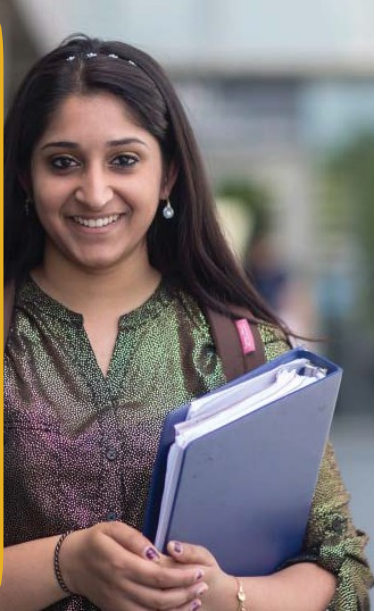




2015-2020
 CHABOT-LAS POSITAS
 COMMUNITY COLLEGE
 DISTRICT-WIDE
 STRATEGIC PLAN



Acknowledgments

BOARD OF TRUSTEES

Arnulfo Cedillo
Isobel F. Dvorsky
Donald L. Gelles
Hal G. Gin
William L. Macedo
Marshall Mitzman
Carlo Vecchiarelli

DISTRICT-WIDE PLANNING PROCESS AND GUIDANCE COMMITTEE

Carolyn Arnold
Laurie Dockter
Celia Esposito-Noy
Jannett Jackson
Kathy Kelley
Tom Orf
Barry Russell
Rajinder Samra
Susan Sperling

MIG PLANNING CONSULTANTS

Daniel Iacofano
Joan Chaplick
Christina Paul
Sydney Céspedes

NoII & Tam Architects

Merideth Marschak

2015–2020

**CHABOT-LAS POSITAS
COMMUNITY COLLEGE**

**DISTRICT-WIDE
STRATEGIC PLAN**



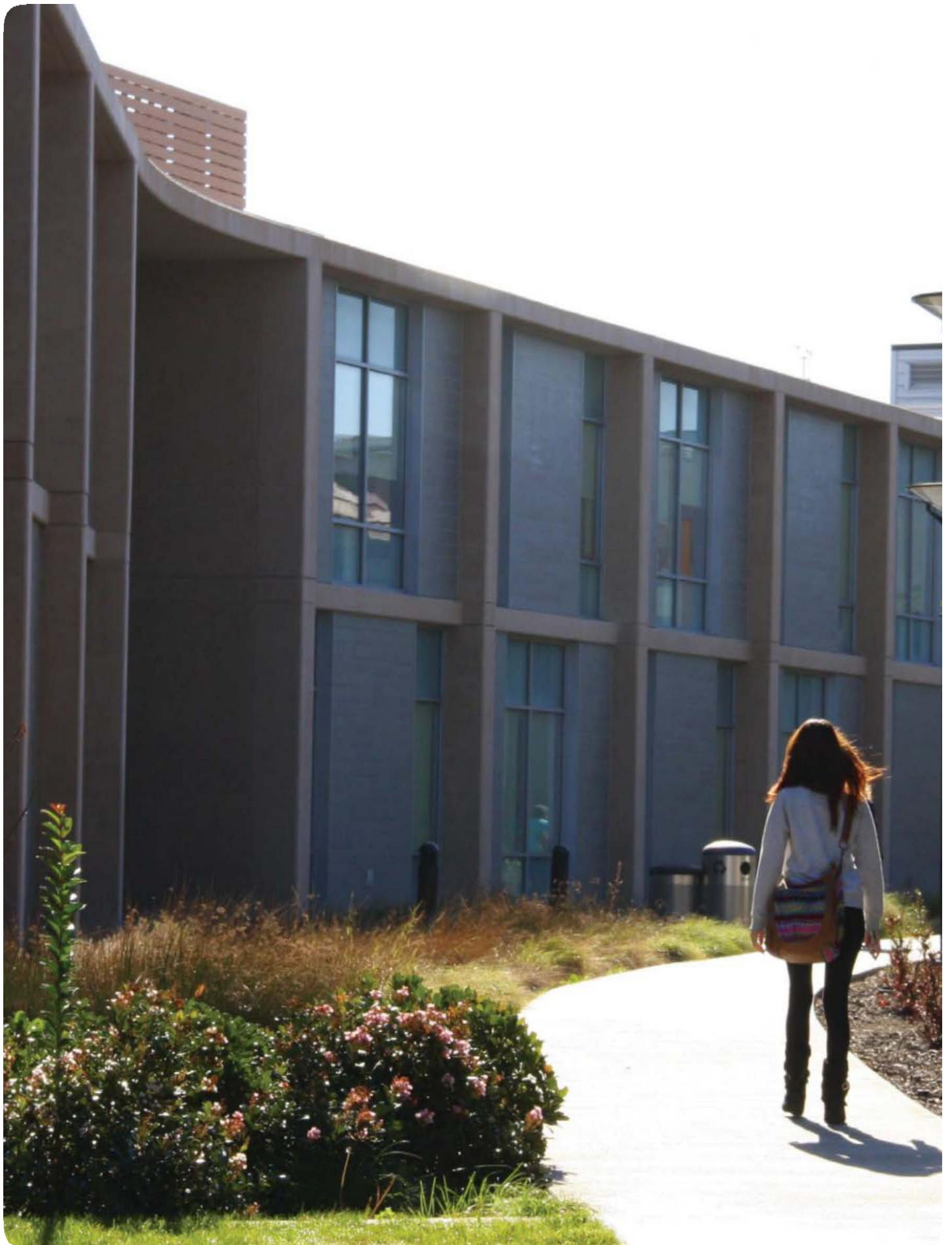


Table of Contents

EXECUTIVE SUMMARY	i
CHAPTER ONE - INTRODUCTION	1
PURPOSE OF THE STRATEGIC PLAN	1
ABOUT LAS POSITAS	1
DISTRICT ORGANIZATION	3
CHAPTER TWO - PLAN FRAMEWORK	4
MISSION	4
VISION	4
EDUCATIONAL MASTER PLAN FRAMEWORK	5
CHAPTER THREE - RELATED PLANS AND PROCESSES	6
2015 EDUCATIONAL MASTER PLANS	6
2012 FACILITIES PLAN	6
2007 INFORMATION TECHNOLOGY MASTER PLAN (UPDATED 2014)	6
COLLEGES STRATEGIC PLANS	7
PROGRAM REVIEWS	7
CHAPTER FOUR - OVERVIEW OF THE PLANNING PROCESS	9
DISTRICT-WIDE PLANNING PROCESS & GUIDANCE COMMITTEE (PPGC)	9
OUTREACH SESSIONS	9
BOARD OF TRUSTEE INTERVIEWS	10
PLANNING CHARRETTE	11
ENVIRONMENTAL SCAN / RESEARCH	11
CHAPTER FIVE - ENVIRONMENTAL SCAN	13
COMMUNITIES SERVED	14
ENROLLMENT TRENDS AND FORECAST	16
PREPAREDNESS AND STUDENT SUCCESS	18
DISTRICT AND REGIONAL OFFERINGS	20
ECONOMIC OPPORTUNITIES	22
COMMUNITY INPUT: DISTRICT RECOMMENDATIONS	25
CHAPTER SIX - GOALS, STRATEGIC DIRECTIONS AND PERFORMANCE MEASURES	27
GOAL A: EDUCATIONAL EXCELLENCE	30
GOAL B: CURRICULUM RELEVANCY	32
GOAL C: COMMUNITY COLLABORATION	35
GOAL D: SUPPORTIVE ORGANIZATIONAL RESOURCES	37
GOAL E: ORGANIZATIONAL EFFECTIVENESS	42
REFERENCES	49



Executive Summary

The Chabot-Las Positas Community College District-wide Strategic Plan provides the district and colleges operational guidance. The short and long-term goals developed during the 2014-2015 year-long process are meant to aid the district and colleges in achieving their mission and vision. The Strategic Plan provides information regarding the students and communities the district serves, identifies important trends that will impact instruction, provides clear goals and action items to achieve these goals, identifies measurable outcome targets and lays out a framework for monitoring and assessing progress.

Chabot-Las Positas Community College District (CLPCCD) is comprised of two colleges and serves approximately 580,000 residents from nine communities in Southern Alameda County that include Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol, and Union City. The Strategic Plan will assist CLPCCD in meeting the needs of the more than 21,000 students who are enrolled in the district's colleges.

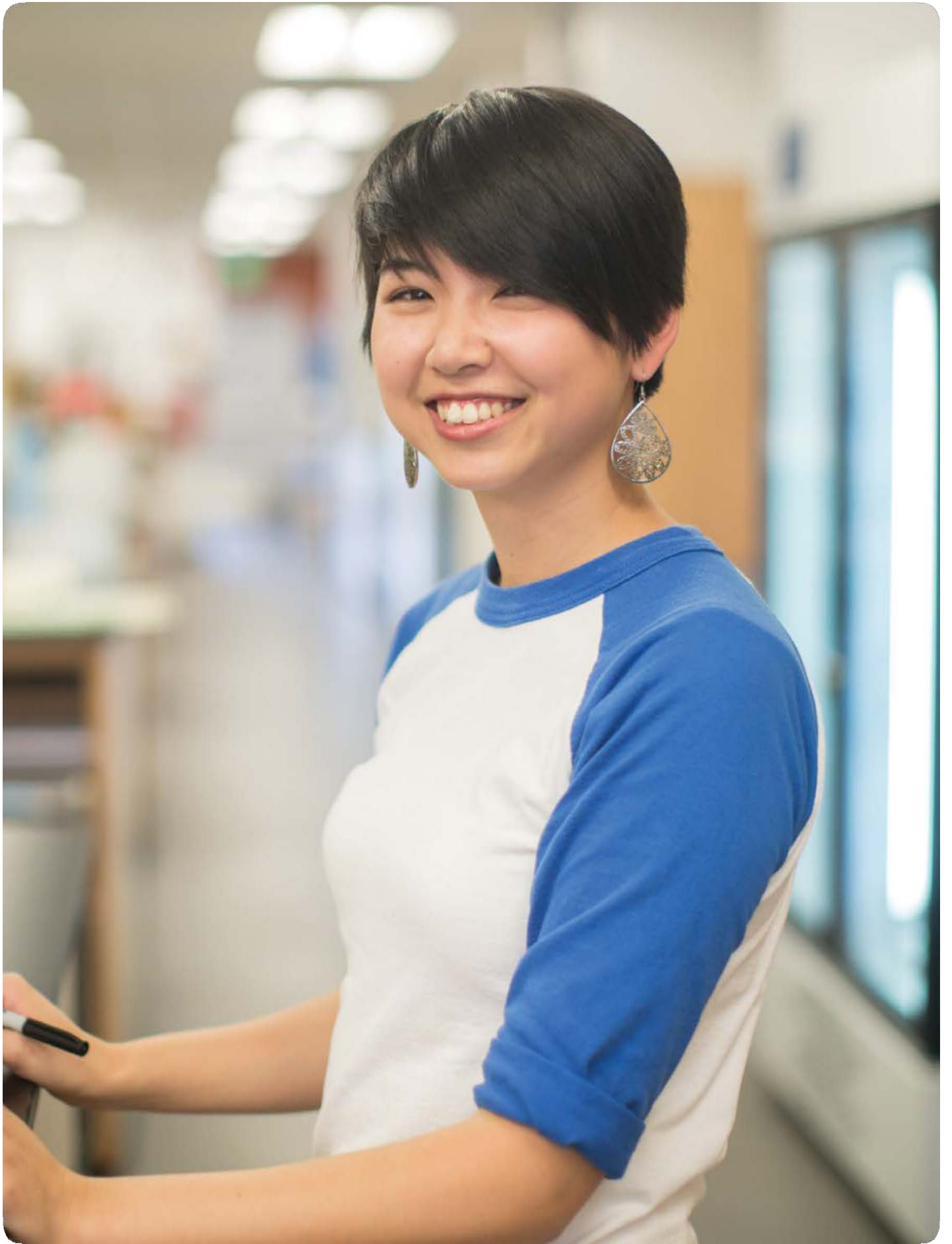
The District-wide Strategic Plan works in conjunction with the colleges' Educational Master Plans, Facility Master Plan and Technology Plan to meet student needs through long-range planning of instructional and student support programs, facility and site planning needs and technological needs.

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

Through an inclusive process that included input from the district and college communities, five overarching goals were developed. The goals and strategies will assist the district in decision-making, including resource allocation decisions.

GOALS	STRATEGIES
<p>A. EDUCATIONAL EXCELLENCE</p> <p>Promote student success with all relevant support services</p>	<p>A1. Diverse Student Population Serve the needs of our diverse student population now and in the future</p> <p>A2. Supportive Learning Environment Provide the resources to enable the colleges to create a supportive learning environment</p>
<p>B. CURRICULUM RELEVANCY</p> <p>Ensure students benefit from the latest and most innovative curriculum available</p>	<p>B1. Educational Offerings Support the colleges in examining and improving educational offerings</p> <p>B2. Alternative Program Delivery Continue to evolve and expand alternative program delivery methods and course schedules</p> <p>B3. Supportive Services Ensure that student support services are effective in addressing student needs at both colleges</p> <p>B4. Assessment and Evaluation Support the colleges in their efforts to utilize assessment and evaluation data as a means of improving the quality of instruction</p>
<p>C. COMMUNITY COLLABORATION</p> <p>Support the health and economic vitality of our region</p>	<p>C1. Community Engagement Create a process to ensure that CLPCCD is engaged in community discussions identifying and addressing needs and priorities</p> <p>C2. Business and Industry Partnerships Strengthen partnerships with local businesses and industries</p> <p>C3. Educational Opportunities Support the colleges in exploring certificates to improve knowledge in existing employment sectors and niche programs. Support faculty and staff professional development including industry training opportunities.</p>

GOALS	STRATEGIES
<p>D. SUPPORTIVE INFRASTRUCTURE</p> <p>Improve our infrastructure and operations through on-going assessments and capital investments</p>	<p>D1. Comprehensive Enrollment Support the colleges in developing comprehensive enrollment strategies and in meeting district enrollment targets.</p> <p>D2. Enrollment Plans Work with the colleges to develop enrollment plans and metrics appropriate for each college</p> <p>D3. Barriers to Access Assist the colleges in reducing or removing barriers to college access including financial, transportation and childcare availability</p> <p>D4. Facilities Maximize the use of CLPCCD facilities.</p> <p>D5. Building Management Practices Optimize the financial operation of CLPCCD facilities by managing each facility to generate additional revenue and/or to reduce costs through more efficient, sustainable building management practices</p> <p>D6. IT Infrastructure Ensure that IT infrastructure meets the current and projected needs of CLPCCD</p>
<p>E. ORGANIZATIONAL EFFECTIVENESS</p> <p>Improve organizational processes to enhance its instructional effectiveness and ensure fiscal accountability and integrity</p>	<p>E1. Consistent Procedures and Systems Support consistency in procedures and systems across the district</p> <p>E2. Transparency and Accountability Create a strong internal organizational structure to improve transparency and accountability in district-wide decision making</p> <p>E3. Internal and External Communications Enhance internal and external CLPCCD communications</p> <p>E4. Organizing for Student Success Organize the district to support student success</p> <p>E5. Critical Decision-Making Clarify roles, responsibilities and lines of authority for critical decision making</p> <p>E6. Employee Development Support employee development</p> <p>E7. Financial Reserves and Discretionary Resources Develop a strategy to increase financial reserves and discretionary resources</p> <p>E8. District-Wide Performance Measures Adopt performance measures that emphasize student success and identify progress made to advance student success district-wide</p>



Introduction

PURPOSE OF THE STRATEGIC PLAN

The Chabot-Las Positas Community College District (CLPCCD) presents the 2015 District-wide Strategic Plan (Strategic Plan), an organizational strategy to successfully achieve the district's vision and mission, and to support the colleges' educational goals. The plan is a result of a year-long planning process developed in 2014-2015 and it builds off of and supports the colleges' educational master planning work.

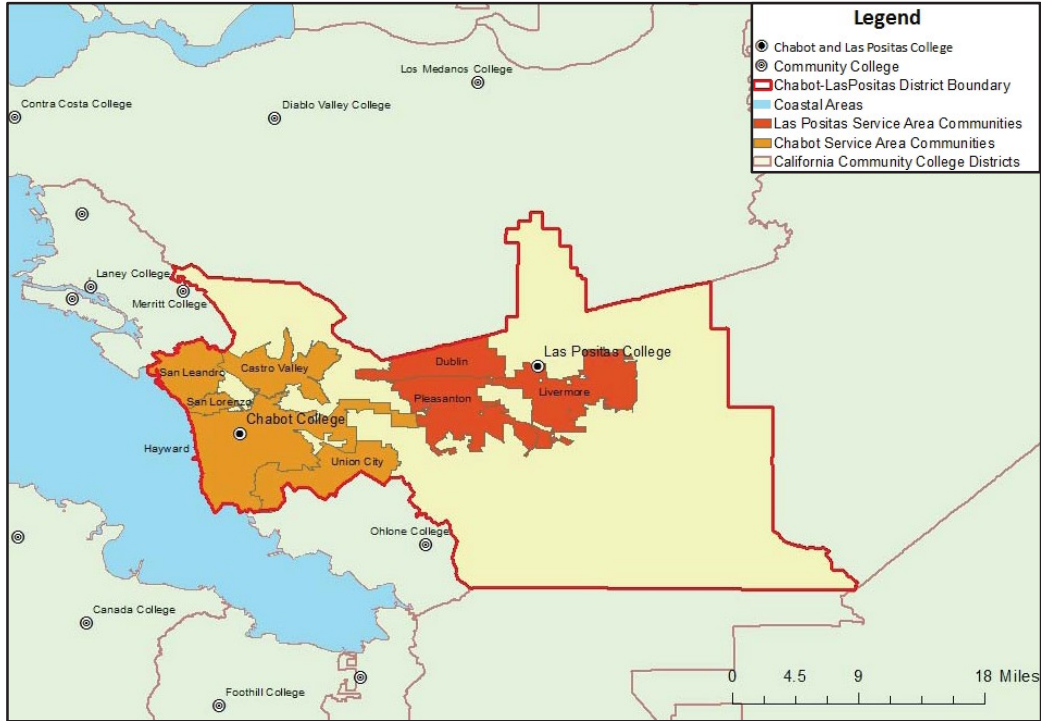
The purpose of the Strategic Plan is to provide the district and the colleges' clear operational direction and to support their work. The Strategic Plan provides information regarding the students and communities the district serves, identifies important trends that will impact educational instruction, provides clear goals and action items to achieve these goals, identifies measurable outcome targets and lays out a framework for monitoring and assessing those targets.

ABOUT CLPCCD

Chabot-Las Positas Community College District (CLPCCD) is comprised of two colleges and serves approximately 580,000 residents from nine communities in Southern Alameda County that include Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol and Union City. Over 21,000 students are enrolled in the district.

Established in 1961, Chabot College is located in the City of Hayward. In 1963, Las Positas was established as a satellite campus for Chabot College to serve the Tri-Valley region, the south-eastern portion of Alameda County. In 1991, Las Positas attained full accreditation and became a college. The colleges are two of the seven community colleges serving Alameda County. The district serves approximately 1/3 of Alameda County, though students come from a much wider area.

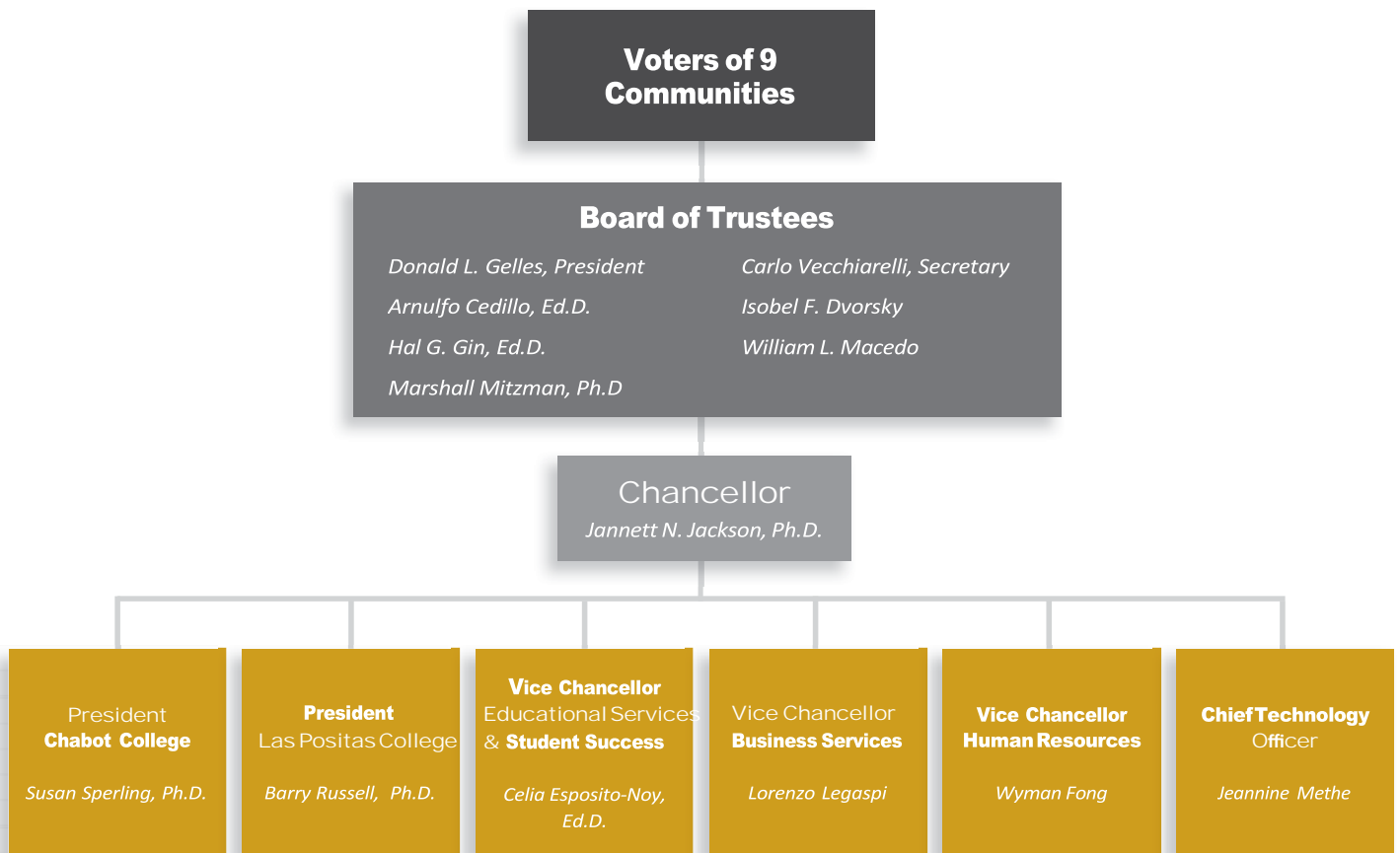
MAP 1. CLPCCD SERVICE AREA



Chabot and Las Positas Colleges both aim to provide an educational foundation for transfer to the four-year college/university, career and technical education (CTE) certificates, and life-long learning opportunities. The colleges offer Transfer Admission Guarantee (TAG) to seven UC campuses including, Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara and Santa Cruz. Students who meet specified criteria are guaranteed admission through TAG.

DISTRICT ORGANIZATION

CLPCCD district office houses the Chancellor, Vice Chancellors and the staffs of Human Resources, Business Services, Educational Services, Informational Technology, and Facilities. The district is governed by a seven-member Board of Trustees responsible for all policy decisions



CHAPTER TWO

Plan Framework

MISSION

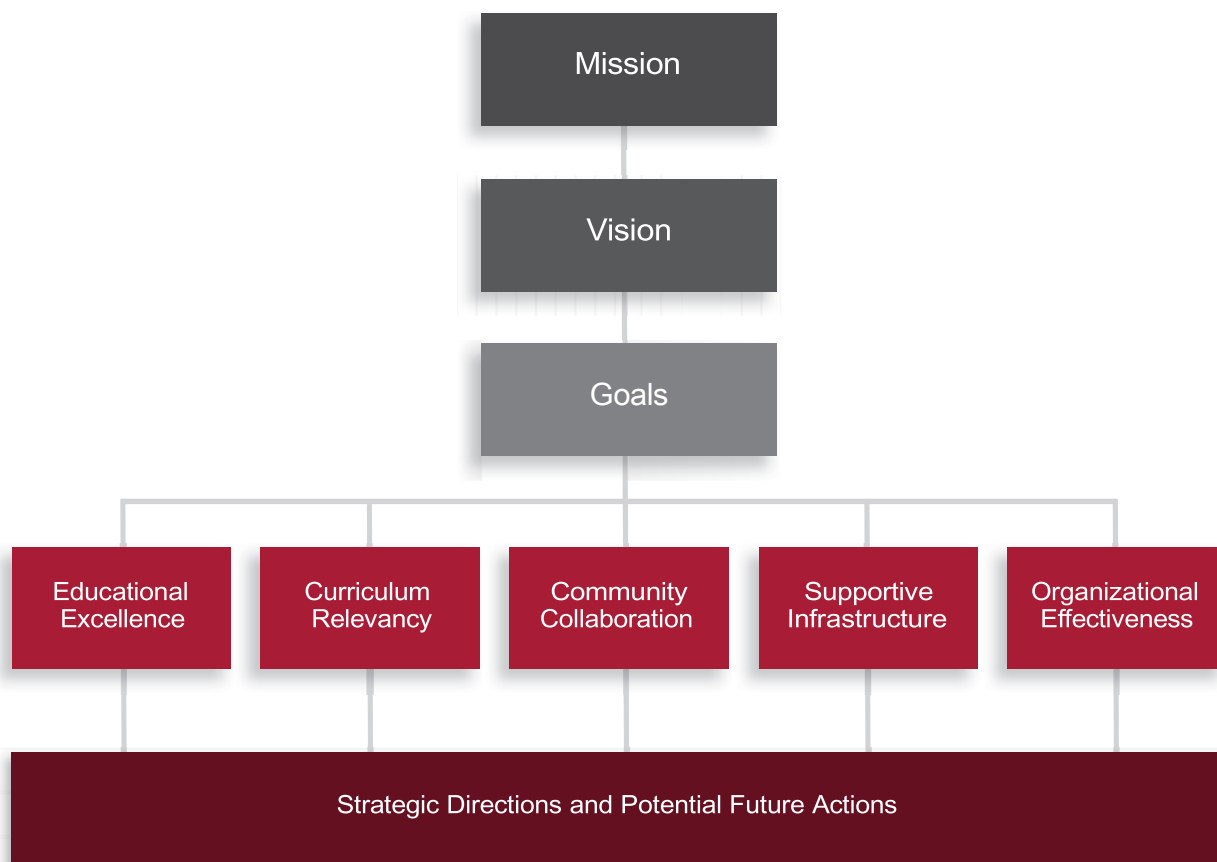
The Chabot-Las Positas Community College District (CLPCCD) prepares students to succeed in a global society by challenging them to think critically, to engage socially and to acquire workplace knowledge and educational skills.

VISION

The district is currently updating its Vision Statement. The following is proposed language for the revised Vision Statement:

CLPCCD places our students at the center of the learning experience and is committed to educational excellence, curriculum relevancy and community collaboration. These three pillars support student success and influence the modeling of processes, policies and behavior and serve as a framework for decision making.

EDUCATIONAL MASTER PLAN FRAMEWORK



CHAPTER THREE

Related Plans and Processes

The Strategic Plan works in conjunction with the colleges' Educational Master Plans, Facility Master Plan and Technology Plan to meet student needs through long-range planning of instructional and student support programs, facility and site planning needs and technological needs.

2015 EDUCATIONAL MASTER PLANS

Concurrently developed during the Strategic Plan update, the colleges each developed an Educational Master Plan that provides guidelines for programmatic decision-making based on student and regional data. Each college has developed their own set of goals and action items for curriculum and program planning to serve and anticipate the needs of the community in the immediate and long-term.

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 goals for the next ten to twenty years. Facility sites include:

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

2007 INFORMATION TECHNOLOGY MASTER PLAN (UPDATED 2014)

The initial information in the 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 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 establish resources to support on-going IT infrastructure capacity.

COLLEGES' STRATEGIC PLANS

The colleges each have strategies and/or performance goals that respond to their respective Mission, their Educational Master Plan, and internal and external data to identify the long term goals and strategies needed to strengthen each college's ability to achieve its mission.

PROGRAM REVIEWS

Program faculty and staff use internal and external data (including Student Learning Outcomes (SLOs) and Course Learning Outcomes) to identify program strengths and weakness. This leads to the creation of short- and long-term plans to improve the programs. The goals in the program reviews align with strategies in the EMP and the colleges' strategic plans.





Overview of the Planning Process

The District-wide Strategic Plan was informed by input from the CLPCCD community solicited through various activities and platforms. Data analysis from the colleges' Institutional Research Offices and other sources were incorporated into the plan for current conditions analysis, and in the development of objectives and goals for long-term planning.

PLANNING PROCESS & GUIDANCE COMMITTEE (PPGC)

The Planning Process and Guidance Committee provided guidance and oversight of the planning and assessment process during the District-wide Strategic 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 and Las Positas College each held multiple outreach sessions — in Fall 2014 and Spring/Summer 2015, and Fall 2015 to solicit faculty, administrator, classified professional, and student input on the early and later drafts of the Educational Master Plan and the District-wide Strategic Plan.

TheDistrict

The district held outreach sessions including one on July 1, 2015 to solicit input from the district managers and the district classified professional staff on the Draft District-wide Strategic Plan.

Additional outreach was done during Convocation in August, 2015 with district managers, district classified professional staff, and maintenance and operations staff.



Chabot College

Chabot College held fall 2014 workshops during the Planning, Review, and Budget Council (PRBC) meeting 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 April drafts were held. Additionally, Chabot also facilitated discussions during the fall 2015 semester.

Las Positas College

Las Positas held a workshop at their regularly scheduled Town Hall on November 4, 2014. During the month of May 2015, Las Positas hosted seven discussion/feedback sessions on campus. The plan was also discussed at numerous committee meetings. In addition, feedback was given by faculty, staff, and administrators during the summer. Additionally, LPC also facilitated discussions during the fall 2015 semester.

BOARD OF TRUSTEE INTERVIEWS

In November 2014, the seven members of the Board of Trustees were interviewed to inform the development of the District-wide Strategic Plan. The interviews were conducted in person during the period of September 8, 2014 and September 11, 2014. Trustee members were asked identify the district's:

- Key strengths
- Major challenges and issues
- Opportunities
- Desired outcomes from the strategic planning process

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. 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. Serving 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

ENVIRONMENTAL SCAN / RESEARCH

As part of the planning process for the Strategic Plan and the colleges’ EMPs, in Fall 2014 an Environmental Scan was developed in consultation with the colleges’ Institutional Research Offices 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.



Environmental Scan

The Environmental Scan provided an internal and external current conditions report related to population and demographics, business growth, student enrollment and success factors and competitive educational providers. The information provided in the Environmental Scan informed the development of the Strategic Plan as well as the colleges' Educational Master Plans, and assists the district 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 district-wide planning. Unless otherwise indicated, data sources are from CLPCCD Institutional Research Offices.

The Scan accessed a range of key data including:

- Population and demographics
- Chabot and Las Positas enrollment and student success
- Competing educational providers in the region
- Employment and workforce trends

COMMUNITIES SERVED

The colleges will need to prepare for substantial population growth expected to occur between 2015-2040 that will increase demand for traditional degrees and certificates.

Findings

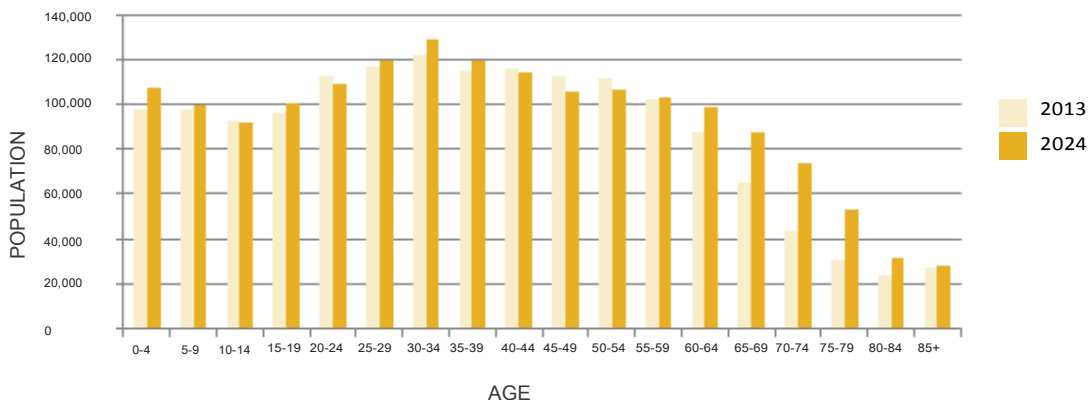
- Between 2013 and 2024, Alameda County residents between the ages of 65 and 85 will increase by 51%. Increases in the senior population will increase demand for programs suitable for older, non-traditional students. Such programs include non-credit courses taken for personal growth and enjoyment, or degree programs suitable for retirees building a second career around a previous avocation. [Source: EMSI]
- 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: ABAG]
- In the next decade, the Asian and Latino populations will see the greatest percent increase. From 2013-2024, the Asians and Latino populations are expected to grow 15% and 12%, respectively in the district’s service area. [Source: EMSI]

TABLE 1: PROJECTED POPULATION FOR DISTRICT SERVICE-AREA CITIES

City	2015	2020	2025	2030	2035	2040	Number Change 2015-2040	Percent Change 2015-2040
Dublin	50,000	54,200	58,700	63,500	68,500	73,800	23,800	48%
Hayward	150,700	157,500	164,400	171,800	179,700	188,000	37,300	25%
Livermore	84,400	88,000	91,700	95,600	99,900	104,300	19,900	24%
Pleasanton	73,500	76,800	80,200	83,900	87,800	91,800	18,300	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

FIGURE 1: ALAMEDA COUNTY POPULATION, 2013 V 2024 PROJECTIONS



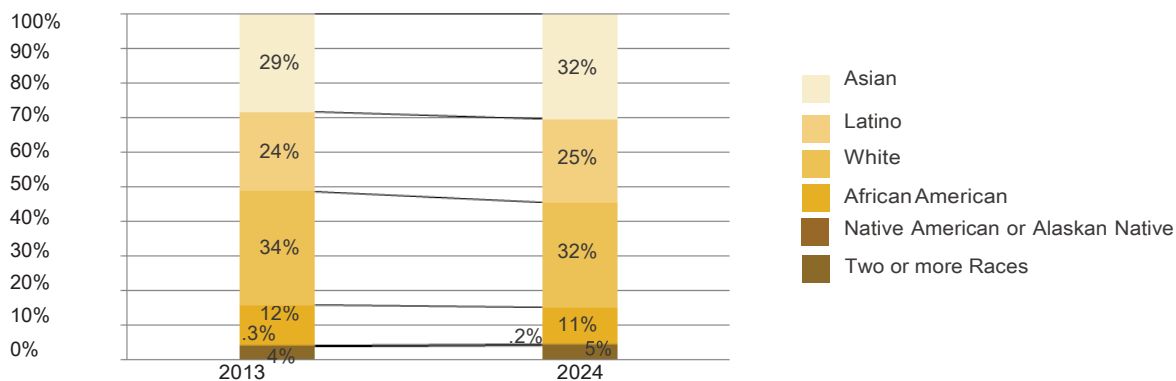
Source: Association of Bay Area Governments, 2013 Projections

TABLE 2: 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	6%

Source: Economic Modeling Specialist International, Q2 2015 Data Set, 2015

FIGURE 2: ALAMEDA COUNTY ETHNIC POPULATIONS, 2013 V. 2024 PROJECTION



Source: Economic Modeling Specialist International, Q2 2015 Data Set, 2015

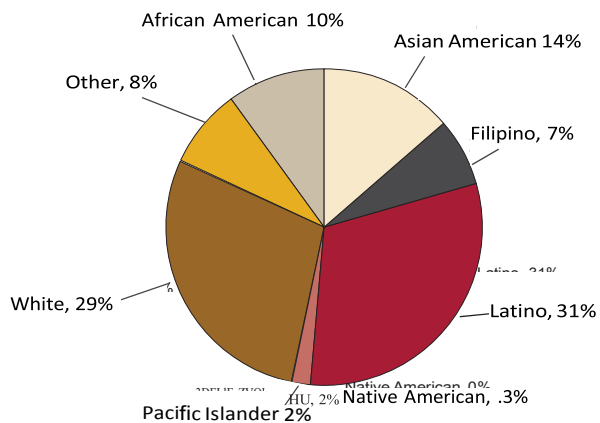
ENROLLMENT TRENDS AND FORECAST

The district colleges are attracting students outside the service area though the majority of students are geographically local and they will continue to constitute the majority of students. The district will want to continue to investigate what programs and services students outside the service area are attracted to. At the same time, there has been a decrease in students identifying as White and an increase of students identifying as Latino. The shift in demographics will result in changing needs. The district will want to prepare for and support the colleges for this continuing shift.

Findings

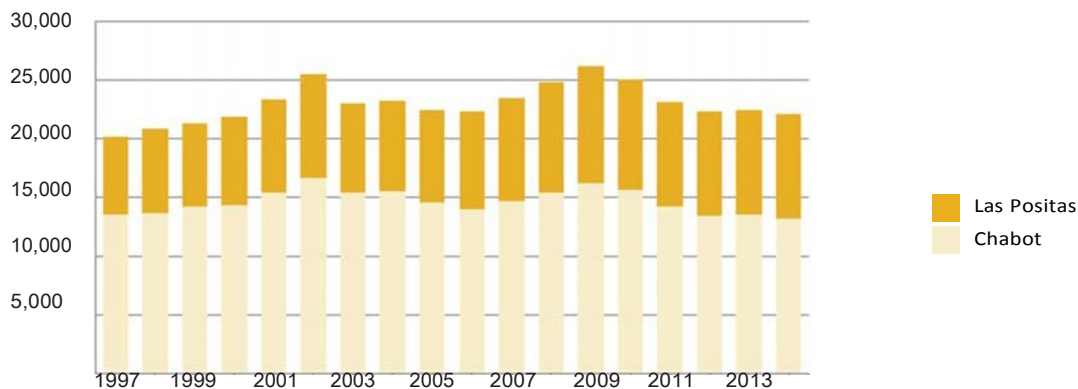
- An increase in the cost of education across the marketplace, particularly at universities, will drive an increased demand for transfer programs; however enrollment increases at CPLCCD may be counterbalanced by restrictions in state funding and consequent restrictions on enrollment or course availability. [Source: Inside Higher Ed]
- Chabot and Las Positas Colleges have proven attractive to students outside the service area. Many students originate from cities north and south of the district in the East Bay, Contra Costa County, and Tracy.
- Enrollment of students from Tracy at Las Positas will continue to grow as students are drawn to the growing Tri-Valley economy. Chabot College may also continue to see an increase in students coming from Tracy who are drawn by programs or previous attendance at Las Positas College.
- The percentage of White students attending district colleges has decreased significantly 2005-2013 (-8% at Chabot, -14% at Las Positas). At the same time, the Latino population has grown (+10% at Chabot, +13% at Las Positas).

FIGURE 3: DISTRICT-WIDE RACE AND ETHNICITY, 2013



Source: Chabot and Las Positas Institutional Research Offices

FIGURE 4: HEADCOUNT OF STUDENTS, CHABOT AND LAS POSITAS 1997 TO 2014



Source: Chabot and Las Positas Institutional Research Offices

TABLE 3: HEADCOUNT BY RESIDENCY (IN-STATE, OUT-OF-STATE, IN-DISTRICT), FALL 2013

Official Residence	Chabot		Las Positas		District-Wide	
	Students	Percent	Students	Percent	Students	Percent
District Resident	9,727	72%	5,665	63%	15,055	69%
Other CA Districts	3,521	26%	3,074	34%	6,425	30%
Out-of-State	134	1%	41	<1%	85	0.4%
International	130	1%	160	2%	163	1%

Source: Chabot and Las Positas Institutional Research Offices

PREPAREDNESS AND STUDENT SUCCESS

Students want to create positive momentum and achieve goals for themselves and for their families. The district provides a major opportunity for them to accomplish their goals and for the region to prosper. Many students need significant support to accomplish their educational goals.

Findings

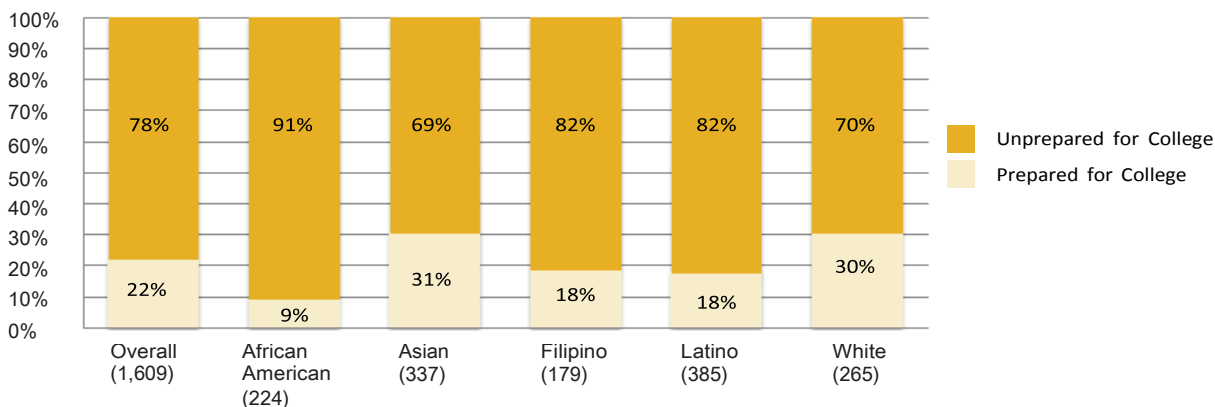
- District students are socially, economically and educationally at a disadvantage. Approximately 75% of students arriving at the district's colleges are assessed as unprepared for college. Students who arrive unprepared are less likely to achieve their educational goals. The majority of district students do not have a family history of completing higher education.
- Latino students, in particular, tend to be the first in their families to attend college. Greater than 70% of district students are of low income.
- Completion rates are much lower for students unprepared for college (students who place into Basic Skills). Most of Chabot and Las Positas College students assess as basic skills English and basic skills math.
- Latino and African American students at both colleges assess at higher rates as unprepared for college. Regional increases in these populations, as well as relative enrollment increases, indicates that the proportion of the student body needing intensive academic and support services will increase.

TABLE 4: COMPLETION RATES

Cohort Year	Chabot		Las Positas		District-Wide	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
2003-2004	1,480	45.7%	894	55.6%	159,586	46.9%
2004-2005	1,554	45.6%	1,060	59.6%	161,558	48.1%
2005-2006	1,617	50.5%	1,102	58.9%	169,395	48.9%
2006-2007	1,477	50.2%	1,098	61.3%	179,238	49.2%
2007-2008	1,609	49.1%	1,271	57.8%	194,050	48.1%

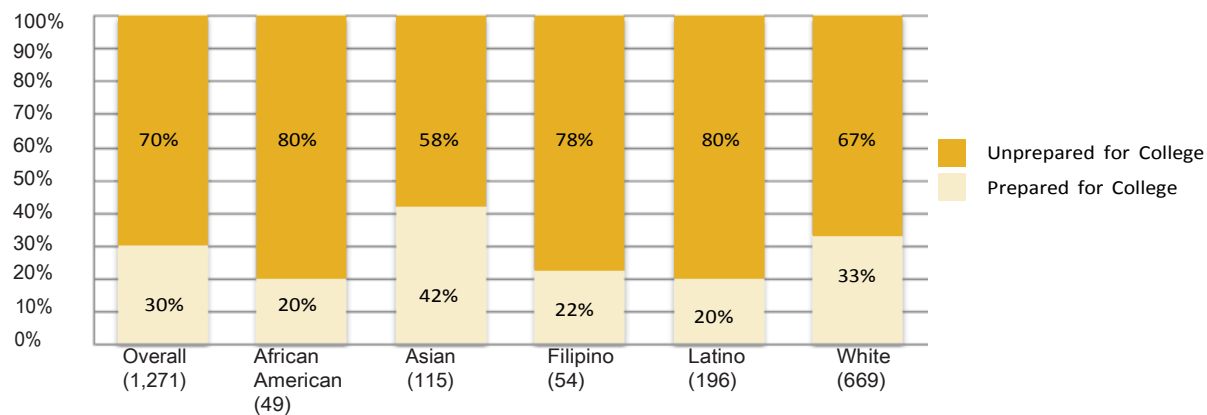
Source: Chabot and Las Positas Institutional Research Offices

FIGURE 5: PREPARED AND UNPREPARED COLLEGE STUDENTS BY ETHNICITY, CHABOT



Source: Chabot and Las Positas Institutional Research Offices

FIGURE 6: PREPARED AND UNPREPARED COLLEGE STUDENTS BY ETHNICITY, LAS POSITAS



Source: Chabot and Las Positas Institutional Research Offices

DISTRICT AND REGIONAL OFFERINGS

CLPCCD functions in a very rich educational environment which includes 11 nearby California Community Colleges students could elect to attend, as well as nearby State and University of California institutions. These other institutions represent both competition and opportunities for programmatic partnerships.

Findings

- The district offers 20 AA/AS programs unique to its California Community College neighbors, as well as 29 unique certificate programs. [Source: CCC GIS Collaborative, MIG Research]
- Highly specialized programs, particularly those requiring specific equipment, may be less common amongst neighboring community colleges. Such programs are strong candidates for partnerships with neighboring institutions and businesses.
- Community colleges often serve very local populations, and offer similar programs. The following figures list the most common degree and certificate programs offered by district neighbors. These tables address number of programs only, not enrollment. [Source: CCC GIS Collaborative, MIG Research]

TABLE 5: AA/AS PROGRAMS UNIQUE TO THE DISTRICT

Category	Academic Programs
Ag	Enology
Art	Viticulture
Art	Art (Painting)
Art	Design Technology
Art	Visual Communications
Auto	Art (Sculpture)
Business	Automotive Technology (BMW Manufacture Training)
Computers	Accounting Technician
Computers	Internetworking Technology and Cisco Administration
Education	Software Specialist
Health	Early Childhood Intervention
Health	Behavioral Science (General)
Social Science	LVN to RN Nursing Program
Tech/Trades	Mass Communications
Tech/Trades	Industrial Technology
Tech/Trades	Occupational Safety and Health
Tech/Trades	Science Technology

Source: MIG Inc., Research

TABLE 6: CERTIFICATE PROGRAMS UNIQUE TO THE DISTRICT

Category	Academic Programs
Ag	Enology
Ag	Viticulture
Art	Design Technology
Art	Visual Communications
Art	Illustration
Auto	Automotive Maintenance Technology
Auto	Automotive Technology Entrepreneur
Business	Retailing
Business	Business Workforce Proficiency
Business	Administrative Assistant Entrepreneur
Business	Business Graphics
Business	Real Estate Entrepreneur
Computers	Software Specialist
Computers	Cisco Network Professional
Education	Family Child Care
Education	Early Childhood Intervention Assistant
Entertainment	Music Industry Entrepreneur
Health	Health Care Management
Social Science	Multicultural Awareness
Sports	Physical Education: Sports Medicine
Sports	Aquatics
Tech/Trades	Occupational Safety and Health
Tech/Trades	Electronics Telecommunications Systems
Tech/Trades	Industrial Electronic Technology
Tech/Trades	Inspection and Pipe Welding
Tech/Trades	Numerical Control (Machinist)
Tech/Trades	Tool Maker
Tech/Trades	Consumer Technology

Source: MIG Inc., Research

ECONOMIC OPPORTUNITIES

The district is a key asset for local students seeking to be placed in the San Francisco Bay Area's growing job market that will outpace population growth. The district is integral to ensuring the local population can compete with the influx of workers from outside of the Bay Area.

Findings

- The San Francisco Bay Area is expected to generate a 33% growth in employment 2010-2040. This growth outpaces the growth in population, and signals an overall decrease in unemployment. [Source: ABAG]
- While significant buzz and impact is generated by employment in technology and information-related jobs, this industry represents a relatively small percentage of the 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 other skills. Employment and growth of the tech sector is greater in cities surrounding Las Positas than in the region. [Source: ABAG]
- 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 from 2010-2040. [Source: ABAG]
- While academic skills and knowledge are vital to a successful career, a competitive employment marketplace like the Bay Area demands a wider range of skills the district can foster, including:
 - Personal management skills
 - Emotional intelligence
 - Professional and communications skills
 - Technological literacy
 - Subject area knowledge
 - Adaptability and ability to learn

TABLE 7: BAY AREA EMPLOYMENT BY SECTOR 2010-2040

Employment Sector	2015	2020	2025	2030	2035	2040	Growth, 2015-2040
Professional & Managerial Services	678,230	771,560	814,300	859,260	914,710	973,640	44%
Construction	168,380	197,560	203,280	209,150	217,080	225,290	34%
Health & Educational Services	497,070	553,680	584,230	616,620	656,290	698,610	41%
Arts, Recreation & Other Services	519,020	570,160	589,000	608,420	633,960	660,570	27%
Information	134,550	149,640	150,890	152,130	154,720	157,330	17%
Transportation & Utilities	108,320	119,080	120,650	122,090	124,760	127,360	18%
Financial & Leasing	204,730	225,520	226,770	227,680	230,880	233,790	14%
Retail	352,550	370,260	372,210	374,060	379,210	384,420	9%
Government	508,600	517,280	526,610	536,220	550,550	565,390	11%
Manufacturing & Wholesale	473,360	486,720	476,580	467,010	461,330	456,080	-4%
Agriculture & Natural Resources	25,180	25,690	24,800	23,940	23,330	22,750	-10%
Total Jobs	3,669,990	3,987,150	4,089,320	4,196,580	4,346,820	4,505,230	23%
Population	7,461,400	7,786,800	8,134,000	8,496,800	8,889,000	9,299,100	25%
Employed Residents	3,547,310	3,849,790	3,949,620	4,052,020	4,198,400	4,350,070	23%

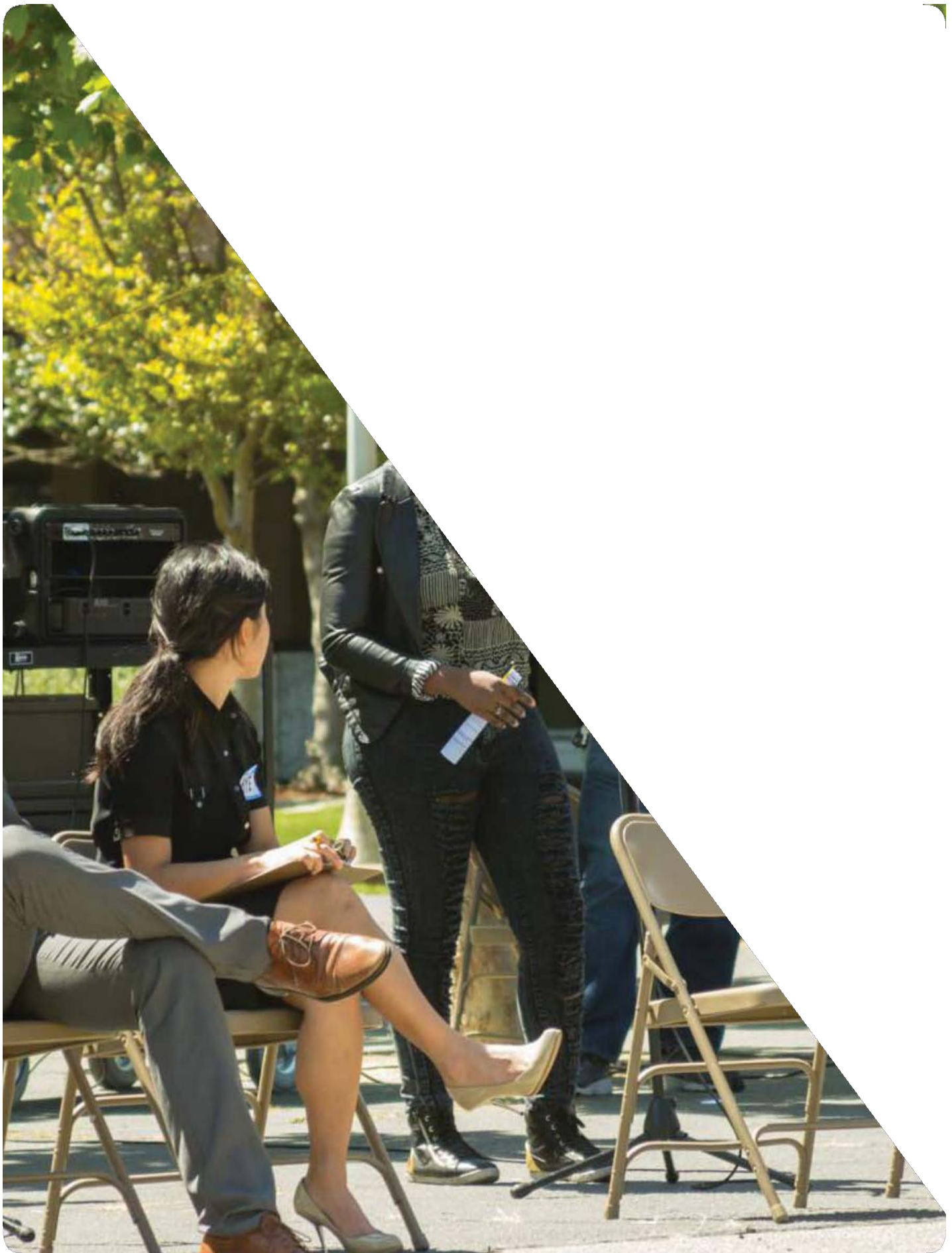
Source: Association of Bay Area Governments, 2013 Projections

COMMUNITY INPUT

The district believes in the value of community input and sought out perspectives from students, faculty, staff, community members and partners across the district's service area. Participants provided their feedback and comments regarding all levels of the district and college functions. The following is a synthesis of recommendations specific to the district's operations:

Findings

- Clear up bottlenecks at the district level to improve responsiveness and efficiency of requests, particularly around faculty hires
- Establish electronic processes to replace antiquated paper records and submissions
- Establish wider use of remote meetings and video conferencing that allow for an interactive experience
- Review processes in all areas to reduce unnecessary procedure and paperwork and improve services
- Develop an electronic system to track college requests to the district
- Develop a clear district-wide resource allocation policy, in concert with the two colleges that is linked to data, to help prioritize funds and create transparency





Goals, Strategic Directions and Performance Measures

Goals provide the district with direction for long-term decision making and guidance. The goals will be reflected in the colleges' individual Educational Master Plans. For each goal, key strategies have been identified to impact future decision-making. The district has developed tentative Strategic Directions, the courses of action that will lead the district to achieve its goals and support the colleges in implementing their educational master plans. With the understanding that the colleges are primarily responsible for providing educational excellence, curriculum, and support services, the district's interest in developing these goals is in support of the colleges' efforts.

The district will use the goals and strategies in this plan to continue to develop future action items. The following section includes proposed potential future actions. The list of future actions is not a comprehensive list but rather provides a starting point for a district-wide conversation.

Performance measures are quantifiable metrics used to determine if the district has met its goals and strategies. They indicate progress toward attaining the goals. The district will determine feasibility for the potential performance measures included in this plan.

GOAL A



Educational Excellence

Promote student success with all relevant support services

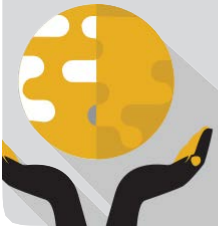
GOAL B



Curriculum Relevancy

Ensure students benefit from the latest and most innovative curriculum available

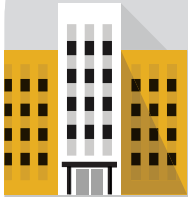
GOAL C



Community Collaboration

Support the health and economic vitality of our region

GOAL D



Supportive Infrastructure

Improve our infrastructure and operations through on-going assessments and capital investments

GOAL E



Organizational Effectiveness

Improve organizational processes to enhance its institutional effectiveness and ensure fiscal accountability and integrity



GOAL A: EDUCATIONAL EXCELLENCE

PROMOTE STUDENT SUCCESS BY SUPPORTING INSTRUCTION AND STUDENT SERVICES

Educational excellence forms the foundation of the district and governs the planning, implementation and evaluation of everything we do. Achieving excellence is a process of continuous improvement in programs and services that best serve students and the community.

A1. Serve the needs of our diverse student populations now and in the future

The population in the CLPCCD service area is continuing to change, including a significant general population increase, increase in the number of older adults, changing ethnic demographics and widely diverse economic situations. The population in service area cities will increase by 25%. Meanwhile, continuing education for older adults may emerge as one of the major CLPCCD service areas. In Alameda County, the Asian and Latino ethnic groups will see the greatest percent increase in population.

Possible Actions

- A 1.1 *Advocate for and support the needs of target populations*
- A 1.2 *Support identifying the needs of part-time, returning and continuing education students to provide a more effective means for scheduling courses, providing support services and identifying programs*
- A 1.3 *Support the enhancement of online offerings and increase support for students taking online courses*
- A 1.4 *Support the colleges in providing continuing education for a broad cross-section of the population*
- A 1.5 *Explore offering evening and weekend class options and supportive services*

A2. Provide the resources to enable the colleges to create a supportive learning environment

Research shows that students who spend more time on campus interacting with faculty and staff are more successful in their college experience. The connection that students feel to the faculty, staff and the physical campus is important to attracting new students, retaining existing ones and building alumni support. Physical spaces, programs and activities all contribute to student life. At the same time, it is important that these physical spaces exist within an environment that encourages creativity and exploration while being supportive and nurturing. Each new facility should be designed to reinforce the sense of place existing at each college.

Possible Actions

- A 2.1 *Create spaces to facilitate collaborative learning and enhance student life*
 - *Increase the availability of spaces for quiet study and work*
 - *Complete build-out of college facilities*
- A 2.2 *Support colleges to provide students with better support and solutions to assist with transportation, food, and housing needs and provide alternatives to purchasing high-cost text books and related school supplies*
- A 2.3 *Support colleges in their efforts to enhance the student experience through co-curricular activities. Support colleges in enhancing faculty and student interaction*
- A 2.4 *Develop opportunities for students to interact with staff throughout the district*
- A 2.5 *Ensure that facilities are safe, well-maintained, attractive and welcoming*
- A 2.6 *Upgrade outdoor spaces as new buildings come on line*

GOAL A: POTENTIAL PERFORMANCE MEASURES

- Degrees and certificates awarded
- Graduation/goal completion rate
- Transfers to four-year institutions
- Graduate satisfaction rates
- Graduate employment
- Student satisfaction survey (supportive services, academic, etc.)
- Student satisfaction with non-credit, community education, and contract education courses
- Persistence (continuing in a class series or program)
- Retention rate (percentage of students returning year-to-year)
- Percentage of students completing/succeeding from First Year Experience programs
- Student transition rates from basic skills math/English to college level math/English
- Increase in course completion rates for all student groups
- Faculty and staff professional development participation rates
- Development of curricula, programs, and classes responding to critical learning



GOAL B: CURRICULUM RELEVANCY

SUPPORT THE COLLEGES IN DEVELOPING AND OFFERING THE MOST INNOVATIVE AND RELEVANT CURRICULUM AVAILABLE

Curriculum relevancy enhances the teaching and learning experiences. Remaining relevant requires constant, active examination and improvement. Relevant curriculum gives graduates a competitive edge in transfer and careers and provides area employers with workers who can step into a job with state of the art skills and knowledge. CLPCCD promotes flexible teaching and learning methods to support the success of the entire student population.

B1. Support the colleges in examining and improving educational offerings

New projects, curriculum, and program offerings require significant faculty time and effort.

Resources need to be available to support those who want to examine and improve courses, programs, and instructional and support delivery methods.

Possible Actions

- B 1.1 Support the colleges in incorporating regional and local data from economic forecasts, Bay Area Regional planning processes and other related sources into the process to evaluate existing and potential new programs*
- B 1.2 Provide faculty with professional development to support contextualized instruction, universal design, and other proven effective teaching methods and support the opportunity to practice alternative ways of teaching*
- B 1.3 Ensure that facilities for career/technical programs are state of the art*
- B 1.4 Provide support for collaboration within and between colleges, departments and programs*

B2. Continue to evolve and expand alternative program delivery methods and course schedules

For the district's changing population, there is no one program schedule or format that meets every student's needs. Colleges need to consider additional scheduling models including short term courses, intersessions, and hybrid courses that combine distance and on-campus learning to increase options and expand the number of students we can serve.

Possible Actions

- B 2.1 Explore options for offering short- -term courses and alternate scheduling for high demand programs and courses*
- B 2.2 Explore increasing and enhancing online education (distance education) as a program delivery method and support the colleges in modifying the curriculum as appropriate*

- B 2.3 Support the implementation of strategic and creative course offerings, formats and modalities*
- B 2.4 Explore options to enhance concurrent enrollment or similar opportunities for high school students who may benefit from early college enrollment*

B3. Ensure that student support services are effective in addressing student needs at both colleges

Students need more than high-quality instruction to achieve their educational goals. Our students rely on a wide array of services to help them navigate personal and academic challenges. They also need clear directions and strategies for achieving their educational and professional goals. These services must be appropriately resourced and effective to enhance student success.

Possible Actions

- B 3.1 Identify and address staffing and service needs at the colleges*
- B 3.2 Support the colleges in efforts to identify students' greatest needs and challenges considering comprehensive analysis of the student experience*
- B 3.3 Support colleges to update library and academic support services where needed*
- B 3.4 Support colleges in identifying programs and services to attract and better support international and non-resident students*

B4. Support the colleges in their efforts to utilize assessment and evaluation data as a means of improving the quality of instruction

The assessment and evaluation data collected about program success from student surveys, the Scorecard, and other measures including program reviews should be instrumental and included in the process of developing instructional delivery methods, course content and a broad spectrum of student support services.

Possible Actions

- B 4.1 Utilize existing shared governance committees to address program needs and interests considering effective practices*
- B 4.2 Support the colleges in their efforts to evaluate and integrate data in their program review process and support efforts to facilitate discussions considering research and data*
- B 4.3 Provide resources for faculty and staff to pursue professional development opportunities that will assist them in reviewing data and implement effective practices to enhance teaching and learning*

GOAL B: POTENTIAL PERFORMANCE MEASURES

- The number of transfer credits/degrees completed
- Access to the latest technology in the field/discipline
- Improved funding for faculty/staff conferences, discussions, and other professional development opportunities
- Student job placement program success rates
- Student paid internship program success rates
- Student success rates for all student groups
- Time to degree completion
- Efforts to revise curriculum considering data and effective practices





GOAL C: COMMUNITY COLLABORATION

SUPPORT THE HEALTH AND ECONOMIC VITALITY OF OUR REGION

Community collaboration with local business, government, educational institutions, civic organizations, community groups, science and industry partners result in a team effort to provide educational opportunities that best serve our students and our community. These collaborative efforts can support our internal community and embody a new spirit of collegiality, trust-building and accountability. They can also support our external community by promoting creative partnerships and developing connections with K-12 and 4-year colleges and universities.

C1. Create a process to ensure that CLPCCD is engaged in community discussions identifying and addressing needs and priorities

New projects, curriculum, and program offerings require significant faculty time and effort.

Resources need to be available to support those who want to examine and improve courses, programs, and instructional and support delivery methods.

Possible Actions

- C 1.1 *Expand resources for marketing and “tell the stories” of the district and colleges*
- C 1.2 *Support colleges in their efforts to serve populations in need of greater access to and understanding of the college experience*
- C 1.3 *Develop stronger communications and relationships with businesses and practitioners*

C2. Strengthen partnerships with local businesses and industries

CLPCCD supports the regional economy by offering high quality general education and specialized training programs.

Possible Actions

- C 2.1 *Implement a targeted campaign based on individual contacts with businesses to identify specific educational program needs, targeting local businesses major employers and governmental officials*
- C 2.2 *Explore with the colleges possibilities for adding programs and courses that support areas where there is unique positioning and partnerships*
- C 2.3 *Collaborate with the colleges to strengthen relationships with business and industry to design and implement specific training programs*

Possible Actions (continued)

C 2.4 Support the colleges in assessing course offerings that may better align with business and industry

C3. Support the colleges in exploring certificates to improve knowledge in existing employment sectors and niche programs. Support faculty and staff professional development including industry training opportunities.

The individual educational goals of CLPCCD students are an important part of the overall community and economic development of the region. In addition to supporting large over-arching efforts, CLPCCD creates the opportunities for students to meet their own goals.

Possible Actions

- C 3.1 Consider offerings that will provide more opportunities for life- long learning*
- C 3.2 Consider programs to enhance employment opportunities including offering specialized training*
- C 3.3 Collaborate with the colleges to offer workforce readiness courses to develop students’ soft skills*
- C 3.4 Collaborate with the colleges to offer fast-track degree completion programs for working adults, courses in the community, and other alternate delivery methods to advance completion*
- C 3.5 Consider transit services when developing class schedules, in particular early morning start-times and late-night classes*

GOAL C: POTENTIAL PERFORMANCE MEASURES

- Community satisfaction rates
- Employer satisfaction with graduate/trainee
- Graduate employment
- Foundation and alumni participation rates
- Number of formalized community partnerships
- Number of internships
- Number of job placement program positions available and filled
- Number of professional students seeking additional education at colleges



GOAL D: SUPPORTIVE INFRASTRUCTURE

IMPROVE OUR INFRASTRUCTURE AND OPERATIONS THROUGH ON-GOING ASSESSMENTS AND INVESTMENTS IN CAPITAL AND HUMAN RESOURCES

The district is committed to supporting the colleges in their efforts to provide students with the best possible education and co-curricular experience. To accomplish this, the district-wide infrastructure needs to be assessed and appropriate investments made to respond effectively to existing and future needs.

D1. Support the colleges in developing comprehensive enrollment strategies and in meeting district enrollment targets

Access to classes and services is critical to improving enrollments. However, a comprehensive enrollment management approach also focuses on completion and retention rates, the overall student experience, and time to completion. The district will continue to work with the colleges to develop a comprehensive enrollment management approach that not only focuses on outreach but also on “in-reach.”

Possible Actions

- D 1.1 Focus on keeping the educational experience affordable by providing students with sufficient access to financial aid, by identifying alternatives to only purchasing text books, and by addressing other student needs impacting affordability (e.g., access to food and transportation)*
- D 1.2 Enhance the colleges’ presence at community sites, feeder high schools, and community events*
- D 1.3 Collaborate with the colleges to design targeted student outreach programs including those for students who may not consider college*
- D 1.4 Work with businesses in our service area to market CLPCCD to their employees and to offer training opportunities*
- D 1.5 Increase college presence at feeder high schools and create a borderless transition to higher education*
- D 1.6 Support colleges in establishing partnerships with K-12 schools and collaborating on program and curriculum alignment, where appropriate*
- D 1.7 Support colleges in scheduling classes year-round and consider aligning them with industry “shoulder seasons” to improve employee access to classes*

D2. Work with the colleges to develop enrollment plans and metrics appropriate for each college

Forecasting the future of CLPCCD enrollment utilizing the best available data about population growth, the capture rate of area high school students and the broad trends in education and the economy will allow the district to more accurately set enrollment targets and predict needs for physical space and program offerings.

Possible Actions

- D 2.1 *Create a comprehensive CLPCCD enrollment management plan*
- D 2.2 *Identify enrollment implications for facilities, information technology, staffing etc.*

D3. Assist the colleges in reducing or removing barriers to college access including financial, transportation and childcare availability

Students, no matter how motivated, can be deterred by the many barriers they face to receiving an education. Students challenged by a lack of preparedness, family responsibilities, financial constraints, health problems and other issues need access to a supportive and efficient infrastructure.

Possible Actions

- D 3.1 *Support the colleges in surveying student groups to determine barriers and identify potential solutions*
- D 3.2 *Support the colleges in their efforts to engage student leadership in identifying issues and solutions*

D4. Maximize the use of CLPCCD facilities

The district has been very fortunate to have extensive community financial support to build and renovate facilities. These facilities provide the classroom and specialized labs, and instructional support spaces that make many courses possible. Furthermore, as the permanent, visual presence of the colleges, these facilities have an important symbolic role. Underutilized, unmaintained classrooms and facilities represent a missed opportunity to utilize these assets.

Possible Actions

- D 4.1 *Support the colleges in optimizing the use of facilities by reviewing the schedule and enrollment patterns to determine optimal usage*
- D 4.2 *Support the colleges in the design of classrooms and other learning and public spaces for use by multiple academic programs and services and evaluate the need for specifically designated spaces that limit optimum use*

- D 4.3 *Work with the colleges to promote facilities as community outreach and marketing tools*
- D 4.4 *Work with the colleges in determining the need for ancillary facilities such as offices, storage, business opportunities, etc.*
- D 4.5 *Continue to explore the potential for establishing educational hubs at strategic locations throughout the service area (possibly in connection with BART stations to facilitate access)*
- D 4.6 *Provide adequate space for safety equipment and a training center for truck driving, motorcycle training and other equipment oriented job training programs*

D5. Optimize the financial operation of CLPCCD facilities by managing each facility to generate additional revenue and/or to reduce costs through more efficient, sustainable building management practices

CLPCCD facilities can be viewed as financial assets which can be managed to generate additional revenue for the colleges and the district. For instance, existing facilities can be used as a means to diversify revenue streams which will supplement traditional public funding sources. Alternative facility management strategies and technologies should also be explored as a way to reduce facility maintenance and operating costs.

Possible Actions

- D.5.1 *Assess the potential of each district facility to generate revenue by identifying and evaluating possible revenue sources, such as leasing facilities to outside groups, parking revenue, advertising, naming rights, etc.*
- D.5.2 *Capitalize and enhance existing, on-going revenue streams*
- D.5.3 *Develop partnerships with local cities, public agencies and local industry to support community use of facilities while also sharing costs by jointly developing and operating new, shared facilities*
- D.5.4 *Develop and/or lease new facilities at locations such as transit hubs or other major community centers to expand the reach of the colleges while also expanding opportunities to generate revenue such as offering fee-based extension courses at these off-campus locations*
- D.5.5 *Utilize innovative energy, environmental and water use technologies to reduce the costs of maintaining and operating existing and new college facilities*
- D.5.6 *Create a University Center to expand academic offerings to the community and as a new revenue source*

D6. Ensure that IT infrastructure meets the current and projected needs of CLPCCD

Information Technology (IT) is a supportive backbone of all work, academic and otherwise, in today's world. Technological infrastructure plays an essential role in teaching and learning as well as bridging the distance between locations. Moreover, while information technologies have already transformed the learning environment, the potential for even more radical, positive change still exists. An organizational cultural shift within the district and the colleges may be needed to fully realize the potential of these technologies.

Possible Actions

- D.6.1 Update the technology plan for the colleges and the district*
- D.6.2 Use district-wide IT committees to facilitate the alignment of services for the colleges and district office*
- D.6.3 Upgrade cabling in buildings at both colleges and backbone cabling to buildings at Chabot where needed to take advantage of increased bandwidth and Wi-Fi connections. Expand voice and data connectivity at and between all district locations*
- D.6.4 Provide strong, consistent Wi-Fi connections at all district locations*
- D.6.5 Expand and enhance IT support, especially during weekend and evening hours*
- D.6.6 Provide IT training to bridge the gap between user knowledge and the full, actual capabilities of these technological tools*

- D.6.7 Review, redesign and streamline business processes, systems, procedures and work flows through smarter use of on-line information sharing and approval systems*
- D.6.8 Enhanced Learning Environments for smart classrooms at both colleges to include new video backbone to provide lecture capture/distribution capabilities and video streaming*

GOAL D: POTENTIAL PERFORMANCE MEASURES

- Reduction of paperwork/ streamlining processes
- Developing and implementing consistent procedures
- Developing training manuals for specific transactions
- Electronic request tracking system
- Amount of grant funding awarded
- Internet and mobile phone coverage
- Facilities utilization rates by community organizations
- Number of departments reporting sufficient staffing levels
- Determining a percent of fee revenue for facilities as a percent of budget
- General fund expenditures as a percent of budget
- General fund revenues as a percent of budget
- Permanent personnel costs as a percent of budgets
- Reserve balance
- ITS satisfaction survey
- Childcare availability at the colleges to enhance student access
- Transportation improvements to the colleges to enhance student access



GOAL E: ORGANIZATIONAL EFFECTIVENESS

IMPROVE ORGANIZATIONAL PROCESSES TO ENHANCE ITS INSTITUTIONAL EFFECTIVENESS AND ENSURE FISCAL ACCOUNTABILITY AND INTEGRITY

The district relies on the colleges to recommend improvements in organizational processes that help support the colleges' ability to achieve student success and overall institutional effectiveness. The district will continually improve its organizational processes in order to enhance its institutional effectiveness and ensure its fiscal accountability and integrity.

E1. Support consistency in procedures and processes across the district

The population in the CLPCCD service area is continuing to change, including a significant general population increase, increase in the number of older adults, changing ethnic demographics and widely diverse economic situations. The population in service area cities will increase by 25%. Meanwhile, continuing education for older adults may emerge as one of the major CLPCCD service areas. In Alameda County, the Asian and Latino ethnic groups will see the greatest percent increase in population.

Possible Actions

E 1.1 Identify those procedures and processes which could be centralized and which could be tailored to the needs of each college

E2. Create a strong internal organizational structure to improve transparency and accountability in district-wide decision making

The rationale for decisions and the responsibility for follow-up are not always clear. District-wide and college decisions need to be based on data, evidence and a strong guiding direction as well as agreed-upon processes consistent with the governance structure. The process for making recommendations should also include how the results will be communicated and the parameters or agreements for putting forward recommendations and for making decisions.

Possible Actions

E 2.1 Ensure that district planning processes are participatory and responsive

E 2.2 Clarify expectations of students, staff and faculty

E 2.3 Support the shared governance committees in consistently communicating information to the colleges and district

E3. Enhance internal and external CLPCCD communications

The methods and messages CLPCCD uses to reach out to all audiences (students, community members, faculty, staff, board members, etc.) impact student success and college efficiency and effectiveness. Traditional communication methods are no longer useful for many of today's students and there is a wider variety of methods being used to communicate relevant topics.

Possible Actions

- E 3.1 *Explore multiple methods of communication across the district for students, faculty, and staff*
- E 3.2 *Explore ways to advance dialogue and collaboration between the colleges and between the colleges and the district office*
- E 3.3 *Build on the established brands of the colleges to communicate the value of a CLPCCD education and the resources available to the community*
- E 3.4 *Support the colleges in reaching out to alumni to build support and develop resources*
- E 3.5 *Expand the alumni base*
- E 3.6 *Target local communities and CLPCCD-wide audiences in all marketing efforts*
- E 3.7 *Utilize faculty, students and alumni as spokespeople to communicate key messages in the community*
- E 3.8 *Coordinate with the colleges to identify faculty and staff who can interact with the business community and cultivate key relationships*

E4. Organize the district to support student success

The organizational structure of CLPCCD is important to how student needs are met. Clear lines of communication and responsibility make the organization more nimble in responding to the needs of the student population, the colleges, and the community.

Possible Actions

- E 4.1 *Examine CLPCCD's organizational structure to determine whether we are optimized for efficiency and effectiveness, what services should be centralized and what should be decentralized to the campuses, etc.*

- E 4.2 Determine how district administration and district-wide services can help both colleges achieve their goals*
- E 4.3 Clarify and define communication channels for administration, committees, faculty, staff and students*
- E 4.4 Improve efficiency at all levels of the organization*

E5. Clarify roles, responsibilities, and lines of authority for critical decision making

The mix of centralized, functional and college leadership makes the lines of authority unclear. Clarifying the scope of authority of each role and how recommendations are made in support of decision making will increase efficiency and accountability.

Possible Actions

- E 5.1 Create organizational charts that clearly define the roles and lines of responsibility and scope of authority*
- E 5.2 Review decision making processes and scope of authority; streamline processes where possible and clarify responsibilities of the colleges and of the district office*
- E 5.3 Review shared governance committee charges to ensure appropriate authority in making recommendations*

E6. Support employee development

Faculty and staff present the face of the organization and have the most direct influence on student success. Recognizing that employees as well as students are learners in this institution, ensuring opportunities to improve professionally and personally is critical to satisfaction and job performance.

Possible Actions

- E 6.1 *Refine the goals of the district-wide professional development program; develop a program that is relevant and accessible to all full-time and adjunct faculty and staff*
- E 6.2 *Work collaboratively with the colleges to develop and retain employees who are engaged in and committed to student success*
- E 6.3 *Develop a leadership succession planning program*
- E 6.4 *Promote sabbaticals, internships and memberships in professional associations to support employee professional development*
- E 6.5 *Assess the staff and administrator evaluation process to ensure that the process helps employees meet the colleges' and district's goals*

E7. Develop a strategy to increase financial reserves and discretionary resources

CLPCCD benefits from the local tax base and from ballot measures that have provided a large infusion of funds for expansion and improvements. This commitment from the local community raises the importance of fiscal management and the responsible use of operational funding.

Possible Actions

- E 7.1 *Assess the district's initiatives to strengthen the financial stability of the colleges and district services through locally voter approved funding measures*
- E 7.2 *Identify the total cost of educating students and develop enrollment targets and budgets to support this cost*
- E 7.3 *Assess the current cost and quality of services to students and identify opportunities for improving efficiency and quality*
- E 7.4 *Support the colleges and the district in identifying additional resources to support institutional goals and mission including collaborative work with the colleges' foundations, securing grants and maximizing opportunities for collaboration, increasing enrollment, increase international and non-resident student enrollments, cultivating in-kind partnerships, and securing emerging resources*
- E 7.5 *Expand grant-writing as a technical resource for faculty and staff wishing to initiate or develop innovative programs and projects*
- E 7.6 *Make CLPCCD more sustainable with respect to energy and water use efficiency, purchasing, materials, etc.*

E8. Adopt performance measures that emphasize student success and identify progress made to advance student success district-wide

The measures CLPCCD uses to report performance connects with student success and are strongly linked to the Colleges' Educational Master Plans and the District-wide Strategic Plan. Measures should be usable for quickly communicating to the community as well as faculty, staff, current and prospective students and alumni.

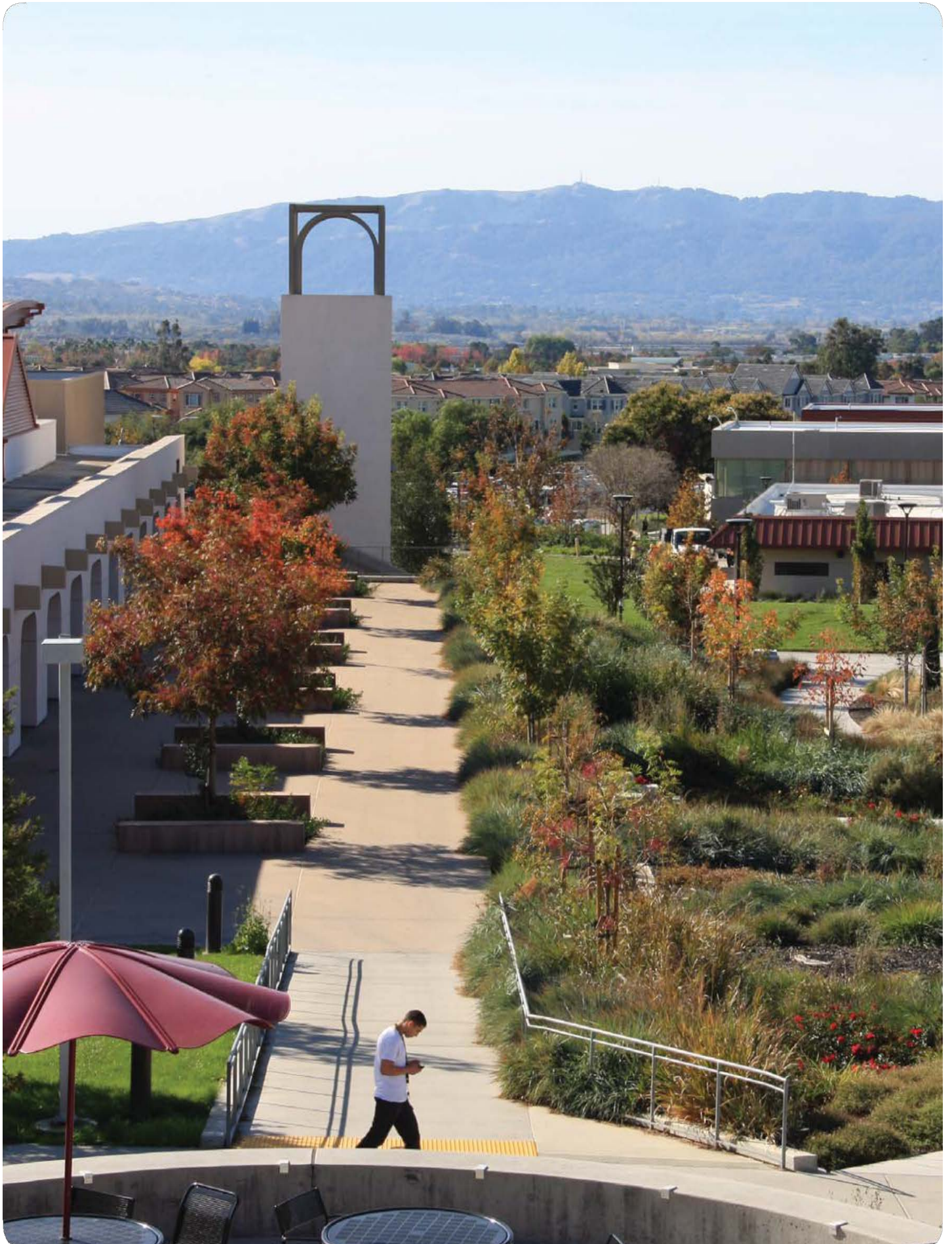
Possible Actions

- E 8.1 Develop a method or resource to provide real-time updates on student progress and success*
- E 8.2 Consider tools to advance our understanding of student progress such as, predictive analytics, assessments of the affective learning domain and assessments for career and academic strengths as part of the initial course placement assessment process*

GOAL E: POTENTIAL PERFORMANCE MEASURES

- Professional development satisfaction survey results*
- Employee satisfaction and engagement survey results Retention and turnover rates*
- Carbon neutrality*
- ITS satisfaction survey*
- Comprehensive student assessment results at initial point of enrollment*
- Dashboard-type access to data on student progress*





References

Association of Bay Area Governments, 2013 Bay Area Regional Projections

<http://www.abag.org/files/BayAreasummarytable.pdf>

Association of Bay Area Governments, 2013 Projections by City

Association of Bay Area Governments, Metropolitan Transportation Commission, Draft Bay Area Plan: Final Forecast of Jobs, Population and Housing. (July 2013).

(http://onebayarea.org/pdf/final_supplemental_reports/FINAL_PBA_Forecast_of_Jobs_Population_and_Housing.pdf)

Bureau of Labor Statistics, visualized by Google, Unemployment rates,

accessed December 2014 (https://www.google.com/publicdata/explore?ds=z1ebjpgk2654c1_&met_y=unemployment_rate&idim=city:CT0633000000000:CT0668084000000&fdim_y=seasonality:U&hl=en&dl=en)

Chabot-Las Positas Community College District, Institutional Research Dataset

Economic Modeling Specialist International, Q2 2015 Data Set

U.S. Census Bureau, 2008–2012 American Community Survey 5-Year Estimates (<http://www.census.gov/acs/>)

U.S. Census Bureau, 2013 American Community Survey 1-Year Estimates (<http://www.census.gov/acs/>)

2015–2020

**CHABOT-LAS POSITAS
COMMUNITY COLLEGE**

**DISTRICT-WIDE
STRATEGIC PLAN**

