



CHABOT
LAS POSITAS
COMMUNITY COLLEGE DISTRICT

District-wide Strategic Plan 2021–2026



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Thank you to the following contributors:

District-wide Guidance and Coordinating Committee

Chancellor Gerhard
President Sperling
President Foster

CLPCCD Trustees

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Chabot College EMP Task Force
LPC EMP Task Force
Academic, Classified, and
Student Senates
Community Stakeholders
District Senior Leadership Team

The 2021-2026 District-wide Strategic Plan

Names **District-wide Strategic Directions** to meet mission, community needs, and unite efforts across colleges & district office

Guides planning and resource allocations to effectively support the mission and operations of the Colleges and District in accordance with **Board Policy 3250**

Emerged from a **thorough collaborative multi-stakeholder process**

About the Process

Authentic, quality-focused, multi-stakeholder planning



Reflective Points

- Board Priorities
- Data-driven discussions from the substantive Environmental Scan
- Stakeholder outreach inventory
- Strategic Directions are broad while activities are based at the Colleges
- District Support Centers centralize work supporting the College and District missions
- List of existing indicators to help answer: *Are we on track?*



Environmental Scan

Three Overarching Research Questions

1. What is the environmental context in which we are working?
2. Who are those we serve?
3. How and how well do we serve those we were established and designed to serve?



Example: Applying Data from the Environmental Scan to Transfer

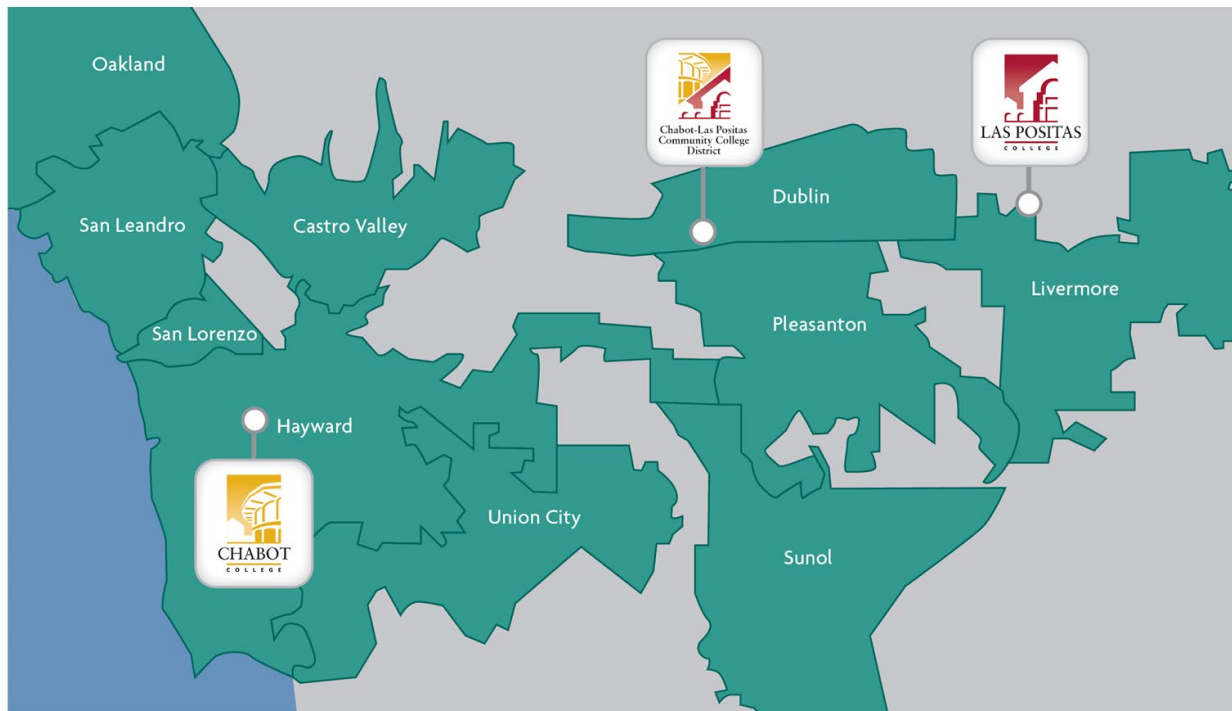
Transfer is...

- A defined part of our Mission
- Addressed in the Vision for Success Goals the Colleges have set.
- A named SCFF metric (impacts funding).
- An approach to increase student's opportunities for family-sustaining career options and wages.





What is the environmental context in which we are working?



Opportunity to connect and reach adults with programs that meet their needs

47% or 74,500 adults over age 25 in our service area are opportunity populations to connect with college credentials (certificate, degree, transfer) and assist in increasing their qualifications for career paths. page 39 CLPCCD Env Scan

Figure 17: Educational Attainment by Service Area and County, 2018

	District Service Area		
	Chabot Cities	Las Positas Cities	Total
Less than 9th grade	7%	3%	6%
9th to 12th grade, no diploma	7%	3%	6%
High school graduate (includes equivalency)	25%	13%	21%
Some college, no degree	21%	18%	20%
Associate degree	7%	8%	7%
Bachelor's degree	22%	32%	25%
Graduate or professional degree	10%	23%	15%
Total Population 25 years and Over	290,335	158,669	449,004





Who are those we serve?



Opportunity to increase the college-going rates for graduates from our feeder high schools, even as K12 populations decline in Alameda County.

Figure 19: Projected Kindergarten-Grade 12 Enrollment for Alameda County by School Year (2019-2029)

Projected California Public Kindergarten-Grade 12 Enrollment by County by School Year											
2019 Series											
	Actual	Projected									
County	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Alameda	227,687	228,721	229,077	229,166	228,678	227,202	226,340	224,949	223,561	222,460	220,857

Source: State of California Department of Finance http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/

The Community College is the preferred destination for feeder Unified School Districts in our Service Area.





How and how well do we serve those we were established and designed to serve?



Community Input

Comments related to Transfer...

- Commendable commitment to K-12 districts to support student transition to college
- Need to streamline enrollment processes and provide consistent and reliable guidance to students
- Students need to be able to self-navigate their progress toward their educational goals
- Promote programs to accelerate socio-economic recovery especially for skilled displaced workers affected by economy
- Continue to support readiness in STEM-related fields
- Continue to model diversity, equity, and inclusion policies and practices



Transfers to 4-Year Institutions

Figure 112: Transfers to 4-Year Institutions

Academic Year	Chabot College					Las Positas College				
	To UC	To CSU	To ISP*	To OOS*	Total	To UC	To CSU	To ISP*	To OOS*	Total
2014-15	147	558	84	133	922	123	489	43	123	778
2015-16	149	600	48	124	921	140	499	42	99	780
2016-17	162	551	43	101	857	169	514	32	75	790
2017-18	171	653	42	93	959	198	562	29	97	886
2018-19	194	622	39	100	955	202	497	22	71	792

Sources: University of California Information Center, California State University Reports and Analytics, and California Community College Chancellor's Office Data Mart.

*ISP (In-state private colleges); OOS (out-of-state colleges)

Transfer to California 4-year public institutions has increased over the last five years among the students at both CLPCCD colleges, while transfers to out-of-state and private four-year institutions have been declining. In the 2018-19 academic year, however, there is a small yet appreciable drop in transfer to California State University (CSU) institutions.



Six-Year Transfer Rates by Race/Ethnicity

Figure 113: Six-Year Transfer Rates by Race/Ethnicity, 2008-09 to 2012-13 Starting Cohorts

Chabot	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Las Positas	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Statewide Average	38.6%	38.1%	39.4%	39.2%	39.7%	Statewide Average	38.6%	38.1%	39.4%	39.2%	39.7%
College Average	37.2%	35.0%	36.8%	35.7%	38.4%	College Average	45.2%	44.5%	50.7%	47.1%	50.5%
African-American	28.0%	25.2%	21.8%	26.0%	30.8%	African-American	40.0%	46.7%	48.4%	45.5%	47.4%
Asian-American	54.9%	43.1%	55.8%	51.5%	54.5%	Asian-American	58.5%	54.5%	68.8%	61.7%	63.6%
Filipino	37.2%	36.8%	40.2%	36.0%	39.0%	Filipino	35.9%	40.0%	52.2%	47.8%	43.3%
Latino/a/x	27.8%	30.7%	27.9%	27.0%	32.0%	Latino/a/x	38.6%	43.3%	41.8%	39.7%	44.0%
White	38.2%	33.9%	41.5%	36.9%	39.2%	White	43.9%	43.1%	51.1%	47.5%	52.8%

Source: CCCC Data Mart: https://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

Note: Native American, Pacific Islander, multi-ethnic, and unknown groups were not included due to small cohort sizes.



CLPCCD is focused on aligned effort to outcomes

- Transfer is just one aspect of district-wide focused effort
- 12 pages of the DSP summarize the College EMP priorities and goals, ensuring reflection of the College Master Plan work in the DSP
- 9 pages of the DSP summarize the District Support Centers, their centralized support role, and priorities over the next 5 years

The five District-wide Strategic Directions follow



District-wide Strategic Directions (2021–2026)

<p>Strategic Directions What do we aim to accomplish?</p>	<p>Potential Indicators/Measurements Tools How will we know if we are on track?</p>
<p>EDUCATIONAL EXCELLENCE</p> <p>Increase CLPCCD’s reputation as an educational leader known for offering an outstanding student experience; excellence in teaching and learning; affordable, inclusive, and culturally relevant programs and pathways leading to academic achievement; and preparing students to compete and succeed in a sustainable global environment.</p>	<ul style="list-style-type: none"> • Student feedback (Climate Survey) • Employer hiring metrics • Enrollment rates • Completion metrics • Transfer rates • Graduate feedback



District-wide Strategic Directions (2021–2026)

<p>Strategic Directions What do we aim to accomplish?</p>	<p>Potential Indicators/Measurements Tools How will we know if we are on track?</p>
<p>COMMUNITY PARTNERSHIPS Build strategic collaborations with community partners to meet the current and emerging workforce development needs of local residents, businesses, labor, and industry; deepen partnerships with cities and communities to advance climate justice; connect students to essential resources that support their education (food, housing, health services, technology, work-based internships); align educational pathways with in-demand skills; strengthen transfer pathways through effective intersegmental practices; increase the number of diverse skilled and degreed adults in the region.</p>	<ul style="list-style-type: none"> • Student feedback (Climate Survey) • Amount of met demand through community resource referral network • Work-based student internship placements • Employer hiring metrics • Completion metrics • Transfer rates • Increased intersegmental effectiveness • Graduate feedback



District-wide Strategic Directions (2021–2026)

<p>Strategic Directions What do we aim to accomplish?</p>	<p>Potential Indicators/Measurements Tools How will we know if we are on track?</p>
<p>SUSTAINED PRIORITIZED RESOURCES</p> <p>Invest in strategic partnerships and resource development to sustain prioritized goals, such as: providing tailored support services to increase enrollment and success among populations historically underrepresented in higher education; recruiting, hiring, and supporting diverse staff that reflect the demographics of the students served; implement robust and dependable technology resources; sustain effective professional development; develop and maintain facilities and climate-sustainable campuses to meet the needs of students, faculty, and staff; provide communication resources for faculty and staff to elevate student voices and present student and alumni success; provide an inclusive people-oriented culture aimed at creating a productive learning environment for students and a supportive working environment for all personnel.</p>	<ul style="list-style-type: none"> • Student feedback (Climate Survey) • Classified Professional, Faculty, Administrator feedback • Participation rates and feedback re: professional development and training • Completion metrics • Transfer rates • Graduate feedback • Community partner input and feedback • Progress toward climate action plan goals • User-friendly college promotional tools • Availability of student/alumnae success stories



District-wide Strategic Directions (2021–2026)

<p>Strategic Directions What do we aim to accomplish?</p>	<p>Potential Indicators/Measurements Tools How will we know if we are on track?</p>
<p>INSTITUTIONAL EFFECTIVENESS Create and refine equitable systems and strategies to achieve greater outreach to key groups of prospective students and community stakeholders; make meaningful connections between academic programs, local economic needs and opportunities, and complex social and environmental problems; improve access and success at all stages of a student’s educational journey, from application and enrollment to poverty assistance to educational pathway selection, and two-year and four-year degree completion.</p>	<ul style="list-style-type: none"> • Student feedback (Climate Survey) • Community feedback • Educational and partner metrics • Financial Aid recipient metrics • Completion of SEA core indicators, such as Student Ed Plan and orientation metrics • Completion metrics • Transfer rates • Graduate feedback



District-wide Strategic Directions (2021–2026)

<p>Strategic Directions What do we aim to accomplish?</p>	<p>Potential Indicators/Measurements Tools How will we know if we are on track?</p>
<p>CALL TO ACTION TO ADDRESS ANTI-BLACKNESS, RACISM, AND BARRIERS TO EQUITY</p> <p>Address anti-black racism and other forms of racism and discrimination across all institutional policies, practices, programs, and services; create a welcoming, inclusive, and safe campus community to benefit all; recruit and retain a diverse staff that reflects student demographics; ensure each student and employee receives the support, guidance, and education or training needed to achieve their goals and thrive in the District environment.</p>	<ul style="list-style-type: none"> • Student feedback (Climate Survey, campus forums) • Classified Professional, Faculty, Administrator feedback • Completion metrics • Transfer rates • Graduate feedback



THANK YOU

