor's degree. [Source: U.S. Department of Labor]
- While academic skills and knowledge are vital to a successful career, a competitive employment marketplace like the Bay Area demands a wide range of skills the district needs to foster including:
 - Personal management skills
 - Emotional intelligence
 - Professional and communications skills
 - Technological literacy
 - Subject area knowledge
 - Adaptability and ability to learn

FIGURE 7. BAY AREA EMPLOYMENT BY SECTOR 2010–2040



Source: Association of Bay Area Governments, 2013 Projections



Goals, Strategic Directions, and Performance Measures

Goals provide direction for long-term change as well as an organizing structure for the specific strategies and actions that will move Chabot College forward in the educational arena. The proposed strategic directions describe how Chabot College will address each goal area.

Performance Measures are quantifiable metrics used to determine if the college has met its goals. The college will determine the feasibility of applying the potential performance measures included in this plan.

As illustrated in the Environmental Scan, the level of need at the college given the demographics of the population differentiates Chabot from other colleges in the area. The depth of needs and diversity of interests are driving forces for the types of action that Chabot has taken and will continue to take in the future. It is continuously reflected in Chabot's Educational Master Plan, which emphasizes a college commitment to social justice and a campus culture of collective action that uses a holistic, equity-based approach for ensuring the academic success of all Chabot students.

The following Goals are an illustration of Chabot's recognition of the needs of our service area.

GOAL A



Serving a Growing and Diverse Student Population

Serve the needs of a growing and diverse student population now and in the future.

GOAL B



Advancing Basic Skills Students

Address the needs of students who are not ready for college-level math and English.

GOAL C



Educating Students for the Local and Global Economy

Educate transfer, career tech, and basic skills students by fostering critical thinking, literacy, citizenship, skills, and by providing a liberal arts education.

GOAL D



Providing Comprehensive Student Services

Expand the range and scope of student services.

GOAL E



Expanding Professional Development Opportunities

Strengthen professional development opportunities for faculty, classified professionals and administrators.

GOAL F



Maximizing Discretionary Revenue and Institutional Advancement

Identify and develop alternative funding and revenue streams to decrease dependence on state revenue and increase overall financial support.

GOAL G



Building and Maintaining State-of-the-Art Facilities

Optimize the use of facilities and technology to improve program quality and delivery, and college-wide systems and processes.

GOAL H



Building and Maintaining State-of-the-Art Technology

Automate manual processes to improve program and service delivery; maintain competitiveness by staying up-to-date with the latest technology.

GOAL I



Evaluating Educational Success

Continually evaluate programs and student services using consistent student success measures.



GOAL A: SERVING A GROWING AND DIVERSE STUDENT POPULATION

SERVE THE NEEDS OF GROWING AND DIVERSE STUDENT POPULATIONS NOW AND IN THE FUTURE

Population in the service area of the college and the surrounding “student shed” is continuing to change, including a significant increase in the general population, an increase in the number of older adults, changing ethnic demographics, and increasingly diverse economic situations. Chabot College will need to develop the organizational flexibility to provide programs that can serve the needs of a diverse group of current and future students including:

- First-generation college students
- A growing Latino student population
- Other major ethnic groups (African-Americans, Asians, Filipinos, Whites)
- Re-training/re-entry students
- Returning students
- Economically disadvantaged students
- Students with physical and learning disabilities
- High school students desiring concurrent enrollment

Chabot College has a strong history of educational excellence and innovation and is a groundbreaker in the development of effective, sustainable student-centric courses of study and support programs. For example, faculty at Chabot College founded the Puente program, an academic, counseling, and mentorship program whose success is replicated in community colleges state-wide. Other notable student success based programs initiated at the college and replicated at other institutions include: Daraja, the California Acceleration Project, and Striving Black Brothers. In addition to these exemplary student support services and classroom interventions, Chabot College brings a history of successful accomplishments in the performing arts, athletics, media, business, legal studies, and much more. The college offers high quality, cost-effective education with strong support systems, a faculty that is focused on interactive, dynamic pedagogies, and support staff who provide critical, integrated services that promote the mission of the college across the campus.

Promoting Chabot College’s successes at serving a diverse student population requires telling complex stories, including a focus on the persistence and

generational successes of students, who are largely first in family college attendees. Such a focus will attract and motivate prospective students in similar circumstances, and will build community support for college programs and future funding measures. Situating the college in the mainstream of academic marketing necessitates a deep and a wide articulation of its mission and vision, as well as a public narrative that contextualizes the college history within the communities it serves so well.

GOAL A: STRATEGIC DIRECTIONS

- A1. Monitor the changing educational needs of an increasingly diverse population as an integral part of an ongoing program review and update process.
- A2. Modify existing programs and develop new programs to meet the needs of a more diverse student population.
- A3. Align class schedules and student services to improve accessibility to all students.
- A4. Align on-campus programs with online programs to meet the needs of a diverse student population.
- A5. As a federally-designated Hispanic-Serving Institution, address the needs of local Latino students and their families.
- A6. Close the equity gap for targeted populations identified in the Student Equity Plan.

GOAL A: POTENTIAL PERFORMANCE MEASURES

- Student success rates by race/ethnicity
- Completion rates by race/ethnicity
- The number of ethnic-minority students served by student services
- Mentorship opportunities
- First-year experience programs available to ethnic-minorities
- Academic counseling
- Student services for first generation students
- Partnerships with minority-majority high schools for early enrollment applications
- Number of scholarship opportunities for first-generation students



GOAL B: ADVANCING BASIC SKILLS IN STUDENTS

ADDRESS THE NEEDS OF STUDENTS WHO ARE NOT READY FOR COLLEGE-LEVEL MATH AND ENGLISH

Preparedness for college-level courses is a primary, systemic problem facing the college. Nearly 80% of entering Chabot students are not prepared for college-level English and/or math, and need to take basic skills courses to prepare for college-level work. Only half these students will successfully complete their degree within six years (CC-LPC Institutional Research). Compared to students who are prepared for college courses, basic skills students are significantly less likely to achieve their educational goals, and often need much more support to do so. Chabot College has been addressing this problem for years, and continues to examine the problem and refine approaches for helping these students.

Main issues/levers to be addressed include:

- Getting students assessed correctly, using more accurate measures than tests
- Providing academic advising/counseling for more students
- Ensuring the delivery of basic skills instruction (embedded or not)
- Providing sufficient basic skills courses to meet the demand
- Providing sufficient tutoring/study groups/learning assistants/work outside of class
- Streamlining completion/scheduling
- Working with K-12 educators to coordinate curriculum

GOAL B: STRATEGIC DIRECTIONS

- B1. Address the broader needs of basic skills students.
- B2. Design programs to move students from basic skills to college-level courses.
- B3. Support innovative pedagogy to help basic skills students learn more effectively.
- B4. Collaborate with K-12 staff to improve student preparedness.
- B5. Develop more accurate assessment methods in English, ESL, and math.
- B6. Provide more academic advising/counseling for basic skills students.

GOAL B: POTENTIAL PERFORMANCE MEASURES

- Basic skills students completion rates
- Basic skills students success rates
- Number of partnerships with local high schools
- Guaranteed tutoring appointments
- Availability to schedule academic advising appointments within a short timeframe
- Online tutorial videos for basic skills students
- Structured study groups
- The number of classes that incorporate basic skills curriculum into their course outlines
- Developmental Education Student transition rates from basic skills math/English to college-level math/English



GOAL C: EDUCATING STUDENTS FOR THE LOCAL AND GLOBAL ECONOMY

EDUCATE TRANSFER, CAREER TECH, AND BASIC SKILLS STUDENTS BY FOSTERING CRITICAL THINKING, LITERACY, CITIZENSHIP, SKILLS, AND BY PROVIDING A LIBERAL ARTS EDUCATION.

Chabot College’s mission statement states: “The college responds to the educational and workforce development needs of our regional population and economy.”

Chabot College can provide the greatest benefit to the local economy when the curriculum and college programs match the needs of students with those of local businesses, government and public sector agencies, and community-based organizations.

Chabot College supports the major economic sectors of the service area including services, technology, auto, construction, and healthcare by offering high-quality general education and through classes and services. Finally, Chabot College plays a major role in regional advancement by providing transfer-targeted and basic skills education.

GOAL C: STRATEGIC DIRECTIONS

- C1. Develop a process to align curriculum of career and technical programs with needs of local business, industry, government, and other community partners.
- C2. Create and support alignment of curriculum with local community partners to cultivate community service and provide learning opportunities.
- C3. Develop “whole person” graduates with the critical thinking, emotional intelligence, cultural competence, and other abilities needed for the current and future workforce.
- C4. Improve alignment of curriculum with trends in majors and bachelor’s degrees in four-year institutions.

GOAL C: POTENTIAL PERFORMANCE MEASURES

- The number of job placement programs
- Internship opportunities/placements
- The number of local business partnerships
- Career mentorship opportunities with community members



GOAL D: PROVIDING COMPREHENSIVE STUDENT SERVICES

EXPAND THE RANGE AND SCOPE OF STUDENT SERVICES

Many students enter Chabot College in need of support to succeed. Faculty and classified professionals are well aware of this challenge and would like to see support services expanded to meet the needs of their students. Some of the support programs at the college are nationally renowned, but they can only serve a relatively small percentage of students. The First Year Experience pilot program and other support programs that target underserved populations have a significant influence on whether students reach their educational goals. Investing in support services through additional hires and hours of operation may increase student completion rates. Financial aid services, academic counseling, health/mental health services, admissions and records, assessment, library, and tutoring services are important resources that need to be expanded.

Expanded internal and external communications efforts will enhance public and college awareness of the services available to students. The development and implementation of an external marketing program whose focus is the promotion of student services available at the college will serve as an enticement to prospective students, especially those for whom college is not a family tradition.

GOAL D: STRATEGIC DIRECTIONS

- D1. Modify existing services and create new services to meet diverse student population needs.
- D2. Streamline and simplify existing processes for staff and students.
- D3. Educate and inform students of available services on campus (including learning centers, library resources, dental hygiene clinic, student health, etc.).

GOAL D: POTENTIAL PERFORMANCE MEASURES

- The number of students benefiting from student services
- Increase in hours available for students
- Online appointment scheduling
- Expansion of existing successful programs



GOAL E: EXPANDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

STRENGTHEN PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY, CLASSIFIED PROFESSIONALS, AND ADMINISTRATORS

Continued investment in faculty, classified professionals, and administrators is vital in order to have a positive influence on student achievement. The college community agrees that there is a strong need to provide and expand professional and personal development opportunities. Classified professionals and faculty are eager to develop and take advantage of professional development opportunities to improve the quality of the teaching, support and leadership they provide for students. Investment in faculty and classified professionals is an investment in the college and student success.

In addition, for faculty, classified professionals, and administrators who are involved in any internal or external marketing strategies for academic and student support services, professional development should also be provided in the areas of speaking and advocacy so that they can become effective spokespersons on behalf of the college as well as within the college.

GOAL E: STRATEGIC DIRECTIONS

- E1. Support innovative pedagogies and service delivery.
- E2. Provide financial support for professional development.
- E3. Adopt policies and practices that will facilitate professional development.
- E4. Encourage an open and healthy dialog about professional development.
- E5. Institutionalize professional development for all staff using the talent tools and other job technologies.

GOAL E: POTENTIAL PERFORMANCE MEASURES

- The number of paid professional development opportunities
- Conference scholarships
- The number of professors/adjuncts to benefit from a professional development opportunity



GOAL F: MAXIMIZING DISCRETIONARY REVENUE AND INSTITUTIONAL ADVANCEMENT

IDENTIFY AND DEVELOP ALTERNATIVE FUNDING AND REVENUE STREAMS TO DECREASE DEPENDENCE ON STATE REVENUE AND INCREASE OVERALL FINANCIAL SUPPORT

Developing additional sources of discretionary revenue will benefit Chabot College by enabling it to augment variable state funding and student fees. This additional revenue can be used for a variety of expenses and needed improvements including building improvements, staffing, equipment and programs. Crafting and marketing a consistent brand identity that defines Chabot College as the home of educational excellence and innovation is at the core of any long-term advancement strategy.

GOAL F: STRATEGIC DIRECTIONS

- F1. Develop and leverage public and private partnerships to secure needed program resources.
- F2. Strengthen district initiatives for voter-approved funding measures to increase the financial stability of Chabot College.
- F3. Evaluate and enhance our ability to expand educational programs that can be self-sufficient.
- F4. Aggressively seek grants to develop innovative programs and projects.

GOAL F: POTENTIAL PERFORMANCE MEASURES

- Alumni programs/opportunities for giving
- The number of creative fundraising events
- Grant success
- Number of foundation/private partnerships



GOAL G: BUILDING AND MAINTAINING STATE-OF-THE-ART FACILITIES

OPTIMIZE THE USE OF FACILITIES AND TECHNOLOGY TO IMPROVE PROGRAM QUALITY AND DELIVERY, AND COLLEGE-WIDE SYSTEMS AND PROCESSES.

There is a need to modernize aging and intensely used campus buildings and other facilities to more effectively meet the current and future needs of the college. This modernization process will include redesigning classrooms for versatile use and for better learning by matching facilities to the way faculty now teach today's students.

GOAL G: STRATEGIC DIRECTIONS

- G1. Update the Comprehensive Facility Master Plan to prioritize facility improvements and development.
- G2. Identify specific facility needs on campus.
- G3. Maintain the cleanliness and repair of all facilities.
- G4. Develop a program review process for Maintenance and Operations.

GOAL G: POTENTIAL PERFORMANCE MEASURES

- Number of facilities in need of repairs/upgrades
- Number of smart classrooms



GOAL H: BUILDING AND MAINTAINING STATE-OF-THE-ART TECHNOLOGY

AUTOMATE MANUAL PROCESSES TO IMPROVE PROGRAM AND SERVICE DELIVERY; MAINTAIN COMPETIVENESS BY STAYING UP-TO-DATE WITH THE LATEST TECHNOLOGY.

Significant improvements in technology, such as providing campus-wide access to Wi-Fi, an essential need given the expectations and needs of today's students, is important in the modernization process. Technology updates in the classrooms is necessary for an optimal learning environment.

GOAL H: STRATEGIC DIRECTIONS

- H1. Update the integrated Technology Plan to prioritize technology improvements and development.
- H2. Meet current and future technology needs. (Specifics to be based on a new Technology Plan.)
- H3. Maintain and update technology for programmatic needs.

GOAL H: POTENTIAL PERFORMANCE MEASURES

- Campus-wide Wi-Fi
- Computer labs available to students
- Electronic library resources available to students



GOAL I: EVALUATING EDUCATIONAL SUCCESS

CONTINUALLY EVALUATE PROGRAMS AND STUDENT SERVICES USING CONSISTENT STUDENT SUCCESS MEASURES.

The success of this Educational Master Plan is measured in the success and achievement of Chabot students as a result of our programs and services. Chabot College continually evaluates the successful effects of programs and services for students, and student progress towards and achievement of educational goals. The measures Chabot College uses are based on the Strategic Plan goals and objectives, which reflect the college mission, vision and Educational Master Plan. These measures are used by college staff to evaluate and plan programs and services.

State and federal educational effectiveness indicators are also used to communicate progress to legislative bodies, accreditors, the local community, current and prospective students.

GOAL I: POTENTIAL STRATEGIC DIRECTIONS

11. Refine and maintain systems and methods to measure the extent to which the college is achieving success.
12. Analyze data collected to monitor performance over time, understand the factors underlying that performance and determine how to improve it.

GOAL I: POTENTIAL PERFORMANCE MEASURES

- Degrees and certificates awarded
- Graduation/completion rate
- Transfers to four-year institutions
- Graduate satisfaction rates
- Graduate employment
- Student satisfaction survey (supportive services, academic, etc.)
- Student satisfaction with non-credit courses
- Persistence (continuing in a class series or program)
- Retention rate (percentage of students returning year-to-year)
- Percent of students completing/succeeding from First Year Experience programs
- Successful course completion rates
- Development of programs and curricula responding to critical learning objectives



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Chabot College



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2015–2020
CHABOT COLLEGE
EDUCATIONAL
MASTER PLAN

