

Expanding Horizons

07

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
ANNUAL REPORT

08



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MESSAGE FROM THE CHANCELLOR

Welcome to the Chabot-Las Positas Community College District. It is an exciting time to be here! We have new buildings going up and old buildings becoming new again, through reconstruction and renovation. Enrollment is flourishing and our students are achieving their goals in record numbers.

Students are transferring to colleges and universities like UC Berkeley, UC Santa Cruz and Cal State East Bay. They are joining the workforce in public safety and nursing positions, and they are leaving their mark on our colleges. Working closely with our faculty and staff, their success at Chabot College in Hayward and Las Positas College in Livermore continues to raise the bar for excellence in education among colleges and universities.

Our partnerships with business and industry are thriving. Named an OSHA Regional Training Center earlier this year, we have taken the lead in industry training in California. We are working closely with our business and industry partners and providing them with the educational pathways needed to train their employees, grow their businesses, and re-build California's economy.

All of this is happening right here in the East Bay, every single day. We are working hard to provide you with educational opportunities second to none. Your investment in our colleges is an investment in the future, and your tax dollars are making a positive impact by changing the lives of your neighbors and friends in the community.

I invite you to take some time to explore our colleges. Chabot College in Hayward and Las Positas College in Livermore are more than community colleges, they are community resources to be used and shared by all of us. This annual report will give you a glimpse into the activities that have taken place this past year. It is a brief look at what has been accomplished through your support and the efforts of our dedicated faculty, staff and students. I know you will be proud of our many accomplishments. Enjoy – there is much more to come!

Joel L. Kinnamon, Ed.D.
CHANCELLOR
CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



District Named OSHA Training Institute Education Center

The U.S. Department of Labor's Occupational Safety and Health Administration (OSHA) named the Chabot-Las Positas Community College District one of eight new OSHA Training Institute Education Centers.

"We are very excited and look forward to partnering with OSHA to provide training for construction and industry in northern California," said Dr. Joel Kinnamon, district chancellor. "The Department of Labor was looking for an organization to fill critical training needs in the Bay Area and Sacramento Regions. We were their ideal choice based on our extensive contract education department and our current relationship with business and industry clients."

The District became the only OSHA Training Institute Education Center in northern California. They will serve OSHA's Region 9 which includes California, Arizona, Nevada, Hawaii, Guam and American Samoa.

The CLPCCD OSHA Training Center staff recruited experienced safety instructors, created and revised curriculum, and designed programs of study for students. Ten classes on six different topics were offered during 2008 as the program is being tooled for a very robust offering. Already, the 2009 schedule includes 85 classes covering 25 different topics.

Expanding Opportunities

In partnership with the three other Region 9 OSHA Education Centers, CLPCCD's OSHA Training Center has become part of an Alliance with the Federal OSHA program. The partnership will allow both the Centers and the federal program to leverage marketing, provide training as an alternative to non-compliance fines, and co-host events that impact employee safety in the workplace throughout the region.



Chabot and Las Positas Colleges Reduce Waste 75% and Will Generate Substantial Portion of Own Power

Students at Chabot and Las Positas Colleges may not see or feel the environmentally friendly changes around them – but they're there. With the passage of Measure B in 2004, college and district officials have taken major steps toward creating "green" campuses to sustain the environment for future generations.

In 2005 the District Board of Trustees adopted a Sustainable Design Policy requiring all new buildings constructed under the Measure B Bond, be minimum LEED Silver Certified. District and college faculty and staff took this even further and included sustainability measurements in almost every project on campus, including waste reduction.

"We have established an extensive waste reduction program," said Tim Nelson, director of maintenance and operations. "Everything removed from campus is logged and categorized, including food waste and recyclables. We also mulch green waste on-site, instead of paying to have it mulched at an off-campus location. We have reduced waste 75% while generating cost savings for the district."

Waste reduction is just the beginning of the district's efforts to reduce cost and enhance sustainability. When it comes to utility savings, the colleges are making great strides in cost savings, while helping to reduce the load on the state's power grid. Both colleges are building shaded parking structures with photovoltaic panels capable of producing one megawatt of electricity that will satisfy approximately 20% of current campus need. They are also building their own central utility plants which will help reduce overall energy consumption. The plants will allow the college to load shift with significant utility consumption occurring at off peak times.

From building roofs to heated pools, creative, cost-effective measures have been put in place to work with the environment, instead of against it. "At Chabot College we burn natural gas to make our own electricity, almost 300 kilowatts. The waste heat is used to heat our Olympic-sized pool for free," said Doug Horner, construction project manager at Chabot College. In addition,

both colleges' existing red roofs are being replaced with reflective white roofs with two inch insulation, designed to reduce heat gain and help insulate the buildings.

Campus safety departments have also embraced energy efficiency. Security officers ride bikes on patrol and their vehicles are hybrids, as are those of the maintenance and operations department.

All of the district and college sustainability measures are in place to support efforts to obtain LEED certification on all new buildings and renovations. "LEED Silver certification is the minimum that we are striving for," said Jeffrey Kingston, vice chancellor of facilities and executive director of the Measure B construction program. "We have achieved LEED Silver on new buildings at Las Positas College and will do the same with our new buildings at Chabot. One of our new goals is to reach LEED Gold on our new student services building at Las Positas and on several other upcoming projects."



Last year, Chancellor Joel Kinnamon joined more than 500 other university and college presidents across the country as a signatory to the American College & University Presidents Climate Commitment. The Commitment was created by the organization as a pledge to make colleges and universities carbon neutral. “As an educational institution it’s important

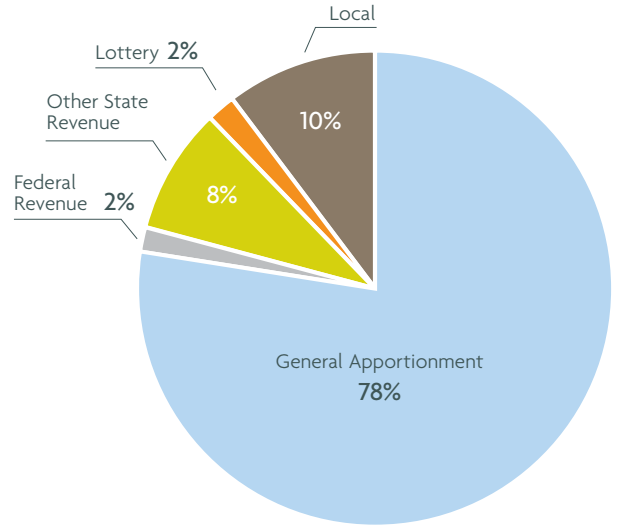
for us to be leaders in the area of global warming, both in educating the public about its effects, as well as taking the lead in helping to alleviate damage to our environment,” he said. “Our Board of Trustees, faculty, staff and students recognize this importance and are doing all they can to set the standard in our communities.”



Source of Funds

The District derives revenue from a number of sources as shown below. The major sources of revenue are:

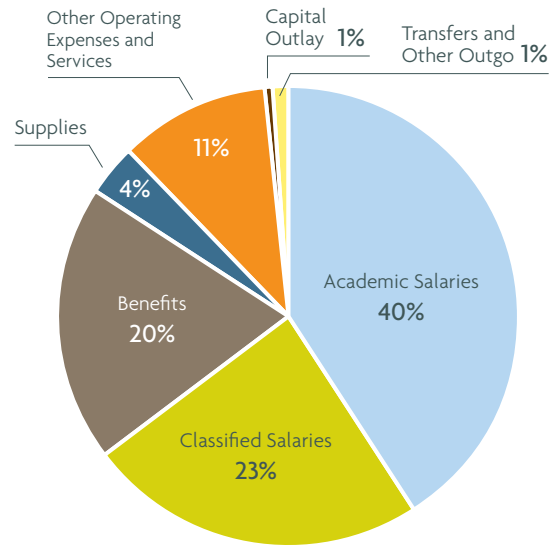
Beginning Fund Balance	\$15,642,688
<ul style="list-style-type: none"> ■ General Apportionment (State General Fund, Property Taxes, Equalization, and Enrollment Fees) \$85,876,748 	
<ul style="list-style-type: none"> ■ Local (other) \$11,065,480 	
<ul style="list-style-type: none"> ■ Other State Revenue \$9,346,647 	
<ul style="list-style-type: none"> ■ Lottery \$2,392,705 	
<ul style="list-style-type: none"> ■ Federal Revenue \$1,963,899 	
Total	\$126,288,167



Use of Funds

The single largest source of income is General Apportionment, which is made up of Property Tax, Enrollment Fees, and State General Fund.

Academic Salaries	\$46,156,846
Classified Salaries	\$26,884,676
Benefits	\$21,976,000
Other Operating Expenses and Services	\$12,016,769
Supplies	\$3,985,615
Transfers and Other Outgo	\$962,717
Capital Outlay	\$655,788
Total	\$112,638,411





Celia Barberena, Ph.D.

PRESIDENT

I have come to Hayward after many twists and turns in my career, which I believe have enriched my experience. Over the past year I have learned how this exciting college continues a steady pathway of innovation and advancement.

Chabot employs excellent faculty and staff and many trained professionals who engage our students in selecting a field of study that is appropriate for their talents and aspirations, finding their niche in society and gathering the resources necessary to finance their education. In fact, the faculty and staff at Chabot have swept me off my feet because of their commitment to bring out excellence from all Chabot students. These professionals bring life experiences that encourage and inspire; they demonstrate a deep caring attitude towards our students and hold them in a closely knit community.

Chabot is thriving as an exemplary center for teaching and learning. A year ago I made the right decision to come to Chabot College to lead an excellent institution and experience the rich diversity of the East Bay.



System Directors Recognize Chabot College Program

The Board of Governors of the California Community Colleges recognized Chabot's Daraja Program as an official statewide program and also recognized its statewide name change to Umoja Community, meaning



“unity.” The Board passed a resolution supporting the expansion of Umoja Community’s efforts to improve the success and retention of African Americans and other students. A committee of Chabot College faculty and staff has worked diligently to build relationships with other colleges and statewide foundations, and continues to work with five colleges statewide who are piloting Umoja Community programs and services. They are supporting twenty other colleges who are working towards starting Umoja Community programs.

The hope is that these interventions will assist more African American males in accomplishing their goals of successfully graduating from Chabot College and transferring to four-year colleges and universities.

A mentor program was created within middle and high schools and members have presented motivational workshops within the Hayward and Oakland communities. Students have traveled to Southern California and the East Coast visiting colleges and universities, had a breakfast meeting with U.S. Senator Dianne Feinstein, toured the United States Capitol and the White House, and have received academic scholarships for the 2008 school year.

Continuing their efforts to combat the rising attrition rates of African American males at Chabot College, a special community for these young men called The Striving Black Brother Coalition and Mentors Among Us, was formed. The group is a support system designed to help African American males understand their purpose in the collegiate arena and in life, by developing an authentic sense of self, committing to a purpose, and building meaningful relationships with peers, family, and Chabot College faculty and staff, and being able to identify and use academic, mentoring, and campus resources.



LEAP AHEAD in Math

During the summer the Chabot College math faculty launched a pilot math workshop program to help students prepare for their fall math courses. The program incorporated the use of a web-based tutoring program called ALEKS – Assessment and Learning in Knowledge Spaces. ALEKS begins with a diagnostic evaluation of the student’s strengths and weaknesses and provides a tailored program for the student to work on to address their deficiencies. With the diagnostic information provided by ALEKS, math faculty were able to support the students with more individualized instruction that was based on their identified needs. A Chabot faculty member exclaimed, “It was wonderful to work with students on learning, not on finishing the course, or testing and grading.”

The preliminary results of LEAP AHEAD suggest the possibility of a new model for teaching and learning developmental mathematics at Chabot College.



Dental Hygiene Students Score Big

For the fifth year in a row graduates of the Chabot College dental hygiene program scored a 100% pass rate on the National Dental Hygiene Board Examination.

Students in the dental hygiene program provide high quality preventive oral healthcare services to over 1,500 community members in the East Bay each year through the college’s Dental Hygiene clinic. The low-cost services are offered to those in the community who would not be able to receive care in the traditional office setting due to lack of insurance, unemployment or low income.





DeRionne Pollard, Ph.D.

PRESIDENT

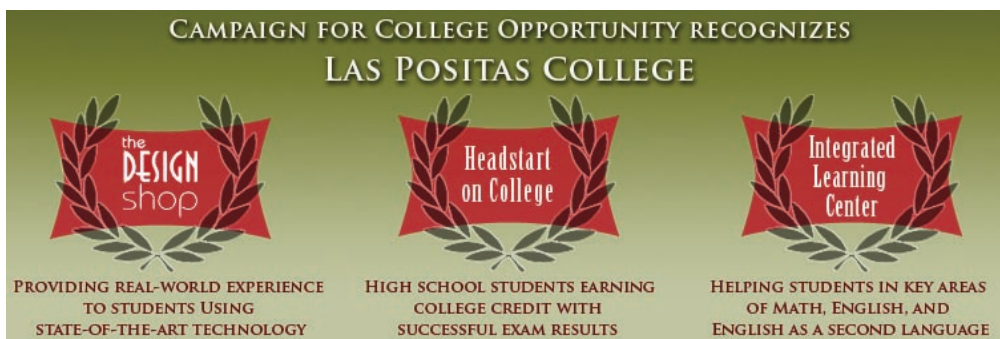
Las Positas College holds firm to the belief that each of us makes an astonishing difference and, indeed, making a difference in the lives of the students and communities we serve has kept us busy in 2007-2008. A significant presence within the Tri-Valley, Las Positas College excelled in providing dynamic and robust instruction and educational programming, supporting students with high-caliber and responsive services, and enhancing stakeholder engagement through operational excellence.

I am honored to have joined this phenomenal institution as its leader. At Las Positas College, we believe deeply that every student who comes here is entitled to an educational experience grounded in excellence, and that is what you will find in our classrooms, in our offices, in our services, in our programs, and in the way we treat our students and the community. Las Positas College is one of the jewels of the Tri-Valley and I am convinced that we are making an astonishing difference in the community and changing the trajectory of the lives of our students!



Three Las Positas College Programs Recognized for Excellence

The Campaign for College Opportunity recognized Las Positas College by singling out three programs as exceptional. In its Practices with Promise Report, the organization analyzed 120 programs and selected 15 from four-year, two-year and kindergarten through 12th grade institutions in California that address issues of college access and success. Las Positas was the only institution recognized for more than one program and was cited three times.

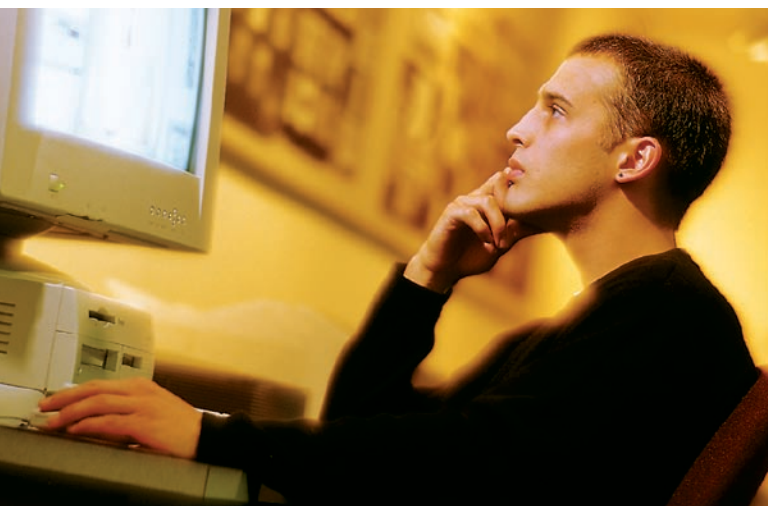


THE DESIGN SHOP

The graphics program provides real-world experience to students. The class functions as a full-service design shop for on-campus clients and those in the business and non-profit communities. Students deal face-to-face with

clients and their expectations, timelines, and budgets. The experience prepares students for their chosen career, particularly since they rotate roles from designer to marketer. The Design Shop students produced a bilingual website for Tri-Valley HELP, listing all non-profit services available in Livermore, Dublin, and Pleasanton; redesigned the Livermore-Amador Symphony website, and designed the Las Positas College Catalog which earned a first place PRO Award from the Community College Public Relations Organization.

Founded in 2004, the Design Shop serves an average of 50 to 60 clients per year and has earned an average of \$20,000 the last two years.



HEAD START ON COLLEGE

More than 600 students from Tri-Valley area high schools and the Regional Occupation Program this year received credit for units at Las Positas College for classes they took while still in high school. Las Positas faculty and staff work with the high school instructors to ensure that the high school courses provide the curriculum equivalent to entry-level classes as Las Positas. Once students pass the final exam the college will grant the students credit. Currently there are 20 courses offered in the high schools and the Regional Occupation Program that provide college credit as well as high school units.

Las Positas provides the units with no fee and no residency requirement that would mandate students enroll at Las Positas College to receive the credit. High school students focused in certain career areas can earn as many as 15 units of credit at Las Positas during their high school career. That means one semester less at Las Positas to earn a certificate and start on a career six months earlier rather than starting at Las Positas without college credit. Classes range in subject areas from auto mechanics to early childhood education to a variety of computer-related fields.



THE INTEGRATED LEARNING CENTER

The Center involves faculty from the English, math and English as a Second Language departments all working together to serve the students. The variety of disciplines cooperating in one center, focused on helping students improve, sets this approach apart from that offered at other institutions of higher learning.

The Integrated Learning Center has several dynamics leading to its success. One dynamic is a student driven approach to learning where the faculty members work directly with students on a lab hour attached to a math, English or English as a Second Language course. Another dynamic is the interdisciplinary learning that takes place in the center. Students are aware of a “hub” of academic activity going on around them and are made to feel comfortable asking questions at any time.

Faculty members are also learning at the same time. They learn more about other disciplines and can see different teaching techniques at work.



Las Positas College Received Grant to Support Women in Welding and Automotive Programs

Las Positas was one of four community colleges from California selected for Tech Project, a grant sponsored by National Institute for Women in Trades, Technology and Science. The four 2008 selections join four other community colleges named last year. The Institute recently received a \$2 million grant from the National Science Foundation to support colleges as they recruit and retain women. Through the grant, Las Positas and the seven other colleges will receive free intensive training and assistance focused on women in the trades.

“The American Welding Society predicts a possible shortage of more than 200,000 skilled welders by 2010. Our local Automotive Advisory Board assures us there is a critical regional shortage of qualified automotive technicians,” said Birgitte Ryslinge, the former Dean of Academic Services, Vocational Education and Economic Development at Las Positas College. “Given this context, how can we disregard 50 percent of the potential workforce by failing to recruit women? Increasingly these are high-wage, high-skill positions which provide students with a meaningful career path,” she continued.

The career fields involved at Las Positas are automotive and welding. The instructors were invited to a two-day training that helped them assist current female students and to promote more women in the trades.

“In recent years, Las Positas faculty have done significant outreach, and each semester at least a few women have enrolled in automotive and welding courses, where they do extremely well. We are really looking forward to the more fully developed outreach and support strategies which this initiative will provide to Las Positas,” added Ryslinge.

The Institute provides the tools to successfully integrate women into male-dominated careers through workshops, publications, products, e-strategies and technical assistance. It offers a full range of educational consulting and training services that will help Las Positas recruit, train and retain female students in the technical programs offered.



Las Positas College Kicks Off Innovative Program to Help Middle School Students Attend College

Las Positas College and the Las Positas College Foundation announced the creation of the College Bound Scholars (CBS) Program for middle school students. Working together with local K-12 districts, the program targets select middle school students from the Tri-Valley and pairs them with college and community mentors who guide them into post-secondary education.

The project is funded by the Las Positas College Foundation through a grant underwritten by a generous donation from the Foresters Court #77 of Livermore, an organization that attributes its roots to Robin Hood and the Ancient Order of Foresters in England, and is committed to community services and philanthropic endeavors. Additional funding from Sandia National Labs supports activities and materials for the program.

The mission of the College Bound Scholars program is to increase the number of first generation college students enrolling in higher education, specifically Las Positas College. The program matches public middle school students from Dublin, Pleasanton, and Livermore with community mentors who will support and encourage them. A \$1,000 scholarship is invested in the name of each participant at the beginning of the six-year term of the program from 6th grade to college.

Upon successful completion of the program, each student will receive the invested funds, plus interest, as they transition out of the program and into college.

In the first phase of the program, K-12 school districts in Dublin, Pleasanton, and Livermore identified a total of 30 sixth graders using several criteria including socioeconomic need, first generation in family to attend college, potential to succeed in college, and residency. Following the selection process, mentors were matched with students and the program began.

Throughout the program, staff and mentors listened to parents say they did not believe that there was any hope that their children could have a genuine chance to attend college. In addition to building strong connections with the students, the program also helps the parents realize that their children do have a real opportunity to attend a college or university, while teaching them how to maneuver through the higher education system. With each connection, the reality of hope grows for the student and their families.

In April 2009, the program will welcome the next group of students to the College Bound Scholars program and celebrate the first group of students as they move into high school.

07 - 08

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CHABOT
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COMMUNITY
COLLEGE
DISTRICT

Chabot-Las Positas Community College District

5020 Franklin Drive
Pleasanton, California 94588
(925) 485-5215
www.clpccd.org