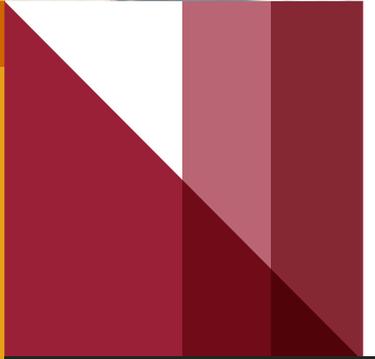
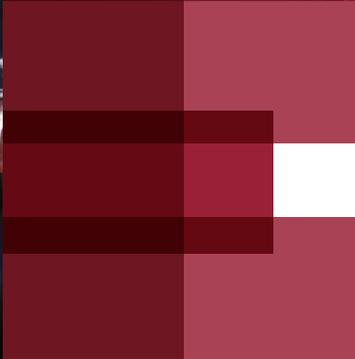




**CHABOT  
LAS POSITAS**  
COMMUNITY COLLEGE DISTRICT

# OPEN FOR LEARNING



**ANNUAL REPORT  
TO THE  
COMMUNITY  
2020 | 2021**

## MISSION

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

*The CLPCCD 2020-2021 Annual Report to the Community was prepared by the CLPCCD's Public Relations, Marketing, and Government Relations Department with the assistance of college administrators and staff. The design was developed by Ogden Costa Creative Group. To view an online version of the CLPCCD 2020-21 Annual Report to the Community, please visit [www.clpccd.org/newsroom](http://www.clpccd.org/newsroom).*

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## ABOUT THE Chabot-Las Positas Community College District

CLPCCD serves the San Francisco East Bay Area, particularly southern Alameda County, through its two colleges: Chabot College in Hayward and Las Positas College in Livermore. CLPCCD is governed by a seven-member board of trustees, which is responsible for all policy decisions. Board members are elected from trustee areas by the registered voters of nine communities: Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol, and Union City.

### STUDENT ENROLLMENT STATUS



- First Time Attending College 18%
- First Time Transfer 7%
- Returning Transfer 10%
- Returning 1%
- Continuing 61%
- High School 4%

### STUDENT EDUCATIONAL LEVEL



- High School 4%
- Freshman (<30 units) 49%
- Sophomore (30-59 units) 21%
- Other Undergraduate 14%
- AA/AD Degree 4%
- BA/BS or Higher Degree 8%

### EDUCATIONAL GOAL



- Transfer: with/without AA/AS 57%
- Non-Transfer: AA/AS Only 8%
- Occupational Certificate or Job Training 13%
- Personal Development 7%
- Other or Undecided 12%
- Unknown 3%

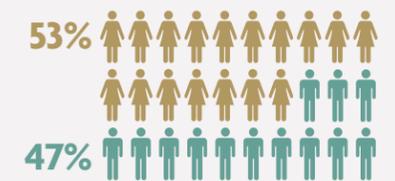
### INSTITUTIONAL PROFILE



**1,302**  
District-wide Total



**19%**  
Faculty with  
Ph.D./Doctorate



**1,778**  
Number Of Employees

# Chabot-Las Positas Community College District Board of Trustees



**Luis Reynoso, Ed.D.**  
Trustee Area 1  
Hayward



**Hal G. Gin, Ed.D.**  
Trustee Area 6  
Hayward and San Lorenzo



**Tim Sbranti**  
Trustee Area 5  
Pleasanton, Dublin and Sunol



**Maria L. Heredia**  
Trustee Area 4  
Castro Valley and portions of Oakland



**Edralin J. "Ed" Maduli**  
Trustee Area 7  
Livermore and portions of Pleasanton



**Genevieve Randolph**  
*President*  
Trustee Area 3  
Union City and portions of Oakland



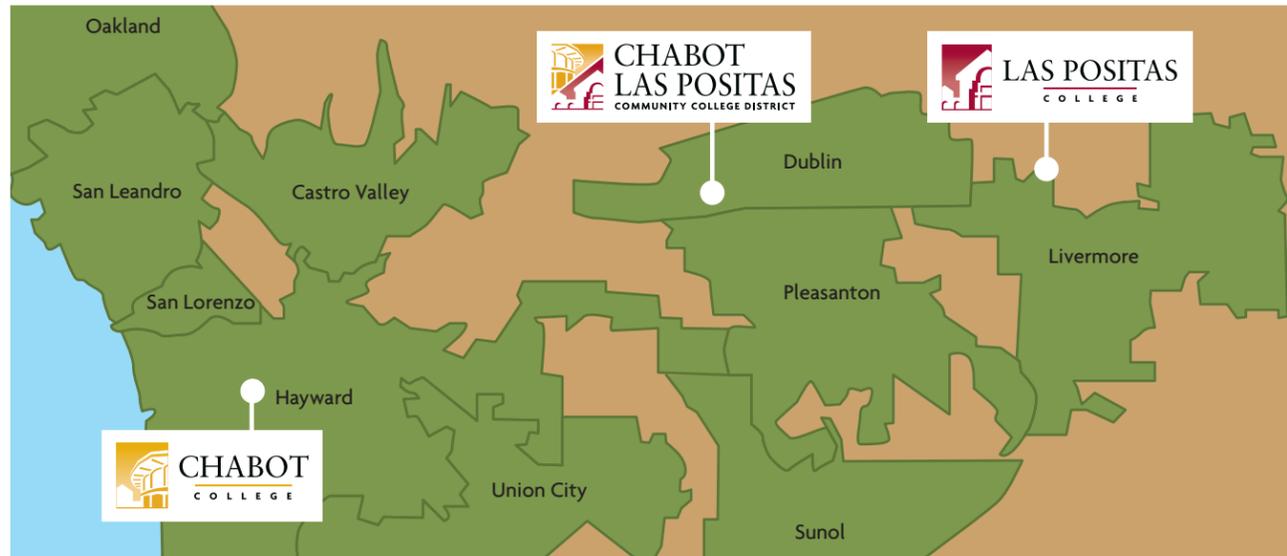
**Linda Granger**  
*Secretary*  
Trustee Area 2  
San Leandro



**Student Trustee**  
Vivianna Patino  
Chabot College



**Student Trustee**  
Vanshaj Johar  
Las Positas College



# Message from the Chancellor



Welcome to Chabot-Las Positas Community College District and our Annual Report to the Community for 2020-2021. We are proud of the work our District has accomplished during these unprecedented times due to COVID-19. I invite you to visit the proceeding pages to learn more about our students, our colleges, the impact we've had in the community, and much more! It is in keeping with the CLPCCD commitment to excellence that we persevere and continue to reflect on how our work impacts our students, their lives, and ultimately their legacy. Whether transitioning to teach online classes or helping our students navigate their educational journey during the COVID-19 pandemic, our collective actions impact and drive our students' success. We each have an impact on our students' legacies.

This annual report reflects our commitment to excellence and the district's contribution to providing opportunities for students to learn, train, and participate in civic engagement. The following list of highlights offers a glimpse into how our district is working to prepare the next generation of professionals for rewarding careers that also meet California's workforce needs.

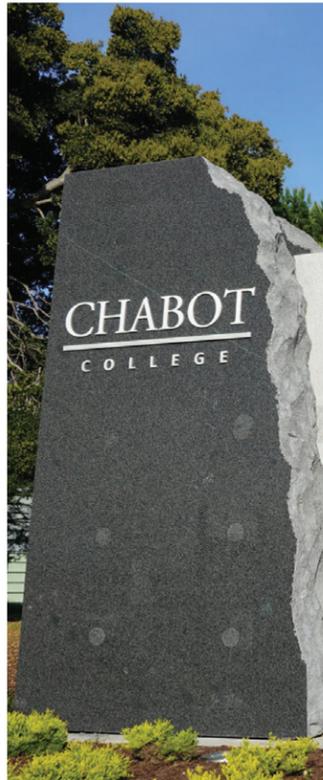
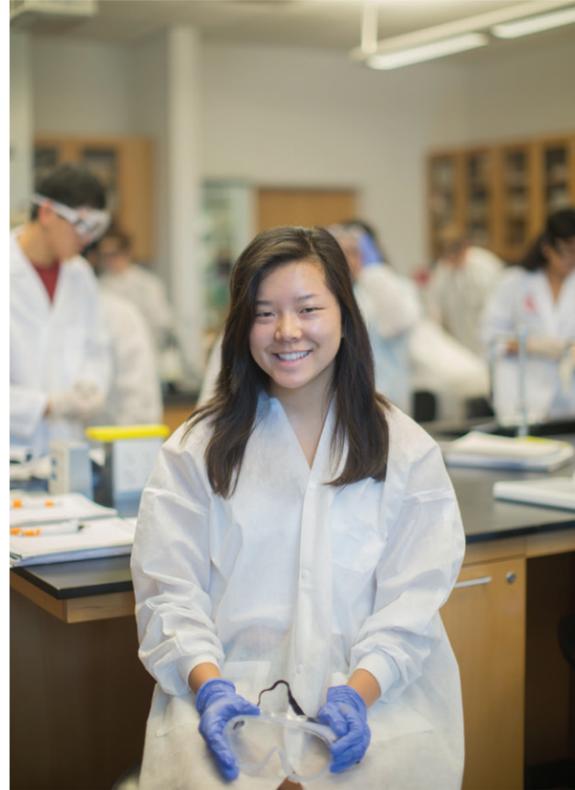
- Measure B is now in its final phase of funding and construction. Final projects include a new biology building at Chabot College and five new laboratories to support science education. (more on page 8).
- Both of our colleges have worked hard to support students succeed during the COVID pandemic (more on pages 16 and 20).
- Our Tri-Valley Career Center (TVCC) has helped clients secure new employment (more on page 10).

The Chabot-Las Positas Community College District is proud to serve our diverse communities of Alameda County. Whether a recent high school graduate seeking a transfer degree, a veteran preparing to enter civilian life, or a student committed to serving the public as a police officer or a nurse, Chabot-Las Positas Community College District has a place for each of our students where they will be welcomed and supported.

I look forward to connecting with you at one of our college campuses soon.

Sincerely,

**Ronald P. Gerhard**  
Chancellor



## Chabot-Las Positas Community College District Fiscal Outlook/Your Investment at Work

The District sponsored an economic impact study in 2018-19 to determine the economic value and impact that the CLPCCD provides to its service area. This report assesses the impact of the District on the regional economy and the benefits generated by the District for students, taxpayers, and society. The results of this study show that CLPCCD creates a positive net impact on the regional economy and generates a positive return on investment for students, taxpayers, and society.

Community colleges are local engines of opportunity. The following figures indicate the regional impact resulting from the District offering thousands of students a pathway to higher education and job skills.

**\$229.5**  
*million*

Operations Spending

**\$398.2**  
*million*

Alumni Impact

**\$33.5**  
*million*

Student Spending

**\$694.6**  
*million*

Total Impact\*

\*The final total includes some additional impact from construction projects.

### TAXPAYER PERSPECTIVE

**\$274.1**  
*million*

Support provided by local and state taxpayers toward CLPCCD operations

**\$270.8**  
*million*

Net present value of the added tax revenue from students' higher lifetime incomes and increased output of business

**\$28.7**  
*million*

Savings to public sector due to reduced demand for government-funded services



**6.4**  
Benefit Cost Ratio



**\$9.00**  
Return in benefits for every \$1 spent



**1.5%**  
Average annual taxpayer return on investment

*The additional income of \$694.6 million created by CLPCCD is equal to approximately 0.5% of the total gross regional product of the CLPCCD service area.*



## Bond Measures Continue to Support the Development of New Facilities

Through the support of our communities, the District has passed two general obligation capital improvement bond measures. The first was Measure B, a \$498-million-dollar measure passed in March 2004, and the second is Measure A, a \$950-million-dollar measure passed in June 2016. Both bond measures addressed needed facility improvements at the two colleges.

Measure B began the process of upgrades and necessary repairs, while Measure A will enable the colleges to continue preparing students for good paying jobs and for transfer to four-year universities by providing state-of-the-art facilities and technology.

Measure B is now in its final phase of funding and construction. The new biology building at Chabot College is the final major project under the Measure B program and is currently completing construction to provide five new laboratories to support science education.

Through Measure A, we continue to upgrade technology and bring connectivity to every corner of the colleges. Each college will begin construction of student support space and expansion of learning resource facilities to align with the District's goals. These projects at Chabot College include the Library and Learning Connection Facility, completion of the Biological Sciences Complex,

and improvements to the athletic facilities. Las Positas College has begun the design work on the Academic Support Facility, Agricultural Sciences Horticulture Building, and the Public Safety, Advanced Manufacturing and Transportation Complex. Each of these programs are focused on developing sustainable facilities to meet the individual needs of our students and community.

**The District expresses sincere appreciation to our service area residents for their continued support. CLPCCD also thanks the Measures A/B Citizens' Bond Oversight Committee, which monitors district Measures A/B expenditures.**

### Measure A & B Committee Members

Will Macedo,  
*Senior Citizen Organization*

Jo A. S. Loss,  
*Taxpayer's Association*

Jacques Gautreaux,  
*Business Organization*

Margaret Smith-McCollum,  
*Community-at-Large*

Sarah Hosterman,  
*Community-at-Large*

Lara Wiedermeier,  
*Student Representative*

Lynn Seppala,  
*College Foundation*

## Economic Development & Contract Education

### EDCE LOCATION CHANGE

The Economic Development and Contract Education Department (EDCE) has five different programs that serve the wider community and our colleges through apprenticeship programs, child welfare training, fiscal agency, the OSHA Training Institute Education Center, and the Tri-Valley Career Center.

Prior to the pandemic, EDCE programs were located at three different sites. In 2021, the build out of EDCE's new offices was completed and all of the programs are now housed together. The new EDCE offices are located in Pleasanton, directly across from the Dublin-Pleasanton BART station.

### FISCAL AGENCY

EDCE served as the fiscal agent for the California Community Colleges Chancellor's Office's statewide programs. In 2021, the fiscal agency team managed 34 agreements, totaling \$140 million. In all, \$70 million worth of purchase orders were created and \$54 million in invoices were paid. EDCE also served as the fiscal agent for other non-profit organizations.

In addition to serving as a resource for the state chancellor's office and other private organizations,

the fiscal agent team and other EDCE programs generate revenue for the District. In fiscal year 2021, EDCE produced \$1.5 million in net revenue, which was distributed between the two colleges and District offices.

### APPRENTICESHIP PROGRAMS

With the addition of our new director of apprenticeship programs last year, the District is emerging as a leader in apprenticeship programs in the Bay Area. While we continue to support and grow our eight existing apprenticeships offering programs in 14 different construction and automotive trades, there is tremendous momentum for apprenticeships in industries and occupations that are outside of the trades, or "non-traditional apprenticeship programs."

We are currently assisting seven new programs to create apprenticeships in non-traditional occupations, set to begin offering classes through both Chabot and Las Positas colleges in the fall of 2022. Among others, programs include dispensing opticians, precision manufacturing, informational security analyst and truck driving.

**In total, our team currently supports programs training nearly 1,300 apprentices with another 500 coming to the District in the next academic year.**

**OSHA TRAINING INSTITUTE EDUCATION CENTER**

The OSHA Training Institute Education Center (OTIEC) participated in the successful launch of virtual instructor-led training (VILT) throughout the Education Center network in 2020 and continued to grow our virtual course offerings through 2021. In our 2021 annual operations audit, our OSHA Training Institute Education Center accomplished a perfect score, which has only happened once before in the history of the Education Center program.

The OTIEC successfully conducted 227 individual OSHA-authorized safety courses for 2,690 students located throughout California, Nevada, and Hawaii, in federal fiscal year 2020-2021.

Additionally, our OSHA Outreach Program, which provides 10-hour and 30-hour OSHA training certifications, issued over 18,929 successful completion cards to workers who need them to find or maintain employment in construction, general industry, and maritime occupations.

The OTIEC awarded 79 higher-level safety certifications. These certificate programs lead to career growth and increased employment opportunities in the expanding field of Occupational, Environmental, Health and Safety.

Finally, in October 2021, the OTIEC entered into a formal agreement with the U.S. Department of Labor's OSHA

Region 9. It further strengthened our collaboration with state and federal offices and our commitment to the promotion of worker health and safety throughout the region.

**TRI-VALLEY CAREER CENTER**

The focus of the Tri-Valley Career Center (TVCC) is to build the local workforce and prepare students and the general population of job seekers to be competitive in the marketplace. In 2021, the Career Center continued to offer all of its services virtually, including workshops, career advising, employer hiring events and networking opportunities, serving more than 1,600 job seekers.

Specific workshops and programs were added to help those impacted by COVID-19 layoffs, including financial help through specific grant partnerships. Our clients have become working business analysts, human resources managers, pharmacy technicians, software engineers, truck drivers, and medical assistants, to name just a few.

A tangential service at the Tri-Valley Career Center is its Volunteer Income Tax Assistance (VITA) program, which was offered during the 2021 tax season. Staff and over 30 IRS-certified volunteers virtually prepared nearly 600 federal tax returns for low-income residents of the Tri-Valley and beyond throughout the expended season. This service, partially funded by United Way and the three Tri-Valley cities, served low-income taxpayers with an average family household income of just \$28,093.

**CHILD WELFARE TRAINING PROGRAM**

EDCE's Child Welfare Training Program successfully completed another year of providing training and professional development to foster families, adoptive parents, county social workers, non-profit agency staff, and other adults supporting foster youth. During the 2020-2021 fiscal year, over 56,500 participant counts were documented. Participants attended an array of training topics, including trauma-informed practices, culturally responsive services, and hundreds of additional critical topics for ensuring foster, adoptive, and probation-involved children receive competent care and services.

In partnership with 18 non-profit agencies and several national experts, the Child Welfare Training Program provided over 28,200 hours of live training, virtual courses, and training development. In spring 2020, when California ordered residents to shelter in place, agencies and subject matter experts were able to quickly transition to provide quality distance learning. During the shelter-in-place order, and throughout the pandemic, our partner agencies and experts continued to safely train caregivers and providers to increase competent caring for one of California's most vulnerable populations.

The Child Welfare Training Program continues to expand training services to additional counties with the goal of improving outcomes for foster youth. During the 2020-2021 fiscal year, services were expanded to Tuolumne County, in addition to Alameda, Contra Costa, Humboldt, Lake, Mendocino and Solano counties.



**OSHA Quick Facts**



**227**

successfully conducted safety courses for 2,690 students



**18,929**

successful completion cards issued to workers



**79**

higher-level safety certificates awarded to help career growth

# CLPCCD Highlights of 2020-21

## CHANCELLOR'S AWARDS

Each year, faculty and staff have the opportunity to nominate their peers for special recognition. These are unique individuals who deserve our collective appreciation for going above and beyond in service to our colleges and District. The Chancellor's Awards are intended to honor those individuals among us who go the extra mile, recognize creativity, and promote excellence.

### Congratulations to this year's distinguished award winners:

<b>District Office</b>	<b>Chabot College</b>	Frank Ko	<b>Las Positas College</b>	Jason Maxwell
Ericka Avila-Santillan	Nicole Albrecht	Terra Lee	Evelyn Andrews	Jim Ott
Alexandra Gallegos	Cristina Baron	Paulette Lino	Kimberly Burks	Elizabeth Owens
Owen Letcher	Emily Chan	Cheree Manicki	Wanda Butterly	Terrance Thompson
Dawn Neideffer	John Chan	Cristina Moon	Tracy Coleman	Gary Wilkes
Bill Pagano	Gabriel Chaparro	Craig Shira	Lyndale Garner	
Nichole Winter	Darryl Fabian	Michael Thompson	Frances Hui	
	Cynthia Gordon da Cruz	Stacy Thompson	Amanda Ingold	
	Christine Herrera	Lan Tran	Jeff Judd	

## CLIP – CLASSIFIED LEADERSHIP INSTITUTE FOR PROFESSIONALS

CLIP is a year-long leadership development program for classified professionals. The program provides an opportunity for the district to cultivate and strengthen a pipeline of future leaders. The following professionals participated in this year's program.

Barbara Chavez	Brooke Guardado-Rivas	Theresa Mailander	Bill Pagano
Lina Chea	Na Liu	Patrick Mwamba	Hermina Sarkis-Kelly
Sienna Dalton	Kaitlyn Lundell	Anamarie Navarro	Kristi Vanderhoof

## UNITY AWARD

The Unity Award recognizes individuals who remove barriers and promote collaboration.



**Owen Letcher,**  
*Vice Chancellor of Facilities and Bond Program*

Vice Chancellor Letcher was selected for his continued leadership in developing and updating districtwide COVID-19 guidelines, for providing hundreds of hours of safety training across our District, for supporting and assisting all who have questions or concerns about safe work practices, and for guiding the District in responding to the cases of COVID-19 that were reported by our District community.

# Message from the Chabot College President



Dear Community Members,

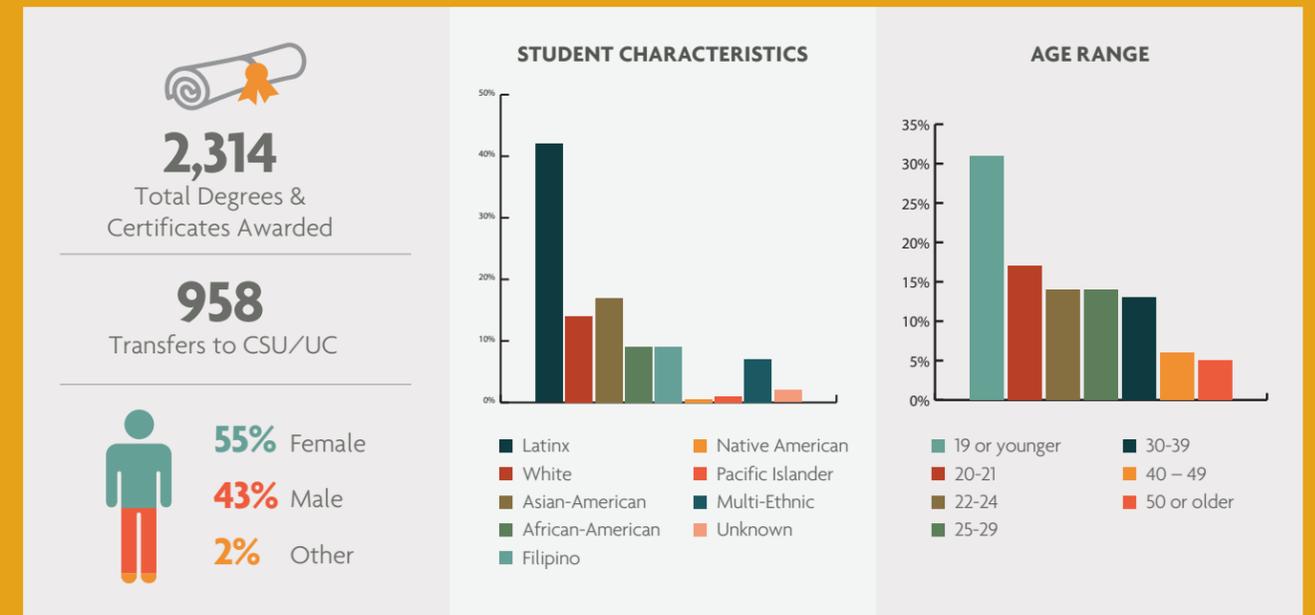
Chabot College continues to innovate in its programs and services to its richly diverse communities offering superb educational opportunities for students, many of whom are the first in their families to attend college. Our mentoring and student support programs are models across the state and, as Chabot's president, I am impressed by the persistence and achievement of our graduates in transferring to excellent universities or completing one of our college's many excellent career- technical education programs. Chabot continues to excel in developing pathways to student completion and success that meet the needs of our students and communities.

Our commitment to civic engagement, inclusion, and equity model citizenship through outreach and partnerships within and beyond our region as we continue to forge the path to a better future for generations of seekers who go on to shape our region, state, and country.

We thank you for your support!

Sincerely,

**Dr. Susan Sperling**  
*President*



# Chabot College Highlights of 2020-21

## THE BLACK EXCELLENCE COLLECTIVE 10X10

The Black Excellence Collective: A 10x10 Model for Academic and Student Success for Black Students presents a new cutting-edge approach to working with Black students. The volume presents the work of The Black Excellence Collective 10x10, a model which was created in response to students' academic and social support needs following the aftermath of George Floyd's death in 2020 and the demand for greater racial justice.

The Black Excellence Collective (BEC) kicked off at Chabot College in August 2020. The BEC 10x10 is designed to implement a program at scale for the approximately 2,000 Black students at Chabot, to ensure equitable outcomes and support their plans for success. Students who participated in the BEC at Chabot were divided into 10 villages. Each village is supported by a minimum of 10 volunteers that include; one director/coordinator/administrator, one counseling faculty, two academic instructors, two classified professionals, and two students and allies.

### Our 10 BEC Village Subject Areas Consist of:

- |   |  |
|---|--|
| 1. Onboarding (Welcome & Orientation)   | 6. Black Culture Resource Center                                   |
| 2. Academic Support & Retention (Tutoring)  | 7. Graduation (Certificate & Degree Completion, Career Transition) |
| 3. Health & Wellbeing (Mental Health)   | 8. Professional Development (Social Justice & Equity)              |
| 4. Community and Campus Safety & Relations  | 9. Faculty Diversity (EEOC)  |
| 5. Financial Literacy Workshops, Coaching, and Related Basic Need Supports (Sparkpoint) | 10. Data & Research  |



The culmination of work and engagement by the college community inspired the further development of The Black Excellence Collective 10x10 book.

Edited by Dr. Jamal Cooks and Dr. Jeanne Wilson, the book has contributions from classified professionals, faculty, and administrators, which illustrate a collective, campus-wide effort and commitment to Black student success. The book presents an initiative to harness the time, energy, and efforts of over 100 volunteers on campus to provide academic and social support for Black students on campus while simultaneously taking down barriers that prevent Black students from registration, degree completion, and transfer to a four-year institution. The hope is that the book may serve as a model to work with different student demographic populations in an effort to improve the teaching and learning of all students.



### CHABOT PUENTE PROJECT CELEBRATES 40TH ANNIVERSARY

Puente was founded in 1981 by Felix Galaviz and Patricia McGrath at Chabot College as a grassroots initiative to address the low rate of academic achievement among Mexican-American and Latino students. In an effort to understand the possible causes of their high dropout rate, Galaviz and McGrath reviewed over 2,000 student transcripts. They discovered three key patterns among Latino students: they were avoiding academic counseling, they were not enrolling in college-level writing courses, and they were the first in their families to attend college. The Puente model that emerged in response to these patterns comprises three components: rigorous language arts instruction, sustained academic counseling, and community leadership development and mentoring.

**The Puente mission is to increase the number of educationally underserved students who:**

- Enroll in four-year colleges and universities
- Earn college degrees
- Return to the community as mentors and leaders of future generations

### INCEPTION OF NEW CHABOT COLLEGE PROGRAM – PEER GUIDE SUPPORT SERVICES AND LEADERSHIP DEVELOPMENT PROGRAM

When the shelter-in-place order took effect in March 2020, a team of counselors, administrators, and classified professionals worked together to create a student assistant training program to empower student employees with the technological abilities, information, and communication skills necessary to provide a variety of virtual peer support services. This has since become the Chabot College Peer Guide Support Services and Leadership Development program and is comprised of the following components:

#### Program Components

1) Peer Guide Virtual Chat Lobby-Students can access a virtual lobby where peer guides are ready to support them in the following ways:

- Provide empathy to students and understand their needs
- Help students understand and navigate college resources
- Provide students with warm handoffs and appropriate referrals
- Provide basic technical support and help with troubleshooting

2) Peer Guide Telephone Support Line-Chabot College now offers telephone support, which allows students to speak with a peer guide or staff members Monday through Thursday, between 10:00 a.m. and 4:00 p.m.

3) Peer Guide Video Resource Library-Peer Guides have created numerous student-centered videos that explain Class-Web, CARES Mental Health services, S.O.A.R - steps and registration, and the transfer process.

4) Peer-to-Career Pipeline. This program allows high school students and those who are new to Chabot to become interns and learn about the hard and soft skills that are fundamental to human service providers. They are also granted the possibility to apply for workforce-based learning opportunities, meaning that by the time our peer guides have moved through the Peer-to-Career Pipeline, they will most likely have earned a degree or certificate, applied for transfer, and obtained the necessary skills for entry-level job placement within the human services industry.



## Chabot CARES Mental Health Services

During the pandemic, the Chabot College CARES (Counseling, Advocacy, Resources, for Emotional Support) Mental Health Team continued providing virtual services in the following ways:

- Short-term individual counseling
- Referrals to community-based mental health services
- Support groups, including: Rootz2Rise Men’s Group, Women’s Circle, Justice Arts Collective, and Black Mental Wellness Group
- Wellness resources for staff to build awareness of and remove stigma about mental health
- Building capacity and diversifying the CARES team
- Establishing three new programs: A graduate internship program, the Student Wellness Ambassador Program, and the Mental Health Navigator Program

## Community Partnerships

Chabot College co-founded the Alameda County Mental Health Forum in order to cultivate and strengthen partnerships between community colleges in southern Alameda County, county agencies, and community-based mental health service organizations to address complex mental health needs and build a robust referral network for community college students whose needs cannot be met through campus-based services. Partnering with leaders in the community the CARES team:

- Developed curriculum for a new behavioral health certificate
- Created the Peer-to-Career Pipeline to support workforce-based development
- Created internships for students within the Behavioral Health Pathway
- Developed a comprehensive mental health referral network

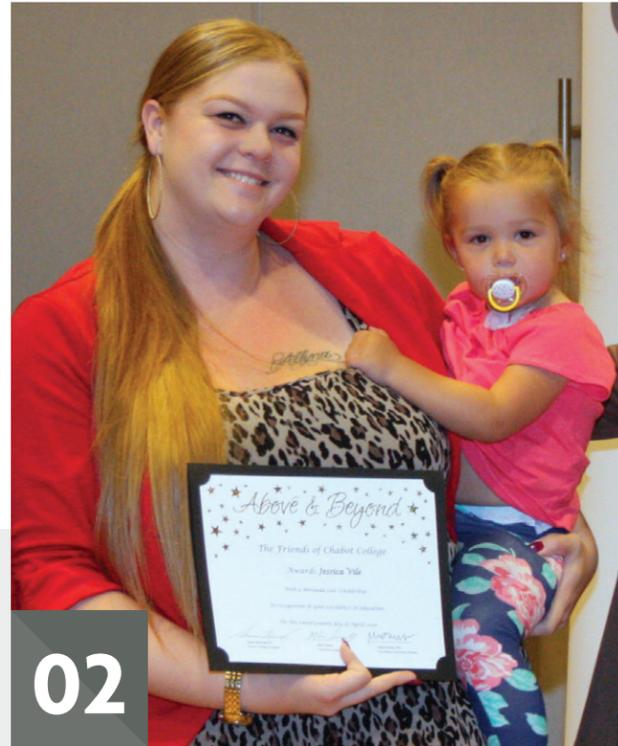
## The Friends of Chabot College Highlights



01

### SPRING 2021 VIRTUAL AUCTION

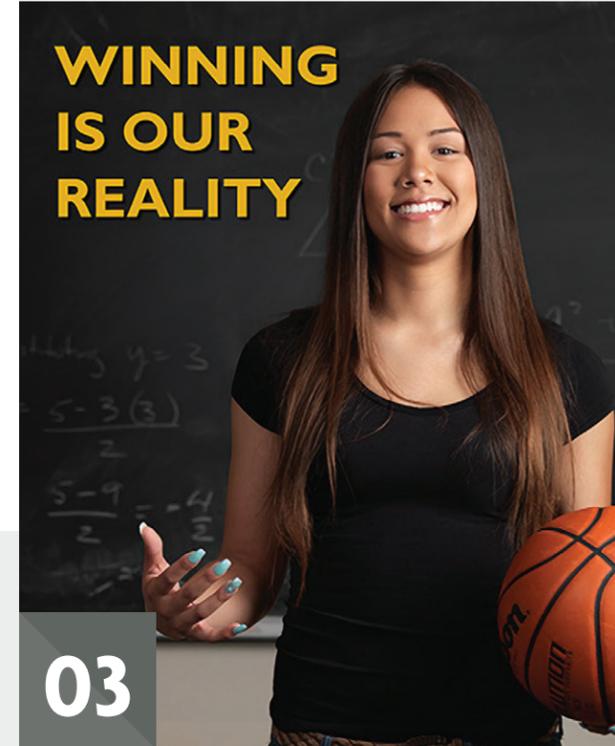
In light of the COVID-19 pandemic, The Friends of Chabot College did not hold its annual, in-person gala. In its place, they held their first virtual auction. The event exceeded expectations with over 40 auction items, 11 sponsors, one week of bidding, and broad participation. The virtual auction raised \$25,000 in support of Chabot College students and programs. The Friends of Chabot College is so grateful to be part of such a giving community.



02

### SCHOLARSHIP AWARDS

As one of their largest programs, The Friends of Chabot College is proud of its annual scholarship program and its collaboration with the Office of Student Life. Thanks to generous donors, Chabot awarded over \$93,000 in scholarships in 2020-21! After receiving 809 applications, they provided 399 scholarships to students. We offer our appreciation to the 123 Chabot scholarship reviewers and everyone who helped make the 2021 scholarship awards possible.



03

### "WENT TO CHABOT" ALUMNI & FRIENDS ASSOCIATION

Chabot's growing alumni association, Chabot Alumni & Friends, has been consistently holding events for the past two years, ensuring they stay in touch with Gladiators who graduated from Chabot either 50 years ago or five months ago. They had a blast ending the year with an esteemed career panel and multiple social activities. The Association was also instrumental in signing up new alumni at Chabot's first drive-thru commencement reception, with over 400 attendees and their families enjoying the festivities. Graduates who signed up for the Association received a free gift along with their graduation gift.



04

### EMERGENCY AID

With appreciation to the many sponsors and donors who have made it possible, The Friends of Chabot College held their second and third rounds of COVID-19 emergency aid funding. Since March 2020, The Friends of Chabot College has distributed over \$340,000 in aid to students in the form of direct cash grants, Chromebooks, and Wi-Fi hotspots. Research conducted on 2020-21 student recipients shows that students who received aid had higher course success, higher persistence rates, and lower withdrawal rates when compared to the overall student body. The Friends of Chabot College continues to raise emergency relief funds for students and is looking forward to awarding future rounds of funding in 2021-22.

# Message from the Las Positas College President



Dear Community Members,

The 2020-21 academic year has taught us to remain nimble, flexible, and responsive to the needs of our students and our community. I am proud of our faculty, staff, and administrators for implementing a thoughtful plan to meet the challenges of COVID-19. The college continued providing limited face-to-face instruction for hands-on courses that are hard to convert to online, while maintaining excellent online instruction and high-quality virtual support services during these unprecedented times. I am also extremely proud of our students for their persistence in pursuing their educational goals during the year.

Las Positas College partnered with the City of Livermore and City Health Urgent Care to offer the Tri-Valley Community COVID-19 tests on site during the course of the year. To support our students during the pandemic, LPC offered free technology (i.e. laptops, hotspots, and other academic resources) to support students in their success. The Student Government hosted a monthly free food distribution for all students, employees, and the greater community to address food insecurities, and the Student Health and Wellness Center continued to offer free mental health support and services to all students.

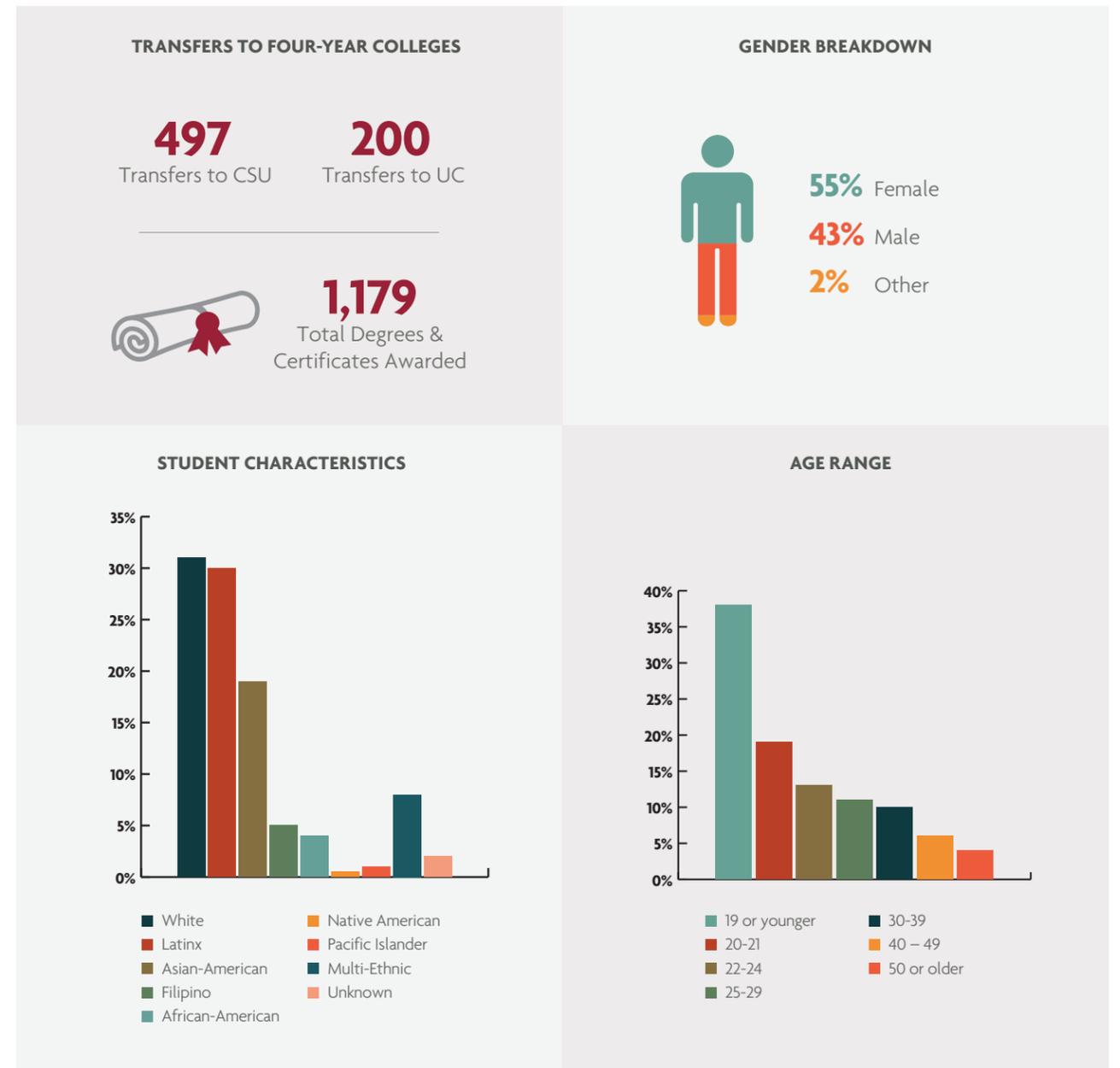
While responding to the challenges of the pandemic, the college made significant progress in achieving our institutional goals. The campus community contributed in completing Las Positas College's 2021-2026 Educational Master Plan (EMP), which will advance the mission of the college and guide the strategic planning and direction of the institution over the next five years. Thanks to the Tri-Valley community for supporting our Measure A bond measure in 2016, which allowed us to recently break ground on three new buildings that will enhance the teaching and learning environment for our students as we prepare them to transfer to a university and/or enter the workforce in a career with a well-paying job.

As part of our commitment to equity and social justice, LPC's Presidential Taskforce identified best practices and implemented strategies to address systemic inequities to obtain racially equitable student outcomes in access, persistence/retention, and completion. The college continued our partnerships with business and industry leaders to develop internships, work experiences, and new, innovative curriculum and programs to assist students in completing short-term career ready programs.

Las Positas College is grateful to be a part of such a thriving, innovative, and supportive community and we thank you for your continued support in helping us serve our students as they pursue their educational goals and career aspirations.

Sincerely,

**Dr. Dyrell Foster**  
President, Las Positas College



# Las Positas College Highlights of 2020-21

## A CALL TO ACTION: PRESIDENTIAL TASK FORCE

Following the demand for social and racial justice, Las Positas College President Dr. Dyrell Foster developed the Presidential Task Force to help formulate a call to action for LPC. The task force's charge is to identify best practices and recommendations to address systemic inequities and obtain racially equitable student outcomes in access, persistence/retention, and completion. The task force identified five specific themes that will lead to systemic change for our students and the communities we serve:

- 01** Disaggregated Data and Inquiry
- 02** Campus Climate and Communication
- 03** Programs and Support
- 04** Professional Development
- 05** Instruction and Curriculum



**STOP RACISM**  
**Black Lives Matter at LPC**

*Significant progress has been made on many projects related to each theme. In the theme of Programs and Support, the ConnectUp Project was developed as a way to proactively reach out to Black students to connect them to resources and engage them within the campus community. To support the Professional Development theme, a monthly President's Speaker Series was offered for faculty, classified professionals, administrators, and students on topics related to the theme of educational equity and why race and culture matter. Within the theme of Instruction and Curriculum, LPC developed and implemented a plan to reimagine public safety training and policing in the 21st century.*

## BREAKING GROUND ON THREE NEW BUILDINGS

Las Positas College broke ground on the following three new buildings.

### The Agriculture Sciences: Horticulture Facility

Includes classrooms, labs, offices and resource area, a greenhouse, shade structure, and a new parking lot to support 60 new parking spaces. The outdoor growing areas will have soil bins, equipment storage, and an outdoor learning patio.

// Estimated Completion Date: Summer 2022



### Public Safety Complex (PSC) and Advanced Manufacturing and Transportation (AMT) building

These new buildings will be co-located to allow for shared linkages between the various programs, classrooms, and event spaces. The PSC project consists of an EMS simulation lab, situation rooms, fire training with "Class A" burn areas, and a fire training apparatus. The AMT project will include an automotive tech facility, welding lab, classrooms, and lab spaces to provide training of advanced manufacturing processes and faculty offices.

// Estimated Completion Date: Summer 2023



### Academic Support and Office Building

This new building will support the English Center, Math Center, Math X program, Computer Science Center, computer labs, classrooms, tutoring with study areas, networking, maker space, faculty offices, and the expansion of library functions to include the reference desk, study areas, new staff offices, and library operational support spaces.

// Estimated Completion Date: Summer 2023



*Funding for these projects was made possible by community support and it allowed the district to upgrade aging classrooms, technology, and science labs. It also allowed for retrofitting of buildings, the construction and repair of facilities, improved campus safety/security, and the enhancement of the teaching and learning environment for our students as we prepare them to transfer to a university and/or enter the workforce in a career that yields a higher income.*



### NEW PROGRAM AND COURSE OFFERINGS

Las Positas College added innovative curriculum to its offerings, including career-ready programs in data analytics, artificial intelligence, and Red Hat Administration. LPC also expanded opportunities with six non-credit programs in automotive concepts. Degree and certificate programs now include an Associate Degree in Arts for Transfer to the CSU system, LGBTQ Studies, an Associate in Arts for Transfer in Elementary Teacher Education, a marketing certificate, customer services certificate, and a small business management certificate.

### EDUCATIONAL MASTER PLAN

Las Positas College's 2021-2026 Educational Master Plan (EMP) was approved by the Board of Trustees in March 2021. There were five overarching goals and 29 strategies in the EMP.

#### The goals are to ensure excellence in student learning in the following ways:

1. Through quality academic programs and support services
2. By collaborating with community partners to provide educational opportunities that best serve the needs of our students and our community
3. By strengthening fiscal stability, providing

appropriate staffing levels, meeting evolving technology needs, and expanding or updating facilities

4. By improving organizational processes, promoting safety and wellness, and fostering professional development
5. By prioritizing equity and racism

The EMP serves as a conceptual framework that will advance LPC's mission and guide the strategic planning and direction of the institution over the next five years.



## Four Pillars Of Guided Pathways



Create clear curricular pathways to employment and further education



Help students choose and enter their pathway



Help students stay on their path



Ensure that learning is happening with intentional outcomes

### GUIDED PATHWAYS

Las Positas College was one of 20 California community colleges selected to participate in the California Guided Pathways Demonstration Project. The mission of Guided Pathways at LPC is to ensure equity and enhance the college experience and career preparation for all students. In contrast to the previous “cafeteria model” community colleges have used—where students have multiple possibilities with little guidance in navigating these options—Guided Pathways provides students with direction inclusive of clear program maps with specific course sequences, progress milestones, and program learning outcomes. In addition, students receive comprehensive support from enrollment to graduation to ensure they clarify a path for themselves, enter and stay on that path, and succeed in learning.

One of the Guided Pathways' initiatives includes the development of the “student-facing” academic program maps, which are interactive and linked to careers and academic clusters on the LPC campus. In collaboration with California State University, East Bay, LPC has developed career resources that provide recommendations to students about programs of study that match their skills and career interests. Another initiative will include exploring and advocating for new student onboarding activities to help students enter college and identify their career earlier to allow the college to streamline and clarify the application and registration process for new and returning students. The last initiative that was implemented is a persistence project that is faculty driven and encourages faculty members to meet one-on-one with students to increase persistence—with the expectation that instructors take the initiative to build relationships with all of their students.



### The Campus Hill Winery

In October 2020, the Campus Hill Winery at Las Positas College began its first-ever wine sale. It included two white wines, the 2019 Sidekick and the 2019 Albariño.

The Campus Hill Winery is a four-acre estate vineyard and one of the few bonded wineries on a California college campus. LPC's Viticulture and Winery Technology program offers students hands-on experience in growing grapes and making wine. Plans for a new horticulture and viticulture facility are still progressing. The building will be constructed with modern methods and equipment to fully support programs and teaching methods, which in turn support students transferring to four-year colleges and universities and those working toward careers in the wine industry through the college's degree and certificate pathways. The program, which has been offered since 2004, originally provided students real-world experience at local wineries, but the hands-on portion was brought on site when LPC added its own vineyard in 2007.



## Las Positas College Foundation

### Fundraising in Support of COVID-19-Related Student Needs:

Thanks to the generosity of the Las Positas College community, the Las Positas College Foundation was able to raise over \$12,000 in support of COVID-19-related student needs. The challenges of remote and hybrid learning meant finding ways to help our students continue their studies and provide critical tools and resources. With these funds, the LPC Foundation was able to purchase Wi-Fi hotspots, with a year of internet service included, for students who needed a way to connect to the web for remote learning. They were also able to purchase nine sewing machines for costume design students in the LPC Theater Program.

### 2021 Student Scholarships Awarded:

This year, the LPC Foundation proudly awarded over \$330,000 in scholarships to more than 75 deserving students. Generous donors continue to invest in their success through a wide range of scholarships, including support for students transferring to four-year institutions, re-entering college after a lapse in attendance, training for a new career, veterans, and performing arts majors, among others.

### \$20,000 Gift Establishes New Scholarship for First Responders:

Las Positas College students majoring in one of twelve areas of study will be eligible to apply for the new "Promising First Responders" Scholarship. Established by Ms. Patricia Wheeler, long-time LPC supporter, this award will provide two \$1,000 and two \$500 scholarships to students who meet the application criteria.

### LPC Alumni Association Hosts Webinar on Social Justice in the Workplace:

As part of Black History Month programming, the Las Positas College Foundation sponsored an LPC Alumni Association webinar titled "How to Address Social Equity & Justice in the Workplace."

A panel of experts explored how new employees and those with mid-level experience can address issues of social equity and justice in the workplace.



**CHABOT  
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# Congratulations to the Class of 2021!

